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ELEMENTARY SCHOOL
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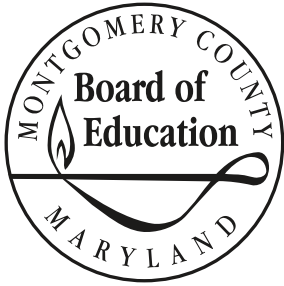
Superintendent's Recommended
FY 2024
Capital Budget

Montgomery County Public Schools, Rockville, Maryland
and Amendments to 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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Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

October 28, 2022

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) 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program* (CIP) for your consideration and adoption. This plan includes the expenditure recommendations for FY 2024–2028 and provides the recommended FY 2024 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2023, and ends June 30, 2024. FY 2024 is the second year of the biennial CIP review process. In accordance with the Montgomery County charter, all CIP projects are considered in odd-numbered fiscal years. In even-numbered fiscal years, only projects with expenditure or appropriation changes needed in the second year of the adopted six-year CIP are considered for amendments to the CIP.

The *Board of Education's Requested FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program* totaled \$1.767 billion, an increase of \$148.3 million more than the approved CIP. The Montgomery County Council (County Council) adopted *FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program* for Montgomery County Public Schools (MCPS) totaled \$1.771 billion for the six-year period, an increase of \$4.0 million more than the Board of Education's (Board) request.

While the County Council did approve an increase to the Board's request, the year-by-year expenditures significantly were reduced in the first three years, with additional expenditures approved in the final three years of the CIP. As a result of this shortfall, the adopted CIP included a one-year delay for four projects—three high schools and one middle school; a two-year delay for four projects—two high schools and two elementary schools; and, expenditure reductions for various countywide systemic projects.

The adopted CIP did not include all of the completion schedules requested by the Board, however, it included funding for the planning, design, and/or construction of 10 elementary school capacity projects, 3 middle school capacity projects, 4 high school capacity projects, and 11 major capital projects—5 at the elementary school level, 2 at the middle school level, and 4 at the high school level. The approved CIP also included funding for many countywide systemic projects that address systemwide needs of our aging facilities.

MCPS has seen a steady increase in student enrollment since the 2007–2008 school year. The COVID-19 health crisis impacted MCPS enrollment during the past three years, as well as the student enrollment of many public schools across the country. However, September 30, 2022, preliminary enrollment is 161,102, a one-year increase of 2,870 students. This increase in student enrollment ends the three-year decrease due to the COVID-19 pandemic and, based on current enrollment projections, we will continue to experience student growth throughout the six-year planning period. Total school system enrollment is projected to increase to 167,278 students by the 2028–2029 school year. This projection represents a slight slowdown in enrollment growth in part due to the continued decline in resident births, which results in reduced kindergarten enrollment and smaller cohorts of students as they progress through the school system each year. As a result of this projected growth, even with the slight slowdown, the capital projects included in the adopted CIP are warranted and must remain on their approved schedules.

As previously indicated, FY 2024 is an amendment year and, therefore, it is standard practice that the superintendent of schools recommends limited amendments. Unfortunately, the effects of the health pandemic—unprecedented rise in material prices, disruptions in the supply chain, and staffing shortages—continue to impact our capital improvements program. In order to maintain the completion dates of previously approved projects and address our aging infrastructure, it is necessary to increase the adopted budgets for several of our individual capital projects and countywide systemic projects. These additional funds account for the majority of the increase to the adopted CIP.

Therefore, the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program* is \$1.921 billion, an increase of \$151.3 million more than the adopted CIP as follows:

- \$91 million—to address construction cost increases and maintain the completion dates for the following projects:
 - Greencastle Elementary School Addition
 - JoAnn Leleck Elementary School at Broad Acres (Grades 3–5 Project)
 - Silver Spring International Middle School Addition
 - Crown High School (New)
 - Northwood High School (Addition/Facility Upgrade)
 - Poolesville High School (Major Capital Project)
 - Charles W. Woodward High School (New)
- \$29.87 million—to maintain the completion date for a capital project at Burtonsville Elementary School; however, instead of building an addition at the current site, construct a new Burtonsville Elementary School at another location.
- \$10 million—to provide funding for the Building Modifications and Program Improvements project to implement the new *Blueprint for Maryland's Future* through modifications to existing facilities in order to provide classroom spaces for our youngest learners; to modify existing facilities to provide inclusive restrooms for our students; and, to modify existing facilities due to special education program changes and relocations.

- \$10 million—to address the backlog of Heating, Ventilation, and Air-Conditioning (HVAC) projects that have been further impacted due to the rise in construction costs.
- \$2.5 million—to begin the design for the relocation of the MCPS Materials Management Building.
- \$2.5 million—to provide funding for the Relocatable Classrooms project as a result of increases in construction costs, as well as to implement the new *Blueprint for Maryland's Future* for schools that currently are overutilized.
- \$2.5 million—to provide funding for the School Security project to update electronic access to our buildings and install new and/or update security technology at schools throughout the county.
- \$2.92 million—to provide funding for the Stormwater Discharge and Water Quality Management project to upgrade and/or replace water fixtures throughout the school system to comply with the *Safe School Drinking Water Act* legislation.

I understand the additional funding included in the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP* may not be typical in an amendment year. It is vital that these funds are approved in order to implement the *Blueprint for Maryland's Future*, maintain the completion dates of the eight projects previously noted, and address infrastructure and programmatic requirements throughout the school system.

For FY 2024, our state aid request is \$164.37 million. This amount is based on current eligibility of projects approved by the County Council in May 2022. Of the \$164.37 million, \$54.9 million is for the balance of funding for 2 projects, \$17.5 million is for 11 systemic roofing and HVAC projects, and \$91.97 million is for 3 projects that require state planning approval in addition to construction funding. Finally, there are eight projects being requested for state planning approval. We will continue to strategically request projects through our annual allocation or through the *Built to Learn Act* allocation in order to maximize our state funding for the many projects included in our CIP.

There is one supplement to the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program*—Supplement A—*Superintendent's Recommendation for the Clarksburg Elementary School #9 Boundaries*. The supplement may be accessed at the following link:

www.montgomeryschoolsmd.org/departments/planning/ClarksburgES9BoundaryStudy.aspx

On October 31, 2022, the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program* will be presented to the Board of Education. On November 1 and November 10, 2022, the Board is scheduled to hold work sessions to discuss the CIP recommendations. Public hearings on the recommended amendments to the adopted CIP are scheduled for November 3, 9, and 14, 2022, and the Board will take final action on these items on November 17, 2022.

Ms. Brenda Wolff
and Members of the Board of Education

4

October 28, 2022

The county executive will publish his CIP recommendations for all county agencies by mid-January 2023 for County Council discussion and action. The County Council will hold a hearing in early February 2023, conduct work sessions in March and April 2023, and adopt the *FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program* in late May 2023.

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

Sincerely,



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

MBM:MBH:DEE:SPA:ALK:lm

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Cluster Service Areas 2022-2023



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.

FY 2023 was a full CIP review year and resulted in the County Council adoption of the FY 2023–2028 CIP in May 2022. FY 2024 is an off-budget or amendment year. As a result, the county executive and County Council will consider amendments to the adopted FY 2023–2028 CIP that requests appropriations for the FY 2024 Capital Budget and that change expenditures for the FY2024–2028 out-years of the adopted CIP.

This document contains the following sections:

Chapter 1, "*The Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program (CIP)*," is a review of the major factors that have influenced the development of the recommended projects in the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP. This chapter includes a table summarizing the recommended amendments to the 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. The objectives are discussed and placed in the context of the adopted CIP actions.

Chapter 4, "*Recommended Actions and Planning Issues*," is arranged by high school cluster and high school consortium. This chapter provides 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 recommended actions are discussed.

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

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

Chapter 1

The Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

The Impact of the Biennial CIP Process

In November 1996, the Montgomery County charter was amended by referendum to require a biennial, rather than annual, Capital Improvements Program (CIP) review and approval process. The total six-year CIP is now reviewed and approved for each odd-numbered fiscal year. For even-numbered fiscal years, only amendments are considered where changes are needed in the second year of the six-year CIP. In FY 1998, the county executive developed a set of criteria to identify and prioritize project requests that would qualify as amendments.

Fiscal Year (FY) 2023 was a full CIP review year and resulted in the County Council adoption of the FY 2023–2028 CIP in May 2022. Fiscal Year 2024 is an off-budget or amendment year. As a result, the biennial CIP process requires the county executive and County Council to consider amendments to the adopted FY 2023–2028 CIP that request appropriations for the FY 2024 Capital Budget and that changes expenditures for the FY 2024–2028 out-years of the adopted CIP.

In an off-budget year, such as FY 2024, the following criteria are applied to MCPS amendment requests (in priority order):

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

The County Council must still approve a capital budget in the off-budget fiscal year that includes appropriations for all projects. In a typical off-budget year, it is anticipated that very few changes will be made to the projects and amounts approved by the County Council for FYs 2024–2028.

Overview

The Board of Education's Requested FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program totaled \$1.767 billion, an increase of \$148.3 million more than the previously approved CIP. The county executive, in his *Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program* included \$1.822 billion for MCPS, a funding level that was \$55.3 million more than the Board of Education's request of \$1.767 billion. The additional funding recommended by the county executive was in the form of additional placeholder dollars, not project specific, to align with and maximize state aid funding through the *Built To Learn Act* of 2020. While the county executive did recommend an increase to the Board of Education's six-year CIP, the year by year expenditures were significantly reduced in the first three years, with additional expenditures recommended in the last three years of the CIP.

Due to the significant year by year expenditure 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 non-recommended reduction scenario to more closely align with the county executive's recommendation.

On May 26, 2022, the County Council took final action on the FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program. For MCPS, As a result of the shortfall in the year by year expenditures, the County Council approved the non-recommended reductions which included a one-year delay for four projects—three high schools and one middle school; a two-year delay for four projects—two high schools and two elementary schools; and, expenditure reductions for various countywide-systemic projects. The six-year total was \$1.771 billion, an increase of \$4 million more than the Board of Education's request.

The adopted CIP included funding for the planning, design, and/or construction of 10 elementary school capacity projects, 3 middle school capacity projects, 4 high school capacity projects, and 11 major capital projects—5 at the elementary school level, 2 at the middle school level, and 4 at the high school level. The approved CIP also included funding for many countywide systemic projects that address systemwide needs of our aging facilities.

The Superintendent's Recommended Amendments to the Capital Improvements Program

This document contains the recommended FY 2024 Capital Budget appropriation amounts and amendments to the FY 2023–2028 CIP expenditure schedules proposed by the superintendent of schools for consideration and action by the Montgomery County Board of Education. As previously indicated, FY 2024 is an amendment year and, therefore, it is standard practice that the superintendent of schools recommends limited amendments. The effects of the health pandemic—unprecedented rise in material prices, disruptions in the supply chain, and staffing shortages—continue to impact our capital improvements program. As a result, in order to maintain the completion dates of previously approved projects and address aging infrastructure, it is necessary to increase the adopted budgets for several individual capital projects and countywide systemic projects. These additional funds account for the majority of the increase to the adopted CIP.

Therefore, the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program* is \$1.921 billion, an increase of \$151.3 million more than the adopted CIP as follows:

- \$91 million—to address construction cost increases and maintain the completion dates for the following projects:
 - » Greencastle Elementary School Addition
 - » JoAnn Leleck Elementary School at Broad Acres (Grades 3-5)
 - » Silver Spring International Middle School Addition
 - » Crown High School (New)
 - » Northwood High School (Addition/Facility Upgrade)
 - » Poolesville High School (Major Capital Project)
 - » Charles W. Woodward High School (New)
- \$29.87 million—to maintain the completion date for a capital project at Burtonsville Elementary School; however, instead of building an addition at the current site, construct a new Burtonsville Elementary School at another location.
- \$10 million—to provide funding for the Building Modifications and Program Improvements project to implement the new *Blueprint for Maryland's Future* through modifications to existing facilities in order to provide classroom spaces; to modify existing facilities to provide inclusive student restrooms; and, to modify existing facilities due to special education program changes and relocations.
- \$10 million—to address the backlog of Heating, Ventilation, and Air-Condition (HVAC) projects that have been further impacted due to the rise in construction costs.

- \$2.5 million—to begin the design for the relocation of the MCPS Material Management Building.
- \$2.5 million—to provide funding for the Relocatable Classrooms project as a result of increases in construction costs, as well as to implement the new *Blueprint for Maryland's Future* for schools that are currently overutilized.
- \$2.5 million—to provide funding for the School Security project to update electronic school access and install new and/or update security technology at schools throughout the county.
- \$2.92 million—to provide funding for the Stormwater Discharge and Water Quality Management project to upgrade/replace water fixtures throughout the school system to comply with the *Safe School Drinking Water Act* legislation.

There is one boundary study supplement to the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program*:

- Supplement A—*The Superintendent's Recommendation for Clarksburg Elementary School #9 Boundaries* located at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/ClarksburgES9BoundaryStudy.aspx>

The summary table at the end of this chapter, titled “*Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program*,” (page 1-6) summarizes the superintendent's recommendations for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council's adopted action and the third column shows the superintendent's recommendations for the Amended 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 FY 2023–2028 CIP (page 1-8). The table also includes the superintendent's recommendations for the Amended FY 2023–2028 CIP for these projects. The final two tables contain summary information regarding the appropriation and expenditure schedule for the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP (page 1-10) and the FY 2024 State CIP funding request for MCPS (page 1-11).

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

Funding the Capital Improvements Program

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

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

*Limits set during biennial process

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

In each fiscal year, the County Council must set Spending Affordability Guidelines (SAG) for the level of bonded debt it

believes the county can afford. The guidelines are set following an analysis of fiscal consideration that shape the county's economic health. It is not intended that the County Council consider the extent of the capital needs of the different county agencies at the time it adopts the SAG limits.

As the 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. In February 2022, the County Council upheld the SAG limit of \$1.68 billion for the six-year period that was set in October 2021. In February 2023, the County Council can either lower the SAG limit by any amount or raise the limit by a maximum of 10 percent.

Recordation Tax and School Impact Tax

The two bills approved by the County Council in the spring of 2004, Bill 24–03, Recordation Tax—Use of Funds, and Bill 9–03, Development Impact Tax—School Facilities, dedicated and created significant current revenue sources to supplement the GO bond funding of the CIP. Bill 24–03, Recordation Tax—Use of Funds, dedicated the increase in the Recordation Tax adopted in 2002 for use in funding both GO bond eligible and current revenue funded projects in the CIP. Bill 9–03, Development Impact Tax—School Facilities, generates funds used for bond eligible projects that increase school capacity through new schools, additions to schools, or the portion of 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 was \$229.45 million. This figure was 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 was for 20 systemic roofing and HVAC projects to be funded through the annual CIP submission process; \$18.28 million was for 3 addition projects also to be funded through the annual CIP submission process; and \$180.88 million was for one new elementary school, one high school reopening, and six Major Capital Projects to be funded through the BTL process. The state aid approved for MCPS was \$243.75 million—\$36.03 million from the statewide annual allocation and \$207.72 million from the BTL funding allocation. For FY 2024, the state aid request is \$164.37 million. This figure is based on current eligibility of projects approved by the County Council in May 2022. Of the \$164.37 million, \$54.9 million is for the balance of funding for 2 projects, \$17.5 million is for 11 systemic roofing and HVAC projects, and \$91.97 million is for 3 projects that require state planning approval in addition to construction funding. And, there are 8 projects being requested for state planning approval.

Current Revenue

There are some projects that are not bond eligible because the service or improvement covered by the project does not have a life expectancy that would be equal to or exceed the typical 20-year life of the bond funding the project. These projects must be funded with current revenue. There are three such

projects in the MCPS CIP—Relocatable Classrooms, Technology Modernization, and Facility Planning. The same general current receipts are used to fund the county operating budget.

The Relationship between State and Local Funding

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

The amount of state aid received for a capital project 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 2024 Capital Budget
and Amendments to the FY 2023–2028 Capital Improvements Program
Summary Table¹**

Individual Projects	County Council Action May 2022	Superintendent Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
Winston Churchill			
Clarksburg Cluster			
Clarksburg Cluster ES #9 (New)	Approved FY 2023 appropriation for construction cost increases and balance of funding.		8/23
Damascus Cluster			
Damascus HS—Major Capital Project	Approved FY 2023 appropriation for planning funds.	Recommend FY 2024 appropriation for construction funds.	8/26
Downcounty Consortium			
Northwood HS Addition/Facility Upgrade	Approved additional expenditures, delayed project by one year.	Recommend FY 2024 appropriation for construction funds and construction cost increases.	8/26
Charles W. Woodward High School Reopening	Approved additional expenditures, delayed project by one year.	Recommend FY 2024 appropriation for construction cost increases.	8/24 8/26
Eastern MS—Major Capital Project	Approved FY 2023 appropriation for planning funds in the Major Capital Project.		TBD
Parkland MS Addition	Approved FY 2023 appropriation for balance of funding.		8/23
Silver Spring International MS Addition	Delayed project one year.	Recommend FY 2024 appropriation for construction cost increases.	8/25
Highland View ES Addition	Delayed project two years.		8/27
Piney Branch ES—Major Capital Project	Approved FY 2023 appropriation for planning funds in the Major Capital Project.		TBD
Woodlin ES—Major Capital Project	Approved FY 2023 appropriation for construction cost increases and balance of funding.	Recommend six-month construction delay	1/24
Gaithersburg Cluster			
Crown HS (New)	Approved additional expenditures, delayed project by one year.	Recommend FY 2024 appropriation for construction funds and construction cost increases.	8/27
Walter Johnson Cluster			
Charles W. Woodward High School Reopening	Approved additional expenditures, delayed project one year.	Recommend FY 2024 appropriation for construction cost increases.	8/24 8/26
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
Col. Zadok Magruder Cluster			
Col. Zadok Magruder HS—Major Capital Project	Approved a two year delay for this project.		8/29
Richard Montgomery Cluster			
Crown HS (New)	Approved additional expenditures, delayed project one year.	Recommend FY 2024 appropriation for construction funds and construction cost increases.	8/27

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

Individual Projects	County Council Action May 2022	Superintendent Recommendation	Anticipated Completion Date
Northeast Consortium			
Burnt Mills ES—Major Capital Project	Approved FY 2023 appropriation for construction cost increases and balance of funding.		8/23
Burtonsville ES Addition	Approved portion of planning funds, delayed project two years.	Recommend additional funding to construct a new elementary school	8/27
Greencastle ES Addition	Approved FY 2023 appropriation for planning funds.	Recommend FY 2024 appropriation for construction funds.	8/25
JoAnn Leleck ES at Broad Acres ES (Grades 3–5 school)	Approved FY 2023 appropriation for construction cost increases and balance of funding.	Recommend FY 2024 appropriation for construction cost increases.	8/25
William Tyler Page ES Addition	Approved FY 2023 appropriation for balance of funding.		8/23
Stonegate ES—Major Capital Project	Approved FY 2023 appropriation for construction cost increases and balance of funding.		8/23
Northwest Cluster			
Crown HS (New)	Approved additional expenditures, delayed project one year.	Recommend FY 2024 appropriation for construction funds and construction cost increases.	8/27
Dr. Ronald E. McNair ES Addition	Approved FY 2023 appropriation for balance of funding.		8/23
Poolesville Cluster			
Poolesville HS—Major Capital Project	Approved FY 2023 appropriation for construction cost increases and balance of funding.	Recommend FY 2024 appropriation for construction cost increases.	8/24
Quince Orchard Cluster			
Crown HS (New)	Approved additional expenditures, delayed project one year.	Recommend FY 2024 appropriation for construction funds and construction cost increases.	8/27
Rockville Cluster			
Seneca Valley Cluster			
Neelsville MS—Major Capital Project	Approved FY 2023 appropriation for construction cost increases and balance of funding.		8/24
Clarksburg Cluster ES #9 (New)	Approved FY 2023 appropriation for construction cost increases and balance of funding.		8/23
Sherwood Cluster			
Watkins Mill Cluster			
Neelsville MS—Major Capital Project	Approved FY 2023 appropriation for construction cost increases and balance of funding.		8/24
South Lake ES—Major Capital Project	Approved FY 2023 appropriation for construction cost increases.		8/23
Walt Whitman Cluster			
Thomas S. Wootton Cluster			
Crown HS (New)	Approved additional expenditures, delayed project one year.	Recommend FY 2024 appropriation for construction funds and construction cost increases.	8/27
Thomas S. Wootton HS—Major Capital Projects	Approved acceleration of site work, delayed project completion by two years.		8/29
Other Educational Facilities			

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

**Superintendent's Recommended FY 2024 Capital Budget
and Amendments to the FY 2023–2028 Capital Improvements Program
Summary Table¹**

Countywide Projects	County Council Action May 2022	Superintendent Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation, beyond approved level, to continue this project.	Ongoing
Design and Construction Management	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing
Early Childhood Centers	Approved FY 2023 appropriation for planning funds.	Recommend FY 2024 appropriation to continue this project.	Ongoing
Emergency Replacement of Major Building Components	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing
Facility Planning	Approved FY 2023 appropriation to continue this project.		Ongoing
Fire Safety Code Upgrades	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing
HVAC Replacement/IAQ Projects	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation, beyond approved level, to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing
Major Capital Projects—Elementary	Approved FY 2023 appropriation for planning funds, increases for construction costs, and construction funds.		Ongoing
Major Capital Projects—Secondary	Approved FY 2023 appropriation, delayed Thomas S. Wootton and Col. Zadok Magruder high schools two years.	Recommend FY 2024 appropriation, beyond approved level, to continue this project.	Ongoing
Materials Mangement Building Relocation	Removed all expenditures for this project.	Recommend FY 2024 appropriation for planning funds.	TBD
Outdoor Play Space Maintenance Project	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing
Relocatable Classrooms	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation, beyond approved level, to continue this project.	Ongoing
Restroom Renovations	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing
Roof Replacement/Moisture Protection Projects	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing

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

Countywide Projects	County Council Action May 2022	Superintendent Recommendation	Anticipated Completion Date
School Security	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation, beyond approved level, to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation, beyond approved level, to continue this project.	Ongoing
Sustainability Initiatives	Approved FY 2023 appropriation to continue this project	Recommend FY 2024 appropriation to continue this project.	Ongoing
Technology Modernization	Approved FY 2023 appropriation to continue this project.	Recommend FY 2024 appropriation to continue this project.	Ongoing

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

**Superintendent's Recommended FY 2024 Capital Budget
and Amendments to the FY 2023–2028 Capital Improvements Program**
(figures in millions)

Project	FY 2024 Approp.	Total	Thru FY 2021	Remaining FY 2022	Total Six-Years	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Individual School Projects											
Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)		1,195			1,195			650	545		
Burtonsville ES Addition	45,876	47,776			47,776	550	10,182	14,280	11,891	10,873	
Clarksburg Cluster ES #9 (New)		45,501	1,192	5,752	38,557	23,474	15,083				
Crown HS (New)	183,646	194,252	1,522	3,892	188,838	500	17,071	27,613	41,719	58,935	43,000
DuFief ES Addition/Facility Upgrade		2,762	2,076	686	0						
Gaithersburg Cluster ES #8		42,182	7,634	23,628	10,920	10,920					
Greencastle ES Addition	17,945	18,495			18,495	550	6,110	6,445	5,390		
Highland View ES Addition		16,775	301	474	16,000	175	101	1,825	6,394	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	14,000	46,682		2,765	43,917	4,979	14,239	17,444	7,255		
Ronald McNair ES Addition		14,403	47	5,313	9,043	3,752	5,291				
Northwood HS Addition/Facility Upgrade	171,376	203,076	4,230	14,778	184,068	7,485	15,529	43,909	39,891	42,254	35,000
William Tyler Page ES Addition		25,168		4,872	20,296	10,543	7,753	2,000			
Parkland MS Addition		18,238		3,528	14,710	8,123	6,587				
Odessa Shannon MS Replacement		62,864	16,093	34,771	12,000	12,000					
Silver Spring International MS Addition	5,000	28,140	5,140		23,000	401	7,445	10,154	5,000		
Westbrook ES Addition		4,391		376	4,015	2,569	1,446				
Woodward HS Reopening	15,000	196,095	5,260	53,989	136,846	16,043	19,017	38,890	36,896	26,000	
Countywide Projects											
ADA Compliance: MCPS	5,500	41,993	23,012	3,181	15,800	5,500	5,500	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	18,000	75,937	51,378	-1,441	26,000	8,000	18,000				
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	12,000	16,000			16,000	4,000	6,000	6,000			
Emergency Replacement of Major Building Components	1,500				3,000	1,500	1,500				
Facility Planning: MCPS		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	35,000	211,219	55,984	25,735	129,500	20,000	35,000	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		185,214	3,144	44,085	137,985	57,791	50,481	29,713	0	0	0
Major Capital Projects Secondary	133,433	425,173	2,647	19,205	403,321	36,836	69,387	93,265	110,990	39,852	52,991
Material Management Building Relocation	2,500				2,500		2,500				
Outdoor Play Space Maintenance	450	6,950	2,482	1,768	2,700	450	450	450	450	450	450
Planned Life-Cycle Asset Replacement (PLAR)	12,000	171,125	107,779	1,470	61,876	12,000	12,000	9,469	9,469	9,469	9,469
Relocatable Classrooms	7,500	78,561	58,448	-387	20,500	8,000	7,500	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	4,500	53,246	24,488	12,758	16,000	3,500	4,500	2,000	2,000	2,000	2,000
Stormwater Discharge and Water Quality Management	1,200	15,780	9,162	2	6,616	616	1,200	1,200	1,200	1,200	1,200
Sustainability Initiatives	7,500				12,500	5,000	7,500				
Technology Modernization	26,664	480,210	325,615	1,185	153,410	26,746	26,664	25,000	25,000	25,000	25,000
Total Recommended CIP	745,952	3,098,297	888,583	306,685	1,921,029	328,938	399,898	375,719	344,002	260,250	212,222

*Bold indicated amendment to the adopted CIP.

Requested FY 2024 State Capital Improvements Program for Montgomery County Public Schools

(figures in thousands)

Priorit y No.	BTL - Y/N	PFA - Y/N		Total Estimated Costs	Non PSCP Funds	Prior IAC Funding Thru FY2023	FY 2024 Request for Funding
Systemic Projects							
1	N	Y	Watkins Mill HS HVAC Replacement (Phase 5)	7,150	3,575	0	3,575
2	N	Y	Gaithersburg MS HVAC Replacement (Phase 1)	6,000	3,000	0	3,000
3	N	Y	Brookhaven ES HVAC Replacement	5,800	2,900	0	2,900
4	N	Y	Meadow Hall ES HVAC Replacement	5,700	2,850	0	2,850
5	N	Y	Monocacy ES HVAC Replacement	4,900	2,450	0	2,450
6	N	Y	Rock View ES Roof Replacement	1,650	825	0	825
7	N	Y	Westover ES Roof Replacement	1,270	635	0	635
8	N	Y	East Silver Spring ES Roof Replacement	949	475	0	474
9	N	Y	Wyngate ES Roof Replacement	724	362	0	362
10	N	Y	Ritchie Park ES Roof Replacement	539	270	0	269
11	N	Y	Meadow Hall ES Roof Replacement	325	163	0	162
			Subtotal	35,007	17,505	0	17,502
Balance of Construction Funding							
12	Y	Y	Charles W. Woodward HS Reopening	181,095	102,498	28,907	49,690
13	Y	Y	Neelsville MS (Major Capital Project)	75,332	42,760	27,362	5,210
			Subtotal	256,427	145,258	56,269	54,900
Planning and Construction Request							
14/15	Y	Y	Parkland MS Addition	18,238	10,924	0	7,314
16/17	Y	Y	Silver Spring International MS Addition	23,140	13,665	0	9,475
18/19	N	Y	Northwood HS Addition/Facility Upgrade	173,076	97,892	0	75,184
			Subtotal	214,454	122,481	0	91,973
Planning Approval Request							
20	Y	Y	Greencastle ES (Addition)	LP			LP
21	Y	Y	Grades 3-5 ES for JoAnn Leleck ES at Broad Acres (New)	LP			LP
22	N	Y	Damascus HS (Major Capital Project)	LP			LP
23	Y	Y	Crown HS (New)	LP			LP
24	N	Y	Eastern MS (Major Capital Project)	LP			LP
25	Y	Y	Burtonsville ES (Addition)	LP			LP
26	Y	Y	Highland View ES (Addition)	LP			LP
27	Y	Y	Piney Branch ES (Major Capital Project)	LP			LP
			TOTAL	505,888	285,244	56,269	164,375

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.

Official September 30th student enrollment is 161,102 for the 2022–2023 school year, an increase of 2,870 students from the 2021–2022 school year. Enrollment grew by 12,323 students from the 2012–2013 to the 2022–2023 school year. Total school system enrollment is projected to increase to 167,278 students by the 2028–2029 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 student enrollment of the 2020–2021 and 2021–2022 school years 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 275,349 births compared to 121,182 deaths in the county, for a net natural population increase of 154,167 residents, accounting for 84.7 percent of the county’s overall population increase (Maryland Department of Health, 2020).

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.

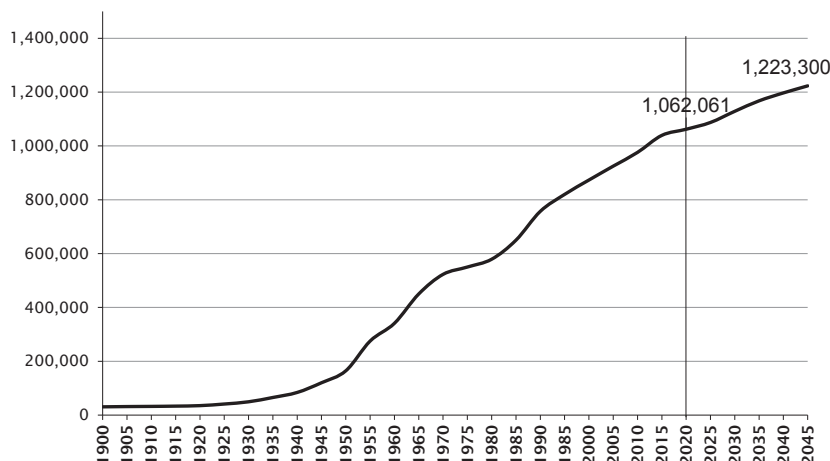
Montgomery County’s trend toward racial and ethnic diversification mirrors national demographic trends. According to U.S. Census Bureau data, between 2000 and 2018, the county’s White, non-Hispanic population decreased as a percentage of the total population by 16.5 percent to 43.0 percent, while the 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).

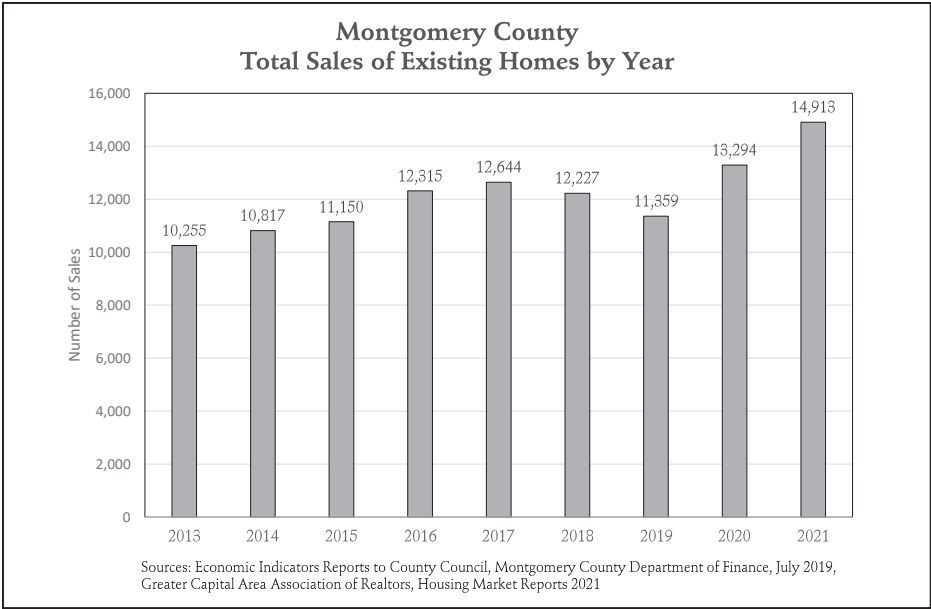
Economy

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. 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

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.



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 caused many businesses to shut down during the pandemic. The county unemployment rate in peaked in May 2020 at 9.8 percent, but declined to 3.9 as of August 2022, which is still higher than 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 \$566,000 as of July 2022, according to the Greater Capital Area Association of Realtors.

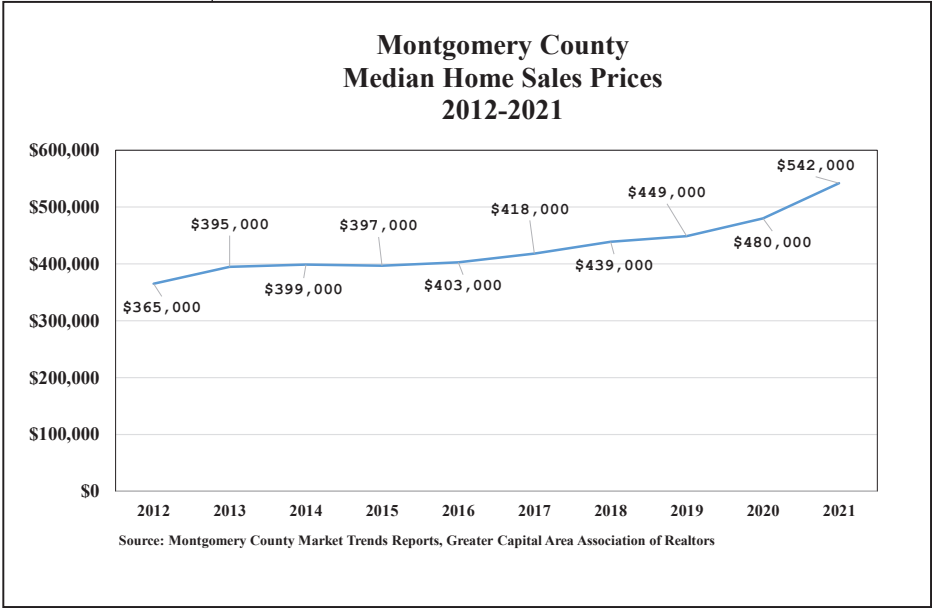
The recession's long-lasting impacts on school system enrollment include the following:

- 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.

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 2023 school test, based on the enrollment projections and capital projects included in the adopted FY 2023–2028 CIP, went into effect July 1, 2022. For results of the FY 2023 school test see Appendix D.

Student Population Trends

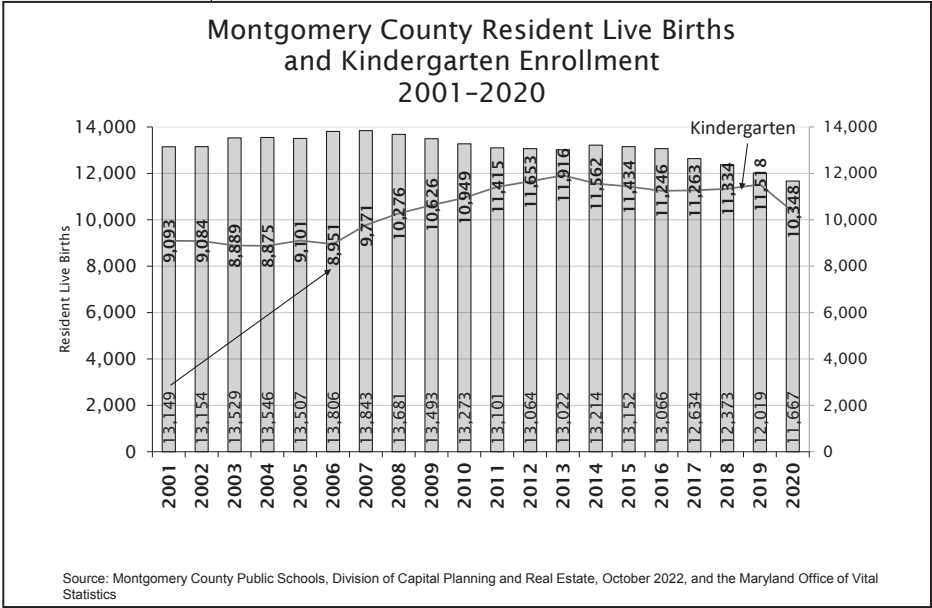
The main contributing factors influencing student population include resident live births, the aging of the student population, and migration patterns. A percentage of the babies born to Montgomery County residents in one year show up in MCPS

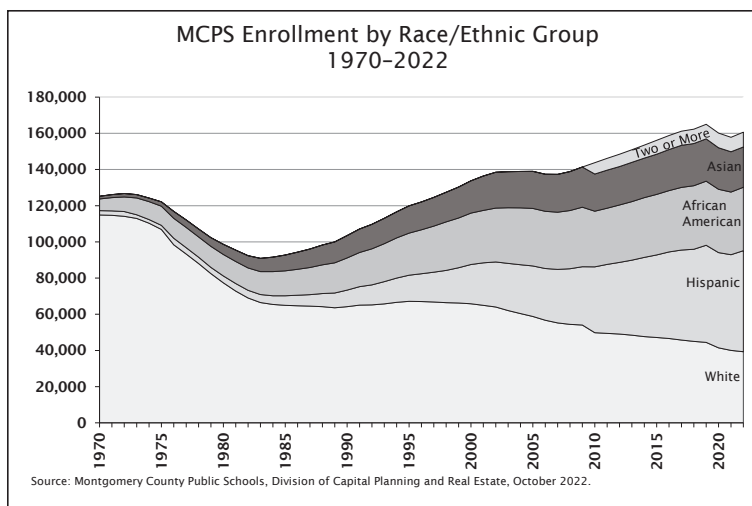
incoming kindergarten classes five years later. This is commonly referred to as a kindergarten capture rate. In both 2000 and 2016, birth figures were just over 13,000, growing, peaking in 2007 at 13,843, and then declining. In 2017, 2018, and 2019, total births were less than 13,000 at 12,634, 12,373, and 12,019, respectively. Births in 2020 dropped below 12,000, totaling 11,667 for Montgomery County, continuing the downward trend.

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 82.6 percent in the 2021–2022 school year. Future kindergarten classes will most likely return to approximately 87 percent of births five years earlier.

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 2021–2022 school year was 11,690, and the kindergarten class for the 2022–2023 school year is 10,607, or a difference between the two grades of 1,083 students. Therefore, in the 2022–2023 school year, 37.7 percent of the one-year change in enrollment increase of 2,870 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.

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 a decrease in the in-migration from

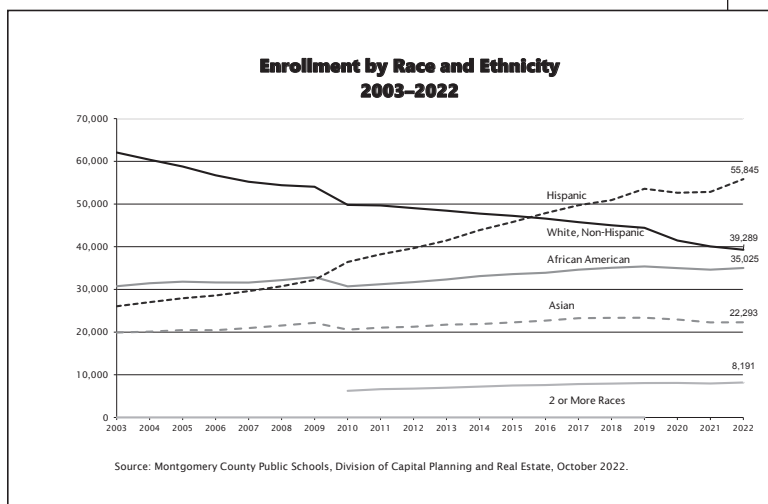




approximately 12,328 new students from other public school districts in Maryland and throughout the United States, private schools, homeschooling, and from out of the country in the 2010–2011 school year to 10,333 in the 2022–2023 school year. Withdrawals over the same time increased from 10,186 in the 2010–2011 school year to 10,895 in the 2022–2023 school year. There are more students withdrawing to attend other public, private, foreign, or home schools than entering the system in 2022–2023 school year. More students withdrew to attend private schools or chose homeschooling during the COVID-19 health pandemic. Students began to return as expected, to the system during the 2021–2022 school year, and enrollment has increased overall for the 2022-2023 school year.

Student Diversity

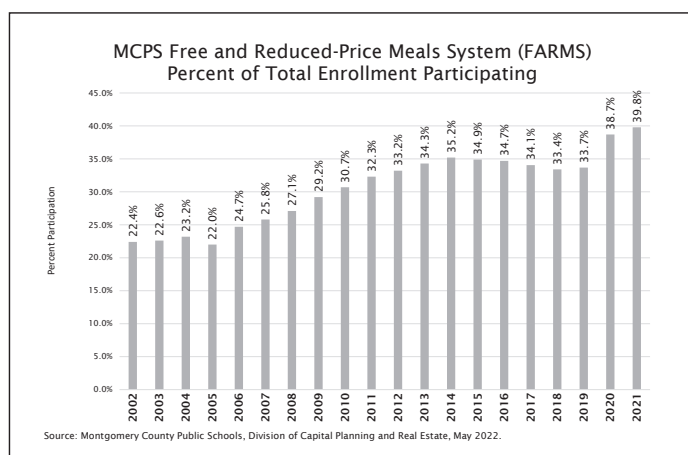
Records of county resident live births show a levelling off in the numbers of births in each racial/ethnic group. This is in contrast to large declines from 1990 to 2010, in the number of White, non-Hispanic births and large increases in live births of other race/ethnic groups. In 2020, White, non-Hispanic births were 3,861, African American births were 2,534, Asian births were 1,643, and Hispanic births were 3,558. 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, 2022, is 161,102 students. Of the total enrollment, 21.7 percent of students are African American, 13.8 percent are Asian, 34.7 percent are Hispanic, and 24.4 percent are White, non-Hispanic, and 5.1 percent are Two or More Races. The categories of Native Hawaiian/Pacific Islander and American Indian/Alaskan Native are each less than five percent of the total enrollment. The accompanying chart illustrates the trend of increasing student diversity since 1970, when the student population was 92 percent White, non-Hispanic. Today, there is no longer a majority racial/ethnic group.

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 2021–2022 school year, 39.5 percent of students participated in the FARMS Program. There has been an increase of 13,618 students participating in FARMS during the past 10 school years (2012–2013 to 2021–2022).

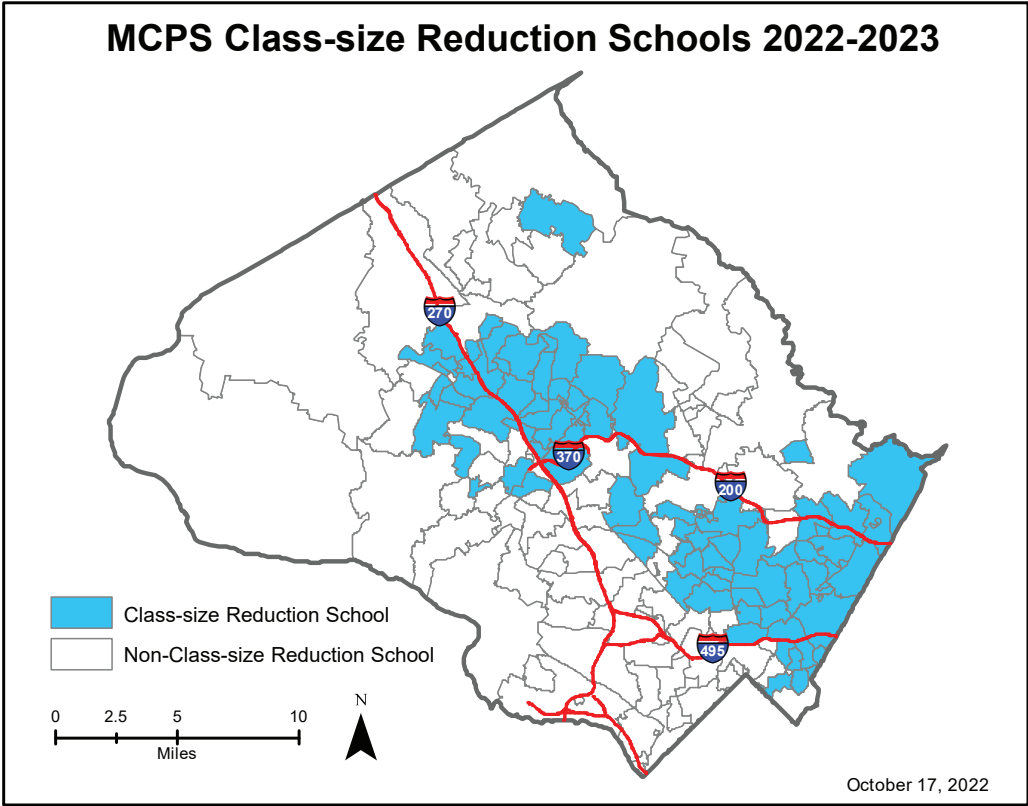
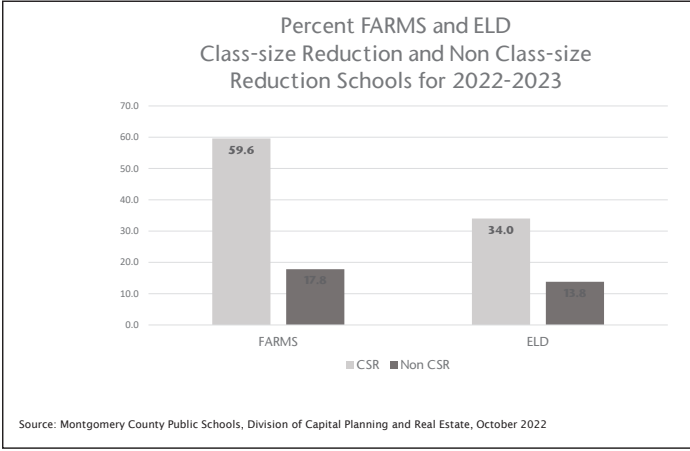
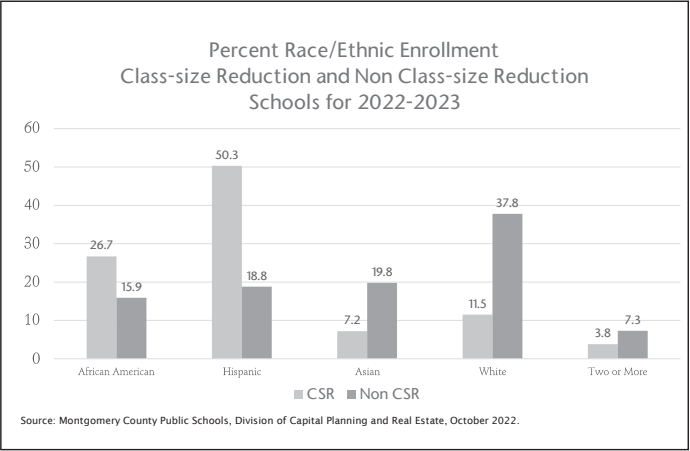
Student enrollment in the English Language Development (ELD) program is an indicator of student language diversity. As the school system has diversified over time, this percentage has grown. During the 2012–2013 school year, 13.6 percent of students were in the ELD (previously known as ESOL) Program, and that has grown to 18.3 percent for the 2021–2022 school year. Emergent multilingual learners (EML) students in ELD represent approximately 150 countries of origin and speak an estimated 113 different languages. Although immigration to the United States has been increasing for many years and does contribute program participants, a large proportion of EML students were born in the United States.

Class Size Reduction and Non Class Size Reduction Elementary Schools

For the 2022–2023 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 2022–2023 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 ELD 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

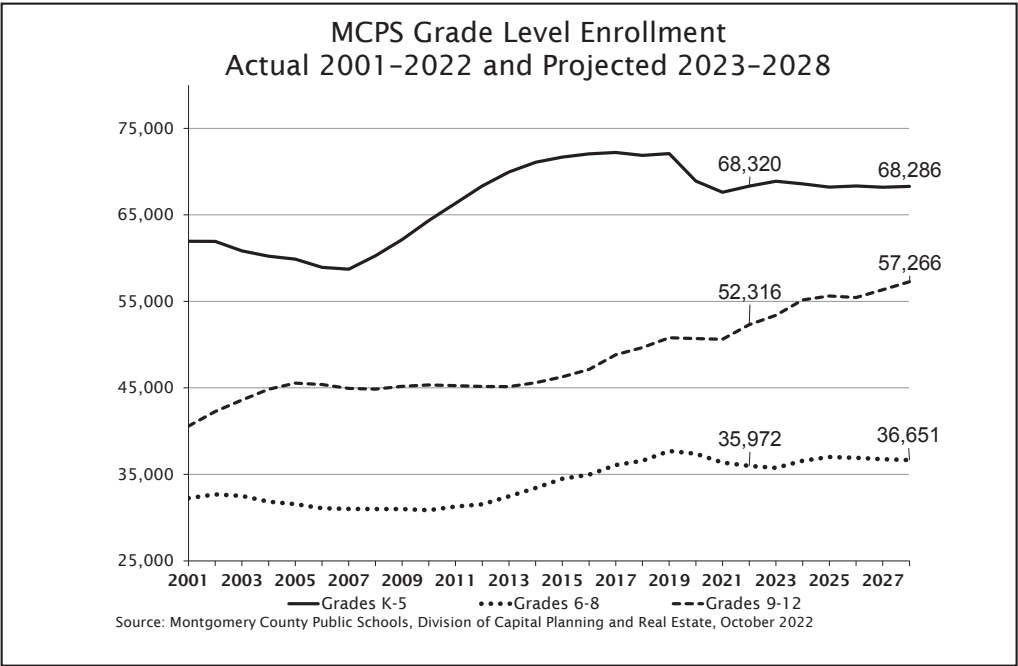
The school enrollment forecasts are based mainly on county births, aging of the current student population, and migration patterns. As county births increased through 2007, more kindergarten students entered MCPS. The advent of full-day kindergarten, countywide since 2006, also has been a factor in kindergarten 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 was larger than the 2020–2021 school year, but was still smaller than it was between the 2010–2011 and 2019–2020 school years. The 2022–2023 kindergarten class is lower than 2021–2022. The capture rate, however, has increased to 84.1percent.

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 12,352. 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 2022–2023 school year, MCPS operates 136 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 36 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 *Superintendent's Recommended FY 2024 Capital Budget and Amendments to 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: <https://www.montgomeryschoolsmd.org/campaigns/Strategic-Planning-FY22-25/>.

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 ^a
Grades 9–12 High	25:1 ^b
Special Education, ESOL, Alternative Programs ^c	

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

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

^cSpecial Education, ESOL, alternative programs, and other special programs may require classroom ratios different from those listed.

School Facility Utilization

Unless otherwise specified by Board action, elementary, middle, and high schools should operate in an efficient facility utilization range of 80 to 100 percent of program capacity. If a school is projected to be underutilized (less than 80 percent) or overutilized (over 100 percent), a boundary study, non-capital action, or a capital project may be considered. Whether a school meets the preferred range of enrollment 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 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.

