



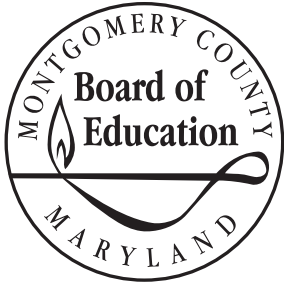
EDUCATIONAL FACILITIES

# FY 2020 Master Plan

Montgomery County Public Schools, Rockville, Maryland

and Amendments to the FY 2019–2024  
Capital Improvements Program





## **VISION**

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

## **MISSION**

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

## **CORE PURPOSE**

*Prepare all students to thrive in their future.*

## **CORE VALUES**

*Learning  
Relationships  
Respect  
Excellence  
Equity*

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Rockville, Maryland 20850  
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# **FY 2020 Educational Facilities Master Plan and the Amendments to the FY 2019–2024 Capital Improvements Program**



**Montgomery County Public Schools  
Rockville, Maryland**

Published by:

the Department of Materials Management

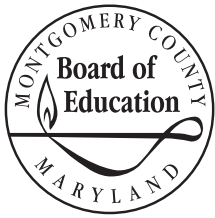
for the Department of Facilities Management and the Division of Capital Planning

45 West Gude Drive, Suite 4100

Rockville, Maryland 20850

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





# MONTGOMERY COUNTY BOARD OF EDUCATION

850 Hungerford Drive ♦ Room 123 ♦ Rockville, Maryland 20850

July 1, 2019



Dear Citizens:

The *FY 2020 Educational Facilities Master Plan* (Master Plan) reviews the issues that influenced the formulation and adoption of the Fiscal Year (FY) 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program (CIP). The Master Plan also sets forth the agenda for future facilities planning and provides information that the community and the Board of Education need as they work toward resolving facilities-related issues and setting school system priorities. Montgomery County Board of Education Policy FAA, *Educational Facilities Planning*, and the state of Maryland require that the Master Plan be updated annually.

A two-year capital programming cycle was approved in a referendum by Montgomery County citizens in November 1996. The biennial process for the six-year CIP mandates that the entire program be reviewed and approved for each odd-numbered fiscal year. Accordingly, the FY 2019–2024 CIP comprehensively was reviewed and approved in May 2018. In even-numbered fiscal years, such as FY 2020, the county executive and County Council consider only amendments to the approved six-year CIP. In addition, the County Council must approve an annual capital budget outlining appropriations for projects approved in the CIP each year. Therefore, this Master Plan reflects the funding implications of the adopted FY 2019–2024 CIP, as amended and adopted by the County Council in May 2019.

The *Board of Education's Requested FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* totaled \$1.823 billion for the six-year period, with an FY 2020 expenditure of \$332.3 million. The recommendation by the county executive was \$51.14 million less than the Board of Education's request and the recommended FY 2019 expenditure was \$24.1 million less than the Board of Education's request. The recommendation for Montgomery County Public Schools (MCPS) by the county executive for the six-year period was \$5.5 million less than the previously adopted CIP.

Due to the shortfall that existed between the Board of Education's request and the county executive's recommendation, the Montgomery County Council's Education and Culture Committee requested that MCPS submit a scenario to reduce the *Board of Education's Requested FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* to more closely align with the county executive's recommendation. Adhering to this request, a scenario was submitted to

the County Council that reduced the Board of Education's request by \$51.3 million during the six-year period. On May 16, 2019, the County Council tentatively approved a reconciliation for Montgomery County's FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP. For MCPS, the County Council tentatively approved the following changes to the *Board of Education's Requested FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program*:

- Delay, by one year, the Ronald McNair Elementary School Addition project
- Delay, by one year, the Parkland Middle School Addition project
- Remove expenditures for the Blair G. Ewing Center Relocation project
- Remove \$5 million from the six-year CIP for the Major Capital Projects project
- Remove the \$2.6 million amendment for the Outdoor Play Space Maintenance project

In addition to the changes previously noted, the County Council tentatively approved adjustments to the expenditure schedules for the Northwood High School Addition/Facility Upgrades project and the Reopening of the Charles W. Woodward High School project to align with the March 25, 2019, Board of Education action for these two projects. Finally, the County Council tentatively approved technical adjustments for project expenditures that did not change the completion dates of any projects.

On May 23, 2019, the County Council took final action on the FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP for Montgomery County. For MCPS, the County Council approved the reconciliation amounts, and as a result, the approved FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP for MCPS totals \$1.744 billion for the six-year period, \$79.1 million less than the Board of Education's request. However, the expenditure adjustments for the Northwood High School Addition/Facility Upgrades project and the Reopening of the Charles W. Woodward High School project previously noted shifted approximately \$35.8 million from the six-year CIP.

The adopted CIP includes funding for the planning, design, and/or construction of 21 elementary school capacity projects, 6 middle school capacity projects, and 6 high school capacity projects. It also includes funding for six revitalization/expansion projects and many countywide systemic projects that address systemwide needs of our aging facilities. Finally, the adopted CIP includes three “placeholder” projects to avoid residential development moratorium in certain neighborhoods—two at the elementary school level in the Bethesda-Chevy Chase Cluster and one at the middle school level in the Northeast Consortium.

The capital projects included in the adopted FY 2019–2024 amended CIP will help to accomplish the goal of addressing our capacity needs throughout the school system. For the 2018–2019 school year, official September 30, 2018, enrollment was 162,680 students, for a one-year increase of 1,134 students. Since the 2009–2010 school year, enrollment has increased by 20,903 students. As the

student enrollment continues to increase across the system, the focus of the growth is shifting from the elementary school level to the secondary school level, particularly at our high schools. The adopted FY 2019–2024 amended CIP takes this student enrollment growth shift into account and will begin to address the overutilization at many of our secondary schools.

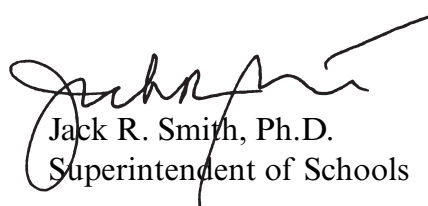
In order for us to meet our obligations to our students, we depend on the state to honor its commitment to this partnership and provide the state share of our school construction program. For FY 2020, the revised state aid request was \$113.8 million. The state, through the Interagency Commission on School Construction, approved \$32.8 million of the annual state aid allocation, and \$25.9 million through the approved *Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms* legislation. Therefore, the total state aid allocation for MCPS totals \$58.7 million, approximately \$55.1 million less than the amount requested.

We appreciate the continued support of the citizens of Montgomery County for our efforts to increase the capacity of public school facilities, as well as maintain and improve older school facilities. We look to the community, including county and state officials, as we strive to provide quality educational facilities for all of our students. We encourage school and community organizations to evaluate the information in this document and share their ideas or concerns. We must work together to provide every student with the programmatic spaces essential for successful learning.

Sincerely,



Shebra L. Evans  
President



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

SLE:JRS:AMZ:ak





Larry Hogan, Governor  
Boyd Rutherford, Lt. Governor

Robert S. McCord, Secretary  
Sandy Schrader, Deputy Secretary

May 22, 2019

Dr. Jack Smith  
Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, MD 20850

Dear Dr. Smith:

Thank you for submitting your 2018 Actual Enrollment and enrollment projections for 2019-2028.

We have compared your projections to the projections generated by our department and have found the difference to be less than five percent for the years 2019 – 2028. Therefore, you may use the local projections as you prepare your 2019 Educational Facilities Master Plan (EFMP) and 2021 Capital Improvement Program (CIP) submissions.

Please make sure that the 2018 actual enrollment on your calculation worksheet is consistent with the official actual enrollment listed by the Maryland State Department of Education. The Maryland Department of Planning recognizes the Maryland State Department of Education's K-12 enrollment figure as the official actual enrollment for 2018.

We look forward to receiving your updated EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have any questions, please me at 410.767.7179 or [michael.bayer1@maryland.gov](mailto:michael.bayer1@maryland.gov).

Sincerely,

Michael Bayer, AICP  
Manager of Infrastructure and Development

cc: Robert Gorrell, Public School Construction Program, Executive Director

<b>Jurisdiction</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
<b>Montgomery</b>	<b>158,101</b>	<b>159,151</b>	<b>160,833</b>	<b>162,981</b>	<b>165,505</b>	<b>167,690</b>	<b>169,709</b>	<b>169,798</b>	<b>169,822</b>	<b>169,183</b>	<b>168,641</b>
<b>Planning</b>	158,101	159,380	160,630	161,890	163,150	163,880	164,120	163,960	163,490	163,170	163,210
<b>Diff</b>	0	-229	203	1,091	2,355	3,810	5,589	5,838	6,332	6,013	5,431
<b>% Diff</b>	0.00%	-0.14%	0.13%	0.67%	1.44%	2.32%	3.41%	3.56%	3.87%	3.69%	3.33%





**MONTGOMERY COUNTY PLANNING DEPARTMENT**  
THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION

June 7, 2019

Adrienne Karamihas, Director  
Division of Capital Planning  
Montgomery County Public Schools  
45 West Gude Drive, Suite 4100  
Rockville, Maryland 20850

Subject: FY 2020 Capital Budget and the Amended FY 2019-2024 Capital Improvements Program for Educational Facilities

Dear Ms. Karamihas:

In response to your request, the Montgomery County Planning Department, on behalf of M-NCPPC, reviewed the FY 2020 Capital Budget and the adopted amendments to the FY 2019-2024 Capital Improvements Program for Educational Facilities (CIP).

While Planning staff has concerns over inadequate school capacity in some of the County's primary growth areas, the issues generally pertain to the timing and sequencing of capacity solutions more so than the funding of such solutions. Large parts of the County will enter residential development moratoria for FY 2020, including the service areas for the Walter Johnson, Montgomery Blair and Albert Einstein clusters. These moratoria affect recently adopted master plans for the White Flint, Grosvenor-Strathmore, Lyttonsville, Rock Spring, and White Flint 2 areas. Additionally, we anticipate Council adoption during FY 2020 of the Montgomery Hills/Forest Glen Master Plan, which is served by the Einstein cluster. The lack of timely school capacity hinders the implementation of these master plans. It is my hope that these will be addressed in the next CIP, potentially through innovative design and alternative capacity solutions.

We value the strong relationship we have built throughout our agencies and hope to improve our coordination over the coming year. We continue to appreciate the Division of Capital Planning's assistance with our master plan efforts and look forward to working together on the upcoming updates to the County's Subdivision Staging Policy and general plan, Thrive Montgomery 2050.

Sincerely,

Gwen Wright  
Planning Director



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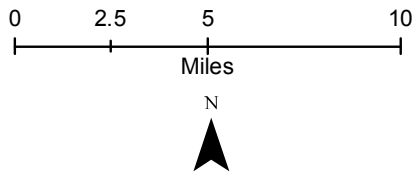
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Westbrook ES—Bethesda-Chevy Chase Cluster .....	4-5
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Westover ES—Northeast Consortium .....	4-59
Wheaton HS—Downcounty Consortium .....	4-27
Wheaton Woods ES—Downcounty Consortium .....	4-27
Whetstone ES—Watkins Mill Cluster .....	4-99
White Oak MS—Northeast Consortium .....	4-59
Walt Whitman HS—Walt Whitman Cluster .....	4-105
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Woodfield ES—Damascus Cluster .....	4-21
Woodlin ES—Downcounty Consortium .....	4-27
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## Cluster Service Areas 2018-2019





# Introduction

In November 1996, the voters of Montgomery County approved by referendum an amendment to the County Charter that changed the County Council's review and approval cycle of the six-year Capital Improvements Program (CIP) from an annual to biennial cycle. The referendum specified that in odd-numbered fiscal years (on-years), the County Council would conduct a full review of the six-year CIP and in even-numbered fiscal years (off-years), the County Council only would consider amendments to the adopted CIP. The FY 2019–2024 CIP falls in an odd-numbered fiscal year and will receive a full review by the County Council. The *FY 2019 Capital Budget and FY 2019–2024 CIP* provides the approved appropriation authority for funds needed to implement CIP projects during FY 2019, and to implement the adopted FY 2019–2024 CIP.

This document contains the following sections:

**Chapter 1**, “*The Adopted FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program (CIP)*,” is a review of the major factors that have influenced the development of recommended projects in the FY 2019 Capital Budget and the FY 2019–2024 CIP. This chapter includes a table summarizing the adopted FY 2019–2024 CIP.

**Chapter 2**, “The Planning Environment,” describes the demographic, economic, and enrollment trends in Montgomery County that form the context for reviewing facility plans and addressing 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**, “Adopted Actions and Planning Issues,” is arranged by high school cluster and high school consortium. This chapter provides maps depicting school boundaries and locations, a bar graph that indicates school utilization within each cluster, tables with enrollment projections, school demographic profiles, building room use, capacity data, and other facility information. Planning issues are identified and adopted actions are discussed.

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

**Chapter 6**, “Project Description Forms,” contains the individual MCPS Project Description Forms (PDFs) adopted by the County Council for FY 2019–2024 CIP. Montgomery County uses the PDFs as the official capital budget documentation for all county agencies.

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 County Council Adopted FY 2020 Capital Budget and the Amendments to the FY 2019–2024 Capital Improvements Program**

### **The Impact of the Biennial CIP Process**

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

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

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

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

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

### **The County Council Adopted Capital Improvements Program**

This document contains the adopted FY 2020 Capital Budget appropriation amounts and the amended FY 2019–2024 CIP expenditure schedules approved by the County Council in May 2019. As previously indicated, FY 2020 is an amendment year and, therefore, it is standard practice that the Board of Education request limited amendments. The requested amendments included funding to begin planning for three elementary school addition projects, additional funding for five countywide projects, one revitalization/expansion project and the removal of funding for one previously approved addition project.

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

One amendment removed an approved project, the East Silver Spring Elementary School Addition project, from the approved CIP. This addition project was approved to provide additional capacity for students from Rolling Terrace Elementary School. However, the Spanish Immersion Program that was at Rolling Terrace Elementary School was relocated to William T. Page Elementary School; therefore, the addition at East Silver Spring Elementary School is no longer required.

Based on these amendments, the *Board of Education's Requested FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* totaled \$1.823 billion, an increase of \$45.62 million more than the approved six-year CIP. The amended CIP included a requested FY 2020 expenditure of \$332.33 million, an increase of \$23.97 million more than the approved FY 2020 expenditure of \$308.36 million.

The county executive, in his *Recommended FY 2020 Capital Budget and the Amended FY 2019–2024 Capital Improvements Program* did not support the Board of Education's requested amendments. The county executive's recommendation reduced the Board's request by a total of \$51.14 million over the six-year period. Due to the shortfall between the Board's request and the county executive's recommendation, the Education and Culture Committee requested that Montgomery County Public Schools (MCPS) submit a scenario to reduce the *Board of Education's Requested FY 2020 Capital Budget and Amended FY 2019–2024 Capital Improvements Program* that more closely aligned with the county executive's recommendation.

Adhering to the Education and Culture Committee's request, the following non-recommended reductions to the Board of Education's amended CIP request were submitted.

- Remove planning expenditures for the following new addition projects:
  - » Highland View Elementary School Addition
  - » Lake Seneca Elementary School Addition
  - » Thurgood Marshall Elementary School Addition
- Remove construction funding for the following approved addition projects:
  - » Ronald McNair Elementary School Addition
  - » Parkland Middle School Addition
- Remove expenditures for the Blair G. Ewing Center Relocation project
- Remove \$5 million from the six-year CIP for the Major Capital Projects project
- Remove the \$2.6 million amendment for the Outdoor Play Space Maintenance project

On May 16, 2019, the County Council held a worksession to tentatively approve the Montgomery County's FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program. For MCPS, the County Council tentatively approved the non-recommended reductions as submitted, with the following exceptions:

- Restore the planning expenditures for the Highland View, Lake Seneca, and Thurgood Marshall elementary school addition projects; and,

- Restore the construction funds for the Ronald McNair Elementary School and Parkland Middle School addition projects, but with a one-year delay for the two projects.

In addition to the changes noted above, the County Council tentatively approved adjustments to the expenditure schedules for the Northwood High School Addition/Facility Upgrades project and the Reopening of Charles W. Woodward High School project to align with the March 25, 2019 Board of Education action for these two projects. Finally, the County Council tentatively approved technical adjustments for project expenditures that did not change completion dates of any projects.

On May 23, 2019, the County Council took final action on the FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP for Montgomery County. For MCPS, the County Council approved the tentative approval and, as a result, the adopted FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP for MCPS totals \$1.744 billion for the amended six-year period, a decrease of \$79.1 million from the Board of Education's request. This decrease includes the expenditure adjustments for the Northwood High School Addition/Facility Upgrades projects and the Reopening of Charles W. Woodward High School project noted above that shifted approximately \$35.8 million out of the six-year CIP.

The summary table at the end of this chapter, titled "County Council Adopted FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program," (page 1-6) summarizes the County Council action for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the Board of Education's request and the third column shows the County Council's action for the adopted FY 2019–2024 amended CIP. It is important to note that many previously approved projects will be blank since they can proceed on their currently approved schedules. The last column shows the anticipated completion date for each project.

The next summary table includes all of the countywide projects approved by the County Council in the FY 2019–2024 amended CIP (page 1-10). The final two tables contain summary information regarding the approved appropriation and the expenditure schedule for the FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP (page 1-11) and the FY 2020 State CIP funding approved for MCPS (page 1-12).

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

## Funding the Capital Improvements Program

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

\*Limits set during biennial process

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

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

As the table above indicates, since FY 2007, the County Council has steadily increased the SAG limits. However, for FY 2012, an off-year of the CIP, the County Council, in February 2011 decreased the SAG limit by \$5 million in both FY 2011 and FY 2012 and decreased the six-year total to \$1.92 billion, a total reduction of \$30 million. This was the first time in nearly 20 years that the six-year total for SAG was reduced. During the County Council's reconciliation process in May 2011, the \$320 million programmed for FY 2012 was reduced to \$310 million resulting in a six-year total of \$1.91 billion.

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

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

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

## Recordation Tax and School Impact Tax

The two bills approved by the County Council in the spring of 2004, Bill 24–03, Recordation Tax—Use of Funds, and Bill 9–03, Development Impact Tax—School Facilities, dedicated and created significant current revenue sources to supplement the GO bond funding of the CIP. Bill 24–03, Recordation Tax—Use of Funds, dedicated the increase in the Recordation Tax adopted in 2002 for use in funding both GO bond eligible and current revenue funded projects in the CIP. Bill 9–03,



Development Impact Tax—School Facilities, generates funds used for bond eligible projects that increase school capacity through new schools, additions to schools, or the portion of revitalizations/expansion projects to schools that add capacity. Both of these bills are important because they will continue to provide significant current revenues in addition to GO bonds that will support the MCPS CIP.

## State Funding

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

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

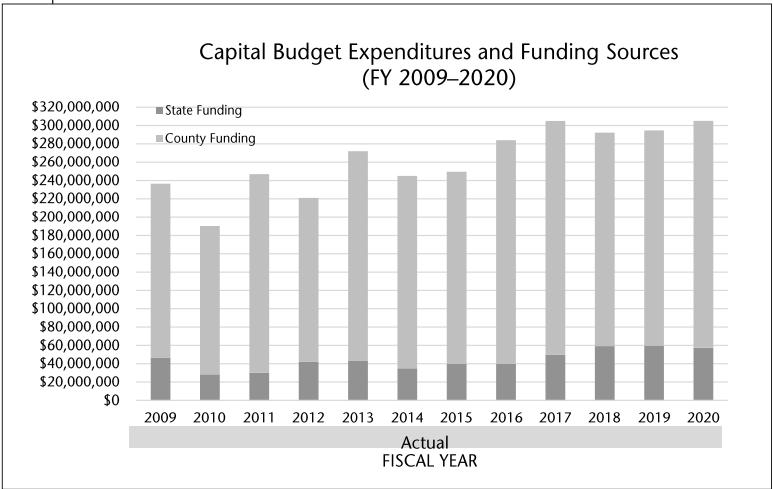
For FY 2016, the state aid request was \$147.99 million. The FY 2016 annual state aid approved for MCPS was \$39.84 million, approximately \$108.15 million less than the amount requested. MCPS also received an additional \$5.9 million in state aid for school construction projects due to the passage of the Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms (EGRC) legislation approved by the Maryland General Assembly in April 2015. For FY 2017, the annual state aid approved for MCPS was \$38.4 million from the annual statewide allocation and \$11.7 million through the approved EGRC legislation for a total FY 2017 state aid allocation of \$50.1 million. For FY 2018, the state aid approved for MCPS was \$37.4 million from the annual statewide allocation and \$21.8 million through the EGRC legislation for a total FY 2018 state aid allocation of \$59.2 million. For FY 2019, the revised state aid request was \$118.2. The state aid approved for MCPS was \$33.8 million from the annual statewide allocation and \$25.9

million through the EGRC legislation for a total FY 2019 state aid allocation of \$59.7 million.

For FY 2020, the state aid request was \$113.8 million. This figure was based on current eligibility of projects approved by the County Council in May 2018. For FY 2020, 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.

## 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

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

The amount of state funding received for a capital project is approximately 15–25 percent of the total cost. The amount varies due to the state formulas used to calculate “eligible” expenditures. The use of the word “eligible” here refers to expenditures the state will reimburse based on state capacity and square foot formulas. The state does not consider what is required to fund a construction project completely. 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.

**County Council Adopted 2020 Capital Budget  
and Amendments to the FY 2019–2024 Capital Improvements Program  
Summary Table<sup>1</sup>**

Individual Projects	Board of Education Request	County Council Adopted Action May 2019	Anticipated Completion Date
<b>Bethesda-Chevy Chase Cluster</b>			
Bethesda-Chevy Chase HS Addition			9/18
<b>Winston Churchill Cluster</b>			
Potomac ES Revitalization/Expansion			1/20
<b>Clarksburg Cluster</b>			
Neelsville MS—Major Capital Project	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriations for planning funds.	TBD
Clarksburg Cluster ES #9 (New)	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriations for planning funds.	9/22
Snowden Farm Elementary School			9/19
<b>Damascus Cluster</b>			
Damascus HS—Major Capital Project	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
John T. Baker MS Addition	Request FY 2020 appropriation for facility planning.	Approved FY 2020 appropriation for facility planning.	TBD
<b>Downcounty Consortium</b>			
John F. Kennedy HS Addition	Request FY 2020 appropriation for construction funds.	Approved FY 2020 appropriation for construction funds.	9/22
Northwood HS Addition/Facility Upgrade			9/25
Wheaton HS Revitalization/Expansion			1/16 Building 9/18 Shell, 9/19 Site
Charles W. Woodward High School Reopening			9/25
Col. E. Brooke Lee MS Addition/Facility Upgrades	Request FY 2020 appropriation for construction funds.	Approved FY 2020 appropriation for construction funds.	9/21
A. Mario Loiederman Performing Arts Program	Request FY 2020 appropriation for construction funds.	Approved FY 2020 appropriation for construction funds.	SY 20–21
<b>Parkland MS Addition</b>	<b>Request FY 2020 appropriation for planning funds.</b>	<b>Approved one-year delay for planning funds.</b>	<b>9/23</b>
Silver Spring International MS/Sligo Creek ES Addition	Request FY 2020 appropriation for construction funds.	Approved FY 2020 appropriation for construction funds.	9/22
Takoma Park MS Addition	Request FY 2020 appropriation for balance of funding.	Approved FY 2020 appropriation for balance of funding.	9/20
<b>Highland View ES Addition</b>	<b>Request FY 2020 appropriation for planning funds.</b>	<b>Approved FY 2020 appropriation for planning funds.</b>	<b>TBD</b>
Montgomery Knolls ES Addition (for Forest Knolls ES)	Request FY 2020 appropriation for balance of funding.	Approved FY 2020 appropriation for balance of funding.	9/20

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

Individual Projects	Board of Education Request	County Council Adopted Action May 2019	Anticipated Completion Date
<b>Downcounty Consortium</b>			
Oak View ES Addition	Request FY 2020 appropriation for facility planning.	Approved FY 2020 appropriation for facility planning.	TBD
Pine Crest ES Addition (for Forest Knolls ES)	Request FY 2020 appropriation for balance of funding.	Approved FY 2020 appropriation for balance of funding.	9/20
Piney Branch ES Addition	Request FY 2020 appropriation for construction funds.	Approved FY 2020 appropriation for construction funds.	9/21
Woodlin ES Addition/Facility Upgrades			9/22
<b>Gaithersburg Cluster</b>			
Crown HS (New)	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
Gaithersburg Cluster ES #8			9/22
<b>Walter Johnson Cluster</b>			
Charles W. Woodward High School Reopening			9/25
Tilden MS Revitalization/Expansion			9/20
Ashburton ES Addition			9/19
Luxmanor ES Revitalization/Expansion			1/20
<b>Col. Zadok Magruder Cluster</b>			
Col. Zadok Magruder HS—Major Capital Project	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
Judith A. Resnik ES Addition			TBD
<b>Richard Montgomery Cluster</b>			
Crown HS (New)	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
<b>Northeast Consortium</b>			
Francis Scott Key MS Addition	Request FY 2020 appropriation for facility planning.	Approved FY 2020 appropriation for facility planning.	TBD
Burnt Mills ES—Major Capital Project	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
Burtonsville ES Addition			TBD
Cloverly ES Addition	Request FY 2020 appropriation for facility planning.	Approved FY 2020 appropriation for facility planning.	TBD
Cresthaven ES Addition (for JoAnn Leleck ES at Broad Acres)	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	9/22

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

Individual Projects	Board of Education Request	County Council Adopted Action May 2019	Anticipated Completion Date
<b>Northeast Consortium</b>			
Roscoe R. Nix ES (for JoAnn Leleck ES at Broad Acres)	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	9/22
William Tyler Page ES Addition	Request FY 2020 appropriation for facility planning.	Approved FY 2020 appropriation for facility planning.	TBD
Stonegate ES—Major Capital Project	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
<b>Northwest Cluster</b>			
Crown HS (New)	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
Clopper Mill ES Addition	Request FY 2020 appropriation for facility planning.	Approved FY 2020 appropriation for facility planning.	TBD
Ronald McNair ES Addition	Request FY 2020 appropriation for planning funds.	Approved one-year delay for planning funds.	9/23
<b>Poolesville Cluster</b>			
Poolesville HS—Major Capital Project	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
<b>Quince Orchard Cluster</b>			
Crown HS (New)	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
Rachel Carson ES (DuFief ES Addition/Facility Upgrade)			9/22
<b>Thurgood Marshall ES Addition</b>	<b>Request FY 2020 appropriation for planning funds.</b>	<b>Approved FY 2020 appropriation for planning funds.</b>	<b>TBD</b>
<b>Rockville Cluster</b>			
Maryvale ES Revitalization/Expansion			1/20
<b>Seneca Valley Cluster</b>			
Seneca Valley HS Revitalization/Expansion	Request FY 2020 appropriation for construction funds.	Approved FY 2020 appropriation for construction funds.	9/20 Building 9/21 Site
<b>Lake Seneca ES Addition</b>	<b>Request FY 2020 appropriation for planning funds.</b>	<b>Approved FY 2020 appropriation for planning funds.</b>	<b>TBD</b>
S. Christa McAuliffe ES Addition			9/19
<b>Sherwood Cluster</b>			
<b>Watkins Mill Cluster</b>			
Neelsville MS—Major Capital Project	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
South Lake ES—Major Capital Project	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD

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

Individual Projects	Board of Education Request	County Council Adopted Action May 2019	Anticipated Completion Date
<b>Walt Whitman Cluster</b>			
Whitman HS Addition	Request FY 2020 appropriation for construction funds.	Approved FY 2020 appropriation for construction funds.	9/21
Thomas S. Pyle MS Addition	Request FY 2020 appropriation for balance of funding.	Approved FY 2020 appropriation for balance of funding.	9/20
<b>Thomas S. Wootton Cluster</b>			
Crown HS (New)	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
Thomas S. Wootton HS—Major Capital Projects	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	TBD
DuFief ES Addition/Facility Upgrade (for Rachel Carson ES)			9/22
<b>Other Educational Facilities</b>			
Thomas Edison High School for Technology Revitalization/Expansion			9/18 Building 9/19 Site
<b>Blair G. Ewing Center Relocation</b>		<b>Approved removal of construction funding.</b>	<b>TBD</b>
Rock Terrace School Revitalization/Expansion (collocation with Tilden MS)			9/20
Carl Sandburg Revitalization/Expansion (collocation with Maryvale ES)			9/20

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



**County Council Adopted FY 2020 Capital Budget  
and Amendments to the FY 2019–2024 Capital Improvements Program  
Summary Table<sup>1</sup>**

Countywide Projects	Board of Education Request	County Council Adopted Action May 2019	Anticipated Completion Date
ADA Compliance	Request FY 2020 appropriation to continue this project.	Approved FY 2020 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Request FY 2020 appropriation to continue this project.	Approved FY 2020 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Request FY 2020 appropriation to continue this project.	Approved FY 2020 appropriation to continue this project.	Ongoing
<b>Current Revitalizations/Expansions</b>	<b>Request FY 2020 appropriation for construction funding for one project.</b>	<b>Approved FY 2019 appropriation for construction funding for one project.</b>	<b>Ongoing</b>
Design and Construction Management	Request FY 2020 appropriation to continue this project.	Approved FY 2020 appropriation to continue this project.	Ongoing
<b>Facility Planning</b>	<b>Request FY 2020 appropriation above approved level for this project.</b>	<b>Approved FY 2020 appropriation above approved level for this project.</b>	<b>Ongoing</b>
Fire Safety Code Upgrades	Request FY 2020 appropriation to continue this project.	Approved FY 2020 appropriation to continue this project.	Ongoing
HVAC Replacement/IAQ Projects	Request FY 2020 appropriation to continue this project.	Approved FY 2020 appropriation to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Request FY 2020 appropriation to continue this project.	Approved FY 2020 appropriation to continue this project.	Ongoing
Major Capital Projects	Request FY 2020 appropriation for planning funds.	Approved FY 2020 appropriation for planning funds.	Ongoing
Outdoor Play Space Maintenance Project	Request FY 2020 appropriation above approved level for this project.	Approved FY 2020 appropriation at same level as adopted CIP.	Ongoing
<b>Planned Life Cycle Asset Replacement (PLAR)</b>	<b>Request FY 2020 appropriation above approved level to continue this project.</b>	<b>Approved FY 2020 appropriation above approved level to continue this project.</b>	<b>Ongoing</b>
Relocatable Classrooms	Request FY 2020 appropriation to continue this project.	Approved FY 2019 supplemental appropriation for this project.	Ongoing
<b>Restroom Renovations</b>	<b>Request FY 2020 appropriation above approved level to continue this project.</b>	<b>Approved FY 2020 appropriation above approved level to continue this project.</b>	<b>Ongoing</b>
Roof Replacement/Moisture Protection Projects	Request FY 2020 appropriation to continue this project.	Approved FY 2020 appropriation to continue this project.	Ongoing
<b>School Security</b>	<b>Request FY 2020 appropriation above approved level for this project.</b>	<b>Approved FY 2020 appropriation above approved level for this project.</b>	<b>Ongoing</b>
Stormwater Discharge and Water Quality Management	Request FY 2020 appropriation to continue this project.	Approved FY 2020 appropriation to continue this project.	Ongoing
Technology Modernization	Request FY 2020 appropriation to continue this project.	Approved FY 2020 appropriation to continue this project.	Ongoing

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

**County Council Adopted FY 2020 Capital Budget  
and Amendments to the FY 2019–2024 Capital Improvements Program**  
(figures in thousands)

Project	FY 2020 Approp.	Total	Thru FY 2017	Remaining FY 2018	Total Six-Years	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Beyond
<b>Individual School Projects</b>												
Ashburton ES Addition		10,944	1,945	2,661	6,338	5,314	1,024					
Lucy V. Barnsley ES Addition		13,924	9,101	3,140	1,683	1,683						
Bethesda ES Solution		3,695			3,695			212	1,384	1,682	417	
Bethesda-Chevy Chase HS Addition		41,397	28,998	7,740	4,659	4,659						
Burtonsville ES Addition		1,172		821	351	234	117					
Clarksburg Cluster ES #9 (New)	2,981	38,486			38,486		1,192	5,156	19,864	12,274		
Clarksburg Cluster ES (New) (Clarks. Village Site #2)		36,008	4,246	2,086	29,676	17,202	12,474					
Cresthaven ES Addition (for JoAnn Leleck ES@Broad Acres)	847	9,466			9,466		339	2,829	3,554	2,744		
Crown HS (New)	6,306	136,302			125,842		1,522	3,892	5,939	40,245	74,244	10,460
Diamond ES Addition		9,147	7,172	1,298	677	677						
DuFief ES Addition/Facility Upgrade		38,028			38,028	650	532	4,234	20,625	11,987		
<b>East Silver Spring ES Addition (for Rolling Terrace)</b>	<b>-320</b>	<b>0</b>			<b>0</b>							
Blair Ewing Center Relocation		1,512		1,059	453		453					
Gaithersburg Cluster ES #8		26,000	4,094		21,906	988	2,552	4,744	5,702	7,920		
<b>Highland View ES Addition</b>	<b>775</b>				<b>775</b>		<b>301</b>	<b>289</b>	<b>185</b>			
John F. Kennedy HS Addition	15,793	20,578			20,578	1,610	2,217	4,000	5,978	6,773		
Kensington Parkwood ES Addition		12,679	8,579	3,168	932	932						
<b>Francis Scott Key MS Solution</b>		<b>2,414</b>			<b>2,317</b>			<b>110</b>	<b>666</b>	<b>766</b>	<b>775</b>	<b>97</b>
<b>Lake Seneca ES Addition</b>	<b>875</b>				<b>875</b>		<b>401</b>	<b>314</b>	<b>160</b>			
Col. E. Brooke Lee MS Addition/Facility Upgrade	52,193	57,864			57,864	1,568	14,525	23,827	17,944			
S. Christa McAuliffe ES Addition		11,386	1,461	4,899	5,026	3,235	1,791					
Ronald McNair ES Addition		11,403			11,403			512	4,848	2,252	3,791	
<b>Thurgood Marshall ES Addition</b>	<b>630</b>				<b>630</b>		<b>310</b>	<b>225</b>	<b>95</b>			
Montgomery Knolls ES Addition (for Forest Knolls ES)	278	6,605	7	484	6,114	2,227	2,443	1,444				
Roscoe Nix ES Addition (for JoAnn Leleck ES @ Broad Acres)	590	6,372			6,372		236	1,781	3,106	1,249		
North Bethesda MS Addition		21,593	15,765	4,288	1,540	1,540						
Northwood HS Addition/Facility Upgrade		123,356			91,571	2,949	2,069	2,068	14,922	26,619	42,944	31,785
Parkland MS Addition		14,638			14,638			496	3,032	8,323	2,787	
Pine Crest ES Addition (for Forest Knolls ES)	248	8,623		563	8,060	3,492	3,942	626				
Piney Branch ES Addition	3,718	4,211			4,211	274	219	2,227	1,491			
Thomas W. Pyle MS Addition	1,100	25,114	874	0	24,240	1,467	5,566	10,457	6,750			
Judith Resnik ES Addition		871	784		87	87						
Silver Spring International MS Addition	32,130	35,140			35,140	930	4,210	8,346	10,654	11,000		
Somerset ES Solution		2,691			2,691			176	784	1,285	446	
Takoma Park MS Addition	924	25,186	508	469	24,209	2,182	12,820	9,207				
Walt Whitman HS Addition	20,588	27,577	41	789	26,747	2,168	7,067	9,980	7,532			
Woodlin ES Addition		15,297			15,297	583		4,428	6,737	3,199		
Woodward HS Reopening		120,235			116,235	3,063	2,197	46,239	43,508	14,836	6,392	4,000
<b>Countywide Projects</b>												
ADA Compliance: MCPS	1,200	30,993	17,169	6,624	7,200	1,200	1,200	1,200	1,200	1,200	1,200	
Asbestos Abatement	1,145	20,100	12,942	288	6,870	1,145	1,145	1,145	1,145	1,145	1,145	
Building Modifications and Program Improvements	6,333	54,950	36,918	32	18,000	9,000	9,000					
<b>Current Revitalizations/Expansions</b>		<b>725,130</b>	<b>337,847</b>	<b>44,791</b>	<b>342,492</b>	<b>123,962</b>	<b>95,469</b>	<b>91,561</b>	<b>31,500</b>			
Design and Construction Management	4,900	85,375	54,227	1,748	29,400	4,900	4,900	4,900	4,900	4,900	4,900	
<b>Facility Planning: MCPS</b>	<b>1,200</b>	<b>14,027</b>	<b>8,237</b>	<b>1,940</b>	<b>3,850</b>	<b>860</b>	<b>1,450</b>	<b>460</b>	<b>380</b>	<b>350</b>	<b>350</b>	
Fire Safety Upgrades	817	27,117	16,821	5,394	4,902	817	817	817	817	817	817	
HVAC Replacement/IAQ Projects	25,000	175,629	51,784	20,845	103,000	26,000	25,000	10,000	12,000	15,000	15,000	
Improved (Safe) Access to Schools	2,000	16,610	13,196		3,414	1,414	2,000					
Major Capital Projects	10,197	119,969			114,969		4,197	4,663	4,999	42,063	59,047	5,000
Outdoor Play Space Maintenance	1,750	4,250	153	597	3,500	1,750	1,750					
<b>Planned Life-Cycle Asset Replacement (PLAR)</b>	<b>15,000</b>	<b>150,455</b>	<b>93,073</b>	<b>4,531</b>	<b>52,851</b>	<b>4,351</b>	<b>15,000</b>	<b>6,250</b>	<b>7,250</b>	<b>10,000</b>	<b>10,000</b>	
Rehabilitation/Renovation of Closed Schools (RROC'S)		41,357	30,765	7,011	3,581	3,581						
Relocatable Classrooms		63,061	48,307		14,754	4,754	5,000	5,000				
<b>Restroom Renovations</b>	<b>6,500</b>	<b>41,775</b>	<b>15,778</b>	<b>497</b>	<b>25,500</b>	<b>4,000</b>	<b>6,500</b>	<b>2,250</b>	<b>2,750</b>	<b>5,000</b>	<b>5,000</b>	
Roof Replacement/Moisture Protection Projects	12,000	110,586	26,387	17,699	66,500	11,500	12,000	6,000	9,000	14,000	14,000	
<b>School Security</b>	<b>13,002</b>	<b>51,518</b>	<b>18,446</b>	<b>164</b>	<b>32,908</b>	<b>2,550</b>	<b>12,852</b>	<b>10,708</b>	<b>5,718</b>	<b>684</b>	<b>396</b>	
Stormwater Discharge and Water Quality Management	616	11,628	7,873	59	3,696	616	616	616	616	616	616	
Technology Modernization	25,366	423,016	267,780	7,427	147,809	21,406	25,366	23,484	24,143	26,746	26,664	
<b>Total Adopted CIP</b>	<b>266,682</b>	<b>3,087,460</b>	<b>1,141,278</b>	<b>153,112</b>	<b>1,744,008</b>	<b>283,520</b>	<b>305,131</b>	<b>316,873</b>	<b>291,878</b>	<b>275,675</b>	<b>270,931</b>	<b>51,342</b>

\*Bold indicates amendment to the adopted CIP.

## Approved FY 2020 State Capital Improvements Program for Montgomery County Public Schools

(figures in thousands)

Priority No.	PFA Y/N	Project	Total Estimated Cost	Non PSCP Funds	Prior IAC Funding Thru FY 2019	FY 2020 Request For Funding	IAC Approved 6/13/2019
		<b>Balance of Funding (Forward-funded)</b>					
1	Y	Thomas Edison HS of Technology Revitalization/Expansion	69,088	56,170	7,279	5,639	5,639
		<b>Subtotal</b>	<b>69,088</b>	<b>56,170</b>	<b>7,279</b>	<b>5,639</b>	<b>5,639</b>
		<b>Systemic Projects</b>					
2		Dr. Martin Luther King, Jr. MS Roof	2,298	1,724		574	574
3		Montgomery Knolls ES HVAC	2,250	1,688		562	562
4		Diamond ES HVAC	1,900	1,426		474	474
5		Fallsmead ES HVAC	1,650	1,238		412	412
6		Sherwood ES Roof	1,395	1,047		348	348
7		Flower Valley ES Roof	1,380	1,036		344	344
8		Kemp Mill ES Roof	1,205	904		301	301
9		Rosemont ES Roof	947	711		236	236
10		Col. Zadok Magruder HS Roof	932	700		232	232
		<b>Subtotal</b>	<b>13,957</b>	<b>10,474</b>	<b>0</b>	<b>3,483</b>	<b>3,483</b>
		<b>Construction Funding (Forward-funded)</b>					
11	Y	Lucy V. Barnsley ES Addition (CSR)	13,924	11,602		2,322	208
12	Y	Luxmanor ES Revitalization/Expansion	29,190	22,269		6,921	6,921
13	Y	Potomac ES Revitalization/Expansion	30,391	23,550		6,841	5,149
14	Y	S. Christa McAuliffe ES Addition	11,386	9,276		2,110	0
15	Y	Seneca Valley HS Revitalization/Expansion	155,621	121,035		34,586	34,586
16	Y	Maryvale ES/Carl Sandburg School Revitalization/Expansion (CSR)	62,054	49,618		12,436	0
		<b>Subtotal</b>	<b>240,512</b>	<b>187,732</b>	<b>0</b>	<b>52,780</b>	<b>46,864</b>
		<b>Planning and Construction Request (Forward-funded)</b>					
17/18	Y	Ashburton ES Addition	10,944	9,680		1,264	0
19/20	Y	Tilden MS/Rock Terrace School Revitalization/Expansion	88,647	71,179		17,468	2,753
21/22	Y	Thomas W. Pyle MS Addition	25,114	19,470		5,644	0
23/24	Y	Takoma Park MS Addition	25,186	19,612		5,574	0
25/26	Y	Pine Crest ES Addition	8,623	6,708		1,915	0
27/28	Y	Montgomery Knolls ES Addition	6,605	5,160		1,445	0
29/30	Y	Walt Whitman HS Addition	27,577	21,444		6,133	0
		<b>Subtotal</b>	<b>192,696</b>	<b>153,253</b>	<b>0</b>	<b>39,443</b>	<b>2,753</b>
		<b>Planning Approval Request</b>					
31	Y	Col. E. Brooke Lee MS Addition/Facility Upgrade	LP			LP	
32	Y	Piney Branch ES Addition	LP			LP	
33	Y	Silver Spring International MS Addition	LP			LP	
34	Y	John F. Kennedy HS Addition	LP			LP	
35	Y	Woodlin ES Addition	LP			LP	
36	Y	East Silver Spring ES Addition	LP			LP	
37	Y	DuFief ES Addition/Facility Upgrades	LP			LP	
38	Y	Gaithersburg Cluster ES #8	LP			LP	
39	Y	Northwood HS Addition/Facility Upgrades	LP			LP	
40	Y	Charles W. Woodward HS Reopening	LP			LP	
		<b>TOTAL</b>	<b>516,253</b>	<b>407,629</b>	<b>7,279</b>	<b>101,345</b>	<b>58,739</b>



# Chapter 2

## The Planning Environment

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

Enrollment growth since 2008 has been particularly strong. Enrollment this school year totaled 162,680 students, an increase of 1,134 students from the 2017–2018 school year. Enrollment grew by 23,404 students from the 2008–2009 to the 2018–2019 school year, an average of 2,340 students each year. Total school system enrollment is projected to increase to 174,322 or by another 11,642 students by the 2024–2025 school year, which averages approximately 2,328 students per year.

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

### Community Trends

#### Population

Montgomery County’s overall population is growing and diversifying. According to U.S. Census Bureau estimates, the County’s total population has increased by 185,469 people, or 21.2%, since 2000, from 873,341 to 1,058,810 people. A significant share of the County’s population increase has resulted from resident live births outnumbering deaths by more than 2 to 1. Since 2000, there have been 239,289 births

compared to 101,157 deaths in the county, for a net natural population increase of 138,132 residents, accounting for 74.5% of the County’s overall population increase.

Migration patterns also are contributing to population growth. Between 2010 and 2018, international migration is estimated to have contributed 76,972 residents while domestic migration resulted in a loss of 47,953 residents, netting 29,019 new residents (Maryland Department of Planning). The 2017 estimate of County residents born outside of the United States is approximately 339,000 (U.S. Census Bureau) or approximately one-third of the County’s population.

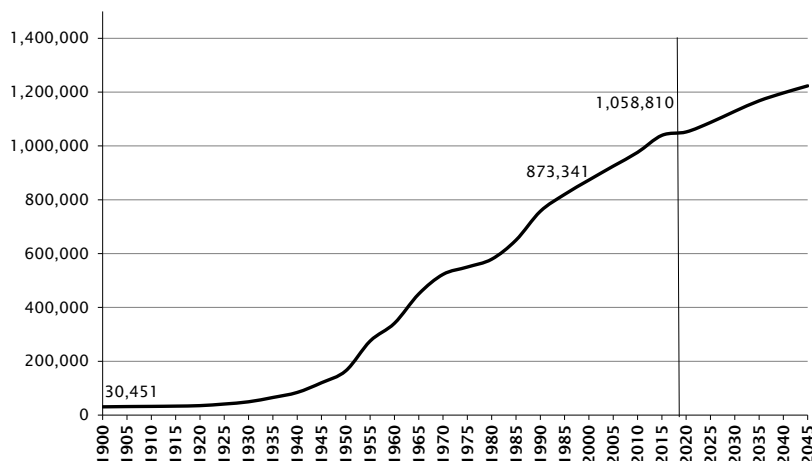
Montgomery County’s trend toward racial and ethnic diversification mirrors national demographic trends. According to U.S. Census Bureau data, since 1990 to 2016, the county’s White, non-Hispanic population has decreased by 14 percent while the African American population increased by 93 percent, the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

#### Economy

It has been ten years since the end of the “Great Recession” which officially lasted nearly two years, beginning in December 2007 and ending in June 2009. Even after the official end of the recession, the economy remained weak and job growth was slow for several more years. Compared to other parts of the nation, data from the U.S. Bureau of Labor Statistics show that Montgomery County fared reasonably well during and after the recession. Whereas national unemployment peaked at approximately 10 percent in 2009, the County’s peak unemployment was 5.6 percent in 2010. By 2015, the national unemployment rate dropped to 5.3 percent and Montgomery County’s rate to 3.9 percent. The unemployment rate has continued to decline in the county and for fiscal year (FY) 2018 was 3.8 percent, which was lower than the national unemployment rate of 4.1 percent (Economic Indicators, Montgomery County Department of Finance, July 2018).

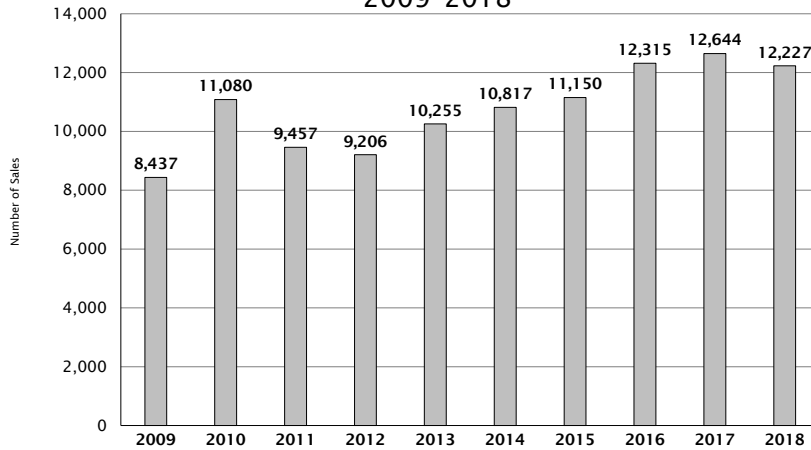
The recession’s impact and recovery also is evident in the county housing market. In FY 2009 there were 1,159 new residential starts. By FY 2016, residential starts peaked at 5,230 units, and in FY 2018 there were 3,881 units. The recent decline in units is mostly due to fewer multi-family units being constructed. During the past ten fiscal

Montgomery County Total Population  
1900–2018 and Projected to 2045



Source: Montgomery County Public Schools, Division of Capital Planning, May 2019.

**Montgomery County  
Sales of Existing Homes by Fiscal Year  
2009–2018**



Source: Economic Indicators Reports to County Council, Montgomery County Department of Finance, July 2018.

years, the weakest year was FY 2009 in the resale market when 8,437 existing homes were sold. In FY 2018, 12,227 existing homes were sold. 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 \$439,000 in 2018, according to the Greater Capital Area Association of Realtors.

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

- First, households that experienced job losses in other parts of the country moved to Montgomery County for better job prospects or to share housing with those who live here, putting pressure on MCPS enrollment.
- Second, because of reduced opportunities for employment outside the county, there was less out-migration than is typical. Out-migration has moderated enrollment increases in the past by offsetting in-migration. During the recession, net migration to the county increased, raising MCPS enrollment levels.
- Third, decreases in the value of county housing placed many homeowners "under water" in mortgage debt. Consequently, households who might have moved were forced to stay put. This, too, resulted in less out-migration than in-migration.
- Fourth, many families that previously enrolled their children in private schools were forced to rethink this financial expense. There was a marked increase in students enrolling in MCPS from area private schools.

## Master Plans & Housing

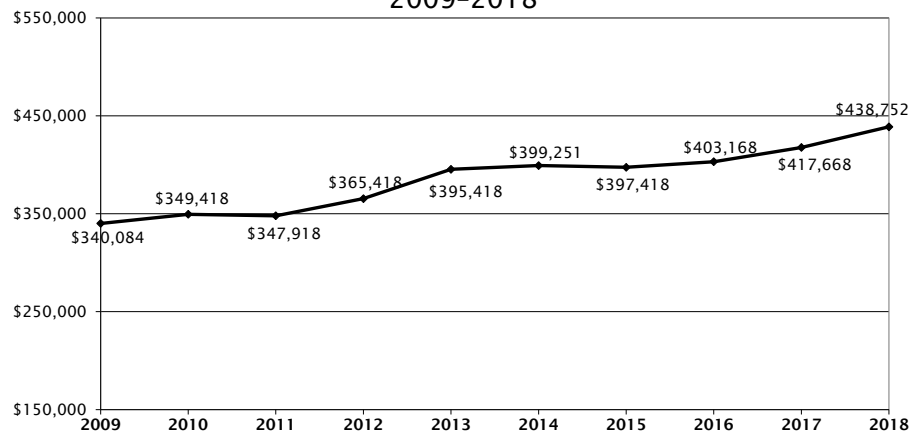
Traditional suburban residential development is becoming the exception in the county. Subdivisions in Clarksburg are among the last that will be built in the county. A new school cluster was formed there in 2006, when Clarksburg High School opened to accommodate these new communities.

In the past, county development was characterized by a separation of residential and commercial uses. Today, a desire to mix land uses and concentrate denser development in transit accessible hubs is guiding new master and sector plans. In addition, reduced availability of land for residential development has spurred infill and redevelopment of older housing and/or other structures. Higher housing densities than seen in the past will characterize

the future housing stock and accommodate our growing population. Overall, today's land use planning promotes the urbanization of transportation corridors.

Recently adopted master and sector plans include those for the Grosvenor-Strathmore Metro station area and Bethesda Downtown. In 2017, the Forest Glen/Montgomery Hills (FG/MH) Sector Plan and the Greater Lyttonsville Sector Plan were adopted. The FG/MH plan provides for increased residential density near existing transit stations through rezoning, with the intent to prioritize affordable (MPDU) units. The Lyttonsville plan provides for increased residential density near the Lyttonsville Purple Line Station as well as potential redevelopment of Paddington Square. The net effect of students on the school system will be evaluated when development plans are approved. MCPS participates in county and city land use planning to ensure impacts on enrollment are considered and future school sites are identified. (See Appendix C-1 for

**Montgomery County  
Median Home Sale Prices  
2009–2018**



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



further information on the role of MCPS in land use planning.) Moreover, MCPS monitors housing activity in all school service areas through close coordination with the Montgomery County Planning Department, and comparable plan review departments in the cities of Gaithersburg and Rockville. In addition, MCPS collaborates with county agencies to measure the student yield of different types of housing once it is built.

## Subdivision Staging Policy

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

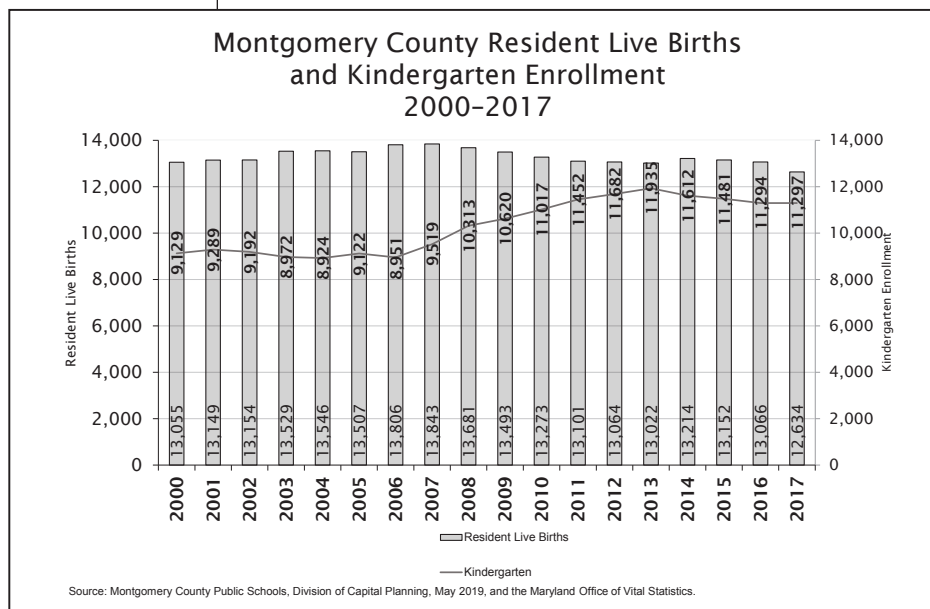
Results of the FY 2020 school test are available in the detailed tables in Appendix D. Additional information on the role of MCPS with respect to the Subdivision Staging Policy can be found in Appendix C-1. The FY 2020 school test will go into effect July 1, 2019 and is based on the enrollment projections in this document and capital projects approved by the County Council in May 2019.

## Student Population Trends

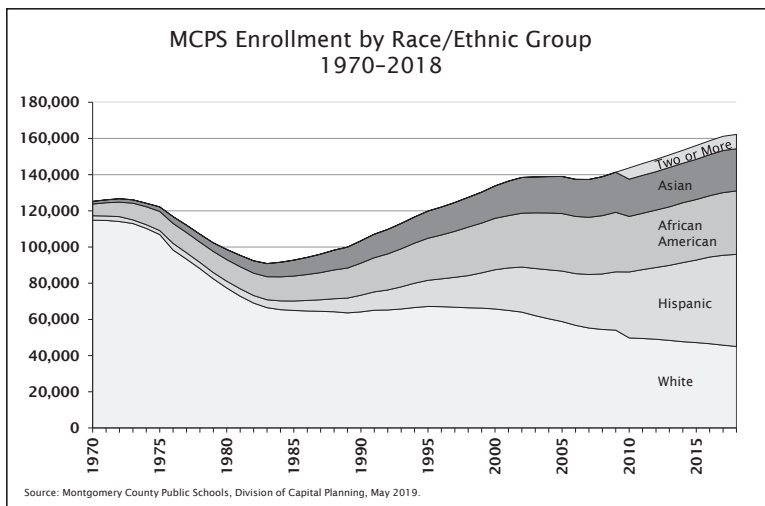
The main contributing factors influencing student population include: resident live births, the aging of the student population, and migration patterns. A percentage of the babies born to Montgomery County residents in one year, show up in MCPS's incoming kindergarten class five years later. This is commonly referred to as a kindergarten capture rate. In the 2000 school year, the kindergarten capture rate was 75 percent. By the 2006 school year, the rate decreased to 68 percent, and has since increased to 87 percent for the 2018–2019 school year. The increases were likely due to economic factors as well as changes to all-day kindergarten programs. In both 2000 and 2016, the figures were just over 13,000, growing and then declining in between, peaking in 2007 at 13,843. In 2017, the last year for which resident live birth data are available, it was the first time since 2000 that the total was less than 13,000 at 12,634, for Montgomery County. While birth rates have held relatively steady over time, they declined by one to two percent each year during the onset of the 2008 recession. Meanwhile, kindergarten enrollments as a share of births (kindergarten capture rate) grew during the recession years, and have yet to show a declining trend despite economic recovery.

The movement up through the grades by students, termed the “aging of the student population,” is the second driver of enrollment change. When the size of the kindergarten class is larger than that of Grade 12, then there is a natural increase in total enrollment from one year to the next. The Grade 12 total for the 2017–2018 school year was 11,066 and the kindergarten class for the 2018–2019 school year was 11,391 or a difference between the 2 grades of 325 students. Therefore, in the 2018–2019 school year, 29 percent of the one-year increase in enrollment of 1,124 students was caused by existing students aging up, as Grade 12 students exiting the system were replaced by a larger group of kindergarten students entering it. During the next six years, kindergarten cohorts are projected to decrease relative to Grade 12 cohorts, which will eliminate this source of enrollment growth.

Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult to predict. Records of MCPS student entries and withdrawals show that in there has been a decline in the in-migration from approximately 12,850 new students from other public school districts in Maryland and throughout the United States, private schools, homeschooling, and from out of the country in 2009 to just over 12,200 in the 2018–2019 school year. Withdrawals over the same time totaled about 10,650 in 2009 to over 11,150 in the 2018–2019 school year. In the past decade, migration-related entries into MCPS have continued to exceed withdrawals, resulting in annual net increases in enrollment. Between the 2017–2018 and 2018–2019 school years, in-migration added 1,047 students from outside the system.





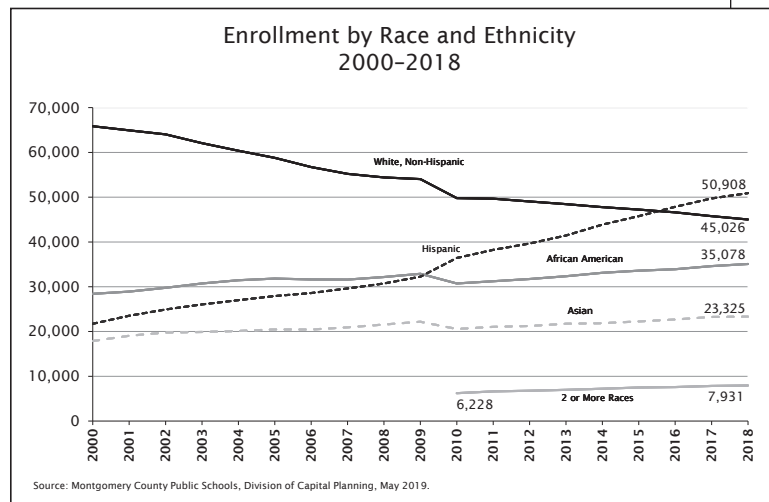


## Student Diversity

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 2017, White, non-Hispanic births were 4,229, African American births were 2,864, Asian births were 1,983 and Hispanic births were 3,620 (Vital Statistics, Maryland Department of Health). The birth rate for Hispanic women between the ages 15 to 49 is 83 (per 1,000) versus 64 for African-American women, and 56 for non-Hispanic White women in the same age range (Montgomery County Trends, January 2019).

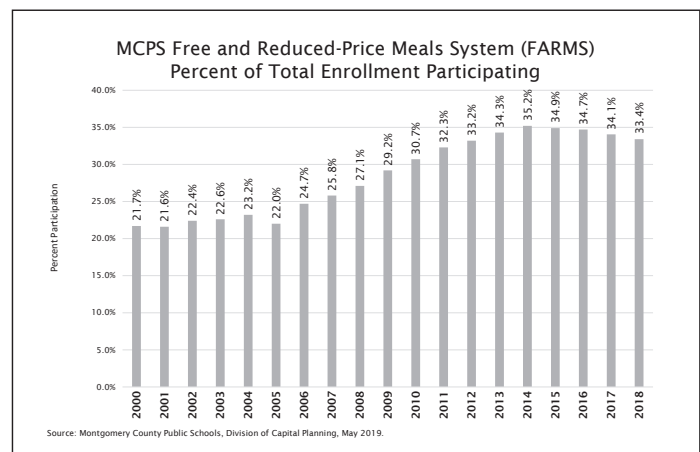
Official total enrollment for September 30, 2018, is 162,680 students. Of the total enrollment, 21.6 percent of students are African American, 14.3 percent are Asian, 31.3 percent are Hispanic, and 27.7 percent are White, non-Hispanic. The categories of Two or More Races, Native Hawaiian/Pacific Islander, 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 broken down by racial and ethnic groups since 2000. It can be seen that the addition of the “two or more races” 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 2018–2019 school year, 33.4 percent of students participated in the FARMS Program. Participation as a percentage of total enrollment peaked in the 2014–2015 school year at 35.2 percent, and has declined moderately since then. There has been an increase of 12,946 students participating in FARMS during the past ten school years (2009–2010 to 2018–2019). However, after years of annual increased participation, there was a decline in the FARMS total from last year from 55,142 students to 54,410 students.



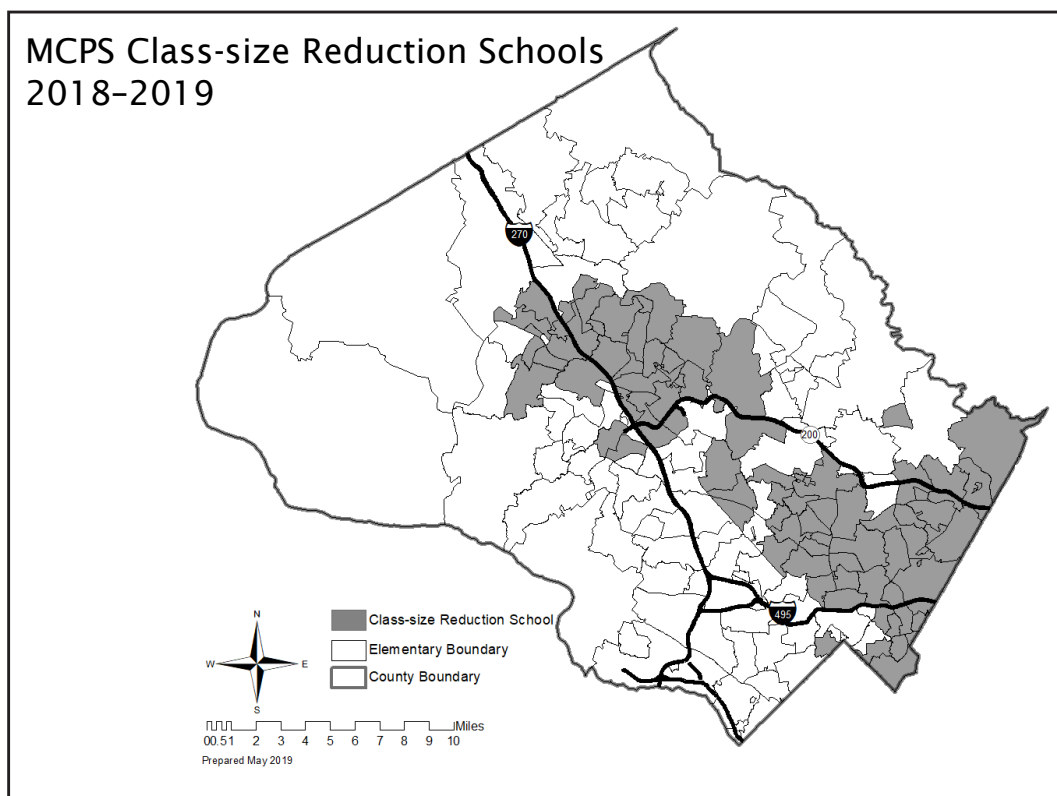
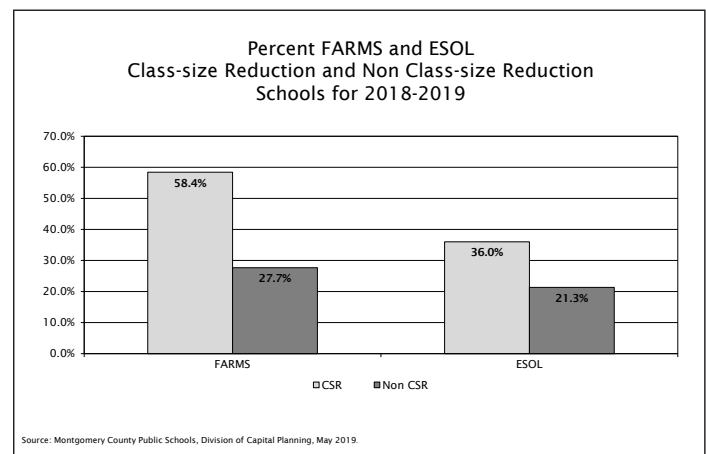
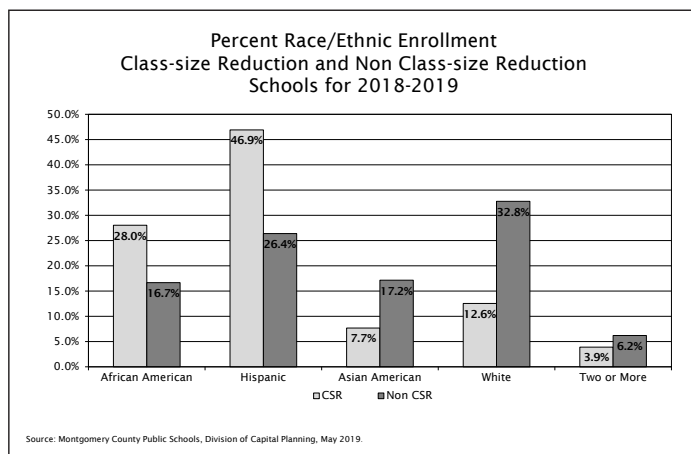
Student enrollment in the English for Speakers of Other Languages (ESOL) Program is a measure of student language diversity. As the school system has diversified over time, this percentage has grown. Ten years ago, in the 2009–2010 school year, 12.6 percent of students were in the ESOL Program, that has grown to 16.3 percent for the 2018–2019 school year. ESOL students represent 156 countries of origin and speak an estimated 132 different languages. Although immigration to the United States has been steady for many years and does contribute program participants, the share of ESOL students born in the United States has been increasing. U.S.-born students make up approximately 65 percent of ESOL enrollment.

# Class-size Reduction and Non-class-size Reduction Elementary Schools

For the 2018–2019 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 2018 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 immigration over the past three decades has transformed these communities and the

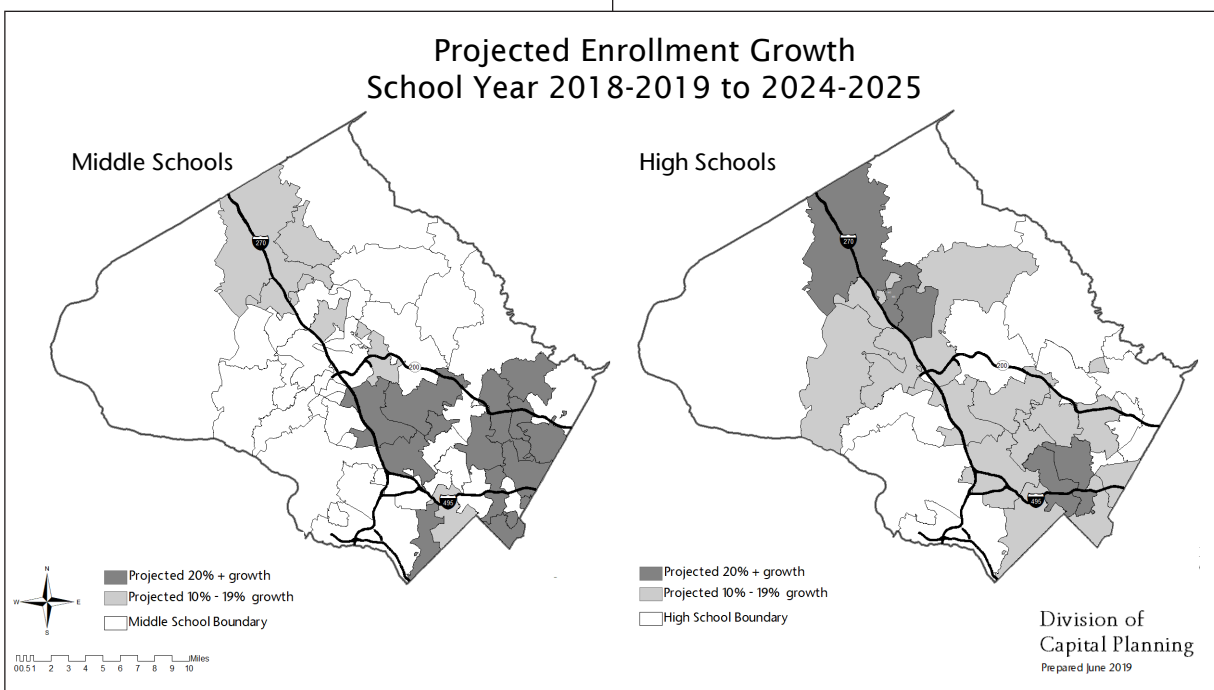
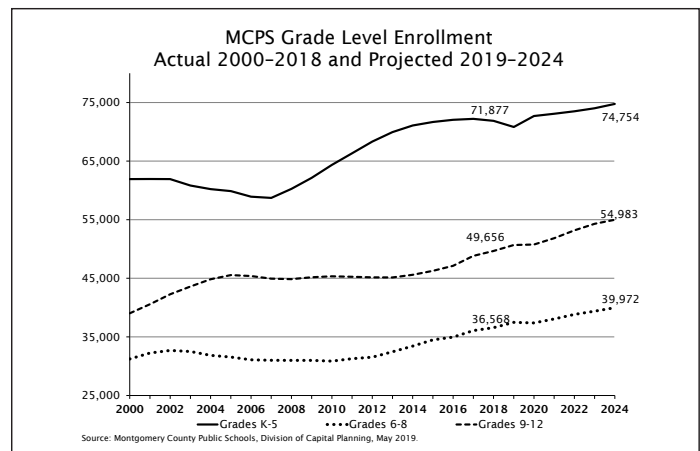
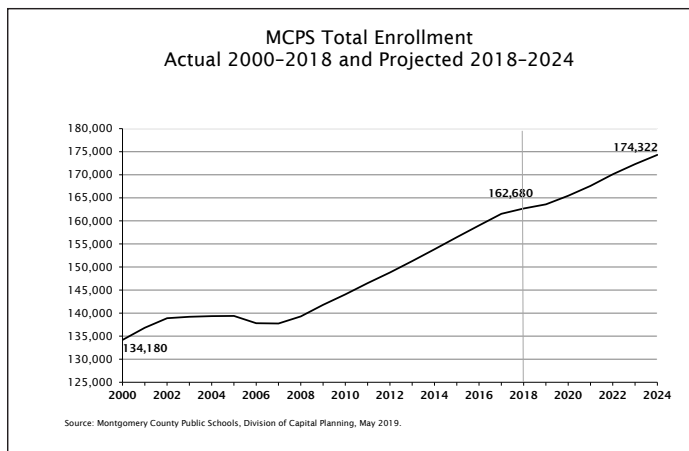
greatest concentration of student diversity and participation in the FARMS and ESOL programs is now found in areas of the county where two conditions exist—major transportation corridors are present and affordable housing is available. In Silver Spring and Wheaton these conditions are found in communities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



## MCPS Enrollment Forecast

The school enrollment forecasts are based on county births, aging of the current student population, and migration patterns. As county births increased through 2007, more kindergarten students entered MCPS. The advent of full-day kindergarten, countywide since 2006 also has been a factor in kindergarten

enrollment increases. Due to a decade of large elementary enrollment increases, MCPS is now experiencing a period of growth at secondary schools. (See appendices A and B for enrollment projections by grade level and Appendix 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 births averaging above 13,000 in recent years. 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 2018–2019 school year, MCPS operates 134 elementary schools, 40 middle schools, 25 high schools, one career and technology high school, one alternative program with two satellite locations, and five special program centers. Since 1983, MCPS has opened 34 elementary schools, 19 middle schools, and 6 high schools. During the next six years, additional school capacity will be added through new school openings, major capital projects, and classroom additions.



# Chapter 3

## Facility Planning Objectives

### MCPS Vision, Mission, and Core Values

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

- Learning
- Relationships
- Respect
- Excellence
- Equity

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

In addition to the strategic planning framework, Board of Education Policy FAA, *Educational Facilities Planning* and MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning and the Capital Improvement Priorities*, listed below, guide the development of the CIP.

### Capital Improvement Priorities

1. Compliance Projects
2. Capital Maintenance Projects
3. Capacity Projects
4. Major Capital Projects
5. System Infrastructure Projects
6. Technology Modernization Project

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

- Priority #1—Compliance Projects. This includes funding to address mandates, including *Americans with Disabilities Act* (ADA), asbestos abatement, fire safety upgrades, storm water discharge, water quality management, and Washington Suburban Sanitary Commission (WSSC) requirements. These projects must be completed in a timely fashion to be in compliance with laws and regulations.
- Priority #2—Capital Maintenance. This includes funding countywide projects that maintain school facilities in good condition so that they are safe, secure, and comfortable learning environments. In addition, capital projects in this area preserve school assets and

can avert more costly repairs or replacements in the future.

- Priority #3—Capacity Projects. This includes funding for new schools and additions so facilities can operate within capacity.
- Priority #4—Major Capital Projects. Funding in this area is important to sustain and upgrade building systems and address programmatic and capacity needs in schools.
- Priority #5—System Infrastructure. Funding in this area provides for facilities important to the operation of schools, including transportation depots, maintenance depots, the warehouse, and the upgrading of food services equipment.
- Priority #6—Technology Modernization. Funding in this area enables computers and technology to be upgraded periodically so that student learning is supported by up-to-date technologies.

### Educational Facilities Planning Policy Guidance

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

### Preferred Range of Enrollment

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

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

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



School Capacity Calculations

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

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

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

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

<sup>c</sup>Special Education, ESOL, alternative programs, and other special programs may require classroom ratios different from those listed.

School Facility Utilization

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

School Site Size

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

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

Facility Planning Objectives

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

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

OBJECTIVE 2: Meet long-term and interim space needs

OBJECTIVE 3: Sustain and upgrade facilities

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

OBJECTIVE 5: Support multipurpose use of schools

OBJECTIVE 6: Meet space needs of special education programs

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

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

Several educational program initiatives require more classroom and support space. These initiatives include the reduction in class sizes in Grades K–2 for the 65 schools most heavily affected by poverty and English language deficiency (called “focus schools”) and the expansion of full-day kindergarten to all elementary schools in MCPS. Creative uses of existing space in schools, modifications to existing classrooms, and placement of relocatable classrooms are all used to accommodate the additional staff needed to implement these initiatives. At schools with capital improvements in the facility planning or architectural planning phase, additional classrooms are provided to accommodate these initiatives. These initiatives are described in further detail in the following paragraphs.

## 2019–2020 Class Size Reduction and Title I Schools

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

All schools in this table are receiving additional staff to reduce class sizes in Grades K–2 except for the Grades 3–5 schools.

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

Schools in bold are also Title I schools in the 2019–2020 school year.

### Class Size Reductions

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class sizes in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2 in the focus schools most heavily impacted by poverty and language deficiency were reduced for the full instructional day to an average of 17 students per teacher in Grades 1–2 and 15 students per teacher in full-day kindergarten. (See chart on page 3-3.) Reducing class sizes in Grades K–2 had a dramatic impact on utilization levels in elementary schools, creating the

need for additional classrooms to accommodate the increased number of teaching positions. Beginning in FY 2012, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2. Beginning in FY 2015, Fields Road Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2. Beginning in FY 2015, Great Seneca Creek Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2. Beginning in FY 2018, Germantown Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2. Some schools also receive staffing to reduce class sizes in the upper grades. These schools are listed in the Class-size reduction table.

### Head Start and Prekindergarten Programs

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

### Signature and Academy Programs

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

### Information Technologies

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

The Technology Modernization Project provides the needed technology updates and computers in every school. Funds



included in this project update schools’ technology hardware, software, and network infrastructure. Up-to-date technology enhances student learning through access to online information and the latest instructional software. MCPS plans a multiyear effort to provide all students with access to mobile computers and a cloud-based learning platform that enhances creativity and collaboration in the classroom. These technologies also are critical for implementing online testing.

**OBJECTIVE 2:**  
**Meet Long-term and Interim Space Needs**

Montgomery County has demonstrated a strong commitment to providing sufficient school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. MCPS enrollment is now 71,650 students greater than it was in 1983, and 34 elementary schools, 19 middle schools, and 6 high schools have been constructed. Numerous additions to existing schools also have been constructed to accommodate the growth in enrollment. This year, MCPS is operating a total of 206 school facilities, including: 134 elementary schools, 40 middle schools, and 25 high schools; 1 career and technology high school; 5 special education schools; 1 alternative education center with two satellite centers.

**Long-term Space Needs**

A continued commitment to capital projects for the next six years is necessary to address overdue space needs and keep up with rising enrollment. This year’s official school enrollment is 163,277 students. Enrollment is projected to be 174,322 students by 2024. The CIP identifies where space shortages are projected to occur and how the school system plans to address them. Due to the high level of school utilization throughout the school system, there are few opportunities to address school space shortages through boundary changes among existing schools. Therefore, additions to existing schools, the opening of new schools, and other major capital projects at schools are all important strategies to address space needs. For a summary of approved capital projects, please see the table in Chapter 1, labeled “County Council Approved Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program Summary Table” (page 1–XX).

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

- Determine if space is available at adjacent or nearby schools and reassign students to a school(s) with space available;

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

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

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

- Snowden Farm Elementary School (opens September 2019)
- Clarksburg Elementary School #9 (opens September 2022)
- Gaithersburg Elementary School #8 (opens September 2022)
- Reopening of Woodward High School (opens September 2025)
- Crown Farm High School (opening to be determined)

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

## Number of Additional Rooms Planned—Capital Projects

School	Number of Rooms Planned*	Completion Date
Ashburton ES Addition	4	9/19
Snowden Farm Elementary School	37	9/19
S. Christa McAuliffe ES Addition	10	9/19
Thomas W. Pyle MS Addition	14	9/20
Montgomery Knolls ES Addition	4	9/20
Pine Crest ES Addition	9	9/20
Takoma Park MS Addition	16	9/21
Walt Whitman HS Addition	27	9/21
Col. E. Brooke Lee MS Addition/ Facility Upgrade	21	9/21
Piney Branch ES Addition	5	9/21
Clarksburg Elementary School #9	37	9/22
Cresthaven ES Addition	11	9/22
DuFief ES Addition/Facility Upgrades	14	9/22
Gaithersburg Elementary School #8	39	9/22
John F. Kennedy HS Addition	18	9/22
Roscoe Nix ES Addition	11	9/22
Silver Spring International MS Addition	15	9/22
Woodlin ES Addition/Facility Upgrade	8	9/22
Ronald McNair ES Addition	6	9/23
Parkland MS Addition	12	9/23
Northwood HS Addition	49	9/25
Woodward HS Reopening	118	9/25
Crown Farm High School	112	TBD
Highland View ES Addition	10	TBD
Lake Seneca ES Addition	12	TBD
Thurgood Marshall ES Addition	6	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), June 2019.		

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

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

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

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

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

## Number of Additional Rooms Planned—Revitalization/Expansion Projects

School	Number of Rooms Planned*	Completion Date
Seneca Valley HS	56	9/20
Luxmanor ES	10	1/20
Maryvale ES	3	1/20
Potomac ES	1	1/20
Tilden MS	11	9/20
*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), June 2019.		

## Interim Space Needs

The use of relocatable classrooms on a short-term basis has proven to be successful in providing schools the space necessary to deliver educational programs. Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms also enable the school system to avoid significant capital investment where building needs are only short term. The number of relocatable classrooms in use grew dramatically as program initiatives described under Objective 1 were implemented and enrollment increased. The number of relocatable classrooms declined between 2005 and 2008 as enrollment plateaued and capacity projects opened. However, with enrollment increasing again, the number of relocatable classrooms is expected to increase in the future. In the 2018–2019 school year, over 9,500 students attend class in 414 relocatable classrooms. This number does not include relocatable classrooms used for daycare, to stage construction on site at schools, or relocatables located at holding facilities and other facilities throughout the school system.

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

## Non-Capital Actions

MCPS staff conducted a boundary study in spring 2018 for Snowden Farms Elementary School to create the service area for this new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The Board of

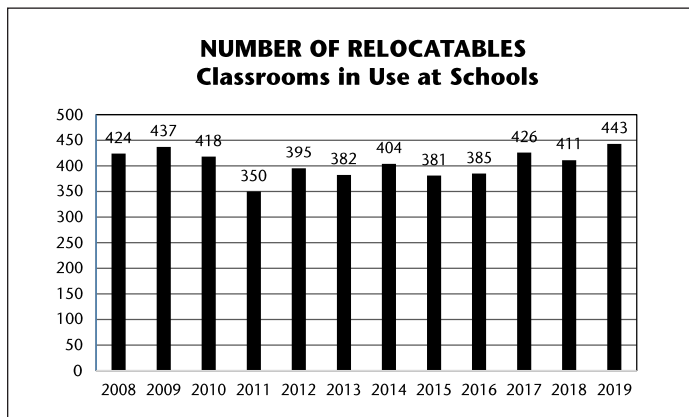
Education adopted the boundaries for this school on November 27, 2018. The Board resolution is available on the MCPS website at the following link: [http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2\\_BOEAdoptedBoundaries.pdf](http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2_BOEAdoptedBoundaries.pdf)

MCPS staff conducted a boundary study in spring 2019 to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

MCPS conducted a boundary study in spring 2019 for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The scope of the boundary school also Eastern and Silver Spring International middle schools to review the middle school articulation patterns for these schools. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.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. Moving forward, the school system has developed a new system to assess all schools utilizing the Key Facilities Indicators (KFI) to identify schools for a possible major capital project. Once a school is identified for a major capital project, the scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. The following schools have been identified for a major capital project and the project scopes will be determined during the 2018–2019 school year:

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

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

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

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

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

MCPS has many projects designed to meet the capital maintenance needs of schools across the county. These countywide projects are described in Chapter 5. Countywide projects address environmental issues, safety and security, and major building system maintenance in schools. These projects require an assessment of each school relative to the needs of other schools and include scheduled major repairs and replacement activities. The assessment process for most of the countywide projects is carried out through an annual review that involves



a team of maintenance professionals, school principals, and consultants. On some projects, local, state, and federal mandates affect the scope and cost of the effort required.

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

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

**OBJECTIVE 5:**  
**Support Multipurpose**  
**Use of Schools**

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

The Montgomery County Department of Health and Human Services (DHHS) Capital Budget includes several projects to provide services in county schools. In the Child Care in Schools Project, DHHS funds the construction of childcare classrooms in schools undergoing major construction or renovation. MCPS oversees the construction of the childcare classroom while DHHS arranges for the lease of the childcare

classroom to a private childcare provider. Funds were included in the DHHS CIP to construct childcare classrooms at Brown Station and Wheaton Woods elementary schools that opened in September 2017.

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

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

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

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

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

process for prioritizing schools sites for wellness centers. As a result of the work of the planning group, School-based Wellness Centers (SBWC) have opened at several high schools. The table below shows the schools that have SBWC and the opening date:

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

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

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

## OBJECTIVE 6: Meet Special Education Program Space Needs

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

on providing services to the maximum extent appropriate in the school the student would attend if nondisabled.

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

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

- Special education resource services are offered in all schools for Grades K–12. 119 elementary schools will be designated as Home School Model Schools for the 2018–2019 school year. (See Appendix P for a description of the Home School Model program.)
- Learning and Academic Disabilities (LAD) Services and transition services are provided in all secondary schools.
- Special education services are available in quad clusters or regionally for students who are recommended for the following services:
  - Augmentative and Alternative Communication Services
  - Autism Spectrum Disorders Services
  - Autism Resource Services
  - Aspergers Services
  - Bridge Services
  - Elementary Physical Disabilities Services
  - Elementary Learning Center
  - Extensions (upcounty and downcounty)
  - Gifted and Talented/Learning Disabled Program (secondary school level)
  - Infants and Toddlers Program
  - Learning for Independence (LFI) Program
  - Preschool Education Program (PEP)
  - Prekindergarten Language Classes
  - School/Community-based (SCB) Program
  - Social Emotional Support Services
  - Longview and Stephen Knolls
- Special education services are countywide for students in need of the following programs:
  - Carl Sandburg Learning Center
  - Deaf and Hard-of-Hearing Services
  - Gifted and Talented/Learning Disabled Program (elementary school level)
  - Preschool Vision Class
  - John L. Gildner Regional Institute for Children and Adolescents (RICA)
  - Rock Terrace School

## **Birth through 5 Years of Age Special Education Growth**

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

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

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







# Chapter 4

## Approved 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 approved for the *FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* (CIP) are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning actions often cross cluster/consortia boundaries in order to meet program and facility needs for all students. Appendix U includes the maps for each cluster, special education centers, and other educational centers.

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

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

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

- “Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.
- “Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- “Proposed”—Project has facility planning funds 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 2028 and 2033 at the secondary level. Space availability is shown with CIP actions. This table also has a “comments” section that contains a brief explanation of program or facility changes that will affect capacity within any given year. To assist readers, a glossary of abbreviations and terms used in the tables and notes is included on the previous page. A second table,

**AAC—Augmentative and Alternative Communication**

**Add.—Addition**

**AUT—Autism Spectrum Disorders**

**BRIDGE—Bridge services**

**CSR—Class size reduction**

**DCC—Downcounty Consortium**

**DHOH—Deaf and Hard of Hearing**

**ELC—Elementary Learning Center**

**ESOL—English for Speakers of Other Languages**

**GT/LD—Gifted and Talented/Learning Disabled**

**HS—Head Start**

**HSM—Home school model**

**LAD—Learning and Academic Disabilities**

**LANG—Speech/Language Services**

**LFI—Learning for Independence**

**LTL—Linkages to Learning**

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

**MSMC—Middle School Magnet Consortium**

**NEC—Northeast Consortium**

**PD—Physical Disabilities class**

**PEP—Preschool Education Program**

**pre-K—# of sessions of prekindergarten**

**pre-K Lang—Prekindergarten language class**

**Reg. Sec.—Regular secondary classroom**

**Reg. Elem.—Regular elementary classroom**

**Rev/Ex—Revitalization/Expansion**

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

**SBHC—School-based Health Center**

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

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

**SLSS—Social and Emotional Support Services**

**SBWC—Wellness Center**

**TBD—To be determined**

**TS—# of Teaching Stations**

**VIS—Preschool or secondary Vision Services**

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

The “Program Capacity Table (School Year 2018–2019)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2018–2019,” shows facility information for each school.

