

HARRIET R. TUBMAN  
ELEMENTARY SCHOOL  
400

# FY 2024 Educational Facilities Master Plan

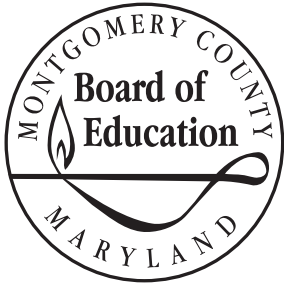
and Amendments to the FY 2023–2028  
Capital Improvements Program



Maryland's Largest School District

**MONTGOMERY COUNTY PUBLIC SCHOOLS**





## **VISION**

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

## **MISSION**

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

## **CORE PURPOSE**

*Prepare all students to thrive in their future.*

## **CORE VALUES**

*Learning  
Relationships  
Respect  
Excellence  
Equity*

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850 Hungerford Drive  
Rockville, Maryland 20850  
[www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org)

# **FY 2024 Educational Facilities Master Plan and Amendments to the FY 2023–2028 Capital Improvements Program**

Maryland's Largest School District

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

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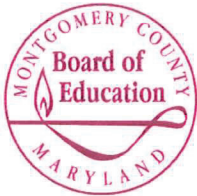
for the Office of Facilities Management and the Division of Capital Planning and Real Estate

45 West Gude Drive, Suite 4100

Rockville, Maryland 20850

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# MONTGOMERY COUNTY BOARD OF EDUCATION

*Expanding Opportunity and Unleashing Potential*

850 Hungerford Drive ♦ Room 123 ♦ Rockville, Maryland 20850

July 1, 2023

Dear Citizens:

The *FY 2024 Educational Facilities Master Plan* (Master Plan) reviews the issues that influenced the formulation and adoption of the Fiscal Year (FY) 2024 Capital Budget and Amendments to 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 Capital Budget and the FY 2023–2028 CIP in May 2022. In even-numbered fiscal years, such as FY 2024, the county executive and the County Council only consider amendments to the approved six-year CIP. In addition, the County Council must approve an annual capital budget outlining appropriation for projects approved in the CIP each year. Therefore, this Master Plan reflects the funding implications of the FY 2023–2028 CIP, as amended and adopted by the County Council on May 25, 2023.

As previously indicated, FY 2024 is an amendment year and, therefore, it is standard practice that the Board of Education requests limited amendments. Unfortunately, the effects of the COVID-19 health pandemic, the unprecedented rise in material prices, disruptions in the supply chain, and staffing shortages continue to impact our capital improvements program. As a result, in order to maintain the completion dates of previously approved projects and address our aging infrastructure, it was necessary to increase the adopted budgets for several of our individual capital projects and countywide systemic projects. These additional funds account for the majority of the increase to the adopted CIP.

Therefore, the *Board of Education's FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program* totals \$1.936 billion, an increase of \$166.7 million more than the previously approved CIP. On January 17, 2023, the county executive recommended \$1.875 billion for the six-year period for MCPS, a funding level that was \$62.7 million less than the Board of Education's request. Due to the shortfall that existed between the Board of Education's request and the county executive's recommendation, the County Council requested that MCPS provide a "Non-Recommended Reductions" scenario that would align with the county executive's recommendation.

Adhering to County Council's request, the following list of non-recommended reductions to the *Board of Education's FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program* was submitted:

- Maintain planning funds and delay the completion dates for the following projects by two years:
  - Highland View Elementary School Addition
  - Damascus High School Major Capital Project
- Reduce expenditures for the following projects in FY 2024:
  - *Americans with Disabilities Act* Compliance
  - Sustainability Initiatives
- Reduce expenditures in the out-years for the following project:
  - Roof Replacement Project

On March 15, 2023, the county executive released amendments to his FY 2023–2028 amended CIP that reduced his initial recommendation for MCPS by an additional \$31.5 million. Once again, the County Council requested that MCPS provide a “Non-Recommended Reductions” scenario that would align with the county executive’s transmittal of March 15, 2023. Adhering to the County Council’s second request, MCPS provided the following additional non-recommended reductions:

- A one-year delay for the Col. Zadok Magruder High School Major Capital Project
- Technical adjustments for several projects that shifted expenditures, but did not change completion dates

On May 25, 2023, the County Council took final action on the FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program for Montgomery County. For MCPS, the County Council did not delay completion dates for any of the projects included in the two “Non-Recommended Reductions” lists. The only reduction approved by the County Council was for \$2.5 million in FY 2024 for the Sustainability Initiatives project. The completion dates for the identified projects remained on their approved schedules as a result of the County Council’s approval of an increase in the Recordation Tax rates, which will provide additional funds for MCPS in the six-year CIP.

Therefore, the adopted FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program for MCPS totals \$1.906 billion for the six-year period. While this is \$30.7 million less than the Board of Education’s request, with the exception of the \$2.5 million reduction from the Sustainability Initiative project, the reduction was a result of technical adjustments which did not reduce or delay any project in the approved CIP.


The capital projects included in the adopted FY 2023–2028 Amended 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. While the COVID-19 health pandemic impacted our student enrollment, as well as the student enrollment of many public schools across


the country, the official September 30, 2022, enrollment was 160,554 which is a one-year increase of 2,322 students. This increase in student enrollment ends the two-year decline due to the COVID-19 health pandemic and, based on current enrollment projections, MCPS will continue to experience student growth throughout the six-year planning period.

Total school system enrollment is projected to increase to 167,278 students by the 2028–2029 school year. This projection represents a slight slowdown in enrollment growth in part due to the continued decline in resident births, which results in lower kindergarten enrollment and smaller cohorts of students as they progress through the school system each year. As a result of this projected growth, even with the slight slowdown, the capital projects included in the adopted CIP are warranted.

We appreciate the continued support of the citizens of Montgomery County for our efforts to increase the capacity for 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,

  
Karla Silvestre  
President

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

KS:MBM:MBH:DEE:SPA:alk







## Maryland DEPARTMENT OF PLANNING

5/5/2023

Dr. Monifa B. McKnight  
Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, MD 20850

Dear Dr. McKnight,

Thank you for submitting the Montgomery County Public Schools enrollment projections for 2023-2032, in accordance with the regulations of the Interagency Commission on School Construction (IAC).

The Maryland Department of Planning reviewed your submission and compared your data to the school enrollment projections generated by the State Data Center (see attached) and have found the difference to be less than five percent for the years 2023-2032. Therefore, your projections can be used to prepare your 2023 Educational Facilities Master Plan (EFMP) and 2024 Capital Improvement Program submissions.

When preparing your EFMP submission, please ensure the 2022 actual enrollment on your calculation worksheet is consistent with the official enrollment figure 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 enrollment for the 2022/2023 school year.

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 or concerns, please don't hesitate to contact me at [jill.lemke1@maryland.gov](mailto:jill.lemke1@maryland.gov) or (410) 767-7179.

Sincerely,

Jill Lemke  
Manager of Infrastructure and Development

cc: Lynda Tanner, MCPS

<i>Comparison of School Enrollment Projections</i>											
Jurisdiction	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Montgomery	156,246	157,528	160,298	160,830	160,694	161,289	162,203	162,721	163,203	163,382	163,761
MDP	156,246	157,150	158,390	157,840	156,380	156,160	156,260	156,400	156,730	157,020	157,420
Diff	0	378	1,908	2,990	4,314	5,129	5,943	6,321	6,473	6,362	6,341
% Diff	0.00%	0.24%	1.20%	1.89%	2.76%	3.28%	3.80%	4.04%	4.13%	4.05%	4.03%



**May 31, 2023**

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 2024 Educational Facilities Master Plan and Amendments to the FY 2023-2028 Capital Improvements Program

Dear Ms. Karamihas:

In response to your request, the Montgomery County Planning Department, on behalf of M-NCPPC, reviewed the FY 2024 Educational Facilities Master Plan and Amendments to the FY 2023-2028 Capital Improvements Program (CIP). As shown in our Annual School Test results, projected enrollments not mitigated by planned school capacity projects or anticipated boundary changes will require residential development projects approved in FY 2024 to make Utilization Premium Payments in three high school and four elementary school service areas.

We appreciate the ongoing effort to address school capacity needs in our current master plan areas with persistently high utilization trends, and look forward to the timely completion of Greencastle ES (the Fairland and Briggs Chaney Plan), Northwood and Woodward HS (the Takoma Park Minor Master Plan Amendment and the University Boulevard Corridor Plan), and Crown HS (the Great Seneca Science Corridor Minor Master Plan Amendment). We also support the investment towards school facilities with infrastructure challenges, especially for our underserved communities in Equity Focus Areas. In particular, we commend the change of scope to build a new Burtonsville ES at a location more accessible to the community, and also request the timely consideration of plans to address the needs of Piney Branch ES in the Takoma Park Minor Master Plan Amendment area as well. We continue to encourage projects that promote the safety and accessibility of school sites as public spaces for surrounding communities.

We value the strong partnership between our agencies and hope to expand our coordination throughout the coming year. We appreciate the Division of Capital Planning and Real Estate's assistance with our recent and current planning efforts, and look forward to working together on the upcoming Growth and Infrastructure Policy update, the Clarksburg Master Plan Amendment and the Silver Spring Communities Master Plan.

Sincerely,

*Tanya Stern*

Tanya Stern  
Acting Planning Director



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# Cluster Service Areas 2022-2023



Division of  
Capital Planning  
and  
Real Estate

June 30, 2023



# Introduction

In November 1996, the voters of Montgomery County approved by referendum an amendment to the County Charter that changed the County Council’s review and approval cycle of the six-year Capital Improvements Program (CIP) from an annual to biennial cycle. The referendum specified that in odd-numbered fiscal years (on-years), the County Council would conduct a full review of the six-year CIP and in even-numbered fiscal years (off-years), the County Council only would consider amendments to the adopted CIP.

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

This document contains the following sections:

**Chapter 1**, “*The County Council Adopted FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program (CIP)*,” is a review of the major factors that have influenced the development of the approved projects in the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP. This chapter includes a table summarizing the approved amendments to the FY 2023–2028 CIP.

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

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

**Chapter 4**, “*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 2024 Capital Budget and Amendments to 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 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program

### The Impact of the Biennial CIP Process

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

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

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

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

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

### The County Council Adopted Amendments to the Capital Improvements Program

This document contains the adopted FY 2024 Capital Budget appropriation amounts and amendments to the FY 2023–2028 CIP expenditure schedules approved by the County Council in May 2023. As previously indicated, FY 2024 is an amendment year and, therefore, it is standard practice that limited amendments are requested. The *Board of Education's Requested FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program* totaled \$1.936 billion, an increase of \$166.7 million over the previously adopted CIP, including four previously approved supplemental appropriations that totaled \$15.4 million. The effects of the health pandemic—unprecedented rise in material prices, disruptions in the supply chain, and staffing shortages—continued to impact our capital improvements program. As a result, in order to maintain the completion dates of previously approved projects and address aging infrastructure, it was necessary to increase the adopted budgets for several individual capital projects and countywide systemic projects. These additional funds accounted for the majority of the increase to the adopted CIP. In summary, the requested amendments were as follows:

- \$91 million—to address construction cost increases and maintain the completion dates for the following projects:
  - » Greencastle Elementary School Addition
  - » JoAnn Leleck Elementary School at Broad Acres (Grades 3-5)
  - » Silver Spring International Middle School Addition
  - » Crown High School (New)
  - » Northwood High School (Addition/Facility Upgrade)
  - » Poolesville High School (Major Capital Project)
  - » Charles W. Woodward High School (New)
- \$29.87 million—to maintain the completion date for a capital project at Burtonsville Elementary School; however, instead of building an addition at the current site, construct a new Burtonsville Elementary School at another location.

- \$10 million—to provide funding for the Building Modifications and Program Improvements project to implement the new *Blueprint for Maryland's Future* through modifications to existing facilities in order to provide classroom spaces; to modify existing facilities to provide inclusive student restrooms; and, to modify existing facilities due to special education program changes and relocations.
- \$10 million—to address the backlog of Heating, Ventilation, and Air-Condition (HVAC) projects that have been further impacted due to the rise in construction costs.
- \$2.5 million—to begin the design for the relocation of the MCPS Material Management Building.
- \$2.5 million—to provide funding for the Relocatable Classrooms project as a result of increases in construction costs, as well as to implement the new *Blueprint for Maryland's Future* for schools that are currently overutilized.
- \$2.5 million—to provide funding for the School Security project to update electronic school access and install new and/or update security technology at schools throughout the county.
- \$2.92 million—to provide funding for the Stormwater Discharge and Water Quality Management project to upgrade/replace water fixtures throughout the school system to comply with the *Safe School Drinking Water Act* legislation.

The county executive's Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program for Montgomery County Public Schools (MCPS) was \$1.875 billion for the six-year period, a funding level that was \$62.7 million less than the Board of Education's request. Due to the shortfall that existed between the Board of Education's request and the county executive's recommendation, the Montgomery County Council's Education and Culture Committee requested that MCPS submit a scenario to reduce the *Board of Education's Requested FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program* 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—

- Maintain planning funds, and delay the completion dates for the following projects by two years:
  - » Highland View Elementary School Addition
  - » Damascus High School Major Capital Project
- Reduce expenditures for the following projects in FY 2024:
  - » *Americans with Disabilities Act* Compliance
  - » Sustainability Initiatives
- Reduce expenditures in the out-years for the following project:
  - » Roof Replacement Project

The county executive then released amendments to his FY 2023–2028 amended CIP that reduced his initial recommendation for MCPS by an additional \$31.5 million. MCPS received a request to provide a second scenario that would

align with the county executive's amended recommended CIP. Adhering to the County Council's second request, MCPS, in addition to the initial non-recommended reductions noted above, provided the following additional non-recommended reductions:

- A one-year delay for the Col. Zadok Magruder High School Major Capital Project
- Technical adjustments for several projects that shifted expenditures, but did not change completion dates

On May 18, 2023, the County Council tentatively approved a reconciliation for Montgomery County's FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP. The County Council's reconciliation, for MCPS, did not delay completion dates for any project noted above. The only reduction approved by the County Council, for MCPS, was \$2.5 million in FY 2024 for the Sustainability Initiatives project. Approved completion dates were maintained as a result of County Council approval of an increase in the Recordation Tax rates to provide additional funds in the six-year CIP.

On May 25, 2023, the County Council took final action on the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP for Montgomery County. For MCPS, the County Council approved the reconciliation amounts and, as a result, the approved FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP for MCPS totals \$1.906 billion for the six-year period. While this is a decrease of \$30.7 million less than the Board of Education's request, with the exception of the \$2.5 million reduction from the Sustainability Initiative project, the reduction was a result of technical adjustments that did not reduce or delay any project in the CIP.

The summary table at the end of this chapter, titled *County Council Adopted FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program*, (page 1-6) summarizes the County Council action for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the Board of Education's request and the third column shows the County Council action for the amended FY 2023–2028 CIP. It is important to note that many previously approved projects will be blank since they can proceed on their currently approved schedules. The last column shows the anticipated completion date for each project.

The next summary table includes all of the countywide projects approved by the County Council in the amended FY 2023–2028 CIP (page 1-8). The final two tables contain summary information regarding the appropriation and expenditure schedule for the FY 2024 Capital Budget and Amendments to the FY 2023–2028 CIP (page 1-10) and the FY 2024 State CIP funding 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 Commission on School Construction (IAC) and by the amount of state revenues available to support the state school construction program. The amount of current revenue available to fund CIP projects is governed by county tax revenues and the need to balance capital and operating budget requests. In addition, the amount of Recordation and School Impact taxes is governed by the amount collected by the county from the sale and refinancing of existing homes and, the construction of new residential development. All four types of revenue sources are discussed below.

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

\*Limits set during biennial process

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

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

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

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

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

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



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

## Recordation Tax and School Impact Tax

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

## State Funding

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

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

For FY 2016, the state aid request was \$147.99 million. The FY 2016 annual state aid approved for MCPS was \$39.84 million, approximately \$108.15 million less than the amount requested. MCPS also received an additional \$5.9 million in state aid for school construction projects due to the passage of the Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms (EGRC) legislation approved by the Maryland General Assembly in April 2015. For FY 2017, the annual state aid approved for MCPS was \$38.4 million from the annual statewide allocation and \$11.7 million through the approved EGRC legislation for a total FY 2017 state aid allocation of \$50.1 million. For FY 2018, the state aid approved for MCPS was \$37.4 million from the annual statewide allocation and \$21.8 million through the EGRC legislation for a total FY 2018 state aid allocation of \$59.2 million. For FY 2019, the revised state aid request was \$118.2. The state aid approved for MCPS was \$33.8 million from the annual statewide allocation and \$25.9 million through the EGRC legislation for a total FY 2019 state aid allocation of \$59.7 million.

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

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

For FY 2024, the revised state aid request was \$167.19 million. This figure is based on current eligibility of projects approved by the County Council in May 2022. Of the \$167.19 million, \$54.9 million was for the balance of funding for 2 projects, \$20.1 million was for 11 systemic roofing and HVAC projects, and \$92.19 million was for 4 projects that require state

planning approval in addition to construction funding. The FY 2024 state aid approved for MCPS was \$157.79 million, \$96.20 million from the statewide annual allocation and \$61.59 million from BTL funding.

## 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 2024 Capital Budget  
and Amendments to the FY 2023–2028 Capital Improvements Program  
Summary Table<sup>1</sup>**

Individual Projects	Board of Education Request	County Council Action May 2023	Anticipated Completion Date
<b>Bethesda-Chevy Chase Cluster</b>			
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
<b>Winston Churchill</b>			
<b>Clarksburg Cluster</b>			
Clarksburg Cluster ES #9 (New)			8/23
<b>Damascus Cluster</b>			
Damascus HS—Major Capital Project	Request FY 2024 appropriation for construction funds.	Approved FY 2024 appropriation for construction funds.	8/26
<b>Downcounty Consortium</b>			
Northwood HS Addition/Facility Upgrade	Request FY 2024 appropriation for construction funds and construction cost increases.	Approved FY 2024 appropriation for construction funds and construction cost increases.	8/26
Charles W. Woodward HS Reopening	Request FY 2024 appropriation for construction cost increases.	Approved FY 2024 appropriation for construction cost increases.	8/24 8/26
Eastern MS—Major Capital Project			TBD
Parkland MS Addition			8/23
Silver Spring International MS Addition	Request FY 2024 appropriation for construction cost increases.	Approved FY 2024 appropriation for construction cost increases.	8/25
Highland View ES Addition			8/27
Piney Branch ES—Major Capital Project			TBD
Woodlin ES—Major Capital Project	Request six-month construction delay.	Approved six-month construction delay.	1/24
<b>Gaithersburg Cluster</b>			
Crown HS (New)	Request FY 2024 appropriation for construction funds and construction cost increases.	Approved FY 2024 appropriation for construction funds and construction cost increases.	8/27
<b>Walter Johnson Cluster</b>			
Charles W. Woodward HS Reopening	Request FY 2024 appropriation for construction cost increases.	Approved FY 2024 appropriation for construction cost increases.	8/24 8/26
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
<b>Col. Zadok Magruder Cluster</b>			
Col. Zadok Magruder HS—Major Capital Project			8/29
<b>Richard Montgomery Cluster</b>			
Crown HS (New)	Request FY 2024 appropriation for construction funds and construction cost increases.	Approved FY 2024 appropriation for construction funds and construction cost increases.	8/27

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

Individual Projects	Board of Education Request	County Council Action May 2023	Anticipated Completion Date
<b>Northeast Consortium</b>			
Burnt Mills ES—Major Capital Project			8/23
<b>Burtonsville ES Replacement</b>	<b>Request additional funding to construct a new elementary school.</b>	<b>Approved additional funding to construct a new elementary school.</b>	<b>8/27</b>
<b>Greencastle ES Addition</b>	<b>Request FY 2024 appropriation for construction funds.</b>	<b>Approved FY 2024 appropriation for construction funds.</b>	<b>8/25</b>
<b>JoAnn Leleck ES at Broad Acres ES Replacement</b>	<b>Request FY 2024 appropriation for construction cost increases.</b>	<b>Approved FY 2024 appropriation for construction cost increases.</b>	<b>8/25</b>
William Tyler Page ES Addition			8/23
Stonegate ES—Major Capital Project			8/23
<b>Northwest Cluster</b>			
<b>Crown HS (New)</b>	<b>Request FY 2024 appropriation for construction funds and construction cost increases.</b>	<b>Approved FY 2024 appropriation for construction funds and construction cost increases.</b>	<b>8/27</b>
Dr. Ronald E. McNair ES Addition			8/23
<b>Poolesville Cluster</b>			
<b>Poolesville HS—Major Capital Project</b>	<b>Request FY 2024 appropriation for construction cost increases.</b>	<b>Approved FY 2024 appropriation for construction cost increases.</b>	<b>8/24</b>
<b>Quince Orchard Cluster</b>			
<b>Crown HS (New)</b>	<b>Request FY 2024 appropriation for construction funds and construction cost increases.</b>	<b>Approved FY 2024 appropriation for construction funds and construction cost increases.</b>	<b>8/27</b>
<b>Rockville Cluster</b>			
<b>Seneca Valley Cluster</b>			
Neelsville MS—Major Capital Project			8/24
Clarksburg Cluster ES #9 (New)			8/23
<b>Sherwood Cluster</b>			
<b>Watkins Mill Cluster</b>			
Neelsville MS—Major Capital Project			8/24
South Lake ES—Major Capital Project			8/23
<b>Walt Whitman Cluster</b>			
<b>Thomas S. Wootton Cluster</b>			
<b>Crown HS (New)</b>	<b>Request FY 2024 appropriation for construction funds and construction cost increases.</b>	<b>Approved FY 2024 appropriation for construction funds and construction cost increases.</b>	<b>8/27</b>
Thomas S. Wootton HS—Major Capital Projects			8/29
<b>Other Educational Facilities</b>			

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

**County Council Adopted FY 2024 Capital Budget  
and Amendments to the FY 2023–2028 Capital Improvements Program  
Summary Table<sup>1</sup>**

Countywide Projects	Board of Education Request	County Council Action May 2023	Anticipated Completion Date
ADA Compliance	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing
<b>Building Modifications and Program Improvements</b>	<b>Request FY 2024 appropriation, beyond approved level, to continue this project.</b>	<b>Approved FY 2024 appropriation, beyond approved level, to continue this project.</b>	<b>Ongoing</b>
Design and Construction Management	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing
Early Childhood Centers	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing
Emergency Replacement of Major Building Components	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing
Facility Planning			Ongoing
Fire Safety Code Upgrades	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing
<b>HVAC Replacement/IAQ Projects</b>	<b>Request FY 2024 appropriation, beyond approved level, to continue this project.</b>	<b>Approved FY 2024 appropriation, beyond approved level, to continue this project.</b>	<b>Ongoing</b>
Improved (SAFE) Access to Schools	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing
Major Capital Projects—Elementary			Ongoing
<b>Major Capital Projects—Secondary</b>	<b>Request FY 2024 appropriation, beyond approved level, to continue this project.</b>	<b>Approved FY 2024 appropriation, beyond approved level, to continue this project.</b>	<b>Ongoing</b>
<b>Materials Mangement Building Relocation</b>	<b>Request FY 2024 appropriation for planning funds.</b>	<b>Approved FY 2024 appropriation for planning funds.</b>	<b>TBD</b>
Outdoor Play Space Maintenance Project	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing
<b>Relocatable Classrooms</b>	<b>Request FY 2024 appropriation, beyond approved level, to continue this project.</b>	<b>Approved FY 2024 appropriation, beyond approved level, to continue this project.</b>	<b>Ongoing</b>
Restroom Renovations	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing
Roof Replacement/Moisture Protection Projects	Request FY 2024 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing

