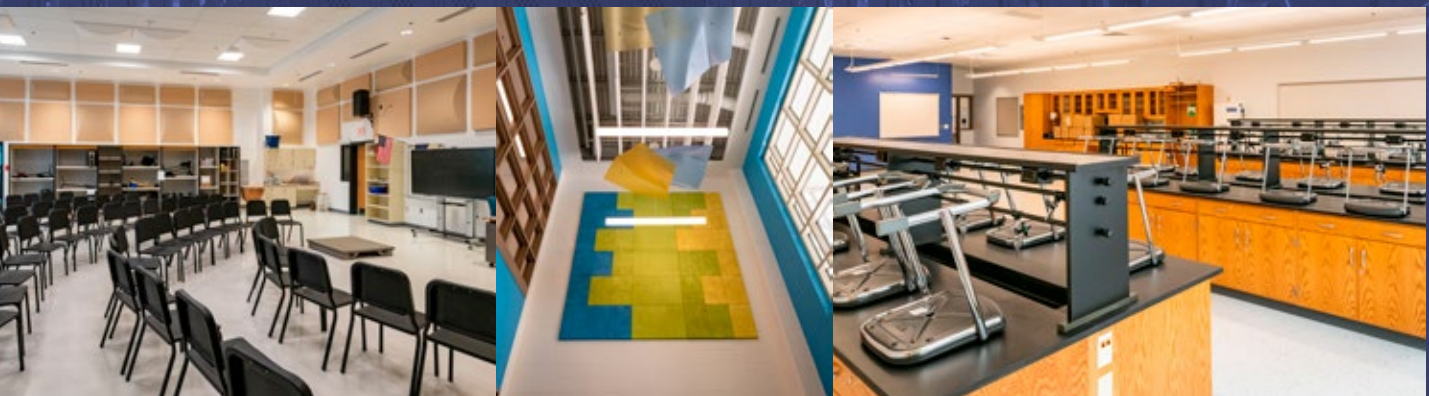




Superintendent's Recommended
FY 2022
Capital Budget

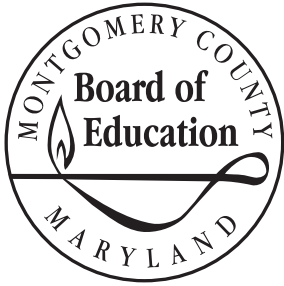
Montgomery County Public Schools, Rockville, Maryland

and Amendments to the FY 2021–2026
Capital Improvements Program



Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS



VISION

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

MISSION

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

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

*Learning
Relationships
Respect
Excellence
Equity*

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**Superintendent's
Recommended
FY 2022 Capital Budget and
Amendments to the
FY 2021–2026
Capital Improvements Program**

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

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MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

October 23, 2020

Mrs. Shebra L. Evans, President
and Members of the Montgomery County Board of Education
850 Hungerford Drive, Room 123
Rockville, Maryland 20850

Dear Mrs. Evans and Members of the Board of Education:

I am submitting my *Recommended Fiscal Year (FY) 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program* (CIP) for your consideration and adoption. This plan includes the expenditure recommendations for FY 2022–2026 and provides the recommended FY 2022 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2021, and ends June 30, 2022. FY 2022 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 2021 Capital Budget and FY 2021–2026 Capital Improvements Program* totaled \$1.818 billion, an increase of \$74.2 million more than the approved CIP. The County Council adopted *FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* for Montgomery County Public Schools (MCPS) totaled \$1.728 billion for the 6-year period; \$90.1 million less than the Board of Education's request. This reduction resulted in the removal of expenditures for requested projects, delays to individual capital projects, as well as reductions of funds in three of our vital countywide systemic projects to address aging infrastructure needs throughout the school system.

Capital projects included in the adopted CIP, while not all on the completion schedules requested by the Board of Education, included funding for the planning, design, and/or construction of 14 elementary school capacity projects, 5 middle school capacity projects, 5 high school capacity projects, and 9 major capital projects—4 at the elementary school level, 1 at the middle school level, and 4 at the high school level. The approved CIP also included funding for the completion of five revitalization/expansion projects.

MCPS has seen a steady increase in enrollment since the 2007–2008 school year. The COVID-19 pandemic, however, has impacted our student enrollment, as well as the student enrollment of many public schools across the country. The preliminary September 30, 2020, enrollment is 161,583, a one-year decrease of 3,684 students (Pre-Kindergarten–Grade 12). Nationwide, school systems are seeing reduced enrollments in the 2020–2021 school year, especially in the lower grades, as homeschooling and private schools that offer in-person instruction gain student enrollment. I anticipate, however, that many of these students likely will return to our schools once in-person instruction resumes.

From the 2010–2011 school year, student enrollment has grown by more than 17,000 students. Total school system enrollment is projected to increase to 170,761 students by the 2026–2027 school year. This projection represents a slight slowdown in enrollment growth in part due to the continued decline in resident births, which results in lower kindergarten enrollment and smaller cohorts of students as they progress through the school system each year. Our enrollment projections do account for the current health pandemic. I believe, however, that this decline in enrollment will be temporary and, therefore, the capacity projects included in the adopted CIP, based on pre-pandemic enrollment projections, are still warranted and must remain on their approved schedules.

As previously indicated, FY 2022 is an amendment year and, therefore, it is standard practice that the superintendent of schools recommends limited amendments. Therefore, the *Superintendent's Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program* includes only \$3.67 million more than the adopted CIP over the 6-year period. While the additional expenditures are minimal, there are a number of recommended amendments to the adopted CIP that provide funding for new capital projects, accelerate the completion dates of previously approved capital projects, and provide additional funding for our vital countywide systemic projects that are essential to address our aging infrastructure.

During my deliberations the past few months, the fiscal climate that impacted our approved CIP and the anticipated further fiscal constraints due to the current health crisis, made it clear that it was imperative to reevaluate our approved CIP funding and reexamine our ability to address capacity needs and aging infrastructure in ways that could potentially achieve cost savings. As a result of this examination, my recommended CIP seeks to prioritize, to the extent possible, by reducing and reallocating approved expenditures for some projects to support other system priorities. My intent is for this to result in a funding request that acknowledges the fiscal environment, while at the same time, addresses both the capacity and programmatic needs of many of our schools throughout the system.

My first two amendments are for the Bethesda Elementary School addition project and the Westbrook Elementary School addition project. Bethesda Elementary school is projected to remain overutilized for the six-year planning period; and therefore, the Board of Education requested \$16.7 million in the FY 2021–2026 CIP to construct an addition, with a completion date of 2023. Due to fiscal constraints, the County Council's adopted FY 2021–2026 CIP delayed the Bethesda Elementary School addition project by two years, resulting in a completion date of September 2025.

As part of a classroom addition at Westbrook Elementary School that was constructed in 2013, a classroom shell was master-planned. To relieve the overutilization at Somerset Elementary School, the *Board of Education's Requested FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* included \$4.4 million for the classroom shell to be built out with

a completion date of September 2021. In May 2020, the County Council adopted FY 2021–2026 CIP, which did not include the shell build-out for Westbrook Elementary School.

The Bethesda Elementary School service area is adjacent to Somerset Elementary School. The three-classroom build-out at Westbrook Elementary School, along with its current available capacity, would provide approximately 270 seats to relieve elementary school overutilization. The total seat deficit for Bethesda and Somerset elementary schools will be approximately 220 seats by the end of the 6-year planning period.

As previously noted, the cost of the classroom build-out at Westbrook Elementary School will be \$4.4 million. Reallocating funds from the Bethesda Elementary School addition project to a classroom build-out at Westbrook Elementary School results in a cost difference of \$12.3 million. When considering capacity opportunities in combination with the current fiscal climate, I believe that it is fiscally prudent to complete the classroom build-out at Westbrook Elementary School to address the overutilization at both Somerset and Bethesda elementary schools.

The adopted CIP includes two addition projects—one at Cresthaven Elementary School and the other at Roscoe R. Nix Elementary School—both to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. Enrollment projections indicate that JoAnn Leleck Elementary School at Broad Acres will exceed 870 students by the end of the 6-year period and currently has 10 relocatable classrooms. Due to the topography of the site, it will be a challenge to place additional relocatable classrooms there, if it becomes necessary.

Due to the continued enrollment growth at JoAnn Leleck Elementary School at Broad Acres, the addition projects, as approved, may not provide enough capacity to address the projected overutilization. In addition, the cost of the two addition projects is approaching the cost of a new elementary school. Therefore, the next three recommended amendments include the removal of all expenditures for the additions at Cresthaven and Roscoe R. Nix elementary schools and reallocates those funds for a Grades 3–5 elementary school for JoAnn Leleck Elementary School at Broad Acres, with a completion date of September 2025. My recommendation is to conduct a site selection process in spring 2021, to determine a site to construct this Grades 3–5 elementary school.

The adopted CIP includes funding for an addition at Silver Spring International Middle School. A decline in enrollment as well as increasing complexities of the addition project will have significant fiscal implications. These complexities include the consideration of relocating the elementary school students off-site and the construction of the Purple Line that led to the discovery of new site conditions and challenges. As a result, a one-year delay of this project was requested, and approved, in the FY 2021–2026 CIP to evaluate the scope of the project and the related challenges of the proposed construction.

After careful consideration regarding the scope of this project, the fiscal challenges facing our county and state, and the substantial budget for the approved project, my next recommended amendment is to reduce the scope and cost of this addition project and to reevaluate the scope of the project to specifically address the programmatic and safety needs for Silver Spring International Middle School as it relates to the location and administration of the physical education program, as well as the overall safety of the school community with the construction of the new Purple Line. With this change in scope, the completion date for this project will be September 2024. It will be vital to engage the community around how best to address the key priorities for this project within the recommended budget.

Enrollment projections at Highland View Elementary School indicate that the school will continue to exceed capacity during the six-year planning period. This is a small elementary school and is projected to be 139 percent overutilized by the end of the 6-year period. Currently, there are six relocatable classrooms on-site, and it will be a challenge to place additional relocatable classrooms if needed in the future. Planning funds were included in the adopted FY 2019–2024 amended CIP, with no construction funding or a completion date. My next amendment is to recommend reallocating the reduced expenditures from Silver Spring International Middle School to support construction funding for an addition at Highland View Elementary School with a completion date of September 2025.

Similar to Highland View Elementary School, William Tyler Page Elementary School will continue to exceed capacity during the six-year period. In fact, William Tyler Page Elementary School will exceed capacity by more than 370 students by the end of the 6-year period. Currently, this school has 10 relocatable classrooms and, if more need to be added to this site, it will become more challenging to construct the addition. Therefore, my recommended amendment is to accelerate the construction funding for this addition project to align with the request included in the Board of Education’s FY 2021–2026 CIP. The recommended completion date is September 2023.

My next three amendments all relate to the Major Capital Projects for elementary schools. The adopted CIP delayed the construction funding for three of the four elementary school projects—South Lake, Stonegate, and Woodlin elementary schools. The Major Capital Project approach not only addresses the aging infrastructure at these schools, but also the programmatic and capacity elements necessary for our students to be successful. While I certainly understand the current fiscal constraints, both the planning and construction funding for these projects are already incorporated in the adopted CIP.

My amendments for these three schools accelerate the construction funds and align the completion dates with those included in the Board of Education’s requested FY 2021–2026 CIP, with the exception of Stonegate Elementary School. For the Stonegate Elementary School project, my recommendation is to accelerate the project six months ahead of the Board of Education’s

previous request due to the ability to utilize the former Carl Sandburg Learning Center as another elementary school holding facility. Therefore, all three of these projects have recommended completion dates of September 2023.

Finally, my last three recommended amendments provide for additional funding for three of our vital countywide systemic projects—Heating, Ventilation, and Air-Conditioning (HVAC); Planned Life-cycle Asset Replacement; and Roof Replacement. My recommendation reinstates the funds that were removed for these three projects in the adopted CIP for FY 2022. With the fiscal challenges that we know will continue for the foreseeable future, funding for our countywide systemic projects is even more essential to maintain and sustain our many facilities with building components that have reached the end of their life-cycle.

For FY 2022, our state aid request is \$76.05 million. This figure is based on current eligibility of projects approved by the County Council in May 2020. Of the \$76.05 million, \$295,000 is for the balance of funding for 1 project, \$20.6 million is for 13 systemic roofing and HVAC projects, \$13.04 million is for construction funding for 1 project, and \$42.1 million is for 3 projects that require state planning approval in addition to construction funding. Finally, there are 13 projects being requested for state planning approval. As a result of the construction delays to many of our capital projects in the adopted CIP, this request is considerably lower than our previous request for state funding. If the completion dates in this recommended CIP are approved as requested, our state CIP request for FY 2023 will be more in-line with previous requests.

There is one supplement to the *Superintendent's Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program—Supplement A—Superintendent's Recommendation for Somerset and Westbrook Elementary Schools Boundary Study*. The supplement may be accessed at the following link:

<https://www.montgomeryschoolsmd.org/departments/planning/SomersetWestbrookBoundaryStudy.aspx>

The recommended amended CIP includes one new boundary study. This boundary study is recommended to explore the reassignment of students from Bethesda and Somerset elementary schools to Westbrook Elementary School. The boundary study will begin spring 2021, with Board of Education action scheduled for November 2021.

The Board of Education previously approved MCPS staff to conduct two boundary studies. The first was to address the overutilization at Rachel Carson Elementary School by expanding DuFief Elementary School and then to reassign students from Rachel Carson Elementary School to DuFief Elementary School. The second boundary study was to create a service area for a new elementary school in the Clarksburg Cluster to address the overutilization at the elementary school level.

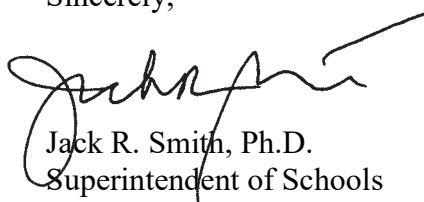
While both boundary studies were to be conducted in 2020, in spring and fall, respectively, both capital projects were delayed one year by the County Council in May 2020 and are now scheduled to be completed in September 2023. Based on the delay, my recommendation is to conduct both of these boundary studies in spring 2022, with Board of Education action scheduled for November 2022.

On October 26, 2020, the *Superintendent's Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program* will be presented to the Board of Education. On October 29 and November 12, 2020, 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 2, 5, and 17, 2020, and the Board of Education will take final action on these items on November 19, 2020.

The county executive will publish his CIP recommendations for all County agencies by mid-January 2021 for County Council discussion and action. The County Council will hold a hearing in early February 2021, conduct work sessions in March and April 2021, and adopt the *FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program* in late May 2021.

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

Sincerely,



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

JRS:DGT:EM:ak

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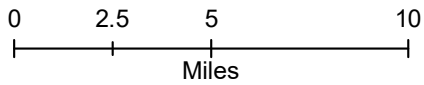
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Julius West MS—Richard Montgomery Cluster	4-53
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Westland MS—Bethesda-Chevy Chase Cluster	4-5
Westover ES—Northeast Consortium	4-57
Wheaton HS—Downcounty Consortium	4-25
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Whetstone ES—Watkins Mill Cluster	4-95
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Cluster Service Areas 2020-2021



October 8, 2020

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 FY 2021–2026 CIP falls in an odd-numbered fiscal year and received a full review by the County Council. The Superintendent's Recommended *FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP* provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2022 and to implement the FY 2021–2026 CIP.

This document contains the following sections:

Chapter 1, *"The Superintendent's Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program (CIP),"* is a review of the major factors that have influenced the development of approved projects in the FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP. This chapter includes a table summarizing the recommended amendments to the FY 2022–2026 CIP.

Chapter 2, *"The Planning Environment,"* describes the demographic, economic, and enrollment trends in Montgomery County that form the context for reviewing facility plans and addressing 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 adopted CIP actions.

Chapter 4, *"Recommended Actions and Planning Issues,"* is arranged by high school cluster and high school consortium. This chapter provides maps depicting school boundaries and locations, a bar graph that indicates school utilization within each cluster, tables with enrollment projections, school demographic profiles, building room use, capacity data, and other facility information. Planning issues are identified and adopted actions 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 2022 Capital Budget and the Amendments to the FY 2021–2026 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 FY 1998, the county executive developed a set of criteria to identify and prioritize project requests that would qualify as amendments.

Fiscal Year (FY) 2021 was a full CIP review year and resulted in the County Council adoption of the FY 2021–2026 CIP in May 2020. Fiscal Year 2022 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 2021–2026 CIP that request appropriations for the FY 2022 Capital Budget and that changes expenditures for the FY 2022–2026 out-years of the adopted CIP.

In an off-budget year, such as FY 2022, 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 2022–2026.

Overview

The Board of Education's Requested FY 2021 Capital Budget and FY 2021–2026 Capital Improvements Program totaled \$1.818 billion, an increase of \$74.2 million more than the previously approved CIP. The county executive, in his Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program included \$1.718 billion for Montgomery County Public Schools (MCPS), \$100.3 million less than the Board of Education's request for the six-year period. Due to the shortfall that existed between the Board of Education's request and the county executive's recommendation, the Montgomery County Council requested that the Board of Education submit a scenario to reduce the *Board of Education's Requested FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* to more closely align with the county executive's recommendation. On May 21, 2020, the County Council took final action on the FY 2021 Capital Budget and the FY 2021–2026 CIP for Montgomery County. For MCPS, the County Council approved a total of \$1.728 billion for the six-year period, a decrease of \$90.1 million less than the Board of Education's request and \$15.9 million less than the previously approved CIP.

The adopted CIP included funding for the planning, design, and/or construction of 14 elementary school capacity projects, 5 middle school capacity projects, 5 high school capacity projects, and 9 major capital projects—4 at the elementary school level, 1 at the middle school level, and 4 at the high school level. The approved CIP also includes funding for the completion of five revitalization/expansion projects and many countywide systemic projects that address systemwide needs of our aging facilities.

The Superintendent's Recommended Amendments to the Capital Improvements Program

This document contains the recommended FY 2022 Capital Budget appropriation amounts and amendments to the FY 2021–2026 CIP expenditure schedules proposed by the superintendent of schools for consideration and action by

the Montgomery County Board of Education. As previously indicated, FY 2022 is an amendment year and, therefore, it is standard practice that the superintendent of schools recommends limited amendments. Therefore, the Superintendent's Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program increases the adopted CIP by only \$3.7 million over the six-year period. As noted above, the adopted CIP was \$90 million less than the Board of Education's request, which resulted in delays and removal of expenditures of many individual capacity projects.

The amendments included in the recommendation provide planning and construction funding for three projects by re-allocating funds from previously approved capital projects. The recommended amendments also include expenditure shifts to reinstate specific capital projects that were delayed in the adopted CIP. And, finally, the recommended amendments provide funding in FY 2022 for three countywide systemic projects that were reduced in the adopted CIP.

The following is a summary of the recommendations:

- Remove all expenditures from the Bethesda Elementary School addition project and reallocate \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School addition project with the completion date of September 2023. This recommendation coincides with the recommendation to conduct a boundary study between Bethesda, Somerset, and Westbrook elementary schools to address the overutilization at Bethesda and Somerset elementary schools.
- Remove a portion of the expenditures from the Silver Spring International Middle School addition project and reallocate a portion of the funds for the construction of the Highland View Elementary School addition project. This recommendation will result in a reduction in scope for the Silver Spring International Middle School addition project, with a completion date of September 2024. Community engagement is recommended to evaluate options for the reduced scope of this project. The recommended completion date for Highland View Elementary School addition project is September 2025.
- Remove expenditures from the Cresthaven and Roscoe R. Nix elementary school addition projects and reallocate those expenditures for a new Grades 3–5 elementary school for JoAnn Leleck Elementary School at Broad Acres, with a completion date of September 2025. Along with this reallocation of funds, is a recommendation to conduct a site selection process for this new elementary school, to be conducted spring 2021.
- Accelerate the construction funds for the W.T. Page Elementary School addition project. This acceleration will allow the completion date to be reinstated to the Board of Education's request in the FY 2021–2026 CIP— September 2023.

- Accelerate the expenditures in the Major Capital Projects—Elementary for the South Lake, Woodlin, and Stonegate elementary schools. The completion dates align with the Board of Education's request in the FY 2021–026 CIP, with the exception of Stonegate Elementary School. This Major Capital Project is accelerated six months ahead of the Board of Education's request due to the ability to utilize the former Carl Sandburg Learning Center as another holding facility.
- Include \$5 million in FY 2022 for the Heating, Ventilation, and Air-Condition Project.
- Include \$3.185 million in FY 2022 for the Planned Life-cycle Asset Replacement Project.
- Include \$1 million in FY 2022 for the Roof Replacement Project.

There is one boundary study supplement to the *Superintendent's Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program*:

- Supplement A—The Superintendent's Recommendation for Somerset and Westbrook Elementary Schools Boundary Study, located at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/SomersetWestbrookBoundaryStudy.aspx>

The recommended amended CIP includes one new boundary study. This boundary study is recommended to explore the reassignment of students from Bethesda and Somerset elementary schools to Westbrook Elementary School. The boundary study will begin spring 2021, with Board of Education action scheduled for November 2021.

The Board of Education previously approved staff to conduct two boundary studies. The first was to address the overutilization at Rachel Carson Elementary School by expanding DuFief Elementary School and then to reassign students from Rachel Carson Elementary School to DuFief Elementary School. The second boundary study was to create a service area for a new elementary school in the Clarksburg Cluster to address the overutilization at the elementary school level. While both boundary studies were to be conducted in 2020, spring and fall respectively, both capital projects were delayed one year by the County Council in May 2020, and are now scheduled to be completed September 2023. Based on the delay, the recommendation is to conduct both of these boundary studies in spring 2022, with Board of Education action scheduled for November 2022.

The summary table at the end of this chapter, titled “Superintendent's Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program,” (page 1-6) 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 2021–2026 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 2021–2026 CIP (page 1-9). The table also includes the superintendent’s recommendations for the Amended FY 2021–2026 CIP for these projects. The final two tables contain summary information regarding the appropriation request and the expenditure schedule for the FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP (page 1-10) and the FY 2022 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 Committee on School Construction (IAC) and by the amount of state revenues available to support the state school construction program. The amount of current revenue available to fund CIP projects is governed by county tax revenues and the need to balance capital and operating budget requests. And, the amount of Recordation and School Impact taxes is governed by the amount collected by the county from the sale and refinancing of existing homes and, the construction of new residential development. All four types of revenue sources are discussed below.

Fiscal Years	Spending Affordability Guidelines
FY 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

Fiscal Years	Spending Affordability Guidelines
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
FY 2019–2024 Amended	\$1.86 billion*
FY 2021–2026 CIP	\$1.77 billion

*Limits set during biennial process

General Obligation (GO) Bonds and Spending Affordability Guidelines (SAG)

In each fiscal year, the County Council must set Spending Affordability Guidelines (SAG) for the level of bonded debt it believes the county can afford. The guidelines are set following an analysis of fiscal consideration that shape the county’s economic health. It is not intended that the County Council consider the extent of the capital needs of the different county agencies at the time it adopts the SAG limits.

As the table above indicates, since FY 2005, the County Council has steadily increased the SAG limits. However, for FY 2012, the County Council 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 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. 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 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, 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. For FY 2019, the County Council set the capital budget SAG limits at \$330 million for FY 2019 and \$320 million in FY 2020, with a six-year total of \$1.86 billion, a decrease of \$180 million over the six-year period. For FY 2020 the County Council reviewed the SAG limit and upheld the limit of \$1.86 billion for the six-year period that was set in February 2018. FY 2021, the County Council set the capital budget SAG limits at \$320 million for FY 2021 and \$310 million for FY 2022, with a six-year total of \$1.77 billion, a decrease of \$90 million over the six-year period. In February 2020, the County Council reviewed the SAG limit and upheld the limit of \$1.77 billion for the six-year period that was set in October 2019. In February 2021, 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 was \$113.8 million. The state aid approved for MCPS was \$32.8 million from the annual statewide allocation and \$25.9 million through the approved EGRC legislation for a total FY 2020 state aid allocation of \$58.7 million, \$55.1 million less than the amount requested. For FY 2021, the state aid request was \$110.4 million. The state aid approved for MCPS was \$54.13 million, \$56.27 million less than the amount requested. Of the \$54.13 million, \$31.8 million was from the annual statewide allocation and \$22.3 million was through the approved EGRC legislation. For FY 2022, the state aid request is \$76.05 million. Of the request, \$295,000 is for the balance of funding for one project, \$20.61 million is for 13 systemic roofing and HVAC projects, \$13.04 million is for construction funding for one project, and \$42.1 million is for three projects that require state planning approval in addition to construction funding. Finally, there are 13 projects being requested for state planning approval.

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 2022 Capital Budget
and Amendments to the FY 2021–2026 Capital Improvements Program
Summary Table¹**

Individual Projects	County Council Adopted Action May 2020	Superintendent Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda ES Addition	Approved two year delay for planning funds.	Recommend reallocation of funds from this project to the Westbrook ES Addition project.	
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
Westbrook ES Addition	Approved removal of all expenditures for this project.	Recommend FY 2022 appropriation for planning funds.	9/23
Winston Churchill Cluster			
Winston Churchill HS Addition	Approved FY 2021 appropriation for facility planning.		TBD
Clarksburg Cluster			
Clarksburg Cluster ES #9 (New)	Approved one year delay for construction funds.	Recommend FY 2022 appropriation for construction funds.	9/23
Damascus Cluster			
Damascus HS—Major Capital Project	Approved one year delay of expenditures for this project.		9/26
Downcounty Consortium			
John F. Kennedy HS Addition	Approved FY 2021 appropriation for balance of funding.		9/22
Northwood HS Addition/Facility Upgrade		Recommend FY 2022 appropriation for construction funds.	9/25
Charles W. Woodward High School Reopening	Approved FY 2021 appropriation for construction funds.	Recommend FY 2022 appropriation for construction funds.	9/25
Argyle MS Addition	Approved FY 2021 appropriation for facility planning.		TBD
Col. E. Brooke Lee MS Replacement	Approved FY 2021 appropriation for construction funds.	Recommend FY 2022 appropriatoin for balance of funding.	9/22
A. Mario Loiederman Performing Arts Program	Approved FY 2021 appropriation for construction funds.		SY 20–21
Parkland MS Addition	Approved FY 2021 appropriation for planning funds.	Recommend FY 2022 appropriation for construction funds.	9/23
Silver Spring International MS/Sligo Creek ES Addition	Approved one-year delay for this project.	Recommend reduction of scope and reduction and reallocation of expenditures.	9/24
Takoma Park MS Addition			9/20
Highland View ES Addition		Recommend the reallocation and appropriation of construction expenditures in the out-years of the CIP.	9/25
Montgomery Knolls ES Addition (for Forest Knolls ES)	Approved FY 2021 appropriation for balance of funding.		9/20
Pine Crest ES Addition (for Forest Knolls ES)			9/20
Woodlin ES– Major Capital Project	Approved FY 2021 appropriation for planning, delayed construction one year.	Recommend an accleration of construction expenditures and an FY 2022 appropriation for construction funds.	9/23
Gaithersburg Cluster			
Crown HS (New)	Approved one year delay of construction funds.		9/26
Gaithersburg Cluster ES #8	Approved FY 2021 appropriation for construction funds.	Recommend and FY 2022 appropriation for balance of funding.	9/22

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

Individual Projects	County Council Adopted Action May 2020	Superintendent Recommendation	Anticipated Completion Date
Walter Johnson Cluster			
Charles W. Woodward High School Reopening	Approved FY 2021 appropriation for construction funds.	Recommend an FY 2022 appropriation for construction funds.	9/25
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
Col. Zadok Magruder Cluster			
Col. Zadok Magruder HS—Major Capital Project			9/27
Mill Creek Towne ES Addition	Approved FY 2021 appropriation for facility planning.		TBD
Richard Montgomery Cluster			
Crown HS (New)	Approved one year delay of construction funds.		9/26
Northeast Consortium			
Burnt Mills ES—Major Capital Project	Approved FY 2021 appropriation for planning funds.		9/23
Cresthaven ES Addition (for JoAnn Leleck ES at Broad Acres)	Approved FY 2021 appropriation for construction funds.	Recommend removal and reallocation of expenditures from this project.	9/22
JoAnn Leleck ES at Broad Acres ES (Grades 3-5 school)		Recommend the reallocation of planning and construction appropriation and expenditures.	9/25
Roscoe R. Nix ES (for JoAnn Leleck ES at Broad Acres)	Approved FY 2021 appropriation for construction funds.	Recommend removal and reallocation of expenditures. from this project.	9/22
William Tyler Page ES Addition	Approved FY 2021 appropriation for planning, delayed construction one year.	Recommend FY 2022 appropriation for construction funds.	9/23
Stonegate ES—Major Capital Project	Approved FY 2021 appropriation for planning, delayed construction one year.	Recommend acceleration of construction funds and an FY 2022 appropriation for construction funds.	9/23
Northwest Cluster			
Crown HS (New)	Approved one year delay of construction funds.		9/26
Clopper Mill ES Addition			TBD
Ronald McNair ES Addition	Approved FY 2021 appropriation for planning funds.	Recommend FY 2022 appropriatoin for construction funds.	9/23
Poolesville Cluster			
Poolesville HS—Major Capital Project	Approved FY 2021 appropriation for planning funds.	Recommend FY 2022 appropriation for construction funds.	9/24
Quince Orchard Cluster			
Crown HS (New)	Approved one year delay of construction funds.		9/26
Rachel Carson ES (DuFief ES Addition/Facility Upgrade)	Approved one year delay of construction funds.	Recommend FY 2022 appropriation for construction funds.	9/23
Thurgood Marshall ES Addition			TBD
Rockville Cluster			
Seneca Valley Cluster			
Clarksburg Cluster ES #9 (New)	Approved one year delay for construction funds.	Recommend FY 2022 appropriation for construction funds.	9/23
Seneca Valley HS Revitalization/Expansion			9/20 Building 9/21 Site
Neelsville MS—Major Capital Project	Approved FY 2021 appropriation for planning funds.	Recommend FY 2022 appropriation for construction funds.	9/24
Sherwood Cluster			
Watkins Mill Cluster			
Neelsville MS—Major Capital Project	Approved FY 2021 appropriation for planning funds.	Recommend FY 2022 appropriation for construction funds.	9/24
South Lake ES—Major Capital Project	Approved FY 2021 appropriation for planning, delayed construction one year.	Recommend acceleration of construction funds and an FY 2022 appropriation for construction funds.	9/23

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

Individual Projects	County Council Adopted Action May 2020	Superintendent Recommendation	Anticipated Completion Date
Walt Whitman Cluster			
Whitman HS Addition	Approved FY 2021 appropriation for balance of funding.		9/21
Thomas S. Pyle MS Addition			9/20
Thomas S. Wootton Cluster			
Crown HS (New)	Approved one year delay of construction funds.		9/26
Thomas S. Wootton HS—Major Capital Projects	Approved one year delay of this project.		9/27
DuFief ES Addition/Facility Upgrade (for Rachel Carson ES)	Approved one year delay of construction funds.	Recommend FY 2022 appropriation for construction funds.	9/23
Other Educational Facilities			

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

**Superintendent's Recommended FY 2022 Capital Budget
and Amendments to the FY 2021–2026 Capital Improvements Program
Summary Table¹**

Countywide Projects	County Council Adopted Action May 2020	Superintendent Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2021 appropriation to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2021 appropriation to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2021 appropriation to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Current Revitalizations/Expansions	Approved removal of expenditures for the planning/construction funding for shell build-out.		Ongoing
Design and Construction Management	Approved FY 2021 appropriation to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Facility Planning	Approved FY 2021 appropriation to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2021 appropriation to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
HVAC Replacement/IAQ Projects	Approved FY 2021 appropriation, but \$9 million less than the request.	Recommend an FY 2022 appropriation and amendment to continue this level of effort project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2021 appropriation to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Major Capital Projects–Elementary	Approved FY 2021 appropriation for planning, but delayed construction by one year for South Lake, Stonegate and Woodlin.	Recommend an FY 2022 appropriation and amendment for the acceleration of planning and construction expenditures.	Ongoing
Major Capital Projects–Secondary	Approved FY 2021 appropriation for planning/construction, but delayed T.S. Wootton and Damascus high schools one year.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Outdoor Play Space Maintenance Project	Approved FY 2021 appropriation to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2021 appropriation, but \$5.185 million less than request.	Recommend an FY 2022 appropriation and amendment to continue this level of effort project.	Ongoing
Relocatable Classrooms	Approved FY 2020 supplemental appropriation to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved FY 2021 appropriation to continue this project, but \$547,000 less than request.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Roof Replacement/Moisture Protection Projects	Approved FY 2021 appropriation, but \$4 million less than the request.	Recommend an FY 2022 appropriation and amendment to continue this level of effort project.	Ongoing
School Security	Approved FY 2021 appropriation, but \$ to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Approved FY 2021 appropriation to continue this project.	Recommend an FY 2022 appropriation to continue this project.	Ongoing
Technology Modernization	Approved FY 2021 appropriation to continue this project.	Recommend an FY 2022 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 2022 Capital Budget
and Amendments to the FY 2021–2026 Capital Improvements Program**
(figures in thousands)

Project	FY 2022 Approp.	Total	Thru FY 2019	Remaining FY 2020	Total Six-Years	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Beyond
Individual School Projects												
Bethesda ES Addition		0			0							
Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)		1,195			1,195					650	545	
Clarksburg Cluster ES #9 (New)	34,180	38,486		1,192	37,294	895	4857	19,268	12,274			
Cresthaven ES Addition (for JoAnn Leleck ES@Broad Acres)		0										
Crown HS (New)		136,302		1,522	99,780	1,891	2,001	5,939	12,245	34,244	43,460	35,000
DuFief ES Addition/Facility Upgrade	30,793	38,028		1,182	36,846	894	6,340	15,625	13,987			
Gaithersburg Cluster ES #8	1,325	39,000	4,287	3,347	31,366	11,744	8,702	10,920				
Highland View ES Addition		16,775		301	16,474	289	185	2,000	6,495	4,305	3,200	
John F. Kennedy HS Addition		26,578	9	3,818	22,751	4,000	5,978	12,773				
Lake Seneca ES Addition		875		401	474	314	160					
Col. E. Brooke Lee MS Replacement	1,750	62,864	1,024	15,069	46,771	11,827	17,944	17,000				
JoAnn Leleck ES @ Broad Acres (Grades 3-5) New		28,338		575	27,763		2,190	4,979	11,239	6,100	3,255	
Ronald McNair ES Addition	9,889	11,403			11,403	512	4,848	2,252	3,791			
Thurgood Marshall ES Addition		630		310	320	225	95					
Montgomery Knolls ES Addition (for Forest Knolls ES)		10,605	564	4,597	5,444	5,444						
Roscoe Nix ES Addition (for JoAnn Leleck ES @ Broad Acres)												
Northwood HS Addition/Facility Upgrade	17,267	138,356	28	4,990	133,338	2,068	11,922	30,119	38,444	35,531	15,254	
William Tyler Page ES Addition	18,108	20,614			20,614	1,000	3,872	9182	6,560			
Parkland MS Addition	12,508	14,638			14,638	496	3,032	6,323	4,787			
Pine Crest ES Addition (for Forest Knolls ES)		8,623	983	7,014	626	626						
Thomas W. Pyle MS Addition		25,114	11,417		13,697	4,947	8,750					
Silver Spring International MS Addition		19,140	380	4,760	14,000			3,346	5,654	5,000		
Takoma Park MS Addition		25,186	2,201	13,778	9,207	9,207						
Westbrook ES Addition	4,181	4,391			4,391		376	2,569	1,446			
Walt Whitman HS Addition		30,577	1,008	9,057	20,512	9,980	10,532					
Woodward HS Reopening	4,300	128,235	202	5,058	122,975	41,239	30,508	24,836	14,392	9,532	2,468	
Countywide Projects												
ADA Compliance: MCP5	1,200	33,393	19,101	7,092	7,200	1,200	1,200	1,200	1,200	1,200	1,200	
Asbestos Abatement	1,145	22,390	14,193	1,327	6,870	1,145	1,145	1,145	1,145	1,145	1,145	
Building Modifications and Program Improvements	7,500	64,603	38,992	10,611	15,000	7,500	7,500					
Current Revitalizations/Expansions		586,721	339,581	124,079	123,061	91,561	31,500					
Design and Construction Management	4,900	95,175	59,327	6,448	29,400	4,900	4,900	4,900	4,900	4,900	4,900	
Facility Planning: MCP5	450	15,087	9,552	2,935	2,600	750	450	350	350	350	350	
Fire Safety Upgrades	817	26,656	17,616	4,138	4,902	817	817	817	817	817	817	
HVAC Replacement/IAQ Projects	25,000	219,519	28,657	53,062	137,800	22,800	25,000	20,000	18,000	24,000	28,000	
Improved (Safe) Access to Schools	2,000	29,067	23,821	1,246	4,000	2,000	2,000					
Major Capital Projects – Elementary	129,659	146,427	583	1,900	143,944	10,649	29,082	40,755	37,411	26,047		
Major Capital Projects – Secondary	116,004	336,401		2,647	203,754	11,981	7,177	20,148	46,516	50,432	67,500	130,000
Outdoor Play Space Maintenance	450	6,950	2,076	2,174	2,700	450	450	450	450	450	450	
Planned Life-Cycle Asset Replacement (PLAR)	15,185	188,434	96,513	12,736	79,185	10,000	15,185	10,000	10,000	16,000	18,000	
Relocatable Classrooms	5,000	74,061	53,880	4,181	16,000	6,000	5,000	5,000				
Restroom Renovations	3,000	42,035	14,139	10,443	17,453	2,453	3,000	3,000	3,000	3,000	3,000	
Roof Replacement/Moisture Protection Projects	12,000	121,475	23,052	31,423	67,000	8,000	12,000	10,000	10,000	12,000	15,000	
School Security	5,718	63,172	19,868	17,378	25,926	10,708	5,718	3,500	2,000	2,000	2,000	
Stormwater Discharge and Water Quality Management	616	12,860	8,470	694	3,696	616	616	616	616	616	616	
Technology Modernization	24,143	474,494	291,514	33,559	149,421	21,868	24,143	26,746	26,664	25,000	25,000	
Superintendent's Recommended Amended CIP	489,088	3,384,873	1,083,038	405,044	1,731,791	322,996	299,175	315,758	294,383	263,319	236,160	165,000

Requested FY 2022 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 2021	FY 2022 Request For Funding
		Balance of Funding (Forward-funded)				
1	Y	Thomas W. Pyle MS Addition	25,144	19,902	4,947	295
		Subtotal	25,144	19,902	4,947	295
		Systemic Projects				
2	Y	Gaithersburg MS HVAC Replacement (Phase 1)	8,600	4,300		4,300
3	Y	Watkins Mill HS HVAC Replacement (Phase 4)	5,500	2,750		2,750
4	Y	Judith Resnik ES HVAC Replacement	4,600	2,300		2,300
5	Y	Spark Matsunaga ES HVAC Replacement (Phase 1)	3,800	1,900		1,900
6	Y	Cold Spring ES HVAC Replacement	2,650	1,325		1,325
7	Y	Forest Oak MS Roof Replacement	2,509	1,255		1,254
8	N	Monocacy ES HVAC Replacement	2,300	1,150		1,150
9	Y	Twinbrook ES Roof Replacement	2,103	1,052		1,051
10	Y	North Bethesda MS Roof Replacement	2,010	1,005		1,005
11	Y	Ronald McNair ES HVAC Replacement	1,950	975		975
12	Y	Montgomery Blair HS Roof Replacement	1,937	969		968
13	Y	Flower Hill ES Roof Replacement	1,862	931		931
14	Y	Lakewood ES Roof Replacement	1,399	700		699
		Subtotal	41,220	20,610	0	20,608
		Construction Funding (Forward-funded)				
15	Y	Col. E. Brooke Lee MS Addition/Facility Upgrade	62,864	49,821		13,043
		Subtotal	62,864	49,821	0	13,043
		Planning and Construction Request (Forward-funded)				
16/17	Y	Gaithersburg Cluster ES #8	39,000			8,725
18/19	Y	John F. Kennedy HS Addition	26,578			4,471
20/21	Y	Charles W. Woodward HS Reopening	128,235			28,907
		Subtotal	193,813	0	0	42,103
		Planning Approval Request				
22	Y	Clarksburg Cluster ES #9 (New)	LP			LP
23	Y	DuFief ES Addition/Facility Upgrades	LP			LP
24	Y	Ronald McNair ES Addition	LP			LP
25	Y	Parkland MS Addition	LP			LP
26	Y	Southlake ES (Major Capital Project)	LP			LP
27	Y	Burnt Mills ES (Major Capital Project)	LP			LP
28	Y	Neelsville MS Addition (Major Capital Project)	LP			LP
29	Y	William Tyler Page ES Addition	LP			LP
30	Y	Poolesville HS (Major Capital Project)	LP			LP
31	Y	Woodlin ES Addition (Major Capital Project)	LP			LP
32	Y	Stonegate ES (Major Capital Project)	LP			LP
33	Y	Northwood HS Addition/Facility Upgrades	LP			LP
34	Y	Crown HS (New)	LP			LP
		TOTAL	323,041	90,333	4,947	76,049

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 had been particularly strong until the Covid-19 global pandemic. In March 2020, MCPS, similar to many school systems around the country, reacted by having students learn from home virtually by remote instruction. Nationwide, school systems are seeing lower enrollments in the 2020–2021 school year especially in the lower grades, as homeschooling and private schools with live instruction, gain enrollment. Many of these students will likely return to MCPS once live instruction returns, or in the coming school years, but it may take a couple of years to return to the previous enrollment. The enrollment this school year totaled 161,583 students, a decrease of 3,684 students from the 2019–2020 school year. Enrollment grew by 17,519 students from the 2010–2011 to the 2020–2021 school year. Total school system enrollment is projected to increase to 170,761 students by the 2026–2027 school year. This represents a slowing of growth in part because of the continued decline in resident births, resulting in lower kindergarten classes and the ripple effect as they progress through the system each year, as well as the 2020 anomalous enrollment due to Covid-19.

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 185,347 people, or 21.2%, since 2000, from 873,341 to 1,058,688 people (July 2019). A significant share of the County’s population increase has resulted from resident live births outnumbering deaths by more than two to one. Since 2000, there have been 251,663 births compared to 107,324 deaths in the county, for a net natural population increase of 144,339 residents, accounting for 77.9% of the County’s overall population increase.

Migration patterns also are contributing to population growth. Between July 2010 and July 2019, international migration has been estimated to contribute 76,972 residents while domestic migration resulted in a loss of 47,953 residents, netting 29,019 new residents (Maryland Department of Planning). The July 2019 estimate of County residents born outside of the United States is approximately 339,400 (U.S. Census Bureau) or approximately one-third of the County’s population.

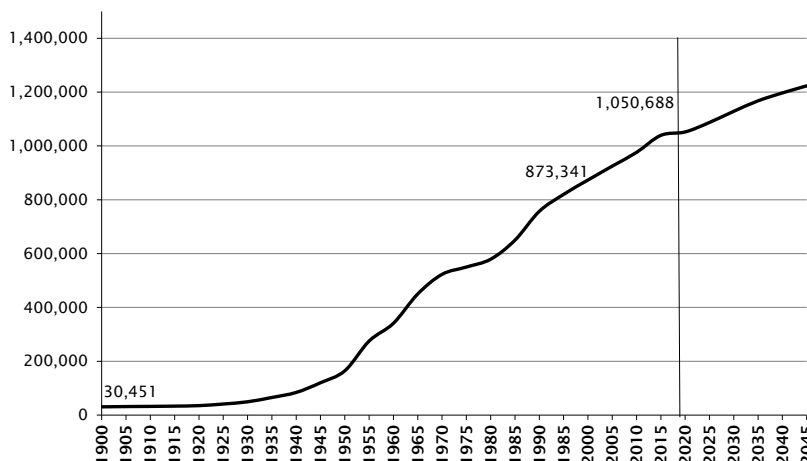
Montgomery County’s trend toward racial and ethnic diversification mirrors national demographic trends. According to U.S. Census Bureau data, between 2000 and 2018, the county’s White, non-Hispanic population decreased as a percentage of the total population, by 16.5 percent to 43.0 percent, while the African American population increased by 3.3 percent, the Asian population increased by 3.2 percent, and the Hispanic population (of any race) increased by 8.4 percent to 19.9 percent. Other categories such as Native Hawaiian/Pacific Islander, Native American and Alaskan Native and

Two or More, have a combined increase to 4.6 percent. The U.S. Census Bureau introduced the Two or more category in 2010. Also in 2010, the county measured its first year that racial and ethnic groups other than non-Hispanic Whites accounted for the majority of the county’s population.

Economy

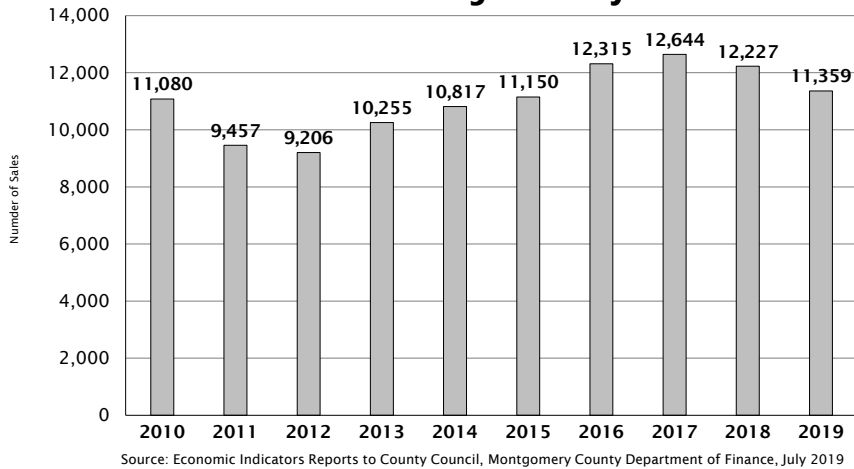
It has been more than ten years since the end of the “Great Recession” which officially lasted nearly two years, beginning in December 2007 and ending in June 2009. Even after the official end of the recession, the economy remained weak and job growth was slow for several more years. Compared to other parts of the nation, data from the U.S. Bureau of Labor Statistics show that Montgomery County fared

Montgomery County Total Population
1900–2019 and Projected to 2045



Source: Montgomery County Public Schools, U.S. Census Bureau July 2019 estimate. Division of Capital Planning, June 2020.

Montgomery County Total Sales of Existing Homes by Fiscal Year



reasonably well during and after the recession. Whereas national unemployment peaked at approximately 10 percent in 2009, the County's peak unemployment was 5.7 percent in FY 2010. By FY 2015, the national unemployment rate dropped to 5.7 percent and Montgomery County's rate to 4.2 percent. The unemployment rate has continued to decline in the county and as of December 2019 was 2.4 percent, which was lower than the national unemployment rate of 3.5 percent. The national unemployment rate has since increased to 14.7 percent as of April 2020 as the Covid-19 crisis has caused many businesses to shutter during the pandemic. The county unemployment rate as of March 2020 (the latest available) rose to 2.8 percent. That does not take into the full effect the pandemic that both nationally and at the state level saw dramatic increases in April 2020. (Economic Indicators, Montgomery County Department of Finance, April 2020, Maryland Department of Labor, and U.S. Bureau of Labor Statistics).

The Great Recession's impact and recovery also is evident in the county housing market. In FY 2010, there were 1,056 new residential starts. By FY 2016, residential starts peaked at 5,230 units, and in FY 2019, after two years of lower starts, there were 5,429 units. The recent decline in units was mostly due to fewer multi-family units being constructed. During the past ten fiscal years, the weakest year was FY 2012 in the resale market when 9,206 existing homes sold. In FY 2019, 11,359 existing homes sold, continuing a decline since the peak in FY 2017 of 12,644. Prior to the recession, the median sales price of housing experienced a bubble that reached \$444,000 in 2007. That figure dropped to \$340,000 in 2009, but sales prices have gradually risen since, and was \$450,000 as of January 2020, according to the Greater Capital Area Association of Realtors.

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

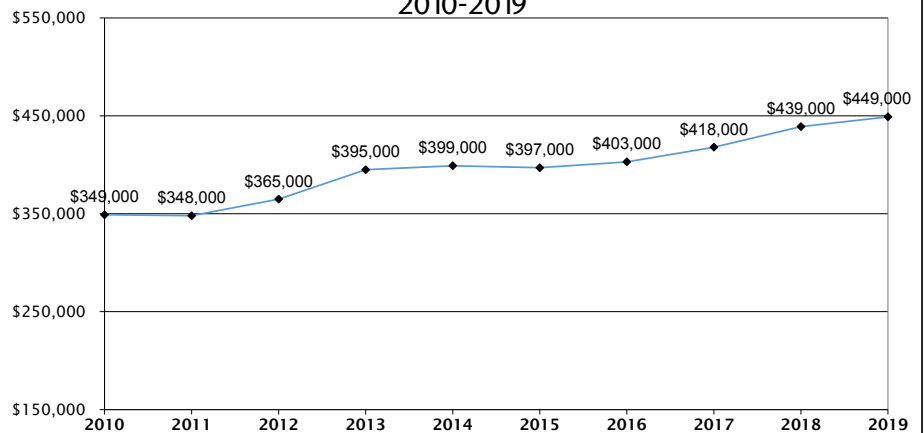
- First, households that experienced job losses in other parts of the country moved to Montgomery County for better job prospects or to share housing with those who live here, putting pressure on MCPS enrollment.
- Second, because of reduced opportunities for employment outside the county, there was less out-migration 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 instead remained. 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 the Clarksburg area are among the last greenfield developments to be constructed in the county. A new school cluster formed there in 2006, when Clarksburg High School opened to accommodate these new communities.

In the past, county development characterized by a separation of residential and commercial uses was typical. Today, a

Montgomery County Median Home Sales Prices 2010-2019



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 Bethesda Downtown. In 2017, there were two adopted plans: the Forest Glen/Montgomery Hills (FG/MH) Sector Plan, and the Greater Lyttonsville Sector Plan. The FG/MH plan provides for increased residential density near existing transit stations through rezoning, with the intent to prioritize affordable (MPDU) units. The Lyttonsville plan provides for increased residential density near the Lyttonsville Purple Line Station as well as potential redevelopment of Paddington Square. Evaluations on the net effect of students on the school system occurs after development plan approval. MCPS participates in county and city land use planning to ensure impacts on enrollment are considered and future school sites 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.

County Growth Policy

The County Growth 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 2021 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 is in Appendix C-1. The FY 2021 school test based on the enrollment projections in the FY 2021 Capital Improvement Plan and capital projects approved by the County Council in May 2020 went into effect July 1, 2020.

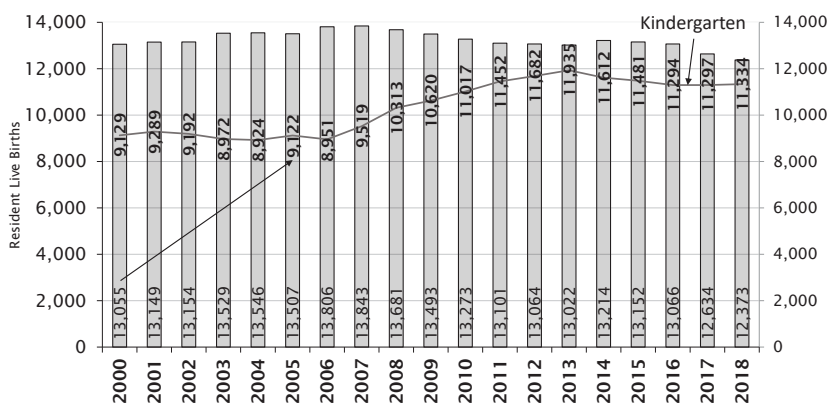
Student Population Trends

The main contributing factors influencing student population include resident live births, the aging of the student population, and migration patterns. A percentage of the babies born to Montgomery County residents in one year, show up in MCPS's incoming kindergarten class five years later. This is commonly referred to as a kindergarten capture rate. In the 2000 school year, the kindergarten capture rate was 75 percent. By the 2006 school year, the rate decreased to 68 percent, and had since increased to 87 percent for the 2019–2020 school year. The increases were likely due to economic factors as well as changes to all-day kindergarten programs. The 2020–2021 school year kindergarten enrollment is 79.9 percent and is considered an anomaly due to Covid-19. Future kindergarten classes will most likely return to approximately 87 percent of births five years earlier.

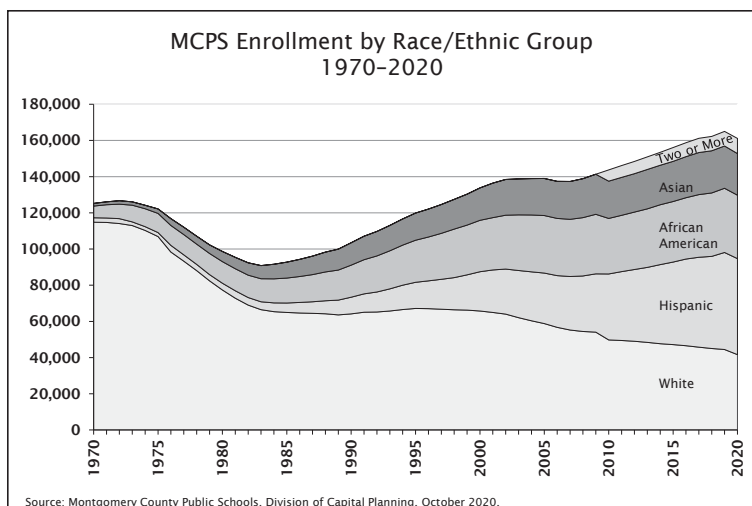
In both 2000 and 2016, the figures were just over 13,000, growing, peaking in 2007 at 13,843, and then declining. In 2017, and again in 2018, total births were less than 13,000 at 12,634 and 12,373, respectively, for Montgomery County, continuing the downward trend.

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 different from that of Grade 12, then there is a natural change in total enrollment from one year to the next. The Grade 12 total for the 2019–2020 school year was 13,061 and the kindergarten class for the 2020–2021 school year was 10,513 or a difference between the two grades of 2,548 students. Therefore, in the 2020–2021 school year, 69.2 percent of the one-year decrease in enrollment of 3,684 students was caused by existing students aging up, as Grade 12 students exiting the system were replaced by a smaller group of kindergarten students entering it. It is expected that this is an anomaly and future kindergarten classes once again be approximately 87.1 percent of births five years earlier, rather than this one-year decline representing only 79.9 percent of births.

Montgomery County Resident Live Births and Kindergarten Enrollment 2000–2018



Source: Montgomery County Public Schools, Division of Capital Planning, October 2019, and the Maryland Office of Vital Statistics



were 1792 and Hispanic births were 3,625. The general fertility rate for Hispanic women between the ages 15 and 44, is 80.5 (per 1,000) versus 60.5 for African-American women, and 53.2 for non-Hispanic White women in the same age range (Vital Statistics, Maryland Department of Health).

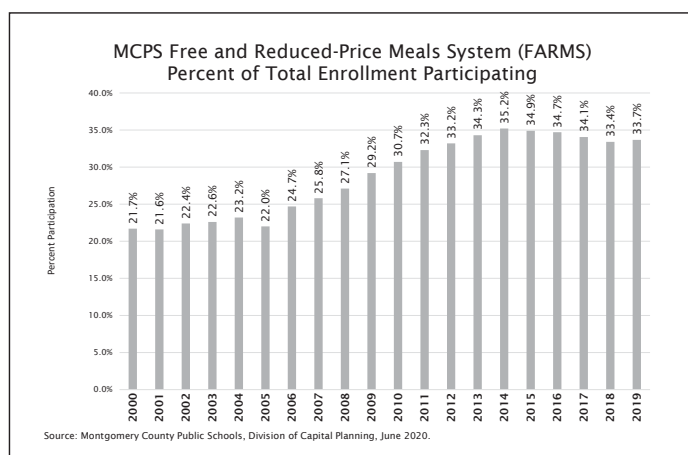
Official enrollment for September 30, 2020 is 161,583 students. Of the total enrollment, 21.7 percent of students are African American, 14.2 percent are Asian, 32.9 percent are Hispanic, and 25.8 percent are White, non-Hispanic, and 5.2 percent are Two or More Races. The categories of Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native are each less than five percent of the total enrollment.

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.

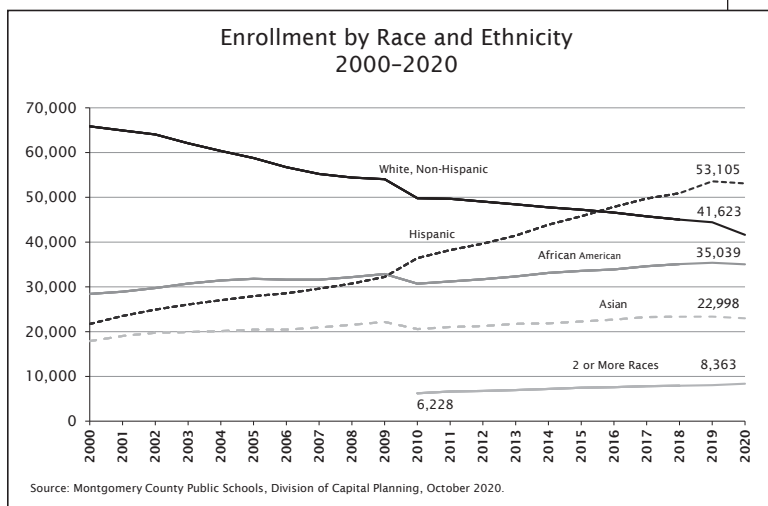
Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult to predict. Records of MCPS student entries and withdrawals show that in there has been an increase in the in-migration from approximately 12,328 new students from other public school districts in Maryland and throughout the United States, private schools, homeschooling, and from out of the country in the 2010–2011 school year to 12,443 in the 2019–2020 school year. Withdrawals over the same time increased from 10,186 in the 2010–2011 school year to 10,866 in the 2019–2020 school year. In the past decade, migration-related entries into MCPS have continued to exceed withdrawals, resulting in annual net increases in enrollment. The net increase from in-migration in the 2019–2020 school year was 565 fewer students, at 1,577 students from outside the system, than the net increase of 2,142 in 2010.

Student Diversity

Records of county resident live births show a levelling off in the numbers of births in each racial/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 live births of other race/ethnic groups. In 2018, White, non-Hispanic births were 4,161, African American births were 2,729, Asian births



Also shown are enrollments in the four major racial and ethnic groups over the past two decades. It can be seen that the addition of a new 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.)



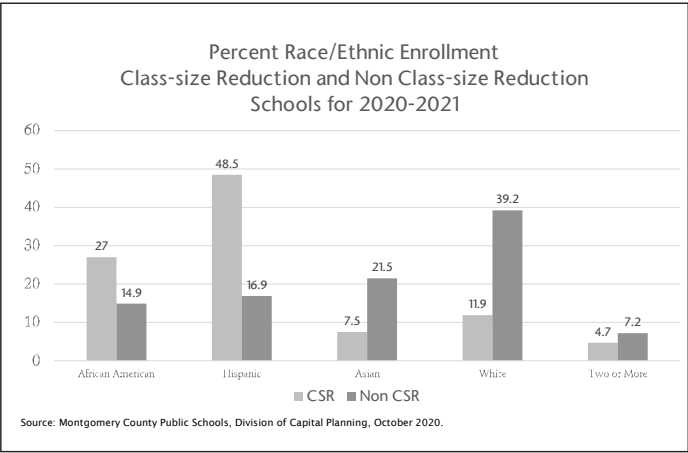
Student participation in the federal Free and Reduced-price Meals System (FARMS) Program is the school system’s primary measure of student socioeconomic levels. In the 2020–2021 school year, 24.5 percent of students participated in the FARMS Program. Participation as a percentage of total enrollment peaked in the 2014–2015 school year at 35.2 percent, and had declined moderately since then. There has been an increase of 11,642 students participating in FARMS during the past ten school years (2010–2011 to 2019–2020).

Student enrollment in the English for Speakers of Other Languages (ESOL) Program is a measure of student language diversity. As the school system has diversified over time, this percentage has grown. During the 2010–2011 school year, 13.1 percent of students were in the ESOL Program, and that has grown to 15.7 percent for the

2020–2021 school year. 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.

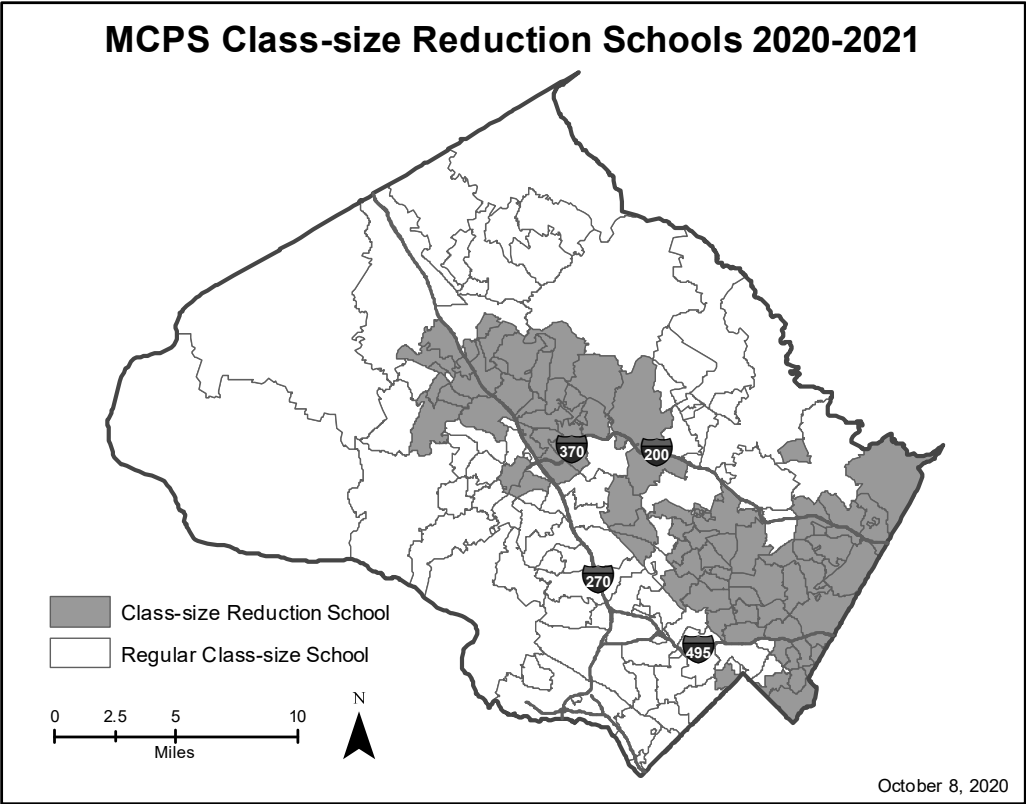
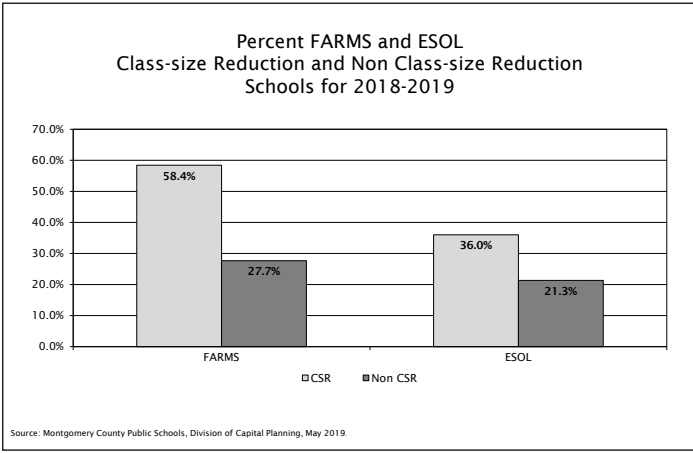
Class Size Reduction and Non Class Size Reduction Elementary Schools

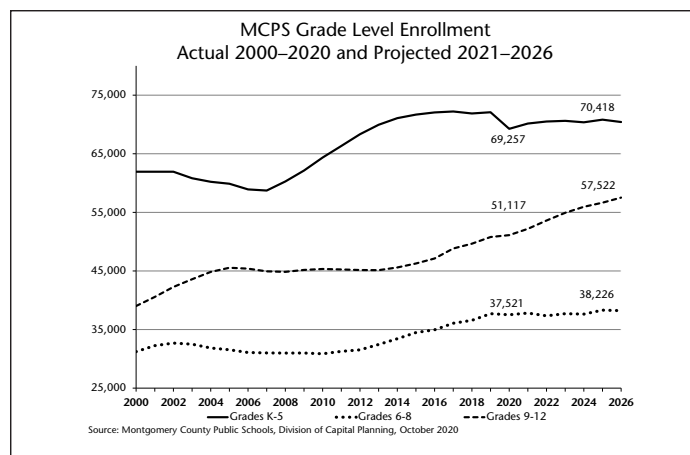
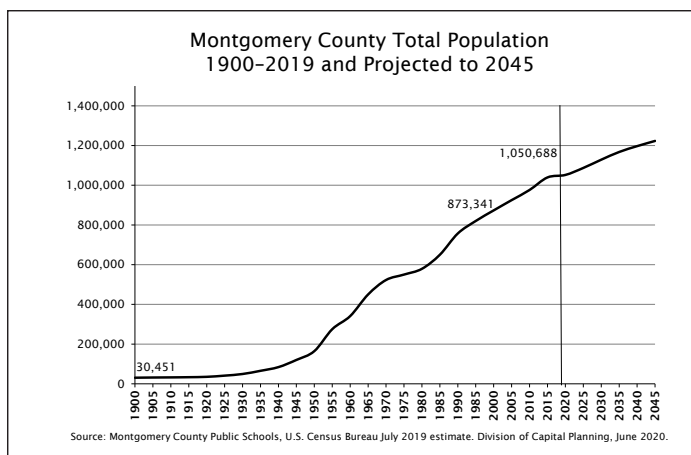
For the 2020–2021 school year, there are 69 Class Size Reduction (CSR) elementary schools (including upper schools in the case of paired schools). Class Size Reduction schools include



both Title 1 and Focus schools and have reduced class-sizes in order to address student needs and prepare the students for success in later grade levels. The 2019–2020 demographic composition of CSR and Non CSR schools is compared in the accompanying chart.

At one time, CSR elementary school service areas had little racial and ethnic diversity. The wave of in-migration 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 mainly 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. The 2020–2021 kindergarten class is unusually low due to Covid-19, and therefore considered anomalous. It is anticipated that there will be a return to 87 percent kindergarten capture to births five years earlier. However, the decline in resident births will result in a decline in the kindergarten population that in turn will slow the growth of the total enrollment as students age from grade to grade. 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 C-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 the five-year resident births averaging approximately 12,900. The factors most contributing to enrollment increases are higher kindergarten capture rates, and migration patterns.

Keeping pace with enrollment growth, and accommodating class-size reductions through Title 1 and Focus elementary schools have required a major investment in school facilities. In the 2020–2021 school year, MCPS operates 135 elementary schools, 40 middle schools, 25 high schools, 1 career and technology high school, 1 alternative program with 2 satellite locations, and 5 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 *Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program (CIP)* is closely aligned with the core values outlined in the MCPS Strategic Plan. The strategic plan states that MCPS is committed to educating our students so that academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability. We will continue to strive until all gaps have been eliminated for all groups. Our students will graduate with deep academic knowledge and become prepared for tomorrow's complex world and workplace. Our work is guided by the following five core values:

- Learning
- Relationships
- Respect
- Excellence
- Equity

More information regarding the MCPS Strategic Plan is available on the MCPS website at the following link: *MCPS Strategic Plan*.

In addition to the strategic planning framework, Board of Education Policy FAA, *Educational Facilities Planning* and MCPS Regulation FAA-RA, *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 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 comply 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 periodic upgrades to computers and technology that support student learning with 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 that requires the superintendent of schools to include a review of certain guidelines involved in facility planning activities in the CIP recommendations each fall. 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 taken into consideration when planning new schools or when existing schools need changes. 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 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	

^aProgram 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).
^bProgram 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).
^cSpecial 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 is also 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 is also 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, justify 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 64 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.

2020–2021 Focus and Title I Schools

Arcola Lucy V. Barnsley *Bel Pre (K–2) Brookhaven Brown Station Burnt Mills Burtonsville Cannon Road Clopper Mill *Cresthaven (3–5) Capt. James E. Daly Dr. Charles R. Drew East Silver Spring Fairland Fields Road Flower Hill Forest Knolls Fox Chapel Gaithersburg Galway Georgian Forest Germantown Glen Haven Glenallen 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 (K–2) *New Hampshire Estates (K–2) *Roscoe R. Nix (K–2) *Oak View (3–5) Oakland Terrace William T. Page *Pine Crest (3–5) *Piney Branch (3–5) Judith A. Resnik Sally K. Ride Rock Creek Forest Rock View Rolling Terrace Rosemont Sequoyah Sargent Shriver Flora M. Singer South Lake Stedwick *Strathmore (3–5) Strawberry Knoll Summit Hall *Takoma Park (K–2) Twinbrook Viers Mill Washington Grove Waters Landing Watkins Mill Weller Road Wheaton Woods Whetstone
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All schools in this table are receiving additional staff to reduce class sizes in Grades K–2 except for the Grades 3–5 schools.

