



Educational Facilities

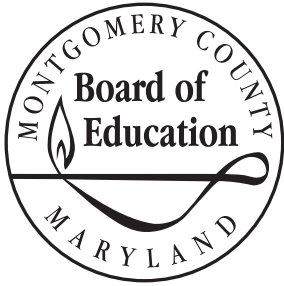
FY 2023 Master Plan

Montgomery County Public Schools, Rockville, Maryland
and the FY 2023–2028
Capital Improvements Program



Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS



VISION

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

MISSION

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

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

*Learning
Relationships
Respect
Excellence
Equity*

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850 Hungerford Drive
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www.montgomeryschoolsmd.org

FY 2023 Educational Facilities Master Plan and the FY 2023–2028 Capital Improvements Program

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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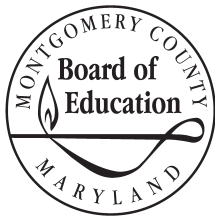
the Department of Materials Management

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

45 West Gude Drive, Suite 4100

Rockville, Maryland 20850

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



MONTGOMERY COUNTY BOARD OF EDUCATION

Expanding Opportunity and Unleashing Potential

850 Hungerford Drive ♦ Room 123 ♦ Rockville, Maryland 20850

July 1, 2022

Dear Citizens:

The *FY 2023 Educational Facilities Master Plan* (Master Plan) reviews the issues that influenced the formulation and adoption of the Fiscal Year (FY) 2023 Capital Budget and the FY 2023–2028 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 Educational Facilities Master Plan be updated annually.

Montgomery County citizens approved a two-year capital programming cycle by referendum 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 County Council comprehensively reviewed and approved the FY 2023–2028 CIP in May 2022. In addition, the County Council must approve annual capital budget outlining appropriations for projects approved in the CIP each year. Therefore, this Master Plan reflects the funding implications of the FY 2023 Capital Budget and the FY 2023–2028 CIP, as adopted by the County Council in May 2022.

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

In addition, the Maryland General Assembly approved the *Built to Learn Act of 2020* (BTL), which provides additional school construction funds beyond the annual statewide allocation for capital projects. In order to utilize the BTL funds, construction projects need to be bid using prevailing wage rates. Previously, budget estimates did not include prevailing wage rates because it was more cost effective to implement capital projects without prevailing wage due to an increased cost per project of approximately 15 percent. However, based on the allocation criteria for the BTL funding, Montgomery County Public Schools (MCPS) would receive a substantial increase in school construction funds if projects were bid using prevailing wage rates. Therefore, an increase of local funds was required on many of our capital projects to adjust total project costs to reflect the use of prevailing wage rates.

Therefore, the *Board of Education's FY 2023 Capital Budget* and the *FY 2023–2028 Capital Improvements Program* totals \$1.767 billion, an increase of \$148.3 million more than the previously approved CIP. The county executive recommended \$1.822 billion for the six-year period for MCPS, a funding level that was \$55.3 million more than the Board of Education's request; however, the year-by-year expenditures significantly were reduced in the first three years, with additional expenditures recommended in the last three years of the CIP. Also, while the county executive's recommendation provided additional funding beyond the Board of Education's request, the recommendation was in the form of additional placeholder dollars, not project specific, to align with and maximize state aid funding through the BTL.

Due to the shortfall that existed between the Board of Education's request and the county executive's recommendation, the Montgomery County Council's Educational and Culture Committee requested that MCPS submit a scenario to reduce the *Board of Education's Requested FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program* to more closely align with the county executive's recommendation. In response to the Education and Culture Committee's request, the following scenario was submitted.

- As a result of supply chain and staffing shortages, maintain planning funds but extend the construction of the following project by one year:
 - » Charles W. Woodward High School (Reopening) (8/2024, 8/2026)
- Maintain planning funds, but extend the construction of the following projects by one year:
 - » Crown High School (New)
 - » Northwood High School Addition/Facility Upgrade (Relocate 8/2024)
- Maintain planning funds, delay the completion dates for the following projects by one year:
 - » Silver Spring International Middle School Addition
 - » Thomas S. Wootton High School Major Capital Project
 - » Col. Zadok Magruder High School Major Capital Project
- Delay the completion dates for the following projects by two years:
 - » Burtonsville Elementary School Addition
 - » Highland View Elementary School Addition (Maintain planning funds)
- Reduce expenditures for the following projects in the first two years:
 - » *Americans with Disabilities Act of 1990* Compliance
 - » Building Modifications and Program Improvements
 - » Heating, Ventilation, and Air Conditioning Replacement
 - » Outdoor Play Space Maintenance
 - » Planned Life-cycle Asset Replacement
- Remove all expenditures for the following project:
 - » Materials Management Building Relocation

On May 26, 2022, the County Council took final action on the FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program for Montgomery County. For MCPS, the County Council approved all of the previously noted delays and expenditure reductions. In addition, the County Council delayed the Thomas S. Wootton and Col. Zadok Magruder high schools' projects one additional year beyond the reduction scenario. Also, as part of the adopted FY 2023–2028 CIP, a portion of the planning funds for the Burtonsville Elementary School Addition project were restored in FY 2023.

Therefore, the adopted FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program for MCPS totals \$1.771 billion, an increase of \$4 million more than the Board of Education’s request. This six-year total includes \$1.065 million in the BTL State Aid Match placeholder project which was included in the county executive’s recommendation.

The capital projects included in the adopted FY 2023–2028 CIP will help to accomplish the goal of addressing our capacity needs throughout the school system. MCPS has seen a steady increase in enrollment since the 2007–2008 school year. The COVID-19 health pandemic, however, impacted our student enrollment, as well as the student enrollment of many public schools across the country. The official September 30, 2021, enrollment was 158,232, a one-year decrease of 2,332 students. While this represents a second year of a decline in student enrollment, the decline is at a slower rate than experienced from the 2019–2020 to the 2020–2021 school years.

Total school system enrollment is projected to increase to 166,160 students by the 2027–2028 school year. This projection represents a slight slowdown in enrollment growth in part due to the continued decline in resident births, which results in reduced kindergarten enrollment and smaller cohorts of students as they progress through the school system each year. In addition, our enrollment projections do account for the COVID-19 health pandemic. The capacity projects included in the adopted CIP are essential as we believe in the near future we will experience pre-COVID-19 pandemic student enrollment growth again.

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 every student with the programmatic spaces essential for successful learning.

Sincerely,



Brenda Wolff
President



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

BW:MBM:ESD:SA:alk

Larry Hogan, Governor
Boyd Rutherford, Lt. Governor



Robert S. McCord, Secretary
Sandy Schrader, Deputy Secretary

Maryland DEPARTMENT OF PLANNING

May 18, 2022

Dr. Monifa McKnight
Interim Superintendent
Carver Educational Services Center
850 Hungerford Drive
Rockville, MD 20850

Dear Dr. McKnight:

Thank you for submitting your 2021 Actual Enrollment and enrollment projections for 2022-2031.

We have compared your data to the school enrollment projections generated by our department and have found the difference to be less than five percent for the years 2022 – 2031. Therefore, you may use the local projections as you prepare your 2022 Educational Facilities Master Plan (EFMP) and 2023 Capital Improvement Program (CIP) submissions.

Please make sure that the 2021 actual enrollment on your calculation worksheet is consistent with the official actual enrollment generated 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 2021.

We look forward to receiving your EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have any questions, please email me at michael.bayer1@maryland.gov.

Sincerely,

Michael Bayer, AICP
Manager of Infrastructure and Development

cc: Robert Gorrell, Public School Construction Program, Executive Director
Alfred Sundara, AICP, Manager, Projections and State Data Center
Darrel Caleb, MCPS
Adrienne Karamihas, MCPS

Maryland Department of Planning • 301 West Preston Street, Suite 1101 • Baltimore • Maryland • 21201

Tel: 410.767.4500 • Toll Free: 1.877.767.6272 • TTY users: Maryland Relay • Planning.Maryland.gov

Jurisdiction	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Montgomery	154,593	157,186	159,109	160,309	160,838	161,432	161,550	161,964	162,377	162,791	163,205
Planning	154,592	155,290	156,020	156,480	155,120	154,840	154,910	154,990	155,080	155,510	155,700
Diff	1	1,896	3,089	3,829	5,718	6,592	6,640	6,974	7,297	7,281	7,505
% Diff	0.00%	1.22%	1.98%	2.45%	3.69%	4.26%	4.29%	4.50%	4.71%	4.68%	4.82%



THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION



2425 Reedie Drive
Floor 14
Wheaton, MD 20902



MontgomeryPlanning.org

May 23, 2022

Adrienne Karamihas, Director

Division of Capital Planning and Real Estate
Montgomery County Public Schools
45 West Gude Drive, Suite 4100
Rockville, Maryland 20850

Subject: FY 2023 Capital Budget and FY 2023-2028 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 2023 Capital Budget and FY 2023-2028 Capital Improvements Program (CIP) for Educational Facilities.

We appreciate the ongoing effort to address school capacity needs in areas with persistently high utilization trends. While the delay of some projects due to affordability reductions will inevitably lead to more areas of the county requiring Utilization Premium Payments, we anticipate that those projects will relieve the capacity shortage across multiple schools once completed.

We also support the increased attention given towards school facilities with infrastructure challenges through Major Capital Projects, especially for schools serving our Equity Focus Areas. In addition, we look forward to seeing the completion of Woodlin ES (which serves the Silver Spring Downtown and Adjacent Communities Plan area), and the timely progression of projects for Piney Branch ES (in the Takoma Park Minor Master Plan Amendment area) and Benjamin Banneker MS (in the Fairland and Briggs Chaney Master Plan area).

We value the strong partnership between our agencies and hope to continue improving our coordination throughout the coming year. We appreciate the Division of Capital Planning and Real Estate's assistance with our current planning efforts including the Fairland and Briggs Chaney Master Plan and Takoma Park Minor Master Plan Amendment, and also look forward to working together on the upcoming Great Seneca Plan, University Boulevard Corridor Plan, Clarksburg Master Plan Amendment, and Silver Spring Communities Master Plan.

Sincerely,

Gwen L.M. Wright
Planning Director

GW:HB:aj

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Cluster Service Areas 2021-2022



Introduction

In November 1996, the voters of Montgomery County approved by referendum an amendment to the County Charter that changed the County Council's review and approval cycle of the six-year Capital Improvements Program (CIP) from an annual to biennial cycle. The referendum specified that in odd-numbered fiscal years (on-years), the County Council would conduct a full review of the six-year CIP and in even-numbered fiscal years (off-years), the County Council only would consider amendments to the adopted CIP. The FY 2023–2028 CIP falls in an odd-numbered fiscal year and received a full review by the County Council. The adopted *FY 2023 Capital Budget and the FY 2023–2028 CIP* provides the approved appropriation authority for funds needed to implement CIP projects during FY 2023 and to implement the FY 2023–2028 CIP.

This document contains the following sections:

Chapter 1, “*The County Council Adopted FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program (CIP)*,” is a review of the major factors that have influenced the development of approved projects in the FY 2023 Capital Budget and the FY 2023–2028 CIP. This chapter includes a table summarizing the approved FY 2023–2028 CIP.

Chapter 2, “*The Planning Environment*,” describes the demographic, economic, and enrollment trends in Montgomery County that form the context for reviewing facility plans and addressing system needs.

Chapter 3, “*Facility Planning Objectives*,” outlines six facility planning objectives that guide the school system as it moves to accommodate enrollment growth and program changes. The objectives are discussed and placed in the context of the adopted CIP actions.

Chapter 4, “*Adopted Actions and Planning Issues*,” is arranged by high school cluster and high school consortium. This chapter provides a bar graph that indicates school utilization within each cluster, tables with enrollment projections, school demographic profiles, building room use, capacity data, and other facility information. Planning issues are identified and 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 the FY 2023–2028 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 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program

The Biennial CIP Process

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

The County Council Adopted Capital Improvements Program

This document contains the adopted FY 2023 Capital Budget appropriation amounts and the FY 2023–2028 CIP expenditure schedules proposed approved by the County Council in May 2022. The Board of Education's Requested FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program totaled \$1.767 billion, an increase of \$148.3 million more than the previously approved CIP. The request included \$376,478,000 in expenditures for FY 2023. The requested CIP maintained the completion dates of all capital projects included in the adopted CIP, as well as additional funding for the following:

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

The county executive, in his Recommended FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program included \$1.822 billion for MCPS, a funding level that was

\$55.3 million more than the Board of Education's request of \$1.767 billion. The additional funding recommended by the county executive was in the form of additional placeholder dollars, not project specific, to align with and maximize state aid funding through the *Built To Learn Act* of 2020. The \$55.3 million increase included an FY 2022 supplemental appropriation of \$21.8 million, approved on January 11, 2022, to address construction cost increases for five capital projects included in the adopted CIP that were bid in fall 2021. While the county executive did recommend an increase to the Board of Education's six-year CIP, the year by year expenditures were significantly reduced in the first three years, with additional expenditures recommended in the last three years of the CIP.

Due to the significant year by year expenditure shortfall that existed between the Board of Education's request and the county executive's recommendation, the Montgomery County Council's Education and Culture Committee requested that MCPS submit a non-recommended reduction scenario to more closely align with the county executive's recommendation. Adhering to the Education and Culture Committee's request, the following scenario was submitted to the County Council—

- As a result of supply chain and staffing shortages, maintain planning funds, but extend the construction of the following project by one year:
 - » Charles W. Woodward High School (Reopening) (8/2024, 8/2026)
- Maintain planning funds, but extend the construction of the following projects by one year:
 - » Crown High School (New)
 - » Northwood High School Addition/Facility Upgrade (Relocate 8/2024)
- Maintain planning funds, delay the completion dates for the following projects by one year:
 - » Silver Spring International Middle School Addition
 - » Thomas S. Wootton High School Major Capital Project
 - » Col. Zadok Magruder High School Major Capital Project
- Delay the completion dates for the following projects by two years:
 - » Burtonsville Elementary School Addition

- » Highland View Elementary School Addition (Maintain planning funds)
- Reduce expenditures for the following projects in the first two-years:
 - » ADA Compliance
 - » Building Modifications and Program Improvements
 - » Heating, Ventilation, and Air-Conditioning Replacement
 - » Outdoor Play Space Maintenance
 - » Planned Life-cycle Asset Replacement
- Remove all expenditures for the following project:
 - » Materials Management Building Relocation

On May 26, 2022, the County Council took final action on the FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program. For MCPS, the County Council approved all of the delays and expenditure reductions noted above. In addition, the County Council delayed the Thomas S. Wootton and Col. Zadok Magruder high school projects one additional year beyond the non-recommended reduction scenario. Also, as part of the adopted FY 2023–2028 CIP, a portion of the planning funds for the Burtonsville Elementary School addition project were restored in FY 2023. Therefore, the adopted FY2023 Capital Budget and FY2023–2028 Capital Improvements Program totals \$1.771 billion, an increase of \$4 million more than the Board of Education’s request. This six-year total includes \$1.065 million in the *Built to Learn Act* State Aid Match placeholder project included in the county executive’s recommendation. In addition to the adopted CIP, the County Council, in April 2022, approved a supplemental appropriation to provide relocatable classrooms to accommodate Wellness spaces at all high schools, beginning in the 2022–2023 school year, that do not have a Wellness Center.

The summary table at the end of this chapter, titled “County Council Adopted FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program,” (page 1-5) 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 action for the FY 2023–2028 CIP. It is important to note that many previously approved projects will be blank since they can proceed on their currently approved schedules. The last column shows the anticipated completion date for each project.

The next summary table includes all of the countywide projects approved by the County Council in the FY 2023–2028 CIP for these projects (page 1-8). The final two tables contain summary information regarding the appropriation and expenditure schedule for the FY 2023 Capital Budget and the FY 2023–2028 CIP (page 1-10) and the FY 2023 State CIP funding approved for MCPS (page 1-11).

It is important to note that an appropriation differs from an expenditure. Once approved by the County Council, an appropriation gives MCPS the authority to encumber and spend money within a specified dollar limit for a project. If a project extends beyond one fiscal year, a majority of the cost of the

project would need to be appropriated in order to award the construction contract. An expenditure, on the other hand, is a multi-year spending plan in the CIP that shows when county resources are expected to be spent over the six-year period.

Funding the Capital Improvements Program

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

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

*Limits set during biennial process

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

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

As the preceding table indicates, since FY 2005, the County Council has steadily increased the SAG limits. However, for FY 2012, the County Council decreased the SAG limit by \$5 million in both FY 2011 and FY 2012 and decreased the six-year total to \$1.92 billion, a total reduction of \$30 million. This was the first time in nearly 20 years that the six-year total for SAG was reduced. During the County Council's reconciliation process in May 2011, the \$320 million programmed for FY 2012 was reduced to \$310 million resulting in a six-year total of \$1.91 billion.

For FY 2013, the County Council set the capital budget SAG limits at \$295 million for both FY 2013 and FY 2014, with a six-year total of \$1.77 billion, a decrease of \$140 million from the previously approved SAG limit. For FY 2014, an off-year of the CIP, the County Council, in February 2013, maintained the SAG limit that was approved in FY 2013. For FY 2015, the County Council set the capital budget SAG limits at \$295 million for both FY 2015 and FY 2016, with a six-year total of \$1.77 billion, the same totals for the last two budget cycles. The County Council reviewed the SAG limit in February 2014 and raised the limit to \$324.5 million for FY 2015 and FY 2016 and a six-year total of \$1.947 billion. In February 2015, an off-year of the CIP, the County Council reviewed the SAG limit and increased it to \$1.999 billion, \$52 million more than the approved level.

For FY 2017, the County Council, set the capital budget SAG limits at \$340 million for both FY 2017 and FY 2018, with a six-year total of \$2.04 billion, an increase of \$41 million from the previously approved SAG limit. For FY 2019, the County Council set the capital budget SAG limits at \$330 million for FY 2019 and \$320 million in FY 2020, with a six-year total of \$1.86 billion, a decrease of \$180 million over the six-year period. For FY 2020 the County Council reviewed the SAG limit and upheld the limit of \$1.86 billion for the six-year period that was set in February 2018.

FY 2021, the County Council set the capital budget SAG limits at \$320 million for FY 2021 and \$310 million for FY 2022, with a six-year total of \$1.77 billion, a decrease of \$90 million over the six-year period. In February 2020, the County Council reviewed the SAG limit and upheld the limit of \$1.77 billion for the six-year period that was set in October 2019. In February 2021, the County Council upheld the SAG limit of \$1.77 billion for the amended six year period. For FY 2023, the County Council set the capital budget SAG limits at \$300

million for FY 2023 and \$290 million for FY 2024, with a six-year total of \$1.68 billion, a decrease of \$90 million over the six-year period. In February 2022, the County Council upheld the SAG limit of \$1.68 billion for the six-year period that was set in October 2021.

Recordation Tax and School Impact Tax

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

State Funding

In the first 22 years of the State Public School Construction Program, from FY 1973 to FY 1994, the amount of state funding received by MCPS averaged \$13.7 million per year. In FY 1995 and FY 1996, the state funded approximately \$20 million per year, and in FY 1997, the state allocated \$36 million for Montgomery County. Using the \$36 million level of state funding as a benchmark, the County Council increased the levels of state aid assumed in the CIP. County efforts were again successful in FY 1998 and MCPS was allocated \$38 million in state aid for school construction projects. The county was even more successful in FY 1999, FY 2000, and FY 2001 with \$50 million, \$50.2 million, and \$51.2 million being allocated, respectively. The following table shows the amount of state aid received for the past 10 fiscal years.

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

For FY 2016, the state aid request was \$147.99 million. The FY 2016 annual state aid approved for MCPS was \$39.84 million, approximately \$108.15 million less than the amount

requested. MCPS also received an additional \$5.9 million in state aid for school construction projects due to the passage of the Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms (EGRC) legislation approved by the Maryland General Assembly in April 2015. For FY 2017, the annual state aid approved for MCPS was \$38.4 million from the annual statewide allocation and \$11.7 million through the approved EGRC legislation for a total FY 2017 state aid allocation of \$50.1 million. For FY 2018, the state aid approved for MCPS was \$37.4 million from the annual statewide allocation and \$21.8 million through the EGRC legislation for a total FY 2018 state aid allocation of \$59.2 million. For FY 2019, the revised state aid request was \$118.2. The state aid approved for MCPS was \$33.8 million from the annual statewide allocation and \$25.9 million through the EGRC legislation for a total FY 2019 state aid allocation of \$59.7 million.

For FY 2020, the state aid request was \$113.8 million. The state aid approved for MCPS was \$32.8 million from the annual statewide allocation and \$25.9 million through the approved EGRC legislation for a total FY 2020 state aid allocation of \$58.7 million, \$55.1 million less than the amount requested. For FY 2021, the state aid request was \$110.4 million. The state aid approved for MCPS was \$54.13 million, \$56.27 million less than the amount requested. Of the \$54.13 million, \$31.8 million was from the annual statewide allocation and \$22.3 million was through the approved EGRC legislation.

For FY 2022, the state aid request was \$76.05 million. The state aid approved for MCPS was \$44.78 million, \$31.27 million less than the amount requested. Of the \$44.78 million, \$29.55 million was from the annual statewide allocation and \$15.23 million was through the approved EGRC legislation. For FY 2023, the state aid request was \$229.45 million. This figure was based on current eligibility of projects approved by the Montgomery County Council in May 2021. This figure also represents projects that will be funding through the BTL process previously discussed above, as well as through the statewide annual CIP submission process. Of the request, \$30.29 million was for 20 systemic roofing and HVAC projects to be funded through the annual CIP submission process; \$18.28 million was for 3 addition projects also to be funded through the annual CIP submission process; and \$180.88 million was for one new elementary school, one high school reopening, and six Major Capital Projects to be funded through the BTL process. The FY2023 state aid approved for MCPS was \$243.75 million—\$36.03 million from the statewide annual allocation and \$207.72 million from the BTL funding allocation.

Current Revenue

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

Modernization, and Facility Planning. The same general current receipts are used to fund the county operating budget.

The Relationship between State and Local Funding

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

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

Capital Budget and Operating Budget Relationship

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

**County Council Adopted FY 2023 Capital Budget
and the FY 2023–2028 Capital Improvements Program
Summary Table¹**

Individual Projects	Board of Education Request	County Council Action May 2022	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
Westbrook ES Addition	Request FY 2023 appropriation for balance of funding.	Approved FY 2023 appropriation for balance of funding.	8/22
Winston Churchill			
Clarksburg Cluster			
Clarksburg Cluster ES #9 (New)	Request FY 2023 appropriation for construction cost increases and balance of funding.	Approved FY 2023 appropriation for construction cost increases and balance of funding.	8/23
Damascus Cluster			
Damascus HS—Major Capital Project	Request FY 2023 appropriation for planning funds.	Approved FY 2023 appropriation for planning funds.	8/26
Downcounty Consortium			
John F. Kennedy HS Addition			8/22
Northwood HS Addition/Facility Upgrade	Request FY 2023 appropriation for construction cost increases and construction funds.	Approved additional expenditures, delayed project by one year.	8/26
Charles W. Woodward High School Reopening	Request FY 2023 appropriation for construction cost increases and construction funds.	Approved additional expenditures, delayed project by one year.	8/24 8/26
Eastern MS—Major Capital Project	Request FY 2023 appropriation for planning funds in the Major Capital Project.	Approved FY 2023 appropriation for planning funds in the Major Capital Project.	TBD
Parkland MS Addition	Request FY 2023 appropriation for balance of funding.	Approved FY 2023 appropriation for balance of funding.	8/23
Odessa Shannon MS Replacement			8/22
Silver Spring International MS Addition		Delayed project one year.	8/25
Highland View ES Addition		Delayed project two years.	8/27
Piney Branch ES—Major Capital Project	Request FY 2023 appropriation for planning funds in the Major Capital Project.	Approved FY 2023 appropriation for planning funds in the Major Capital Project.	TBD
Woodlin ES—Major Capital Project	Request FY 2023 appropriation for construction cost increases and balance of funding.	Approved FY 2023 appropriation for construction cost increases and balance of funding.	8/23
Gaithersburg Cluster			
Crown HS (New)	Request FY 2023 appropriation for construction cost increases and construction funds.	Approved additional expenditures, delayed project by one year.	8/27
Gaithersburg Cluster ES #8			8/22
Walter Johnson Cluster			
Charles W. Woodward High School Reopening	Request FY 2023 appropriation for construction cost increases and construction funds.	Approved additional expenditures, delayed project one year.	8/24 8/26
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD

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

Individual Projects	Board of Education Request	County Council Action May 2022	Anticipated Completion Date
Col. Zadok Magruder Cluster			
Col. Zadok Magruder HS—Major Capital Project		Approved a two year delay for this project.	8/29
Richard Montgomery Cluster			
Crown HS (New)	Request FY 2023 appropriation for construction cost increases and construction funds.	Approved additional expenditures, delayed project one year.	8/27
Northeast Consortium			
Burnt Mills ES—Major Capital Project	Request FY 2023 appropriation for construction cost increases and balance of funding.	Approved FY 2023 appropriation for construction cost increases and balance of funding.	8/23
Burtonsville ES Addition	Request FY 2023 appropriation for planning funds.	Approved portion of planning funds, delayed project two years.	8/27
Greencastle ES Addition	Request FY 2023 appropriation for planning funds.	Approved FY 2023 appropriation for planning funds.	8/25
JoAnn Leleck ES at Broad Acres ES (Grades 3–5 school)	Request FY 2023 appropriation for construction cost increases and balance of funding.	Approved FY 2023 appropriation for construction cost increases and balance of funding.	8/25
William Tyler Page ES Addition	Request FY 2023 appropriation for balance of funding.	Approved FY 2023 appropriation for balance of funding.	8/23
Stonegate ES—Major Capital Project	Request FY 2023 appropriation for construction cost increases and balance of funding.	Approved FY 2023 appropriation for construction cost increases and balance of funding.	8/23
Northwest Cluster			
Crown HS (New)	Request FY 2023 appropriation for construction cost increases and construction funds.	Approved additional expenditures, delayed project one year.	8/27
Dr. Ronald E. McNair ES Addition	Request FY 2023 appropriation for balance of funding.	Approved FY 2023 appropriation for balance of funding.	8/23
Poolesville Cluster			
Poolesville HS—Major Capital Project	Request FY 2023 appropriation for construction cost increases and balance of funding.	Approved FY 2023 appropriation for construction cost increases and balance of funding.	8/24
Quince Orchard Cluster			
Crown HS (New)	Request FY 2023 appropriation for construction cost increases and balance of funding.	Approved additional expenditures, delayed project one year.	8/27
Rockville Cluster			
Seneca Valley Cluster			
Neelsville MS—Major Capital Project	Request FY 2023 appropriation for construction cost increases and balance of funding.	Approved FY 2023 appropriation for construction cost increases and balance of funding.	8/24
Clarksburg Cluster ES #9 (New)	Request FY 2023 appropriation for construction cost increases and balance of funding.	Approved FY 2023 appropriation for construction cost increases and balance of funding.	8/23
Sherwood Cluster			
Watkins Mill Cluster			
Neelsville MS—Major Capital Project	Request FY 2023 appropriation for construction cost increases and balance of funding.	Approved FY 2023 appropriation for construction cost increases and balance of funding.	8/24
South Lake ES—Major Capital Project	Request FY 2023 appropriation for construction cost increases.	Approved FY 2023 appropriation for construction cost increases.	8/23

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

Individual Projects	Board of Education Request	County Council Action May 2022	Anticipated Completion Date
Walt Whitman Cluster			
Whitman HS Addition	Approved FY 2021 appropriation for balance of funding.		8/21
Thomas S. Wootton Cluster			
Crown HS (New)	Request FY 2023 appropriation for construction cost increases and construction funds.	Approved additional expenditures, delayed project one year.	8/27
Thomas S. Wootton HS—Major Capital Projects	Request FY 2023 appropriation to accelerate site and design funds.	Approved acceleration of site work, delayed project completion by two years.	8/29
Other Educational Facilities			

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

**County Council Adopted FY 2023 Capital Budget
and the FY 2023–2028 Capital Improvements Program
Summary Table¹**

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

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

Countywide Projects	Board of Education Request	County Council Action May 2022	Anticipated Completion Date
School Security	Request FY 2023 appropriation to continue this project.	Approved FY 2023 appropriation to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Request FY 2023 appropriation to continue this project.	Approved FY 2023 appropriation to continue this project.	Ongoing
Sustainability Initiatives	Request FY 2023 appropriation to continue this project	Approved FY 2023 appropriation to continue this project	Ongoing
Technology Modernization	Request FY 2023 appropriation to continue this project.	Approved FY 2023 appropriation to continue this project.	Ongoing

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

**County Council Adopted FY 2023 Capital Budget
and the FY 2023–2028 Capital Improvements Program**
(figures in thousands)

Project	FY 2023 Approp.	Total	Thru FY 2021	Remaining FY 2022	Total Six-Years	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Individual School Projects											
Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)		1,195			1,195			650	545		
Burtonsville ES Addition	550	17,903			17,903	550			7,682	5,780	3,891
Clarksburg Cluster ES #9 (New)	1,325	45,501	1,192	5,752	38,557	23,474	15,083				
Crown HS (New)		179,252	1,522	3,892	173,838	500	12,071	22,613	36,719	58,935	43,000
DuFief ES Addition/Facility Upgrade		2,762	2,076	686	0						
Gaithersburg Cluster ES #8		42,182	7,634	23,628	10,920	10,920					
Greencastle ES Addition	1,550	14,495			14,495	550	5,110	3,445	5,390		
Highland View ES Addition		16,775	301	474	16,000	175	101	1,825	6,394	4,305	3,200
John F. Kennedy HS Addition		26,578	3,827	11,978	10,773	10,773					
JoAnn Leleck ES @ Broad Acres (Grades 3-5) New	3,903	32,682		2,765	29,917	4,979	11,239	10,444	3,255		
Ronald McNair ES Addition	3,490	14,403	47	5,313	9,043	3,752	5,291				
Northwood HS Addition/Facility Upgrade		173,076	4,230	14,778	154,068	7,485	15,529	43,909	24,891	27,254	35,000
William Tyler Page ES Addition	5,345	25,168		4,872	20,296	10,543	7,753	2,000			
Parkland MS Addition	4,490	18,238		3,528	14,710	8,123	6,587				
Odessa Shannon MS Replacement		62,864	16,093	34,771	12,000	12,000					
Silver Spring International MS Addition	4,000	23,140	5,140		18,000	401	4,945	7,654	5,000		
Westbrook ES Addition	210	4,391		376	4,015	2,569	1,446				
Woodward HS Reopening	48,860	181,095	5,260	53,989	121,846	16,043	19,017	31,390	29,396	26,000	
ADA Compliance: MCPS	5,500	41,993	23,012	3,181	15,800	5,500	5,500	1,200	1,200	1,200	1,200
Asbestos Abatement	1,145	22,390	15,246	274	6,870	1,145	1,145	1,145	1,145	1,145	1,145
Building Modifications and Program Improvements	8,000	65,937	51,378	-1,441	16,000	8,000	8,000				
Design and Construction Management	4,900	95,175	64,740	1,035	29,400	4,900	4,900	4,900	4,900	4,900	4,900
Early Childhood Centers	4,000	16,000			16,000	4,000	6,000	6,000			
Emergency Replacement of Major Building Components	1,500				3,000	1,500	1,500				
Facility Planning: MCPS	1,300	15,187	10,040	2,447	2,700	800	500	350	350	350	350
Fire Safety Upgrades	817	24,502	17,056	2,544	4,902	817	817	817	817	817	817
HVAC Replacement	20,000	201,219	55,984	25,735	119,500	20,000	25,000	19,000	18,500	18,500	18,500
Improved (Safe) Access to Schools/County Bicycle Initiative	3,500	24,882	17,882		7,000	3,500	3,500				
Major Capital Projects Elementary	7,466	185,214	3,144	44,085	137,985	57,791	50,481	29,713	0	0	0
Major Capital Projects Secondary	77,556	417,173	2,647	19,205	395,321	36,836	65,387	89,265	110,990	39,852	52,991
Material Management Building Relocation					0						
Outdoor Play Space Maintenance	450	6,950	2,482	1,768	2,700	450	450	450	450	450	450
Planned Life-Cycle Asset Replacement (PLAR)	12,000	171,125	107,779	1,470	61,876	12,000	12,000	9,469	9,469	9,469	9,469
Relocatable Classrooms		76,061	58,448	-387	18,000	8,000	5,000	5,000			
Restroom Renovations	3,000	41,705	15,165	8,540	18,000	3,000	3,000	3,000	3,000	3,000	3,000
Roof Replacement/Moisture Protection Projects	12,000	118,475	36,993	17,482	64,000	12,000	12,000	10,000	10,000	10,000	10,000
School Security	3,500	50,746	24,488	12,758	13,500	3,500	2,000	2,000	2,000	2,000	2,000
Stormwater Discharge and Water Quality Management	616	12,860	9,162	2	3,696	616	616	616	616	616	616
Sustainability Initiatives	5,000				12,500	5,000	7,500				
Technology Modernization	26,746	480,210	325,615	1,185	153,410	26,746	26,664	25,000	25,000	25,000	25,000
Total Adopted CIP	272,719	2,949,504	888,583	306,685	1,769,736	328,938	346,132	331,855	307,709	239,573	215,529

*The six-year total does not reflect the \$1.065 million included in the Built to Learn Act State Aid Match placeholder project.

Approved FY 2023 State Capital Improvements Program for Montgomery County Public Schools

(figures in thousands)

Priority No.	BTL - Y/N	PFA - Y/N		Total Estimated Costs	Non PSCP Funds	Prior IAC Funding Thru FY2022	FY 2023 Request for Funding	FY 2023 IAC Approved
Systemic Projects								
1	N	Y	Sligo MS HVAC Replacement	9,000	4,500	0	4,500	4,500
2	N	Y	White Oak MS HVAC Replacement	9,000	4,500	0	4,500	4,500
3	N	Y	Westland MS HVAC Replacement	9,000	4,500	0	4,500	4,500
4	N	Y	Flower Valley ES HVAC Replacement	4,000	2,000	0	2,000	2,000
5	N	Y	Harmony Hills ES HVAC Replacement	4,000	2,000	0	2,000	2,000
6	N	Y	Springbrook HS HVAC Replacement (Phase 1)	3,500	1,750	0	1,750	1,750
7	N	Y	James Hubert Blake HS Roof Replacement (Phase 1)	3,268	1,634	0	1,634	1,634
8	N	Y	John F. Kennedy HS Roof Replacement (Phase 1)	2,689	1,345	0	1,345	1,345
9	N	Y	Montgomery Blair HS Roof Replacement (Phase 2)	2,641	1,321	0	1,321	1,321
10	N	Y	Diamond ES Roof Replacement	1,858	929	0	929	929
11	N	Y	Northwest HS Roof Replacement (Phase 1)	1,797	899	0	899	899
12	N	Y	Rock View ES Roof Replacement	1,650	825	0	825	825
13	N	Y	Woodfield ES Roof Replacement	1,515	758	0	758	758
14	N	Y	Harmony Hills ES Roof Replacement	1,325	663	0	663	663
15	N	Y	Westover ES Roof Replacement	1,270	635	0	635	635
16	N	Y	East Silver Spring ES Roof Replacement	949	475	0	475	475
17	N	Y	Wyngate ES Roof Replacement	724	362	0	362	362
18	N	Y	Ritchie Park ES Roof Replacement	539	270	0	270	270
19	N	Y	Meadow Hall ES Roof Replacement	325	163	0	163	163
			Subtotal	59,050	29,525	0	29,525	29,525
Balance of Construction Funding								
20	N	Y	John F. Kennedy HS Addition	26,578	22,108	1,886	2,584	2,584
			Subtotal	26,578	22,108	1,886	2,584	2,584
Planning and Construction Request								
21/22	Y	Y	Charles W. Woodward HS Reopening*	181,095	152,188		48,466	28,907
23/24	Y	Y	Clarksburg Cluster ES #9 (NEW)	45,501	26,632		16,087	18,869
25/26	N	Y	Dr. Ronald McNair ES Addition	14,403	10,845		4,458	3,558
27/28	N	Y	Parkland MS Addition	18,238	17,871		5,769	367
29/30	Y	Y	South Lake ES (Major Capital Project)	42,901	24,688		14,212	18,213
31/32	Y	Y	Burnt Mills ES (Major Capital Project)	48,898	28,371		15,281	20,527
33/34	Y	Y	Neelsville MS (Major Capital Project)	75,332	47,970		27,362	27,362
35/36	Y	Y	William Tyler Page ES Addition	25,168	20,165		8,049	5,003
37/38	Y	N	Poolesville HS (Major Capital Project)	121,484	71,556		29,701	49,928
39/40	Y	Y	Woodlin ES Addition (Major Capital Project)	47,737	26,592		16,192	21,145
41/42	Y	Y	Stonegate ES (Major Capital Project)	42,794	25,032		13,578	17,762
			Subtotal	663,551	451,910	0	199,155	211,641
Planning Approval Request								
43	Y	Y	Crown HS (New)	LP			LP	LP
44	N	Y	Highland View ES Addition	LP			LP	LP
45	Y	Y	Grades 3-5 ES for JoAnn Leleck ES at Broad Acres	LP			LP	LP
46	Y	Y	Northwood HS Addition/Facility Upgrade	LP			LP	LP
47	N	Y	Silver Spring International MS Addition	LP			LP	LP
48	N	Y	Westbrook ES Addition	LP			LP	LP
			TOTAL	722,601	481,435	0	228,680	243,750

*Approved with FY2022 BTL funds.

Chapter 2

The Planning Environment

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

Enrollment growth since 2008 had been particularly strong until the COVID-19 health pandemic. In March 2020, MCPS, similar to many school systems around the country, switched from in-person learning, to virtually learning. Nationwide, school systems experienced lower enrollments in the 2020–2021 school year, particularly in the lower grades, as homeschooling and private schools with in-person instruction gained enrollment.

Official September 30th student enrollment was 158,232 for the 2021–2022 school year, a decrease of 2,332 students from the 2020–2021 school year. Enrollment grew by 11,735 students from the 2011–2012 to the 2021–2022 school year. Total school system enrollment is projected to increase to 166,160 students by the 2027–2028 school year. This represents a slowdown in growth, due to the continued decline in resident births, resulting in lower kindergarten classes, and the ripple effect as they progress through the system each year, as well as the anomalous 2020–2021 and 2021–2022 school year student enrollments due to the COVID-19 health pandemic.

Community Trends

Population

Montgomery County’s overall population is growing and diversifying. According to U.S. Census Bureau, the county’s total population has increased by 188,720 people, or 21.6

percent since 2000 from 873,341 to 1,062,061 people (April 1, 2020). A significant share of the county’s population increase has resulted from resident live births outnumbering deaths by more than two to one. Since 2000, there have been 263,682 births compared to 113,515 deaths in the county, for a net natural population increase of 150,167 residents, accounting for 84.7 percent of the county’s overall population increase (Maryland Department of Health, 2019).

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

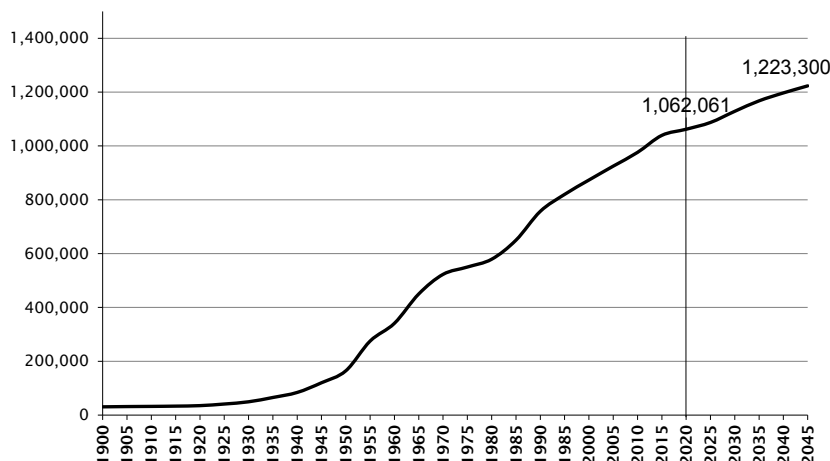
Montgomery County’s trend toward racial and ethnic diversification mirrors national demographic trends. According to U.S. Census Bureau data, between 2000 and 2018, the county’s White, non-Hispanic population decreased as a percentage of the total population by 16.5 percent to 43.0 percent, while the African American population increased by 3.3 percent, the Asian population increased by 3.2 percent, and the Hispanic population (of any race) increased by 8.4 percent to 19.9 percent. Other categories, such as Native Hawaiian/Pacific Islander, Native American, and Alaskan Native and Two or More have a combined increase to 4.6 percent. The U.S. Census Bureau introduced the Two or More category in 2010. Also in 2010, the county measured its first year that racial and ethnic groups other than non-Hispanic Whites accounted for the majority of the county’s population. According to the recently released 2020 census, 43.1 percent of

the population is White, 18.6 percent Black, 15.4 percent Asian, 11.0 percent Other, 11.2 percent Two or More, and 20.5 percent are Hispanic (of any race).

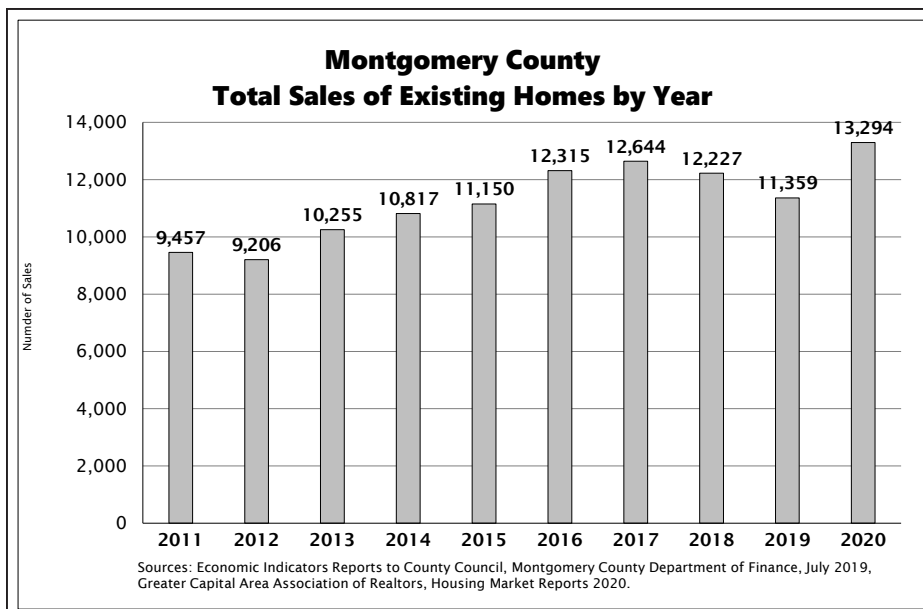
Economy

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

Montgomery County Total Population
1900–2020 and Projected to 2045



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



the county's peak unemployment was 5.7 percent in Fiscal Year (FY) 2010. By FY 2015, the national unemployment rate dropped to 5.7 percent and Montgomery County's rate to 4.2 percent. The unemployment rate continued to decline in the county and as of December 2019 was 2.4 percent, which was lower than the national unemployment rate of 3.5 percent. The national unemployment rate increased to 14.7 percent as of April 2020, as the COVID-19 health pandemic caused many businesses to shut down during the pandemic. The county unemployment rate peaked in May 2020 at 9.8 percent, but declined to 3.9 as of March 2022, which is still higher than it was before the COVID-19 health pandemic. (Economic Indicator; Montgomery County Department of Finance, April 2020; Maryland Department of Labor; and U.S. Bureau of Labor Statistics).

The Great Recession's impact and recovery also is evident in the county housing market. In FY 2010, there were 1,056 new residential starts. By FY 2016, residential starts peaked at 5,230 units, and in FY 2019, after two years of lower starts, there were 5,429 units. The recent decline in units was mostly due to fewer multi-family units constructed. During the past 10 fiscal years, the weakest year was FY 2012, in the resale market when 9,206 existing homes sold. In 2020, 13,294 existing homes sold; an increase for the first time since 2017 when sales were 12,644. Prior to the recession, the median sales price of housing experienced a bubble that reached \$444,000 in 2007. That figure dropped to \$340,000 in 2009, but sales prices have gradually risen since, and was \$587,000 as of April 2022, according to the Greater Capital Area Association of Realtors.

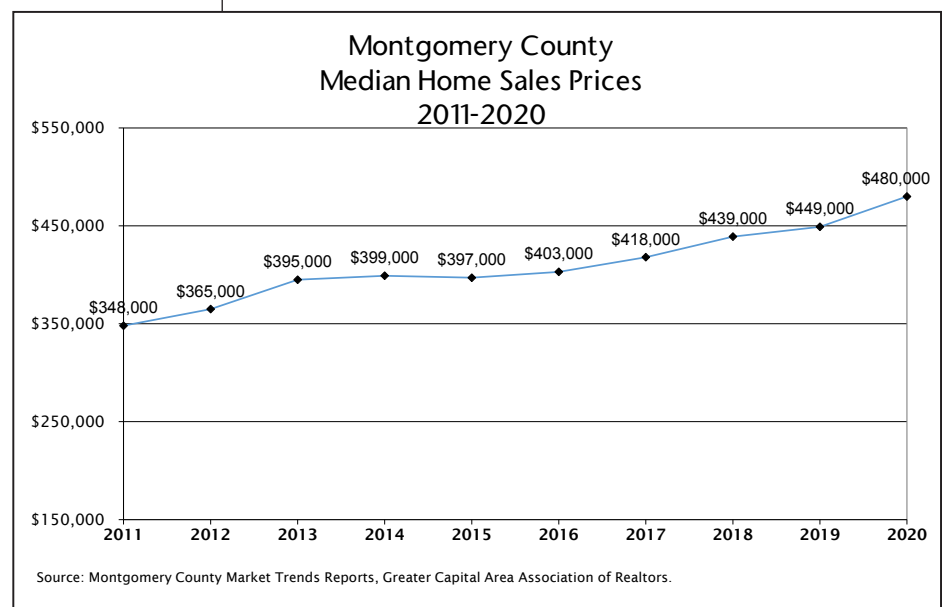
The recession's long-lasting impacts on school system enrollment include the following:

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

Master Plans & Housing

Traditional suburban residential development is becoming the exception in the county. Subdivisions in the Clarksburg area are among the last greenfield developments to be constructed in the county. A new school cluster formed in Clarksburg in 2006, when Clarksburg High School opened to accommodate these new communities.

In the past, county development characterized by a separation of residential and commercial uses was typical. Today, a desire to mix land uses and concentrate denser development in transit accessible hubs is guiding new master and sector plans. In addition, reduced availability of land for residential development has spurred infill and redevelopment of older



housing and/or other structures. Higher housing densities than seen in the past will characterize the future housing stock and accommodate our growing population. Overall, today's land use planning promotes the urbanization of transportation corridors.

Recently adopted master and sector plans include those for the Grosvenor-Strathmore Metro station area and Bethesda Downtown. In 2017, there were two adopted plans: the Forest Glen/Montgomery Hills (FG/MH) Sector Plan, and the Greater Lyttonsville Sector Plan. The FG/MH plan provides for increased residential density near existing transit stations through rezoning, with the intent to prioritize affordable Moderately Priced Dwelling Units (MPDUs). The Lyttonsville plan provides for increased residential density near the Lyttonsville Purple Line Station as well as potential redevelopment of Paddington Square. Evaluations on the net effect of students on the school system occurs after development plan approval.

MCPS participates in county and city land use planning to ensure impacts on enrollment are considered and future school sites identified. (See Appendix C for further information on the role of MCPS in land use planning.) Moreover, MCPS monitors housing activity in all school service areas through close coordination with the Montgomery County Planning Department and comparable plan review departments in the cities of Gaithersburg and Rockville. In addition, MCPS collaborates with county agencies to measure the student yield of different types of housing.

County Growth and Infrastructure Policy

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

Additional information on the role of MCPS with respect to the County Growth and Infrastructure is in Appendix C. The FY 2023 school test, based on the enrollment projections and capital projects included in the adopted FY 2023–2028 CIP, goes into effect July 1, 2022. For results of the FY 2023 school test see Appendix D.

Student Population Trends

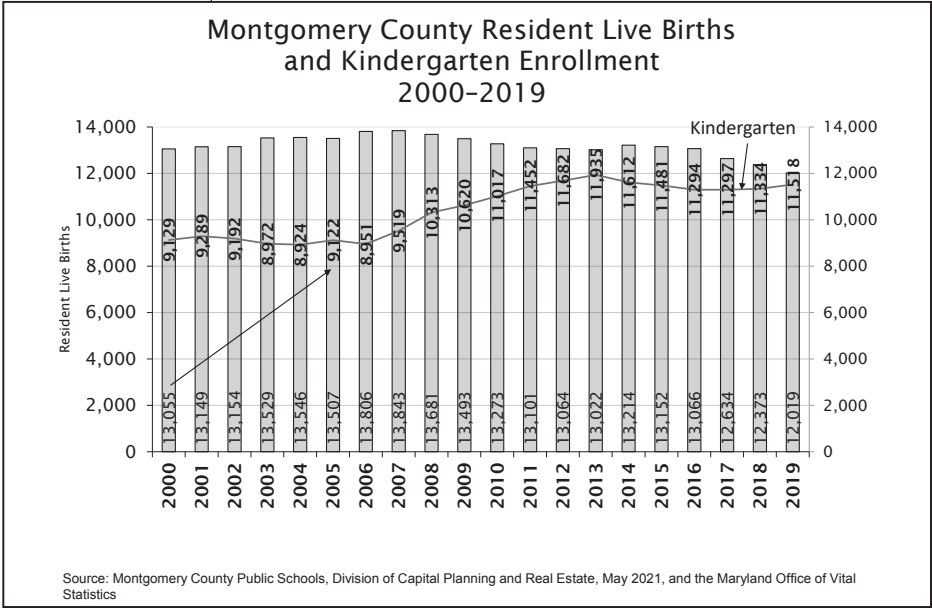
The main contributing factors influencing student population include resident live births, the aging of the student population, and migration patterns. A percentage of the babies born to Montgomery County

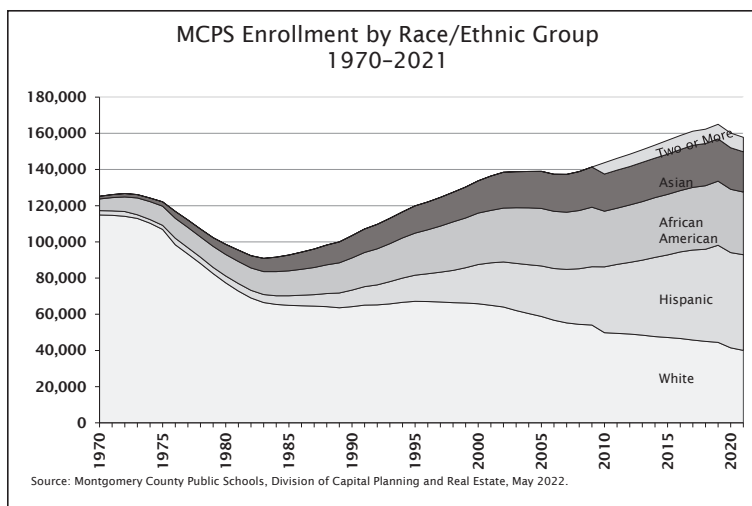
residents in one year show up in MCPS incoming kindergarten classes five years later. This is commonly referred to as a kindergarten capture rate. In both 2000 and 2016, birth figures were just over 13,000, growing, peaking in 2007 at 13,843, and then declining. In 2017, 2018, and 2019, total births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

In the 2000–2001 school year, the kindergarten capture rate was 73.9 percent. By the 2006–2007 school year, the rate decreased to 68.1 percent, and had since increased to 87.2 percent for the 2019–2020 school year. The increases were likely due to economic factors as well as changes to all-day kindergarten programs. The 2020–2021 school year kindergarten enrollment was 78.7 percent and is considered an anomaly due to the COVID-19 health pandemic. Kindergarten enrollment increased to 82.6 percent in the 2021–2022 school year. Future kindergarten classes will most likely return to approximately 87 percent of births five years earlier.

The movement up through the grades by students, termed the “aging of the student population,” is the second driver of enrollment change. When the size of the kindergarten class is different from that of Grade 12, then there is a natural change in total enrollment from one year to the next. The Grade 12 total for the 2020–2021 school year was 11,573, and the kindergarten class for the 2021–2022 school year was 10,787, or a difference between the two grades of 787 students. Therefore, in the 2021–2022 school year, 33.7 percent of the one-year decrease in enrollment of 2,332 students was caused by existing students aging up, as Grade 12 students exiting the system were replaced by a smaller group of kindergarten students entering it.

Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult to predict. Records of MCPS student entries and withdrawals show that there has been an increase in the in-migration from approximately 12,328 new students from other public school





districts in Maryland and throughout the United States, private schools, homeschooling, and from out of the country in the 2010–2011 school year to 12,443 in the 2019–2020 school year. Withdrawals over the same time increased from 10,186 in the 2010–2011 school year to 10,866 in the 2019–2020 school year. In the past decade, migration-related entries into MCPS have continued to exceed withdrawals, resulting in annual net increases in enrollment. The net increase from in-migration in the 2019–2020 school year was 565 fewer students, at 1,577 students from outside the system, than the net increase of 2,142 in 2010. More students have withdrawn to attend private schools or are choosing homeschooling during the COVID-19 health pandemic, but it is expected that previous patterns will return as that subsides.

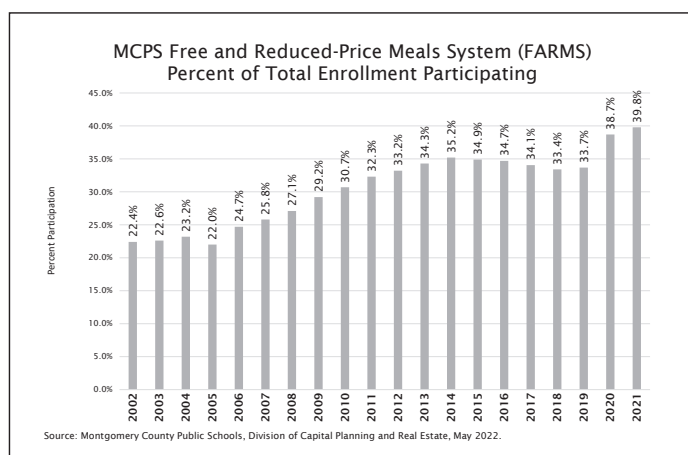
Student Diversity

Records of county resident live births show a levelling off in the numbers of births in each racial/ethnic group. This is in contrast to large declines from 1990 to 2010, in the number of White, non-Hispanic births and large increases in live births of other race/ethnic groups. In 2019, White, non-Hispanic births were 3,999, African American births were 2,601, Asian births were 1794 and Hispanic births were 3,549. The general fertility rate for Hispanic women between the ages 15 and 44 is 78.8 (per 1,000) versus 60.5 for African American women,

and 53.2 for non-Hispanic White women in the same age range (Vital Statistics, Maryland Department of Health).

Official enrollment for September 30, 2021, is 158,232 students. Of the total enrollment, 21.9 percent of students are African American, 14.1 percent are Asian, 33.4 percent are Hispanic, and 25.3 percent are White, non-Hispanic, and 5.0 percent are Two or More Races. The categories of Native Hawaiian/Pacific Islander and American Indian/Alaskan Native are each less than five percent of the total enrollment. The accompanying chart illustrates the trend of increasing student diversity since 1970, when the student population was 92 percent White, non-Hispanic. Today, there is no longer a majority racial/ethnic group.

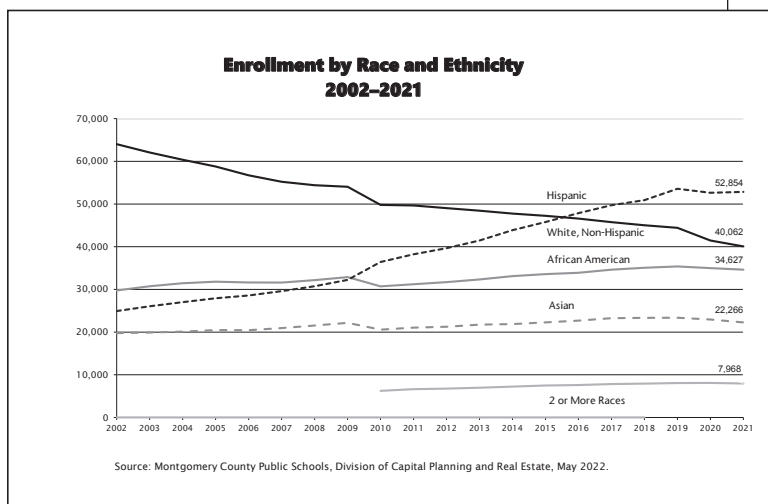
Also shown are enrollments in the four major racial and ethnic groups over the past two decades. It can be seen that the addition of a new category resulted in a dip in enrollment in 2010 in White, non-Hispanic, African American, and



Asian students, as some identified with the “Two or More races” category. (See Appendices A-3 and A-4 for trends in enrollment by race and ethnic group.)

Student participation in the federal Free and Reduced-price Meals System (FARMS) Program is the school system’s primary measure of student socioeconomic levels. In the 2021–2022 school year, 39.5 percent of students participated in the FARMS Program. There has been an increase of 13,618 students participating in FARMS during the past 10 school years (2012–2013 to 2021–2022).

Student enrollment in the English Language Development (ELD) program is an indicator of student language diversity. As the school system has diversified over time, this percentage has grown. During the 2012–2013 school year, 13.6 percent of students were in the ELD (previously known as ESOL) Program, and that has grown to 17.9 percent for the 2021–2022 school year. Emergent multilingual learners (EML) students in ELD represent approximately 150 countries of origin and speak an estimated 113 different languages. Although immigration to the United States has been increasing for many years and does contribute program participants, a large proportion of EML students were born in the United States.

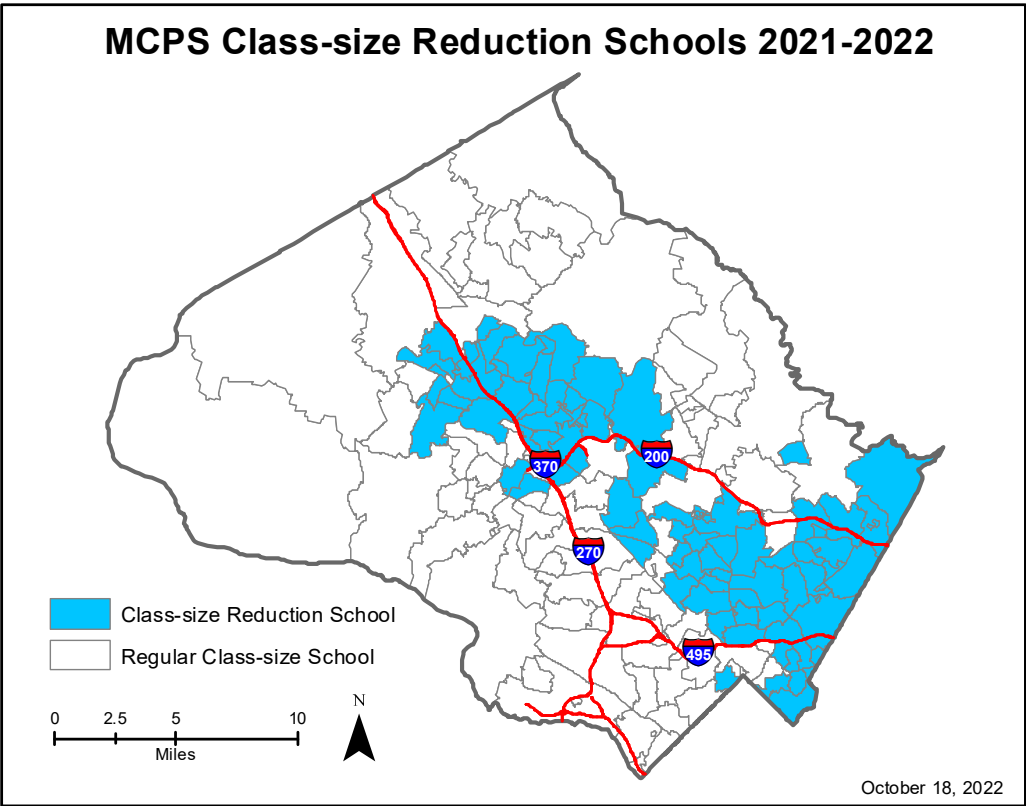
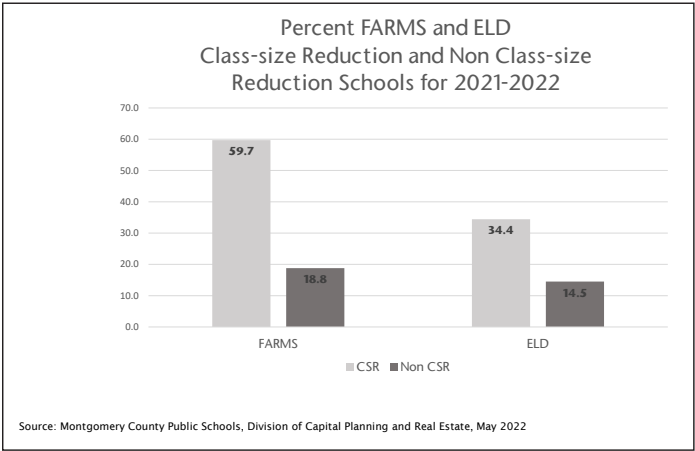
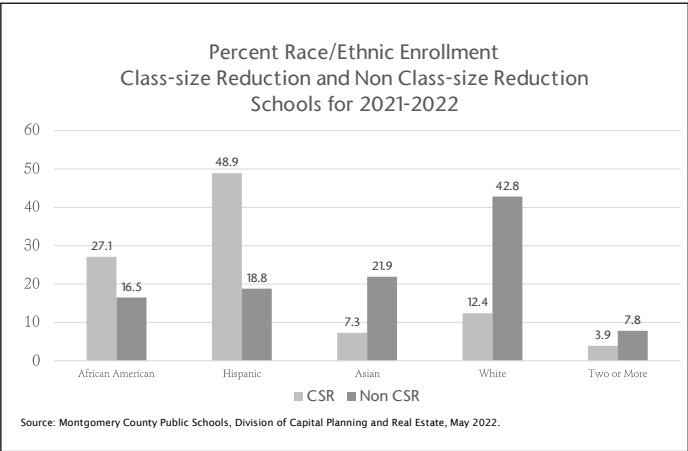


Class Size Reduction and Non Class Size Reduction Elementary Schools

For the 2021–2022 school year, there are 69 Class Size Reduction (CSR) elementary schools (including upper schools in the case of paired schools). Class Size Reduction schools include both Title 1 and Focus schools and have reduced class-sizes in order to address student needs and prepare the students for success in later grade levels. The 2021–2022 demographic composition of CSR and Non CSR schools is compared in the accompanying chart.

At one time, CSR elementary school service areas had little racial and ethnic diversity. The wave of in-migration over the past three decades has transformed these communities and the

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



MCPS Enrollment Forecast

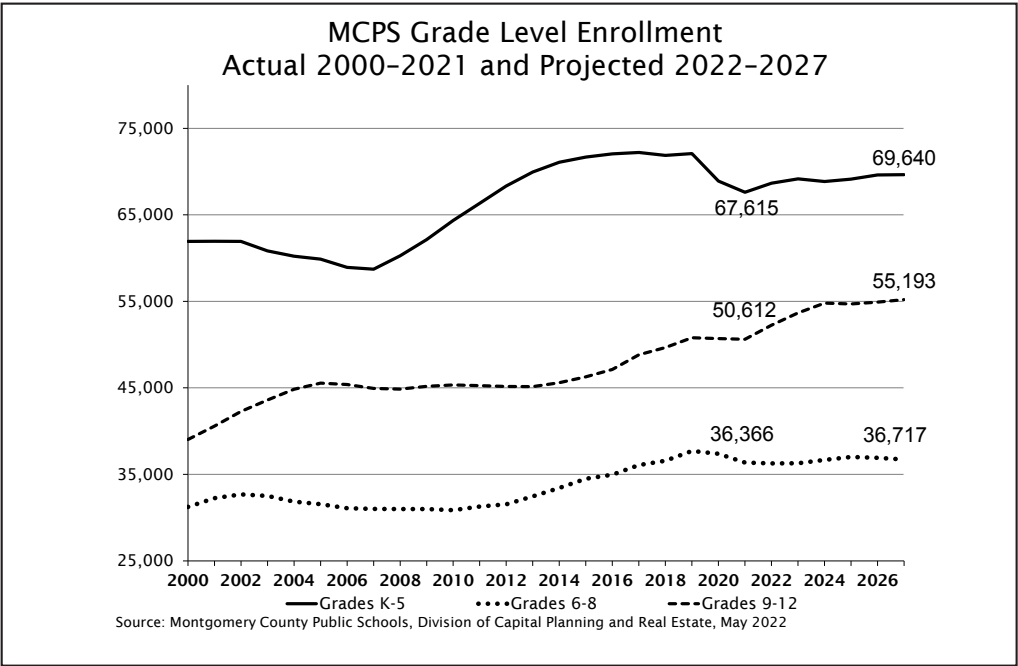
The school enrollment forecasts are based mainly on county births, aging of the current student population, and migration patterns. As county births increased through 2007, more kindergarten students entered MCPS. The advent of full-day kindergarten, countywide since 2006, also has been a factor in kindergarten enrollment increases. The 2020–2021 kindergarten class was unusually low due to the COVID-19 health pandemic, and therefore considered anomalous. The 2021–2022 kindergarten class is larger than the 2020–2021 school year, but still smaller than it was between the 2010–2011 and 2019–2020 school years.