# Cluster Articulation for 2019–2020 School Year

## BETHESDA-CHEVY CHASE CLUSTER

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

## WINSTON CHURCHILL CLUSTER

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

## CLARKSBURG CLUSTER

Clarksburg HS (9–12)  
Neelsville MS (6–8) (*shared with Watkins Mill Cluster*)\*  
Capt. James E. Daly ES (pre-K–5)  
Fox Chapel ES (pre-K–5)  
Rocky Hill MS (6–8)  
Clarksburg ES (K–5)  
William B. Gibbs, Jr. ES (pre-K–5)  
Little Bennett ES (K–5)  
Hallie Wells MS (6–8) (*shared with Damascus Cluster*)\*  
Cedar Grove ES (K–5)\*  
Snowden Farm ES (K–4)\*  
(*5th grade class will be added in school year 2020–2021*)  
Wilson Wims ES (K–5)\*

## DAMASCUS CLUSTER

Damascus HS (9–12)  
John T. Baker MS (6–8)  
Clearspring ES (HS–5)  
Damascus ES (K–5)  
Laytonsville ES (K–5)\*  
Lois P. Rockwell ES (K–5)  
Woodfield ES (K–5)  
Hallie Wells MS (6–8) (*shared with Clarksburg Cluster*)\*  
Cedar Grove ES (K–5)\*  
Snowden Farm ES (K–4)\*  
(*5th grade class will be added in school year 2020–2021*)  
Wilson Wims ES (K–5)\*

## DOWNCOUNTY CONSORTIUM

Montgomery Blair HS (9–12)  
Albert Einstein HS (9–12)  
John F. Kennedy HS (9–12)  
Northwood HS (9–12)  
Wheaton HS (9–12)  
Argyle MS (6–8)  
A. Mario Loiederman MS (6–8)  
Parkland MS (6–8)  
Bel Pre ES (pre-K–2)  
Brookhaven ES (pre-K–5)  
Georgian Forest ES (HS and pre-K–5)  
Harmony Hills ES (HS and pre-K–5)  
Sargent Shriver ES (pre-K–5)  
Strathmore ES (3–5)  
Viers Mill ES (HS and pre-K–5)  
Weller Road ES (HS and pre-K–5)  
Wheaton Woods ES (HS and pre-K–5)

Eastern MS (6–8)  
Montgomery Knolls ES (HS and pre-K–2)  
New Hampshire Estates ES (HS and pre-K–2)  
Oak View ES (3–5)  
Pine Crest ES (3–5)  
Col. E. Brooke Lee MS (6–8)  
Arcola ES (HS–5)  
Glenallan ES (HS–5)  
Kemp Mill ES (pre-K–5)  
Newport Mill MS (6–8)  
Highland ES (HS and pre-K–5)  
Oakland Terrace ES (pre-K–5)  
Rock View ES (pre-K–5)  
Silver Spring International MS (6–8)  
Forest Knolls ES (HS and pre-K–5)  
Highland View ES (K–5)  
Rolling Terrace ES (HS and pre-K–5)  
Sligo Creek ES (K–5)  
Sligo MS (6–8)  
Glen Haven ES (pre-K–5)  
Flora M. Singer ES (pre-K–5)  
Woodlin ES (K–5)  
Takoma Park MS (6–8)  
East Silver Spring ES (HS and pre-K–5)  
Piney Branch ES (3–5)  
Takoma Park ES (pre-K–2)

## GAITHERSBURG CLUSTER

Gaithersburg HS (9–12)  
Forest Oak MS (6–8)  
Goshen ES (K–5)  
Rosemont ES (pre-K–5)  
Summit Hall ES (HS and pre-K–5)  
Washington Grove ES (HS and pre-K–5)  
Gaithersburg MS (6–8)  
Gaithersburg ES (pre-K–5)  
Laytonsville ES (K–5)\*  
Strawberry Knoll ES (HS and pre-K–5)

## WALTER JOHNSON CLUSTER

Walter Johnson HS (9–12)  
North Bethesda MS (6–8)  
Ashburton ES (K–5)  
Kensington Parkwood ES (K–5)  
Wyngate ES (K–5)  
Tilden MS (6–8)  
Farmland ES (K–5)  
Garrett Park ES (K–5)  
Luxmanor ES (K–5)

## COL. ZADOK MAGRUDER CLUSTER

Col. Zadok Magruder HS (9–12)  
Redland MS (6–8)  
Cashell ES (pre-K–5)  
Judith A. Resnik ES (pre-K–5)  
Sequoyah ES (K–5)  
Shady Grove MS (6–8)  
Candlewood ES (K–5)  
Flower Hill ES (pre-K–5)  
Mill Creek Towne ES (pre-K–5)

## RICHARD MONTGOMERY CLUSTER

Richard Montgomery HS (9–12)  
Julius West MS (6–8)  
Beall ES (HS and pre-K–5)  
College Gardens ES (HS–5)  
Ritchie Park ES (K–5)  
Bayard Rustin ES (K–5) (*Chinese Immersion K–5*)  
Twinbrook ES (HS and pre-K–5)

# Cluster Articulation for 2019–2020 School Year

## NORTHEAST CONSORTIUM

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

## NORTHWEST CLUSTER

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

## POOLESVILLE CLUSTER

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

## QUINCE ORCHARD CLUSTER

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

## ROCKVILLE CLUSTER

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

## SENECA VALLEY CLUSTER

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

## SHERWOOD CLUSTER

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

## WATKINS MILL CLUSTER

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

## WALT WHITMAN CLUSTER

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

## THOMAS S. WOOTTON CLUSTER

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

## OTHER EDUCATIONAL FACILITIES

Additionally, Montgomery County Public Schools operates the following facilities:

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

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

## CLUSTER PLANNING ISSUES

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

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

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

**Planning Study:** Projections indicate that enrollment will exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools by the end of the six-year at planning period. Therefore, a study was approved to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster in November 2017. In the Walter Johnson Cluster, a Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school. However, the projected space deficits, at the elementary school level in the Walter Johnson Cluster are not sufficient to recommend a new elementary school for the cluster at this time. Given that the adopted CIP included a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, in November 2018, 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. Once the capacity study and site selection process are complete, a recommendation to address the overutilization at the elementary school level for both clusters will be included for

consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters.

## SCHOOLS

### Bethesda Chevy Chase High School

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

### Bethesda Elementary School

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

## Bethesda-Chevy Chase Cluster Articulation\*

### Bethesda-Chevy Chase HS

#### Silver Creek MS

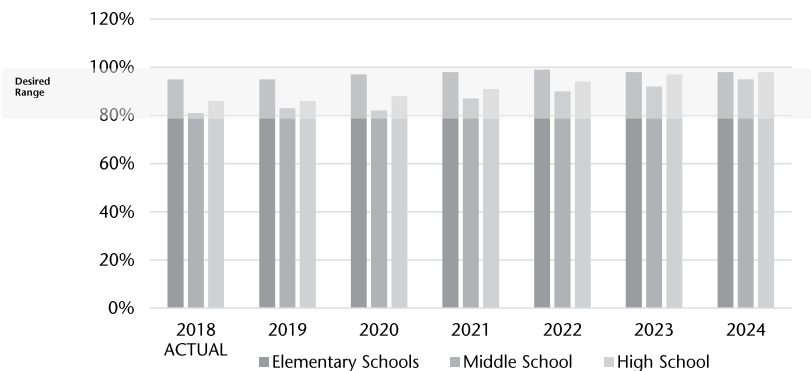
Chevy Chase ES  
North Chevy Chase ES  
Rock Creek Forest ES\*\*  
Rosemary Hills ES

#### Westland MS

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

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

## Bethesda-Chevy Chase Cluster School Utilizations



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



## BETHESDA-CHEVY CHASE CLUSTER

### 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

**Capital Project:** A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: [http://gis.mcpsmd.org/cipmasterpdfs/Supplement\\_B\\_Amended\\_FY2019-2024.pdf](http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf)

**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.

## CAPITAL PROJECTS

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





## BETHESDA-CHEVY CHASE CLUSTER

### Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Bethesda–Chevy Chase HS		Program Capacity	2457	2457	2457	2457	2457	2457	2457	2408	2408
		Enrollment	2124	2122	2168	2236	2318	2382	2410	2513	2640
		Available Space	333	335	289	221	139	75	47	(105)	(232)
		Comments									
Silver Creek MS		Program Capacity	935	935	935	935	935	935	935	935	935
		Enrollment	865	882	913	955	983	992	1018	1193	1240
		Available Space	70	53	22	(20)	(48)	(57)	(83)	(258)	(305)
		Comments									
Westland MS		Program Capacity	1089	1089	1089	1089	1089	1089	1089	1089	1089
		Enrollment	770	794	741	809	836	879	899	957	1020
		Available Space	319	295	348	280	253	210	190	(132)	69
		Comments									
Bethesda ES Grades (K–5)		Program Capacity	560	560	560	560	560	560	560		
		Enrollment	650	642	678	708	723	725	731		
		Available Space	(90)	(82)	(118)	(148)	(163)	(165)	(171)		
		Comments	Capacity study See text								
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	473	473	473	473	473	473	473		
		Enrollment	452	470	434	419	411	411	420		
		Available Space	21	3	39	54	62	62	53		
		Comments	Capacity study See text								
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	358	358	358	358	358	358	358		
		Enrollment	261	241	268	277	279	275	271		
		Available Space	97	117	90	81	79	83	87		
		Comments	Capacity study See text								
Rock Creek Forest ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	739	751	753	770	806	807	807		
		Available Space	(30)	(42)	(44)	(61)	(97)	(98)	(98)		
		Comments	Capacity study See text								
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES		Program Capacity	628	628	628	628	628	628	628		
		Enrollment	559	554	573	576	562	540	506		
		Available Space	69	74	55	52	66	88	122		
		Comments	Capacity study See text								
Somerset ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	587	583	619	623	636	650	656		
		Available Space	(72)	(68)	(104)	(108)	(121)	(135)	(141)		
		Comments	Capacity study See text								
Westbrook ES		Program Capacity	547	547	547	547	547	547	547		
		Enrollment	348	351	342	331	324	321	323		
		Available Space	199	196	205	216	223	226	224		
		Comments	Capacity study See text								
Cluster Information		HS Utilization	86%	86%	88%	91%	94%	97%	98%	104%	110%
		HS Enrollment	2124	2122	2168	2236	2318	2382	2410	2513	2640
		MS Utilization	81%	83%	82%	87%	90%	92%	95%	106%	112%
		MS Enrollment	1635	1676	1654	1764	1819	1871	1917	2150	2260
		ES Utilization	95%	95%	97%	98%	99%	98%	98%	99%	101%
		ES Enrollment	3596	3592	3667	3704	3741	3729	3714	3750	3820

# BETHESDA-CHEVY CHASE CLUSTER

## Demographic Characteristics of Schools

Schools	2018–2019						2018–2019		2017–2018
	Total Enrollment	Two or more races %	Black or Afr. Amr. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2124	5.3%	13.9%	5.2%	16.5%	58.7%	10.2%	6.4%	6.3%
Silver Creek MS	865	5.9%	20.8%	6.0%	18.5%	48.8%	24.2%	8.2%	10.3%
Westland MS	770	6.4%	5.7%	6.5%	15.8%	65.2%	6.9%	3.8%	6.1%
Bethesda ES	650	7.1%	6.9%	17.8%	14.3%	53.8%	7.1%	16.8%	15.7%
Chevy Chase ES	452	8.0%	18.6%	8.4%	11.9%	53.1%	19.0%	9.1%	4.2%
North Chevy Chase ES	261	5.7%	19.9%	6.5%	12.6%	55.2%	19.2%	9.2%	5.3%
Rock Creek Forest ES	739	5.8%	17.6%	8.0%	32.2%	36.0%	22.1%	17.1%	8.1%
Rosemary Hills ES	559	5.5%	24.9%	4.5%	13.2%	51.5%	26.7%	15.9%	6.5%
Somerset ES	587	7.8%	6.3%	11.2%	13.3%	60.6%	7.0%	18.6%	10.3%
Westbrook ES	348	7.5%	1.7%	5.2%	12.4%	72.4%	0%	4.3%	8.3%
<b>Elementary Cluster Total</b>	<b>3596</b>	<b>6.8%</b>	<b>13.7%</b>	<b>9.4%</b>	<b>17.0%</b>	<b>52.7%</b>	<b>15.0%</b>	<b>14.3%</b>	<b>8.8%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

## Program Capacity Table

(School Year 2018–2019)

Program Capacity Table (School Year 2018–2019)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based			County & Regional Based													
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Bethesda-Chevy Chase HS	9-12	2457	110		108								2																				
Silver Creek MS	6-8	935	46		44																												2
Westland MS	6-8	1089	52		51																	1											
Bethesda ES	K-5	560	29	3		20						4								2													
Chevy Chase ES	3-5	473	24	3		20									1																		
North Chevy Chase ES	3-5	358	21	5		15									1																		
Rock Creek Forest ES	K-5	709	40	4		15	11		1		5											2								1	1		
Rosemary Hills ES	PreK-2	628	36	5		17			1			7			1							5											
Somerset ES	K-5	515	27	4		18						4			1																		
Westbrook ES	K-5	547	30	4		20						2			1										3								

## BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2018–2019

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





# 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, therefore, an FY 2017 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a capacity study. Last year, however, projections dropped and only showed a space deficit of less than 50 seats by the end of the six-year planning period. This year's enrollment projections show an increase in the enrollment projections, therefore, the enrollment will continue to be monitored and, if needed, an addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Potomac Elementary School

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

## CAPITAL PROJECTS

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

"Approved"—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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

## Winston Churchill Cluster Articulation\*

### Winston Churchill High School

Cabin John MS\*\*

Bells Mill ES  
Seven Locks ES

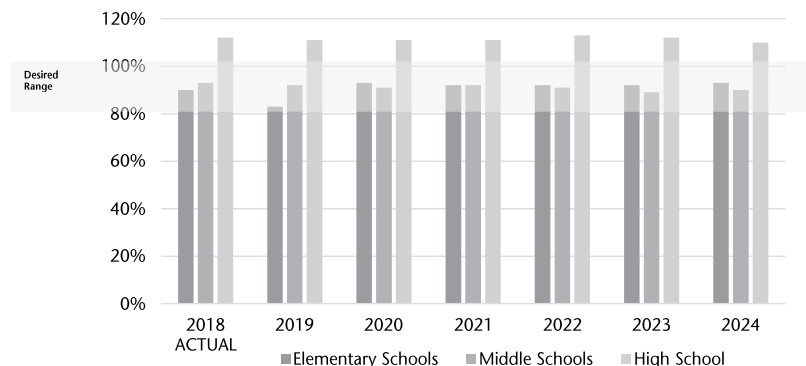
Herbert Hoover MS

Beverly Farms ES  
Potomac ES  
Wayside ES

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

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

## Winston Churchill Cluster School Utilizations



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

# WINSTON CHURCHILL CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Winston Churchill HS		Program Capacity	1986	1986	1986	1986	1986	1986	1986	1986	1986
		Enrollment	2227	2198	2212	2201	2240	2217	2181	2109	2040
		Available Space	(241)	(212)	(226)	(215)	(254)	(231)	(195)	(123)	(54)
		Comments									
Cabin John MS		Program Capacity	1076	1076	1076	1076	1076	1076	1076	1076	1076
		Enrollment	1023	992	1001	1012	1015	997	1004	1030	1020
		Available Space	53	84	75	64	61	79	72	46	56
		Comments									
Herbert Hoover MS		Program Capacity	1139	1139	1139	1139	1139	1139	1139	1139	1139
		Enrollment	1043	1035	1021	1030	1006	975	986	993	970
		Available Space	96	104	118	109	133	164	153	146	169
		Comments									
Bells Mill ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	619	582	615	611	611	619	627		
		Available Space	7	44	11	15	15	7	(1)		
		Comments									
Beverly Farms ES		Program Capacity	689	689	689	689	689	689	689		
		Enrollment	585	569	611	593	583	591	594		
		Available Space	104	120	78	96	106	98	95		
		Comments									
Potomac ES		Program Capacity	425	472	472	472	472	472	472		
		Enrollment	362	333	448	430	429	431	434		
		Available Space	63	139	24	42	43	41	38		
		Comments	@ Radnor	Rev/Ex Complete Jan. 2020							
Seven Locks ES		Program Capacity	424	424	424	424	424	424	424		
		Enrollment	429	403	411	418	423	422	434		
		Available Space	(5)	21	13	6	1	2	(10)		
		Comments									
Wayside ES		Program Capacity	648	648	648	648	648	648	648		
		Enrollment	533	487	578	582	577	578	573		
		Available Space	115	161	70	66	71	70	75		
		Comments									
Cluster Information		HS Utilization	112%	111%	111%	111%	113%	112%	110%	106%	103%
		HS Enrollment	2227	2198	2212	2201	2240	2217	2181	2109	2040
		MS Utilization	93%	92%	91%	92%	91%	89%	90%	91%	90%
		MS Enrollment	2066	2027	2022	2042	2021	1972	1990	2023	1990
		ES Utilization	90%	83%	93%	92%	92%	92%	93%	81%	78%
		ES Enrollment	2528	2374	2663	2634	2623	2641	2662	2305	2220



# WINSTON CHURCHILL CLUSTER

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2227	5.5%	9.2%	28.6%	8.0%	48.5%	3.7%	1.0%	3.4%
Cabin John MS	1023	5.8%	11.9%	33.6%	8.0%	40.6%	7.2%	4.1%	4.6%
Herbert Hoover MS	1043	4.6%	7.8%	36.1%	7.6%	43.7%	4.1%	1.8%	5.1%
Bells Mill ES	619	6.0%	10.7%	31.0%	8.7%	43.6%	8.6%	7.8%	3.9%
Beverly Farms ES	585	7.2%	7.5%	30.6%	10.3%	44.3%	6.8%	9.7%	5.7%
Potomac ES	362	7.7%	6.6%	37.3%	8.6%	39.8%	2.5%	6.6%	7.5%
Seven Locks ES	429	6.8%	8.2%	24.2%	12.4%	48.5%	4.4%	5.8%	7.7%
Wayside ES	533	6.8%	7.3%	45.6%	5.4%	34.9%	3.8%	9.8%	4.2%
<b>Elementary Cluster Total</b>	<b>2528</b>	<b>6.8%</b>	<b>8.2%</b>	<b>33.7%</b>	<b>9.0%</b>	<b>42.2%</b>	<b>5.6%</b>	<b>8.1%</b>	<b>5.6%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

## Program Capacity Table

(School Year 2018–2019)

Program Capacity Table (School Year 2018–2019)		Special Education Services																																	
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																														
					Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18
Schools		Winston Churchill HS	9-12	1986	94		85																	2	7										
		Cabin John MS	6-8	1076	57		48													3	1		5												
		Herbert Hoover MS	6-8	1139	56		52																	4											
		Bells Mill ES	HS-5	626	32	3		22			1	4											2												
		Beverly Farms ES	K-5	689	35	4		25				4					2																		
		Potomac ES	K-5	425	22	3		16				2				1																			
		Seven Locks ES	K-5	424	23	4		15				3				1																			
		Wayside ES	K-5	648	36	3		24				3								2											1	1			2

## WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2018–2019

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



## CLUSTER PLANNING ISSUES

**Planning Issue:** The Clarksburg Master Plan allows for the development of up to 15,000 residential units. The plan included five future elementary school sites and one future middle school site. A large number of housing units were constructed. A new cluster of schools was formed in the 2006–2007 school year when Clarksburg High School opened to accommodate the enrollment growth from the new development. Little Bennett Elementary School opened in September 2006, William B. Gibbs, Jr. Elementary School opened in September 2009, Wilson Wims Elementary School opened in September 2014, and Snowden Farm Elementary School is scheduled to open in September 2019. With continued growth in elementary school enrollment, an additional elementary school is scheduled to open in September 2022. To address the enrollment growth in the cluster, a high school addition opened in September 2015, and Hallie Wells Middle School opened in September 2016.

Valley High School for students living in the upcounty area leaving approximately 800 seats available for the Clarksburg and Northwest high school students.

**Planning Study:** See Planning Study under Cluster Planning Issues. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

### Neelsville Middle School

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

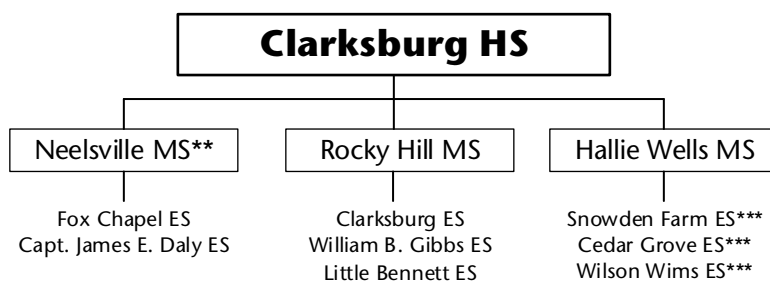
**Planning Study:** See text under Cluster Planning Issues. Information regarding this boundary study is available at the

## SCHOOLS

### Clarksburg High School

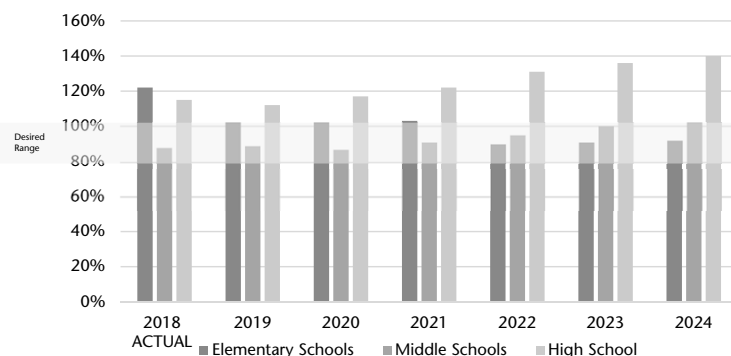
**Planning Issue:** Although a classroom addition opened in September 2015 to accommodate the overutilization at Clarksburg High School, student enrollment will continue to exceed capacity by over 800 students by the end of the six-year planning period. Enrollment also is projected to exceed capacity at Northwest High School by almost 700 students. Both the Clarksburg and Northwest high school service areas are adjacent to the Seneca Valley High School service area. A revitalization/expansion project at Seneca Valley High School, scheduled for completion in September 2020, was designed and constructed with a capacity for 2,581 students. The enrollment at Seneca Valley High School is projected to be 1,301 students by the end of the six-year planning period. With a capacity of 2,581 seats, there will be approximately 1,280 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete. Recently, a Career Readiness External Review was conducted and provided recommendations to increase the number of students prepared for employment in high demand fields. Given that the Seneca Valley High School project is under construction, there was an opportunity to expand career technology education for students living in the upcounty area. Therefore, the master planned shell on the fourth floor was approved for construction to accommodate additional career technology education programs in this facility. As part of the boundary study described in the section below, the superintendent of schools reserved 500 seats at Seneca

### Clarksburg Cluster Articulation\*



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

### Clarksburg Cluster School Utilizations



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

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## CLARKSBURG CLUSTER

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following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

### Hallie Wells Middle School

**Planning Study:** See text under Cluster Planning Issues. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

### Rocky Hill Middle School

**Planning Study:** See text under Cluster Planning Issues. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

### Cedar Grove Elementary School

**Planning Issue:** Enrollment is projected to exceed capacity by more than 92 seats throughout the six-year planning period. Although the opening of Wilson Wims Elementary School provided some relief, current projections indicate the need for additional elementary schools in the Clarksburg Cluster. Cedar Grove Elementary School articulates to both Clarksburg and Damascus clusters. Relocatable classrooms will be utilized until Snowden Farm Elementary School and/or Clarksburg Cluster Elementary School #9 opens.

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

**Planning Study:** A boundary study was conducted in spring 2018, for Snowden Farm Elementary School to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The Board of Education approved the boundaries for the new school on November 27, 2018. The boundary resolution is available on the MCPS website at the following link: [http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2\\_BOEAdoptedBoundaries.pdf](http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2_BOEAdoptedBoundaries.pdf)

### Clarksburg Elementary School

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

**Capital Project:** Although an FY 2019 appropriation for planning was recommended by the Board of Education for Clarksburg Elementary School #9 with a scheduled opening in September 2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation

is approved for planning to begin the architectural design for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

### Capt. James E. Daly Elementary School

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

### Snowden Farm Elementary School

**Capital Project:** This school is scheduled to open in September 2019 to relieve projected overutilization in the Clarksburg Cluster. An FY 2018 appropriation was approved to construct Snowden Farm Elementary School.

**Planning Study:** A boundary study was conducted in spring 2018, for Snowden Farm Elementary School to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The Board of Education approved the boundaries for the new school on November 27, 2018. The boundary resolution is available on the MCPS website at the following link: [http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2\\_BOEAdoptedBoundaries.pdf](http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2_BOEAdoptedBoundaries.pdf)

### Wilson Wims Elementary School

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

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

**Planning Study:** A boundary study was conducted in spring 2018, for Snowden Farm Elementary School to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The Board of Education approved the boundaries for the new school on November 27, 2018. The boundary resolution is available on the MCPS website at the following link: [http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2\\_BOEAdoptedBoundaries.pdf](http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2_BOEAdoptedBoundaries.pdf)

## CLARKSBURG CLUSTER

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MCPS website at the following link: [http://gis.mcpsmd.org/boundarystudy/pdfs/ClarksburgVillage2\\_BOEAdoptedBoundaries.pdf](http://gis.mcpsmd.org/boundarystudy/pdfs/ClarksburgVillage2_BOEAdoptedBoundaries.pdf)

### CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Neelsville MS	Major Capital Project	Approved	TBD
Clarksburg ES #9	New school	Approved	Sept. 2022
Snowden Farm ES	New school	Approved	Sept. 2019

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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



# CLARKSBURG CLUSTER

## Projected Enrollment and Space Availability Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections								
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033	
Clarksburg HS		Program Capacity	2034	2034	2034	2034	2034	2034	2034	2034	2034	2034
		Enrollment	2338	2536	2374	2487	2668	2757	2848	2866	3000	
		Available Space	(304)	(502)	(340)	(453)	(634)	(723)	(814)	(832)	(966)	
		Comments	Boundary study See text									
Neelsville MS		Program Capacity	956	956	956	956	956	956	956	956	956	
		Enrollment	944	1019	933	908	917	946	957	930	970	
		Available Space	12	(63)	23	48	39	10	(1)	26	(14)	
		Comments	Boundary study	Planning for Major Capital Project								
Rocky Hill MS		Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020	
		Enrollment	844	870	799	899	946	998	1023	1027	1090	
		Available Space	176	150	221	121	74	22	(3)	(7)	(70)	
		Comments	Boundary study									
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982	
		Enrollment	792	839	848	877	949	1002	1032	987	1060	
		Available Space	190	143	134	105	33	(20)	(50)	(5)	(78)	
		Comments	Boundary study									
Cedar Grove ES		Program Capacity	418	418	418	418	418	418	418			
		Enrollment	613	413	409	407	395	391	394			
		Available Space	(195)	5	9	11	23	27	24			
		Comments	Boundary recommendation	Boundary change								
Clarksburg ES		Program Capacity	311	311	311	311	311	311	311			
		Enrollment	529	545	525	552	582	613	632			
		Available Space	(218)	(234)	(214)	(241)	(271)	(302)	(321)			
		Comments										
Clarksburg ES #9		Program Capacity					740	740	740			
		Enrollment					0	0	0			
		Available Space					740	740	740			
		Comments		Planning for new school		Opens						
Capt. James E. Daly ES	CSR	Program Capacity	528	528	528	528	528	528	528			
		Enrollment	585	600	568	593	603	606	611			
		Available Space	(57)	(72)	(40)	(65)	(75)	(78)	(83)			
		Comments										
Fox Chapel ES	CSR	Program Capacity	683	683	683	683	683	683	683			
		Enrollment	598	615	591	593	599	598	606			
		Available Space	85	68	92	90	84	85	77			
		Comments										
William B. Gibbs, Jr. ES		Program Capacity	714	714	714	714	714	714	714			
		Enrollment	652	643	684	670	663	670	671			
		Available Space	62	71	30	44	51	44	43			
		Comments										
Little Bennett ES		Program Capacity	611	611	611	611	611	611	611			
		Enrollment	614	611	557	558	558	542	608			
		Available Space	(3)	0	54	53	53	69	3			
		Comments										
Snowden Farm ES		Program Capacity		741	741	741	741	741	741			
		Enrollment		649	779	795	804	807	808			
		Available Space		92	(38)	(54)	(63)	(66)	(67)			
		Comments		Opens								
Wilson Wims ES		Program Capacity	752	752	752	752	752	752	752			
		Enrollment	1244	802	774	784	784	782	785			
		Available Space	(492)	(50)	(22)	(32)	(32)	(30)	(33)			
		Comments	Boundary recommendation	Boundary change								
Cluster Information		HS Utilization	115%	125%	117%	122%	131%	136%	140%	141%	147%	
		HS Enrollment	2338	2536	2374	2487	2668	2757	2848	2866	3000	
		MS Utilization	88%	92%	87%	91%	95%	100%	102%	100%	105%	
		MS Enrollment	2580	2728	2580	2684	2812	2946	3012	2944	3120	
		ES Utilization	120%	103%	103%	104%	91%	91%	93%	102%	110%	
		ES Enrollment	4835	4878	4887	4952	4988	5009	5115	5610	6050	



# CLARKSBURG CLUSTER

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Clarksburg HS	2338	4.3%	28.7%	20.4%	26.8%	19.6%	27.0%	8.1%	11.1%
Hallie Wells MS	792	7.7%	21.3%	33.7%	13.8%	23.4%	15.9%	3.2%	7.6%
Neelsville MS	944	2.5%	34.3%	8.8%	49.6%	4.3%	65.1%	18.0%	15.7%
Rocky Hill MS	844	6.9%	24.3%	29.0%	17.9%	21.7%	22.5%	4.5%	8.7%
Cedar Grove ES	613	4.2%	14.7%	41.8%	11.1%	27.7%	10.0%	9.5%	13.9%
Clarksburg ES	529	7.8%	23.1%	37.6%	14.0%	17.2%	15.3%	18.7%	16.6%
Captain James Daly ES	585	2.4%	36.6%	6.5%	49.6%	5.0%	75.4%	44.1%	14.9%
Fox Chapel ES	598	4.2%	26.1%	15.6%	43.8%	9.7%	52.2%	33.8%	12.9%
Little Bennett ES	614	7.7%	22.1%	29.5%	16.0%	24.3%	16.8%	12.7%	6.0%
William B. Gibbs Jr. ES	652	5.8%	28.5%	25.9%	19.0%	20.2%	33.4%	15.2%	12.1%
Wilson Wims ES	1244	5.5%	15.1%	44.3%	12.6%	22.3%	8.5%	9.8%	8.0%
<b>Elementary Cluster Total</b>	<b>4835</b>	<b>5.4%</b>	<b>22.6%</b>	<b>30.8%</b>	<b>22.2%</b>	<b>18.7%</b>	<b>27.3%</b>	<b>18.9%</b>	<b>11.3%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018-2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018-2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017-2018 school year compared to total enrollment.

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

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

## Program Capacity Table

(School Year 2018-2019)

Program Capacity Table (School Year 2018–2019)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based															
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Clarksburg HS	9-12	2034	93		88								2													3							
Neelsville MS	6-8	956	47		42								3	2																			
Rocky Hill MS	6-8	1020	48		48																												
Hallie Wells MS	6-8	982	48		45																				3								
Cedar Grove ES	K-5	418	25	4		13						4			1							3											
Clarksburg ES	K-5	311	19	4		8						4				3																	
Captain James Daly ES	PreK-5	528	32	5		7	12		1		4					3																	
Fox Chapel ES	PreK-5	683	36	4		17	9		1		5																						
William B. Gibbs Jr. ES	K-5	714	37	4		23			1			3			1															4	1		
Little Bennett ES	K-5	611	34	4		20						4			1	5																	
Wilson Wims ES	K-5	752	37	3		24						8																	1		1		

## CLARKSBURG CLUSTER

### Facility Characteristics of Schools 2018–2019

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



# DAMASCUS CLUSTER

## SCHOOLS

### Damascus High School

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

### John T. Baker Middle School

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

### Cedar Grove Elementary School

**Planning Issue:** Enrollment is projected to exceed capacity by more than 92 seats throughout the six-year planning period. Although the opening of Wilson Wims Elementary School provided some relief, current projections indicate the need for additional elementary schools in the Clarksburg Cluster. Relocatable classrooms will be utilized until Snowden Farm Elementary School and/or Clarksburg Cluster Elementary School #9 opens.

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

**Planning Study:** A boundary study was conducted in spring 2018, for Snowden Farm Elementary School to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The Board of Education approved the boundaries for the new school on November 27, 2018. The boundary resolution is available on the MCPS website at the following link: [http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2\\_BOEAdoptedBoundaries.pdf](http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2_BOEAdoptedBoundaries.pdf)

### Clarksburg Elementary School #9

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

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

### Damascus Elementary School

**Capital Project:** A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: [http://gis.mcpsmd.org/cipmasterpdfs/Supplement\\_B\\_Amended\\_FY2019-2024.pdf](http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf)

### Snowden Farm Elementary School

**Capital Project:** This school is scheduled to open in September 2019 to relieve projected overutilization in the Clarksburg Cluster. An FY 2018 appropriation was approved to construct Snowden Farm Elementary School.

**Planning Study:** A boundary study was conducted in spring 2018, for Snowden Farm Elementary School to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The Board of Education approved the boundaries for the new school on November 27, 2018. The boundary resolution is available on the MCPS website at the following link: [http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2\\_BOEAdoptedBoundaries.pdf](http://gis.mcpsmd.org/boundarystudypdfs/ClarksburgVillage2_BOEAdoptedBoundaries.pdf)

## DAMASCUS CLUSTER

### CAPITAL PROJECTS

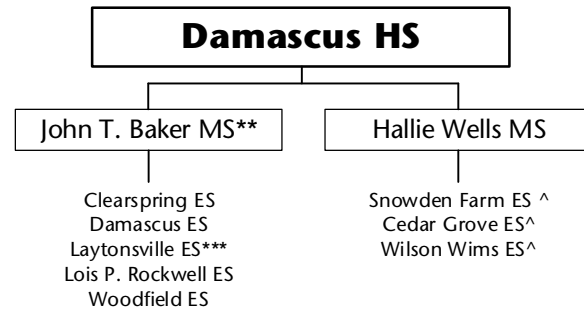
School	Project	Project Status*	Date of Completion
Damascus HS	Major Capital Project	Approved	TBD
Baker MS	Classroom addition	Proposed	TBD
Snowden Farm ES	New school	Approved	Sept. 2019

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

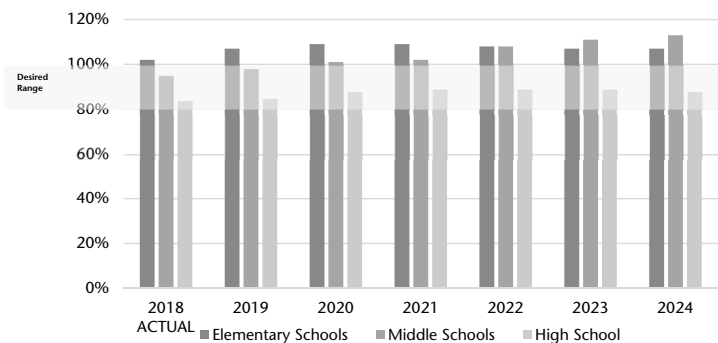
“Proposed”—Project has facility planning funds approved for a feasibility study.

### Damascus Cluster Articulation\*



- \* “Cluster” is defined as the collection of elementary schools that articulate to the same high school
- \*\* Clarksburg ES and Little Bennett ES also articulate Rocky Hill MS and thereafter to Clarksburg HS
- \*\*\* Most of Laytonsville ES articulates to Gaithersburg MS and Gaithersburg HS.
- ^ Portions of Cedar Grove ES, Wilson Wims ES, and Snowden Farm ES also articulate to Damascus HS.

### Damascus Cluster School Utilizations



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

## DAMASCUS CLUSTER

### Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Damascus HS		Program Capacity	1556	1556	1556	1556	1556	1556	1556	1556	1556
		Enrollment	1311	1371	1372	1389	1388	1385	1371	1342	1320
		Available Space	245	185	184	167	168	171	185	214	236
		Comments		Planning for Major Capital Project							
John T. Baker MS		Program Capacity	745	745	745	745	745	745	745	745	745
		Enrollment	850	887	901	892	919	919	912	1024	1000
		Available Space	(105)	(142)	(156)	(147)	(174)	(174)	(167)	(279)	(255)
		Comments		Facility Planning for Addition							
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	792	839	848	877	949	1002	1032	987	1060
		Available Space	190	143	134	105	33	(20)	(50)	(5)	(78)
		Comments	Boundary study								
Cedar Grove ES		Program Capacity	418	418	418	418	418	418	418		
		Enrollment	613	413	409	407	395	391	394		
		Available Space	(195)	5	9	11	23	27	24		
		Comments	Boundary recommendation	Boundary change							
Clearspring ES		Program Capacity	642	642	642	642	642	642	642		
		Enrollment	618	607	705	705	705	706	696		
		Available Space	24	35	(63)	(63)	(63)	(64)	(54)		
		Comments									
Damascus ES		Program Capacity	351	351	351	351	351	351	351		
		Enrollment	341	339	357	354	366	376	374		
		Available Space	10	12	(6)	(3)	(15)	(25)	(23)		
		Comments									
Lois P. Rockwell ES		Program Capacity	530	530	530	530	530	530	530		
		Enrollment	474	449	479	488	489	488	492		
		Available Space	56	81	51	42	41	42	38		
		Comments									
Woodfield ES		Program Capacity	399	399	399	399	399	399	399		
		Enrollment	339	351	362	375	361	339	328		
		Available Space	60	48	37	24	38	60	71		
		Comments									
Cluster Information		HS Utilization	84%	88%	88%	89%	89%	89%	88%	86%	85%
		HS Enrollment	1311	1371	1372	1389	1388	1385	1371	1342	1320
		MS Utilization	95%	100%	101%	102%	108%	111%	113%	116%	119%
		MS Enrollment	1642	1726	1749	1769	1868	1921	1944	2011	2060
		ES Utilization	102%	92%	99%	100%	99%	98%	98%	103%	103%
		ES Enrollment	2385	2159	2312	2329	2316	2300	2284	2410	2410

## DAMASCUS CLUSTER

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1311	5.0%	12.2%	8.8%	20.6%	52.9%	15.8%	1.7%	6.3%
Hallie Wells MS	792	7.7%	21.3%	33.7%	13.8%	23.4%	15.9%	3.2%	7.6%
John T Baker MS	850	4.1%	12.2%	7.2%	26.4%	49.9%	22.9%	3.8%	5.8%
Cedar Grove ES	613	4.2%	14.7%	41.8%	11.1%	27.7%	10.0%	9.5%	13.9%
Clearspring ES	618	8.1%	19.3%	12.5%	22.2%	37.9%	32.0%	11.2%	5.4%
Damascus ES	341	7.9%	5.9%	3.8%	32.8%	49.3%	24.6%	20.5%	10.5%
Lois P. Rockwell ES	474	6.8%	10.5%	11.0%	25.7%	45.4%	17.9%	9.3%	6.8%
Woodfield ES	339	6.2%	8.6%	8.6%	24.2%	51.9%	20.6%	6.8%	6.8%
<b>Elementary Cluster Total</b>	<b>2385</b>	<b>6.5%</b>	<b>12.9%</b>	<b>17.9%</b>	<b>21.8%</b>	<b>40.4%</b>	<b>20.9%</b>	<b>11.1%</b>	<b>8.7%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

*\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.*

*\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.*

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

## Program Capacity Table

(School Year 2018–2019)

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



## DAMASCUS CLUSTER

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**Facility Characteristics of Schools 2018–2019**

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



# DOWNCOUNTY CONSORTIUM

## CONSORTIUM PLANNING ISSUES

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

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

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

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

## Elementary Schools

**Planning Issues:** There has been significant enrollment growth in the Downcounty Consortium since 2007. This growth began at the elementary schools where many schools no longer have the space to accommodate the projected enrollment and has now reached the secondary school levels. A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015

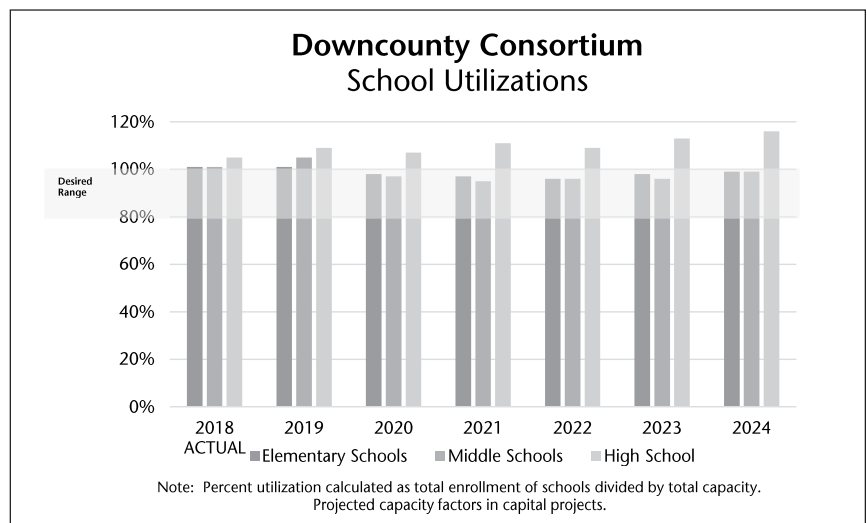
school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. As a result of the capacity study,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

## Middle Schools

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

## High Schools

At the high school level, enrollment is projected to exceed capacity by the end of the six-year planning period at all five high schools. A comprehensive capacity study was conducted during spring 2017, for the Downcounty Consortium high schools to study the possibility of adding capacity to the Downcounty Consortium through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the building shell of the



## DOWNCOUNTY CONSORTIUM

master-planned addition was constructed as part of the project. Constructing the building shell during ongoing construction enabled classrooms to be built-out to address the enrollment growth at Wheaton High School.

To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved to begin planning to provide the instructional support spaces needed for 2,700 students at Northwood High School. With respect to Northwood High School, an 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 Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. Based on this analysis, the Board of Education approved that Woodward High School be used as a holding school, starting in September 2023 for Northwood

High School, for two years. Northwood High School will return to its facility in September 2025 and Woodward High School will open in September 2025. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

### Montgomery Blair High School

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

### Albert Einstein High School

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

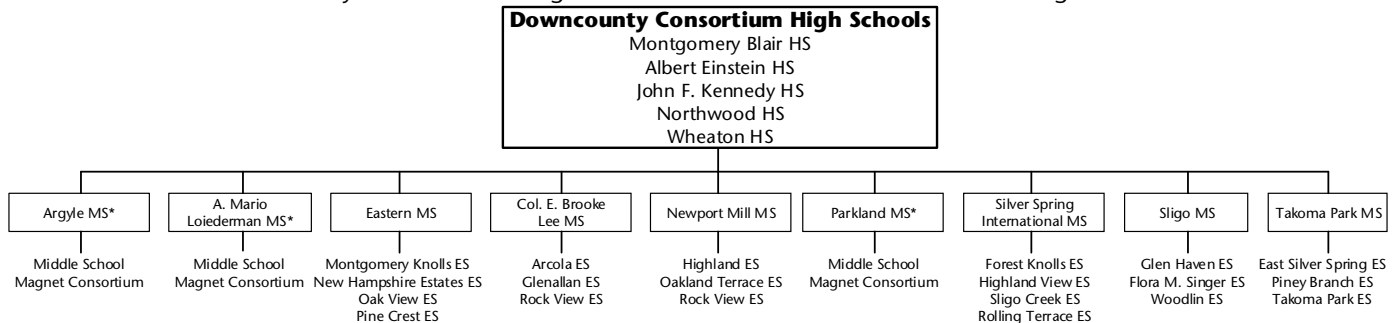
### John F. Kennedy High School

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

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

## Downcounty Consortium Articulation\*

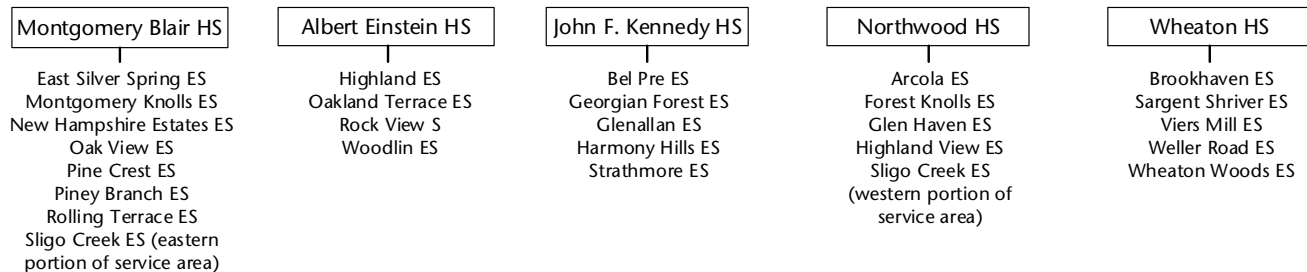
Elementary schools articulating to middle schools within the consortium of high schools



\* 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.

## Downcounty Consortium Articulation

### High School Base Areas



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

is September 2022. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

**Northwood High School**

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

**Wheaton High School**

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

**Woodward High School**

**Capital Project:** To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Woodward High School with a completion date of September 2025. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

**Argyle Middle School**

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

**Eastern Middle School**

**Capital Project:** A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: [http://gis.mcpsmd.org/cipmasterpdfs/Supplement\\_B\\_Amended\\_FY2019-2024.pdf](http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf)

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The boundary study also included Eastern and Silver Spring International middle schools to review the middle school articulations patterns for these schools. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx>

**Col. E. Brooke Lee Middle School**

**Capital Project:** Projections indicate enrollment at Col. E. Brooke Lee Middle School will exceed capacity by 150 seats or more by the end of the six-year period. Therefore, expenditures are approved to address the overutilization at this school, as well as to address the building systems to accommodate a 1,000-student capacity. An FY 2020 appropriation for construction funds is approved for this project with a scheduled completion of September 2021. Relocatable classrooms will

be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

**A. Mario Loiederman Middle School**

**Capital Project:** Previous projections indicated enrollment at A. Mario Loiederman Middle School would exceed capacity by 150 seats or more by the end of the six-year planning period, therefore, an FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The current space deficit, however, does not meet the minimum threshold of 150 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

**Capital Project:** An FY 2020 appropriation is approved for construction as part of the Building Modifications and Program Improvements Program to provide a Performing Arts Program to support the Creative and Performing Arts Magnet program. The scheduled completion date for the project is the 2020–2021 school year. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

**Parkland Middle School**

**Capital Project:** Projections indicate that enrollment at Parkland Middle School will exceed capacity by 150 seats or more by the end of the six-year planning period. As part of the FY 2019–2024 CIP, the Board of Education requested an addition project for completion in September 2021 that was delayed by the County Council to September 2022. As part of the Amended FY 2019–2024 CIP, the County Council delayed the project another year to September 2023. FY 2021 expenditures are approved for planning to begin the architectural design for this project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

**Silver Spring International Middle School  
Sligo Creek Elementary School**

**Capital Project:** Projections indicate that enrollment at Silver Spring International Middle School is increasing and will exceed capacity throughout the six-year planning period. In addition to the enrollment growth, the gymnasiums and locker rooms are located in a separate building, down a steep hill, which affects the accessibility and administration of the physical education program at the school. In addition, the construction of the Purple Line will affect the school site and outdoor programmatic spaces that will need to be addressed. Sligo Creek Elementary School and Silver Spring International Middle School are collocated in the same facility. Prior to the design of the addition project, Sligo Creek Elementary School was utilizing classroom space in the middle school facility. To improve circulation in the middle school and access to the



elementary school, the project includes an addition to Sligo Creek Elementary School. An FY 2020 appropriation for construction funds is approved for this project. The approved completion date is September 2022. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The boundary study also included Eastern and Silver Spring International middle schools to review the middle school articulations patterns for these schools. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx>

### **Takoma Park Middle School**

**Capital Project:** An addition project is approved for this school with a completion date of September 2020 for phase 1 of the project and September 2021 for phase 2. An FY 2019 appropriation was approved to construct the addition project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

### **East Silver Spring Elementary School**

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

### **Forest Knolls Elementary School**

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

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The boundary study also included Eastern and Silver Spring International middle schools to review the middle school articulations patterns for these schools. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx>

### **Highland View Elementary School**

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

### **Montgomery Knolls Elementary School**

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

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The boundary study also included Eastern and Silver Spring International middle schools to review the middle school articulations patterns for these schools. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx>

### **Oak View Elementary School**

**Planning Study:** Projections indicate that enrollment will exceed capacity by more than 92 seats by the end of the six-year planning period. An FY 2020 appropriation is 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. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be constructed.



### **Pine Crest Elementary School**

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

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The boundary study also included Eastern and Silver Spring International middle schools to review the middle school articulations patterns for these schools. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx>

### **Piney Branch Elementary School**

**Capital Project:** Piney Branch Elementary School is located on the smallest site in the county at 1.9 acres and there is little to no room for relocatable classrooms to accommodate overutilization at the school. To address the current and projected overutilization at the school, an addition project was approved at Piney Branch Elementary School with a completion date of September 2021. An FY 2017 appropriation for facility planning was approved to conduct a feasibility study to determine the feasibility, scope and cost of the project. An FY 2020 appropriation is approved to construct this project with a completion date is September 2021. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

### **Rolling Terrace Elementary School**

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

### **Sargent Shriver Elementary School**

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

### **Sligo Creek Elementary School**

**Capital Project:** As part of the Silver Spring International Middle School addition project, an addition is included for Sligo Creek Elementary School to improve access to the school and add capacity. An FY 2020 appropriation is approved to construct the project. The schedule completion date for the project is September 2022.

### **Woodlin Elementary School**

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



## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
John F. Kennedy HS	Classroom addition	Approved	Sept. 2022
Northwood HS	Classroom addition and Facility upgrades	Approved	Sept. 2025
Wheaton HS	Revitalization/ expansion	Approved	Jan. 2016 Sept. 2019, site
	Addition	Approved	Sept. 2018
Woodward HS	Reopening	Approved	Sept. 2025
Col. E. Brooke Lee MS	Classroom addition and Facility upgrades	Approved	Sept. 2021
Parkland MS	Classroom addition	Delayed	Sept. 2023
Silver Spring International MS/ Sligo Creek ES	Classroom additions	Approved	Sept. 2022
Takoma Park MS	Classroom addition	Approved	Sept. 2020/ Sept. 2021
Highland View ES	Classroom additions	Proposed	TBD
Montgomery Knolls ES	Classroom addition	Approved	Sept. 2020
Oak View ES	Classroom addition	Proposed	TBD
Pine Crest ES	Classroom addition	Approved	Sept. 2020
Piney Branch ES	Classroom addition	Approved	Sept. 2021
Woodlin ES	Classroom addition and Facility Upgrades	Approved	Sept. 2022

\*Approved"— Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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

# DOWNCOUNTY CONSORTIUM

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Montgomery Blair HS		Program Capacity	2912	2912	2912	2912	2912	2912	2912	2912	2912
		Enrollment	3196	3244	3262	3342	3406	3522	3619	3643	3820
		Available Space	(284)	(332)	(350)	(430)	(494)	(610)	(707)	(731)	(908)
		Comments									
Albert Einstein HS		Program Capacity	1629	1629	1629	1629	1629	1629	1629	1629	1629
		Enrollment	1746	1780	1893	1912	1963	2063	2119	2092	2200
		Available Space	(117)	(151)	(264)	(283)	(334)	(434)	(490)	(463)	(571)
		Comments									
John F. Kennedy HS		Program Capacity	1794	1794	1794	1794	2221	2221	2221	2221	2221
		Enrollment	1781	1846	1844	1901	1952	2013	2062	2022	2120
		Available Space	13	(52)	(50)	(107)	269	208	159	199	101
		Comments	Planning for Addition				Addition Complete				
Northwood HS		Program Capacity	1508	1508	1508	1508	1508	1508	1508	1508	1508
		Enrollment	1732	1852	1787	1866	1945	2019	2092	2140	2280
		Available Space	(224)	(344)	(279)	(358)	(437)	(511)	(584)	(632)	(772)
		Comments		Planning for Addition							
Wheaton HS		Program Capacity	2234	2234	2234	2234	2234	2234	2234	2234	2234
		Enrollment	2077	2229	2017	2129	2211	2258	2318	2512	2600
		Available Space	157	5	217	105	23	(24)	(84)	(278)	(366)
		Comments		Site Work Complete							
Argyle MS		Program Capacity	897	897	897	897	897	897	897	897	897
		Enrollment	1008	1019	996	1006	999	1025	1054	1083	1130
		Available Space	(111)	(122)	(99)	(109)	(102)	(128)	(157)	(186)	(233)
		Comments									
Eastern MS		Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
		Enrollment	970	1007	936	965	973	967	960	1078	1090
		Available Space	42	5	76	47	39	45	52	(66)	(78)
		Comments	Boundary study								
Col. E. Brooke Lee MS		Program Capacity	727	727	727	1000	1000	1000	1000	1000	1000
		Enrollment	760	818	792	825	837	869	885	993	1040
		Available Space	(33)	(91)	(65)	175	163	131	115	7	(40)
		Comments	Planning for Addition			Addition/Facility Upgrade Complete					
A. Mario Loiederman MS		Program Capacity	871	871	978	978	978	978	978	978	978
		Enrollment	986	1028	974	980	1007	1039	1071	1100	1160
		Available Space	(115)	(157)	4	(2)	(29)	(61)	(93)	(122)	(182)
		Comments			Performing Arts Project Complete						
Newport Mill MS		Program Capacity	837	837	837	837	837	837	837	837	837
		Enrollment	675	713	673	674	664	658	669	642	650
		Available Space	162	124	164	163	173	179	168	195	168
		Comments									
Parkland MS		Program Capacity	948	948	948	948	948	1203	1203	1203	1203
		Enrollment	1058	1099	1077	1093	1107	1139	1168	1208	1270
		Available Space	(110)	(151)	(129)	(145)	(159)	64	35	(5)	(67)
		Comments			Planning for Addition			Addition Complete			
Silver Spring International MS		Program Capacity	1107	1107	1107	1107	1298	1298	1298	1298	1298
		Enrollment	1125	1153	1134	1147	1185	1207	1252	1425	1490
		Available Space	(18)	(46)	(27)	(40)	113	91	46	(127)	(192)
		Comments	Boundary study See text				Addition Complete				
Sligo MS		Program Capacity	920	920	920	920	920	920	920	920	920
		Enrollment	657	691	699	709	801	912	965	913	1000
		Available Space	263	229	221	211	119	8	(45)	7	(80)
		Comments									
Takoma Park MS		Program Capacity	939	939	1238	1306	1306	1306	1306	1306	1306
		Enrollment	1107	1136	1162	1199	1251	1267	1289	1365	1400
		Available Space	(168)	(197)	144	107	55	39	17	(59)	(94)
		Comments			Addition Complete Phase I	Addition Complete Phase 2					

# DOWNCOUNTY CONSORTIUM

Schools			Actual	Projections						2028	2033
			18-19	19-20	20-21	21-22	22-23	23-24	24-25		
Arcola ES	CSR	Program Capacity	651	651	651	651	651	651	651		
		Enrollment	732	723	676	678	678	681	691		
		Available Space	(81)	(72)	(25)	(27)	(27)	(30)	(40)		
		Comments									
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	640	640	640	640	640	640	640		
		Enrollment	586	607	609	577	577	604	609		
		Available Space	54	33	31	63	63	36	31		
		Comments									
Brookhaven ES	CSR	Program Capacity	475	475	475	475	475	475	475		
		Enrollment	456	459	469	476	481	480	477		
		Available Space	19	16	6	(1)	(6)	(5)	(2)		
		Comments									
East Silver Spring ES	CSR	Program Capacity	560	560	560	560	560	560	560		
		Enrollment	511	506	511	510	510	517	527		
		Available Space	49	54	49	50	50	43	33		
		Comments	See text								
Forest Knolls ES	CSR	Program Capacity	529	529	529	529	529	529	529		
		Enrollment	721	731	736	720	733	756	775		
		Available Space	(192)	(202)	(207)	(191)	(204)	(227)	(246)		
		Comments	See text								
Georgian Forest ES	CSR	Program Capacity	649	649	649	649	649	649	649		
		Enrollment	655	657	659	671	675	672	684		
		Available Space	(6)	(8)	(10)	(22)	(26)	(23)	(35)		
		Comments									
Glen Haven ES	CSR	Program Capacity	561	561	561	561	561	561	561		
		Enrollment	482	503	487	488	493	497	494		
		Available Space	79	58	74	73	68	64	67		
		Comments									
Glenallan ES	CSR	Program Capacity	762	762	762	762	762	762	762		
		Enrollment	746	749	737	755	757	799	838		
		Available Space	16	13	25	7	5	(37)	(76)		
		Comments									
Harmony Hills ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	716	716	720	709	721	718	727		
		Available Space	(7)	(7)	(11)	0	(12)	(9)	(18)		
		Comments									
Highland ES	CSR	Program Capacity	540	540	540	540	540	540	540		
		Enrollment	548	559	571	574	569	574	581		
		Available Space	(8)	(19)	(31)	(34)	(29)	(34)	(41)		
		Comments									
Highland View ES	CSR	Program Capacity	288	288	288	288	288	288	288		
		Enrollment	440	449	385	377	383	389	402		
		Available Space	(152)	(161)	(97)	(89)	(95)	(101)	(114)		
		Comments		Planning for Addition							
Kemp Mill ES	CSR	Program Capacity	458	458	458	458	458	458	458		
		Enrollment	491	496	492	495	508	517	533		
		Available Space	(33)	(38)	(34)	(37)	(50)	(59)	(75)		
		Comments									
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	537	537	681	681	681	681	681		
		Enrollment	489	503	469	472	473	469	468		
		Available Space	48	34	212	209	208	212	213		
		Comments	See Text		Addition Complete						
New Hampshire Estates ES Grades (pre-K-2) Paired With Oak View ES	CSR	Program Capacity	475	475	475	475	475	475	475		
		Enrollment	442	456	464	455	450	444	443		
		Available Space	33	19	11	20	25	31	32		
		Comments									
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	335	335	335	335	335	335	335		
		Enrollment	430	427	437	467	479	492	489		
		Available Space	(95)	(92)	(102)	(132)	(144)	(157)	(154)		
		Comments		Facility Planning for Addition							

# DOWNCOUNTY CONSORTIUM

Schools			Actual	Projections						2028	2033
			18-19	19-20	20-21	21-22	22-23	23-24	24-25		
Oakland Terrace ES	CSR	Program Capacity	526	526	526	526	526	526	526		
		Enrollment	490	505	461	460	453	448	458		
		Available Space	36	21	65	66	73	78	68		
		Comments									
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	404	404	634	634	634	634	634		
		Enrollment	435	431	458	465	473	481	493		
		Available Space	(31)	(27)	176	169	161	153	141		
		Comments	See text		Addition Complete						
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	611	611	611	726	726	726	726		
		Enrollment	677	661	700	734	744	752	756		
		Available Space	(66)	(50)	(89)	(8)	(18)	(26)	(30)		
		Comments	Planning for Addition			Addition Complete					
Rock View ES	CSR	Program Capacity	674	674	674	674	674	674	674		
		Enrollment	608	613	561	573	574	571	583		
		Available Space	66	61	113	101	100	103	91		
		Comments									
Rolling Terrace ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	798	775	708	669	645	658	658		
		Available Space	(89)	(66)	1	40	64	51	51		
		Comments	See text								
Sargent Shriver ES	CSR	Program Capacity	673	673	673	673	673	673	673		
		Enrollment	775	761	819	834	844	849	840		
		Available Space	(102)	(88)	(146)	(161)	(171)	(176)	(167)		
		Comments									
Flora M. Singer ES	CSR	Program Capacity	680	680	680	680	680	680	680		
		Enrollment	669	670	684	660	667	707	735		
		Available Space	11	10	(4)	20	13	(27)	(55)		
		Comments									
Sligo Creek ES		Program Capacity	664	664	664	664	710	710	710		
		Enrollment	670	683	649	650	663	682	698		
		Available Space	(6)	(19)	15	14	47	28	12		
		Comments					Addition Complete				
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	439	439	439	439	439	439	439		
		Enrollment	448	453	410	394	408	423	432		
		Available Space	(9)	(14)	29	45	31	16	7		
		Comments									
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES	CSR	Program Capacity	629	629	629	629	629	629	629		
		Enrollment	641	640	585	563	583	605	634		
		Available Space	(12)	(11)	44	66	46	24	(5)		
		Comments									
Viers Mill ES	CSR	Program Capacity	743	743	743	743	743	743	743		
		Enrollment	604	599	608	599	596	609	629		
		Available Space	139	144	135	144	147	134	114		
		Comments									
Weller Road ES	CSR	Program Capacity	772	772	772	772	772	772	772		
		Enrollment	714	709	702	696	705	732	743		
		Available Space	58	63	70	76	67	40	29		
		Comments									
Wheaton Woods ES	CSR	Program Capacity	741	741	741	741	741	741	741		
		Enrollment	522	500	545	547	545	545	546		
		Available Space	219	241	196	194	196	196	195		
		Comments									
Woodlin ES		Program Capacity	489	489	489	489	659	659	659		
		Enrollment	577	579	577	571	561	569	584		
		Available Space	(88)	(90)	(88)	(82)	98	90	75		
		Comments	Planning for Addition/ Facility Upgrade				Addition/Facility Upgrade Complete				
Cluster Information		HS Utilization	105%	109%	107%	111%	109%	113%	116%	118%	116%
		HS Enrollment	10532	10951	10803	11150	11477	11875	12210	12409	12210
		MS Utilization	101%	105%	97%	95%	96%	96%	99%	104%	99%
		MS Enrollment	8346	8664	8443	8598	8824	9083	9313	9807	9313
		ES Enrollment	17073	17120	16889	16839	16948	17240	17527	17090	16920

# DOWNCOUNTY CONSORTIUM

## Demographic Characteristics of Schools

Schools	2018–2019						2018–2019		2017–2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	3196	4.3%	23.7%	14.4%	33.8%	23.7%	33.3%	17.0%	9.5%
Albert Einstein HS	1746	3.4%	17.8%	8.4%	48.3%	22.1%	36.3%	17.1%	12.8%
John F. Kennedy HS	1781	1.6%	26.3%	7.2%	59.6%	5.0%	50.5%	25.0%	15.8%
Northwood HS	1732	2.5%	25.4%	5.3%	53.1%	13.6%	49.7%	22.3%	19.8%
Wheaton HS	2077	2.4%	22.3%	12.1%	53.9%	9.3%	46.9%	20.9%	10.6%
Argyle MS	1008	1.6%	26.7%	8.1%	54.5%	8.9%	59.3%	15.9%	10.6%
Eastern MS	970	3.6%	19.8%	9.3%	46.7%	20.3%	49.8%	17.7%	11.3%
Col. E. Brooke Lee MS	760	1.8%	25.7%	7.8%	60.3%	4.2%	62.4%	19.9%	15.9%
A. Mario Loiederman MS	986	2.9%	18.3%	5.0%	60.5%	12.9%	56.4%	19.5%	13.7%
Newport Mill MS	675	5.5%	15.3%	8.3%	52.6%	17.5%	46.8%	20.0%	11.2%
Parkland MS	1058	2.6%	21.0%	14.9%	51.2%	9.9%	53.4%	12.5%	8.3%
Silver Spring International MS	1125	4.4%	21.2%	5.4%	41.5%	26.9%	38.3%	14.4%	10.8%
Sligo MS	657	4.0%	19.6%	8.5%	40.0%	27.5%	38.7%	11.4%	13.2%
Takoma Park MS	1107	5.4%	33.6%	16.6%	15.4%	28.8%	25.7%	7.4%	7.4%
Arcola ES	732	1.1%	19.0%	7.4%	68.6%	3.3%	75.1%	47.1%	20.6%
Bel Pre ES	586	2.4%	34.3%	4.8%	51.7%	6.5%	68.6%	46.2%	14.3%
Brookhaven ES	456	2.4%	32.5%	7.7%	48.7%	8.3%	64.9%	41.9%	12.2%
East Silver Spring ES	511	4.1%	57.7%	2.3%	20.2%	15.3%	51.3%	27.6%	13.1%
Forest Knolls ES	721	7.4%	14.8%	5.4%	38.7%	33.4%	30.1%	19.0%	9.4%
Georgian Forest ES	655	2.4%	23.2%	3.8%	61.4%	9.0%	77.1%	44.7%	30.2%
Glen Haven ES	482	4.6%	23.0%	7.5%	47.7%	17.2%	53.3%	35.7%	20.3%
Glenallan ES	746	2.5%	32.0%	11.3%	44.1%	9.7%	53.2%	26.5%	19.2%
Harmony Hills ES	716	0%	14.1%	5.7%	76.1%	3.1%	79.1%	55.7%	19.2%
Highland ES	548	2.6%	9.9%	6.4%	73.4%	6.9%	77.6%	51.6%	14.4%
Highland View ES	440	3.2%	30.2%	2.3%	31.4%	32.7%	45.9%	33.2%	13.3%
Kemp Mill ES	491	0%	15.1%	1.4%	77.6%	4.7%	85.7%	51.7%	22.4%
Montgomery Knolls ES	489	5.9%	26.6%	3.5%	46.6%	17.2%	59.3%	42.1%	11.0%
New Hampshire Estates ES	442	0%	17.0%	3.4%	75.3%	3.2%	88.0%	66.5%	16.8%
Oak View ES	430	1.9%	15.1%	3.7%	65.3%	14.0%	71.9%	37.9%	14.9%
Oakland Terrace ES	490	10.6%	13.7%	5.5%	33.5%	36.5%	29.4%	12.4%	8.6%
Pine Crest ES	435	3.7%	24.4%	5.7%	41.4%	24.8%	47.4%	31.7%	9.8%
Piney Branch ES	677	6.9%	33.8%	2.8%	16.8%	39.4%	27.2%	19.2%	5.5%
Rock View ES	608	4.9%	15.6%	11.2%	44.4%	23.2%	43.9%	28.9%	13.1%
Rolling Terrace ES	798	1.5%	16.5%	2.9%	71.2%	7.9%	75.7%	57.6%	11.4%
Sargent Shriver ES	775	2.2%	10.1%	6.2%	78.3%	2.6%	80.0%	51.9%	17.4%
Flora M. Singer ES	669	6.4%	12.1%	7.0%	38.6%	35.6%	39.5%	30.8%	9.4%
Sligo Creek ES	670	8.4%	23.1%	4.9%	12.2%	51.2%	9.6%	9.9%	9.4%
Strathmore ES	448	3.8%	38.4%	5.4%	45.1%	7.1%	60.9%	35.7%	20.0%
Takoma Park ES	641	7.0%	30.4%	3.9%	17.0%	41.5%	28.1%	21.5%	11.9%
Viers Mill ES	604	3.5%	11.9%	9.1%	61.4%	13.9%	58.4%	41.7%	14.8%
Weller Road ES	714	2.4%	7.1%	6.6%	79.8%	3.8%	78.3%	55.6%	12.6%
Wheaton Woods ES	522	1.3%	28.4%	6.7%	59.2%	4.0%	81.8%	49.0%	12.4%
Woodlin ES	577	9.2%	24.8%	7.3%	20.8%	37.4%	20.5%	15.4%	13.4%
<b>Elementary Cluster Total</b>	<b>17073</b>	<b>4.0%</b>	<b>22.0%</b>	<b>5.7%</b>	<b>50.4%</b>	<b>17.7%</b>	<b>57.1%</b>	<b>37.6%</b>	<b>14.5%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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



# DOWNCOUNTY CONSORTIUM

**Program Capacity Table**  
(School Year 2018–2019)

Program Capacity Table (School Year 2018–2019)		Special Education Services																																	
		School Based Cluster Based	Quad Cluster Based	County & Regional Based																															
				Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC @7	AUT @6	BRIDGE @10	DHOB @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP @6	PEP @12	PEP @18	VISION (Elementary) @7
Schools																																			
Montgomery Blair HS	9-12	2912	133	124									7	2																					
Albert Einstein HS	9-12	1629	80	67									3	2					3	3							2								
John F. Kennedy HS	9-12	1794	86	75									4						4	3															
Northwood HS	9-12	1508	73	60									6	2													3		2						
Wheaton HS	9-12	2234	104	95									5						2	2															
Argyle MS	6-8	897	43	41									2																						
Eastern MS	6-8	1012	51	44									3	1													3								
Col. E. Brooke Lee MS	6-8	727	37	32									2															2	1						
A. Mario Loiederman MS	6-8	871	43	38									3	2																					
Newport Mill MS	6-8	837	41	38									1						2																
Parkland MS	6-8	948	45	44									1																						
Silver Spring International MS	6-8	1107	54	51									1										2												
Sligo MS	6-8	920	50	41									2	1						2															4
Takoma Park MS	6-8	939	45	43									2																						
Arcola ES	HS-5	651	38	4		11	14	1			7																								1
Bel Pre ES	PreK-2	640	37	3			21	1	2		9							2																	1
Brookhaven ES	PreK-5	475	29	4		6	7		1		4																						1	3	1
East Silver Spring ES	HS-5	560	34	4		7	10		1	1	4				1	2																2			
Forest Knolls ES	K-5	529	34	4		5	13	1			7				1															3					
Georgian Forest ES	HS-5	649	36	4		13	9		1	1	6															2									
Glen Haven ES	PreK-5	561	35	5		12	8	1			5				1				2												1				
Glenallen ES	HS-5	762	44	5		16	12			1	7					2															1				
Harmony Hills ES	HS-5	709	41	6		11	14		1	1	8																								
Highland ES	HS-5	540	33	6		7	12		1	1	5				1																				
Highland View ES	K-5	288	21	5		1	8				6				1																				
Kemp Mill ES	PreK-5	458	28	5		9	7	1		1	4				1																				
Montgomery Knolls ES	HS-2	537	35	6		14	1	1	1	7					1																	1	3		
New Hampshire Estates ES	HS-2	475	32	6		11	2		4	8					1																				
Oak View ES	3-5	335	19	4		14									1																				
Oakland Terrace ES	K-5	526	32	4		7	10	1		4					1	2																	3		
Pine Crest ES	3-5	404	21	3		17									1																				
Piney Branch ES	3-5	611	31	4		26									1																				
Rock View ES	PreK-5	674	39	4		13	11		1	5								4																1	
Rolling Terrace ES	HS-5	709	40	3		12	14	2		1	6				1																				1
Sargent Shriver ES	PreK-5	673	37	4		12	12		1	7				1																					
Flora M. Singer ES	PreK-5	680	38	4		14	10		1	6							3																		
Sligo Creek ES	K-5	664	35	4		23					5				1								2												
Strathmore ES	3-5	439	25	4		18									1				2																
Takoma Park ES	PreK-2	629	40	4		22		1		10					1																				2
Viers Mill ES	HS-5	743	42	4		13	11		1	1	7				1																1		3		
Weller Road ES	HS-5	772	44	7		16	11	1	1	1	6																					1			
Wheaton Woods ES	HS-5	741	42	4		15	12		1	1	6																2								1
Woodlin ES	K-5	489	26	3		16					4				1				2																

# DOWNCOUNTY CONSORTIUM

## Facility Characteristics of Schools 2018–2019

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

# GAITHERSBURG CLUSTER

## CLUSTER PLANNING ISSUES

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

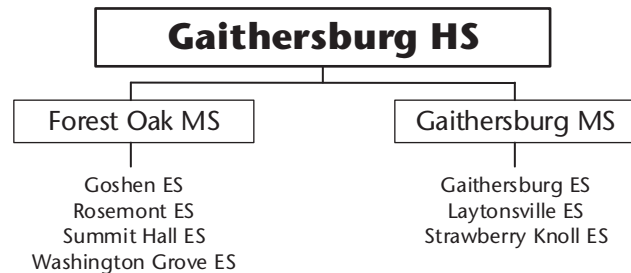
On October 15, 2015, the Findings of the Gaithersburg Cluster Elementary School Capacity Study were released. The interim superintendent of schools concluded that challenges existed with both approaches—additions or a new school—including concerns regarding future enrollment, size of schools, and potential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

- On April 19, 2016, the Board of Education approved the following actions for the elementary schools in the Gaithersburg Cluster that stemmed from the Roundtable.
- Gaithersburg Elementary School—construct an addition at the school that would provide two schools in one—a Grades Pre-K–2 and a Grades 3–5—with physical separations where possible. A feasibility study was conducted in FY 2017 to determine the feasibility, scope, and cost for the addition with completion by September 2020.
- Rosemont Elementary School—monitor enrollment before any capital solutions or reassignments are considered. Only a four-classroom addition would be feasible at this school. Reassignment of the area west of Interstate 270 to Thomas S. Wootton Cluster schools was considered; however, the interim superintendent of schools did not support reassignment of additional students to the Thomas S. Wootton Cluster due to projected enrollment at Thomas S. Wootton High School.

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

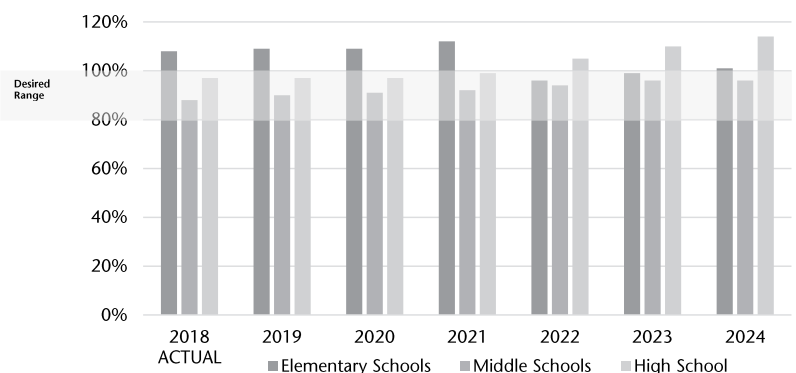
The actions above were completed including the feasibility study for a possible addition at Gaithersburg Elementary School to increase the capacity for 1,000 students. The feasibility study revealed several challenges with construction, security, and administration of the building. Based on these challenges,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

## Gaithersburg Cluster Articulation\*



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

## Gaithersburg Cluster School Utilizations



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

## GAITHERSBURG CLUSTER

work of the site selection committee, the superintendent of schools recommended and the Board of Education approved the opening of a new elementary school in the Gaithersburg Cluster on the Kelley Park site. The new school is scheduled to open in September 2022. An FY 2019 appropriation was approved to begin the architectural design and planning for Gaithersburg Elementary School #8. In order for this project to be completed on time, county and state funding must be provided at the levels approved in this CIP.

## SCHOOLS

### Gaithersburg High School

**Capital Project:** Projections indicate enrollment at Gaithersburg High School will exceed capacity by 200 seats or more by the end of the six-year planning period. Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation is approved for planning to begin the architectural design for the project. Once the planning is complete, a recommendation will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

### Forest Oak Middle School

**Planning Study:** Previous projections indicated that enrollment would exceed capacity by 150 seats or more by the end of the six-year planning period, therefore a capacity study was approved to explore possible options to provide additional capacity at Forest Oak Middle School. Current projections, however, show that there will be no space deficit throughout the six-year period, thus the capacity study will not be conducted during this CIP cycle.

### Gaithersburg Elementary School

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

### Gaithersburg Elementary School #8

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

### Rosemont Elementary School

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

### Strawberry Knoll Elementary School

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

### Summit Hall Elementary School

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

**Capital Project:** A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: [http://gis.mcpsmd.org/cipmasterpdfs/Supplement\\_B\\_Amended\\_FY2019-2024.pdf](http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf)

### Washington Grove Elementary School

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

## CAPITAL PROJECTS

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

"Approved"—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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

# GAITHERSBURG CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Gaithersburg HS		Program Capacity	2429	2429	2429	2429	2429	2429	2429	2429	2429
		Enrollment	2352	2359	2351	2406	2541	2667	2764	2829	3000
		Available Space	77	70	78	23	(112)	(238)	(335)	(400)	(571)
		Comments	See text								
Forest Oak MS		Program Capacity	949	949	949	949	949	949	949	949	949
		Enrollment	864	906	895	907	921	931	940	942	960
		Available Space	85	43	54	42	28	18	9	7	(11)
		Comments									
Gaithersburg MS		Program Capacity	1009	1009	1009	1009	1009	1009	1009	1009	1009
		Enrollment	863	859	877	891	925	943	942	935	950
		Available Space	146	150	132	118	84	66	67	74	59
		Comments									
Gaithersburg ES	CSR	Program Capacity	788	788	788	788	788	788	788		
		Enrollment	839	848	815	811	840	888	931		
		Available Space	(51)	(60)	(27)	(23)	(52)	(100)	(143)		
		Comments	See text								
Gaithersburg ES #8	CSR	Program Capacity					740	740	740		
		Enrollment					0	0	0		
		Available Space					740	740	740		
		Comments	Planning for new school				Opens				
Goshen ES		Program Capacity	594	594	594	594	594	594	594		
		Enrollment	578	575	574	622	638	638	637		
		Available Space	16	19	20	(28)	(44)	(44)	(43)		
		Comments	See Text								
Laytonsville ES	CSR	Program Capacity	449	449	449	449	449	449	449		
		Enrollment	384	377	391	386	371	361	359		
		Available Space	65	72	58	63	78	88	90		
		Comments	See Text								
Rosemont ES	CSR	Program Capacity	595	595	595	595	595	595	595		
		Enrollment	628	647	617	636	671	696	714		
		Available Space	(33)	(52)	(22)	(41)	(76)	(101)	(119)		
		Comments	See text								
Strawberry Knoll ES	CSR	Program Capacity	454	454	454	454	454	454	454		
		Enrollment	640	646	675	684	690	694	701		
		Available Space	(186)	(192)	(221)	(230)	(236)	(240)	(247)		
		Comments	See text								
Summit Hall ES	CSR	Program Capacity	435	435	435	435	435	435	435		
		Enrollment	672	676	674	686	691	704	711		
		Available Space	(237)	(241)	(239)	(251)	(256)	(269)	(276)		
		Comments	See text								
Washington Grove ES	CSR	Program Capacity	613	613	613	613	613	613	613		
		Enrollment	492	512	537	568	600	627	641		
		Available Space	121	101	76	45	13	(14)	(28)		
		Comments	See text								
Cluster Information		HS Utilization	97%	97%	97%	99%	105%	110%	114%	116%	124%
		HS Enrollment	2352	2359	2351	2406	2541	2667	2764	2829	3000
		MS Utilization	88%	90%	91%	92%	94%	96%	96%	96%	98%
		MS Enrollment	1727	1765	1772	1798	1846	1874	1882	1877	1910
		ES Utilization	108%	109%	109%	112%	96%	99%	101%	102%	110%
		ES Enrollment	4233	4281	4283	4393	4501	4608	4694	4740	5150

# GAITHERSBURG CLUSTER

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2352	3.3%	23.0%	7.1%	53.2%	13.3%	43.6%	23.5%	15.9%
Forest Oak MS	864	3.2%	24.5%	5.9%	55.1%	11.0%	56.5%	17.7%	15.5%
Gaithersburg MS	863	5.0%	22.0%	6.7%	48.4%	17.7%	48.2%	18.5%	14.2%
Laytonsville ES	384	8.3%	17.7%	7.8%	22.1%	43.8%	16.4%	10.4%	10.3%
Gaithersburg ES	839	2.0%	15.7%	3.1%	76.2%	2.7%	85.8%	53.6%	21.0%
Goshen ES	578	5.0%	24.6%	11.9%	40.1%	18.2%	43.8%	24.2%	15.4%
Rosemont ES	628	6.2%	27.5%	9.6%	47.5%	9.2%	53.7%	44.3%	20.2%
Strawberry Knoll ES	640	6.6%	25.2%	12.2%	43.4%	12.2%	41.6%	22.0%	16.2%
Summit Hall ES	672	1.8%	20.1%	3.3%	72.2%	2.4%	79.6%	57.6%	20.5%
Washington Grove ES	488	2.3%	24.0%	6.1%	57.6%	10.0%	72.3%	51.2%	12.1%
<b>Elementary Cluster Total</b>	<b>4229</b>	<b>4.3%</b>	<b>21.9%</b>	<b>7.4%</b>	<b>54.3%</b>	<b>11.8%</b>	<b>59.8%</b>	<b>39.9%</b>	<b>17.3%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

## Program Capacity Table

(School Year 2018–2019)

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



## GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2018–2019

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





# WALTER JOHNSON CLUSTER

## CLUSTER PLANNING ISSUES

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

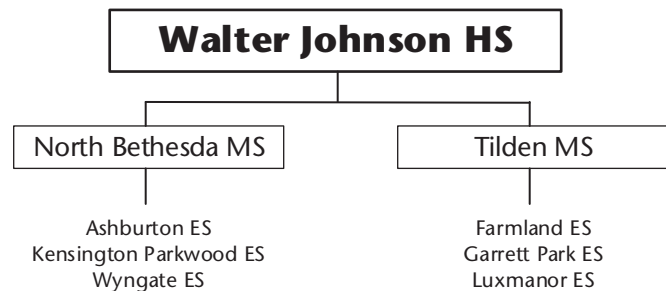
**Planning Study:** Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, a roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term enrollment in the Walter Johnson Cluster. Based on the outcome of the study, the Board of Education approved the following actions:

- Continue with the addition at North Bethesda Middle School to address the projected space deficits at the school that opened in September 2018;
- Construct an addition for a 770-student capacity to open in September 2019 and simultaneously construct a modular addition building to avoid permanently enlarging the school beyond the planned capacity of the school. Once the modular building is no longer required, relocate it for future use to another school;
- Monitor the enrollment at Farmland Elementary School, and if the space deficit continues to remain at this level, consider student reassignments to Luxmanor Elementary School one year prior to the completion of the Luxmanor Elementary School revitalization/expansion project; and
- Convene discussions with several stakeholders including the Montgomery County Child Care Association, the Garrett Park Town Council, and Parent Teacher Association to discuss solutions to address the space deficits at the school to include the possible solution of utilizing the Garrett Park annex located adjacent to Garrett Park Elementary School if needed. The annex, currently leased by a child-care provider, would provide two classrooms, support rooms, and toilet rooms for the school to use. School planners will monitor enrollment at the school for the

coming years to determine if the Garrett Park annex will be needed to address the space deficits.

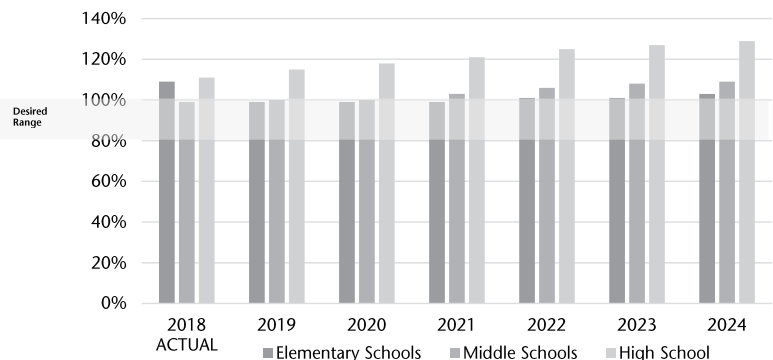
**Planning Study:** A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. 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. Once the capacity study and site selection process are complete, a recommendation to address the overutilization at the elementary school level for both clusters will be included for consideration in the next CIP. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school

## Walter Johnson Cluster Articulation\*



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

## Walter Johnson Cluster School Utilizations



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

level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters.

## **SCHOOLS**

### **Walter Johnson High School**

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

**Capital Project:** To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Woodward High School. The scheduled completion date for this project is September 2025. Northwood High School also will be utilized to address the space needs in the Downcounty Consortium. With respect to Northwood High School, an analysis was completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. Based on this analysis, the Board of Education approved that Woodward High School be used as a holding school, starting in September 2023 for Northwood High School, for two years. Northwood High School will return to its facility in September 2025 and Woodward High School will open in September 2025. In order for these projects to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

### **Woodward High School**

**Capital Project:** To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Woodward High School. The scheduled completion date for this project is September 2025. 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 Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact

to students, impact on the building design, and the timeline of the project. Based on this analysis, the Board of Education approved that Woodward High School be used as a holding school, starting in September 2023 for Northwood High School, for two years. Northwood High School will return to its facility in September 2025. In order for these projects to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

### **North Bethesda Middle School**

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

### **Tilden Middle School**

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

### **Ashburton Elementary School**

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

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

### **Farmland Elementary School**

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

### **Garrett Park Elementary School**

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

### **Kensington-Parkwood Elementary School**

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

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

### **Luxmanor Elementary School**

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

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



**Wyngate Elementary School**

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

**CAPITAL PROJECTS**

<b>School</b>	<b>Project</b>	<b>Project Status*</b>	<b>Date of Completion</b>
Woodward HS	New School	Approved	Sept. 2025
North Bethesda MS	Classroom addition	Approved	Sept. 2018
Tilden MS/Rock Terrace School	Revitalization/ expansion with collocation of Rock Terrace School	Approved	Sept. 2020
Ashburton ES	Classroom addition	Approved	Sept. 2019
Kensington-Parkwood ES	Classroom addition	Approved	Sept. 2018
Luxmanor ES	Revitalization/ expansion	Approved	Jan. 2020

\*“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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



# WALTER JOHNSON CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Walter Johnson HS		Program Capacity	2321	2321	2321	2321	2321	2321	2321	2321	2321
		Enrollment	2587	2661	2728	2818	2897	2951	3001	2949	3040
		Available Space	(266)	(340)	(407)	(497)	(576)	(630)	(680)	(628)	(719)
		Comments	See text								
North Bethesda MS		Program Capacity	1233	1233	1233	1233	1233	1233	1233	1233	1233
		Enrollment	1163	1176	1188	1214	1227	1234	1246	1321	1340
		Available Space	70	57	45	19	6	(1)	(13)	(88)	(107)
		Comments									
Tilden MS		Program Capacity	943	943	1200	1200	1200	1200	1200	1200	1200
		Enrollment	989	1009	996	1055	1092	1137	1152	1026	1070
		Available Space	(46)	(66)	204	145	108	63	48	174	130
		Comments			Rev/Ex Complete						
Ashburton ES		Program Capacity	677	770	770	770	770	770	770		
		Enrollment	891	880	851	843	852	854	865		
		Available Space	(214)	(110)	(81)	(73)	(82)	(84)	(95)		
		Comments	See text	Addition Complete							
Farmland ES		Program Capacity	715	715	715	715	715	715	715		
		Enrollment	830	853	851	868	879	885	898		
		Available Space	(115)	(138)	(136)	(153)	(164)	(170)	(183)		
		Comments	See text								
Garrett Park ES		Program Capacity	776	776	776	776	776	776	776		
		Enrollment	798	805	785	789	796	811	842		
		Available Space	(22)	(29)	(9)	(13)	(20)	(35)	(66)		
		Comments	See text								
Kensington–Parkwood ES		Program Capacity	746	746	746	746	746	746	746		
		Enrollment	656	658	643	650	655	662	665		
		Available Space	90	88	103	96	91	84	81		
		Comments	See text								
Luxmanor ES		Program Capacity	401	758	758	758	758	758	758		
		Enrollment	576	593	641	663	670	665	654		
		Available Space	(175)	165	117	95	88	93	104		
		Comments	@ Grosvenor See text	Rev/Ex Complete Jan. 2020							
Wyngate ES		Program Capacity	777	777	777	777	777	777	777		
		Enrollment	728	724	709	706	715	721	736		
		Available Space	49	53	68	71	62	56	41		
		Comments	See text								
Cluster Information		HS Utilization	111%	115%	118%	121%	125%	127%	129%	127%	131%
		HS Enrollment	2587	2661	2728	2818	2897	2951	3001	2949	3040
		MS Utilization	99%	100%	90%	93%	95%	97%	99%	96%	99%
		MS Enrollment	2152	2185	2184	2269	2319	2371	2398	2347	2410
		ES Utilization	109%	99%	99%	99%	101%	101%	103%	104%	108%
		ES Enrollment	4479	4513	4480	4519	4567	4598	4660	4740	4890



# WALTER JOHNSON CLUSTER

## Demographic Characteristics of Schools

Schools	2018–2019						2018–2019		2017–2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2587	6.0%	10.3%	12.2%	17.7%	53.7%	7.4%	5.5%	8.8%
North Bethesda MS	1163	8.0%	9.5%	11.8%	12.0%	58.2%	6.5%	3.5%	4.3%
Tilden MS	989	4.8%	14.4%	17.5%	18.5%	44.7%	13.1%	9.8%	10.7%
Ashburton ES	891	9.7%	15.2%	16.8%	17.6%	40.3%	11.4%	15.5%	12.0%
Farmland ES	830	4.5%	6.6%	31.2%	12.4%	45.1%	6.9%	24.8%	17.7%
Garrett Park ES	798	7.9%	11.7%	15.8%	25.3%	39.0%	14.7%	22.1%	13.4%
Kensington-Parkwood ES	656	9.1%	5.5%	7.6%	12.7%	64.9%	8.2%	8.1%	6.7%
Luxmanor ES	576	5.0%	14.9%	22.9%	21.4%	35.8%	16.3%	28.1%	19.7%
Wyngate ES	728	9.3%	3.7%	12.0%	11.4%	63.2%	2.1%	8.5%	2.8%
<b>Elementary Cluster Total</b>	<b>4479</b>	<b>7.7%</b>	<b>9.6%</b>	<b>18.0%</b>	<b>16.8%</b>	<b>47.7%</b>	<b>9.8%</b>	<b>17.8%</b>	<b>11.9%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

## Program Capacity Table

(School Year 2018–2019)

Special Education Services																																
		School Based		Cluster Based		Quad Cluster Based				County & Regional Based																						
Walden	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LEI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Walter Johnson HS	9-12	2321	107		100								2					3			1				1							
North Bethesda MS	6-8	1233	59		57																					2						
Tilden MS	6-8	943	52		41								2					3			4											2
Ashburton ES	K-5	677	34	3		22						6				3																
Farmland ES	K-5	715	37	4		25						5						3														
Garrett Park ES	K-5	776	37	3		28						6																				
Kensington-Parkwood ES	K-5	746	41	5		25						6				3																2
Luxmanor ES	K-5	401	24	4		11						4						2											1	2		
Wyngate ES	K-5	777	38	4		29						5																				

## WALTER JOHNSON CLUSTER

**Facility Characteristics of Schools 2018–2019**

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Walter Johnson HS	1956	2009	365,138	30.9		3	
North Bethesda MS	1955	1999	178,252	19.99			
Tilden MS	1967	1991	135,150	29.8			
Ashburton ES	1957	1993	81,438	8.3		8	
Farmland ES	1963	2011	89,988	4.8	Yes	1	
Garrett Park ES	1948	2012	96,348	4.4	Yes	1	
Kensington-Parkwood ES	1952	2006	102,382	9.9			
Luxmanor ES	1966		61,694	6.5	Yes		
Wynqate ES	1952	1997	89,104	9.5			

# COL. ZADOK MAGRUDER CLUSTER

## SCHOOLS

### Col. Zadok Magruder High School

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

### Judith A. Resnik Elementary School

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

## CAPITAL PROJECTS

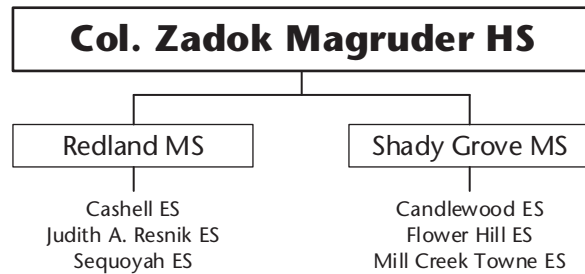
School	Project	Project Status*	Date of Completion
Col. Zadok Magruder HS	Major Capital Project	Approved	TBD
Judith A. Resnik ES	Classroom addition	Programmed	TBD

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

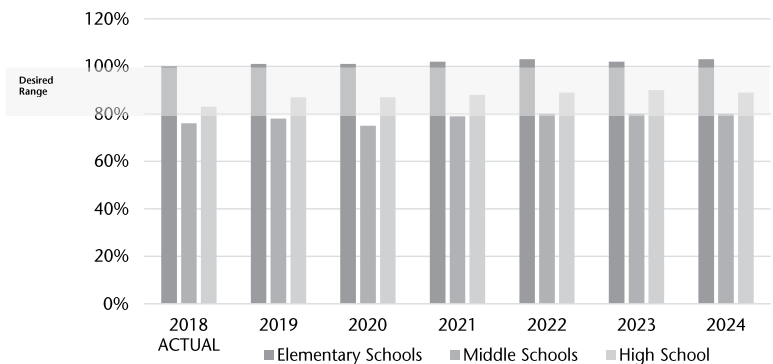
“Proposed”—Project has facility planning funds approved for a feasibility study.