2022–2023 Focus and Title I Schools	
Elementary Schools	
Arcola Lucy V. Barnsley *Bel Pre (K–2) Brookhaven Brown Station Burnt Mills Burtonsville Cannon Road Clearspring 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 Glenallan Goshen Great Seneca Creek Greencastle Harmony Hills Highland Highland View Jackson Road Kemp Mill Lake Seneca JoAnn Leleck at Broad Acres	Maryvale Thurgood Marshall 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) William T. Page *Pine Crest (3–5) *Piney Branch (3–5) Judith A. Resnik Sally K. Ride Rock View Rolling Terrace Rosemont Sequoyah Sargent Shriver Flora M. Singer South Lake Stedwick *Strathmore (3–5) Strawberry Knoll Summit Hall Harriet R. Tubman Twinbrook Viers Mill Washington Grove Waters Landing Watkins Mill Weller Road Wheaton Woods Whetstone
Middle Schools	
Francis Scott Key Montgomery Village	Odessa Shannon White Oak
<p>All schools in this table are receiving additional staff to reduce class sizes in Grades K–2 except for the Grades 3–5 schools and the middle schools.</p> <p>*These schools are paired, either Grades K–2 or Grades 3–5.</p> <p>Schools in bold are also Title I schools in the 2022–2023 school year.</p>	

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.

The Blueprint for Maryland's Future, House Bill 1300 passed in 2020, was vetoed by the governor, and then became law following a veto override in the Maryland General Assembly 2021 session. The *Blueprint for Maryland's Future Act* (House Bill 1372), updated portions of House Bill 1300, passed in February 2021. These two pieces of legislation are considered landmark generational pieces of education reform in the state of Maryland and, with respect to prekindergarten, will expand and increase access through a mixed delivery system, including both public and private programs. Additional information can be found at the following MCPS website: <https://www.montgomeryschoolsmd.org/info/blueprint/>.

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. New schools, as well as numerous additions to existing schools have been constructed to accommodate the growth in enrollment. This year, MCPS operates a total of 210 school facilities, including: 136 elementary schools, 40 middle schools, and 25 high schools; 1 career and technology high school; 5 special education schools; 1 alternative education center with two satellite centers; and 2 Early Childhood Learning Centers.

Long-term Space Needs

A continued commitment to capital projects for the next six-years is necessary to address space needs. This year’s preliminary September 30th enrollment is 161,102 students. Enrollment is projected to be 167,278 students by 2028. 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, see the table in Chapter 1, labeled “*Superintendent’s Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program Summary Table*”.

To develop long-term space plans for schools,there is an annual review of the space available at schools to compare enrollment projections with program capacity in the sixth year of the CIP planning period. When the enrollment exceeds the program capacity of a school, several strategies may be

considered 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.

The impact of school utilization on the county’s Growth and Infrastructure Policy is also reviewed.

To address growing enrollment in the county, the *Superintendent’s Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP* includes funds for four new schools that are listed below:

- Clarksburg Elementary School #9 (opens August 2023)
- Reopening of Charles W. Woodward High School (opens August 2026)
- Crown High School (opens August 2027)
- 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 *Superintendent’s Recommended FY 2024 Capital Budget and Amendments to the 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
Parkland MS (Addition)	11	8/23
Clarksburg Elementary School #9 (New)	37	8/23
Dr. Ronald E. McNair ES (Addition)	8	8/23
William T. Page ES (Addition)	16	8/23
Silver Spring International MS (Addition)	5	8/25
Greencastle ES (Addition)	10	8/25
JoAnn Leleck ES at Broad Acres (Grades 3–5) (New)	21	8/25
Northwood HS (Addition)	45	8/26
Charles W. Woodward HS (Reopening)	101	8/26
Crown High School (New)	106	8/27
Burtonsville ES (New)	43	8/27
Highland View ES (Addition)	8	8/27

*The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary schools that are not counted in the capacity (art, music, and the dual purpose room), October 2022.

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. For the 2022–2023 school year, 417 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. See Appendix H for the list of relocatable classrooms by school location.

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

One non-capital action is included in the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program*.

- A boundary study was conducted in spring 2022, to create the service area for the new Clarksburg Elementary School #9. The scope included the following elementary schools—Clarksburg, William B. Gibbs, Jr., Little Bennett, and Wilson Wims elementary schools. No middle or high schools were included in the boundary study. The boundary study report was released summer 2022. The recommendation by the superintendent of schools was released in October 2022, as part of the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program*. Board of Education action on the boundary reassignment is scheduled for November 17, 2022. Information regarding the boundary recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/ClarksburgES9BoundaryStudy.aspx>

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 *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program* 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 adopted 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 adopted FY 2023–2028 CIP, 10 elementary schools and 3 middle schools have been identified for feasibility studies as follows: Belmont, Burning Tree, 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 needs 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.

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	1/24
Poolesville HS	15	8/24
Neelsville MS	7	8/24
Damascus HS	34	8/26
Col. Zadok Magruder HS	TBD	8/29
Thomas S. Wootton HS	TBD	8/29
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 2022

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 has deepened its commitment to sustainability and conservation of resources in the design and operation of all facilities by adopting an update to Policy ECA, “*Energy Conservation*” and renaming it “*Sustainability*.” This revised policy sets a target for an 80% reduction of greenhouse gases by 2027 and 100% by 2035, aligning with the county target for greenhouse gas reductions, and other areas of long-term sustainability. The new policy also deepens the MCPS commitment to environmental stewardship and environmental educational leadership through curriculum and will expand work by the School Energy and Recycling Team (SERT) Program to promote 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 projects:

Linkages to Learning Projects	Completion Date
Odessa Shannon MS	August 2022
Harriet R. Tubman ES	August 2022
Neelsville Middle School	August 2024
Silver Spring International MS	August 2025

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 (SBWCPG) 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, High School Wellness Centers (HSWC) have opened at several high schools. The table below shows the schools that have HSWCs and the opening date:

HSWC 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

As part of the adopted FY 2023 operating budget and also the adopted FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, the County Council approved the implementation of an interim phase for HSWCs at high schools currently without this program. The interim phase will provide mental health and positive youth development components of the HSWC model at all schools that currently do not have a HSWC by the start of the 2022–2023 school year. FY 2023 funding also provided for the planning and design for the next four High School Wellness Center sites, as well as feasibility planning to scope and sequence remaining schools. FY 2024 funding will provide for the construction of the next four High School Wellness Center sites. The full-scale phase will implement HSWCs at all high schools without HSWCs, approximately four per year over a five year period—FY 2024–2028. Funding for the full-scale phase must be provided in the six-year CIP in order to maintain the above schedule.

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 2024 proposed target requires 71 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 Services
 - 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 preschools to itinerant instruction at home for medically fragile children. Classroom environments are provided for children who need a comprehensive approach to their learning needs.

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

Chapter 4

Recommended Actions and Planning Issues

Chapter 4 is organized alphabetically by high school cluster and consortia. Each section includes tables that contain enrollment, demographic, program capacity, and facilities information for individual schools. Capital projects recommended for the FY 2024 Capital Budget and Amendments to 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 recommendations 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 for two years, student enrollment for the 2022–2023 school year is once again on the rise 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 recommended capital projects or non-capital solutions. 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 2023 appropriation in the FY 2023–2028 CIP for planning or construction funds.
- “Recommended”—Project has a recommended FY 2024 appropriation for planning or construction in the Amended FY2023–2028 CIP.
- “Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- “Proposed”—Project has facility planning funds approved for a feasibility study.

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 2032 and 2037 at the secondary level. This table also has a “comments” section that contains a brief explanation

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

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 2022–2023)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2022–2023,” illustrates facility information for each school.

Cluster Articulation for 2022–2023 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) (*Chinese Immersion*)
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. ES Daly (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)

DOWNCOUNTY CONSORTIUM (continued)

Oak View ES (3–5)
Pine Crest ES (3–5)
Newport Mill MS (6–8)
Highland ES (HS and pre-K–5)
Oakland Terrace ES (pre-K–5) (*Two-Way Spanish Immersion*)
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) (*Two-Way Spanish Immersion*)
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) (*Two-Way Spanish Immersion*)
Sligo Creek ES (K–5) (*French Immersion*)
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)
Harriet R. Tubman ES (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)
Washington Grove ES (HS and pre-K–5) (*Two-Way Spanish Immersion*)

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*)
Twinbrook ES (HS and pre-K–5)

Cluster Articulation for 2022–2023 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) *(Spanish Immersion)*
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) *(Spanish Immersion)*
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 W. 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)
Spark M. Matsunaga ES (K–5) *(shared with Seneca Valley Cluster)**
Dr. Ronald E. McNair ES (pre-K–5)
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) *(Two-Way Spanish Immersion)*
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) *(French Immersion)*
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)
William H. Farquhar MS (6–8) *(shared with Northeast Consortium)**
Brooke Grove ES (pre-K–5)
Sherwood ES (K–5) *(shared with Northeast Consortium)**
Rosa M. Parks MS (6–8)
Belmont ES (K–5)
Greenwood ES (K–5)
Olney ES (K–5)

WATKINS MILL CLUSTER

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

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

BETHESDA-CHEVY CHASE CLUSTER

CLUSTER PLANNING ISSUES

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

In May 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.

Planning Study: 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. The adopted FY2023–2028 CIP includes planning funds in the out-years for this new elementary school with a TBD completion date.

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: See text under Cluster Planning Issues.

Westbrook Elementary School

Planning Study: See text under Cluster Planning Issues.

SCHOOLS

Bethesda Elementary School

Planning Study: See text under Cluster Planning Issues

Bethesda-Chevy Chase/ Walter Johnson Clusters Elementary School

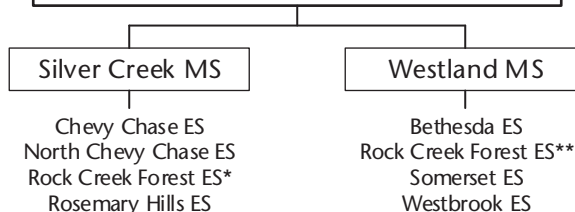
Planning Study: See text under Cluster Planning Issues.

Capital Project: Projections indicate 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.

B-CC Cluster Articulation

2022–2023 School Year

Bethesda-Chevy Chase HS

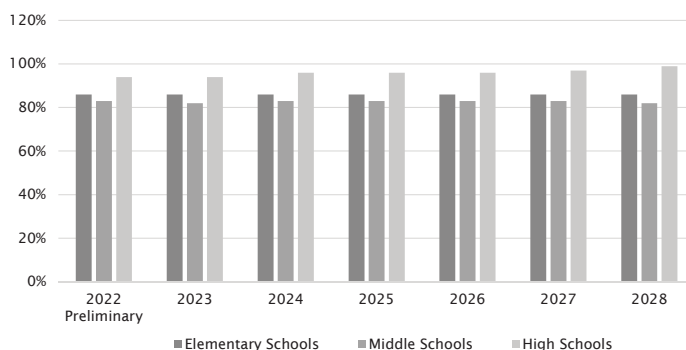


* non-Spanish Immersion

** Spanish Immersion

See Appendix U for multicolored maps of the service areas.

Bethesda-Chevy Chase Cluster School Utilizations



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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Bethesda-Chevy Chase/Walter Johnson Cluster ES	New School	Programmed	TBD

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

“Recommended”—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Bethesda–Chevy Chase HS		Program Capacity	2475	2475	2475	2475	2475	2475	2475	2475	2475
		Enrollment	2332	2329	2386	2388	2371	2402	2440	2445	2445
		Available Space	143	146	89	87	104	73	35	30	30
		Comments									
Silver Creek MS		Program Capacity	894	894	894	894	894	894	894	894	894
		Enrollment	780	752	763	767	764	761	759	760	760
		Available Space	114	142	131	127	130	133	135	134	134
		Comments									
Westland MS		Program Capacity	1073	1073	1073	1073	1073	1073	1073	1073	1073
		Enrollment	845	870	869	873	865	862	860	865	865
		Available Space	228	203	204	200	208	211	213	208	208
		Comments									
Bethesda ES Grades (K–5)		Program Capacity	561	561	561	561	561	561	561		
		Enrollment	609	601	599	571	554	539	540		
		Available Space	(48)	(40)	(38)	(10)	7	22	21		
		Comments									
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	473	473	473	473	473	473	473		
		Enrollment	431	417	429	478	482	485	468		
		Available Space	42	56	44	(5)	(9)	(12)	5		
		Comments									
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	381	381	381	381	381	381	381		
		Enrollment	234	242	242	254	258	260	246		
		Available Space	147	139	139	127	123	121	135		
		Comments									
Rock Creek Forest ES	CSR	Program Capacity	676	676	676	676	676	676	676		
		Enrollment	674	667	668	667	653	649	653		
		Available Space	2	9	8	9	23	27	23		
		Comments									
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES		Program Capacity	641	641	641	641	641	641	641		
		Enrollment	581	573	552	552	548	550	575		
		Available Space	60	68	89	89	93	91	66		
		Comments									
Somerset ES		Program Capacity	540	540	540	540	540	540	540		
		Enrollment	342	330	344	343	362	369	377		
		Available Space	198	210	196	197	178	171	163		
		Comments									
Westbrook ES		Program Capacity	638	638	638	638	638	638	638		
		Enrollment	496	528	511	503	506	522	521		
		Available Space	142	110	127	135	132	116	117		
		Comments									
Cluster Information		HS Utilization	94%	94%	96%	96%	96%	97%	99%	99%	99%
		HS Enrollment	2332	2329	2386	2388	2371	2402	2440	2445	2445
		MS Utilization	83%	82%	83%	83%	83%	83%	82%	83%	83%
		MS Enrollment	1625	1622	1632	1640	1629	1623	1619	1625	1625
		ES Utilization	86%	86%	86%	86%	86%	86%	86%		
		ES Enrollment	3367	3358	3345	3368	3363	3374	3380		

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2332	6.1%	17.1%	6.8%	21.1%	48.7%	17.0%	6.0%	10.4%
Silver Creek MS	780	5.6%	24.9%	5.0%	16.9%	47.4%	27.7%	9.8%	9.6%
Westland MS	845	7.7%	10.5%	11.1%	16.8%	53.5%	11.5%	6.9%	13.0%
Bethesda ES	609	9.5%	11.2%	22.3%	16.9%	40.1%	15.6%	19.4%	25.8%
Chevy Chase ES	431	5.6%	23.2%	10.4%	12.1%	48.7%	21.5%	9.2%	7.3%
North Chevy Chase ES	234	8.5%	19.2%	8.5%	16.7%	47.0%	25.7%	11.7%	11.7%
Rock Creek Forest ES	674	4.9%	22.1%	6.4%	35.2%	31.2%	30.8%	18.5%	16.2%
Rosemary Hills ES	581	4.5%	31.7%	5.7%	17.4%	40.4%	31.2%	15.2%	26.4%
Somerset ES	342	7.6%	12.0%	12.3%	17.3%	50.3%	15.4%	20.3%	14.5%
Westbrook ES	496	6.9%	6.0%	9.5%	18.5%	58.7%	0%	4.2%	5.7%
Elementary Cluster Total	3367	6.6%	18.3%	10.9%	20.3%	43.7%	21.5%	15.4%	16.3%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021–2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021–2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021–2022 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 2022–2023)

Program Capacity Table (School Year 2022–2023)																Special Education Services																		
																School Based	Quad Cluster Based	County & Regional Based																
																		HSM @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	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	OTHER																			
Bethesda-Chevy Chase HS	9-12	2475	110		110																													
Silver Creek MS	6-8	894	46		41								1		2										2									
Westland MS	6-8	1073	52		50																				2									
Bethesda ES	K-5	561	29	3		21						3											2											
Chevy Chase ES	3-5	473	24	3		20										1																		
North Chevy Chase ES	3-5	381	21	2		16									1	1																		
Rock Creek Forest ES	K-5	676	40	4		16	10	1			4														3						1	1		
Rosemary Hills ES	Pre-K-2	641	36	3		18			1			6				1								7										
Somerset ES	K-5	540	27	3		21						2				1																		
Westbrook ES	K-5	638	33	3		23						3				1											3							

BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2022–2023

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		4	
Chevy Chase ES	1936	2000	70,976	3.8			
North Chevy Chase ES	1953	1995	65,982	7.9			
Rock Creek Forest ES	1950	2015	98,140	8		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		

*Relocatables on site to address overutilization



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.

Winston Churchill Cluster Articulation

2022–2023 School Year

Winston Churchill High School

Cabin John MS*

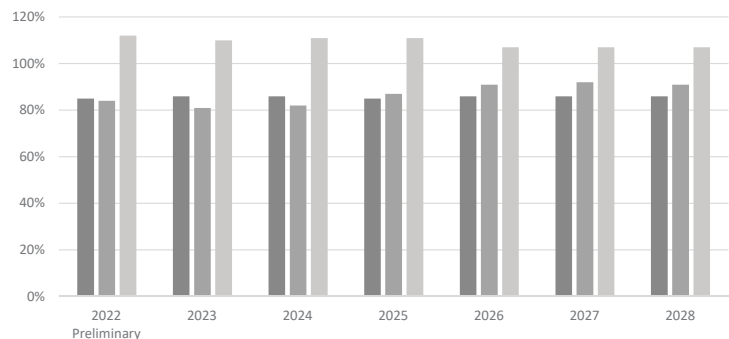
Bells Mill ES
Seven Locks ES

Herbert Hoover MS

Beverly Farms ES
Potomac ES
Wayside ES

* 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%

■ Elementary Schools ■ Middle Schools ■ High Schools

WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Winston Churchill HS		Program Capacity	1991	1991	1991	1991	1991	1991	1991	1991	1991
		Enrollment	2236	2193	2205	2203	2127	2129	2137	2150	2150
		Available Space	(245)	(202)	(214)	(212)	(136)	(138)	(146)	(159)	(159)
		Comments									
Cabin John MS		Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125
		Enrollment	975	933	949	1004	1052	1067	1058	1060	1060
		Available Space	150	192	176	121	73	58	67	65	65
		Comments									
Herbert Hoover MS		Program Capacity	1139	1139	1139	1139	1139	1139	1139	1139	1139
		Enrollment	930	905	902	957	1001	1017	1009	1020	1020
		Available Space	209	234	237	182	138	122	130	119	119
		Comments									
Bells Mill ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	611	620	629	633	653	672	672		
		Available Space	15	6	(3)	(7)	(27)	(46)	(46)		
		Comments									
Beverly Farms ES		Program Capacity	722	722	722	722	722	722	722		
		Enrollment	593	606	601	601	612	613	613		
		Available Space	129	116	121	121	110	109	109		
		Comments									
Potomac ES		Program Capacity	479	479	479	479	479	479	479		
		Enrollment	443	435	440	419	409	413	414		
		Available Space	36	44	39	60	70	66	65		
		Comments									
Seven Locks ES		Program Capacity	447	447	447	447	447	447	447		
		Enrollment	386	387	388	383	384	380	379		
		Available Space	61	60	59	64	63	67	68		
		Comments									
Wayside ES		Program Capacity	631	631	631	631	631	631	631		
		Enrollment	442	445	440	428	442	426	426		
		Available Space	189	186	191	203	189	205	205		
		Comments									
Cluster Information		HS Utilization	112%	110%	111%	111%	107%	107%	107%	108%	108%
		HS Enrollment	2236	2193	2205	2203	2127	2129	2137	2150	2150
		MS Utilization	84%	81%	82%	87%	91%	92%	91%	92%	92%
		MS Enrollment	1905	1838	1851	1961	2053	2084	2067	2080	2080
		ES Utilization	85%	86%	86%	85%	86%	86%	86%		
		ES Enrollment	2475	2493	2498	2464	2500	2504	2504		

WINSTON CHURCHILL CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2236	5.9%	10.0%	31.8%	9.2%	43.0%	6.5%	1.7%	5.0%
Cabin John MS	975	5.9%	12.5%	32.4%	12.1%	36.8%	8.0%	4.3%	6.4%
Herbert Hoover MS	930	7.8%	9.7%	37.1%	6.9%	38.4%	7.4%	1.6%	6.4%
Bells Mill ES	611	8.0%	14.6%	27.2%	9.7%	40.6%	12.8%	12.3%	13.5%
Beverly Farms ES	593	8.6%	7.3%	30.2%	7.9%	45.4%	6.8%	11.0%	9.1%
Potomac ES	443	10.6%	7.9%	33.2%	9.3%	39.1%	3.2%	5.7%	10.6%
Seven Locks ES	386	3.9%	11.1%	25.9%	10.1%	48.7%	5.1%	7.2%	12.0%
Wayside ES	442	5.7%	7.5%	40.7%	8.4%	37.8%	4.4%	8.0%	9.0%
Elementary Cluster Total	2475	7.6%	9.8%	31.2%	9.0%	42.2%	6.9%	9.2%	10.9%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

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	MIETS @15	OTHER	Special Education Services															
																School Based	Quad Cluster Based	County & Regional Based													
Winston Churchill HS	9-12	1991	93		86																										
Cabin John MS	6-8	1125	57		51																										
Herbert Hoover MS	6-8	1139	56		52																										
Bells Mill ES	HS-5	626	32	3		22				1		4																			
Beverly Farms ES	K-5	722	35	3		27						4				1															
Potomac ES	K-5	479	24	3		17						4																			
Seven Locks ES	K-5	447	23	3		16						3				1															
Wayside ES	K-5	631	36	3		23						3			2															2	1

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2022–2023

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			

*Relocatables on site to address overutilization



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. The approved boundary study for Clarksburg Elementary School #9 will create the service area for the new school. The scope included the following elementary schools—Clarksburg, William B. Gibbs, Jr., Little Bennett, and Wilson Wims elementary schools. No middle or high schools were included in the boundary study. Based on the approved completion date for the school, the boundary study was conducted in the spring 2022, with the boundary study report released summer 2022. The recommendation by the superintendent of schools was released in October 2022 as part of the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY2023–2028 Capital Improvements Program*. Board of Education action on the boundary reassignment is scheduled for November 17, 2022. Information regarding the boundary recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/ClarksburgES9BoundaryStudy.aspx>

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.

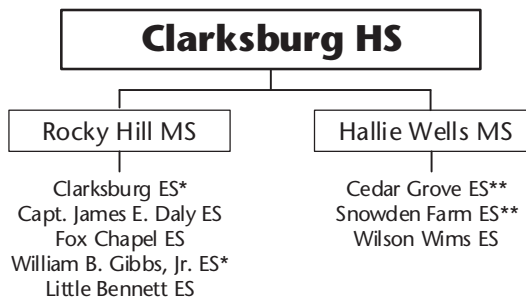
Capital Project: As part of the 2019–2024 CIP, the Board of Education requested that Clarksburg Elementary School #9 open in August 2021; however, the County Council delayed the project by one year to August 2022. An FY 2020 appropriation was approved for planning to begin the architectural design for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

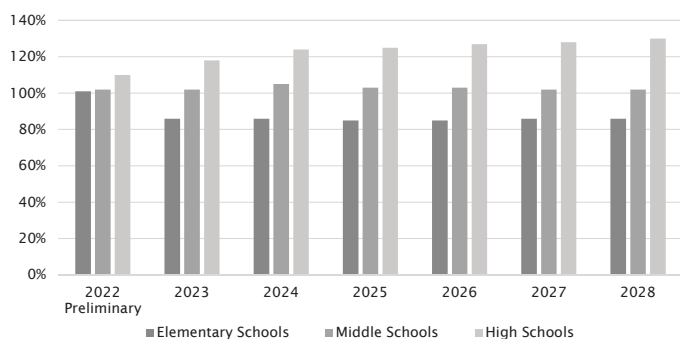
Clarksburg Cluster Articulation

2022–2023 School Year



* Portions of Clarksburg ES and William B. Gibbs, Jr. ES also articulate to Neelsville MS and Seneca Valley HS.
 ** Portions of Cedar Grove ES and Snowden Farm ES also articulate to Damascus HS.
 See Appendix U for multicolored maps of the service areas.

Clarksburg Cluster School Utilizations



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

CLARKSBURG CLUSTER

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 was approved for construction cost increases to complete this project. The school is scheduled to be completed August 2023.

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	Approved	August 2023

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

*“Recommended”—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.



Snowden Farm Elementary School

CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Clarksburg HS		Program Capacity	2034	2034	2034	2034	2034	2034	2034	2034	2034
		Enrollment	2244	2393	2512	2549	2578	2612	2647	2650	2650
		Available Space	(210)	(359)	(478)	(515)	(544)	(578)	(613)	(616)	(616)
		Comments									
Rocky Hill MS		Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
		Enrollment	1057	1037	1057	1042	1039	1035	1032	1035	1035
		Available Space	(45)	(25)	(45)	(30)	(27)	(23)	(20)	(23)	(23)
		Comments									
Hallie Wells MS		Program Capacity	969	969	969	969	969	969	969	969	969
		Enrollment	963	976	1018	1003	995	990	988	1000	1000
		Available Space	6	(7)	(49)	(34)	(26)	(21)	(19)	(31)	(31)
		Comments									
Clarksburg ES		Program Capacity	352	352	352	352	352	352	352		
		Enrollment	779	443	369	362	353	320	315		
		Available Space	(427)	(91)	(17)	(10)	(1)	32	37		
		Comments	See Text								
Clarksburg ES #9		Program Capacity		721	721	721	721	721	721		
		Enrollment		457	567	605	614	628	640		
		Available Space		264	154	116	107	93	81		
		Comments		Opens							
Capt. James E. Daly ES	CSR	Program Capacity	586	586	586	586	586	586	586		
		Enrollment	514	494	485	460	455	461	459		
		Available Space	72	92	101	126	131	125	127		
		Comments									
Fox Chapel ES	CSR	Program Capacity	665	665	665	665	665	665	665		
		Enrollment	592	617	609	588	599	588	585		
		Available Space	73	48	56	77	66	77	80		
		Comments									
Little Bennett ES		Program Capacity	620	620	620	620	620	620	620		
		Enrollment	631	600	575	563	554	568	570		
		Available Space	(11)	20	45	57	66	52	50		
		Comments	See Text								
Snowden Farm ES		Program Capacity	762	762	762	762	762	762	762		
		Enrollment	668	651	633	618	615	629	661		
		Available Space	94	111	129	144	147	133	101		
		Comments									
Wilson Wims ES		Program Capacity	739	739	739	739	739	739	739		
		Enrollment	563	582	565	582	598	613	603		
		Available Space	176	157	174	157	141	126	136		
		Comments	See Text								
Cluster Information		HS Utilization	110%	118%	124%	125%	127%	128%	130%	130%	130%
		HS Enrollment	2244	2393	2512	2549	2578	2612	2647	2650	2650
		MS Utilization	102%	102%	105%	103%	103%	102%	102%	103%	103%
		MS Enrollment	2020	2013	2075	2045	2034	2025	2020	2035	2035
		ES Utilization	101%	86%	86%	85%	85%	86%	86%		
		ES Enrollment	3747	3844	3803	3778	3788	3807	3833		

CLARKSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Clarksburg HS	2244	4.9%	29.4%	24.3%	27.0%	14.0%	34.1%	6.5%	12.5%
Hallie Wells MS	963	5.2%	19.8%	42.6%	12.9%	19.4%	17.1%	3.3%	5.9%
Rocky Hill MS	1057	6.4%	27.9%	20.1%	33.8%	11.5%	44.7%	12.0%	17.3%
Clarksburg ES	779	5.6%	32.3%	35.4%	15.1%	11.0%	21.0%	19.5%	25.1%
Captain James E. Daly ES	514	2.7%	28.4%	5.4%	56.4%	6.2%	74.9%	46.1%	19.2%
Fox Chapel ES	592	3.5%	25.0%	15.2%	46.8%	9.0%	52.4%	33.5%	18.9%
Little Bennett ES	631	4.9%	24.9%	31.4%	17.6%	20.8%	23.1%	15.6%	11.7%
Snowden Farm ES	668	5.5%	20.4%	46.7%	10.2%	16.5%	14.8%	9.2%	14.9%
Wilson Wims ES	563	4.4%	24.9%	37.3%	14.4%	18.3%	12.9%	7.5%	6.6%
Elementary Cluster Total	4388	4.5%	26.7%	29.6%	24.3%	14.4%	30.9%	20.4%	16.8%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Program Capacity Table (School Year 2022–2023)																	Special Education Services																
																	School 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	OTHER	HSM @13
Schools	Clarksburg HS	9-12	2034	93	88								2													3							
Rocky Hill MS	6-8	1012	48	47									1																				
Hallie Wells MS	6-8	969	48	44																					4								
Clarksburg ES	K-5	352	19	3		9						6				1																	
Captain James E. Daly ES	Pre-K-5	586	32	4		13	9		1		4					1																	
Fox Chapel ES	Pre-K-5	665	35	4		17	8		1		5																						
Little Bennett ES	K-5	620	34	3		19						5				1	6																
Snowden Farm ES	K-5	762	38	3		28						4													3								
Wilson Wims ES	K-5	739	37	3		27						4																	2		1		

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2022–2023

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		14	
Rocky Hill MS	2004		148,065	23.3			
Hallie Wells MS	2016		150,089	22.37			
Clarksburg ES	1952	1993	54,983	9.97		20	
Captain James E. 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		

**Relocatables on site to address overutilization*

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. The Board of Education, in the requested FY 2021–2026 CIP, included 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. An FY 2023 appropriation was approved to begin the design of this Major Capital project. An FY 2024 appropriation is recommended for construction funds. This project is scheduled to be completed August 2026.

Damascus Elementary School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

Woodfield Elementary School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

CAPITAL PROJECTS

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

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

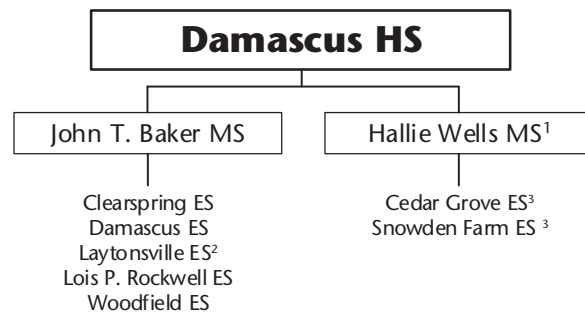
*Recommended—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 CIP for planning or construction funds.

*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.

Damascus Cluster Articulation

2022–2023 School Year

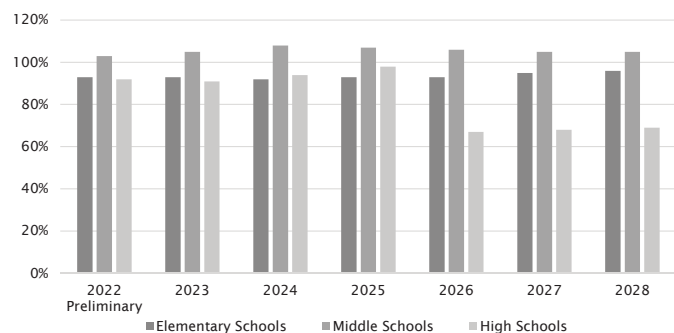


¹ Wilson Wims ES articulates to Hallie Wells MS and then to Clarksburg HS.

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

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

Damascus Cluster School Utilizations



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

DAMASCUS CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Damascus HS		Program Capacity	1543	1543	1543	1543	2250	2250	2250	2250	2250
		Enrollment	1412	1403	1456	1514	1513	1533	1557	1560	1560
		Available Space	131	140	87	29	737	717	693	690	690
		Comments	Plng. For Maj. Cap. Project				Maj. Cap. Project Complete				
John T. Baker MS		Program Capacity	762	762	762	762	762	762	762	762	762
		Enrollment	825	835	845	849	846	832	830	830	830
		Available Space	(63)	(73)	(83)	(87)	(84)	(70)	(68)	(68)	(68)
		Comments									
Hallie Wells MS		Program Capacity	969	969	969	969	969	969	969	969	969
		Enrollment	963	976	1018	1003	995	990	988	1000	1000
		Available Space	6	(7)	(49)	(34)	(26)	(21)	(19)	(31)	(31)
		Comments									
Cedar Grove ES		Program Capacity	425	425	425	425	425	425	425		
		Enrollment	386	380	365	379	371	365	371		
		Available Space	39	45	60	46	54	60	54		
		Comments									
Clearspring ES		Program Capacity	618	618	618	618	618	618	618		
		Enrollment	575	579	593	607	619	629	629		
		Available Space	43	39	25	11	(1)	(11)	(11)		
		Comments									
Damascus ES		Program Capacity	324	324	324	324	324	324	324		
		Enrollment	366	360	343	346	347	367	366		
		Available Space	(42)	(36)	(19)	(22)	(23)	(43)	(42)		
		Comments	See Text								
Lois P. Rockwell ES		Program Capacity	548	548	548	548	548	548	548		
		Enrollment	515	522	531	517	512	528	526		
		Available Space	33	26	17	31	36	20	22		
		Comments									
Snowden Farm ES		Program Capacity	762	762	762	762	762	762	762		
		Enrollment	668	651	633	618	615	629	661		
		Available Space	94	111	129	144	147	133	101		
		Comments									
Woodfield ES		Program Capacity	365	365	365	365	365	365	365		
		Enrollment	325	341	337	358	364	359	364		
		Available Space	40	24	28	7	1	6	1		
		Comments	See Text								
Cluster Information		HS Utilization	92%	91%	94%	98%	67%	68%	69%	69%	69%
		HS Enrollment	1412	1403	1456	1514	1513	1533	1557	1560	1560
		MS Utilization	103%	105%	108%	107%	106%	105%	105%	106%	106%
		MS Enrollment	1788	1811	1863	1852	1841	1822	1818	1830	1830
		ES Utilization	93%	93%	92%	93%	93%	95%	96%		
		ES Enrollment	2835	2833	2802	2825	2828	2877	2917		

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1412	5.5%	13.7%	11.6%	28.4%	40.5%	23.6%	5.2%	10.8%
John T Baker MS	825	7.0%	13.7%	6.7%	31.9%	40.4%	29.4%	7.7%	10.3%
Hallie Wells MS	963	5.2%	19.8%	42.6%	12.9%	19.4%	17.1%	3.3%	5.9%
Cedar Grove ES	386	5.4%	16.8%	39.6%	14.2%	23.3%	12.3%	11.5%	18.3%
Clearspring ES	575	7.7%	20.0%	15.1%	27.0%	29.7%	36.2%	9.1%	18.8%
Damascus ES	366	4.9%	7.7%	4.6%	45.9%	36.3%	31.6%	23.0%	22.6%
Lois P. Rockwell ES	515	6.4%	16.1%	10.9%	27.2%	38.8%	25.6%	15.2%	12.4%
Snowden Farm ES	668	5.5%	20.4%	46.7%	10.2%	16.5%	14.8%	9.2%	14.9%
Woodfield ES	325	7.1%	13.8%	8.0%	26.5%	44.6%	20.4%	9.8%	8.6%
Elementary Cluster Total	2835	6.2%	16.6%	23.0%	23.7%	29.9%	23.2%	12.3%	16.1%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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OTHER	HSM @13	ELC @10	LANG @12	LF1 @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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												

DAMASCUS CLUSTER

Facility Characteristics of Schools 2022–2023

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			

**Relocatables on site to address overutilization*



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.

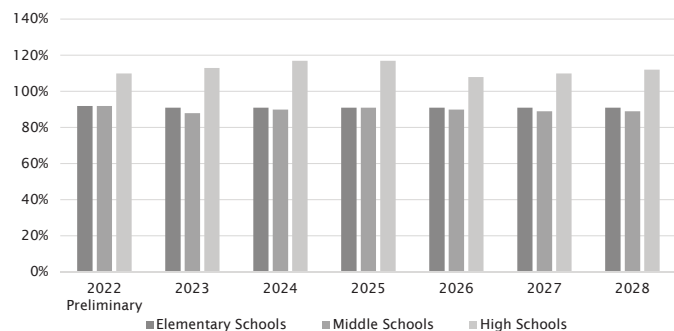
High Schools

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 would 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 was requested for construction cost increases and construction funds for the Northwood High School project and an FY 2023 appropriation was requested for construction cost increases and for the balance of funds for the reopening of the Charles W. Woodward High School projects. While the additional expenditures were approved,

Downcounty 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%

DOWNCOUNTY CONSORTIUM

due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the Northwood High School project and the reopening of Charles W. Woodward High School by one year. An FY 2024 appropriation is recommended for construction funds and construction cost increases for Northwood High School and construction cost increases for the reopening of Charles W. Woodward High School. Northwood High School will relocate to the Woodward site in August 2024 and the high school will reopen in August 2026.

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.

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 was recommended for construction cost increases and construction funds. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY 2023-2028 CIP delayed the completion date for this project by one year. An FY 2024 appropriation is recommended for construction funds. This project is scheduled to be completed in August 2026.

Wheaton High School

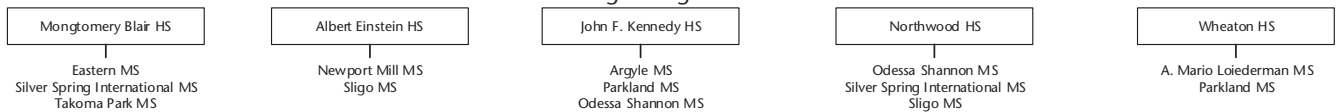
Capital Project: See text under Consortium Planning Issues.

Charles W. Woodward High School

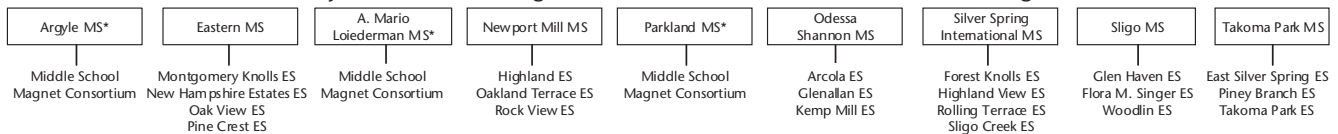
Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2022 appropriation was approved to continue the construction for the reopening of Charles W. Woodward

Downcounty Consortium Articulation 2022–2023 School Year

Middle Schools articulating to High Schools within the consortium



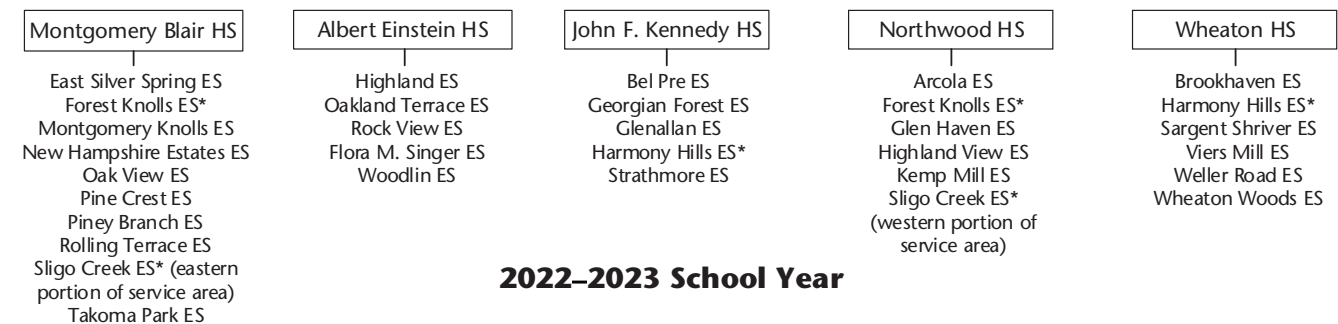
Elementary Schools articulating to Middle Schools within the consortium of High Schools



* 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



2022–2023 School Year

* 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.

High School with a completion date of the first phase of August 2023. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the completion date for this project by one year. An FY2024 appropriation is recommended for construction cost increases. The reopening of the high school is scheduled to be completed August 2026.

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 was approved to begin the architectural design for this major capital project; however, no construction funds are included in the adopted 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 was approved to complete this project. The scheduled completion date is August 2023. 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. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. An FY 2024 appropriation is recommended for construction cost increases. The project is scheduled for completion in August 2025.

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. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project by two years. This project is scheduled to be completed August 2027.

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 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.

Oakland Terrace Elementary School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

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 was approved to begin the architectural design for this major capital project; however, no construction funds are included in the adopted FY2023–2028 CIP. Therefore, a TBD completion date will be shown until construction funds are approved in a future CIP.

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 was approved for construction cost increases and the balance of construction funds. Due to construction delays, this project is recommended to be completed January 2024.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Northwood HS	Classroom addition and Facility upgrades	Recommended	August 2026
Charles W. Woodward HS	Reopening	Recommended	August 2024/2026
Eastern MS	Major Capital Project	Approved	TBD
Parkland MS	Classroom addition	Approved	August 2023
Silver Spring International MS	Classroom additions	Recommended	August 2025
Highland View ES	Classroom additions	Approved	August 2027
Piney Branch ES	Major Capital Project	Approved	TBD
Woodlin ES	Major Capital Project	Delayed	January 2024

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

*Recommended—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.

DOWNCOUNTY CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools		Prelim.	Projections							
		22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Montgomery Blair HS	Program Capacity	2867	2867	2867	2867	2867	2867	2867	2867	2867
	Enrollment	3175	3252	3355	3445	3449	3497	3544	3550	3550
	Available Space	(308)	(385)	(488)	(578)	(582)	(630)	(677)	(683)	(683)
	Comments	See Text								
Albert Einstein HS	Program Capacity	1602	1602	1602	1602	1602	1602	1602	1602	1602
	Enrollment	2000	2104	2099	2084	2067	2097	2129	2140	2140
	Available Space	(398)	(502)	(497)	(482)	(465)	(495)	(527)	(538)	(538)
	Comments	See Text								
John F. Kennedy HS	Program Capacity	2159	2159	2159	2159	2159	2159	2159	2159	2159
	Enrollment	1849	1886	2096	2177	2159	2193	2227	2240	2240
	Available Space	310	273	63	(18)	0	(34)	(68)	(81)	(81)
	Comments	Addition Complete/ See Text								
Northwood HS	Program Capacity	1526	1526	1526	1526	2260	2260	2260	2260	2260
	Enrollment	1828	1848	1886	1789	1789	1824	1893	1990	1990
	Available Space	(302)	(322)	(360)	(263)	471	436	367	270	270
	Comments	See Text				Project Complete				
Wheaton HS	Program Capacity	2237	2237	2237	2237	2237	2237	2237	2237	2237
	Enrollment	2583	2684	2771	2700	2605	2647	2683	2685	2685
	Available Space	(346)	(447)	(534)	(463)	(368)	(410)	(446)	(448)	(448)
	Comments	See Text								
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	994	939	973	988	984	976	984	1000	1000
	Available Space	(97)	(42)	(76)	(91)	(87)	(79)	(87)	(103)	(103)
	Comments									
Eastern MS	Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
	Enrollment	893	858	882	906	923	920	919	930	930
	Available Space	119	154	130	106	89	92	93	82	82
	Comments	Plng. for Maj. Cap. Project								
A. Mario Loiederman MS	Program Capacity	986	986	986	986	986	986	986	986	986
	Enrollment	1001	1038	1087	1092	1088	1083	1080	1085	1085
	Available Space	(15)	(52)	(101)	(106)	(102)	(97)	(94)	(99)	(99)
	Comments									
Newport Mill MS	Program Capacity	837	837	837	837	837	837	837	837	837
	Enrollment	624	601	614	617	614	612	610	610	610
	Available Space	213	236	223	220	223	225	227	227	227
	Comments									
Parkland MS	Program Capacity	982	1203	1203	1203	1203	1203	1203	1203	1203
	Enrollment	1051	991	1030	1060	1046	1012	990	1030	1030
	Available Space	(69)	212	173	143	157	191	213	173	173
	Comments		Addition Complete							
Odessa Shannon MS	Program Capacity	897	897	897	897	897	897	897	897	897
	Enrollment	825	824	854	858	851	847	844	850	850
	Available Space	72	73	43	39	46	50	53	47	47
	Comments	Project Complete								
Silver Spring International MS	Program Capacity	1082	1082	1082	1170	1170	1170	1170	1170	1170
	Enrollment	1156	1139	1149	1145	1136	1136	1133	1150	1150
	Available Space	(74)	(57)	(67)	25	34	34	37	20	20
	Comments				Addition Complete					
Sligo MS	Program Capacity	958	958	958	958	958	958	958	958	958
	Enrollment	676	661	673	705	688	686	689	690	690
	Available Space	282	297	285	253	270	272	269	268	268
	Comments									
Takoma Park MS	Program Capacity	1330	1330	1330	1330	1330	1330	1330	1330	1330
	Enrollment	1078	1039	1040	1046	1033	1028	1027	1030	1030
	Available Space	252	291	290	284	297	302	303	300	300
	Comments									

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Schools			Prelim.	Projections						2032	2037
			22-23	23-24	24-25	25-26	26-27	27-28	28-29		
Arcola ES	CSR	Program Capacity	656	656	656	656	656	656	656		
		Enrollment	691	707	736	725	730	742	762		
		Available Space	(35)	(51)	(80)	(69)	(74)	(86)	(106)		
		Comments									
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	634	634	634	634	634	634	634		
		Enrollment	526	511	463	457	453	455	461		
		Available Space	108	123	171	177	181	179	173		
		Comments									
Brookhaven ES	CSR	Program Capacity	508	508	508	508	508	508	508		
		Enrollment	412	433	430	436	444	456	456		
		Available Space	96	75	78	72	64	52	52		
		Comments									
East Silver Spring ES	CSR	Program Capacity	602	602	602	602	602	602	602		
		Enrollment	517	502	483	462	467	444	444		
		Available Space	85	100	119	140	135	158	158		
		Comments									
Forest Knolls ES	CSR	Program Capacity	581	581	581	581	581	581	581		
		Enrollment	500	507	513	516	534	550	549		
		Available Space	81	74	68	65	47	31	32		
		Comments									
Georgian Forest ES	CSR	Program Capacity	675	675	675	675	675	675	675		
		Enrollment	534	575	561	558	562	546	544		
		Available Space	141	100	114	117	113	129	131		
		Comments									
Glen Haven ES	CSR	Program Capacity	569	569	569	569	569	569	569		
		Enrollment	563	562	574	561	557	551	550		
		Available Space	6	7	(5)	8	12	18	19		
		Comments									
Glenallan ES	CSR	Program Capacity	762	762	762	762	762	762	762		
		Enrollment	658	660	648	668	659	650	651		
		Available Space	104	102	114	94	103	112	111		
		Comments									
Harmony Hills ES	CSR	Program Capacity	775	775	775	775	775	775	775		
		Enrollment	700	730	717	729	754	757	754		
		Available Space	75	45	58	46	21	18	21		
		Comments									
Highland ES	CSR	Program Capacity	601	601	601	601	601	601	601		
		Enrollment	515	484	463	443	458	473	474		
		Available Space	86	117	138	158	143	128	127		
		Comments									
Highland View ES	CSR	Program Capacity	326	326	326	326	326	469	469		
		Enrollment	369	372	369	375	393	406	405		
		Available Space	(43)	(46)	(43)	(49)	(67)	63	64		
		Comments		Planning For Addition				Addition Complete			
Kemp Mill ES	CSR	Program Capacity	470	470	470	470	470	470	470		
		Enrollment	420	429	420	416	406	407	411		
		Available Space	50	41	50	54	64	63	59		
		Comments									
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	703	703	703	703	703	703	703		
		Enrollment	510	528	505	499	495	497	503		
		Available Space	193	175	198	204	208	206	200		
		Comments									
New Hampshire Estates ES Grades (pre-K-2) Paired With Oak View ES	CSR	Program Capacity	511	511	511	511	511	511	511		
		Enrollment	434	437	419	412	410	411	416		
		Available Space	77	74	92	99	101	100	95		
		Comments									
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	335	335	335	335	335	335	335		
		Enrollment	415	403	414	407	407	390	383		
		Available Space	(80)	(68)	(79)	(72)	(72)	(55)	(48)		
		Comments									

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Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Oakland Terrace ES	CSR	Program Capacity	511	511	511	511	511	511	511		
		Enrollment	530	555	586	610	640	664	664		
		Available Space	(19)	(44)	(75)	(99)	(129)	(153)	(153)		
		Comments	See Text								
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	667	667	667	667	667	667	667		
		Enrollment	468	454	478	476	489	466	460		
		Available Space	199	213	189	191	178	201	207		
		Comments									
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	611	611	611	611	611	611	611		
		Enrollment	601	592	568	561	543	555	548		
		Available Space	10	19	43	50	68	56	63		
		Comments	Plng. for Maj. Cap. Project								
Rock View ES	CSR	Program Capacity	675	675	675	675	675	675	675		
		Enrollment	605	631	647	662	667	690	692		
		Available Space	70	44	28	13	8	(15)	(17)		
		Comments									
Rolling Terrace ES	CSR	Program Capacity	729	729	729	729	729	729	729		
		Enrollment	708	716	725	750	763	777	777		
		Available Space	21	13	4	(21)	(34)	(48)	(48)		
		Comments									
Sargent Shriver ES	CSR	Program Capacity	663	663	663	663	663	663	663		
		Enrollment	734	747	752	758	754	744	751		
		Available Space	(71)	(84)	(89)	(95)	(91)	(81)	(88)		
		Comments									
Flora M. Singer ES	CSR	Program Capacity	598	598	598	598	598	598	598		
		Enrollment	635	630	618	603	616	585	602		
		Available Space	(37)	(32)	(20)	(5)	(18)	13	(4)		
		Comments									
Sligo Creek ES		Program Capacity	687	687	687	687	687	687	687		
		Enrollment	656	669	663	672	659	659	660		
		Available Space	31	18	24	15	28	28	27		
		Comments									
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	462	462	462	462	462	462	462		
		Enrollment	487	479	484	467	473	456	466		
		Available Space	(25)	(17)	(22)	(5)	(11)	6	(4)		
		Comments									
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES	CSR	Program Capacity	611	611	611	611	611	611	611		
		Enrollment	579	556	561	554	547	547	557		
		Available Space	32	55	50	57	64	64	54		
		Comments									
Viers Mill ES	CSR	Program Capacity	752	752	752	752	752	752	752		
		Enrollment	538	550	534	521	492	476	474		
		Available Space	214	202	218	231	260	276	278		
		Comments									
Weller Road ES	CSR	Program Capacity	792	792	792	792	792	792	792		
		Enrollment	741	744	752	734	775	780	783		
		Available Space	51	48	40	58	17	12	9		
		Comments									
Wheaton Woods ES	CSR	Program Capacity	724	724	724	724	724	724	724		
		Enrollment	562	561	567	568	559	560	559		
		Available Space	162	163	157	156	165	164	165		
		Comments									
Woodlin ES		Program Capacity	463	653	653	653	653	653	653		
		Enrollment	557	595	598	603	609	611	614		
		Available Space	(94)	58	55	50	44	42	39		
		Comments		MCP Complete 1/2024							
Cluster Information		HS Utilization	110%	113%	117%	117%	108%	110%	112%	113%	113%
		HS Enrollment	11435	11774	12207	12195	12069	12258	12476	12605	12476
		MS Utilization	92%	88%	90%	91%	90%	89%	89%	90%	90%
		MS Enrollment	8298	8090	8302	8417	8363	8300	8276	8375	8375
		ES Utilization	92%	91%	91%	91%	91%	91%	91%		
		ES Enrollment	16165	16319	16248	16203	16315	16305	16370		