*These schools are paired, either Grades K–2 or Grades 3–5.

Schools in **bold** are also Title I schools in the 2020–2021 school year.

Class Size Reductions

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class sizes 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. 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. Some schools also receive staffing to reduce class sizes in the upper grades. These schools are listed in the Focus and Title 1 Schools table.

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 approximately 70,500 students greater than it was in 1983, and 35 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 operates a total of 207 school facilities, including: 135 elementary schools, 40 middle schools, and 25 high schools; 1 career and technology high school; 5 special education schools; and 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 over the past few years. This year's preliminary school enrollment is 161,583 students. Enrollment is projected to be 170,761 students by 2026. 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 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 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program Summary Table".

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 would be 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 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 Superintendent's Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP includes funds for five new schools that are listed below:

- Gaithersburg Elementary School #8 (opens September 2022)
- Clarksburg Elementary School #9 (opens September 2023)
- Reopening of Woodward High School (opens September 2025)
- Crown Farm High School (opens September 2026)
- Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School (opens TBD)

In addition to new school openings, classroom addition projects and major capital projects are planned to address overutilization at schools. Planning and/or construction funds are planned for several classroom addition projects as part of the FY 2021–2026 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
Takoma Park MS Addition	16	9/21
Walt Whitman HS Addition	18	9/21
Gaithersburg Elementary School #8	39	9/22
John F. Kennedy HS Addition	18	9/22
Col. E. Brooke Lee MS Addition/ Facility Upgrade	21	9/22

School	Number of Rooms Planned*	Completion Date
Clarksburg Elementary School #9	37	9/23
DuFief ES Addition/Facility Upgrades	11	9/23
Silver Spring International MS Addition	5	9/23
Ronald McNair ES Addition	6	9/23
Parkland MS Addition	12	9/23
Westbrook ES Addition	3	9/23
William T. Page ES Addition	16	9/23
Highland View ES Addition	9	9/25
JoAnn Leleck ES at Broad Acres (Gr-5)	21	9/25
Northwood HS Addition	45	9/25
Woodward HS Reopening	118	9/25
Crown Farm High School	112	9/26
Lake Seneca ES Addition	12	TBD
Thurgood Marshall ES Addition	6	TBD
Bethesda-Chevy Chase/Walter Johnson Clusters ES	38	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 2020.

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 has started to increase. In the 2020–2021 school year, 455 relocatable classrooms are placed at schools. 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

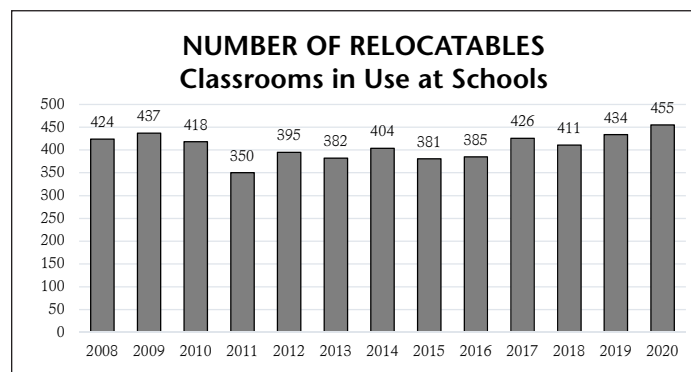
Several boundary studies were approved as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program on November 26, 2019. The first was a boundary

study that included Westbrook and Somerset elementary schools. The boundary study was conducted in winter 2020. The superintendent's recommendation regarding this boundary study is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/SomersetWestbrookBoundaryStudy.aspx>

The opening of Gaithersburg Elementary School #8 was approved to open in September 2022. In accordance to Board of Education action, the boundary study was approved to create the service area for the school in spring 2020, earlier than typical boundary studies. The boundary study began in March 2020, however, due to the COVID-19 pandemic, community meetings were suspended. The boundary study reconvened in mid-October 2020. The superintendent will release his recommendation in winter 2021 with Board of Education scheduled for March 2021. The scope of the boundary study includes all of the elementary schools and the two middle schools in the Gaithersburg Cluster. Information regarding this boundary study is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/gaithersburgcluster8boundarystudy.aspx>

To relieve overutilization at Rachel Carson Elementary School, a project is approved at DuFief Elementary School to expand the school. Although the Board of Education requested that the project open in September 2022, the County Council delayed the project to September 2023. A boundary study was approved to begin in spring 2020 based on the Board of Education's requested schedule. Based on the approved on completion date for the project, the boundary study will be conducted in spring 2022 with Board of Education action scheduled for November 2022.

A boundary study was approved to create the service area for Clarksburg Elementary School #9 to begin in fall 2020. The Board of Education requested that this school open in September 2022, however, based on County Council action, the opening date has been delayed to September 2023. Based on the approved on completion date for the project, the boundary study will be conducted in spring 2022 with Board of Education action scheduled for November 2022. The school will relieve overutilization at the elementary school level in the Clarksburg Cluster.



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.

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 superintendent has recommended restoring the completion dates for South Lake and Woodlin elementary schools. Based on the availability of the former Carl Sandburg facility to serve as a holding school, the superintendent has recommended that Stonegate Elementary School be accelerated six-month ahead of the Board of Education request. The following schools have been identified for a major capital project with planning and/or construction funding recommended in the Amendments to the FY 2021–2026 CIP included in the Major Capital Projects—Elementary or Major Capital Projects—Secondary:

Number of Additional Room— Major Capital Projects

School	Number of Rooms Planned	Completion Date
Burnt Mills ES	12	9/23
Stonegate ES	7	9/23
South Lake ES	3	9/23
Woodlin ES	8	9/23
Neelsville MS	7	9/24
Poolesville HS	15	9/24
Damascus HS	TBD	9/26
Thomas S. Wootton HS	TBD	9/27
Col. Zadok Magruder HS	TBD	9/27

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 2020.

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. From FY 2007 through FY 2019, all new schools were 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. Beginning in FY 2020, schools are being designed utilizing the Green Globes rating system for green building design.

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. DHHS has requested funds for a Childcare in Schools facilities at Woodlin Elementary School to open as part of the major capital 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. Funding is included in the DHHS CIP for the following Linkages to Learning projects:

Linkages to Learning Projects	Completion Date
Col. E. Brooke Lee MS	September 2022
Gaithersburg ES #8	September 2022
Silver Spring International MS	September 2023

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 DHHS convened the School-based Health Centers Interagency Planning Group. 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 schools 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 ES at Broad Acres	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 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 school 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
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 school sites become 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 2021 proposed target requires 70.9 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, or region of the county where the student resides.

The percentage of students who receive services in their home school 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.
- Learning and Academic Disabilities (LAD) Services and transition services are provided in all secondary schools.

- Special education services are available 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
 - Prekindergarten and Elementary Physical Disabilities Services
 - Elementary Learning Center
 - Extensions (upcounty and downcounty)
 - Gifted and Talented/Learning Disabled Program
 - Infants and Toddlers Program
 - Learning for Independence (LFI) Program
 - Preschool Education Program (PEP)
 - Prekindergarten Language Classes
 - School/Community-based (SCB) Program
 - Social Emotional Special Education 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, childcare, or other community settings. Growth in the Infants and Toddlers Program has resulted in the location of five centers throughout the county.

MCPS provides a continuum of special education services for children ages three through five. Preschool Education Program (PEP) services range from consultative and itinerant services for children in community-based childcare 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 2022 Capital Budget and Amendments to the FY 2021–2026 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.

MCPS staff evaluate all schools based on existing and planned program capacity. Enrollment growth since 2008 had been particularly strong until the Covid-19 global pandemic. In March 2020, MCPS, similar to many school systems around the country, reacted by having students learn from home virtually by remote instruction. Relocatable classrooms accommodate temporary overutilization; long-term overutilization requires additional capacity to both elementary and secondary schools through various construction projects.

Information is presented within a common framework for each cluster and the Downcounty and Northeast consortia. Planning issues of a clusterwide nature are followed by a discussion of individual secondary and elementary schools with approved capital projects or non-capital actions. 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. Four types of projects are identified under the “Type of Project” column. The types of projects are as follows:

- “Approved”—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.
- “Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- “Proposed”—Project has facility planning funds approved for a feasibility study.
- “Recommended”—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 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 2030 and 2035 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 effect 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,

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

titled “Demographic Characteristics of Schools,” shows the racial and ethnic group composition percentages, the student participation in the Free and Reduced-price Meals System (FARMS) Program, the percentage of English for Speakers of Other Languages (ESOL) and the Mobility Rate for schools.

The “Program Capacity Table (School Year 2020–2021)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2020–2021,” shows facility information for each school.

Cluster Articulation for 2020–2021 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)
 Rocky Hill MS (6–8)
 Clarksburg ES (K–5)* (*shared with Seneca Valley Cluster*)
 William B. Gibbs, Jr. ES (pre-K–5)* (*shared with Seneca Valley Cluster*)
 Little Bennett ES (K–5)
 Hallie Wells MS (6–8) (*shared with Damascus Cluster*)*
 Cedar Grove ES (K–5) (*shared with Damascus Cluster*)*
 Snowden Farm ES (K–5) (*shared with Damascus Cluster*)*
 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) (*shared with Gaithersburg Cluster*)*
 Lois P. Rockwell ES (K–5)
 Woodfield ES (K–5)
 Hallie Wells MS (6–8) (*shared with Clarksburg Cluster*)*
 Cedar Grove ES (K–5) (*shared with Clarksburg Cluster*)*
 Snowden Farm ES (K–5) (*shared with Clarksburg Cluster*)*

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 (pre-K–5)
 Glenallan ES (HS–5)
 Kemp Mill ES (HS and 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) (*shared with Damascus Cluster*)*
 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–5) (*Chinese Immersion K–5*)
 Twinbrook ES (HS and pre-K–5)

Cluster Articulation for 2020–2021 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) *(shared with Sherwood Cluster)**
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)
Roberto Clemente MS (6–8) *(shared with Seneca Valley Cluster)**
Clopper Mill ES (HS and pre-K–5) *(shared with Seneca Valley Cluster)**
Germantown ES (K–5) *(shared with Seneca Valley Cluster)**
Kingsview MS (6–8)
Great Seneca Creek ES (K–5)
Ronald McNair ES (pre-K–5)
Spark M. Matsunaga ES (K–5) *(shared with Seneca Valley Cluster)**
Lakelands Park MS (6–8) *(shared with Quince Orchard Cluster)**
Darnestown ES (K–5)
Diamond ES (K–5) *(shared with Quince Orchard Cluster)**

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) *(shared with Northwest Cluster)**
Fields Road ES (pre-K–5)
Jones Lane ES (K–5)
Thurgood Marshall ES (K–5)

ROCKVILLE CLUSTER

Rockville HS (9–12)
Earl 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)**
Clopper Mill ES (HS and pre-k-5) *(shared with Northwest Cluster)**
Germantown ES (K-5) *(shared with Northwest Cluster)**
S. Christa McAuliffe ES (HS–5)
Dr. Sally K. Ride ES (HS and pre-K–5)*
Dr. Martin Luther King, Jr. MS (6–8)
Lake Seneca ES (pre-K–5)
Spark M. Matsunaga ES (K–5) *(shared with Northwest Cluster)**
Dr. Sally K. Ride ES (HS and pre-K–5)*
Waters Landing ES (K–5)
Neelsville MS (6–8) *(shared with Watkins Mill Cluster)**
Clarksburg ES (K-5) *(shared with Clarksburg Cluster)**
William B. Gibbs, Jr. ES (pre-K–5) *(shared with Clarksburg Cluster)**

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) *(shared with Northeast Consortium)**

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 Seneca Valley 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

BETHESDA-CHEVY CHASE CLUSTER

CLUSTER PLANNING ISSUES

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

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

Student enrollment at all the schools in the Bethesda-Chevy Chase Cluster has increased over the past few years and several addition projects opened at Bethesda, North Chevy Chase, Rosemary Hills, and Somerset 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 opened at Bethesda-Chevy Chase High School.

Planning Study: Because projections indicated that enrollment would exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools in a previous CIP, a study was approved to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster in November 2017. In the Walter Johnson Cluster, a Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school. However, the projected space deficits, at the elementary school level in the Walter Johnson Cluster were not sufficient to recommend a new elementary school for the cluster at that time. Given that the adopted CIP in November 2018 included a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the Board of Education approved expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. The Board of Education also included a joint site selection process for the two clusters conducted in summer 2019.

Capital Project: As part of the FY 2021–2026 CIP, the Board of Education requested several projects to address space deficits at the elementary school level. These projects included:

- an addition at Bethesda Elementary School to open in September 2023
- an addition at Westbrook Elementary School to open in September 2020
- planning funds in the out-years of the CIP for a new Bethesda-Chevy Chase/Walter Johnson Cluster elementary school in the future.

However, the County Council adopted FY2021–2026 CIP included the following plans for the elementary school projects:

- Delayed the Bethesda Elementary School addition project to open in September 2025
- Removed all expenditures for the Westbrook Elementary School addition project
- Maintained the planning funds in the out-years of the CIP for the new Bethesda-Chevy Chase/Walter Johnson Cluster elementary school in the future.

Bethesda-Chevy Chase Cluster Articulation

Bethesda-Chevy Chase HS

Silver Creek MS

Chevy Chase ES
North Chevy Chase ES
Rock Creek Forest ES*
Rosemary Hills ES

Westland MS

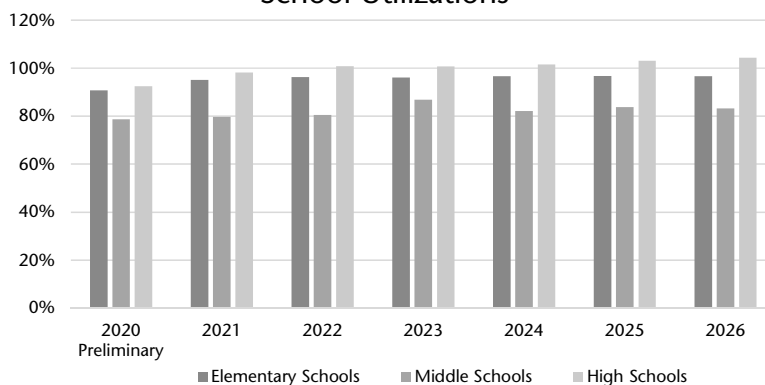
Bethesda ES
Rock Creek Forest ES**
Somerset ES
Westbrook ES

* non-Spanish Immersion

** Spanish Immersion

See Appendix U for multicolored maps of the service areas.

Bethesda-Chevy Chase Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

BETHESDA-CHEVY CHASE CLUSTER

To address the space deficits at Bethesda and Somerset elementary schools, the superintendent recommends that all expenditures from the Bethesda Elementary School addition project be removed and reallocate \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School addition project with the completion date of September 2023. An FY 2022 appropriation is recommended for this project. This recommendation coincides with the recommendation to conduct a boundary study to include Bethesda, Somerset, and Westbrook elementary schools to address the overutilization at Bethesda and Somerset elementary schools. The boundary study will be conducted in spring 2021 with Board of Education action for November 2021. Information regarding this boundary study recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/SomersetWestbrookBoundaryStudy.aspx>

Planning Study: A boundary study was conducted in winter 2020 to relieve the overutilization of Somerset Elementary School. The scope of the boundary study included Somerset and Westbrook elementary schools. Instead of recommending a staff developed option, the superintendent recommended to conduct a boundary study to include Bethesda, Somerset and Westbrook elementary school to address the overutilization at Bethesda and Somerset elementary schools. The boundary study is recommended to occur in spring 2021 with Board of Education in November 2021. Information regarding this boundary study recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/SomersetWestbrookBoundaryStudy.aspx>.

SCHOOLS

Bethesda 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. As part of the approved FY 2021–2026 CIP, an addition was approved for this school to be completed by September 2025, two years later than the Board of Education request. To address the space deficits at Bethesda and Somerset elementary schools, the superintendent has recommended that all expenditures from the Bethesda Elementary School addition project be removed and reallocate \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School addition project with the completion date of September 2023. An FY 2022 appropriation is recommended for planning to begin the architectural design for the 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.

Planning Study: A boundary study was conducted in winter 2020 to relieve the overutilization of Somerset Elementary School. The scope of the boundary study included Somerset and Westbrook elementary schools. Instead of recommending a staff developed option, is the superintendent recommended

to conduct a boundary study to include Bethesda, Somerset and Westbrook elementary school to address the overutilization at Bethesda and Somerset elementary schools. The boundary study is recommended to occur in spring 2021 with Board of Education in November 2021. Information regarding this boundary study recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/SomersetWestbrookBoundaryStudy.aspx>.

Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

Planning Study: See text under Cluster Planning Issues.

Capital Project: Projections have indicated that enrollment will exceed capacity for some of the elementary schools in these two clusters. Planning funds for a new elementary school are approved in the out-years of the CIP. A completion date for this new elementary school will be considered in a future CIP. 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.

Chevy Chase Elementary School

Planning Study: See text under Cluster Planning Issues.

North Chevy Chase Elementary School

Planning Study: See text under Cluster Planning Issues.

Rock Creek Forest Elementary School

Planning Study: See text under Cluster Planning Issues.

Rosemary Hills Elementary School

Planning Study: See text under Cluster Planning Issues.

Somerset Elementary School

Planning Study: A boundary study was conducted in winter 2020 to relieve the overutilization of Somerset Elementary School. The scope of the boundary study included Somerset and Westbrook elementary schools. Instead of recommending a staff developed option, the superintendent recommended to conduct a boundary study to include Bethesda, Somerset and Westbrook elementary school to address the overutilization at Bethesda and Somerset elementary schools. The boundary study is recommended to occur in spring 2021 with Board of Education in November 2021. Information regarding this boundary study recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/SomersetWestbrookBoundaryStudy.aspx>.

Capital Project: Although the Board of Education requested to build out the classroom shell at Westbrook Elementary School to relieve space deficits a Somerset Elementary School, the County Council, as part of the approved FY 2021–2026 CIP removed all of the expenditures for the project. To address the space deficits at Bethesda and Somerset elementary schools, the superintendent recommended that all expenditures from

BETHESDA-CHEVY CHASE CLUSTER

the Bethesda Elementary School addition project be removed and reallocate \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School addition project with the completion date of September 2023. An FY 2022 appropriation is recommended for planning to begin the architectural design for the 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.

Westbrook Elementary School

Planning Study: A boundary study was conducted in winter 2020 to relieve the overutilization of Somerset Elementary School. The scope of the boundary study included Somerset and Westbrook elementary schools. Instead of recommending a staff developed option, the superintendent recommended to conduct a boundary study to include Bethesda, Somerset and Westbrook elementary school to address the overutilization at Bethesda and Somerset elementary schools. The boundary study is recommended to occur in spring 2021 with Board of Education in November 2021. Information regarding this boundary study recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/SomersetWestbrookBoundaryStudy.aspx>.

Capital Project: Although the Board of Education requested to build out the classroom shell at Westbrook Elementary School to relieve space deficits at Somerset Elementary School, the County Council, as part of the approved FY 2021–2026 CIP removed all of the expenditures for the project. To address the space deficits at Bethesda and Somerset elementary schools, the superintendent recommended that all expenditures from the Bethesda Elementary School addition project be removed and reallocate \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School addition project with the completion date of September 2023. An FY 2022 appropriation is recommended for planning to begin the architectural design for the 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.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Bethesda-Chevy Chase/Walter Johnson Cluster ES	New School	Programmed	TBD
Westbrook ES	Build out of Classroom shell	Recommended	Sept 2023

*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools		Prelim.	Projections							
		20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Bethesda–Chevy Chase HS	Program Capacity	2457	2457	2457	2457	2457	2457	2457	2457	2457
	Enrollment	2272	2411	2478	2476	2495	2532	2563	2650	2675
	Available Space	185	46	(21)	(19)	(38)	(75)	(106)	(193)	(218)
	Comments									
Silver Creek MS	Program Capacity	935	935	935	935	935	935	935	935	935
	Enrollment	840	842	854	971	878	895	889	825	900
	Available Space	95	93	81	(36)	57	40	46	110	35
	Comments									
Westland MS	Program Capacity	1105	1105	1105	1105	1105	1105	1105	1105	1105
	Enrollment	765	785	788	801	798	814	809	900	925
	Available Space	340	320	317	304	307	291	296	205	180
	Comments									
Bethesda ES Grades (K–5)	Program Capacity	560	560	560	560	560	560	560		
	Enrollment	611	644	662	732	743	746	741		
	Available Space	(51)	(84)	(102)	(172)	(183)	(186)	(181)		
	Comments	Boundary Study See Text								
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES	Program Capacity	473	473	473	473	473	473	473		
	Enrollment	442	445	442	451	465	469	472		
	Available Space	31	28	31	22	8	4	1		
	Comments									
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES	Program Capacity	335	335	335	335	335	335	335		
	Enrollment	226	245	240	247	254	258	260		
	Available Space	109	90	95	88	81	77	75		
	Comments									
Rock Creek Forest ES	Program Capacity	684	684	684	684	684	684	684		
	Enrollment	741	769	769	771	759	767	759		
	Available Space	(57)	(85)	(85)	(87)	(75)	(83)	(75)		
	Comments									
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES	Program Capacity	628	628	628	628	628	628	628		
	Enrollment	525	550	582	565	561	554	554		
	Available Space	103	78	46	63	67	74	74		
	Comments									
Somerset ES	Program Capacity	515	515	515	515	515	515	515		
	Enrollment	516	555	558	548	556	550	546		
	Available Space	(1)	(40)	(43)	(33)	(41)	(35)	(31)		
	Comments	Boundary Study See Text								
Westbrook ES	Program Capacity	547	547	547	614	614	614	614		
	Enrollment	333	349	351	348	343	339	349		
	Available Space	214	198	196	266	271	275	265		
	Comments	Boundary Study See Text			Addition Complete					
Cluster Information	HS Utilization	92%	98%	101%	101%	102%	103%	104%	108%	109%
	HS Enrollment	2272	2411	2478	2476	2495	2532	2563	2650	2675
	MS Utilization	79%	80%	80%	87%	82%	84%	83%	85%	89%
	MS Enrollment	1605	1627	1642	1772	1676	1709	1698	1725	1825
	ES Utilization	91%	95%	96%	96%	97%	97%	97%	98%	100%
	ES Enrollment	3394	3557	3604	3662	3681	3683	3681	3750	3820

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2,272	5.7%	14.7%	6.1%	17.6%	55.7%	10.8%	7.0%	7.7%
Silver Creek MS	840	5.4%	22.9%	6.3%	18.3%	47.1%	24.1%	8.9%	4.1%
Westland MS	765	8.1%	7.8%	8.2%	18.3%	56.9%	7.8%	5.8%	6.3%
Bethesda ES	611	8.7%	9.2%	17.5%	16.5%	48.1%	8.6%	17.4%	17.0%
Chevy Chase ES	442	7.2%	19.0%	9.0%	9.7%	55.0%	17.2%	7.9%	6.0%
North Chevy Chase ES	226	7.5%	19.9%	8.4%	13.7%	50.4%	18.9%	8.5%	7.7%
Rock Creek Forest ES	741	6.1%	19.3%	7.2%	35.1%	32.1%	26.1%	18.7%	10.0%
Rosemary Hills ES	525	7.4%	28.6%	5.3%	17.3%	41.1%	26.5%	16.3%	7.5%
Somerset ES	516	7.9%	8.5%	11.2%	13.4%	58.3%	7.7%	20.1%	10.8%
Westbrook ES	333	6.0%	3.0%	5.4%	14.7%	70.3%	0.0%	3.5%	5.3%
Elementary Cluster Total	3,394	7.3%	15.7%	9.5%	19.0%	48.3%	16.0%	14.8%	9.9%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.*

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Program Capacity Table (School Year 2020-2021)		Special Education Services																																
		School Based	Cluster Based	Quad Cluster Based					County & Regional Based																									
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	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	2457	110		108								2																					
Silver Creek MS	6-8	935	46		44																													2
Westland MS	6-8	1105	52		52																													
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	335	21	5		14										1																		1
Rock Creek Forest ES	K-5	684	40	4		14	12	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								

BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2020–2021

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	75,421	8.42		6	
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		2	
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		



WINSTON CHURCHILL CLUSTER

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. An FY 2017 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a capacity study. Subsequently; however, projections dropped and only showed a space deficit of less than 50 seats by the end of the six-year planning period, therefore the feasibility study was not conducted. The FY 2021–2026 CIP shows an increase in the enrollment projections, therefore, an FY 2021 appropriation was approved to conduct a feasibility study for a proposed addition for this school. Although current projections exceed capacity, it does not meet the threshold of 200 seats or more by the end of the six-year planning period, therefore, enrollment will be monitored to determine the need for an addition in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Potomac Elementary School

Capital Project: A revitalization/expansion project was completed in September 2020 at this school.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Winston Churchill HS	Addition	Proposed	TBD
Potomac ES	Revitalization/expansion	Approved	Sept. 2020

*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

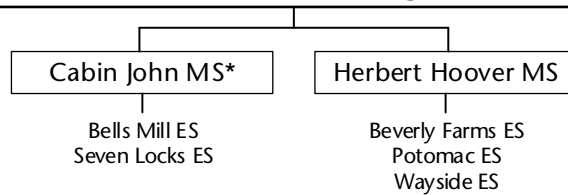
*Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

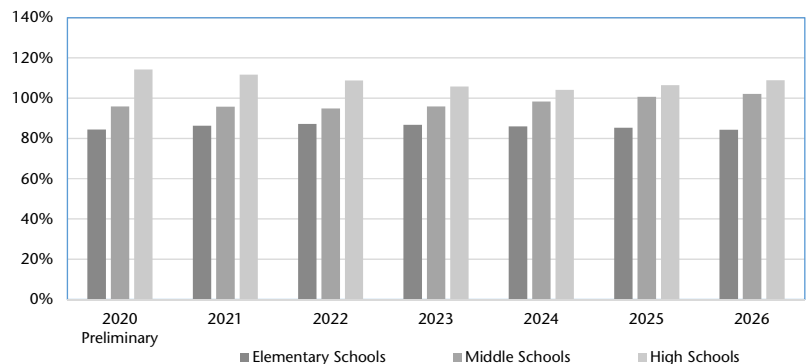
Winston Churchill Cluster Articulation

Winston Churchill High School



* Cold Spring ES and Stone Mill ES also articulate to Cabin John MS and thereafter to Thomas S. Wootton HS.
See Appendix U for multicolored maps of the service areas.

Winston Churchill Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity.
Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Winston Churchill HS		Program Capacity	1969	1969	1969	1969	1969	1969	1969	1969	1969
		Enrollment	2251	2199	2142	2084	2052	2096	2145	2200	2250
		Available Space	(282)	(230)	(173)	(115)	(83)	(127)	(176)	(231)	(281)
		Comments									
Cabin John MS		Program Capacity	1057	1057	1057	1057	1057	1057	1057	1057	1057
		Enrollment	1084	1094	1071	1068	1097	1150	1177	1200	1225
		Available Space	(27)	(37)	(14)	(11)	(40)	(93)	(120)	(143)	(168)
		Comments									
Herbert Hoover MS		Program Capacity	1139	1139	1139	1139	1139	1139	1139	1139	1139
		Enrollment	1021	1009	1012	1037	1064	1060	1065	1100	1125
		Available Space	118	130	127	102	75	79	74	39	14
		Comments									
Bells Mill ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	582	603	621	623	614	613	603		
		Available Space	44	23	5	3	12	13	23		
		Comments									
Beverly Farms ES		Program Capacity	689	689	689	689	689	689	689		
		Enrollment	567	577	594	602	591	580	584		
		Available Space	122	112	95	87	98	109	105		
		Comments									
Potomac ES		Program Capacity	479	479	479	479	479	479	479		
		Enrollment	392	366	362	338	347	338	336		
		Available Space	87	113	117	141	132	141	143		
		Comments	Rev/Ex Complete								
Seven Locks ES		Program Capacity	424	424	424	424	424	424	424		
		Enrollment	390	418	410	411	401	394	380		
		Available Space	34	6	14	13	23	30	44		
		Comments									
Wayside ES		Program Capacity	614	614	614	614	614	614	614		
		Enrollment	460	480	483	483	482	489	485		
		Available Space	154	134	131	131	132	125	129		
		Comments									
Cluster Information		HS Utilization	114%	112%	109%	106%	104%	106%	109%	112%	114%
		HS Enrollment	2251	2199	2142	2084	2052	2096	2145	2200	2250
		MS Utilization	96%	96%	95%	96%	98%	101%	102%	105%	107%
		MS Enrollment	2105	2103	2083	2105	2161	2210	2242	2300	2350
		ES Utilization	84%	86%	87%	87%	86%	85%	84%	81%	78%
		ES Enrollment	2391	2444	2470	2457	2435	2414	2388	2305	2220

WINSTON CHURCHILL CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2,251	5.9%	10.2%	30.6%	7.9%	45.3%	4.3%	1.1%	3.3%
Cabin John MS	1,084	5.9%	12.6%	33.1%	9.7%	38.6%	7.3%	3.7%	4.6%
Herbert Hoover MS	1,021	6.2%	7.9%	39.1%	7.4%	39.2%	3.7%	1.3%	3.5%
Bells Mill ES	582	7.7%	13.1%	29.2%	9.8%	39.9%	10.0%	8.6%	4.5%
Beverly Farms ES	567	7.8%	8.1%	33.7%	7.6%	42.5%	5.8%	9.1%	3.8%
Potomac ES	392	12.0%	10.5%	28.8%	9.9%	38.5%	3.5%	5.6%	6.4%
Seven Locks ES	390	5.9%	9.5%	27.4%	9.5%	47.7%	4.9%	7.1%	5.4%
Wayside ES	460	5.7%	7.0%	47.0%	5.7%	34.8%	5.8%	10.0%	4.6%
Elementary Cluster Total	2,391	7.7%	9.7%	33.3%	8.4%	40.6%	6.4%	8.3%	4.8%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Special Education Services																																							
		School Based		Cluster Based		Quad Cluster Based										County & Regional Based																							
METS @15		HSM @13		ELEM LAD @13		ELC @10		LANG @12		LFI @10		SCB @6		AAC@7		AUT @6		BRIDGE @10		DHOH @7		SESS @10		EXTENSIONS @6		GT/LD @13		PD @7		PEP@6		PEP @12		PEP @18		VISION (Elementary) @7		OTHER	
																	3	7																					
										2	3						5		4																				
																	2																						
	1			2																																			
													3																	2	1							2	

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2020–2021

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		4	
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	2020	86,550	9.6			
Seven Locks ES	1964	2012	66,915	9.9			
Wayside ES	1969	2017	93,453	9.3			



CLARKSBURG CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: The Clarksburg Master Plan allows for the development of up to 15,000 residential units. The plan 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, Wilson Wims Elementary School opened in September 2014, and Snowden Farm Elementary School opened in September 2019. With continued growth in elementary school enrollment, an additional elementary school is scheduled to open in September 2022. 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.

Planning Study: A boundary study was conducted in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The Board of Education took action on November 26, 2019 with phased implementation to begin in September 2020.

Planning Study: A boundary study was previously approved to begin in the fall 2020 to explore the assignment of students for the opening of Clarksburg Elementary School #9, with Board of Education scheduled for November 2021. However, the opening of the school was delayed by the County Council from September 2022 to September 2023. Based on the approved completion date for the school, the boundary study will be conducted in the spring 2022 with Board of Education action in November 2022.

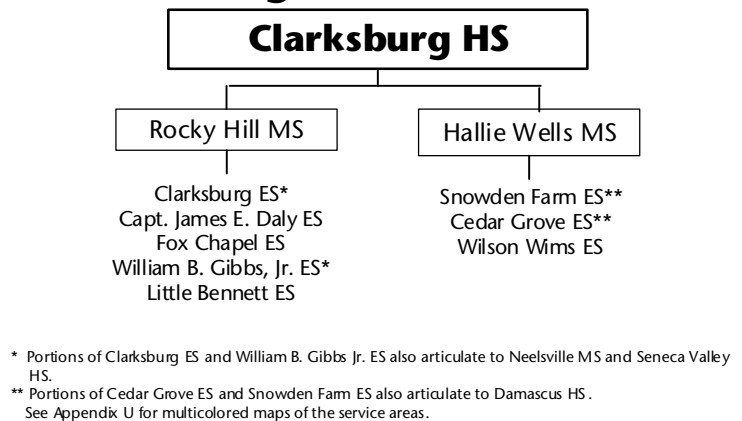
planning period. Relocatable classrooms will be utilized until Clarksburg Elementary School #9 opens.

Capital Project: Although an FY 2019 appropriation for planning was requested 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 was approved for planning to begin the architectural design for this project. As part of the FY 2021–2026 CIP, the County Council delayed the scheduled completion of the project by another year to September 2023. An FY 2022 appropriation is recommended to begin the construction for the school. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Clarksburg Elementary School #9

Capital Project: Although an FY 2019 appropriation for planning was requested by the Board of Education for Clarksburg Elementary School #9 with a scheduled opening in September

Clarksburg Cluster Articulation



SCHOOLS

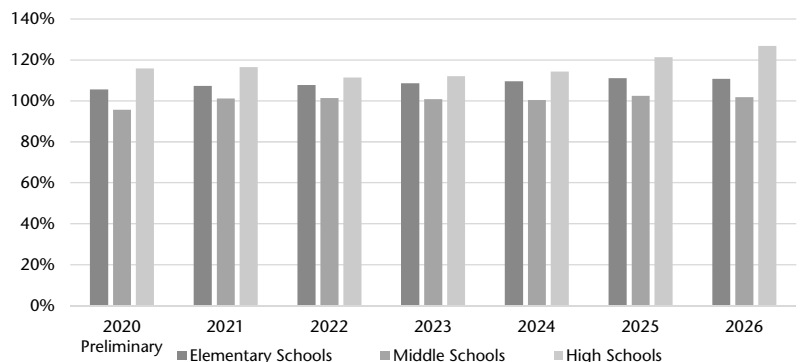
Clarksburg High School

Planning Issue: Although the recent boundary change will relieve some of the overutilization described above, Clarksburg High School will continue to have a space deficit by the end of the six-year planning period. A plan to address the space deficit will be developed in a future CIP.

Clarksburg Elementary School

Planning Issue: Enrollment at Clarksburg Elementary School is projected to exceed capacity by more than 92 seats throughout the six-year

Clarksburg Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

CLARKSBURG CLUSTER

2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. As part of the FY 2021–2026 CIP, the County Council delayed the scheduled completion of the project by another year to September 2023. An FY 2022 appropriation is recommended to begin the construction for the school. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Clarksburg ES #9	New school	Recommended	Sept. 2023

*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.



CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26-27	2030	2035
Clarksburg HS		Program Capacity	2034	2034	2034	2034	2034	2034	2034	2034	2034
		Enrollment	2356	2369	2266	2279	2325	2468	2582	2525	2600
		Available Space	(322)	(335)	(232)	(245)	(291)	(434)	(548)	(491)	(566)
		Comments									
Rocky Hill MS		Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020
		Enrollment	986	1039	1064	1032	1028	1048	1042	1075	1100
		Available Space	34	(19)	(44)	(12)	(8)	(28)	(22)	(55)	(80)
		Comments									
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	930	987	967	987	984	1004	997	1000	1025
		Available Space	52	(5)	15	(5)	(2)	(22)	(15)	(18)	(43)
		Comments									
Clarksburg ES		Program Capacity	311	311	311	311	311	311	311		
		Enrollment	687	687	725	766	804	850	855		
		Available Space	(376)	(376)	(414)	(455)	(493)	(539)	(544)		
		Comments		Boundary Study See Text							
Clarksburg ES #9		Program Capacity				721	721	721	721		
		Enrollment				0	0	0	0		
		Available Space				721	721	721	721		
		Comments		Boundary Study See Text		Opens					
Capt. James E. Daly ES	CSR	Program Capacity	523	523	523	523	523	523	523		
		Enrollment	574	604	601	594	577	565	565		
		Available Space	(51)	(81)	(78)	(71)	(54)	(42)	(42)		
		Comments		Boundary Study See Text							
Fox Chapel ES	CSR	Program Capacity	683	683	683	683	683	683	683		
		Enrollment	589	634	652	662	673	672	666		
		Available Space	94	49	31	21	10	11	17		
		Comments		Boundary Study See Text							
Little Bennett ES		Program Capacity	634	634	634	634	634	634	634		
		Enrollment	641	650	645	641	658	661	661		
		Available Space	(7)	(16)	(11)	(7)	(24)	(27)	(27)		
		Comments		Boundary Study See Text							
Snowden Farm ES		Program Capacity	774	774	774	774	774	774	774		
		Enrollment	752	750	741	744	747	746	742		
		Available Space	22	24	33	30	27	28	32		
		Comments		Boundary Study See Text							
Wilson Wims ES		Program Capacity	739	739	739	739	739	739	739		
		Enrollment	628	606	584	571	554	576	571		
		Available Space	111	133	155	168	185	163	168		
		Comments		Boundary Study See Text							
Cluster Information		HS Utilization	116%	116%	111%	112%	114%	121%	127%	124%	128%
		HS Enrollment	2356	2369	2266	2279	2325	2468	2582	2525	2600
		MS Utilization	96%	101%	101%	101%	100%	102%	102%	104%	106%
		MS Enrollment	1916	2026	2031	2019	2012	2052	2039	2075	2125
		ES Utilization	106%	107%	108%	91%	92%	93%	93%	109%	119%
		ES Enrollment	3871	3931	3948	3978	4013	4070	4060	4800	5200

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2020–2021

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		13	
Rocky Hill MS	2004		148,065	23.3			
Hallie Wells MS	2016		150,089	22.37			
Clarksburg ES	1952	1993	54,983	9.97		12	
Captain James Daly ES	1989		78,386	10	Yes	4	
Fox Chapel ES	1974		85,182	10.34	Yes		LTL
Little Bennett ES	2006		82,511	4.81	Yes		
Snowden Farm ES	2019		92,366	9.79			
Wilson Wims ES	2014		91,931	9.29	Yes		

DAMASCUS CLUSTER

SCHOOLS

Damascus High School

Capital Project: A major capital project was approved for this school to address various building systems and programmatic needs for this school. An FY 2020 appropriation was approved to begin the planning for this project. Although the Board of Education requested expenditures in FY 2022 to continue the planning and design of this major capital project with a completion date of September 2025, the County Council delayed the expenditures by one year. Based on County Council action the scheduled completion date for this project is September 2026. 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
Damascus HS	Major Capital Project	Programmed	Sept. 2026

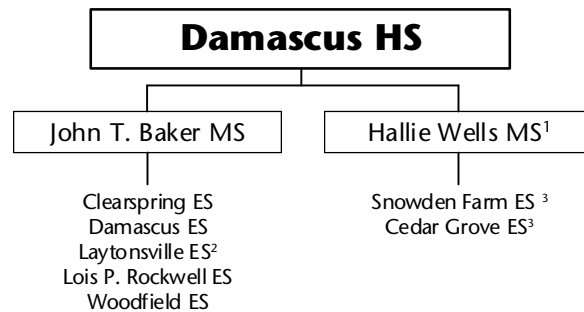
*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

Damascus Cluster Articulation

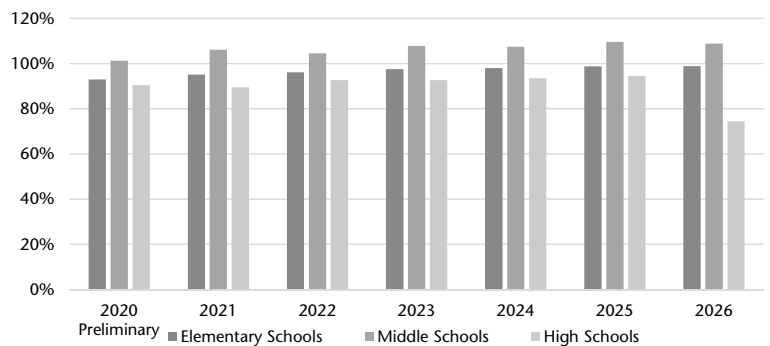


¹ Wilson Wims ES articulates to Hallie Wells MS and then to Clarksburg HS.

² Most of Laytonsville ES articulates to Gaithersburg MS and Gaithersburg HS.

³ Portions of Cedar Grove ES and Snowden Farm ES also articulate to Clarksburg HS. See Appendix U for multicolored maps of the service areas.

Damascus Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

DAMASCUS CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Damascus HS		Program Capacity	1560	1560	1560	1560	1560	1560	2007	2007	2007
		Enrollment	1410	1397	1445	1445	1459	1474	1494	1460	1500
		Available Space	150	163	115	115	101	86	513	547	507
		Comments		Plng. for Maj. Cap. Project					Maj. Cap. Project Complete		
John T. Baker MS		Program Capacity	725	725	725	725	725	725	725	725	725
		Enrollment	797	824	818	852	850	866	861	870	900
		Available Space	(72)	(99)	(93)	(127)	(125)	(141)	(136)	(145)	(175)
		Comments									
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	930	987	967	987	984	1004	997	1000	1025
		Available Space	52	(5)	15	(5)	(2)	(22)	(15)	(18)	(43)
		Comments									
Cedar Grove ES		Program Capacity	402	402	402	402	402	402	402		
		Enrollment	378	382	380	385	383	380	382		
		Available Space	24	20	22	17	19	22	20		
		Comments									
Clearspring ES		Program Capacity	619	619	619	619	619	619	619		
		Enrollment	564	588	602	602	599	594	590		
		Available Space	55	31	17	17	20	25	29		
		Comments									
Damascus ES		Program Capacity	372	372	372	372	372	372	372		
		Enrollment	355	354	378	384	385	399	402		
		Available Space	17	18	(6)	(12)	(13)	(27)	(30)		
		Comments									
Lois P. Rockwell ES		Program Capacity	530	530	530	530	530	530	530		
		Enrollment	475	468	480	498	517	533	544		
		Available Space	55	62	50	32	13	(3)	(14)		
		Comments									
Snowden Farm ES		Program Capacity	774	774	774	774	774	774	774		
		Enrollment	752	750	741	744	747	746	742		
		Available Space	22	24	33	30	27	28	32		
		Comments									
Woodfield ES		Program Capacity	364	364	364	364	364	364	364		
		Enrollment	321	368	362	371	368	369	364		
		Available Space	43	(4)	2	(7)	(4)	(5)	0		
		Comments									
Cluster Information		HS Utilization	90%	90%	93%	93%	94%	94%	74%	73%	75%
		HS Enrollment	1410	1397	1445	1445	1459	1474	1494	1460	1500
		MS Utilization	101%	106%	105%	108%	107%	110%	109%	110%	113%
		MS Enrollment	1727	1811	1785	1839	1834	1870	1858	1870	1925
		ES Utilization	93%	95%	96%	97%	98%	99%	99%	105%	106%
		ES Enrollment	2845	2910	2943	2984	2999	3021	3024	3200	3250

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1,410	5.2%	12.9%	10.6%	26.3%	44.7%	14.8%	4.1%	8.1%
Hallie Wells MS	930	6.3%	21.6%	37.1%	14.1%	20.8%	16.6%	2.2%	8.9%
John T Baker MS	797	6.3%	12.8%	6.1%	28.5%	46.3%	20.1%	3.1%	5.7%
Snowden Farm ES	752	4.8%	21.1%	47.6%	10.2%	15.7%	12.0%	9.3%	8.4%
Cedar Grove ES	378	5.0%	16.9%	41.5%	13.2%	22.8%	8.4%	8.9%	8.6%
Clearspring ES	564	7.1%	20.0%	14.9%	23.2%	34.2%	31.3%	11.1%	5.6%
Damascus ES	355	5.9%	7.0%	5.6%	40.8%	40.0%	28.2%	20.2%	4.4%
Lois P. Rockwell ES	475	6.9%	13.9%	11.4%	26.5%	40.6%	19.2%	9.1%	6.6%
Woodfield ES	321	6.5%	10.9%	6.9%	25.2%	50.5%	20.0%	7.3%	4.5%
Elementary Cluster Total	2,845	6.0%	16.2%	24.4%	21.4%	31.4%	19.7%	10.7%	6.6%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Program Capacity Table (School Year 2020-2021)															Special Education Services																			
															School Based	Cluster Based	Quad Cluster Based					County & Regional Based												
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER	
Damascus HS	9-12	1560	74		67														4	3														
John T Baker MS	6-8	725	37		33														1	3														
Hallie Wells MS	6-8	982	48		45																				3									
Cedar Grove ES	K-5	402	25	4		13					3				1							4												
Clearspring ES	HS-5	619	33	3		20		1		1	3				1		4																	
Damascus ES	K-5	372	21	3		13					2				1				1	1														
Lois P. Rockwell ES	K-5	530	29	4		17					3				1																2	2		
Snowden Farm ES	K-5	774	38	3		28					5														2									
Woodfield ES	K-5	364	24	3		9					3				1							5									1	2		

DAMASCUS CLUSTER

Facility Characteristics of Schools 2020–2021

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	2	
Hallie Wells MS	2016		150,089	22.37			
Cedar Grove ES	1960	1987	57,037	10.1		3	
Clearspring ES	1988		77,535	10	Yes	2	
Damascus ES	1934	1980	53,239	9.4		2	
Lois P. Rockwell ES	1992		75,520	10.6			
Snowden Farm ES	2019		92,366	9.79			
Woodfield ES	1962	1985	53,212	10			



DOWNCOUNTY CONSORTIUM

CONSORTIUM PLANNING ISSUES

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

Middle Schools

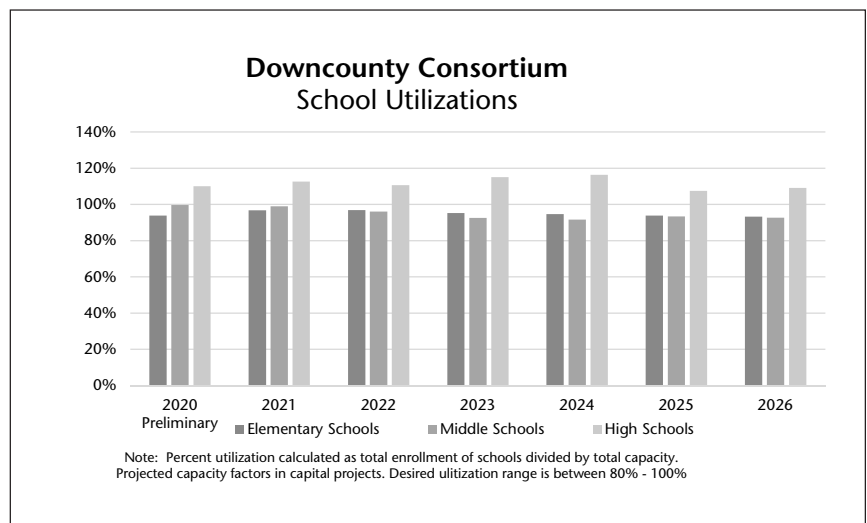
At the middle school level, facility planning funds were approved for feasibility studies to determine the scope, cost, and feasibility of classroom additions at the following schools: Col. E. Brooke Lee, A. Mario Loiederman, Parkland, Silver Spring International, and Takoma Park middle schools. The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

High Schools

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. The school system conducted a comprehensive capacity study 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. Constructing the building shell during ongoing construction enabled classrooms to be built to address the enrollment growth at Wheaton High School.

To address the urgent space needs at the Downcounty Consortium high schools and Walter Johnson High School, several high school projects were approved that include an addition at John F. Kennedy High School, an addition and facility upgrades to Northwood High School, and the reopening of Charles W. Woodward High School. An FY 2019 appropriation was approved to begin planning that will provide the instructional support spaces needed for 2,500 students at Northwood High School. With respect to Northwood High School, an analysis was 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 Charles W. 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. Based on this analysis, the Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in September 2023 for Northwood High School, for two years. Northwood High School will return to its facility in September 2025. An FY 2020 appropriation for planning was approved to begin the architectural design for the addition at John F. Kennedy High School with a completion date of September 2022. Lastly, an FY 2022 appropriation is recommended to continue the construction for the reopening of Charles W. Woodward High School with a scheduled completion of



DOWNCOUNTY CONSORTIUM

September 2025. 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.

Montgomery Blair High School

Capital Project: See text under Consortium Planning Issues.

Albert Einstein High School

Capital Project: See text under Consortium Planning Issues.

John F. Kennedy High School

Capital Project: See text under Consortium Planning Issues.

Capital Project: To provide capacity in the Downcounty Consortium, an addition was approved for John F. Kennedy High School. An FY 2020 appropriation was approved to construct this addition project. The approved completion date is September 2022.

Northwood High School

Capital Project: See text under Consortium Planning Issues.

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning for additional capacity and the instructional support spaces needed for 2,500 students at Northwood High School. This project is scheduled to be completed in September 2025. 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.

Wheaton High School

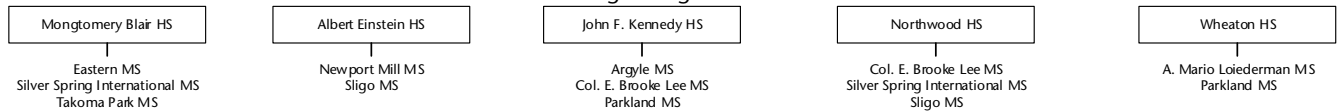
Capital Project: See text under Consortium Planning Issues.

Charles W. Woodward High School

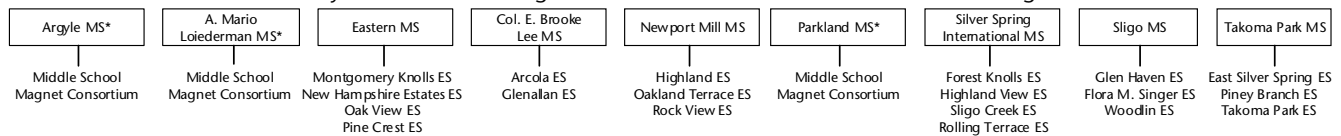
Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2022 appropriation is recommended to

Downcounty Consortium Articulation

Middle Schools articulating to High Schools within the consortium



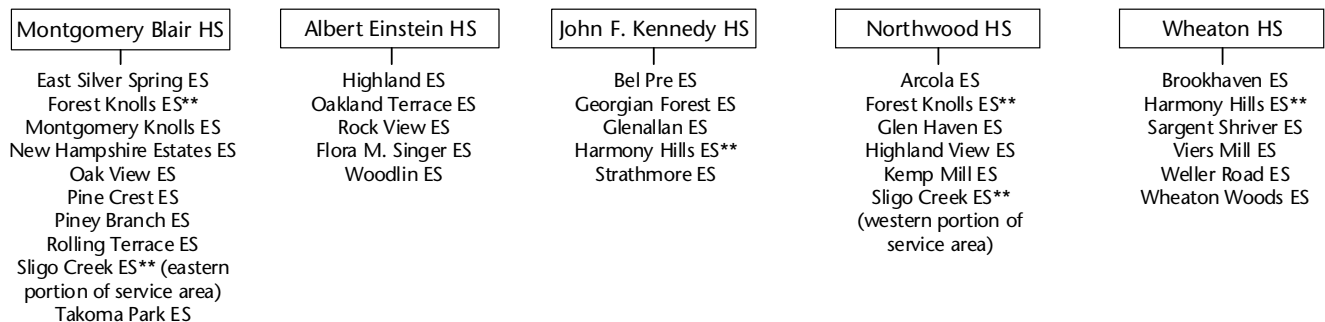
Elementary Schools articulating to Middle Schools within the consortium of High Schools



* 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. See Appendix U for multicolored maps of the service areas.

Downcounty Consortium Articulation

High School Base Areas



* These elementary schools articulate to one middle school, however, articulate to two different high schools. See Appendix U for multicolored maps of the service areas.

continue the construction for the reopening of Charles W. Woodward High School with a completion date of September 2025. 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.

Argyle Middle School

Planning Issue: Previous projections indicated that enrollment would exceed projections by 150 seats or more by the end of the six year planning period. Therefore, an FY 2021 appropriation was approved for facility planning to conduct a feasibility study for a possible addition. Although current projections exceed capacity, it does not meet the threshold of 150 seats or more by the end of the six-year planning period, therefore, enrollment will be monitored to determine the need for an addition in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

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. While nine schools were identified as the first group of schools in the Major Capital Projects project, Eastern Middle School is now identified as a school in the next round. The approved CIP does not include any expenditures for this project, however, future expenditures will be considered as part of the next full CIP cycle.

Col. E. Brooke Lee Middle School

Capital Project: Previous projections indicated enrollment at Col. E. Brooke Lee Middle School would exceed capacity by 150 seats or more by the end of the six-year period. Therefore, expenditures were approved to address the over-utilization 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 was approved for this project. The scope of this project was expanded to include a complete replacement of the current facility, and therefore, two years of construction is required. This replacement facility is scheduled for completion in September 2022. An FY 2021 appropriation was approved for construction funding. 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 approved in this CIP.

A. Mario Loiederman Middle School

Capital Project: An FY 2020 appropriation was approved 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.

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. As part of the FY 2019–2024 CIP, the Board of Education requested an addition project for completion in September 2021 that was delayed by the County Council to September 2022. As part of the Amended FY 2019–2024 CIP, the County Council delayed the project another year to September 2023. An FY 2022 appropriation is recommended to begin construction for this project. Relocatable classrooms will be utilized until additional capacity can be added.

Silver Spring International Middle School

Capital Project: Previous projections indicated that enrollment at Silver Spring International Middle School would exceed capacity by more than 150 seats throughout the six-year planning period. Based on these projections, an addition project was approved to address the enrollment growth, as well as provide new gymnasiums and locker rooms. The physical education facilities are located in a separate building, down a steep hill, which affects the accessibility and administration of the physical education program at the school. Also, the construction of the Purple Line will affect the school site and outdoor programmatic spaces that will need to be addressed. Sligo Creek Elementary School and Silver Spring International Middle School are co-located in the same facility. Prior to the design of the addition project, Sligo Creek Elementary School was utilizing classroom space in the middle school facility. To improve circulation in the middle school and access to the elementary school, the project included an addition to Sligo Creek Elementary School. To address these needs, FY 2020 appropriation for construction funds was approved for this project. The scheduled completion date was September 2022.

However, complexities of this addition project include consideration of relocating the elementary school students off-site; construction of the Purple Line that led to new site discoveries that will have significant fiscal implications; as well as, escalating construction costs, that will lead to an increase cost of the addition project. The school also has experienced a decrease in enrollment the past two years. As a result, of the enrollment changes and complexities to the project, the superintendent has recommended a reduction in the expenditures that will reduce the scope of the project. MCPS staff will work the school and community to identify the new scope for this project. The project is scheduled for completion in September 2024. 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 was 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.

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.

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 was approved for planning funds only to begin the architectural review for the classroom addition. Expenditures were reallocated from the Silver Spring International Middle School addition project to fund an addition at this school with a completion date of September 2025. 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.

Montgomery Knolls Elementary School

Capital Project: 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.

Oak View Elementary School

Planning Study: Previous projections indicated that enrollment will exceed capacity by more than 92 seats by the end of the six-year planning period. An FY 2020 appropriation was approved for facility planning to conduct a feasibility study for a possible addition to this school and identify a scope and cost for the project. However, 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.

Pine Crest Elementary School

Capital Project: 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.

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. The County Council approved an FY 2017 appropriation for facility planning to conduct a feasibility study to determine the feasibility, scope and cost of the project. An FY 2020 appropriation was approved to construct this project with a completion date is September 2021. Due to the complexity of the Piney Branch Elementary School addition project, including the need for a comprehensive facility upgrade to address the aging infrastructure, the approved FY 2021–2026 CIP removed the expenditures for the Piney Branch Elementary School addition from the six-year CIP. Instead, the school is identified in the next set of schools in the Major Capital Projects.

Sligo Creek Elementary School

Capital Project: As part of the Silver Spring International Middle School addition project, an addition was included for Sligo Creek Elementary School to improve access to the school and add capacity. However, due to the enrollment decreases at Silver Spring International Middle School and complexities of the project, the superintendent has recommended a reduction in the expenditures that will reduce the scope of the project. MCPS staff will work the school and community to identify the new scope for the middle school project.

Woodlin Elementary School

Capital Project: An addition project was approved at Woodlin Elementary School. However, the school system also identified that the building systems in the facility were in need of attention. Therefore, as part of the approved addition project, facility upgrades to address the building systems will be designed. An FY 2019 appropriation was previously approved to begin the architectural design and planning for this project with a scheduled completion date of September 2022. Because of the expanded scope of this project, Woodlin Elementary School was included as one of the nine schools in the Major Capital Projects. Due to the expanded scope, the construction of this project will require two years, and therefore, the Board of Education requested that the completion date be shifted to September 2023. However, as part of the FY2021–2026 CIP, the County Council delayed the construction funds by one year to September 2024. As part of the superintendent's recommended amendments to the FY2021–2026 CIP, the completion date has been accelerated to September 2023. An FY 2022 appropriation is recommended to 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.

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	Recommended	Sept. 2025
Charles W. Woodward HS	Reopening	Recommended	Sept. 2025
Argyle MS	Addition	Proposed	TBD
Col. E. Brooke Lee MS	Classroom addition and Facility upgrades	Approved	Sept. 2022
Parkland MS	Classroom addition	Recommended	Sept. 2023
Silver Spring International MS	Classroom additions	Programmed	Sept. 2024
Takoma Park MS	Classroom addition	Approved	Sept. 2020/ Sept. 2021
Highland View ES	Classroom additions	Recommended	Sept. 2025
Montgomery Knolls ES	Classroom addition	Approved	Sept. 2020
Pine Crest ES	Classroom addition	Approved	Sept. 2020
Piney Branch ES	Major Capital Project	Programmed	TBD
Woodlin ES	Major Capital Project	Recommended	Sept. 2023

*“Approved”—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*“Proposed”—Project has facility planning funds approved for a feasibility study.

*“Recommended”—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

DOWNCOUNTY CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20-21	21-22	22-23	23-24	24-25	25-26	26-27	2030	2035
Montgomery Blair HS		Program Capacity	2889	2889	2889	2889	2889	2889	2889	2889	2889
		Enrollment	3229	3315	3391	3518	3633	3676	3725	3735	3775
		Available Space	(340)	(426)	(502)	(629)	(744)	(787)	(836)	(846)	(886)
		Comments									
Albert Einstein HS		Program Capacity	1616	1616	1616	1616	1616	1616	1616	1616	1616
		Enrollment	1925	2011	2052	2124	2115	2139	2169	2200	2230
		Available Space	(309)	(395)	(436)	(508)	(499)	(523)	(553)	(584)	(614)
		Comments									
John F. Kennedy HS		Program Capacity	1794	1794	2221	2221	2221	2221	2221	2221	2221
		Enrollment	1812	1826	1896	1983	2029	2055	2083	2200	2225
		Available Space	(18)	(32)	325	238	192	166	138	21	(4)
		Comments			Addition Complete						
Northwood HS		Program Capacity	1508	1508	1508	1508	1508	2498	2498	2498	2498
		Enrollment	1796	1875	1886	1962	2002	2027	2057	2070	2100
		Available Space	(288)	(367)	(378)	(454)	(494)	471	441	428	398
		Comments	Planning for Replacement					Replacement Complete			
Wheaton HS		Program Capacity	2234	2234	2234	2234	2234	2234	2234	2234	2234
		Enrollment	2290	2279	2359	2457	2399	2427	2462	2485	2500
		Available Space	(56)	(45)	(125)	(223)	(165)	(193)	(228)	(251)	(266)
		Comments									
Charles W. Woodward HS		Program Capacity						2700	2700	2700	2700
		Enrollment						0	0	0	0
		Available Space						2700	2700	2700	2700
		Comments						Opens			
Argyle MS		Program Capacity	897	897	897	897	897	897	897	897	897
		Enrollment	1044	1019	1012	997	995	1016	1009	1030	1060
		Available Space	(147)	(122)	(115)	(100)	(98)	(119)	(112)	(133)	(163)
		Comments	Facility Planning for Addition								
Eastern MS		Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
		Enrollment	966	984	986	1013	1010	1030	1023	1030	1050
		Available Space	46	28	26	(1)	2	(18)	(11)	(18)	(38)
		Comments									
Col. E. Brooke Lee MS		Program Capacity	727	727	881	881	881	881	881	881	881
		Enrollment	805	798	790	752	750	766	761	770	800
		Available Space	(78)	(71)	91	129	131	115	120	111	81
		Comments			Replacement Complete						
A. Mario Loiederman MS		Program Capacity	1003	1003	1003	1003	1003	1003	1003	1003	1003
		Enrollment	997	987	984	993	994	1011	1003	1015	1025
		Available Space	6	16	19	10	9	(8)	0	(12)	(22)
		Comments	Performing Arts Project Complete								
Newport Mill MS		Program Capacity	850	850	850	850	850	850	850	850	850
		Enrollment	675	668	667	676	674	689	683	690	700
		Available Space	175	182	183	174	176	161	167	160	167
		Comments									
Parkland MS		Program Capacity	948	948	948	1203	1203	1203	1203	1203	1203
		Enrollment	1173	1166	1121	1099	1096	1118	1111	1120	1150
		Available Space	(225)	(218)	(173)	104	107	85	92	83	53
		Comments	Planning for Addition			Addition Complete					
Silver Spring International MS		Program Capacity	1107	1107	1107	1107	1197	1197	1197	1197	1197
		Enrollment	1162	1176	1177	1143	1139	1162	1155	1165	1175
		Available Space	(55)	(69)	(70)	(36)	58	35	42	32	22
		Comments					Addition Complete				
Sligo MS		Program Capacity	941	941	941	941	941	941	941	941	941
		Enrollment	736	760	745	748	746	761	755	775	800
		Available Space	205	181	196	193	195	180	186	166	141
		Comments									
Takoma Park MS		Program Capacity	1258	1322	1322	1322	1322	1322	1322	1322	1322
		Enrollment	1158	1163	1126	1119	1116	1139	1131	1200	1225
		Available Space	100	159	196	203	206	183	191	122	97
		Comments	Addition Complete Phase 1	Addition Complete Phase 2							

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Schools			Prelim.	Projections						2030	2035
			20-21	21-22	22-23	23-24	24-25	25-26	26-27		
Arcola ES	CSR	Program Capacity	651	651	651	651	651	651	651		
		Enrollment	691	742	752	751	746	739	730		
		Available Space	(40)	(91)	(101)	(100)	(95)	(88)	(79)		
		Comments									
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	640	640	640	640	640	640	640		
		Enrollment	548	599	587	574	573	573	573		
		Available Space	92	41	53	66	67	67	67		
		Comments									
Brookhaven ES	CSR	Program Capacity	470	470	470	470	470	470	470		
		Enrollment	432	463	463	451	447	445	441		
		Available Space	38	7	7	19	23	25	29		
		Comments									
East Silver Spring ES	CSR	Program Capacity	577	577	577	577	577	577	577		
		Enrollment	493	493	502	499	495	513	506		
		Available Space	84	84	75	78	82	64	71		
		Comments									
Forest Knolls ES	CSR	Program Capacity	529	529	529	529	529	529	529		
		Enrollment	543	520	538	521	502	504	509		
		Available Space	(14)	9	(9)	8	27	25	20		
		Comments									
Georgian Forest ES	CSR	Program Capacity	670	670	670	670	670	670	670		
		Enrollment	576	611	607	613	655	646	637		
		Available Space	94	59	63	57	15	24	33		
		Comments									
Glen Haven ES	CSR	Program Capacity	580	580	580	580	580	580	580		
		Enrollment	490	509	525	527	535	536	531		
		Available Space	90	71	55	53	45	44	49		
		Comments									
Glenallan ES	CSR	Program Capacity	747	747	747	747	747	747	747		
		Enrollment	714	722	725	730	710	720	728		
		Available Space	33	25	22	17	37	27	19		
		Comments									
Harmony Hills ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	693	727	722	728	698	705	702		
		Available Space	16	(18)	(13)	(19)	11	4	7		
		Comments									
Highland ES	CSR	Program Capacity	540	540	540	540	540	540	540		
		Enrollment	529	556	545	531	523	519	511		
		Available Space	11	(16)	(5)	9	17	21	29		
		Comments									
Highland View ES	CSR	Program Capacity	288	288	288	288	288	450	450		
		Enrollment	369	419	416	407	401	405	400		
		Available Space	(81)	(131)	(128)	(119)	(113)	45	50		
		Comments						Addition Complete			
Kemp Mill ES	CSR	Program Capacity	458	458	458	458	458	458	458		
		Enrollment	444	457	429	430	416	408	404		
		Available Space	14	1	29	28	42	50	54		
		Comments									
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	681	681	681	681	681	681	681		
		Enrollment	497	486	482	490	489	489	489		
		Available Space	184	195	199	191	192	192	192		
		Comments	Addition Complete								
New Hampshire Estates ES Grades (pre-K-2) Paired With Oak View ES	CSR	Program Capacity	493	493	493	493	493	493	493		
		Enrollment	450	490	469	449	447	448	449		
		Available Space	43	3	24	44	46	45	44		
		Comments									
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	335	335	335	335	335	335	335		
		Enrollment	420	420	442	460	453	431	412		
		Available Space	(85)	(85)	(107)	(125)	(118)	(96)	(77)		
		Comments									

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Schools			Prelim.	Projections						2030		2035
			20-21	21-22	22-23	23-24	24-25	25-26	26-27			
Oakland Terrace ES	CSR	Program Capacity	487	487	487	487	487	487	487			
		Enrollment	515	538	555	558	551	545	539			
		Available Space	(28)	(51)	(68)	(71)	(64)	(58)	(52)			
		Comments										
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	634	634	634	634	634	634	634			
		Enrollment	451	480	482	469	462	459	467			
		Available Space	183	154	152	165	172	175	167			
		Comments	Addition Complete									
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	611	611	611	611	611	611	611			
		Enrollment	632	631	625	622	610	630	634			
		Available Space	(21)	(20)	(14)	(11)	1	(19)	(23)			
		Comments										
Rock View ES	CSR	Program Capacity	662	662	662	662	662	662	662			
		Enrollment	630	655	642	638	637	630	618			
		Available Space	32	7	20	24	25	32	44			
		Comments										
Rolling Terrace ES	CSR	Program Capacity	729	729	729	729	729	729	729			
		Enrollment	727	765	767	772	762	760	753			
		Available Space	2	(36)	(38)	(43)	(33)	(31)	(24)			
		Comments										
Sargent Shriver ES	CSR	Program Capacity	660	660	660	660	660	660	660			
		Enrollment	733	740	730	739	741	763	778			
		Available Space	(73)	(80)	(70)	(79)	(81)	(103)	(118)			
		Comments										
Flora M. Singer ES	CSR	Program Capacity	641	641	641	641	641	641	641			
		Enrollment	614	635	640	628	634	634	620			
		Available Space	27	6	1	13	7	7	21			
		Comments										
Sligo Creek ES		Program Capacity	664	664	664	664	664	664	664			
		Enrollment	663	643	637	617	613	635	630			
		Available Space	1	21	73	93	97	75	80			
		Comments										
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	439	439	439	439	439	439	439			
		Enrollment	496	479	494	502	502	489	477			
		Available Space	(57)	(40)	(55)	(63)	(63)	(50)	(38)			
		Comments										
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES	CSR	Program Capacity	629	629	629	629	629	629	629			
		Enrollment	616	597	618	622	619	620	620			
		Available Space	13	32	11	7	10	9	9			
		Comments										
Viers Mill ES	CSR	Program Capacity	743	743	743	743	743	743	743			
		Enrollment	522	531	530	521	521	528	530			
		Available Space	221	212	213	222	222	215	213			
		Comments										
Weller Road ES	CSR	Program Capacity	772	772	772	772	772	772	772			
		Enrollment	690	748	776	773	786	784	777			
		Available Space	82	24	(4)	(1)	(14)	(12)	(5)			
		Comments										
Wheaton Woods ES	CSR	Program Capacity	749	749	749	749	749	749	749			
		Enrollment	497	499	485	484	475	470	471			
		Available Space	252	250	264	265	274	279	278			
		Comments										
Woodlin ES		Program Capacity	463	463	463	653	653	653	653			
		Enrollment	520	525	513	502	501	499	497			
		Available Space	(57)	(62)	(50)	151	152	154	156			
		Comments				Maj. Cap. Project Complete						
Cluster Information		HS Utilization	110%	113%	111%	115%	116%	87%	88%	90%	91%	
		HS Enrollment	11052	11306	11584	12044	12178	12324	12496	12690	12496	
		MS Utilization	100%	99%	96%	93%	92%	93%	93%	95%	93%	
		MS Enrollment	8716	8721	8608	8540	8520	8692	8631	8795	8631	
		ES Utilization	94%	97%	97%	95%	95%	94%	93%	97%	93%	
		ES Enrollment	16195	16680	16698	16608	16504	16527	16433	17090	16920	

DOWNCOUNTY CONSORTIUM

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	3,229	4.3%	23.9%	12.9%	34.4%	24.2%	33.3%	17.7%	10.1%
Albert Einstein HS	1,925	4.3%	17.5%	6.1%	47.6%	24.1%	36.4%	19.5%	10.4%
John F. Kennedy HS	1,812	1.2%	22.9%	6.5%	63.7%	5.5%	47.6%	26.6%	14.3%
Northwood HS	1,796	3.2%	24.9%	4.8%	54.1%	12.9%	47.6%	23.4%	20.1%
Wheaton HS	2,290	2.5%	20.3%	11.8%	55.9%	9.4%	48.0%	22.3%	11.3%
Argyle MS	1,044	3.4%	23.8%	7.5%	57.6%	7.7%	56.3%	17.1%	11.0%
Eastern MS	966	3.7%	19.2%	7.1%	49.5%	20.4%	50.7%	22.2%	12.0%
Col. E. Brooke Lee MS	805	1.7%	25.6%	5.5%	61.9%	5.0%	63.9%	23.2%	14.4%
A. Mario Loiederman MS	997	3.0%	15.0%	4.2%	62.5%	14.9%	54.9%	22.2%	12.6%
Newport Mill MS	675	4.3%	13.3%	8.0%	59.7%	14.1%	46.6%	22.1%	11.1%
Parkland MS	1,173	2.5%	23.5%	13.0%	52.1%	8.5%	50.9%	15.1%	6.0%
Silver Spring International MS	1,162	4.1%	22.5%	4.4%	43.1%	25.7%	40.2%	16.3%	11.2%
Sligo MS	736	3.8%	20.9%	6.9%	42.0%	26.1%	42.8%	16.3%	11.8%
Takoma Park MS	1,158	5.8%	34.0%	13.9%	16.3%	29.8%	26.5%	7.7%	6.9%
Arcola ES	691	1.0%	20.0%	5.6%	69.0%	3.8%	74.7%	49.3%	30.6%
Bel Pre ES	548	4.6%	29.6%	5.7%	52.2%	6.8%	64.1%	47.7%	14.5%
Brookhaven ES	432	5.1%	27.3%	8.3%	49.1%	9.3%	64.9%	38.3%	10.7%
East Silver Spring ES	493	5.7%	52.5%	2.8%	20.9%	17.6%	50.9%	29.4%	13.3%
Forest Knolls ES	543	8.5%	14.2%	5.0%	40.1%	31.7%	30.2%	17.1%	6.8%
Georgian Forest ES	576	3.1%	25.2%	2.1%	63.0%	6.1%	76.0%	49.3%	21.6%
Glen Haven ES	490	4.9%	22.4%	6.1%	49.4%	16.9%	55.8%	35.4%	12.3%
Glenallan ES	714	3.9%	30.4%	11.9%	43.3%	10.1%	57.4%	27.4%	13.7%
Harmony Hills ES	693	2.2%	12.8%	4.0%	77.1%	3.6%	81.3%	55.8%	17.0%
Highland ES	529	1.1%	9.5%	5.5%	75.8%	7.0%	77.8%	49.0%	15.7%
Highland View ES	369	4.1%	32.0%	1.6%	29.3%	32.8%	43.3%	32.9%	12.9%
Kemp Mill ES	444	2.7%	11.9%	1.4%	79.3%	4.7%	88.7%	56.2%	17.1%
Montgomery Knolls ES	497	6.8%	24.7%	5.2%	43.7%	19.5%	60.6%	42.6%	9.8%
New Hampshire Estates ES	450	3.1%	16.7%	1.3%	75.3%	3.6%	88.9%	68.6%	14.4%
Oak View ES	420	2.9%	12.6%	4.0%	64.3%	16.2%	71.6%	42.1%	17.0%
Oakland Terrace ES	515	8.3%	15.9%	4.5%	35.7%	35.3%	31.5%	17.5%	8.5%
Pine Crest ES	451	6.0%	23.3%	7.3%	38.1%	25.3%	46.0%	28.8%	11.4%
Piney Branch ES	632	6.6%	31.0%	3.5%	18.0%	40.3%	26.3%	16.6%	7.5%
Rock View ES	630	6.8%	13.2%	9.2%	48.6%	21.4%	43.1%	32.1%	11.3%
Rolling Terrace ES	727	3.4%	15.1%	1.9%	73.6%	5.9%	79.1%	60.1%	13.2%
Sargent Shriver ES	733	2.2%	10.8%	5.9%	78.0%	2.6%	83.7%	54.6%	15.6%
Flora M. Singer ES	614	7.0%	14.3%	6.8%	37.5%	34.0%	41.6%	31.5%	9.5%
Sligo Creek ES	663	7.2%	25.3%	3.5%	10.6%	52.6%	8.2%	9.3%	6.9%
Strathmore ES	496	2.4%	35.7%	5.0%	49.2%	7.7%	62.7%	39.1%	21.5%
Takoma Park ES	616	8.0%	30.5%	3.1%	16.4%	41.7%	28.2%	22.7%	8.8%
Viers Mill ES	522	4.2%	9.0%	8.2%	69.2%	9.2%	66.8%	45.3%	9.5%
Weller Road ES	690	2.5%	5.7%	4.8%	83.9%	3.2%	79.8%	57.0%	12.9%
Wheaton Woods ES	497	3.2%	25.4%	7.0%	61.2%	3.0%	81.5%	54.9%	9.7%
Woodlin ES	520	7.3%	25.0%	8.5%	20.8%	38.3%	23.0%	16.6%	13.6%
Elementary Cluster Total	16,195	4.6%	21.0%	5.2%	51.3%	17.4%	58.1%	38.9%	13.4%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 school year compared to total enrollment.