## Magruder Cluster Articulation\*



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

## Col. Zadok Magruder Cluster School Utilizations



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

## COL. ZADOK MAGRUDER CLUSTER

### Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Col. Zadok Magruder HS		Program Capacity	1941	1941	1941	1941	1941	1941	1941	1941	1941
		Enrollment	1609	1685	1692	1708	1732	1752	1725	1625	1650
		Available Space	332	256	249	233	209	189	216	316	291
		Comments		Planning for Major Capital Project							
Redland MS		Program Capacity	765	765	765	765	765	765	765	765	765
		Enrollment	608	639	590	603	612	607	609	586	600
		Available Space	157	126	175	162	153	158	156	179	165
		Comments									
Shady Grove MS		Program Capacity	854	854	854	854	854	854	854	854	854
		Enrollment	627	616	631	679	682	683	692	683	700
		Available Space	227	238	223	175	172	171	162	171	154
		Comments									
Candlewood ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	367	387	406	410	421	423	402		
		Available Space	148	128	109	105	94	92	113		
		Comments									
Cashell ES		Program Capacity	340	340	340	340	340	340	340		
		Enrollment	363	349	391	395	409	421	424		
		Available Space	(23)	(9)	(51)	(55)	(69)	(81)	(84)		
		Comments									
Flower Hill ES	CSR	Program Capacity	470	470	470	470	470	470	470		
		Enrollment	456	452	467	458	462	462	477		
		Available Space	14	18	3	12	8	8	(7)		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	336	336	336	336	336	336	336		
		Enrollment	464	508	424	427	401	391	393		
		Available Space	(128)	(172)	(88)	(91)	(65)	(55)	(57)		
		Comments									
Judith A. Resnik ES	CSR	Program Capacity	498	498	498	498	498	498	498		
		Enrollment	640	628	618	620	635	640	652		
		Available Space	(142)	(130)	(120)	(122)	(137)	(142)	(154)		
		Comments	Planning for Addition								
Sequoayah ES	CSR	Program Capacity	508	508	508	508	508	508	508		
		Enrollment	389	381	396	416	410	394	391		
		Available Space	119	127	112	92	98	114	117		
		Comments									
Cluster Information		HS Utilization	83%	87%	87%	88%	89%	90%	89%	84%	85%
		HS Enrollment	1609	1685	1692	1708	1732	1752	1725	1625	1650
		MS Utilization	76%	78%	75%	79%	80%	80%	80%	78%	80%
		MS Enrollment	1235	1255	1221	1282	1294	1290	1301	1269	1300
		ES Utilization	100%	101%	101%	102%	103%	102%	103%	93%	90%
		ES Enrollment	2679	2705	2702	2726	2738	2731	2739	2480	2400

## COL. ZADOK MAGRUDER CLUSTER

### Demographic Characteristics of Schools

Schools	2018–2019						2018–2019		2017–2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1609	4.8%	17.8%	12.2%	39.0%	25.9%	33.0%	11.9%	11.3%
Redland MS	608	5.6%	20.6%	12.8%	40.0%	20.6%	38.8%	10.9%	8.8%
Shady Grove MS	627	3.5%	20.7%	11.3%	42.4%	21.9%	40.7%	11.3%	11.7%
Candlewood ES	367	6.0%	14.4%	17.7%	16.9%	44.1%	21.5%	18.8%	10.1%
Cashell ES	363	9.9%	17.4%	7.7%	24.0%	41.0%	26.4%	13.5%	2.6%
Flower Hill ES	456	5.0%	28.9%	10.1%	48.5%	6.8%	55.3%	37.7%	17.9%
Mill Creek Towne ES	464	6.7%	17.5%	11.4%	45.0%	19.0%	43.1%	27.4%	13.6%
Judith A. Resnik ES	640	5.0%	29.7%	11.9%	39.1%	14.1%	52.2%	29.8%	14.2%
Sequoyah ES	389	5.9%	11.3%	10.8%	50.4%	21.3%	48.8%	38.6%	14.7%
<b>Elementary Cluster Total</b>	<b>2679</b>	<b>6.2%</b>	<b>21.0%</b>	<b>11.6%</b>	<b>38.3%</b>	<b>22.5%</b>	<b>43.0%</b>	<b>28.3%</b>	<b>12.6%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

### Program Capacity Table

(School Year 2018–2019)

Program Capacity Table (School Year 2018–2019)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based															
																		Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13
Schools																																	
Col. Zadok Magruder HS	9-12	1941	91		83							2										2			4								
Redland MS	6-8	765	36		36																												
Shady Grove MS	6-8	854	45		39																				3								3
Candlewood ES	K-5	515	28	4		19					3															2							
Cashell ES	PreK-5	340	21	3		10		1			3						2												2				
Flower Hill ES	PreK-5	470	29	5		8	8		1		4														3								
Mill Creek Towne ES	HS-5	336	25	5		4	6	1			3						5	1															
Judith A. Resnik ES	PreK-5	498	31	5		6	11		1		6																2						
Sequoyah ES	K-5	508	30	4		11	8				4					3																	

## COL. ZADOK MAGRUDER CLUSTER

### Facility Characteristics of Schools 2018–2019

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





# RICHARD MONTGOMERY CLUSTER

## CLUSTER PLANNING ISSUE

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

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

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Programmed	TBD

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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

## SCHOOLS

### Richard Montgomery High School

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

## Richard Montgomery Cluster Articulation\*

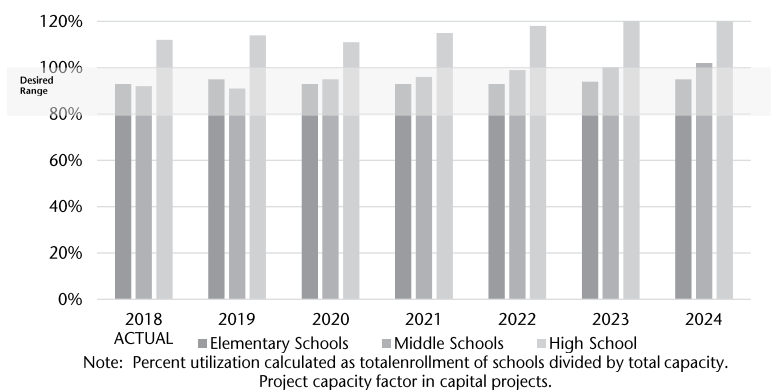
### Richard Montgomery HS

Julius West MS

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

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

## Richard Montgomery Cluster School Utilizations



# RICHARD MONTGOMERY CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Richard Montgomery HS		Program Capacity	2218	2218	2218	2218	2218	2218	2218	2218	2218
		Enrollment	2483	2524	2472	2557	2608	2681	2722	2891	2890
		Available Space	(265)	(306)	(254)	(339)	(390)	(463)	(504)	(673)	(672)
		Comments	See text								
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	1317	1309	1355	1373	1414	1439	1467	1592	1600
		Available Space	115	123	77	59	18	(7)	(35)	(160)	(168)
		Comments									
Beall ES		Program Capacity	639	639	639	639	639	639	639		
		Enrollment	572	527	541	549	578	582	589		
		Available Space	67	112	98	90	61	57	50		
	Comments										
College Gardens ES		Program Capacity	678	678	678	678	678	678	678		
		Enrollment	695	640	678	662	652	664	673		
		Available Space	(17)	38	0	16	26	14	5		
	Comments										
Ritchie Park ES		Program Capacity	388	388	388	388	388	388	388		
		Enrollment	432	416	432	436	430	436	436		
		Available Space	(44)	(28)	(44)	(48)	(42)	(48)	(48)		
	Comments										
Bayard Rustin ES		Program Capacity	745	745	745	745	745	745	745		
		Enrollment	600	688	607	606	606	611	612		
		Available Space	145	57	138	139	139	134	133		
	Comments										
Twinbrook ES	CSR	Program Capacity	558	558	558	558	558	558	558		
		Enrollment	582	594	527	537	542	539	543		
		Available Space	(24)	(36)	31	21	16	19	15		
	Comments										
Cluster Information		HS Utilization	112%	114%	111%	115%	118%	121%	123%	130%	130%
		HS Enrollment	2483	2524	2472	2557	2608	2681	2722	2891	2890
		MS Utilization	92%	91%	95%	96%	99%	100%	102%	111%	112%
		MS Enrollment	1317	1309	1355	1373	1414	1439	1467	1592	1600
		ES Utilization	93%	95%	93%	93%	93%	94%	95%	118%	127%
	ES Enrollment	2881	2449	2353	2354	2378	2396	2417	3560	3830	

# RICHARD MONTGOMERY CLUSTER

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2483	4.8%	16.9%	26.0%	22.7%	29.4%	20.0%	8.6%	9.6%
Julius West MS	1317	5.8%	16.4%	17.5%	26.3%	33.8%	24.9%	9.0%	8.9%
Bayard Rustin ES	600	7.8%	11.7%	30.8%	23.8%	25.5%	24.7%	20.5%	0%
Beall ES	572	6.5%	16.1%	15.7%	22.4%	39.2%	30.1%	17.5%	12.3%
College Gardens ES	695	7.6%	19.0%	21.0%	19.6%	32.7%	16.1%	14.4%	8.5%
Ritchie Park ES	432	7.2%	16.4%	17.4%	13.4%	45.4%	12.7%	9.7%	12.5%
Twinbrook ES	582	4.1%	11.0%	12.5%	60.3%	11.7%	69.4%	52.9%	19.5%
<b>Elementary Cluster Total</b>	<b>2881</b>	<b>6.7%</b>	<b>14.9%</b>	<b>19.8%</b>	<b>28.3%</b>	<b>30.1%</b>	<b>30.9%</b>	<b>23.4%</b>	<b>12.5%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

## Program Capacity Table

(School Year 2018–2019)

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

## RICHARD MONTGOMERY CLUSTER

Facility Characteristics of Schools 2018–2019

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



# NORTHEAST CONSORTIUM

## CONSORTIUM PLANNING ISSUES

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

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

**Planning Issue:** The 2014 adopted White Oak Science Gateway Master Plan provides for up to 8,570 mostly multi-family residential units. The plan will require the redevelopment of many existing land uses. Montgomery County anticipates that it will take 20 to 30 years for build-out of the plan to occur

and the pace of construction will be market driven. A future elementary school site is included in the plan.

## SCHOOLS

### Paint Branch High School

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

## Northeast Consortium Articulation

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

### Northeast Consortium High Schools

James Hubert Blake HS  
Paint Branch HS  
Springbrook HS

Benjamin Banneker MS

Burtonville ES  
Fairland ES\*  
Greencastle ES

Briggs Chaney MS

Cloverly ES\*  
Fairland ES\*  
Galway ES  
William T. Page ES

William H. Farquhar MS

Cloverly ES\*  
Sherwood ES\*\*  
Stonegate ES\*

Francis Scott Key MS

Burnt Mills ES  
Cannon Road ES  
Cresthaven ES  
Dr. Charles R. Drew ES  
Roscoe R. Nix ES

White Oak MS

JoAnn Leleck ES at Broad Acres  
Jackson Road ES  
Stonegate ES\*  
Westover ES

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

## Northeast Consortium Articulation\*

### High School Base Areas

James H. Blake HS

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

Paint Branch HS

Burtonville ES  
Cloverly ES (excluding Ashton area)  
Fairland ES (within walk area of school)  
Galway ES  
Greencastle ES

Springbrook HS

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

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



## Francis Scott Key Middle School

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

## Burnt Mills Elementary School

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

## Burtonsville Elementary School

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

## Cloverly Elementary School

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

## Cresthaven Elementary School

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

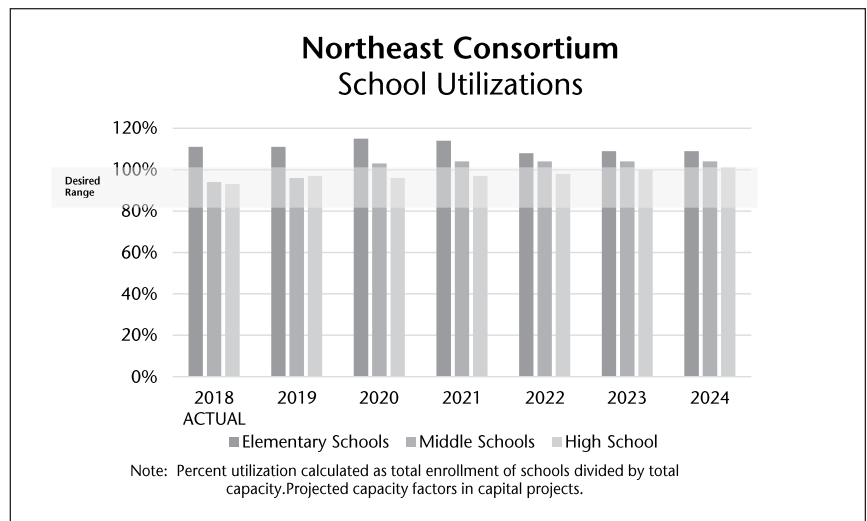
**Capital Project:** Projections indicate that enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity throughout the six-year planning period. Although an FY 2019 appropriation for planning was recommended for a classroom addition project with a scheduled completion date of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

## Greencastle Elementary School

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

## JoAnn Leleck Elementary School at Broad Acres

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





at Cresthaven and Roscoe Nix elementary schools, to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres. Relocatable classrooms will be utilized until space is available for this school.

**Capital Project:** Although FY 2019 appropriations were recommended for planning by the Board of Education for addition projects at Cresthaven and Roscoe Nix elementary school, with scheduled completion dates of September 2021, the County Council delayed the projects to September 2022. An FY 2020 appropriation is approved to begin the architectural design for these projects. In order for these projects to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

**Capital Project:** A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: [http://gis.mcpsmd.org/cipmasterpdfs/Supplement\\_B\\_Amended\\_FY2019-2024.pdf](http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf)

### Roscoe Nix Elementary School

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

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

### William T. Page Elementary School

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

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

### Stonegate Elementary School

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

## CAPITAL PROJECTS

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

\*“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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

# NORTHEAST CONSORTIUM

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
James Hubert Blake HS		Program Capacity	1743	1743	1743	1743	1743	1743	1743	1743	1743
		Enrollment	1717	1802	1732	1763	1759	1761	1763	1616	1620
		Available Space	26	(59)	11	(20)	(16)	(18)	(20)	127	123
		Comments									
Paint Branch HS		Program Capacity	2020	2020	2020	2020	2020	2020	2020	2020	2020
		Enrollment	2005	2095	2057	2054	2075	2114	2142	2225	2290
		Available Space	15	(75)	(37)	(34)	(55)	(94)	(122)	(205)	(270)
		Comments									
Springbrook HS		Program Capacity	2121	2121	2121	2121	2121	2121	2121	2121	2121
		Enrollment	1735	1798	1868	1912	1950	1988	2014	1969	2020
		Available Space	386	323	253	209	171	133	107	152	101
		Comments									
Benjamin Banneker MS		Program Capacity	824	824	824	824	824	824	824	824	824
		Enrollment	856	883	903	883	871	832	848	898	870
		Available Space	(32)	(59)	(79)	(59)	(47)	(8)	(24)	(74)	(46)
		Comments									
Briggs Chaney MS		Program Capacity	926	926	926	926	926	926	926	926	926
		Enrollment	896	890	1009	1032	1033	1036	1044	1021	1040
		Available Space	30	36	(83)	(106)	(107)	(110)	(118)	(95)	(114)
		Comments									
William H. Farquhar MS		Program Capacity	784	784	784	784	784	784	784	784	784
		Enrollment	705	708	757	766	757	753	726	736	760
		Available Space	79	76	27	18	27	31	58	48	24
		Comments									
Francis Scott Key MS		Program Capacity	960	960	960	960	960	960	960	960	960
		Enrollment	991	1036	1143	1132	1158	1162	1169	1241	1260
		Available Space	(31)	(76)	(183)	(172)	(198)	(202)	(209)	(281)	(300)
		Comments		Facility Planning for Addition							
White Oak MS		Program Capacity	1008	1008	1008	1008	1008	1008	1008	1008	1008
		Enrollment	784	809	837	856	879	900	909	953	980
		Available Space	224	199	171	152	129	108	99	55	28
		Comments									

# NORTHEAST CONSORTIUM

Schools			Actual	Projections						2028	2033
			18-19	19-20	20-21	21-22	22-23	23-24	24-25		
Burnt Mills ES	CSR	Program Capacity	392	392	392	392	392	392	392		
		Enrollment	607	617	677	678	674	668	669		
		Available Space	(215)	(225)	(285)	(286)	(282)	(276)	(277)		
		Comments		Planning for Major Capital Project							
Burtonsville ES	CSR	Program Capacity	513	513	513	513	513	513	513		
		Enrollment	627	627	620	609	575	575	571		
		Available Space	(114)	(114)	(107)	(96)	(62)	(62)	(58)		
		Comments	Planning for Addition								
Cannon Road ES	CSR	Program Capacity	481	481	481	481	481	481	481		
		Enrollment	412	404	426	423	422	431	437		
		Available Space	69	77	55	58	59	50	44		
		Comments									
Cloverly ES		Program Capacity	461	461	461	461	461	461	461		
		Enrollment	533	518	579	592	597	596	604		
		Available Space	(72)	(57)	(118)	(131)	(136)	(135)	(143)		
		Comments		Facility Planning for Addition							
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	454	454	454	454	743	743	743		
		Enrollment	557	504	540	592	594	607	606		
		Available Space	(103)	(50)	(86)	(138)	149	136	137		
		Comments		Planning for Addition			Addition Complete				
Dr. Charles R. Drew ES	CSR	Program Capacity	501	501	501	501	501	501	501		
		Enrollment	469	463	453	459	475	483	480		
		Available Space	32	38	48	42	26	18	21		
		Comments									
Fairland ES	CSR	Program Capacity	653	653	653	653	653	653	653		
		Enrollment	628	611	654	649	650	660	668		
		Available Space	25	42	(1)	4	3	(7)	(15)		
		Comments									
Galway ES	CSR	Program Capacity	764	764	764	764	764	764	764		
		Enrollment	788	792	824	807	797	773	780		
		Available Space	(24)	(28)	(60)	(43)	(33)	(9)	(16)		
		Comments									
Greencastle ES	CSR	Program Capacity	619	619	619	619	619	619	619		
		Enrollment	700	679	716	703	694	707	719		
		Available Space	(81)	(60)	(97)	(84)	(75)	(88)	(100)		
		Comments									
Jackson Road ES	CSR	Program Capacity	699	699	699	699	699	699	699		
		Enrollment	726	727	710	699	687	673	661		
		Available Space	(27)	(28)	(11)	0	12	26	38		
		Comments									

# NORTHEAST CONSORTIUM

Schools			Actual 18–19	Projections							2028	2033
				19–20	20–21	21–22	22–23	23–24	24–25			
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	715	715	715	715	715	715	715			
		Enrollment	828	821	896	912	939	993	997			
		Available Space	(113)	(106)	(181)	(197)	(224)	(278)	(282)			
		Comments	See text									
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	503	503	503	503	737	737	737			
		Enrollment	506	515	489	480	479	472	474			
		Available Space	(3)	(12)	14	23	258	265	263			
		Comments		Planning for Addition			Addition Complete					
William T. Page ES	CSR	Program Capacity	387	387	387	387	387	387	387			
		Enrollment	535	582	638	625	680	668	676			
		Available Space	(148)	(195)	(251)	(238)	(293)	(281)	(289)			
		Comments		Facility Planning for Addition								
Sherwood ES		Program Capacity	530	530	530	530	530	530	530			
		Enrollment	527	530	510	501	504	505	520			
		Available Space	3	0	20	29	26	25	10			
		Comments										
Stonegate ES		Program Capacity	372	372	372	372	372	372	372			
		Enrollment	502	498	518	528	533	531	533			
		Available Space	(130)	(126)	(146)	(156)	(161)	(159)	(161)			
		Comments		Planning for Major Capital Project								
Westover ES		Program Capacity	283	283	283	283	283	283	283			
		Enrollment	308	323	289	276	271	266	268			
		Available Space	(25)	(40)	(6)	7	12	17	15			
		Comments										
Cluster Information		HS Utilization	93%	97%	96%	97%	98%	100%	101%	99%	101%	
		HS Enrollment	5457	5695	5657	5729	5784	5863	5919	5900	5900	
		MS Utilization	94%	96%	103%	104%	104%	104%	104%	108%	109%	
		MS Enrollment	4232	4326	4649	4669	4698	4683	4696	4450	4450	
		ES Utilization	111%	111%	115%	114%	108%	109%	109%	99%	99%	
		ES Enrollment	9253	9211	9539	9533	9571	9608	9663	8780	8790	

# NORTHEAST CONSORTIUM

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1717	4.3%	41.2%	9.7%	27.6%	17.1%	36.0%	3.3%	9.7%
Paint Branch HS	2005	3.0%	58.6%	12.6%	20.1%	5.7%	35.5%	3.7%	7.6%
Springbrook HS	1735	3.1%	37.8%	12.6%	39.8%	6.7%	48.0%	18.7%	13.4%
Benjamin Banneker MS	856	2.7%	63.8%	10.4%	19.5%	3.3%	48.7%	7.5%	13.8%
Briggs Chaney MS	896	2.9%	53.7%	12.6%	23.3%	7.3%	44.8%	7.6%	12.6%
William H. Farquhar MS	705	4.0%	25.2%	14.3%	17.0%	39.3%	15.7%	2.0%	5.8%
Francis Scott Key MS	991	2.1%	44.8%	10.1%	39.6%	2.9%	63.7%	15.3%	17.7%
White Oak MS	784	2.6%	31.1%	8.9%	50.8%	6.5%	63.9%	18.2%	15.5%
JoAnn Leleck ES	828	0%	12.3%	3.4%	83.1%	0%	89.4%	74.6%	20.1%
Burnt Mills ES	607	4.3%	58.5%	4.8%	26.4%	6.1%	62.3%	22.7%	17.6%
Burtonsville ES	627	2.9%	59.8%	11.3%	19.9%	5.6%	42.6%	14.0%	18.3%
Cannon Road ES	412	2.2%	35.7%	10.7%	46.6%	4.4%	58.5%	13.3%	17.3%
Cloverly ES	533	6.0%	27.4%	14.8%	25.0%	26.5%	20.8%	17.3%	10.6%
Cresthaven ES	557	2.0%	37.0%	8.3%	48.3%	4.1%	68.4%	38.4%	23.4%
Dr. Charles R. Drew ES	469	5.8%	43.5%	12.4%	25.2%	12.8%	50.7%	23.0%	9.6%
Fairland ES	628	4.1%	56.7%	7.0%	27.1%	4.6%	58.1%	18.6%	17.6%
Galway ES	788	2.5%	61.9%	9.3%	23.1%	2.8%	59.8%	30.7%	20.1%
Greencastle ES	700	1.7%	66.6%	7.9%	21.1%	2.6%	59.7%	20.6%	21.8%
Jackson Road ES	726	1.4%	53.6%	8.0%	33.6%	3.2%	77.1%	33.2%	18.8%
Roscoe R. Nix ES	506	1.6%	36.4%	9.1%	48.0%	4.0%	71.3%	55.3%	23.5%
William T. Page ES	535	4.7%	48.6%	12.0%	22.2%	12.1%	40.9%	17.2%	10.2%
Sherwood ES	527	9.3%	21.3%	9.7%	17.3%	42.1%	15.6%	10.8%	7.9%
Stonegate ES	502	10.4%	33.1%	13.9%	24.1%	18.3%	25.5%	14.7%	9.7%
Westover ES	308	6.5%	34.4%	13.3%	26.3%	18.8%	27.9%	11.7%	14.6%
<b>Elementary Cluster Total</b>	<b>9253</b>	<b>3.8%</b>	<b>43.9%</b>	<b>9.3%</b>	<b>33.3%</b>	<b>9.3%</b>	<b>54.5%</b>	<b>28.1%</b>	<b>16.9%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

# NORTHEAST CONSORTIUM

**Program Capacity Table**  
(School Year 2018–2019)

Program Capacity Table (School Year 2018–2019)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based					County & Regional Based																								
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
James Blake HS	9-12	1743	79		77															2													
Paint Branch HS	9-12	2021	94		87														3				4										
Springbrook HS	9-12	2121	101		89								4	2					3	2												1	
Benjamin Banneker MS	6-8	825	40		38														2														
Briggs Chaney MS	6-8	927	46		42																		4										
William H. Farquhar MS	6-8	784	40		36														1	2												1	
Francis Scott Key MS	6-8	961	46		44								2																				
White Oak MS	6-8	1008	49		46								1	1						1													
Burnt Mills ES	PreK-5	392	24	4		3	10		1		5				1																		
Burtonsville ES	K-5	513	30	4		10	10				5				1																		
Cannon Road ES	K-5	481	32	4		3	14				6					2		1				2											
Cloverly ES	K-5	461	27	4		14						3			1							2								1	2		
Cresthaven ES	3-5	454	27	4		17									1		5																
Dr. Charles R. Drew ES	PreK-5	501	29	3		11	5	1	1		3					2				3													
Fairland ES	HS-5	653	38	3		12	11	1		1	4				1										3					1	1		
Galway ES	PreK-5	764	45	6		16	11		1		6						5																
Greencastle ES	PreK-5	619	35	5		8	12		2		5				1																	2	
Jackson Road ES	PreK-5	699	40	5		14	11		1		4				1															1	1	2	
JoAnn Leleck ES	HS-5	715	40	6		12	12		2	1	6			1																			
Roscoe R. Nix ES	PreK-2	503	34	5			14		1		10				1								3										
William T. Page ES	PreK-5	387	24	4		4	8		1		3	2			1																		1
Sherwood ES	K-5	530	31	3		17						3			1					1		3								1	1	1	
Stonegate ES	K-5	372	23	4		11						3			1				4														
Westover ES	K-5	283	19	3		8						2			1			2				3											



## NORTHEAST CONSORTIUM

### Facility Characteristics of Schools 2018–2019

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





# NORTHWEST CLUSTER

## SCHOOLS

### Northwest High School

**Planning Issue:** Projections indicate enrollment at Northwest High School will exceed capacity by almost 700 students by the end of the six year CIP planning period. Enrollment also is projected to exceed capacity at Clarksburg High School by almost 800 students. Both the Clarksburg and Northwest high school service areas are adjacent to the Seneca Valley High School service area. A revitalization/expansion project of Seneca Valley High School, scheduled for completion in September 2020, was designed and constructed with a capacity for 2,581 students. The enrollment at Seneca Valley High School is projected to be 1,301 students by the end of the six-year planning period. With a capacity of 2,581 seats, there will be approximately 1,280 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete. Recently, a Career Readiness External Review was conducted and provided recommendations to increase the number of students prepared for employment in high demand fields. Given that the Seneca Valley High School project is under construction, there was an opportunity to expand career technology education for students living in the upcounty area. Therefore, the master planned shell on the fourth floor was approved for construction to accommodate additional career technology education programs in this facility. As part of the boundary study described in the section below, the superintendent of schools reserved 500 seats at Seneca Valley High School for students living in the upcounty area leaving approximately 800 seats available for the Clarksburg and Northwest high school students.

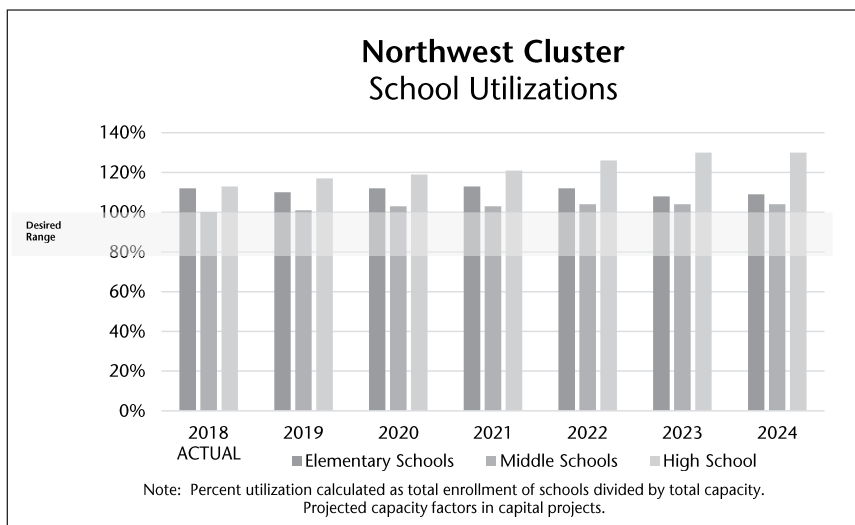
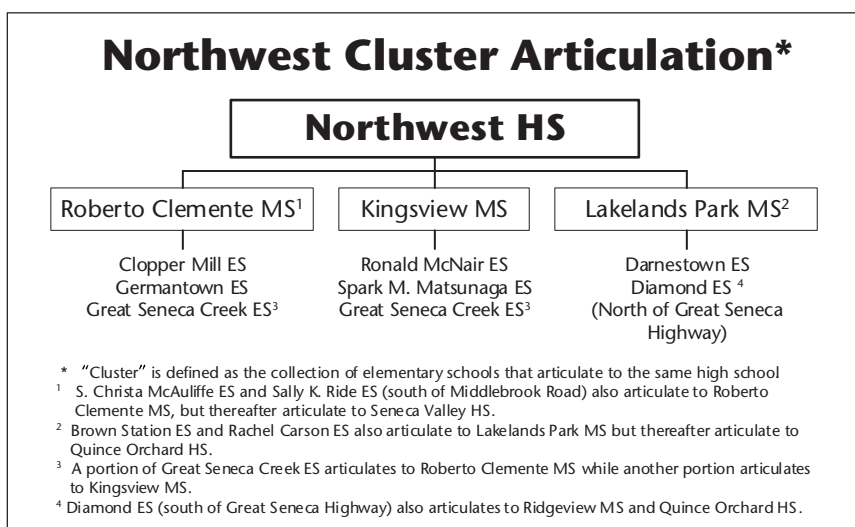
**Planning Study:** MCPS staff conducted a boundary study in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

**Capital Project:** Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation is

approved for planning to begin the architectural design for the project. Once the planning is complete, a recommendation will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

### Roberto Clemente Middle School

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>



## NORTHWEST CLUSTER

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

### Kingsview Middle School

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

### Lakelands Park Middle School

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

### Clopper Mill Elementary School

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

### Ronald McNair Elementary School

**Capital Project:** Projections indicate that enrollment at Ronald McNair Elementary School will exceed capacity by more than 150 seats by the end of the six-year planning period. As part of the FY 2019–2024 CIP, the Board of Education requested an addition project for completion in September 2021 that was delayed by the County Council to September 2022. As part of the Amended FY 2019–2024 CIP, the County Council delayed the project another year to September 2023. FY 2021 expenditures are approved for planning to begin the architectural design for this project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

## CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Programmed	TBD
Clopper Mill ES	Classroom addition	Proposed	TBD
Ronald McNair ES	Classroom addition	Programmed (delayed)	Sept. 2023

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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

# NORTHWEST CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Northwest HS		Program Capacity	2286	2286	2286	2286	2286	2286	2286	2286	2286
		Enrollment	2586	2664	2727	2776	2873	2974	2981	2984	3070
		Available Space	(300)	(378)	(441)	(490)	(587)	(688)	(695)	(698)	(784)
		Comments	Boundary study See text								
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	1301	1278	1355	1360	1373	1392	1394	1425	1450
		Available Space	(70)	(47)	(124)	(129)	(142)	(161)	(163)	(194)	(219)
		Comments	Boundary study								
Kingsview MS		Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041
		Enrollment	996	1000	1014	1003	997	980	979	1063	1080
		Available Space	45	41	27	38	44	61	62	(22)	(39)
		Comments	Boundary study								
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	1121	1166	1146	1151	1171	1191	1195	1251	1280
		Available Space	26	(19)	1	(4)	(24)	(44)	(48)	(104)	(133)
		Comments	Boundary study								
Clopper Mill ES	CSR	Program Capacity	470	470	470	470	470	470	470		
		Enrollment	562	574	570	582	593	607	618		
		Available Space	(92)	(104)	(100)	(112)	(123)	(137)	(148)		
		Comments		Facility Planning for Addition							
Darnestown ES		Program Capacity	419	419	419	419	419	419	419		
		Enrollment	310	310	308	307	310	309	306		
		Available Space	109	109	111	112	109	110	113		
		Comments									
Diamond ES		Program Capacity	679	679	679	679	679	679	679		
		Enrollment	770	789	748	773	783	782	782		
		Available Space	(91)	(110)	(69)	(94)	(104)	(103)	(103)		
		Comments									
Germantown ES	CSR	Program Capacity	309	309	309	309	309	309	309		
		Enrollment	321	307	330	330	333	336	339		
		Available Space	(12)	2	(21)	(21)	(24)	(27)	(30)		
		Comments									
Great Seneca Creek ES	CSR	Program Capacity	561	561	561	561	561	561	561		
		Enrollment	606	589	625	599	587	579	573		
		Available Space	(45)	(28)	(64)	(38)	(26)	(18)	(12)		
		Comments									
Spark M. Matsunaga ES		Program Capacity	652	652	652	652	652	652	652		
		Enrollment	728	707	749	743	724	718	708		
		Available Space	(76)	(55)	(97)	(91)	(72)	(66)	(56)		
		Comments									
Ronald McNair ES		Program Capacity	626	626	626	626	626	761	761		
		Enrollment	847	818	840	847	847	845	865		
		Available Space	(221)	(192)	(214)	(221)	(221)	(84)	(104)		
		Comments			Planning for Addition			Addition Complete			
Cluster Information		HS Utilization	113%	117%	119%	121%	126%	130%	130%	131%	134%
		HS Enrollment	2586	2664	2727	2776	2873	2974	2981	2984	3070
		MS Utilization	100%	101%	103%	103%	104%	104%	104%	109%	111%
		MS Enrollment	3418	3444	3515	3514	3541	3563	3568	3739	3810
		ES Utilization	112%	110%	112%	113%	112%	108%	109%	100%	99%
		ES Enrollment	4144	4094	4170	4181	4177	4176	4191	3870	3800

# NORTHWEST CLUSTER

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Northwest HS	2586	4.4%	25.7%	21.1%	21.7%	26.9%	22.1%	3.2%	11.2%
Roberto Clemente MS	1301	5.6%	26.1%	23.7%	30.7%	13.8%	35.5%	5.8%	10.1%
Kingsview MS	996	6.2%	26.2%	24.5%	14.7%	28.2%	20.5%	2.6%	5.5%
Lakelands Park MS	1121	6.2%	16.5%	14.4%	23.4%	39.6%	22.3%	7.3%	12.0%
Clopper Mill ES	562	3.0%	35.1%	9.4%	45.7%	5.9%	65.7%	30.4%	15.6%
Darnestown ES	310	5.5%	11.3%	12.3%	5.5%	65.5%	5.2%	5.5%	6.7%
Diamond ES	770	5.7%	10.1%	47.9%	11.3%	24.8%	7.1%	21.9%	19.2%
Germantown ES	321	6.2%	37.1%	15.6%	22.4%	18.4%	33.0%	12.5%	10.9%
Great Seneca Creek ES	606	6.3%	35.1%	12.0%	24.1%	21.5%	41.6%	18.6%	16.5%
Spark M. Matsunaga ES	728	5.8%	19.1%	40.2%	15.5%	18.8%	19.6%	11.1%	12.4%
Ronald McNair ES	847	8.4%	26.0%	28.3%	17.1%	19.8%	25.6%	17.0%	8.6%
<b>Elementary Cluster Total</b>	<b>4144</b>	<b>6.0%</b>	<b>24.2%</b>	<b>26.9%</b>	<b>20.2%</b>	<b>22.2%</b>	<b>27.9%</b>	<b>17.7%</b>	<b>13.4%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018-2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018-2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017-2018 school year compared to total enrollment.

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

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

**Program Capacity Table**  
(School Year 2018-2019)

Program Capacity Table (School Year 2018–2019)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based				County & Regional Based												
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Northwest HS	9-12	2286	104		100																				4								
Roberto Clemente MS	6-8	1231	60		56								1						2								1						
Kingsview MS	6-8	1041	49		49																												
Lakelands Park MS	6-8	1147	57		53															2						2							
Clopper Mill ES	HS-5	470	29	4		7	6	1	1	1	5				1							3											
Darnestown ES	K-5	419	25	4		14						2			1		4																
Diamond ES	K-5	679	35	3		23						6										3											
Germantown ES	K-5	309	22	3		4	6				3				1					3									1		1		
Great Seneca Creek ES	K-5	561	34	4		10	11				5				1										3								
Spark M. Matsunaga ES	K-5	652	34	4		23						5			1																		1
Ronald McNair ES	Pre-K-5	626	32	4		21		1				5			1																		



## NORTHWEST CLUSTER

**Facility Characteristics of Schools 2018–2019**

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





# POOLESVILLE CLUSTER

## SCHOOLS

### Poolesville High School

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

## CAPITAL PROJECTS

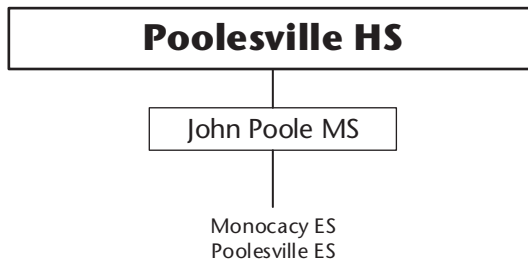
School	Project	Project Status*	Date of Completion
Poolesville HS	Major Capital Project	Approved	TBD

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

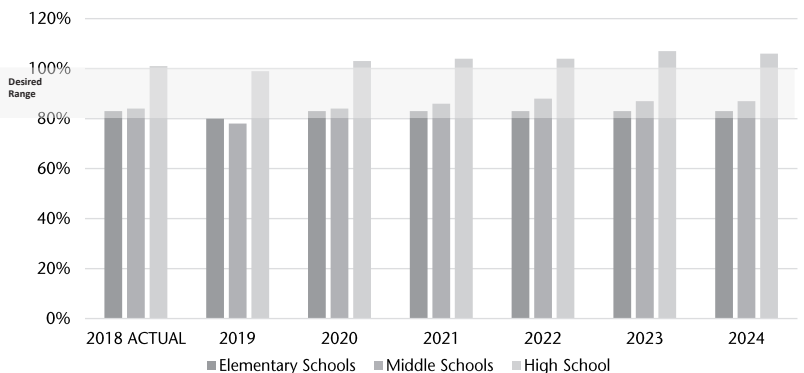
“Proposed”—Project has facility planning funds approved for a feasibility study.

## Poolesville Cluster Articulation\*



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

## Poolesville Cluster School Utilizations



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

## POOLESVILLE CLUSTER

### Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Poolesville HS		Program Capacity	1170	1170	1170	1170	1170	1170	1170	1170	1170
		<b>Enrollment</b>	<b>1185</b>	<b>1161</b>	<b>1204</b>	<b>1214</b>	<b>1216</b>	<b>1254</b>	<b>1237</b>	<b>1352</b>	<b>1380</b>
		Available Space	(15)	9	(34)	(44)	(46)	(84)	(67)	(182)	(210)
		Comments		Planning for Major Capital Project							
John Poole MS		Program Capacity	468	468	468	468	468	468	468	468	468
		<b>Enrollment</b>	<b>395</b>	<b>366</b>	<b>394</b>	<b>404</b>	<b>412</b>	<b>405</b>	<b>405</b>	<b>375</b>	<b>400</b>
		Available Space	73	102	74	64	56	63	63	93	68
		Comments									
Monocacy ES		Program Capacity	219	219	219	219	219	219	219		
		<b>Enrollment</b>	<b>147</b>	<b>140</b>	<b>146</b>	<b>143</b>	<b>142</b>	<b>142</b>	<b>147</b>		
		Available Space	72	79	73	76	77	77	72		
		Comments									
Poolesville ES		Program Capacity	539	539	539	539	539	539	539		
		<b>Enrollment</b>	<b>480</b>	<b>465</b>	<b>484</b>	<b>484</b>	<b>487</b>	<b>490</b>	<b>484</b>		
		Available Space	59	74	55	55	52	49	55		
		Comments									
Cluster Information		HS Utilization	101%	99%	103%	104%	104%	107%	106%	116%	118%
		HS Enrollment	1185	1161	1204	1214	1216	1254	1237	1352	1380
		MS Utilization	84%	78%	84%	86%	88%	87%	87%	80%	85%
		MS Enrollment	395	366	394	404	412	405	405	375	400
		ES Utilization	83%	80%	83%	83%	83%	83%	83%	66%	63%
		ES Enrollment	627	605	630	627	629	632	631	500	480



## POOLESVILLE CLUSTER

### Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Poolesville HS	1185	5.6%	5.7%	31.5%	8.2%	48.9%	7.3%	0%	3.2%
John Poole MS	395	5.1%	6.3%	9.4%	12.2%	66.6%	11.9%	2.5%	7.4%
Monocacy ES	147	8.2%	4.1%	4.8%	10.2%	72.8%	15.0%	6.8%	6.2%
Poolesville ES	480	7.5%	6.3%	7.1%	12.7%	66.0%	10.8%	6.3%	5.8%
<b>Elementary Cluster Total</b>	<b>627</b>	<b>7.7%</b>	<b>5.7%</b>	<b>6.5%</b>	<b>12.1%</b>	<b>67.6%</b>	<b>11.8%</b>	<b>6.4%</b>	<b>5.9%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

**Program Capacity Table**  
(School Year 2018–2019)

Program Capacity Table (School Year 2018–2019)															Special Education Services																		
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	School Based	Cluster Based	Quad Cluster Based			County & Regional Based													
															HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Poolesville HS	9-12	1170	52		52																												
John Poole MS	6-8	468	22		22																												
Monocacy ES	K-5	219	13	3		8						1			1																		
Poolesville ES	K-5	539	28	4		20						3			1																		

### Facility Characteristics of Schools 2018–2019

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





# QUINCE ORCHARD CLUSTER

## SCHOOLS

### Quince Orchard High School

**Capital Project:** Projections indicate that enrollment at Quince Orchard High School will exceed capacity by 200 seats or more by the end of the six-year planning period. An FY 2018 appropriation was approved for a facility planning to conduct a capacity study. Expenditures are approved in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation is approved for planning to begin the architectural design for this project. Once the planning is complete, a recommendation will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

consideration of an addition project. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

### Thurgood Marshall Elementary School

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

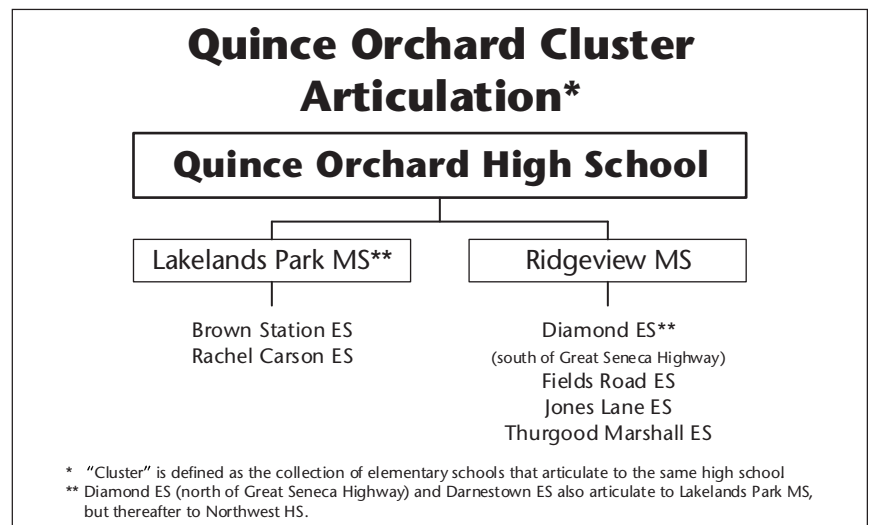
### Rachel Carson Elementary School

**Planning Issue:** Projections indicate that enrollment at Rachel Carson Elementary School will exceed capacity by over 300 seats throughout the six-year planning period. To address the high enrollment at Rachel Carson Elementary School, the Board of Education approved the expansion of DuFief Elementary School to accommodate the overutilization of Rachel Carson Elementary School. The Board of Education action can be found at the following link: [http://gis.mcpsmd.org/cipmasterpdfs/CIP17\\_AdoptedRachelCarsonESOverutilization.pdf](http://gis.mcpsmd.org/cipmasterpdfs/CIP17_AdoptedRachelCarsonESOverutilization.pdf)

**Capital Project:** Expenditures were approved to provide capacity and facility upgrades at DuFief Elementary School. Although the Board of Education requested that the project be completed in September 2021, the County Council delayed the project to September 2022. An FY 2019 appropriation was approved for planning to begin the architectural design for this project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

### Fields Road Elementary School

**Capital Project:** Previous projections indicated that enrollment at Fields Road Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. A feasibility study was conducted in FY 2015 to determine the feasibility, cost, and scope of an addition project. The current space deficit, however, does not meet the minimum threshold of 92 seats or more for



## **CAPITAL PROJECTS**

<b>School</b>	<b>Project</b>	<b>Project Status*</b>	<b>Date of Completion</b>
Crown HS	New School	Programmed	TBD
DuFief ES	Addition and Facility upgrades	Approved	Sept. 2022
Thurgood Marshall ES	Classroom addition	Programmed	TBD

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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



## QUINCE ORCHARD CLUSTER

### Projected Enrollment and Space Availability Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual 18–19	Projections							
				19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Quince Orchard HS		Program Capacity	1837	1837	1837	1837	1837	1837	1837	1837	1837
		Enrollment	2100	2131	2212	2228	2254	2285	2311	2347	2400
		Available Space	(263)	(294)	(375)	(391)	(417)	(448)	(474)	(510)	(563)
		Comments	See text								
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	1121	1166	1146	1151	1171	1191	1195	1251	1280
		Available Space	26	(19)	1	(4)	(24)	(44)	(48)	(104)	(133)
		Comments	Boundary study								
Ridgeview MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	751	781	719	733	750	763	772	802	830
		Available Space	204	174	236	222	205	192	183	153	125
		Comments									
Brown Station ES	CSR	Program Capacity	761	761	761	761	761	761	761		
		Enrollment	585	604	599	596	585	576	570		
		Available Space	176	157	162	165	176	185	191		
		Comments									
Rachel Carson ES		Program Capacity	690	690	690	690	690	690	690		
		Enrollment	973	950	972	969	987	1018	1045		
		Available Space	(283)	(260)	(282)	(279)	(297)	(328)	(355)		
		Comments	See text								
Fields Road ES	CSR	Program Capacity	457	457	457	457	457	457	457		
		Enrollment	474	470	509	498	485	483	489		
		Available Space	(17)	(13)	(52)	(41)	(28)	(26)	(32)		
		Comments									
Jones Lane ES		Program Capacity	516	516	516	516	516	516	516		
		Enrollment	420	422	464	461	462	462	463		
		Available Space	96	94	52	55	54	54	53		
		Comments									
Thurgood Marshall ES		Program Capacity	558	558	558	558	558	558	558		
		Enrollment	667	648	687	705	724	728	737		
		Available Space	(109)	(90)	(129)	(147)	(166)	(170)	(179)		
		Comments		Planning for Addition							
Cluster Information		HS Utilization	114%	116%	120%	121%	123%	124%	126%	128%	131%
		HS Enrollment	2100	2131	2212	2228	2254	2285	2311	2347	2400
		MS Utilization	89%	93%	89%	90%	91%	93%	94%	98%	100%
		MS Enrollment	1872	1947	1865	1884	1921	1954	1967	2053	2110
		ES Utilization	105%	104%	108%	108%	109%	110%	111%	90%	90%
		ES Enrollment	3119	3094	3231	3229	3243	3267	3304	2670	2670

## QUINCE ORCHARD CLUSTER

### Demographic Characteristics of Schools

Schools	2018–2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	2100	3.8%	15.3%	13.5%	28.6%	38.7%	21.6%	10.6%	8.8%
Lakelands Park MS	1121	6.2%	16.5%	14.4%	23.4%	39.6%	22.3%	7.3%	12.0%
Ridgeview MS	751	4.0%	16.4%	11.7%	27.8%	39.9%	26.9%	8.9%	11.9%
Brown Station ES	585	3.2%	26.3%	12.8%	46.8%	10.3%	60.3%	33.8%	15.4%
Rachel Carson ES	973	7.8%	7.2%	17.3%	20.2%	47.5%	19.0%	14.3%	6.7%
Fields Road ES	474	5.7%	17.7%	15.4%	35.0%	26.2%	34.8%	22.2%	18.9%
Jones Lane ES	420	6.4%	9.8%	10.7%	28.6%	43.8%	26.7%	18.1%	10.7%
Thurgood Marshall ES	667	4.0%	18.9%	17.5%	28.3%	30.4%	29.7%	18.1%	11.8%
<b>Elementary Cluster Total</b>	<b>3119</b>	<b>5.6%</b>	<b>15.2%</b>	<b>15.3%</b>	<b>30.3%</b>	<b>33.1%</b>	<b>32.5%</b>	<b>20.5%</b>	<b>11.7%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

### Program Capacity Table

(School Year 2018–2019)

Program Capacity Table (School Year 2018–2019)															Special Education Services																			
															School Based	Cluster Based	Quad Cluster Based				County & Regional Based													
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER	
Quince Orchard HS	9-12	1837	87		78								3	1							1	1				3								
Lakelands Park MS	6-8	1147	57		53															2						2								
Ridgeview MS	6-8	955	48		44																	4												
Brown Station ES	HS-5	761	41	3		16	10	2	1		4				1															2		2		
Rachel Carson ES	PreK-5	690	35	4		21			1		7				1																		1	
Fields Road ES	PreK-5	457	30	4		8	8	1			4				1							4												
Jones Lane ES	K-5	516	27	4		19						3			1																			
Thurgood Marshall ES	K-5	558	32	3		17					4				1															1	3		3	



## QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2018–2019

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







# ROCKVILLE CLUSTER

## SCHOOLS

### Earle B. Wood Middle School

**Capital Project:** Previous projections indicate enrollment at Earle B. Wood Middle School will exceed capacity by 150 seats or more by the end of the six-year planning period. An FY 2017 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. Current projections, however, indicate that enrollment is trending down and the current space deficit does not meet the minimum threshold of 150 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized until a capacity project is considered in a future CIP.

### Lucy V. Barnsley Elementary School

**Capital Project:** A classroom addition opened in September 2018.

### Maryvale Elementary School

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

### Meadow Hall Elementary School

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

## CAPITAL PROJECTS

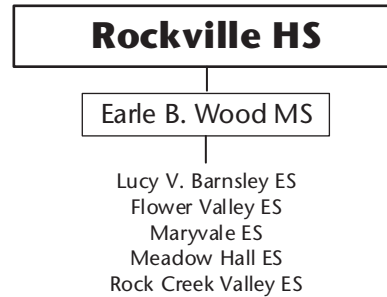
School	Project	Project Status*	Date of Completion
Lucy V. Barnsley ES	Classroom addition	Approved	Sept. 2018
Maryvale ES/ Sandburg LC	Revitalization/ expansion, with collocation of Carl Sandburg LC	Approved	Jan. 2020

\* "Approved"—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

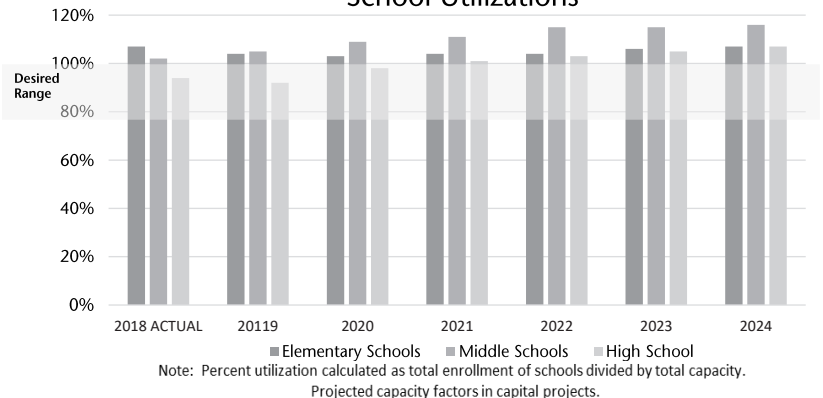
"Proposed"—Project has facility planning funds approved for a feasibility study.

## Rockville Cluster Articulation\*



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

## Rockville Cluster School Utilizations



## ROCKVILLE CLUSTER

### Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Rockville HS		Program Capacity	1549	1549	1549	1549	1549	1549	1549	1549	1549
		Enrollment	1450	1420	1512	1564	1600	1628	1664	1734	1740
		Available Space	99	129	37	(15)	(51)	(79)	(115)	(185)	(191)
		Comments									
Earle B. Wood MS		Program Capacity	944	944	944	944	944	944	944	944	944
		Enrollment	964	987	1031	1047	1083	1090	1093	1170	1150
		Available Space	(20)	(43)	(87)	(103)	(139)	(146)	(149)	(226)	(206)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	652	652	652	652	652	652	652		
		Enrollment	721	715	734	727	739	742	729		
		Available Space	(69)	(63)	(82)	(75)	(87)	(90)	(77)		
		Comments									
Flower Valley ES		Program Capacity	416	416	416	416	416	416	416		
		Enrollment	490	484	475	471	474	476	488		
		Available Space	(74)	(68)	(59)	(55)	(58)	(60)	(72)		
		Comments									
Maryvale ES	CSR	Program Capacity	626	694	694	694	694	694	694		
		Enrollment	617	629	658	670	668	691	699		
		Available Space	9	65	36	24	26	3	(5)		
		Comments	@ North Lake	Rev/Ex Complete Jan. 2020							
Meadow Hall ES	CSR	Program Capacity	375	375	375	375	375	375	375		
		Enrollment	431	437	400	406	414	416	423		
		Available Space	(56)	(62)	(25)	(31)	(39)	(41)	(48)		
		Comments									
Rock Creek Valley ES		Program Capacity	460	460	460	460	460	460	460		
		Enrollment	441	447	413	419	418	421	433		
		Available Space	19	13	47	41	42	39	27		
		Comments									
Cluster Information		HS Utilization	94%	92%	98%	101%	103%	105%	107%	112%	112%
		HS Enrollment	1450	1420	1512	1564	1600	1628	1664	1734	1740
		MS Utilization	102%	105%	109%	111%	115%	115%	116%	124%	122%
		MS Enrollment	964	987	1031	1047	1083	1090	1093	1170	1150
		ES Utilization	107%	104%	103%	104%	104%	106%	107%	100%	100%
		ES Enrollment	2700	2712	2680	2693	2713	2746	2772	2600	2600

# ROCKVILLE CLUSTER

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1450	3.3%	13.7%	10.8%	41.0%	30.5%	24.1%	12.3%	11.0%
Earle B. Wood MS	964	4.6%	14.4%	10.6%	44.8%	25.5%	35.1%	10.0%	8.0%
Lucy V. Barnsley ES	721	6.9%	9.8%	14.0%	33.8%	35.1%	26.9%	13.7%	10.8%
Flower Valley ES	490	8.6%	13.7%	9.4%	24.3%	44.1%	22.7%	17.1%	12.0%
Maryvale ES	617	7.6%	25.1%	11.0%	33.2%	22.7%	44.4%	26.9%	6.3%
Meadow Hall ES	431	7.0%	11.8%	8.1%	54.5%	18.1%	55.0%	32.0%	18.5%
Rock Creek Valley ES	441	7.5%	10.2%	15.4%	37.9%	28.8%	25.4%	22.0%	13.5%
<b>Elementary Cluster Total</b>	<b>2700</b>	<b>7.5%</b>	<b>14.4%</b>	<b>11.8%</b>	<b>35.9%</b>	<b>30.1%</b>	<b>34.4%</b>	<b>21.6%</b>	<b>11.5%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018-2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018-2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017-2018 school year compared to total enrollment.

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

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

## Program Capacity Table

(School Year 2018-2019)

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

## ROCKVILLE CLUSTER

**Facility Characteristics of Schools 2018–2019**

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



# SENECA VALLEY CLUSTER

## CLUSTER PLANNING ISSUES

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

## SCHOOLS

### Seneca Valley High School

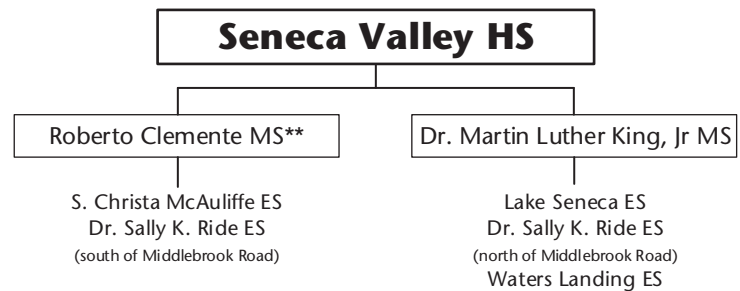
**Capital Project:** A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to begin construction for the project. Recently, a Career Readiness External Review was conducted and provided recommendations to increase the number of students prepared for employment in high demand fields. Given this school is under construction, there was an opportunity to expand career technology education for students living in the upcounty area. Therefore, the master planned shell on the fourth floor was approved for construction to accommodate additional career technology education programs in this facility. An FY 2019 appropriation was approved to continue this revitalization/expansion project. An FY 2020 appropriation is approved for construction to accommodate the additional career technology education programs. In order for this program to remain on schedule, county and state funding must be provided at the levels approved in this CIP.

**Planning Issue:** Although a classroom addition opened in September 2015 to accommodate the overutilization at Clarksburg High School, student enrollment at Clarksburg High School will continue to exceed capacity by almost 800 students by the end of the six-year CIP planning period. Enrollment also is projected to exceed capacity at Northwest High School by nearly 700 students. Both the Clarksburg and Northwest high school service areas are adjacent to the Seneca Valley High School service area. A revitalization/expansion project of Seneca Valley High School, scheduled for completion in September 2020, was designed and constructed with a capacity for 2,581 students. The enrollment at Seneca Valley High School is projected to be 1,301 students by the end of the six-year planning period. With a capacity of 2,581 seats, there will be approximately 1,280 seats available to accommodate students from

Clarksburg and Northwest high schools when the project is complete. Recently, a Career Readiness External Review was conducted and provided recommendations to increase the number of students prepared for employment in high demand fields. Given that the Seneca Valley High School project is under construction, there was an opportunity to expand career technology education for students living in the upcounty area. Therefore, the master planned shell on the fourth floor was approved for construction to accommodate additional career technology education programs in this facility. As part of the boundary study described in the section below, the superintendent of schools reserved 500 seats at Seneca Valley High School for students living in the upcounty area leaving approximately 800 seats available for the Clarksburg and Northwest high school students.

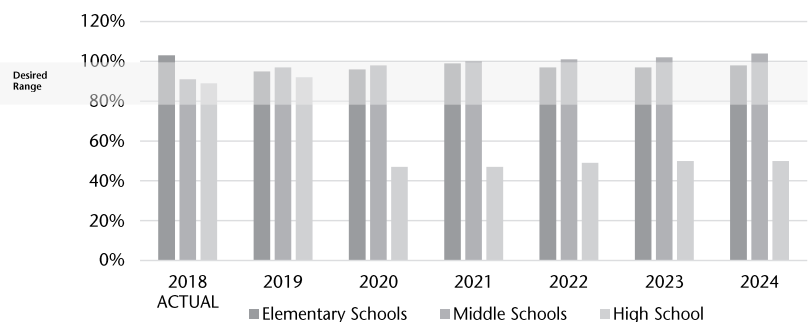
**Planning Study:** MCPS staff conducted a boundary study in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools will release

## Seneca Valley Cluster Articulation\*



\* "Cluster" is defined as the collection of elementary schools that articulate to the same high school  
 \*\* Clopper Mill ES, Germantown ES, an a portion of Great Seneca Creek ES also articulate to Roberto Clemente MS, but thereafter articulate to Northwest HS.

## Seneca Valley Cluster School Utilizations



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



his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

### Roberto Clemente Middle School

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

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

### Martin Luther King, Jr. Middle School

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

### Lake Seneca Elementary School

**Capital Project:** Previous projections indicated that enrollment at Lake Seneca Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore, a feasibility study was conducted in FY 2014 to determine the feasibility, scope, and cost for a classroom addition. Current projections indicate enrollment will exceed capacity over the six-year period. Therefore, an FY 2020 appropriation is approved for planning funds only to begin the architectural design for a classroom addition. The completion date will be determined in a future CIP. Relocatable classrooms will be utilized until a capacity project is considered in a future CIP.

### S. Christa McAuliffe Elementary School

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

## CAPITAL PROJECTS

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

\*Approved"—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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



# SENECA VALLEY CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Seneca Valley HS		Program Capacity	1330	1330	2581	2581	2581	2581	2581	2581	2581
		Enrollment	1181	1217	1203	1214	1256	1281	1301	1114	1150
		Available Space	149	113	1378	1367	1325	1300	1280	1467	1431
		Comments	Boundary study		Rev/Ex Complete	Site Work Complete					
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	1301	1278	1355	1360	1373	1392	1394	1425	1450
		Available Space	(70)	(47)	(124)	(129)	(142)	(161)	(163)	(194)	(219)
		Comments	Boundary study								
Martin Luther King, Jr. MS		Program Capacity	914	914	914	914	914	914	914	914	914
		Enrollment	648	797	757	793	800	798	838	988	1020
		Available Space	266	117	157	121	114	116	76	(74)	(106)
		Comments	Boundary study								
Lake Seneca ES	CSR	Program Capacity	415	415	415	415	415	415	415		
		Enrollment	516	530	532	581	576	568	588		
		Available Space	(101)	(115)	(117)	(166)	(161)	(153)	(173)		
		Comments		Planning for Addition							
S. Christa McAuliffe ES	CSR	Program Capacity	554	740	740	740	740	740	740		
		Enrollment	567	572	551	546	546	549	555		
		Available Space	(13)	168	189	194	194	191	185		
		Comments		Addition Complete							
Dr. Sally K. Ride ES	CSR	Program Capacity	467	467	467	467	467	467	467		
		Enrollment	519	513	494	497	473	472	485		
		Available Space	(52)	(46)	(27)	(30)	(6)	(5)	(18)		
		Comments									
Waters Landing ES	CSR	Program Capacity	776	776	776	776	776	776	776		
		Enrollment	667	672	735	739	740	737	730		
		Available Space	109	104	41	37	36	39	46		
		Comments									
Cluster Information		HS Utilization	89%	92%	47%	47%	49%	50%	50%	43%	45%
		HS Enrollment	1181	1217	1203	1214	1256	1281	1301	1114	1150
		MS Utilization	91%	97%	98%	100%	101%	102%	104%	112%	115%
		MS Enrollment	1949	2075	2112	2153	2173	2190	2232	2413	2470
		ES Utilization	103%	95%	96%	99%	97%	97%	98%	86%	81%
		ES Enrollment	2269	2287	2312	2363	2335	2326	2358	2070	1950

## SENECA VALLEY CLUSTER

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1181	4.1%	34.6%	10.9%	35.8%	14.5%	37.9%	14.0%	17.3%
Roberto Clemente MS	1301	5.6%	26.1%	23.7%	30.7%	13.8%	35.5%	5.8%	10.1%
Martin Luther King, Jr MS	648	4.8%	37.7%	12.0%	31.9%	13.4%	43.1%	9.7%	15.5%
Lake Seneca ES	516	4.3%	38.0%	3.7%	41.5%	12.2%	52.5%	28.1%	21.2%
S. Christa McAuliffe ES	567	6.9%	36.0%	7.2%	32.8%	16.6%	50.1%	24.5%	18.5%
Dr. Sally K. Ride ES	519	4.2%	39.9%	15.0%	33.1%	7.5%	52.0%	24.3%	11.5%
Waters Landing ES	667	5.7%	39.6%	4.9%	37.0%	12.4%	53.2%	26.5%	23.5%
<b>Elementary Cluster Total</b>	<b>2269</b>	<b>5.3%</b>	<b>38.4%</b>	<b>7.5%</b>	<b>36.1%</b>	<b>12.3%</b>	<b>52.0%</b>	<b>25.9%</b>	<b>19.2%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

*\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.*

*\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.*

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

## Program Capacity Table

(School Year 2018–2019)

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

## SENECA VALLEY CLUSTER

**Facility Characteristics of Schools 2018–2019**

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





# SHERWOOD CLUSTER

## SCHOOLS

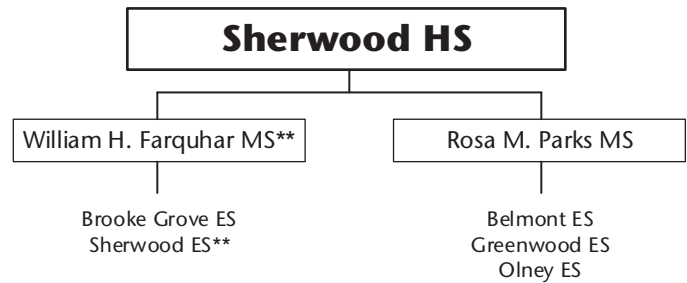
### Belmont Elementary School

**Capital Project:** A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: [http://gis.mcpsmd.org/cipmasterpdfs/Supplement\\_B\\_Amended\\_FY2019-2024.pdf](http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf)

### Olney Elementary School

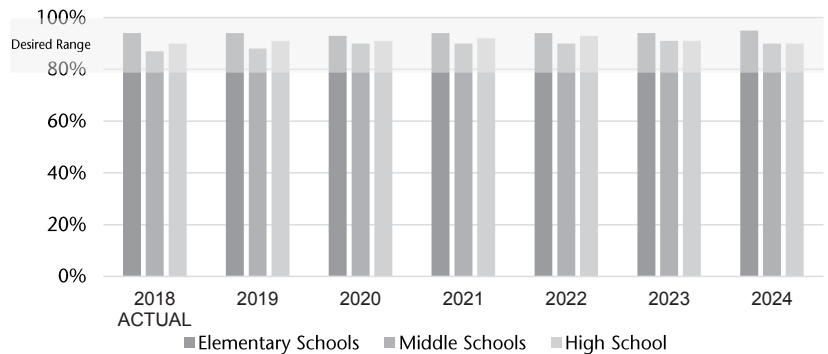
**Planning Issue:** Projections indicate that enrolment will exceed capacity by more than 92 seats by the end of the six-year planning period. Given that a new forecast methodology has been implemented this year, enrollment will be monitored to determine the need for a classroom addition in a future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

## Sherwood Cluster Articulation\*



\* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.  
 \*\* Sherwood ES (North of Norwood Road) also articulates to White Oak MS and then the Northeast Consortium for high school.

## Sherwood Cluster School Utilizations



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

## SHERWOOD CLUSTER

### Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools		Actual 18–19	Projections							
			19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Sherwood HS	Program Capacity	2188	2188	2188	2188	2188	2188	2188	2188	2188
	Enrollment	1973	2002	1998	2018	2027	1989	1966	1905	1850
	Available Space	215	186	190	170	161	199	222	283	338
	Comments									
William H. Farquhar MS	Program Capacity	784	784	784	784	784	784	784	784	784
	Enrollment	705	708	757	766	757	753	726	736	760
	Available Space	79	76	27	18	27	31	58	48	24
	Comments									
Rosa Parks MS	Program Capacity	978	978	978	978	978	978	978	978	978
	Enrollment	826	851	837	815	824	842	853	828	850
	Available Space	152	127	141	163	154	136	125	150	128
	Comments									
Belmont ES	Program Capacity	424	424	424	424	424	424	424		
	Enrollment	333	332	318	322	328	329	331		
	Available Space	91	92	106	102	96	95	93		
	Comments									
Brooke Grove ES	Program Capacity	517	517	517	517	517	517	517		
	Enrollment	433	433	412	428	437	437	443		
	Available Space	84	84	105	89	80	80	74		
	Comments									
Greenwood ES	Program Capacity	584	584	584	584	584	584	584		
	Enrollment	515	522	529	544	534	513	508		
	Available Space	69	62	55	40	50	71	76		
	Comments									
Olney ES	Program Capacity	607	607	607	607	607	607	607		
	Enrollment	692	679	717	715	712	721	715		
	Available Space	(85)	(72)	(110)	(108)	(105)	(114)	(108)		
	Comments									
Sherwood ES	Program Capacity	530	530	530	530	530	530	530		
	Enrollment	527	530	510	501	504	505	520		
	Available Space	3	0	20	29	26	25	10		
	Comments									
Cluster Information	HS Utilization	90%	91%	91%	92%	93%	91%	90%	87%	85%
	HS Enrollment	1973	2002	1998	2018	2027	1989	1966	1905	1850
	MS Utilization	87%	88%	90%	90%	90%	91%	90%	89%	91%
	MS Enrollment	1531	1559	1594	1581	1581	1595	1579	1564	1610
	ES Utilization	94%	94%	93%	94%	94%	94%	95%	82%	82%
	ES Enrollment	2500	2496	2486	2510	2515	2505	2517	2190	2170



# SHERWOOD CLUSTER

## Demographic Characteristics of Schools

Schools	2018–2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Sherwood HS	1973	5.0%	16.1%	11.4%	18.1%	49.3%	15.7%	12.5%	9.1%
William H. Farquhar MS	705	4.0%	25.2%	14.3%	17.0%	39.3%	15.7%	2.0%	5.8%
Rosa Parks MS	826	6.3%	12.3%	9.7%	13.6%	58.1%	11.5%	1.3%	4.0%
Belmont ES	333	6.9%	6.0%	8.1%	11.1%	67.9%	5.4%	2.4%	7.8%
Brooke Grove ES	433	6.2%	24.2%	13.4%	14.5%	41.3%	24.9%	12.2%	8.1%
Greenwood ES	515	8.0%	11.5%	8.5%	12.6%	59.2%	10.7%	6.2%	7.8%
Olney ES	692	6.4%	16.2%	13.4%	14.2%	49.7%	17.8%	11.4%	5.1%
Sherwood ES	527	9.3%	21.3%	9.7%	17.3%	42.1%	15.6%	10.8%	7.9%
<b>Elementary Cluster Total</b>	<b>2500</b>	<b>7.4%</b>	<b>16.3%</b>	<b>10.9%</b>	<b>14.2%</b>	<b>51.0%</b>	<b>15.4%</b>	<b>9.2%</b>	<b>7.1%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

## Program Capacity Table

(School Year 2018–2019)

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

## SHERWOOD CLUSTER

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**Facility Characteristics of Schools 2018–2019**

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

# WATKINS MILL CLUSTER

## Cluster Planning Issue

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

## SCHOOLS

### Neelsville Middle School

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

**Planning Study:** MCPS staff conducted a boundary study in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools will release his recommendation in October 2019 with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>

### Stedwick Elementary School

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

### South Lake Elementary School

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

**Planning Study:** Projections indication that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. A capacity study is approved to evaluate the space deficits in the cluster, as well as look to adjacent

clusters to address the overutilization issues in the cluster. A recommendation will be made in a future CIP.

### Stedwick Elementary School

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

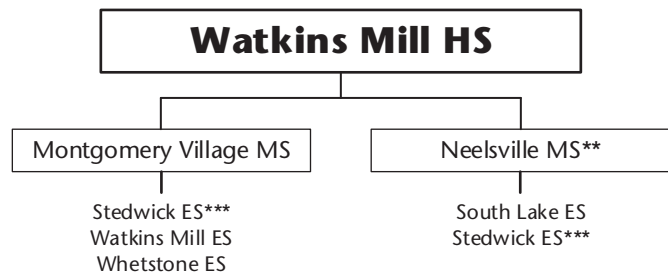
### Watkins Mill Elementary School

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

### Whetstone Elementary School

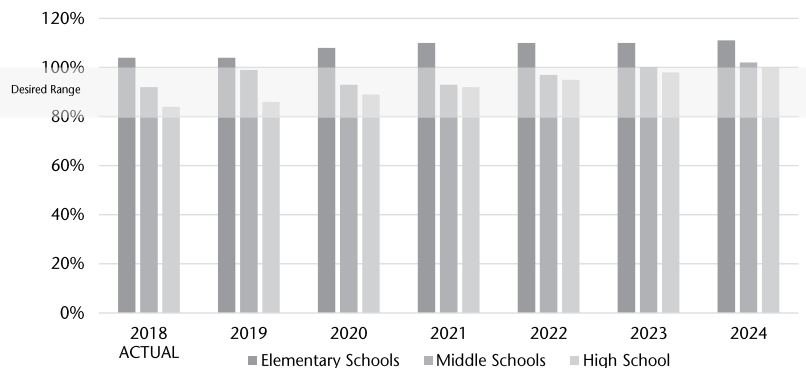
**Planning Study:** A capacity study is approved to evaluate the space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues in the cluster. A recommendation will be made in a future CIP.

## Watkins Mill Cluster Articulation\*



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

## Watkins Mill Cluster School Utilizations



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

## **CAPITAL PROJECTS**

<b>School</b>	<b>Project</b>	<b>Project Status*</b>	<b>Date of Completion</b>
Neelsville MS	Major capital project	Approved	TBD
South Lake ES	Major Capital project	Approved	TBD

\*“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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



# WATKINS MILL CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Watkins Mill HS		Program Capacity	1933	1933	1933	1933	1933	1933	1933	1933	1933
		Enrollment	1615	1654	1715	1777	1842	1886	1939	1913	2000
		Available Space	318	279	218	156	91	47	(6)	20	(67)
		Comments									
Montgomery Village MS		Program Capacity	881	881	881	881	881	881	881	881	881
		Enrollment	743	795	768	802	857	884	918	890	960
		Available Space	138	86	113	79	24	(3)	(37)	(9)	(79)
		Comments									
Neelsville MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	944	1019	933	908	917	946	957	930	970
		Available Space	12	(63)	23	48	39	10	(1)	26	(14)
		Comments	Boundary study	Planning for Major Capital Project							
South Lake ES	CSR	Program Capacity	701	701	701	701	701	701	701		
		Enrollment	831	846	856	862	866	867	877		
		Available Space	(130)	(145)	(155)	(161)	(165)	(166)	(176)		
		Comments		Planning for Major Capital Project							
Stedwick ES	CSR	Program Capacity	675	675	675	675	675	675	675		
		Enrollment	583	563	610	624	620	628	630		
		Available Space	92	112	65	51	55	47	45		
		Comments		Capacity study							
Watkins Mill ES	CSR	Program Capacity	641	641	641	641	641	641	641		
		Enrollment	700	725	748	778	773	766	761		
		Available Space	(59)	(84)	(107)	(137)	(132)	(125)	(120)		
		Comments		Capacity study							
Whetstone ES	CSR	Program Capacity	750	750	750	750	750	750	750		
		Enrollment	751	738	783	783	794	794	805		
		Available Space	(1)	12	(33)	(33)	(44)	(44)	(55)		
		Comments		Capacity study							
Cluster Information		HS Utilization	84%	86%	89%	92%	95%	98%	100%	99%	103%
		HS Enrollment	1615	1654	1715	1777	1842	1886	1939	1913	2000
		MS Utilization	92%	99%	93%	93%	97%	100%	102%	99%	105%
		MS Enrollment	1687	1814	1701	1710	1774	1830	1875	1820	1930
		ES Utilization	104%	104%	108%	110%	110%	110%	111%	100%	99%
		ES Enrollment	2865	2872	2997	3047	3053	3055	3073	2780	2730

# WATKINS MILL CLUSTER

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Watkins Mill HS	1615	3.8%	29.4%	8.2%	51.1%	7.2%	50.0%	22.2%	19.4%
Montgomery Village MS	743	2.8%	28.5%	7.9%	54.2%	6.5%	59.9%	18.4%	16.9%
Neelsville MS	944	2.5%	34.3%	8.8%	49.6%	4.3%	65.1%	18.0%	15.7%
South Lake ES	831	2.8%	26.1%	4.9%	64.0%	1.8%	81.8%	57.4%	24.5%
Stedwick ES	583	6.0%	29.8%	5.8%	46.0%	11.8%	57.8%	38.9%	13.9%
Watkins Mill ES	700	4.6%	29.7%	6.7%	54.6%	4.0%	70.4%	52.7%	23.6%
Whetstone ES	751	2.4%	24.8%	8.4%	57.9%	6.3%	62.2%	48.3%	15.2%
<b>Elementary Cluster Total</b>	<b>2865</b>	<b>3.8%</b>	<b>27.4%</b>	<b>6.5%</b>	<b>56.4%</b>	<b>5.5%</b>	<b>69.0%</b>	<b>50.1%</b>	<b>19.6%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018-2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018-2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017-2018 school year compared to total enrollment.

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

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

**Program Capacity Table**  
(School Year 2018-2019)

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



## WATKINS MILL CLUSTER

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**Facility Characteristics of Schools 2018–2019**

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



# WALT WHITMAN CLUSTER

## SCHOOLS

### Walt Whitman High School

**Capital Project:** Projections indicate that enrollment will exceed capacity by more than 200 seats throughout the six-year planning period. A classroom addition is approved with a completion date of September 2021. An FY 2020 appropriation is approved for construction. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on schedule, county and state funding must be provided at the levels approved in this CIP.

### Thomas W. Pyle Middle School

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

### Bannockburn Elementary School

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

### Burning Tree Elementary School

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

## CAPITAL PROJECTS

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

"Approved"—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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

## Walt Whitman Cluster Articulation\*

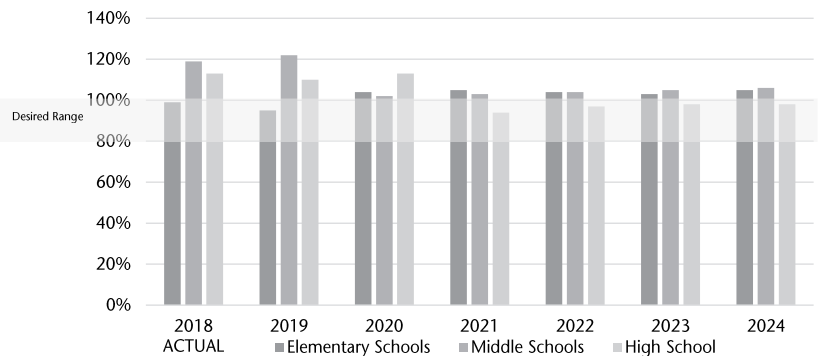
### Walt Whitman HS

Thomas W. Pyle MS

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

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

## Walt Whitman Cluster School Utilizations



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

# WALT WHITMAN CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual 18–19	Projections							
				19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Walt Whitman HS		Program Capacity	1857	1857	1857	2262	2262	2262	2262	2397	2397
		Enrollment	2098	2048	2094	2123	2197	2210	2227	2225	2270
		Available Space	(241)	(191)	(237)	139	65	52	35	172	127
		Comments	Planning for Addition			Addition Complete					
Thomas W. Pyle MS		Program Capacity	1285	1285	1502	1502	1502	1502	1502	1502	1502
		Enrollment	1530	1567	1536	1545	1555	1577	1591	1661	1690
		Available Space	(245)	(282)	(34)	(43)	(53)	(75)	(89)	(159)	(188)
		Comments			Addition Complete						
Bannockburn ES		Program Capacity	366	366	366	366	366	366	366		
		Enrollment	440	433	464	476	480	467	475		
		Available Space	(74)	(67)	(98)	(110)	(114)	(101)	(109)		
		Comments									
Bradley Hills ES		Program Capacity	664	664	664	664	664	664	664		
		Enrollment	590	562	621	616	619	639	661		
		Available Space	74	102	43	48	45	25	3		
		Comments									
Burning Tree ES		Program Capacity	378	378	378	378	378	378	378		
		Enrollment	473	448	467	490	499	495	505		
		Available Space	(95)	(70)	(89)	(112)	(121)	(117)	(127)		
		Comments									
Carderock Springs ES		Program Capacity	407	407	407	407	407	407	407		
		Enrollment	361	338	402	409	412	411	413		
		Available Space	46	69	5	(2)	(5)	(4)	(6)		
		Comments									
Wood Acres ES		Program Capacity	725	725	725	725	725	725	725		
		Enrollment	660	638	677	679	644	611	611		
		Available Space	65	87	48	46	81	114	114		
		Comments									
Cluster Information		HS Utilization	113%	110%	113%	94%	97%	98%	98%	93%	95%
		HS Enrollment	2098	2048	2094	2123	2197	2210	2227	2225	2270
		MS Utilization	119%	122%	102%	103%	104%	105%	106%	111%	113%
		MS Enrollment	1530	1567	1536	1545	1555	1577	1591	1661	1690
		ES Utilization	99%	95%	104%	105%	104%	103%	105%	90%	86%
		ES Enrollment	2524	2419	2631	2670	2654	2623	2665	2290	2190

## Demographic Characteristics of Schools

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

(School Year 2018–2019)

Approved Actions and Planning Issues • 4-107

## WALT WHITMAN CLUSTER

Facility Characteristics of Schools 2018–2019

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





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

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

### Cold Spring Elementary School

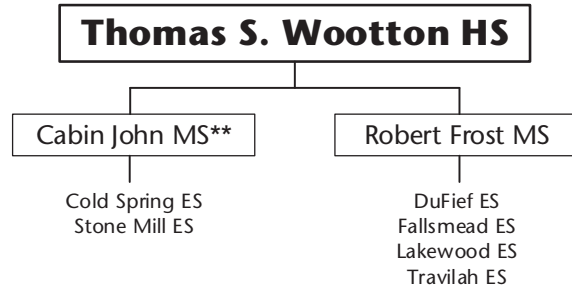
**Capital Project:** A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: [http://gis.mcpsmd.org/cipmasterpdfs/Supplement\\_B\\_Amended\\_FY2019-2024.pdf](http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf)

### DuFief Elementary School

**Planning Issue:** Projections indicate that enrollment at Rachel Carson Elementary School will exceed capacity by 92 seats or more by the end of the six-year planning period. To address the high enrollment at Rachel Carson Elementary School, the Board of Education approved the expansion of DuFief Elementary School to accommodate the overutilization of Rachel Carson Elementary School. The Board of Education action can be found at the following link: [http://gis.mcpsmd.org/cipmasterpdfs/CIP17\\_AdoptedRachelCarsonESOverutilization.pdf](http://gis.mcpsmd.org/cipmasterpdfs/CIP17_AdoptedRachelCarsonESOverutilization.pdf)

**Capital Project:** Expenditures were approved to provide capacity and facility upgrades at DuFief Elementary School. Although the Board of Education requested that the projected be completed in September 2021, the County Council delayed the project to September 2022. A 2019 appropriation was approved for planning to begin the architectural design and planning for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

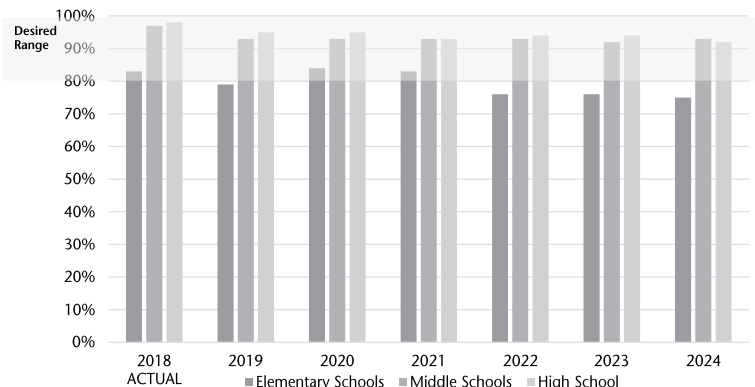
## Thomas S. Wootton Cluster Articulation\*



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

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

## 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.

## THOMAS S. WOOTTON CLUSTER

### CAPITAL PROJECTS

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

"Approved"—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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



# THOMAS S. WOOTTON CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual 18–19	Projections							
				19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Thomas S. Wootton HS		Program Capacity	2142	2142	2142	2142	2142	2142	2142	2142	2142
		Enrollment	2107	2044	2026	2002	2022	2012	1968	1869	1920
		Available Space	35	98	116	140	120	130	174	273	222
		Comments	See text	Planning for Major Capital Project							
Cabin John MS		Program Capacity	1076	1076	1076	1076	1076	1076	1076	1076	1076
		Enrollment	1023	992	1001	1012	1015	997	1004	1030	1020
		Available Space	53	84	75	64	61	79	72	46	56
		Comments									
Robert Frost MS		Program Capacity	1084	1084	1084	1084	1084	1084	1084	1084	1084
		Enrollment	1074	1025	1011	1007	1004	985	1012	1015	1000
		Available Space	10	59	73	77	80	99	72	69	84
		Comments									
Cold Spring ES		Program Capacity	458	458	458	458	458	458	458		
		Enrollment	330	328	324	318	322	316	306		
		Available Space	128	130	134	140	136	142	152		
		Comments									
DuFief ES		Program Capacity	414	414	414	414	740	740	740		
		Enrollment	310	289	326	320	327	323	314		
		Available Space	104	125	88	94	413	417	426		
		Comments	Planning for Addition/Facility Upgrade				Addition/Facility Upgrade Complete				
Fallsmead ES		Program Capacity	551	551	551	551	551	551	551		
		Enrollment	562	549	561	551	555	550	542		
		Available Space	(11)	2	(10)	0	(4)	1	9		
		Comments									
Lakewood ES		Program Capacity	556	556	556	556	556	556	556		
		Enrollment	476	451	469	479	485	488	485		
		Available Space	80	105	87	77	71	68	71		
		Comments									
Stone Mill ES		Program Capacity	695	695	695	695	695	695	695		
		Enrollment	613	600	621	612	619	635	635		
		Available Space	82	95	74	83	76	60	60		
		Comments									
Travilah ES		Program Capacity	527	527	527	527	527	527	527		
		Enrollment	358	325	374	378	380	380	372		
		Available Space	169	202	153	149	147	147	155		
		Comments									
Cluster Information		HS Utilization	98%	95%	95%	93%	94%	94%	92%	87%	90%
		HS Enrollment	2107	2044	2026	2002	2022	2012	1968	1869	1920
		MS Utilization	97%	93%	93%	93%	93%	92%	93%	95%	94%
		MS Enrollment	2097	2017	2012	2019	2019	1982	2016	2045	2020
		ES Utilization	83%	79%	84%	83%	76%	76%	75%	72%	71%
		ES Enrollment	2649	2542	2675	2658	2688	2692	2654	2530	2500

# THOMAS S. WOOTTON CLUSTER

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	2107	4.9%	7.5%	36.1%	7.2%	44.1%	5.2%	1.8%	5.5%
Cabin John MS	1023	5.8%	11.9%	33.6%	8.0%	40.6%	7.2%	4.1%	4.6%
Robert Frost MS	1074	4.4%	9.8%	37.4%	8.6%	39.4%	5.8%	2.9%	5.5%
Cold Spring ES	330	10.0%	3.9%	42.4%	6.1%	37.6%	0%	1.8%	0%
DuFief ES	310	9.7%	12.6%	28.1%	11.9%	37.4%	14.2%	16.8%	13.6%
Fallsmead ES	562	5.5%	11.0%	32.2%	7.8%	42.7%	9.3%	13.5%	11.8%
Lakewood ES	476	6.1%	13.0%	46.0%	8.8%	25.2%	7.1%	12.4%	13.1%
Stone Mill ES	613	5.4%	11.9%	50.9%	6.5%	25.1%	9.1%	12.4%	10.9%
Travilah ES	358	3.4%	7.0%	45.8%	8.4%	35.2%	6.7%	7.8%	6.0%
<b>Elementary Cluster Total</b>	<b>2649</b>	<b>6.3%</b>	<b>10.3%</b>	<b>41.6%</b>	<b>8.0%</b>	<b>33.2%</b>	<b>7.9%</b>	<b>11.2%</b>	<b>9.9%</b>
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018-2019 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018-2019 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017-2018 school year compared to total enrollment.