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



Countywide Projects	Board of Education Request	County Council Action May 2023	Anticipated Completion Date
School Security	Approved FY 2023 appropriation to continue this project.	Approved FY 2024 appropriation, beyond approved level, to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Approved FY 2023 appropriation to continue this project.	Approved FY 2024 appropriation, beyond approved level, to continue this project.	Ongoing
Sustainability Initiatives	Approved FY 2023 appropriation to continue this project	Approved FY 2024 appropriation, however \$2.5M less than the request.	Ongoing
Technology Modernization	Approved FY 2023 appropriation to continue this project.	Approved FY 2024 appropriation to continue this project.	Ongoing

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

**County Council Adopted FY 2024 Capital Budget  
and Amendments to the FY 2023–2028 Capital Improvements Program  
(\$000s)**

Project	FY 2024 Approp.	Total	Thru FY 2021	Remaining FY 2022	Total Six-Years	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
<b>Individual School Projects</b>											
Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)		1,195			1,195			650	545		
<b>Burtonsville ES Replacement</b>	<b>45,876</b>	<b>47,776</b>			<b>47,776</b>	<b>550</b>	<b>5,182</b>	<b>10,955</b>	<b>9,553</b>	<b>12,536</b>	<b>9,000</b>
Clarksburg Cluster ES #9 (New)		45,501	5,883	1,061	38,557	23,474	15,083				
<b>Crown HS (New)</b>	<b>183,646</b>	<b>194,252</b>	<b>1,522</b>	<b>3,892</b>	<b>188,838</b>	<b>500</b>	<b>10,071</b>	<b>27,613</b>	<b>41,719</b>	<b>68,358</b>	<b>40,577</b>
Gaithersburg Cluster ES #8		42,182	33,424		8,758	8,758					
<b>Greencastle ES Addition</b>	<b>16,945</b>	<b>18,495</b>			<b>18,495</b>	<b>550</b>	<b>6,110</b>	<b>6,445</b>	<b>5,390</b>		
Highland View ES Addition		16,775	33	742	16,000	175	101	1,825	6,394	4,305	3,200
John F. Kennedy HS Addition		26,578	19,511		7,067	7,067					
<b>JoAnn Leleck ES @ Broad Acres Replacement</b>	<b>14,000</b>	<b>46,682</b>	<b>24</b>	<b>2,741</b>	<b>43,917</b>	<b>4,979</b>	<b>9,139</b>	<b>17,444</b>	<b>12,355</b>		
Ronald McNair ES Addition		14,403	704	4,656	9,043	3,752	5,291				
<b>Northwood HS Addition/Facility Upgrade</b>	<b>171,376</b>	<b>203,076</b>	<b>4,818</b>	<b>14,190</b>	<b>184,068</b>	<b>7,485</b>	<b>15,529</b>	<b>43,909</b>	<b>39,891</b>	<b>42,254</b>	<b>35,000</b>
William Tyler Page ES Addition		25,168	54	4,818	20,296	10,543	7,753	2,000			
Parkland MS Addition		18,238	836	2,692	14,710	8,123	6,587				
Odessa Shannon MS Replacement		62,864	48,613	2,251	12,000	12,000					
<b>Silver Spring International MS Addition</b>	<b>5,000</b>	<b>28,140</b>	<b>1,766</b>	<b>3,374</b>	<b>23,000</b>	<b>401</b>	<b>7,445</b>	<b>10,154</b>	<b>5,000</b>		
Westbrook ES Addition		4,391	392		3,999	2,553	1,446				
<b>Woodward HS Reopening</b>	<b>15,000</b>	<b>196,095</b>	<b>34,288</b>	<b>24,961</b>	<b>136,846</b>	<b>16,043</b>	<b>19,017</b>	<b>38,890</b>	<b>31,896</b>	<b>31,000</b>	
<b>Countywide Projects</b>											
ADA Compliance: MCPS	5,500	44,393	24,443	4,150	15,800	5,500	5,500	1,200	1,200	1,200	1,200
Asbestos Abatement	1,145	24,680	17,312	498	6,870	1,145	1,145	1,145	1,145	1,145	1,145
<b>Building Modifications and Program Improvements</b>	<b>18,167</b>	<b>86,254</b>	<b>61,398</b>	<b>3,205</b>	<b>21,651</b>	<b>3,651</b>	<b>18,000</b>				
Design and Construction Management	4,900	104,975	74,426	1,149	29,400	4,900	4,900	4,900	4,900	4,900	4,900
Early Childhood Centers	12,000	16,000			16,000	4,000	6,000	6,000			
Emergency Replacement of Major Building Components	1,500				3,000	1,500	1,500				
Facility Planning: MCPS		16,387	10,832	2,855	2,700	800	500	350	350	350	350
Fire Safety Upgrades	817	26,136	19,107	2,127	4,902	817	817	817	817	817	817
<b>HVAC Replacement</b>	<b>10,000</b>	<b>240,521</b>	<b>87,929</b>	<b>23,092</b>	<b>129,500</b>	<b>20,000</b>	<b>35,000</b>	<b>19,000</b>	<b>18,500</b>	<b>18,500</b>	<b>18,500</b>
Improved (Safe) Access to Schools/County Bicycle Initiative	3,500	26,510	17,885	1,625	7,000	3,500	3,500				
Major Capital Projects Elementary		185,214	25,000	22,229	137,985	57,791	50,481	29,713	0	0	0
<b>Major Capital Projects Secondary</b>	<b>128,531</b>	<b>419,173</b>	<b>12,688</b>	<b>9,164</b>	<b>397,321</b>	<b>38,836</b>	<b>77,387</b>	<b>90,265</b>	<b>105,990</b>	<b>49,852</b>	<b>34,991</b>
<b>Material Management Building Relocation</b>	<b>2,500</b>				<b>2,500</b>		<b>2,500</b>				
Outdoor Play Space Maintenance	450	7,850	3,286	1,864	2,700	450	450	450	450	450	450
Planned Life-Cycle Asset Replacement (PLAR)	12,000	198,335	126,991	8,865	62,479	12,603	12,000	9,469	9,469	9,469	9,469
<b>Relocatable Classrooms</b>		<b>89,561</b>	<b>69,406</b>	<b>(345)</b>	<b>20,500</b>	<b>8,000</b>	<b>7,500</b>	<b>5,000</b>			
Restroom Renovations	3,000	47,158	20,820	8,338	18,000	3,000	3,000	3,000	3,000	3,000	3,000
Roof Replacement/Moisture Protection Projects	12,000	135,575	48,901	22,674	64,000	12,000	12,000	10,000	10,000	10,000	10,000
<b>School Security</b>	<b>4,500</b>	<b>69,672</b>	<b>39,902</b>	<b>13,770</b>	<b>16,000</b>	<b>3,500</b>	<b>4,500</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>
<b>Stormwater Discharge and Water Quality Management</b>	<b>1,200</b>	<b>17,215</b>	<b>10,374</b>	<b>225</b>	<b>6,616</b>	<b>616</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>
Sustainability Initiatives	5,000				10,000	5,000	5,000				
Technology Modernization	26,664	528,864	366,825	5,801	156,238	29,574	26,664	25,000	25,000	25,000	25,000
<b>Total Approved CIP</b>	<b>705,217</b>	<b>3,276,284</b>	<b>1,189,393</b>	<b>196,664</b>	<b>1,905,727</b>	<b>324,136</b>	<b>388,298</b>	<b>369,394</b>	<b>336,764</b>	<b>286,336</b>	<b>200,799</b>

\*Bold indicated amendment to the adopted CIP.

## Approved FY 2024 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 FY2023	FY 2024 IAC Approved Funding
<b>Systemic Projects</b>							
1	N	Y	Watkins Mill HS HVAC Replacement (Phase 5)	7,150	3,575	0	3,575
2	N	Y	Gaithersburg MS HVAC Replacement (Phase 1)	6,000	3,000	0	3,267
3	N	Y	Brookhaven ES HVAC Replacement	5,800	2,900	0	3,158
4	N	Y	Meadow Hall ES HVAC Replacement	5,700	2,850	0	2,822
5	N	Y	Monocacy ES HVAC Replacement	4,900	2,450	0	2,652
6	N	Y	Rock View ES Roof Replacement	3,210	1,605	0	1,605
7	N	Y	Westover ES Roof Replacement	2,464	1,232	0	1,355
8	N	Y	East Silver Spring ES Roof Replacement	1,866	933	0	933
9	N	Y	Wyngate ES Roof Replacement	1,424	712	0	712
10	N	Y	Ritchie Park ES Roof Replacement	1,058	529	0	582
11	N	Y	Meadow Hall ES Roof Replacement	640	320	0	352
			<b>Subtotal</b>	<b>40,212</b>	<b>20,106</b>	<b>0</b>	<b>21,013</b>
<b>Balance of Construction Funding</b>							
12	Y	Y	Charles W. Woodward HS Reopening	196,095	117,498	28,907	49,690
13	Y	Y	Neelsville MS (Major Capital Project)	87,332	54,760	27,362	5,210
			<b>Subtotal</b>	<b>283,427</b>	<b>172,258</b>	<b>56,269</b>	<b>54,900</b>
<b>Planning and Construction Request</b>							
14/15	Y	Y	Parkland MS Addition	18,238	11,545	0	6,693
16/17	Y	Y	Silver Spring International MS Addition	28,140	28,140	0	0
18/19	N	Y	Northwood HS Addition/Facility Upgrade	203,076	127,892	0	75,184
			<b>Subtotal</b>	<b>249,454</b>	<b>167,577</b>	<b>0</b>	<b>81,877</b>
<b>Planning Approval Request</b>							
20	Y	Y	Greencastle ES (Addition)	LP			
21	Y	Y	Grades 3-5 ES for JoAnn Leleck ES at Broad Acres (New)	LP			
22	N	Y	Damascus HS (Major Capital Project)	LP			
23	Y	Y	Crown HS (New)	LP			
24	N	Y	Eastern MS (Major Capital Project)	LP			
25	Y	Y	Burtonsville ES (Addition)	LP			
26	Y	Y	Highland View ES (Addition)	LP			
27	Y	Y	Piney Branch ES (Major Capital Project)	LP			
			<b>TOTAL</b>	<b>573,093</b>	<b>359,941</b>	<b>56,269</b>	<b>157,790</b>



# Chapter 2

## The Planning Environment

Facility plans are developed in a dynamic planning environment, driven by steady school enrollment growth. Since the mid-1980s, when birth rates began to rise and reverse a so-called “baby-bust”, 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 160,554 for the 2022–2023 school year, an increase of 2,322 students from the 2021–2022 school year. Enrollment grew by 11,775 students from the 2012–2013 to the 2022–2023 school year. Total school system enrollment is projected to increase to 167,238 students by the 2028–2029 school year. This represents a slowdown in growth, due to the continued decline in resident births, resulting in lower kindergarten classes, and the ripple effect as they progress through the system each year, as well as the anomalous 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 275,349 births compared to 121,182 deaths in the county, for a net natural population increase of 154,167 residents, accounting for 84.7 percent of the county’s overall population increase (Maryland Department of Health, 2020).

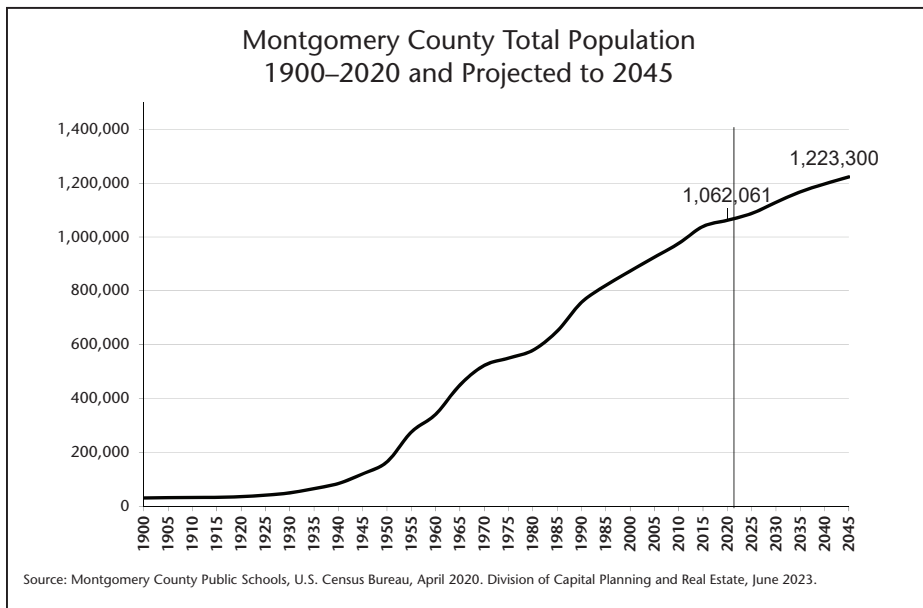
Migration patterns also are contributing to population growth. Between July 2010 and July 2019, international migration has been estimated to contribute 76,972 residents while domestic migration resulted in a loss of 47,953 residents, netting 29,019 new residents (Maryland Department of Planning). The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

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

2020 census, 43.1 percent of the population is White, 18.6 percent Black, 15.4 percent Asian, 11.0 percent Other, 11.2 percent Two or More, and 20.5 percent are Hispanic (of any race).

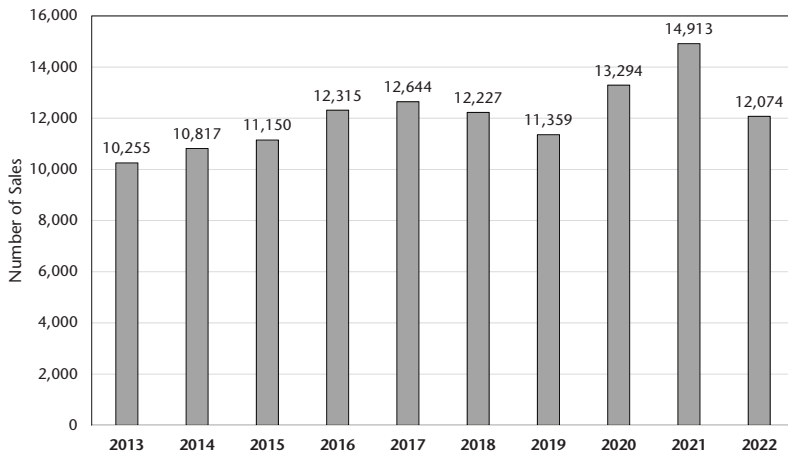
#### Economy

It has been 14 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





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



Sources: Economic Indicators Reports to County Council, Montgomery County Department of Finance, July 2019, Greater Capital Area Association of Realtors, Housing Market Reports 2022

10 percent in 2009, the county’s peak unemployment was 5.7 percent in Fiscal Year (FY) 2010. By FY 2015, the national unemployment rate dropped to 5.7 percent and Montgomery County’s rate to 4.2 percent. The unemployment rate continued to decline in the county and as of December 2019 was 2.4 percent, which was lower than the national unemployment rate of 3.5 percent. The national unemployment rate increased to 14.7 percent as of April 2020, as the COVID-19 health pandemic caused many businesses to shut down during the pandemic. The county unemployment rate in peaked in May 2020 at 9.8 percent, but declined to 3.9 as of August 2022, which is still higher than it was before the COVID-19 health pandemic. (Economic Indicator; Montgomery County Department of Finance, April 2020; Maryland Department of Labor; and U.S. Bureau of Labor Statistics).

The Great Recession’s impact and recovery also is evident in the county housing market. In FY 2010, there were 1,056 new residential starts. By FY 2016, residential starts peaked at 5,230 units, and in FY 2019, after two years of lower starts, there were 5,429 units. The recent decline in units was mostly due to fewer multi-family units constructed. During the past 10 fiscal years, the weakest year was FY 2012, in the resale market when 9,206 existing homes sold. In 2020, 13,294 existing homes sold; an increase for the first time since 2017 when sales were 12,644. Prior to the recession, the median sales price of housing experienced a bubble that reached \$444,000 in 2007. That figure dropped to \$340,000 in 2009, but sales prices have gradually risen since, and the median sales price of housing was \$549,000 in 2022, according to the Greater Capital Area Association of Realtors.

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

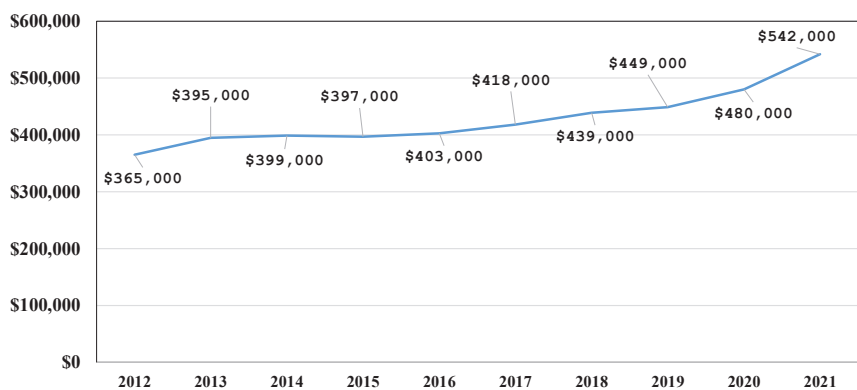
- First, households that experienced job losses in other parts of the country moved to Montgomery County for better job prospects or to share housing with those who live in the county, which put pressure on MCPS enrollment.
- Second, because of reduced opportunities for employment outside the county, 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

### Montgomery County Median Home Sales Prices 2012-2021



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

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.

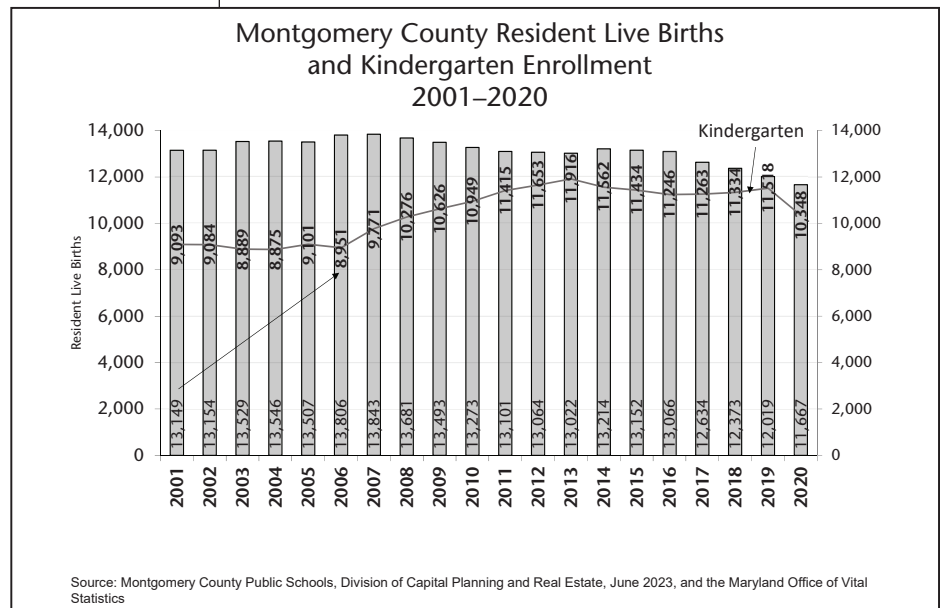
Additional information on the role of MCPS with respect to the County Growth and Infrastructure is in Appendix C. The FY 2024 school test, based on the enrollment projections and capital projects included in the adopted FY 2023–2028 Amended CIP, goes into effect July 1, 2023. For results of the FY 2024 school test see Appendix D.

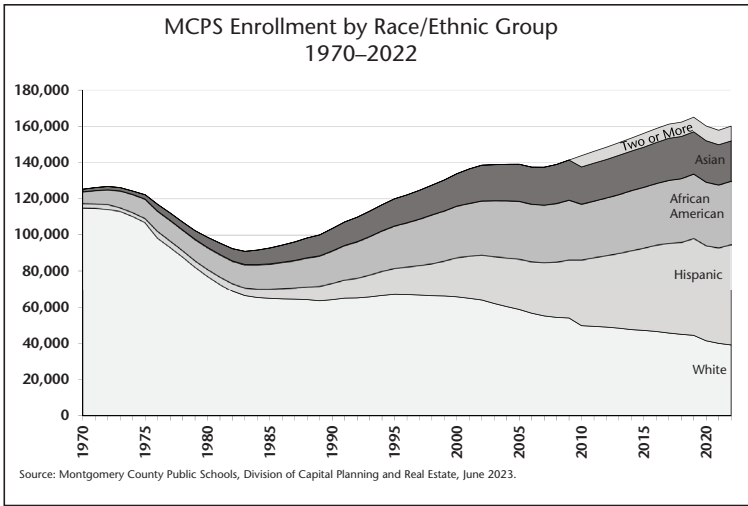
## Student Population Trends

The main contributing factors influencing student population include resident live births, the aging of the student population, and migration patterns. A percentage of the babies born to Montgomery County residents in one year show up in MCPS incoming kindergarten classes five years later. This is commonly referred to as a kindergarten capture rate. In both 2000 and 2016, birth figures were just over 13,000, growing, peaking in 2007 at 13,843, and then declining. In 2017, 2018, and 2019, total births were less than 13,000 at 12,634, 12,373, and 12,019, respectively. Births in 2020, the last year available, dropped below 12,000, totaling 11,667 for Montgomery County, continuing the downward trend.

In the 2000–2001 school year, the kindergarten capture rate was 73.9 percent. By the 2006–2007 school year, the rate decreased to 68.1 percent, and had since increased to 87.2 percent for the 2019–2020 school year. The increases were likely due to economic factors as well as changes to all-day kindergarten programs. The 2020–2021 school year kindergarten enrollment was 78.7 percent and considered an anomaly due to the COVID-19 health pandemic. Kindergarten enrollment increased to 83.9 percent in the 2022–2023 school year. Future kindergarten classes will most likely return to approximately 87.0 percent of births five years earlier.

The movement up through the grades by students, termed the “aging of the student population,” is the second driver of enrollment change. When the size of the kindergarten class is different from that of Grade 12, then there is a natural change in total enrollment from one year to the next. The Grade 12 total for the 2021–2022 school year was 11,690, and the kindergarten class for the 2022–2023 school year was 10,602, or a difference between the two grades of 1,088 students. Therefore, in the 2022–2023 school year, 46.9 percent of the one-year change in enrollment increase of 2,320 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.