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

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

DOWNCOUNTY CONSORTIUM

Program Capacity Table
(School Year 2020-2021)

Program Capacity Table (School Year 2020-2021)		Special Education Services																																	
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																														
					HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER												
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																					
Montgomery Blair HS	9-12	2889	132		123								7	2																					
Albert Einstein HS	9-12	1616	80		66								3	2						4	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	2234	104		95								5							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	1003	48		46								1	1																					
Newport Mill MS	6-8	850	41		39								1							1															
Parkland MS	6-8	948	45		44								1																						
Silver Spring International MS	6-8	1107	54		51								1										2												
Sligo MS	6-8	941	51		42								2	1							2														4
Takoma Park MS	6-8	1258	60		58								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	470	29	4		5	8		1		4					2																1	3	1	
East Silver Spring ES	HS-5	577	34	4		8	10		1	1	4			1	2																1	2			
Forest Knolls ES	K-5	529	34	4		5	13	1			7			1														3							
Georgian Forest ES	HS-5	670	36	4		14	11		1	1	5																								
Glen Haven ES	PreK-5	580	36	4		11	9	1			5			1							3											2			
Glenallan ES	HS-5	747	43	4		13	14			1	7					2															1		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	8	1		1	3			1																					
Montgomery Knolls ES	HS-2	681	43	6			22	1	1	1	7			1																		1	3		
New Hampshire Estates ES	HS-2	493	32	6			12		1	4	8			1																					
Oak View ES	3-5	335	19	4		14								1																					
Oakland Terrace ES	K-5	487	32	4		4	10	1			4			1	2											3							3		
Pine Crest ES	3-5	634	33	4		26									2								1												
Piney Branch ES	3-5	611	31	4		26								1																					
Rock View ES	PreK-5	662	39	4		11	11		1		6			1		5																			
Rolling Terrace ES	HS-5	729	40	3		12	14	1	1	1	6			1																					1
Sargent Shriver ES	PreK-5	660	37	4		10	14		1		6				2																				
Flora M. Singer ES	PreK-5	641	38	4		11	10		1		6					6																			
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	749	42	4		19	9		1	1	4																3								1
Woodlin ES	K-5	463	26	3		14						4		1						4															

DOWNCOUNTY CONSORTIUM

Facility Characteristics of Schools 2020–2021

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	14	
Albert Einstein HS	1962	1997	276,462	26.67	Yes	7	
John F. Kennedy HS	1964	1999	280,048	29.1			
Northwood HS	1956	2004	254,054	29.6		12	SBWC
Wheaton HS	1954	2016	373,825	28.2			SBWC
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	4	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	195,739	18.8	Yes		
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		4	
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		2	
Harmony Hills ES	1957	1999	85,648	10.2	Yes	7	SBHC
Highland ES	1950	1989	87,491	11	Yes	6	SBHC
Highland View ES	1953	1994	59,307	6.6			
Kemp Mill ES	1960	1996	68,222	10		3	LTL
Montgomery Knolls ES	1952	1989	109,733	10.3			LTL
New Hampshire Estates ES	1954	1988	73,306	5.4			SBHC
Oak View ES	1949	1985	57,560	11.3		3	LTL
Oakland Terrace ES	1950	1993	79,145	9.5	Yes	2	
Pine Crest ES	1941	1992	77,121	5.6	Yes		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	

GAITHERSBURG CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: Since 2007, elementary school enrollment in the Gaithersburg Cluster has increased by 820 students. Some of this growth is due to new housing planned 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. 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.

Capital Project: Based on the work of the site selection committee, the superintendent of schools approved 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. An FY 2019 appropriation was approved to begin the architectural design and planning for Gaithersburg Elementary School #8. An FY 2021 appropriation was approved for construction funding. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: The opening of Gaithersburg Elementary School #8 was approved to open in September 2022. In accordance to Board of Education action, the boundary study was approved to create the service area for the school in spring 2020, earlier than typical boundary studies. The boundary study began in March 2020, however, due to the COVID-19 pandemic community meetings were suspended. Continuation of the boundary study commenced in October 2020. The superintendent will release his recommendation in winter 2021 with Board of Education action scheduled for March 2021. The scope of the boundary study includes all of the elementary schools and the two middle schools in the Gaithersburg Cluster. Information regarding this boundary study is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/gaithersburgcluster8boundarystudy.aspx>

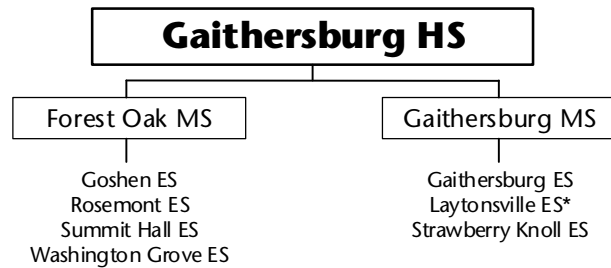
Planning Study: A capacity study was approved for the Watkins Mill Cluster to evaluate the space deficits in the elementary school cluster, as well as look to adjacent clusters to address overutilization issues. The capacity study will be conducted in spring 2021 after the Board of Education takes action on the Gaithersburg Elementary School boundaries.

SCHOOLS

Gaithersburg High School

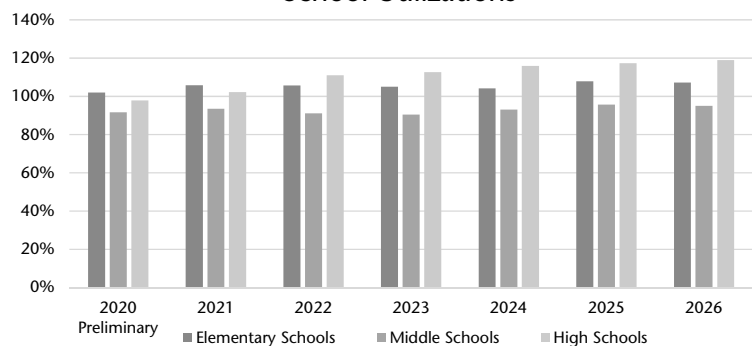
Capital Project: Projections indicate enrollment at Gaithersburg High School will exceed capacity by 200 seats or more by the end of the six-year planning period. Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested 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 was approved for planning to begin the architectural design for this project with a completion date of September 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to September 2026. An appropriation for construction funding will be requested in the next full CIP. 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 Cluster Articulation



* A portion of Laytonville ES also articulates to John T. Baker MS and then Damascus HS. See Appendix U for multicolored maps of the service areas.

Gaithersburg Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

GAITHERSBURG CLUSTER

Gaithersburg Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Gaithersburg Elementary School #8

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Goshen Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Laytonsville Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues

Rosemont Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Strawberry Knoll Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Summit Hall Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Washington Grove Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Approved	Sept. 2026
Gaithersburg ES #8	New School	Approved	Sept. 2022

*“Approved”—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*“Proposed”—Project has facility planning funds approved for a feasibility study.

*“Recommended”—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

			Prelim.	Projections							
Schools			20–21	21–22	22–23	23–24	24–25	25–26	26-27	2030	2035
Gaithersburg HS		Program Capacity	2412	2412	2412	2412	2412	2412	2412	2412	2412
		Enrollment	2360	2464	2678	2718	2796	2830	2869	2910	3000
		Available Space	52	(52)	(266)	(306)	(384)	(418)	(457)	(498)	(588)
		Comments									
Crown HS		Program Capacity							2700	2700	2700
		Enrollment							0	0	0
		Available Space							2700	2700	2700
		Comments							Opens		
Forest Oak MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	927	947	933	915	939	957	951	955	975
		Available Space	28	8	22	40	16	(2)	4	0	(20)
		Comments	Boundary Study See Text								
Gaithersburg MS		Program Capacity	1009	1009	1009	1009	1009	1009	1009	1009	1009
		Enrollment	874	889	857	861	888	921	915	940	975
		Available Space	135	120	152	148	121	88	94	69	34
		Comments	Boundary Study See Text								
Gaithersburg ES	CSR	Program Capacity	737	737	737	737	737	737	737		
		Enrollment	798	806	780	736	698	709	703		
		Available Space	(61)	(69)	(43)	1	39	28	34		
		Comments	Boundary Study See Text								
Gaithersburg ES #8	CSR	Program Capacity			740	740	740	740	740		
		Enrollment			0	0	0	0	0		
		Available Space			740	740	740	740	740		
		Comments	Plng. for new school See Text		Opens						
Goshen ES	CSR	Program Capacity	594	594	594	594	594	594	594		
		Enrollment	503	515	513	520	524	544	562		
		Available Space	91	79	81	74	70	50	32		
		Comments	Boundary Study See Text								
Laytonsville ES		Program Capacity	464	464	464	464	464	464	464		
		Enrollment	369	386	398	412	404	393	380		
		Available Space	95	78	66	52	60	71	84		
		Comments	Boundary Study See Text								
Rosemont ES	CSR	Program Capacity	585	585	585	585	585	585	585		
		Enrollment	605	638	644	667	657	726	719		
		Available Space	(20)	(53)	(59)	(82)	(72)	(141)	(134)		
		Comments	Boundary Study See Text								
Strawberry Knoll ES	CSR	Program Capacity	459	459	459	459	459	459	459		
		Enrollment	598	635	624	610	611	606	603		
		Available Space	(139)	(176)	(165)	(151)	(152)	(147)	(144)		
		Comments	Boundary Study See Text								
Summit Hall ES	CSR	Program Capacity	457	457	457	457	457	457	457		
		Enrollment	691	697	710	708	727	740	731		
		Available Space	(234)	(240)	(253)	(251)	(270)	(283)	(274)		
		Comments	Boundary Study See Text								
Washington Grove ES	CSR	Program Capacity	613	613	613	613	613	613	613		
		Enrollment	421	458	462	452	453	498	493		
		Available Space	192	155	151	161	160	115	120		
		Comments	Boundary Study See Text								
Cluster Information		HS Utilization	98%	102%	111%	113%	116%	117%	119%	121%	124%
		HS Enrollment	2360	2464	2678	2718	2796	2830	2869	2910	3000
		MS Utilization	92%	93%	91%	90%	93%	96%	95%	96%	99%
		MS Enrollment	1801	1836	1790	1776	1827	1878	1866	1895	1950
		ES Utilization	102%	106%	89%	88%	88%	91%	90%	102%	110%
		ES Enrollment	3985	4135	4131	4105	4074	4216	4191	4740	5150

GAITHERSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2,360	2.9%	21.2%	6.4%	57.8%	11.7%	42.5%	25.5%	19.9%
Forest Oak MS	927	2.9%	23.0%	6.6%	57.9%	9.4%	57.1%	20.9%	11.9%
Gaithersburg MS	874	6.8%	20.1%	6.5%	53.2%	13.3%	44.7%	21.3%	14.5%
Laytonsville ES	369	7.3%	18.2%	7.9%	29.0%	37.1%	15.1%	9.7%	8.4%
Gaithersburg ES	798	2.0%	13.2%	2.0%	79.7%	2.6%	85.0%	49.9%	22.3%
Goshen ES	503	3.8%	23.9%	12.1%	45.1%	15.1%	45.4%	23.1%	15.1%
Rosemont ES	605	6.3%	30.4%	8.9%	45.6%	7.8%	58.8%	39.4%	25.9%
Strawberry Knoll ES	598	6.0%	27.3%	10.9%	44.8%	10.9%	41.5%	23.5%	16.9%
Summit Hall ES	691	3.2%	17.7%	3.8%	73.4%	2.0%	79.8%	61.1%	17.8%
Washington Grove ES	421	6.2%	19.7%	5.9%	61.0%	6.7%	68.8%	50.0%	13.2%
Elementary Cluster Total	3,985	4.6%	21.2%	6.9%	57.2%	9.7%	60.2%	38.9%	18.1%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Program Capacity Table (School Year 2020-2021)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																												
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Gaithersburg HS	9-12	2412	122		95								7	4					3	5				8									
Forest Oak MS	6-8	955	48		43								2							3													
Gaithersburg MS	6-8	1009	52		44								2	1								2	3										
Gaithersburg ES	PreK-5	737	44	6		11	14		1		10											2											
Goshen ES	K-5	594	34	4		13	10				5				1			1															
Laytonsville ES	K-5	464	27	4		15						4			1					3													
Rosemont ES	PreK-5	585	36	4		8	12		1		6				1							4											
Strawberry Knoll ES	HS-5	459	32	4		2	10	1		1	6				1							3							1	1	2		
Summit Hall ES	HS-5	457	28	5			12	1	2	1	6				1																		
Washington Grove ES	HS-5	613	34	4		10	8		2	1	4				1														1	1	2		

GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2020–2021

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			
Rosemont ES	1965	1995	88,764	8.9		4	LTL
Strawberry Knoll ES	1988		78,723	10.8	Yes	10	
Summit Hall ES	1971		68,059	10.2	Yes	16	SBHC
Washington Grove ES	1956	1984	86,266	10.7			LTL



WALTER JOHNSON CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: The Walter Johnson Cluster has experienced large enrollment increases in the past eight years, primarily driven by the turnover of homes to younger families. New development in the cluster also has played a role, although by a significantly smaller amount than demographic changes in existing communities. The 2010 adopted White Flint Sector Plan provides for up to 9,800 new multi-family residential units over the next 20 to 30 years. A future elementary school site is approved 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: 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 was not sufficient to recommend a new elementary school for the Walter Johnson Cluster at that time. In November 2018, the Board of Education adopted a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. Given the space deficits in the Walter Johnson Cluster, in November 2018 the Board of Education expanded the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase Clusters. The Board of Education also included a joint site selection process for the two clusters conducted in summer 2019.

SCHOOLS

Walter Johnson High School

Capital Project: Projections indicate enrollment at Walter Johnson High School will exceed capacity by almost 800 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.

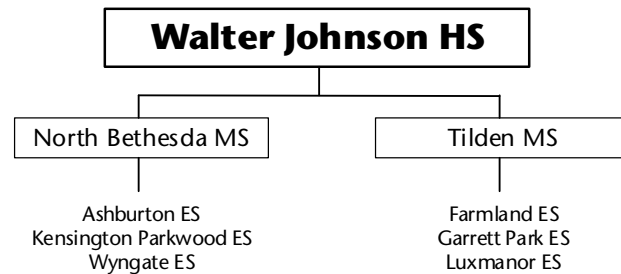
Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Charles W. Woodward High School. The scheduled completion date for this project is September 2025. Northwood High School also will be utilized to address the space needs in the Downcounty Consortium. With respect to Northwood High School, an analysis was 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 Charles W. 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. Based on this analysis, the Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in September 2023 for Northwood High School, for two years. Northwood High School will return to its facility in September 2025 and Charles W. Woodward High School will open in September 2025. An FY 2022 appropriation is recommended to continue construction to reopen Charles W. Woodward High School. 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.

Charles W. Woodward High School

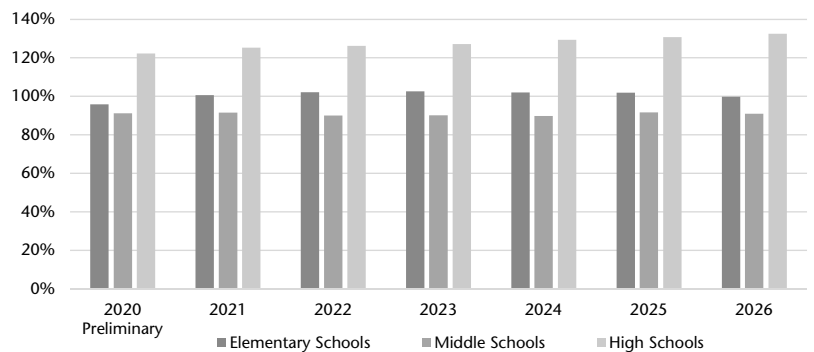
Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2021 appropriation for construction

Walter Johnson Cluster Articulation



See Appendix U for multicolored maps of the service areas.

Walter Johnson Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

was approved to reopen the school. The Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in September 2023 for Northwood High School, for two years. Northwood High School will return to its facility in September 2025. The scheduled completion date for the reopening of Charles W. Woodward High School is September 2025. 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

Capital Project: A revitalization/expansion project was completed in September 2020 for this school. On May 12, 2015, the Board of Education approved the colocation of Rock Terrace School with Tilden Middle School as part of the revitalization/expansion project. Both schools have relocated to a new location on Tilden Lane.

Ashburton Elementary School

Planning Issue: See text under Cluster Planning Issues.

Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

Planning Study: See text under Cluster Planning Issues.

Capital Project: Projections indicate enrollment will exceed capacity for some of the elementary schools in these two clusters. Planning funds for a new elementary school are approved in the out-years of the CIP. A completion date for this new elementary school will be considered in a future CIP.

Farmland Elementary School

Planning Issue: See text under Cluster Planning Issues.

Garrett Park Elementary School

Planning Issue: See text under Cluster Planning Issues.

Kensington-Parkwood Elementary School

Planning Issue: See text under Cluster Planning Issues.

Luxmanor Elementary School

Capital Project: A revitalization/expansion project was completed for this school in September 2020.

Planning Issue: See text under Cluster Planning Issues.

Wyngate Elementary School

Planning Issue: See text under Cluster Planning Issues.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Charles W. Woodward HS	New School	Recommended	Sept. 2025
Tilden MS/Rock Terrace School	Revitalization/expansion with colocation of Rock Terrace School	Approved	Sept. 2020
Bethesda-Chevy Chase/Walter Johnson Clusters ES	New	Programmed	TBD
Luxmanor ES	Revitalization/expansion	Approved	Sept. 2020

*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26-27	2030	2035
Walter Johnson HS		Program Capacity	2321	2321	2321	2321	2321	2321	2321	2321	2321
		Enrollment	2839	2908	2931	2951	3003	3036	3076	3080	3150
		Available Space	(518)	(587)	(610)	(630)	(682)	(715)	(755)	(759)	(829)
		Comments									
Charles W. Woodward HS		Program Capacity						2700	2700	2700	2700
		Enrollment						0	0	0	0
		Available Space						2700	2700	2700	2700
		Comments						Opens			
North Bethesda MS		Program Capacity	1233	1233	1233	1233	1233	1233	1233	1233	1233
		Enrollment	1197	1214	1171	1208	1203	1229	1220	1225	1250
		Available Space	36	19	62	25	30	4	13	8	(17)
		Comments									
Tilden MS		Program Capacity	1216	1216	1216	1216	1216	1216	1216	1216	1216
		Enrollment	1037	1028	1034	998	995	1016	1008	1015	1025
		Available Space	179	188	182	218	221	200	208	201	191
		Comments	Rev/Ex Complete								
Ashburton ES		Program Capacity	789	789	789	789	789	789	789		
		Enrollment	895	936	949	969	1002	1009	998		
		Available Space	(106)	(147)	(160)	(180)	(213)	(220)	(209)		
		Comments									
Farmland ES		Program Capacity	714	714	714	714	714	714	714		
		Enrollment	778	813	804	805	780	800	779		
		Available Space	(64)	(99)	(90)	(91)	(66)	(86)	(65)		
		Comments									
Garrett Park ES		Program Capacity	776	776	776	776	776	776	776		
		Enrollment	728	743	785	785	788	781	761		
		Available Space	48	33	(9)	(9)	(12)	(5)	15		
		Comments									
Kensington–Parkwood ES		Program Capacity	723	723	723	723	723	723	723		
		Enrollment	607	605	604	599	570	570	559		
		Available Space	116	118	119	124	153	153	164		
		Comments									
Luxmanor ES		Program Capacity	756	756	756	756	756	756	756		
		Enrollment	661	731	754	753	764	731	708		
		Available Space	95	25	2	3	(8)	25	48		
		Comments	Rev/Ex Complete								
Wyngate ES		Program Capacity	776	776	776	776	776	776	776		
		Enrollment	673	731	737	742	725	728	718		
		Available Space	103	45	39	34	51	48	58		
		Comments									
Cluster Information		HS Utilization	122%	125%	126%	127%	129%	60%	61%	61%	63%
		HS Enrollment	2839	2908	2931	2951	3003	3036	3076	3080	3150
		MS Utilization	91%	92%	90%	90%	90%	92%	91%	91%	93%
		MS Enrollment	2234	2242	2205	2206	2198	2245	2228	2240	2275
		ES Utilization	96%	101%	102%	103%	102%	102%	100%	105%	108%
		ES Enrollment	4342	4559	4633	4653	4629	4619	4523	4740	4890

WALTER JOHNSON CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2,839	5.8%	11.3%	13.8%	16.8%	51.8%	7.7%	5.4%	7.6%
North Bethesda MS	1,197	8.9%	10.4%	12.5%	13.5%	54.2%	7.8%	4.9%	5.4%
Tilden MS	1,037	5.3%	13.7%	17.3%	22.2%	41.3%	14.6%	10.2%	8.5%
Ashburton ES	895	9.6%	15.5%	17.8%	17.8%	38.7%	11.1%	15.3%	10.5%
Farmland ES	778	4.1%	9.9%	33.0%	10.9%	41.9%	6.7%	22.9%	13.3%
Garrett Park ES	728	8.5%	14.4%	15.5%	23.1%	38.0%	15.2%	21.7%	10.1%
Kensington-Parkwood ES	607	9.9%	8.6%	9.7%	13.7%	58.2%	6.7%	6.1%	6.5%
Luxmanor ES	661	6.7%	16.6%	25.6%	21.6%	29.5%	16.1%	29.5%	14.0%
Wyngate ES	673	8.3%	4.2%	14.4%	13.1%	59.9%	2.6%	8.2%	4.7%
Elementary Cluster Total	4,342	7.8%	11.8%	19.7%	16.7%	43.8%	9.7%	17.5%	10.0%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Program Capacity Table (School Year 2020-2021)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based		County & Regional Based																											
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	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	1216	63		54								2						2			5											
Ashburton ES	K-5	789	39	4		28						6			1																		
Farmland ES	K-5	714	37	4		24						6						3															
Garrett Park ES	K-5	776	37	3		28						6																					
Kensington-Parkwood ES	K-5	723	41	5		25						5				2						2											2
Luxmanor ES	K-5	756	39	3		24						6								2										2	2		
Wyngate ES	K-5	776	38	4		28						6																					

WALTER JOHNSON CLUSTER

Facility Characteristics of Schools 2020–2021

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		10	
North Bethesda MS	1955	1999	178,252	19.99			
Tilden MS	1967	2020	168,804	19.75			
Ashburton ES	1957	1993	91,178	8.3		8	
Farmland ES	1963	2011	89,988	4.8	Yes	4	
Garrett Park ES	1948	2012	96,348	4.4	Yes		
Kensington-Parkwood ES	1952	2006	102,382	9.9			
Luxmanor ES	1966	2020	99,376	6.5	Yes		
Wynngate ES	1952	1997	89,104	9.5			

COL. ZADOK MAGRUDER CLUSTER

SCHOOLS

Col. Zadok Magruder High School

Capital Project: A major capital project is approved to address various building systems and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. Expenditures for this project are included in the Major Capital Projects–Secondary and an appropriation will be approved in the next full CIP. This project is scheduled for completion in September 2027. 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.

Mill Creek Towne 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 2021 appropriation was approved for facility planning to conduct a feasibility study for a possible addition to this school and identify a scope and cost for the project. Relocatable classrooms will be utilized until additional capacity can be added.

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 be stable 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	Programmed	Sept. 2027
Mill Creek Towne ES	Addition	Proposed	TBD
Judith A. Resnik ES	Addition	Approved	TBD

*“Approved”—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*“Proposed”—Project has facility planning funds approved for a feasibility study.

*“Recommended”—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

Magruder Cluster Articulation

Col. Zadok Magruder HS

Redland MS

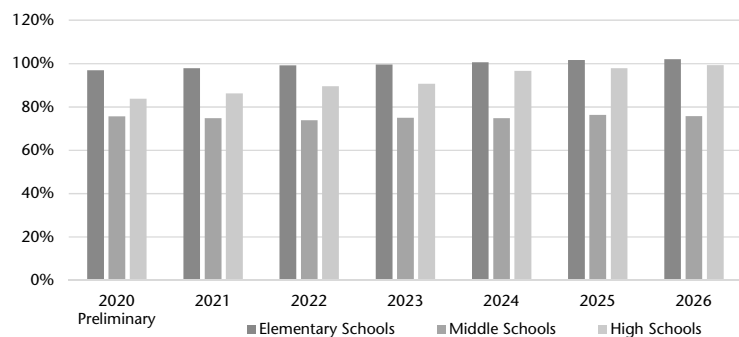
Cashell ES
Judith A. Resnik ES
Sequoyah ES

Shady Grove MS

Candlewood ES
Flower Hill ES
Mill Creek Towne ES

See Appendix U for multicolored maps of service areas.

Col. Zadok Magruder Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26-27	2030	2035
Col. Zadok Magruder HS		Program Capacity	1924	1924	1924	1924	1924	1924	1924	1924	1924
		Enrollment	1612	1659	1723	1746	1860	1883	1910	1950	1950
		Available Space	312	265	201	178	64	41	14	(26)	(26)
		Comments				Plng. for Maj. Cap. Project					
Redland MS		Program Capacity	765	765	765	765	765	765	765	765	765
		Enrollment	646	630	605	610	608	621	616	630	650
		Available Space	119	135	160	155	157	144	149	135	115
		Comments									
Shady Grove MS		Program Capacity	854	854	854	854	854	854	854	854	854
		Enrollment	579	582	590	604	603	616	611	630	650
		Available Space	275	272	264	250	251	238	243	224	204
		Comments									
Candlewood ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	395	401	414	407	413	411	412		
		Available Space	120	114	101	108	102	104	103		
		Comments									
Cashell ES		Program Capacity	339	339	339	339	339	339	339		
		Enrollment	314	332	332	330	346	345	339		
		Available Space	25	7	7	9	(7)	(6)	0		
		Comments									
Flower Hill ES	CSR	Program Capacity	493	493	493	493	493	493	493		
		Enrollment	444	439	451	446	447	463	475		
		Available Space	49	54	42	47	46	30	18		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	336	336	336	336	336	336	336		
		Enrollment	488	498	508	518	525	523	518		
		Available Space	(152)	(162)	(172)	(182)	(189)	(187)	(182)		
		Comments	Facility Plng. for Addition								
Judith A. Resnik ES	CSR	Program Capacity	493	493	493	493	493	493	493		
		Enrollment	591	584	580	580	572	587	596		
		Available Space	(98)	(91)	(87)	(87)	(79)	(94)	(103)		
		Comments									
Sequoayah ES	CSR	Program Capacity	508	508	508	508	508	508	508		
		Enrollment	369	373	376	392	399	397	399		
		Available Space	139	135	132	116	109	111	109		
		Comments									
Cluster Information		HS Utilization	84%	86%	90%	91%	97%	98%	99%	101%	101%
		HS Enrollment	1612	1659	1723	1746	1860	1883	1910	1950	1950
		MS Utilization	76%	75%	74%	75%	75%	76%	76%	78%	80%
		MS Enrollment	1225	1212	1195	1214	1211	1237	1227	1260	1300
		ES Utilization	97%	98%	99%	100%	101%	102%	102%	92%	89%
		ES Enrollment	2601	2627	2661	2673	2702	2726	2739	2480	2400

COL. ZADOK MAGRUDER CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1,612	4.4%	17.9%	13.2%	40.3%	23.8%	32.7%	11.8%	9.7%
Redland MS	646	5.0%	22.0%	9.8%	43.5%	19.5%	42.4%	14.0%	10.1%
Shady Grove MS	579	4.5%	22.6%	11.4%	41.6%	19.9%	43.1%	16.7%	12.7%
Candlewood ES	395	7.6%	14.7%	18.2%	17.2%	41.8%	18.1%	16.0%	9.6%
Cashell ES	314	13.7%	15.9%	7.3%	22.0%	41.1%	25.6%	10.6%	5.3%
Flower Hill ES	444	7.4%	23.6%	12.4%	50.0%	6.5%	58.1%	38.2%	12.9%
Mill Creek Towne ES	488	6.8%	17.8%	14.8%	42.6%	17.4%	36.2%	27.1%	10.5%
Judith A. Resnik ES	591	6.4%	26.9%	10.8%	41.6%	13.7%	54.5%	31.7%	18.1%
Sequoyah ES	369	6.2%	13.3%	10.8%	46.9%	22.8%	46.3%	37.0%	13.8%
Elementary Cluster Total	2,601	7.7%	19.5%	12.5%	37.9%	22.0%	41.5%	27.7%	12.3%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Program Capacity Table (School Year 2020-2021)															Special Education Services																	
															School Based	Cluster Based	Quad Cluster Based					County & Regional Based										
																	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13
Schools																																
Col. Zadok Magruder HS	9-12	1924	91		82							2										3			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	339	21	3		9	1				4							2										2				
Flower Hill ES	PreK-5	493	29	4		9	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	493	31	5		5	11		1	7																	2					
Sequoyah ES	K-5	508	30	4		11	8			4					3																	

COL. ZADOK MAGRUDER CLUSTER

Facility Characteristics of Schools 2020–2021

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		9	
Judith A. Resnik ES	1991		78,547	12.8		6	
Sequoyah ES	1990		73,080	10	Yes		



RICHARD MONTGOMERY CLUSTER

CLUSTER PLANNING ISSUE

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

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 requested 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 was approved for planning to begin the architectural design for this project with a completion date of September 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to September 2026. An appropriation for construction funding will be requested in the next full CIP. 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
Crown HS	New School	Approved	Sept. 2026

*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

Richard Montgomery Cluster Articulation

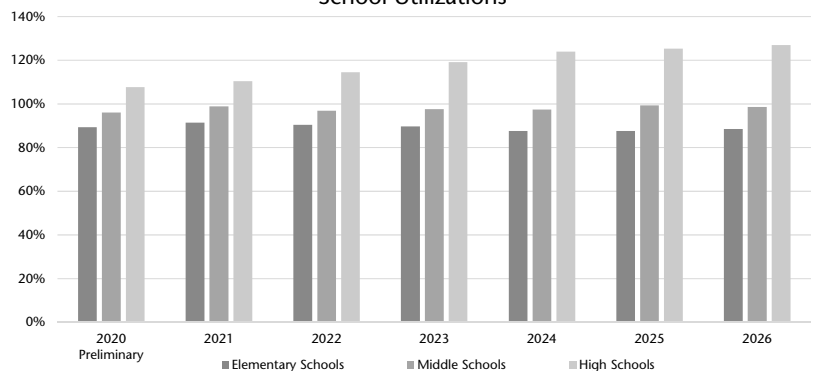
Richard Montgomery HS

Julius West MS

Beall ES
College Gardens ES
Ritchie Park ES
Bayard Rustin ES
Twinbrook ES

See Appendix U for multicolored maps of the service areas.

Richard Montgomery Cluster School Utilizations



RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Richard Montgomery HS		Program Capacity	2241	2241	2241	2241	2241	2241	2241	2241	2241
		Enrollment	2415	2474	2568	2670	2777	2808	2845	2800	2900
		Available Space	(174)	(233)	(327)	(429)	(536)	(567)	(604)	(559)	(659)
		Comments									
Crown HS		Program Capacity							2700	2700	2700
		Enrollment							0	0	0
		Available Space							2700	2700	2700
		Comments							Opens		
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	1375	1417	1387	1398	1395	1422	1412	1430	1450
		Available Space	57	15	45	34	37	10	20	2	(18)
		Comments									
Beall ES		Program Capacity	639	639	639	639	639	639	639		
		Enrollment	529	553	545	552	551	547	550		
		Available Space	110	86	94	87	88	92	89		
		Comments									
College Gardens ES		Program Capacity	678	678	678	678	678	678	678		
		Enrollment	584	571	556	555	547	565	573		
		Available Space	94	107	122	123	131	113	105		
		Comments									
Ritchie Park ES		Program Capacity	388	388	388	388	388	388	388		
		Enrollment	384	384	374	371	356	330	333		
		Available Space	4	4	14	17	32	58	55		
		Comments									
Bayard Rustin ES		Program Capacity	767	767	767	767	767	767	767		
		Enrollment	683	734	741	734	727	719	715		
		Available Space	84	33	26	33	40	48	52		
		Comments									
Twinbrook ES	CSR	Program Capacity	548	548	548	548	548	548	548		
		Enrollment	517	519	516	498	464	486	503		
		Available Space	31	29	32	50	84	62	45		
		Comments									
Cluster Information		HS Utilization	108%	110%	115%	119%	124%	125%	127%	125%	129%
		HS Enrollment	2415	2474	2568	2670	2777	2808	2845	2800	2900
		MS Utilization	96%	99%	97%	98%	97%	99%	99%	100%	101%
		MS Enrollment	1375	1417	1387	1398	1395	1422	1412	1430	1450
		ES Utilization	88%	91%	90%	90%	88%	88%	89%	118%	127%
		ES Enrollment	2697	2377	2358	2339	2289	2317	2341	3560	3830

RICHARD MONTGOMERY CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2,415	5.9%	16.5%	24.2%	24.1%	29.0%	19.9%	8.7%	8.1%
Julius West MS	1,375	5.6%	16.1%	17.2%	28.4%	32.1%	28.1%	9.8%	7.9%
Bayard Rustin ES	683	9.1%	9.4%	25.5%	28.8%	26.6%	29.6%	22.5%	10.6%
Beall ES	529	8.9%	15.5%	14.2%	22.3%	38.9%	30.1%	17.1%	7.2%
College Gardens ES	584	7.9%	24.0%	20.2%	19.9%	27.6%	19.7%	15.9%	10.3%
Ritchie Park ES	384	6.8%	14.3%	15.6%	13.8%	49.0%	9.5%	10.2%	6.2%
Twinbrook ES	517	5.0%	9.1%	10.8%	63.1%	11.8%	70.1%	52.7%	13.1%
Elementary Cluster Total	2,697	7.7%	14.4%	17.9%	30.0%	29.6%	32.6%	24.2%	9.7%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Schools	Special Education Services																					
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6
Richard Montgomery HS	9-12	2241	103		96								3	1								
Julius West MS	6-8	1432	70		65								1	1								
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-5	767	36	2		27						5										2
Twinbrook ES	HS-5	548	34	6		7	10		1	1	6				1	2						

RICHARD MONTGOMERY CLUSTER

Facility Characteristics of Schools 2020–2021

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		6	
Julius West MS	1961	1995	182,617	21.3			
Beall ES	1954	1991	79,477	8.4	Yes		
College Gardens ES	1967	2008	96,986	7.9	Yes		
Ritchie Park ES	1966	1997	58,500	9.2		3	
Bayard Rustin ES	2018		97,397	10.9			
Twinbrook ES	1952	1986	79,818	10.5		4	

NORTHEAST CONSORTIUM

CONSORTIUM PLANNING ISSUES

The Northeast Consortium provides a program delivery model for the three high schools in the northeast area of the county. Students living in this area of the county are able to choose from three high schools they wish to attend, based on different signature programs offered at the high schools. Students residing in a base area are guaranteed to attend the high school serving that base area, if it is their first choice. The Northeast Consortium choice model is offered at James Hubert Blake, Paint Branch, and Springbrook high schools. Choice patterns are 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.

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

Hubert Blake High School

Planning Issue: Projections indicate that enrollment will exceed capacity by more by 200 seats or more by the end of the last six-year planning period. An FY 2022 feasibility study will be conducted to determine the scope and cost for an addition at the school. Possibility for a project will be considered in a future CIP. Relocatable classrooms will be utilized in the interim.

Paint Branch High School

Planning Issue: Projections indicate that enrollment will exceed capacity by more by 200 seats or more by the end of the last six-year planning period. An FY 2022 feasibility

study will be conducted to determine the scope and cost for an addition at the school. Possibility for a project will be considered in a future CIP. Relocatable classrooms will be utilized in the interim.

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 approved for this school to address various building systems as well as the capacity and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. An FY 2022 appropriation is recommended to begin construction for this project. The scheduled completion date is September 2023. 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.

Cresthaven Elementary School

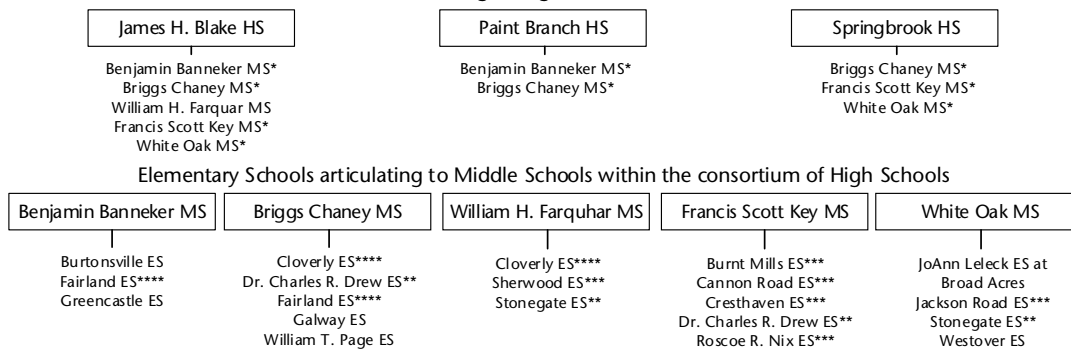
Capital Project: A project was previously approved at Cresthaven and Roscoe Nix elementary schools to address overutilization JoAnn Leleck Elementary School at Broad Acres. However, due to the complexities of these projects, along with escalating construction costs, the funds from these projects have been reallocated to a new elementary school project to address the space deficits at JoAnn Leleck Elementary School at Broad Acres.

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. Enrollment will continue to be monitored and a date for an addition will be considered in a future CIP if needed. Relocatable classrooms will be utilized until additional capacity can be added.

Northeast Consortium Articulation

Middle Schools articulating to High Schools within the consortium



*Denotes MS with split HS articulation, i.e., some students will articulate to one HS, while other students will articulate to another HS.

**Denotes ES with split MS articulation, i.e., some students articulate to one MS, while other students articulate to another MS, but will articulate to the same HS.

***Denotes ES with split HS articulation, i.e., students will go to the same MS, but articulate to different high schools.

****Denotes ES with split articulation at both levels, i.e., students will be split at the MS level and HS level.

See Appendix U for multicolored maps of service areas.

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 Crethaven 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. Although an FY 2019 appropriation for planning was approved for a classroom addition projects and Crethaven and Roscoe Nix elementary schools, with scheduled completion dates of September 2021, the County Council delayed the projects by one year to September 2022. Due to the complexities of the addition projects, along with escalating construction costs, the superintendent recommends removal of all expenditures for the additions at Crethaven and Roscoe Nix elementary school and instead, reallocate those funds to construct a Grades 3-5 school to address the overutilization.

Planning Study: A site selection process is recommended to identify a site for the Grades 3-5 school in spring 2021.

Capital Project: Planning is recommended to begin the architectural design for a Grades 3-5 school with a completion date of September 2025. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Roscoe Nix Elementary School

Capital Project: A project was previously approved at Crethaven and Roscoe Nix elementary schools to address overutilization JoAnn Leleck Elementary School at Broad Acres. However, due to the complexities of these projects, along with escalating construction costs, the funds from these projects have been reallocated to a new elementary school project to address the space deficits at JoAnn Leleck Elementary School at Broad Acres.

William T. Page Elementary School

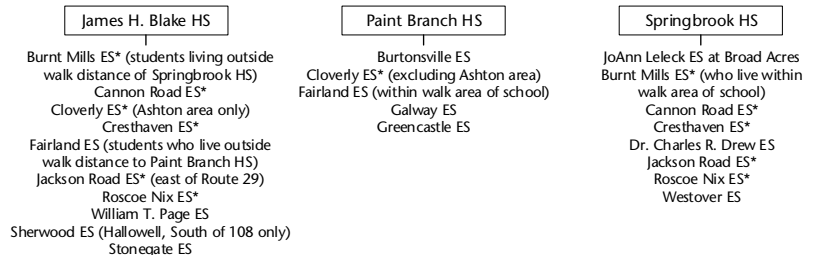
Planning Issues: In September 2018, the Spanish Immersion program that was located at Rolling

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 was approved to conduct a feasibility study for a possible classroom addition. The purpose of the feasibility study was to determine the scope and cost for the project. As part of the FY 2021–2026 CIP, the Board of Education requested an addition project for this school with a completion date of September 2023. Although the County Council approved an FY 2021 appropriation to begin the architectural planning and design for this addition project, it delayed the scheduled completion date to September 2024. The superintendent's recommended amendments to the FY2021–2026 CIP accelerates the completion date to September 2023. An FY 2022 appropriation is recommended to begin the 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.

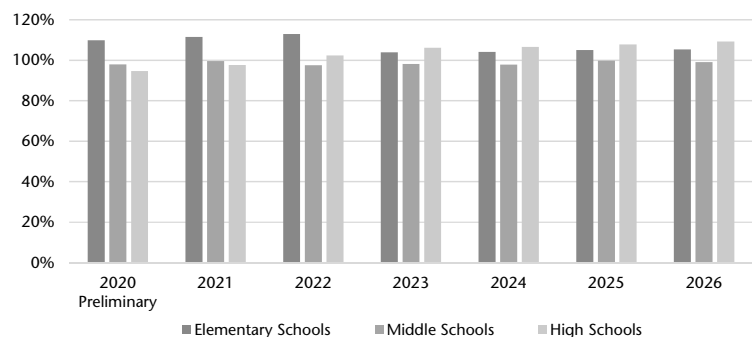
Northeast Consortium Articulation

High School Base Areas



*Denotes ES with split MS articulation, i.e., some students articulate to one MS, while other students articulate to another MS, but will articulate to the same HS.
 **Denotes ES with split HS articulation, i.e., students will go to the same MS, but articulate to different high schools.
 ***Denotes ES with split articulation at both levels, i.e., students will be split at the MS level and HS level.
 See Appendix U for multicolored maps of service areas.

Northeast Consortium School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

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 approved for this school to address various building systems as well as the capacity and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. The Board of Education, as part of the requested FY 2021–2026 CIP, included a completion date of January 2024 for this project; however, the County Council approved an FY 2021 appropriation to continue to the planning for this major capital project, but delayed the completion date to January 2025. The superintendent’s recommended amendments to the FY2021–2026 CIP accelerates the completion date to September 2023. An FY 2022 appropriation is recommended to begin the 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.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Hubert Blake HS	Classroom Addition	Proposed	TBD
Paint Branch HS	Classroom Addition	Proposed	TBD
Burnt Mills ES	Major Capital Project	Recommended	Sept. 2023
JoAnn Leleck ES at Broad Acers	Grades 3-5 School	Recommended	Sept 2025
William T. Page ES	Classroom addition	Recommended	Sept. 2023
Stonegate ES	Major Capital Project	Recommended	Sept. 2023

*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
James Hubert Blake HS		Program Capacity	1743	1743	1743	1743	1743	1743	1743	1743	1743
		Enrollment	1811	1907	1953	2018	2002	2025	2052	2150	2150
		Available Space	(68)	(164)	(210)	(275)	(259)	(282)	(309)	(407)	(407)
		Comments									
Paint Branch HS		Program Capacity	2020	2020	2020	2020	2020	2020	2020	2020	2020
		Enrollment	2062	2106	2192	2269	2299	2326	2357	2375	2400
		Available Space	(42)	(86)	(172)	(249)	(279)	(306)	(337)	(355)	(380)
		Comments									
Springbrook HS		Program Capacity	2121	2121	2121	2121	2121	2121	2121	2121	2121
		Enrollment	1703	1734	1879	1957	1970	1994	2023	2045	2100
		Available Space	418	387	242	164	151	127	98	76	21
		Comments									
Benjamin Banneker MS		Program Capacity	786	786	786	786	786	786	786	786	786
		Enrollment	866	901	864	900	899	916	910	920	950
		Available Space	(80)	(115)	(78)	(114)	(113)	(130)	(124)	(134)	(164)
		Comments									
Briggs Chaney MS		Program Capacity	926	926	926	926	926	926	926	926	926
		Enrollment	979	984	934	936	933	952	945	950	975
		Available Space	(53)	(58)	(8)	(10)	(7)	(26)	(19)	(24)	(49)
		Comments									
William H. Farquhar MS		Program Capacity	784	784	784	784	784	784	784	784	784
		Enrollment	672	678	688	695	693	707	702	710	750
		Available Space	112	106	96	89	91	77	82	74	34
		Comments									
Francis Scott Key MS		Program Capacity	960	960	960	960	960	960	960	960	960
		Enrollment	980	992	968	987	983	1004	996	995	1025
		Available Space	(20)	(32)	(8)	(27)	(23)	(44)	(36)	(35)	(65)
		Comments									
White Oak MS		Program Capacity	992	992	992	992	992	992	992	992	992
		Enrollment	863	878	885	848	846	862	856	870	900
		Available Space	129	114	107	144	146	130	136	122	92
		Comments									

NORTHEAST CONSORTIUM

Schools			Prelim.	Projections						2030	2035
			20-21	21-22	22-23	23-24	24-25	25-26	26-27		
Burnt Mills ES	CSR	Program Capacity	392	392	392	651	651	651	651		
		Enrollment	608	588	603	602	604	614	623		
		Available Space	(216)	(196)	(211)	49	47	37	28		
		Comments	Plng. For Maj. Cap. Project			Maj. Cap. Project Complete					
Burtonsville ES	CSR	Program Capacity	493	493	493	493	493	493	493		
		Enrollment	607	601	632	664	643	669	690		
		Available Space	(114)	(108)	(139)	(171)	(150)	(176)	(197)		
		Comments									
Cannon Road ES	CSR	Program Capacity	484	484	484	484	484	484	484		
		Enrollment	422	405	428	434	455	475	492		
		Available Space	62	79	56	50	29	9	(8)		
		Comments									
Cloverly ES		Program Capacity	461	461	461	461	461	461	461		
		Enrollment	482	479	484	485	490	504	503		
		Available Space	(21)	(18)	(23)	(24)	(29)	(43)	(42)		
		Comments									
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	454	454	454	454	454	454	454		
		Enrollment	491	499	515	517	504	511	520		
		Available Space	(37)	(45)	(61)	(63)	(50)	(57)	(66)		
		Comments									
Dr. Charles R. Drew ES	CSR	Program Capacity	485	485	485	485	485	485	485		
		Enrollment	472	480	485	479	488	494	494		
		Available Space	13	5	0	6	(3)	(9)	(9)		
		Comments									
Fairland ES	CSR	Program Capacity	648	648	648	648	648	648	648		
		Enrollment	609	630	616	610	606	612	605		
		Available Space	39	18	32	38	42	36	43		
		Comments									
Galway ES	CSR	Program Capacity	757	757	757	757	757	757	757		
		Enrollment	743	767	765	763	755	756	750		
		Available Space	14	(10)	(8)	(6)	2	1	7		
		Comments									
Greencastle ES	CSR	Program Capacity	591	591	591	591	591	591	591		
		Enrollment	752	751	767	767	789	790	787		
		Available Space	(161)	(160)	(176)	(176)	(198)	(199)	(196)		
		Comments									
Jackson Road ES	CSR	Program Capacity	699	699	699	699	699	699	699		
		Enrollment	708	709	700	697	684	688	702		
		Available Space	(9)	(10)	(1)	2	15	11	(3)		
		Comments									

NORTHEAST CONSORTIUM

Schools			Prelim.	Projections						2030	2035
			20-21	21-22	22-23	23-24	24-25	25-26	26-27		
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	715	715	715	715	715	715	715		
		Enrollment	846	886	893	887	902	889	877		
		Available Space	(131)	(171)	(178)	(172)	(187)	(174)	(162)		
		Comments									
JoAnn Leleck ES at Broad Acres (Grades 3-5)	CSR	Program Capacity						483	483		
		Enrollment						0	0		
		Available Space						483	483		
		Comments		Plng. for New School				Opens			
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	533	533	533	533	533	533	533		
		Enrollment	483	471	478	487	485	486	486		
		Available Space	50	62	55	46	48	47	47		
		Comments									
William T. Page ES	CSR	Program Capacity	392	392	392	737	737	737	737		
		Enrollment	623	664	672	668	664	653	645		
		Available Space	(231)	(272)	(280)	69	73	84	92		
		Comments	Planning for Addition			Addition Complete					
Sherwood ES		Program Capacity	518	518	518	518	518	518	518		
		Enrollment	480	514	526	549	544	553	546		
		Available Space	38	4	(8)	(31)	(26)	(35)	(28)		
		Comments									
Stonegate ES		Program Capacity	398	398	398	574	574	574	574		
		Enrollment	492	488	481	497	508	510	516		
		Available Space	(94)	(90)	(83)	77	66	64	58		
		Comments	Plng. for Maj. Cap. Project			Maj. Cap. Project Complete					
Westover ES		Program Capacity	266	266	266	266	266	266	266		
		Enrollment	290	310	312	320	322	323	316		
		Available Space	(24)	(44)	(46)	(54)	(56)	(57)	(50)		
		Comments									
Cluster Information		HS Utilization	95%	98%	102%	106%	107%	108%	109%	112%	113%
		HS Enrollment	5576	5747	6024	6244	6271	6345	6432	5900	5900
		MS Utilization	98%	100%	98%	98%	98%	100%	99%	100%	103%
		MS Enrollment	4360	4433	4339	4366	4354	4441	4409	4450	4450
		ES Utilization	110%	112%	113%	104%	104%	100%	100%	97%	97%
		ES Enrollment	9108	9242	9357	9426	9443	9527	9552	8780	8790

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1,811	3.5%	41.3%	9.9%	29.8%	15.3%	34.5%	3.5%	9.7%
Paint Branch HS	2,062	2.4%	58.7%	12.5%	22.1%	4.2%	32.9%	3.6%	10.6%
Springbrook HS	1,703	2.5%	38.9%	12.7%	39.5%	6.2%	48.5%	19.0%	15.7%
Benjamin Banneker MS	866	2.3%	65.4%	9.2%	20.2%	2.8%	49.4%	8.0%	12.3%
Briggs Chaney MS	979	4.2%	53.1%	10.4%	25.3%	6.6%	47.6%	8.0%	10.1%
William H. Farquhar MS	672	6.0%	25.4%	14.9%	17.7%	35.9%	14.8%	3.7%	4.6%
Francis Scott Key MS	980	2.0%	41.9%	8.3%	44.6%	2.8%	56.7%	15.9%	15.2%
White Oak MS	863	2.1%	29.7%	9.6%	53.8%	4.6%	64.5%	21.9%	12.8%
JoAnn Leleck ES	846	1.1%	11.2%	2.1%	85.0%	0.0%	88.6%	72.2%	19.2%
Burnt Mills ES	608	6.6%	55.1%	7.4%	22.9%	7.7%	63.3%	19.7%	15.9%
Burtonsville ES	607	2.3%	61.3%	11.5%	19.4%	5.1%	43.2%	12.3%	11.4%
Cannon Road ES	422	3.3%	32.5%	10.9%	48.3%	4.3%	59.7%	16.0%	15.0%
Cloverly ES	482	6.8%	26.8%	14.7%	27.4%	24.1%	20.9%	17.6%	6.7%
Cresthaven ES	491	0.0%	37.7%	7.5%	51.3%	2.2%	67.9%	46.9%	15.0%
Dr. Charles R. Drew ES	472	6.4%	44.3%	13.1%	22.9%	12.9%	50.2%	22.9%	10.6%
Fairland ES	609	6.1%	58.1%	5.9%	25.8%	3.6%	61.7%	18.6%	18.9%
Galway ES	743	2.6%	58.7%	9.3%	26.1%	3.4%	58.3%	30.1%	18.5%
Greencastle ES	752	3.3%	66.8%	6.9%	19.8%	2.9%	67.7%	17.9%	16.2%
Jackson Road ES	708	3.1%	48.9%	6.8%	37.3%	3.8%	74.5%	33.2%	11.6%
Roscoe R. Nix ES	483	2.9%	35.2%	7.5%	50.1%	3.1%	68.9%	55.6%	38.6%
William T. Page ES	623	6.1%	44.6%	10.0%	25.4%	13.6%	40.8%	16.6%	7.5%
Sherwood ES	480	10.2%	20.6%	10.8%	19.0%	39.0%	14.7%	9.4%	5.2%
Stonegate ES	492	7.7%	36.8%	16.5%	22.4%	16.3%	25.7%	13.0%	9.2%
Westover ES	290	7.6%	36.6%	11.4%	24.5%	19.7%	24.7%	10.8%	11.7%
Elementary Cluster Total	9,108	4.5%	43.2%	9.0%	34.1%	8.8%	54.8%	27.7%	14.6%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 school year compared to total enrollment.

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

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

NORTHEAST CONSORTIUM

Program Capacity Table
(School Year 2020-2021)

Program Capacity Table (School Year 2020-2021)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based			County & Regional Based																										
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	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	786	40		35														5														
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	992	49		45								1	1						2													
Burnt Mills ES	PreK-5	392	24	4		3	10		1		5				1																		
Burtonsville ES	K-5	493	30	4		6	13				6				1																		
Cannon Road ES	K-5	484	32	4		10	7				3					2		1	1		2	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	485	30	3		9	6	1	1		3					2				5													
Fairland ES	HS-5	648	38	3		11	11	1		1	5				1										3					1		1	
Galway ES	PreK-5	757	45	5		12	14		1		7				1		5																
Greencastle ES	PreK-5	591	35	5		6	11		2		6				1																1	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	533	34	4			16		1		10				1							2											
William T. Page ES	PreK-5	392	24	4		5	7		1		3	2			1																		1
Sherwood ES	K-5	518	31	3		15						4			1					1		3									1	2	1
Stonegate ES	K-5	398	23	4		13						3			1				2														
Westover ES	K-5	266	19	3		7						2			1			2				4											

NORTHEAST CONSORTIUM

Facility Characteristics of Schools 2020–2021

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
James Hubert 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		2	
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	141,163	17.3			
Burnt Mills ES	1964	1990	57,318	15.1		9	
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		2	
Dr. Charles R. Drew ES	1991		73,975	12		2	
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		8	LTL
Jackson Road ES	1959	1995	91,465	8.8		3	
JoAnn Leleck ES	1952	1974	88,922	6.2	Yes	12	SBHC
Roscoe R. Nix ES	2006		88,351	8.97	Yes		
William T. Page ES	1965	2003	58,726	9.8		13	
Sherwood ES	1977		81,727	10.85			
Stonegate ES	1971		52,468	10.3		7	
Westover ES	1964	1998	54,645	7.6		2	



NORTHWEST CLUSTER

SCHOOLS

Northwest High School

Planning Issue: Although the recent boundary change will relieve some of the overutilization described above, Northwest High School will continue to have a space deficit by the end of the six-year planning period. The opening of Crown High School is approved to open in September 2026 and will address the remaining space deficits at this school.

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 requested 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 was approved for planning to begin the architectural design for this project with a completion date of September 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to September 2026. An appropriation for construction funding will be requested in the next full CIP. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Diamond Elementary School

Capital Project: Projections indicate that enrollment at Diamond Elementary School will exceed capacity by more than 92 seats by the end of the six-year planning period; however, the enrollment will be stable over the six-year planning period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

Ronald McNair Elementary School

Capital Project: Projections indicate that enrollment at Ronald McNair Elementary School will exceed capacity by the end of the six-year planning period. As part of the FY 2019–2024 CIP, the Board of Education requested an addition project for completion in September 2021 that was delayed by the County Council to September 2022. As part of the Amended FY 2019–2024 CIP, the County Council delayed the project another year to September 2023. An FY 2022 appropriation is recommended to begin the construction for the 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.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Approved	Sept. 2026
Ronald McNair ES	Classroom addition	Recommended	Sept. 2023

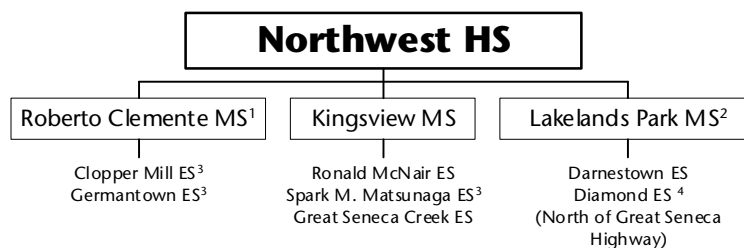
*Approved"—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

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

*Recommended"—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

Northwest Cluster Articulation



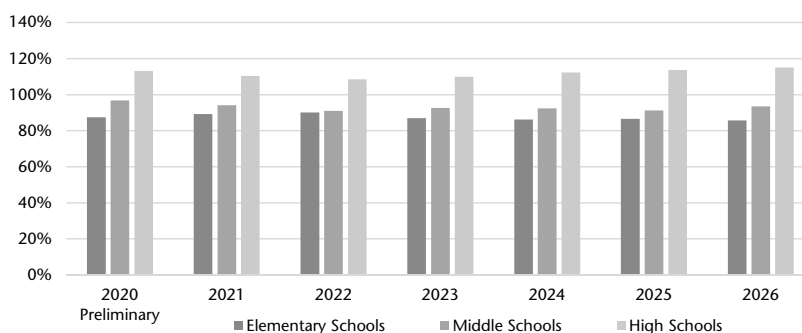
¹ S. Christa McAuliffe ES and a portion of Sally K. Ride ES also articulate to Roberto Clemente MS, but thereafter articulate to Seneca Valley HS.

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 Clopper Mill ES, Germantown ES, and Spark M. Matsunaga also articulate to Seneca Valley HS.

⁴ Diamond ES (south of Great Seneca Highway) also articulates to Ridgeview MS and Quince Orchard HS. See Appendix U for multicolored maps of the service areas.

Northwest Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%.

NORTHWEST CLUSTER

Projected Enrollment and Space Availability Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Northwest HS		Program Capacity	2286	2286	2286	2286	2286	2286	2286	2286	2286
		Enrollment	2587	2525	2481	2513	2567	2597	2631	2675	2700
		Available Space	(301)	(239)	(195)	(227)	(281)	(311)	(345)	(389)	(414)
		Comments									
Crown HS		Program Capacity							2700	2700	2700
		Enrollment							0	0	0
		Available Space							2700	2700	2700
		Comments						Opens			
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	1055	960	930	951	950	969	962	970	1000
		Available Space	176	271	301	280	281	262	269	261	231
		Comments									
Kingsview MS		Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041
		Enrollment	1048	1064	1015	1025	1021	1043	1034	1030	1080
		Available Space	(7)	(23)	26	16	20	(2)	7	11	(39)
		Comments									
Lakelands Park MS		Program Capacity	1130	1130	1130	1130	1130	1130	1130	1130	1130
		Enrollment	1189	1177	1152	1174	1170	1094	1186	1190	1200
		Available Space	(59)	(47)	(22)	(44)	(40)	36	(56)	(60)	(70)
		Comments									
Clopper Mill ES	CSR	Program Capacity	496	496	496	496	496	496	496		
		Enrollment	488	494	511	509	490	501	505		
		Available Space	8	2	(15)	(13)	6	(5)	(9)		
		Comments									
Darnestown ES		Program Capacity	432	432	432	432	432	432	432		
		Enrollment	304	315	324	325	333	336	332		
		Available Space	128	117	108	107	99	96	100		
		Comments									
Diamond ES		Program Capacity	679	679	679	679	679	679	679		
		Enrollment	778	795	813	813	808	806	797		
		Available Space	(99)	(116)	(134)	(134)	(129)	(127)	(118)		
		Comments									
Germantown ES	CSR	Program Capacity	304	304	304	304	304	304	304		
		Enrollment	308	319	328	342	333	333	329		
		Available Space	(4)	(15)	(24)	(38)	(29)	(29)	(25)		
		Comments									
Great Seneca Creek ES	CSR	Program Capacity	556	556	556	556	556	556	556		
		Enrollment	524	544	543	531	528	538	532		
		Available Space	32	12	13	25	28	18	24		
		Comments									
Spark M. Matsunaga ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	661	666	665	664	663	665	657		
		Available Space	(77)	(82)	(81)	(80)	(79)	(81)	(73)		
		Comments									
Ronald McNair ES		Program Capacity	626	626	626	783	783	783	783		
		Enrollment	800	809	794	794	786	782	772		
		Available Space	(174)	(183)	(168)	(27)	(19)	(15)	(5)		
		Comments	Planning for Addition			Addition Complete					
Cluster Information		HS Utilization	113%	110%	109%	110%	112%	114%	115%	117%	118%
		HS Enrollment	2587	2525	2481	2513	2567	2597	2631	2675	2700
		MS Utilization	97%	94%	91%	93%	92%	91%	94%	94%	96%
		MS Enrollment	3292	3201	3097	3150	3141	3106	3182	3190	3280
		ES Utilization	105%	107%	108%	104%	103%	103%	102%	109%	111%
		ES Enrollment	3863	3942	3978	3978	3941	3961	3924	4183	4260

NORTHWEST CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Northwest HS	2,587	4.9%	25.7%	21.3%	22.7%	25.4%	22.3%	3.4%	6.9%
Roberto Clemente MS	1,055	4.8%	29.2%	19.4%	34.7%	11.6%	36.4%	9.5%	8.3%
Kingsview MS	1,048	6.4%	26.7%	26.3%	17.8%	22.1%	23.3%	4.1%	4.9%
Lakelands Park MS	1,189	6.7%	15.3%	17.7%	25.7%	34.4%	21.9%	9.5%	8.3%
Clopper Mill ES	488	5.5%	32.2%	9.2%	45.3%	7.4%	63.8%	29.7%	15.0%
Darnestown ES	304	6.9%	8.2%	12.5%	7.2%	65.1%	5.3%	6.2%	4.3%
Diamond ES	778	4.8%	8.2%	51.2%	10.2%	25.6%	7.3%	21.2%	13.9%
Germantown ES	308	6.2%	36.4%	16.2%	24.7%	15.6%	34.6%	13.6%	14.2%
Great Seneca Creek ES	524	5.2%	35.7%	12.2%	27.3%	18.9%	38.0%	19.0%	13.3%
Spark M. Matsunaga ES	661	5.4%	21.0%	41.0%	15.7%	16.3%	20.3%	9.6%	14.1%
Ronald McNair ES	800	7.5%	29.4%	27.6%	18.5%	17.0%	24.6%	17.3%	6.9%
Elementary Cluster Total	3,863	5.9%	23.8%	28.1%	20.5%	21.3%	26.9%	17.4%	11.9%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Program Capacity Table (School Year 2020-2021)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																												
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	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	1131	57		52															3						2							
Clopper Mill ES	HS-5	496	29	4		5	11	1	1	1	5				1																		
Darnestown ES	K-5	432	25	4		15						2			1		3																
Diamond ES	K-5	679	35	3		23						6										3											
Germantown ES	K-5	304	22	3		3	6				3				1					3										1	2		
Great Seneca Creek ES	K-5	556	34	4		9	12				5				1										3								
Spark M. Matsunaga ES	K-5	584	34	4		19						5			1							4											1
Ronald McNair ES	PreK-5	626	32	4		21		1				5			1																		

NORTHWEST CLUSTER

Facility Characteristics of Schools 2020–2021

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	10	
Roberto Clemente MS	1992		148,246	19.9			
Kingsview MS	1997		140,398	18.5	Yes		
Lakelands Park MS	2005		153,588	8.11	Yes		
Clopper Mill ES	1986		64,851	9	Yes	6	
Darnestown ES	1954	1980	64,840	7.2			
Diamond ES	1975		85,404	10	Yes	4	
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		4	
Ronald McNair ES	1990		78,275	10	Yes	9	



POOLESVILLE CLUSTER

SCHOOLS

Poolesville High School

Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. An FY 2021 appropriation was approved to continue the planning and design of this project. The scheduled completion date is September 2024. 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
Poolesville HS	Major Capital Project	Approved	Sept. 2024

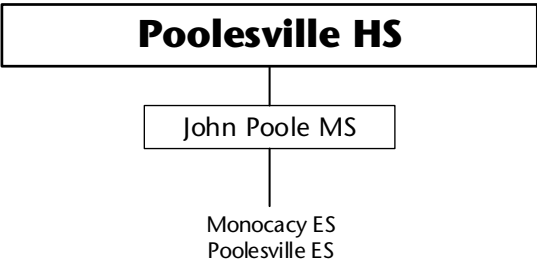
*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*Proposed—Project has facility planning funds approved for a feasibility study.