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

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## Program Capacity Table

(School Year 2018-2019)

Special Education Services																																	
		School Based		Cluster Based		Quad Cluster Based										County & Regional Based																	
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Thomas S. Wootton HS	9-12	2142	99		94															3		2											
Cabin John MS	6-8	1076	57		48														3	1		5											
Robert Frost MS	6-8	1084	51		51																												
Cold Spring ES	K-5	458	24	4		18						2																					
DuFief ES	K-5	414	26	4		12						3					6	1															
Fallsmead ES	K-5	551	30	3		19						4																					
Lakewood ES	K-5	556	30	4		20						3																					
Stone Mill ES	K-5	695	36	4		25						3																	1	1	2		
Travilah ES	K-5	527	26	3		21						2																					

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## THOMAS S. WOOTTON CLUSTER

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Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Thomas S. Wootton HS	1970		295,620	27.4		3	
Cabin John MS	1967	2011	159,514	18.2			
Robert Frost MS	1971		143,757	24.8			
Cold Spring ES	1972		55,158	12.4		1	
DuFief ES	1975		59,013	10	Yes	2	
Fallsmead ES	1974		67,472	9	Yes		
Lakewood ES	1968	2003	77,526	13.1			
Stone Mill ES	1988		78,617	11.8			
Travilah ES	1960	1992	65,378	9.3			





## SPECIAL EDUCATION CENTERS

### SPECIAL EDUCATION CENTERS

#### Longview School

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

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

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

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

#### Rock Terrace School

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

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

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

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

#### Carl Sandburg Learning Center

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

**Capital Project:** On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus when the revitalization/expansion project is complete. A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to begin construction for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels approved in this CIP.

#### Stephen Knolls School

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

## SPECIAL EDUCATION CENTERS

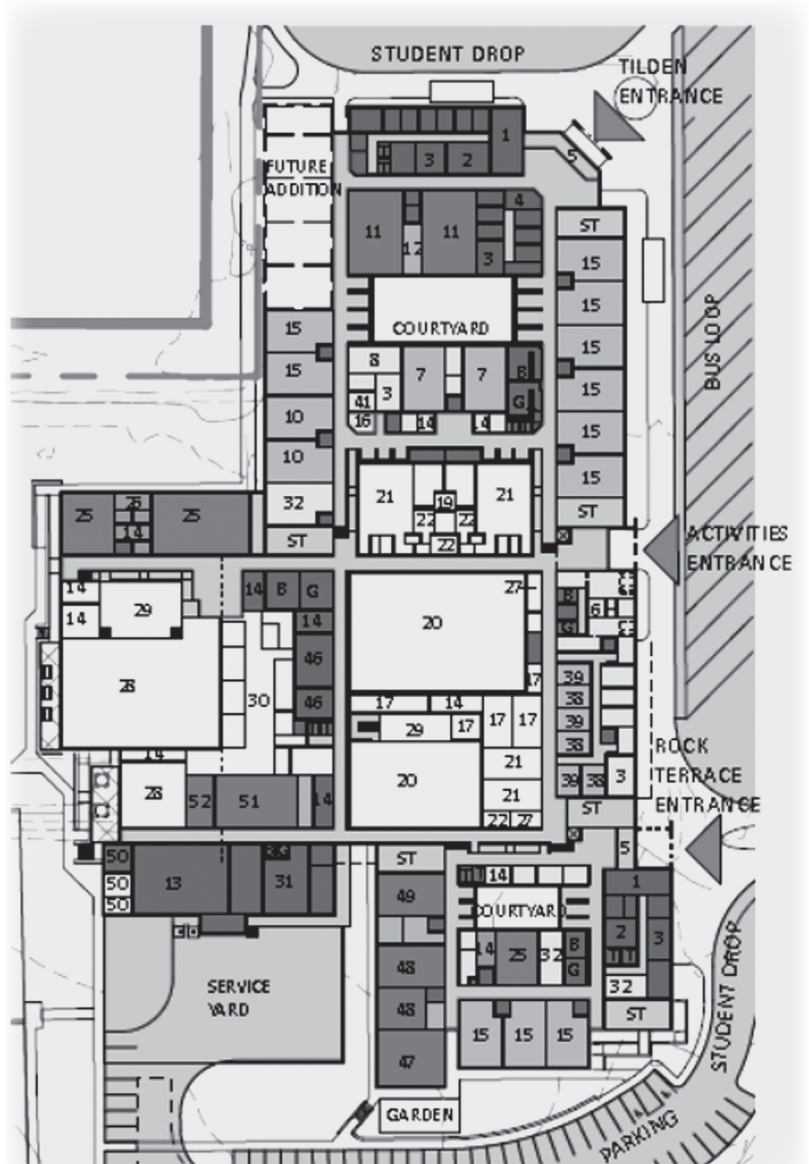
### CAPITAL PROJECTS

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

\*Approved— Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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



## SPECIAL EDUCATION CENTERS

### Projected Enrollment and Space Availability

Effects of the Adopted Amendments to the FY2019–2024 CIP and Non-CIP Actions on Space Availability

Schools			Actual 18–19	Projections						2028		2033	
				19–20	20–21	21–22	22–23	23–24	24–25				
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122				
		Enrollment	84	86	86	86	86	86	86				
		Available Space	38	36	36	36	36	36	36				
		Comments											
Longview School		Program Capacity	56	56	56	56	56	56	56				
		Enrollment	56	56	56	56	56	56	56				
		Available Space	0	0	0	0	0	0	0				
		Comments											
RICA		Program Capacity	180	180	180	180	180	180	180				
		Enrollment	100	100	100	100	100	100	100				
		Available Space	80	80	80	80	80	80	80				
		Comments											
Rock Terrace School		Program Capacity	76	76	76	128	128	128	128				
		Enrollment	97	93	93	93	93	93	93				
		Available Space	(21)	(17)	(17)	35	35	35	35				
		Comments			Rev/Ex Complete								
Carl Sandburg Center		Program Capacity	79	135	135	135	135	135	135				
		Enrollment	92	93	93	93	93	93	93				
		Available Space	(13)	42	42	42	42	42	42				
		Comments		Rev/Ex Complete Jan. 2020									
Cluster Information		Utilization	84%	75%	75%	69%	69%	69%	69%				
		Enrollment	429	428	428	428	428	428	428				

## Demographic Characteristics of Schools

Schools	2018-2019						2018-2019		2017-2018
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School SP	84	0%	29.8%	0%	45.2%	17.9%	39.3%	20.2%	6.3%
Longview School SP	56	0%	28.6%	10.7%	32.1%	28.6%	21.4%	0%	14.8%
Rock Terrace School SP	97	0%	24.7%	15.5%	26.8%	28.9%	30.9%	15.5%	12.5%
RICA SP	99	6.1%	35.4%	0%	22.2%	34.3%	34.3%	12.1%	72.8%
Carl Sandburg Learning Center SP	92	0%	37.0%	7.6%	34.8%	18.5%	50.0%	40.2%	22.7%
<b>Elementary County Total</b>	<b>76195</b>	<b>5.4%</b>	<b>21.5%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>38.3%</b>	<b>25.6%</b>	<b>13.1%</b>

*\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.*

*\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.*

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

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

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

### Program Capacity Table

(School Year 2018–2019)

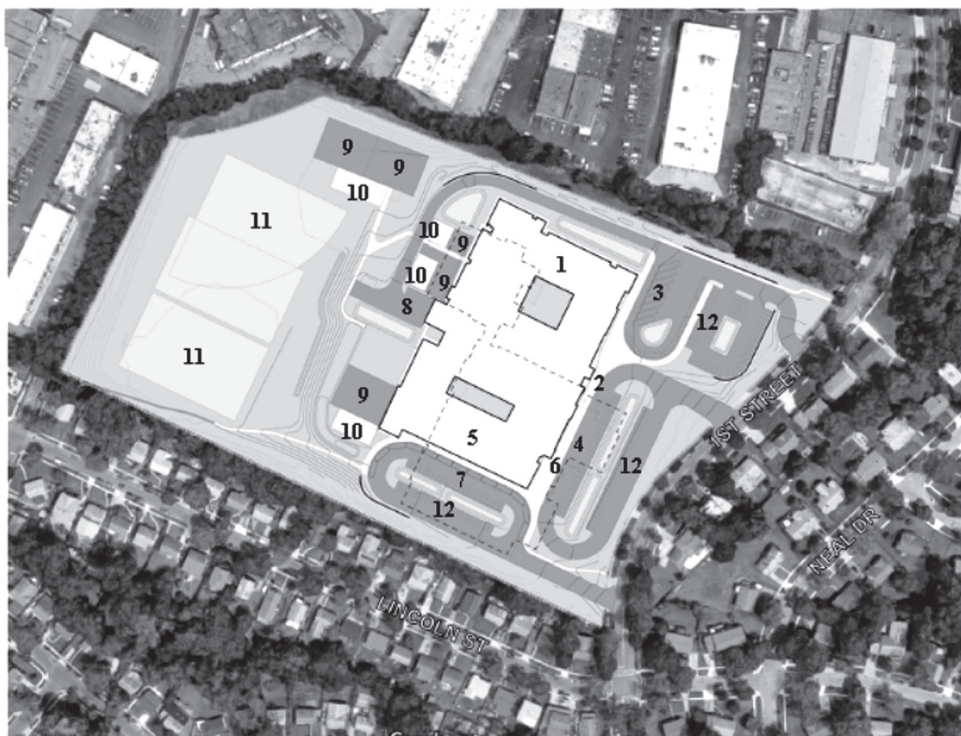
[illegible]

## SPECIAL EDUCATION CENTERS

Facility Characteristics of Schools 2018–2019

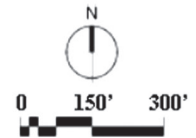
Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Stephen Knolls School SP	1958	1979	48,872	6.6			
Longview School SP	2001		40,362	10			
RICA SP	1977		95,000	14.3			
Rock Terrace School SP	1950	1974	48,024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

### Proposed Site Plan



#### LEGEND

- 1 MARYVALE ELEMENTARY SCHOOL
- 2 MARYVALE MAIN ENTRY
- 3 MARYVALE BUS LOOP
- 4 SHARED STUDENT DROP OFF LOOP
- 5 SANDBURG LEARNING CENTER
- 6 SANDBURG MAIN ENTRY
- 7 SANDBURG BUS LOOP
- 8 SERVICE AREA
- 9 PAVED PLAY AREA
- 10 MULCHED PLAY AREA
- 11 ATHLETIC FIELDS
- 12 PARKING







## OTHER EDUCATIONAL FACILITIES

### ALTERNATIVE EDUCATION PROGRAMS

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

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

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

#### Blair G. Ewing Center @ Avery Road

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

A feasibility study for the redesigned Alternative Education Programs at the Blair G. Ewing Center;

A conceptual review of several other possible locations for the Alternative Education Programs including the English Manor Elementary School site, other closed schools and Board of Education property, and the current site of Rock Terrace School; and Commercial locations.

Based on the review of these studies, the Board of Education approved that Alternative Education Programs at the Blair G. Ewing Center be relocated to the Rock Terrace School site. Planning funds are approved for this project but the construction funds were removed from the Amended FY 2019–2024 CIP. Funding for this project will be considered in a future CIP.

### CAPITAL PROJECTS

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

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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

### ENVIRONMENTAL EDUCATION CENTER

#### Early Childhood Centers

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

The MacDonald Knolls Early Childhood Center is a regional early childhood center currently serving 80 Prekindergarten-eligible four-year-olds including those with disabilities in a comprehensive, high-quality, full-day program with a focus on early childhood education. The site is co-located with a community-based child care partner in Silver Spring.

#### Lathrop E. Smith Center

The Lathrop E. Smith Center, owned and operated by MCPS, is the home of the Outdoor Environmental Education Programs (OEEP), which includes the Grade 6 Residential Program (Outdoor Ed) and Grades K–5 Day Program. OEEP provides outdoor learning experiences that are part of the MCPS curriculum. Using the outdoors as a classroom, teaching and learning facilitates growth in students’ environmental content and science process knowledge; nurtures awareness, appreciation, and stewardship for the natural environment; and builds the capacity of Grades K–12 MCPS educators to teach environmental education.

All Grade 6 MCPS students participate in a three-day, two-night residential outdoor environmental education program (Outdoor Ed) as part of the curriculum. While in residence, students study various aspects of the local watershed through participation in outdoor field investigations and address the MSDE environmental literacy standards. The teaching and learning that occurs at school and during the residential program 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, who, in collaboration with an OEEP staff member, outdoor education coordinator, provide instruction and supervision during their stay.

The day program primarily serves students in Grades K–5. Each field investigation is directly linked to the school curriculum at each grade level with a focus on science and the environment. Schools also may request an in-school visit from an environmental education coordinator to provide assistance and guidance in the integration of environmental education at the local school site. The center also provides professional development after school and in the summer to more than 400 teachers in the content and pedagogy of environmental education.

## **Career Readiness Programs**

Career Readiness (CR) Programs of Study (POS) prepare students for college, careers, and lifelong learning. MCPS currently offers College/Career Research Development in addition to over 40 POS organized within the following 11 career clusters:

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

This year access to programs expanded to allow students from identified feeder schools to enroll in programs of interest at high schools outside of their home school boundary. Over 13,500 MCPS students enroll annually in at least one CR POS pathway course at comprehensive high schools throughout the county or at Thomas Edison High School of Technology (TEHST). CR POS focus on rigorous and engaging instruction that provide students with the academic and technical knowledge as well as the professional skills needed for postsecondary success. Most POS provide opportunities for students to earn college credit through college courses or articulation agreements with select postsecondary institutions. These agreements allow students to earn college credit for identified high school courses that are successfully completed with a grade of 'B' or better. In addition, internship experiences connect students with the world of work, enhancing the rigor and relevance of the POS. Students are provided with a variety of opportunities to take and pass industry-credentialing examinations in areas such as automotive, business, childcare, construction technologies, computer science, cosmetology, fire science, and professions.

There are local schools and regional hubs, like the TEHST location, that give students from all high schools equitable access to select POS. Students may report to the identified

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

## **Foundations Office Programs**

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

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

The Foundations Office also manages all computer science programs within MCPS, which includes Code.org/Computer Science, the Academy of Information Technology, Cisco Networking Academy, and Pathways in Network and Information Technology (P-TECH). Most of these technology programs are available in every high schools and most middle schools, and are aligned with national partners and/or academies. A new senior capstone course to complete the Computer Science/Code.org POS is offered at Thomas Edison High School to prepare students for a rewarding career in the Cybersecurity industry. Also in 2019-2020, the P-TECH program will be in its second year at Clarksburg High School as a dual-enrollment opportunity focusing on STEM with the goal of earning an A.A.S. degree from Montgomery College while still in high school.

## OTHER EDUCATIONAL FACILITIES

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

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

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

### Thomas Edison High School of Technology

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

**Capital Project:** The Wheaton High School facility project was completed in January 2016. The Thomas Edison High School of Technology facility was complete in September 2018 and the entire site will be restored by September 2019. For the first time, all MCPS Grade 7 students will participate in the Junior Achievement Finance Park financial literacy curriculum and culminating field trip to the new Finance Park at the Thomas Edison HS of Technology. At Junior Achievement Finance Park, students immerse themselves in a reality-based, decision-making process that addresses aspects of individual and family budgeting—housing, transportation, food, utilities, health care, investments, philanthropy, and banking. The

on-site activities are designed to allow students the opportunity to “put into action” what they learned in the classroom and to understand the basic steps of maintaining a realistic personal budget. Two weeks of classroom follow-up activities will allow students to use their new financial knowledge to explore career options and to set future goals.

## CAPITAL PROJECTS

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

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

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

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

## Holding Facilities

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

### Elementary School Holding Facilities

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

## OTHER EDUCATIONAL FACILITIES

### Holding Facility Schedule

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

### Facility Characteristics of Schools 2018–2019

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





# Chapter 5

## Countywide Projects

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

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

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

A brief description of each countywide project follows.

### **Americans with Disabilities Act (ADA) Compliance**

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

### **Asbestos Abatement**

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

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

### **Building Modifications and Program Improvements**

This project provides facility modifications and program improvements to schools that are not scheduled for capital project in the near future.

### **Current Revitalizations/Expansions**

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

### **Design and Construction Management**

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

### **Facility Planning**

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

### **Fire Safety Code Upgrades**

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

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

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

### **Improved (Safe) Access to Schools**

This project addresses vehicular access to schools. Projects may involve the widening of a street or road, obtaining rights-of-way



for vehicular access, or the addition of entrances to school sites. The list of specific school projects is approved annually by the County Council.

## **Major Capital Projects**

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

## **Outdoor Play Space Maintenance**

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

## **Planned Life-cycle Asset Replacement (PLAR)**

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

## **Rehabilitation and Renovation of Closed Schools (RROCS)**

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

## **Relocatable Classrooms**

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

## **Restroom Renovations**

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

## **Roof Replacement**

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

## **School Security Systems**

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

## **Stormwater Discharge and Water Quality Management**

This project will provide funding to plan and implement a variety of pollution prevention measures related to stormwater discharge from our school facilities as required by federal and state laws. In addition, this project will provide funding to meet State of Maryland requirements that all industrial sites be surveyed and a plan developed to mitigate stormwater runoff.

## **Technology Modernization**

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



# Chapter 6

## Project Description Forms

SAMPLE FORM -- No. 999999

Category  
Agency  
Planning Area  
Relocation Impact

MCPS  
Public Schools  
Bethesda-Chevy Chase  
None.

Date Last Modified  
Previous PDF Page Number  
Required Adequate Public Facility

October 21, 1997  
-  
NO

### EXPENDITURE SCHEDULE (\$000)

Cost Element	Total	Thru FY97	Estimate FY98	Total 6 Years	FY99	FY00	FY01	FY02	FY03	FY04	Beyond 6 Years
Planning, Design and Supervision	0	0	0	0	0	0	0	0	0	0	0
Land	0	0	0	0	0	0	0	0	0	0	0
Site Improvements and Utilities	0	0	0	0	0	0	0	0	0	0	0
Construction	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0

### FUNDING SCHEDULE (\$000)

G.O. Bonds	0	0	0	0	0	0	0	0	0	0	0
State Aid	0	0	0	0	0	0	0	0	0	0	0

### ANNUAL OPERATING BUDGET IMPACT (\$000)

Maintenance	0	0	0	0	0	0	0	0	0	0	0
Energy	0	0	0	0	0	0	0	0	0	0	0
Program-Staff	0	0	0	0	0	0	0	0	0	0	0
Program-Other	0	0	0	0	0	0	0	0	0	0	0
Net Impact	0	0	0	0	0	0	0	0	0	0	0
Workyears	0	0	0	0	0	0	0	0	0	0	0

### DESCRIPTION

This is a sample form for a Project Description Form (PDF). This form is a summary of the project and provides costs information, description, and justification for the project.

### STATUS

Planning

9

8

7

10

12

### How to Read a Project Description Form

The following page provides a diagram of the PDF. Each section of the form is described as follows:

1. Initial Cost Estimate—The estimated cost at the time the project name first appears in the Capital Improvements Program (CIP). This cost remains the same regardless of any changes in the project, such as scope, timing, inflation, code changes, etc.
2. First Cost Estimate—Current Scope—The estimated cost of the project as currently planned.
3. Last Fiscal Year's Cost Estimate—The cost approved in last year's CIP.
4. Present Cost Estimate—The current cost based on a detailed review of construction costs, scope, design, and program of the project.
5. Appropriation Request—The legal authority for the total amount of funds needed to award an entire contract for goods/services. To award a contract, this authority is required, even though funds typically are spent year by year, as shown in the expenditure schedule.
6. Cumulative Appropriation—The Council-approved total appropriation from prior years.
7. Expenditure Schedule—Year One Total—The actual anticipated cash flow in the first year of the requested capital budget.
8. Expenditure Schedule—Total Six Years—The totals for the six-year CIP in current-year dollars.
9. Expenditure Schedule—Total—The grand total in current-year dollars.
10. Funding Schedule—County Bonds—The source of funding, including state, county, or other sources.
11. Description and Justification—The text that describes the project and why it is needed.
12. Operating Budget Impact—Displays new annual costs that represent additional operating budget expenditures required for a new or expanded school building.

### APPROPRIATION AND EXPENDITURE DATA

Date First Appropriation	FY99	(\$000)
Initial Cost Estimate		0
First Cost Estimate		0
Current Scope	FY99	0
Last FY's Cost Estimate		0
Present Cost Estimate		0
Appropriation Request	FY99	0
Supplemental Appropriation Request	FY98	0
Cumulative Appropriation		0
Expenditures/ Encumbrances		0
Unencumbered Balance		0
Capitalization Thru	FY96	0
New Capitalization	FY97	0
Total Capitalization		0

### COORDINATION

### MAP

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## Background

The Project Description Form (PDF) is the official, county-authorized budget form that is used for many purposes in the capital budget and the CIP. A PDF is assigned to a project in its earliest planning stages and remains the document of record until the project is closed out. The PDF is used for recommending planning, requesting and documenting appropriations and expenditure schedules, estimating operating budget impact, and providing a description and justification for the project. Because most projects span multiple years, from initial planning to project close out, the PDF may be revised many times by the County Council throughout all phases of the project.

#2 - MCPS CIP amendments and Capital Budget: this resolution requires 6 affirmative votes.

Resolution No.:	19-120
Introduced:	May 23, 2019
Adopted:	May 23, 2019

**COUNTY COUNCIL  
FOR MONTGOMERY COUNTY, MARYLAND**

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By: County Council

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**SUBJECT:** Approval of Amendments to the Approved FY 2019-2024 Capital Improvements Program, and Approval of and Appropriation for the FY 2020 Capital Budget of the Montgomery County Public School System

**Background**

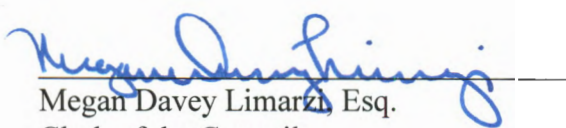
1. As required by the Education Article, Sections 5-306, 5-101, and 5-102 of the Maryland Code, the Board of Education sent to the County Executive a FY 2020 capital budget and amendments to the approved FY 2019-2024 capital improvements program for the Montgomery County Public School system.
2. Section 302 of the County Charter requires the County Executive to send to the County Council by January 15 in each even-numbered calendar year a 6-year capital improvements program, which the County Executive did on January 16, 2018 for the 6-year period FY 2019-2024. Section 302 requires the affirmative vote of at least 5 Councilmembers to approve or modify the Executive's Recommended Capital Improvements Program. On May 24, 2018, the Council approved a Capital Improvements Program for FY 2019-2024 in Resolution 18-1136 which was superseded by Resolution 18-1164 on June 19, 2018. After the Council approves a Capital Improvements Program, Section 302 permits the Council to amend it at any time with the affirmative vote of at least 6 Councilmembers.
3. Section 303 of the County Charter requires the County Executive to send to the County Council by January 15 in each year a recommended capital budget, which the County Executive did on January 15, 2019 for FY 2020. The Executive also made recommendations with regard to the Board of Education's requested amendments to the approved FY 2019-2024 Capital Improvements Program in his transmittal dated January 15, 2019.
4. As required by Section 304 of the County Charter, the County Council held public hearings on the capital budget for FY 2020 and on requested amendments to the Approved Capital Improvements Program for FY 2019-2024.

**Action**

The County Council for Montgomery County, Maryland approves the following resolution:

1. For FY 2020, the Council approves the Capital Budget for the Montgomery County Public Schools and appropriates the amounts by project, which are shown in part I. The amounts reflected in the column labeled "FY 2020 Appropriation" represents the change in total appropriation for a specific project; the total appropriation as of FY 2020 is reflected in the column labeled "Total Appropriation."
2. The expenditure of funds for each item in the capital budget must comply with all restrictions and requirements in the project description form for that item, as the form is contained in the approved Capital Improvements Program as amended by this resolution, and as the Capital Improvements Program is amended by the Council under Charter Section 302 after this resolution is adopted.
3. This resolution reappropriates the appropriations made in prior years for all capital projects:
  - a) except as specifically reflected elsewhere in this resolution;
  - b) in the amounts and for the purposes specified in the approved Capital Improvements Program for FY 2019-2024; and
  - c) to the extent that those appropriations are not expended or encumbered.
4. The Council approves those projects shown in Part II as amendments to the Approved FY 2019-2024 Capital Improvements Program.
5. The Council approves the close out of the projects in part III.
6. The Council approves the partial closeout of the projects in part IV.
7. If a sign recognizing the contribution of any Federal, State, or local government or agency is displayed at any project for which funds are appropriated in this resolution, as a condition of spending those funds each sign must also expressly recognize the contribution of the County and the County's taxpayers.

This is a correct copy of Council action.



Megan Davey Limarzi, Esq.  
Clerk of the Council

**PART I: FY20 Capital Budget for  
Montgomery County Public Schools**

**The appropriations for FY20 in this Part are made to implement the projects in the Capital Improvements Program for FY19 - FY24. When the total appropriation for a project includes State funds, the total appropriation for the project is contingent on the availability of funds from the State.**

<b>Project Name (Project Number)</b>	<b>FY20 Appropriation</b>	<b>Cumulative Appropriation</b>	<b>Total Appropriation</b>
ADA Compliance: MCPS (P796235)	1,200,000	24,993,000	26,193,000
Asbestos Abatement: MCPS (P816695)	1,145,000	14,375,000	15,520,000
Building Modifications and Program Improvements (P076506)	6,333,000	47,117,000	53,450,000
Design and Construction Management (P746032)	4,900,000	60,875,000	65,775,000
Facility Planning: MCPS (P966553)	1,200,000	11,287,000	12,487,000
Fire Safety Code Upgrades (P016532)	817,000	23,032,000	23,849,000
HVAC (Mechanical Systems) Replacement: MCPS (P816633)	25,000,000	76,326,000	101,326,000
Improved (Safe) Access to Schools (P975051)	2,000,000	14,610,000	16,610,000
Major Capital Projects (P651913)	10,197,000	0	10,197,000
Outdoor Play Space Maintenance Project (P651801)	1,750,000	2,500,000	4,250,000
Planned Life Cycle Asset Repl: MCPS (P896586)	15,000,000	101,931,000	116,931,000
Restroom Renovations (P056501)	6,500,000	20,275,000	26,775,000
Roof Replacement: MCPS (P766995)	12,000,000	48,934,000	60,934,000
School Security Systems (P926557)	13,002,000	21,160,000	34,162,000
Stormwater Discharge & Water Quality Mgmt: MCPS (P956550)	616,000	8,751,000	9,367,000
Technology Modernization (P036510)	25,366,000	295,307,000	320,673,000
Clarksburg Cluster ES #9 (New) (P651901)	2,981,000	0	2,981,000
Col. E. Brooke Lee MS Addition/Facility Upgrade (P651910)	52,193,000	3,921,000	56,114,000
Cresthaven ES Addition (P651902)	847,000	0	847,000
Crown HS (New) (P651909)	6,306,000	0	6,306,000
East Silver Spring ES Addition (P651714)	(320,000)	320,000	0
Highland View ES Addition (P652001)	775,000	0	775,000
John F. Kennedy HS Addition (P651906)	15,793,000	3,875,000	19,668,000
Lake Seneca ES Addition (P652002)	875,000	0	875,000
Montgomery Knolls ES Addition (P651709)	278,000	6,327,000	6,605,000
Pine Crest ES Addition (P651708)	248,000	8,375,000	8,623,000
Piney Branch ES Addition (P651707)	3,718,000	493,000	4,211,000
Roscoe Nix ES Addition (P651903)	590,000	0	590,000



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**PART I: FY20 Capital Budget for  
Montgomery County Public Schools**

**The appropriations for FY20 in this Part are made to implement the projects in the Capital Improvements Program for FY19 - FY24. When the total appropriation for a project includes State funds, the total appropriation for the project is contingent on the availability of funds from the State.**

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<b>Project Name (Project Number)</b>	<b>FY20 Appropriation</b>	<b>Cumulative Appropriation</b>	<b>Total Appropriation</b>
Silver Spring International MS Addition (P651912)	32,130,000	3,010,000	35,140,000
Takoma Park MS Addition (P651706)	924,000	24,262,000	25,186,000
Thomas W. Pyle MS Addition (P651705)	1,100,000	24,014,000	25,114,000
Thurgood Marshall ES Addition (P652003)	630,000	0	630,000
Walt Whitman HS Addition (P651704)	20,588,000	5,771,000	26,359,000
<b>Total - Montgomery County Public Schools</b>	<b>266,682,000</b>	<b>851,841,000</b>	<b>1,118,523,000</b>

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## PART II: Revised Projects

The projects described in this section were amended from, or were not included among, the projects approved by the County Council as they appeared in the Approved FY19 - FY24 Capital Improvements Program (CIP) as of June 19, 2018. These projects are approved.

Project Number	Project Name
P926575	Current Revitalizations/Expansions
P966553	Facility Planning: MCPS
P651913	Major Capital Projects
P896586	Planned Life Cycle Asset Repl: MCPS
P056501	Restroom Renovations
P766995	Roof Replacement: MCPS
P926557	School Security Systems
P036510	Technology Modernization
P651519	Albert Einstein Cluster HS Solution
P651515	Blair G. Ewing Center Relocation
P651908	Charles W. Woodward HS Reopening
P651909	Crown HS (New)
P651714	East Silver Spring ES Addition
P652004	Francis Scott Key MS Solution
P652001	Highland View ES Addition
P651915	Judith A. Resnik ES Solution
P652002	Lake Seneca ES Addition
P651907	Northwood HS Addition/Facility Upgrades
P651911	Parkland MS Addition
P651904	Ronald McNair ES Addition
P652003	Thurgood Marshall ES Addition
P076510	MCPS Funding Reconciliation
P896536	State Aid Reconciliation

# Ashburton ES Addition

## (P651514)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	11/28/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	North Bethesda-Garrett Park	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,206	1,085	-	121	121	-	-	-	-	-	-
Site Improvements and Utilities	1,326	860	-	466	466	-	-	-	-	-	-
Construction	7,782	-	2,661	5,121	4,097	1,024	-	-	-	-	-
Other	630	-	-	630	630	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>10,944</b>	<b>1,945</b>	<b>2,661</b>	<b>6,338</b>	<b>5,314</b>	<b>1,024</b>	-	-	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	8,914	-	2,576	6,338	5,314	1,024	-	-	-	-	-
Recordation Tax	1,372	1,372	-	-	-	-	-	-	-	-	-
School Facilities Payment	658	573	85	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>10,944</b>	<b>1,945</b>	<b>2,661</b>	<b>6,338</b>	<b>5,314</b>	<b>1,024</b>	-	-	-	-	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				310	-	62	62	62	62	62	
Energy				125	-	25	25	25	25	25	
<b>NET IMPACT</b>				<b>435</b>	-	<b>87</b>	<b>87</b>	<b>87</b>	<b>87</b>	<b>87</b>	

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY16
Cumulative Appropriation	10,944	Last FY's Cost Estimate	10,944
Expenditure / Encumbrances	-		
Unencumbered Balance	10,944		

## PROJECT DESCRIPTION

Enrollment projections at Ashburton Elementary School reflect a need for an addition. Ashburton Elementary School has a program capacity for 628 students. Enrollment is expected to reach 835 students by the 2020-2021 school year. A feasibility study was conducted in FY 2013 to determine the cost and scope of the project. In the approved FY 2015-2020 CIP, while the planning funds for this project remain on the schedule requested by the Board of Education, due to fiscal constraints, the construction funds were programmed one year later, with a completion date of August 2020. The Board of Education's requested FY2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Due to fiscal constraints, the County Council did not approve the Board's request. Based on new enrollment projections, this school has one of the highest space deficits of projects approved in the Amended FY2015-2020 CIP. Therefore, the Board of Education, in the FY 2017-2022 CIP accelerated this project one year. An FY 2017 appropriation was approved for planning funds. An FY 2018 appropriation was approved for construction funds. As part of the FY 2019-2024 CIP process, it was determined that there was shortfall in FY 2018 of Recordation and School Impact Tax. The county executive recommended a \$3 million reduction in FY 2018 for MCPS. Based on the change in scope of this addition project, as well as favorable construction costs at the time this project was bid, it was determined that a \$3 million reduction to this project was possible, without any change to the construction project or the completion date. Therefore, a \$3 million reduction in this project was approved as part of the FY2019-2024 CIP process. An FY 2019 appropriation was approved for the balance of funding. This project is scheduled to be completed August 2019.

## FISCAL NOTE

FY18 Council approval of CE Amendment for reduction of \$3M in GO Bonds in FY18 due to scope change, decreased construction costs, and lower than anticipated Recordation Tax revenues

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits; Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

# Lucy V. Barnsley ES Addition (P651504)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Aspen Hill and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,156	1,156	-	-	-	-	-	-	-	-	-
Site Improvements and Utilities	1,660	1,660	-	-	-	-	-	-	-	-	-
Construction	10,530	5,707	3,140	1,683	1,683	-	-	-	-	-	-
Other	578	578	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>13,924</b>	<b>9,101</b>	<b>3,140</b>	<b>1,683</b>	<b>1,683</b>	-	-	-	-	-	-

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	11,304	6,689	3,140	1,475	1,683	(208)	-	-	-	-	-
School Facilities Payment	12	12	-	-	-	-	-	-	-	-	-
Schools Impact Tax	2,400	2,400	-	-	-	-	-	-	-	-	-
State Aid	208	-	-	208	-	208	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>13,924</b>	<b>9,101</b>	<b>3,140</b>	<b>1,683</b>	<b>1,683</b>	-	-	-	-	-	-

## OPERATING BUDGET IMPACT (\$000s)

Maintenance			690	115	115	115	115	115	115
Energy			282	47	47	47	47	47	47
<b>NET IMPACT</b>			<b>972</b>	<b>162</b>	<b>162</b>	<b>162</b>	<b>162</b>	<b>162</b>	<b>162</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY16
Cumulative Appropriation	13,924	Last FY's Cost Estimate	13,924
Expenditure / Encumbrances	-		
Unencumbered Balance	13,924		

## PROJECT DESCRIPTION

Enrollment projections at Lucy V. Barnsley Elementary School reflect a need for an addition. Lucy V. Barnsley Elementary School has a program capacity for 411 students. Enrollment is expected to reach 619 students by the 2020-2021 school year. A feasibility study was conducted in FY 2013 to determine the cost and scope of the project. An FY 2015 appropriation was approved to begin planning this addition. While the planning funds remain on the schedule requested by the Board of Education, due to fiscal constraints, the construction funds were programmed one year later in the approved FY 2015-2020 CIP, with a completion date of August 2018. The Board of Education's requested FY 2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Due to fiscal constraints, the County Council did not approve the Board's request. An FY 2017 appropriation was approved for construction funds. An FY 2018 appropriation was approved for the balance of construction funding. An FY 2019 appropriation was approved to complete this project. This project is scheduled to be completed by September 2018.

## DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits:, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

# Bethesda Area Elementary Schools Solution

(P651916)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	01/11/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Bethesda-Chevy Chase and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	529	-	-	529	-	-	212	158	106	53	-
Site Improvements and Utilities	858	-	-	858	-	-	-	694	164	-	-
Construction	1,958	-	-	1,958	-	-	-	532	1,062	364	-
Other	350	-	-	350	-	-	-	-	350	-	-
<b>TOTAL EXPENDITURES</b>	<b>3,695</b>	-	-	<b>3,695</b>	-	-	<b>212</b>	<b>1,384</b>	<b>1,682</b>	<b>417</b>	-

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	3,695	-	-	3,695	-	-	212	1,384	1,682	417	-
<b>TOTAL FUNDING SOURCES</b>	<b>3,695</b>	-	-	<b>3,695</b>	-	-	<b>212</b>	<b>1,384</b>	<b>1,682</b>	<b>417</b>	-

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	3,695
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

## PROJECT DESCRIPTION

Due to increasing enrollment growth, this project includes funds to design and construct six permanent elementary school classrooms serving the Bethesda Elementary School service area in the Bethesda-Chevy Chase High School Cluster. These additional classrooms would meet capacity requirements under the Subdivision Staging Policy, avoiding a residential moratorium in the Bethesda ES service area. The County Council anticipates that ultimately the Board of Education will request a specific project that will add at least these classrooms by the start of the 2023-2024 school year at the latest.

## CAPACITY

Teaching Stations Added: 6

# Bethesda-Chevy Chase HS Addition

## (P651513)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	11/28/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Bethesda-Chevy Chase and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	2,808	2,808	-	-	-	-	-	-	-	-	-
Site Improvements and Utilities	5,970	5,970	-	-	-	-	-	-	-	-	-
Construction	31,029	18,630	7,740	4,659	4,659	-	-	-	-	-	-
Other	1,590	1,590	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>41,397</b>	<b>28,998</b>	<b>7,740</b>	<b>4,659</b>	<b>4,659</b>	-	-	-	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	16,886	11,516	7,393	(2,023)	(2,023)	-	-	-	-	-	-
School Facilities Payment	960	613	347	-	-	-	-	-	-	-	-
Schools Impact Tax	16,869	16,869	-	-	-	-	-	-	-	-	-
State Aid	6,682	-	-	6,682	6,682	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>41,397</b>	<b>28,998</b>	<b>7,740</b>	<b>4,659</b>	<b>4,659</b>	-	-	-	-	-	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance			1,824	304	304	304	304	304	304
Energy			750	125	125	125	125	125	125
<b>NET IMPACT</b>			<b>2,574</b>	<b>429</b>	<b>429</b>	<b>429</b>	<b>429</b>	<b>429</b>	<b>429</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY15
Cumulative Appropriation	41,397	Last FY's Cost Estimate	41,397
Expenditure / Encumbrances	-		
Unencumbered Balance	41,397		

## PROJECT DESCRIPTION

Enrollment projections at Bethesda-Chevy Chase High School reflect a need for an addition. Bethesda-Chevy Chase High School has a program capacity for 1692 students. Enrollment is expected to reach 2286 students by the 2019-2020 school year. A feasibility study was conducted in FY 2013 to determine the cost and scope of the project. An FY 2015 appropriation was approved to begin planning this addition. While the planning funds for this project remain on the schedule requested by the Board of Education, due to fiscal constraints, the construction funds were programmed one year later in the approved FY 2015-2020 CIP. The Board of Education's requested FY 2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Due to fiscal constraints, the County Council did not approve the Board's request. An FY 2017 appropriation was approved for construction funds. An FY 2018 appropriation was approved to complete this project. An FY 2019 appropriation was approved for the installation of artificial turf during the construction of this addition project. This project is scheduled to be completed August 2018.

## DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits:, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits



# Burtonsville ES Addition

## (P651511)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/17/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Colesville-White Oak and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,172	-	821	351	234	117	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>1,172</b>	<b>-</b>	<b>821</b>	<b>351</b>	<b>234</b>	<b>117</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	682	-	331	351	234	117	-	-	-	-	-
Schools Impact Tax	490	-	490	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>1,172</b>	<b>-</b>	<b>821</b>	<b>351</b>	<b>234</b>	<b>117</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY16
Cumulative Appropriation	1,172	Last FY's Cost Estimate	1,172
Expenditure / Encumbrances	-		
Unencumbered Balance	1,172		

### PROJECT DESCRIPTION

Enrollment projections at Burtonsville Elementary School reflect a need for an addition. Burtonsville Elementary School has a program capacity for 502 students. Enrollment is expected to reach 672 students by the 2019-2020 school year. A feasibility study was conducted in FY 2013 to determine the cost and scope of the project. While the planning funds remain on the schedule requested by the Board of Education, due to fiscal constraints, the construction funds were programmed one year later in the approved FY 2015-2020 CIP. The Board of Education's requested FY 2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Due to fiscal constraints, the County Council did not approve the Board's request. An FY 2017 appropriation was approved for planning funds. Enrollment projections included in the FY 2019-2024 CIP indicate enrollment will fall below the 92 seat threshold by the end of the six-year period. Therefore, planning will continue, but, as part of the adopted FY 2019-2024 CIP, the balance of expenditures were removed and will be considered in a future CIP.

### COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Clarksburg Cluster ES #9 (New) (P651901)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Clarksburg and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	2,981	-	-	2,981	-	1,192	895	596	298	-	-
Site Improvements and Utilities	4,410	-	-	4,410	-	-	3,307	1,103	-	-	-
Construction	29,770	-	-	29,770	-	-	954	16,840	11,976	-	-
Other	1,325	-	-	1,325	-	-	-	1,325	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>38,486</b>	-	-	<b>38,486</b>	-	<b>1,192</b>	<b>5,156</b>	<b>19,864</b>	<b>12,274</b>	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	38,486	-	-	38,486	-	1,192	5,156	19,864	12,274	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>38,486</b>	-	-	<b>38,486</b>	-	<b>1,192</b>	<b>5,156</b>	<b>19,864</b>	<b>12,274</b>	-	-

<b>OPERATING BUDGET IMPACT (\$000s)</b>											
Maintenance				784	-	-	-	-	392	392	
Energy				314	-	-	-	-	157	157	
<b>NET IMPACT</b>				<b>1,098</b>	-	-	-	-	<b>549</b>	<b>549</b>	

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>											
Appropriation FY 20 Request	2,981	Year First Appropriation									
Cumulative Appropriation	-	Last FY's Cost Estimate								38,486	
Expenditure / Encumbrances	-										
Unencumbered Balance	-										

### PROJECT DESCRIPTION

The Clarksburg Master Plan allows for the development of up to 15,000 residential units. The plan includes five future elementary school sites. Little Bennett Elementary School opened in September 2006, William B. Gibbs, Jr. Elementary School opened in September 2009, and Wilson Wims Elementary School opened in September 2014. With continued growth in elementary school enrollment, another new elementary school is approved and scheduled to open September 2019. Elementary enrollment continues to grow beyond the elementary schools in the cluster and the one scheduled to open in September 2019. Therefore, the Board of Education's requested FY 2019-2024 CIP included funds for the opening of the next elementary school in this cluster. An FY 2019 appropriation was requested to begin planning this new school. This project was scheduled to be completed September 2021. However, due to fiscal constraints, the County Council delayed this project one year. An FY 2020 appropriation was approved to begin the planning of this new school with a completion date of September 2022.

### COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Clarksburg Cluster ES (Clarksburg Village Site #2) (P651713)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/17/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Clarksburg and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	2,476	2,228	-	248	248	-	-	-	-	-	-
Site Improvements and Utilities	3,856	2,018	874	964	964	-	-	-	-	-	-
Construction	28,351	-	1,212	27,139	14,665	12,474	-	-	-	-	-
Other	1,325	-	-	1,325	1,325	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>36,008</b>	<b>4,246</b>	<b>2,086</b>	<b>29,676</b>	<b>17,202</b>	<b>12,474</b>	-	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	8,976	254	984	7,738	1,407	6,331	-	-	-	-	-
Schools Impact Tax	18,983	3,992	1,102	13,889	7,746	6,143	-	-	-	-	-
State Aid	8,049	-	-	8,049	8,049	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>36,008</b>	<b>4,246</b>	<b>2,086</b>	<b>29,676</b>	<b>17,202</b>	<b>12,474</b>	-	-	-	-	-

<b>OPERATING BUDGET IMPACT (\$000s)</b>										
Maintenance				1,960	-	392	392	392	392	392
Energy				785	-	157	157	157	157	157
<b>NET IMPACT</b>				<b>2,745</b>	-	<b>549</b>	<b>549</b>	<b>549</b>	<b>549</b>	<b>549</b>

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 20 Request	-	Year First Appropriation	FY16
Cumulative Appropriation	36,008	Last FY's Cost Estimate	36,008
Expenditure / Encumbrances	-		
Unencumbered Balance	36,008		

### PROJECT DESCRIPTION

The Clarksburg Master Plan allows for the development of up to 15,000 residential units. The plan includes five future elementary school sites. To accommodate the enrollment growth from the new development Little Bennett, William B. Gibbs, and Wilson Wims elementary schools were opened over the past 9 years. With continue growth in elementary school enrollment, another new elementary school is needed in this cluster. An FY 2017 appropriation was approved to begin the planning for this new elementary school in the Clarksburg Cluster. An FY 2018 appropriation was approved for construction funds. An FY 2019 appropriation was approved to complete this project. This project is schedule to be completed by September 2019.

### DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

### COORDINATION

Mandatory Referral -- M-NCPPC Department of Environmental Protection Building Permits Code Review Fire Marshal Department of Transportation Inspections Sediment Control Stormwater Management WSSC Permits.

## Cresthaven ES Addition (P651902)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Colesville-White Oak and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	847	-	-	847	-	339	254	169	85	-	-
Land	1,672	-	-	1,672	-	-	1,254	418	-	-	-
Site Improvements and Utilities	6,605	-	-	6,605	-	-	1,321	2,625	2,659	-	-
Construction	342	-	-	342	-	-	-	342	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>9,466</b>	<b>-</b>	<b>-</b>	<b>9,466</b>	<b>-</b>	<b>339</b>	<b>2,829</b>	<b>3,554</b>	<b>2,744</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	9,466	-	-	9,466	-	339	2,829	3,554	2,744	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>9,466</b>	<b>-</b>	<b>-</b>	<b>9,466</b>	<b>-</b>	<b>339</b>	<b>2,829</b>	<b>3,554</b>	<b>2,744</b>	<b>-</b>	<b>-</b>

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				68	-	-	-	-	34	34
Energy				26	-	-	-	-	13	13
<b>NET IMPACT</b>				<b>94</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>47</b>	<b>47</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	847	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	9,466
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

## PROJECT DESCRIPTION

Projections indicate that enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity throughout the six-year planning period. Due to site limitations, it would be difficult to expand the facility to meet the enrollment growth needs. Therefore, to address the space deficit, feasibility studies were conducted during the 2016-2017 school year at Cresthaven and Roscoe Nix elementary schools (paired schools), to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres. The Board of Education's requested FY 2019-2024 CIP included funding for additions at both Cresthaven and Roscoe Nix elementary schools to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. An FY 2019 appropriation was requested to begin planning this addition. The project was scheduled to be completed September 2021. However, due to fiscal constraints, the County Council approved a one-year delay for this project. An FY 2020 appropriation was approved for planning funds. This project is scheduled to be completed September 2022.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Crown HS (New)

(P651909)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/20/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Gaithersburg and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	6,306	-	-	6,306	-	1,522	1,891	1,761	1,132	-	-
Site Improvements and Utilities	15,016	-	-	15,016	-	-	2,001	2,195	7,085	3,735	-
Construction	114,980	-	-	104,520	-	-	-	1,983	32,028	70,509	10,460
<b>TOTAL EXPENDITURES</b>	<b>136,302</b>	<b>-</b>	<b>-</b>	<b>125,842</b>	<b>-</b>	<b>1,522</b>	<b>3,892</b>	<b>5,939</b>	<b>40,245</b>	<b>74,244</b>	<b>10,460</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	136,302	-	-	125,842	-	1,522	3,892	5,939	40,245	74,244	10,460
<b>TOTAL FUNDING SOURCES</b>	<b>136,302</b>	<b>-</b>	<b>-</b>	<b>125,842</b>	<b>-</b>	<b>1,522</b>	<b>3,892</b>	<b>5,939</b>	<b>40,245</b>	<b>74,244</b>	<b>10,460</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	6,306	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	136,302
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

### PROJECT DESCRIPTION

High schools in the mid-county region will continue to be over capacity through the six-year planning period. Therefore, the Board of Education's requested FY 2019-2024 CIP included funding for a new high school in the mid-county region located on the Crown site in the City of Gaithersburg. An FY 2019 appropriation was requested to begin planning this new high school. Due to fiscal constraints, the County Council approved a one-year delay for this project. During the County Council's review of the FY 2019-2024 Amended CIP, the Council approved including the following language in this project to keep two clusters from going into housing moratoria in FY 2020: "Based on the Board of Education's proposed yearly spending in this project, the Council anticipates that Crown HS will open in September 2024. The new school will relieve overcrowding by at least 150 students at Quince Orchard HS and by at least 120 students at Richard Montgomery HS." An FY 2020 appropriation was approved for planning funds. Once the planning is complete, a recommendation will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

### COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits:, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Diamond ES Addition (P651510)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	11/28/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Gaithersburg and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	844	844	-	-	-	-	-	-	-	-
Site Improvements and Utilities	1,531	1,531	-	-	-	-	-	-	-	-
Construction	6,236	4,261	1,298	677	677	-	-	-	-	-
Other	536	536	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>9,147</b>	<b>7,172</b>	<b>1,298</b>	<b>677</b>	<b>677</b>	-	-	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	5,221	4,688	1,298	(765)	(765)	-	-	-	-	-
School Facilities Payment	1,030	1,030	-	-	-	-	-	-	-	-
Schools Impact Tax	1,454	1,454	-	-	-	-	-	-	-	-
State Aid	1,442	-	-	1,442	1,442	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>9,147</b>	<b>7,172</b>	<b>1,298</b>	<b>677</b>	<b>677</b>	-	-	-	-	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance			396	66	66	66	66	66	66
Energy			162	27	27	27	27	27	27
<b>NET IMPACT</b>			<b>558</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY16
Cumulative Appropriation	9,147	Last FY's Cost Estimate	9,147
Expenditure / Encumbrances	-		
Unencumbered Balance	9,147		

## PROJECT DESCRIPTION

Enrollment projections at Diamond Elementary School reflect a need for an addition. Diamond Elementary School has a program capacity for 463 students. Enrollment is expected to reach 615 students by the 2020-2021 school year. A feasibility study was conducted in FY 2013 to determine the cost and scope of the project. An FY 2015 appropriation was approved to begin planning this addition. While the planning funds remain on the schedule requested by the Board of Education, due to fiscal constraints, the construction funds were programmed one year later in the approved FY2015-2020 CIP. The Board of Education's requested FY 2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Due to fiscal constraints, the County Council did not approve the Board's request. An FY 2017 appropriation was approved for construction funds. An FY 2018 appropriation was approved to complete this project. This project is scheduled to be completed by September 2018.

## DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits:, Code Review, Fire Marshal, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits



## DuFief ES Addition/Facility Upgrade (P651905)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	12/03/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Gaithersburg and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	2,910	-	-	2,910	650	532	894	536	298	-	-
Site Improvements and Utilities	4,411	-	-	4,411	-	-	2,308	2,103	-	-	-
Construction	29,382	-	-	29,382	-	-	1,032	16,661	11,689	-	-
Other	1,325	-	-	1,325	-	-	-	1,325	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>38,028</b>	-	-	<b>38,028</b>	<b>650</b>	<b>532</b>	<b>4,234</b>	<b>20,625</b>	<b>11,987</b>	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	38,028	-	-	38,028	650	532	4,234	20,625	11,987	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>38,028</b>	-	-	<b>38,028</b>	<b>650</b>	<b>532</b>	<b>4,234</b>	<b>20,625</b>	<b>11,987</b>	-	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				136	-	-	-	-	68	68
Energy				50	-	-	-	-	25	25
<b>NET IMPACT</b>				<b>186</b>	-	-	-	-	<b>93</b>	<b>93</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY19
Cumulative Appropriation	2,910	Last FY's Cost Estimate	38,028
Expenditure / Encumbrances	-		
Unencumbered Balance	2,910		

## PROJECT DESCRIPTION

Projections indicate that enrollment at Rachel Carson Elementary School will exceed capacity by over 300 seats by the end of the six-year planning period. To address the overutilization at Rachel Carson Elementary School, the Board of Education approved the expansion of DuFief Elementary School. Therefore, the Board of Education's requested FY 2019-2024 CIP included funding to provide capacity and facility upgrades at DuFief Elementary School that will require not only additional classrooms, but also reconfiguration of existing spaces and upgrades to building systems to accommodate the new student population. An FY 2019 appropriation was requested to begin the planning for this project, with a scheduled completion date of September 2021. However, due to fiscal constraints, the County Council approved a one-year delay for this project, but maintained the FY 2019 planning funds. This project is now scheduled to be completed September 2022.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Blair G. Ewing Center Relocation (P651515)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/20/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Rockville	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,512	-	1,059	453	-	453	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>1,512</b>	<b>-</b>	<b>1,059</b>	<b>453</b>	<b>-</b>	<b>453</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	1,512	-	1,059	453	-	453	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>1,512</b>	<b>-</b>	<b>1,059</b>	<b>453</b>	<b>-</b>	<b>453</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY15
Cumulative Appropriation	1,512	Last FY's Cost Estimate	11,679
Expenditure / Encumbrances	-		
Unencumbered Balance	1,512		

### PROJECT DESCRIPTION

The Blair Ewing Center was assessed as part of the FACT process during the 2010-2011 school year. To address facilities needs at this school, an FY 2013 appropriation for facility planning was approved in the Modifications to Holding, Special Education and Alternative Centers project for a feasibility study to identify improvements for this building. An FY 2015 appropriation was approved to begin planning the modifications to this building. While the planning funds remain on the schedule requested by the Board of Education, due to fiscal constraints, the construction funds were programmed one year later in the approved FY2015-2020 CIP. The Board of Education's requested FY 2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Also, the Board of Education's request includes a scope change for the Blair Ewing Center. In order to provide the Alternative Education Programs (AEP) with a facility that will support the program and students, the Board's request relocated the AEP from the current site to the English Manor ES site. However, the County Council directed the Board to reevaluate the current Blair G. Ewing site, as well as another site deemed appropriate by the Board for the AEP. Subsequently, the Board directed MCPS staff to reevaluate the current Blair G. Ewing site, as well as other sites owned by the Board of Education. Therefore, the County Council did not approve the Board's request to accelerate the construction funds for this project, but instead kept this project on the approved schedule. The evaluation of the Blair G. Ewing site, as well as other sites owned by the Board of Education is still in progress. Therefore, the adopted FY 2017-2022 CIP includes a one year delay for this project. An FY 2018 appropriation will be requested for construction funds. This project is scheduled to be completed August 2019. On October 13, 2016, Supplement C - Superintendent's Recommendation for the Alternative Education Programs at the Blair G. Ewing Center, was released and included the recommendation that the Blair G. Ewing Center be relocated to the Rock Terrace School site in January 2020. Therefore, the Board of Education's Requested FY 2018 Capital Budget and Amendments to the FY 2017-2022 CIP includes an expenditure shift of one year for this project and it is anticipated that planning funds will be recommended as part of the FY 2019-2024 CIP. Also, the name of this project is changed to the Blair G. Ewing Center Relocation. The County Council, in the adopted FY 2018 Capital Budget and Amended FY2017-2022 CIP, approved the Board of Education's request. The Board of Education's requested FY 2019-2024 CIP included a one year expenditure shift of construction funding to align with the availability of the Rock Terrace facility, once the Rock Terrace School is relocated with the collocation of Tilden Middle School in September 2020. As part of the County Council's review of the FY 2019-2024 Amended CIP, the Board of Education was requested to provide a list of non-recommended reductions to align with the County Executive's recommended CIP. As a result, the construction funds included in this project were removed and future funding for this project will be considered as part of the next full CIP.

### COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

# Gaithersburg Cluster Elementary School #8

(P651518)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Gaithersburg and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	7,784	4,094	-	3,690	988	2,552	150	-	-	-	-
Site Improvements and Utilities	3,627	-	-	3,627	-	-	2,327	1,300	-	-	-
Construction	13,264	-	-	13,264	-	-	2,267	3,077	7,920	-	-
Other	1,325	-	-	1,325	-	-	-	1,325	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>26,000</b>	<b>4,094</b>	<b>-</b>	<b>21,906</b>	<b>988</b>	<b>2,552</b>	<b>4,744</b>	<b>5,702</b>	<b>7,920</b>	<b>-</b>	<b>-</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	24,839	3,242	-	21,597	679	2,552	4,744	5,702	7,920	-	-
School Facilities Payment	1,161	852	-	309	309	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>26,000</b>	<b>4,094</b>	<b>-</b>	<b>21,906</b>	<b>988</b>	<b>2,552</b>	<b>4,744</b>	<b>5,702</b>	<b>7,920</b>	<b>-</b>	<b>-</b>

<b>OPERATING BUDGET IMPACT (\$000s)</b>											
Maintenance				136	-	-	-	-	68	68	
Energy				50	-	-	-	-	25	25	
<b>NET IMPACT</b>				<b>186</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>93</b>	<b>93</b>	

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 20 Request	-	Year First Appropriation	FY16
Cumulative Appropriation	7,784	Last FY's Cost Estimate	26,000
Expenditure / Encumbrances	-		
Unencumbered Balance	7,784		

## PROJECT DESCRIPTION

Elementary school student enrollment growth continues in the Gaithersburg Cluster and, therefore, several schools exceed their program capacities-Gaithersburg, Rosemont, Strawberry Knoll, Summit Hall, and Washington Grove elementary schools. In April 2017, the Board of Education approved the construction of an addition at Gaithersburg Elementary School. A feasibility study was conducted for the addition at Gaithersburg Elementary School and revealed a number of challenges. Based on those challenges, as well as the absence of a solution in the approved CIP to address the overutilization at Rosemont and Strawberry Knoll elementary schools, the Board of Education, on August 31, 2017, approved that a Site Selection Advisory Committee convene to evaluate potential elementary school sites in the Gaithersburg Cluster. On February 26, 2018, the superintendent of school supported the Site Selection Advisory Committee recommendation and recommended the City of Gaithersburg Kelley Park site as the location for the new Gaithersburg Cluster Elementary School. On March 22, 2018, the Board of Education approved the superintendent of schools recommendation for a new elementary school in the Gaithersburg Cluster. It is likely that funding for this project will be adjusted next fall as part of the FY 2021-2026 CIP process. An FY 2019 appropriation was approved to begin the planning for this new school. This new school is scheduled to be completed September 2022.

## Highland View ES Addition (P652001)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Silver Spring and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	775	-	-	775	-	301	289	185	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>775</b>	<b>-</b>	<b>-</b>	<b>775</b>	<b>-</b>	<b>301</b>	<b>289</b>	<b>185</b>	<b>-</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	775	-	-	775	-	301	289	185	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>775</b>	<b>-</b>	<b>-</b>	<b>775</b>	<b>-</b>	<b>301</b>	<b>289</b>	<b>185</b>	<b>-</b>	<b>-</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	775	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	-
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

### PROJECT DESCRIPTION

Enrollment projections indicate that Highland View Elementary School will exceed capacity by more than 114 seats by the end of the six-year planning period. A feasibility study for a classroom addition was conducted in FY 2010. An FY 2020 appropriation was approved to begin the architectural design for this addition project. A completion date for this project will be determined in a future CIP.

# John F. Kennedy HS Addition (P651906)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Kensington-Wheaton	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,775	-	-	1,775	610	690	475	-	-	-	-
Site Improvements and Utilities	2,956	-	-	2,956	1,000	992	964	-	-	-	-
Construction	14,937	-	-	14,937	-	535	2,561	5,068	6,773	-	-
Other	910	-	-	910	-	-	-	910	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>20,578</b>	-	-	<b>20,578</b>	<b>1,610</b>	<b>2,217</b>	<b>4,000</b>	<b>5,978</b>	<b>6,773</b>	-	-

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	20,578	-	-	20,578	1,610	2,217	4,000	5,978	6,773	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>20,578</b>	-	-	<b>20,578</b>	<b>1,610</b>	<b>2,217</b>	<b>4,000</b>	<b>5,978</b>	<b>6,773</b>	-	-

## OPERATING BUDGET IMPACT (\$000s)

Maintenance				174	-	-	-	-	87	87
Energy				64	-	-	-	-	32	32
<b>NET IMPACT</b>				<b>238</b>	-	-	-	-	<b>119</b>	<b>119</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	15,793	Year First Appropriation	FY19
Cumulative Appropriation	3,875	Last FY's Cost Estimate	20,578
Expenditure / Encumbrances	-		
Unencumbered Balance	3,875		

## PROJECT DESCRIPTION

In order to address the overutilization at the high school level in the Downcounty Consortium and at Walter Johnson High School, the Board of Education's requested FY 2019-2024 CIP included three capital projects to address the overutilization in these areas. The requested CIP includes an expansion of Northwood High School, the reopening of Charles W. Woodward High School, and an addition at John F. Kennedy High School. Therefore, an FY 2019 appropriation was approved to begin planning for the addition at John F. Kennedy High School. An FY 2020 appropriation was approved for construction funds. This addition is scheduled to be completed September 2022.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

# Kensington-Parkwood ES Addition

## (P651505)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	11/28/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Kensington-Wheaton	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	998	998	-	-	-	-	-	-	-	-
Site Improvements and Utilities	1,900	1,900	-	-	-	-	-	-	-	-
Construction	9,305	5,205	3,168	932	932	-	-	-	-	-
Other	476	476	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>12,679</b>	<b>8,579</b>	<b>3,168</b>	<b>932</b>	<b>932</b>	-	-	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	9,677	6,008	3,168	501	501	-	-	-	-	-
Recordation Tax	2,571	2,571	-	-	-	-	-	-	-	-
State Aid	431	-	-	431	431	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>12,679</b>	<b>8,579</b>	<b>3,168</b>	<b>932</b>	<b>932</b>	-	-	-	-	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance		528	88	88	88	88	88	88
Energy		216	36	36	36	36	36	36
<b>NET IMPACT</b>		<b>744</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY15
Cumulative Appropriation	12,679	Last FY's Cost Estimate	12,679
Expenditure / Encumbrances	-		
Unencumbered Balance	12,679		

## PROJECT DESCRIPTION

Enrollment projections at Kensington-Parkwood Elementary School reflect a need for an addition. Kensington-Parkwood Elementary School has a program capacity for 471 students. Enrollment is expected to reach 674 students by the 2017-2018 school year. A feasibility study was conducted in FY 2013 to determine the cost and scope of the project. An FY 2015 appropriation was approved to begin planning this addition. While the planning funds remain on the schedule requested by the Board of Education, due to fiscal constraints, the construction funds were programmed one year later in the approved FY2015-2020 CIP. The Board of Education's requested FY 2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Due to fiscal constraints, the County Council did not approve the Board's request. An FY 2017 appropriation was approved for construction funds. An FY 2018 appropriation was approved to complete this project. This project is scheduled to be completed by September 2018.

## DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits



## Francis Scott Key MS Solution (P652004)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/17/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Colesville-White Oak and Vicinity	<b>Status</b>	

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	264	-	-	264	-	-	110	78	51	25	-
Site Improvements and Utilities	359	-	-	359	-	-	-	268	91	-	-
Construction	1,593	-	-	1,534	-	-	-	320	564	650	59
Other	198	-	-	160	-	-	-	-	60	100	38
<b>TOTAL EXPENDITURES</b>	<b>2,414</b>	<b>-</b>	<b>-</b>	<b>2,317</b>	<b>-</b>	<b>-</b>	<b>110</b>	<b>666</b>	<b>766</b>	<b>775</b>	<b>97</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	2,414	-	-	2,317	-	-	110	666	766	775	97
<b>TOTAL FUNDING SOURCES</b>	<b>2,414</b>	<b>-</b>	<b>-</b>	<b>2,317</b>	<b>-</b>	<b>-</b>	<b>110</b>	<b>666</b>	<b>766</b>	<b>775</b>	<b>97</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	-
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

### PROJECT DESCRIPTION

Due to increasing enrollment growth, this project includes funds to design and construct four permanent middle school classrooms serving the Francis Scott Key Middle School service area in the Northeast Consortium. These additional classrooms would meet capacity requirements under the Subdivision Staging Policy, avoiding a residential moratorium in the Key MS service area. The County Council anticipates that ultimately the Board of Education will request a specific project that will add at least these classrooms by the start of the 2024-2025 school year at the latest, and that these funds would be used towards that purpose.

### CAPACITY

Teaching Stations Added: 4

## Lake Seneca ES Addition (P652002)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Germantown and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	875	-	-	875	-	401	314	160	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>875</b>	<b>-</b>	<b>-</b>	<b>875</b>	<b>-</b>	<b>401</b>	<b>314</b>	<b>160</b>	<b>-</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	875	-	-	875	-	401	314	160	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>875</b>	<b>-</b>	<b>-</b>	<b>875</b>	<b>-</b>	<b>401</b>	<b>314</b>	<b>160</b>	<b>-</b>	<b>-</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	875	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	-
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

### PROJECT DESCRIPTION

Enrollment projections indicate that Lake Seneca Elementary School will exceed capacity by more than 173 seats by the end of the six-year planning period. A feasibility study for a classroom addition was conducted in FY 2014. An FY 2020 appropriation was approved to begin the architectural design for this addition project. A completion date for this project will be determined in a future CIP.

## Col. E. Brooke Lee MS Addition/Facility Upgrade (P651910)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Kemp Mill-Four Corners and Vicinity	<b>Status</b>	Preliminary Design Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	3,921	-	-	3,921	1,568	1,177	784	392	-	-	-
Site Improvements and Utilities	8,927	-	-	8,927	-	6,695	2,232	-	-	-	-
Construction	43,266	-	-	43,266	-	6,653	20,286	16,327	-	-	-
Other	1,750	-	-	1,750	-	-	525	1,225	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>57,864</b>	<b>-</b>	<b>-</b>	<b>57,864</b>	<b>1,568</b>	<b>14,525</b>	<b>23,827</b>	<b>17,944</b>	<b>-</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	57,864	-	-	57,864	1,568	14,525	23,827	17,944	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>57,864</b>	<b>-</b>	<b>-</b>	<b>57,864</b>	<b>1,568</b>	<b>14,525</b>	<b>23,827</b>	<b>17,944</b>	<b>-</b>	<b>-</b>	<b>-</b>

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				306	-	-	-	102	102	102
Energy				114	-	-	-	38	38	38
<b>NET IMPACT</b>				<b>420</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>140</b>	<b>140</b>	<b>140</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	52,193	Year First Appropriation	FY19
Cumulative Appropriation	3,921	Last FY's Cost Estimate	57,864
Expenditure / Encumbrances	-		
Unencumbered Balance	3,921		

## PROJECT DESCRIPTION

Projections indicate that enrollment at Col. E. Brooke Lee Middle School will exceed capacity by 246 seats by the end of the six-year planning period. The approved CIP included an addition for this school, as well as future expenditures for a revitalization/expansion project. The addition project also will require reconfiguration of existing spaces and building systems upgrades to accommodate the larger numbers of students. Therefore, the Board of Education's requested FY 2019-2024 CIP included that the scope of the addition project be expanded to include these infrastructure and system upgrades while construction is on-site to make better use of fiscal resources. An FY 2019 appropriation was approved to begin planning this addition and facility upgrades project. An FY 2020 appropriation was approved for construction funds. This project is scheduled to be completed September 2021.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits:, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## S. Christa McAuliffe ES Addition (P651502)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/17/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Germantown and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,024	922	-	102	102	-	-	-	-	-	-
Site Improvements and Utilities	1,976	539	943	494	494	-	-	-	-	-	-
Construction	7,913	-	3,956	3,957	2,166	1,791	-	-	-	-	-
Other	473	-	-	473	473	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>11,386</b>	<b>1,461</b>	<b>4,899</b>	<b>5,026</b>	<b>3,235</b>	<b>1,791</b>	-	-	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	6,352	-	4,194	2,158	367	1,791	-	-	-	-	-
Schools Impact Tax	5,034	1,461	705	2,868	2,868	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>11,386</b>	<b>1,461</b>	<b>4,899</b>	<b>5,026</b>	<b>3,235</b>	<b>1,791</b>	-	-	-	-	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance			490	-	98	98	98	98	98	98
Energy			200	-	40	40	40	40	40	40
<b>NET IMPACT</b>			<b>690</b>	-	<b>138</b>	<b>138</b>	<b>138</b>	<b>138</b>	<b>138</b>	<b>138</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY16
Cumulative Appropriation	11,386	Last FY's Cost Estimate	11,386
Expenditure / Encumbrances	-		
Unencumbered Balance	11,386		

## PROJECT DESCRIPTION

Enrollment projections at S. Christa McAuliffe Elementary School reflect a need for an addition. S. Christa McAuliffe Elementary School has a program capacity for 533 students. Enrollment is expected to reach 697 students by the 2019-2020 school year. A feasibility study was conducted in FY 2013 to determine the cost and scope of the project. While the planning funds remain on the schedule requested by the Board of Education, due to fiscal constraints, the construction funds were programmed one year later in the approved FY 2015-2020 CIP. The Board of Education's requested FY 2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Due to fiscal constraints, the County Council did not approve the Board's request. Based on new enrollment projections, this school has one of the highest space deficits of approved projects in the Amended FY2015-2020 CIP. Therefore, the Board of Education, in the FY 2017-2022 CIP, accelerated this project one year. An FY 2017 appropriation was approved for planning funds. An FY 2018 appropriation was approved for construction funds. An FY 2019 appropriation was approved to complete this project. This project is scheduled to be completed by September 2019.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Ronald McNair ES Addition (P651904)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Germantown and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,024	-	-	1,024	-	-	512	410	102	-	-
Site Improvements and Utilities	1,976	-	-	1,976	-	-	-	1,482	494	-	-
Construction	7,913	-	-	7,913	-	-	-	2,956	1,166	3,791	-
Other	490	-	-	490	-	-	-	-	490	-	-
<b>TOTAL EXPENDITURES</b>	<b>11,403</b>	-	-	<b>11,403</b>	-	-	<b>512</b>	<b>4,848</b>	<b>2,252</b>	<b>3,791</b>	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	11,403	-	-	11,403	-	-	512	4,848	2,252	3,791	-
<b>TOTAL FUNDING SOURCES</b>	<b>11,403</b>	-	-	<b>11,403</b>	-	-	<b>512</b>	<b>4,848</b>	<b>2,252</b>	<b>3,791</b>	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				58	-	-	-	-	29	29
Energy				22	-	-	-	-	11	11
<b>NET IMPACT</b>				<b>80</b>	-	-	-	-	<b>40</b>	<b>40</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	11,403
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

## PROJECT DESCRIPTION

Enrollment projections indicate that enrollment at Ronald McNair Elementary School will exceed capacity by more than 150 seats by the end of the six-year planning period. An FY 2019 appropriation was requested to begin the architectural design for this addition project. This project was scheduled to be completed September 2021. However, due to fiscal constraints, the County Council approved a one-year delay for this project. The Board of Education, in the amended FY2019-2024 CIP, requested an FY 2020 appropriation for planning funds. However, due to fiscal constraints, the County Council approved a one-year delay for this project. Therefore, an FY 2021 appropriation will be requested to begin the planning for this project. This project is now scheduled to be completed September 2023.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Thurgood Marshall ES Addition (P652003)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Gaithersburg and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	630	-	-	630	-	310	225	95	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>630</b>	<b>-</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>310</b>	<b>225</b>	<b>95</b>	<b>-</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	630	-	-	630	-	310	225	95	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>630</b>	<b>-</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>310</b>	<b>225</b>	<b>95</b>	<b>-</b>	<b>-</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	630	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	-
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

### PROJECT DESCRIPTION

Enrollment projections indicate that Thurgood Marshall Elementary School will exceed capacity by more than 179 seats by the end of the six-year planning period. A feasibility study for a classroom addition was conducted in FY 2008. An FY 2020 appropriation was approved to begin the architectural design for this addition project. A completion date for this project will be determined in a future CIP.



# Montgomery Knolls ES Addition (P651709)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Kemp Mill-Four Corners and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	546	7	484	55	55	-	-	-	-	-
Site Improvements and Utilities	1,345	-	-	1,345	954	391	-	-	-	-
Construction	4,436	-	-	4,436	1,218	1,774	1,444	-	-	-
Other	278	-	-	278	-	278	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>6,605</b>	<b>7</b>	<b>484</b>	<b>6,114</b>	<b>2,227</b>	<b>2,443</b>	<b>1,444</b>	-	-	-

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	6,605	7	484	6,114	2,227	2,443	1,444	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>6,605</b>	<b>7</b>	<b>484</b>	<b>6,114</b>	<b>2,227</b>	<b>2,443</b>	<b>1,444</b>	-	-	-

## OPERATING BUDGET IMPACT (\$000s)

Maintenance				236	-	-	59	59	59	59
Energy				96	-	-	24	24	24	24
<b>NET IMPACT</b>				<b>332</b>	-	-	<b>83</b>	<b>83</b>	<b>83</b>	<b>83</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	278	Year First Appropriation	FY16
Cumulative Appropriation	6,327	Last FY's Cost Estimate	6,605
Expenditure / Encumbrances	-		
Unencumbered Balance	6,327		

## PROJECT DESCRIPTION

A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014-2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. As a result of the capacity study, it was determined that a four classroom addition project would be constructed at Montgomery Knolls Elementary School to relieve the overutilization at Forest Knolls Elementary School. An FY 2017 appropriation was approved to begin the planning for this addition. An FY 2019 appropriation was approved for construction funds. An FY 2020 appropriation was approved for the balance of funding for this addition. This project is scheduled to be completed September 2020.

## COORDINATION

Mandatory Referral -- M-NCPPC Department of Environmental Protection Building Permits Code Review Fire Marshal Department of Transportation Inspections Sediment Control Stormwater Management WSSC Permits.

## Roscoe Nix ES Addition (P651903)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Silver Spring and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	590	-	-	590	-	236	177	118	59	-	-
Site Improvements and Utilities	939	-	-	939	-	-	704	235	-	-	-
Construction	4,501	-	-	4,501	-	-	900	2,650	951	-	-
Other	342	-	-	342	-	-	-	103	239	-	-
<b>TOTAL EXPENDITURES</b>	<b>6,372</b>	<b>-</b>	<b>-</b>	<b>6,372</b>	<b>-</b>	<b>236</b>	<b>1,781</b>	<b>3,106</b>	<b>1,249</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	6,372	-	-	6,372	-	236	1,781	3,106	1,249	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>6,372</b>	<b>-</b>	<b>-</b>	<b>6,372</b>	<b>-</b>	<b>236</b>	<b>1,781</b>	<b>3,106</b>	<b>1,249</b>	<b>-</b>	<b>-</b>

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				106	-	-	-	-	53	53
Energy				40	-	-	-	-	20	20
<b>NET IMPACT</b>				<b>146</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>73</b>	<b>73</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	590	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	6,372
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

## PROJECT DESCRIPTION

Projections indicate that enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity throughout the six-year planning period. Due to site limitations, it would be difficult to expand the facility to meet the enrollment growth needs. Therefore, to address the space deficit, feasibility studies were conducted during the 2016-2017 school year at Cresthaven and Roscoe Nix elementary schools (paired schools), to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres. The Board of Education's requested FY 2019-2024 CIP included funding for additions at both Cresthaven and Roscoe Nix elementary schools to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. An FY 2019 appropriation was requested to begin planning this addition. The project was scheduled to be completed September 2021. However, due to fiscal constraints, the County Council approved a one-year delay for this project. An FY 2020 appropriation was approved for planning funds. This project is scheduled to be completed September 2022.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## North Bethesda MS Addition (P651503)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	11/28/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Bethesda-Chevy Chase and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,791	1,791	-	-	-	-	-	-	-	-	-
Site Improvements and Utilities	3,303	3,303	-	-	-	-	-	-	-	-	-
Construction	15,528	9,700	4,288	1,540	1,540	-	-	-	-	-	-
Other	971	971	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>21,593</b>	<b>15,765</b>	<b>4,288</b>	<b>1,540</b>	<b>1,540</b>	-	-	-	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	12,424	10,741	4,288	(2,605)	(2,605)	-	-	-	-	-	-
School Facilities Payment	824	824	-	-	-	-	-	-	-	-	-
Schools Impact Tax	4,200	4,200	-	-	-	-	-	-	-	-	-
State Aid	4,145	-	-	4,145	4,145	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>21,593</b>	<b>15,765</b>	<b>4,288</b>	<b>1,540</b>	<b>1,540</b>	-	-	-	-	-	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance			1,116	186	186	186	186	186	186
Energy			456	76	76	76	76	76	76
<b>NET IMPACT</b>			<b>1,572</b>	<b>262</b>	<b>262</b>	<b>262</b>	<b>262</b>	<b>262</b>	<b>262</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY15
Cumulative Appropriation	21,593	Last FY's Cost Estimate	21,593
Expenditure / Encumbrances	-		
Unencumbered Balance	21,593		

## PROJECT DESCRIPTION

Enrollment projections at North Bethesda Middle School reflect a need for an addition. North Bethesda Middle School has a program capacity for 864 students. Enrollment is expected to reach 1156 students by the 2017-2018 school year. A feasibility study was conducted in FY 2013 to determine the cost and scope of the project. An FY 2015 appropriation was approved to begin planning this addition. While the planning funds remain on the schedule requested by the Board of Education, due to fiscal constraints, the construction funds were programmed one year later in the approved FY2015-2020 CIP. The Board of Education's requested FY 2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Due to fiscal constraints, the County Council did not approve the Board's request. An FY 2017 appropriation was approved for construction funds. An FY 2018 appropriation was approved to complete this project. This project is scheduled to be completed by September 2018.

## DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Northwood HS Addition/Facility Upgrades (P651907)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Kemp Mill-Four Corners and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	9,873	-	-	9,873	2,949	2,069	2,068	2,287	500	-	-
Site Improvements and Utilities	15,132	-	-	15,132	-	-	-	7,387	4,850	2,895	-
Construction	93,791	-	-	62,006	-	-	-	5,248	20,134	36,624	31,785
Other	4,560	-	-	4,560	-	-	-	-	1,135	3,425	-
<b>TOTAL EXPENDITURES</b>	<b>123,356</b>	<b>-</b>	<b>-</b>	<b>91,571</b>	<b>2,949</b>	<b>2,069</b>	<b>2,068</b>	<b>14,922</b>	<b>26,619</b>	<b>42,944</b>	<b>31,785</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	123,258	-	-	91,473	2,851	2,069	2,068	14,922	26,619	42,944	31,785
School Facilities Payment	98	-	-	98	98	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>123,356</b>	<b>-</b>	<b>-</b>	<b>91,571</b>	<b>2,949</b>	<b>2,069</b>	<b>2,068</b>	<b>14,922</b>	<b>26,619</b>	<b>42,944</b>	<b>31,785</b>

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 20 Request	-	Year First Appropriation	FY19
Cumulative Appropriation	9,873	Last FY's Cost Estimate	123,356
Expenditure / Encumbrances	-		
Unencumbered Balance	9,873		

### PROJECT DESCRIPTION

In order to address the overutilization at the high school level in the Downcounty Consortium and at Walter Johnson High School, the Board of Education's approved FY 2019-2024 CIP included three capital projects to address the overutilization in these areas. The approved CIP includes an expansion of Northwood High School, the reopening of Charles W. Woodward High School, and an addition at John F. Kennedy High School. The expansion of Northwood High school would increase the capacity to a 2,700 student capacity. The expansion of approximately 1,200 seats will require not only additional classrooms, but also reconfiguration of existing spaces and upgrades to building systems to accommodate the new student population. Therefore, an FY 2019 appropriation was approved to begin planning for this expansion and facility upgrade. On March 25, 2019, the Board of Education approved that this project would be constructed with students off-site and that Northwood High School operate at the Charles W. Woodward High school as a temporary holding facility during the construction period. Therefore, based on the Board's approval, this addition and facility upgrade is scheduled to be completed September 2025. The expenditure schedule shown above reflects the approved completion date for this project.

### COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Parkland MS Addition (P651911)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Aspen Hill and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,240	-	-	1,240	-	-	496	372	248	124	-
Site Improvements and Utilities	2,107	-	-	2,107	-	-	-	1,080	527	500	-
Construction	10,401	-	-	10,401	-	-	-	1,580	7,281	1,540	-
Other	890	-	-	890	-	-	-	-	267	623	-
<b>TOTAL EXPENDITURES</b>	<b>14,638</b>	-	-	<b>14,638</b>	-	-	<b>496</b>	<b>3,032</b>	<b>8,323</b>	<b>2,787</b>	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	14,638	-	-	14,638	-	-	496	3,032	8,323	2,787	-
<b>TOTAL FUNDING SOURCES</b>	<b>14,638</b>	-	-	<b>14,638</b>	-	-	<b>496</b>	<b>3,032</b>	<b>8,323</b>	<b>2,787</b>	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				116	-	-	-	-	58	58
Energy				44	-	-	-	-	22	22
<b>NET IMPACT</b>				<b>160</b>	-	-	-	-	<b>80</b>	<b>80</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	14,638
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

## PROJECT DESCRIPTION

Projections indicate that enrollment at Parkland Middle School will exceed capacity by 180 seats by the end of the six-year planning period. Therefore, the Board of Education's requested FY 2019-2024 CIP included funds for an addition project at this school. An FY 2019 appropriation was requested to begin planning this project. This project was scheduled to be completed September 2021. However, due to fiscal constraints, the County Council approved a one-year delay for this project. The Board of Education, in the amended FY 2019-2024 CIP, requested an FY 2020 appropriation for planning funds. Due to fiscal constraints, the County Council approved a one-year delay for this project. An FY 2021 appropriation will be requested for planning funds. This project is now scheduled to be completed September 2023.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Pine Crest ES Addition (P651708)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Kemp Mill-Four Corners and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	703	-	563	140	70	70	-	-	-	-	-
Site Improvements and Utilities	1,411	-	-	1,411	917	494	-	-	-	-	-
Construction	6,261	-	-	6,261	2,505	3,130	626	-	-	-	-
Other	248	-	-	248	-	248	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>8,623</b>	<b>-</b>	<b>563</b>	<b>8,060</b>	<b>3,492</b>	<b>3,942</b>	<b>626</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	8,623	-	563	8,060	3,492	3,942	626	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>8,623</b>	<b>-</b>	<b>563</b>	<b>8,060</b>	<b>3,492</b>	<b>3,942</b>	<b>626</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### OPERATING BUDGET IMPACT (\$000s)

Maintenance			364	-	-	91	91	91	91
Energy			144	-	-	36	36	36	36
<b>NET IMPACT</b>			<b>508</b>	<b>-</b>	<b>-</b>	<b>127</b>	<b>127</b>	<b>127</b>	<b>127</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	248	Year First Appropriation	FY16
Cumulative Appropriation	8,375	Last FY's Cost Estimate	8,623
Expenditure / Encumbrances	-		
Unencumbered Balance	8,375		

## PROJECT DESCRIPTION

A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014-2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek and Woodlin elementary schools. As a result of the capacity study it was determined that a nine classroom addition project would be constructed at Pine Crest Elementary School to relieve the overutilization at Forest Knolls and Pine Crest elementary schools. An FY 2017 appropriation was approved to begin the planning for this addition. An FY 2019 appropriation was approved for construction funds. An FY 2020 appropriation was approved for the balance of funding for this addition. This project is scheduled to be completed September 2020.



# Piney Branch ES Addition (P651707)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Silver Spring and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	493	-	-	493	274	219	-	-	-	-	-
Site Improvements and Utilities	924	-	-	924	-	-	593	331	-	-	-
Construction	2,423	-	-	2,423	-	-	1,634	789	-	-	-
Other	371	-	-	371	-	-	-	371	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>4,211</b>	<b>-</b>	<b>-</b>	<b>4,211</b>	<b>274</b>	<b>219</b>	<b>2,227</b>	<b>1,491</b>	<b>-</b>	<b>-</b>	<b>-</b>

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	4,211	-	-	4,211	274	219	2,227	1,491	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>4,211</b>	<b>-</b>	<b>-</b>	<b>4,211</b>	<b>274</b>	<b>219</b>	<b>2,227</b>	<b>1,491</b>	<b>-</b>	<b>-</b>	<b>-</b>

## OPERATING BUDGET IMPACT (\$000s)

Maintenance				72	-	-	-	24	24	24
Energy				27	-	-	-	9	9	9
<b>NET IMPACT</b>				<b>99</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>33</b>	<b>33</b>	<b>33</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	3,718	Year First Appropriation	FY19
Cumulative Appropriation	493	Last FY's Cost Estimate	4,211
Expenditure / Encumbrances	-		
Unencumbered Balance	493		

## PROJECT DESCRIPTION

A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014-2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek and Woodlin elementary schools. Based on revised enrollment projections, enrollment at Piney Branch Elementary School will exceed 125 seats by the end of the six-year planning period. 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. Therefore, the Board of Education's Requested FY2017-2022 CIP included a five classroom addition for this school to address the space deficit. The County Council's adopted FY2017-2022 CIP includes funding for this project, with planning to begin in FY 2019. An FY 2019 appropriation was approved to begin planning this addition. An FY 2020 appropriation was approved for construction funds. This project is scheduled to be completed September 2021.

## COORDINATION

Mandatory Referral -- M-NCPPC Department of Environmental Protection Building Permits Code Review Fire Marshal Department of Transportation Inspections Sediment Control Stormwater Management WSSC Permits.

## Thomas W. Pyle MS Addition (P651705)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Bethesda-Chevy Chase and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	1,426	874	-	552	189	363	-	-	-	-	-
Site Improvements and Utilities	4,122	-	-	4,122	1,000	2,199	923	-	-	-	-
Construction	18,466	-	-	18,466	278	3,004	8,434	6,750	-	-	-
Other	1,100	-	-	1,100	-	-	1,100	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>25,114</b>	<b>874</b>	<b>-</b>	<b>24,240</b>	<b>1,467</b>	<b>5,566</b>	<b>10,457</b>	<b>6,750</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	25,114	874	-	24,240	1,467	5,566	10,457	6,750	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>25,114</b>	<b>874</b>	<b>-</b>	<b>24,240</b>	<b>1,467</b>	<b>5,566</b>	<b>10,457</b>	<b>6,750</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>OPERATING BUDGET IMPACT (\$000s)</b>											
Maintenance				552	-	-	-	184	184	184	
Energy				222	-	-	-	74	74	74	
<b>NET IMPACT</b>				<b>774</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>258</b>	<b>258</b>	<b>258</b>	

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>											
Appropriation FY 20 Request	1,100	Year First Appropriation									
Cumulative Appropriation	24,014	Last FY's Cost Estimate									
Expenditure / Encumbrances	-										
Unencumbered Balance	24,014										

### PROJECT DESCRIPTION

Projections for Thomas Pyle Middle School indicate that enrollment will exceed capacity by 150 seats or more throughout the six-year planning period. An FY 2015 appropriation was approved in the Building Modifications and Program Improvements project for the planning and construction of a third auxiliary gymnasium. However due to the space deficit at the school and the need for additional cafeteria space an FY 2016 appropriation was approved for a feasibility study to determine the scope and cost for an addition and core improvements to this school. An FY 2017 appropriation was approved to begin the planning for this 14 classroom addition. The Board of Education's requested FY 2019-2014 CIP included an increase to the approved expenditures for core improvements that will address the projected student enrollment including a larger cafeteria and additional programmatic/teaching spaces. An FY 2019 appropriation was approved for construction funds. An FY 2020 appropriation was approved for the balance of funding for this addition. The project is scheduled to be completed September 2020.

