

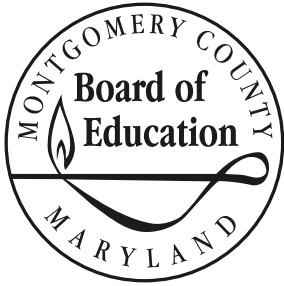
# Superintendent's Recommended FY 2023 Capital Budget

Montgomery County Public Schools, Rockville, Maryland  
and the FY 2023–2028  
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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# **The Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 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 22, 2021

Ms. Brenda Wolff, President  
and Members of the Montgomery County Board of Education  
850 Hungerford Drive, Room 123  
Rockville, Maryland 20850

Dear Ms. Wolff and Members of the Board of Education:

I am submitting my *Recommended Fiscal Year (FY) 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program (CIP)* for your consideration and adoption. This six-year plan includes the expenditure recommendations for FY 2023–2028 and provides the recommended FY 2023 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2022, and ends June 30, 2023. FY 2023 is the first year of the biennial CIP review process. In accordance with the Montgomery County Charter, all CIP projects are considered in odd-numbered fiscal years; therefore, this recommended CIP will receive a full review by the county executive and the Montgomery County Council during the coming months through the Montgomery County Council's final action on the FY 2023–2028 CIP in late May 2022.

On October 5, 2021, the Montgomery County Council adopted the Spending Affordability Guidelines (SAG) for the FY 2023 Capital Budget and the FY 2023–2028 CIP for General Obligation (GO) bonds used to fund a significant portion of the county's CIP. The adopted SAG reduces GO bonds for the six-year period by \$90 million. This reduction will have a significant impact on the level of GO bonds available to Montgomery County Public Schools (MCPS). While I understand that SAG is intended to be developed based on what is affordable, and not what is needed, I do not believe that we can afford to have our overcrowded schools go unaddressed or our school buildings deteriorate. We certainly have heard these views expressed by staff, parents/guardians, and community advocates in public comments to the Board of Education and other forums.

As a result of the COVID-19 health pandemic during the past 18 months, the construction industry has experienced an unprecedented rise in material prices, disruptions in the supply chain, and staffing shortages, which has caused an approximate 23.0 percent increase in construction costs. Due to these extraordinary circumstances, there are funding shortfalls in many of our capital projects between the budgeted costs and the actual planned expenditures in the adopted CIP. In order to move forward with these adopted capital projects, increases in the total project costs are required to provide the construction funds necessary to maintain previously approved completion dates.

In addition, the Maryland General Assembly approved the *Built to Learn Act (BTL) of 2020*, which provides additional school construction funds beyond the annual statewide allocation for capital projects. The total funds available for all school systems across the state from BTL are approximately \$2.2 billion over a 10-year period. For MCPS, the additional state funds from BTL, is approximately \$460 million, again, throughout a 10-year period.

These BTL funds certainly will help to provide the funding necessary to continue our capital program and address our capacity shortfalls and aging infrastructure. In order to utilize the BTL funds, our construction projects will need to be bid using prevailing wage rates. Previously, our budget estimates for capital projects did not include prevailing wage rates because it was more cost effective to implement capital projects without prevailing wage due to an increased cost per project of approximately 15 percent. However, based on the allocation criteria for the BTL funding, MCPS would receive a substantial increase in school construction funds if these projects were bid using prevailing wage rates. Therefore, an increase of local funds is required on many of our capital projects to adjust total project costs to reflect the use of prevailing wage rates.

Therefore, the *Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program* totals \$1.738 billion, an increase of \$119.4 million more than the previously approved CIP. My recommendation includes maintaining the completion dates of all capital projects included in the adopted CIP, as well as additional funding for the following:

- Seven previously approved capital projects to reflect increased construction costs and prevailing wage rate premiums;
- Two new elementary school addition projects—Burtonsville and Greencastle elementary schools;
- Two new Major Capital Projects (planning funds only)—Piney Branch Elementary School and Eastern Middle School; and
- Countywide systemic projects to address our aging infrastructure.

With respect to countywide projects, the *Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program* will address systemwide needs by increasing systemic projects, such as Roof Replacement and Planned Life-cycle Asset Replacement. One countywide project—Heating, Ventilation, and Air Conditioning (HVAC) Replacement—substantially is increased to address the backlog of HVAC projects that directly affects our students, teachers, and administrators each school day. It is vital that MCPS has the necessary funding to address its aging infrastructure. My recommendation for the HVAC project provides additional funds for upgrades and/or replacements of HVAC systems that are beyond their expected service life.

Many of our schools significantly are overutilized and beyond their life cycle, and the approved capital projects in my recommended CIP are necessary to provide the learning environments our students, staff, and community deserve, and therefore, must remain on track. I want to make clear that this recommendation could have included additional capacity projects for schools that



will continue to be overutilized, as well as additional funding to address our aging facilities. However, I believe our students, staff, and parent/guardian community are best served by submitting a recommendation that fits within the fiscal environment of the county as a whole.

The capital projects included in the *Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program* will help to accomplish the goal of addressing our capacity needs throughout the school system. MCPS has seen a steady increase in enrollment since the 2007–2008 school year. The COVID-19 health pandemic, however, impacted our student enrollment, as well as the student enrollment of many public schools across the country. The preliminary September 30, 2021, enrollment is 159,005, a one-year decrease of 1,559 students. While this represents a second year of a decline in student enrollment, the decline is at a slower rate than we experienced from the 2019–2020 school year to the 2020–2021 school year. We believe that this downward trend will continue and, in the near future, we will experience student enrollment growth, similar to our experience pre-COVID-19 pandemic.

Total school system enrollment is projected to increase to 166,160 students by the 2027–2028 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. In addition, our enrollment projections do account for the current COVID-19 health pandemic. As previously stated, we believe this decline in enrollment will be temporary and, therefore, the capacity projects included in the recommended CIP are warranted and must remain on their approved schedules.

For FY 2023, the state aid request is \$229.45 million. This amount is based on current eligibility of projects approved by the Montgomery County Council in May 2021. This amount also represents projects that will be funding through the BTL process previously discussed as well as through the statewide annual CIP submission process. Of the request, \$30.29 million is for 20 systemic roofing and HVAC projects to be funded through the annual CIP submission process; \$18.28 million is for 3 addition projects also to be funded through the annual CIP submission process; and \$180.88 million is for 1 new elementary school, 1 high school reopening, and 6 Major Capital Projects to be funded through the BTL process. I, along with the members of the Board of Education and Montgomery County officials, will continue to work together with our state leaders to secure all available state construction funding for Montgomery County through the annual statewide allocation process, as well as the new BTL process.

In addition, there are two boundary study supplements to the *Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program*:

- Supplement A—The Superintendent's Recommendation for Gaithersburg Cluster Elementary School #8 Boundary Study, available at the following link:  
<https://www.montgomeryschoolsmd.org/departments/planning/gaithersburgcluster8boundarystudy.aspx>
- Supplement B—The Superintendent's Recommendation for Bethesda, Somerset, and Westbrook Elementary Schools Boundary Study, available at the following link:  
<https://www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.aspx>

Finally, the recommended CIP includes one new boundary study to create the service area for the new Clarksburg Cluster Elementary School #9. The boundary study will occur spring 2022, with Board action in November 2022. The new Clarksburg Cluster Elementary School #9 is scheduled to open in August 2023.

The *Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program* will be presented to the Board on October 25, 2021. Following that presentation, the Board is scheduled to hold a work session on October 26, 2021, during the scheduled Business Meeting, to discuss the two boundary study recommendations. On October 28, 2021, the Board will hold a work session to address any outstanding issues on the two boundary study recommendations, as well as the Capital Budget and CIP recommendations.

Three public hearings are scheduled for November 2, 4, and 8, 2021. The Board will hold a third work session on November 9, 2021. A fourth public hearing will be held on November 16, 2021, should alternatives to the superintendent's recommendation for the two boundary studies be offered on November 9, 2021. The Board is scheduled to act on the *Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program* on November 18, 2021.

The county executive will publish his CIP recommendations for all County agencies by mid-January 2022. The Montgomery County Council will hold hearings in early February 2022, conduct work sessions in March and April 2022, and adopt the FY 2023 Capital Budget and the FY 2023–2028 CIP in late May 2022. I look forward to partnering with you during this process to secure the necessary funding for our Capital Improvements Program.

In collaboration with parents, guardians, community members, and business leaders, we will continue to work for the improvement of public school facilities in Montgomery County.

Sincerely,



Monifa B. McKnight, Ed.D.  
Interim Superintendent of Schools

MBM:ESD:SPA:ALK



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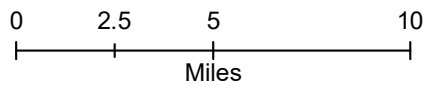
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Wheaton HS—Downcounty Consortium	4-25
Wheaton Woods ES—Downcounty Consortium	4-25
Whetstone ES—Watkins Mill Cluster	4-93
White Oak MS—Northeast Consortium	4-55
Walt Whitman HS—Walt Whitman Cluster	4-99
Wilson Wims ES—Clarksburg Cluster	4-15
Earle B. Wood MS—Rockville Cluster	4-79
Wood Acres ES—Walt Whitman Cluster	4-99
Woodfield ES—Damascus Cluster	4-21
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# Cluster Service Areas 2021-2022







# 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 2023–2028 CIP falls in an odd-numbered fiscal year and will receive a full review by the County Council. The *FY 2023 Capital Budget and FY 2023–2028 CIP* provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2023, and the expenditure schedule for the FY 2023–2028 CIP.

This document contains the following sections:

**Chapter 1,** *"The Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program (CIP),"* is a review of the major factors that have influenced the development of recommended projects in the FY 2023 Capital Budget and the FY 2023–2028 CIP. This chapter includes a table summarizing the recommended FY 2023–2028 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.

**Chapter 4,** "Recommended Actions and Planning Issues," is arranged by high school cluster and high school consortium. This chapter provides 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 recommendations 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 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program

### The Biennial CIP Process

In November 1996 the Montgomery County charter was amended by referendum to require a biennial, rather than annual, Capital Improvements Program (CIP) review and approval process. The total six-year CIP is now reviewed and approved for each odd-numbered fiscal year. For even-numbered fiscal years, only amendments are considered where changes are needed in the second year of the six-year CIP. Fiscal Year (FY) 2023 is an odd-numbered fiscal year and, therefore, all CIP projects will be considered with a full review by the county executive and the County Council.

### Overview

The *Board of Education's Requested FY 2022 Capital Budget and FY 2021–2026 Capital Improvements Program* totaled \$1.732 million, an increase of \$3.7 million over the previously adopted CIP. The amendments included requests to provide planning and construction funding for three projects by reallocating funds from previously approved capital projects. The requested amendments also included expenditure shifts to reinstate specific capital projects that were delayed in the adopted CIP. And finally, the requested amendments provided funding in FY 2022 for three countywide systemic projects that were reduced in the adopted CIP. The county executive's Recommended FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program for Montgomery County Public Schools (MCPS) was \$53.7 million less than the Board of Education's request for the six-year CIP period.

Due to the shortfall that existed between the Board of Education's request and the county executive's recommendation, the Montgomery County Council's Education and Culture Committee requested that MCPS submit a scenario to reduce the *Board of Education's Requested FY 2022 Capital Budget and Amendments to the FY 2021–2026 Capital Improvements Program* to more closely align with the county executive's recommendation. MCPS, adhering to the request provided a scenario that delayed two individual capital projects, and reduced expenditures in the out-years for three countywide systemic projects.

On May 20, 2021, the County Council tentatively approved a reconciliation for Montgomery County's FY 2022 Capital

Budget and Amendments to the FY 2021–2026 CIP. The County Council's reconciliation for MCPS, only included expenditure reductions in the out-years of the CIP for the countywide systemic projects, there were no delays for individual capital projects. In order to maintain these completion dates, the County Council assumed additional state aid anticipated through the newly adopted Built to Learn Act legislation.

On May 27, 2021, the County Council took final action on the FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP for Montgomery County. For MCPS, the County Council approved the reconciliation amounts and, as a result, the approved FY 2022 Capital Budget and Amendments to the FY 2021–2026 CIP for MCPS totaled \$1.619 billion for the six-year period. While this is a decrease of \$112.9 million less than the Board of Education's request and \$109.2 million less than the previously approved CIP, approximately \$68.4 million in expenditures were able to be accelerated into the prior years, reducing the CIP in the six-year period.

### The Superintendent's Recommended Capital Improvements Program

This document contains the recommended FY 2023 Capital Budget appropriation amounts and the FY 2023–2028 CIP expenditure schedules proposed by the superintendent of schools for consideration and action by the Montgomery County Board of Education.

On October 5, 2021, the Montgomery County Council adopted the Spending Affordability Guidelines (SAG) for the FY 2023 Capital Budget and the FY 2023–2028 CIP for General Obligation (GO) bonds used to fund a significant portion of the county's CIP. The adopted SAG reduces GO bonds for the six-year period by \$90 million. This reduction will have a significant impact on the level of GO bonds available to Montgomery County Public Schools (MCPS).

As a result of the COVID-19 health pandemic over the past 18 months, the construction industry has experienced an unprecedented rise in material prices, disruptions in the supply chain, and staffing shortages which has caused an approximate 23.0 percent increase in construction costs.

Due to these extraordinary circumstances, there are funding shortfalls in many capital projects between the budgeted costs and the actual planned expenditures in the adopted CIP. In order to move forward with these adopted capital projects, increases in the total project costs are required to provide the construction funds necessary to maintain previously approved completion dates.

In addition, the Maryland General Assembly approved the Built to Learn Act (BTL) of 2020, which provides additional school construction funds, beyond the annual statewide allocation for capital projects. The total funds available for all school systems across the state from BTL are approximately \$2.2 billion over a 10-year period. For MCPS, the additional state funds from BTL, are approximately \$460 million, again, over a 10-year period.

These BTL funds will help to provide the funding necessary to continue the MCPS capital program and address capacity shortfalls and aging infrastructure. In order to utilize the BTL funds, construction projects will need to be bid using prevailing wage rates. Previously, MCPS budget estimates for capital projects did not include prevailing wage rates because it was more cost effective to implement capital projects without prevailing wage due to an increased cost per project of approximately 15 percent. However, based on the allocation criteria for the BTL funding, MCPS would receive a substantial increase in school construction funds if these projects were bid using prevailing wage rates. Therefore, an increase of local funds are required for many capital projects to adjust total project costs to reflect the use of prevailing wage rates.

Therefore, the *Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program* totals \$1.738 billion, an increase of \$119.4 million more than the previously approved CIP. The recommendation includes maintaining the completion dates of all capital projects included in the adopted CIP, as well as additional funding for the following:

- Seven previously approved capital projects to reflect escalated construction costs and prevailing wage rate premiums;
- Two new elementary school addition projects—Burtonsville and Greencastle elementary schools;
- Two new Major Capital Projects (planning funds only)—Eastern Middle School and Piney Branch Elementary School; and
- Countywide systemic projects to address aging infrastructure.

The *Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program* will address systemwide needs by increasing systemic projects such as Roof Replacement and Planned Life-cycle Asset Replacement. One countywide project—Heating, Ventilation, and Air Conditioning (HVAC) Replacement—substantially is increased to address the backlog of HVAC projects. The CIP recommendation for the HVAC project provides additional funds for upgrades and/or replacements of HVAC systems that are beyond their expected service life.

There are two boundary study supplements to the *Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program*:

- Supplement A—The Superintendent's Recommendation for Gaithersburg Cluster Elementary School #8 Boundary Study, located at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/gaithersburgcluster8boundarystudy.aspx>
- Supplement B—The Superintendent's Recommendation for Bethesda, Somerset, and Westbrook Elementary Schools Boundary Study, located at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.aspx>

The recommended CIP includes one new boundary study to create the service area for the new Clarksburg Cluster Elementary School #9. The boundary study will occur spring 2022, with Board of Education action in November 2022. The new Clarksburg Cluster Elementary School #9 is scheduled to open in August 2023.

The summary table at the end of this chapter, titled “*Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program*,” (page 1-6) summarizes the superintendent's recommendation for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council adopted action and the third column shows the superintendent's recommendation for the FY 2023–2028 CIP. It is important to note that many previously approved projects will be blank since they can proceed on their currently approved schedules. The last column shows the anticipated completion date for each project.

The next summary table includes all of the countywide projects approved by the County Council in the Amended FY 2021–2026 CIP and the superintendent's recommendation for the FY 2023–2028 CIP for these projects (page 1-9). The final two tables contain summary information regarding the appropriation and expenditure schedule for the Recommended FY 2023 Capital Budget and the FY 2023–2028 CIP (page 1-11) and the FY 2023 State CIP funding request for MCPS (page 1-12).

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

## Funding the Capital Improvements Program

The CIP is funded mainly from four types of revenue sources—county General Obligation (GO) bonds, state aid, current

revenue, and Recordation and School Impact taxes. The amount of GO bond funding available for all county CIP projects is governed by Spending Affordability Guidelines (SAG) limits set by the County Council before CIP submissions are prepared. The amount of state aid available is governed by the rules, regulations, and procedures established by the state of Maryland Interagency Committee on School Construction (IAC) and by the amount of state revenues available to support the state school construction program. The amount of current revenue available to fund CIP projects is governed by county tax revenues and the need to balance capital and operating budget requests. In addition, 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.

<b>Fiscal Years</b>	<b>Spending Affordability Guidelines</b>
<b>FY 2005–2010</b>	<b>\$1.14 billion</b>
<b>FY 2005–2010 Amended</b>	<b>\$1.22 billion*</b>
<b>FY 2007–2012</b>	<b>\$1.44 billion</b>
<b>FY 2007–2012 Amended</b>	<b>\$1.65 billion*</b>
<b>FY 2009–2014</b>	<b>\$1.8 billion</b>
<b>FY 2009–2014 Amended</b>	<b>\$1.84 billion</b>
<b>FY 2011–2016 CIP</b>	<b>\$1.95 billion</b>
<b>FY 2011–2016 Amended</b>	<b>\$1.91 billion*</b>
<b>FY 2013–2018 CIP</b>	<b>\$1.77 billion</b>
<b>FY 2013–2018 Amended</b>	<b>\$1.77 billion*</b>
<b>FY 2015–2020 CIP</b>	<b>\$1.947 billion</b>
<b>FY 2015–2020 Amended</b>	<b>\$1.999 billion*</b>
<b>FY 2017–2022 CIP</b>	<b>\$2.040 billion</b>
<b>FY 2017–2022 Amended</b>	<b>\$2.04 billion*</b>
<b>FY 2019–2024 CIP</b>	<b>\$1.86 billion</b>
<b>FY 2019–2024 Amended</b>	<b>\$1.86 billion*</b>
<b>FY 2021–2026 CIP</b>	<b>\$1.77 billion</b>
<b>FY 2021–2026 Amended</b>	<b>\$1.77 billion*</b>
<b>FY 2023–2028 CIP</b>	<b>\$1.68 billion</b>

\*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 preceding table 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 \$2.04 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 upheld the SAG limit of \$1.77 billion for the amended six year period. For FY 2023, the County Council set the capital budget SAG limits at \$300 million for FY 2023 and \$290 million for FY 2024, with a six-year total of \$1.68 billion, a decrease of \$90 million over the six-year period.

## 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 Major Capital 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 for the past 10 fiscal years.

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 was \$76.05 million. The state aid approved for MCPS was \$44.78 million, \$31.27 million less than the amount requested. Of the \$44.78 million, \$29.55 million was from the annual statewide allocation and \$15.23 million was through the approved EGRC legislation. For FY 2023, the state aid request is \$229.45 million. This figure is based on current eligibility of projects approved by the Montgomery County Council in May 2021. This figure also represents projects that will be funding through the BTL process previously discussed above, as well as through the statewide annual CIP submission process. Of the request, \$30.29 million is for 20 systemic roofing and HVAC projects to be funded through the annual CIP submission process; \$18.28 million is for 3 addition projects also to be funded through the annual CIP submission process; and \$180.88 million is for one new elementary school, one high school reopening, and six Major Capital Projects to be funded through the BTL process.

## Current Revenue

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

## The Relationship between State and Local Funding

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

The amount of state funding received for a capital project is approximately 15–25 percent of the total cost. The amount

varies due to the state formulas used to calculate “eligible” expenditures. The use of the word “eligible” here refers to expenditures the state will reimburse based on state capacity and square foot formulas. The state does not consider what is required to completely fund a construction project. For example, design fees, land acquisition, furniture and equipment, and classroom and support space needs beyond the state square foot formula are not considered eligible for state funding. All of these costs must be borne locally. In addition, the state discounts its contributions to local school systems based on the wealth of each jurisdiction. In the case of Montgomery County, the state will pay only 50 percent of eligible state expenses for MCPS projects.

## **Capital Budget and Operating Budget Relationship**

The relationship between the capital and the operating budgets is a critical consideration in the overall fiscal picture for MCPS. The capital budget affects the operating budget in three ways. First, GO bond debt, required for capital projects, creates the need to fund debt service payments in the Montgomery County Government operating budget. The County Council considers this operating budget impact when it approves Spending Affordability Guidelines. Second, a portion of the capital budget request is funded through general current revenue receipts, drawing money from the same sources that fund the operating budget. Finally, decisions in the capital budget to build a new school or add to an existing school create operating budget impacts through additional costs for staff, utilities, and other services. Although the budget process separates the capital and operating budgets by creating different time lines for decision making, checks and balances have been incorporated into the review process to ensure compliance with Spending Affordability Guidelines.

**Superintendent's Recommended FY 2023 Capital Budget  
and the FY 2023–2028 Capital Improvements Program  
Summary Table<sup>1</sup>**

Individual Projects	County Council Action May 2021	Superintendent Recommendation	Anticipated Completion Date
<b>Bethesda-Chevy Chase Cluster</b>			
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
Westbrook ES Addition	Approved FY 2022 appropriation for planning and construction funds.	Recommend FY 2023 appropriation for balance of funding.	8/22
<b>Winston Churchill</b>			
<b>Clarksburg Cluster</b>			
Clarksburg Cluster ES #9 (New)	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and balance of funding.	8/23
<b>Damascus Cluster</b>			
Damascus HS—Major Capital Project		Recommend FY 2023 appropriation for planning funds.	8/26
<b>Downcounty Consortium</b>			
John F. Kennedy HS Addition			8/22
Northwood HS Addition/Facility Upgrade	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and construction funds.	8/25
Charles W. Woodward High School Reopening	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and construction funds.	8/23 8/25
<b>Eastern MS - Major Capital Project</b>		<b>Recommend FY 2023 appropriation for planning funds in the Major Capital Project.</b>	<b>TBD</b>
Parkland MS Addition	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for balance of funding.	8/23
Odessa Shannon MS Replacement	Approved FY 2022 appropriation for balance of funding.		8/22
Silver Spring International MS	Approved reduction of scope and reduction and reallocation of expenditures.		8/24
Highland View ES Addition	Approved the reallocation of construction expenditures in the out-years of the CIP.		8/25
<b>Piney Branch ES - Major Capital Project</b>		<b>Recommend FY 2023 appropriation for planning funds in the Major Capital Project.</b>	<b>TBD</b>
Woodlin ES—Major Capital Project	Approved an acceleration of construction expenditures and an FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and balance of funding.	8/23
<b>Gaithersburg Cluster</b>			
Crown HS (New)		Recommend FY 2023 appropriation for construction cost increases and construction funds.	8/26
Gaithersburg Cluster ES #8	Approved and FY 2022 appropriation for balance of funding.		8/22
<b>Walter Johnson Cluster</b>			
Charles W. Woodward High School Reopening	Approved an FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and construction funds.	8/23 8/25
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD

Individual Projects	County Council Action May 2021	Superintendent Recommendation	Anticipated Completion Date
<b>Col. Zadok Magruder Cluster</b>			
Col. Zadok Magruder HS—Major Capital Project			8/27
<b>Richard Montgomery Cluster</b>			
Crown HS (New)		Recommend FY 2023 appropriation for construction cost increases and construction funds.	8/26
<b>Northeast Consortium</b>			
Burnt Mills ES—Major Capital Project	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and balance of funding.	8/23
<b>Burtonsville ES Addition</b>		<b>Recommend FY 2023 appropriation for planning funds.</b>	<b>8/25</b>
<b>Greencastle ES Addition</b>		<b>Recommend FY 2023 appropriation for planning funds.</b>	<b>8/25</b>
JoAnn Leleck ES at Broad Acres ES (Grades 3-5 school)	Approved the reallocation of planning and construction appropriation and expenditures.	Recommend FY 2023 appropriation for construction cost increases and balance of funding.	8/25
William Tyler Page ES Addition	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for balance of funding.	8/23
Stonegate ES—Major Capital Project	Approved acceleration of construction funds and an FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and balance of funding.	8/23
<b>Northwest Cluster</b>			
Crown HS (New)		Recommend FY 2023 appropriation for construction cost increases and construction funds.	8/26
Ronald McNair ES Addition	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for balance of funding.	8/23
<b>Poolesville Cluster</b>			
Poolesville HS—Major Capital Project	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and balance of funding.	8/24
<b>Quince Orchard Cluster</b>			
Crown HS (New)		Recommend FY 2023 appropriation for construction cost increases and balance of funding.	8/26
<b>Rockville Cluster</b>			
<b>Seneca Valley Cluster</b>			
Neelsville MS—Major Capital Project	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and balance of funding.	8/24
Clarksburg Cluster ES #8 (New)	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and balance of funding.	8/23
<b>Sherwood Cluster</b>			
<b>Watkins Mill Cluster</b>			
Neelsville MS—Major Capital Project	Approved FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases and balance of funding.	8/24
South Lake ES—Major Capital Project	Approved acceleration of construction funds and an FY 2022 appropriation for construction funds.	Recommend FY 2023 appropriation for construction cost increases.	8/23

<sup>1</sup> Bold indicates a new project to the adopted CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Action May 2021	Superintendent Recommendation	Anticipated Completion Date
<b>Walt Whitman Cluster</b>			
Whitman HS Addition	Approved FY 2021 appropriation for balance of funding.		8/21
<b>Thomas S. Wootton Cluster</b>			
Crown HS (New)		Recommend FY 2023 appropriation for construction cost increases and construction funds.	8/26
Thomas S. Wootton HS—Major Capital Projects		Recommend FY 2023 appropriation to accelerate site and design funds.	8/27
<b>Other Educational Facilities</b>			

<sup>1</sup> Bold indicates a new project to the adopted CIP. Blank indicates no change from the approved project.



**Superintendent's Recommended FY 2023 Capital Budget  
and the FY 2023–2028 Capital Improvements Program  
Summary Table<sup>1</sup>**

Countywide Projects	County Council Action May 2021	Superintendent Recommendation	Anticipated Completion Date
ADA Compliance	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Design and Construction Management	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
<b>Early Childhood Centers</b>		<b>Recommend FY 2023 appropriation for planning funds.</b>	<b>Ongoing</b>
<b>Emergency Replacement of Major Building Components</b>		<b>Recommend FY 2023 appropriation to continue this project.</b>	<b>Ongoing</b>
Facility Planning	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Fire Safety Code Upgrades	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
HVAC Replacement/IAQ Projects	Approved an FY 2022 appropriation and amendment to continue this level of effort project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Major Capital Projects–Elementary	Approved an FY 2022 appropriation and amendment for the acceleration of planning and construction expenditures.	Recommend FY 2023 appropriation for planning funds, increases for construction costs, and construction funds.	Ongoing
Major Capital Projects–Secondary	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation for planning funds, increases for construction costs, and construction funds.	Ongoing
<b>Materials Mangement Building Relocation</b>		<b>Recommend FY 2023 appropriation to identify and begin design for the relocation.</b>	<b>TBD</b>
Outdoor Play Space Maintenance Project	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved an FY 2022 appropriation and amendment to continue this level of effort project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Relocatable Classrooms	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Roof Replacement/Moisture Protection Projects	Approved an FY 2022 appropriation and amendment to continue this level of effort project.	Recommend FY 2023 appropriation to continue this project.	Ongoing

<sup>1</sup> Bold indicates a new project to the adopted CIP. Blank indicates no change from the approved project.

Countywide Projects	County Council Action May 2021	Superintendent Recommendation	Anticipated Completion Date
School Security	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing
<b>Sustainability Initiatives</b>		<b>Recommend FY 2023 appropriatoin to continue this project</b>	<b>Ongoing</b>
Technology Modernization	Approved an FY 2022 appropriation to continue this project.	Recommend FY 2023 appropriation to continue this project.	Ongoing

<sup>1</sup> Bold indicates a new project to the adopted CIP. Blank indicates no change from the approved project.

**Superintendent's Recommended FY 2023 Capital Budget  
and the FY 2023–2028 Capital Improvements Program**  
(figures in thousands)

Project	FY 2023 Approp.	Total	Thru FY 2021	Remaining FY 2022	Total Six-Years	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
<b>Individual School Projects</b>											
Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)		1,195			1,195			650	545		
Burtonsville ES Addition	1,550	14,903			14,903	550	6,610	3,852	3,891		
Clarksburg Cluster ES #9 (New)	3,215	40,376	1,192	7,642	31,542	19,268	12,274				
Crown HS (New)	168,646	179,252	1,522	3,892	173,838	5,939	18,245	52,719	61,935	35,000	
Gaithersburg Cluster ES #8		42,182	7,634	23,628	10,920	10,920					
Greencastle ES Addition	1,550	11,995			11,995	550	5,110	2,445	3,890		
Highland View ES Addition		16,775	301	474	16,000	2,000	6,495	4,305	3,200		
John F. Kennedy HS Addition		26,578	3,827	11,978	10,773	10,773					
JoAnn Leleck ES @ Broad Acres (Grades 3-5) New	3,903	32,682		2,765	29,917	4,979	11,239	10,444	3,255		
Ronald McNair ES Addition	490	11,403		5,360	6,043	2,252	3,791				
Northwood HS Addition/Facility Upgrade	141,376	173,076	5,018	13,990	154,068	30,119	55,804	52,891	15,254		
William Tyler Page ES Addition	791	20,614		4,872	15,742	9,182	6,560				
Parkland MS Addition	890	14,638		3,528	11,110	6,323	4,787				
Odessa Shannon MS Replacement		62,864	16,093	34,771	12,000	12,000					
Silver Spring International MS Addition		19,140	5,140		14,000	3,346	5,654	5,000			
Westbrook ES Addition	210	4,391		376	4,015	2,569	1,446				
Woodward HS Reopening	48,860	177,095	5,260	49,989	121,846	35,043	43,017	30,390	13,396		
<b>Countywide Projects</b>											
ADA Compliance: MCPS	8,000	46,993	23,012	3,181	20,800	8,000	8,000	1,200	1,200	1,200	1,200
Asbestos Abatement	1,145	22,390	15,246	274	6,870	1,145	1,145	1,145	1,145	1,145	1,145
Building Modifications and Program Improvements	10,000	69,937	51,378	-1,441	20,000	10,000	10,000				
Design and Construction Management	4,900	95,175	64,740	1,035	29,400	4,900	4,900	4,900	4,900	4,900	4,900
Early Childhood Centers	2,600	16,000			16,000	4,000	6,000	6,000			
Emergency Replacement of Major Building Component	1,500				3,000	1,500	1,500				
Facility Planning: MCPS	1,300	15,187	10,040	2,447	2,700	800	500	350	350	350	350
Fire Safety Upgrades	817	24,502	17,056	2,544	4,902	817	817	817	817	817	817
HVAC Replacement	25,000	206,219	55,984	25,735	124,500	25,000	25,000	19,000	18,500	18,500	18,500
Improved (Safe) Access to Schools/County Bicycle Initiative	3,500	24,882	17,882		7,000	3,500	3,500				
Major Capital Projects Elementary	26,644	168,489	2,483	58,909	107,097	42,679	38,161	26,257			
Major Capital Projects Secondary	53,131	406,884	2,647	32,031	372,206	27,773	62,687	85,992	90,754	85,000	20,000
Material Management Building Relocation	2,250				22,500	2,500	10,000	10,000			
Outdoor Play Space Maintenance	2,000	8,500	2,482	1,768	4,250	2,000	450	450	450	450	450
Planned Life-Cycle Asset Replacement (PLAR)	15,000	177,125	107,779	1,470	67,876	15,000	15,000	9,469	9,469	9,469	9,469
Relocatable Classrooms	5,000	73,061	58,448	-387	15,000	5,000	5,000	5,000			
Restroom Renovations	3,000	41,705	15,165	8,540	18,000	3,000	3,000	3,000	3,000	3,000	3,000
Roof Replacement/Moisture Protection Projects	12,000	118,475	36,993	17,482	64,000	12,000	12,000	10,000	10,000	10,000	10,000
School Security	3,500	50,746	24,488	12,758	13,500	3,500	2,000	2,000	2,000	2,000	2,000
Stormwater Discharge and Water Quality Management	616	12,860	9,162	2	3,696	616	616	616	616	616	616
Sustainability Initiatives	5,000				12,500	5,000	7,500				
Technology Modernization	26,846	489,458	325,615	1,185	162,658	26,846	26,964	27,237	26,843	26,795	27,973
<b>Total Recommended CIP</b>	<b>585,230</b>	<b>2,917,747</b>	<b>886,587</b>	<b>330,798</b>	<b>1,738,362</b>	<b>361,389</b>	<b>425,772</b>	<b>376,129</b>	<b>275,410</b>	<b>199,242</b>	<b>100,420</b>

# Requested FY 2023 State Capital Improvements Program for Montgomery County Public Schools

(figures in thousands)

Priority No.	BTL - Y/N	PFA - Y/N	Project	Total Estimated Cost	Non PSCP Funds	Prior IAC Funding Thru FY 2022	FY 2023 Request For Funding
<b>Systemic Projects</b>							
1	N	Y	Sligo MS HVAC Replacement	9,000	4,500	0	4,500
2	N	Y	White Oak MS HVAC Replacement	9,000	4,500	0	4,500
3	N	Y	Westland MS HVAC Replacement	9,000	4,500	0	4,500
4	N	Y	Flower Valley ES HVAC Replacement	4,000	2,000	0	2,000
5	N	Y	Harmony Hills ES HVAC Replacement	4,000	2,000	0	2,000
6	N	Y	Springbrook HS HVAC Replacement (Phase 1)	3,500	1,750	0	1,750
7	N	Y	James Hubert Blake HS Roof Replacement (Phase 1)	3,268	1,634	0	1,634
8	N	Y	John F. Kennedy HS Roof Replacement (Phase 1)	2,689	1,345	0	1,345
9	N	Y	Montgomery Blair HS Roof Replacement (Phase 2)	2,641	1,321	0	1,321
10	N	Y	Diamond ES Roof Replacement	1,858	929	0	929
11	N	Y	Northwest HS Roof Replacement (Phase 1)	1,797	899	0	899
12	N	Y	Rock View ES Roof Replacement	1,650	825	0	825
13	N	Y	Newport Mill MS Roof Replacement	1,540	770	0	770
14	N	Y	Woodfield ES Roof Replacement	1,515	758	0	758
15	N	Y	Harmony Hills ES Roof Replacement	1,325	663	0	663
16	N	Y	Westover ES Roof Replacement	1,270	635	0	635
17	N	Y	East Silver Spring ES Roof Replacement	949	475	0	475
18	N	Y	Wyngate ES Roof Replacement	724	362	0	362
19	N	Y	Ritchie Park ES Roof Replacement	539	270	0	270
20	N	Y	Meadow Hall ES Roof Replacement	325	163	0	163
			<b>Subtotal</b>	<b>60,590</b>	<b>30,295</b>	<b>0</b>	<b>30,295</b>
<b>Planning and Construction Request</b>							
21/22	Y	Y	Charles W. Woodward HS Reopening	128,235	79,769		48,466
23/24	Y	Y	Clarksburg Cluster ES #9 (NEW)	38,486	22,399		16,087
25/26	N	Y	Dr. Ronald McNair ES Addition	11,403	6,945		4,458
27/28	N	Y	Parkland MS Addition	14,638	8,869		5,769
29/30	Y	Y	South Lake ES (Major Capital Project)	34,898	20,686		14,212
31/32	Y	Y	Burnt Mills ES (Major Capital Project)	38,406	23,125		15,281
33/34	Y	Y	Neelsville MS (Major Capital Project)	64,911	37,549		27,362
35/36	N	Y	William Tyler Page ES Addition	20,614	12,565		8,049
37/38	Y	N	Poolesville HS (Major Capital Project)	71,313	41,612		29,701
39/40	Y	Y	Woodlin ES Addition (Major Capital Project)	38,697	22,505		16,192
41/42	Y	Y	Stonegate ES (Major Capital Project)	34,426	20,848		13,578
			<b>Subtotal</b>	<b>496,027</b>	<b>296,872</b>	<b>0</b>	<b>199,155</b>
<b>Planning Approval Request</b>							
43	Y	Y	Crown HS (New)	LP			LP
44	N	Y	Highland View ES Addition	LP			LP
45	Y	Y	Grades 3-5 ES for JoAnn Leleck ES at Broad Acres	LP			LP
46	Y	Y	Northwood HS Addition/Facility Upgrade	LP			LP
47	N	Y	Silver Spring International MS Addition	LP			LP
48	N	Y	Westbrook ES Addition	LP			LP
			<b>TOTAL</b>	<b>556,617</b>	<b>327,167</b>	<b>0</b>	<b>229,450</b>

# 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 health pandemic. In March 2020, MCPS, similar to many school systems around the country, switched from in-person learning, to virtually learning. Nationwide, school systems experienced lower enrollments in the 2020–2021 school year, particularly in the lower grades, as homeschooling and private schools with in-person instruction gained enrollment. It is anticipated that many of these students will return to MCPS once in-person instruction returns; however, it may take a few years to return to the previously projected enrollments.

For the 2021–2022 school year, preliminary September 30th student enrollment is 159,005, a decrease of 1,559 students from the 2020–2021 school year. Enrollment grew by 12,508 students from the 2011–2012 to the 2021–2022 school year. Total school system enrollment is projected to increase to 166,160 students by the 2027–2028 school year. This represents a slowdown in growth, due to 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 anomalous 2020–2021 and 2021–2022 school year student enrollments due to the COVID-19 health pandemic.

### Community Trends

#### Population

Montgomery County’s overall population is growing and diversifying. According to U.S. Census Bureau, the county’s total population has increased by 188,720 people, or 21.6 percent since 2000 from 873,341 to 1,062,061 people (April 1, 2020). 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 263,682 births compared to 113,515 deaths in the county, for a net natural population increase of 150,167 residents, accounting for 84.7 percent of the county’s overall population increase (Maryland Department of Health, 2019).

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.

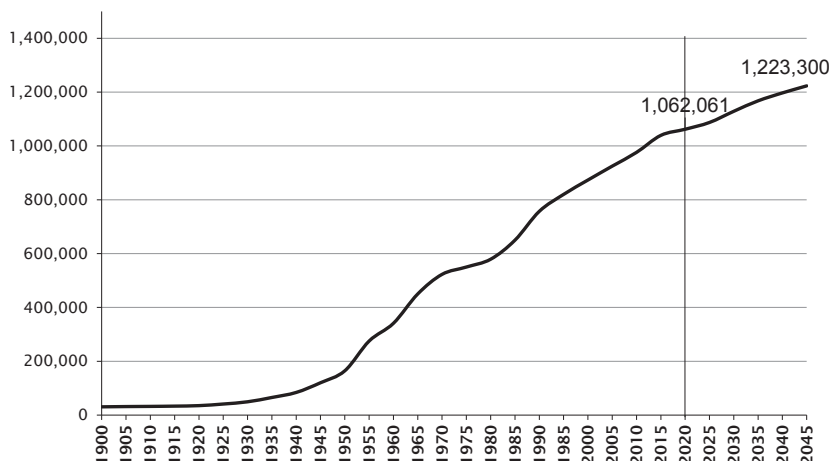
Montgomery County’s trend toward racial and ethnic diversification mirrors national demographic trends. According to U.S. Census Bureau data, between 2000 and 2018, the county’s White, non-Hispanic population decreased as a percentage of the total population by 16.5 percent to 43.0 percent, while the 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. According to the recently released 2020 census, 43.1 percent of the population is White, 18.6 percent Black, 15.4 percent Asian, 11.0 percent Other, 11.2 percent Two or More, and 20.5 percent are Hispanic (of any race).

#### Economy

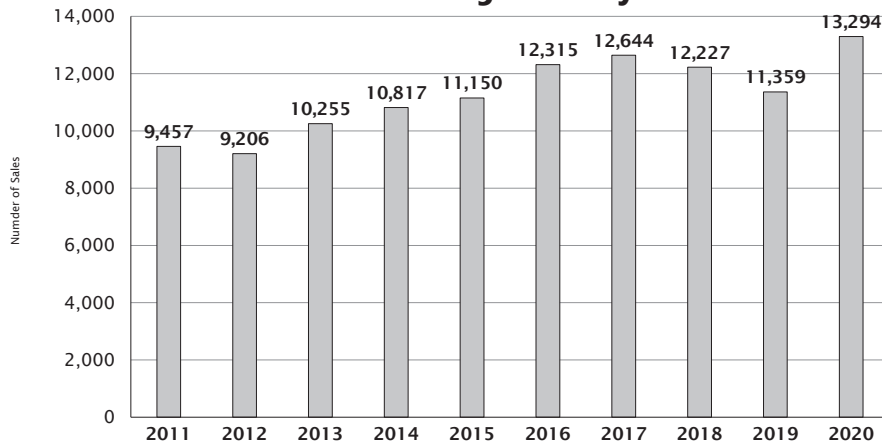
It has been more than 10 years since the end of the “Great Recession,” which officially lasted nearly two years, beginning in December 2007 and ending in June 2009.

Montgomery County Total Population  
1900–2020 and Projected to 2045



Source: Montgomery County Public Schools, U.S. Census Bureau, April 2020. Division of Capital Planning and Real Estate, October 2021.

**Montgomery County  
Total Sales of Existing Homes by Year**



Sources: Economic Indicators Reports to County Council, Montgomery County Department of Finance, July 2019, Greater Capital Area Association of Realtors, Housing Market Reports 2020.

Even after the official end of the recession, the economy remained weak, and job growth was slow for several more years. Compared to other parts of the nation, data from the U.S. Bureau of Labor Statistics show that Montgomery County fared reasonably well during and after the recession. Whereas national unemployment peaked at approximately 10 percent in 2009, the county's peak unemployment was 5.7 percent in Fiscal Year (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 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 increased to 14.7 percent as of April 2020, as the COVID-19 health pandemic has caused many businesses to shut down during the pandemic. The county unemployment rate in August 2020 rose to 8.2 percent, but declined to 5.6 as of August 2021, which is still more than twice what it was before the COVID-19 health pandemic. (Economic Indicator; 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 constructed. During the past 10 fiscal years, the weakest year was FY 2012, in the resale market when 9,206 existing homes sold. In 2020, 13,294 existing homes sold; an increase for the first time since 2017 when sales were 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 \$555,000 as of August 2021, according to the Greater Capital Area Association of Realtors.

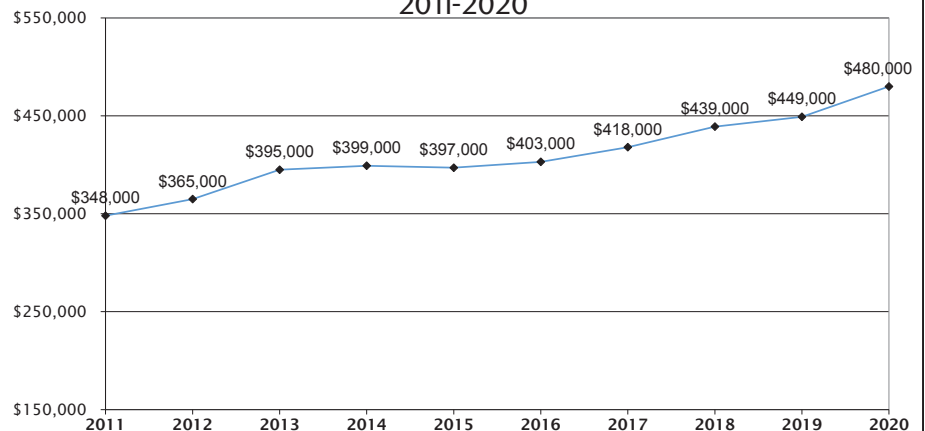
The recession's long-lasting impacts on school system enrollment include the following:

- 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 in the county, which put 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 in Clarksburg in 2006, when Clarksburg High School opened to accommodate these new communities.

**Montgomery County  
Median Home Sales Prices  
2011-2020**



Source: Montgomery County Market Trends Reports, Greater Capital Area Association of Realtors.



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

Recently adopted master and sector plans include those for the Grosvenor-Strathmore Metro station area and 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 Moderately Priced Dwelling Units (MPDUs). 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 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 and Infrastructure Policy

The County Growth and Infrastructure Policy (GIP) 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 levels 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.

Additional information on the role of MCPS with respect to the County Growth and Infrastructure is in Appendix C. The FY 2022 school test based on the enrollment projections in the FY 2022 CIP and capital projects approved by the County Council in May 2021 went into effect July 1, 2021. For results of the FY 2022 school test see Appendix D.

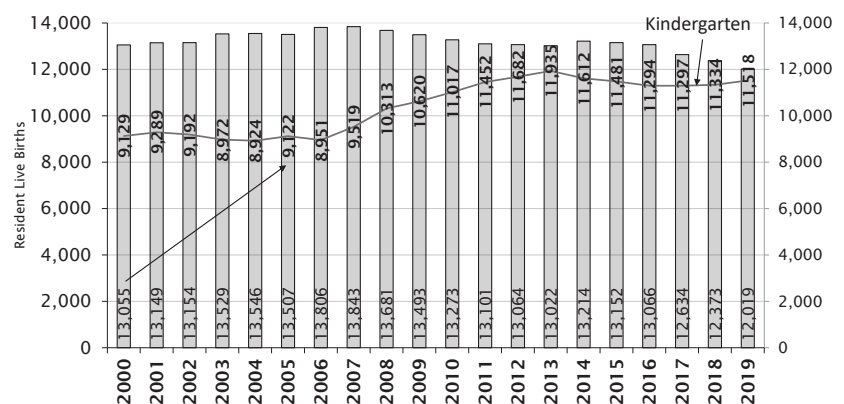
## Student Population Trends

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 incoming kindergarten classes five years later. This is commonly referred to as a kindergarten capture rate. In the 2000–2001 school year, the kindergarten capture rate was 73.9 percent. By the 2006–2007 school year, the rate decreased to 68.1 percent, and had since increased to 87.2 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 was 78.7 percent and is considered an anomaly due to the COVID-19 health pandemic. Kindergarten enrollment increased to 83 percent in the 2021–2022 school year. Future kindergarten classes will most likely return to approximately 87 percent of births five years earlier.

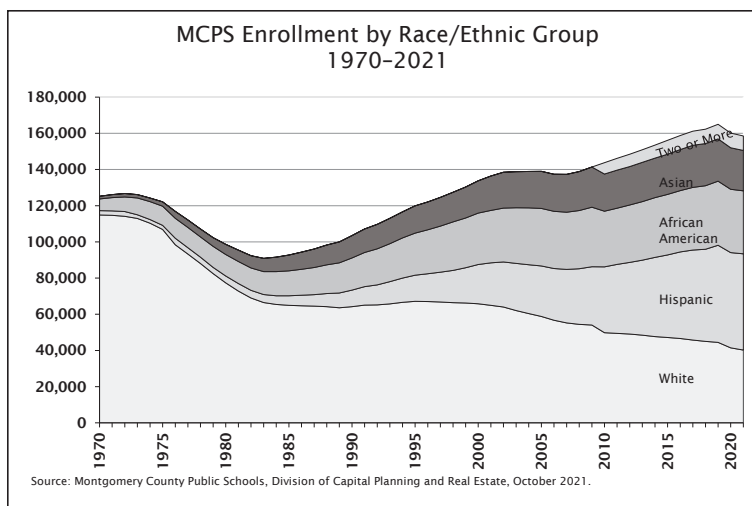
In both 2000 and 2016, birth figures were just over 13,000, growing, peaking in 2007 at 13,843, and then declining. In 2017, 2018, and 2019, total births were less than 13,000 at 12,634, 12,373, and 12,019 respectively, for Montgomery County, continuing the downward trend.

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 2020–2021 school year was 11,573, and the kindergarten class for the 2021–2022 school year was 10,851, or a difference between the two grades of 722 students. Therefore, in the 2021–2022 school year, 46.3 percent of the one-year decrease in enrollment of 1,559 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.

Montgomery County Resident Live Births and Kindergarten Enrollment 2000–2019



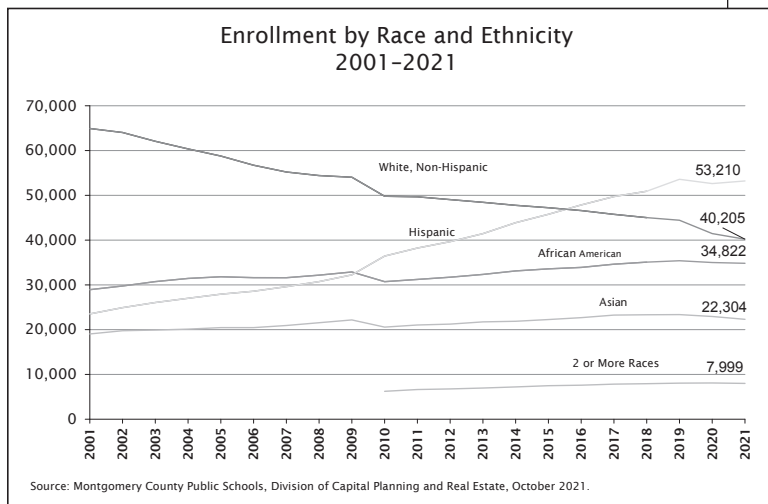
Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, May 2021, and the Maryland Office of Vital Statistics



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 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. More students have withdrawn to attend private schools or are choosing homeschooling during the COVID-19 health pandemic, but it is expected that previous patterns will return as that subsides.