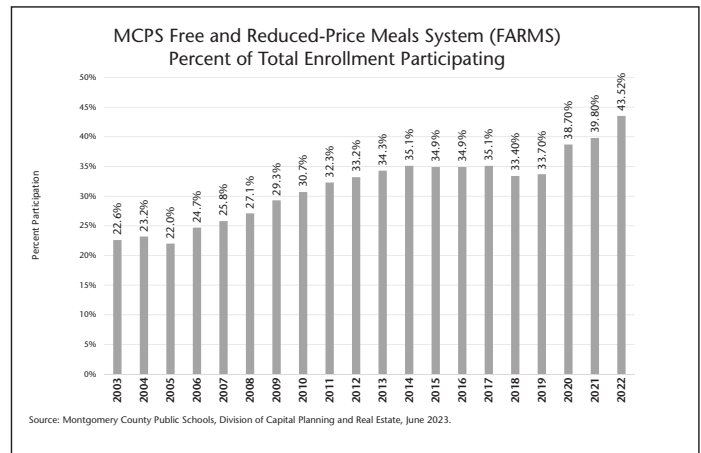




were 3,861, African American births were 2,534, Asian births were 1,643, and Hispanic births were 3,558. The general fertility rate for Hispanic women between the ages 15 and 44 is 78.8 (per 1,000) versus 60.5 for African American women, and 53.2 for non-Hispanic White women in the same age range (Vital Statistics, Maryland Department of Health).

Official enrollment for September 30, 2022, was 160,554 students. Of the total enrollment, 21.8 percent of students were African American, 13.9 percent were Asian, 34.6 percent were Hispanic, and 24.4 percent were White, non-Hispanic, and 5.1 percent were Two or More Races. The categories of Native Hawaiian/Pacific Islander and American Indian/Alaskan Native are each less than five percent of the total enrollment. The accompanying chart illustrates the trend of increasing student diversity since 1970, when the student population was 92 percent White, non-Hispanic. Today, there is no longer a majority racial/ethnic group.

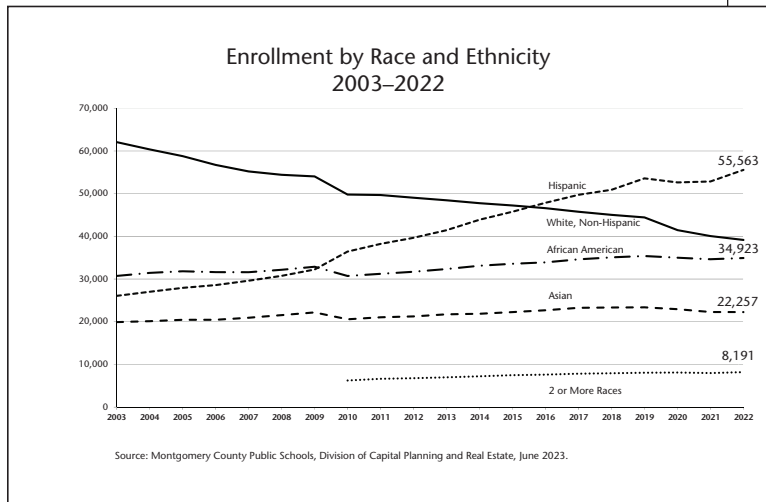
Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult to predict. Records of MCPS student entries and withdrawals show that there has been a decrease in the in-migration from approximately 12,328 new students from other public school districts in Maryland and throughout the United States, private schools, homeschooling, and from out of the country in the 2010–2011 school year to 9,391 in the 2022–2023 school year. Withdrawals over the same time increased from 10,186 in the 2010–2011 school year to 9,431 in the 2022–2023 school year. There are more students withdrawing to attend other public, private, foreign, or home schools than entering the system in 2022–2023 school year. More students withdrew to attend private schools or chose homeschooling during the COVID-19 health pandemic. Students began to return, as expected, to the system during the 2021–2022 school year, and enrollment has increased overall for the 2022–2023 school year.



## Student Diversity

Records of county resident live births show a levelling off in the numbers of births in each racial/ethnic group. This is in contrast to large declines from 1990 to 2010, in the number of White, non-Hispanic births and large increases in live births of other race/ethnic groups. In 2020, White, non-Hispanic births

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 2022–2023 school year, 43.8 percent of students participated in the FARMS Program. There has been an increase of 11,122 students participating in FARMS during the past 10 school years (2013–2014 to 2022–2023).

Student enrollment in the English Language Development (ELD) program is an indicator of student language diversity. As the school system has diversified over time, this percentage has grown. During the 2012–2013 school year, 13.6 percent of students were in the ELD (previously known as ESOL) Program, and that has grown to 18.9 percent for the 2022–2023 school year. Emergent multilingual learners (EML) students in ELD represent approximately 150 countries of origin and speak an

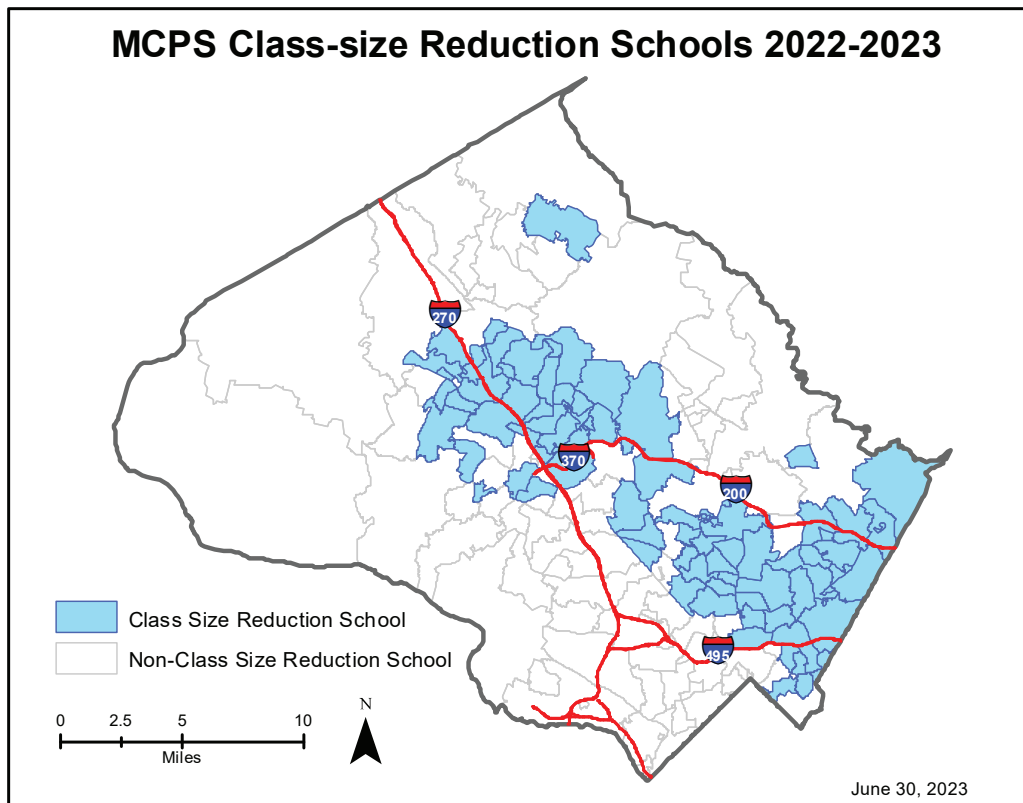
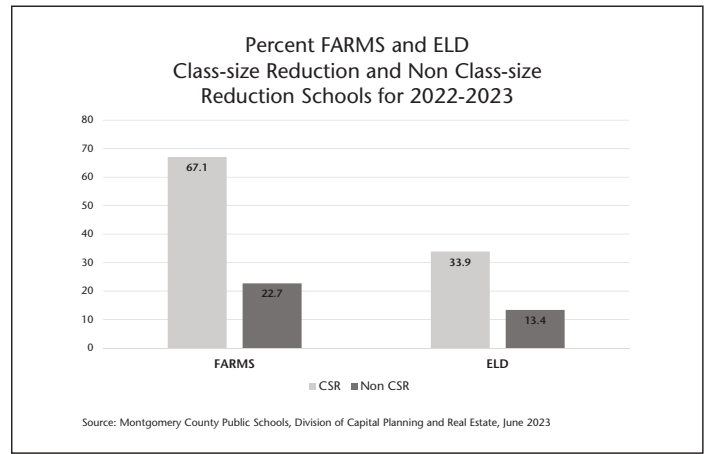
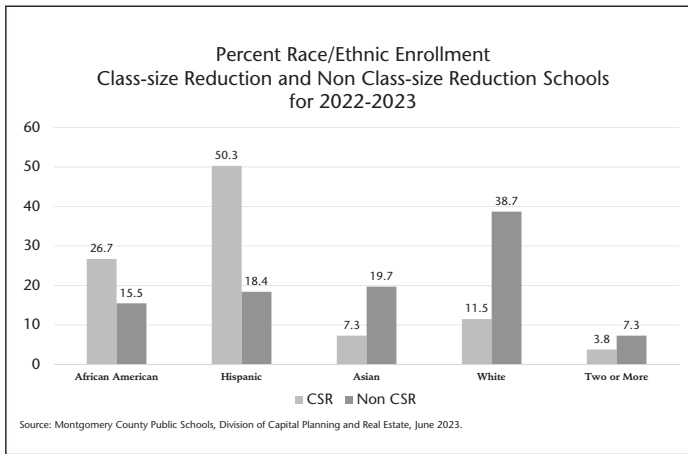
estimated 115 different languages. Although immigration to the United States has been increasing for many years and does contribute program participants, a large proportion of EML students were born in the United States.

## Class Size Reduction and Non Class Size Reduction Elementary Schools

For the 2022–2023 school year, there were 69 Class Size Reduction (CSR) elementary schools (including upper schools in the case of paired schools). Class Size Reduction schools include both Title 1 and Focus schools and have reduced class-sizes in order to address student needs and prepare the students for success in later grade levels. The 2022–2023 demographic

composition of CSR and Non CSR schools is compared in the accompanying chart.

At one time, CSR elementary school service areas had little racial and ethnic diversity. The wave of in-migration over the past three decades has transformed these communities and the greatest concentration of student diversity and participation in the FARMS and ELD programs is now found in areas of the county where two conditions exist—major transportation corridors are present and affordable housing is available. In Silver Spring and Wheaton, these conditions are found in communities bordering New Hampshire Avenue, Georgia Avenue, and Columbia Pike. In Rockville, Gaithersburg, and Germantown, these conditions are found in communities bordering I-270 and Route 355. These relatively affordable areas are characterized by apartment communities dating





from the 1980s and earlier, as well as neighborhoods with older townhouses and single-family detached homes. Some of these homes may be occupied by two or more families who share housing costs. In these communities, enrollment growth has been driven by turnover of existing housing units.

## MCPS Enrollment Forecast

The school enrollment forecasts are based mainly on county births, aging of the current student population, and migration patterns. As county births increased through 2007, more kindergarten students entered MCPS. The advent of full-day kindergarten, countywide since 2006, also has been a factor in kindergarten enrollment increases. The 2020–2021 kindergarten class was unusually low due to the COVID-19 health pandemic, and therefore considered anomalous. The 2021–2022 kindergarten class was larger than the 2020–2021 school year, but was still smaller than it was between the 2010–2011 and 2019–2020 school years. The 2022–2023 kindergarten class was lower than 2021–2022. The capture rate, however, increased to 84.0 percent.

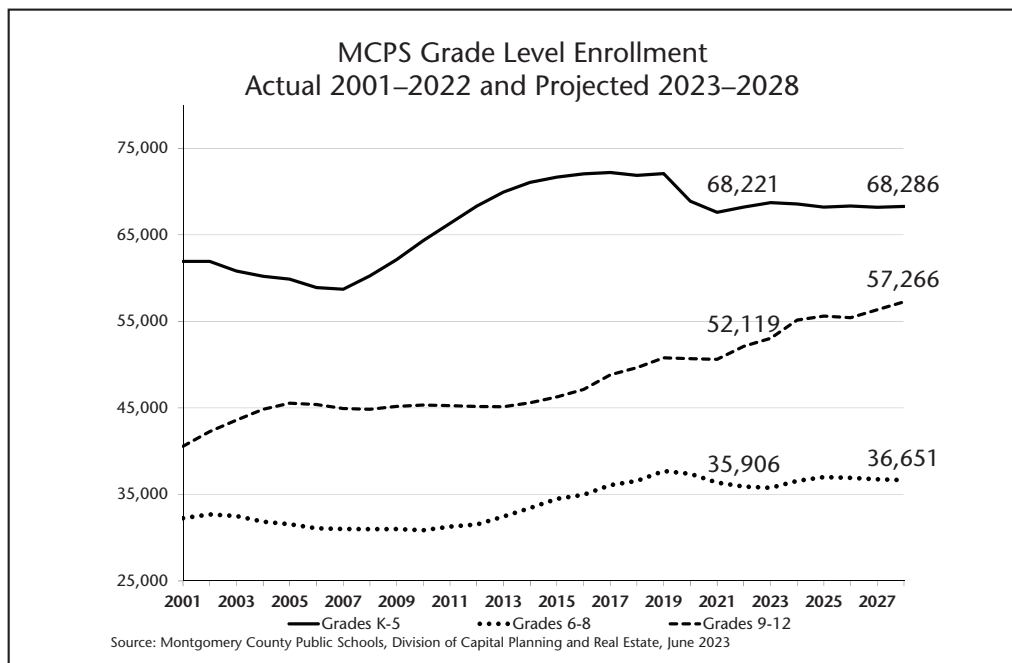
It is anticipated that there will be a return to 87 percent kindergarten capture to births five years earlier over time. However, the decline in resident births will result in a decline in the kindergarten population that in turn will slow the growth of the total enrollment as students age from grade to grade. In addition, the unusually small kindergarten class of the 2020–2021 school year resulted in a smaller than anticipated 1st grade class in the 2022–2023 school year that may to some extent keep enrollment lower through the elementary years during the planning period. Due to a decade of large elementary enrollment increases, MCPS is now experiencing

a period of growth at secondary schools. (See appendices A and B for enrollment projections by grade level and Appendix C-2 for a description of the MCPS enrollment forecasting methodology.)

## Summary

The last major period of enrollment increases at MCPS occurred during the 1950s, 1960s, and early 1970s, when children from the Baby Boom era, born between 1946 and 1964, enrolled in schools. Enrollment from this wave of growth peaked in 1972, at 126,912 students. Thereafter, the so-called Baby Bust era saw births decline and MCPS enrollment decrease to a low of 91,030 students in 1983. Since 1983, a much greater “baby boom” has occurred in the county. During the official Baby Boom years, the highest birth year in Montgomery County was 1963 when there were 8,461 resident births. The current baby boom in the county significantly surpasses this figure with the 5-year resident births averaging approximately 12,352. The factors most contributing to enrollment increases are higher kindergarten capture rates and migration patterns.

Keeping pace with enrollment growth, and accommodating class-size reductions through Title 1 and Focus elementary schools have required a major investment in school facilities. In the 2022–2023 school year, MCPS operated 136 elementary schools, 40 middle schools, 25 high schools, 1 career and technology high school, 1 alternative program with 2 satellite locations, and 5 special program centers. Since 1983, MCPS has opened 36 elementary schools, 19 middle schools, and 6 high schools. During the next six years, additional school capacity will be added through new school openings, major capital projects, and classroom additions.





# Chapter 3

## Facility Planning Objectives

### MCPS Vision, Mission, and Core Values

The Adopted FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program (CIP) is closely aligned with the core values outlined in the MCPS Strategic Plan. The strategic plan states that MCPS is committed to educating our students so that academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability. We will continue to strive until all gaps have been eliminated for all groups. Our students will graduate with deep academic knowledge and become prepared for tomorrow’s complex world and workplace. Our work is guided by the following five core values:

- Learning
- Relationships
- Respect
- Excellence
- Equity

More information regarding the MCPS Strategic Plan is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/campaigns/Strategic-Planning-FY22-25/>.

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

### Capital Improvement Priorities

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

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

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

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

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

### Educational Facilities Planning Policy Guidance

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

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

### Preferred Range of Enrollment

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

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

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

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

## School Capacity Calculations

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

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

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

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

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

## School Facility Utilization

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

## School Site Size

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

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

## Facility Planning Objectives

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

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

OBJECTIVE 2: Meet long-term and interim space needs

OBJECTIVE 3: Sustain and upgrade facilities

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

OBJECTIVE 5: Support multipurpose use of schools

OBJECTIVE 6: Meet space needs of special education programs

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

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

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

## 2022–2023 Focus and Title I Schools

### Elementary Schools

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

<b>Francis Scott Key</b> <b>Montgomery Village</b>	<b>Odessa Shannon</b> <b>White Oak</b>
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All schools in this table are receiving additional staff to reduce class sizes in Grades K–2 except for the Grades 3–5 schools and the middle schools.

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

Schools in **bold** are also Title I schools in the 2022–2023 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 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 210 school facilities, including: 136 elementary schools, 40 middle schools, and 25 high schools; 1 career and technology high school; 5 special education schools; 1 alternative education center with two satellite centers; and 2 Early Childhood Learning Centers.

### Long-term Space Needs

A continued commitment to capital projects for the next six-years is necessary to address space needs. This year's official September 30<sup>th</sup> enrollment was 160,554 students. Enrollment is projected to be 167,278 students by 2028. The CIP identifies where space shortages are projected to occur and how the school system plans to address them. Due to the high level of school utilization throughout the school system, there may be some opportunities to address school space shortages through boundary changes among existing schools. However, additions to existing schools, the opening of new schools, and other major capital projects at schools will continue to be important strategies to address space needs. For a summary of approved capital projects, see the table in Chapter 1, labeled *County Council Adopted FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program Summary Table*.

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

considered to address the overutilization of a school. These strategies include:

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

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

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

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

In addition to new school openings, classroom addition projects and major capital projects are planned to address overutilization at schools. Planning and/or construction funds are planned for several classroom addition projects as part of the adopted FY 2024 Capital Budget and Amendments to the 2023–2028 CIP. All capital projects are listed on the following table, along with the number of rooms in the projects and the completion dates. Prior to requesting funding for a project, facility planning funds are requested to conduct a feasibility study to determine the feasibility, scope, and cost for the project.

## Number of Additional Rooms Planned—Capital Projects

School	Number of Rooms Planned*	Completion Date
Parkland MS (Addition)	11	8/23
Clarksburg Elementary School #9 (New)	37	8/23
Dr. Ronald E. McNair ES (Addition)	8	8/23
William T. Page ES (Addition)	16	8/23
Silver Spring International MS (Addition)	5	8/25
Greencastle ES (Addition)	10	8/25
JoAnn Leleck ES at Broad Acres (Replacement)	44	8/25
Northwood HS (Addition)	45	8/26
Charles W. Woodward HS (Reopening)	101	8/26
Crown High School (New)	106	8/27
Burtonsville ES (Replacement)	43	8/27
Highland View ES (Addition)	8	8/27

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

## Interim Space Needs

The use of relocatable classrooms on a short-term basis has proven to be successful in providing schools the space necessary to deliver educational programs. Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms also enable the school system to avoid significant capital investment where building needs are only short term. The number of relocatable classrooms in use grew dramatically as program initiatives described under Objective 1 were implemented and enrollment increased. The number of relocatable classrooms declined between 2005 and 2008 as enrollment plateaued and capacity projects opened. However, with enrollment increases since 2008, the number of relocatable classrooms started to increase. For the 2022–2023 school year, 417 relocatable classrooms 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. See Appendix H for the list of relocatable classrooms by school location.

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

## Non-Capital Actions

One non-capital action was approved as part of the FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program.

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

## OBJECTIVE 3: Sustain and Upgrade Facilities

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

The Board of Education, superintendent of schools, and school community also recognize that even well-maintained facilities eventually reach the end of their useful life span and require upgrade to the infrastructure building systems and the need to address programmatic needs. The school system has developed a new system to assess all schools utilizing the Key Facilities Indicators (KFI) to identify schools for a possible major capital project. Once a school is identified for a major capital project, the scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. The following table identifies nine schools that have been approved for a major capital project with planning and/or construction funding included in the adopted amended 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 amended CIP, and therefore, a TBD completion date will be shown until construction funds are approved in a future CIP. Additionally, as part of the adopted FY 2023–2028 CIP, 10 elementary schools and 3 middle schools have been identified for feasibility studies as follows: Belmont, Burning Tree, Cold Spring, Damascus, DuFief, Oakland Terrace, Sherwood, Twinbrook, Whetstone, and Woodfield elementary schools; and Banneker, Gaithersburg, and White Oak middle schools. The intent of the feasibility studies is to identify the scope of the project as noted above and to determine the programmatic, capacity, and building system needs for each school. Once the feasibility studies are complete, a recommendation regarding scope, timeline and funding these projects will be considered in a future CIP.

School	Number of Rooms Planned*	Completion Date
Burnt Mills ES	13	8/23
Stonegate ES	9	8/23
South Lake ES	5	8/23
Woodlin ES	8	1/24
Poolesville HS	15	8/24
Neelsville MS	7	8/24
Damascus HS	34	8/26
Col. Zadok Magruder HS	TBD	8/29
Thomas S. Wootton HS	TBD	8/29
Eastern MS	TBD	TBD
Piney Branch	TBD	TBD

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

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

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

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

consultants. On some projects, local, state, and federal mandates affect the scope and cost of the effort required.

MCPS has deepened its commitment to sustainability and conservation of resources in the design and operation of all facilities by adopting an update to Policy ECA, “Energy Conservation” and renaming it “Sustainability.” This revised policy sets a target for an 80% reduction of greenhouse gases by 2027 and 100% by 2035, aligning with the county target for greenhouse gas reductions, and other areas of long-term sustainability. The new policy also deepens the MCPS commitment to environmental stewardship and environmental educational leadership through curriculum and will expand work by the School Energy and Recycling Team (SERT) Program to promote efficient and responsible energy use and active recycling in all schools. The SERT Program strives to significantly reduce energy consumption and to increase recycling systemwide by providing training and education; incentives, recognition, and award programs for conservation; accessible energy and recycling data; individual school programs for energy and environmental investigation-based learning opportunities; and conservation operations and procedures. SERT staff works with students, teachers, staff, and the community to practice environmental stewardship and to develop strategies to reduce the carbon footprint of MCPS.

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

## OBJECTIVE 5: Support Multipurpose Use of Schools

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

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

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

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

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

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

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

<b>HSWC Schools</b>	<b>Opening Date</b>
Northwood HS	2007
Gaithersburg HS	2013
Watkins Mill HS	2013
Wheaton HS	2016
Seneca Valley HS	2020
John F. Kennedy HS	2022

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

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

Community use of school facilities is another important way in which schools serve their communities. Outside of the instructional day, schools are used for a wide range of community activities. The Interagency Coordinating Board (ICB) for Community Use of Public Facilities (CUPF) manages school use, collects fees for most community uses of schools,

and maintains an Enterprise Fund to pay for the cost of utilizing schools after school hours. Among the largest users of schools are childcare providers, county recreation groups, sports groups, and religious groups.