### COORDINATION

Mandatory Referral -- M-NCPPC Department of Environmental Protection Building Permits Code Review Fire Marshal Department of Transportation Inspections Sediment Control Stormwater Management WSSC Permits.

## Judith Resnik ES Addition (P651507)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/17/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Gaithersburg and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	871	-	784	87	87	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>871</b>	<b>-</b>	<b>784</b>	<b>87</b>	<b>87</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	458	-	371	87	87	-	-	-	-	-	-
Schools Impact Tax	413	-	413	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>871</b>	<b>-</b>	<b>784</b>	<b>87</b>	<b>87</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY16
Cumulative Appropriation	871	Last FY's Cost Estimate	871
Expenditure / Encumbrances	-		
Unencumbered Balance	871		

### PROJECT DESCRIPTION

Enrollment projections at Judith Resnik Elementary School reflect a need for an addition. Judith Resnik Elementary School has a program capacity for 503 students. Enrollment is expected to reach 655 students by the 2019-2020 school year. A feasibility study was conducted in FY 2013 to determine the cost and scope of the project. While the planning funds remain on the schedule requested by the Board of Education, due to fiscal constraints, the construction funds were programmed one year later in the approved FY2015-2020 CIP. The Board of Education's requested FY2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Due to fiscal constraints, the County Council did not approved the Board's request. An FY 2017 appropriation was approved for planning funds in the adopted FY 2017-2022 CIP. Enrollment projections in the FY 2019-2024 CIP indicate enrollment will trend down over the six year planning period at this school. Therefore, the Board of Education's requested FY2019-2024 CIP will continue planning for this addition project, but expenditures for construction funding have been removed and will be considered in a future CIP.

### COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits:, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

# Silver Spring International MS Addition (P651912)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Silver Spring and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	3,010	-	-	3,010	930	977	702	401	-	-	-
Site Improvements and Utilities	5,799	-	-	5,799	-	2,349	1,450	2,000	-	-	-
Construction	25,131	-	-	25,131	-	884	5,834	7,413	11,000	-	-
Other	1,200	-	-	1,200	-	-	360	840	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>35,140</b>	-	-	<b>35,140</b>	<b>930</b>	<b>4,210</b>	<b>8,346</b>	<b>10,654</b>	<b>11,000</b>	-	-

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	35,140	-	-	35,140	930	4,210	8,346	10,654	11,000	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>35,140</b>	-	-	<b>35,140</b>	<b>930</b>	<b>4,210</b>	<b>8,346</b>	<b>10,654</b>	<b>11,000</b>	-	-

## OPERATING BUDGET IMPACT (\$000s)

Maintenance				146	-	-	-	-	73	73
Energy				54	-	-	-	-	27	27
<b>NET IMPACT</b>				<b>200</b>	-	-	-	-	<b>100</b>	<b>100</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	32,130	Year First Appropriation	FY19
Cumulative Appropriation	3,010	Last FY's Cost Estimate	35,140
Expenditure / Encumbrances	-		
Unencumbered Balance	3,010		

## PROJECT DESCRIPTION

Projections indicate that enrollment at Silver Spring International Middle School is increasing and will exceed capacity throughout the six-year planning period. In addition to the enrollment growth, the gymnasiums and locker rooms are located in a separate building, down a steep hill, which impacts the accessibility and administration of the physical education program at the school. Also, the construction of the Purple Line will impact the school site and outdoor programmatic spaces that will need to be addressed. Therefore, the Board of Education's requested FY 2019-2024 CIP included funding for an addition at this school. An FY 2019 appropriation was approved to begin the planning for this project. An FY 2020 appropriation was approved for construction funds. This project is scheduled to be completed September 2022.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits:, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

# Somerset ES Solution

(P651914)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	12/03/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Bethesda-Chevy Chase and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	440	-	-	440	-	-	176	132	88	44	-
Site Improvements and Utilities	382	-	-	382	-	-	-	277	105	-	-
Construction	1,619	-	-	1,619	-	-	-	375	987	257	-
Other	250	-	-	250	-	-	-	-	105	145	-
<b>TOTAL EXPENDITURES</b>	<b>2,691</b>	-	-	<b>2,691</b>	-	-	<b>176</b>	<b>784</b>	<b>1,285</b>	<b>446</b>	-

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	2,691	-	-	2,691	-	-	176	784	1,285	446	-
<b>TOTAL FUNDING SOURCES</b>	<b>2,691</b>	-	-	<b>2,691</b>	-	-	<b>176</b>	<b>784</b>	<b>1,285</b>	<b>446</b>	-

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	2,691
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

## PROJECT DESCRIPTION

Due to increasing enrollment growth, this project includes fund to design and construct four permanent elementary school classrooms serving the Somerset Elementary School service area in the Bethesda-Chevy Chase High School Cluster. These additional classrooms would meet capacity requirements under the Subdivision Staging Policy, avoiding a residential moratorium in the Somerset ES service area. The County Council anticipates that ultimately the Board of Education will request a specific project that will add at least these classrooms by the start of the 2023-2024 school year at the latest, and that these funds would be used towards that purpose.

## CAPACITY

Teaching Stations Added: 4

# Takoma Park MS Addition

## (P651706)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Takoma Park	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,954	508	469	977	782	195	-	-	-	-	-
Site Improvements and Utilities	5,465	-	-	5,465	1,200	3,004	1,261	-	-	-	-
Construction	16,843	-	-	16,843	200	8,697	7,946	-	-	-	-
Other	924	-	-	924	-	924	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>25,186</b>	<b>508</b>	<b>469</b>	<b>24,209</b>	<b>2,182</b>	<b>12,820</b>	<b>9,207</b>	-	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	25,186	508	469	24,209	2,182	12,820	9,207	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>25,186</b>	<b>508</b>	<b>469</b>	<b>24,209</b>	<b>2,182</b>	<b>12,820</b>	<b>9,207</b>	-	-	-	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				896	-	-	224	224	224	224
Energy				356	-	-	89	89	89	89
<b>NET IMPACT</b>				<b>1,252</b>	-	-	<b>313</b>	<b>313</b>	<b>313</b>	<b>313</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	924	Year First Appropriation	
Cumulative Appropriation	24,262	Last FY's Cost Estimate	25,186
Expenditure / Encumbrances	-		
Unencumbered Balance	24,262		

## PROJECT DESCRIPTION

Projections indicate enrollment at Takoma Park Middle School will exceed capacity by 150 seats or more by the end of the six-year period. An FY 2017 appropriation was approved to begin the planning for this 25 classroom addition. An FY 2019 appropriation was approved for construction funds. An FY 2020 appropriation was approved for the balance of funding for this addition. This project is scheduled to be completed by September 2020.

## COORDINATION

Mandatory Referral -- M-NCPPC Department of Environmental Protection Building Permits Code Review Fire Marshal Department of Transportation Inspections Sediment Control Stormwater Management WSSC Permits.

# Walt Whitman HS Addition (P651704)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Bethesda-Chevy Chase and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,817	41	789	987	664	323	-	-	-	-	-
Site Improvements and Utilities	3,954	-	-	3,954	1,504	2,450	-	-	-	-	-
Construction	20,588	-	-	20,588	-	4,294	8,762	7,532	-	-	-
Other	1,218	-	-	1,218	-	-	1,218	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>27,577</b>	<b>41</b>	<b>789</b>	<b>26,747</b>	<b>2,168</b>	<b>7,067</b>	<b>9,980</b>	<b>7,532</b>	-	-	-

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	27,577	41	789	26,747	2,168	7,067	9,980	7,532	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>27,577</b>	<b>41</b>	<b>789</b>	<b>26,747</b>	<b>2,168</b>	<b>7,067</b>	<b>9,980</b>	<b>7,532</b>	-	-	-

## OPERATING BUDGET IMPACT (\$000s)

Maintenance				627	-	-	-	209	209	209
Energy				252	-	-	-	84	84	84
<b>NET IMPACT</b>				<b>879</b>	-	-	-	<b>293</b>	<b>293</b>	<b>293</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	20,588	Year First Appropriation	FY16
Cumulative Appropriation	5,771	Last FY's Cost Estimate	27,577
Expenditure / Encumbrances	-		
Unencumbered Balance	5,771		

## PROJECT DESCRIPTION

Projections indicate enrollment at Walt Whitman High School will exceed capacity by 200 seats or more by the end of the six-year period. The Board of Education's Requested FY 2017-2022 CIP included funding for an addition to this school, with planning to begin in FY 2017. Due to fiscal constraints, the County Council's adopted FY 2017-2022 CIP includes a one year delay for this project. An FY 2018 appropriation was approved to begin the planning for this addition. The Board of Education's requested FY 2019-2024 CIP included an increase to the approved expenditures to increase the scope of this project to address core improvements for the projected student enrollment. An FY 2019 appropriation was approved for planning funds. An FY 2020 appropriation was approved for construction funds. This project is scheduled to be completed September 2021.

## COORDINATION

Mandatory Referral -- M-NCPPC Department of Environmental Protection Building Permits Code Review Fire Marshal Department of Transportation Inspections Sediment Control Stormwater Management WSSC Permits.



## Woodlin ES Addition (P651703)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/23/18
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Silver Spring and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,167	-	-	1,167	583	350	117	117	-	-	-
Site Improvements and Utilities	1,256	-	-	1,256	-	-	816	440	-	-	-
Construction	11,987	-	-	11,987	-	-	3,495	5,293	3,199	-	-
Other	887	-	-	887	-	-	-	887	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>15,297</b>	<b>-</b>	<b>-</b>	<b>15,297</b>	<b>583</b>	<b>350</b>	<b>4,428</b>	<b>6,737</b>	<b>3,199</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	15,292	-	-	15,292	578	350	4,428	6,737	3,199	-	-
School Facilities Payment	5	-	-	5	5	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>15,297</b>	<b>-</b>	<b>-</b>	<b>15,297</b>	<b>583</b>	<b>350</b>	<b>4,428</b>	<b>6,737</b>	<b>3,199</b>	<b>-</b>	<b>-</b>

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				242	-	-	-	-	121	121
Energy				96	-	-	-	-	48	48
<b>NET IMPACT</b>				<b>338</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>169</b>	<b>169</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	-	Year First Appropriation	FY16
Cumulative Appropriation	1,167	Last FY's Cost Estimate	15,297
Expenditure / Encumbrances	-		
Unencumbered Balance	1,167		

## PROJECT DESCRIPTION

A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014-2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek and Woodlin elementary schools. As a result of the capacity study it was determined that a eight classroom addition project would be constructed at Woodlin Elementary School to address the space deficit at the school. The Board of Education's Requested FY 2017-2022 CIP included funds for this addition project, with planning to begin in FY 2017. Due to fiscal constraints, the County Council's adopted FY 2017-2022 CIP includes a two year delay of this addition project. An FY 2019 appropriation was approved to begin the planning for this addition. This project is scheduled to be completed September 2022.

## COORDINATION

Mandatory Referral -- M-NCPPC Department of Environmental Protection Building Permits Code Review Fire Marshal Department of Transportation Inspections Sediment Control Stormwater Management WSSC Permits.

## Charles W. Woodward HS Reopening (P651908)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Rockville	<b>Status</b>	Planning Stage

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	8,258	-	-	8,258	3,063	2,197	2,132	866	-	-	-
Site Improvements and Utilities	19,091	-	-	19,091	-	-	8,060	6,575	4,456	-	-
Construction	88,586	-	-	84,586	-	-	36,047	32,917	9,230	6,392	4,000
Other	4,300	-	-	4,300	-	-	-	3,150	1,150	-	-
<b>TOTAL EXPENDITURES</b>	<b>120,235</b>	<b>-</b>	<b>-</b>	<b>116,235</b>	<b>3,063</b>	<b>2,197</b>	<b>46,239</b>	<b>43,508</b>	<b>14,836</b>	<b>6,392</b>	<b>4,000</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	120,235	-	-	116,235	3,063	2,197	46,239	43,508	14,836	6,392	4,000
<b>TOTAL FUNDING SOURCES</b>	<b>120,235</b>	<b>-</b>	<b>-</b>	<b>116,235</b>	<b>3,063</b>	<b>2,197</b>	<b>46,239</b>	<b>43,508</b>	<b>14,836</b>	<b>6,392</b>	<b>4,000</b>

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 20 Request	-	Year First Appropriation	FY19
Cumulative Appropriation	35,245	Last FY's Cost Estimate	120,235
Expenditure / Encumbrances	-		
Unencumbered Balance	35,245		

### PROJECT DESCRIPTION

In order to address the overutilization at the high school level in the Downcounty Consortium and at Walter Johnson High School, the Board of Education's approved FY 2019-2024 CIP includes three capital projects to address the overutilization in these areas. The approved CIP includes an expansion of Northwood High School, the reopening of Charles W. Woodward High School, and an addition at John F. Kennedy High School. The current Charles W. Woodward High School facility is significantly smaller than the proposed 2,700 student capacity. Therefore, the Board of Education's approved FY 2019-2024 CIP included funding to expand this facility when it reopens as a high school.

On March 25, 2019, the Board of Education approved that the Northwood High School addition/facility upgrades project be constructed with students off-site and that Northwood High School operate at the Charles W. Woodward High School as a temporary holding facility during the construction period. Therefore, based on the Board's approval, the Woodward facility will be used as a holding center for two years following initial construction of the new Charles W. Woodward High School facility. The addition/facility upgrades for Northwood High School is scheduled to be completed by September 2025. At that time, the Woodward High School facility will be reopened as a new high school. The expenditure schedule shown above reflects the approved completion date for this project.

### COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits:, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

# ADA Compliance: MCPS (P796235)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	7,658	5,684	-	1,974	329	329	329	329	329	329	-
Construction	23,335	11,485	6,624	5,226	871	871	871	871	871	871	-
<b>TOTAL EXPENDITURES</b>	<b>30,993</b>	<b>17,169</b>	<b>6,624</b>	<b>7,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>-</b>

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	30,993	17,169	6,624	7,200	1,200	1,200	1,200	1,200	1,200	1,200	-
<b>TOTAL FUNDING SOURCES</b>	<b>30,993</b>	<b>17,169</b>	<b>6,624</b>	<b>7,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>-</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	1,200	Year First Appropriation	FY79
Cumulative Appropriation	24,993	Last FY's Cost Estimate	30,993
Expenditure / Encumbrances	-		
Unencumbered Balance	24,993		

## PROJECT DESCRIPTION

Federal and State laws require MCPS to provide program accessibility for all of its activities and to consider various forms of accessibility improvements at existing facilities on a continuing basis. While MCPS provides program accessibility in a manner consistent with current laws, a significant number of existing facilities not scheduled for modernization in the current six-year CIP are at least partially inaccessible for a variety of disabling conditions. Some combination of elevators, wheelchair lifts, restroom modifications, and other site-specific improvements are required at many of these facilities. Since disabilities of eligible individuals must be considered on a case-by-case basis, additional modifications such as automatic door openers, access ramps, and curb cuts may be required on an ad hoc basis even in facilities previously considered accessible. The increased mainstreaming of special education students has contributed to modifications to existing facilities. Certain ADA modifications results in significant cost avoidance, since transportation may have to be provided for individuals to other venues or programs. On September 15, 2010, the Department of Justice approved revisions to Title II of the Americans with Disabilities Act (ADA), that will require local and state government agencies to comply with these revisions. An FY 2013 appropriation was approved to begin the assessment of MCPS facilities to comply with the approved revision of Title II of the ADA. An FY 2014 appropriation was approved to continue this level of effort project. An FY 2015 appropriation was approved to continue remediation to address the revisions to Title II of the ADA. An FY 2016 appropriation was approved to continue this level of effort project. An FY 2017 appropriation was approved to complete facility modifications due to the revisions of Title II of the ADA and also to continue to provide accessibility modifications where necessary throughout the school system. An FY 2018 appropriation was approved to continue this project. An FY 2019 appropriation was approved to continue this level of effort project. An FY 2020 appropriation was approved to continue this level of effort project.

## DISCLOSURES

Expenditures will continue indefinitely.

## COORDINATION

Advisory Committee for the Handicapped

# Asbestos Abatement: MCPS

(P816695)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	13,460	8,624	-	4,836	806	806	806	806	806	806	-
Construction	6,640	4,318	288	2,034	339	339	339	339	339	339	-
<b>TOTAL EXPENDITURES</b>	<b>20,100</b>	<b>12,942</b>	<b>288</b>	<b>6,870</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>-</b>

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	20,100	12,942	288	6,870	1,145	1,145	1,145	1,145	1,145	1,145	-
<b>TOTAL FUNDING SOURCES</b>	<b>20,100</b>	<b>12,942</b>	<b>288</b>	<b>6,870</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>-</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	1,145	Year First Appropriation	FY81
Cumulative Appropriation	14,375	Last FY's Cost Estimate	20,100
Expenditure / Encumbrances	-		
Unencumbered Balance	14,375		

## PROJECT DESCRIPTION

Comprehensive asbestos management services for all facilities in the school system ensure compliance with the existing Federal Asbestos Hazard Emergency Response Act (AHERA). MCPS has produced major cost savings for asbestos abatement by an innovative plan with an in-house team of licensed abatement technicians for its numerous small abatement projects and required semi-annual inspections. Cost containment measures, a more competitive bidding environment, and development of a comprehensive data base and management plan also have contributed to significant expenditure reductions. This project is based on the approved management plan for all facilities in the system. Actual abatement and the subsequent restoration of facilities are funded through this project. An FY 2015 appropriation was approved to continue funding asbestos abatement projects systemwide. An FY 2016 appropriation was approved to continue this level of effort project. An FY 2017 appropriation was approved to continue asbestos abatement projects at facilities throughout the school system. An FY 2018 appropriation was approved to continue this project. An FY 2019 appropriation was approved to continue this level of effort project. An FY 2020 appropriation was approved to continue this level of effort project.

## DISCLOSURES

Expenditures will continue indefinitely.

## COORDINATION

Maryland Department of the Environment, Department of Environmental Protection, State Department of Education, Department of Health FY 2019 -- Salaries and Wages: \$800K, Fringe Benefits \$200K, Workyears: 9 FY 2020-2024 -- Salaries and Wages: \$4.8M, Fringe Benefits: \$1.2M, Workyears 45

# Building Modifications and Program Improvements (P076506)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/21/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	4,522	2,897	-	1,625	950	675	-	-	-	-	-
Construction	47,668	31,261	32	16,375	8,050	8,325	-	-	-	-	-
Other	1,260	1,260	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>53,450</b>	<b>35,418</b>	<b>32</b>	<b>18,000</b>	<b>9,000</b>	<b>9,000</b>	-	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
Contributions	6,322	2,295	32	3,995	3,995	-	-	-	-	-	-
G.O. Bonds	47,128	33,123	-	14,005	5,005	9,000	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>53,450</b>	<b>35,418</b>	<b>32</b>	<b>18,000</b>	<b>9,000</b>	<b>9,000</b>	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 20 Request	6,333	Year First Appropriation	FY07
Cumulative Appropriation	47,117	Last FY's Cost Estimate	54,950
Expenditure / Encumbrances	-	Partial Closeout Thru FY18	1,500
Unencumbered Balance	47,117	New Partial Closeout	1,500
		Total Partial Closeout	3,000

## PROJECT DESCRIPTION

This project will provide facility modifications to support program offerings at schools that are not scheduled for capital improvements in the six-year CIP. These limited modifications to instruction and support spaces are needed to provide adequate space for new or expanded programs and administrative support space for schools that are not included in the revitalization/expansion program. An FY 2012 appropriation was approved to continue to provide facility modifications at various schools throughout the system. Facility modifications in FY 2013 and beyond will be determined based on the need for space modifications/upgrades to support new or modified program offerings. Due to fiscal constraints, expenditures requested in the Board of Education's FY 2011-2016 CIP for FYs 2013-2016 were removed by the County Council in the adopted FY 2011-2016 CIP. An FY 2013 appropriation was approved to renovate science laboratories at one high school and provide special education facility modifications for two elementary schools and two high schools. An FY 2014 appropriation was approved to continue to provide facility modifications and program improvements to various schools throughout the county. An FY 2015 appropriation was approved for modifications to schools due to special education program changes; science laboratory upgrades at secondary schools; space modifications for program requirements; as well as two specific one-time projects—the construction of an auxiliary gymnasium at Thomas Pyle Middle School and classroom modifications at the Whittier Woods Center to be used by Walt Whitman High School. An FY 2015 appropriation was approved for \$1.3 million for the installation of artificial turf at Winston Churchill High School. An FY 2016 appropriation was approved for modifications to schools due to special education program changes, space modifications for program requirements, and computer lab conversions at various schools throughout the county. An FY 2016 supplemental appropriation for \$45,410 was approved to begin the design of the artificial turf installation at Somerset Elementary School. An FY 2017 appropriation was approved, however, it was \$2.0 million less than the Board of Education's request and will fund program changes to address space deficits through building modifications. An FY 2017 supplemental appropriation of \$489,000 in contributions was approved for the installation of artificial turf at Somerset Elementary School. An FY 2017 supplemental appropriation of \$4.9 million in contributions was approved for the installation of artificial turf at Julius West Middle School, and Albert Einstein and Walt Whitman high schools. An FY 2018 appropriation was approved to continue this project. An FY 2019 appropriation was approved to continue to address modifications to schools due to special education program changes and space modifications for program requirements. The appropriation also will fund the reconfiguration of high school classroom spaces to provide additional science laboratories for schools that are overutilized and do not have sufficient space for science laboratory classes. Finally, the appropriation will fund the construction of a black box theatre at A. Mario Loiederman Middle School. An FY 2020 appropriation was approved to continue program and space modifications to schools.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

## Current Revitalizations/Expansions (P926575)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/21/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	35,604	21,750	9,752	4,102	4,102	-	-	-	-	-	-
Site Improvements and Utilities	64,176	38,369	15,238	10,569	7,668	2,901	-	-	-	-	-
Construction	496,839	159,670	19,794	317,375	108,654	85,660	91,561	31,500	-	-	-
Other	15,083	4,630	7	10,446	3,538	6,908	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>611,702</b>	<b>224,419</b>	<b>44,791</b>	<b>342,492</b>	<b>123,962</b>	<b>95,469</b>	<b>91,561</b>	<b>31,500</b>	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
Contributions	2,500	1,582	918	-	-	-	-	-	-	-	-
Current Revenue: General	44	6,725	(6,681)	-	-	-	-	-	-	-	-
G.O. Bonds	443,901	149,029	66,507	228,365	74,993	32,615	89,257	31,500	-	-	-
Recordation Tax	37,037	8,940	(1,992)	30,089	18,768	9,017	2,304	-	-	-	-
School Facilities Payment	168	-	168	-	-	-	-	-	-	-	-
Schools Impact Tax	38,738	47,445	(14,129)	5,422	5,422	-	-	-	-	-	-
State Aid	89,314	10,698	-	78,616	24,779	53,837	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>611,702</b>	<b>224,419</b>	<b>44,791</b>	<b>342,492</b>	<b>123,962</b>	<b>95,469</b>	<b>91,561</b>	<b>31,500</b>	-	-	-

<b>OPERATING BUDGET IMPACT (\$000s)</b>											
Maintenance				1,330	665	665	-	-	-	-	-
Energy				496	248	248	-	-	-	-	-
<b>NET IMPACT</b>				<b>1,826</b>	<b>913</b>	<b>913</b>	-	-	-	-	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 20 Request	-	Year First Appropriation	
Cumulative Appropriation	622,530	Last FY's Cost Estimate	717,342
Expenditure / Encumbrances	26,134	Partial Closeout Thru FY18	29,514
Unencumbered Balance	596,396	New Partial Closeout	113,428
		Total Partial Closeout	142,942

### PROJECT DESCRIPTION

This project combines all current revitalization/expansion projects as prioritized by the FACT assessments. An FY 2018 appropriation was approved for construction funds for Seneca Valley HS and Potomac, Maryvale/Carl Sandburg, and Luxmanor elementary schools and planning funds for Tilden/Rock Terrace and Eastern middle schools and Poolesville HS. With regards to Seneca Valley HS, this project will expand the existing school to accommodate 2,400 students. The enrollment at Seneca Valley HS is projected to be 1,499 students by the end of the six-year planning period. With a capacity of 2,400 seats, there will be approximately 900 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete. The Montgomery County Office of Legislative Oversight released a study in July 2015 regarding the MCPS revitalization/expansion program. Based on the report, MCPS reconvened the FACT review committee to update the FACT methodology used to rank schools. Since the approach to reassess and prioritize schools will continue into the development of the FY 2019-2024 CIP, the Board of Education approved an amendment to the Board of Education's Requested FY 2018 Capital Budget and Amendments to the FY 2017-2022 CIP to shift planning funds for four elementary school projects from FY 2018 to FY 2019. This shift in planning expenditures will not impact the completion dates for these projects. The County Council, in the adopted FY 2017-2022 Amended CIP approved the Board of Education's request. An FY 2019 appropriation was approved for the balance of funding for three elementary school projects and one high school project and construction funding for one middle school project. An FY 2020 appropriation and amendment to the FY 2019-2024 CIP was requested to expand the scope of the Career and Technology Education program at Seneca Valley High School. Due to fiscal constraints, the Board of Education, instead requested an FY 2019 supplemental appropriation and offsetting reductions of \$7.5 million in expenditures from the PLAR, Restroom Renovations, and Roof Replacement projects to fund the expanded scope of the Career and Technology Education program at Seneca Valley High School. The County Council approved this request.

### DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

### COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshal Inspections, Department of

# Design and Construction Management

(P746032)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	85,375	54,227	1,748	29,400	4,900	4,900	4,900	4,900	4,900	4,900	-
<b>TOTAL EXPENDITURES</b>	<b>85,375</b>	<b>54,227</b>	<b>1,748</b>	<b>29,400</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>-</b>

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	85,375	54,227	1,748	29,400	4,900	4,900	4,900	4,900	4,900	4,900	-
<b>TOTAL FUNDING SOURCES</b>	<b>85,375</b>	<b>54,227</b>	<b>1,748</b>	<b>29,400</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>-</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	4,900	Year First Appropriation	FY74
Cumulative Appropriation	60,875	Last FY's Cost Estimate	85,375
Expenditure / Encumbrances	-		
Unencumbered Balance	60,875		

## PROJECT DESCRIPTION

This project funds positions essential for implementation of the multi-year capital improvements program. Personnel provide project administration, in-house design, and engineering services in the Department of Facilities Management and the Division of Construction. An FY 2015 appropriation was approved for salaries of 44 current staff, legal fees and other non-reimbursable costs for MCPS real estate issues. An FY 2016 appropriation was approved for salaries of current staff, legal fees and other non-reimbursable costs for MCPS real estate issues. An FY 2017 appropriation was approved to continue this level of effort project. An FY 2018 appropriation was approved to continue this project. An FY 2019 appropriation was approved for salaries of current staff, legal fees and other non-reimbursable costs for MCPS real estate issues. An FY 2020 appropriation was approved to continue this level of effort project.

## FISCAL NOTE

State Reimbursement: Not eligible

## DISCLOSURES

Expenditures will continue indefinitely.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits  
FY 2019 -- Salaries and Wages: \$3.6M, Fringe Benefits: \$897K, Workyears 44 FY 2020-2024 -- Salaries and Wages \$17.9M, Fringe Benefits: \$4.5M, Workyears: 220



## Facility Planning: MCPS (P966553)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	14,027	8,237	1,940	3,850	860	1,450	460	380	350	350	-
<b>TOTAL EXPENDITURES</b>	<b>14,027</b>	<b>8,237</b>	<b>1,940</b>	<b>3,850</b>	<b>860</b>	<b>1,450</b>	<b>460</b>	<b>380</b>	<b>350</b>	<b>350</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

Current Revenue: General	5,945	6,077	(2,090)	1,958	480	1,030	138	110	100	100	-
G.O. Bonds	7,197	1,275	4,030	1,892	380	420	322	270	250	250	-
Recordation Tax	885	885	-	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>14,027</b>	<b>8,237</b>	<b>1,940</b>	<b>3,850</b>	<b>860</b>	<b>1,450</b>	<b>460</b>	<b>380</b>	<b>350</b>	<b>350</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	1,200	Year First Appropriation	FY96
Cumulative Appropriation	11,287	Last FY's Cost Estimate	13,277
Expenditure / Encumbrances	-		
Unencumbered Balance	11,287		

## PROJECT DESCRIPTION

The facility planning process provides preliminary programs of requirements (PORs), cost estimates, and budget documentation for selected projects. This project serves as the transition stage from the master plan or conceptual stage to inclusion of a stand-alone project in the CIP. There is a continuing need for the development of accurate cost estimates and an exploration of alternatives for proposed projects. Implementation of the facility planning process results in realistic cost estimates, fewer and less significant cost overruns, fewer project delays, and improved life-cycle costing of projects. In the past, this project was funded solely by current revenue; however, as a result of new environmental regulation changes, design of site development concept plans must be done during the facility planning phase in order to obtain necessary site permits in time for the construction phase. Therefore, the funding sources shown on this PDF reflect the appropriate portions for both current revenue and GO bonds. An FY 2017 appropriation was approved for the preplanning for additions at one elementary school, one middle school, and two high schools, as well as preplanning for revitalization/expansions at four elementary schools, one middle school, and one high school. An FY 2018 appropriation was approved for the preplanning of five revitalization/expansion projects and the preplanning for an addition project, a new elementary school, the relocation of an existing school, and the reopening of a former closed high school. An FY 2019 appropriation was approved for the preplanning of four addition projects, the reopening of a high school, and the opening of a new high school and new elementary school. Also, the appropriation will fund two work studies. One to develop long-term growth plans for each cluster in the school system and identify best practices in other jurisdictions to bring a national perspective on educational facility planning trends to MCPS. The second will evaluate MCPS enrollment forecasting methodology and identify best practices that can inform the MCPS approach to enrollment projections going forward. An FY 2020 appropriation and amendment to the adopted FY2019-2024 CIP was approved to fund for the pre-planning of four elementary school addition projects and two middle school addition projects. Also, the appropriation will fund the continuation of the work with external consultants on the new enrollment forecasting methodology and the development of strategic long-range growth managements plans for all clusters.

## DISCLOSURES

Expenditures will continue indefinitely.

# Fire Safety Code Upgrades

(P016532)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	4,770	3,930	-	840	140	140	140	140	140	140	-
Construction	22,347	12,891	5,394	4,062	677	677	677	677	677	677	-
<b>TOTAL EXPENDITURES</b>	<b>27,117</b>	<b>16,821</b>	<b>5,394</b>	<b>4,902</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>-</b>

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	27,117	16,821	5,394	4,902	817	817	817	817	817	817	-
<b>TOTAL FUNDING SOURCES</b>	<b>27,117</b>	<b>16,821</b>	<b>5,394</b>	<b>4,902</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>-</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	817	Year First Appropriation	FY01
Cumulative Appropriation	23,032	Last FY's Cost Estimate	27,117
Expenditure / Encumbrances	-		
Unencumbered Balance	23,032		

## PROJECT DESCRIPTION

This project addresses sprinklers, escape windows, exit signs, fire alarm devices, exit stairs, and hood and fire suppression systems to comply with annual Fire Marshal inspections. An FY 2011 appropriation was approved to continue this program to maintain code compliance and life-cycle equipment replacement. An FY 2012 appropriation was approved to continue this level of effort project. An FY 2013 appropriation was approved to maintain life safety code compliance and equipment life-cycle replacements at MCPS facilities systemwide. An FY 2014 appropriation was approved to continue this project. An FY 2015 appropriation was approved to continue this level of effort project and maintain life safety code compliance through equipment replacement such as fire alarm systems that will be over 20 years old and will have exceeded their anticipated life-cycle. An FY 2016 appropriation was approved to continue this level of effort project. An FY 2017 appropriation was approved to continue this level of effort project as well as address code compliance issues related to the storage of flammable materials at schools systemwide. An FY 2018 appropriation was approved to continue this project. An FY 2019 appropriation was approved to continue this level of effort project. An FY 2020 appropriation was approved to continue this level of effort project.

## DISCLOSURES

Expenditures will continue indefinitely.

## COORDINATION

Fire Marshal

# HVAC (Mechanical Systems) Replacement: MCPS

(P816633)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/22/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	23,800	3,000	-	20,800	5,500	5,000	1,800	2,500	3,000	3,000	-
Construction	129,526	26,481	20,845	82,200	20,500	20,000	8,200	9,500	12,000	12,000	-
<b>TOTAL EXPENDITURES</b>	<b>153,326</b>	<b>29,481</b>	<b>20,845</b>	<b>103,000</b>	<b>26,000</b>	<b>25,000</b>	<b>10,000</b>	<b>12,000</b>	<b>15,000</b>	<b>15,000</b>	<b>-</b>

## FUNDING SCHEDULE (\$000s)

Current Revenue: General	-	9,344	(9,344)	-	-	-	-	-	-	-	-
G.O. Bonds	137,052	20,137	19,965	96,950	21,398	23,552	10,000	12,000	15,000	15,000	-
State Aid	16,274	-	10,224	6,050	4,602	1,448	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>153,326</b>	<b>29,481</b>	<b>20,845</b>	<b>103,000</b>	<b>26,000</b>	<b>25,000</b>	<b>10,000</b>	<b>12,000</b>	<b>15,000</b>	<b>15,000</b>	<b>-</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	25,000	Year First Appropriation	FY81
Cumulative Appropriation	76,326	Last FY's Cost Estimate	175,629
Expenditure / Encumbrances	103,568	Partial Closeout Thru FY18	22,303
Unencumbered Balance	(27,242)	New Partial Closeout	22,303
		Total Partial Closeout	44,606

## PROJECT DESCRIPTION

This project provides for the systematic replacement of heating, ventilating, air conditioning, automated temperature controls, and plumbing systems for MCPS facilities. This replacement approach is based on indoor environmental quality (IEQ), energy performance, maintenance data, and the revitalization/expansion schedule. Qualifying systems and/or components are selected based on the above criteria and are prioritized within the CIP through a rating system formula. MCPS is participating in interagency planning and review to share successful and cost effective approaches. For projects on the revitalization/expansion schedule, the scope is reduced to the minimum necessary to maintain the operation of the existing mechanical system. Any new equipment installations will be salvaged at the time of the revitalization/expansion project and will be re-used. An FY 2017 appropriation was approved, but was \$3 million less than the Board of Education's request. The funds will be used for mechanical systems upgrades and/or replacements at John T. Baker (Phase I) and Silver Spring International middle schools; and Greencastle, Olney, Greenwood, Jones Lane, Stone Mill, Brooke Grove, Clearspring, Laytonsville, New Hampshire Estates, and Sligo Creek elementary schools. An FY 2018 appropriation was approved for mechanical systems upgrades and/or replacements at John T. Baker (Phase II), Briggs Chaney (Phase I), and Silver Spring International middle schools; and Jones Lane, Lois P. Rockwell, and Stone Mill elementary schools. An FY 2019 appropriation was requested for mechanical systems upgrades and/or replacements for Ashburton, Bethesda, Burtonsville, Flower Hill, Forest Knolls, Highland View, Monocacy, Oakland Terrace, and Sequoyah elementary schools; Briggs Chaney and White Oak middle schools; and, Quince Orchard and Walt Whitman high schools. However, due to fiscal constraints, the County Council reduced the FY 2019 appropriation by \$4 million. Therefore, the list shown above will be aligned with the approved funding level for FY 2019. The Indoor Air Quality and Energy Conservation projects are now merged with this project to better reflect the coordination of work performed. The workyears reflected in this project are from that merger. An FY 2020 appropriation was approved to continue this level of effort project to address mechanical system upgrades and/or replacements of systems at various schools throughout MCPS.

## OTHER

Master Plan for School Facilities, Department of Environmental Protection, Department of Health and Human Services, American Lung Association, County Government, Interagency Committee--Energy and Utilities Management, MCPS Resource Conservation Plan, County Code 8-14a  
FY 2019 -- Salaries and Wages: \$440K, Fringe Benefits: \$197K, Workyears: 5 FY2020-2024 -- Salaries and Wages: \$2.2M, Fringe Benefits: \$985K, Workyears: 25

## FISCAL NOTE

Reflects MCPS correction for funding allocations prior to FY19.

## DISCLOSURES

Expenditures will continue indefinitely. MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

# Improved (Safe) Access to Schools (P975051)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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## EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,966	1,166	-	800	400	400	-	-	-	-	-
Site Improvements and Utilities	14,644	12,030	-	2,614	1,014	1,600	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>16,610</b>	<b>13,196</b>	<b>-</b>	<b>3,414</b>	<b>1,414</b>	<b>2,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	16,610	13,196	-	3,414	1,414	2,000	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>16,610</b>	<b>13,196</b>	<b>-</b>	<b>3,414</b>	<b>1,414</b>	<b>2,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	2,000	Year First Appropriation	FY97
Cumulative Appropriation	14,610	Last FY's Cost Estimate	16,610
Expenditure / Encumbrances	-		
Unencumbered Balance	14,610		

## PROJECT DESCRIPTION

This project addresses vehicular and pedestrian access to schools. It may involve the widening of a street or roadway, obtaining rights-of-way for school access or exit, or changing or adding entrance/exits at various schools. These problems may arise at schools where there are no construction projects or DOT road projects that could fund the necessary changes. An FY 2011 appropriation was approved to address access, circulation, and vehicular and pedestrian traffic issues at schools throughout the county. Expenditures are shown for only the first two years of the CIP. Funding beyond the first two years will be reviewed during each on-year of the CIP cycle. An FY 2017 appropriation was approved to address access, circulation, and vehicular and pedestrian traffic issues at schools throughout the county, as well as modify and expand parking lots to provide staff parking at schools that are overutilized. An FY 2018 appropriation was approved to continue this project. An FY 2019 appropriation was approved to continue this level of effort project. An FY 2020 appropriation was approved to continue to address access, circulation, and vehicular and pedestrian traffic issues at various schools throughout the county.

## FISCAL NOTE

State Reimbursement: not eligible

## DISCLOSURES

Expenditures will continue indefinitely.

## COORDINATION

STEP Committee

## Major Capital Projects (P651913)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	10,197	-	-	10,197	-	4,197	1,200	1,800	1,500	1,500	-
Site Improvements and Utilities	23,653	-	-	23,653	-	-	2,163	2,500	12,690	6,300	-
Construction	86,119	-	-	81,119	-	-	1,300	699	27,873	51,247	5,000
<b>TOTAL EXPENDITURES</b>	<b>119,969</b>	<b>-</b>	<b>-</b>	<b>114,969</b>	<b>-</b>	<b>4,197</b>	<b>4,663</b>	<b>4,999</b>	<b>42,063</b>	<b>59,047</b>	<b>5,000</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	119,969	-	-	114,969	-	4,197	4,663	4,999	42,063	59,047	5,000
<b>TOTAL FUNDING SOURCES</b>	<b>119,969</b>	<b>-</b>	<b>-</b>	<b>114,969</b>	<b>-</b>	<b>4,197</b>	<b>4,663</b>	<b>4,999</b>	<b>42,063</b>	<b>59,047</b>	<b>5,000</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	10,197	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	119,969
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

## PROJECT DESCRIPTION

A major effort as part of the CIP process has been to review the revitalization/expansion program to develop a multi-variable approach to determine the relative priority of large-scale renovations, possibly including programmatic and capacity considerations. As an evaluation of the previous process is reviewed and factors that could be used in a new process are considered, it is evident that the need for flexibility with respect to these major capital projects is imperative, as is the need to include instructional program priorities and the impact of overutilization. This new approach will eliminate the static and lengthy project queue that has been in place for many years.

In order to consider this new approach, the Board of Education must conduct a formal review process with respect to the two primary policies that guide the long-range educational facility planning framework. This review will allow for community engagement through formal public comments on the two policies. Therefore, at this point, the Board of Education, as part of the FY 2019-2024 CIP, has included funds in this project intended to create fiscal capacity in the CIP for these major capital projects and it is anticipated that future projects will be programmed using the expenditures shown in this project through the revised analysis and capital planning processes, once the Board of Education has completed its policy work.

As part of the amended FY 2019-2024 CIP, the Board of Education identified the following schools to begin the planning process as part of the Major Capital Projects: Burnt Mills, South Lake, Stonegate, and Woodlin elementary schools; Neelsville Middle School; and Damascus, Col. Zadok Magruder, Poolesville, and Thomas S. Wootton high schools.

During the County Council's review of the Board of Education's requested FY 2019-2024 amended CIP, due to fiscal constraints, some expenditures for this project were shifted into the outyears of the CIP. An FY 2020 appropriation was approved to begin planning for the schools identified above. Supplement B of the *Superintendent's Recommended FY 2020 Capital Budget and Amended FY2019-2024 CIP* provides additional detail for this project.

## DISCLOSURES

Expenditures will continue indefinitely.

## COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

# Outdoor Play Space Maintenance Project

## (P651801)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Planning Stage

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	925	75	-	850	425	425	-	-	-	-	-
Construction	3,325	78	597	2,650	1,325	1,325	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>4,250</b>	<b>153</b>	<b>597</b>	<b>3,500</b>	<b>1,750</b>	<b>1,750</b>	-	-	-	-	-

### FUNDING SCHEDULE (\$000s)

Current Revenue: General	375	-	375	-	-	-	-	-	-	-	-
G.O. Bonds	3,875	153	222	3,500	1,750	1,750	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>4,250</b>	<b>153</b>	<b>597</b>	<b>3,500</b>	<b>1,750</b>	<b>1,750</b>	-	-	-	-	-

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	1,750	Year First Appropriation	FY18
Cumulative Appropriation	2,500	Last FY's Cost Estimate	4,250
Expenditure / Encumbrances	-		
Unencumbered Balance	2,500		

## PROJECT DESCRIPTION

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 individual schools present challenges to a conventional approach. An amendment to the Board of Education's Requested FY 2018 Capital Budget and Amendments to the FY 2017-2022 Capital Improvements Program was approved to develop this pilot program to evaluate the outdoor program/play areas of 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. Also, the approved funds will address the outdoor program/play areas of four to six schools identified through the initial review of schools. It is anticipated that this pilot program will transform into a level of effort project to address this ongoing need. An FY 2019 appropriation was approved to continue this pilot program to address outdoor program/play areas for schools with site constraints and limitations due to school overutilization. An FY 2020 appropriation and amendment to the FY 2019-2024 CIP was requested to continue this project to address outdoor program/play areas, particularly at elementary schools with compromised sites. This appropriation also would have funded needs related to maintenance and replacement of high school athletic fields, both artificial turf and natural grass fields. However, due to fiscal constraints, the County Council did not fund the Board's request, and therefore, no additional funding is included in this project beyond the approved FY2019-2024 CIP funding level. An FY 2020 appropriation was approved at the level included in the FY 2019-2024 CIP.

## Planned Life Cycle Asset Repl: MCPS (P896586)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/22/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	13,247	4,947	-	8,300	1,500	2,100	800	900	1,500	1,500	-
Site Improvements and Utilities	13,645	10,945	-	2,700	500	500	350	350	500	500	-
Construction	120,661	74,279	4,531	41,851	2,351	12,400	5,100	6,000	8,000	8,000	-
<b>TOTAL EXPENDITURES</b>	<b>147,553</b>	<b>90,171</b>	<b>4,531</b>	<b>52,851</b>	<b>4,351</b>	<b>15,000</b>	<b>6,250</b>	<b>7,250</b>	<b>10,000</b>	<b>10,000</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

Aging Schools Program	6,671	6,036	32	603	603	-	-	-	-	-	-
G.O. Bonds	134,657	78,113	4,296	52,248	3,748	15,000	6,250	7,250	10,000	10,000	-
Qualified Zone Academy Funds	6,123	5,920	203	-	-	-	-	-	-	-	-
State Aid	102	102	-	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>147,553</b>	<b>90,171</b>	<b>4,531</b>	<b>52,851</b>	<b>4,351</b>	<b>15,000</b>	<b>6,250</b>	<b>7,250</b>	<b>10,000</b>	<b>10,000</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	15,000	Year First Appropriation	FY89
Cumulative Appropriation	101,931	Last FY's Cost Estimate	147,352
Expenditure / Encumbrances	186,146	Partial Closeout Thru FY18	2,903
Unencumbered Balance	(84,215)	New Partial Closeout	2,902
		Total Partial Closeout	5,805

### PROJECT DESCRIPTION

This project funds a comprehensive and ongoing plan to replace key facility and site components based on an inventory of their age and conditions. A comprehensive inventory of all such components has been assembled so that replacements can be anticipated and accomplished in a planned and orderly manner. Facility components included in this project are code corrections, physical education facility/field improvements, school facility exterior resurfacing, partitions, doors, lighting, media center security gates, bleachers, communication systems, and flooring. An FY 2017 appropriation was approved to address facility components in school facilities that have reached the end of their life-cycle. An FY 2017 supplemental appropriation of \$578,000 was approved through the state's QZAB program. An FY 2018 appropriation was approved to continue this project. An FY 2018 supplemental appropriation in the amount of \$604,000 was approved as part of the state's ASP program and \$603,000 was approved as part of the state's QZAB program. An FY 2019 appropriation was approved to continue this level of effort project. FY 2019 supplemental appropriation and offsetting reductions of \$2.5 million were approved from this project to the current revitalization/expansion project for Seneca Valley High School. An FY 2020 appropriation and amendment to the adopted FY2019-2024 CIP was approved to address building systems such as physical education facility/field improvements, school facility exterior resurfacing, partitions, doors, lighting, bleachers, communication systems, and flooring. For a list of projects completed during the summer of 2018, see Appendix K of the FY 2020 Educational Facilities Master Plan.

### COST CHANGE

FY20 BOE requested amendment to shift \$2,500,000 in GO Bonds to Seneca Valley HS Current Rev/Ex.

### FISCAL NOTE

Reflects MCPS correction for funding allocations prior to FY19.

### DISCLOSURES

Expenditures will continue indefinitely. MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

### COORDINATION

FY 2019 -- Salaries and Wages: \$497K, Fringe Benefits: \$198K, Workyears: 6 FY 2020-2024 -- Salaries and Wages: \$2.485M Fringe Benefits: \$990K, Workyears: 30



## Rehab/Reno.Of Closed Schools- RROCS (P916587)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	06/04/18
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	7,782	4,008	-	-	-	-	-	-	-	-	3,774
Site Improvements and Utilities	8,105	3,105	-	-	-	-	-	-	-	-	5,000
Construction	82,693	23,222	6,935	2,811	2,811	-	-	-	-	-	49,725
Other	1,276	430	76	770	770	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>99,856</b>	<b>30,765</b>	<b>7,011</b>	<b>3,581</b>	<b>3,581</b>	-	-	-	-	-	<b>58,499</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
Contributions	400	400	-	-	-	-	-	-	-	-	-
G.O. Bonds	79,236	18,424	5,585	(3,272)	(3,272)	-	-	-	-	-	58,499
PAYGO	375	-	375	-	-	-	-	-	-	-	-
Schools Impact Tax	12,992	11,941	1,051	-	-	-	-	-	-	-	-
State Aid	6,853	-	-	6,853	6,853	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>99,856</b>	<b>30,765</b>	<b>7,011</b>	<b>3,581</b>	<b>3,581</b>	-	-	-	-	-	<b>58,499</b>

<b>OPERATING BUDGET IMPACT (\$000s)</b>											
Maintenance				2,562	427	427	427	427	427	427	
Energy				954	159	159	159	159	159	159	
<b>NET IMPACT</b>				<b>3,516</b>	<b>586</b>	<b>586</b>	<b>586</b>	<b>586</b>	<b>586</b>	<b>586</b>	

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>											
Appropriation FY 20 Request	-		Year First Appropriation								
Cumulative Appropriation	41,357		Last FY's Cost Estimate							99,856	
Expenditure / Encumbrances	-										
Unencumbered Balance	41,357										

### PROJECT DESCRIPTION

MCPS retained some closed schools for use for office space, as holding schools, or for alternative programs. Occasionally a closed school is reopened as an operating school to address increasing enrollment. Some rehabilitation is necessary to restore spaces for contemporary instructional use. Student enrollment at elementary schools in the Richard Montgomery Cluster has increased dramatically over the past four school years. The magnitude of enrollment growth in the cluster requires the opening of a new elementary school. A feasibility study was conducted during the 2010-2011 school year for a new elementary school at the site of the former Hungerford Park Elementary School. Based on the revised enrollment projections for Richard Montgomery Cluster elementary schools, the new elementary school will be sufficient to address the projected elementary enrollment in the cluster. An FY 2013 appropriation was requested by the Board of Education for planning funds for this new school; however, the County Council, in the adopted FY 2013-2108 CIP delayed this project two years. An FY 2012 transfer was approved to shift \$4.5 million from the Downcounty Consortium Elementary School #29 to another project in the approved CIP. An FY 2015 appropriation was approved to begin planning the new Richard Montgomery Elementary School #5. However, due to fiscal constraints, the construction funds for this project were delayed one year in the approved FY2015-2020 CIP. The Board of Education's requested FY 2015-2020 Amended CIP reinstated the construction schedule previously requested by the Board. Due to fiscal constraints, the County Council did not approve the Board's request. An FY 2017 appropriation was approved for construction funds for the new Richard Montgomery Elementary School #5 to be completed August 2018 and also for interior modifications to the former English Manor Elementary School to accommodate the Infants and Toddlers Program as well as other MCPS support programs. An FY 2017 supplemental appropriation of \$400,000 from the City of Rockville was approved to fund a community size gymnasium at the new Richard Montgomery Elementary School #5. An FY 2018 appropriation was approved to complete the new Richard Montgomery Elementary School #5.

### DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

### COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshal, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

# Relocatable Classrooms

(P846540)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	5,225	3,725	-	1,500	500	500	500	-	-	-	-
Construction	57,836	44,582	-	13,254	4,254	4,500	4,500	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>63,061</b>	<b>48,307</b>	<b>-</b>	<b>14,754</b>	<b>4,754</b>	<b>5,000</b>	<b>5,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
Current Revenue: General	56,906	44,220	-	12,686	3,091	4,595	5,000	-	-	-	-
Recordation Tax	6,155	4,087	-	2,068	1,663	405	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>63,061</b>	<b>48,307</b>	<b>-</b>	<b>14,754</b>	<b>4,754</b>	<b>5,000</b>	<b>5,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 20 Request	-	Year First Appropriation	FY84
Cumulative Appropriation	58,061	Last FY's Cost Estimate	63,061
Expenditure / Encumbrances	48,307		
Unencumbered Balance	9,754		

## PROJECT DESCRIPTION

For the 2015-2016 school year, MCPS has a total of 500 relocatable classrooms. Of the 500 relocatables, 381 are used to address over utilization at various schools throughout the system. The balance, 119 relocatables, are used to provide daycare at schools, are used at schools undergoing construction projects on-site, or at holding schools, or for other uses countywide. Units around 15-20 years old require general renovation if they are to continue in use as educational spaces. An FY 2015 supplemental appropriation of \$5.0 million was approved to accelerate the FY 2016 appropriation requested by the Board of Education to enter into contracts in order to have relocatables ready for the 2015-2016 school year. An FY 2016 supplemental appropriation of \$2.250 was approved to accelerate the FY 2017 appropriation requested by the Board of Education to enter into contracts in order to have relocatables ready for the 2016-2017 school year. The expenditure for FY 2017 reflects the ability to utilize some expenditures from FY 2106 due to the conversion of computer labs to classrooms at some elementary schools, as well as the rerating of the class-size reduction schools, which resulted in the placement of less units for the 2015-2016 school year. The expenditures showing in FY 2018 and beyond will once again show the level of effort for this project. An FY 2017 supplemental appropriation was approved for \$5.0 million to accelerate the FY 2018 request to enter into contracts to allow for the placement of relocatable classrooms by the start of the 2017-2018 school year. An FY 2018 supplemental appropriation was approved for \$5 million to accelerate the FY 2019 appropriation request to address enrollment growth and overutilization at schools throughout the system with the placement of relocatable classrooms. An FY 2019 supplemental appropriation was approved for \$5 million to accelerate the FY 2020 appropriation request for the placement of relocatables classrooms for the 2019-2020 school year to address enrollment growth and overutilization at schools throughout the county.

## FISCAL NOTE

FY18 supplemental appropriation was approved for \$5.0M in Current Revenue: General to accelerate the FY2019 request to enter into contracts to allow for the placement of for relocatable classrooms by the start of the 2018-2019 school year. Funding switch in FY19 and in FY20 to reduce Current Revenue: General and increase Recordation Tax.

## DISCLOSURES

Expenditures will continue indefinitely.

## COORDINATION

CIP Master Plan for School Facilities

## Restroom Renovations (P056501)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/21/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	6,080	1,505	-	4,575	775	1,200	500	550	775	775	-
Construction	35,695	14,273	497	20,925	3,225	5,300	1,750	2,200	4,225	4,225	-
<b>TOTAL EXPENDITURES</b>	<b>41,775</b>	<b>15,778</b>	<b>497</b>	<b>25,500</b>	<b>4,000</b>	<b>6,500</b>	<b>2,250</b>	<b>2,750</b>	<b>5,000</b>	<b>5,000</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	41,775	15,778	497	25,500	4,000	6,500	2,250	2,750	5,000	5,000	-
<b>TOTAL FUNDING SOURCES</b>	<b>41,775</b>	<b>15,778</b>	<b>497</b>	<b>25,500</b>	<b>4,000</b>	<b>6,500</b>	<b>2,250</b>	<b>2,750</b>	<b>5,000</b>	<b>5,000</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	6,500	Year First Appropriation	FY05
Cumulative Appropriation	20,275	Last FY's Cost Estimate	40,775
Expenditure / Encumbrances	15,778		
Unencumbered Balance	4,497		

### PROJECT DESCRIPTION

This project will provide needed modifications to specific areas of restroom facilities. A study was conducted in FY 2004 to evaluate restrooms for all schools that were built or renovated before 1985. Ratings were based upon visual inspections of the existing materials and fixtures as of August 1, 2003. Ratings also were based on conversations with the building services managers, principals, vice principals, and staffs about the existing conditions of the restroom facilities. The numeric rating for each school was based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials. In FY 2010, a second round of assessments were completed, which included a total of 110 schools, including holding facilities. BY FY 2018 all 110 schools assessed were completed. An FY 2019 appropriation was approved for the next phase of this project. An FY 2019 supplemental appropriation and offsetting reductions of \$2 million were approved from this project to the current revitalization/expansion project for Seneca Valley High School. An FY 2020 appropriation and amendment to the adopted FY2019-2024 CIP was approved to address restroom facilities throughout the school system including plumbing fixtures, accessories, and room finish materials.

### COST CHANGE

FY20 BOE requested amendment to shift \$2,000,000 in GO Bonds to Seneca Valley HS Current Rev/Ex.

## Roof Replacement: MCPS (P766995)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/22/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	10,300	850	-	9,450	1,550	2,000	500	1,000	2,200	2,200	-
Construction	93,634	18,885	17,699	57,050	9,950	10,000	5,500	8,000	11,800	11,800	-
<b>TOTAL EXPENDITURES</b>	<b>103,934</b>	<b>19,735</b>	<b>17,699</b>	<b>66,500</b>	<b>11,500</b>	<b>12,000</b>	<b>6,000</b>	<b>9,000</b>	<b>14,000</b>	<b>14,000</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	92,687	19,735	11,218	61,734	8,769	9,965	6,000	9,000	14,000	14,000	-
State Aid	11,247	-	6,481	4,766	2,731	2,035	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>103,934</b>	<b>19,735</b>	<b>17,699</b>	<b>66,500</b>	<b>11,500</b>	<b>12,000</b>	<b>6,000</b>	<b>9,000</b>	<b>14,000</b>	<b>14,000</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	12,000	Year First Appropriation	FY76
Cumulative Appropriation	48,934	Last FY's Cost Estimate	113,586
Expenditure / Encumbrances	79,161	Partial Closeout Thru FY18	6,653
Unencumbered Balance	(30,227)	New Partial Closeout	6,652
		Total Partial Closeout	13,305

## PROJECT DESCRIPTION

The increasing age of buildings has created a backlog of work to replace roofs on their expected 20 year life cycle. Roofs are replaced when schools are not in session, and are scheduled during the summer. This is an annual request, funded since FY 1976. An FY 2017 appropriation was approved for partial roof replacements at Ashburton, Broad Acres, Fallsmead, Forest Knolls, Georgian Forest, Meadow Hall, and Westbrook elementary schools; Thomas Pyle Middle School and Albert Einstein High School; and a full replacement at Rosa Parks Middle School. An FY 2018 appropriation was approved for partial roof replacements at Brookhaven, Farmland, Fox Chapel and Greenwood elementary schools; and, Winston Churchill, Damascus, and Springbrook high schools. The request also will fund full roof replacements at Germantown, Highland View, and Poolesville elementary schools. An FY 2019 appropriation was requested for partial roof replacements at Highland, Jackson Road, and Sally K. Ride elementary schools; Julius West Middle School; Clarksburg, Damascus, and Springbrook high schools; and, a full roof replacement at Shady Grove Middle School. However, the County Council reduced the FY 2019 appropriation by \$4 million. Therefore, the list shown above will be aligned with the approved funding level for FY 2019. An FY 2019 supplemental appropriation and offsetting reductions of \$3 million were approved from this project to the current revitalization/expansion project for Seneca Valley High School. An FY 2020 appropriation was approved to continue this level of effort project for partial and full roof replacement projects at various schools throughout the county.

## COST CHANGE

BOE requested amendment to shift \$3,000,000 in FY20 and FY21 GO Bonds to Seneca Valley HS Current Rev/Ex.

## FISCAL NOTE

Reflects MCPS correction for funding allocations prior to FY19.

## DISCLOSURES

Expenditures will continue indefinitely. MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

## COORDINATION

FY 2019 -- Salaries and Wages: \$260K, Fringe Benefits: \$120K, Workyears: 3 FY 2020-2024 -- Salaries and Wages: \$1.3M, Fringe Benefits: \$600K, Workyears:15

## School Security Systems (P926557)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	3,985	2,000	-	1,985	550	550	500	275	70	40	-
Construction	47,533	16,446	164	30,923	2,000	12,302	10,208	5,443	614	356	-
<b>TOTAL EXPENDITURES</b>	<b>51,518</b>	<b>18,446</b>	<b>164</b>	<b>32,908</b>	<b>2,550</b>	<b>12,852</b>	<b>10,708</b>	<b>5,718</b>	<b>684</b>	<b>396</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	47,332	14,404	20	32,908	2,550	12,852	10,708	5,718	684	396	-
State Aid	4,186	4,042	144	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>51,518</b>	<b>18,446</b>	<b>164</b>	<b>32,908</b>	<b>2,550</b>	<b>12,852</b>	<b>10,708</b>	<b>5,718</b>	<b>684</b>	<b>396</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	13,002	Year First Appropriation	FY92
Cumulative Appropriation	21,160	Last FY's Cost Estimate	23,510
Expenditure / Encumbrances	-		
Unencumbered Balance	21,160		

### PROJECT DESCRIPTION

This project addresses four aspects of security throughout MCPS, and will serve to protect not only the student and community population, but also the extensive investment in educational facilities, equipment, and supplies in buildings. An FY 2009 appropriation was approved to provide additional funding for new initiatives for the school security program. The initiatives include design and installation of Closed Circuit Television (CCTV) camera systems in all middle schools, the replacement of existing outdated analog CCTV camera systems in all high schools, the installation of a visitor management system in all schools, and the installation of a visitor access system at elementary schools. An FY 2010 appropriation was approved to continue this project. An FY 2011 appropriation was approved to continue the roll out of the new initiatives that began in FY 2009. An FY 2012 appropriation was approved to continue this project. An FY 2013 appropriation was approved to continue the roll out the school security program initiative. An FY 2013 supplemental appropriation was approved to accelerate \$364,000 from FY 2014 to FY 2013 to allow for the installation of access control systems in the remaining 26 elementary schools, with a completion date of July 2013. An FY 2014 appropriation was approved to continue this project. An FY 2014 supplemental appropriation and amendment to the FY 2013-2018 CIP was approved to implement the state's School Security Initiative. The supplemental appropriation approved \$4.186 million from the state as well as \$1.674 million from the county to provide additional security technology at schools as well as minor modifications to enhance security. Anticipated completion date for the initiative is summer 2014. An FY 2019 appropriation was approved to replace/upgrade and install security technology at various schools throughout the system. In addition, the appropriation will fund facility modifications at certain schools to enhance entrance security. An FY 2020 appropriation and amendment to the adopted FY2019-2024 CIP was approved to address technology upgrades to various existing security systems, as well as provide secure entrance vestibules and guided building access for schools that currently do not have these features.

### FISCAL NOTE

State Reimbursement: not eligible

### DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

# Stormwater Discharge & Water Quality Mgmt: MCPS (P956550)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	7,400	3,944	-	3,456	576	576	576	576	576	576	-
Site Improvements and Utilities	2,047	2,047	-	-	-	-	-	-	-	-	-
Construction	1,681	1,622	59	-	-	-	-	-	-	-	-
Other	500	260	-	240	40	40	40	40	40	40	-
<b>TOTAL EXPENDITURES</b>	<b>11,628</b>	<b>7,873</b>	<b>59</b>	<b>3,696</b>	<b>616</b>	<b>616</b>	<b>616</b>	<b>616</b>	<b>616</b>	<b>616</b>	<b>-</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	11,628	7,873	59	3,696	616	616	616	616	616	616	-
<b>TOTAL FUNDING SOURCES</b>	<b>11,628</b>	<b>7,873</b>	<b>59</b>	<b>3,696</b>	<b>616</b>	<b>616</b>	<b>616</b>	<b>616</b>	<b>616</b>	<b>616</b>	<b>-</b>

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 20 Request	616	Year First Appropriation	FY07
Cumulative Appropriation	8,751	Last FY's Cost Estimate	11,628
Expenditure / Encumbrances	-		
Unencumbered Balance	8,751		

## PROJECT DESCRIPTION

This project will provide funds to meet the State of Maryland requirements that all industrial sites be surveyed and a plan developed to mitigate stormwater runoff. Work under this project includes concrete curbing to channel rainwater, oil/grit separators to filter stormwater for quality control, modifications to retention systems, the installation of a surface pond for stormwater management quality control at the Randolph Bus and Maintenance Depot, and other items to improve stormwater management systems at other depot sites. This project is reviewed by the interagency committee for capital programs that affect other county agencies to develop the most cost effective method to comply with state regulation. This project also will address pollution prevention measures that were formally addressed in the County Water Quality PDF. Federal and State laws require MCPS to upgrade and maintain stormwater pollution prevention measures at schools and support facilities. The State of Maryland, Department of the Environment, through the renewal of Montgomery County's National Pollutant Discharge Elimination System (NPDES) Permit, has included MCPS as a co-permittee under its revised current Municipal Separate Storm Sewer System MS4 permit, subject to certain pollution prevention regulations and reporting requirements not required in the past. As a co-permittee, MCPS will be required to develop a system-wide plan for complying with MS4 permit requirements. The plan could include infrastructure improvements that reduce the potential for pollution to enter into the stormwater system and area streams. A portion of the plan also will include surveying and documenting, in a GIS mapping system, the stormwater systems at various facilities. An FY 2017 appropriation was approved to continue this level of effort project to address stormwater runoff at all MCPS schools. An FY 2018 appropriation was approved to continue this project. An FY 2019 appropriation was approved to continue this level of effort project. An FY 2020 appropriation was approved to continue this level of effort project.

## DISCLOSURES

Expenditures will continue indefinitely.

## COORDINATION

FY 2019 -- Salaries and Wages: \$83K, Fringe Benefits: \$37K, Workyears: 1 FY 2020-2024 -- Salaries and Wages: \$415K, Fringe Benefits: \$185K, Workyears: 5

## Technology Modernization (P036510)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/16/19
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY18	Rem FY18	Total 6 Years	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	Beyond 6 Years
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### EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	423,016	267,780	7,427	147,809	21,406	25,366	23,484	24,143	26,746	26,664	-
<b>TOTAL EXPENDITURES</b>	<b>423,016</b>	<b>267,780</b>	<b>7,427</b>	<b>147,809</b>	<b>21,406</b>	<b>25,366</b>	<b>23,484</b>	<b>24,143</b>	<b>26,746</b>	<b>26,664</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

Current Revenue: General	188,929	52,818	36,860	99,251	11,110	10,685	14,855	13,542	25,057	24,002	-
Federal Aid	19,503	21,210	(1,707)	-	-	-	-	-	-	-	-
Recordation Tax	214,584	193,752	(27,726)	48,558	10,296	14,681	8,629	10,601	1,689	2,662	-
<b>TOTAL FUNDING SOURCES</b>	<b>423,016</b>	<b>267,780</b>	<b>7,427</b>	<b>147,809</b>	<b>21,406</b>	<b>25,366</b>	<b>23,484</b>	<b>24,143</b>	<b>26,746</b>	<b>26,664</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 20 Request	25,366	Year First Appropriation	FY03
Cumulative Appropriation	295,307	Last FY's Cost Estimate	423,016
Expenditure / Encumbrances	267,780		
Unencumbered Balance	27,527		

## PROJECT DESCRIPTION

The Technology Modernization (Tech Mod) project is a key component of the MCPS strategic technology plan, Educational Technology for 21st Century Learning. This plan builds upon the following four goals: students will use technology to become actively engaged in learning, schools will address the digital divide through equitable access to technology, staff will improve technology skills through professional development, and staff will use technology to improve productivity and results. An FY 2015 appropriation was approved to continue the technology modernization program which will enable MCPS to provide mobile (laptop and tablet) devices in the classrooms. The County Council adopted FY 2015-2020 CIP is approximately \$21 million less than the Board's request over the six year period. However, e-rate funding anticipated for FY 2015 and FY 2016 will bring expenditures in those two years up to the Board's request to begin the new initiative to provide mobile devices for students and teachers in the classroom. The County Council, during the review of the amended FY 2015-2020 CIP, programmed an additional \$2 million in FY 2016 for this project. A supplemental appropriation was approved to have the \$2 million appropriated to MCPS. An FY 2016 appropriation was approved to continue the technology modernization program. An FY 2017 appropriation was approved to continue the technology modernization program as well as fund 16 information technology system specialist positions being reallocated from the operating budget to the capital budget. An FY 2018 appropriation was approved to continue this project. An FY 2019 appropriation was approved to continue this project and the technology modernization program to our schools throughout the system. However, due to fiscal constraints, the County Council approved a reduction of \$3.622 million in FY 2019 from the Board of Education's request. An FY 2020 appropriation was approved to continue this project; however, due to fiscal constraints, the County Council shifted expenditures from FY 2021 and FY 2022 to FY 2023 and FY 2024.

## FISCAL NOTE

FY19 and FY20 funding switch between Recordation Tax and Current Revenue General for \$10,296,000 and 6,280,000 respectively.

## COORDINATION

FY 2019 -- Salaries and Wages: \$4.819M, Fringe Benefits: \$893K, Workyears: 36.5 FY 2020-2024 -- Salaries and Wages \$24.1M, Fringe Benefits \$4.5M, Workyears: 182.5



**PART III: Capital Improvements Projects To Be Closed Out**

The following capital projects are closed out effective June 30, 2019, and the appropriation for each project is decreased by the amount of the project's unencumbered balance.

Project Number	Project Name
P106500	County Water Quality Compliance
P056510	Transportation Maintenance Depot
P126500	WSSC Compliance
P136500	Arcola ES Addition
P136502	Bethesda-Chevy Chase MS #2
P086500	East Silver Spring ES Addition
P136507	Julius West MS Addition
P136504	North Chevy Chase ES Addition
P096506	Rock View ES Addition
P116509	Somerset ES Addition
P136508	Wood Acres ES Addition

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**PART IV: Capital Improvements Projects: Partial Closeout (in \$000s)**

**Partial Closeout of the following capital project is effective June 30, 2019**

<b>Project Name (Project Number)</b>	<b>Amt (In \$000)</b>
Building Modifications and Program Improvements (P076506)	1,500
Current Revitalizations/Expansions (P926575)	113,428
HVAC (Mechanical Systems) Replacement: MCPS (P816633)	22,303
Planned Life Cycle Asset Repl: MCPS (P896586)	2,902
Roof Replacement: MCPS (P766995)	6,652

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# Appendix A-1

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

Grade Level & Program	Actual Enrollment	Projected Enrollment					
	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Prekindergarten	2,323	2,395	2,347	2,347	2,347	2,347	2,347
Head Start	644	648	646	646	646	646	646
Grades K–5	71,877	71,109	72,692	73,081	73,501	74,014	74,754
Grades 6–8	36,568	37,391	37,383	38,065	38,826	39,389	39,972
Grades 9–12	49,656	50,303	50,758	51,835	53,178	54,287	54,983
Total K–12	158,101	158,803	160,833	162,981	165,505	167,690	169,709
Pre-K Special Education	1,612	1,593	1,620	1,620	1,620	1,620	1,620
GRAND TOTAL	162,680	163,439	165,446	167,594	170,118	172,303	174,322

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

# Appendix A-2

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

Grades	Actual Enrollment	Projected Enrollment					
	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Kindergarten	11,334	11,180	11,194	11,152	11,133	11,074	11,133
Grade 1	11,610	11,721	11,658	11,754	11,687	11,734	11,889
Grade 2	11,813	11,693	11,911	11,799	11,972	12,087	12,223
Grade 3	12,039	11,924	12,147	12,392	12,526	12,690	12,815
Grade 4	12,379	12,161	12,923	12,977	13,170	13,275	13,411
Grade 5	12,702	12,430	12,859	13,007	13,013	13,154	13,283
Grade 6	12,343	12,631	12,557	12,648	12,945	13,064	13,335
Grade 7	12,200	12,463	12,279	12,626	12,788	13,035	13,162
Grade 8	12,025	12,297	12,547	12,791	13,093	13,290	13,475
Grade 9	13,674	13,747	13,684	14,221	14,656	15,167	15,233
Grade 10	13,156	13,153	13,400	13,620	13,990	14,307	14,653
Grade 11	11,604	11,807	11,616	12,035	12,214	12,433	12,593
Grade 12	11,222	11,596	12,058	11,959	12,318	12,380	12,504
K–5 Total	71,877	71,109	72,692	73,081	73,501	74,014	74,754
6–8 Total	36,568	37,391	37,383	38,065	38,826	39,389	39,972
9–12 Total	49,656	50,303	50,758	51,835	53,178	54,287	54,983
K–12 Total	158,101	158,803	160,833	162,981	165,505	167,690	169,709
Prekindergarten	2,323	2,395	2,347	2,347	2,347	2,347	2,347
Head Start	644	648	646	646	646	646	646
Pre-K Special Education	1,612	1,593	1,620	1,620	1,620	1,620	1,620
GRAND TOTAL	162,680	163,439	165,446	167,594	170,118	172,303	174,322

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

# Appendix A-3

## Montgomery County Public Schools Enrollment By Race/Ethnic Group: 1968–1969 to 2018–2019

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

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-4

## Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Group: 1968–1969 to 2018–2019

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total	
	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change
1968–69			75				1,208		4,872		1,673		113,621		121,449	
1969–70			123	48			1,401	193	5,716	844	1,832	159	115,899	2,278	124,971	3,522
1970–71			131	8			1,476	75	6,454	738	2,438	606	114,845	-1,054	125,344	373
1971–72			113	-18			1,640	164	7,292	838	2,475	37	114,687	-158	126,207	863
1972–73			194	81			1,904	264	8,013	721	2,688	213	114,113	-574	126,912	705
1973–74			77	-117			1,849	-55	9,264	1,251	1,996	-692	112,990	-1,123	126,176	-736
1974–75			113	36			1,929	80	9,928	664	2,050	54	110,299	-2,691	124,319	-1,857
1975–76			122	9			2,438	509	10,578	650	2,234	184	106,900	-3,399	122,272	-2,047
1976–77			822	700			3,758	1,320	11,012	434	3,668	1,434	98,370	-8,530	117,630	-4,642
1977–78			545	-277			4,084	326	11,201	189	3,517	-151	93,278	-5,092	112,625	-5,005
1978–79			334	-211			4,360	276	11,192	-9	3,486	-31	88,058	-5,220	107,430	-5,195
1979–80			209	-125			4,774	414	11,648	456	3,442	-44	82,446	-5,612	102,519	-4,911
1980–81			187	-22			5,598	824	11,912	264	3,760	318	77,386	-5,060	98,843	-3,676
1981–82			161	-26			6,291	693	12,175	263	4,122	362	72,838	-4,548	95,587	-3,256
1982–83			156	-5			6,791	500	12,345	170	4,231	109	68,994	-3,844	92,517	-3,070
1983–84			166	10			7,266	475	12,714	369	4,388	157	66,496	-2,498	91,030	-1,487
1984–85			136	-30			8,024	758	13,327	613	4,807	419	65,410	-1,086	91,704	674
1985–86			140	4			8,759	735	13,765	438	5,273	466	64,934	-476	92,871	1,167
1986–87			142	2			9,471	712	14,342	577	5,845	572	64,660	-274	94,460	1,589
1987–88			194	52			10,229	758	14,984	642	6,376	531	64,488	-172	96,271	1,811
1988–89			223	29			10,960	731	15,900	916	7,208	832	64,228	-260	98,519	2,248
1989–90			294	71			11,565	605	16,612	712	8,199	991	63,589	-639	100,259	1,740
1990–91			268	-26			12,352	787	17,721	1,109	9,202	1,003	64,189	600	103,732	3,473
1991–92			293	25			12,983	631	18,867	1,146	10,189	987	65,067	878	107,399	3,667
1992–93			323	30			13,521	538	19,938	1,071	11,071	882	65,184	117	110,037	2,638
1993–94			397	74			14,014	493	21,009	1,071	12,260	1,189	65,749	565	113,429	3,392
1994–95			464	67			14,440	426	22,170	1,161	13,439	1,179	66,569	820	117,082	3,653
1995–96			400	-64			15,016	576	23,265	1,095	14,437	998	67,173	604	120,291	3,209
1996–97			440	40			15,384	368	24,281	1,016	15,348	911	67,052	-121	122,505	2,214
1997–98			442	2			15,904	520	25,420	1,139	16,502	1,154	66,767	-285	125,035	2,530
1998–99			428	-14			16,380	476	26,820	1,400	17,815	1,313	66,409	-358	127,852	2,817
1999–00			385	-43			17,093	713	27,490	670	19,485	1,670	66,236	-173	130,689	2,837
2000–01			407	22			17,895	802	28,426	936	21,731	2,246	65,849	-387	134,308	3,619
2001–02			414	7			19,042	1,147	28,928	502	23,517	1,786	64,931	-918	136,832	2,524
2002–03			428	14			19,765	723	29,755	827	24,915	1,398	64,028	-903	138,891	2,059
2003–04			429	1			19,908	143	30,736	981	26,058	1,143	62,072	-1,956	139,203	312
2004–05			396	-33			20,118	210	31,446	710	27,011	953	60,366	-1,706	139,337	134
2005–06			402	6			20,458	340	31,816	370	27,931	920	58,780	-1,586	139,387	50
2006–07			418	16			20,452	-6	31,620	-196	28,582	651	56,726	-2,054	137,798	-1,589
2007–08			403	-15			20,931	479	31,597	-23	29,602	1,020	55,212	-1,514	137,745	-53
2008–09			399	-4			21,551	620	32,173	576	30,738	1,136	54,415	-797	139,276	1,531
2009–10			433	34			22,177	626	32,883	710	32,236	1,498	54,048	-367	141,777	2,501
2010–11	82	82	233	-200	6,228	6,228	20,573	-1,604	30,720	-2,163	36,433	4,197	49,795	-4,253	144,064	2,287
2011–12	95	13	256	23	6,519	291	20,984	411	31,106	386	38,102	1,669	49,435	-360	146,497	2,433
2012–13	88	-7	274	18	6,770	251	21,240	256	31,714	608	39,651	1,549	49,042	-393	148,779	2,282
2013–14	86	-2	272	-2	6,969	199	21,742	502	32,336	622	41,445	1,794	48,439	-603	151,289	2,510
2014–15	82	-4	280	8	7,202	233	21,832	90	33,031	695	43,761	2,316	47,664	-775	153,852	2,563
2015–16	68	-14	275	-5	7,483	281	22,217	385	33,472	441	45,601	1,840	47,331	-333	156,447	2,595
2016–17	77	9	287	12	7,610	127	22,680	463	33,902	430	47,855	2,254	46,599	-732	159,010	2,563
2017–18	88	11	274	-13	7,836	226	23,253	573	34,620	718	49,720	1,865	45,755	-844	161,546	2,536
2018–19	112	24	300	26	7,931	95	23,325	72	35,078	458	50,908	1,188	45,026	-729	162,680	1,134

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

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

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



# Appendix B-1

## Actual and Projected ESOL Enrollment

Program	Actual			Projected Enrollment					
	FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025
Elementary School	16,289	17,776	19,801	17,924	17,924	17,924	17,924	17,924	17,924
Middle School	3,019	3,301	3,597	3,366	3,366	3,366	3,366	3,366	3,366
High School	4,817	5,436	5,443	5,194	5,194	5,194	5,194	5,194	5,194
Special Centers	65	84	109	77	77	77	77	77	77
Total Enrollment	24,190	26,597	28,950	26,561	26,561	26,561	26,561	26,561	26,561
METS:									
Elementary	97	85	69	56	56	56	56	56	56
Middle	261	181	162	140	140	140	140	140	140
High	591	405	466	428	428	428	428	428	428

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

## Actual and Projected Head Start and Prekindergarten Enrollment

Program	Actual			Projected Enrollment					
	FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025
Head Start	628	628	644	648	648	648	648	648	648
Prekindergarten	2,278	2,244	2,323	2,395	2,395	2,395	2,395	2,395	2,395

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

## Actual and Projected Alternative Program Enrollment

Program	Actual			Projected Enrollment					
	FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025
Alternative Programs	108	115	116	122	122	122	122	122	122

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



## Appendix C-1

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

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

### **County Land Use Planning**

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

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

### **Zoning**

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

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

### **Subdivision Review and Subdivision Staging Policy**

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

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

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

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

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

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

## Appendix C-2

# MCPS Enrollment Forecasting

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

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

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

### Average Percentage Annual Increase Model

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

### Linear Regression Model

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

### Cohort Survival Model

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

### Students-Per-Household Model

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

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

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

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

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

# Appendix D

## Subdivision Staging Policy FY 2020 School Test Results Summary Reflects Approved FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program (CIP) Effective July 1, 2019

School Test Description and Details	School Test Outcome	Elementary School Inadequate	Middle School Inadequate	High School Inadequate
<b>CLUSTER TEST</b>  Inadequate if cluster is over 120% utilization, by level  Test year 2024-25	<b>MORATORIUM</b> Moratorium required in cluster service areas that are inadequate.	James Hubert Blake (124.8%)		Montgomery Blair (124.3%) Albert Einstein (130.1%) Walter Johnson (129.3%)
	<b>OPEN CONDITIONALLY - Placeholder</b> Placeholder projects prevent these cluster service areas from entering moratoria. <i>See notes.</i>			
	<b>OPEN CONDITIONALLY - CIP</b> Planned projects in other clusters and/or future reassignments prevent these cluster service areas from entering moratoria. <i>See notes.</i>			Clarksburg (140.0%) <sup>1</sup> Richard Montgomery (122.7%) <sup>2</sup> Northwest (130.4%) <sup>1</sup> Northwood (138.7%) <sup>3</sup> Quince Orchard (125.8%) <sup>2</sup>
<b>INDIVIDUAL SCHOOL TEST</b>  Inadequate if school is over 120% utilization and at or above seat deficit thresholds  Elementary: 110 seats Middle: 180 seats  Test year 2024–25	<b>MORATORIUM</b> Moratorium required in school service areas that are inadequate.	Burning Tree ES (-127, 133.6%) Burnt Mills ES (-277, 170.7%) Clopper Mill ES (-148, 131.5%) Cloverly ES (-143, 131.0%) Farmland ES (-183, 125.6%) Highland View ES (-114, 139.6%) Lake Seneca ES (-173, 141.7%) Thurgood Marshall ES (-179, 132.1%) William T. Page ES (-289, 174.7%) Judith A. Resnik ES (-154, 130.9%) Sargent Shriver ES (-167, 124.8%) South Lake ES (-176, 125.1%) Stonegate ES (-161, 143.3%)		
	<b>OPEN CONDITIONALLY - Placeholder</b> Placeholder projects prevent these school service areas from entering moratoria. <i>See notes.</i>	Bethesda ES (-171, 130.5%) <sup>a</sup> Somerset ES (-141, 127.4%) <sup>b</sup>	Francis Scott Key MS (-209, 121.8%) <sup>c</sup>	
	<b>OPEN CONDITIONALLY - CIP</b> Planned projects in other schools and/or future reassignments prevent these school service areas from entering moratoria. <i>See notes.</i>	Rachel Carson ES (-355, 151.4%) <sup>4</sup> Clarksburg ES (-321, 203.2%) <sup>5</sup> Forest Knolls ES (-246, 146.5%) <sup>6</sup> JoAnn Leleck ES (-282, 139.4%) <sup>7</sup> Strawberry Knoll ES (-247, 154.4%) <sup>8</sup> Summit Hall ES (-276, 163.4%) <sup>8</sup>		

### FY2020 ANNUAL SCHOOL TEST NOTES

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

<sup>a</sup> The Bethesda ES service area is open conditionally due to an approved 6-classroom placeholder project.

<sup>b</sup> The Somerset ES service area is open conditionally due to an approved 4-classroom placeholder project.

<sup>c</sup> The Francis Scott Key MS service area is open conditionally due to an approved 4-classroom placeholder project.

<sup>1</sup> The Clarksburg and Northwest cluster service areas are open conditionally due to an approved CIP project that will reassign students to Seneca Valley HS in September 2020.

<sup>2</sup> The Richard Montgomery cluster and Quince Orchard cluster service areas are open conditionally due to an approved CIP project that will reassign students to the new Crown HS by September 2024.

<sup>3</sup> The Northwood cluster service area is open conditionally due to relocation to a reopened Woodward HS in September 2023.

<sup>4</sup> The Rachel Carson ES service area is open conditionally due to an approved CIP project that will reassign students to DuFief ES in September 2022.

<sup>5</sup> The Clarksburg ES service area is open conditionally due to an approved CIP project that will reassign students to Clarksburg ES #9 in September 2022.

<sup>6</sup> The Forest Knolls ES service area is open conditionally due to approved CIP projects that will reassign students to Montgomery Knolls ES (K-2) and Pine Crest ES (3-5) in September 2020.

<sup>7</sup> The JoAnn Leleck ES at Broad Acres service area is open conditionally due to an approved CIP project that will reassign students to Roscoe R. Nix ES and Cresthaven ES in September 2022.

<sup>8</sup> The Strawberry Knoll ES and Summit Hall ES service areas are open conditionally due to an approved CIP project that will reassign students to Gaithersburg ES #8 in September 2022.



# 2025

## Reflects Approved FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program (CIP)

**CLUSTER Test:** Percent Utilization > 120% = Moratorium

Cluster Area	Level	Projected Enrollment September	Projected MCPS Program Capacity	Projected Cluster Utilization in	School Test Results		
					Cluster Capacity is:	Cluster Area Status is:	Moratorium Threshold*
Bethesda-Chevy Chase <sup>a</sup>	ES	3,714	4,020	92.4%	Adequate	Open	1,111
	MS	1,917	2,024	94.7%	Adequate		511
	HS	2,410	2,457	98.1%	Adequate		538
Montgomery Blair <sup>1</sup>	ES	4,920	4,927	99.9%	Adequate	Moratorium	N/A
	ES	2,687	2,772	96.9%	Adequate		
	HS	3,619	2,912	124.3%	Inadequate		
James Hubert Blake <sup>2,b</sup>	ES	3,448	2,763	124.8%	Inadequate	Moratorium	N/A
	MS	1,624	1,588	102.3%	Adequate		
	HS	1,763	1,743	101.1%	Adequate		
Winston Churchill	ES	2,662	2,859	93.1%	Adequate	Open	769
	MS	1,588	1,785	89.0%	Adequate		553
	HS	2,181	1,986	109.8%	Adequate		202
Clarksburg <sup>3,4</sup>	ES	4,796	5,107	93.9%	Adequate	Open Conditionally	1,333
	MS	2,224	2,185	101.8%	Adequate		397
	HS	2,848	2,034	140.0%	Inadequate		119
Damascus <sup>3</sup>	ES	2,209	2,313	95.5%	Adequate	Open	567
	MS	1,222	1,040	117.5%	Adequate		25
	HS	1,371	1,556	88.1%	Adequate		496
Albert Einstein	ES	2,941	3,079	95.5%	Adequate	Moratorium	N/A
	MS	1,345	1,481	90.8%	Adequate		
	HS	2,119	1,629	130.1%	Inadequate		
Gaithersburg	ES	4,694	4,668	100.6%	Adequate	Open	908
	MS	1,882	1,958	96.1%	Adequate		467
	HS	2,764	2,429	113.8%	Adequate		150
Walter Johnson	ES	4,660	4,542	102.6%	Adequate	Moratorium	N/A
	MS	2,398	2,433	98.6%	Adequate		
	HS	3,001	2,321	129.3%	Inadequate		
John F. Kennedy	ES	3,254	3,164	102.8%	Adequate	Open	543
	MS	1,875	1,778	105.5%	Adequate		258
	HS	2,062	2,221	92.8%	Adequate		603
Col. Zadok Magruder	ES	2,739	2,667	102.7%	Adequate	Open	462
	MS	1,301	1,619	80.4%	Adequate		641
	HS	1,725	1,941	88.9%	Adequate		604
Richard Montgomery <sup>5</sup>	ES	2,853	3,008	94.8%	Adequate	Open Conditionally	757
	MS	1,467	1,432	102.4%	Adequate		251
	HS	2,722	2,218	122.7%	Inadequate		59
Northwest <sup>4</sup>	ES	4,191	3,851	108.8%	Adequate	Open Conditionally	431
	MS	2,363	2,300	102.7%	Adequate		396
	HS	2,981	2,286	130.4%	Inadequate		135
Northwood <sup>1,6</sup>	ES	3,142	3,020	104.0%	Adequate	Open Conditionally	483
	MS	1,634	1,720	95.0%	Adequate		429
	HS	2,092	1,508	138.7%	Inadequate		1,147
Paint Branch	ES	2,752	2,455	112.1%	Adequate	Open	195
	MS	1,390	1,297	107.2%	Adequate		166
	HS	2,142	2,020	106.0%	Adequate		281

**CLUSTER Test: Percent Utilization > 120% = Moratorium**

Cluster Area	Level	Projected Enrollment September	Projected MCPS Program Capacity	Projected Cluster Utilization in	School Test Results		
					Cluster Capacity is:	Cluster Area Status is:	Moratorium Threshold*
Poolesville	ES	631	758	83.2%	Adequate	Open	279
	MS	405	468	86.5%	Adequate		156
	HS	1,237	1,170	105.7%	Adequate		166
Quince Orchard <sup>5,7</sup>	ES	2,915	2,982	97.8%	Adequate	Open Conditionally	664
	MS	1,489	1,643	90.6%	Adequate		482
	HS	2,311	1,837	125.8%	Inadequate		43
Rockville	ES	2,772	2,597	106.7%	Adequate	Open	345
	MS	1,093	944	115.8%	Adequate		39
	HS	1,664	1,549	107.4%	Adequate		194
Seneca Valley <sup>4</sup>	ES	2,358	2,398	98.3%	Adequate	Open	520
	MS	1,326	1,345	98.6%	Adequate		287
	HS	1,301	2,581	50.4%	Adequate		896
Sherwood	ES	2,356	2,498	94.3%	Adequate	Open	642
	MS	1,289	1,448	89.0%	Adequate		448
	HS	1,966	2,188	89.9%	Adequate		659
Springbrook <sup>2,b</sup>	ES	3,104	3,266	95.0%	Adequate	Open	816
	MS	1,247	1,232	101.2%	Adequate		231
	HS	2,014	2,121	95.0%	Adequate		531
Watkins Mill	ES	3,073	2,767	111.1%	Adequate	Open	248
	MS	1,397	1,359	102.8%	Adequate		233
	HS	1,939	1,933	100.3%	Adequate		380
Wheaton	ES	3,271	3,439	95.1%	Adequate	Open	856
	MS	1,772	1,700	104.2%	Adequate		267
	HS	2,318	2,234	103.8%	Adequate		362
Walt Whitman	ES	2,665	2,540	104.9%	Adequate	Open	384
	MS	1,591	1,502	105.9%	Adequate		211
	HS	2,227	2,262	98.5%	Adequate		487
Thomas S. Wootton <sup>7</sup>	ES	3,043	3,527	86.3%	Adequate	Open	1,190
	MS	1,414	1,514	93.4%	Adequate		402
	HS	1,968	2,142	91.9%	Adequate		602

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

The cluster service area status and moratorium thresholds reflect the estimated impacts of:

- <sup>1</sup> CIP projects (P651708 and P651709) that will reassign students from Forest Knolls ES (Northwood cluster) to Montgomery Knolls ES (K-2) and Pine Crest ES (3-5) (both in the Montgomery Blair cluster) in September 2020.
- <sup>2</sup> CIP projects (P651902 and P651903) that will reassign students from JoAnn Leleck ES (at Broad Acres) (Springbrook cluster) to Roscoe R. Nix ES (K-2) and Cresthaven ES (3-5) (both with split articulation between the James H. Blake and Springbrook clusters) in September 2022.
- <sup>3</sup> a CIP project (P651901) that will reassign students from Cedar Grove ES and Wilson Wims ES (both with split articulation between the Clarksburg and Damascus clusters) to Clarksburg ES #9 (Clarksburg cluster) in September 2022.
- <sup>4</sup> a CIP project (P926575) that will reassign students from Clarksburg HS and Northwest HS to Seneca Valley HS in September 2020.
- <sup>5</sup> a CIP project (P651909) that will reassign students from Richard Montgomery HS and Quince Orchard HS to the new Crown HS in September 2024.
- <sup>6</sup> Northwood HS temporarily relocating to a reopened Woodward HS (P651908) in September 2023.
- <sup>7</sup> a CIP project (P651905) that will reassign students from Rachel Carson ES (Quince Orchard cluster) to DuFief ES (Thomas S. Wootton cluster) in September 2022.