It is anticipated that there will be a return to 87 percent kindergarten capture to births five years earlier over time. However, the decline in resident births will result in a decline in the kindergarten population that in turn will slow the growth of the total enrollment as students age from grade to grade. In addition, the unusually small kindergarten class of the 2020–2021 school year resulted in a smaller than anticipated 1st grade class this year that may to some extent keep enrollment lower through the elementary years during this planning period. Due to a decade of large elementary enrollment increases, MCPS is now experiencing a period of growth at secondary schools. (See appendices A and B for enrollment projections by grade level and Appendix C-2 for a description of the MCPS enrollment forecasting methodology.)

Summary

The last major period of enrollment increases at MCPS occurred during the 1950s, 1960s, and early 1970s, when children from the Baby Boom era, born between 1946 and 1964, enrolled in schools. Enrollment from this wave of growth peaked in 1972, at 126,912 students. Thereafter, the so-called Baby Bust era saw births decline and MCPS enrollment decrease to a low of 91,030 students in 1983. Since 1983, a much greater “baby boom” has occurred in the county. During the official Baby Boom years, the highest birth year in Montgomery County was 1963 when there were 8,461 resident births. The current baby boom in the county significantly surpasses this figure with the 5-year resident births averaging approximately 12,900. The factors most contributing to enrollment increases are higher kindergarten capture rates and migration patterns.

Keeping pace with enrollment growth, and accommodating class-size reductions through Title 1 and Focus elementary schools have required a major investment in school facilities. In the 2021–2022 school year, MCPS operates 135 elementary schools, 40 middle schools, 25 high schools, 1 career and technology high school, 1 alternative program with 2 satellite locations, and 5 special program centers. Since 1983, MCPS has opened 35 elementary schools, 19 middle schools, and 6 high schools. During the next six years, additional school capacity will be added through new school openings, major capital projects, and classroom additions.



Chapter 3

Facility Planning Objectives

MCPS Vision, Mission, and Core Values

The *Adopted FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program (CIP)* is closely aligned with the core values outlined in the MCPS Strategic Plan. The strategic plan states that MCPS is committed to educating our students so that academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability. We will continue to strive until all gaps have been eliminated for all groups. Our students will graduate with deep academic knowledge and become prepared for tomorrow's complex world and workplace. Our work is guided by the following five core values:

- Learning
- Relationships
- Respect
- Excellence
- Equity

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

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

Capital Improvement Priorities

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

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

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

this area preserve school assets and can avert more costly repairs or replacements in the future.

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

Educational Facilities Planning Policy Guidance

On September 24, 2018, the Board of Education adopted revisions to Policy FAA, *Educational Facilities Planning* that requires the superintendent of schools to include a review of certain guidelines involved in facility planning activities in the CIP recommendations each fall. The four guidelines include preferred range of enrollment, school capacity calculations, desired facility utilization levels, and school site size. Including the guidelines as part of the superintendent's CIP recommendations allows the community an opportunity to provide testimony to the Board of Education on the guidelines and any proposed changes to the guidelines.

See Appendix Q for BOE Policy FAA and MCPS Regulation FAA-RA.

Preferred Range of Enrollment

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

- 450 to 750 students in elementary schools
- 750 to 1,200 students in middle schools
- 1,600 to 2,400 students in high schools

Enrollment in special and alternative program centers may differ from the above ranges and generally is lower.

The preferred range of enrollment is taken into consideration when planning new schools or when existing schools need changes. Departures from the preferred ranges may occur if circumstances warrant.

School Capacity Calculations

Unless otherwise specified by Board action, the program capacity of a facility is determined by the space requirements of the educational programs in the facility and student-to-classroom

ratios. These ratios should not be confused with staffing ratios determined through the annual operating budget process. Program capacity is based on the current classroom ratios shown below:

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

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

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

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

School Facility Utilization

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

School Site Size

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

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

Facility Planning Objectives

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

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

OBJECTIVE 2: Meet long-term and interim space needs

OBJECTIVE 3: Sustain and upgrade facilities

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

OBJECTIVE 5: Support multipurpose use of schools

OBJECTIVE 6: Meet space needs of special education programs

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

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

Several educational program initiatives have required more classroom and support space. These initiatives include the reduction in class sizes in Grades K–2 for the 64 schools most heavily affected by poverty and English language deficiency (called “focus schools”) and the expansion of full-day kindergarten to all elementary schools in MCPS. Creative uses of existing space in schools, modifications to existing classrooms, and placement of relocatable classrooms are all used to accommodate the additional staff needed to implement these initiatives. At schools with capital improvements in the facility planning or architectural planning phase, additional classrooms are provided to accommodate these initiatives. These initiatives are described in further detail in the following paragraphs.

2021–2022 Focus and Title I Schools

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

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

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

Schools in **bold** are also Title I schools in the 2021–2022 school year.

Class Size Reductions

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

positions. Beginning in FY 2012, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2. Some schools also receive staffing to reduce class sizes in the upper grades. These schools are listed in the Focus and Title 1 Schools table.

Head Start and Prekindergarten Programs

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

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

Signature and Academy Programs

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

Information Technologies

MCPS has a strong commitment to prepare today’s students for life in the 21st century and to ensure a technologically literate citizenry and an internationally competitive work force. Board of Education Policy IS, *Educational Technology*, strives to ensure that educational technology is appropriately

and equitably integrated into instruction and management to increase student learning, enhance the teaching process, and improve the operation of the school system.

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

OBJECTIVE 2: Meet Long-term and Interim Space Needs

Montgomery County has demonstrated a strong commitment to providing sufficient school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. New schools, as well as numerous additions to existing schools have been constructed to accommodate the growth in enrollment. This year, MCPS operated a total of 207 school facilities, including: 135 elementary schools, 40 middle schools, and 25 high schools; 1 career and technology high school; 5 special education schools; and 1 alternative education center with two satellite centers.

Long-term Space Needs

A continued commitment to capital projects for the next six-years is necessary to address space needs. This year’s official school enrollment was 158,232 students. Enrollment is projected to be 166,160 students by 2027. The CIP identifies where space shortages are projected to occur and how the school system plans to address them. Due to the high level of school utilization throughout the school system, there may be some opportunities to address school space shortages through boundary changes among existing schools. However, additions to existing schools, the opening of new schools, and other major capital projects at schools will continue to be important strategies to address space needs. For a summary of recommended capital projects, see the table in Chapter 1, labeled “County Council Adopted FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program Summary Table”.

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

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

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

School planners also review the impact of school utilization on the county’s Growth and Infrastructure Policy.

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

- Gaithersburg Elementary School #8 (opens August 2022)
- Clarksburg Elementary School #9 (opens August 2023)
- Reopening of Charles W. Woodward High School (opens August 2026)
- Crown High School (opens August 2027)
- Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School (opens TBD)

In addition to new school openings, classroom addition projects and major capital projects are planned to address overutilization at schools. Planning and/or construction funds are planned for several classroom addition projects as part of the adopted FY 2023–2028 CIP. All capital projects are listed on the following table, along with the number of rooms in the projects and the completion dates. Prior to requesting funding for a project, facility planning funds are requested to conduct a feasibility study to determine the feasibility, scope, and cost for the project.

Number of Additional Rooms Planned—Capital Projects

School	Number of Rooms Planned*	Completion Date
John F. Kennedy HS Addition	20	8/22
Odessa Shannon MS Addition/Facility Upgrade	11	8/22
Gaithersburg Elementary School #8	39	8/22
Westbrook ES Addition	3	8/22
Parkland MS Addition	11	8/23
Clarksburg Elementary School #9 (New)	37	8/23
Dr. Ronald E. McNair ES Addition	8	8/23
William T. Page ES Addition	16	8/23
Silver Spring International MS Addition	5	8/25
Greencastle ES Addition	10	8/25
JoAnn Leleck ES at Broad Acres (Grades 3–5) (New)	21	8/25
Northwood HS Addition	45	8/26
Charles W. Woodward HS Reopening	101	8/26
Crown High School	106	8/27
Burtonsville ES Addition	10	8/27
Highland View ES Addition	8	8/27

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

Interim Space Needs

The use of relocatable classrooms on a short-term basis has proven to be successful in providing schools the space necessary to deliver educational programs. Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms also enable the school system to avoid significant capital investment where building needs are only short term. The number of relocatable classrooms in use grew dramatically as program initiatives described under Objective 1 were implemented and enrollment increased. The number of relocatable classrooms declined between 2005 and 2008 as enrollment plateaued and capacity projects opened. However, with enrollment increases since 2008, the number of relocatable classrooms started to increase. In the 2021–2022 school year, 457 relocatable classrooms were in use at various schools throughout the county. This number does not include relocatable classrooms used for daycare, to stage construction on site at schools, or relocatables located at holding facilities and other facilities throughout the school system.

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

Non-Capital Actions

Two non-capital actions were approved as part of the FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program as follows:

Gaithersburg Cluster Elementary School #8 was approved to open in August 2022. In accordance with Board of Education action, the boundary study was approved to create the service area for the school in spring 2020, earlier than typical boundary studies. The boundary study began in March 2020, however, due to the COVID-19 health pandemic, community meetings were suspended. The boundary study reconvened in mid-October 2020, with virtual meetings. The superintendent of schools released the boundary recommendation in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, with Board of Education action on November 18, 2021. Information regarding this boundary study and the Board of Education's adopted resolution is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/gaithersburgcluster8boundarystudy.aspx>.

A boundary study was conducted in winter 2020, to relieve the overutilization of Somerset Elementary School. The scope of the boundary study included Somerset and Westbrook elementary schools. Instead of recommending a staff-developed option, the Board of Education approved a second boundary study that included Bethesda, Somerset, and Westbrook elementary schools to address the overutilization at Bethesda and Somerset elementary schools. The boundary study occurred in spring 2021. The superintendent released the boundary recommendation in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, with Board of Education action on November 18, 2021. Included in the adopted FY 2023–2028 CIP is to complete the classroom shell build-out for Westbrook Elementary School by August 2022. Information regarding this boundary study and the Board of Education's adopted resolution is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.aspx>

A boundary study was approved as part of the FY 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program, to create the service area for the new Clarksburg Elementary School #9. The scope included the following elementary schools—Clarksburg, William B. Gibbs, Jr., Little Bennett, and Wilson Wims elementary schools. No middle or high schools were included in the boundary study. Based on the approved completion date for the school, the boundary study was conducted in the spring 2022, with Board of Education action scheduled for November 2022.

OBJECTIVE 3: Sustain and Upgrade Facilities

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

The Board of Education, superintendent of schools, and school community also recognize that even well-maintained facilities eventually reach the end of their useful life span and require upgrade to the infrastructure building systems and the need to address programmatic needs. The school system has developed a new system to assess all schools utilizing the Key Facilities Indicators (KFI) to identify schools for a possible major capital project. Once a school is identified for a major capital project, the scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. The following table identifies nine schools that have been approved for a major capital project with planning and/or construction funding in the FY 2023–2028 CIP in the Major Capital Projects—Elementary or Major Capital Projects—Secondary projects. Eastern Middle School and Piney Branch Elementary School have been identified as the next two schools to be included for major capital projects. However, only planning funds have been included in the adopted FY 2023–2028 CIP, and therefore, a TBD completion date will be shown until construction funds are approved in a future CIP. Additionally, as part of the adopted FY 2023–2028 CIP, 9 elementary schools and 3 middle schools have been identified for feasibility studies as follows: Belmont, Cold Spring, Damascus, DuFief, Oakland Terrace, Sherwood, Twinbrook, Whetstone, and Woodfield elementary schools; and Banneker, Gaithersburg, and White Oak middle schools. The intent of the feasibility studies is to identify the scope of the project as noted above and to determine the programmatic, capacity, and building system need for each school. Once the feasibility studies are complete, a recommendation regarding scope, timeline and funding these projects will be considered in a future CIP.

School	Number of Rooms Planned	Completion Date
Burnt Mills ES	13	8/23
Stonegate ES	9	8/23
South Lake ES	5	8/23
Woodlin ES	8	8/23
Poolesville HS	15	8/24
Neelsville MS	7	8/24
Damascus HS	TBD	8/26
Col. Zadok Magruder HS	TBD	8/29
Thomas S. Wootton HS	TBD	8/29
Eastern MS	TBD	TBD
Piney Branch	TBD	TBD
The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary schools that are not counted in the capacity Tart, music, and the dual purpose roomT, Tctober 2021		

The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary schools that are not counted in the capacity (art, music, and the dual purpose room), October 2021

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

To maintain and extend the useful life of school facilities, MCPS follows a continuum of activities that begins the first day a new school is opened. Funding for maintenance activities is found in both the capital and operating budgets. A level of effort funding is provided in both budgets for building maintenance and systemic renovations.

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

MCPS has deepened its commitment to sustainability and conservation of resources in the design and operation of all facilities by adopting an update to Policy ECA, “Energy Conservation” and renaming it “Sustainability.” This revised policy sets a target for an 80% reduction of greenhouse gases by 2027 and 100% by 2035, aligning with the county target for greenhouse gas reductions, and other areas of long-term

sustainability. The new policy also deepens the MCPS commitment to environmental stewardship and environmental educational leadership through curriculum and will expand work by the School Energy and Recycling Team (SERT) Program to promote efficient and responsible energy use and active recycling in all schools. The SERT Program strives to significantly reduce energy consumption and to increase recycling systemwide by providing training and education; incentives, recognition, and award programs for conservation; accessible energy and recycling data; individual school programs for energy and environmental investigation-based learning opportunities; and conservation operations and procedures. SERT staff works with students, teachers, staff, and the community to practice environmental stewardship and to develop strategies to reduce the carbon footprint of MCPS.

MCPS has implemented measures to reduce the environmental impact of its buildings through a comprehensive revision of its construction design guidelines. Beginning in 2006, schools were designed utilizing the practices from the Leadership in Energy and Environmental Design (LEED) rating system of the United States Green Building Council. Great Seneca Creek Elementary School, which opened in September 2006, was the first public school in Maryland to be “gold” certified under the LEED rating system for green buildings. From FY 2007 through FY 2019, all new schools were designed to achieve a LEED for Schools “silver” certification. Smaller green technology and conservation pilots were introduced at several schools to provide a healthy and effective learning environment for students and staff. Beginning in FY 2020, schools are being designed utilizing the Green Globes rating system for green building design.

OBJECTIVE 5: Support Multipurpose Use of Schools

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

The Montgomery County Department of Health and Human Services (DHHS) Capital Budget includes several projects to provide services in county schools. In the Child Care in Schools Project, DHHS funds the construction of childcare classrooms in schools undergoing major construction or renovation. MCPS oversees the construction of the childcare classroom while DHHS arranges for the lease of the childcare classroom to a private childcare provider. DHHS has requested funds for a Childcare in Schools facilities at Woodlin Elementary School to open as part of the major capital project.

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

Linkages to Learning Projects	Completion Date
Odessa Shannon MS	August 2022
Gaithersburg ES #8 (New)	August 2022
Neelsville Middle School	August 2024
Silver Spring International MS	August 2025

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

SBHC Schools	Opening Date
JoAnn Leleck ES at Broad Acres	1997
Harmony Hills ES	1997
Gaithersburg ES	2005
Summit Hall ES	2008
New Hampshire Estates ES	2009
Rolling Terrace ES	2011
Highland ES	2012
Viers Mill ES	2013
Weller Road ES	2013
South Lake ES	2023

In spring 2006, the School-based Wellness Center Planning Group convened. The planning group was charged with describing the services that would be offered at wellness centers at high schools and to identify criteria and a decision-making process for prioritizing school sites for wellness centers. As a result of the work of the planning group, School-based Wellness Centers (SBWC) have opened at several high schools. The table below shows the schools that have SBWCs and the opening date:

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

As part of the adopted FY 2023 operating budget and also the adopted FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, the County Council approved the implementation of an interim phase and full-scale phase for SBWCs at high schools currently without this program. The interim phase will provide mental health and positive youth development components of the SBWC model at all schools that currently do not have a SBWC by the start of the 2022–2023 school year. The full-scale phase will implement SBWCs at all high schools without SBWCs, approximately 4 per year over a five year period—FY 2024–2028. Funding for the full-scale phase must be provided in the six-year CIP in order to maintain the above schedule.

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

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

OBJECTIVE 6: Meet Special Education Program Space Needs

The Maryland State Department of Education established a target for local school systems to address the need for students with disabilities to receive access to services in the general education environment. The Fiscal Year 2022 proposed target requires 72 percent of students with disabilities to receive special education services in the general education environment. As

a result of this mandate, the Department of Special Education Services and the Division of Prekindergarten, Special Programs, and Related Services, in collaboration with the Department of Facilities Management and the Office of School Support and Improvement, plan and coordinate the identification of program sites and locations to address the diverse needs of students with disabilities. This process is designed to ensure the delivery of special education services with an emphasis on providing services to the maximum extent appropriate in the school the student would attend if nondisabled.

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

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

- Special education Home School Model services are offered in all schools for Grades kindergarten–5.
- Learning and Academic Disabilities services and transition services are provided in all secondary schools.
- Special education services are available regionally for students who are recommended for the following services:
 - Augmentative and Alternative Communication Services
 - Autism Spectrum Disorders Services
 - Autism Resource Services
 - Aspergers Services
 - Bridge Services
 - Prekindergarten and Elementary Physical Disabilities Services
 - Elementary Learning Center
 - Extensions (Upcounty and Downcounty)
 - Gifted and Talented/Learning Disabled (GT/LD) Program
 - Infants and Toddlers Program
 - Learning for Independence (LFI) Program
 - Preschool Education Program (PEP)
 - Prekindergarten Language Classes
 - School/Community-based (SCB) Program
 - Social Emotional Special Education Services (SESES)
 - Longview and Stephen Knolls schools
- Special education services are countywide for students in need of the following programs:
 - Carl Sandburg Learning Center
 - Deaf and Hard of Hearing Services
 - GT/LD Program
 - Preschool Vision Class
 - John L. Gildner Regional Institute for Children and Adolescents
 - Rock Terrace School

Birth through 5 Years of Age Special Education Growth

The Montgomery County Infants and Toddlers Program provides services to children with developmental delays from birth to three years of age or until the start of the school year after turning four under the Extended Individualized Family Service Plan, in natural environments, such as home, 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 childcare settings and preschools to itinerant instruction at home for medically fragile children. Classroom environments are provided for children who need a comprehensive approach to their learning needs.

Providing prekindergarten special education services in the least restrictive environment (LRE) is a challenge because of the limited number of general education prekindergarten classrooms and services available in MCPS. DSES and the Division of Early Childhood Programs and Services (DECPS) collaborate to 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 2023 Capital Budget and the FY 2023–2028 Capital Improvements Program (CIP) are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning actions often cross cluster/consortia boundaries in order to meet program and facility needs for all students. Appendix U includes the maps for each cluster, special education centers, and other educational centers.

MCPS staff evaluate all schools based on existing and planned program capacity. Enrollment growth since 2008 was particularly strong until the COVID-19 health pandemic. In March 2020, MCPS, similar to many school systems around the country, had students learn virtually by remote instruction. Despite the decrease in enrollment in the 2021–2022 school year, enrollment is projected to grow over the next years, and space deficits will continue to exist at many schools throughout the county. Relocatable classrooms accommodate temporary overutilization; long-term overutilization requires additional capacity to both elementary and secondary schools through various construction projects.

Information is presented within a common framework for each cluster and the Downcounty and Northeast consortia. Planning issues of a cluster-wide nature are followed by a discussion of individual secondary and elementary schools

with approved capital projects or non-capital actions. Not all clusters may have cluster-wide planning issues, and only schools with plans are discussed in each cluster section.

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

- “Approved”—Project has an approved FY 2023 appropriation in the FY 2023–2028 CIP for planning or construction funds.
- “Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- “Proposed”—Project has facility planning funds approved for a feasibility study.

For each cluster and the two consortia, four summary tables and a bar graph are presented. The bar graph shows the effects of additions to capacity in the calculation of future utilization levels. The “Projected Enrollment and Available Capacity” table reflects the projected enrollment six years into the future for elementary and secondary schools and to the years 2031 and 2036 at the secondary level. Space availability is shown with CIP actions. This table also has a “comments” section that contains a brief explanation of program or facility changes that will effect capacity within any given year.

AAC—Augmentative and Alternative Communication

Add.—Addition

AUT—Autism Spectrum Disorders

BRIDGE—Bridge services

CSR—Class size reduction

DCC—Downcounty Consortium

DHOH—Deaf and Hard of Hearing

ELC—Elementary Learning Center

ESOL—English for Speakers of Other Languages

GT/LD—Gifted and Talented/Learning Disabled

HS—Head Start

HSM—Home school model

LAD—Learning and Academic Disabilities

LANG—Speech/Language Services

LFI—Learning for Independence

LTL—Linkages to Learning

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

Maj. Cap.—Major Capital Project

MSMC—Middle School Magnet Consortium

NEC—Northeast Consortium

PD—Physical Disabilities class

PEP—Preschool Education Program

pre-K—# of sessions of prekindergarten

pre-K Lang—Prekindergarten language class

Reg. Sec.—Regular secondary classroom

Reg. Elem.—Regular elementary classroom

Rev/Ex—Revitalization/Expansion

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

SBHC—School-based Health Center

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

SESES—Social and Emotional Special Education Services

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

SBWC—Wellness Center

TBD—To be determined

TS—# of Teaching Stations

VIS—Preschool or secondary Vision Services

To assist readers, a glossary of abbreviations and terms used in the tables and notes is included on the previous page. A second table, titled “Demographic Characteristics of Schools,” shows the racial and ethnic group composition percentages, the student participation in the Free and Reduced-price Meals System (FARMS) Program, the percentage of English

for Speakers of Other Languages (ESOL), and the Mobility Rate for schools. The “Program Capacity Table (School Year 2021–2022)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2021–2022,” illustrates facility information for each school.

Cluster Articulation for 2021–2022 School Year

BETHESDA-CHEVY CHASE CLUSTER

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

WINSTON CHURCHILL CLUSTER

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

CLARKSBURG CLUSTER

Clarksburg HS (9–12)
Rocky Hill MS (6–8)
Clarksburg ES (K–5)* (*shared with Seneca Valley Cluster*)
Capt. James E. Daly ES (pre-K–5)
Fox Chapel ES (pre-K–5)
William B. Gibbs, Jr. ES (pre-K–5)* (*shared with Seneca Valley Cluster*)
Little Bennett ES (K–5)
Hallie Wells MS (6–8) (*shared with Damascus Cluster*)*
Cedar Grove ES (K–5) (*shared with Damascus Cluster*)*
Snowden Farm ES (K–5) (*shared with Damascus Cluster*)*
Wilson Wims ES (K–5)

DAMASCUS CLUSTER

Damascus HS (9–12)
John T. Baker MS (6–8)
Clearspring ES (HS–5)
Damascus ES (K–5)
Laytonsville ES (K–5) (*shared with Gaithersburg Cluster*)*
Lois P. Rockwell ES (K–5)
Woodfield ES (K–5)
Hallie Wells MS (6–8) (*shared with Clarksburg Cluster*)*
Cedar Grove ES (K–5) (*shared with Clarksburg Cluster*)*
Snowden Farm ES (K–5) (*shared with Clarksburg Cluster*)*

DOWNCOUNTY CONSORTIUM

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

DOWNCOUNTY CONSORTIUM (continued)

Newport Mill MS (6–8)
Highland ES (HS and pre-K–5)
Oakland Terrace ES (pre-K–5)
Rock View ES (pre-K–5)
Odessa Shannon MS (6–8)
Arcola ES (pre-K–5)
Glenallan ES (HS–5)
Kemp Mill ES (HS and pre-K–5)
Silver Spring International MS (6–8)
Forest Knolls ES (HS and pre-K–5)
Highland View ES (K–5)
Rolling Terrace ES (HS and pre-K–5)
Sligo Creek ES (K–5)
Sligo MS (6–8)
Glen Haven ES (pre-K–5)
Flora M. Singer ES (pre-K–5)
Woodlin ES (K–5)
Takoma Park MS (6–8)
East Silver Spring ES (HS and pre-K–5)
Piney Branch ES (3–5)
Takoma Park ES (pre-K–2)

GAITHERSBURG CLUSTER

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

WALTER JOHNSON CLUSTER

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

COL. ZADOK MAGRUDER CLUSTER

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

RICHARD MONTGOMERY CLUSTER

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

Cluster Articulation for 2021–2022 School Year

NORTHEAST CONSORTIUM

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

NORTHWEST CLUSTER

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

POOLESVILLE CLUSTER

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

QUINCE ORCHARD CLUSTER

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

ROCKVILLE CLUSTER

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

SENECA VALLEY CLUSTER

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

SHERWOOD CLUSTER

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

WATKINS MILL CLUSTER

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

WALT WHITMAN CLUSTER

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

THOMAS S. WOOTTON CLUSTER

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

OTHER EDUCATIONAL FACILITIES

Additionally, Montgomery County Public Schools operates the following facilities:

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

BETHESDA-CHEVY CHASE CLUSTER

CLUSTER PLANNING ISSUES

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

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

Student enrollment at all the schools in the Bethesda-Chevy Chase Cluster increased over the past few years and several addition projects opened at Bethesda, North Chevy Chase, Rosemary Hills, and Somerset elementary schools. Capacity also increased at Rock Creek Elementary School as part of the revitalization/expansion project. Silver Creek Middle School opened in August 2017, to address Grades 6–8 enrollment growth in the cluster and to provide space for the reassignment of Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level. To address the enrollment growth at the high school level, a classroom addition opened in August 2018 at Bethesda-Chevy Chase High School.

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

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

- An addition at Bethesda Elementary School to open in August 2023
- A classroom shell build-out at Westbrook Elementary School to open in August 2020
- Planning funds in the out-years of the CIP for a new Bethesda-Chevy Chase/Walter Johnson Cluster elementary school in the future.

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

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

Bethesda-Chevy Chase Cluster Articulation

Bethesda-Chevy Chase HS

Silver Creek MS

Westland MS

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

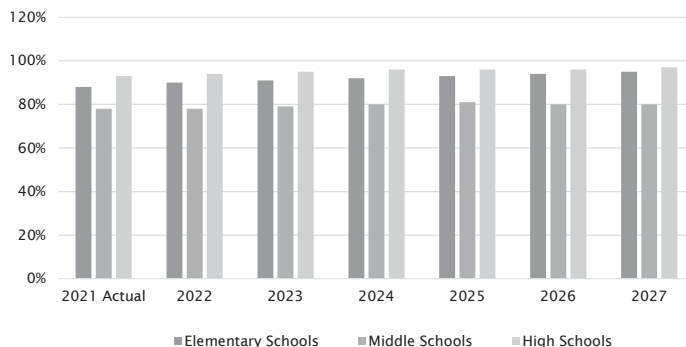
Bethesda ES
Rock Creek Forest ES**
Somerset ES
Westbrook ES

* non-Spanish Immersion

** Spanish Immersion

See Appendix U for multicolored maps of the service areas.

Bethesda-Chevy Chase Cluster School Utilizations



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

To address the space deficits at Bethesda and Somerset elementary schools, as part of the amended FY2021–2026 CIP, the Board of Education requested, and the County Council approved, removal of all expenditures from the Bethesda Elementary School addition project and reallocated \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School classroom shell build-out project with a completion date of August 2023. An FY 2022 appropriation was approved for this project.

Planning Study: A boundary study was conducted in winter 2020, to relieve the overutilization of Somerset Elementary School. The scope of the boundary study included Somerset and Westbrook elementary schools. Instead of recommending a staff-developed option, the superintendent recommended a boundary study, that was conducted in spring 2021, to include Bethesda, Somerset and Westbrook elementary school to address the overutilization at Bethesda and Somerset elementary schools. The recommendation by the superintendent of schools was released in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program. Board of Education action on the boundary reassignment was on November 18, 2021. Included in the adopted CIP is to complete the classroom shell build-out for Westbrook Elementary School by August 2022. Information regarding this adopted boundary reassignment is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.aspx.

SCHOOLS

Bethesda Elementary School

Capital Project: Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. As part of the adopted FY 2021–2026 CIP, an addition was approved for this school to be completed by August 2025, two years later than the Board of Education request. As part of the Amended FY 2021–2026 CIP, the Board of Education requested, and the County Council approved, the removal of all expenditures from the Bethesda Elementary School Addition project and reallocated \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School classroom shell build-out project to address the space deficits at Bethesda and Somerset elementary schools. An FY 2022 appropriation was approved for planning and construction funds for the project. An FY 2023 appropriation was approved to complete the classroom shell build-out by August 2022. Relocatable classrooms will be utilized until the additional capacity can be added.

Planning Study: A boundary study was conducted in winter 2020, to relieve the overutilization of Somerset Elementary School. The scope of the boundary study included Somerset and Westbrook elementary schools. Instead of recommending a staff-developed option, the Board of Education approved a boundary study that included Bethesda, Somerset, and Westbrook elementary schools to address the overutilization

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

Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

Planning Study: See text under Cluster Planning Issues.

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

Chevy Chase Elementary School

Planning Study: See text under Cluster Planning Issues.

North Chevy Chase Elementary School

Planning Study: See text under Cluster Planning Issues.

Rock Creek Forest Elementary School

Planning Study: See text under Cluster Planning Issues.

Rosemary Hills Elementary School

Planning Study: See text under Cluster Planning Issues.

Somerset Elementary School

Planning Study: A boundary study was conducted in winter 2020, to relieve the overutilization of Somerset Elementary School. The scope of the boundary study included Somerset and Westbrook elementary schools. Instead of recommending a staff-developed option, the Board of Education approved a boundary study that included Bethesda, Somerset, and Westbrook elementary school to address the overutilization at Bethesda and Somerset elementary schools. The boundary study occurred in spring 2021. The recommendation by the superintendent of schools was released in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program. Board of Education action on the boundary reassignment was on November 18, 2021. Included in the adopted CIP is to complete the classroom shell build-out for Westbrook Elementary School by August 2022. Information regarding this adopted boundary reassignment is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.aspx.

BETHESDA-CHEVY CHASE CLUSTER

Capital Project: To address the space deficits at Bethesda and Somerset elementary schools, the Board of Education, as part of the amended FY 2021–2026 CIP, requested, and the County Council approved, removal of all expenditures from the Bethesda Elementary School addition project and reallocated \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School Addition project. An FY 2022 appropriation was approved for planning and construction funds for the project. An FY 2023 appropriation was approved to complete the shell build-out by August 2022. Relocatable classrooms will be utilized until additional capacity can be added.

Westbrook Elementary School

Planning Study: A boundary study was conducted in winter 2020, to relieve the overutilization of Somerset Elementary School. The scope of the boundary study included Somerset and Westbrook elementary schools. Instead of recommending a staff-developed option, the Board of Education approved a boundary study that included Bethesda, Somerset, and Westbrook elementary schools to address the overutilization at Bethesda and Somerset elementary schools. The boundary study occurred in spring 2021. The recommendation by the superintendent of schools was released in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program. Board of Education action on the boundary reassignment was on November 18, 2021. Included in the adopted CIP is to complete the classroom shell build-out for Westbrook Elementary School by August 2022. Information regarding this adopted boundary reassignment is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/BethesdaSomersetWestbrookBoundaryStudy.aspx.

Capital Project: Although the Board of Education requested to build out the classroom shell at Westbrook Elementary School to relieve space deficits at Somerset Elementary School, the County Council, as part of the approved FY 2021–2026 CIP, removed all of the expenditures for the project. To address the space deficits at Bethesda and Somerset elementary schools, the Board of Education in the amended FY 2021–2026 CIP, requested, and the County Council approved, removal of all expenditures from the Bethesda Elementary School Addition project and reallocated \$4.4 million of the \$16.7 million to reinstate the Westbrook Elementary School Addition project with a completion date of August 2023. An FY 2022 appropriation was approved for planning and construction funds for the project. An FY 2023 appropriation was approved to complete the shell build-out by August 2022. Relocatable classrooms will be utilized until additional capacity can be added.

CAPITAL PROJECTS

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

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

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

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

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Bethesda–Chevy Chase HS		Program Capacity	2457	2457	2457	2457	2457	2457	2457	2457	2457
		Enrollment	2289	2319	2325	2351	2351	2356	2375	2450	2550
		Available Space	168	138	132	106	106	101	82	7	(93)
		Comments									
Silver Creek MS		Program Capacity	935	935	935	935	935	935	935	935	935
		Enrollment	795	835	835	854	861	858	853	900	925
		Available Space	140	100	100	81	74	77	82	35	10
		Comments									
Westland MS		Program Capacity	1105	1105	1105	1105	1105	1105	1105	1105	1105
		Enrollment	802	789	771	777	783	782	778	850	925
		Available Space	303	316	334	328	322	323	327	255	180
		Comments									
Bethesda ES Grades (K–5)		Program Capacity	560	560	560	560	560	560	560		
		Enrollment	640	536	575	606	591	594	591		
		Available Space	(80)	24	(15)	(46)	(31)	(34)	(31)		
		Comments	See Text								
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	473	473	473	473	473	473	473		
		Enrollment	456	449	441	460	478	482	485		
		Available Space	17	24	32	13	(5)	(9)	(12)		
		Comments									
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	335	335	335	335	335	335	335		
		Enrollment	222	249	240	245	254	258	260		
		Available Space	113	86	95	90	81	77	75		
		Comments									
Rock Creek Forest ES	CSR	Program Capacity	673	673	673	673	673	673	673		
		Enrollment	691	704	698	708	725	725	730		
		Available Space	(18)	(31)	(25)	(35)	(52)	(52)	(57)		
		Comments									
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES		Program Capacity	611	611	611	611	611	611	611		
		Enrollment	541	564	547	529	548	552	558		
		Available Space	70	47	64	82	63	59	53		
		Comments									
Somerset ES		Program Capacity	516	516	516	516	516	516	516		
		Enrollment	434	378	365	371	381	395	414		
		Available Space	82	138	151	145	135	121	102		
		Comments	See Text								
Westbrook ES		Program Capacity	546	615	615	615	615	615	615		
		Enrollment	285	523	570	551	547	546	556		
		Available Space	261	92	45	64	68	69	59		
		Comments	See Text	Addition Complete							
Cluster Information		HS Utilization	93%	94%	95%	96%	96%	96%	97%	100%	104%
		HS Enrollment	2289	2319	2325	2351	2351	2356	2375	2450	2550
		MS Utilization	78%	80%	79%	80%	81%	80%	80%	86%	91%
		MS Enrollment	1597	1624	1606	1631	1644	1640	1631	1750	1850
		ES Utilization	88%	90%	91%	92%	93%	94%	95%		
		ES Enrollment	3269	3403	3436	3470	3524	3552	3594		

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2,289	6.2%	15.6%	6.2%	18.3%	53.5%	17.0%	6.0%	6.4%
Silver Creek MS	795	5.4%	23.0%	5.8%	16.9%	48.8%	27.7%	9.8%	5.8%
Westland MS	802	8.1%	10.5%	8.6%	18.5%	54.0%	11.5%	6.9%	8.7%
Bethesda ES	640	8.0%	12.3%	19.4%	16.4%	43.8%	15.6%	19.4%	20.4%
Chevy Chase ES	456	6.1%	22.4%	10.7%	9.4%	51.3%	21.5%	9.2%	12.5%
North Chevy Chase ES	222	8.1%	22.5%	8.1%	13.1%	48.2%	25.7%	11.7%	5.3%
Rock Creek Forest ES	691	4.8%	22.4%	6.5%	35.2%	30.8%	30.8%	18.5%	12.7%
Rosemary Hills ES	541	4.6%	31.8%	5.5%	17.7%	39.9%	31.2%	15.2%	26.4%
Somerset ES	434	6.0%	11.5%	9.4%	16.1%	56.5%	15.4%	20.3%	17.9%
Westbrook ES	285	6.3%	2.8%	4.9%	16.1%	69.5%	0.0%	4.2%	11.4%
Elementary Cluster Total	3,269	6.1%	18.8%	9.8%	19.3%	45.7%	21.5%	15.4%	15.7%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020-2021 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 2021-2022)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services															
															School Based	Cluster Based	Quad Cluster Based		County & Regional Based											
Bethesda-Chevy Chase HS	9-12	2457	110		108								2																	
Silver Creek MS	6-8	935	46		44																									2
Westland MS	6-8	1105	52		52																									
Bethesda ES	K-5	560	29	3		20						4											2							
Chevy Chase ES	3-5	473	24	3		20									1															
North Chevy Chase ES	3-5	335	21	5		14									1															1
Rock Creek Forest ES	K-5	673	40	4		13	12	1			6											2						1	1	
Rosemary Hills ES	Pre-K-2	611	36	5		16			1			7			1							6								
Somerset ES	K-5	516	27	4		19						3			1															
Westbrook ES	K-5	546	30	4		19						3			1										3					

BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Bethesda-Chevy Chase HS	1934	2001	392,833	16.4			
Silver Creek MS	2017		174,743	13.3			
Westland MS	1951	1997	146,006	25.1			
Bethesda ES	1952	1999	75,421	8.42		6	
Chevy Chase ES	1936	2000	70,976	3.8			
North Chevy Chase ES	1953	1995	65,982	7.9			
Rock Creek Forest ES	1950	2015	98,140	8		2	
Rosemary Hills ES	1956	1988	87,298	6.1			
Somerset ES	1949	2005	80,122	3.7			
Westbrook ES	1939	1990	91,359	12.5	Yes		



Bethesda-Chevy Chase High School

WINSTON CHURCHILL CLUSTER

SCHOOLS

Winston Churchill High School

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

CAPITAL PROJECTS

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

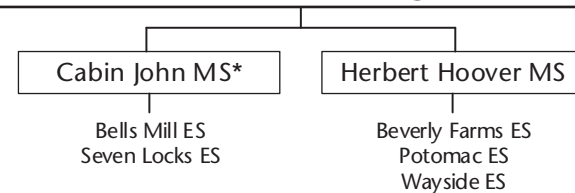
“Approved”—Project has an approved FY 2023 appropriation in the FY 2023–2028 CIP for planning or construction funds.

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

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

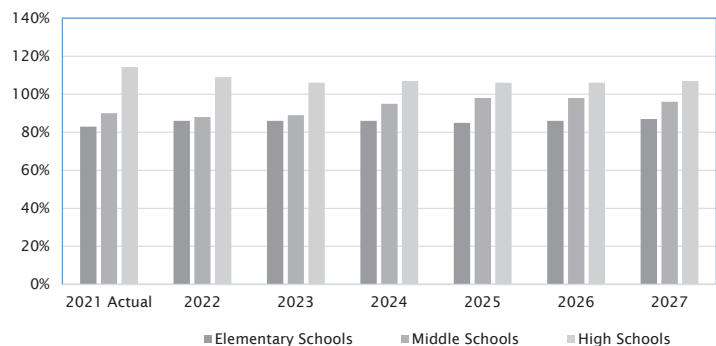
Winston Churchill Cluster Articulation

Winston Churchill High School



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

Winston Churchill Cluster School Utilizations



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

WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Winston Churchill HS		Program Capacity	1949	1949	1949	1949	1949	1949	1949	1949	1949
		Enrollment	2212	2130	2056	2077	2060	2070	2091	2150	2200
		Available Space	(263)	(181)	(107)	(128)	(111)	(121)	(142)	(201)	(251)
		Comments									
Cabin John MS		Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125
		Enrollment	1030	1017	1011	1091	1122	1147	1136	1140	1200
		Available Space	95	108	114	34	3	(22)	(11)	(15)	(75)
		Comments									
Herbert Hoover MS		Program Capacity	1139	1139	1139	1139	1139	1139	1139	1139	1139
		Enrollment	1002	993	1002	1057	1087	1077	1030	1055	1100
		Available Space	137	146	137	82	52	62	109	84	39
		Comments									
Bells Mill ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	579	589	608	601	590	600	595		
		Available Space	47	37	18	25	36	26	31		
		Comments									
Beverly Farms ES		Program Capacity	689	689	689	689	689	689	689		
		Enrollment	545	574	592	577	569	563	583		
		Available Space	144	115	97	112	120	126	106		
		Comments									
Potomac ES		Program Capacity	480	480	480	480	480	480	480		
		Enrollment	402	418	387	392	374	368	364		
		Available Space	78	62	93	88	106	112	116		
		Comments									
Seven Locks ES		Program Capacity	424	424	424	424	424	424	424		
		Enrollment	390	392	398	403	409	417	425		
		Available Space	34	32	26	21	15	7	(1)		
		Comments									
Wayside ES		Program Capacity	631	631	631	631	631	631	631		
		Enrollment	450	457	475	485	485	510	508		
		Available Space	181	174	156	146	146	121	123		
		Comments									
Cluster Information		HS Utilization	113%	109%	105%	107%	106%	106%	107%	110%	113%
		HS Enrollment	2212	2130	2056	2077	2060	2070	2091	2150	2200
		MS Utilization	90%	89%	89%	95%	98%	98%	96%	97%	102%
		MS Enrollment	2032	2010	2013	2148	2209	2224	2166	2195	2300
		ES Utilization	83%	85%	86%	86%	85%	86%	87%		
		ES Enrollment	2366	2430	2460	2458	2427	2458	2475		

WINSTON CHURCHILL CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2,212	5.7%	10.1%	31.1%	8.2%	44.8%	6.5%	1.7%	4.2%
Cabin John MS	1,030	5.9%	12.0%	34.4%	10.3%	37.2%	8.0%	4.3%	4.2%
Herbert Hoover MS	1,002	7.3%	9.4%	38.3%	7.1%	37.8%	7.4%	1.6%	4.2%
Bells Mill ES	579	7.4%	14.7%	26.3%	10.7%	40.8%	12.8%	12.3%	8.4%
Beverly Farms ES	545	9.0%	7.0%	31.6%	7.5%	44.4%	6.8%	11.0%	5.9%
Potomac ES	402	11.9%	8.5%	29.6%	9.7%	40.3%	3.2%	5.7%	18.5%
Seven Locks ES	390	4.9%	10.5%	27.2%	10.3%	46.9%	5.1%	7.2%	10.2%
Wayside ES	450	5.8%	7.8%	43.1%	6.9%	36.4%	4.4%	8.0%	8.4%
Elementary Cluster Total	2,366	7.8%	9.8%	31.4%	9.0%	41.7%	6.9%	9.2%	9.8%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020-2021 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 2021-2022)

Program Capacity Table (School Year 2021–2022)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based				County & Regional Based												
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Winston Churchill HS	9-12	1949	94		83																	5	6										
Cabin John MS	6-8	1125	57		51														3	3													
Herbert Hoover MS	6-8	1139	56		52																		4										
Bells Mill ES	HS-5	626	32	3		22				1		4										2											
Beverly Farms ES	K-5	689	35	4		25						4				2																	
Potomac ES	K-5	480	24	3		18						3																					
Seven Locks ES	K-5	424	23	4		15						3			1																		
Wayside ES	K-5	631	36	3		23						3								2									2	1			2

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Winston Churchill HS	1964	2001	322,078	30.3		4	
Cabin John MS	1967	2011	159,514	18.2			
Herbert Hoover MS	1966	2013	165,367	19.1			
Bells Mill ES	1968	2009	77,244	9.6			
Beverly Farms ES	1965	2013	98,916	5	Yes		
Potomac ES	1949	2020	86,550	9.6			
Seven Locks ES	1964	2012	66,915	9.9			
Wayside ES	1969	2017	93,453	9.3			



Potomac Elementary School

CLARKSBURG CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: The Clarksburg Master Plan allows for the development of up to 15,000 residential units. The plan included five future elementary school sites and one future middle school site. A large number of housing units were constructed. A new cluster of schools was formed in the 2006–2007 school year when Clarksburg High School opened to accommodate the enrollment growth from the new development. Little Bennett Elementary School opened in August 2006, William B. Gibbs, Jr. Elementary School opened in August 2009, Wilson Wims Elementary School opened in August 2014, and Snowden Farm Elementary School opened in August 2019. With continued growth in elementary school enrollment, an additional elementary school is scheduled to open in August 2023. To address the enrollment growth in the cluster, a high school addition opened in August 2015, and Hallie Wells Middle School opened in August 2016.

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

FY 2021–2026 CIP, the County Council delayed the scheduled completion of the project by another year to August 2023. An FY 2022 appropriation was approved to begin the construction for the school. An FY 2023 appropriation was approved for construction cost increases to complete this project. The school is scheduled to be completed August 2023.

Clarksburg Elementary School #9

Capital Project: As part of the 2019–2024 CIP, the Board of Education requested that Clarksburg Elementary School #9 open in August 2021; however, the County Council delayed the project by one year to August 2022. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. As part of the FY 2021–2026 CIP, the County Council delayed the scheduled completion of the project by another year to August 2023. An FY 2022 appropriation was approved to begin the construction for the school. An FY 2023 appropriation was approved for construction cost increases to complete this project. The school is scheduled to be completed August 2023.

SCHOOLS

Clarksburg High School

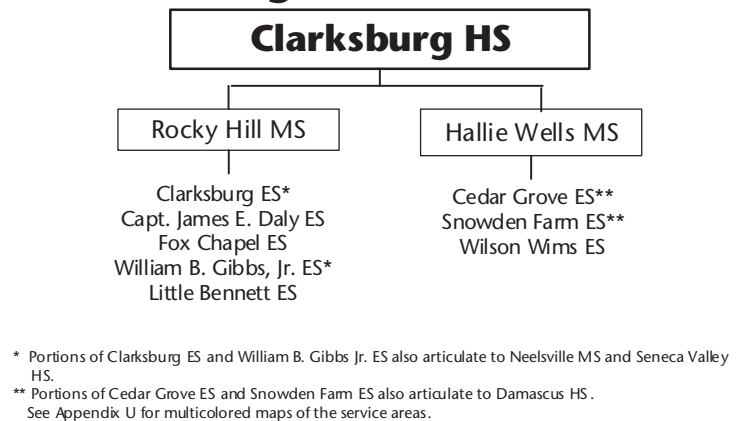
Planning Issue: Clarksburg High School will continue to have a space deficit by the end of the six-year planning period, even with the recent boundary reassignment. A plan to address the space deficit will be developed in a future CIP.

Clarksburg Elementary School

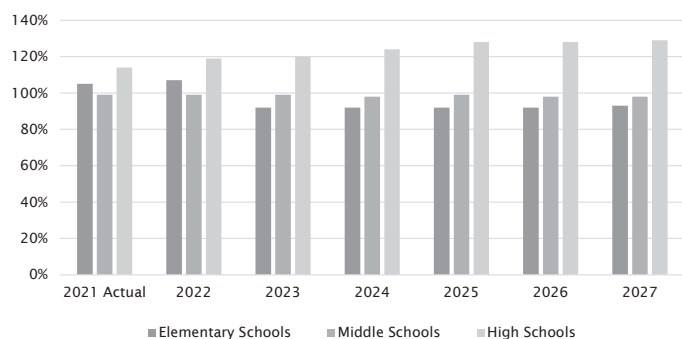
Planning Issue: See text under Cluster Planning Study.

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

Clarksburg Cluster Articulation



Clarksburg Cluster School Utilizations



CLARKSBURG CLUSTER

Little Bennett Elementary School

Planning Issue: See text under Cluster Planning Study.

Wilson Wims Elementary School

Planning Issue: See text under Cluster Planning Study.

CAPITAL PROJECTS

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

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

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

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



Snowden Farm Elementary School

CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Clarksburg HS		Program Capacity	2034	2034	2034	2034	2034	2034	2034	2034	2034
		Enrollment	2317	2393	2442	2514	2601	2606	2631	2750	2800
		Available Space	(283)	(359)	(408)	(480)	(567)	(572)	(597)	(716)	(766)
		Comments									
Rocky Hill MS		Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020
		Enrollment	999	1031	1043	1001	1010	1006	1001	1050	1100
		Available Space	21	(11)	(23)	19	10	14	19	(30)	(80)
		Comments									
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	971	969	946	957	965	962	957	1000	1025
		Available Space	11	13	36	25	17	20	25	(18)	(43)
		Comments									
Clarksburg ES		Program Capacity	342	342	342	342	342	342	342		
		Enrollment	771	875	965	962	977	992	983		
		Available Space	(429)	(533)	(623)	(620)	(635)	(650)	(641)		
		Comments	See Text								
Clarksburg ES #9		Program Capacity			721	721	721	721	721		
		Enrollment			0	0	0	0	0		
		Available Space			721	721	721	721	721		
		Comments			Opens						
Capt. James E. Daly ES	CSR	Program Capacity	528	528	528	528	528	528	528		
		Enrollment	521	529	548	541	533	529	550		
		Available Space	7	(1)	(20)	(13)	(5)	(1)	(22)		
		Comments									
Fox Chapel ES	CSR	Program Capacity	660	660	660	660	660	660	660		
		Enrollment	573	592	633	625	618	626	628		
		Available Space	87	68	27	35	42	34	32		
		Comments									
Little Bennett ES		Program Capacity	621	621	621	621	621	621	621		
		Enrollment	642	641	613	595	577	561	570		
		Available Space	(21)	(20)	8	26	44	60	51		
		Comments	See Text								
Snowden Farm ES		Program Capacity	774	774	774	774	774	774	774		
		Enrollment	742	727	701	718	714	710	713		
		Available Space	32	47	73	56	60	64	61		
		Comments									
Wilson Wims ES		Program Capacity	739	739	739	739	739	739	739		
		Enrollment	598	602	595	582	607	624	618		
		Available Space	141	137	144	157	132	115	121		
		Comments	See Text								
Cluster Information		HS Utilization	114%	118%	120%	124%	128%	128%	129%	135%	138%
		HS Enrollment	2317	2393	2442	2514	2601	2606	2631	2750	2800
		MS Utilization	98%	100%	99%	98%	99%	98%	98%	102%	106%
		MS Enrollment	1970	2000	1989	1958	1975	1968	1958	2050	2125
		ES Utilization	105%	108%	92%	92%	92%	92%	93%		
		ES Enrollment	3847	3966	4055	4023	4026	4042	4062		

Demographic Characteristics of Schools

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%.

Schools	Grades Served	County & Regional Data										County & Regional Data																				
		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	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7
Clarksburg HS	9-12	2034	93		88							2													3							
Rocky Hill MS	6-8	1020	48		48																											
Hallie Wells MS	6-8	982	48		45																			3								
Clarksburg ES	K-5	342	19	3		8					6				2																	
Captain James E. Daly ES	Pre-K-5	528	32	5		7	12	1	4					3																		
Fox Chapel ES	Pre-K-5	660	35	4		16	9	1	5																							
Little Bennett ES	K-5	621	34	3		20				4			1		6																	
Snowden Farm ES	K-5	774	38	3		28				5													2									
Wilson Wims ES	K-5	739	37	3		27				4																	2		1			

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Clarksburg HS	1995	2006	344,574	62.73		13	
Rocky Hill MS	2004		148,065	23.3			
Hallie Wells MS	2016		150,089	22.37			
Clarksburg ES	1952	1993	54,983	9.97		15	
Captain James E. Daly ES	1989		78,386	10	Yes	4	
Fox Chapel ES	1974		85,182	10.34	Yes		LTL
Little Bennett ES	2006		82,511	4.81	Yes		
Snowden Farm ES	2019		92,366	9.79			
Wilson Wims ES	2014		91,931	9.29	Yes		

DAMASCUS CLUSTER

SCHOOLS

Damascus High School

Capital Project: A major capital project was approved to address various building systems and programmatic needs for this school. Although in the FY 2021–2026 CIP the Board of Education requested expenditures in FY 2022 to continue the planning and design of this major capital project with a completion date of August 2025, the County Council delayed the expenditures by one year. Based on County Council action, the scheduled completion date for this project is August 2026. An FY 2023 appropriation was approved to begin the design of this Major Capital project.

CAPITAL PROJECTS

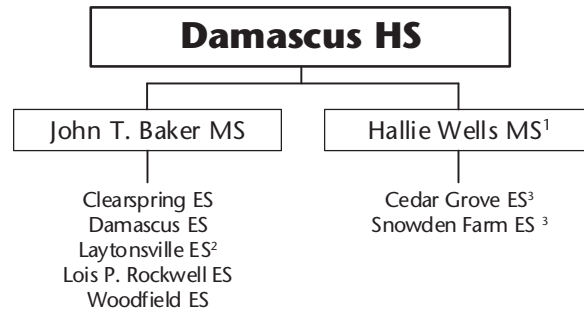
School	Project	Project Status*	Date of Completion
Damascus HS	Major Capital Project	Approved	August 2026

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

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

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

Damascus Cluster Articulation

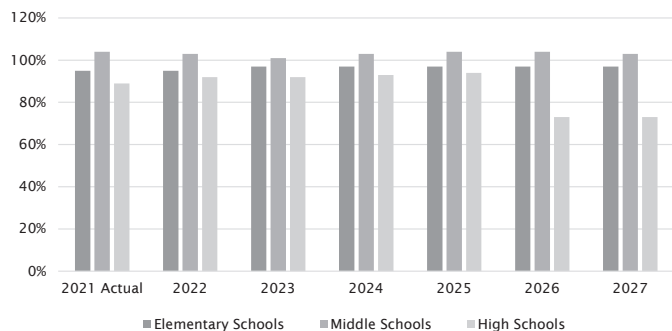


¹ Wilson Wims ES articulates to Hallie Wells MS and then to Clarksburg HS.

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

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

Damascus Cluster School Utilizations



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

DAMASCUS CLUSTER

Projected Enrollment and Space Availability Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Damascus HS		Program Capacity	1560	1560	1560	1560	1560	2007	2007	2007	2007
		Enrollment	1381	1431	1433	1453	1464	1464	1475	1525	1550
		Available Space	179	129	127	107	96	543	532	482	457
		Comments		Plng. for Maj. Cap. Project				Maj. Cap. Project Complete			
John T. Baker MS		Program Capacity	746	746	746	746	746	746	746	746	746
		Enrollment	832	814	801	826	833	830	826	875	900
		Available Space	(86)	(68)	(55)	(80)	(87)	(84)	(80)	(129)	(154)
		Comments									
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	971	969	946	957	965	962	957	1000	1025
		Available Space	11	13	36	25	17	20	25	(18)	(43)
		Comments									
Cedar Grove ES		Program Capacity	402	402	402	402	402	402	402		
		Enrollment	382	386	381	379	382	379	382		
		Available Space	20	16	21	23	20	23	20		
		Comments									
Clearspring ES		Program Capacity	619	619	619	619	619	619	619		
		Enrollment	558	570	586	584	583	587	583		
		Available Space	61	49	33	35	36	32	36		
		Comments									
Damascus ES		Program Capacity	324	324	324	324	324	324	324		
		Enrollment	361	375	380	382	384	386	385		
		Available Space	(37)	(51)	(56)	(58)	(60)	(62)	(61)		
		Comments									
Lois P. Rockwell ES		Program Capacity	525	525	525	525	525	525	525		
		Enrollment	481	500	486	490	480	468	470		
		Available Space	44	25	39	35	45	57	55		
		Comments									
Snowden Farm ES		Program Capacity	774	774	774	774	774	774	774		
		Enrollment	742	727	701	718	714	710	713		
		Available Space	32	47	73	56	60	64	61		
		Comments									
Woodfield ES		Program Capacity	365	365	365	365	365	365	365		
		Enrollment	338	342	370	365	378	381	371		
		Available Space	27	23	(5)	0	(13)	(16)	(6)		
		Comments									
Cluster Information		HS Utilization	89%	92%	92%	93%	94%	73%	73%	76%	77%
		HS Enrollment	1381	1431	1433	1453	1464	1464	1475	1525	1550
		MS Utilization	104%	103%	101%	103%	104%	104%	103%	109%	111%
		MS Enrollment	1803	1783	1747	1783	1798	1792	1783	1875	1925
		ES Utilization	95%	96%	97%	97%	97%	97%	97%		
		ES Enrollment	2862	2900	2904	2918	2921	2911	2904		

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1,381	4.9%	13.2%	11.0%	27.7%	43.2%	23.6%	5.2%	4.4%
John T Baker MS	832	7.7%	12.4%	7.1%	30.4%	42.3%	29.4%	7.7%	5.0%
Hallie Wells MS	971	5.4%	20.3%	41.6%	13.2%	19.4%	17.1%	3.3%	2.7%
Cedar Grove ES	382	6.0%	16.5%	41.6%	12.3%	23.3%	12.3%	11.5%	6.0%
Clearspring ES	558	6.3%	19.2%	14.7%	24.6%	34.8%	36.2%	9.1%	7.2%
Damascus ES	361	5.5%	8.0%	5.3%	43.5%	37.1%	31.6%	23.0%	12.7%
Lois P. Rockwell ES	481	6.0%	15.4%	10.0%	29.7%	38.0%	25.6%	15.2%	13.0%
Snowden Farm ES	742	4.6%	21.6%	47.6%	10.2%	15.4%	14.8%	9.2%	8.5%
Woodfield ES	338	6.2%	12.1%	6.8%	24.9%	49.7%	20.4%	9.8%	12.9%
Elementary Cluster Total	2,862	5.7%	16.6%	23.9%	22.5%	30.8%	23.2%	12.3%	9.6%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020–2021 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 2021–2022)

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

DAMASCUS CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Damascus HS	1950	1978	235,986	32.7			
John T. Baker MS	1971		120,532	22	Yes	2	
Hallie Wells MS	2016		150,089	22.37			
Cedar Grove ES	1960	1987	57,037	10.1		3	
Clearspring ES	1988		77,535	10	Yes	2	
Damascus ES	1934	1980	53,239	9.4		4	
Lois P. Rockwell ES	1992		75,520	10.6			
Snowden Farm ES	2019		92,366	9.79			
Woodfield ES	1962	1985	53,212	10			



Hallie Wells Middle School

DOWNCOUNTY CONSORTIUM

CONSORTIUM PLANNING ISSUES

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

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

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

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

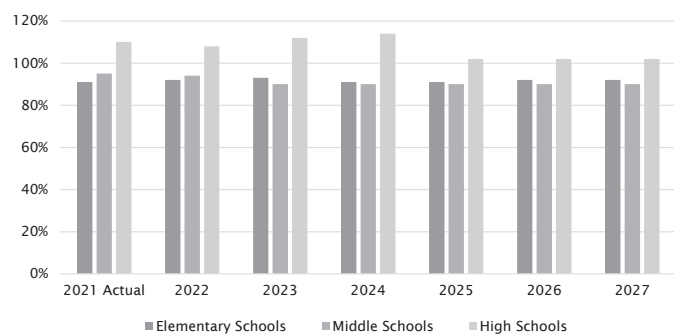
High Schools

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

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

To address the urgent space needs at the Downcounty Consortium high schools and Walter Johnson High School, several high school projects were approved that include an addition at John F. Kennedy High School, an addition and facility upgrades to Northwood High School, and the reopening of Charles W. Woodward High School. An FY 2019 appropriation was approved to begin planning that will provide the instructional support spaces needed for 2,500 students at Northwood High School. With respect to Northwood High School, an analysis was completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site, and b) an approach where a newly constructed and reopened Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. Based on this analysis, the Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School for two years. Northwood High School would return to its facility in August 2025. An FY 2020 appropriation for planning was approved to begin the architectural design for the addition at John F. Kennedy High School with a completion date of August 2022. An FY 2021 appropriation was approved to begin the architectural design for the Northwood High School project. An FY 2022 appropriation was approved to continue the construction for the reopening of Charles W. Woodward High School. An FY 2023 appropriation was requested for construction cost increases and construction funds for the Northwood High School project and an FY 2023 appropriation was requested for construction cost increases and for the balance of funds for the reopening of the Charles W. Woodward High School projects. While the additional expenditures were approved,

Downcounty Consortium
School Utilizations



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

DOWNCOUNTY CONSORTIUM

due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the Northwood High School project and the reopening of Charles W. Woodward High School by one year. Therefore, Northwood High School will relocate to the Woodward site in August 2024 and the high school will reopen in August 2026.

Montgomery Blair High School

Capital Project: See text under Consortium Planning Issues.

Albert Einstein High School

Capital Project: See text under Consortium Planning Issues.

John F. Kennedy High School

Capital Project: See text under Consortium Planning Issues.

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

Northwood High School

Capital Project: See text under Consortium Planning Issues.

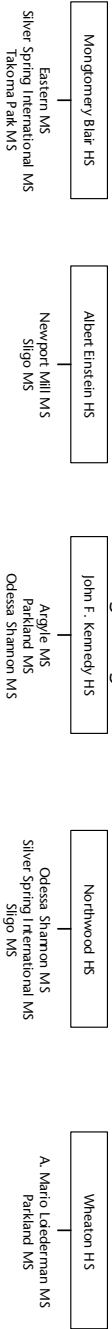
Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning for additional capacity and the instructional support spaces needed for 2,500 students at Northwood High School. An FY 2023 appropriation was requested for construction cost increases and construction funds. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY 2023-2028 CIP delayed the completion date for this project by one year. This project is now scheduled to be completed in August 2026.

Wheaton High School

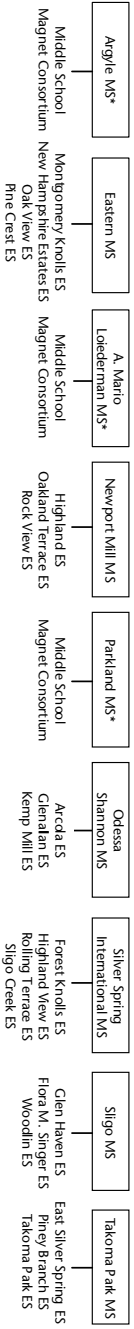
Capital Project: See text under Consortium Planning Issues.

Downcounty Consortium Articulation

Middle Schools articulating to High Schools within the consortium



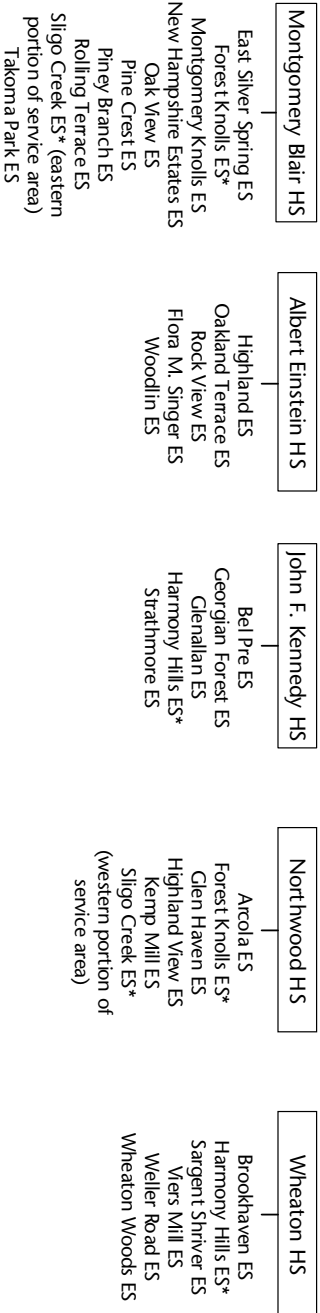
Elementary Schools articulating to Middle Schools within the consortium of High Schools



* Students living in the following elementary school service area are given the choice of one of the Middle School Magnet Consortium (MS/MC), Bel Pre, Brookhaven, Georgian Forest, Harmony Hills, Sargent Shriver, Strathmore, Vines Mill, Weller Road, and Wheaton Woods elementary schools. See Appendix U for multicolored maps of the service areas.

Downcounty Consortium Articulation

High School Base Areas



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

Charles W. Woodward High School

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2022 appropriation was approved to continue the construction for the reopening of Charles W. Woodward High School with a completion date of the first phase of August 2023. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the completion date for this project by one year. The reopening of the high school is now scheduled to be completed August 2026.

Argyle Middle School

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

Eastern Middle School

Capital Project: A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. While nine schools were identified as the first group of schools in the Major Capital Projects project, Eastern Middle School was identified as a school in the next round. An FY 2023 appropriation was approved to begin the architectural design for this major capital project; however, no construction funds are included in the adopted FY2023–2028 CIP. Therefore, a TBD completion date will be shown until construction funds are approved in a future CIP.

Parkland Middle School

Capital Project: Projections indicate that enrollment at Parkland Middle School will exceed capacity by the end of the six-year planning period. As part of the FY 2019–2024 CIP, the Board of Education requested an addition project for completion in August 2021 that was delayed by the County Council to August 2022. As part of the Amended FY 2019–2024 CIP, the County Council delayed the project another year to August 2023. An FY 2022 appropriation was approved to begin construction for this project. An FY 2023 appropriation was approved to complete this project. The scheduled completion date is August 2023. Relocatable classrooms will be utilized until additional capacity can be added.

Odessa Shannon Middle School

Capital Project: Previous projections indicated enrollment at Odessa Shannon Middle School would exceed capacity by the end of the six-year period. Therefore, expenditures were approved to address the overutilization at this school, as well as to address the building systems to accommodate a 1,000-student capacity. An FY 2020 appropriation for construction funds was approved for this project. The scope of this project was expanded to include a complete replacement of the current facility, and therefore, two years of construction was required. An FY 2021 appropriation was approved for construction funding. An FY 2022 appropriation was approved to complete this project. This replacement facility is scheduled for completion in August 2022.