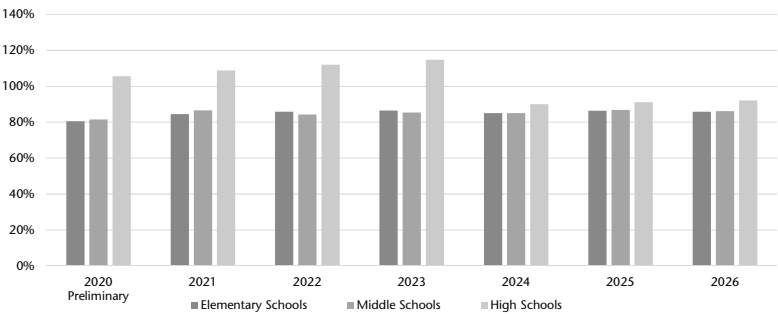
*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

Poolesville Cluster Articulation



See Appendix U for multicolored maps of the service areas.

Poolesville Cluster
School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Poolesville HS		Program Capacity	1170	1170	1170	1170	1508	1508	1508	1508	1508
		Enrollment	1235	1273	1311	1343	1358	1373	1389	1410	1500
		Available Space	(65)	(103)	(141)	(173)	150	135	119	98	8
		Comments	Plng. For Maj. Cap. Project				Maj. Cap. Project Complete				
John Poole MS		Program Capacity	468	468	468	468	468	468	468	468	468
		Enrollment	381	405	394	399	398	406	403	410	425
		Available Space	87	63	74	69	70	62	65	58	43
		Comments									
Monocacy ES		Program Capacity	219	219	219	219	219	219	219		
		Enrollment	135	132	129	134	131	142	143		
		Available Space	84	87	90	85	88	77	76		
		Comments									
Poolesville ES		Program Capacity	539	539	539	539	539	539	539		
		Enrollment	476	509	522	522	514	513	508		
		Available Space	63	30	17	17	25	26	31		
		Comments									
Cluster Information		HS Utilization	106%	109%	112%	115%	90%	91%	92%	94%	99%
		HS Enrollment	1235	1273	1311	1343	1358	1373	1389	1410	1500
		MS Utilization	81%	87%	84%	85%	85%	87%	86%	88%	91%
		MS Enrollment	381	405	394	399	398	406	403	410	425
		ES Utilization	81%	85%	86%	87%	85%	86%	86%	66%	63%
		ES Enrollment	611	641	651	656	645	655	651	500	480



POOLESVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Poolesville HS	1,235	5.3%	5.9%	34.9%	9.1%	44.5%	6.6%	0.5%	3.2%
John Poole MS	381	8.9%	5.5%	5.2%	13.6%	66.7%	12.8%	1.8%	4.6%
Monocacy ES	135	5.2%	0.0%	5.9%	15.6%	69.6%	14.6%	5.3%	7.3%
Poolesville ES	476	8.4%	7.8%	9.5%	15.1%	59.0%	12.3%	6.5%	4.3%
Elementary Cluster Total	611	7.7%	6.9%	8.7%	15.2%	61.4%	12.8%	6.3%	5.0%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020–2021)

Special Education Services																																		
		School Based		Cluster Based		Quad Cluster Based				County & Regional Based																								

Facility Characteristics of Schools 2020–2021

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			
Poolesville ES	1960	1978	64,803	12.3			

QUINCE ORCHARD CLUSTER

CLUSTER PLANNING ISSUES

Planning Study: To relieve overutilization at Rachel Carson Elementary School, a project is approved at DuFief Elementary School to expand the school. Although the Board of Education requested that the project open in September 2022, the County Council delayed the project to September 2023. A boundary study was approved to begin in spring 2020 based on the Board of Education's requested schedule. Based on the approved completion date, the boundary study is recommended to occur in spring 2022 with Board of Education in November 2022.

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. 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 requested 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 was approved for planning to begin the architectural design for this project with a completion date of September 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to September 2026. An appropriation for construction funding will be requested in the next full CIP. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: See text under Cluster Planning Issues.

Lakelands Park Middle School

Planning Study: See text under Cluster Planning Issues.

Rachel Carson Elementary School

Planning Issue: Previous projections indicated that enrollment at Rachel Carson Elementary School would exceed capacity by approximately 200 seats throughout the six-year planning period. To address the enrollment growth 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 is available at the following link: http://gis.mcpsmd.org/cipmasterpdfs/CIP17_AdoptedRachelCarsonESOverutilization.pdf

Capital Project: Expenditures are approved to provide capacity and facility upgrades at DuFief Elementary School. As part of the FY 2019–2014 CIP, the Board of Education requested that the project be completed in September 2021, however, the County Council delayed the project to September 2022. Although the Board of Education requested an FY 2021 appropriation for construction funds as part of the FY 2021–2026 CIP, the County Council delayed the construction funds by another year, resulting in a completion date of September 2023. An FY 2022 appropriation is recommended to begin construction for the 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.

Planning Study: See text under Cluster Planning Issues.

Thurgood Marshall Elementary School

Capital Project: Previous projections indicated that enrollment at Thurgood Marshall Elementary School would exceed

Quince Orchard Cluster Articulation

Quince Orchard High School

Lakelands Park MS*

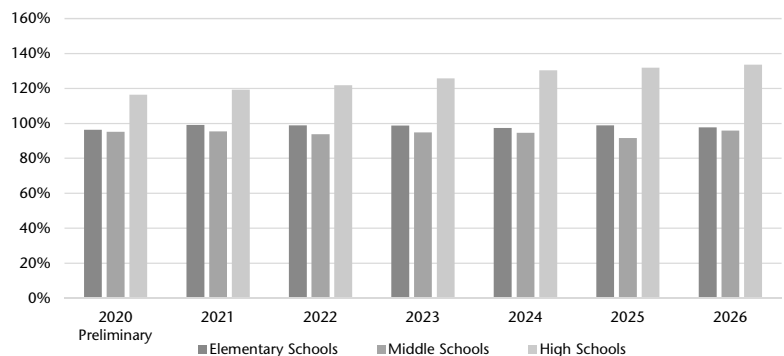
Brown Station ES
Rachel Carson ES

Ridgeview MS

Diamond ES*
(south of Great Seneca Highway)
Fields Road ES
Jones Lane ES
Thurgood Marshall ES

* Diamond ES (north of Great Seneca Highway) and Damestown ES also articulate to Lakelands Park MS, but thereafter to Northwest HS.
See Appendix U for multicolored maps of the service areas.

Quince Orchard Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

QUINCE ORCHARD CLUSTER

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. Projections in the previously approved CIP indicated that enrollment was increasing and would exceed capacity by the 92-seat threshold by the end of the six-year period. An FY 2020 appropriation was approved for planning funds only to begin the architectural design for a classroom addition. Current projections indicate enrollment will fall below the 92-seat threshold by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized. A date for the project will be determined in a future CIP if needed.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Approved	Sept. 2026
DuFief ES	Addition and Facility upgrades	Recommended	Sept. 2023
Thurgood Marshall ES	Classroom addition	Approved	TBD

*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.



QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Quince Orchard HS		Program Capacity	1791	1791	1791	1791	1791	1791	1791	1791	1791
		Enrollment	2086	2137	2182	2254	2336	2363	2393	2400	2425
		Available Space	(295)	(346)	(391)	(463)	(545)	(572)	(602)	(609)	(634)
		Comments		Boundary Study See Text							
Crown HS		Program Capacity							2700	2700	2700
		Enrollment							0	0	0
		Available Space							2700	2700	2700
		Comments							Opens		
Lakelands Park MS		Program Capacity	1130	1130	1130	1130	1130	1130	1130	1130	1130
		Enrollment	1189	1177	1152	1174	1170	1094	1186	1190	1200
		Available Space	(59)	(47)	(22)	(44)	(40)	36	(56)	(60)	(70)
		Comments		Boundary Study See Text							
Ridgeview MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	795	812	804	804	802	817	812	810	825
		Available Space	160	143	151	151	153	138	143	145	130
		Comments									
Brown Station ES	CSR	Program Capacity	761	761	761	761	761	761	761		
		Enrollment	622	692	696	705	702	690	680		
		Available Space	139	69	65	56	59	71	81		
		Comments									
Rachel Carson ES		Program Capacity	692	692	692	692	692	692	692		
		Enrollment	795	748	717	682	647	674	675		
		Available Space	(103)	(56)	(25)	10	45	18	17		
		Comments		Boundary Study See Text							
Fields Road ES	CSR	Program Capacity	435	435	435	435	435	435	435		
		Enrollment	460	475	474	482	474	493	488		
		Available Space	(25)	(40)	(39)	(47)	(39)	(58)	(53)		
		Comments									
Jones Lane ES		Program Capacity	516	516	516	516	516	516	516		
		Enrollment	403	396	392	388	372	376	373		
		Available Space	113	120	124	128	144	140	143		
		Comments									
Thurgood Marshall ES		Program Capacity	552	552	552	552	552	552	552		
		Enrollment	565	594	597	594	594	595	587		
		Available Space	(13)	(42)	(45)	(42)	(42)	(43)	(35)		
		Comments									
Cluster Information		HS Utilization	116%	119%	122%	126%	130%	132%	134%	134%	135%
		HS Enrollment	2086	2137	2182	2254	2336	2363	2393	2400	2425
		MS Utilization	95%	95%	94%	95%	95%	92%	96%	96%	97%
		MS Enrollment	1984	1989	1956	1978	1972	1911	1998	2000	2025
		ES Utilization	96%	98%	97%	96%	94%	96%	95%	90%	90%
		ES Enrollment	2845	2905	2876	2851	2789	2828	2803	2670	2670

Demographic Characteristics of Schools

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

Schools

[illegible]

QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2020–2021

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		11	
Lakelands Park MS	2005		153,588	8.11	Yes		
Ridgeview MS	1975		145,168	20			
Brown Station ES	1969	2017	113,998	9	Yes		
Rachel Carson ES	1990		78,547	12.4		10	
Fields Road ES	1973		72,302	10		4	
Jones Lane ES	1987		60,679	12.1			
Thurgood Marshall ES	1993		77,798	12		5	



ROCKVILLE CLUSTER

SCHOOLS

Maryvale Elementary School

Capital Project: A revitalization/expansion project was completed September 2020. An FY 2018 appropriation was approved to begin construction for this project. On November 17, 2011, the Board of Education approved the colocation of Carl Sandburg Learning Center on the Maryvale Elementary School site when the revitalization/expansion project is complete.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Maryvale ES/ Sandburg LC	Revitalization/ expansion, with colocation of Carl Sandburg LC	Approved	Sept. 2020

*“Approved”—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*“Proposed”—Project has facility planning funds approved for a feasibility study.

*“Recommended”—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

Rockville Cluster Articulation

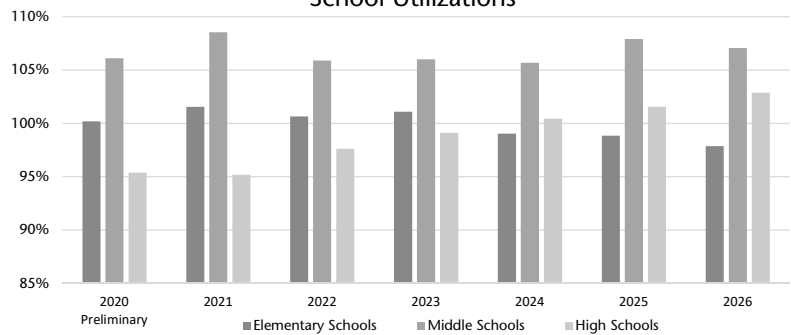
Rockville HS

Earle B. Wood MS

Lucy V. Barnsley ES
Flower Valley ES
Maryvale ES
Meadow Hall ES
Rock Creek Valley ES

See Appendix U for multicolored maps of the service areas.

Rockville Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Rockville HS		Program Capacity	1518	1518	1518	1518	1518	1518	1518	1518	1518
		Enrollment	1448	1445	1482	1505	1525	1542	1562	1600	1625
		Available Space	70	73	36	13	(7)	(24)	(44)	(82)	(107)
		Comments									
Earle B. Wood MS		Program Capacity	944	944	944	944	944	944	944	944	944
		Enrollment	1002	1025	1000	1001	998	1019	1011	1015	1030
		Available Space	(58)	(81)	(56)	(57)	(54)	(75)	(67)	(71)	(86)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	652	652	652	652	652	652	652		
		Enrollment	706	726	732	737	733	719	703		
		Available Space	(54)	(74)	(80)	(85)	(81)	(67)	(51)		
		Comments									
Flower Valley ES		Program Capacity	416	416	416	416	416	416	416		
		Enrollment	469	489	477	485	465	467	457		
		Available Space	(53)	(73)	(61)	(69)	(49)	(51)	(41)		
		Comments									
Maryvale ES	CSR	Program Capacity	694	694	694	694	694	694	694		
		Enrollment	584	600	599	599	591	591	590		
		Available Space	110	94	95	95	103	103	104		
		Comments	Rev/Ex Complete								
Meadow Hall ES	CSR	Program Capacity	358	358	358	358	358	358	358		
		Enrollment	402	397	388	384	367	363	358		
		Available Space	(44)	(39)	(30)	(26)	(9)	(5)	0		
		Comments									
Rock Creek Valley ES		Program Capacity	460	460	460	460	460	460	460		
		Enrollment	424	408	401	403	399	410	417		
		Available Space	36	52	59	57	61	50	43		
		Comments									
Cluster Information		HS Utilization	95%	95%	98%	99%	100%	102%	103%	105%	107%
		HS Enrollment	1448	1445	1482	1505	1525	1542	1562	1600	1625
		MS Utilization	106%	109%	106%	106%	106%	108%	107%	108%	109%
		MS Enrollment	1002	1025	1000	1001	998	1019	1011	1015	1030
		ES Utilization	100%	102%	101%	101%	99%	99%	98%	101%	101%
		ES Enrollment	2585	2620	2597	2608	2555	2550	2525	2600	2600

ROCKVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1,448	3.9%	14.7%	11.2%	41.9%	28.0%	26.6%	13.9%	10.1%
Earle B. Wood MS	1,002	5.6%	13.0%	11.2%	44.7%	25.2%	38.3%	13.7%	10.6%
Lucy V. Barnsley ES	706	8.2%	12.7%	12.5%	35.0%	30.6%	30.1%	15.1%	7.1%
Flower Valley ES	469	9.4%	18.6%	9.2%	26.4%	36.2%	25.3%	18.0%	8.6%
Maryvale ES	584	9.4%	25.2%	9.2%	33.4%	22.8%	43.5%	24.3%	8.2%
Meadow Hall ES	402	5.0%	12.9%	7.0%	56.0%	18.9%	52.6%	34.6%	18.9%
Rock Creek Valley ES	424	5.7%	8.3%	15.3%	40.1%	30.7%	28.9%	21.3%	5.7%
Elementary Cluster Total	2,585	7.8%	15.9%	10.8%	37.2%	28.0%	35.5%	21.7%	9.2%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Schools	Special Education Services																			
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6
Rockville HS	9-12	1535	78		62							3	1					5		
Earle B. Wood MS	6-8	944	50		42							1								
Lucy V. Barnsley ES	K-5	652	40	5		14	10				5									
Flower Valley ES	K-5	416	25	3		13						3								
Maryvale ES	HS-5	694	38	4		16	6	1	2	3	3									
Meadow Hall ES	K-5	358	25	3		4	8			4					2					
Rock Creek Valley ES	K-5	460	29	4		15					3									

ROCKVILLE CLUSTER

Facility Characteristics of Schools 2020–2021

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		2	
Maryvale ES	1969	2020	95,482	17.7			LTL
Meadow Hall ES	1956	1994	61,694	8.4	Yes	7	
Rock Creek Valley ES	1964	2001	76,692	10.4		3	



SENECA VALLEY CLUSTER

CLUSTER PLANNING ISSUES

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

SCHOOLS

Clarksburg Elementary School #9

Capital Project: Although an FY 2019 appropriation for planning was requested 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 was approved for planning to begin the architectural design for this project. As part of the FY 2021–2026 CIP, the County Council delayed the scheduled completion of the project by another year to September 2023. An FY 2022 appropriation is recommended to begin the construction for the school. 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.

Seneca Valley High School

Capital Project: A revitalization/expansion project was completed for this school in September 2020. As part of this project career, technology education programs were expanded to prepare students for employment in high demand fields. Given this school is under construction, there was an opportunity to expand career technology education for students living in the upcounty area. The school also was expanded to accommodate space deficits at Clarksburg and Northwest high schools.

Neelsville Middle School

Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. An FY 2021 appropriation was approved for planning funds to begin the architectural design of this major capital project. This project is scheduled to be completed in September 2024. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Clarksburg Elementary School

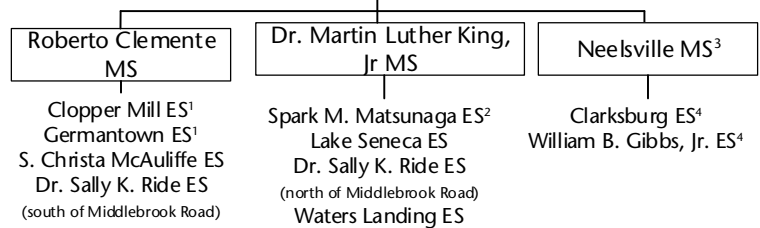
Planning Issue: Enrollment at Clarksburg Elementary School is projected to exceed capacity by more than 92 seats throughout the six-year planning period. Relocatable classrooms will be utilized until Clarksburg Elementary School #9 opens.

Capital Project: Although an FY 2019 appropriation for planning was requested 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 was approved for planning to begin the architectural design for this project. As part of the FY 2021–2026 CIP, the County Council delayed the scheduled completion of the project by another year to September 2023. Planning will continue as planned however, the expenditures for construction were delayed by one year to FY 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.

Planning Study: A boundary study was previously approved to begin in the fall 2020 to explore the assignment of students for the opening of Clarksburg Elementary School #9, with

Seneca Valley Cluster Articulation

Seneca Valley HS



¹A portion of Clopper Mill ES and Germantown ES also articulate to Northwest HS.

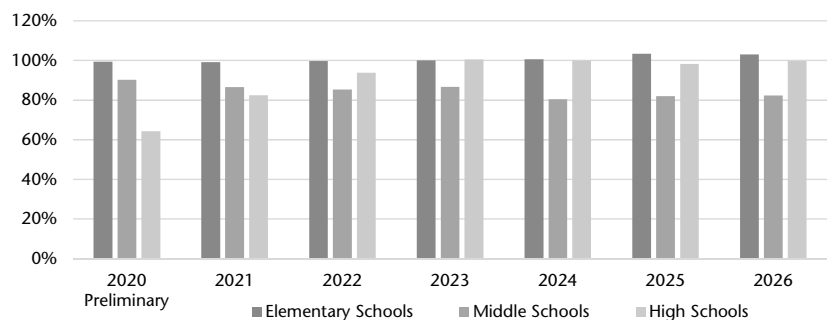
²A portion of Spark M. Matsunaga ES also articulates to Kingsview MS and Northwest HS.

³South Lake ES and a portion of Stedwick ES also articulate to Neelsville MS and Watkins Mill HS.

⁴Clarksburg ES and William B. Gibbs, Jr. ES also articulate to Rocky Hill MS and Clarksburg HS.

See Appendix U for multicolored maps of the service areas.

Seneca Valley Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

Board of Education action scheduled for November 2021. However, the opening of the school was delayed by the County Council from September 2022 to September 2023. Based on the approved completion date for the school, the boundary study will be conducted in the spring 2022 with Board of Education action in November 2022.

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. Projections in the previously approved CIP indicated that enrollment was increasing and would exceed capacity by the 92-seat threshold by the end of the six-year period. An FY 2020 appropriation was approved for planning funds only to begin the architectural design for a classroom addition. Current projections indicate enrollment will fall below the 92-seat threshold by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized. A date for the project will be determined in a future CIP.

Clarksburg Elementary School #9

Capital Project: Although an FY 2019 appropriation for planning was requested 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 was approved for planning to begin the architectural design for this project. As part of the FY 2021–2026 CIP, the County Council delayed the scheduled completion of the project by another year to September 2023. An FY 2022 appropriation is recommended to begin the construction for the school. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Clarksburg ES #9	New school	Recommended	Sept. 2023
Neelsville MS	Major Capital Project	Approved	Sept. 2024
Seneca Valley HS	Revitalization/expansion	Approved	Sept. 2020, building Sept. 2021, site
Lake Seneca ES	Classroom addition	Approved	TBD

*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Seneca Valley HS		Program Capacity	2551	2551	2551	2551	2551	2551	2551	2551	2551
		Enrollment	1640	2100	2393	2565	2550	2506	2544	2530	2550
		Available Space	911	451	158	(14)	1	45	7	21	1
		Comments	Rev/Ex Complete	Site Work Complete							
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	1055	960	930	951	950	969	962	970	1000
		Available Space	176	271	301	280	281	262	269	261	231
		Comments									
Martin Luther King, Jr. MS		Program Capacity	914	914	914	914	914	914	914	914	914
		Enrollment	888	914	900	919	917	935	928	925	925
		Available Space	26	0	14	(5)	(3)	(21)	(14)	(11)	(11)
		Comments									
Neelsville MS		Program Capacity	956	956	956	956	1190	1190	1190	1190	1190
		Enrollment	855	811	813	818	816	833	855	900	950
		Available Space	101	145	143	138	374	357	335	290	240
		Comments	Plng. for Maj. Cap. Project				Maj. Cap. Project Complete				
Clarksburg ES		Program Capacity	311	311	311	311	311	311	311		
		Enrollment	687	687	725	766	804	850	855		
		Available Space	(376)	(376)	(414)	(455)	(493)	(539)	(544)		
		Comments		Boundary Study See Text							
Clarksburg ES #9		Program Capacity				721	721	721	721		
		Enrollment				0	0	0	0		
		Available Space				721	721	721	721		
		Comments		Boundary Study See Text		Opens					
Germantown ES	CSR	Program Capacity	304	304	304	304	304	304	304		
		Enrollment	308	319	328	342	333	333	329		
		Available Space	(4)	(15)	(24)	(38)	(29)	(29)	(25)		
		Comments		Boundary Study See Text							
William B. Gibbs, Jr. ES		Program Capacity	719	719	719	719	719	719	719		
		Enrollment	558	569	564	551	552	602	595		
		Available Space	161	150	155	168	167	117	124		
		Comments		Boundary Study See Text							
Lake Seneca ES	CSR	Program Capacity	425	425	425	425	425	425	425		
		Enrollment	469	485	467	452	453	457	462		
		Available Space	(44)	(60)	(42)	(27)	(28)	(32)	(37)		
		Comments		Boundary Study See Text							
S. Christa McAuliffe ES	CSR	Program Capacity	760	760	760	760	760	760	760		
		Enrollment	563	526	525	500	496	497	497		
		Available Space	197	234	235	260	264	263	263		
		Comments		Boundary Study See Text							
Dr. Sally K. Ride ES	CSR	Program Capacity	467	467	467	467	467	467	467		
		Enrollment	483	493	497	506	498	507	508		
		Available Space	(16)	(26)	(30)	(39)	(31)	(40)	(41)		
		Comments		Boundary Study See Text							
Waters Landing ES	CSR	Program Capacity	776	776	776	776	776	776	776		
		Enrollment	670	651	643	648	650	644	632		
		Available Space	106	125	133	128	126	132	144		
		Comments		Boundary Study See Text							
Cluster Information		HS Utilization	64%	82%	94%	101%	100%	98%	100%	99%	100%
		HS Enrollment	1640	2100	2393	2565	2550	2506	2544	2530	2550
		MS Utilization	90%	87%	85%	87%	80%	82%	82%	84%	86%
		MS Enrollment	2798	2685	2643	2688	2683	2737	2745	2795	2875
		ES Utilization	99%	99%	100%	84%	84%	87%	87%	102%	102%
		ES Enrollment	3738	3730	3749	3765	3786	3890	3878	3850	3850

SENECA VALLEY CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1,640	5.0%	37.3%	10.2%	34.5%	12.9%	40.0%	13.6%	18.1%
Neelsville MS	855	3.7%	27.8%	11.9%	49.8%	6.3%	65.7%	22.5%	14.3%
Roberto Clemente MS	1,055	4.8%	29.2%	19.4%	34.7%	11.6%	36.4%	9.5%	8.3%
Martin Luther King, Jr MS	888	5.6%	35.9%	13.5%	31.8%	13.1%	44.6%	9.6%	11.1%
Clarksburg ES	687	7.6%	27.4%	34.9%	16.7%	13.1%	15.9%	19.3%	12.5%
Germantown ES	308	6.2%	36.4%	16.2%	24.7%	15.6%	34.6%	13.6%	14.2%
Lake Seneca ES	469	6.2%	35.0%	5.3%	42.0%	11.3%	54.1%	28.6%	16.9%
S. Christa McAuliffe ES	563	6.2%	36.6%	7.8%	36.4%	12.4%	52.2%	28.0%	15.2%
William B. Gibbs Jr. ES	558	6.6%	28.3%	27.2%	20.6%	17.2%	32.2%	15.6%	8.1%
Dr. Sally K. Ride ES	483	7.9%	35.2%	11.8%	36.9%	8.1%	54.4%	28.1%	12.9%
Waters Landing ES	670	3.6%	40.6%	5.5%	39.0%	11.0%	51.9%	26.4%	18.1%
Elementary Cluster Total	3,738	6.3%	34.0%	16.2%	30.7%	12.6%	41.9%	23.1%	13.9%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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

Program Capacity Table (School Year 2020-2021)

Program Capacity Table (School Year 2020-2021)		Special Education Services																																
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																													
					Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12
Schools																																		
Seneca Valley HS	9-12	2551	121		108								3	1					5	4														
Roberto Clemente MS	6-8	1231	60		56								1						2								1							
Martin Luther King, Jr MS	6-8	914	43		43																													
Neelsville MS	6-8	956	47		42								3	2																				
Clarksburg ES	K-5	311	19	4		8						4				3																		
Germantown ES	K-5	304	22	3		3	6				3				1				3										1		2			
William B. Gibbs Jr. ES	K-5	719	37	4		22			1			4			1															1	1	3		
Lake Seneca ES	K-5	425	26	4		5	9		1		3																		1	1	2			
S. Christa McAuliffe ES	HS-5	760	44	4		18	11			1	5					2						2											1	
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																

SENECA VALLEY CLUSTER

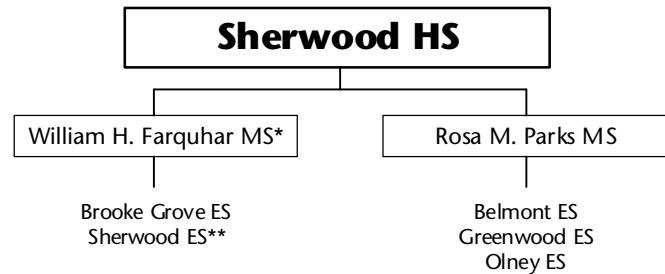
Facility Characteristics of Schools 2020–2021

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Seneca Valley HS	1974	2020	439,346	29.4			SBWC
Roberto Clemente MS	1992		148,246	19.9			
Martin Luther King, Jr. MS	1996		135,867	19			
Neelsville MS	1981		131,432	29.2			
Clarksburg ES	1952	1993	54,983	9.97			
Germantown ES	1935	1978	57,668	7.8			
William B. Gibbs Jr. ES	2009		88,042	10.75			
Lake Seneca ES	1985		58,770	9.4		9	
S. Christa McAuliffe ES	1987		102,111	10.6	Yes		
Dr. Sally K. Ride ES	1994		78,686	13.5		2	
Waters Landing ES	1988		101,352	10			



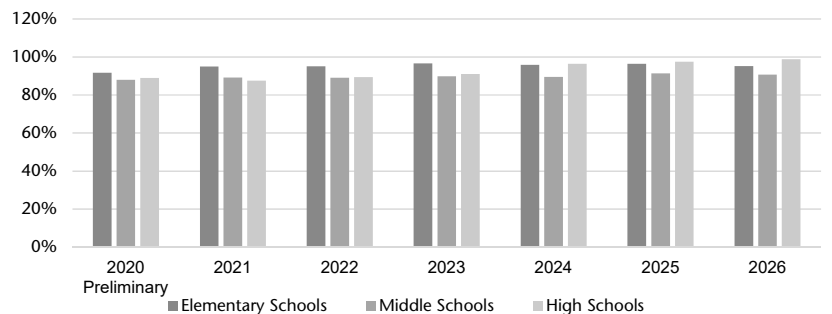
SHERWOOD CLUSTER

Sherwood Cluster Articulation



* A portion of Cloverly ES and Stonegate ES also articulate to William H. Farquhar MS and then the Northeast Consortium for high school.
 **Sherwood ES also articulates to White Oak MS and then the Northeast Consortium for high school. See Appendix U for multicolored maps of the service areas.

Sherwood Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

SHERWOOD CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Sherwood HS		Program Capacity	2147	2147	2147	2147	2147	2147	2147	2147	2147
		Enrollment	1910	1881	1922	1954	2070	2092	2122	2130	2140
		Available Space	237	266	225	193	77	55	25	17	7
		Comments									
William H. Farquhar MS		Program Capacity	784	784	784	784	784	784	784	784	784
		Enrollment	672	678	688	695	693	707	702	710	720
		Available Space	112	106	96	89	91	77	82	74	64
		Comments									
Rosa Parks MS		Program Capacity	961	961	961	961	961	961	961	961	961
		Enrollment	864	878	867	873	871	888	882	885	900
		Available Space	97	83	94	88	90	73	79	76	61
		Comments									
Belmont ES		Program Capacity	402	402	402	402	402	402	402		
		Enrollment	342	344	342	352	339	339	336		
		Available Space	60	58	60	50	63	63	66		
		Comments									
Brooke Grove ES		Program Capacity	518	518	518	518	518	518	518		
		Enrollment	446	446	437	441	430	433	429		
		Available Space	72	72	81	77	88	85	89		
		Comments									
Greenwood ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	505	520	515	521	530	539	537		
		Available Space	79	64	69	63	54	45	47		
		Comments									
Olney ES		Program Capacity	606	606	606	606	606	606	606		
		Enrollment	637	670	678	675	677	669	655		
		Available Space	(31)	(64)	(72)	(69)	(71)	(63)	(49)		
		Comments									
Sherwood ES		Program Capacity	518	518	518	518	518	518	518		
		Enrollment	480	514	526	549	544	553	546		
		Available Space	38	4	(8)	(31)	(26)	(35)	(28)		
		Comments									
Cluster Information		HS Utilization	89%	88%	90%	91%	96%	97%	99%	99%	100%
		HS Enrollment	1910	1881	1922	1954	2070	2092	2122	2130	2140
		MS Utilization	88%	89%	89%	90%	90%	91%	91%	91%	93%
		MS Enrollment	1536	1556	1555	1568	1564	1595	1584	1595	1620
		ES Utilization	92%	95%	95%	97%	96%	96%	95%	83%	83%
		ES Enrollment	2410	2494	2498	2538	2520	2533	2503	2190	2170

Demographic Characteristics of Schools

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

Schools

Recommended Actions and Planning Issues • 4-93

SHERWOOD CLUSTER

Facility Characteristics of Schools 2020–2021

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		73,080	10.96			
Greenwood ES	1970		64,609	10	Yes		
Olney ES	1954	1990	68,755	9.9			
Sherwood ES	1977		81,727	10.85			



WATKINS MILL CLUSTER

Cluster Planning Issue

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

SCHOOLS

Neelsville Middle School

Capital Project: A major capital project is approved 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 was approved for planning to begin the architectural design for this project. An FY 2021 appropriation was approved to continue the planning and design for this major capital project. The scheduled completion date is September 2024. 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.

Stedwick Elementary School

Planning Study: A capacity study is approved to evaluate the elementary school space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues in the cluster. The capacity study will be conducted in spring 2021 after the Board of Education takes action on the Gaithersburg Elementary School #8 boundaries.

South Lake Elementary School

Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. Although the Board of Education requested a completion date of September 2023, the County Council approved an FY 2021 appropriation to continue the planning and design for this major capital project, but delayed the completion date to September 2024. The Board of Education requested an FY 2021 supplemental appropriation to accelerate the completion date back to September 2023. 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: The project described above is planned for approximately 796 students consistent with MCPS regulation *FAA-RA Educational Facilities*

Planning. Projections indication that enrollment will exceed the new capacity after the project is complete. A capacity study is approved to evaluate the elementary school space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues in the cluster. The capacity study will be conducted in spring 2021 after the Board of Education takes action on the Gaithersburg Elementary School #8 boundaries.

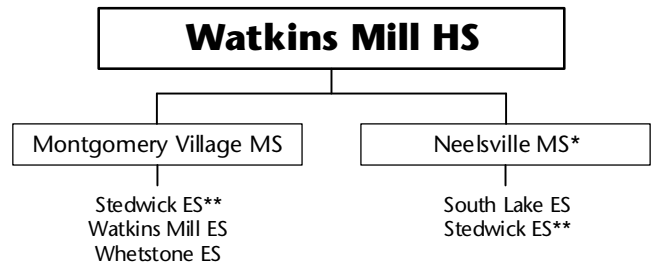
Watkins Mill Elementary School

Planning Study: Projections indication that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. Planning Study: A capacity study is approved to evaluate the elementary school space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues in the cluster. The capacity study will be conducted in spring 2021 after the Board of Education takes action on the Gaithersburg Elementary School #8 boundaries.

Whetstone Elementary School

Planning Study: Planning Study: A capacity study is approved to evaluate the elementary school space deficits in the cluster, as well as look to adjacent clusters to address the overutilization

Watkins Mill Cluster Articulation

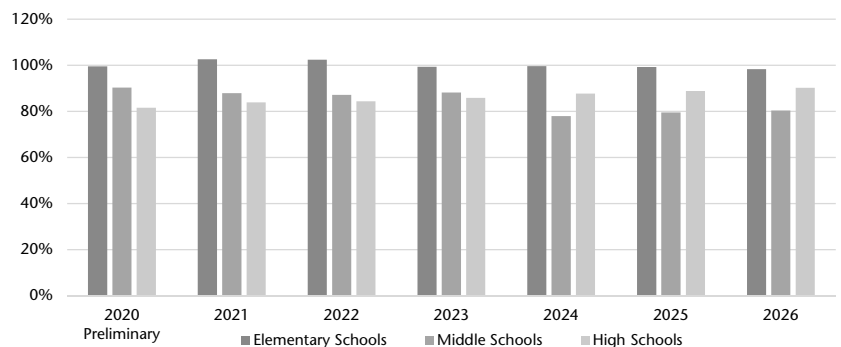


* A portion of Clarksburg ES and William B. Gibbs, Jr ES also articulate to Neelsville MS and thereafter articulate to Seneca Valley HS.

**Stedwick ES split articulates to Montgomery Village MS and Neelsville MS and thereafter to Watkins Mill HS.

See Appendix U for multicolored maps of the service areas.

Watkins Mill Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

WATKINS MILL CLUSTER

issues in the cluster. The capacity study will be conducted in spring 2021 after the Board of Education takes action on the Gaithersburg Elementary School #8 boundaries.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Neelsville MS	Major capital project	Approved	Sept. 2024
South Lake ES	Major Capital project	Recommended	Sept 2023

*“Approved”—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*“Proposed”—Project has facility planning funds approved for a feasibility study.

*“Recommended”—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.



WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26-27	2030	2035
Watkins Mill HS		Program Capacity	1947	1947	1947	1947	1947	1947	1947	1947	1947
		Enrollment	1589	1632	1643	1671	1708	1729	1755	1775	1800
		Available Space	358	315	304	276	239	218	192	172	147
		Comments									
Montgomery Village MS		Program Capacity	853	853	853	853	853	853	853	853	853
		Enrollment	780	779	763	778	776	792	786	790	800
		Available Space	73	74	90	75	77	61	67	63	53
		Comments									
Neelsville MS		Program Capacity	956	956	956	956	1190	1190	1190	1190	1190
		Enrollment	855	811	813	818	816	833	855	900	950
		Available Space	101	145	143	138	374	357	335	290	240
		Comments					Maj. Cap. Project Complete				
South Lake ES	CSR	Program Capacity	694	694	694	796	796	796	796		
		Enrollment	790	840	835	846	846	840	822		
		Available Space	(96)	(146)	(141)	(50)	(50)	(44)	(26)		
		Comments	Plng. for Maj. Cap. Project			Maj. Cap. Project Complete					
Stedwick ES	CSR	Program Capacity	690	690	690	690	690	690	690		
		Enrollment	517	525	506	510	496	483	479		
		Available Space	173	165	184	180	194	207	211		
		Comments									
Watkins Mill ES	CSR	Program Capacity	641	641	641	641	641	641	641		
		Enrollment	750	778	789	782	779	778	768		
		Available Space	(109)	(137)	(148)	(141)	(138)	(137)	(127)		
		Comments									
Whetstone ES	CSR	Program Capacity	750	750	750	750	750	750	750		
		Enrollment	706	706	712	721	746	757	759		
		Available Space	44	44	38	29	4	(7)	(9)		
		Comments									
Cluster Information		HS Utilization	82%	84%	84%	86%	88%	89%	90%	91%	92%
		HS Enrollment	1589	1632	1643	1671	1708	1729	1755	1775	1800
		MS Utilization	90%	88%	87%	88%	78%	80%	80%	83%	86%
		MS Enrollment	1635	1590	1576	1596	1592	1625	1641	1690	1750
		ES Utilization	100%	103%	102%	99%	100%	99%	98%	97%	95%
		ES Enrollment	2763	2849	2842	2859	2867	2858	2828	2780	2730

WATKINS MILL CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Watkins Mill HS	1,589	2.7%	25.9%	9.6%	55.1%	6.5%	51.3%	24.8%	18.4%
Montgomery Village MS	780	2.6%	28.3%	7.2%	56.5%	5.1%	65.4%	21.5%	14.8%
Neelsville MS	855	3.7%	27.8%	11.9%	49.8%	6.3%	65.7%	22.5%	14.3%
South Lake ES	790	2.7%	18.5%	5.6%	71.6%	1.1%	85.1%	60.9%	22.6%
Stedwick ES	517	4.1%	29.2%	6.2%	51.3%	8.3%	60.3%	40.8%	15.3%
Watkins Mill ES	750	4.0%	24.3%	6.3%	61.7%	3.3%	71.5%	55.7%	21.3%
Whetstone ES	706	3.7%	24.4%	8.4%	56.2%	6.8%	70.4%	43.7%	15.2%
Elementary Cluster Total	2,763	3.5%	23.6%	6.6%	61.2%	4.5%	73.3%	51.5%	19.0%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Schools	Special Education Services																			
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6
Watkins Mill HS	9-12	1947	91		81								4	3					2	
Montgomery Village MS	6-8	853	46		36								2	1				4		3
Neelsville MS	6-8	956	47		42								3	2						
South Lake ES	HS-5	694	40	5		9	15		1	1	8				1					
Stedwick ES	PreK-5	690	39	4		15	9		1		5				1			4		
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

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2020–2021

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		14	LTL
Stedwick ES	1974		109,677	10			
Watkins Mill ES	1970		80,923	10	Yes	6	
Whetstone ES	1968		96,946	8.8	Yes	3	

WALT WHITMAN CLUSTER

SCHOOLS

Walt Whitman High School

Capital Project: Projections indicate that enrollment will exceed capacity by more than 200 seats throughout the six-year planning period. A classroom addition is approved with a completion date of September 2021. An FY 2021 appropriation was approved for construction to complete this project. Relocatable classrooms will be utilized until additional capacity can be added.

Thomas W. Pyle Middle School

Capital Project: An addition project and core improvements was approved with a completion date of September 2020.

Bannockburn Elementary School

Capital Project: Previous projections indicated that enrollment would 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. Current projections indicate enrollment will be slightly above the 92-seat threshold by the end of the six-year period; however, remains steady through the same time period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

CAPITAL PROJECTS

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

*“Approved”—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

“Proposed”—Project has facility planning funds approved for a feasibility study.

“Recommended”—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

Walt Whitman Cluster Articulation

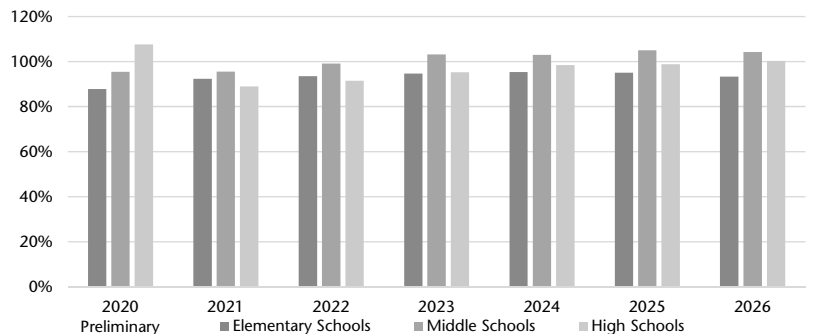
Walt Whitman HS

Thomas W. Pyle MS

Bannockburn ES
Bradley Hills ES
Burning Tree ES
Carderock Springs ES
Wood Acres ES

See Appendix U for multicolored maps of the service areas.

Walt Whitman Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Walt Whitman HS		Program Capacity	1857	2262	2262	2262	2262	2262	2262	2262	2262
		Enrollment	1998	2013	2070	2154	2226	2236	2267	2275	2300
		Available Space	(141)	249	192	108	36	26	(5)	(13)	(38)
		Comments		Addition Complete							
Thomas W. Pyle MS		Program Capacity	1502	1502	1502	1502	1502	1502	1502	1502	1502
		Enrollment	1435	1436	1489	1550	1546	1577	1566	1639	1655
		Available Space	67	66	13	(48)	(44)	(75)	(64)	(137)	(153)
		Comments		Addition Complete							
Bannockburn ES		Program Capacity	364	364	364	364	364	364	364		
		Enrollment	401	452	459	475	488	481	456		
		Available Space	(37)	(88)	(95)	(111)	(124)	(117)	(92)		
		Comments									
Bradley Hills ES		Program Capacity	663	663	663	663	663	663	663		
		Enrollment	498	505	502	501	495	503	498		
		Available Space	165	158	161	162	168	160	165		
		Comments									
Burning Tree ES		Program Capacity	378	378	378	378	378	378	378		
		Enrollment	423	445	447	464	482	478	470		
		Available Space	(45)	(67)	(69)	(86)	(104)	(100)	(92)		
		Comments									
Carderock Springs ES		Program Capacity	406	406	406	406	406	406	406		
		Enrollment	319	340	350	352	361	349	348		
		Available Space	87	66	56	54	45	57	58		
		Comments									
Wood Acres ES		Program Capacity	725	725	725	725	725	725	725		
		Enrollment	588	600	612	607	593	599	593		
		Available Space	137	125	113	118	132	126	132		
		Comments									
Cluster Information		HS Utilization	108%	89%	92%	95%	98%	99%	100%	101%	102%
		HS Enrollment	1998	2013	2070	2154	2226	2236	2267	2275	2300
		MS Utilization	96%	96%	99%	103%	103%	105%	104%	109%	110%
		MS Enrollment	1435	1436	1489	1550	1546	1577	1566	1639	1655
		ES Utilization	88%	92%	93%	95%	95%	95%	93%	90%	86%
		ES Enrollment	2229	2342	2370	2399	2419	2410	2365	2290	2190

WALT WHITMAN CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walt Whitman HS	1,998	6.9%	4.1%	14.0%	10.3%	64.6%	2.1%	2.3%	6.7%
Thomas W. Pyle MS	1,435	6.8%	3.0%	14.9%	10.3%	64.9%	1.6%	3.3%	5.0%
Bannockburn ES	401	8.5%	5.0%	12.0%	10.2%	64.3%	1.7%	5.4%	4.3%
Bradley Hills ES	498	9.8%	2.6%	16.5%	8.8%	62.2%	0.0%	6.7%	5.1%
Burning Tree ES	423	5.2%	8.7%	22.5%	8.3%	55.1%	5.3%	14.3%	8.3%
Carderock Springs ES	319	10.3%	4.1%	15.7%	14.4%	54.9%	0.0%	7.1%	6.0%
Wood Acres ES	588	6.6%	2.9%	9.9%	12.2%	68.2%	1.8%	6.5%	4.8%
Elementary Cluster Total	2,229	7.9%	4.5%	14.9%	10.7%	61.8%	2.1%	7.9%	5.6%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

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

WALT WHITMAN CLUSTER

Facility Characteristics of Schools 2020–2021

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	209,464	14.3			
Bannockburn ES	1957	1988	54,234	8.3		2	
Bradley Hills ES	1951	1984	76,745	6.7	Yes		
Burning Tree ES	1958	1991	68,119	6.8	Yes	4	
Carderock Springs ES	1966	2010	75,351	9			
Wood Acres ES	1952	2002	96,358	4.78	Yes		



THOMAS S. WOOTTON CLUSTER

CLUSTER PLANNING ISSUES

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

Planning Study: To relieve overutilization at Rachel Carson Elementary School, a project is approved at DuFief Elementary School to expand the school. Although the Board of Education requested that the project open in September 2022, the County Council delayed the project to September 2023. A boundary study was approved to begin in spring 2020 based on the Board of Education's requested schedule. Based on the approved completion date, the boundary study will be conducted in spring 2022 with Board of Education in November 2022.

funding will be requested in the next full CIP. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: See text under Cluster Planning Issues.

Robert Frost Middle School

Planning Study: See text under Cluster Planning Issues.

DuFief Elementary School

Planning Issue: Previous projections indicate that enrollment at Rachel Carson Elementary School would exceed capacity by approximately 200 seats throughout the six-year planning period. To address the enrollment growth 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 is available at the following link: http://gis.mcpsmd.org/cipmasterpdfs/CIP17_AdoptedRachelCarsonESOverutilization.pdf

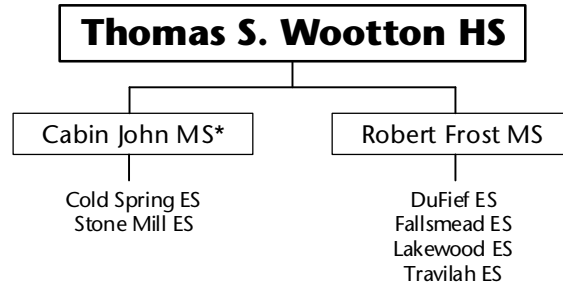
SCHOOLS

Thomas S. Wootton High School

Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. Expenditures for this project are included in the Major Capital Projects–Secondary and an appropriation will requested in the next full CIP. Although the Board of Education requested a completion date of September 2026, the County Council delayed the expenditures and completion date by one year to September 2027. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

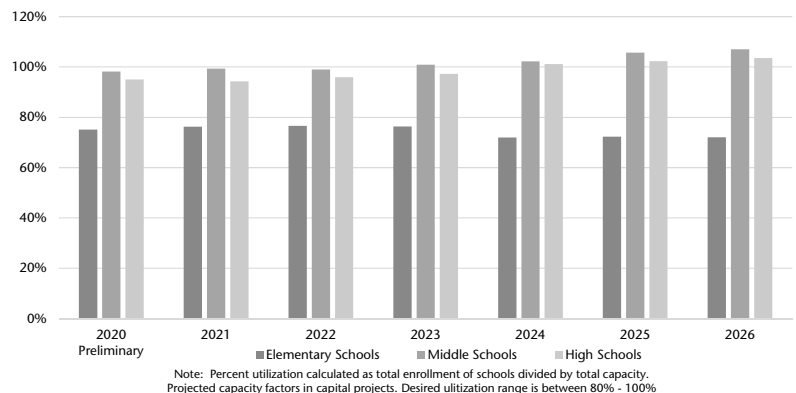
Capital Project: Previous projections indicated that enrollment at Thomas S. Wootton High School would exceed capacity by 200 seats or more by the end of the six-year planning period. Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested 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 was approved for planning to begin the architectural design for this project with a completion date of September 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to September 2026. An appropriation for construction

Thomas S. Wootton Cluster Articulation



* Bells Mill ES and Seven Locks ES also articulate to Cabin John MS and thereafter to Winston Churchill HS.
See Appendix U for multicolored maps of the service areas.

Thomas S. Wootton Cluster School Utilizations



THOMAS S. WOOTTON CLUSTER

Capital Project: Expenditures are approved to provide capacity and facility upgrades at DuFief Elementary School. As part of the FY 2019–2014 CIP, the Board of Education requested that the project be completed in September 2021, however, the County Council delayed the project to September 2022. Although the Board of Education requested an FY 2021 appropriation for construction funds to maintain the project on the previously approved schedule, the County Council delayed the construction funds by another year to September 2023. An FY 2022 appropriation is recommended to begin the construction of the 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.

Planning Study: See text under Cluster Planning Issues.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Approved	Sept. 2026
Thomas S. Wootton HS	Major Capital Project	Programmed	Sept. 2027
DuFief ES	Classroom addition and Facility upgrades	Recommended	Sept. 2023

*Approved—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.



THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections							
			20–21	21–22	22–23	23–24	24–25	25–26	26–27	2030	2035
Thomas S. Wootton HS	Program Capacity	2142	2142	2142	2142	2142	2142	2142	2142	2142	2142
	Enrollment	2036	2020	2055	2082	2167	2191	2218	2220	2230	2230
	Available Space	106	122	87	60	(25)	(49)	(76)	(78)	(88)	(88)
	Comments		Boundary Study See Text		Plng. for Maj. Cap. Project						
Crown HS	Program Capacity								2700	2700	2700
	Enrollment								0	0	0
	Available Space								2700	2700	2700
	Comments								Opens		
Cabin John MS	Program Capacity	1057	1057	1057	1057	1057	1057	1057	1057	1057	1057
	Enrollment	1084	1094	1071	1068	1097	1150	1177	1200	1225	1225
	Available Space	(27)	(37)	(14)	(11)	(40)	(93)	(120)	(143)	(168)	(168)
	Comments										
Robert Frost MS	Program Capacity	1084	1084	1084	1084	1084	1084	1084	1084	1084	1084
	Enrollment	1018	1032	1048	1093	1091	1113	1114	1120	1150	1150
	Available Space	66	52	36	(9)	(7)	(29)	(30)	(36)	(66)	(66)
	Comments		Boundary Study See Text								
Cold Spring ES	Program Capacity	458	458	458	458	458	458	458	458		
	Enrollment	319	324	334	333	334	340	341	341		
	Available Space	139	134	124	125	124	118	117	117		
	Comments										
DuFief ES	Program Capacity	427	427	427	661	661	661	661	661		
	Enrollment	304	300	295	305	312	312	306	306		
	Available Space	123	127	132	356	349	349	355	355		
	Comments		Boundary Study See Text		Project Complete						
Fallsmead ES	Program Capacity	551	551	551	551	551	551	551	551		
	Enrollment	519	546	561	565	571	573	572	572		
	Available Space	32	5	(10)	(14)	(20)	(22)	(21)	(21)		
	Comments										
Lakewood ES	Program Capacity	556	556	556	556	556	556	556	556		
	Enrollment	416	418	412	411	412	412	408	408		
	Available Space	140	138	144	145	144	144	148	148		
	Comments										
Stone Mill ES	Program Capacity	694	694	694	694	694	694	694	694		
	Enrollment	530	533	538	526	525	538	549	549		
	Available Space	164	161	156	168	169	156	145	145		
	Comments										
Travilah ES	Program Capacity	526	526	526	526	526	526	526	526		
	Enrollment	324	329	321	317	327	317	306	306		
	Available Space	202	197	205	209	199	209	220	220		
	Comments										
Cluster Information	HS Utilization	95%	94%	96%	97%	101%	102%	104%	104%	104%	104%
	HS Enrollment	2036	2020	2055	2082	2167	2191	2218	2220	2230	2230
	MS Utilization	98%	99%	99%	101%	102%	106%	107%	108%	111%	111%
	MS Enrollment	2102	2126	2119	2161	2188	2263	2291	2320	2375	2375
	ES Utilization	75%	76%	77%	71%	72%	72%	72%	73%	73%	73%
	ES Enrollment	2412	2450	2461	2457	2481	2492	2482	2530	2500	2500

THOMAS S. WOOTTON CLUSTER

Demographic Characteristics of Schools

Schools	2020–2021						2019–2020		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	2,036	4.7%	10.4%	36.4%	8.3%	40.1%	5.2%	2.0%	4.2%
Cabin John MS	1,084	5.9%	12.6%	33.1%	9.7%	38.6%	7.3%	3.7%	4.6%
Robert Frost MS	1,018	5.3%	10.3%	39.2%	8.1%	36.8%	5.5%	2.6%	4.6%
Cold Spring ES	319	7.8%	3.4%	40.1%	4.7%	43.9%	0.0%	0.0%	0.0%
DuFief ES	304	11.2%	15.1%	30.3%	14.8%	28.3%	13.3%	16.8%	4.7%
Fallsmead ES	519	5.0%	13.1%	36.6%	9.2%	35.1%	7.8%	12.6%	12.8%
Lakewood ES	416	6.3%	11.1%	50.0%	10.8%	21.2%	7.2%	13.0%	10.9%
Stone Mill ES	530	5.8%	14.3%	46.4%	8.7%	24.7%	10.5%	14.1%	4.9%
Travilah ES	324	4.3%	9.0%	47.2%	11.7%	27.2%	7.6%	8.8%	6.2%
Elementary Cluster Total	2,412	6.5%	11.4%	42.2%	9.8%	29.6%	8.0%	11.6%	7.3%
Elementary County Total	72,658	5.8%	21.6%	13.9%	34.1%	24.2%	38.9%	25.9%	11.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2019–2020 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2019–2020 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2019–2020 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 2020-2021)

Program Capacity Table (School Year 2020-2021)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based				County & Regional Based																									
				Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12
Schools	Thomas S. Wootton HS	9-12	2142	99		94														3		2											
Cabin John MS	6-8	1057	57		47														2	3		5											
Robert Frost MS	6-8	1084	51		51																												
Cold Spring ES	K-5	458	24	4		18						2																					
DuFief ES	K-5	427	26	4		13						3					5	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	694	36	4		24						4																	1	1	2		
Travilah ES	K-5	526	26	3		20						3																					

THOMAS S. WOOTTON CLUSTER

Facility Characteristics of Schools 2020–2021

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	1	
Fallsmead ES	1974		67,472	9	Yes		
Lakewood ES	1968	2003	77,526	13.1			
Stone Mill ES	1988		78,617	11.8			
Travilah ES	1960	1992	65,378	9.3			

SPECIAL EDUCATION CENTERS

SPECIAL EDUCATION CENTERS

Longview School

Longview School provides services to students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternate Academic Learning Outcomes aligned with the curriculum 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 the curriculum 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.

A capital project approved by the Board of Education in FY 2015 was completed to col-locate Rock Terrace School with Tilden Middle School. While the Rock Terrace School model remains the same, the co-location offers shared spaces for students enrolled at the two schools.

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 or Alternate Learning Outcomes aligned with the curriculum. 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 and psychological consultation.

A capital project approved by the Board of Education in FY 2012 to co-locate the Carl Sandburg Learning Center and Maryvale Elementary School was completed. While the Carl Sandburg Learning Center model remains the same, the colocation offers shared space for students enrolled at the two schools.

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 the curriculum 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 colocation at Tilden MS	Approved	Sept. 2020
Carl Sandburg Learning Center	Revitalization/ expansion with colocation at Maryvale ES	Approved	Sept. 2020

"Approved"—Project as an approved FY 2021 appropriation in the FY 2021–2026 CIP for planning or construction funds.

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

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

"Recommended"—Project has a recommended FY 2022 appropriation in the Amended FY 2021–2026 CIP.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability

Effects of the Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP

Schools			Prelim.	Projections						2030	2035
			20–21	21–22	22–23	23–24	24–25	25–26	26–27		
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122		
		Enrollment	51	76	76	76	76	76	76		
		Available Space	71	46	46	46	46	46	46		
		Comments									
Longview School		Program Capacity	56	56	56	56	56	56	56		
		Enrollment	65	65	60	60	60	60	60		
		Available Space	(9)	(9)	(4)	(4)	(4)	(4)	(4)		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	109	109	109	109	109	109	109		
		Available Space	71	71	71	71	71	71	71		
		Comments									
Rock Terrace School		Program Capacity	128	128	128	128	128	128	128		
		Enrollment	84	84	84	84	84	84	84		
		Available Space	44	44	44	44	44	44	44		
		Comments	Rev/Ex Complete								
Carl Sandburg Center		Program Capacity	135	135	135	135	135	135	135		
		Enrollment	93	93	93	93	93	93	93		
		Available Space	42	42	42	42	42	42	42		
		Comments	Rev/Ex Complete								
Cluster Information		Utilization	65%	69%	68%	68%	68%	68%	68%		
		Enrollment	402	427	422	422	422	422	422		

SPECIAL EDUCATION CENTERS

Facility Characteristics of Schools 2020–2021

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Stephen Knolls School	1958	1979	48,872	6.6			
Longview School	2001		40,362	10			
RICA SP	1977		95,000	14.3			
Rock Terrace School	1950	2020	60,534	19.75			
Carl Sandburg Learning Center	1962	2020	52,227	17.7			



OTHER EDUCATIONAL FACILITIES

ALTERNATIVE EDUCATION PROGRAMS

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

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

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 Road

Capital Project: The county continues to explore distributed alternative education delivery models for the county. As these programs are finalized, a plan will be developed for this facility and considered in a future CIP.

EARLY CHILDHOOD CENTERS

Early childhood programs in MCPS are targeted to children and families affected by poverty, including children with disabilities, and provides them with additional time to acquire literacy, mathematics, and social/emotional skills for success in school and later learning in life. In MCPS, 65 elementary schools have locally funded Prekindergarten and/or federally funded Head Start classes. These programs provide opportunities for children to build school-readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development.

The MacDonald Knolls Early Childhood Center is a regional early childhood center currently serving 100 Prekindergarten eligible four-year-olds including those with disabilities in a comprehensive, high quality, full-day program with a focus on early childhood education. The site is co-located with a community-based childcare partner in Silver Spring. In addition, the Up-County Early Childhood Center is temporarily housed at the Emory Grove Center in Gaithersburg serving 80 Prekindergarten-eligible and 20 Pre-K Plus eligible four-year-olds in an inclusive setting.

ENVIRONMENTAL EDUCATION CENTER

Lathrop E. Smith Center

The Lathrop E. Smith Center, owned and operated by Montgomery County Public Schools, is the home of the Outdoor Environmental Education office, and the site at which 12,000 MCPS middle school students and elementary school students attend the Grade 6 Residential Program (Outdoor Ed) and Day Program, respectively. OEEP goals include increasing students' environmental content and science process knowledge; nurturing student awareness, appreciation, and stewardship for the natural environment; and building the capacity of Grades Pre-k–12 MCPS educators to teach environmental education.

All Grade 6 MCPS students, (approximately 12,000 children) participate in a three-day, two-night residential outdoor environmental education program (Outdoor Ed) as part of the MCPS curriculum. Half of those students experience Outdoor Ed at the Smith Center. While in residence, students study various aspects of the local watershed through participation in outdoor field investigations while addressing the MSDE environmental literacy standards. The teaching and learning that occurs at school and during Outdoor Ed creates a meaningful watershed environmental experience for each Grade 6 student, and culminates in an environmental student service-learning project. The grade 6 teachers at each middle school, in collaboration with an OEEP outdoor education coordinator, provide instruction and supervision during their school's stay.

The Day Program primarily serves students in Grades K–5: 6,000 students participate at the Smith Center and 6,000 attend at Kingsley Environmental Education Center. Each grade level program features an environmentally focused investigation that is linked to the MCPS science curriculum and uses the outdoors as a laboratory for learning. Schools also may request an in-school visit from an environmental education coordinator to provide assistance and guidance in the integration of environmental education at the local school site.

The Smith Center is also the site of professional learning after school and in the summer to more than 400 teachers a year 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 the Apprenticeship Maryland Program, College/Career Research Development, and 44 POS organized within the following 11 career clusters:

- Arts, Media, and Communications;
- Business Management and Finance;
- Construction and Development;

OTHER EDUCATIONAL FACILITIES

- Consumer Services, Hospitality, and Tourism;
- Education, Training, and Child Studies;
- Environmental, Agriculture, and Natural Resources;
- Health Professions and Biosciences;
- Information Technology;
- Law, Government, Public Safety, and Administration;
- Manufacturing and Engineering; and
- Transportation Technologies.

This year programs were added to include two Health Care Profession pathways and the Hospitality Tourism and Management Program. In addition, programs within the construction, cybersecurity, engineering, health, and hospitality career fields were added to the new Seneca Valley High School offerings. Over 14,000 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. The programs provide students with a variety of opportunities to take and pass industry-credentialing examinations in areas such as automotive, business, childcare, 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 numerous Programs of Study (POS) within MCPS. These collaborative programs offer students state-of-the-art technology, supports education, and professional training. The Foundations Office manages programs for four separate foundations, computer science and information technology programs systemwide, STEM related courses, the Career Readiness and Education Academy (CREA) programs, and other CTE-related programs.

Foundations programs include automotive (ATF), construction (CTF), information technology (ITF), and hospitality and restaurant management (FHRM) 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. The FHRM student run a gala event where students perform in all aspects of the culinary and hospitality experiences, which include hosting, cooking, and serving many patrons. 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.

Facility Characteristics of Schools 2020–2021

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	

OTHER EDUCATIONAL FACILITIES

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 school and most middle schools and are aligned with national partners and/or academies. Seneca Valley High School and Thomas Edison High School offers a senior capstone course to complete the Computer Science/Code.org POS, to prepare students for a rewarding career in the Cybersecurity industry. Also in 2021-2022, the P-TECH program will be in its fourth 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.

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 school principal, but supported 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 and Tourism, Restaurant Management, and Child Development. Academic classes to improve mathematics 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 has been revitalized and expanded to become the Upcounty Career Center, and house the Foundations Office programs of Automotive Technology and 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 readiness programs at the Thomas Edison High School of Technology. Students attend Edison every day for three class periods with transportation provided. In addition to offering valuable professional certifications and licenses, many programs are articulated with colleges and universities for college credit.

At the start of the 2018 school year, 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 the 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.

At the start of the 2019 school year, Edison introduced a full-day Career Readiness Education Academy for English Learners that are 18 years of age or older and their school records indicate they will not meet the requirements to graduate on time with a high school diploma. Therefore, students in the CREA program spend their day developing their literacy and mathematics skills necessary to work toward earning their GED and an industry certification. MCPS offers an evening CREA program in the Edison building (or on Zoom as is the current situation), an evening Career Readiness Education Academy for English Learners that work during the day, so they are able attend Edison four evenings per week, two evenings focus on developing the academic skills to work toward passing the GED and two evenings focus on working toward earning an industry certification.

Starting in September 2020, students in MCPS will have two ways they will be able to access the career readiness programs at Thomas Edison High School of Technology. The first option will be the traditional pathway of enrolling as a student in grade 10, 11 or 12 and accessing one of 18 career readiness programs through the traditional part-time model, while still being a student at their home high school. The second option will be for students in grade 8 to select the Wheaton High School and Thomas Edison High School of Technology partnership option and enroll into one of four career readiness pathways that will allow for earlier and direct access into Thomas Edison High School of Technology. Students from the following clusters will be able to apply to the Wheaton Edison Partnership: Bethesda Chevy-Chase, Winston Churchill, Walter Johnson, Richard Montgomery, Rockville, Sherwood, Walt Whitman, Thomas S. Wootton, Northeast Consortium and Downcounty Consortium.

Holding Facilities

Holding facilities are utilized for capital projects, such as major capital 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,

OTHER EDUCATIONAL FACILITIES

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
- Former Carl Sandburg Site



OTHER EDUCATIONAL FACILITIES

Recommended Holding Facility Schedule

Holding Facility	SY 20–21	SY 21–22	SY 22–23	SY 23–24	SY 24–25	SY 25–26	SY 26–27
Emory Grove			South Lake ES				
Fairland			Burnt Mills ES				
Grosvenor Center			Woodlin ES				
North Lake Center			DuFief ES				
Radnor							
Carl Sandburg (former site)			Stonegate ES				

Facility Characteristics of Schools 2020–2021

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	20
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	19
Radnor Center	Elementary	7000 Radnor Road	16	36,663	9.03	11

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. A comprehensive Accessibility Evaluation of MCPS school facilities has been completed over the past two years. MCPS contracted with an independent engineering firm to assess the facilities and collect data according to requirements of 28 CFR Part 35, the 2010 ADA Design Standards for Accessible Design, and the State of Maryland Building Code sections related to

accessibility. Summarized tables of the data collected can be found on the Department of Facilities Management website.

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 near future.

Current Revitalizations/Expansions

This project is a summary for revitalization/expansion projects that have planning or construction expenditures for either FY 2021 or FY 2022. Five projects 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. There are two master projects—Elementary Major Capital Projects and Secondary Major Capital Projects.