The cluster service area status and moratorium thresholds reflect the impacts of:

- <sup>a</sup> a six-classroom placeholder project (P651916) at Bethesda ES and a four-classroom placeholder project (P651914) at Somerset ES.
- <sup>b</sup> a four-classroom placeholder project (P652004) at Francis Scott Key MS.

## Subdivision Staging Policy FY 2020 School Test: School Utilization in 2024–2025

### Reflects Approved FY 2020 Capital Budget

**INDIVIDUAL Elementary School Test:** Seat Deficit  $\geq$  110 seats and Percent Utilization  $>$  120% = Moratorium

Elementary School Area	Projected Enrollment September	Projected MCPS Program Capacity	Projected School Seat Deficit/Surplus in	Projected School Utilization in	School Capacity is:	School Test Results Elementary School Area Status is:	Moratorium Threshold*
Arcola	691	651	-40	106.1%	Adequate	Open	91
Ashburton	865	770	-95	112.3%	Adequate	Open	60
Bannockburn	475	366	-109	129.8%	Adequate	Open	1
Lucy V. Barnsley	729	652	-77	111.8%	Adequate	Open	54
Beall	589	639	+50	92.2%	Adequate	Open	178
Bel Pre/Strathmore	1,041	1,079	+38	96.5%	Adequate	Open	254
Bells Mill	627	626	-1	100.2%	Adequate	Open	125
Belmont	331	424	+93	78.1%	Adequate	Open	203
Bethesda <sup>a</sup>	731	560	-171	130.5%	Inadequate	Open Conditionally	107
Beverly Farms	594	689	+95	86.2%	Adequate	Open	233
Bradley Hills	661	664	+3	99.5%	Adequate	Open	136
Brooke Grove	443	517	+74	85.7%	Adequate	Open	184
Brookhaven	477	475	-2	100.4%	Adequate	Open	108
Brown Station	570	761	+191	74.9%	Adequate	Open	344
Burning Tree	505	378	-127	133.6%	Inadequate	Moratorium	N/A
Burnt Mills	669	392	-277	170.7%	Inadequate	Moratorium	N/A
Burtonsville	571	513	-58	111.3%	Adequate	Open	52
Candlewood	402	515	+113	78.1%	Adequate	Open	223
Cannon Road	437	481	+44	90.9%	Adequate	Open	154
Carderock Springs	413	407	-6	101.5%	Adequate	Open	104
Rachel Carson <sup>1</sup>	1,045	690	-355	151.4%	Inadequate	Open Conditionally	173
Cashell	424	340	-84	124.7%	Adequate	Open	26
Cedar Grove <sup>2</sup>	394	418	+24	94.3%	Adequate	Open	187
Chevy Chase/Rosemary Hills/N. Chevy Chase	1,197	1,459	+262	82.0%	Adequate	Open	554
Clarksburg <sup>2</sup>	632	311	-321	203.2%	Inadequate	Open Conditionally	167
Clearspring	696	642	-54	108.4%	Adequate	Open	75
Clopper Mill	618	470	-148	131.5%	Inadequate	Moratorium	N/A
Cloverly	604	461	-143	131.0%	Inadequate	Moratorium	N/A
Cold Spring	306	458	+152	66.8%	Adequate	Open	262
College Gardens	673	678	+5	99.3%	Adequate	Open	141
Cresthaven/Roscoe R. Nix <sup>3</sup>	1,080	1,480	+400	73.0%	Adequate	Open	377
Capt. James E. Daly	611	528	-83	115.7%	Adequate	Open	27
Damascus	374	351	-23	106.6%	Adequate	Open	87
Darnestown	306	419	+113	73.0%	Adequate	Open	223
Diamond	782	679	-103	115.2%	Adequate	Open	33
Dr. Charles R. Drew	480	501	+21	95.8%	Adequate	Open	131
DuFief <sup>1</sup>	314	740	+426	42.4%	Adequate	Open	186
East Silver Spring	527	560	+33	94.1%	Adequate	Open	146
Fairland	668	653	-15	102.3%	Adequate	Open	116
Fallsmead	542	551	+9	98.4%	Adequate	Open	120
Farmland	898	715	-183	125.6%	Inadequate	Moratorium	N/A
Fields Road	489	457	-32	107.0%	Adequate	Open	78
Flower Hill	477	470	-7	101.5%	Adequate	Open	103
Flower Valley	488	416	-72	117.3%	Adequate	Open	38
Forest Knolls <sup>4</sup>	775	529	-246	146.5%	Inadequate	Open Conditionally	141
Fox Chapel	606	683	+77	88.7%	Adequate	Open	214
Gaithersburg <sup>5</sup>	931	788	-143	118.1%	Adequate	Open	142
Galway	780	764	-16	102.1%	Adequate	Open	137
Garrett Park	842	776	-66	108.5%	Adequate	Open	90
Georgian Forest	684	649	-35	105.4%	Adequate	Open	95
Germantown	339	309	-30	109.7%	Adequate	Open	80
William B. Gibbs Jr.	671	714	+43	94.0%	Adequate	Open	186
Glen Haven	494	561	+67	88.1%	Adequate	Open	180
Glenallan	838	762	-76	110.0%	Adequate	Open	77
Goshen	637	594	-43	107.2%	Adequate	Open	76
Great Seneca Creek	573	561	-12	102.1%	Adequate	Open	101

**INDIVIDUAL Elementary School Test: Seat Deficit  $\geq$  110 seats and Percent Utilization  $>$  120% = Moratorium**

Elementary School Area	Projected Enrollment September	Projected MCPS Program Capacity	Projected School Seat Deficit/Surplus in	Projected School Utilization in	School Capacity is:	School Test Results Elementary School Area Status is:	Moratorium Threshold*
Greencastle	719	619	-100	116.2%	Adequate	Open	24
Greenwood	508	584	+76	87.0%	Adequate	Open	193
Harmony Hills	727	709	-18	102.5%	Adequate	Open	124
Highland	581	540	-41	107.6%	Adequate	Open	69
Highland View	402	288	-114	139.6%	Inadequate	Moratorium	N/A
Jackson Road	661	699	+38	94.6%	Adequate	Open	178
Jones Lane	463	516	+53	89.7%	Adequate	Open	163
Kemp Mill	533	458	-75	116.4%	Adequate	Open	35
Kensington-Parkwood	665	746	+81	89.1%	Adequate	Open	231
Lake Seneca	588	415	-173	141.7%	Inadequate	Moratorium	N/A
Lakewood	485	556	+71	87.2%	Adequate	Open	183
Laytonsville	359	449	+90	80.0%	Adequate	Open	200
JoAnn Leleck <sup>3</sup>	997	715	-282	139.4%	Inadequate	Open Conditionally	182
Little Bennett	608	611	+3	99.5%	Adequate	Open	126
Luxmanor	654	758	+104	86.3%	Adequate	Open	256
Thurgood Marshall	737	558	-179	132.1%	Inadequate	Moratorium	N/A
Maryvale	699	694	-5	100.7%	Adequate	Open	134
Spark M. Matsunaga	708	652	-56	108.6%	Adequate	Open	75
S. Christa McAuliffe	555	740	+185	75.0%	Adequate	Open	334
Ronald McNair	865	761	-104	113.7%	Adequate	Open	49
Meadow Hall	423	375	-48	112.8%	Adequate	Open	62
Mill Creek Towne	393	336	-57	117.0%	Adequate	Open	53
Monocacy	147	219	+72	67.1%	Adequate	Open	182
Montgomery Knolls/Pine Crest <sup>4</sup>	961	1,315	+354	73.1%	Adequate	Open	341
New Hampshire Estates/Oak View	932	810	-122	115.1%	Adequate	Open	41
Roscoe R. Nix/Cresthaven <sup>3</sup>	1,080	1,480	+400	73.0%	Adequate	Open	377
N. Chevy Chase/Rosemary Hills/Chevy Chase	1,197	1,459	+262	82.0%	Adequate	Open	554
Oak View/New Hampshire Estates	932	810	-122	115.1%	Adequate	Open	41
Oakland Terrace	458	526	+68	87.1%	Adequate	Open	178
Olney	715	607	-108	117.8%	Adequate	Open	14
William T. Page	676	387	-289	174.7%	Inadequate	Moratorium	N/A
Pine Crest/Montgomery Knolls <sup>4</sup>	961	1,315	+354	73.1%	Adequate	Open	341
Piney Branch/Takoma Park	1,390	1,355	-35	102.6%	Adequate	Open	237
Poolesville	484	539	+55	89.8%	Adequate	Open	165
Potomac	434	472	+38	91.9%	Adequate	Open	148
Judith A. Resnik	652	498	-154	130.9%	Inadequate	Moratorium	N/A
Dr. Sally K. Ride	485	467	-18	103.9%	Adequate	Open	92
Ritchie Park	436	388	-48	112.4%	Adequate	Open	62
Rock Creek Forest	807	709	-98	113.8%	Adequate	Open	44
Rock Creek Valley	433	460	+27	94.1%	Adequate	Open	137
Rock View	583	674	+91	86.5%	Adequate	Open	226
Lois P. Rockwell	492	530	+38	92.8%	Adequate	Open	148
Rolling Terrace	658	709	+51	92.8%	Adequate	Open	193
Rosemary Hills/Chevy Chase/N. Chevy Chase	1,197	1,459	+262	82.0%	Adequate	Open	554
Rosemont <sup>5</sup>	714	595	-119	120.0%	Adequate	Open	108
Bayard Rustin	612	745	+133	82.1%	Adequate	Open	283
Sequoayah	391	508	+117	77.0%	Adequate	Open	227
Seven Locks	434	424	-10	102.4%	Adequate	Open	100
Sherwood	520	530	+10	98.1%	Adequate	Open	120
Sargent Shriver	840	673	-167	124.8%	Inadequate	Moratorium	N/A
Flora M. Singer	735	680	-55	108.1%	Adequate	Open	82
Sligo Creek	698	710	+12	98.3%	Adequate	Open	155
Somerset <sup>b</sup>	656	515	-141	127.4%	Inadequate	Open Conditionally	73
South Lake	877	701	-176	125.1%	Inadequate	Moratorium	N/A
Stedwick	630	675	+45	93.3%	Adequate	Open	181
Stone Mill	635	695	+60	91.4%	Adequate	Open	200

**INDIVIDUAL Elementary School Test: Seat Deficit  $\geq$  110 seats and Percent Utilization  $>$  120% = Moratorium**

Elementary School Area	Projected Enrollment September	Projected MCPS Program Capacity	Projected School Seat Deficit/Surplus in	Projected School Utilization in	School Capacity is:	School Test Results Elementary School Area Status is:	Moratorium Threshold*
Stonegate	533	372	-161	143.3%	Inadequate	<b>Moratorium</b>	N/A
Strathmore/Bel Pre	1,041	1,079	+38	96.5%	Adequate	<b>Open</b>	254
Strawberry Knoll <sup>5</sup>	701	454	-247	154.4%	Inadequate	<b>Open Conditionally</b>	101
Summit Hall <sup>5</sup>	711	435	-276	163.4%	Inadequate	<b>Open Conditionally</b>	101
Takoma Park/Piney Branch	1,390	1,355	-35	102.6%	Adequate	<b>Open</b>	237
Travilah	372	527	+155	70.6%	Adequate	<b>Open</b>	265
Twinbrook	543	558	+15	97.3%	Adequate	<b>Open</b>	127
Viers Mill	629	743	+114	84.7%	Adequate	<b>Open</b>	263
Washington Grove <sup>5</sup>	641	613	-28	104.6%	Adequate	<b>Open</b>	111
Waters Landing	730	776	+46	94.1%	Adequate	<b>Open</b>	202
Watkins Mill	761	641	-120	118.7%	Adequate	<b>Open</b>	9
Wayside	573	648	+75	88.4%	Adequate	<b>Open</b>	205
Weller Road	743	772	+29	96.2%	Adequate	<b>Open</b>	184
Westbrook	323	547	+224	59.0%	Adequate	<b>Open</b>	334
Westover	268	283	+15	94.7%	Adequate	<b>Open</b>	125
Wheaton Woods	546	741	+195	73.7%	Adequate	<b>Open</b>	344
Whetstone	805	750	-55	107.3%	Adequate	<b>Open</b>	96
Wilson Wims <sup>2</sup>	785	752	-33	104.4%	Adequate	<b>Open</b>	290
Wood Acres	611	725	+114	84.3%	Adequate	<b>Open</b>	260
Woodfield	328	399	+71	82.2%	Adequate	<b>Open</b>	181
Woodlin	584	659	+75	88.6%	Adequate	<b>Open</b>	207
Wyngate	736	777	+41	94.7%	Adequate	<b>Open</b>	197

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

The school service area status and moratorium threshold reflect the estimated impacts of:

<sup>1</sup> a CIP project (P651905) that will reassign students from Rachel Carson ES to DuFief ES in September 2022.

<sup>2</sup> a CIP project (P651901) that will reassign students from Clarksburg ES, Cedar Grove ES and Wilson Wims ES to Clarksburg ES #9 in September 2022.

<sup>3</sup> CIP projects (P651902 and P651903) that will reassign students from JoAnn Leleck ES at Broad Acres to Roscoe R. Nix ES (K-2) and Cresthaven ES (3-5) in September 2022.

<sup>4</sup> CIP projects (P651708 and P651709) that will reassign students from Forest Knolls ES to Montgomery Knolls ES (K-2) and Pine Crest ES (3-5) in September 2020.

<sup>5</sup> a CIP project (P651518) that will reassign students from Gaithersburg ES, Rosemont ES, Strawberry Knoll ES, Summit Hall ES and Washington Grove ES to Gaithersburg ES #8 in September 2022.

The school service area status and moratorium threshold reflect the impacts of:

<sup>a</sup> a six-classroom placeholder project (P651916) at Bethesda ES.

<sup>b</sup> a four-classroom placeholder project (P651914) at Somerset ES.

**Subdivision Staging Policy FY 2020 School Test: School Utilization in 2024–2025**  
**Reflects Approved FY 2020 Capital Budget**  
**and Amendments to the FY 2019-2024 Capital Improvements Program (CIP)**

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

Middle School Area	Projected Enrollment September	Projected MCPS Program Capacity	Projected School Seat Deficit/Surplus in	Projected School Utilization in	School Capacity is:	School Test Results Middle School Area Status is:	Moratorium Threshold*
Argyle	1,054	897	-157	117.5%	Adequate	Open	23
John T. Baker	912	745	-167	122.4%	Adequate	Open	13
Benjamin Banneker	848	824	-24	102.9%	Adequate	Open	156
Briggs Chaney	1,044	926	-118	112.7%	Adequate	Open	68
Cabin John	1,004	1,076	+72	93.3%	Adequate	Open	288
Roberto Clemente	1,394	1,231	-163	113.2%	Adequate	Open	84
Eastern	960	1,012	+52	94.9%	Adequate	Open	255
William H. Farquhar	726	784	+58	92.6%	Adequate	Open	238
Forest Oak	940	949	+9	99.1%	Adequate	Open	199
Robert Frost	1,012	1,084	+72	93.4%	Adequate	Open	289
Gaithersburg	942	1,009	+67	93.4%	Adequate	Open	269
Herbert Hoover	986	1,139	+153	86.6%	Adequate	Open	381
Francis Scott Key <sup>a</sup>	1,169	960	-209	121.8%	Inadequate	Open Conditionally	86
Martin Luther King, Jr	838	914	+76	91.7%	Adequate	Open	259
Kingsview	979	1,041	+62	94.0%	Adequate	Open	271
Lakelands Park	1,195	1,147	-48	104.2%	Adequate	Open	182
Col. E. Brooke Lee	885	1,000	+115	88.5%	Adequate	Open	316
A. Mario Loiederman	1,071	978	-93	109.5%	Adequate	Open	103
Montgomery Village	918	881	-37	104.2%	Adequate	Open	143
Neelsville	957	956	-1	100.1%	Adequate	Open	191
Newport Mill	669	837	+168	79.9%	Adequate	Open	348
North Bethesda	1,246	1,233	-13	101.1%	Adequate	Open	234
Parkland	1,168	1,203	+35	97.1%	Adequate	Open	276
Rosa Parks	853	978	+125	87.2%	Adequate	Open	321
John Poole	405	468	+63	86.5%	Adequate	Open	243
Thomas W. Pyle	1,591	1,502	-89	105.9%	Adequate	Open	212
Redland	609	765	+156	79.6%	Adequate	Open	336
Ridgeview	772	955	+183	80.8%	Adequate	Open	375
Rocky Hill	1,023	1,020	-3	100.3%	Adequate	Open	202
Shady Grove	692	854	+162	81.0%	Adequate	Open	342
Silver Creek	1,018	935	-83	108.9%	Adequate	Open	105
Silver Spring International	1,252	1,298	+46	96.5%	Adequate	Open	306
Sligo	965	920	-45	104.9%	Adequate	Open	140
Takoma Park	1,289	1,306	+17	98.7%	Adequate	Open	279
Tilden	1,152	1,200	+48	96.0%	Adequate	Open	289
Hallie Wells	1,032	982	-50	105.1%	Adequate	Open	147
Julius West	1,467	1,432	-35	102.4%	Adequate	Open	252
Westland	899	1,089	+190	82.6%	Adequate	Open	408
White Oak	909	1,008	+99	90.2%	Adequate	Open	301
Earle B. Wood	1,093	944	-149	115.8%	Adequate	Open	40

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

The school service area status and moratorium threshold reflect the impacts of:

<sup>a</sup> a four-classroom placeholder project (P652004) at Francis Scott Key MS.





# Appendix E

## School Enrollment and Capacity (2018–2019 and 2024–2025 School Years)

School	2018–2019 School Year			2024–2025 School Year		
	Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
<b>Elementary Schools</b>						
1 Arcola	732	651	(81)	691	651	(40)
2 Ashburton	891	677	(214)	865	770	(95)
3 Bannockburn	440	366	(74)	475	366	(109)
4 Lucy V. Barnsley	721	652	(69)	729	652	(77)
5 Beall	572	639	67	589	639	50
6 Bel Pre	586	640	54	609	640	31
7 Bells Mill	619	626	7	627	626	(1)
8 Belmont	333	424	91	331	424	93
9 Bethesda	650	560	(90)	731	560	(171)
10 Beverly Farms	585	689	104	594	689	95
11 Bradley Hills	590	664	74	661	664	3
12 Brooke Grove	433	517	84	443	517	74
13 Brookhaven	456	475	19	477	475	(2)
14 Brown Station	585	761	176	570	761	191
15 Burning Tree	473	378	(95)	505	378	(127)
16 Burnt Mills	607	392	(215)	669	392	(277)
17 Burtonsville	627	513	(114)	571	513	(58)
18 Candlewood	367	515	148	402	515	113
19 Cannon Road	412	481	69	437	481	44
20 Carderock Springs	361	407	46	413	407	(6)
21 Rachel Carson	973	690	(283)	1,045	690	(355)
22 Cashell	363	340	(23)	424	340	(84)
23 Cedar Grove	613	418	(195)	611	418	(193)
24 Chevy Chase	452	473	21	420	473	53
25 Clarksburg	529	311	(218)	632	311	(321)
26 Clearspring	618	642	24	696	642	(54)
27 Clopper Mill	562	470	(92)	618	470	(148)
28 Cloverly	533	461	(72)	604	461	(143)
29 Cold Spring	330	458	128	306	458	152
30 College Gardens	695	678	(17)	673	678	5
31 Cresthaven	557	454	(103)	606	743	137
32 Captain James Daly	585	528	(57)	611	528	(83)
33 Damascus	341	351	10	374	351	(23)
34 Darnestown	310	419	109	306	419	113
35 Diamond	770	679	(91)	782	679	(103)
36 Dr. Charles R. Drew	469	501	32	480	501	21
37 DuFief	310	414	104	314	740	426
38 East Silver Spring	511	560	49	527	560	33
39 Fairland	628	653	25	668	653	(15)
40 Fallsmead	562	551	(11)	542	551	9
41 Farmland	830	715	(115)	898	715	(183)
42 Fields Road	474	457	(17)	489	457	(32)
43 Flower Hill	456	470	14	477	470	(7)
44 Flower Valley	490	416	(74)	488	416	(72)
45 Forest Knolls	721	529	(192)	775	529	(246)
46 Fox Chapel	598	683	85	606	683	77
47 Gaithersburg	839	788	(51)	931	788	(143)
48 Galway	788	764	(24)	780	764	(16)
49 Garrett Park	798	776	(22)	842	776	(66)
50 Georgian Forest	655	649	(6)	684	649	(35)
51 Germantown	321	309	(12)	339	309	(30)
52 William B. Gibbs Jr.	652	714	62	671	714	43
53 Glen Haven	482	561	79	494	561	67
54 Glenallan	746	762	16	838	762	(76)
55 Goshen	578	594	16	637	594	(43)
56 Great Seneca Creek	606	561	(45)	573	561	(12)
57 Greencastle	700	619	(81)	719	619	(100)
58 Greenwood	515	584	69	508	584	76
59 Harmony Hills	716	709	(7)	727	709	(18)
60 Highland	548	540	(8)	581	540	(41)
61 Highland View	440	288	(152)	402	288	(114)
62 Jackson Road	726	699	(27)	661	699	38
63 Jones Lane	420	516	96	463	516	53
64 Kemp Mill	491	458	(33)	533	458	(75)
65 Kensington-Parkwood	656	746	90	665	746	81
66 Lake Seneca	516	415	(101)	588	415	(173)
67 Lakewood	476	556	80	485	556	71

\*Includes capacity from approved capital projects.

	School	2018–2019 School Year			2024–2025 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Laytonsville	384	449	65	359	449	90
69	JoAnn Leleck	828	715	(113)	997	715	(282)
70	Little Bennett	614	611	(3)	608	611	3
71	Luxmanor	576	401	(175)	654	758	104
72	Thurgood Marshall	667	558	(109)	737	558	(179)
73	Maryvale	617	626	9	699	694	(5)
74	Spark M. Matsunaga	728	652	(76)	708	652	(56)
75	S. Christa McAuliffe	567	554	(13)	555	740	185
76	Ronald McNair	847	626	(221)	865	761	(104)
77	Meadow Hall	431	375	(56)	423	375	(48)
78	Mill Creek Towne	464	336	(128)	393	336	(57)
79	Monocacy	147	219	72	147	219	72
80	Montgomery Knolls	489	537	48	468	681	213
81	New Hampshire Estates	442	475	33	443	475	32
82	Roscoe R. Nix	506	503	(3)	474	737	263
83	North Chevy Chase	261	358	97	271	358	87
84	Oak View	430	335	(95)	489	335	(154)
85	Oakland Terrace	490	526	36	458	526	68
86	Olney	692	607	(85)	715	607	(108)
87	William T. Page	535	387	(148)	676	387	(289)
88	Pine Crest	435	404	(31)	493	634	141
89	Piney Branch	677	611	(66)	756	726	(30)
90	Poolesville	480	539	59	484	539	55
91	Potomac	362	425	63	434	472	38
92	Judith A. Resnik	640	498	(142)	652	498	(154)
93	Dr. Sally K. Ride	519	467	(52)	485	467	(18)
94	Ritchie Park	432	388	(44)	436	388	(48)
95	Rock Creek Forest	739	709	(30)	807	709	(98)
96	Rock Creek Valley	441	460	19	433	460	27
97	Rock View	608	674	66	583	674	91
98	Lois P. Rockwell	474	530	56	492	530	38
99	Rolling Terrace	798	709	(89)	658	709	51
100	Rosemary Hills	559	628	69	506	628	122
101	Rosemont	628	595	(33)	714	595	(119)
102	Bayard Rustin	600	745	145	612	745	133
103	Sequoayah	389	508	119	391	508	117
104	Seven Locks	429	424	(5)	434	424	(10)
105	Sherwood	527	530	3	520	530	10
106	Sargent Shriver	775	673	(102)	840	673	(167)
107	Flora M. Singer	669	680	11	735	680	(55)
108	Sligo Creek	670	664	(6)	698	710	12
109	Somerset	587	515	(72)	656	515	(141)
110	South Lake	831	701	(130)	877	701	(176)
111	Stedwick	583	675	92	630	675	45
112	Stone Mill	613	695	82	635	695	60
113	Stonegate	502	372	(130)	533	372	(161)
114	Strathmore	448	439	(9)	432	439	7
115	Strawberry Knoll	640	454	(186)	701	454	(247)
116	Summit Hall	672	435	(237)	711	435	(276)
117	Takoma Park	641	629	(12)	634	629	(5)
118	Travilah	358	527	169	372	527	155
119	Twinbrook	582	558	(24)	543	558	15
120	Viers Mill	604	743	139	629	743	114
121	Washington Grove	488	613	125	641	613	(28)
122	Waters Landing	667	776	109	730	776	46
123	Watkins Mill	700	641	(59)	761	641	(120)
124	Wayside	533	648	115	573	648	75
125	Weller Road	714	772	58	743	772	29
126	Westbrook	348	547	199	323	547	224
127	Westover	308	283	(25)	268	283	15
128	Wheaton Woods	522	741	219	546	741	195
129	Whetstone	751	750	(1)	805	750	(55)
130	Wilson Wims	1,244	752	(492)	1,346	752	(594)
131	Wood Acres	660	725	65	611	725	114
132	Woodfield	339	399	60	328	399	71
133	Woodlin	577	489	(88)	584	659	75
134	Wyngate	728	777	49	736	777	41

\*Includes capacity from approved capital projects.

	School	2018–2019 School Year			2024–2025 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Middle Schools							
1	Argyle	1,008	897	(111)	1,054	897	(157)
2	John T Baker	850	745	(105)	912	745	(167)
3	Benjamin Banneker	856	824	(32)	848	824	(24)
4	Briggs Chaney	896	926	30	1,044	926	(118)
5	Cabin John	1,023	1,076	53	1,004	1,076	72
6	Roberto Clemente	1,301	1,231	(70)	1,394	1,231	(163)
7	Eastern	970	1,012	42	960	1,012	52
8	William H. Farquhar	705	784	79	726	784	58
9	Forest Oak	864	949	85	940	949	9
10	Robert Frost	1,074	1,084	10	1,012	1,084	72
11	Gaithersburg	863	1,009	146	942	1,009	67
12	Herbert Hoover	1,043	1,139	96	986	1,139	153
13	Francis Scott Key	991	960	(31)	1,169	960	(209)
14	Martin Luther King, Jr	648	914	266	838	914	76
15	Kingsview	996	1,041	45	979	1,041	62
16	Lakelands Park	1,121	1,147	26	1,195	1,147	(48)
17	Col. E. Brooke Lee	760	727	(33)	885	1,000	115
18	A. Mario Loiederman	986	871	(115)	1,071	978	(93)
19	Montgomery Village	743	881	138	918	881	(37)
20	Neelsville	944	956	12	957	956	(1)
21	Newport Mill	675	837	162	669	837	168
22	North Bethesda	1,163	1,233	70	1,246	1,233	(13)
23	Parkland	1,058	948	(110)	1,168	1,203	35
24	Rosa Parks	826	978	152	853	978	125
25	John Poole	395	468	73	405	468	63
26	Thomas W. Pyle	1,530	1,285	(245)	1,591	1,502	(89)
27	Redland	608	765	157	609	765	156
28	Ridgeview	751	955	204	772	955	183
29	Rocky Hill	844	1,020	176	1,023	1,020	(3)
30	Shady Grove	627	854	227	692	854	162
31	Silver Creek	865	935	70	1,018	935	(83)
32	Silver Spring International	1,125	1,107	(18)	1,252	1,298	46
33	Sligo	657	920	263	965	920	(45)
34	Takoma Park	1,107	939	(168)	1,289	1,306	17
35	Tilden	989	943	(46)	1,152	960	(192)
36	Hallie Wells	792	982	190	1,032	982	(50)
37	Julius West	1,317	1,432	115	1,467	1,432	(35)
38	Westland	770	1,089	319	899	1,089	190
39	White Oak	784	1,008	224	909	1,008	99
40	Earle B. Wood	964	944	(20)	1,093	944	(149)
High Schools							
1	Bethesda-Chevy Chase	2,124	2,457	333	2,410	2,457	47
2	Montgomery Blair	3,196	2,912	(284)	3,619	2,912	(707)
3	James Blake	1,717	1,743	26	1,763	1,743	(20)
4	Winston Churchill	2,227	1,986	(241)	2,181	1,986	(195)
5	Clarksburg	2,338	2,034	(304)	2,848	2,034	(814)
6	Damascus	1,311	1,556	245	1,371	1,556	185
7	Albert Einstein	1,746	1,629	(117)	2,119	1,629	(490)
8	Gaithersburg	2,352	2,429	77	2,764	2,429	(335)
9	Walter Johnson	2,587	2,321	(266)	3,001	2,321	(680)
10	John F. Kennedy	1,781	1,794	13	2,062	2,221	159
11	Col. Zadok Magruder	1,609	1,941	332	1,725	1,941	216
12	Richard Montgomery	2,483	2,218	(265)	2,722	2,218	(504)
13	Northwest	2,586	2,286	(300)	2,981	2,286	(695)
14	Northwood	1,732	1,508	(224)	2,092	1,508	(584)
15	Paint Branch	2,005	2,020	15	2,142	2,020	(122)
16	Poolesville	1,185	1,170	(15)	1,237	1,170	(67)
17	Quince Orchard	2,100	1,837	(263)	2,311	1,837	(474)
18	Rockville	1,450	1,549	99	1,664	1,549	(115)
19	Seneca Valley	1,181	1,330	149	1,301	2,581	1,280
20	Sherwood	1,973	2,188	215	1,966	2,188	222
21	Springbrook	1,735	2,121	386	2,014	2,121	107
22	Watkins Mill	1,615	1,933	318	1,939	1,933	(6)
23	Wheaton	2,077	2,234	157	2,318	2,234	(84)
24	Walt Whitman	2,098	1,857	(241)	2,227	2,262	35
25	Thomas S. Wootton	2,107	2,142	35	1,968	2,142	174

\*Includes capacity from approved capital projects.



# Appendix F

## Facilities Data and State Rated Capacity School Year 2018–2019

Elementary Schools	Year Built	Year Renov./ Reopen/ Revital.*	Exist. Sq. Ft.	Site Size	Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
						Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
						Elementary Schools					
1 Arcola	1956	2007	95,421	5	Yes	1	7	25	0	749	651
2 Ashburton	1957	1993	81,438	8.32		0	6	22	3	668	677
3 Bannockburn	1957	1988	54,234	8.34		0	2	14	0	366	366
4 Lucy V. Barnsley	1965	1998	72,024	10		0	5	25	6	745	652
5 Beall	1954	1991	79,477	8.44	Yes	2	4	20	3	618	639
6 Bel Pre	1968	2014	95,330	8.91	Yes	3	9	21	0	741	640
7 Bells Mill	1968	2009	77,244	9.6		1	4	22	2	634	626
8 Belmont	1974		49,279	10.52		0	3	15	1	421	424
9 Bethesda	1952	1999	75,257	7.93		0	4	20	2	568	560
10 Beverly Farms	1965	2012	98,916	4.98	Yes	0	4	25	2	683	689
11 Bradley Hills	1951	1984	76,745	6.71	Yes	0	3	26	0	664	664
12 Brooke Grove	1990		72,582	10.96		1	3	16	6	514	517
13 Brookhaven	1961	1995	81,320	8.57		1	4	13	7	477	475
14 Brown Station	1969	2017	113,998	9	Yes	3	4	26	5	796	761
15 Burning Tree	1958	1991	68,119	6.78	Yes	0	4	10	6	378	378
16 Burnt Mills	1964	1990	57,318	15.14		1	5	13	1	439	392
17 Burtonsville	1952	1993	71,349	11.92		0	5	20	1	580	513
18 Candlewood	1968	2015	48,543	11.78		0	3	19	2	523	515
19 Cannon Road	1967	2012	83,377	4.4	Yes	0	6	17	5	573	481
20 Carderock Springs	1966	2010	75,351	9		0	2	15	3	419	407
21 Rachel Carson	1990		78,547	12.4		1	7	21	1	667	690
22 Cashell	1969	2009	71,171	10.24		1	3	10	4	356	340
23 Cedar Grove	1960	1987	57,037	10.12		0	4	13	4	427	418
24 Chevy Chase	1936	2000	70,976	3.78		0	0	20	1	470	473
25 Clarksburg	1952	1993	54,983	9.97		0	4	8	3	302	311
26 Clearspring	1988		77,535	10	Yes	2	3	21	5	639	642
27 Clopper Mill	1986		64,851	9	Yes	3	5	13	4	509	470
28 Cloverly	1961	1989	61,991	10	Yes	0	3	14	6	448	461
29 Cold Spring	1972		55,158	12.38		0	2	18	0	458	458
30 College Gardens	1967	2008	96,986	7.94	Yes	1	4	24	3	690	678
31 Cresthaven	1962	2010	76,862	9.81		0	0	17	6	451	454
32 Capt. James E. Daly	1989		78,210	10	Yes	1	4	19	3	575	528
33 Damascus	1934	1980	53,239	9.42		0	2	12	4	360	351
34 Darnestown	1954	1980	64,840	7.21		0	2	14	5	416	419
35 Diamond	1975		83,177	10	Yes	0	6	23	3	691	679
36 Dr. Charles R. Drew	1991		73,975	12		2	3	16	5	524	501
37 DuFief	1975		59,013	10		0	3	12	7	412	414
38 East Silver Spring	1929	1975	88,895	8.43		2	4	17	7	589	560
39 Fairland	1992		92,227	11.79		2	4	23	6	717	653
40 Fallsmead	1974		67,472	8.98	Yes	0	4	19	2	545	551
41 Farmland	1963	2011	89,988	4.75	Yes	0	5	25	3	715	715
42 Fields Road	1973		72,302	10		1	4	16	5	526	457
43 Flower Hill	1985		58,770	10	Yes	1	4	16	3	506	470
44 Flower Valley	1967	1996	61,567	9.28		0	3	13	6	425	416
45 Forest Knolls	1960	1993	89,564	7.77		1	7	18	4	628	529
46 Fox Chapel	1974		85,182	10.34	Yes	1	5	26	0	728	683
47 Gaithersburg	1947	1983	94,468	9.22		1	9	27	3	869	788
48 Galway	1967	2009	103,170	9	Yes	1	6	27	5	823	764
49 Garrett Park	1948	2012	96,348	4.37	Yes	0	6	28	0	776	776
50 Georgian Forest	1961	1995	88,111	10.94	Yes	2	6	22	2	698	649
51 Germantown	1935	1978	57,668	7.75		0	3	10	6	356	309
52 William B. Gibbs, Jr.	2009		88,042	10.75		1	3	23	6	675	714
53 Glen Haven	1950	2004	85,845	10	Yes	1	5	20	4	630	561
54 Glenallan	1966	2013	98,700	12.1		1	7	28	3	848	762
55 Goshen	1988		76,740	10.47		0	5	23	2	659	594
56 Great Seneca Creek	2006		82,511	13.71		0	5	21	4	633	561
57 Greencastle	1988		78,275	18.88		2	5	20	3	640	619
58 Greenwood	1970		64,609	10	Yes	0	4	21	1	581	584
59 Harmony Hills	1957	1999	85,648	10.19	Yes	2	8	25	0	791	709
60 Highland	1950	1989	84,138	11.05	Yes	2	5	19	1	597	540
61 Highland View	1953	1994	59,213	6.61		0	6	9	1	349	288
62 Jackson Road	1959	1995	91,465	8.76		1	4	25	5	733	699
63 Jones Lane	1987		60,679	12.06		0	3	19	1	513	516
64 Kemp Mill	1960	1996	68,222	10		2	4	16	1	506	458
65 Kensington-Parkwood	1952	2006	77,136	9.86		0	5	28	2	774	746
66 Lake Seneca	1985		58,770	9.35		1	4	13	4	447	415
67 Lakewood	1968	2003	77,526	13.07		0	3	20	3	556	556

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

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

	Elementary Schools	Year Built	Year Renov./Reopen/Revital.*	Exist. Sq. Ft.	Site Size	Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
							Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
68	Laytonsville	1951	1989	64,160	10.43		0	2	16	5	462	449
69	JoAnn Leleck at Broad Acres	1952	1974	88,922	6.15	Yes	3	6	24	1	754	715
70	Little Bennett	2006		82,511	4.81	Yes	0	4	20	6	608	611
71	Luxmanor	1966		61,694	6.49	Yes	0	4	11	5	391	401
72	Thurgood Marshall	1993		77,798	12		0	4	17	5	529	558
73	Maryvale	1969		92,050	17.67		3	5	21	3	683	626
74	Spark M. Matsunaga	2001		90,718	11.8		0	5	23	1	649	652
75	S. Christa McAuliffe	1987		77,240	10.59	Yes	1	5	21	2	633	554
76	Ronald McNair	1990		78,275	10	Yes	1	5	21	1	623	626
77	Meadow Hall	1956	1994	61,964	8.37	Yes	0	4	13	5	437	375
78	Mill Creek Towne	1966	2000	67,465	8.38		1	3	10	6	376	336
79	Monocacy	1961	1989	42,482	9.66		0	1	8	1	216	219
80	Montgomery Knolls	1952	1989	97,213	10.33		3	7	14	5	586	537
81	New Hampshire Estates	1954	1988	73,306	5.42		6	8	11	1	559	475
82	Roscoe R. Nix	2006		88,351	8.97	Yes	1	10	14	4	602	503
83	North Chevy Chase	1953	1995	65,982	7.94		0	0	15	1	355	358
84	Oak View	1949	1985	57,560	11.25		0	0	14	1	332	335
85	Oakland Terrace	1950	1993	79,145	9.54	Yes	1	4	17	6	559	526
86	Olney	1954	1990	68,755	9.88		0	4	22	1	604	607
87	William T. Page	1965	2003	58,726	9.76		1	5	12	1	416	387
88	Pine Crest	1941	1992	53,778	5.64	Yes	0	0	17	1	401	404
89	Piney Branch	1973		99,706	1.97	Yes	0	0	26	1	608	611
90	Poolesville	1960	1978	64,803	12.28		0	3	20	1	536	539
91	Potomac	1949	1976	57,713	9.61		0	2	16	1	422	425
92	Judith A. Resnik	1991		78,547	12.77		1	6	17	2	563	498
93	Sally K. Ride	1994		78,686	13.48		2	6	11	9	515	467
94	Ritchie Park	1966	1997	58,500	9.22		0	3	14	0	388	388
95	Rock Creek Forest	1950	2015	98,140	7.95		1	5	26	4	768	709
96	Rock Creek Valley	1964	2001	76,692	10.44		0	3	15	7	481	460
97	Rock View	1955	1999	91,977	7.44		1	5	24	4	722	674
98	Lois P. Rockwell	1992		75,520	10.56		0	3	17	5	507	530
99	Rolling Terrace	1988		88,835	4.33		2	7	26	1	802	709
100	Rosemary Hills	1956	1988	86,548	6.07		1	7	17	6	625	628
101	Rosemont	1965	1995	88,764	8.91		1	6	20	5	662	595
102	Bayard Rustin	2018		97,397	11.06		0	4	27	2	729	745
103	Sequoiah	1990		72,582	11.63	Yes	0	4	19	3	555	508
104	Seven Locks	1964	2012	66,915	9.98		0	3	15	1	421	424
105	Sherwood	1977		81,727	10.85		0	3	17	8	537	530
106	Sargent Shriver	1954	2006	91,628	9.17		1	7	24	0	726	673
107	Flora M. Singer	1950	2012	95,831	12.67		1	6	24	3	734	680
108	Sligo Creek	1934	1999	98,799	15.64	Yes	0	5	23	3	669	664
109	Somerset	1949	2005	80,122	3.71		0	4	18	1	512	515
110	South Lake	1972		83,038	10.2		2	6	26	0	770	701
111	Stedwick	1974		109,677	10		1	5	24	4	722	675
112	Stone Mill	1988		78,617	11.76		0	3	25	4	681	695
113	Stonegate	1971		52,468	10.26		0	3	11	5	369	372
114	Strathmore	1970		59,497	10.79	Yes	0	0	18	3	444	439
115	Strawberry Knoll	1988		78,723	10.82		2	6	12	8	528	454
116	Summit Hall	1971		68,059	10.16	Yes	3	6	13	1	501	435
117	Takoma Park	1979		85,553	4.7		1	10	22	1	756	629
118	Travilah	1960	1992	65,378	9.3		0	2	21	0	527	527
119	Twinbrook	1952	1986	79,818	10.45		2	6	18	2	606	558
120	Viers Mill	1950	1991	120,572	10.52		2	7	24	5	796	743
121	Washington Grove	1956	1984	86,266	10.66		3	4	18	5	612	613
122	Waters Landing	1988		101,352	9.99		0	7	30	3	874	776
123	Watkins Mill	1970		80,923	10	Yes	2	7	19	6	691	641
124	Wayside	1969	2017	93,453	9.26		0	3	24	4	658	648
125	Weller Road	1953	2013	121,346	11.1		3	6	27	1	823	772
126	Westbrook	1939	1990	91,359	12.46	Yes	0	2	20	4	544	547
127	Westover	1964	1998	54,645	7.56		0	2	8	6	288	283
128	Wheaton Woods	1952	2017	120,154	8.03		2	6	27	2	813	741
129	Whetstone	1968		96,946	8.82		1	6	26	5	800	750
130	Wilson Wims	2014		91,931	9.29		0	8	24	2	748	752
131	Wood Acres	1952	2002	96,358	4.78	Yes	0	4	25	4	703	725
132	Woodfield	1962	1985	53,212	10		0	2	12	7	390	399
133	Woodlin	1944	1974	60,725	10.97		0	4	16	3	486	489
134	Wyngate	1952	1997	89,104	9.45		0	5	29	0	777	777
<b>Total Elementary Schools</b>				<b>10,465,825</b>	<b>1,276</b>		<b>105</b>	<b>586</b>	<b>2,552</b>	<b>426</b>	<b>77,948</b>	<b>74,323</b>

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

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

### Facilities Data and State Rated Capacity School Year 2018–2019

Schools	Year Built	Year Renov./ Reopen/ Revital. *	Existing Sq. Ft.	Site Size	Park	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)	
						Reg. @25	Sp. Ed. @10			
Middle Schools						(85% + Sp. Ed.)		(X 85%)		
1 Argyle	1971	1993	120,205	19.9	Yes	43	0	914	897	
2 John T. Baker	1971		120,532	22		34	3	774	745	
3 Benjamin Banneker	1974		117,035	19.96		38	2	849	825	
4 Briggs Chaney	1991		115,000	29.37		42	4	933	927	
5 Cabin John	1967	2011	159,514	18.24		48	9	1,132	1,076	
6 Roberto Clemente	1992		148,246	19.87		57	3	1,241	1,231	
7 Eastern	1951	1976	152,030	14.51		48	3	1,050	1,012	
8 William H. Farquhar	1968	2016	135,626	37.11		36	3	817	784	
9 Forest Oak	1999		132,259	41.92		45	2	976	949	
10 Robert Frost	1971		143,757	24.79		51	0	1,084	1,084	
11 Gaithersburg	1960	1988	157,694	22.89		47	5	1,070	1,009	
12 Herbert Hoover	1966	2013	165,367	19.14		52	4	1,145	1,139	
13 Francis Scott Key	1966	2009	147,424	20.58		46	0	978	961	
14 Martin Luther King, Jr.	1996		135,867	18.61		43	0	914	914	
15 Kingsview	1997		140,398	18.45	Yes	49	0	1,041	1,041	
16 Lakelands Park	2005		153,588	8.11	Yes	53	4	1,166	1,147	
17 Col. E. Brooke Lee	1966		123,199	16.45	Yes	34	3	753	727	
18 A. Mario Loiederman	1956	2015	131,746	17.08		43	0	914	871	
19 Montgomery Village	1968	2003	141,615	15.14		41	5	922	881	
20 Neelsville	1981		131,432	29.19		47	0	1,020	956	
21 Newport Mill	1958	2002	108,240	8.4	Yes	39	2	870	837	
22 North Bethesda	1955	1999	130,461	19.99		57	2	1,253	1,233	
23 Parkland	1963	2007	151,169	9.18	Yes	45	0	956	948	
24 Rosa M. Parks	1992		137,469	24.05	Yes	46	0	978	978	
25 John Poole	1997		85,669	20.51		22	0	468	468	
26 Thomas W. Pyle	1962	1993	153,824	14.32		59	4	1,294	1,285	
27 Redland	1971		112,297	20.64	Yes	36	0	765	765	
28 Ridgeview	1975		139,742	20		44	4	975	955	
29 Rocky Hill	2004		148,065	23.29		48	0	1,020	1,020	
30 Shady Grove	1995	1999	129,206	20.51		39	3	859	854	
31 Silver Creek	2017		174,743	13.38		44	0	935	935	
32 Silver Spring International	1934	1999	152,731	15.64	Yes	52	2	1,125	1,107	
33 Sligo	1959	1991	149,527	21.74	Yes	44	2	955	920	
34 Takoma Park	1939	1999	137,348	18.83	Yes	45	0	956	939	
35 Tilden	1967	1991	135,150	28.06		43	7	984	943	
36 Hallie Wells	2016		150,089	22.37		45	3	987	982	
37 Julius West	1961	1995	182,617	21.31		67	3	1,475	1,432	
38 Westland	1951	1997	146,006	25.09		51	1	1,094	1,089	
39 White Oak	1962	1993	140,990	17.34		48	1	1,052	1,008	
40 Earle B. Wood	1965	2001	152,588	8.5	Yes	43	7	984	944	
Total Middle Schools				5,590,465	806.46		1814	91	39,677	38,818
High Schools						(85% + Sp. Ed.)		(X 90%)		
1 Bethesda-Chevy Chase	1934	2001	308,215	16.36	Yes	110	0	2380	2457	
2 Montgomery Blair	1998		386,567	30.15		133	0	2826	2912	
3 James H. Blake	1998		297,125	91.09		77	2	1656	1743	
4 Winston Churchill	1964	2001	322,078	30.28		85	9	1896	1986	
5 Clarksburg	1995	2006	344,574	62.73		90	3	1943	2034	
6 Damascus	1950	1978	235,986	32.65		67	7	1494	1556	
7 Albert Einstein	1962	1997	276,462	26.67	Yes	72	8	1653	1629	
8 Gaithersburg	1951	2013	427,048	40.97		107	15	2424	2429	
9 Walter Johnson	1956	2009	365,138	30.86		102	5	2218	2321	
10 John F. Kennedy	1964	1999	280,048	29.14		79	7	1792	1794	
11 Col. Zadok Magruder	1970		295,478	29.99	Yes	85	6	1866	1941	
12 Richard Montgomery	1942	2007	311,500	29.05		99	3	2134	2219	
13 Northwest	1998		340,867	34.56		100	4	2208	2286	
14 Northwood	1956	2004	253,488	29.56		68	5	1495	1508	
15 Paint Branch	1969	2012	347,169	45.98		87	7	1919	2021	
16 Poolesville	1953	1978	165,056	37.2		52	0	1105	1170	
17 Quince Orchard	1988		284,912	30.11		82	5	1793	1837	
18 Rockville	1968	2004	316,973	30.32		67	11	1577	1549	
19 Seneca Valley	1974		251,278	29.37		58	8	1355	1330	
20 Sherwood	1950	1991	333,154	49.33		97	3	2092	2188	
21 Springbrook	1960	1994	305,006	25.13	Yes	95	5	2069	2121	
22 Watkins Mill	1989		301,579	50.99	Yes	87	4	1932	1933	
23 Wheaton	1954	2016	373,825	28.23		102	4	2250	2234	
24 Walt Whitman	1962	1992	261,295	30.67	Yes	80	8	1780	1879	
25 Thomas S. Wootton	1970		295,620	27.37		94	5	2090	2142	
Total High Schools				7,680,441	898.76		2175	134	47,947	49,219
Total Secondary Schools				13,270,906	1705.2		3989	225	87,623	88,037

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

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





# Appendix G

## Capacity Calculations

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

### MCPS Program Capacity

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

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

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

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

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

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

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

capacity will not support the number of teachers provided by the staffing ratio in the facility. For example, if staffing is provided at 22:1, and capacity is calculated at 23:1, then for a building with 20 classrooms the capacity would be 460 (20 x 23) students but there would be 21 teachers based on the staffing ratio ( $460/22 = 20.9$ ), therefore one additional classroom would be needed to accommodate a 22:1 staffing ratio.

- **Combined Staffing:** Some schools are provided additional staffing to meet the needs of students in the school. For example, a school that has a large number of students impacted by poverty may be allocated an additional .5 teaching position to assist students and an additional .5 teaching position for Title 1 services. The school may decide to combine the allocated staff to create an additional classroom teaching position, thereby creating the need for an additional classroom. In this case, the enrollment has not increased and the calculated capacity has not changed, but the need for classrooms has increased.
- **Capping Class Size:** In schools that may have very large class sizes in certain grades, additional staff may be provided to reduce the oversized classes to keep them within Board of Education guidelines. For example, if a school has two second-grade classes each with 28 students and four more students enroll in second grade, adding the additional students to the two large classes would cause the two classes to exceed the maximum class size cap of 28 students. If there was no opportunity to create combination classes with other grades, an additional teacher would be provided, and the school would reorganize with three second-grade classes of 20 students each. The additional teacher could create the need for a relocatable classroom.

Small instructional spaces and specialized classrooms are provided for all schools and are allocated on the basis of enrollment size and the need for supplementary instructional activities, such as remedial reading, special education resource, speech, art, and music.

In situations where the educational program will not be adversely affected, MCPS leases space on an annual basis to appropriate outside organizations. In most cases, these organizations are referred to as “joint occupants” and are usually day-care providers. Before and after school programs also are provided in many MCPS schools. Spaces used by day-care providers on MCPS sites range from shared use of multipurpose rooms before and after school, to relocatable classrooms on a school site that are financed by the provider and operated for the school community. If space is available, one or more classrooms can be leased for full-day programs.

# State-rated Capacity

State-rated capacity, used to determine state funding, is calculated using the following calculations. These calculations make MCPS and state capacity ratings differ. See appendix J for a comparison of capacity ratings for all schools.

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

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

# Appendix H

## Montgomery County Public Schools Relocatable Classrooms: 2018–2019 School Year

Cluster/ School	Relocatables on site for 2018–2019 to Address:			Cluster/ School	Relocatables on site for 2018–2019 to Address:			Cluster/ School	Relocatables on site for 2018–2019 to Address:		
	Overutilization	DC	Total		Overutilization	DC	Total		Overutilization	DC	Total
<b>Bethesda-Chevy Chase</b>				<b>Col. Zadok Magruder</b>				<b>Watkins Mill</b>			
Bethesda ES	4		4	Cashell ES	2		2	South Lake ES	9		9
Total	4	0	4	Flower Hill ES	3		3	Watkins Mill ES	6		6
<b>Winston Churchill</b>				Mill Creek Towne ES	6		6	Total	15	0	15
Total	0	0	0	Judith A. Resnik ES	6		6	<b>Walt Whitman</b>			
<b>Clarksburg</b>				Total	17	0	17	Walt Whitman HS	8		8
Clarksburg HS	11		11	<b>Richard Montgomery</b>				Thomas W. Pyle MS	3		3
Clarksburg ES	4		4	Richard Montgomery HS	4		4	Bannockburn ES	2		2
Captain James E. Daly ES	4		4	Beall ES	2		2	Burning Tree ES	4		4
Wilson Wims ES	14		14	College Gardens ES	1		1	Total	17	0	17
Total	33	0	33	Ritchie Park ES	6		6	<b>Thomas S. Wootton</b>			
<b>Damascus</b>				Twinbrook ES	2		2	Thomas S. Wootton HS	3		3
Cedar Grove ES	7		7	Total	15	0	15	Cold Spring ES	1		1
Total	7	0	7	<b>Northeast Consortium*</b>				DuFief ES	1	1	2
<b>Downcounty Consortium*</b>				Burnt Mills ES	8		8	Total	5	1	6
Montgomery Blair HS	6		6	Burtonsville ES	6		6	<b>Grand Total by Use</b>	<b>409</b>	<b>5</b>	<b>414</b>
Albert Einstein HS	5		5	Cloverly ES	2		2	<b>SCHOOL TOTAL:</b>	<b>414</b>		
Northwood HS	8		8	Cresthaven ES	1		1				
A. Mario Loiederman MS	2		2	Fairland ES	1		1				
Argyle MS	3		3	Galway ES	2		2				
Parkland MS	2		2	Greencastle ES	6		6				
Takoma Park MS	4		4	Jackson Road ES	1		1				
Arcola ES	6		6	JoAnn Leleck ES at Broad Acres	10		10				
Forest Knolls ES	5		5	William T. Page ES	7		7				
Harmony Hills ES	5		5	Stonegate ES	7		7				
Highland View ES	6		6	Westover ES	2		2				
Kemp Mill ES	3		3	Total	53	0	53				
Oak View ES	3		3	<b>Northwest</b>							
Oakland Terrace ES	2		2	Northwest HS	6		6				
Pine Crest ES	5		5	Roberto Clemente MS	3		3				
Rolling Terrace ES	10		10	Clopper Mill ES	5		5				
Sargent Shriver ES	9		9	Diamond ES	4	1	5				
Flora Singer ES	3		3	Germantown ES	3		3				
Woodlin ES	7		7	Great Seneca Creek ES	3		3				
Total	94	0	94	Spark M. Matsunaga ES	4	1	5				
<b>Gaithersburg</b>				Ronald McNair ES	7		7				
Gaithersburg ES	11		11	Total	35	2	37				
Goshen ES	2		2	<b>Quince Orchard</b>							
Rosemont ES	4		4	Quince Orchard HS	6		6				
Strawberry Knoll ES	10		10	Rachel Carson ES	10	1	11				
Summit Hall ES**	16		16	Fields Road ES	4		4				
Total	43	0	43	Jones Lane ES	2		2				
<b>Walter Johnson</b>				Thurgood Marshall ES	5		5				
Walter Johnson HS	3		3	Total	27	1	28				
Ashburton ES**	8		8	<b>Rockville</b>							
Farmland ES	1		1	Flower Valley ES	1		1				
Garrett Park ES	1		1	Meadow Hall ES	7		7				
Total	13	0	13	Rock Creek Valley ES	4		4				
				Carl Sandburg Center	2		2				
				Total	14	0	14				
				<b>Seneca Valley</b>							
				Roberto Clemente MS	3		3				
				Lake Seneca ES	9		9				
				S. Christa McAuliffe ES	3		3				
				Sally K. Ride ES	2		2				
				Total	17	0	17				
				<b>Sherwood</b>							
				Belmont ES	0	1	1				
				Total	0	1	1				
DC: Paid for by day-care provider to enable a day-care center to operate inside school. * In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters. **Summit Hall ES and Ashburton ES units are in modular buildings.											

## Montgomery County Public Schools Relocatable Classrooms: 2019–2020 School Year

Cluster/ School	Relocatables on site for 2019–2020 to Address:		
	Overutilization	DC	Total
<b>Bethesda-Chevy Chase</b>			
Bethesda ES	5		5
Total	5	0	5
<b>Winston Churchill</b>			
Total	0	0	0
<b>Clarksburg</b>			
Clarksburg HS	13		13
Clarksburg ES	9		9
Captain James E. Daly ES	4		4
Wilson Wims ES	6		6
Total	32	0	32
<b>Damascus</b>			
John T. Baker MS	2		2
Cedar Grove ES	7		7
Damascus ES	2		2
Total	11	0	11
<b>Downcounty Consortium*</b>			
Montgomery Blair HS	10		10
Albert Einstein HS	5		5
Northwood HS	10		10
A. Mario Loiederman MS	2		2
Argyle MS	3		3
Parkland MS	2		2
Takoma Park MS	4		4
Arcola ES	6		6
Forest Knolls ES	5		5
Harmony Hills ES	5		5
Highland View ES	6		6
Kemp Mill ES	3		3
Oak View ES	3		3
Oakland Terrace ES	2		2
Pine Crest ES	5		5
Rolling Terrace ES	10		10
Sargent Shriver ES	9		9
Flora Singer ES	3		3
Woodlin ES	7		7
Total	100	0	100
<b>Gaithersburg</b>			
Gaithersburg ES	11		11
Goshen ES	2		2
Rosemont ES	4		4
Strawberry Knoll ES	10		10
Summit Hall ES**	16		16
Total	43	0	43
<b>Walter Johnson</b>			
Walter Johnson HS	6		6
Ashburton ES**	8		8
Farmland ES	4		4
Garrett Park ES	1		1
Total	19	0	19

Cluster/ School	Relocatables on site for 2019–2020 to Address:		
	Overutilization	DC	Total
<b>Col. Zadok Magruder</b>			
Cashell ES	2		2
Flower Hill ES	3		3
Mill Creek Towne ES	9		9
Judith A. Resnik ES	6		6
Total	20	0	20
<b>Richard Montgomery</b>			
Richard Montgomery HS	6		6
College Gardens ES	1		1
Ritchie Park ES	6		6
Twinbrook ES	2		2
Total	15	0	15
<b>Northeast Consortium*</b>			
Burnt Mills ES	9		9
Burtonsville ES	6		6
Cloverly ES	2		2
Cresthaven ES	2		2
Fairland ES	1		1
Galway ES	2		2
Greencastle ES	6		6
Jackson Road ES	1		1
JoAnn Leleck ES at Broad Acres	10		10
William T. Page ES	10		10
Stonegate ES	7		7
Westover ES	2		2
Total	58	0	58
<b>Northwest</b>			
Northwest HS	10		10
Roberto Clemente MS	3		3
Clopper Mill ES	5		5
Diamond ES	4	1	5
Germantown ES	3		3
Great Seneca Creek ES	3		3
Spark M. Matsunaga ES	4	1	5
Ronald McNair ES	7		7
Total	39	2	41
<b>Quince Orchard</b>			
Quince Orchard HS	9		9
Rachel Carson ES	10	1	11
Fields Road ES	4		4
Thurgood Marshall ES	5		5
Total	28	1	29
<b>Rockville</b>			
Flower Valley ES	2		2
Meadow Hall ES	7		7
Rock Creek Valley ES	3		3
Carl Sandburg Center	2		2
Total	14	0	14
<b>Seneca Valley</b>			
Roberto Clemente MS	3		3
Lake Seneca ES	9		9
Sally K. Ride ES	2		2
Total	14	0	14
<b>Sherwood</b>			
Belmont ES	0	1	1
Total	0	1	1

Cluster/ School	Relocatables on site for 2019–2020 to Address:		
	Overutilization	DC	Total
<b>Watkins Mill</b>			
South Lake ES	9		9
Watkins Mill ES	6		6
Whetstone ES	3		3
Total	18	0	18
<b>Walt Whitman</b>			
Walt Whitman HS	8		8
Thomas W. Pyle MS	3		3
Bannockburn ES	2		2
Burning Tree ES	4		4
Total	17	0	17
<b>Thomas S. Wootton</b>			
Thomas S. Wootton HS	3		3
Cold Spring ES	1		1
DuFief ES	1	1	2
Total	5	1	6
<b>Grand Total by Use</b>	<b>438</b>	<b>5</b>	<b>443</b>
<b>SCHOOL TOTAL: 443</b>			

Other Relocatable Uses		
	# Units	Comment
<b>Construction</b>		
Walt Whitman HS	12	
Total	12	
<b>Holding Schools</b>		
Emory Grove Center	18	
Grosvenor Center	17	Luxmanor ES
North Lake Center	21	Maryvale ES
Radnor Center	11	Potomac ES
Total	67	
<b>Other Uses at Schools</b>		
Gaithersburg ES	1	Parent Resource
Monocacy ES	1	
Seneca Valley HS	1	Transitions (CCC)
South Lake ES	1	Linkages
Summit Hall ES	1	Judy Center
Total	5	
<b>Non-school Locations</b>		
Bethesda Depot	3	Offices
Clarksburg Depot	1	Maintenance
Clarksburg Depot	2	Transportation
Hadley Farms	1	Offices
Kingsley	5	Transitions
Lincoln Warehouse	1	Copy Plus
Montgomery College	2	Germantown
Randolph Depot	3	Offices
Rocking Horse Road	2	Offices
Shady Grove Depot	8	Offices
Smith Center	2	Outdoor Education
Total	30	
<b>OTHER TOTAL:</b>	<b>114</b>	

DC: Paid for by day-care provider to enable a day-care center to operate inside school.

\* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.

\*\*Summit Hall ES and Ashburton ES units are in modular buildings.

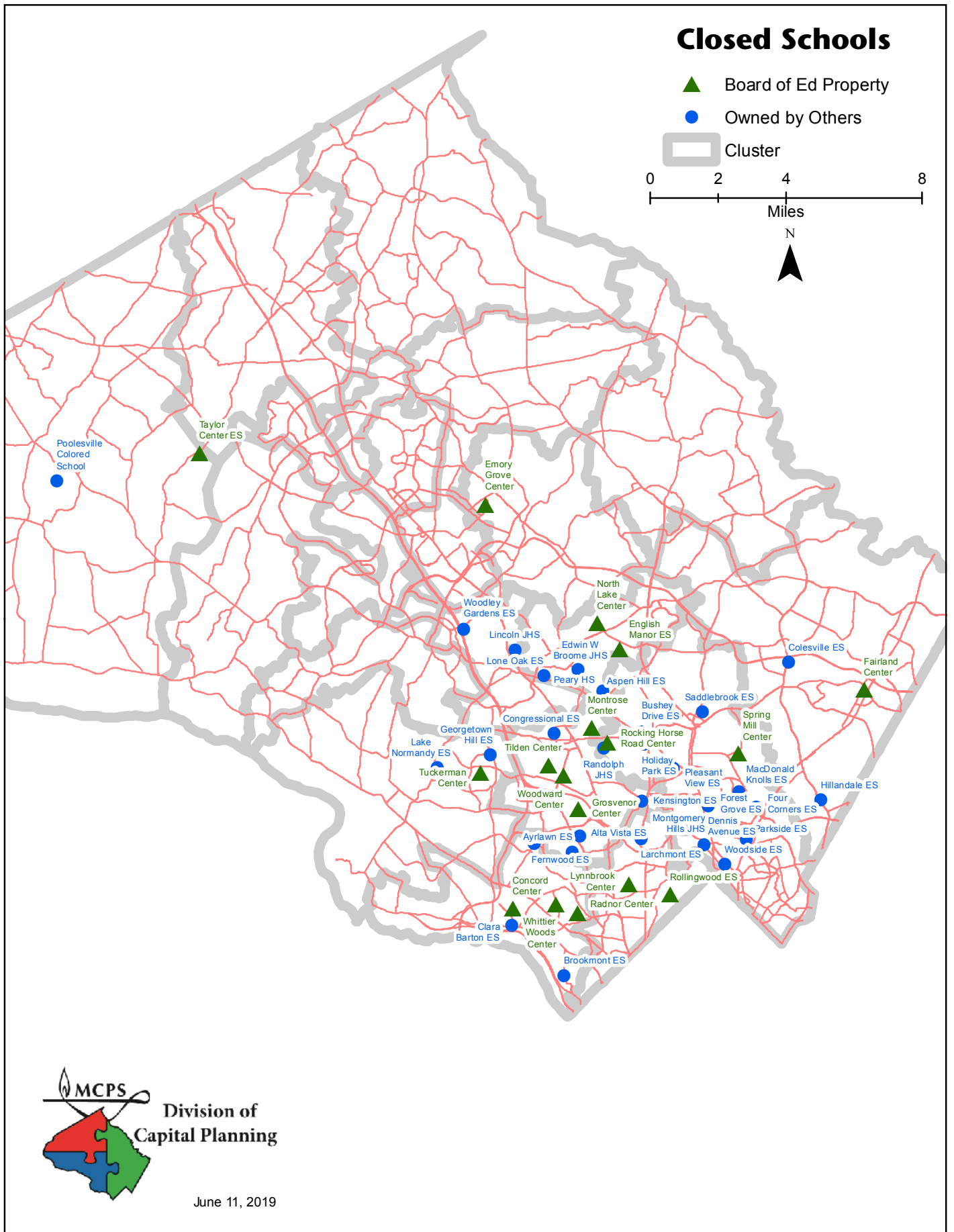
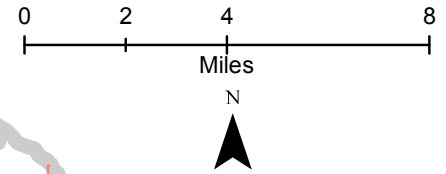
# Appendix I

## Former Operating Schools and Current Status June 2019

NAME	ADDRESS	Elementary School Service Area	CLUSTER	CURRENT USE	SITE	ROOMS	SF
<b>BOARD OF EDUCATION OWNED FACILITIES</b>							
Concord School Center	7210 Hidden Creek Road	Bannockburn ES	Whitman	MCPS records and childcare	3.45	12	26,444
Emory Grove Center	18100 Washington Grove Lane	Resnik ES	Magruder	Holding School	10.17	19	49,858
English Manor ES	4511 Bestor Drive	Barnsley ES	Rockville	MCPS offices	8.25	28	50,000
Fairland Center	13313 Old Columbia Pike	Fairland ES	Paint Branch	Holding School (currently leased to private school)	9.21	26	45,082
Grosvenor Center	5701 Grosvenor Lane	Ashburton ES	Johnson	Holding School	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	Bethesda ES	B-CC	MCPS program offices	4.21	15	35,000
MacDonald Knolls ES	10611 Tenbrook Drive	Forest Knolls ES	Einstein	MCPS Early Childhood Center and Montgomery County C	8.06	15	28,000
Montrose Center	12301 Academy Way	Garrett Park ES	Johnson	Leased to private school	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Flower Valley ES	Rockville	Holding School	9.66	22	40,378
Radnor Center	7000 Radnor Road	Bradley Hills ES	Whitman	Holding School	9.03	20	36,663
Rocking Horse Road ES	4910 Macon Road	Viers Mill ES	Wheaton	ESOL; Head Start; Title 1; International Student Admiss.	18.70	28	57,639
Rollingwood ES	3200 Woodbine Street	Rosemary Hills ES/ Chevy Chase ES	B-CC	Leased to private school	4.07	12	26,624
Spring Mill Center	11721 Kemp Mill Road	Kemp Mill ES	Kennedy	MCPS Staff and MCCPTA	7.69	14	29,300
Taylor ES Center	19501 White Ground Road	Monocacy ES	Poolesville	MCPS Science Materials Center	11.47	8	20,827
Whittier Woods Center	7300 Whittier Boulevard	Burning Tree ES	Whitman	Whitman HS	5.90		17,475
Woodward Center (beginning 2020)	11211 Old Georgetown Road	Luxmanor ES	Johnson	Holding School	29.80	52	135,150
Tilden Center	6300 Tilden Avenue	Luxmanor ES	Johnson	Holding School	19.70	39	119,516
Tuckerman Center	8224 Lochirner Lane	Bells Mill ES	Churchill	Leased to private school	9.13	24	47,965
<b>MONTGOMERY COUNTY OWNED FACILITIES</b>							
Alta Vista ES	5615 Beech Avenue	Wyngate ES	W. Johnson	Leased to private school	3.53	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rock Creek Valley ES	Rockville	Leased to health center	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	Wyngate ES	Johnson	Leased to YMCA	3.08	11	28,000
Clara Barton ES	7425 MacArthur Boulevard	Bannockburn ES	Whitman	County recreation and childcare users	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Wood Acres ES	Whitman	Leased to private school	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Meadow Hall ES	Rockville	Various county users	19.49	45	135,210
Bushey Drive ES	12210 Bushey Drive	Shriver ES	Wheaton	County Recreation Office	6.07	NA	32,675
Colesville ES	14015 New Hampshire Avenue	Drew ES	Springbrook	Community Services Center	11.11	14	25,174
Congressional ES	1801 East Jefferson Street	Fairland ES	Johnson	The Hebrew Home of Greater Washington	9.91		
Dennis Avenue ES	2000 Dennis Avenue	Flora M. Singer ES	Downcounty Consortium	Health Center	6.97		
Fernwood ES	6801 Greentree Road	Burning Tree ES	Whitman	Leased to private school	6.15	18	32,000
Forest Grove ES	9805 Dameron Drive	Singer ES	Einstein	Leased to Holy Cross Hospital	6.17	24	38,000
Four Corners ES	321 University Boulevard West	Forest Knolls ES	Downcounty Consortium	Retirement home	5.66		
Georgetown Hill ES	11614 Seven Locks Road	Beverly Farms ES	Churchill	Leased to private school	10.35	28	50,000
Hillandale ES	10501 New Hampshire Avenue	Nix/Cresthaven	Northeast Consortium	Centers for Handicapped Inc.	6.81		
Holiday Park ES	3930 Ferrara Avenue	Viers Mill ES	Downcounty Consortium	The Senior Connection of Montgomery County, Inc.	5.62		
Kensington ES	10400 Detrick Avenue	Kensington-Parkwood ES	Johnson	Housing Opportunities Commission Main Office	4.54	19	45,206
Lake Normandy ES	11315 Falls Road	Bells Mill ES	Churchill	Potomac Community Center	10.59		
Lincoln JHS	595 North Stonestreet Avenue	Maryvale ES	Rockville	Crusader Baptist Church of God	1.78		
Lone Oak ES	1010 Grandin Avenue	Meadow Hall ES	Rockville	Centers for Handicapped Inc./Elderly day care	7.09	28	40,000
Montgomery Hills JHS	2010 Linden Lane	Woodlin ES	Einstein	Leased to private school	8.67	44	130,000
Parkside ES	9500 Brunett Avenue	Sligo Creek ES	Northwood	County Department of Park and Planning	11.61	NA	26,369
Pleasant View ES	3015 Upton Drive	Rock View ES	Einstein	Leased to private school	6.22	NA	58,283
Poolesville Colored School	19200 Jerusalem Road	Poolesville ES	Poolesville	AT&T	4.00		
Randolph JHS	11710 Hunters Lane	Viers Mill ES	Downcounty Consortium	Charles E. Smith Jewish Day School	8.07		
Saddlebrook ES	12751 Layhill Road	Glenallan ES	Kennedy	Park Police Headquarters	10.59	29	42,274
Woodside ES	8818 Georgia Avenue	Woodlin ES	Einstein	Health and Human Services	2.70	23	36,614
<b>CITY OF ROCKVILLE OWNED FACILITIES</b>							
Woodley Gardens ES	1150 Carnation Drive	College Gardens ES	Richard Montgomery	Senior center	9.64	16	31,767
<b>PRIVATELY-OWNED FACILITIES</b>							
Larchmont ES	9411 Connecticut Avenue	Rosemary Hills ES/North Chevy Chase ES	B-CC		10.94		
Peary HS	13300 Arctic Avenue	Rock Creek Valley ES	Rockville		19.52		

# Closed Schools

- ▲ Board of Ed Property
- Owned by Others
- Cluster



Division of  
Capital Planning

June 11, 2019



## Closed Schools That Have Been Reopened\*

June 2019

Name	Year Reopened	Address	Cluster	Acreage
Arcola ES	2007	1820 Franwall Avenue, Silver Spring	Downcounty Consortium	5.0
Argyle MS	1993	2400 Bel Pre Road, Silver Spring	Downcounty Consortium	19.9
Burnt Mills ES	1990	11211 Childs Street, Silver Spring	Northeast Consortium	15.1
Cabin John MS	1989	10701 Gainsborough Road, Potomac	Churchill	18.2
Cloverly ES	1989	800 Briggs Chaney Road, Silver Spring	Northeast Consortium	10.0
Francis Scott Key MS	1990	910 Schindler Drive, Silver Spring	Northeast Consortium	20.6
A. Mario Loiederman MS (Col. Joseph A. Belt JHS)	2005	12701 Goodhill Road, Silver Spring	Downcounty Consortium	17.1
Newport Mill MS	2002	11311 Newport Mill Road, Silver Spring	Downcounty Consortium	8.4
North Bethesda MS	1999	8935 Bradmoor Drive, Bethesda	Walter Johnson	20.0
Northwood HS	2004	919 University Boulevard, Silver Spring	Downcounty Consortium	29.6
Roscoe R. Nix ES (Brookview ES)	2006	1100 Corliss Street, Silver Spring	Northeast Consortium	9.0
Bayard Rustin ES (Hungerford Park ES)	2018	332 West Edmonston Drive, Rockville	Richard Montgomery	11.0
Sargent Shriver ES (Connecticut Park ES)	2006	12518 Greenly Drive, Silver Spring	Downcounty Consortium	9.2
Silver Creek MS (Kensington JHS)	2017	3701 Saul Road, Kensington	B-CC	13.3
Flora M. Singer ES (McKenney Hills ES)	2012	2600 Hayden Drive, Silver Spring	Downcounty Consortium	12.7

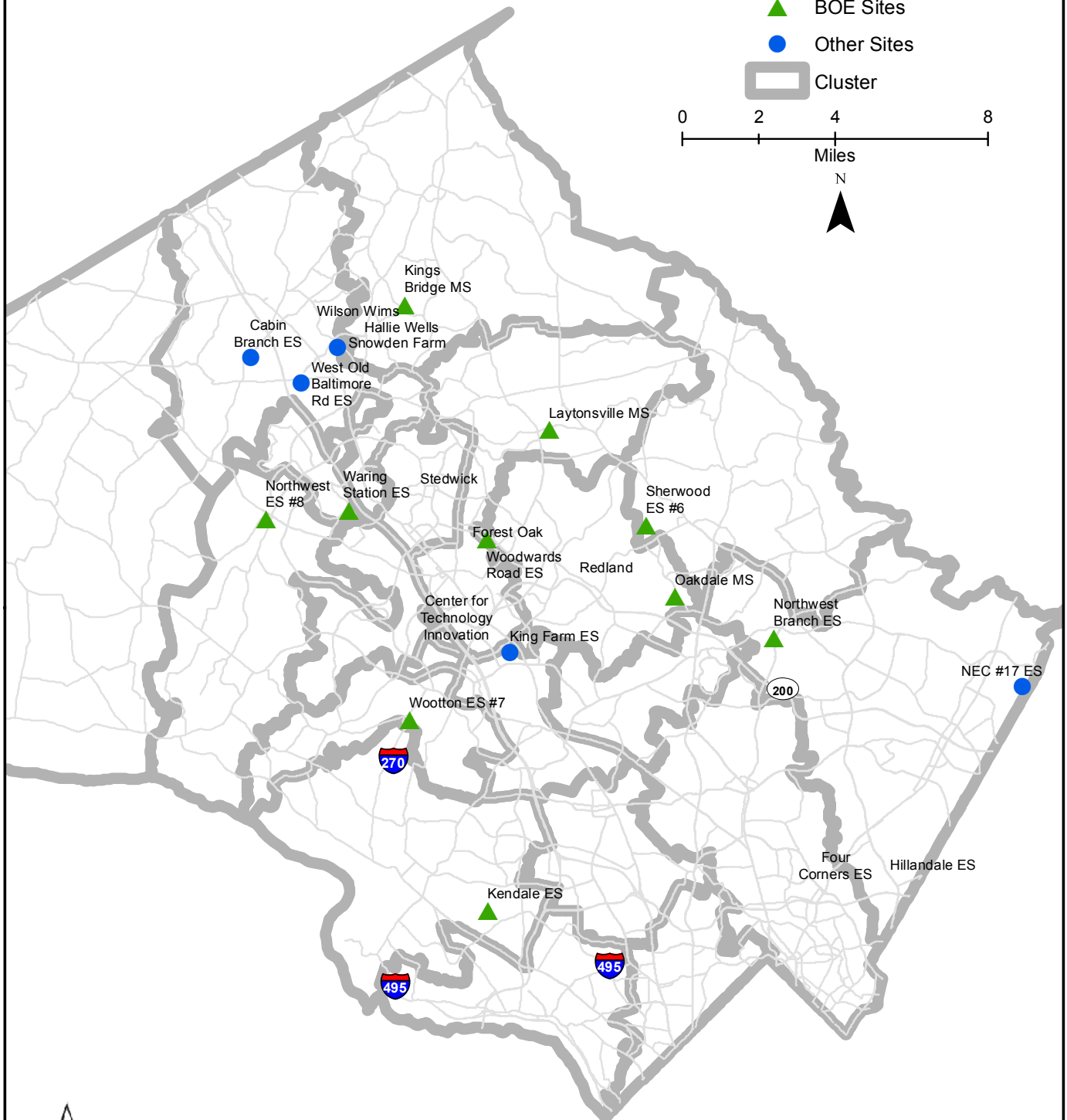
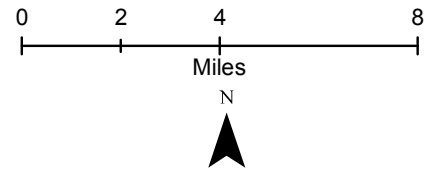
\* Schools on this list were either reopened or built new on the site of a former school. In some cases the school was renamed.