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

The Maryland State Department of Education established a target for local school systems to address the need for students with disabilities to receive access to services in the general education environment. The Fiscal Year 2024 proposed target requires 71 percent of students with disabilities to receive special education services in the general education environment. As a result of this mandate, the Department of Special Education Services and the Division of Prekindergarten, Special Programs, and Related Services, in collaboration with the Department of Facilities Management and the Office of School Support and Improvement, plan and coordinate the identification of program sites and locations to address the diverse needs of students with disabilities. This process is designed to ensure the delivery of special education services with an emphasis on providing services to the maximum extent appropriate in the school the student would attend if nondisabled.

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

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

- Special education Home School Model services are offered in all schools for Grades kindergarten–5.
- Learning and Academic Disabilities services and transition services are provided in all secondary schools.
- Special education services are available regionally for students who are recommended for the following services:
  - Augmentative and Alternative Communication Services
  - Autism Spectrum Disorders Services
  - Autism Resource Services
  - Aspergers Services
  - Bridge Services
  - Prekindergarten and Elementary Physical Disabilities Services
  - Elementary Learning Center
  - Extensions Services
  - Gifted and Talented/Learning Disabled (GT/LD) Program
  - Infants and Toddlers Program
  - Learning for Independence (LFI) Program
  - Preschool Education Program (PEP)
  - Prekindergarten Language Classes

- School/Community-based (SCB) Program
- Social Emotional Special Education Services (SESES)
- Longview and Stephen Knolls schools
- Special education services are countywide for students in need of the following programs:
  - Carl Sandburg Learning Center
  - Deaf and Hard of Hearing Services
  - GT/LD Program
  - Preschool Vision Class
  - John L. Gildner Regional Institute for Children and Adolescents
  - Rock Terrace School

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

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

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

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

# Chapter 4

## 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 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program (CIP) are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning 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 for two years, student enrollment for the 2022–2023 school year was once again on the rise and space deficits will continue to exist at many schools throughout the county. Relocatable classrooms accommodate temporary overutilization; long-term overutilization requires additional capacity to both elementary and secondary schools through various construction projects.

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

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

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

- “Approved”—Project has an approved FY 2024 appropriation in the amended 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 2032 and 2037 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 2022–2023)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2022–2023,” illustrates facility information for each school.



# Cluster Articulation for 2022–2023 School Year

## BETHESDA-CHEVY CHASE CLUSTER

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

## WINSTON CHURCHILL CLUSTER

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

## CLARKSBURG CLUSTER

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

## DAMASCUS CLUSTER

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

## DOWNCOUNTY CONSORTIUM

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

## DOWNCOUNTY CONSORTIUM (continued)

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

## GAITHERSBURG CLUSTER

Gaithersburg HS (9–12)  
Forest Oak MS (6–8)  
Goshen ES (K–5)  
Rosemont ES (pre-K–5)  
Summit Hall ES (HS and pre-K–5)  
Harriet R. Tubman ES (pre-K–5)  
Gaithersburg MS (6–8)  
Gaithersburg ES (pre-K–5)  
Laytonsville ES (K–5) (*shared with Damascus Cluster*)\*  
Strawberry Knoll ES (HS and pre-K–5)  
Washington Grove ES (HS and pre-K–5) (*Two-Way Spanish Immersion*)

## WALTER JOHNSON CLUSTER

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

## COL. ZADOK MAGRUDER CLUSTER

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

## RICHARD MONTGOMERY CLUSTER

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

# Cluster Articulation for 2022–2023 School Year

## NORTHEAST CONSORTIUM

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

## NORTHWEST CLUSTER

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

## POOLESVILLE CLUSTER

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

## QUINCE ORCHARD CLUSTER

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

## ROCKVILLE CLUSTER

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

## SENECA VALLEY CLUSTER

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

## SHERWOOD CLUSTER

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

## WATKINS MILL CLUSTER

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

## WALT WHITMAN CLUSTER

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

## THOMAS S. WOOTTON CLUSTER

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

## OTHER EDUCATIONAL FACILITIES

Additionally, Montgomery County Public Schools operates the following facilities:

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

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

# BETHESDA-CHEVY CHASE CLUSTER

## CLUSTER PLANNING ISSUES

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

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

**Planning Study:** A study was approved in November 2017, to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. In the Walter Johnson Cluster, a Site Selection Committee held in spring 2018, identified possible sites for a new elementary school. However, the projected space deficits at the elementary school level in the Walter Johnson Cluster were not sufficient to recommend a new elementary school for the cluster at that time. Given that the adopted CIP in November 2018, included a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the Board of Education approved expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. The Board of Education also included a joint site selection process for the two clusters conducted in summer 2019. The adopted FY2023–2028 CIP includes planning funds in the out-years for this new elementary school with a TBD completion date.

**Planning Issue:** On March 28, 2023, the Board of Education approved the boundary study scope to create the service area for the reopening of Charles W. Woodward High School. The scope of the boundary study includes the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also includes the following middle schools: Argyle, Eastern, A. Mario Loiederman, Newport Mill, North Bethesda, Parkland, Thomas W. Pyle, Odessa Shannon, Silver Creek, Silver Spring International, Sligo, Takoma Park, Tilden, and Westland. No elementary schools are included in the boundary study. It is anticipated that community meetings will begin early 2024, with the superintendent’s recommendation released in February 2025, and Board of Education action in March 2025. Information regarding

this boundary study is available on the MCPS website at the following link: [www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy.aspx](http://www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy.aspx)

## SCHOOLS

### Bethesda-Chevy Chase High School

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

### Silver Creek Middle School

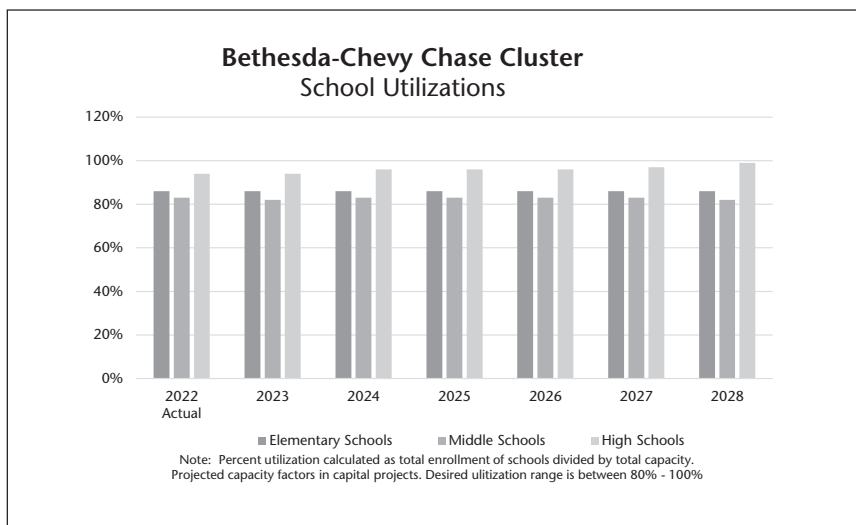
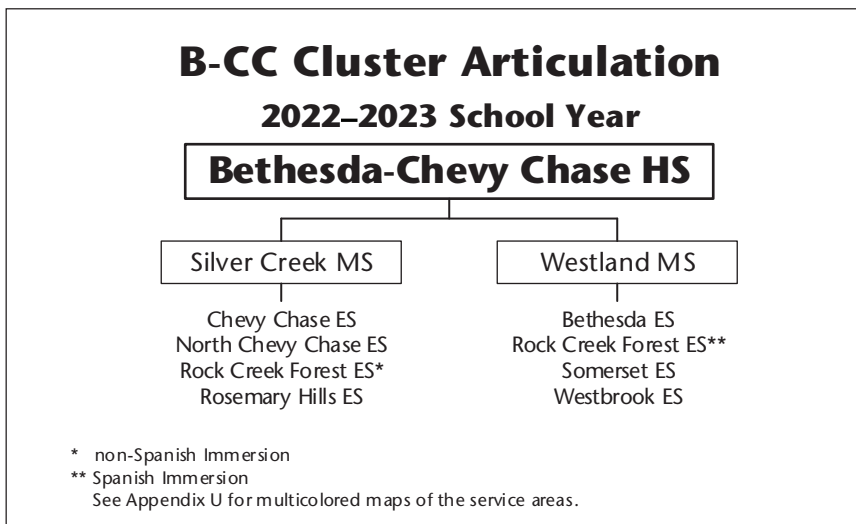
**Planning Issue:** See text under Cluster Planning Issue.

### Westland Middle School

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

### Bethesda Elementary School

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



## BETHESDA-CHEVY CHASE CLUSTER

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

**Planning Issue:** 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 Study.

### **North Chevy Chase Elementary School**

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

### **Rock Creek Forest Elementary School**

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

### **Rosemary Hills Elementary School**

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

### **Somerset Elementary School**

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

### **Westbrook Elementary School**

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

## **CAPITAL PROJECTS**

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

\*Approved—Project has an approved FY 2024 appropriation in the amended 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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Bethesda–Chevy Chase HS		Program Capacity	2475	2475	2475	2475	2475	2475	2475	2475	2475
		Enrollment	2335	2315	2386	2388	2371	2402	2440	2445	2445
		Available Space	140	160	89	87	104	73	35	30	30
		Comments	See Text								
Silver Creek MS		Program Capacity	894	894	894	894	894	894	894	894	894
		Enrollment	778	750	763	767	764	761	759	760	760
		Available Space	116	144	131	127	130	133	135	134	134
		Comments	See Text								
Westland MS		Program Capacity	1073	1073	1073	1073	1073	1073	1073	1073	1073
		Enrollment	845	866	869	873	865	862	860	865	865
		Available Space	228	207	204	200	208	211	213	208	208
		Comments	See Text								
Bethesda ES Grades (K–5)		Program Capacity	561	561	561	561	561	561	561		
		Enrollment	611	605	599	571	554	539	540		
		Available Space	(50)	(44)	(38)	(10)	7	22	21		
		Comments									
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	473	473	473	473	473	473	473		
		Enrollment	431	417	429	478	482	485	468		
		Available Space	42	56	44	(5)	(9)	(12)	5		
		Comments									
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	381	381	381	381	381	381	381		
		Enrollment	234	242	242	254	258	260	246		
		Available Space	147	139	139	127	123	121	135		
		Comments									
Rock Creek Forest ES		Program Capacity	676	676	676	676	676	676	676		
		Enrollment	673	665	668	667	653	649	653		
		Available Space	3	11	8	9	23	27	23		
		Comments									
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES		Program Capacity	641	641	641	641	641	641	641		
		Enrollment	578	573	552	552	548	550	575		
		Available Space	63	68	89	89	93	91	66		
		Comments									
Somerset ES		Program Capacity	540	540	540	540	540	540	540		
		Enrollment	338	330	344	343	362	369	377		
		Available Space	202	210	196	197	178	171	163		
		Comments									
Westbrook ES		Program Capacity	638	638	638	638	638	638	638		
		Enrollment	496	528	511	503	506	522	521		
		Available Space	142	110	127	135	132	116	117		
		Comments	Addition Complete								
Cluster Information		HS Utilization	94%	94%	96%	96%	96%	97%	99%	99%	99%
		HS Enrollment	2335	2315	2386	2388	2371	2402	2440	2445	2445
		MS Utilization	83%	82%	83%	83%	83%	83%	82%	83%	83%
		MS Enrollment	1623	1616	1632	1640	1629	1623	1619	1625	1625
		ES Utilization	86%	86%	86%	86%	86%	86%	86%		
ES Enrollment	3361	3360	3345	3368	3363	3374	3380				



# BETHESDA-CHEVY CHASE CLUSTER

## Demographic Characteristics of Schools

Schools	2022-2023								2021–2022
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2335	6.1%	17.1%	6.8%	21.2%	48.7%	25.5%	8.3%	10.4%
Silver Creek MS	778	5.7%	24.7%	5.0%	17.0%	47.6%	33.4%	10.0%	9.6%
Westland MS	845	7.7%	10.7%	11.1%	16.8%	53.4%	17.9%	7.7%	13.0%
Bethesda ES	611	9.7%	11.1%	22.3%	17.0%	39.9%	20.6%	19.8%	25.8%
Chevy Chase ES	431	5.6%	23.2%	10.4%	12.1%	48.7%	24.8%	8.4%	7.3%
North Chevy Chase ES	234	8.5%	19.2%	8.5%	16.7%	47.0%	26.9%	13.2%	11.7%
Rock Creek Forest ES	673	4.9%	22.0%	6.4%	35.2%	31.2%	33.3%	17.1%	16.2%
Rosemary Hills ES	578	4.5%	32.0%	5.7%	17.5%	40.0%	38.2%	16.6%	26.4%
Somerset ES	338	7.7%	11.8%	12.1%	17.5%	50.3%	20.7%	21.3%	14.5%
Westbrook ES	496	6.9%	6.3%	9.5%	18.5%	58.5%	14.3%	13.5%	5.7%
<b>Elementary Cluster Total</b>	<b>3361</b>	<b>6.6%</b>	<b>18.4%</b>	<b>10.9%</b>	<b>20.4%</b>	<b>43.6%</b>	<b>26.2%</b>	<b>16.0%</b>	<b>16.3%</b>
<b>Elementary County Total</b>	<b>72315</b>	<b>5.4%</b>	<b>21.7%</b>	<b>13.5%</b>	<b>35.6%</b>	<b>23.5%</b>	<b>47.5%</b>	<b>24.9%</b>	<b>19.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2022–2023 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2022–2023 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2021–2022 school year compared to 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 2022–2023)

Schools	Special Education Services																																				
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	OTHER	School Based	Quad Cluster Based		County & Regional Based																		
																	HSM @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7				
Bethesda-Chevy Chase HS	9-12	2475	110		110																																
Silver Creek MS	6-8	894	46		41							1			2					2																	
Westland MS	6-8	1073	52		50															2																	
Bethesda ES	K-5	561	29	3		21						3												2													
Chevy Chase ES	3-5	473	24	3		20										1																					
North Chevy Chase ES	3-5	381	21	2		16									1	1																					
Rock Creek Forest ES	K-5	676	40	4		16	10	1			4										3									1	1						
Rosemary Hills ES	Pre-K-2	641	36	3		18			1			6			1						7																
Somerset ES	K-5	540	27	3		21						2			1																						
Westbrook ES	K-5	638	33	3		23						3			1												3										

## BETHESDA-CHEVY CHASE CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Bethesda-Chevy Chase HS	1934	2001	392,833	16.4			
Silver Creek MS	2017		174,743	13.4			
Westland MS	1951	1997	146,006	25.1			
Bethesda ES	1952	1999	75,421	7.9		4	
Chevy Chase ES	1936	2000	70,976	3.8			
North Chevy Chase ES	1953	1995	65,982	7.9			
Rock Creek Forest ES	1950	2015	98,140	8.0		2	
Rosemary Hills ES	1956	1988	87,298	6.1			
Somerset ES	1949	2005	80,122	3.7			
Westbrook ES	1939	1990	91,359	12.5	Yes		

*\*Relocatables on site to address overutilization*



**Bethesda-Chevy Chase High School**

# WINSTON CHURCHILL CLUSTER

## SCHOOLS

### Winston Churchill High School

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

## CAPITAL PROJECTS

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

\*Approved—Project has an approved FY 2024 appropriation in the amended FY 2023–2028 CIP for planning or construction funds.

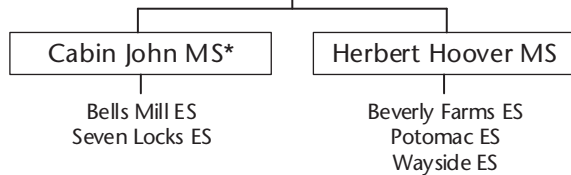
\*Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

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

## Winston Churchill Cluster Articulation

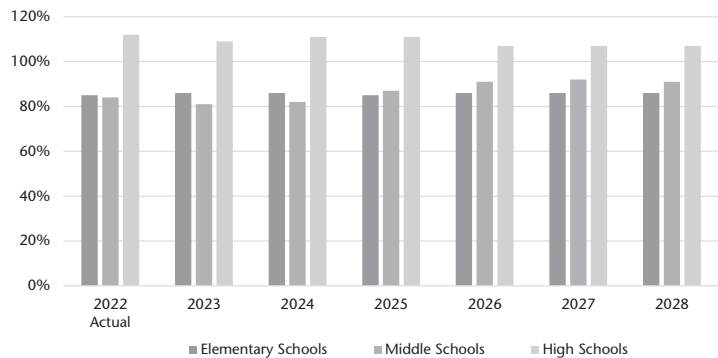
2022–2023 School Year

### 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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Winston Churchill HS	Program Capacity		1991	1991	1991	1991	1991	1991	1991	1991	1991
	Enrollment		2234	2179	2205	2203	2127	2129	2137	2150	2150
	Available Space		(243)	(188)	(214)	(212)	(136)	(138)	(146)	(159)	(159)
	Comments										
Cabin John MS	Program Capacity		1125	1125	1125	1125	1125	1125	1125	1125	1125
	Enrollment		974	929	949	1004	1052	1067	1058	1060	1060
	Available Space		151	196	176	121	73	58	67	65	65
	Comments										
Herbert Hoover MS	Program Capacity		1139	1139	1139	1139	1139	1139	1139	1139	1139
	Enrollment		925	903	902	957	1001	1017	1009	1020	1020
	Available Space		214	236	237	182	138	122	130	119	119
	Comments										
Bells Mill ES	Program Capacity		626	626	626	626	626	626	626		
	Enrollment		611	618	629	633	653	672	672		
	Available Space		15	8	(3)	(7)	(27)	(46)	(46)		
	Comments										
Beverly Farms ES	Program Capacity		722	722	722	722	722	722	722		
	Enrollment		583	602	601	601	612	613	613		
	Available Space		139	120	121	121	110	109	109		
	Comments										
Potomac ES	Program Capacity		479	479	479	479	479	479	479		
	Enrollment		443	435	440	419	409	413	414		
	Available Space		36	44	39	60	70	66	65		
	Comments										
Seven Locks ES	Program Capacity		447	447	447	447	447	447	447		
	Enrollment		386	387	388	383	384	380	379		
	Available Space		61	60	59	64	63	67	68		
	Comments										
Wayside ES	Program Capacity		631	631	631	631	631	631	631		
	Enrollment		442	462	440	428	442	426	426		
	Available Space		189	169	191	203	189	205	205		
	Comments										
Cluster Information	HS Utilization		112%	109%	111%	111%	107%	107%	107%	108%	108%
	HS Enrollment		2234	2179	2205	2203	2127	2129	2137	2150	2150
	MS Utilization		84%	81%	82%	87%	91%	92%	91%	92%	92%
	MS Enrollment		1899	1832	1851	1961	2053	2084	2067	2080	2080
	ES Utilization		85%	86%	86%	85%	86%	86%	86%		
	ES Enrollment		2465	2504	2498	2464	2500	2504	2504		

# WINSTON CHURCHILL CLUSTER

## Demographic Characteristics of Schools

Schools	2022-2023								2021-2022
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2234	6.0%	10.0%	31.9%	9.0%	43.1%	10.4%	1.8%	5.0%
Cabin John MS	974	6.0%	12.5%	32.3%	12.1%	36.9%	12.9%	4.4%	6.4%
Herbert Hoover MS	925	7.9%	9.7%	37.0%	6.8%	38.5%	10.5%	2.5%	6.4%
Bells Mill ES	611	8.0%	14.6%	27.2%	9.7%	40.6%	16.4%	8.5%	13.5%
Beverly Farms ES	583	8.7%	7.4%	30.2%	8.1%	44.9%	9.3%	10.3%	9.1%
Potomac ES	443	10.6%	7.9%	33.2%	9.3%	39.1%	7.4%	6.3%	10.6%
Seven Locks ES	386	3.9%	11.1%	25.9%	10.1%	48.7%	7.8%	5.7%	12.0%
Wayside ES	442	5.7%	7.5%	40.7%	8.4%	37.8%	9.0%	7.5%	9.0%
<b>Elementary Cluster Total</b>	<b>2465</b>	<b>7.6%</b>	<b>9.9%</b>	<b>31.2%</b>	<b>9.0%</b>	<b>42.1%</b>	<b>10.4%</b>	<b>7.9%</b>	<b>10.9%</b>
<b>Elementary County Total</b>	<b>72315</b>	<b>5.4%</b>	<b>21.7%</b>	<b>13.5%</b>	<b>35.6%</b>	<b>23.5%</b>	<b>47.5%</b>	<b>24.9%</b>	<b>19.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2022–2023 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2022–2023 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2021–2022 school year compared to 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 2022–2023)

Schools		Special Education Services																																
																				School Based	Quad Cluster Based		County & Regional Based											
Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	OTHER	HSM @13	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			
Winston Churchill HS	9-12	1991	93	86																		2	5											
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	722	35	3	27					4					1																			
Potomac ES	K-5	479	24	3	17					4																								
Seven Locks ES	K-5	447	23	3	16					3					1																			
Wayside ES	K-5	631	36	3	23					3				2					2												2	1		



# WINSTON CHURCHILL CLUSTER

## Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Winston Churchill HS	1964	2001	322,078	30.3		4	
Cabin John MS	1967	2011	159,514	18.2			
Herbert Hoover MS	1966	2013	165,367	19.1			
Bells Mill ES	1968	2009	77,244	9.6			
Beverly Farms ES	1965	2013	98,916	5.0	Yes		
Potomac ES	1949	2020	86,550	9.0			
Seven Locks ES	1964	2012	66,915	10.0			
Wayside ES	1969	2017	93,453	9.3			