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. In addition, 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 Preliminary and Projected Enrollment: 2019–2020 to 2025–2026

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027
Prekindergarten	1,818	2,326	2,326	2,326	2,326	2,326	2,326
Head Start	417	641	641	641	641	641	641
Grades K–5	69,257	70,158	70,506	70,616	70,370	70,821	70,418
Grades 6–8	37,521	37,808	37,347	37,707	37,634	38,312	38,226
Grades 9–12	51,117	52,189	53,607	54,927	55,952	56,654	57,522
Total K–12	157,895	160,155	161,460	163,250	163,956	165,787	166,166
Pre-K Special Education	1,453	1,628	1,628	1,628	1,628	1,628	1,628
GRAND TOTAL	161,583	164,750	166,055	167,845	168,551	170,382	170,761

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

Appendix A-2

Montgomery County Public Schools Preliminary and Projected Enrollment: 2019–2020 to 2025–26

Grades	Preliminary Enrollment	Projected Enrollment					
	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027
Kindergarten	10,513	10,841	11,258	11,014	10,704	11,258	11,042
Grade 1	11,436	11,913	11,285	11,713	11,493	11,248	11,801
Grade 2	11,620	11,685	12,058	11,421	11,852	11,677	11,366
Grade 3	11,661	11,747	11,857	12,219	11,616	12,064	11,864
Grade 4	11,898	11,912	12,003	12,105	12,469	11,934	12,317
Grade 5	12,129	12,060	12,045	12,144	12,236	12,640	12,028
Grade 6	12,355	12,453	12,042	12,600	12,437	12,787	12,430
Grade 7	12,700	12,522	12,641	12,230	12,801	12,636	12,993
Grade 8	12,466	12,833	12,664	12,877	12,396	12,889	12,803
Grade 9	14,325	14,479	15,134	15,692	15,445	15,187	15,954
Grade 10	13,599	13,812	13,989	14,555	15,112	14,870	14,611
Grade 11	11,719	12,231	12,328	12,492	13,044	13,675	13,418
Grade 12	11,474	11,667	12,156	12,188	12,351	12,922	13,539
K–5 Total	69,257	70,158	70,506	70,616	70,370	70,821	70,418
6–8 Total	37,521	37,808	37,347	37,707	37,634	38,312	38,226
9–12 Total	51,117	52,189	53,607	54,927	55,952	56,654	57,522
K–12 Total	157,895	160,155	161,460	163,250	163,956	165,787	166,166
Prekindergarten	1,818	2,326	2,326	2,326	2,326	2,326	2,326
Head Start	417	641	641	641	641	641	641
Pre-K Special Education	1,453	1,628	1,628	1,628	1,628	1,628	1,628
GRAND TOTAL	161,583	164,750	166,055	167,845	168,551	170,382	170,761

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

Appendix A-3

Montgomery County Public Schools Enrollment By Race/Ethnic Group: 1968–1969 to 2019–2020

School Year	Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total Enrollment
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
1968–69			75	≤5%			1,208	≤5%	4,872	≤5%	1,673	≤5%	113,621	93.6%	121,449
1969–70			123	≤5%			1,401	≤5%	5,716	≤5%	1,832	≤5%	115,899	92.7%	124,971
1970–71			131	≤5%			1,476	≤5%	6,454	5.1%	2,438	≤5%	114,845	91.6%	125,344
1971–72			113	≤5%			1,640	≤5%	7,292	5.8%	2,475	≤5%	114,687	90.9%	126,207
1972–73			194	≤5%			1,904	≤5%	8,013	6.3%	2,688	≤5%	114,113	89.9%	126,912
1973–74			77	≤5%			1,849	≤5%	9,264	7.3%	1,996	≤5%	112,990	89.5%	126,176
1974–75			113	≤5%			1,929	≤5%	9,928	8.0%	2,050	≤5%	110,299	88.7%	124,319
1975–76			122	≤5%			2,438	≤5%	10,578	8.7%	2,234	≤5%	106,900	87.4%	122,272
1976–77			822	≤5%			3,758	≤5%	11,012	9.4%	3,668	≤5%	98,370	83.6%	117,630
1977–78			545	≤5%			4,084	≤5%	11,201	9.9%	3,517	≤5%	93,278	82.8%	112,625
1978–79			334	≤5%			4,360	≤5%	11,192	10.4%	3,486	≤5%	88,058	82.0%	107,430
1979–80			209	≤5%			4,774	≤5%	11,648	11.4%	3,442	≤5%	82,446	80.4%	102,519
1980–81			187	≤5%			5,598	5.7%	11,912	12.1%	3,760	≤5%	77,386	78.3%	98,843
1981–82			161	≤5%			6,291	6.6%	12,175	12.7%	4,122	≤5%	72,838	76.2%	95,587
1982–83			156	≤5%			6,791	7.3%	12,345	13.3%	4,231	≤5%	68,994	74.6%	92,517
1983–84			166	≤5%			7,266	8.0%	12,714	14.0%	4,388	≤5%	66,496	73.0%	91,030
1984–85			136	≤5%			8,024	8.7%	13,327	14.5%	4,807	5.2%	65,410	71.3%	91,704
1985–86			140	≤5%			8,759	9.4%	13,765	14.8%	5,273	5.7%	64,934	69.9%	92,871
1986–87			142	≤5%			9,471	10.0%	14,342	15.2%	5,845	6.2%	64,660	68.5%	94,460
1987–88			194	≤5%			10,229	10.6%	14,984	15.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89			223	≤5%			10,960	11.1%	15,900	16.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90			294	≤5%			11,565	11.5%	16,612	16.6%	8,199	8.2%	63,589	63.4%	100,259
1990–91			268	≤5%			12,352	11.9%	17,721	17.1%	9,202	8.9%	64,189	61.9%	103,732
1991–92			293	≤5%			12,983	12.1%	18,867	17.6%	10,189	9.5%	65,067	60.6%	107,399
1992–93			323	≤5%			13,521	12.3%	19,938	18.1%	11,071	10.1%	65,184	59.2%	110,037
1993–94			397	≤5%			14,014	12.4%	21,009	18.5%	12,260	10.8%	65,749	58.0%	113,429
1994–95			464	≤5%			14,440	12.3%	22,170	18.9%	13,439	11.5%	66,569	56.9%	117,082
1995–96			400	≤5%			15,016	12.5%	23,265	19.3%	14,437	12.0%	67,173	55.8%	120,291
1996–97			440	≤5%			15,384	12.6%	24,281	19.8%	15,348	12.5%	67,052	54.7%	122,505
1997–98			442	≤5%			15,904	12.7%	25,420	20.3%	16,502	13.2%	66,767	53.4%	125,035
1998–99			428	≤5%			16,380	12.8%	26,820	21.0%	17,815	13.9%	66,409	51.9%	127,852
1999–00			385	≤5%			17,093	13.1%	27,490	21.0%	19,485	14.9%	66,236	50.7%	130,689
2000–01			407	≤5%			17,895	13.3%	28,426	21.2%	21,731	16.2%	65,849	49.0%	134,308
2001–02			414	≤5%			19,042	13.9%	28,928	21.1%	23,517	17.2%	64,931	47.5%	136,832
2002–03			428	≤5%			19,765	14.2%	29,755	21.4%	24,915	17.9%	64,028	46.1%	138,891
2003–04			429	≤5%			19,908	14.3%	30,736	22.1%	26,058	18.7%	62,072	44.6%	139,203
2004–05			396	≤5%			20,118	14.4%	31,446	22.6%	27,011	19.4%	60,366	43.3%	139,337
2005–06			402	≤5%			20,458	14.7%	31,816	22.8%	27,931	20.0%	58,780	42.2%	139,387
2006–07			418	≤5%			20,452	14.8%	31,620	22.9%	28,582	20.7%	56,726	41.2%	137,798
2007–08			403	≤5%			20,931	15.2%	31,597	22.9%	29,602	21.5%	55,212	40.1%	137,745
2008–09			399	≤5%			21,551	15.5%	32,173	23.1%	30,738	22.1%	54,415	39.1%	139,276
2009–10			433	≤5%			22,177	15.6%	32,883	23.2%	32,236	22.7%	54,048	38.1%	141,777
2010–11	82	≤5%	233	≤5%	6,228	≤5%	20,573	14.3%	30,720	21.3%	36,433	25.3%	49,795	34.6%	144,064
2011–12	95	≤5%	256	≤5%	6,519	≤5%	20,984	14.3%	31,106	21.2%	38,102	26.0%	49,435	33.7%	146,497
2012–13	88	≤5%	274	≤5%	6,770	≤5%	21,240	14.3%	31,714	21.3%	39,651	26.7%	49,042	33.0%	148,779
2013–14	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%	300	≤5%	7,931	≤5%	23,325	14.3%	35,078	21.6%	50,908	31.3%	45,026	27.7%	162,680
2019–20	122	≤5%	309	≤5%	8,054	≤5%	23,369	14.1%	35,391	21.4%	53,586	32.4%	44,436	26.9%	165,267
2020–21	136	≤5%	319	≤5%	8,363	≤5%	22,998	14.2%	35,039	21.7%	53,105	32.9%	41,623	25.8%	161,583

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: 1968–1969 to 2020–2021

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			123	48			1,401	193	5,716	844	1,832	159	115,899	2,278	124,971	3,522
1970–71			131	8			1,476	75	6,454	738	2,438	606	114,845	-1,054	125,344	-373
1971–72			113	-18			1,640	164	7,292	838	2,475	37	114,687	-158	126,207	863
1972–73			194	81			1,904	264	8,013	721	2,688	213	114,113	-574	126,912	705
1973–74			77	-117			1,849	-55	9,264	1,251	1,996	-692	112,990	-1,123	126,176	-736
1974–75			113	36			1,929	80	9,928	664	2,050	54	110,299	-2,691	124,319	-1,857
1975–76			122	9			2,438	509	10,578	650	2,234	184	106,900	-3,399	122,272	-2,047
1976–77			822	700			3,758	1,320	11,012	434	3,668	1,434	98,370	-8,530	117,630	-4,642
1977–78			545	-277			4,084	326	11,201	189	3,517	-151	93,278	-5,092	112,625	-5,005
1978–79			334	-211			4,360	276	11,192	-9	3,486	-31	88,058	-5,220	107,430	-5,195
1979–80			209	-125			4,774	414	11,648	456	3,442	-44	82,446	-5,612	102,519	-4,911
1980–81			187	-22			5,598	824	11,912	264	3,760	318	77,386	-5,060	98,843	-3,676
1981–82			161	-26			6,291	693	12,175	263	4,122	362	72,838	-4,548	95,587	-3,256
1982–83			156	-5			6,791	500	12,345	170	4,231	109	68,994	-3,844	92,517	-3,070
1983–84			166	10			7,266	475	12,714	369	4,388	157	66,496	-2,498	91,030	-1,487
1984–85			136	-30			8,024	758	13,327	613	4,807	419	65,410	-1,086	91,704	674
1985–86			140	4			8,759	735	13,765	438	5,273	466	64,934	-476	92,871	1,167
1986–87			142	2			9,471	712	14,342	577	5,845	572	64,660	-274	94,460	1,589
1987–88			194	52			10,229	758	14,984	642	6,376	531	64,488	-172	96,271	1,811
1988–89			223	29			10,960	731	15,900	916	7,208	832	64,228	-260	98,519	2,248
1989–90			294	71			11,565	605	16,612	712	8,199	991	63,589	-639	100,259	1,740
1990–91			268	-26			12,352	787	17,721	1,109	9,202	1,003	64,189	600	103,732	3,473
1991–92			293	25			12,983	631	18,867	1,146	10,189	987	65,067	878	107,399	3,667
1992–93			323	30			13,521	538	19,938	1,071	11,071	882	65,184	117	110,037	2,638
1993–94			397	74			14,014	493	21,009	1,071	12,260	1,189	65,749	565	113,429	3,392
1994–95			464	67			14,440	426	22,170	1,161	13,439	1,179	66,569	820	117,082	3,653
1995–96			400	-64			15,016	576	23,265	1,095	14,437	998	67,173	604	120,291	3,209
1996–97			440	40			15,384	368	24,281	1,016	15,348	911	67,052	-121	122,505	2,214
1997–98			442	2			15,904	520	25,420	1,139	16,502	1,154	66,767	-285	125,035	2,530
1998–99			428	-14			16,380	476	26,820	1,400	17,815	1,313	66,409	-358	127,852	2,817
1999–00			385	-43			17,093	713	27,490	670	19,485	1,670	66,236	-173	130,689	2,837
2000–01			407	22			17,895	802	28,426	936	21,731	2,246	65,849	-387	134,308	3,619
2001–02			414	7			19,042	1,147	28,928	502	23,517	1,786	64,931	-918	136,832	2,524
2002–03			428	14			19,765	723	29,755	827	24,915	1,398	64,028	-903	138,891	2,059
2003–04			429	1			19,908	143	30,736	981	26,058	1,143	62,072	-1,956	139,203	312
2004–05			396	-33			20,118	210	31,446	710	27,011	953	60,366	-1,706	139,337	134
2005–06			402	6			20,458	340	31,816	370	27,931	920	58,780	-1,586	139,387	50
2006–07			418	16			20,452	-6	31,620	-196	28,582	651	56,726	-2,054	137,798	-1,589
2007–08			403	-15			20,931	479	31,597	-23	29,602	1,020	55,212	-1,514	137,745	-53
2008–09			399	-4			21,551	620	32,173	576	30,738	1,136	54,415	-797	139,276	1,531
2009–10			433	34			22,177	626	32,883	710	32,236	1,498	54,048	-367	141,777	2,501
2010–11	82	82	233	-200	6,228	6,228	20,573	-1,604	30,720	-2,163	36,433	4,197	49,795	-4,253	144,064	2,287
2011–12	95	13	256	23	6,519	291	20,984	411	31,106	386	38,102	1,669	49,435	-360	146,497	2,433
2012–13	88	-7	274	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	300	26	7,931	95	23,325	72	35,078	458	50,908	1,188	45,026	-729	162,680	1,134
2019–20	122	10	309	9	8,054	123	23,369	44	35,391	313	53,586	2,678	44,436	-590	165,267	2,587
2020–21	136	14	319	10	8,363	309	22,998	-371	35,039	-352	53,105	-481	41,623	-2,813	161,583	-3,684

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

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

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

Appendix B-1

Actual and Projected ESOL Enrollment

Program	Actual			Projected Enrollment					
	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027
Elementary School	19,801	19,843	15,624	19,843	19,843	19,843	19,843	19,843	19,843
Middle School	3,597	4,215	4,241	4,215	4,215	4,215	4,215	4,215	4,215
High School	5,443	5,796	5,472	5,796	5,796	5,796	5,796	5,796	5,796
Special Centers	109	115	90	115	115	115	115	115	115
Total Enrollment	28,950	29,969	25,427	29,969	29,969	29,969	29,969	29,969	29,969
METS:									
Elementary	65	81	56	81	81	81	81	81	81
Middle	156	198	166	198	198	198	198	198	198
High	470	463	457	463	463	463	463	463	463

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			Projected Enrollment					
	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027
Head Start	644	644	417	641	641	641	641	641	641
Prekindergarten	2,323	2,326	1,818	2,326	2,326	2,326	2,326	2,326	2,326

Actual Head Start and Prekindergarten enrollment is as of official September 30th each year.

Actual and Projected Alternative Program Enrollment

Program	Actual			Projected Enrollment					
	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027
Alternative Programs	116	126	111	126	126	126	126	126	126

Actual Alternative Programs enrollment is as of official September 30th each year.

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 50-35 (k).) In response to strong growth pressures in the mid-1980s, the County Council enacted legislation to direct the Planning Board’s administration of the APFO. This legislation is known as the County Growth Policy. The role of the County Growth 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 Growth Policy, which prescribes the school test of facility adequacy, is reviewed on a four year cycle. The school test of facility adequacy is conducted annually based on the latest enrollment forecast and adopted capital improvements program. The three tiered school test evaluates school utilization levels in the 25 cluster areas at the elementary, middle, and high school levels and individual middle and elementary school

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

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

Appendix C-2

MCPS Enrollment Forecasting

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

The MCPS enrollment forecast is developed after an annual study of trends at the county and individual school levels. The grade enrollment history of each school is compiled and updated annually. Analysis of this history uncovers patterns in the aging of students from one grade to the next. Extrapolating these patterns enables the forecast for each school to be developed. This approach, termed the cohort-survivorship method, is the most widely accepted and applied school enrollment forecasting method.

MCPS projections, prepared in the fall of every year, extend through the upcoming six years for all schools, and for the tenth and fifteenth years in the future for secondary schools. The preliminary September 30th enrollment at each school is used as the basis from which projections are developed. The cohort-survivorship method “ages” the student population ahead through the grade levels at each school to the desired forecast years. For each school in the system and for the entire system, calculations of the net change in grade level enrollments as students transition from one grade to the next are developed. These enrollment change amounts are applied to current grade enrollments in order to project future enrollment in the grades system wide and at individual schools. For example, system wide, and at many schools, the number of Grade 1 students typically exceeds the number of kindergarteners the previous year. This example is usually the result of parents choosing private kindergarten for their children, and then enrolling them in public schools beginning in Grade 1. (This is less of a factor now that MCPS offers full-day kindergarten at all elementary schools and the share of county students in public schools, compared to nonpublic schools, increases.) Similar trends in the amount of “grade change” are discernible for each grade system wide, and at individual schools. Each school is unique, and projections must

be sensitive to population dynamics in the communities served by the school, and the specific trends in the cohort movements through the grades.

Migration to Montgomery County by families with preschool and school-age children has yielded substantial numbers of new students. This source of enrollment growth was especially significant in the 1980s and 1990s, when a large number of new subdivisions were being built and turnover of homes in older communities hit record levels. Though the draw of migrating households to the county is now more moderate, migration continues to be a key factor that is incorporated into enrollment forecasts. Forecasters add these new students by tracking enrollment changes in schools and by tracking residential building plans, construction, and sales activity in developing areas of the county. Estimates of student yield from subdivisions are applied to the forecast for the school that serve the development after the projected building schedule is considered. Recently, MCPS has received more students from county private schools and fewer students have left the county to attend school in other jurisdictions. These trends have led to marked increases in enrollment despite the poor economy.

Because of the uncertainty that surrounds both short- and long-range forecasts, MCPS forecasts are revised each fall. In addition, the one-year forecast is revised each spring. The primary purpose of evaluating the upcoming school year forecast is to increase the accuracy in making staffing decisions and to place relocatable classrooms where needed. The evaluation assesses the enrollment change in each school from September, when the original forecast was made, to the time of the spring revision. In areas of the county that are developing, an assessment of the rate of housing construction also is made. In some cases, administrative or Board of Education actions, such as a change in a school service area, also may affect enrollment changes.

The most difficult component of the enrollment forecast is predicting kindergarten enrollment. To develop forecasts for kindergarten, an annual review of resident birth records compiled by the Maryland Center for Health Statistics is undertaken. Births to any resident of Montgomery County regardless of where they took place are included in the records that are reported at the county level. These records provide a general measure of potential kindergarten enrollment five years in the future.

Analyzing the relationship between actual and projected county births—kindergarten enrollment five years after the birth year—enables ratios of kindergarten enrollment to births five years previously, to be developed. These ratios are then applied to more recent birth numbers, and projected births, to develop the total kindergarten enrollment forecast for MCPS. Kindergarten enrollment forecasts are then developed for each school, using recent trends in kindergarten enrollment at the school. Individual school

kindergarten projections are then reconciled to the countywide kindergarten forecast at the end of the process. Kindergarten trends are reevaluated each year through close coordination with school principals.

Continuous efforts are underway to increase the accuracy of forecasting techniques. The use of a Geographic Information System (GIS) that contains extensive demographic and land-use data 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, Montgomery Planning data of student generation rates and pipeline development data are considered during the enrollment projections process.

Appendix D

Subdivision Staging Policy FY 2021 School Test Results Summary Reflects Adopted FY 2021 Capital Budget and FY 2021–2026 Capital Improvements Program Effective July 1, 2020

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 2025–26	MORATORIUM Moratorium required in cluster service areas that are inadequate.			Richard Montgomery ¹ Quince Orchard ¹
	OPEN CONDITIONALLY—Placeholder Placeholder projects prevent these cluster service areas from entering moratoria. <i>See notes.</i>			
	OPEN CONDITIONALLY—CIP Planned projects in other clusters and/or future reassignments prevent these cluster service areas from entering moratoria. <i>See notes.</i>			Montgomery Blair ² Albert Einstein ² Walter Johnson ³
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 2025–26	MORATORIUM Moratorium required in school service areas that are inadequate.	Highland View ES Mill Creek Towne ES Judith A. Resnik ES	Argyle MS	
	OPEN CONDITIONALLY—Placeholder Placeholder projects prevent these school service areas from entering moratoria. <i>See notes.</i>			
	OPEN CONDITIONALLY—CIP Planned projects in other schools and/or future reassignments prevent these school service areas from entering moratoria. <i>See notes.</i>	Rachel Carson ES ⁴ Clarksburg ES ⁵ JoAnn Leleck ES ⁶ Strawberry Knoll ES ⁷ Summit Hall ES ⁷		

FY2021 ANNUAL SCHOOL TEST NOTES

The test outcome for any school or cluster service area not identified on the results summary table is "open."

¹ The Richard Montgomery cluster and Quince Orchard cluster service areas enter moratoria because the approved CIP project that will reassign students among Gaithersburg HS, Richard Montgomery HS, Quince Orchard HS, Thomas S. Wootton HS and Crown HS will not be completed until September 2026.

² The Blair and Einstein cluster service areas are open conditionally due to approved CIP projects that will reassign among Blair HS, Einstein HS, Northwood HS and Woodward HS in September 2025.

³ The Walter Johnson cluster service area is open conditionally due to an approved CIP project that will reassign students between Walter Johnson HS and Charles W. Woodward HS in September 2025.

⁴ The Rachel Carson ES service area is open conditionally due to an approved CIP project that will reassign students between Rachel Carson ES and DuFief ES in September 2023.

⁵ The Clarksburg ES service area is open conditionally due to an approved CIP project that will reassign students among Clarksburg ES, Cedar Grove ES, Wilson Wims ES and Clarksburg ES #9 in September 2023.

⁶ The JoAnn Leleck ES at Broad Acres service area is open conditionally due to an approved CIP project that will reassign students between JoAnn Leleck ES at Broad Acres and Roscoe R. Nix ES/Cresthaven ES in September 2022.

⁷ The Strawberry Knoll ES and Summit Hall ES service areas are open conditionally due to an approved CIP project that will reassign students among Gaithersburg ES, Rosemont ES, Strawberry Knoll ES, Summit Hall ES, Washington Grove ES and Gaithersburg ES #8 in September 2022.

Subdivision Staging Policy FY 2021 School Test

Reflects Adopted FY 2021 Capital Budget and FY 2021–2026 Capital Improvements

CLUSTER Test: Percent Utilization > 120% = Moratorium

Cluster Area	Level	Cluster Projections for September 2025		Cluster Capacity is:	Cluster Test Results		
		Enrollment	Program Capacity		Test Utilization	Cluster Area Status is:	Moratorium Threshold*
Bethesda-Chevy Chase	ES	3,618	3,953	Adequate	91.5%	Open	1,126
	MS	1,860	2,040	Adequate	91.2%		587
	HS	2,541	2,457	Adequate	103.4%		407
Montgomery Blair	ES	4,287	4,537	Adequate	94.5%	Open Conditionally	1,158
	MS	2,670	2,814	Adequate	94.9%		706
	HS	3,562	2,889	Inadequate	91.6%		819
James Hubert Blake ¹	ES	3,215	3,614	Adequate	89.0%	Open	1,122
	MS	1,525	1,475	Adequate	103.4%		244
	HS	1,954	1,743	Adequate	112.1%		137
Winston Churchill	ES	2,505	2,866	Adequate	87.4%	Open	935
	MS	1,564	1,731	Adequate	90.4%		513
	HS	2,327	1,986	Adequate	117.2%		56
Clarksburg ²	ES	3,857	4,056	Adequate	95.1%	Open	1,011
	MS	1,629	1,668	Adequate	97.7%		372
	HS	2,410	2,034	Adequate	118.5%		30
Damascus ²	ES	2,599	2,637	Adequate	98.6%	Open	566
	MS	1,195	1,075	Adequate	111.2%		94
	HS	1,371	1,543	Adequate	88.9%		480
Albert Einstein	ES	2,892	3,084	Adequate	93.8%	Open Conditionally	809
	MS	1,270	1,528	Adequate	83.1%		563
	HS	2,126	1,629	Inadequate	91.7%		461
Gaithersburg	ES	4,358	4,566	Adequate	95.4%	Open	1,122
	MS	1,935	1,964	Adequate	98.5%		421
	HS	2,840	2,443	Adequate	116.3%		91
Walter Johnson	ES	4,607	4,579	Adequate	100.6%	Open Conditionally	888
	MS	2,494	2,449	Adequate	101.8%		444
	HS	3,277	2,321	Inadequate	91.6%		658
John F. Kennedy	ES	3,080	3,162	Adequate	97.4%	Open	715
	MS	1,859	1,775	Adequate	104.7%		270
	HS	2,065	2,221	Adequate	91.6%		630
Col. Zadok Magruder	ES	2,681	2,684	Adequate	99.9%	Open	540
	MS	1,333	1,619	Adequate	82.3%		609
	HS	1,879	1,941	Adequate	96.8%		450
Richard Montgomery	ES	2,814	2,997	Adequate	93.9%	Moratorium	N/A
	MS	1,440	1,432	Adequate	100.6%		
	HS	2,828	2,241	Inadequate	126.2%		
Northwest	ES	3,620	3,398	Adequate	106.5%	Open	458
	MS	1,799	1,882	Adequate	95.6%		459
	HS	2,492	2,286	Adequate	109.0%		251

CLUSTER Test: Percent Utilization > 120% = Moratorium

Cluster Area	Level	Cluster Projections for September 2025		Cluster Capacity is:	Cluster Test Results		
		Enrollment	Program Capacity		Test Utilization	Cluster Area Status is:	Moratorium Threshold*
Northwood	ES	3,357	3,344	Adequate	100.4%	Open	656
	MS	1,404	1,716	Adequate	81.8%		655
	HS	2,007	2,700	Adequate	91.6%		765
Paint Branch	ES	2,667	2,409	Adequate	110.7%	Open	224
	MS	1,472	1,333	Adequate	110.4%		127
	HS	2,110	2,020	Adequate	104.5%		313
Poolesville	ES	689	758	Adequate	90.9%	Open	221
	MS	475	468	Adequate	101.5%		86
	HS	1,349	1,505	Adequate	89.6%		456
Quince Orchard ³	ES	2,809	2,990	Adequate	93.9%	Moratorium	N/A
	MS	1,670	1,712	Adequate	97.5%		
	HS	2,437	1,791	Inadequate	136.1%		
Rockville	ES	2,641	2,597	Adequate	101.7%	Open	476
	MS	1,001	944	Adequate	106.0%		131
	HS	1,496	1,535	Adequate	97.5%		345
Seneca Valley ²	ES	3,264	3,604	Adequate	90.6%	Open	1,061
	MS	1,994	2,213	Adequate	90.1%		661
	HS	2,549	2,581	Adequate	98.8%		548
Sherwood	ES	2,318	2,482	Adequate	93.4%	Open	661
	MS	1,390	1,431	Adequate	97.1%		327
	HS	2,063	2,171	Adequate	95.0%		542
Springbrook ¹	ES	3,039	3,344	Adequate	90.9%	Open	974
	MS	1,245	1,207	Adequate	103.1%		203
	HS	1,968	2,135	Adequate	92.2%		593
Watkins Mill	ES	2,841	2,842	Adequate	100.0%	Open	570
	MS	1,423	1,520	Adequate	93.6%		400
	HS	1,716	1,947	Adequate	88.1%		620
Wheaton	ES	3,100	3,454	Adequate	89.8%	Open	1,045
	MS	1,645	1,701	Adequate	96.7%		396
	HS	2,260	2,234	Adequate	91.6%		633
Walt Whitman	ES	2,455	2,536	Adequate	96.8%	Open	589
	MS	1,534	1,502	Adequate	102.1%		268
	HS	1,984	2,262	Adequate	87.7%		730
Thomas S. Wootton ³	ES	2,853	3,538	Adequate	80.6%	Open	1,393
	MS	1,474	1,549	Adequate	95.2%		384
	HS	2,022	2,142	Adequate	94.4%		548

* Indicates the number of additional projected students that would trigger a moratorium for the cluster area.

The test utilization, cluster area status and moratorium thresholds reflect the estimated impacts of:

¹ CIP projects (P651902 and P651903) that will reassign students between JoAnn Leleck ES at Broad Acres (Springbrook cluster) and Roscoe R. Nix ES (K-2)/Cresthaven ES (3-5) (with split articulation between the James H. Blake and Springbrook clusters) in September 2022.

² a CIP project (P651901) that will reassign students among Cedar Grove ES (with split articulation between the Clarksburg and Damascus clusters), Wilson Wims ES (Clarksburg cluster), Clarksburg ES (with split articulation between the Clarksburg and Seneca Valley clusters) and Clarksburg ES #9 (Clarksburg cluster) in September 2023.

³ a CIP project (P651905) that will reassign students between Rachel Carson ES (Quince Orchard cluster) and DuFief ES (Thomas S. Wootton cluster) in September 2023.

Subdivision Staging Policy FY 2021 School Test
Reflects Adopted FY 2021 Capital Budget and FY 2021–2026 Capital Improvements Program

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

Elementary School Area	School Projections for September 2025		School Capacity is:	School Test Results ¹			
	Enrollment	Program Capacity		Test Seat Deficit/Surplus	Test Utilization	Elementary School Area Status is:	Moratorium Threshold*
Arcola	713	651	Adequate	-62	109.5%	Open	69
Ashburton	900	789	Adequate	-111	114.1%	Open	47
Bannockburn	471	364	Adequate	-107	129.4%	Open	3
Lucy V. Barnsley	737	652	Adequate	-85	113.0%	Open	46
Beall	552	639	Adequate	87	86.4%	Open	215
Bel Pre ^{2a}	1,035	1,079	Adequate	44	95.9%	Open	260
Bells Mill	612	626	Adequate	14	97.8%	Open	140
Belmont	332	425	Adequate	93	78.1%	Open	203
Bethesda	736	765	Adequate	29	96.2%	Open	183
Beverly Farms	602	689	Adequate	87	87.4%	Open	225
Bradley Hills	535	663	Adequate	128	80.7%	Open	261
Brooke Grove	457	518	Adequate	61	88.2%	Open	171
Brookhaven	467	470	Adequate	3	99.4%	Open	113
Brown Station	698	761	Adequate	63	91.7%	Open	216
Burning Tree	461	378	Adequate	-83	122.0%	Open	27
Burnt Mills	585	740	Adequate	155	79.1%	Open	304
Burtonsville	586	493	Adequate	-93	118.9%	Open	17
Candlewood	399	515	Adequate	116	77.5%	Open	226
Cannon Road	417	518	Adequate	101	80.5%	Open	211
Carderock Springs	369	406	Adequate	37	90.9%	Open	147
Rachel Carson ^{1a}	879	692	Inadequate	124	82.1%	Open Conditionally	263
Cashell	345	339	Adequate	-6	101.8%	Open	104
Cedar Grove ^{1b}	416	402	Adequate	55	86.3%	Open	165
Chevy Chase ^{2b}	1,209	1,459	Adequate	250	82.9%	Open	542
Clarksburg ^{1b}	722	311	Inadequate	43	86.2%	Open Conditionally	153
Clearspring	665	642	Adequate	-23	103.6%	Open	106
Clopper Mill	576	496	Adequate	-80	116.1%	Open	30
Cloverly	516	461	Adequate	-55	111.9%	Open	55
Cold Spring	337	458	Adequate	121	73.6%	Open	231
College Gardens	618	678	Adequate	60	91.2%	Open	196
Cresthaven ^{1c,2c}	968	1,443	Adequate	203	85.9%	Open	492
Capt. James E. Daly	607	523	Adequate	-84	116.1%	Open	26
Damascus	389	355	Adequate	-34	109.6%	Open	76
Darnestown	315	432	Adequate	117	72.9%	Open	227
Diamond	805	679	Adequate	-126	118.6%	Open	10
Dr. Charles R. Drew	523	496	Adequate	-27	105.4%	Open	83
DuFief ^{1a}	308	753	Adequate	134	82.2%	Open	285
East Silver Spring	505	577	Adequate	72	87.5%	Open	188
Fairland	606	648	Adequate	42	93.5%	Open	172
Fallsmead	557	551	Adequate	-6	101.1%	Open	105
Farmland	835	714	Adequate	-121	116.9%	Open	22
Fields Road	455	435	Adequate	-20	104.6%	Open	90
Flower Hill	441	493	Adequate	52	89.5%	Open	162
Flower Valley	474	416	Adequate	-58	113.9%	Open	52
Forest Knolls	498	529	Adequate	31	94.1%	Open	141
Fox Chapel	620	683	Adequate	63	90.8%	Open	200
Gaithersburg ^{1d}	883	737	Adequate	31	95.8%	Open	179
Galway	765	744	Adequate	-21	102.8%	Open	128
Garrett Park	783	776	Adequate	-7	100.9%	Open	149
Georgian Forest	629	670	Adequate	41	93.9%	Open	176
Germantown	351	304	Adequate	-47	115.5%	Open	63
William B. Gibbs Jr.	614	719	Adequate	105	85.4%	Open	249

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

Elementary School Area	School Projections for September 2025		School Capacity is:	School Test Results ¹			
	Enrollment	Program Capacity		Test Seat Deficit/Surplus	Test Utilization	Elementary School Area Status is:	Moratorium Threshold*
Glen Haven	480	556	Adequate	76	86.3%	Open	188
Glenallan	743	747	Adequate	4	99.5%	Open	154
Goshen	561	594	Adequate	33	94.4%	Open	152
Great Seneca Creek	569	556	Adequate	-13	102.3%	Open	99
Greencastle	704	591	Adequate	-113	119.1%	Open	6
Greenwood	522	584	Adequate	62	89.4%	Open	179
Harmony Hills	716	709	Adequate	-7	101.0%	Open	135
Highland	551	540	Adequate	-11	102.0%	Open	99
Highland View	423	288	Inadequate	-135	146.9%	Moratorium	N/A
Jackson Road	661	699	Adequate	38	94.6%	Open	178
Jones Lane	422	516	Adequate	94	81.8%	Open	204
Kemp Mill	483	458	Adequate	-25	105.5%	Open	85
Kensington-Parkwood	644	757	Adequate	113	85.1%	Open	265
Lake Seneca	487	425	Adequate	-62	114.6%	Open	48
Lakewood	442	556	Adequate	114	79.5%	Open	226
Laytonsville	421	447	Adequate	26	94.2%	Open	136
JoAnn Leleck ^{1c}	886	715	Inadequate	101	85.9%	Open Conditionally	245
Little Bennett	598	624	Adequate	26	95.8%	Open	151
Luxmanor	731	767	Adequate	36	95.3%	Open	190
Thurgood Marshall	626	552	Adequate	-74	113.4%	Open	37
Maryvale	601	694	Adequate	93	86.6%	Open	232
Spark M. Matsunaga	674	584	Adequate	-90	115.4%	Open	27
S. Christa McAuliffe	545	771	Adequate	226	70.7%	Open	381
Ronald McNair	816	767	Adequate	-49	106.4%	Open	105
Meadow Hall	412	375	Adequate	-37	109.9%	Open	73
Mill Creek Towne	512	336	Inadequate	-176	152.4%	Moratorium	N/A
Monocacy	155	219	Adequate	64	70.8%	Open	174
Montgomery Knolls ^{2d}	1,076	1,315	Adequate	239	81.8%	Open	503
New Hampshire Estates ^{2e}	858	828	Adequate	-30	103.6%	Open	136
Roscoe R. Nix ^{1c,2c}	968	1,443	Adequate	203	85.9%	Open	492
North Chevy Chase ^{2b}	1,209	1,459	Adequate	250	82.9%	Open	542
Oak View ^{2e}	858	828	Adequate	-30	103.6%	Open	136
Oakland Terrace	531	487	Adequate	-44	109.0%	Open	66
Olney	672	606	Adequate	-66	110.9%	Open	56
William T. Page	737	737	Adequate	0	100.0%	Open	148
Pine Crest ^{2d}	1,076	1,315	Adequate	239	81.8%	Open	503
Piney Branch ^{2f}	1,199	1,240	Adequate	41	96.7%	Open	290
Poolesville	534	539	Adequate	5	99.1%	Open	115
Potomac	356	479	Adequate	123	74.3%	Open	233
Judith A. Resnik	608	493	Inadequate	-115	123.3%	Moratorium	N/A
Dr. Sally K. Ride	466	467	Adequate	1	99.8%	Open	111
Ritchie Park	401	388	Adequate	-13	103.4%	Open	97
Rock Creek Forest	755	667	Adequate	-88	113.2%	Open	46
Rock Creek Valley	417	460	Adequate	43	90.7%	Open	153
Rock View	618	636	Adequate	18	97.2%	Open	146
Lois P. Rockwell	473	530	Adequate	57	89.2%	Open	167
Rolling Terrace	757	729	Adequate	-28	103.8%	Open	118
Rosemary Hills ^{2b}	1,209	1,459	Adequate	250	82.9%	Open	542
Rosemont ^{1d}	671	568	Adequate	24	95.8%	Open	138
Bayard Rustin	681	744	Adequate	63	91.5%	Open	212
Sequoyah	376	508	Adequate	132	74.0%	Open	242
Seven Locks	427	424	Adequate	-3	100.7%	Open	107
Sherwood	508	529	Adequate	21	96.0%	Open	131
Sargent Shriver	732	660	Adequate	-72	110.9%	Open	61
Flora M. Singer	656	680	Adequate	24	96.5%	Open	161
Sligo Creek	652	710	Adequate	58	91.8%	Open	201

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

Elementary School Area	School Projections for September 2025		School Capacity is:	School Test Results ¹			
	Enrollment	Program Capacity		Test Seat Deficit/Surplus	Test Utilization	Elementary School Area Status is:	Moratorium Threshold*
Snowden Farm	852	774	Adequate	-78	110.1%	Open	77
Somerset	593	515	Adequate	70	86.4%	Open	180
South Lake	839	763	Adequate	-76	110.0%	Open	77
Stedwick	521	688	Adequate	167	75.7%	Open	305
Stone Mill	575	694	Adequate	119	82.9%	Open	258
Stonegate	480	636	Adequate	156	75.5%	Open	284
Strathmore ^{2a}	1,035	1,079	Adequate	44	95.9%	Open	260
Strawberry Knoll ^{1d}	682	459	Inadequate	20	95.6%	Open Conditionally	130
Summit Hall ^{1d}	704	457	Inadequate	19	95.8%	Open Conditionally	129
Takoma Park ^{2f}	1,199	1,240	Adequate	41	96.7%	Open	290
Travilah	323	526	Adequate	203	61.4%	Open	313
Twinbrook	562	548	Adequate	-14	102.6%	Open	96
Viers Mill	579	743	Adequate	164	77.9%	Open	313
Washington Grove ^{1d}	482	613	Adequate	26	95.8%	Open	149
Waters Landing	653	776	Adequate	123	84.1%	Open	279
Watkins Mill	750	641	Adequate	-109	117.0%	Open	20
Wayside	508	648	Adequate	140	78.4%	Open	270
Weller Road	773	772	Adequate	-1	100.1%	Open	154
Westbrook	325	547	Adequate	74	86.5%	Open	184
Westover	314	266	Adequate	-48	118.0%	Open	62
Wheaton Woods	506	766	Adequate	260	66.1%	Open	414
Whetstone	731	750	Adequate	19	97.5%	Open	170
Wilson Wims ^{1b}	753	739	Adequate	101	86.3%	Open	249
Wood Acres	619	725	Adequate	106	85.4%	Open	252
Woodfield	367	381	Adequate	14	96.3%	Open	124
Woodlin	536	741	Adequate	205	72.3%	Open	354
Wyngate	714	776	Adequate	62	92.0%	Open	218

* Indicates the number of additional projected students that would trigger a moratorium for the elementary school area.

¹ The school test results reflect the estimated impacts of:

^a a CIP project (P651905) that will reassign students between Rachel Carson ES and DuFief ES in September 2023.

^b a CIP project (P651901) that will reassign students among Clarksburg ES, Cedar Grove ES, Wilson Wims ES and Clarksburg ES #9 in September 2023.

^c CIP projects (P651902 and P651903) that will reassign students between JoAnn Leleck ES at Broad Acres and Roscoe R. Nix ES (K-2)/Cresthaven ES (3-5) in September 2022.

^d a CIP project (P651518) that will reassign students among Gaithersburg ES, Rosemont ES, Strawberry Knoll ES, Summit Hall ES, Washington Grove ES and Gaithersburg ES #8 in September 2022.

² Test data and results reflect the combined utilization of the following school pairings, which serve the same geographic areas:

^a Bel Pre ES (K-2) and Strathmore ES (3-5).

^b Rosemary Hills ES (K-2), Chevy Chase ES (3-5) and North Chevy Chase ES (3-5).

^c Roscoe R. Nix ES (K-2) and Cresthaven ES (3-5).

^d Montgomery Knolls ES (K-2) and Pine Crest ES (3-5).

^e New Hampshire Estates ES (K-2) and Oak View ES (3-5).

^f Takoma Park ES (K-2) and Piney Branch ES (3-5).

Subdivision Staging Policy FY 2021 School Test

Reflects Adopted FY 2021 Capital Budget and FY 2021–2026 Capital Improvements Program

INDIVIDUAL Middle School Test: Seat Deficit ≥ 180 seats and Percent Utilization $> 120\%$ = Moratorium

Middle School Area	School Projections for September 2025		School Capacity is:	School Test Results			
	Enrollment	Program Capacity		Test Seat Deficit/Surplus	Test Utilization	Middle School Area Status is:	Moratorium Threshold*
Argyle	1,093	897	Inadequate	-196	121.9%	Moratorium	N/A
John T. Baker	889	741	Adequate	-148	120.0%	Open	32
Benjamin Banneker	873	824	Adequate	-49	105.9%	Open	131
Briggs Chaney	1,076	926	Adequate	-150	116.2%	Open	36
Cabin John	1,072	1,057	Adequate	-15	101.4%	Open	197
Roberto Clemente	1,121	1,231	Adequate	110	91.1%	Open	357
Eastern	990	1,012	Adequate	22	97.8%	Open	225
William H. Farquhar	747	784	Adequate	37	95.3%	Open	217
Forest Oak	976	955	Adequate	-21	102.2%	Open	171
Robert Frost	1,002	1,084	Adequate	82	92.4%	Open	299
Gaithersburg	959	1,009	Adequate	50	95.0%	Open	252
Herbert Hoover	964	1,139	Adequate	175	84.6%	Open	403
Francis Scott Key	1,053	960	Adequate	-93	109.7%	Open	100
Martin Luther King, Jr.	835	914	Adequate	79	91.4%	Open	262
Kingsview	975	1,041	Adequate	66	93.7%	Open	275
Lakelands Park	1,207	1,130	Adequate	-77	106.8%	Open	150
Col. E. Brooke Lee	774	1,008	Adequate	234	76.8%	Open	436
A. Mario Loiederman	983	1,003	Adequate	20	98.0%	Open	221
Montgomery Village	856	865	Adequate	9	99.0%	Open	189
Neelsville	1,030	1,190	Adequate	160	86.6%	Open	399
Newport Mill	729	850	Adequate	121	85.8%	Open	301
North Bethesda	1,301	1,233	Adequate	-68	105.5%	Open	179
Parkland	1,142	1,203	Adequate	61	94.9%	Open	302
Rosa Parks	942	961	Adequate	19	98.0%	Open	212
John Poole	475	468	Adequate	-7	101.5%	Open	173
Thomas W. Pyle	1,534	1,502	Adequate	-32	102.1%	Open	269
Redland	618	765	Adequate	147	80.8%	Open	327
Ridgeview	861	955	Adequate	94	90.2%	Open	286
Rocky Hill	1,035	1,020	Adequate	-15	101.5%	Open	190
Shady Grove	715	854	Adequate	139	83.7%	Open	319
Silver Creek	882	935	Adequate	53	94.3%	Open	241
Silver Spring International	1,121	1,298	Adequate	177	86.4%	Open	437
Sligo	751	941	Adequate	190	79.8%	Open	379
Takoma Park	1,265	1,322	Adequate	57	95.7%	Open	322
Tilden	1,193	1,216	Adequate	23	98.1%	Open	267
Hallie Wells	900	982	Adequate	82	91.6%	Open	279
Julius West	1,440	1,432	Adequate	-8	100.6%	Open	279
Westland	978	1,105	Adequate	127	88.5%	Open	349
White Oak	941	992	Adequate	51	94.9%	Open	250
Earle B. Wood	1,001	944	Adequate	-57	106.0%	Open	132

* Indicates the number of additional projected students that would trigger a moratorium for the middle school area.

Appendix E

School Enrollment and Capacity (2020–2021 and 2026–2027 School Years)

School	2020–2021 School Year			2026–2027 School Year		
	Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Elementary Schools						
1 Arcola	691	651	(40)	730	651	(79)
2 Ashburton	895	789	(106)	998	789	(209)
3 Bannockburn	401	364	(37)	456	364	(92)
4 Lucy V. Barnsley	706	652	(54)	703	652	(51)
5 Beall	529	639	110	550	639	89
6 Bel Pre	548	640	92	573	640	67
7 Bells Mill	582	626	44	603	626	23
8 Belmont	342	402	60	336	402	66
9 Bethesda	611	560	(51)	741	560	(181)
10 Beverly Farms	567	689	122	584	689	105
11 Bradley Hills	498	663	165	498	663	165
12 Brooke Grove	446	518	72	429	518	89
13 Brookhaven	432	470	38	441	470	29
14 Brown Station	622	761	139	680	761	81
15 Burning Tree	423	378	(45)	470	378	(92)
16 Burnt Mills	608	392	(216)	623	651	28
17 Burtonsville	607	493	(114)	690	493	(197)
18 Candlewood	395	515	120	412	515	103
19 Cannon Road	422	484	62	492	484	(8)
20 Carderock Springs	319	406	87	348	406	58
21 Rachel Carson	795	692	(103)	762	692	(70)
22 Cashell	314	339	25	339	339	0
23 Cedar Grove	378	402	24	382	402	20
24 Chevy Chase	442	473	31	472	473	1
25 Clarksburg	687	311	(376)	855	311	(544)
26 Clearspring	564	619	55	590	619	29
27 Clopper Mill	488	496	8	505	496	(9)
28 Cloverly	482	461	(21)	503	461	(42)
29 Cold Spring	319	458	139	341	458	117
30 College Gardens	584	678	94	573	678	105
31 Cresthaven	491	454	(37)	520	454	(66)
32 Captain James Daly	574	523	(51)	565	523	(42)
33 Damascus	355	372	17	402	372	(30)
34 Darnestown	304	432	128	332	432	100
35 Diamond	778	679	(99)	797	679	(118)
36 Dr. Charles R. Drew	472	485	13	494	485	(9)
37 DuFief	304	427	123	306	661	355
38 East Silver Spring	493	577	84	506	577	71
39 Fairland	609	648	39	605	648	43
40 Fallsmead	519	551	32	572	551	(21)
41 Farmland	778	714	(64)	779	714	(65)
42 Fields Road	460	435	(25)	488	435	(53)
43 Flower Hill	444	493	49	475	493	18
44 Flower Valley	469	416	(53)	457	416	(41)
45 Forest Knolls	543	529	(14)	509	529	20
46 Fox Chapel	589	683	94	666	683	17
47 Gaithersburg	798	737	(61)	703	737	34
48 Galway	743	757	14	750	757	7
49 Garrett Park	728	776	48	761	776	15
50 Georgian Forest	576	670	94	637	670	33
51 Germantown	308	304	(4)	329	304	(25)
52 William B. Gibbs Jr.	558	719	161	595	719	124
53 Glen Haven	490	580	90	531	580	49
54 Glenallan	714	747	33	728	747	19
55 Goshen	503	594	91	562	594	32
56 Great Seneca Creek	524	556	32	532	556	24
57 Greencastle	752	591	(161)	787	591	(196)
58 Greenwood	505	584	79	537	584	47
59 Harmony Hills	693	709	16	702	709	7
60 Highland	529	540	11	511	540	29
61 Highland View	369	288	(81)	400	450	50
62 Jackson Road	708	699	(9)	702	699	(3)
63 Jones Lane	403	516	113	373	516	143
64 Kemp Mill	444	458	14	404	458	54
65 Kensington-Parkwood	607	723	116	559	723	164
66 Lake Seneca	469	425	(44)	462	425	(37)
67 Lakewood	416	556	140	408	556	148

*Includes capacity from recommended capital projects.

	School	2020–2021 School Year			2026–2027 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Laytonsville	369	464	95	380	464	84
69	JoAnn Leleck	846	715	(131)	877	715	(162)
70	Little Bennett	641	634	(7)	661	634	(27)
71	Luxmanor	661	756	95	708	756	48
72	Thurgood Marshall	565	552	(13)	587	552	(35)
73	Maryvale	584	694	110	590	694	104
74	Spark M. Matsunaga	661	584	(77)	657	584	(73)
75	S. Christa McAuliffe	563	760	197	497	760	263
76	Ronald McNair	800	626	(174)	772	783	11
77	Meadow Hall	402	358	(44)	358	358	0
78	Mill Creek Towne	488	336	(152)	518	336	(182)
79	Monocacy	135	219	84	143	219	76
80	Montgomery Knolls	497	681	184	489	681	192
81	New Hampshire Estates	450	493	43	449	493	44
82	Roscoe R. Nix	483	533	50	486	533	47
83	North Chevy Chase	226	335	109	260	335	75
84	Oak View	420	335	(85)	412	335	(77)
85	Oakland Terrace	515	487	(28)	539	487	(52)
86	Olney	637	606	(31)	655	606	(49)
87	William T. Page	623	392	(231)	645	737	92
88	Pine Crest	451	634	183	467	634	167
89	Piney Branch	632	611	(21)	634	611	(23)
90	Poolesville	476	539	63	508	539	31
91	Potomac	392	479	87	336	479	143
92	Judith A. Resnik	591	493	(98)	596	493	(103)
93	Dr. Sally K. Ride	483	467	(16)	508	467	(41)
94	Ritchie Park	384	388	4	333	388	55
95	Rock Creek Forest	741	684	(57)	759	684	(75)
96	Rock Creek Valley	424	460	36	417	460	43
97	Rock View	630	662	32	618	662	44
98	Lois P. Rockwell	475	530	55	544	530	(14)
99	Rolling Terrace	727	729	2	753	729	(24)
100	Rosemary Hills	525	628	103	554	628	74
101	Rosemont	605	585	(20)	719	585	(134)
102	Bayard Rustin	683	767	84	715	767	52
103	Sequoayah	369	508	139	399	508	109
104	Seven Locks	390	424	34	380	424	44
105	Sherwood	480	518	38	546	518	(28)
106	Sargent Shriver	733	660	(73)	778	660	(118)
107	Flora M. Singer	614	641	27	620	641	21
108	Sligo Creek	663	664	1	630	664	34
109	Snowden Farm	752	774	22	742	774	32
110	Somerset	516	515	(1)	546	515	(31)
111	South Lake	790	694	(96)	822	796	(26)
112	Stedwick	517	690	173	479	690	211
113	Stone Mill	530	694	164	549	694	145
114	Stonegate	492	398	(94)	516	574	58
115	Strathmore	496	439	(57)	477	439	(38)
116	Strawberry Knoll	598	459	(139)	603	459	(144)
117	Summit Hall	691	457	(234)	731	457	(274)
118	Takoma Park	616	629	13	620	629	9
119	Travilah	324	526	202	306	526	220
120	Twinbrook	517	548	31	503	548	45
121	Viers Mill	522	743	221	530	743	213
122	Washington Grove	421	613	192	493	613	120
123	Waters Landing	670	776	106	632	776	144
124	Watkins Mill	750	641	(109)	768	641	(127)
125	Wayside	460	614	154	485	614	129
126	Weller Road	690	772	82	777	772	(5)
127	Westbrook	333	547	214	349	614	265
128	Westover	290	266	(24)	316	266	(50)
129	Wheaton Woods	497	749	252	471	749	278
130	Whetstone	706	750	44	759	750	(9)
131	Wilson Wims	628	739	111	571	739	168
132	Wood Acres	588	725	137	593	725	132
133	Woodfield	321	364	43	364	364	0
134	Woodlin	520	463	(57)	497	653	156
135	Wyngate	673	776	103	718	776	58

*Includes capacity from recommended capital projects.

School	2020–2021 School Year			2026–2027 School Year		
	Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Middle Schools						
1 Argyle	1,044	897	(147)	1,009	897	(112)
2 John T Baker	797	725	(72)	861	725	(136)
3 Benjamin Banneker	866	786	(80)	910	786	(124)
4 Briggs Chaney	979	926	(53)	945	926	(19)
5 Cabin John	1,084	1,057	(27)	1,177	1,057	(120)
6 Roberto Clemente	1,055	1,231	176	962	1,231	269
7 Eastern	966	1,012	46	1,023	1,012	(11)
8 William H. Farquhar	672	784	112	702	784	82
9 Forest Oak	927	955	28	951	955	4
10 Robert Frost	1,018	1,084	66	1,114	1,084	(30)
11 Gaithersburg	874	1,009	135	915	1,009	94
12 Herbert Hoover	1,021	1,139	118	1,065	1,139	74
13 Francis Scott Key	980	960	(20)	996	960	(36)
14 Martin Luther King, Jr	888	914	26	928	914	(14)
15 Kingsview	1,048	1,041	(7)	1,034	1,041	7
16 Lakelands Park	1,189	1,130	(59)	1,186	1,130	(56)
17 Col. E. Brooke Lee	805	727	(78)	761	881	120
18 A. Mario Loiederman	997	1,003	6	1,003	1,003	0
19 Montgomery Village	780	853	73	786	853	67
20 Neelsville	855	956	101	855	1,190	335
21 Newport Mill	675	850	175	683	850	167
22 North Bethesda	1,197	1,233	36	1,220	1,233	13
23 Parkland	1,173	948	(225)	1,111	1,203	92
24 Rosa Parks	864	961	97	882	961	79
25 John Poole	381	468	87	403	468	65
26 Thomas W. Pyle	1,435	1,502	67	1,566	1,502	(64)
27 Redland	646	765	119	616	765	149
28 Ridgeview	795	955	160	812	955	143
29 Rocky Hill	986	1,020	34	1,042	1,020	(22)
30 Shady Grove	579	854	275	611	854	243
31 Silver Creek	840	935	95	889	935	46
32 Silver Spring International	1,162	1,107	(55)	1,155	1,197	42
33 Sligo	736	941	205	755	941	186
34 Takoma Park	1,158	1,258	100	1,131	1,322	191
35 Tilden	1,037	1,216	179	1,008	1,216	208
36 Hallie Wells	930	982	52	997	982	(15)
37 Julius West	1,375	1,432	57	1,412	1,432	20
38 Westland	765	1,105	340	809	1,105	296
39 White Oak	863	992	129	856	992	136
40 Earle B. Wood	1,002	944	(58)	1,011	944	(67)
High Schools						
1 Bethesda-Chevy Chase	2,272	2,457	185	2,563	2,457	(106)
2 Montgomery Blair	3,229	2,889	(340)	3,725	2,889	(836)
3 James Blake	1,811	1,743	(68)	2,052	1,743	(309)
4 Winston Churchill	2,251	1,969	(282)	2,145	1,969	(176)
5 Clarksburg	2,356	2,034	(322)	2,582	2,034	(548)
6 Damascus	1,410	1,560	150	1,494	2,007	513
7 Albert Einstein	1,925	1,616	(309)	2,169	1,616	(553)
8 Gaithersburg	2,360	2,412	52	2,869	2,412	(457)
9 Walter Johnson	2,839	2,321	(518)	3,076	2,321	(755)
10 John F. Kennedy	1,812	1,794	(18)	2,083	2,221	138
11 Col. Zadok Magruder	1,612	1,924	312	1,910	1,924	14
12 Richard Montgomery	2,415	2,241	(174)	2,845	2,241	(604)
13 Northwest	2,587	2,286	(301)	2,631	2,286	(345)
14 Northwood	1,796	1,508	(288)	2,057	2,498	441
15 Paint Branch	2,062	2,020	(42)	2,357	2,020	(337)
16 Poolesville	1,235	1,170	(65)	1,389	1,508	119
17 Quince Orchard	2,086	1,791	(295)	2,393	1,791	(602)
18 Rockville	1,448	1,518	70	1,562	1,518	(44)
19 Seneca Valley	1,640	2,551	911	2,544	2,551	7
20 Sherwood	1,910	2,147	237	2,122	2,147	25
21 Springbrook	1,703	2,121	418	2,023	2,121	98
22 Watkins Mill	1,589	1,947	358	1,755	1,947	192
23 Wheaton	2,290	2,234	(56)	2,462	2,234	(228)
24 Walt Whitman	1,998	1,857	(141)	2,267	2,262	(5)
25 Thomas S. Wootton	2,036	2,142	106	2,218	2,142	(76)

*Includes capacity from recommended capital projects.

Appendix F

Facilities Data and State Rated Capacity School Year 2020–2021

	Elementary Schools	Year Built	Year Renov./ Reopen/ Revital.*	Exist. Sq. Ft.	Site Size	Park	State-Rated Capacity				State-Rated Capacity	MCPS Program Capacity
							Number of Rooms					
							Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
Elementary Schools												
1	Arcola	1956	2007	95,421	5	Yes	1	7	25	0	749	651
2	Ashburton	1957	1993	91,178	8.32		0	6	28	1	786	789
3	Bannockburn	1957	1988	54,234	8.34		0	4	12	0	364	364
4	Lucy V. Barnsley	1965	1998	97,524	10		0	5	24	6	722	652
5	Beall	1954	1991	79,477	8.44	Yes	2	4	20	3	618	639
6	Bel Pre	1968	2014	102,198	8.91	Yes	3	9	21	0	741	640
7	Bells Mill	1968	2009	77,244	9.6		1	4	22	2	634	626
8	Belmont	1974		49,279	10.52		0	2	15	1	399	402
9	Bethesda	1952	1999	75,421	7.93		0	4	20	2	568	560
10	Beverly Farms	1965	2012	98,916	4.98	Yes	0	4	25	2	683	689
11	Bradley Hills	1951	1984	76,745	6.71	Yes	0	4	25	0	663	663
12	Brooke Grove	1990		73,080	10.96		1	2	17	6	515	518
13	Brookhaven	1961	1995	81,320	8.57		1	4	13	7	477	470
14	Brown Station	1969	2017	113,998	9	Yes	3	4	26	5	796	761
15	Burning Tree	1958	1991	68,119	6.78	Yes	0	4	10	6	378	378
16	Burnt Mills	1964	1990	57,318	15.14		1	5	13	1	439	392
17	Burtonsville	1952	1993	71,349	11.92		0	6	19	1	579	493
18	Candlewood	1968	2015	82,222	11.78		0	3	19	2	523	515
19	Cannon Road	1967	2012	83,377	4.4	Yes	0	3	17	8	537	484
20	Carderock Springs	1966	2010	75,351	9		0	3	14	3	418	406
21	Rachel Carson	1990		78,547	12.4		1	5	23	1	669	692
22	Cashell	1969	2009	71,171	10.24		1	4	9	4	355	339
23	Cedar Grove	1960	1987	57,037	10.12		0	3	13	5	415	402
24	Chevy Chase	1936	2000	70,976	3.78		0	0	20	1	470	473
25	Clarksburg	1952	1993	54,983	9.97		0	4	8	3	302	311
26	Clearspring	1988		77,535	10	Yes	2	3	20	5	616	619
27	Clopper Mill	1986		64,851	9	Yes	3	5	16	1	548	496
28	Cloverly	1961	1989	61,991	10	Yes	0	3	14	6	448	461
29	Cold Spring	1972		55,158	12.38		0	2	18	0	458	458
30	College Gardens	1967	2008	96,986	7.94	Yes	1	4	24	3	690	678
31	Cresthaven	1962	2010	76,862	9.81		0	0	17	6	451	454
32	Capt. James E. Daly	1989		78,386	10	Yes	1	4	19	3	575	523
33	Damascus	1934	1980	53,239	9.42		0	2	12	4	360	372
34	Darnestown	1954	1980	64,840	7.21		0	2	15	4	429	432
35	Diamond	1975		85,404	10	Yes	0	6	23	3	691	679
36	Dr. Charles R. Drew	1991		73,975	12		2	3	15	7	521	485
37	DuFief	1975		59,013	10		0	3	13	6	425	427
38	East Silver Spring	1929	1975	88,895	8.43		2	4	18	6	602	577
39	Fairland	1992		92,227	11.79		2	5	22	6	716	648
40	Fallsmead	1974		67,472	8.98	Yes	0	4	19	2	545	551
41	Farmland	1963	2011	89,988	4.75	Yes	0	6	24	3	714	714
42	Fields Road	1973		72,302	10		1	4	15	6	513	435
43	Flower Hill	1985		58,770	10	Yes	1	4	17	3	529	493
44	Flower Valley	1967	1996	61,567	9.28		0	3	13	6	425	416
45	Forest Knolls	1960	1993	89,564	7.77		1	7	18	4	628	529
46	Fox Chapel	1974		85,182	10.34	Yes	1	5	26	0	728	683
47	Gaithersburg	1947	1983	94,468	9.22		1	10	25	2	835	737
48	Galway	1967	2009	103,170	9	Yes	1	7	25	7	819	757
49	Garrett Park	1948	2012	96,348	4.37	Yes	0	6	28	0	776	776
50	Georgian Forest	1961	1995	88,111	10.94	Yes	2	5	25	0	725	670
51	Germantown	1935	1978	57,668	7.75		0	3	9	7	343	304
52	William B. Gibbs, Jr.	2009		88,042	10.75		1	4	22	6	674	719
53	Glen Haven	1950	2004	85,845	10	Yes	1	5	20	7	660	580
54	Glenallan	1966	2013	98,700	12.1		1	7	27	4	835	747
55	Goshen	1988		76,740	10.47		0	5	23	2	659	594
56	Great Seneca Creek	2006		82,511	13.71		0	5	21	4	633	556
57	Greencastle	1988		78,275	18.88		2	6	17	5	613	591
58	Greenwood	1970		64,609	10	Yes	0	4	21	1	581	584
59	Harmony Hills	1957	1999	85,648	10.19	Yes	2	8	25	0	791	709
60	Highland	1950	1989	87,491	11.05	Yes	2	5	19	1	597	540
61	Highland View	1953	1994	59,307	6.61		0	6	9	1	349	288
62	Jackson Road	1959	1995	91,465	8.76		1	4	25	5	733	699
63	Jones Lane	1987		60,679	12.06		0	3	19	1	513	516
64	Kemp Mill	1960	1996	68,222	10		2	3	17	1	507	458
65	Kensington-Parkwood	1952	2006	102,382	9.86		0	5	25	4	725	723
66	Lake Seneca	1985		58,770	9.35		1	3	14	4	448	425
67	Lakewood	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.

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility.

	Elementary Schools	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	1951	1989	64,160	10.43		0	4	14	5	460	464
69	JoAnn Leleck at Broad Acres	1952	1974	88,922	6.15	Yes	3	6	25	0	767	715
70	Little Bennett	2006		82,511	4.81	Yes	0	4	21	6	631	634
71	Luxmanor	1966		99,376	6.49	Yes	1	4	10	4	378	756
72	Thurgood Marshall	1993		77,798	12		0	4	17	5	529	552
73	Maryvale	1969		178,625	17.67		3	5	21	3	683	694
74	Spark M. Matsunaga	2001		90,718	11.8		0	5	19	5	597	584
75	S. Christa McAuliffe	1987		102,111	10.59	Yes	1	5	29	4	837	760
76	Ronald McNair	1990		78,275	10	Yes	1	5	21	1	623	626
77	Meadow Hall	1956	1994	61,964	8.37	Yes	0	4	13	5	437	358
78	Mill Creek Towne	1966	2000	67,465	8.38		1	3	10	6	376	336
79	Monocacy	1961	1989	42,482	9.66		0	1	8	1	216	219
80	Montgomery Knolls	1952	1989	109,733	10.33		3	7	14	5	586	681
81	New Hampshire Estates	1954	1988	73,306	5.42		5	8	12	1	562	493
82	Roscoe R. Nix	2006		88,351	8.97	Yes	1	9	14	5	590	533
83	North Chevy Chase	1953	1995	65,982	7.94		0	0	15	1	355	335
84	Oak View	1949	1985	57,560	11.25		0	0	14	1	332	335
85	Oakland Terrace	1950	1993	79,145	9.54	Yes	1	4	14	9	520	487
86	Olney	1954	1990	68,755	9.88		0	5	21	1	603	606
87	William T. Page	1965	2003	58,726	9.76		1	5	12	1	416	392
88	Pine Crest	1941	1992	77,121	5.64	Yes	0	0	17	1	401	634
89	Piney Branch	1973		99,706	1.97	Yes	0	0	26	1	608	611
90	Poolesville	1960	1978	64,803	12.28		0	3	20	1	536	539
91	Potomac	1949	1976	86,550	9.61		0	2	16	1	422	479
92	Judith A. Resnik	1991		78,547	12.77		1	7	16	2	562	493
93	Sally K. Ride	1994		78,686	13.48		3	6	11	9	535	467
94	Ritchie Park	1966	1997	58,500	9.22		0	3	14	0	388	388
95	Rock Creek Forest	1950	2015	98,140	7.95		1	5	26	4	768	684
96	Rock Creek Valley	1964	2001	76,692	10.44		0	3	15	7	481	460
97	Rock View	1955	1999	91,977	7.44		1	6	20	8	692	662
98	Lois P. Rockwell	1992		75,520	10.56		0	3	17	5	507	530
99	Rolling Terrace	1988		92,241	4.33		3	6	26	1	800	729
100	Rosemary Hills	1956	1988	86,548	6.07		1	7	17	6	625	628
101	Rosemont	1965	1995	88,764	8.91		1	6	19	6	649	585
102	Bayard Rustin	2018		97,397	11.06		0	5	26	2	728	767
103	Sequoayah	1990		73,080	11.63	Yes	0	4	19	3	555	508
104	Seven Locks	1964	2012	66,915	9.98		0	3	15	1	421	424
105	Sherwood	1977		81,727	10.85		0	4	15	9	523	518
106	Sargent Shriver	1954	2006	91,628	9.17		1	6	26	0	750	660
107	Flora M. Singer	1950	2012	95,831	12.67		1	6	24	3	734	641
108	Sligo Creek	1934	1999	98,799	15.64	Yes	0	5	23	3	669	664
109	Snowden Farm	2019	0	92,366	9.79		0	5	28	2	774	774
110	Somerset	1949	2005	80,122	3.71		0	4	18	1	512	515
111	South Lake	1972		83,038	10.2		2	8	24	1	778	694
112	Stedwick	1974		109,677	10		1	5	25	3	735	690
113	Stone Mill	1988		78,617	11.76		0	4	24	4	680	694
114	Stonegate	1971		52,468	10.26		0	3	12	4	382	398
115	Strathmore	1970		59,497	10.79	Yes	0	0	18	3	444	439
116	Strawberry Knoll	1988		78,723	10.82		2	6	12	8	528	459
117	Summit Hall	1971		68,059	10.16	Yes	4	6	12	1	498	457
118	Takoma Park	1979		85,553	4.7		1	10	22	1	756	629
119	Travilah	1960	1992	65,378	9.3		0	3	20	0	526	526
120	Twinbrook	1952	1986	79,818	10.45		2	6	17	3	593	548
121	Viers Mill	1950	1991	120,572	10.52		2	7	24	5	796	743
122	Washington Grove	1956	1984	86,266	10.66		3	4	18	5	612	613
123	Waters Landing	1988		101,352	9.99		0	7	30	3	874	776
124	Watkins Mill	1970		80,923	10	Yes	2	7	21	7	747	641
125	Wayside	1969	2017	93,453	9.26		0	3	24	4	658	614
126	Weller Road	1953	2013	121,346	11.1		3	6	27	1	823	772
127	Westbrook	1939	1990	91,359	12.46	Yes	0	2	20	4	544	547
128	Westover	1964	1998	54,645	7.56		0	2	7	7	275	266
129	Wheaton Woods	1952	2017	120,154	8.03		2	4	29	2	815	749
130	Whetstone	1968		96,946	8.82		1	6	26	5	800	750
131	Wilson Wims	2014		91,931	9.29		0	4	27	3	739	739
132	Wood Acres	1952	2002	96,358	4.78	Yes	0	4	25	4	703	725
133	Woodfield	1962	1985	53,212	10		0	3	10	8	376	364
134	Woodlin	1944	1974	60,725	10.97		0	4	16	3	486	463
135	Wygate	1952	1997	89,104	9.45		0	6	28	0	776	776
Total Elementary Schools				10,883,468	1,286		108	596	2,568	453	78,866	75,960

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.

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility.

Facilities Data and State Rated Capacity School Year 2020–2021

	Schools	Year Built	Year Renov./ Reopen/ Revital. *	Existing Sq. Ft.	Site Size	Park	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)
							Reg. @25	Sp. Ed. @10		
							Middle Schools			
1	Argyle	1971	1993	120,205	19.9	Yes	43	0	914	897
2	John T. Baker	1971		120,532	22		33	4	741	725
3	Benjamin Banneker	1974		117,035	19.96		35	5	794	786
4	Briggs Chaney	1991		115,000	29.37		42	4	933	927
5	Cabin John	1967	2011	159,514	18.24		47	8	1,079	1,057
6	Roberto Clemente	1992		148,246	19.87		57	3	1,241	1,231
7	Eastern	1951	1976	152,030	14.51		48	3	1,050	1,012
8	William H. Farquhar	1968	2016	135,626	37.11		36	3	795	784
9	Forest Oak	1999		132,259	41.92		45	3	986	955
10	Robert Frost	1971		143,757	24.79		51	0	1,084	1,084
11	Gaithersburg	1960	1988	157,694	22.89		47	5	1,049	1,009
12	Herbert Hoover	1966	2013	165,367	19.14		52	4	1,145	1,139
13	Francis Scott Key	1966	2009	147,424	20.58		46	0	978	961
14	Martin Luther King, Jr.	1996		135,867	18.61		43	0	914	914
15	Kingsview	1997		140,398	18.45	Yes	49	0	1,041	1,041
16	Lakelands Park	2005		153,588	8.11	Yes	52	5	1,155	1,131
17	Col. E. Brooke Lee	1966		123,199	16.45	Yes	34	3	753	727
18	A. Mario Loiederman	1956	2015	131,746	17.08		43	0	914	1,003
19	Montgomery Village	1968	2003	141,615	15.14		39	7	899	853
20	Neelsville	1981		131,432	29.19		47	0	999	956
21	Newport Mill	1958	2002	108,240	8.4	Yes	40	1	860	850
22	North Bethesda	1955	1999	178,252	19.99		57	2	1,231	1,233
23	Parkland	1963	2007	151,169	9.18	Yes	45	0	956	948
24	Rosa M. Parks	1992		137,469	24.05	Yes	45	1	966	961
25	John Poole	1997		85,669	20.51		22	0	468	468
26	Thomas W. Pyle	1962	1993	209,464	14.32		59	4	1,294	1,502
27	Redland	1971		112,297	20.64	Yes	36	0	765	765
28	Ridgeview	1975		145,168	20		44	4	975	955
29	Rocky Hill	2004		148,065	23.29		48	0	1,020	1,020
30	Shady Grove	1995	1999	129,206	20.51		39	3	859	854
31	Silver Creek	2017		174,743	13.38		44	0	935	935
32	Silver Spring International	1934	1999	152,731	15.64	Yes	52	2	1,125	1,107
33	Sligo	1959	1991	149,527	21.74	Yes	45	2	976	941
34	Takoma Park	1939	1999	195,739	18.83	Yes	45	0	956	1,258
35	Tilden	1967	1991	244,561	28.06		46	6	1,038	1,216
36	Hallie Wells	2016		150,089	22.37		45	3	986	982
37	Julius West	1961	1995	182,617	21.31		67	3	1,454	1,432
38	Westland	1951	1997	146,006	25.09		52	0	1,105	1,105
39	White Oak	1962	1993	141,163	17.34		47	2	1,019	992
40	Earle B. Wood	1965	2001	152,588	8.5	Yes	43	7	984	944
Total Middle Schools				5,867,297	806.46		1810	97	39,433	39,660
High Schools									(85% + Sp. Ed.)	(X 90%)
1	Bethesda-Chevy Chase	1934	2001	392,833	16.36	Yes	110	0	2,338	2,457
2	Montgomery Blair	1998		386,567	30.15		132	0	2,805	2,889
3	James Hubert Blake	1998		297,125	91.09		77	2	1,656	1,743
4	Winston Churchill	1964	2001	322,078	30.28		84	10	1,885	1,969
5	Clarksburg	1995	2006	344,574	62.73		90	3	1,943	2,034
6	Damascus	1950	1978	235,986	32.65		66	8	1,483	1,560
7	Albert Einstein	1962	1997	276,462	26.67	Yes	73	9	1,641	1,616
8	Gaithersburg	1951	2013	427,048	40.97		108	17	2,465	2,412
9	Walter Johnson	1956	2009	365,138	30.86		102	5	2,218	2,321
10	John F. Kennedy	1964	1999	280,048	29.14		81	7	1,791	1,794
11	Col. Zadok Magruder	1970		295,478	29.99	Yes	84	7	1,855	1,924
12	Richard Montgomery	1942	2007	311,500	29.05		100	3	2,155	2,241
13	Northwest	1998		340,867	34.56		102	4	2,208	2,286
14	Northwood	1956	2004	254,054	29.56		68	5	1,495	1,508
15	Paint Branch	1969	2012	347,169	45.98		87	7	1,919	2,021
16	Poolesville	1953	1978	165,056	37.2		52	0	1,105	1,170
17	Quince Orchard	1988		284,912	30.11		80	5	1,750	1,791
18	Rockville	1968	2004	316,973	30.32		68	12	1,565	1,518
19	Seneca Valley	1974		439,346	29.37		59	9	1,344	2,551
20	Sherwood	1950	1991	333,154	49.33		96	4	2,080	2,147
21	Springbrook	1960	1994	305,006	25.13	Yes	95	5	2,069	2,121
22	Watkins Mill	1989		305,288	50.99	Yes	90	3	1,943	1,857
23	Wheaton	1954	2016	373,825	28.23		102	4	2,208	2,234
24	Walt Whitman	1962	1992	261,295	30.67	Yes	80	8	1,780	1,857
25	Thomas S. Wootton	1970		295,620	27.37		96	5	2,090	2,142
Total High Schools				7,957,402	898.76		2182	142	47,788	50,163
Total Secondary Schools				13,824,699	1705.2		3992	239	87,220	89,823

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.