Silver Spring International Middle School

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

However, complexities of this addition project including consideration of relocating the elementary school students off-site; construction of the Purple Line that led to new site discoveries that would have significant fiscal implications; and, escalating construction costs which would lead to an increase cost of the addition project. The school also has experienced a decrease in enrollment over the past two years. As a result of the enrollment changes and complexities to the project, the Board of Education, as part of the amended FY 2021–2026 CIP, requested a reduction in the expenditures that reduced the scope of the project. The County Council approved the Board of Education's request related to this project. MCPS staff has worked with the school and community to identify the new scope for this project. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The project is now scheduled for completion in August 2025.

Highland View Elementary School

Capital Project: Projections indicate that enrollment at Highland View Elementary School will exceed capacity throughout the six-year planning period. A feasibility study for a classroom addition was conducted in FY 2010. An FY 2020 appropriation was approved for planning funds only to begin the architectural design for the classroom addition. As part of the amended FY 2021–2026 CIP, expenditures were reallocated from the Silver Spring International Middle School addition project to fund an addition at this school. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project by two years. This project is now scheduled to be completed August 2027.

Oak View Elementary School

Planning Study: Previous projections indicated that enrollment would exceed capacity by more than 92 seats by the end of the six-year planning period. An FY 2020 appropriation was approved for facility planning to conduct a feasibility study for a possible addition to this school to identify a scope and cost for the project. However, the current space deficit is slightly below the minimum threshold of 92 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored for consideration of a future CIP project, with relocatable classrooms utilized in the interim.

Piney Branch Elementary School

Capital Project: Piney Branch Elementary School is located on the smallest site in the county at 1.9 acres and there is little to no room for relocatable classrooms to accommodate overutilization at the school. To address the current and projected overutilization at the school, an addition project was approved at Piney Branch Elementary School. The County Council approved an FY 2017 appropriation for facility planning to conduct a feasibility study to determine the feasibility, scope, and cost of the project. An FY 2020 appropriation was approved to construct this project with a completion date of August 2021. Due to the complexity of the Piney Branch Elementary School addition project, including the need for a comprehensive facility upgrade to address the aging infrastructure, the approved FY 2021–2026 CIP removed the expenditures for the Piney Branch Elementary School addition from the six-year CIP. Instead, the school is identified in the next set of schools in the Major Capital Projects. An FY 2023 appropriation was approved to begin the architectural design for this major capital project; however, no construction funds are included in the adopted FY2023–2028 CIP. Therefore, a TBD completion date will be shown until construction funds are approved in a future CIP.

Sligo Creek Elementary School

Capital Project: As part of the Silver Spring International Middle School addition project, an addition was included for Sligo Creek Elementary School to improve access to the school and add capacity. However, due to the enrollment decreases at Silver Spring International Middle School and complexities of the project, the Board of Education, as part of the amended FY 2021–2026 CIP, requested a reduction in the expenditures that reduced the scope of the project specifically to address Silver Spring International Middle School. MCPS staff has worked with the school and community to identify the new scope for this project. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the project one year. The project for Silver Spring International Middle School is now scheduled for completion in August 2025.

Woodlin Elementary School

Capital Project: An FY 2019 appropriation was previously approved for an addition project approved at Woodlin Elementary School with a scheduled completion date of August 2022. However, the school system identified that the building systems in the facility were in need of attention. Therefore, as part of the approved addition project, facility upgrades to address the building systems would be included in the project. Because of the expanded scope of this project, Woodlin Elementary School was included as one of the nine schools in the Major Capital Projects. Due to the expanded scope, the construction of this project will require two years, and therefore, the Board of Education request included a shift of the completion date to August 2023. However, as part of the FY 2021–2026 CIP, the County Council delayed the construction funds by one year to August 2024. As part of the Board of Education's requested amendments to the FY 2021–2026 CIP, the completion date was accelerated to August 2023, which was approved by the County Council. An FY 2022 appropriation was approved to begin construction for this project. An FY 2023 appropriation was approved for construction cost increases and the balance of construction funds. This project is scheduled to be completed August 2023.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
John F. Kennedy HS	Classroom addition	Approved	August 2022
Northwood HS	Classroom addition and Facility upgrades	Delayed	August 2026
Charles W. Woodward HS	Reopening	Delayed	August 2024/2026
Eastern MS	Major Capital Project	Approved	TBD
Parkland MS	Classroom addition	Approved	August 2023
Odessa Shannon MS	Classroom addition and Facility upgrades	Approved	August 2022
Silver Spring International MS	Classroom additions	Delayed	August 2025
Highland View ES	Classroom additions	Delayed	August 2027
Piney Branch ES	Major Capital Project	Approved	TBD
Woodlin ES	Major Capital Project	Approved	August 2023

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

*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 Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Montgomery Blair HS	Program Capacity		2867	2867	2867	2867	2867	2867	2867	2867	2867
	Enrollment		3176	3245	3385	3473	3504	3510	3541	3625	3775
	Available Space		(309)	(378)	(518)	(606)	(637)	(643)	(674)	(758)	(908)
	Comments										
Albert Einstein HS	Program Capacity		1633	1633	1633	1633	1633	1633	1633	1633	1633
	Enrollment		1885	2005	2008	2006	1973	1977	1995	2075	2150
	Available Space		(252)	(372)	(375)	(373)	(340)	(344)	(362)	(442)	(517)
	Comments										
John F. Kennedy HS	Program Capacity		1794	2221	2221	2221	2221	2221	2221	2221	2221
	Enrollment		1776	1740	1882	1965	1884	1888	1905	2000	2100
	Available Space		18	481	339	256	337	333	316	221	121
	Comments			Addition Complete							
Northwood HS	Program Capacity		1508	1508	1508	1508	1508	2498	2498	2498	2498
	Enrollment		1784	1899	1929	2005	1940	1944	1863	2025	2100
	Available Space		(276)	(391)	(421)	(497)	(432)	554	635	473	398
	Comments							Project Complete			
Wheaton HS	Program Capacity		2234	2234	2234	2234	2234	2234	2234	2234	2234
	Enrollment		2375	2412	2473	2491	2333	2339	2360	2425	2500
	Available Space		(141)	(178)	(239)	(257)	(99)	(105)	(126)	(191)	(266)
	Comments										
Charles W. Woodward HS	Program Capacity							2159	2159	2159	2159
	Enrollment							0	0	0	0
	Available Space							2159	2159	2159	2159
	Comments							Opens			
Argyle MS	Program Capacity		897	897	897	897	897	897	897	897	897
	Enrollment		968	970	952	966	975	972	968	1000	1060
	Available Space		(71)	(73)	(55)	(69)	(78)	(75)	(71)	(103)	(163)
	Comments										
Eastern MS	Program Capacity		1012	1012	1012	1012	1012	1012	1012	1012	1012
	Enrollment		901	926	967	981	989	987	982	1025	1050
	Available Space		111	86	45	31	23	25	30	(13)	(38)
	Comments			Plng. for Maj. Cap. Project							
A. Mario Loiederman MS	Program Capacity		1003	1003	1003	1003	1003	1003	1003	1003	1003
	Enrollment		935	969	965	963	971	968	964	1000	1025
	Available Space		68	34	38	40	32	35	39	3	(22)
	Comments										
Newport Mill MS	Program Capacity		825	825	825	825	825	825	825	825	825
	Enrollment		647	645	647	655	661	659	656	675	700
	Available Space		178	180	178	170	164	166	169	150	125
	Comments										
Parkland MS	Program Capacity		982	982	1216	1216	1216	1216	1216	1216	1216
	Enrollment		1157	1138	1064	1065	1074	1071	1065	1125	1150
	Available Space		(175)	(156)	152	151	142	145	151	91	66
	Comments				Addition Complete						
Odessa Shannon MS	Program Capacity		727	881	881	881	881	881	881	881	881
	Enrollment		760	766	729	734	741	739	735	750	800
	Available Space		(33)	115	152	147	140	142	146	131	81
	Comments			Project Complete							
Silver Spring International MS	Program Capacity		1107	1107	1107	1107	1170	1170	1170	1170	1170
	Enrollment		1157	1144	1153	1107	1116	1113	1108	1150	1175
	Available Space		(50)	(37)	(46)	0	54	57	62	20	(5)
	Comments						Addition Complete				
Sligo MS	Program Capacity		941	941	941	941	941	941	941	941	941
	Enrollment		718	717	716	726	731	730	726	750	800
	Available Space		223	224	225	215	210	211	215	191	141
	Comments										
Takoma Park MS	Program Capacity		1322	1322	1322	1322	1322	1322	1322	1322	1322
	Enrollment		1129	1107	1096	1101	1110	1107	1102	1150	1200
	Available Space		193	215	226	221	212	215	220	172	122
	Comments		Addition Complete								

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Schools			Actual	Projections						2031	2036
			21-22	22-23	23-24	24-25	25-26	26-27	27-28		
Arcola ES	CSR	Program Capacity	651	651	651	651	651	651	651		
		Enrollment	631	628	634	623	623	623	630		
		Available Space	20	23	17	28	28	28	21		
		Comments									
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	634	634	634	634	634	634	634		
		Enrollment	542	539	568	556	560	566	573		
		Available Space	92	95	66	78	74	68	61		
		Comments									
Brookhaven ES	CSR	Program Capacity	503	503	503	503	503	503	503		
		Enrollment	422	431	431	415	416	416	424		
		Available Space	81	72	72	88	87	87	79		
		Comments									
East Silver Spring ES	CSR	Program Capacity	577	577	577	577	577	577	577		
		Enrollment	485	500	497	490	493	517	506		
		Available Space	92	77	80	87	84	60	71		
		Comments									
Forest Knolls ES	CSR	Program Capacity	571	571	571	571	571	571	571		
		Enrollment	483	489	482	478	479	488	486		
		Available Space	88	82	89	93	92	83	85		
		Comments									
Georgian Forest ES	CSR	Program Capacity	670	670	670	670	670	670	670		
		Enrollment	554	571	601	595	643	657	651		
		Available Space	116	99	69	75	27	13	19		
		Comments									
Glen Haven ES	CSR	Program Capacity	575	575	575	575	575	575	575		
		Enrollment	503	520	523	543	524	528	523		
		Available Space	72	55	52	32	51	47	52		
		Comments									
Glenallan ES	CSR	Program Capacity	752	752	752	752	752	752	752		
		Enrollment	690	704	713	690	710	710	703		
		Available Space	62	48	39	62	42	42	49		
		Comments									
Harmony Hills ES	CSR	Program Capacity	752	752	752	752	752	752	752		
		Enrollment	683	687	700	685	692	704	697		
		Available Space	69	65	52	67	60	48	55		
		Comments									
Highland ES	CSR	Program Capacity	540	540	540	540	540	540	540		
		Enrollment	521	519	520	513	508	524	527		
		Available Space	19	21	20	27	32	16	13		
		Comments									
Highland View ES	CSR	Program Capacity	288	288	288	288	288	288	469		
		Enrollment	371	371	364	362	366	382	396		
		Available Space	(83)	(83)	(76)	(74)	(78)	(94)	73		
		Comments							Addition Complete		
Kemp Mill ES	CSR	Program Capacity	448	448	448	448	448	448	448		
		Enrollment	417	411	417	406	414	416	412		
		Available Space	31	37	31	42	34	32	36		
		Comments									
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	679	679	679	679	679	679	679		
		Enrollment	518	525	542	520	528	532	537		
		Available Space	161	154	137	159	151	147	142		
		Comments									
New Hampshire Estates ES Grades (pre-K-2) Paired With Oak View ES	CSR	Program Capacity	493	493	493	493	493	493	493		
		Enrollment	427	433	457	451	454	457	460		
		Available Space	66	60	36	42	39	36	33		
		Comments									
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	335	335	335	335	335	335	335		
		Enrollment	399	412	415	417	413	417	411		
		Available Space	(64)	(77)	(80)	(82)	(78)	(82)	(76)		
		Comments									

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Schools			Actual	Projections						2031		2036	
			21-22	22-23	23-24	24-25	25-26	26-27	27-28				
Oakland Terrace ES	CSR	Program Capacity	476	476	476	476	476	476	476				
		Enrollment	493	507	517	514	512	516	519				
		Available Space	(17)	(31)	(41)	(38)	(36)	(40)	(43)				
		Comments											
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	667	667	667	667	667	667	667				
		Enrollment	463	472	462	492	498	516	494				
		Available Space	204	195	205	175	169	151	173				
		Comments											
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	611	611	611	611	611	611	611				
		Enrollment	610	639	626	586	555	549	556				
		Available Space	1	(28)	(15)	25	56	62	55				
		Comments		Plng. for Maj. Cap. Project									
Rock View ES	CSR	Program Capacity	680	680	680	680	680	680	680				
		Enrollment	612	602	615	616	626	621	623				
		Available Space	68	78	65	64	54	59	57				
		Comments											
Rolling Terrace ES	CSR	Program Capacity	739	739	739	739	739	739	739				
		Enrollment	718	725	715	721	754	768	760				
		Available Space	21	14	24	18	(15)	(29)	(21)				
		Comments											
Sargent Shriver ES	CSR	Program Capacity	668	668	668	668	668	668	668				
		Enrollment	740	742	756	742	745	723	719				
		Available Space	(72)	(74)	(88)	(74)	(77)	(55)	(51)				
		Comments											
Flora M. Singer ES	CSR	Program Capacity	590	590	590	590	590	590	590				
		Enrollment	619	640	649	666	675	706	688				
		Available Space	(29)	(50)	(59)	(76)	(85)	(116)	(98)				
		Comments											
Sligo Creek ES		Program Capacity	664	664	664	664	664	664	664				
		Enrollment	646	646	661	647	649	636	631				
		Available Space	18	18	3	17	15	28	33				
		Comments											
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	479	479	479	479	479	479	479				
		Enrollment	475	483	475	465	465	465	465				
		Available Space	4	(4)	4	14	14	14	14				
		Comments											
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES	CSR	Program Capacity	607	607	607	607	607	607	607				
		Enrollment	546	561	581	555	557	563	570				
		Available Space	61	46	26	52	50	44	37				
		Comments											
Viers Mill ES	CSR	Program Capacity	770	770	770	770	770	770	770				
		Enrollment	492	517	533	527	526	517	516				
		Available Space	278	253	237	243	244	253	254				
		Comments											
Weller Road ES	CSR	Program Capacity	754	754	754	754	754	754	754				
		Enrollment	688	710	739	752	738	755	755				
		Available Space	66	44	15	2	16	(1)	(1)				
		Comments											
Wheaton Woods ES	CSR	Program Capacity	749	749	749	749	749	749	749				
		Enrollment	499	506	497	490	494	488	486				
		Available Space	250	243	252	259	255	261	263				
		Comments											
Woodlin ES		Program Capacity	463	463	653	653	653	653	653				
		Enrollment	549	549	586	557	560	553	552				
		Available Space	(86)	(86)	67	96	93	100	101				
		Comments			Maj. Cap. Project Complete								
Cluster Information		HS Utilization	110%	108%	112%	114%	111%	102%	102%	106%	110%		
		HS Enrollment	10996	11301	11677	11940	11634	11658	11664	12150	11664		
		MS Utilization	95%	93%	90%	90%	90%	90%	90%	93%	97%		
		MS Enrollment	8372	8382	8289	8298	8368	8346	8306	8625	8960		
		ES Utilization	91%	92%	93%	91%	92%	93%	92%				
		ES Enrollment	15796	16039	16276	16074	16177	16313	16270				

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Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	3,176	4.1%	24.7%	12.5%	35.0%	23.4%	41.6%	17.0%	5.9%
Albert Einstein HS	1,885	4.7%	17.5%	6.3%	47.3%	23.7%	46.3%	16.1%	6.5%
John F. Kennedy HS	1,776	1.2%	23.3%	5.6%	64.6%	5.0%	67.6%	24.8%	8.1%
Northwood HS	1,784	2.6%	25.7%	5.7%	53.1%	12.7%	59.2%	20.5%	18.4%
Wheaton HS	2,375	2.5%	19.6%	11.3%	56.2%	10.3%	57.6%	18.7%	5.7%
Argyle MS	968	4.3%	25.7%	8.1%	54.3%	7.0%	65.8%	21.7%	7.0%
Eastern MS	901	2.8%	18.4%	7.9%	52.3%	18.6%	58.0%	23.6%	6.8%
A. Mario Loiederman MS	935	3.7%	14.3%	5.5%	62.4%	13.7%	64.2%	24.5%	6.1%
Newport Mill MS	647	4.9%	12.2%	6.6%	57.7%	17.8%	60.3%	24.4%	7.0%
Parkland MS	1,157	2.9%	23.5%	12.4%	52.8%	8.1%	64.8%	18.8%	5.1%
Odessa Shannon MS	760	1.7%	23.0%	4.9%	64.9%	5.4%	74.9%	23.6%	10.7%
Silver Spring International MS	1,157	5.1%	21.7%	4.1%	41.9%	27.0%	43.4%	15.5%	4.8%
Sligo MS	718	4.7%	21.7%	6.5%	39.7%	27.0%	48.1%	18.2%	6.0%
Takoma Park MS	1,129	5.9%	33.7%	12.1%	16.8%	31.3%	32.1%	7.4%	4.0%
Arcola ES	631	1.6%	18.7%	6.0%	69.3%	4.1%	75.8%	49.4%	21.9%
Bel Pre ES	542	2.0%	26.4%	5.0%	58.9%	6.8%	67.2%	41.7%	13.6%
Brookhaven ES	422	4.0%	27.3%	8.1%	52.8%	7.1%	65.2%	33.9%	10.5%
East Silver Spring ES	485	3.7%	55.7%	4.1%	16.9%	19.4%	50.7%	22.7%	18.6%
Forest Knolls ES	483	7.9%	15.3%	5.2%	40.6%	30.6%	32.1%	16.4%	7.6%
Georgian Forest ES	554	2.7%	25.6%	2.0%	65.2%	4.0%	73.3%	41.7%	23.2%
Glen Haven ES	502	5.0%	25.5%	5.4%	49.0%	14.5%	51.6%	30.7%	16.2%
Glenallan ES	690	4.1%	30.4%	10.7%	43.6%	10.7%	54.3%	24.5%	10.7%
Harmony Hills ES	683	0.0%	12.0%	3.4%	82.0%	1.8%	80.1%	55.1%	15.3%
Highland ES	521	0.0%	9.2%	6.3%	76.2%	6.5%	72.2%	45.7%	9.5%
Highland View ES	371	4.9%	27.2%	2.4%	30.5%	35.0%	39.9%	27.8%	16.2%
Kemp Mill ES	417	1.4%	11.3%	0.0%	83.5%	2.9%	84.4%	48.7%	19.9%
Montgomery Knolls ES	519	3.9%	23.5%	4.6%	46.8%	20.8%	49.5%	33.5%	19.8%
New Hampshire Estates ES	427	1.9%	17.8%	0.0%	74.9%	4.2%	82.9%	56.0%	23.3%
Oak View ES	399	3.3%	13.8%	4.0%	62.7%	16.3%	68.9%	49.9%	10.1%
Oakland Terrace ES	493	8.1%	17.2%	4.9%	34.5%	35.1%	26.4%	15.0%	8.9%
Pine Crest ES	463	5.4%	24.0%	6.9%	38.7%	25.1%	49.5%	30.0%	6.8%
Piney Branch ES	610	7.2%	30.7%	3.3%	18.7%	39.8%	33.8%	20.5%	5.0%
Rock View ES	612	4.7%	11.4%	10.3%	50.0%	23.2%	47.7%	31.9%	14.2%
Rolling Terrace ES	718	1.5%	16.4%	1.8%	74.7%	5.4%	80.4%	57.4%	16.5%
Sargent Shriver ES	740	1.1%	10.5%	5.7%	79.5%	2.8%	79.5%	55.4%	16.6%
Flora M. Singer ES	619	6.6%	14.2%	6.0%	39.6%	33.1%	42.6%	32.1%	13.6%
Sligo Creek ES	646	8.0%	26.2%	4.6%	9.9%	50.5%	13.5%	9.6%	12.4%
Strathmore ES	475	2.7%	34.7%	5.5%	49.1%	7.6%	68.6%	42.7%	15.7%
Takoma Park ES	546	6.4%	29.1%	2.6%	16.3%	45.4%	28.2%	20.5%	15.6%
Viers Mill ES	492	3.0%	8.3%	6.1%	71.3%	11.0%	67.9%	43.7%	11.3%
Weller Road ES	688	2.0%	5.2%	6.3%	83.3%	3.2%	75.7%	53.1%	11.4%
Wheaton Woods ES	499	1.8%	25.7%	4.6%	63.7%	4.0%	78.0%	53.5%	14.0%
Woodlin ES	549	6.6%	28.4%	9.3%	20.4%	35.3%	32.1%	24.8%	17.5%
Elementary Cluster Total	15,796	3.9%	21.0%	5.2%	52.4%	17.2%	57.9%	37.2%	14.1%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020-2021 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 2021–2022)

Program Capacity Table (School Year 2021–2022)															Special Education Services																			
															School Based Cluster Based	Quad Cluster Based				County & Regional Based														
																ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER	
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER	
Montgomery Blair HS	9-12	2867	131		122								7	2																				
Albert Einstein HS	9-12	1633	80		67								3	2				4	2							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							3		2						
Argyle MS	6-8	897	43		41								2																					
Eastern MS	6-8	1012	51		44								3	1											3									
A. Mario Loiederman MS	6-8	1003	48		46								1	1																				
Newport Mill MS	6-8	825	41		37								1					3																
Parkland MS	6-8	982	47		45								2																					
Odessa Shannon MS	6-8	727	37		32								2													2	1							
Silver Spring International MS	6-8	1107	54		51								1									2												
Sligo MS	6-8	941	51		42								2	1						2													4	
Takoma Park MS	6-8	1322	63		61								2																					
Arcola ES	HS-5	651	38	4		11	14	1		7							2																1	
Bel Pre ES	Pre-K-2	634	37	3			20	1	2		9																				1		1	
Brookhaven ES	Pre-K-5	503	29	3		8	7		1	3																					1	3	1	
East Silver Spring ES	HS-5	577	34	4		8	10		1	1	4				1	2													1		2			
Forest Knolls ES	K-5	571	34	4		9	10	1	1	5					1													3						
Georgian Forest ES	HS-5	670	36	4		14	11		1	1	5																							
Glen Haven ES	Pre-K-5	575	36	4		10	10	1		5					1				3											2				
Glenallan ES	HS-5	752	43	4		14	13			1	7					2														1		1		
Harmony Hills ES	HS-5	752	41	5		16	12		1	1	6																							
Highland ES	HS-5	540	33	6		7	12		1	1	5				1																			
Highland View ES	K-5	288	21	5		1	8				6				1																			
Kemp Mill ES	Pre-K-5	448	28	5		7	9	1		1	4				1																			
Montgomery Knolls ES	HS-2	679	43	6			22		1	1	7				1																1	4		
New Hampshire Estates ES	HS-2	493	32	6			12		1	4	8				1																			
Oak View ES	3-5	335	19	4		14									1																			
Oakland Terrace ES	K-5	476	32	4		3	10	1		5					1	2									3						1	2		
Pine Crest ES	3-5	667	33	4		29																												
Piney Branch ES	3-5	611	31	4		26									1																			
Rock View ES	Pre-K-5	680	39	3		11	12		1	6					1		5																	
Rolling Terrace ES	HS-5	739	40	3		14	12	1	1	1	6				1																			1
Sargent Shriver ES	Pre-K-5	668	37	4		11	13		1	7				1																				
Flora M. Singer ES	Pre-K-5	590	38	4		8	11	1		6							8																	
Sligo Creek ES	K-5	664	35	4		23					5				1							2												
Strathmore ES	3-5	479	26	4		20									1				1															
Takoma Park ES	Pre-K-2	607	40	4			22				11				1																			2
Viers Mill ES	HS-5	770	42	4		17	9		1	1	4				1															1	1	3		
Weller Road ES	HS-5	754	44	7		12	15	2	1	1	6																							
Wheaton Woods ES	HS-5	749	42	4		19	9		1	1	4															3								1
Woodlin ES	K-5	463	26	3		14					4				1			4																

DOWNCOUNTY CONSORTIUM

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Montgomery Blair HS	1998		386,567	30.2	Yes	18	
Albert Einstein HS	1962	1997	276,462	26.67	Yes	8	
John F. Kennedy HS	1964	1999	332,133	29.1			
Northwood HS	1956	2004	254,054	29.6		14	SBWC
Wheaton HS	1954	2016	373,825	28.2			SBWC
Argyle MS	1971	1993	120,205	19.9		3	
Eastern MS	1951	1976	152,030	14.5			LTL
A. Mario Loiederman MS	1956	2005	148,718	17.08		2	LTL
Newport Mill MS	1958	2002	109,011	8.4	Yes		
Parkland MS	1963	2007	151,169	9.2	Yes	4	LTL
Odessa Shannon MS	1966		123,199	16.5	Yes		
Silver Spring International MS	1934	1999	152,731	10.64	Yes		LTL
Sligo MS	1959	1991	149,527	21.7	Yes		
Takoma Park MS	1939	1999	195,739	18.8	Yes		
Arcola ES	1956	2007	95,421	5	Yes	6	LTL
Bel Pre ES	1968	2014	95,330	8.9	Yes		
Brookhaven ES	1961	1995	81,320	8.57			
East Silver Spring ES	1929	1975	88,895	8.4			
Forest Knolls ES	1960	1993	89,850	7.8			
Georgian Forest ES	1961	1995	88,111	11	Yes		LTL
Glen Haven ES	1950	2004	85,845	10	Yes		
Glenallan ES	1966	2013	98,700	12.1		2	
Harmony Hills ES	1957	1999	85,648	10.2	Yes	7	SBHC
Highland ES	1950	1989	87,491	11	Yes		SBHC
Highland View ES	1953	1994	59,307	6.6		6	
Kemp Mill ES	1960	1996	68,222	10		3	LTL
Montgomery Knolls ES	1952	1989	109,733	10.3			LTL
New Hampshire Estates ES	1954	1988	73,306	5.4			SBHC
Oak View ES	1949	1985	57,560	11.3		3	LTL
Oakland Terrace ES	1950	1993	79,145	9.5	Yes	2	
Pine Crest ES	1941	1992	77,121	5.6	Yes		LTL
Piney Branch ES	1973		99,706	1.97	Yes		
Rock View ES	1955	1999	91,977	7.4			
Rolling Terrace ES	1950	1989	92,241	4.3		6	SBHC
Sargent Shriver ES	1954	2006	91,628	9.17		9	LTL
Flora M. Singer ES	2012		95,831	12.67	Yes	3	
Sligo Creek ES	1934	1999	98,799	15.6	Yes		
Strathmore ES	1970		59,497	10.8	Yes		
Takoma Park ES	1979		85,553	4.7			
Viers Mill ES	1950	1991	120,572	10.52			SBHC
Weller Road ES	1953	2013	121,346	11.1			SBHC
Wheaton Woods ES	1952	2017	120,154	8			LTL
Woodlin ES	1944	1974	60,725	11		7	

GAITHERSBURG CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: Since 2007, there has been significant elementary school growth enrollment in the Gaithersburg Cluster. Some of this growth is due to new housing planned in the Shady Grove Sector Plan, as well as development of the Crown community, with over 2,000 residential units planned in the Rosemont Elementary School service area. In the 2014–2015 school year, a Gaithersburg Cluster Elementary School Capacity Study was conducted to determine whether additions to cluster schools could address the projected space deficits. Along with additions to existing schools, a new elementary school also was considered.

Capital Project: Based on the work of the Site Selection Committee, the Board of Education approved the opening of a new elementary school in the Gaithersburg Cluster on the Kelley Park site. The new school is scheduled to open in August 2022. An FY 2021 appropriation was approved to construct Gaithersburg Elementary School #8.

Planning Study: The opening of Gaithersburg Elementary School #8 was approved to open in August 2022. In accordance to Board of Education action, the boundary study was approved to create the service area for the school in spring 2020, earlier than typical boundary studies. The scope of the boundary study included all of the elementary schools and the two middle schools in the Gaithersburg Cluster. The boundary study began in March 2020; however, due to the COVID-19 health pandemic, community meetings were suspended. Continuation of the boundary study commenced in October 2020. The recommendation by the superintendent of schools was released in October 2021, as part of the FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program. Board of Education action was on November 18, 2021. Information regarding this adopted boundary action is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/gaithersburgcluster8boundarystudy.aspx

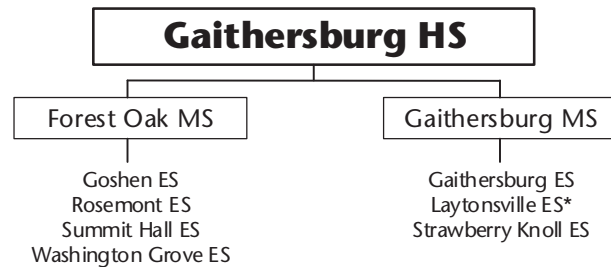
Planning Study: A capacity study was approved for the Watkins Mill Cluster to evaluate the space deficits in the elementary school cluster, as well as look to adjacent clusters to address overutilization issues. The capacity study was conducted in summer 2021. Non-capital and/or capital solutions will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

SCHOOLS

Gaithersburg High School

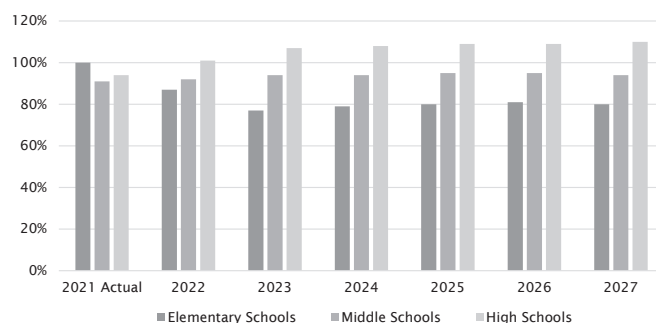
Capital Project: Projections indicate enrollment at Gaithersburg High School will exceed capacity by the end of the six-year planning period. Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds; however, the County Council, in the adopted FY2023-2028 CIP, delayed this project by one year. The additional expenditures were approved, but the new completion date is August 2027.

Gaithersburg Cluster Articulation



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

Gaithersburg Cluster School Utilizations



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

GAITHERSBURG CLUSTER

Forest Oak Middle School

Planning Issue: See text under Cluster Planning Issues.

Gaithersburg Middle School

Planning Issue: See text under Cluster Planning Issues.

Gaithersburg Elementary School

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

Gaithersburg Elementary School #8

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

Goshen Elementary School

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

Laytonsville Elementary School

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

Rosemont Elementary School

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

Strawberry Knoll Elementary School

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

Summit Hall Elementary School

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

Washington Grove Elementary School

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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Delayed	August 2027
Gaithersburg ES #8	New School	Approved	August 2022

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

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

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

GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Gaithersburg HS		Program Capacity	2443	2443	2443	2443	2443	2443	2443	2443	2443
		Enrollment	2285	2467	2609	2632	2664	2669	2693	2750	2900
		Available Space	158	(24)	(166)	(189)	(221)	(226)	(250)	(307)	(457)
		Comments									
Crown HS		Program Capacity							2201	2201	2201
		Enrollment							0	0	0
		Available Space							2201	2201	2201
		Comments							Opens		
Forest Oak MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	917	841	809	835	829	814	798	980	1000
		Available Space	38	114	146	120	126	141	157	(25)	(45)
		Comments	See Text								
Gaithersburg MS		Program Capacity	1009	1009	1009	1009	1009	1009	1009	1009	1009
		Enrollment	874	961	1032	1012	1034	1044	1052	1075	1100
		Available Space	135	48	(23)	(3)	(25)	(35)	(43)	(66)	(91)
		Comments	See Text								
Gaithersburg ES	CSR	Program Capacity	737	737	737	737	737	737	737		
		Enrollment	774	697	678	683	700	711	692		
		Available Space	(37)	40	59	54	37	26	45		
		Comments	See Text								
Gaithersburg ES #8		Program Capacity		674	674	674	674	674	674		
		Enrollment		455	548	566	579	592	606		
		Available Space		219	126	108	95	82	68		
		Comments		Opens							
Goshen ES	CSR	Program Capacity	604	604	604	604	604	604	604		
		Enrollment	517	517	517	518	530	534	528		
		Available Space	87	87	87	86	74	70	76		
		Comments	See Text								
Laytonsville ES		Program Capacity	465	465	465	465	465	465	465		
		Enrollment	347	346	380	384	398	399	404		
		Available Space	118	119	85	81	67	66	61		
		Comments	See Text								
Rosemont ES	CSR	Program Capacity	602	602	602	602	602	602	602		
		Enrollment	595	654	636	648	607	588	538		
		Available Space	7	(52)	(34)	(46)	(5)	14	64		
		Comments	See Text								
Strawberry Knoll ES	CSR	Program Capacity	459	459	459	459	459	459	459		
		Enrollment	598	514	496	489	481	495	494		
		Available Space	(139)	(55)	(37)	(30)	(22)	(36)	(35)		
		Comments	See Text								
Summit Hall ES	CSR	Program Capacity	457	457	457	457	457	457	457		
		Enrollment	675	423	385	397	431	436	425		
		Available Space	(218)	34	72	60	26	21	32		
		Comments	See Text								
Washington Grove ES	CSR	Program Capacity	589	589	589	589	589	589	589		
		Enrollment	397	406	432	494	502	531	567		
		Available Space	192	183	157	95	87	58	22		
		Comments	See Text								
Cluster Information		HS Utilization	94%	101%	107%	108%	109%	109%	110%	113%	119%
		HS Enrollment	2285	2467	2609	2632	2664	2669	2693	2750	2900
		MS Utilization	91%	92%	94%	94%	95%	95%	94%	105%	107%
		MS Enrollment	1791	1802	1841	1847	1863	1858	1850	2055	2100
		ES Utilization	100%	87%	77%	79%	80%	81%	80%		
		ES Enrollment	3903	4012	3524	3613	4228	4286	4254		

Demographic Characteristics of Schools

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

Schools

GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Gaithersburg HS	1951	2013	427,048	41.07	Yes		SBWC
Forest Oak MS	1999		132,259	41.2			LTL
Gaithersburg MS	1960	1988	157,694	22.82			LTL
Gaithersburg ES	1947	1983	94,468	9.22		11	SBHC
Goshen ES	1988		76,740	10.5		2	
Laytonsville ES	1951	1989	64,160	10.4			
Rosemont ES	1965	1995	88,764	8.9		4	LTL
Strawberry Knoll ES	1988		78,723	10.8	Yes	10	
Summit Hall ES	1971		68,059	10.2	Yes	17	SBHC
Washington Grove ES	1956	1984	86,266	10.7			LTL



Gaithersburg High School

WALTER JOHNSON CLUSTER

CLUSTER PLANNING ISSUES

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

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster was not sufficient to recommend a new elementary school for the Walter Johnson Cluster at that time. In November 2018, the Board of Education adopted a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. Given the space deficits in the Walter Johnson Cluster, in November 2018, the Board of Education expanded the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. The Board of Education also included a joint site selection process for the two clusters conducted in summer 2019.

was completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. Based on this analysis, the Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School, for two years. Northwood High School would return to its facility in August 2025, and Charles W. Woodward High School will open in August 2025. An FY 2022 appropriation was approved to continue construction to reopen Charles W. Woodward High School. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the reopening of the high school is now scheduled to be completed August 2026.

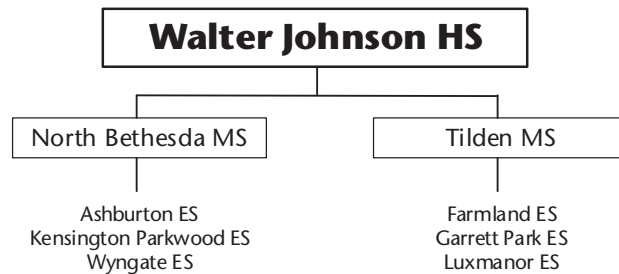
SCHOOLS

Walter Johnson High School

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

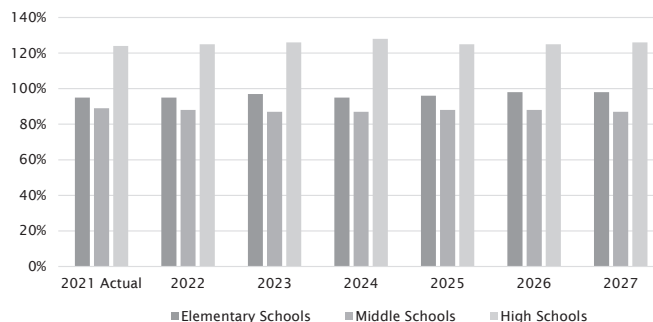
Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Charles W. Woodward High School. The scheduled completion date for this project is August 2023, for the first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

Walter Johnson Cluster Articulation



See Appendix U for multicolored maps of the service areas.

Walter Johnson Cluster School Utilizations



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

WALTER JOHNSON CLUSTER

Charles W. Woodward High School

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2021 appropriation for construction was approved to reopen the school. The Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023. for Northwood High School for two years. Northwood High School will return to its facility in August 2025. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the scheduled completion date for the reopening of Charles W. Woodward High School is now August 2026.

Ashburton Elementary School

Planning Issue: See text under Cluster Planning Issues.

Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

Planning Study: See text under Cluster Planning Issues.

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

Farmland Elementary School

Planning Issue: See text under Cluster Planning Issues.

Garrett Park Elementary School

Planning Issue: See text under Cluster Planning Issues.

Kensington-Parkwood Elementary School

Planning Issue: See text under Cluster Planning Issues.

Luxmanor Elementary School

Planning Issue: See text under Cluster Planning Issues.

Wyngate Elementary School

Planning Issue: See text under Cluster Planning Issues.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Charles W. Woodward HS	New School	Delayed	August 2024/2026
Bethesda-Chevy Chase/Walter Johnson Clusters ES	New	Programmed	TBD

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

*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 Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Walter Johnson HS		Program Capacity	2321	2321	2321	2321	2321	2321	2321	2321	2321
		Enrollment	2870	2907	2919	2963	2893	2898	2923	2950	3000
		Available Space	(549)	(586)	(598)	(642)	(572)	(577)	(602)	(629)	(679)
		Comments									
Charles W. Woodward HS		Program Capacity						2159	2159	2159	2159
		Enrollment						0	0	0	0
		Available Space						2159	2159	2159	2159
		Comments						Opens			
North Bethesda MS		Program Capacity	1233	1233	1233	1233	1233	1233	1233	1233	1233
		Enrollment	1152	1131	1120	1170	1180	1176	1170	1200	1250
		Available Space	81	102	113	63	53	57	63	33	(17)
		Comments									
Tilden MS		Program Capacity	1216	1216	1216	1216	1216	1216	1216	1216	1216
		Enrollment	1022	1029	1001	968	976	973	968	975	1025
		Available Space	194	187	215	248	240	243	248	241	191
		Comments									
Ashburton ES		Program Capacity	789	789	789	789	789	789	789		
		Enrollment	834	846	860	852	950	968	965		
		Available Space	(45)	(57)	(71)	(63)	(161)	(179)	(176)		
		Comments									
Farmland ES		Program Capacity	714	714	714	714	714	714	714		
		Enrollment	793	800	797	785	768	792	783		
		Available Space	(79)	(86)	(83)	(71)	(54)	(78)	(69)		
		Comments									
Garrett Park ES		Program Capacity	777	777	777	777	777	777	777		
		Enrollment	670	676	727	723	716	722	729		
		Available Space	107	101	50	54	61	55	48		
		Comments									
Kensington–Parkwood ES		Program Capacity	706	706	706	706	706	706	706		
		Enrollment	597	600	595	572	563	579	571		
		Available Space	109	106	111	134	143	127	135		
		Comments									
Luxmanor ES		Program Capacity	764	764	764	764	764	764	764		
		Enrollment	670	683	698	703	683	695	696		
		Available Space	94	81	66	61	81	69	68		
		Comments									
Wyngate ES		Program Capacity	777	777	777	777	777	777	777		
		Enrollment	701	702	705	668	666	676	692		
		Available Space	76	75	72	109	111	101	85		
		Comments									
Cluster Information		HS Utilization	124%	125%	126%	128%	125%	125%	126%	127%	129%
		HS Enrollment	2870	2907	2919	2963	2893	2898	2923	2950	3000
		MS Utilization	89%	88%	87%	87%	88%	88%	87%	89%	93%
		MS Enrollment	2174	2160	2121	2138	2156	2149	2138	2175	2275
		ES Utilization	94%	95%	97%	95%	96%	98%	98%		
		ES Enrollment	4265	4307	4382	4303	4346	4432	4436		

WALTER JOHNSON CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2,870	6.3%	12.4%	12.9%	17.8%	50.3%	12.7%	5.3%	6.4%
North Bethesda MS	1,152	8.4%	10.9%	12.2%	14.2%	53.9%	10.2%	4.4%	6.4%
Tilden MS	1,022	6.2%	14.7%	16.3%	22.3%	40.0%	20.1%	12.4%	8.8%
Ashburton ES	834	9.5%	16.2%	18.3%	18.0%	37.6%	12.1%	16.2%	16.0%
Farmland ES	793	4.4%	10.5%	29.3%	11.7%	44.1%	13.4%	29.5%	25.5%
Garrett Park ES	670	9.0%	12.7%	14.8%	23.7%	39.4%	17.8%	24.5%	13.3%
Kensington-Parkwood ES	597	8.4%	8.5%	10.4%	16.8%	55.8%	13.4%	9.9%	13.0%
Luxmanor ES	670	8.5%	14.3%	23.4%	22.7%	30.9%	21.3%	27.9%	18.7%
Wyngate ES	701	10.8%	4.3%	14.8%	14.0%	56.1%	2.9%	9.8%	10.6%
Elementary Cluster Total	4,265	8.4%	11.3%	18.9%	17.6%	43.6%	13.3%	19.9%	16.4%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020-2021 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 2021-2022)

Program Capacity Table (School Year 2021–2022)															Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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WALTER JOHNSON CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Walter Johnson HS	1956	2009	365,138	30.9		10	
North Bethesda MS	1955	1999	178,252	19.99			
Tilden MS	1967	2020	168,804	19.75			
Ashburton ES	1957	1993	91,178	8.3		8	
Farmland ES	1963	2011	89,988	4.8	Yes	4	
Garrett Park ES	1948	2012	96,348	4.4	Yes		
Kensington-Parkwood ES	1952	2006	102,382	9.9			
Luxmanor ES	1966	2020	99,376	6.5	Yes		
Wyngate ES	1952	1997	89,104	9.5			



Tilden Middle School

COL. ZADOK MAGRUDER CLUSTER

CLUSTER PLANNING ISSUES

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

SCHOOLS

Col. Zadok Magruder High School

Capital Project: To address various building systems and programmatic needs for this school, a major capital project is planned. Expenditures for this project are included in the Major Capital Projects—Secondary and an appropriation will be requested for planning funds in a future CIP. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project two years. This project is now scheduled for completion in August 2029.

Candlewood Elementary School

Planning Study: See text under Cluster Planning Issues.

Cashell Elementary School

Planning Study: See text under Cluster Planning Issues.

Flower Hill Elementary School

Planning Study: See text under Cluster Planning Issues.

Mill Creek Towne Elementary School

Planning Study: See text under Cluster Planning Issues.

Planning Study: Projections indicate that enrollment will exceed capacity by the end of the six-year planning period. An FY 2021 appropriation was approved for facility planning to conduct a feasibility study for a possible addition to this school and identify a scope and cost for the project. Relocatable classrooms will be utilized until additional capacity can be added.

Judith A. Resnik Elementary School

Planning Study: See text under Cluster Planning Issues

Capital Project: A feasibility study was conducted in FY 2013 to determine the cost and scope of an addition project. Projections indicate enrollment will be stable over the six-year planning

period at Judith A. Resnik Elementary School; however, enrollment will continue to exceed capacity over the same time. Therefore, planning will be completed for the proposed addition project and expenditures for construction funds will be considered in a future CIP. Enrollment will continue to be monitored and relocatable classrooms will be utilized.

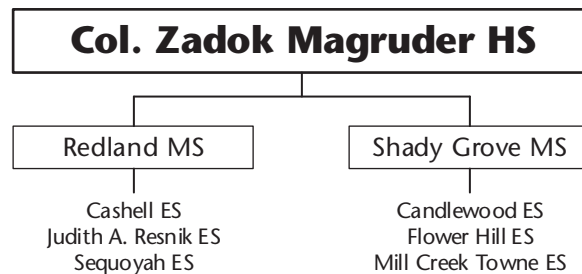
Sequoyah Elementary School

Planning Study: See text under Cluster Planning Issues.

CAPITAL PROJECTS

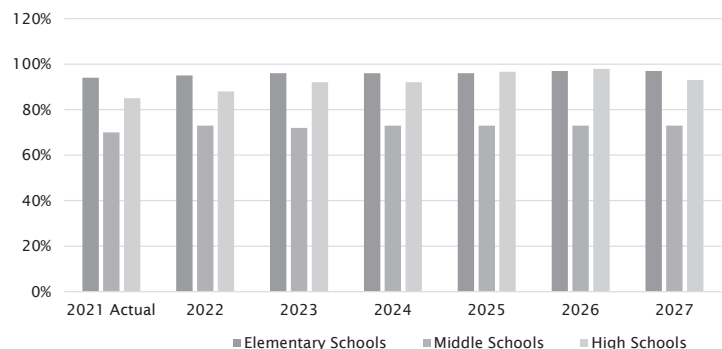
School	Project	Project Status*	Date of Completion
Col. Zadok Magruder HS	Major Capital Project	Programmed	August 2029
Mill Creek Towne ES	Addition	Proposed	TBD
Judith A. Resnik ES	Addition	Proposed	TBD

Magruder Cluster Articulation



See Appendix U for multicolored maps of service areas.

Col. Zadok Magruder Cluster School Utilizations



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

COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Col. Zadok Magruder HS		Program Capacity	1907	1907	1907	1907	1907	1907	1907	2020	2020
		Enrollment	1616	1671	1757	1763	1859	1861	1876	1900	1950
		Available Space	291	236	150	144	48	46	31	120	70
		Comments				Plng. for Maj. Cap. Project					
Redland MS		Program Capacity	765	765	765	765	765	765	765	765	765
		Enrollment	614	619	592	590	596	594	590	600	650
		Available Space	151	146	173	175	169	171	175	165	115
		Comments									
Shady Grove MS		Program Capacity	854	854	854	854	854	854	854	854	854
		Enrollment	524	524	577	585	590	588	585	600	650
		Available Space	330	330	277	269	264	266	269	254	204
		Comments									
Candlewood ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	366	363	377	385	389	392	397		
		Available Space	149	152	138	130	126	123	118		
		Comments	See Text								
Cashell ES		Program Capacity	340	340	340	340	340	340	340		
		Enrollment	321	332	334	342	335	340	328		
		Available Space	19	8	6	(2)	5	0	12		
		Comments	See Text								
Flower Hill ES	CSR	Program Capacity	488	488	488	488	488	488	488		
		Enrollment	427	427	434	427	442	460	472		
		Available Space	61	61	54	61	46	28	16		
		Comments	See Text								
Mill Creek Towne ES	CSR	Program Capacity	323	323	323	323	323	323	323		
		Enrollment	463	486	505	512	511	505	512		
		Available Space	(140)	(163)	(182)	(189)	(188)	(182)	(189)		
		Comments	See Text								
Judith A. Resnik ES	CSR	Program Capacity	503	503	503	503	503	503	503		
		Enrollment	559	566	546	541	532	520	514		
		Available Space	(56)	(63)	(43)	(38)	(29)	(17)	(11)		
		Comments	See Text								
Sequoyah ES	CSR	Program Capacity	508	508	508	508	508	508	508		
		Enrollment	353	366	381	373	373	371	365		
		Available Space	155	142	127	135	135	137	143		
		Comments	See Text								
Cluster Information		HS Utilization	85%	88%	92%	92%	97%	98%	98%	94%	97%
		HS Enrollment	1616	1671	1757	1763	1859	1861	1876	1900	1950
		MS Utilization	70%	71%	72%	73%	73%	73%	73%	74%	80%
		MS Enrollment	1138	1143	1169	1175	1186	1182	1175	1200	1300
		ES Utilization	93%	95%	96%	96%	96%	97%	97%		
		ES Enrollment	2489	2540	2577	2580	2582	2588	2588		

COL. ZADOK MAGRUDER CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1,616	3.9%	18.5%	13.0%	42.0%	22.3%	43.8%	13.1%	6.4%
Redland MS	614	5.7%	20.7%	10.1%	42.3%	20.8%	50.5%	17.3%	7.9%
Shady Grove MS	524	5.0%	21.4%	11.6%	41.2%	20.6%	52.7%	16.0%	7.0%
Candlewood ES	366	9.0%	14.2%	16.7%	18.6%	41.3%	24.3%	19.9%	13.8%
Cashell ES	321	12.5%	15.3%	5.9%	24.6%	41.7%	25.2%	9.7%	9.4%
Flower Hill ES	427	4.9%	26.7%	11.5%	50.4%	6.3%	62.8%	40.5%	16.2%
Mill Creek Towne ES	463	7.8%	18.4%	15.8%	41.7%	15.8%	45.4%	28.1%	13.4%
Judith A. Resnik ES	559	4.1%	28.8%	11.3%	41.5%	14.0%	56.2%	25.6%	11.3%
Sequoyah ES	353	7.1%	13.3%	11.0%	41.6%	26.9%	42.8%	31.7%	12.4%
Elementary Cluster Total	2,489	7.2%	20.4%	12.2%	37.5%	22.4%	44.7%	26.6%	12.8%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020–2021 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 2021–2022)

Program Capacity Table (School Year 2021–2022)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based				County & Regional Based												
																	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10
Schools	Col. Zadok Magruder HS	9-12	1907	91		81							2									4				4							
Redland MS	6-8	765	36		36																												
Shady Grove MS	6-8	854	45		39																				3								3
Candlewood ES	K-5	515	28	4		19						3														2							
Cashell ES	Pre-K-5	340	21	3		10		1				3							2										2				
Flower Hill ES	Pre-K-5	488	28	3		8	9		1		4													3									
Mill Creek Towne ES	HS-5	323	25	5		3	6	1			3						6	1															
Judith A. Resnik ES	Pre-K-5	503	31	5		7	11		1		5																2						
Sequoyah ES	K-5	508	30	4		11	8				4					3																	

COL. ZADOK MAGRUDER CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Col. Zadok Magruder HS	1970		295,478	30			
Redland MS	1971		112,297	20.64	Yes		
Shady Grove MS	1995	1999	129,206	20			
Candlewood ES	1968	2015	82,222	11.8			
Cashell ES	1969	2009	71,171	10.24		2	
Flower Hill ES	1985		58,770	10	Yes	3	
Mill Creek Towne ES	1966	2000	67,465	8.4		9	
Judith A. Resnik ES	1991		78,547	12.8		6	
Sequoyah ES	1990		73,080	10	Yes		



Candlewood Elementary School

RICHARD MONTGOMERY CLUSTER

CLUSTER PLANNING ISSUE

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

SCHOOLS

Richard Montgomery High School

Capital Project: Projections indicate enrollment at Richard Montgomery High School will exceed capacity by the end of the six-year planning period. An FY 2016 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. In lieu of the addition, the approved CIP includes expenditures in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. As part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the new completion date is August 2027.

CAPITAL PROJECTS

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

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

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

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

Richard Montgomery Cluster Articulation

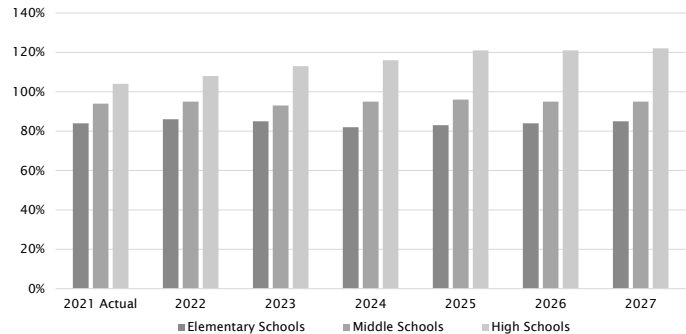
Richard Montgomery HS

Julius West MS

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

See Appendix U for multicolored maps of the service areas.

Richard Montgomery Cluster School Utilizations



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

RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Richard Montgomery HS		Program Capacity	2241	2241	2241	2241	2241	2241	2241	2241	2241
		Enrollment	2334	2418	2527	2602	2708	2713	2732	2750	2800
		Available Space	(93)	(177)	(286)	(361)	(467)	(472)	(491)	(509)	(559)
		Comments									
Crown HS		Program Capacity							2201	2201	2201
		Enrollment							0	0	0
		Available Space							2201	2201	2201
		Comments							Opens		
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	1352	1357	1331	1357	1368	1364	1358	1400	1450
		Available Space	80	75	101	75	64	68	74	32	(18)
		Comments									
Beall ES		Program Capacity	639	639	639	639	639	639	639		
		Enrollment	497	512	518	509	509	543	551		
		Available Space	142	127	121	130	130	96	88		
		Comments									
College Gardens ES		Program Capacity	678	678	678	678	678	678	678		
		Enrollment	518	545	542	533	528	521	549		
		Available Space	160	133	136	145	150	157	129		
		Comments									
Ritchie Park ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	382	375	350	321	314	308	304		
		Available Space	29	36	61	90	97	103	107		
		Comments									
Bayard Rustin ES		Program Capacity	790	790	790	790	790	790	790		
		Enrollment	729	762	745	742	756	760	778		
		Available Space	61	28	45	48	34	30	12		
		Comments									
Twinbrook ES	CSR	Program Capacity	568	568	568	568	568	568	568		
		Enrollment	504	509	472	437	450	450	446		
		Available Space	64	59	96	131	118	118	122		
		Comments									
Cluster Information		HS Utilization	104%	108%	113%	116%	121%	121%	122%	123%	125%
		HS Enrollment	2334	2418	2527	2602	2708	2713	2732	2750	2800
		MS Utilization	94%	95%	93%	95%	96%	95%	95%	98%	101%
		MS Enrollment	1352	1357	1331	1357	1368	1364	1358	1400	1450
		ES Utilization	84%	88%	85%	82%	83%	84%	85%		
		ES Enrollment	2630	2328	2277	2221	2243	2274	2324		

RICHARD MONTGOMERY CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2,334	5.7%	15.6%	24.3%	24.0%	30.1%	26.8%	7.8%	5.5%
Julius West MS	1,352	6.4%	16.3%	16.3%	28.8%	31.6%	34.5%	11.8%	6.3%
Beall ES	497	7.6%	12.5%	16.7%	23.5%	39.6%	25.6%	11.5%	15.6%
College Gardens ES	518	7.1%	24.1%	20.8%	20.1%	27.4%	27.0%	13.5%	13.7%
Ritchie Park ES	382	5.0%	14.9%	16.8%	13.4%	49.5%	12.0%	6.5%	10.1%
Bayard Rustin ES	729	9.9%	11.5%	23.6%	29.2%	25.4%	33.1%	24.7%	17.9%
Twinbrook ES	504	5.0%	12.1%	8.7%	61.9%	12.3%	64.9%	43.1%	8.7%
Elementary Cluster Total	2,630	7.3%	14.8%	17.9%	30.3%	29.5%	33.5%	20.9%	13.7%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020-2021 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 2021-2022)

Program Capacity Table (School Year 2021–2022)																Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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RICHARD MONTGOMERY CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Richard Montgomery HS	1942	2007	311,500	29.05		6	
Julius West MS	1961	1995	182,617	21.3			
Beall ES	1954	1991	79,477	8.4	Yes		
College Gardens ES	1967	2008	96,986	7.9	Yes		
Ritchie Park ES	1966	1997	58,500	9.2		3	
Bayard Rustin ES	2018		97,397	10.9			
Twinbrook ES	1952	1986	79,818	10.5		4	



Bayard Rustin Elementary School

NORTHEAST CONSORTIUM

CONSORTIUM PLANNING ISSUES

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

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

SCHOOLS

James Hubert Blake High School

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

Paint Branch High School

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

Burnt Mills Elementary School

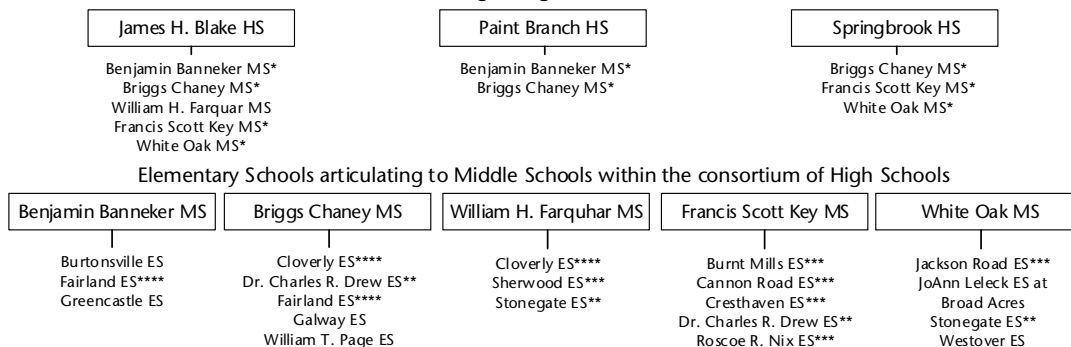
Capital Project: Projections indicate that enrollment will exceed capacity by the end of the six-year planning period. A major capital project is planned for this school to address various building systems as well as the capacity and programmatic needs for this school. An FY 2022 appropriation was approved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

Burtonsville Elementary School

Capital Project: Projections indicated enrollment at Burtonsville Elementary School would exceed capacity by the end of the six-year planning period. A feasibility study was conducted to determine the cost and scope of an addition project. An FY 2023 appropriation was requested to begin the architectural design for an addition project at this school, with a completion date of August 2025. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project by two years, but maintained a portion of the planning funds. Relocatable classrooms will be utilized until additional capacity can be added. The new completion date for this project is August 2027.

Northeast Consortium Articulation

Middle Schools articulating to High Schools within the consortium



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

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

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

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

See Appendix U for multicolored maps of service areas.

Greencastle Elementary School

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

JoAnn Leleck Elementary School at Broad Acres

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

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

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

William T. Page Elementary School

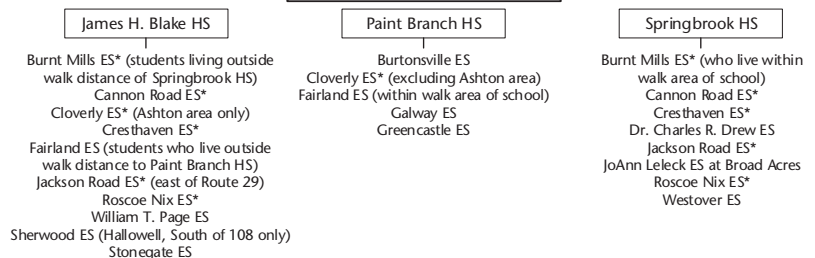
Planning Issues: In August 2018, the Spanish Immersion program located at Rolling Terrace Elementary School was relocated to William T.

Page Elementary School beginning with Grades K–1. Over the course of the six-year planning period, the enrollment at William T. Page Elementary School will increase.

Capital Project: Projections indicate that enrollment will exceed capacity by the end of the six-year planning period. An FY 2020 appropriation for facility planning was approved to conduct a feasibility study for a possible classroom addition. The purpose of the feasibility study was to determine the scope and cost for the project. As part of the FY 2021–2026 CIP, the Board of Education requested an addition project for this school with a completion date of August 2023. Although the County Council approved an FY 2021 appropriation to begin the architectural planning and design for this addition project, it delayed the scheduled completion date to August 2024. The Board of Education's requested amendments to the FY2021–2026 CIP accelerated the completion date to August 2023, which was approved by the County Council. An FY 2022 appropriation was approved to begin the construction for this project. An FY 2023 appropriation was approved for the balance of construction funds.