## Student Diversity

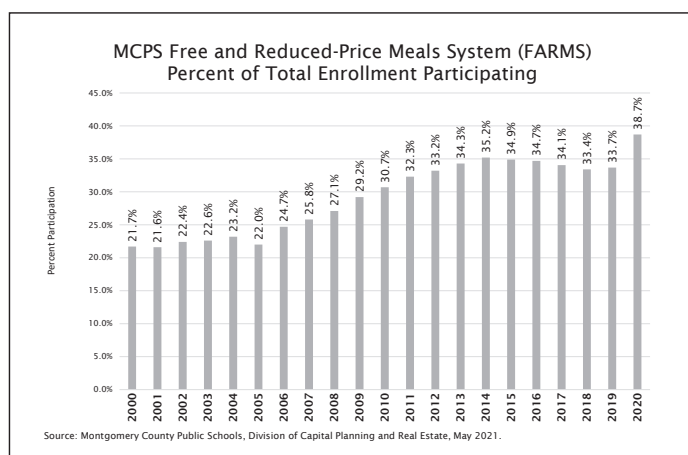
Records of county resident live births show a levelling off in the numbers of births in each racial/ethnic group. This is in contrast to large declines from 1990 to 2010, in the number of



White, non-Hispanic births and large increases in live births of other race/ethnic groups. In 2019, White, non-Hispanic births were 3,999, African American births were 2,601, Asian births were 1794 and Hispanic births were 3,549. The general fertility rate for Hispanic women between the ages 15 and 44 is 78.8 (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, 2021, is 159,005 students. Of the total enrollment, 21.9 percent of students are African American, 14.0 percent are Asian, 33.5 percent are Hispanic, and 25.3 percent are White, non-Hispanic, and 5.0 percent are Two or More Races. The categories of Native Hawaiian/Pacific Islander and American Indian/Alaskan Native are each less than 5 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.

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, 38.7 percent of students participated in the FARMS Program. There has been an increase of 14,847 students participating in FARMS during the past 10 school years (2011–2012 to 2020–2021).

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

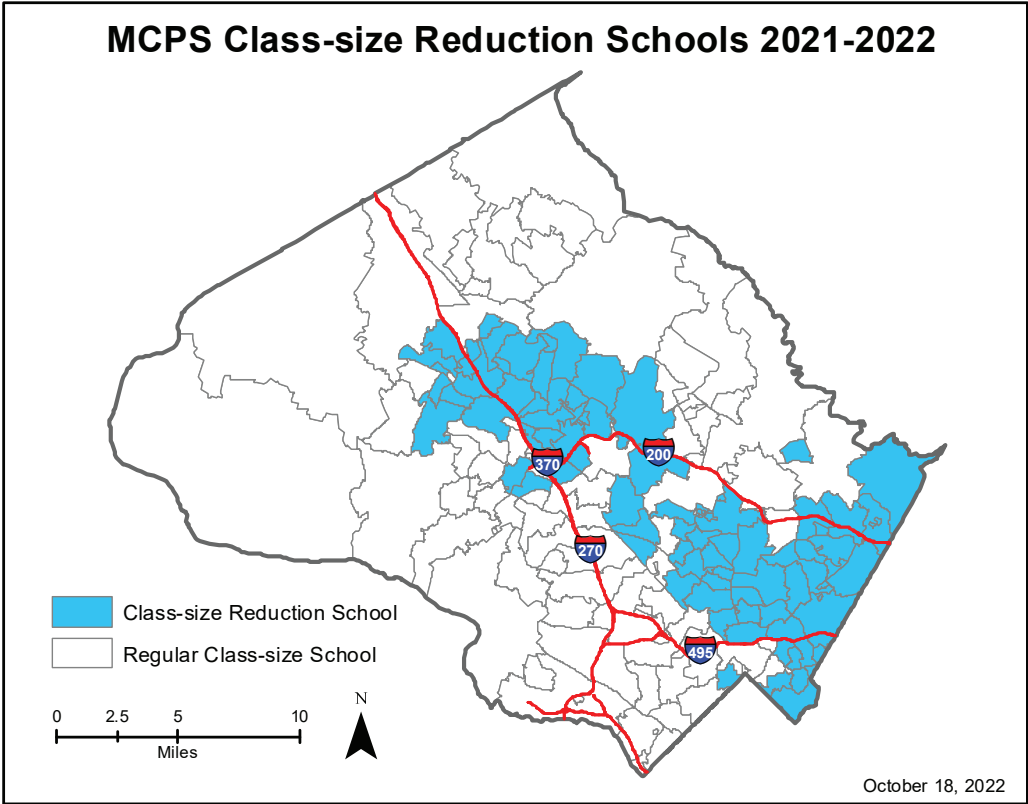
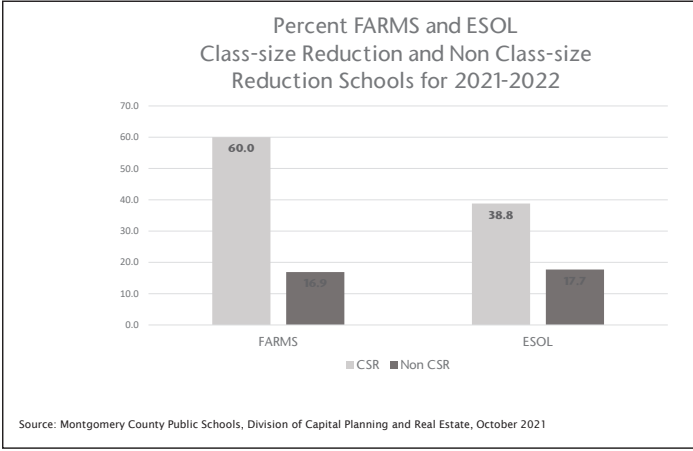
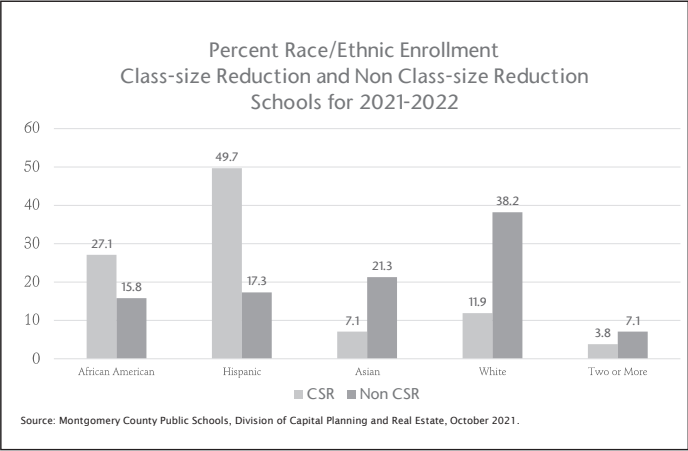
2020–2021 school year. ESOL students represent 156 countries of origin and speak an estimated 132 different languages. Although immigration to the United States has been steady for many years and does contribute program participants, the share of ESOL students born in the United States has been increasing. U.S.-born students make up approximately 65 percent of ESOL enrollment.

# Class Size Reduction and Non Class Size Reduction Elementary Schools

For the 2021–2022 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 2021–2022 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.

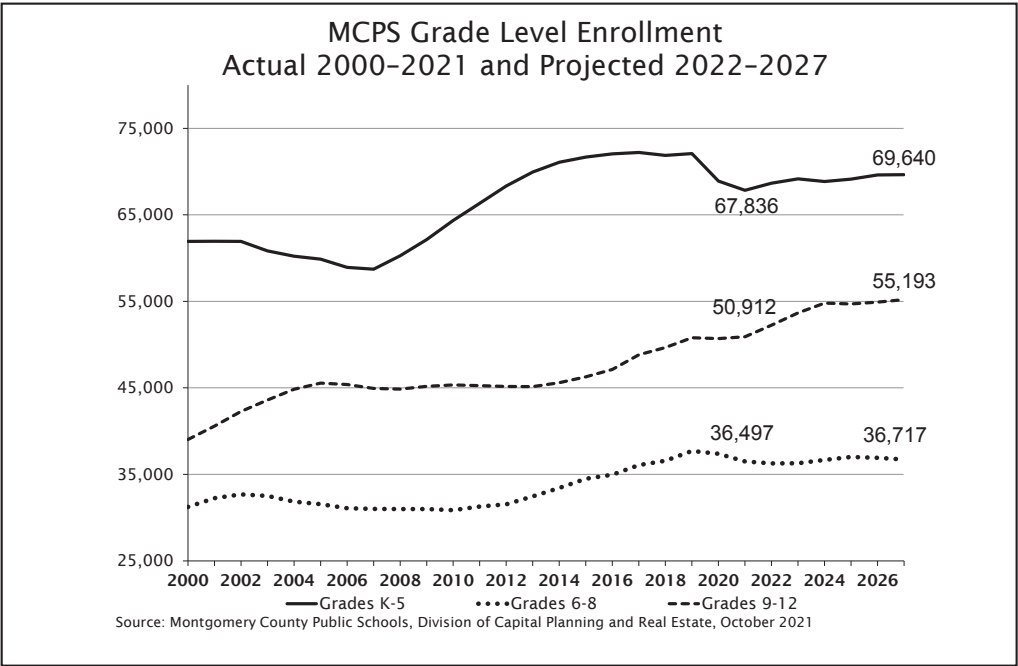
### MCPS Enrollment Forecast

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 was unusually low due to the COVID-19 health pandemic, and therefore considered anomalous. The 2021-2022 kindergarten class is larger than the 2020-2021 school year, but still smaller than it was between the 2010-2011 and 2019-2020 school years. It is anticipated that there will be a return to 87 percent kindergarten capture to births five years earlier over time. 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. In addition, the unusually small kindergarten class of the 2020-2021 school year resulted in a smaller than anticipated 1st grade class this year that may to some extent keep enrollment lower through the elementary years during this planning period. 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 5-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 2021–2022 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 2023 Capital Budget and the FY 2023–2028 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 the Americans with Disabilities Act (ADA), asbestos abatement, fire safety upgrades, stormwater discharge, water quality management, and Washington Suburban Sanitary Commission (WSSC) requirements. These projects must be completed in a timely fashion to 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 BOE Policy FAA and MCPS 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 <sup>a</sup>
Grades 9–12 High	25:1 <sup>b</sup>
Special Education, ESOL, Alternative Programs <sup>c</sup>	

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

School Facility Utilization

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

School Site Size

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

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

Facility Planning Objectives

Adequate and up-to-date school facilities form the physical infrastructure needed to pursue MCPS goals and priorities. Long-range facility plans, as reflected in this CIP, 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 focuses 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 continued student enrollment at the secondary schools, the school system will continue to be challenged to provide adequate capacity.

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



## 2021–2022 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

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 2021–2022 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 and learning.

## 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 67,975 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 enrollment over the past few years. This year’s preliminary school enrollment is 159,005 students. Enrollment is projected to be 166,160 students by 2027. 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 may be some opportunities to address school space shortages through boundary changes among existing schools. However, additions to existing schools, the opening of new schools, and other major capital projects at schools will continue to be 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 2023 Capital Budget and the FY 2023–2028 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’s Growth and Infrastructure Policy.

To address growing enrollment in the county, the *FY 2023 Capital Budget and the FY 2023–2028 CIP* includes funds for five new schools that are listed below:

- Gaithersburg Elementary School #8 (opens August 2022)
- Clarksburg Elementary School #9 (opens August 2023)
- Reopening of Charles W. Woodward High School (opens August 2025)
- Crown High School (opens August 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 Recommended FY 2023–2028 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
John F. Kennedy HS Addition	20	8/22
Odessa Shannon MS Addition/Facility Upgrade	11	8/22
Gaithersburg Elementary School #8	39	8/22
Parkland MS Addition	11	8/23
Silver Spring International MS Addition	5	8/23
Clarksburg Elementary School #9 (New)	37	8/23
Ronald McNair ES Addition	8	8/23

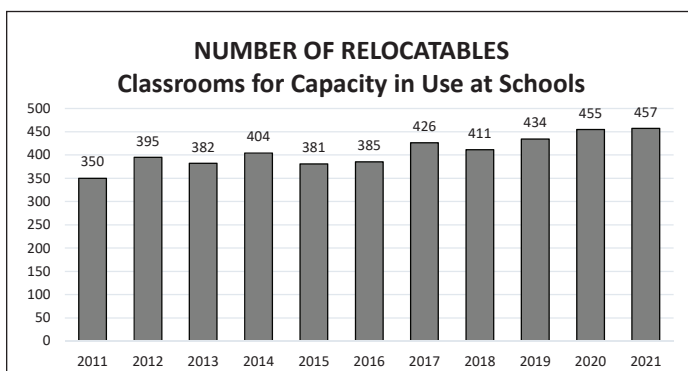
School	Number of Rooms Planned*	Completion Date
William T. Page ES Addition	16	8/22
Westbrook ES Addition	3	8/22
Northwood HS Addition	45	8/25
Charles W. Woodward HS Reopening	101	8/25
Burtonsville ES Addition	10	8/25
Greencastle ES Addition	10	8/25
Highland View ES Addition	8	8/25
JoAnn Leleck ES at Broad Acres (Grades 3–5) (New)	21	8/25
Crown High School	106	8/26

\*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 2021.

## 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 increases since 2008, the number of relocatable classrooms started to increase. In the 2021–2022 school year, 457 relocatable classrooms are in use at various schools throughout the county. 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

Two non-capital actions are included in the *Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program* as follows:

- Gaithersburg Cluster Elementary School #8 was approved to open in August 2022. In accordance with 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 health pandemic, community meetings were suspended. The boundary study reconvened in mid-October 2020, with virtual meetings. The superintendent of schools released her recommendation in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, with Board of Education action scheduled for November 18, 2021. Information regarding this boundary study and the superintendent's recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/gaithersburgcluster8boundarystudy.aspx>.
- 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 Board of Education approved a second boundary study that included Bethesda, Somerset, and Westbrook elementary schools to address the overutilization at Bethesda and Somerset elementary schools. The boundary study occurred in spring 2021. The superintendent released her recommendation in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, with Board of Education action scheduled for November 18, 2021. Included in the CIP recommendation is to complete the classroom shell build-out for Westbrook Elementary School by August 2022. Information regarding this boundary study and the superintendent's recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.aspx>

A boundary study is recommended as part of the FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program, to create the service area for the new Clarksburg Elementary School #9. The anticipated scope will include the following elementary schools—Clarksburg, William B. Gibbs, Jr., Little Bennett, and Wilson Wims elementary schools. No middle or high schools are anticipated to be included in the boundary study. 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.

## 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. The school system has developed a new system to assess all schools utilizing the Key Facilities Indicators (KFI) to identify schools for a possible major capital project. Once a school is identified for a major capital project, the scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. The following table identifies nine schools that have been approved for a major capital project with planning and/or construction funding in the FY 2023–2028 CIP in the Major Capital Projects—Elementary or Major Capital Projects—Secondary projects. Eastern Middle School and Piney Branch Elementary School have been identified as the next two schools to be included for major capital projects. However, only planning funds have been included in the recommended FY 2023–2028 CIP, and therefore, a TBD completion date will be shown until construction funds are approved in a future CIP. Additionally, as part of the recommended FY 2023–2028 CIP, 10 elementary schools and three middle schools have been identified for feasibility studies as follows: Belmont, Cold Spring, Damascus, DuFief, Oakland Terrace, Sherwood, Twinbrook, Whetstone, and Woodfield elementary schools; and Banneker, Gaithersburg, and White Oak middle schools. The intent of the feasibility studies is to identify the scope of the project as noted above and to determine the programmatic, capacity, and building system need for each school. Once the feasibility studies are complete, a recommendation regarding scope, timeline and funding these projects will be considered in a future CIP.

### Number of Additional Room— Major Capital Projects

School	Number of Rooms Planned	Completion Date
Burnt Mills ES	13	8/23
Stonegate ES	9	8/23
South Lake ES	5	8/23
Woodlin ES	8	8/23
Poolesville HS	15	8/24

School	Number of Rooms Planned	Completion Date
Neelsville MS	7	8/24
Damascus HS	TBD	8/26
Col. Zadok Magruder HS	TBD	8/27
Thomas S. Wootton HS	TBD	8/27
Eastern MS	TBD	TBD
Piney Branch	TBD	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 2021

## 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. A level of effort funding is provided 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. Beginning in 2006, schools

were designed utilizing the practices from the 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 were 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
Odessa Shannon MS	August 2022
Gaithersburg ES #8 (New)	August 2022
Silver Spring International MS	August 2023
Neelsville Middle School	August 2024

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 work group, 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
South Lake ES	2023

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 SBWCs 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 becomes more limited.

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

## **OBJECTIVE 6: Meet Special Education Program Space Needs**

The Maryland State Department of Education established a target for local school systems to address the need for students with disabilities to receive access to services in the general education environment. The Fiscal Year 2022 proposed target requires 72 percent of students with disabilities to receive special education services in the general education environment. As a result of this mandate, the Department of Special Education Services and the Division of Prekindergarten, Special Programs, and Related Services, in collaboration with the Department of Facilities Management and the Office of School Support and Improvement, 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.

Montgomery County Public Schools 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 Home School Model services are offered in all schools for Grades kindergarten–5.
- Learning and Academic Disabilities 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 (GT/LD) 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 Services (SESES)
- Longview and Stephen Knolls schools
- Special education services are countywide for students in need of the following programs:
  - Carl Sandburg Learning Center
  - Deaf and Hard of Hearing Services
  - GT/LD Program
  - Preschool Vision Class
  - John L. Gildner Regional Institute for Children and Adolescents
  - 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 pre-schools to itinerant instruction at home for medically fragile children. Classroom environments are provided for children who need a comprehensive approach to their learning needs.

Providing prekindergarten special education services in the least restrictive environment (LRE) is a challenge because of the limited number of general education prekindergarten classrooms and services available in MCPS. DSES and the Division of Early Childhood Programs and Services (DECPS) collaborate to 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 2023 Capital Budget and the FY 2023–2028 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 was particularly strong until the COVID-19 health pandemic. In March 2020, MCPS, similar to many school systems around the country, had students learn virtually by remote instruction. Despite the decrease in enrollment in the 2020–2021 school year, enrollment is projected to grow over the next years, and space deficits will continue to exist at many schools throughout the county. 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 cluster-wide 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 cluster-wide planning issues, and only schools with plans are discussed in each cluster section.

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

- “Approved”—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 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 2031 and 2036 at the secondary level. Space availability is shown with

**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)**

**Maj. Cap.—Major Capital Project**

**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**

**SESES—Social and Emotional Special Education Services**

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

**SBWC—Wellness Center**

**TBD—To be determined**

**TS—# of Teaching Stations**

**VIS—Preschool or secondary Vision Services**

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, 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 2021–2022)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2021–2022,” illustrates facility information for each school.

# Cluster Articulation for 2021–2022 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*)  
Capt. James E. Daly ES (pre-K–5)  
Fox Chapel ES (pre-K–5)  
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)

## DOWNCOUNTY CONSORTIUM (continued)

Newport Mill MS (6–8)  
Highland ES (HS and pre-K–5)  
Oakland Terrace ES (pre-K–5)  
Rock View ES (pre-K–5)  
Odessa Shannon MS (6–8)  
Arcola ES (pre-K–5)  
Glenallan ES (HS–5)  
Kemp Mill ES (HS and 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 2021–2022 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 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 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 August 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 in August 2018 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 in November 2017, to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. In the Walter Johnson Cluster, a Site Selection Committee held in spring 2018, identified 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 August 2023
- A classroom shell build-out at Westbrook Elementary School to open in August 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's adopted FY2021–2026 CIP included the following plans for the elementary school projects:

- Delay the Bethesda Elementary School addition project to open in August 2025
- Remove all expenditures for the Westbrook Elementary School classroom shell build-out project
- Maintain the planning funds in the out-years of the CIP for the new Bethesda-Chevy Chase/Walter Johnson Cluster elementary school in the future.

To address the space deficits at Bethesda and Somerset elementary schools, as part of the amended FY2021–2026 CIP,

## Bethesda-Chevy Chase Cluster Articulation

### Bethesda-Chevy Chase HS

Silver Creek MS

Westland MS

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

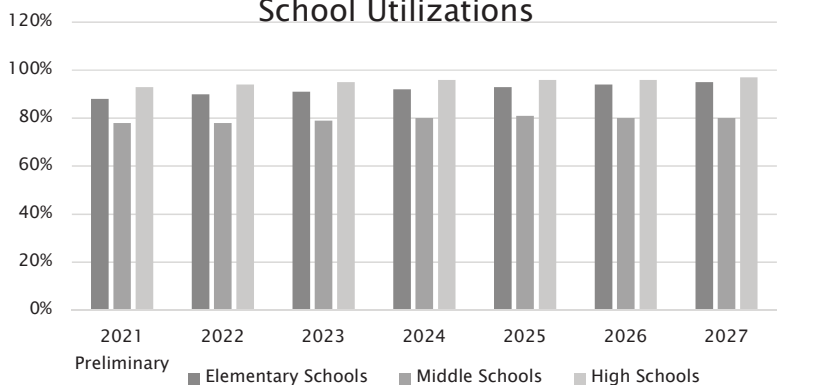
Bethesda ES  
Rock Creek Forest ES\*\*  
Somerset ES  
Westbrook ES

\* non-Spanish Immersion

\*\* Spanish Immersion

See Appendix U for multicolored maps of the service areas.

## Bethesda-Chevy Chase Cluster School Utilizations





## BETHESDA-CHEVY CHASE CLUSTER

the Board of Education requested, and the County Council approved, removal of all expenditures from the Bethesda Elementary School addition project and reallocated \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School classroom shell build-out project with a completion date of August 2023. An FY 2022 appropriation was approved for this project.

**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 a boundary study, that was conducted in spring 2021, to include Bethesda, Somerset and Westbrook elementary school to address the overutilization at Bethesda and Somerset elementary schools. The superintendent of schools released her recommendation in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, with Board of Education action scheduled for November 18, 2021. Included in the CIP recommendation is to complete the classroom shell build-out for Westbrook Elementary School by August 2022. Information regarding this boundary study recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.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 adopted FY 2021–2026 CIP, an addition was approved for this school to be completed by August 2025, two years later than the Board of Education request. As part of the Amended FY 2021–2026 CIP, the Board of Education requested, and the County Council approved, the removal of all expenditures from the Bethesda Elementary School Addition project and reallocated \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School classroom shell build-out project to address the space deficits at Bethesda and Somerset elementary schools. An FY 2022 appropriation was approved for planning and construction funds for the project. An FY 2023 appropriation is recommended to complete the classroom shell build-out by August 2022. Relocatable classrooms will be utilized until the additional capacity can be added.

**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 Board of Education approved a boundary study that included Bethesda, Somerset, and Westbrook elementary schools to address the overutilization at Bethesda and Somerset elementary schools. The boundary study occurred in spring 2021. The superintendent of schools released

her recommendation in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, with Board of Education action scheduled for November 18, 2021. Included in the CIP recommendation is to complete the classroom shell build-out for Westbrook Elementary School by August 2022. Information regarding this boundary study is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.aspx>.

### Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

**Planning Study:** See text under Cluster Planning Issues.

**Capital Project:** Projections indicate 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.

### 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 Board of Education approved a boundary study that included Bethesda, Somerset, and Westbrook elementary school to address the overutilization at Bethesda and Somerset elementary schools. The boundary study occurred in spring 2021. The superintendent of schools released her recommendation in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, with Board of Education action scheduled for November 18, 2021. Included in the CIP recommendation is to complete the classroom shell build-out for Westbrook Elementary School by August 2022. Information regarding this boundary study is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.aspx>.

**Capital Project:** To address the space deficits at Bethesda and Somerset elementary schools, the Board of Education, as part of the amended FY 2021–2026 CIP, requested, and the County Council approved, removal of all expenditures from the

## BETHESDA-CHEVY CHASE CLUSTER

Bethesda Elementary School addition project and reallocated \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School Addition project. An FY 2022 appropriation was approved for planning and construction funds for the project. An FY 2023 appropriation is recommended to complete the shell build-out by August 2022. Relocatable classrooms will be utilized until additional capacity can be added.

### 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 Board of Education approved a boundary study that included Bethesda, Somerset, and Westbrook elementary schools to address the overutilization at Bethesda and Somerset elementary schools. The boundary study occurred in spring 2021. The superintendent of schools released her recommendation in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, with Board of Education action scheduled for November 18, 2021. Included in the CIP recommendation is to complete the classroom shell build-out for Westbrook Elementary School by August 2022. Information regarding this boundary study is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.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 Board of Education in the amended FY 2021–2026 CIP, requested, and the County Council approved, removal of all expenditures from the Bethesda Elementary School Addition project and reallocated \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School Addition project with a completion date of August 2023. An FY 2022 appropriation was approved for planning and construction funds for the project. An FY 2023 appropriation is recommended to complete the shell build-out by August 2022. Relocatable classrooms will be utilized until additional capacity can be added.

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Bethesda-Chevy Chase/Walter Johnson Cluster ES	New School	Programmed	TBD
Westbrook ES	Classroom Shell Build-out	Approved	August 2022

\*Approved—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

## BETHESDA-CHEVY CHASE CLUSTER

### Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Bethesda–Chevy Chase HS		Program Capacity	2457	2457	2457	2457	2457	2457	2457	2457	2457
		Enrollment	2295	2299	2325	2351	2351	2356	2375	2450	2550
		Available Space	162	158	132	106	106	101	82	7	(93)
		Comments									
Silver Creek MS		Program Capacity	935	935	935	935	935	935	935	935	935
		Enrollment	796	825	835	854	861	858	853	900	925
		Available Space	139	110	100	81	74	77	82	35	10
		Comments									
Westland MS		Program Capacity	1105	1105	1105	1105	1105	1105	1105	1105	1105
		Enrollment	803	770	771	777	783	782	778	850	925
		Available Space	302	335	334	328	322	323	327	255	180
		Comments									
Bethesda ES Grades (K–5)		Program Capacity	560	560	560	560	560	560	560		
		Enrollment	641	536	575	606	591	594	591		
		Available Space	(81)	24	(15)	(46)	(31)	(34)	(31)		
		Comments	See Text								
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	473	473	473	473	473	473	473		
		Enrollment	456	449	441	460	478	482	485		
		Available Space	17	24	32	13	(5)	(9)	(12)		
		Comments									
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	335	335	335	335	335	335	335		
		Enrollment	222	249	240	245	254	258	260		
		Available Space	113	86	95	90	81	77	75		
		Comments									
Rock Creek Forest ES	CSR	Program Capacity	673	673	673	673	673	673	673		
		Enrollment	691	704	698	708	725	725	730		
		Available Space	(18)	(31)	(25)	(35)	(52)	(52)	(57)		
		Comments									
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES		Program Capacity	611	611	611	611	611	611	611		
		Enrollment	548	564	547	529	548	552	558		
		Available Space	63	47	64	82	63	59	53		
		Comments									
Somerset ES		Program Capacity	516	516	516	516	516	516	516		
		Enrollment	437	378	365	371	381	395	414		
		Available Space	79	138	151	145	135	121	102		
		Comments	See Text								
Westbrook ES		Program Capacity	546	615	615	615	615	615	615		
		Enrollment	286	523	570	551	547	546	556		
		Available Space	260	92	45	64	68	69	59		
		Comments	See Text	Addition Complete							
Cluster Information		HS Utilization	93%	94%	95%	96%	96%	96%	97%	100%	104%
		HS Enrollment	2295	2299	2325	2351	2351	2356	2375	2450	2550
		MS Utilization	78%	78%	79%	80%	81%	80%	80%	86%	91%
		MS Enrollment	1599	1595	1606	1631	1644	1640	1631	1750	1850
		ES Utilization	88%	90%	91%	92%	93%	94%	95%		
		ES Enrollment	3281	3403	3436	3470	3524	3552	3594		

# BETHESDA-CHEVY CHASE CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2295	6.2%	15.6%	6.2%	18.4%	53.4%	15.0%	9.2%	6.4%
Silver Creek MS	796	5.4%	23.0%	5.8%	17.0%	48.7%	26.7%	13.6%	5.8%
Westland MS	803	8.1%	10.5%	8.6%	18.6%	53.9%	9.6%	11.0%	8.8%
Bethesda ES	641	8.0%	12.3%	19.5%	16.4%	43.7%	12.1%	23.6%	20.4%
Chevy Chase ES	456	6.1%	22.4%	10.7%	9.4%	51.3%	19.7%	11.6%	12.5%
North Chevy Chase ES	222	8.1%	22.5%	8.1%	13.1%	48.2%	24.9%	12.4%	5.3%
Rock Creek Forest ES	691	4.8%	22.4%	6.5%	35.2%	30.8%	29.7%	21.5%	12.7%
Rosemary Hills ES	548	4.7%	32.3%	5.5%	17.7%	39.4%	29.1%	16.5%	26.4%
Somerset ES	437	5.9%	11.4%	9.4%	16.5%	56.3%	12.2%	28.2%	18.0%
Westbrook ES	286	6.3%	2.8%	4.9%	16.1%	69.2%	0%	3.6%	11.4%
<b>Elementary Cluster Total</b>	<b>3281</b>	<b>6.1%</b>	<b>18.9%</b>	<b>9.8%</b>	<b>19.4%</b>	<b>45.5%</b>	<b>19.2%</b>	<b>18.4%</b>	<b>15.7%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Program Capacity Table (School Year 2021–2022)		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	SESES @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	673	40	4		13	12	1			6											2								1	1		
Rosemary Hills ES	Pre-K-2	611	36	5		16			1			7			1							6											
Somerset ES	K-5	516	27	4		19						3			1																		
Westbrook ES	K-5	546	30	4		19						3			1										3								

## BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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	87,298	6.1			
Somerset ES	1949	2005	80,122	3.7			
Westbrook ES	1939	1990	91,359	12.5	Yes		



Bethesda-Chevy Chase High School



# 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; 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 showed 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.

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Winston Churchill HS	Addition	Proposed	TBD

"Approved"—Project has an approved FY 2022 appropriation in the Amended FY 2021–2026 CIP for planning or construction funds.

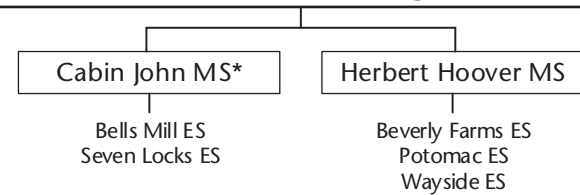
"Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

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

"Recommended"—Project has a recommended FY 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

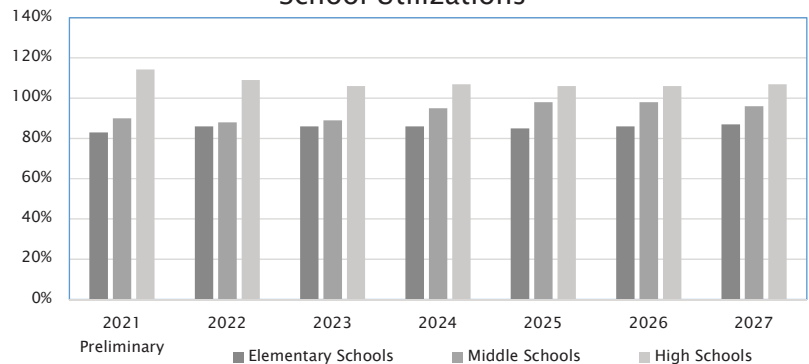
## Winston Churchill Cluster Articulation

### 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 Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Winston Churchill HS		Program Capacity	1948	1948	1948	1948	1948	1948	1948	1948	1948
		Enrollment	2215	2130	2056	2077	2060	2070	2091	2150	2200
		Available Space	(267)	(182)	(108)	(129)	(112)	(122)	(143)	(202)	(252)
		Comments									
Cabin John MS		Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125
		Enrollment	1030	1012	1011	1091	1122	1147	1136	1140	1200
		Available Space	95	113	114	34	3	(22)	(11)	(15)	(75)
		Comments									
Herbert Hoover MS		Program Capacity	1139	1139	1139	1139	1139	1139	1139	1139	1139
		Enrollment	1002	988	1002	1057	1087	1077	1030	1055	1100
		Available Space	137	151	137	82	52	62	109	84	39
		Comments									
Bells Mill ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	580	604	608	601	590	600	595		
		Available Space	46	22	18	25	36	26	31		
		Comments									
Beverly Farms ES		Program Capacity	689	689	689	689	689	689	689		
		Enrollment	549	579	592	577	569	563	583		
		Available Space	140	110	97	112	120	126	106		
		Comments									
Potomac ES		Program Capacity	480	480	480	480	480	480	480		
		Enrollment	407	410	387	392	374	368	364		
		Available Space	73	70	93	88	106	112	116		
		Comments									
Seven Locks ES		Program Capacity	424	424	424	424	424	424	424		
		Enrollment	389	392	398	403	409	417	425		
		Available Space	35	32	26	21	15	7	(1)		
		Comments									
Wayside ES		Program Capacity	631	631	631	631	631	631	631		
		Enrollment	451	467	475	485	485	510	508		
		Available Space	180	164	156	146	146	121	123		
		Comments									
Cluster Information		HS Utilization	114%	109%	106%	107%	106%	106%	107%	110%	113%
		HS Enrollment	2215	2130	2056	2077	2060	2070	2091	2150	2200
		MS Utilization	90%	88%	89%	95%	98%	98%	96%	97%	102%
		MS Enrollment	2032	2000	2013	2148	2209	2224	2166	2195	2300
		ES Utilization	83%	86%	86%	86%	85%	86%	87%		
		ES Enrollment	2376	2452	2460	2458	2427	2458	2475		

# WINSTON CHURCHILL CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2215	5.7%	10.1%	31.1%	8.1%	44.8%	5.1%	2.5%	4.2%
Cabin John MS	1030	5.9%	11.8%	34.4%	10.3%	37.4%	8.5%	6.5%	4.2%
Herbert Hoover MS	1002	7.3%	9.4%	38.3%	7.1%	37.8%	6.2%	3.6%	4.2%
Bells Mill ES	580	7.4%	14.7%	26.4%	10.7%	40.7%	10.5%	14.5%	8.4%
Beverly Farms ES	549	8.9%	6.9%	31.3%	7.5%	44.8%	0%	14.7%	5.9%
Potomac ES	407	11.8%	8.6%	29.2%	9.3%	41.0%	5.1%	10.7%	18.5%
Seven Locks ES	389	4.9%	10.3%	27.2%	10.3%	47.0%	4.6%	12.1%	10.2%
Wayside ES	451	5.8%	7.8%	43.2%	6.9%	36.4%	6.1%	15.5%	8.4%
<b>Elementary Cluster Total</b>	<b>2376</b>	<b>7.8%</b>	<b>9.8%</b>	<b>31.4%</b>	<b>8.9%</b>	<b>41.9%</b>	<b>5.3%</b>	<b>13.7%</b>	<b>9.8%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Special Education Services									
School Based	Cluster Based	Quad Cluster Based				County & Regional Based			
		ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7

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	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Winston Churchill HS	9-12	1949	94		83																	5	6										
Cabin John MS	6-8	1125	57		51														3	3													
Herbert Hoover MS	6-8	1139	56		52																		4										
Bells Mill ES	HS-5	626	32	3		22				1		4										2											
Beverly Farms ES	K-5	689	35	4		25						4				2																	
Potomac ES	K-5	480	24	3		18						3																					
Seven Locks ES	K-5	424	23	4		15						3			1																		
Wayside ES	K-5	631	36	3		23						3								2									2	1			2

## WINSTON CHURCHILL CLUSTER

**Facility Characteristics of Schools 2021–2022**

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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			



**Potomac Elementary School**



# 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 August 2006, William B. Gibbs, Jr. Elementary School opened in August 2009, Wilson Wims Elementary School opened in August 2014, and Snowden Farm Elementary School opened in August 2019. With continued growth in elementary school enrollment, an additional elementary school is scheduled to open in August 2023. To address the enrollment growth in the cluster, a high school addition opened in August 2015, and Hallie Wells Middle School opened in August 2016.

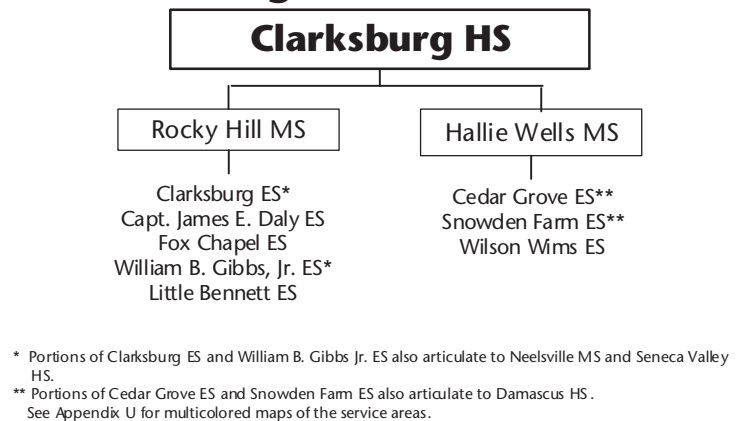
**Planning Study:** A boundary study was previously approved to begin in the fall 2020, to explore the assignment of students for the opening of Clarksburg Elementary School #9, with Board of Education action scheduled for November 2021. However, the County Council delayed the opening of the new school from August 2022 to August 2023. A boundary study is recommended for Clarksburg Elementary School #9 to create the service area for the new school. The anticipated scope will include the following elementary schools—Clarksburg, William B. Gibbs, Jr., Little Bennett, and Wilson Wims elementary schools. No middle or high schools are anticipated to be included in the boundary study. 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.

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 August 2023. An FY 2022 appropriation was approved to begin the construction for the school. An FY 2023 appropriation is recommended for construction cost increases to complete this project. The school is scheduled to be completed August 2023.

### Clarksburg Elementary School #9

**Capital Project:** As part of the 2019–2024 CIP, the Board of Education requested that Clarksburg Elementary School #9 open in August 2021; however, the County Council delayed the project by one year to August 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 August 2023. An FY 2022 appropriation was approved to begin the construction for the school. An FY 2023 appropriation is recommended for construction cost increases to complete this project. The school is scheduled to be completed August 2023.

## Clarksburg Cluster Articulation



## SCHOOLS

### Clarksburg High School

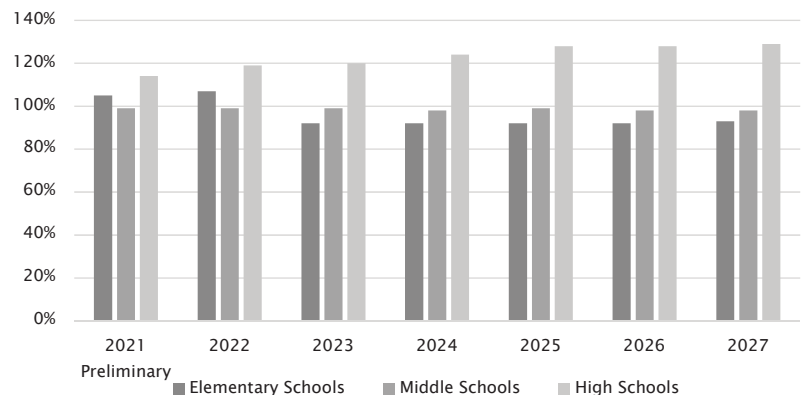
**Planning Issue:** Clarksburg High School will continue to have a space deficit by the end of the six-year planning period, even with the recent boundary reassignment. A plan to address the space deficit will be developed in a future CIP.

### Clarksburg Elementary School

**Planning Issue:** See text under Cluster Planning Study.

**Capital Project:** As part of the 2019–2024 CIP, the Board of Education requested that Clarksburg Elementary School #9 open in August 2021; however, the County Council delayed the project by one year to August 2022. An FY 2020 appropriation was approved for planning to begin the

## Clarksburg Cluster School Utilizations



## CLARKSBURG CLUSTER

### Little Bennett Elementary School

**Planning Issue:** See text under Cluster Planning Study.

### Wilson Wims Elementary School

**Planning Issue:** See text under Cluster Planning Study.

## CAPITAL PROJECTS

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

"Approved"—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.



Snowden Farm Elementary School

# CLARKSBURG CLUSTER

## Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections									
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036		
Clarksburg HS		Program Capacity	2034	2034	2034	2034	2034	2034	2034	2034	2034		
		Enrollment	2322	2425	2442	2514	2601	2606	2631	2750	2800		
		Available Space	(288)	(391)	(408)	(480)	(567)	(572)	(597)	(716)	(766)		
		Comments											
Rocky Hill MS		Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020		
		Enrollment	1003	1021	1043	1001	1010	1006	1001	1050	1100		
		Available Space	17	(1)	(23)	19	10	14	19	(30)	(80)		
		Comments											
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982		
		Enrollment	971	969	946	957	965	962	957	1000	1025		
		Available Space	11	13	36	25	17	20	25	(18)	(43)		
		Comments											
Clarksburg ES		Program Capacity	342	342	342	342	342	342	342				
		Enrollment	773	875	965	962	977	992	983				
		Available Space	(431)	(533)	(623)	(620)	(635)	(650)	(641)				
		Comments	See Text										
Clarksburg ES #9		Program Capacity			721	721	721	721	721				
		Enrollment			0	0	0	0	0				
		Available Space			721	721	721	721	721				
		Comments			Opens								
Capt. James E. Daly ES	CSR	Program Capacity	528	528	528	528	528	528	528				
		Enrollment	523	539	548	541	533	529	550				
		Available Space	5	(11)	(20)	(13)	(5)	(1)	(22)				
		Comments											
Fox Chapel ES	CSR	Program Capacity	660	660	660	660	660	660	660				
		Enrollment	581	602	633	625	618	626	628				
		Available Space	79	58	27	35	42	34	32				
		Comments											
Little Bennett ES		Program Capacity	621	621	621	621	621	621	621				
		Enrollment	642	627	613	595	577	561	570				
		Available Space	(21)	(6)	8	26	44	60	51				
		Comments	See Text										
Snowden Farm ES		Program Capacity	774	774	774	774	774	774	774				
		Enrollment	740	698	701	718	714	710	713				
		Available Space	34	76	73	56	60	64	61				
		Comments											
Wilson Wims ES		Program Capacity	739	739	739	739	739	739	739				
		Enrollment	598	597	595	582	607	624	618				
		Available Space	141	142	144	157	132	115	121				
		Comments	See Text										
Cluster Information		HS Utilization	114%	119%	120%	124%	128%	128%	129%				
		HS Enrollment	2322	2425	2442	2514	2601	2606	2631			2750	2800
		MS Utilization	99%	99%	99%	98%	99%	98%	98%			102%	106%
		MS Enrollment	1974	1990	1989	1958	1975	1968	1958			2050	2125
		ES Utilization	105%	107%	92%	92%	92%	92%	93%				
		ES Enrollment	3857	3938	4055	4023	4026	4042	4062				

# CLARKSBURG CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Clarksburg HS	2322	5.2%	29.3%	24.5%	25.0%	15.8%	31.7%	8.2%	5.6%
Rocky Hill MS	1003	5.4%	27.5%	20.7%	33.2%	12.6%	38.4%	16.8%	5.9%
Hallie Wells MS	971	5.4%	20.3%	41.6%	13.2%	19.4%	16.7%	6.8%	2.7%
Clarksburg ES	773	6.5%	29.9%	36.9%	14.9%	11.3%	20.4%	26.2%	9.6%
Captain James Daly ES	523	2.3%	29.8%	5.4%	56.8%	5.2%	76.1%	49.0%	13.0%
Fox Chapel ES	581	4.3%	23.8%	15.5%	45.6%	10.3%	54.0%	34.0%	11.2%
Little Bennett ES	642	5.9%	26.8%	27.7%	18.5%	20.2%	20.8%	17.4%	7.9%
Snowden Farm ES	740	4.6%	21.6%	47.4%	10.3%	15.4%	14.8%	15.2%	8.5%
Wilson Wims ES	598	4.3%	21.9%	41.1%	13.0%	18.9%	12.5%	10.6%	5.2%
<b>Elementary Cluster Total</b>	<b>3857</b>	<b>4.8%</b>	<b>25.6%</b>	<b>30.5%</b>	<b>24.6%</b>	<b>13.8%</b>	<b>31.5%</b>	<b>24.7%</b>	<b>9.1%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services														
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based											
Clarksburg HS	9-12	2034	93		88								2																
Rocky Hill MS	6-8	1020	48		48																								
Hallie Wells MS	6-8	982	48		45																								
Clarksburg ES	K-5	342	19	3		8						6																	
Captain James Daly ES	Pre-K-5	528	32	5		7	12		1		4																		
Fox Chapel ES	Pre-K-5	660	35	4		16	9		1		5																		
Little Bennett ES	K-5	621	34	3		20						4			1		6												
Snowden Farm ES	K-5	774	38	3		28						5																	
Wilson Wims ES	K-5	739	37	3		27						4															2		1



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## CLARKSBURG CLUSTER

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Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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		15	
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 to address various building systems and programmatic needs for this school. Although in the FY 2021–2026 CIP 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 August 2025, the County Council delayed the expenditures by one year. Based on County Council action, the scheduled completion date for this project is August 2026. An FY 2023 appropriation is recommended to begin the design of this Major Capital project.

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Damascus HS	Major Capital Project	Recommended	August 2026

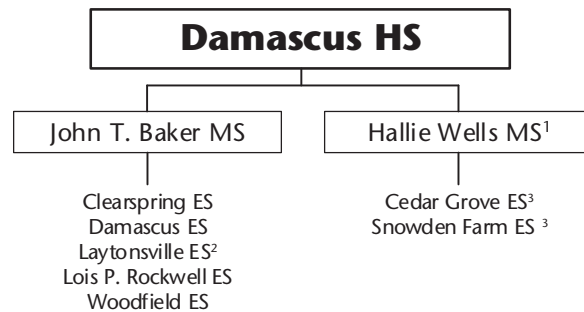
\*Approved—Project has an approved FY 2022 appropriation in the Amended FY 2021–2026 CIP for planning or construction funds.

\*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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

## Damascus Cluster Articulation

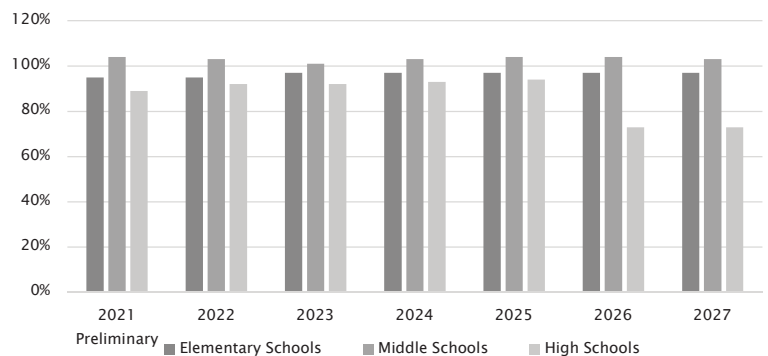


<sup>1</sup> Wilson Wims ES articulates to Hallie Wells MS and then to Clarksburg HS.

<sup>2</sup> Most of Laytonsville ES articulates to Gaithersburg MS and Gaithersburg HS.