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility.

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).

Montgomery County Public Schools
Relocatable Classrooms: 2020–2021 School Year

Cluster/ School	Relocatables on site for 2020–2021 to Address:		
	Overutilization	DC	Total
Bethesda-Chevy Chase			
Bethesda ES	6		6
Rock Creek Forest ES	2		2
Total	8	0	8
Winston Churchill			
Winston Churchill HS	4		4
Total	4	0	4
Clarksburg			
Clarksburg HS	13		13
Clarksburg ES	12		12
Captain James E. Daly ES	4		4
Total	29	0	29
Damascus			
John T. Baker MS	2		2
Cedar Grove ES	3		3
Clearspring ES	2		2
Damascus ES	2		2
Total	9	0	9
Downcounty Consortium*			
Montgomery Blair HS	14		14
Albert Einstein HS	7		7
Northwood HS	12		12
A. Mario Loiederman MS	2		2
Argyle MS	3		3
Parkland MS	4		4
Arcola ES	6		6
Forest Knolls ES	4		4
Glenallan ES	2		2
Harmony Hills ES	7		7
Highland View ES	6		6
Kemp Mill ES	3		3
Oak View ES	3		3
Oakland Terrace ES	2		2
Rolling Terrace ES	10		10
Sargent Shriver ES	9		9
Flora Singer ES	3		3
Woodlin ES	7		7
Total	104	0	104
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	10		10
Ashburton ES**	8		8
Farmland ES	4		4
Total	20	0	20

Cluster/ School	Relocatables on site for 2020–2021 to Address:		
	Overutilization	DC	Total
Col. Zadok Magruder			
Cashell ES	2		2
Flower Hill ES	3		3
Mill Creek Towne ES	9		9
Judith A. Resnik ES	6		6
Total	20	0	20
Richard Montgomery			
Richard Montgomery HS	6		6
Ritchie Park ES	3		3
Twinbrook ES	4		4
Total	13	0	13
Northeast Consortium*			
Benjamin Banneker MS	2		2
Burnt Mills ES	9		9
Burtonsville ES	6		6
Cloverly ES	2		2
Cresthaven ES	2		2
Dr. Charles R. Drew ES	2		2
Fairland ES	1		1
Galway ES	2		2
Greencastle ES	8		8
Jackson Road ES	3		3
JoAnn Leleck ES at Broad Acres	12		12
William T. Page ES	13		13
Stonegate ES	7		7
Westover ES	2		2
Total	71	0	71
Northwest			
Northwest HS	10		10
Clopper Mill ES	6		6
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	9		9
Total	39	2	41
Quince Orchard			
Quince Orchard HS	11		11
Rachel Carson ES	10	1	11
Fields Road ES	4		4
Thurgood Marshall ES	5		5
Total	30	1	31
Rockville			
Flower Valley ES	2		2
Meadow Hall ES	7		7
Rock Creek Valley ES	3		3
Total	12	0	12
Seneca Valley			
Lake Seneca ES	9		9
Sally K. Ride ES	2		2
Total	11	0	11
Sherwood			
Belmont ES	0	1	1
Total	0	1	1

Cluster/ School	Relocatables on site for 2020–2021 to Address:		
	Overutilization	DC	Total
Watkins Mill			
South Lake ES	14		14
Watkins Mill ES	6		6
Whetstone ES	3		3
Total	23	0	23
Walt Whitman			
Walt Whitman HS	8		8
Bannockburn ES	2		2
Burning Tree ES	4		4
Total	14	0	14
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	455	5	460
SCHOOL TOTAL:	460		

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.

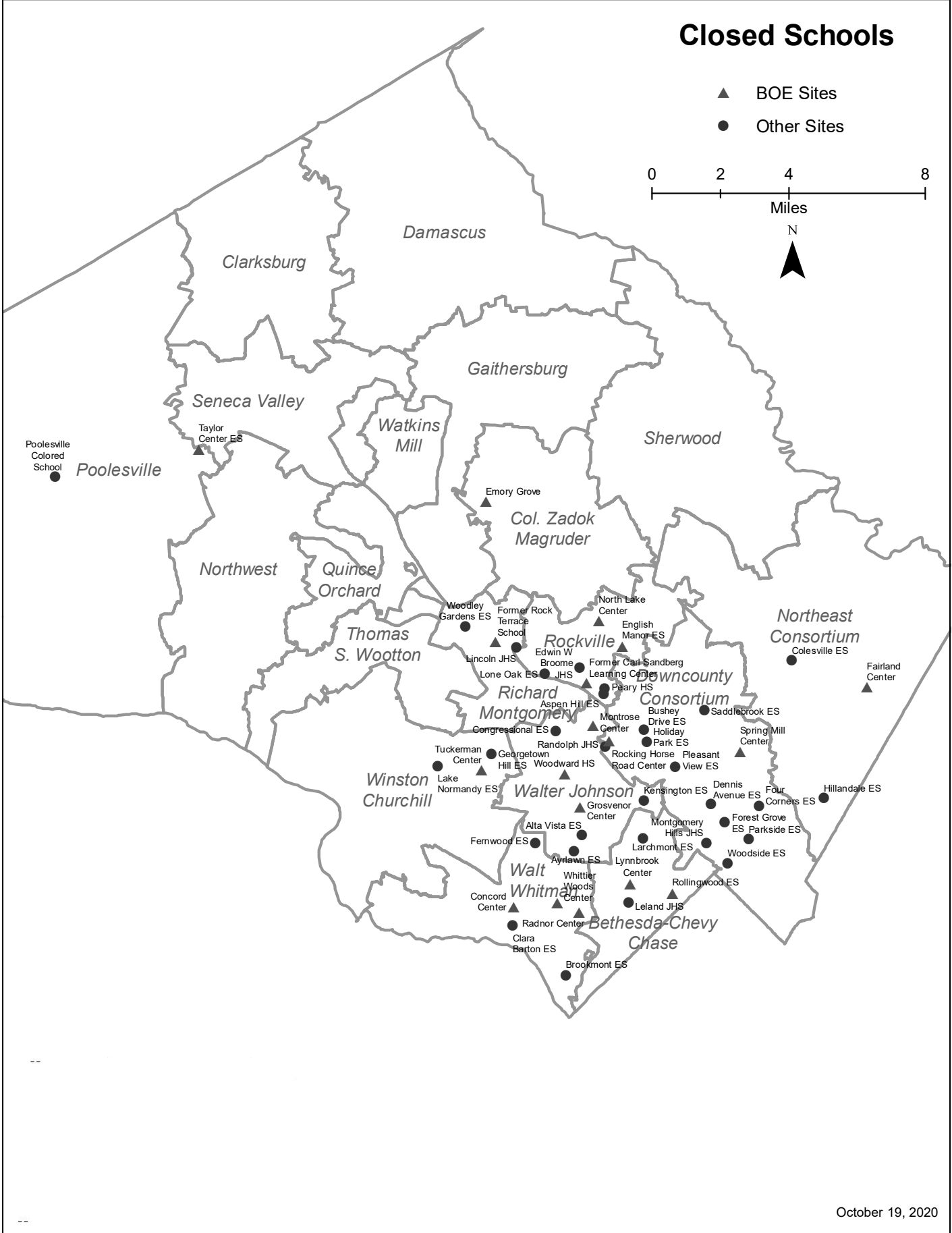
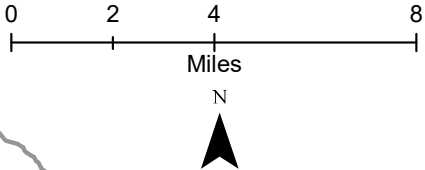
Appendix I

Former Operating Schools and Current Status October 2020

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	Walt Whitman	MCPS records and leased to childcare providers	3.45	12	26,444
Emory Grove Center	18100 Washington Grove Lane	Judith A. Resnik ES	Col. Zadok Magruder	Holding school (currently UCECC and MCPS staff)	10.00	19	49,858
English Manor ES	4511 Bestor Drive	Lucy V. Barnsley ES	Rockville	MCPS program offices	8.24	28	50,000
Fairland Center	13313 Old Columbia Pike	Fairland ES	Northeast Consortium	Holding school (currently leased to private school)	9.20	26	45,082
Former Carl Sandburg Learning Center	451 Meadow Hall Drive	Meadow Hall ES	Rockville	TBD	7.60	16	31,252
Former Rock Terrace School	390 Martins Lane	Beall ES	Richard Montgomery	TBD	10.30	12	48,024
Grosvenor Center	5701 Grosvenor Lane	Ashburton ES	Walter Johnson	Holding school	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	Bethesda ES	Bethesda-Chevy Chase	MCPS program offices and leased to childcare provider	4.21	15	35,000
Montrose Center	12301 Academy Way	Garrett Park ES	Walter Johnson	Leased to private school	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Flower Valley ES	Rockville	Holding school	9.65	22	40,378
Radnor Center	7000 Radnor Road	Bradley Hills ES	Walt Whitman	Holding school	9.03	20	36,663
Rocking Horse Road ES	4910 Macon Road	Viers Mill ES	Downcounty Consortium	MCPS program offices	18.70	28	57,639
Rollingwood Center	3200 Woodbine Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	Leased to private school	4.07	12	26,624
Spring Mill Center	11721 Kemp Mill Road	Kemp Mill ES	Downcounty Consortium	MCPS staff and MCCPTA	7.68	14	29,300
Taylor ES Center	19501 White Ground Road	Monocacy ES	Poolesville	MCPS Science Materials Center	11.47	8	20,827
Tuckerman Center	8224 Lochinver Lane	Bells Mill ES	Winston Churchill	Leased to private school	9.13	24	47,965
Whittier Woods Center	7300 Whittier Boulevard	Burning Tree ES	Walt Whitman	Whitman HS	5.90		17,475
Woodward Center	11211 Old Georgetown Road	Luxmanor ES	Walter Johnson	Holding school 2023-2025	28.06	52	135,150
MONTGOMERY COUNTY-OWNED FACILITIES							
Alta Vista ES	5615 Beech Avenue	Wyngate ES	Walter Johnson	Leased to private school	3.52	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	Walter Johnson	Leased to YMCA	3.07	11	28,000
Clara Barton ES	7425 MacArthur Boulevard	Bannockburn ES	Walt Whitman	County recreation and childcare users	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Wood Acres ES	Walt 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	Sargent Shriver ES	Downcounty Consortium	County Recreation Office	6.07	NA	32,675
Colesville ES	14015 New Hampshire Avenue	Dr. Charles R. Drew ES	Northeast Consortium	Community Services Center	11.12	14	25,174
Congressional ES	1801 East Jefferson Street	Farmland ES	Walter Johnson	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	Walt Whitman	Leased to private school	6.15	18	32,000
Forest Grove ES	9805 Dameron Drive	Flora M. Singer ES	Downcounty Consortium	Leased to Holy Cross Hospital	6.16	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	Winston Churchill	Leased to private school	10.35	28	50,000
Hillandale ES	10501 New Hampshire Avenue	Roscoe R. Nix ES/ Cresthaven ES	Northeast Consortium	Centers for Handicapped Inc.	6.81		
Holiday Park ES	3930 Ferrara Avenue	Viers Mill ES	Downcounty Consortium	Senior Connection of Montgomery County, Inc.	5.62		
Kensington ES	10400 Detrick Avenue	Kensington-Parkwood ES	Walter Johnson	Housing Opportunities Commission Main Office	4.54	19	45,206
Lake Normandy ES	11315 Falls Road	Bells Mill ES	Winston Churchill	Potomac Community Recreation 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	7.10	28	40,000
Montgomery Hills JHS	2010 Linden Lane	Woodlin ES	Downcounty Consortium	Leased to private school	8.67	44	130,000
Parkside ES	9500 Brunett Avenue	Sligo Creek ES	Downcounty Consortium	Montgomery Parks Headquarters	11.61	NA	26,369
Pleasant View ES	3015 Upton Drive	Rock View ES	Downcounty Consortium	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	Glenallen ES	Downcounty Consortium	Montgomery Park Police Headquarters	10.59	29	42,274
Woodside ES	8818 Georgia Avenue	Woodlin ES	Downcounty Consortium	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	Rockville Senior Center	9.64	16	31,767
MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION-OWNED FACILITIES							
Leland JHS	4300 Elm Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	Community recreation center	3.71		
PRIVATELY-OWNED FACILITIES							
Larchmont ES	9411 Connecticut Avenue	Rosemary Hills ES/ North Chevy Chase ES	Bethesda-Chevy Chase	Grace Episcopal Day School	10.94		
Peary HS	13300 Arctic Avenue	Rock Creek Valley ES	Rockville	Melvin J. Berman Hebrew Academy	19.52		

Closed Schools

- ▲ BOE Sites
- Other Sites



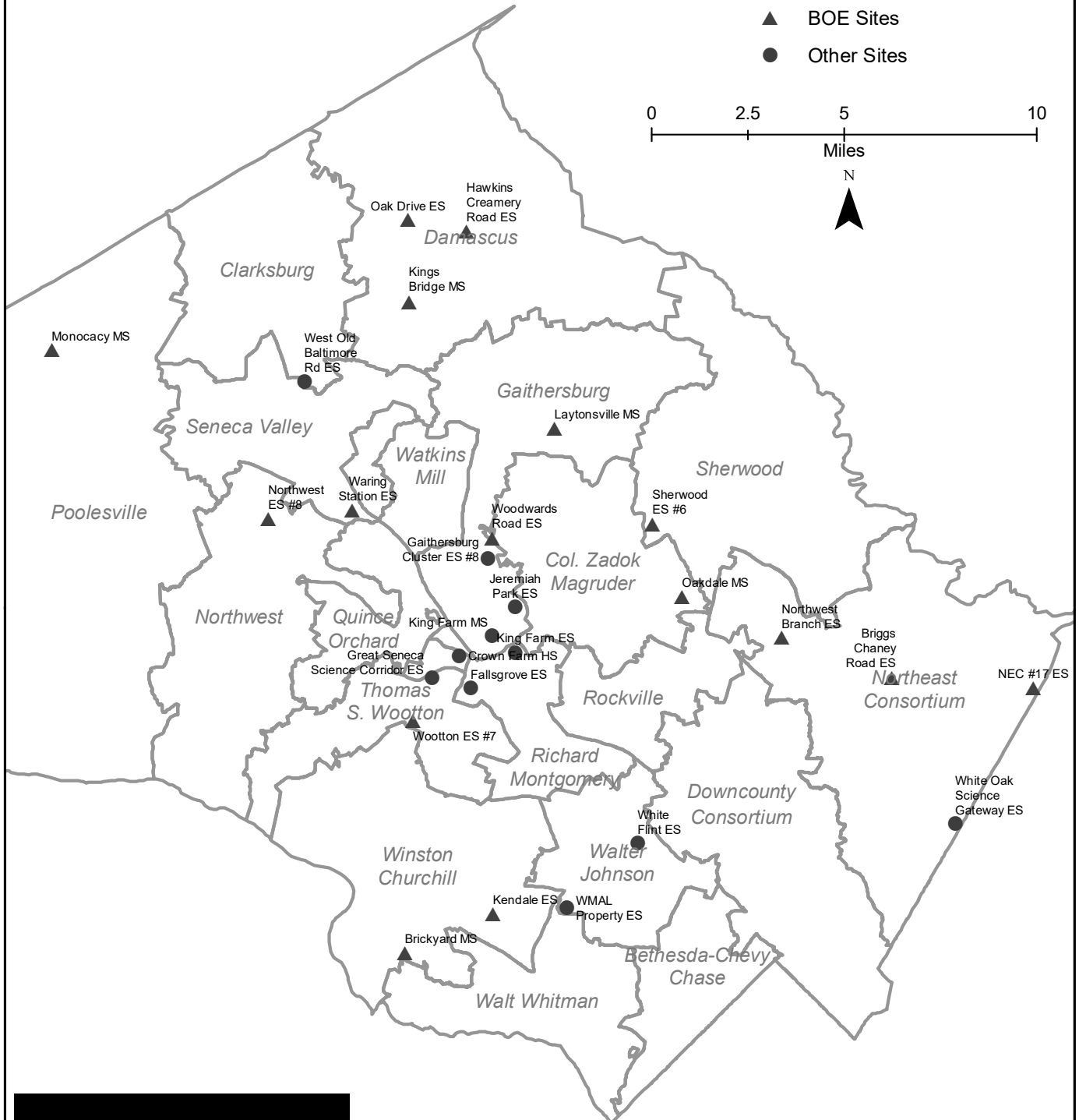
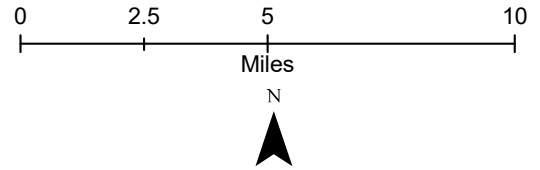
Closed Schools That Have Been Reopened*
October 2020

NAME	YEAR REOPENED	ADDRESS	CLUSTER	ACREAGE
Arcola ES	2007	1820 Franwall Avenue, Silver Spring	Downcounty Consortium	5.00
Argyle MS	1993	2400 Bel Pre Road, Silver Spring	Downcounty Consortium	19.90
Burnt Mills ES	1990	11211 Childs Street, Silver Spring	Northeast Consortium	15.10
Cabin John MS	1989	10701 Gainsborough Road, Potomac	Winston Churchill	18.24
Cloverly ES	1989	800 Briggs Chaney Road, Silver Spring	Northeast Consortium	10.05
Francis Scott Key MS	1990	910 Schindler Drive, Silver Spring	Northeast Consortium	20.58
A. Mario Loiederman MS (Col. Joseph A. Belt JHS)	2005	12701 Goodhill Road, Silver Spring	Downcounty Consortium	17.07
MacDonald Knolls Early Childhood Center	2019	10611 Tenbrook Drive, Silver Spring	Downcounty Consortium	7.63
Newport Mill MS	2002	11311 Newport Mill Road, Silver Spring	Downcounty Consortium	8.40
Roscoe R. Nix ES (Brookview ES)	2006	1100 Corliss Street, Silver Spring	Northeast Consortium	8.98
North Bethesda MS	1999	8935 Bradmoor Drive, Bethesda	Walter Johnson	19.09
Northwood HS	2004	919 University Boulevard, Silver Spring	Downcounty Consortium	29.56
Bayard Rustin ES (Hungerford Park ES)	2018	332 West Edmonston Drive, Rockville	Richard Montgomery	11.05
Sargent Shriver ES (Connecticut Park ES)	2006	12518 Greenly Drive, Silver Spring	Downcounty Consortium	9.16
Silver Creek MS (Kensington JHS)	2017	3701 Saul Road, Kensington	Bethesda-Chevy Chase	13.38
Flora M. Singer ES (McKenney Hills ES)	2012	2600 Hayden Drive, Silver Spring	Downcounty Consortium	12.66

* 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



October 19, 2020

Future School Sites

October 2020

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	ACREAGE
BOARD OF EDUCATION-OWNED SITES				
Brickyard MS	Brickyard Road	Potomac ES	Winston Churchill	20.00
Briggs Chaney Road MS	14910 Good Hope Road	Cloverly ES	Northeast Consortium	20.96
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.55
Kendale ES	9655 Kendale Road	Seven Locks ES	Winston Churchill	10.53
Kings Bridge MS	10110 Founders Way	Woodfield ES	Damascus	30.33
Laytonville MS	Warfield Road	Laytonville ES	Gaithersburg	22.74
Monocacy MS	18801 Barnesville Road	Monocacy ES	Poolesville	17.35
Northeast Consortium ES #17	Saddle Creek Drive	Burtonsville ES	Northeast Consortium	10.95
Northwest Branch ES	15900 Layhill Road	Stonegate ES	Northeast Consortium	11.41
Northwest ES #8	Schaeffer Road	Great Seneca Creek ES	Northwest	12.70
Oak Drive ES	Oak Drive	Damascus ES	Damascus	12.99
Oakdale MS	Cashell Road	Cashell ES	Col. Zadok Magruder	18.49
Sherwood ES #6	Wickham Road	Olney ES	Sherwood	17.10
Waring Station ES	18815 Waring Station Road	S. Christa McAuliffe ES	Seneca Valley	9.99
Woodwards Road ES	Emory Grove Road	Judith A. Resnik ES	Col. Zadok Magruder	11.05
Wootton ES # 7	Cavanaugh Drive	Stone Mill ES	Thomas S. Wootton	12.10
MASTER PLANNED SCHOOL SITES TITLED TO OTHERS				
Central Area HS (Crown Farm)	Fields Road	Rosemont ES	Gaithersburg	31.1
Fallsgrove ES	Fallsgrove Road	Ritchie Park ES	Richard Montgomery	TBD
Gaithersburg Cluster ES #8	400 Victory Farm Drive	Gaithersburg ES	Gaithersburg	TBD
Great Seneca Science Corridor ES	Great Seneca Highway and Key West Avenue	Stone Mill ES	Thomas S. 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
West Old Baltimore Road ES	21830 Seneca Ayr Drive	William B. Gibbs, Jr. ES	Clarksburg	9.30
White Flint ES	South side of current White Flint Mall property	Garrett Park ES	Walter Johnson	TBD
White Oak Science Gateway ES	FDA Boulevard	Roscoe R. Nix ES/ Cresthaven ES	Northeast Consortium	TBD
WMAL Property ES	Greentree Road and Renita Lane (extended)	Ashburton ES	Walter Johnson	4.30

Appendix J

New and Reopened Schools, 1985 to 2020

School Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill, Lake Seneca		
1986	Clopper Mill		
1987	Jones Lane, S. Christa McAuliffe		
1988	Clearspring, Goshen, Greencastle, Stone Mill, Strawberry Knoll, Waters Landing		Quince Orchard
1989	Cloverly, Capt. James E. Daly	Cabin John	Watkins Mill
1990	Brooke Grove, Burnt Mills, Rachel Carson, Ronald McNair, Sequoyah	Francis Scott Key	
1991	Dr. Charles R. Drew, Judith A. Resnik	Briggs Chaney	
1992	Lois P. Rockwell	Roberto Clemente, Rosa M. Parks	
1993	Thurgood Marshall	Argyle	
1994	Dr. Sally K. Ride		
1995		Forest Oak, Rocky Hill	
1996		Neelsville	
1997		Kingsview, John Poole	
1998			James Hubert Blake, Northwest
1999	Sligo Creek	North Bethesda, Shady Grove, Silver Spring International	
2000	None		
2001	Spark M. Matsunaga		
2002		Newport Mill	
2003	None		
2004			Northwood
2005		Lakelands Park, A. Mario Loiederman	
2006	Great Seneca Creek, Little Bennett, Roscoe R. Nix, Sargent Shriver		Clarksburg
2007	Arcola		
2008	None		
2009	William B. Gibbs, Jr.		
2010	None		
2011	None		
2012	Flora M. Singer		
2013	None		
2014	Wilson Wims		
2015	None		
2016		Hallie Wells	
2017		Silver Creek	
2018	Bayard Rustin		
2019	Snowden Farm		
2020	None		

35 Elementary Schools, 19 Middle Schools, and 6 High Schools

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, October 2020

New and Reopened Schools, 1985 to 2020

School Year	Elementary Schools	Middle Schools	High Schools
1985	Oak View, Woodfield		
1986	Twinbrook		
1987	Cedar Grove		
1988	Bannockburn, New Hampshire Estates, Rosemary Hills	Gaithersburg	
1989	Cloverly, Highland, Laytonsville, Monocacy, Montgomery Knolls, Rolling		
1990	Burnt Mills, Olney, Westbrook		
1991	Beall, Burning Tree, Viers Mill	Sligo	Sherwood
1992	Pine Crest, Travilah		Walt Whitman
1993	Ashburton, Burtonsville, Clarksburg, Forest Knolls, Oakland Terrace	Thomas W. Pyle, White Oak	Springbrook
1994	Highland View, Meadow Hall		
1995	Brookhaven, Georgian Forest, Jackson Road, North Chevy Chase, Rosemont	Julius West	
1996	Flower Valley, Kemp Mill		
1997	Ritchie Park, Wyngate	Westland	Albert Einstein
1998	Lucy V. Barnsley, Westover		Montgomery Blair
1999	Bethesda, Harmony Hills, Rock View	Takoma Park	John. F. Kennedy
2000	Chevy Chase, Mill Creek Towne		
2001	Rock Creek Valley	Earle B. Wood	Bethesda-Chevy Chase, Winston Churchill
2002	Wood Acres		
2003	Lakewood, William Tyler Page	Montgomery Village	
2004	Glen Haven		Rockville
2005	Somerset, Kensington-Parkwood		
2006	None		
2007	College Gardens	Parkland	Richard Montgomery
2008	Galway		
2009	Bells Mill, Cashell	Francis Scott Key	Walter Johnson
2010	Carderock Springs, Cresthaven		
2011	Cannon Road, Farmland, Garrett Park, Seven Locks	Cabin John	
2012	Beverly Farms		Paint Branch
2013	Glenallen, Weller Road	Herbert Hoover	Gaithersburg
2014	Bel Pre, Candlewood, Rock Creek Forest		
2015			Wheaton
2016		William H. Farquhar	
2017	Brown Station, Wayside, Wheaton Woods		
2018			Thomas Edison HS of Technology
2019	None		
2020	Luxmanor, Maryvale/Sandburg, Potomac	Tilden/Rock Terrace	Seneca Valley

74 Elementary Schools, 16 Middle Schools, and 16 High Schools

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, October 2020

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 R. 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
Flora M. Singer (on site of former McKenney Hills ES)	1950	1977		2012
Sligo Creek (part of former Montgomery 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 2020					
	Facility	Project Scope		Facility	Project Scope
1	Argyle MS	Windows	46	S. Christa McAuliffe ES	Suspended Ceiling and Lights
2	John T. Baker MS	Locker Room Reno and Locker Replacement	47	Meadow Hall ES	Floor Covering VCT to VCT - upper floor
3	Benjamin Banneker MS	Additional Lockers	48	Richard Montgomery HS	Running Track
4	Beall ES	Asphalt Play Areas	49	Neelsville MS	Basketball backboard and poles
5	Beall ES	Gym Lights	50	New Hampshire Est. ES	Gym Floor (VCT to Wood)
6	Belmont ES	Play Equipment	51	Newport Mill MS	Tennis Courts
7	Belmont ES	Public Address System	52	North Lake Ctr	Asphalt
8	Hubert Blake HS	Floor covering (Carpet Replacement) Phase 1	53	Northwest HS	Window hardware 2nd and 3rd floor courtyard; 110 windows
9	Hubert Blake HS	Stage Floor Replacement	55	Oak View ES	Paint (Exterior and Interior)
10	Briggs Chaney MS	Lockers Replacement	55	Piney Branch ES	Paint (Exterior and Interior)
11	Briggs Chaney MS	Public Address System	56	John Poole MS	Gym Floor (VCT to Wood)
12	Briggs Chaney MS	Floor Covering (Carpet)	57	John Poole MS	Tennis Courts
13	Cloverly ES	Doors	58	Thomas W. Pyle MS	PA System
14	Cloverly ES	Suspended Ceilings and Lights	59	Quince Orchard HS	Floor Covering (Auditorium and Locker rooms)
15	Cold Spring ES	Masonry Walls	60	Quince Orchard HS	Suspended Ceiling and lights (Phase 1 of 3)
16	Damascus HS	Suspended Ceiling and Lights	61	Quince Orchard HS	Lockers Room Renovation including Athletic Lockers
17	Damascus HS	Concrete	62	Judith A. Resnik ES	Asphalt (Play Area)
18	Darnestown ES	Paint (Exterior and Interior)	63	Judith A. Resnik ES	Play Equipment
19	Eastern MS	Doors	64	Ridgeview MS	Asphalt Play Surface including Tennis Courts
20	Eastern MS	Suspended Ceiling and Lights	65	Ritchie Park ES	Paint (Exterior and Interior)
21	Eastern MS	Gym Floor Refinishing	66	Rock Creek Valley ES	Floor Covering (Carpet)
22	Eastern MS	Paint (Exterior and Interior)	67	Rock Creek Valley ES	Exterior Wall Waterproofing
23	Eastern MS	Masonry Wall Cleaning and Waterproofing	68	Rosemary Hill ES	Asphalt (Basketball/Play Area)
24	Albert Einstein HS	Gym Lights (Main & Aux)	69	Rosemont ES	Exterior Wall Waterproofing
25	Albert Einstein HS	PA System Replacement	70	Rosemont ES	Paint (Exterior and Interior)
26	Flower Hill ES	Play Equipment	71	Shady Grove MS	Floor Covering (Carpet)
27	Fox Chapel ES	Walk-boxes	72	Springbrook HS	IMC Skylight Renovation
28	Robert Frost MS	Suspended Ceiling and Lights (IMC)	73	Stedwick ES	Paint (Exterior and Interior)
29	Robert Frost MS	Suspended Ceiling and Lights (IMC)	74	Stephen Knolls Ctr	Doors and Windows 12 locations
30	Fox Chapel ES	Walk-boxes	76	Strathmore ES	Doors (Exterior Phase 2 of 2)
31	Robert Frost MS	Suspended Ceiling and Lights (IMC)	76	Washington Grove ES	Paint (Exterior and Interior)
32	Robert Frost MS	Tennis Courts	77	Waters Landing ES	Exterior Wall Waterproofing
33	Gaithersburg ES	Paint (Exterior and Interior)	78	Watkins Mill ES	Paint (Exterior and Interior)
34	Gaithersburg MS	Stage Floor Refinishing	79	Watkins Mill HS	Floor Covering (Carpet)
35	Jones Lane ES	Asphalt play areas, parking and driveways	80	Watkins Mill HS	Shades
36	Walter Johnson HS	Running Track	81	Watkins Mill HS	Suspended Ceilings and Lights (Phase 1)
37	Kemp Mill ES	Play Equipment	82	Westbrook ES	Masonry Wall Repairs
38	John F. Kennedy HS	Sound Panels	83	Westland MS	Paint (Exterior and Interior)
39	Martin Luther King, Jr. MS	Paint (Exterior and Interior)	84	Westland MS	Asphalt Phase 2 (back parking and play areas)
40	Martin Luther King, Jr. MS	Public Address System	85	Whetstone ES	Sprinkler System
41	Kingsview MS	Floor Covering	86	Wilson Wims ES	Gym Lights
42	Kingsview MS	Paint (Exterior and Interior)	87	Thomas S. Wootton HS	Running Track
43	JoAnn Leleck ES at Broad Acres	Paint (Exterior and Interior)	88	Thomas S. Wootton HS	Asphalt (Bus Loop)
44	A. Mario Loiederman MS	Gym Floor Refinishing	89	Woodfield ES	Asphalt Play Area
45	Col. Zadok Magruder HS	Tennis Courts			

Appendix L

Head Start and Prekindergarten Locations 2020–2021

School	Federal Head Start Sessions			Pre-K		Pre-K Plus
	3-Year-Old Program @15	4-Year-Old Program @17	Full Day Sessions @20	Half Day Sessions @20	Full Day Sessions @20	Full Day Sessions @20
Arcola ES					1	
Beall ES	1			1		
Bel Pre ES				4		1
Bells Mill ES			1			
Brooke Grove ES					1	
Brookhaven ES ♦ (am/pm)				2		
Brown Station ES ♦ (pm)			1	2		
Burnt Mills ES				2		
Rachel Carson ES				2		
Cashell ES					1	
Clearspring ES			1	1		
Clopper Mill ES			1	2		1
College Gardens ES (mixed age)		1				
Capt. James E. Daly ES				2		
Dr. Charles R. Drew ES			1	2		
East Silver Spring ES (mixed age) ♦ (pm)		1		2		
Fairland ES			1	1		
Fields Road ES					1	
Flower Hill ES				2		
Forest Knolls ES					1	
Fox Chapel ES				2		
Gaithersburg ES					1	
Galway ES				2		
Georgian Forest ES			1	2		
William B. Gibbs, Jr. ES ♦ (am/pm)				2		
Glen Haven ES ♦ (pm)					1	
Glenallen ES ♦ (am)			1			
Greencastle ES ♦ (pm)				2		
Harmony Hills ES			1	2		
Highland ES			1	2		
Jackson Road ES ♦ (pm)				2		
JoAnn Leleck ES at Broad Acres			1	2	1	1
Kemp Mill ES			1		1	
Lake Seneca ES ♦ (pm)				2		
Macdonald Knolls Early Childhood Center					5	
Maryvale ES	1		1	2		
S. Christa McAuliffe ES			1			
Ronald McNair ES					1	
Mill Creek Towne ES				1		
Montgomery Knolls ES ♦ (am/pm)			1	2		
New Hampshire Estates ES	1		3	1	1	
Roscoe R. Nix ES				2		
Oakland Terrace ES ♦ (am)					1	
William Tyler Page ES				2		
Judith A. Resnik ES				2		
Dr. Sally K. Ride ES	1			2		
Rock Creek Forest ES					1	
Rock View ES				2		
Rolling Terrace ES (Judy Ctr)			1	2		1
Rosemary Hills ES				2		
Rosemont ES (Judy Ctr)				2		
Sargent Shriver ES				2		
Flora M. Singer ES					1	
South Lake ES			1		1	
Stedwick ES				2		
Strawberry Knoll ES /4 hr ♦ * (pm)		1 (capacity 14)		1		
Summit Hall ES (Judy Ctr)			1	2		2
Twinbrook ES			1	2		
Up-County Early Childhood Center				4		1
Viers Mill ES ♦ (am/pm)			1	2		
Washington Grove ES ♦ (pm) (Judy Ctr)			1	2	1	1
Watkins Mill ES ♦♦			1		1	
Weller Road ES ♦ (pm)			1	2		2
Wheaton Woods ES			1	2		
Whetstone ES ♦ (pm)				2		
Total Capacity Per Program	60	48	540	1800	440	200
Total Overall Capacity	3088					



* Intensive Needs

♦ Preschool Special Education Collaboration

♦♦ Preschool Inclusion

Appendix M

French Immersion Catchment Areas

-  Maryvale French Immersion Catchment Area
-  Sligo Creek French Immersion Catchment Area

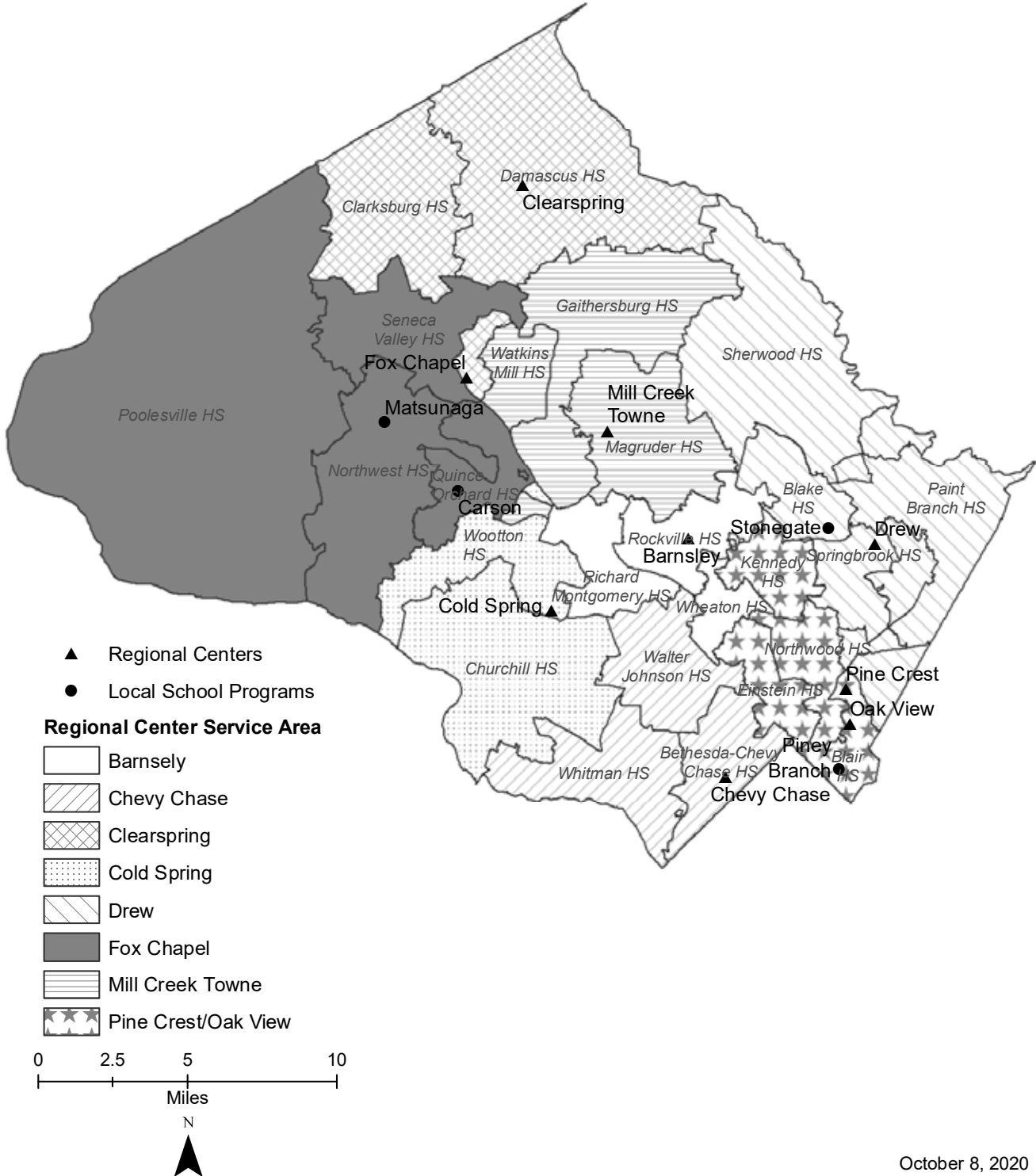
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Division of
Capital Planning

October 8, 2020

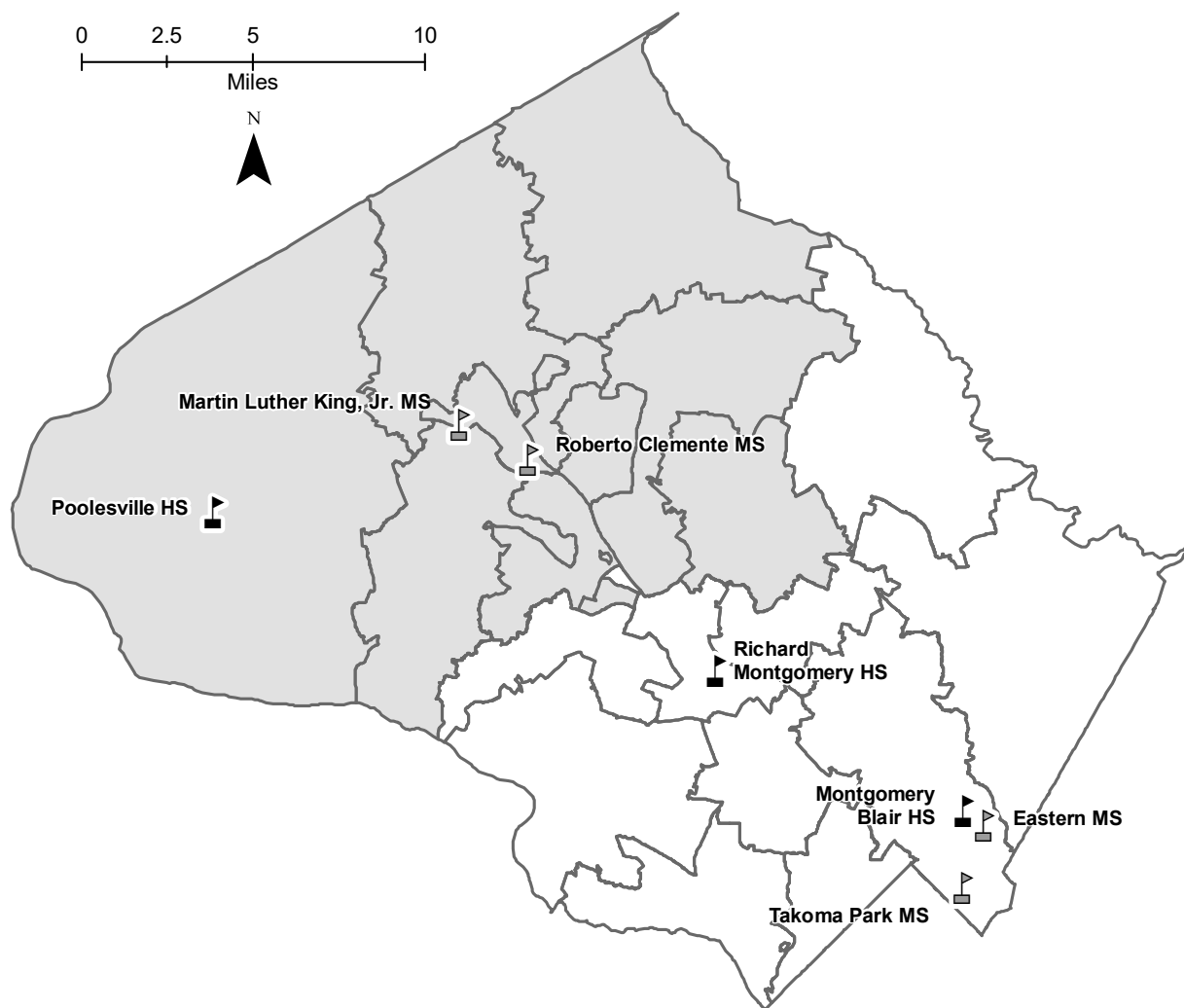
Centers for Enriched Studies



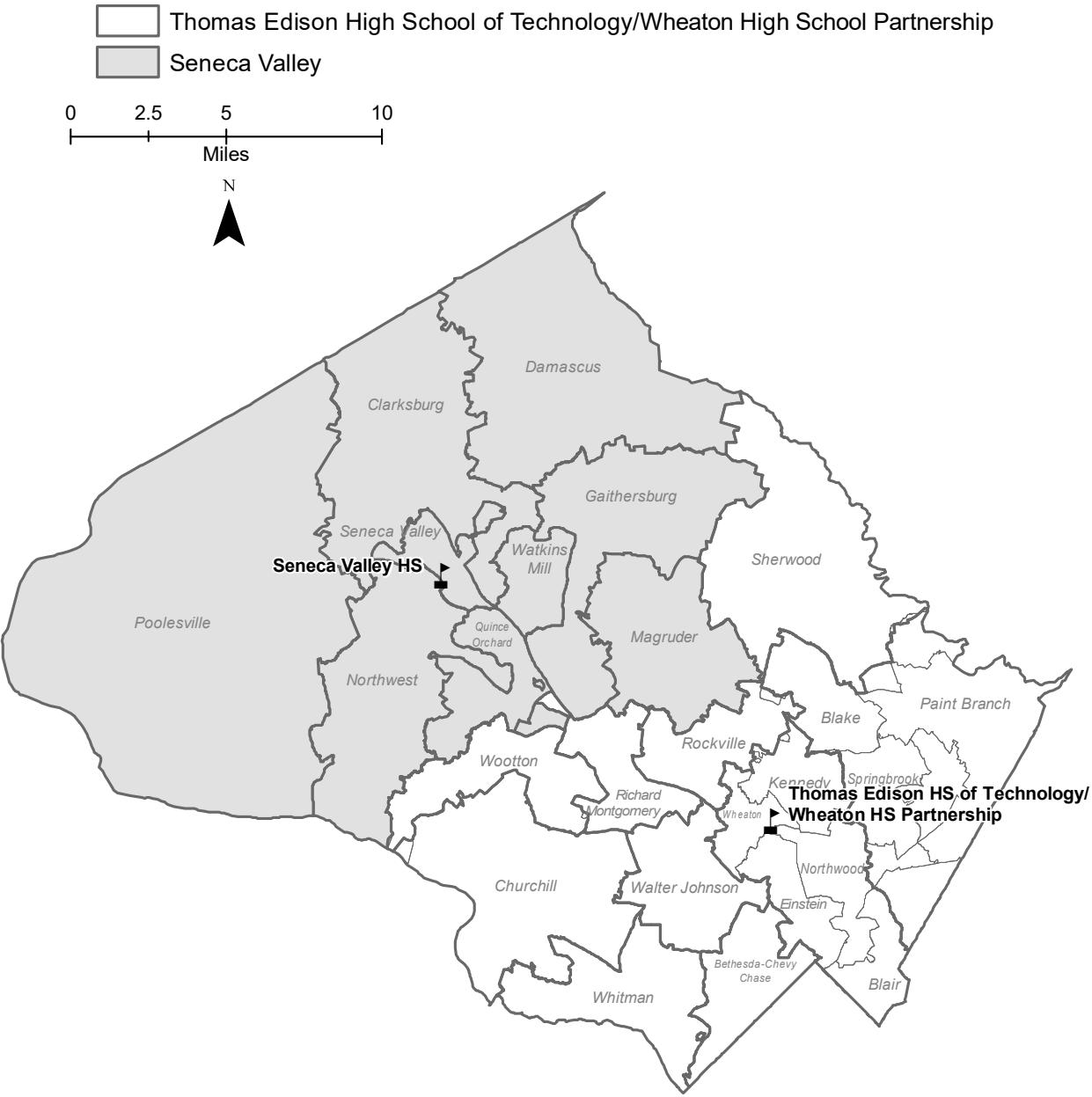
Secondary Magnet School Catchment Areas

-  Middle School
-  High School
-  Blair, Eastern, & Takoma Park
-  Poolesville, Clemente, & M. L. King Jr.

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Countywide College and Career High Schools



Appendix N

Special Education Services Descriptions

School-based Service Delivery Model

Speech and Language Services

The mission of Speech and Language Services is to provide comprehensive services for the prevention, assessment, diagnosis, and intervention of communication disabilities related to educational success. The goal of speech language pathologists is to support the development of students' communication skills and access to the general education curriculum. Services focus on oral, gestural, and/or augmentative communication skills. The type and frequency of services provided are determined by individual student needs.

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.

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 the curriculum, 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 and disabilities 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. The program is a collaboration between the Montgomery County Department of Health and Human Services, the lead agency and point of entry, and Montgomery County Public Schools, which provides the staff needed to serve children and families. 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. Families and early intervention providers work as a team to define priorities, learn about available resources and discuss the child's strengths and needs.

Preschool Education Program (PEP)

(Classic, Collaboration, Five Hour, Intensive Needs, PILOT, Medically Fragile and Itinerant Services)

The Preschool Education Program (PEP) offers a continuum of prekindergarten classes and services for children with disabilities ages three to kindergarten. PEP serves children with delays in multiple developmental domains that affect the child's ability to learn and access the prekindergarten curriculum. Services range from itinerant services for children in community-based childcare settings and preschools to home-based services for medically fragile children. Two early childhood centers and selected prekindergarten general education classrooms include students with disabilities in the regular education setting. 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. Special education classes are provided for children who need a specialized, comprehensive approach to learning. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP full day classes serve students with moderate to severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more administrative area(s).

Prekindergarten Language Classes

Prekindergarten Language classes serve students ages 3 to kindergarten, 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-day per week developmentally appropriate class, or five days per week in an early childhood classroom setting with inclusive opportunities with nondisabled peers. The purpose of this program is to use oral language for successful communication and to develop early learning skills in preparation for kindergarten. Selected elementary schools offer this program to support one or more administrative areas.

Autism Spectrum Disorders Services

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3 to kindergarten. 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 the general education curriculum. Students receive Applied Behavior Analysis (ABA) intensive instruction in a highly structured setting to improve learning and communication and to increase skills for participation in 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. Social skills instruction is a key component of the services. 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 Special Education Services

Social and Emotional Support Services (SESES) 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 the curriculum 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 co-teacher 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 Classes

Elementary physical disabilities classes provide comprehensive instruction 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.

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.

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 the curriculum 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 the curriculum 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, co-located with Maryvale Elementary School, 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 the curriculum. 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 and psychological consultation.

Rock Terrace School

Rock Terrace School, co-located in Tilden Middle 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 the curriculum to prepare the students for transition to the high school program. The high school program emphasizes the Alternate Learning Outcomes aligned with the curriculum 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,

Appendix O

School/Program Sites and Political Districts

School	Board of Education District	Council District	Legislative District	School	Board of Education District	Council District	Legislative District
Elementary Schools				Elementary Schools			
Arcola	4	4	18	JoAnn Leleck at Broad Acres	5	5	20
Ashburton	3	1	16	Little Bennett	1	2	15
Bannockburn	3	1	16	Luxmanor	3	1	16
Lucy V. Barnsley	5	3	19	Thurgood Marshall	2	3	39
Beall	2	3	17	Maryvale	5	3	17
Bel Pre	4	4	19	Spark M. Matsunaga	2	2	39
Bells Mill	3	1	15	S. Christa McAuliffe	1	2	39
Belmont	5	4	14	Ronald McNair	2	2	15
Bethesda	3	1	16	Meadow Hall	5	3	17
Beverly Farms	3	1	15	Mill Creek Towne	1	4	19
Bradley Hills	3	1	16	Monocacy	1	2	15
Brooke Grove	5	4	14	Montgomery Knolls	4	5	20
Brookhaven	4	3	19	New Hampshire Estates	4	5	20
Brown Station	2	3	17	Roscoe R. Nix	5	5	20
Burning Tree	3	1	16	North Chevy Chase	3	1	18
Burnt Mills	5	5	20	Oak View	4	5	20
Burtonsville	5	5	14	Oakland Terrace	4	5	18
Candlewood	5	3	19	Olney	5	4	14
Cannon Road	5	5	20	William T. Page	5	5	14
Carderock Springs	3	1	16	Pine Crest	4	5	20
Rachel Carson	2	3	17	Piney Branch	4	5	20
Cashell	5	4	14	Poolesville	1	1	15
Cedar Grove	1	2	14	Potomac	3	1	15
Chevy Chase	3	1	18	Judith A. Resnik	1	4	39
Clarksburg	1	2	15	Dr. Sally K. Ride	1	2	39
Clearspring	1	2	14	Ritchie Park	2	3	17
Clopper Mill	2	2	39	Rock Creek Forest	3	1	18
Cloverly	5	5	14	Rock Creek Valley	5	3	19
Cold Spring	2	3	15	Rock View	4	4	18
College Gardens	2	3	17	Lois P. Rockwell	1	2	14
Cresthaven	5	5	20	Rolling Terrace	4	5	20
Captain James Daly	1	2	39	Rosemary Hills	3	5	18
Damascus	1	2	14	Rosemont	2	3	17
Darnestown	2	1	15	Bayard Rustin	2	3	17
Diamond	2	3	17	Sequoyah	5	4	19
Dr. Charles R. Drew	5	5	14	Seven Locks	3	1	16
DuFief	2	2	15	Sherwood	5	4	14
East Silver Spring	4	5	20	Sargent Shriver	4	4	18
Fairland	5	5	14	Flora M. Singer	4	5	18
Fallsmead	2	3	17	Sligo Creek	4	5	20
Farmland	3	1	16	Snowden Farm	1	2	15
Fields Road	2	3	17	Somerset	3	1	16
Flower Hill	1	4	39	South Lake	1	2	39
Flower Valley	5	3	19	Stedwick	1	2	39
Forest Knolls	4	5	19	Stone Mill	2	3	15
Fox Chapel	1	2	39	Stonegate	5	4	14
Gaithersburg	1	3	17	Strathmore	4	4	19
Galway	5	5	14	Strawberry Knoll	1	2	39
Garrett Park	3	1	18	Summit Hall	2	3	17
Georgian Forest	4	4	19	Takoma Park	4	5	20
Germantown	2	2	15	Travilah	2	2	15
William B. Gibbs Jr.	1	2	39	Twinbrook	2	3	17
Glen Haven	4	4	18	Viers Mill	4	4	18
Glenallan	4	4	19	Washington Grove	2	3	19
Goshen	1	2	14	Waters Landing	1	2	15
Great Seneca Creek	2	2	39	Watkins Mill	1	2	39
Greencastle	5	5	14	Wayside	3	1	15
Greenwood	5	4	14	Weller Road	4	4	19
Harmony Hills	4	4	19	Westbrook	3	1	16
Highland	4	4	18	Westover	5	4	14
Highland View	4	5	20	Wheaton Woods	4	4	19
Jackson Road	5	5	20	Whetstone	1	2	39
Jones Lane	2	2	15	Wilson Wims	1	2	15
Kemp Mill	4	4	19	Wood Acres	3	1	16
Kensington-Parkwood	3	1	18	Woodfield	1	2	14
Lake Seneca	1	2	15	Woodlin	4	5	18
Lakewood	2	3	17	Wyngate	3	1	16
Laytonsville	1	4	14				

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	Brenda Wolff
At-large	Jeanette E. Dixon
At-large	Karla Silvestre
Student	Nick Asante

County Council

District	Name
1	Andrew Friedson
2	Craig Rice
3	Sidney Katz
4	Nancy Navarro
5	Tom Hucker
At-large	Gabe Albornoz
At-large	Evan Glass
At-large	Will Jawando
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	Lily Qi

Legislative District 16	
Senator	Susan C. Lee
Delegate	Ariana B. Kelly
Delegate	Marc Korman
Delegate	Sara Love

Legislative District 17	
Senator	Cheryl C. Kagan
Delegate	Kumar P. Barve
Delegate	Jim Gilchrist
Delegate	Julie Palakovich Carr

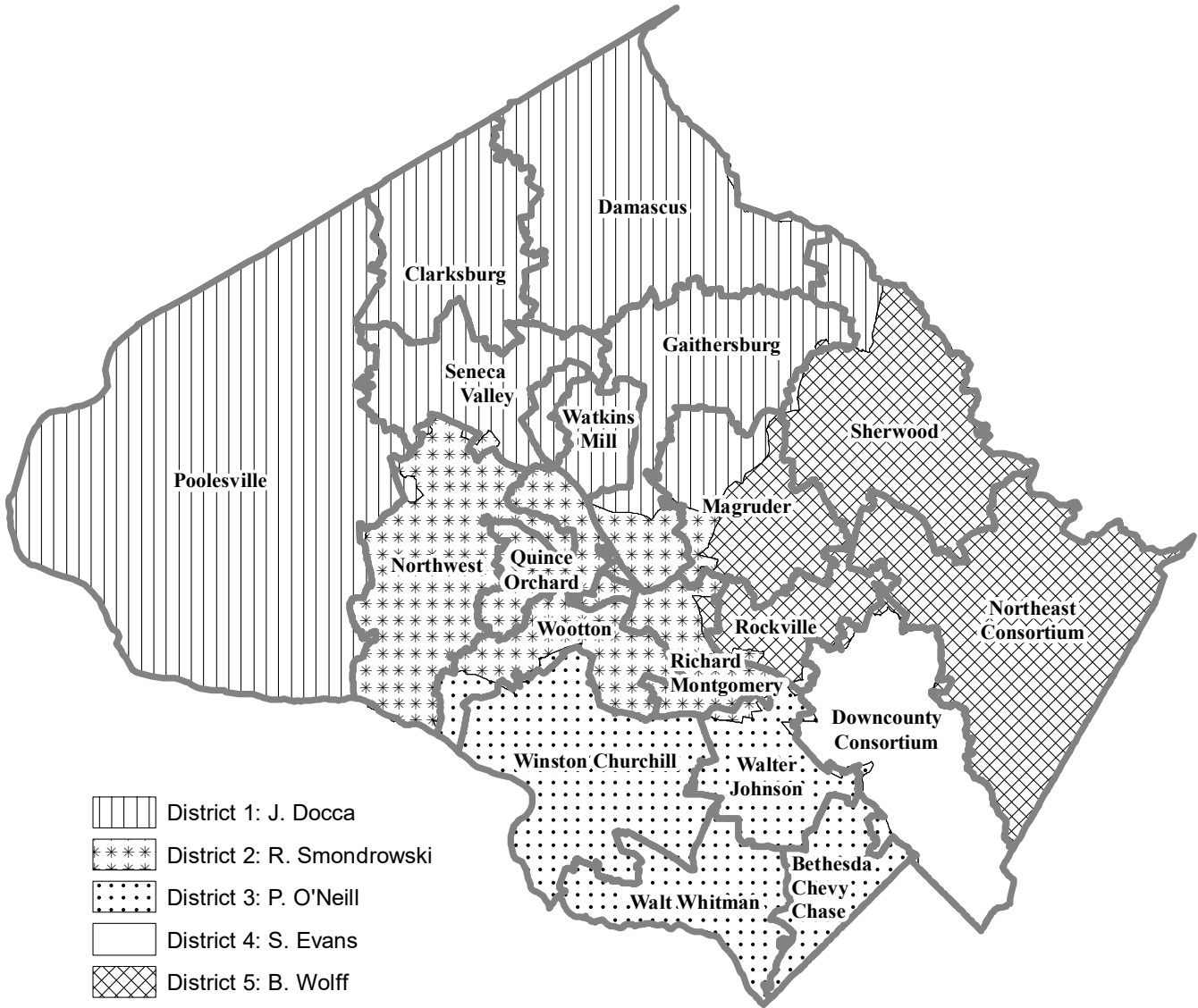
Legislative District 18	
Senator	Jeff Waldstreicher
Delegate	Alfred C. Carr, Jr.
Delegate	Emily Sherry
Delegate	Jared Solomon

Legislative District 19	
Senator	Benjamin F. Kramer
Delegate	Charlotte Crutchfield
Delegate	Bonnie L. Cullison
Delegate	Vaughn M. Stewart

Legislative District 20	
Senator	William C. Smith Jr.
Delegate	Lorig Charkoudian
Delegate	David Moon
Delegate	Jheanelle K. Wilkins

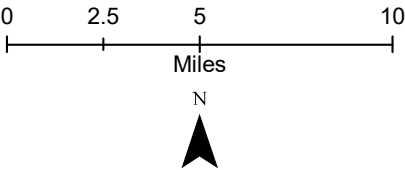
Legislative District 39	
Senator	Nancy J. King
Delegate	Gabriel Acevero
Delegate	Lesley J. Lopez
Delegate	Kirill Reznik

Board of Education Districts



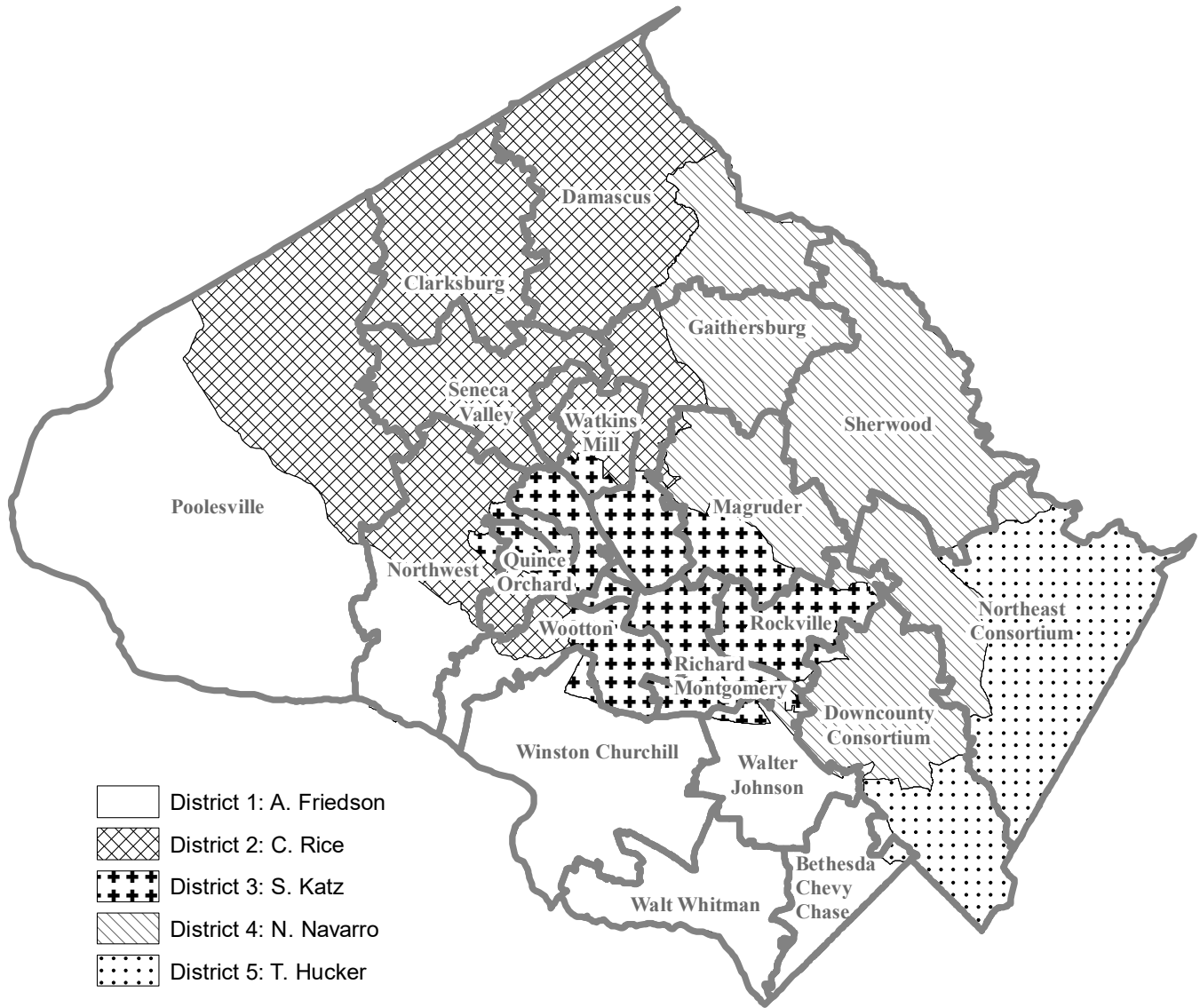
BOE Members at Large:
J. Dixon
K. Silvestre






BOE Student Member:
Nick Asante



October 8, 2020

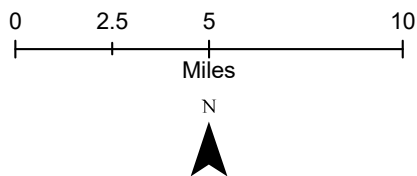
Council Districts



-  District 1: A. Friedson
-  District 2: C. Rice
-  District 3: S. Katz
-  District 4: N. Navarro
-  District 5: T. Hucker

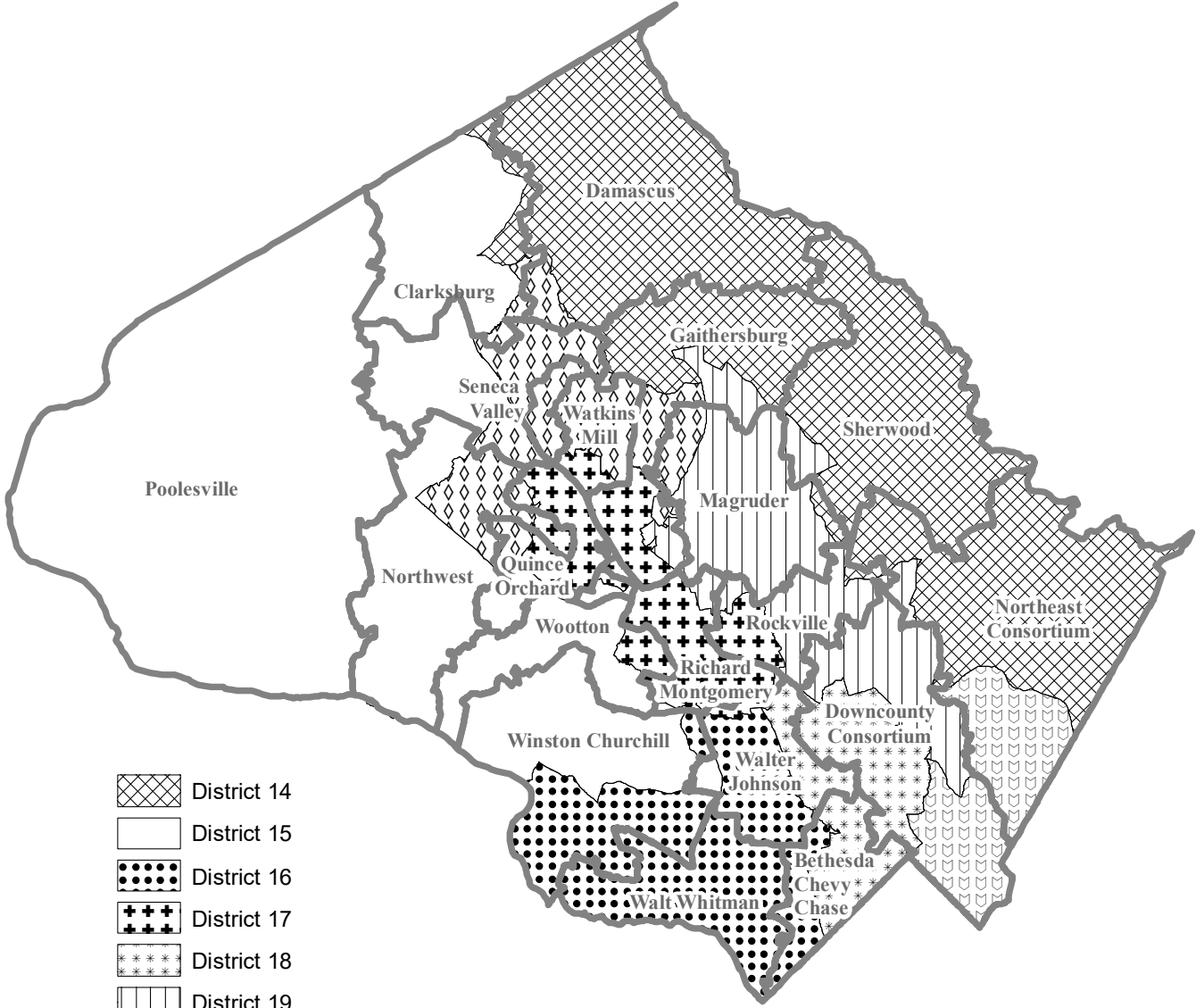
Council Members at Large:










G. Albornoz
E. Glass
W. Jawando
H. Riemer

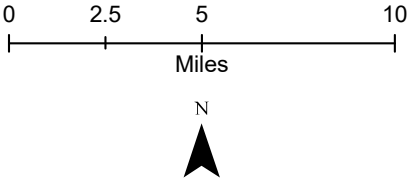


October 8, 2020

Legislative Districts



-  District 14
-  District 15
-  District 16
-  District 17
-  District 18
-  District 19
-  District 20
-  District 39
-  Cluster Boundary



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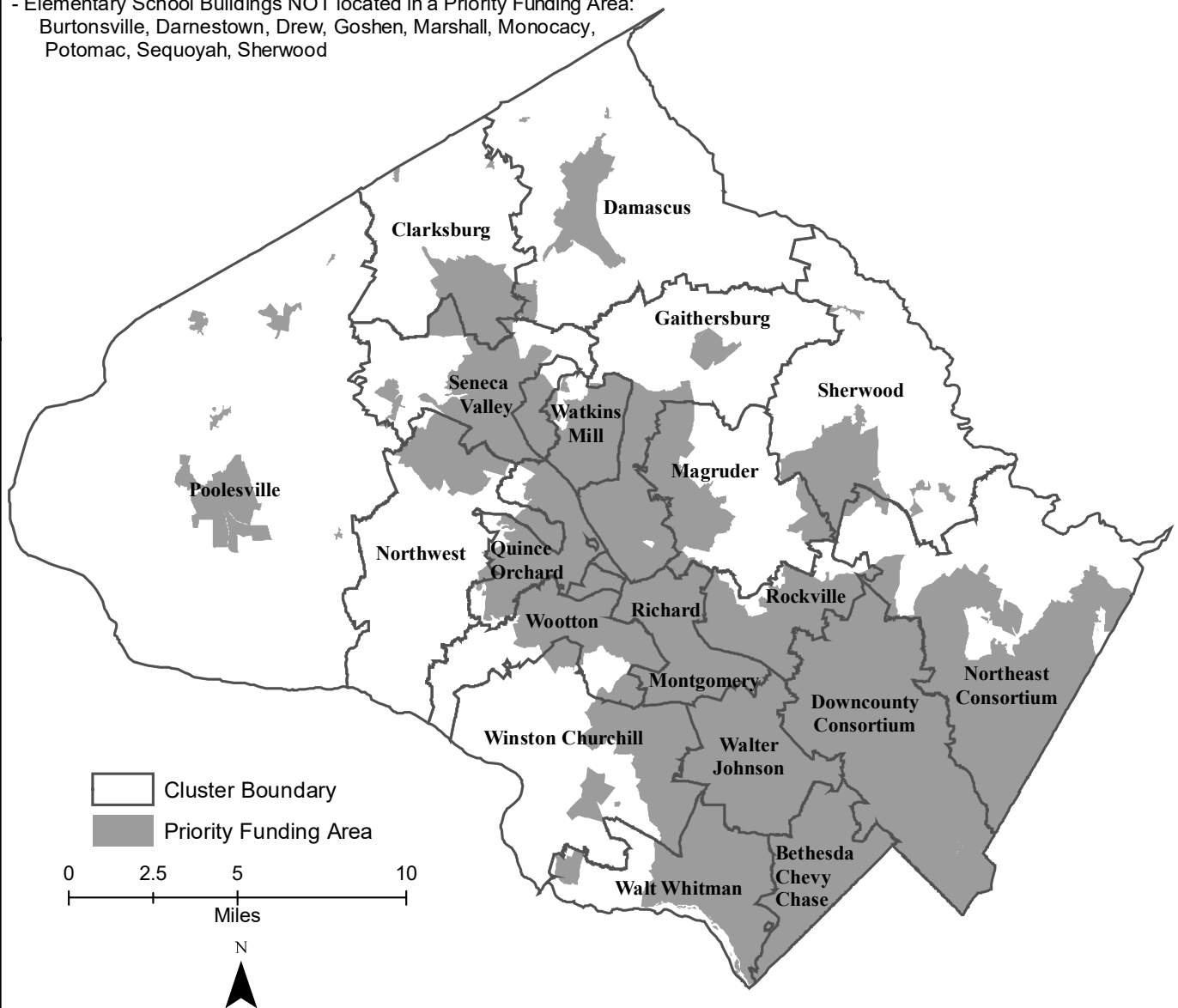
Appendix P

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' Service Areas serve students from Priority Funding Areas
- High School Buildings NOT located in a Priority Funding Area:
Blake, Magruder, Sherwood
- Middle School Buildings NOT located in a Priority Funding Area:
Briggs Chaney, Farquhar, Redland, Rosa Parks
- Elementary School Buildings NOT located in a Priority Funding Area:
Burtonsville, Darnestown, Drew, Goshen, Marshall, Monocacy, Potomac, Sequoyah, Sherwood



October 8, 2020

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.