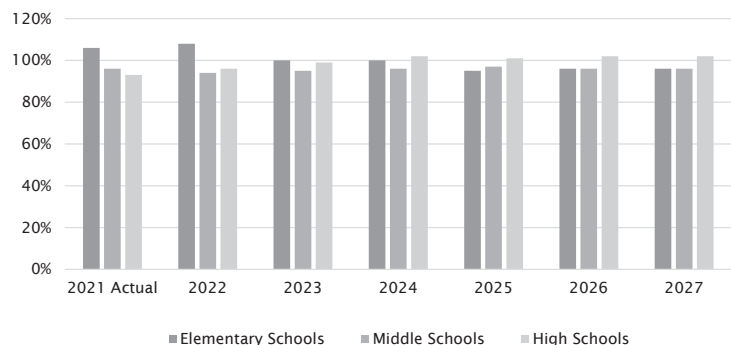
Northeast Consortium Articulation

High School Base Areas



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

Northeast Consortium School Utilizations



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

Stonegate Elementary School

Capital Project: Current projections indicate enrollment at Stonegate Elementary School will exceed capacity by the end of the six-year planning period. A major capital project is approved for this school to address various building systems as well as the capacity and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. The Board of Education, as part of the requested FY 2021–2026 CIP, included a completion date of January 2024 for this project; however, the County Council approved an FY 2021 appropriation to continue the planning for this major capital project, but delayed the completion date to January 2025. The Board of Education’s requested amendments to the FY 2021–2026 CIP accelerated the completion date to August 2023, which was approved by the County Council. An FY 2022 appropriation was approved to begin the construction for this project. An FY 2023 appropriation was approved for construction cost increases and for the balance of construction funds.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
James Hubert Blake HS	Classroom Addition	Proposed	TBD
Paint Branch HS	Classroom Addition	Proposed	TBD
Burnt Mills ES	Major Capital Project	Approved	August 2023
Burtonsville ES	Addition	Delayed	August 2027
Greencastle ES	Addition	Approved	August 2025
JoAnn Leleck ES at Broad Acres	Grades 3-5 School	Approved	August 2025
William T. Page ES	Classroom addition	Approved	August 2023
Stonegate ES	Major Capital Project	Approved	August 2023

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

“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 Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
James Hubert Blake HS		Program Capacity	1743	1743	1743	1743	1743	1743	1743	1743	1743
		Enrollment	1751	1746	1814	1878	1880	1883	1900	1950	2050
		Available Space	(8)	(3)	(71)	(135)	(137)	(140)	(157)	(207)	(307)
		Comments									
Paint Branch HS		Program Capacity	2021	2021	2021	2021	2021	2021	2021	2021	2021
		Enrollment	2061	2130	2145	2179	2161	2165	2186	2225	2300
		Available Space	(40)	(109)	(124)	(158)	(140)	(144)	(165)	(204)	(279)
		Comments									
Springbrook HS		Program Capacity	2121	2121	2121	2121	2121	2121	2121	2121	2121
		Enrollment	1681	1796	1853	1931	1925	1928	1945	2000	2100
		Available Space	440	325	268	190	196	193	176	121	21
		Comments									
Benjamin Banneker MS		Program Capacity	786	786	786	786	786	786	786	786	786
		Enrollment	856	839	859	873	882	878	875	900	950
		Available Space	(70)	(53)	(73)	(87)	(96)	(92)	(89)	(114)	(164)
		Comments									
Briggs Chaney MS		Program Capacity	927	927	927	927	927	927	927	927	927
		Enrollment	943	928	907	907	915	912	908	925	975
		Available Space	(16)	(1)	20	20	12	15	19	2	(48)
		Comments									
William H. Farquhar MS		Program Capacity	800	800	800	800	800	800	800	800	800
		Enrollment	650	658	689	696	699	696	691	725	750
		Available Space	150	142	111	104	101	104	109	75	50
		Comments									
Francis Scott Key MS		Program Capacity	961	961	961	961	961	961	961	961	961
		Enrollment	968	987	990	999	1006	1000	995	1025	1025
		Available Space	(7)	(26)	(29)	(38)	(45)	(39)	(34)	(64)	(64)
		Comments									
White Oak MS		Program Capacity	992	992	992	992	992	992	992	992	992
		Enrollment	815	801	809	817	821	816	813	850	900
		Available Space	177	191	183	175	171	176	179	142	92
		Comments									

NORTHEAST CONSORTIUM

Schools			Actual	Projections						2031	2036
			21-22	22-23	23-24	24-25	25-26	26-27	27-28		
Burnt Mills ES	CSR	Program Capacity	392	392	646	646	646	646	646		
		Enrollment	596	623	617	627	637	647	639		
		Available Space	(204)	(231)	29	19	9	(1)	7		
		Comments			Maj. Cap. Project Complete						
Burtonsville ES	CSR	Program Capacity	508	508	508	508	508	508	735		
		Enrollment	603	610	620	601	618	618	619		
		Available Space	(95)	(102)	(112)	(93)	(110)	(110)	116		
		Comments		Planning for Addition					Addition Complete		
Cannon Road ES	CSR	Program Capacity	514	514	514	514	514	514	514		
		Enrollment	391	396	384	390	391	387	392		
		Available Space	123	118	130	124	123	127	122		
		Comments									
Cloverly ES		Program Capacity	461	461	461	461	461	461	461		
		Enrollment	445	460	459	464	478	490	496		
		Available Space	16	1	2	(3)	(17)	(29)	(35)		
		Comments									
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	467	467	467	467	467	467	467		
		Enrollment	465	482	525	528	508	496	474		
		Available Space	2	(15)	(58)	(61)	(41)	(29)	(7)		
		Comments									
Dr. Charles R. Drew ES	CSR	Program Capacity	512	512	512	512	512	512	512		
		Enrollment	465	473	484	484	485	482	481		
		Available Space	47	39	28	28	27	30	31		
		Comments									
Fairland ES	CSR	Program Capacity	648	648	648	648	648	648	648		
		Enrollment	533	543	546	540	537	552	558		
		Available Space	115	105	102	108	111	96	90		
		Comments									
Galway ES	CSR	Program Capacity	770	770	770	770	770	770	770		
		Enrollment	696	729	728	724	738	736	742		
		Available Space	74	41	42	46	32	34	28		
		Comments									
Greencastle ES	CSR	Program Capacity	554	554	554	554	794	794	794		
		Enrollment	697	730	729	725	739	737	743		
		Available Space	(143)	(176)	(175)	(171)	55	57	51		
		Comments					Addition Complete				
Jackson Road ES	CSR	Program Capacity	684	684	684	684	684	684	684		
		Enrollment	660	672	690	669	673	671	672		
		Available Space	24	12	(6)	15	11	13	12		
		Comments									

NORTHEAST CONSORTIUM

Schools			Actual	Projections							
			21-22	22-23	23-24	24-25	25-26	26-27	27-28	2031	2036
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	715	715	715	715	715	715	715		
		Enrollment	799	799	847	874	874	881	875		
		Available Space	(84)	(84)	(132)	(159)	(159)	(166)	(160)		
		Comments									
JoAnn Leleck ES at Broad Acres (Grades 3-5)		Program Capacity					483	483	483		
		Enrollment					0	0	0		
		Available Space					483	483	483		
		Comments		Plng. for Maj. Cap. Project			Opens				
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	503	503	503	503	503	503	503		
		Enrollment	470	472	461	446	446	449	451		
		Available Space	33	31	42	57	57	54	52		
		Comments									
William T. Page ES	CSR	Program Capacity	372	372	760	760	760	760	760		
		Enrollment	619	643	655	667	669	680	675		
		Available Space	(247)	(271)	105	93	91	80	85		
		Comments			Addition Complete						
Sherwood ES		Program Capacity	519	519	519	519	519	519	519		
		Enrollment	492	530	542	526	518	531	531		
		Available Space	27	(11)	(23)	(7)	1	(12)	(12)		
		Comments									
Stonegate ES		Program Capacity	398	398	597	597	597	597	597		
		Enrollment	494	488	493	502	509	514	512		
		Available Space	(96)	(90)	104	95	88	83	85		
		Comments			Maj. Cap. Project Complete						
Westover ES		Program Capacity	266	266	266	266	266	266	266		
		Enrollment	289	293	315	322	328	337	336		
		Available Space	(23)	(27)	(49)	(56)	(62)	(71)	(70)		
		Comments									
Cluster Information		HS Utilization	93%	96%	99%	102%	101%	102%	102%	105%	110%
		HS Enrollment	5493	5672	5812	5988	5966	5976	6031	5900	5900
		MS Utilization	95%	94%	95%	96%	97%	96%	96%	99%	103%
		MS Enrollment	4232	4213	4254	4292	4323	4302	4282	4450	4450
		ES Utilization	105%	108%	100%	100%	98%	98%	96%		
		ES Enrollment	8714	8943	9095	9089	9148	9208	9196		

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1,751	3.4%	40.0%	9.9%	31.9%	14.6%	48.6%	5.8%	6.7%
Paint Branch HS	2,061	2.4%	59.2%	11.6%	23.0%	3.7%	51.9%	5.9%	5.5%
Springbrook HS	1,681	2.7%	38.4%	10.4%	42.7%	5.7%	58.6%	19.3%	8.1%
Benjamin Banneker MS	856	2.6%	65.2%	9.2%	19.9%	2.9%	58.8%	9.2%	7.7%
Briggs Chaney MS	943	4.2%	53.9%	9.3%	26.0%	6.5%	56.9%	10.5%	7.0%
William H. Farquhar MS	650	7.5%	25.7%	12.5%	18.3%	35.8%	23.4%	4.2%	2.7%
Francis Scott Key MS	968	1.5%	41.4%	7.9%	46.5%	2.5%	71.2%	17.6%	9.1%
White Oak MS	815	2.6%	32.0%	8.6%	52.3%	4.3%	70.1%	22.9%	9.1%
Burnt Mills ES	596	5.2%	54.5%	6.9%	25.8%	7.4%	65.1%	17.6%	15.1%
Burtonsville ES	603	2.2%	63.2%	11.1%	18.7%	4.8%	44.4%	15.1%	10.2%
Cannon Road ES	391	3.3%	34.3%	10.7%	46.3%	4.6%	61.9%	18.4%	15.5%
Cloverly ES	445	5.4%	25.2%	14.8%	28.8%	25.4%	27.0%	19.3%	12.9%
Cresthaven ES	465	1.3%	37.8%	8.6%	48.8%	2.8%	79.6%	49.5%	13.2%
Dr. Charles R. Drew ES	465	3.2%	46.0%	10.1%	30.1%	9.9%	52.7%	18.7%	11.4%
Fairland ES	533	4.1%	60.0%	4.5%	26.5%	4.3%	64.0%	18.0%	17.5%
Galway ES	696	2.0%	58.0%	8.6%	27.7%	3.3%	60.8%	30.3%	14.5%
Greencastle ES	697	2.6%	65.9%	7.3%	21.7%	2.4%	65.9%	13.3%	18.4%
Jackson Road ES	660	1.5%	50.2%	5.8%	37.1%	4.7%	71.8%	32.6%	13.0%
JoAnn Leleck at Broad Acres ES	799	0.0%	9.3%	2.6%	87.6%	0.0%	86.4%	72.6%	15.3%
Roscoe R. Nix ES	470	2.1%	36.6%	4.7%	53.4%	2.6%	71.1%	44.5%	49.1%
William T. Page ES	619	5.2%	42.2%	9.9%	28.8%	13.6%	37.3%	10.5%	13.7%
Sherwood ES	492	9.3%	18.7%	12.0%	17.9%	41.3%	16.5%	8.7%	10.6%
Stonegate ES	494	8.3%	35.2%	13.6%	24.1%	18.4%	24.5%	11.9%	7.9%
Westover ES	289	10.4%	36.3%	9.7%	24.6%	18.3%	26.0%	12.8%	12.3%
Elementary Cluster Total	8,714	3.8%	42.9%	8.4%	35.3%	9.2%	55.8%	26.2%	15.3%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020–2021 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 2021–2022)

Program Capacity Table (School Year 2021–2022)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based					County & Regional Based																								
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LF1 @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
James Hubert Blake HS	9-12	1743	79		77															2													
Paint Branch HS	9-12	2021	94		87														3				4										
Springbrook HS	9-12	2121	101		89								4	2					3	2													1
Benjamin Banneker MS	6-8	786	40		35														5														
Briggs Chaney MS	6-8	927	46		42																		4										
William H. Farquhar MS	6-8	800	40		37														1	1													1
Francis Scott Key MS	6-8	961	46		44								2																				
White Oak MS	6-8	992	49		45								1	1						2													
Burnt Mills ES	Pre-K-5	392	24	4		3	10		1		5				1																		
Burtonsville ES	K-5	508	30	4		9	11				5				1																		
Cannon Road ES	K-5	514	32	3		11	8				4								2		1	3											
Cloverly ES	K-5	461	27	4		14						3			1							2								1	2		
Cresthaven ES	3-5	467	27	4		18									1		4																
Dr. Charles R. Drew ES	Pre-K-5	512	30	3		11	6		1	1	3					1				4													
Fairland ES	HS-5	648	38	3		11	11	1		1	5				1										3				1		1		
Galway ES	Pre-K-5	770	45	5		13	14		1		7				1		4																
Greencastle ES	Pre-K-5	554	35	5		3	14		1		7				1															1	1	2	
Jackson Road ES	Pre-K-5	684	40	5		11	12		1		6				1														1	1	2		
JoAnn Leleck at Broad Acres ES	HS-5	715	40	6		12	12		2	1	6			1																			
Roscoe R. Nix ES	Pre-K-2	503	34	4			16	2			8				1							3											
William T. Page ES	Pre-K-5	372	24	4		1	11		1		3	2			1																		1
Sherwood ES	K-5	519	31	3		16						3			1					1		3							1	2	1		
Stonegate ES	K-5	398	23	4		13						3			1				2														
Westover ES	K-5	266	19	3		7						2			1			2				4											

NORTHEAST CONSORTIUM

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
James Hubert Blake HS	1998		297,125	91.09			
Paint Branch HS	1969	2012	347,169	45.98			
Springbrook HS	1960	1994	305,006	25.13	Yes		
Benjamin Banneker MS	1974		117,035	20		2	
Briggs Chaney MS	1991		115,000	29.4			
William H. Farquhar MS	1968	2016	135,626	20			
Francis Scott Key MS	1966	2009	147,424	20.6			
White Oak MS	1962	1993	141,163	17.3			
Burnt Mills ES	1964	1990	57,318	15.1		9	
Burtonsville ES	1952	1993	71,349	11.9		6	
Cannon Road ES	1967	2012	83,377	4.4	Yes		
Cloverly ES	1961	1989	61,991	10	Yes	2	
Cresthaven ES	1962	2010	76,862	9.8		2	
Dr. Charles R. Drew ES	1991		73,975	12		2	
Fairland ES	1934	1992	92,227	11.8		2	
Galway ES	1967	2009	103,170	9	Yes	2	
Greencastle ES	1988		78,275	18.9		10	LTL
Jackson Road ES	1959	1995	91,465	8.8		3	
JoAnn Leleck ES	1952	1974	88,922	6.2	Yes	12	SBHC
Roscoe R. Nix ES	2006		88,351	8.97	Yes		
William T. Page ES	1965	2003	58,726	9.8		13	
Sherwood ES	1977		81,727	10.85			
Stonegate ES	1971		52,468	10.3		7	
Westover ES	1964	1998	54,645	7.6		2	



Paint Branch High School

NORTHWEST CLUSTER

SCHOOLS

Northwest High School

Planning Issue: Although the recent boundary change will relieve some of the overutilization described above, Northwest High School will continue to have a space deficit by the end of the six-year planning period.

Capital Project: Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and for construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the completion date by one year. The additional expenditures were approved, but the new completion date is August 2027.

Diamond Elementary School

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

Ronald McNair Elementary School

Capital Project: Projections indicate that enrollment at Ronald McNair Elementary School will exceed capacity by the end of the six-year planning period. As part of the FY 2019–2024 CIP, the Board of Education requested an addition project for completion in August 2021, that was delayed by the County Council to August 2022. As part of the Amended FY 2019–2024 CIP, the County Council delayed the project another year to August 2023. An FY 2022 appropriation was approved to begin the construction for the project. An FY 2023 appropriation was approved for the balance of construction funds. Relocatable classrooms will be utilized until additional capacity can be added.

CAPITAL PROJECTS

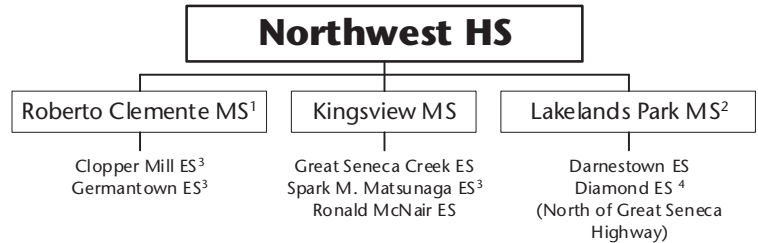
School	Project	Project Status*	Date of Completion
Crown HS	New School	Delayed	August 2027
Ronald McNair ES	Classroom addition	Approved	August 2023

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

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

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

Northwest Cluster Articulation



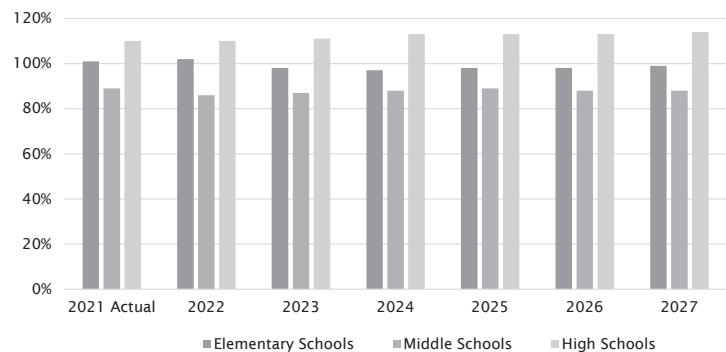
¹ S. Christa McAuliffe ES and a portion of Sally K. Ride ES also articulate to Roberto Clemente MS, but thereafter articulate to Seneca Valley HS.

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

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

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

Northwest Cluster School Utilizations



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

NORTHWEST CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Northwest HS		Program Capacity	2286	2286	2286	2286	2286	2286	2286	2286	2286
		Enrollment	2519	2526	2539	2585	2584	2588	2614	2675	2700
		Available Space	(233)	(240)	(253)	(299)	(298)	(302)	(328)	(389)	(414)
		Comments									
Crown HS		Program Capacity							2201	2201	2201
		Enrollment							0	0	0
		Available Space							2201	2201	2201
		Comments							Opens		
Roberto W. Clemente MS		Program Capacity	1218	1218	1218	1218	1218	1218	1218	1218	1218
		Enrollment	943	917	881	859	867	864	861	900	1000
		Available Space	275	301	337	359	351	354	357	318	218
		Comments									
Kingsview MS		Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041
		Enrollment	993	966	963	992	1002	999	993	1050	1080
		Available Space	48	75	78	49	39	42	48	(9)	(39)
		Comments									
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	1074	1091	1117	1138	1148	1145	1139	1175	1200
		Available Space	73	56	30	9	(1)	2	8	(28)	(53)
		Comments									
Clopper Mill ES	CSR	Program Capacity	506	506	506	506	506	506	506		
		Enrollment	440	447	486	480	494	496	505		
		Available Space	66	59	20	26	12	10	1		
		Comments									
Darnestown ES		Program Capacity	406	406	406	406	406	406	406		
		Enrollment	314	335	335	332	323	321	325		
		Available Space	92	71	71	74	83	85	81		
		Comments									
Diamond ES		Program Capacity	679	679	679	679	679	679	679		
		Enrollment	732	758	752	749	755	747	748		
		Available Space	(53)	(79)	(73)	(70)	(76)	(68)	(69)		
		Comments									
Germantown ES	CSR	Program Capacity	287	287	287	287	287	287	287		
		Enrollment	289	314	328	324	324	332	327		
		Available Space	(2)	(27)	(41)	(37)	(37)	(45)	(40)		
		Comments									
Great Seneca Creek ES	CSR	Program Capacity	556	556	556	556	556	556	556		
		Enrollment	521	521	501	505	512	528	536		
		Available Space	35	35	55	51	44	28	20		
		Comments									
Spark M. Matsunaga ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	584	588	569	560	556	566	568		
		Available Space	0	(4)	15	24	28	18	16		
		Comments									
Dr. Ronald E. McNair ES		Program Capacity	626	626	796	796	796	796	796		
		Enrollment	773	770	765	762	757	766	763		
		Available Space	(147)	(144)	31	34	39	30	33		
		Comments			Addition Complete						
Cluster Information		HS Utilization	110%	110%	111%	113%	113%	113%	114%	117%	118%
		HS Enrollment	2519	2526	2539	2585	2584	2588	2614	2675	2700
		MS Utilization	88%	87%	87%	88%	89%	88%	88%	92%	96%
		MS Enrollment	3010	2974	2961	2989	3017	3008	2993	3125	3280
		ES Utilization	100%	102%	98%	97%	98%	98%	99%		
		ES Enrollment	3653	3733	3736	3712	3721	3756	3772		

NORTHWEST CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Northwest HS	2,519	5.0%	26.4%	21.3%	23.1%	24.1%	29.1%	4.3%	3.3%
Roberto Clemente MS	943	4.5%	30.1%	18.0%	34.7%	12.4%	50.6%	13.4%	5.1%
Kingsview MS	993	6.7%	24.6%	27.4%	18.0%	22.8%	29.3%	7.4%	4.3%
Lakelands Park MS	1,074	6.1%	13.8%	19.4%	25.7%	34.9%	28.9%	9.5%	7.3%
Clopper Mill ES	440	3.9%	32.7%	9.5%	47.0%	5.9%	63.6%	28.0%	14.4%
Darnestown ES	314	7.6%	8.6%	11.5%	9.9%	62.1%	9.9%	8.9%	11.7%
Diamond ES	732	5.3%	9.2%	51.9%	10.1%	23.0%	7.7%	22.3%	16.1%
Germantown ES	289	4.8%	35.3%	16.3%	26.3%	16.3%	40.1%	14.9%	17.5%
Great Seneca Creek ES	521	6.1%	32.6%	13.2%	29.8%	17.7%	43.4%	25.9%	9.7%
Spark M. Matsunaga ES	584	5.5%	23.6%	41.4%	14.4%	14.9%	24.0%	12.7%	9.3%
Ronald McNair ES	773	6.3%	29.2%	28.2%	18.0%	18.0%	27.3%	15.9%	10.2%
Elementary Cluster Total	3,653	5.7%	23.9%	28.3%	21.0%	20.6%	29.0%	18.9%	12.3%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020-2021 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 2021-2022)

Program Capacity Table (School Year 2021–2022)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																												
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Northwest HS	9-12	2286	104		100																				4								
Roberto W. Clemente MS	6-8	1218	60		55								1						3								1						
Kingsview MS	6-8	1041	49		49																												
Lakelands Park MS	6-8	1147	57		53															2							2						
Clopper Mill ES	HS-5	506	29	4		7	9	1	1	1	5				1																		
Darnestown ES	K-5	406	25	4		13						2			1		5																
Diamond ES	K-5	679	35	3		23						6										3											
Germantown ES	K-5	287	22	3		2	6				3				1					4										1		2	
Great Seneca Creek ES	K-5	556	34	4		9	12				5				1										3								
Spark M. Matsunaga ES	K-5	584	34	4		19						5			1							4											1
Dr. Ronald E. McNair ES	Pre-K-5	626	32	4		21		1				5			1																		

NORTHWEST CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Northwest HS	1998		342,101	34.6	Yes	10	
Roberto W. Clemente MS	1992		148,246	19.9			
Kingsview MS	1997		140,398	18.5	Yes		
Lakelands Park MS	2005		153,588	8.11	Yes		
Clopper Mill ES	1986		64,851	9	Yes	6	
Darnestown ES	1954	1980	64,840	7.2			
Diamond ES	1975		85,404	10	Yes	4	
Germantown ES	1935	1978	57,668	7.8		3	
Great Seneca Creek ES	2006		82,511	13.71		3	
Spark M. Matsunaga ES	2001		90,718	11.8		4	
Dr. Ronald E. McNair ES	1990		78,275	10	Yes	9	



Lakelands Park Middle School

POOLESVILLE CLUSTER

SCHOOLS

Poolesville High School

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

CAPITAL PROJECTS

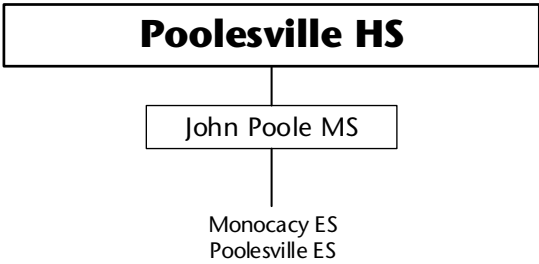
School	Project	Project Status*	Date of Completion
Poolesville HS	Major Capital Project	Approved	August 2024

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

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

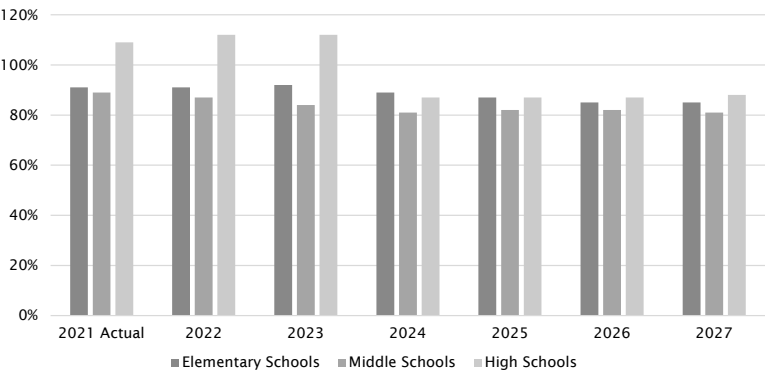
*Proposed—Project has facility planning funds approved for a feasibility study.

Poolesville Cluster Articulation



See Appendix U for multicolored maps of the service areas.

Poolesville Cluster School Utilizations



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

POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Poolesville HS		Program Capacity	1170	1170	1170	1508	1508	1508	1508	1508	1508
		Enrollment	1272	1307	1306	1309	1305	1308	1325	1410	1500
		Available Space	(102)	(137)	(136)	199	203	200	183	98	8
		Comments				MCP Phase 1 Complete	MCP Phase 2 Complete				
John Poole MS		Program Capacity	478	478	478	478	478	478	478	478	478
		Enrollment	427	409	401	388	391	390	388	400	425
		Available Space	51	69	77	90	87	88	90	78	53
		Comments									
Monocacy ES		Program Capacity	219	219	219	219	219	219	219		
		Enrollment	154	156	153	144	149	145	145		
		Available Space	65	63	66	75	70	74	74		
		Comments									
Poolesville ES		Program Capacity	539	539	539	539	539	539	539		
		Enrollment	538	547	545	527	511	500	500		
		Available Space	1	(8)	(6)	12	28	39	39		
		Comments									
Cluster Information		HS Utilization	109%	112%	112%	87%	87%	87%	88%	94%	99%
		HS Enrollment	1272	1307	1306	1309	1305	1308	1325	1410	1500
		MS Utilization	89%	86%	84%	81%	82%	82%	81%	84%	89%
		MS Enrollment	427	409	401	388	391	390	388	400	425
		ES Utilization	91%	93%	92%	89%	87%	85%	85%		
		ES Enrollment	692	703	698	671	660	645	645		



Poolesville High School

POOLESVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Poolesville HS	1,272	5.4%	6.0%	36.3%	9.7%	42.5%	8.7%	0.8%	1.9%
John Poole MS	427	10.5%	7.0%	8.2%	12.4%	61.6%	14.3%	1.9%	3.9%
Monocacy ES	154	5.2%	0.0%	5.2%	10.4%	76.0%	16.9%	7.1%	24.3%
Poolesville ES	538	7.4%	7.6%	8.4%	14.9%	61.7%	14.9%	5.0%	15.3%
Elementary Cluster Total	692	6.9%	6.6%	7.7%	13.9%	64.9%	15.3%	5.5%	17.3%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020–2021 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 2021–2022)

Program Capacity Table (School Year 2021–2022)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based															
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHCH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Poolesville HS	9-12	1170	52		52																												
John Poole MS	6-8	478	24		22																	2											
Monocacy ES	K-5	219	13	3		8						1			1																		
Poolesville ES	K-5	539	28	4		20						3			1																		

Facility Characteristics of Schools 2021–2022

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

QUINCE ORCHARD CLUSTER

CLUSTER PLANNING ISSUES

Planning Study: To relieve overutilization at Rachel Carson Elementary School, a project was approved at DuFief Elementary School to expand the school. Although the Board of Education requested that the project open in August 2022, the County Council delayed the project to August 2023. A boundary study was approved to begin in spring 2020 based on the Board of Education's requested schedule. Based on the approved completion date, the boundary study was recommended to occur in spring 2022, with Board of Education action in November 2022. On September 9, 2021, the Board of Education approved a transfer of funds from the DuFief Elementary School Addition/Facility Upgrade project to six capital projects in the approved CIP that were scheduled to bid fall 2021. Removing these expenditures from the DuFief Elementary School project and reallocating those funds to the six capital projects allowed MCPS to commence with construction and provide for a budget neutral funding solution.

will continue to be monitored and relocatable classrooms will be utilized. A capital and/or non-capital solution will be considered in a future CIP.

Thurgood Marshall Elementary School

Capital Project: Previous projections indicated that enrollment at Thurgood Marshall Elementary School would exceed capacity by the end of the six-year planning period. A feasibility study was conducted in FY 2008 to determine the feasibility, cost, and scope of an addition project. Projections in the previously approved CIP indicated that enrollment was increasing and would exceed capacity by the 92-seat threshold by the end of the six-year period. An FY 2020 appropriation was approved for planning funds only to begin the architectural design for a classroom addition. Current projections indicate enrollment will fall below the 92-seat threshold by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized. A date for the project will be determined in a future CIP if needed.

SCHOOLS

Quince Orchard High School

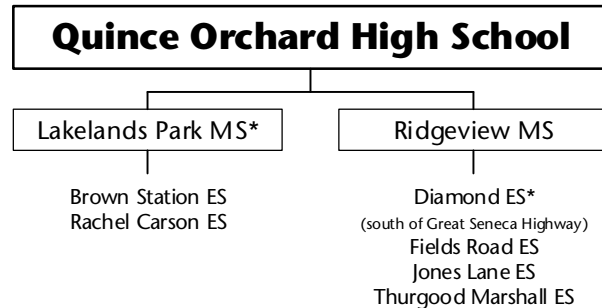
Capital Project: Projections indicate that enrollment at Quince Orchard High School will exceed capacity by the end of the six-year planning period. Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and for construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the new completion date is August 2027.

Rachel Carson Elementary School

Planning Study: See text under Cluster Planning Issues.

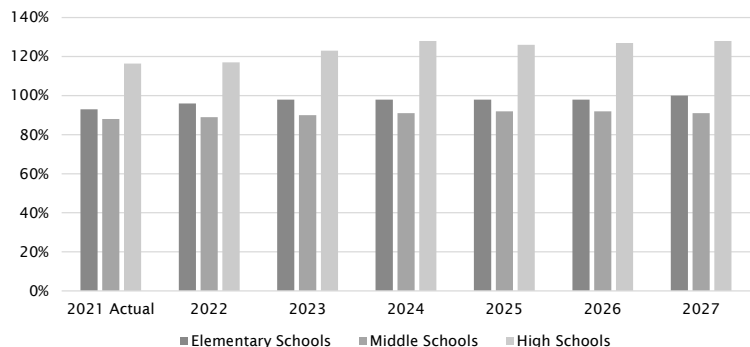
Planning Study: Since the 2017–2018 school year, official September 30th enrollments have decreased at Rachel Carson Elementary School. While the school will continue to be overutilized, the decrease in student enrollment will, as a result, reduce the overutilization at the school to a more manageable level. Therefore, enrollment

Quince Orchard Cluster Articulation



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

Quince Orchard Cluster School Utilizations



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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Delayed	August 2027
Thurgood Marshall ES	Classroom addition	Proposed	TBD

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

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

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

QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Quince Orchard HS		Program Capacity	1791	1791	1791	1791	1791	1791	1791	1791	1791
		Enrollment	2069	2094	2198	2288	2261	2274	2289	2350	2425
		Available Space	(278)	(303)	(407)	(497)	(470)	(483)	(498)	(559)	(634)
		Comments									
Crown HS		Program Capacity							2201	2201	2201
		Enrollment							0	0	0
		Available Space							2201	2201	2201
		Comments						Opens			
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	1074	1091	1117	1138	1148	1145	1139	1175	1200
		Available Space	73	56	30	9	(1)	2	8	(28)	(53)
		Comments									
Ridgeview MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	772	772	780	781	787	785	781	810	825
		Available Space	183	183	175	174	168	170	174	145	130
		Comments									
Brown Station ES	CSR	Program Capacity	739	739	739	739	739	739	739		
		Enrollment	604	619	663	660	664	673	686		
		Available Space	135	120	76	79	75	66	53		
	Comments										
Rachel Carson ES		Program Capacity	692	692	692	692	692	692	692		
		Enrollment	682	705	682	689	681	669	712		
		Available Space	10	(13)	10	3	11	23	(20)		
		Comments									
Fields Road ES	CSR	Program Capacity	430	430	430	430	430	430	430		
		Enrollment	461	468	488	482	480	475	478		
		Available Space	(31)	(38)	(58)	(52)	(50)	(45)	(48)		
		Comments									
Jones Lane ES		Program Capacity	516	516	516	516	516	516	516		
		Enrollment	425	443	484	487	499	518	507		
		#VALUE!	91	73	32	29	17	(2)	9		
		Comments									
Thurgood Marshall ES		Program Capacity	552	552	552	552	552	552	552		
		Enrollment	556	556	565	554	539	540	541		
		Available Space	(4)	(4)	(13)	(2)	13	12	11		
		Comments									
Cluster Information		HS Utilization	116%	117%	123%	128%	126%	127%	128%	131%	135%
		HS Enrollment	2069	2094	2198	2288	2261	2274	2289	2350	2425
		MS Utilization	88%	89%	90%	91%	92%	92%	91%	94%	96%
		MS Enrollment	1846	1863	1897	1919	1935	1930	1920	1985	2025
		ES Utilization	93%	95%	98%	98%	98%	98%	100%		
		ES Enrollment	2728	2791	2882	2872	2863	2875	2924		

QUINCE ORCHARD CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	2,069	4.5%	17.4%	10.4%	30.7%	36.8%	34.8%	10.5%	5.4%
Lakelands Park MS	1,074	6.1%	13.8%	19.4%	25.7%	34.9%	28.9%	9.5%	7.3%
Ridgeview MS	772	5.2%	13.9%	11.3%	32.4%	37.0%	37.2%	10.5%	4.8%
Brown Station ES	604	3.3%	18.9%	10.9%	59.1%	7.3%	64.2%	38.4%	15.4%
Rachel Carson ES	682	6.7%	8.1%	18.8%	20.5%	45.7%	21.6%	16.1%	11.0%
Fields Road ES	461	5.4%	17.8%	16.3%	36.2%	24.1%	41.2%	24.7%	17.6%
Jones Lane ES	425	7.5%	8.0%	10.1%	34.6%	39.5%	31.1%	24.5%	9.2%
Thurgood Marshall ES	556	4.0%	20.3%	14.0%	29.9%	31.5%	39.4%	17.8%	12.0%
Elementary Cluster Total	2,728	5.3%	14.6%	14.3%	35.8%	29.7%	39.4%	24.2%	12.8%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020-2021 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 2021-2022)

Program Capacity Table (School Year 2021–2022)																Special Education Services																	
																School Based	Cluster Based	Quad Cluster Based	County & Regional Based														
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Quince Orchard HS	9-12	1791	86		76								3	1								2				3							1
Lakelands Park MS	6-8	1147	57		53															2						2							
Ridgeview MS	6-8	955	48		44																	4											
Brown Station ES	HS-5	739	41	3		12	13		1	1	6				1															2	2		
Rachel Carson ES	Pre-K-5	692	35	4		23			1			5			1																		1
Fields Road ES	Pre-K-5	430	30	4		5	10	1			4				1							5											
Jones Lane ES	K-5	516	27	4		19						3			1																		
Thurgood Marshall ES	K-5	552	32	3		17						4			1															2	2		3

QUINCE ORCHARD CLUSTER

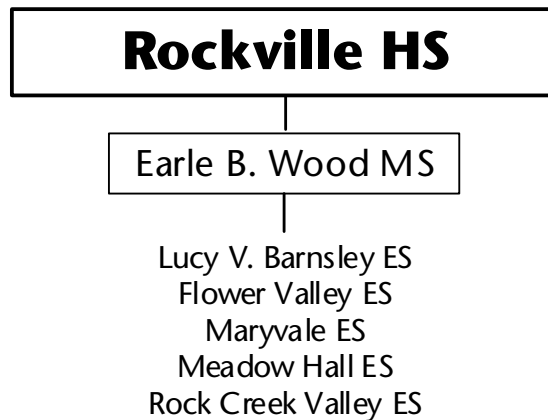
Facility Characteristics of Schools 2021–2022

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



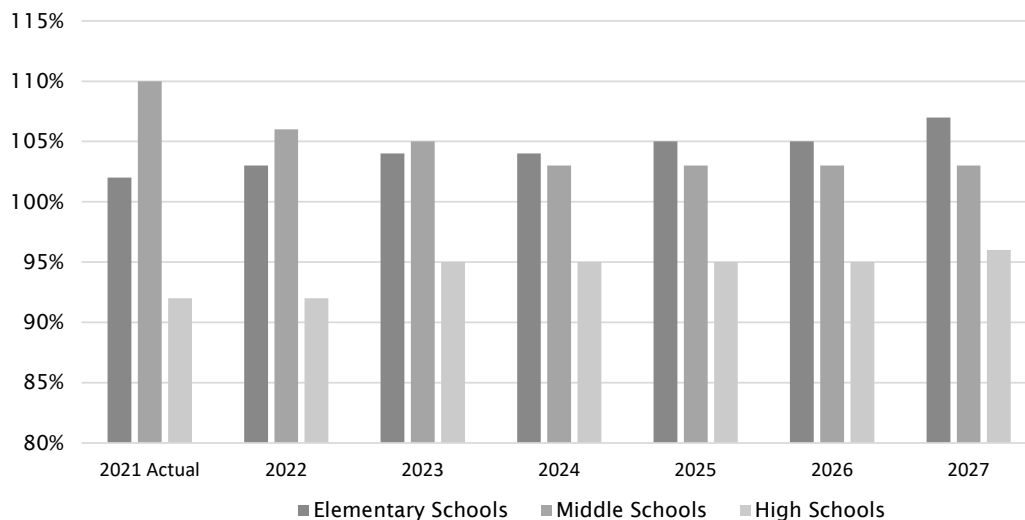
Brown Station Elementary School

Rockville Cluster Articulation



See Appendix U for multicolored maps of the service areas.

Rockville Cluster School Utilizations



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

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Rockville HS		Program Capacity	1518	1518	1518	1518	1518	1518	1518	1518	1518
		Enrollment	1407	1432	1435	1447	1435	1439	1451	1500	1625
		Available Space	111	86	83	71	83	79	67	18	(107)
		Comments									
Earle B. Wood MS		Program Capacity	944	944	944	944	944	944	944	944	944
		Enrollment	1036	1020	994	968	977	974	969	1000	1030
		Available Space	(92)	(76)	(50)	(24)	(33)	(30)	(25)	(56)	(86)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	652	652	652	652	652	652	652		
		Enrollment	689	690	715	720	717	717	729		
		Available Space	(37)	(38)	(63)	(68)	(65)	(65)	(77)		
		Comments									
Flower Valley ES		Program Capacity	416	416	416	416	416	416	416		
		Enrollment	501	506	527	526	528	539	538		
		Available Space	(85)	(90)	(111)	(110)	(112)	(123)	(122)		
		Comments									
Maryvale ES	CSR	Program Capacity	677	677	677	677	677	677	677		
		Enrollment	609	611	611	612	615	618	611		
		Available Space	68	66	66	65	62	59	66		
		Comments									
Meadow Hall ES	CSR	Program Capacity	346	346	346	346	346	346	346		
		Enrollment	385	399	390	392	392	398	407		
		Available Space	(39)	(53)	(44)	(46)	(46)	(52)	(61)		
		Comments									
Rock Creek Valley ES		Program Capacity	428	428	428	428	428	428	428		
		Enrollment	375	387	379	369	382	382	399		
		Available Space	53	41	49	59	46	46	29		
		Comments									
Cluster Information		HS Utilization	93%	94%	95%	95%	95%	95%	96%	99%	107%
		HS Enrollment	1407	1432	1435	1447	1435	1439	1451	1500	1625
		MS Utilization	110%	108%	105%	103%	103%	103%	103%	106%	109%
		MS Enrollment	1036	1020	994	968	977	974	969	1000	1030
		ES Utilization	102%	103%	104%	104%	105%	105%	107%		
		ES Enrollment	2559	2593	2622	2619	2634	2654	2684		

ROCKVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1,407	4.3%	14.9%	11.1%	43.2%	26.2%	40.9%	12.8%	6.1%
Earle B. Wood MS	1,036	6.9%	14.6%	10.0%	42.5%	25.8%	45.3%	13.3%	5.1%
Lucy V. Barnsley ES	689	7.8%	13.6%	11.2%	35.7%	30.8%	33.5%	18.3%	10.0%
Flower Valley ES	501	8.0%	17.0%	8.6%	26.9%	39.1%	25.0%	16.4%	15.0%
Maryvale ES	609	7.7%	25.3%	9.9%	36.3%	20.7%	43.0%	23.2%	9.7%
Meadow Hall ES	385	6.0%	11.4%	7.0%	56.6%	19.0%	55.1%	33.8%	18.2%
Rock Creek Valley ES	375	6.1%	8.5%	13.1%	40.3%	32.0%	27.2%	22.7%	11.4%
Elementary Cluster Total	2,559	7.3%	16.0%	10.0%	37.9%	28.4%	36.4%	22.0%	12.4%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020-2021 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 2021-2022)

Program Capacity Table (School Year 2021–2022)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based															
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Rockville HS	9-12	1518	78		61								3	1					5			4		4									
Earle B. Wood MS	6-8	944	50		42								1									3		4									
Lucy V. Barnsley ES	K-5	652	40	5		14	10				5													3			3						
Flower Valley ES	K-5	416	25	3		13						3												3	3								
Maryvale ES	HS-5	677	38	4		15	9		1	2	4											3											
Meadow Hall ES	K-5	346	25	3		4	7				4					2						5											
Rock Creek Valley ES	K-5	428	29	4		13						3												9									

ROCKVILLE CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Rockville HS	1968	2004	317,731	29.61			
Earle B. Wood MS	1965	2001	152,588	8.5	Yes		
Lucy V. Barnsley ES	1965	1998	97,524	10			
Flower Valley ES	1967	1996	61,567	9.3		2	
Maryvale ES	1969	2020	95,482	17.7			LTL
Meadow Hall ES	1956	1994	61,694	8.4	Yes	7	
Rock Creek Valley ES	1964	2001	76,692	10.4		3	



Lucy V. Barnsley Elementary School

SENECA VALLEY CLUSTER

CLUSTER PLANNING ISSUES

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

SCHOOLS

Neelsville Middle School

Capital Project: A major capital project is planned for this school to address various building systems and programmatic needs for this school. An FY 2021 appropriation was approved for planning funds to begin the architectural design of this major capital project. An FY 2022 appropriation was approved to begin the construction. An FY 2023 appropriation was approved for construction cost increases and the balance of construction funds. This project is scheduled to be completed in August 2024.

Clarksburg Elementary School

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

Capital Project: Although an FY 2019 appropriation for planning was requested by the Board of Education for Clarksburg Elementary School #9, with a scheduled opening in August 2021, the County Council delayed the project by one year to August 2022. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. As part of the FY 2021–2026 CIP, the County Council delayed the scheduled completion of the project by another year to August 2023. An FY 2022 appropriation was approved to begin the construction for the school. An FY 2023 appropriation was approved for construction cost increases and the balance of construction funds.

Planning Study: A boundary study was previously approved to begin in the fall 2020, to explore the assignment of students for the opening of Clarksburg Elementary School #9, with Board of Education action scheduled for November 2021. However, the opening of the school was delayed

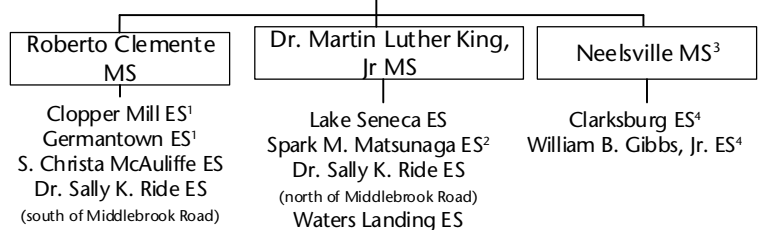
by the County Council from August 2022, to August 2023. The approved boundary study will create the service area for the new school. The scope included the following elementary schools—Clarksburg, William B. Gibbs, Jr., Little Bennett, and Wilson Wims elementary schools. No middle or high schools were included in the boundary study. Based on the approved completion date for the school, the boundary study was conducted in the spring 2022, with Board of Education action in November 2022.

Clarksburg Elementary School #9

Capital Project: Although an FY 2019 appropriation for planning was requested by the Board of Education for Clarksburg Elementary School #9 with a scheduled opening in August 2021, the County Council delayed the project by one year to August 2022. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. As part of the FY 2021–2026 CIP, the County Council delayed the scheduled completion of the project by another year to August 2023. An FY 2022 appropriation was approved to begin the construction for the new school. An FY 2023 appropriation

Seneca Valley Cluster Articulation

Seneca Valley HS



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

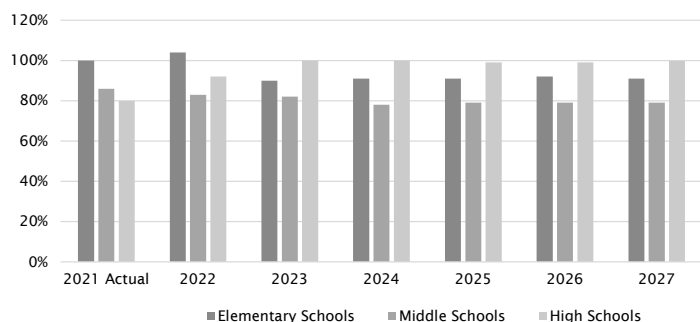
²A portion of Spark M. Matsunaga ES also articulates to Kingsview MS and Northwest HS.

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

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

See Appendix U for multicolored maps of the service areas.

Seneca Valley Cluster School Utilizations



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

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

William B. Gibbs, Jr. Elementary School #9

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

Lake Seneca Elementary School

Capital Project: Previous projections indicated that enrollment at Lake Seneca Elementary School would exceed capacity by the end of the six-year planning period. Therefore, a feasibility study was conducted in FY 2014 to determine the feasibility, scope, and cost for a classroom addition. Projections in the previously approved CIP indicated that enrollment was increasing and would exceed capacity by the 92-seat threshold by the end of the six-year period. An FY 2020 appropriation was approved for planning funds only to begin the architectural design for a classroom addition. Current projections indicate enrollment will fall below the 92-seat threshold by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized. A date for the project will be determined in a future CIP.

CAPITAL PROJECTS

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

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

*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 Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

			Actual	Projections							
Schools			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Seneca Valley HS		Program Capacity	2551	2551	2551	2551	2551	2551	2551	2551	2551
		Enrollment	2040	2289	2540	2551	2519	2531	2549	2550	2550
		Available Space	511	262	11	0	32	20	2	1	1
		Comments	Site Work Complete								
Roberto W. Clemente MS		Program Capacity	1218	1218	1218	1218	1218	1218	1218	1218	1218
		Enrollment	943	917	881	859	867	864	861	900	1000
		Available Space	275	301	337	359	351	354	357	318	218
		Comments									
Dr. Martin Luther King, Jr. MS		Program Capacity	914	914	914	914	914	914	914	914	914
		Enrollment	905	883	874	853	860	858	853	900	925
		Available Space	9	31	40	61	54	56	61	14	(11)
		Comments									
Neelsville MS		Program Capacity	956	956	956	1062	1062	1062	1062	1062	1062
		Enrollment	792	787	790	789	795	792	816	875	950
		Available Space	164	169	166	273	267	270	246	187	112
		Comments				Maj. Cap. Project Complete					
Clarksburg ES		Program Capacity	342	342	342	342	342	342	342		
		Enrollment	771	875	965	962	977	992	983		
		Available Space	(429)	(533)	(623)	(620)	(635)	(650)	(641)		
		Comments	See Text								
Clarksburg ES #9		Program Capacity			721	721	721	721	721		
		Enrollment			0	0	0	0	0		
		Available Space			721	721	721	721	721		
		Comments			Opens						
Germantown ES	CSR	Program Capacity	287	287	287	287	287	287	287		
		Enrollment	289	314	328	324	324	332	327		
		Available Space	(2)	(27)	(41)	(37)	(37)	(45)	(40)		
		Comments									
William B. Gibbs, Jr. ES		Program Capacity	726	726	726	726	726	726	726		
		Enrollment	516	552	550	574	579	592	592		
		Available Space	210	174	176	152	147	134	134		
		Comments	See Text								
Lake Seneca ES	CSR	Program Capacity	425	425	425	425	425	425	425		
		Enrollment	485	492	500	497	504	506	503		
		Available Space	(60)	(67)	(75)	(72)	(79)	(81)	(78)		
		Comments									
S. Christa McAuliffe ES	CSR	Program Capacity	747	747	747	747	747	747	747		
		Enrollment	517	514	494	483	477	475	473		
		Available Space	230	233	253	264	270	272	274		
		Comments									
Dr. Sally K. Ride ES	CSR	Program Capacity	472	472	472	472	472	472	472		
		Enrollment	472	488	489	486	487	492	488		
		Available Space	0	(16)	(17)	(14)	(15)	(20)	(16)		
		Comments									
Waters Landing ES	CSR	Program Capacity	776	776	776	776	776	776	776		
		Enrollment	720	717	742	747	745	726	705		
		Available Space	56	59	34	29	31	50	71		
		Comments									
Cluster Information		HS Utilization	80%	90%	100%	100%	99%	99%	100%	100%	100%
		HS Enrollment	2040	2289	2540	2551	2519	2531	2549	2550	2550
		MS Utilization	85%	84%	82%	78%	79%	79%	79%	84%	90%
		MS Enrollment	2640	2587	2545	2501	2522	2514	2530	2675	2875
		ES Utilization	100%	105%	90%	91%	91%	92%	91%		
		ES Enrollment	3770	3952	4068	4073	4093	4115	4071		

SENECA VALLEY CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	2,040	5.1%	38.5%	9.6%	33.8%	12.8%	48.8%	10.4%	10.2%
Roberto Clemente MS	943	4.5%	30.1%	18.0%	34.7%	12.4%	50.6%	13.4%	5.1%
Martin Luther King, Jr MS	905	5.4%	36.2%	11.6%	33.9%	12.7%	52.2%	10.7%	6.9%
Neelsville MS	792	5.3%	26.5%	12.1%	47.3%	8.3%	61.1%	22.2%	9.6%
Clarksburg ES	771	6.5%	30.0%	37.0%	14.9%	11.2%	21.0%	19.5%	9.6%
Germantown ES	289	4.8%	35.3%	16.3%	26.3%	16.3%	40.1%	14.9%	17.5%
William B. Gibbs Jr. ES	516	4.7%	32.6%	27.1%	19.6%	15.9%	31.6%	18.0%	14.1%
Lake Seneca ES	485	5.2%	37.7%	5.8%	40.8%	10.3%	62.7%	25.4%	11.8%
S. Christa McAuliffe ES	517	6.4%	36.2%	7.2%	38.7%	11.2%	59.2%	29.6%	13.1%
Dr. Sally K. Ride ES	472	5.3%	33.7%	11.4%	38.6%	10.8%	54.4%	23.9%	8.7%
Waters Landing ES	720	3.9%	37.9%	6.8%	39.4%	11.7%	57.5%	24.4%	14.8%
Elementary Cluster Total	3,770	5.3%	34.6%	17.0%	30.7%	12.1%	45.7%	22.6%	12.5%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020-2021 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 2021-2022)

Program Capacity Table (School Year 2021–2022)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based															
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Seneca Valley HS	9-12	2551	121		108								3	1					5	4													
Roberto W. Clemente MS	6-8	1218	60		55								1						3								1						
Dr. Martin Luther King, Jr MS	6-8	914	43		43																												
Neelsville MS	6-8	956	47		42								3	2																			
Clarksburg ES	K-5	342	19	3		8						6				2																	
Germantown ES	K-5	287	22	3		2	6				3				1					4									1		2		
William B. Gibbs Jr. ES	K-5	726	37	4		23		1			3				1																2	3	
Lake Seneca ES	K-5	425	26	4		5	9	1		3																			1	1	2		
S. Christa McAuliffe ES	HS-5	747	43	4		18	11		1	5					1							2											1
Dr. Sally K. Ride ES	HS-5	472	33	5		2	10	1	1	5					1	1	7																
Waters Landing ES	K-5	776	43	3		16	14			7								3															

SENECA VALLEY CLUSTER

Facility Characteristics of Schools 2021–2022

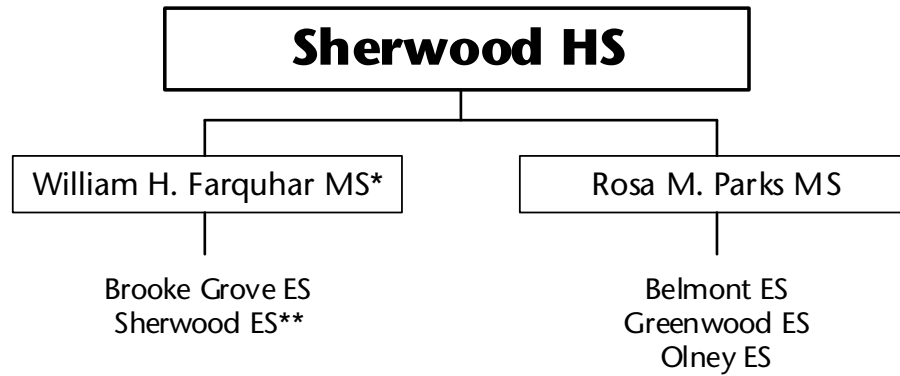
Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Seneca Valley HS	1974	2020	439,346	29.4			SBWC
Roberto W. Clemente MS	1992		148,246	19.9			
Dr. Martin Luther King, Jr. MS	1996		135,867	19			
Neelsville MS	1981		131,432	29.2			
Clarksburg ES	1952	1993	54,983	9.97		15	
Germantown ES	1935	1978	57,668	7.8			
William B. Gibbs Jr. ES	2009		88,042	10.75			
Lake Seneca ES	1985		58,770	9.4		9	
S. Christa McAuliffe ES	1987		102,111	10.6	Yes		
Dr. Sally K. Ride ES	1994		78,686	13.5		2	
Waters Landing ES	1988		101,352	10			



Seneca Valley High School

SHERWOOD CLUSTER

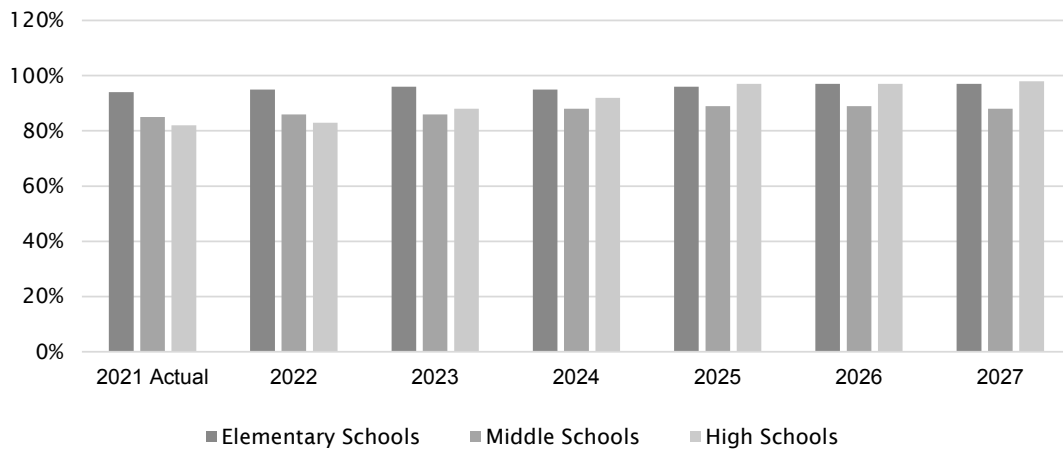
Sherwood Cluster Articulation



* A portion of Cloverly ES and Stonegate ES also articulate to William H. Farquhar MS and then the Northeast Consortium for high school.

**Sherwood ES also articulates to White Oak MS and then the Northeast Consortium for high school. See Appendix U for multicolored maps of the service areas.

Sherwood Cluster School Utilizations



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

SHERWOOD CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Sherwood HS		Program Capacity	2147	2147	2147	2147	2147	2147	2147	2147	2147
		Enrollment	1769	1790	1892	1980	2080	2085	2102	2125	2140
		Available Space	378	357	255	167	67	62	45	22	7
		Comments									
William H. Farquhar MS		Program Capacity	800	800	800	800	800	800	800	800	800
		Enrollment	650	658	689	696	699	696	691	725	750
		Available Space	150	142	111	104	101	104	109	75	50
		Comments									
Rosa M. Parks MS		Program Capacity	945	945	945	945	945	945	945	945	945
		Enrollment	836	823	817	847	854	851	847	850	900
		Available Space	109	122	128	98	91	94	98	95	45
		Comments									
Belmont ES		Program Capacity	402	402	402	402	402	402	402		
		Enrollment	338	338	358	346	351	346	357		
		Available Space	64	64	44	56	51	56	45		
		Comments									
Brooke Grove ES		Program Capacity	518	518	518	518	518	518	518		
		Enrollment	442	451	463	451	456	471	468		
		Available Space	76	67	55	67	62	47	50		
		Comments									
Greenwood ES		Program Capacity	562	562	562	562	562	562	562		
		Enrollment	546	538	544	554	567	559	557		
		Available Space	16	24	18	8	(5)	3	5		
		Comments									
Olney ES		Program Capacity	607	607	607	607	607	607	607		
		Enrollment	610	610	602	612	607	626	624		
		Available Space	(3)	(3)	5	(5)	0	(19)	(17)		
		Comments									
Sherwood ES		Program Capacity	519	519	519	519	519	519	519		
		Enrollment	492	530	542	526	518	531	531		
		Available Space	27	(11)	(23)	(7)	1	(12)	(12)		
		Comments									
Cluster Information		HS Utilization	82%	83%	88%	92%	97%	97%	98%	99%	100%
		HS Enrollment	1769	1790	1892	1980	2080	2085	2102	2125	2140
		MS Utilization	85%	85%	86%	88%	89%	89%	88%	90%	95%
		MS Enrollment	1486	1481	1506	1543	1553	1547	1538	1575	1650
		ES Utilization	93%	95%	96%	95%	96%	97%	97%		
		ES Enrollment	2428	2467	2509	2489	2499	2533	2537		

Demographic Characteristics of Schools

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

Schools

[illegible]

SHERWOOD CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Sherwood HS	1950	1991	333,154	49.3			
William H. Farquhar MS	1968	2016	135,626	20			
Rosa M. Parks MS	1992		137,469	24.1	Yes		
Belmont ES	1974		49,279	10.5			
Brooke Grove ES	1990		73,080	10.96			
Greenwood ES	1970		64,609	10	Yes		
Olney ES	1954	1990	68,755	9.9			
Sherwood ES	1977		81,727	10.85			



William H. Farquar Middle School

WATKINS MILL CLUSTER

Cluster Planning Issue

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

SCHOOLS

Neelsville Middle School

Capital Project: A major capital project is planned for this school to address various building systems and programmatic needs for this school. An FY 2021 appropriation was approved for planning funds to begin the architectural design of this major capital project. An FY 2022 appropriation was approved to begin the construction. An FY 2023 appropriation was approved for construction cost increases and the balance of construction funds. This project is scheduled to be completed August 2024.

Stedwick Elementary School

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

South Lake Elementary School

Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. Although the Board of Education requested a completion date of August 2023, the County Council approved an FY 2021 appropriation to continue the planning and design for this major capital project, but delayed the completion date to August 2024. The Board of Education requested an FY 2021 supplemental appropriation to accelerate the completion date back to August 2023, which was approved by the County Council. An FY 2022 appropriation was approved to construct this project. An FY 2023 appropriation was approved for construction cost increases to complete this project.

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

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

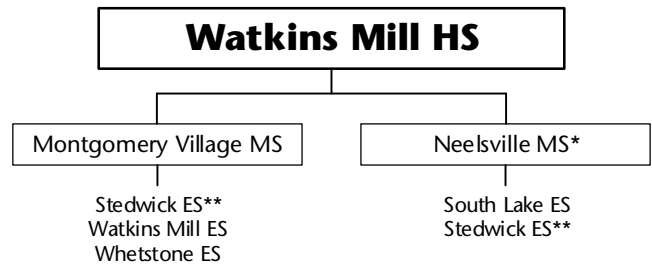
Watkins Mill Elementary School

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

Whetstone Elementary School

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

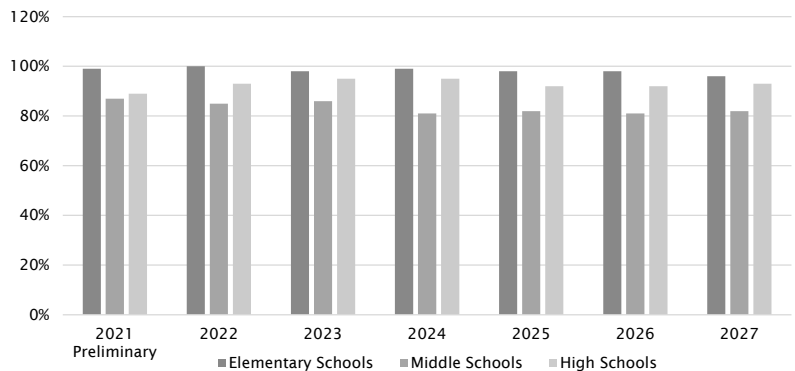
Watkins Mill Cluster Articulation



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

**Stedwick ES split articulates to Montgomery Village MS and Neelsville MS and thereafter to Watkins Mill HS.
See Appendix U for multicolored maps of the service areas.

Watkins Mill Cluster School Utilizations



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

WATKINS MILL CLUSTER

CAPITAL PROJECTS

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

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

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

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



Whetstone Elementary School

WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Watkins Mill HS		Program Capacity	1789	1789	1789	1789	1789	1789	1789	1789	1789
		Enrollment	1594	1660	1691	1705	1638	1642	1658	1680	1750
		Available Space	195	129	98	84	151	147	131	109	39
		Comments									
Montgomery Village MS		Program Capacity	844	844	844	844	844	844	844	844	844
		Enrollment	755	751	762	754	760	758	755	775	800
		Available Space	89	93	82	90	84	86	89	69	44
		Comments									
Neelsville MS		Program Capacity	956	956	956	1062	1062	1062	1062	1062	1062
		Enrollment	792	787	790	789	795	792	816	875	950
		Available Space	164	169	166	273	267	270	246	187	112
		Comments				Maj. Cap. Project Complete					
South Lake ES	CSR	Program Capacity	694	694	796	796	796	796	796		
		Enrollment	823	812	852	855	850	842	827		
		Available Space	(129)	(118)	(56)	(59)	(54)	(46)	(31)		
		Comments	See Text		Maj. Cap. Project Complete						
Stedwick ES	CSR	Program Capacity	703	703	703	703	703	703	703		
		Enrollment	497	510	482	475	453	449	454		
		Available Space	206	193	221	228	250	254	249		
		Comments	See Text								
Watkins Mill ES	CSR	Program Capacity	642	642	642	642	642	642	642		
		Enrollment	795	785	794	809	829	848	824		
		Available Space	(153)	(143)	(152)	(167)	(187)	(206)	(182)		
		Comments	See Text								
Whetstone ES	CSR	Program Capacity	770	770	770	770	770	770	770		
		Enrollment	681	693	722	729	723	707	701		
		Available Space	89	77	48	41	47	63	69		
		Comments	See Text								
Cluster Information		HS Utilization	89%	93%	95%	95%	92%	92%	93%	94%	98%
		HS Enrollment	1594	1660	1691	1705	1638	1642	1658	1680	1750
		MS Utilization	86%	85%	86%	81%	82%	81%	82%	87%	92%
		MS Enrollment	1547	1538	1552	1543	1555	1550	1571	1650	1750
		ES Utilization	100%	100%	98%	99%	98%	98%	96%		
		ES Enrollment	2796	2800	2850	2868	2855	2846	2806		

Demographic Characteristics of Schools

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

Schools

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Watkins Mill HS	1989		305,288	50.99	Yes		SBWC
Montgomery Village MS	1968	2003	141,615	15.1			
Neelsville MS	1981		131,432	29.2			
South Lake ES	1972		83,038	10.2		14	LTL
Stedwick ES	1974		109,677	10			
Watkins Mill ES	1970		80,923	10	Yes	6	
Whetstone ES	1968		96,946	8.8	Yes	3	

WALT WHITMAN CLUSTER

SCHOOLS

Walt Whitman High School

Capital Project: Projections indicated that enrollment would exceed capacity by more than 200 seats throughout the six-year planning period. A classroom addition was approved with a completion date of August 2021. An FY 2021 appropriation was approved for construction to complete this project.

Bannockburn Elementary School

Capital Project: Previous projections indicated that enrollment would exceed capacity by 92 seats or more by the end of the six-year planning period. A capacity study was completed at this school in FY 2011 that studied the potential to add capacity. Current projections indicate enrollment will be slightly below the 92-seat threshold by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

CAPITAL PROJECTS

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

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

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

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

Walt Whitman Cluster Articulation

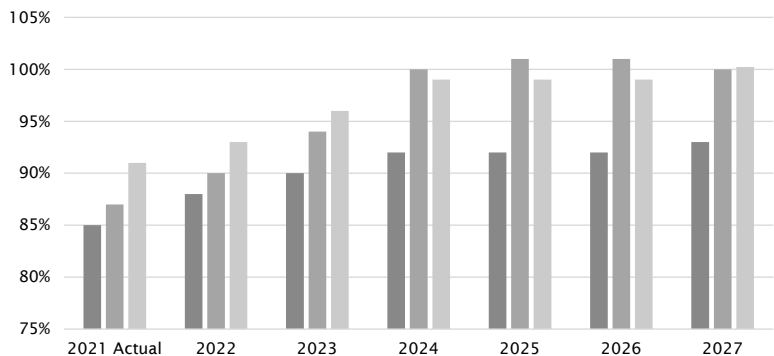
Walt Whitman HS

Thomas W. Pyle MS

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

See Appendix U for multicolored maps of the service areas.

Walt Whitman Cluster School Utilizations



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

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Walt Whitman HS		Program Capacity	2262	2262	2262	2262	2262	2262	2262	2262	2262
		Enrollment	2029	2098	2173	2244	2236	2239	2258	2275	2300
		Available Space	233	164	89	18	26	23	4	(13)	(38)
		Comments	Addition Complete								
Thomas W. Pyle MS		Program Capacity	1502	1502	1502	1502	1502	1502	1502	1502	1502
		Enrollment	1312	1305	1418	1503	1517	1512	1504	1525	1600
		Available Space	190	197	84	(1)	(15)	(10)	(2)	(23)	(98)
		Comments									
Bannockburn ES		Program Capacity	364	364	364	364	364	364	364		
		Enrollment	421	426	448	462	448	455	453		
		Available Space	(57)	(62)	(84)	(98)	(84)	(91)	(89)		
		Comments									
Bradley Hills ES		Program Capacity	686	686	686	686	686	686	686		
		Enrollment	479	496	510	502	508	504	508		
		Available Space	207	190	176	184	178	182	178		
		Comments									
Burning Tree ES		Program Capacity	378	378	378	378	378	378	378		
		Enrollment	405	410	422	432	429	432	433		
		Available Space	(27)	(32)	(44)	(54)	(51)	(54)	(55)		
		Comments									
Carderock Springs ES		Program Capacity	407	407	407	407	407	407	407		
		Enrollment	321	340	367	379	387	394	399		
		Available Space	86	67	40	28	20	13	8		
		Comments									
Wood Acres ES		Program Capacity	719	719	719	719	719	719	719		
		Enrollment	534	556	562	563	573	577	593		
		Available Space	185	163	157	156	146	142	126		
		Comments									
Cluster Information		HS Utilization	90%	93%	96%	99%	99%	99%	100%	101%	102%
		HS Enrollment	2029	2098	2173	2244	2236	2239	2258	2275	2300
		MS Utilization	87%	87%	94%	100%	101%	101%	100%	102%	107%
		MS Enrollment	1312	1305	1418	1503	1517	1512	1504	1525	1600
		ES Utilization	85%	87%	90%	92%	92%	92%	93%		
		ES Enrollment	2160	2228	2309	2338	2345	2362	2386		

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2021–2022 school year.
 **Percent of English for Speakers of Other Languages (ESOL) during the 2021–2022 school year. High School students are served in regional ESOL centers.
 ***Mobility Rate is the number of entries plus withdrawals during the 2020–2021 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%.

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 2021–2022)

Approved Actions and Planning Issues • 4-103

WALT WHITMAN CLUSTER

Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Walt Whitman HS	1962	1992	312,270	30.7	Yes		
Thomas W. Pyle MS	1962	1993	209,464	14.3			
Bannockburn ES	1957	1988	54,234	8.3		2	
Bradley Hills ES	1951	1984	76,745	6.7	Yes		
Burning Tree ES	1958	1991	68,119	6.8	Yes	4	
Carderock Springs ES	1966	2010	75,351	9			
Wood Acres ES	1952	2002	96,358	4.78	Yes		



Walt Whitman High School

THOMAS S. WOOTTON CLUSTER

CLUSTER PLANNING ISSUES

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

Planning Study: To relieve overutilization at Rachel Carson Elementary School, a project was approved at DuFief Elementary School to expand the school. Although the Board of Education requested that the project open in August 2022, the County Council delayed the project to August 2023. A boundary study was approved to begin in spring 2020. based on the Board of Education's requested schedule. Based on the approved completion date, the boundary study was recommended to occur in spring 2022, with Board of Education action in November 2022. On September 9, 2021, the Board of Education approved a transfer of funds from the DuFief Elementary School Addition/Facility Upgrade project to six capital projects in the approved CIP that bid fall 2021. Removing these expenditures from the DuFief Elementary School project and reallocating those funds to the six capital projects allowed MCPS to commence with construction and provide for a budget neutral funding solution.