DOWNCOUNTY CONSORTIUM

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	3175	4.3%	24.3%	12.0%	36.7%	22.5%	41.6%	17.0%	14.3%
Albert Einstein HS	2000	4.8%	15.1%	6.6%	50.3%	22.8%	46.3%	16.1%	13.4%
John F. Kennedy HS	1849	1.2%	21.8%	4.8%	67.7%	4.4%	67.6%	24.8%	18.6%
Northwood HS	1828	3.0%	23.4%	4.3%	58.2%	10.9%	59.2%	20.5%	20.0%
Wheaton HS	2583	2.0%	19.3%	11.2%	57.5%	9.8%	57.6%	18.7%	15.4%
Argyle MS	994	3.2%	27.9%	7.5%	52.9%	8.0%	65.8%	21.7%	12.8%
Eastern MS	893	4.0%	18.1%	7.4%	52.7%	17.7%	58.0%	23.6%	15.0%
A. Mario Loiederman MS	1001	3.0%	11.9%	4.9%	66.4%	13.3%	64.2%	24.5%	14.8%
Newport Mill MS	624	4.2%	12.2%	7.5%	58.3%	17.0%	60.3%	24.4%	12.1%
Parkland MS	1051	2.8%	22.6%	12.5%	55.3%	6.7%	64.8%	18.8%	12.6%
Odessa Shannon MS	825	1.8%	23.9%	5.3%	63.3%	5.7%	74.9%	23.6%	19.0%
Silver Spring International MS	1156	5.8%	20.7%	3.4%	43.3%	26.5%	43.4%	15.5%	10.7%
Sligo MS	676	4.6%	21.6%	6.5%	38.5%	28.8%	48.1%	18.2%	11.8%
Takoma Park MS	1078	5.8%	34.4%	11.2%	16.8%	31.5%	32.1%	7.4%	9.0%
Arcola ES	691	1.9%	19.7%	4.6%	68.2%	5.5%	75.8%	49.4%	42.7%
Bel Pre ES	526	2.9%	27.2%	5.1%	58.0%	6.1%	67.2%	41.7%	34.9%
Brookhaven ES	412	3.6%	22.8%	9.0%	59.5%	4.6%	65.2%	33.9%	21.6%
East Silver Spring ES	517	4.6%	53.8%	4.3%	18.4%	18.8%	50.7%	22.7%	25.6%
Forest Knolls ES	500	6.8%	16.0%	5.2%	38.4%	33.2%	32.1%	16.4%	11.7%
Georgian Forest ES	534	2.4%	24.3%	1.9%	66.3%	4.1%	73.3%	41.7%	35.1%
Glen Haven ES	563	4.3%	24.9%	3.4%	50.6%	16.2%	51.5%	30.6%	27.9%
Glenallan ES	658	4.9%	27.7%	10.0%	48.0%	8.8%	54.3%	24.5%	22.6%
Harmony Hills ES	700	0%	10.0%	2.7%	84.7%	1.7%	80.1%	55.1%	26.8%
Highland ES	515	1.9%	7.8%	5.6%	77.7%	6.2%	72.2%	45.7%	22.5%
Highland View ES	369	5.4%	27.4%	2.7%	33.6%	30.9%	39.9%	27.8%	20.3%
Kemp Mill ES	420	0%	11.2%	0%	84.3%	2.6%	84.4%	48.7%	29.5%
Montgomery Knolls ES	510	6.1%	22.7%	4.3%	46.5%	20.2%	49.6%	33.6%	22.9%
New Hampshire Estates ES	434	0%	20.3%	0%	73.0%	4.4%	82.9%	56.0%	40.3%
Oak View ES	415	2.9%	16.1%	4.3%	60.7%	15.9%	68.9%	49.9%	12.6%
Oakland Terrace ES	530	7.9%	15.8%	5.3%	35.3%	35.5%	26.4%	15.0%	13.3%
Pine Crest ES	468	4.5%	22.9%	5.8%	44.7%	22.0%	49.5%	30.0%	11.5%
Piney Branch ES	601	8.0%	29.0%	3.0%	17.8%	42.1%	33.8%	20.5%	8.1%
Rock View ES	605	4.1%	11.9%	10.1%	51.6%	22.1%	47.7%	31.9%	17.3%
Rolling Terrace ES	708	1.3%	13.6%	0%	78.5%	5.8%	80.4%	57.4%	22.2%
Sargent Shriver ES	734	0.8%	11.3%	5.7%	78.6%	3.4%	79.5%	55.4%	21.5%
Flora M. Singer ES	635	6.9%	15.7%	5.8%	37.2%	34.0%	42.6%	32.1%	14.6%
Sligo Creek ES	656	8.2%	26.5%	4.4%	10.5%	49.5%	13.5%	9.6%	11.0%
Strathmore ES	487	2.7%	30.0%	3.9%	54.4%	8.6%	68.6%	42.7%	21.3%
Takoma Park ES	579	6.6%	30.2%	2.6%	22.8%	37.7%	28.2%	20.5%	17.9%
Viers Mill ES	538	3.5%	9.9%	4.8%	70.8%	10.8%	67.9%	43.7%	20.4%
Weller Road ES	741	1.2%	7.7%	5.9%	81.8%	3.4%	75.7%	53.1%	21.5%
Wheaton Woods ES	562	1.4%	24.2%	3.9%	65.7%	4.4%	78.0%	53.5%	28.2%
Woodlin ES	557	7.9%	26.2%	9.3%	22.4%	33.9%	32.1%	24.8%	28.4%
Elementary Cluster Total	16165	3.9%	20.5%	4.8%	53.6%	16.8%	57.9%	37.2%	21.9%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022–2023)

Program Capacity Table (School Year 2022–2023)																Special Education Services																
																School Based	Quad Cluster Based				County & Regional Based											
																	HSM @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
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	OTHER																	
Montgomery Blair HS	9-12	2867	131		122								7	2																		
Albert Einstein HS	9-12	1602	80		65								3	2					5	3						2						
John F. Kennedy HS	9-12	2159	104		90								5						5	2		2										
Northwood HS	9-12	1526	73		62								4	2											3		2					
Wheaton HS	9-12	2237	104		95								5						3	1												
Argyle MS	6-8	897	43		41								2																			
Eastern MS	6-8	1012	51		44								3	1											3							
A. Mario Loiederman MS	6-8	986	48		44								3	1																		
Newport Mill MS	6-8	837	41		38								1						2													
Parkland MS	6-8	982	47		45								2																			
Odessa Shannon MS	6-8	897	45		40								2													2	1					
Silver Spring International MS	6-8	1082	54		49								2									3										
Sligo MS	6-8	958	51		44									1	4				2													
Takoma Park MS	6-8	1330	63		62								1																			
Arcola ES	HS-5	656	38	4		12	13	1			7				1																	
Bel Pre ES	Pre-K-2	634	37	3			21	1	2		8				1															1		
Brookhaven ES	Pre-K-5	508	29	3		8	7		1		4					1														1	3	1
East Silver Spring ES	HS-5	602	34	4		11	9		1	1	4					1													1		2	
Forest Knolls ES	K-5	581	34	4		11	8	1	1		5					1										3						
Georgian Forest ES	HS-5	675	36	4		15	10		1	1	5																					
Glen Haven ES	Pre-K-5	569	36	4		10	10	1			5				1	1			2											2		
Glenallan ES	HS-5	762	43	4		15	14			1	6					1													1		1	
Harmony Hills ES	HS-5	775	41	4		17	12		1	1	6																					
Highland ES	HS-5	601	33	4		12	9		1	1	5					1																
Highland View ES	K-5	326	21	4		5	7				4					1																
Kemp Mill ES	Pre-K-5	470	28	4		7	8	3		1	4					1																
Montgomery Knolls ES	HS-2	703	43	4			23		1	1	8					1															4	
New Hampshire Estates ES	HS-2	511	32	4			14	2		4	7					1																
Oak View ES	3-5	335	19	4		14										1																
Oakland Terrace ES	K-5	511	32	4		8	8	1			4					1									3					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	675	39	3		10	13		1		6					1	5															
Rolling Terrace ES	HS-5	729	40	3		12	13	1	1	1	7				1	1																
Sargent Shriver ES	Pre-K-5	663	37	4		10	15		1		6			1																		
Flora M. Singer ES	Pre-K-5	598	38	4		8	12	1			6						7															
Sligo Creek ES	K-5	687	35	3		24						5				1					2											
Strathmore ES	3-5	462	26	4		19										1			2													
Takoma Park ES	Pre-K-2	611	40	4			23	2			8				2	1																
Viers Mill ES	HS-5	752	42	4		17	9	2		1	4					1													1	1	2	
Weller Road ES	HS-5	792	44	6		16	12	2	1	1	6																					
Wheaton Woods ES	HS-5	724	42	4		16	10	1	1	1	4				1											4						
Woodlin ES	K-5	463	26	3		14						4				1		4														

DOWNCOUNTY CONSORTIUM

Facility Characteristics of Schools 2022–2023

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	19	
Albert Einstein HS	1962	1997	276,462	26.67	Yes	11	
John F. Kennedy HS	1964	1999	332,133	29.1			HSWC
Northwood HS	1956	2004	254,054	29.6		14	HSWC
Wheaton HS	1954	2016	373,825	28.2			HSWC
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	2022	164,307	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			

*Relocatables on site to address overutilization

GAITHERSBURG CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: Since 2007, there has been significant elementary school enrollment growth in the Gaithersburg Cluster. Some of this growth is due to new housing 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. To address the overutilization at the elementary school level, Harriet R. Tubman Elementary School opened in August 2022. To address the overutilization at Gaithersburg High School, the adopted CIP includes funding for a new high school on the Crown Farm site.

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 was requested for construction cost increases and construction funds; however, the County Council, in the adopted FY2023-2028 CIP, delayed this project by one year. The additional expenditures were approved, but the new completion date is August 2027. An FY2024 appropriation is recommended for construction funds and construction cost increases.

Gaithersburg Middle School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once

the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

Gaithersburg Elementary School

Planning Issue: See text under Cluster Planning Issues.

Goshen Elementary School

Planning Issue: See text under Cluster Planning Issues.

Laytonsville Elementary School

Planning Issue: See text under Cluster Planning Issues.

Rosemont Elementary School

Planning Issue: See text under Cluster Planning Issues.

Strawberry Knoll Elementary School

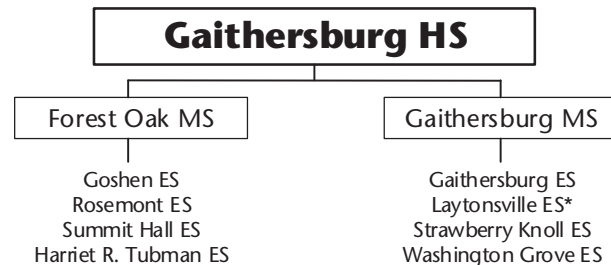
Planning Issue: See text under Cluster Planning Issues.

Summit Hall Elementary School

Planning Issue: See text under Cluster Planning Issues.

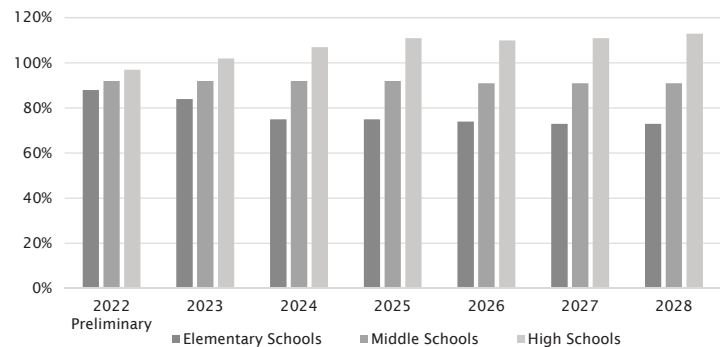
Gaithersburg Cluster Articulation

2022–2023 School Year



* 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%

Harriet Tubman Elementary School

Planning Issue: See text under Cluster Planning Issues.

Washington Grove Elementary School

Planning Issue: See text under Cluster Planning Issues.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2027

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

“Recommended”—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.

GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Gaithersburg HS		Program Capacity	2474	2474	2474	2474	2474	2474	2474	2474	2474
		Enrollment	2410	2526	2648	2737	2714	2755	2795	2800	2800
		Available Space	64	(52)	(174)	(263)	(240)	(281)	(321)	(326)	(326)
		Comments	See Text								
Crown HS		Program Capacity						2219	2219	2219	2219
		Enrollment						0	0	0	0
		Available Space						2219	2219	2219	2219
		Comments						Opens			
Forest Oak MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	925	893	925	918	904	910	903	910	910
		Available Space	30	62	30	37	51	45	52	45	45
		Comments									
Gaithersburg MS		Program Capacity	996	996	996	996	996	996	996	996	996
		Enrollment	878	896	877	881	879	870	873	890	890
		Available Space	118	100	119	115	117	126	123	106	106
		Comments	See Text								
Gaithersburg ES	CSR	Program Capacity	783	783	783	783	783	783	783		
		Enrollment	712	682	682	696	699	691	691		
		Available Space	71	101	101	87	84	92	92		
		Comments									
Goshen ES	CSR	Program Capacity	594	594	594	594	594	594	594		
		Enrollment	513	481	481	483	457	448	448		
		Available Space	81	113	113	111	137	146	146		
		Comments									
Laytonsville ES		Program Capacity	487	487	487	487	487	487	487		
		Enrollment	333	363	384	404	414	428	426		
		Available Space	154	124	103	83	73	59	61		
		Comments									
Rosemont ES	CSR	Program Capacity	602	602	602	602	602	602	602		
		Enrollment	613	605	616	607	584	571	570		
		Available Space	(11)	(3)	(14)	(5)	18	31	32		
		Comments									
Strawberry Knoll ES	CSR	Program Capacity	501	501	501	501	501	501	501		
		Enrollment	502	478	478	450	450	440	441		
		Available Space	(1)	23	23	51	51	61	60		
		Comments									
Summit Hall ES	CSR	Program Capacity	497	497	497	497	497	497	497		
		Enrollment	476	439	446	448	456	447	446		
		Available Space	21	58	51	49	41	50	51		
		Comments									
Harriet R. Tubman ES	CSR	Program Capacity	674	674	674	674	674	674	674		
		Enrollment	438	521	534	548	557	565	563		
		Available Space	236	153	140	126	117	109	111		
		Comments	Opens								
Washington Grove ES	CSR	Program Capacity	629	629	629	629	629	629	629		
		Enrollment	440	444	480	473	478	468	468		
		Available Space	189	185	149	156	151	161	161		
		Comments									
Cluster Information		HS Utilization	97%	102%	107%	111%	110%	111%	113%	113%	113%
		HS Enrollment	2410	2526	2648	2737	2714	2755	2795	2800	2800
		MS Utilization	92%	92%	92%	92%	91%	91%	91%	92%	92%
		MS Enrollment	1803	1789	1802	1799	1783	1780	1776	1800	1800
		ES Utilization	88%	84%	75%	75%	74%	73%	73%		
		ES Enrollment	3589	4013	3567	3561	4095	4058	4053		

GAITHERSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2410	2.7%	21.6%	6.4%	59.3%	9.8%	58.6%	23.7%	24.0%
Forest Oak MS	925	2.5%	23.0%	6.5%	59.9%	8.0%	64.3%	23.1%	21.8%
Gaithersburg MS	878	4.6%	21.4%	6.2%	57.1%	10.7%	56.6%	25.1%	19.3%
Gaithersburg ES	712	2.0%	19.1%	4.1%	72.2%	2.4%	83.9%	51.6%	33.6%
Goshen ES	513	3.1%	25.1%	10.3%	47.0%	14.0%	49.1%	31.5%	24.4%
Laytonsville ES	333	8.4%	19.5%	9.9%	34.5%	27.0%	28.2%	13.5%	9.2%
Rosemont ES	613	6.0%	31.8%	5.5%	49.1%	6.7%	60.3%	35.1%	38.1%
Strawberry Knoll ES	502	4.4%	21.5%	9.2%	52.0%	12.7%	48.8%	21.6%	23.5%
Summit Hall ES	476	1.3%	20.2%	4.6%	71.0%	2.9%	80.7%	49.3%	25.5%
Harriet R. Tubman ES	438	2.7%	20.3%	4.3%	66.7%	5.7%	0%	0%	0%
Washington Grove ES	440	3.9%	22.3%	6.1%	57.7%	9.8%	65.0%	44.8%	22.3%
Elementary Cluster Total	4027	3.8%	22.7%	6.5%	57.5%	9.1%	62.9%	37.4%	26.8%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Special Education Services																			
School Based	Quad Cluster Based	County & Regional Based																	
		HSM @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	
					4	4			7										
					3			2	4										
							2		3									2	
1	1				3														
1							3												
1							2							1	1	2			
1																			
1														1		2			

GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2022–2023

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		HSWC
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		7	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	6	
Summit Hall ES	1971		68,059	10.2	Yes	16	SBHC
Harriet R. Tubman ES	2022		99,893	5.72	Yes		
Washington Grove ES	1956	1984	86,266	10.7			LTL

*Relocatables on site to address overutilization



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. The adopted FY2023–2028 CIP includes planning funds in the out-years for this new elementary school with a TBD completion date.

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 would 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 was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the reopening of the high school is scheduled to be completed August 2026. An FY2024 appropriation is recommended for construction cost increases.

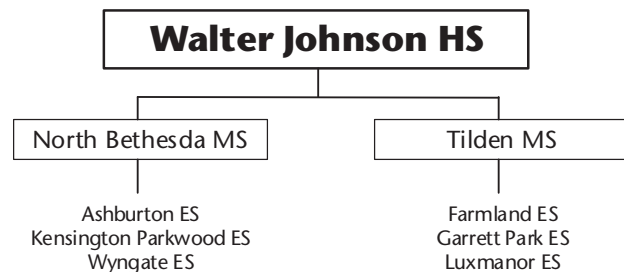
SCHOOLS

Walter Johnson High School

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen 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 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

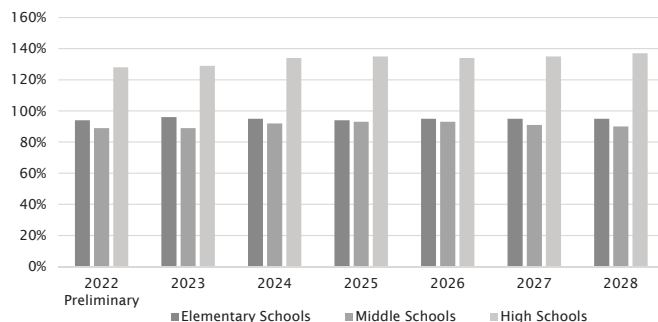
Walter Johnson Cluster Articulation

2022–2023 School Year



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. for Northwood High School for two years. Northwood High School will return to its facility in August 2025. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the scheduled completion date for the reopening of Charles W. Woodward High School is now August 2026. An FY2024 appropriation is recommended for construction cost increases.

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 2024/2026
Bethesda-Chevy Chase/Walter Johnson Clusters ES	New	Programmed	TBD

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

*Recommended—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Walter Johnson HS		Program Capacity	2291	2291	2291	2291	2291	2291	2291	2291	2991
		Enrollment	2942	2964	3070	3083	3059	3102	3143	3150	3150
		Available Space	(651)	(673)	(779)	(792)	(768)	(811)	(852)	(859)	(159)
		Comments	See Text								
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	1110	1096	1126	1132	1128	1123	1121	1130	1130
		Available Space	123	137	107	101	105	110	112	103	103
		Comments									
Tilden MS		Program Capacity	1244	1244	1244	1244	1244	1244	1244	1244	1244
		Enrollment	1105	1113	1147	1173	1164	1139	1119	1120	1120
		Available Space	139	131	97	71	80	105	125	124	124
		Comments									
Ashburton ES		Program Capacity	789	789	789	789	789	789	789		
		Enrollment	811	844	848	932	951	955	956		
		Available Space	(22)	(55)	(59)	(143)	(162)	(166)	(167)		
		Comments									
Farmland ES		Program Capacity	737	737	737	737	737	737	737		
		Enrollment	801	798	792	770	783	771	772		
		Available Space	(64)	(61)	(55)	(33)	(46)	(34)	(35)		
		Comments									
Garrett Park ES		Program Capacity	777	777	777	777	777	777	777		
		Enrollment	688	750	728	688	670	668	670		
		Available Space	89	27	49	89	107	109	107		
		Comments									
Kensington–Parkwood ES		Program Capacity	786	786	786	786	786	786	786		
		Enrollment	599	585	560	552	556	546	554		
		Available Space	187	201	226	234	230	240	232		
		Comments									
Luxmanor ES		Program Capacity	746	746	746	746	746	746	746		
		Enrollment	711	758	782	780	794	799	791		
		Available Space	35	(12)	(36)	(34)	(48)	(53)	(45)		
		Comments									
Wyngate ES		Program Capacity	778	778	778	778	778	778	778		
		Enrollment	715	697	659	631	625	624	619		
		Available Space	63	81	119	147	153	154	159		
		Comments									
Cluster Information		HS Utilization	128%	129%	134%	135%	134%	135%	137%	137%	105%
		HS Enrollment	2942	2964	3070	3083	3059	3102	3143	3150	3150
		MS Utilization	89%	89%	92%	93%	93%	91%	90%	91%	91%
		MS Enrollment	2215	2209	2273	2305	2292	2262	2240	2250	2250
		ES Utilization	94%	96%	95%	94%	95%	95%	95%		
		ES Enrollment	4325	4432	4369	4353	4379	4363	4362		

WALTER JOHNSON CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2942	6.3%	12.9%	12.3%	18.3%	49.8%	12.7%	5.3%	9.3%
North Bethesda MS	1110	8.2%	12.9%	11.8%	15.0%	52.0%	10.2%	4.4%	8.0%
Tilden MS	1105	6.2%	13.7%	18.0%	22.8%	38.9%	20.1%	12.4%	12.3%
Ashburton ES	811	9.0%	17.5%	19.0%	18.5%	35.8%	12.1%	16.2%	15.7%
Farmland ES	801	5.6%	8.9%	30.7%	12.7%	41.8%	13.4%	29.5%	23.4%
Garrett Park ES	688	8.6%	12.8%	15.1%	23.8%	39.5%	17.8%	24.5%	18.4%
Kensington-Parkwood ES	599	8.7%	7.8%	11.0%	17.2%	55.1%	13.4%	9.9%	10.3%
Luxmanor ES	711	8.9%	15.6%	24.5%	22.4%	28.6%	21.3%	27.9%	23.3%
Wyngate ES	715	10.8%	4.6%	14.4%	13.0%	57.2%	2.9%	9.8%	8.7%
Elementary Cluster Total	4325	8.5%	11.4%	19.6%	17.8%	42.5%	13.3%	19.9%	16.8%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Schools	Grades Served	Capacity (HS @90% MS@86%)	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	OTHER	Special Education Services														
																School Based	Quad Cluster Based	County & Regional Based												
Walter Johnson HS	9-12	2291	106		99							1																		
North Bethesda MS	6-8	1233	59		57																									
Tilden MS	6-8	1244	63		56							1																		
Ashburton ES	K-5	789	39	4		28						6				1														
Farmland ES	K-5	737	37	3		25						6																		
Garrett Park ES	K-5	777	37	3		29						5																		
Kensington-Parkwood ES	K-5	786	41	4		29						4				1														
Luxmanor ES	K-5	746	39	3		24						5																1	3	
Wyngate ES	K-5	778	38	4		30						4																		

WALTER JOHNSON CLUSTER

Facility Characteristics of Schools 2022–2023

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		15	
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			

**Relocatables on site to address overutilization*



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. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project two years. This project is now scheduled for completion in August 2029.

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.

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 2029
Mill Creek Towne ES	Addition	Proposed	TBD

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

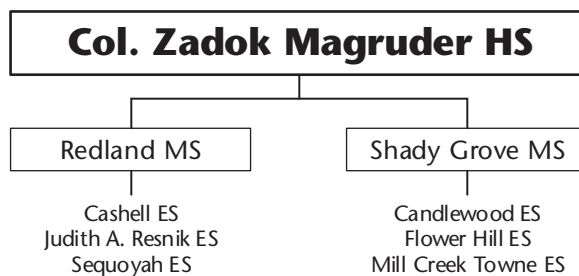
*Recommended—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 CIP for planning or construction funds.

*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.

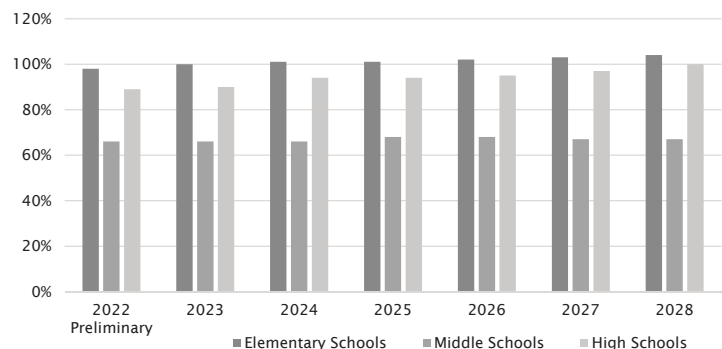
Magruder Cluster Articulation

2022–2023 School Year



See Appendix U for multicolored maps of service areas.

Col. Zadok Magruder Cluster School Utilizations



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

COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Col. Zadok Magruder HS		Program Capacity	1885	1885	1885	1885	1885	1885	1885	1885	1885
		Enrollment	1677	1699	1778	1770	1785	1830	1878	1880	1880
		Available Space	208	186	107	115	100	55	7	5	5
		Comments			Plng. for Maj. Cap. Project						
Redland MS		Program Capacity	757	757	757	757	757	757	757	757	757
		Enrollment	571	572	579	602	599	578	577	580	580
		Available Space	186	185	178	155	158	179	180	177	177
		Comments									
Shady Grove MS		Program Capacity	846	846	846	846	846	846	846	846	846
		Enrollment	494	481	483	495	494	492	493	500	500
		Available Space	352	365	363	351	352	354	353	346	346
		Comments									
Candlewood ES		Program Capacity	521	521	521	521	521	521	521		
		Enrollment	368	365	375	377	382	389	386		
		Available Space	153	156	146	144	139	132	135		
		Comments									
Cashell ES		Program Capacity	341	341	341	341	341	341	341		
		Enrollment	336	337	355	351	357	361	362		
		Available Space	5	4	(14)	(10)	(16)	(20)	(21)		
		Comments									
Flower Hill ES	CSR	Program Capacity	511	511	511	511	511	511	511		
		Enrollment	466	460	454	463	460	450	471		
		Available Space	45	51	57	48	51	61	40		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	354	354	354	354	354	354	354		
		Enrollment	471	480	474	470	486	502	501		
		Available Space	(117)	(126)	(120)	(116)	(132)	(148)	(147)		
		Comments									
Judith A. Resnik ES	CSR	Program Capacity	526	526	526	526	526	526	526		
		Enrollment	580	586	587	584	572	590	582		
		Available Space	(54)	(60)	(61)	(58)	(46)	(64)	(56)		
		Comments									
Sequoyah ES	CSR	Program Capacity	450	450	450	450	450	450	450		
		Enrollment	433	472	484	487	492	497	496		
		Available Space	17	(22)	(34)	(37)	(42)	(47)	(46)		
		Comments									
Cluster Information		HS Utilization	89%	90%	94%	94%	95%	97%	100%	100%	100%
		HS Enrollment	1677	1699	1778	1770	1785	1830	1878	1880	1880
		MS Utilization	66%	66%	66%	68%	68%	67%	67%	67%	67%
		MS Enrollment	1065	1053	1062	1097	1093	1070	1070	1080	1080
		ES Utilization	98%	100%	101%	101%	102%	103%	104%		
		ES Enrollment	2654	2700	2729	2732	2749	2789	2798		

COL. ZADOK MAGRUDER CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1677	4.4%	18.6%	13.1%	42.2%	21.3%	43.8%	13.1%	12.5%
Redland MS	571	7.0%	21.0%	9.5%	42.7%	19.8%	50.5%	17.3%	15.6%
Shady Grove MS	494	6.5%	20.2%	11.1%	42.3%	19.6%	52.7%	16.0%	14.5%
Candlewood ES	368	8.7%	13.9%	14.7%	22.3%	40.2%	24.3%	19.9%	13.2%
Cashell ES	336	9.8%	15.5%	7.1%	24.4%	42.9%	25.2%	9.7%	8.1%
Flower Hill ES	466	3.0%	25.3%	9.9%	53.9%	7.9%	62.8%	40.5%	32.3%
Mill Creek Towne ES	471	7.2%	18.0%	15.9%	39.5%	18.7%	45.4%	28.1%	20.5%
Judith A. Resnik ES	580	5.0%	27.1%	10.9%	40.3%	16.4%	56.2%	25.6%	23.6%
Sequoyah ES	433	6.5%	15.0%	8.5%	45.3%	24.7%	42.8%	31.7%	27.9%
Elementary Cluster Total	2654	6.4%	19.9%	11.3%	38.8%	23.3%	44.7%	26.6%	21.7%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Program Capacity Table (School Year 2022–2023)																	Special Education Services															
																	School 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	OTHER	HSM @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
Col. Zadok Magruder HS	9-12	1885	90		80								2									4			4							
Redland MS	6-8	757	36		35								1																			
Shady Grove MS	6-8	846	45		38								1		3										3							
Candlewood ES	K-5	521	28	3		19						3														3						
Cashell ES	Pre-K-5	341	21	3		11		1				2							2										2			
Flower Hill ES	Pre-K-5	511	28	3		9	8		1		5														3							
Mill Creek Towne ES	HS-5	354	25	4		4	6	1			4						5	1														
Judith A. Resnik ES	Pre-K-5	526	31	4		8	11		1		5																	2				
Sequoyah ES	K-5	450	30	4		7	8				4					1	6															

COL. ZADOK MAGRUDER CLUSTER

Facility Characteristics of Schools 2022–2023

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		

*Relocatables on site to address overutilization



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 was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023–2028 CIP, delayed this project one year, but approved the additional expenditures. An FY2024 appropriation is recommended for construction funds. The completion date is August 2027.

Twinbrook Elementary School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2027

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

*“Recommended”—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.

Richard Montgomery Cluster Articulation

2022–2023 School Year

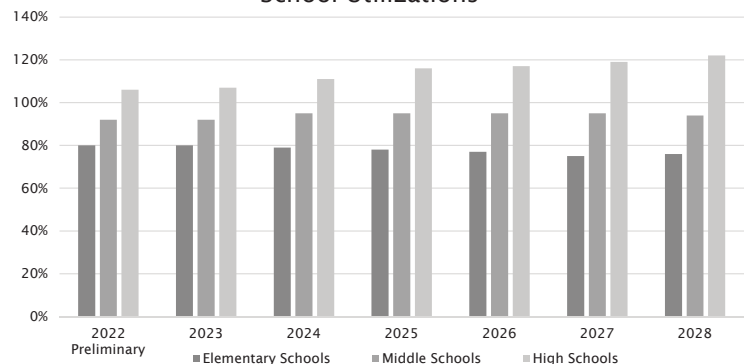
Richard Montgomery HS

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 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Richard Montgomery HS		Program Capacity	2250	2250	2250	2250	2250	2250	2250	2250	2250
		Enrollment	2386	2417	2494	2612	2623	2687	2755	2760	2760
		Available Space	(136)	(167)	(244)	(362)	(373)	(437)	(505)	(510)	(510)
		Comments	See Text								
Crown HS		Program Capacity						2219	2219	2219	2219
		Enrollment						0	0	0	0
		Available Space						2219	2219	2219	2219
		Comments						Opens			
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	1320	1322	1357	1364	1360	1354	1351	1350	1350
		Available Space	112	110	75	68	72	78	81	82	82
		Comments									
Beall ES		Program Capacity	663	663	663	663	663	663	663		
		Enrollment	509	496	463	446	425	404	409		
		Available Space	154	167	200	217	238	259	254		
		Comments									
College Gardens ES		Program Capacity	718	718	718	718	718	718	718		
		Enrollment	477	483	485	486	479	492	501		
		Available Space	241	235	233	232	239	226	217		
		Comments									
Ritchie Park ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	375	359	357	353	350	348	346		
		Available Space	36	52	54	58	61	63	65		
		Comments									
Bayard Rustin ES		Program Capacity	790	790	790	790	790	790	790		
		Enrollment	763	785	782	783	781	753	766		
		Available Space	27	5	8	7	9	37	24		
		Comments									
Twinbrook ES	CSR	Program Capacity	629	629	629	629	629	629	629		
		Enrollment	490	454	435	433	423	400	413		
		Available Space	139	175	194	196	206	229	216		
		Comments	See Text								
Cluster Information		HS Utilization	106%	107%	111%	116%	117%	119%	122%	123%	123%
		HS Enrollment	2386	2417	2494	2612	2623	2687	2755	2760	2760
		MS Utilization	92%	92%	95%	95%	95%	95%	94%	94%	94%
		MS Enrollment	1320	1322	1357	1364	1360	1354	1351	1350	1350
		ES Utilization	80%	80%	79%	78%	77%	75%	76%		
		ES Enrollment	2614	2218	2165	2148	2108	2049	2089		

RICHARD MONTGOMERY CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2386	5.8%	14.6%	23.8%	27.2%	28.1%	26.8%	7.8%	10.8%
Julius West MS	1320	6.7%	15.5%	17.1%	30.7%	29.8%	34.5%	11.8%	14.0%
Beall ES	509	7.3%	12.0%	15.1%	26.5%	39.1%	25.6%	11.5%	12.3%
College Gardens ES	477	8.0%	23.9%	20.1%	21.0%	27.0%	27.0%	13.5%	21.1%
Ritchie Park ES	375	6.9%	12.3%	18.7%	13.9%	47.2%	12.0%	6.5%	13.7%
Bayard Rustin ES	763	10.2%	10.6%	24.0%	31.1%	23.7%	33.1%	24.7%	22.2%
Twinbrook ES	490	5.1%	13.1%	10.8%	59.8%	11.2%	64.9%	43.1%	24.6%
Elementary Cluster Total	2614	7.8%	14.0%	18.3%	31.3%	28.3%	33.5%	20.9%	19.3%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Schools	Grades Served	Capacity (HS @90% MS@86%)	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	OTHER	Special Education Services														
																School Based	Quad Cluster Based	County & Regional Based												
Richard Montgomery HS	9-12	2250	103		97								2	1																
Julius West MS	6-8	1432	70		65								1	1																
Beall ES	HS-5	663	33	3		22		1	1		3																			
College Gardens ES	HS-5	718	36	3		26			1		4																			
Ritchie Park ES	K-5	411	21	3		15					3																			
Bayard Rustin ES	K-5	790	38	3		28					5																		2	
Twinbrook ES	HS-5	629	34	4		14	9		1	1	4					1														

RICHARD MONTGOMERY CLUSTER

Facility Characteristics of Schools 2022–2023

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		9	
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			
Bayard Rustin ES	2018		97,397	10.9			
Twinbrook ES	1952	1986	79,818	10.5		4	

*Relocatables on site to address overutilization



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, previous projections indicated that enrollment would not exceed the 200 seat threshold for a feasibility study. Projections now indicate enrollment will exceed the 200 seat threshold by the end of the six-year period and, therefore, once the feasibility study is complete, funding for an addition will be considered in a future CIP. 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. Projections in the adopted CIP indicated that enrollment would not exceed the 200 seat threshold for a feasibility study. However, enrollment projections in the Amended FY2023–2028 CIP indicate that this school will exceed the 200 seat threshold by the end of the six-year period and, therefore, once the feasibility study is complete, funding for an addition will be considered in a future CIP. Relocatable classrooms will be utilized in the interim.

Banneker Middle School

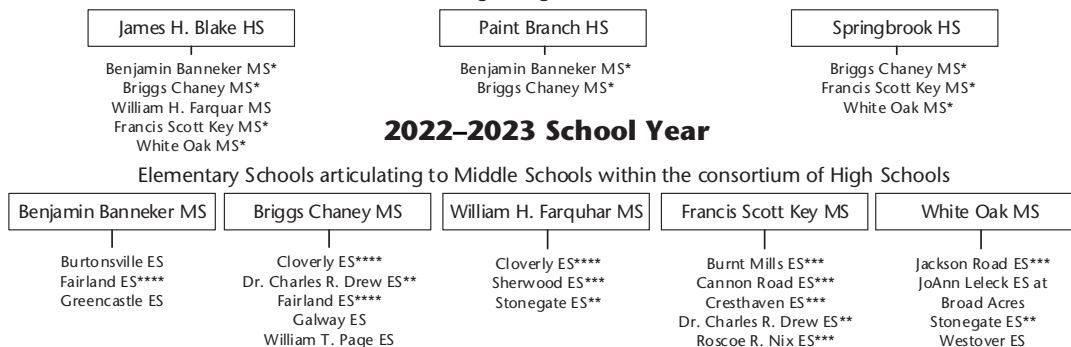
Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

White Oak Middle School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

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.

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 was approved 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 was requested to begin the architectural design for an addition project at this school, with a completion date of August 2025. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project by two years, but maintained a portion of the planning funds. An amendment to the FY2023-2028 CIP is recommended to construct a new Burtonsville Elementary School at another location instead of building an addition at the existing school at the current location. An FY 2024 appropriation is recommended for construction funds for this new elementary school. The completion date for this project is August 2027.

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 was approved to begin the architectural design for an addition project at this school. An FY2024 appropriation is recommended for construction funds. This project is scheduled to be completed August 2025. Relocatable classrooms will be utilized until additional capacity can be added.

JoAnn Leleck Elementary School at Broad Acres

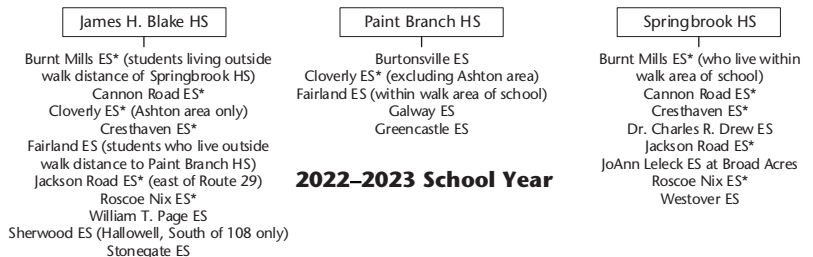
Planning Study: Projections indicated enrollment at JoAnn Leleck Elementary School at Broad Acres would exceed capacity by the end of the six-year planning period, with over 800 students. Currently, the school has 12 relocatable classrooms and, due to the site, it will be a challenge to place additional 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. An FY2024 appropriation is recommended for construction cost increases.

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

Northeast Consortium Articulation

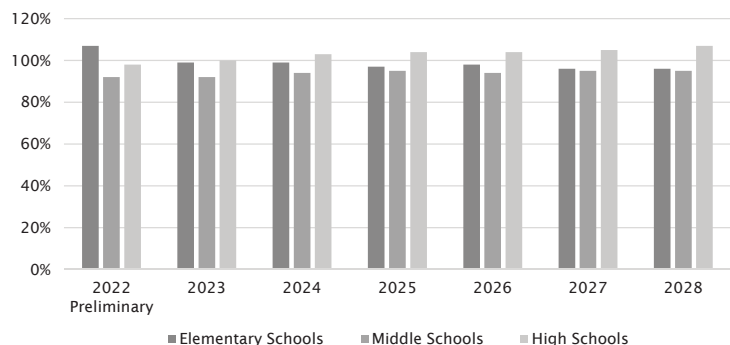
High School Base Areas



2022-2023 School Year

*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%.

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 was approved for construction cost increases and for the balance of funding. An FY 2024 appropriation is recommended for construction cost increases.

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 was approved 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. 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 was approved for construction cost increases and for the balance of construction funds.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
James H. Blake HS	Classroom Addition	Proposed	TBD
Paint Branch HS	Classroom Addition	Proposed	TBD
Burnt Mills ES	Major Capital Project	Approved	August 2023
Burtonsville ES	New	Recommended	August 2027
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	Approved	August 2023
Stonegate ES	Major Capital Project	Approved	August 2023

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

“Recommended”—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.

NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
James Hubert Blake HS		Program Capacity	1743	1743	1743	1743	1743	1743	1743	1743	1743
		Enrollment	1778	1789	1860	1915	1908	1935	1967	1980	1980
		Available Space	(35)	(46)	(117)	(172)	(165)	(192)	(224)	(237)	(237)
		Comments									
Paint Branch HS		Program Capacity	1985	1985	1985	1985	1985	1985	1985	1985	1985
		Enrollment	2132	2192	2226	2255	2237	2270	2303	2310	2310
		Available Space	(147)	(207)	(241)	(270)	(252)	(285)	(318)	(325)	(325)
		Comments									
Springbrook HS		Program Capacity	2117	2117	2117	2117	2117	2117	2117	2117	2117
		Enrollment	1827	1889	1937	1911	1914	1949	1972	1975	1975
		Available Space	290	228	180	206	203	168	145	142	142
		Comments									
Benjamin Banneker MS		Program Capacity	799	799	799	799	799	799	799	799	799
		Enrollment	776	797	806	872	896	909	901	900	900
		Available Space	23	2	(7)	(73)	(97)	(110)	(102)	(101)	(101)
		Comments	See Text								
Briggs Chaney MS		Program Capacity	927	927	927	927	927	927	927	927	927
		Enrollment	865	856	863	855	844	841	849	850	850
		Available Space	62	71	64	72	83	86	78	77	77
		Comments									
William H. Farquhar MS		Program Capacity	816	816	816	816	816	816	816	816	816
		Enrollment	673	677	701	699	697	693	693	700	700
		Available Space	143	139	115	117	119	123	123	116	116
		Comments									
Francis Scott Key MS		Program Capacity	961	961	961	961	961	961	961	961	961
		Enrollment	976	960	959	944	931	937	936	950	950
		Available Space	(15)	1	2	17	30	24	25	11	11
		Comments									
White Oak MS		Program Capacity	992	992	992	992	992	992	992	992	992
		Enrollment	855	843	876	881	878	874	872	880	880
		Available Space	137	149	116	111	114	118	120	112	112
		Comments	See Text								

NORTHEAST CONSORTIUM

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Burnt Mills ES	CSR	Program Capacity	387	646	646	646	646	646	646		
		Enrollment	636	633	618	623	615	596	624		
		Available Space	(249)	13	28	23	31	50	22		
		Comments		Maj. Cap. Project Complete							
Burtonsville ES	CSR	Program Capacity	498	498	498	498	498	752	752		
		Enrollment	615	639	629	655	666	690	695		
		Available Space	(117)	(141)	(131)	(157)	(168)	62	57		
		Comments	See Text					Project Complete			
Cannon Road ES	CSR	Program Capacity	507	507	507	507	507	507	507		
		Enrollment	410	415	423	424	431	447	450		
		Available Space	97	92	84	83	76	60	57		
		Comments									
Cloverly ES		Program Capacity	484	484	484	484	484	484	484		
		Enrollment	465	461	450	450	456	459	462		
		Available Space	19	23	34	34	28	25	22		
		Comments									
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	467	467	467	467	467	467	467		
		Enrollment	470	473	480	482	485	474	472		
		Available Space	(3)	(6)	(13)	(15)	(18)	(7)	(5)		
		Comments									
Dr. Charles R. Drew ES	CSR	Program Capacity	512	512	512	512	512	512	512		
		Enrollment	480	495	499	504	508	517	519		
		Available Space	32	17	13	8	4	(5)	(7)		
		Comments									
Fairland ES	CSR	Program Capacity	648	648	648	648	648	648	648		
		Enrollment	543	533	522	517	525	525	525		
		Available Space	105	115	126	131	123	123	123		
		Comments									
Galway ES	CSR	Program Capacity	759	759	759	759	759	759	759		
		Enrollment	735	748	747	741	749	762	744		
		Available Space	24	11	12	18	10	(3)	15		
		Comments									
Greencastle ES	CSR	Program Capacity	582	582	582	769	769	769	769		
		Enrollment	715	704	701	685	682	689	689		
		Available Space	(133)	(122)	(119)	84	87	80	80		
		Comments				Addition Complete					
Jackson Road ES	CSR	Program Capacity	712	712	712	712	712	712	712		
		Enrollment	663	669	651	636	627	626	628		
		Available Space	49	43	61	76	85	86	84		
		Comments									

NORTHEAST CONSORTIUM

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	723	723	723	723	723	723	723		
		Enrollment	765	789	827	822	845	856	862		
		Available Space	(42)	(66)	(104)	(99)	(122)	(133)	(139)		
		Comments	See Text								
JoAnn Leleck ES at Broad Acres (Grades 3-5)		Program Capacity				483	483	483	483		
		Enrollment				0	0	0	0		
		Available Space				483	483	483	483		
		Comments				Opens					
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	491	491	491	491	491	491	491		
		Enrollment	478	479	448	442	438	440	446		
		Available Space	13	12	43	49	53	51	45		
		Comments									
William T. Page ES	CSR	Program Capacity	377	751	751	751	751	751	751		
		Enrollment	615	647	689	710	733	735	736		
		Available Space	(238)	104	62	41	18	16	15		
		Comments		Addition Complete							
Sherwood ES		Program Capacity	519	519	519	519	519	519	519		
		Enrollment	521	549	560	561	581	592	590		
		Available Space	(2)	(30)	(41)	(42)	(62)	(73)	(71)		
		Comments	See Text								
Stonegate ES		Program Capacity	385	597	597	597	597	597	597		
		Enrollment	490	504	508	500	494	482	482		
		Available Space	(105)	93	89	97	103	115	115		
		Comments		Maj. Cap. Project Complete							
Westover ES		Program Capacity	266	266	266	266	266	266	266		
		Enrollment	286	298	303	300	308	299	299		
		Available Space	(20)	(32)	(37)	(34)	(42)	(33)	(33)		
		Comments									
Cluster Information		HS Utilization	98%	100%	103%	104%	104%	105%	107%	107%	107%
		HS Enrollment	5737	5870	6023	6081	6059	6154	6242	5900	5900
		MS Utilization	92%	92%	94%	95%	94%	95%	95%	95%	95%
		MS Enrollment	4145	4133	4205	4251	4246	4254	4251	4450	4450
		ES Utilization	107%	99%	99%	97%	98%	96%	96%		
		ES Enrollment	8887	9036	9055	9052	9143	9189	9223		

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1778	3.1%	41.1%	10.3%	33.4%	11.8%	48.6%	5.8%	13.5%
Paint Branch HS	2132	2.4%	58.5%	10.2%	25.5%	3.2%	51.9%	5.9%	11.4%
Springbrook HS	1827	2.8%	37.3%	10.2%	44.9%	4.4%	58.6%	19.3%	18.2%
Benjamin Banneker MS	776	3.2%	63.1%	8.5%	21.3%	3.6%	58.8%	9.2%	15.3%
Briggs Chaney MS	865	2.8%	55.3%	9.8%	26.1%	5.8%	56.9%	10.5%	17.5%
William H. Farquhar MS	673	7.6%	23.6%	12.6%	20.1%	35.7%	23.4%	4.2%	5.7%
Francis Scott Key MS	976	1.4%	40.0%	9.6%	46.2%	2.5%	71.2%	17.6%	21.1%
White Oak MS	855	2.8%	30.9%	8.2%	53.0%	5.0%	70.1%	22.9%	17.2%
Burnt Mills ES	636	4.7%	51.4%	15.3%	21.9%	6.8%	65.1%	17.6%	32.4%
Burtonsville ES	615	1.8%	62.1%	11.2%	19.5%	5.4%	44.4%	15.1%	24.0%
Cannon Road ES	410	2.7%	35.9%	10.0%	45.9%	4.9%	61.9%	18.4%	19.2%
Cloverly ES	465	5.6%	25.6%	14.2%	31.8%	22.6%	27.0%	19.3%	17.1%
Cresthaven ES	470	1.5%	37.2%	8.5%	50.0%	2.1%	79.6%	49.5%	20.1%
Dr. Charles R. Drew ES	480	3.8%	46.9%	10.0%	30.0%	9.0%	52.7%	18.7%	21.2%
Fairland ES	543	3.9%	60.4%	5.2%	25.2%	4.2%	64.0%	18.0%	36.5%
Galway ES	735	2.6%	57.3%	7.3%	29.3%	3.4%	60.8%	30.3%	21.6%
Greencastle ES	715	2.2%	66.2%	6.2%	21.5%	3.6%	65.9%	13.3%	29.6%
Jackson Road ES	663	2.1%	47.7%	4.7%	40.0%	5.0%	71.8%	32.6%	23.8%
JoAnn Leleck at Broad Acres ES	765	0%	9.0%	2.7%	87.8%	0%	86.4%	72.6%	23.6%
Roscoe R. Nix ES	478	2.7%	37.9%	3.6%	54.0%	1.3%	71.1%	44.5%	66.9%
William T. Page ES	615	5.9%	40.3%	8.9%	28.3%	16.3%	37.3%	10.5%	16.4%
Sherwood ES	521	8.1%	22.6%	10.7%	19.0%	38.4%	16.5%	8.7%	14.2%
Stonegate ES	490	7.3%	34.3%	12.7%	26.5%	19.0%	24.5%	11.9%	10.5%
Westover ES	286	9.8%	35.3%	9.4%	23.4%	21.3%	26.0%	12.8%	5.2%
Elementary Cluster Total	8887	3.7%	42.7%	8.5%	35.4%	9.2%	55.8%	26.2%	23.7%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022–2023)

Program Capacity Table (School Year 2022–2023)																Special Education Services																
																School 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	OTHER	HSM @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
James H. Blake HS	9-12	1743	79		77															2												
Paint Branch HS	9-12	1985	94		84								1						4				5									
Springbrook HS	9-12	2117	101		89								3	2	1				4	2												
Benjamin Banneker MS	6-8	799	40		36														4													
Briggs Chaney MS	6-8	927	46		42																		4									
William H. Farquhar MS	6-8	816	40		38										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	387	24	4		2	10		1	6						1																
Burtonsville ES	K-5	498	30	4		7	12			6						1																
Cannon Road ES	K-5	507	32	3		12	7			3									2		1	4										
Cloverly ES	K-5	484	27	3		15						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	759	45	5		14	12		1	6						1	6															
Greencastle ES	Pre-K-5	582	35	4		5	13		1	7						1														1	1	2
Jackson Road ES	Pre-K-5	712	40	4		13	12		1	5						1														1	1	2
JoAnn Leleck at Broad Acres ES	HS-5	723	40	4		10	14	2	1	1	7			1																		
Roscoe R. Nix ES	Pre-K-2	491	34	4			16	2		7						1						4										
William T. Page ES	Pre-K-5	377	24	4		2	10		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 2022–2023

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		1	
Paint Branch HS	1969	2012	347,169	45.98		3	
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			
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			
Westover ES	1964	1998	54,645	7.6		2	

*Relocatables on site to address overutilization



Paint Branch High School

NORTHWEST CLUSTER

SCHOOLS

Northwest High School

Planning Issue: Although a recent boundary change relieved some of the school's overutilization Northwest High School will continue to have a space deficit by the end of the six-year planning period.

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 was requested for construction cost increases and for construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the completion date by one year, but approved the additional expenditures. An FY 2024 appropriation is recommended for construction funds. This project is scheduled to be completed August 2027.

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 was approved 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 2027
Ronald McNair ES	Classroom addition	Approved	August 2023

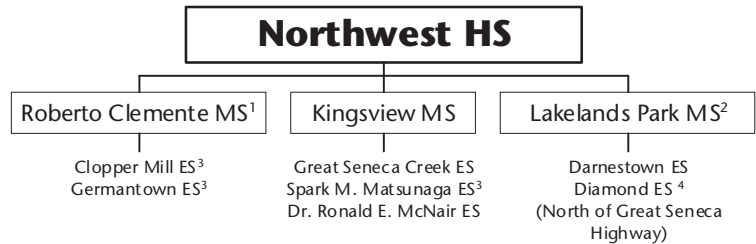
*Approved—Project has an approved FY 2023 appropriation in the FY 2023–2028 CIP for planning or construction funds.