REGULATION **MONTGOMERY COUNTY PUBLIC SCHOOLS**

Related Entries: ABA, ABC, ABC-RA, ACA, ACD, ACG, ACG-RA, ACG-RB, DNA, ECM, ECM-RA, FAA, JEE, JEE-RA
Responsible Office: Chief Operating Officer

Educational Facilities Planning

I. PURPOSE

To implement the Montgomery County Board of Education (Board) Policy FAA, *Educational Facilities Planning*

To set forth processes for the development of the Capital Improvement Program (CIP), the Educational Facilities Master Plan (Master Plan), and non-capital strategies to address capacity requirements and facility needs, to include site selection, school boundaries, geographic student choice assignment plans, and school closures and/or consolidations

II. BACKGROUND

As set forth in Board Policy FAA, *Educational Facilities Planning*, the components of educational facilities planning include –

- A. ongoing analyses of student enrollment projections and the physical condition of educational facilities and building systems;
- B. stakeholder engagement and input into facility decision making; and
- C. 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, taking into account the equity implications of Board Policy, ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.

III. DEFINITIONS

- A. *Adjacent schools* are, at a minimum, schools with catchment areas that are

contiguous.

- B. The *Capital Budget* is the annual budget adopted for capital project appropriations.
- C. The *Capital Improvements Program (CIP)* is a comprehensive six-year spending plan for capital improvements. The CIP focuses on the acquisition, planning, construction, and maintenance of public school facilities, including county-wide systemic replacement projects and major capital projects. 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.
- D. *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.
- E. *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. In some circumstances, MCPS elementary schools have split articulation patterns to middle schools, and some middle schools have split articulation patterns to high schools in one or more clusters.
- F. *Consortium* is a grouping of high schools or middle schools within proximity to one another that provides students the opportunity to express their preferences 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 as follows:
 - 1. Educational specifications describe the spaces needed to support the instructional program and guide the architect in developing 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 is part of the initial design phase that evaluates and develops concepts into a preliminary plan for the school.
 - 4. Preliminary plan defines the general scope, scale, functional relationship, traffic flow, and cost of project components. The conceptual design

conveys a clear and comprehensive image of the intended facility improvements including conceptual organization of exterior and interior spaces, usage of interior and exterior materials, and selection of structural, mechanical, plumbing, and electrical system concepts. The preliminary plan is presented to the Board for approval.

5. Design development is the phase of the design process that refines the architectural plans and develops the infrastructure of the project including mechanical, electrical, and plumbing systems.
 6. 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.
- J. *Stakeholder Engagement*, for the purposes of Board Policy FAA, *Educational Facilities Planning*, and this regulation, refers to processes designed to seek input to inform the superintendent of schools and the Board regarding the impact of facility planning options, by engaging a broad variety of stakeholders, including but not limited to parents/guardians, students, staff, community members and organizations, and local government agencies, in accordance with Board Policy ABA, *Community Involvement*, and Board Policy FAA, *Educational Facilities Planning*.

IV. FACILITIES PLANNING ANALYSES

The facilities planning process starts with the following:

- A. *Student Enrollment Projections*
 1. Student enrollment projections are developed in coordination with the Montgomery County Planning Department’s county population forecast

and other relevant planning sources.

2. Each fall, enrollment projections for each school are developed for a six-year period. Long-range forecasts project enrollment to the subsequent 10th and 15th year. The units of analysis for long-range forecasts are secondary school level, and the cluster or consortium level for elementary schools.
3. By April of each year, revisions to school enrollment projections for the next school year are developed to refine the projections and to reflect any changes in service areas, programs, or staffing.
4. The student enrollment projection methodology utilized is provided in an appendix to the CIP and Master Plan documents.
5. *Preferred ranges of enrollment* for schools includes all students attending a school.
 - a) The preferred ranges of enrollment for schools are —
 - (1) 450 to 750 students in elementary schools,
 - (2) 750 to 1,200 students in middle schools, and
 - (3) 1,600 to 2,400 students in high schools.
 - (4) Enrollment in special and alternative program centers may differ from the above ranges and generally is lower.
 - b) The preferred ranges of enrollment are considered when planning new schools or when recommending changes to existing schools. Departures from the preferred ranges may occur if circumstances warrant.
6. *School demographic profile and facility profile*
 - a) 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.
 - b) *Facility Profiles* include room use by program and facility

characteristics such as square footage, site size, year of opening, adjacency to parks, and number of relocatable classrooms.

B. Educational Program Requirements

1. MCPS staff members in the Office of the Chief Operating Officer will work closely with educational program staff members in the Office of the Chief Academic Officer and the Office of School Support and Improvement to identify facility requirements for educational programs.
2. Projected program requirements take into account the effect of class size changes and other relevant factors, such as existing, new, and proposed changes to educational programs.

C. Program Capacity Calculations

1. 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.
2. Student-to-classroom ratios should not be confused with staffing ratios that are determined through the annual operating budget process.
3. Unless otherwise specified by Board action, the *program capacity* and the associated student-to-classroom ration guidelines are as follows:

Student-to Classroom Ratio Guidelines

<i>Level</i>	<i>Student-to-Classroom Ratios</i>
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: 6-8 Middle School	25:1 ^a
Grades: 9-12 High School	25:1 ^b
Special Education, ESOL, Alternative Programs	See “c” below

- a) Program capacity is adjusted at the middle school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a middle school facility (equivalent to 21.25 students per classroom).
 - b) Program capacity is adjusted at the high school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .90 to reflect the optimal utilization of a high school facility (equivalent of 22.5 students per classroom).
 - c) Special education, ESOL, alternative programs, and other special programs may require classroom ratios different from those listed.
- D. *Facility utilization* refers to an analysis of current and projected student enrollment as compared to program capacity, state-rated capacity, and preferred ranges of enrollment.
 - 1. A school is considered to be underutilized if the facility utilization rate is less than 80 percent.
 - 2. A school is considered to be overutilized if the facility utilization rate is more than 100 percent.
 - 3. 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.
 - a) In the case of overutilization, an effort to evaluate the long-range need for permanent space is made prior to planning for new construction.
 - b) Underutilization of facilities also is evaluated in the context of long-range enrollment projections.
 - 4. Relocatable classrooms may be used on an interim basis to provide program space for enrollment growth until permanent capacity is available.
 - 5. 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.

- E. *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. SRCs are provided for schools in appendices to the CIP and the Master Plan.

- F. *School site size* is the acreage desired to accommodate the full instructional program, as follows:
 - 1. Elementary schools—a preferred useable site size of 7.5 acres that is capable of fitting the instructional program, including site requirements. The 7.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.

 - 2. Middle schools—a preferred useable site size of 15.5 acres that is capable of fitting the instructional program, including site requirements. The 15.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.

 - 3. High schools—a minimum preferred site size of 35 acres that is capable of fitting the instructional program, including site requirements. The 35 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.

- G. *Key Facility Indicators (KFI)* 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. MCPS established during the 2018-2019 school year a baseline for each factor in each school, and KFI data will be reviewed and updated periodically. Those updates will be made available publicly.

V. CLUSTER COMMENTS

- A. In June of each year, 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.
- B. Cluster comments are to be considered in the development of facilities recommendations made by the superintendent of schools in the CIP.

VI. FACILITY PLANNING DECISION-MAKING FRAMEWORK

- A. Each year, after new student enrollment projections are developed and other analyses set forth above are completed, and taking into account cluster comments, MCPS staff identifies and prioritizes options to respond to changing facility needs using the KFI approach set forth in Board Policy FAA, *Educational Facilities Planning*. Options for responding to facility needs and capacity requirements 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. Such project options also include construction of new facilities or additions to existing facilities.
- B. Options for responding to facility needs and capacity requirements also may include, as appropriate, adjustments of capacity through non-capital strategies to increase enrollment at under-capacity schools and/or encourage transfers from over-capacity schools, which may include, but are not limited to—
 - 1. boundary changes, or
 - 2. geographic student choice assignment plans (such as consortia); and/or
 - 3. school closures and/or consolidations.
- C. The decision-making framework also may include consideration of architect

selection, facility design, and other facility-related issues, as identified by the superintendent of schools.

VII. CAPITAL IMPROVEMENTS PROGRAM

- A. In the fall 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.
- B. In addition, recommendations for site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and any other facility planning recommendations identified by the superintendent of schools as requiring more time for public review, may be released.
- C. The six-year CIP includes the following:
 - 1. Standards for Board review and action:
 - a) Preferred range of school enrollments
 - b) Program capacity and facility utilization calculations
 - c) School site size
 - 2. Background information on the student enrollment projection methodology
 - 3. Current student enrollment figures, school demographic profiles, and facility profiles
 - 4. Program capacity and facility utilization analyses
 - 5. Elementary, middle, and high school enrollment projections for each of the next six years and long-range projections for the 10th and 15th year for middle and high schools
 - 6. Recommended actions, such as changes in school capacities, new facilities, major capital projects, program locations, and/or the service area of the schools.
 - 7. A schedule of countywide systemic projects by category, major capital projects at specific schools, and new facilities as identified in Chapter 1 of the CIP and the Master Plan.

8. A line item summary of Capital Budget appropriation recommendations by the superintendent of schools
-
- D. Supplements to the CIP may be published to provide more information on issues when deemed advisable by the superintendent of schools
 - E. The superintendent of schools' recommended CIP is posted on the MCPS website. CIP documents are made available 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.
 - F. 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 XI.B. for the public hearing process and Section XII for the annual calendar.)
 - G. 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 February/March, and action by April. If necessary, the timeline for deferred planning issues may be modified by the superintendent of schools to allow more time for stakeholder engagement processes.
 - H. In cases where the Board determines an unusual circumstance exists, the superintendent of schools may develop an alternative time schedule to make recommendations regarding the CIP, facility planning activities, site selection, school boundaries, geographic student choice assignment plans, or school closures and/or consolidations.
 - I. After review and Board action, the Board-requested CIP, including official Project Description Forms (PDFs) for all requested capital projects, is submitted to the Montgomery County Council (County Council) and the Montgomery County Executive for their review and for County Council action. The Board-requested CIP also is sent for information purposes to M-NCPPC.
 - J. The county executive's recommendations are forwarded to the County Council on January 15 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.

- K. The County Council adopts the biennial six-year CIP, and amendments to the CIP, in late May.

VIII. EDUCATIONAL FACILITIES MASTER PLAN (MASTER PLAN)

- A. By July of each year, the superintendent of schools publishes a summary of all County Council-adopted capital and Board-adopted non-capital strategies to address capacity requirements and facility needs. This document, the 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 strategies to address capacity requirements and facility needs 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 projection methodology
 - c) Current student enrollment figures, school demographic profiles, and facility profiles
 - d) Program capacity and facility utilization calculations
 - e) Elementary, middle, and high school enrollment projections for each of the next six years, and long-range projections for the 10th and 15th years for middle and high schools. 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, school closures and/or consolidations, or other changes adopted by the Board

- f) County Council-adopted PDFs for all capital projects with schedules, estimated costs, and funding sources

IX. LONGER TERM PLANNING

- A. MCPS utilizes a longer-term (i.e., beyond the six-year CIP interval) scenario planning framework to inform the development of the CIP and further allow MCPS to be forward-thinking and identify facility options that align with advances in pedagogy and be innovative in its approaches to educational programming, as well as class size changes, use of nontraditional sites, and other relevant approaches.
- B. This longer-term scenario planning framework explores growth management at the regional or cluster level, considering four growth management scenarios that could impact facility planning:
 - 1. High enrollment growth
 - 2. Moderate/low enrollment growth
 - 3. No enrollment growth
 - 4. Declining enrollment
- C. For any scenario, the analysis then determines the degree to which a school or set of schools is or may become, in the future, overutilized, or underutilized. Options generated from these analyses then suggest longer-term approaches that may include, but are not limited to, the following:
 - 1. Changes to the delivery, location, or number of programs; enrollment practices and class sizes; grade level configurations; or master schedules
 - 2. Additions to physical capacity
 - 3. Consideration of nontraditional sites or nontraditional uses of existing sites
- D. Tapping into the wealth of experience and knowledge that members of the Montgomery County community have regarding long-term facility planning issues and strategies, the superintendent of schools has established a Facilities Advisory

Committee to advise MCPS on a wide variety of topics related to the community's vision for school facilities and planning that are outside the six-year CIP time frame but that may require attention in the 10-15 year time frame or beyond. The superintendent of schools appoints the membership of the Facilities Advisory Committee, with input from community stakeholders.

X. GUIDELINES FOR STAKEHOLDER ENGAGEMENT PROCESSES FOR SPECIFIED FACILITIES-RELATED ISSUES

A. Stakeholder Engagement Guidelines

1. Stakeholder involvement is especially critical to the success of the following MCPS facility-related planning processes:
 - a) Site selection for new schools
 - b) School boundaries
 - c) Geographic student choice assignment plans
 - d) School closures and/or consolidations
 - e) Facility design
 - f) Other facility-related issues as identified by the superintendent of schools
2. Consistent with Board Policy ABA, *Community Involvement*, and Board Policy FAA, *Educational Facilities Planning*, MCPS will seek stakeholder engagement for the purpose of advising the superintendent of schools regarding the impact on the community of staff-developed facility-related options for the processes specified in Section V.A.1.
 - a) The superintendent of schools will publicize opportunities to provide input and direct staff to seek –
 - (1) input from multiple stakeholders,
 - (2) broad representation from affected communities, and
 - (3) a variety of viewpoints.
 - b) The primary stakeholders in the planning process are

parents/guardians, staff, and students in affected communities. Additional stakeholders may include representatives of MCCPTA, local PT(S)As, or other parent/guardian or student groups; along with representatives of MCPS employees; affected municipalities; local government agencies; civic groups; and other countywide organizations, as appropriate.

- c) Staff will conduct broad outreach using multiple strategies for obtaining stakeholder engagement.
 - (1) Stakeholder engagement strategies may vary, as appropriate, according to the nature, size and scope of the process.
 - (2) Stakeholder engagement strategies may include, but are not limited to, systemwide committees or advisory groups, focus groups, task forces, work groups, roundtable discussion groups, surveys, technologically-facilitated communications, and/or other public planning sessions, such as charrettes that are designed for collaboration among all interested or impacted parties and provides information and feedback to staff.
 - (3) At any point, the superintendent of schools may direct MCPS staff to use a public forum, survey, or technologically-facilitated communication in conjunction with or in lieu of other methods.

B. Additional Guidelines for Developing Options for School Boundaries and Geographic Student Choice Assignment Plans

- 1. Prior to the development of specific options to be put forward for stakeholder engagement, the superintendent of schools recommends to the Board the potential scope of changes to school boundaries and/or geographic student choice assignment plans in terms of the geographical area(s) of the county potentially impacted.
- 2. The superintendent of schools develops recommendations for the scope through a multi-step process which considers first the minimum unit of analysis that could address the immediate concern, then considers the maximum extent of the potentially affected geographic area(s) that may need to be considered to effectively address the four factors established in Board Policy FAA, *Educational Facilities Planning*.

- a) Typically, the potential scope of a change of school boundaries and/or a geographic student choice assignment plan in response to a capital project recommendation that is anticipated to have a limited effect on a school's enrollment (e.g., an addition which increases the school's capacity by less than 20 percent or a minor alteration of an attendance area) may be addressed by consideration of options that impact only the cluster in which the school is located as well as any immediately adjacent schools outside the cluster.
 - b) Concerns potentially affecting broader communities may require the scope to extend to consideration of options involving communities in adjacent clusters.
3. The superintendent of schools will identify potentially affected communities prior to making recommendations to the Board regarding the scope of facility-related efforts.
 4. Once the Board establishes the scope of changes of school boundaries and/or geographic student choice assignment plans that are under consideration, MCPS staff develop a range of options for stakeholder engagement, based on the four factors below, as set forth in Policy FAA, *Educational Facilities Planning*, and provides a rationale that demonstrates the extent to which any option advances each of these four factors:
 - a) Demographic characteristics of student populations

Pursuant to Board Policy FAA, *Educational Facilities Planning*, 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*. This means that a key consideration is significant disparity in the demographic characteristics between schools in the affected geographic areas that cannot be justified by any other factor. 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. Options should also take into consideration the intersection between and among these categories of

demographic data.

b) Geography

In accordance with MCPS's 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, transportation patterns (including public transit), and topography. As part of this analysis, walking access to the school and transportation distances should be considered. 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 of time 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.

5. At the conclusion of the stakeholder engagement phase, MCPS staff will prepare a report for the superintendent of schools that will include, but is not limited to, a summary of the stakeholder engagement processes utilized, staff-developed options, and stakeholder feedback.
6. In addition, as appropriate, the superintendent of schools may consider any individual PT(S)A position papers.
7. When developing recommendations for the Board, the superintendent of schools provides a rationale for each recommendation that demonstrates

the extent to which it feasibly and reasonably advances the factors above in Section X.B.2 and X.B.4. While each of the factors are considered, it may not be feasible to reconcile each and every recommendation with each and every factor.

8. These guidelines also may be applied to other facility-related issues identified by the superintendent of schools, as appropriate.

C. Additional Guidelines for Developing Options for New School Sites

The following factors are considered, in addition to those established in Board Policy FAA, *Educational Facilities Planning*, 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

D. Facility Design

Educational facility designs provide for a healthy, safe, and secure environment in alignment with the principles of environmental stewardship and consistent with current educational program needs, as well as anticipated future program needs. Stakeholder engagement is sought at key milestones in the processes leading to the construction of new schools, or additions to existing schools, as follows:

1. Educational specifications describe the spaces needed to support the instructional program and guide the architect in developing the building layout and design. Educational specifications for proposed projects are developed by MCPS capital planning staff in collaboration with instructional program staff, and principals and staff from affected schools.

2. Design options are developed by the selected architect(s) who evaluates the educational specifications and uses them to create preliminary designs. Stakeholder engagement is gathered as follows:
 - a) MCPS staff engage in broad outreach using multiple strategies for obtaining stakeholder engagement on the facility design of capital projects.
 - b) Representatives of civic groups, municipal, county government (including Montgomery County Planning Department and Montgomery County Parks Department), and adjacent property owners, if any, may provide input into the designs of new schools and additions, or major capital projects for existing schools.
3. A preliminary plan, which includes the preliminary design, is presented to the Board for approval.

E. School Closures and Consolidations

In addition to the factors set forth in section X.B.4 above, the requirements of Maryland law are followed when seeking stakeholder engagement for school closures and consolidations.

XI. BOARD ACTION ON SUPERINTENDENT OF SCHOOLS' RECOMMENDATIONS

- A. The Board holds one or more work sessions to review the superintendent of schools' recommendations as referenced in Section VII above.
 1. The Board may request, by majority vote, that the superintendent of schools develops alternative recommendations for site selection, school boundaries geographic student choice assignment plans, or school closures and/or consolidations of schools.
 2. 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. Alternatives put forward by the Board will advance one or more of the factors set forth in Section G of Board Policy FAA, *Educational Facilities Planning*.

3. 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.
4. 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.

B. 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 site selection, school boundaries, geographic student choice assignment plans, or school closures and/or consolidations.
 - 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 late February or 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.
2. In addition to other avenues of engagement, community members have opportunities to provide input to the superintendent of schools and the Board through written correspondence, public comments, and public testimony.
3. Civic groups, countywide organizations, municipalities, and elected officials may testify at public hearings.

4. MCCPTA cluster coordinators, in consultation with the local PT(S)A presidents, may 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.
5. 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.
6. The Board office is responsible for scheduling those interested in testifying at public hearings.
 - a) As set forth in the *Board of Education Handbook*, for CIP hearings, students, municipalities, and MCCPTA shall be accorded the opportunity to testify first, followed by PT(S)As, and then on a first come, first served basis, individuals and civic and countywide organizations.
 - b) Elected officials are given the courtesy of being placed on the agenda at the time of their choice.
 - c) Unless otherwise specified in the Board hearing notice, organizations, municipalities, and elected officials shall be limited to five minutes for testimony at Board hearings.

XII. CALENDAR

The facilities planning process is conducted according to the Montgomery County 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
The County Council adopts Spending Affordability Guidelines for the new CIP cycle, based on debt affordability.	Early-October of odd numbered fiscal years

MCPS staff members present enrollment trends and planning issues to the Board.	Fall
The superintendent of schools publishes and sends to the Board any recommendations for site selection, school boundaries, geographic student choice assignment plans, school closings and/or consolidations, or other facility-related issues requiring more time for public review.	Fall
The 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.	Fall
The Board holds one or more work sessions on the CIP and to consider alternatives to the superintendent of schools' recommended site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues.	Early to mid-November
The Board holds one or more public hearings on the recommended CIP and site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, 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
The Board acts on Capital Budget, CIP, amendments, and any site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues.	Mid to Late November
The county executive and County Council receive Board-requested capital budget and CIP for review.	December 1
The county executive transmits recommended Capital Budget and CIP or amendments to County Council.	January 15
The County Council holds public hearings on CIP.	February - March
The County Council reviews Board requested and county executive recommended Capital Budget and CIP.	March - April

The superintendent of schools' recommendations on any deferred planning issues, site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and other facility-related issues, and/or recommended amendment(s) to the CIP are published for Board review, if needed.	Mid-February*
The Board holds one or more work sessions and identifies any alternatives to site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related recommendations, if needed.	February/ early-to mid-March*
The Board holds one or more public hearings if needed and if any alternatives are identified by the Board.	Late-February
The Board acts on deferred CIP recommendations and/or site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues, if needed.	April
The 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
The superintendent of schools publishes a summary of all actions to date affecting schools (Master Plan) and identifies future needs.	July

*If necessary the timeline for deferred planning issues may be modified to allow more time for stakeholder engagement processes.

Related Sources: *Code of Maryland Regulations* §13A.01.05.07 and §13A.02.09.01-.03; *Charter of Montgomery County, Maryland*, Section 305; *Montgomery County Code*, Chapter 20, Article X, §§20-55 through 20-58

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; revised May 2, 2019.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA-RA, ABA-EA, ABC, ACA, BMA, IOD, IOD-RA

Responsible Office: Chief Engagement and Partnership Officer

Community Involvement

A. PURPOSE

The Montgomery County Board of Education (Board) is committed to fostering and supporting community interest and involvement in Montgomery County Public Schools (MCPS), because citizen support of the schools is essential to student success. The Board will ensure that the ideas, interests, and concerns of its stakeholders are considered and valued in decision-making processes and that input and involvement is sought and encouraged from a broad spectrum of our diverse community. The Board is committed to the maintenance and monitoring of ongoing collaborative and productive communication processes with the community.

B. ISSUE

Creating processes for community involvement in a large, diverse community such as Montgomery County presents challenges and opportunities. Ensuring that the members of the community are encouraged, supported, and recruited to contribute time, knowledge, skills, and ideas to the public school system is both challenging and essential. Commitment and resources are required to design, maintain, and monitor processes for productive collaboration and communication between MCPS and the community. These processes must create an environment where diverse views may be heard and considered in an atmosphere of respect.

C. DEFINITIONS

1. *Community Involvement* seeks to ensure that the breadth of interests and values from across the community are heard and considered by the Board, superintendent of schools, principals, and other educational leaders, thereby enhancing the decision-making process.

2. *Community* is comprised of numerous constituents with a vested interest in the education of children. Some of these constituents may include, but are not limited to, Montgomery County residents, advocacy, nonprofit, parent or community-based organizations; business, civic and nongovernment organizations; local postsecondary educational institutions; state, local, and federal agencies; and cultural, ethnic, racial, and religious groups.

D. POSITION

1. As part of its responsibility as a community member, the Board will:
 - a. Develop its role as an advocate, using the best interest of the students as a guiding principle
 - b. Engage community members in building an organizational culture of respect
 - c. Establish processes designed to obtain input by engaging in a discussion among a broad variety of stakeholders and utilizing opportunities for input from the public and relevant staff members through any appropriate method such as, but not limited to:
 - (1) Focus groups
 - (2) Task forces
 - (3) Work groups
 - (4) Technologically facilitated communication
 - (5) Advisory groups
 - (6) Public forums
 - (7) Surveys
 - d. Solicit and consider community comments and concerns regarding the development of MCPS policies and other decisions
 - e. Seek to engage members of our diverse community, particularly organizations representing new or traditionally underrepresented communities, in a committed, productive partnership to support the MCPS strategic plan
 - f. Advocate for the MCPS student population and their families through engagement with local, state, and federal government agencies
2. As part of its responsibility as a community member, the school system offices will:

- a. Integrate resources and services from the community to strengthen school programs, family practices, and student learning and development
 - b. Seek collaboration with a broad range of community members and organizations that reflect the diverse citizenry and interests of Montgomery County
 - c. Seek and support the involvement of local organizations, particularly organizations representing new or traditionally underrepresented communities, in the school system
 - d. Provide access and opportunity for broad segments of the community, representing the wide variety of interests within the community, to participate in decision-making processes
 - e. Provide, to the extent possible, interpretation services and translations of important information about school system programs, services, policies, or issues
3. As part of its responsibility as a community member, each school will:
- a. Seek involvement from the community and provide opportunities to strengthen the home/school connection
 - b. Establish and maintain regular and ongoing two-way communication with families and the community to provide information and solicit feedback about school progress, resources, policies, and issues
 - c. Provide, to the extent possible, information in the native languages of members of the school community
 - d. Access community services to support and foster academic achievement and positive development for all students
 - e. Participate actively and responsibly in the life and social fabric of the local community

E. DESIRED OUTCOME

There will be an actively engaged community that is reflective of all residents. The system will benefit from the community's contribution of its skills, knowledge, ideas, and time to support the success of all students in partnership with MCPS.

F. IMPLEMENTATION STRATEGIES

1. The superintendent of schools will assess the status of community involvement, review existing policies and procedures, revise necessary regulations and procedures to support this policy, and make periodic reports to the Board regarding the status of community involvement.
2. The Board will seek community input on school system policies, including curriculum, facilities, and funding issues from a broad spectrum of our culturally and linguistically diverse community.

G. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board policy review process.

Policy History: Adopted by Resolution No. 287-74, May 28, 1974; amended by Resolution No. 268-76, May 11, 1976; amended by Resolution No. 346-06, July 18, 2006; amended by Resolution No. 327-13, June 13, 2013.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: 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 sibling to attend the same school as another sibling.

C. POSITION

1. A student may apply for a COSA based on any of the following criteria:

a) Unique Hardship

Students may apply for a COSA when extenuating circumstances related to their specific physical, mental, or emotional well-being or their family's individual or personal situation that could be mitigated by a change of school environment. However, problems that are common to large numbers of families do not constitute a unique hardship, absent other compelling factors. Documentation that can be independently verified must accompany all hardship requests, or the request will be denied. Examples of such unique hardships include, but are not limited to, the following:

(1) Child care

Parents/guardians must demonstrate extenuating circumstances, in obtaining age-appropriate supervision of school students before and/or after school because –

- (a) their work hours extend significantly beyond the typical hours for available child care programs and activities located within the home school or otherwise easily accessible child care programs; and /or
 - (b) significant financial constraints limit the family's ability to otherwise access child care, or other student specified needs. The extenuating circumstances must be extremely significant for students beyond the elementary level.
- (2) When there are extenuating circumstances involving the physical, mental, or emotional well-being of the student.
- (a) Parents/guardians seeking COSAs for this reason should provide documentation of –
 - (i) ongoing treatment by a health care provider of issues related to the student's physical, mental, or emotional well-being that are directly related to or significantly impacted by the school environment; and/or
 - (ii) a significant health issue with unique care requirements (e.g., frequent medical appointments far from the student's home school and/or the parent/guardian's work location).

In the absence of such documentation, evidence of such extenuating circumstances may be obtained through consultation with school staff.

b) Family Moves

Students whose families have moved within Montgomery County, during the school year, who wish their student to continue attending their former home school may request a COSA without demonstrating a unique hardship. Such requests should be submitted immediately after the family moves, and such requests will be granted 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 high school graduation.

c) Siblings

- (1) When a sibling seeks to attend the school where a sibling will be enrolled in the regular/general school program, or a special education program, during the year the sibling seeks to enroll
- (2) For elementary school students only, when a sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for siblings on a case-by-case basis
- (3) Such approvals require consideration of available classroom space, grade-level enrollment staffing allocations, or other factors that impact the schools involved.
- (4) Section (1), (2) and (3) above do not apply if a boundary change has occurred.
- (5) For the purpose of this policy, siblings include step-brothers and sisters, and half-brothers and sisters.

d) MCPS Staff

- (1) Consistent with MCPS strategic priorities to encourage and support school-based staff who work in Title I Schools, Innovative School Year Calendar Schools, or Focus Schools, staff based in any one of those schools may request a transfer for their own child to attend the school which they work under the following conditions:
 - (a) The staff member is assigned to work in one of the above referenced schools for the upcoming school year in a budgeted full-time equivalent (FTE) position that is eligible for leave, retirement, and health benefits coverage; and
 - (b) The staff member is a Montgomery County resident, and the student is otherwise eligible to enroll in MCPS; and

- (c) The request is accompanied by a plan for childcare or other supervision during all times during the staff member's duty day.
 - (2) If the student's enrollment in the school in which the staff member works becomes an impediment to the staff member's ability to perform their duties satisfactorily, the student transfer may be rescinded.
 - (3) The superintendent of schools may establish a process and timeline for consideration of such requests, as well as limit eligibility based on staff performance or conduct concerns.
 - (4) MCPS staff who do not work in one of the schools identified in this section may otherwise apply for COSAs for their children in accordance with requirements of this policy and related regulations.
2. COSAs are subject to the following procedures:
- a) COSA applications are to be submitted between the first school day in February and the first school day in April 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 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 supplied.
 - b) High school 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.

- e) The COSA application will be approved or denied after considering –
 - (1) the reasons for the request;
 - (2) for students receiving special education services, whether the IEP can be implemented at the requested school;
 - (3) applicable staffing and services available at the requested school;
 - (4) school capacity, including grade level and cluster capacity, and other issues that implicate the ability of the school to admit new students; and
 - (5) if the requested school has a utilization rate of less than 80 percent, the request may receive special consideration after factoring in any issues of capacity at the grade or cluster level.
- 3. Students attending an elementary school on a COSA must reapply for a COSA to attend a middle school other than their home middle school. Starting with students who enter 6th grade during school year 2021-2022, a student attending a middle school on a COSA seeking to attend the high school in that middle school's feeder pattern will have to reapply for a COSA. Starting with students who enter 3rd grade in 2021-2022, students in a middle school immersion program must apply for a COSA in order to attend a high school other than their home school, including the high school in that middle school's feeder pattern.
- 4. 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 are not required to obtain a COSA to attend a school other than their home school. MCPS reserves the right to require students to return to their home school if they cease participation in the program.
- 5. MCPS shall implement a process, separate from the COSA process described in this policy, for the purpose of considering certain academic transfer requests for high school students as described below.
 - a) Students may request academic transfers to participate in either –
 - (1) a multi-year sequence of related courses, as defined in the district or school course catalog, that is not available at the student's home school, or

- (2) a multi-year single course sequence, as defined in the district or school course catalog, that is not available at the student's home school.
 - b) Such a process will include deadlines for submission of academic transfer requests that align with MCPS timelines for course registration and staffing needs.
 - c) Such transfers will be permitted only if space is available after local students enroll.
 - d) Consistent with the district's strategic priorities, MCPS may also consider adjustments to academic programming at the student's home school in lieu of granting the academic transfer request.
 - e) MCPS reserves the right to require students to return to their home school if they withdraw from the course-sequence for which the academic transfer request was granted.
6. 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 sibling to attend the same school as another sibling

3. To provide clarity that the COSA process is distinct from the admissions processes for countywide programs, academic transfer requests, and administrative placements initiated by MCPS staff, the criteria for which are established by the superintendent of schools through administrative regulation

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

F. REVIEW AND REPORTING

This policy will be reviewed on an annual basis in accordance with the Board of Education policy review process.

Policy History: Resolution No. 288-72, April 11, 1972, amended by Resolution No. 825-72, December 12, 1972, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. 517-86, September 22, 1986; reviewed February, 1995; amended by Resolution No. 92-02, March 12, 2002; non-substantive modification, November 16, 2006; amended by Resolution No. 124-17, March 17, 2017; amended October 6, 2020.

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 (for example, Speech and Language, Home School Model, Hours Based Staffing, or Learning and Academic Disabilities Services) should follow the regular COSA process. If the student's Individualized Education Program (IEP) requires special education services that are not offered in all schools, the parent/guardian should indicate on the COSA form that the student receives special education services in a specialized program in addition to submitting appropriate documentation indicating the reason for the COSA request. Decisions regarding requests for students receiving special education services that are not available in all schools will be made after July 1.
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 area associate superintendent in the Office of School Support and Improvement (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 area associate superintendent in 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 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; revised January 7, 2019.

Appendix T

EEA

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: EEA-RA, EBH-RA, JEE, JEE-RA, JFA-RA, KLA

Related Sources: *Annotated Code of Maryland, Education Article, §3-903(c); Code of Maryland Regulations §13A.06.07.09 Instructional Content Requirements; Montgomery County Code, Article II, §44-7 Denominational and parochial school students entitled to transportation; and Montgomery County Code, Article II, §44-8, Cost of transportation of students; levy and appropriation; charge to students.*

Responsible Office: Chief Operating Officer
Department of Transportation

Student Transportation

A. PURPOSE

To establish safe, responsive, and accountable operation of the Montgomery County Public Schools (MCPS) student transportation system, in partnership with parents and students, and to delineate the services provided.

B. ISSUE

MCPS is authorized by the regulations of the State of Maryland to provide safe and efficient transportation to the students residing within Montgomery County. The Montgomery County Board of Education is responsible for establishing the operational expectations and eligibility criteria for its student transportation services. It is the responsibility of the Montgomery County Board of Education to work with other agencies when needed and to consider the safety of students when designing school site plans including pedestrian and vehicular traffic patterns; assessing routes for walking to and from school and school bus stops; and, establishing bus routes and locations of school bus stops.

C. POSITION

1. Eligibility for Transportation

- a) The Board of Education adopted attendance areas for each school are the basis upon which transported areas are defined. Students attending their home school who reside beyond the distances defined below will receive transportation services.

- (1) Transported areas surrounding MCPS schools are as follows:
 - Elementary Schools—beyond 1 mile
 - Middle Schools—beyond 1.5 miles
 - High Schools—beyond 2.0 miles
 - (2) The superintendent of schools is authorized to extend these distances by one-tenth of a mile to establish a reasonable line of demarcation between transported and non-transported areas.
 - (3) Transportation may be provided for distances less than that authorized by Board policy if a condition is considered hazardous to the safety of students walking to or from school, or to establish a reasonable boundary consistent with the safety criteria outlined in C.2.
- b) The Board of Education may establish transportation services for certain consortia schools, magnet, gifted and talented, International Baccalaureate, language immersion, alternative, or other programs based on the purposes of the programs, attendance areas, and available funding.
 - c) Enhanced levels of transportation services will be provided to those students, such as special education students, who meet the eligibility requirements of federal and state laws. Commercial carriers may be used to provide required services.
 - d) Students who attend denominational and parochial schools may be transported as specified under provisions of the Montgomery County Code. This service will be provided only on a space-available basis along established bus routes designed to serve public schools in keeping with the terms and conditions as set forth in this policy.
 - e) Under special circumstances, students may ride established bus routes across attendance boundaries for valid educational reasons.
 - f) Mixed grade/age level student loads are permitted.
 - g) Every effort is made to balance ride times and resources.
 - h) Buses may be used for educationally valuable purposes other than transporting students to and from the regular school day, such as field trips, extracurricular events, interscholastic sports, and outdoor education or

academic programs. Unless otherwise approved by the superintendent or his or her designee, use of MCPS buses is limited to MCPS and other governmental agencies. MCPS will establish criteria and rates for the use of MCPS transportation services for purposes other than transporting students to and from school on the regular school day.

- i) In exigent circumstances, the superintendent may apply to the Board of Education for a waiver to temporarily adjust transported distances. Board action on the waiver request can be taken after allowing at least 21 days for public comment following publication of the waiver request. If the Board deems an emergency exists, this notification provision may be waived without notice if all Board members are present and there is unanimous agreement.

2. Student Safety

- a) MCPS is responsible for routing buses in a manner that maximizes safety and efficiency.
- b) MCPS buses will not cross a main line railroad at grade crossing while in Montgomery County.
- c) MCPS is responsible for designing traffic control patterns for new and renovated schools prior to the completion of construction. MCPS will assess the safety of proposed traffic control patterns taking into consideration safe approaches by pedestrians, bicyclists, and motorists.
- d) MCPS is responsible for conducting safety evaluations of bus stops and recommended walking routes. The following criteria will apply to students walking to schools or school bus stops:
 - (1) Students are expected to walk in residential areas along and across streets, with or without sidewalks.
 - (2) Students are expected to walk along primary roadways with sidewalks or shoulders of sufficient width to allow walking off the main road.
 - (3) Middle and high school students are expected to cross all controlled intersections where traffic signals, lined crosswalks, or other traffic control devices are available.

- (4) Elementary school students may be required to cross primary roadways where an adult crossing guard is present.
- (5) Elementary and middle school students are not expected to cross mainline railroad tracks unless a pedestrian underpass, overpass or adult crossing guard is present.
- (6) Students are expected to walk along public or private pathways or other pedestrian routes.
- e) MCPS will follow an effective process for handling and investigating accidents so that injured students and staff are cared for promptly, further injury is prevented, and correct and timely information is disseminated to all necessary parties.
- f) Student safety, security, and comfort depend on appropriate behavior on MCPS buses identical to that expected of students in school. The Board of Education affirms that, while riding the bus, students are on school property, and disciplinary infractions are handled in accordance with Regulation JFA-RA: *Student Rights and Responsibilities* and other related policies and regulations.

3. Community Partnerships

- a) MCPS will encourage a partnership of students, parents, and school staff to teach and enforce safe transportation practices.
 - (1) MCPS will implement a systemwide outreach and education program to teach safe walking practices en route to and from school, encourage safe bus-riding behavior, and reinforce appropriate student conduct while riding the bus.
 - (2) School staffs will encourage parents to teach their students safe walking practices en route to and from school.
 - (3) Bus operators and attendants are responsible for maintaining safe conditions for students boarding, riding, and exiting the bus. MCPS will provide preservice and in-service instruction to bus operators and attendants, consistent with COMAR 13A.06.07.09.
 - (4) Parents will be responsible for their child's safety along their walking route and at the bus stop. While waiting at bus stops, students should

observe safe practices, respect persons and private property, and stand well off the traveled portion of the road.

- b) Principals and the leadership of PTAs or parent teacher organizations at special programs located at special centers that operate in lieu of nationally affiliated PTAs will be notified in advance of routing changes that involve reductions of service, as described in Regulation EEA-RA.

4. Identification and Resolution of Transportation and Safety Issues

Members of the public are encouraged to address inquiries, concerns, or complaints regarding student transportation as set forth in Policy KLA: *Responding to Inquiries and Complaints from the Public*. Complaints not resolved through the cluster transportation supervisor or other department staff, including the director of transportation may be appealed to the chief operating officer who will render a decision on behalf of the superintendent of schools, advising the appellant of the right to further appeal to the Board of Education consistent with the Education Article, *Annotated Code of Maryland*, Section 3-903(c).

5. Environmental and Economic Considerations

MCPS will balance environmental and economic factors when operating and maintaining its vehicles.

D. DESIRED OUTCOME

MCPS will have an efficient system of student transportation that provides an appropriate means of travel to and from school, is responsive to community input, and, in partnership with parents and students, coordinates effective community participation in the safe movement of students on a daily basis.

E. IMPLEMENTATION STRATEGIES

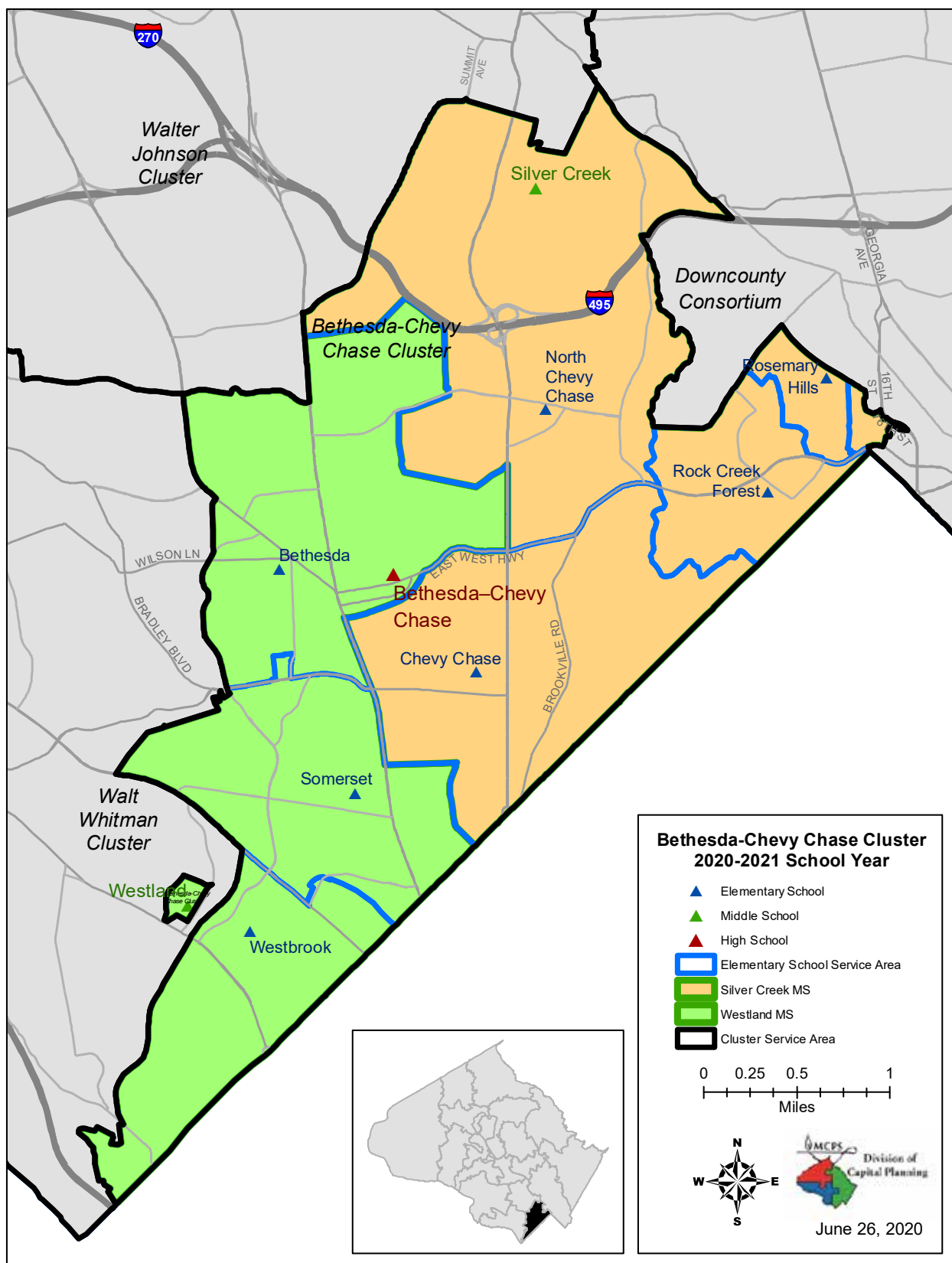
The superintendent will develop regulations to implement this policy as needed.

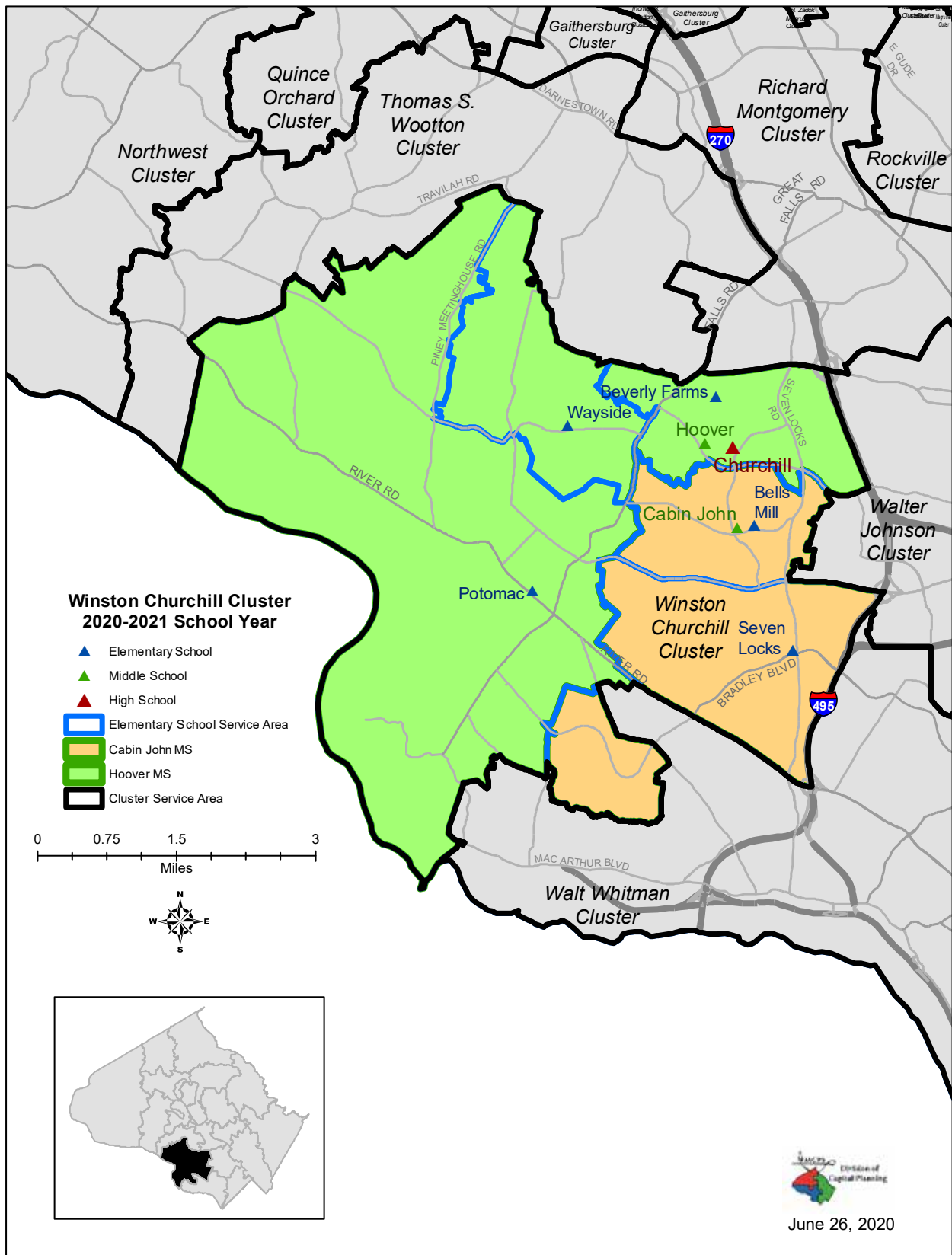
F. REVIEW AND REPORTING

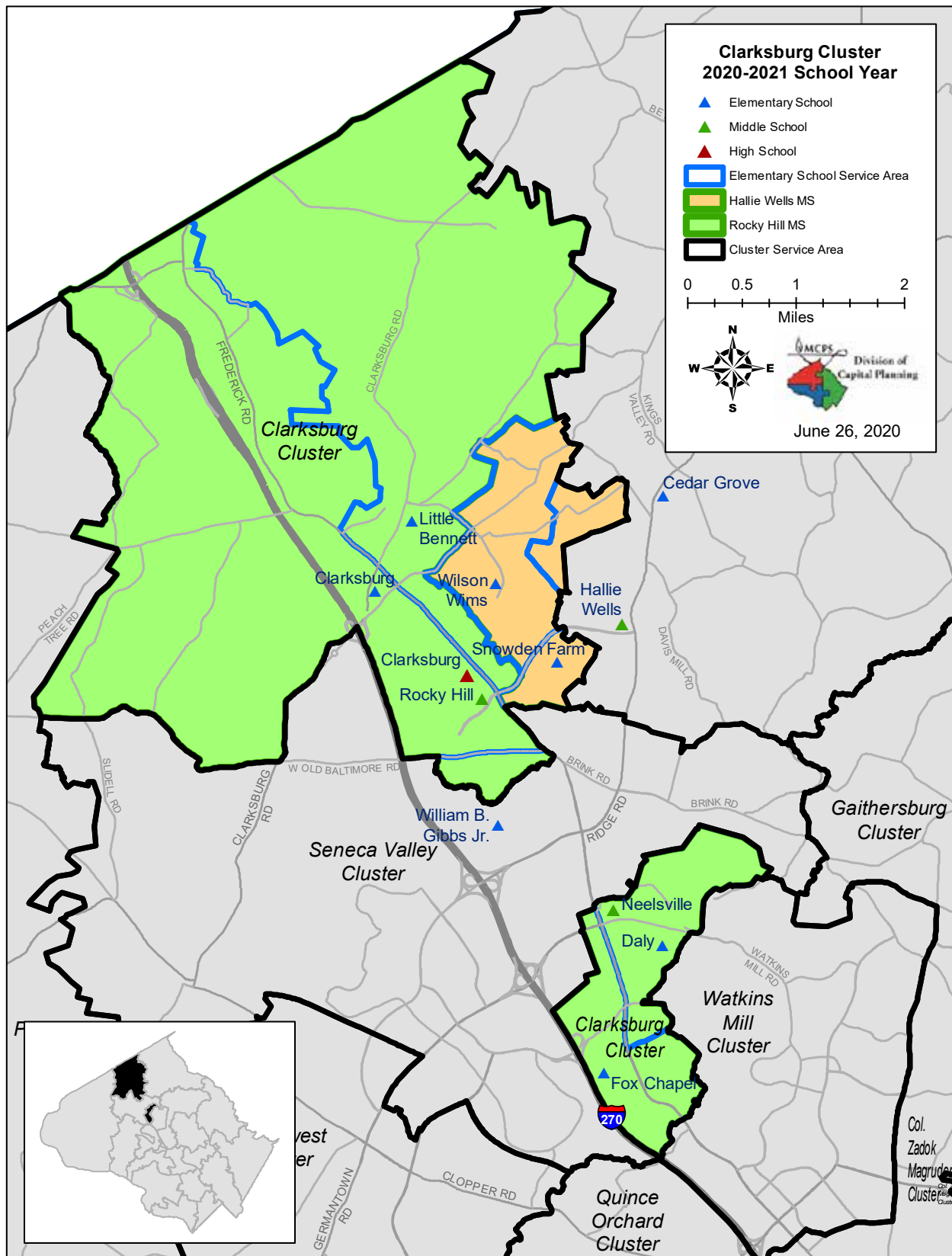
This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

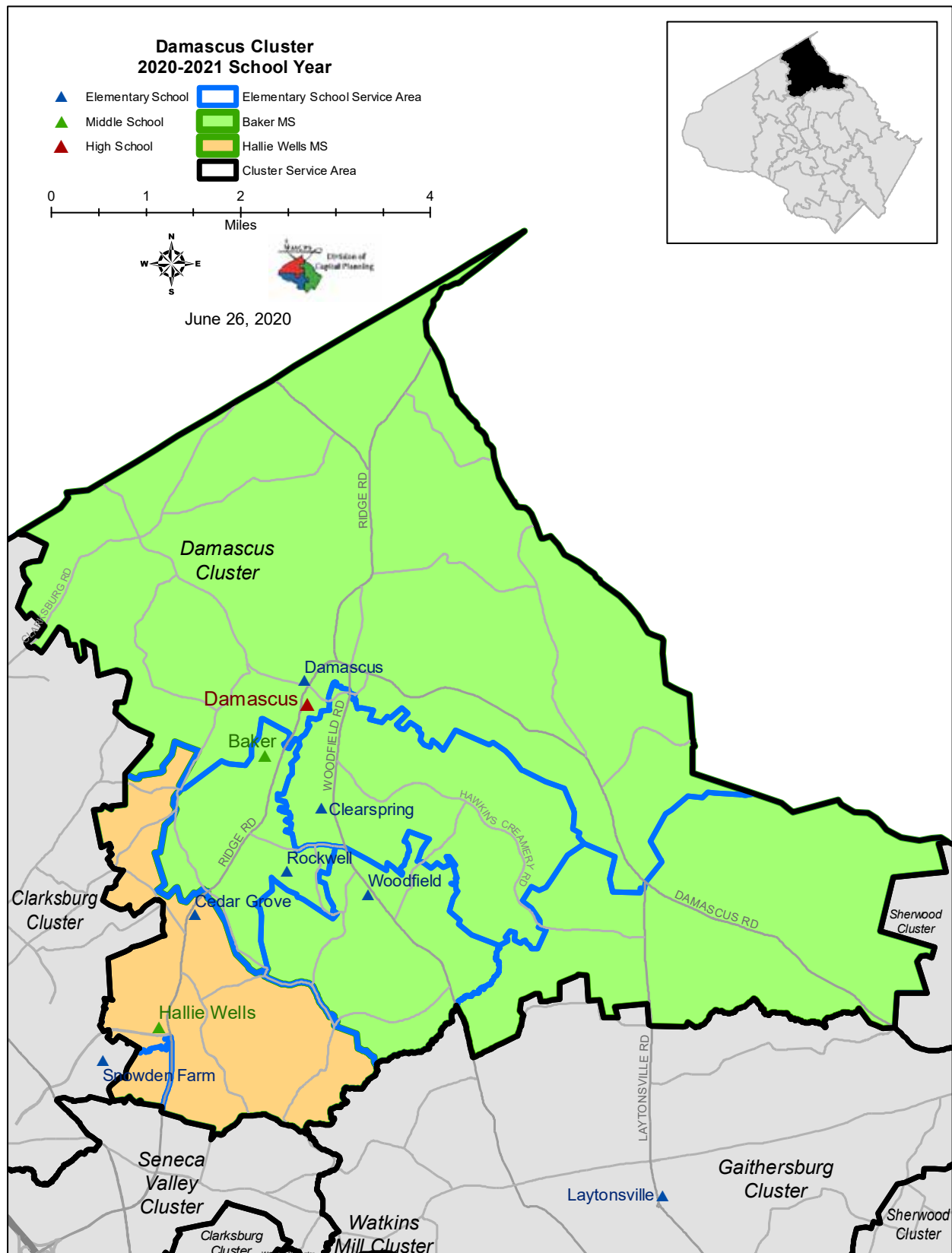
Policy History: Adopted by Resolution No. 89-78, February 13, 1978; amended by Resolution No. 219-78, March 14, 1978, Resolution No. 718-78, October 10, 1978, and Resolution No. 725-79, August 20, 1979; amended by Resolution No. 403-84, July 23, 1984; reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 438-86, August 12, 1986, and accepted by Resolution No. 147-87, February 25, 1987; amended by Resolution No. 284-97, May 13, 1997; amended by Resolution No. 616-01, November 13, 2001; amended by Resolution No. 252-08, June 23, 2008.