*\*Relocatables on site to address overutilization*



**Potomac Elementary School**

# CLARKSBURG CLUSTER

## CLUSTER PLANNING ISSUES

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

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

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

## SCHOOLS

### Clarksburg High School

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

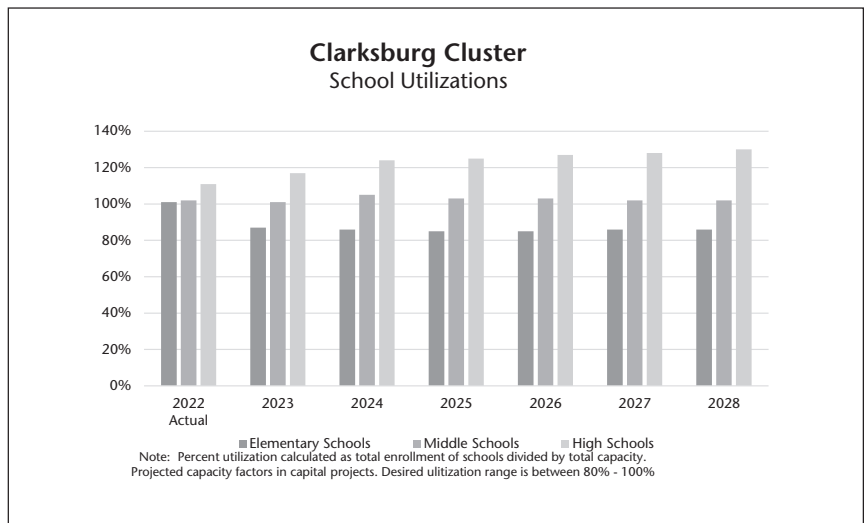
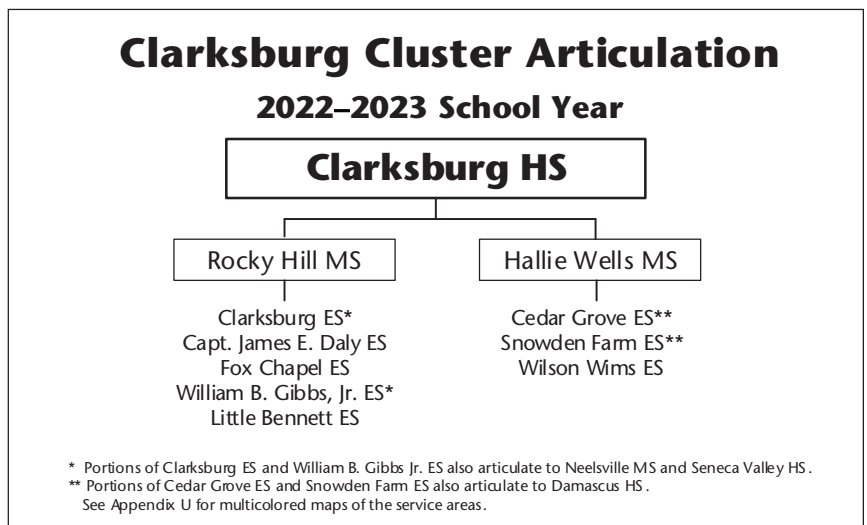
### Clarksburg Elementary School

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

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

### Clarksburg Elementary School #9

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



## CLARKSBURG CLUSTER

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

### **Little Bennett Elementary School**

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

### **Wilson Wims Elementary School**

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

## CAPITAL PROJECTS

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

\*“Approved”—Project has an approved FY 2024 appropriation in the amended 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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Clarksburg HS		Program Capacity	2034	2034	2034	2034	2034	2034	2034	2034	2034
		<b>Enrollment</b>	<b>2251</b>	<b>2379</b>	<b>2512</b>	<b>2549</b>	<b>2578</b>	<b>2612</b>	<b>2647</b>	<b>2650</b>	<b>2650</b>
		Available Space	(217)	(345)	(478)	(515)	(544)	(578)	(613)	(616)	(616)
		Comments									
Rocky Hill MS		Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
		<b>Enrollment</b>	<b>1057</b>	<b>1034</b>	<b>1057</b>	<b>1042</b>	<b>1039</b>	<b>1035</b>	<b>1032</b>	<b>1035</b>	<b>1035</b>
		Available Space	(45)	(22)	(45)	(30)	(27)	(23)	(20)	(23)	(23)
		Comments									
Hallie Wells MS		Program Capacity	969	969	969	969	969	969	969	969	969
		<b>Enrollment</b>	<b>963</b>	<b>975</b>	<b>1018</b>	<b>1003</b>	<b>995</b>	<b>990</b>	<b>988</b>	<b>1000</b>	<b>1000</b>
		Available Space	6	(6)	(49)	(34)	(26)	(21)	(19)	(31)	(31)
		Comments									
Clarksburg ES		Program Capacity	352	352	352	352	352	352	352		
		<b>Enrollment</b>	<b>778</b>	<b>443</b>	<b>369</b>	<b>362</b>	<b>353</b>	<b>320</b>	<b>315</b>		
		Available Space	(426)	(91)	(17)	(10)	(1)	32	37		
		Comments	See Text								
Clarksburg ES #9		Program Capacity		721	721	721	721	721	721		
		<b>Enrollment</b>		<b>469</b>	<b>567</b>	<b>605</b>	<b>614</b>	<b>628</b>	<b>640</b>		
		Available Space		252	154	116	107	93	81		
		Comments		Opens							
Capt. James E. Daly ES	CSR	Program Capacity	586	586	586	586	586	586	586		
		<b>Enrollment</b>	<b>515</b>	<b>500</b>	<b>485</b>	<b>460</b>	<b>455</b>	<b>461</b>	<b>459</b>		
		Available Space	71	86	101	126	131	125	127		
		Comments									
Fox Chapel ES	CSR	Program Capacity	665	665	665	665	665	665	665		
		<b>Enrollment</b>	<b>593</b>	<b>626</b>	<b>609</b>	<b>588</b>	<b>599</b>	<b>588</b>	<b>585</b>		
		Available Space	72	39	56	77	66	77	80		
		Comments									
Little Bennett ES		Program Capacity	620	620	620	620	620	620	620		
		<b>Enrollment</b>	<b>631</b>	<b>600</b>	<b>575</b>	<b>563</b>	<b>554</b>	<b>568</b>	<b>570</b>		
		Available Space	(11)	20	45	57	66	52	50		
		Comments	See Text								
Snowden Farm ES		Program Capacity	762	762	762	762	762	762	762		
		<b>Enrollment</b>	<b>668</b>	<b>637</b>	<b>633</b>	<b>618</b>	<b>615</b>	<b>629</b>	<b>661</b>		
		Available Space	94	125	129	144	147	133	101		
		Comments									
Wilson Wims ES		Program Capacity	739	739	739	739	739	739	739		
		<b>Enrollment</b>	<b>563</b>	<b>589</b>	<b>565</b>	<b>582</b>	<b>598</b>	<b>613</b>	<b>603</b>		
		Available Space	176	150	174	157	141	126	136		
		Comments	See Text								
Cluster Information		HS Utilization	111%	117%	124%	125%	127%	128%	130%	130%	130%
		HS Enrollment	2251	2379	2512	2549	2578	2612	2647	2650	2650
		MS Utilization	102%	101%	105%	103%	103%	102%	102%	103%	103%
		MS Enrollment	2020	2009	2075	2045	2034	2025	2020	2035	2035
		ES Enrollment	3748	3864	3803	3778	3788	3807	3833		





## CLARKSBURG CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Clarksburg HS	1995	2006	344,574	62.7		14	
Hallie Wells MS	2016		150,089	22.4			
Rocky Hill MS	2004		148,065	23.3			
Clarksburg ES	1952	1993	54,983	10.0		20	
Captain James E. Daly ES	1989		78,386	10.0	Yes	4	
Fox Chapel ES	1974		85,182	10.3	Yes		LTL
Little Bennett ES	2006		82,511	4.8	Yes		
Snowden Farm ES	2019		92,366	9.8			
Wilson Wims ES	2014		91,931	9.3	Yes		

*\*Relocatables on site to address overutilization*

# DAMASCUS CLUSTER

## SCHOOLS

### Damascus High School

**Capital Project:** A major capital project was approved to address various building systems and programmatic needs for this school. The Board of Education, in the requested FY 2021–2026 CIP, included expenditures in FY 2022 to continue the planning and design of this major capital project with a completion date of August 2025, the County Council delayed the expenditures by one year. An FY 2023 appropriation was approved to begin the design of this Major Capital project. An FY 2024 appropriation was approved for construction funds. This project is scheduled to be completed August 2026.

### Damascus Elementary School

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

### Woodfield Elementary School

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

## CAPITAL PROJECTS

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

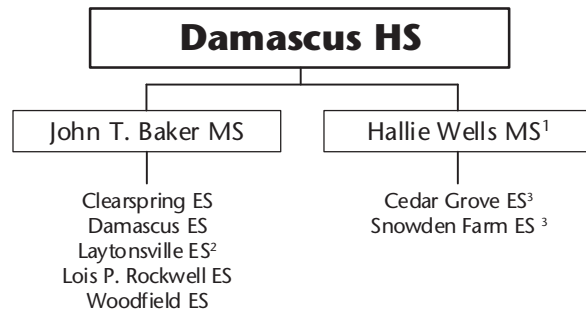
\*“Approved”—Project has an approved FY 2024 appropriation in the amended FY 2023–2028 CIP for planning or construction funds.

\*“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

2022–2023 School Year

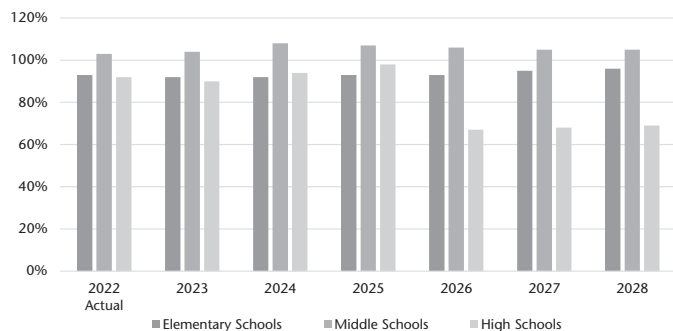


<sup>1</sup> Wilson Wims ES articulates to Hallie Wells MS and then to Clarksburg HS.

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

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

## Damascus Cluster School Utilizations



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

## DAMASCUS CLUSTER

### Projected Enrollment and Space Availability

Effects of the Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Damascus HS	Program Capacity		1543	1543	1543	1543	2250	2250	2250	2250	2250
	Enrollment		1414	1392	1456	1514	1513	1533	1557	1560	1560
	Available Space		129	151	87	29	737	717	693	690	690
	Comments						Maj. Cap. Project Complete				
John T. Baker MS	Program Capacity		762	762	762	762	762	762	762	762	762
	Enrollment		825	831	845	849	846	832	830	830	830
	Available Space		(63)	(69)	(83)	(87)	(84)	(70)	(68)	(68)	(68)
	Comments										
Hallie Wells MS	Program Capacity		969	969	969	969	969	969	969	969	969
	Enrollment		963	975	1018	1003	995	990	988	1000	1000
	Available Space		6	(6)	(49)	(34)	(26)	(21)	(19)	(31)	(31)
	Comments										
Cedar Grove ES	Program Capacity		425	425	425	425	425	425	425		
	Enrollment		386	373	365	379	371	365	371		
	Available Space		39	52	60	46	54	60	54		
	Comments										
Clearspring ES	Program Capacity	CSR	618	618	618	618	618	618	618		
	Enrollment		574	577	593	607	619	629	629		
	Available Space		44	41	25	11	(1)	(11)	(11)		
	Comments										
Damascus ES	Program Capacity		324	324	324	324	324	324	324		
	Enrollment		366	362	343	346	347	367	366		
	Available Space		(42)	(38)	(19)	(22)	(23)	(43)	(42)		
	Comments		See Text								
Lois P. Rockwell ES	Program Capacity		548	548	548	548	548	548	548		
	Enrollment		514	516	531	517	512	528	526		
	Available Space		34	32	17	31	36	20	22		
	Comments										
Snowden Farm ES	Program Capacity		762	762	762	762	762	762	762		
	Enrollment		668	637	633	618	615	629	661		
	Available Space		94	125	129	144	147	133	101		
	Comments										
Woodfield ES	Program Capacity		365	365	365	365	365	365	365		
	Enrollment		323	341	337	358	364	359	364		
	Available Space		42	24	28	7	1	6	1		
	Comments		See Text								
Cluster Information	HS Utilization		92%	90%	94%	98%	67%	68%	69%	69%	69%
	HS Enrollment		1414	1392	1456	1514	1513	1533	1557	1560	1560
	MS Utilization		103%	104%	108%	107%	106%	105%	105%	106%	106%
	MS Enrollment		1788	1806	1863	1852	1841	1822	1818	1830	1830
	ES Utilization		93%	92%	92%	93%	93%	95%	96%		
ES Enrollment		2831	2806	2802	2825	2828	2877	2917			

# DAMASCUS CLUSTER

## Demographic Characteristics of Schools

Schools	2022-2023								2021-2022
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1414	5.5%	13.9%	11.6%	28.4%	40.4%	32.2%	5.8%	10.8%
John T. Baker MS	825	7.0%	13.7%	6.7%	31.9%	40.4%	37.6%	10.7%	10.3%
Hallie Wells MS	963	5.2%	19.8%	42.6%	12.9%	19.4%	20.4%	3.3%	5.9%
Cedar Grove ES	386	5.4%	16.8%	39.6%	14.2%	23.3%	21.2%	10.4%	18.3%
Clearspring ES	574	7.7%	20.0%	15.0%	26.8%	30.0%	40.2%	12.0%	18.8%
Damascus ES	366	4.9%	7.7%	4.6%	45.9%	36.3%	41.8%	22.4%	22.6%
Lois P. Rockwell ES	514	6.4%	16.1%	10.7%	27.2%	38.9%	32.9%	10.9%	12.4%
Snowden Farm ES	668	5.5%	20.4%	46.7%	10.0%	16.6%	16.8%	8.8%	14.9%
Woodfield ES	323	7.1%	13.6%	8.0%	26.6%	44.6%	26.9%	8.0%	8.6%
<b>Elementary Cluster Total</b>	<b>2831</b>	<b>6.2%</b>	<b>16.6%</b>	<b>22.9%</b>	<b>23.7%</b>	<b>30.0%</b>	<b>29.5%</b>	<b>11.7%</b>	<b>16.1%</b>
<b>Elementary County Total</b>	<b>72315</b>	<b>5.4%</b>	<b>21.7%</b>	<b>13.5%</b>	<b>35.6%</b>	<b>23.5%</b>	<b>47.5%</b>	<b>24.9%</b>	<b>19.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2022-2023 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2022-2023 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2021-2022 school year compared to 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 2022-2023)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	OTHER	Special Education Services																					
																School Based				Quad Cluster Based			County & Regional Based														
																HSM @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC @7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP @6	PEP @12	PEP @18	VISION (Elementary) @7					
Damascus HS	9-12	1543	74		66													4	4																		
John T. Baker MS	6-8	762	38		35														1	2																	
Hallie Wells MS	6-8	969	48		44																																
Cedar Grove ES	K-5	425	25	3		14						3									1																4
Clearspring ES	HS-5	618	33	3		19		1		1		4									1	4															
Damascus ES	K-5	324	21	3		9						3									1					2	3										
Lois P. Rockwell ES	K-5	548	29	3		17						3									1													2	3		
Snowden Farm ES	K-5	762	38	3		28						4																							3		
Woodfield ES	K-5	365	24	3		10						2									1																5

## DAMASCUS CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Damascus HS	1950	1978	235,986	32.7			
John T. Baker MS	1971		120,532	21.7	Yes	2	
Hallie Wells MS	2016		150,089	22.4			
Cedar Grove ES	1960	1987	57,037	10.1		3	
Clearspring ES	1988		77,535	10.0	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	9.8			
Woodfield ES	1962	1985	53,212	10.0			

*\*Relocatables on site to address overutilization*



**Hallie Wells Middle School**



# DOWNCOUNTY CONSORTIUM

## CONSORTIUM PLANNING ISSUES

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

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

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

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.

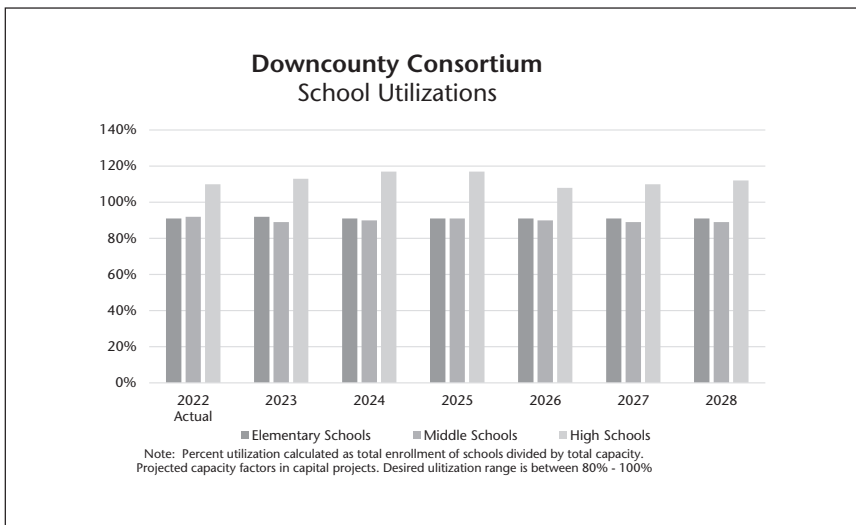
**Planning Issue:** On March 28, 2023, the Board of Education approved the boundary study scope to create the service area for the reopening of Charles W. Woodward High School. The scope of the boundary study includes the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also includes the following middle schools: Argyle, Eastern, A. Mario Loiederman, Newport Mill, North Bethesda, Parkland, Thomas W. Pyle, Odessa Shannon, Silver Creek, Silver Spring

International, Sligo, Takoma Park, Tilden, and Westland. No elementary schools are included in the boundary study. It is anticipated that community meetings will begin early 2024, with the superintendent’s recommendation released in February 2025, and Board of Education action in March 2025. Information regarding this boundary study is available on the MCPS website at the following link: [www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy.aspx](http://www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy.aspx)

## 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



# DOWNCOUNTY CONSORTIUM

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, due to fiscal constraints, the County Council, in the adopted

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

## Montgomery Blair High School

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

## Albert Einstein High School

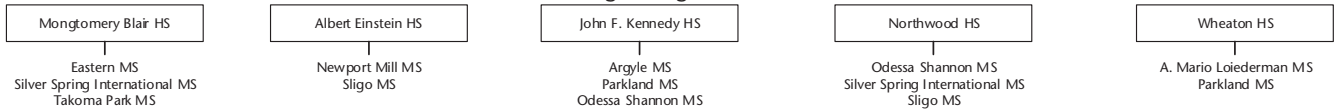
**Capital Project:** See text under Consortium Planning Issue.

## John F. Kennedy High School

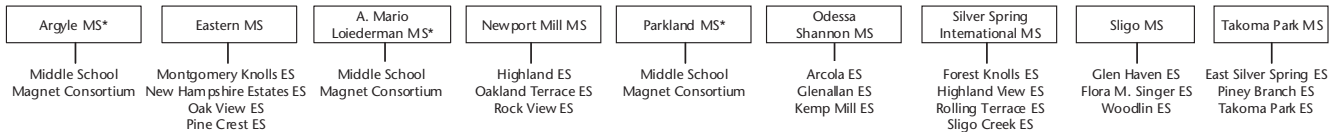
**Capital Project:** See text under Consortium Planning Issue.

## Downcounty Consortium Articulation 2022–2023 School Year

Middle Schools articulating to High Schools within the consortium



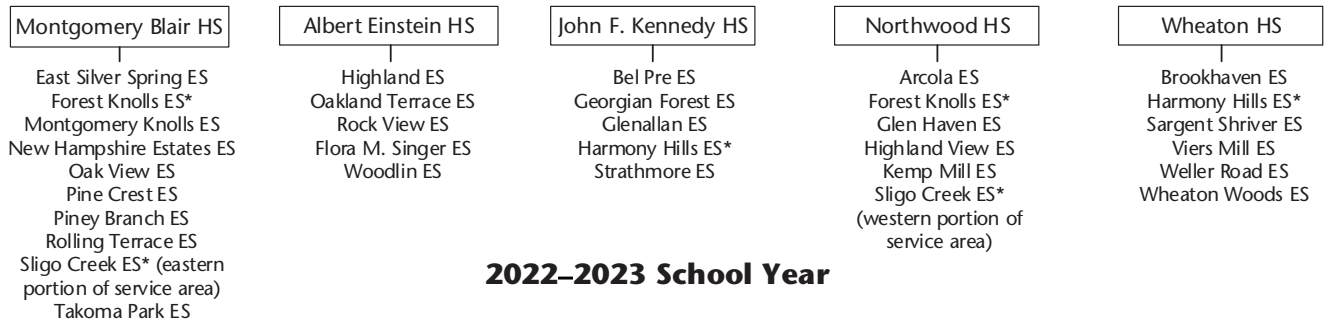
Elementary Schools articulating to Middle Schools within the consortium of High Schools



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

## Downcounty Consortium Articulation

### High School Base Areas



### 2022–2023 School Year

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

**Northwood High School**

**Planning Issue:** See text under Consortium Planning Issue.

**Capital Project:** To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning for additional capacity and the instructional support spaces needed for 2,500 students at Northwood High School. An FY 2023 appropriation was recommended for construction cost increases and construction funds. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY 2023-2028 CIP delayed the completion date for this project by one year. An FY 2024 appropriation was approved for construction funds. This project is scheduled to be completed in August 2026.

**Wheaton High School**

**Planning Issue:** See text under Consortium Planning Issue.

**Charles W. Woodward High School**

**Planning Issue:** See text under Consortium Planning Issue.

**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. An FY2024 appropriation was approved for construction cost increases. The reopening of the high school in scheduled to be completed August 2026.

**Argyle Middle School**

**Planning Issue:** See text under Consortium Planning Issue.

**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**

**Planning Issue:** See text under Consortium Planning Issue.

**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.

**A. Mario Loiederman Middle School**

**Planning Issue:** See text under Consortium Planning Issue.

**Newport Mill Middle School**

**Planning Issue:** See text under Consortium Planning Issue.

**Parkland Middle School**

**Planning Issue:** See text under Consortium Planning Issue.

**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**

**Planning Issue:** See text under Consortium Planning Issue.

**Silver Spring International Middle School**

**Planning Issue:** See text under Consortium Planning Issue.

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

However, complexities of this addition project including consideration of relocating the elementary school students off-site; construction of the Purple Line that led to new site discoveries that would have significant fiscal implications; and, escalating construction costs which would lead to an increase cost of the addition project. The school also has experienced a decrease in enrollment over the past two years. As a result of the enrollment changes and complexities to the project, the Board of Education, as part of the amended FY 2021–2026 CIP, requested a reduction in the expenditures that reduced the scope of the project. The County Council approved the Board of Education’s request related to this project. MCPS staff has worked with the school and community to identify the new scope for this project. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. An FY 2024 appropriation was approved for construction cost increases. The project is scheduled for completion in August 2025.