# Future School Sites

▲ BOE Sites

● Other Sites

Cluster



Division of  
Capital Planning

June 11, 2019

## Future School Sites

June 2019

Name	Address	Elementary School Service Area	Cluster	Acreeage
<b>Board of Education Owned Sites</b>				
Brickyard MS	Brickyard Road	Potomac ES	Churchill	20.00
Briggs Chaney Road MS	Briggs Chaney Road	Cloverly ES	Northeast Consortium	20.96
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.51
Kendale ES	Kendale Road	Seven Locks ES	Churchill	10.54
Kings Bridge MS	Founders Way	Woodfield ES	Damascus	30.33
Laytonsville MS	Warfield Road	Laytonsville ES	Gaithersburg	22.74
Monocacy MS	Barnesville Road	Monocacy ES	Poolesville	17.35
Northeast Consortium ES #17	Saddle Creek Drive	Burtonsville ES	Northeast Consortium	TBD
Northwest ES #8	Schaeffer Road	Great Seneca Creek ES	Northwest	12.70
Northwest Branch ES	Layhill Road	Stonegate ES	Northeast Consortium	11.41
Oak Drive ES	Oak Drive	Damascus ES	Damascus	12.99
Oakdale MS	Cashell Road	Cashell ES	Magruder	18.49
Sherwood ES #6	Wickham Road	Olney ES	Sherwood	17.00
Waring Station ES	Waring Station Road	McAuliffe ES	Seneca Valley	9.99
Woodwards Road ES	Emory Grove Road	Resnik ES	Magruder	11.05
Wootton ES # 7	Cavanaugh Drive	Stone Mill ES	Wootton	12.10
<b>Master Planned School Sites Titled to Others</b>				
Central Area HS (Crown Farm)	Fields Road	Rosemont ES	Gaithersburg	31.1
Fallsgrove ES	Fallsgrove Road	Ritchie Park ES	Richard Montgomery	TBD
Great Seneca Science Corridor ES	Great Seneca Hwy. and Key West Ave.	Stone Mill ES	Wootton	TBD
Jeremiah Park ES	SE Shady Grove Road and Crabbs Branch Way	Washington Grove ES	Gaithersburg	TBD
King Farm ES	Watkins Pond Road	College Gardens ES	Richard Montgomery	TBD
King Farm MS	Piccard Drive	Rosemont ES	Gaithersburg	TBD
West Old Baltimore Road ES	West Old Baltimore Road	Gibbs ES	Clarksburg	9.30
White Flint ES	South side of current White Flint Mall property	Garrett Park ES	Walter Johnson	TBD
White Oak Science Gateway ES	FDA Boulevard	Nix ES/Cresthaven ES	Northeast Consortium	TBD



# Appendix J

## New and Reopened Schools, 1985 to 2019

Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill ES, Lake Seneca ES		
1986	Clopper Mill ES		
1987	Jones Lane ES, Christa McAuliffe ES		
1988	Clearspring ES, Goshen ES, Greencastle ES, Stone Mill ES, Strawberry Knoll ES, Waters Landing ES		Quince Orchard HS
1989	Cloverly ES, Capt. James E. Daly ES	Cabin John MS	Watkins Mill HS
1990	Brooke Grove ES, Burnt Mills ES, Rachel Carson ES, Ronald McNair ES, Sequoyah ES	Francis Scott Key MS	
1991	Dr. Charles R. Drew ES, Judith A. Resnik ES	Brigg Chaney MS	
1992	Lois P. Rockwell ES	Roberto Clemente MS, Rosa M. Parks MS	
1993	Thurgood Marshall ES	Argyle MS	
1994	Dr. Sally K. Ride ES		
1995		Forest Oak MS, Rocky Hill MS	
1996		Neelsville MS	
1997		Kingsview MS, John Poole MS	
1998			James Hubert Blake HS, Northwest HS
1998		North Bethesda MS, Shady Grove MS, Silver Spring International MS	
1999	Sligo Creek ES		
2000	None		
2001	Spark M. Matsunaga ES		
2002		Newport MS	
2003	None		
2004			Northwood HS
2005		Lakelands Park MS, A. Mario Loiederman MS	
2006	Great Seneca Creek ES, Little Bennett ES, Roscoe Nix ES, Sargent Shriver ES		Clarksburg HS
2007	Arcola ES		
2008	None		
2009	William B. Gibbs, Jr. ES		
2010	None		
2011	None		
2012	Flora M. Singer ES		
2013	None		
2014	Wilson Wims ES		
2015	None		
2016		Hallie Wells MS	
2017		Silver Creek MS	
2018	Bayard Rustin ES		
2019	Snowden Farm ES (scheduled to open 9/19)		

### Schools Revitalized/Expanded 1985 to 2019

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

70 Elementary Schools, 14 Middle Schools, and 15 High Schools, Source: Montgomery County Public Schools, Division of Capital Planning, June 2019

## Schools Reopened and Extent of Improvements Made When Reopened

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





# Appendix K

## Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2018

	Facility	Project Scope		Facility	Project Scope
1	Argyle MS	Chair Lift	58	Ronald McNair ES	Masonry Repairs
2	Ashburton ES	Fireproofing	59	Mill Creek Towne ES	Playground Equipment
3	John T. Baker MS	Asphalt (Play Area)	60	Richard Montgomery HS	Paint Exterior Canopies
4	John T. Baker MS	Emergency Generator	61	Montgomery Village MS	Tennis Courts
5	Bannockburn ES	Asphalt & Concrete	62	Neelsville MS	Library Security Gate
6	Bethesda-Chevy Chase HS	Gym Floor Refinishing (Auxiliary)	63	Newport Mill MS	Fencing
7	Beall ES	Walk-In Boxes	64	Northwest HS	Stage Curtains
8	James Hubert Blake HS	Stage Curtains	65	John Poole MS	Fire Alarm System
9	James Hubert Blake HS	Tennis Court	66	Thomas W. Pyle MS	Gym (Main) and Stage Floor
10	Brookhaven ES	Paint	67	Thomas W. Pyle MS	Gym Light Fixtures
11	Burnt Mills ES	Floor Covering (Media Center)	68	Quince Orchard HS	Water Heater
12	Burtensville ES	Walk-In Boxes	69	Quince Orchard HS	Chair Lift
13	Winston Churchill HS	Restroom Renovations	70	Radnor Center	Main Entrance Doors
14	Clarksburg HS	Fence (Retaining Wall)	71	Redland MS	Emergency Generator
15	Roberto Clemente MS	Library Security Gates	72	Judith A. Resnik ES	Playground Equipment
16	Roberto Clemente MS	Locker Replacements	73	Ritchie Park ES	Fire Alarm System
17	Roberto Clemente MS	Tennis Court	74	Rock View ES	Paint
18	Clopper Mill ES	Emergency Generator	75	Rock View ES	Fire Alarm Replacement
19	Cloverly ES	Fence Replacement	76	Rocky Hill MS	Flooring Replacement
20	Cloverly ES	Main Office Improvements	77	Rosemary Hills ES	Emergency Generator
21	Cloverly ES	Playground Equipment	78	Rosemont ES	Playground Equipment
22	Cloverly ES	School Letters Installation	79	Rosemont ES	Suspended Ceiling and Lights
23	Damascus HS	Grandstand Safety Upgrades	80	Shady Grove MS	Paint
24	Diamond ES	Emergency Generator	81	Sherwood ES	Emergency Generator
25	Dr. Charles R. Drew ES	Field Walkway	82	Sherwood HS	Field Drainage
26	Dr. Charles R. Drew ES	Water Heater	83	Silver Spring Intl MS	Water Heater
27	East Silver Spring ES	Water Heater	84	Sligo Creek ES	Water Heater
28	Albert Einstein HS	Gym Floor	85	Lathrop E. Smith Center	Walk-in Boxes
29	Fallsmead ES	Gym Light Fixtures	86	Springbrook HS	Grandstand Safety Upgrades
30	Flower Hill ES	Concrete	87	Springbrook HS	Security System
31	Flower Valley ES	Paint	88	Springbrook HS	Door Replacement
32	Flower Valley ES	Walk-In Boxes	89	Stedwick ES	Asphalt Replacement
33	Flower Valley ES	Fire Alarm System	90	Stephen Knolls School	Concrete
34	Forest Oak MS	Gym Floor	91	Stonegate ES	Flooring Replacement
35	Fox Chapel ES	Paint	92	Stonegate ES	PA Console Upgrade
36	Robert Frost MS	Asphalt	93	Stonegate ES	Paint (Multipurpose Room)
37	Gaithersburg ES	Suspended Ceiling & Lights	94	Stonegate ES	Suspended Ceiling & Lights
38	Georgian Forest ES	Grease Interceptor	95	Strathmore ES	Paint
39	Germantown ES	Paint	96	Strathmore ES	Restroom Addition
40	Goshen ES	Emergency Generator	97	Takoma Park ES	Fire Alarm System
41	Greencastle ES	Emergency Generator	98	Twinbrook ES	Basketball Goal Replacement
42	Greenwood ES	Paint	99	Twinbrook ES	Door Replacement
43	Greenwood ES	Playground Equipment Replacement	100	Twinbrook ES	Fence and Backstop
44	Greenwood ES	Suspended Ceiling and Lights	101	Twinbrook ES	Flooring Installation
45	Jones Lane ES	Gym Floor Replacement	102	Twinbrook ES	Ornamental Fence
46	John F. Kennedy HS	Tennis Courts	103	Twinbrook ES	Painting
47	Dr. Martin Luther King, Jr. MS	Tennis Courts	104	Twinbrook ES	Playground Equipment
48	Kingsview MS	Tennis Courts	105	Twinbrook ES	Projector Screen
49	Kingsview MS	Fire Alarm System	106	Waters Landing ES	Masonry Wall
50	Laytonville ES	Walk-in Boxes	107	Watkins Mill ES	Fire Alarm System
51	A. Mario Loiederman MS	Stairwell Fire Doors	108	Watkins Mill HS	Water Heater
52	MacDonald Knolls Early Childhood Center	Electrical Upgrades	109	Julius West MS	Tennis Courts
53	MacDonald Knolls Early Childhood Center	Concrete	110	Westland MS	Asphalt
54	MacDonald Knolls Early Childhood Center	Roofing Overlay	111	Westland MS	Fire Alarm System
55	Col. Zadok Magruder HS	Asphalt and Concrete	112	Westover ES	Playground Equipment
56	Col. Zadok Magruder HS	Stage Lighting and Rigging	113	White Oak MS	Water Heater
57	Col. Zadok Magruder HS	Fire Alarm System	114	Woodlin ES	Playground Equipment
			115	Thomas S. Wootton HS	Tennis Court Renovations



# Appendix L

Head Start and Prekindergarten Locations 2018-2019

School	Federal Head Start Sessions				Pre-K				Pre-K Plus	
	Capacity 3's	Sess- ions	Capacity 4's	Sess- ions	Capacity	Sess- ions	Full-day Capacity	Full-day Sessions	Capacity	Sess- ions
Bells Mill Elementary School			20	1	0	0				
Brown Station Elementary School ♦ (pm)			20	1	60	3				
Clearspring Elementary School			20	1	20	1				
Clopper Mill Elementary School			20	1	40	2			20	1
Dr. Charles R. Drew Elementary School			20	1	40	2				
Fairland Elementary School			20	1	20	1				
Harmony Hills Elementary School			20	1	40	2				
Highland Elementary School			20	1	40	2				
Georgian Forest Elementary School			20	1	40	2				
Glenallan Elementary School ♦ (am)			20	1	0	0				
Kemp Mill Elementary School			20	1	0	0	20	1		
JoAnn Leleck Elementary School at Broad Acres			20	1	51	3			20	1
Maryvale Elementary School	15	1	20	1	40	2				
Mont. Knolls Elementary School ♦ (am/pm)			20	1	60	3				
New Hamp. Est. Elementary School	15	1	60	3	45	2				
Rolling Terrace Elementary School (Judy Ctr)			20	1	40	2			20	1
S. Christa McAuliffe Elementary School			20	1	0	0				
South Lake Elementary School			20	1	40	2				
Summit Hall Elementary School (Judy Ctr)			20	1	40	2			20	1
Twinbrook Elementary School			20	1	40	2				
Viers Mill Elementary School ♦ (am/pm)			20	1	40	2				
Wash. Grove Elem. School ♦ (pm) (Judy Ctr)			20	1	60	3			20	1
Watkins Mill Elementary School			20	1			20	1		
Weller Road Elementary School ♦ (pm)			20	1	40	2			40	2
Wheaton Woods Elementary School			20	1	40	2				
Beall Elementary School	15	1	0	0	20	1				
College Gardens Elem. School (mixed age)			17	1	0	0				
East Silver Spring Elem. School (mixed age) ♦			17	1	40	2				
Sally K. Ride Elementary School	15	1	0	0	40	2				
Strawberry Knoll Elem. School /4 hr ♦ * (pm)			14	1	20	1				
Arcola Elementary School							20	1		
Bel Pre Elementary School					80	4			20	1
Brooke Grove Elementary School							20	1		
Brookhaven Elementary School ♦ (am/pm)					40	2				
Burnt Mills Elementary School					40	2				
Rachel Carson Elementary School					40	2				
Cashell Elementary School							20	1		
Capt. James E. Daly Elementary School					40	2				
Fields Road Elementary School							20	1		
Flora M. Singer Elementary School							20	1		
Flower Hill Elementary School					40	2				
Forest Knolls Elementary School					0	0	20	1		
Fox Chapel Elementary School					40	2				
Gaithersburg Elementary School					40	2				
Galway Elementary School					40	2				
Glen Haven Elementary School ♦					0	0	20	1		
Greencastle Elementary School ♦ (pm)					40	2				
Jackson Road Elementary School ♦ (pm)					40	2				
Lake Seneca Elementary School ♦ (pm)					40	2				
Macdonald Knolls Early Childhood Center					0	0	80	4		
Ronald McNair Elementary School							20	1		
Mill Creek Towne Elementary School					20	1				
Oakland Terrace Elementary School ♦ (am)							20	1		
William T. Page Elementary School					40	2				
Judith A. Resnik Elementary School					40	2				
Rock Creek Forest Elementary School							20	1		
Rock View Elementary School					40	2				
Roscoe Nix Elementary School					40	2				
Rosemary Hills Elementary School					40	2				
Rosemont Elementary School (Judy Ctr)					40	2				
Sargent Shriver Elementary School					40	2				
Stedwick Elementary School					40	2				
Whetstone Elementary School ♦ (pm)					40	2				
William B. Gibbs, Jr. Elementary School ♦					40	2				
<b>Total for Head Start and Pre-K</b>	<b>60</b>	<b>4</b>	<b>588</b>	<b>30</b>	<b>1,896</b>	<b>95</b>	<b>320</b>	<b>16</b>	<b>160</b>	<b>8</b>
<b>Total Head Start</b>	<b>648</b>									
<b>Head Start Funded Level</b>	<b>648</b>									
<b>MCPs serves:</b>	<b>648</b>									
<b>Total Students Served (Figures in Bold)</b>	<b>3,024</b>									

\*Intensive Needs

♦ Preschool Special Education Collaboration

Head Start and Prekindergarten Locations 2019–2020

School	Federal Head Start Sessions						Pre-K				Pre-k Plus	
	Capacity 3's	Sess- ions	Capacity 4's	Sess- ions	Full-day Capacity	Full-day Sessions	Capacity	Sess- ions	Full-day Capacity	Full-day Sessions	Capacity	Sess- ions
Bells Mill Elementary School					20	1						
JoAnn Leleck Elementary School at Broad Acres					20	1	60	3			20	1
Brown Station Elementary School ♦ (pm)					20	1	60	3				
Clearspring Elementary School					20	1	20	1				
Clopper Mill Elementary School					20	1	40	2			20	1
Dr. Charles R. Drew Elementary School					20	1	40	2				
Fairland Elementary School					20	1	20	1				
Harmony Hills Elementary School					20	1	40	2				
Highland Elementary School					20	1	40	2				
Georgian Forest Elementary School					20	1	40	2				
Glenallen Elementary School ♦ (am)					20	1						
Kemp Mill Elementary School					20	1			20	1		
Maryvale Elementary School	15	1			20	1	40	2				
Mont. Knolls Elementary School ♦ (am/pm)					20	1	40	2				
New Hamp. Est. Elementary School	15	1			60	3	25	1	20	1		
Rolling Terrace Elementary School (Judy Ctr)					20	1	40	2			20	1
S. Christa McAuliffe Elementary School					20	1	0	0				
South Lake Elementary School					20	1	40	2				
Summit Hall Elementary School (Judy Ctr)					20	1	40	2			20	1
Twinbrook Elementary School					20	1	40	2				
Viers Mill Elementary School ♦ (am/pm)					20	1	40	2				
Wash. Grove Elementary School ♦ (pm) (Judy					20	1	60	3			20	1
Watkins Mill Elementary School ♦♦					20	1			20	1		
Weller Road Elementary School ♦ (pm)					20	1	40	2			40	2
Wheaton Woods Elementary School					20	1	40	2				
Beall Elementary School	15	1					20	1				
College Gardens Elementary School (mixed age)			17	1								
East Silver Spring Elem. School (mixed age) ♦			17	1			40	2				
Dr. Sally K. Ride Elementary School	15	1					40	2				
Strawberry Knoll Elementary School /4 hr ♦ *			14	1			20	1				
Arcola Elementary School									20	1		
Bel Pre Elementary School ♦♦							80	4			20	1
Brooke Grove Elementary School									20	1		
Brookhaven Elementary School ♦ (am/pm)							40	2				
Burnt Mills Elementary School							40	2				
Rachel Carson Elementary School							40	2				
Cashell Elementary School									20	1		
Capt. James E. Daly Elementary School							40	2				
Fields Road Elementary School									20	1		
Flora M. Singer Elementary School									20	1		
Flower Hill Elementary School							40	2				
Forest Knolls Elementary School ♦♦									20	1		
Fox Chapel Elementary School							40	2				
Gaithersburg Elementary School							40	2				
Galway Elementary School							40	2				
Glen Haven Elementary School ♦ (pm)									20	1		
Greencastle Elementary School ♦ (pm)							40	2				
Jackson Road Elementary School ♦ (pm)							40	2				
Lake Seneca Elementary School ♦ (pm)							40	2				
Macdonald Knolls Early Childhood Center									100	5		
Ronald McNair Elementary School ♦♦									20	1		
Mill Creek Towne Elementary School							20	1				
Oakland Terrace Elementary School ♦ (am)									20	1		
William Tyler Page Elementary School							40	2				
Judith A. Resnik Elementary School							40	2				
Rock Creek Forest Elementary School ♦♦									20	1		
Rock View Elementary School							40	2				
Roscoe R. Nix Elementary School							40	2				
Rosemary Hills Elementary School							40	2				
Rosemont Elementary School (Judy Ctr)							40	2				
Sargent Shriver Elementary School							40	2				
Stedwick Elementary School							40	2				
Upcounty Early Childhood Center at Emory									80	4		
Whetstone Elementary School ♦ (pm)							40	2				
William B. Gibbs, Jr. Elementary School ♦							40	2				
<b>Total for Head Start and Pre-K</b>	<b>60</b>	<b>4</b>	<b>48</b>	<b>3</b>	<b>540</b>	<b>27</b>	<b>1865</b>	<b>93</b>	<b>440</b>	<b>22</b>	<b>160</b>	<b>8</b>
<b>Total Head Start</b>	<b>648</b>											
<b>Head Start Funded Level</b>	<b>648</b>											
<b>MCPS serves:</b>	<b>648</b>						<b>2305</b>				<b>160</b>	
<b>Total Students Served (Figures in Bold)</b>	<b>3113</b>											




\* Intensive Needs

♦ Preschool Special Education Collaboration

♦♦ Preschool Inclusion

# Appendix M

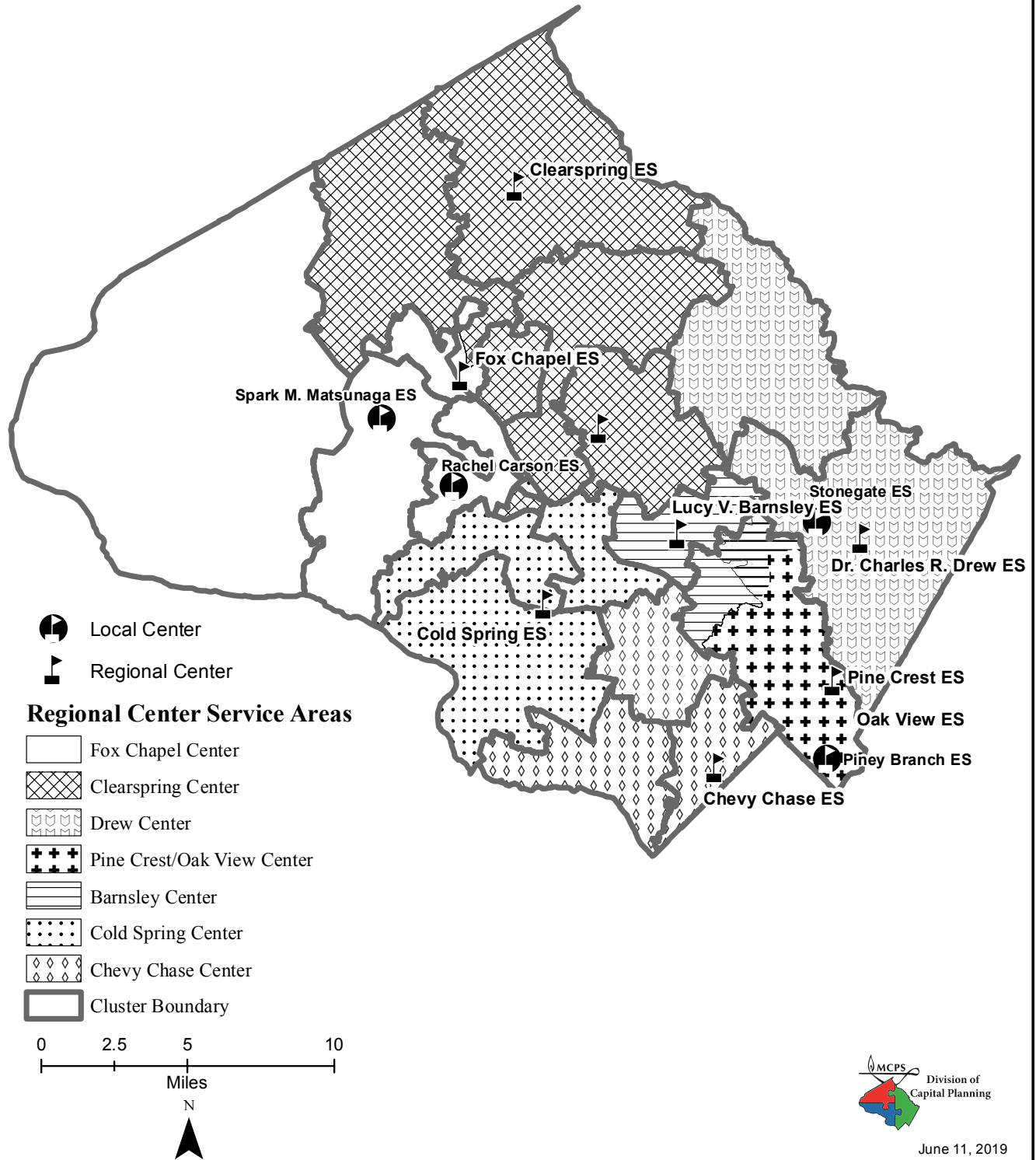
## French Immersion Catchment Areas

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

0 2.5 5 10  
Miles







## Centers for Enriched Studies (Highly Gifted Grade 4-5)

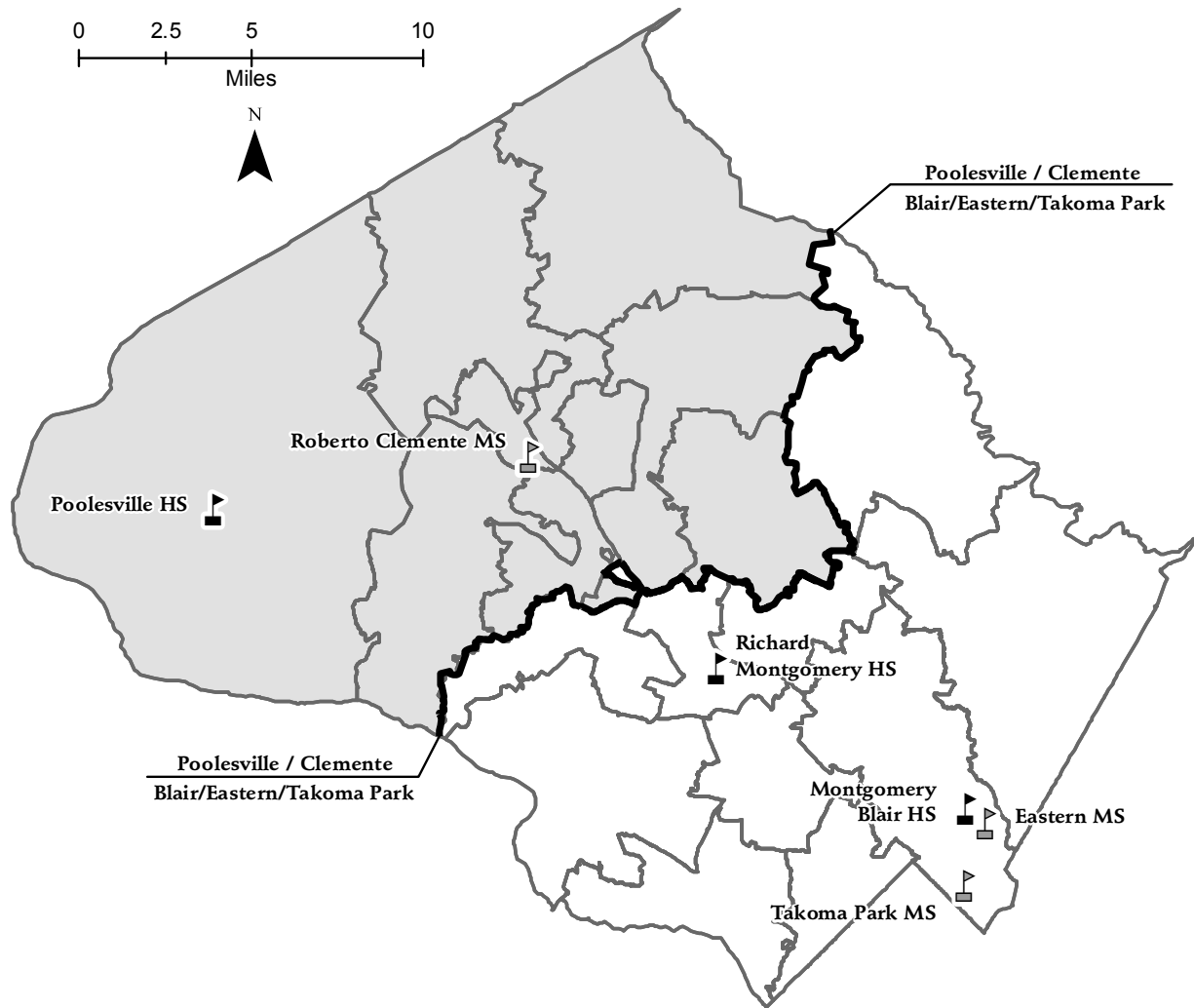




# Secondary Magnet School Catchment Areas

-  Middle School
-  High School
-  Cluster Boundary
-  Magnet Catchment Boundary

0 2.5 5 10  
Miles





# Appendix N

## Special Education Services Descriptions

### School-based Service Delivery Model

#### Speech and Language Services

The goals of Speech and Language Services are to diagnose communication disorders, improve spoken language skills, facilitate compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills to support student access to the general education curriculum. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the students' general education teachers and parents for implementation within the classroom and home environments. Students may receive services in their classroom program in small groups, or individually.

#### Elementary Home School Model and Learning and Academic Disabilities (LAD) Services

Elementary Home School Model and Learning and Academic Disabilities services supports students in Grades K–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served by this model are assigned to age-appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in a general education environment and/or a self-contained setting.

#### Secondary Learning and Academic Disabilities (LAD) Services

Secondary Learning and Academic Disabilities services, available in all secondary schools in MCPS, provide services to students as a result of a disability that affects academic achievement. Students served by this model receive special education support to demonstrate progress towards the Individualized Education Program (IEP) goals and objectives. These services are provided in a continuum of settings that may include components of self-contained classes, co-taught general education classes, and other opportunities for participation with nondisabled peers.

#### Transition Services

Transition Services are provided to students receiving special education services, age 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities

include enrollment in higher education, engagement in competitive or some other employment, and/or participation in post-secondary training. Services are based on the individual student's needs, considering the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.

### Quad-cluster/Regionally- based Service Delivery Model

#### Elementary Learning Center (ELC)

The Elementary Learning Centers provide comprehensive special education and related services. The program offers a continuum of services for Grades K–5 in self-contained classes with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student's IEP while ensuring access to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.

#### Learning for Independence (LFI) Program

Learning for Independence (LFI) services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of Alternate Learning Outcomes aligned with Curriculum 2.0. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. The students learn life skills in the context of the general school environment and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition to post-secondary opportunities upon graduating with a certificate from the school system.

#### School/Community-based (SCB) Program

School/Community-based Program (SCB) services are designed for students with severe or profound intellectual disabilities and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing Alternate Learning Outcomes aligned with Curriculum 2.0, in comprehensive schools and related community and work environments. The SCB model includes the following components—age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, and transition—that are available in

all quad-clusters. The goal of the program is to prepare students to transition to post-secondary opportunities upon graduating with a certificate from the school system.

### **Infants and Toddlers Program**

The Infants and Toddlers Program provides early intervention services to families and children with developmental delays from birth to age three, or until the start of the school year following the child's fourth birthday, under the Extended Individualized Family Service Plan option. Services are provided in the natural environment and include but are not limited to: specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language services. Providers use a family-centered approach based on the philosophy that a parent is a child's most effective teacher.

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

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

The Preschool Education Program (PEP) offers a continuum of prekindergarten classes and services for children with disabilities ages three until kindergarten. PEP serves children with delays in multiple developmental domains that affect the child's ability to learn. Services range from itinerant services for children in community-based childcare settings and preschools to home-based services for medically fragile children. Classes are provided for children who need a comprehensive approach to learning. PEP PILOT provides an early childhood setting for students with mild delays; PEP collaboration classes offer inclusive opportunities for prekindergarten students utilizing a co-teaching model. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP five hour classes serve students with moderate to severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more quad-cluster administrative area(s).

### **Prekindergarten Language Classes**

Prekindergarten Language classes serve students ages 3 through 5, with delays in receptive and/or expressive language that affect their ability to communicate and learn in typical preschool environments. Speech and language supports and related services are provided in a two days per week in a developmentally appropriate class, or five days per week in an early childhood classroom setting with inclusive opportunities with nondisabled peers. The purpose of this program is to use oral language for successful communication and to develop early learning skills in preparation for kindergarten. Selected elementary schools offer this program to support one or more quad-cluster administrative areas.

### **Autism Spectrum Disorders Services**

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students

ages 3 through 5. To ultimately provide access to a variety of school-aged services and to maximize independence in all domains, evidence-based instructional practices are utilized to increase academic, language, social, and adaptive skills. Autism services for students, elementary through age 21, provide access to Alternate Learning Outcomes aligned with Curriculum 2.0. Students receive Applied Behavior Analysis (ABA) intensive instruction in a highly structured setting to improve learning and communication and provide inclusive opportunities with nondisabled peers. At the secondary level, students also receive vocational and community support.

### **Secondary Autism Resource Services**

Secondary Autism Resource Services, located in three middle schools and three high schools, are designed for students with autism spectrum disorders who are diploma bound and have difficulty mastering grade-level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with autism spectrum disorders. Students receive instruction in the general education curriculum with the supports indicated on their IEP. Access to the general education curriculum with enrichment is reinforced.

### **Augmentative and Alternative Communication Classes**

The Augmentative and Alternative Communication (AAC) classes provide intensive support for students who are not verbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication in order to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language development, vocabulary development, and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.

### **Social and Emotional Support Services**

Social and Emotional Support Services (SESS) are provided to students who demonstrate significant social, emotional, learning and/or behavioral challenges that adversely affect their success in school. Students access the MCPS general education curriculum, yet may have difficulty achieving academic success due to emotional and behavioral challenges that interfere with their ability to participate successfully in an educational environment. Students are served in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

### **Extensions**

Extensions serves students of elementary, middle and high school age with the most significant cognitive disabilities, multiple disabilities, and/or autism. These students have a history of requiring intensive, systematic behavioral supports and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive

educational programming to enable these students to acquire Alternate Learning Outcomes aligned with Curriculum 2.0 and postsecondary opportunities including adult day services and employment.

### **Bridge Services**

Bridge Services are designed to meet the needs of students who demonstrate significant social, emotional, learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students are identified as having an emotional disability and/or Autism Spectrum Disorder. Some students require social and emotional supports in order to access their academic program. Comprehensive behavior management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

### **Gifted and Talented/Learning Disabled Services**

Students that receive gifted and talented/learning disabled (GT/LD) services are intellectually gifted and demonstrate superior cognitive reasoning ability. They have an educational disability that affects the academic area(s) of reading, writing, and/or mathematics. Often, students also are impacted in the areas of organization/executive functioning, social emotional learning, and/or attention. They typically have significant production problems, particularly in the area of written expression.

GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to accelerated and enriched instruction in the least restrictive environment. This includes substantive access to the acceleration and enrichment components in the MCPS instructional guidelines, and may include placement in Advanced, Honors or Advanced Placement courses. Services can vary and are determined by the student's IEP team. Students within elementary GT/LD services typically receive instruction in a self-contained classroom setting for a majority of the academic day. Secondary students typically receive services in advanced general education courses in English, math, science, and social studies, with special education support provided by a coteacher or paraeducator. Many secondary students also receive services through a GT/LD resource class. While services can vary and are determined by the student's IEP team, intensive behavioral, emotional, and social supports, interventions, and services are not part of the design of the GT/LD service model.

### **Elementary Physical Disabilities Services**

Elementary physical disabilities services provide comprehensive supports to students in Prekindergarten through Grade 5 with physical and health-related disabilities that cause a significant impact on educational performance in the general education environment. Students generally exhibit needs in areas of motor development and information processing. Services are provided in inclusive classrooms at Forest Knolls and

Judith Resnik elementary schools and include special education instruction, consultation with general education teachers, assistive technology and related services such as speech/language, occupational and physical therapy.

### **Longview School**

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

### **Stephen Knolls School**

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

### **Countywide Service Delivery Model**

(Because of low incidences, these programs are based in central locations and serve students from the entire county. In some cases, the programs are provided regionally when the level of incidence increases.)

### **Services for the Visually Impaired**

Vision services are provided to students with significant visual impairments or blindness. Services enable students to develop effective compensatory and self-advocacy skills and provide them with access to the general education environment. A prekindergarten class prepares children who are blind or have low vision for entry into kindergarten. Itinerant vision services are provided to school-aged students in their home school or other MCPS facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support, as appropriate.

### **Deaf and Hard of Hearing Services**

Deaf and Hard of Hearing services provide comprehensive educational supports to students who are deaf or have an educationally-significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language, communication, and self-advocacy skills necessary to access the general education environment in neighborhood schools. Students with more significant needs receive services in centrally located classes. Services are provided in three communications options: oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.

## **Occupational/Physical Therapy Services**

Related services of occupational and physical therapy are provided to students with educational disabilities in their home or assigned school, to facilitate access to their educational program. The type and frequency of services are based on individual student needs and include direct therapy and consultation to classroom staff. Services are provided at elementary, middle, and high schools throughout MCPS.

## **Carl Sandburg Learning Center**

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

## **Rock Terrace School**

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

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

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

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

## **Assistive Technology Services**

Assistive Technology Services provide support for students from birth– age 21. Augmentative communication, alternate computer access, and the related technology services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. Services are provided in the natural environment for children birth to age three, and in the elementary, middle, or high school instructional setting for prekindergarten students through age 21.

## **Aspergers Services**

Aspergers Services provide direct classroom instruction in the areas of social-emotional problem-solving and pro-social behaviors with supported access to the general education curriculum. Students receive appropriate accommodations and supports for organization, problem solving, and self-advocacy.



# Appendix O

## School/Program Sites and Political Districts

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



School	Board of Education District	Council District	Legislative District
<b>Middle Schools</b>			
Argyle	4	4	19
John T Baker	1	2	14
Benjamin Banneker	5	5	14
Briggs Chaney	5	5	14
Cabin John	3	1	15
Roberto Clemente	1	2	39
Eastern	4	5	20
William H. Farquhar	5	4	14
Forest Oak	1	3	17
Robert Frost	2	3	17
Gaithersburg	1	3	17
Herbert Hoover	3	1	15
Francis Scott Key	5	5	20
Martin Luther King, Jr	1	2	15
Kingsview	2	2	15
Lakelands Park	2	3	17
Col. E. Brooke Lee	4	4	19
A. Mario Loiederman	4	4	19
Montgomery Village	1	2	39
Neelsville	1	2	39
Newport Mill	4	4	18
North Bethesda	3	1	16
Parkland	4	3	19
Rosa Parks	5	4	14
John Poole	1	1	15
Thomas W. Pyle	3	1	16
Redland	5	4	19
Ridgeview	2	3	39
Rocky Hill	1	2	15
Shady Grove	2	3	19
Silver Creek	3	1	18
Silver Spring International	4	5	20
Sligo	4	4	18
Takoma Park	4	5	20
Tilden	3	1	16
Hallie Wells	1	2	39
Julius West	2	3	17
Westland	3	1	16
White Oak	5	5	20
Earle B. Wood	5	3	19

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

## Political Districts

### Board of Education

District	Name
1	Judith Docca
2	Rebecca Smondrowski
3	Patricia O'Neill
4	Shebra L. Evans
5	Brenda Wolff
At-large	Jeanette E. Dixon
At-large	Karla Silvestre
Student	Nanya Tadikonda

### County Council

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

### General Assembly

Legislative District 14	
Senator	Craig J. Zucker
Delegate	Anne R. Kaiser
Delegate	Eric G. Luedtke
Delegate	Pam Queen

Legislative District 15	
Senator	Brian J. Feldman
Delegate	Kathleen M. Dumais
Delegate	David Fraser-Hidalgo
Delegate	Lily Qi

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

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

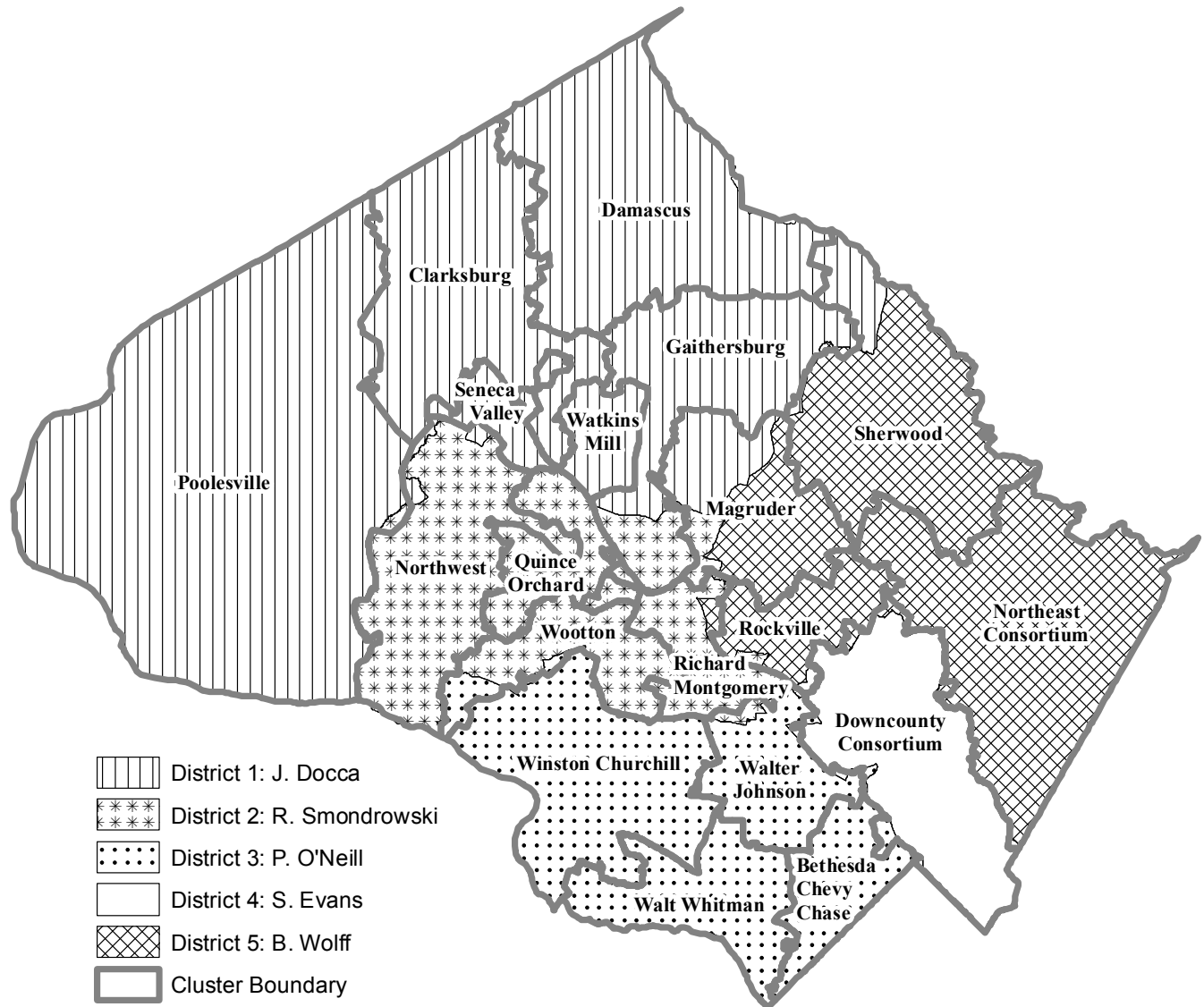
Legislative District 18	
Senator	Jeff Waldstreicher
Delegate	Alfred C. Carr, Jr.
Delegate	Emily Sherry
Delegate	Jared Solomon

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

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

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

# Board of Education Districts



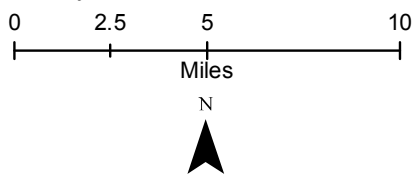
BOE Members at Large:

J. Dixon

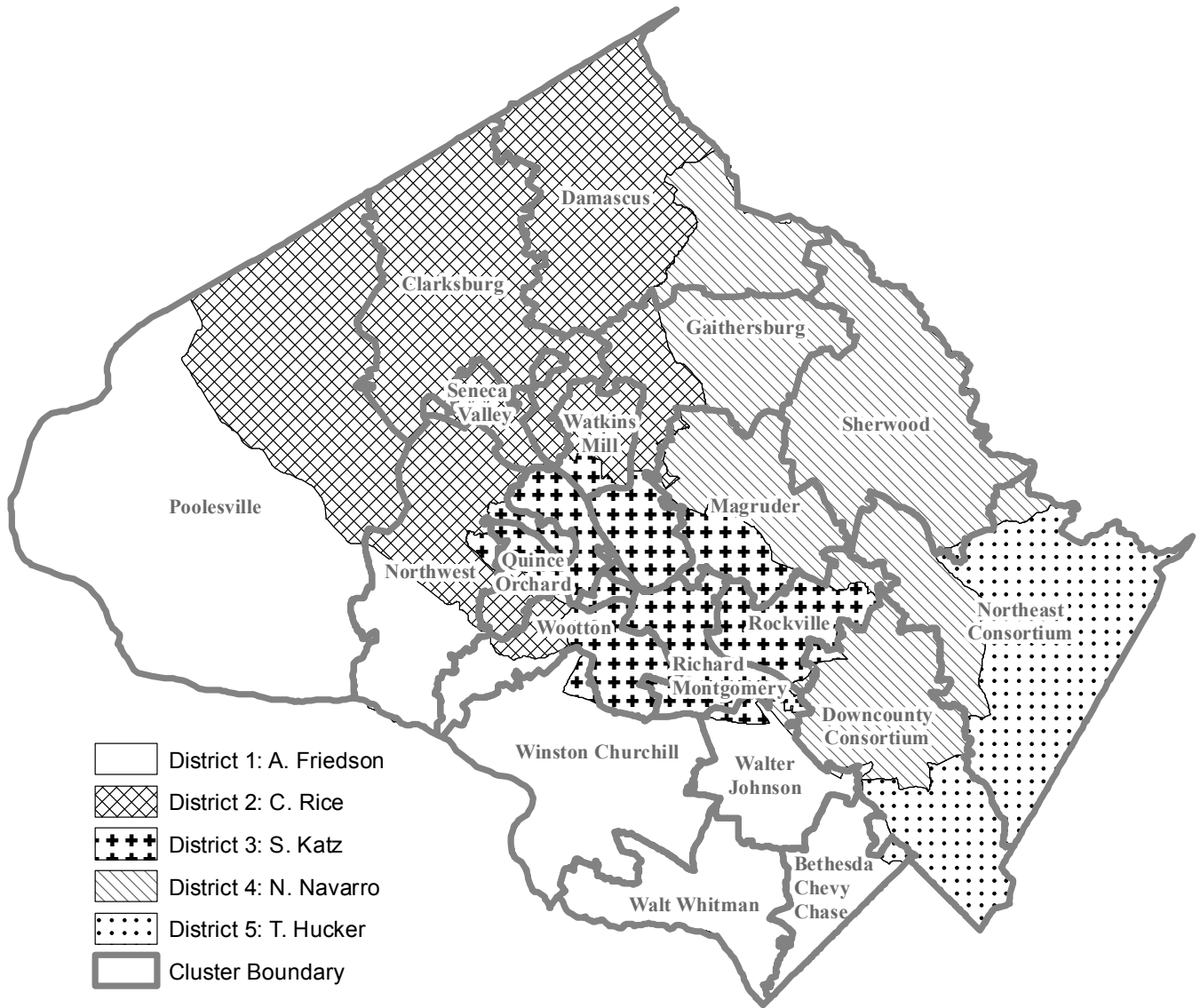
K. Silvestre

BOE Student Member:

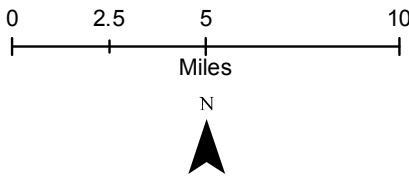
Ananya Tadikonda



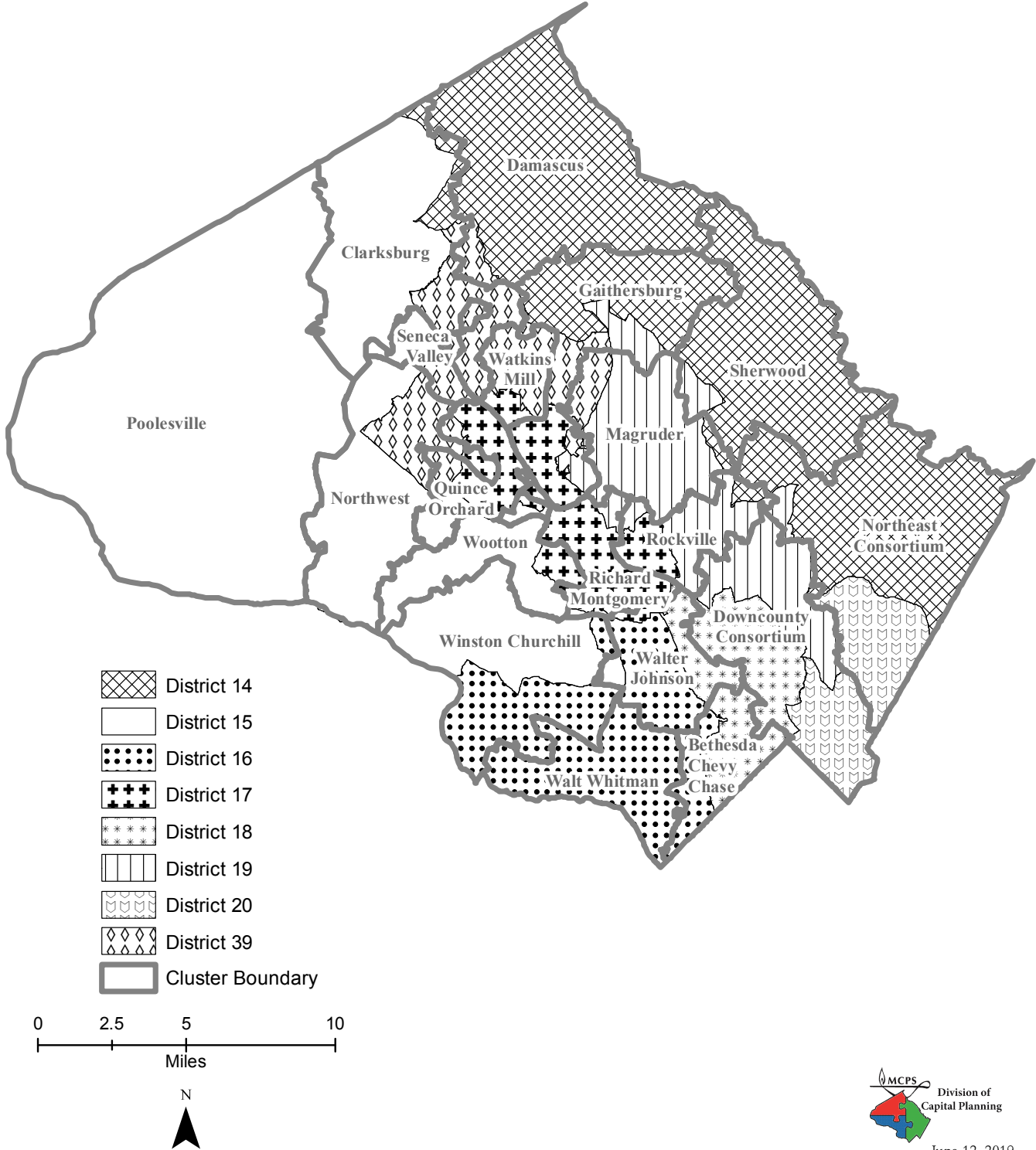
# Council Districts



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



# Legislative Districts



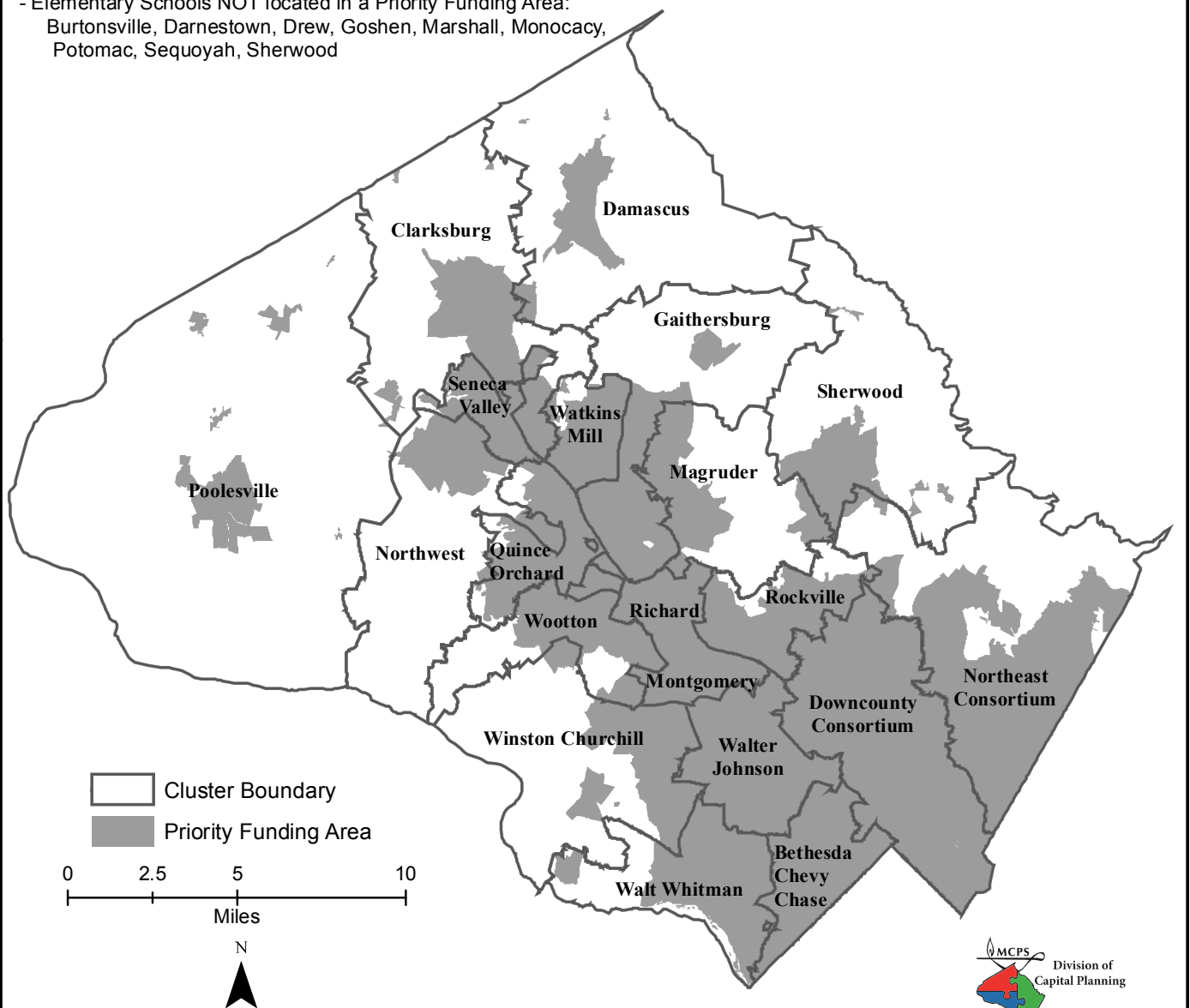
# Appendix P

## Priority Funding Areas

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

### Priority Funding Areas in MCPS

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



June 12, 2019





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

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

### **Educational Facilities Planning**

#### **A. PURPOSE**

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

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

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

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

#### **B. BACKGROUND**

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

**C. ISSUE**

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

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

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

**D. POSITION**

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

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

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

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

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

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

#### E. STAKEHOLDER INPUT

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

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

**F. BOARD OF EDUCATION DELIBERATIONS AND PUBLIC HEARINGS**

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

**G. FACTORS TO BE CONSIDERED**

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

a) Demographic characteristics of student population

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

b) Geography

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

c) Stability of school assignments over time

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

d) Facility utilization

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

3. Site selection

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



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

4. Facility design

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

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

**H. DESIRED OUTCOMES**

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

## I. REVIEW AND REPORTING

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

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

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

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



# REGULATION **MONTGOMERY COUNTY PUBLIC SCHOOLS**

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

## **Educational Facilities Planning**

### **I. PURPOSE**

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

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

### **II. BACKGROUND**

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

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

### **III. DEFINITIONS**

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

contiguous.

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

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

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

#### IV. FACILITIES PLANNING ANALYSES

The facilities planning process starts with the following:

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

and other relevant planning sources.

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



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

**B. Educational Program Requirements**

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

**C. Program Capacity Calculations**

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

**Student-to Classroom Ratio Guidelines**

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

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

- E. *State-rated Capacity (SRC)* is defined by the state of Maryland as the number of students who can be accommodated in a school, based on the product of state-determined student-to-classroom ratios and the number of teaching stations in a school. SRC is used by the state to determine state budget eligibility for capital projects. SRCs are provided for schools in appendices to the CIP and the Master Plan.
  
- F. *School site size* is the acreage desired to accommodate the full instructional program, as follows:
  - 1. Elementary schools—a preferred useable site size of 7.5 acres that is capable of fitting the instructional program, including site requirements. The 7.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
  
  - 2. Middle schools—a preferred useable site size of 15.5 acres that is capable of fitting the instructional program, including site requirements. The 15.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
  
  - 3. High schools—a minimum preferred site size of 35 acres that is capable of fitting the instructional program, including site requirements. The 35 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
  
- G. *Key Facility Indicators (KFI)* are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics. MCPS established during the 2018-2019 school year a baseline for each factor in each school, and KFI data will be reviewed and updated periodically. Those updates will be made available publicly.

**V. CLUSTER COMMENTS**

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

**VI. FACILITY PLANNING DECISION-MAKING FRAMEWORK**

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

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

## VII. CAPITAL IMPROVEMENTS PROGRAM

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

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

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

#### **VIII. EDUCATIONAL FACILITIES MASTER PLAN (MASTER PLAN)**

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



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

## IX. LONGER TERM PLANNING

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

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

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

**A. Stakeholder Engagement Guidelines**

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

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

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

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

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

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

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

demographic data.

b) Geography

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

c) Stability of school assignments over time

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

d) Facility utilization

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

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

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

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

#### C. Additional Guidelines for Developing Options for New School Sites

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

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

#### D. Facility Design

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

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

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

E. School Closures and Consolidations

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

## XI. BOARD ACTION ON SUPERINTENDENT OF SCHOOLS' RECOMMENDATIONS

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



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

**B. Board Public Hearing Process**

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

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

## XII. CALENDAR

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

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

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

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

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

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

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

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

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

**Responsible Office:** Chief Engagement and Partnership Officer

### **Community Involvement**

#### **A. PURPOSE**

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

#### **B. ISSUE**

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

#### **C. DEFINITIONS**

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

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

**D. POSITION**

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

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

**E. DESIRED OUTCOME**

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



**F. IMPLEMENTATION STRATEGIES**

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

**G. REVIEW AND REPORTING**

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

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

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

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

### **Student Transfers**

#### **A. PURPOSE**

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

#### **B. ISSUE**

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

#### **C. POSITION**

1. A student may apply for a COSA based on the following criteria:
  - a) When a documented unique hardship is shown. Problems that are common to large numbers of families do not constitute a unique hardship.
  - b) When a family moves within Montgomery County, preference to remain in the original school will be considered to complete the current school year only.
  - c) When a younger sibling seeks to attend the school where an older sibling will be enrolled in the regular/general school program, or a special education program, during the year the younger sibling seeks to enroll.

- d) When an older sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for younger siblings on a case-by-case basis. Such approval requires consideration of available classroom space, grade-level enrollment, staffing allocations, or other factors that impact the schools involved.
  - e) Sections c) and d) above do not apply if a boundary change has occurred.
2. COSAs are subject to the following procedures:
- a) COSA applications are to be submitted between February 1 and April 1 of the school year preceding the year of the desired transfer. Every effort will be made to notify parents/guardians and students of the decision regarding their COSA request by May 31. COSA requests submitted after April 1 will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to April 1. Documentation supporting this situation must be supplied.
  - b) Students who receive an approved COSA out of their current feeder pattern must attend the new school for one calendar year to be eligible to participate in athletics. A waiver from this restriction may be requested.
  - c) Parents/guardians accepting a COSA assume responsibility for transportation, and recognize that student parking is regulated on a school-by-school basis.
  - d) Reassignment from one consortium school to another after lottery assignments are finalized for that year are handled through the Division of Consortia Choice and Application Program Services, based on a unique hardship.
3. COSAs are not required for a student to attend a school other than their home school under the following conditions:
- a) A student attending a middle school on a COSA seeking to attend the high school in that middle school's feeder pattern.
  - b) Students who have been admitted to countywide programs, regional programs, or programs specifically identified by the superintendent of schools in a publication that will be issued annually and distributed broadly to promote equitable access to these programs. MCPS reserves the right to require students to return to their home school if they cease participation in the program.

- c) Any child who has an older sibling who is currently enrolled in a language immersion program, and will continue to be enrolled in that language immersion program the year the younger sibling seeks to enroll, may participate in a lottery established by the superintendent of schools for admission into the language immersion program. Such lottery shall include a weighting process that takes into consideration factors to include: (a) students who have an older sibling who is currently enrolled in a language immersion program and will continue to be enrolled in that language immersion program in the year the younger sibling seeks to enroll; (b) socio-economic status and poverty; and, (c) other factors as identified by the superintendent of schools, such as, in specific circumstances, a catchment area. Any child who has an older sibling who was enrolled in a language immersion program during the 2017-2018 school year and has an older sibling who will continue to be enrolled in the language immersion program the year the younger sibling seeks to enroll, may enroll in the language immersion program without the necessity of participating in the lottery conducted for admission into that program.

**D. DESIRED OUTCOMES**

1. To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations and staffing allocations of the individual schools.
2. To provide a process for students to receive a COSA when circumstances arise regarding a documented unique hardship, a recent family move within Montgomery County, or certain circumstances to permit a younger sibling to attend the same school as an older sibling.
3. To provide clarity for the relationship between the COSA process and countywide programs.

**E. IMPLEMENTATION STRATEGIES**

This policy is implemented through administrative regulation.

**F. REVIEW AND REPORTING**

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

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

# REGULATION

## MONTGOMERY COUNTY PUBLIC SCHOOLS

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

### Student Transfers and Administrative Placements

#### I. PURPOSE

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

#### II. BACKGROUND

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

#### III. DEFINITIONS

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

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

A. Application Procedures

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

B. Timelines

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



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

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

## **V. GUIDELINES FOR STUDENT TRANSFERS THAT REQUIRE AN APPROVED COSA**

### **A. Unique hardship**

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

### **B. Family Move**

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

### **C. Siblings**

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

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

## **VI. STUDENT TRANSFERS SUBJECT TO AUTOMATIC APPROVAL**

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

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

## **VII. GENERAL PROVISIONS**

### **A. Athletics**

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

### **B. Transportation**

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

**C. Returning to Home School**

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

**D. Change of school assignment within consortia**

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

**VIII. ADMINISTRATIVE PLACEMENTS**

**A. Administrative placement initiated by the principal**

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

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

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

## IX. APPEALS

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

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

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

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

#### B. Board of Education

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

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





# Appendix T

EEA

## POLICY

## BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

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

**Responsible Office:** Chief Operating Officer  
Department of Transportation

### Student Transportation

#### A. PURPOSE

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

#### B. ISSUE

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

#### C. POSITION

##### 1. Eligibility for Transportation

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

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

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

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

## 2. Student Safety

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

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

### 3. Community Partnerships

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

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

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

#### 4. Identification and Resolution of Transportation and Safety Issues

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

#### 5. Environmental and Economic Considerations

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

### D. DESIRED OUTCOME

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

### E. IMPLEMENTATION STRATEGIES

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

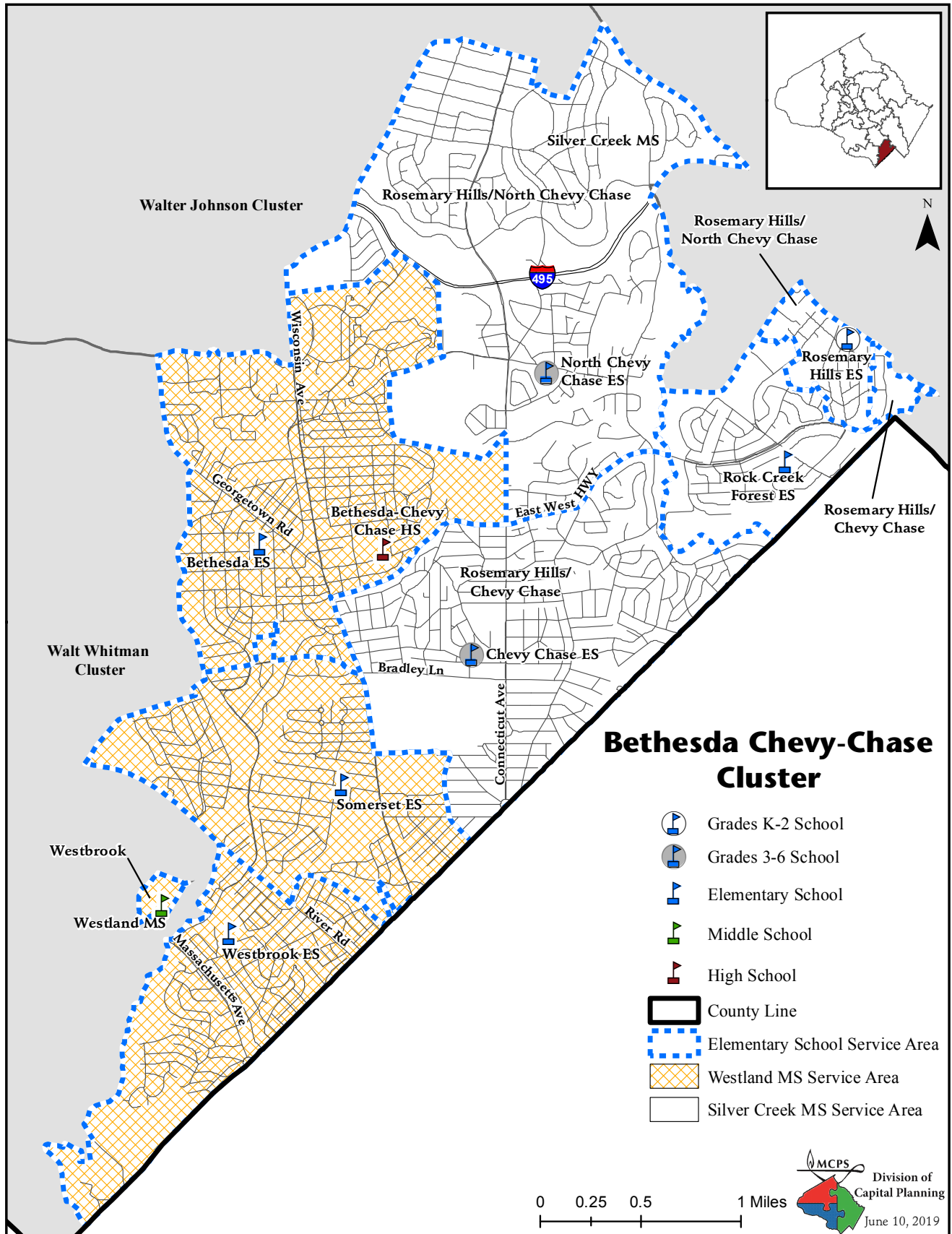
### F. REVIEW AND REPORTING

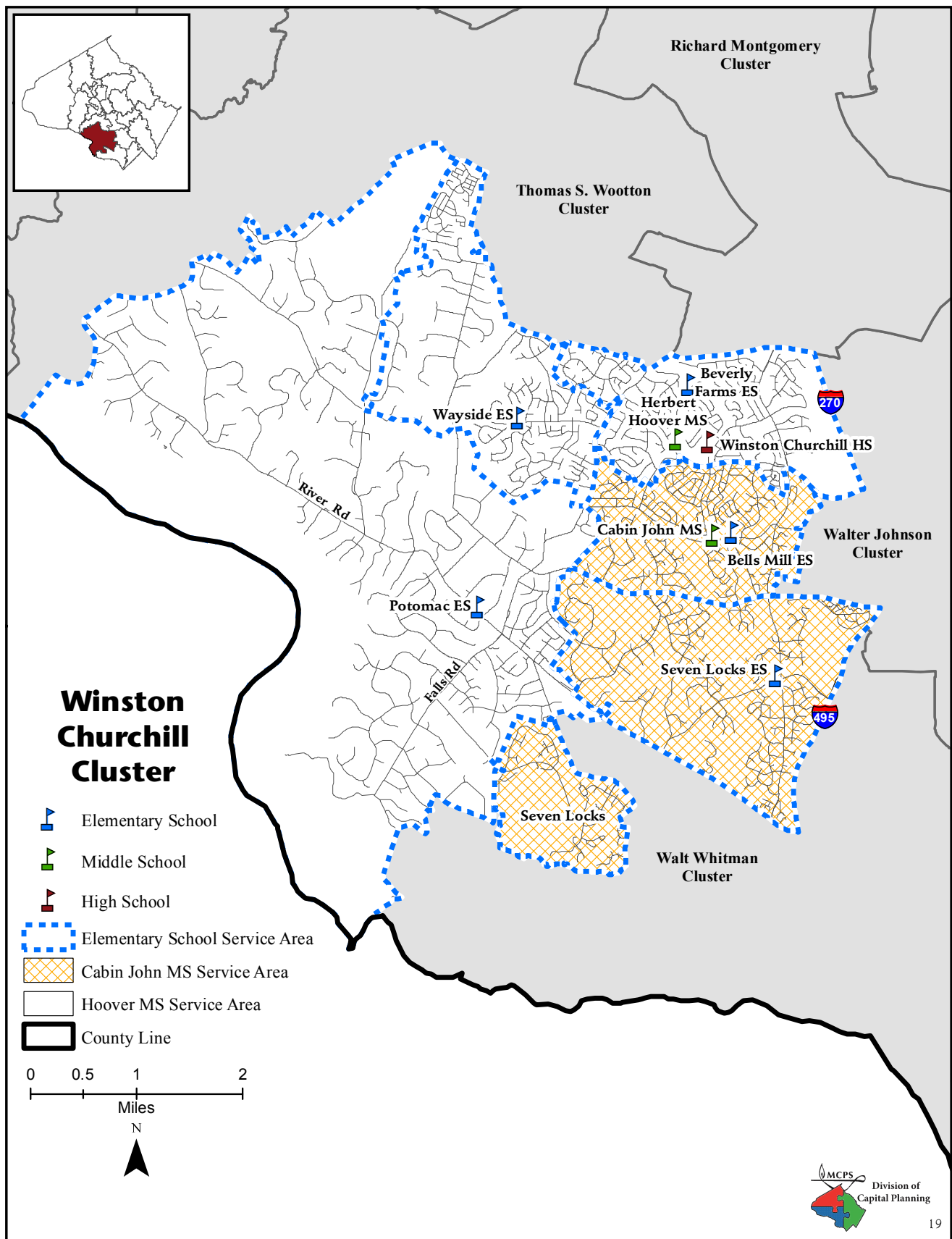
This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

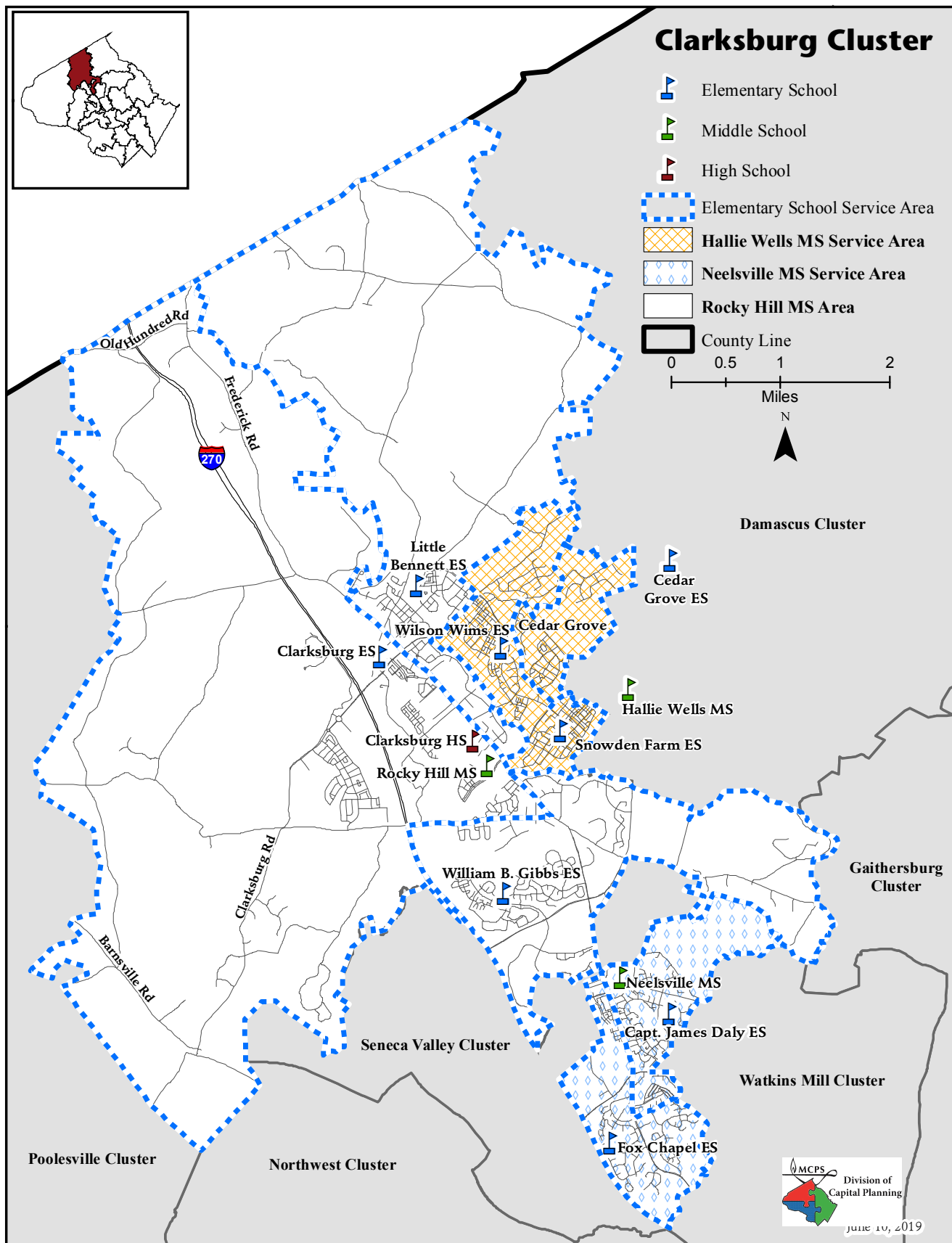
***Policy History:*** Adopted by Resolution No. 89-78, February 13, 1978; amended by Resolution No. 219-78, March 14, 1978, Resolution No. 718-78, October 10, 1978, and Resolution No. 725-79, August 20, 1979; amended by Resolution No. 403-84, July 23, 1984; reformatted in accordance with Resolution No.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