*Recommended—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.

Northwest Cluster Articulation 2022–2023 School Year



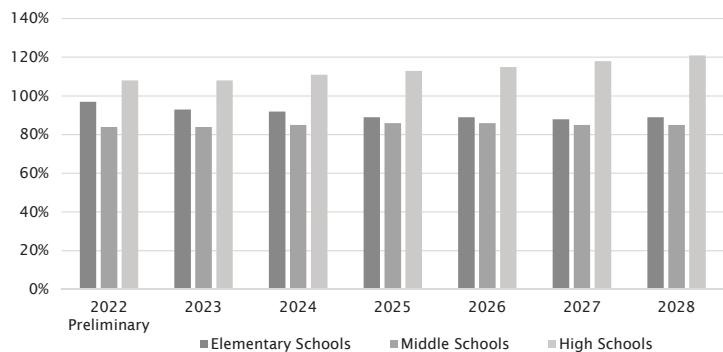
¹ S. Christa McAuliffe ES and a portion of Sally K. Ride ES also articulate to Roberto Clemente MS, but thereafter articulate to Seneca Valley HS.

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

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

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

Northwest Cluster School Utilizations



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

NORTHWEST CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Northwest HS		Program Capacity	2291	2291	2291	2291	2291	2291	2291	2291	2291
		Enrollment	2479	2463	2540	2581	2635	2710	2779	2785	2785
		Available Space	(188)	(172)	(249)	(290)	(344)	(419)	(488)	(494)	(494)
		Comments	See Text								
Crown HS		Program Capacity						2219	2219	2219	2219
		Enrollment						0	0	0	0
		Available Space						2219	2219	2219	2219
		Comments						Opens			
Roberto W. Clemente MS		Program Capacity	1218	1218	1218	1218	1218	1218	1218	1218	1218
		Enrollment	857	843	830	854	847	844	846	850	850
		Available Space	361	375	388	364	371	374	372	368	368
		Comments									
Kingsview MS		Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041
		Enrollment	960	965	987	992	989	985	982	900	900
		Available Space	81	76	54	49	52	56	59	141	141
		Comments									
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	1049	1064	1064	1091	1088	1083	1080	1080	1080
		Available Space	98	83	83	56	59	64	67	67	67
		Comments									
Clopper Mill ES	CSR	Program Capacity	511	511	511	511	511	511	511		
		Enrollment	460	452	433	419	403	405	410		
		Available Space	51	59	78	92	108	106	101		
		Comments									
Darnestown ES		Program Capacity	403	403	403	403	403	403	403		
		Enrollment	339	349	361	360	359	356	358		
		Available Space	64	54	42	43	44	47	45		
		Comments									
Diamond ES		Program Capacity	680	680	680	680	680	680	680		
		Enrollment	677	672	669	662	651	664	683		
		Available Space	3	8	11	18	29	16	(3)		
		Comments									
Germantown ES	CSR	Program Capacity	292	292	292	292	292	292	292		
		Enrollment	294	298	290	270	284	263	264		
		Available Space	(2)	(6)	2	22	8	29	28		
		Comments									
Great Seneca Creek ES	CSR	Program Capacity	556	556	556	556	556	556	556		
		Enrollment	521	498	496	487	498	497	499		
		Available Space	35	58	60	69	58	59	57		
		Comments									
Spark M. Matsunaga ES		Program Capacity	591	591	591	591	591	591	591		
		Enrollment	567	564	548	524	527	510	512		
		Available Space	24	27	43	67	64	81	79		
		Comments									
Dr. Ronald E. McNair ES		Program Capacity	650	796	796	796	796	796	796		
		Enrollment	728	723	718	694	692	677	679		
		Available Space	(78)	73	78	102	104	119	117		
		Comments		Addition Complete							
Cluster Information		HS Utilization	108%	108%	111%	113%	115%	118%	121%	122%	122%
		HS Enrollment	2479	2463	2540	2581	2635	2710	2779	2785	2785
		MS Utilization	84%	84%	85%	86%	86%	85%	85%	83%	83%
		MS Enrollment	2866	2872	2881	2937	2924	2912	2908	2830	2830
		ES Utilization	97%	93%	92%	89%	89%	88%	89%		
		ES Enrollment	3586	3556	3515	3416	3414	3372	3405		

NORTHWEST CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Northwest HS	2479	5.1%	26.7%	20.7%	24.0%	23.4%	29.1%	4.3%	8.4%
Roberto Clemente MS	857	4.2%	31.9%	16.8%	34.5%	12.1%	50.6%	13.4%	14.3%
Kingsview MS	960	7.6%	25.0%	26.9%	19.4%	20.9%	29.3%	7.4%	9.5%
Lakelands Park MS	1049	5.9%	14.2%	20.0%	25.9%	33.7%	28.9%	9.5%	12.0%
Clopper Mill ES	460	3.7%	35.7%	8.9%	45.0%	5.9%	63.6%	28.0%	33.7%
Darnestown ES	339	8.0%	8.0%	12.4%	10.9%	60.5%	9.9%	8.9%	9.2%
Diamond ES	677	5.0%	11.2%	46.4%	12.6%	23.6%	7.7%	22.3%	21.9%
Germantown ES	294	5.4%	34.0%	17.0%	26.9%	16.0%	40.1%	14.9%	25.3%
Great Seneca Creek ES	521	5.8%	34.0%	13.4%	30.9%	15.4%	43.4%	25.9%	18.3%
Spark M. Matsunaga ES	567	8.1%	24.5%	39.0%	13.2%	15.0%	24.0%	12.7%	18.6%
Ronald McNair ES	728	7.1%	28.3%	28.3%	17.6%	18.3%	27.3%	15.9%	13.1%
Elementary Cluster Total	3586	6.2%	24.8%	26.3%	21.5%	20.6%	29.0%	18.9%	19.3%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Program Capacity Table (School Year 2022–2023)																	Special Education Services																
																	School Based	Quad Cluster Based	County & Regional Based														
Schools	Grades Served	Capacity (HS @90% MS@88%)	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	OTHER	HSM @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	
Northwest HS	9-12	2291	104		100								1												3								
Roberto W. 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															1						3							
Clopper Mill ES	HS-5	511	29	4		8	9	1	1	1	4					1																	
Darnestown ES	K-5	403	25	3		12						2				1	7																
Diamond ES	K-5	680	35	3		24						5										3											
Germantown ES	K-5	292	22	3		3	5				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	591	34	3		20						4			1	1						5											
Dr. Ronald E. McNair ES	Pre-K-5	650	32	3		23	1					4				1																	

NORTHWEST CLUSTER

Facility Characteristics of Schools 2022–2023

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	11	
Roberto W. 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			
Spark M. Matsunaga ES	2001		90,718	11.8		3	
Dr. Ronald E. McNair ES	1990		78,275	10	Yes	7	

*Relocatables on site to address overutilization



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 was approved for construction cost increases and the balance of construction funds. An FY 2024 appropriation is recommended for construction cost increases. 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 2023 appropriation in the FY 2023–2028 CIP for planning or construction funds.

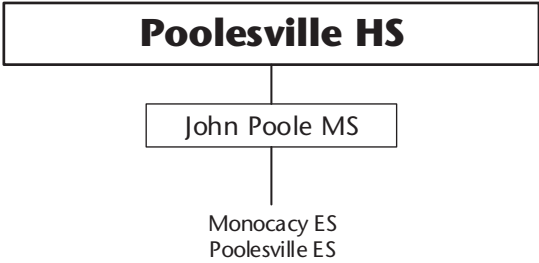
*Recommended—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 CIP for planning or construction funds.

*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.

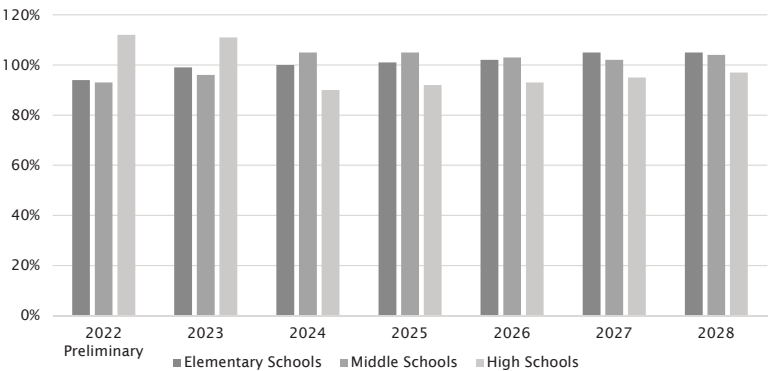
Poolesville Cluster Articulation

2022–2023 School Year



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 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Poolesville HS		Program Capacity	1170	1170	1508	1508	1508	1508	1508	1508	1508
		Enrollment	1307	1297	1355	1381	1396	1439	1468	1490	1490
		Available Space	(137)	(127)	153	127	112	69	40	18	18
		Comments			MCP Phase 1 Complete	MCP Phase 2 Complete					
John Poole MS		Program Capacity	478	478	478	478	478	478	478	478	478
		Enrollment	443	460	500	501	490	488	497	510	510
		Available Space	35	18	(22)	(23)	(12)	(10)	(19)	(32)	(32)
		Comments									
Monocacy ES		Program Capacity	218	218	218	218	218	218	218		
		Enrollment	168	186	186	198	207	218	217		
		Available Space	50	32	32	20	11	0	1		
		Comments									
Poolesville ES		Program Capacity	562	562	562	562	562	562	562		
		Enrollment	568	587	591	586	587	602	601		
		Available Space	(6)	(25)	(29)	(24)	(25)	(40)	(39)		
		Comments									
Cluster Information		HS Utilization	112%	111%	90%	92%	93%	95%	97%	99%	99%
		HS Enrollment	1307	1297	1355	1381	1396	1439	1468	1490	1490
		MS Utilization	93%	96%	105%	105%	103%	102%	104%	107%	107%
		MS Enrollment	443	460	500	501	490	488	497	510	510
		ES Utilization	94%	99%	100%	101%	102%	105%	105%		
		ES Enrollment	736	773	777	784	794	820	818		



Poolesville High School

POOLESVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Poolesville HS	1307	5.3%	7.1%	36.4%	10.6%	40.3%	8.7%	0.8%	2.4%
John Poole MS	443	10.6%	7.2%	9.7%	12.9%	59.4%	14.3%	1.9%	5.8%
Monocacy ES	168	4.8%	0%	4.8%	16.7%	71.4%	16.9%	7.1%	8.3%
Poolesville ES	568	7.6%	9.0%	9.3%	14.1%	60.0%	14.9%	5.0%	7.1%
Elementary Cluster Total	736	6.9%	7.5%	8.3%	14.7%	62.6%	15.3%	5.5%	7.3%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

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	OTHER	Special Education Services													
																School Based	Quad Cluster Based	County & Regional Based											
Poolesville HS	9-12	1170	52		52																								
John Poole MS	6-8	478	24		22																								
Monocacy ES	K-5	218	13	3		7						2				1													
Poolesville ES	K-5	562	28	3		21						3				1													

Facility Characteristics of Schools 2022-2023

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			

*Relocatables on site to address overutilization

QUINCE ORCHARD CLUSTER

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 was requested for construction cost increases and for construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year, but approved the additional expenditures. An FY2024 appropriation is recommended for construction funds. This project is scheduled to be completed August 2027.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2027

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

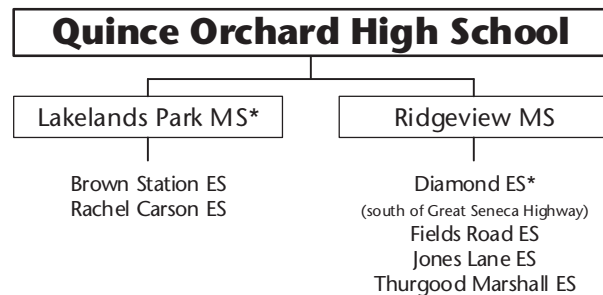
“Recommended”—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 CIP for planning or construction funds.

“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.

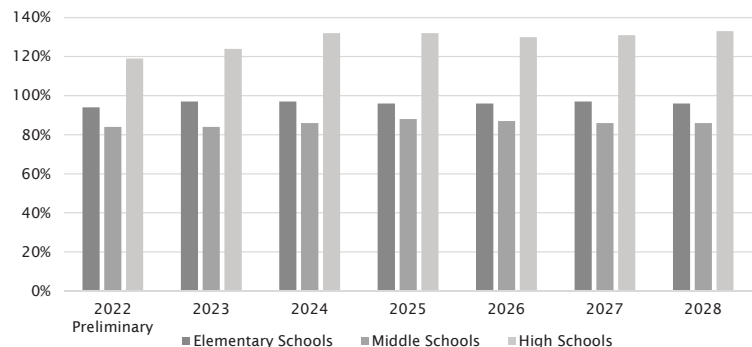
Quince Orchard Cluster Articulation

2022–2023 School Year



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

Quince Orchard Cluster School Utilizations



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

QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Quince Orchard HS		Program Capacity	1800	1800	1800	1800	1800	1800	1800	1800	1800
		Enrollment	2150	2229	2372	2373	2333	2366	2399	2410	2410
		Available Space	(350)	(429)	(572)	(573)	(533)	(566)	(599)	(610)	(610)
		Comments	See Text								
Crown HS		Program Capacity						2219	2219	2219	2219
		Enrollment						0	0	0	0
		Available Space						2219	2219	2219	2219
		Comments						Opens			
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	1049	1064	1064	1091	1088	1083	1080	1080	1080
		Available Space	98	83	83	56	59	64	67	67	67
		Comments									
Ridgeview MS		Program Capacity	988	988	988	988	988	988	988	988	988
		Enrollment	751	740	775	788	775	752	750	760	760
		Available Space	237	248	213	200	213	236	238	228	228
		Comments									
Brown Station ES	CSR	Program Capacity	754	754	754	754	754	754	754		
		Enrollment	621	666	690	701	724	736	736		
		Available Space	133	88	64	53	30	18	18		
		Comments									
Rachel Carson ES		Program Capacity	716	716	716	716	716	716	716		
		Enrollment	704	700	707	708	704	737	726		
		Available Space	12	16	9	8	12	(21)	(10)		
		Comments									
Fields Road ES	CSR	Program Capacity	457	457	457	457	457	457	457		
		Enrollment	453	479	480	476	472	477	476		
		Available Space	4	(22)	(23)	(19)	(15)	(20)	(19)		
		Comments									
Jones Lane ES		Program Capacity	513	513	513	513	513	513	513		
		Enrollment	450	470	460	459	468	440	445		
		Available Space	63	43	53	54	45	73	68		
		Comments									
Thurgood Marshall ES		Program Capacity	552	552	552	552	552	552	552		
		Enrollment	591	589	570	533	513	499	501		
		Available Space	(39)	(37)	(18)	19	39	53	51		
		Comments									
Cluster Information		HS Utilization	119%	124%	132%	132%	130%	131%	133%	134%	134%
		HS Enrollment	2150	2229	2372	2373	2333	2366	2399	2410	2410
		MS Utilization	84%	84%	86%	88%	87%	86%	86%	86%	86%
		MS Enrollment	1800	1804	1839	1879	1863	1835	1830	1840	1840
		ES Utilization	94%	97%	97%	96%	96%	97%	96%		
		ES Enrollment	2819	2904	2907	2877	2881	2889	2884		

QUINCE ORCHARD CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	2150	4.7%	16.3%	10.9%	33.3%	34.6%	34.8%	10.5%	12.9%
Lakelands Park MS	1049	5.9%	14.2%	20.0%	25.9%	33.7%	28.9%	9.5%	12.0%
Ridgeview MS	751	5.6%	15.0%	10.4%	33.2%	35.7%	37.2%	10.5%	11.4%
Brown Station ES	621	3.2%	14.3%	10.3%	64.7%	7.2%	64.2%	38.4%	31.0%
Rachel Carson ES	704	7.2%	6.8%	18.2%	21.2%	46.4%	21.6%	16.1%	14.4%
Fields Road ES	453	5.3%	17.9%	15.2%	38.2%	23.2%	41.2%	24.7%	31.2%
Jones Lane ES	450	6.2%	8.7%	10.4%	34.0%	40.4%	31.1%	24.5%	14.3%
Thurgood Marshall ES	591	3.9%	21.5%	12.9%	32.0%	29.4%	39.4%	17.8%	22.9%
Elementary Cluster Total	2819	5.2%	13.6%	13.6%	37.8%	29.5%	39.4%	24.2%	22.3%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Program Capacity Table (School Year 2022–2023)																Special Education Services																
																School 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	OTHER	HSM @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
Quince Orchard HS	9-12	1800	86		77								2	1	1							2				3						
Lakelands Park MS	6-8	1147	57		53															1						3						
Ridgeview MS	6-8	988	48		46																	2										
Brown Station ES	HS-5	754	41	3		15	11		1	1	5					1													2		2	
Rachel Carson ES	Pre-K-5	716	35	3		25			1			4			1	1																
Fields Road ES	Pre-K-5	457	30	4		8	8	1			4					1						4										
Jones Lane ES	K-5	513	27	3		18						3				1									2							
Thurgood Marshall ES	K-5	552	32	3		17						4			3	1														2	2	

QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2022–2023

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		12	
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		3	
Fields Road ES	1973		72,302	10		4	
Jones Lane ES	1987		60,679	12.1			
Thurgood Marshall ES	1993		77,798	12		5	

*Relocatables on site to address overutilization



Brown Station Elementary School

ROCKVILLE CLUSTER

Rockville Cluster Articulation 2022–2023 School Year

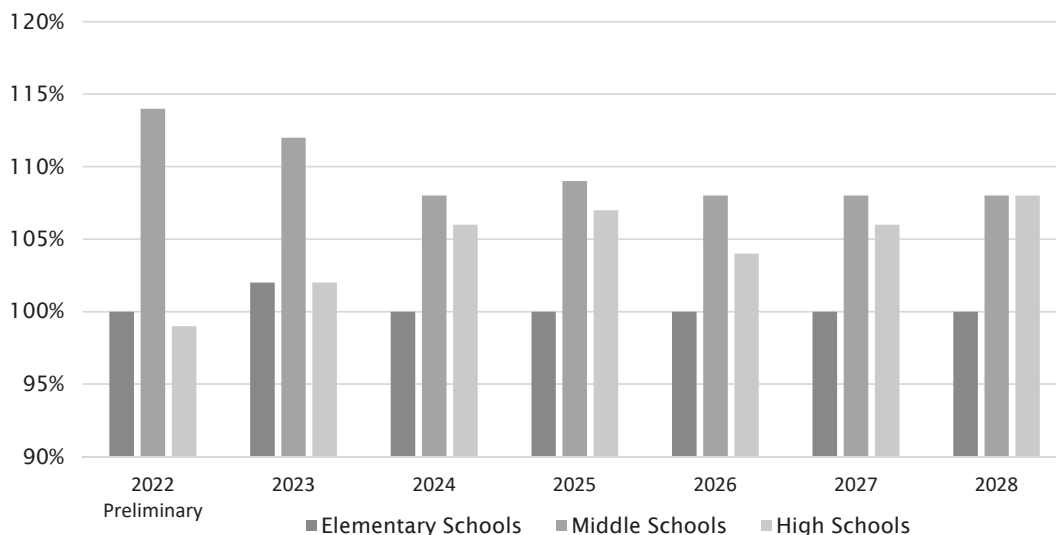
Rockville HS

Earle B. Wood MS

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

See Appendix U for multicolored maps of the service areas.

Rockville Cluster School Utilizations



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

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Rockville HS		Program Capacity	1525	1525	1525	1525	1525	1525	1525	1525	1525
		Enrollment	1515	1553	1613	1629	1591	1614	1641	1650	1650
		Available Space	10	(28)	(88)	(104)	(66)	(89)	(116)	(125)	(125)
		Comments									
Earle B. Wood MS		Program Capacity	936	936	936	936	936	936	936	936	936
		Enrollment	1071	1047	1012	1017	1013	1009	1007	1010	1010
		Available Space	(135)	(111)	(76)	(81)	(77)	(73)	(71)	(74)	(74)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	685	685	685	685	685	685	685		
		Enrollment	660	684	694	689	688	704	711		
		Available Space	25	1	(9)	(4)	(3)	(19)	(26)		
		Comments									
Flower Valley ES		Program Capacity	463	463	463	463	463	463	463		
		Enrollment	542	551	543	544	542	528	529		
		Available Space	(79)	(88)	(80)	(81)	(79)	(65)	(66)		
		Comments									
Maryvale ES	CSR	Program Capacity	655	655	655	655	655	655	655		
		Enrollment	629	633	624	619	627	620	619		
		Available Space	26	22	31	36	28	35	36		
		Comments									
Meadow Hall ES	CSR	Program Capacity	356	356	356	356	356	356	356		
		Enrollment	388	383	361	348	344	323	322		
		Available Space	(32)	(27)	(5)	8	12	33	34		
		Comments									
Rock Creek Valley ES		Program Capacity	451	451	451	451	451	451	451		
		Enrollment	389	407	392	408	414	429	429		
		Available Space	62	44	59	43	37	22	22		
		Comments									
Cluster Information		HS Utilization	99%	102%	106%	107%	104%	106%	108%	108%	108%
		HS Enrollment	1515	1553	1613	1629	1591	1614	1641	1650	1650
		MS Utilization	114%	112%	108%	109%	108%	108%	108%	108%	108%
		MS Enrollment	1071	1047	1012	1017	1013	1009	1007	1010	1010
		ES Utilization	100%	102%	100%	100%	100%	100%	100%		
		ES Enrollment	2608	2658	2614	2608	2615	2604	2610		

ROCKVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1515	4.8%	14.9%	11.6%	44.4%	24.1%	40.9%	12.8%	15.0%
Earle B. Wood MS	1071	6.7%	15.2%	9.8%	41.6%	26.1%	45.3%	13.3%	11.7%
Lucy V. Barnsley ES	660	7.6%	14.8%	9.2%	39.8%	28.3%	33.5%	18.3%	15.0%
Flower Valley ES	542	7.6%	17.9%	8.5%	28.8%	36.7%	25.0%	16.4%	14.4%
Maryvale ES	629	7.9%	24.5%	9.9%	38.6%	19.1%	43.0%	23.2%	18.1%
Meadow Hall ES	388	6.2%	12.4%	5.9%	57.2%	17.8%	55.1%	33.8%	26.3%
Rock Creek Valley ES	389	5.1%	6.7%	12.1%	43.7%	31.9%	27.2%	22.7%	15.8%
Elementary Cluster Total	2608	7.1%	16.2%	9.2%	40.4%	26.8%	36.4%	22.0%	17.3%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Special Education Services																														
OTHER	School Based	Quad Cluster Based										County & Regional Based																		
		HSM @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												
					5			4		5																				
								3		4																				
									3																					

ROCKVILLE CLUSTER

Facility Characteristics of Schools 2022–2023

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	

**Relocatables on site to address overutilization*



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 was approved for construction cost increases and the balance of construction funds. This project is scheduled to be completed in August 2024.

Clarksburg Elementary School

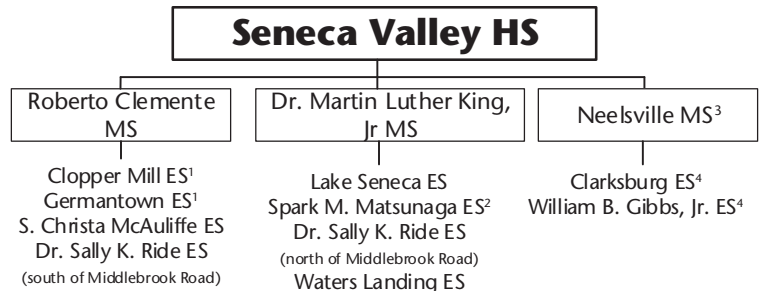
Planning Issue: Enrollment at Clarksburg Elementary School is projected to exceed capacity by more than 92 seats throughout the six-year planning period. Relocatable classrooms will be utilized until Clarksburg Elementary School #9 opens.

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 was approved 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 County Council

delayed the opening of the new school from August 2022 to August 2023. The approved boundary study for Clarksburg Elementary School #9 will create the service area for the new school. The scope included the following elementary schools—Clarksburg, William B. Gibbs, Jr., Little Bennett, and Wilson Wims elementary schools. No middle or high schools were included in the boundary study. Based on the approved completion date for the school, the boundary study was conducted in the spring 2022, with the boundary study report released summer 2022. The recommendation by the superintendent of schools was released in October 2022 as part of the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY2023–2028 Capital Improvements Program*. Board of Education action on the boundary reassignment is scheduled for November 17, 2022. Information regarding the boundary recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/ClarksburgES9BoundaryStudy.aspx>

Seneca Valley Cluster Articulation 2022–2023 School Year



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

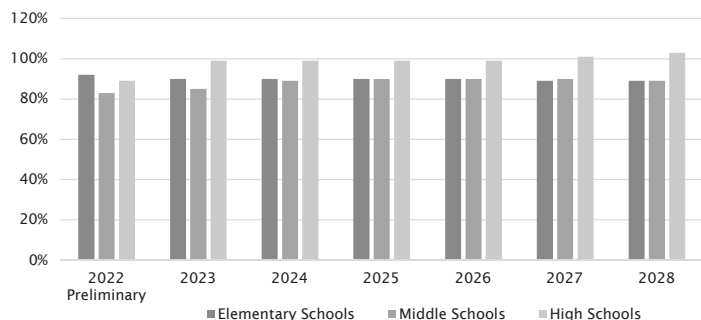
² A portion of Spark M. Matsunaga ES also articulates to Kingsview MS and Northwest HS.

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

⁴ 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%

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

William B. Gibbs, Jr. Elementary School

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. The approved boundary study for Clarksburg Elementary School #9 will create the service area for the new school. The scope included the following elementary schools—Clarksburg, William B. Gibbs, Jr., Little Bennett, and Wilson Wims elementary schools. No middle or high schools were included in the boundary study. Based on the approved completion date for the school, the boundary study was conducted in the spring 2022, with the boundary study report released summer 2022. The recommendation by the superintendent of schools was released in October 2022 as part of the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY2023–2028 Capital Improvements Program*. Board of Education action on the boundary reassignment is scheduled for November 17, 2022. Information regarding the boundary recommendation is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/ClarksburgES9BoundaryStudy.aspx>

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Neelsville MS	Major Capital Project	Approved	August 2024
Clarksburg ES #9	New school	Approved	August 2023

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

*Recommended—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.

SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Seneca Valley HS		Program Capacity	2520	2520	2520	2520	2520	2520	2520	2520	2520
		Enrollment	2237	2489	2500	2495	2495	2551	2600	2600	2600
		Available Space	283	31	20	25	25	(31)	(80)	(80)	(80)
		Comments									
Roberto W. Clemente MS		Program Capacity	1218	1218	1218	1218	1218	1218	1218	1218	1218
		Enrollment	857	843	830	854	847	844	846	850	850
		Available Space	361	375	388	364	371	374	372	368	368
		Comments									
Dr. Martin Luther King, Jr. MS		Program Capacity	914	914	914	914	914	914	914	914	914
		Enrollment	904	945	1003	987	963	979	977	990	990
		Available Space	10	(31)	(89)	(73)	(49)	(65)	(63)	(76)	(76)
		Comments									
Neelsville MS		Program Capacity	965	965	956	956	956	956	956	956	956
		Enrollment	820	840	904	937	955	942	929	940	940
		Available Space	145	125	52	19	1	14	27	16	16
		Comments			Maj. Cap. Project Complete						
Clarksburg ES #9		Program Capacity		721	721	721	721	721	721		
		Enrollment		457	567	605	614	628	640		
		Available Space		264	154	116	107	93	81		
		Comments		Opens							
Germantown ES	CSR	Program Capacity	292	292	292	292	292	292	292		
		Enrollment	294	298	276	256	250	229	230		
		Available Space	(2)	(6)	16	36	42	63	62		
		Comments									
William B. Gibbs, Jr. ES		Program Capacity	748	748	748	748	748	748	748		
		Enrollment	641	577	619	631	649	659	655		
		Available Space	107	171	129	117	99	89	93		
		Comments	See Text								
Lake Seneca ES	CSR	Program Capacity	425	425	425	425	425	425	425		
		Enrollment	458	460	469	482	499	500	498		
		Available Space	(33)	(35)	(44)	(57)	(74)	(75)	(73)		
		Comments									
S. Christa McAuliffe ES	CSR	Program Capacity	732	732	732	732	732	732	732		
		Enrollment	517	502	480	474	464	460	460		
		Available Space	215	230	252	258	268	272	272		
		Comments									
Dr. Sally K. Ride ES	CSR	Program Capacity	505	505	505	505	505	505	505		
		Enrollment	507	516	511	529	547	560	559		
		Available Space	(2)	(11)	(6)	(24)	(42)	(55)	(54)		
		Comments									
Waters Landing ES	CSR	Program Capacity	768	768	768	768	768	768	768		
		Enrollment	775	784	765	742	709	677	676		
		Available Space	(7)	(16)	3	26	59	91	92		
		Comments									
Cluster Information		HS Utilization	89%	99%	99%	99%	99%	101%	103%	103%	103%
		HS Enrollment	2237	2489	2500	2495	2495	2551	2600	2600	2600
		MS Utilization	83%	85%	89%	90%	90%	90%	89%	90%	90%
		MS Enrollment	2581	2628	2737	2778	2765	2765	2752	2780	2780
		ES Utilization	92%	90%	90%	90%	90%	89%	89%		
		ES Enrollment	3192	3137	3120	3114	3118	3085	3078		

SENECA VALLEY CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	2237	4.9%	37.9%	10.8%	34.3%	11.9%	48.8%	10.4%	19.9%
Roberto Clemente MS	857	4.2%	31.9%	16.8%	34.5%	12.1%	50.6%	13.4%	14.3%
Martin Luther King, Jr MS	904	5.3%	36.0%	11.7%	34.2%	12.7%	52.2%	10.7%	17.0%
Neelsville MS	820	4.4%	26.0%	13.4%	49.1%	6.8%	61.1%	22.2%	20.3%
Clarksburg ES	779	5.6%	32.3%	35.4%	15.1%	11.0%	21.0%	19.5%	25.1%
Germantown ES	294	5.4%	34.0%	17.0%	26.9%	16.0%	40.1%	14.9%	25.3%
William B. Gibbs Jr. ES	641	4.1%	30.0%	28.7%	18.9%	17.9%	31.6%	18.0%	21.6%
Lake Seneca ES	458	4.6%	34.5%	5.2%	47.6%	7.9%	62.7%	25.4%	37.5%
S. Christa McAuliffe ES	517	6.6%	36.4%	7.4%	40.0%	9.5%	59.2%	29.6%	22.8%
Dr. Sally K. Ride ES	507	5.7%	32.0%	11.8%	39.3%	10.8%	54.4%	23.9%	21.1%
Waters Landing ES	775	3.7%	38.6%	7.4%	37.4%	12.6%	57.5%	24.4%	34.6%
Elementary Cluster Total	3971	5.0%	34.0%	17.4%	31.0%	12.2%	45.7%	22.6%	27.2%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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.

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Program Capacity Table
(School Year 2022-2023)

Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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SENECA VALLEY CLUSTER

Facility Characteristics of Schools 2022–2023

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			HSWC
Roberto W. Clemente MS	1992		148,246	19.9			
Dr. Martin Luther King, Jr. MS	1996		135,867	19			
Neelsville MS	1981		131,432	29.2			
Clarksburg ES	1952	1993	54,983	9.97		20	
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			

*Relocatables on site to address overutilization



Seneca Valley High School

SHERWOOD CLUSTER

SCHOOLS

Belmont Elementary School

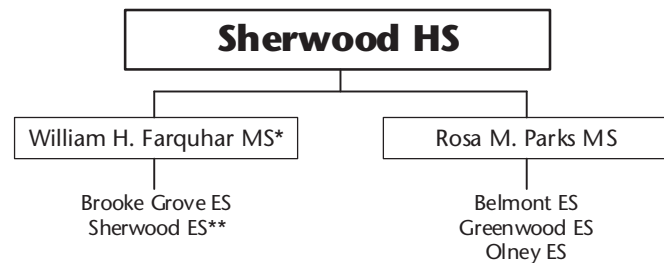
Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

Sherwood Elementary School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

Sherwood Cluster Articulation

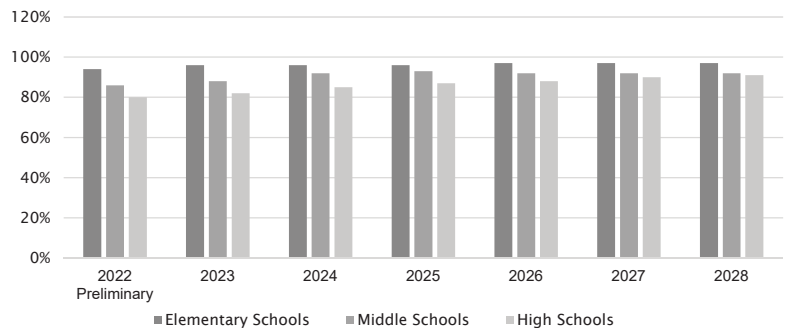
2022–2023 School Year



* 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 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Sherwood HS		Program Capacity	2152	2152	2152	2152	2152	2152	2152	2152	2152
		Enrollment	1723	1757	1832	1875	1902	1941	1960	1965	1965
		Available Space	429	395	320	277	250	211	192	187	187
		Comments									
William H. Farquhar MS		Program Capacity	816	816	816	816	816	816	816	816	816
		Enrollment	673	677	701	699	697	693	693	700	700
		Available Space	143	139	115	117	119	123	123	116	116
		Comments									
Rosa M. Parks MS		Program Capacity	945	945	945	945	945	945	945	945	945
		Enrollment	848	874	925	930	927	923	921	925	925
		Available Space	97	71	20	15	18	22	24	20	20
		Comments									
Belmont ES		Program Capacity	401	401	401	401	401	401	401		
		Enrollment	344	366	354	361	364	373	374		
		Available Space	57	35	47	40	37	28	27		
		Comments	See Text								
Brooke Grove ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	419	430	412	407	407	401	408		
		Available Space	96	85	103	108	108	114	107		
		Comments									
Greenwood ES		Program Capacity	562	562	562	562	562	562	562		
		Enrollment	547	548	554	564	551	548	549		
		Available Space	15	14	8	(2)	11	14	13		
		Comments									
Olney ES		Program Capacity	607	607	607	607	607	607	607		
		Enrollment	615	615	618	604	615	609	610		
		Available Space	(8)	(8)	(11)	3	(8)	(2)	(3)		
		Comments									
Sherwood ES		Program Capacity	519	519	519	519	519	519	519		
		Enrollment	521	549	560	561	581	592	590		
		Available Space	(2)	(30)	(41)	(42)	(62)	(73)	(71)		
		Comments	See Text								
Cluster Information		HS Utilization	80%	82%	85%	87%	88%	90%	91%	91%	91%
		HS Enrollment	1723	1757	1832	1875	1902	1941	1960	1965	1965
		MS Utilization	86%	88%	92%	93%	92%	92%	92%	92%	92%
		MS Enrollment	1521	1551	1626	1629	1624	1616	1614	1625	1625
		ES Utilization	94%	96%	96%	96%	97%	97%	97%		
		ES Enrollment	2446	2508	2498	2497	2518	2523	2531		

SHERWOOD CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Sherwood HS	1723	5.0%	15.9%	11.5%	19.4%	48.0%	18.1%	7.3%	5.9%
William H. Farquhar MS	673	7.6%	23.6%	12.6%	20.1%	35.7%	23.4%	4.2%	5.7%
Rosa Parks MS	848	6.6%	15.6%	9.9%	14.2%	53.8%	15.6%	3.0%	4.7%
Belmont ES	344	7.3%	12.2%	5.5%	13.7%	61.0%	9.8%	5.3%	5.5%
Brooke Grove ES	419	7.4%	29.8%	11.0%	17.7%	34.1%	24.2%	11.8%	11.8%
Greenwood ES	547	8.6%	10.4%	5.9%	13.9%	61.1%	9.2%	4.6%	5.7%
Olney ES	615	6.2%	10.9%	13.8%	18.2%	50.2%	16.2%	12.3%	9.4%
Sherwood ES	521	8.1%	22.6%	10.7%	19.0%	38.4%	16.5%	8.7%	14.2%
Elementary Cluster Total	2446	7.5%	16.7%	9.7%	16.7%	48.9%	15.2%	8.8%	9.4%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

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	OTHER	Special Education Services															
																School Based	Quad Cluster Based	County & Regional Based													
Sherwood HS	9-12	2152	101		93										1																
William H. Farquhar MS	6-8	816	40		38										1																
Rosa M. Parks MS	6-8	945	46		44																										
Belmont ES	K-5	401	22	3		14						3			1	1															
Brooke Grove ES	Pre-K-5	515	30	3		16		1				2				1	7														
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	2	1

SHERWOOD CLUSTER

Facility Characteristics of Schools 2022–2023

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 M. 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			

**Relocatables on site to address overutilization*



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 was approved 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 was approved 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.

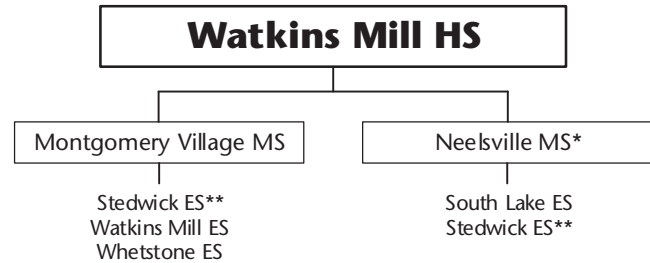
Watkins Mill Elementary School

Planning Study: 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

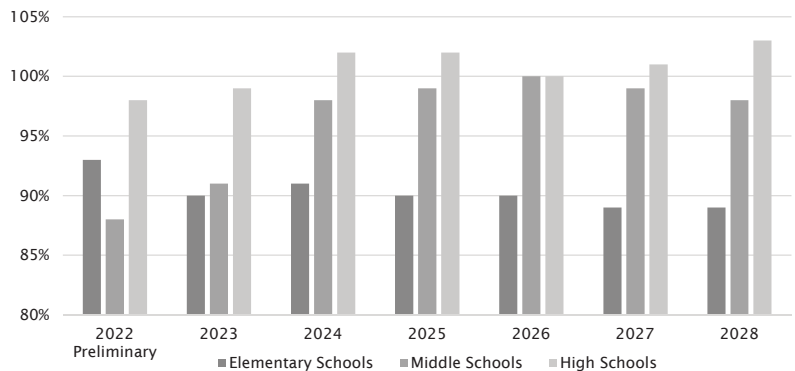
Planning Study: A capacity study was approved to evaluate the elementary school space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues. The capacity study was conducted in summer 2021. Non-capital and/or capital solutions will be considered in a future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

Watkins Mill Cluster Articulation 2022–2023 School Year



* A portion of Clarksburg ES and William B. Gibbs, Jr ES also articulate to Neelsville MS and thereafter articulate to Seneca Valley HS.
 ** Stedwick ES split articulates to Montgomery Village MS and Neelsville MS and thereafter to Watkins Mill HS.
 See Appendix U for multicolored maps of the service areas.

Watkins Mill Cluster School Utilizations



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

WATKINS MILL CLUSTER

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

CAPITAL PROJECTS

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

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

"Recommended"—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.



Whetstone Elementary School

WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Watkins Mill HS		Program Capacity	1742	1742	1742	1742	1742	1742	1742	1742	1742
		Enrollment	1705	1716	1783	1775	1739	1768	1792	1800	1800
		Available Space	37	26	(41)	(33)	3	(26)	(50)	(58)	(58)
		Comments									
Montgomery Village MS		Program Capacity	844	844	844	844	844	844	844	844	844
		Enrollment	774	813	851	849	847	844	841	850	850
		Available Space	70	31	(7)	(5)	(3)	0	3	(6)	(6)
		Comments									
Neelsville MS		Program Capacity	965	965	956	956	956	956	956	956	956
		Enrollment	820	840	904	937	955	942	929	940	940
		Available Space	145	125	52	19	1	14	27	16	16
		Comments			Maj. Cap. Project Complete						
South Lake ES	CSR	Program Capacity	694	796	796	796	796	796	796		
		Enrollment	797	806	804	787	785	756	757		
		Available Space	(103)	(10)	(8)	9	11	40	39		
		Comments		Maj. Cap. Project Complete							
Stedwick ES	CSR	Program Capacity	713	713	713	713	713	713	713		
		Enrollment	499	504	506	487	491	497	497		
		Available Space	214	209	207	226	222	216	216		
		Comments									
Watkins Mill ES	CSR	Program Capacity	732	732	732	732	732	732	732		
		Enrollment	719	695	711	722	734	724	727		
		Available Space	13	37	21	10	(2)	8	5		
		Comments									
Whetstone ES	CSR	Program Capacity	788	788	788	788	788	788	788		
		Enrollment	711	708	729	731	716	718	710		
		Available Space	77	80	59	57	72	70	78		
		Comments	See Text								
Cluster Information		HS Utilization	98%	99%	102%	102%	100%	101%	103%	103%	103%
		HS Enrollment	1705	1716	1783	1775	1739	1768	1792	1800	1800
		MS Utilization	88%	91%	98%	99%	100%	99%	98%	99%	99%
		MS Enrollment	1594	1653	1755	1786	1802	1786	1770	1790	1790
		ES Utilization	93%	90%	91%	90%	90%	89%	89%		
		ES Enrollment	2726	2713	2750	2727	2726	2695	2691		

WATKINS MILL CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Watkins Mill HS	1705	2.3%	22.8%	8.2%	60.8%	5.6%	66.1%	28.5%	25.3%
Montgomery Village MS	774	3.0%	24.7%	8.4%	58.9%	4.8%	73.4%	24.8%	20.3%
Neelsville MS	820	4.4%	26.0%	13.4%	49.1%	6.8%	61.1%	22.2%	20.3%
South Lake ES	797	2.1%	18.4%	3.5%	74.5%	1.0%	83.6%	53.5%	36.3%
Stedwick ES	499	4.4%	31.5%	5.8%	48.9%	8.4%	66.4%	37.6%	27.4%
Watkins Mill ES	719	3.6%	19.3%	6.0%	69.1%	1.7%	80.4%	54.5%	32.0%
Whetstone ES	711	3.8%	26.6%	8.0%	54.7%	6.3%	67.4%	40.8%	31.1%
Elementary Cluster Total	2726	3.4%	23.2%	5.8%	63.2%	3.9%	75.7%	47.9%	32.1%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

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	OTHER	HSM @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
Watkins Mill HS	9-12	1742	91		71								4	3	7				3			2					1					
Montgomery Village MS	6-8	844	46		35								2	2				4			3											
Neelsville MS	6-8	965	47		43								2	2																		
South Lake ES	HS-5	694	40	5		9	15		1	1	8					1																
Stedwick ES	Pre-K-5	713	39	4		18	8		1		4					1		3														
Watkins Mill ES	HS-5	732	42	4		13	13	1		1	7					1	2															
Whetstone ES	Pre-K-5	788	43	4		15	12		1		6					1														1	3	

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2022–2023

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		HSWC
Montgomery Village MS	1968	2003	141,615	15.1			
Neelsville MS	1981		131,432	29.2			
South Lake ES	1972		83,038	10.2			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	

**Relocatables on site to address overutilization*

WALT WHITMAN CLUSTER

SCHOOLS

Burning Tree Elementary School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

Walt Whitman Cluster Articulation

2022–2023 School Year

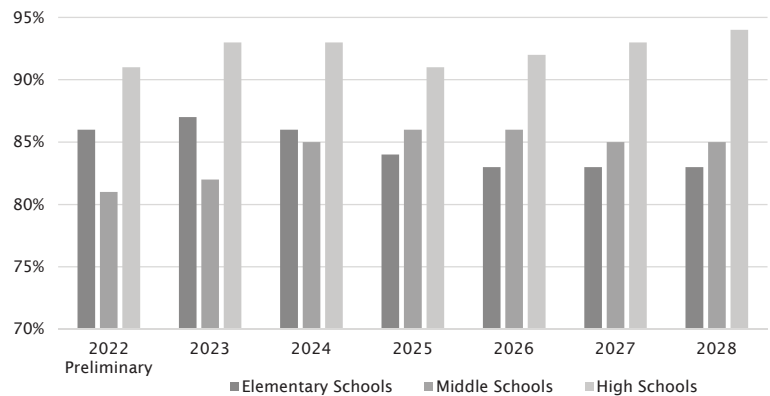
Walt Whitman HS

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 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Walt Whitman HS		Program Capacity	2231	2231	2231	2231	2231	2231	2231	2231	2231
		Enrollment	2027	2065	2078	2029	2044	2070	2100	2105	2105
		Available Space	204	166	153	202	187	161	131	126	126
		Comments									
Thomas W. Pyle MS		Program Capacity	1523	1523	1523	1523	1523	1523	1523	1523	1523
		Enrollment	1241	1255	1294	1310	1305	1301	1298	1300	1300
		Available Space	282	268	229	213	218	222	225	223	223
		Comments									
Bannockburn ES		Program Capacity	389	389	389	389	389	389	389		
		Enrollment	420	413	414	376	359	339	340		
		Available Space	(31)	(24)	(25)	13	30	50	49		
		Comments									
Bradley Hills ES		Program Capacity	687	687	687	687	687	687	687		
		Enrollment	469	465	457	454	442	441	443		
		Available Space	218	222	230	233	245	246	244		
		Comments									
Burning Tree ES		Program Capacity	388	388	388	388	388	388	388		
		Enrollment	438	456	456	446	444	453	455		
		Available Space	(50)	(68)	(68)	(58)	(56)	(65)	(67)		
		Comments	See Text								
Carderock Springs ES		Program Capacity	430	430	430	430	430	430	430		
		Enrollment	337	348	356	366	364	369	370		
		Available Space	93	82	74	64	66	61	60		
		Comments									
Wood Acres ES		Program Capacity	752	752	752	752	752	752	752		
		Enrollment	608	608	601	592	586	595	595		
		Available Space	144	144	151	160	166	157	157		
		Comments									
Cluster Information		HS Utilization	91%	93%	93%	91%	92%	93%	94%	94%	94%
		HS Enrollment	2027	2065	2078	2029	2044	2070	2100	2105	2105
		MS Utilization	81%	82%	85%	86%	86%	85%	85%	85%	85%
		MS Enrollment	1241	1255	1294	1310	1305	1301	1298	1300	1300
		ES Utilization	86%	87%	86%	84%	83%	83%	83%		
		ES Enrollment	2272	2290	2284	2234	2195	2197	2203		

WALT WHITMAN CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walt Whitman HS	2027	8.0%	4.0%	15.1%	12.0%	60.4%	2.9%	2.9%	7.6%
Thomas W. Pyle MS	1241	8.5%	4.0%	15.7%	11.8%	59.8%	2.5%	3.8%	5.9%
Bannockburn ES	420	7.6%	7.9%	16.7%	9.3%	58.6%	2.1%	4.5%	12.0%
Bradley Hills ES	469	10.0%	3.8%	14.9%	7.0%	64.0%	0%	5.4%	7.5%
Burning Tree ES	438	7.8%	7.3%	22.6%	11.9%	50.2%	6.7%	12.8%	13.5%
Carderock Springs ES	337	10.7%	6.2%	16.3%	13.4%	53.1%	3.1%	7.5%	11.4%
Wood Acres ES	608	6.1%	4.6%	10.5%	13.5%	65.1%	4.9%	7.7%	9.9%
Elementary Cluster Total	2272	8.2%	5.8%	15.8%	11.0%	59.0%	3.6%	7.5%	10.7%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Special Education Services																			
School Based	Quad Cluster Based					County & Regional Based													
	HSM @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		
				3	2	1				3									
						1				1									

WALT WHITMAN CLUSTER

Facility Characteristics of Schools 2022–2023

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		

**Relocatables on site to address overutilization*



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.

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 was approved to accelerate the architectural design and site funds within the Major Capital Project to address ADA and site related issues. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project two years. The new completion date for this project is August 2029.

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 the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year, but approved the additional expenditures. An FY 2024 appropriation is recommended for construction funds. This project is scheduled to be completed August 2027.

Cold Spring Elementary School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once

the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

DuFief Elementary School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

Thomas S. Wootton Cluster Articulation

2022–2023 School Year

Thomas S. Wootton HS

Cabin John MS*

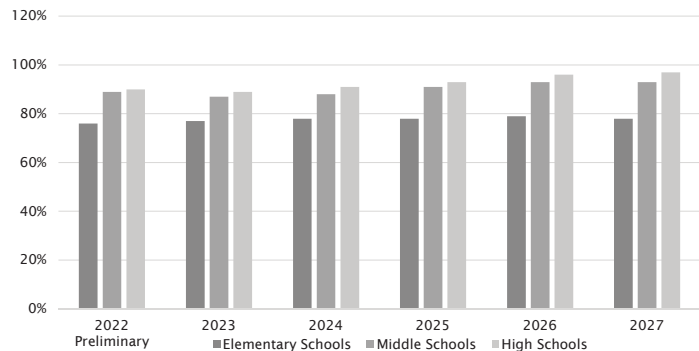
Robert Frost MS

Cold Spring ES
Stone Mill ES

DuFief ES
Fallsmead ES
Lakewood ES
Travilah ES

* 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



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%

THOMAS S. WOOTTON CLUSTER

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2027
Thomas S. Wootton HS	Major Capital Project	Approved	August 2029

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

“Recommended”—Project has a recommended FY 2024 appropriation in the Amended FY2023–2028 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.