<sup>3</sup> 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 Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Damascus HS		Program Capacity	1560	1560	1560	1560	1560	2007	2007	2007	2007
		Enrollment	1381	1431	1433	1453	1464	1464	1475	1525	1550
		Available Space	179	129	127	107	96	543	532	482	457
		Comments		Plng. For Maj. Cap. Project				Maj. Cap. Project Complete			
John T. Baker MS		Program Capacity	746	746	746	746	746	746	746	746	746
		Enrollment	834	809	801	826	833	830	826	875	900
		Available Space	(88)	(63)	(55)	(80)	(87)	(84)	(80)	(129)	(154)
		Comments									
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	971	969	946	957	965	962	957	1000	1025
		Available Space	11	13	36	25	17	20	25	(18)	(43)
		Comments									
Cedar Grove ES		Program Capacity	402	402	402	402	402	402	402		
		Enrollment	379	386	381	379	382	379	382		
		Available Space	23	16	21	23	20	23	20		
		Comments									
Clearspring ES		Program Capacity	619	619	619	619	619	619	619		
		Enrollment	560	570	586	584	583	587	583		
		Available Space	59	49	33	35	36	32	36		
		Comments									
Damascus ES		Program Capacity	324	324	324	324	324	324	324		
		Enrollment	361	375	380	382	384	386	385		
		Available Space	(37)	(51)	(56)	(58)	(60)	(62)	(61)		
		Comments									
Lois P. Rockwell ES		Program Capacity	525	525	525	525	525	525	525		
		Enrollment	485	483	486	490	480	468	470		
		Available Space	40	42	39	35	45	57	55		
		Comments									
Snowden Farm ES		Program Capacity	774	774	774	774	774	774	774		
		Enrollment	740	698	701	718	714	710	713		
		Available Space	34	76	73	56	60	64	61		
		Comments									
Woodfield ES		Program Capacity	365	365	365	365	365	365	365		
		Enrollment	338	357	370	365	378	381	371		
		Available Space	27	8	(5)	0	(13)	(16)	(6)		
		Comments									
Cluster Information		HS Utilization	89%	92%	92%	93%	94%	73%	73%	76%	77%
		HS Enrollment	1381	1431	1433	1453	1464	1464	1475	1525	1550
		MS Utilization	104%	103%	101%	103%	104%	104%	103%	109%	111%
		MS Enrollment	1805	1778	1747	1783	1798	1792	1783	1875	1925
		ES Utilization	95%	95%	97%	97%	97%	97%	97%		
		ES Enrollment	2863	2869	2904	2918	2921	2911	2904		

# DAMASCUS CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1381	4.9%	13.1%	10.9%	27.7%	43.2%	19.8%	5.8%	4.4%
John T Baker MS	834	7.7%	12.5%	7.1%	30.3%	42.3%	28.5%	10.0%	5.0%
Hallie Wells MS	971	5.4%	20.3%	41.6%	13.2%	19.4%	16.7%	6.8%	2.7%
Cedar Grove ES	379	6.1%	16.6%	41.4%	12.1%	23.5%	12.9%	16.1%	6.0%
Clearspring ES	560	6.3%	19.3%	14.8%	24.5%	34.6%	34.0%	12.6%	7.2%
Damascus ES	361	5.8%	7.8%	5.3%	43.5%	37.1%	30.8%	24.3%	12.7%
Lois P. Rockwell ES	485	6.0%	15.3%	10.1%	29.5%	38.4%	23.5%	15.2%	13.0%
Snowden Farm ES	740	4.6%	21.6%	47.4%	10.3%	15.4%	14.8%	15.2%	8.5%
Woodfield ES	338	6.2%	12.1%	6.8%	24.9%	49.7%	19.9%	11.0%	12.9%
<b>Elementary Cluster Total</b>	<b>2863</b>	<b>5.7%</b>	<b>16.6%</b>	<b>23.8%</b>	<b>22.5%</b>	<b>30.9%</b>	<b>22.3%</b>	<b>15.5%</b>	<b>9.6%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020–2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020–2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020–2021 school year compared to average daily membership.

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 2021–2022)

Program Capacity Table (School Year 2021–2022)		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	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7
Schools																																				
Damascus HS	9-12	1560	74		67															4	3															
John T Baker MS	6-8	746	38		34															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	324	21	3		9						3			1					2	3															
Lois P. Rockwell ES	K-5	525	29	4		16						3			1																	2	3			
Snowden Farm ES	K-5	774	38	3		28						5														2										
Woodfield ES	K-5	365	24	3		10						2			1									5									1	2		



## DAMASCUS CLUSTER

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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		4	
Lois P. Rockwell ES	1992		75,520	10.6			
Snowden Farm ES	2019		92,366	9.79			
Woodfield ES	1962	1985	53,212	10			



**Hallie Wells Middle School**

# 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 the five high schools, based on different academy programs offered at each of the 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 below in this section. Students who 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.

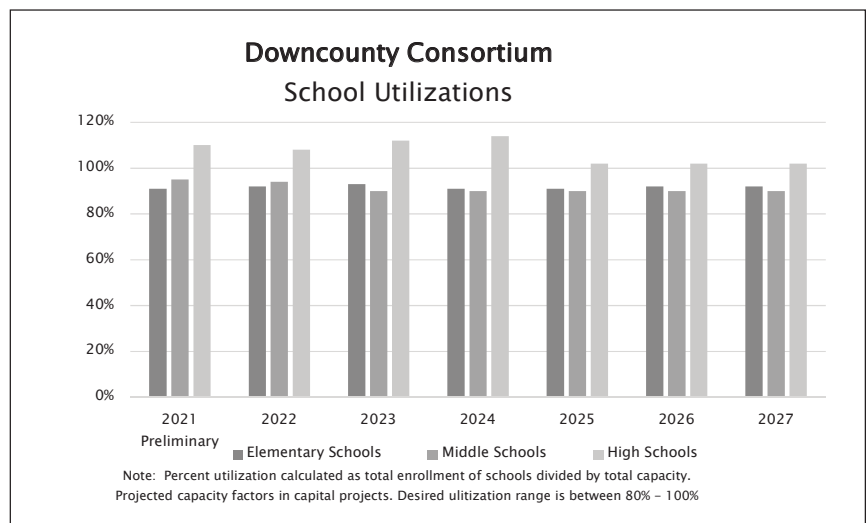
**Planning Issue:** The Downcounty Consortium includes three recent land-use plans that will add a large number of multi-family housing units in the future. The Wheaton CBD and Vicinity Sector Plan, adopted in 2012, provides for up to 7,060 mostly multi-family residential units. The majority of these 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.

## 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 August 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 August 2023, for Northwood High School for two years. Northwood High School will return to its facility in August 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 August 2022. An FY 2021 appropriation was approved to begin the architectural design for the Northwood High School project. An FY 2022 appropriation was approved to continue the construction for the reopening of Charles W. Woodward High School. An FY 2023 appropriation is recommended for construction cost increases and construction funds for the Northwood High School project. An FY 2023 appropriation is recommended for construction cost increases and for the balance of funds for the reopening of the Charles W. Woodward High School projects.



## DOWNCOUNTY CONSORTIUM

### 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 August 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. An FY 2023 appropriation is recommended for construction cost increases and construction funds. This project is scheduled to be completed in August 2025.

### Wheaton High School

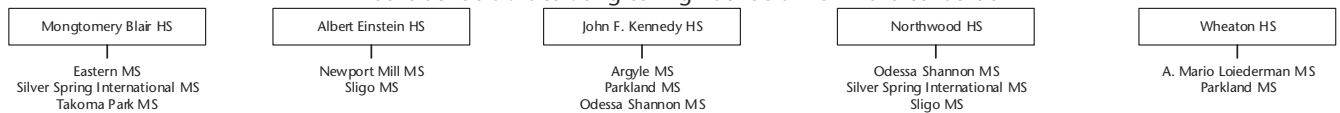
**Capital Project:** See text under Consortium Planning Issues.

### Charles W. Woodward High School

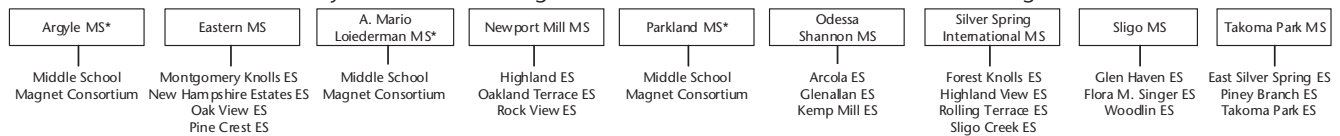
**Capital Project:** To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2022 appropriation was approved to continue the construction for the reopening of Charles W. Woodward High School with a completion date of the first phase of August 2023. An FY 2023 appropriation is recommended for construction cost increases and the balance of construction funds. The reopening of the high school is scheduled to be completed August 2025.

## Downcounty Consortium Articulation

### Middle Schools articulating to High Schools within the consortium



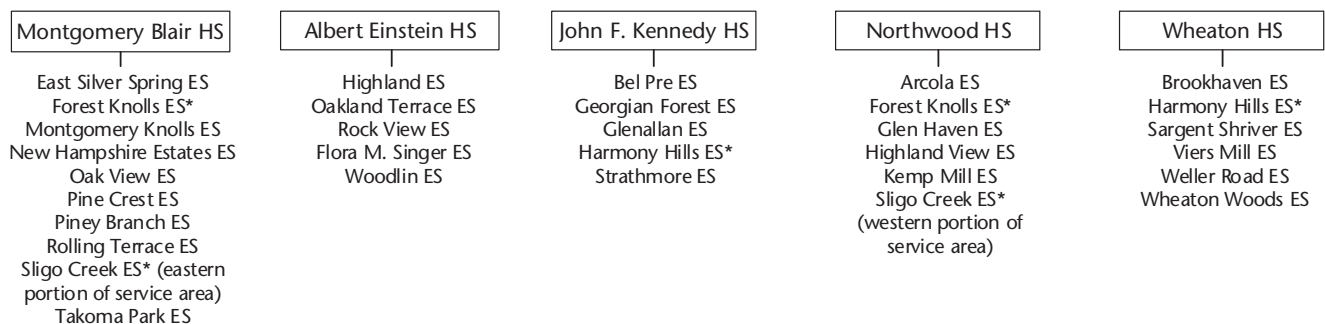
### Elementary Schools articulating to Middle Schools within the consortium of High Schools



\* 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.

**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 was identified as a school in the next round. An FY 2023 appropriation is recommended to begin the architectural design for this major capital project; however, no construction funds are included in the FY2023–2028 CIP. Therefore, a TBD completion date will be shown until construction funds are approved in a future CIP.

**Parkland Middle School**

**Capital Project:** Projections indicate that enrollment at Parkland Middle 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 August 2021 that was delayed by the County Council to August 2022. As part of the Amended FY 2019–2024 CIP, the County Council delayed the project another year to August 2023. An FY 2022 appropriation was approved to begin construction for this project. An FY 2023 appropriation is recommended to complete this project. The scheduled completion date is August 2023. Relocatable classrooms will be utilized until additional capacity can be added.

**Odessa Shannon Middle School**

**Capital Project:** Previous projections indicated enrollment at Odessa Shannon Middle School would exceed capacity by the end of the six-year period. Therefore, expenditures were approved to address the overutilization at this school, as well as to address the building systems to accommodate a 1,000-student capacity. An FY 2020 appropriation for construction funds 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 was required. An FY 2021 appropriation was approved for construction funding. An FY 2022 appropriation was approved to complete this project. This replacement facility is scheduled for completion in August 2022. 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 to 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 need to be addressed. Sligo Creek Elementary School and Silver Spring International Middle School are co-located in the same facility and the elementary school utilizes 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, an FY 2020 appropriation for construction funds was approved for this project. The scheduled completion date was August 2022.

However, complexities of this addition project including consideration of relocating the elementary school students off-site; construction of the Purple Line that led to new site discoveries that would have significant fiscal implications; and, escalating construction costs which would lead to an increase cost of the addition project. The school also has experienced a decrease in enrollment over the past two years. As a result of the enrollment changes and complexities to the project, the Board of Education, as part of the amended FY 2021–2026 CIP, requested a reduction in the expenditures that reduced the scope of the project. The County Council approved the Board of Education's request related to this project. MCPS staff has worked with the school and community to identify the new scope for this project. The project is scheduled for completion in August 2024.

**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 design for the classroom addition. As part of the amended FY 2021–2026 CIP, expenditures were reallocated from the Silver Spring International Middle School addition project to fund an addition at this school with a completion date of August 2025.

**Oak View Elementary School**

**Planning Study:** Previous projections indicated that enrollment would 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 to 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.

### 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 of August 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. An FY 2023 appropriation is recommended to begin the architectural design for this major capital project; however, no construction funds are included in the FY2023–2028 CIP. Therefore, a TBD completion date will be shown until construction funds are approved in a future CIP.

### 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 Board of Education, as part of the amended FY 2021–2026 CIP, requested a reduction in the expenditures that reduced the scope of the project specifically to address Silver Spring International Middle School. MCPS staff has worked with the school and community to identify the new scope for this project. The project for Silver Spring International Middle School is scheduled for completion in August 2024.

### Woodlin Elementary School

**Capital Project:** An FY 2019 appropriation was previously approved for an addition project approved at Woodlin Elementary School with a scheduled completion date of August 2022. However, the school system 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 would be included in the project. 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 request included a shift of the completion date to August 2023. However, as part of the FY 2021–2026 CIP, the County Council delayed the construction funds by one year to August 2024. As part of the Board of Education’s requested amendments to the FY 2021–2026 CIP, the completion date was accelerated to August 2023, which was approved by the County Council. An FY 2022 appropriation was approved to begin construction for this project. An FY 2023 appropriation is recommended for construction cost increases and the balance of construction funds. This project is scheduled to be completed August 2023.

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
John F. Kennedy HS	Classroom addition	Approved	August 2022
Northwood HS	Classroom addition and Facility upgrades	Recommended	August 2025
Charles W. Woodward HS	Reopening	Recommended	August 2023/2025
Eastern MS	Major Capital Project	Recommended	TBD
Parkland MS	Classroom addition	Recommended	August 2023
Odessa Shannon MS	Classroom addition and Facility upgrades	Approved	August 2022
Silver Spring International MS	Classroom additions	Approved	August 2024
Highland View ES	Classroom additions	Approved	August 2025
Piney Branch ES	Major Capital Project	Recommended	TBD
Woodlin ES	Major Capital Project	Recommended	August 2023

\*Approved—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.



# DOWNCOUNTY CONSORTIUM

## Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Montgomery Blair HS		Program Capacity	2866	2866	2866	2866	2866	2866	2866	2866	2866
		Enrollment	3164	3245	3385	3473	3504	3510	3541	3625	3775
		Available Space	(298)	(379)	(519)	(607)	(638)	(644)	(675)	(759)	(909)
		Comments									
Albert Einstein HS		Program Capacity	1633	1633	1633	1633	1633	1633	1633	1633	1633
		Enrollment	1899	2005	2008	2006	1973	1977	1995	2075	2150
		Available Space	(266)	(372)	(375)	(373)	(340)	(344)	(362)	(442)	(517)
		Comments									
John F. Kennedy HS		Program Capacity	1794	2221	2221	2221	2221	2221	2221	2221	2221
		Enrollment	1791	1740	1882	1965	1884	1888	1905	2000	2100
		Available Space	3	481	339	256	337	333	316	221	121
		Comments		Addition Complete							
Northwood HS		Program Capacity	1508	1508	1508	1508	2498	2498	2498	2498	2498
		Enrollment	1804	1899	1929	2005	1940	1944	1863	2025	2100
		Available Space	(296)	(391)	(421)	(497)	558	554	635	473	398
		Comments					Project Complete				
Wheaton HS		Program Capacity	2234	2234	2234	2234	2234	2234	2234	2234	2234
		Enrollment	2365	2412	2473	2491	2333	2339	2360	2425	2500
		Available Space	(131)	(178)	(239)	(257)	(99)	(105)	(126)	(191)	(266)
		Comments									
Charles W. Woodward HS		Program Capacity					2159	2159	2159	2159	2159
		Enrollment					0	0	0	0	0
		Available Space					2159	2159	2159	2159	2159
		Comments					Opens				
Argyle MS		Program Capacity	897	897	897	897	897	897	897	897	897
		Enrollment	969	977	952	966	975	972	968	1000	1060
		Available Space	(72)	(80)	(55)	(69)	(78)	(75)	(71)	(103)	(163)
		Comments									
Eastern MS		Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
		Enrollment	903	966	967	981	989	987	982	1025	1050
		Available Space	109	46	45	31	23	25	30	(13)	(38)
		Comments			Plng. for Maj. Cap. Project						
A. Mario Loiederman MS		Program Capacity	1003	1003	1003	1003	1003	1003	1003	1003	1003
		Enrollment	937	969	965	963	971	968	964	1000	1025
		Available Space	66	34	38	40	32	35	39	3	(22)
		Comments									
Newport Mill MS		Program Capacity	824	824	824	824	824	824	824	824	824
		Enrollment	655	645	647	655	661	659	656	675	700
		Available Space	169	179	177	169	163	165	168	149	168
		Comments									
Parkland MS		Program Capacity	982	982	1216	1216	1216	1216	1216	1216	1216
		Enrollment	1168	1119	1064	1065	1074	1071	1065	1125	1150
		Available Space	(186)	(137)	152	151	142	145	151	91	66
		Comments			Addition Complete						
Odessa Shannon MS		Program Capacity	727	881	881	881	881	881	881	881	881
		Enrollment	763	766	729	734	741	739	735	750	800
		Available Space	(36)	115	152	147	140	142	146	131	81
		Comments		Project Complete							
Silver Spring International MS		Program Capacity	1107	1107	1107	1170	1170	1170	1170	1170	1170
		Enrollment	1161	1154	1153	1107	1116	1113	1108	1150	1175
		Available Space	(54)	(47)	(46)	63	54	57	62	20	(5)
		Comments				Addition Complete					
Sligo MS		Program Capacity	941	941	941	941	941	941	941	941	941
		Enrollment	722	717	716	726	731	730	726	750	800
		Available Space	219	224	225	215	210	211	215	191	141
		Comments									
Takoma Park MS		Program Capacity	1322	1322	1322	1322	1322	1322	1322	1322	1322
		Enrollment	1131	1105	1096	1101	1110	1107	1102	1150	1200
		Available Space	191	217	226	221	212	215	220	172	122
		Comments		Addition Complete							

# DOWNCOUNTY CONSORTIUM

Schools			Prelim.	Projections						2031	2036
			21-22	22-23	23-24	24-25	25-26	26-27	27-28		
Arcola ES	CSR	Program Capacity	651	651	651	651	651	651	651		
		Enrollment	627	628	634	623	623	623	630		
		Available Space	24	23	17	28	28	28	21		
		Comments									
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	634	634	634	634	634	634	634		
		Enrollment	545	533	568	556	560	566	573		
		Available Space	89	101	66	78	74	68	61		
		Comments									
Brookhaven ES	CSR	Program Capacity	503	503	503	503	503	503	503		
		Enrollment	423	431	431	415	416	416	424		
		Available Space	80	72	72	88	87	87	79		
		Comments									
East Silver Spring ES	CSR	Program Capacity	577	577	577	577	577	577	577		
		Enrollment	486	500	497	490	493	517	506		
		Available Space	91	77	80	87	84	60	71		
		Comments									
Forest Knolls ES	CSR	Program Capacity	571	571	571	571	571	571	571		
		Enrollment	479	489	482	478	479	488	486		
		Available Space	92	82	89	93	92	83	85		
		Comments									
Georgian Forest ES	CSR	Program Capacity	670	670	670	670	670	670	670		
		Enrollment	557	571	601	595	643	657	651		
		Available Space	113	99	69	75	27	13	19		
		Comments									
Glen Haven ES	CSR	Program Capacity	575	575	575	575	575	575	575		
		Enrollment	502	520	523	543	524	528	523		
		Available Space	73	55	52	32	51	47	52		
		Comments									
Glenallan ES	CSR	Program Capacity	752	752	752	752	752	752	752		
		Enrollment	699	704	713	690	710	710	703		
		Available Space	53	48	39	62	42	42	49		
		Comments									
Harmony Hills ES	CSR	Program Capacity	752	752	752	752	752	752	752		
		Enrollment	685	687	700	685	692	704	697		
		Available Space	67	65	52	67	60	48	55		
		Comments									
Highland ES	CSR	Program Capacity	540	540	540	540	540	540	540		
		Enrollment	522	519	520	513	508	524	527		
		Available Space	18	21	20	27	32	16	13		
		Comments									
Highland View ES	CSR	Program Capacity	288	288	288	288	469	469	469		
		Enrollment	357	371	364	362	366	382	396		
		Available Space	(69)	(83)	(76)	(74)	103	87	73		
		Comments					Addition Complete				
Kemp Mill ES	CSR	Program Capacity	448	448	448	448	448	448	448		
		Enrollment	417	405	417	406	414	416	412		
		Available Space	31	43	31	42	34	32	36		
		Comments									
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	679	679	679	679	679	679	679		
		Enrollment	514	525	542	520	528	532	537		
		Available Space	165	154	137	159	151	147	142		
		Comments									
New Hampshire Estates ES Grades (pre-K-2) Paired With Oak View ES	CSR	Program Capacity	493	493	493	493	493	493	493		
		Enrollment	434	433	457	451	454	457	460		
		Available Space	59	60	36	42	39	36	33		
		Comments									
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	335	335	335	335	335	335	335		
		Enrollment	400	412	415	417	413	417	411		
		Available Space	(65)	(77)	(80)	(82)	(78)	(82)	(76)		
		Comments									

# DOWNCOUNTY CONSORTIUM

Schools			Prelim.	Projections							2031	2036		
			21-22	22-23	23-24	24-25	25-26	26-27	27-28					
Oakland Terrace ES	CSR	Program Capacity	476	476	476	476	476	476	476					
		Enrollment	493	522	517	514	512	516	519					
		Available Space	(17)	(46)	(41)	(38)	(36)	(40)	(43)					
		Comments												
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	667	667	667	667	667	667	667					
		Enrollment	463	472	462	492	498	516	494					
		Available Space	204	195	205	175	169	151	173					
		Comments												
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	611	611	611	611	611	611	611					
		Enrollment	615	639	626	586	555	549	556					
		Available Space	(4)	(28)	(15)	25	56	62	55					
		Comments		Ping. for Maj. Cap. Project										
Rock View ES	CSR	Program Capacity	680	680	680	680	680	680	680					
		Enrollment	616	602	615	616	626	621	623					
		Available Space	64	78	65	64	54	59	57					
		Comments												
Rolling Terrace ES	CSR	Program Capacity	739	739	739	739	739	739	739					
		Enrollment	719	711	715	721	754	768	760					
		Available Space	20	28	24	18	(15)	(29)	(21)					
		Comments												
Sargent Shriver ES	CSR	Program Capacity	668	668	668	668	668	668	668					
		Enrollment	741	742	756	742	745	723	719					
		Available Space	(73)	(74)	(88)	(74)	(77)	(55)	(51)					
		Comments												
Flora M. Singer ES	CSR	Program Capacity	590	590	590	590	590	590	590					
		Enrollment	618	640	649	666	675	706	688					
		Available Space	(28)	(50)	(59)	(76)	(85)	(116)	(98)					
		Comments												
Sligo Creek ES		Program Capacity	664	664	664	664	664	664	664					
		Enrollment	645	646	661	647	649	636	631					
		Available Space	19	18	3	17	15	28	33					
		Comments												
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	479	479	479	479	479	479	479					
		Enrollment	476	483	475	465	465	465	465					
		Available Space	3	(4)	4	14	14	14	14					
		Comments												
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES	CSR	Program Capacity	607	607	607	607	607	607	607					
		Enrollment	550	586	581	555	557	563	570					
		Available Space	57	21	26	52	50	44	37					
		Comments												
Viers Mill ES	CSR	Program Capacity	770	770	770	770	770	770	770					
		Enrollment	498	517	533	527	526	517	516					
		Available Space	272	253	237	243	244	253	254					
		Comments												
Weller Road ES	CSR	Program Capacity	754	754	754	754	754	754	754					
		Enrollment	688	736	739	752	738	755	755					
		Available Space	66	18	15	2	16	(1)	(1)					
		Comments												
Wheaton Woods ES	CSR	Program Capacity	749	749	749	749	749	749	749					
		Enrollment	502	484	497	490	494	488	486					
		Available Space	247	265	252	259	255	261	263					
		Comments												
Woodlin ES		Program Capacity	463	463	653	653	653	653	653					
		Enrollment	546	572	586	557	560	553	552					
		Available Space	(83)	(109)	67	96	93	100	101					
		Comments			Maj. Cap. Project Complete									
Cluster Information		HS Utilization	110%	108%	112%	114%	102%	102%	102%				106%	110%
		HS Enrollment	11023	11301	11677	11940	11634	11658	11664				12150	11664
		MS Utilization	95%	94%	90%	90%	90%	90%	90%				93%	97%
		MS Enrollment	8409	8418	8289	8298	8368	8346	8306				8625	8960
		ES Utilization	91%	92%	93%	91%	91%	92%	92%					
		ES Enrollment	15817	16080	16276	16074	16177	16313	16270					

# DOWNCOUNTY CONSORTIUM

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	3164	4.1%	24.7%	12.6%	34.8%	23.6%	38.9%	18.5%	5.9%
Albert Einstein HS	1899	4.7%	17.5%	6.4%	47.3%	23.7%	43.1%	19.2%	6.5%
John F. Kennedy HS	1791	1.3%	23.2%	5.6%	64.6%	5.0%	59.9%	30.4%	8.0%
Northwood HS	1804	2.5%	25.5%	5.6%	53.6%	12.6%	53.7%	21.4%	18.6%
Wheaton HS	2365	2.5%	19.6%	11.4%	56.1%	10.3%	54.0%	21.1%	5.7%
Argyle MS	969	4.3%	25.7%	8.0%	54.4%	7.0%	66.0%	30.9%	6.9%
Eastern MS	903	2.8%	18.4%	7.9%	52.4%	18.6%	57.6%	30.1%	6.7%
A. Mario Loiederman MS	937	3.7%	14.3%	5.4%	62.5%	13.6%	63.4%	31.9%	6.1%
Newport Mill MS	655	4.9%	12.5%	6.6%	57.6%	17.7%	60.3%	32.8%	7.0%
Parkland MS	1168	2.9%	23.5%	12.5%	52.7%	8.2%	58.6%	27.4%	5.1%
Odessa Shannon MS	763	1.7%	23.1%	4.8%	64.9%	5.4%	69.7%	36.4%	10.7%
Silver Spring International MS	1161	5.1%	21.7%	4.1%	41.8%	27.1%	44.5%	24.1%	4.7%
Sligo MS	722	4.8%	21.7%	6.5%	39.6%	27.0%	46.6%	24.3%	6.0%
Takoma Park MS	1131	5.9%	33.9%	12.1%	16.8%	31.2%	28.8%	12.8%	4.0%
Arcola ES	627	1.4%	18.8%	6.1%	69.1%	4.1%	71.0%	51.2%	19.8%
Bel Pre ES	545	2.2%	26.4%	5.0%	58.7%	6.8%	60.3%	41.2%	8.2%
Brookhaven ES	423	4.0%	27.2%	8.0%	52.7%	7.3%	66.3%	39.2%	7.4%
East Silver Spring ES	486	3.7%	55.6%	4.1%	17.1%	19.3%	52.2%	23.9%	12.9%
Forest Knolls ES	479	7.7%	15.2%	5.2%	40.1%	31.3%	31.1%	20.1%	6.1%
Georgian Forest ES	557	2.7%	25.7%	2.0%	64.8%	3.9%	74.6%	49.1%	18.5%
Glen Haven ES	502	4.8%	26.5%	4.8%	48.6%	14.7%	55.0%	37.9%	12.7%
Glenallan ES	699	4.0%	30.9%	10.7%	43.3%	10.6%	57.6%	31.7%	8.5%
Harmony Hills ES	685	0%	12.0%	3.4%	82.0%	1.8%	81.9%	60.9%	12.2%
Highland ES	522	0%	9.2%	6.3%	76.2%	6.5%	74.2%	54.0%	7.7%
Highland View ES	357	5.0%	26.3%	2.2%	30.0%	36.4%	48.4%	36.9%	13.1%
Kemp Mill ES	417	1.4%	11.3%	0%	83.5%	2.9%	78.8%	57.6%	15.1%
Montgomery Knolls ES	514	3.9%	23.3%	4.7%	46.5%	21.2%	51.8%	36.3%	11.6%
New Hampshire Estates ES	434	2.1%	17.7%	0%	74.9%	4.1%	83.5%	61.8%	12.7%
Oak View ES	400	3.3%	13.8%	4.0%	62.8%	16.3%	69.0%	49.9%	10.0%
Oakland Terrace ES	493	8.1%	17.0%	4.9%	34.7%	35.1%	29.7%	17.4%	6.8%
Pine Crest ES	463	5.2%	24.0%	6.9%	38.7%	25.3%	49.1%	33.4%	6.7%
Piney Branch ES	615	7.2%	30.4%	3.3%	19.0%	39.8%	32.3%	23.0%	5.0%
Rock View ES	616	4.7%	11.2%	10.2%	50.3%	23.2%	47.8%	31.5%	11.2%
Rolling Terrace ES	719	1.5%	16.4%	1.8%	74.7%	5.4%	79.6%	62.2%	12.8%
Sargent Shriver ES	741	1.1%	10.5%	5.7%	79.4%	3.0%	78.9%	60.9%	13.2%
Flora M. Singer ES	618	6.6%	14.2%	6.0%	39.6%	33.0%	43.1%	33.1%	11.3%
Sligo Creek ES	645	8.1%	26.0%	4.7%	9.8%	50.7%	9.9%	11.7%	10.3%
Strathmore ES	476	2.7%	34.7%	5.7%	48.9%	7.6%	64.4%	45.6%	15.7%
Takoma Park ES	550	6.4%	29.3%	2.5%	16.4%	45.3%	30.6%	24.0%	10.4%
Viers Mill ES	498	3.0%	8.2%	6.4%	70.9%	11.2%	66.6%	49.1%	8.0%
Weller Road ES	688	2.0%	5.4%	6.0%	83.4%	3.2%	82.1%	57.3%	8.6%
Wheaton Woods ES	502	1.8%	25.5%	4.8%	63.5%	4.2%	80.8%	57.5%	11.1%
Woodlin ES	546	6.6%	28.2%	9.0%	20.7%	35.5%	29.5%	23.7%	14.3%
<b>Elementary Cluster Total</b>	<b>15817</b>	<b>3.8%</b>	<b>21.0%</b>	<b>5.2%</b>	<b>52.4%</b>	<b>17.3%</b>	<b>58.1%</b>	<b>41.0%</b>	<b>14.1%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021–2022)

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
																	Quad Cluster Based
																	County & Regional Based
																	SESES @10
																	EXTENSIONS @6
																	GT/LD @13
																	PD @7
																	PEP @6
																	PEP @12
																	PEP @18
																	VISION (Elementary) @7
																	OTHER
Montgomery Blair HS	9-12	2867	131		122								7	2			
Albert Einstein HS	9-12	1633	80		67								3	2			4
John F. Kennedy HS	9-12	1794	86		75								4				4
Northwood HS	9-12	1508	73		60								6	2			3
Wheaton HS	9-12	2234	104		95								5				2
Argyle MS	6-8	897	43		41								2				
Eastern MS	6-8	1012	51		44								3	1			3
A. Mario Loiederman MS	6-8	1003	48		46								1	1			
Newport Mill MS	6-8	825	41		37								1				3
Parkland MS	6-8	982	47		45								2				
Odessa Shannon MS	6-8	727	37		32								2				2
Silver Spring International MS	6-8	1107	54		51								1				2
Sligo MS	6-8	941	51		42								2	1			2
Takoma Park MS	6-8	1322	63		61								2				
Arcola ES	HS-5	651	38	4		11	14	1		7							
Bel Pre ES	Pre-K-2	634	37	3			20	1	2	9							
Brookhaven ES	Pre-K-5	503	29	3		8	7	1		3							
East Silver Spring ES	HS-5	577	34	4		8	10	1	1	4			1	2			
Forest Knolls ES	K-5	571	34	4		9	10	1	1	5			1				
Georgian Forest ES	HS-5	670	36	4		14	11		1	5							
Glen Haven ES	Pre-K-5	575	36	4		10	10	1		5			1				
Glenallen ES	HS-5	752	43	4		14	13		1	7							
Harmony Hills ES	HS-5	752	41	5		16	12	1	1	6							
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	Pre-K-5	448	28	5		7	9	1		4			1				
Montgomery Knolls ES	HS-2	679	43	6			22	1	1	7			1				
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	476	32	4		3	10	1		5			1	2			
Pine Crest ES	3-5	667	33	4		29											
Piney Branch ES	3-5	611	31	4		26							1				
Rock View ES	Pre-K-5	680	39	3		11	12		1	6			1		5		
Rolling Terrace ES	HS-5	739	40	3		14	12	1	1	1	6		1				
Sargent Shriver ES	Pre-K-5	668	37	4		11	13		1	7			1				
Flora M. Singer ES	Pre-K-5	590	38	4		8	11	1		6					8		
Sligo Creek ES	K-5	664	35	4		23				5			1			2	
Strathmore ES	3-5	479	26	4		20							1			1	
Takoma Park ES	Pre-K-2	607	40	4			22			11			1				
Viers Mill ES	HS-5	770	42	4		17	9		1	1	4		1				
Weller Road ES	HS-5	754	44	7		12	15	2	1	1	6						
Wheaton Woods ES	HS-5	749	42	4		19	9		1	1	4						
Woodlin ES	K-5	463	26	3		14					4		1			4	



## DOWNCOUNTY CONSORTIUM

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Montgomery Blair HS	1998		386,567	30.2	Yes	18	
Albert Einstein HS	1962	1997	276,462	26.67	Yes	8	
John F. Kennedy HS	1964	1999	332,133	29.1			
Northwood HS	1956	2004	254,054	29.6		14	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
A. Mario Loiederman MS	1956	2005	148,718	17.08		2	LTL
Newport Mill MS	1958	2002	109,011	8.4	Yes		
Parkland MS	1963	2007	151,169	9.2	Yes	4	LTL
Odessa Shannon MS	1966		123,199	16.5	Yes		
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	89,850	7.8			
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		SBHC
Highland View ES	1953	1994	59,307	6.6		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		6	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, there has been significant elementary school growth enrollment in the Gaithersburg Cluster. Some of this growth is due to new housing planned in the Shady Grove Sector Plan, as well as development of the Crown community, with over 2,000 residential units planned in the Rosemont Elementary School service area. 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 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 August 2022. An FY 2021 appropriation was approved to construct Gaithersburg Elementary School #8.

**Planning Study:** The opening of Gaithersburg Elementary School #8 was approved to open in August 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 scope of the boundary study included all of the elementary schools and the two middle schools in the Gaithersburg Cluster. The boundary study began in March 2020; however, due to the COVID-19 health pandemic, community meetings were suspended. Continuation of the boundary study commenced in October 2020. The superintendent of schools released her recommendation in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, with Board of Education action scheduled for November 18, 2021. 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 was conducted in summer 2021. Non-capital and/or capital solutions will be considered in a future CIP.

## SCHOOLS

### Gaithersburg High School

**Capital Project:** Projections indicate enrollment at Gaithersburg High School will exceed capacity 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 August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation is recommended for construction cost increases and construction funds.

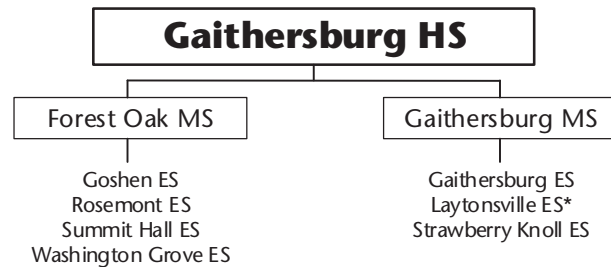
### Forest Oak Middle School

**Planning Issue:** See text under Cluster Planning Issues.

### Gaithersburg Middle School

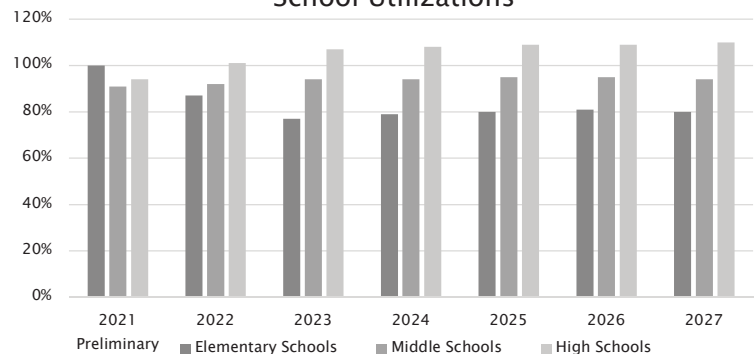
**Planning Issue:** See text under Cluster Planning Issues.

## Gaithersburg Cluster Articulation



\* A portion of Laytonsville 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	Recommended	August 2026
Gaithersburg ES #8	New School	Approved	August 2022

\*“Approved”—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

# GAITHERSBURG CLUSTER

## Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Gaithersburg HS		Program Capacity	2443	2443	2443	2443	2443	2443	2443	2443	2443
		Enrollment	2299	2467	2609	2632	2664	2669	2693	2750	2900
		Available Space	144	(24)	(166)	(189)	(221)	(226)	(250)	(307)	(457)
		Comments									
Crown HS		Program Capacity						2201	2201	2201	2201
		Enrollment						0	0	0	0
		Available Space						2201	2201	2201	2201
		Comments						Opens			
Forest Oak MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	919	841	809	835	829	814	798	980	1000
		Available Space	36	114	146	120	126	141	157	(25)	(45)
		Comments	See Text								
Gaithersburg MS		Program Capacity	1009	1009	1009	1009	1009	1009	1009	1009	1009
		Enrollment	877	961	1032	1012	1034	1044	1052	1075	1100
		Available Space	132	48	(23)	(3)	(25)	(35)	(43)	(66)	(91)
		Comments	See Text								
Gaithersburg ES	CSR	Program Capacity	737	737	737	737	737	737	737		
		Enrollment	763	697	678	683	700	711	692		
		Available Space	(26)	40	59	54	37	26	45		
		Comments	See Text								
Gaithersburg ES #8		Program Capacity		674	674	674	674	674	674		
		Enrollment		455	548	566	579	592	606		
		Available Space		219	126	108	95	82	68		
		Comments		Opens							
Goshen ES	CSR	Program Capacity	604	604	604	604	604	604	604		
		Enrollment	521	517	517	518	530	534	528		
		Available Space	83	87	87	86	74	70	76		
		Comments	See Text								
Laytonsville ES		Program Capacity	465	465	465	465	465	465	465		
		Enrollment	348	342	380	384	398	399	404		
		Available Space	117	123	85	81	67	66	61		
		Comments	See Text								
Rosemont ES	CSR	Program Capacity	602	602	602	602	602	602	602		
		Enrollment	614	654	636	648	607	588	538		
		Available Space	(12)	(52)	(34)	(46)	(5)	14	64		
		Comments	See Text								
Strawberry Knoll ES	CSR	Program Capacity	459	459	459	459	459	459	459		
		Enrollment	597	514	496	489	481	495	494		
		Available Space	(138)	(55)	(37)	(30)	(22)	(36)	(35)		
		Comments	See Text								
Summit Hall ES	CSR	Program Capacity	457	457	457	457	457	457	457		
		Enrollment	679	423	385	397	431	436	425		
		Available Space	(222)	34	72	60	26	21	32		
		Comments	See Text								
Washington Grove ES	CSR	Program Capacity	589	589	589	589	589	589	589		
		Enrollment	399	406	432	494	502	531	567		
		Available Space	190	183	157	95	87	58	22		
		Comments	See Text								
Cluster Information		HS Utilization	94%	101%	107%	108%	109%	109%	110%		
		HS Enrollment	2299	2467	2609	2632	2664	2669	2693		
		MS Utilization	91%	92%	94%	94%	95%	95%	94%		
		MS Enrollment	1796	1802	1841	1847	1863	1858	1850		
		ES Utilization	100%	87%	77%	79%	80%	81%	80%		
		ES Enrollment	3921	4008	3524	3613	4228	4286	4254		

# GAITHERSBURG CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2299	2.9%	22.0%	5.6%	58.5%	11.0%	53.2%	27.5%	12.1%
Forest Oak MS	919	2.7%	24.3%	7.1%	58.3%	7.5%	61.1%	31.3%	9.6%
Gaithersburg MS	877	5.2%	20.6%	6.0%	55.4%	12.4%	55.0%	32.6%	8.0%
Gaithersburg ES	763	2.8%	13.5%	2.4%	78.1%	2.9%	85.1%	52.7%	22.0%
Goshen ES	521	3.5%	23.4%	11.3%	46.1%	15.5%	48.3%	31.0%	19.9%
Laytonsville ES	348	8.9%	19.3%	9.2%	30.7%	31.6%	21.7%	13.3%	9.0%
Rosemont ES	614	5.4%	33.6%	7.8%	43.3%	8.8%	60.3%	44.0%	21.3%
Strawberry Knoll ES	597	5.2%	28.0%	11.6%	45.4%	9.9%	48.3%	26.1%	8.1%
Summit Hall ES	679	2.8%	19.1%	4.0%	71.3%	2.7%	72.6%	59.7%	13.7%
Washington Grove ES	399	3.0%	22.1%	4.8%	61.9%	8.0%	66.5%	50.6%	14.3%
<b>Elementary Cluster Total</b>	<b>3921</b>	<b>4.2%</b>	<b>22.5%</b>	<b>6.9%</b>	<b>56.4%</b>	<b>9.6%</b>	<b>61.2%</b>	<b>42.0%</b>	<b>16.1%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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## GAITHERSBURG CLUSTER

**Facility Characteristics of Schools 2021–2022**

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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	17	SBHC
Washington Grove ES	1956	1984	86,266	10.7			LTL



**Gaithersburg High School**



# 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.

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 August 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 August 2023, for Northwood High School, for two years. Northwood High School will return to its facility in August 2025, and Charles W. Woodward High School will open in August 2025. An FY 2022 appropriation was approved to continue construction to reopen Charles W. Woodward High School. An FY 2023 appropriation is recommended for construction cost increases and the balance of construction funds. The reopening of the high school is scheduled to be completed August 2025.

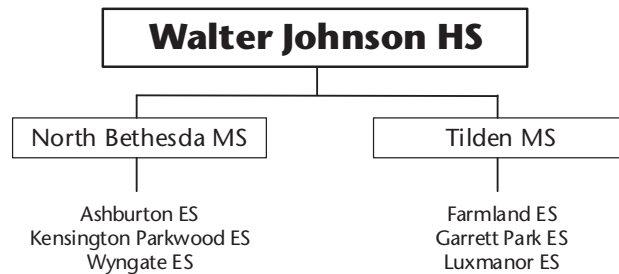
## SCHOOLS

### Walter Johnson High School

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

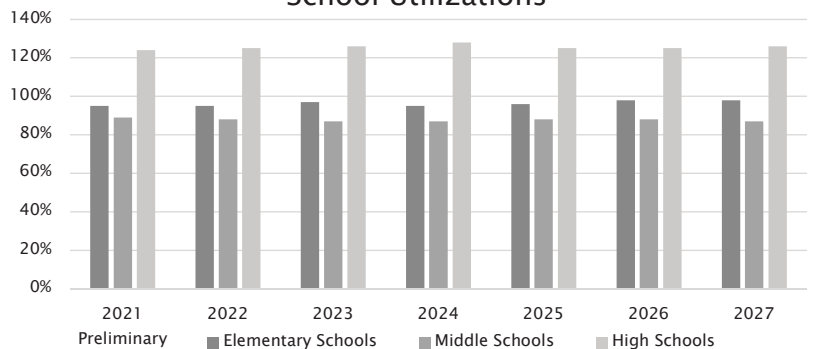
**Capital Project:** To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Charles W. Woodward High School. The scheduled completion date for this project is August 2023, for the first phase and August 2025, for the new high school. Northwood High School also will be utilized to address the space needs in the Downcounty Consortium. With respect to Northwood High School, an analysis

### 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%

### 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 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 August 2023. Northwood High School will return to its facility in August 2025. An FY 2023 appropriation is recommended for construction cost increases and the balance of construction funds. The scheduled completion date for the reopening of Charles W. Woodward High School is August 2025.

### 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

**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	August 2023/2025
Bethesda-Chevy Chase/Walter Johnson Clusters ES	New	Programmed	TBD

\*Approved—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

# WALTER JOHNSON CLUSTER

## Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Walter Johnson HS		Program Capacity	2321	2321	2321	2321	2321	2321	2321	2321	2321
		Enrollment	2882	2907	2919	2963	2893	2898	2923	2950	3000
		Available Space	(561)	(586)	(598)	(642)	(572)	(577)	(602)	(629)	(679)
		Comments									
Charles W. Woodward HS		Program Capacity					2159	2159	2159	2159	2159
		Enrollment					0	0	0	0	0
		Available Space					2159	2159	2159	2159	2159
		Comments					Opens				
North Bethesda MS		Program Capacity	1233	1233	1233	1233	1233	1233	1233	1233	1233
		Enrollment	1154	1121	1120	1170	1180	1176	1170	1200	1250
		Available Space	79	112	113	63	53	57	63	33	(17)
		Comments									
Tilden MS		Program Capacity	1216	1216	1216	1216	1216	1216	1216	1216	1216
		Enrollment	1023	1029	1001	968	976	973	968	975	1025
		Available Space	193	187	215	248	240	243	248	241	191
		Comments									
Ashburton ES		Program Capacity	789	789	789	789	789	789	789		
		Enrollment	839	835	860	852	950	968	965		
		Available Space	(50)	(46)	(71)	(63)	(161)	(179)	(176)		
		Comments									
Farmland ES		Program Capacity	714	714	714	714	714	714	714		
		Enrollment	802	800	797	785	768	792	783		
		Available Space	(88)	(86)	(83)	(71)	(54)	(78)	(69)		
		Comments									
Garrett Park ES		Program Capacity	777	777	777	777	777	777	777		
		Enrollment	674	667	727	723	716	722	729		
		Available Space	103	110	50	54	61	55	48		
		Comments									
Kensington–Parkwood ES		Program Capacity	706	706	706	706	706	706	706		
		Enrollment	598	600	595	572	563	579	571		
		Available Space	108	106	111	134	143	127	135		
		Comments									
Luxmanor ES		Program Capacity	764	764	764	764	764	764	764		
		Enrollment	674	683	698	703	683	695	696		
		Available Space	90	81	66	61	81	69	68		
		Comments									
Wyngate ES		Program Capacity	777	777	777	777	777	777	777		
		Enrollment	700	707	705	668	666	676	692		
		Available Space	77	70	72	109	111	101	85		
		Comments									
Cluster Information		HS Utilization	124%	125%	126%	128%	125%	125%	126%	127%	129%
		HS Enrollment	2882	2907	2919	2963	2893	2898	2923	2950	3000
		MS Utilization	89%	88%	87%	87%	88%	88%	87%	89%	93%
		MS Enrollment	2177	2150	2121	2138	2156	2149	2138	2175	2275
		ES Utilization	95%	95%	97%	95%	96%	98%	98%		
		ES Enrollment	4287	4292	4382	4303	4346	4432	4436		



# WALTER JOHNSON CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2882	6.3%	12.3%	13.0%	17.9%	50.1%	10.5%	8.2%	6.4%
North Bethesda MS	1154	8.4%	10.8%	12.2%	14.2%	53.9%	9.7%	7.8%	6.4%
Tilden MS	1023	6.2%	14.8%	16.3%	22.3%	40.0%	16.8%	19.3%	8.8%
Ashburton ES	839	9.4%	16.2%	18.2%	18.0%	37.8%	12.7%	21.7%	16.0%
Farmland ES	802	4.4%	10.6%	29.3%	11.7%	44.0%	9.3%	30.6%	25.5%
Garrett Park ES	674	9.1%	12.8%	14.7%	23.7%	39.3%	20.0%	28.0%	13.3%
Kensington-Parkwood ES	598	8.4%	8.9%	10.4%	16.6%	55.7%	11.1%	10.9%	13.0%
Luxmanor ES	674	8.5%	14.4%	23.3%	22.8%	30.9%	22.0%	37.8%	18.7%
Wyngate ES	700	10.9%	4.1%	14.9%	14.0%	56.1%	2.5%	10.8%	10.6%
<b>Elementary Cluster Total</b>	<b>4287</b>	<b>8.4%</b>	<b>11.3%</b>	<b>18.9%</b>	<b>17.6%</b>	<b>43.6%</b>	<b>12.9%</b>	<b>23.6%</b>	<b>16.4%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Program Capacity Table (School Year 2021–2022)		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	SESES @10	EXTENSIONS @6	GT/ILD @13	PD @7	PEP@6
Schools																																
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	777	37	3		29					5																					
Kensington-Parkwood ES	K-5	706	41	5		24					5				2							3										2
Luxmanor ES	K-5	764	39	3		26					4								2										1	3		
Wyngate ES	K-5	777	38	4		29					5																					

## WALTER JOHNSON CLUSTER

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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		
Wyngate ES	1952	1997	89,104	9.5			



**Tilden Middle School**



# COL. ZADOK MAGRUDER CLUSTER

## CLUSTER PLANNING ISSUES

**Planning Study:** A capacity study was approved for the Watkins Mill Cluster to evaluate the space deficits at the elementary school level, as well as look to adjacent clusters to address overutilization issues. The capacity study was conducted in summer 2021. Non-capital and/or capital solutions will be considered in a future CIP.

## SCHOOLS

### Col. Zadok Magruder High School

**Capital Project:** To address various building systems and programmatic needs for this school, a major capital project is planned. Expenditures for this project are included in the Major Capital Projects—Secondary and an appropriation will be requested for planning funds in a future CIP. This project is scheduled for completion in August 2027.

### Candlewood Elementary School

**Planning Study:** See text under Cluster Planning Issues

### Cashell Elementary School

**Planning Study:** See text under Cluster Planning Issues

### Flower Hill Elementary School

**Planning Study:** See text under Cluster Planning Issues

### Mill Creek Towne Elementary School

**Planning Study:** See text under Cluster Planning Issues

**Planning Study:** Projections indicate that enrollment will exceed capacity 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

**Planning Study:** See text under Cluster Planning Issues

**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 be completed 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.

### Sequoyah Elementary School

**Planning Study:** See text under Cluster Planning Issues

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Col. Zadok Magruder HS	Major Capital Project	Programmed	August 2027
Mill Creek Towne ES	Addition	Proposed	TBD
Judith A. Resnik ES	Addition	Proposed	TBD

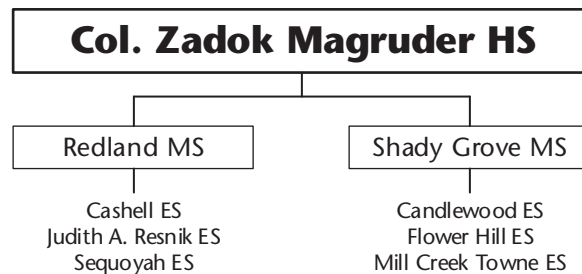
\*Approved—Project has an approved FY 2022 appropriation in the Amended FY 2021–2026 CIP for planning or construction funds.