### **Sligo Middle School**

**Planning Issue:** See text under Consortium Planning Issue.

### **Takoma Park Middle School**

**Planning Issue:** See text under Consortium Planning Issue.

### **Highland View Elementary School**

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

### **Oak View Elementary School**

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

### **Oakland Terrace Elementary School**

**Planning Study:** This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major

capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

### **Piney Branch Elementary School**

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

### **Woodlin Elementary School**

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



**CAPITAL PROJECTS**

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

\*Approved— Project has an approved FY 2024 appropriation in the amended 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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools		Actual 22-23	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Montgomery Blair HS	Program Capacity	2867	2867	2867	2867	2867	2867	2867	2867	2867
	Enrollment	3204	3238	3355	3445	3449	3497	3544	3550	3550
	Available Space	(337)	(371)	(488)	(578)	(582)	(630)	(677)	(683)	(683)
	Comments	See Text								
Albert Einstein HS	Program Capacity	1602	1602	1602	1602	1602	1602	1602	1602	1602
	Enrollment	2012	2090	2099	2084	2067	2097	2129	2140	2140
	Available Space	(410)	(488)	(497)	(482)	(465)	(495)	(527)	(538)	(538)
	Comments	See Text								
John F. Kennedy HS	Program Capacity	2159	2159	2159	2159	2159	2159	2159	2159	2159
	Enrollment	1827	1872	2096	2177	2159	2193	2227	2240	2240
	Available Space	332	287	63	(18)	0	(34)	(68)	(81)	(81)
	Comments	Addition Complete See Text								
Northwood HS	Program Capacity	1526	1526	1526	1526	2260	2260	2260	2260	2260
	Enrollment	1795	1834	1886	1789	1789	1824	1893	1990	1990
	Available Space	(269)	(308)	(360)	(263)	471	436	367	270	270
	Comments	See Text				Project Complete				
Wheaton HS	Program Capacity	2237	2237	2237	2237	2237	2237	2237	2237	2237
	Enrollment	2599	2670	2771	2700	2605	2647	2683	2685	2685
	Available Space	(362)	(433)	(534)	(463)	(368)	(410)	(446)	(448)	(448)
	Comments	See Text								
Charles W. Woodward HS	Program Capacity					2159	2159	2159	2159	2159
	Enrollment					0	0	0	0	0
	Available Space					2159	2159	2159	2159	2159
	Comments					Opens				
Argyle MS	Program Capacity	897	897	897	897	897	897	897	897	897
	Enrollment	995	936	973	988	984	976	984	1000	1000
	Available Space	(98)	(39)	(76)	(91)	(87)	(79)	(87)	(103)	(103)
	Comments	See Text								
Eastern MS	Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
	Enrollment	893	854	882	906	923	920	919	930	930
	Available Space	119	158	130	106	89	92	93	82	82
	Comments	Plng. for MCP See Text								
A. Mario Loiederman MS	Program Capacity	986	986	986	986	986	986	986	986	986
	Enrollment	1001	1034	1087	1092	1088	1083	1080	1085	1085
	Available Space	(15)	(48)	(101)	(106)	(102)	(97)	(94)	(99)	(99)
	Comments	See Text								
Newport Mill MS	Program Capacity	837	837	837	837	837	837	837	837	837
	Enrollment	623	600	614	617	614	612	610	610	610
	Available Space	214	237	223	220	223	225	227	227	227
	Comments	See Text								
Parkland MS	Program Capacity	982	1203	1203	1203	1203	1203	1203	1203	1203
	Enrollment	1050	1120	1030	1060	1046	1012	990	1030	1030
	Available Space	(68)	83	173	143	157	191	213	173	173
	Comments	See Text	Addition Complete							
Odessa Shannon MS	Program Capacity	897	897	897	897	897	897	897	897	897
	Enrollment	823	824	854	858	851	847	844	850	850
	Available Space	74	73	43	39	46	50	53	47	47
	Comments	Project Complete See Text								
Silver Spring International MS	Program Capacity	1082	1082	1082	1170	1170	1170	1170	1170	1170
	Enrollment	1158	1088	1149	1145	1136	1136	1133	1150	1150
	Available Space	(76)	(6)	(67)	25	34	34	37	20	20
	Comments	See Text			Addition Complete					
Sligo MS	Program Capacity	958	958	958	958	958	958	958	958	958
	Enrollment	676	658	673	705	688	686	689	690	690
	Available Space	282	300	285	253	270	272	269	268	268
	Comments	See Text								
Takoma Park MS	Program Capacity	1330	1330	1330	1330	1330	1330	1330	1330	1330
	Enrollment	1077	1062	1040	1046	1033	1028	1027	1030	1030
	Available Space	253	268	290	284	297	302	303	300	300
	Comments	See Text								

# DOWNCOUNTY CONSORTIUM

Schools			Actual	Projections						2032	2037
			22-23	23-24	24-25	25-26	26-27	27-28	28-29		
Arcola ES	CSR	Program Capacity	656	656	656	656	656	656	656		
		Enrollment	709	708	736	725	730	742	762		
		Available Space	(53)	(52)	(80)	(69)	(74)	(86)	(106)		
		Comments									
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	634	634	634	634	634	634	634		
		Enrollment	522	524	463	457	453	455	461		
		Available Space	112	110	171	177	181	179	173		
		Comments									
Brookhaven ES	CSR	Program Capacity	508	508	508	508	508	508	508		
		Enrollment	410	417	430	436	444	456	456		
		Available Space	98	91	78	72	64	52	52		
		Comments									
East Silver Spring ES	CSR	Program Capacity	602	602	602	602	602	602	602		
		Enrollment	513	504	483	462	467	444	444		
		Available Space	89	98	119	140	135	158	158		
		Comments									
Forest Knolls ES	CSR	Program Capacity	581	581	581	581	581	581	581		
		Enrollment	494	506	513	516	534	550	549		
		Available Space	87	75	68	65	47	31	32		
		Comments									
Georgian Forest ES	CSR	Program Capacity	675	675	675	675	675	675	675		
		Enrollment	519	553	561	558	562	546	544		
		Available Space	156	122	114	117	113	129	131		
		Comments									
Glen Haven ES	CSR	Program Capacity	569	569	569	569	569	569	569		
		Enrollment	551	562	574	561	557	551	550		
		Available Space	18	7	(5)	8	12	18	19		
		Comments									
Glenallan ES	CSR	Program Capacity	762	762	762	762	762	762	762		
		Enrollment	656	656	648	668	659	650	651		
		Available Space	106	106	114	94	103	112	111		
		Comments									
Harmony Hills ES	CSR	Program Capacity	775	775	775	775	775	775	775		
		Enrollment	699	733	717	729	754	757	754		
		Available Space	76	42	58	46	21	18	21		
		Comments									
Highland ES	CSR	Program Capacity	601	601	601	601	601	601	601		
		Enrollment	515	484	463	443	458	473	474		
		Available Space	86	117	138	158	143	128	127		
		Comments									
Highland View ES	CSR	Program Capacity	326	326	326	326	326	469	469		
		Enrollment	382	370	369	375	393	406	405		
		Available Space	(56)	(44)	(43)	(49)	(67)	63	64		
		Comments		Planning for Addition				Addition Complete			
Kemp Mill ES	CSR	Program Capacity	470	470	470	470	470	470	470		
		Enrollment	422	428	420	416	406	407	411		
		Available Space	48	42	50	54	64	63	59		
		Comments									
Montgomery Knolls ES Grades (HS-2) Paired With Pine Crest ES	CSR	Program Capacity	703	703	703	703	703	703	703		
		Enrollment	515	536	505	499	495	497	503		
		Available Space	188	167	198	204	208	206	200		
		Comments									
New Hampshire Estates ES Grades (HS-2) Paired With Oak View ES	CSR	Program Capacity	511	511	511	511	511	511	511		
		Enrollment	434	439	419	412	410	411	416		
		Available Space	77	72	92	99	101	100	95		
		Comments									
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	335	335	335	335	335	335	335		
		Enrollment	415	403	414	407	407	390	383		
		Available Space	(80)	(68)	(79)	(72)	(72)	(55)	(48)		
		Comments									

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Schools		Actual	Projections						2032	2037
		22-23	23-24	24-25	25-26	26-27	27-28	28-29		
Oakland Terrace ES	Program Capacity	511	511	511	511	511	511	511		
	Enrollment	530	566	586	610	640	664	664		
	Available Space	(19)	(55)	(75)	(99)	(129)	(153)	(153)		
	Comments	See Text								
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	Program Capacity	667	667	667	667	667	667	667		
	Enrollment	468	454	478	476	489	466	460		
	Available Space	199	213	189	191	178	201	207		
	Comments									
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	Program Capacity	611	611	611	611	611	611	611		
	Enrollment	599	592	568	561	543	555	548		
	Available Space	12	19	43	50	68	56	63		
	Comments	Plng. for Maj. Cap. Project								
Rock View ES	Program Capacity	675	675	675	675	675	675	675		
	Enrollment	600	632	647	662	667	690	692		
	Available Space	75	43	28	13	8	(15)	(17)		
	Comments									
Rolling Terrace ES	Program Capacity	729	729	729	729	729	729	729		
	Enrollment	709	729	725	750	763	777	777		
	Available Space	20	0	4	(21)	(34)	(48)	(48)		
	Comments									
Sargent Shriver ES	Program Capacity	663	663	663	663	663	663	663		
	Enrollment	734	762	752	758	754	744	751		
	Available Space	(71)	(99)	(89)	(95)	(91)	(81)	(88)		
	Comments									
Flora M. Singer ES	Program Capacity	598	598	598	598	598	598	598		
	Enrollment	634	633	618	603	616	585	602		
	Available Space	(36)	(35)	(20)	(5)	(18)	13	(4)		
	Comments									
Sligo Creek ES	Program Capacity	687	687	687	687	687	687	687		
	Enrollment	649	660	663	672	659	659	660		
	Available Space	38	27	24	15	28	28	27		
	Comments									
Strathmore ES Grades (3-5) Paired With Bel Pre ES	Program Capacity	462	462	462	462	462	462	462		
	Enrollment	487	479	484	467	473	456	466		
	Available Space	(25)	(17)	(22)	(5)	(11)	6	(4)		
	Comments									
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES	Program Capacity	611	611	611	611	611	611	611		
	Enrollment	579	554	561	554	547	547	557		
	Available Space	32	57	50	57	64	64	54		
	Comments									
Viers Mill ES	Program Capacity	752	752	752	752	752	752	752		
	Enrollment	528	561	534	521	492	476	474		
	Available Space	224	191	218	231	260	276	278		
	Comments									
Weller Road ES	Program Capacity	792	792	792	792	792	792	792		
	Enrollment	742	738	752	734	775	780	783		
	Available Space	50	54	40	58	17	12	9		
	Comments									
Wheaton Woods ES	Program Capacity	724	724	724	724	724	724	724		
	Enrollment	559	562	567	568	559	560	559		
	Available Space	165	162	157	156	165	164	165		
	Comments									
Woodlin ES	Program Capacity	463	653	653	653	653	653	653		
	Enrollment	560	595	598	603	609	611	614		
	Available Space	(97)	58	55	50	44	42	39		
	Comments		MCP Complete 1/2024							
Cluster Information	HS Utilization	110%	113%	117%	117%	108%	110%	112%	113%	113%
	HS Enrollment	11437	11704	12207	12195	12069	12258	12476	12605	12476
	MS Utilization	92%	89%	90%	91%	90%	89%	90%	90%	90%
	MS Enrollment	8296	8176	8302	8417	8363	8300	8276	8375	8375
	ES Enrollment	16134	16340	16248	16203	16315	16305	16370		

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## Demographic Characteristics of Schools

Schools	2022-2023								2021-2022
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	3204	4.3%	24.4%	11.9%	36.9%	22.3%	48.6%	18.6%	14.3%
Albert Einstein HS	2012	4.8%	15.2%	6.6%	50.3%	22.6%	53.7%	19.1%	13.4%
John F. Kennedy HS	1827	1.1%	21.9%	4.7%	67.9%	4.2%	76.8%	28.2%	18.6%
Northwood HS	1795	3.0%	23.7%	4.3%	57.7%	11.1%	67.7%	25.6%	20.0%
Wheaton HS	2599	2.0%	19.1%	11.2%	57.8%	9.8%	65.3%	21.8%	15.4%
Argyle MS	995	3.3%	27.7%	7.5%	53.0%	8.0%	72.2%	26.5%	12.8%
Eastern MS	893	4.0%	18.1%	7.4%	52.7%	17.7%	63.3%	26.1%	15.0%
A. Mario Loiederman MS	1001	3.0%	11.9%	4.9%	66.4%	13.3%	68.5%	32.5%	14.8%
Newport Mill MS	623	4.2%	12.2%	7.5%	58.4%	16.9%	65.0%	28.9%	12.1%
Parkland MS	1050	2.8%	22.7%	12.6%	55.1%	6.7%	71.4%	22.6%	12.6%
Odessa Shannon MS	823	1.8%	23.9%	5.3%	63.2%	5.7%	80.3%	28.2%	19.0%
Silver Spring International MS	1158	5.8%	20.6%	3.4%	43.4%	26.4%	50.0%	19.5%	10.7%
Sligo MS	676	4.6%	21.6%	6.5%	38.3%	29.0%	52.7%	20.0%	11.8%
Takoma Park MS	1077	5.8%	34.4%	11.2%	16.8%	31.5%	38.0%	8.3%	9.0%
Arcola ES	709	1.8%	19.7%	4.7%	68.3%	5.4%	70.1%	49.4%	42.7%
Bel Pre ES	522	2.9%	27.4%	4.8%	58.0%	6.1%	75.5%	37.2%	34.9%
Brookhaven ES	410	3.7%	22.9%	9.0%	59.3%	4.6%	73.4%	36.1%	21.6%
East Silver Spring ES	513	4.7%	54.0%	4.3%	18.3%	18.5%	60.2%	21.4%	25.6%
Forest Knolls ES	494	6.7%	16.2%	5.3%	38.9%	32.6%	40.1%	15.4%	11.7%
Georgian Forest ES	519	2.5%	23.7%	1.9%	66.9%	4.0%	82.5%	39.7%	35.2%
Glen Haven ES	551	4.4%	25.0%	3.4%	51.2%	15.2%	60.3%	29.8%	27.9%
Glenallan ES	656	4.9%	27.7%	9.8%	48.2%	8.8%	61.1%	27.7%	22.6%
Harmony Hills ES	699	0%	9.9%	2.7%	84.8%	1.7%	88.0%	59.1%	26.8%
Highland ES	515	1.9%	7.8%	5.6%	77.7%	6.2%	79.2%	41.7%	22.5%
Highland View ES	382	5.5%	28.3%	2.6%	34.3%	29.3%	55.2%	29.6%	20.3%
Kemp Mill ES	422	0%	11.1%	0%	84.6%	2.4%	89.8%	56.6%	29.5%
Montgomery Knolls ES	515	6.0%	23.1%	4.5%	46.0%	20.2%	62.9%	31.5%	22.9%
New Hampshire Estates ES	434	0%	20.5%	0%	72.8%	4.4%	88.7%	51.8%	40.3%
Oak View ES	415	2.9%	16.1%	4.3%	60.7%	15.9%	74.5%	51.1%	12.7%
Oakland Terrace ES	530	7.9%	15.8%	5.3%	35.3%	35.5%	35.1%	14.5%	13.3%
Pine Crest ES	468	4.5%	22.9%	5.8%	44.7%	22.0%	59.6%	29.3%	11.5%
Piney Branch ES	599	7.7%	29.0%	3.0%	17.9%	42.2%	37.6%	18.2%	8.1%
Rock View ES	600	3.8%	12.0%	10.0%	51.7%	22.2%	55.5%	33.7%	17.3%
Rolling Terrace ES	709	1.3%	13.5%	0%	78.6%	5.8%	88.2%	60.5%	22.2%
Sargent Shriver ES	734	0.8%	11.3%	5.7%	78.6%	3.4%	85.0%	54.4%	21.5%
Flora M. Singer ES	634	6.9%	15.6%	5.8%	37.2%	34.1%	42.7%	29.0%	14.6%
Sligo Creek ES	649	8.2%	26.5%	4.3%	10.5%	49.8%	18.5%	9.9%	11.0%
Strathmore ES	487	2.7%	30.0%	3.9%	54.4%	8.6%	74.3%	41.3%	21.3%
Takoma Park ES	579	6.6%	30.2%	2.6%	22.8%	37.7%	40.1%	23.5%	17.9%
Viers Mill ES	528	3.8%	9.8%	4.7%	70.6%	10.8%	73.7%	39.2%	20.5%
Weller Road ES	742	1.3%	7.7%	5.9%	81.7%	3.4%	84.6%	53.1%	21.5%
Wheaton Woods ES	559	1.4%	24.3%	3.9%	65.5%	4.5%	83.4%	50.8%	28.1%
Woodlin ES	560	7.9%	26.3%	9.3%	22.3%	34.1%	40.5%	23.2%	28.3%
<b>Elementary Cluster Total</b>	<b>16134</b>	<b>3.9%</b>	<b>20.6%</b>	<b>4.7%</b>	<b>53.7%</b>	<b>16.8%</b>	<b>64.8%</b>	<b>37.0%</b>	<b>21.9%</b>
<b>Elementary County Total</b>	<b>72315</b>	<b>5.4%</b>	<b>21.7%</b>	<b>13.5%</b>	<b>35.6%</b>	<b>23.5%</b>	<b>47.5%</b>	<b>24.9%</b>	<b>19.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2022-2023 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2022-2023 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2021-2022 school year compared to 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 2022–2023)

Schools	Special Education Services															
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	OTHER	School Based
																Quad Cluster Based
Montgomery Blair HS	9-12	2867	131	122								7	2			
Albert Einstein HS	9-12	1602	80	65								3	2			5 3
John F. Kennedy HS	9-12	2159	104	90								5				5 2 2
Northwood HS	9-12	1526	73	62								4	2			3 2
Wheaton HS	9-12	2237	104	95								5				3 1
Argyle MS	6-8	897	43	41								2				
Eastern MS	6-8	1012	51	44								3	1			3
A. Mario Loiederman MS	6-8	986	48	44								3	1			
Newport Mill MS	6-8	837	41	38								1				2
Parkland MS	6-8	982	47	45								2				
Odessa Shannon MS	6-8	897	45	40								2				2 1
Silver Spring International MS	6-8	1082	54	49								2				3
Sligo MS	6-8	958	51	44									1	4		2
Takoma Park MS	6-8	1330	63	62								1				
Arcola ES	HS-5	656	38	4		12	13	1			7				1	
Bel Pre ES	Pre-K-2	634	37	3		21	1	2			8				1	
Brookhaven ES	Pre-K-5	508	29	3		8	7	1			4					1 3 1
East Silver Spring ES	HS-5	602	34	4		11	9	1	1		4					1 2
Forest Knolls ES	K-5	581	34	4		11	8	1	1		5					3
Georgian Forest ES	HS-5	675	36	4		15	10		1	1	5					
Glen Haven ES	Pre-K-5	569	36	4		10	10	1			5			1	1	2
Glenallan ES	HS-5	762	43	4		15	14			1	6					1 1
Harmony Hills ES	HS-5	775	41	4		17	12		1	1	6					
Highland ES	HS-5	601	33	4		12	9		1	1	5					1
Highland View ES	K-5	326	21	4		5	7				4					1
Kemp Mill ES	Pre-K-5	470	28	4		7	8	3		1	4					1
Montgomery Knolls ES	HS-2	703	43	4			23		1	1	8					1 4
New Hampshire Estates ES	HS-2	511	32	4			14	2		4	7					1
Oak View ES	3-5	335	19	4		14										1
Oakland Terrace ES	K-5	511	32	4		8	8	1			4					1 3
Pine Crest ES	3-5	667	33	4		29										
Piney Branch ES	3-5	611	31	4		26										1
Rock View ES	Pre-K-5	675	39	3		10	13		1		6				1	5
Rolling Terrace ES	HS-5	729	40	3		12	13	1	1	1	7			1	1	
Sargent Shriver ES	Pre-K-5	663	37	4		10	15		1		6			1		
Flora M. Singer ES	Pre-K-5	598	38	4		8	12	1			6				7	
Sligo Creek ES	K-5	687	35	3		24					5					1 2
Strathmore ES	3-5	462	26	4		19										1 2
Takoma Park ES	Pre-K-2	611	40	4			23	2			8			2	1	
Viers Mill ES	HS-5	752	42	4		17	9	2		1	4					1 1 2
Weller Road ES	HS-5	792	44	6		16	12	2	1	1	6					
Wheaton Woods ES	HS-5	724	42	4		16	10	1	1	1	4					4
Woodlin ES	K-5	463	26	3		14					4					1 4



## DOWNCOUNTY CONSORTIUM

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Montgomery Blair HS	1998		386,567	29.7	Yes	19	
Albert Einstein HS	1962	1997	276,462	26.7	Yes	11	
John F. Kennedy HS	1964	1999	332,133	29.1			HSWC
Northwood HS	1956	2004	254,054	29.6		14	HSWC
Wheaton HS	1954	2016	373,825	28.2			HSWC
Argyle MS	1971	1993	120,205	19.9		3	
Eastern MS	1951	1976	152,030	14.5			LTL
A. Mario Loiederman MS	1956	2005	148,718	17.1		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		164,307	16.5	Yes		
Silver Spring International MS	1934	1999	152,731	15.6	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	5.0	Yes	6	LTL
Bel Pre ES	1968	2014	95,330	8.9	Yes		
Brookhaven ES	1961	1995	81,320	8.6			
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	10.9	Yes		LTL
Glen Haven ES	1950	2004	85,845	10.0	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	11.1	Yes		SBHC
Highland View ES	1953	1994	59,307	6.6		6	
Kemp Mill ES	1960	1996	68,222	10.0		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	2.0	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	9.2		9	LTL
Flora M. Singer ES	2012		95,831	12.7	Yes	3	
Sligo Creek ES	1934	1999	87,744	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	10.5			SBHC
Weller Road ES	1953	2013	121,346	11.1			SBHC
Wheaton Woods ES	1952	2017	120,154	8.0			LTL
Woodlin ES	1944	1974	60,725	11.0			

\*Relocatables on site to address overutilization



# GAITHERSBURG CLUSTER

## CLUSTER PLANNING ISSUES

**Planning Issue:** Since 2007, there has been significant elementary school enrollment growth in the Gaithersburg Cluster. Some of this growth is due to new housing in the Shady Grove Sector Plan, as well as development of the Crown community, with over 2,000 residential units planned in the Rosemont Elementary School service area. To address the overutilization at the elementary school level, Harriet R. Tubman Elementary School opened in August 2022. To address the overutilization at Gaithersburg High School, the adopted CIP includes funding for a new high school on the Crown Farm site.

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

## SCHOOLS

### Gaithersburg High School

**Capital Project:** Projections indicate enrollment at Gaithersburg High School will exceed capacity by the end of the six-year planning period. Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds; however, the County Council, in the adopted FY2023-2028 CIP, delayed this project by one year. The additional expenditures were approved, but the new completion date is August 2027. An FY2024 appropriation was approved for construction funds and construction cost increases.

### Gaithersburg Middle School

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

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

### Gaithersburg Elementary School

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

### Goshen Elementary School

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

### Laytonsville Elementary School

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

### Rosemont Elementary School

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

### Strawberry Knoll Elementary School

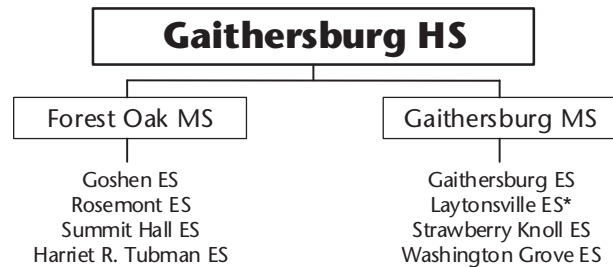
**Planning Issue:** See text under Cluster Planning Issues.