Cabin John Middle School

THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Thomas S. Wootton HS		Program Capacity	2120	2120	2120	2120	2120	2120	2120	2210	2210
		Enrollment	1908	1883	1934	1971	2027	2052	2082	2090	2090
		Available Space	212	237	186	149	93	68	38	120	120
		Comments			Ping. for Maj. Cap. Project						
Crown HS		Program Capacity						2219	2219	2219	2219
		Enrollment						0	0	0	0
		Available Space						2219	2219	2219	2219
		Comments						Opens			
Cabin John MS		Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125
		Enrollment	975	933	949	1004	1052	1067	1058	1060	1060
		Available Space	150	192	176	121	73	58	67	65	65
		Comments									
Robert Frost MS		Program Capacity	1051	1051	1051	1051	1051	1051	1051	1051	1051
		Enrollment	968	959	968	972	969	965	963	970	970
		Available Space	83	92	83	79	82	86	88	81	81
		Comments									
Cold Spring ES		Program Capacity	481	481	481	481	481	481	481		
		Enrollment	351	354	364	372	385	387	386		
		Available Space	130	127	117	109	96	94	95		
		Comments	See Text								
DuFief ES		Program Capacity	437	437	437	437	437	437	437		
		Enrollment	245	256	272	274	283	288	288		
		Available Space	192	181	165	163	154	149	149		
		Comments	See Text								
Fallsmead ES		Program Capacity	561	561	561	561	561	561	561		
		Enrollment	546	555	568	573	576	578	574		
		Available Space	15	6	(7)	(12)	(15)	(17)	(13)		
		Comments									
Lakewood ES		Program Capacity	566	566	566	566	566	566	566		
		Enrollment	437	434	439	437	442	442	440		
		Available Space	129	132	127	129	124	124	126		
		Comments									
Stone Mill ES		Program Capacity	713	713	713	713	713	713	713		
		Enrollment	549	528	511	508	502	490	488		
		Available Space	164	185	202	205	211	223	225		
		Comments									
Travilah ES		Program Capacity	526	526	526	526	526	526	526		
		Enrollment	379	388	397	386	390	378	377		
		Available Space	147	138	129	140	136	148	149		
		Comments									
Cluster Information		HS Utilization	90%	89%	91%	93%	96%	97%	98%	95%	95%
		HS Enrollment	1908	1883	1934	1971	2027	2052	2082	2090	2090
		MS Utilization	89%	87%	88%	91%	93%	93%	93%	93%	93%
		MS Enrollment	1943	1892	1917	1976	2021	2032	2021	2030	2030
		ES Utilization	76%	77%	78%	78%	79%	78%	78%		
		ES Enrollment	2507	2515	2551	2550	2578	2563	2553		

THOMAS S. WOOTTON CLUSTER

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	1908	4.2%	11.7%	38.3%	8.3%	37.3%	8.0%	1.8%	5.0%
Cabin John MS	975	5.9%	12.5%	32.4%	12.1%	36.8%	8.0%	4.3%	6.4%
Robert Frost MS	968	7.2%	12.6%	39.4%	9.9%	30.5%	9.6%	3.6%	9.7%
Cold Spring ES	351	7.1%	3.7%	39.0%	6.6%	43.6%	0%	1.8%	6.7%
DuFief ES	245	9.8%	18.4%	32.2%	12.2%	27.3%	14.2%	19.9%	18.4%
Fallsmead ES	546	7.1%	14.1%	34.4%	11.9%	31.9%	10.1%	12.4%	16.0%
Lakewood ES	437	7.1%	13.0%	48.5%	13.7%	17.4%	12.9%	13.1%	19.5%
Stone Mill ES	549	8.0%	12.9%	49.0%	7.5%	22.4%	10.1%	18.3%	11.2%
Travilah ES	379	6.6%	9.5%	44.1%	8.7%	30.3%	9.4%	11.7%	13.8%
Elementary Cluster Total	2507	7.5%	11.9%	42.0%	10.1%	28.2%	9.8%	13.1%	14.3%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

Special Education Services																															
Other	School Based	Quad Cluster Based										County & Regional Based																			
		HSM @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													
						3		2																							
					3	3																									
								2																							

THOMAS S. WOOTTON CLUSTER

Facility Characteristics of Schools 2022–2023

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			

**Relocatables on site to address overutilization*

SPECIAL EDUCATION CENTERS

SPECIAL EDUCATION CENTERS

Longview School

Longview School provides services to students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternate Academic Learning Outcomes (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 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122		
		Enrollment	67	67	67	67	67	67	67		
		Available Space	55	55	55	55	55	55	55		
		Comments									
Longview School		Program Capacity	56	56	56	56	56	56	56		
		Enrollment	66	66	66	66	66	66	73		
		Available Space	(10)	(10)	(10)	(10)	(10)	(10)	(17)		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	85	85	85	85	85	85	85		
		Available Space	95	95	95	95	95	95	95		
		Comments									
Rock Terrace School		Program Capacity	128	128	128	128	128	128	128		
		Enrollment	73	73	73	73	73	73	73		
		Available Space	55	55	55	55	55	55	55		
		Comments									
Carl Sandburg Center		Program Capacity	135	135	135	135	135	135	135		
		Enrollment	88	88	88	88	88	88	88		
		Available Space	47	47	47	47	47	47	47		
		Comments									
Cluster Information		Utilization	61%	61%	61%	61%	61%	61%	62%		
		Enrollment	379	379	379	379	379	379	386		

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

Schools	2022-2023						2021-2022		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School SP	67	0%	28.4%	0%	46.3%	19.4%	35.7%	17.9%	31.3%
Longview School SP	66	0%	22.7%	10.6%	36.4%	27.3%	30.8%	20.0%	13.0%
RICA SP	85	8.2%	36.5%	0%	22.4%	28.2%	52.9%	11.8%	32.0%
Rock Terrace School SP	73	0%	34.2%	12.3%	23.3%	27.4%	47.4%	21.8%	13.5%
Carl Sandburg Learning Center SP	88	0%	47.7%	6.8%	28.4%	12.5%	63.6%	25.3%	17.1%
Elementary County Total	72505	5.4%	21.6%	13.4%	35.6%	23.6%	40.8%	25.4%	19.9%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021-2022 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2021-2022 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2021-2022 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 2022-2023)

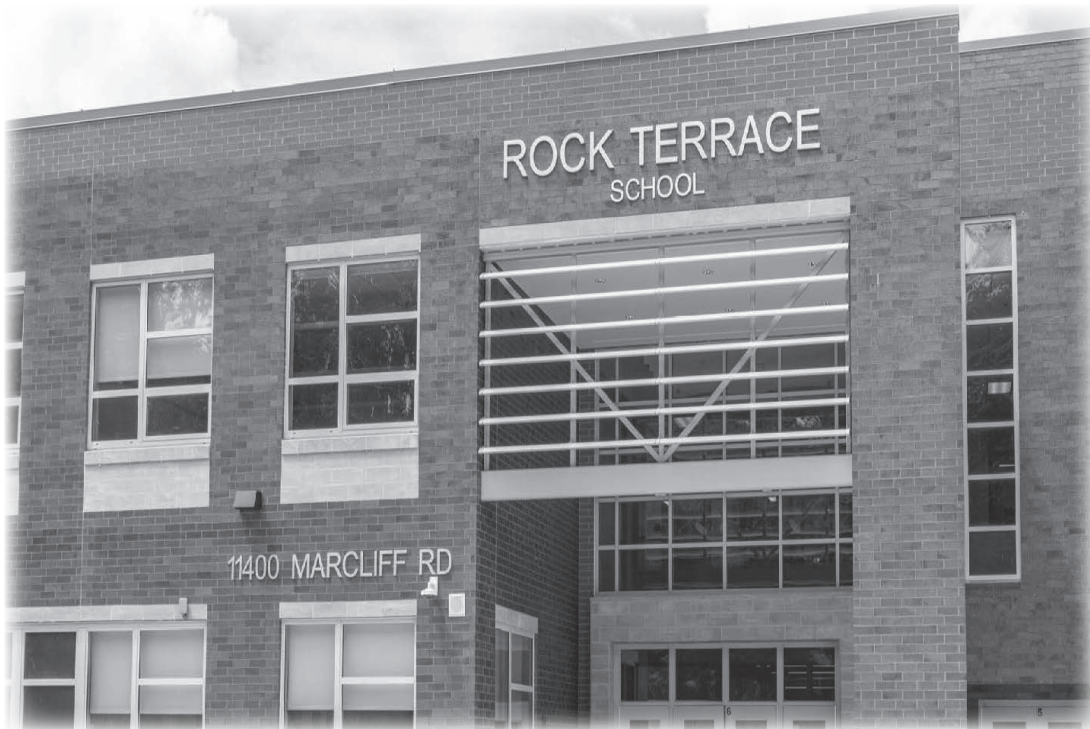
Program Capacity Table (School Year 2022–2023)																Special Education Services																
																School Based	Quad Cluster Based				County & Regional Based											
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	OTHER	HSM @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
Stephen Knolls School SP	Pre-K-12	122	19	4											1				8										3			
Longview School SP	K-12	56	10	2																							8					
RICA SP	4-12	180	18																						18							
Rock Terrace School SP	6-12	128	20	4															8			8										
Carl Sandburg Learning Center SP	Pre-K-6	135	20	3				2													1	13			1							

SPECIAL EDUCATION CENTERS

Facility Characteristics of Schools 2022–2023

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			

**Relocatables on site to address overutilization*



Rock Terrace School

OTHER EDUCATIONAL FACILITIES

ALTERNATIVE EDUCATION PROGRAMS

Montgomery County Public Schools operates an Alternative Education Program (AEP) to support 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 District Operation Officer, in lieu of expulsion. AEP strives to provide positive and effective educational supports and services that address the academic, social, emotional, and physical health of adolescents.

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

Students are assigned to one of three sites, Cloverleaf in Germantown, Plum Orchard in Silver Spring, or the Avery Road location; providing students regional access to alternative learning and programming.

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, experiencing homelessness, or in Foster care. High-quality early childhood programming provides them with additional time to acquire literacy, mathematics, and social/emotional skills for success in school and later learning in life. In MCPS, 67 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 colocated with a community-based childcare partner in Silver Spring. In addition, the Upcounty Early Childhood Center is temporarily housed at Watkins Mill High School in Gaithersburg serving 100 prekindergarten-eligible four-year-olds in an inclusive setting and is colocated with a Montgomery County Family Involvement Center.

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 program office, and the campus at which 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 literacy.

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, and approximately 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 and is held at both the Smith Center and the Kingsley Environmental Education Center in Boyds, MD. 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.

The Smith Center is also the site of professional learning after school and in the summer in the content and pedagogy of environmental education. In addition, the center hosts office and school team retreats, summer camps, and community non-profit organizations on weekends and throughout the summer. It also serves as a work study and community-based instruction site for several MCPS special education programs. 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

OTHER EDUCATIONAL FACILITIES

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.

Over 18,000 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, apprenticeship and 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 health 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 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.

Facility Characteristics of Schools 2022–2023

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	

*Relocatables on site to address overutilization

OTHER EDUCATIONAL FACILITIES

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

OTHER EDUCATIONAL FACILITIES

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

Holding Facility Schedule

Holding Facility	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 2022-2023

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	31
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	12
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	

**Relocatables on site to address overutilization*

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: 2022–2023 to 2028–2029

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028	2028–2029
Prekindergarten	2,252	2,216	2,311	2,405	2,515	2,585	2,693
Head Start	605	590	615	615	625	655	655
Grades K–5	68,320	68,877	68,572	68,209	68,342	68,191	68,286
Grades 6–8	35,972	35,758	36,567	37,007	36,919	36,752	36,651
Grades 9–12	52,316	53,393	55,159	55,614	55,433	56,346	57,266
Total K–12	156,608	158,028	160,298	160,830	160,694	161,289	162,203
Pre-K Special Education	1,637	1,638	1,680	1,686	1,686	1,686	1,687
GRAND TOTAL	161,102	162,472	164,904	165,536	165,520	166,215	167,238

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: 2022–2023 to 2028–2029

Grades	Preliminary Enrollment	Projected Enrollment					
	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028	2028–2029
Kindergarten	10,607	10,764	10,531	10,238	10,537	10,743	10,647
Grade 1	11,438	11,141	11,259	11,044	10,796	11,102	11,344
Grade 2	11,242	11,668	11,339	11,459	11,238	10,991	11,294
Grade 3	11,544	11,450	11,833	11,579	11,695	11,479	11,203
Grade 4	11,775	11,837	11,744	12,110	11,853	11,945	11,729
Grade 5	11,714	12,017	11,866	11,779	12,223	11,931	12,069
Grade 6	11,774	11,876	12,471	12,352	11,928	12,270	12,200
Grade 7	11,945	11,861	11,954	12,556	12,435	12,006	12,353
Grade 8	12,253	12,021	12,142	12,099	12,556	12,476	12,098
Grade 9	15,440	14,835	14,801	15,191	15,338	15,753	15,585
Grade 10	14,067	14,786	14,137	14,101	14,492	14,639	15,050
Grade 11	11,015	12,752	13,411	12,764	12,725	13,117	13,265
Grade 12	11,794	11,020	12,810	13,558	12,878	12,837	13,366
K–5 Total	68,320	68,877	68,572	68,209	68,342	68,191	68,286
6–8 Total	35,972	35,758	36,567	37,007	36,919	36,752	36,651
9–12 Total	52,316	53,393	55,159	55,614	55,433	56,346	57,266
K–12 Total	156,608	158,028	160,298	160,830	160,694	161,289	162,203
Prekindergarten	2,252	2,216	2,311	2,405	2,515	2,585	2,693
Head Start	605	590	615	615	625	655	655
Pre-K Special Education	1,637	1,638	1,680	1,686	1,686	1,686	1,687
GRAND TOTAL	161,102	162,472	164,904	165,536	165,520	166,215	167,238

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 2022–2023

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total Enrollment
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
1968–69			75	≤5%			1,208	≤5%	4,872	≤5%	1,673	≤5%	113,621	93.6%	121,449
1969–70			123	≤5%			1,401	≤5%	5,716	≤5%	1,832	≤5%	115,899	92.7%	124,971
1970–71			131	≤5%			1,476	≤5%	6,454	5.1%	2,438	≤5%	114,845	91.6%	125,344
1971–72			113	≤5%			1,640	≤5%	7,292	5.8%	2,475	≤5%	114,687	90.9%	126,207
1972–73			194	≤5%			1,904	≤5%	8,013	6.3%	2,688	≤5%	114,113	89.9%	126,912
1973–74			77	≤5%			1,849	≤5%	9,264	7.3%	1,996	≤5%	112,990	89.5%	126,176
1974–75			113	≤5%			1,929	≤5%	9,928	8.0%	2,050	≤5%	110,299	88.7%	124,319
1975–76			122	≤5%			2,438	≤5%	10,578	8.7%	2,234	≤5%	106,900	87.4%	122,272
1976–77			822	≤5%			3,758	≤5%	11,012	9.4%	3,668	≤5%	98,370	83.6%	117,630
1977–78			545	≤5%			4,084	≤5%	11,201	9.9%	3,517	≤5%	93,278	82.8%	112,625
1978–79			334	≤5%			4,360	≤5%	11,192	10.4%	3,486	≤5%	88,058	82.0%	107,430
1979–80			209	≤5%			4,774	≤5%	11,648	11.4%	3,442	≤5%	82,446	80.4%	102,519
1980–81			187	≤5%			5,598	5.7%	11,912	12.1%	3,760	≤5%	77,386	78.3%	98,843
1981–82			161	≤5%			6,291	6.6%	12,175	12.7%	4,122	≤5%	72,838	76.2%	95,587
1982–83			156	≤5%			6,791	7.3%	12,345	13.3%	4,231	≤5%	68,994	74.6%	92,517
1983–84			166	≤5%			7,266	8.0%	12,714	14.0%	4,388	≤5%	66,496	73.0%	91,030
1984–85			136	≤5%			8,024	8.7%	13,327	14.5%	4,807	5.2%	65,410	71.3%	91,704
1985–86			140	≤5%			8,759	9.4%	13,765	14.8%	5,273	5.7%	64,934	69.9%	92,871
1986–87			142	≤5%			9,471	10.0%	14,342	15.2%	5,845	6.2%	64,660	68.5%	94,460
1987–88			194	≤5%			10,229	10.6%	14,984	15.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89			223	≤5%			10,960	11.1%	15,900	16.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90			294	≤5%			11,565	11.5%	16,612	16.6%	8,199	8.2%	63,589	63.4%	100,259
1990–91			268	≤5%			12,352	11.9%	17,721	17.1%	9,202	8.9%	64,189	61.9%	103,732
1991–92			293	≤5%			12,983	12.1%	18,867	17.6%	10,189	9.5%	65,067	60.6%	107,399
1992–93			323	≤5%			13,521	12.3%	19,938	18.1%	11,071	10.1%	65,184	59.2%	110,037
1993–94			397	≤5%			14,014	12.4%	21,009	18.5%	12,260	10.8%	65,749	58.0%	113,429
1994–95			464	≤5%			14,440	12.3%	22,170	18.9%	13,439	11.5%	66,569	56.9%	117,082
1995–96			400	≤5%			15,016	12.5%	23,265	19.3%	14,437	12.0%	67,173	55.8%	120,291
1996–97			440	≤5%			15,384	12.6%	24,281	19.8%	15,348	12.5%	67,052	54.7%	122,505
1997–98			442	≤5%			15,904	12.7%	25,420	20.3%	16,502	13.2%	66,767	53.4%	125,035
1998–99			428	≤5%			16,380	12.8%	26,820	21.0%	17,815	13.9%	66,409	51.9%	127,852
1999–00			385	≤5%			17,093	13.1%	27,490	21.0%	19,485	14.9%	66,236	50.7%	130,689
2000–01			407	≤5%			17,895	13.3%	28,426	21.2%	21,731	16.2%	65,849	49.0%	134,308
2001–02			414	≤5%			19,042	13.9%	28,928	21.1%	23,517	17.2%	64,931	47.5%	136,832
2002–03			428	≤5%			19,765	14.2%	29,755	21.4%	24,915	17.9%	64,028	46.1%	138,891
2003–04			429	≤5%			19,908	14.3%	30,736	22.1%	26,058	18.7%	62,072	44.6%	139,203
2004–05			396	≤5%			20,118	14.4%	31,446	22.6%	27,011	19.4%	60,366	43.3%	139,337
2005–06			402	≤5%			20,458	14.7%	31,816	22.8%	27,931	20.0%	58,780	42.2%	139,387
2006–07			418	≤5%			20,452	14.8%	31,620	22.9%	28,582	20.7%	56,726	41.2%	137,798
2007–08			403	≤5%			20,931	15.2%	31,597	22.9%	29,602	21.5%	55,212	40.1%	137,745
2008–09			399	≤5%			21,551	15.5%	32,173	23.1%	30,738	22.1%	54,415	39.1%	139,276
2009–10			433	≤5%			22,177	15.6%	32,883	23.2%	32,236	22.7%	54,048	38.1%	141,777
2010–11	82	≤5%	233	≤5%	6,228	≤5%	20,573	14.3%	30,720	21.3%	36,433	25.3%	49,795	34.6%	144,064
2011–12	95	≤5%	256	≤5%	6,519	≤5%	20,984	14.3%	31,106	21.2%	38,102	26.0%	49,435	33.7%	146,497
2012–13	88	≤5%	274	≤5%	6,770	≤5%	21,240	14.3%	31,714	21.3%	39,651	26.7%	49,042	33.0%	148,779
2013–14	86	≤5%	272	≤5%	6,969	≤5%	21,742	14.4%	32,336	21.4%	41,445	27.4%	48,439	32.0%	151,289
2014–15	82	≤5%	280	≤5%	7,202	≤5%	21,832	14.2%	33,031	21.5%	43,761	28.4%	47,664	31.0%	153,852
2015–16	68	≤5%	275	≤5%	7,483	≤5%	22,217	14.2%	33,472	21.4%	45,601	29.1%	47,331	30.3%	156,447
2016–17	77	≤5%	287	≤5%	7,610	≤5%	22,680	14.3%	33,902	21.3%	47,855	30.1%	46,599	29.3%	159,010
2017–18	88	≤5%	274	≤5%	7,836	≤5%	23,253	14.4%	34,620	21.4%	49,720	30.8%	45,755	28.3%	161,546
2018–19	112	≤5%	300	≤5%	7,931	≤5%	23,325	14.3%	35,078	21.6%	50,908	31.3%	45,026	27.7%	162,680
2019–20	122	≤5%	309	≤5%	8,054	≤5%	23,369	14.1%	35,391	21.4%	53,586	32.4%	44,436	26.9%	165,267
2020–21	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
2022–23	143	≤5%	316	≤5%	8,191	5.1%	22,293	13.8%	35,025	21.7%	55,845	34.7%	39,289	24.4%	161,102

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 or 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 2022–2023

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	608	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	120,921	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
2022–23	143	-6	316	0	8,191	192	22,293	-11	35,025	203	55,845	2,635	39,289	-916	161,102	2,097

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 ELD Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029
Elementary School	17,360	18,752	17,366	17,366	17,366	17,366	17,366	17,366	17,366
Middle School	4,255	4,864	5,090	5,090	5,090	5,090	5,090	5,090	5,090
High School	5,260	5,981	5,801	5,801	5,801	5,801	5,801	5,801	5,801
Special Centers	95	91	85	85	85	85	85	85	85
Total Enrollment	26,970	29,688	28,342	28,342	28,342	28,342	28,342	28,342	28,342
METS:									
Elementary	48	NA	NA	NA	NA	NA	NA	NA	NA
Middle	126	98	70	70	70	70	70	70	70
High	251	368	387	387	387	387	387	387	387

Actual ELD 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					
	FY21 2020–2021	FY22 2021–2022	FY23 2021–2022	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029
Head Start	406	611	605	590	615	615	625	655	655
Prekindergarten	2,241	2,156	2,252	2,216	2,311	2,405	2,515	2,585	2,693

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					
	FY21 2020–2021	FY22 2021–2022	FY23 2021–2022	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029
Alternative Programs	126	110	94	94	94	94	94	94	94

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

Appendix C-1

MCPS Role in County Land Use Planning, Zoning, Subdivision Review, and 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-2

MCPS Enrollment Forecasting

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

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

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

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

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

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

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

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

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

Continuous efforts are underway to increase the accuracy of forecasting techniques. The use of a Geographic Information System (GIS) that contains extensive demographic and land-use data is used in the forecasting and facility planning processes. Ties between MCPS planners, county planning agencies, the real estate and development communities, and community representatives enable an ongoing exchange of information relevant to forecasting. For example, Montgomery Planning data of student generation rates and pipeline development data are considered during the enrollment projections process.

Appendix D

Growth and Infrastructure Policy FY 2023 School Test

Reflects Adopted FY 2023 Capital Budget and FY 2023-2028 Capital Improvements Program

School Test Summary

Effective: July 1, 2022

UPP Tier	High Schools	Middle Schools	Elementary Schools
TIER 1 UPP	13¼% of Impact Tax	10% of Impact Tax	16¼% of Impact Tax
Utilization: ≥105% Seat Deficit: ≥ 85 for ES ≥ 126 for MS ≥ 180 for HS Payment Level: 40% total	Gaithersburg HS Northwest HS	(none)	Bannockburn ES Highland View ES Flora M. Singer ES
TIER 2 UPP	26¼% of Impact Tax	20% of Impact Tax	33¼% of Impact Tax
Utilization: ≥ 120% Seat Deficit: ≥ 102 for ES ≥ 151 for MS ≥ 216 for HS Payment Level: 80% total	Clarksburg HS Richard Montgomery HS Quince Orchard HS	(none)	Ashburton ES Burtonsville ES Flower Valley ES Watkins Mill ES
TIER 3 UPP	40% of Impact Tax	30% of Impact Tax	50% of Impact Tax
Utilization: ≥135% Seat Deficit: ≥ 115 for ES ≥ 170 for MS ≥ 243 for HS Payment Level: 120% total	(none)	(none)	Mill Creek Towne ES

Growth and Infrastructure Policy FY 2023 School Test

Reflects Adopted FY 2023 Capital Budget and FY 2023-2028 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, 2022

High School	Projected 2026-27				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Bethesda-Chevy Chase	2,457	2,356	95.9%	101		281	593	961
Montgomery Blair	2,867	2,619	91.3%	248		428	822	1,252
James Hubert Blake	1,743	1,883	108.0%	-140		40	209	471
Winston Churchill	1,949	2,070	106.2%	-121		59	269	562
Clarksburg	2,034	2,606	128.1%	-572	Tier 2 UPP			140
Damascus	2,007	1,464	72.9%	543		723	945	1,246
Albert Einstein	1,633	1,492	91.4%	141		321	468	713
Gaithersburg	2,443	2,669	109.3%	-226	Tier 1 UPP		263	630
Walter Johnson	2,321	2,121	91.4%	200		380	665	1,013
John F. Kennedy	2,221	2,029	91.4%	192		372	637	970
Col. Zadok Magruder	1,907	1,861	97.6%	46		226	428	714
Richard Montgomery	2,241	2,713	121.1%	-472	Tier 2 UPP			313
Northwest	2,286	2,588	113.2%	-302	Tier 1 UPP		156	499
Northwood	2,498	2,282	91.4%	216		396	716	1,091
Paint Branch	2,021	2,165	107.1%	-144		36	261	564
Poolesville	1,508	1,308	86.7%	200		380	502	728
Quince Orchard	1,791	2,274	127.0%	-483	Tier 2 UPP			144
Rockville	1,518	1,439	94.8%	79		259	383	611
Seneca Valley	2,551	2,531	99.2%	20		200	531	913
Sherwood	2,147	2,085	97.1%	62		242	492	814
Springbrook	2,121	1,928	90.9%	193		373	618	936
Watkins Mill	1,789	1,642	91.8%	147		327	505	774
Wheaton	2,234	2,041	91.4%	193		373	640	975
Walt Whitman	2,262	2,239	99.0%	23		203	476	815
Charles W. Woodward	2,159	1,972	91.3%	187		N/A	N/A	N/A
Thomas S. Wootton	2,142	2,147	100.2%	-5		175	424	745

¹ Projected enrollment reflects the estimated impact of CIP P651908, which will reassign students between the Downcounty Consortium, Walter Johnson HS and Woodward HS in 2026.

Growth and Infrastructure Policy FY 2023 School Test

Reflects Adopted FY 2023 Capital Budget and FY 2023-2028 Capital Improvements Program

Middle School Test

Tier 1 UPP: ≥ 105% utilization and ≥ 126 seat deficit

Tier 2 UPP: ≥ 120% utilization and ≥ 151 seat deficit

Tier 3 UPP: ≥ 135% utilization and ≥ 170 seat deficit

Effective: July 1, 2022

Middle School	Projected 2026-27				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Argyle	897	972	108.4%	-75		51	105	239
John T. Baker	746	830	111.3%	-84		42	67	178
Benjamin Banneker	786	878	111.7%	-92		34	66	184
Briggs Chaney	927	912	98.4%	15		141	201	340
Cabin John	1,125	1,147	102.0%	-22		104	203	372
Roberto Clemente	1,218	864	70.9%	354		480	598	781
Eastern	1,012	987	97.5%	25		151	228	380
William H. Farquhar	800	696	87.0%	104		230	264	384
Forest Oak	955	814	85.2%	141		267	332	476
Robert Frost	1,035	1,066	103.0%	-31		95	176	332
Gaithersburg	1,009	1,044	103.5%	-35		91	167	319
Herbert Hoover	1,139	1,077	94.6%	62		188	290	461
Francis Scott Key	961	1,000	104.1%	-39		87	154	298
Martin Luther King, Jr.	914	858	93.9%	56		182	239	376
Kingsview	1,041	999	96.0%	42		168	251	407
Lakelands Park	1,147	1,145	99.8%	2		128	232	404
A. Mario Loiederman	1,003	968	96.5%	35		161	236	387
Montgomery Village	844	758	89.8%	86		212	255	382
Neelsville	1,063	792	74.5%	271		397	484	644
Newport Mill	825	659	79.9%	166		292	331	455
North Bethesda	1,233	1,176	95.4%	57		183	304	489
Parkland	1,216	1,071	88.1%	145		271	389	571
Rosa Parks	945	851	90.1%	94		220	283	425
John Poole	478	390	81.6%	88		214	239	258
Thomas W. Pyle	1,502	1,512	100.7%	-10		116	291	516
Redland	765	594	77.6%	171		297	324	439
Ridgeview	955	785	82.2%	170		296	361	505
Rocky Hill	1,020	1,006	98.6%	14		140	218	371
Shady Grove	854	588	68.9%	266		392	437	565
Odessa Shannon	881	739	83.9%	142		268	319	451
Silver Creek	935	858	91.8%	77		203	264	405
Silver Spring International	1,170	1,113	95.1%	57		183	291	467
Sligo	941	730	77.6%	211		337	400	541
Takoma Park	1,322	1,107	83.7%	215		341	480	678
Tilden	1,216	973	80.0%	243		369	487	669
Hallie Wells	982	962	98.0%	20		146	217	364
Julius West	1,432	1,364	95.3%	68		194	355	570
Westland	1,105	782	70.8%	323		449	544	710
White Oak	992	816	82.3%	176		302	375	524
Earle B. Wood	944	974	103.2%	-30		96	159	301

Growth and Infrastructure Policy FY 2023 School Test

Reflects Adopted FY 2023 Capital Budget and FY 2023-2028 Capital Improvements Program

Elementary School Test

Tier 1 UPP: $\geq 105\%$ utilization and ≥ 85 seat deficit
 Tier 2 UPP: $\geq 120\%$ utilization and ≥ 102 seat deficit
 Tier 3 UPP: $\geq 135\%$ utilization and ≥ 115 seat deficit

Effective: July 1, 2022

Elementary School	Projected 2026-27				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Arcola	651	623	95.7%	28		113	159	256
Ashburton	789	968	122.7%	-179	Tier 2 UPP			98
Bannockburn	364	455	125.0%	-91	Tier 1 UPP		11	37
Lucy V. Barnsley	652	717	110.0%	-65		20	66	164
Beall	639	543	85.0%	96		181	224	320
Bel Pre/Strathmore	1,113	1,031	92.6%	82		167	305	472
Bells Mill	626	600	95.8%	26		111	152	246
Belmont	402	346	86.1%	56		141	158	197
Bethesda	560	594	106.1%	-34		51	78	162
Beverly Farms	689	563	81.7%	126		211	264	368
Bradley Hills	686	504	73.5%	182		267	320	423
Brooke Grove	518	471	90.9%	47		132	151	229
Brookhaven	503	416	82.7%	87		172	189	264
Brown Station	739	673	91.1%	66		151	214	325
Burning Tree	378	432	114.3%	-54		31	48	79
Burnt Mills	646	647	100.2%	-1		84	129	226
Burtonsville	508	618	121.7%	-110	Tier 2 UPP			68
Candlewood	515	392	76.1%	123		208	226	304
Cannon Road	514	387	75.3%	127		212	230	307
Carderock Springs	407	394	96.8%	13		98	115	156
Rachel Carson	692	669	96.7%	23		108	162	266
Cashell	340	340	100.0%	0		85	102	119
Cedar Grove	402	379	94.3%	23		108	125	164
Clarksburg ¹	342	301	88.0%	41		126	143	161
Clarksburg ES #9 ¹	721	634	87.9%	87		N/A	N/A	N/A
Clearspring	619	587	94.8%	32		117	156	249
Clopper Mill	506	496	98.0%	10		95	112	188
Cloverly	461	490	106.3%	-29		56	73	133
Cold Spring	458	334	72.9%	124		209	226	285
College Gardens	678	521	76.8%	157		242	293	395
Capt. James E. Daly	528	529	100.2%	-1		84	105	184
Damascus	324	386	119.1%	-62		23	40	53
Darnestown	406	321	79.1%	85		170	187	228
Diamond	679	747	110.0%	-68		17	68	170
Dr. Charles R. Drew	512	482	94.1%	30		115	133	210
DuFief	427	296	69.3%	131		216	233	281
East Silver Spring	577	517	89.6%	60		145	176	262
Fairland	648	552	85.2%	96		181	226	323
Fallsmead	551	562	102.0%	-11		74	100	182
Farmland	714	792	110.9%	-78		7	65	172

Elementary School	Projected 2026-27				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Fields Road	430	475	110.5%	-45		40	57	106
Flower Hill	488	460	94.3%	28		113	130	199
Flower Valley	416	539	129.6%	-123	Tier 2 UPP			23
Forest Knolls	571	488	85.5%	83		168	198	283
Fox Chapel	660	626	94.8%	34		119	166	265
Gaithersburg	737	711	96.5%	26		111	174	284
Galway	770	736	95.6%	34		119	188	304
Garrett Park	777	722	92.9%	55		140	211	327
Georgian Forest	670	657	98.1%	13		98	147	248
Germantown	287	332	115.7%	-45		40	57	70
William B. Gibbs, Jr. ¹	726	638	87.9%	88		173	234	343
Glen Haven	575	528	91.8%	47		132	162	249
Glenallan	752	710	94.4%	42		127	193	306
Goshen	604	534	88.4%	70		155	191	282
Great Seneca Creek	556	528	95.0%	28		113	140	223
Greencastle	794	737	92.8%	57		142	216	335
Greenwood	562	559	99.5%	3		88	116	200
Harmony Hills	752	704	93.6%	48		133	199	312
Highland	540	524	97.0%	16		101	124	205
Highland View	288	382	132.6%	-94	Tier 1 UPP		8	21
Jackson Road	684	671	98.1%	13		98	150	253
Jones Lane	516	518	100.4%	-2		83	102	179
Kemp Mill	448	416	92.9%	32		117	134	189
Kensington-Parkwood	706	579	82.0%	127		212	269	375
Lake Seneca	425	506	119.1%	-81		4	21	68
Lakewood	557	393	70.6%	164		249	276	359
Laytonsville	465	399	85.8%	66		151	168	229
JoAnn Leleck ²	1,198	881	73.5%	317		402	557	737
Little Bennett ¹	621	546	87.9%	75		160	200	293
Luxmanor	764	695	91.0%	69		154	222	337
Thurgood Marshall	552	540	97.8%	12		97	123	206
Maryvale	677	618	91.3%	59		144	195	296
Spark M. Matsunaga	584	566	96.9%	18		103	135	223
S. Christa McAuliffe	747	475	63.6%	272		357	422	534
Ronald McNair	796	766	96.2%	30		115	190	309
Meadow Hall	346	398	115.0%	-52		33	50	70
Mill Creek Towne	323	505	156.3%	-182	Tier 3 UPP			
Monocacy	219	145	66.2%	74		159	176	189
Montgomery Knolls/Pine Crest	1,346	1,048	77.9%	298		383	568	770
New Hampshire Estates/Oak View	828	874	105.6%	-46		39	120	244
Roscoe R. Nix/Cresthaven	970	945	97.4%	25		110	219	365
Oakland Terrace	476	516	108.4%	-40		45	62	127
Olney	607	626	103.1%	-19		66	103	194
William T. Page	760	680	89.5%	80		165	232	346
Poolesville	539	500	92.8%	39		124	147	228
Potomac	480	368	76.7%	112		197	214	280
Judith A. Resnik	503	520	103.4%	-17		68	85	160
Dr. Sally K. Ride	472	492	104.2%	-20		65	82	146

Elementary School	Projected 2026-27				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Ritchie Park	411	308	74.9%	103		188	205	247
Rock Creek Forest	673	725	107.7%	-52		33	83	184
Rock Creek Valley	428	382	89.3%	46		131	148	196
Rock View	680	621	91.3%	59		144	195	297
Lois P. Rockwell	525	468	89.1%	57		142	162	241
Rolling Terrace	739	768	103.9%	-29		56	119	230
Rosemary Hills/Chevy Chase	1,084	1,034	95.4%	50		135	267	430
Rosemary Hills/North Chevy Chase	946	810	85.6%	136		221	326	468
Rosemont	602	588	97.7%	14		99	135	225
Bayard Rustin	790	760	96.2%	30		115	188	307
Sequoyah	508	371	73.0%	137		222	239	315
Seven Locks	424	417	98.3%	7		92	109	156
Sherwood	519	531	102.3%	-12		73	92	170
Sargent Shriver	668	723	108.2%	-55		30	79	179
Flora M. Singer	590	706	119.7%	-116	Tier 1 UPP		2	91
Sligo Creek	664	636	95.8%	28		113	161	261
Snowden Farm	774	710	91.7%	64		149	219	335
Somerset	516	395	76.6%	121		206	225	302
South Lake	796	842	105.8%	-46		39	114	233
Stedwick	703	449	63.9%	254		339	395	501
Stone Mill	684	494	72.2%	190		275	327	430
Stonegate	597	514	86.1%	83		168	203	292
Strawberry Knoll	459	495	107.8%	-36		49	66	125
Summit Hall	457	436	95.4%	21		106	123	181
Takoma Park/Piney Branch	1,218	1,112	91.3%	106		191	350	533
Travilah	526	391	74.3%	135		220	241	320
Harriet R. Tubman	674	592	87.8%	82		167	217	318
Twinbrook	568	450	79.2%	118		203	232	317
Viers Mill	770	517	67.1%	253		338	407	523
Washington Grove	589	531	90.2%	58		143	176	265
Waters Landing	776	726	93.6%	50		135	206	322
Watkins Mill	642	848	132.1%	-206	Tier 2 UPP			19
Wayside	631	510	80.8%	121		206	248	342
Weller Road	754	755	100.1%	-1		84	150	263
Westbrook	615	546	88.8%	69		154	192	285
Westover	266	337	126.7%	-71		14	31	44
Wheaton Woods	749	488	65.2%	261		346	411	524
Whetstone	770	707	91.8%	63		148	217	333
Wilson Wims ¹	739	650	88.0%	89		174	237	348
Wood Acres	719	577	80.3%	142		227	286	394
Woodfield	365	381	104.4%	-16		69	86	112
Woodlin	653	553	84.7%	100		185	231	329
Wyngate	777	676	87.0%	101		186	257	373

¹ Projected enrollment reflects the estimated impact of CIP P651901, which will reassign students between Clarksburg ES, William B. Gibbs, Jr. ES, Little Bennett ES, Wilson Wims ES and Clarksburg ES #9 in 2023.

² Projected enrollment reflects the estimated impact of the capital solution for JoAnn Leleck ES, which will reassign students in grades 3-5 to a new facility in 2025.

Appendix E

School Enrollment and Capacity

(2022–2023 and 2028–2029 School Years)

	School	2022–2023 School Year			2028–2029 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Elementary Schools						
790	Arcola	691	656	(35)	762	656	(106)
425	Ashburton	811	789	(22)	956	789	(167)
420	Bannockburn	420	389	(31)	340	389	49
505	Lucy V. Barnsley	660	685	25	711	685	(26)
207	Beall	509	663	154	409	663	254
780	Bel Pre	526	634	108	461	634	173
607	Bells Mill	611	626	15	672	626	(46)
513	Belmont	344	401	57	374	401	27
401	Bethesda	609	561	(48)	540	561	21
226	Beverly Farms	593	722	129	613	722	109
410	Bradley Hills	469	687	218	443	687	244
518	Brooke Grove	419	515	96	408	515	107
807	Brookhaven	412	508	96	456	508	52
559	Brown Station	621	754	133	736	754	18
419	Burning Tree	438	388	(50)	455	388	(67)
309	Burnt Mills	636	387	(249)	624	646	22
302	Burtonsville	615	498	(117)	695	752	57
508	Candlewood	368	521	153	386	521	135
310	Cannon Road	410	507	97	450	507	57
604	Carderock Springs	337	430	93	370	430	60
159	Rachel Carson	704	716	12	726	716	(10)
511	Cashell	336	341	5	362	341	(21)
703	Cedar Grove	386	425	39	371	425	54
403	Chevy Chase	431	473	42	468	473	5
101	Clarksburg	779	352	(427)	315	352	37
706	Clearspring	575	618	43	629	618	(11)
100	Clopper Mill	460	511	51	410	511	101
308	Cloverly	465	484	19	462	484	22
238	Cold Spring	351	481	130	386	481	95
229	College Gardens	477	718	241	501	718	217
808	Cresthaven	470	467	(3)	472	467	(5)
111	Captain James E. Daly	514	586	72	459	586	127
702	Damascus	366	324	(42)	366	324	(42)
351	Darnestown	339	403	64	358	403	45
570	Diamond	677	680	3	683	680	(3)
747	Dr. Charles R. Drew	480	512	32	519	512	(7)
241	DuFief	245	437	192	288	437	149
756	East Silver Spring	517	602	85	444	602	158
303	Fairland	543	648	105	525	648	123
233	Fallsmead	546	561	15	574	561	(13)
219	Farmland	801	737	(64)	772	737	(35)
566	Fields Road	453	457	4	476	457	(19)
549	Flower Hill	466	511	45	471	511	40
506	Flower Valley	542	463	(79)	529	463	(66)
803	Forest Knolls	500	581	81	549	581	32
106	Fox Chapel	592	665	73	585	665	80
553	Gaithersburg	712	783	71	691	783	92
313	Galway	735	759	24	744	759	15
204	Garrett Park	688	777	89	670	777	107
786	Georgian Forest	534	675	141	544	675	131
102	Germantown	294	292	(2)	264	292	28
337	William B. Gibbs Jr.	641	748	107	655	748	93
767	Glen Haven	563	569	6	550	569	19
817	Glenallan	658	762	104	651	762	111
546	Goshen	513	594	81	448	594	146
340	Great Seneca Creek	521	556	35	499	556	57
334	Greencastle	715	582	(133)	689	769	80
512	Greenwood	547	562	15	549	562	13
797	Harmony Hills	700	775	75	754	775	21
774	Highland	515	601	86	474	601	127
784	Highland View	369	326	(43)	405	469	64
305	Jackson Road	663	712	49	628	712	84
360	Jones Lane	450	513	63	445	513	68
805	Kemp Mill	420	470	50	411	470	59
783	Kensington-Parkwood	599	786	187	554	786	232
108	Lake Seneca	458	425	(33)	498	425	(73)
209	Lakewood	437	566	129	440	566	126

*Includes capacity from approved capital projects.

	School	2022–2023 School Year			2028–2029 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
51	Laytonsville	333	487	154	426	487	61
304	JoAnn Leleck at Broad Acres	765	723	(42)	862	723	(139)
336	Little Bennett	631	620	(11)	570	620	50
220	Luxmanor	711	746	35	791	746	(45)
244	Thurgood Marshall	591	552	(39)	501	552	51
210	Maryvale	629	655	26	619	655	36
523	Spark M. Matsunaga	567	591	24	512	591	79
110	S. Christa McAuliffe	517	732	215	460	732	272
158	Dr. Ronald E. McNair	728	650	(78)	679	796	117
212	Meadow Hall	388	356	(32)	322	356	34
556	Mill Creek Towne	471	354	(117)	501	354	(147)
652	Monocacy	168	218	50	217	218	1
776	Montgomery Knolls	510	703	193	503	703	200
791	New Hampshire Estates	434	511	77	416	511	95
307	Roscoe R. Nix	478	491	13	446	491	45
415	North Chevy Chase	234	381	147	246	381	135
766	Oak View	415	335	(80)	383	335	(48)
769	Oakland Terrace	530	511	(19)	664	511	(153)
502	Olney	615	607	(8)	610	607	(3)
312	William T. Page	615	377	(238)	736	751	15
761	Pine Crest	468	667	199	460	667	207
749	Piney Branch	601	611	10	548	611	63
153	Poolesville	568	562	(6)	601	562	(39)
601	Potomac	443	479	36	414	479	65
514	Judith A. Resnik	580	526	(54)	582	526	(56)
242	Dr. Sally K. Ride	507	505	(2)	559	505	(54)
227	Ritchie Park	375	411	36	346	411	65
773	Rock Creek Forest	674	676	2	653	676	23
819	Rock Creek Valley	389	451	62	429	451	22
795	Rock View	605	675	70	692	675	(17)
156	Lois P. Rockwell	515	548	33	526	548	22
771	Rolling Terrace	708	729	21	777	729	(48)
794	Rosemary Hills	581	641	60	575	641	66
555	Rosemont	613	602	(11)	570	602	32
346	Bayard Rustin	763	790	27	766	790	24
565	Sequoyah	433	450	17	496	450	(46)
603	Seven Locks	386	447	61	379	447	68
501	Sherwood	521	519	(2)	590	519	(71)
779	Sargent Shriver	734	663	(71)	751	663	(88)
770	Flora M. Singer	635	598	(37)	602	598	(4)
517	Sligo Creek	656	687	31	660	687	27
347	Snowden Farm	668	762	94	661	762	101
405	Somerset	342	540	198	377	540	163
564	South Lake	797	694	(103)	757	796	39
568	Stedwick	499	713	214	497	713	216
653	Stone Mill	549	713	164	488	713	225
316	Stonegate	490	385	(105)	482	597	115
822	Strathmore	487	462	(25)	466	462	(4)
569	Strawberry Knoll	502	501	(1)	441	501	60
563	Summit Hall	476	497	21	446	497	51
754	Takoma Park	579	611	32	557	611	54
216	Travilah	379	526	147	377	526	149
580	Harriet R. Tubman	438	674	236	563	674	111
206	Twinbrook	490	629	139	413	629	216
772	Viers Mill	538	752	214	474	752	278
552	Washington Grove	440	629	189	468	629	161
109	Waters Landing	775	768	(7)	676	768	92
561	Watkins Mill	719	732	13	727	732	5
235	Wayside	442	631	189	426	631	205
777	Weller Road	741	792	51	783	792	9
408	Westbrook	496	638	142	521	638	117
504	Westover	286	266	(20)	299	266	(33)
788	Wheaton Woods	562	724	162	559	724	165
558	Whetstone	711	788	77	710	788	78
341	Wilson Wims	563	739	176	603	739	136
417	Wood Acres	608	752	144	595	752	157
704	Woodfield	325	365	40	364	365	1
764	Woodlin	557	463	(94)	614	653	39
422	Wyngate	715	778	63	619	778	159

*Includes capacity from approved capital projects.

	School	2022–2023 School Year			2028–2029 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Middle Schools							
823	Argyle	994	897	(97)	984	897	(87)
705	John T. Baker	825	762	(63)	830	762	(68)
333	Benjamin Banneker	776	799	23	901	799	(102)
335	Briggs Chaney	865	926	61	849	926	77
606	Cabin John	975	1,125	150	1,058	1,125	67
157	Roberto W. Clemente	857	1,218	361	846	1,218	372
775	Eastern	893	1,012	119	919	1,012	93
507	William H. Farquhar	673	816	143	693	816	123
248	Forest Oak	925	955	30	903	955	52
237	Robert Frost	968	1,051	83	963	1,051	88
554	Gaithersburg	878	996	118	873	996	123
228	Herbert Hoover	930	1,139	209	1,009	1,139	130
311	Francis Scott Key	976	960	(16)	936	960	24
107	Dr. Martin Luther King Jr.	904	914	10	977	914	(63)
708	Kingsview	960	1,041	81	982	1,041	59
522	Lakelands Park	1,049	1,147	98	1,080	1,147	67
787	A. Mario Loiederman	1,001	986	(15)	1,080	986	(94)
557	Montgomery Village	774	844	70	841	844	3
115	Neelsville	820	965	145	929	956	27
792	Newport Mill	624	837	213	610	837	227
413	North Bethesda	1,110	1,233	123	1,121	1,233	112
812	Parkland	1,051	982	(69)	990	1,203	213
155	Rosa M. Parks	848	945	97	921	945	24
247	John Poole	443	478	35	497	478	(19)
428	Thomas W. Pyle	1,241	1,523	282	1,298	1,523	225
562	Redland	571	756	185	577	756	179
105	Ridgeview	751	988	237	750	988	238
707	Rocky Hill	1,057	1,012	(45)	1,032	1,012	(20)
521	Shady Grove	494	846	352	493	846	353
818	Odessa Shannon	825	897	72	844	897	53
835	Silver Creek	780	894	114	759	894	135
647	Silver Spring International	1,156	1,082	(74)	1,133	1,170	37
778	Sligo	676	958	282	689	958	269
755	Takoma Park	1,078	1,330	252	1,027	1,330	303
232	Tilden	1,105	1,244	139	1,119	1,244	125
345	Hallie Wells	963	969	6	988	969	(19)
211	Julius West	1,320	1,432	112	1,351	1,432	81
412	Westland	845	1,073	228	860	1,073	213
811	White Oak	855	992	137	872	992	120
820	Earle B. Wood	1,071	936	(135)	1,007	936	(71)
High Schools							
406	Bethesda-Chevy Chase	2,332	2,475	143	2,440	2,475	35
757	Montgomery Blair	3,175	2,866	(309)	3,544	2,866	(678)
321	James H. Blake	1,778	1,743	(35)	1,967	1,743	(224)
602	Winston Churchill	2,236	1,991	(245)	2,137	1,991	(146)
249	Clarksburg	2,244	2,034	(210)	2,647	2,034	(613)
701	Damascus	1,412	1,543	131	1,557	2,250	693
789	Albert Einstein	2,000	1,602	(398)	2,129	1,602	(527)
551	Gaithersburg	2,410	2,474	64	2,795	2,474	(321)
424	Walter Johnson	2,942	2,290	(652)	3,143	2,290	(853)
815	John F. Kennedy	1,849	2,159	310	2,227	2,159	(68)
510	Col. Zadok Magruder	1,677	1,885	208	1,878	1,885	7
201	Richard Montgomery	2,386	2,250	(136)	2,755	2,250	(505)
246	Northwest	2,479	2,290	(189)	2,779	2,290	(489)
796	Northwood	1,828	1,526	(302)	1,893	2,260	367
315	Paint Branch	2,132	1,984	(148)	2,303	1,984	(319)
152	Poolesville	1,307	1,170	(137)	1,468	1,508	40
125	Quince Orchard	2,150	1,800	(350)	2,399	1,800	(599)
230	Rockville	1,515	1,525	10	1,641	1,525	(116)
104	Seneca Valley	2,237	2,520	283	2,600	2,520	(80)
503	Sherwood	1,723	2,152	429	1,960	2,152	192
798	Springbrook	1,827	2,117	290	1,972	2,117	145
545	Watkins Mill	1,705	1,742	37	1,792	1,742	(50)
782	Wheaton	2,583	2,237	(346)	2,683	2,237	(446)
427	Walt Whitman	2,027	2,231	204	2,100	2,231	131
234	Thomas S. Wootton	1,908	2,120	212	2,082	2,120	38

*Includes capacity from approved capital projects.