SCHOOLS

Thomas S. Wootton High School

Capital Project: A major capital project is planned for this school to address various building systems and programmatic needs for this school. Expenditures for this project are included in the Major Capital Projects-Secondary. Although the Board of Education requested a completion date of August 2026, the County Council delayed the expenditures and completion date by one year to August 2027. An FY 2023 appropriation was approved to accelerate the architectural design and site funds within the Major Capital Project to address ADA and site related issues. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project two years. The new completion date for this project is August 2029.

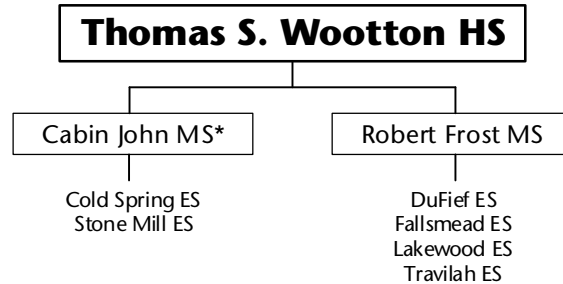
Capital Project: Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed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

approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021-2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the new completion date is August 2027.

DuFief Elementary School

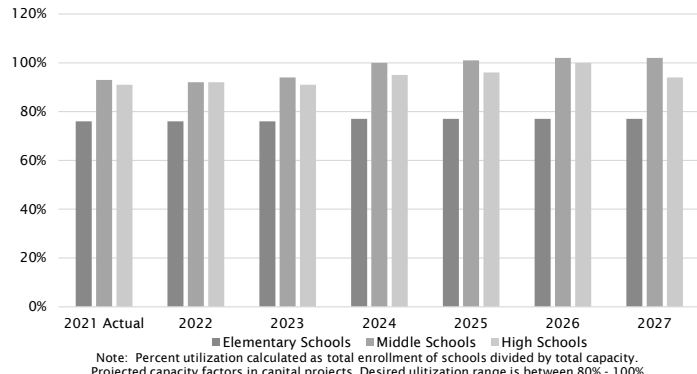
Planning Issue/Capital Project: To relieve overutilization at Rachel Carson Elementary School, a project was approved at DuFief Elementary School to expand the school, as well as to address the school's building systems. Although the Board of Education requested that the project open in August 2022, the County Council delayed the project to August 2023. A boundary study was approved to begin in spring 2020. based on the Board of Education's requested schedule. Based on the approved completion date, the boundary study was recommended to occur in spring 2022, with Board of Education

Thomas S. Wootton Cluster Articulation



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

Thomas S. Wootton Cluster School Utilizations



THOMAS S. WOOTTON CLUSTER

action in November 2022. On September 9, 2021, the Board of Education approved a transfer of funds from the DuFief Elementary School Addition/Facility Upgrade project to six capital projects in the approved CIP that were scheduled to bid fall 2021. Removing these expenditures from the DuFief Elementary School project and reallocating those funds to the six capital projects allowed MCPS to commence with construction and provide for a budget neutral funding solution. Funding to address facility upgrades to this school will be considered in a future CIP.

CAPITAL PROJECTS

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

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

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

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



Cabin John Middle School

THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			21–22	22–23	23–24	24–25	25–26	26–27	27–28	2031	2036
Thomas S. Wootton HS		Program Capacity	2142	2142	2142	2142	2142	2142	2142	2210	2210
		Enrollment	1943	1963	1951	2025	2053	2147	2074	2100	2200
		Available Space	199	179	191	117	89	(5)	68	110	10
		Comments				Plng. for Maj. Cap. Project					
Crown HS		Program Capacity							2201	2201	2201
		Enrollment							0	0	0
		Available Space							2201	2201	2201
		Comments							Opens		
Cabin John MS		Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125
		Enrollment	1030	1017	1011	1091	1122	1147	1136	1140	1200
		Available Space	95	108	114	34	3	(22)	(11)	(15)	(75)
		Comments									
Robert Frost MS		Program Capacity	1035	1035	1035	1035	1035	1035	1035	1035	1035
		Enrollment	972	981	1010	1061	1069	1066	1061	1075	1150
		Available Space	63	54	25	(26)	(34)	(31)	(26)	(40)	(115)
		Comments									
Cold Spring ES		Program Capacity	458	458	458	458	458	458	458		
		Enrollment	326	334	332	333	334	334	332		
		Available Space	132	124	126	125	124	124	126		
		Comments									
DuFief ES		Program Capacity	427	427	427	427	427	427	427		
		Enrollment	261	264	270	284	290	296	300		
		Available Space	166	163	157	143	137	131	127		
		Comments									
Fallsmead ES		Program Capacity	551	551	551	551	551	551	551		
		Enrollment	525	546	551	557	566	562	563		
		Available Space	26	5	0	(6)	(15)	(11)	(12)		
		Comments									
Lakewood ES		Program Capacity	557	557	557	557	557	557	557		
		Enrollment	412	414	391	391	393	393	390		
		Available Space	145	143	166	166	164	164	167		
		Comments									
Stone Mill ES		Program Capacity	684	684	684	684	684	684	684		
		Enrollment	542	553	536	510	506	494	485		
		Available Space	142	131	148	174	178	190	199		
		Comments									
Travilah ES		Program Capacity	526	526	526	526	526	526	526		
		Enrollment	351	357	366	378	375	391	386		
		Available Space	175	169	160	148	151	135	140		
		Comments									
Cluster Information		HS Utilization	91%	92%	91%	95%	96%	100%	97%	95%	100%
		HS Enrollment	1943	1963	1951	2025	2053	2147	2074	2100	2200
		MS Utilization	93%	93%	94%	100%	101%	102%	102%	103%	109%
		MS Enrollment	2002	1998	2021	2152	2191	2213	2197	2215	2350
		ES Utilization	75%	77%	76%	77%	77%	77%	77%		
		ES Enrollment	2417	2468	2446	2453	2464	2470	2456		

THOMAS S. WOOTTON CLUSTER

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	1,943	4.0%	11.8%	36.0%	8.0%	40.0%	8.0%	1.8%	3.2%
Cabin John MS	1,030	5.9%	12.0%	34.4%	10.3%	37.2%	8.0%	4.3%	4.2%
Robert Frost MS	972	6.6%	11.7%	41.2%	8.5%	31.7%	9.6%	3.6%	6.1%
Cold Spring ES	326	8.3%	4.3%	39.9%	5.5%	42.0%	0.0%	1.8%	7.0%
DuFief ES	261	9.2%	16.5%	33.3%	12.3%	28.4%	14.2%	19.9%	11.2%
Fallsmead ES	525	5.3%	12.2%	34.3%	10.7%	36.8%	10.1%	12.4%	15.2%
Lakewood ES	412	5.3%	13.6%	50.0%	12.1%	18.4%	12.9%	13.1%	13.9%
Stone Mill ES	542	7.4%	13.7%	47.4%	9.8%	21.6%	10.1%	18.3%	9.9%
Travilah ES	351	5.7%	9.7%	44.7%	8.3%	31.1%	9.4%	11.7%	8.8%
Elementary Cluster Total	2,417	6.7%	11.8%	42.1%	9.8%	29.2%	9.8%	13.1%	11.4%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020–2021 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 2021–2022)

Program Capacity Table (School Year 2021–2022)		Special Education Services																																
		School Based	Cluster Based	Quad Cluster Based				County & Regional Based																										
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER	
Thomas S. Wootton HS	9-12	2142	99		94															3		2												
Cabin John MS	6-8	1125	57		51														3	3														
Robert Frost MS	6-8	1035	51		48																	3												
Cold Spring ES	K-5	458	24	4		18						2																						
DuFief ES	K-5	427	26	4		13						3					5	1																
Fallsmead ES	K-5	551	30	3		19						4				2																		2
Lakewood ES	K-5	557	30	4		21						2							3															
Stone Mill ES	K-5	684	36	4		22						4																		1	1	4		
Travilah ES	K-5	526	26	3		20						3																						

THOMAS S. WOOTTON CLUSTER

Facility Characteristics of Schools 2021–2022

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

SPECIAL EDUCATION CENTERS

SPECIAL EDUCATION CENTERS

Longview School

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

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

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

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

Rock Terrace School

Rock Terrace School is comprised of a middle, high, and upper school program. The instructional focus of the middle school is the implementation of ALOs aligned with the curriculum to prepare the students for transition to the high school program. The high school program emphasizes the ALOs aligned with the curriculum and community-based instruction activities that enable students to demonstrate skills that lead to full participation in school-to-work and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness. Rock Terrace School is collocated with Tilden Middle School. While the Rock Terrace School model remains the same, the collocation offers shared spaces for students enrolled at the two schools.

Carl Sandburg Learning Center

Carl Sandburg Learning Center is a special education school that serves students with multiple disabilities in kindergarten through Grade 5, including intellectual disabilities, Autism Spectrum Disorders, language disabilities, and emotional or other learning disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the MCPS curriculum or ALOs aligned with the curriculum. Modification of curriculum materials and instructional strategies based on students' needs is the basis of all instruction. Emphasis is placed on the development of language and academic and social skills provided through an in-class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system. Carl Sandburg Learning Center is collocated with Maryvale Elementary School. While the Carl Sandburg Learning Center model remains the same, the collocation offers shared space for students enrolled at the two schools.

Stephen Knolls School

The Stephen Knolls School services students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability Effects of the Approved FY 2023–2028 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections						2031	2036
			21–22	22–23	23–24	24–25	25–26	26–27	27–28		
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122		
		Enrollment	56	59	57	57	57	57	57		
		Available Space	66	63	65	65	65	65	65		
		Comments									
Longview School		Program Capacity	56	56	56	56	56	56	56		
		Enrollment	65	56	65	65	65	65	65		
		Available Space	(9)	0	(9)	(9)	(9)	(9)	(9)		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	102	102	102	102	102	102	102		
		Available Space	78	78	78	78	78	78	78		
		Comments									
Rock Terrace School		Program Capacity	128	128	128	128	128	128	128		
		Enrollment	78	80	80	80	80	80	80		
		Available Space	50	48	48	48	48	48	48		
		Comments									
Carl Sandburg Center		Program Capacity	135	135	135	135	135	135	135		
		Enrollment	99	100	100	100	100	100	100		
		Available Space	36	35	35	35	35	35	35		
		Comments									
Cluster Information		Utilization	64%	64%	65%	65%	65%	65%	65%		
		Enrollment	400	397	404	404	404	404	404		

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

Schools	2021-2022						2021-2022		2020-2021
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School	56	0.0%	30.4%	0.0%	35.7%	26.8%	35.7%	17.9%	0.0%
Longview School	65	0.0%	21.5%	10.8%	36.9%	27.7%	30.8%	20.0%	9.8%
RICA	102	9.8%	35.3%	0.0%	22.5%	29.4%	52.9%	11.8%	25.2%
Rock Terrace School	78	0.0%	30.8%	12.8%	25.6%	26.9%	47.4%	21.8%	0.0%
Carl Sandburg Learning Center	99	0.0%	45.5%	10.1%	29.3%	12.1%	63.6%	25.3%	12.8%
Elementary County Total	71,050	5.3%	21.8%	13.7%	34.8%	24.0%	40.8%	25.4%	13.4%

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

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

***Mobility Rate is the number of entries plus withdrawals during the 2020-2021 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%.

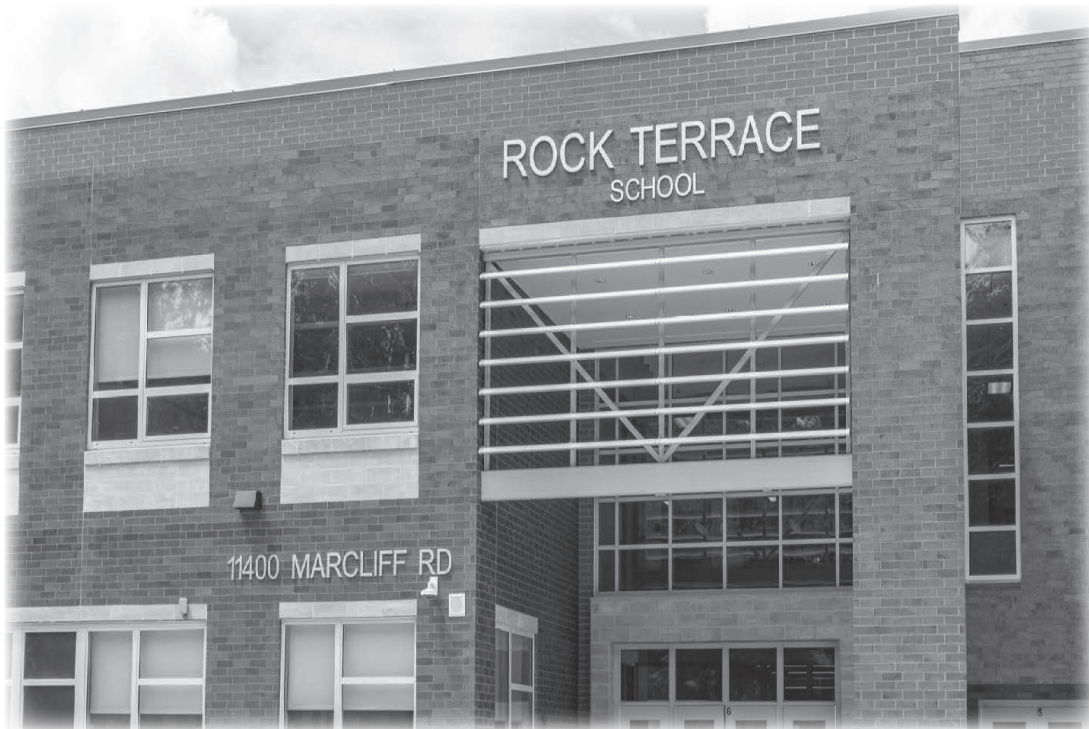
Program Capacity Table (School Year 2021-2022)

Program Capacity Table (School Year 2021–2022)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based				County & Regional Based																									
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Stephen Knolls School SP	Pre-K-12	122	19	4														8											5	1			1
Longview School SP	K-12	56	10	2																								8					
Rock Terrace School SP	6-12	128	20	4														8			8												
RICA SP	4-12	180	18																						18								
Carl Sandburg Learning Center S	Pre-K-6	135	20	3			2														1	13			1								

SPECIAL EDUCATION CENTERS

Facility Characteristics of Schools 2021–2022

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



Rock Terrace School

OTHER EDUCATIONAL FACILITIES

ALTERNATIVE EDUCATION PROGRAMS

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

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

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

Blair G. Ewing Center @ Avery Road

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

EARLY CHILDHOOD CENTERS

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

The MacDonald Knolls Early Childhood Center is a regional early childhood center currently serving 100 Prekindergarten eligible four-year-olds including those with disabilities in a comprehensive, high quality, full-day program with a focus on early childhood education. The site is co-located with a community-based childcare partner in Silver Spring. In addition, the Up-county Early Childhood Center is temporarily housed at the Emory Grove Center in Gaithersburg serving 80 Prekindergarten-eligible and 20 Pre-K Plus eligible four-year-olds in an inclusive setting. The Up-County Early Childhood Center will be temporarily located at Watkins Mill High School in January 2022.

ENVIRONMENTAL EDUCATION CENTER

Lathrop E. Smith Center

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

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

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

The Smith Center also is the site of professional learning after school and in the summer to more than 400 teachers a year in the content and pedagogy of environmental education.

Career Technology Education Programs

Career and Technology Education (CTE) Programs of Study (POS) prepare students for college, careers, and lifelong learning. MCPS currently offers the Apprenticeship Maryland Program, College/Career Research Development, and 51 POS organized within the following 11 career clusters:

- Arts, Media, and Communications;
- Business Management and Finance;
- Construction and Development;
- Consumer Services, Hospitality, and Tourism;
- Education, Training, and Child Studies;

OTHER EDUCATIONAL FACILITIES

- Environmental, Agriculture, and Natural Resources;
- Health Professions and Biosciences;
- Information Technology;
- Law, Government, Public Safety, and Administration;
- Manufacturing and Engineering; and
- Transportation Technologies.

In the 2021–2022 school year, programs were added to include two innovative career opportunities: the Biomedicine Health Care Profession pathway and the Mobile Apps and Software Development (Apple) computer science pathway. On average, over 16,000 MCPS students enroll annually in at least one CTE POS pathway course at a comprehensive high school. In addition, the Wheaton High School and Thomas Edison High School of Technology (TEHST) in Wheaton, as well as the Seneca Valley High School (SVHS) in Germantown, are new state of the art facilities serving students from each part of the county. CTE POS focus on rigorous and engaging instruction that provide students with the academic and technical knowledge as well as the professional skills needed for postsecondary success. Most POS provide opportunities for students to earn college credit through college courses or articulation agreements with select postsecondary institutions. These agreements allow students to earn college credit for identified high school courses that are successfully completed with a grade of 'B' or better. In addition, internship experiences connect students with the world of work, enhancing the rigor and relevance of the POS. The programs provide students with a variety of opportunities to take and pass industry-credentialing examinations in areas such as automotive, business, childcare, computer science, cosmetology, fire science, and medical professions.

There are a few additional regional hubs, like the ones at TEHST and SVHS, that give students from all high schools equitable access to select POS. Students may report to the identified location for half a day and spend the other half of the school day at their home high school. Students also may apply to transfer to select comprehensive high schools based on their interest in a specific POS offering. To ensure relevance to college and industry, CTE staff members have established a Program Advisory Committee (PAC) for each career cluster.

The PAC includes representatives from the business community and secondary and postsecondary institutions. The PAC provides advice and guidance in a variety of ways including

program materials and equipment needs, current industry standards, and industry recognized technical certifications. They also share input related to program planning, development, implementation, curriculum, and student work-based learning opportunities.

Foundations Office Programs

The Foundations Office is a liaison between MCPS, business, professional, and post-secondary communities. The office supervises numerous Programs of Study (POS) within MCPS. These collaborative programs entice student participation by offering state-of-the-art equipment, rigorous and captivating curriculums, authentic professional experiences, and experienced instructors who participate in pertinent professional development activities. The Foundations Office manages four separate non-profit foundations, computer science and information technology programs, STEM and CTE related programs, aviation pathways, and the Career Readiness and Education Academy (CREA).

Foundations programs include automotive (ATF), construction (CTF), information technology (ITF), and hospitality and restaurant management (FHRM) pathways with hands-on learning and entrepreneurial experiences through student-run businesses. The ATF reconditions donated cars and operates a mini car dealership with automotive technology and auto collision repair programs. The CTF operates a design/build business where students construct a single-family home with skills learned in architecture, carpentry, electricity, plumbing, masonry, and heating, ventilation, and air conditioning (HVAC). The ITF runs a computer refurbishing business, using skills from the Network Operations program. The FHRM students run a gala event where students perform in all aspects of the culinary and hospitality experiences, which include hosting, cooking, and serving many patrons. All Foundations program students have opportunities to earn industry credentials, workforce skills, articulated college credits, and advanced placement with local colleges. The local business partnerships ensure that all stakeholders monitor and invest their resources to promote effective and relevant career programs.

The Foundations Office also manages all computer science programs within MCPS, which includes Code.org/Computer Science, the Academy of Information Technology, Cisco Networking Academy, and Pathways in Network and Information

Facility Characteristics of Schools 2021–2022

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

OTHER EDUCATIONAL FACILITIES

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

CREA provides a supportive alternative pathway for English Language Learners who are unlikely to meet graduation requirements prior to aging out of the school system at 21. This program, managed by the school principal, but supported by the Foundations Office, is a full day program or evening program. CREA students participate in career pathway courses in the construction, automotive, hospitality and restaurant management, and child development fields. Academic classes to improve mathematics and literacy skills also are included in preparation for the GED.

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

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

Thomas Edison High School of Technology

Students enrolled in all MCPS comprehensive high schools may apply for one of 16 career readiness programs at the Thomas Edison High School of Technology. Students attend Edison every day for three class periods with transportation provided. In addition to offering valuable professional certifications and licenses, many programs are articulated with colleges and universities for college credit.

At the start of the 2018 school year, all MCPS Grade 7 students will participate in the Junior Finance Park financial literacy

curriculum and culminating field trip to the new Finance Park at the Thomas Edison High School of Technology. At the Junior Achievement Finance Park, students immerse themselves in a reality-based, decision-making process that addresses aspects of individual and family budgeting—housing, transportation, food, utilities, health care, investments, philanthropy, and banking. The on-site activities are designed to allow students the opportunity to “put into action” what they learned in the classroom and to understand the basic steps of maintaining a realistic personal budget. Two weeks of classroom follow-up activities will allow students to use their new financial knowledge to explore career options and to set future goals.

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

Starting in August 2020, students in MCPS will have two ways they will be able to access the career readiness programs at Thomas Edison High School of Technology. The first option will be the traditional pathway of enrolling as a student in Grades 11 or 12 (with the exception of the cosmetology program, for which students enroll in 10th grade) and accessing one of 16 career readiness programs through the traditional part-time model, while still being a student at their home high school. The second option will be for students in Grade 8 to select the Wheaton High School and Thomas Edison High School of Technology partnership option and enroll into one of four career readiness pathways that will allow for earlier and direct access into Thomas Edison High School of Technology. Students from the following clusters will be able to apply to the Wheaton Edison Partnership: Bethesda Chevy-Chase, Winston Churchill, Walter Johnson, Richard Montgomery, Rockville, Sherwood, Walt Whitman, Thomas S. Wootton, Northeast Consortium and Downcounty Consortium.

Holding Facilities

Holding facilities are utilized for capital projects, such as major capital projects and large-scale addition projects, to house students and staff during construction. By relocating students and staff to a holding facility, MCPS is able to reduce the length of time required for construction and provide a safe and secure environment for the students and staff. Currently, MCPS utilizes the following facilities as holding schools for revitalization/expansion projects and large-scale addition projects.

Elementary School Holding Facilities

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



Thomas Edison High School of Technology

OTHER EDUCATIONAL FACILITIES

Holding Facility Schedule

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

Facility Characteristics of Schools 2021–2022

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site Size Acres	Relocatable Classrooms
Emory Grove Center	Elementary	18100 Washington Grove Lane	22	45,002	10.17	29
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	10
Grosvenor Center	Elementary	5701 Grosvenor Lane	19	36,770	10.21	17
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	21
Radnor Center	Elementary	7000 Radnor Road	16	36,663	9.03	11

Chapter 5

Countywide Projects

Montgomery County Public Schools (MCPS) has many capital projects that are not for one particular school, but rather are programmed to meet the needs of many schools across the county. These projects involve multiyear plans with different schools scheduled each year, and are referred to as countywide projects. The assessment and selection process for many of these projects is carried out through an annual review process that involves school principals, maintenance, planning, and construction staff.

The primary countywide projects that address the physical environment in schools include: compliance with the *Americans with Disabilities Act* (ADA); Asbestos Abatement; Fire Safety Code Upgrades; Heating, Ventilation and Air Conditioning (HVAC); Planned Life-cycle Asset Replacement (PLAR); and Roof Replacement. These projects require an assessment of each school relative to the needs of other schools and the development of schedules based on available funding. Some projects, such as ADA, Asbestos Abatement, and Stormwater Management are driven by mandates that require an evaluation and action plan in order to meet federal, state, and local regulations.

Maintenance and replacement projects are critical to keep aging school facilities operational. As schools age, they are placed on a maintenance and repair ladder, moving from minor repairs to outright replacement of major systems. PLAR and the countywide projects that focus on roof replacements and mechanical system rehabilitations are essential to the preservation of the school systems' infrastructure. Intensive maintenance and rehabilitation efforts to extend the useful life of schools occur through the following projects: HVAC, PLAR, and Roof Replacement.

A brief description of each countywide project follows.

Americans with Disabilities Act (ADA) Compliance

Funds from this project support compliance with federal and state laws and regulations regarding the accessibility of school facilities for persons with disabilities. The items most frequently provided are ramps, elevators, and wider door openings for wheelchair accessibility. Accessible bathrooms and water fountains also are funded as part of this program. The goal is to provide access to all spaces in MCPS buildings. In some cases, programs have been relocated to accommodate students until full accessibility can be met. Funding for this program will continue beyond the six-year planning period. A comprehensive Accessibility Evaluation of MCPS school facilities has been completed over the past two years. MCPS contracted with an independent engineering firm to assess the facilities and collect data according to requirements of 28 CFR Part 35, the 2010 ADA Design Standards for Accessible Design, and the State of Maryland Building Code sections related to accessibility. Summarized tables of the data collected can be found on the Department of Facilities Management website.

Asbestos Abatement

Federal and state regulations require the management and ultimately, the removal of asbestos from schools. Funds from this project support compliance with these mandates. As a cost saving measure, a special group of MCPS employees has been trained to remove asbestos in a manner that complies with strict safety requirements. However, projects that are larger than this group can accommodate are competitively bid and are funded through this project. Funding for this program will continue beyond the six-year planning period.

Building Modifications and Program Improvements

This project provides facility modifications and program improvements to schools that are not scheduled for capital project in the near future.

Design and Construction Management

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

Early Childhood Centers

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

Emergency Replacement of Major Building Components

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

Facility Planning

In order to assure the availability of accurate cost estimates for facility construction, a feasibility study process is conducted for additions, new schools and Major Capital projects. An architect is hired to develop and evaluate several feasible options that meet the project's needs. For each option, a cost estimate is prepared and an analysis is performed to determine the most

cost-effective solution. This “preplanning” information is used to develop a budget for submission to the County Council for funding. The feasibility study process helps to produce a clear understanding of the feasibility, scope, and cost for each project.

Fire Safety Code Upgrades

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

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

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

Improved (Safe) Access to Schools

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

Major Capital Projects

This project includes large-scale renovations of facilities, possibly including programmatic and capacity considerations. There are two master projects—Elementary Major Capital Projects and Secondary Major Capital Projects.

Materials Management Building Relocation

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

Outdoor Play Space Maintenance

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

Planned Life-cycle Asset Replacement (PLAR)

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

Rehabilitation and Renovation of Closed Schools (RROCS)

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

Relocatable Classrooms

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

Restroom Renovations

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

Roof Replacement

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

School Security Systems

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

Stormwater Discharge and Water Quality Management

This project will provide funding to plan and implement a variety of pollution prevention measures related to stormwater discharge from our school facilities as required by federal and state laws. In addition, this project will provide funding to meet State of Maryland requirements that all industrial sites be surveyed and a plan developed to mitigate stormwater runoff.

Sustainability Initiatives

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

Technology Modernization

This project provides a better student to computer ratio, best practices for dynamic access to information networks, modern methodologies for teacher training, and application of current theory and practice to prepare students for the 21st century.

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

1

2

3

4

5

6

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.

Resolution No:	<u>19-1277</u>
Introduced:	<u>May 26, 2022</u>
Adopted:	<u>May 26, 2022</u>

**COUNTY COUNCIL
FOR MONTGOMERY COUNTY, MARYLAND**

By: County Council

SUBJECT: Approval of the FY 2023-2028 Capital Improvements Program and Approval of and Appropriation for the FY 2023 Capital Budget of the Montgomery County Public School System

Background


1. As required by the Education Article, Sections 5-101 and 5-102 of the Maryland Code, the Board of Education sent to the County Executive and County Council an FY 2023 Capital Budget for the Montgomery County Public School System. As required by Section 5-306, the Board of Education sent to the Executive a 6-year Capital Improvements Program (CIP).
2. Section 302 of the County Charter requires the County Executive to send to the County Council by January 15 (or the next business day if it falls on a weekend/holiday) in each even-numbered calendar year a 6-year Capital Improvements Program (CIP), which the Executive did on January 18, 2022 for the 6-year period FY 2023-2028. Section 302 requires the affirmative vote of at least 5 Councilmembers to approve or modify the Executive's Recommended CIP. After the Council approves a CIP, 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 Charter requires the Executive to send to the Council by January 15 in each year a Recommended Capital Budget, which the Executive did on January 18, 2022.
4. As required by Section 304 of the Charter, the Council held public hearings on the Capital Budget for FY 2021 and on the Recommended CIP for FY 2023-2028 on February 8 and 9, 2022.

Action

The County Council for Montgomery County, Maryland approves the following resolution:

1. For FY 2023, the Council approves the Capital Budget for the Montgomery County Public School System and appropriates the amounts by project which are shown in Part I.
2. The Council reappropriates the appropriations for 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 CIP for FY 2023-2028; and
 - c) to the extent that those appropriations are not expended or encumbered.
3. The Council approves the projects for the Montgomery County Public Schools FY 2023 Capital Budget and FY 2023-2028 Capital Improvements Program as attached in Part II.
4. The Council approves the close out of the projects in Part III.
5. 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.



Judy Rupp
Clerk of the Council

**PART I: FY23 Capital Budget for
Montgomery County Public Schools**

The appropriations for FY23 in this Part are made to implement the projects in the Capital Improvements Program for FY23 - FY28. 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.

Project Name (Project Number)	FY23 Appropriation	Cumulative Appropriation	Total Appropriation
ADA Compliance: MCPS (P796235)	5,500,000	28,593,000	34,093,000
Asbestos Abatement: MCPS (P816695)	1,145,000	17,810,000	18,955,000
Building Modifications and Program Improvements (P076506)	8,000,000	64,603,000	72,603,000
Current Revitalizations/Expansions (P926575)	(1,626,000)	587,935,000	586,309,000
Design and Construction Management (P746032)	4,900,000	75,575,000	80,475,000
Early Childhood Center (P652303)	4,000,000	0	4,000,000
Emergency Replacement of Major Building Components (P652304)	1,500,000	0	1,500,000
Facility Planning: MCPS (P966553)	1,300,000	13,687,000	14,987,000
Fire Safety Code Upgrades (P016532)	817,000	21,234,000	22,051,000
HVAC (Mechanical Systems) Replacement: MCPS (P816633)	20,000,000	125,719,000	145,719,000
Improved (Safe) Access to Schools (P975051)	3,500,000	19,510,000	23,010,000
Major Capital Projects - Elementary (P652101)	7,466,000	177,748,000	185,214,000
Major Capital Projects - Secondary (P652102)	77,556,000	143,505,000	221,061,000
Outdoor Play Space Maintenance Project (P651801)	450,000	5,150,000	5,600,000
Planned Life Cycle Asset Repl: MCPS (P896586)	12,000,000	138,734,000	150,734,000
Restroom Renovations (P056501)	3,000,000	29,158,000	32,158,000
Roof Replacement: MCPS (P766995)	12,000,000	74,475,000	86,475,000
School Security Systems (P926557)	3,500,000	53,672,000	57,172,000
Stormwater Discharge & Water Quality Mgmt: MCPS (P956550)	616,000	10,599,000	11,215,000
Sustainability Initiatives (P652306)	5,000,000	0	5,000,000
Technology Modernization (P036510)	26,746,000	375,932,000	402,678,000
Burtonsville ES Addition (P651511)	(1,172,000)	1,172,000	0
Burtonsville ES Addition (P652301)	550,000	0	550,000
Charles W. Woodward HS Reopening (P651908)	48,860,000	132,235,000	181,095,000
Clarksburg Cluster ES #9 (New) (P651901)	1,325,000	44,176,000	45,501,000
Grades 3-5 Elementary School for JoAnn Leleck Elementary School at Broad Acres (P652201)	3,903,000	27,654,000	31,557,000
Greencastle ES Addition (P652302)	1,550,000	0	1,550,000
Lake Seneca ES Addition (P652002)	(875,000)	875,000	0
Parkland MS Addition (P651911)	4,490,000	13,748,000	18,238,000
Ronald McNair ES Addition (P651904)	3,490,000	10,913,000	14,403,000

**PART I: FY23 Capital Budget for
Montgomery County Public Schools**

The appropriations for FY23 in this Part are made to implement the projects in the Capital Improvements Program for FY23 - FY28. 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.

Project Name (Project Number)	FY23 Appropriation	Cumulative Appropriation	Total Appropriation
Silver Spring International MS Addition (P651912)	4,000,000	19,140,000	23,140,000
Thurgood Marshall ES Addition (P652003)	(630,000)	630,000	0
Westbrook ES Addition (P652107)	210,000	4,181,000	4,391,000
William T. Page ES Addition (P652105)	5,345,000	19,823,000	25,168,000
Total - Montgomery County Public Schools	268,416,000	2,238,186,000	2,506,602,000

PART II: Approved Projects

The Council approves the projects for the Montgomery County Public Schools FY 2023 Capital Budget and FY 2023-2028 Capital Improvements Program as attached in Part II.

Project Number	Project Name
P796235	ADA Compliance: MCPS
P816695	Asbestos Abatement: MCPS
P076506	Building Modifications and Program Improvements
P926575	Current Revitalizations/Expansions
P746032	Design and Construction Management
P652303	Early Childhood Center
P652304	Emergency Replacement of Major Building Components
P966553	Facility Planning: MCPS
P016532	Fire Safety Code Upgrades
P816633	HVAC (Mechanical Systems) Replacement: MCPS
P975051	Improved (Safe) Access to Schools
P652101	Major Capital Projects - Elementary
P652102	Major Capital Projects - Secondary
P651801	Outdoor Play Space Maintenance Project
P896586	Planned Life Cycle Asset Repl: MCPS
P846540	Relocatable Classrooms
P056501	Restroom Renovations
P766995	Roof Replacement: MCPS
P926557	School Security Systems
P956550	Stormwater Discharge & Water Quality Mgmt: MCPS
P652306	Sustainability Initiatives
P036510	Technology Modernization
P652104	Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)
P651511	Burtonsville ES Addition
P652301	Burtonsville ES Addition
P651908	Charles W. Woodward HS Reopening
P651901	Clarksburg Cluster ES #9 (New)
P651909	Crown HS (New)
P651518	Gaithersburg Cluster Elementary School #8
P652201	Grades 3-5 Elementary School for JoAnn Leleck Elementary School at Broad Acres
P652302	Greencastle ES Addition
P652001	Highland View ES Addition
P651906	John F. Kennedy HS Addition
P652002	Lake Seneca ES Addition
P651907	Northwood HS Addition/Facility Upgrades
P651910	Odessa Shannon MS Addition/ Facility Upgrade

PART II: Approved Projects

The Council approves the projects for the Montgomery County Public Schools FY 2023 Capital Budget and FY 2023-2028 Capital Improvements Program as attached in Part II.

Project Number	Project Name
P651911	Parkland MS Addition
P651904	Ronald McNair ES Addition
P651912	Silver Spring International MS Addition
P652003	Thurgood Marshall ES Addition
P652107	Westbrook ES Addition
P652105	William T. Page ES Addition
P652310	Built to Learn Act State Aid Match
P076510	MCPS Funding Reconciliation
P896536	State Aid Reconciliation

Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)

(P652104)

Category	Montgomery County Public Schools	Date Last Modified	01/06/20
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Bethesda-Chevy Chase and Vicinity	Status	

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,195	-	-	1,195	-	-	650	545	-	-	-
TOTAL EXPENDITURES	1,195	-	-	1,195	-	-	650	545	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	1,195	-	-	1,195	-	-	650	545	-	-	-
TOTAL FUNDING SOURCES	1,195	-	-	1,195	-	-	650	545	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	-	Year First Appropriation	
Appropriation FY 24 Request	-	Last FY's Cost Estimate	1,195
Cumulative Appropriation	-		
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

PROJECT DESCRIPTION

Projections indicate enrollment will exceed capacity for some of the elementary schools in the Bethesda-Chevy Chase and Walter Johnson clusters. Planning expenditures for a new elementary school are programmed in the out-years of the requested FY 2021-2026 CIP. A completion date for this new elementary school will be considered in a future CIP.

Burtonsville ES Addition (P652301)

Category	Montgomery County Public Schools	Date Last Modified	05/23/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Silver Spring and Vicinity	Status	Preliminary Design Stage

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,550	-	-	1,550	550	-	-	771	229	-	-
Site Improvements and Utilities	2,435	-	-	2,435	-	-	-	1,750	685	-	-
Construction	13,368	-	-	13,368	-	-	-	5,161	4,316	3,891	-
Other	550	-	-	550	-	-	-	-	550	-	-
TOTAL EXPENDITURES	17,903	-	-	17,903	550	-	-	7,682	5,780	3,891	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	13,474	-	-	13,474	550	-	-	5,745	4,378	2,801	-
State Aid	4,429	-	-	4,429	-	-	-	1,937	1,402	1,090	-
TOTAL FUNDING SOURCES	17,903	-	-	17,903	550	-	-	7,682	5,780	3,891	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	550	Year First Appropriation	
Appropriation FY 24 Request	-	Last FY's Cost Estimate	-
Cumulative Appropriation	-		
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

PROJECT DESCRIPTION

Projections indicate that student enrollment at Burtonsville Elementary School will exceed capacity by the end of the six-year planning period. An FY 2023 appropriation was requested for planning funds to begin this project. Due to fiscal constraints, the County Council delayed the completion date for this project by two years, but maintained a portion of the planning funds. As part of the adopted FY2023-2028 CIP, an additional \$3.0 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. This addition project is now scheduled to be completed August 2027.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program or the Built To Learn Act for school construction program

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.

Clarksburg Cluster ES #9 (New) (P651901)

Category	Montgomery County Public Schools	Date Last Modified	05/21/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Clarksburg and Vicinity	Status	Planning Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	2,981	1,046	1,637	298	198	100	-	-	-	-	-
Site Improvements and Utilities	4,410	-	3,307	1,103	1,103	-	-	-	-	-	-
Construction	36,785	-	954	35,831	20,848	14,983	-	-	-	-	-
Other	1,325	-	-	1,325	1,325	-	-	-	-	-	-
TOTAL EXPENDITURES	45,501	1,046	5,898	38,557	23,474	15,083	-	-	-	-	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	26,632	1,046	4,566	21,020	12,800	8,220	-	-	-	-	-
State Aid	18,869	-	1,332	17,537	10,674	6,863	-	-	-	-	-
TOTAL FUNDING SOURCES	45,501	1,046	5,898	38,557	23,474	15,083	-	-	-	-	-

OPERATING BUDGET IMPACT (\$000s)											
Maintenance				1,960	-	392	392	392	392	392	
Energy				785	-	157	157	157	157	157	
NET IMPACT				2,745	-	549	549	549	549	549	

APPROPRIATION AND EXPENDITURE DATA (\$000s)											
Appropriation FY 23 Request		1,325		Year First Appropriation						FY20	
Appropriation FY 24 Request		-		Last FY's Cost Estimate						38,486	
Cumulative Appropriation		44,176									
Expenditure / Encumbrances		-									
Unencumbered Balance		44,176									

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. An FY 2021 appropriation was requested for construction funding. Due to fiscal constraints, the County Council delayed this project one year. An FY 2022 appropriation was approved for construction funds. An FY 2022 supplemental appropriation and transfer of funds was approved, in September 2021, for \$1.89 million to increase the total cost of this project to address construction cost increases for this new elementary school. An FY 2022 supplemental appropriation for \$5.125 million was approved, in December 2021, to maximize state aid. An FY 2023 appropriation was approved for the balance of funding. This project is scheduled to be completed August 2023.

FISCAL NOTE

State Aid approved from the County's allocation of the Built To Learn Act school construction program.

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

Crown HS (New)

(P651909)

Category	Montgomery County Public Schools	Date Last Modified	05/22/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Gaithersburg and Vicinity	Status	Planning Stage

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	6,306	139	5,035	1,132	500	632	-	-	-	-	-
Site Improvements and Utilities	9,577	-	240	9,337	-	5,602	3,735	-	-	-	-
Construction	159,069	-	-	159,069	-	5,837	15,728	35,569	58,935	43,000	-
Other	4,300	-	-	4,300	-	-	3,150	1,150	-	-	-
TOTAL EXPENDITURES	179,252	139	5,275	173,838	500	12,071	22,613	36,719	58,935	43,000	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	101,252	139	5,275	95,838	500	6,670	13,611	20,268	31,677	23,112	-
State Aid	78,000	-	-	78,000	-	5,401	9,002	16,451	27,258	19,888	-
TOTAL FUNDING SOURCES	179,252	139	5,275	173,838	500	12,071	22,613	36,719	58,935	43,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	-	Year First Appropriation	FY20
Appropriation FY 24 Request	168,646	Last FY's Cost Estimate	136,302
Cumulative Appropriation	6,306		
Expenditure / Encumbrances	-		
Unencumbered Balance	6,306		

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. Due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP delayed this project one year. An FY 2023 appropriation was requested to provide additional funding for this project to address increases in construction costs and for construction funds. While the County Council approved the additional expenditures for this project as requested by the Board of Education, due to fiscal constraints, the County Council delayed this project by one year in the adopted FY2023-2028 CIP. An FY 2024 appropriation will be requested for construction funds. This new high school is now scheduled to be completed August 2027.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program or the Built To Learn Act for school construction program.

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

DuFief ES Addition/Facility Upgrade (P651905)

Category	Montgomery County Public Schools	Date Last Modified	05/24/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Gaithersburg and Vicinity	Status	Planning Stage

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	2,762	1,485	1,277	-	-	-	-	-	-	-
TOTAL EXPENDITURES	2,762	1,485	1,277	-	-	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	2,762	1,485	1,277	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	2,762	1,485	1,277	-	-	-	-	-	-	-

OPERATING BUDGET IMPACT (\$000s)

Maintenance		408	68	68	68	68	68	68
Energy		150	25	25	25	25	25	25
NET IMPACT		558	93	93	93	93	93	93

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	-	Year First Appropriation	FY19
Appropriation FY 24 Request	-	Last FY's Cost Estimate	38,028
Cumulative Appropriation	2,762		
Expenditure / Encumbrances	-		
Unencumbered Balance	2,762		

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. An FY 2021 appropriation was requested for construction funds. Due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP, delayed this project one year. An FY 2022 appropriation was approved for construction funds. An FY 2022 supplemental appropriation and transfer of funds was approved in the amount of \$33.9 million from this project to six approved capital projects scheduled to bid fall 2021, to address funding shortfalls due to significant increases in construction costs. As a result, this project is deferred until planning and construction funds are requested 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

Gaithersburg Cluster Elementary School #8

(P651518)

Category	Montgomery County Public Schools	Date Last Modified	05/19/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Gaithersburg and Vicinity	Status	Planning Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	2,757	2,444	313	-	-	-	-	-	-	-	-
Site Improvements and Utilities	5,850	-	5,850	-	-	-	-	-	-	-	-
Construction	32,250	6,059	15,271	10,920	10,920	-	-	-	-	-	-
Other	1,325	-	1,325	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	42,182	8,503	22,759	10,920	10,920	-	-	-	-	-	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	29,182	4,537	13,725	10,920	10,920	-	-	-	-	-	-
Recordation Tax	3,114	3,114	-	-	-	-	-	-	-	-	-
School Facilities Payment	1,161	852	309	-	-	-	-	-	-	-	-
State Aid	8,725	-	8,725	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	42,182	8,503	22,759	10,920	10,920	-	-	-	-	-	-

OPERATING BUDGET IMPACT (\$000s)											
Maintenance				408	68	68	68	68	68	68	
Energy				150	25	25	25	25	25	25	
NET IMPACT				558	93	93	93	93	93	93	

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 23 Request	-	Year First Appropriation	FY16
Appropriation FY 24 Request	-	Last FY's Cost Estimate	42,182
Cumulative Appropriation	42,182		
Expenditure / Encumbrances	-		
Unencumbered Balance	42,182		

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. 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. Funding requested in the FY 2021-2026 CIP reflects the expenditures needed for this new elementary school. An FY 2021 appropriation was approved for construction funds. Due to a shortfall of expenditures for this project, an FY 2021 Capital Budget unexpended project balance transfer and amendment to the FY2021-2026 CIP was approved. The surplus funds were identified from Current Revitalizations/Expansions projects and transferred to the Local Unliquidated Surplus Account. An FY 2022 appropriation was approved to complete this project. This new school is scheduled to be completed August 2022.

FISCAL NOTE

Transfer in GO Bonds from Maryvale ES Current Rev/Ex for \$846,505, Potomac ES Current Rev/Ex for \$362,021, Tilden MS Current Rev/Ex for \$1,550,416 and Luxmanor ES Current Rev/Ex for \$423,284.

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.

Greencastle ES Addition

(P652302)

Category	Montgomery County Public Schools	Date Last Modified	05/23/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Silver Spring and Vicinity	Status	Preliminary Design Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,550	-	-	1,550	550	771	229	-	-	-	-
Site Improvements and Utilities	1,875	-	-	1,875	-	1,450	425	-	-	-	-
Construction	10,520	-	-	10,520	-	2,889	2,241	5,390	-	-	-
Other	550	-	-	550	-	-	550	-	-	-	-
TOTAL EXPENDITURES	14,495	-	-	14,495	550	5,110	3,445	5,390	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	11,788	-	-	11,788	550	4,162	2,863	4,213	-	-	-
State Aid	2,707	-	-	2,707	-	948	582	1,177	-	-	-
TOTAL FUNDING SOURCES	14,495	-	-	14,495	550	5,110	3,445	5,390	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	1,550	Year First Appropriation	
Appropriation FY 24 Request	12,395	Last FY's Cost Estimate	-
Cumulative Appropriation	-		
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

PROJECT DESCRIPTION

Projections indicate that student enrollment at Greencastle Elementary School will exceed capacity by the end of the six-year planning period. As part of the FY2023-2028 CIP, an additional \$2.5 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. An FY 2023 appropriation was approved for planning funds. This addition project is scheduled to be completed August 2025.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program or the Built To Learn Act for school construction program.

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.

Highland View ES Addition (P652001)

Category	Montgomery County Public Schools	Date Last Modified	05/19/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Silver Spring and Vicinity	Status	Planning Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	1,051	-	775	276	175	101	-	-	-	-	-
Site Improvements and Utilities	1,950	-	-	1,950	-	-	950	1,000	-	-	-
Construction	13,214	-	-	13,214	-	-	875	5,394	3,745	3,200	-
Other	560	-	-	560	-	-	-	-	560	-	-
TOTAL EXPENDITURES	16,775	-	775	16,000	175	101	1,825	6,394	4,305	3,200	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	16,775	-	775	16,000	175	101	1,825	6,394	4,305	3,200	-
TOTAL FUNDING SOURCES	16,775	-	775	16,000	175	101	1,825	6,394	4,305	3,200	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 23 Request	-	Year First Appropriation	FY20
Appropriation FY 24 Request	-	Last FY's Cost Estimate	16,775
Cumulative Appropriation	16,775		
Expenditure / Encumbrances	-		
Unencumbered Balance	16,775		

PROJECT DESCRIPTION

Enrollment projections indicate that Highland View Elementary School will continue to exceed capacity through the six-year planning period. This is a small elementary school and is projected to be 139% overutilized by the end of the six-year period. Currently, there are six relocatable classrooms on-site, and it will be a challenge to place additional relocatable classrooms if needed in the future. 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. As part of the *Board of Education's Requested FY 2022 Capital Budget and Amendments to the FY 2021-2026 CIP*, funds were reallocated from the Silver Spring International Middle School addition project to this project to construct the addition at Highland View Elementary School with a completion date of August 2025. The FY 2022 approved appropriation reflects the previously appropriated funds from the Silver Spring International Middle School addition project. The County Council, as part of the adopted FY2023-2028 CIP, delayed the construction expenditures for this project by two years. Therefore, this addition project is now scheduled to be completed August 2027.

John F. Kennedy HS Addition (P651906)

Category	Montgomery County Public Schools	Date Last Modified	05/21/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Kensington-Wheaton	Status	Planning Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,775	1,300	475	-	-	-	-	-	-	-	-
Site Improvements and Utilities	5,956	2,367	2,089	1,500	1,500	-	-	-	-	-	-
Construction	17,937	-	8,664	9,273	9,273	-	-	-	-	-	-
Other	910	-	910	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	26,578	3,667	12,138	10,773	10,773	-	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	18,618	178	10,252	8,188	8,188	-	-	-	-	-	-
Schools Impact Tax	3,489	3,489	-	-	-	-	-	-	-	-	-
State Aid	4,471	-	1,886	2,585	2,585	-	-	-	-	-	-
TOTAL FUNDING SOURCES	26,578	3,667	12,138	10,773	10,773	-	-	-	-	-	-

OPERATING BUDGET IMPACT (\$000s)

Maintenance			522	87	87	87	87	87	87	87
Energy			192	32	32	32	32	32	32	32
NET IMPACT			714	119	119	119	119	119	119	119

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	-	Year First Appropriation	FY19
Appropriation FY 24 Request	-	Last FY's Cost Estimate	26,578
Cumulative Appropriation	26,578		
Expenditure / Encumbrances	-		
Unencumbered Balance	26,578		

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. Additional funding is requested in the FY 2021-2026 CIP beyond the approved funding level to address site improvements needed at the school once the addition is complete. An FY 2021 appropriation was approved to complete this project. This addition is scheduled to be completed August 2022.

FISCAL NOTE

FY23 State Aid (balance) for \$2.585 million.

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

Grades 3-5 Elementary School for JoAnn Leleck Elementary School at Broad Acres (P652201)

Category	Montgomery County Public Schools	Date Last Modified	05/22/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Silver Spring and Vicinity	Status	Planning Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	2,455	-	2,185	270	175	95	-	-	-	-	-
Site Improvements and Utilities	3,580	-	580	3,000	3,000	-	-	-	-	-	-
Construction	25,522	-	-	25,522	1,804	11,144	9,319	3,255	-	-	-
Other	1,125	-	-	1,125	-	-	1,125	-	-	-	-
TOTAL EXPENDITURES	32,682	-	2,765	29,917	4,979	11,239	10,444	3,255	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	19,204	-	2,765	16,439	4,979	3,584	6,128	1,748	-	-	-
State Aid	13,478	-	-	13,478	-	7,655	4,316	1,507	-	-	-
TOTAL FUNDING SOURCES	32,682	-	2,765	29,917	4,979	11,239	10,444	3,255	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	3,903	Year First Appropriation	FY22
Appropriation FY 24 Request	1,125	Last FY's Cost Estimate	28,338
Cumulative Appropriation	27,654		
Expenditure / Encumbrances	-		
Unencumbered Balance	27,654		

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 these two projects. An FY 2020 appropriation was approved for planning funds and an FY 2021 appropriation was approved for construction funds for both projects. These projects were scheduled to be completed September 2022. As a result of the continued enrollment growth at JoAnn Leleck Elementary School at Broad Acres and the scope and cost of the additions at both Cresthaven and Roscoe Nix elementary schools, the *Board of Education's Requested FY 2022 Capital Budget and Amendments to the FY 2021-2026 CIP*, removed all expenditures from this project and reallocated those funds for a new Grades 3-5 elementary school for JoAnn Leleck Elementary School at Broad Acres. The FY 2022 appropriation for this project reflects the previously approved appropriation from the two addition projects. An FY 2023 appropriation was approved to address construction cost increases for this project. The scheduled completion date for this new Grades 3-5 elementary school is August 2025.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program or the Built To Learn Act for school construction program.

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.

Ronald McNair ES Addition

(P651904)

Category	Montgomery County Public Schools	Date Last Modified	05/23/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Germantown and Vicinity	Status	Under Construction

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	1,024	47	875	102	102	-	-	-	-	-	-
Site Improvements and Utilities	1,976	-	1,482	494	494	-	-	-	-	-	-
Construction	10,913	-	2,956	7,957	2,666	5,291	-	-	-	-	-
Other	490	-	-	490	490	-	-	-	-	-	-
TOTAL EXPENDITURES	14,403	47	5,313	9,043	3,752	5,291	-	-	-	-	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	10,845	47	5,313	5,485	1,654	3,831	-	-	-	-	-
State Aid	3,558	-	-	3,558	2,098	1,460	-	-	-	-	-
TOTAL FUNDING SOURCES	14,403	47	5,313	9,043	3,752	5,291	-	-	-	-	-

OPERATING BUDGET IMPACT (\$000s)											
Maintenance				174	29	29	29	29	29	29	29
Energy				66	11	11	11	11	11	11	11
NET IMPACT				240	40	40	40	40	40	40	40

APPROPRIATION AND EXPENDITURE DATA (\$000s)											
Appropriation FY 23 Request		3,490		Year First Appropriation		FY21					
Appropriation FY 24 Request		-		Last FY's Cost Estimate		11,403					
Cumulative Appropriation		10,913									
Expenditure / Encumbrances		-									
Unencumbered Balance		10,913									

PROJECT DESCRIPTION

Enrollment projections indicate that enrollment at Ronald McNair Elementary School will exceed capacity 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. An FY 2021 appropriation was approved to begin the planning for this project. An FY 2022 appropriation was approved for construction funds. As part of the FY2023-2028 CIP, an additional \$3.0 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. An FY 2023 appropriation was approved to complete this addition project. This project is scheduled to be completed August 2023.

FISCAL NOTE

State Aid approved in FY23 for \$3.558 million.

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)

Category	Montgomery County Public Schools	Date Last Modified	05/22/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Kemp Mill-Four Corners and Vicinity	Status	Planning Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	9,873	4,230	5,143	500	500	-	-	-	-	-	-
Site Improvements and Utilities	17,267	-	7,387	9,880	6,985	2,895	-	-	-	-	-
Construction	141,376	-	2,248	139,128	-	12,634	42,774	21,466	27,254	35,000	-
Other	4,560	-	-	4,560	-	-	1,135	3,425	-	-	-
TOTAL EXPENDITURES	173,076	4,230	14,778	154,068	7,485	15,529	43,909	24,891	27,254	35,000	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	95,356	1,608	14,680	79,068	7,485	331	23,687	11,543	17,569	18,453	-
Recordation Tax	2,622	2,622	-	-	-	-	-	-	-	-	-
School Facilities Payment	98	-	98	-	-	-	-	-	-	-	-
State Aid	75,000	-	-	75,000	-	15,198	20,222	13,348	9,685	16,547	-
TOTAL FUNDING SOURCES	173,076	4,230	14,778	154,068	7,485	15,529	43,909	24,891	27,254	35,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 23 Request	-	Year First Appropriation	FY19
Appropriation FY 24 Request	141,376	Last FY's Cost Estimate	138,356
Cumulative Appropriation	27,140		
Expenditure / Encumbrances	-		
Unencumbered Balance	27,140		

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 was scheduled to be completed September 2025. Additional funding is included in the requested FY 2021-2026 CIP for this construction project. An FY 2022 appropriation was approved to begin the site work for this project. An FY 2023 appropriation was requested for construction funds and to address increases in construction costs. Due to fiscal constraints, the County Council, as part of the adopted FY2023-2028 CIP, delayed this project one year. Therefore, the school will be relocated to the Charles W. Woodward High School in August 2024, for two years, and this project is now scheduled to be completed August 2026.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program or the Built To Learn Act for school construction program.

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

William T. Page ES Addition (P652105)

Category	Montgomery County Public Schools	Date Last Modified	05/23/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Colesville-White Oak and Vicinity	Status	Preliminary Design Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,715	-	1,650	65	65	-	-	-	-	-	-
Site Improvements and Utilities	3,920	-	2,459	1,461	1,461	-	-	-	-	-	-
Construction	18,742	-	763	17,979	8,226	7,753	2,000	-	-	-	-
Other	791	-	-	791	791	-	-	-	-	-	-
TOTAL EXPENDITURES	25,168	-	4,872	20,296	10,543	7,753	2,000	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	20,165	-	4,872	15,293	7,693	6,041	1,559	-	-	-	-
State Aid	5,003	-	-	5,003	2,850	1,712	441	-	-	-	-
TOTAL FUNDING SOURCES	25,168	-	4,872	20,296	10,543	7,753	2,000	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	5,345	Year First Appropriation	FY21
Appropriation FY 24 Request	-	Last FY's Cost Estimate	20,614
Cumulative Appropriation	19,823		
Expenditure / Encumbrances	-		
Unencumbered Balance	19,823		

PROJECT DESCRIPTION

In September 2018, the Spanish Immersion Program located at Rolling Terrace Elementary School was relocated to William T. Page Elementary School. Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2021 appropriation was requested to begin the architectural planning and design for this addition project. The FY 2021 planning appropriation was approved by the County Council, however, due to fiscal constraints, the construction expenditures were approved one year beyond the Board of Education's request. An FY 2022 appropriation and amendment to the FY 2021-2026 CIP is requested to accelerate the construction of this addition project to the completion date requested by the Board of Education in the FY 2021-2026 CIP. The FY 2022 appropriation was approved for construction funds. As part of the FY2023-2028 CIP, an additional \$4.554 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. An FY 2023 appropriation was approved to complete this project. This addition is scheduled to be completed August 2023.

FISCAL NOTE

State Aid approved from the County's allocation of the Built To Learn Act school construction program.

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.

Parkland MS Addition (P651911)

Category	Montgomery County Public Schools	Date Last Modified	05/23/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Aspen Hill and Vicinity	Status	Under Construction

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,240	423	445	372	248	124	-	-	-	-	-
Site Improvements and Utilities	2,107	-	1,080	1,027	527	500	-	-	-	-	-
Construction	14,001	-	1,580	12,421	7,081	5,340	-	-	-	-	-
Other	890	-	-	890	267	623	-	-	-	-	-
TOTAL EXPENDITURES	18,238	423	3,105	14,710	8,123	6,587	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	16,647	423	3,105	13,119	7,109	6,010	-	-	-	-	-
State Aid	1,591	-	-	1,591	1,014	577	-	-	-	-	-
TOTAL FUNDING SOURCES	18,238	423	3,105	14,710	8,123	6,587	-	-	-	-	-

OPERATING BUDGET IMPACT (\$000s)

Maintenance				348	58	58	58	58	58	58
Energy				132	22	22	22	22	22	22
NET IMPACT				480	80	80	80	80	80	80

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	4,490	Year First Appropriation	FY21
Appropriation FY 24 Request	-	Last FY's Cost Estimate	14,638
Cumulative Appropriation	13,748		
Expenditure / Encumbrances	-		
Unencumbered Balance	13,748		

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 was approved for planning funds. An FY 2022 appropriation was approved for construction funds. As part of the FY2023-2028 CIP, an additional \$3.6 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. An FY 2023 appropriation was approved to complete this project. This project is scheduled to be completed August 2023.

FISCAL NOTE

State Aid reflects FY23 approved amount and projected balance expected to be approved in the next fiscal year.

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

Odessa Shannon MS Addition/ Facility Upgrade (P651910)

Category	Montgomery County Public Schools	Date Last Modified	12/23/21
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Kemp Mill-Four Corners and Vicinity	Status	Preliminary Design Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	3,921	3,529	392	-	-	-	-	-	-	-	-
Site Improvements and Utilities	8,927	6,695	2,232	-	-	-	-	-	-	-	-
Construction	48,266	8,182	28,084	12,000	12,000	-	-	-	-	-	-
Other	1,750	-	1,750	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	62,864	18,406	32,458	12,000	12,000	-	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	33,725	2,310	19,415	12,000	12,000	-	-	-	-	-	-
Schools Impact Tax	16,096	16,096	-	-	-	-	-	-	-	-	-
State Aid	13,043	-	13,043	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	62,864	18,406	32,458	12,000	12,000	-	-	-	-	-	-

OPERATING BUDGET IMPACT (\$000s)

Maintenance			612	102	102	102	102	102	102	102	102
Energy			228	38	38	38	38	38	38	38	38
NET IMPACT			840	140	140	140	140	140	140	140	140

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	-	Year First Appropriation	FY19
Appropriation FY 24 Request	-	Last FY's Cost Estimate	62,864
Cumulative Appropriation	62,864		
Expenditure / Encumbrances	-		
Unencumbered Balance	62,864		

PROJECT DESCRIPTION

Project formerly known as Col. E. Brooke Lee MS Addition/ Facility Upgrade. Projections indicate that enrollment at Odessa Shannon Middle School will exceed capacity 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. The requested FY 2021-2026 CIP reflects an expanded scope for this project from an addition/facility upgrade to a replacement project, taking two years to construct. Therefore, the completion date is updated to September 2022 to reflect the full project scope. An FY 2021 appropriation was approved for the balance of construction funding. An FY 2022 appropriation was approved to complete this project. This project is scheduled to be completed August 2022.

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

Silver Spring International MS Addition

(P651912)

Category	Montgomery County Public Schools	Date Last Modified	05/23/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Silver Spring and Vicinity	Status	Planning Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	2,308	771	1,136	401	401	-	-	-	-	-	-
Site Improvements and Utilities	2,349	-	2,349	-	-	-	-	-	-	-	-
Construction	17,498	-	884	16,614	-	3,960	7,654	5,000	-	-	-
Other	985	-	-	985	-	985	-	-	-	-	-
TOTAL EXPENDITURES	23,140	771	4,369	18,000	401	4,945	7,654	5,000	-	-	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	17,640	771	4,369	12,500	401	2,952	5,533	3,614	-	-	-
State Aid	5,500	-	-	5,500	-	1,993	2,121	1,386	-	-	-
TOTAL FUNDING SOURCES	23,140	771	4,369	18,000	401	4,945	7,654	5,000	-	-	-

OPERATING BUDGET IMPACT (\$000s)											
Maintenance				365	-	73	73	73	73	73	
Energy				135	-	27	27	27	27	27	
NET IMPACT				500	-	100	100	100	100	100	

APPROPRIATION AND EXPENDITURE DATA (\$000s)											
Appropriation FY 23 Request		4,000		Year First Appropriation						FY19	
Appropriation FY 24 Request		-		Last FY's Cost Estimate						19,140	
Cumulative Appropriation		19,140									
Expenditure / Encumbrances		-									
Unencumbered Balance		19,140									

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 addition project not only will affect the middle school, but also the Sligo Creek Elementary School, since both are on the same site. After considering a number of factors including the cost and operational considerations for this project, the requested FY 2021-2026 CIP includes a one-year delay of this project to allow the school system and the school community an opportunity to explore additional options to address the capacity needs at both schools, as well as the programmatic needs at the middle school. This project, with the one-year delay, is scheduled to be completed September 2023. After careful consideration regarding the scope of this project, the fiscal challenges facing the county and state, and the substantial budget for the approved project, the *Board of Education's Requested FY 2022 Capital Budget and Amendments to the FY 2021-2026 CIP* includes a reduction of scope and cost of this addition project and to reevaluate the scope of the project to specifically address the programmatic and safety needs of the school as it relates to the location and administration of the physical education program, as well as the overall safety of the school community with the construction of the new Purple Line. With the approved change in scope, the completion date for this project was August 2024. In addition, the County Council approved the Board of Education's requested Amended CIP that included the reallocation of funds (\$16 million) from this project to the Highland View Elementary School addition project. As part of the FY2023-2028 CIP, an additional \$4.0 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. An FY2023 appropriation was approved for the additional funding for this project. The scheduled completion date for this project is now August 2025.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program or the Built To Learn Act for school construction program.

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

Westbrook ES Addition

(P652107)

Category	Montgomery County Public Schools	Date Last Modified	05/22/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Bethesda-Chevy Chase and Vicinity	Status	Planning Stage

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	618	-	376	242	242	-	-	-	-	-	-
Construction	3,563	-	-	3,563	2,117	1,446	-	-	-	-	-
Other	210	-	-	210	210	-	-	-	-	-	-
TOTAL EXPENDITURES	4,391	-	376	4,015	2,569	1,446	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	4,175	-	376	3,799	2,569	1,230	-	-	-	-	-
State Aid	216	-	-	216	-	216	-	-	-	-	-
TOTAL FUNDING SOURCES	4,391	-	376	4,015	2,569	1,446	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	210	Year First Appropriation	FY22
Appropriation FY 24 Request	-	Last FY's Cost Estimate	4,391
Cumulative Appropriation	4,181		
Expenditure / Encumbrances	-		
Unencumbered Balance	4,181		

PROJECT DESCRIPTION

Projections indicate that enrollment will exceed capacity throughout the six-year planning period at Somerset Elementary School. Due to the small site size and site limitations at Somerset Elementary School, an addition at Westbrook Elementary School is requested to relieve the overutilization at Somerset Elementary School. When Westbrook Elementary School was modernized, a classroom shell was included in the construction project. This request is to build-out the classroom shell to accommodate students from Somerset Elementary School. An FY 2021 appropriation was requested for the build-out of the classroom shell. Due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP removed all expenditures for this project. The Bethesda Elementary School service area is adjacent to the Somerset Elementary School service area and will remain overutilized for the six-year planning period. The adopted CIP included funds for an addition at Bethesda Elementary School to address the overutilization. As part of the *Board of Education's Requested FY 2022 Capital Budget and Amendments to the FY 2021-2026 CIP* process, the Board of Education reexamined the available capacity at Westbrook Elementary School and the additional capacity gained with the addition at this school. As a result, the Board of Education's requested amended CIP included removal of the planning and construction funds from the Bethesda Elementary School addition project and a reallocation of a portion of those funds for the shell build-out to address the overutilization at both Bethesda and Somerset elementary schools. An FY 2022 appropriation and amendment to the FY2021-2026 CIP was approved to construct this shell build-out. An FY 2023 appropriation was approved to complete this project. This project is scheduled to be completed August 2022.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program or the Built To Learn Act for school construction program.

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.