### Summit Hall Elementary School

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

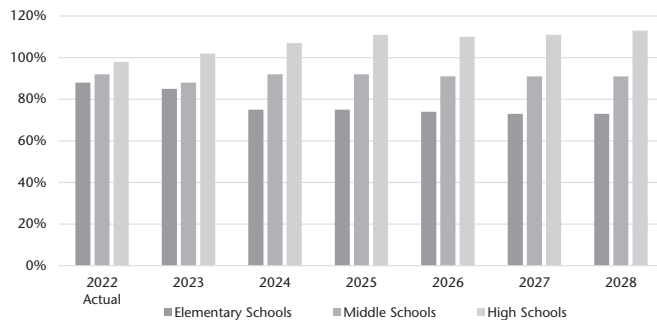
## Gaithersburg Cluster Articulation

### 2022–2023 School Year



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

## Gaithersburg Cluster School Utilizations



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

## GAITHERSBURG CLUSTER

### Harriet R. Tubman Elementary School

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

### Washington Grove Elementary School

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

## CAPITAL PROJECTS

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

\*“Approved”—Project has an approved FY 2024 appropriation in the amended 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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools		Actual		Projections						
		22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Gaithersburg HS	Program Capacity	2474	2474	2474	2474	2474	2474	2474	2474	2474
	Enrollment	2436	2512	2648	2737	2714	2755	2795	2800	2800
	Available Space	38	(38)	(174)	(263)	(240)	(281)	(321)	(326)	(326)
	Comments	See Text								
Crown HS	Program Capacity						2219	2219	2219	2219
	Enrollment						0	0	0	0
	Available Space						2219	2219	2219	2219
	Comments						Opens			
Forest Oak MS	Program Capacity	955	955	955	955	955	955	955	955	955
	Enrollment	922	893	925	918	904	910	903	910	910
	Available Space	33	62	30	37	51	45	52	45	45
	Comments									
Gaithersburg MS	Program Capacity	996	996	996	996	996	996	996	996	996
	Enrollment	875	829	877	881	879	870	873	890	890
	Available Space	121	167	119	115	117	126	123	106	106
	Comments	See Text								
Gaithersburg ES	Program Capacity	783	783	783	783	783	783	783		
	Enrollment	717	683	682	696	699	691	691		
	Available Space	66	100	101	87	84	92	92		
	Comments									
Goshen ES	Program Capacity	594	594	594	594	594	594	594		
	Enrollment	516	479	481	483	457	448	448		
	Available Space	78	115	113	111	137	146	146		
	Comments									
Laytonsville ES	Program Capacity	487	487	487	487	487	487	487		
	Enrollment	333	363	384	404	414	428	426		
	Available Space	154	124	103	83	73	59	61		
	Comments									
Rosemont ES	Program Capacity	602	602	602	602	602	602	602		
	Enrollment	615	606	616	607	584	571	570		
	Available Space	(13)	(4)	(14)	(5)	18	31	32		
	Comments									
Strawberry Knoll ES	Program Capacity	501	501	501	501	501	501	501		
	Enrollment	500	481	478	450	450	440	441		
	Available Space	1	20	23	51	51	61	60		
	Comments									
Summit Hall ES	Program Capacity	497	497	497	497	497	497	497		
	Enrollment	473	446	446	448	456	447	446		
	Available Space	24	51	51	49	41	50	51		
	Comments									
Harriet R. Tubman ES	Program Capacity	674	674	674	674	674	674	674		
	Enrollment	440	515	534	548	557	565	563		
	Available Space	234	159	140	126	117	109	111		
	Comments	Opens								
Washington Grove ES	Program Capacity	629	629	629	629	629	629	629		
	Enrollment	434	467	480	473	478	468	468		
	Available Space	195	162	149	156	151	161	161		
	Comments									
Cluster Information	HS Utilization	98%	102%	107%	111%	110%	111%	113%	113%	113%
	HS Enrollment	2436	2512	2648	2737	2714	2755	2795	2800	2800
	MS Utilization	92%	88%	92%	92%	91%	91%	91%	92%	92%
	MS Enrollment	1797	1722	1802	1799	1783	1780	1776	1800	1800
	ES Utilization	88%	85%	75%	75%	74%	73%	73%		
	ES Enrollment	3588	4040	3567	3561	4095	4058	4053		



# GAITHERSBURG CLUSTER

## Demographic Characteristics of Schools

Schools	2022-2023								2021-2022
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2436	2.7%	21.4%	6.4%	59.6%	9.6%	65.8%	27.5%	24.0%
Forest Oak MS	922	2.5%	23.1%	6.5%	60.0%	7.8%	74.8%	27.7%	21.8%
Gaithersburg MS	875	4.7%	21.7%	6.2%	56.9%	10.4%	63.3%	30.6%	19.2%
Gaithersburg ES	717	2.0%	19.2%	4.2%	72.1%	2.2%	85.8%	55.2%	33.6%
Goshen ES	516	3.5%	25.0%	10.7%	48.1%	12.4%	60.9%	28.9%	24.4%
Laytonsville ES	333	8.4%	19.5%	9.9%	34.5%	27.0%	37.5%	15.0%	9.2%
Rosemont ES	615	6.0%	31.7%	5.5%	48.9%	6.7%	74.0%	36.1%	38.1%
Strawberry Knoll ES	500	4.4%	21.4%	9.2%	52.2%	12.6%	64.0%	21.6%	23.5%
Summit Hall ES	473	1.3%	20.1%	4.7%	71.0%	3.0%	87.3%	44.6%	25.5%
Harriet R. Tubman ES	440	2.7%	20.2%	4.3%	66.8%	5.7%	76.8%	39.3%	0%
Washington Grove ES	434	3.5%	22.4%	6.2%	58.1%	9.7%	68.2%	40.3%	22.3%
<b>Elementary Cluster Total</b>	<b>4028</b>	<b>3.8%</b>	<b>22.7%</b>	<b>6.6%</b>	<b>57.7%</b>	<b>8.8%</b>	<b>71.4%</b>	<b>36.8%</b>	<b>26.7%</b>
<b>Elementary County Total</b>	<b>72315</b>	<b>5.4%</b>	<b>21.7%</b>	<b>13.5%</b>	<b>35.6%</b>	<b>23.5%</b>	<b>47.5%</b>	<b>24.9%</b>	<b>19.9%</b>

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2022-2023 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2021-2022 school year compared to total enrollment.

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

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**Program Capacity Table**  
(School Year 2022-2023)

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	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	OTHER	School Based																		
																Quad Cluster Based	County & Regional Based																	
Gaithersburg HS	9-12	2474	122	101												HSM @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC @7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP @6	PEP @12	PEP @18	VISION (Elementary) @7		
Forest Oak MS	6-8	955	48	43									2	1					4	4														
Gaithersburg MS	6-8	996	52	43									2	1								2	4											
Gaithersburg ES	Pre-K-5	783	44	4		17	13	1		7												2												
Goshen ES	K-5	594	34	4		13	10			5						1	1																	
Laytonsville ES	K-5	487	27	3		16					4					1					3													
Rosemont ES	Pre-K-5	602	36	4		9	12	1		6						1						3												
Strawberry Knoll ES	HS-5	501	32	4		8	8	1		1	3					1						2							1	1	2			
Summit Hall ES	HS-5	497	28	4		8	7	3	1	1	3					1																		
Harriet R. Tubman ES	Pre-K-5	674	39	3		12	12	1		6												3										2		
Washington Grove ES	HS-5	629	34	4		12	7	2	1	4						1													1	2				

# GAITHERSBURG CLUSTER

## Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Gaithersburg HS	1951	2013	427,048	41.1	Yes		HSWC
Forest Oak MS	1999		132,259	41.9			LTL
Gaithersburg MS	1960	1988	157,694	22.9			LTL
Gaithersburg ES	1947	1983	94,468	8.4		7	SBHC
Goshen ES	1988		76,740	10.5		2	
Laytonsville ES	1951	1989	64,160	10.4			
Rosemont ES	1965	1995	88,764	8.9		4	LTL
Strawberry Knoll ES	1988		78,723	10.8	Yes	6	
Summit Hall ES	1971		68,059	10.2	Yes	16	SBHC
Harriet R. Tubman ES	2022		99,893	5.7	Yes		
Washington Grove ES	1956	1984	86,266	10.7			LTL

*\*Relocatables on site to address overutilization*



**Gaithersburg High School**



# WALTER JOHNSON CLUSTER

## CLUSTER PLANNING ISSUES

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

**Planning Study:** A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster was not sufficient to recommend a new elementary school for the Walter Johnson Cluster at that time. In November 2018, the Board of Education adopted a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. Given the space deficits in the Walter Johnson Cluster, in November 2018, the Board of Education expanded the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. The Board of Education also included a joint site selection process for the two clusters conducted in summer 2019. The adopted FY2023–2028 CIP includes planning funds in the out-years for this new elementary school with a TBD completion date.

**Planning Issue:** On March 28, 2023, the Board of Education approved the boundary study scope to create the service area for the reopening of Charles W. Woodward High School. The scope of the boundary study includes the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also includes the following middle schools: Argyle, Eastern, A. Mario Loiederman, Newport Mill, North Bethesda, Parkland, Thomas W. Pyle, Odessa Shannon, Silver Creek, Silver Spring International, Sligo, Takoma Park, Tilden, and Westland. No elementary schools are included in the boundary study. It is anticipated that community meetings will begin early 2024, with the superintendent’s recommendation released in February 2025, and Board of Education action in March 2025. Information regarding this boundary study is available on the MCPS website at

the following link: [www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy.aspx](http://www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy.aspx)

## SCHOOLS

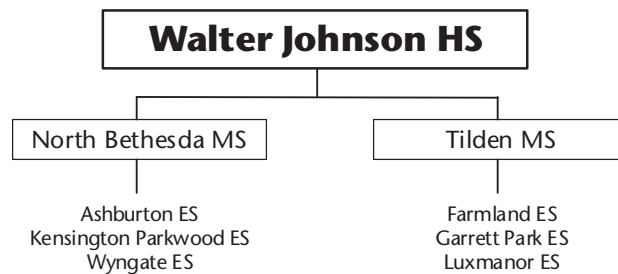
### Walter Johnson High School

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

**Capital Project:** To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Charles W. Woodward High School. The scheduled completion date for this project is August 2023, for the first phase and August 2025, for the new high school. Northwood High School also will be utilized to address the space needs in the Downcounty Consortium. With respect to Northwood High School, an analysis was completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School for two years.

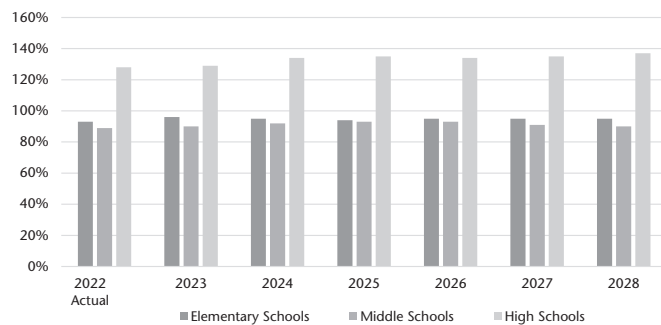
## Walter Johnson Cluster Articulation

2022–2023 School Year



See Appendix U for multicolored maps of the service areas.

## Walter Johnson Cluster School Utilizations



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

## WALTER JOHNSON CLUSTER

The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. Based on this analysis, the Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School, for two years. Northwood High School would return to its facility in August 2025, and Charles W. Woodward High School will open in August 2025. An FY 2022 appropriation was approved to continue construction to reopen Charles W. Woodward High School. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the reopening of the high school is scheduled to be completed August 2026. An FY2024 appropriation was approved for construction cost increases.

### Charles W. Woodward High School

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

**Capital Project:** To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2021 appropriation for construction was approved to reopen the school. The Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School for two years. Northwood High School will return to its facility in August 2025. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the scheduled completion date for the reopening of Charles W. Woodward High School is now August 2026. An FY2024 appropriation was approved for construction cost increases.

### North Bethesda Middle School

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

### Tilden Middle School

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

### Ashburton Elementary School

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

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

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

**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 Study.

### Garrett Park Elementary School

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

### Kensington-Parkwood Elementary School

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

### Luxmanor Elementary School

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

### Wyngate Elementary School

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

## CAPITAL PROJECTS

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

\*Approved—Project has an approved FY 2024 appropriation in the amended 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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools		Actual	Projections							
		22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Walter Johnson HS	Program Capacity	2291	2291	2291	2291	2291	2291	2291	2291	2291
	Enrollment	2942	2950	3070	3083	3059	3102	3143	3150	3150
	Available Space	(651)	(659)	(779)	(792)	(768)	(811)	(852)	(859)	(859)
	Comments	See Text								
Charles W. Woodward HS	Program Capacity					2159	2159	2159	2159	2159
	Enrollment					0	0	0	0	0
	Available Space					2159	2159	2159	2159	2159
	Comments					Opens				
North Bethesda MS	Program Capacity	1233	1233	1233	1233	1233	1233	1233	1233	1233
	Enrollment	1110	1120	1126	1132	1128	1123	1121	1130	1130
	Available Space	123	113	107	101	105	110	112	103	103
	Comments	See Text								
Tilden MS	Program Capacity	1244	1244	1244	1244	1244	1244	1244	1244	1244
	Enrollment	1100	1110	1147	1173	1164	1139	1119	1120	1120
	Available Space	144	134	97	71	80	105	125	124	124
	Comments	See Text								
Ashburton ES	Program Capacity	789	789	789	789	789	789	789		
	Enrollment	810	846	848	932	951	955	956		
	Available Space	(21)	(57)	(59)	(143)	(162)	(166)	(167)		
	Comments									
Farmland ES	Program Capacity	737	737	737	737	737	737	737		
	Enrollment	797	798	792	770	783	771	772		
	Available Space	(60)	(61)	(55)	(33)	(46)	(34)	(35)		
	Comments									
Garrett Park ES	Program Capacity	777	777	777	777	777	777	777		
	Enrollment	686	751	728	688	670	668	670		
	Available Space	91	26	49	89	107	109	107		
	Comments									
Kensington–Parkwood ES	Program Capacity	786	786	786	786	786	786	786		
	Enrollment	592	582	560	552	556	546	554		
	Available Space	194	204	226	234	230	240	232		
	Comments									
Luxmanor ES	Program Capacity	746	746	746	746	746	746	746		
	Enrollment	707	754	782	780	794	799	791		
	Available Space	39	(8)	(36)	(34)	(48)	(53)	(45)		
	Comments									
Wyngate ES	Program Capacity	778	778	778	778	778	778	778		
	Enrollment	715	697	659	631	625	624	619		
	Available Space	63	81	119	147	153	154	159		
	Comments									
Cluster Information	HS Utilization	128%	129%	134%	135%	134%	135%	137%	137%	137%
	HS Enrollment	2942	2950	3070	3083	3059	3102	3143	3150	3150
	MS Utilization	89%	90%	92%	93%	93%	91%	90%	91%	91%
	MS Enrollment	2210	2230	2273	2305	2292	2262	2240	2250	2250
	ES Utilization	93%	96%	95%	94%	95%	95%	95%		
	ES Enrollment	4307	4428	4369	4353	4379	4363	4362		



## WALTER JOHNSON CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Walter Johnson HS	1956	2009	365,138	30.9		15	
North Bethesda MS	1955	1999	178,252	19.1			
Tilden MS**	1967	2020	244,561	16.63			
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	11.2			

\*Relocatables on site to address overutilization

\*\*Tilden MS is colocated with Rock Terrace School



**Tilden Middle School**



# COL. ZADOK MAGRUDER CLUSTER

## CLUSTER PLANNING ISSUES

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

## SCHOOLS

### Col. Zadok Magruder High School

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

### Candlewood Elementary School

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

### Cashell Elementary School

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

### Flower Hill Elementary School

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

### Mill Creek Towne Elementary School

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

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

### Judith A. Resnik Elementary School

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

### Sequoyah Elementary School

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

## CAPITAL PROJECTS

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

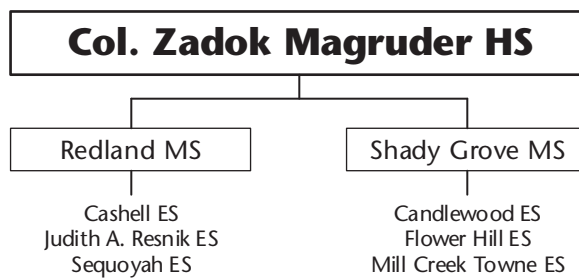
\*“Approved”—Project has an approved FY 2024 appropriation in the amended FY 2023–2028 CIP for planning or construction funds.

\*“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.

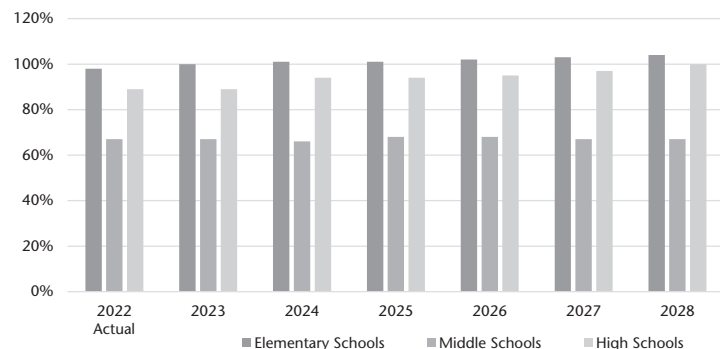
## Magruder Cluster Articulation

2022–2023 School Year



See Appendix U for multicolored maps of service areas.

## Col. Zadok Magruder Cluster School Utilizations



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



## COL. ZADOK MAGRUDER CLUSTER

### Projected Enrollment and Space Availability Effects of the Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools		Actual	Projections							
		22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Col. Zadok Magruder HS	Program Capacity	1885	1885	1885	1885	1885	1885	1885	1885	1885
	<b>Enrollment</b>	<b>1686</b>	<b>1685</b>	<b>1778</b>	<b>1770</b>	<b>1785</b>	<b>1830</b>	<b>1878</b>	<b>1880</b>	<b>1880</b>
	Available Space	199	200	107	115	100	55	7	5	5
	Comments		Plng. for Maj. Cap. Project							
Redland MS	Program Capacity	757	757	757	757	757	757	757	757	757
	<b>Enrollment</b>	<b>571</b>	<b>603</b>	<b>579</b>	<b>602</b>	<b>599</b>	<b>578</b>	<b>577</b>	<b>580</b>	<b>580</b>
	Available Space	186	154	178	155	158	179	180	177	177
	Comments									
Shady Grove MS	Program Capacity	846	846	846	846	846	846	846	846	846
	<b>Enrollment</b>	<b>495</b>	<b>477</b>	<b>483</b>	<b>495</b>	<b>494</b>	<b>492</b>	<b>493</b>	<b>500</b>	<b>500</b>
	Available Space	351	369	363	351	352	354	353	346	346
	Comments									
Candlewood ES	Program Capacity	521	521	521	521	521	521	521		
	<b>Enrollment</b>	<b>368</b>	<b>365</b>	<b>375</b>	<b>377</b>	<b>382</b>	<b>389</b>	<b>386</b>		
	Available Space	153	156	146	144	139	132	135		
	Comments									
Cashell ES	Program Capacity	341	341	341	341	341	341	341		
	<b>Enrollment</b>	<b>336</b>	<b>333</b>	<b>355</b>	<b>351</b>	<b>357</b>	<b>361</b>	<b>362</b>		
	Available Space	5	8	(14)	(10)	(16)	(20)	(21)		
	Comments									
Flower Hill ES	CSR	Program Capacity	511	511	511	511	511	511	511	
	<b>Enrollment</b>	<b>460</b>	<b>466</b>	<b>454</b>	<b>463</b>	<b>460</b>	<b>450</b>	<b>471</b>		
	Available Space	51	45	57	48	51	61	40		
	Comments									
Mill Creek Towne ES	CSR	Program Capacity	354	354	354	354	354	354	354	
	<b>Enrollment</b>	<b>468</b>	<b>482</b>	<b>474</b>	<b>470</b>	<b>486</b>	<b>502</b>	<b>501</b>		
	Available Space	(114)	(128)	(120)	(116)	(132)	(148)	(147)		
	Comments									
Judith A. Resnik ES	CSR	Program Capacity	526	526	526	526	526	526	526	
	<b>Enrollment</b>	<b>576</b>	<b>596</b>	<b>587</b>	<b>584</b>	<b>572</b>	<b>590</b>	<b>582</b>		
	Available Space	(50)	(70)	(61)	(58)	(46)	(64)	(56)		
	Comments									
Sequoyah ES	CSR	Program Capacity	450	450	450	450	450	450	450	
	<b>Enrollment</b>	<b>431</b>	<b>471</b>	<b>484</b>	<b>487</b>	<b>492</b>	<b>497</b>	<b>496</b>		
	Available Space	19	(21)	(34)	(37)	(42)	(47)	(46)		
	Comments									
Cluster Information	HS Utilization	89%	89%	94%	94%	95%	97%	100%	100%	100%
	HS Enrollment	1686	1685	1778	1770	1785	1830	1878	1880	1880
	MS Utilization	67%	67%	66%	68%	68%	67%	67%	67%	67%
	MS Enrollment	1066	1080	1062	1097	1093	1070	1070	1080	1080
	ES Utilization	98%	100%	101%	101%	102%	103%	104%		
ES Enrollment	2639	2713	2729	2732	2749	2789	2798			

**COL. ZADOK MAGRUDER CLUSTER**

**Demographic Characteristics of Schools**

Schools	2022-2023								2021-2022
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1686	4.4%	18.7%	13.0%	42.2%	21.2%	51.3%	15.2%	12.5%
Redland MS	571	7.0%	21.0%	9.5%	42.7%	19.8%	56.6%	17.3%	15.6%
Shady Grove MS	495	6.7%	20.2%	10.9%	42.2%	19.8%	58.6%	18.8%	14.5%
Candlewood ES	368	8.7%	13.9%	14.7%	22.3%	40.2%	28.8%	16.8%	13.2%
Cashell ES	336	9.8%	15.5%	7.1%	24.4%	42.9%	32.4%	7.7%	8.1%
Flower Hill ES	460	3.0%	25.7%	9.8%	53.9%	7.6%	69.1%	37.8%	32.3%
Mill Creek Towne ES	468	7.5%	17.9%	15.8%	39.5%	18.6%	53.6%	26.1%	20.5%
Judith A. Resnik ES	576	5.0%	27.4%	10.9%	40.5%	15.8%	62.7%	24.1%	23.6%
Sequoyah ES	431	6.5%	15.1%	8.6%	45.0%	24.8%	54.1%	32.0%	27.9%
<b>Elementary Cluster Total</b>	<b>2639</b>	<b>6.5%</b>	<b>20.0%</b>	<b>11.3%</b>	<b>38.8%</b>	<b>23.2%</b>	<b>52.2%</b>	<b>25.0%</b>	<b>21.7%</b>
<b>Elementary County Total</b>	<b>72315</b>	<b>5.4%</b>	<b>21.7%</b>	<b>13.5%</b>	<b>35.6%</b>	<b>23.5%</b>	<b>47.5%</b>	<b>24.9%</b>	<b>19.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2022-2023 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2022-2023 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2021-2022 school year compared to 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 2022-2023)

Schools	Special Education Services																																																	
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	OTHER	School Based	Quad Cluster Based	County & Regional Based																																
HSM @13																ELC @10	LANG @12	LH @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7																			
Col. Zadok Magruder HS	9-12	1885	90		80							2							4																															
Redland MS	6-8	757	36		35							1																																						
Shady Grove MS	6-8	846	45		38							1		3																																				
Candlewood ES	K-5	521	28	3		19					3																																							
Cashell ES	Pre-K-5	341	21	3		11	1				2											2																												
Flower Hill ES	Pre-K-5	511	28	3		9	8	1		5																																								
Mill Creek Towne ES	HS-5	354	25	4		4	6	1		4																																								
Judith A. Resnik ES	Pre-K-5	526	31	4		8	11	1		5																																								
Sequoyah ES	K-5	450	30	4		7	8			4																																								

## COL. ZADOK MAGRUDER CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Col. Zadok Magruder HS	1970		295,478	30.0			
Redland MS	1971		112,297	20.6	Yes		
Shady Grove MS	1995	1999	129,206	20.0			
Candlewood ES	1968	2015	82,222	11.8			
Cashell ES	1969	2009	71,171	10.2		2	
Flower Hill ES	1985		58,770	10.0	Yes	3	
Mill Creek Towne ES	1966	2000	67,465	8.4		9	
Judith A. Resnik ES	1991		78,547	29.8		6	
Sequoyah ES	1990		73,080	11.7	Yes		

*\*Relocatables on site to address overutilization*



**Candlewood Elementary School**

# RICHARD MONTGOMERY CLUSTER

## CLUSTER PLANNING ISSUE

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

## SCHOOLS

### Richard Montgomery High School

**Capital Project:** Projections indicate enrollment at Richard Montgomery High School will exceed capacity by the end of the six-year planning period. An FY 2016 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. In lieu of the addition, the approved CIP includes expenditures in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. As part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year, but approved the additional expenditures. An FY2024 appropriation was approved for construction funds. The completion date is August 2027.