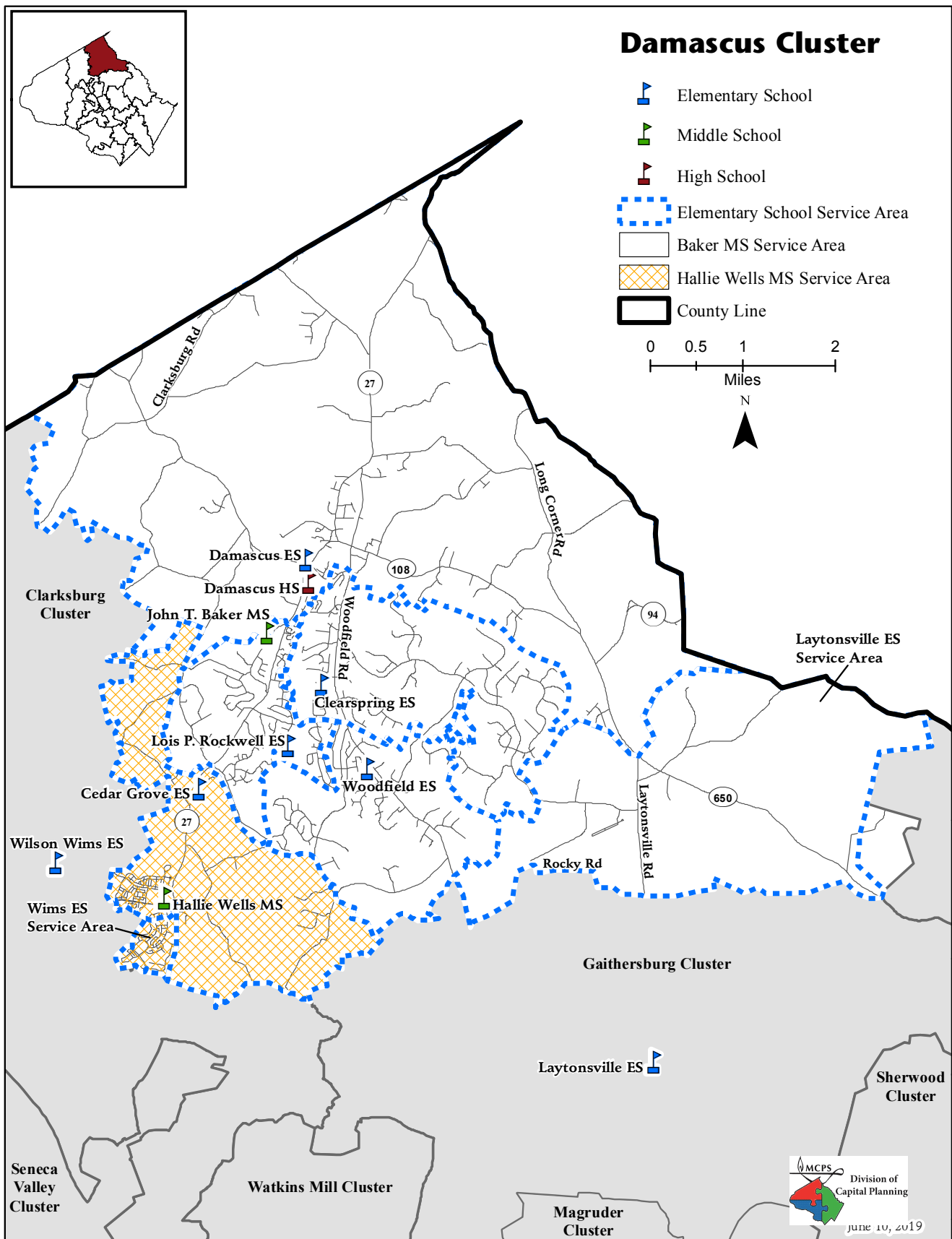


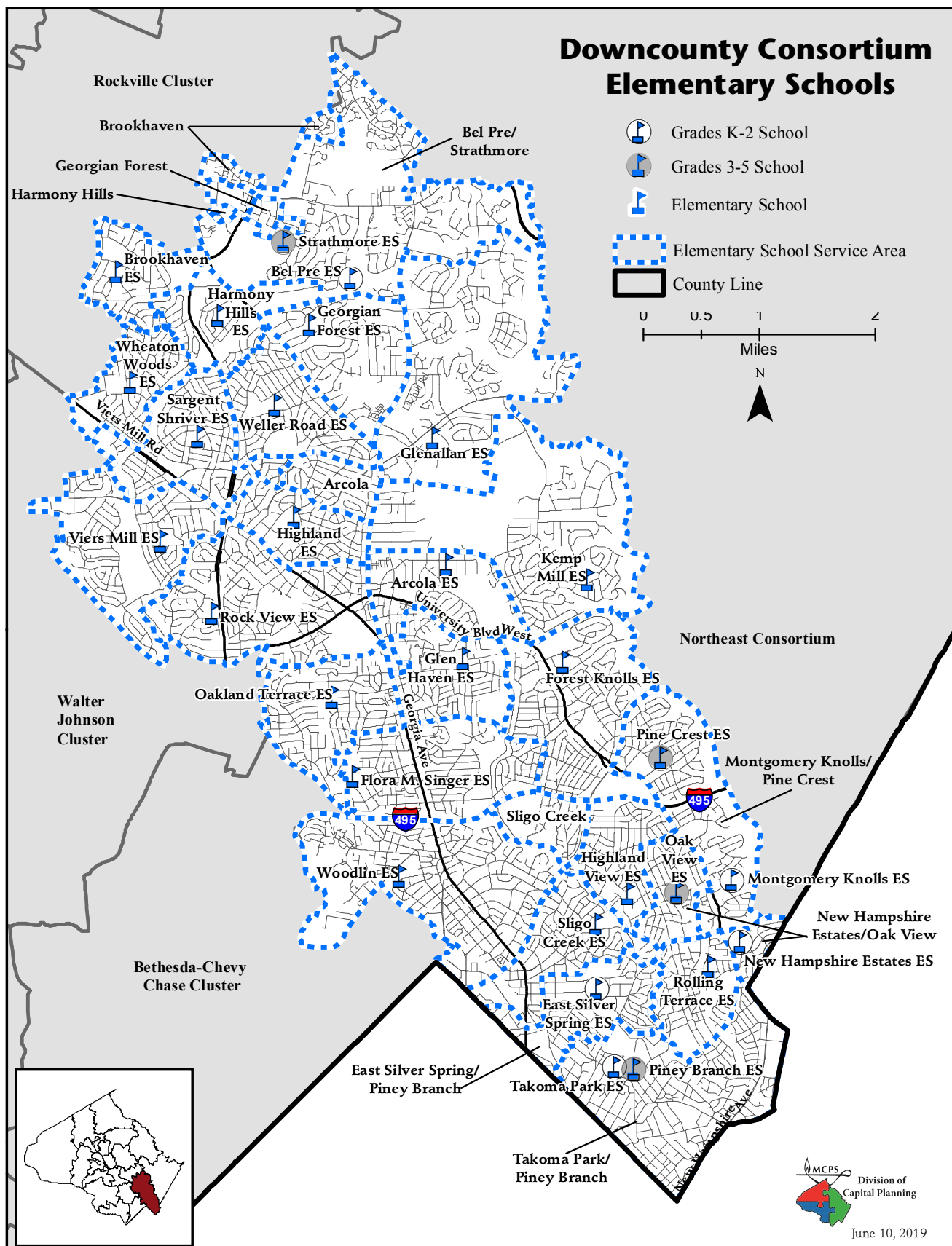
# Appendix U



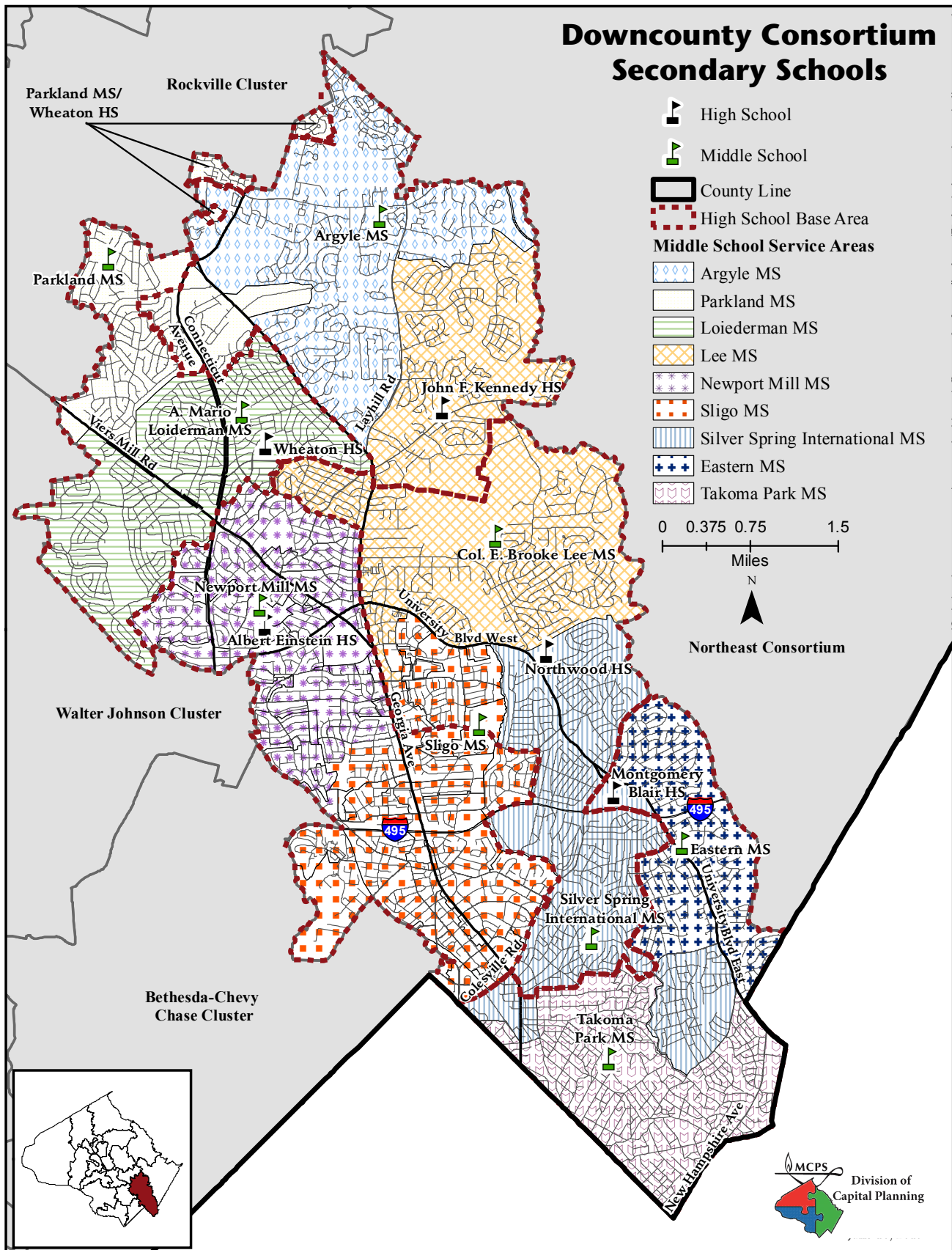


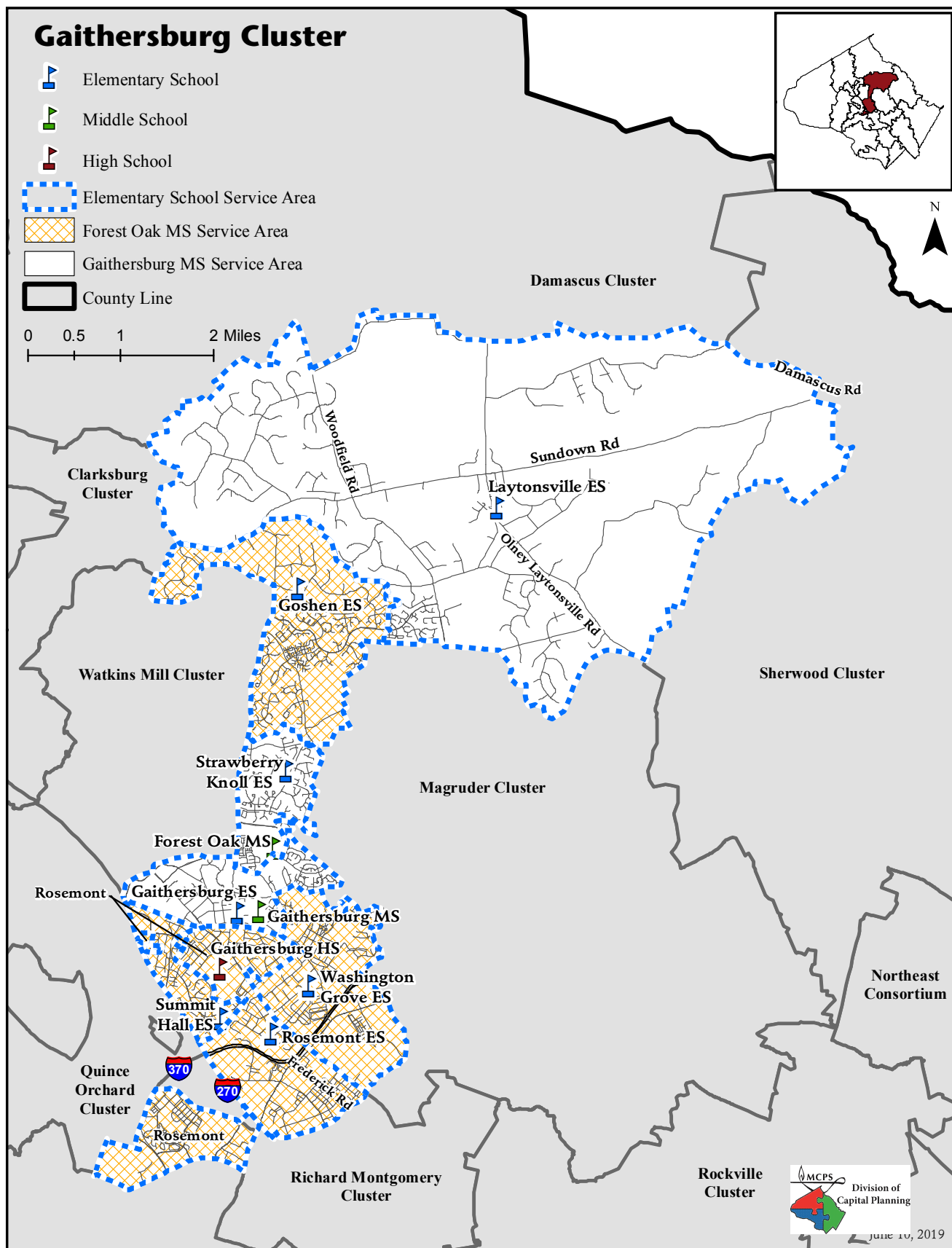


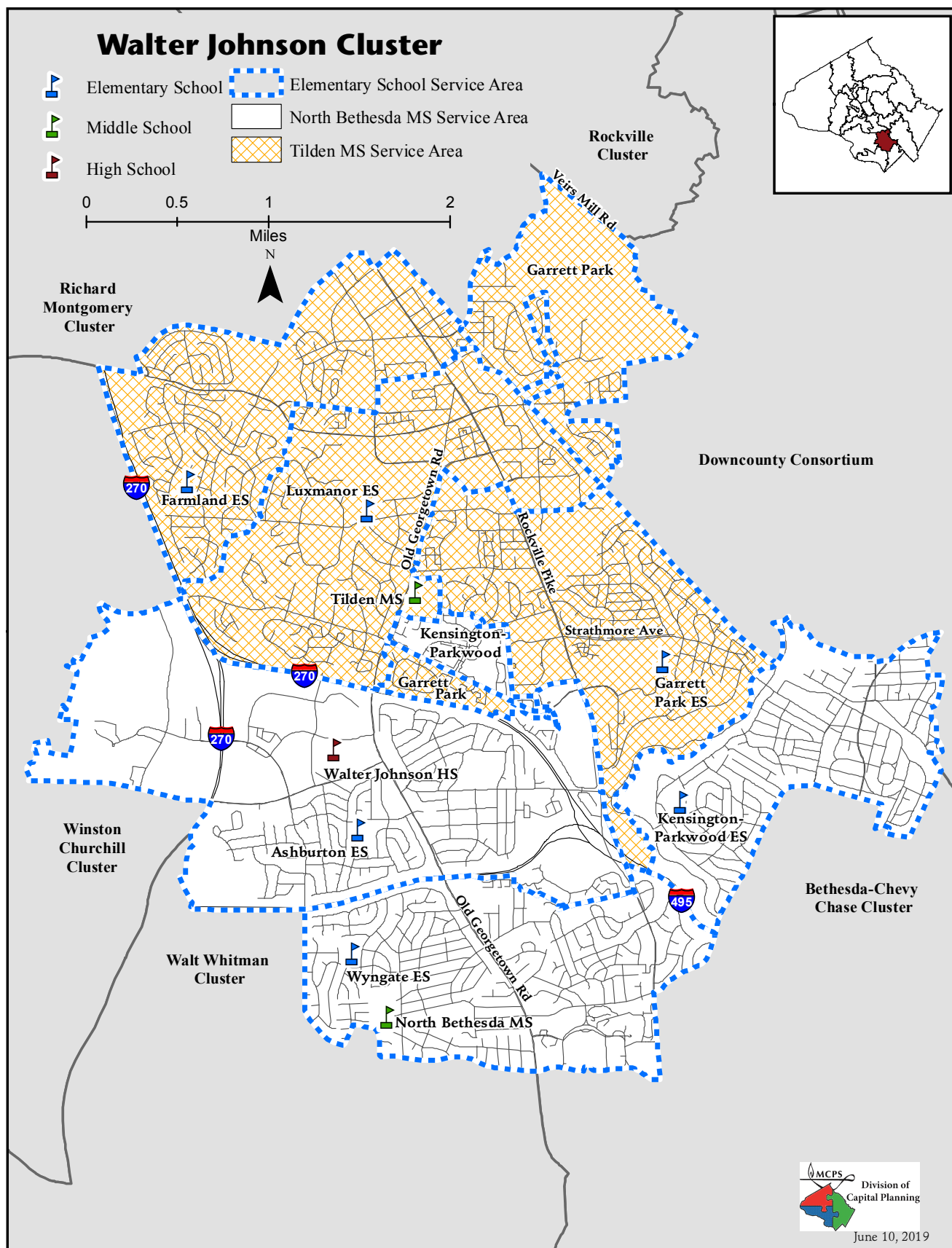






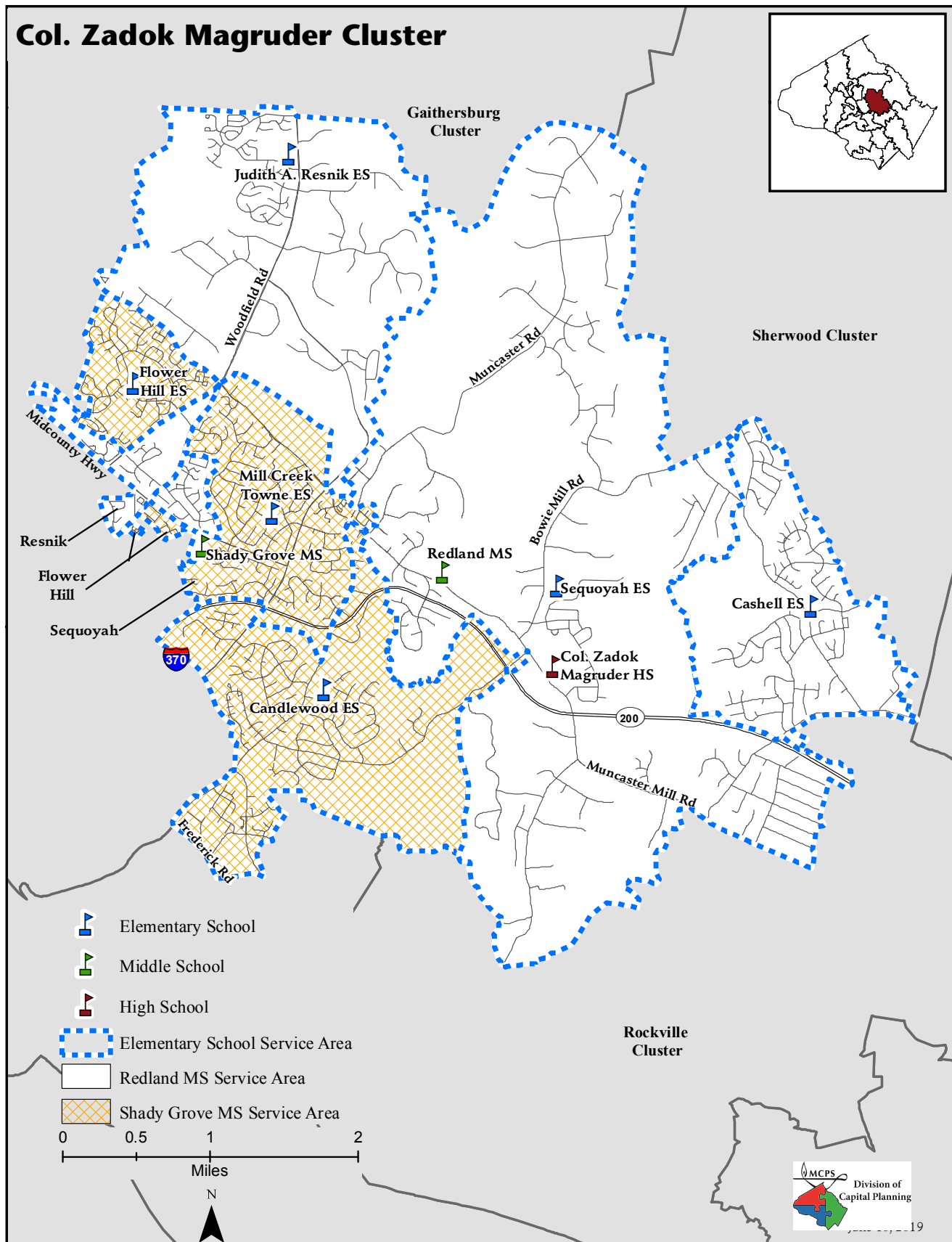


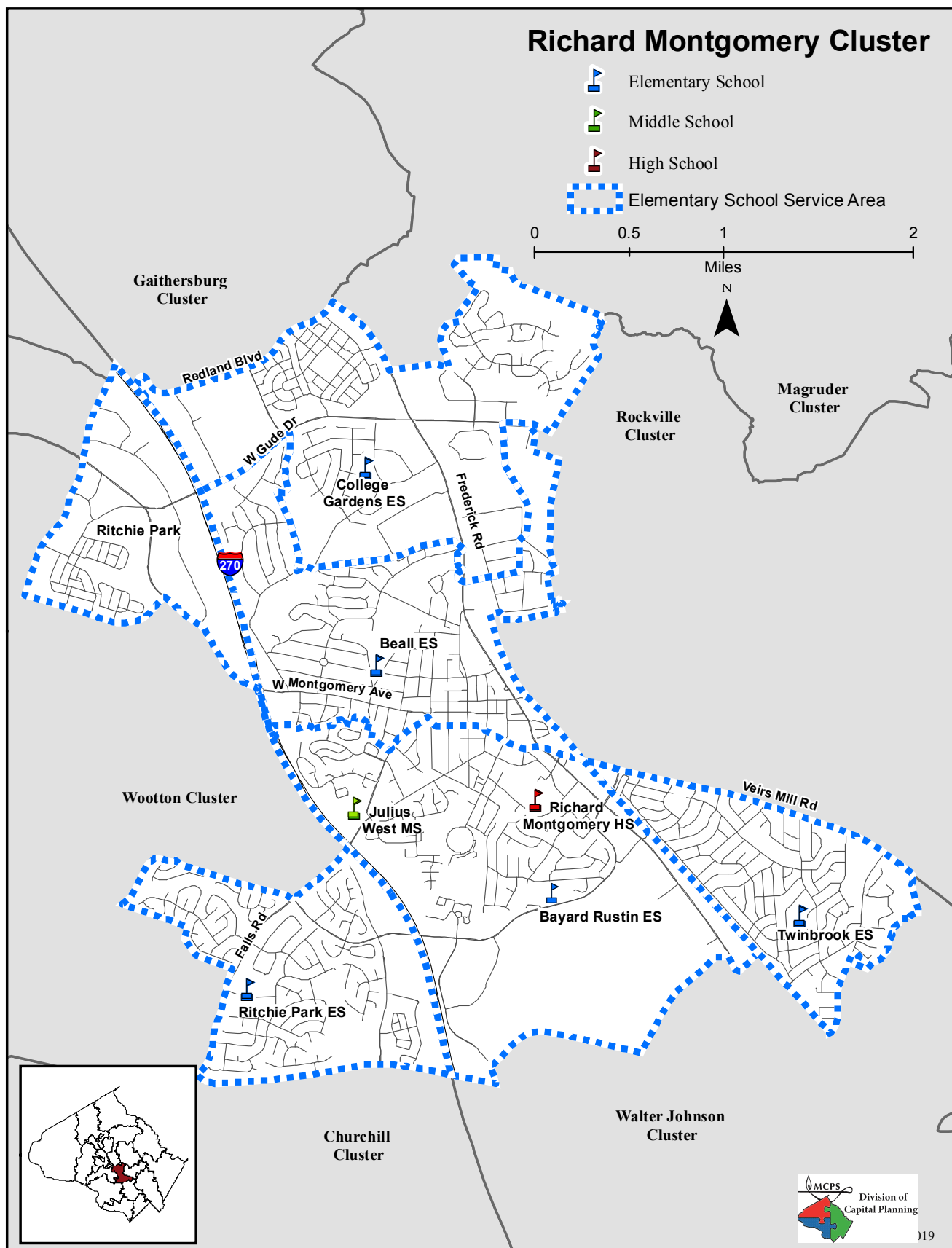


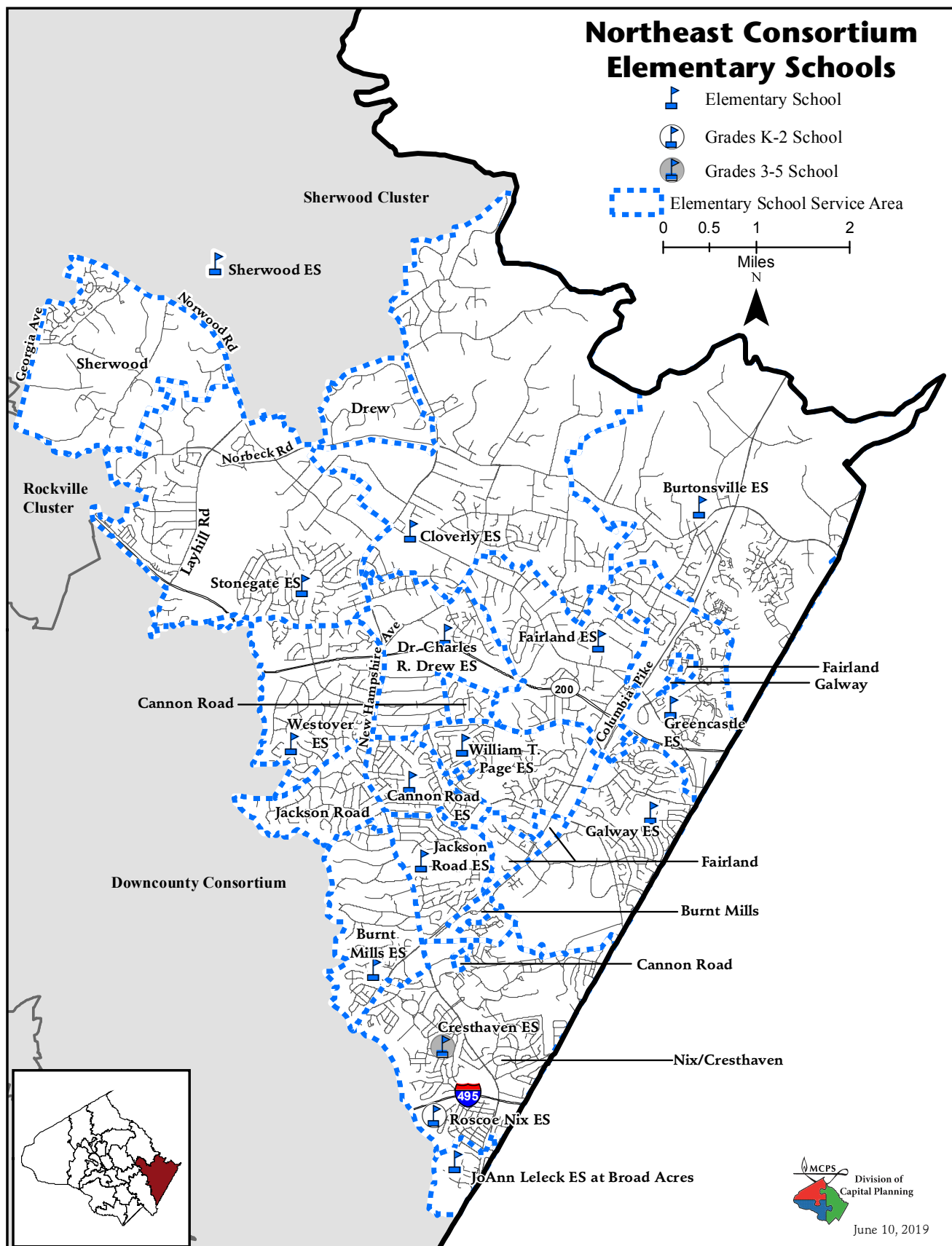


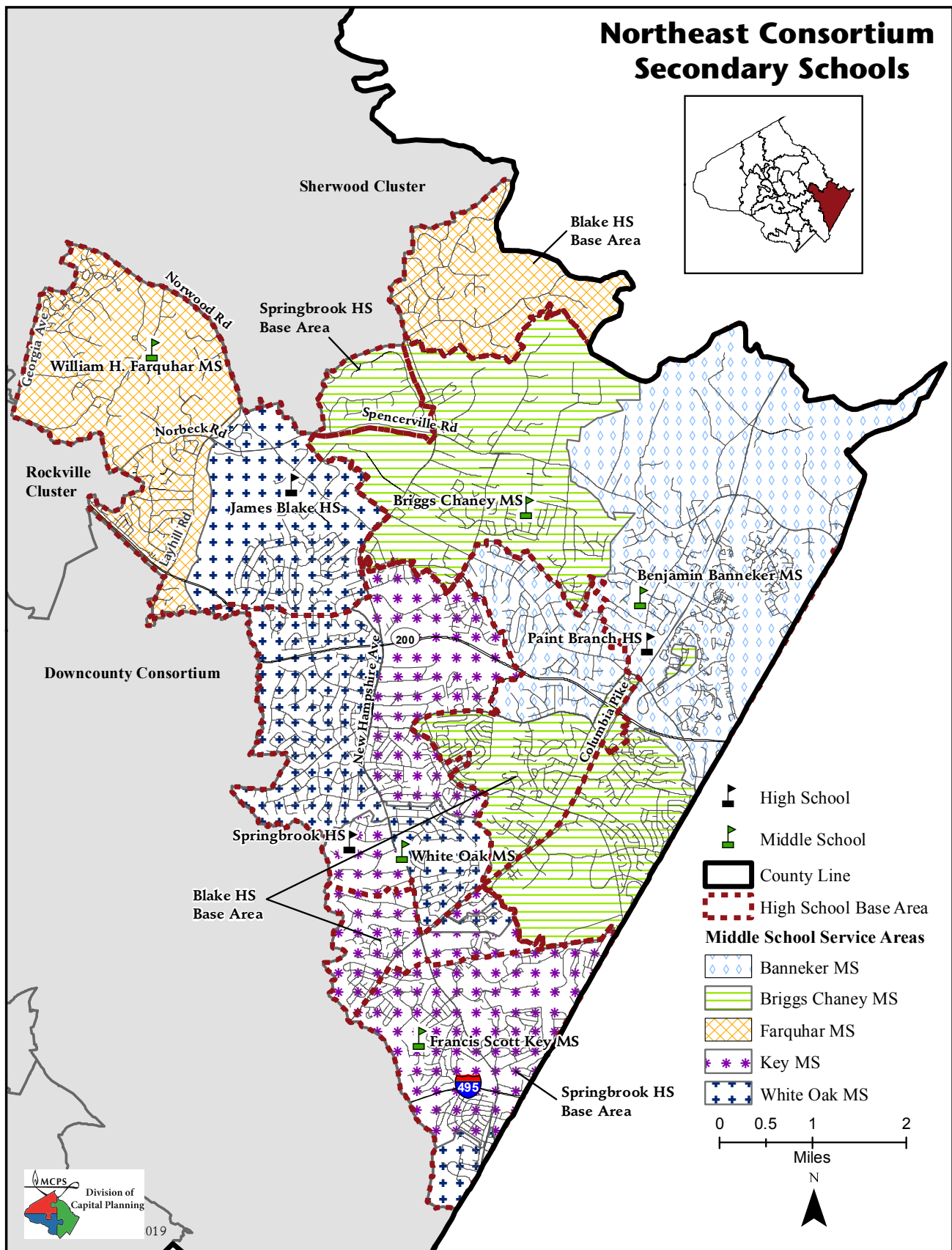


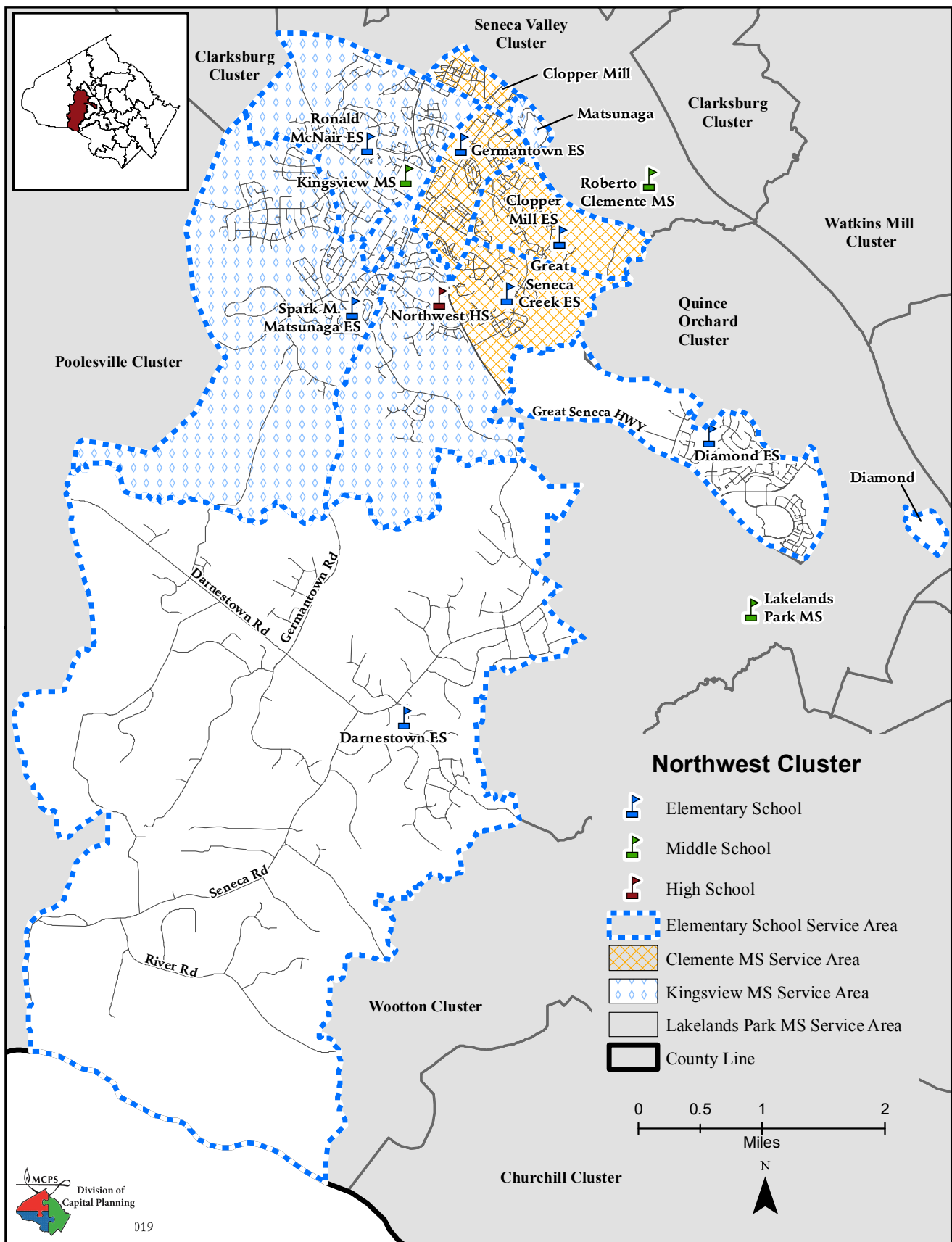
# Col. Zadok Magruder Cluster












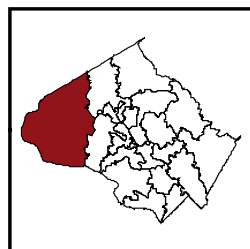
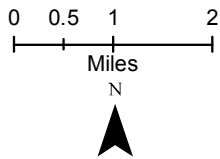




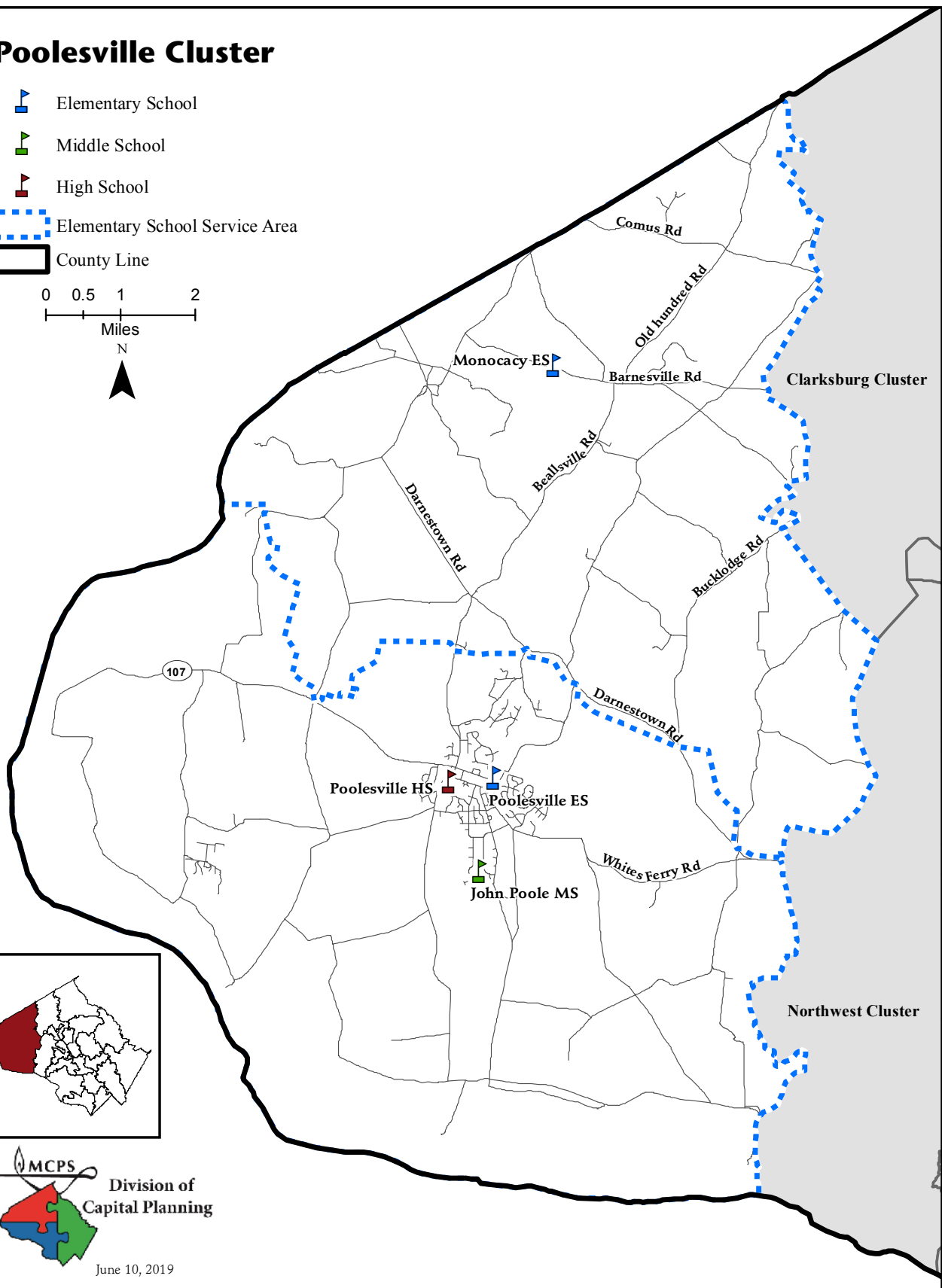


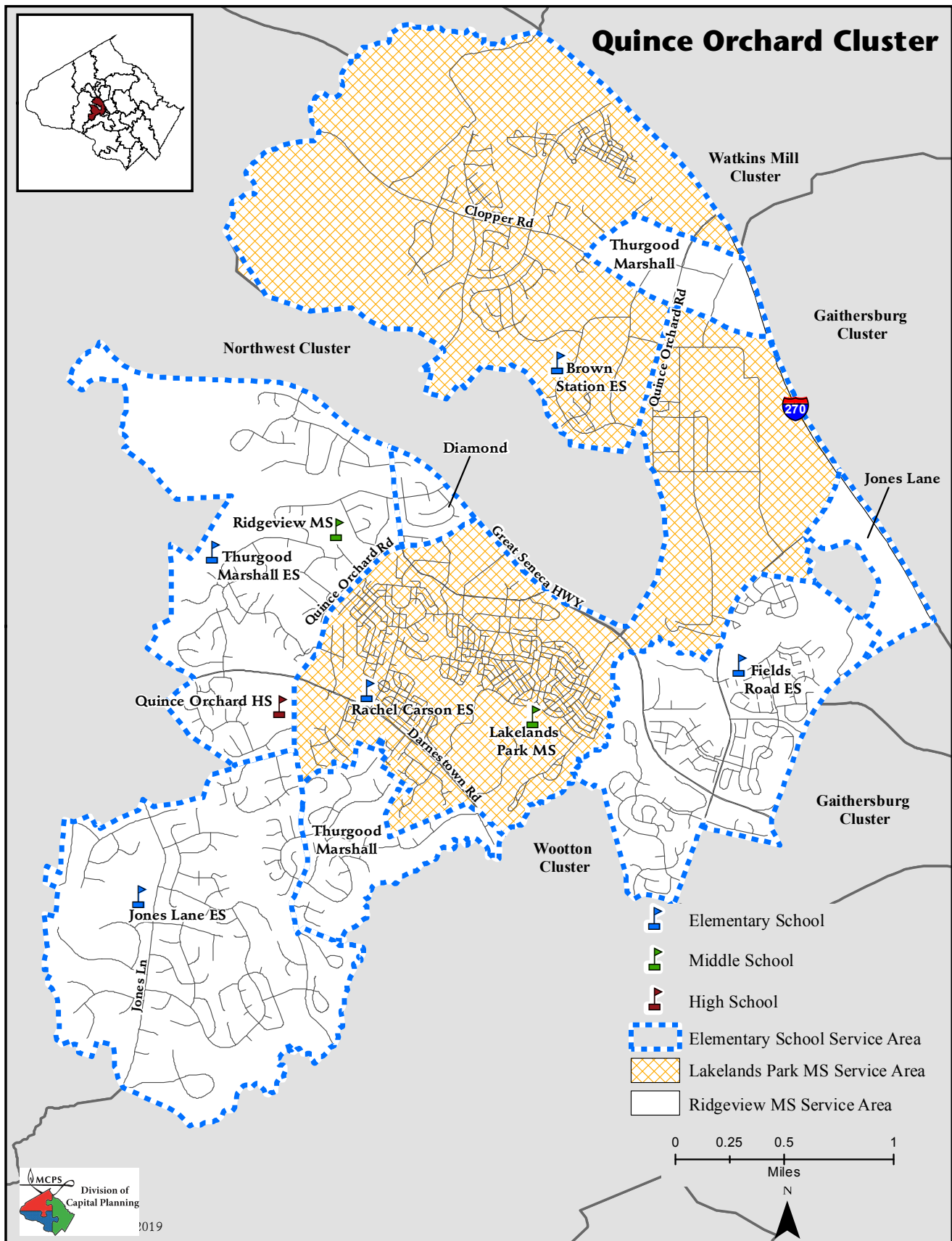
## Poolesville Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  County Line

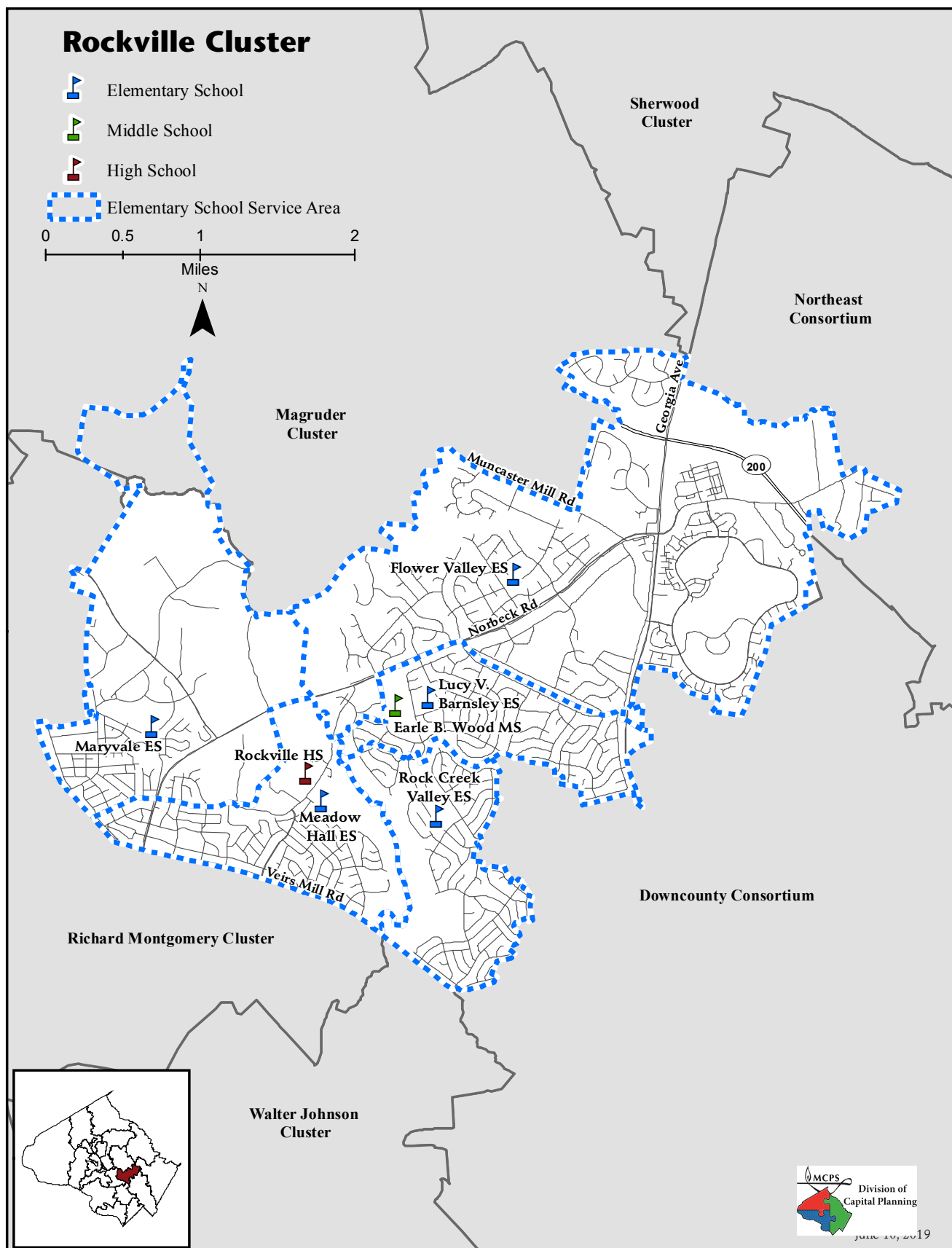


June 10, 2019









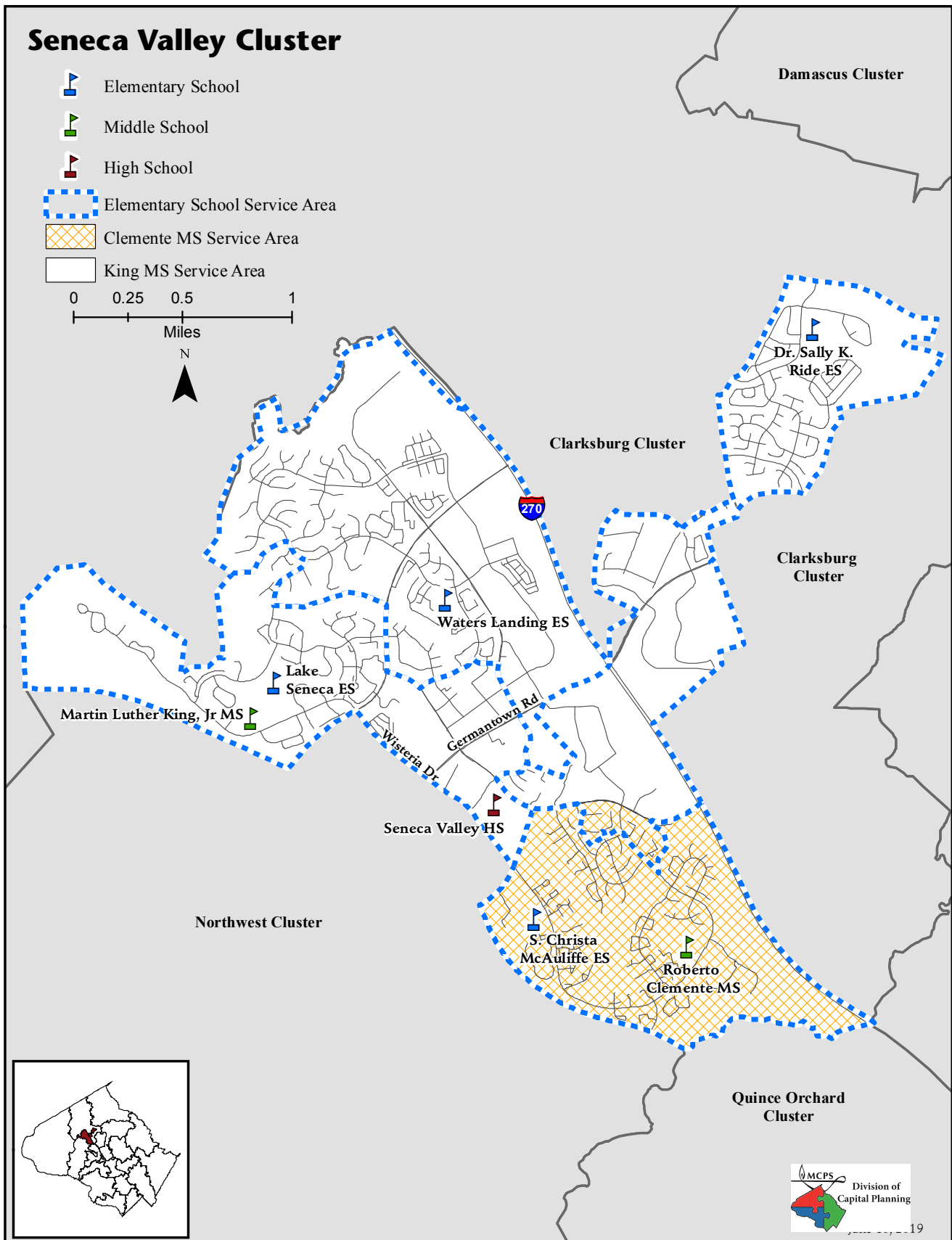


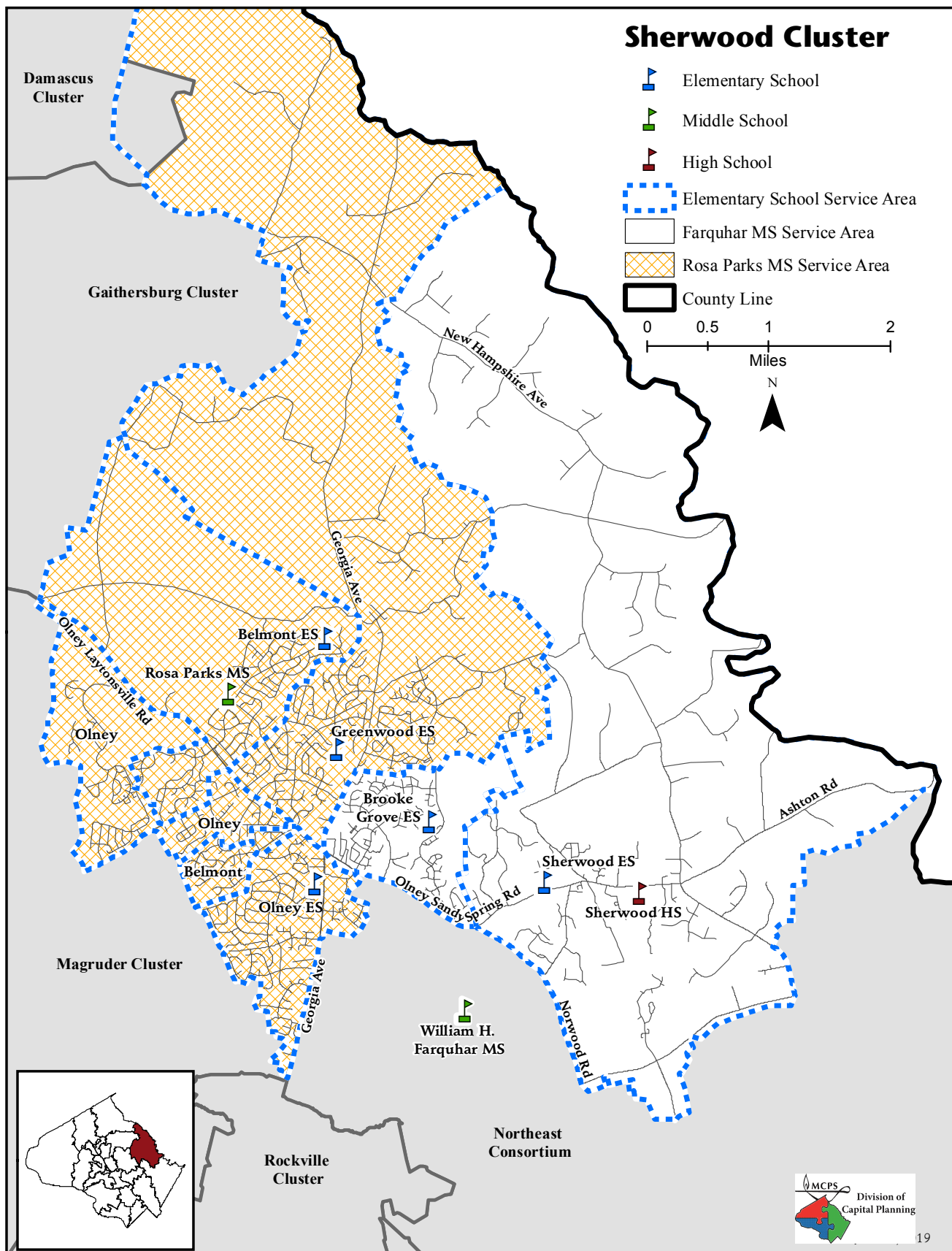


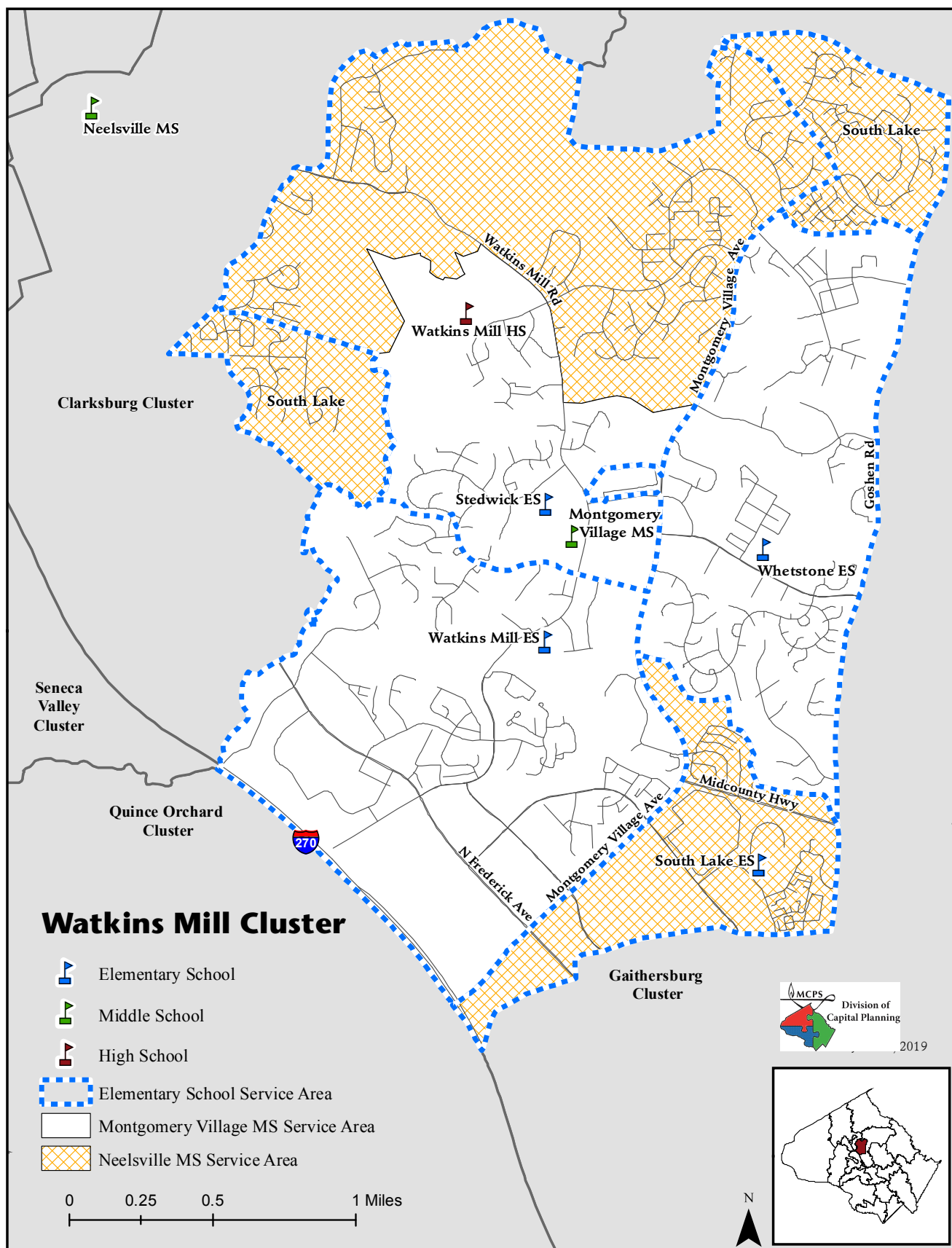


# Seneca Valley Cluster





-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Clemente MS Service Area
-  King MS Service Area

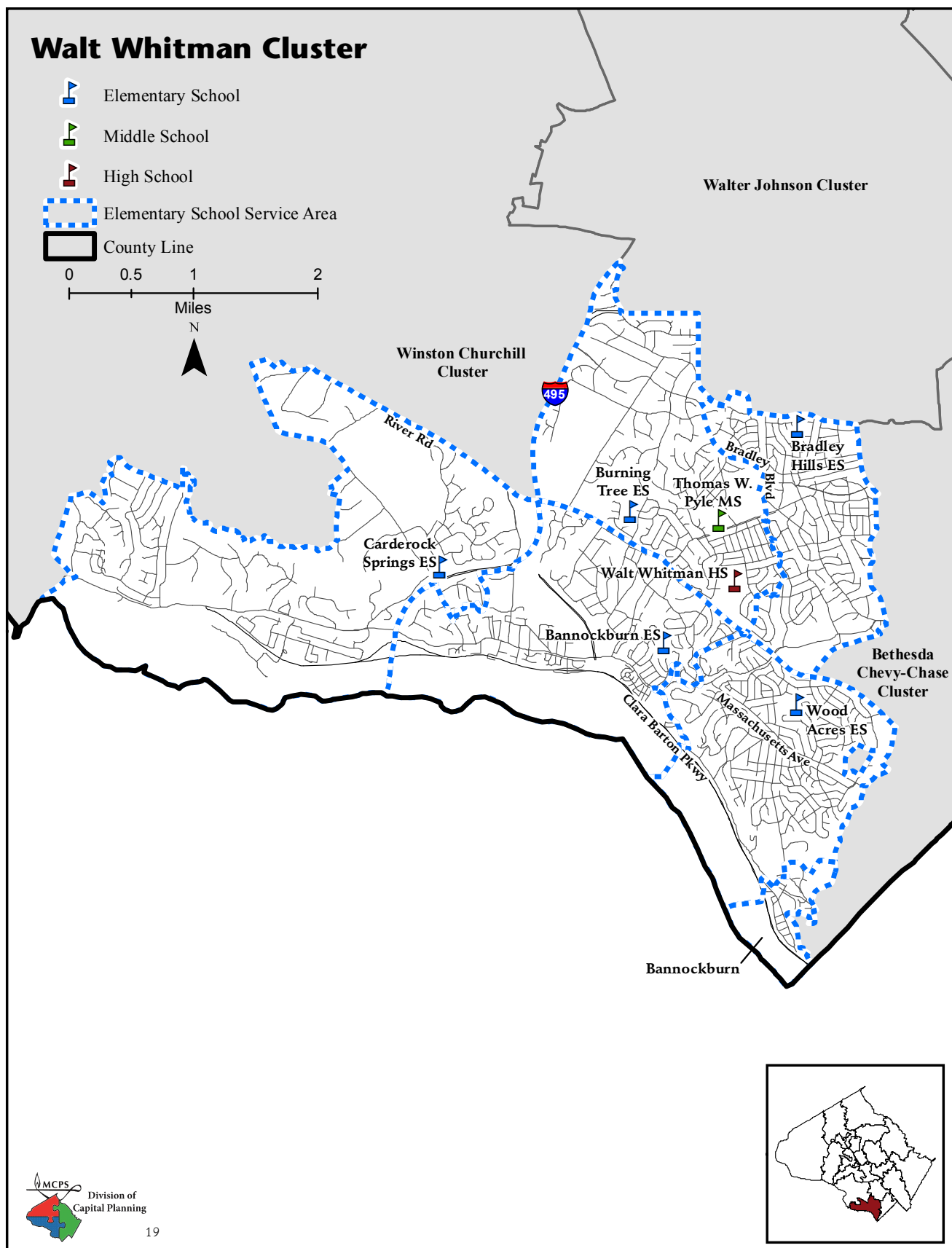
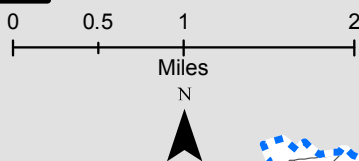


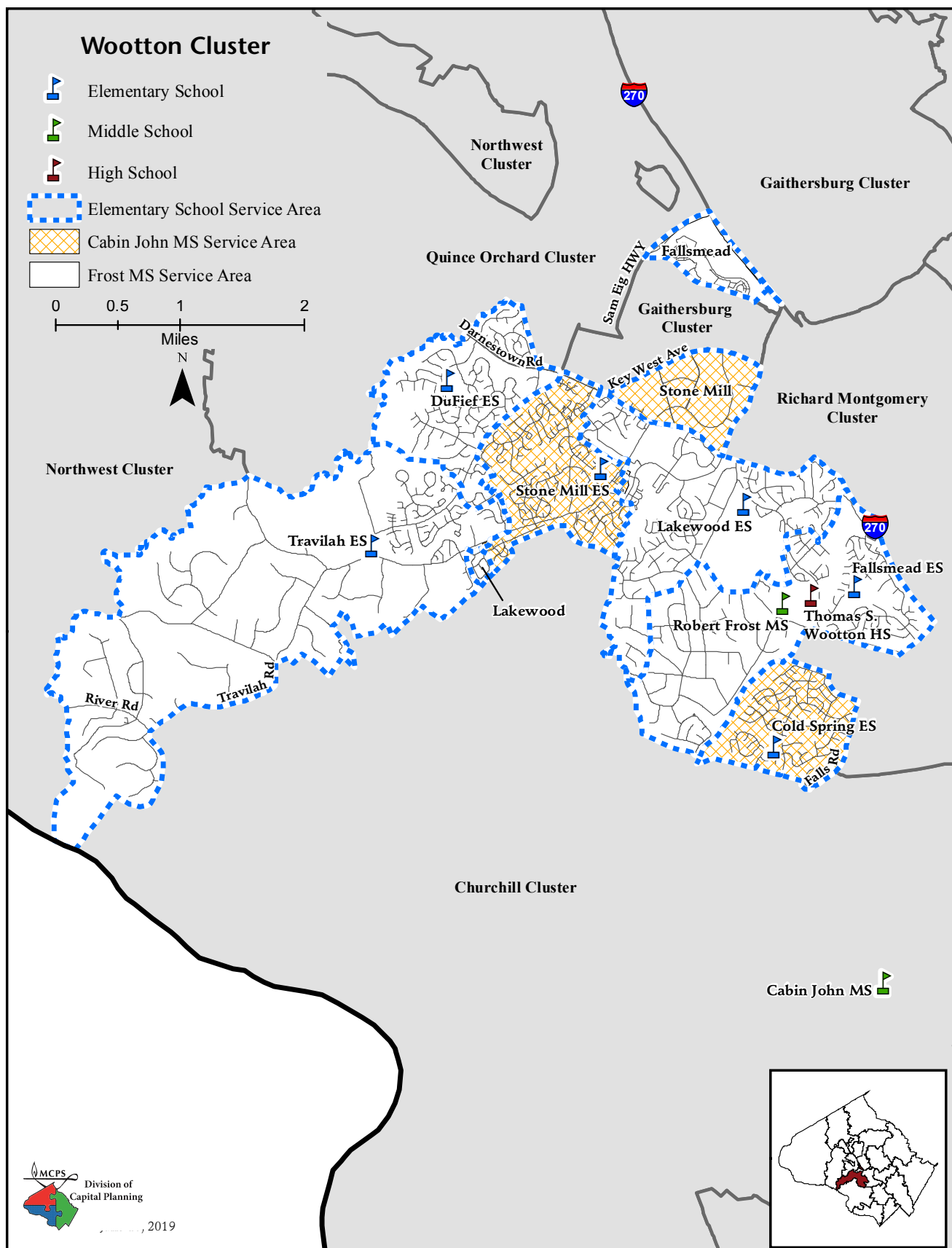




# Walt Whitman Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  County Line





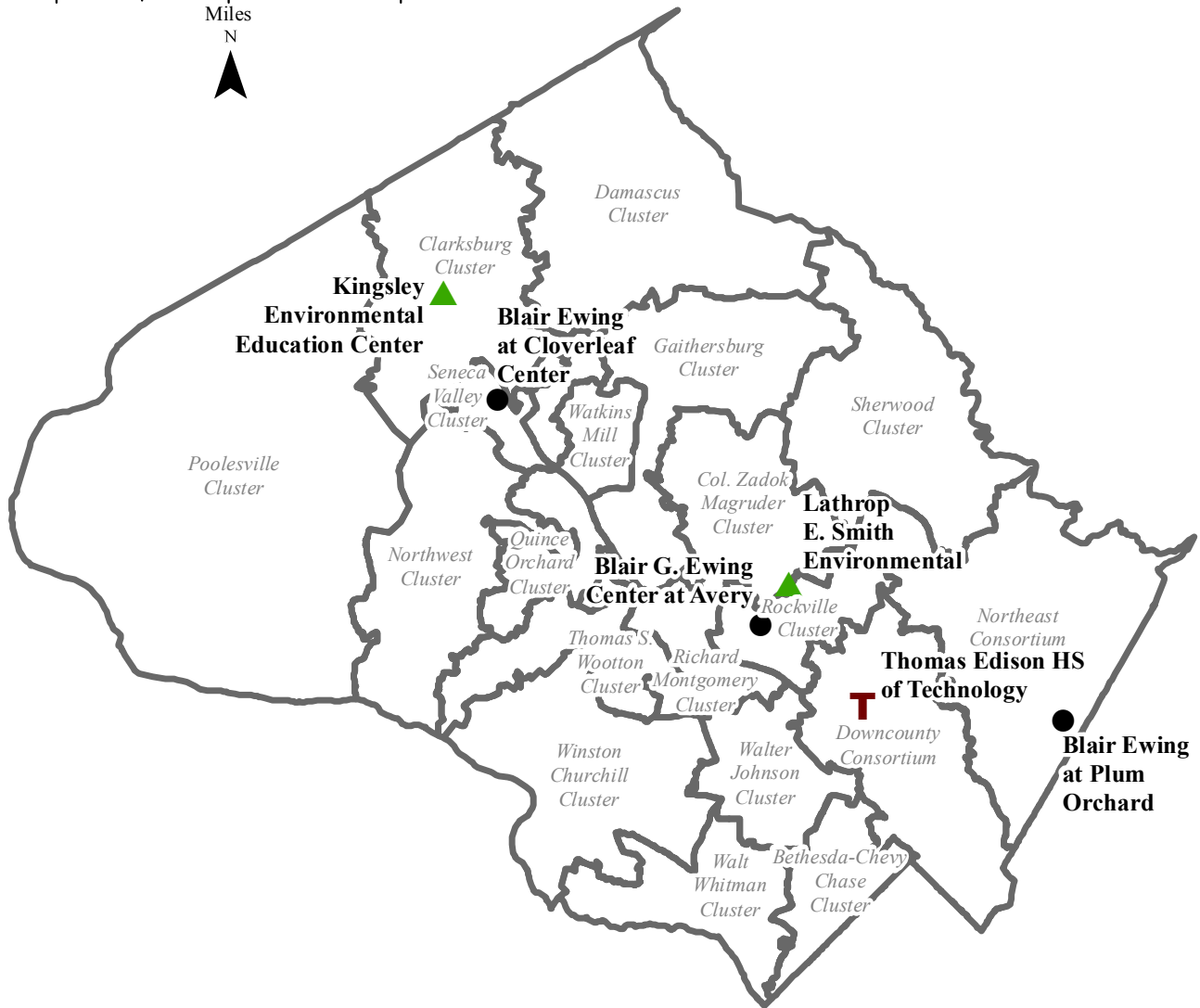
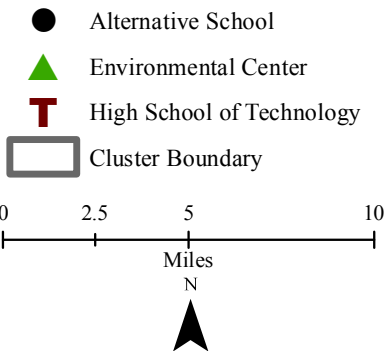


## Special Education Centers







## Other Educational Facilities



## Holding Facilities

-  Holding Facility
-  Cluster Boundary

0 2.5 5 10  
Miles



2018-2019



Rockville, MD

# Montgomery County Public Schools

www.montgomeryschoolsmd.org

March 2019

## ELEMENTARY SCHOOLS

No.	Name and Address	Principal	Telephone
790.....	<b>Arcola</b> , 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Philippe	301-287-8585
425.....	<b>Ashburton</b> , 6314 Lone Oak Dr., Bethesda 20817	Gregory C. Mullenholz	240-740-1300
420.....	<b>Bannockburn</b> , 6520 Dalroy Lane, Bethesda 20817	Kathryn D. Bradley	240-740-1270
505.....	<b>Lucy V. Barnsley</b> , 14516 Nadine Dr., Rockville 20853	Andrew J. Winter	240-740-3260
207.....	<b>Beall</b> , 451 Beall Ave., Rockville 20850	Elliot M. Alter	240-740-1220
780.....	<b>Bel Pre</b> , 13801 Rippling Brook Dr., Silver Spring 20906	Dara Brooks	301-287-8870
607.....	<b>Bells Mill</b> , 8225 Bells Mill Rd., Potomac 20854	Jerri L. Oglesby	240-740-0480
513.....	<b>Belmont</b> , 19528 Olney Mill Rd., Olney 20832	Evan J. Pinkowitz	301-924-3140
401.....	<b>Bethesda</b> , 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	240-204-5300
226.....	<b>Beverly Farms</b> , 8501 Postoak Rd., Potomac 20854	Spencer Delisle	240-740-0200
410.....	<b>Bradley Hills</b> , 8701 Hartsdale Ave., Bethesda 20817	Karen E. Caroscio	240-204-5210
518.....	<b>Brooke Grove</b> , 2700 Spartan Rd., Olney 20832	Jolynn E. Tarwater	240-722-1800
807.....	<b>Brookhaven</b> , 4610 Renn St., Rockville 20853	Xavier Kimber	240-740-0500
559.....	<b>Brown Station</b> , 851 Quince Orchard Blvd., Gaithersburg 20878	Mary Jo Powell	240-740-0260
419.....	<b>Burning Tree</b> , 7900 Beech Tree Rd., Bethesda 20817	Dr. Judith F. Lewis	240-740-1750
309.....	<b>Burnt Mills</b> , 11211 Childs St., Silver Spring 20901	Dr. Stacy A. Ashton	301-649-8192
302.....	<b>Burtonsville</b> , 15516 Old Columbia Pike, Burtonsville 20866	Kimberly L. Kimber	301-989-5654
508.....	<b>Candlewood</b> , 7210 Osprey Dr., Rockville 20855	Dr. Linda B. Sheppard	301-284-4200
310.....	<b>Cannon Road</b> , 901 Cannon Rd., Silver Spring 20904	Kristine L. Donohue	240-740-0520
604.....	<b>Carderock Springs</b> , 7401 Persimmon Tree Lane, Bethesda 20817	Jae W. Lee	240-740-0540
159.....	<b>Rachel Carson</b> , 100 Tschiffely Square Rd., Gaithersburg 20878	M. Deneise Hammond	240-740-1840
511.....	<b>Cashell</b> , 17101 Cashell Rd., Rockville 20853	Courtney M. Jones	240-740-0560
703.....	<b>Cedar Grove</b> , 24001 Ridge Rd., Germantown 20876	Lee F. Derby	301-253-7000
403.....	<b>Chevy Chase</b> , 4015 Rosemary St., Chevy Chase 20815	Jody L. Smith	301-657-4994
101.....	<b>Clarksburg</b> , 13530 Redgrave Pl., Clarksburg 20871	Carl R. Bencal	240-740-3530
706.....	<b>Clearspring</b> , 9930 Moyer Rd., Damascus 20872	Holly A. Gilbertson	240-740-2580
100.....	<b>Clopper Mill</b> , 18501 Cinnamon Dr., Germantown 20874	Lawrence D. Chop	240-740-2180
308.....	<b>Cloverly</b> , 800 Briggs Chaney Rd., Silver Spring 20905	Michael D. Bayewitz	301-989-5770
238.....	<b>Cold Spring</b> , 9201 Falls Chapel Way, Potomac 20854	Sandra S. Reece	301-279-8480
229.....	<b>College Gardens</b> , 1700 Yale Pl., Rockville 20850	Stacey F. Rogovoy	301-279-8470
808.....	<b>Cresthaven</b> , 1234 Cresthaven Dr., Silver Spring 20903	Sherri A. Gorden	240-740-0580
111.....	<b>Capt. James E. Daly</b> , 20301 Brandermill Dr., Germantown 20876	Nora G. Dietz	240-740-0600
702.....	<b>Damascus</b> , 10201 Bethesda Church Rd., Damascus 20872	William J. Collins	301-253-7080
351.....	<b>Darnestown</b> , 15030 Turkey Foot Rd., Gaithersburg 20878	Mark E. Craemer	301-284-4260
570.....	<b>Diamond</b> , 4 Marquis Dr., Gaithersburg 20878	Daniel Walder	240-740-2120
747.....	<b>Dr. Charles R. Drew</b> , 1200 Swingingdale Dr., Silver Spring 20905	Meredith A. Casper	301-989-6030
241.....	<b>DuFief</b> , 15001 DuFief Dr., Gaithersburg 20878	Brent T. Mascott	301-279-4980
756.....	<b>East Silver Spring</b> , 631 Silver Spring Ave., Silver Spring 20910	Michael W. Burd	240-740-0620
303.....	<b>Fairland</b> , 14315 Fairdale Rd., Silver Spring 20905	Lakeisha D. Lashley	240-740-0640
233.....	<b>Fallsmead</b> , 1800 Greenplace Terr., Rockville 20850	Roni S. Silverstein	240-740-3545
219.....	<b>Farmland</b> , 7000 Old Gate Rd., Rockville 20852	Mary E. Bliss	240-740-0660
566.....	<b>Fields Road</b> , One School Dr., Gaithersburg 20878	Erica W. Williams	301-840-7131
549.....	<b>Flower Hill</b> , 18425 Flower Hill Way, Gaithersburg 20879	Lamar Whitmore	301-840-7161
506.....	<b>Flower Valley</b> , 4615 Sunflower Dr., Rockville 20853	Gay E. Melnick	240-740-1780
803.....	<b>Forest Knolls</b> , 10830 Eastwood Ave., Silver Spring 20901	Evan H. Bernstein	240-740-1640
106.....	<b>Fox Chapel</b> , 19315 Archdale Rd., Germantown 20876	Diana L. Zabetakis	240-740-0680
553.....	<b>Gaithersburg</b> , 35 North Summit Ave., Gaithersburg 20877	Meredith M. McNerney	240-740-4900
313.....	<b>Galway</b> , 12612 Galway Dr., Silver Spring 20904	Dorothea A. Fuller	301-595-2930
204.....	<b>Garrett Park</b> , 4810 Oxford St., Kensington 20895	Daniel K. Tucci	240-740-0700
786.....	<b>Georgian Forest</b> , 3100 Regina Dr., Silver Spring 20906	Sundra E. Mann	240-740-0720
102.....	<b>Germantown</b> , 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryan	301-353-8050
337.....	<b>William B. Gibbs, Jr.</b> , 12615 Royal Crown Dr., Germantown 20876	Kimberly B. Bosnic	240-740-0740
767.....	<b>Glen Haven</b> , 10900 Inwood Ave., Silver Spring 20902	Cassandra Heifetz	301-649-8051
817.....	<b>Glenallan</b> , 12520 Heurich Rd., Silver Spring 20902	Ann Hefflin	240-740-0760
546.....	<b>Goshen</b> , 8701 Warfield Rd., Gaithersburg 20882	Yolanda R. Allen	301-840-8165
340.....	<b>Great Seneca Creek</b> , 13010 Dairymaid Dr., Germantown 20874	Scott T. Curry	301-353-8500
334.....	<b>Greencastle</b> , 13611 Robey Rd., Silver Spring 20904	Dr. Ayesha M. McArthur Moore	240-740-1420
512.....	<b>Greenwood</b> , 3336 Gold Mine Rd., Brookeville 20833	Carrie L. Zimmermann	240-740-3420
797.....	<b>Harmony Hills</b> , 13407 Lydia St., Silver Spring 20906	Dr. Carole E. Rawlison	240-740-0780
774.....	<b>Highland</b> , 3100 Medway St., Silver Spring 20902	Scott R. Steffan	240-740-1770
784.....	<b>Highland View</b> , 9010 Providence Ave., Silver Spring 20901	Galit Zolkower	240-740-1990

No.	Name and Address	Principal	Telephone
305.....	<b>Jackson Road</b> , 900 Jackson Rd., Silver Spring 20904	Sally Ann Macias	240-740-0800
360.....	<b>Jones Lane</b> , 15110 Jones Lane, Gaithersburg 20878	Carole A. Sample	240-740-4260
805.....	<b>Kemp Mill</b> , 411 Sisson St., Silver Spring 20902	Dr. Bernard X. James, Sr.	301-649-8046
783.....	<b>Kensington Parkwood</b> , 4710 Saul Rd., Kensington 20895	Candace M. Ross	240-740-3700
108.....	<b>Lake Seneca</b> , 13600 Wanegarden Dr., Germantown 20874	Teri D. Johnson	240-740-0280
209.....	<b>Lakewood</b> , 2534 Lindley Terr., Rockville 20850	Debra A. Berner	301-279-8465
51.....	<b>Laytonsville</b> , 21401 Laytonsville Rd., Gaithersburg 20882	Maria D. Watson	240-740-1660
304.....	<b>JoAnn Leleck ES at Broad Acres</b> , 710 Beacon Rd., Silver Spring 20903	Dr. Harold A. Barber	240-740-1900
336.....	<b>Little Bennett</b> , 23930 Burdette Forest Rd., Clarksburg 20871	Shawn D. Miller	240-740-5660
220.....	<b>Luxmanor</b> , 6201 Tilden Lane, Rockville 20852 (Located at Grosvenor Center, 5701 Grosvenor Ln., Bethesda 20814)	Ryan D. Forkert	240-740-0820
244.....	<b>Thurgood Marshall</b> , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	301-670-8282
210.....	<b>Maryvale</b> , 1000 First St., Rockville 20850 (Located at North Lake Center, 15101 Bauer Dr., Rockville 20852)	Margaret S. Prin	240-740-4330
523.....	<b>Spark M. Matsunaga</b> , 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	301-601-4350
110.....	<b>S. Christa McAuliffe</b> , 12500 Wisteria Dr., Germantown 20874	Wanda P. Coates	240-740-4920
158.....	<b>Ronald McNair</b> , 13881 Hopkins Rd., Germantown 20874	Sherilyn R. Moses	301-353-0854
212.....	<b>Meadow Hall</b> , 951 Twinbrook Pkwy., Rockville 20851	Cabell W. Lloyd	301-279-4988
556.....	<b>Mill Creek Towne</b> , 17700 Park Mill Dr., Rockville 20855	Natasha Bolden	240-740-1820
652.....	<b>Monocacy</b> , 18801 Barnesville Rd., Dickerson 20842	Kristin A. Alban	240-740-5790
776.....	<b>Montgomery Knolls</b> , 807 Daleview Dr., Silver Spring 20901	Arienne M. Clark-Harrison	240-740-0840
791.....	<b>New Hampshire Estates</b> , 8720 Carroll Ave., Silver Spring 20903	Robert S. Geiger	240-740-1580
307.....	<b>Roscoe R. Nix</b> , 1100 Corliss St., Silver Spring 20903	Annette M. Ffolkes	301-422-5070
415.....	<b>North Chevy Chase</b> , 3700 Jones Bridge Rd., Chevy Chase 20815	Renee D. Wallace-Stevens	240-204-5280
766.....	<b>Oak View</b> , 400 East Wayne Ave., Silver Spring 20901	Jeffrey L. Cline	301-650-6434
769.....	<b>Oakland Terrace</b> , 2720 Plyers Mill Rd., Silver Spring 20902	Cheryl D. Pulliam	240-740-4880
502.....	<b>Olney</b> , 3401 Queen Mary Dr., Olney 20832	Carla Glawe	301-924-3126
312.....	<b>William Tyler Page</b> , 13400 Tamarack Rd., Silver Spring 20904	Stacey M. Brown	301-989-5672
761.....	<b>Pine Crest</b> , 201 Woodmoor Dr., Silver Spring 20901	Cheryl E. Booker	240-740-1970
749.....	<b>Piney Branch</b> , 7510 Maple Ave., Takoma Park 20912	Christine D. Oberdorf	301-891-8000
153.....	<b>Poolesville</b> , 19565 Fisher Ave., Poolesville 20837	Douglas M. Robbins	240-740-5870
601.....	<b>Potomac</b> , 10311 River Rd., Potomac 20854 (Located at Radnor Center, 700 Radnor Rd., Bethesda 20817)	Dr. Catherine R. Allie	240-740-4360
514.....	<b>Judith A. Resnik</b> , 7301 Hadley Farms Dr., Gaithersburg 20879	LaTricia D. Thomas	240-740-3240
242.....	<b>Dr. Sally K. Ride</b> , 21301 Seneca Crossing Dr., Germantown 20876	Elise M. Burgess	301-353-0994
227.....	<b>Ritchie Park</b> , 1514 Dunster Rd., Rockville 20854	M. Catherine Long	301-279-8475
773.....	<b>Rock Creek Forest</b> , 8330 Grubb Rd., Chevy Chase 20815	Jennifer H. Lowndes	240-839-3201
819.....	<b>Rock Creek Valley</b> , 5121 Russett Rd., Rockville 20853	Kevin M. Burns	240-740-1240
795.....	<b>Rock View</b> , 3901 Denfeld Ave., Kensington 20895	Kristine A. Alexander	240-740-0920
156.....	<b>Lois P. Rockwell</b> , 24555 Cutsail Dr., Damascus 20872	Cheryl Ann Clark	240-740-5180
771.....	<b>Rolling Terrace</b> , 705 Bayfield St., Takoma Park 20912	Dr. Kenneth L. Marcus	240-740-1950
794.....	<b>Rosemary Hills</b> , 2111 Porter Rd., Silver Spring 20910	Deborah C. Ryan	301-920-9990
555.....	<b>Rosemont</b> , 16400 Alden Ave., Gaithersburg 20877	Keely R. Cooke	301-840-7123
346.....	<b>Bayard Rustin</b> , 332 West Edmonston Dr., Rockville 20852	Rachel C. DuBois	240-740-4320
565.....	<b>Sequoyah</b> , 17301 Bowie Mill Rd., Derwood 20855	Dr. Barbara A. Jasper	301-840-5335
603.....	<b>Seven Locks</b> , 9500 Seven Locks Rd., Bethesda 20817	Megan H. Murphy	240-740-0940
501.....	<b>Sherwood</b> , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Dina E. Brewer	240-740-0960
779.....	<b>Sargent Shriver</b> , 12518 Greenly Dr., Silver Spring 20906	Zoraida E. Brown	301-929-4426
770.....	<b>Flora M. Singer</b> , 2600 Hayden Dr., Silver Spring 20902	Kyle J. Heatwole	240-740-0330
517.....	<b>Sligo Creek</b> , 500 Schuyler Rd., Silver Spring 20910	Diantha R. Swift	240-740-2800
405.....	<b>Somerset</b> , 5811 Warwick Pl., Chevy Chase 20815	Kelly Morris	240-740-1100
564.....	<b>South Lake</b> , 18201 Contour Rd., Gaithersburg 20877	Celeste D. King	301-337-3450
568.....	<b>Stedwick</b> , 10631 Stedwick Rd., Montgomery Village 20886	Dr. Margaret Pastor	301-840-7187
653.....	<b>Stone Mill</b> , 14323 Stonebridge View Dr., North Potomac 20878	Dr. Kimberly A. Williams	240-740-5450
316.....	<b>Stonegate</b> , 14811 Notley Rd., Silver Spring 20905	Linda M. Jones	301-989-5668
822.....	<b>Strathmore</b> , 3200 Beaverwood Lane, Silver Spring 20906	Tivinia G. Nelson	301-460-2135
569.....	<b>Strawberry Knoll</b> , 18820 Strawberry Knoll Rd., Gaithersburg 20879	Patrick E. Scott	301-840-7112
563.....	<b>Summit Hall</b> , 101 West Deer Park Rd., Gaithersburg 20877	Lisa J. Henry	301-284-4150
754.....	<b>Takoma Park</b> , 7511 Holly Ave., Takoma Park 20912	Dr. Zadia T. Gadsden	240-740-0980
216.....	<b>Travilah</b> , 13801 DuFief Mill Rd., North Potomac 20878	Susan Shenk	240-740-4300
206.....	<b>Twinbrook</b> , 5911 Ridgway Ave., Rockville 20851	Matthew A. Devan	240-740-3450
772.....	<b>Viers Mill</b> , 11711 Joseph Mill Rd., Silver Spring 20906	Matthew D. Hawkins	240-740-1000
552.....	<b>Washington Grove</b> , 8712 Oakmont St., Gaithersburg 20877	Dr. Amy J. Alonso	240-740-0300
109.....	<b>Waters Landing</b> , 13100 Waters Landing Dr., Germantown 20874	Srelyne A. Harris	240-740-1020
561.....	<b>Watkins Mill</b> , 19001 Watkins Mill Rd., Montgomery Village 20886	Rock A. Palmisano	301-840-7181
235.....	<b>Wayside</b> , 10011 Glen Rd., Potomac 20854	Donna E. Michela	240-740-0240
777.....	<b>Weller Road</b> , 3301 Weller Rd., Silver Spring 20906	MaryBeth O. Mantzouranis	301-287-8601
408.....	<b>Westbrook</b> , 5110 Allan Terr., Bethesda 20816	Karen M. Cox	240-740-1040
504.....	<b>Westover</b> , 401 Hawkesbury Lane, Silver Spring 20904	Audra M. Wilson	301-989-5676
788.....	<b>Wheaton Woods</b> , 4510 Faroe Pl., Rockville 20853	David T. Chia	240-740-0220
558.....	<b>Whetstone</b> , 19201 Thomas Farm Rd., Gaithersburg 20879	Loretta A. Woods	240-740-1060
341.....	<b>Wilson Wims</b> , 12520 Blue Sky Dr., Clarksburg 20871	Sean P. McGee	240-406-1670
417.....	<b>Wood Acres</b> , 5800 Cromwell Dr., Bethesda 20816	Marita R. Sherburne	240-740-1120



No.	Name and Address	Principal	Telephone
704.....	<b>Woodfield</b> , 24200 Woodfield Rd., Gaithersburg 20882	Stephanie D. Brant	240-207-2550
764.....	<b>Woodlin</b> , 2101 Luzerne Ave., Silver Spring 20910	Craig O. Jackson	240-740-2820
422.....	<b>Wyngate</b> , 9300 Wadsworth Dr., Bethesda 20817	Travis J. Wiebe	240-740-1080

## MIDDLE SCHOOLS

823.....	<b>Argyle</b> , 2400 Bel Pre Rd., Silver Spring 20906	James K. Allrich	301-460-2400
705.....	<b>John T. Baker</b> , 25400 Oak Dr., Damascus 20872	Dr. Louise J. Worthington	240-207-2440
333.....	<b>Benjamin Banneker</b> , 14800 Perrywood Dr., Burtonsville 20866	Michelle L. Fortune	301-989-5747
335.....	<b>Briggs Chaney</b> , 1901 Rainbow Dr., Silver Spring 20905	Stephanie S. Sheron	301-288-8300
606.....	<b>Cabin John</b> , 10701 Gainsborough Rd., Potomac 20854	John W. Taylor	240-406-1600
157.....	<b>Roberto W. Clemente</b> , 18808 Waring Station Rd., Germantown 20874	Jeffrey T. Brown	301-284-4750
775.....	<b>Eastern</b> , 300 University Blvd. East, Silver Spring 20901	Matt W. Johnson	301-650-6650
507.....	<b>William H. Farquhar</b> , 17017 Batchellors Forest Rd., Olney 20832	Joel L. Beidleman	240-740-1200
248.....	<b>Forest Oak</b> , 651 Saybrooke Oaks Blvd., Gaithersburg 20877	Shahid M. Muhammad	301-670-8242
237.....	<b>Robert Frost</b> , 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	301-279-3949
554.....	<b>Gaithersburg</b> , 2 Teachers' Way, Gaithersburg 20877	Ann B. Dolan Rindner	240-740-4950
228.....	<b>Herbert Hoover</b> , 8810 Postoak Rd., Potomac 20854	Dr. Yong-Mi Kim	301-968-3740
311.....	<b>Francis Scott Key</b> , 910 Schindler Dr., Silver Spring 20903	Norman L. Coleman	301-422-5600
107.....	<b>Dr. Martin Luther King, Jr.</b> , 13737 Wisteria Dr., Germantown 20874	Christopher A. Wynne	301-353-8080
708.....	<b>Kingsview</b> , 18909 Kingsview Rd., Germantown 20874	Dyan L. Harrison	301-601-4611
522.....	<b>Lakelands Park</b> , 1200 Main St., Gaithersburg 20878	Deborah R. Higdon	301-670-1400
818.....	<b>Col. E. Brooke Lee</b> , 11800 Monticello Ave., Silver Spring 20902	Kimberly N. Hayden Williams	240-740-4150
787.....	<b>A. Mario Loiederman</b> , 12701 Goodhill Rd., Silver Spring 20906	Nicole A. Sosik	301-929-2282
557.....	<b>Montgomery Village</b> , 19300 Watkins Mill Rd., Montgomery Village 20886	Dr. Kisha N. Logan	301-840-4660
115.....	<b>Neelsville</b> , 11700 Neelsville Church Rd., Germantown 20876	L. Victoria (Vicky) Lake-Parcan	301-353-8064
792.....	<b>Newport Mill</b> , 11311 Newport Mill Rd., Kensington 20895	Panagiota (Penny) K. Tsonis	301-929-2244
413.....	<b>North Bethesda</b> , 8935 Bradmoor Dr., Bethesda 20817	Dr. AnneMarie K. Smith	240-740-2100
812.....	<b>Parkland</b> , 4610 West Frankfort Dr., Rockville 20853	Khanny Yang	301-438-5700
155.....	<b>Rosa M. Parks</b> , 19200 Olney Mill Rd., Olney 20832	Jewel A. Sanders	240-740-3300
247.....	<b>John Poole</b> , 17014 Tom Fox Ave., Poolesville 20837	Jon Green	240-740-4200
428.....	<b>Thomas W. Pyle</b> , 6311 Wilson Lane, Bethesda 20817	Christopher B. Nardi	240-740-3500
562.....	<b>Redland</b> , 6505 Muncaster Mill Rd., Rockville 20855	Everett M. Davis	240-740-0900
105.....	<b>Ridgeview</b> , 16600 Raven Rock Dr., Gaithersburg 20878	Daniel E. Garcia	240-406-1300
707.....	<b>Rocky Hill</b> , 22401 Brick Haven Way, Clarksburg 20871	Dr. Cynthia Eldridge	301-353-8282
521.....	<b>Shady Grove</b> , 8100 Midcounty Hwy., Gaithersburg 20877	Dr. Alana D. Murray	240-740-1440
835.....	<b>Silver Creek</b> , 3701 Saul Rd., Kensington 20895	Dr. Traci L. Townsend	240-740-2200
647.....	<b>Silver Spring International</b> , 313 Wayne Ave., Silver Spring 20910	Karen Y. Bryant	240-740-2750
778.....	<b>Sligo</b> , 1401 Dennis Ave., Silver Spring 20902	Shauna-Kay J. Jorandby	301-287-8890
755.....	<b>Takoma Park</b> , 7611 Piney Branch Rd., Silver Spring 20910	Alicia M. Deeny	240-740-5220
232.....	<b>Tilden</b> , 11211 Old Georgetown Rd., Rockville 20852	Irina LaGrange	301-230-5930
345.....	<b>Hallie Wells</b> , 11701 Little Seneca Parkway, Clarksburg 20871	Dr. Barbara A. Woodward	301-284-4800
211.....	<b>Julius West</b> , 651 Great Falls Rd., Rockville 20850	Craig W. Staton	301-337-3400
412.....	<b>Westland</b> , 5511 Massachusetts Ave., Bethesda 20816	Alison L. Serino	301-320-6515
811.....	<b>White Oak</b> , 12201 New Hampshire Ave., Silver Spring 20904	Virginia A. de los Santos	301-288-8200
820.....	<b>Earle B. Wood</b> , 14615 Bauer Dr., Rockville 20853	Heidi L. Slatcoff	301-460-2150

## HIGH SCHOOLS

406.....	<b>Bethesda-Chevy Chase</b> , 4301 East-West Hwy., Bethesda 20814	Dr. Donna R. Jones	240-740-0400
757.....	<b>Montgomery Blair</b> , 51 University Blvd. East, Silver Spring 20901	Renay C. Johnson	301-649-2800
321.....	<b>James Hubert Blake</b> , 300 Norwood Rd., Silver Spring 20905	Robert Sinclair, Jr.	240-740-1400
602.....	<b>Winston Churchill</b> , 11300 Gainsborough Rd., Potomac 20854	Brandice C. Heckert	240-740-5400
249.....	<b>Clarksburg</b> , 22500 Wims Rd., Clarksburg 20871	Edward K. Owusu	301-444-3000
701.....	<b>Damascus</b> , 25921 Ridge Rd., Damascus 20872	Casey B. Crouse	240-207-2400
789.....	<b>Albert Einstein</b> , 11135 Newport Mill Rd., Kensington 20895	James G. Fernandez	240-740-2700
551.....	<b>Gaithersburg</b> , 101 Education Boulevard, Gaithersburg 20877	Cary D. Dimmick	301-284-4500
424.....	<b>Walter Johnson</b> , 6400 Rock Spring Dr., Bethesda 20814	Jennifer A. Baker	301-803-7100
815.....	<b>John F. Kennedy</b> , 1901 Randolph Rd., Silver Spring 20902	Joe L. Rubens, Jr.	240-740-0100
510.....	<b>Col. Zadok Magruder</b> , 5939 Muncaster Mill Rd., Rockville 20855	Leroy C. Evans	240-740-5550
201.....	<b>Richard Montgomery</b> , 250 Richard Montgomery Dr., Rockville 20852	Damon A. Monteleone	301-610-8000
246.....	<b>Northwest</b> , 13501 Richter Farm Rd., Germantown 20874	James N. D'Andrea	301-601-4660
796.....	<b>Northwood</b> , 919 University Blvd. West, Silver Spring 20901	Mildred L. Charley-Greene	301-649-8088
315.....	<b>Paint Branch</b> , 14121 Old Columbia Pike, Burtonsville 20866	Dr. Myriam A. Yarbrough	301-388-9900
152.....	<b>Poolesville</b> , 17501 West Willard Rd., Poolesville 20837	Deena Levine	240-740-2400
125.....	<b>Quince Orchard</b> , 15800 Quince Orchard Rd., Gaithersburg 20878	Elizabeth L. Thomas	240-740-3600
230.....	<b>Rockville</b> , 2100 Baltimore Rd., Rockville 20851	Billie-Jean Bensen	301-517-8105
104.....	<b>Seneca Valley</b> , 19401 Crystal Rock Dr., Germantown 20874	Dr. Marc J. Cohen	301-353-8000
503.....	<b>Sherwood</b> , 300 Olney-Sandy Spring Rd., Sandy Spring 20860	Dr. Eric L. Minus	301-924-3200
798.....	<b>Springbrook</b> , 201 Valleybrook Dr., Silver Spring 20904	Dr. Arthur Williams	240-740-3800
545.....	<b>Watkins Mill</b> , 10301 Apple Ridge Rd., Gaithersburg 20879	Carol L. Goddard	301-284-4400
782.....	<b>Wheaton</b> , 12401 Dalewood Dr., Silver Spring 20906	Dr. Debra K. Mugge	301-321-3400
427.....	<b>Walt Whitman</b> , 7100 Whittier Blvd., Bethesda 20817	Robert W. Dodd	240-740-4800
234.....	<b>Thomas S. Wootton</b> , 2100 Wootton Pkwy., Rockville 20850	Kimberly M. Boldon	240-740-1500

No.	Name and Address	Principal	Telephone
<b>TECHNICAL CAREER HIGH SCHOOL</b>			
748.....	<b>Thomas Edison High School of Technology</b> 12501 Dalewood Dr., Silver Spring 20906 .....	Shawn E. Krasa .....	240-740-2000
<b>ENVIRONMENTAL EDUCATION CENTER</b>			
990.....	<b>Lathrop E. Smith Environmental Education Center</b> 5110 Meadows Lane, Rockville 20855 .....	Laurie C. Jenkins .....	240-740-1404
<b>SPECIAL SCHOOLS</b>			
799.....	<b>Stephen Knolls School</b> , 10731 St. Margaret's Way, Kensington 20895 .....	Kim M. Redgrave .....	240-740-0050
951.....	<b>Longview School</b> , 13900 Bromfield Rd., Germantown 20874 .....	Sarah C. Starr .....	301-601-4830
965.....	<b>John L. Gildner Regional Institute for Children and Adolescents (RICA)</b> 15000 Broschart Rd., Rockville 20850 .....	Joshua H. Munsey .....	301-251-6900
916.....	<b>Rock Terrace School</b> , 390 Martins Lane, Rockville 20850 .....	Stephanie R. Schaufelberger ( <i>Acting</i> ) .....	301-279-4940
215.....	<b>Carl Sandburg Learning Center</b> , 451 Meadow Hall Dr., Rockville 20851 .....	Marlene R. Kenny .....	301-279-8490
<b>ALTERNATIVE EDUCATION PROGRAMS</b>			
239.....	<b>Alternative Education Programs</b> , Blair Ewing Center, 14501 Avery Rd., Rockville 20853 .....	Damien B. Ingram .....	240-740-5050
<b>CENTERS, FACILITIES, AND OFFICES</b>			
<b>45 West Gude Drive, 45 West Gude Drive, Rockville 20850</b>			
	<b>Capital Planning (Suite 4100)</b> .....	240-314-4700	
	<b>Construction (Suite 4300)</b> .....	240-314-1000	
	<b>Consulting Teachers Team (Suite 2400)</b> .....	301-217-5120	
	<b>Controller (Suite 3200)</b> .....	301-279-3115	
	<b>Employee and Retiree Service Center (Suite 1200)</b> .....	301-517-8100	
	<b>Employee Assistance Program (Suite 1300)</b> .....	240-314-1040	
	<b>Facilities Management, Department of (Suite 4000)</b> ..	240-314-1060	
	<b>Human Resources and Development (Suite 1100)</b> .....	301-279-3270	
	<b>Procurement Unit (Suite 3100)</b> .....	301-279-3555	
	<b>School Plant Operations (Suite 4200)</b> .....	240-314-1075	
	<b>SERT Program (Suite 4000)</b> .....	240-314-1090	
	<b>Systemwide Safety Programs (Suite 4000)</b> .....	240-314-1070	
<b>Carver Educational Services Center,</b>			
850	Hungerford Dr., Rockville 20850 .....	240-740-3000	
	<b>Board of Education</b> .....	240-740-3030	
	<b>Chief Academic Officer</b> .....	240-740-3040	
	<b>Chief of Staff</b> .....	240-740-3015	
	<b>Chief Operating Officer</b> .....	240-740-3050	
	<b>Chief Technology Officer</b> .....	240-740-2900	
	<b>Communications</b> .....	240-740-2837	
	<b>Curriculum and Instructional Programs</b> .....	240-740-3970	
	<b>Deputy Superintendent of</b>		
	<b>School Support and Improvement</b> .....	240-710-3100	
	<b>Editorial, Graphics &amp; Publishing Services</b> .....	240-740-2960	
	<b>Employee Engagement and</b>		
	<b>Labor Relations (Association Relations)</b> .....	240-740-2888	
	<b>ESOL/Bilingual Services</b> .....	240-740-3930	
	<b>Partnerships</b> .....	301-217-5370	
	<b>Public Information and Web Services</b> .....	240-740-2837	
	<b>Pupil Personnel Services</b> .....	301-315-7335	
	<b>School Library Media Programs</b> .....	240-453-2480	
	<b>School Safety and Security</b> .....	240-740-3066	
	<b>Shared Accountability</b> .....	240-740-2930	
	<b>Special Education Services</b> .....	240-740-3042	
	<b>Study Circles</b> .....	240-314-4830	
	<b>Student and Family Support and Engagement</b> .....	240-740-5630	
	<b>Student Leadership Unit</b> .....	240-314-1039	
	<b>Superintendent</b> .....	240-740-3020	
<b>Center for Technology Innovation,</b>			
4	Choke Cherry Rd., Rockville 20850 .....	240-314-2250	
<b>Central Records,</b>			
	Concord Center, 7210 Hidden Creek Rd., Bethesda 20817 .....	301-320-7301	
<b>County Service Park,</b>			
16651	Crabbs Branch Way, Rockville 20855		
	<b>Maintenance</b> .....	301-840-8100	
	<b>Transportation</b> .....	301-840-8130	
<b>English Manor School,</b>			
4511	Bestor Drive, Rockville 20853 .....	240-740-2150	
<b>Child Find/Early Childhood</b>			
	<b>Disabilities Unit (Room 146)</b> .....	240-740-2170	
	<b>Deaf and Hard of Hearing Program/Vision Program</b> ..	240-740-1810	
	<b>School Plant Operations Training</b> .....	240-740-4770	
<b>Festival Center at Muddy Branch,</b>			
283	Muddy Branch Rd., Gaithersburg 20878 .....	301-840-6740	
<b>Food and Nutrition Services,</b>			
8401	Turkey Thicket Drive, Gaithersburg 20879 .....	301-284-4900	
<b>Holding Centers</b>			
	<b>Emory Grove Center</b> , 18100 Washington Grove Lane, Gaithersburg 20877		
	<b>Fairland Center</b> , 13313 Old Columbia Pike, Silver Spring 20904		
	<b>Grosvenor Center</b> , 5701 Grosvenor Lane, Bethesda 20814		
	<b>North Lake Center</b> , 15101 Bauer Dr., Rockville 20853		
	<b>Radnor Center</b> , 7000 Radnor Road, Bethesda 20817		
	<b>Tilden Center</b> , 6300 Tilden Lane, Rockville 20852		
<b>Lincoln Center</b> , 580 North Stonestreet Ave., Rockville 20850			
	<b>Department of Materials Management</b> .....	301-279-3348	
	<b>Evaluation and Selection</b> .....	301-279-3272	
<b>Lynnbrook Center</b> , 8001 Lynnbrook Dr., Bethesda 20814			
	<b>High Incidence Accessible Technology Services</b> .....	301-657-4959	
	<b>InterACT</b> .....	301-657-4929	
	<b>Physical Disabilities Program</b> .....	301-657-4959	
<b>MacDonald Knolls Early Childhood Center,</b>			
10611	Tenbrook Dr., Silver Spring 20901 .....	240-740-5150	
<b>Rocking Horse Road Center</b> , 4910 Macon Rd., Rockville 20852			
	<b>Academic Support, Federal and State Programs (Suite 202)</b> ..	240-740-4600	
	<b>Early Childhood Programs and Services (Suite 200)</b> ..	240-740-4570	
	<b>International Admissions and Enrollment (Suite 148-153)</b> ..	240-740-4500	
	<b>Prekindergarten and Head Start (Suite 141)</b> .....	240-740-4530	
	<b>Student, Family, and School Services</b> .....	240-740-4620	
<b>Spring Mill Offices</b> , 11721 Kemp Mill Rd., Silver Spring 20902			
	<b>Autism Services</b> .....	301-593-3720	
	<b>Transition Services</b> .....	301-649-8008	
	<b>Consortia Choice and Application Program Services</b> ..	240-740-2540	
	<b>Speech and Language Services</b> .....	301-649-8085	
<b>Taylor Science Materials Center,</b>			
19501	White Ground Rd., Boyds 20841 .....	240-740-3870	
<b>Upcounty Regional Services Center,</b>			
12900	Middlebrook Rd., Germantown 20874 .....	301-601-0300	
	<b>Transportation Support Services</b> .....	301-444-8580	

# Planning Calendar

The following is the planning calendar for the FY 2021 Capital Budget and the Amendments to the FY 2021–2026 Capital Improvements Program (CIP). Dates listed below are subject to change.

## **Date ..... Activity**

June 2019.....	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2019.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2019.....	Division of Capital Planning staff meets with cluster representatives to discuss issues related to the upcoming CIP development
October 4, 2019.....	MCPS FY 2021 State CIP request to the Interagency Committee (IAC) on Public School Construction
October 25, 2019.....	Superintendent publishes recommendations for the FY 2021 Capital Budget and the FY 2021–2026 CIP and releases recommendations on boundary and/or planning studies conducted in spring 2019
October 28, 2019.....	Presentation to Board of Education on Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 CIP and preliminary work session
October 30, 2019 .....	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
October 31, November 4, and 20, 2019.....	Board of Education work sessions on superintendent's recommendations on spring 2019 boundary and/or planning studies (if any) and the FY 2021 Capital Budget and the FY 2021–2026 CIP
November 1, 2019 .....	IAC staff recommendations on FY 2021 State CIP
November 7, 13, and 18, 2019 ..	Public hearings on the superintendent's recommendations on spring 2019 boundary and/or planning studies (if any) and the FY 2021 Capital Budget and the FY 2021–2026 CIP
November 25, 2019 .....	Public hearing, if Board of Education offers new alternatives on superintendent's recommendations on spring 2019 boundary and/or planning studies (if any) and the FY 2021 Capital Budget and the FY 2021–2026 CIP
November 26, 2019 .....	Board of Education action on spring 2019 boundary and/or planning studies (if any) and the FY 2021 Capital Budget and the FY 2019–2024 CIP
November 27, 2019 .....	Final revisions on FY 2021 state aid request due to IAC
December 1, 2019.....	Board of Education submits Requested FY 2021 Capital Budget and the FY 2021–2026 CIP to the County Executive
December 12, 2019.....	IAC appeal hearing on FY 2021 State CIP
Mid-January 2020.....	County executive publishes recommendations for the FY 2021 Capital Budget and the FY 2021–2026 CIP
February–May 2020.....	County Council reviews requested FY 2021 Capital Budget and the FY 2021–2026 CIP
February 2020 .....	Superintendent releases recommendations on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
February 24, 2020 .....	Board of Education facilities work session for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 5, 2020.....	Public hearing on superintendent's recommendations for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 12, 2020.....	Board of Education action on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2020.....	Board of Public Works decisions on FY 2021 State CIP
Late May 2020 .....	County Council approves the FY 2021 Capital Budget and to the FY 2021–2026 CIP

All CIP and Master Plan documents are accessible on the MCPS website at:

[http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster\\_Current2.shtml](http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml)











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For inquiries or complaints about discrimination against MCPS staff *	For inquiries or complaints about discrimination against MCPS students *
Office of Employee Engagement and Labor Relations Department of Compliance and Investigations 850 Hungerford Drive, Room 55 Rockville, MD 20850 240-740-2888 OC00-EmployeeEngagement@mcpsmd.org	Office of the Chief of Staff Student Welfare and Compliance 850 Hungerford Drive, Room 162 Rockville, MD 20850 240-740-3215 COS-StudentWelfare@mcpsmd.org

*\*Inquiries, complaints, or requests for accommodations for students with disabilities also may be directed to the supervisor of the Office of Special Education, Resolution and Compliance Unit, at 240-740-3230. Inquiries regarding accommodations or modifications for staff may be directed to the Office of Employee Engagement and Labor Relations, Department of Compliance and Investigations, at 240-740-2888. In addition, discrimination complaints may be filed with other agencies, such as: the U.S. Equal Employment Opportunity Commission, Baltimore Field Office, City Crescent Bldg., 10 S. Howard Street, Third Floor, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 1-800-421-3481, 1-800-877-8339 (TDD), [OCR@ed.gov](mailto:OCR@ed.gov), or [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html).*

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