\*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.

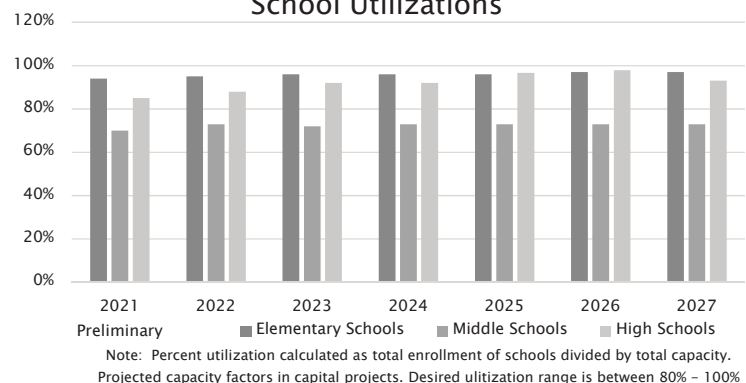
\*Recommended—Project has a recommended FY 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

## Magruder Cluster Articulation



See Appendix U for multicolored maps of service areas.

## Col. Zadok Magruder Cluster School Utilizations



## COL. ZADOK MAGRUDER CLUSTER

### Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Col. Zadok Magruder HS		Program Capacity	1907	1907	1907	1907	1907	1907	2020	2020	2020
		Enrollment	1613	1671	1757	1763	1859	1861	1876	1900	1950
		Available Space	294	236	150	144	48	46	144	120	70
		Comments			Plng. for Maj. Cap. Project				Maj. Cap. Project Complete		
Redland MS		Program Capacity	765	765	765	765	765	765	765	765	765
		Enrollment	611	619	592	590	596	594	590	600	650
		Available Space	154	146	173	175	169	171	175	165	115
		Comments									
Shady Grove MS		Program Capacity	854	854	854	854	854	854	854	854	854
		Enrollment	524	570	577	585	590	588	585	600	650
		Available Space	330	284	277	269	264	266	269	254	204
		Comments									
Candlewood ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	366	382	377	385	389	392	397		
		Available Space	149	133	138	130	126	123	118		
		Comments	See Text								
Cashell ES		Program Capacity	340	340	340	340	340	340	340		
		Enrollment	321	337	334	342	335	340	328		
		Available Space	19	3	6	(2)	5	0	12		
		Comments	See Text								
Flower Hill ES	CSR	Program Capacity	488	488	488	488	488	488	488		
		Enrollment	427	415	434	427	442	460	472		
		Available Space	61	73	54	61	46	28	16		
		Comments	See Text								
Mill Creek Towne ES	CSR	Program Capacity	323	323	323	323	323	323	323		
		Enrollment	478	486	505	512	511	505	512		
		Available Space	(155)	(163)	(182)	(189)	(188)	(182)	(189)		
		Comments	See Text								
Judith A. Resnik ES	CSR	Program Capacity	503	503	503	503	503	503	503		
		Enrollment	561	558	546	541	532	520	514		
		Available Space	(58)	(55)	(43)	(38)	(29)	(17)	(11)		
		Comments	See Text								
Sequoyah ES	CSR	Program Capacity	508	508	508	508	508	508	508		
		Enrollment	360	366	381	373	373	371	365		
		Available Space	148	142	127	135	135	137	143		
		Comments	See Text								
Cluster Information		HS Utilization	85%	88%	92%	92%	97%	98%	93%	94%	97%
		HS Enrollment	1613	1671	1757	1763	1859	1861	1876	1900	1950
		MS Utilization	70%	73%	72%	73%	73%	73%	73%	74%	80%
		MS Enrollment	1135	1189	1169	1175	1186	1182	1175	1200	1300
		ES Utilization	94%	95%	96%	96%	96%	97%	97%		
ES Enrollment	2513	2544	2577	2580	2582	2588	2588				



## COL. ZADOK MAGRUDER CLUSTER

### Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1613	3.9%	18.5%	13.0%	42.0%	22.3%	39.5%	13.8%	6.4%
Redland MS	611	5.7%	20.6%	10.1%	42.2%	20.9%	48.1%	24.9%	7.9%
Shady Grove MS	524	5.0%	21.4%	11.6%	41.2%	20.6%	51.2%	23.7%	7.0%
Candlewood ES	366	9.0%	14.2%	16.7%	18.6%	41.3%	22.4%	24.1%	13.8%
Cashell ES	321	12.5%	15.3%	5.9%	24.6%	41.7%	24.0%	11.2%	9.4%
Flower Hill ES	427	4.9%	26.7%	11.5%	50.4%	6.3%	61.9%	41.5%	16.2%
Mill Creek Towne ES	478	7.5%	18.8%	15.3%	41.6%	16.1%	40.5%	29.0%	13.4%
Judith A. Resnik ES	561	4.1%	28.9%	11.2%	41.2%	14.3%	56.3%	30.3%	11.4%
Sequoyah ES	360	7.2%	13.1%	11.1%	41.7%	26.9%	48.6%	39.1%	12.4%
<b>Elementary Cluster Total</b>	<b>2513</b>	<b>7.1%</b>	<b>20.5%</b>	<b>12.1%</b>	<b>37.5%</b>	<b>22.5%</b>	<b>44.1%</b>	<b>30.0%</b>	<b>12.8%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Program Capacity Table (School Year 2021–2022)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based			County & Regional Based													
																	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10
Schools	Col. Zadok Magruder HS	9-12	1907	91		81							2									4			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	Pre-K-5	340	21	3		10		1				3							2										2				
Flower Hill ES	Pre-K-5	488	28	3		8	9		1		4														3								
Mill Creek Towne ES	HS-5	323	25	5		3	6	1			3						6	1															
Judith A. Resnik ES	Pre-K-5	503	31	5		7	11		1		5																	2					
Sequoyah ES	K-5	508	30	4		11	8				4					3																	

## COL. ZADOK MAGRUDER CLUSTER

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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		



**Candlewood Elementary School**

# 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 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. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. As part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation is recommended for construction cost increases and construction funds.

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2026

\*“Approved”—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

## Richard Montgomery Cluster Articulation

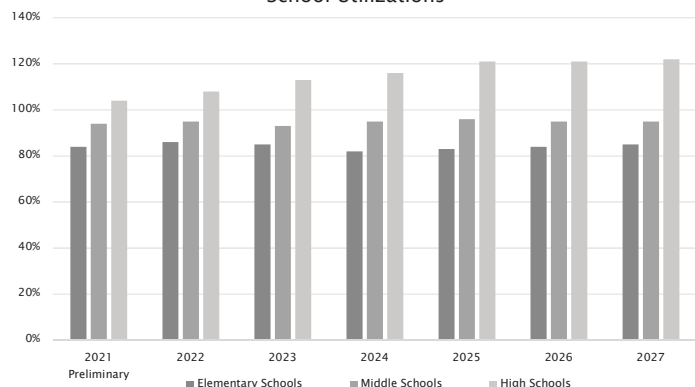
### Richard Montgomery HS

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



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%

# RICHARD MONTGOMERY CLUSTER

## Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Richard Montgomery HS		Program Capacity	2241	2241	2241	2241	2241	2241	2241	2241	2241
		Enrollment	2336	2418	2527	2602	2708	2713	2732	2750	2800
		Available Space	(95)	(177)	(286)	(361)	(467)	(472)	(491)	(509)	(559)
		Comments									
Crown HS		Program Capacity						2201	2201	2201	2201
		Enrollment						0	0	0	0
		Available Space						2201	2201	2201	2201
		Comments					Opens				
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	1352	1364	1331	1357	1368	1364	1358	1400	1450
		Available Space	80	68	101	75	64	68	74	32	(18)
		Comments									
Beall ES		Program Capacity	639	639	639	639	639	639	639		
		Enrollment	506	512	518	509	509	543	551		
		Available Space	133	127	121	130	130	96	88		
	Comments										
College Gardens ES		Program Capacity	678	678	678	678	678	678	678		
		Enrollment	517	545	542	533	528	521	549		
		Available Space	161	133	136	145	150	157	129		
		Comments									
Ritchie Park ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	384	370	350	321	314	308	304		
		Available Space	27	41	61	90	97	103	107		
		Comments									
Bayard Rustin ES		Program Capacity	790	790	790	790	790	790	790		
		Enrollment	729	736	745	742	756	760	778		
		Available Space	61	54	45	48	34	30	12		
		Comments									
Twinbrook ES	CSR	Program Capacity	568	568	568	568	568	568	568		
		Enrollment	506	492	472	437	450	450	446		
		Available Space	62	76	96	131	118	118	122		
		Comments									
Cluster Information		HS Utilization	104%	108%	113%	116%	121%	121%	122%	123%	125%
		HS Enrollment	2336	2418	2527	2602	2708	2713	2732	2750	2800
		MS Utilization	94%	95%	93%	95%	96%	95%	95%	98%	101%
		MS Enrollment	1352	1364	1331	1357	1368	1364	1358	1400	1450
		ES Utilization	84%	86%	85%	82%	83%	84%	85%		
		ES Enrollment	2642	2285	2277	2221	2243	2274	2324		

# RICHARD MONTGOMERY CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2336	5.7%	15.6%	24.3%	23.9%	30.1%	24.0%	10.4%	5.5%
Julius West MS	1352	6.4%	16.3%	16.3%	28.8%	31.6%	30.8%	16.7%	6.3%
Beall ES	506	7.5%	12.5%	16.4%	23.1%	40.5%	28.7%	16.9%	15.6%
College Gardens ES	517	7.2%	24.0%	20.9%	20.1%	27.5%	22.3%	17.8%	13.7%
Ritchie Park ES	384	4.9%	14.8%	17.2%	13.3%	49.2%	12.0%	12.0%	10.1%
Bayard Rustin ES	729	9.9%	11.4%	23.6%	29.4%	25.4%	32.7%	27.6%	17.9%
Twinbrook ES	506	4.9%	12.3%	8.7%	61.9%	12.3%	65.2%	55.5%	8.7%
<b>Elementary Cluster Total</b>	<b>2642</b>	<b>7.2%</b>	<b>14.7%</b>	<b>17.9%</b>	<b>30.2%</b>	<b>29.6%</b>	<b>32.8%</b>	<b>26.4%</b>	<b>13.7%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Program Capacity Table (School Year 2021–2022)																	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	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER		
Richard Montgomery HS	9-12	2241	103		96								3	1												3									
Julius West MS	6-8	1432	70		65								1	1												3									
Beall ES	HS-5	639	33	4		20			1	1		4						2				1													
College Gardens ES	HS-5	678	36	4		24				1		4										3													
Ritchie Park ES	K-5	411	21	3		15						3																							
Bayard Rustin ES	K-5	790	36	3		28						5																			2				
Twinbrook ES	HS-5	568	34	6		11	8		1	1	4				1	2																			



## RICHARD MONTGOMERY CLUSTER

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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	



Bayard Rustin Elementary School

# 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

### James Hubert Blake High School

**Planning Issue:** Projections indicated that enrollment would exceed capacity by more than 200 seats by the end of the six-year planning period. An FY 2022 feasibility study was scheduled to be conducted to determine the scope and cost for an addition at the school. However, projections indicate that enrollment will not exceed the 200 seat threshold for a feasibility study. Therefore enrollment will continue to be monitored at this school. Relocatable classrooms will be utilized in the interim.

### Paint Branch High School

**Planning Issue:** Projections indicated that enrollment would exceed capacity by more than 200 seats by the end of the six-year planning period. An FY 2022 feasibility study was scheduled to be conducted to determine the scope and cost for an addition at the school. However, projections indicate that enrollment will not exceed the 200 seat threshold for a feasibility study. Therefore, enrollment will continue to be monitored at this school. Relocatable classrooms will be utilized in the interim.

### Burnt Mills Elementary School

**Capital Project:** Projections indicate that enrollment will exceed capacity by the end of the six-year planning period. A major capital project is planned for this school to address various building systems as well as the capacity and programmatic needs for this school. An FY 2022 appropriation was approved to begin construction for this project. An FY 2023 appropriation is recommended for construction cost increases and the balance of construction funds. The scheduled completion date is August 2023.

### Burtonsville Elementary School

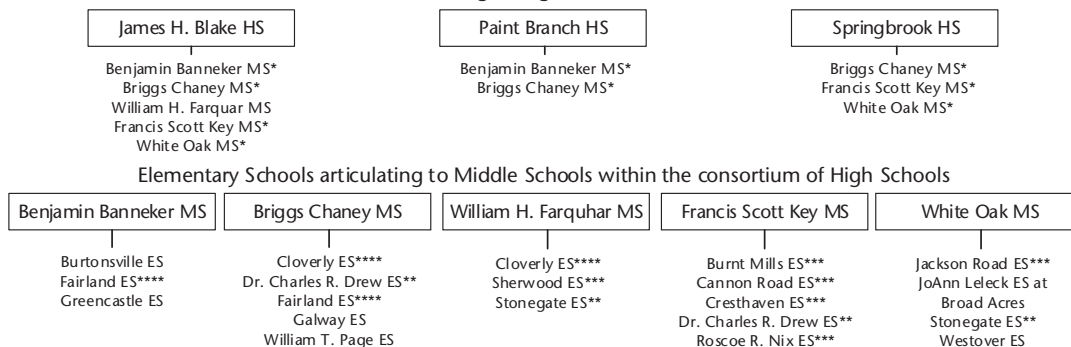
**Capital Project:** Projections indicated enrollment at Burtonsville Elementary School would exceed capacity by the end of the six-year planning period. A feasibility study was conducted to determine the cost and scope of an addition project. An FY 2023 appropriation is recommended to begin the architectural design for an addition project at this school, with a completion date of August 2025. Relocatable classrooms will be utilized until additional capacity can be added.

### Greencastle Elementary School

**Capital Project:** Projections indicated enrollment at Greencastle Elementary School would exceed capacity by the end of the six-year planning period. A feasibility study was conducted to determine the cost and scope of an addition project. An FY 2023 appropriation is recommended to begin

## 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.

the architectural design for an addition project at this school, with a completion date of August 2025. Relocatable classrooms will be utilized until additional capacity can be added.

### JoAnn Leleck Elementary School at Broad Acres

**Planning Study:** Projections indicated enrollment at JoAnn Leleck Elementary School at Broad Acres would exceed capacity by the end of the six-year planning period, with over 800 students. Currently, the school has 12 relocatable classrooms and, due to the site, it will be a challenge to place additional relocatable classrooms if necessary. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The outcome of the feasibility study determined that due to site limitations, it is difficult to expand the facility to meet the enrollment growth needs. Therefore, capacity studies were conducted during the 2016–2017 school year at Cresthaven and Roscoe R. Nix elementary schools, to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres. An FY 2019 appropriation for planning was approved for classroom addition projects at Cresthaven and Roscoe R. Nix elementary schools with scheduled completion dates of August 2022. Due to the complexities of the addition projects, along with escalating construction costs, the amended FY 2021–2026 CIP included the removal of all expenditures from these two projects and the reallocation of those funds to construct a Grades 3–5 elementary school to address the overutilization at JoAnn Leleck Elementary School at Broad Acres.

**Planning Study:** A site selection process is approved to identify a site for the Grades 3–5 elementary school.

**Capital Project:** Planning is approved to begin the architectural design for a Grades 3–5 elementary school with a completion date of August 2025. An FY 2023 appropriation is recommended for construction cost increases and for the balance of funding.

### William T. Page Elementary School

**Planning Issues:** In August 2018, the Spanish Immersion program 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 the end of the six-year planning period. An FY 2020 appropriation

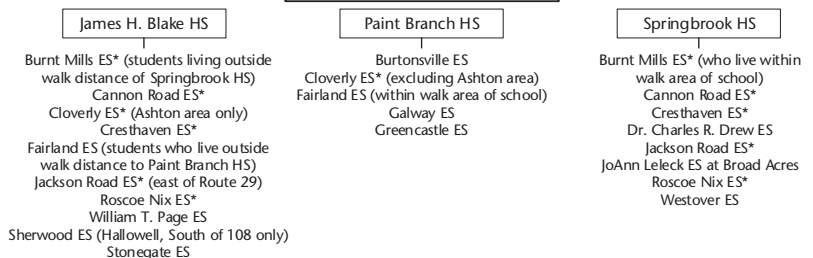
for facility planning was approved to conduct a feasibility study for a possible classroom addition. The purpose of the feasibility study was to determine the scope and cost for the project. As part of the FY 2021–2026 CIP, the Board of Education requested an addition project for this school with a completion date of August 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 August 2024. The Board of Education’s requested amendments to the FY2021–2026 CIP accelerated the completion date to August 2023, which was approved by the County Council. An FY 2022 appropriation was approved to begin the construction for this project. An FY 2023 appropriation is recommended for the balance of construction funds.

### Stonegate Elementary School

**Capital Project:** Current projections indicate enrollment at Stonegate Elementary School will exceed capacity 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.

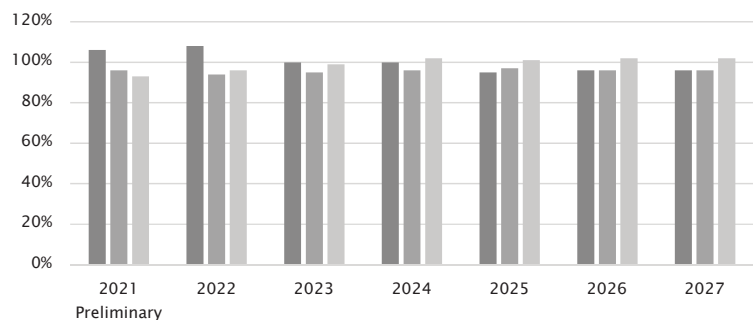
#### Northeast Consortium Articulation

##### 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%

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 the planning for this major capital project, but delayed the completion date to January 2025. The Board of Education’s requested amendments to the FY 2021–2026 CIP accelerated the completion date to August 2023, which was approved by the County Council. An FY 2022 appropriation was approved to begin the construction for this project. An FY 2023 appropriation is recommended for construction cost increases and for the balance of construction funds.

## CAPITAL PROJECTS

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

“Approved”—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

# NORTHEAST CONSORTIUM

## Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
James Hubert Blake HS		Program Capacity	1743	1743	1743	1743	1743	1743	1743	1743	1743
		Enrollment	1747	1746	1814	1878	1880	1883	1900	1950	2050
		Available Space	(4)	(3)	(71)	(135)	(137)	(140)	(157)	(207)	(307)
		Comments									
Paint Branch HS		Program Capacity	2020	2020	2020	2020	2020	2020	2020	2020	2020
		Enrollment	2063	2130	2145	2179	2161	2165	2186	2225	2300
		Available Space	(43)	(110)	(125)	(159)	(141)	(145)	(166)	(205)	(280)
		Comments									
Springbrook HS		Program Capacity	2121	2121	2121	2121	2121	2121	2121	2121	2121
		Enrollment	1675	1796	1853	1931	1925	1928	1945	2000	2100
		Available Space	446	325	268	190	196	193	176	121	21
		Comments									
Benjamin Banneker MS		Program Capacity	786	786	786	786	786	786	786	786	786
		Enrollment	856	834	859	873	882	878	875	900	950
		Available Space	(70)	(48)	(73)	(87)	(96)	(92)	(89)	(114)	(164)
		Comments									
Briggs Chaney MS		Program Capacity	926	926	926	926	926	926	926	926	926
		Enrollment	964	910	907	907	915	912	908	925	975
		Available Space	(38)	16	19	19	11	14	18	1	(49)
		Comments									
William H. Farquhar MS		Program Capacity	800	800	800	800	800	800	800	800	800
		Enrollment	650	683	689	696	699	696	691	725	750
		Available Space	150	117	111	104	101	104	109	75	50
		Comments									
Francis Scott Key MS		Program Capacity	960	960	960	960	960	960	960	960	960
		Enrollment	996	982	990	999	1006	1000	995	1025	1025
		Available Space	(36)	(22)	(30)	(39)	(46)	(40)	(35)	(65)	(65)
		Comments									
White Oak MS		Program Capacity	992	992	992	992	992	992	992	992	992
		Enrollment	813	801	809	817	821	816	813	850	900
		Available Space	179	191	183	175	171	176	179	142	92
		Comments									



# NORTHEAST CONSORTIUM

Schools			Prelim.	Projections						2031	2036
			21-22	22-23	23-24	24-25	25-26	26-27	27-28		
Burnt Mills ES	CSR	Program Capacity	392	392	646	646	646	646	646		
		Enrollment	603	608	617	627	637	647	639		
		Available Space	(211)	(216)	29	19	9	(1)	7		
		Comments			Maj. Cap. Project Complete						
Burtonsville ES	CSR	Program Capacity	508	508	508	508	735	735	735		
		Enrollment	604	610	620	601	618	618	619		
		Available Space	(96)	(102)	(112)	(93)	117	117	116		
		Comments					Addition Complete				
Cannon Road ES	CSR	Program Capacity	514	514	514	514	514	514	514		
		Enrollment	398	393	384	390	391	387	392		
		Available Space	116	121	130	124	123	127	122		
		Comments									
Cloverly ES		Program Capacity	461	461	461	461	461	461	461		
		Enrollment	452	440	459	464	478	490	496		
		Available Space	9	21	2	(3)	(17)	(29)	(35)		
		Comments									
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	467	467	467	467	467	467	467		
		Enrollment	465	508	525	528	508	496	474		
		Available Space	2	(41)	(58)	(61)	(41)	(29)	(7)		
		Comments									
Dr. Charles R. Drew ES	CSR	Program Capacity	512	512	512	512	512	512	512		
		Enrollment	465	473	484	484	485	482	481		
		Available Space	47	39	28	28	27	30	31		
		Comments									
Fairland ES	CSR	Program Capacity	648	648	648	648	648	648	648		
		Enrollment	539	543	546	540	537	552	558		
		Available Space	109	105	102	108	111	96	90		
		Comments									
Galway ES	CSR	Program Capacity	770	770	770	770	770	770	770		
		Enrollment	702	729	728	724	738	736	742		
		Available Space	68	41	42	46	32	34	28		
		Comments									
Greencastle ES	CSR	Program Capacity	554	554	554	554	794	794	794		
		Enrollment	699	730	729	725	739	737	743		
		Available Space	(145)	(176)	(175)	(171)	55	57	51		
		Comments					Addition Complete				
Jackson Road ES	CSR	Program Capacity	684	684	684	684	684	684	684		
		Enrollment	660	672	690	669	673	671	672		
		Available Space	24	12	(6)	15	11	13	12		
		Comments									

# NORTHEAST CONSORTIUM

Schools			Prelim.	Projections						2031		2036
			21-22	22-23	23-24	24-25	25-26	26-27	27-28			
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	715	715	715	715	715	715	715			
		Enrollment	814	834	847	874	874	881	875			
		Available Space	(99)	(119)	(132)	(159)	(159)	(166)	(160)			
		Comments										
JoAnn Leleck ES at Broad Acres (Grades 3-5)		Program Capacity					483	483	483			
		Enrollment					0	0	0			
		Available Space					483	483	483			
		Comments					Opens					
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	503	503	503	503	503	503	503			
		Enrollment	474	472	461	446	446	449	451			
		Available Space	29	31	42	57	57	54	52			
		Comments										
William T. Page ES	CSR	Program Capacity	372	372	760	760	760	760	760			
		Enrollment	620	643	655	667	669	680	675			
		Available Space	(248)	(271)	105	93	91	80	85			
		Comments			Addition Complete							
Sherwood ES		Program Capacity	519	519	519	519	519	519	519			
		Enrollment	496	530	542	526	518	531	531			
		Available Space	23	(11)	(23)	(7)	1	(12)	(12)			
		Comments										
Stonegate ES		Program Capacity	398	398	597	597	597	597	597			
		Enrollment	474	477	493	502	509	514	512			
		Available Space	(76)	(79)	104	95	88	83	85			
		Comments			Maj. Cap. Project Complete							
Westover ES		Program Capacity	266	266	266	266	266	266	266			
		Enrollment	289	293	315	322	328	337	336			
		Available Space	(23)	(27)	(49)	(56)	(62)	(71)	(70)			
		Comments										
Cluster Information		HS Utilization	93%	96%	99%	102%	101%	102%	102%			
		HS Enrollment	5485	5672	5812	5988	5966	5976	6031			
		MS Utilization	96%	94%	95%	96%	97%	96%	96%			
		MS Enrollment	4279	4210	4254	4292	4323	4302	4282			
		ES Utilization	106%	108%	100%	100%	95%	96%	96%			
		ES Enrollment	8754	8955	9095	9089	9148	9208	9196			

# NORTHEAST CONSORTIUM

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1747	3.4%	40.0%	10.0%	31.8%	14.6%	41.6%	6.2%	6.7%
Paint Branch HS	2063	2.4%	59.1%	11.5%	23.0%	3.7%	46.6%	7.4%	5.5%
Springbrook HS	1675	2.7%	38.5%	10.4%	42.6%	5.7%	52.3%	21.0%	8.1%
Benjamin Banneker MS	856	2.6%	65.1%	9.2%	20.0%	2.9%	55.8%	12.3%	7.7%
Briggs Chaney MS	964	4.4%	53.6%	9.3%	26.1%	6.4%	54.9%	14.7%	7.0%
William H. Farquhar MS	650	7.5%	25.7%	12.5%	18.3%	35.8%	20.7%	7.6%	2.7%
Francis Scott Key MS	996	1.5%	41.6%	7.9%	46.2%	2.6%	67.5%	26.0%	9.1%
White Oak MS	813	2.6%	31.9%	8.4%	52.9%	4.1%	66.9%	33.8%	9.1%
Burnt Mills ES	603	5.1%	54.7%	7.1%	25.5%	7.3%	62.8%	18.5%	15.1%
Burtonsville ES	604	2.2%	63.2%	11.1%	18.7%	4.8%	45.2%	16.9%	10.2%
Cannon Road ES	398	3.8%	33.9%	10.6%	46.0%	5.0%	57.0%	21.6%	15.5%
Cloverly ES	452	5.5%	25.2%	14.8%	28.3%	25.7%	24.2%	20.6%	12.9%
Cresthaven ES	465	1.3%	37.8%	8.6%	48.8%	2.8%	68.6%	57.8%	13.2%
Dr. Charles R. Drew ES	465	3.2%	45.8%	10.1%	30.3%	9.9%	51.3%	20.9%	11.4%
Fairland ES	539	4.1%	60.1%	4.5%	26.5%	4.3%	64.6%	20.9%	17.5%
Galway ES	702	2.0%	58.0%	8.8%	27.6%	3.3%	61.7%	32.4%	14.5%
Greencastle ES	699	2.6%	66.0%	7.3%	21.6%	2.4%	67.8%	20.1%	18.3%
Jackson Road ES	660	1.5%	50.0%	5.8%	37.3%	4.7%	71.6%	36.1%	13.0%
JoAnn Leleck at Broad Acres ES	814	0%	9.2%	2.6%	87.7%	0%	81.5%	73.8%	15.3%
Roscoe R. Nix ES	474	2.1%	36.9%	4.6%	53.2%	2.5%	61.5%	48.4%	49.1%
William T. Page ES	620	5.3%	42.1%	9.8%	28.7%	13.5%	38.9%	14.0%	13.7%
Sherwood ES	496	9.5%	18.8%	11.9%	17.9%	41.1%	17.1%	10.9%	10.6%
Stonegate ES	474	8.2%	35.4%	12.4%	24.3%	19.2%	27.1%	17.2%	7.9%
Westover ES	289	10.4%	36.3%	9.7%	24.6%	18.3%	22.8%	12.5%	12.2%
<b>Elementary Cluster Total</b>	<b>8754</b>	<b>3.8%</b>	<b>42.8%</b>	<b>8.4%</b>	<b>35.4%</b>	<b>9.2%</b>	<b>54.6%</b>	<b>29.4%</b>	<b>15.3%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021–2022)

Program Capacity Table (School Year 2021–2022)		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	SESES @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	800	40		37														1	1													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	Pre-K-5	392	24	4		3	10		1		5				1																		
Burtonsville ES	K-5	508	30	4		9	11				5				1																		
Cannon Road ES	K-5	514	32	3		11	8				4								2		1	3											
Cloverly ES	K-5	461	27	4		14						3			1							2									1	2	
Cresthaven ES	3-5	467	27	4		18									1		4																
Dr. Charles R. Drew ES	Pre-K-5	512	30	3		11	6		1	1	3					1				4													
Fairland ES	HS-5	648	38	3		11	11	1		1	5				1										3					1		1	
Galway ES	Pre-K-5	770	45	5		13	14		1		7				1		4																
Greencastle ES	Pre-K-5	554	35	5		3	14		1		7				1															1	1	2	
Jackson Road ES	Pre-K-5	684	40	5		11	12		1		6				1															1	1	2	
JoAnn Leleck at Broad Acres ES	HS-5	715	40	6		12	12		2	1	6			1																			
Roscoe R. Nix ES	Pre-K-2	503	34	4			16	2			8				1							3											
William T. Page ES	Pre-K-5	372	24	4		1	11		1		3	2			1																		1
Sherwood ES	K-5	519	31	3		16						3			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 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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		2	
Galway ES	1967	2009	103,170	9	Yes	2	
Greencastle ES	1988		78,275	18.9		10	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	



**Paint Branch High School**





# 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 August 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. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation is recommended for construction cost increases and for construction funds.

### Diamond Elementary School

**Capital Project:** Projections indicated that enrollment at Diamond Elementary School would exceed capacity by more than 92 seats by the end of the six-year planning period; however, projections now indicate that enrollment will fall below the 92 seat threshold. 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 August 2021, that was delayed by the County Council to August 2022. As part of the Amended FY 2019–2024 CIP, the County Council delayed the project another year to August 2023. An FY 2022 appropriation was approved to begin the construction for the project. An FY 2023 appropriation is recommended for the balance of construction funds. Relocatable classrooms will be utilized until additional capacity can be added.

## CAPITAL PROJECTS

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

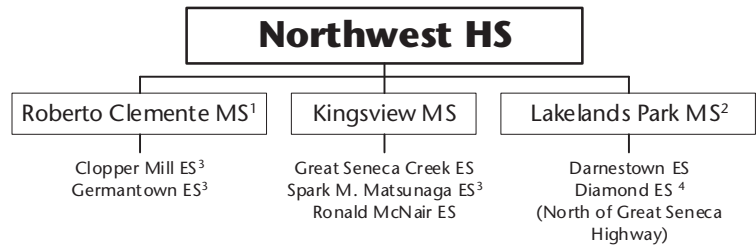
\*Approved—Project has an approved FY 2022 appropriation in the Amended FY 2021–2026 CIP for planning or construction funds.

\*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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

## Northwest Cluster Articulation



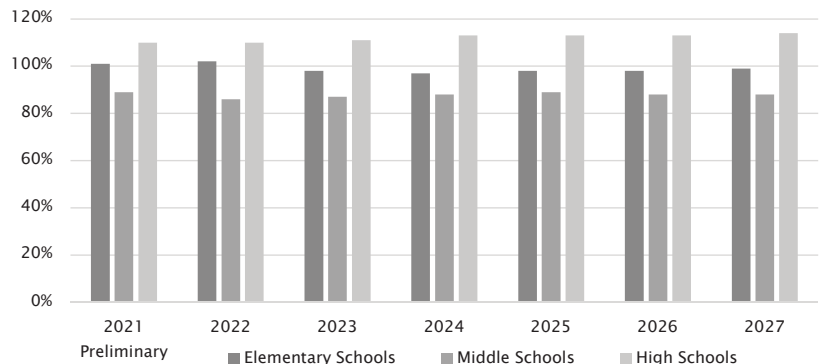
<sup>1</sup> S. Christa McAuliffe ES and a portion of Sally K. Ride ES also articulate to Roberto Clemente MS, but thereafter articulate to Seneca Valley HS.

<sup>2</sup> Brown Station ES and Rachel Carson ES also articulate to Lakelands Park MS but thereafter articulate to Quince Orchard HS.

<sup>3</sup> A portion of Clopper Mill ES, Germantown ES, and Spark M. Matsunaga also articulate to Seneca Valley HS.

<sup>4</sup> 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 Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Northwest HS		Program Capacity	2286	2286	2286	2286	2286	2286	2286	2286	2286
		Enrollment	2507	2506	2539	2585	2584	2588	2614	2675	2700
		Available Space	(221)	(220)	(253)	(299)	(298)	(302)	(328)	(389)	(414)
		Comments									
Crown HS		Program Capacity						2201	2201	2201	2201
		Enrollment						0	0	0	0
		Available Space						2201	2201	2201	2201
		Comments						Opens			
Roberto Clemente MS		Program Capacity	1218	1218	1218	1218	1218	1218	1218	1218	1218
		Enrollment	947	895	881	859	867	864	861	900	1000
		Available Space	271	323	337	359	351	354	357	318	218
		Comments									
Kingsview MS		Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041
		Enrollment	995	954	963	992	1002	999	993	1050	1080
		Available Space	46	87	78	49	39	42	48	(9)	(39)
		Comments									
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	1078	1091	1117	1138	1148	1145	1139	1175	1200
		Available Space	69	56	30	9	(1)	2	8	(28)	(53)
		Comments									
Clopper Mill ES	CSR	Program Capacity	506	506	506	506	506	506	506		
		Enrollment	442	461	486	480	494	496	505		
		Available Space	64	45	20	26	12	10	1		
		Comments									
Darnestown ES		Program Capacity	406	406	406	406	406	406	406		
		Enrollment	314	335	335	332	323	321	325		
		Available Space	92	71	71	74	83	85	81		
		Comments									
Diamond ES		Program Capacity	679	679	679	679	679	679	679		
		Enrollment	737	758	752	749	755	747	748		
		Available Space	(58)	(79)	(73)	(70)	(76)	(68)	(69)		
		Comments									
Germantown ES	CSR	Program Capacity	287	287	287	287	287	287	287		
		Enrollment	292	309	328	324	324	332	327		
		Available Space	(5)	(22)	(41)	(37)	(37)	(45)	(40)		
		Comments									
Great Seneca Creek ES	CSR	Program Capacity	556	556	556	556	556	556	556		
		Enrollment	523	521	501	505	512	528	536		
		Available Space	33	35	55	51	44	28	20		
		Comments									
Spark M. Matsunaga ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	585	576	569	560	556	566	568		
		Available Space	(1)	8	15	24	28	18	16		
		Comments									
Ronald McNair ES		Program Capacity	626	626	796	796	796	796	796		
		Enrollment	773	765	765	762	757	766	763		
		Available Space	(147)	(139)	31	34	39	30	33		
		Comments			Addition Complete						
Cluster Information		HS Utilization	110%	110%	111%	113%	113%	113%	114%	117%	118%
		HS Enrollment	2507	2506	2539	2585	2584	2588	2614	2675	2700
		MS Utilization	89%	86%	87%	88%	89%	88%	88%	92%	96%
		MS Enrollment	3020	2940	2961	2989	3017	3008	2993	3125	3280
		ES Utilization	101%	102%	98%	97%	98%	98%	99%		
		ES Enrollment	3666	3725	3736	3712	3721	3756	3772		

## NORTHWEST CLUSTER

### Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Northwest HS	2507	5.0%	26.3%	21.4%	23.1%	24.2%	27.0%	4.9%	3.3%
Roberto Clemente MS	947	4.4%	30.1%	18.2%	34.6%	12.4%	44.9%	16.0%	5.1%
Kingsview MS	995	6.7%	24.6%	27.4%	18.0%	22.7%	27.5%	11.4%	4.3%
Lakelands Park MS	1078	6.0%	13.8%	19.4%	25.6%	35.0%	27.1%	14.7%	7.3%
Clopper Mill ES	442	3.8%	32.8%	9.5%	47.1%	5.9%	62.3%	28.7%	14.4%
Darnestown ES	314	8.0%	8.6%	11.1%	9.9%	62.1%	5.6%	9.3%	11.7%
Diamond ES	737	5.3%	9.1%	51.8%	10.2%	23.1%	6.7%	30.8%	16.1%
Germantown ES	292	4.8%	35.3%	16.1%	26.7%	16.1%	38.5%	16.6%	17.5%
Great Seneca Creek ES	523	6.1%	32.5%	13.2%	30.0%	17.6%	42.0%	24.2%	9.7%
Spark M. Matsunaga ES	585	5.3%	23.8%	41.4%	14.5%	14.9%	23.8%	14.6%	9.3%
Ronald McNair ES	773	6.3%	29.2%	28.2%	18.0%	18.0%	29.5%	21.5%	10.2%
<b>Elementary Cluster Total</b>	<b>3666</b>	<b>5.6%</b>	<b>23.9%</b>	<b>28.2%</b>	<b>21.1%</b>	<b>20.6%</b>	<b>28.6%</b>	<b>22.1%</b>	<b>12.3%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Program Capacity Table (School Year 2021–2022)		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	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6
Schools																																	
Northwest HS	9-12	2286	104		100																				4								
Roberto Clemente MS	6-8	1218	60		55								1						3								1						
Kingsview MS	6-8	1041	49		49																												
Lakelands Park MS	6-8	1147	57		53															2							2						
Clopper Mill ES	HS-5	506	29	4		7	9	1	1	1	5				1																		
Darnestown ES	K-5	406	25	4		13						2			1		5																
Diamond ES	K-5	679	35	3		23						6											3										
Germantown ES	K-5	287	22	3		2	6				3				1					4										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	Pre-K-5	626	32	4		21		1				5			1																		

## NORTHWEST CLUSTER

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Northwest HS	1998		342,101	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	



**Lakelands Park Middle School**



# POOLESVILLE CLUSTER

## SCHOOLS

### Poolesville High School

**Capital Project:** A major capital project is planned for this school to address various building systems and programmatic needs for this school with an FY 2021 appropriation approved to continue the planning and design of this project. An FY 2022 appropriation was approved for construction funding. An FY 2023 appropriation is recommended for construction cost increases and the balance of construction funds. The scheduled completion date is August 2024.

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Poolesville HS	Major Capital Project	Recommended	August 2024

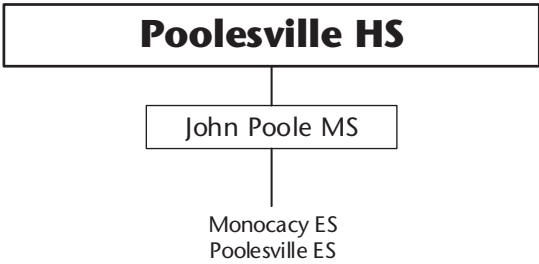
“Approved”—Project has an approved FY 2022 appropriation in the Amended FY 2021–2026 CIP for planning or construction funds.

“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.

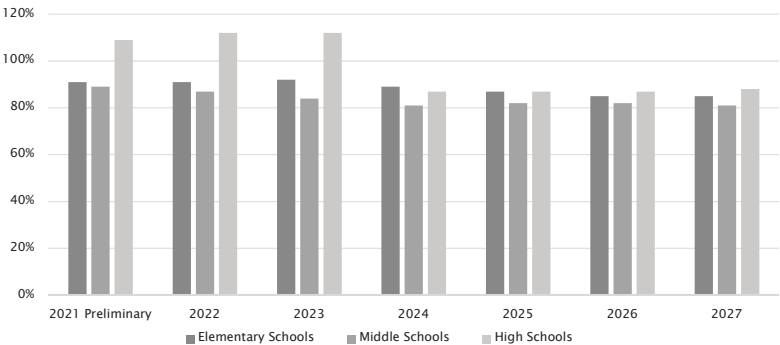
“Recommended”—Project has a recommended FY 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

## 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 Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Poolesville HS		Program Capacity	1170	1170	1170	1508	1508	1508	1508	1508	1508
		Enrollment	1274	1307	1306	1309	1305	1308	1325	1410	1500
		Available Space	(104)	(137)	(136)	199	203	200	183	98	8
		Comments				MCP Phase 1 Complete	MCP Phase 2 Complete				
John Poole MS		Program Capacity	478	478	478	478	478	478	478	478	478
		Enrollment	427	414	401	388	391	390	388	400	425
		Available Space	51	64	77	90	87	88	90	78	53
		Comments									
Monocacy ES		Program Capacity	219	219	219	219	219	219	219		
		Enrollment	154	151	153	144	149	145	145		
		Available Space	65	68	66	75	70	74	74		
		Comments									
Poolesville ES		Program Capacity	539	539	539	539	539	539	539		
		Enrollment	538	542	545	527	511	500	500		
		Available Space	1	(3)	(6)	12	28	39	39		
		Comments									
Cluster Information		HS Utilization	109%	112%	112%	87%	87%	87%	88%	94%	99%
		HS Enrollment	1274	1307	1306	1309	1305	1308	1325	1410	1500
		MS Utilization	89%	87%	84%	81%	82%	82%	81%	84%	89%
		MS Enrollment	427	414	401	388	391	390	388	400	425
		ES Utilization	91%	91%	92%	89%	87%	85%	85%		
		ES Enrollment	692	693	698	671	660	645	645		



**Poolesville High School**

## POOLESVILLE CLUSTER

### Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Poolesville HS	1274	5.4%	6.0%	36.3%	9.7%	42.5%	8.3%	0.9%	1.9%
John Poole MS	427	10.5%	7.0%	8.2%	12.4%	61.6%	12.6%	4.2%	3.9%
Monocacy ES	154	5.2%	0%	5.2%	10.4%	76.0%	22.8%	9.6%	24.4%
Poolesville ES	538	7.4%	7.6%	8.4%	14.9%	61.7%	15.0%	9.5%	15.3%
<b>Elementary Cluster Total</b>	<b>692</b>	<b>6.9%</b>	<b>6.6%</b>	<b>7.7%</b>	<b>13.9%</b>	<b>64.9%</b>	<b>16.7%</b>	<b>9.5%</b>	<b>17.3%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Program Capacity Table (School Year 2021–2022)															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	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP @6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Poolesville HS	9-12	1170	52		52																												
John Poole MS	6-8	478	24		22																	2											
Monocacy ES	K-5	219	13	3		8						1			1																		
Poolesville ES	K-5	539	28	4		20						3			1																		

### Facility Characteristics of Schools 2021-2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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 was approved at DuFief Elementary School to expand the school. Although the Board of Education requested that the project open in August 2022, the County Council delayed the project to August 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 was recommended to occur in spring 2022, with Board of Education action in November 2022. On September 9, 2021, the Board of Education approved a transfer of funds from the DuFief Elementary School Addition/Facility Upgrade project to six capital projects in the approved CIP that are scheduled to bid this fall. Removing these expenditures from the DuFief Elementary School project and reallocating those funds to the six capital projects will allow MCPS to commence with construction and provide for a budget neutral funding solution.

## Thurgood Marshall Elementary School

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

## SCHOOLS

### Quince Orchard High School

**Capital Project:** Projections indicate that enrollment at Quince Orchard High School will exceed capacity 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 August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation is recommended for construction cost increases and for construction funds.

### Rachel Carson Elementary School

**Planning Study:** See text under Cluster Planning Issues.

**Planning Study:** Since the 2017–2018 school year, official September 30th enrollments have decreased at Rachel Carson Elementary School. While the school will continue to be overutilized, the decrease in student enrollment will, as a result, reduce the overutilization at the school to a more manageable level. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized. A capital and/or non-capital solution will be considered in a future CIP.

## Quince Orchard Cluster Articulation

### Quince Orchard High School

#### Lakelands Park MS\*

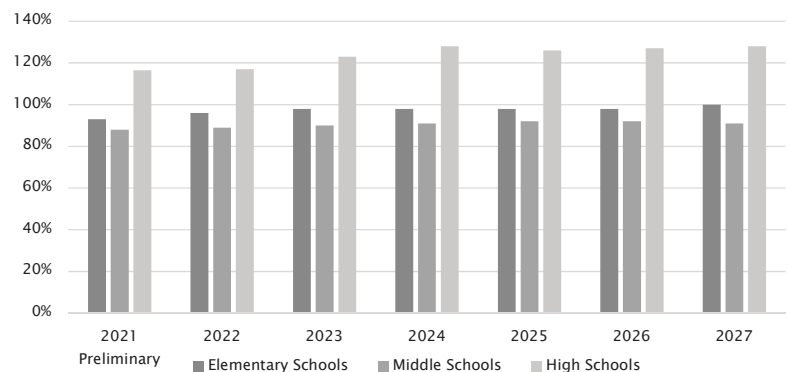
Brown Station ES  
Rachel Carson ES

#### 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%



## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2026
Thurgood Marshall ES	Classroom addition	Approved	TBD

\*Approved—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

## QUINCE ORCHARD CLUSTER

### Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Quince Orchard HS		Program Capacity	1791	1791	1791	1791	1791	1791	1791	1791	1791
		Enrollment	2075	2094	2198	2288	2261	2274	2289	2350	2425
		Available Space	(284)	(303)	(407)	(497)	(470)	(483)	(498)	(559)	(634)
		Comments									
Crown HS		Program Capacity						2201	2201	2201	2201
		Enrollment						0	0	0	0
		Available Space						2201	2201	2201	2201
		Comments						Opens			
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	1078	1091	1117	1138	1148	1145	1139	1175	1200
		Available Space	69	56	30	9	(1)	2	8	(28)	(53)
		Comments									
Ridgeview MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	773	772	780	781	787	785	781	810	825
		Available Space	182	183	175	174	168	170	174	825	130
		Comments									
Brown Station ES	CSR	Program Capacity	739	739	739	739	739	739	739		
		Enrollment	609	634	663	660	664	673	686		
		Available Space	130	105	76	79	75	66	53		
		Comments									
Rachel Carson ES		Program Capacity	692	692	692	692	692	692	692		
		Enrollment	668	705	682	689	681	669	712		
		Available Space	24	(13)	10	3	11	23	(20)		
		Comments									
Fields Road ES	CSR	Program Capacity	430	430	430	430	430	430	430		
		Enrollment	464	468	488	482	480	475	478		
		Available Space	(34)	(38)	(58)	(52)	(50)	(45)	(48)		
		Comments									
Jones Lane ES		Program Capacity	516	516	516	516	516	516	516		
		Enrollment	426	463	484	487	499	518	507		
		Available Space	90	53	32	29	17	(2)	9		
		Comments									
Thurgood Marshall ES		Program Capacity	552	552	552	552	552	552	552		
		Enrollment	564	556	565	554	539	540	541		
		Available Space	(12)	(4)	(13)	(2)	13	12	11		
		Comments									
Cluster Information		HS Utilization	116%	117%	123%	128%	126%	127%	128%	131%	135%
		HS Enrollment	2075	2094	2198	2288	2261	2274	2289	2350	2425
		MS Utilization	88%	89%	90%	91%	92%	92%	91%	94%	96%
		MS Enrollment	1851	1863	1897	1919	1935	1930	1920	1985	2025
		ES Utilization	93%	96%	98%	98%	98%	98%	100%		
		ES Enrollment	2731	2826	2882	2872	2863	2875	2924		

## QUINCE ORCHARD CLUSTER

### Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	2075	4.5%	17.4%	10.4%	30.9%	36.7%	30.9%	12.0%	5.4%
Lakelands Park MS	1078	6.0%	13.8%	19.4%	25.6%	35.0%	27.1%	14.7%	7.3%
Ridgeview MS	773	5.2%	13.8%	11.3%	32.5%	37.0%	35.4%	16.9%	4.8%
Brown Station ES	609	3.4%	19.0%	10.8%	58.9%	7.2%	63.7%	36.8%	15.5%
Rachel Carson ES	668	7.0%	7.8%	18.3%	21.0%	45.8%	19.6%	16.9%	11.0%
Fields Road ES	464	5.4%	17.7%	16.2%	36.6%	23.9%	39.3%	21.8%	17.6%
Jones Lane ES	426	7.5%	8.0%	10.1%	34.5%	39.7%	30.1%	25.9%	9.2%
Thurgood Marshall ES	564	3.9%	20.0%	13.8%	30.1%	31.7%	39.4%	22.7%	12.0%
<b>Elementary Cluster Total</b>	<b>2731</b>	<b>5.4%</b>	<b>14.5%</b>	<b>14.1%</b>	<b>36.1%</b>	<b>29.6%</b>	<b>37.8%</b>	<b>24.4%</b>	<b>12.8%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

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

## QUINCE ORCHARD CLUSTER

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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	



**Brown Station Elementary School**





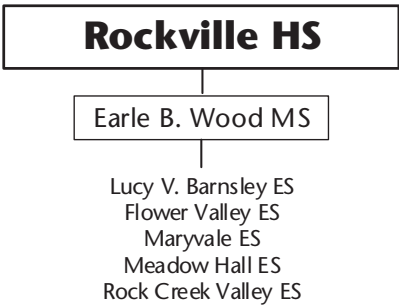
# ROCKVILLE CLUSTER

## SCHOOLS

### Flower Valley Elementary School

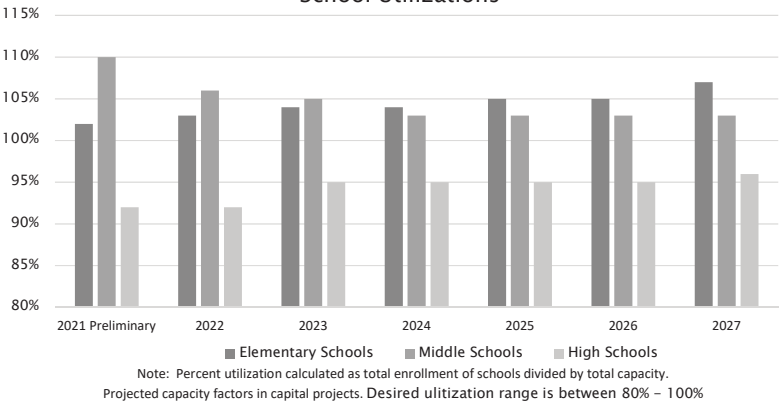
**Planning Study:** Projections indicate that enrollment will exceed capacity by more than 92 seats by the end of the six-year planning period; however the enrollment will be stable over the six-year planning period. Therefore, enrollment will continue to be monitored and relocatable classrooms will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

## Rockville Cluster Articulation



See Appendix U for multicolored maps of the service areas.