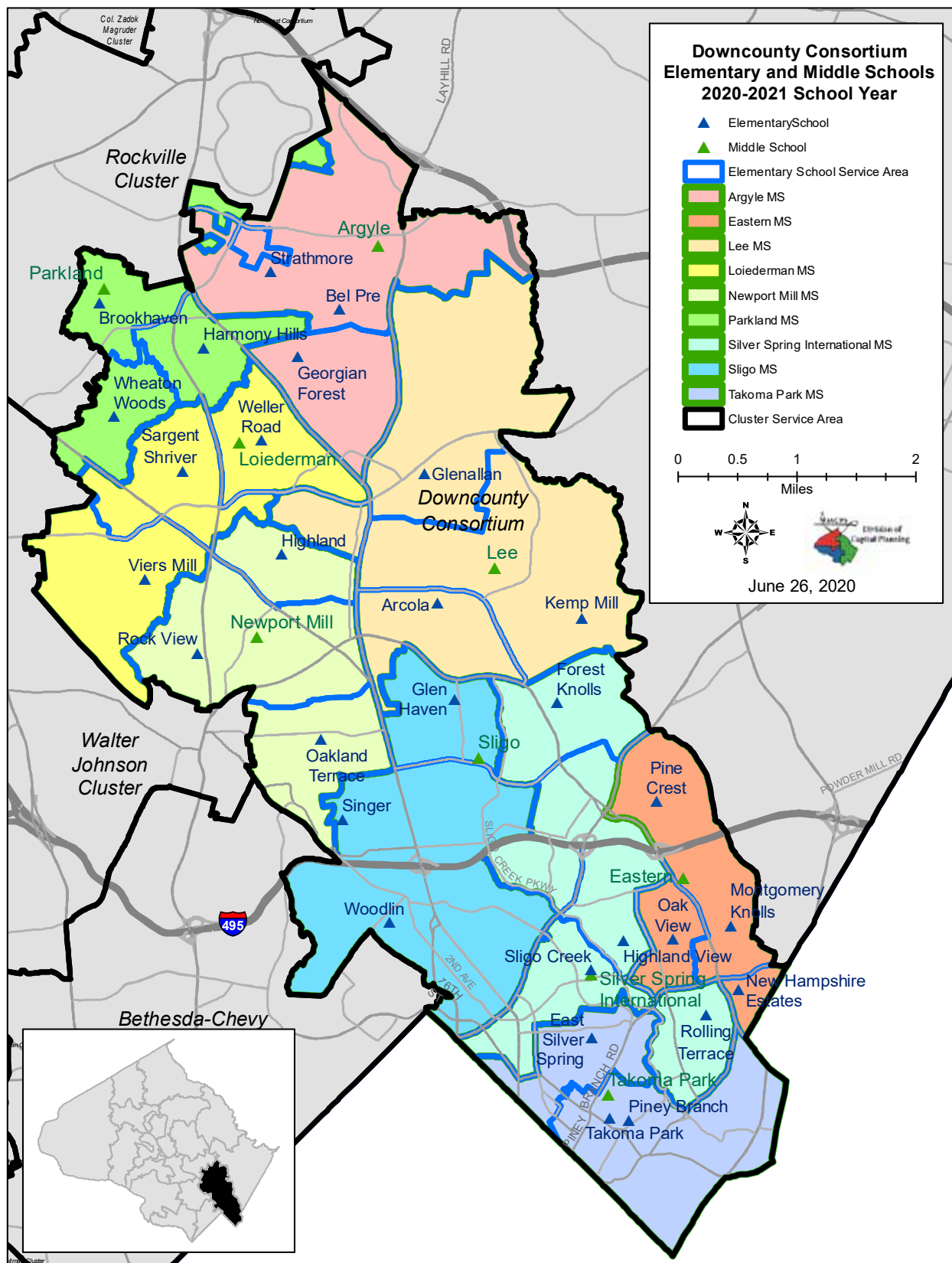
Appendix U

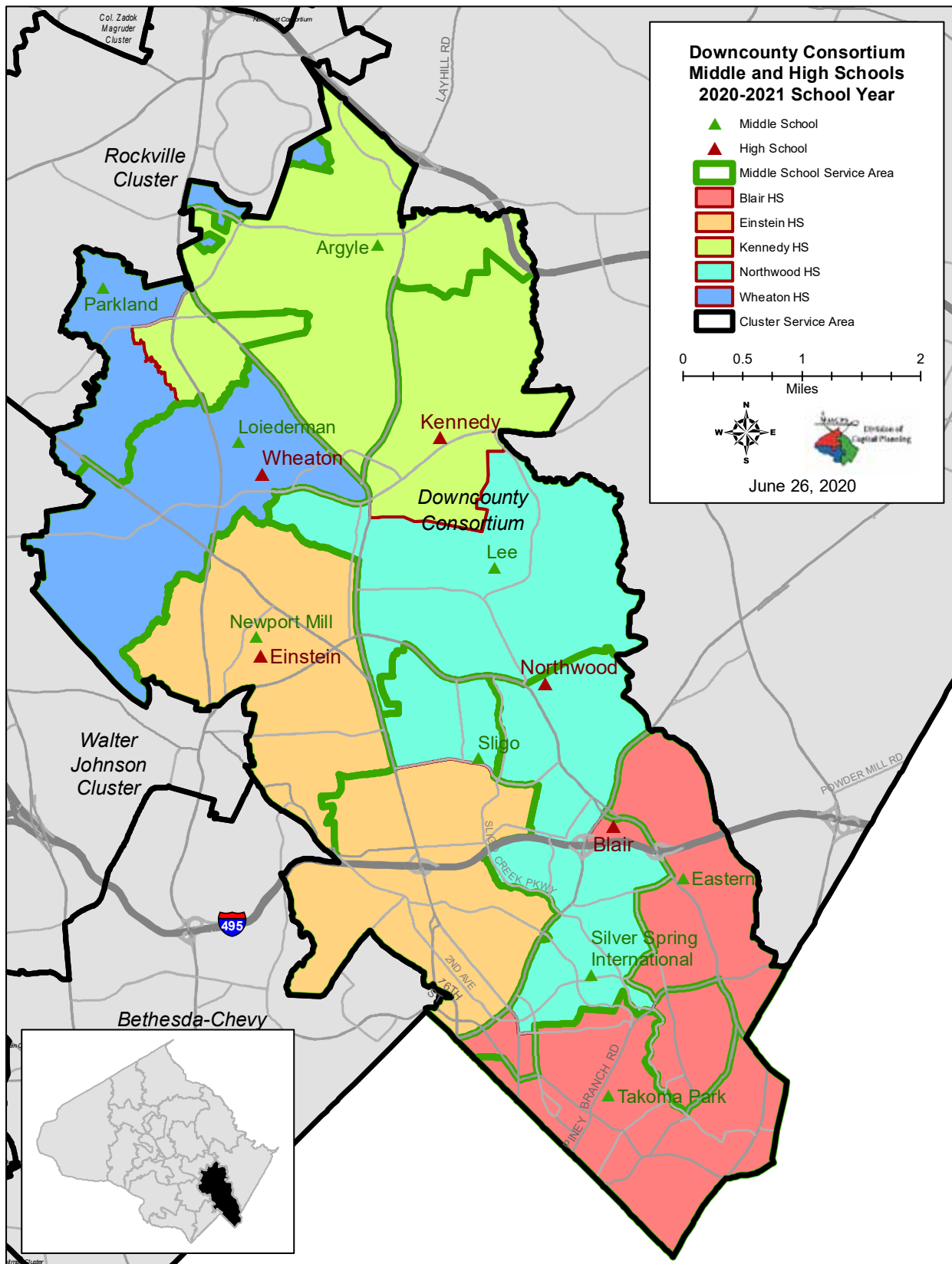


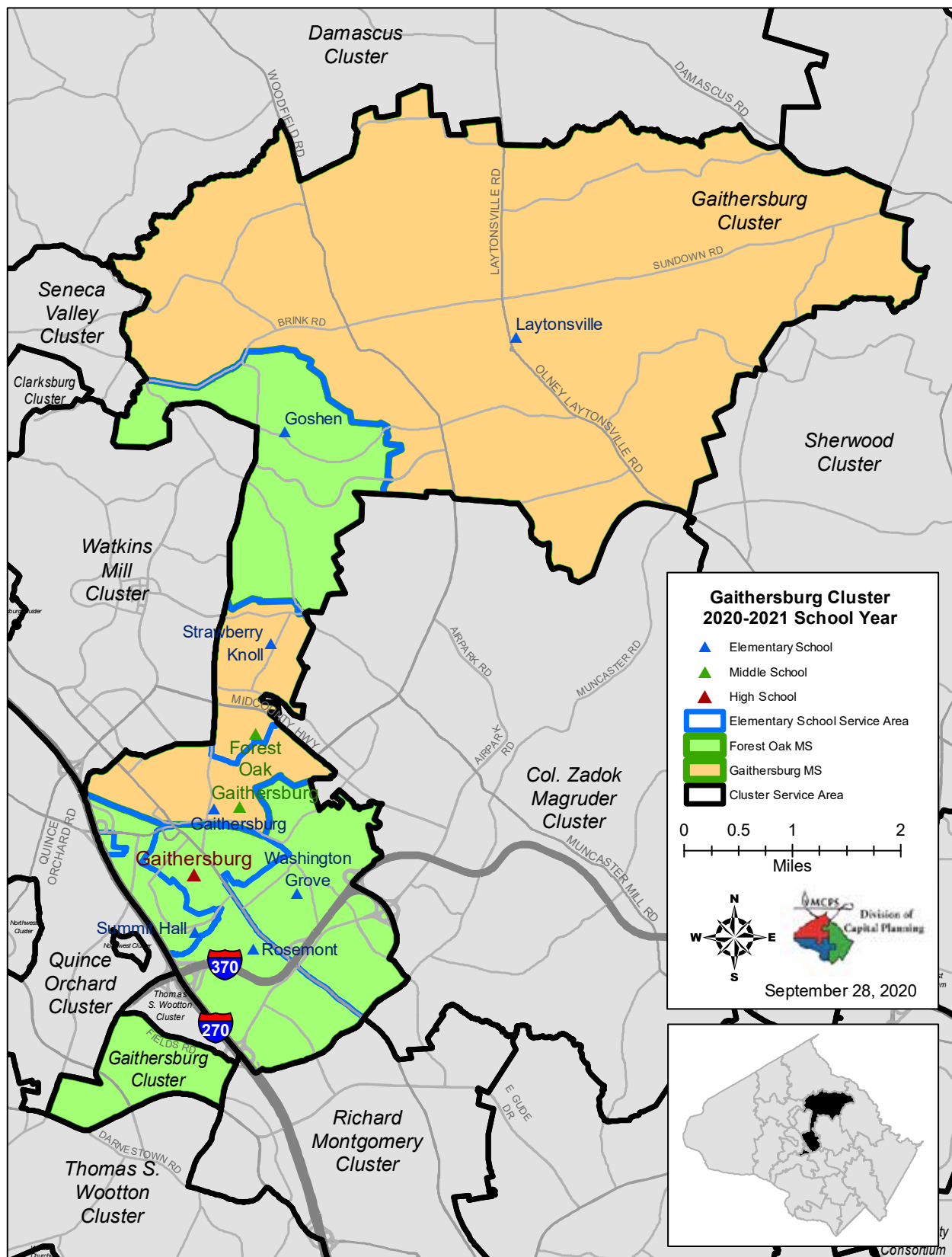


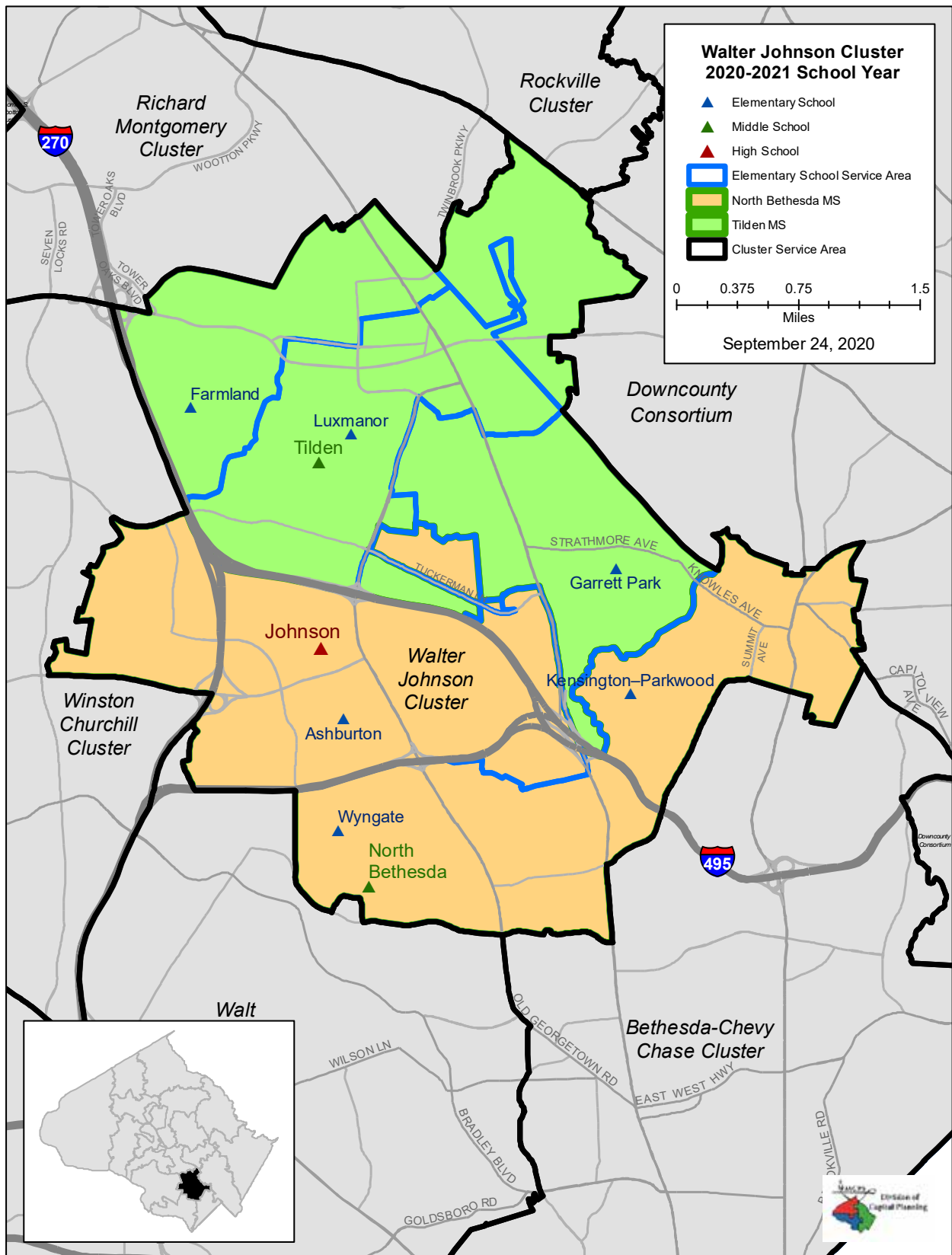


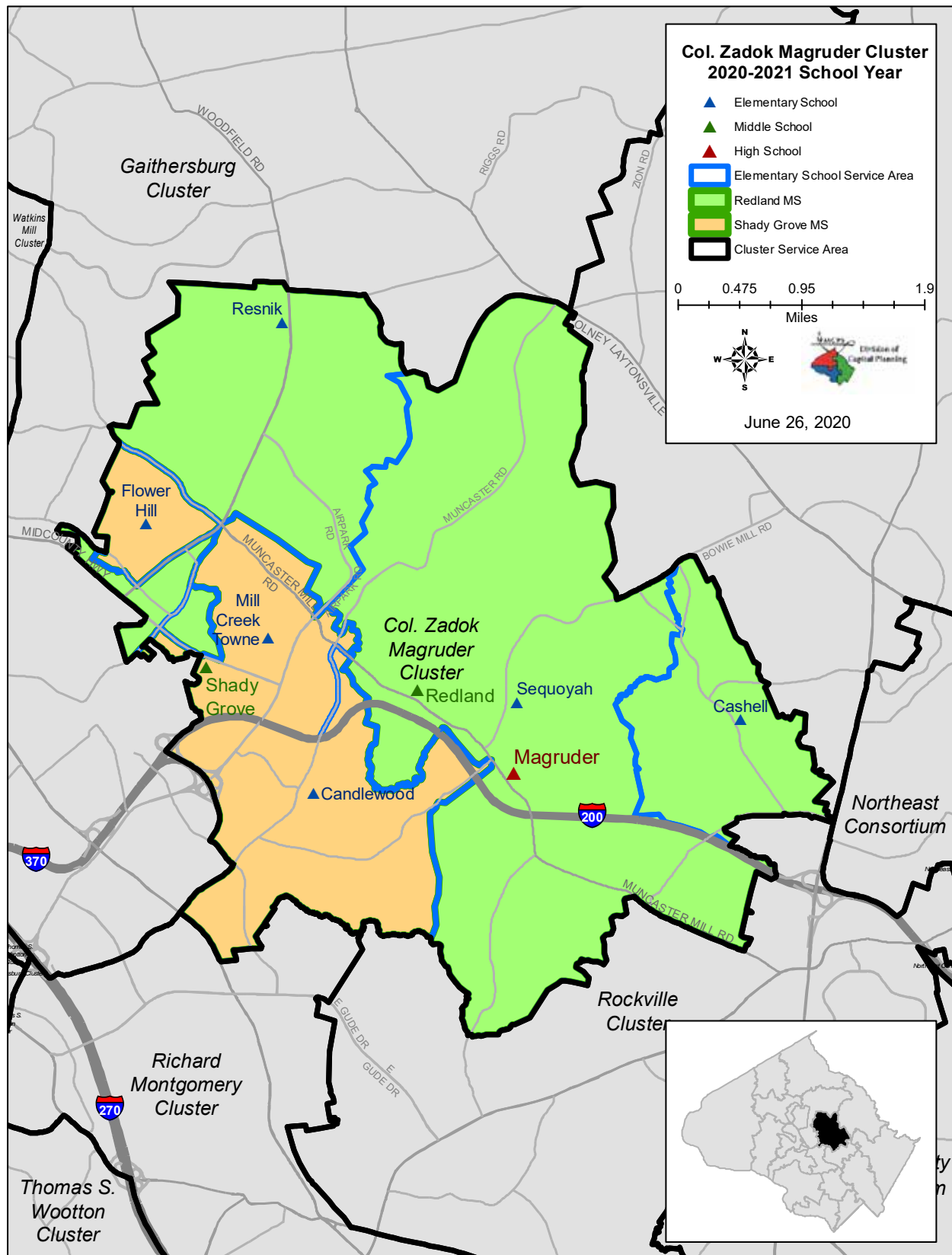


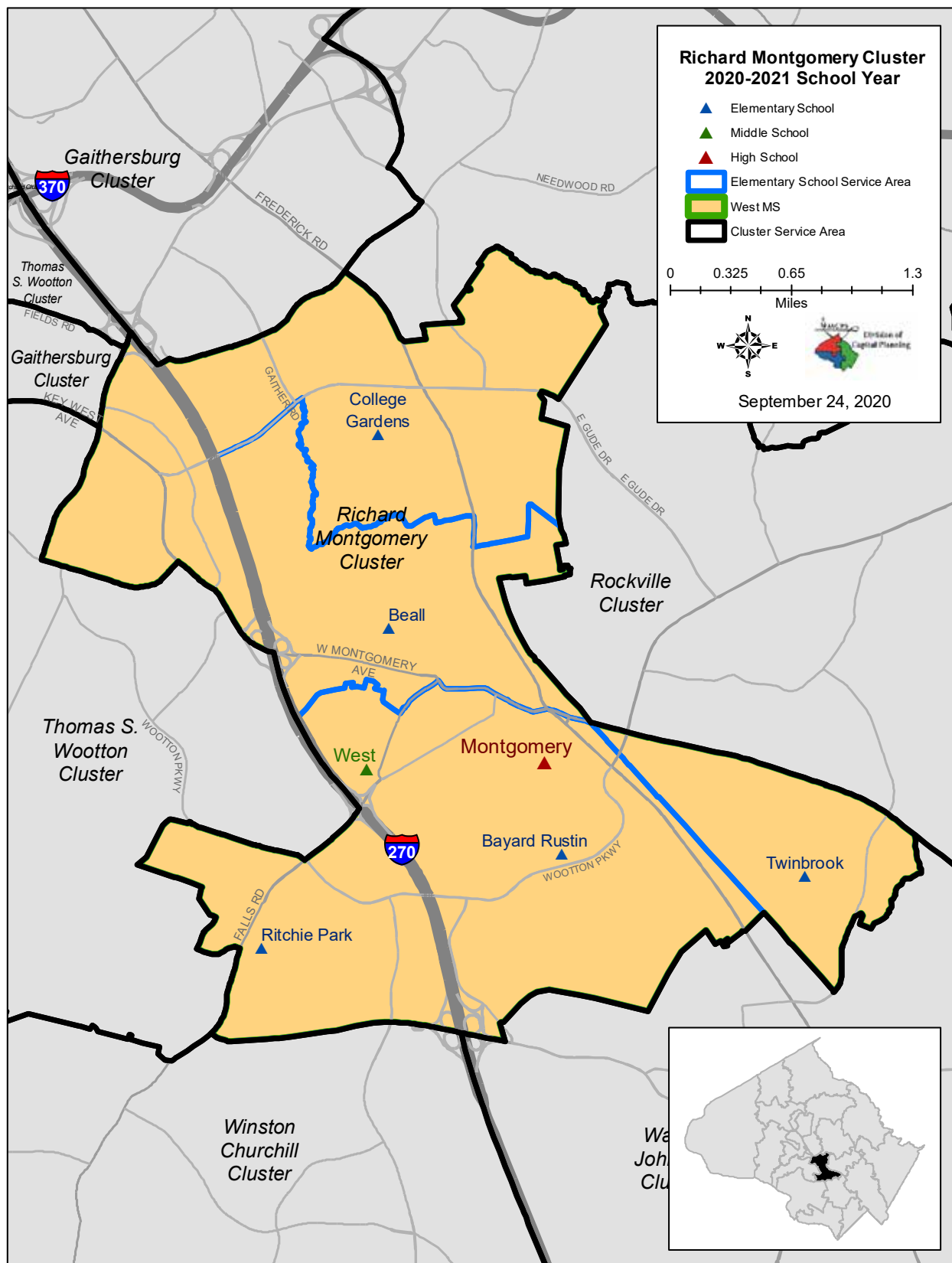


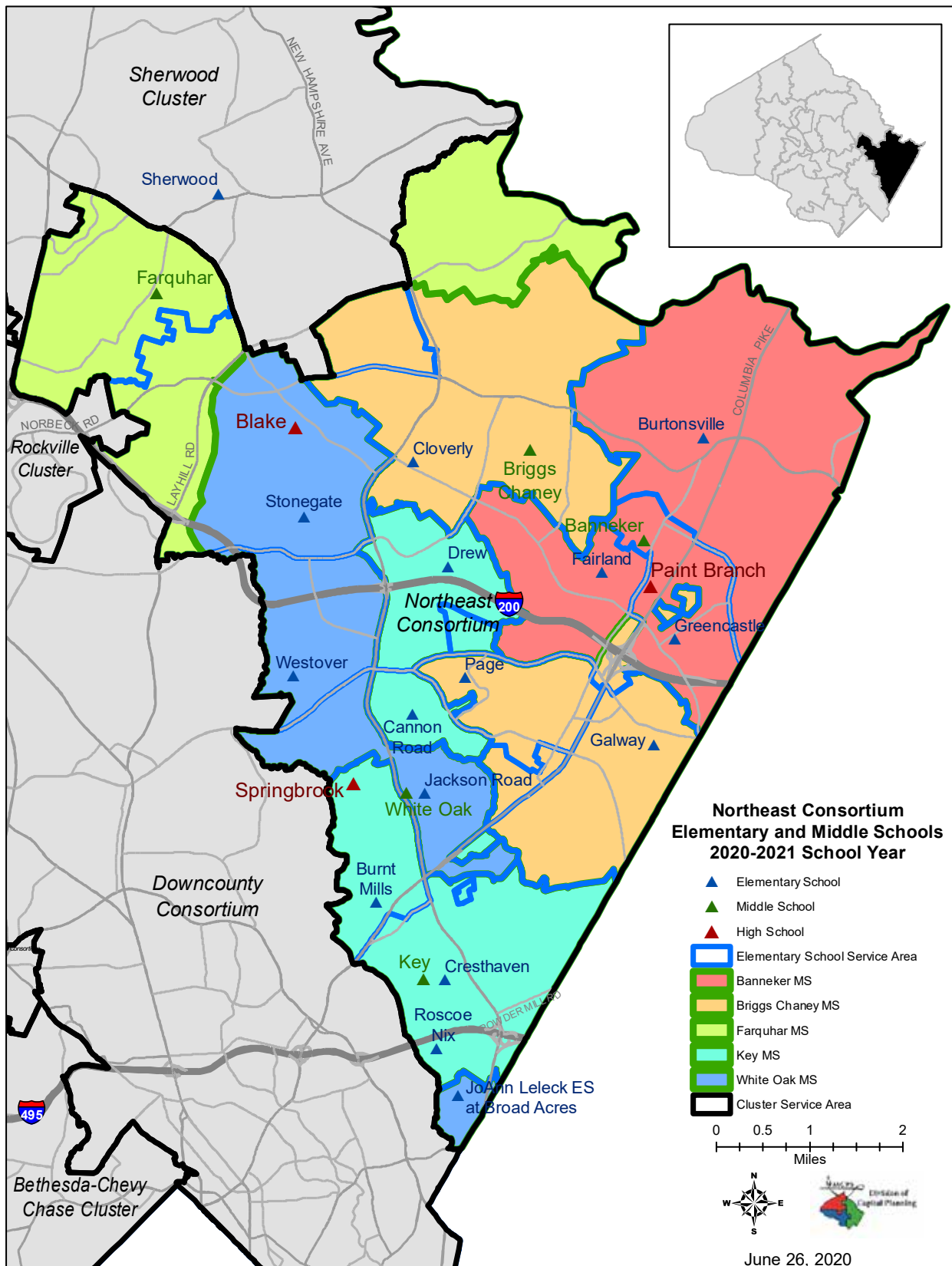


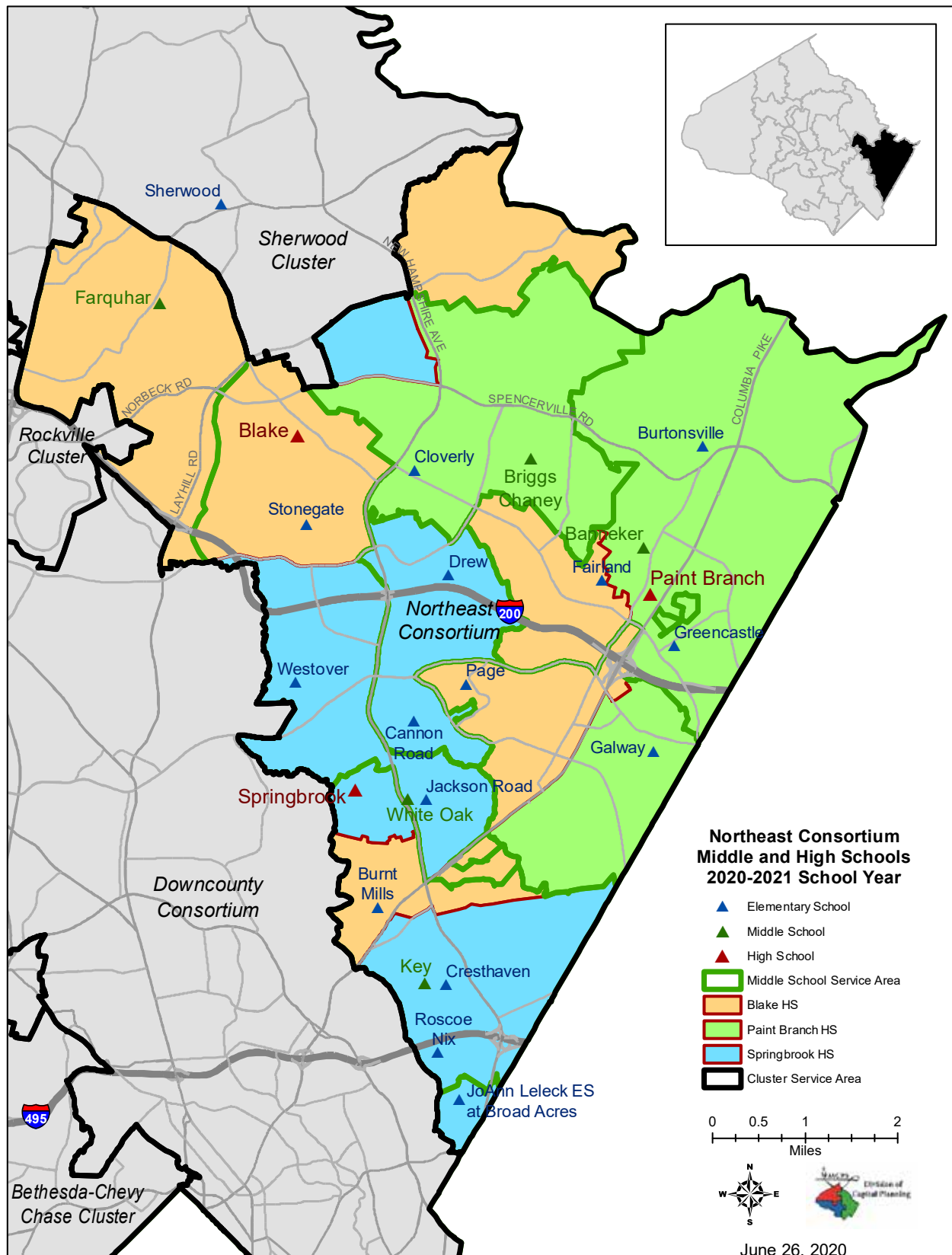


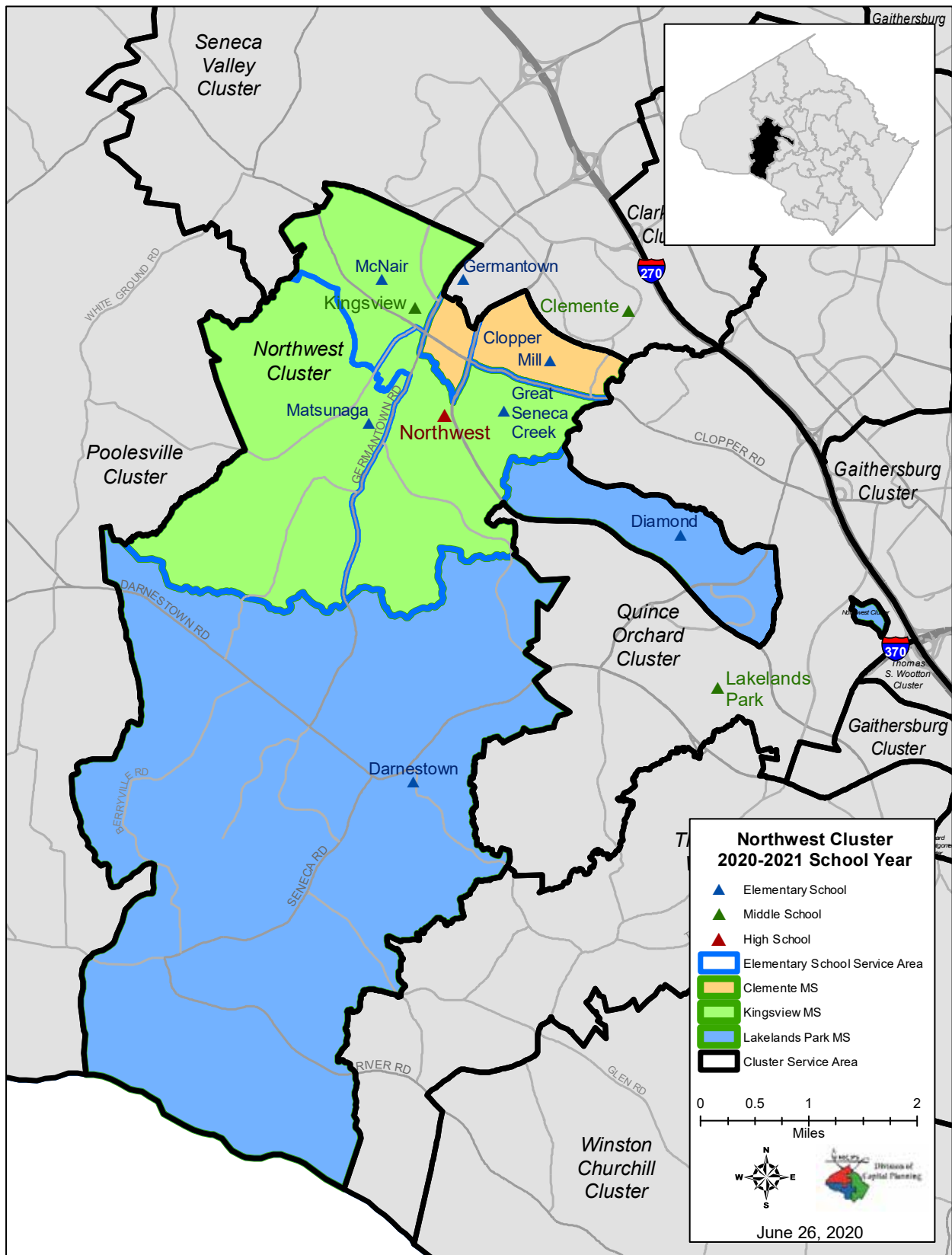


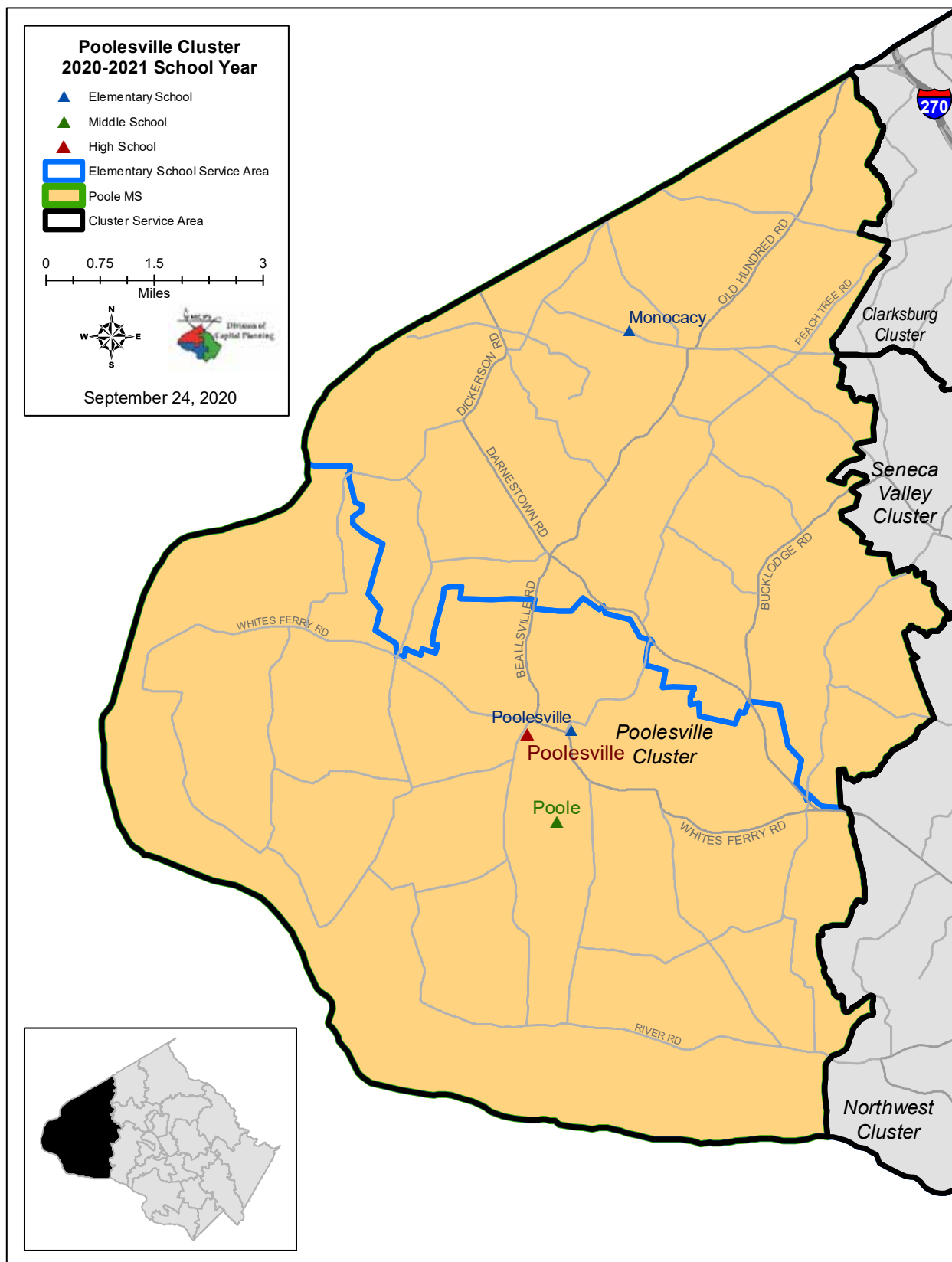


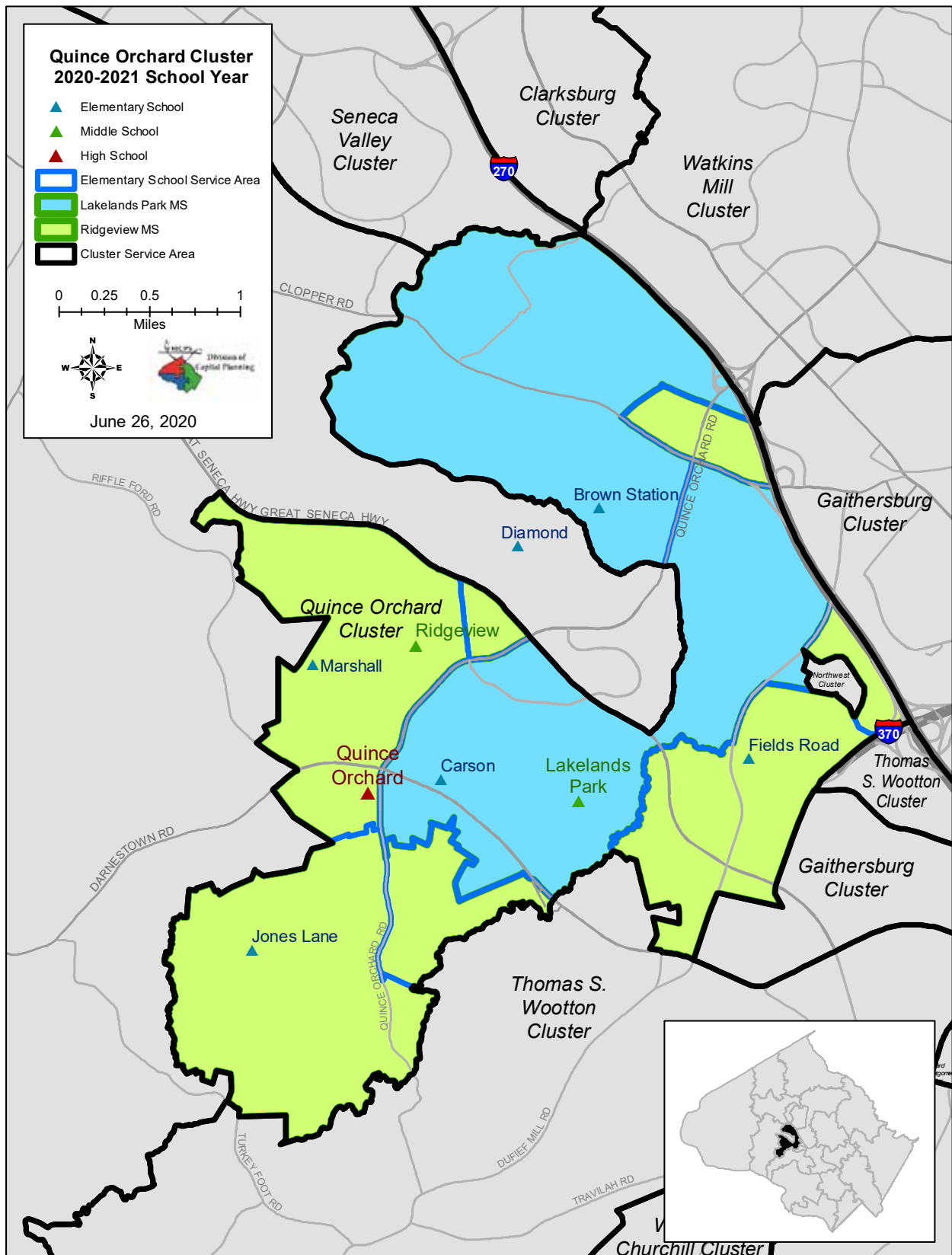


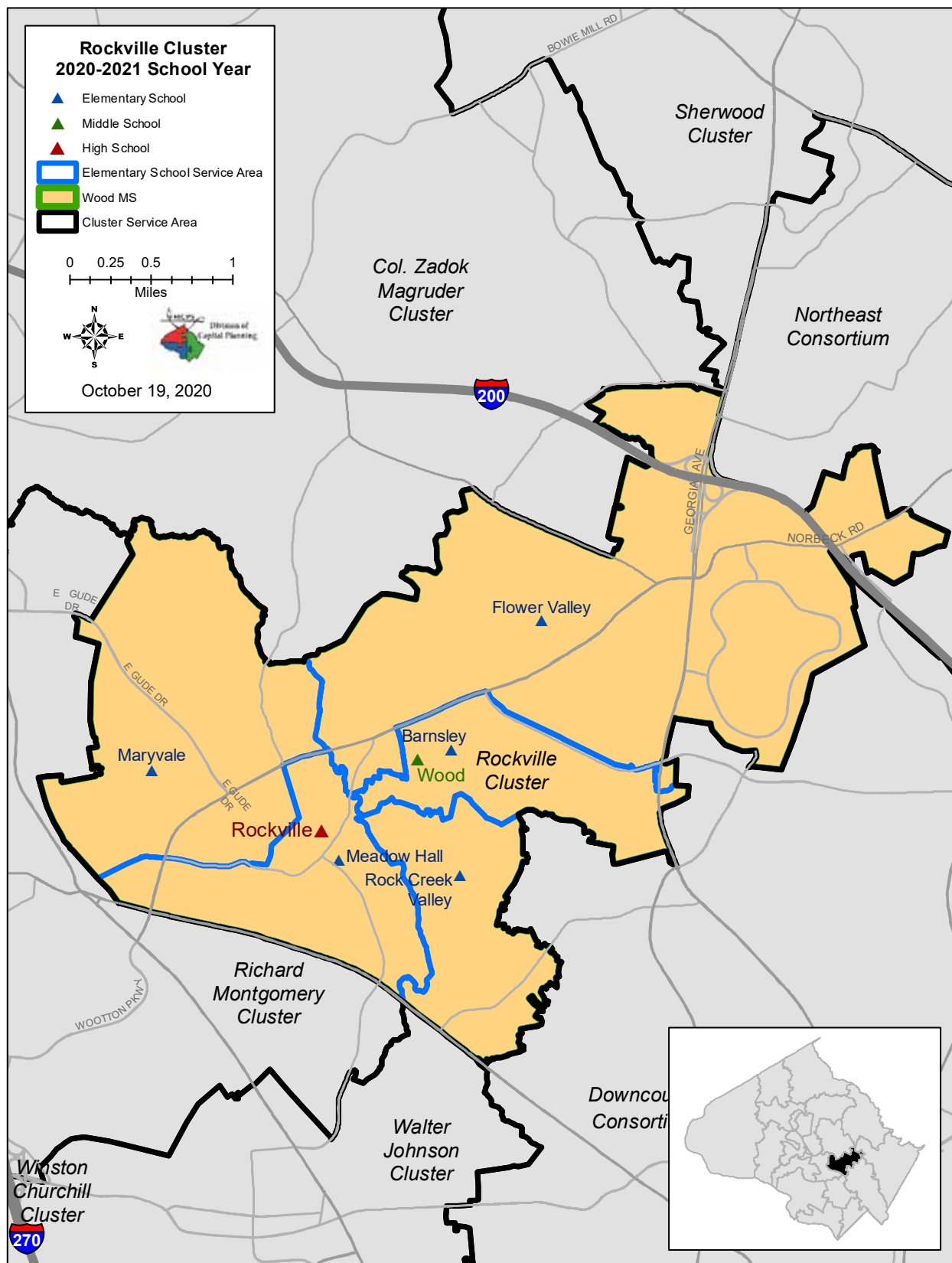


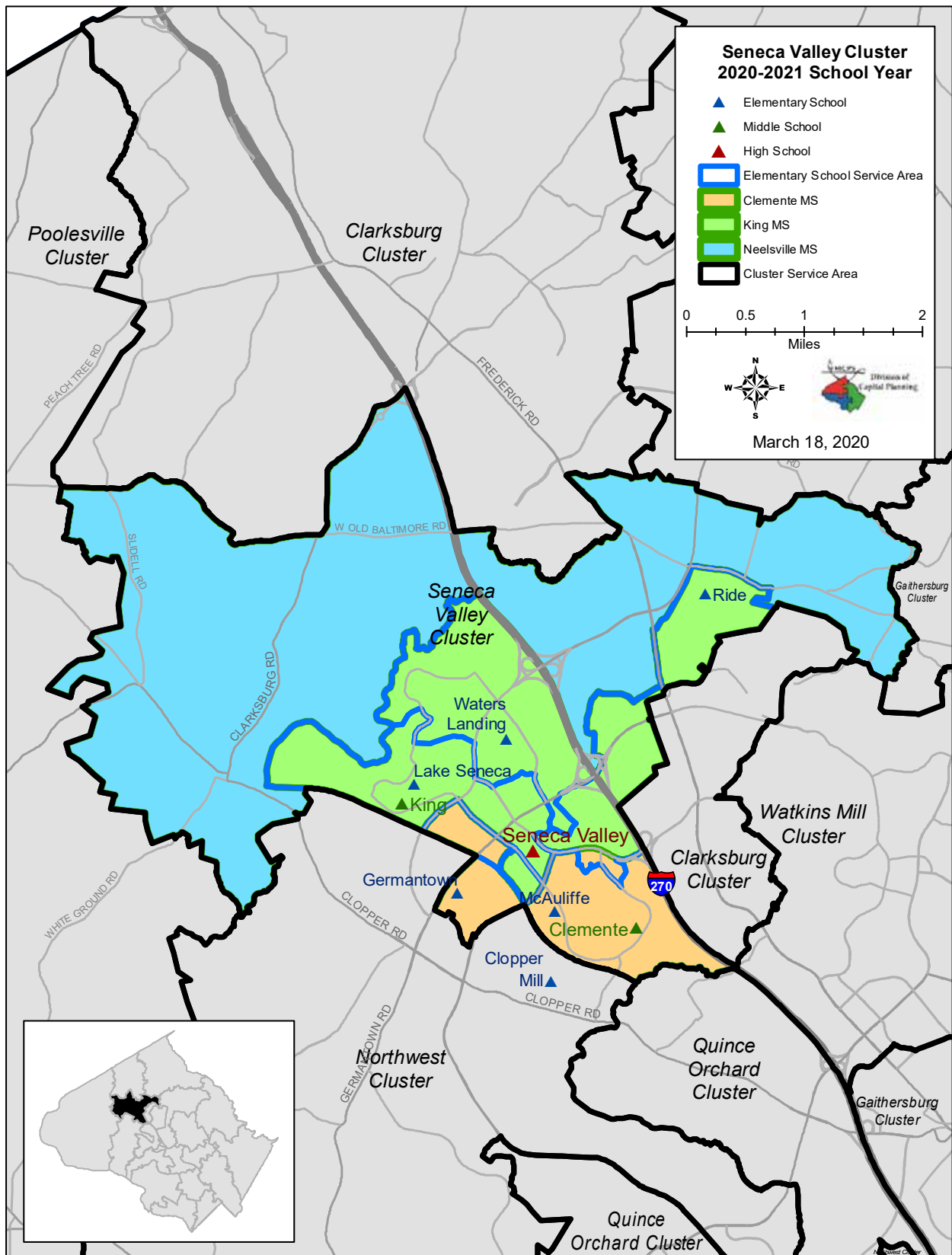


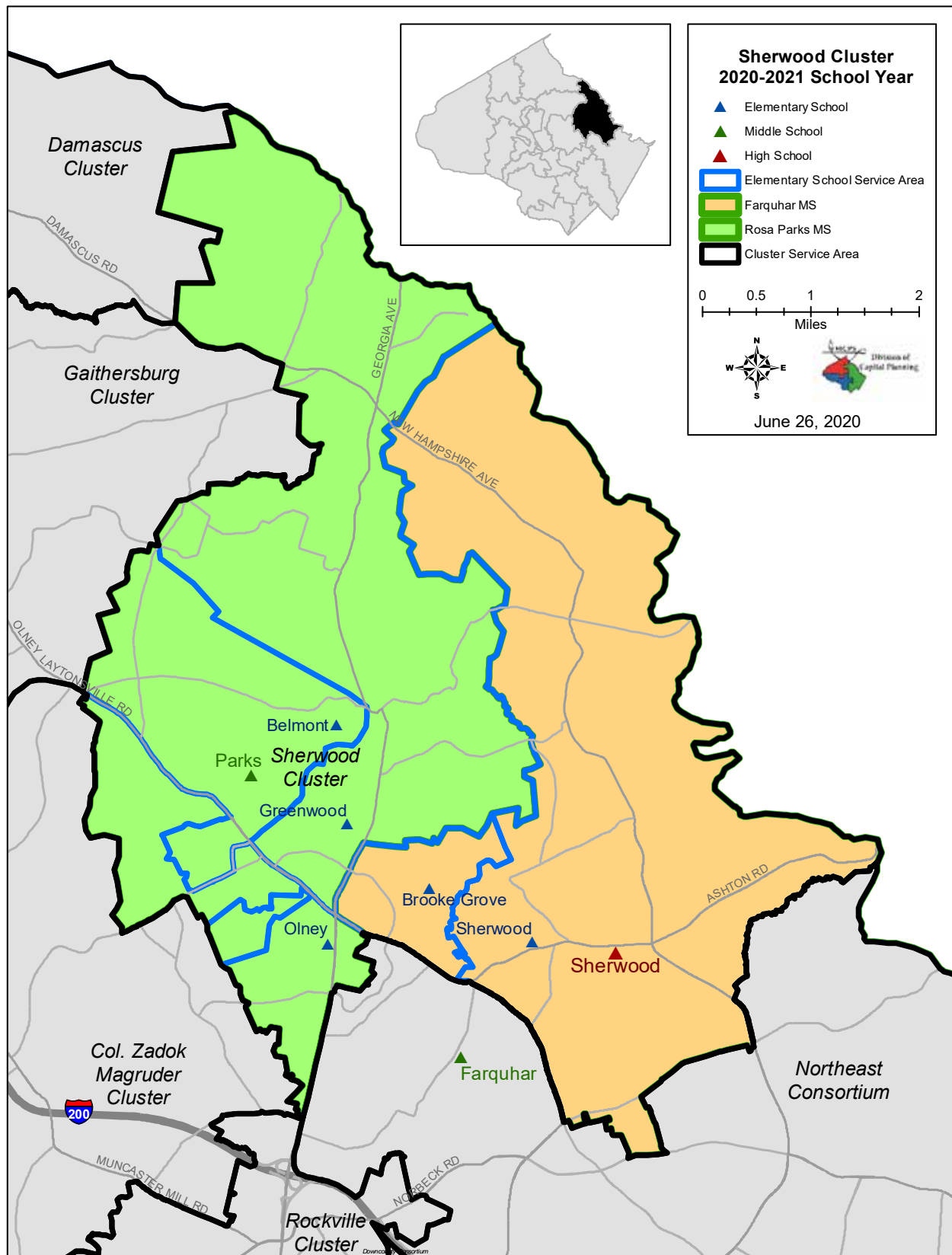


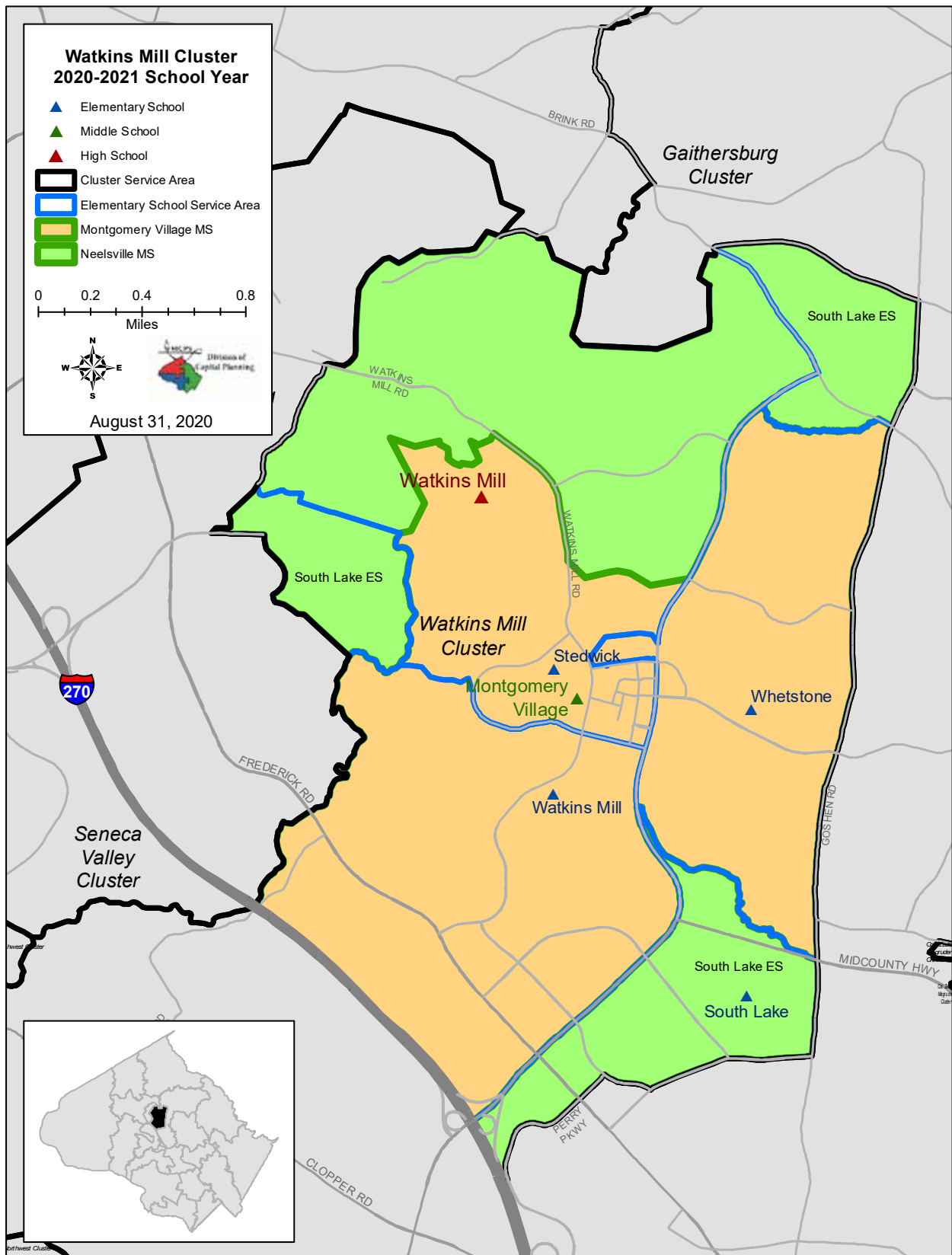


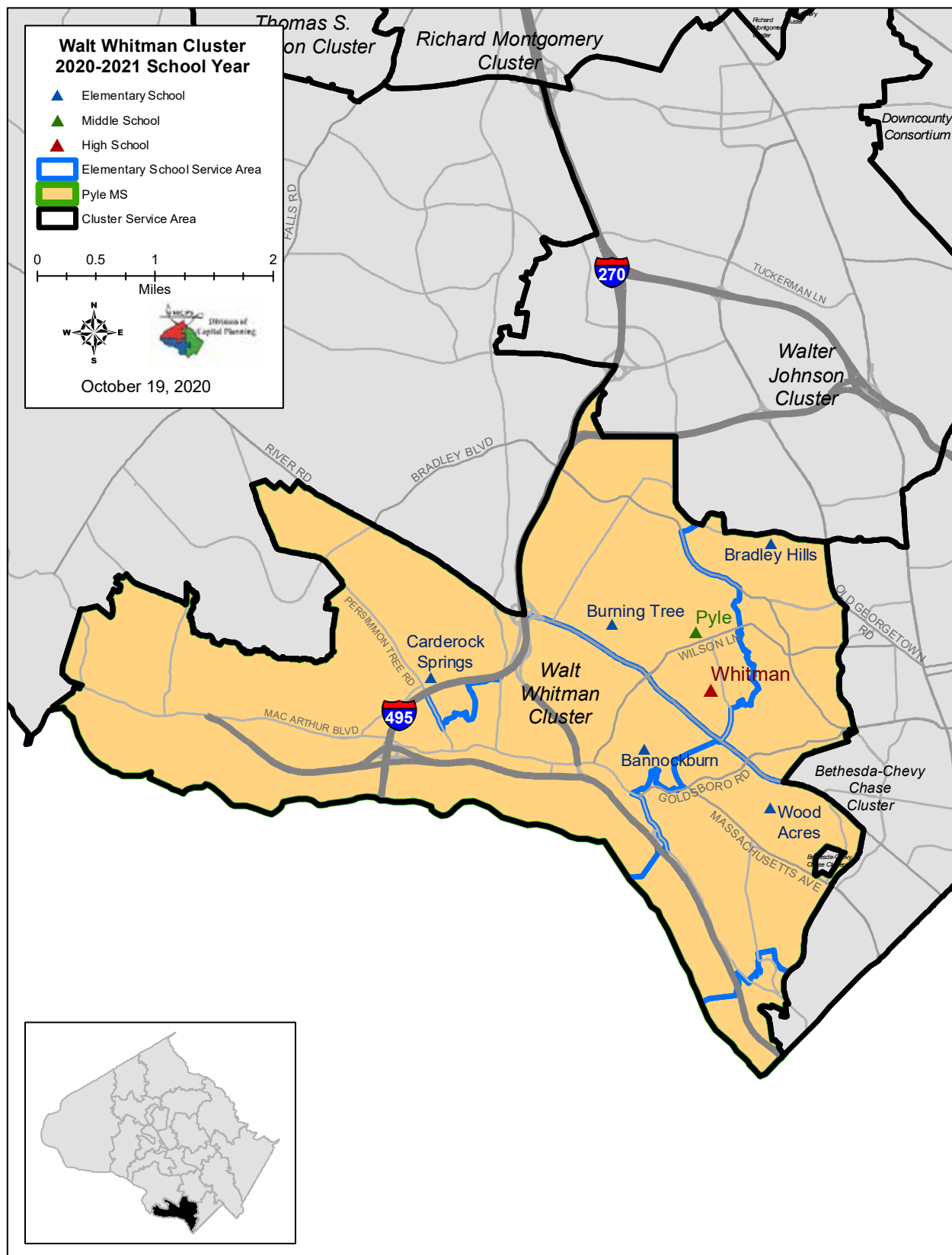


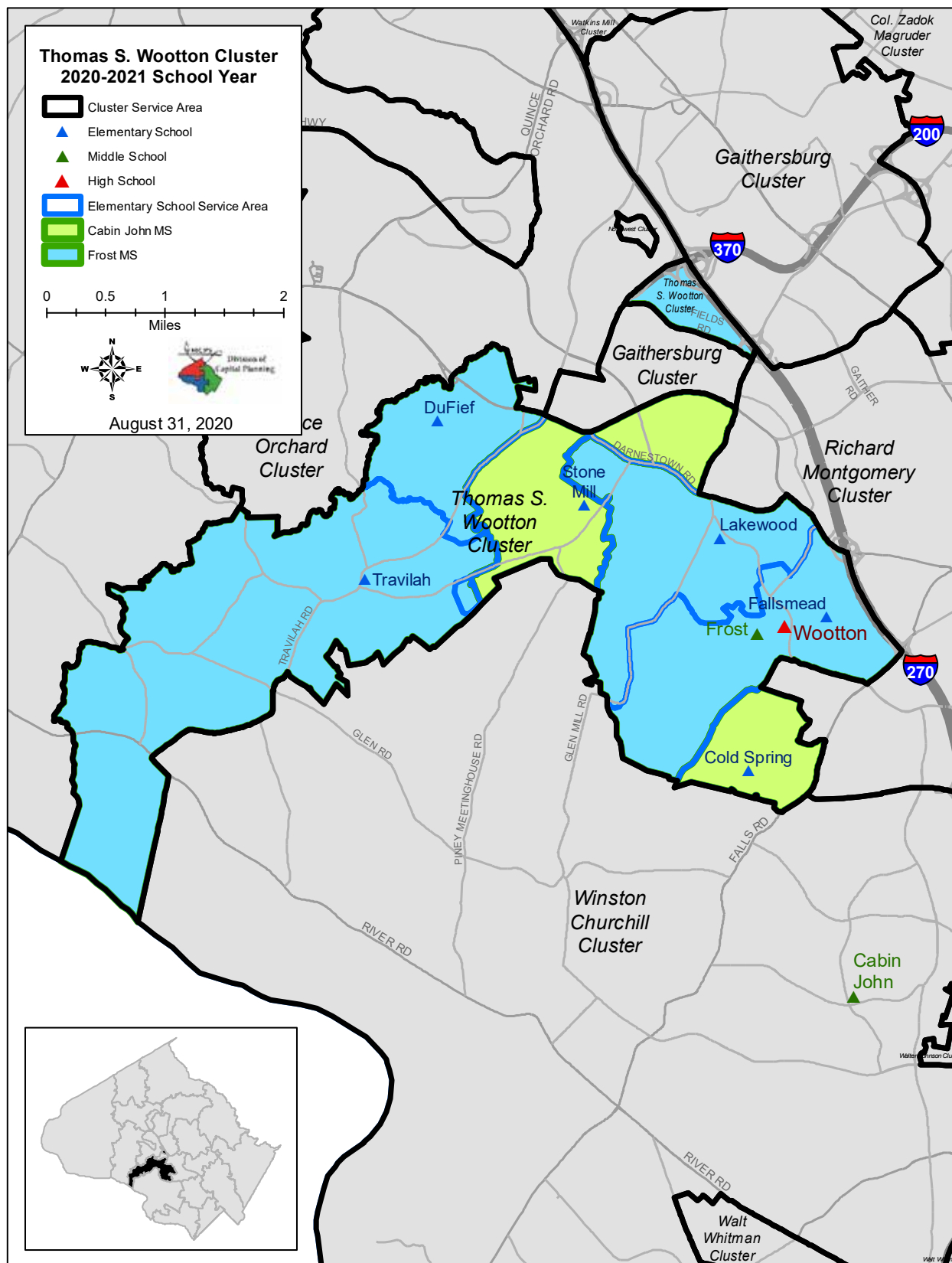












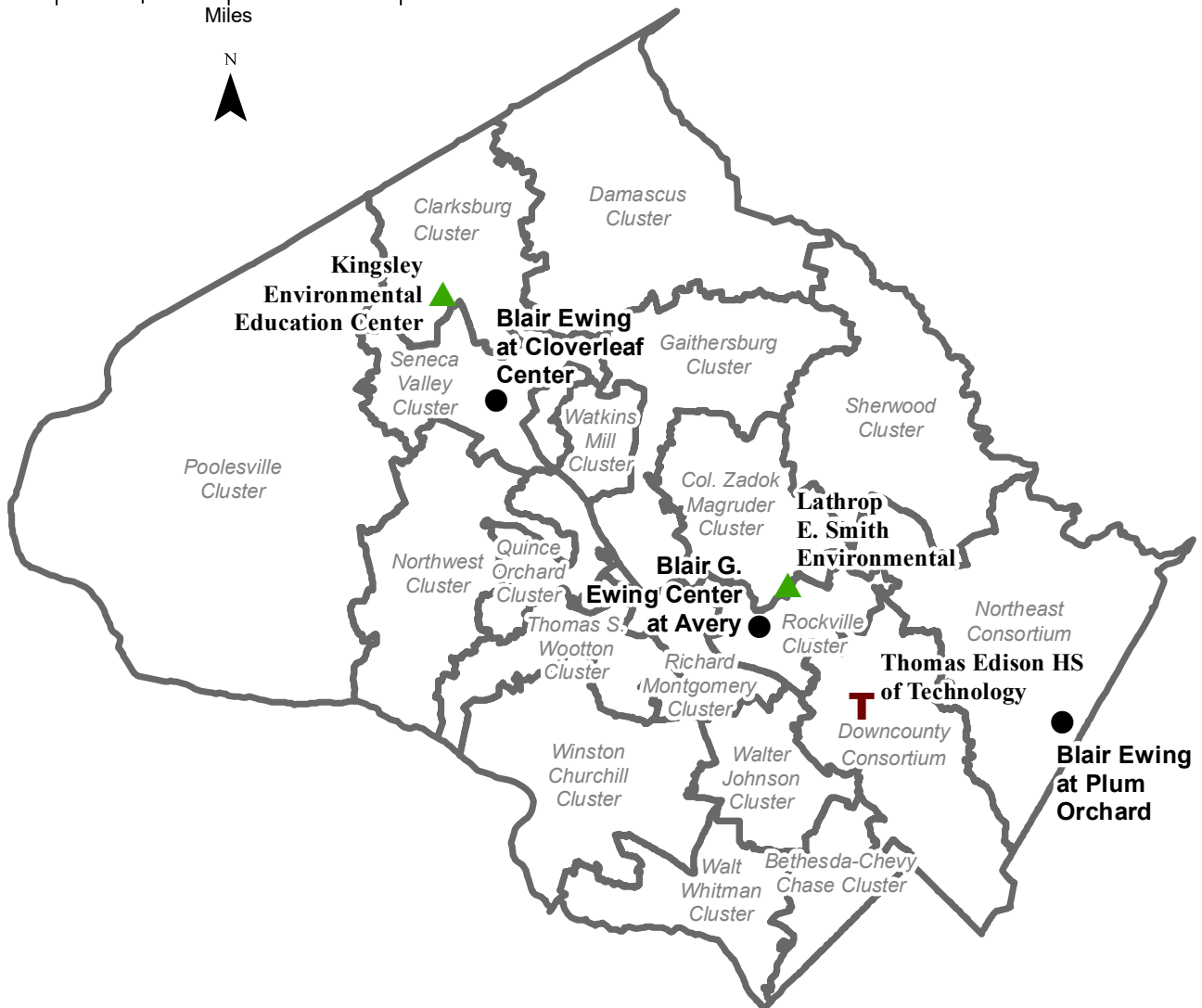
Special Education Centers



Other Educational Facilities



- Alternative School
- ▲ Environmental Center
- T High School of Technology
- ▭ Cluster Boundary

0 2.5 5 10
Miles



June 26, 2020

Holding Facilities

-  Holding Facility
-  Cluster Boundary

0 2.5 5 10
Miles



October 8, 2020

MONTGOMERY COUNTY PUBLIC SCHOOLS*Expanding Opportunity and Unleashing Potential***2020-2021 LIST OF SCHOOLS**

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	Christine L. Troffkin	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	Dr. Stacy L. Smith	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	Laura M. Swerzewski	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. Kimberly A. Thompson	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. Lloyd	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	240-740-6190
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	Spencer Delisle	240-740-6180
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 Casper	301-989-6030
241.....	DuFief , 15001 DuFief Dr., Gaithersburg 20878	Gregg R. Baron	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	Christina S. Lee	240-740-3545
219.....	Farmland , 7000 Old Gate Rd., Rockville 20852	April D. Longest	240-740-0660
566.....	Fields Road , One School Dr., Gaithersburg 20878	Erica W. Williams	240-740-7000
549.....	Flower Hill , 18425 Flower Hill Way, Gaithersburg 20879	Joshua S. Fine	301-840-7161
506.....	Flower Valley , 4615 Sunflower Dr., Rockville 20853	Gay E. Melnick	240-740-1780
803.....	Forest Knolls , 10830 Eastwood Ave., Silver Spring 20901	Evan H. Bernstein	240-740-1640
106.....	Fox Chapel , 19315 Archdale Rd., Germantown 20876	Diana L. Zabetakis	240-740-0680
553.....	Gaithersburg , 35 North Summit Ave., Gaithersburg 20877	Meredith M. McNeerney	240-740-4900
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	Stephanie R. Dinga	240-740-6170
340.....	Great Seneca Creek , 13010 Dairymaid Dr., Germantown 20874	Scott T. Curry	301-353-8500
334.....	Greencastle , 13611 Robey Rd., Silver Spring 20904	Robert A. Obstgarten	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	Rosario P. Velasquez	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.	240-740-5970
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	240-740-5660
220.....	Luxmanor , 6201 Tilden Lane, Rockville 20852	Ryan D. Forkert	240-740-0820
244.....	Thurgood Marshall , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	301-670-8282
210.....	Maryvale , 1000 First St., Rockville 20850	Margaret S. Prin	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	240-740-4920
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	240-740-5260
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	240-740-5790
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	240-740-4880
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	Jamila W. Denney	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	240-740-5870
601.....	Potomac , 10311 River Rd., Potomac 20854	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	Andrew J. Winter	240-740-6310
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	Kimberly A. Henriquez	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	240-740-5180
771.....	Rolling Terrace , 705 Bayfield St., Takoma Park 20912	Dr. Jessica V. Palladino	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	240-740-5880
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	240-740-6330
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	Gary M. Rand II	240-740-2800
347.....	Snowden Farm , 22500 Sweetspire Dr., Clarksburg 20871	Yolanda R. Allen	240-740-5800
405.....	Somerseset , 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	240-740-5450
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	Karen M. Wade	240-740-4300
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	240-740-5280
235.....	Wayside , 10011 Glen Rd., Potomac 20854	Holly A. Hill	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	Daman L. Harris	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	Kevin M. Burns	240-406-1670
417.....	Wood Acres , 5800 Cromwell Dr., Bethesda 20816	Marita R. Sherburne	240-740-1120
704.....	Woodfield , 24200 Woodfield Rd., Gaithersburg 20882	Stephanie D. Brant	240-207-2550

No.	Name and Address	Principal	Telephone
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	240-740-6250
335.....	Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20905	Shawaan T. Robinson	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	240-740-4950
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	240-740-6350
708.....	Kingsview , 18909 Kingsview Rd., Germantown 20874	Dyan L. Harrison	301-601-4611
522.....	Lakelands Park , 1200 Main St., Gaithersburg 20878	Rose S. Alvarez	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	Megan M. McLaughlin	240-740-5830
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	Aaron K. Shin	240-740-6800
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	Matthew T. Niper	240-740-0900
105.....	Ridgeview , 16600 Raven Rock Dr., Gaithersburg 20878	Daniel E. Garcia	240-740-3330
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. Tiffany N. Awkward	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	240-740-5220
232.....	Tilden , 11211 Old Georgetown Rd., Rockville 20852	Irina LaGrange	240-740-6700
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. Shelton L. Mooney	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	240-740-5400
249.....	Clarksburg , 22500 Wims Rd., Clarksburg 20871	Edward K. Owusu	240-740-6000
701.....	Damascus , 25921 Ridge Rd., Damascus 20872	Kevin D. Yates	240-207-2400
789.....	Albert Einstein , 11135 Newport Mill Rd., Kensington 20895	Mark A. Brown, Jr.	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	240-740-6900
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	240-740-5550
201.....	Richard Montgomery , 250 Richard Montgomery Dr., Rockville 20852	Damon A. Monteleone	240-740-6100
246.....	Northwest , 13501 Richter Farm Rd., Germantown 20874	James N. D'Andrea	301-601-4660
796.....	Northwood , 919 University Blvd. West, Silver Spring 20901	Dr. Jonathan L. Garrick	240-740-6950
315.....	Paint Branch , 14121 Old Columbia Pike, Burtonsville 20866	Dr. Alfie Mirshah-Nayar	301-388-9900
152.....	Poolesville , 17501 West Willard Rd., Poolesville 20837	Mark A. Carothers	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	240-740-6600
104.....	Seneca Valley , 19401 Crystal Rock Dr., Germantown 20874	Dr. Marc J. Cohen	240-740-6400
503.....	Sherwood , 300 Olney-Sandy Spring Rd., Sandy Spring 20860	Timothy D. Britton	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	Dr. Debra K. Mugge.....	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			
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	Graham M. Lear	240-740-4650
215.....	Carl Sandburg Learning Center , 451 Meadow Hall Dr., Rockville 20851	Elizabeth Lacoursiere	240-740-4340
799.....	Stephen Knolls School , 10731 St. Margaret's Way, Kensington 20895	Kim M. Redgrave	240-740-0050
ALTERNATIVE EDUCATION PROGRAMS			
Alternative Education Programs , Blair G. Ewing Center, 14501 Avery Rd., Rockville 20853			
239.....	Blair G. Ewing Center @ Avery Road (Rockville) , 14501 Avery Rd., Rockville 20853	Damien B. Ingram	240-740-5000
612.....	Blair G. Ewing Center @ Cloverleaf (Germantown) , 12920 Cloverleaf Center Way, Germantown 20874		240-740-5120
611.....	Blair G. Ewing Center @ Plum Orchard (Silver Spring) , 12120 Plum Orchard Dr., Suite 110, Silver Spring 20904 ..		240-740-5100
EARLY CHILDHOOD CENTERS			
793.....	MacDonald Knolls Early Childhood Center , 10611 Tenbrook Dr., Silver Spring 20901 ...	Cindy A. Chichester-Ollivierre ..	240-740-5150
918.....	Upcounty Early Childhood Center (UCECC) at Emory Grove , 18100 Washington Grove Ln., Gaithersburg 20877	Erika L. Mccrea	240-740-5960
CENTERS, FACILITIES, AND OFFICES			
15 West Gude Drive , 15 West Gude Drive, Rockville 20850			
	Center for Skillful Teacher and Leading (Room 310)		240-740-5770
	Center for Technology Innovation (3rd Floor)		240-740-5710
45 West Gude Drive , 45 West Gude Drive, Rockville 20850			
	Capital Planning (Suite 4100)		240-314-4700
	Certification and Staffing (Suite 1100)		301-279-3278
	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
	Partnerships Unit (Suite 2301)		240-740-5599
	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
	Technical Help Desk		301-517-5800
Carver Educational Services Center , 850 Hungerford Dr., Rockville 20850			
	Appeals and Transfers		240-740-4130
	Board of Education		240-740-3030
	Chief of Engagement, Innovation and Operations		240-740-2837
	Chief of Staff		240-740-3015
	Curriculum and Instructional Programs		240-740-3970
	Department of Communications		240-740-2837
	Editorial, Graphics & Publishing Services		240-740-2960
	Employee Engagement and Labor Relations (Association Relations)		240-740-2888
	ESOL/Bilingual Services		240-740-3930
	Office of the Deputy Superintendent		240-740-5652
	Office of Operations		240-740-3050
	Office of the Superintendent		240-740-3020
	Office of Technology and Innovation		240-740-2900
	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
	School Support and Improvement		240-740-3100
	Shared Accountability		240-740-2930
	Special Education Services		240-740-3042
	Study Circles		240-314-4830
	Student and Family Support and Engagement		240-740-5630
	Student Leadership Unit		240-314-1039
	Superintendent		240-740-3020
Central Records , Concord Center, 7210 Hidden Creek Rd., Bethesda 20817			
	240-740-5270		
County Service Park , 16651 Crabbs Branch Way, Rockville 20855			
	Maintenance		240-740-6064
	Transportation		240-740-2600
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		
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		240-740-5500
	Physical Disabilities Program		240-740-5480
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		240-740-4620
Spring Mill Offices , 11721 Kemp Mill Rd., Silver Spring 20902			
	Autism Services		240-740-5930
	Transition Services		240-740-5900
	Consortia Choice and Application Program Services		240-740-2540
	Speech and Language Services		240-740-5920
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 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program (CIP). Dates listed below are subject to change.

Date	Activity
June 2020.....	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2020.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2020.....	Division of Capital Planning staff meets with cluster representatives to discuss issues related to the upcoming CIP development
October 2, 2020.....	MCPS FY 2022 State CIP request to the Interagency Commission (IAC) on Public School Construction
October 23, 2020.....	Superintendent publishes recommendations for the FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP and releases recommendations on boundary and/or planning studies conducted in spring 2019
October 26, 2020.....	Presentation to Board of Education on Superintendent's Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP and preliminary work session
October 27, 2020	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
October 29 and November 12, 2020	Board of Education work sessions on superintendent's recommendations on spring 2020 boundary and/or planning studies (if any) and the FY 2022 Capital Budget and the Amendments to the FY 2021–2026 CIP
November 2, 2020	IAC staff recommendations on FY 2022 State CIP
November 2 and 5, 2020	Public hearings on the superintendent's recommendations on spring 2020 boundary and/or planning studies (if any) and the FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP
November 19, 2020	Board of Education action on spring 2020 boundary and/or planning studies (if any) and the FY 2022 Capital Budget and the Amendments to the FY 2021–2026 CIP
November 27, 2020	Final revisions on FY 2022 state aid request due to IAC
December 1, 2020.....	Board of Education submits Requested FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP to the County Executive
December 10, 2020.....	IAC appeal hearing on FY 2022 State CIP
Mid-January 2021	County executive publishes recommendations for the FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP
February–May 2021.....	County Council reviews requested FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP
February 2021	Superintendent releases recommendations on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
February 23, 2021	Presentation to Board of Education on for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 9, 2021	Public hearing on superintendent's recommendations for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 16, 2021.....	Board of Education facilities work session for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 23, 2021.....	Board of Education action on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2021	Board of Public Works decisions on FY 2022 State CIP
Late May 2021	County Council approves the FY 2022 Capital Budget and Amendments to the FY 2021–2026 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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For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff*	
Title IX Coordinator Office of the Chief of Staff Student Welfare and Compliance 850 Hungerford Drive, Room 162, Rockville, MD 20850 240-740-3215 COS-TitleIX@mcpsmd.org	

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Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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