Appendix F

Facilities Data and State Rated Capacity School Year 2022–2023

	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	Kind.	Reg.	Sp. Ed.		
							@20	@22	@23	@10		
Elementary Schools												
1	Arcola	1956	2007	95421	5	Y	1	7	25	1	749	656
2	Ashburton	1957	1993	91178	8.3	N	0	6	28	1	786	789
3	Bannockburn	1957	1988	54234	8.3	N	0	2	15	0	389	389
4	Lucy V. Barnsley	1965	1998	97524	10	N	0	4	26	6	746	685
5	Beall	1954	1991	79477	8.4	Y	2	3	22	3	642	663
6	Bel Pre	1968	2014	95330	8.9	Y	3	8	21	2	729	634
7	Bells Mill	1968	2009	77244	9.6	N	1	4	22	2	634	626
8	Belmont	1974		49279	10.5	N	0	3	14	2	398	401
9	Bethesda	1952	1999	75421	8.42	N	0	3	21	2	569	561
10	Beverly Farms	1965	2013	98916	5	Y	0	4	27	1	719	722
11	Bradley Hills	1951	1984	76745	6.7	Y	0	3	27	0	687	687
12	Brooke Grove	1990		73080	10.96	N	1	2	16	8	512	515
13	Brookhaven	1961	1995	81320	8.57	N	1	4	15	6	513	508
14	Brown Station	1969	2017	113998	9	Y	2	5	26	5	798	754
15	Burning Tree	1958	1991	68119	6.8	Y	0	4	10	7	388	388
16	Burnt Mills	1964	1990	57318	15.1	N	1	6	12	1	438	387
17	Burtonsville	1952	1993	71349	11.9	N	0	6	19	1	579	498
18	Candlewood	1968	2015	82222	11.8	N	0	3	19	3	533	521
19	Cannon Road	1967	2012	83377	4.4	Y	0	3	19	7	573	507
20	Carderock Springs	1966	2010	75351	9	N	0	2	16	3	442	430
21	Rachel Carson	1990		78547	12.4	N	1	4	25	2	693	716
22	Cashell	1969	2009	71171	10.24	N	1	2	11	4	357	341
23	Cedar Grove	1960	1987	57037	10.1	N	0	3	14	5	438	425
24	Chevy Chase	1936	2000	70976	3.8	N	0	0	20	1	470	473
25	Clarksburg	1952	1993	54983	9.97	N	0	6	9	1	349	352
26	Clearspring	1988		77535	10	Y	2	4	19	5	615	618
27	Clopper Mill	1986		64851	9	Y	3	4	17	1	549	511
28	Cloverly	1961	1989	61991	10	Y	0	3	15	6	471	484
29	Cold Spring	1972		55158	12.4	N	0	2	19	0	481	481
30	College Gardens	1967	2008	96986	7.9	Y	1	4	26	2	726	718
31	Cresthaven	1962	2010	76862	9.8	N	0	0	18	5	464	467
32	Captain James E. Daly	1989		78386	10	Y	1	4	22	1	624	586
33	Damascus	1934	1980	53239	9.4	N	0	3	9	6	333	324
34	Darnestown	1954	1980	64840	7.2	N	0	2	12	8	400	403
35	Diamond	1975		85404	10	Y	0	5	24	3	692	680
36	Dr. Charles R. Drew	1991		73975	12	N	2	3	17	5	547	512
37	DuFief	1975		59013	10	Y	0	3	13	7	435	437
38	East Silver Spring	1929	1975	88895	8.4	N	2	4	20	4	628	602
39	Fairland	1934	1992	92227	11.8	N	2	5	22	6	716	648
40	Fallsmead	1974		67472	9	Y	0	4	20	3	558	561
41	Farmland	1963	2011	89988	4.8	Y	0	6	25	3	737	737
42	Fields Road	1973		72302	10	N	1	4	16	5	526	457
43	Flower Hill	1985		58770	10	Y	1	5	17	3	551	511
44	Flower Valley	1967	1996	61567	9.3	N	0	4	15	3	463	463
45	Forest Knolls	1960	1993	89850	7.8	N	2	5	19	4	627	581
46	Fox Chapel	1974		85182	10.34	Y	1	5	25	0	705	665
47	Gaithersburg	1947	1983	94468	9.22	N	1	7	30	2	884	783
48	Galway	1967	2009	103170	9	Y	1	6	26	7	820	759
49	Garrett Park	1948	2012	96348	4.4	Y	0	5	29	0	777	777
50	Georgian Forest	1961	1995	88111	11	Y	2	5	25	0	725	675
51	Germantown	1935	1978	57668	7.8	N	0	3	8	8	330	292
52	William B. Gibbs Jr.	2009		88042	10.75	N	1	4	23	6	697	748
53	Glen Haven	1950	2004	85845	10	Y	1	5	20	6	640	569
54	Glenallan	1966	2013	98700	12.1	N	1	6	29	3	849	762
55	Goshen	1988		76740	10.5	N	0	5	23	2	659	594
56	Great Seneca Creek	2006		82511	13.71	N	0	5	21	4	633	556
57	Greencastle	1988		78275	18.9	N	1	7	18	5	638	582
58	Greenwood	1970		64609	10	Y	0	4	19	3	555	562
59	Harmony Hills	1957	1999	85648	10.2	Y	2	6	29	0	839	775
60	Highland	1950	1989	87491	11	Y	2	5	21	1	643	601
61	Highland View	1953	1994	59307	6.6	N	0	4	12	1	374	326
62	Jackson Road	1959	1995	91465	8.8	N	1	5	25	5	755	712
63	Jones Lane	1987		60679	12.1	N	0	3	18	3	510	513
64	Kemp Mill	1960	1996	68222	10	N	4	4	15	1	523	470
65	Kensington-Parkwood	1952	2006	102382	9.9	N	0	4	29	4	795	786
66	Lake Seneca	1985		58770	9.4	N	1	3	14	4	448	425
67	Lakewood	1968	2003	77526	13.1	N	0	3	20	4	566	566

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	64160	10.4	N	0	4	16	4	496	487
69	JoAnn Leleck at Broad Acres	1952	1974	88922	6.2	Y	4	7	24	1	796	723
70	Little Bennett	2006		82511	4.81	Y	0	5	19	7	617	620
71	Luxmanor	1966	2020	99376	6.5	Y	0	5	24	7	732	746
72	Thurgood Marshall	1993		77798	12	N	0	4	17	8	559	552
73	Maryvale	1969	2020	95482	17.7	N	3	5	22	4	716	655
74	Spark M. Matsunaga	2001		90718	11.8	N	0	4	20	7	618	591
75	S. Christa McAuliffe	1987		102111	10.6	Y	2	5	27	5	821	732
76	Dr. Ronald E. McNair	1990		78275	10	Y	1	4	23	1	647	650
77	Meadow Hall	1956	1994	61694	8.4	Y	0	4	12	6	424	356
78	Mill Creek Towne	1966	2000	67465	8.4	N	1	4	10	6	398	354
79	Monocacy	1961	1989	42482	27	N	0	2	7	1	215	218
80	Montgomery Knolls	1952	1989	109733	10.3	N	2	8	23	5	795	703
81	New Hampshire Estates	1954	1988	73306	5.4	N	6	7	14	1	606	511
82	Roscoe R. Nix	2006		88351	8.97	Y	2	7	16	5	612	491
83	North Chevy Chase	1953	1995	65982	7.9	N	0	0	16	2	388	381
84	Oak View	1949	1985	57560	11.3	N	0	0	14	1	332	335
85	Oakland Terrace	1950	1993	79145	9.5	Y	1	4	16	7	546	511
86	Olney	1954	1990	68755	9.9	N	0	4	22	1	604	607
87	William T. Page	1965	2003	58726	9.8	N	1	5	12	2	426	377
88	Pine Crest	1941	1992	77121	5.6	Y	0	0	29	0	667	667
89	Piney Branch	1973		99706	1.97	Y	0	0	26	1	608	611
90	Poolesville	1960	1978	64803	12.3	N	0	3	21	1	559	562
91	Potomac	1949	2020	86550	9.6	N	0	4	17	0	479	479
92	Judith A. Resnik	1991		78547	12.8	N	1	5	18	2	587	526
93	Dr. Sally K. Ride	1994		78686	13.5	N	2	5	12	9	552	505
94	Ritchie Park	1966	1997	58500	9.2	N	0	3	15	0	411	411
95	Rock Creek Forest	1950	2015	98140	8	N	1	4	26	5	756	676
96	Rock Creek Valley	1964	2001	76692	10.4	N	0	3	14	9	478	451
97	Rock View	1955	1999	91977	7.4	N	1	6	23	6	741	675
98	Lois P. Rockwell	1992		75520	10.6	N	0	3	17	6	517	548
99	Rolling Terrace	1950	1989	92241	4.3	N	3	7	25	2	809	729
100	Rosemary Hills	1956	1988	87298	6.1	N	1	6	18	8	646	641
101	Rosemont	1965	1995	88764	8.9	N	1	6	21	4	675	602
102	Bayard Rustin	2018		97397	10.9	N	0	5	28	2	774	790
103	Sequoyah	1990		73080	10	Y	0	4	15	7	503	450
104	Seven Locks	1964	2012	66915	9.9	N	0	3	16	1	444	447
105	Sherwood	1977		81727	10.85	N	0	3	16	9	524	519
106	Sargent Shriver	1954	2006	91628	9.17	N	1	6	25	1	737	663
107	Flora M. Singer	2012		95831	12.67	Y	1	6	20	7	682	598
108	Sligo Creek	1934	1999	87744	15.6	Y	0	5	24	3	692	687
109	Snowden Farm	2019		92366	9.79	N	0	4	28	3	762	762
110	Somerset	1949	2005	80122	3.7	N	0	2	21	1	537	540
111	South Lake	1972		83038	10.2	N	2	8	24	1	778	694
112	Stedwick	1974		109677	10	N	1	4	26	4	746	713
113	Stone Mill	1988		78617	11.8	N	0	3	25	5	691	713
114	Stonegate	1971		52468	10.3	N	0	3	13	3	395	385
115	Strathmore	1970		59497	10.8	Y	0	0	19	3	467	462
116	Strawberry Knoll	1988		78723	10.8	Y	2	3	16	7	544	501
117	Summit Hall	1971		68059	10.2	Y	5	3	15	1	521	497
118	Takoma Park	1979		85553	4.7	N	2	8	23	3	775	611
119	Travilah	1960	1992	65378	9.3	N	0	3	20	0	526	526
120	Harriet R. Tubman	2022		99893	5.72	Y	1	6	24	5	754	674
121	Twinbrook	1952	1986	79818	10.5	N	2	4	23	1	667	629
122	Viers Mill	1950	1991	120572	10.52	N	3	4	26	5	796	752
123	Washington Grove	1956	1984	86266	10.7	N	3	4	19	4	625	629
124	Waters Landing	1988		101352	10	N	0	6	30	4	862	768
125	Watkins Mill	1970		80923	10	Y	2	7	26	3	822	732
126	Wayside	1969	2017	93453	9.3	N	0	3	23	7	665	631
127	Weller Road	1953	2013	121346	11.1	N	4	6	28	0	856	792
128	Westbrook	1939	1990	91359	12.5	Y	0	3	23	4	635	638
129	Westover	1964	1998	54645	7.6	N	0	2	7	7	275	266
130	Wheaton Woods	1952	2017	120154	8	N	3	4	26	5	796	724
131	Whetstone	1968		96946	8.8	Y	1	6	27	5	823	788
132	Wilson Wims	2014		91931	9.29	Y	0	4	27	3	739	739
133	Wood Acres	1952	2002	96358	4.78	Y	0	4	27	3	739	752
134	Woodfield	1962	1985	53212	10	N	0	2	10	9	364	365
135	Woodlin	1944	1974	60725	11	N	0	4	14	5	460	463
136	Wyngate	1952	1997	89104	9.5	N	0	4	30	0	778	778
Total Elementary Schools				10,394,785	1,255		115	540	2,588	463	78,334	74,383

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.

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Facilities Data and State Rated Capacity School Year 2022–2023

	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	120205	19.9	N	43	0	914	897
2	John T. Baker	1971		120532	22	Y	35	3	774	762
3	Benjamin Banneker	1974		117035	20	N	36	4	805	799
4	Briggs Chaney	1991		115000	29.4	N	42	4	932	927
5	Cabin John	1967	2011	159514	18.2	N	51	6	1,144	1,125
6	Roberto W. Clemente	1992		148246	19.9	N	56	4	1,230	1,218
7	Eastern	1951	1976	152030	14.5	N	48	3	1,050	1,012
8	William H. Farquhar	1968	2016	135626	20	N	38	1	818	816
9	Forest Oak	1999		132259	41.2	N	45	3	986	955
10	Robert Frost	1971		143757	24.8	N	49	2	1,061	1,051
11	Gaithersburg	1960	1988	157694	22.82	N	46	6	1,038	996
12	Herbert Hoover	1966	2013	165367	19.1	N	52	4	1,145	1,139
13	Francis Scott Key	1966	2009	147424	20.6	N	46	0	978	961
14	Dr. Martin Luther King, Jr.	1996		135867	19	N	43	0	914	914
15	Kingsview	1997		140398	18.5	Y	49	0	1,041	1,041
16	Lakelands Park	2005		153588	8.11	Y	53	4	1,166	1,147
17	A. Mario Loiederman	1956	2005	148718	17.08	N	48	0	1,020	986
18	Montgomery Village	1968	2003	141615	15.1	N	39	7	899	844
19	Neelsville	1981		131432	29.2	N	47	0	999	965
20	Newport Mill	1958	2002	109011	8.4	Y	39	2	849	837
21	North Bethesda	1955	1999	178252	19.99	N	57	2	1,231	1,233
22	Parkland	1963	2007	151169	9.2	Y	47	0	999	982
23	Rosa M. Parks	1992		137469	24.1	Y	44	2	955	945
24	John Poole	1997		85669	20.5	N	22	2	488	478
25	Thomas W. Pyle	1962	1993	209464	14.3	N	71	2	1,529	1,523
26	Redland	1971		112297	20.64	Y	36	0	765	757
27	Ridgeview	1975		145168	20	N	46	2	998	988
28	Rocky Hill	2004		148065	23.3	N	48	0	1,020	1,012
29	Shady Grove	1995	1999	129206	20	N	39	3	859	846
30	Odessa Shannon	1966		164307	16.5	Y	42	3	922	897
31	Silver Creek	2017		174743	13.3	N	42	2	912	894
32	Silver Spring International	1934	1999	152731	10.64	Y	51	3	1,114	1,082
33	Sligo	1959	1991	149527	21.7	Y	45	2	976	958
34	Takoma Park	1939	1999	195739	18.8	Y	63	0	1,339	1,330
35	Tilden	1967	2020	244561	29.8	N	57	6	1,271	1,244
36	Hallie Wells	2016		150089	22.37	N	44	4	975	969
37	Julius West	1961	1995	182617	21.3	N	67	3	1,454	1,432
38	Westland	1951	1997	146006	25.1	N	50	2	1,082	1,073
39	White Oak	1962	1993	141163	17.3	N	47	2	1,019	992
40	Earle B. Wood	1965	2001	152588	8.5	Y	43	7	984	936
Total Middle Schools				5,926,148	785.15		1866	100	40,655	39,963
High Schools									(85% + Sp. Ed.)	(X 90%)
1	Bethesda-Chevy Chase	1934	2001	392833	16.4	N	110	0	2,338	2,475
2	Montgomery Blair	1998		386567	30.2	Y	131	0	2,784	2,867
3	James H. Blake	1998		297125	91.09	N	77	2	1,656	1,743
4	Winston Churchill	1964	2001	322078	30.3	N	86	7	1,898	1,991
5	Clarksburg	1995	2006	344574	62.73	N	90	3	1,942	2,034
6	Damascus	1950	1978	235986	32.7	N	66	8	1,482	1,543
7	Albert Einstein	1962	1997	276462	26.67	Y	70	10	1,588	1,602
8	Gaithersburg	1951	2013	427048	41.07	Y	107	15	2,424	2,474
9	Walter Johnson	1956	2009	365138	30.9	N	100	6	2,185	2,291
10	John F. Kennedy	1964	1999	332133	29.1	N	95	9	2,109	2,159
11	Col. Zadok Magruder	1970		295478	30	N	82	8	1,822	1,885
12	Richard Montgomery	1942	2007	311500	29.05	N	100	3	2,155	2,250
13	Northwest	1998		342101	34.6	Y	101	3	2,176	2,291
14	Northwood	1956	2004	254054	29.6	N	68	5	1,495	1,526
15	Paint Branch	1969	2012	347169	45.98	N	85	9	1,896	1,985
16	Poolesville	1953	1978	165056	37.2	N	52	0	1,105	1,170
17	Quince Orchard	1988		284912	30.1	N	80	5	1,750	1,800
18	Rockville	1968	2004	317731	29.61	N	65	14	1,521	1,525
19	Seneca Valley	1974	2020	457600	29.4	N	110	11	2,448	2,520
20	Sherwood	1950	1991	333154	49.3	N	93	7	2,046	2,152
21	Springbrook	1960	1994	305006	25.13	Y	94	6	2,058	2,117
22	Watkins Mill	1989		305288	50.99	Y	78	6	1,718	1,742
23	Wheaton	1954	2016	373825	28.2	N	100	4	2,165	2,237
24	Walt Whitman	1962	1992	312270	30.7	Y	96	9	2,130	2,231
25	Thomas S. Wootton	1970		295620	27.4	N	93	5	2,026	2,120
Total High Schools				8,080,708	898.42		2229	155	48,917	50,730
Total Secondary Schools				14,006,856	1683.6		4095	255	89,572	90,693

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

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

Appendix G

Capacity Calculations

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

Montgomery County Public Schools
Relocatable Classrooms: 2022–2023 School Year

Cluster/ School	Relocatables on site for 2022–2023 to Address:		
	Overutilization	DC	Total
Bethesda-Chevy Chase			
Bethesda ES	4		4
Rock Creek Forest ES	2		2
Total	6	0	6
Winston Churchill			
Winston Churchill HS	4		4
Total	4	0	4
Clarksburg			
Clarksburg HS	14		14
Clarksburg ES	20		20
Captain James E. Daly ES	4		4
Total	38	0	38
Damascus			
John T. Baker MS	2		2
Cedar Grove ES	3		3
Clearspring ES	2		2
Damascus ES	4		4
Total	11	0	11
Downcounty Consortium*			
Montgomery Blair HS	19		19
Albert Einstein HS	11		11
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
Total	100	0	100
Gaithersburg			
Gaithersburg ES	7		7
Goshen ES	2		2
Rosemont ES	4		4
Strawberry Knoll ES	6		6
Summit Hall ES**	16		16
Total	35	0	35
Walter Johnson			
Walter Johnson HS	15		15
Ashburton ES**	8		8
Farmland ES	4		4
Total	27	0	27

Cluster/ School	Relocatables on site for 2022–2023 to Address:		
	Overutilization	DC	Total
Col. Zadok Magruder			
Cashell ES	2		2
Flower Hill ES	3		3
Mill Creek Towne ES	9		9
Judith A. Resnik ES	6		6
Total	20	0	20
Richard Montgomery			
Richard Montgomery HS	9		9
Twinbrook ES	4		4
Total	13	0	13
Northeast Consortium*			
James H. Blake HS	1		1
Paint Branch HS	3		3
Benjamin Banneker MS	2		2
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 Acre	12		12
William T. Page ES	13		13
Westover ES	2		2
Total	62	0	62
Northwest			
Northwest HS	11		11
Clopper Mill ES	6		6
Diamond ES	4	1	5
Germantown ES	3		3
Spark M. Matsunaga ES	3		3
Ronald McNair ES	7		7
Total	34	1	35
Quince Orchard			
Quince Orchard HS	12		12
Rachel Carson ES	3		3
Fields Road ES	4		4
Thurgood Marshall ES	5		5
Total	24	0	24
Rockville			
Flower Valley ES	2		2
Meadow Hall ES	7		7
Rock Creek Valley ES	3		3
Total	12	0	12
Seneca Valley			
Lake Seneca ES	9		9
Sally K. Ride ES	2		2
Total	11	0	11
Sherwood			
Belmont ES	0	1	1
Total	0	1	1

Cluster/ School	Relocatables on site for 2022–2023 to Address:		
	Overutilization	DC	Total
Watkins Mill			
Watkins Mill ES	6		6
Whetstone ES	3		3
Total	9	0	9
Walt Whitman			
Bannockburn ES	2		2
Burning Tree ES	4		4
Total	6	0	6
Thomas S. Wootton			
Thomas S. Wootton HS	3		3
Cold Spring ES	1		1
DuFief ES	1	1	2
Total	5	1	6
Grand Total by Use	417	3	420
SCHOOL TOTAL:	420		

Other Relocatable Uses		
	# Units	Comment
Construction		
Poolesville HS	14	
Total	14	
Holding Schools		
Emory Grove Center	31	
Fairland Center	12	
Grosvenor Center	17	
North Lake Center	21	
Total	81	
Other Uses at Schools		
Gaithersburg ES	1	Parent Resource
Monocacy ES	1	
Summit Hall ES	1	Judy Center
Total	3	
Non-school Locations		
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

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

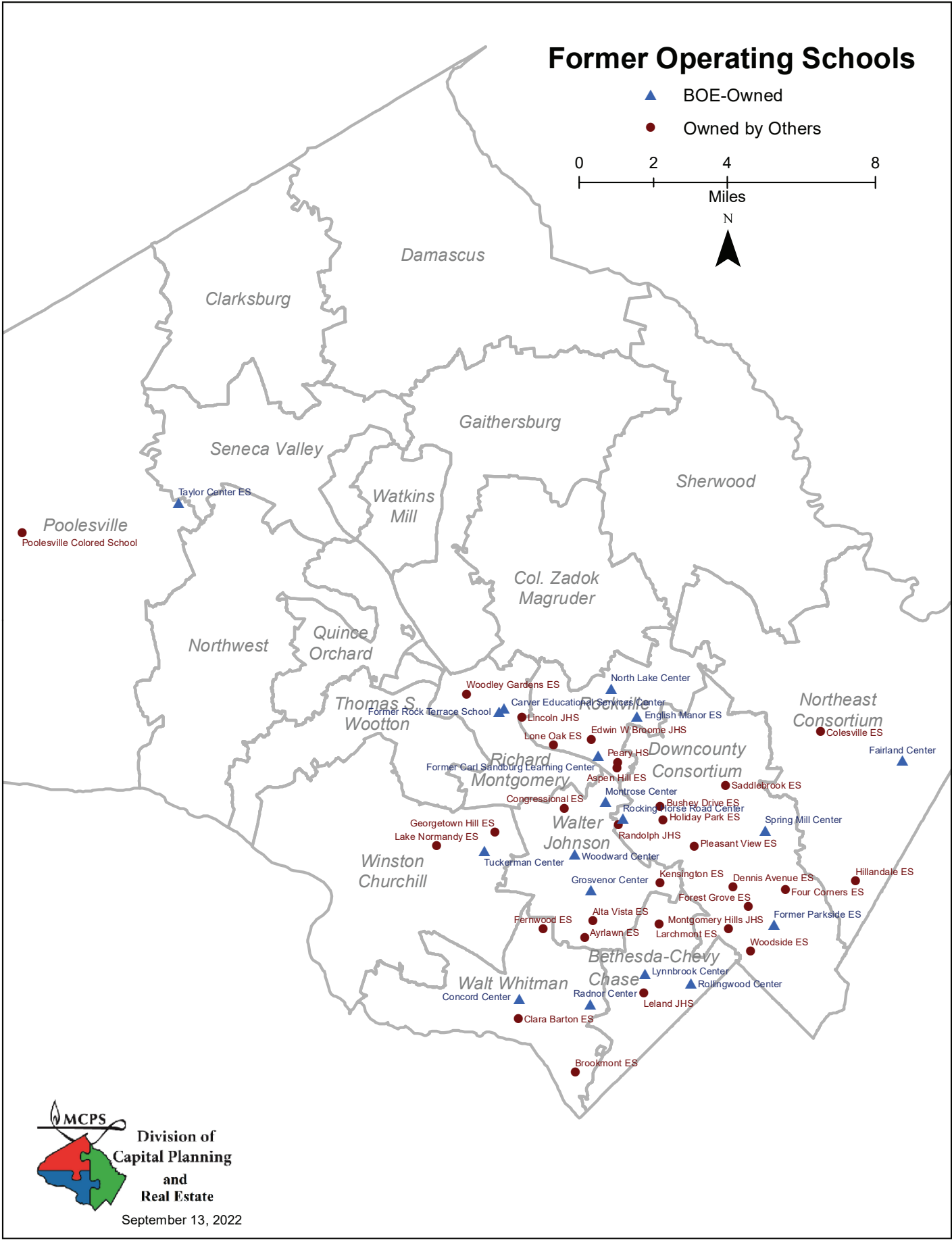
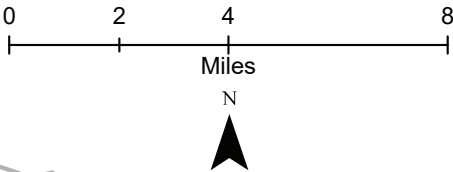
Former Operating Schools and Current Status October 2022

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	CURRENT USE	SITE	ROOMS	SF
BOARD OF EDUCATION-OWNED FACILITIES							
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	9.20	26	45,082
Former Parkside ES	9500 Brunett Avenue	Sligo Creek ES	Downcounty Consortium	Temporarily leased to a childcare provider	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	MCPS staff	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 2024-2026	28.06	52	135,150
MONTGOMERY COUNTY-OWNED FACILITIES							
Alta Vista ES	5615 Beech Avenue	Wyngate ES	Walter Johnson	Leased to private school	3.52	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rock Creek Valley ES	Rockville	Leased to health center	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	Wyngate ES	Walter Johnson	Leased to YMCA	3.07	11	28,000
Clara Barton ES	7425 MacArthur Boulevard	Bannockburn ES	Walt Whitman	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	Farmland 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	-	-
Larchmont ES	9411 Connecticut Avenue	Rosemary Hills ES/ North Chevy Chase ES	Bethesda-Chevy Chase	Grace Episcopal Day School	10.94	-	-
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	MC DOT and 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	Glenallan 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
CITY OF ROCKVILLE-OWNED FACILITIES							
Woodley Gardens ES	1150 Carnation Drive	College Gardens ES	Richard Montgomery	Rockville Senior Center	9.64	16	31,767
MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION-OWNED FACILITIES							
Leland JHS	4300 Elm Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	Leland Neighborhood Park and Community Recreation Center	3.71	-	-
PRIVATELY-OWNED FACILITIES							
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

Former Operating Schools

- ▲ BOE-Owned
- Owned by Others



Closed Schools That Have Been Reopened*

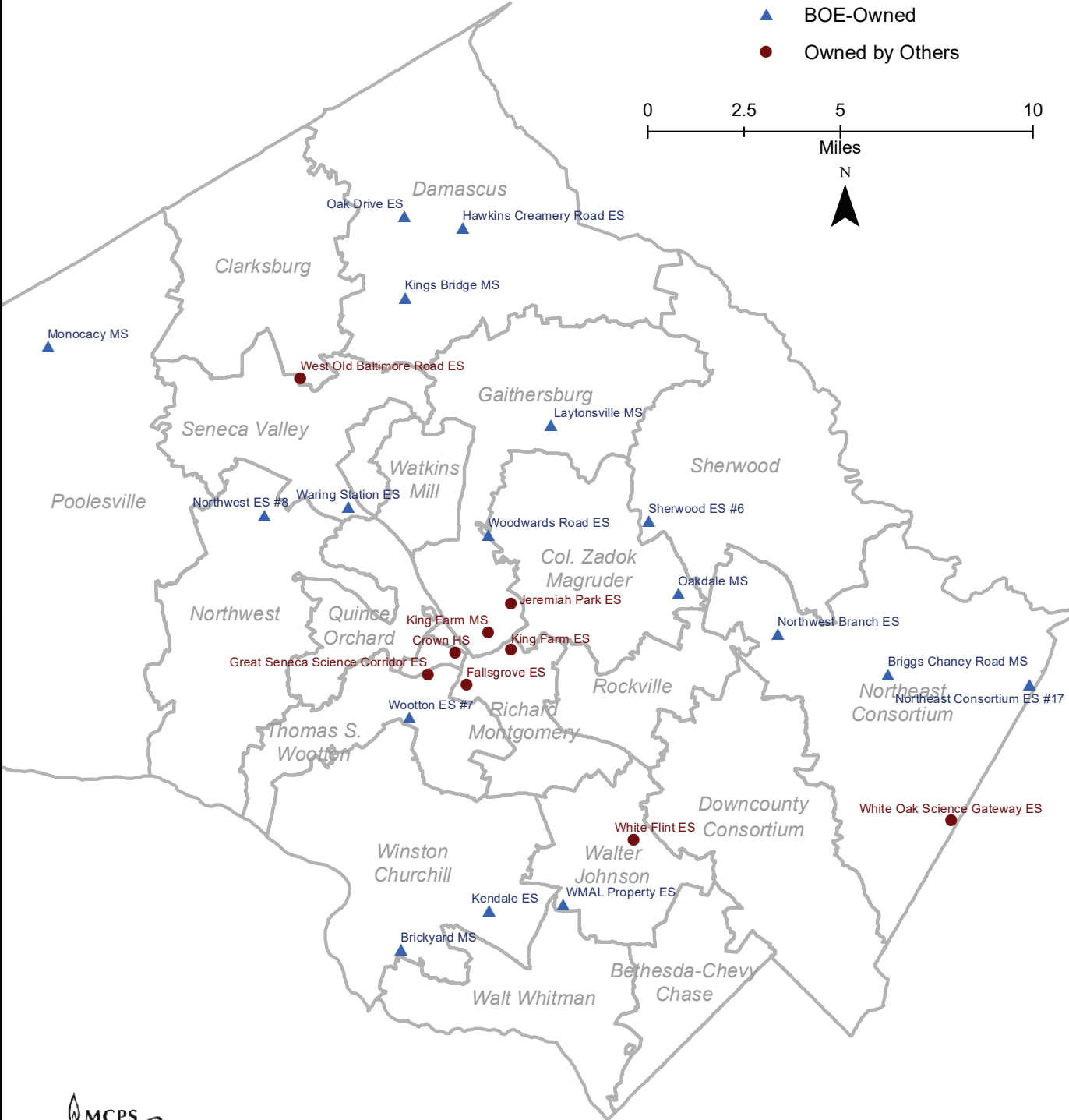
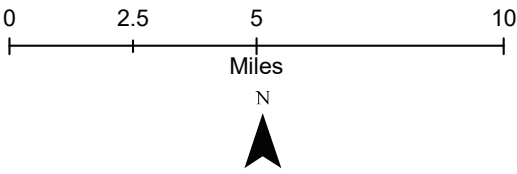
October 2022

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



September 13, 2022

Future School Sites

October 2022

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	ACREAGE
BOARD OF EDUCATION-OWNED SITES				
Brickyard MS	Brickyard Road	Potomac ES	Winston Churchill	20.00
Briggs Chaney Road MS	14910 Good Hope Road	Cloverly ES	Northeast Consortium	20.96
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.55
Kendale ES	9655 Kendale Road	Seven Locks ES	Winston Churchill	10.53
Kings Bridge MS	10110 Founders Way	Woodfield ES	Damascus	30.33
Laytonsville MS	Warfield Road	Laytonsville 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
WMAL Property ES	9720 Sanvitalia Street	Ashburton ES	Walter Johnson	4.30
Woodwards Road ES	Emory Grove Road	Judith A. Resnik ES	Col. Zadok Magruder	11.05
Wootton ES # 7	Cavanaugh Drive	Stone Mill ES	Thomas S. Wootton	12.10
MASTER PLANNED SCHOOL SITES TITLED TO OTHERS				
Crown HS	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

Appendix J

New and Reopened Schools, 1985 to 2022

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			
2022	Harriet R. Tubman		

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

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, October 2022

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, Cresthaven		
2011	Cannon Road, Farmland, Garrett Park, Seven Locks	Cabin John	
2012	Beverly Farms		Paint Branch
2013	Glenallen, Weller Road	Herbert Hoover	Gaithersburg
2014	Bel Pre, Candlewood, Rock Creek Forest		
2015			Wheaton
2016		William H. Farquhar	
2017	Brown Station, Wayside, Wheaton Woods		
2018			Thomas Edison HS of Technology
2019	None		
2020	Luxmanor, Maryvale/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 2022

Schools Reopened and Extent of Improvements Made When Reopened

School	Year Facility Originally Opened	Year Facility Closed	Year Facility Improvement	Year Fully Revitalized/Expanded or Completely Rebuilt
Elementary Schools				
Arcola (on site of former Arcola ES)	1956	1982		2007
Burnt Mills	1964	1977	1990	
Cloverly	1961	1983	1989	
Roscoe R. Nix (on site of former Brookview ES)	1955	1982		2006
Bayard Rustin (on site of former Hungerford Park ES)	1960	1982		2018
Sargent Shriver (former Connecticut Park ES)	1954	1983		2006
Flora M. Singer (on site of former McKenney Hills ES)	1950	1977		2012
Sligo Creek (part of former Montgomery Blair HS)	1935	1998		1999
Middle Schools				
Argyle	1971	1981	1993	
Cabin John	1968	1987	1989	2011
Francis Scott Key	1966	1983	1990	2009
A. Mario Loiederman (former Belt JHS)	1956	1983	2005	
Newport Mill	1958	1982	2002	
North Bethesda	1955	1981	1999	
Silver Creek (on site of former Kensington Jr HS)	1938	1979		2017
Silver Spring International (part of former Montgomery Blair HS)	1935	1998	1999	
Tilden (Tilden MS relocated to former Woodward HS)	1967	1986	1991	2020 scheduled @ Tilden Lane
High Schools				
Clarksburg (originally opened as Rocky Hill MS)	1995	2004		2006 expanded to HS
Northwood	1956	1985	2004	

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, October 2022

Appendix K

Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2022

	Facility	Project Scope
1	Arcola ES	Fencing
2	Arcola ES	Stair Repairs & Site Improvements
3	Argyle MS	Gym Floor (Refinish)
4	Argyle MS	Serving Line
5	John T. Baker MS	Exterior Doors
6	John T. Baker MS	Paint (Interior & Exterior)
7	Benjamin Banneker MS	Bleacher Wheel Replacement
8	Benjamin Banneker MS	Federal Pacific Equipment Replacement Phase 2
9	Bethesda Chevy Chase HS	Floor Covering Replacement
10	Bethesda ES	Paint (Interior & Exterior)
11	Montgomery Blair HS	Insulated Glass Replacement
12	Montgomery Blair HS	Master Key System
13	Montgomery Blair HS	Window Replacement (Phase 1)
14	Burtonsville ES	Light Fixture Replacement
15	Burtonsville ES	Asphalt Replacement
16	Cedar Grove ES	ADA Chair Lift
17	Cedar Grove ES	Basketball Backstops Replacement
18	Cedar Grove ES	Gym Floor (Refinishing)
19	Chevy Chase ES	Fire Alarm Replacement
20	Clarksburg ES	Concrete (Sidewalks)
21	Clarksburg ES	Light Fixtures (Exterior Wall Pack)
22	Cold Spring ES	Paint (Interior & Exterior)
23	Capt. James E. Daly ES	Basketball Backstops Replacement
24	Capt. James E. Daly ES	Gym Floor (Refinishing)
25	Capt. James E. Daly ES	Metal Stairs to Boiler Room
25	Capt. James E. Daly ES	Power Supply to Basketball Backboard Winches
26	Damascus ES	Basketball Backstops Replacement
27	Damascus ES	Canopy Repairs
28	Damascus ES	Gym Floor (Synthetic to Wood)
29	Dr. Charles R. Drew ES	Emergency Generator (New)
30	DuFief ES	Relocate Playground Equipment
31	Emory Grove Center	Ceiling & Light Replacement (Phase 1 of 2)
32	Fallsmead ES	Ceiling & Light Replacement (Phase 2 of 2)
33	Fallsmead ES	Gym Floor (Synthetic to Wood)
34	Fallsmead ES	Walk-In Boxes
35	Fallsmead ES	Sprinkler Piping
36	Flower Hill ES	Doors (Exterior)
37	Food Services	Flooring Improvements
38	Gaithersburg ES	Flooring Replacement
39	Gaithersburg ES	Install Relocated PGE
40	Gaithersburg ES	LED Light Fixtures (Main Gym)
41	Gaithersburg HS	Lockers
42	Gaithersburg MS	Elevator Replacement
43	Georgian Forest ES	Ceiling Repairs
44	Germantown ES	Asphalt (Play Area)
45	Greencastle ES	Kitchen Storeroom
46	Greencastle ES	Light Fixtures (Exterior Bldg)
47	Grosvenor Center	Generator Relocation
48	Harmony Hills ES	Paint (Interior & Exterior)
49	Harmony Hills ES	Fire Alarm Replacement
50	Herbert Hoover MS	Tennis Court Refurbishment
51	Walter Johnson HS	ADA Chair Lift (Stage)
52	Kemp Mill ES	Asphalt & Concrete Replacement
53	Kemp Mill ES	Line Painting (Parking Lots)

	Facility	Project Scope
54	Lake Seneca ES	Flooring Replacement
55	Lakewood ES	Basketball Court (Asphalt)
56	Laytonsville ES	Paint (Interior & Exterior)
57	JoAnn Leleck at Broad Acres ES	Master Key System
58	A. Mario Loiederman MS	Asphalt Replacement
59	A. Mario Loiederman MS	Gym Lighting Replacement (LED)
60	Col. Zadok Magruder HS	Counter Tops
61	Monocacy ES	Emergency Generator (New)
63	Montgomery Village MS	Asphalt Replacement
64	Newport Mill MS	Gym Floor (Refinishing)
65	Newport Mill MS	Paint (Interior & Exterior)
66	Newport Mill MS	Main Gym Lighting Replacement (LED)
67	North Lake Center	Ceiling & Light Replacement (Phase 1)
68	North Lake Center	Windows and Doors (Phase 1)
69	Northwest HS	Paint (Interior & Exterior)
70	Northwest HS	Tennis Court Repairs
71	Paint Branch HS	Tennis Court Repairs
72	Parkland MS	Floor Covering (Main Office & IMC)
73	Parkland MS	Gym Lighting Replacement (LED)
74	Piney Branch ES	Pool Filter Room Repairs
75	Poolesville ES	Exterior Wall Repairs
76	Thomas W. Pyle MS	Asphalt Replacement
77	Quince Orchard HS	Door Holders at All Stairwell Doors
78	Redland MS	Stage Floor (Refinishing)
79	Redland MS	Tennis & Basketball Court Refurb, Track Lining
80	Judith A. Resnik ES	Exterior Wall Repairs
81	Judith A. Resnik ES	Gym
82	Judith A. Resnik ES	Basketball Backstops Replacement
83	Rocky Hill MS	Exterior Wall
84	Rosemary Hills ES	Fire Alarm Replacement
85	Sequoyah ES	Asphalt (Play Area)
86	Seven Locks ES	Courtyard Sealing
87	Seven Locks ES	Floor Covering
88	Seven Locks ES	Grease Interceptor Vestibule
89	Sherwood ES	Ceiling & Light Replacement
90	Sherwood ES	Paint (Interior & Exterior)
91	Sherwood HS	Serving Line
92	Silver Spring Intl MS	Masonry Wall Repairs
93	Springbrook HS	Auditorium Light Retrofit
94	Springbrook HS	Serving Line
95	Stone Mill ES	Playground Equipment
96	Strawberry Knoll ES	Asphalt (Driveway, Parking Lot)
97	Summit Hall ES	Emergency Generator (New)
98	Takoma Park ES	Paint (Interior & Exterior)
99	Washington Grove ES	Asphalt Replacement
100	Washington Grove ES	Basketball Hoops (Outdoor)
101	Waters Landing ES	Masonry Repairs
102	Westland MS	Master Key System & Rekeying
103	Westover ES	Paint (Interior & Exterior)
104	Whetstone ES	Exterior Wall Repairs
105	Whetstone ES	LED Light Fixtures (Main Gym)
106	White Oak MS	ADA Chair Lift
107	Walt Whitman HS	ADA Chair Lift
108	Walt Whitman HS	Emergency Generator (New)
109	Woodfield ES	Paint (Interior & Exterior)
110	Wyngate ES	Paint (Original Section Interior)

Appendix L

Head Start and Prekindergarten Locations 2022-2023



Elementary School	Federal Head Start Sessions			Pre-K		Pre-K Plus
	Half Day 3-Year-Old Program @15	Half Day 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 ♦					1	
Glenallen ♦			1			
Greencastle ♦ (pm)				2		
Harmony Hills			1	2		
Harriet R. Tubman						1
Highland			1	2		
Jackson Road ♦ (pm)				2		
Kemp Mill			1		1	2
Lake Senaca ♦ (pm)				2		
JoAnn Leleck at Broad Acres			1	2	1	1
Maryvale	1		1	2		
S. Christie McAuliffe			1			1
Dr. Ronald E. McNair					1	
Mill Creek Towne						1
Montgomery Knolls ♦			1			2
New Hampshire Estates	1		3		2	
Roscoe R. Nix					2	
Oakland Terrace ♦					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 ♦	1 (full day @14)				1	
Summit Hall (Judy Ctr)			1	2		3
Takoma Park						2
Twinbrook			1	2		
Viers Mill ♦			1			2
Washington Grove ♦ (pm) (Judy Ctr)			1	2	1	1
Watkins Mill			1		1	
Weller Road ♦ (pm)			1	2		2
Wheaton Woods			1		1	2
Whetstone ♦ (pm)				2		
Other	3-Year-Old Program @15	4-Year-Old Program @17	Full Day Sessions @20	Half Day PreK Sessions @20	Full Day PreK Sessions @20	Full Day PreK+ Sessions @20
Macdonald Knolls Early Childhood Center					5	
Up-County Early Childhood Center					4	1
Total Capacity Per Program	74	17	557	1460	640	500
Total Overall Capacity	3248					

* Intensive Needs

♦ Preschool Special Education Collaboration

Appendix M

French Immersion Catchment Areas

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

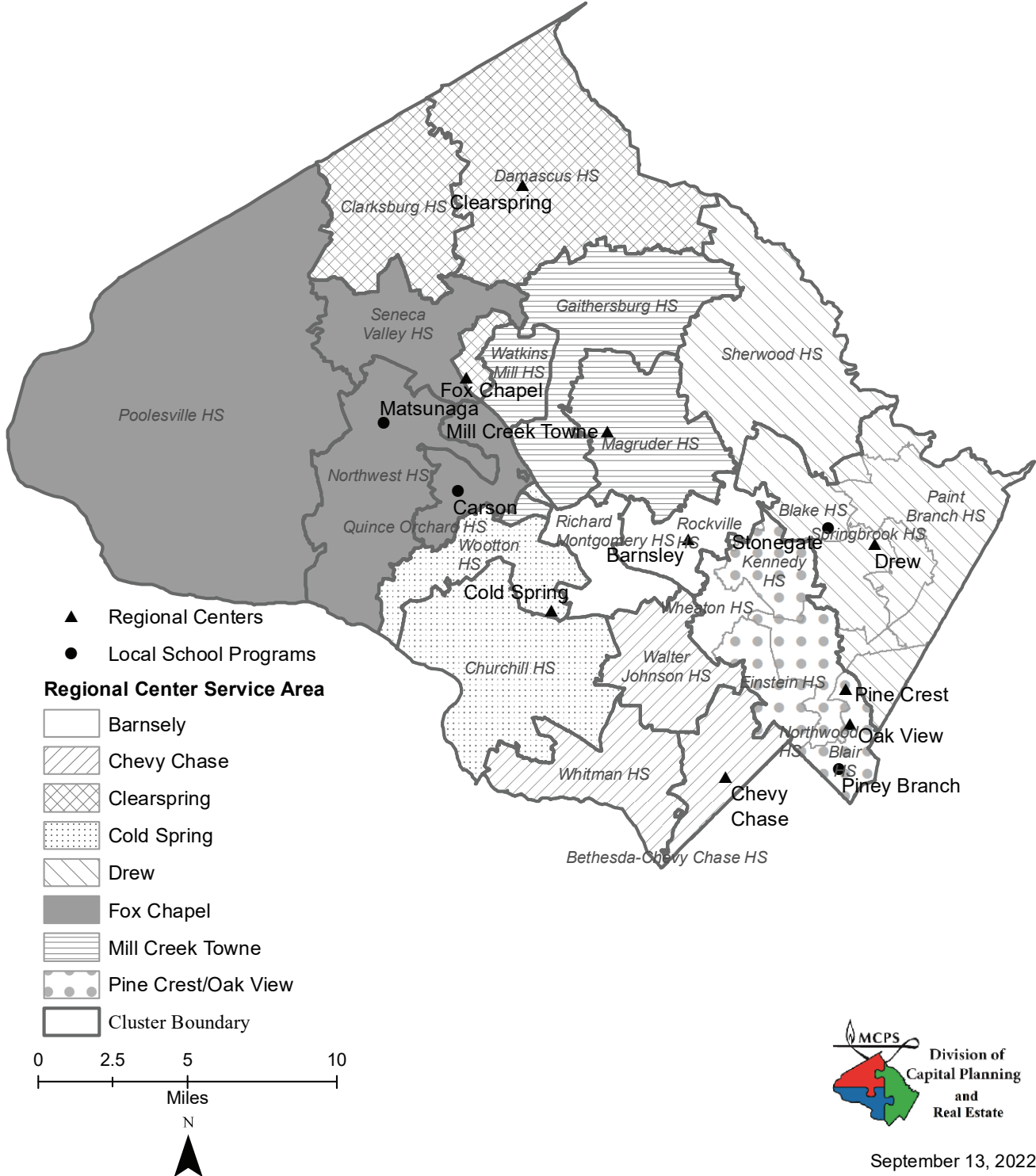
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Division of
Capital Planning
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Real Estate

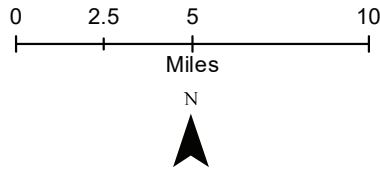
September 13, 2022

Centers for Enriched Studies

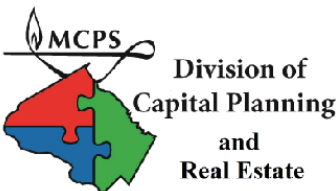
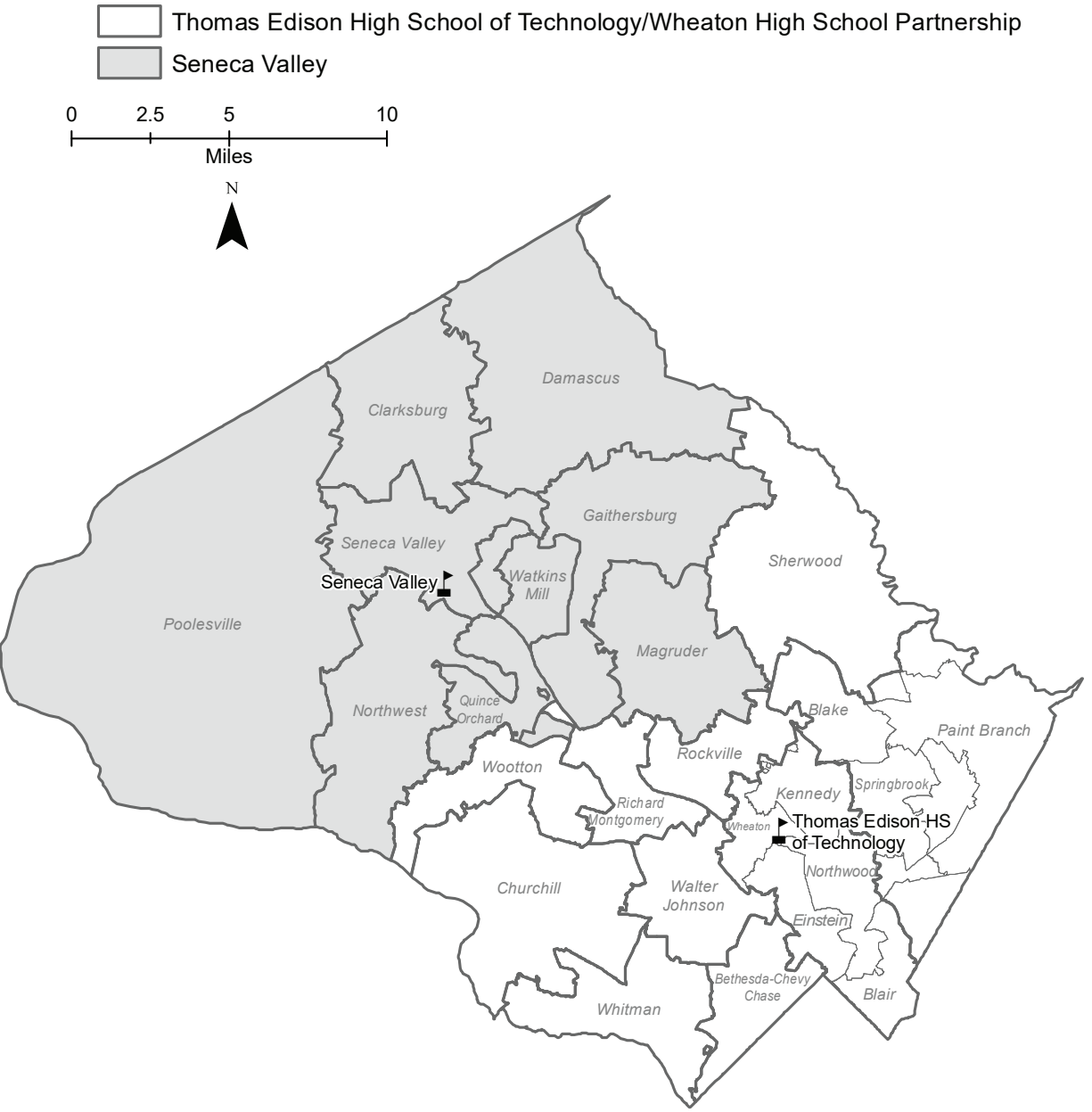


Secondary Magnet School Catchment Areas

- | | | | |
|---|---------------|---|--|
|  | Middle School |  | Montgomery Blair, Richard Montgomery, Eastern & Takoma Park |
|  | High School |  | Poolesville, Roberto W. Clemente, & Dr. Martin Luther King Jr. |



Countywide College and Career High Schools



September 13, 2022

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.