## Rockville Cluster School Utilizations



## ROCKVILLE CLUSTER

### Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Rockville HS		Program Capacity	1518	1518	1518	1518	1518	1518	1518	1518	1518
		Enrollment	1400	1392	1435	1447	1435	1439	1451	1500	1625
		Available Space	118	126	83	71	83	79	67	18	(107)
		Comments									
Earle B. Wood MS		Program Capacity	944	944	944	944	944	944	944	944	944
		Enrollment	1037	1001	994	968	977	974	969	1000	1030
		Available Space	(93)	(57)	(50)	(24)	(33)	(30)	(25)	(56)	(86)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	652	652	652	652	652	652	652		
		Enrollment	689	703	715	720	717	717	729		
		Available Space	(37)	(51)	(63)	(68)	(65)	(65)	(77)		
		Comments									
Flower Valley ES		Program Capacity	416	416	416	416	416	416	416		
		Enrollment	501	506	527	526	528	539	538		
		Available Space	(85)	(90)	(111)	(110)	(112)	(123)	(122)		
		Comments									
Maryvale ES	CSR	Program Capacity	677	677	677	677	677	677	677		
		Enrollment	611	599	611	612	615	618	611		
		Available Space	66	78	66	65	62	59	66		
		Comments									
Meadow Hall ES	CSR	Program Capacity	346	346	346	346	346	346	346		
		Enrollment	386	399	390	392	392	398	407		
		Available Space	(40)	(53)	(44)	(46)	(46)	(52)	(61)		
		Comments									
Rock Creek Valley ES		Program Capacity	428	428	428	428	428	428	428		
		Enrollment	379	375	379	369	382	382	399		
		Available Space	49	53	49	59	46	46	29		
		Comments									
Cluster Information		HS Utilization	92%	92%	95%	95%	95%	95%	96%	99%	107%
		HS Enrollment	1400	1392	1435	1447	1435	1439	1451	1500	1625
		MS Utilization	110%	106%	105%	103%	103%	103%	103%	106%	109%
		MS Enrollment	1037	1001	994	968	977	974	969	1000	1030
		ES Utilization	102%	103%	104%	104%	105%	105%	107%		
		ES Enrollment	2566	2582	2622	2619	2634	2654	2684		

# ROCKVILLE CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1400	4.3%	14.9%	11.1%	43.3%	26.2%	34.3%	13.8%	6.1%
Earle B. Wood MS	1037	7.0%	14.6%	10.0%	42.3%	25.8%	44.7%	20.6%	5.1%
Lucy V. Barnsley ES	689	7.8%	13.6%	11.2%	35.8%	30.6%	32.1%	18.5%	10.0%
Flower Valley ES	501	8.0%	17.0%	8.6%	26.9%	39.1%	28.5%	23.4%	15.0%
Maryvale ES	611	7.7%	25.4%	9.8%	36.3%	20.6%	41.7%	27.0%	9.7%
Meadow Hall ES	386	6.0%	11.4%	7.0%	56.7%	18.9%	56.7%	36.2%	18.2%
Rock Creek Valley ES	379	6.1%	8.4%	12.9%	40.1%	32.5%	30.1%	27.0%	11.4%
<b>Elementary Cluster Total</b>	<b>2566</b>	<b>7.3%</b>	<b>16.0%</b>	<b>10.0%</b>	<b>38.0%</b>	<b>28.4%</b>	<b>37.1%</b>	<b>25.5%</b>	<b>12.4%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

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

## ROCKVILLE CLUSTER

**Facility Characteristics of Schools 2021–2022**

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Rockville HS	1968	2004	317,731	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	



**Lucy V. Barnsley Elementary School**

# 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

### Neelsville Middle School

**Capital Project:** A major capital project is planned 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. An FY 2022 appropriation was approved to begin the construction. An FY 2023 appropriation is recommended for construction cost increases and the balance of construction funds. This project is scheduled to be completed in August 2024.

### 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 August 2021, the County Council delayed the project by one year to August 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 August 2023. An FY 2022 appropriation was approved to begin the construction for the school. An FY 2023 appropriation is recommended for construction cost increases and the balance of construction funds.

**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 action scheduled for November

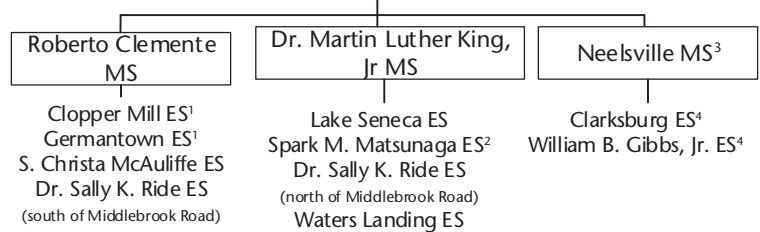
2021. However, the opening of the school was delayed by the County Council from August 2022, to August 2023. A boundary study is recommended for Clarksburg Elementary School #9 to create the service area for the new school. The anticipated scope will include the following elementary schools—Clarksburg, William B. Gibbs, Jr., Little Bennett, and Wilson Wims elementary schools. No middle or high schools are anticipated to be included in the boundary study. 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.

### 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 August 2021, the County Council delayed the project by one year to August 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 August 2023. An FY 2022 appropriation was approved to begin the

## Seneca Valley Cluster Articulation

### Seneca Valley HS



<sup>1</sup>A portion of Clopper Mill ES and Germantown ES also articulate to Northwest HS.

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

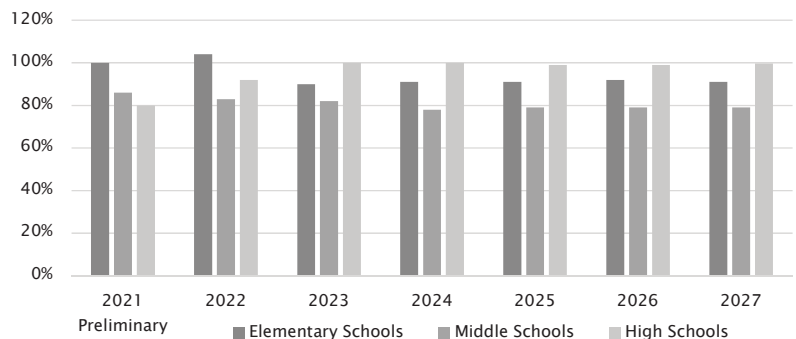
<sup>3</sup>South Lake ES and a portion of Stedwick ES also articulate to Neelsville MS and Watkins Mill HS.

<sup>4</sup>Clarksburg 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%

construction for the new school. An FY 2023 appropriation is recommended for construction cost increases and for the balance of construction funds.

### William B. Gibbs, Jr. Elementary School #9

**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 action scheduled for November 2021. However, the County Council delayed the opening of the new school from August 2022 to August 2023. A boundary study is recommended for Clarksburg Elementary School #9 to create the service area for the new school. The anticipated scope will include the following elementary schools—Clarksburg, William B. Gibbs, Jr., Little Bennett, and Wilson Wims elementary schools. No middle or high schools are anticipated to be Included in the boundary study. 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 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.

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Neelsville MS	Major Capital Project	Recommended	August 2024
Clarksburg ES #9	New school	Recommended	August 2023
Lake Seneca ES	Classroom addition	Approved	TBD

\*Approved—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.



# SENECA VALLEY CLUSTER

## Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Seneca Valley HS		Program Capacity	2551	2551	2551	2551	2551	2551	2551	2551	2551
		Enrollment	2044	2337	2540	2551	2519	2531	2549	2550	2550
		Available Space	507	214	11	0	32	20	2	1	1
		Comments	Site Work Complete								
Roberto Clemente MS		Program Capacity	1218	1218	1218	1218	1218	1218	1218	1218	1218
		Enrollment	947	895	881	859	867	864	861	900	1000
		Available Space	271	323	337	359	351	354	357	318	218
		Comments									
Martin Luther King, Jr. MS		Program Capacity	914	914	914	914	914	914	914	914	914
		Enrollment	906	878	874	853	860	858	853	900	925
		Available Space	8	36	40	61	54	56	61	14	(11)
		Comments									
Neelsville MS		Program Capacity	956	956	956	1062	1062	1062	1062	1062	1062
		Enrollment	809	782	790	789	795	792	816	875	950
		Available Space	147	174	166	273	267	270	246	187	112
		Comments				Maj. Cap. Project Complete					
Clarksburg ES		Program Capacity	342	342	342	342	342	342	342		
		Enrollment	773	875	965	962	977	992	983		
		Available Space	(431)	(533)	(623)	(620)	(635)	(650)	(641)		
		Comments	See Text								
Clarksburg ES #9		Program Capacity			721	721	721	721	721		
		Enrollment			0	0	0	0	0		
		Available Space			721	721	721	721	721		
		Comments			Opens						
Germantown ES	CSR	Program Capacity	287	287	287	287	287	287	287		
		Enrollment	292	309	328	324	324	332	327		
		Available Space	(5)	(22)	(41)	(37)	(37)	(45)	(40)		
		Comments									
William B. Gibbs, Jr. ES		Program Capacity	726	726	726	726	726	726	726		
		Enrollment	519	552	550	574	579	592	592		
		Available Space	207	174	176	152	147	134	134		
		Comments	See Text								
Lake Seneca ES	CSR	Program Capacity	425	425	425	425	425	425	425		
		Enrollment	483	492	500	497	504	506	503		
		Available Space	(58)	(67)	(75)	(72)	(79)	(81)	(78)		
		Comments									
S. Christa McAuliffe ES	CSR	Program Capacity	747	747	747	747	747	747	747		
		Enrollment	518	514	494	483	477	475	473		
		Available Space	229	233	253	264	270	272	274		
		Comments									
Dr. Sally K. Ride ES	CSR	Program Capacity	472	472	472	472	472	472	472		
		Enrollment	480	488	489	486	487	492	488		
		Available Space	(8)	(16)	(17)	(14)	(15)	(20)	(16)		
		Comments									
Waters Landing ES	CSR	Program Capacity	776	776	776	776	776	776	776		
		Enrollment	721	712	742	747	745	726	705		
		Available Space	55	64	34	29	31	50	71		
		Comments									
Cluster Information		HS Utilization	80%	92%	100%	100%	99%	99%	100%	100%	100%
		HS Enrollment	2044	2337	2540	2551	2519	2531	2549	2550	2550
		MS Utilization	86%	83%	82%	78%	79%	79%	79%	84%	90%
		MS Enrollment	2662	2555	2545	2501	2522	2514	2530	2675	2875
		ES Utilization	100%	104%	90%	91%	91%	92%	91%		
		ES Enrollment	3786	3942	4068	4073	4093	4115	4071		

# SENECA VALLEY CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	2044	5.1%	38.8%	9.5%	33.7%	12.7%	46.6%	12.8%	10.2%
Roberto Clemente MS	947	4.4%	30.1%	18.2%	34.6%	12.4%	44.9%	16.0%	5.1%
Martin Luther King, Jr MS	906	5.4%	36.3%	11.6%	33.9%	12.7%	49.8%	15.8%	6.9%
Neelsville MS	809	5.4%	26.6%	12.4%	46.8%	8.4%	65.3%	29.8%	9.6%
Clarksburg ES	773	6.5%	29.9%	36.9%	14.9%	11.3%	20.4%	26.2%	9.6%
Germantown ES	292	4.8%	35.3%	16.1%	26.7%	16.1%	38.5%	16.6%	17.5%
William B. Gibbs Jr. ES	519	4.6%	32.8%	27.2%	19.5%	15.8%	29.9%	21.6%	14.1%
Lake Seneca ES	483	5.4%	37.3%	5.8%	41.0%	10.4%	66.2%	33.6%	11.8%
S. Christa McAuliffe ES	518	6.4%	36.5%	7.1%	38.2%	11.4%	56.8%	31.3%	13.1%
Dr. Sally K. Ride ES	480	5.6%	33.8%	11.3%	38.3%	10.8%	57.9%	29.3%	8.7%
Waters Landing ES	721	3.9%	37.6%	6.8%	39.7%	11.8%	62.0%	29.1%	14.8%
<b>Elementary Cluster Total</b>	<b>3786</b>	<b>5.3%</b>	<b>34.5%</b>	<b>16.9%</b>	<b>30.6%</b>	<b>12.2%</b>	<b>46.8%</b>	<b>27.4%</b>	<b>12.5%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Program Capacity Table (School Year 2021–2022)															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	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER	
Seneca Valley HS	9-12	2551	121		108								3	1					5	4														
Roberto Clemente MS	6-8	1218	60		55								1						3								1							
Martin Luther King, Jr MS	6-8	914	43		43																													
Neelsville MS	6-8	956	47		42								3	2																				
Clarksburg ES	K-5	342	19	3		8						6				2																		
Germantown ES	K-5	287	22	3		2	6				3				1					4									1		2			
William B. Gibbs Jr. ES	K-5	726	37	4		23			1			3			1																2	3		
Lake Seneca ES	K-5	425	26	4		5	9		1		3																		1	1	2			
S. Christa McAuliffe ES	HS-5	747	43	4		18	11			1	5				1							2											1	
Dr. Sally K. Ride ES	HS-5	472	33	5		2	10		1	1	5				1	1	7																	
Waters Landing ES	K-5	776	43	3		16	14				7							3																

## SENECA VALLEY CLUSTER

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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			

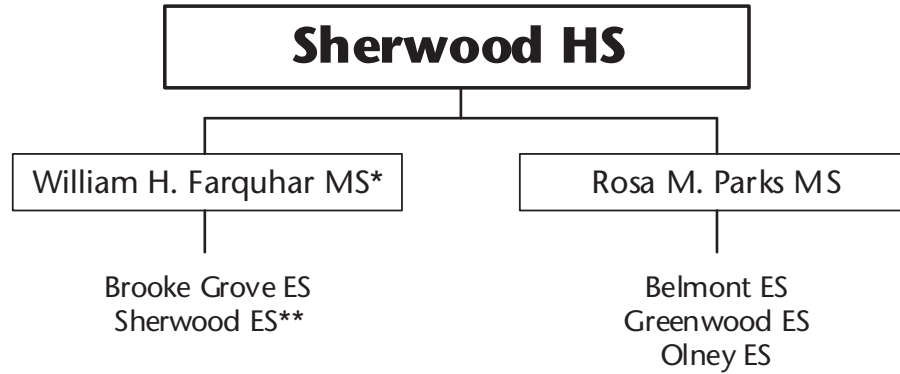


**Seneca Valley High School**



## SHERWOOD CLUSTER

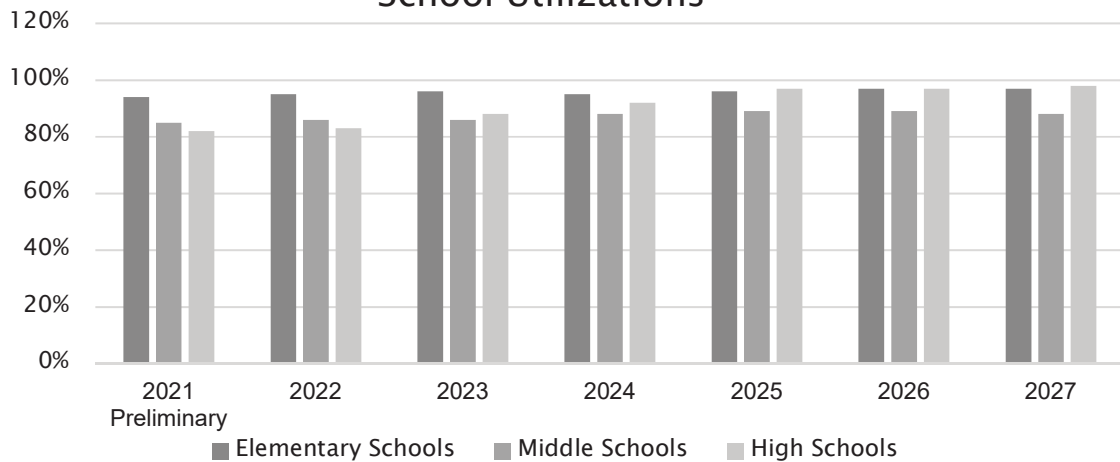
### Sherwood Cluster Articulation



\* 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 Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Sherwood HS		Program Capacity	2147	2147	2147	2147	2147	2147	2147	2147	2147
		Enrollment	1768	1790	1892	1980	2080	2085	2102	2125	2140
		Available Space	379	357	255	167	67	62	45	22	7
		Comments									
William H. Farquhar MS		Program Capacity	800	800	800	800	800	800	800	800	800
		Enrollment	650	683	689	696	699	696	691	725	750
		Available Space	150	117	111	104	101	104	109	75	50
		Comments									
Rosa Parks MS		Program Capacity	945	945	945	945	945	945	945	945	945
		Enrollment	834	823	817	847	854	851	847	850	900
		Available Space	111	122	128	98	91	94	98	95	45
		Comments									
Belmont ES		Program Capacity	402	402	402	402	402	402	402		
		Enrollment	338	343	358	346	351	346	357		
		Available Space	64	59	44	56	51	56	45		
		Comments									
Brooke Grove ES		Program Capacity	518	518	518	518	518	518	518		
		Enrollment	444	451	463	451	456	471	468		
		Available Space	74	67	55	67	62	47	50		
		Comments									
Greenwood ES		Program Capacity	562	562	562	562	562	562	562		
		Enrollment	556	538	544	554	567	559	557		
		Available Space	6	24	18	8	(5)	3	5		
		Comments									
Olney ES		Program Capacity	607	607	607	607	607	607	607		
		Enrollment	609	610	602	612	607	626	624		
		Available Space	(2)	(3)	5	(5)	0	(19)	(17)		
		Comments									
Sherwood ES		Program Capacity	519	519	519	519	519	519	519		
		Enrollment	496	530	542	526	518	531	531		
		Available Space	23	(11)	(23)	(7)	1	(12)	(12)		
		Comments									
Cluster Information		HS Utilization	82%	83%	88%	92%	97%	97%	98%	99%	100%
		HS Enrollment	1768	1790	1892	1980	2080	2085	2102	2125	2140
		MS Utilization	85%	86%	86%	88%	89%	89%	88%	90%	95%
		MS Enrollment	1484	1506	1506	1543	1553	1547	1538	1575	1650
		ES Utilization	94%	95%	96%	95%	96%	97%	97%		
		ES Enrollment	2443	2472	2509	2489	2499	2533	2537		



## SHERWOOD CLUSTER

### Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Sherwood HS	1768	4.9%	15.6%	11.8%	19.2%	48.5%	18.1%	11.7%	4.7%
William H. Farquhar MS	650	7.5%	25.7%	12.5%	18.3%	35.8%	20.7%	7.6%	2.7%
Rosa Parks MS	834	6.4%	15.3%	11.3%	13.4%	53.6%	14.6%	5.1%	2.7%
Belmont ES	338	6.5%	11.8%	7.4%	12.4%	61.5%	9.1%	4.7%	5.4%
Brooke Grove ES	444	6.5%	27.7%	11.9%	18.7%	34.9%	24.9%	15.3%	8.3%
Greenwood ES	556	7.6%	10.3%	6.5%	14.7%	60.8%	8.4%	8.4%	5.6%
Olney ES	609	5.7%	13.3%	13.1%	16.6%	50.7%	17.7%	14.5%	5.1%
Sherwood ES	496	9.5%	18.8%	11.9%	17.9%	41.1%	17.1%	10.9%	10.6%
<b>Elementary Cluster Total</b>	<b>2443</b>	<b>7.2%</b>	<b>16.1%</b>	<b>10.4%</b>	<b>16.3%</b>	<b>49.7%</b>	<b>15.8%</b>	<b>11.3%</b>	<b>6.9%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Program Capacity Table (School Year 2021–2022)		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	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Sherwood HS	9-12	2147	101		92								2						2	1					3								1
William H. Farquhar MS	6-8	800	40		37													1	1														1
Rosa Parks MS	6-8	945	46		44																	2											
Belmont ES	K-5	402	22	3		15						2			1																		1
Brooke Grove ES	Pre-K-5	518	30	4		17		1				2			1		5																
Greenwood ES	K-5	562	29	3		19						4			1															2			
Olney ES	K-5	607	30	3		22						4			1																		
Sherwood ES	K-5	519	31	3		16						3			1				1			3							1	2	1		

## SHERWOOD CLUSTER

**Facility Characteristics of Schools 2021–2022**

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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			
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			



**William H. Farquar Middle School**

# 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 planned 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. An FY 2022 appropriation was approved to begin the construction. An FY 2023 appropriation is recommended for construction cost increases and the balance of construction funds. This project is scheduled to be completed August 2024.

### 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. The capacity study was conducted in summer 2021. Non-capital and/or capital solutions will be considered in a future CIP.

### 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 August 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 August 2024. The Board of Education requested an FY 2021 supplemental appropriation to accelerate the completion date back to August 2023, which was approved by the County Council. An FY 2022 appropriation was approved to construct this project. An FY 2023 appropriation is recommended for construction cost increases to complete this project.

**Planning Study:** The project described above is planned for approximately 796 students consistent with MCPS Regulation FAA-RA, Educational Facilities Planning. Projections indicate that enrollment will exceed the new capacity after the project

is complete. A capacity study was approved to evaluate the elementary school space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues. The capacity study was conducted in summer 2021. Non-capital and/or capital solutions will be considered in a future CIP.

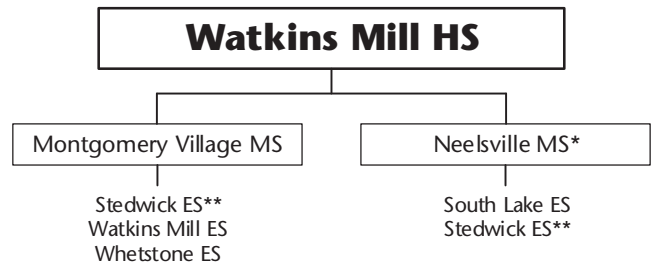
### Watkins Mill Elementary School

**Planning Study:** Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. A capacity study was approved to evaluate the elementary school space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues. The capacity study was conducted in summer 2021. Non-capital and/or capital solutions will be considered in a future CIP.

### Whetstone Elementary School

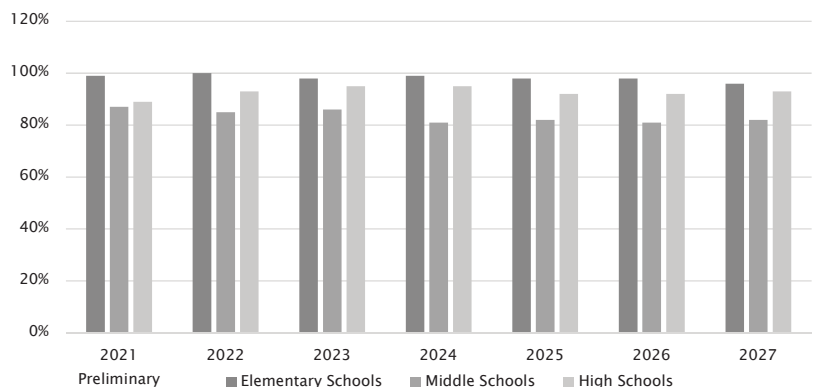
**Planning Study:** A capacity study was approved to evaluate the elementary school space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues. The capacity study was conducted in summer 2021. Non-capital and/or capital solutions will be considered in a future CIP.

## 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%

## **CAPITAL PROJECTS**

<b>School</b>	<b>Project</b>	<b>Project Status*</b>	<b>Date of Completion</b>
Neelsville MS	Major capital project	Recommended	August 2024
South Lake ES	Major Capital project	Recommended	August 2023

\*Approved—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.



**Whetstone Elementary School**

## WATKINS MILL CLUSTER

### Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Watkins Mill HS		Program Capacity	1789	1789	1789	1789	1789	1789	1789	1789	1789
		Enrollment	1598	1660	1691	1705	1638	1642	1658	1680	1750
		Available Space	191	129	98	84	151	147	131	109	39
		Comments									
Montgomery Village MS		Program Capacity	844	844	844	844	844	844	844	844	844
		Enrollment	757	746	762	754	760	758	755	775	800
		Available Space	87	98	82	90	84	86	89	69	44
		Comments									
Neelsville MS		Program Capacity	956	956	956	1062	1062	1062	1062	1062	1062
		Enrollment	809	782	790	789	795	792	816	875	950
		Available Space	147	174	166	273	267	270	246	187	112
		Comments				Maj. Cap. Project Complete					
South Lake ES	CSR	Program Capacity	694	694	796	796	796	796	796		
		Enrollment	824	832	852	855	850	842	827		
		Available Space	(130)	(138)	(56)	(59)	(54)	(46)	(31)		
		Comments	See Text		Maj. Cap. Project Complete						
Stedwick ES	CSR	Program Capacity	703	703	703	703	703	703	703		
		Enrollment	496	481	482	475	453	449	454		
		Available Space	207	222	221	228	250	254	249		
		Comments	See Text								
Watkins Mill ES	CSR	Program Capacity	642	642	642	642	642	642	642		
		Enrollment	785	811	794	809	829	848	824		
		Available Space	(143)	(169)	(152)	(167)	(187)	(206)	(182)		
		Comments	See Text								
Whetstone ES	CSR	Program Capacity	770	770	770	770	770	770	770		
		Enrollment	688	685	722	729	723	707	701		
		Available Space	82	85	48	41	47	63	69		
		Comments	See Text								
Cluster Information		HS Utilization	89%	93%	95%	95%	92%	92%	93%	94%	98%
		HS Enrollment	1598	1660	1691	1705	1638	1642	1658	1680	1750
		MS Utilization	87%	85%	86%	81%	82%	81%	82%	87%	92%
		MS Enrollment	1566	1528	1552	1543	1555	1550	1571	1650	1750
		ES Utilization	99%	100%	98%	99%	98%	98%	96%		
		ES Enrollment	2793	2809	2850	2868	2855	2846	2806		

## 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

Watkins Mill HS	9-12	1789	91		74								4	3					2							1						7
Montgomery Village MS	6-8	844	46		35								2	2					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	Pre-K-5	703	39	4		16	9		1		5				1				3													
Watkins Mill ES	HS-5	642	42	5		5	15	1		1	8				1		6															
Whetstone ES	Pre-K-5	770	43	5		15	12		1		5					1												1	3			



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## WATKINS MILL CLUSTER

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Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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 indicated that enrollment would exceed capacity by more than 200 seats throughout the six-year planning period. A classroom addition was approved with a completion date of August 2021. An FY 2021 appropriation was approved for construction to complete this project.

### 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 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, if needed.

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Walt Whitman HS	Classroom addition	Approved	August 2021

\*"Approved"—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.

## Walt Whitman Cluster Articulation

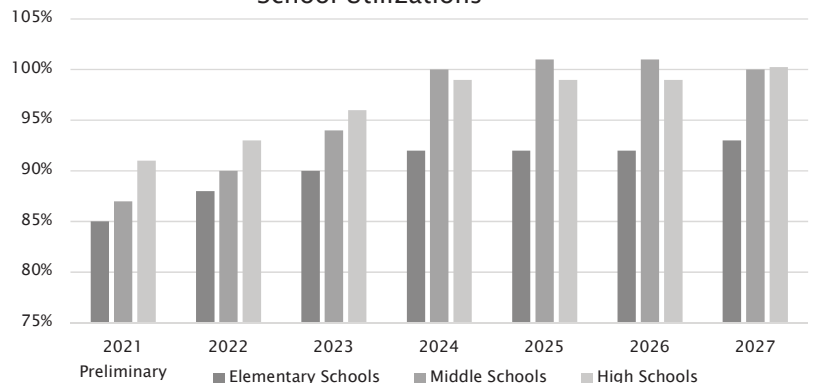
### Walt Whitman HS

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



# WALT WHITMAN CLUSTER

## Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Walt Whitman HS		Program Capacity	2262	2262	2262	2262	2262	2262	2262	2262	2262
		Enrollment	2051	2098	2173	2244	2236	2239	2258	2275	2300
		Available Space	211	164	89	18	26	23	4	(13)	(38)
		Comments	Addition Complete								
Thomas W. Pyle MS		Program Capacity	1502	1502	1502	1502	1502	1502	1502	1502	1502
		Enrollment	1313	1346	1418	1503	1517	1512	1504	1525	1600
		Available Space	189	156	84	(1)	(15)	(10)	(2)	(23)	(98)
		Comments									
Bannockburn ES		Program Capacity	364	364	364	364	364	364	364		
		Enrollment	423	426	448	462	448	455	453		
		Available Space	(59)	(62)	(84)	(98)	(84)	(91)	(89)		
		Comments									
Bradley Hills ES		Program Capacity	686	686	686	686	686	686	686		
		Enrollment	483	511	510	502	508	504	508		
		Available Space	203	175	176	184	178	182	178		
		Comments									
Burning Tree ES		Program Capacity	378	378	378	378	378	378	378		
		Enrollment	404	410	422	432	429	432	433		
		Available Space	(26)	(32)	(44)	(54)	(51)	(54)	(55)		
		Comments									
Carderock Springs ES		Program Capacity	407	407	407	407	407	407	407		
		Enrollment	322	352	367	379	387	394	399		
		Available Space	85	55	40	28	20	13	8		
		Comments									
Wood Acres ES		Program Capacity	719	719	719	719	719	719	719		
		Enrollment	538	556	562	563	573	577	593		
		Available Space	181	163	157	156	146	142	126		
		Comments									
Cluster Information		HS Utilization	91%	93%	96%	99%	99%	99%	100%	101%	102%
		HS Enrollment	2051	2098	2173	2244	2236	2239	2258	2275	2300
		MS Utilization	87%	90%	94%	100%	101%	101%	100%	102%	107%
		MS Enrollment	1313	1346	1418	1503	1517	1512	1504	1525	1600
		ES Utilization	85%	88%	90%	92%	92%	92%	93%		
ES Enrollment	2170	2255	2309	2338	2345	2362	2386				

# WALT WHITMAN CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walt Whitman HS	2051	7.5%	3.7%	14.2%	11.2%	63.1%	2.5%	4.2%	5.9%
Thomas W. Pyle MS	1313	7.8%	3.4%	16.5%	11.2%	61.0%	2.1%	6.1%	6.4%
Bannockburn ES	423	7.8%	6.1%	14.2%	11.3%	60.5%	2.0%	8.5%	10.2%
Bradley Hills ES	483	10.8%	2.9%	15.1%	8.7%	62.5%	1.4%	6.6%	6.5%
Burning Tree ES	404	8.4%	7.9%	22.8%	9.2%	51.5%	5.7%	14.5%	21.7%
Carderock Springs ES	322	9.3%	7.1%	17.4%	14.3%	51.6%	1.9%	12.2%	10.0%
Wood Acres ES	538	5.9%	4.6%	9.3%	14.1%	65.8%	3.6%	10.8%	13.6%
<b>Elementary Cluster Total</b>	<b>2170</b>	<b>8.3%</b>	<b>5.5%</b>	<b>15.3%</b>	<b>11.5%</b>	<b>59.3%</b>	<b>3.0%</b>	<b>10.4%</b>	<b>12.4%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

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

## WALT WHITMAN CLUSTER

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Walt Whitman HS	1962	1992	312,270	30.7	Yes		
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		



**Walt Whitman High School**



# THOMAS S. WOOTTON CLUSTER

## CLUSTER PLANNING ISSUES

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

**Planning Study:** To relieve overutilization at Rachel Carson Elementary School, a project was approved at DuFief Elementary School to expand the school, as well as to address the school's building systems. Although the Board of Education requested that the project open in August 2022, the County Council delayed the project to August 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 was recommended to occur in spring 2022, with Board of Education action in November 2022. On September 9, 2021, the Board of Education approved a transfer of funds from the DuFief Elementary School Addition/Facility Upgrade project to six capital projects in the approved CIP that are scheduled to bid this fall. Removing these expenditures from the DuFief Elementary School project and reallocating those funds to the six capital projects will allow MCPS to commence with construction and provide for a budget neutral funding solution.

the expenditures and completion date to August 2026. An FY 2023 appropriation is recommended for construction cost increases and construction funds.

### DuFief Elementary School

**Planning Issue/Capital Project:** To relieve overutilization at Rachel Carson Elementary School, a project was approved at DuFief Elementary School to expand the school, as well as to address the school's building systems. Although the Board of Education requested that the project open in August 2022, the County Council delayed the project to August 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 was recommended to occur in spring 2022, with Board of Education action in November 2022. On September 9, 2021, the Board of Education approved a transfer of funds from the DuFief Elementary School Addition/Facility Upgrade project to six capital projects in the approved CIP that are scheduled to bid this fall. Removing these expenditures from the DuFief Elementary School project and reallocating those funds to

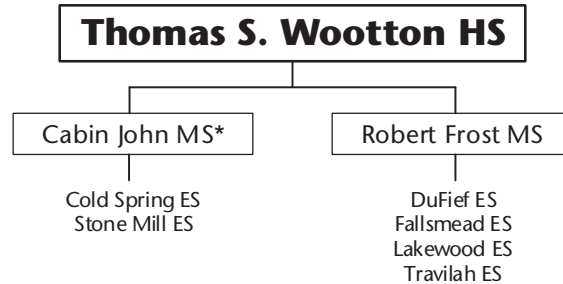
## SCHOOLS

### Thomas S. Wootton High School

**Capital Project:** A major capital project is planned for this school to address various building systems and programmatic needs for this school. Expenditures for this project are included in the Major Capital Projects-Secondary. Although the Board of Education requested a completion date of August 2026, the County Council delayed the expenditures and completion date by one year to August 2027. An FY 2023 appropriation is recommended to accelerate the architectural design and site funds within the Major Capital Project to address ADA and site related issues.

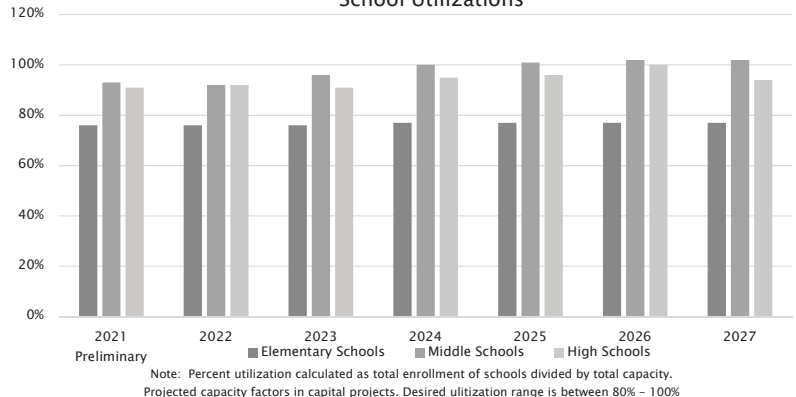
**Capital Project:** Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council 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 August 2025. However, as part of the FY 2021-2026 CIP, the County Council delayed

## 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

the six capital projects will allow MCPS to commence with construction and provide for a budget neutral funding solution. Funding to address facility upgrades to this school will be considered in a future CIP.

### CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2026
Thomas S. Wootton HS	Major Capital Project	Recommended	August 2027

“Approved”—Project has an approved FY 2022 appropriation in the Amended 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 2023 appropriation for planning or construction in the FY 2023–2028 CIP.



Cabin John Middle School

# THOMAS S. WOOTTON CLUSTER

## Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Thomas S. Wootton HS		Program Capacity	2142	2142	2142	2142	2142	2142	2210	2210	2210
		Enrollment	1943	1963	1951	2025	2053	2147	2074	2100	2200
		Available Space	199	179	191	117	89	(5)	126	110	10
		Comments			Plng. for Maj. Cap. Project						
Crown HS		Program Capacity						2201	2201	2201	2201
		Enrollment						0	0	0	0
		Available Space						2201	2201	2201	2201
		Comments						Opens			
Cabin John MS		Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125
		Enrollment	1030	1012	1011	1091	1122	1147	1136	1140	1200
		Available Space	95	113	114	34	3	(22)	(11)	(15)	(75)
		Comments									
Robert Frost MS		Program Capacity	1035	1035	1035	1035	1035	1035	1035	1035	1035
		Enrollment	974	981	1010	1061	1069	1066	1061	1075	1150
		Available Space	61	54	25	(26)	(34)	(31)	(26)	(40)	(115)
		Comments									
Cold Spring ES		Program Capacity	458	458	458	458	458	458	458		
		Enrollment	326	334	332	333	334	334	332		
		Available Space	132	124	126	125	124	124	126		
		Comments									
DuFief ES		Program Capacity	427	427	427	427	427	427	427		
		Enrollment	261	256	270	284	290	296	300		
		Available Space	166	171	157	143	137	131	127		
		Comments									
Fallsmead ES		Program Capacity	551	551	551	551	551	551	551		
		Enrollment	527	546	551	557	566	562	563		
		Available Space	24	5	0	(6)	(15)	(11)	(12)		
		Comments									
Lakewood ES		Program Capacity	557	557	557	557	557	557	557		
		Enrollment	413	398	391	391	393	393	390		
		Available Space	144	159	166	166	164	164	167		
		Comments									
Stone Mill ES		Program Capacity	684	684	684	684	684	684	684		
		Enrollment	543	553	536	510	506	494	485		
		Available Space	141	131	148	174	178	190	199		
		Comments									
Travilah ES		Program Capacity	526	526	526	526	526	526	526		
		Enrollment	351	357	366	378	375	391	386		
		Available Space	175	169	160	148	151	135	140		
		Comments									
Cluster Information		HS Utilization	91%	92%	91%	95%	96%	100%	94%	95%	100%
		HS Enrollment	1943	1963	1951	2025	2053	2147	2074	2100	2200
		MS Utilization	93%	92%	94%	100%	101%	102%	102%	103%	109%
		MS Enrollment	2004	1993	2021	2152	2191	2213	2197	2215	2350
		ES Utilization	76%	76%	76%	77%	77%	77%	77%		
		ES Enrollment	2421	2444	2446	2453	2464	2470	2456		

# THOMAS S. WOOTTON CLUSTER

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	1943	4.0%	11.8%	35.9%	8.0%	40.1%	6.8%	3.5%	3.2%
Cabin John MS	1030	5.9%	11.8%	34.4%	10.3%	37.4%	8.5%	6.5%	4.2%
Robert Frost MS	974	6.6%	11.7%	41.3%	8.5%	31.6%	7.9%	5.2%	6.1%
Cold Spring ES	326	8.3%	4.3%	39.9%	5.5%	42.0%	0%	3.5%	7.0%
DuFief ES	261	9.2%	16.5%	33.3%	12.3%	28.4%	15.4%	24.3%	11.2%
Fallsmead ES	527	5.3%	12.1%	34.3%	10.6%	36.8%	11.5%	18.1%	15.2%
Lakewood ES	413	5.3%	13.6%	49.9%	12.3%	18.4%	9.9%	21.2%	13.9%
Stone Mill ES	543	7.4%	13.4%	47.1%	9.8%	22.1%	10.0%	20.5%	9.9%
Travilah ES	351	5.7%	9.7%	44.7%	8.3%	31.1%	8.0%	15.2%	8.8%
<b>Elementary Cluster Total</b>	<b>2421</b>	<b>6.7%</b>	<b>11.7%</b>	<b>42.0%</b>	<b>9.9%</b>	<b>29.3%</b>	<b>9.4%</b>	<b>17.6%</b>	<b>11.3%</b>
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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 2021-2022)

Program Capacity Table (School Year 2021–2022)		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	SESES @10	EXTENSIONS @6	GT/ID @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Thomas S. Wootton HS	9-12	2142	99		94																3		2										
Cabin John MS	6-8	1125	57		51															3	3												
Robert Frost MS	6-8	1035	51		48																		3										
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	557	30	4		21						2								3													
Stone Mill ES	K-5	684	36	4		22						4																	1	1	4		
Travilah ES	K-5	526	26	3		20						3																					

## THOMAS S. WOOTTON CLUSTER

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Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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			





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## SPECIAL EDUCATION CENTERS

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### 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 (ALOs) 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, 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 ALOs aligned with the curriculum to prepare the students for transition to the high school program. The high school program emphasizes the ALOs 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. Rock Terrace School is collocated with Tilden Middle School. While the Rock Terrace School model remains the same, the collocation 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 ALOs 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. Carl Sandburg Learning Center is collocated with Maryvale Elementary School. While the Carl Sandburg Learning Center model remains the same, the collocation 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. ALOs aligned with the curriculum are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition.

## SPECIAL EDUCATION CENTERS

### Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections						2031	2036
			21–22	22–23	23–24	24–25	25–26	26–27	27–28		
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122		
		Enrollment	57	59	57	57	57	57	57		
		Available Space	65	63	65	65	65	65	65		
		Comments									
Longview School		Program Capacity	56	56	56	56	56	56	56		
		Enrollment	65	56	65	65	65	65	65		
		Available Space	(9)	0	(9)	(9)	(9)	(9)	(9)		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	102	102	102	102	102	102	102		
		Available Space	78	78	78	78	78	78	78		
		Comments									
Rock Terrace School		Program Capacity	128	128	128	128	128	128	128		
		Enrollment	80	80	80	80	80	80	80		
		Available Space	48	48	48	48	48	48	48		
		Comments									
Carl Sandburg Center		Program Capacity	135	135	135	135	135	135	135		
		Enrollment	100	100	100	100	100	100	100		
		Available Space	35	35	35	35	35	35	35		
		Comments									
Cluster Information		Utilization	65%	64%	65%	65%	65%	65%	65%		
		Enrollment	404	397	404	404	404	404	404		

## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School SP	57	0%	29.8%	0%	36.8%	26.3%	34.6%	21.2%	7.8%
Longview School SP	65	0%	21.5%	10.8%	36.9%	27.7%	30.8%	21.5%	9.8%
RICA SP	102	9.8%	35.3%	0%	22.5%	29.4%	44.4%	14.8%	25.2%
Rock Terrace School SP	80	0%	30.0%	12.5%	27.5%	26.3%	36.9%	16.7%	6.0%
Carl Sandburg Learning Center SP	100	0%	45.0%	10.0%	30.0%	12.0%	56.4%	34.0%	12.8%
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

*\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020–2021 school year.*

*\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020–2021 school year. High School students are served in regional ESOL centers.*

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020–2021 school year compared to average daily membership.

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 2021–2022)

Program Capacity Table (School Year 2021–2022)															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	LFJ @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Stephen Knolls School SP	Pre-K-12	122	19	4															8										5	1			1
Longview School SP	K-12	56	10	2																								8					
Rock Terrace School SP	6-12	128	20	4															8			8											
RICA SP	4-12	180	18																						18								
Carl Sandburg Learning Center S	Pre-K-6	135	20	3				2													1	13			1								

## SPECIAL EDUCATION CENTERS

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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			



Rock Terrace School

## 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 Operations in lieu of expulsion. Alternative Education Programs (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.

Beginning in 2018–2019 school year, Alternative Education Programs expanded to 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. The Up-County Early Childhood

Center will be temporarily located at Watkins Mill High School in January 2022.

### 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 also is 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. MCPS currently offers the Apprenticeship Maryland Program, College/Career Research Development, and 51 POS organized within the following 11 career clusters:

- Arts, Media, and Communications;
- Business Management and Finance;
- Construction and Development;
- 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 innovative career opportunities: the Biomedicine Health Care Profession pathway and the Mobile Apps and Software Development (Apple) computer science pathway. On average, over 16,000 MCPS students enroll annually in at least one CTE POS pathway course at a comprehensive high school. In addition, the Wheaton High School and Thomas Edison High School of Technology (TEHST) in Wheaton, as well as the Seneca Valley High School (SVHS) in Germantown, are new state of the art facilities serving students from each part of the county. 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 a few additional regional hubs, like the ones at TEHST and SVHS, 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 Foundations Office is a liaison between MCPS, business, professional, and post-secondary communities. The office supervises numerous Programs of Study (POS) within MCPS. These collaborative programs entice student participation by offering state-of-the-art equipment, rigorous and captivating curriculums, authentic professional experiences, and experienced instructors who participate in pertinent professional development activities. The Foundations Office manages four separate non-profit foundations, computer science and information technology programs, STEM and CTE related programs, aviation pathways, and the Career Readiness and Education Academy (CREA).

Foundations programs include automotive (ATF), construction (CTF), information technology (ITF), and hospitality and restaurant management (FHRM) pathways 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

**Facility Characteristics of Schools 2021–2022**

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable 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	



collision repair programs. The CTF operates a design/build business where students construct a single-family home with skills learned in architecture, carpentry, electricity, plumbing, masonry, and heating, ventilation, and air conditioning (HVAC). The ITF runs a computer refurbishing business, using skills from the Network Operations program. The FHRM students 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 advanced placement with local colleges. The local business partnerships ensure that all stakeholders monitor and invest their resources to promote effective and relevant career programs.

The Foundations Office also manages all computer science programs within MCPS, which includes Code.org/Computer Science, the Academy of Information Technology, Cisco Networking Academy, and Pathways in Network and Information Technology (P-TECH). Most of these technology programs are available in every high school, most middle schools, and are aligned with national partners and/or academies. Seneca Valley High School and Thomas Edison High School of Technology offer a senior capstone course to complete the Computer Science/Code.org POS, to prepare students for a rewarding career in the Cybersecurity industry. The P-TECH program at Clarksburg High School is a STEM dual-enrollment opportunity, culminating with students simultaneously earn an A.A.S. degree from Montgomery College and graduate MCPS with a high school diploma.

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 courses in the construction, automotive, hospitality and restaurant management, and child development fields. Academic classes to improve mathematics and literacy skills also are included in preparation for the GED.

Many STEM-related CTE programs including, the Aviation program, also are under the umbrella of the 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 Col. Zadok Magruder High School to earn a pilot's license or an unmanned aircraft certification. Furthermore, the Foundations Office has been influential in the Seneca Valley High School (SVHS) expansion to become the Up-county Career Center. The updated SVHS offers Foundations Office programs such as Automotive Technology and Dealership Training, Construction Trades programs, Network Operations, Cisco Academy, and the AOIT offerings of Programming, Networking, and Information Resource Design. The expansion of these programs to SVHS ensures equitable access of Foundations programing to all MCPS students.

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

## **Thomas Edison High School of Technology**

Students enrolled in all MCPS comprehensive high schools may apply for one of 16 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 High School 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 August 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 Grades 11 or 12 (with the exception of the cosmetology program, for which students enroll in 10th grade) and accessing one of 16 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

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## OTHER EDUCATIONAL FACILITIES

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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, 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



**Thomas Edison High School of Technology**

## OTHER EDUCATIONAL FACILITIES

### Recommended Holding Facility Schedule

Holding Facility	SY 21–22	SY 22–23	SY 23–24	SY 24–25	SY 25–26	SY 26–27	SY 27–28
Emory Grove Center		South Lake ES					
Fairland Center		Burnt Mills ES					
Grosvenor Center		Woodlin ES					
North Lake Center		Stonegate ES					
Radnor Center							

### Facility Characteristics of Schools 2021–2022

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site Size Acres	Relocatable Classrooms
Emory Grove Center	Elementary	18100 Washington Grove Lane	22	45,002	10.17	29
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	10
Grosvenor Center	Elementary	5701 Grosvenor Lane	19	36,770	10.21	17
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	21
Radnor Center	Elementary	7000 Radnor Road	16	36,663	9.03	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.

### **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.

### **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. This project provides funding for MCPS to further expand early childhood programs throughout the county.

### **Emergency Replacement of Major Building Components**

This project will provide funds for the emergency replacement of major building components throughout the school system. These funds will allow projects that are in other countywide systemic projects, such as HVAC Replacement, to maintain their schedules when emergency replacements arise.

### **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 Major Capital 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.

### **Materials Management Building Relocation**

The MCPS Materials Management Warehouse serves the critical mission of storing and delivering necessary educational materials to all schools and office the building systems and infrastructure is beyond its life-cycle. Funds included in this project will begin the search and design process to relocate this warehouse.

### **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.

## **Sustainability Initiatives**

Maryland State law (Annotated Code of Maryland, *Education Article*, §5-312.1—School district energy policies) encourages school districts such as MCPS to set targets to reduce the school district's greenhouse gas emissions. This project will provide funds to improve energy and utility use efficiency, reduce greenhouse gas emissions, improve resiliency, and align with other sustainability priorities for MCPS. Initiatives will include: upgrades to building automation systems, building retrofits to improve energy efficiency, solar panel installations, renovating greenhouses, and support towards integrating sustainability features into academics.