Charles W. Woodward HS Reopening (P651908)

Category	Montgomery County Public Schools	Date Last Modified	05/21/22
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Rockville	Status	Planning Stage

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	8,258	5,903	1,355	1,000	1,000	-	-	-	-	-	-
Site Improvements and Utilities	21,649	1,081	13,112	7,456	5,956	750	750	-	-	-	-
Construction	146,888	-	34,648	112,240	7,937	18,267	30,640	29,396	26,000	-	-
Other	4,300	-	3,150	1,150	1,150	-	-	-	-	-	-
TOTAL EXPENDITURES	181,095	6,984	52,265	121,846	16,043	19,017	31,390	29,396	26,000	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	94,365	4,029	41,803	48,533	1,044	1,547	21,536	6,568	17,838	-	-
Recordation Tax	32,984	2,116	-	30,868	5,768	11,500	-	13,600	-	-	-
Schools Impact Tax	839	839	-	-	-	-	-	-	-	-	-
State Aid	52,907	-	10,462	42,445	9,231	5,970	9,854	9,228	8,162	-	-
TOTAL FUNDING SOURCES	181,095	6,984	52,265	121,846	16,043	19,017	31,390	29,396	26,000	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	48,860	Year First Appropriation	FY19
Appropriation FY 24 Request	-	Last FY's Cost Estimate	128,235
Cumulative Appropriation	132,235		
Expenditure / Encumbrances	-		
Unencumbered Balance	132,235		

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. On March 25, 2019, the Board of Education approved that the Northwood High School project would be constructed with students off-site and that Northwood High School would operate at the Charles W. Woodward High School site as a temporary holding facility during the construction period. Therefore, based on the Board's approval, the Woodward facility would be used as a holding center for two years following initial construction of the new Charles W. Woodward High School facility, starting in August 2023. The addition/facility upgrades for Northwood High School were scheduled to be completed August 2025. At that time, the Woodward High School facility would be reopened as a new high school. An FY 2021 appropriation was approved for construction funds. An FY 2022 appropriation was approved to continue this project. An FY 2022 supplemental appropriation and transfer of funds of \$4 million from the current revitalization/expansion project to this project was approved to address construction cost increases. An FY 2023 appropriation was requested for construction cost increases and construction funds to complete this project. While the increase in expenditures were approved, due to fiscal constraints, the County Council, as part of the adopted FY2023-2028 CIP, delayed this project one year. Therefore, Northwood High School will be relocated to the Charles W. Woodward High School site in August 2024, for two years, and this project is now scheduled to be completed August 2026.

FISCAL NOTE

State Aid reflects FY23 approved amount from the County's allocation of the Built To Learn Act school construction program and projected balance to be approved in the next fiscal year.

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.

ADA Compliance: MCPS (P796235)

Category	Montgomery County Public Schools	Date Last Modified	05/19/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	9,416	6,342	658	2,416	550	550	329	329	329	329	-
Construction	34,977	18,220	3,373	13,384	4,950	4,950	871	871	871	871	-
TOTAL EXPENDITURES	44,393	24,562	4,031	15,800	5,500	5,500	1,200	1,200	1,200	1,200	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	44,393	24,562	4,031	15,800	5,500	5,500	1,200	1,200	1,200	1,200	-
TOTAL FUNDING SOURCES	44,393	24,562	4,031	15,800	5,500	5,500	1,200	1,200	1,200	1,200	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	5,500	Year First Appropriation	FY79
Appropriation FY 24 Request	5,500	Last FY's Cost Estimate	33,393
Cumulative Appropriation	28,593		
Expenditure / Encumbrances	-		
Unencumbered Balance	28,593		

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 a capital project 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. An FY 2021 appropriation was approved to address the findings of a comprehensive accessibility evaluation of all MCPS schools conducted by an independent engineering firm over the past two years to assess facilities and collect data. Summarized tables of the data collected can be found on the Department of Facilities Management website. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was requested to continue this level of effort project; however, additional funding was requested in the first two years of the six-year plan to address the findings of the self-evaluation process required of state and local agencies to comply with the requirements of Title II of the Americans with Disabilities Act (ADA) and applicable state regulations contained in the accessibility and related chapters of the Maryland Building Code. The appropriation request also will fund a new Facilities ADA Compliance Manager to manage the program, plan improvements, and the coordination of the projects. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP reduced expenditures in FY23 and FY24, therefore, the number of ADA projects will be reduced to align with approved expenditures.

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

Advisory Committee for the Handicapped

FY 2023--Salaries and Wages: \$103K, Fringe Benefits \$26K, Workyears: 1, FY2024-2028--Salaries and Wages: \$540, Fringe Benefits \$138K, Workyears: 5

Asbestos Abatement: MCPS

(P816695)

Category	Montgomery County Public Schools	Date Last Modified	05/19/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	16,684	10,331	1,517	4,836	806	806	806	806	806	806	-
Construction	7,996	5,962	-	2,034	339	339	339	339	339	339	-
TOTAL EXPENDITURES	24,680	16,293	1,517	6,870	1,145	1,145	1,145	1,145	1,145	1,145	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	24,680	16,293	1,517	6,870	1,145	1,145	1,145	1,145	1,145	1,145	-
TOTAL FUNDING SOURCES	24,680	16,293	1,517	6,870	1,145	1,145	1,145	1,145	1,145	1,145	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	1,145	Year First Appropriation	FY81
Appropriation FY 24 Request	1,145	Last FY's Cost Estimate	22,390
Cumulative Appropriation	17,810		
Expenditure / Encumbrances	-		
Unencumbered Balance	17,810		

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 2019 appropriation was approved to continue this level of effort project. An FY 2020 appropriation was approved to continue this level of effort project. An FY 2021 appropriation was approved to continue asbestos abatement projects at facilities throughout the school system. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was approved to continue asbestos abatement at various facilities throughout the school system.

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

Maryland Department of the Environment, Department of Environmental Protection, State Department of Education, Department of Health FY 2023 -- Salaries and Wages: \$705K, Fringe Benefits \$298K, Workyears: 5 FY 2024-2028 -- Salaries and Wages: \$3.7M, Fringe Benefits: \$1.6M, Workyears 25

Building Modifications and Program Improvements (P076506)

Category	Montgomery County Public Schools	Date Last Modified	05/19/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	9,472	3,338	2,534	3,600	1,800	1,800	-	-	-	-	-
Construction	71,131	57,880	851	12,400	6,200	6,200	-	-	-	-	-
TOTAL EXPENDITURES	80,603	61,218	3,385	16,000	8,000	8,000	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

Contributions	3,983	3,983	-	-	-	-	-	-	-	-	-
G.O. Bonds	76,620	57,235	3,385	16,000	8,000	8,000	-	-	-	-	-
TOTAL FUNDING SOURCES	80,603	61,218	3,385	16,000	8,000	8,000	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	8,000	Year First Appropriation	FY07
Appropriation FY 24 Request	8,000	Last FY's Cost Estimate	64,603
Cumulative Appropriation	64,603	Partial Closeout Thru FY21	6,847
Expenditure / Encumbrances	-	New Partial Closeout	-
Unencumbered Balance	64,603	Total Partial Closeout	6,847

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. 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. An FY 2021 appropriation was approved to continue this project and provide funding for modifications to instructional and support spaces for new or expanded programs, as well as administrative support space for schools. The appropriation also will provide funding for special education facility modifications and reconfiguration of high school classroom spaces to provide additional science laboratories for schools that are overutilized. Finally, this appropriation will provide the balance of funding for the A. Mario Loiederman Middle School project. An FY 2022 appropriation was approved to continue this project and provide modifications to instructional and support spaces for new or expanded programs. An FY 2023 appropriation was requested for modifications to schools due to special education program changes and relocations; science and multipurpose laboratory upgrades at secondary schools; and space modifications for program requirements at the secondary level. In addition, the appropriation will provide funding for overutilized schools where existing spaces require modifications to provide additional classrooms space. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, decreased the FY2023 and FY2024 expenditures, therefore, the number of projects will be reduced to align with the approved expenditures.

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

Design and Construction Management

(P746032)

Category	Montgomery County Public Schools	Date Last Modified	05/19/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	104,975	69,712	5,863	29,400	4,900	4,900	4,900	4,900	4,900	4,900	-
TOTAL EXPENDITURES	104,975	69,712	5,863	29,400	4,900	4,900	4,900	4,900	4,900	4,900	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	104,975	69,712	5,863	29,400	4,900	4,900	4,900	4,900	4,900	4,900	-
TOTAL FUNDING SOURCES	104,975	69,712	5,863	29,400	4,900	4,900	4,900	4,900	4,900	4,900	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	4,900	Year First Appropriation	FY74
Appropriation FY 24 Request	4,900	Last FY's Cost Estimate	95,175
Cumulative Appropriation	75,575		
Expenditure / Encumbrances	-		
Unencumbered Balance	75,575		

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 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. An FY 2021 appropriation was approved to continue this level of effort project for salaries of current staff, legal fees and other non-reimbursable costs for MCPS real estate issues. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was approved for salaries of current staff, legal fees and other non-reimbursable costs for MCPS real estate issues.

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 2023 -- Salaries and Wages: \$3.9M, Fringe Benefits: \$900K, Workyears 42 FY 2024-2028 -- Salaries and Wages \$19.5M, Fringe Benefits: \$4.5M, Workyears: 210

Early Childhood Center

(P652303)

Category	Montgomery County Public Schools	Date Last Modified	05/02/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Preliminary Design Stage

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	2,600	-	-	2,600	850	1,110	640	-	-	-	-
Site Improvements and Utilities	1,225	-	-	1,225	500	725	-	-	-	-	-
Construction	11,825	-	-	11,825	2,650	3,815	5,360	-	-	-	-
Other	350	-	-	350	-	350	-	-	-	-	-
TOTAL EXPENDITURES	16,000	-	-	16,000	4,000	6,000	6,000	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	16,000	-	-	16,000	4,000	6,000	6,000	-	-	-	-
TOTAL FUNDING SOURCES	16,000	-	-	16,000	4,000	6,000	6,000	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	4,000	Year First Appropriation	
Appropriation FY 24 Request	12,000	Last FY's Cost Estimate	-
Cumulative Appropriation	-		
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

PROJECT DESCRIPTION

Early childhood programs in MCPS are targeted to children and families affected by poverty, including children with disabilities, and provides them with additional time to acquire literacy, mathematics, and social/emotional skills for success in school and later learning in life. These programs provide opportunities for children to build school-readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development. In MCPS, 65 elementary schools have locally funded Prekindergarten and/or federally funded Head Start classes. MCPS has two regional early childhood centers, one at the MacDonald Knolls Early Childhood Center in Silver Spring, serving 100 Prekindergarten students and the other at the Up-county Early Childhood Center, temporary housed at the Emory Grove Center in Gaithersburg, serving 80 Prekindergarten students. The Up-county center will be relocated in January 2022, and temporary housed at Watkins Mill High School utilizing existing classrooms within the building. This project will provide funding for MCPS to construct a stand alone building on the Watkins Mill High School site for the Up-county center, as well as begin planning to further expand early childhood centers throughout the county. An FY 2023 appropriation was approved for planning funds.

Emergency Replacement of Major Building Components

(P652304)

Category	Montgomery County Public Schools	Date Last Modified	05/15/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	300	-	-	300	150	150	-	-	-	-	-
Construction	2,700	-	-	2,700	1,350	1,350	-	-	-	-	-
TOTAL EXPENDITURES	3,000	-	-	3,000	1,500	1,500	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	3,000	-	-	3,000	1,500	1,500	-	-	-	-	-
TOTAL FUNDING SOURCES	3,000	-	-	3,000	1,500	1,500	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	1,500	Year First Appropriation	
Appropriation FY 24 Request	1,500	Last FY's Cost Estimate	-
Cumulative Appropriation	-		
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

PROJECT DESCRIPTION

This project will provide funds for the emergency replacement of major building components throughout the school system. These funds will allow projects that are in other countywide systemic projects, such as HVAC Replacement, to maintain their schedules when emergency replacements arise. An FY 2023 appropriation was approved for this project.

DISCLOSURES

Expenditures will continue indefinitely.

Facility Planning: MCPS (P966553)

Category	Montgomery County Public Schools	Date Last Modified	05/02/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	16,387	10,172	3,515	2,700	800	500	350	350	350	350	-
TOTAL EXPENDITURES	16,387	10,172	3,515	2,700	800	500	350	350	350	350	-

FUNDING SCHEDULE (\$000s)

Current Revenue: General	6,647	4,599	1,258	790	240	150	100	100	100	100	-
G.O. Bonds	5,930	1,763	2,257	1,910	560	350	250	250	250	250	-
Recordation Tax	3,810	3,810	-	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	16,387	10,172	3,515	2,700	800	500	350	350	350	350	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	1,300	Year First Appropriation	FY96
Appropriation FY 24 Request	-	Last FY's Cost Estimate	15,087
Cumulative Appropriation	13,687		
Expenditure / Encumbrances	-		
Unencumbered Balance	13,687		

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 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 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. An FY 2021 appropriation was approved for the pre-planning of three addition projects, as well as pre-planning for a number of Board of Education owned or Montgomery County owned facilities that were once former schools that could potentially address the overutilization systemwide in the future. An FY 2022 appropriation was approved for the pre-planning of capital projects included in the amended FY 2021-2026 CIP. An FY 2023 appropriation was approved to conduct feasibility studies for 9 elementary schools--Belmont, Cold Spring, Damascus, DuFief, Oakland Terrace, Sherwood, Twinbrook, Whetstone, and Woodfield and 3 middle schools--Banneker, Gaithersburg, and White Oak to determine the scope and cost of these future Major Capital projects. In addition, the appropriation will fund the pre-planning of capital projects included in the FY 2023-2028 CIP.

DISCLOSURES

Expenditures will continue indefinitely.

Fire Safety Code Upgrades

(P016532)

Category	Montgomery County Public Schools	Date Last Modified	05/02/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	2,902	1,782	280	840	140	140	140	140	140	140	-
Construction	23,234	16,130	3,042	4,062	677	677	677	677	677	677	-
TOTAL EXPENDITURES	26,136	17,912	3,322	4,902	817	817	817	817	817	817	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	26,136	17,912	3,322	4,902	817	817	817	817	817	817	-
TOTAL FUNDING SOURCES	26,136	17,912	3,322	4,902	817	817	817	817	817	817	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	817	Year First Appropriation	FY01
Appropriation FY 24 Request	817	Last FY's Cost Estimate	24,502
Cumulative Appropriation	21,234	Partial Closeout Thru FY21	4,249
Expenditure / Encumbrances	-	New Partial Closeout	-
Unencumbered Balance	21,234	Total Partial Closeout	4,249

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 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. An FY 2021 appropriation was approved to continue this project to address code compliance issues systemwide. An FY 2022 appropriation was approved to continue this level of effort project to maintain life safety code compliance and life-cycle replacement of equipment systemwide. An FY 2023 appropriation was approved to continue this level of effort project and to 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.

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

Fire Marshal

HVAC (Mechanical Systems) Replacement: MCPS (P816633)

Category	Montgomery County Public Schools	Date Last Modified	05/22/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	39,200	11,500	7,600	20,100	3,200	4,100	3,500	3,100	3,100	3,100	-
Construction	203,019	64,997	38,622	99,400	16,800	20,900	15,500	15,400	15,400	15,400	-
Other	3,000	-	3,000	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	245,219	76,497	49,222	119,500	20,000	25,000	19,000	18,500	18,500	18,500	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	149,366	71,396	18,220	59,750	10,000	12,500	9,500	9,250	9,250	9,250	-
Recordation Tax	3,000	-	3,000	-	-	-	-	-	-	-	-
State Aid	92,853	5,101	28,002	59,750	10,000	12,500	9,500	9,250	9,250	9,250	-
TOTAL FUNDING SOURCES	245,219	76,497	49,222	119,500	20,000	25,000	19,000	18,500	18,500	18,500	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)											
Appropriation FY 23 Request	20,000			Year First Appropriation						FY81	
Appropriation FY 24 Request	25,000			Last FY's Cost Estimate						201,219	
Cumulative Appropriation	125,719			Partial Closeout Thru FY21						64,581	
Expenditure / Encumbrances	-			New Partial Closeout						-	
Unencumbered Balance	125,719			Total Partial Closeout						64,581	

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, and maintenance data. 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. 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 work-years 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. An FY 2021 appropriation was requested for mechanical systems upgrades and/or replacements for Clarksburg, Brookhaven, Meadow Hall, and Ronald McNair elementary schools and the fourth phase of Quince Orchard High School. However, due to fiscal constraints, the County Council reduced the FY2021 appropriation by \$9 million less than the Board of Education's request. Therefore, the list shown above will be aligned with the approved funding level for FY2021. An FY 2022 appropriation and amendment to the FY2021-2026 CIP was approved to reinstate expenditures in FY 2022 that were removed as part of the adopted FY2021-2026 CIP. In addition, the Board of Education's requested amended CIP included the FY 2021 supplemental appropriation of \$3.0 million to address Covid-19 related indoor air quality and HVAC enhancements, that was approved by the County Council. The approved FY 2022 appropriation and amendment will address mechanical system upgrades and/or replacements of schools systemwide. An FY 2023 appropriation was approved for mechanical systems upgrades and/or replacements at various schools throughout the county. However, the County Council, in the adopted FY2023-2028 CIP decreased expenditures in FY2023, therefore, the number of projects to be completed will be reduced to align with the approved expenditures. Implementation of this program will also be based on implications of construction cost increases and supply chain interruptions.

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 2023 -- Salaries and Wages: \$253K, Fringe Benefits: \$107K, Workyears: 3 FY2024-2028 -- Salaries and Wages: \$1.3M, Fringe Benefits: \$567K, Workyears: 15

FISCAL NOTE

Reflects MCPS correction for funding allocations prior to FY19. FY20 supplemental in State Aid for \$367,850 from the Maryland's Healthy Schools Facility Fund. FY21 supplemental in Recordation Tax for the amount of \$3,000,000 to enhance the HVAC systems and improve indoor air quality to support COVID-19 recovery planning. FY23 State Aid award for \$19.250 million for multiple years.

DISCLOSURES

Improved (Safe) Access to Schools (P975051)

Category	Montgomery County Public Schools	Date Last Modified	05/19/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	3,739	2,139	-	1,600	800	800	-	-	-	-	-
Site Improvements and Utilities	16,543	16,813	(270)	-	-	-	-	-	-	-	-
Construction	828	828	-	-	-	-	-	-	-	-	-
Other	5,400	-	-	5,400	2,700	2,700	-	-	-	-	-
TOTAL EXPENDITURES	26,510	19,780	(270)	7,000	3,500	3,500	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	26,510	19,780	(270)	7,000	3,500	3,500	-	-	-	-	-
TOTAL FUNDING SOURCES	26,510	19,780	(270)	7,000	3,500	3,500	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	3,500	Year First Appropriation	FY97
Appropriation FY 24 Request	3,500	Last FY's Cost Estimate	19,510
Cumulative Appropriation	19,510	Partial Closeout Thru FY21	1,100
Expenditure / Encumbrances	-	New Partial Closeout	-
Unencumbered Balance	19,510	Total Partial Closeout	1,100

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 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. An FY 2021 appropriation was approved to continue this level of effort project to address vehicular and pedestrian traffic issues systemwide. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was approved to continue this project to address access, circulation, and vehicular and pedestrian traffic issues at various schools, as well as support the county's bicycle initiative through available funds in this project.

FISCAL NOTE

State Reimbursement: not eligible

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

STEP Committee

Major Capital Projects - Elementary (P652101)

Category	Montgomery County Public Schools	Date Last Modified	05/02/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	13,420	3,144	5,704	4,572	3,612	750	210	-	-	-	-
Site Improvements and Utilities	22,353	-	17,231	5,122	4,800	322	-	-	-	-	-
Construction	143,209	-	20,375	122,834	43,922	49,409	29,503	-	-	-	-
Other	6,232	-	775	5,457	5,457	-	-	-	-	-	-
TOTAL EXPENDITURES	185,214	3,144	44,085	137,985	57,791	50,481	29,713	-	-	-	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	107,566	3,144	31,999	72,423	29,329	27,209	15,885	-	-	-	-
State Aid	77,648	-	12,086	65,562	28,462	23,272	13,828	-	-	-	-
TOTAL FUNDING SOURCES	185,214	3,144	44,085	137,985	57,791	50,481	29,713	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)											
Appropriation FY 23 Request	7,466			Year First Appropriation							
Appropriation FY 24 Request	-			Last FY's Cost Estimate							
Cumulative Appropriation	177,748			146,427							
Expenditure / Encumbrances	-										
Unencumbered Balance	177,748										

PROJECT DESCRIPTION

MCPS contracted with an external entity to conduct full facility assessments of all schools during the spring and summer of 2018. This provided an important baseline of facility condition information across all school facilities to inform decision making about capital projects, systemic replacements, and other work needed to address facility infrastructure challenges. The Key Facility Indicator (KFI) data was compiled into a public facing website in the spring of 2019. As part of the amended FY 2019-2024 CIP, the superintendent identified the first set of schools to be included in the Major Capital Project project. At the elementary level, the first set of schools identified are Burnt Mills, South Lake, Woodlin, and Stonegate elementary schools. An FY 2021 appropriation was requested to begin the architectural planning and design for these first four projects. Burnt Mills, South Lake and Woodlin elementary schools have scheduled completion dates of August 2023 and Stonegate Elementary School has a scheduled completion date of January 2024. However, due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP, approved the completion dates for South Lake, Woodlin, and Stonegate elementary schools one year beyond the Board of Education's request, but maintained the planning funds. South Lake and Woodlin elementary schools had scheduled completion dates of August 2024 and Stonegate had a scheduled completion date of January 2025. An FY 2022 appropriation and amendment to the FY 2021-2026 CIP was approved to accelerate the completion dates of the four elementary school major capital projects to August 2023. The requested completion dates aligned with the Board of Education's request in the FY 2021-2026 CIP. Based on the request to accelerate the completion dates, an FY 2022 appropriation was approved for construction funds for all of the four elementary major capital projects. An FY 2022 supplemental appropriation and transfer of funds of \$33.941 million in total for four elementary schools (Burnt Mills, South Lake, Stonegate, and Woodlin) was approved, in September 2021, for increases in construction costs. An FY 2022 supplemental appropriation of \$16.725 in total for four elementary schools (Burnt Mills, South Lake, Stonegate, and Woodlin) was approved, in December 2021, to maximize state aid. An FY 2023 appropriation was approved for Burnt Mills, Stonegate, and Woodlin elementary schools to complete these projects. The approved appropriation also will fund architectural planning and design for Piney Branch ES, the next school identified for a major capital project. Construction funds will be considered in a future CIP, and therefore, the completion date for the Piney Branch ES project is to be determined.

FISCAL NOTE

South Lake ES - Major Capital Project: FY21 supplemental in G.O. Bonds for the amount of \$5,853,000 to accelerate completion date to 2023.

FY22 Supplemental for \$16,725,000 in GO Bonds for Burnt Mills ES (\$5.2 million); South Lake ES (\$2.057 million); Stonegate ES (\$3.528 million); and Woodlin ES (\$5.940 million).

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.

Major Capital Projects - Secondary (P652102)

Category	Montgomery County Public Schools	Date Last Modified	05/20/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	

	Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	24,570	3,897	3,243	17,430	7,530	4,873	4,705	322	-	-	-
Site Improvements and Utilities	49,281	-	13,965	35,316	5,921	6,208	3,571	10,127	4,959	4,530	-
Construction	397,232	-	747	329,550	22,635	49,421	80,989	98,441	34,893	43,171	66,935
Other	13,025	-	-	13,025	750	4,885	-	2,100	-	5,290	-
TOTAL EXPENDITURES	484,108	3,897	17,955	395,321	36,836	65,387	89,265	110,990	39,852	52,991	66,935

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	304,555	1,634	17,955	238,330	19,791	41,980	51,984	60,332	26,929	37,314	46,636
Recordation Tax	2,263	2,263	-	-	-	-	-	-	-	-	-
State Aid	177,290	-	-	156,991	17,045	23,407	37,281	50,658	12,923	15,677	20,299
TOTAL FUNDING SOURCES	484,108	3,897	17,955	395,321	36,836	65,387	89,265	110,990	39,852	52,991	66,935

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 23 Request	77,556	Year First Appropriation	
Appropriation FY 24 Request	125,433	Last FY's Cost Estimate	336,401
Cumulative Appropriation	143,505		
Expenditure / Encumbrances	-		
Unencumbered Balance	143,505		

PROJECT DESCRIPTION

MCPS contracted with an external entity to conduct full facility assessments of all schools during the spring and summer of 2018. This provided an important baseline of facility condition information across all school facilities to inform decision making about capital projects, systemic replacements, and other work needed to address facility infrastructure challenges. The Key Facility Indicator (KFI) data was compiled into a public facing website in the spring of 2019. As part of the amended FY 2019-2024 CIP, the superintendent identified the first set of schools to be included in the Major Capital Project project. At the secondary level, the first set of schools identified are Neelsville MS; and, Poolesville, Damascus, Thomas S. Wootton, and Col. Zadok Magruder high schools. An FY 2021 appropriation was approved to begin the architectural planning and design for Neelsville MS and Poolesville HS. Neelsville MS and Poolesville HS have a scheduled completion date of August 2024. Due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP, approved the completion dates for Thomas S. Wootton and Damascus high schools one year beyond the Board of Education's request. The scheduled completion date for Damascus HS is August 2026 and for Thomas S. Wootton HS, August 2027. The County Council maintained the completion date for Col. Zadok Magruder HS of August 2027. An FY 2022 appropriation was approved for construction funds for the Neelsville MS and Poolesville HS major capital projects. An FY 2023 appropriation was approved to complete the projects at Poolesville HS and Neelsville MS, for planning funds for Damascus HS, and funding for site modifications at Thomas S. Wootton HS. In addition, the FY 2023 appropriation will fund the architectural planning and design for Eastern MS, the next school to be identified for a major capital project. Construction funds will be considered in a future CIP for Eastern MS, therefore, this project has a TBD completion date. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the major capital projects for Thomas S. Wootton and Col. Zadok Magruder high schools by two years. Therefore, the new completion date for these two projects is August 2029.

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.

Materials Management Building Relocation

(P652305)

Category	Montgomery County Public Schools	Date Last Modified	05/19/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Preliminary Design Stage

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

TOTAL EXPENDITURES	-	-	-	-	-	-	-	-	-	-
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FUNDING SCHEDULE (\$000s)

TOTAL FUNDING SOURCES	-	-	-	-	-	-	-	-	-	-
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APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	-	Year First Appropriation	
Appropriation FY 24 Request	-	Last FY's Cost Estimate	-
Cumulative Appropriation	-		
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

PROJECT DESCRIPTION

The MCPS Materials Management Warehouse serves the critical mission of storing and delivering necessary educational materials to all schools and office the building systems and infrastructure is beyond its life-cycle. Funds included in this project will begin the search and design process to relocate this warehouse from its current location on Stonestreet in Rockville. An FY 2023 appropriation was requested to begin the architectural design for this building relocation. However, due to fiscal constraints, the County Council removed all expenditures for this project as part of the adopted FY2023-2028 CIP.

Outdoor Play Space Maintenance Project

(P651801)

Category	Montgomery County Public Schools	Date Last Modified	05/19/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Planning Stage

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,645	500	605	540	90	90	90	90	90	90	-
Construction	6,205	1,950	2,095	2,160	360	360	360	360	360	360	-
TOTAL EXPENDITURES	7,850	2,450	2,700	2,700	450	450	450	450	450	450	-

FUNDING SCHEDULE (\$000s)

Current Revenue: General	375	375	-	-	-	-	-	-	-	-	-
G.O. Bonds	7,475	2,075	2,700	2,700	450	450	450	450	450	450	-
TOTAL FUNDING SOURCES	7,850	2,450	2,700	2,700	450	450	450	450	450	450	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	450	Year First Appropriation	FY18
Appropriation FY 24 Request	450	Last FY's Cost Estimate	6,950
Cumulative Appropriation	5,150		
Expenditure / Encumbrances	-		
Unencumbered Balance	5,150		

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. An FY 2021 appropriation was approved to continue to address outdoor program/play areas, as well as to address the maintenance and replacement of high school athletic fields, both artificial turf and natural grass fields. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was approved to continue this level of effort project, however, the County Council, in the adopted FY2023-2028 CIP, decreased expenditures in FY23, therefore, the number of projects to be completed will be reduced to align with the approved expenditures.

Planned Life Cycle Asset Repl: MCPS (P896586)

Category	Montgomery County Public Schools	Date Last Modified	05/19/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	21,462	9,122	2,500	9,840	1,920	1,920	1,500	1,500	1,500	1,500	-
Site Improvements and Utilities	15,445	11,445	1,000	3,000	500	500	500	500	500	500	-
Construction	160,825	98,257	13,532	49,036	9,580	9,580	7,469	7,469	7,469	7,469	-
TOTAL EXPENDITURES	197,732	118,824	17,032	61,876	12,000	12,000	9,469	9,469	9,469	9,469	-

FUNDING SCHEDULE (\$000s)

Aging Schools Program	5,372	4,710	662	-	-	-	-	-	-	-	-
G.O. Bonds	188,218	110,175	16,167	61,876	12,000	12,000	9,469	9,469	9,469	9,469	-
Qualified Zone Academy Funds	4,142	3,939	203	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	197,732	118,824	17,032	61,876	12,000	12,000	9,469	9,469	9,469	9,469	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	12,000	Year First Appropriation	FY89
Appropriation FY 24 Request	12,000	Last FY's Cost Estimate	173,660
Cumulative Appropriation	138,734	Partial Closeout Thru FY21	10,705
Expenditure / Encumbrances	-	New Partial Closeout	-
Unencumbered Balance	138,734	Total Partial Closeout	10,705

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 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. An FY 2021 appropriation was requested to continue this level of effort project. However, due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP reduced the FY 2021 appropriation by \$5.185 million less than the Board of Education's request. For a list of projects completed during the summer of 2019, see Appendix K of the FY 2021 Educational Facilities Master Plan. An FY 2022 appropriation and amendment to the FY2021-2026 CIP was approved to continue this level of effort project and reinstate the expenditures removed from FY 2022 in the adopted FY2021-2026 CIP. An FY 2023 appropriation was approved to continue this project to address building systems, school facility exterior resurfacing, partitions, doors, lighting, bleachers, communication systems, and flooring; however, the County Council, in the adopted FY2023-2028 CIP, decreased expenditures in FY23 and FY24, therefore, the number of projects to be completed will be reduced to align with the approved expenditures.

FISCAL NOTE

Reflects MCPS correction for funding allocations prior to FY19. FY20 supplemental for \$96,000 in Qualified Zone Academy Funds. FY21 supplemental in Aging Schools Program for the amount of \$602,651. FY21 supplemental in Qualified Zone Academy Funds for the amount of \$216,204. FY22 supplemental in Aging Schools Program for the amount of \$602,651.

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 2023 -- Salaries and Wages: \$425K, Fringe Benefits: \$170K, Workyears: 6 FY 2024-2028 -- Salaries and Wages: \$2.125M Fringe Benefits: \$850K, Workyears: 30

Relocatable Classrooms

(P846540)

Category	Montgomery County Public Schools	Date Last Modified	05/22/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	7,775	5,475	500	1,800	800	500	500	-	-	-	-
Construction	79,286	58,545	4,541	16,200	7,200	4,500	4,500	-	-	-	-
TOTAL EXPENDITURES	87,061	64,020	5,041	18,000	8,000	5,000	5,000	-	-	-	-

FUNDING SCHEDULE (\$000s)

Current Revenue: General	80,906	57,451	5,455	18,000	8,000	5,000	5,000	-	-	-	-
Recordation Tax	6,155	6,569	(414)	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	87,061	64,020	5,041	18,000	8,000	5,000	5,000	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	-	Year First Appropriation	FY84
Appropriation FY 24 Request	5,000	Last FY's Cost Estimate	74,061
Cumulative Appropriation	77,061		
Expenditure / Encumbrances	-		
Unencumbered Balance	77,061		

PROJECT DESCRIPTION

MCPS utilizes relocatable classrooms on an interim basis to accommodate student enrollment in overutilized facilities. Units around 15-20 years old require general renovation if they are to continue in use as educational spaces. An FY 2019 supplemental appropriation was approved for \$5 million to accelerate the FY 2020 appropriation request for the placement of relocatable classrooms for the 2019-2020 school year to address enrollment growth and overutilization at schools throughout the county. An FY 2020 supplemental appropriation was approved for \$6 million to accelerate the FY 2021 appropriation request to ensure placement of relocatable classrooms for the 2020-2021 school year. An FY 2021 supplemental appropriation was approved for \$5 million to accelerate the FY 2022 appropriation request to provide relocatable classroom placement for the 2021-2022 school year. An FY 2022 supplemental appropriation was approved to accelerate the FY 2023 appropriation request to provide relocatable classroom placement for the 2022-2023 school year. An FY 2022 supplemental appropriation of \$3 million was approved to implement the Wellness Program Initiative and provide Wellness spaces at high schools in Montgomery County that currently do not have a Wellness Center.

FISCAL NOTE

FY18 supplemental appropriation was approved for \$5.0 million in Current Revenue: General to accelerate the FY2019 request to enter into contracts to allow for the placement of 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)

Category	Montgomery County Public Schools	Date Last Modified	05/02/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	7,420	2,076	2,044	3,300	550	550	550	550	550	550	-
Construction	39,738	16,983	8,055	14,700	2,450	2,450	2,450	2,450	2,450	2,450	-
TOTAL EXPENDITURES	47,158	19,059	10,099	18,000	3,000	3,000	3,000	3,000	3,000	3,000	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	47,158	19,059	10,099	18,000	3,000	3,000	3,000	3,000	3,000	3,000	-
TOTAL FUNDING SOURCES	47,158	19,059	10,099	18,000	3,000	3,000	3,000	3,000	3,000	3,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	3,000	Year First Appropriation	FY05
Appropriation FY 24 Request	3,000	Last FY's Cost Estimate	41,158
Cumulative Appropriation	29,158	Partial Closeout Thru FY21	3,070
Expenditure / Encumbrances	-	New Partial Closeout	-
Unencumbered Balance	29,158	Total Partial Closeout	3,070

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. An FY 2021 appropriation of \$3 million was requested to continue this level of effort project and address restroom facilities systemwide. However, due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP, reduced the appropriation by \$547,000 less than the Board of Education's request. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was approved to address restroom facilities throughout the school system including plumbing fixtures, accessories, and room finish materials.

Roof Replacement: MCPS

(P766995)

Category	Montgomery County Public Schools	Date Last Modified	05/22/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	12,500	2,200	3,900	6,400	1,200	1,200	1,000	1,000	1,000	1,000	-
Construction	125,975	41,993	26,382	57,600	10,800	10,800	9,000	9,000	9,000	9,000	-
TOTAL EXPENDITURES	138,475	44,193	30,282	64,000	12,000	12,000	10,000	10,000	10,000	10,000	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	87,847	40,968	14,879	32,000	6,000	6,000	5,000	5,000	5,000	5,000	-
State Aid	50,628	3,225	15,403	32,000	6,000	6,000	5,000	5,000	5,000	5,000	-
TOTAL FUNDING SOURCES	138,475	44,193	30,282	64,000	12,000	12,000	10,000	10,000	10,000	10,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	12,000	Year First Appropriation	FY76
Appropriation FY 24 Request	12,000	Last FY's Cost Estimate	114,475
Cumulative Appropriation	74,475	Partial Closeout Thru FY21	19,764
Expenditure / Encumbrances	-	New Partial Closeout	-
Unencumbered Balance	74,475	Total Partial Closeout	19,764

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 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. An FY 2021 appropriation was requested for full and/or partial roof replacements at Bethesda and Damascus elementary schools, Kingsview, John Poole, and Westland middle schools. However, due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP reduced the FY2021 appropriation by \$4 million less than the Board of Education's request. Therefore, the project list noted above will be aligned with the FY2021 approved expenditures. An FY 2022 appropriation and amendment to the FY 2021-2026 CIP was approved to continue this level of effort project for partial and full roof replacement projects at various schools throughout the county. The approved amendment for FY 2022 reinstates the expenditures that were removed as part of the adopted FY 2021-2026 CIP. An FY 2023 appropriation was approved to continue this level of effort project for partial and full roof replacement projects at 3 high schools and 9 elementary schools.

FISCAL NOTE

Reflects MCPS correction for funding allocations prior to FY19. FY23 State aid award for \$10.275 million for multiple years.

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 2023-- Salaries and Wages: \$86K, Fringe Benefits: \$34K, Workyears: 1 FY 2024-2028 -- Salaries and Wages: \$430K, Fringe Benefits: \$172K, Workyears:5

School Security Systems

(P926557)

Category	Montgomery County Public Schools	Date Last Modified	05/02/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	4,865	3,440	775	650	150	100	100	100	100	100	-
Construction	62,307	27,508	21,949	12,850	3,350	1,900	1,900	1,900	1,900	1,900	-
TOTAL EXPENDITURES	67,172	30,948	22,724	13,500	3,500	2,000	2,000	2,000	2,000	2,000	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	59,752	26,906	19,346	13,500	3,500	2,000	2,000	2,000	2,000	2,000	-
State Aid	7,420	4,042	3,378	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	67,172	30,948	22,724	13,500	3,500	2,000	2,000	2,000	2,000	2,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	3,500	Year First Appropriation	FY92
Appropriation FY 24 Request	2,000	Last FY's Cost Estimate	63,172
Cumulative Appropriation	53,672		
Expenditure / Encumbrances	-		
Unencumbered Balance	53,672		

PROJECT DESCRIPTION

This project addresses four aspects of security throughout Montgomery County Public Schools, 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 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 supplemental appropriation of \$1.772 million was approved from the State as part of the School Safety Grant program. 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. An FY 2021 appropriation was approved to continue the work in this project. An FY 2022 appropriation was approved to continue to provide secure entrance vestibules and guided building access for schools that currently don't have these features. An FY 2023 appropriation was approved to complete the secure entrance vestibules and guided building access projects, as well as to continue to replace/upgrade and install security technology at various schools throughout the county.

FISCAL NOTE

State Reimbursement: not eligible. FY20 state grant in the amount of \$1,772,000 from the State of Maryland School Safety Grant Program. Additional FY20 state grant in the amount of \$1,462,000 from the State of Maryland School Safety Grant Program - round II.

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)

Category	Montgomery County Public Schools	Date Last Modified	05/02/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	9,704	5,592	656	3,456	576	576	576	576	576	576	-
Site Improvements and Utilities	2,047	2,047	-	-	-	-	-	-	-	-	-
Construction	1,681	1,681	-	-	-	-	-	-	-	-	-
Other	660	380	40	240	40	40	40	40	40	40	-
TOTAL EXPENDITURES	14,092	9,700	696	3,696	616	616	616	616	616	616	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	14,092	9,700	696	3,696	616	616	616	616	616	616	-
TOTAL FUNDING SOURCES	14,092	9,700	696	3,696	616	616	616	616	616	616	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	616	Year First Appropriation	FY07
Appropriation FY 24 Request	616	Last FY's Cost Estimate	12,860
Cumulative Appropriation	10,599		
Expenditure / Encumbrances	-		
Unencumbered Balance	10,599		

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 2019 appropriation was approved to continue this level of effort project. An FY 2020 appropriation was approved to continue this level of effort project. An FY 2021 appropriation was approved to continue this level of effort project. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was approved to address stormwater runoff at various MCPS facilities throughout the school system.

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

FY 2023 -- Salaries and Wages: \$99K, Fringe Benefits: \$42K, Workyears: 1 FY 2024-2028 -- Salaries and Wages: \$527K, Fringe Benefits: \$223K, Workyears: 5

Sustainability Initiatives

(P652306)

Category	Montgomery County Public Schools	Date Last Modified	05/15/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,100	-	-	1,100	550	550	-	-	-	-	-
Construction	11,400	-	-	11,400	4,450	6,950	-	-	-	-	-
TOTAL EXPENDITURES	12,500	-	-	12,500	5,000	7,500	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	12,500	-	-	12,500	5,000	7,500	-	-	-	-	-
TOTAL FUNDING SOURCES	12,500	-	-	12,500	5,000	7,500	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	5,000	Year First Appropriation	
Appropriation FY 24 Request	7,500	Last FY's Cost Estimate	-
Cumulative Appropriation	-		
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

PROJECT DESCRIPTION

Maryland State law (Annotated Code of Maryland, *Education Article*, §5-312.1-School district energy policies) encourages school systems such as MCPS to set targets to reduce greenhouse gas emissions. The Montgomery County Climate Action Plan, released in June 2021, is a multi-year plan that includes many new requirements for construction, including electrification and restrictions on the use of natural gas. This project will provide funds to implement a variety of new capital projects to improve energy and utility use efficiency, reduce greenhouse gas emissions, improve resiliency, and align with other sustainability priorities for MCPS. An FY 2023 appropriation was approved to begin the evaluation of and provide funding for various sustainability features including: upgrades to automated building automation systems, building retrofits to improve energy efficiency, solar panel installations, renovating greenhouses, and support towards integrating sustainability features into academics.

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

FY 2023 -- Salaries and Wages: \$86K, Fringe Benefits: \$59K, Workyears 1, FY 2024-2028: Salaries and Wages: \$454K, Fringe Benefits: \$192K, Workyears 5

Technology Modernization (P036510)

Category	Montgomery County Public Schools	Date Last Modified	05/20/22
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY21	Est FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	527,527	345,251	28,866	153,410	26,746	26,664	25,000	25,000	25,000	25,000	-
TOTAL EXPENDITURES	527,527	345,251	28,866	153,410	26,746	26,664	25,000	25,000	25,000	25,000	-

FUNDING SCHEDULE (\$000s)

Current Revenue: General	234,993	84,542	16,165	134,286	20,995	26,623	23,231	21,544	22,401	19,492	-
Federal Aid	25,184	25,695	(511)	-	-	-	-	-	-	-	-
Recordation Tax	267,350	235,014	13,212	19,124	5,751	41	1,769	3,456	2,599	5,508	-
TOTAL FUNDING SOURCES	527,527	345,251	28,866	153,410	26,746	26,664	25,000	25,000	25,000	25,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 23 Request	26,746	Year First Appropriation	FY03
Appropriation FY 24 Request	26,664	Last FY's Cost Estimate	476,221
Cumulative Appropriation	375,932		
Expenditure / Encumbrances	-		
Unencumbered Balance	375,932		

PROJECT DESCRIPTION

The Technology Modernization (Tech Mod) project is a key component of the Montgomery County Public School 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 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. An FY 2021 appropriation was approved to continue this project and provide technology modernization to schools throughout the system. However, due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP, reduced the FY2021 and FY2022 expenditures for this project with respect the Board of Education's request. An FY 2022 appropriation was approved to continue this level of effort project and provide technology modernization to schools throughout the system. An FY 2023 appropriation was approved to continue this level of effort project and provide technology modernization to schools systemwide.

FISCAL NOTE

FY19 and FY20 funding switch between Recordation Tax and Current Revenue General for \$10,296,000 and \$6,280,000 respectively. FY21 reduction in requested Current Revenue: General for \$3.616 million and in FY22 for \$1.0 million with the assumption that in FY21 there will be \$1.2 million in Federal E-Rate.

FY21 supplemental for \$1,815,267 under Federal E-Rate Reimbursement

COORDINATION

FY 2023 -- Salaries and Wages: \$5M, Fringe Benefits: \$893K, Workyears: 36.5 FY 2024-2028 -- Salaries and Wages \$24M, Fringe Benefits \$5M, Workyears: 182.5.

PART III: Capital Improvements Projects To Be Closed Out

The following capital projects are closed out effective 30-Jun-2022, and the appropriation for each project is decreased by the amount of the project's unencumbered balance.

Project Number	Project Name
P136515	Belmont ES Current Revitalizations/Expansions
P136513	Cold Spring ES Future Modernization
P136514	Dufief ES Current Revitalizations/Expansions
P651641	Shady Grove Transportation Depot Replacement
P136516	Stonegate ES Current Revitalizations/Expansions
P016528	Wayside ES - Current Revitalizations/Expansions
P651902	Cresthaven ES Addition
P651903	Roscoe Nix ES Addition
P652106	Watkins Mill HS Early Childhood Center

Appendix A

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

Grade Level & Program	Actual Enrollment	Projected Enrollment					
	2021-2022	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028
Prekindergarten	2,156	2,034	2,344	2,384	2,424	2,444	2,464
Head Start	611	633	678	688	693	713	723
Grades K–5	67,615	68,666	69,164	68,847	69,133	69,609	69,640
Grades 6–8	36,366	36,270	36,281	36,663	37,012	36,917	36,717
Grades 9–12	50,612	52,250	53,664	54,799	54,693	54,906	55,193
Total K–12	154,593	157,186	159,109	160,309	160,838	161,432	161,550
Pre-K Special Education	872	1,358	1,398	1,398	1,403	1,413	1,423
GRAND TOTAL	158,232	161,211	163,529	164,779	165,358	166,002	166,160

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

Appendix A

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

Grades	Actual Enrollment	Projected Enrollment					
	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028
Kindergarten	10,787	10,751	10,697	10,403	10,927	10,976	10,723
Grade 1	10,877	11,300	11,262	11,230	10,975	11,509	11,562
Grade 2	11,337	11,237	11,557	11,505	11,483	11,187	11,739
Grade 3	11,511	11,671	11,467	11,728	11,740	11,671	11,409
Grade 4	11,420	11,975	11,997	11,781	12,054	12,045	11,996
Grade 5	11,683	11,732	12,184	12,200	11,954	12,221	12,211
Grade 6	11,749	11,851	11,957	12,306	12,209	11,872	12,103
Grade 7	12,110	12,123	12,042	12,155	12,499	12,398	12,056
Grade 8	12,507	12,296	12,282	12,202	12,304	12,647	12,558
Grade 9	14,945	14,757	14,596	14,896	14,837	14,869	14,970
Grade 10	12,802	14,354	14,170	14,011	14,307	14,262	14,286
Grade 11	11,175	11,976	13,150	12,968	12,807	13,107	13,057
Grade 12	11,690	11,163	11,748	12,924	12,742	12,668	12,880
K–5 Total	67,615	68,666	69,164	68,847	69,133	69,609	69,640
6–8 Total	36,366	36,270	36,281	36,663	37,012	36,917	36,717
9–12 Total	50,612	52,250	53,664	54,799	54,693	54,906	55,193
K–12 Total	154,593	157,186	159,109	160,309	160,838	161,432	161,550
Prekindergarten	2,156	2,034	2,344	2,384	2,424	2,444	2,464
Head Start	611	633	678	688	693	713	723
Pre-K Special Education	872	1,358	1,398	1,398	1,403	1,413	1,423
GRAND TOTAL	158,232	161,211	163,529	164,779	165,358	166,002	166,160

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

Appendix A

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

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total Enrollment
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
1968–69			75	≤5%			1,208	≤5%	4,872	≤5%	1,673	≤5%	113,621	93.6%	121,449
1969–70			123	≤5%			1,401	≤5%	5,716	≤5%	1,832	≤5%	115,899	92.7%	124,971
1970–71			131	≤5%			1,476	≤5%	6,454	5.1%	2,438	≤5%	114,845	91.6%	125,344
1971–72			113	≤5%			1,640	≤5%	7,292	5.8%	2,475	≤5%	114,687	90.9%	126,207
1972–73			194	≤5%			1,904	≤5%	8,013	6.3%	2,688	≤5%	114,113	89.9%	126,912
1973–74			77	≤5%			1,849	≤5%	9,264	7.3%	1,996	≤5%	112,990	89.5%	126,176
1974–75			113	≤5%			1,929	≤5%	9,928	8.0%	2,050	≤5%	110,299	88.7%	124,319
1975–76			122	≤5%			2,438	≤5%	10,578	8.7%	2,234	≤5%	106,900	87.4%	122,272
1976–77			822	≤5%			3,758	≤5%	11,012	9.4%	3,668	≤5%	98,370	83.6%	117,630
1977–78			545	≤5%			4,084	≤5%	11,201	9.9%	3,517	≤5%	93,278	82.8%	112,625
1978–79			334	≤5%			4,360	≤5%	11,192	10.4%	3,486	≤5%	88,058	82.0%	107,430
1979–80			209	≤5%			4,774	≤5%	11,648	11.4%	3,442	≤5%	82,446	80.4%	102,519
1980–81			187	≤5%			5,598	5.7%	11,912	12.1%	3,760	≤5%	77,386	78.3%	98,843
1981–82			161	≤5%			6,291	6.6%	12,175	12.7%	4,122	≤5%	72,838	76.2%	95,587
1982–83			156	≤5%			6,791	7.3%	12,345	13.3%	4,231	≤5%	68,994	74.6%	92,517
1983–84			166	≤5%			7,266	8.0%	12,714	14.0%	4,388	≤5%	66,496	73.0%	91,030
1984–85			136	≤5%			8,024	8.7%	13,327	14.5%	4,807	5.2%	65,410	71.3%	91,704
1985–86			140	≤5%			8,759	9.4%	13,765	14.8%	5,273	5.7%	64,934	69.9%	92,871
1986–87			142	≤5%			9,471	10.0%	14,342	15.2%	5,845	6.2%	64,660	68.5%	94,460
1987–88			194	≤5%			10,229	10.6%	14,984	15.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89			223	≤5%			10,960	11.1%	15,900	16.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90			294	≤5%			11,565	11.5%	16,612	16.6%	8,199	8.2%	63,589	63.4%	100,259
1990–91			268	≤5%			12,352	11.9%	17,721	17.1%	9,202	8.9%	64,189	61.9%	103,732
1991–92			293	≤5%			12,983	12.1%	18,867	17.6%	10,189	9.5%	65,067	60.6%	107,399
1992–93			323	≤5%			13,521	12.3%	19,938	18.1%	11,071	10.1%	65,184	59.2%	110,037
1993–94			397	≤5%			14,014	12.4%	21,009	18.5%	12,260	10.8%	65,749	58.0%	113,429
1994–95			464	≤5%			14,440	12.3%	22,170	18.9%	13,439	11.5%	66,569	56.9%	117,082
1995–96			400	≤5%			15,016	12.5%	23,265	19.3%	14,437	12.0%	67,173	55.8%	120,291
1996–97			440	≤5%			15,384	12.6%	24,281	19.8%	15,348	12.5%	67,052	54.7%	122,505
1997–98			442	≤5%			15,904	12.7%	25,420	20.3%	16,502	13.2%	66,767	53.4%	125,035
1998–99			428	≤5%			16,380	12.8%	26,820	21.0%	17,815	13.9%	66,409	51.9%	127,852
1999–00			385	≤5%			17,093	13.1%	27,490	21.0%	19,485	14.9%	66,236	50.7%	130,689
2000–01			407	≤5%			17,895	13.3%	28,426	21.2%	21,731	16.2%	65,849	49.0%	134,308
2001–02			414	≤5%			19,042	13.9%	28,928	21.1%	23,517	17.2%	64,931	47.5%	136,832
2002–03			428	≤5%			19,765	14.2%	29,755	21.4%	24,915	17.9%	64,028	46.1%	138,891
2003–04			429	≤5%			19,908	14.3%	30,736	22.1%	26,058	18.7%	62,072	44.6%	139,203
2004–05			396	≤5%			20,118	14.4%	31,446	22.6%	27,011	19.4%	60,366	43.3%	139,337
2005–06			402	≤5%			20,458	14.7%	31,816	22.8%	27,931	20.0%	58,780	42.2%	139,387
2006–07			418	≤5%			20,452	14.8%	31,620	22.9%	28,582	20.7%	56,726	41.2%	137,798
2007–08			403	≤5%			20,931	15.2%	31,597	22.9%	29,602	21.5%	55,212	40.1%	137,745
2008–09			399	≤5%			21,551	15.5%	32,173	23.1%	30,738	22.1%	54,415	39.1%	139,276
2009–10			433	≤5%			22,177	15.6%	32,883	23.2%	32,236	22.7%	54,048	38.1%	141,777
2010–11	82	≤5%	233	≤5%	6,228	≤5%	20,573	14.3%	30,720	21.3%	36,433	25.3%	49,795	34.6%	144,064
2011–12	95	≤5%	256	≤5%	6,519	≤5%	20,984	14.3%	31,106	21.2%	38,102	26.0%	49,435	33.7%	146,497
2012–13	88	≤5%	274	≤5%	6,770	≤5%	21,240	14.3%	31,714	21.3%	39,651	26.7%	49,042	33.0%	148,779
2013–14	86	≤5%	272	≤5%	6,969	≤5%	21,742	14.4%	32,336	21.4%	41,445	27.4%	48,439	32.0%	151,289
2014–15	82	≤5%	280	≤5%	7,202	≤5%	21,832	14.2%	33,031	21.5%	43,761	28.4%	47,664	31.0%	153,852
2015–16	68	≤5%	275	≤5%	7,483	≤5%	22,217	14.2%	33,472	21.4%	45,601	29.1%	47,331	30.3%	156,447
2016–17	77	≤5%	287	≤5%	7,610	≤5%	22,680	14.3%	33,902	21.3%	47,855	30.1%	46,599	29.3%	159,010
2017–18	88	≤5%	274	≤5%	7,836	≤5%	23,253	14.4%	34,620	21.4%	49,720	30.8%	45,755	28.3%	161,546
2018–19	112	≤5%	300	≤5%	7,931	≤5%	23,325	14.3%	35,078	21.6%	50,908	31.3%	45,026	27.7%	162,680
2019–20	122	≤5%	309	≤5%	8,054	≤5%	23,369	14.1%	35,391	21.4%	53,586	32.4%	44,436	26.9%	165,267
2020–21	133	≤5%	317	≤5%	8,097	5.0%	22,941	14.3%	34,993	21.8%	52,628	32.8%	41,455	25.8%	160,564
2021–22	145	≤5%	310	≤5%	7,968	5.0%	22,266	14.1%	34,627	21.9%	52,854	33.4%	40,062	25.3%	158,232

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

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

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

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

Appendix A

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

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total	
	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change
1968–69			75				1,208		4,872		1,673		113,621		121,449	
1969–70			123	48			1,401	193	5,716	844	1,832	159	115,899	2,278	124,971	3,522
1970–71			131	8			1,476	75	6,454	738	2,438	606	114,845	-1,054	125,344	373
1971–72			113	-18			1,640	164	7,292	838	2,475	37	114,687	-158	126,207	863
1972–73			194	81			1,904	264	8,013	721	2,688	213	114,113	-574	126,912	705
1973–74			77	-117			1,849	-55	9,264	1,251	1,996	-692	112,990	-1,123	126,176	-736
1974–75			113	36			1,929	80	9,928	664	2,050	54	110,299	-2,691	124,319	-1,857
1975–76			122	9			2,438	509	10,578	650	2,234	184	106,900	-3,399	122,272	-2,047
1976–77			822	700			3,758	1,320	11,012	434	3,668	1,434	98,370	-8,530	117,630	-4,642
1977–78			545	-277			4,084	326	11,201	189	3,517	-151	93,278	-5,092	112,625	-5,005
1978–79			334	-211			4,360	276	11,192	-9	3,486	-31	88,058	-5,220	107,430	-5,195
1979–80			209	-125			4,774	414	11,648	456	3,442	-44	82,446	-5,612	102,519	-4,911
1980–81			187	-22			5,598	824	11,912	264	3,760	318	77,386	-5,060	98,843	-3,676
1981–82			161	-26			6,291	693	12,175	263	4,122	362	72,838	-4,548	95,587	-3,256
1982–83			156	-5			6,791	500	12,345	170	4,231	109	68,994	-3,844	92,517	-3,070
1983–84			166	10			7,266	475	12,714	369	4,388	157	66,496	-2,498	91,030	-1,487
1984–85			136	-30			8,024	758	13,327	613	4,807	419	65,410	-1,086	91,704	674
1985–86			140	4			8,759	735	13,765	438	5,273	466	64,934	-476	92,871	1,167
1986–87			142	2			9,471	712	14,342	577	5,845	572	64,660	-274	94,460	1,589
1987–88			194	52			10,229	758	14,984	642	6,376	531	64,488	-172	96,271	1,811
1988–89			223	29			10,960	731	15,900	916	7,208	832	64,228	-260	98,519	2,248
1989–90			294	71			11,565	605	16,612	712	8,199	991	63,589	-639	100,259	1,740
1990–91			268	-26			12,352	787	17,721	1,109	9,202	1,003	64,189	600	103,732	3,473
1991–92			293	25			12,983	631	18,867	1,146	10,189	987	65,067	878	107,399	3,667
1992–93			323	30			13,521	538	19,938	1,071	11,071	882	65,184	117	110,037	2,638
1993–94			397	74			14,014	493	21,009	1,071	12,260	1,189	65,749	565	113,429	3,392
1994–95			464	67			14,440	426	22,170	1,161	13,439	1,179	66,569	820	117,082	3,653
1995–96			400	-64			15,016	576	23,265	1,095	14,437	998	67,173	604	120,291	3,209
1996–97			440	40			15,384	368	24,281	1,016	15,348	911	67,052	-121	122,505	2,214
1997–98			442	2			15,904	520	25,420	1,139	16,502	1,154	66,767	-285	125,035	2,530
1998–99			428	-14			16,380	476	26,820	1,400	17,815	1,313	66,409	-358	127,852	2,817
1999–00			385	-43			17,093	713	27,490	670	19,485	1,670	66,236	-173	130,689	2,837
2000–01			407	22			17,895	802	28,426	936	21,731	2,246	65,849	-387	134,308	3,619
2001–02			414	7			19,042	1,147	28,928	502	23,517	1,786	64,931	-918	136,832	2,524
2002–03			428	14			19,765	723	29,755	827	24,915	1,398	64,028	-903	138,891	2,059
2003–04			429	1			19,908	143	30,736	981	26,058	1,143	62,072	-1,956	139,203	312
2004–05			396	-33			20,118	210	31,446	710	27,011	953	60,366	-1,706	139,337	134
2005–06			402	6			20,458	340	31,816	370	27,931	920	58,780	-1,586	139,387	50
2006–07			418	16			20,452	-6	31,620	-196	28,582	651	56,726	-2,054	137,798	-1,589
2007–08			403	-15			20,931	479	31,597	-23	29,602	1,020	55,212	-1,514	137,745	-53
2008–09			399	-4			21,551	620	32,173	576	30,738	1,136	54,415	-797	139,276	1,531
2009–10			433	34			22,177	626	32,883	710	32,236	1,498	54,048	-367	141,777	2,501
2010–11	82	82	233	-200	6,228	6,228	20,573	-1,604	30,720	-2,163	36,433	4,197	49,795	-4,253	144,064	2,287
2011–12	95	13	256	23	6,519	291	20,984	411	31,106	386	38,102	1,669	49,435	-360	146,497	2,433
2012–13	88	-7	274	18	6,770	251	21,240	256	31,714	608	39,651	1,549	49,042	-393	148,779	2,282
2013–14	86	-2	272	-2	6,969	199	21,742	502	32,336	622	41,445	1,794	48,439	-603	151,289	2,510
2014–15	82	-4	280	8	7,202	233	21,832	90	33,031	695	43,761	2,316	47,664	-775	153,852	2,563
2015–16	68	-14	275	-5	7,483	281	22,217	385	33,472	441	45,601	1,840	47,331	-333	156,447	2,595
2016–17	77	9	287	12	7,610	127	22,680	463	33,902	430	47,855	2,254	46,599	-732	159,010	2,563
2017–18	88	11	274	-13	7,836	226	23,253	573	34,620	718	49,720	1,865	45,755	-844	161,546	2,536
2018–19	112	24	300	26	7,931	95	23,325	72	35,078	458	50,908	1,188	45,026	-729	162,680	1,134
2019–20	122	10	309	9	8,054	123	23,369	44	35,391	313	53,586	2,678	44,436	-590	165,267	2,587
2020–21	133	11	317	8	8,097	43	22,941	-428	34,993	-398	52,628	-958	41,455	-2,981	160,564	-4,703
2021–22	145	12	310	-7	7,968	-129	22,266	-675	34,627	-366	52,854	226	40,062	-1,393	158,232	-2,332

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

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

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

Appendix B

Actual and Projected ELD Enrollment

Program	Actual			Projected Enrollment					
	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028
Elementary School	19,843	17,360	18,752	18,752	18,752	18,752	18,752	18,752	18,752
Middle School	4,215	4,255	4,864	4,864	4,864	4,864	4,864	4,864	4,864
High School	5,796	5,260	5,981	5,981	5,981	5,981	5,981	5,981	5,981
Special Centers	115	95	91	91	91	91	91	91	91
Total Enrollment	29,969	26,970	29,688	29,688	29,688	29,688	29,688	29,688	29,688
METS:									
Elementary	81	48	NA	NA	NA	NA	NA	NA	NA
Middle	198	126	98	98	98	98	98	98	98
High	463	251	368	368	368	368	368	368	368

Actual ELD enrollment is based on the average monthly enrollment reported by the Office of Shared Accountability from October to May.
METS enrollment is broken out for information purposes. METS enrollment is included in the elementary, middle, and high school numbers.
METS is no longer in elementary schools.
Forecasts are developed cooperatively by the Division of Capital Planning and Department of English Learners & Multilingual Education/Bilingual Programs.

Actual and Projected Head Start and Prekindergarten Enrollment

Program	Actual			Projected Enrollment					
	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028
Head Start	644	406	611	633	678	688	693	713	723
Prekindergarten	2,326	2,241	2,156	2,034	2,344	2,384	2,424	2,444	2,464

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

Actual and Projected Alternative Program Enrollment

Program	Actual			Projected Enrollment					
	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028
Alternative Programs	126	110	41	50	50	50	50	50	50

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

Appendix C-1

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

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

County Land Use Planning

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

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

Zoning

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

are submitted to MCPD staff during the review of the rezoning, and as requested, to the County Hearing Examiner during review of the rezoning request.

Subdivision Review and County Growth and Infrastructure Policy

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

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

Since 1973, the Montgomery County subdivision regulations have included the APFO, with the goal of synchronizing development with the availability of public facilities. (County Code, Section 50-35 (k)). In response to strong growth pressures in the mid-1980s, the County Council enacted legislation to direct the Planning Board’s administration of the APFO. This legislation is known as the County Growth and Infrastructure Policy. The role of the County Growth and Infrastructure Policy is to stage subdivision approvals commensurate with adequate facility capacity. The two main areas of public facility capacity considered in the policy are schools and transportation facilities.

The County Growth and Infrastructure Policy, which prescribes the school test of facility adequacy, is reviewed on a four-year cycle. The school test of facility adequacy is conducted annually based on the latest enrollment forecast and adopted capital

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

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

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

Appendix C-2

MCPS Enrollment Forecasting

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

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

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

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

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

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

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

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

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

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

Appendix D

Growth and Infrastructure Policy FY 2023 School Test

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

School Test Summary

Effective: July 1, 2022

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

Growth and Infrastructure Policy FY 2023 School Test

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

High School Test

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

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

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

Effective: July 1, 2022

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

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

Growth and Infrastructure Policy FY 2023 School Test

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

Middle School Test

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

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

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

Effective: July 1, 2022

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

Growth and Infrastructure Policy FY 2023 School Test

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

Elementary School Test

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

Effective: July 1, 2022

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

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

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

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

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

Appendix E

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

	School	2021–2022 School Year			2027–2028 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Elementary Schools						
1	Arcola	631	651	20	630	651	21
2	Ashburton	834	789	(45)	965	789	(176)
3	Bannockburn	421	364	(57)	453	364	(89)
4	Lucy V. Barnsley	689	652	(37)	729	652	(77)
5	Beall	497	639	142	551	639	88
6	Bel Pre	542	634	92	573	634	61
7	Bells Mill	579	626	47	595	626	31
8	Belmont	338	402	64	357	402	45
9	Bethesda	640	560	(80)	591	560	(31)
10	Beverly Farms	545	689	144	583	689	106
11	Bradley Hills	479	686	207	508	686	178
12	Brooke Grove	442	518	76	468	518	50
13	Brookhaven	422	503	81	424	503	79
14	Brown Station	604	739	135	686	739	53
15	Burning Tree	405	378	(27)	433	378	(55)
16	Burnt Mills	596	392	(204)	639	646	7
17	Burtonsville	603	508	(95)	619	735	116
18	Candlewood	366	515	149	397	515	118
19	Cannon Road	391	514	123	392	514	122
20	Carderock Springs	321	407	86	399	407	8
21	Rachel Carson	682	692	10	712	692	(20)
22	Cashell	321	340	19	328	340	12
23	Cedar Grove	382	402	20	382	402	20
24	Chevy Chase	456	473	17	485	473	(12)
25	Clarksburg	771	342	(429)	983	342	(641)
26	Clearspring	558	619	61	583	619	36
27	Clopper Mill	440	506	66	505	506	1
28	Cloverly	445	461	16	496	461	(35)
29	Cold Spring	326	458	132	332	458	126
30	College Gardens	518	678	160	549	678	129
31	Cresthaven	465	467	2	474	467	(7)
32	Captain James Daly	521	528	7	550	528	(22)
33	Damascus	361	324	(37)	385	324	(61)
34	Darnestown	314	406	92	325	406	81
35	Diamond	732	679	(53)	748	679	(69)
36	Dr. Charles R. Drew	465	512	47	481	512	31
37	DuFief	261	427	166	300	427	127
38	East Silver Spring	485	577	92	506	577	71
39	Fairland	533	648	115	558	648	90
40	Fallsmead	525	551	26	563	551	(12)
41	Farmland	793	714	(79)	783	714	(69)
42	Fields Road	461	430	(31)	478	430	(48)
43	Flower Hill	427	488	61	472	488	16
44	Flower Valley	501	416	(85)	538	416	(122)
45	Forest Knolls	483	571	88	486	571	85
46	Fox Chapel	573	660	87	628	660	32
47	Gaithersburg	774	737	(37)	692	737	45
48	Galway	696	770	74	742	770	28
49	Garrett Park	670	777	107	729	777	48
50	Georgian Forest	554	670	116	651	670	19
51	Germantown	289	287	(2)	327	287	(40)
52	William B. Gibbs Jr.	516	726	210	592	726	134
53	Glen Haven	503	575	72	523	575	52
54	Glenallan	690	752	62	703	752	49
55	Goshen	517	604	87	528	604	76
56	Great Seneca Creek	521	556	35	536	556	20
57	Greencastle	697	554	(143)	743	794	51
58	Greenwood	546	562	16	557	562	5
59	Harmony Hills	683	752	69	697	752	55
60	Highland	521	540	19	527	540	13
61	Highland View	371	288	(83)	396	469	73
62	Jackson Road	660	684	24	672	684	12
63	Jones Lane	425	516	91	507	516	9
64	Kemp Mill	417	448	31	412	448	36
65	Kensington-Parkwood	597	706	109	571	706	135
66	Lake Seneca	485	425	(60)	503	425	(78)
67	Lakewood	412	557	145	390	557	167

*Includes capacity from approved capital projects.