Asperger's Services

Asperger's 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
Elementary Schools				Elementary Schools			
Arcola	4	6	18	JoAnn Leleck at Broad Acres	5	5	20
Ashburton	3	4	16	Little Bennett	1	2	09A
Bannockburn	3	1	16	Luxmanor	3	4	16
Lucy V. Barnsley	5	6	19	Thurgood Marshall	2	3	39
Beall	2	3	17	Maryvale	5	3	17
Bel Pre	4	6	19	Spark M. Matsunaga	2	2	39
Bells Mill	3	1	15	S. Christa McAuliffe	1	2	39
Belmont	5	7	14	Ronald McNair	2	2	15
Bethesda	3	1	16	Meadow Hall	5	3	17
Beverly Farms	3	1	15	Mill Creek Towne	1	7	19
Bradley Hills	3	1	16	Monocacy	1	2	15
Brooke Grove	5	7	14	Montgomery Knolls	4	4	20
Brookhaven	5	6	19	New Hampshire Estates	4	4	20
Brown Station	2	3	17	Roscoe R. Nix	5	5	20
Burning Tree	3	1	16	North Chevy Chase	3	4	18
Burnt Mills	5	5	20	Oak View	4	4	20
Burtonsville	5	5	14	Oakland Terrace	4	6	18
Candlewood	5	7	19	Olney	5	7	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	4	20
Cashell	5	7	14	Poolesville	1	2	15
Cedar Grove	1	7	14	Potomac	3	1	15
Chevy Chase	3	1	18	Judith A. Resnik	1	7	39
Clarksburg	1	2	15	Dr. Sally K. Ride	1	2	39
Clearspring	1	7	09A	Ritchie Park	2	3	17
Clopper Mill	2	2	39	Rock Creek Forest	3	4	18
Cloverly	5	5	14	Rock Creek Valley	5	6	19
Cold Spring	2	1	15	Rock View	4	6	18
College Gardens	2	3	17	Lois P. Rockwell	1	7	14
Cresthaven	5	5	20	Rolling Terrace	4	4	20
Captain James Daly	1	2	39	Rosemary Hills	3	4	18
Damascus	1	7	09A	Rosemont	2	3	17
Darnestown	2	2	15	Bayard Rustin	2	3	17
Diamond	2	3	17	Sequoyah	5	7	19
Dr. Charles R. Drew	5	5	14	Seven Locks	3	1	16
DuFief	2	2	15	Sherwood	5	7	14
East Silver Spring	4	4	20	Sargent Shriver	4	6	18
Fairland	5	5	14	Flora M. Singer	4	6	18
Fallsmead	2	3	17	Sligo Creek	4	4	20
Farmland	3	4	16	Snowden Farm	1	2	39
Fields Road	2	3	17	Somerset	3	1	16
Flower Hill	1	7	19	South Lake	1	7	39
Flower Valley	5	6	19	Stedwick	1	7	39
Forest Knolls	4	5	19	Stone Mill	2	2	15
Fox Chapel	1	2	39	Stonegate	5	5	14
Gaithersburg	1	3	17	Strathmore	4	6	19
Galway	5	5	14	Strawberry Knoll	1	7	39
Garrett Park	3	4	18	Summit Hall	2	3	17
Georgian Forest	4	6	19	Takoma Park	4	4	20
Germantown	2	2	15	Travilah	2	2	15
William B. Gibbs Jr.	1	2	39	Harriet Tubman	1	3	39
Glen Haven	4	6	18	Twinbrook	2	3	17
Glenallan	4	6	19	Viers Mill	4	6	18
Goshen	1	7	14	Washington Grove	2	3	19
Great Seneca Creek	2	2	39	Waters Landing	1	2	15
Greencastle	5	5	14	Watkins Mill	1	7	39
Greenwood	5	7	14	Wayside	3	1	15
Harmony Hills	4	6	19	Weller Road	4	6	19
Highland	4	6	18	Westbrook	3	1	16
Highland View	4	4	20	Westover	5	5	14
Jackson Road	5	5	20	Wheaton Woods	4	6	19
Jones Lane	2	2	15	Whetstone	1	7	39
Kemp Mill	4	6	19	Wilson Wims	1	2	15
Kensington-Parkwood	3	4	18	Wood Acres	3	1	16
Lake Seneca	1	2	15	Woodfield	1	7	14
Lakewood	2	3	17	Woodlin	4	4	18
Laytonsville	1	7	14	Wyngate	3	1	16

School	Board of Education District	Council District	Legislative District
Middle Schools			
Argyle	4	6	19
John T Baker	1	7	09A
Benjamin Banneker	5	5	14
Briggs Chaney	5	5	14
Cabin John	3	1	15
Roberto Clemente	1	2	39
Eastern	4	4	20
William H. Farquhar	5	7	14
Forest Oak	1	3	39
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
A. Mario Loiederman	4	6	19
Montgomery Village	1	7	39
Neelsville	1	2	39
Newport Mill	4	6	18
North Bethesda	3	1	16
Parkland	5	6	19
Rosa Parks	5	7	14
John Poole	1	2	15
Thomas W. Pyle	3	1	16
Redland	5	7	19
Ridgeview	2	3	39
Rocky Hill	1	2	15
Shady Grove	2	7	19
Odessa Shannon	4	6	19
Silver Creek	3	4	18
Silver Spring International	4	4	20
Sligo	4	6	18
Takoma Park	4	4	20
Tilden	3	4	16
Hallie Wells	1	2	14
Julius West	2	3	17
Westland	3	1	16
White Oak	5	5	20
Earle B. Wood	5	6	19

School	Board of Education District	Council District	Legislative District
High Schools			
Bethesda-Chevy Chase	3	1	18
Montgomery Blair	4	5	20
James Blake	5	5	14
Winston Churchill	3	1	15
Clarksburg	1	2	15
Damascus	1	7	09A
Albert Einstein	4	6	18
Gaithersburg	2	3	17
Walter Johnson	3	4	16
John F. Kennedy	4	6	19
Col. Zadok Magruder	5	7	19
Richard Montgomery	2	3	17
Northwest	2	2	39
Northwood	4	5	19
Paint Branch	5	5	14
Poolesville	1	2	15
Quince Orchard	2	2	15
Rockville	5	3	17
Seneca Valley	1	2	39
Sherwood	5	7	14
Springbrook	5	5	20
Watkins Mill	1	7	39
Wheaton	4	6	18
Walt Whitman	3	1	16
Thomas S. Wootton	2	3	17
Special Education Centers			
Carl Sandburg Learning Center	5	3	17
Longview School	2	2	39
RICA	2	3	15
Rock Terrace School	3	4	16
Stephen Knolls School	4	6	18
Other Educational Facilities			
Blair G. Ewing Center	5	3	17
Lathrop E. Smith Center	5	7	19
Thomas Edison HS of Tech.	4	6	18

Political Districts

Board of Education

District	Name
1	Judith Docca
2	Rebecca Smondrowski
3	Scott Joftus
4	Shebra L. Evans
5	Brenda Wolff
At-large	Lynne Harris
At-large	Karla Silvestre
Student	Arvin Kim

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	Linda K. Foley
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

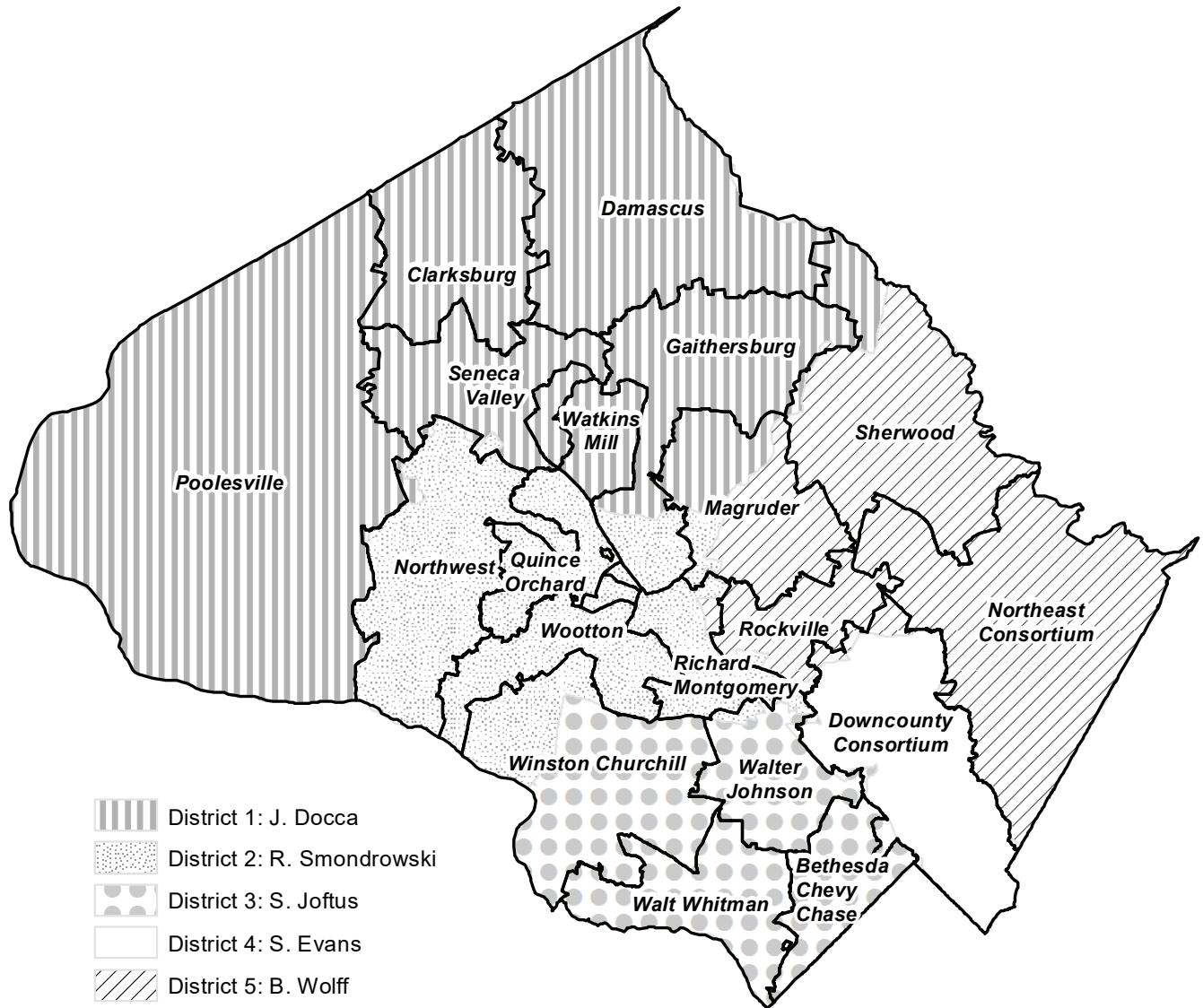
Legislative District 20

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



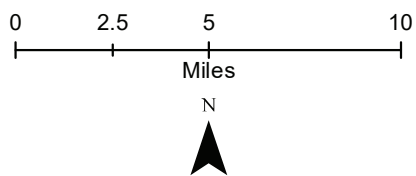
BOE Members at Large:

L. Harris

K. Silvestre

BOE Student Member:

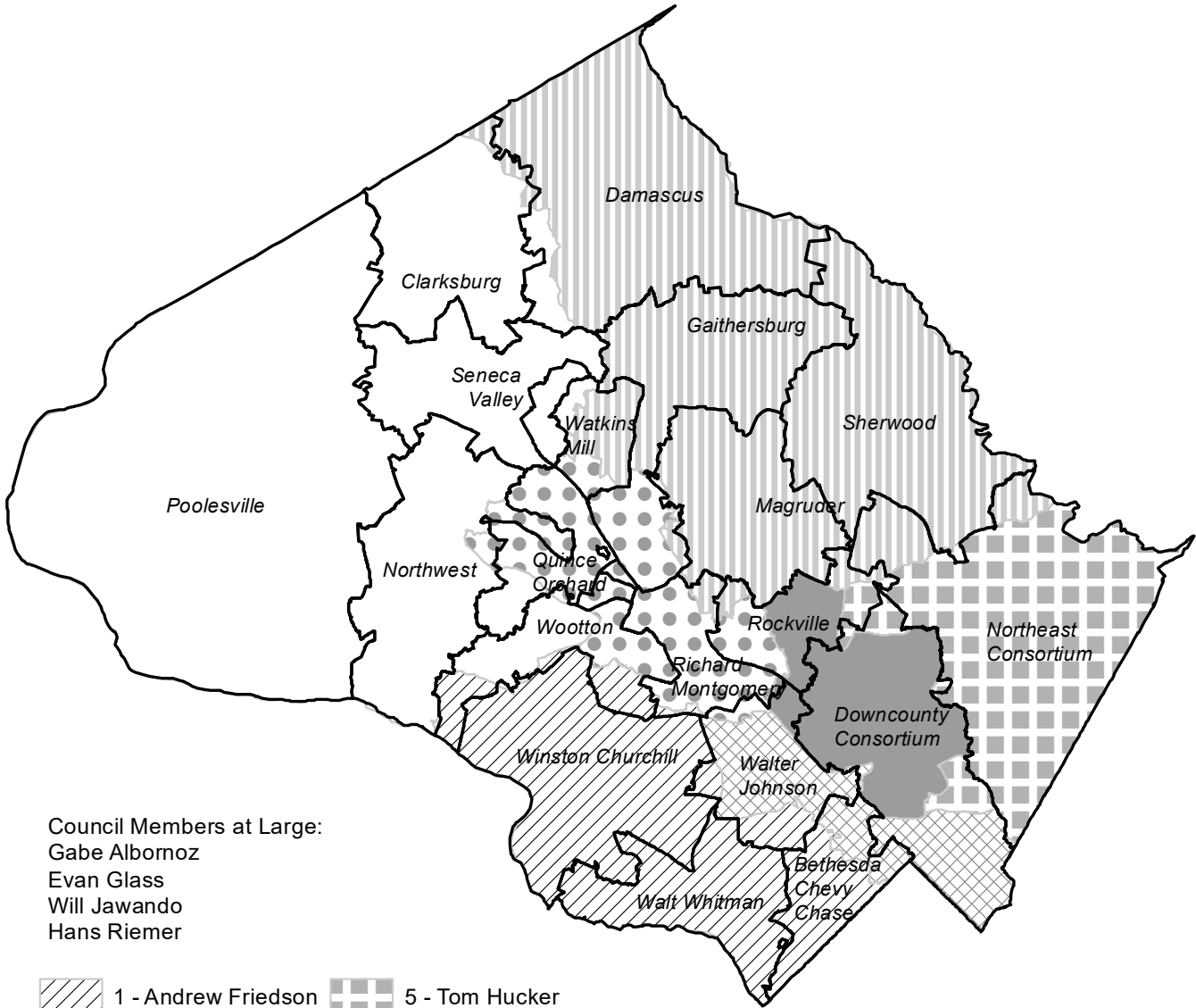
A. Kim



Division of
Capital Planning
and
Real Estate

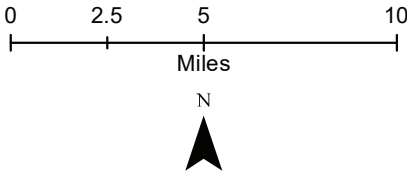
October 19, 2022

Council Districts

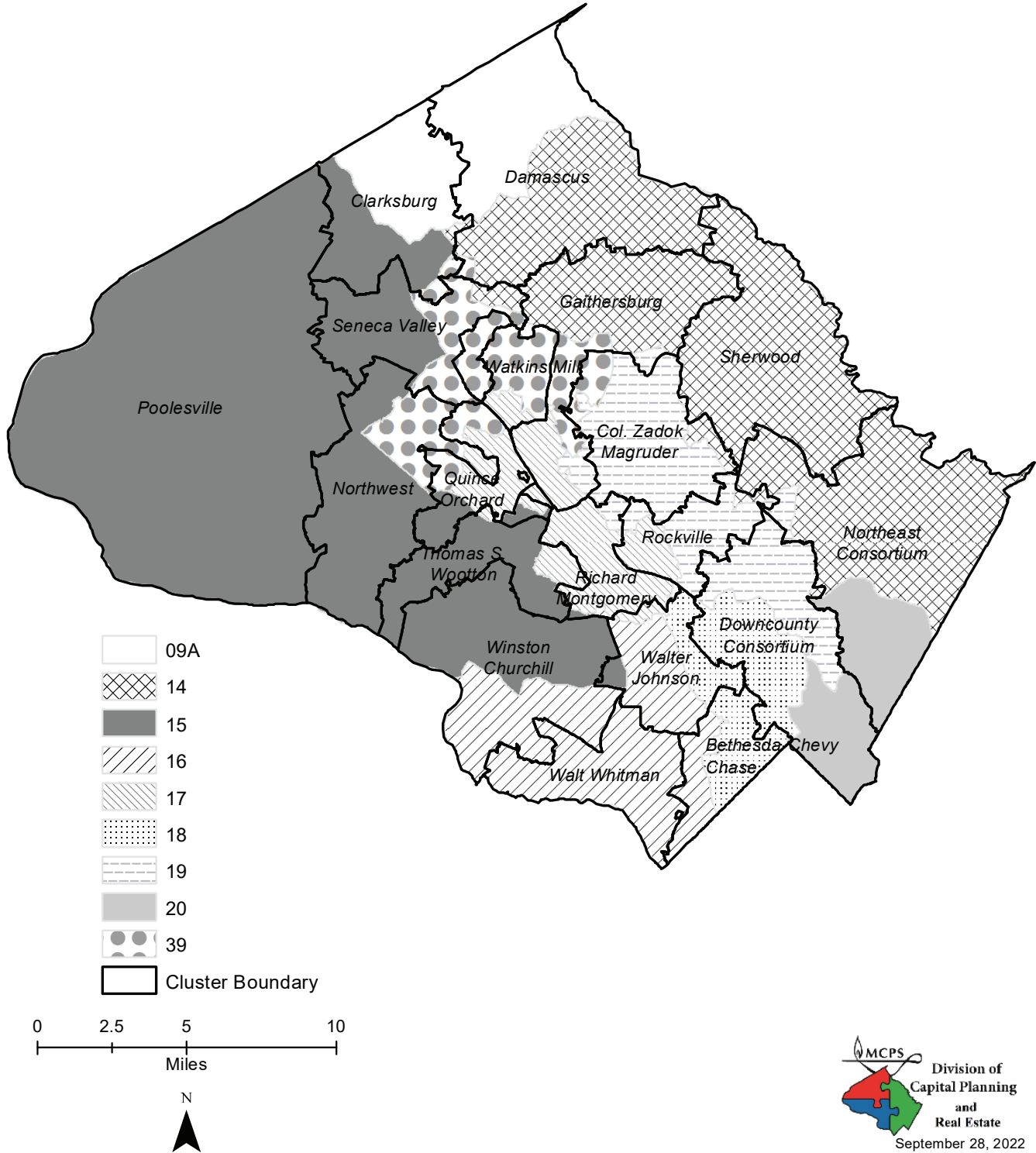


Council Members at Large:
 Gabe Alborno
 Evan Glass
 Will Jawando
 Hans Riemer

- | | |
|---------------------|----------------|
| 1 - Andrew Friedson | 5 - Tom Hucker |
| 2 - Craig Rice | 6 - Vacant |
| 3 - Sidney Katz | 7 - Vacant |
| 4 - Nancy Navarro | |



Legislative Districts



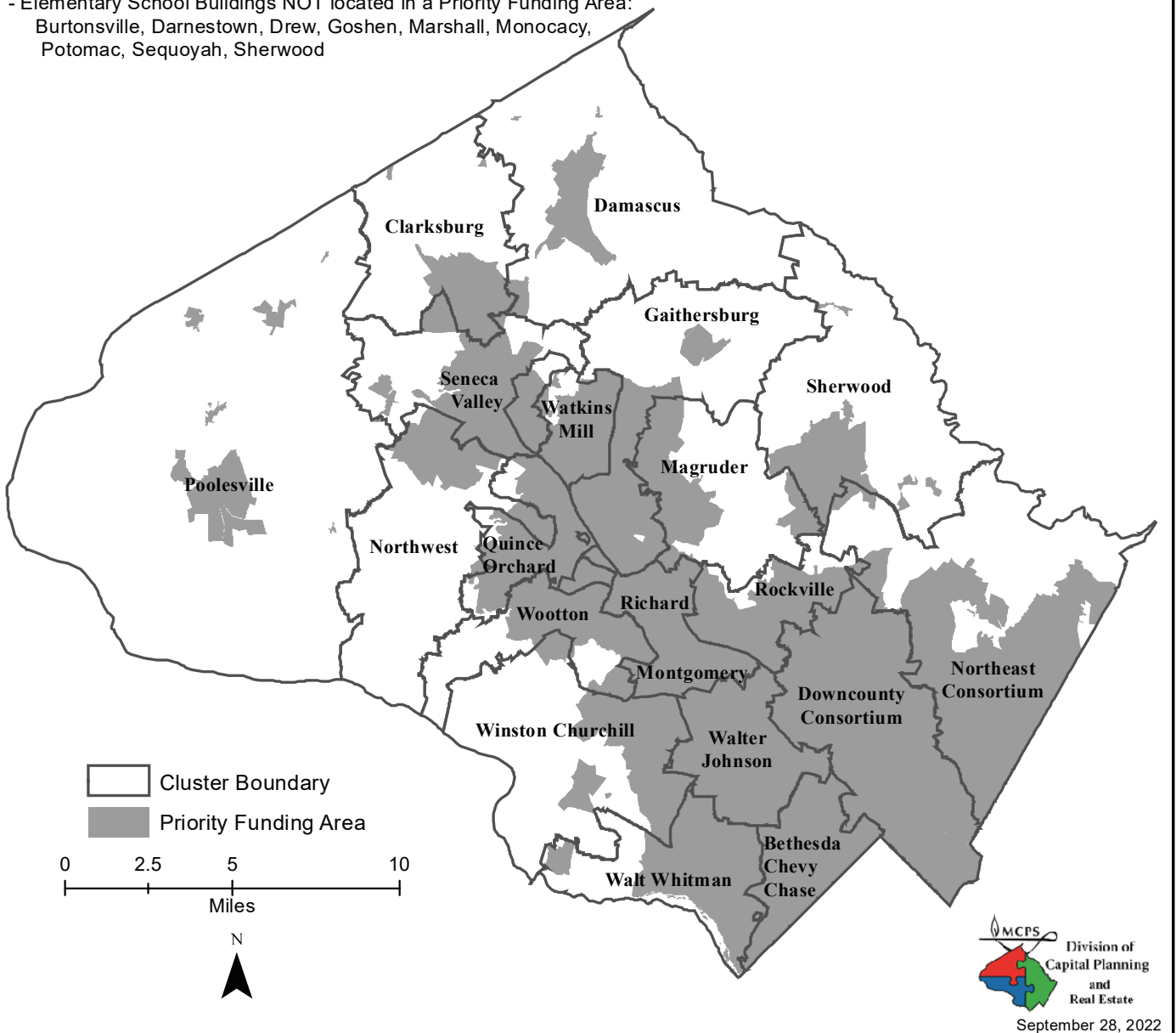
Appendix P

Priority Funding Areas

Priority Funding Areas are locations where the state and local governments want to target their efforts to encourage and support economic development and new growth. The following areas qualify as Priority Funding Areas: every municipality, as they existed in 1997; areas inside the Washington Beltway; areas already designated as Enterprise Zones, Neighborhood Revitalization Areas, Heritage Areas and existing industrial land.

Priority Funding Areas in MCPS

- All MCPS Schools' 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



POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

Educational Facilities Planning

A. PURPOSE

To affirm the Montgomery County Board of Education's commitment to continuing to provide high-quality facilities that support the educational programming needed to ensure that every Montgomery County Public Schools (MCPS) student is well-prepared for success consistent with the Board's core values of Learning, Relationships, Respect, Excellence, and Equity

To establish an educational facilities planning process that effectively anticipates MCPS educational facility needs and establishes a framework for making equitable and fiscally responsible facility decisions in an uncertain future, while considering instructional program priorities, physical condition of the schools, and the impact of under- or overutilized facilities on the educational program

To promote public understanding of MCPS educational facilities planning processes and provide opportunities for stakeholders to engage in, inform, and respond to those processes

To coordinate MCPS facilities planning processes with those of other units of local governments and municipalities in Montgomery County

B. BACKGROUND

Educational facilities planning is essential to identify the infrastructure needed to ensure success for every student. The Board has primary responsibility to plan for educational facilities that sustain high-quality MCPS educational programs while effectively responding to changes in student enrollment, educational programming, and physical plant infrastructure.

C. ISSUE

1. MCPS is among the largest school systems in the country in terms of enrollment. MCPS serves a county that encompasses approximately 500 square miles, and is made up of communities of varying population density, ranging from rural to urban. Montgomery County has experienced continuing development of commercial and residential centers, as well as significant changes in its transportation infrastructure over the past few decades – all of which impact student enrollment.
2. The ability of school facilities to meet the needs of educational programming changes over time. The Board is continuously challenged to provide appropriate spaces for educational programming and services and to maintain safe, secure, and healthy learning and working environments for students and staff, while responding to aging structures and building systems at a reasonable cost.

MCPS endeavors to maintain all school facilities at consistently high operational levels to maximize the life-span of existing physical plant assets through the coordinated scheduling of building system maintenance, repairs, and replacements. While building codes and advances in construction technology have vastly increased the expected life span of structures and building systems built or installed over time, the Board requires an educational facilities planning process to determine when maintenance is no longer viable for an educational facility or its component building systems, and systemic replacement or a major capital project is required to keep current with educational programming.

3. The fundamental goal of educational facilities planning is to provide a sound educational environment amid changing student enrollment, variations in the geographic distribution of students across schools, and the effects of racial, ethnic, and other socioeconomic and demographic diversity on educational programming. Enrollment changes are driven by a wide variety of factors including the strength of the economy and employment rates; policies set by federal, state, and local governments; fluctuations in the housing market driven by residential development and other changes in land use patterns; shifting trends in household composition; fluctuating birth rates; realignment of school boundaries; and movement within and into the school system from other parts of the United States and the world.

D. POSITION

The Board requires an educational facilities planning process that includes the following elements: ongoing analyses of student enrollment projections, physical condition of educational facilities and building systems; stakeholder engagement and input into facility decision-making; and a decision-making framework that generates responsive options and

leads to equitable and fiscally responsible and educationally sound decisions, in compliance with all local, state, and federal requirements.

This policy guides the educational facilities planning process in an efficient and fiscally responsible way to meet the varied educational needs of MCPS students with consideration of environmental sustainability. The process is designed to promote public understanding of MCPS educational facilities planning processes and ensure that there are opportunities for input from parents/guardians, students, staff, community members and organizations, local government agencies, and municipalities.

1. Facility planning starts with an analysis of student enrollment projections; educational program requirements; facility utilization rates; school site size; capacity calculations; the impact of county planning as well as trends in development, land use, transportation, and housing patterns; and Key Facilities Indicators as described in section D.1.c below.
 - a) Student enrollment projections take into consideration shifting demographics, while projected educational program requirements take into consideration existing and new program offerings.
 - b) School site size and capacity calculations comply with established guidelines adopted as part of the Board review of the superintendent of schools' recommended Capital Improvements Program.
 - c) Key Facilities Indicators are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics.
 - d) The Key Facilities Indicators approach is used to identify and provide a basis for prioritizing options responsive to changing facility needs. A schedule of county-wide systemic replacement projects and major capital projects at specific schools shall be adopted and revised as appropriate as part of the Board review of the superintendent of schools' recommended Capital Improvements Program based on the analysis described above. These options may include –
 - (1) county-wide systemic replacement projects required to sustain schools in good condition and extend their useful life, such as replacement of heating, ventilation, air conditioning, and mechanical systems, roofs, and numerous other building and infrastructure projects; and

- (2) major capital projects which include facility-specific projects to add capacity; renovate, adapt, repurpose, or replace existing facilities; or reuse or upgrade existing space in other facilities as appropriate.
 - e) Facility planning also includes analyses of non-capital strategies to address capacity requirements and facility needs, which may include, as appropriate—
 - (1) adjustments of capacity through non-capital strategies to increase enrollment at under-capacity schools and/or incentivize transfers from over-capacity schools, which may include, but are not limited to –
 - (a) boundary changes, or
 - (b) geographic student choice assignment plans (such as consortia); and/or
 - (2) school closures and/or consolidations in the event of declining enrollment levels.
- 2. Such analyses inform the Capital Improvements Program, which is the mechanism through which the Board requests funding from the Montgomery County Council and the state of Maryland for county-wide systemic replacement projects and major capital projects.
 - a) The six-year Capital Improvement Programs includes the following elements:
 - (1) Data on enrollment projections, educational programming, available school capacity county-wide, and facility utilization levels
 - (2) Proposed county-wide systemic replacement projects as set forth in section D.1.e)(1)
 - (3) Proposed new facilities and major capital projects as set forth in section D.1.e)(2)
 - b) The Educational Facilities Master Plan is prepared by the superintendent of schools each June and summarizes all decisions by the Montgomery County Council on requests submitted in the Capital Improvements Program.

3. Longer-term planning: The Board utilizes a longer-term (i.e., beyond the six-year Capital Improvements Program interval) scenario planning framework to inform the development of the Capital Improvements Program and identify facility options that allow MCPS to innovate and align with advances in pedagogy and educational programming; and are responsive to enrollment projections, facility utilization rates, physical condition of schools, and analyses of available school capacity and nontraditional sites.
4. As permitted by overall district facility and capacity requirements, holding facilities may be designated for the purpose of temporarily relocating student populations to facilitate major capital projects.

E. STAKEHOLDER INPUT

1. The superintendent of schools shall direct staff to develop options for selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, closing or consolidating schools, and such other facility-related issues as identified by the superintendent of schools.
2. Staff-developed options put forward for community input will reflect a range of approaches to advance each of the factors set forth in section G below and provide a rationale that demonstrates the extent to which any option advances each of those factors.
3. In accordance with Board Policy ABA, *Community Involvement*, the superintendent of schools shall direct staff to seek input for the purpose of advising the superintendent regarding the impact on the community of staff-developed options, as follows:
 - a) The superintendent of schools shall direct staff to seek input from multiple stakeholders, and to engage in efforts to obtain broad representation from affected communities
 - b) The superintendent of schools will direct staff to conduct broad outreach using multiple strategies for obtaining community input which may vary according to the nature, size, and scope of the project. These community outreach strategies may include, but are not limited to, systemwide committees, focus groups, task forces, work groups, roundtable discussion groups, surveys, technologically-facilitated communications, and/or other planning sessions, such as charrettes that are designed for collaboration among all interested or impacted parties and provides information and feedback to staff.

4. After gathering feedback through the stakeholder process, the superintendent of schools develops recommendations to be presented to the Board along with a summary of stakeholder input. Recommendations of the superintendent of schools are made available to the public, affected school communities, and other stakeholders as appropriate.

F. BOARD OF EDUCATION DELIBERATIONS AND PUBLIC HEARINGS

1. Based on further analysis of the factors considered through the stakeholder input process, the Board may, by majority vote, identify one or more alternatives to the superintendent of schools' recommendations. Alternatives put forward by the Board will advance one or more of the factors set forth in section G below. Staff will develop options consistent with the alternatives identified.
2. The Board will allow time to hold public hearings and solicit written testimony on the recommendations of the superintendent of schools and Board identified alternatives for site selection, school boundaries, geographic student choice assignment plans, or school closings or consolidations.
3. The Board has the discretion to adopt minor modifications to the superintendent of schools' recommendation(s) or Board-identified alternatives if, by a majority vote, the Board has determined that such action will not have a significant impact on an option for site selection, school boundaries, geographic student choice assignment plans, or school closings or consolidations that has received public review.
4. The Board may approve a different and/or condensed process and time schedule, developed by the superintendent of schools and in accordance with applicable state or county requirements, for making recommendations to the Board regarding the capital improvements program and the facility planning activities listed above, including but not limited to selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, and closing or consolidating in the event that the Board determines that unusual circumstances exist.

G. FACTORS TO BE CONSIDERED

1. When developing recommendations for the Board, the superintendent of schools will provide a rationale for each recommendation that demonstrates the extent to which any recommendation advances the factors below. While each of the factors will be considered, it may not be feasible to reconcile each and every recommendation with each and every factor.
2. Factors to be considered in selecting sites for new schools, changing school boundaries, or establishing geographic student choice assignment plans

a) Demographic characteristics of student population

Analyses of options take into account the impact of various options on the overall populations of affected schools. Options should especially strive to create a diverse student body in each of the affected schools in alignment with Board Policy ACD, *Quality Integrated Education*. Demographic data showing the impact of various options include the following: racial/ethnic composition of the student population, the socioeconomic composition of the student population, the level of English language learners, and other reliable demographic indicators and participation in specific educational programs.

b) Geography

In accordance with MCPS' emphasis on community involvement in schools, options should, unless otherwise required, take into account the geographic proximity of communities to schools, as well as articulation, traffic, and transportation patterns and topography. In addition, options should consider, at a minimum, not only schools within a high school cluster but also other adjacent schools.

c) Stability of school assignments over time

Options should result in stable assignments for as long a period as possible. Student reassignments should consider recent boundary or geographic student choice assignment plan changes, and/or school closings and consolidations that may have affected the same students.

d) Facility utilization

School boundary and geographic student choice assignment plans should result in facility utilizations in the 80 percent to 100 percent efficient range over the long term, whenever possible. Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases, taking into consideration the impact of the resulting articulation pattern on the community. Plans should be fiscally responsible to minimize capital and operating costs whenever feasible.

3. Site selection

In addition to the foregoing factors, when evaluating potential new school sites, including nontraditional sites and those acquired through dedication or purchase

and placed in the Board's inventory, the following factors should be considered: the geographic location relative to existing and future student populations and existing schools; size in acreage; topography and other environmental characteristics; availability of utilities; physical condition; availability and timing to acquire, and cost to acquire, if private property.

4. Facility design

Educational facility designs shall consider community input and provide for a healthy, safe, and secure environment, in alignment with principles of environmental stewardship, and consistent with current educational program needs as well as anticipated future program needs.

5. The process for closing and consolidating schools shall meet the requirements of Maryland law and the provisions of this policy.

H. DESIRED OUTCOMES

1. The educational facilities planning process will deliver high quality educational facilities to all students by –
 - a) identifying the infrastructure and other available options necessary,
 - b) responding to current and projected conditions,
 - c) incorporating the input of parents/guardians, students, as appropriate, staff, and the community and,
 - d) taking a balanced approach to decisions to maintain, upgrade, renovate, or replace building systems and facilities.
2. The Board expects all recommendations and decision making regarding selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, or closing or consolidating schools, to take into account the equity implications of Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.
3. Over time, facility planning processes will create increased opportunities for students to attend schools where they may attain the significant educational benefits of the broad diversity of students in Montgomery County.
4. The superintendent of schools will develop regulations with stakeholder input to guide implementation of this policy.

I. REVIEW AND REPORTING

1. The annual June publication of the Educational Facilities Master Plan will constitute the official reporting on facility planning processes and actions taken during the year by the Board and approved by the Montgomery County Council, and will include the enrollment and utilization of each school, approved projects to sustain MCPS educational facilities in good condition, and/or schools and sites that may be involved in future activities to adjust capacity through major capital projects or other non-capital strategies.
2. The superintendent of schools will monitor, evaluate, and report to the Board the outcome of the processes and their alignment with the policy.
3. This policy will be reviewed in accordance with the Board policy review process.

Related Sources: *Code of Maryland Regulations* §13A.01.05.07 and §13A.02.09.01-.03

Policy History: Adopted by Resolution No. 257-86, April 28, 1986; amended by Resolution No. 271-87, May 12, 1987; amended by Resolution No. 831-93, November 22, 1993; amended by Resolution No. 679-95, October 10, 1995; amended by Resolution No. 581-99 September 14, 1999; updated office titles June 1, 2000; updated November 4, 2003; amended by Resolution No. 268-05, May 23, 2005; amended by Resolution No. 282-14, June 17, 2014; amended by Resolution No.436-18, September 24, 2018.

Note: Tenets of Board Policy FKB, *Sustaining and Modernizing MCPS Facilities*, were incorporated into Resolution No.436-18, amendments to this policy, and Policy FKB was rescinded upon adoption of amended Board Policy FAA on September 24, 2018.

REGULATION **MONTGOMERY COUNTY PUBLIC SCHOOLS**

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

Educational Facilities Planning

I. PURPOSE

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

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

II. BACKGROUND

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

- A. ongoing analyses of student enrollment projections and the physical condition of educational facilities and building systems;
- B. stakeholder engagement and input into facility decision making; and
- C. a decision-making framework that generates responsive options and leads to equitable and fiscally responsible and educationally sound decisions, in compliance with all local, state, and federal requirements, taking into account the equity implications of Board Policy, ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.

III. DEFINITIONS

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

contiguous.

- B. The *Capital Budget* is the annual budget adopted for capital project appropriations.
- C. The *Capital Improvements Program (CIP)* is a comprehensive six-year spending plan for capital improvements. The CIP focuses on the acquisition, planning, construction, and maintenance of public school facilities, including county-wide systemic replacement projects and major capital projects. The CIP is reviewed and approved through a biennial process that takes effect for the six-year period that begins in each odd-numbered fiscal year. For even-numbered fiscal years, amendments are considered to the adopted CIP for changes needed in the second year of the six-year CIP period.
- D. *Civic groups* are civic, homeowner, neighborhood, or citizen associations listed with the Maryland-National Capital Park and Planning Commission (M-NCPPC) or Montgomery Regional Service Centers.
- E. *Cluster* is a geographic grouping of schools within a defined attendance area that includes a high school and the elementary and middle schools that send students to that high school. In some circumstances, MCPS elementary schools have split articulation patterns to middle schools, and some middle schools have split articulation patterns to high schools in one or more clusters.
- F. *Consortium* is a grouping of high schools or middle schools within proximity to one another that provides students the opportunity to express their preferences for attending one of the schools based on a specific instructional program or emphasis.
- G. *Facility design* encompasses all the planning and design processes that lead up to construction of a school facility. In order of events, the milestones of facility design are as follows:
 - 1. Educational specifications describe the spaces needed to support the instructional program and guide the architect in developing the building layout and design.
 - 2. Feasibility study determines the scope and estimated cost of a project, but does not develop a detailed design of the facility.
 - 3. Schematic design is part of the initial design phase that evaluates and develops concepts into a preliminary plan for the school.
 - 4. Preliminary plan defines the general scope, scale, functional relationship, traffic flow, and cost of project components. The conceptual design

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

5. Design development is the phase of the design process that refines the architectural plans and develops the infrastructure of the project including mechanical, electrical, and plumbing systems.
 6. Construction documents provide the details of construction that are incorporated into the drawings and specifications for use as contract documents to construct the facility.
- H. *Geographic student choice assignment plans* identify the geographic area(s) wherein students may express a preference for a school assignment, based on program offerings or emphasis. These geographic areas may include areas known as “base areas,” where students may be guaranteed attendance at the school under certain criteria; or, the area may be a single unified area with no base areas for individual schools.
- I. *Parent Teacher (Student) Associations (PT(S)As)* are member groups of the Montgomery County Council of Parent Teacher Associations, Inc. (MCCPTA). Also, in the absence of a PT(S)A, an organization of parents/guardians, teachers, and students that operate at a school in lieu of a PT(S)A.
- J. *Stakeholder Engagement*, for the purposes of Board Policy FAA, *Educational Facilities Planning*, and this regulation, refers to processes designed to seek input to inform the superintendent of schools and the Board regarding the impact of facility planning options, by engaging a broad variety of stakeholders, including but not limited to parents/guardians, students, staff, community members and organizations, and local government agencies, in accordance with Board Policy ABA, *Community Involvement*, and Board Policy FAA, *Educational Facilities Planning*.

IV. FACILITIES PLANNING ANALYSES

The facilities planning process starts with the following:

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

and other relevant planning sources.

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

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

B. *Educational Program Requirements*

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

C. *Program Capacity Calculations*

1. Program capacity refers to the number of students that can be accommodated in a facility based on the educational programs at the facility. The MCPS program capacity is calculated as the product of the number of teaching stations in a school and the student-to-classroom ratio for each grade and program in each classroom.
2. Student-to-classroom ratios should not be confused with staffing ratios that are determined through the annual operating budget process.
3. Unless otherwise specified by Board action, the *program capacity* and the associated student-to-classroom ration guidelines are as follows:

Student-to Classroom Ratio Guidelines

<i>Level</i>	<i>Student-to-Classroom Ratios</i>
Head Start & prekindergarten	40:1 (2 sessions per day)
Head Start & prekindergarten	20:1 (1 session per day)
Grade K	22:1
Grade K-reduced class size	18:1
Grades 1-2—reduced class size	18:1
Grades 1-5 Elementary	23:1
Grades: 6-8 Middle School	25:1 ^a
Grades: 9-12 High School	25:1 ^b
Special Education, ESOL, Alternative Programs	See “c” below

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

- E. *State-rated Capacity (SRC)* is defined by the state of Maryland as the number of students who can be accommodated in a school, based on the product of state-determined student-to-classroom ratios and the number of teaching stations in a school. SRC is used by the state to determine state budget eligibility for capital projects. SRCs are provided for schools in appendices to the CIP and the Master Plan.

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

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

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

- G. *Key Facility Indicators (KFI)* are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics. MCPS established during the 2018-2019 school year a baseline for each factor in each school, and KFI data will be reviewed and updated periodically. Those updates will be made available publicly.

V. CLUSTER COMMENTS

- A. In June of each year, cluster representatives may submit to the superintendent of schools any facility-based concerns, priorities, or proposals that they have identified for their schools in consultation with local PT(S)A leadership, principals, and the community.
- B. Cluster comments are to be considered in the development of facilities recommendations made by the superintendent of schools in the CIP.

VI. FACILITY PLANNING DECISION-MAKING FRAMEWORK

- A. Each year, after new student enrollment projections are developed and other analyses set forth above are completed, and taking into account cluster comments, MCPS staff identifies and prioritizes options to respond to changing facility needs using the KFI approach set forth in Board Policy FAA, *Educational Facilities Planning*. Options for responding to facility needs and capacity requirements may include—
 - 1. county-wide systemic replacement projects required to sustain schools in good condition and extend their useful life, such as replacement of heating, ventilation, air conditioning, and mechanical systems, roofs, and numerous other building and infrastructure projects; and
 - 2. major capital projects which include facility-specific projects to add capacity; renovate, adapt, repurpose, or replace existing facilities; or reuse or upgrade existing space in other facilities as appropriate. Such project options also include construction of new facilities or additions to existing facilities.
- B. Options for responding to facility needs and capacity requirements also may include, as appropriate, adjustments of capacity through non-capital strategies to increase enrollment at under-capacity schools and/or encourage transfers from over-capacity schools, which may include, but are not limited to—
 - 1. boundary changes, or
 - 2. geographic student choice assignment plans (such as consortia); and/or
 - 3. school closures and/or consolidations.
- C. The decision-making framework also may include consideration of architect

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

VII. CAPITAL IMPROVEMENTS PROGRAM

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

8. A line item summary of Capital Budget appropriation recommendations by the superintendent of schools
-
- D. Supplements to the CIP may be published to provide more information on issues when deemed advisable by the superintendent of schools
 - E. The superintendent of schools' recommended CIP is posted on the MCPS website. CIP documents are made available to Board members and Board staff, MCPS executive staff, and the MCCPTA president, area MCCPTA vice presidents, and cluster coordinators. In addition, notification of the CIP's publication and availability online is sent to principals, PT(S)A leadership, municipalities, and civic groups. This notification includes the Board schedule for work sessions, public hearings, and action on the CIP.
 - F. The Board timeline for review and action on the CIP consists of one or more work sessions and one or more hearings in early to mid-November, and action in mid to late November of each year. (See Section XI.B. for the public hearing process and Section XII for the annual calendar.)
 - G. The superintendent of schools' recommendations on any deferred planning issues and/or amendments to the CIP are made in mid-February. The Board timeline for these items consists of one or more work sessions and one or more public hearings in February/March, and action by April. If necessary, the timeline for deferred planning issues may be modified by the superintendent of schools to allow more time for stakeholder engagement processes.
 - H. In cases where the Board determines an unusual circumstance exists, the superintendent of schools may develop an alternative time schedule to make recommendations regarding the CIP, facility planning activities, site selection, school boundaries, geographic student choice assignment plans, or school closures and/or consolidations.
 - I. After review and Board action, the Board-requested CIP, including official Project Description Forms (PDFs) for all requested capital projects, is submitted to the Montgomery County Council (County Council) and the Montgomery County Executive for their review and for County Council action. The Board-requested CIP also is sent for information purposes to M-NCPPC.
 - J. The county executive's recommendations are forwarded to the County Council on January 15 for inclusion in the overall county CIP. The County Council timeline for review and action on the Board-requested CIP is from February to May.

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

VIII. EDUCATIONAL FACILITIES MASTER PLAN (MASTER PLAN)

- A. By July of each year, the superintendent of schools publishes a summary of all County Council-adopted capital and Board-adopted non-capital strategies to address capacity requirements and facility needs. This document, the Master Plan, is required under the rules and regulations of the State Public School Construction Program.
 - 1. The Master Plan incorporates the projected impact of all capital projects approved for funding by the County Council and any non-capital strategies to address capacity requirements and facility needs approved by the Board.
 - 2. Similar to the CIP, the Master Plan includes the following:
 - a) The following standards:
 - (1) Preferred range of school enrollments
 - (2) Program capacity and facility utilization calculations
 - (3) School site size
 - b) Background information on the enrollment projection methodology
 - c) Current student enrollment figures, school demographic profiles, and facility profiles
 - d) Program capacity and facility utilization calculations
 - e) Elementary, middle, and high school enrollment projections for each of the next six years, and long-range projections for the 10th and 15th years for middle and high schools. This information reflects projections made the previous fall with an updated one-year projection in the spring, and any changes in projected enrollment that result from boundary changes, geographic student choice assignment plans, school closures and/or consolidations, or other changes adopted by the Board

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

IX. LONGER TERM PLANNING

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

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

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

A. Stakeholder Engagement Guidelines

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

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

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

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

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

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

Pursuant to Board Policy FAA, *Educational Facilities Planning*, analyses of options take into account the impact of various options on the overall populations of affected schools. Options should especially strive to create a diverse student body in each of the affected schools in alignment with Board Policy ACD, *Quality Integrated Education*. This means that a key consideration is significant disparity in the demographic characteristics between schools in the affected geographic areas that cannot be justified by any other factor. Demographic data showing the impact of various options include the following: racial/ethnic composition of the student population, the socioeconomic composition of the student population, the level of English language learners, and other reliable demographic indicators and participation in specific educational programs. Options should also take into consideration the intersection between and among these categories of

demographic data.

b) Geography

In accordance with MCPS's emphasis on community involvement in schools, options should, unless otherwise required, take into account the geographic proximity of communities to schools, as well as articulation, traffic, transportation patterns (including public transit), and topography. As part of this analysis, walking access to the school and transportation distances should be considered. In addition, options should consider, at a minimum, not only schools within a high school cluster but also other adjacent schools.

c) Stability of school assignments over time

Options should result in stable assignments for as long a period of time as possible. Student reassignments should consider recent boundary or geographic student choice assignment plan changes, and/or school closings and consolidations that may have affected the same students.

d) Facility utilization

School boundary and geographic student choice assignment plans should result in facility utilizations in the 80 percent to 100 percent efficient range over the long term, whenever possible. Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases, taking into consideration the impact of the resulting articulation pattern on the community. Plans should be fiscally responsible to minimize capital and operating costs whenever feasible.

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

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

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

C. Additional Guidelines for Developing Options for New School Sites

The following factors are considered, in addition to those established in Board Policy FAA, *Educational Facilities Planning*, when evaluating potential new school sites, including those acquired through dedication or purchase and placed in the Board's inventory:

1. The geographic location relative to existing and future student populations and existing schools
2. Size in acreage
3. Topography and other environmental characteristics
4. Availability of utilities
5. Physical condition
6. Availability and timing to acquire
7. Cost to acquire if private property

D. Facility Design

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

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

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

E. School Closures and Consolidations

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

XI. BOARD ACTION ON SUPERINTENDENT OF SCHOOLS' RECOMMENDATIONS

- A. The Board holds one or more work sessions to review the superintendent of schools' recommendations as referenced in Section VII above.
 1. The Board may request, by majority vote, that the superintendent of schools develops alternative recommendations for site selection, school boundaries geographic student choice assignment plans, or school closures and/or consolidations of schools.
 2. Any significant modification to the superintendent of schools' recommendation requires an alternative supported by a majority of Board members. Any modification that impacts any or all of a school community that has not previously been included in the superintendent of schools' recommendation should be considered a significant modification. Alternatives put forward by the Board will advance one or more of the factors set forth in Section G of Board Policy FAA, *Educational Facilities Planning*.

3. Recommendations from the superintendent of schools and Board-requested alternatives are subject to a public hearing prior to final Board action. When an alternative is identified by the Board at any work session, a public hearing must be held following that work session to receive public comment on the alternative.
4. The Board has the discretion to adopt minor modifications to the superintendent of schools' recommendation or Board-requested alternative(s) if this action will not have a significant impact on a plan that has received public review. Alternatives will not be considered after a Board work session without adequate notification and opportunity for comment by the affected communities.

B. Board Public Hearing Process

1. Public hearings are conducted annually following publication of the superintendent of schools' CIP recommendations. In addition, public hearings are conducted prior to actions affecting site selection, school boundaries, geographic student choice assignment plans, or school closures and/or consolidations.
 - a) Public hearings are conducted in November following publication of the superintendent of schools' recommended Capital Budget and six-year CIP.
 - b) Public hearings also may be conducted in late February or March for any superintendent of schools' recommendations not previously subject to public hearings.
 - c) Public hearings also may be conducted at other times during the year if the Board determines an unusual circumstance exists and the superintendent of schools has developed a different and/or condensed schedule for making recommendations.
2. In addition to other avenues of engagement, community members have opportunities to provide input to the superintendent of schools and the Board through written correspondence, public comments, and public testimony.
3. Civic groups, countywide organizations, municipalities, and elected officials may testify at public hearings.

4. MCCPTA cluster coordinators, in consultation with the local PT(S)A presidents, may coordinate testimony at the hearing on behalf of cluster schools and are encouraged to present a variety of opinions when scheduling testimony. Testimony time for each cluster is scheduled and organized by the PT(S)A organizational units (“quad-clusters”) and/or consortium whenever possible.
5. Written comments from the community are accepted at any point but, in order to be considered, comments must reach the Board at least 48 hours before action is scheduled by the Board.
6. The Board office is responsible for scheduling those interested in testifying at public hearings.
 - a) As set forth in the *Board of Education Handbook*, for CIP hearings, students, municipalities, and MCCPTA shall be accorded the opportunity to testify first, followed by PT(S)As, and then on a first come, first served basis, individuals and civic and countywide organizations.
 - b) Elected officials are given the courtesy of being placed on the agenda at the time of their choice.
 - c) Unless otherwise specified in the Board hearing notice, organizations, municipalities, and elected officials shall be limited to five minutes for testimony at Board hearings.

XII. CALENDAR

The facilities planning process is conducted according to the Montgomery County biennial CIP process and adheres to the following calendar adjusted annually to account for holidays and other anomalies.

MCPS staff members meet with MCCPTA, area vice presidents, cluster coordinators, and PT(S)A representatives to exchange information about the adopted CIP and consider issues for the upcoming CIP or amendments to the CIP.	Summer
The County Council adopts Spending Affordability Guidelines for the new CIP cycle, based on debt affordability.	Early-October of odd numbered fiscal years

MCPS staff members present enrollment trends and planning issues to the Board.	Fall
The superintendent of schools publishes and sends to the Board any recommendations for site selection, school boundaries, geographic student choice assignment plans, school closings and/or consolidations, or other facility-related issues requiring more time for public review.	Fall
The superintendent of schools publishes and presents to the Board recommendations for the annual Capital Budget and the six-year CIP or amendments to the CIP. The Board may hold a work session in conjunction with this presentation where Board members may suggest alternatives.	Fall
The Board holds one or more work sessions on the CIP and to consider alternatives to the superintendent of schools' recommended site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues.	Early to mid-November
The Board holds one or more public hearings on the recommended CIP and site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and other facility-related recommendations. When an alternative is identified by the Board at any work session, a public hearing must be held following that work session to receive public comment on the alternative.	Mid November
The Board acts on Capital Budget, CIP, amendments, and any site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues.	Mid to Late November
The county executive and County Council receive Board-requested capital budget and CIP for review.	December 1
The county executive transmits recommended Capital Budget and CIP or amendments to County Council.	January 15
The County Council holds public hearings on CIP.	February - March
The County Council reviews Board requested and county executive recommended Capital Budget and CIP.	March - April

The superintendent of schools' recommendations on any deferred planning issues, site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and other facility-related issues, and/or recommended amendment(s) to the CIP are published for Board review, if needed.	Mid-February*
The Board holds one or more work sessions and identifies any alternatives to site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related recommendations, if needed.	February/ early-to mid-March*
The Board holds one or more public hearings if needed and if any alternatives are identified by the Board.	Late-February
The Board acts on deferred CIP recommendations and/or site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues, if needed.	April
The County Council approves six-year Capital Budget and CIP.	Late-May
Cluster PT(S)A representatives submit comments to the superintendent of schools about issues affecting their schools for the upcoming CIP or amendments to the CIP.	June
The superintendent of schools publishes a summary of all actions to date affecting schools (Master Plan) and identifies future needs.	July

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

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

Regulation History: Interim Regulation, June 1, 2005; revised March 21, 2006; revised October 17, 2006; revised June 8, 2008; revised June 6, 2015; revised October 11, 2017; revised May 2, 2019.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

Responsible Office: Chief Engagement and Partnership Officer

Community Involvement

A. PURPOSE

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

B. ISSUE

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

C. DEFINITIONS

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

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

D. POSITION

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

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

E. DESIRED OUTCOME

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

F. IMPLEMENTATION STRATEGIES

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

G. REVIEW AND REPORTING

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

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

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: JEE-RA, KLA, KLA-RA
Responsible Office: Chief Operating Officer

Student Transfers

A. PURPOSE

To explain the limited circumstances under which students may be granted a transfer, referred to as a Change of School Assignment (COSA), to attend a school other than their home school or the school assigned in accordance with their Individualized Education Program (IEP)

B. ISSUE

Students are expected to attend the school within the established area in which they reside (home school) or assigned in accordance with their IEP. Students may submit applications for COSAs from the home school or the school assigned through the IEP process in cases of documented unique hardship, a recent family move within Montgomery County, and in certain circumstances to permit a sibling to attend the same school as another sibling.