## **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

## Montgomery County Public Schools Preliminary and Projected Enrollment: 2021–2022 to 2027–2028

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028
Prekindergarten	1,891	2,034	2,344	2,384	2,424	2,444	2,464
Head Start	607	633	678	688	693	713	723
Grades K–5	67,836	68,666	69,164	68,847	69,133	69,609	69,640
Grades 6–8	36,497	36,270	36,281	36,663	37,012	36,917	36,717
Grades 9–12	50,912	52,250	53,664	54,799	54,693	54,906	55,193
Total K–12	155,245	157,186	159,109	160,309	160,838	161,432	161,550
Pre-K Special Education	1,262	1,358	1,398	1,398	1,403	1,413	1,423
GRAND TOTAL	159,005	161,211	163,529	164,779	165,358	166,002	166,160

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

# Appendix A

## Montgomery County Public Schools Preliminary and Projected Enrollment: 2021–2022 to 2027–28

Grades	Preliminary Enrollment	Projected Enrollment					
	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028
Kindergarten	10,851	10,751	10,697	10,403	10,927	10,976	10,723
Grade 1	10,915	11,300	11,262	11,230	10,975	11,509	11,562
Grade 2	11,382	11,237	11,557	11,505	11,483	11,187	11,739
Grade 3	11,533	11,671	11,467	11,728	11,740	11,671	11,409
Grade 4	11,447	11,975	11,997	11,781	12,054	12,045	11,996
Grade 5	11,708	11,732	12,184	12,200	11,954	12,221	12,211
Grade 6	11,824	11,851	11,957	12,306	12,209	11,872	12,103
Grade 7	12,134	12,123	12,042	12,155	12,499	12,398	12,056
Grade 8	12,539	12,296	12,282	12,202	12,304	12,647	12,558
Grade 9	15,092	14,757	14,596	14,896	14,837	14,869	14,970
Grade 10	12,938	14,354	14,170	14,011	14,307	14,262	14,286
Grade 11	11,380	11,976	13,150	12,968	12,807	13,107	13,057
Grade 12	11,502	11,163	11,748	12,924	12,742	12,668	12,880
K–5 Total	67,836	68,666	69,164	68,847	69,133	69,609	69,640
6–8 Total	36,497	36,270	36,281	36,663	37,012	36,917	36,717
9–12 Total	50,912	52,250	53,664	54,799	54,693	54,906	55,193
K–12 Total	155,245	157,186	159,109	160,309	160,838	161,432	161,550
Prekindergarten	1,891	2,034	2,344	2,384	2,424	2,444	2,464
Head Start	607	633	678	688	693	713	723
Pre-K Special Education	1,262	1,358	1,398	1,398	1,403	1,413	1,423
GRAND TOTAL	159,005	161,211	163,529	164,779	165,358	166,002	166,160

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

# Appendix A

## Montgomery County Public Schools Enrollment By Race/Ethnic Group: 1968–1969 to 2021–2022

School Year	Actual 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
<b>1970–71</b>			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
<b>1975–76</b>			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
<b>1980–81</b>			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%	65,410	71.3%	91,704
<b>1985–86</b>			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
<b>1990–91</b>			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
<b>1995–96</b>			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
<b>2000–01</b>			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
<b>2005–06</b>			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
<b>2010–11</b>	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
<b>2015–16</b>	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
<b>2020–21</b>	133	≤5%	317	≤5%	8,097	5.0%	22,941	14.3%	34,993	21.8%	52,628	32.8%	41,455	25.8%	160,564
2021–22	149	≤5%	316	≤5%	7,999	5.0%	22,304	14.0%	34,822	21.9%	53,210	33.5%	40,205	25.3%	159,005

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

## Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Group: 1968–1969 to 2021–2022

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	133	11	317	8	8,097	43	22,941	-428	34,993	-398	52,628	-958	41,455	-2,981	160,564	-4,703
2021–22	149	16	316	-1	7,999	-98	22,304	-637	34,822	-171	53,210	582	40,205	-1,250	159,005	-1,559

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

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

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

# Appendix B

## Actual and Projected ESOL Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY27 2027–2028
Elementary School	19,843	17,360	17,967	17,967	17,967	17,967	17,967	17,967	17,967
Middle School	4,215	4,255	4,599	4,599	4,599	4,599	4,599	4,599	4,599
High School	5,796	5,260	5,486	5,486	5,486	5,486	5,486	5,486	5,486
Special Centers	115	95	81	81	81	81	81	81	81
Total Enrollment	29,969	26,970	28,133	28,133	28,133	28,133	28,133	28,133	28,133
METS:									
Elementary	81	48	0	0	0	0	0	0	0
Middle	198	126	69	69	69	69	69	69	69
High	463	251	217	217	217	217	217	217	217

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. Starting FY22 METS is no longer in elementary schools. Forecasts are developed cooperatively by the Division of Capital Planning and Division of ESOL/Bilingual Programs.

## Actual and Projected Head Start and Prekindergarten Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY27 2027–2028
Head Start	644	406	607	633	678	688	693	713	723
Prekindergarten	2,326	2,241	1,891	2,034	2,344	2,384	2,424	2,444	2,464

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

## Actual and Projected Alternative Program Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY20 2019–2020	FY21 2020–2021	FY21 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY27 2027–2028
Alternative Programs	126	110	50	50	50	50	50	50	50

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





## Appendix C

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

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

### County Land Use Planning

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

The identification of school sites is the primary form of input MCPS provides on land use plans. MCPS monitors the implementation of land use plans once they are approved, and works in close coordination with the 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 County Growth and Infrastructure 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 County Growth and Infrastructure (GIP) 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 and Infrastructure Policy. The role of the County Growth and Infrastructure 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 and Infrastructure 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, MCPD 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 1. The test results are in place for the following fiscal year. The County Growth and Infrastructure Policy states:

- School adequacy is assessed based on the school's projected capacity utilization four fiscal years in the future (e.g., the FY2022 Annual School Test will evaluate projected utilization in the 2025–2026 school year). If a school's projected utilization rate (enrollment divided by capacity) is below 105% or if the school's projected seat deficit (the number of students over capacity) is below the applicable adequacy standard, the school facility is considered adequate. If a school's projected utilization is found to exceed the standards indicated below, the facility is considered inadequate and new residential development will be required to make mitigation payments in the form of Utilization Premium Payments." source: <https://montgomeryplanning.org/wp-content/uploads/2021/04/GIP-2021-Update-Single-Page.pdf>

Utilization Rate Standard		Seat Deficit Standard	School Adequacy Status
<105%	or	<85 for ES <126 for MS <180 for HS	No UPP Required
≥ 105%	and	≥ 85 for ES ≥ 126 for MS ≥ 180 for HS	Tier 1 UPP Required
≥ 120%	and	≥ 102 for ES ≥ 151 for MS ≥ 216 for HS	Tier 2 UPP Required
≥ 135%	and	≥ 115 for ES ≥ 170 for MS ≥ 243 for HS	Tier 3 UPP Required

## Appendix C

# 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

## Growth and Infrastructure Policy FY 2022 School Test

Reflects Approved FY 2022 Capital Budget and Amendments to the FY 2021-2026 Capital Improvements Program

### School Test Summary

*Effective: July 1, 2021*

UPP Tier	High School	Middle Schools	Elementary Schools
<b>TIER 1 UPP</b> Utilization: ≥105% Seat Deficit: ≥ 85 for ES ≥ 126 for MS ≥ 180 for HS Payment Level: 40% total	13½% of Impact Tax James Hubert Blake HS Gaithersburg HS Northwest HS Paint Branch HS	10% of Impact Tax John T. Baker MS Benjamin Banneker MS	16½% of Impact Tax Arcola ES Burning Tree ES Diamond ES Farmland ES Judith A. Resnik ES Sargent Shriver ES
<b>TIER 2 UPP</b> Utilization: ≥ 120% Seat Deficit: ≥ 102 for ES ≥ 151 for MS ≥ 216 for HS Payment Level: 80% total	26½% of Impact Tax Clarksburg HS Richard Montgomery HS Quince Orchard HS	20% of Impact Tax (none)	33½% of Impact Tax Ashburton ES Bannockburn ES Greencastle ES Watkins Mill ES
<b>TIER 3 UPP</b> Utilization: ≥135% Seat Deficit: ≥ 115 for ES ≥ 170 for MS ≥ 243 for HS Payment Level: 120% total	40% of Impact Tax (none)	30% of Impact Tax (none)	50% of Impact Tax Burtonsville ES Mill Creek Towne ES

# Growth and Infrastructure Policy FY 2022 School Test

Reflects Approved FY 2022 Capital Budget and Amendments to the FY 2021-2026 Capital Improvements Program

## High School Test

Tier 1 UPP: ≥ 105% utilization and ≥ 180 seat deficit

Tier 2 UPP: ≥ 120% utilization and ≥ 216 seat deficit

Tier 3 UPP: ≥ 135% utilization and ≥ 243 seat deficit

Effective: July 1, 2021

High School	Projected 2025-26				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Bethesda-Chevy Chase	2,457	2,532	103.1%	-75		105	417	785
Montgomery Blair <sup>1</sup>	2,889	2,693	93.2%	196		376	774	1,208
James Hubert Blake	1,743	2,025	116.2%	-282	Tier 1 UPP		67	329
Winston Churchill	1,969	2,096	106.4%	-127		53	267	563
Clarksburg	2,034	2,468	121.3%	-434	Tier 2 UPP			278
Damascus	1,560	1,474	94.5%	86		266	398	632
Albert Einstein <sup>1</sup>	1,616	1,506	93.2%	110		290	434	676
Gaithersburg	2,412	2,830	117.3%	-418	Tier 1 UPP		65	427
Walter Johnson <sup>1</sup>	2,321	2,164	93.2%	157		337	622	970
John F. Kennedy <sup>1</sup>	2,221	2,070	93.2%	151		331	596	929
Col. Zadok Magruder	1,924	1,883	97.9%	41		221	426	715
Richard Montgomery	2,241	2,808	125.3%	-567	Tier 2 UPP			218
Northwest	2,286	2,597	113.6%	-311	Tier 1 UPP		147	490
Northwood <sup>1</sup>	2,498	2,328	93.2%	170		350	670	1,045
Paint Branch	2,021	2,326	115.1%	-305	Tier 1 UPP		100	403
Poolesville	1,508	1,373	91.0%	135		315	437	663
Quince Orchard	1,791	2,363	131.9%	-572	Tier 2 UPP			55
Rockville	1,518	1,542	101.6%	-24		156	280	508
Seneca Valley	2,551	2,506	98.2%	45		225	556	938
Sherwood	2,147	2,092	97.4%	55		235	485	807
Springbrook	2,121	1,994	94.0%	127		307	552	870
Watkins Mill	1,947	1,729	88.8%	218		398	608	900
Wheaton <sup>1</sup>	2,234	2,082	93.2%	152		332	599	934
Walt Whitman	2,262	2,236	98.9%	26		206	479	818
Charles W. Woodward <sup>1</sup>	2,700	2,517	93.2%	183		363	723	1,128
Thomas S. Wootton	2,142	2,191	102.3%	-49		131	380	701

<sup>1</sup> Projected enrollment reflects the estimated impact of CIP P651908, which will reassign students between the Downcounty Consortium, Walter Johnson HS and Woodward HS in 2025.



# Growth and Infrastructure Policy FY 2022 School Test

Reflects Approved FY 2022 Capital Budget and Amendments to the FY 2021-2026 Capital Improvements Program

## Middle School Test

Tier 1 UPP:  $\geq 105\%$  utilization and  $\geq 126$  seat deficit

Tier 2 UPP:  $\geq 120\%$  utilization and  $\geq 151$  seat deficit

Tier 3 UPP:  $\geq 135\%$  utilization and  $\geq 170$  seat deficit

Effective: July 1, 2021

Middle School	Projected 2025-26				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Argyle	897	1,016	113.3%	-119		7	61	195
John T. Baker	725	866	119.4%	-141	Tier 1 UPP		10	113
Benjamin Banneker	786	916	116.5%	-130	Tier 1 UPP		28	146
Briggs Chaney	927	952	102.7%	-25		101	161	300
Cabin John	1,057	1,150	108.8%	-93		33	119	277
Roberto Clemente	1,231	969	78.7%	262		388	509	693
Eastern	1,012	1,030	101.8%	-18		108	185	337
William H. Farquhar	784	707	90.2%	77		203	234	352
Forest Oak	955	957	100.2%	-2		124	189	333
Robert Frost	1,084	1,113	102.7%	-29		97	188	351
Gaithersburg	1,009	921	91.3%	88		214	290	442
Herbert Hoover	1,139	1,060	93.1%	79		205	307	478
Francis Scott Key	961	1,004	104.5%	-43		83	150	294
Martin Luther King, Jr.	914	935	102.3%	-21		105	162	299
Kingsview	1,041	1,043	100.2%	-2		124	207	363
Lakelands Park	1,131	1,094	96.7%	37		163	264	433
A. Mario Loiederman	1,003	1,011	100.8%	-8		118	193	344
Montgomery Village	853	792	92.8%	61		187	232	360
Neelsville	1,190	833	70.0%	357		483	595	774
Newport Mill	850	689	81.1%	161		287	331	459
North Bethesda	1,233	1,229	99.7%	4		130	251	436
Parkland	1,216	1,118	91.9%	98		224	342	524
Rosa Parks	961	888	92.4%	73		199	266	410
John Poole	468	406	86.8%	62		188	213	232
Thomas W. Pyle	1,502	1,577	105.0%	-75		51	226	451
Redland	765	621	81.2%	144		270	297	412
Ridgeview	955	817	85.5%	138		264	329	473
Rocky Hill	1,020	1,048	102.7%	-28		98	176	329
Shady Grove	854	616	72.1%	238		364	409	537
Odessa Shannon	881	766	86.9%	115		241	292	424
Silver Creek	935	895	95.7%	40		166	227	368
Silver Spring International	1,197	1,162	97.1%	35		161	275	454
Sligo	941	761	80.9%	180		306	369	510
Takoma Park	1,322	1,139	86.2%	183		309	448	646
Tilden	1,216	1,016	83.6%	200		326	444	626
Hallie Wells	982	1,004	102.2%	-22		104	175	322
Julius West	1,432	1,422	99.3%	10		136	297	512
Westland	1,105	814	73.7%	291		417	512	678
White Oak	992	862	86.9%	130		256	329	478
Earle B. Wood	944	1,019	107.9%	-75		51	114	256

# Growth and Infrastructure Policy FY 2022 School Test

Reflects Approved FY 2022 Capital Budget and Amendments to the FY 2021-2026 Capital Improvements Program

## Elementary School Test

Tier 1 UPP: ≥ 105% utilization and ≥ 85 seat deficit

Tier 2 UPP: ≥ 120% utilization and ≥ 102 seat deficit

Tier 3 UPP: ≥ 135% utilization and ≥ 115 seat deficit

Effective: July 1, 2021

Elementary School	Projected 2025-26				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Arcola	651	739	113.5%	-88	Tier 1 UPP		43	140
Ashburton	789	1,009	127.9%	-220	Tier 2 UPP			57
Bannockburn	364	481	132.1%	-117	Tier 2 UPP			11
Lucy V. Barnsley	652	719	110.3%	-67		18	64	162
Beall	639	547	85.6%	92		177	220	316
Bel Pre/Strathmore	1,079	1,062	98.4%	17		102	233	395
Bells Mill	626	613	97.9%	13		98	139	233
Belmont	402	339	84.3%	63		148	165	204
Bethesda <sup>1</sup>	560	542	96.8%	18		103	130	214
Beverly Farms	689	580	84.2%	109		194	247	351
Bradley Hills	663	503	75.9%	160		245	293	393
Brooke Grove	518	433	83.6%	85		170	189	267
Brookhaven	470	445	94.7%	25		110	127	190
Brown Station	761	690	90.7%	71		156	224	338
Burning Tree	378	478	126.5%	-100	Tier 1 UPP		2	33
Burnt Mills	651	614	94.3%	37		122	168	265
Burtonsville	493	669	135.7%	-176	Tier 3 UPP			
Candlewood	515	411	79.8%	104		189	207	285
Cannon Road	484	475	98.1%	9		94	111	179
Carderock Springs	406	349	86.0%	57		142	159	200
Rachel Carson <sup>2</sup>	692	554	80.1%	138		223	277	381
Cashell	339	345	101.8%	-6		79	96	113
Cedar Grove	402	380	94.5%	22		107	124	163
Clarksburg <sup>3</sup>	311	256	82.3%	55		140	157	170
Clarksburg ES #9 <sup>3</sup>	721	594	82.4%	127		N/A	N/A	N/A
Clearspring	619	594	96.0%	25		110	149	242
Clopper Mill	496	501	101.0%	-5		80	97	169
Cloverly	461	504	109.3%	-43		42	59	119
Cold Spring	458	340	74.2%	118		203	220	279
College Gardens	678	565	83.3%	113		198	249	351
Capt. James E. Daly	523	565	108.0%	-42		43	63	142
Damascus	372	399	107.3%	-27		58	75	104
Darnestown	432	336	77.8%	96		181	198	248
Diamond	679	806	118.7%	-127	Tier 1 UPP		9	111
Dr. Charles R. Drew	485	494	101.9%	-9		76	93	161
DuFief <sup>2</sup>	661	529	80.0%	132		217	265	364
East Silver Spring	577	513	88.9%	64		149	180	266
Fairland	648	612	94.4%	36		121	166	263
Fallsmead	551	573	104.0%	-22		63	89	171
Farmland	714	800	112.0%	-86	Tier 1 UPP		57	164

Elementary School	Projected 2025-26				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Fields Road	435	493	113.3%	-58		27	44	95
Flower Hill	493	463	93.9%	30		115	132	203
Flower Valley	416	467	112.3%	-51		34	51	95
Forest Knolls	529	504	95.3%	25		110	131	211
Fox Chapel	683	672	98.4%	11		96	148	251
Gaithersburg <sup>4</sup>	737	673	91.3%	64		149	212	322
Gaithersburg ES #8 <sup>4</sup>	740	676	91.4%	64		N/A	N/A	N/A
Galway	757	756	99.9%	1		86	153	266
Garrett Park	776	781	100.6%	-5		80	151	267
Georgian Forest	670	646	96.4%	24		109	158	259
Germantown	304	333	109.5%	-29		56	73	86
William B. Gibbs, Jr.	719	602	83.7%	117		202	261	369
Glen Haven	580	536	92.4%	44		129	160	247
Glenallan	747	720	96.4%	27		112	177	289
Goshen	594	544	91.6%	50		135	169	258
Great Seneca Creek	556	538	96.8%	18		103	130	213
Greencastle	591	790	133.7%	-199	Tier 2 UPP			8
Greenwood	584	539	92.3%	45		130	162	250
Harmony Hills	709	705	99.4%	4		89	146	253
Highland	540	519	96.1%	21		106	129	210
Highland View	450	405	90.0%	45		130	147	203
Jackson Road	699	688	98.4%	11		96	151	256
Jones Lane	516	376	72.9%	140		225	244	321
Kemp Mill	458	408	89.1%	50		135	152	211
Kensington-Parkwood	723	570	78.8%	153		238	298	407
Lake Seneca	425	457	107.5%	-32		53	70	117
Lakewood	556	412	74.1%	144		229	256	339
Laytonsville	464	393	84.7%	71		156	173	234
JoAnn Leleck <sup>5</sup>	1,198	889	74.2%	309		394	549	729
Little Bennett	634	661	104.3%	-27		58	100	195
Luxmanor	756	731	96.7%	25		110	177	290
Thurgood Marshall	552	595	107.8%	-43		42	68	151
Maryvale	694	591	85.2%	103		188	242	346
Spark M. Matsunaga	584	665	113.9%	-81		4	36	124
S. Christa McAuliffe	760	497	65.4%	263		348	415	529
Ronald McNair	763	782	102.5%	-19		66	134	249
Meadow Hall	341	363	106.5%	-22		63	80	98
Mill Creek Towne	336	523	155.7%	-187	Tier 3 UPP			
Monocacy	219	142	64.8%	77		162	179	192
Montgomery Knolls/Pine Crest	1,315	948	72.1%	367		452	630	828
New Hampshire Estates/Oak View	828	879	106.2%	-51		34	115	239
Roscoe R. Nix/Cresthaven	987	997	101.0%	-10		75	188	336
Oakland Terrace	487	545	111.9%	-58		27	44	113
Olney	606	669	110.4%	-63		22	59	150
William T. Page	737	653	88.6%	84		169	232	342
Poolesville	539	513	95.2%	26		111	134	215
Potomac	479	338	70.6%	141		226	243	309
Judith A. Resnik	493	587	119.1%	-94	Tier 1 UPP		8	79

Elementary School	Projected 2025-26				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Dr. Sally K. Ride	467	507	108.6%	-40		45	62	124
Ritchie Park	388	330	85.1%	58		143	160	194
Rock Creek Forest	684	767	112.1%	-83		2	54	157
Rock Creek Valley	460	410	89.1%	50		135	152	211
Rock View	662	630	95.2%	32		117	165	264
Lois P. Rockwell	530	533	100.6%	-3		82	103	183
Rolling Terrace	729	760	104.3%	-31		54	115	225
Rosemary Hills/Chevy Chase	1,101	1,023	92.9%	78		163	299	464
Rosemary Hills/North Chevy Chase	963	812	84.3%	151		236	344	489
Rosemont <sup>4</sup>	585	534	91.3%	51		136	168	256
Bayard Rustin	767	719	93.7%	48		133	202	317
Sequoyah	508	397	78.1%	111		196	213	289
Seven Locks	424	394	92.9%	30		115	132	179
Sherwood	518	553	106.8%	-35		50	69	147
Sargent Shriver	660	763	115.6%	-103	Tier 1 UPP		29	128
Flora M. Singer	641	634	98.9%	7		92	136	232
Sligo Creek	664	635	95.6%	29		114	162	262
Snowden Farm	774	746	96.4%	28		113	183	299
Somerset <sup>1</sup>	515	499	96.9%	16		101	119	197
South Lake	796	840	105.5%	-44		41	116	235
Stedwick	690	483	70.0%	207		292	345	449
Stone Mill	694	538	77.5%	156		241	295	399
Stonegate	574	510	88.9%	64		149	179	265
Strawberry Knoll <sup>4</sup>	459	419	91.3%	40		125	142	201
Summit Hall <sup>4</sup>	457	417	91.2%	40		125	142	200
Takoma Park/Piney Branch	1,240	1,250	100.8%	-10		75	238	424
Travilah	526	317	60.3%	209		294	315	394
Twinbrook	548	486	88.7%	62		147	172	254
Viers Mill	743	528	71.1%	215		300	364	476
Washington Grove <sup>4</sup>	613	560	91.4%	53		138	176	268
Waters Landing	776	644	83.0%	132		217	288	404
Watkins Mill	641	778	121.4%	-137	Tier 2 UPP			88
Wayside	614	489	79.6%	125		210	248	340
Weller Road	772	784	101.6%	-12		73	143	259
Westbrook <sup>1</sup>	614	594	96.7%	20		105	143	235
Westover	266	323	121.4%	-57		28	45	58
Wheaton Woods	749	470	62.8%	279		364	429	542
Whetstone	750	757	100.9%	-7		78	143	256
Wilson Wims	739	576	77.9%	163		248	311	422
Wood Acres	725	599	82.6%	126		211	271	380
Woodfield	364	369	101.4%	-5		80	97	123
Woodlin	653	499	76.4%	154		239	285	383
Wyngate	776	728	93.8%	48		133	204	320

<sup>1</sup> Projected enrollment reflects the estimated impact of CIP P652107, which will reassign students between Bethesda ES, Somerset ES and Westbrook ES in 2022.

<sup>2</sup> Projected enrollment reflects the estimated impact of CIP P651905, which will reassign students between Rachel Carson ES and DuFief ES in 2023.

<sup>3</sup> Projected enrollment reflects the estimated impact of CIP P651901, which will reassign students between Clarksburg ES and Clarksburg ES #9 in 2023.

<sup>4</sup> Projected enrollment reflects the estimated impact of CIP P651518, which will reassign students between Gaithersburg ES, Rosemont ES, Strawberry Knoll ES, Summit Hall ES, Washington Grove ES and Gaithersburg ES #8 in 2022.

<sup>5</sup> Projected capacity reflects the estimated impact of CIP P652201, which will serve students in grades 3-5 from the same service area as JoAnn Leleck ES by 2025.

# Appendix E

## School Enrollment and Capacity (2021–2022 and 2027–2028 School Years)

	School	2021–2022 School Year			2027–2028 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Elementary Schools						
1	Arcola	627	651	24	630	651	21
2	Ashburton	839	789	(50)	965	789	(176)
3	Bannockburn	423	364	(59)	453	364	(89)
4	Lucy V. Barnsley	689	652	(37)	729	652	(77)
5	Beall	506	639	133	551	639	88
6	Bel Pre	545	634	89	573	634	61
7	Bells Mill	580	626	46	595	626	31
8	Belmont	338	402	64	357	402	45
9	Bethesda	641	560	(81)	591	560	(31)
10	Beverly Farms	549	689	140	583	689	106
11	Bradley Hills	483	686	203	508	686	178
12	Brooke Grove	444	518	74	468	518	50
13	Brookhaven	423	503	80	424	503	79
14	Brown Station	609	739	130	686	739	53
15	Burning Tree	404	378	(26)	433	378	(55)
16	Burnt Mills	603	392	(211)	639	646	7
17	Burtonsville	604	508	(96)	619	735	116
18	Candlewood	366	515	149	397	515	118
19	Cannon Road	398	514	116	392	514	122
20	Carderock Springs	322	407	85	399	407	8
21	Rachel Carson	668	692	24	712	692	(20)
22	Cashell	321	340	19	328	340	12
23	Cedar Grove	379	402	23	382	402	20
24	Chevy Chase	456	473	17	485	473	(12)
25	Clarksburg	773	342	(431)	983	342	(641)
26	Clearspring	560	619	59	583	619	36
27	Clopper Mill	442	506	64	505	506	1
28	Cloverly	452	461	9	496	461	(35)
29	Cold Spring	326	458	132	332	458	126
30	College Gardens	517	678	161	549	678	129
31	Cresthaven	465	467	2	474	467	(7)
32	Captain James Daly	523	528	5	550	528	(22)
33	Damascus	361	324	(37)	385	324	(61)
34	Darnestown	314	406	92	325	406	81
35	Diamond	737	679	(58)	748	679	(69)
36	Dr. Charles R. Drew	465	512	47	481	512	31
37	DuFief	261	427	166	300	427	127
38	East Silver Spring	486	577	91	506	577	71
39	Fairland	539	648	109	558	648	90
40	Fallsmead	527	551	24	563	551	(12)
41	Farmland	802	714	(88)	783	714	(69)
42	Fields Road	464	430	(34)	478	430	(48)
43	Flower Hill	427	488	61	472	488	16
44	Flower Valley	501	416	(85)	538	416	(122)
45	Forest Knolls	479	571	92	486	571	85
46	Fox Chapel	581	660	79	628	660	32
47	Gaithersburg	763	737	(26)	692	737	45
48	Galway	702	770	68	742	770	28
49	Garrett Park	674	777	103	729	777	48
50	Georgian Forest	557	670	113	651	670	19
51	Germantown	292	287	(5)	327	287	(40)
52	William B. Gibbs Jr.	519	726	207	592	726	134
53	Glen Haven	502	575	73	523	575	52
54	Glenallan	699	752	53	703	752	49
55	Goshen	521	604	83	528	604	76
56	Great Seneca Creek	523	556	33	536	556	20
57	Greencastle	699	554	(145)	743	794	51
58	Greenwood	556	562	6	557	562	5
59	Harmony Hills	685	752	67	697	752	55
60	Highland	522	540	18	527	540	13
61	Highland View	357	288	(69)	396	469	73
62	Jackson Road	660	684	24	672	684	12
63	Jones Lane	426	516	90	507	516	9
64	Kemp Mill	417	448	31	412	448	36
65	Kensington-Parkwood	598	706	108	571	706	135
66	Lake Seneca	483	425	(58)	503	425	(78)
67	Lakewood	413	557	144	390	557	167

\*Includes capacity from approved capital projects.

	School	2021–2022 School Year			2027–2028 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Laytonsville	348	465	117	404	465	61
69	JoAnn Leleck at Broad Acres	814	715	(99)	875	715	(160)
70	Little Bennett	642	621	(21)	570	621	51
71	Luxmanor	674	764	90	696	764	68
72	Thurgood Marshall	564	552	(12)	541	552	11
73	Maryvale	611	677	66	611	677	66
74	Spark M. Matsunaga	585	584	(1)	568	584	16
75	S. Christa McAuliffe	518	747	229	473	747	274
76	Ronald McNair	773	626	(147)	763	796	33
77	Meadow Hall	386	346	(40)	407	346	(61)
78	Mill Creek Towne	478	323	(155)	512	323	(189)
79	Monocacy	154	219	65	145	219	74
80	Montgomery Knolls	514	679	165	537	679	142
81	New Hampshire Estates	434	493	59	460	493	33
82	Roscoe R. Nix	474	503	29	451	503	52
83	North Chevy Chase	222	335	113	260	335	75
84	Oak View	400	335	(65)	411	335	(76)
85	Oakland Terrace	493	476	(17)	519	476	(43)
86	Olney	609	607	(2)	624	607	(17)
87	William T. Page	620	372	(248)	675	760	85
88	Pine Crest	463	667	204	494	667	173
89	Piney Branch	615	611	(4)	556	611	55
90	Poolesville	538	539	1	500	539	39
91	Potomac	407	480	73	364	480	116
92	Judith A. Resnik	561	503	(58)	514	503	(11)
93	Dr. Sally K. Ride	480	472	(8)	488	472	(16)
94	Ritchie Park	384	411	27	304	411	107
95	Rock Creek Forest	691	673	(18)	730	673	(57)
96	Rock Creek Valley	379	428	49	399	428	29
97	Rock View	616	680	64	623	680	57
98	Lois P. Rockwell	485	525	40	470	525	55
99	Rolling Terrace	719	739	20	760	739	(21)
100	Rosemary Hills	548	611	63	558	611	53
101	Rosemont	614	602	(12)	538	602	64
102	Bayard Rustin	729	790	61	778	790	12
103	Sequoyah	360	508	148	365	508	143
104	Seven Locks	389	424	35	425	424	(1)
105	Sherwood	496	519	23	531	519	(12)
106	Sargent Shriver	741	668	(73)	719	668	(51)
107	Flora M. Singer	618	590	(28)	688	590	(98)
108	Sligo Creek	645	664	19	631	664	33
109	Snowden Farm	740	774	34	713	774	61
110	Somerset	437	516	79	414	516	102
111	South Lake	824	694	(130)	827	796	(31)
112	Stedwick	496	703	207	454	703	249
113	Stone Mill	543	684	141	485	684	199
114	Stonegate	474	398	(76)	512	597	85
115	Strathmore	476	479	3	465	479	14
116	Strawberry Knoll	597	459	(138)	494	459	(35)
117	Summit Hall	679	457	(222)	425	457	32
118	Takoma Park	550	607	57	570	607	37
119	Travilah	351	526	175	386	526	140
120	Twinbrook	506	568	62	446	568	122
121	Viers Mill	498	770	272	516	770	254
122	Washington Grove	399	589	190	567	589	22
123	Waters Landing	721	776	55	705	776	71
124	Watkins Mill	785	642	(143)	824	642	(182)
125	Wayside	451	631	180	508	631	123
126	Weller Road	688	754	66	755	754	(1)
127	Westbrook	286	546	260	556	615	59
128	Westover	289	266	(23)	336	266	(70)
129	Wheaton Woods	502	749	247	486	749	263
130	Whetstone	688	770	82	701	770	69
131	Wilson Wims	598	739	141	618	739	121
132	Wood Acres	538	719	181	593	719	126
133	Woodfield	338	365	27	371	365	(6)
134	Woodlin	546	463	(83)	552	653	101
135	Wynqate	700	777	77	692	777	85

\*Includes capacity from approved capital projects.



	School	2021–2022 School Year			2027–2028 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Middle Schools							
1	Argyle	969	897	(72)	968	897	(71)
2	John T Baker	834	746	(88)	826	746	(80)
3	Benjamin Banneker	856	786	(70)	875	786	(89)
4	Briggs Chaney	964	926	(38)	908	926	18
5	Cabin John	1,030	1,125	95	1,136	1,125	(11)
6	Roberto Clemente	947	1,218	271	861	1,218	357
7	Eastern	903	1,012	109	982	1,012	30
8	William H. Farquhar	650	800	150	691	800	109
9	Forest Oak	919	955	36	798	955	157
10	Robert Frost	974	1,035	61	1,061	1,035	(26)
11	Gaithersburg	877	1,009	132	1,052	1,009	(43)
12	Herbert Hoover	1,002	1,139	137	1,030	1,139	109
13	Francis Scott Key	996	960	(36)	995	960	(35)
14	Martin Luther King, Jr	906	914	8	853	914	61
15	Kingsview	995	1,041	46	993	1,041	48
16	Lakelands Park	1,078	1,147	69	1,139	1,147	8
17	A. Mario Loiederman	937	1,003	66	964	1,003	39
18	Montgomery Village	757	844	87	755	844	89
19	Neelsville	809	956	147	816	1,062	246
20	Newport Mill	655	824	169	656	824	168
21	North Bethesda	1,154	1,233	79	1,170	1,233	63
22	Parkland	1,168	982	(186)	1,065	1,216	151
23	Rosa Parks	834	945	111	847	945	98
24	John Poole	427	478	51	388	478	90
25	Thomas W. Pyle	1,313	1,502	189	1,504	1,502	(2)
26	Redland	611	765	154	590	765	175
27	Ridgeview	773	955	182	781	955	174
28	Rocky Hill	1,003	1,020	17	1,001	1,020	19
29	Shady Grove	524	854	330	585	854	269
30	Odessa Shannon	763	727	(36)	735	881	146
31	Silver Creek	796	935	139	853	935	82
32	Silver Spring International	1,161	1,107	(54)	1,108	1,170	62
33	Sligo	722	941	219	726	941	215
34	Takoma Park	1,131	1,322	191	1,102	1,322	220
35	Tilden	1,023	1,216	193	968	1,216	248
36	Hallie Wells	971	982	11	957	982	25
37	Julius West	1,352	1,432	80	1,358	1,432	74
38	Westland	803	1,105	302	778	1,105	327
39	White Oak	813	992	179	813	992	179
40	Earle B. Wood	1,037	944	(93)	969	944	(25)
High Schools							
1	Bethesda-Chevy Chase	2,295	2,457	162	2,375	2,457	82
2	Montgomery Blair	3,164	2,866	(298)	3,541	2,866	(675)
3	James Blake	1,747	1,743	(4)	1,900	1,743	(157)
4	Winston Churchill	2,215	1,948	(267)	2,091	1,948	(143)
5	Clarksburg	2,322	2,034	(288)	2,631	2,034	(597)
6	Damascus	1,381	1,560	179	1,475	2,007	532
7	Albert Einstein	1,899	1,633	(266)	1,995	1,633	(362)
8	Gaithersburg	2,299	2,443	144	2,693	2,443	(250)
9	Walter Johnson	2,882	2,321	(561)	2,923	2,321	(602)
10	John F. Kennedy	1,791	1,794	3	1,905	2,221	316
11	Col. Zadok Magruder	1,613	1,907	294	1,876	2,020	144
12	Richard Montgomery	2,336	2,241	(95)	2,732	2,241	(491)
13	Northwest	2,507	2,286	(221)	2,614	2,286	(328)
14	Northwood	1,804	1,508	(296)	1,863	2,498	635
15	Paint Branch	2,063	2,020	(43)	2,186	2,020	(166)
16	Poolesville	1,274	1,170	(104)	1,325	1,508	183
17	Quince Orchard	2,075	1,791	(284)	2,289	1,791	(498)
18	Rockville	1,400	1,518	118	1,451	1,518	67
19	Seneca Valley	2,044	2,551	507	2,549	2,551	2
20	Sherwood	1,768	2,147	379	2,102	2,147	45
21	Springbrook	1,675	2,121	446	1,945	2,121	176
22	Watkins Mill	1,598	1,789	191	1,658	1,789	131
23	Wheaton	2,365	2,234	(131)	2,360	2,234	(126)
24	Walt Whitman	2,051	2,262	211	2,258	2,262	4
25	Thomas S. Wootton	1,943	2,142	199	2,074	2,210	136

\*Includes capacity from approved capital projects.



# Appendix F

## Facilities Data and State Rated Capacity School Year 2021–2022

	Schools	Year Built	Year Reopen/ Revital.*	Existing Sq. Ft.	Site Size	Adj. Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
							Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
Elementary Schools												
1	Arcola	1956	2007	95,421	5	Yes	1	7	25	0	749	651
2	Ashburton	1957	1993	91,178	8.32		0	6	29	0	799	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	20	1	728	634
7	Bells Mill	1968	2009	77,244	9.6		1	4	22	2	634	626
8	Belmont	1974		49,279	10.52		0	2	16	0	412	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	26	0	686	686
12	Brooke Grove	1990		73,080	10.96		1	2	18	5	528	518
13	Brookhaven	1961	1995	81,320	8.57		1	3	15	7	501	503
14	Brown Station	1969	2017	113,998	9	Yes	2	6	26	4	810	739
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	14	0	452	392
17	Burtonsville	1952	1993	71,349	11.92		0	5	21	0	593	508
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	4	19	6	585	514
20	Carderock Springs	1966	2010	75,351	9		0	2	15	3	419	407
21	Rachel Carson	1990		78,547	12.4		1	5	24	0	682	692
22	Cashell	1969	2009	71,171	10.24		1	3	10	4	356	340
23	Cedar Grove	1960	1987	57,037	10.12		0	3	14	4	428	402
24	Chevy Chase	1936	2000	70,976	3.78		0	0	21	0	483	473
25	Clarksburg	1952	1993	54,983	9.97		0	6	8	2	336	342
26	Clearspring	1988		77,535	10	Yes	2	3	21	4	629	619
27	Clopper Mill	1986		64,851	9	Yes	3	5	17	0	561	506
28	Cloverly	1961	1989	61,991	10	Yes	0	3	15	5	461	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	19	4	477	467
32	Capt. James E. Daly	1989		78,386	10	Yes	1	4	19	3	575	528
33	Damascus	1934	1980	53,239	9.42		0	3	10	5	346	324
34	Darnestown	1954	1980	64,840	7.21		0	2	14	5	416	406
35	Diamond	1975		85,404	10	Yes	0	6	23	3	691	679
36	Dr. Charles R. Drew	1991		73,975	12		2	3	17	5	547	512
37	DuFief	1975		59,013	10		0	3	13	6	425	427
38	East Silver Spring	1929	1975	88,895	8.43		2	4	19	5	615	577
39	Fairland	1992		92,227	11.79		2	5	23	5	729	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	16	5	526	430
43	Flower Hill	1985		58,770	10	Yes	1	4	17	3	529	488
44	Flower Valley	1967	1996	61,567	9.28		0	3	13	6	425	416
45	Forest Knolls	1960	1993	89,850	7.77		2	5	20	3	640	571
46	Fox Chapel	1974		85,182	10.34	Yes	1	5	25	0	705	660
47	Gaithersburg	1947	1983	94,468	9.22		1	7	28	2	838	737
48	Galway	1967	2009	103,170	9	Yes	1	7	28	4	858	770
49	Garrett Park	1948	2012	96,348	4.37	Yes	0	5	29	0	777	777
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	287
52	William B. Gibbs, Jr.	2009		88,042	10.75		1	3	24	5	688	726
53	Glen Haven	1950	2004	85,845	10	Yes	1	5	21	5	663	575
54	Glenallan	1966	2013	98,700	12.1		1	7	27	4	835	752
55	Goshen	1988		76,740	10.47		0	5	24	1	672	604
56	Great Seneca Creek	2006		82,511	13.71		0	5	22	3	646	556
57	Greencastle	1988		78,275	18.88		1	7	18	4	628	554
58	Greenwood	1970		64,609	10	Yes	0	4	20	2	568	562
59	Harmony Hills	1957	1999	85,648	10.19	Yes	2	6	28	0	816	752
60	Highland	1950	1989	87,491	11.05	Yes	2	5	20	0	610	540
61	Highland View	1953	1994	59,307	6.61		0	6	10	0	362	288
62	Jackson Road	1959	1995	91,465	8.76		1	6	24	4	744	684
63	Jones Lane	1987		60,679	12.06		0	3	20	0	526	516
64	Kemp Mill	1960	1996	68,222	10		2	4	17	0	519	448
65	Kensington-Parkwood	1952	2006	102,382	9.86		0	5	24	5	712	706
66	Lake Seneca	1985		58,770	9.35		1	3	14	4	448	425
67	Lakewood	1968	2003	77,526	13.07		0	2	21	3	557	557

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education and class size reduction 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.

	Schools	Year Built	Year Reopen/ Revital.*	Existing Sq. Ft.	Site Size	Adj. 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	3	17	3	487	465
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	621
71	Luxmanor	1966		99,376	6.49	Yes	0	4	26	6	746	764
72	Thurgood Marshall	1993		77,798	12		0	4	18	4	542	552
73	Maryvale	1969		178,625	17.67		3	4	24	3	730	677
74	Spark M. Matsunaga	2001		90,718	11.8		0	5	20	4	610	584
75	S. Christa McAuliffe	1987		102,111	10.59	Yes	1	5	30	2	840	747
76	Ronald McNair	1990		78,275	10	Yes	1	5	22	0	636	626
77	Meadow Hall	1956	1994	61,964	8.37	Yes	0	4	11	7	411	346
78	Mill Creek Towne	1966	2000	67,465	8.38		1	3	9	7	363	323
79	Monocacy	1961	1989	42,482	9.66		0	1	9	0	229	219
80	Montgomery Knolls	1952	1989	109,733	10.33		2	7	23	5	773	679
81	New Hampshire Estates	1954	1988	73,306	5.42		5	8	13	0	575	493
82	Roscoe R. Nix	2006		88,351	8.97	Yes	2	8	17	3	637	503
83	North Chevy Chase	1953	1995	65,982	7.94		0	0	15	0	345	335
84	Oak View	1949	1985	57,560	11.25		0	0	15	0	345	335
85	Oakland Terrace	1950	1993	79,145	9.54	Yes	1	5	14	8	532	476
86	Olney	1954	1990	68,755	9.88		0	4	23	0	617	607
87	William T. Page	1965	2003	58,726	9.76		1	5	13	0	429	372
88	Pine Crest	1941	1992	77,121	5.64		0	0	29	0	667	667
89	Piney Branch	1973		99,706	1.97	Yes	0	0	27	0	621	611
90	Poolesville	1960	1978	64,803	12.28		0	3	21	0	549	539
91	Potomac	1949	1976	86,550	9.61		0	3	18	0	480	480
92	Judith A. Resnik	1991		78,547	12.77		1	5	18	2	564	503
93	Sally K. Ride	1994		78,686	13.48		2	5	13	8	529	472
94	Ritchie Park	1966	1997	58,500	9.22		0	3	15	0	411	411
95	Rock Creek Forest	1950	2015	98,140	7.95		1	6	25	4	767	673
96	Rock Creek Valley	1964	2001	76,692	10.44		0	3	13	9	455	428
97	Rock View	1955	1999	91,977	7.44		1	6	24	5	754	680
98	Lois P. Rockwell	1992		75,520	10.56		0	3	17	5	507	525
99	Rolling Terrace	1988		92,241	4.33		3	6	27	0	813	739
100	Rosemary Hills	1956	1988	87,298	6.07		1	7	17	6	625	611
101	Rosemont	1965	1995	88,764	8.91		1	6	22	3	688	602
102	Bayard Rustin	2018		97,397	11.06		0	5	28	2	774	790
103	Sequoyah	1990		73,080	11.63	Yes	0	4	19	3	555	508
104	Seven Locks	1964	2012	66,915	9.98		0	3	16	0	434	424
105	Sherwood	1977		81,727	10.85		0	3	17	8	537	519
106	Sargent Shriver	1954	2006	91,628	9.17		1	7	25	0	749	668
107	Flora M. Singer	1950	2012	95,831	12.67		1	6	19	8	669	590
108	Sligo Creek	1934	1999	98,799	15.64	Yes	0	5	24	2	682	664
109	Snowden Farm	2019		92,366	9.79		0	5	28	2	774	774
110	Somerset	1949	2005	80,122	3.71		0	3	20	0	526	516
111	South Lake	1972		83,038	10.2		2	8	25	0	791	694
112	Stedwick	1974		109,677	10		1	5	26	3	758	703
113	Stone Mill	1988		78,617	11.76		0	4	22	6	654	684
114	Stonegate	1971		52,468	10.26		0	3	14	2	408	398
115	Strathmore	1970		59,497	10.79	Yes	0	0	21	1	493	479
116	Strawberry Knoll	1988		78,723	10.82		2	5	14	7	542	459
117	Summit Hall	1971		68,059	10.16	Yes	5	6	13	0	531	457
118	Takoma Park	1979		85,553	4.7		0	11	23	0	771	607
119	Travilah	1960	1992	65,378	9.3		0	3	20	0	526	526
120	Twinbrook	1952	1986	79,818	10.45		2	4	20	2	608	568
121	Viers Mill	1950	1991	120,572	10.52		2	4	27	5	799	770
122	Washington Grove	1956	1984	86,266	10.66		3	3	19	4	603	589
123	Waters Landing	1988		101,352	9.99		0	7	30	3	874	776
124	Watkins Mill	1970		80,923	10	Yes	2	8	21	6	759	642
125	Wayside	1969	2017	93,453	9.26		0	3	23	5	645	631
126	Weller Road	1953	2013	121,346	11.1		4	6	27	0	833	754
127	Westbrook	1939	1990	91,359	12.46	Yes	0	3	20	3	556	546
128	Westover	1964	1998	54,645	7.56		0	2	8	6	288	266
129	Wheaton Woods	1952	2017	120,154	8.03		2	4	28	3	802	749
130	Whetstone	1968		96,946	8.82		1	5	27	5	801	770
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	719
133	Woodfield	1962	1985	53,212	10		0	2	11	8	377	365
134	Woodlin	1944	1974	60,725	10.97		0	4	15	4	473	463
135	Wyngate	1952	1997	89,104	9.45		0	5	29	0	777	777
Total Elementary Schools				10,884,504	1,286		106	580	2,694	392	80,762	75,985

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education and class size reduction 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 2021–2022

	Schools	Year Built	Year Reopen/ Revital.*	Existing Sq. Ft.	Site Size	Adj. Park	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)	
							Reg. @25	Sp. Ed. @10			
Middle Schools									(85% + Sp. Ed.)	(X 85%)	
1	Argyle	1971	1993	120,205	19.9	Yes	43	0	914	897	
2	John T. Baker	1971		120,532	22		34	4	763	746	
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		51	6	1,144	1,125	
6	Roberto Clemente	1992		148,246	19.87		56	4	1,230	1,218	
7	Eastern	1951	1976	152,030	14.51		48	3	1,050	1,012	
8	William H. Farquhar	1968	2016	135,626	37.11		37	2	806	800	
9	Forest Oak	1999		132,259	41.92		45	3	986	955	
10	Robert Frost	1971		143,757	24.79		48	3	1,050	1,035	
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		49	0	1,041	1,041	
16	Lakelands Park	2005		153,588	8.11	Yes	53	4	1,166	1,147	
17	A. Mario Loiederman	1956	2015	148,718	17.08		48	0	1,020	1,003	
18	Montgomery Village	1968	2003	141,615	15.14		39	7	899	844	
19	Neelsville	1981		131,432	29.19		47	0	999	956	
20	Newport Mill	1958	2002	109,011	8.4		38	3	838	825	
21	North Bethesda	1955	1999	178,252	19.99		57	2	1,231	1,233	
22	Parkland	1963	2007	151,169	9.18	Yes	47	0	999	982	
23	Rosa M. Parks	1992		137,469	24.05	Yes	44	2	955	945	
24	John Poole	1997		85,669	20.51		22	2	488	478	
25	Thomas W. Pyle	1962	1993	209,464	14.32		70	3	1,518	1,502	
26	Redland	1971		112,297	20.64		Yes	36	0	765	765
27	Ridgeview	1975		145,168	20		44	4	975	955	
28	Rocky Hill	2004		148,065	23.29		48	0	1,020	1,020	
29	Shady Grove	1995	1999	129,206	20.51	Yes	39	3	859	854	
30	Odessa Shannon	1966		123,199	16.45		34	3	753	727	
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	63	0	1,339	1,322	
35	Tilden	1967	1991	244,561	28.06		56	7	1,260	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				5,885,040	806.46		1856	102	40,460	39,777	
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		131	0	2,784	2,867	
3	James Hubert Blake	1998		297,125	91.09		77	2	1,656	1,743	
4	Winston Churchill	1964	2001	322,078	30.28		83	11	1,874	1,949	
5	Clarksburg	1995	2006	344,574	62.73		90	3	1,943	2,034	
6	Damascus	1950	1978	235,986	32.65	Yes	67	7	1,494	1,560	
7	Albert Einstein	1962	1997	276,462	26.67		72	8	1,610	1,633	
8	Gaithersburg	1951	2013	427,048	40.97		108	14	2,435	2,443	
9	Walter Johnson	1956	2009	365,138	30.86		102	5	2,218	2,321	
10	John F. Kennedy	1964	1999	332,133	29.14		79	7	1,749	1,794	
11	Col. Zadok Magruder	1970		295,478	29.99	Yes	83	8	1,844	1,907	
12	Richard Montgomery	1942	2007	311,500	29.05		100	3	2,155	2,241	
13	Northwest	1998		342,101	34.56		100	4	2,165	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	317,731	30.32		65	13	1,511	1,518	
19	Seneca Valley	1974		439,346	29.37		112	9	2,470	2,551	
20	Sherwood	1950	1991	333,154	49.33		94	6	2,058	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	81	3	1,751	1,789	
23	Wheaton	1954	2016	373,825	28.23	Yes	100	4	2,165	2,234	
24	Walt Whitman	1962	1992	312,270	30.67		98	8	2,163	2,262	
25	Thomas S. Wootton	1970		295,620	27.37		94	5	2,048	2,142	
Total High Schools				8,062,454	898.76			2228	142	48,765	50,489
Total Secondary Schools				13,947,494	1705.2			4084	244	89,225	90,266

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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 use 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 reading support, 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 F for a comparison of capacity ratings for all schools.

Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grades 1–5/6 Elementary	23:1
Grades 6–12 Secondary	25:1*
Special Education	10:1

\*Program capacity differs at the secondary level in that regular classroom capacity in the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary school (equivalent to 21.25 students per classroom).

# Appendix H

## Montgomery County Public Schools Relocatable Classrooms: 2021–2022 School Year

Cluster/ School	Relocatables on site for 2021–2022 to Address:		
	Overutilization	DC	Total
<b>Bethesda-Chevy Chase</b>			
Bethesda ES	6		6
Rock Creek Forest ES	2		2
Total	8	0	8
<b>Winston Churchill</b>			
Winston Churchill HS	4		4
Total	4	0	4
<b>Clarksburg</b>			
Clarksburg HS	13		13
Clarksburg ES	15		15
Captain James E. Daly ES	4		4
Total	32	0	32
<b>Damascus</b>			
John T. Baker MS	2		2
Cedar Grove ES	3		3
Clearspring ES	2		2
Damascus ES	4		4
Total	11	0	11
<b>Downcounty Consortium*</b>			
Montgomery Blair HS	18		18
Albert Einstein HS	8		8
Northwood HS	14		14
A. Mario Loiederman MS	2		2
Argyle MS	3		3
Parkland MS	4		4
Arcola ES	6		6
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	6		6
Sargent Shriver ES	9		9
Flora Singer ES	3		3
Woodlin ES	7		7
Total	103	0	103
<b>Gaithersburg</b>			
Gaithersburg ES	11		11
Goshen ES	2		2
Rosemont ES	4		4
Strawberry Knoll ES	10		10
Summit Hall ES**	17		17
Total	44	0	44
<b>Walter Johnson</b>			
Walter Johnson HS	10		10
Ashburton ES**	8		8
Farmland ES	4		4
Total	22	0	22

Cluster/ School	Relocatables on site for 2021–2022 to Address:		
	Overutilization	DC	Total
<b>Col. Zadok Magruder</b>			
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
<b>Richard Montgomery</b>			
Richard Montgomery HS	6		6
Ritchie Park ES	3		3
Twinbrook ES	4		4
Total	13	0	13
<b>Northeast Consortium*</b>			
Benjamin Baneker 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	2		2
Galway ES	2		2
Greencastle ES	10		10
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	74	0	74
<b>Northwest</b>			
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
<b>Quince Orchard</b>			
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
<b>Rockville</b>			
Flower Valley ES	2		2
Meadow Hall ES	7		7
Rock Creek Valley ES	3		3
Total	12	0	12
<b>Seneca Valley</b>			
Lake Seneca ES	9		9
Sally K. Ride ES	2		2
Total	11	0	11
<b>Sherwood</b>			
Belmont ES	0	1	1
Total	0	1	1

Cluster/ School	Relocatables on site for 2021–2022 to Address:		
	Overutilization	DC	Total
<b>Watkins Mill</b>			
South Lake ES	14		14
Watkins Mill ES	6		6
Whetstone ES	3		3
Total	23	0	23
<b>Walt Whitman</b>			
Bannockburn ES	2		2
Burning Tree ES	4		4
Total	6	0	6
<b>Thomas S. Wootton</b>			
Thomas S. Wootton HS	3		3
Cold Spring ES	1		1
DuFief ES	1	1	2
Total	5	1	6
Grand Total by Use	457	5	462
SCHOOL TOTAL:	462		

Other Relocatable Uses		
	# Units	Comment
<b>Construction</b>		
Poolesville HS	10	
Total	10	
<b>Holding Schools</b>		
Emory Grove Center	29	
Fairland Center	10	
Grosvenor Center	17	
North Lake Center	21	
Radnor Center	11	
Total	88	
<b>Other Uses at Schools</b>		
Gaithersburg ES	1	Parent Resource
Monocacy ES	1	
South Lake ES	1	Linkages
Summit Hall ES	1	Judy Center
Total	4	
<b>Non-school Locations</b>		
Bethesda Depot	3	Offices
Clarksburg Depot	1	Maintenance
Clarksburg Depot	2	Transportation
Hadley Farms Center	1	Offices
Kingsley Center	5	Transitions
Lincoln Warehouse	1	Copy Plus
Randolph Depot	3	Offices
Rocking Horse Road Center	2	Offices
Shady Grove Depot	6	Offices
Smith Center	2	Outdoor Education
Total	26	
OTHER TOTAL:	128	

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.

\*\*Ashburton ES (8) classrooms are in modular buildings. Summit Hall ES (16) classrooms are in modular buildings, (1) is in a regular relocatable.



# Appendix I

## Former Operating Schools and Current Status October 2021

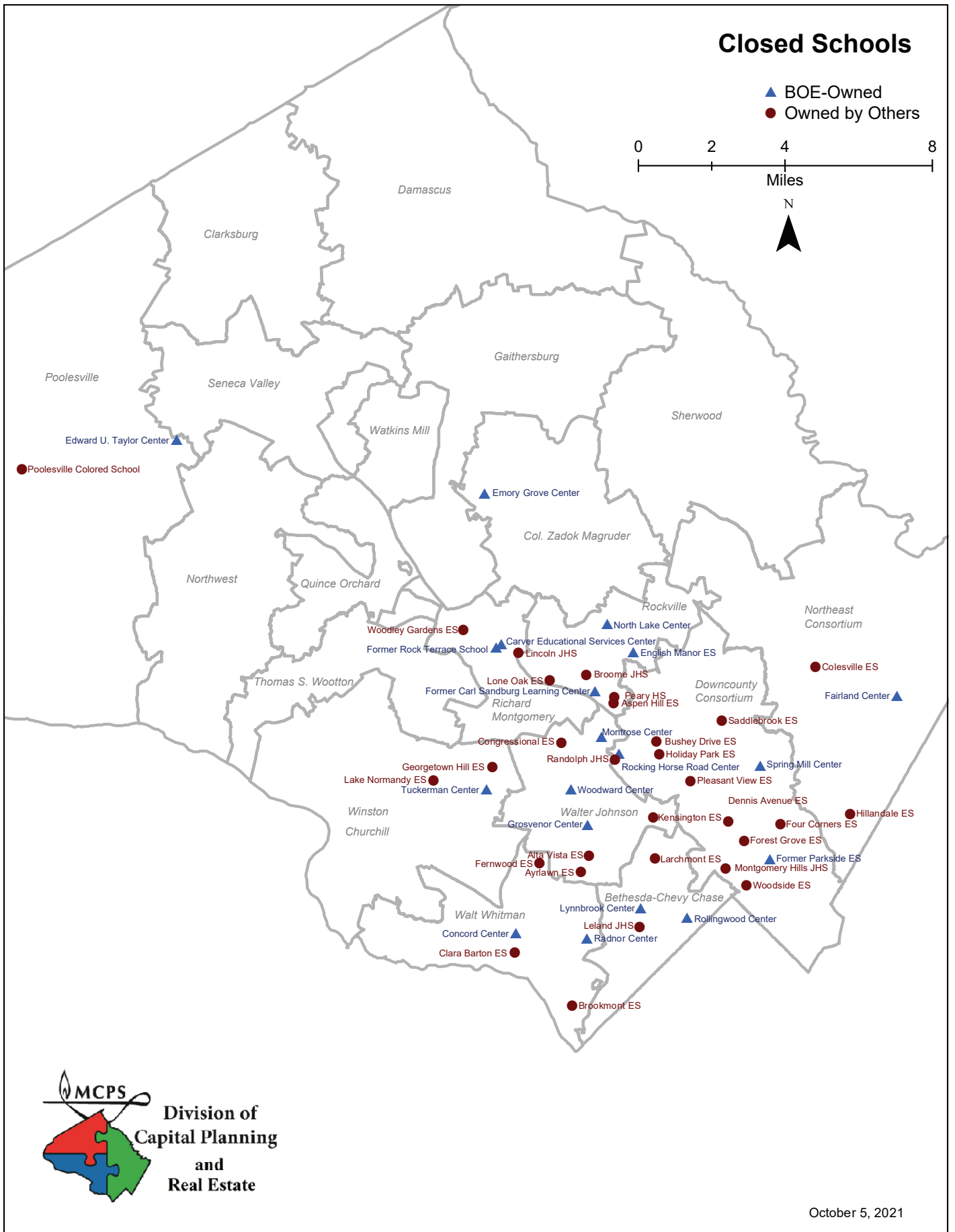
NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	CURRENT USE	SITE	ROOMS	SF
<b>BOARD OF EDUCATION-OWNED FACILITIES</b>							
Carver Educational Services Center	850 Hungerford Drive	Beall ES	Richard Montgomery	Board of Education and MCPS staff	30.89	-	-
Concord Center	7210 Hidden Creek Road	Bannockburn ES	Walt Whitman	MCPS staff 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	10.00	19	45,002
English Manor ES	4511 Bestor Drive	Lucy V. Barnsley ES	Rockville	MCPS staff	8.24	28	46,542
Fairland Center	13313 Old Columbia Pike	Fairland ES	Northeast Consortium	Holding school (currently leased to private school)	9.20	26	45,082
Former Parkside ES	9500 Brunett Avenue	Sligo Creek ES	Downcounty Consortium	TBD	6.18	-	26,369
Former Rock Terrace School	390 Martins Lane	Beall ES	Richard Montgomery	TBD	*	12	48,024
Former Carl Sandburg Learning Center	451 Meadow Hall Drive	Meadow Hall ES	Rockville	TBD	7.60	16	31,252
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 staff 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	9.66	22	40,378
Radnor Center	7000 Radnor Road	Bradley Hills ES	Walt Whitman	Holding school	9.03	20	36,663
Rocking Horse Road Center	4910 Macon Road	Viers Mill ES	Downcounty Consortium	MCPS staff	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 leased to MCCPTA	7.68	14	29,300
Edward U. Taylor Center	19501 White Ground Road	Monocacy ES	Poolesville	MCPS staff	11.47	8	20,827
Tuckerman Center	8224 Lochinver Lane	Bells Mill ES	Winston Churchill	Leased to private school	9.13	24	47,965
Woodward Center	11211 Old Georgetown Road	Luxmanor ES	Walter Johnson	Holding school 2023-2025	28.06	52	135,150
<b>MONTGOMERY COUNTY-OWNED FACILITIES</b>							
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	Clara Barton Neighborhood Recreation Center and leased to childcare providers	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	-	32,675
Colesville ES	14015 New Hampshire Avenue	Dr. Charles R. Drew ES	Northeast Consortium	DHHS Colesville Center	11.12	14	25,174
Congressional ES	1801 East Jefferson Street	Fairland ES	Walter Johnson	Leased to Hebrew Home of Greater Washington	9.91	-	-
Dennis Avenue ES	2000 Dennis Avenue	Flora M. Singer ES	Downcounty Consortium	Dennis Avenue 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	HOC 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	Leased to Centers for the Handicapped, Inc.	6.81	-	-
Holiday Park ES	3930 Ferrara Avenue	Viers Mill ES	Downcounty Consortium	Holiday Park Senior Center	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	Leased to a church	1.78	-	100,865
Lone Oak ES	1010 Grandin Avenue	Meadow Hall ES	Rockville	Leased to Centers for the Handicapped, Inc.	7.10	28	40,000
Montgomery Hills JHS	2010 Linden Lane	Woodlin ES	Downcounty Consortium	Leased to private school	8.67	44	130,000
Pleasant View ES	3015 Upton Drive	Rock View ES	Downcounty Consortium	Leased to private school	6.22	-	58,283
Poolesville Colored School	19200 Jerusalem Road	Poolesville ES	Poolesville	Leased to AT&T	4.00	-	-
Randolph JHS	11710 Hunters Lane	Viers Mill ES	Downcounty Consortium	Leased to private 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	DHHS Silver Spring Center	2.70	23	36,614
<b>CITY OF ROCKVILLE-OWNED FACILITIES</b>							
Woodley Gardens ES	1150 Carnation Drive	College Gardens ES	Richard Montgomery	Rockville Senior Center	9.64	16	31,767
<b>MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION-OWNED FACILITIES</b>							
Leland JHS	4300 Elm Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	Leland Neighborhood Park and Community Recreation Center	3.71	-	-
<b>PRIVATELY-OWNED FACILITIES</b>							
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	-	-

\*Former Rock Terrace School shares a parcel with Carver Educational Services Center

## Closed Schools

- ▲ BOE-Owned
- Owned by Others

0 2 4 8  
Miles



**Division of  
Capital Planning  
and  
Real Estate**

October 5, 2021



## Closed Schools That Have Been Reopened\*

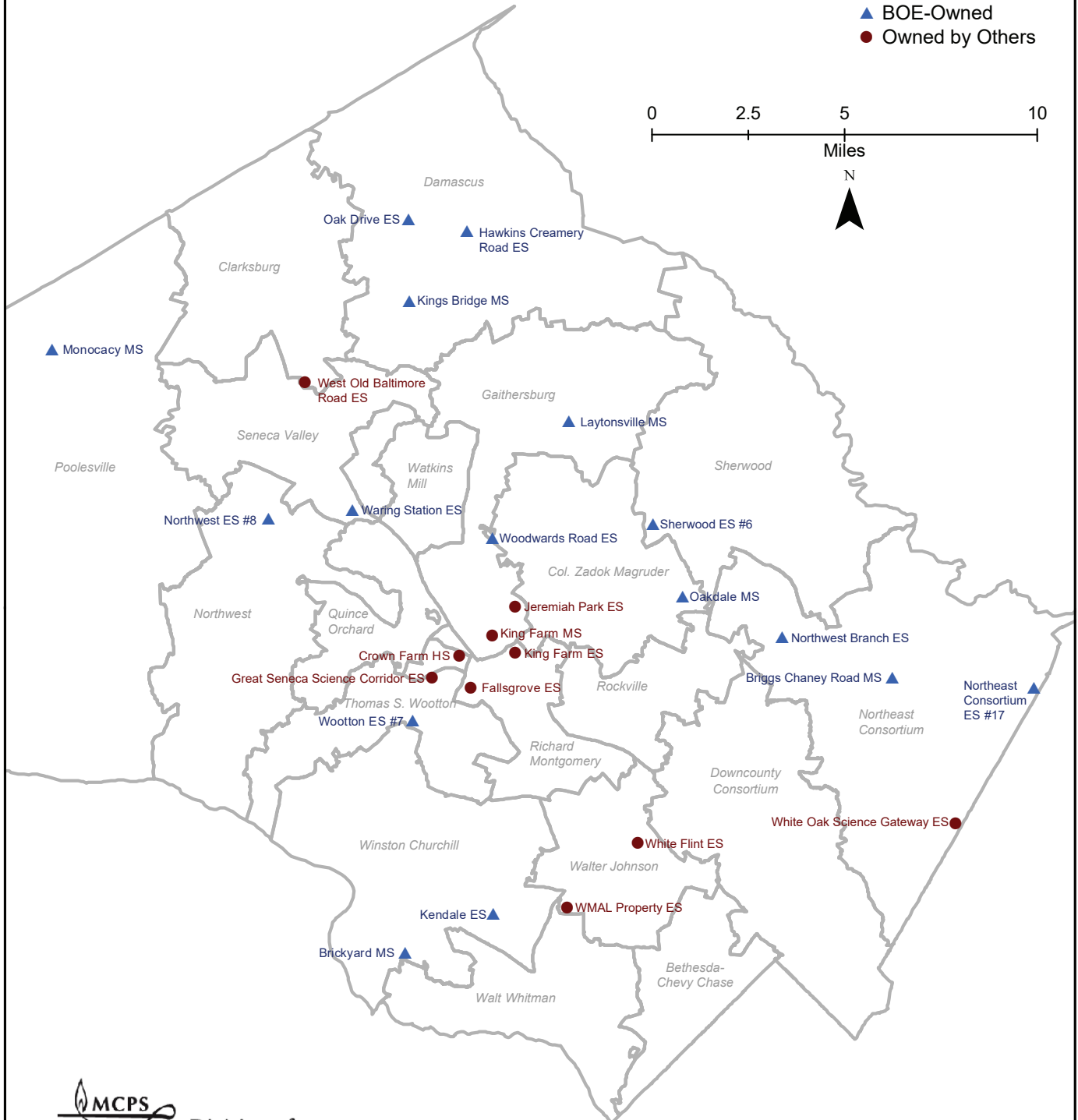
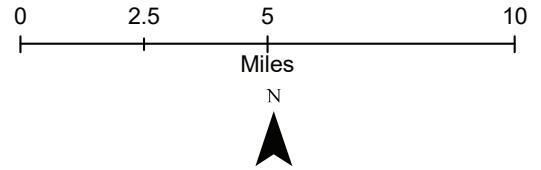
### October 2021

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	15.14
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, W., 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-Owned
- Owned by Others



Division of  
Capital Planning  
and  
Real Estate

October 5, 2021

## Future School Sites

October 2021

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	ACREAGE
<b>BOARD OF EDUCATION-OWNED SITES</b>				
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
<b>MASTER PLANNED SCHOOL SITES TITLED TO OTHERS</b>				
Central Area HS (Crown Farm)	Fields Road	Rosemont ES	Gaithersburg	31.1
Fallsgrove ES	Fallsgrove Road	Ritchie Park ES	Richard Montgomery	TBD
Great Seneca Science Corridor ES	Great Seneca Highway and Key West Avenue	Stone Mill ES	Thomas S. Wootton	TBD
Jeremiah Park ES	Shady Grove Road and Crabbs Branch Way	Washington Grove ES	Gaithersburg	TBD
King Farm ES	Watkins Pond Boulevard	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 2021

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		
2021	None		

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

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, October 2021

### Schools Revitalized/Expanded, 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 Terrace		
1990	Burnt Mills, Olney, Westbrook		
1991	Beall, Burning Tree, Viers Mill	Sligo	Sherwood
1992	Pine Crest, Travilah		Walt Whitman
1993	Ashburton, Burtonsville, Clarksburg, Forest Knolls, Oakland Terrace	Thomas W. Pyle, White Oak	Springbrook
1994	Highland View, Meadow Hall		
1995	Brookhaven, Georgian Forest, Jackson Road, North Chevy 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, Creethaven		
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/Carl Sandburg Learning Center, Potomac	Tilden/Rock Terrace School	Seneca Valley

73 Elementary Schools, 15 Middle Schools, 16 High Schools, and 2 Special Schools were completed in the Revitalization/Expansion Program. The Revitalization/Expansion Program was completed in 2020.

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, October 2021



### 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
<b>Elementary Schools</b>				
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
<b>Middle Schools</b>				
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
<b>High Schools</b>				
Clarksburg (originally opened as Rocky Hill MS)	1995	2004		2006 expanded to HS
Northwood	1956	1985	2004	

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, October 2021



# Appendix K

## Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2021

	Facility Name	Project Scope
1	Benjamin Banneker MS	Gym
2	Benjamin Banneker MS	Storage Shed
3	Benjamin Banneker MS	Switchgear Phase 1
4	Bannockburn ES	Elevator
5	Bannockburn ES	Gym Light Fixtures
6	Bannockburn ES	Gym floor
7	Bannockburn ES	Restroom
8	Lucy V. Barnsley ES	Fire Alarm
9	Beall ES	ADA Lifts 1 of 2
10	Bethesda ES	Generator
11	Montgomery Blair HS	Paint
12	James Hubert Blake HS	Floor
13	Briggs Chaney MS	Locks
14	Burning Tree ES	Ceiling and Lights
15	Burtonsville ES	Generator
16	Cabin John MS	Tennis Courts
17	Carver Educ. Services Center	Elevator
18	Clarksburg HS	Tennis Courts
19	Roberto Clemente MS	Floor Media Center
20	Cloverly ES	Doors
21	Damascus ES	ADA Lifts
22	Damascus ES	Ceiling and Lights
23	Damascus ES	Gym Lights
24	Diamond ES	PA System Upgrades
25	Eastern MS	Floor Media Center
26	Eastern MS	Lights
27	Eastern MS	Restroom
28	Emory Grove Center	Paint
29	Fairland Center	Paint
30	Fairland Center	Floor Covering
31	Forest Knolls ES	Generator
32	Fox Chapel ES	Delivery Ramp
33	Gaithersburg MS	Floor
34	Greencastle ES	Blinds
35	Greencastle ES	Windows
36	Highland ES	ADA Lifts
37	Jones Lane ES	Asphalt
38	Jones Lane ES	Exterior Wall
39	Spark M. Matsunaga ES	Wall
40	Midcounty Maintenance and Operations Service Center	Floor
41	Monocacy ES	Blinds
42	Monocacy ES	Windows
43	Richard Montgomery HS	Tennis Courts

	Facility Name	Project Scope
44	Pine Crest ES	Floor
45	Piney Branch ES	Doors
46	Piney Branch ES	Windows
47	John Poole MS	Paint
48	Quince Orchard HS	Bleachers
49	Quince Orchard HS	Gym Light Fixtures
50	Quince Orchard HS	Elevator
51	Quince Orchard HS	Gym Floor
52	Quince Orchard HS	Running Track
53	Judith A. Resnik ES	Floor
54	Rockville HS	Tennis Courts
55	Rocky Hill MS	Tennis Courts
56	Rosemary Hills ES	Gym
57	Rosemary Hills ES	Gym Light Fixtures
58	Rosemont ES	Floor
59	Sequoia ES	Generator
60	Sherwood ES	Play Ground Equipment
61	Sherwood HS	Asphalt
62	Sherwood HS	Generator
63	Silver Spring International MS	Tennis Court
64	Sligo MS	Floor
65	Sligo MS	Generator
66	Sligo MS	Tennis Court
67	Smith Center	Paint
68	Strathmore ES	Re-keying
69	Strawberry Knoll ES	ADA Parking
70	Takoma Park MS	Paint
71	Waters Landing ES	Floor
72	Waters Landing ES	Exterior Wall
73	Watkins Mill ES	Exterior Lights
74	Watkins Mill ES	Sprinkler Project
75	Watkins Mill HS	Tennis Courts
76	Julius West MS	Fence
77	Westbrook ES	Play Area
78	Westland MS	Tennis Courts
79	Westover ES	Paint
80	Whetstone ES	Gym Lighting
81	Whetstone ES	Sprinkler Project
82	White Oak MS	Bleachers
83	White Oak MS	Exterior Wall
84	White Oak MS	Floor Media Center
85	Earle B. Wood MS	Tennis Courts
86	Woodfield ES	Paint



# Appendix L

Head Start and Prekindergarten Locations 2021-2022

Elementary 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					1	
Beall	1			1		
Bel Pre				4		1
Bells Mill			1			
Brooke Grove					1	
Brookhaven ♦ (am/pm)				2		
Brown Station ♦ (pm)			1	2		
Burnt Mills				2		
Rachel Carson				2		
Cashell					1	
Clearspring			1	1		
Clopper Mill			1	2		1
College Gardens (mixed age)			1 (@17)			
Capt. James E. Daly				2		
Dr. Charles R. Drew			1	2		
East Silver Spring (mixed age) ♦ (pm)		1		2		
Fairland			1	1		
Fields Road					1	
Flower Hill				2		
Forest Knolls					1	
Fox Chapel				2		
Gaithersburg					1	
Galway				2		
Georgian Forest			1	2		
William B. Gibbs, Jr. ♦ (am/pm)				2		
Glen Haven ♦ (pm)					1	
Glenallan ♦ (am)			1			
Greencastle ♦ (pm)				2		
Harmony Hills			1	2		
Highland			1	2		
Jackson Road ♦ (pm)				2		
Kemp Mill			1		1	
Lake Senaca ♦ (pm)				2		
JoAnn Leleck at Broad Acres			1	2	1	1
Maryvale	1		1	2		
S. Christie McAuliffe			1			
Dr. Ronald E. McNair					1	
Mill Creek Towne				1		
Montgomery Knolls ♦ (am/pm)			1	2		
New Hampshire Estates	1		3	1 (@25)	1	
Roscoe R. Nix					2	
Oakland Terrace ♦ (am)					1	
William Tyler Page				2		
Judith A. Resnik				2		
Dr. Sally K. Ride	1			2		
Rock Creek Forest					1	
Rock View				2		
Rolling Terrace (Judy Ctr)			1	2		1
Rosemary Hills				2		
Rosemont (Judy Ctr)				2		
Sargent Shriver				2		
Flora M. Singer					1	
South Lake			1		1	
Stedwick				2		
Strawberry Knoll ♦* (pm)	1 (@14)			1		
Summit Hall (Judy Ctr)			1	2		3
Twinbrook			1	2		
Viers Mill ♦ (am/pm)			1	2		
Washington Grove ♦ (pm) (Judy Ctr)			1	2	1	1
Watkins Mill			1		1	
Weller Road ♦ (pm)			1	2		2
Wheaton Woods			1	2		
Whetstone ♦ (pm)				2		
Other	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
Macdonald Knolls Early Childhood Center					5	
Up-County Early Childhood Center					4	1
<b>Total Capacity Per Program</b>	<b>74</b>	<b>17</b>	<b>557</b>	<b>1685</b>	<b>560</b>	<b>220</b>
<b>Total Overall Capacity</b>	<b>3113</b>					

\* Intensive Needs



♦ Preschool Special Education Collaboration



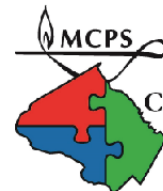


# Appendix M

## French Immersion Catchment Areas

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

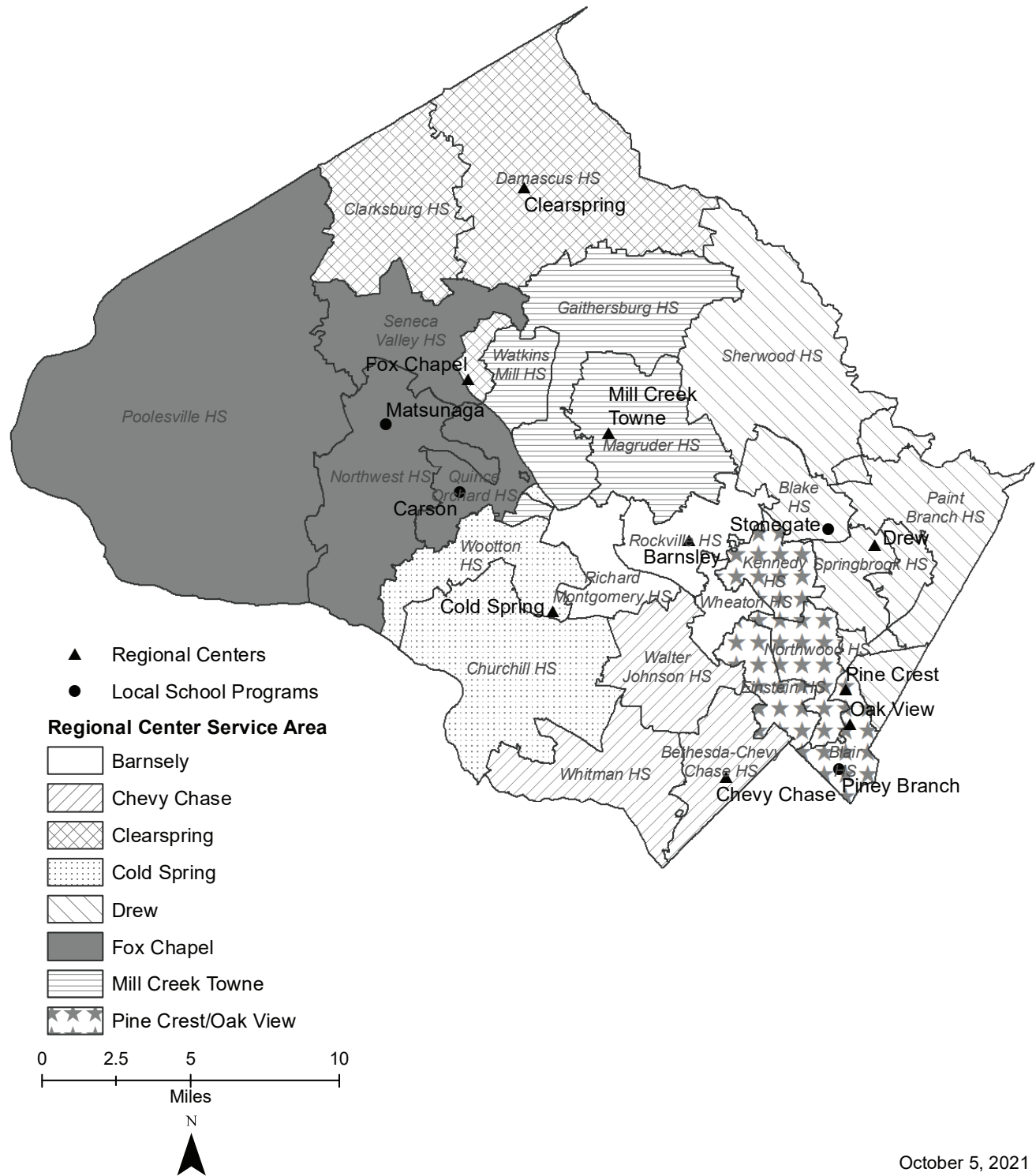
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Miles



Division of  
Capital Planning  
and  
Real Estate

October 5, 2021

# Centers for Enriched Studies



October 5, 2021

## Secondary Magnet School Catchment Areas



Middle School



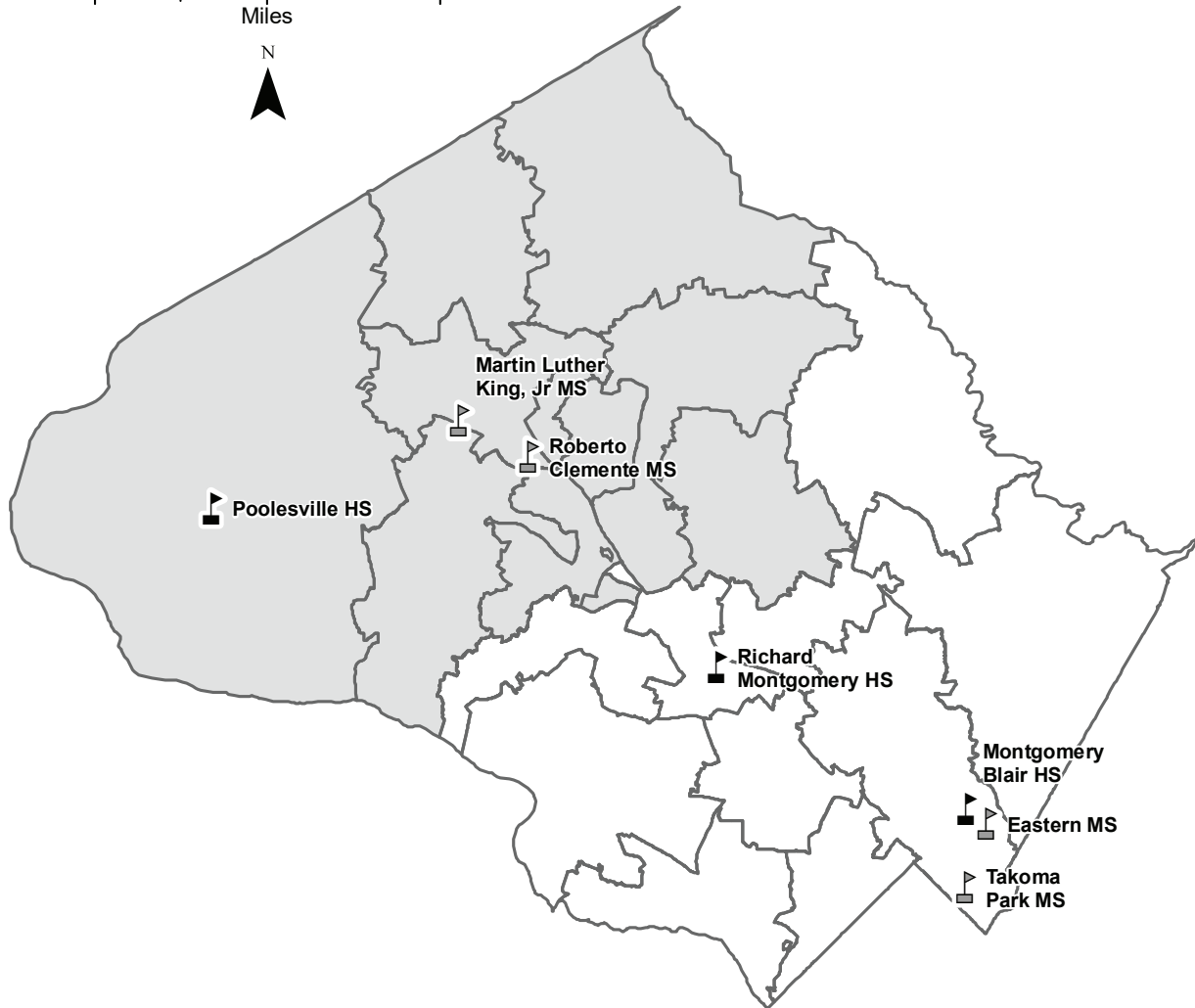
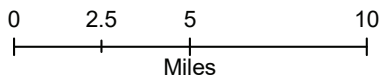
High School



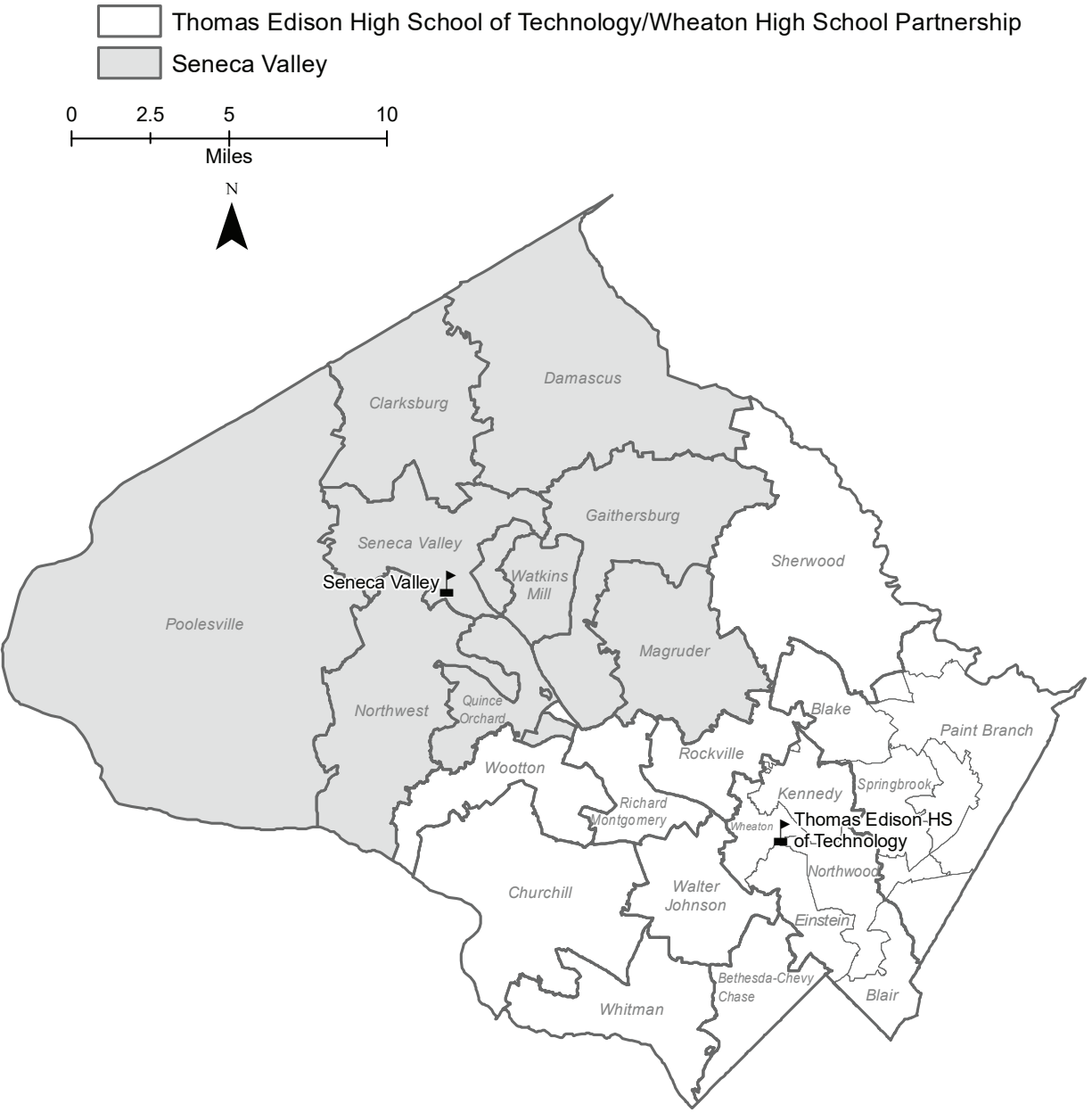
Blair, Eastern, & Takoma Park



Poolsville, Clemente, & M. L. King Jr.



# 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

The Elementary Home School Model special education services to students in Grades Kindergarten (K)–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served through 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 both the 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, cotaught general education classes, and other opportunities for participation with nondisabled peers.

#### Transition Services

Transition Services are provided to students receiving special education services, ages 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 (ALOs) aligned with the curriculum. 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 significant cognitive disabilities and/or multiple disabilities. Students typically are impacted in the adaptive areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing ALOs 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 regionally. 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 3, 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 (MCPS), 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 children's strengths and needs.

## **Preschool Education Program (PEP)**

### **(Classic, Collaboration, Inclusive, PILOT, Intensive Needs, Full Day, Medically Fragile and Itinerant Services)**

The Preschool Education Program (PEP) offers a continuum of prekindergarten (pre-K) classes and services for children with disabilities ages 3 to K. PEP serves children with delays in multiple developmental domains that affect the child's ability to learn and access the pre-K 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 pre-K general education classrooms include students with disabilities in the regular education setting. PEP PILOT provides services to students with disabilities in an inclusive early childhood setting alongside community peers; PEP collaboration classes offer inclusive opportunities for pre-K students utilizing a coteaching model. Special education classes are provided for students 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**

Pre-K language classes serve students ages 3 to K, with delays in receptive and/or expressive language that affect their ability to communicate and learn in typical preschool environments. Speech and language support 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 some inclusive opportunities with nondisabled peers. The purpose of these services is to build students' oral language for successful communication and to develop early learning skills in preparation for K. 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 K. 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 ALOs 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 (ASD) 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 ASD. Students receive instruction in the general education curriculum with the support 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 non-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 to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language and vocabulary development and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.

## **Social Emotional Special Education Services**

Social Emotional Special Education 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 support 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 ALOs 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 ASD. Some students require social and emotional support to access their academic program. Comprehensive behavioral 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, mathematics, science, and social studies, with special education support provided by a coteacher or paraeducator. Many secondary students also receive services through a GT/LD resource class. While services can vary and are determined by the student's IEP team, intensive behavioral, emotional, and social supports, interventions, and services are not part of the design of the GT/LD service model.

## **Elementary Physical Disabilities Classes**

Elementary physical disabilities classes provide comprehensive instruction to students in Pre-K 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 support for organization, problem solving, and self-advocacy.

## **Longview School**

The Longview School, colocated with Spark Matsunaga Elementary School, provides services to students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities. ALOs 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 serves students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities. ALOs 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**

Low incidence 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 pre-K class prepares children who are blind or have low vision for entry into K. 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 support 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 communication 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, collocated with Maryvale Elementary School, is a special education school that serves students with multiple disabilities in K through Grade 5, including intellectual disabilities, ASD, 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 ALOs 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 behavioral management system.

## **Rock Terrace School**

Rock Terrace School, collocated 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 ALOs aligned with the curriculum to prepare the students for transition to the high school program. The high school program emphasizes the ALOs 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 Program**

The John L. Gildner Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland Department of Health, 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 also are 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 to age 21. Augmentative communication, alternate computer access, and 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 3 and in elementary, middle and high schools for older students.

# 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
<b>Elementary Schools</b>				<b>Elementary Schools</b>			
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
<b>Middle Schools</b>			
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
<b>High Schools</b>			
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
<b>Special Education Centers</b>			
Carl Sandburg Learning Center	5	3	17
Longview School	2	2	39
RICA	2	3	15
Rock Terrace School	3	1	16
Stephen Knolls School	4	4	18
<b>Other Educational Facilities</b>			
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	Vacant
4	Shebra L. Evans
5	Brenda Wolff
At-large	Lynne Harris
At-large	Karla Silvestre
Student	Hana O'Looney

### 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	James W. Gilchrist
Delegate	Julie Palakovich Carr

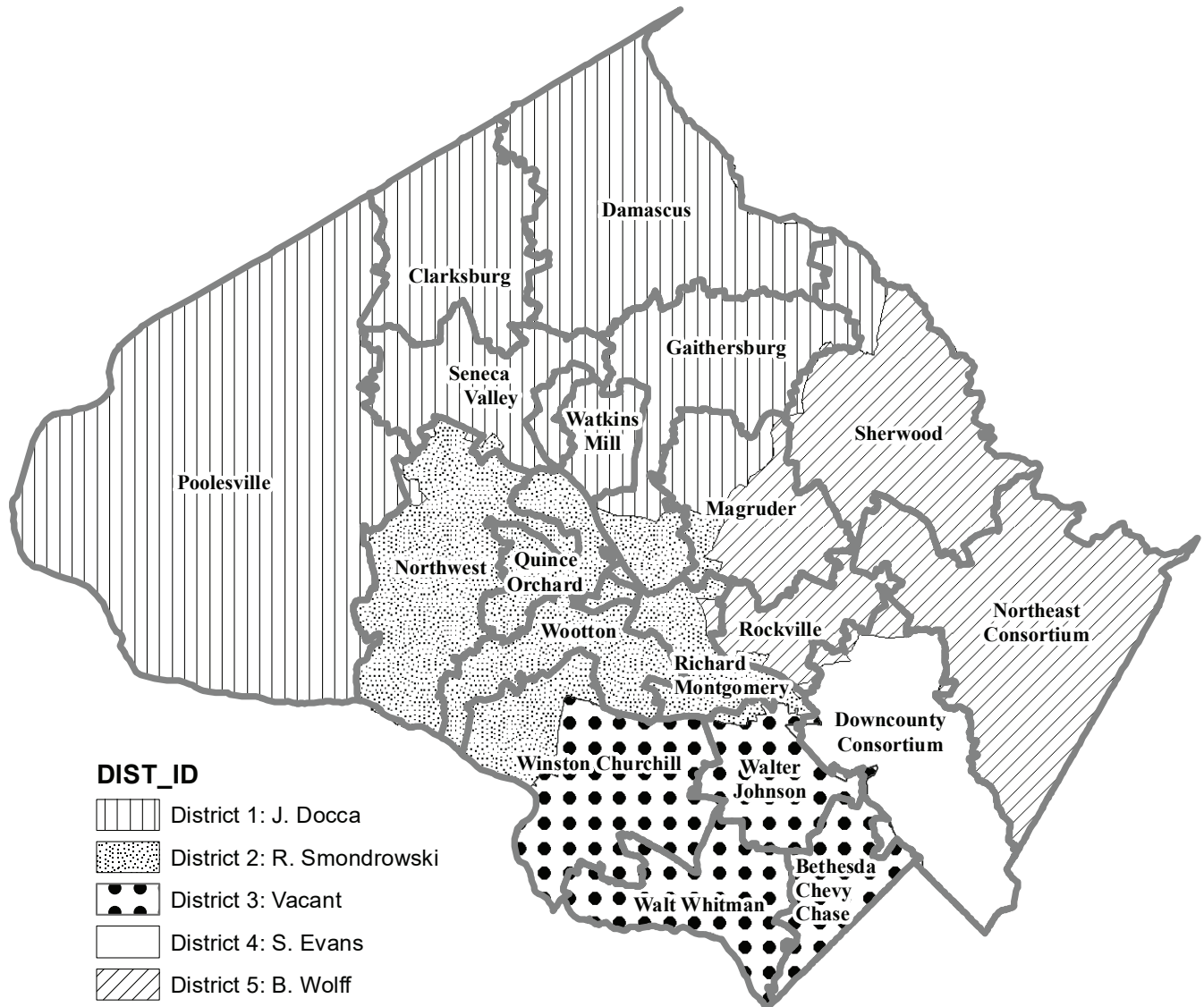
Legislative District 18	
Senator	Jeff Waldstreicher
Delegate	Alfred C. Carr, Jr.
Delegate	Emily Shetty
Delegate	Jared Solomon

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






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



## DIST\_ID

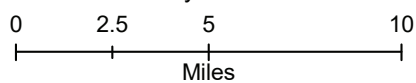
-  District 1: J. Docca
-  District 2: R. Smondrowski
-  District 3: Vacant
-  District 4: S. Evans
-  District 5: B. Wolff

BOE Members at Large:

L. Harris  
K. Silvestre

BOE Student Member:

Hana O'Looney

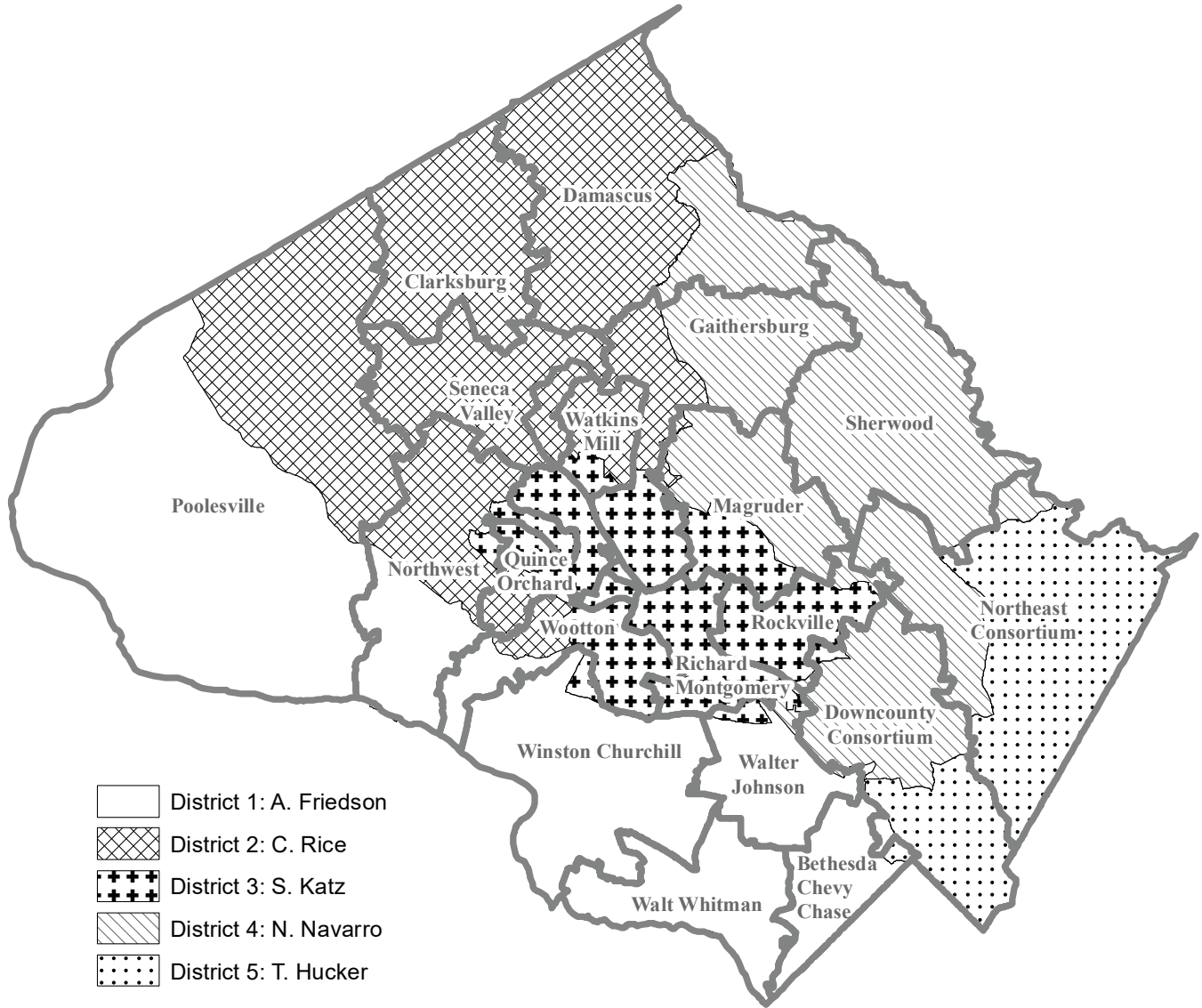







Division of  
Capital Planning  
and  
Real Estate

October 5, 2021

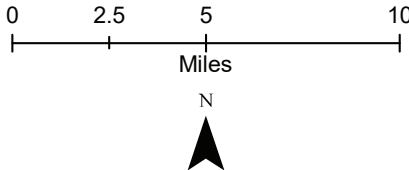


# Council Districts

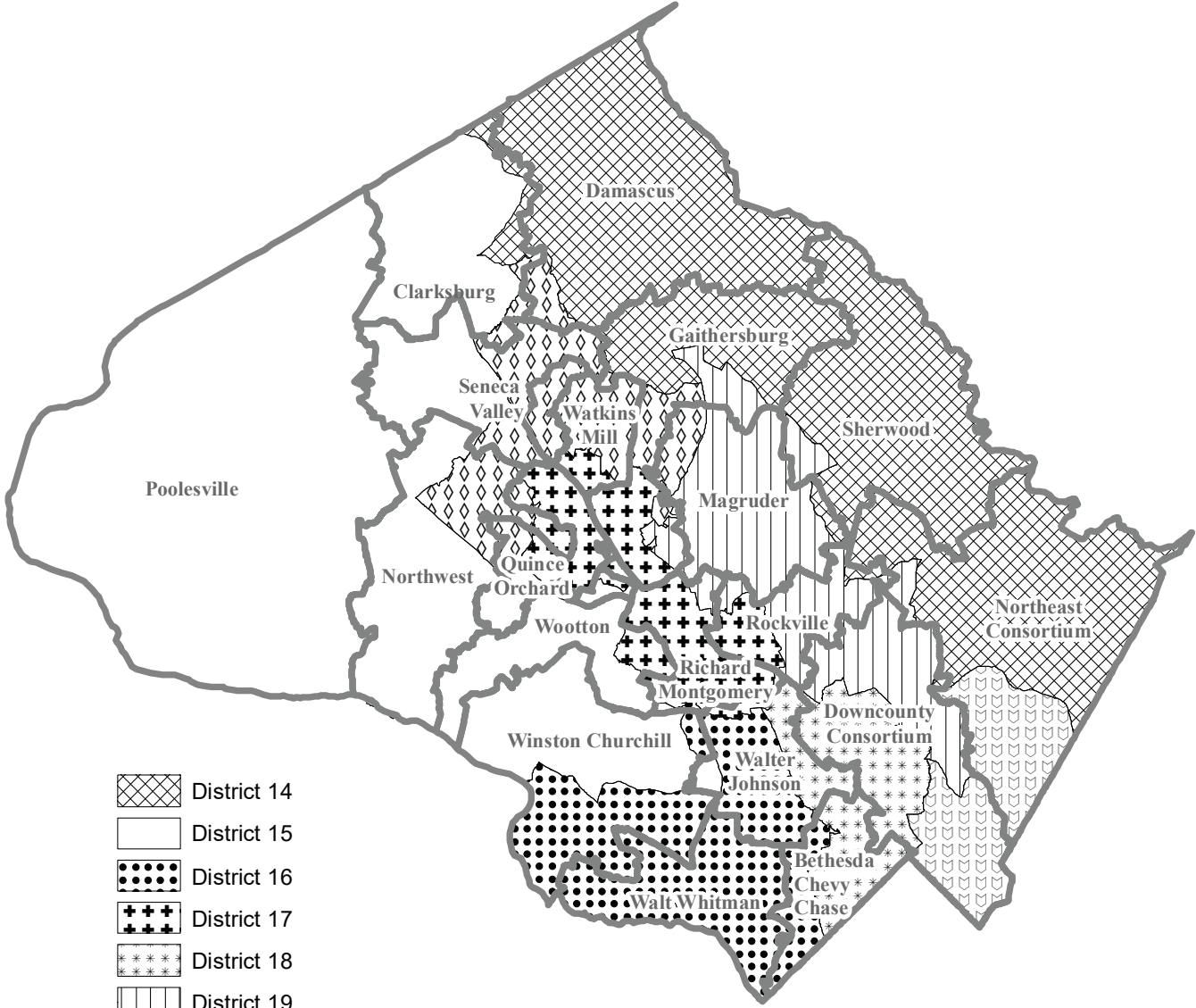


-  District 1: A. Friedson
-  District 2: C. Rice
-  District 3: S. Katz
-  District 4: N. Navarro
-  District 5: T. Hucker