	School	2021–2022 School Year			2027–2028 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Laytonsville	347	465	118	404	465	61
69	JoAnn Leleck at Broad Acres	799	715	(84)	875	715	(160)
70	Little Bennett	642	621	(21)	570	621	51
71	Luxmanor	670	764	94	696	764	68
72	Thurgood Marshall	556	552	(4)	541	552	11
73	Maryvale	609	677	68	611	677	66
74	Spark M. Matsunaga	584	584	0	568	584	16
75	S. Christa McAuliffe	517	747	230	473	747	274
76	Dr. Ronald E. McNair	773	626	(147)	763	796	33
77	Meadow Hall	385	346	(39)	407	346	(61)
78	Mill Creek Towne	463	323	(140)	512	323	(189)
79	Monocacy	154	219	65	145	219	74
80	Montgomery Knolls	518	679	161	537	679	142
81	New Hampshire Estates	427	493	66	460	493	33
82	Roscoe R. Nix	470	503	33	451	503	52
83	North Chevy Chase	222	335	113	260	335	75
84	Oak View	399	335	(64)	411	335	(76)
85	Oakland Terrace	493	476	(17)	519	476	(43)
86	Olney	610	607	(3)	624	607	(17)
87	William T. Page	619	372	(247)	675	760	85
88	Pine Crest	463	667	204	494	667	173
89	Piney Branch	610	611	1	556	611	55
90	Poolesville	538	539	1	500	539	39
91	Potomac	402	480	78	364	480	116
92	Judith A. Resnik	559	503	(56)	514	503	(11)
93	Dr. Sally K. Ride	472	472	0	488	472	(16)
94	Ritchie Park	382	411	29	304	411	107
95	Rock Creek Forest	691	673	(18)	730	673	(57)
96	Rock Creek Valley	375	428	53	399	428	29
97	Rock View	612	680	68	623	680	57
98	Lois P. Rockwell	481	525	44	470	525	55
99	Rolling Terrace	718	739	21	760	739	(21)
100	Rosemary Hills	541	611	70	558	611	53
101	Rosemont	595	602	7	538	602	64
102	Bayard Rustin	729	790	61	778	790	12
103	Sequoayah	353	508	155	365	508	143
104	Seven Locks	390	424	34	425	424	(1)
105	Sherwood	492	519	27	531	519	(12)
106	Sargent Shriver	740	668	(72)	719	668	(51)
107	Flora M. Singer	619	590	(29)	688	590	(98)
108	Sligo Creek	646	664	18	631	664	33
109	Snowden Farm	742	774	32	713	774	61
110	Somerset	434	516	82	414	516	102
111	South Lake	823	694	(129)	827	796	(31)
112	Stedwick	497	703	206	454	703	249
113	Stone Mill	542	684	142	485	684	199
114	Stonegate	494	398	(96)	512	597	85
115	Strathmore	475	479	4	465	479	14
116	Strawberry Knoll	598	459	(139)	494	459	(35)
117	Summit Hall	675	457	(218)	425	457	32
118	Takoma Park	546	607	61	570	607	37
119	Travilah	351	526	175	386	526	140
120	Twinbrook	504	568	64	446	568	122
121	Viers Mill	492	770	278	516	770	254
122	Washington Grove	397	589	192	567	589	22
123	Waters Landing	720	776	56	705	776	71
124	Watkins Mill	795	642	(153)	824	642	(182)
125	Wayside	450	631	181	508	631	123
126	Weller Road	688	754	66	755	754	(1)
127	Westbrook	285	546	261	556	615	59
128	Westover	289	266	(23)	336	266	(70)
129	Wheaton Woods	499	749	250	486	749	263
130	Whetstone	681	770	89	701	770	69
131	Wilson Wims	598	739	141	618	739	121
132	Wood Acres	534	719	185	593	719	126
133	Woodfield	338	365	27	371	365	(6)
134	Woodlin	549	463	(86)	552	653	101
135	Wynqgate	701	777	76	692	777	85

*Includes capacity from approved capital projects.

	School	2021–2022 School Year			2027–2028 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Middle Schools							
1	Argyle	968	897	(71)	968	897	(71)
2	John T. Baker	832	746	(86)	826	746	(80)
3	Benjamin Banneker	856	786	(70)	875	786	(89)
4	Briggs Chaney	943	927	(16)	908	927	19
5	Cabin John	1,030	1,125	95	1,136	1,125	(11)
6	Roberto W. Clemente	943	1,218	275	861	1,218	357
7	Eastern	901	1,012	111	982	1,012	30
8	William H. Farquhar	650	800	150	691	800	109
9	Forest Oak	917	955	38	958	955	(3)
10	Robert Frost	972	1,035	63	1,061	1,035	(26)
11	Gaithersburg	874	1,009	135	892	1,009	117
12	Herbert Hoover	1,002	1,139	137	1,030	1,139	109
13	Francis Scott Key	968	961	(7)	995	961	(34)
14	Dr. Martin Luther King, Jr	905	914	9	853	914	61
15	Kingsview	993	1,041	48	993	1,041	48
16	Lakelands Park	1,074	1,147	73	1,139	1,147	8
17	A. Mario Loiederman	935	1,003	68	964	1,003	39
18	Montgomery Village	755	844	89	755	844	89
19	Neelsville	792	956	164	816	1,062	246
20	Newport Mill	647	825	178	656	825	169
21	North Bethesda	1,152	1,233	81	1,170	1,233	63
22	Parkland	1,157	982	(175)	1,065	1,216	151
23	Rosa M. Parks	836	945	109	847	945	98
24	John Poole	427	478	51	388	478	90
25	Thomas W. Pyle	1,312	1,502	190	1,504	1,502	(2)
26	Redland	614	765	151	590	765	175
27	Ridgeview	772	955	183	781	955	174
28	Rocky Hill	999	1,020	21	1,001	1,020	19
29	Shady Grove	524	854	330	585	854	269
30	Odessa Shannon	760	727	(33)	735	881	146
31	Silver Creek	795	935	140	853	935	82
32	Silver Spring International	1,157	1,107	(50)	1,108	1,170	62
33	Sligo	718	941	223	726	941	215
34	Takoma Park	1,129	1,322	193	1,102	1,322	220
35	Tilden	1,022	1,216	194	968	1,216	248
36	Hallie Wells	971	982	11	957	982	25
37	Julius West	1,352	1,432	80	1,358	1,432	74
38	Westland	802	1,105	303	778	1,105	327
39	White Oak	815	992	177	813	992	179
40	Earle B. Wood	1,036	944	(92)	969	944	(25)
High Schools							
1	Bethesda-Chevy Chase	2,289	2,457	168	2,375	2,457	82
2	Montgomery Blair	3,176	2,867	(319)	3,541	2,867	(674)
3	James Hubert Blake	1,751	1,743	(8)	1,900	1,743	(157)
4	Winston Churchill	2,212	1,948	(264)	2,091	1,948	(143)
5	Clarksburg	2,317	2,034	(283)	2,631	2,034	(597)
6	Damascus	1,381	1,560	179	1,475	2,007	532
7	Albert Einstein	1,885	1,633	(252)	1,995	1,633	(362)
8	Gaithersburg	2,285	2,443	158	2,693	2,443	(250)
9	Walter Johnson	2,870	2,321	(549)	2,923	2,321	(602)
10	John F. Kennedy	1,776	1,794	18	1,905	2,221	316
11	Col. Zadok Magruder	1,616	1,907	291	1,876	1,907	31
12	Richard Montgomery	2,334	2,241	(93)	2,732	2,241	(491)
13	Northwest	2,519	2,286	(233)	2,614	2,286	(328)
14	Northwood	1,784	1,508	(276)	1,863	2,458	595
15	Paint Branch	2,061	2,021	(40)	2,186	2,021	(165)
16	Poolesville	1,272	1,170	(102)	1,325	1,508	183
17	Quince Orchard	2,069	1,791	(278)	2,289	1,791	(498)
18	Rockville	1,407	1,518	111	1,451	1,518	67
19	Seneca Valley	2,040	2,551	511	2,549	2,551	2
20	Sherwood	1,769	2,147	378	2,102	2,147	45
21	Springbrook	1,681	2,121	440	1,945	2,121	176
22	Watkins Mill	1,594	1,789	195	1,658	1,789	131
23	Wheaton	2,375	2,234	(141)	2,360	2,234	(126)
24	Walt Whitman	2,029	2,262	233	2,258	2,262	4
25	Thomas S. Wootton	1,943	2,142	199	2,074	2,210	136

*Includes capacity from approved capital projects.

Appendix F

Facilities Data and State Rated Capacity School Year 2021–2022

	Schools	Year Built	Year Reopen/ Revital.*	Existing Sq. Ft.	Site Size	Adj. Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
							Pre-K	Kind.	Reg.	Sp. Ed.		
							@20	@22	@23	@10		
Elementary Schools												
1	Arcola	1956	2007	95,421	5	Yes	1	7	25	0	749	651
2	Ashburton	1957	1993	91,178	8.32		0	6	29	0	799	789
3	Bannockburn	1957	1988	54,234	8.34		0	4	12	0	364	364
4	Lucy V. Barnsley	1965	1998	97,524	10	Yes	0	5	24	6	722	652
5	Beall	1954	1991	79,477	8.44		2	4	20	3	618	639
6	Bel Pre	1968	2014	102,198	8.91		3	9	20	1	728	634
7	Bells Mill	1968	2009	77,244	9.6	Yes	1	4	22	2	634	626
8	Belmont	1974		49,279	10.52		0	2	16	0	412	402
9	Bethesda	1952	1999	75,421	7.93		0	4	20	2	568	560
10	Beverly Farms	1965	2012	98,916	4.98	Yes	0	4	25	2	683	689
11	Bradley Hills	1951	1984	76,745	6.71		0	4	26	0	686	686
12	Brooke Grove	1990		73,080	10.96		1	2	18	5	528	518
13	Brookhaven	1961	1995	81,320	8.57	Yes	1	3	15	7	501	503
14	Brown Station	1969	2017	113,998	9		2	6	26	4	810	739
15	Burning Tree	1958	1991	68,119	6.78		0	4	10	6	378	378
16	Burnt Mills	1964	1990	57,318	15.14	Yes	1	5	14	0	452	392
17	Burtonsville	1952	1993	71,349	11.92		0	5	21	0	593	508
18	Candlewood	1968	2015	82,222	11.78		0	3	19	2	523	515
19	Cannon Road	1967	2012	83,377	4.4	Yes	0	4	19	6	585	514
20	Carderock Springs	1966	2010	75,351	9		0	2	15	3	419	407
21	Rachel Carson	1990		78,547	12.4		1	5	24	0	682	692
22	Cashell	1969	2009	71,171	10.24	Yes	1	3	10	4	356	340
23	Cedar Grove	1960	1987	57,037	10.12		0	3	14	4	428	402
24	Chevy Chase	1936	2000	70,976	3.78		0	0	21	0	483	473
25	Clarksburg	1952	1993	54,983	9.97	Yes	0	6	8	2	336	342
26	Clearspring	1988		77,535	10		2	3	21	4	629	619
27	Clopper Mill	1986		64,851	9		3	5	17	0	561	506
28	Cloverly	1961	1989	61,991	10	Yes	0	3	15	5	461	461
29	Cold Spring	1972		55,158	12.38		0	2	18	0	458	458
30	College Gardens	1967	2008	96,986	7.94		1	4	24	3	690	678
31	Cresthaven	1962	2010	76,862	9.81	Yes	0	0	19	4	477	467
32	Capt. James E. Daly	1989		78,386	10		1	4	19	3	575	528
33	Damascus	1934	1980	53,239	9.42		0	3	10	5	346	324
34	Darnestown	1954	1980	64,840	7.21	Yes	0	2	14	5	416	406
35	Diamond	1975		85,404	10		0	6	23	3	691	679
36	Dr. Charles R. Drew	1991		73,975	12		2	3	17	5	547	512
37	DuFief	1975		59,013	10	Yes	0	3	13	6	425	427
38	East Silver Spring	1929	1975	88,895	8.43		2	4	19	5	615	577
39	Fairland	1992		92,227	11.79		2	5	23	5	729	648
40	Fallsmead	1974		67,472	8.98	Yes	0	4	19	2	545	551
41	Farmland	1963	2011	89,988	4.75		0	6	24	3	714	714
42	Fields Road	1973		72,302	10		1	4	16	5	526	430
43	Flower Hill	1985		58,770	10	Yes	1	4	17	3	529	488
44	Flower Valley	1967	1996	61,567	9.28		0	3	13	6	425	416
45	Forest Knolls	1960	1993	89,850	7.77		2	5	20	3	640	571
46	Fox Chapel	1974		85,182	10.34	Yes	1	5	25	0	705	660
47	Gaithersburg	1947	1983	94,468	9.22		1	7	28	2	838	737
48	Galway	1967	2009	103,170	9		1	7	28	4	858	770
49	Garrett Park	1948	2012	96,348	4.37	Yes	0	5	29	0	777	777
50	Georgian Forest	1961	1995	88,111	10.94		2	5	25	0	725	670
51	Germantown	1935	1978	57,668	7.75		0	3	9	7	343	287
52	William B. Gibbs, Jr.	2009		88,042	10.75	Yes	1	3	24	5	688	726
53	Glen Haven	1950	2004	85,845	10		1	5	21	5	663	575
54	Glenallan	1966	2013	98,700	12.1		1	7	27	4	835	752
55	Goshen	1988		76,740	10.47	Yes	0	5	24	1	672	604
56	Great Seneca Creek	2006		82,511	13.71		0	5	22	3	646	556
57	Greencastle	1988		78,275	18.88		1	7	18	4	628	554
58	Greenwood	1970		64,609	10	Yes	0	4	20	2	568	562
59	Harmony Hills	1957	1999	85,648	10.19		2	6	28	0	816	752
60	Highland	1950	1989	87,491	11.05		2	5	20	0	610	540
61	Highland View	1953	1994	59,307	6.61	Yes	0	6	10	0	362	288
62	Jackson Road	1959	1995	91,465	8.76		1	6	24	4	744	684
63	Jones Lane	1987		60,679	12.06		0	3	20	0	526	516
64	Kemp Mill	1960	1996	68,222	10	Yes	2	4	17	0	519	448
65	Kensington-Parkwood	1952	2006	102,382	9.86		0	5	24	5	712	706
66	Lake Seneca	1985		58,770	9.35		1	3	14	4	448	425
67	Lakewood	1968	2003	77,526	13.07	Yes	0	2	21	3	557	557

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

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

	Schools	Year Built	Year Reopen/ Revital.*	Existing Sq. Ft.	Site Size	Adj. Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
							Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
68	Laytonsville	1951	1989	64,160	10.43		0	3	17	3	487	465
69	JoAnn Leleck at Broad Acres	1952	1974	88,922	6.15	Yes	3	6	25	0	767	715
70	Little Bennett	2006		82,511	4.81	Yes	0	4	21	6	631	621
71	Luxmanor	1966		99,376	6.49	Yes	0	4	26	6	746	764
72	Thurgood Marshall	1993		77,798	12		0	4	18	4	542	552
73	Maryvale	1969		178,625	17.67		3	4	24	3	730	677
74	Spark M. Matsunaga	2001		90,718	11.8		0	5	20	4	610	584
75	S. Christa McAuliffe	1987		102,111	10.59	Yes	1	5	30	2	840	747
76	Dr. Ronald E. McNair	1990		78,275	10	Yes	1	5	22	0	636	626
77	Meadow Hall	1956	1994	61,964	8.37	Yes	0	4	11	7	411	346
78	Mill Creek Towne	1966	2000	67,465	8.38		1	3	9	7	363	323
79	Monocacy	1961	1989	42,482	9.66		0	1	9	0	229	219
80	Montgomery Knolls	1952	1989	109,733	10.33		2	7	23	5	773	679
81	New Hampshire Estates	1954	1988	73,306	5.42		5	8	13	0	575	493
82	Roscoe R. Nix	2006		88,351	8.97	Yes	2	8	17	3	637	503
83	North Chevy Chase	1953	1995	65,982	7.94		0	0	15	0	345	335
84	Oak View	1949	1985	57,560	11.25		0	0	15	0	345	335
85	Oakland Terrace	1950	1993	79,145	9.54	Yes	1	5	14	8	532	476
86	Olney	1954	1990	68,755	9.88		0	4	23	0	617	607
87	William T. Page	1965	2003	58,726	9.76		1	5	13	0	429	372
88	Pine Crest	1941	1992	77,121	5.64	Yes	0	0	29	0	667	667
89	Piney Branch	1973		99,706	1.97	Yes	0	0	27	0	621	611
90	Poolesville	1960	1978	64,803	12.28		0	3	21	0	549	539
91	Potomac	1949	1976	86,550	9.61		0	3	18	0	480	480
92	Judith A. Resnik	1991		78,547	12.77		1	5	18	2	564	503
93	Sally K. Ride	1994		78,686	13.48		2	5	13	8	529	472
94	Ritchie Park	1966	1997	58,500	9.22		0	3	15	0	411	411
95	Rock Creek Forest	1950	2015	98,140	7.95		1	6	25	4	767	673
96	Rock Creek Valley	1964	2001	76,692	10.44		0	3	13	9	455	428
97	Rock View	1955	1999	91,977	7.44		1	6	24	5	754	680
98	Lois P. Rockwell	1992		75,520	10.56		0	3	17	5	507	525
99	Rolling Terrace	1988		92,241	4.33		3	6	27	0	813	739
100	Rosemary Hills	1956	1988	87,298	6.07		1	7	17	6	625	611
101	Rosemont	1965	1995	88,764	8.91		1	6	22	3	688	602
102	Bayard Rustin	2018		97,397	11.06		0	5	28	2	774	790
103	Sequoyah	1990		73,080	11.63	Yes	0	4	19	3	555	508
104	Seven Locks	1964	2012	66,915	9.98		0	3	16	0	434	424
105	Sherwood	1977		81,727	10.85		0	3	17	8	537	519
106	Sargent Shriver	1954	2006	91,628	9.17		1	7	25	0	749	668
107	Flora M. Singer	1950	2012	95,831	12.67		1	6	19	8	669	590
108	Sligo Creek	1934	1999	98,799	15.64	Yes	0	5	24	2	682	664
109	Snowden Farm	2019		92,366	9.79		0	5	28	2	774	774
110	Somerset	1949	2005	80,122	3.71		0	3	20	0	526	516
111	South Lake	1972		83,038	10.2		2	8	25	0	791	694
112	Stedwick	1974		109,677	10		1	5	26	3	758	703
113	Stone Mill	1988		78,617	11.76		0	4	22	6	654	684
114	Stonegate	1971		52,468	10.26		0	3	14	2	408	398
115	Strathmore	1970		59,497	10.79	Yes	0	0	21	1	493	479
116	Strawberry Knoll	1988		78,723	10.82		2	5	14	7	542	459
117	Summit Hall	1971		68,059	10.16	Yes	5	6	13	0	531	457
118	Takoma Park	1979		85,553	4.7		0	11	23	0	771	607
119	Travilah	1960	1992	65,378	9.3		0	3	20	0	526	526
120	Twinbrook	1952	1986	79,818	10.45		2	4	20	2	608	568
121	Viers Mill	1950	1991	120,572	10.52		2	4	27	5	799	770
122	Washington Grove	1956	1984	86,266	10.66		3	3	19	4	603	589
123	Waters Landing	1988		101,352	9.99		0	7	30	3	874	776
124	Watkins Mill	1970		80,923	10	Yes	2	8	21	6	759	642
125	Wayside	1969	2017	93,453	9.26		0	3	23	5	645	631
126	Weller Road	1953	2013	121,346	11.1		4	6	27	0	833	754
127	Westbrook	1939	1990	91,359	12.46	Yes	0	3	20	3	556	546
128	Westover	1964	1998	54,645	7.56		0	2	8	6	288	266
129	Wheaton Woods	1952	2017	120,154	8.03		2	4	28	3	802	749
130	Whetstone	1968		96,946	8.82		1	5	27	5	801	770
131	Wilson Wims	2014		91,931	9.29		0	4	27	3	739	739
132	Wood Acres	1952	2002	96,358	4.78	Yes	0	4	25	4	703	719
133	Woodfield	1962	1985	53,212	10		0	2	11	8	377	365
134	Woodlin	1944	1974	60,725	10.97		0	4	15	4	473	463
135	Wyngate	1952	1997	89,104	9.45		0	5	29	0	777	777
Total Elementary Schools				10,884,504	1,286		106	580	2,694	392	80,762	75,985

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

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

Facilities Data and State Rated Capacity School Year 2021–2022

	Schools	Year Built	Year Reopen/ Revital.*	Existing Sq. Ft.	Site Size	Adj. Park	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)	
							Reg. @25	Sp. Ed. @10			
Middle Schools									(85% + Sp. Ed.)	(X 85%)	
1	Argyle	1971	1993	120,205	19.9	Yes	43	0	914	897	
2	John T. Baker	1971		120,532	22		34	4	763	746	
3	Benjamin Banneker	1974		117,035	19.96		35	5	794	786	
4	Briggs Chaney	1991		115,000	29.37		42	4	933	927	
5	Cabin John	1967	2011	159,514	18.24		51	6	1,144	1,125	
6	Roberto W. Clemente	1992		148,246	19.87		56	4	1,230	1,218	
7	Eastern	1951	1976	152,030	14.51		48	3	1,050	1,012	
8	William H. Farquhar	1968	2016	135,626	37.11		37	2	806	800	
9	Forest Oak	1999		132,259	41.92		45	3	986	955	
10	Robert Frost	1971		143,757	24.79		48	3	1,050	1,035	
11	Gaithersburg	1960	1988	157,694	22.89		47	5	1,049	1,009	
12	Herbert Hoover	1966	2013	165,367	19.14		52	4	1,145	1,139	
13	Francis Scott Key	1966	2009	147,424	20.58		46	0	978	961	
14	Dr. 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	A. Mario Loiederman	1956	2015	148,718	17.08		48	0	1,020	1,003	
18	Montgomery Village	1968	2003	141,615	15.14		39	7	899	844	
19	Neelsville	1981		131,432	29.19		47	0	999	956	
20	Newport Mill	1958	2002	109,011	8.4		Yes	38	3	838	825
21	North Bethesda	1955	1999	178,252	19.99		Yes	57	2	1,231	1,233
22	Parkland	1963	2007	151,169	9.18	47		0	999	982	
23	Rosa M. Parks	1992		137,469	24.05	44		2	955	945	
24	John Poole	1997		85,669	20.51	22		2	488	478	
25	Thomas W. Pyle	1962	1993	209,464	14.32	70		3	1,518	1,502	
26	Redland	1971		112,297	20.64	Yes	36	0	765	765	
27	Ridgeview	1975		145,168	20		44	4	975	955	
28	Rocky Hill	2004		148,065	23.29		48	0	1,020	1,020	
29	Shady Grove	1995	1999	129,206	20.51		39	3	859	854	
30	Odessa Shannon	1966		123,199	16.45		Yes	34	3	753	727
31	Silver Creek	2017		174,743	13.38		44	0	935	935	
32	Silver Spring International	1934	1999	152,731	15.64	Yes	52	2	1,125	1,107	
33	Sligo	1959	1991	149,527	21.74	Yes	45	2	976	941	
34	Takoma Park	1939	1999	195,739	18.83	Yes	63	0	1,339	1,322	
35	Tilden	1967	1991	244,561	28.06		56	7	1,260	1,216	
36	Hallie Wells	2016		150,089	22.37		45	3	986	982	
37	Julius West	1961	1995	182,617	21.31		67	3	1,454	1,432	
38	Westland	1951	1997	146,006	25.09		52	0	1,105	1,105	
39	White Oak	1962	1993	141,163	17.34		47	2	1,019	992	
40	Earle B. Wood	1965	2001	152,588	8.5	Yes	43	7	984	944	
Total Middle Schools				5,885,040	806.46		1856	102	40,460	39,777	
High Schools									(85% + Sp. Ed.)	(X 90%)	
1	Bethesda-Chevy Chase	1934	2001	392,833	16.36	Yes	110	0	2,338	2,457	
2	Montgomery Blair	1998		386,567	30.15		131	0	2,784	2,867	
3	James Hubert Blake	1998		297,125	91.09		77	2	1,656	1,743	
4	Winston Churchill	1964	2001	322,078	30.28		83	11	1,874	1,949	
5	Clarksburg	1995	2006	344,574	62.73		90	3	1,943	2,034	
6	Damascus	1950	1978	235,986	32.65	Yes	67	7	1,494	1,560	
7	Albert Einstein	1962	1997	276,462	26.67		72	8	1,610	1,633	
8	Gaithersburg	1951	2013	427,048	40.97		108	14	2,435	2,443	
9	Walter Johnson	1956	2009	365,138	30.86		102	5	2,218	2,321	
10	John F. Kennedy	1964	1999	332,133	29.14		79	7	1,749	1,794	
11	Col. Zadok Magruder	1970		295,478	29.99	Yes	83	8	1,844	1,907	
12	Richard Montgomery	1942	2007	311,500	29.05		100	3	2,155	2,241	
13	Northwest	1998		342,101	34.56		100	4	2,165	2,286	
14	Northwood	1956	2004	254,054	29.56		68	5	1,495	1,508	
15	Paint Branch	1969	2012	347,169	45.98		87	7	1,919	2,021	
16	Poolesville	1953	1978	165,056	37.2		52	0	1,105	1,170	
17	Quince Orchard	1988		284,912	30.11		80	5	1,750	1,791	
18	Rockville	1968	2004	317,731	30.32		65	13	1,511	1,518	
19	Seneca Valley	1974		439,346	29.37		112	9	2,470	2,551	
20	Sherwood	1950	1991	333,154	49.33		94	6	2,058	2,147	
21	Springbrook	1960	1994	305,006	25.13	Yes	95	5	2,069	2,121	
22	Watkins Mill	1989		305,288	50.99	Yes	81	3	1,751	1,789	
23	Wheaton	1954	2016	373,825	28.23	Yes	100	4	2,165	2,234	
24	Walt Whitman	1962	1992	312,270	30.67		98	8	2,163	2,262	
25	Thomas S. Wootton	1970		295,620	27.37		94	5	2,048	2,142	
Total High Schools				8,062,454	898.76		2228	142	48,765	50,489	
Total Secondary Schools				13,947,494	1705.2		4084	244	89,225	90,266	

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

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

Appendix G

Capacity Calculations

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

MCPS Program Capacity

Class size for regular and supplemental programs, such as English for Speakers of Other Languages (ESOL), is based on MCPS policy, regulation, and budget guidelines. Many jurisdictions in Maryland, including Montgomery County, strive to reduce class sizes. State and federal regulations mandate a maximum class size limit for preschool programs.

The current standard student-to-classroom ratios used to calculate school capacities as stated in the Board of Education Long-range Educational Facilities Regulation (FAA-RA) are as follows:

Head Start and prekindergarten—2 sessions	40:1
Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grade K—reduced class size full-day	18:1
Grades 1–2—reduced class size	18:1
Grades 1–5/6 Elementary	23:1
Grades 6–8 Middle	25:1*
Grades 9–12 High	25:1**
ESOL (secondary)	15:1

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

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

Many schools that appear to have space based on the calculated program capacity often need relocatable classrooms to accommodate the programs operating in the school. There are several explanations for this situation.

- **Staffing Ratio:** Capacity calculations for elementary schools are based on a student-to-classroom ratio of 23:1; however, staffing (student-to-teacher ratio) is not always provided at the same ratio. When the student-to-teacher ratio is less than the student-to-room ratio, the calculated

capacity will not support the number of teachers provided by the staffing ratio in the facility. For example, if staffing is provided at 22:1, and capacity is calculated at 23:1, then for a building with 20 classrooms the capacity would be 460 (20 x 23) students but there would be 21 teachers based on the staffing ratio ($460/22 = 20.9$), therefore one additional classroom would be needed to accommodate a 22:1 staffing ratio.

- **Combined Staffing:** Some schools are provided additional staffing to meet the needs of students in the school. For example, a school that has a large number of students impacted by poverty may be allocated an additional .5 teaching position to assist students and an additional .5 teaching position for Title 1 services. The school may decide to combine the allocated staff to create an additional classroom teaching position, thereby creating the need for an additional classroom. In this case, the enrollment has not increased and the calculated capacity has not changed, but the need for classrooms has increased.
- **Capping Class Size:** In schools that may have very large class sizes in certain grades, additional staff may be provided to reduce the oversized classes to keep them within Board of Education guidelines. For example, if a school has two second-grade classes each with 28 students and four more students enroll in second grade, adding the additional students to the two large classes would cause the two classes to exceed the maximum class size cap of 28 students. If there was no opportunity to create combination classes with other grades, an additional teacher would be provided, and the school would reorganize with three second-grade classes of 20 students each. The additional teacher could create the need for a relocatable classroom.

Small instructional spaces and specialized classrooms are provided for all schools and are allocated on the basis of enrollment size and the need for supplementary instructional activities, such as reading support, special education resource, speech, art, and music.

In situations where the educational program will not be adversely affected, MCPS leases space on an annual basis to appropriate outside organizations. In most cases, these organizations are referred to as “joint occupants” and are usually day-care providers. Before and after school programs also are provided in many MCPS schools. Spaces used by day-care providers on MCPS sites range from shared use of multipurpose rooms before and after school, to relocatable classrooms on a school site that are financed by the provider and operated for the school community. If space is available, one or more classrooms can be leased for full-day programs.

State-rated Capacity

State-rated capacity, used to determine state funding, is calculated using the following calculations. These calculations make MCPS and state capacity ratings differ. See appendix F for a comparison of capacity ratings for all schools.

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

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

Appendix H

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

Cluster/ School	Relocatables on site for 2021–2022 to Address:			Cluster/ School	Relocatables on site for 2021–2022 to Address:			Cluster/ School	Relocatables on site for 2021–2022 to Address:		
	Overutilization	DC	Total		Overutilization	DC	Total		Overutilization	DC	Total
Bethesda-Chevy Chase				Col. Zadok Magruder				Watkins Mill			
Bethesda ES	6		6	Cashell ES	2		2	South Lake ES	14		14
Rock Creek Forest ES	2		2	Flower Hill ES	3		3	Watkins Mill ES	6		6
Total	8	0	8	Mill Creek Towne ES	9		9	Whetstone ES	3		3
Winston Churchill				Judith A. Resnik ES	6		6	Total	23	0	23
Winston Churchill HS	4		4	Total	20	0	20	Walt Whitman			
Total	4	0	4	Richard Montgomery				Bannockburn ES	2		2
Clarksburg				Richard Montgomery HS	6		6	Burning Tree ES	4		4
Clarksburg HS	13		13	Ritchie Park ES	3		3	Total	6	0	6
Clarksburg ES	16		16	Twinbrook ES	4		4	Thomas S. Wootton			
Captain James E. Daly ES	4		4	Total	13	0	13	Thomas S. Wootton HS	3		3
Total	33	0	33	Northeast Consortium*				Cold Spring ES	1		1
Damascus				Benjamin Banneker MS	2		2	DuFief ES	1	1	2
John T. Baker MS	2		2	Burnt Mills ES	9		9	Total	5	1	6
Cedar Grove ES	3		3	Burtonsville ES	6		6	Grand Total by Use	458	5	463
Clearspring ES	2		2	Cloverly ES	2		2	SCHOOL TOTAL:	463		
Damascus ES	4		4	Cresthaven ES	2		2				
Total	11	0	11	Dr. Charles R. Drew ES	2		2				
Downcounty Consortium*				Fairland ES	2		2				
Montgomery Blair HS	18		18	Galway ES	2		2				
Albert Einstein HS	8		8	Greencastle ES	10		10				
Northwood HS	14		14	Jackson Road ES	3		3				
A. Mario Loiederman MS	2		2	JoAnn Leleck ES at Broad Acres	12		12				
Argyle MS	3		3	William T. Page ES	13		13				
Parkland MS	4		4	Stonegate ES	7		7				
Arcola ES	6		6	Westover ES	2		2				
Glenallan ES	2		2	Total	74	0	74				
Harmony Hills ES	7		7	Northwest							
Highland View ES	6		6	Northwest HS	10		10				
Kemp Mill ES	3		3	Clopper Mill ES	6		6				
Oak View ES	3		3	Diamond ES	4	1	5				
Oakland Terrace ES	2		2	Germantown ES	3		3				
Rolling Terrace ES	6		6	Great Seneca Creek ES	3		3				
Sargent Shriver ES	9		9	Spark M. Matsunaga ES	4	1	5				
Flora Singer ES	3		3	Ronald McNair ES	9		9				
Woodlin ES	7		7	Total	39	2	41				
Total	103	0	103	Quince Orchard				Other Uses at Schools			
Gaithersburg				Quince Orchard HS	11		11	Gaithersburg ES	1		Parent Resource
Gaithersburg ES	11		11	Rachel Carson ES	10	1	11	Monocacy ES	1		
Goshen ES	2		2	Fields Road ES	4		4	South Lake ES	1		Linkages
Rosemont ES	4		4	Thurgood Marshall ES	5		5	Summit Hall ES	1		Judy Center
Strawberry Knoll ES	10		10	Total	30	1	31	Total	4		
Summit Hall ES**	17		17	Rockville				Non-school Locations			
Total	44	0	44	Flower Valley ES	2		2	Bethesda Depot	3		Offices
Walter Johnson				Meadow Hall ES	7		7	Clarksburg Depot	1		Maintenance
Walter Johnson HS	10		10	Rock Creek Valley ES	3		3	Clarksburg Depot	2		Transportation
Ashburton ES**	8		8	Total	12	0	12	Hadley Farms Center	1		Offices
Farmland ES	4		4	Seneca Valley				Kingsley Center	5		Transitions
Total	22	0	22	Lake Seneca ES	9		9	Lincoln Warehouse	1		Copy Plus
				Sally K. Ride ES	2		2	Randolph Depot	3		Offices
				Total	11	0	11	Rocking Horse Road Center	2		Offices
				Sherwood				Shady Grove Depot	6		Offices
				Belmont ES	0	1	1	Smith Center	2		Outdoor Education
				Total	0	1	1	Total	26		
								OTHER TOTAL:	133		

DC: Paid for by day-care provider to enable a day-care center to operate inside school.

* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.

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

Relocatable Classrooms: 2022–2023 School Year

Relocatable Classrooms: 2022-2023 School Year

Cluster/ School	Relocatables on site for 2022-2023 to Address:		
	Overutilization	DC	Total
Bethesda-Chevy Chase			
Bethesda ES	4		4
Rock Creek Forest ES	2		2
Total	6	0	6
Winston Churchill			
Winston Churchill HS	4		4
Total	4	0	4
Clarksburg			
Clarksburg HS	14		14
Clarksburg ES	20		20
Captain James E. Daly ES	4		4
Total	38	0	38
Damascus			
John T. Baker MS	2		2
Cedar Grove ES	3		3
Clearspring ES	2		2
Damascus ES	4		4
Total	11	0	11
Downcounty Consortium*			
Montgomery Blair HS	19		19
Albert Einstein HS	11		11
Northwood HS	14		14
A. Mario Loiederman MS	2		2
Argyle MS	3		3
Parkland MS	4		4
Arcola ES	6		6
Glenallan ES	2		2
Harmony Hills ES	7		7
Highland View ES	6		6
Kemp Mill ES	3		3
Oak View ES	3		3
Oakland Terrace ES	2		2
Rolling Terrace ES	6		6
Sargent Shriver ES	9		9
Flora Singer ES	3		3
Total	100	0	100
Gaithersburg			
Gaithersburg ES	7		7
Goshen ES	2		2
Rosemont ES	4		4
Strawberry Knoll ES	6		6
Summit Hall ES**	16		16
Total	35	0	35
Walter Johnson			
Walter Johnson HS	15		15
Ashburton ES**	8		8
Farmland ES	4		4
Total	27	0	27

Cluster/ School	Relocatables on site for 2022-2023 to Address:		
	Overutilization	DC	Total
Col. Zadok Magruder			
Cashell ES	2		2
Flower Hill ES	3		3
Mill Creek Towne ES	9		9
Judith A. Resnik ES	6		6
Total	20	0	20
Richard Montgomery			
Richard Montgomery HS	9		9
Twinbrook ES	4		4
Total	13	0	13
Northeast Consortium*			
James H. Blake HS	1		1
Paint Branch HS	3		3
Benjamin Banneker MS	2		2
Burtonsville ES	6		6
Cloverly ES	2		2
Cresthaven ES	2		2
Dr. Charles R. Drew ES	2		2
Fairland ES	2		2
Galway ES	2		2
Greencastle ES	10		10
Jackson Road ES	3		3
JoAnn Leleck ES at Broad Acres	12		12
William T. Page ES	13		13
Westover ES	2		2
Total	62	0	62
Northwest			
Northwest HS	11		11
Clopper Mill ES	6		6
Diamond ES	4	1	5
Germantown ES	3		3
Spark M. Matsunaga ES	3		3
Ronald McNair ES	7		7
Total	34	1	35
Quince Orchard			
Quince Orchard HS	12		12
Rachel Carson ES	3		3
Fields Road ES	4		4
Thurgood Marshall ES	5		5
Total	24	0	24
Rockville			
Flower Valley ES	2		2
Meadow Hall ES	7		7
Rock Creek Valley ES	3		3
Total	12	0	12
Seneca Valley			
Lake Seneca ES	9		9
Sally K. Ride ES	2		2
Total	11	0	11
Sherwood			
Belmont ES	0	1	1
Total	0	1	1

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

Other Relocatable Uses		
	# Units	Comment
Construction		
Poolesville HS	14	
Total	14	
Holding Schools		
Emory Grove Center	31	
Fairland Center	12	
Grosvenor Center	17	
North Lake Center	21	
Radnor Center	11	
Total	92	
Other Uses at Schools		
Gaithersburg ES	1	Parent Resource
Monocacy ES	1	
Summit Hall ES	1	Judy Center
Total	3	
Non-school Locations		
Bethesda Depot	3	Offices
Clarksburg Depot	1	Maintenance
Clarksburg Depot	2	Transportation
Hadley Farms Center	1	Offices
Kingsley Center	5	Transitions
Lincoln Warehouse	1	Copy Plus
Randolph Depot	4	Offices
Rocking Horse Road Center	2	Offices
Shady Grove Depot	6	Offices
Smith Center	2	Outdoor Education
Total	27	
OTHER TOTAL:	136	

DC: Paid for by day-care provider to enable a day-care center to operate inside school.

* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.

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

Appendix I

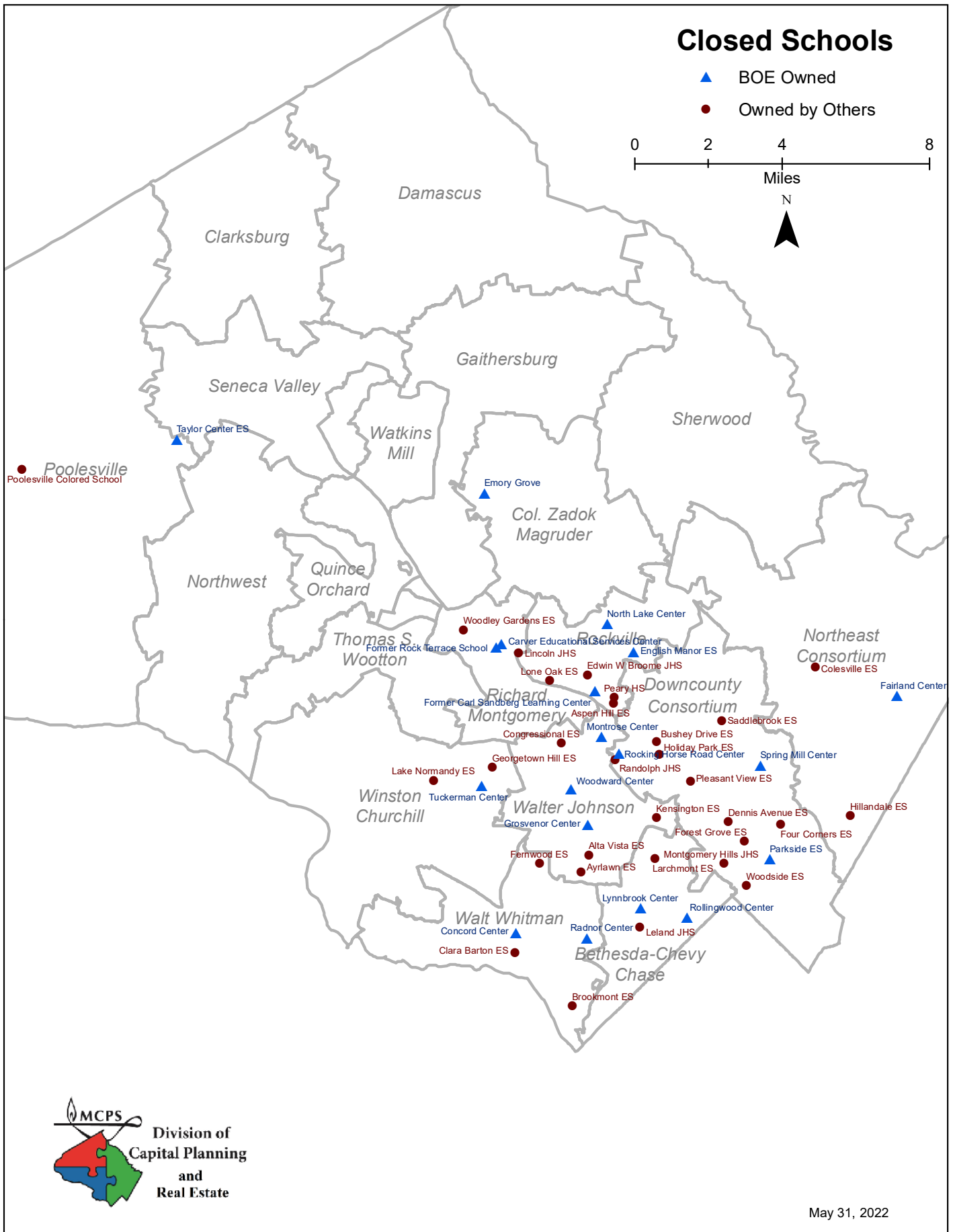
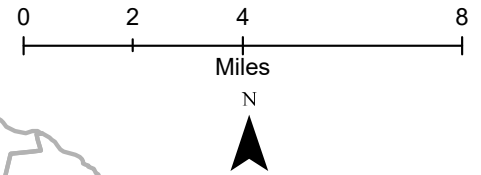
Former Operating Schools and Current Status June 2022

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	CURRENT USE	SITE	ROOMS	SF
BOARD OF EDUCATION-OWNED FACILITIES							
Carver Educational Services Center	850 Hungerford Drive	Beall ES	Richard Montgomery	Board of Education and MCPS staff	30.89	-	-
Concord Center	7210 Hidden Creek Road	Bannockburn ES	Walt Whitman	MCPS staff and leased to childcare providers	3.45	12	26,444
Emory Grove Center	18100 Washington Grove Lane	Judith A. Resnik ES	Col. Zadok Magruder	Holding school	10.00	19	45,002
English Manor ES	4511 Bestor Drive	Lucy V. Barnsley ES	Rockville	MCPS staff	8.24	28	46,542
Fairland Center	13313 Old Columbia Pike	Fairland ES	Northeast Consortium	Holding school	9.20	26	45,082
Former Parkside ES	9500 Brunett Avenue	Sligo Creek ES	Downcounty Consortium	Leased to a childcare provider	6.18	-	26,369
Former Rock Terrace School	390 Martins Lane	Beall ES	Richard Montgomery	TBD	*	12	48,024
Former Carl Sandburg Learning Center	451 Meadow Hall Drive	Meadow Hall ES	Rockville	MCPS staff	7.60	16	31,252
Grosvenor Center	5701 Grosvenor Lane	Ashburton ES	Walter Johnson	Holding school	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	Bethesda ES	Bethesda-Chevy Chase	MCPS staff and leased to childcare provider	4.21	15	35,000
Montrose Center	12301 Academy Way	Garrett Park ES	Walter Johnson	Leased to private school	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Flower Valley ES	Rockville	Holding school	9.66	22	40,378
Radnor Center	7000 Radnor Road	Bradley Hills ES	Walt Whitman	Holding school	9.03	20	36,663
Rocking Horse Road Center	4910 Macon Road	Viers Mill ES	Downcounty Consortium	MCPS staff	18.70	28	57,639
Rollingwood Center	3200 Woodbine Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	Leased to private school	4.07	12	26,624
Spring Mill Center	11721 Kemp Mill Road	Kemp Mill ES	Downcounty Consortium	MCPS staff and leased to MCCPTA	7.68	14	29,300
Edward U. Taylor Center	19501 White Ground Road	Monocacy ES	Poolesville	MCPS staff	11.47	8	20,827
Tuckerman Center	8224 Lochinver Lane	Bells Mill ES	Winston Churchill	Leased to private school	9.13	24	47,965
Woodward Center	11211 Old Georgetown Road	Luxmarion ES	Walter Johnson	Holding school 2024-2026	28.06	52	135,150
MONTGOMERY COUNTY-OWNED FACILITIES							
Alta Vista ES	5615 Beech Avenue	Wyngate ES	Walter Johnson	Leased to private school	3.52	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rock Creek Valley ES	Rockville	Leased to health center	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	Wyngate ES	Walter Johnson	Leased to YMCA	3.07	11	28,000
Clara Barton ES	7425 MacArthur Boulevard	Bannockburn ES	Walt Whitman	Clara Barton Neighborhood Recreation Center and leased to childcare providers	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Wood Acres ES	Walt Whitman	Leased to private school	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Meadow Hall ES	Rockville	Various county users	19.49	45	135,210
Bushey Drive ES	12210 Bushey Drive	Sargent Shriver ES	Downcounty Consortium	County Recreation Office	6.07	-	32,675
Colesville ES	14015 New Hampshire Avenue	Dr. Charles R. Drew ES	Northeast Consortium	DHHS Colesville Center	11.12	14	25,174
Congressional ES	1801 East Jefferson Street	Fairland ES	Walter Johnson	Leased to Hebrew Home of Greater Washington	9.91	-	-
Dennis Avenue ES	2000 Dennis Avenue	Flora M. Singer ES	Downcounty Consortium	Dennis Avenue Health Center	6.97	-	-
Fernwood ES	6801 Greentree Road	Burning Tree ES	Walt Whitman	Leased to private school	6.15	18	32,000
Forest Grove ES	9805 Dameron Drive	Flora M. Singer ES	Downcounty Consortium	Leased to Holy Cross Hospital	6.16	24	38,000
Four Corners ES	321 University Boulevard, West	Forest Knolls ES	Downcounty Consortium	HOC retirement home	5.66	-	-
Georgetown Hill ES	11614 Seven Locks Road	Beverly Farms ES	Winston Churchill	Leased to private school	10.35	28	50,000
Hillandale ES	10501 New Hampshire Avenue	Roscoe R. Nix ES/ Cresthaven ES	Northeast Consortium	Leased to Centers for the Handicapped, Inc.	6.81	-	-
Holiday Park ES	3930 Ferrara Avenue	Viers Mill ES	Downcounty Consortium	Holiday Park Senior Center	5.62	-	-
Kensington ES	10400 Detrick Avenue	Kensington-Parkwood ES	Walter Johnson	Housing Opportunities Commission Main Office	4.54	19	45,206
Lake Normandy ES	11315 Falls Road	Bells Mill ES	Winston Churchill	Potomac Community Recreation Center	10.59	-	-
Lincoln JHS	595 North Stonestreet Avenue	Maryvale ES	Rockville	Leased to a church	1.78	-	100,865
Lone Oak ES	1010 Grandin Avenue	Meadow Hall ES	Rockville	Leased to Centers for the Handicapped, Inc.	7.10	28	40,000
Montgomery Hills JHS	2010 Linden Lane	Woodlin ES	Downcounty Consortium	Leased to private school	8.67	44	130,000
Pleasant View ES	3015 Upton Drive	Rock View ES	Downcounty Consortium	Leased to private school	6.22	-	58,283
Poolesville Colored School	19200 Jerusalem Road	Poolesville ES	Poolesville	Leased to AT&T	4.00	-	-
Randolph JHS	11710 Hunters Lane	Viers Mill ES	Downcounty Consortium	Leased to private school	8.07	-	-
Saddlebrook ES	12751 Layhill Road	Glenallen ES	Downcounty Consortium	Montgomery Park Police Headquarters	10.59	29	42,274
Woodside ES	8818 Georgia Avenue	Woodlin ES	Downcounty Consortium	DHHS Silver Spring Center	2.70	23	36,614
CITY OF ROCKVILLE-OWNED FACILITIES							
Woodley Gardens ES	1150 Carnation Drive	College Gardens ES	Richard Montgomery	Rockville Senior Center	9.64	16	31,767
MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION-OWNED FACILITIES							
Leland JHS	4300 Elm Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	Leland Neighborhood Park and Community Recreation Center	3.71	-	-
PRIVATELY-OWNED FACILITIES							
Larchmont ES	9411 Connecticut Avenue	Rosemary Hills ES/ North Chevy Chase ES	Bethesda-Chevy Chase	Grace Episcopal Day School	10.94	-	-
Peary HS	13300 Arctic Avenue	Rock Creek Valley ES	Rockville	Melvin J. Berman Hebrew Academy	19.52	-	-

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

Closed Schools

- ▲ BOE Owned
- Owned by Others



May 31, 2022

Closed Schools That Have Been Reopened*

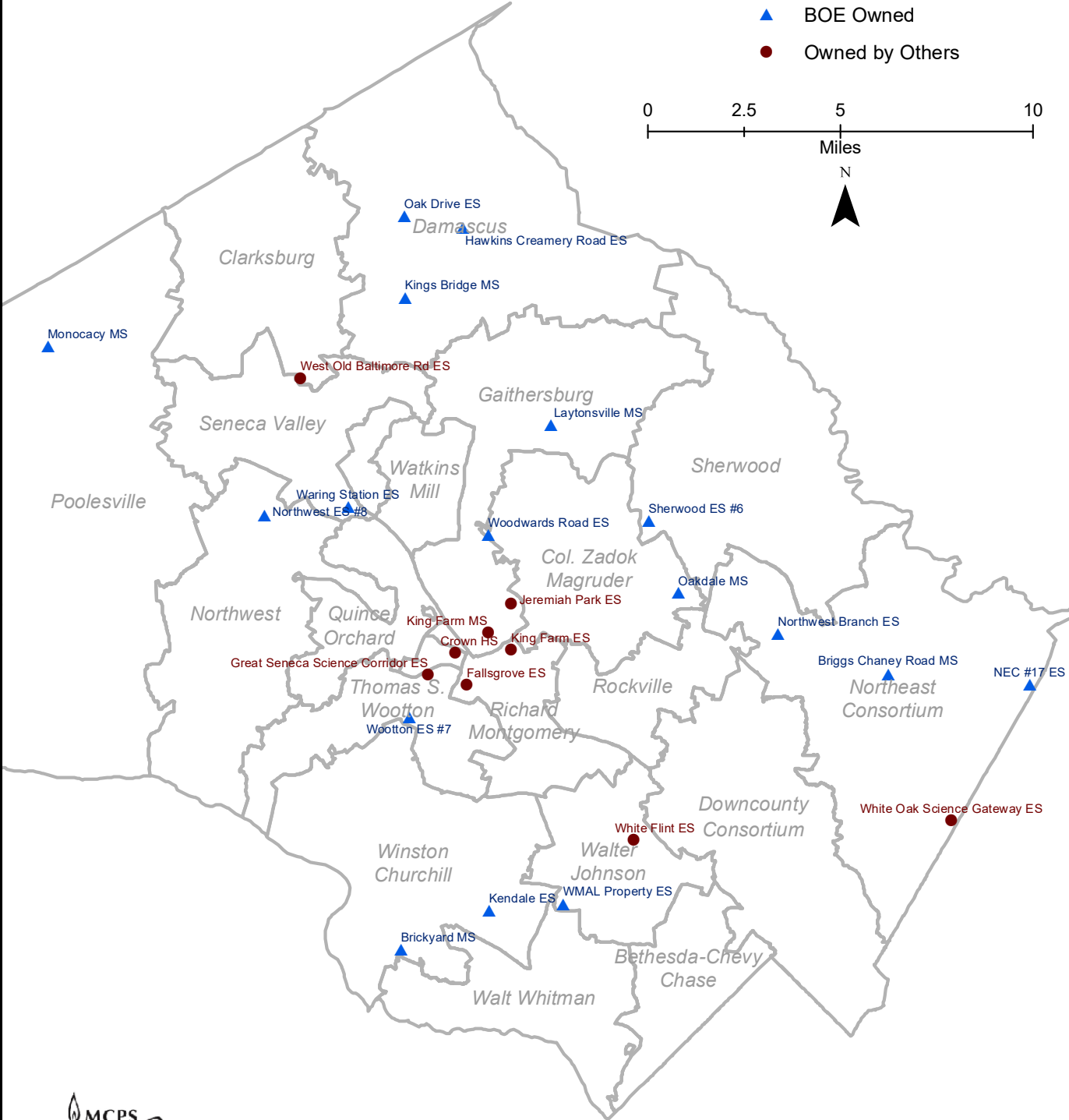
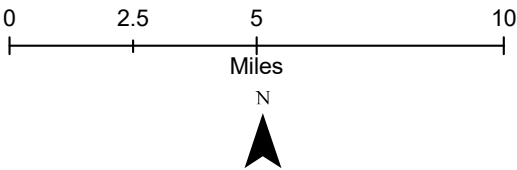
June 2022

NAME	YEAR REOPENED	ADDRESS	CLUSTER	ACREAGE
Arcola ES	2007	1820 Franwall Avenue, Silver Spring	Downcounty Consortium	5.00
Argyle MS	1993	2400 Bel Pre Road, Silver Spring	Downcounty Consortium	19.90
Burnt Mills ES	1990	11211 Childs Street, Silver Spring	Northeast Consortium	15.14
Cabin John MS	1989	10701 Gainsborough Road, Potomac	Winston Churchill	18.24
Cloverly ES	1989	800 Briggs Chaney Road, Silver Spring	Northeast Consortium	10.05
Francis Scott Key MS	1990	910 Schindler Drive, Silver Spring	Northeast Consortium	20.58
A. Mario Loiederman MS (Col. Joseph A. Belt JHS)	2005	12701 Goodhill Road, Silver Spring	Downcounty Consortium	17.07
MacDonald Knolls Early Childhood Center	2019	10611 Tenbrook Drive, Silver Spring	Downcounty Consortium	7.63
Newport Mill MS	2002	11311 Newport Mill Road, Silver Spring	Downcounty Consortium	8.40
Roscoe R. Nix ES (Brookview ES)	2006	1100 Corliss Street, Silver Spring	Northeast Consortium	8.98
North Bethesda MS	1999	8935 Bradmoor Drive, Bethesda	Walter Johnson	19.09
Northwood HS	2004	919 University Boulevard, W., Silver Spring	Downcounty Consortium	29.56
Bayard Rustin ES (Hungerford Park ES)	2018	332 West Edmonston Drive, Rockville	Richard Montgomery	11.05
Sargent Shriver ES (Connecticut Park ES)	2006	12518 Greenly Drive, Silver Spring	Downcounty Consortium	9.16
Silver Creek MS (Kensington JHS)	2017	3701 Saul Road, Kensington	Bethesda-Chevy Chase	13.38
Flora M. Singer ES (McKenney Hills ES)	2012	2600 Hayden Drive, Silver Spring	Downcounty Consortium	12.66

* Schools on this list were either reopened or built new on the site of a former school. In some cases the school was renamed.

Future School Sites

- ▲ BOE Owned
- Owned by Others



May 31, 2022

Future School Sites

June 2022

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	ACREAGE
BOARD OF EDUCATION-OWNED SITES				
Brickyard MS	Brickyard Road	Potomac ES	Winston Churchill	20.00
Briggs Chaney Road MS	14910 Good Hope Road	Cloverly ES	Northeast Consortium	20.96
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.55
Kendale ES	9655 Kendale Road	Seven Locks ES	Winston Churchill	10.53
Kings Bridge MS	10110 Founders Way	Woodfield ES	Damascus	30.33
Laytonville MS	Warfield Road	Laytonville ES	Gaithersburg	22.74
Monocacy MS	18801 Barnesville Road	Monocacy ES	Poolesville	17.35
Northeast Consortium ES #17	Saddle Creek Drive	Burtonsville ES	Northeast Consortium	10.95
Northwest Branch ES	15900 Layhill Road	Stonegate ES	Northeast Consortium	11.41
Northwest ES #8	Schaeffer Road	Great Seneca Creek ES	Northwest	12.70
Oak Drive ES	Oak Drive	Damascus ES	Damascus	12.99
Oakdale MS	Cashell Road	Cashell ES	Col. Zadok Magruder	18.49
Sherwood ES #6	Wickham Road	Olney ES	Sherwood	17.10
Waring Station ES	18815 Waring Station Road	S. Christa McAuliffe ES	Seneca Valley	9.99
WMAL Property ES	9720 Sanvitalia Street	Ashburton ES	Walter Johnson	4.30
Woodwards Road ES	Emory Grove Road	Judith A. Resnik ES	Col. Zadok Magruder	11.05
Wootton ES # 7	Cavanaugh Drive	Stone Mill ES	Thomas S. Wootton	12.10
MASTER PLANNED SCHOOL SITES TITLED TO OTHERS				
Central Area HS (Crown Farm)	Fields Road	Rosemont ES	Gaithersburg	31.1
Fallsgrove ES	Fallsgrove Road	Ritchie Park ES	Richard Montgomery	TBD
Great Seneca Science Corridor ES	Great Seneca Highway and Key West Avenue	Stone Mill ES	Thomas S. Wootton	TBD
Jeremiah Park ES	Shady Grove Road and Crabbs Branch Way	Washington Grove ES	Gaithersburg	TBD
King Farm ES	Watkins Pond Boulevard	College Gardens ES	Richard Montgomery	TBD
King Farm MS	Piccard Drive	Rosemont ES	Gaithersburg	TBD
West Old Baltimore Road ES	21830 Seneca Ayr Drive	William B. Gibbs, Jr. ES	Clarksburg	9.30
White Flint ES	South side of current White Flint Mall property	Garrett Park ES	Walter Johnson	TBD
White Oak Science Gateway ES	FDA Boulevard	Roscoe R. Nix ES/ Cresthaven ES	Northeast Consortium	TBD

Appendix J

New and Reopened Schools, 1985 to 2021

School Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill, Lake Seneca		
1986	Clopper Mill		
1987	Jones Lane, S. Christa McAuliffe		
1988	Clearspring, Goshen, Greencastle, Stone Mill, Strawberry Knoll, Waters Landing		Quince Orchard
1989	Cloverly, Capt. James E. Daly	Cabin John	Watkins Mill
1990	Brooke Grove, Burnt Mills, Rachel Carson, Ronald McNair, Sequoyah	Francis Scott Key	
1991	Dr. Charles R. Drew, Judith A. Resnik	Briggs Chaney	
1992	Lois P. Rockwell	Roberto Clemente, Rosa M. Parks	
1993	Thurgood Marshall	Argyle	
1994	Dr. Sally K. Ride		
1995		Forest Oak, Rocky Hill	
1996		Neelsville	
1997		Kingsview, John Poole	
1998			James Hubert Blake, Northwest
1999	Sligo Creek	North Bethesda, Shady Grove, Silver Spring International	
2000	None		
2001	Spark M. Matsunaga		
2002		Newport Mill	
2003	None		
2004			Northwood
2005		Lakelands Park, A. Mario Loiederman	
2006	Great Seneca Creek, Little Bennett, Roscoe R. Nix, Sargent Shriver		Clarksburg
2007	Arcola		
2008	None		
2009	William B. Gibbs, Jr.		
2010	None		
2011	None		
2012	Flora M. Singer		
2013	None		
2014	Wilson Wims		
2015	None		
2016		Hallie Wells	
2017		Silver Creek	
2018	Bayard Rustin		
2019	Snowden Farm		
2020	None		
2021	None		

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

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

Schools Revitalized/Expanded, 1985 to 2020

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

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

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

Schools Reopened and Extent of Improvements Made When Reopened

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

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

Appendix K

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

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

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

Appendix L

Head Start and Prekindergarten Locations 2021-2022



Elementary School	Federal Head Start Sessions			Pre-K		Pre-K Plus
	3-Year-Old Program @15	4-Year-Old Program @17	Full Day Sessions @20	Half Day Sessions @20	Full Day Sessions @20	Full Day Sessions @20
Arcola					1	
Beall	1			1		
Bel Pre				4		1
Bells Mill			1			
Brooke Grove					1	
Brookhaven ♦ (am/pm)				2		
Brown Station ♦ (pm)			1	2		
Burnt Mills				2		
Rachel Carson				2		
Cashell					1	
Clearspring			1	1		
Clopper Mill			1	2		1
College Gardens (mixed age)			1 (@17)			
Capt. James E. Daly				2		
Dr. Charles R. Drew			1	2		
East Silver Spring (mixed age) ♦ (pm)		1		2		
Fairland			1	1		
Fields Road					1	
Flower Hill				2		
Forest Knolls					1	
Fox Chapel				2		
Gaithersburg					1	
Galway				2		
Georgian Forest			1	2		
William B. Gibbs, Jr. ♦ (am/pm)				2		
Glen Haven ♦ (pm)					1	
Glenallan ♦ (am)			1			
Greencastle ♦ (pm)				2		
Harmony Hills			1	2		
Highland			1	2		
Jackson Road ♦ (pm)				2		
Kemp Mill			1		1	
Lake Senaca ♦ (pm)				2		
JoAnn Leleck at Broad Acres			1	2	1	1
Maryvale	1		1	2		
S. Christie McAuliffe			1			
Dr. Ronald E. McNair					1	
Mill Creek Towne				1		
Montgomery Knolls ♦ (am/pm)			1	2		
New Hampshire Estates	1		3	1 (@25)	1	
Roscoe R. Nix					2	
Oakland Terrace ♦ (am)					1	
William Tyler Page				2		
Judith A. Resnik				2		
Dr. Sally K. Ride	1			2		
Rock Creek Forest					1	
Rock View				2		
Rolling Terrace (Judy Ctr)			1	2		1
Rosemary Hills				2		
Rosemont (Judy Ctr)				2		
Sargent Shriver				2		
Flora M. Singer					1	
South Lake			1		1	
Stedwick				2		
Strawberry Knoll ♦ * (pm)	1 (@14)			1		
Summit Hall (Judy Ctr)			1	2		3
Twinbrook			1	2		
Viers Mill ♦ (am/pm)			1	2		
Washington Grove ♦ (pm) (Judy Ctr)			1	2	1	1
Watkins Mill			1		1	
Weller Road ♦ (pm)			1	2		2
Wheaton Woods			1	2		
Whetstone ♦ (pm)				2		
Other	3-Year-Old Program @15	4-Year-Old Program @17	Full Day Sessions @20	Half Day Sessions @20	Full Day Sessions @20	Full Day Sessions @20
Macdonald Knolls Early Childhood Center					5	
Up-County Early Childhood Center					4	1
Total Capacity Per Program	74	17	557	1685	560	220
Total Overall Capacity	3113					

* Intensive Needs

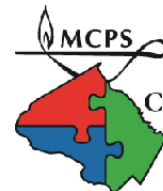
♦ Preschool Special Education Collaboration

Appendix M

French Immersion Catchment Areas

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

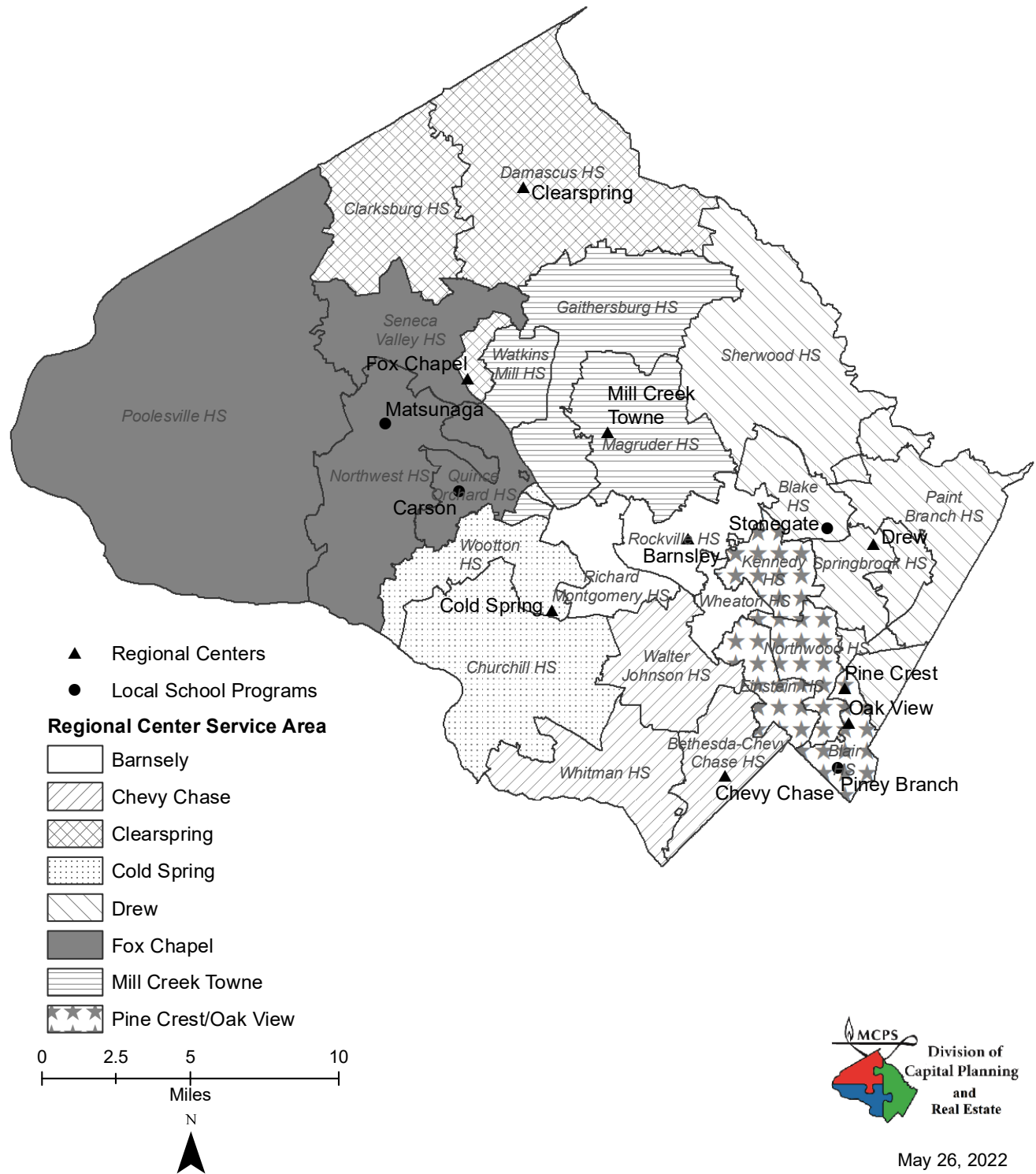
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Division of
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Real Estate

May 26, 2022

Centers for Enriched Studies



Secondary Magnet School Catchment Areas



Middle School



High School



Blair, Eastern, & Takoma Park

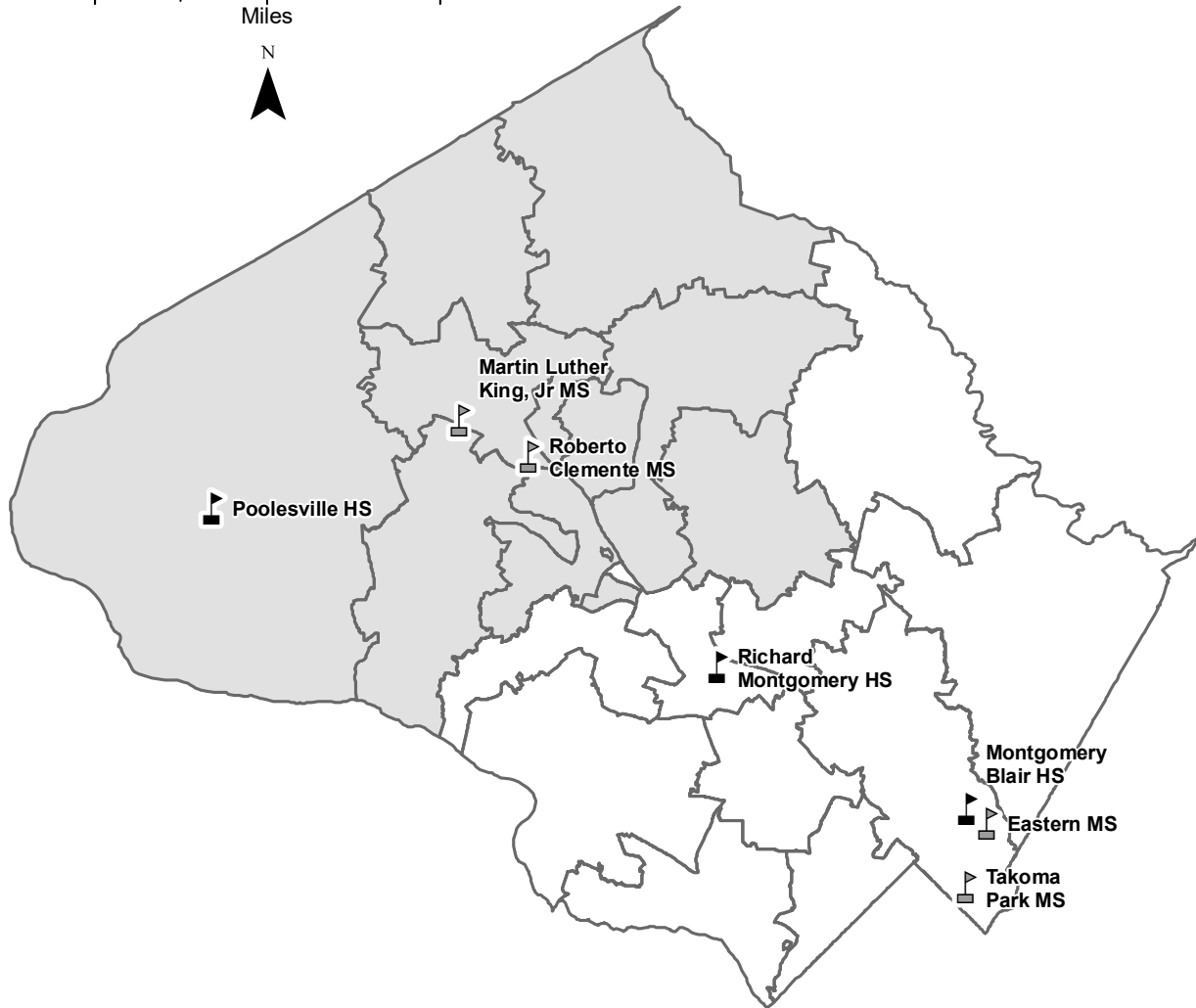


Poolsville, Clemente, & M. L. King Jr.