C. POSITION

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

a) Unique Hardship

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

(1) Child care

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

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

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

b) Family Moves

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

school year only, with the exception that students in Grades 11 or 12 may be granted a COSA to stay through high school graduation.

c) Siblings

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

d) MCPS Staff

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

- (c) The request is accompanied by a plan for childcare or other supervision during all times during the staff member's duty day.
 - (2) If the student's enrollment in the school in which the staff member works becomes an impediment to the staff member's ability to perform their duties satisfactorily, the student transfer may be rescinded.
 - (3) The superintendent of schools may establish a process and timeline for consideration of such requests, as well as limit eligibility based on staff performance or conduct concerns.
 - (4) MCPS staff who do not work in one of the schools identified in this section may otherwise apply for COSAs for their children in accordance with requirements of this policy and related regulations.
2. COSAs are subject to the following procedures:
- a) COSA applications are to be submitted between the first school day in February and the first school day in April of the school year preceding the year of the desired transfer. Every effort will be made to notify parents/guardians and students of the decision regarding their COSA request by May 31. COSA requests submitted after the first school day in April will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to the first school day in April. Documentation supporting this situation must be supplied.
 - b) High school students who receive an approved COSA out of their current feeder pattern must attend the new school for one calendar year to be eligible to participate in athletics. A waiver from this restriction may be requested.
 - c) Parents/guardians accepting a COSA assume responsibility for transportation, and recognize that student parking is regulated on a school-by-school basis.
 - d) Reassignment from one consortium school to another after lottery assignments are finalized for that year are handled through the Division of Consortia Choice and Application Program Services, based on a unique hardship.

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

- (2) a multi-year single course sequence, as defined in the district or school course catalog, that is not available at the student's home school.
 - b) Such a process will include deadlines for submission of academic transfer requests that align with MCPS timelines for course registration and staffing needs.
 - c) Such transfers will be permitted only if space is available after local students enroll.
 - d) Consistent with the district's strategic priorities, MCPS may also consider adjustments to academic programming at the student's home school in lieu of granting the academic transfer request.
 - e) MCPS reserves the right to require students to return to their home school if they withdraw from the course-sequence for which the academic transfer request was granted.
6. Any child who has an older sibling who is currently enrolled in a language immersion program, and will continue to be enrolled in that language immersion program the year the younger sibling seeks to enroll, may participate in a lottery established by the superintendent of schools for admission into the language immersion program. Such lottery shall include a weighting process that takes into consideration factors to include: (a) students who have an older sibling who is currently enrolled in a language immersion program and will continue to be enrolled in that language immersion program in the year the younger sibling seeks to enroll; (b) socio-economic status and poverty; and, (c) other factors as identified by the superintendent of schools, such as, in specific circumstances, a catchment area. Any child who has an older sibling who was enrolled in a language immersion program during the 2017-2018 school year and has an older sibling who will continue to be enrolled in the language immersion program the year the younger sibling seeks to enroll, may enroll in the language immersion program without the necessity of participating in the lottery conducted for admission into that program.

D. DESIRED OUTCOMES

- 1. To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations and staffing allocations of the individual schools
- 2. To provide a process for students to receive a COSA when circumstances arise regarding a documented unique hardship, a recent family move within Montgomery

County, or certain circumstances to permit a sibling to attend the same school as another sibling

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

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

F. REVIEW AND REPORTING

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

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

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACD, JEE, FAA
Responsible Office: Chief Operating Officer
Chief Academic Officer

Student Transfers and Administrative Placements

I. PURPOSE

To establish procedures concerning within-county student transfers and administrative placements

II. BACKGROUND

Students are expected to attend the school for the established attendance area in which they reside or the school that they are assigned in accordance with an Individualized Education Program (IEP). A request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (student who has reached the age of majority, 18, or is emancipated prior to the age of 18), or Montgomery County Public Schools (MCPS) staff.

III. DEFINITIONS

- A. The *home school* is the school to which a student is assigned based upon the Montgomery County Board of Education's geographical boundary decisions. Should the student be reassigned through the Change of School Assignment (COSA) transfer process, the student may elect at any time to return to the student's home school.
- B. The *assigned school* is the school to which the student has been assigned for a given school year. This is the home school in the absence of an approved COSA, participation in a countywide magnet or other program, or administrative placement. When a student is granted a COSA, the requested school becomes the assigned school.

IV. TIMELINES AND APPLICATION PROCEDURES FOR REQUESTING A CHANGE OF SCHOOL ASSIGNMENT (COSA)

A. Application Procedures

1. Parents/guardians/eligible students use MCPS Form 335-45, *Request for Change of School Assignment (COSA)*, to request a transfer to a school other than their home school in cases of:
 - a) documented unique hardship (See Section V.A.); or
 - b) a recent family move within Montgomery County (See Section V.B.); or
 - c) in certain circumstances, to permit a younger sibling to attend the same school as an older sibling will be enrolled (See Section V.C.);
2. MCPS Form 335-45, *Request for COSA*, is available at every MCPS school and on the MCPS website, and is available in multiple languages.
3. MCPS Form 335-45, *Request for COSA*, is not required for students who have been admitted to countywide programs, regional programs, or programs specifically identified by the superintendent of schools in a publication that will be issued annually and distributed broadly to promote equitable access to these programs.

B. Timelines

1. COSA requests will be accepted only between the first school day in February and the first school day in April for the following school year.
2. COSA requests submitted after the first school day in April will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to the first school day in April. Documentation supporting this situation must be provided. Students must enroll in and attend their home school while a COSA request is being processed.
3. Every effort will be made to notify parents/guardians/eligible students by May 31 of the decision regarding their COSA request submitted on or prior to the first school day in April.
4. The completed MCPS Form 335-45 must be submitted to the principal/designee of the student's home school by the deadline.

- a) The principal/designee of the student's home school will sign the form to signify verification of residency and knowledge of the request. Such signature does not constitute agreement or disagreement with the request.
 - b) The student's home school will forward the completed form to the Division of Pupil Personnel and Attendance Services (DPPAS) for processing.
 - c) DPPAS will complete a review prior to a decision being made.
5. Students receiving special education services available in all schools (for example, Speech and Language, Home School Model, Hours Based Staffing, or Learning and Academic Disabilities Services) should follow the regular COSA process. If the student's Individualized Education Program (IEP) requires special education services that are not offered in all schools, the parent/guardian should indicate on the COSA form that the student receives special education services in a specialized program in addition to submitting appropriate documentation indicating the reason for the COSA request. Decisions regarding requests for students receiving special education services that are not available in all schools will be made after July 1.
6. The COSA application will be approved or denied after considering:
- a) the reasons for the request;
 - b) for students receiving special education services, whether the IEP can be implemented at the requested school;
 - c) applicable staffing and services available at the requested school;
 - d) school capacity and other issues that implicate the ability of the school to admit new students.
7. The COSA may be approved or denied after considering the reason(s) for the COSA and, for students receiving special education services, whether the IEP can be implemented, considering staffing and services available at the requested school.
8. The parent/guardian/eligible student will receive written notification of approval or denial of a COSA request from DPPAS.

9. The home and requested schools will be notified that the request has been approved or denied.

V. GUIDELINES FOR STUDENT TRANSFERS THAT REQUIRE AN APPROVED COSA

A. Unique hardship

1. Transfers, or COSAs, may be requested when a family's individual and personal situation creates a unique hardship that could be mitigated by a change of school assignment. However, problems that are common to large numbers of families, such as day care issues or program/course preferences, do not constitute a unique hardship, absent other compelling factors.
2. Documentation that can be independently verified must accompany all hardship requests, or the request will be denied.
3. Elementary school students on approved COSAs as a result of a unique hardship must submit another COSA application that demonstrates a unique hardship in order to attend a middle school other than their home middle school.

B. Family Move

Students whose families have moved within Montgomery County who wish to continue attending their former home school may request a COSA without demonstrating a unique hardship. Such requests may be considered for the remainder of the current school year only, with the exception that students in Grades 11 or 12 may be granted a COSA to stay through graduation.

C. Siblings

1. A younger sibling may request a COSA to attend the school where an older sibling will be enrolled in the regular/general school program, or a special education program, during the year the younger sibling seeks to enroll. For the purposes of this regulation, siblings include step brothers and sisters, and half brothers and sisters.
2. When an older sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for younger siblings on a case-by-case basis. Such approval requires consideration of available classroom space, grade-level enrollment, staffing allocations, or other factors that impact the schools involved.

3. Sections 1. and 2. above do not apply if a boundary change has occurred.
4. Criteria for sibling preference in the lottery process for language immersion programs are described in Board Policy JEE, *Student Transfers*.

VI. STUDENT TRANSFERS SUBJECT TO AUTOMATIC APPROVAL

The following student transfers are automatically approved but require submission of MCPS Form 335-45, *Request for a COSA*, for record keeping purposes

- A. Paired schools are considered one school for COSA purposes; however, if students attend a paired elementary school on an approved COSA, they must submit a new MCPS Form 335-45, *Request for a COSA*, which will automatically be approved, to attend the upper elementary grade school. Each pairing has unique characteristics that can impact implementation of transfers.
- B. Students who are assigned to Poolesville Elementary School who wish to attend Monocacy Elementary School must submit MCPS Form 335-45, *Request for a COSA*, which will automatically be approved.
- C. Although submission of a new MCPS Form 335-45, *Request for a COSA*, is required, middle school students on approved COSAs, or attending a middle school immersion program, will automatically be approved to attend high school in the middle school's feeder pattern. Students are subject to the assignment processes of the consortia where applicable. The request must be filed in accordance with the timelines and application procedures in Section IV. The athletic ineligibility provision in Section VII.A. will be waived. Out of area students in Downcounty Consortium middle school special programs are guaranteed a Downcounty Consortium high school by participating in the Choice Process lottery.

VII. GENERAL PROVISIONS

A. Athletics

High school students who receive a COSA out of their feeder pattern must attend the new school for one calendar year before being able to participate in athletics. However, a waiver may be requested in writing to the director of Systemwide Athletics explaining the reason for the COSA. Waivers may be granted in exceptional circumstances.

B. Transportation

Parents/guardians/eligible students accepting an approved COSA assume responsibility for transportation.

C. Returning to Home School

1. If a student is reassigned through the COSA process, the student may elect at any time to return to the home school. This provision does not apply to administrative placements. (See Section VIII)
2. In unique circumstances, COSAs may be granted for one year only. Additionally, in cases where a family moves during a school year, a COSA may be granted to complete the school year only (see also Section V.B. above). In such cases, students must return to their home school for the next school year unless parents/guardians/eligible students reapply for and receive a COSA to continue in the assigned school the next year.
3. A principal may request to have a student's COSA rescinded with proper cause – if, for example, there are ongoing disciplinary infractions or attendance issues.
4. Students who are attending a school other than their home school because they are participating in a countywide or regional program will be required to return to their home school if they discontinue participation in such program.
5. COSA requests after an extended suspension will be addressed by DPPAS in consultation with the school principals involved. School changes for this reason are not generally approved.

D. Change of school assignment within consortia

Students who reside within the boundaries of a consortium, who have a documented unique hardship and seek to attend another school within the consortium, do not need to submit a COSA form but must submit a letter of appeal to the Division of Consortia Choice and Application Program Services.

VIII. ADMINISTRATIVE PLACEMENTS

A. Administrative placement initiated by the principal

1. Prior to initiating a request for an administrative placement, the principal and the pupil personnel worker assigned to the student's home school will –

- a) review the student's educational, medical, and behavioral record and consider different school placements, and
 - b) schedule a conference with the parent/guardian and the student.
- 2. If an administrative placement is indicated, the following steps are implemented:
 - a) After consulting with the principal and the appropriate area associate superintendent in the Office of School Support and Improvement (OSSI) as to the reason(s) for the administrative placement, the director of DPPAS will identify an appropriate school placement for the student.
 - b) The pupil personnel worker will arrange any necessary conferences with the parent/guardian, student, principal of the receiving school, and the Office of Student and Family Support and Engagement (OSFSE) staff, as well as supply written confirmation of the placement, athletic eligibility, and athletic waiver process.
- B. Administrative placement initiated by OSFSE

An administrative placement may be initiated by the associate superintendent of OSFSE/designee, in consultation with the parent/guardian/eligible student and the home school's staff, as well as its appropriate area associate superintendent in OSSI, at any time for special circumstances. The director of DPPAS will approve or deny OSFSE-initiated administrative placements.
- C. OSFSE staff members are responsible for monitoring the academic progress and social adjustment of students with administrative placements.
- D. Students transferred and assigned under this provision based on their behavior that raised concerns about the health and/or safety of others in the school setting must attend the assigned school for one calendar year in order to be eligible to participate in athletics. Parents may request a waiver by writing to the director of Systemwide Athletics, explaining the reason for the COSA.

IX. APPEALS

- A. Superintendent of Schools
 - 1. If a COSA is denied by the director of DPPAS, the parent/guardian/eligible student may appeal the decision to the superintendent of schools/designee.

2. The student must enroll in and attend the home school while the appeal of a denial is in process.
3. Appeals must be made in writing and must be received by the Office of the Chief Operating Officer (the chief operating officer serves as the superintendent of schools' designee) within 15 calendar days of the date of the decision letter.
4. The appeal should state the reason(s) for seeking review of the decision. It is not necessary to provide additional information in order to appeal, but the appellant should include any additional information in order for it to be considered.

The superintendent of schools, or the chief operating officer as the superintendent's designee, will review all available information before issuing a decision.

5. Although the matter is usually considered on the basis of the documents received and telephone conferences, in-person conferences may be arranged by the chief operating officer's hearing officer.
6. Decisions will be made promptly given the number, complexity, and timing of appeals being handled at the same time.
7. Appeals received by the chief operating officer before July 1 will be decided prior to the beginning of school.

B. Board of Education

1. An appeal of the decision of the superintendent of schools/designee must be made in writing and received by the Board within 30 calendar days of the date on the superintendent of schools' decision letter.
2. Appellants are strongly encouraged to file any appeal as soon as possible.
3. The superintendent of schools/designee will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal.
4. The Board's decision will be rendered in writing based on procedures set forth in Board Policy BLB, *Rules of Procedure in Appeals and Hearings*.

Regulation History: Formerly Regulation 265-2, February 22, 1980, revised January 23, 1992, revised April 25, 1994; revised December 23, 1994; revised December 30, 1997; revised July 20, 1998; revised December 2, 1999; updated office titles June 1, 2000; revised December 6, 2000; revised January 7, 2002; revised January 10, 2003; revised November 29, 2006; non-substantive revision, November 27, 2007; non-substantive revision, November 17, 2008; revised January 04, 2010; revised November 18, 2010; revised December 12, 2011; revised December 20, 2012; revised November 6, 2013; revised December 13, 2013; revised April 5, 2018; revised January 7, 2019.

Appendix T

EEA

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

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

Responsible Office: Chief Operating Officer
Department of Transportation

Student Transportation

A. PURPOSE

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

B. ISSUE

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

C. POSITION

1. Eligibility for Transportation

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

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

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

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

2. Student Safety

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

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

3. Community Partnerships

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

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

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

4. Identification and Resolution of Transportation and Safety Issues

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

5. Environmental and Economic Considerations

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

D. DESIRED OUTCOME

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

E. IMPLEMENTATION STRATEGIES

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

F. REVIEW AND REPORTING

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

Policy History: Adopted by Resolution No. 89-78, February 13, 1978; amended by Resolution No. 219-78, March 14, 1978, Resolution No. 718-78, October 10, 1978, and Resolution No. 725-79, August 20, 1979; amended by Resolution No. 403-84, July 23, 1984; reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 438-86, August 12, 1986, and accepted by Resolution No. 147-87, February 25, 1987; amended by Resolution No. 284-97, May 13, 1997; amended by Resolution No. 616-01, November 13, 2001; amended by Resolution No. 252-08, June 23, 2008.

MONTGOMERY COUNTY PUBLIC SCHOOLS*Expanding Opportunity and Unleashing Potential***2022-2023 LIST OF SCHOOLS**

ELEMENTARY SCHOOLS			
No.	Name and Address	Principal	Telephone
790.....	Arcola , 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Philippe	301-287-8585
425.....	Ashburton , 6314 Lone Oak Dr., Bethesda 20817	Monique Reese (Acting)	240-740-1300
420.....	Bannockburn , 6520 Dalroy Lane, Bethesda 20817	Kathryn D. Bradley	240-740-1270
505.....	Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853	Christine L. Troffkin	240-740-3260
207.....	Beall , 451 Beall Ave., Rockville 20850	Elliot M. Alter	240-740-1220
780.....	Bel Pre , 13801 Rippling Brook Dr., Silver Spring 20906	Dara Brooks	301-287-8870
607.....	Bells Mill , 8225 Bells Mill Rd., Potomac 20854	Dr. Stacy L. Smith	240-740-0480
513.....	Belmont , 19528 Olney Mill Rd., Olney 20832	Evan J. Pinkowitz	240-740-5705
401.....	Bethesda , 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	240-204-5300
226.....	Beverly Farms , 8501 Postoak Rd., Potomac 20854	Laura M. Swerdzewski	240-740-0200
410.....	Bradley Hills , 8701 Hartsdale Ave., Bethesda 20817	Karen E. Caroscio	240-204-5210
518.....	Brooke Grove , 2700 Spartan Rd., Olney 20832	Jolynn E. Tarwater	240-722-1800
807.....	Brookhaven , 4610 Renn St., Rockville 20853	Xavier Kimber	240-740-0500
559.....	Brown Station , 851 Quince Orchard Blvd., Gaithersburg 20878	Mary Jo Powell	240-740-0260
419.....	Burning Tree , 7900 Beech Tree Rd., Bethesda 20817	Jennifer Redden (Acting)	240-740-1750
309.....	Burnt Mills , 11211 Childs St., Silver Spring 20901 (Temporarily located at Fairland Center, 13313 Old Columbia Pike, Silver Spring 20904)	Dr. Stacy A. Ashton	240-740-7320
302.....	Burtonsville , 15516 Old Columbia Pike, Burtonsville 20866	Kimberly L. Lloyd	240-740-5700
508.....	Candlewood , 7210 Osprey Dr., Rockville 20855	Carolynn Walsleben	301-284-4200
310.....	Cannon Road , 901 Cannon Rd., Silver Spring 20904	Kristine L. Donohue	240-740-0520
604.....	Carderock Springs , 7401 Persimmon Tree Lane, Bethesda 20817	Anita Chan	240-740-0540
159.....	Rachel Carson , 100 Tschiffely Square Rd., Gaithersburg 20878	Mindy D. Reeves	240-740-1840
511.....	Cashell , 17101 Cashell Rd., Rockville 20853	Courtney M. Jones	240-740-0560
703.....	Cedar Grove , 24001 Ridge Rd., Germantown 20876	Christopher A. Wynne	240-740-6190
403.....	Chevy Chase , 4015 Rosemary St., Chevy Chase 20815	Jody L. Smith	301-657-4994
101.....	Clarksburg , 13530 Redgrave Pl., Clarksburg 20871	Carl R. Bencal	240-740-3530
706.....	Clearspring , 9930 Moyer Rd., Damascus 20872	Holly A. Gilbertson	240-740-2580
100.....	Clopper Mill , 18501 Cinnamon Dr., Germantown 20874	Lawrence D. Chep	240-740-2180
308.....	Cloverly , 800 Briggs Chaney Rd., Silver Spring 20905	Michael D. Bayewitz	240-740-4660
238.....	Cold Spring , 9201 Falls Chapel Way, Potomac 20854	Natalie M. Hambrecht	240-740-4390
229.....	College Gardens , 1700 Yale Pl., Rockville 20850	Stacey F. Rogovoy	301-279-8470
808.....	Cresthaven , 1234 Cresthaven Dr., Silver Spring 20903	Sherri A. Gorden	240-740-0580
111.....	Capt. James E. Daly , 20301 Brandermill Dr., Germantown 20876	Pedro R. Cedeño	240-740-0600
702.....	Damascus , 10201 Bethesda Church Rd., Damascus 20872	Spencer Delisle	240-740-6180
351.....	Darnestown , 15030 Turkey Foot Rd., Gaithersburg 20878	Mark E. Craemer	301-284-4260
570.....	Diamond , 4 Marquis Dr., Gaithersburg 20878	Daniel Walder	240-740-2120
747.....	Dr. Charles R. Drew , 1200 Swingingdale Dr., Silver Spring 20905	Meredith A. Casper	240-740-5670
241.....	DuFief , 15001 DuFief Dr., Gaithersburg 20878	Gregg R. Baron	240-740-1600
756.....	East Silver Spring , 631 Silver Spring Ave., Silver Spring 20910	Michael W. Burd	240-740-0620
303.....	Fairland , 14315 Fairdale Rd., Silver Spring 20905	Dr. Lakeisha D. Lashley	240-740-0640
233.....	Fallsmead , 1800 Greenplace Terr., Rockville 20850	Christina S. Lee	240-740-3545
219.....	Farmland , 7000 Old Gate Rd., Rockville 20852	April D. Longest	240-740-0660
566.....	Fields Road , One School Dr., Gaithersburg 20878	Erica W. Williams	240-740-7000
549.....	Flower Hill , 18425 Flower Hill Way, Gaithersburg 20879	Joshua S. Fine	240-740-5820
506.....	Flower Valley , 4615 Sunflower Dr., Rockville 20853	Angie L. Fish	240-740-1780
803.....	Forest Knolls , 10830 Eastwood Ave., Silver Spring 20901	Dr. Jennifer Taylor-Cox	240-740-1640
106.....	Fox Chapel , 19315 Archdale Rd., Germantown 20876	Lita M. Yates	240-740-0680
553.....	Gaithersburg , 35 North Summit Ave., Gaithersburg 20877	Paula G. Summers	240-740-4900
313.....	Galway , 12612 Galway Dr., Silver Spring 20904	Dorothea A. Fuller	301-595-2930
204.....	Garrett Park , 4810 Oxford St., Kensington 20896	Daniel K. Tucci	240-740-0700
786.....	Georgian Forest , 3100 Regina Dr., Silver Spring 20906	Dr. Jane Ennis	240-740-0720
102.....	Germantown , 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryan	240-740-6490
337.....	William B. Gibbs, Jr. , 12615 Royal Crown Dr., Germantown 20876	Kimberly B. Bosnic	240-740-0740
767.....	Glen Haven , 10900 Inwood Ave., Silver Spring 20902	Tara M. Strain	301-649-8051
817.....	Glenallan , 12520 Heurich Rd., Silver Spring 20902	Ann Hefflin	240-740-0760
546.....	Goshen , 8701 Warfield Rd., Gaithersburg 20882	Stephanie R. Dinga	240-740-6170
340.....	Great Seneca Creek , 13010 Dairymaid Dr., Germantown 20874	Scott T. Curry	240-740-4380
334.....	Greencastle , 13611 Robey Rd., Silver Spring 20904	Robert A. Obstgarten	240-740-1420
512.....	Greenwood , 3336 Gold Mine Rd., Brookeville 20833	Jennifer A. Seidel	240-740-3420
797.....	Harmony Hills , 13407 Lydia St., Silver Spring 20906	Dr. Carole E. Rawlison	240-740-0780
774.....	Highland , 3100 Medway St., Silver Spring 20902	Scott R. Steffan	240-740-1770
784.....	Highland View , 9010 Providence Ave., Silver Spring 20901	Hanna Yim	240-740-1990

No.	Name and Address	Principal	Telephone
305.....	Jackson Road , 900 Jackson Rd., Silver Spring 20904	Rosario P. Velasquez	240-740-0800
360.....	Jones Lane , 15110 Jones Lane, Gaithersburg 20878	Ron K. Morris	240-740-4260
805.....	Kemp Mill , 411 Sisson St., Silver Spring 20902	Dr. Bernard X. James Sr.	240-740-5970
783.....	Kensington Parkwood , 4710 Saul Rd., Kensington 20895	Candace M. Ross	240-740-3700
108.....	Lake Seneca , 13600 Wanegarden Dr., Germantown 20874	Teri D. Johnson	240-740-0280
209.....	Lakewood , 2534 Lindley Terr., Rockville 20850	Ebony-Nicole Kelly	240-740-5750
51.....	Laytonsville , 21401 Laytonsville Rd., Gaithersburg 20882	Maria D. Watson	240-740-1660
304.....	JoAnn Leleck ES at Broad Acres , 710 Beacon Rd., Silver Spring 20903	Dr. Harold A. Barber	240-740-1900
336.....	Little Bennett , 23930 Burdette Forest Rd., Clarksburg 20871	Evan H. Bernstein	240-740-5660
220.....	Luxmanor , 6201 Tilden Lane, Rockville 20852	Maureen C. Turner	240-740-0820
244.....	Thurgood Marshall , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	240-740-5990
210.....	Maryvale , 1010 First Ave., Rockville 20850	Margaret S. Prin	240-740-4330
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	301-601-4350
110.....	S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874	Wanda P. Coates	240-740-4920
158.....	Dr. Ronald E. McNair , 13881 Hopkins Rd., Germantown 20874	Sherilyn R. Moses	240-740-6830
212.....	Meadow Hall , 951 Twinbrook Pkwy., Rockville 20851	Desmond Mackall	240-740-5260
556.....	Mill Creek Towne , 17700 Park Mill Dr., Rockville 20855	Robyn A. Shinn-Miller	240-740-1820
652.....	Monocacy , 18801 Barnesville Rd., Dickerson 20842	Kristin A. Alban	240-740-5790
776.....	Montgomery Knolls , 807 Daleview Dr., Silver Spring 20901	Arienne M. Clark-Harrison	240-740-0840
791.....	New Hampshire Estates , 8720 Carroll Ave., Silver Spring 20903	Robert S. Geiger	240-740-1580
307.....	Roscoe R. Nix , 1100 Corliss St., Silver Spring 20903	Annette M. Ffolkes	301-422-5070
415.....	North Chevy Chase , 3700 Jones Bridge Rd., Chevy Chase 20815	Renee D. Wallace-Kimbrue	240-204-5280
766.....	Oak View , 400 East Wayne Ave., Silver Spring 20901	Jeffrey L. Cline	240-740-6540
769.....	Oakland Terrace , 2720 Plyers Mill Rd., Silver Spring 20902	Elissa M. Royall	240-740-4880
502.....	Olney , 3401 Queen Mary Dr., Olney 20832	Carla Glawe	240-740-5940
312.....	William Tyler Page , 13400 Tamarack Rd., Silver Spring 20904	Stacey M. Brown	240-740-7560
761.....	Pine Crest , 201 Woodmoor Dr., Silver Spring 20901	Jamila W. Denney	240-740-1970
749.....	Piney Branch , 7510 Maple Ave., Takoma Park 20912	Christine D. Oberdorf	301-891-8000
153.....	Poolesville , 19565 Fisher Ave., Poolesville 20837	Douglas M. Robbins	240-740-5870
601.....	Potomac , 10311 River Rd., Potomac 20854	Dr. Catherine R. Allie	240-740-4360
514.....	Judith A. Resnik , 7301 Hadley Farms Dr., Gaithersburg 20879	LaTricia D. Thomas	240-740-3240
242.....	Dr. Sally K. Ride , 21301 Seneca Crossing Dr., Germantown 20876	Elise M. Burgess	240-740-5980
227.....	Ritchie Park , 1514 Dunster Rd., Rockville 20854	Andrew J. Winter	240-740-6310
773.....	Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815	Jennifer H. Lowndes	240-839-3201
819.....	Rock Creek Valley , 5121 Russett Rd., Rockville 20853	Kimberly A. Henriquez	240-740-1240
795.....	Rock View , 3901 Denfeld Ave., Kensington 20895	Kristine A. Alexander	240-740-0920
156.....	Lois P. Rockwell , 24555 Cutsail Dr., Damascus 20872	Cheryl Ann Clark	240-740-5180
771.....	Rolling Terrace , 705 Bayfield St., Takoma Park 20912	Dr. Jessica V. Palladino	240-740-1950
794.....	Rosemary Hills , 2111 Porter Rd., Silver Spring 20910	Rebecca A. Irwin Kennedy	301-920-9990
555.....	Rosemont , 16400 Alden Ave., Gaithersburg 20877	Keely R. Cooke	240-740-7180
346.....	Bayard Rustin , 332 West Edmonston Dr., Rockville 20852	Kathryn C. West	240-740-4320
565.....	Sequoyah , 17301 Bowie Mill Rd., Derwood 20855	Megan H. Murphy	240-740-5880
603.....	Seven Locks , 9500 Seven Locks Rd., Bethesda 20817	Ilana S. Carr	240-740-0940
501.....	Sherwood , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Dina E. Brewer	240-740-0960
779.....	Sargent Shriver , 12518 Greenly Dr., Silver Spring 20906	Zoraida E. Brown	240-740-6330
770.....	Flora M. Singer , 2600 Hayden Dr., Silver Spring 20902	Kyle J. Heatwole	240-740-0330
517.....	Sligo Creek , 500 Schuyler Rd., Silver Spring 20910	Stephanie W. Nesmith	240-740-2800
347.....	Snowden Farm , 22500 Sweetspire Dr., Clarksburg 20871	Yolanda R. Allen	240-740-5800
405.....	Somerset , 5811 Warwick Pl., Chevy Chase 20815	Cynthia A. Houston (Acting)	240-740-1100
564.....	South Lake , 18201 Contour Rd., Gaithersburg 20877	Celeste D. King	240-740-7330
<i>(Temporarily located at Emory Grove Center, 18100 Washington Grove Lane, Gaithersburg 20877)</i>			
568.....	Stedwick , 10631 Stedwick Rd., Montgomery Village 20886	Galit Zolkower	240-740-7190
653.....	Stone Mill , 14323 Stonebridge View Dr., North Potomac 20878	Dr. Kimberly A. Williams Cascio	240-740-5450
316.....	Stonegate , 14811 Notley Rd., Silver Spring 20905	Linda M. Jones	240-740-7340
<i>(Temporarily located at Northlake Center, 15101 Bauer Dr., Rockville 20853)</i>			
822.....	Strathmore , 3200 Beaverwood Lane, Silver Spring 20906	Tivinia G. Nelson	240-740-5760
569.....	Strawberry Knoll , 18820 Strawberry Knoll Rd., Gaithersburg 20879	Patrick E. Scott	301-840-7112
563.....	Summit Hall , 101 West Deer Park Rd., Gaithersburg 20877	Lisa J. Henry	301-284-4150
754.....	Takoma Park , 7511 Holly Ave., Takoma Park 20912	Dr. Zadia T. Gadsden	240-740-0980
216.....	Travilah , 13801 DuFief Mill Rd., North Potomac 20878	Karen M. Wade	240-740-4300
580.....	Harriet R. Tubman , 400 Victory Farm Dr., Gaithersburg 20877	Dr. Cavena J. Griffith	240-740-6770
206.....	Twinbrook , 5911 Ridgway Ave., Rockville 20851	Matthew A. Devan	240-740-3450
772.....	Viers Mill , 11711 Joseph Mill Rd., Silver Spring 20906	Matthew D. Hawkins	240-740-1000
552.....	Washington Grove , 8712 Oakmont St., Gaithersburg 20877	Dr. Amy J. Alonso	240-740-0300
109.....	Waters Landing , 13100 Waters Landing Dr., Germantown 20874	M. Deneise Hammond	240-740-1020
561.....	Watkins Mill , 19001 Watkins Mill Rd., Montgomery Village 20886	Brooke L. Simon	240-740-5280
235.....	Wayside , 10011 Glen Rd., Potomac 20854	Holly A. Hill	240-740-0240
777.....	Weller Road , 3301 Weller Rd., Silver Spring 20906	Brent T. Mascott	301-287-8601
408.....	Westbrook , 5110 Allan Terr., Bethesda 20816	Karen M. Cox	240-740-1040
504.....	Westover , 401 Hawkesbury Lane, Silver Spring 20904	Audra M. Wilson	240-740-4740
788.....	Wheaton Woods , 4510 Faroe Pl., Rockville 20853	Nora E. Collins	240-740-0220
558.....	Whetstone , 19201 Thomas Farm Rd., Gaithersburg 20879	Loretta A. Woods	240-740-1060
341.....	Wilson Wims , 12520 Blue Sky Dr., Clarksburg 20871	Kevin M. Burns	240-406-1670

No.	Name and Address	Principal	Telephone
417.....	Wood Acres , 5800 Cromwell Dr., Bethesda 20816	Dr. Sweta D. Zaks	240-740-1120
704.....	Woodfield , 24200 Woodfield Rd., Gaithersburg 20882	Stephanie D. Brant	240-207-2550
764.....	Woodlin , 2101 Luzerne Ave., Silver Spring 20910 (Temporarily located at Grosvenor Center, 5701 Grosvenor Lane, Bethesda 20814)	Craig O. Jackson	240-740-2820
422.....	Wyngate , 9300 Wadsworth Dr., Bethesda 20817	Nichola A. Wallen	240-740-1080

MIDDLE SCHOOLS

823.....	Argyle , 2400 Bel Pre Rd., Silver Spring 20906	James K. Allrich	240-740-6370
705.....	John T. Baker , 25400 Oak Dr., Damascus 20872	Dr. Louise J. Worthington	240-207-2440
333.....	Benjamin Banneker , 14800 Perrywood Dr., Burtonsville 20866	Michelle L. Fortune	240-740-6250
335.....	Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20905	Shawaan T. Robinson	301-288-8300
606.....	Cabin John , 10701 Gainsborough Rd., Potomac 20854	Somer Snider	240-406-1600
157.....	Roberto W. Clemente , 18808 Waring Station Rd., Germantown 20874	Jeffrey T. Brown	301-284-4750
775.....	Eastern , 300 University Blvd. East, Silver Spring 20901	Lisa N. Shorts	240-740-6280
507.....	William H. Farquhar , 17017 Batchellors Forest Rd., Olney 20832	Joel L. Beidleman	240-740-1200
248.....	Forest Oak , 651 Saybrooke Oaks Blvd., Gaithersburg 20877	Shahid M. Muhammad	240-740-7570
237.....	Robert Frost , 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	240-740-7610
554.....	Gaithersburg , 2 Teachers' Way, Gaithersburg 20877	Ann B. Dolan Rindner	240-740-4950
228.....	Herbert Hoover , 8810 Post oak Rd., Potomac 20854	Dr. Yong-Mi Kim	301-968-3740
311.....	Francis Scott Key , 910 Schindler Dr., Silver Spring 20903	Norman L. Coleman	301-422-5600
107.....	Dr. Martin Luther King, Jr. , 13737 Wisteria Dr., Germantown 20874	Brandi K Overton (Acting)	240-740-6350
708.....	Kingsview , 18909 Kingsview Rd., Germantown 20874	Dyan L. Harrison	240-740-7130
522.....	Lakelands Park , 1200 Main St., Gaithersburg 20878	Rose S. Alvarez	240-740-6450
787.....	A. Mario Loiederman , 12701 Goodhill Rd., Silver Spring 20906	Megan M. McLaughlin	240-740-5830
557.....	Montgomery Village , 19300 Watkins Mill Rd., Montgomery Village 20886	Vincent (Roy) Liburd	240-740-6720
115.....	Neelsville , 11700 Neelsville Church Rd., Germantown 20876	L. Victoria (Vicky) Lake-Parcan	301-353-8064
792.....	Newport Mill , 11311 Newport Mill Rd., Kensington 20895	Kiera D. Butler	240-740-7160
413.....	North Bethesda , 8935 Bradmoor Dr., Bethesda 20817	Dr. AnneMarie K. Smith	240-740-2100
812.....	Parkland , 4610 West Frankfort Dr., Rockville 20853	Aaron K. Shin	240-740-6800
155.....	Rosa M. Parks , 19200 Olney Mill Rd., Olney 20832	Jewel A. Sanders	240-740-3300
247.....	John Poole , 17014 Tom Fox Ave., Poolesville 20837	Jon Green	240-740-4200
428.....	Thomas W. Pyle , 6311 Wilson Lane, Bethesda 20817	Christopher B. Nardi	240-740-3500
562.....	Redland , 6505 Muncaster Mill Rd., Rockville 20855	Matthew T. Niper	240-740-0900
105.....	Ridgeview , 16600 Raven Rock Dr., Gaithersburg 20878	Daniel E. Garcia	240-740-3330
707.....	Rocky Hill , 22401 Brick Haven Way, Clarksburg 20871	Darryl V. Johnson	240-740-6670
521.....	Shady Grove , 8100 Midcounty Hwy., Gaithersburg 20877	Dr. Alana D. Murray	240-740-1440
818.....	Odessa Shannon , 11800 Monticello Ave., Silver Spring 20902	Kimberly N. Hayden Williams	240-740-4150
835.....	Silver Creek , 3701 Saul Rd., Kensington 20895	Dr. Tiffany N. Awkard	240-740-2200
647.....	Silver Spring International , 313 Wayne Ave., Silver Spring 20910	Karen Y. Bryant	240-740-2750
778.....	Sligo , 1401 Dennis Ave., Silver Spring 20902	Peter V. Crable	301-287-8890
755.....	Takoma Park , 7611 Piney Branch Rd., Silver Spring 20910	Erin L. Martin	240-740-5220
232.....	Tilden , 6300 Tilden Lane, Rockville 20852	Sapna Hopkins	240-740-6700
345.....	Hallie Wells , 11701 Little Seneca Parkway, Clarksburg 20871	Dr. Barbara A. Woodward	301-284-4800
211.....	Julius West , 651 Great Falls Rd., Rockville 20850	Craig W. Staton	301-337-3400
412.....	Westland , 5511 Massachusetts Ave., Bethesda 20816	Alison L. Serino	240-740-5850
811.....	White Oak , 12201 New Hampshire Ave., Silver Spring 20904	Virginia A. de los Santos	301-288-8200
820.....	Earle B. Wood , 14615 Bauer Dr., Rockville 20853	Heidi L. Slatcoff	240-740-7640

HIGH SCHOOLS

406.....	Bethesda-Chevy Chase , 4301 East-West Hwy., Bethesda 20814	Dr. Shelton L. Mooney	240-740-0400
757.....	Montgomery Blair , 51 University Blvd. East, Silver Spring 20901	Renay C. Johnson	240-740-7200
321.....	James Hubert Blake , 300 Norwood Rd., Silver Spring 20905	Robert Sinclair, Jr.	240-740-1400
602.....	Winston Churchill , 11300 Gainsborough Rd., Potomac 20854	John W. Taylor	240-740-5400
249.....	Clarksburg , 22500 Wims Rd., Clarksburg 20871	Edward K. Owusu	240-740-6000
701.....	Damascus , 25921 Ridge Rd., Damascus 20872	Kevin D. Yates	240-207-2400
789.....	Albert Einstein , 11135 Newport Mill Rd., Kensington 20895	Mark A. Brown, Jr.	240-740-2700
551.....	Gaithersburg , 101 Education Boulevard, Gaithersburg 20877	Cary D. Dimmick	301-284-4500
424.....	Walter Johnson , 6400 Rock Spring Dr., Bethesda 20814	Jennifer A. Baker	240-740-6900
815.....	John F. Kennedy , 1901 Randolph Rd., Silver Spring 20902	Joe L. Rubens, Jr.	240-740-0100
510.....	Col. Zadok Magruder , 5939 Muncaster Mill Rd., Rockville 20855	Leroy C. Evans	240-740-5550
201.....	Richard Montgomery , 250 Richard Montgomery Dr., Rockville 20852	Alicia M. Deeny	240-740-6100
246.....	Northwest , 13501 Richter Farm Rd., Germantown 20874	Scott E. Smith	240-740-7100
796.....	Northwood , 919 University Blvd. West, Silver Spring 20901	Dr. Jonathan L. Garrick	240-740-6950
315.....	Paint Branch , 14121 Old Columbia Pike, Burtonsville 20866	Dr. Alfie Mirshah-Nayar	301-388-9900
152.....	Poolesville , 17501 West Willard Rd., Poolesville 20837	Mark A. Carothers	240-740-2400
125.....	Quince Orchard , 15800 Quince Orchard Rd., Gaithersburg 20878	Elizabeth L. Thomas	240-740-3600
230.....	Rockville , 2100 Baltimore Rd., Rockville 20851	Rhoshanda M. Pyles	240-740-6600
104.....	Seneca Valley , 19401 Crystal Rock Dr., Germantown 20874	Dr. Marc J. Cohen	240-740-6400
503.....	Sherwood , 300 Olney-Sandy Spring Rd., Sandy Spring 20860	Timothy D. Britton	301-924-3200
798.....	Springbrook , 201 Valleybrook Dr., Silver Spring 20904	Stephanie P Valentine	240-740-3800
545.....	Watkins Mill , 10301 Apple Ridge Rd., Gaithersburg 20879	Carol L. Goddard	301-284-4400
782.....	Wheaton , 12401 Dalewood Dr., Silver Spring 20906	Joshua H. Munsey	301-321-3400
427.....	Walt Whitman , 7100 Whittier Blvd., Bethesda 20817	Robert W. Dodd	240-740-4800
334.....	Thomas S. Wheaton , 3100 Wheaton Blvd., Rockville 20850	Doreen E. Nelson	240-740-1500

No.	Name and Address	Principal	Telephone
TECHNICAL CAREER HIGH SCHOOL			
748.....	Thomas Edison High School of Technology 12501 Dalewood Dr., Silver Spring 20906	Heather B. Carias (supervisor) ..	240-740-2000
ENVIRONMENTAL EDUCATION CENTER			
990.....	Lathrop E. Smith Environmental Education Center 5110 Meadows Lane, Rockville 20855	Laurie C. Jenkins	240-740-1404
SPECIAL SCHOOLS			
951.....	Longview School , 13900 Bromfield Rd., Germantown 20874	Sarah C. Starr	301-601-4830
.....	Montgomery Virtual Academy , 15 W. Gude Dr., Rockville 20850	MoCoVirtual@mcpsmd.org	240-740-6060
	Cassandra Heifetz (Lower School Dean, K-5) Steven Orders (Upper School Dean, 6-12)		
965.....	John L. Gildner Regional Institute for Children and Adolescents (RICA) 15000 Broschart Rd., Rockville 20850	Jada Langston	301-251-6900
916.....	Rock Terrace School , 6300 Tilden Lane, Rockville 20852	Dr. Lisa M. Gaillard-Jones (Acting)	240-740-4650
215.....	Carl Sandburg Learning Center , 1002 First St., Rockville 20850	Elizabeth Lacoursiere	240-740-4340
799.....	Stephen Knolls School , 10731 St. Margaret's Way, Kensington 20895	Abby L. Brandt	240-740-0050
ALTERNATIVE EDUCATION PROGRAMS			
Alternative Education Programs , Blair G. Ewing Center, 14501 Avery Rd., Rockville 20853		Damien B. Ingram	240-740-5000
239.....	Blair G. Ewing Center @ Avery Road (Rockville) , 14501 Avery Rd., Rockville 20853		240-740-5050
612.....	Blair G. Ewing Center @ Cloverleaf (Germantown) , 12920 Cloverleaf Center Way, Germantown 20874		240-740-5120
611.....	Blair G. Ewing Center @ Plum Orchard (Silver Spring) , 12120 Plum Orchard Dr., Suite 110, Silver Spring 20904 ..		240-740-5100
EARLY CHILDHOOD CENTERS			
793.....	MacDonald Knolls Early Childhood Center , 10611 Tenbrook Dr., Silver Spring 20901 ...	Cindy A. Chichester-Ollivierre ..	240-740-5150
918.....	Upcounty Early Childhood Center (UCECC) at Emory Grove , 18100 Washington Grove Ln., Gaithersburg 20877	Tonya L. Williams Walker	240-740-5960
CENTERS, FACILITIES, AND OFFICES			
15 W. Gude Drive , 15 W. Gude Dr., Rockville 20850			
	Center for Skillful Teacher and Leading (Room 310)	240-740-5770	
	Center for Technology Innovation (3rd Floor)	240-740-5710	
45 W. Gude Drive , 45 W. Gude Dr., Rockville 20850			
	Capital Planning and Real Estate (Suite 4100)	240-314-4700	
	Certification and Staffing (Suite 1100)	301-279-3278	
	Consulting Teachers Team (Suite 2400)	301-217-5120	
	Controller (Suite 3200)	301-279-3115	
	Department of Compliance and Investigations (Suite 2100)	240-740-2888	
	Design and Construction (Suite 4300)	240-314-1000	
	Employee and Retiree Service Center (Suite 1200)	301-517-8100	
	Employee Assistance Program (Suite 1300)	240-314-1040	
	Facilities Management (Suite 4000)	240-314-1000	
	Human Resources and Development (Suite 1100)	301-279-3270	
	Procurement Unit (Suite 3100)	240-740-7600	
	Systemwide Safety Programs (Suite 4000)	240-314-1070	
	Sustainability and Compliance (Suite 4000)	240-740-3210	
	Technical Help Desk	301-517-5800	
Carver Educational Services Center , 850 Hungerford Dr., Rockville 20850			
	Appeals and Transfers	240-740-4130	
	Board of Education	240-740-3030	
	Chief of Staff (MCPS)	240-740-3015	
	Curriculum and Instructional Programs	240-740-3970	
	Department of Communications	240-740-2837	
	Department of Labor Relations	240-740-6320	
	Department of Public Information and Web Services	240-740-2837	
	Editorial, Graphics & Publishing Services	240-740-2960	
	English Learner and Multilingual Education	Elementary 240-740-4083 Secondary 240-740-4004	
	Office of Districtwide Services and Supports	240-740-6245	
	Office of Finance and Operations	240-740-3050	
	Office of Special Education	240-740-3042	
	Office of Strategic Initiatives	240-740-5652	
	Office of the Superintendent of Schools	240-740-3020	
	Office of Teaching, Learning, and Schools	240-740-3100	
	Office of Technology and Innovation	240-740-2900	
	Partnerships Unit	240-740-5599	
	Pupil Personnel and Attendance Services	240-740-5620	
	School Library Media Programs	240-453-2480	
	School Support and Improvement	240-740-3100	
	Shared Accountability	240-740-2930	
	Student and Family Support and Engagement	240-740-5630	
	Student Leadership and Extracurricular Activities	240-740-3977	
	Study Circles Program	240-314-4830	
	Systemwide Safety and Emergency Management	240-740-3066	
Central Records , Concord Center, 7210 Hidden Creek Rd., Bethesda 20817			
	240-740-5270		
County Service Park , 16651 Crabbs Branch Way, Rockville 20855			
	Department of Transportation	240-740-2600	
English Manor Center , 4511 Bestor Dr., Rockville 20853			
	240-740-2150		
	Child Find/Early Childhood Disabilities Unit (Room 146)	240-740-2170	
	Deaf and Hard of Hearing Program/Vision Program	240-740-1810	
	School Plant Operations Training	240-740-4770	
Food and Nutrition Services 8401 Turkey Thicket Dr., Gaithersburg 20879			
	301-284-4900		
Holding Centers Emory Grove Center, 18100 Washington Grove Lane, Gaithersburg 20877			
	Fairland Center, 13313 Old Columbia Pike, Silver Spring 20904		
	Grosvenor Center, 5701 Grosvenor Lane, Bethesda 20814		
	North Lake Center, 15101 Bauer Dr., Rockville 20853		
	Radnor Center, 7000 Radnor Rd., Bethesda 20817		
	Tilden Center, 6300 Tilden Lane, Rockville 20852		
	Lincoln Center, 570 North Stonestreet Ave., Rockville 20850		
	Evaluation and Selection	301-279-3272	
	Lincoln Center, 580 North Stonestreet Ave., Rockville 20850		
	Department of Materials Management	301-279-3348	
	Lynnbrook Center, 8001 Lynnbrook Dr., Bethesda 20814		
	High Incidence Accessible Technology Services	240-740-5500	
	InterACT	240-740-5500	
	Physical Disabilities Program	240-740-5480	
Maintenance and Operations 8301 Turkey Thicket Dr., Gaithersburg 20879			
	240-740-2300		
Rocking Horse Road Center , 4910 Macon Rd., Rockville 20852			
	Academic Support, Federal and State Programs (Suite 202)	240-740-4600	
	Early Childhood Programs and Services (Suite 200)	240-740-4570	
	International Admissions and Enrollment (Suite 148-153)	240-740-4500	
	Prekindergarten and Head Start (Suite 141)	240-740-4530	
	Student, Family, and School Services	240-740-4620	
Spring Mill Offices , 11721 Kemp Mill Rd., Silver Spring 20902			
	Autism Services	240-740-5930	
	Transition Services	240-740-5900	
	Consortia Choice and Application Program Services	240-740-2540	
	Speech and Language Services	240-740-5920	
Taylor Science Materials Center 19501 White Ground Rd., Boyds 20841			
	240-740-3870		
Upcounty Regional Services Center 12900 Middlebrook Rd., Germantown 20874			
	301-601-0300		
	Transportation Support Services	301-444-8580	

Planning Calendar

The following is the planning calendar for the *Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program (CIP)*. Dates listed below are subject to change.

Date	Activity
June 17, 2022.....	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2022.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2022.....	Division of Capital Planning and Real Estate staff meets with cluster representatives to discuss issues related to the upcoming CIP development
Early-October 2022	MCPS FY 2024 State CIP request to the Interagency Commission (IAC) on Public School Construction
October 27, 2022.....	Superintendent publishes recommendations for the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP and releases recommendations on boundary and/or planning studies conducted in spring 2022
Late-October 2022	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
October 31, 2022.....	Presentation to Board of Education on Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP and preliminary work session
November 1 and 10, 2022	Board of Education work sessions on superintendent's recommendations on spring 2022 boundary and/or planning studies (if any) and the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP
Early-November 2022.....	IAC staff recommendations on FY 2024 State CIP
November 3, 9 and 14, 2022	Public hearings on the superintendent's recommendations on spring 2022 boundary and/or planning studies (if any) and the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP
November 17, 2022	Board of Education action on spring 2022 boundary and/or planning studies (if any) and the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP
Late-November 2022.....	Final revisions on FY 2024 state aid request due to IAC
December 1, 2022.....	Board of Education submits Requested FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP to the County Executive
Early-December 2022	IAC appeal hearing on FY 2024 State CIP
Mid-January 2023.....	County executive publishes recommendations for the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP
February–May 2023.....	County Council reviews requested FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP
February 2023	Superintendent releases recommendations on spring boundary and/or planning studies (if any) and deferred CIP items (if any)
February 23 and 28, 2023	Presentation to Board of Education on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 9, 2023.....	Public hearing on superintendent's recommendations for spring boundary and/or planning studies (if any) and deferred CIP items (if any)
March 14, 2023.....	Board of Education facilities work session for spring boundary and/or planning studies (if any) and deferred CIP items (if any)
March 28, 2023.....	Board of Education action on spring boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2023.....	IAC decisions on FY 2024 State CIP
Late May 2023	County Council approves the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP.

All CIP and Master Plan documents are accessible on the MCPS website at:
<https://www.montgomeryschoolsmd.org/departments/planning/>

MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.**

For inquiries or complaints about discrimination against MCPS students*	For inquiries or complaints about discrimination against MCPS staff*
Director of Student Welfare and Compliance Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org	Human Resource Compliance Officer 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
For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973	For staff requests for accommodations under the Americans with Disabilities Act
Section 504 Coordinator Office of Academic Officer Resolution and Compliance Unit 850 Hungerford Drive, Room 208, Rockville, MD 20850 240-740-3230 RACU@mcpsmd.org	ADA Compliance Coordinator 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
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff*	
Title IX Coordinator Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

*Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mCCR@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.

**This notification complies with the federal Elementary and Secondary Education Act, as amended.

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Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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