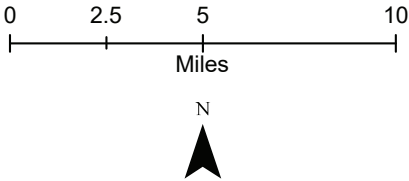
Council Members at Large:  
 G. Albornoz  
 E. Glass  
 W. Jawando  
 H. Riemer



# Legislative Districts



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



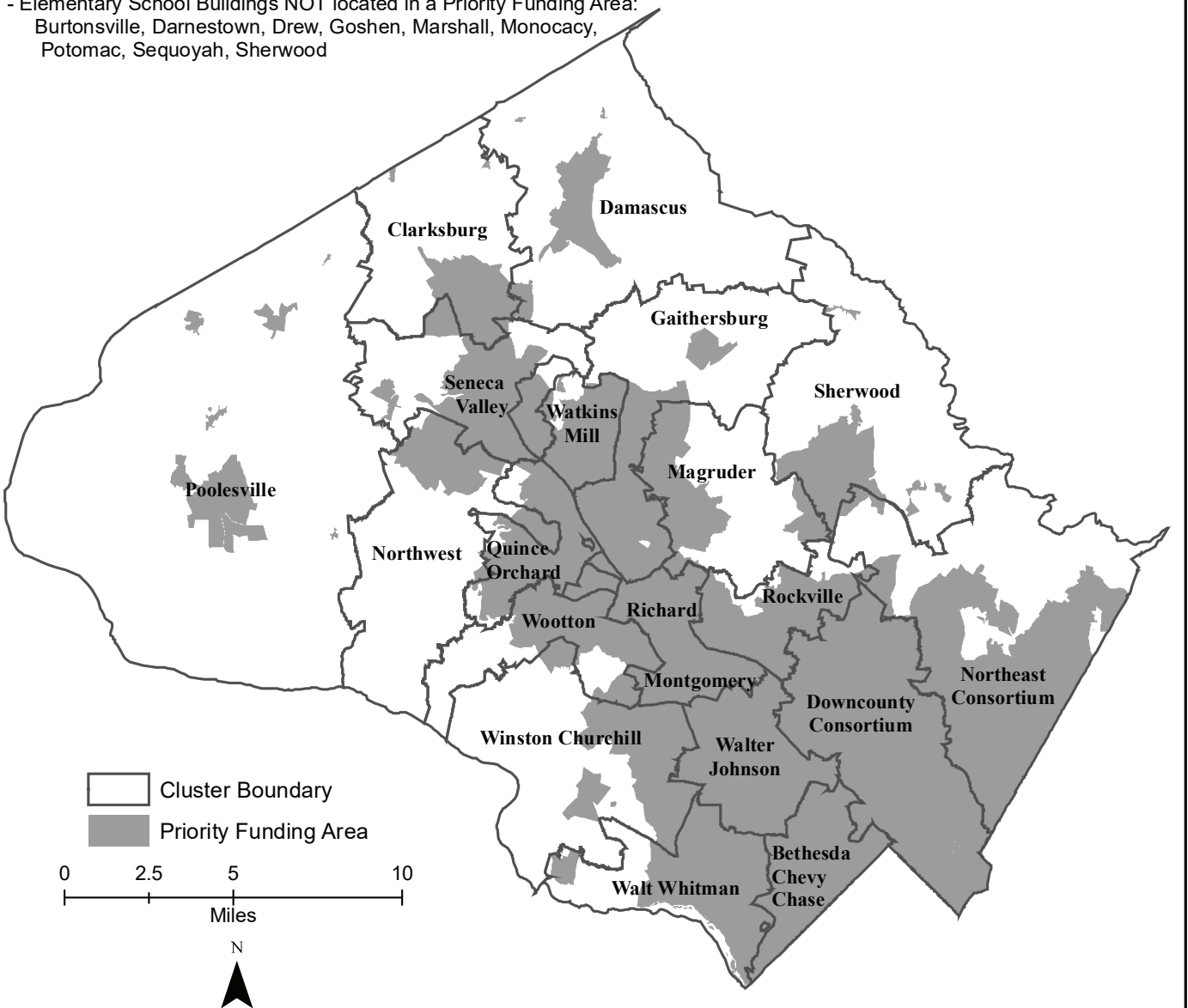
# Appendix P

## 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 5, 2021



## **POLICY** BOARD OF EDUCATION OF MONTGOMERY COUNTY

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**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**

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**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 <sup>a</sup>
Grades: 9-12 High School	25:1 <sup>b</sup>
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

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**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

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**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 6<sup>th</sup> 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 3<sup>rd</sup> 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

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**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

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**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.

**MONTGOMERY COUNTY PUBLIC SCHOOLS***Expanding Opportunity and Unleashing Potential***2021-2022 LIST OF SCHOOLS**

<b>ELEMENTARY SCHOOLS</b>			
<b>No.</b>	<b>Name and Address</b>	<b>Principal</b>	<b>Telephone</b>
790.....	<b>Arcola</b> , 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Philippe	301-287-8585
425.....	<b>Ashburton</b> , 6314 Lone Oak Dr., Bethesda 20817	Gregory C. Mullenholz	240-740-1300
420.....	<b>Bannockburn</b> , 6520 Dalroy Lane, Bethesda 20817	Kathryn D. Bradley	240-740-1270
505.....	<b>Lucy V. Barnsley</b> , 14516 Nadine Dr., Rockville 20853	Christine L. Troffkin	240-740-3260
207.....	<b>Beall</b> , 451 Beall Ave., Rockville 20850	Elliot M. Alter	240-740-1220
780.....	<b>Bel Pre</b> , 13801 Rippling Brook Dr., Silver Spring 20906	Dara Brooks	301-287-8870
607.....	<b>Bells Mill</b> , 8225 Bells Mill Rd., Potomac 20854	Dr. Stacy L. Smith	240-740-0480
513.....	<b>Belmont</b> , 19528 Olney Mill Rd., Olney 20832	Evan J. Pinkowitz	240-740-5705
401.....	<b>Bethesda</b> , 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	240-204-5300
226.....	<b>Beverly Farms</b> , 8501 Postoak Rd., Potomac 20854	Laura M. Swerdzewski	240-740-0200
410.....	<b>Bradley Hills</b> , 8701 Hartsdale Ave., Bethesda 20817	Karen E. Caroscio	240-204-5210
518.....	<b>Brooke Grove</b> , 2700 Spartan Rd., Olney 20832	Jolynn E. Tarwater	240-722-1800
807.....	<b>Brookhaven</b> , 4610 Renn St., Rockville 20853	Xavier Kimber	240-740-0500
559.....	<b>Brown Station</b> , 851 Quince Orchard Blvd., Gaithersburg 20878	Mary Jo Powell	240-740-0260
419.....	<b>Burning Tree</b> , 7900 Beech Tree Rd., Bethesda 20817	Dr. Kimberly A. Thompson	240-740-1750
309.....	<b>Burnt Mills</b> , 11211 Childs St., Silver Spring 20901	Dr. Stacy A. Ashton	301-649-8192
302.....	<b>Burtonsville</b> , 15516 Old Columbia Pike, Burtonsville 20866	Kimberly L. Lloyd	240-740-5700
508.....	<b>Candlewood</b> , 7210 Osprey Dr., Rockville 20855	Dr. Linda B. Sheppard	301-284-4200
310.....	<b>Cannon Road</b> , 901 Cannon Rd., Silver Spring 20904	Kristine L. Donohue	240-740-0520
604.....	<b>Carderock Springs</b> , 7401 Persimmon Tree Lane, Bethesda 20817	Jae W. Lee	240-740-0540
159.....	<b>Rachel Carson</b> , 100 Tschiffely Square Rd., Gaithersburg 20878	M. Deneise Hammond	240-740-1840
511.....	<b>Cashell</b> , 17101 Cashell Rd., Rockville 20853	Courtney M. Jones	240-740-0560
703.....	<b>Cedar Grove</b> , 24001 Ridge Rd., Germantown 20876	Lee F. Derby	240-740-6190
403.....	<b>Chevy Chase</b> , 4015 Rosemary St., Chevy Chase 20815	Jody L. Smith	301-657-4994
101.....	<b>Clarksburg</b> , 13530 Redgrave Pl., Clarksburg 20871	Carl R. Bencal	240-740-3530
706.....	<b>Clearspring</b> , 9930 Moyer Rd., Damascus 20872	Holly A. Gilbertson	240-740-2580
100.....	<b>Clopper Mill</b> , 18501 Cinnamon Dr., Germantown 20874	Lawrence D. Chep	240-740-2180
308.....	<b>Cloverly</b> , 800 Briggs Chaney Rd., Silver Spring 20905	Michael D. Bayewitz	301-989-5770
238.....	<b>Cold Spring</b> , 9201 Falls Chapel Way, Potomac 20854	Natalie M. Hambrecht	240-740-4390
229.....	<b>College Gardens</b> , 1700 Yale Pl., Rockville 20850	Stacey F. Rogovoy	301-279-8470
808.....	<b>Cresthaven</b> , 1234 Cresthaven Dr., Silver Spring 20903	Sherri A. Gorden	240-740-0580
111.....	<b>Capt. James E. Daly</b> , 20301 Brandermill Dr., Germantown 20876	Nikisha L. Blackmon	240-740-0600
702.....	<b>Damascus</b> , 10201 Bethesda Church Rd., Damascus 20872	Spencer Delisle	240-740-6180
351.....	<b>Darnestown</b> , 15030 Turkey Foot Rd., Gaithersburg 20878	Mark E. Craemer	301-284-4260
570.....	<b>Diamond</b> , 4 Marquis Dr., Gaithersburg 20878	Daniel Walder	240-740-2120
747.....	<b>Dr. Charles R. Drew</b> , 1200 Swingingdale Dr., Silver Spring 20905	Meredithe Casper	240-740-5670
241.....	<b>DuFief</b> , 15001 DuFief Dr., Gaithersburg 20878	Gregg R. Baron	301-279-4980
756.....	<b>East Silver Spring</b> , 631 Silver Spring Ave., Silver Spring 20910	Michael W. Burd	240-740-0620
303.....	<b>Fairland</b> , 14315 Fairdale Rd., Silver Spring 20905	Lakeisha D. Lashley	240-740-0640
233.....	<b>Fallsmead</b> , 1800 Greenplace Terr., Rockville 20850	Christina S. Lee	240-740-3545
219.....	<b>Farmland</b> , 7000 Old Gate Rd., Rockville 20852	April D. Longest	240-740-0660
566.....	<b>Fields Road</b> , One School Dr., Gaithersburg 20878	Erica W. Williams	240-740-7000
549.....	<b>Flower Hill</b> , 18425 Flower Hill Way, Gaithersburg 20879	Joshua S. Fine	301-840-7161
506.....	<b>Flower Valley</b> , 4615 Sunflower Dr., Rockville 20853	Gay E. Melnick	240-740-1780
803.....	<b>Forest Knolls</b> , 10830 Eastwood Ave., Silver Spring 20901	Evan H. Bernstein	240-740-1640
106.....	<b>Fox Chapel</b> , 19315 Archdale Rd., Germantown 20876	Diana L. Zabetakis	240-740-0680
553.....	<b>Gaithersburg</b> , 35 North Summit Ave., Gaithersburg 20877	Paula G. Summers	240-740-4900
313.....	<b>Galway</b> , 12612 Galway Dr., Silver Spring 20904	Dorothea A. Fuller	301-595-2930
204.....	<b>Garrett Park</b> , 4810 Oxford St., Kensington 20896	Daniel K. Tucci	240-740-0700
786.....	<b>Georgian Forest</b> , 3100 Regina Dr., Silver Spring 20906	Sundra E. Mann	240-740-0720
102.....	<b>Germantown</b> , 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryan	301-353-8050
337.....	<b>William B. Gibbs, Jr.</b> , 12615 Royal Crown Dr., Germantown 20876	Kimberly B. Bosnic	240-740-0740
767.....	<b>Glen Haven</b> , 10900 Inwood Ave., Silver Spring 20902	Tara M. Strain (Acting)	301-649-8051
817.....	<b>Glenallan</b> , 12520 Heurich Rd., Silver Spring 20902	Ann Hefflin	240-740-0760
546.....	<b>Goshen</b> , 8701 Warfield Rd., Gaithersburg 20882	Stephanie R. Dinga	240-740-6170
340.....	<b>Great Seneca Creek</b> , 13010 Dairymaid Dr., Germantown 20874	Scott T. Curry	240-740-4380
334.....	<b>Greencastle</b> , 13611 Robey Rd., Silver Spring 20904	Robert A. Obstgarten	240-740-1420
512.....	<b>Greenwood</b> , 3336 Gold Mine Rd., Brookeville 20833	Jennifer A. Seidel	240-740-3420
797.....	<b>Harmony Hills</b> , 13407 Lydia St., Silver Spring 20906	Dr. Carole E. Rawlison	240-740-0780
774.....	<b>Highland</b> , 3100 Medway St., Silver Spring 20902	Scott R. Steffan	240-740-1770
784.....	<b>Highland View</b> , 9010 Providence Ave., Silver Spring 20901	Galit Zolkower	240-740-1990

No.	Name and Address	Principal	Telephone
305.....	<b>Jackson Road</b> , 900 Jackson Rd., Silver Spring 20904	Rosario P. Velasquez	240-740-0800
360.....	<b>Jones Lane</b> , 15110 Jones Lane, Gaithersburg 20878	Carole A. Sample	240-740-4260
805.....	<b>Kemp Mill</b> , 411 Sisson St., Silver Spring 20902	Dr. Bernard X. James, Sr.	240-740-5970
783.....	<b>Kensington Parkwood</b> , 4710 Saul Rd., Kensington 20895	Candace M. Ross	240-740-3700
108.....	<b>Lake Seneca</b> , 13600 Wanegarden Dr., Germantown 20874	Teri D. Johnson	240-740-0280
209.....	<b>Lakewood</b> , 2534 Lindley Terr., Rockville 20850	Debra A. Berner	240-740-5750
51.....	<b>Laytonville</b> , 21401 Laytonville Rd., Gaithersburg 20882	Maria D. Watson	240-740-1660
304.....	<b>JoAnn Leleck ES at Broad Acres</b> , 710 Beacon Rd., Silver Spring 20903	Dr. Harold A. Barber	240-740-1900
336.....	<b>Little Bennett</b> , 23930 Burdette Forest Rd., Clarksburg 20871	Shawn D. Miller	240-740-5660
220.....	<b>Luxmanor</b> , 6201 Tilden Lane, Rockville 20852	Ryan D. Forkert	240-740-0820
244.....	<b>Thurgood Marshall</b> , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	301-670-8282
210.....	<b>Maryvale</b> , 1010 First Ave., Rockville 20850	Margaret S. Prin	240-740-4330
523.....	<b>Spark M. Matsunaga</b> , 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	301-601-4350
110.....	<b>S. Christa McAuliffe</b> , 12500 Wisteria Dr., Germantown 20874	Wanda P. Coates	240-740-4920
158.....	<b>Dr. Ronald E. McNair</b> , 13881 Hopkins Rd., Germantown 20874	Sherilyn R. Moses	240-740-6830
212.....	<b>Meadow Hall</b> , 951 Twinbrook Pkwy., Rockville 20851	Cabell W. Lloyd	240-740-5260
556.....	<b>Mill Creek Towne</b> , 17700 Park Mill Dr., Rockville 20855	Robyn A. Shinn-Miller (Acting)	240-740-1820
652.....	<b>Monocacy</b> , 18801 Barnesville Rd., Dickerson 20842	Kristin A. Alban	240-740-5790
776.....	<b>Montgomery Knolls</b> , 807 Daleview Dr., Silver Spring 20901	Arienne M. Clark-Harrison	240-740-0840
791.....	<b>New Hampshire Estates</b> , 8720 Carroll Ave., Silver Spring 20903	Robert S. Geiger	240-740-1580
307.....	<b>Roscoe R. Nix</b> , 1100 Corliss St., Silver Spring 20903	Annette M. Ffolkes	301-422-5070
415.....	<b>North Chevy Chase</b> , 3700 Jones Bridge Rd., Chevy Chase 20815	Renee D. Wallace-Stevens	240-204-5280
766.....	<b>Oak View</b> , 400 East Wayne Ave., Silver Spring 20901	Jeffrey L. Cline	301-650-6434
769.....	<b>Oakland Terrace</b> , 2720 Plyers Mill Rd., Silver Spring 20902	Elissa M. Royall	240-740-4880
502.....	<b>Olney</b> , 3401 Queen Mary Dr., Olney 20832	Carla Glawe	301-924-3126
312.....	<b>William Tyler Page</b> , 13400 Tamarack Rd., Silver Spring 20904	Stacey M. Brown	301-989-5672
761.....	<b>Pine Crest</b> , 201 Woodmoor Dr., Silver Spring 20901	Jamila W. Denney	240-740-1970
749.....	<b>Piney Branch</b> , 7510 Maple Ave., Takoma Park 20912	Christine D. Oberdorf	301-891-8000
153.....	<b>Poolesville</b> , 19565 Fisher Ave., Poolesville 20837	Douglas M. Robbins	240-740-5870
601.....	<b>Potomac</b> , 10311 River Rd., Potomac 20854	Dr. Catherine R. Allie	240-740-4360
514.....	<b>Judith A. Resnik</b> , 7301 Hadley Farms Dr., Gaithersburg 20879	LaTricia D. Thomas	240-740-3240
242.....	<b>Dr. Sally K. Ride</b> , 21301 Seneca Crossing Dr., Germantown 20876	Elise M. Burgess	301-353-0994
227.....	<b>Ritchie Park</b> , 1514 Dunster Rd., Rockville 20854	Andrew J. Winter	240-740-6310
773.....	<b>Rock Creek Forest</b> , 8330 Grubb Rd., Chevy Chase 20815	Jennifer H. Lowndes	240-839-3201
819.....	<b>Rock Creek Valley</b> , 5121 Russett Rd., Rockville 20853	Kimberly A. Henriquez	240-740-1240
795.....	<b>Rock View</b> , 3901 Denfeld Ave., Kensington 20895	Kristine A. Alexander	240-740-0920
156.....	<b>Lois P. Rockwell</b> , 24555 Cutsail Dr., Damascus 20872	Cheryl Ann Clark	240-740-5180
771.....	<b>Rolling Terrace</b> , 705 Bayfield St., Takoma Park 20912	Dr. Jessica V. Palladino	240-740-1950
794.....	<b>Rosemary Hills</b> , 2111 Porter Rd., Silver Spring 20910	Deborah C. Ryan	301-920-9990
555.....	<b>Rosemont</b> , 16400 Alden Ave., Gaithersburg 20877	Keely R. Cooke	301-840-7123
346.....	<b>Bayard Rustin</b> , 332 West Edmonston Dr., Rockville 20852	Kathryn C. West (Acting)	240-740-4320
565.....	<b>Sequoyah</b> , 17301 Bowie Mill Rd., Derwood 20855	Megan H. Murphy	240-740-5880
603.....	<b>Seven Locks</b> , 9500 Seven Locks Rd., Bethesda 20817	Ilana S. Carr	240-740-0940
501.....	<b>Sherwood</b> , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Dina E. Brewer	240-740-0960
779.....	<b>Sargent Shriver</b> , 12518 Greenly Dr., Silver Spring 20906	Zoraida E. Brown	240-740-6330
770.....	<b>Flora M. Singer</b> , 2600 Hayden Dr., Silver Spring 20902	Kyle J. Heatwole	240-740-0330
517.....	<b>Sligo Creek</b> , 500 Schuyler Rd., Silver Spring 20910	Stephanie W. Nesmith (Acting)	240-740-2800
347.....	<b>Snowden Farm</b> , 22500 Sweetspire Dr., Clarksburg 20871	Yolanda R. Allen	240-740-5800
405.....	<b>Somerset</b> , 5811 Warwick Pl., Chevy Chase 20815	Maureen C. Turner (Acting)	240-740-1100
564.....	<b>South Lake</b> , 18201 Contour Rd., Gaithersburg 20877	Celeste D. King	301-337-3450
568.....	<b>Stedwick</b> , 10631 Stedwick Rd., Montgomery Village 20886	Dr. Margaret Pastor	301-840-7187
653.....	<b>Stone Mill</b> , 14323 Stonebridge View Dr., North Potomac 20878	Dr. Kimberly A. Williams	240-740-5450
316.....	<b>Stonegate</b> , 14811 Notley Rd., Silver Spring 20905	Linda M. Jones	301-989-5668
822.....	<b>Stonemore</b> , 3200 Beaverwood Lane, Silver Spring 20906	Tivinia G. Nelson	240-740-5760
569.....	<b>Strawberry Knoll</b> , 18820 Strawberry Knoll Rd., Gaithersburg 20879	Patrick E. Scott	301-840-7112
563.....	<b>Summit Hall</b> , 101 West Deer Park Rd., Gaithersburg 20877	Lisa J. Henry	301-284-4150
754.....	<b>Takoma Park</b> , 7511 Holly Ave., Takoma Park 20912	Dr. Zadia T. Gadsden	240-740-0980
216.....	<b>Travilah</b> , 13801 DuFief Mill Rd., North Potomac 20878	Karen M. Wade	240-740-4300
206.....	<b>Twinbrook</b> , 5911 Ridgway Ave., Rockville 20851	Matthew A. Devan	240-740-3450
772.....	<b>Viers Mill</b> , 11711 Joseph Mill Rd., Silver Spring 20906	Matthew D. Hawkins	240-740-1000
552.....	<b>Washington Grove</b> , 8712 Oakmont St., Gaithersburg 20877	Dr. Amy J. Alonso	240-740-0300
109.....	<b>Waters Landing</b> , 13100 Waters Landing Dr., Germantown 20874	Srelyne A. Harris	240-740-1020
561.....	<b>Watkins Mill</b> , 19001 Watkins Mill Rd., Montgomery Village 20886	Brooke L. Simon (Acting)	240-740-5280
235.....	<b>Wayside</b> , 10011 Glen Rd., Potomac 20854	Holly A. Hill	240-740-0240
777.....	<b>Weller Road</b> , 3301 Weller Rd., Silver Spring 20906	MaryBeth O. Mantzouranis	301-287-8601
408.....	<b>Westbrook</b> , 5110 Allan Terr., Bethesda 20816	Karen M. Cox	240-740-1040
504.....	<b>Westover</b> , 401 Hawkesbury Lane, Silver Spring 20904	Audra M. Wilson	301-989-5676
788.....	<b>Wheaton Woods</b> , 4510 Faroe Pl., Rockville 20853	Daman L. Harris	240-740-0220
558.....	<b>Whetstone</b> , 19201 Thomas Farm Rd., Gaithersburg 20879	Loretta A. Woods	240-740-1060
341.....	<b>Wilson Wims</b> , 12520 Blue Sky Dr., Clarksburg 20871	Kevin M. Burns	240-406-1670
417.....	<b>Wood Acres</b> , 5800 Cromwell Dr., Bethesda 20816	Marita R. Sherburne	240-740-1120
704.....	<b>Woodfield</b> , 24200 Woodfield Rd., Gaithersburg 20882	Stephanie D. Brant	240-207-2550



No.	Name and Address	Principal	Telephone
764.....	<b>Woodlin</b> , 2101 Luzerne Ave., Silver Spring 20910 .....	Craig O. Jackson .....	240-740-2820
422.....	<b>Wyngate</b> , 9300 Wadsworth Dr., Bethesda 20817 .....	Nichola A. Wallen .....	240-740-1080

### MIDDLE SCHOOLS

823.....	<b>Argyle</b> , 2400 Bel Pre Rd., Silver Spring 20906 .....	James K. Allrich .....	240-740-6370
705.....	<b>John T. Baker</b> , 25400 Oak Dr., Damascus 20872 .....	Dr. Louise J. Worthington .....	240-207-2440
333.....	<b>Benjamin Banneker</b> , 14800 Perrywood Dr., Burtonsville 20866 .....	Michelle L. Fortune .....	240-740-6250
335.....	<b>Briggs Chaney</b> , 1901 Rainbow Dr., Silver Spring 20905 .....	Shawaan T. Robinson .....	301-288-8300
606.....	<b>Cabin John</b> , 10701 Gainsborough Rd., Potomac 20854 .....	Somer Snider (Acting) .....	240-406-1600
157.....	<b>Roberto W. Clemente</b> , 18808 Waring Station Rd., Germantown 20874 .....	Jeffrey T. Brown .....	301-284-4750
775.....	<b>Eastern</b> , 300 University Blvd. East, Silver Spring 20901 .....	Matt W. Johnson .....	240-740-6280
507.....	<b>William H. Farquhar</b> , 17017 Batchellors Forest Rd., Olney 20832 .....	Joel L. Beidleman .....	240-740-1200
248.....	<b>Forest Oak</b> , 651 Saybrooke Oaks Blvd., Gaithersburg 20877 .....	Shahid M. Muhammad .....	301-670-8242
237.....	<b>Robert Frost</b> , 9201 Scott Dr., Rockville 20850 .....	Dr. Joey N. Jones .....	301-279-3949
554.....	<b>Gaithersburg</b> , 2 Teachers' Way, Gaithersburg 20877 .....	Ann B. Dolan Rindner .....	240-740-4950
228.....	<b>Herbert Hoover</b> , 8810 Postoak Rd., Potomac 20854 .....	Dr. Yong-Mi Kim .....	301-968-3740
311.....	<b>Francis Scott Key</b> , 910 Schindler Dr., Silver Spring 20903 .....	Norman L. Coleman .....	301-422-5600
107.....	<b>Dr. Martin Luther King, Jr.</b> , 13737 Wisteria Dr., Germantown 20874 .....	Christopher A. Wynne .....	240-740-6350
708.....	<b>Kingsview</b> , 18909 Kingsview Rd., Germantown 20874 .....	Dyan L. Harrison .....	240-740-7130
522.....	<b>Lakelands Park</b> , 1200 Main St., Gaithersburg 20878 .....	Rose S. Alvarez .....	240-740-6450
787.....	<b>A. Mario Loiederman</b> , 12701 Goodhill Rd., Silver Spring 20906 .....	Megan M. McLaughlin .....	240-740-5830
557.....	<b>Montgomery Village</b> , 19300 Watkins Mill Rd., Montgomery Village 20886 .....	Vincent (Roy) Liburd .....	240-740-6720
115.....	<b>Neelsville</b> , 11700 Neelsville Church Rd., Germantown 20876 .....	L. Victoria (Vicky) Lake-Parcan .....	301-353-8064
792.....	<b>Newport Mill</b> , 11311 Newport Mill Rd., Kensington 20895 .....	Kiera D. Butler .....	301-929-2244
413.....	<b>North Bethesda</b> , 8935 Bradmoor Dr., Bethesda 20817 .....	Dr. AnneMarie K. Smith .....	240-740-2100
818.....	<b>Odessa Shannon</b> , 11800 Monticello Ave., Silver Spring 20902 .....	Kimberly N. Hayden Williams .....	240-740-4150
812.....	<b>Parkland</b> , 4610 West Frankfort Dr., Rockville 20853 .....	Aaron K. Shin .....	240-740-6800
155.....	<b>Rosa M. Parks</b> , 19200 Olney Mill Rd., Olney 20832 .....	Jewel A. Sanders .....	240-740-3300
247.....	<b>John Poole</b> , 17014 Tom Fox Ave., Poolesville 20837 .....	Jon Green .....	240-740-4200
428.....	<b>Thomas W. Pyle</b> , 6311 Wilson Lane, Bethesda 20817 .....	Christopher B. Nardi .....	240-740-3500
562.....	<b>Redland</b> , 6505 Muncaster Mill Rd., Rockville 20855 .....	Matthew T. Niper .....	240-740-0900
105.....	<b>Ridgeview</b> , 16600 Raven Rock Dr., Gaithersburg 20878 .....	Daniel E. Garcia .....	240-740-3330
707.....	<b>Rocky Hill</b> , 22401 Brick Haven Way, Clarksburg 20871 .....	Dr. Cynthia Eldridge .....	240-740-6670
521.....	<b>Shady Grove</b> , 8100 Midcounty Hwy., Gaithersburg 20877 .....	Dr. Alana D. Murray .....	240-740-1440
835.....	<b>Silver Creek</b> , 3701 Saul Rd., Kensington 20895 .....	Dr. Tiffany N. Awkward .....	240-740-2200
647.....	<b>Silver Spring International</b> , 313 Wayne Ave., Silver Spring 20910 .....	Karen Y. Bryant .....	240-740-2750
778.....	<b>Sligo</b> , 1401 Dennis Ave., Silver Spring 20902 .....	Patrick H. Bilock (Acting) .....	301-287-8890
755.....	<b>Takoma Park</b> , 7611 Piney Branch Rd., Silver Spring 20910 .....	Erin L. Martin (Acting) .....	240-740-5220
232.....	<b>Tilden</b> , 6300 Tilden Lane, Rockville 20852 .....	Irina LaGrange .....	240-740-6700
345.....	<b>Hallie Wells</b> , 11701 Little Seneca Parkway, Clarksburg 20871 .....	Dr. Barbara A. Woodward .....	301-284-4800
211.....	<b>Julius West</b> , 651 Great Falls Rd., Rockville 20850 .....	Craig W. Staton .....	301-337-3400
412.....	<b>Westland</b> , 5511 Massachusetts Ave., Bethesda 20816 .....	Alison L. Serino .....	240-740-5850
811.....	<b>White Oak</b> , 12201 New Hampshire Ave., Silver Spring 20904 .....	Virginia A. de los Santos .....	301-288-8200
820.....	<b>Earle B. Wood</b> , 14615 Bauer Dr., Rockville 20853 .....	Heidi L. Slatcoff .....	301-460-2150

### HIGH SCHOOLS

406.....	<b>Bethesda-Chevy Chase</b> , 4301 East-West Hwy., Bethesda 20814 .....	Dr. Shelton L. Mooney .....	240-740-0400
757.....	<b>Montgomery Blair</b> , 51 University Blvd. East, Silver Spring 20901 .....	Renay C. Johnson .....	301-649-2800
321.....	<b>James Hubert Blake</b> , 300 Norwood Rd., Silver Spring 20905 .....	Robert Sinclair, Jr. ....	240-740-1400
602.....	<b>Winston Churchill</b> , 11300 Gainsborough Rd., Potomac 20854 .....	John W. Taylor .....	240-740-5400
249.....	<b>Clarksburg</b> , 22500 Wims Rd., Clarksburg 20871 .....	Edward K. Owusu .....	240-740-6000
701.....	<b>Damascus</b> , 25921 Ridge Rd., Damascus 20872 .....	Kevin D. Yates .....	240-207-2400
789.....	<b>Albert Einstein</b> , 11135 Newport Mill Rd., Kensington 20895 .....	Mark A. Brown, Jr. ....	240-740-2700
551.....	<b>Gaithersburg</b> , 101 Education Boulevard, Gaithersburg 20877 .....	Cary D. Dimmick .....	301-284-4500
424.....	<b>Walter Johnson</b> , 6400 Rock Spring Dr., Bethesda 20814 .....	Jennifer A. Baker .....	240-740-6900
815.....	<b>John F. Kennedy</b> , 1901 Randolph Rd., Silver Spring 20902 .....	Joe L. Rubens, Jr. ....	240-740-0100
510.....	<b>Col. Zadok Magruder</b> , 5939 Muncaster Mill Rd., Rockville 20855 .....	Leroy C. Evans .....	240-740-5550
201.....	<b>Richard Montgomery</b> , 250 Richard Montgomery Dr., Rockville 20852 .....	Alicia M. Deeny .....	240-740-6100
246.....	<b>Northwest</b> , 13501 Richter Farm Rd., Germantown 20874 .....	Scott E. Smith .....	240-740-7100
796.....	<b>Northwood</b> , 919 University Blvd. West, Silver Spring 20901 .....	Dr. Jonathan L. Garrick .....	240-740-6950
315.....	<b>Paint Branch</b> , 14121 Old Columbia Pike, Burtonsville 20866 .....	Dr. Alfie Mirshah-Nayar .....	301-388-9900
152.....	<b>Poolesville</b> , 17501 West Willard Rd., Poolesville 20837 .....	Mark A. Carothers .....	240-740-2400
125.....	<b>Quince Orchard</b> , 15800 Quince Orchard Rd., Gaithersburg 20878 .....	Elizabeth L. Thomas .....	240-740-3600
230.....	<b>Rockville</b> , 2100 Baltimore Rd., Rockville 20851 .....	Rhoshanda M. Pyles .....	240-740-6600
104.....	<b>Seneca Valley</b> , 19401 Crystal Rock Dr., Germantown 20874 .....	Dr. Marc J. Cohen .....	240-740-6400
503.....	<b>Sherwood</b> , 300 Olney-Sandy Spring Rd., Sandy Spring 20860 .....	Timothy D. Britton .....	301-924-3200
798.....	<b>Springbrook</b> , 201 Valleybrook Dr., Silver Spring 20904 .....	Dr. Arthur Williams .....	240-740-3800
545.....	<b>Watkins Mill</b> , 10301 Apple Ridge Rd., Gaithersburg 20879 .....	Carol L. Goddard .....	301-284-4400
782.....	<b>Wheaton</b> , 12401 Dalewood Dr., Silver Spring 20906 .....	Joshua H. Munsey .....	301-321-3400
427.....	<b>Walt Whitman</b> , 7100 Whittier Blvd., Bethesda 20817 .....	Robert W. Dodd .....	240-740-4800
234.....	<b>Thomas S. Wootton</b> , 2100 Wootton Pkwy., Rockville 20850 .....	Kimberly M. Boldon .....	240-740-1500



No.	Name and Address	Principal	Telephone
<b>TECHNICAL CAREER HIGH SCHOOL</b>			
748.....	<b>Thomas Edison High School of Technology</b> 12501 Dalewood Dr., Silver Spring 20906 .....	Heather B. Carias (supervisor) ..	240-740-2000
<b>ENVIRONMENTAL EDUCATION CENTER</b>			
990.....	<b>Lathrop E. Smith Environmental Education Center</b> 5110 Meadowside Lane, Rockville 20855 .....	Laurie C. Jenkins .....	240-740-1404
<b>SPECIAL SCHOOLS</b>			
951.....	<b>Longview School</b> , 13900 Bromfield Rd., Germantown 20874 .....	Sarah C. Starr .....	301-601-4830
965.....	<b>John L. Gildner Regional Institute for Children and Adolescents (RICA)</b> 15000 Broschart Rd., Rockville 20850 .....	Jada Langston (Acting) .....	301-251-6900
916.....	<b>Rock Terrace School</b> , 6300 Tilden Lane, Rockville 20852 .....	Graham M. Lear .....	240-740-4650
215.....	<b>Carl Sandburg Learning Center</b> , 1002 First St., Rockville 20850 .....	Elizabeth Lacoursiere .....	240-740-4340
799.....	<b>Stephen Knolls School</b> , 10731 St. Margaret's Way, Kensington 20895 .....	Kim M. Redgrave .....	240-740-0050
<b>ALTERNATIVE EDUCATION PROGRAMS</b>			
<b>Alternative Education Programs</b> , Blair G. Ewing Center, 14501 Avery Rd., Rockville 20853 .....			
239.....	<b>Blair G. Ewing Center @ Avery Road (Rockville)</b> , 14501 Avery Rd., Rockville 20853 .....	Damien B. Ingram .....	240-740-5000
612.....	<b>Blair G. Ewing Center @ Cloverleaf (Germantown)</b> , 12920 Cloverleaf Center Way, Germantown 20874 .....		240-740-5120
611.....	<b>Blair G. Ewing Center @ Plum Orchard (Silver Spring)</b> , 12120 Plum Orchard Dr., Suite 110, Silver Spring 20904 ..		240-740-5100
<b>EARLY CHILDHOOD CENTERS</b>			
793.....	<b>MacDonald Knolls Early Childhood Center</b> , 10611 Tenbrook Dr., Silver Spring 20901 ...	Cindy A. Chichester-Ollivierre ..	240-740-5150
918.....	<b>Upcounty Early Childhood Center (UCECC) at Emory Grove</b> , 18100 Washington Grove Ln., Gaithersburg 20877 .....	Erika L. Mccrea .....	240-740-5960
<b>CENTERS, FACILITIES, AND OFFICES</b>			
<b>15 West Gude Drive</b> , 15 West Gude Drive, Rockville 20850			
	<b>Center for Skillful Teacher and Leading (Room 310)</b> .....		240-740-5770
	<b>Center for Technology Innovation (3rd Floor)</b> .....		240-740-5710
<b>45 West Gude Drive</b> , 45 West Gude Drive, Rockville 20850			
	<b>Capital Planning and Real Estate (Suite 4100)</b> .....		240-314-4700
	<b>Certification and Staffing (Suite 1100)</b> .....		301-279-3278
	<b>Consulting Teachers Team (Suite 2400)</b> .....		301-217-5120
	<b>Controller (Suite 3200)</b> .....		301-279-3115
	<b>Design and Construction (Suite 4300)</b> .....		240-314-1000
	<b>Employee and Retiree Service Center (Suite 1200)</b> .....		301-517-8100
	<b>Employee Assistance Program (Suite 1300)</b> .....		240-314-1040
	<b>Facilities Management (Suite 4000)</b> .....		240-314-1060
	<b>Human Resources and Development (Suite 1100)</b> .....		301-279-3270
	<b>Partnerships Unit (Suite 2301)</b> .....		240-740-5599
	<b>Procurement Unit (Suite 3100)</b> .....		301-279-3555
	<b>Systemwide Safety Programs (Suite 4000)</b> .....		240-314-1070
	<b>Sustainability and Compliance (Suite 4000)</b> .....		240-740-3210
	<b>Technical Help Desk</b> .....		301-517-5800
<b>Carver Educational Services Center</b> , 850 Hungerford Dr., Rockville 20850 .....			
	<b>Appeals and Transfers</b> .....		240-740-4130
	<b>Board of Education</b> .....		240-740-3030
	<b>Chief of Staff MCPS</b> .....		240-740-3015
	<b>Curriculum and Instructional Programs</b> .....		240-740-3970
	<b>Department of Public Information and Web Services</b> .....		240-740-2837
	<b>Editorial, Graphics &amp; Publishing Services</b> .....		240-740-2960
	<b>Employee Engagement, Compliance, and Investigations.</b> ..		240-740-2888
	<b>English Learner and Multilingualistic Education</b> .....		240-740-3930
	<b>Office of Communications.</b> .....		240-740-2837
	<b>Office of Finance and Operations</b> .....		240-740-3050
	<b>Office of Special Education</b> .....		240-740-3042
	<b>Office of Strategic Initiatives</b> .....		240-740-5652
	<b>Office of the Superintendent</b> .....		240-740-3020
	<b>Office of Technology and Innovation.</b> .....		240-740-2900
	<b>Pupil Personnel and Attendance Services.</b> .....		301-315-7335
	<b>School Library Media Programs</b> .....		240-453-2480
	<b>School Support and Improvement.</b> .....		240-740-3100
	<b>Shared Accountability</b> .....		240-740-2930
	<b>Student and Family Support and Engagement.</b> .....		240-740-5630
	<b>Student Leadership and Extracurricular Activities</b> .....		240-314-1039
	<b>Study Circle Program</b> .....		240-314-4830
	<b>Systemwide Safety and Emergency Management</b> .....		240-740-3066
<b>Central Records</b> , Concord Center, 7210 Hidden Creek Rd., Bethesda 20817 .....			
	240-740-5270		
<b>County Service Park</b> , 16651 Crabbs Branch Way, Rockville 20855			
	<b>Department of Transportation</b> .....		240-740-2600
<b>English Manor Center</b> 4511 Bestor Drive, Rockville 20853 .....			
	240-740-2150		
<b>Child Find/Early Childhood</b> <b>Disabilities Unit (Room 146)</b> .....			
	240-740-2170		
<b>Deaf and Hard of Hearing Program/Vision Program.</b> .....			
	240-740-1810		
<b>School Plant Operations Training</b> .....			
	240-740-4770		
<b>Food and Nutrition Services</b> , 8401 Turkey Thicket Drive, Gaithersburg 20879 .....			
	301-284-4900		
<b>Holding Centers</b> <b>Emory Grove Center</b> , 18100 Washington Grove Lane, Gaithersburg 20877			
	<b>Fairland Center</b> , 13313 Old Columbia Pike, Silver Spring 20904		
	<b>Grosvenor Center</b> , 5701 Grosvenor Lane, Bethesda 20814		
	<b>North Lake Center</b> , 15101 Bauer Dr., Rockville 20853		
	<b>Radnor Center</b> , 7000 Radnor Road, Bethesda 20817		
	<b>Tilden Center</b> , 6300 Tilden Lane, Rockville 20852		
<b>Lincoln Center</b> , 580 North Stonestreet Ave., Rockville 20850			
	<b>Department of Materials Management.</b> .....		301-279-3348
	<b>Evaluation and Selection.</b> .....		301-279-3272
<b>Lynnbrook Center</b> , 8001 Lynnbrook Dr., Bethesda 20814			
	<b>High Incidence Accessible Technology Services</b> .....		301-657-4959
	<b>InterACT</b> .....		240-740-5500
	<b>Physical Disabilities Program</b> .....		240-740-5480
<b>Maintenance and Operations</b> 8401 Turkey Thicket Drive, Gaithersburg 20879 .....			
	240-740-2300		
<b>Rocking Horse Road Center</b> , 4910 Macon Rd., Rockville 20852			
	<b>Academic Support, Federal and State Programs (Suite 202)</b> .....		240-740-4600
	<b>Early Childhood Programs and Services (Suite 200)</b> .....		240-740-4570
	<b>International Admissions and Enrollment (Suite 148-153)</b> .....		240-740-4500
	<b>Prekindergarten and Head Start (Suite 141).</b> .....		240-740-4530
	<b>Student, Family, and School Services</b> .....		240-740-4620
<b>Spring Mill Offices</b> , 11721 Kemp Mill Rd., Silver Spring 20902			
	<b>Autism Services</b> .....		240-740-5930
	<b>Transition Services</b> .....		240-740-5900
	<b>Consortia Choice and Application Program Services</b> .....		240-740-2540
	<b>Speech and Language Services</b> .....		240-740-5920
<b>Taylor Science Materials Center</b> , 19501 White Ground Rd., Boyds 20841 .....			
	240-740-3870		
<b>Upcounty Regional Services Center</b> , 12900 Middlebrook Rd., Germantown 20874 .....			
	301-601-0300		
	<b>Transportation Support Services</b> .....		301-444-8580

# Planning Calendar

The following is the planning calendar for the FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program (CIP). Dates listed below are subject to change.

Date	Activity
June 2021 .....	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2021 .....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2021 .....	Division of Capital Planning and Real Estate staff meets with cluster representatives to discuss issues related to the upcoming CIP development
October 1, 2021 .....	MCPS FY 2023 State CIP request to the Interagency Commission (IAC) on Public School Construction
October 21, 2021 .....	Superintendent publishes recommendations for the FY 2023 Capital Budget and the FY 2023–2028 CIP and releases recommendations on boundary and/or planning studies conducted in spring 2021
October 25, 2021 .....	Presentation to Board of Education on Superintendent's Recommended FY 2023 Capital Budget and the FY 2023–2028 CIP and preliminary work session
October 27, 2021 .....	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
October 26, 28, and November 9, 2021 .....	Board of Education work sessions on superintendent's recommendations on spring 2021 boundary and/or planning studies (if any) and the FY 2023 Capital Budget and the FY 2023–2028 CIP
November 2, 2021 .....	IAC staff recommendations on FY 2023 State CIP
November 2, 4 and 8, 2021 .....	Public hearings on the superintendent's recommendations on spring 2021 boundary and/or planning studies (if any) and the FY 2023 Capital Budget and the FY 2023–2028 CIP
November 18, 2021 .....	Board of Education action on spring 2021 boundary and/or planning studies (if any) and the FY 2023 Capital Budget and the FY 2023–2028 CIP
November 27, 2021 .....	Final revisions on FY 2023 state aid request due to IAC
December 1, 2021 .....	Board of Education submits Requested FY 2023 Capital Budget and the FY 2023–2028 CIP to the County Executive
December 10, 2021 .....	IAC appeal hearing on FY 2023 State CIP
Mid-January 2022 .....	County executive publishes recommendations for the FY 2023 Capital Budget and the FY 2023–2028 CIP
February–May 2022 .....	County Council reviews requested FY 2023 Capital Budget and the FY 2023–2028 CIP
February 2022 .....	Superintendent releases recommendations on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
February 24 and 28, 2022 .....	Presentation to Board of Education on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 10, 2022 .....	Public hearing on superintendent's recommendations for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 15, 2022 .....	Board of Education facilities work session for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 24, 2022 .....	Board of Education action on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2022 .....	IAC decisions on FY 2023 State CIP
Late May 2022 .....	County Council approves the FY 2023 Capital Budget and the FY 2023–2028 CIP

All CIP and Master Plan documents are accessible on the MCPS website at:  
[http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster\\_Current2.shtml](http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml)



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Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2100, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org	Office of the Chief of Districtwide Services and Supports Student Welfare and Compliance 850 Hungerford Drive, Room 162, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org
<b>For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff*</b>	
Title IX Coordinator Office of the Chief of Districtwide Services and Supports Student Welfare and Compliance 850 Hungerford Drive, Room 162, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

*\*Inquiries, complaints, or requests for accommodations for students with disabilities also may be directed to the supervisor of the Office of Special Education, Resolution and Compliance Unit, at 240-740-3230. Inquiries regarding accommodations or modifications for staff may be directed to the Office of Human Resources and Development, Department of Compliance and Investigations, at 240-740-2888. In addition, discrimination complaints may be filed with other agencies, such as: the U.S. Equal Employment Opportunity Commission, Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html).*

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Maryland's Largest School District

## MONTGOMERY COUNTY PUBLIC SCHOOLS

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