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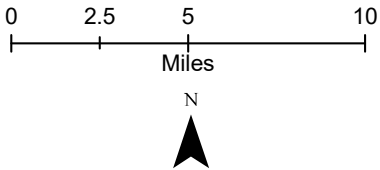


Division of
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May 31, 2022

Countywide College and Career High Schools

- Thomas Edison High School of Technology/Wheaton High School Partnership
- Seneca Valley





MCPS

**Division of
Capital Planning
and
Real Estate**

October 5, 2021

Appendix N

Special Education Services Descriptions

School-based Service Delivery Model

Speech and Language Services

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

Elementary Home School Model

The Elementary Home School Model special education services to students in Grades Kindergarten (K)–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served through this model are assigned to age-appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in both the general education environment and/or a self-contained setting.

Secondary Learning and Academic Disabilities (LAD) Services

Secondary Learning and Academic Disabilities services, available in all secondary schools in MCPS, provide services to students as a result of a disability that affects academic achievement. Students served by this model receive special education support to demonstrate progress towards the Individualized Education Program (IEP) goals and objectives. These services are provided in a continuum of settings that may include components of self-contained classes, cotaught general education classes, and other opportunities for participation with nondisabled peers.

Transition Services

Transition Services are provided to students receiving special education services, ages 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities include enrollment in higher education, engagement in competitive or some other employment, and/or participation in post-secondary training. Services are based on the individual student's needs, considering the student's strengths, preferences, and interests. Transition services are delivered through

direct and/or indirect support coordinated by a transition support teacher.

Regionally-based Service Delivery Model

Elementary Learning Center (ELC)

The Elementary Learning Centers provide comprehensive special education and related services. The program offers a continuum of services for Grades K–5 in self-contained classes with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student's IEP while ensuring access to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.

Learning for Independence (LFI) Program

Learning for Independence (LFI) services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of Alternate Learning Outcomes (ALOs) aligned with the curriculum. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. The students learn life skills in the context of the general school environment and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition to post-secondary opportunities upon graduating with a certificate from the school system.

School/Community-based (SCB) Program

School/Community-based Program (SCB) services are designed for students with significant cognitive disabilities and/or multiple disabilities. Students typically are impacted in the adaptive areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing ALOs aligned with the curriculum, in comprehensive schools and related community and work environments. The SCB model includes the following components—age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, and transition—that are available regionally. The goal of the program is to prepare students to transition to post-secondary opportunities upon graduating with a certificate from the school system.

Infants and Toddlers Program

The Infants and Toddlers Program provides early intervention services to families and children with developmental delays and disabilities from birth to age 3, or until the start of the school year following the child's fourth birthday, under the Extended Individualized Family Service Plan option. The program is a collaboration between the Montgomery County Department of Health and Human Services, the lead agency and point of entry, and Montgomery County Public Schools (MCPS), which provides the staff needed to serve children and families. Services are provided in the natural environment and include, but are not limited to, specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language services. Families and early intervention providers work as a team to define priorities, learn about available resources and discuss children's strengths and needs.

Preschool Education Program (PEP)

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

The Preschool Education Program (PEP) offers a continuum of prekindergarten (pre-K) classes and services for children with disabilities ages 3 to K. PEP serves children with delays in multiple developmental domains that affect the child's ability to learn and access the pre-K curriculum. Services range from itinerant services for children in community-based childcare settings and preschools to home-based services for medically fragile children. Two early childhood centers and selected pre-K general education classrooms include students with disabilities in the regular education setting. PEP PILOT provides services to students with disabilities in an inclusive early childhood setting alongside community peers; PEP collaboration classes offer inclusive opportunities for pre-K students utilizing a coteaching model. Special education classes are provided for students who need a specialized, comprehensive approach to learning. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP full-day classes serve students with moderate to severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more administrative area(s).

Prekindergarten Language Classes

Pre-K language classes serve students ages 3 to K, with delays in receptive and/or expressive language that affect their ability to communicate and learn in typical preschool environments. Speech and language support and related services are provided in a two-day per week developmentally appropriate class or five days per week in an early childhood classroom setting with some inclusive opportunities with nondisabled peers. The purpose of these services is to build students' oral language for successful communication and to develop early learning skills in preparation for K. Selected elementary schools offer this program to support one or more administrative areas.

Autism Spectrum Disorders Services

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3 to K. To ultimately provide access to a variety of school-aged services and to maximize independence in all domains, evidence-based instructional practices are utilized to increase academic, language, social, and adaptive skills. Autism services for students, elementary through age 21, provide access to ALOs aligned with the general education curriculum. Students receive Applied Behavior Analysis (ABA) intensive instruction in a highly structured setting to improve learning and communication and to increase skills for participation in inclusive opportunities with nondisabled peers. At the secondary level, students also receive vocational and community support.

Secondary Autism Resource Services

Secondary Autism Resource Services, located in three middle schools and three high schools, are designed for students with Autism Spectrum Disorders (ASD) who are diploma-bound and have difficulty mastering grade-level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with ASD. Students receive instruction in the general education curriculum with the support indicated on their IEP. Social skills instruction is a key component of the services. Access to the general education curriculum with enrichment is reinforced.

Augmentative and Alternative Communication Classes

The Augmentative and Alternative Communication (AAC) classes provide intensive support for students who are non-verbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language and vocabulary development and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.

Social Emotional Special Education Services

Social Emotional Special Education Services (SESES) are provided to students who demonstrate significant social, emotional, learning and/or behavioral challenges that adversely affect their success in school. Students access the MCPS general education curriculum yet may have difficulty achieving academic success due to emotional and behavioral challenges that interfere with their ability to participate successfully in an educational environment. Students are served in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Extensions

Extensions serves students of elementary, middle, and high school age with the most significant cognitive disabilities, multiple disabilities, and/or Autism. These students have a history of requiring intensive, systematic behavioral support and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive educational programming to enable these students to acquire ALOs aligned with the curriculum and postsecondary opportunities including adult day services and employment.

Bridge Services

Bridge Services are designed to meet the needs of students who demonstrate significant social, emotional, learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students are identified as having an emotional disability and/or ASD. Some students require social and emotional support to access their academic program. Comprehensive behavioral management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Gifted and Talented/Learning Disabled Services

Students that receive gifted and talented/learning disabled (GT/LD) services are intellectually gifted and demonstrate superior cognitive reasoning ability. They have an educational disability that affects the academic area(s) of reading, writing, and/or mathematics. Often, students also are impacted in the areas of organization/executive functioning, social-emotional learning, and/or attention. They typically have significant production problems, particularly in the area of written expression.

GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to accelerated and enriched instruction in the least restrictive environment. This includes substantive access to the acceleration and enrichment components in the MCPS instructional guidelines, and may include placement in Advanced, Honors or Advanced Placement courses. Services can vary and are determined by the student's IEP team. Students within elementary GT/LD services typically receive instruction in a self-contained classroom setting for a majority of the academic day. Secondary students typically receive services in advanced general education courses in English, mathematics, science, and social studies, with special education support provided by a coteacher or paraeducator. Many secondary students also receive services through a GT/LD resource class. While services can vary and are determined by the student's IEP team, intensive behavioral, emotional, and social supports, interventions, and services are not part of the design of the GT/LD service model.

Elementary Physical Disabilities Classes

Elementary physical disabilities classes provide comprehensive instruction to students in Pre-K through Grade 5 with physical and health-related disabilities that cause a significant impact on educational performance in the general education environment. Students generally exhibit needs in areas of motor development and information processing. Services are provided in inclusive classrooms at Forest Knolls and Judith Resnik elementary schools and include special education instruction, consultation with general education teachers, assistive technology and related services such as speech/language, occupational and physical therapy.

Aspergers Services

Aspergers Services provide direct classroom instruction in the areas of social-emotional problem-solving and pro-social behaviors with supported access to the general education curriculum. Students receive appropriate accommodations and support for organization, problem solving, and self-advocacy.

Longview School

The Longview School, colocated with Spark Matsunaga Elementary School, provides services to students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

Stephen Knolls School

The Stephen Knolls School serves students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

Countywide Service Delivery Model

Low incidence programs are based in central locations and serve students from the entire county. In some cases, the programs are provided regionally when the level of incidence increases.

Services for the Visually Impaired

Vision services are provided to students with significant visual impairments or blindness. Services enable students to develop effective compensatory and self-advocacy skills and provide them with access to the general education environment. A pre-K class prepares children who are blind or have low vision for entry into K. Itinerant vision services are provided to school-aged students in their home school or other MCPS facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support, as appropriate.

Deaf and Hard of Hearing Services

Deaf and Hard of Hearing services provide comprehensive educational support to students who are deaf or have an educationally-significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language, communication, and self-advocacy skills necessary to access the general education environment in neighborhood schools. Students with more significant needs receive services in centrally located classes. Services are provided in three communication options: oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.

Occupational/Physical Therapy Services

Related services of occupational and physical therapy are provided to students with educational disabilities in their home or assigned school to facilitate access to their educational program. The type and frequency of services are based on individual student needs and include direct therapy and consultation to classroom staff. Services are provided at elementary, middle, and high schools throughout MCPS.

Carl Sandburg Learning Center

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

Rock Terrace School

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

John L. Gildner Regional Institute for Children and Adolescents Program

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

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

Assistive Technology Services

Assistive Technology Services provide support for students from birth to age 21. Augmentative communication, alternate computer access, and related technology services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. Services are provided in the natural environment for children birth to age 3 and in elementary, middle and high schools for older students.

Appendix O

School/Program Sites and Political Districts

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

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

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

Political Districts

Board of Education

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

County Council

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

General Assembly

Legislative District 14	
Senator	Craig J. Zucker
Delegate	Anne R. Kaiser
Delegate	Eric G. Luedtke
Delegate	Pam Queen

Legislative District 15	
Senator	Brian J. Feldman
Delegate	Linda K. Foley
Delegate	David Fraser-Hidalgo
Delegate	Lily Qi

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

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

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

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

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

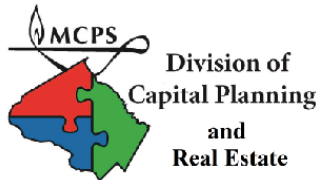
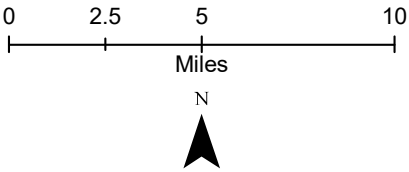
Legislative District 39	
Senator	Nancy J. King
Delegate	Gabriel Acevero
Delegate	Lesley J. Lopez
Delegate	Kirill Reznik

Board of Education Districts



BOE Members at Large:
L. Harris
K. Silvestre

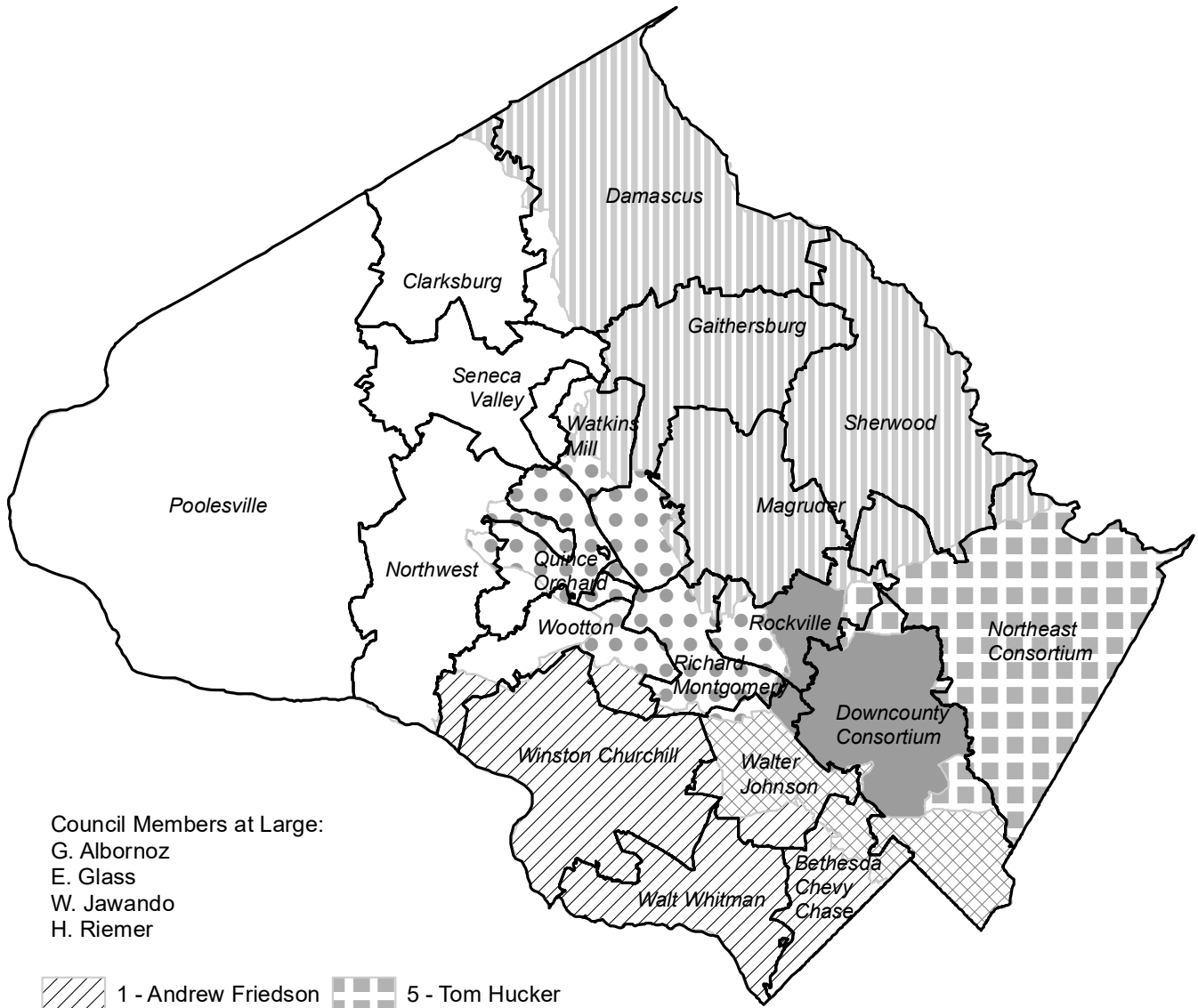
BOE Student Member:
Arvin Kim






Division of
Capital Planning
and
Real Estate

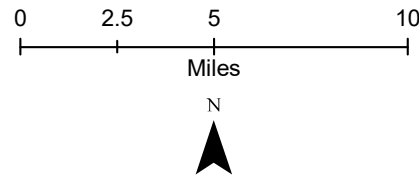
May 25, 2022

Council Districts



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

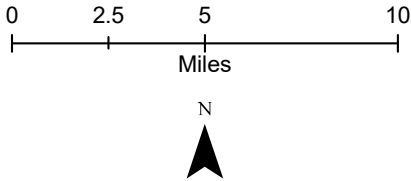
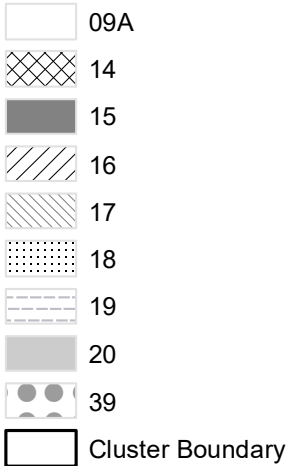
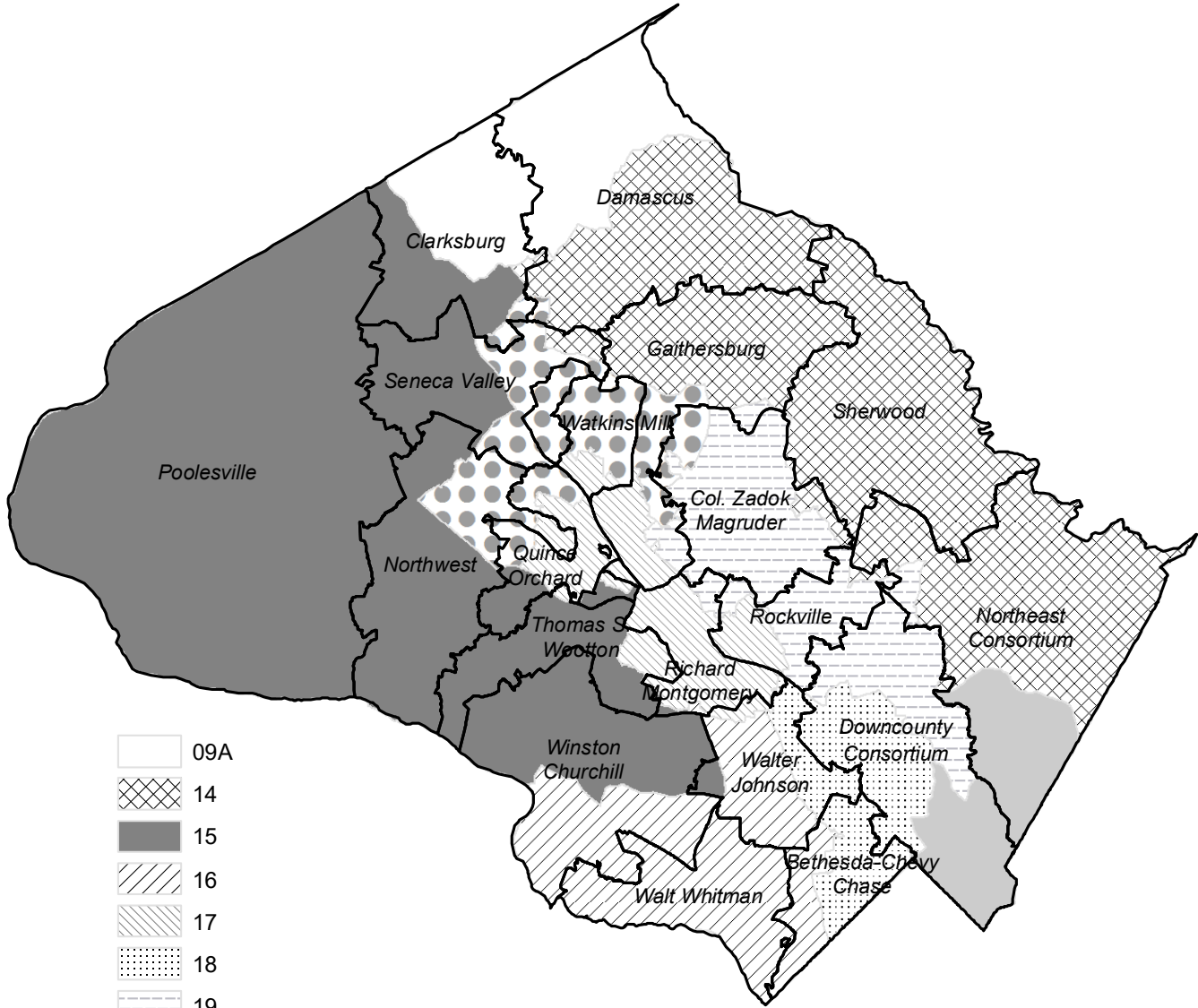
- | | |
|---|--|
|  1 - Andrew Friedson |  5 - Tom Hucker |
|  2 - Craig Rice |  6 - Vacant |
|  3 - Sidney Katz |  7 - Vacant |
|  4 - Nancy Navarro | |



Division of
 Capital Planning
 and
 Real Estate

May 25, 2022

Legislative Districts



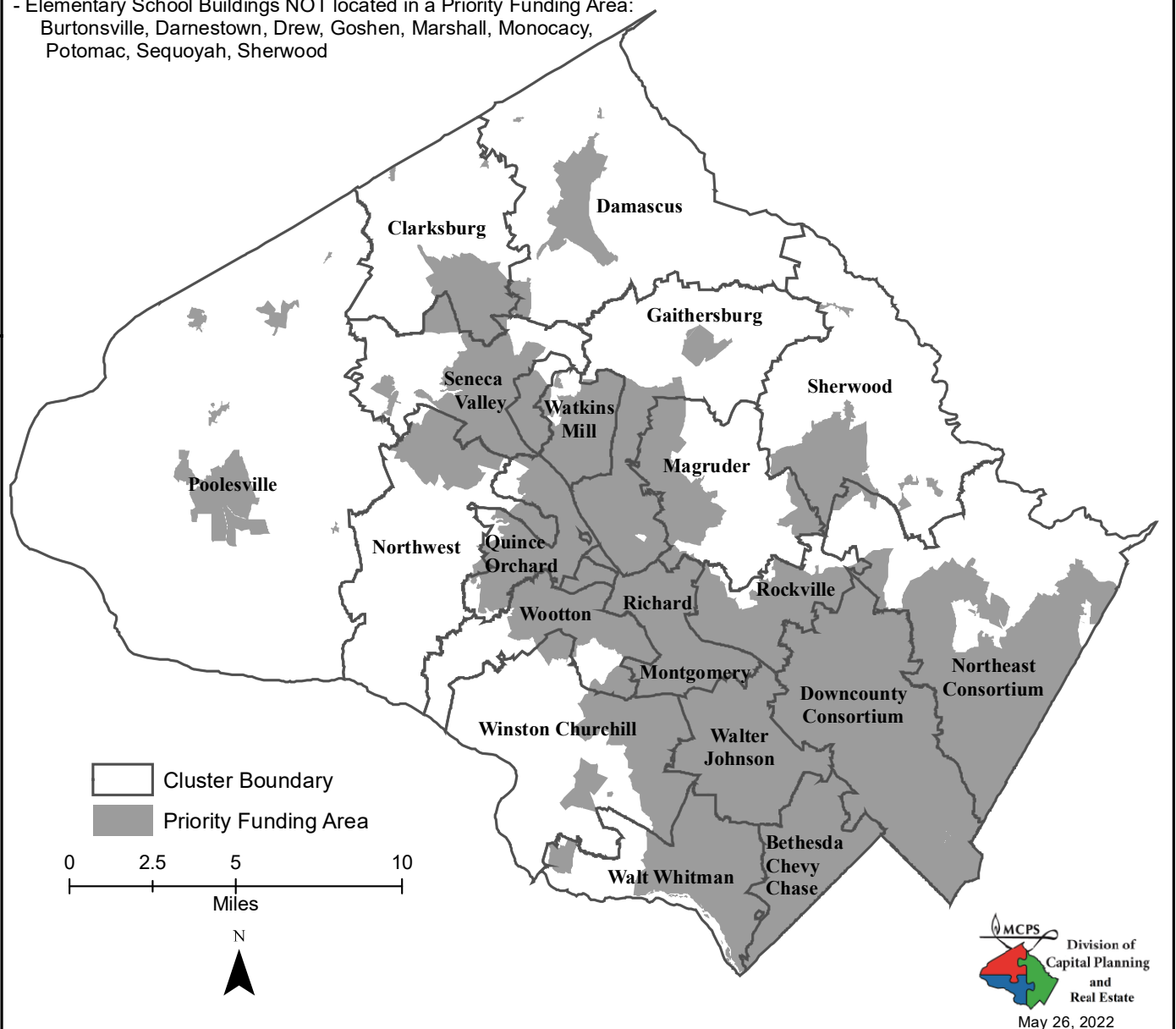
Appendix P

Priority Funding Areas

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

Priority Funding Areas in MCPS

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



POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

Educational Facilities Planning

A. PURPOSE

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

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

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

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

B. BACKGROUND

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

C. ISSUE

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

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

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

D. POSITION

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

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

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

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

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

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

E. STAKEHOLDER INPUT

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

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

F. BOARD OF EDUCATION DELIBERATIONS AND PUBLIC HEARINGS

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

G. FACTORS TO BE CONSIDERED

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

a) Demographic characteristics of student population

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

b) Geography

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

c) Stability of school assignments over time

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

d) Facility utilization

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

3. Site selection

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

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

4. Facility design

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

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

H. DESIRED OUTCOMES

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

I. REVIEW AND REPORTING

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

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

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

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

REGULATION **MONTGOMERY COUNTY PUBLIC SCHOOLS**

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

Educational Facilities Planning

I. PURPOSE

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

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

II. BACKGROUND

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

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

III. DEFINITIONS

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

contiguous.

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

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

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

IV. FACILITIES PLANNING ANALYSES

The facilities planning process starts with the following:

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

and other relevant planning sources.

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

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

B. Educational Program Requirements

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

C. Program Capacity Calculations

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

Student-to Classroom Ratio Guidelines

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

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

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

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

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

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

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

V. CLUSTER COMMENTS

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

VI. FACILITY PLANNING DECISION-MAKING FRAMEWORK

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

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

VII. CAPITAL IMPROVEMENTS PROGRAM

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

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

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

VIII. EDUCATIONAL FACILITIES MASTER PLAN (MASTER PLAN)

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

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

IX. LONGER TERM PLANNING

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

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

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

A. Stakeholder Engagement Guidelines

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

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

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

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

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

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

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

demographic data.

b) Geography

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

c) Stability of school assignments over time

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

d) Facility utilization

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

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

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

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

C. Additional Guidelines for Developing Options for New School Sites

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

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

D. Facility Design

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

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

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

E. School Closures and Consolidations

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

XI. BOARD ACTION ON SUPERINTENDENT OF SCHOOLS' RECOMMENDATIONS

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

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

B. Board Public Hearing Process

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

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

XII. CALENDAR

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

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

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

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

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

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

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

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

Responsible Office: Chief Engagement and Partnership Officer

Community Involvement

A. PURPOSE

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

B. ISSUE

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

C. DEFINITIONS

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

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

D. POSITION

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

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

E. DESIRED OUTCOME

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

F. IMPLEMENTATION STRATEGIES

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

G. REVIEW AND REPORTING

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

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

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

Student Transfers

A. PURPOSE

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

B. ISSUE

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

C. POSITION

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

a) Unique Hardship

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

(1) Child care

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

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

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

b) Family Moves

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

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

c) Siblings

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

d) MCPS Staff

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

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

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

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

D. DESIRED OUTCOMES

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

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

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

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

F. REVIEW AND REPORTING

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

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

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

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

Student Transfers and Administrative Placements

I. PURPOSE

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

II. BACKGROUND

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

III. DEFINITIONS

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

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

A. Application Procedures

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

B. Timelines

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

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

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

V. GUIDELINES FOR STUDENT TRANSFERS THAT REQUIRE AN APPROVED COSA

A. Unique hardship

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

B. Family Move

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

C. Siblings

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

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

VI. STUDENT TRANSFERS SUBJECT TO AUTOMATIC APPROVAL

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

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

VII. GENERAL PROVISIONS

A. Athletics

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

B. Transportation

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

C. Returning to Home School

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

D. Change of school assignment within consortia

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

VIII. ADMINISTRATIVE PLACEMENTS

A. Administrative placement initiated by the principal

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

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

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

IX. APPEALS

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

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

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

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

B. Board of Education

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

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

Appendix T

EEA

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

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

Responsible Office: Chief Operating Officer
Department of Transportation

Student Transportation

A. PURPOSE

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

B. ISSUE

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

C. POSITION

1. Eligibility for Transportation

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

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

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

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

2. Student Safety

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

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

3. Community Partnerships

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

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

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

4. Identification and Resolution of Transportation and Safety Issues

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

5. Environmental and Economic Considerations

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

D. DESIRED OUTCOME

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

E. IMPLEMENTATION STRATEGIES

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

F. REVIEW AND REPORTING

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

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

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

ELEMENTARY SCHOOLS			
No.	Name and Address	Principal	Telephone
790.....	Arcola , 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Philippe	301-287-8585
425.....	Ashburton , 6314 Lone Oak Dr., Bethesda 20817	Gregory C. Mullenholz	240-740-1300
420.....	Bannockburn , 6520 Dalroy Lane, Bethesda 20817	Kathryn D. Bradley	240-740-1270
505.....	Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853	Christine L. Troffkin	240-740-3260
207.....	Beall , 451 Beall Ave., Rockville 20850	Elliot M. Alter	240-740-1220
780.....	Bel Pre , 13801 Rippling Brook Dr., Silver Spring 20906	Dara Brooks	301-287-8870
607.....	Bells Mill , 8225 Bells Mill Rd., Potomac 20854	Dr. Stacy L. Smith	240-740-0480
513.....	Belmont , 19528 Olney Mill Rd., Olney 20832	Evan J. Pinkowitz	240-740-5705
401.....	Bethesda , 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	240-204-5300
226.....	Beverly Farms , 8501 Postoak Rd., Potomac 20854	Laura M. Swerdzewski	240-740-0200
410.....	Bradley Hills , 8701 Hartsdale Ave., Bethesda 20817	Karen E. Caroscio	240-204-5210
518.....	Brooke Grove , 2700 Spartan Rd., Olney 20832	Jolynn E. Tarwater	240-722-1800
807.....	Brookhaven , 4610 Renn St., Rockville 20853	Xavier Kimber	240-740-0500
559.....	Brown Station , 851 Quince Orchard Blvd., Gaithersburg 20878	Mary Jo Powell	240-740-0260
419.....	Burning Tree , 7900 Beech Tree Rd., Bethesda 20817	Dr. Kimberly A. Thompson	240-740-1750
309.....	Burnt Mills , 11211 Childs St., Silver Spring 20901 (Temporarily located at Fairland Center, 13313 Old Columbia Pike, Silver Spring 20904)	Dr. Stacy A. Ashton	301-649-8192
302.....	Burtonsville , 15516 Old Columbia Pike, Burtonsville 20866	Kimberly L. Lloyd	240-740-5700
508.....	Candlewood , 7210 Osprey Dr., Rockville 20855	Carolynn Walsleben	301-284-4200
310.....	Cannon Road , 901 Cannon Rd., Silver Spring 20904	Kristine L. Donohue	240-740-0520
604.....	Carderock Springs , 7401 Persimmon Tree Lane, Bethesda 20817	Jae W. Lee	240-740-0540
159.....	Rachel Carson , 100 Tschiffely Square Rd., Gaithersburg 20878	M. Deneise Hammond	240-740-1840
511.....	Cashell , 17101 Cashell Rd., Rockville 20853	Courtney M. Jones	240-740-0560
703.....	Cedar Grove , 24001 Ridge Rd., Germantown 20876	Lee F. Derby	240-740-6190
403.....	Chevy Chase , 4015 Rosemary St., Chevy Chase 20815	Jody L. Smith	301-657-4994
101.....	Clarksburg , 13530 Redgrave Pl., Clarksburg 20871	Carl R. Bencal	240-740-3530
706.....	Clearspring , 9930 Moyer Rd., Damascus 20872	Holly A. Gilbertson	240-740-2580
100.....	Clopper Mill , 18501 Cinnamon Dr., Germantown 20874	Lawrence D. Chep	240-740-2180
308.....	Cloverly , 800 Briggs Chaney Rd., Silver Spring 20905	Michael D. Bayewitz	301-989-5770
238.....	Cold Spring , 9201 Falls Chapel Way, Potomac 20854	Natalie M. Hambrecht	240-740-4390
229.....	College Gardens , 1700 Yale Pl., Rockville 20850	Stacey F. Rogovoy	301-279-8470
808.....	Cresthaven , 1234 Cresthaven Dr., Silver Spring 20903	Sherri A. Gorden	240-740-0580
111.....	Capt. James E. Daly , 20301 Brandermill Dr., Germantown 20876	Nikisha L. Blackmon	240-740-0600
702.....	Damascus , 10201 Bethesda Church Rd., Damascus 20872	Spencer Delisle	240-740-6180
351.....	Darnestown , 15030 Turkey Foot Rd., Gaithersburg 20878	Mark E. Craemer	301-284-4260
570.....	Diamond , 4 Marquis Dr., Gaithersburg 20878	Daniel Walder	240-740-2120
747.....	Dr. Charles R. Drew , 1200 Swingingdale Dr., Silver Spring 20905	Meredith Casper	240-740-5670
241.....	DuFief , 15001 DuFief Dr., Gaithersburg 20878	Gregg R. Baron	301-279-4980
756.....	East Silver Spring , 631 Silver Spring Ave., Silver Spring 20910	Michael W. Burd	240-740-0620
303.....	Fairland , 14315 Fairdale Rd., Silver Spring 20905	Lakeisha D. Lashley	240-740-0640
233.....	Fallsmead , 1800 Greenplace Terr., Rockville 20850	Christina S. Lee	240-740-3545
219.....	Farmland , 7000 Old Gate Rd., Rockville 20852	April D. Longest	240-740-0660
566.....	Fields Road , One School Dr., Gaithersburg 20878	Erica W. Williams	240-740-7000
549.....	Flower Hill , 18425 Flower Hill Way, Gaithersburg 20879	Joshua S. Fine	301-840-7161
506.....	Flower Valley , 4615 Sunflower Dr., Rockville 20853	Gay E. Melnick	240-740-1780
803.....	Forest Knolls , 10830 Eastwood Ave., Silver Spring 20901	Evan H. Bernstein	240-740-1640
106.....	Fox Chapel , 19315 Archdale Rd., Germantown 20876	Diana L. Zabetakis	240-740-0680
553.....	Gaithersburg , 35 North Summit Ave., Gaithersburg 20877	Paula G. Summers	240-740-4900
313.....	Galway , 12612 Galway Dr., Silver Spring 20904	Dorothea A. Fuller	301-595-2930
204.....	Garrett Park , 4810 Oxford St., Kensington 20896	Daniel K. Tucci	240-740-0700
786.....	Georgian Forest , 3100 Regina Dr., Silver Spring 20906	Sundra E. Mann	240-740-0720
102.....	Germantown , 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryan	301-353-8050
337.....	William B. Gibbs, Jr. , 12615 Royal Crown Dr., Germantown 20876	Kimberly B. Bosnic	240-740-0740
767.....	Glen Haven , 10900 Inwood Ave., Silver Spring 20902	Tara M. Strain (Acting)	301-649-8051
817.....	Glenallan , 12520 Heurich Rd., Silver Spring 20902	Ann Hefflin	240-740-0760
546.....	Goshen , 8701 Warfield Rd., Gaithersburg 20882	Stephanie R. Dinga	240-740-6170
340.....	Great Seneca Creek , 13010 Dairymaid Dr., Germantown 20874	Scott T. Curry	240-740-4380
334.....	Greencastle , 13611 Robey Rd., Silver Spring 20904	Robert A. Obstgarten	240-740-1420
512.....	Greenwood , 3336 Gold Mine Rd., Brookeville 20833	Jennifer A. Seidel	240-740-3420
797.....	Harmony Hills , 13407 Lydia St., Silver Spring 20906	Dr. Carole E. Rawlison	240-740-0780
774.....	Highland , 3100 Medway St., Silver Spring 20902	Scott R. Steffan	240-740-1770
784.....	Highland View , 9010 Providence Ave., Silver Spring 20901	Galit Zolkower	240-740-1990

No.	Name and Address	Principal	Telephone
305.....	Jackson Road , 900 Jackson Rd., Silver Spring 20904	Rosario P. Velasquez	240-740-0800
360.....	Jones Lane , 15110 Jones Lane, Gaithersburg 20878	Carole A. Sample	240-740-4260
805.....	Kemp Mill , 411 Sisson St., Silver Spring 20902	Dr. Bernard X. James, Sr.	240-740-5970
783.....	Kensington Parkwood , 4710 Saul Rd., Kensington 20895	Candace M. Ross	240-740-3700
108.....	Lake Seneca , 13600 Wanegarden Dr., Germantown 20874	Teri D. Johnson	240-740-0280
209.....	Lakewood , 2534 Lindley Terr., Rockville 20850	Debra A. Berner	240-740-5750
51.....	Laytonsville , 21401 Laytonsville Rd., Gaithersburg 20882	Maria D. Watson	240-740-1660
304.....	JoAnn Leleck ES at Broad Acres , 710 Beacon Rd., Silver Spring 20903	Dr. Harold A. Barber	240-740-1900
336.....	Little Bennett , 23930 Burdette Forest Rd., Clarksburg 20871	Shawn D. Miller	240-740-5660
220.....	Luxmanor , 6201 Tilden Lane, Rockville 20852	Ryan D. Forkert	240-740-0820
244.....	Thurgood Marshall , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	301-670-8282
210.....	Maryvale , 1010 First Ave., Rockville 20850	Margaret S. Prin	240-740-4330
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	301-601-4350
110.....	S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874	Wanda P. Coates	240-740-4920
158.....	Dr. Ronald E. McNair , 13881 Hopkins Rd., Germantown 20874	Sherilyn R. Moses	240-740-6830
212.....	Meadow Hall , 951 Twinbrook Pkwy., Rockville 20851	Jessica O. Dancer (Acting)	240-740-5260
556.....	Mill Creek Towne , 17700 Park Mill Dr., Rockville 20855	Robyn A. Shinn-Miller (Acting)	240-740-1820
652.....	Monocacy , 18801 Barnesville Rd., Dickerson 20842	Kristin A. Alban	240-740-5790
776.....	Montgomery Knolls , 807 Daleview Dr., Silver Spring 20901	Arienne M. Clark-Harrison	240-740-0840
791.....	New Hampshire Estates , 8720 Carroll Ave., Silver Spring 20903	Robert S. Geiger	240-740-1580
307.....	Roscoe R. Nix , 1100 Corliss St., Silver Spring 20903	Annette M. Ffolkes	301-422-5070
415.....	North Chevy Chase , 3700 Jones Bridge Rd., Chevy Chase 20815	Renee D. Wallace-Stevens	240-204-5280
766.....	Oak View , 400 East Wayne Ave., Silver Spring 20901	Jeffrey L. Cline	301-650-6434
769.....	Oakland Terrace , 2720 Plyers Mill Rd., Silver Spring 20902	Elissa M. Royall	240-740-4880
502.....	Olney , 3401 Queen Mary Dr., Olney 20832	Carla Glawe	301-924-3126
312.....	William Tyler Page , 13400 Tamarack Rd., Silver Spring 20904	Stacey M. Brown	301-989-5672
761.....	Pine Crest , 201 Woodmoor Dr., Silver Spring 20901	Jamila W. Denney	240-740-1970
749.....	Piney Branch , 7510 Maple Ave., Takoma Park 20912	Christine D. Oberdorf	301-891-8000
153.....	Poolesville , 19565 Fisher Ave., Poolesville 20837	Douglas M. Robbins	240-740-5870
601.....	Potomac , 10311 River Rd., Potomac 20854	Dr. Catherine R. Allie	240-740-4360
514.....	Judith A. Resnik , 7301 Hadley Farms Dr., Gaithersburg 20879	LaTricia D. Thomas	240-740-3240
242.....	Dr. Sally K. Ride , 21301 Seneca Crossing Dr., Germantown 20876	Elise M. Burgess	301-353-0994
227.....	Ritchie Park , 1514 Dunster Rd., Rockville 20854	Andrew J. Winter	240-740-6310
773.....	Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815	Jennifer H. Lowndes	240-839-3201
819.....	Rock Creek Valley , 5121 Russett Rd., Rockville 20853	Kimberly A. Henriquez	240-740-1240
795.....	Rock View , 3901 Denfeld Ave., Kensington 20895	Kristine A. Alexander	240-740-0920
156.....	Lois P. Rockwell , 24555 Cutsail Dr., Damascus 20872	Cheryl Ann Clark	240-740-5180
771.....	Rolling Terrace , 705 Bayfield St., Takoma Park 20912	Dr. Jessica V. Palladino	240-740-1950
794.....	Rosemary Hills , 2111 Porter Rd., Silver Spring 20910	Deborah C. Ryan	301-920-9990
555.....	Rosemont , 16400 Alden Ave., Gaithersburg 20877	Keely R. Cooke	301-840-7123
346.....	Bayard Rustin , 332 West Edmonston Dr., Rockville 20852	Kathryn C. West (Acting)	240-740-4320
565.....	Sequoyah , 17301 Bowie Mill Rd., Derwood 20855	Megan H. Murphy	240-740-5880
603.....	Seven Locks , 9500 Seven Locks Rd., Bethesda 20817	Ilana S. Carr	240-740-0940
501.....	Sherwood , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Dina E. Brewer	240-740-0960
779.....	Sargent Shriver , 12518 Greenly Dr., Silver Spring 20906	Zoraida E. Brown	240-740-6330
770.....	Flora M. Singer , 2600 Hayden Dr., Silver Spring 20902	Kyle J. Heatwole	240-740-0330
517.....	Sligo Creek , 500 Schuyler Rd., Silver Spring 20910	Stephanie W. Nesmith (Acting)	240-740-2800
347.....	Snodden Farm , 22500 Sweetspire Dr., Clarksburg 20871	Yolanda R. Allen	240-740-5800
405.....	Somerset , 5811 Warwick Pl., Chevy Chase 20815	Maureen C. Turner (Acting)	240-740-1100
564.....	South Lake , 18201 Contour Rd., Gaithersburg 20877	Celeste D. King	301-337-3450
<i>(Temporarily located at Emory Grove Center, 18100 Washington Grove Lane, Gaithersburg 20877)</i>			
568.....	Stedwick , 10631 Stedwick Rd., Montgomery Village 20886	Dr. Margaret Pastor	301-840-7187
653.....	Stone Mill , 14323 Stonebridge View Dr., North Potomac 20878	Dr. Kimberly A. Williams	240-740-5450
316.....	Stonegate , 14811 Notley Rd., Silver Spring 20905	Linda M. Jones	301-989-5668
<i>(Temporarily located at Northlake Center, 15101 Bauer Dr., Rockville 20853)</i>			
822.....	Strathmore , 3200 Beaverwood Lane, Silver Spring 20906	Tivinia G. Nelson	240-740-5760
569.....	Strawberry Knoll , 18820 Strawberry Knoll Rd., Gaithersburg 20879	Patrick E. Scott	301-840-7112
563.....	Summit Hall , 101 West Deer Park Rd., Gaithersburg 20877	Lisa J. Henry	301-284-4150
754.....	Takoma Park , 7511 Holly Ave., Takoma Park 20912	Dr. Zadia T. Gadsden	240-740-0980
216.....	Travilah , 13801 DuFief Mill Rd., North Potomac 20878	Karen M. Wade	240-740-4300
206.....	Twinbrook , 5911 Ridgway Ave., Rockville 20851	Matthew A. Devan	240-740-3450
772.....	Viers Mill , 11711 Joseph Mill Rd., Silver Spring 20906	Matthew D. Hawkins	240-740-1000
552.....	Washington Grove , 8712 Oakmont St., Gaithersburg 20877	Dr. Amy J. Alonso	240-740-0300
109.....	Waters Landing , 13100 Waters Landing Dr., Germantown 20874	Sreelyne A. Harris	240-740-1020
561.....	Watkins Mill , 19001 Watkins Mill Rd., Montgomery Village 20886	Brooke L. Simon (Acting)	240-740-5280
235.....	Wayside , 10011 Glen Rd., Potomac 20854	Holly A. Hill	240-740-0240
777.....	Weller Road , 3301 Weller Rd., Silver Spring 20906	MaryBeth O. Mantzouranis	301-287-8601
408.....	Westbrook , 5110 Allan Terr., Bethesda 20816	Karen M. Cox	240-740-1040
504.....	Westover , 401 Hawkesbury Lane, Silver Spring 20904	Audra M. Wilson	301-989-5676
788.....	Wheaton Woods , 4510 Faroe Pl., Rockville 20853	Daman L. Harris	240-740-0220
558.....	Whetstone , 19201 Thomas Farm Rd., Gaithersburg 20879	Loretta A. Woods	240-740-1060
341.....	Wilson Wims , 12520 Blue Sky Dr., Clarksburg 20871	Kevin M. Burns	240-406-1670
417.....	Wood Acres , 5800 Cromwell Dr., Bethesda 20816	Marita R. Sherburne	240-740-1120

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

MIDDLE SCHOOLS

823.....	Argyle , 2400 Bel Pre Rd., Silver Spring 20906	James K. Allrich	240-740-6370
705.....	John T. Baker , 25400 Oak Dr., Damascus 20872	Dr. Louise J. Worthington	240-207-2440
333.....	Benjamin Banneker , 14800 Perrywood Dr., Burtonsville 20866	Michelle L. Fortune	240-740-6250
335.....	Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20905	Shawaan T. Robinson	301-288-8300
606.....	Cabin John , 10701 Gainsborough Rd., Potomac 20854	Somer Snider (Acting)	240-406-1600
157.....	Roberto W. Clemente , 18808 Waring Station Rd., Germantown 20874	Jeffrey T. Brown	301-284-4750
775.....	Eastern , 300 University Blvd. East, Silver Spring 20901	Matt W. Johnson	240-740-6280
507.....	William H. Farquhar , 17017 Batchellors Forest Rd., Olney 20832	Joel L. Beidleman	240-740-1200
248.....	Forest Oak , 651 Saybrooke Oaks Blvd., Gaithersburg 20877	Shahid M. Muhammad	301-670-8242
237.....	Robert Frost , 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	301-279-3949
554.....	Gaithersburg , 2 Teachers' Way, Gaithersburg 20877	Ann B. Dolan Rindner	240-740-4950
228.....	Herbert Hoover , 8810 Post oak Rd., Potomac 20854	Dr. Yong-Mi Kim	301-968-3740
311.....	Francis Scott Key , 910 Schindler Dr., Silver Spring 20903	Norman L. Coleman	301-422-5600
107.....	Dr. Martin Luther King, Jr. , 13737 Wisteria Dr., Germantown 20874	Christopher A. Wynne	240-740-6350
708.....	Kingsview , 18909 Kingsview Rd., Germantown 20874	Dyan L. Harrison	240-740-7130
522.....	Lakelands Park , 1200 Main St., Gaithersburg 20878	Rose S. Alvarez	240-740-6450
787.....	A. Mario Loiederman , 12701 Goodhill Rd., Silver Spring 20906	Megan M. McLaughlin	240-740-5830
557.....	Montgomery Village , 19300 Watkins Mill Rd., Montgomery Village 20886	Vincent (Roy) Liburd	240-740-6720
115.....	Neelsville , 11700 Neelsville Church Rd., Germantown 20876	L. Victoria (Vicky) Lake-Parcan	301-353-8064
792.....	Newport Mill , 11311 Newport Mill Rd., Kensington 20895	Kiera D. Butler	301-929-2244
413.....	North Bethesda , 8935 Bradmoor Dr., Bethesda 20817	Dr. AnneMarie K. Smith	240-740-2100
812.....	Parkland , 4610 West Frankfort Dr., Rockville 20853	Aaron K. Shin	240-740-6800
155.....	Rosa M. Parks , 19200 Olney Mill Rd., Olney 20832	Jewel A. Sanders	240-740-3300
247.....	John Poole , 17014 Tom Fox Ave., Poolesville 20837	Jon Green	240-740-4200
428.....	Thomas W. Pyle , 6311 Wilson Lane, Bethesda 20817	Christopher B. Nardi	240-740-3500
562.....	Redland , 6505 Muncaster Mill Rd., Rockville 20855	Matthew T. Niper	240-740-0900
105.....	Ridgeview , 16600 Raven Rock Dr., Gaithersburg 20878	Daniel E. Garcia	240-740-3330
707.....	Rocky Hill , z22401 Brick Haven Way, Clarksburg 20871	Angie L. Fish (Acting)	240-740-6670
521.....	Shady Grove , 8100 Midcounty Hwy., Gaithersburg 20877	Dr. Alana D. Murray	240-740-1440
818.....	Odessa Shannon , 11800 Monticello Ave., Silver Spring 20902	Kimberly N. Hayden Williams	240-740-4150
835.....	Silver Creek , 3701 Saul Rd., Kensington 20895	Dr. Tiffany N. Awkard	240-740-2200
647.....	Silver Spring International , 313 Wayne Ave., Silver Spring 20910	Karen Y. Bryant	240-740-2750
778.....	Sligo , 1401 Dennis Ave., Silver Spring 20902	Patrick H. Bilock (Acting)	301-287-8890
755.....	Takoma Park , 7611 Piney Branch Rd., Silver Spring 20910	Erin L. Martin (Acting)	240-740-5220
232.....	Tilden , 6300 Tilden Lane, Rockville 20852	Irina LaGrange	240-740-6700
345.....	Hallie Wells , 11701 Little Seneca Parkway, Clarksburg 20871	Dr. Barbara A. Woodward	301-284-4800
211.....	Julius West , 651 Great Falls Rd., Rockville 20850	Craig W. Staton	301-337-3400
412.....	Westland , 5511 Massachusetts Ave., Bethesda 20816	Alison L. Serino	240-740-5850
811.....	White Oak , 12201 New Hampshire Ave., Silver Spring 20904	Virginia A. de los Santos	301-288-8200
820.....	Earle B. Wood , 14615 Bauer Dr., Rockville 20853	Heidi L. Slatcoff	301-460-2150

HIGH SCHOOLS

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

No.	Name and Address	Principal	Telephone
TECHNICAL CAREER HIGH SCHOOL			
748.....	Thomas Edison High School of Technology 12501 Dalewood Dr., Silver Spring 20906	Heather B. Carias (supervisor) ..	240-740-2000
ENVIRONMENTAL EDUCATION CENTER			
990.....	Lathrop E. Smith Environmental Education Center 5110 Meadows Lane, Rockville 20855	Laurie C. Jenkins	240-740-1404
SPECIAL SCHOOLS			
951.....	Longview School , 13900 Bromfield Rd., Germantown 20874	Sarah C. Starr	301-601-4830
.....	Montgomery Virtual Academy , 15 W. Gude Dr., Rockville 20850	MoCoVirtual@mcpsmd.org	240-740-6060
	Cassandra Heifetz (Lower School Dean, K-5) Steven Orders (Upper School Dean, 6-12)		
965.....	John L. Gildner Regional Institute for Children and Adolescents (RICA) 15000 Broschart Rd., Rockville 20850	Jada Langston (Acting)	301-251-6900
916.....	Rock Terrace School , 6300 Tilden Lane, Rockville 20852	Graham M. Lear	240-740-4650
215.....	Carl Sandburg Learning Center , 1002 First St., Rockville 20850	Elizabeth Lacoursiere	240-740-4340
799.....	Stephen Knolls School , 10731 St. Margaret's Way, Kensington 20895	Kim M. Redgrave	240-740-0050
ALTERNATIVE EDUCATION PROGRAMS			
Alternative Education Programs , Blair G. Ewing Center, 14501 Avery Rd., Rockville 20853		Damien B. Ingram	240-740-5000
239.....	Blair G. Ewing Center @ Avery Road (Rockville) , 14501 Avery Rd., Rockville 20853		240-740-5050
612.....	Blair G. Ewing Center @ Cloverleaf (Germantown) , 12920 Cloverleaf Center Way, Germantown 20874		240-740-5120
611.....	Blair G. Ewing Center @ Plum Orchard (Silver Spring) , 12120 Plum Orchard Dr., Suite 110, Silver Spring 20904 ..		240-740-5100
EARLY CHILDHOOD CENTERS			
793.....	MacDonald Knolls Early Childhood Center , 10611 Tenbrook Dr., Silver Spring 20901 ...	Cindy A. Chichester-Ollivierre ..	240-740-5150
918.....	Upcounty Early Childhood Center (UCECC) at Emory Grove , 18100 Washington Grove Ln., Gaithersburg 20877	Erika L. Mccrea	240-740-5960
CENTERS, FACILITIES, AND OFFICES			
15 W. Gude Drive , 15 W. Gude Dr., Rockville 20850			
	Center for Skillful Teacher and Leading (Room 310)		240-740-5770
	Center for Technology Innovation (3rd Floor)		240-740-5710
45 W. Gude Drive , 45 W. Gude Dr., Rockville 20850			
	Capital Planning and Real Estate (Suite 4100)		240-314-4700
	Certification and Staffing (Suite 1100)		301-279-3278
	Consulting Teachers Team (Suite 2400)		301-217-5120
	Controller (Suite 3200)		301-279-3115
	Department of Compliance and Investigations (Suite 2100) ..		240-740-2888
	Design and Construction (Suite 4300)		240-314-1000
	Employee and Retiree Service Center (Suite 1200)		301-517-8100
	Employee Assistance Program (Suite 1300)		240-314-1040
	Facilities Management (Suite 4000)		240-314-1000
	Human Resources and Development (Suite 1100)		301-279-3270
	Procurement Unit (Suite 3100)		301-279-3555
	Systemwide Safety Programs (Suite 4000)		240-314-1070
	Sustainability and Compliance (Suite 4000)		240-740-3210
	Technical Help Desk		301-517-5800
Carver Educational Services Center , 850 Hungerford Dr., Rockville 20850			
	Appeals and Transfers		240-740-4130
	Board of Education		240-740-3030
	Chief of Staff (MCPS)		240-740-3015
	Curriculum and Instructional Programs		240-740-3970
	Department of Communications		240-740-2837
	Department of Labor Relations		240-740-6320
	Department of Public Information and Web Services		240-740-2837
	Editorial, Graphics & Publishing Services		240-740-2960
	English Learner and Multilingual Education Elementary ..		240-740-4083
	Secondary ..		240-740-4004
	Office of Districtwide Services and Supports		240-740-6245
	Office of Finance and Operations		240-740-3050
	Office of Special Education		240-740-3042
	Office of Strategic Initiatives		240-740-5652
	Office of the Superintendent of Schools		240-740-3020
	Office of Teaching, Learning, and Schools		240-740-3100
	Office of Technology and Innovation		240-740-2900
	Partnerships Unit		240-740-5599
	Pupil Personnel and Attendance Services		240-740-5620
	School Library Media Programs		240-453-2480
	School Support and Improvement		240-740-3100
	Shared Accountability		240-740-2930
	Student and Family Support and Engagement		240-740-5630
	Student Leadership and Extracurricular Activities		240-740-3977
	Study Circles Program		240-314-4830
	Systemwide Safety and Emergency Management		240-740-3066
Central Records , Concord Center, 7210 Hidden Creek Rd., Bethesda 20817			
	County Service Park , 16651 Crabbs Branch Way, Rockville 20855		
	Department of Transportation		240-740-2600
English Manor Center 4511 Bestor Dr., Rockville 20853			
	Child Find/Early Childhood Disabilities Unit (Room 146)		240-740-2150
	Deaf and Hard of Hearing Program/Vision Program		240-740-2170
	Food and Nutrition Services , 8401 Turkey Thicket Dr., Gaithersburg 20879.		240-740-1810
	Holding Centers Emory Grove Center , 18100 Washington Grove Lane, Gaithersburg 20877		240-740-4770
	Fairland Center , 13313 Old Columbia Pike, Silver Spring 20904		
	Grosvenor Center , 5701 Grosvenor Lane, Bethesda 20814		
	North Lake Center , 15101 Bauer Dr., Rockville 20853		
	Radnor Center , 7000 Radnor Rd., Bethesda 20817		
	Tilden Center , 6300 Tilden Lane, Rockville 20852		
	Lincoln Center , 580 North Stonestreet Ave., Rockville 20850		
	Department of Materials Management		301-279-3348
	Evaluation and Selection		301-279-3272
Lynnbrook Center , 8001 Lynnbrook Dr., Bethesda 20814			
	High Incidence Accessible Technology Services		301-657-4959
	InterACT		240-740-5500
	Physical Disabilities Program		240-740-5480
Maintenance and Operations 8301 Turkey Thicket Dr., Gaithersburg 20879.			
	Rocking Horse Road Center , 4910 Macon Rd., Rockville 20852		240-740-2300
	Academic Support, Federal and State Programs (Suite 202)		240-740-4600
	Early Childhood Programs and Services (Suite 200)		240-740-4570
	International Admissions and Enrollment (Suite 148-153)		240-740-4500
	Prekindergarten and Head Start (Suite 141)		240-740-4530
	Student, Family, and School Services		240-740-4620
Spring Mill Offices , 11721 Kemp Mill Rd., Silver Spring 20902			
	Autism Services		240-740-5930
	Transition Services		240-740-5900
	Consortia Choice and Application Program Services		240-740-2540
	Speech and Language Services		240-740-5920
Taylor Science Materials Center , 19501 White Ground Rd., Boyds 20841			
	Upcounty Regional Services Center , 12900 Middlebrook Rd., Germantown 20874		240-740-3870
	Transportation Support Services		301-601-0300
			301-444-8580

Planning Calendar

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

Date	Activity
June 17, 2022.....	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2022.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2022.....	Division of Capital Planning and Real Estate staff meets with cluster representatives to discuss issues related to the upcoming CIP development
Early-October 2022	MCPS FY 2024 State CIP request to the Interagency Commission (IAC) on Public School Construction
October 27, 2022.....	Superintendent publishes recommendations for the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP and releases recommendations on boundary and/or planning studies conducted in spring 2022
Late-October 2022	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
October 31, 2022.....	Presentation to Board of Education on Superintendent's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP and preliminary work session
November 1 and 10, 2022	Board of Education work sessions on superintendent's recommendations on spring 2022 boundary and/or planning studies (if any) and the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP
Early-November 2022.....	IAC staff recommendations on FY 2024 State CIP
November 3, 7 and 9, 2022	Public hearings on the superintendent's recommendations on spring 2022 boundary and/or planning studies (if any) and the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP
November 17, 2022	Board of Education action on spring 2022 boundary and/or planning studies (if any) and the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP
Late-November 2022.....	Final revisions on FY 2024 state aid request due to IAC
December 1, 2022.....	Board of Education submits Requested FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP to the County Executive
Early-December 2022	IAC appeal hearing on FY 2024 State CIP
Mid-January 2023.....	County executive publishes recommendations for the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP
February–May 2023.....	County Council reviews requested FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP
February 2023	Superintendent releases recommendations on spring boundary and/or planning studies (if any) and deferred CIP items (if any)
February 23 and 28, 2023	Presentation to Board of Education on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 9, 2023.....	Public hearing on superintendent's recommendations for spring boundary and/or planning studies (if any) and deferred CIP items (if any)
March 14, 2023.....	Board of Education facilities work session for spring boundary and/or planning studies (if any) and deferred CIP items (if any)
March 28, 2023.....	Board of Education action on spring boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2023.....	IAC decisions on FY 2024 State CIP
Late May 2023	County Council approves the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP

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

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For inquiries or complaints about discrimination against MCPS students*	For inquiries or complaints about discrimination against MCPS staff*
Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org	Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2100, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973	For staff requests for accommodations under the Americans with Disabilities Act
Section 504 Coordinator Office of Teaching, Learning and Schools Resolution and Compliance Unit 850 Hungerford Drive, Room 208, Rockville, MD 20850 240-740-3230 RACU@mcpsmd.org	ADA Compliance Coordinator Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2100, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff*	
Title IX Coordinator Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

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Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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