### Twinbrook Elementary School

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

## CAPITAL PROJECTS

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

\*“Approved”—Project has an approved FY 2024 appropriation in the amended 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

2022–2023 School Year

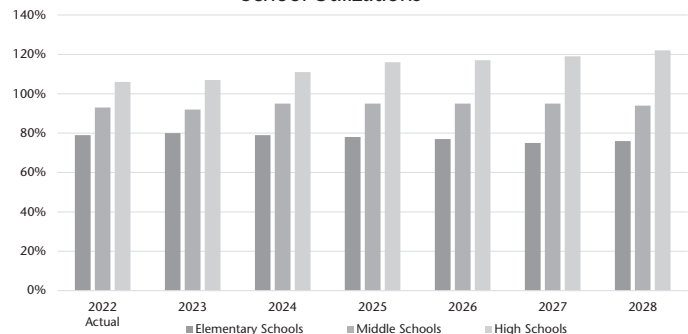
**Richard Montgomery HS**

Julius West MS

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

See Appendix U for multicolored maps of the service areas.

### Richard Montgomery Cluster School Utilizations



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

# RICHARD MONTGOMERY CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Richard Montgomery HS	Program Capacity		2250	2250	2250	2250	2250	2250	2250	2250	2250
	<b>Enrollment</b>		<b>2390</b>	<b>2403</b>	<b>2494</b>	<b>2612</b>	<b>2623</b>	<b>2687</b>	<b>2755</b>	<b>2760</b>	<b>2760</b>
	Available Space		(140)	(153)	(244)	(362)	(373)	(437)	(505)	(510)	(510)
	Comments		See Text								
Crown HS	Program Capacity							2219	2219	2219	2219
	<b>Enrollment</b>							<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Available Space							2219	2219	2219	2219
	Comments							Opens			
Julius West MS	Program Capacity		1432	1432	1432	1432	1432	1432	1432	1432	1432
	<b>Enrollment</b>		<b>1325</b>	<b>1319</b>	<b>1357</b>	<b>1364</b>	<b>1360</b>	<b>1354</b>	<b>1351</b>	<b>1350</b>	<b>1350</b>
	Available Space		107	113	75	68	72	78	81	82	82
	Comments										
Beall ES	Program Capacity		663	663	663	663	663	663	663		
	<b>Enrollment</b>		<b>497</b>	<b>489</b>	<b>463</b>	<b>446</b>	<b>425</b>	<b>404</b>	<b>409</b>		
	Available Space		166	174	200	217	238	259	254		
	Comments										
College Gardens ES	Program Capacity		718	718	718	718	718	718	718		
	<b>Enrollment</b>		<b>471</b>	<b>480</b>	<b>485</b>	<b>486</b>	<b>479</b>	<b>492</b>	<b>501</b>		
	Available Space		247	238	233	232	239	226	217		
	Comments										
Ritchie Park ES	Program Capacity		411	411	411	411	411	411	411		
	<b>Enrollment</b>		<b>378</b>	<b>359</b>	<b>357</b>	<b>353</b>	<b>350</b>	<b>348</b>	<b>346</b>		
	Available Space		33	52	54	58	61	63	65		
	Comments										
Bayard Rustin ES	Program Capacity		790	790	790	790	790	790	790		
	<b>Enrollment</b>		<b>758</b>	<b>779</b>	<b>782</b>	<b>783</b>	<b>781</b>	<b>753</b>	<b>766</b>		
	Available Space		32	11	8	7	9	37	24		
	Comments										
Twinbrook ES	Program Capacity	CSR	629	629	629	629	629	629	629		
	<b>Enrollment</b>		<b>489</b>	<b>446</b>	<b>435</b>	<b>433</b>	<b>423</b>	<b>400</b>	<b>413</b>		
	Available Space		140	183	194	196	206	229	216		
	Comments		See Text								
Cluster Information	HS Utilization		106%	107%	111%	116%	117%	119%	122%	123%	62%
	HS Enrollment		2390	2403	2494	2612	2623	2687	2755	2760	2760
	MS Utilization		93%	92%	95%	95%	95%	95%	94%	94%	94%
	MS Enrollment		1325	1319	1357	1364	1360	1354	1351	1350	1350
	ES Utilization		79%	80%	79%	78%	77%	75%	76%		
ES Enrollment		2593	2194	2165	2148	2108	2049	2089			





## RICHARD MONTGOMERY CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Richard Montgomery HS	1942	2007	311,500	29.7		9	
Julius West MS	1961	1995	182,617	21.3			
Beall ES	1954	1991	79,477	8.4	Yes		
College Gardens ES	1967	2008	96,986	7.9	Yes		
Ritchie Park ES	1966	1997	58,500	9.2			
Bayard Rustin ES	2018		97,397	11.1			
Twinbrook ES	1952	1986	79,818	10.5		4	

\*Relocatables on site to address overutilization



**Bayard Rustin Elementary School**

# NORTHEAST CONSORTIUM

## CONSORTIUM PLANNING ISSUES

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

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

## SCHOOLS

### James Hubert Blake High School

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

### Paint Branch High School

**Planning Issue:** Projections indicated that enrollment would exceed capacity by more than 200 seats by the end of the six-year planning period. An FY 2022 feasibility study was scheduled to be conducted to determine the scope and cost for an addition at the school. Projections in the adopted CIP indicated that enrollment would not exceed the 200 seat threshold for a feasibility study. However, enrollment projections in the Amended FY2023–2028 CIP indicate that this school will exceed the 200 seat threshold by the end of the six-year period and, therefore, once the feasibility study is complete, funding for an addition will be considered in a future CIP. Relocatable classrooms will be utilized in the interim.

### Banneker Middle School

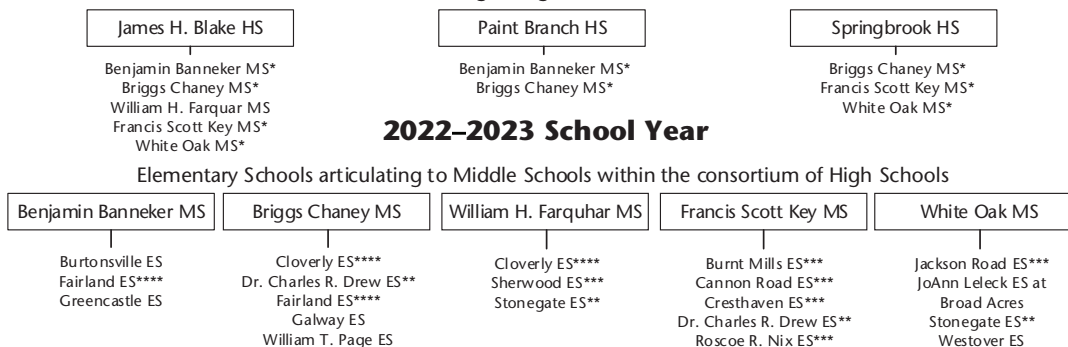
**Planning Study:** This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic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

### White Oak Middle School

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

## Northeast Consortium Articulation

Middle Schools articulating to High Schools within the consortium



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

**Burnt Mills Elementary School**

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

**Burtonsville Elementary School**

**Capital Project:** Projections indicated enrollment at Burtonsville Elementary School would exceed capacity by the end of the six-year planning period. A feasibility study was conducted to determine the cost and scope of an addition project. An FY 2023 appropriation was requested to begin the architectural design for an addition project at this school, with a completion date of August 2025. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project by two years, but maintained a portion of the planning funds. An amendment to the FY2023–2028 CIP was approved to construct a new Burtonsville Elementary School at another location instead of building an addition at the existing school at the current location. An FY 2024 appropriation was approved for construction funds for this replacement elementary school. The completion date for this project is August 2027.

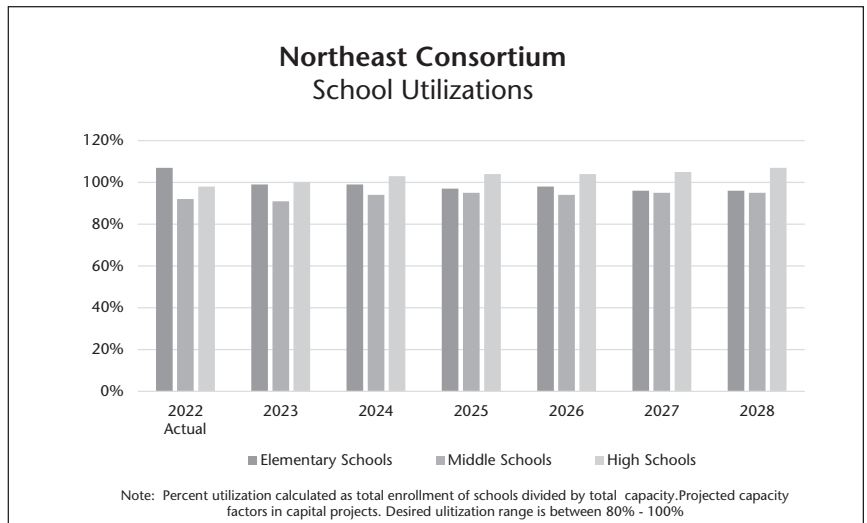
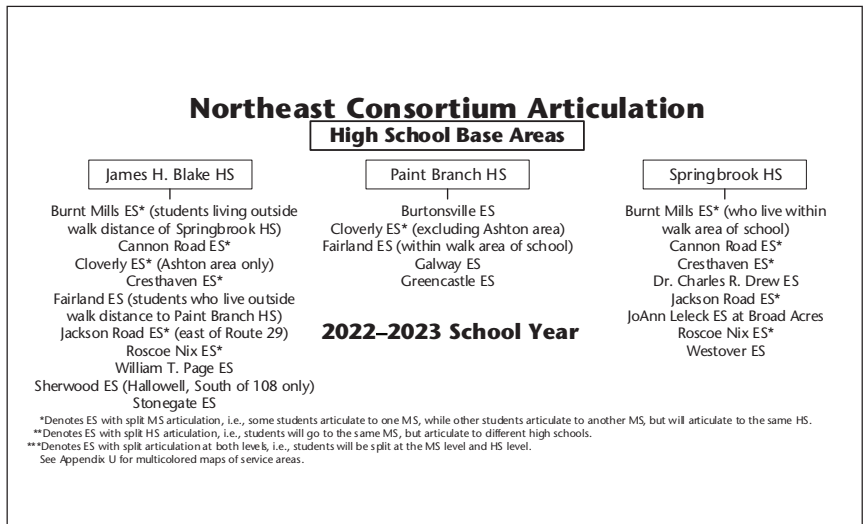
**Greencastle Elementary School**

**Capital Project:** Projections indicated enrollment at Greencastle Elementary School would exceed capacity by the end of the six-year planning period. A feasibility study was conducted to determine the cost and scope of an addition project. An FY 2023 appropriation was approved to begin the architectural design for an addition project at this school. An FY2024 appropriation was approved for construction funds. This project is scheduled to be completed August 2025. Relocatable classrooms will be utilized until additional capacity can be added.

**JoAnn Leleck Elementary School at Broad Acres**

**Planning Study:** Projections indicated enrollment at JoAnn Leleck Elementary School at Broad Acres would exceed capacity by the end of the six-year planning period, with over 800 students. Currently, the school has 12 relocatable classrooms and, due to the site, it will be a challenge to place additional relocatable classrooms if necessary. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for

a classroom addition. The outcome of the feasibility study determined that due to site limitations, it is difficult to expand the facility to meet the enrollment growth needs. Therefore, capacity studies were conducted during the 2016–2017 school year at Cresthaven and Roscoe R. Nix elementary schools, to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres. An FY 2019 appropriation for planning was approved for classroom addition projects at Cresthaven and Roscoe R. Nix elementary schools with scheduled completion dates of August 2022. Due to the complexities of the addition projects, along with escalating construction costs, the amended FY 2021–2026 CIP included the removal of all expenditures from these two projects and the reallocation of those funds to construct a Grades 3–5 elementary school to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. After an evaluation of the current school site, as well as the adjacent park site, it was determined that the current elementary school will be replaced with a new elementary school on the same site and will serve the current Grades K-5 students.





**Capital Project:** Planning is approved to begin the architectural design for a replacement elementary school with a completion date of August 2025. An FY 2023 appropriation was approved for construction cost increases and for the balance of funding. An FY 2024 appropriation was approved for construction cost increases.

**William T. Page Elementary School**

**Planning Issues:** In August 2018, the Spanish Immersion program located at Rolling Terrace Elementary School was relocated to William T. Page Elementary School beginning with Grades K–1. Over the course of the six-year planning period, the enrollment at William T. Page Elementary School will increase.

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

**Stonegate Elementary School**

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

**CAPITAL PROJECTS**

School	Project	Project Status*	Date of Completion
James H. Blake HS	Classroom Addition	Proposed	TBD
Paint Branch HS	Classroom Addition	Proposed	TBD
Burnt Mills ES	Major Capital Project	Approved	August 2023
Burtonsville ES	Replacement	Approved	August 2027
Greencastle ES	Addition	Approved	August 2025
JoAnn Leleck ES at Broad Acres	Replacement	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 2024 appropriation in the amended 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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual		Projections						
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
James Hubert Blake HS	Program Capacity		1743	1743	1743	1743	1743	1743	1743	1743	1743
	<b>Enrollment</b>		<b>1784</b>	<b>1775</b>	<b>1860</b>	<b>1915</b>	<b>1908</b>	<b>1935</b>	<b>1967</b>	<b>1980</b>	<b>1980</b>
	Available Space		(41)	(32)	(117)	(172)	(165)	(192)	(224)	(237)	(237)
	Comments										
Paint Branch HS	Program Capacity		1985	1985	1985	1985	1985	1985	1985	1985	1985
	<b>Enrollment</b>		<b>2135</b>	<b>2176</b>	<b>2226</b>	<b>2255</b>	<b>2237</b>	<b>2270</b>	<b>2303</b>	<b>2310</b>	<b>2310</b>
	Available Space		(150)	(191)	(241)	(270)	(252)	(285)	(318)	(325)	(325)
	Comments										
Springbrook HS	Program Capacity		2117	2117	2117	2117	2117	2117	2117	2117	2117
	<b>Enrollment</b>		<b>1838</b>	<b>1875</b>	<b>1937</b>	<b>1911</b>	<b>1914</b>	<b>1949</b>	<b>1972</b>	<b>1975</b>	<b>1975</b>
	Available Space		279	242	180	206	203	168	145	142	142
	Comments										
Benjamin Banneker MS	Program Capacity		799	799	799	799	799	799	799	799	799
	<b>Enrollment</b>		<b>781</b>	<b>773</b>	<b>806</b>	<b>872</b>	<b>896</b>	<b>909</b>	<b>901</b>	<b>900</b>	<b>900</b>
	Available Space		18	26	(7)	(73)	(97)	(110)	(102)	(101)	(101)
	Comments		See Text								
Briggs Chaney MS	Program Capacity		927	927	927	927	927	927	927	927	927
	<b>Enrollment</b>		<b>864</b>	<b>852</b>	<b>863</b>	<b>855</b>	<b>844</b>	<b>841</b>	<b>849</b>	<b>850</b>	<b>850</b>
	Available Space		63	75	64	72	83	86	78	77	77
	Comments										
William H. Farquhar MS	Program Capacity		816	816	816	816	816	816	816	816	816
	<b>Enrollment</b>		<b>674</b>	<b>673</b>	<b>701</b>	<b>699</b>	<b>697</b>	<b>693</b>	<b>693</b>	<b>700</b>	<b>700</b>
	Available Space		142	143	115	117	119	123	123	116	116
	Comments										
Francis Scott Key MS	Program Capacity		961	961	961	961	961	961	961	961	961
	<b>Enrollment</b>		<b>965</b>	<b>960</b>	<b>959</b>	<b>944</b>	<b>931</b>	<b>937</b>	<b>936</b>	<b>950</b>	<b>950</b>
	Available Space		(4)	1	2	17	30	24	25	11	11
	Comments										
White Oak MS	Program Capacity		992	992	992	992	992	992	992	992	992
	<b>Enrollment</b>		<b>852</b>	<b>841</b>	<b>876</b>	<b>881</b>	<b>878</b>	<b>874</b>	<b>872</b>	<b>880</b>	<b>880</b>
	Available Space		140	151	116	111	114	118	120	112	112
	Comments		See Text								



## NORTHEAST CONSORTIUM

Schools			Actual	Projections						2032	2037
			22-23	23-24	24-25	25-26	26-27	27-28	28-29		
Burnt Mills ES	CSR	Program Capacity	387	646	646	646	646	646	646		
		<b>Enrollment</b>	<b>637</b>	<b>633</b>	<b>618</b>	<b>623</b>	<b>615</b>	<b>596</b>	<b>624</b>		
		Available Space	(250)	13	28	23	31	50	22		
		Comments		Maj. Cap. Project Complete							
Burtonsville ES	CSR	Program Capacity	498	498	498	498	498	752	752		
		<b>Enrollment</b>	<b>617</b>	<b>627</b>	<b>629</b>	<b>655</b>	<b>666</b>	<b>690</b>	<b>695</b>		
		Available Space	(119)	(129)	(131)	(157)	(168)	62	57		
		Comments						Project Complete			
Cannon Road ES	CSR	Program Capacity	507	507	507	507	507	507	507		
		<b>Enrollment</b>	<b>401</b>	<b>413</b>	<b>423</b>	<b>424</b>	<b>431</b>	<b>447</b>	<b>450</b>		
		Available Space	106	94	84	83	76	60	57		
		Comments									
Cloverly ES		Program Capacity	484	484	484	484	484	484	484		
		<b>Enrollment</b>	<b>460</b>	<b>464</b>	<b>450</b>	<b>450</b>	<b>456</b>	<b>459</b>	<b>462</b>		
		Available Space	24	20	34	34	28	25	22		
		Comments									
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	467	467	467	467	467	467	467		
		<b>Enrollment</b>	<b>472</b>	<b>473</b>	<b>480</b>	<b>482</b>	<b>485</b>	<b>474</b>	<b>472</b>		
		Available Space	(5)	(6)	(13)	(15)	(18)	(7)	(5)		
		Comments									
Dr. Charles R. Drew ES	CSR	Program Capacity	512	512	512	512	512	512	512		
		<b>Enrollment</b>	<b>476</b>	<b>499</b>	<b>499</b>	<b>504</b>	<b>508</b>	<b>517</b>	<b>519</b>		
		Available Space	36	13	13	8	4	(5)	(7)		
		Comments									
Fairland ES	CSR	Program Capacity	648	648	648	648	648	648	648		
		<b>Enrollment</b>	<b>544</b>	<b>538</b>	<b>522</b>	<b>517</b>	<b>525</b>	<b>525</b>	<b>525</b>		
		Available Space	104	110	126	131	123	123	123		
		Comments									
Galway ES	CSR	Program Capacity	759	759	759	759	759	759	759		
		<b>Enrollment</b>	<b>733</b>	<b>761</b>	<b>747</b>	<b>741</b>	<b>749</b>	<b>762</b>	<b>744</b>		
		Available Space	26	(2)	12	18	10	(3)	15		
		Comments									
Greencastle ES	CSR	Program Capacity	582	582	582	769	769	769	769		
		<b>Enrollment</b>	<b>714</b>	<b>722</b>	<b>701</b>	<b>685</b>	<b>682</b>	<b>689</b>	<b>689</b>		
		Available Space	(132)	(140)	(119)	84	87	80	80		
		Comments				Addition Complete					
Jackson Road ES	CSR	Program Capacity	712	712	712	712	712	712	712		
		<b>Enrollment</b>	<b>661</b>	<b>681</b>	<b>651</b>	<b>636</b>	<b>627</b>	<b>626</b>	<b>628</b>		
		Available Space	51	31	61	76	85	86	84		
		Comments									

## NORTHEAST CONSORTIUM

Schools			Actual	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	723	723	723	925	925	925	925		
		Enrollment	761	796	827	822	845	856	862		
		Available Space	(38)	(73)	(104)	103	80	69	63		
		Comments				Project Complete					
Roscoe R. Nix ES Grades (pre-K-2) Paired with Cresthaven ES	CSR	Program Capacity	491	491	491	491	491	491	491		
		Enrollment	473	477	448	442	438	440	446		
		Available Space	18	14	43	49	53	51	45		
		Comments									
William Tyler Page ES	CSR	Program Capacity	377	751	751	751	751	751	751		
		Enrollment	611	654	689	710	733	735	736		
		Available Space	(234)	97	62	41	18	16	15		
		Comments		Addition Complete							
Sherwood ES		Program Capacity	519	519	519	519	519	519	519		
		Enrollment	521	545	560	561	581	592	590		
		Available Space	(2)	(26)	(41)	(42)	(62)	(73)	(71)		
		Comments	See Text								
Stonegate ES		Program Capacity	385	597	597	597	597	597	597		
		Enrollment	490	504	508	500	494	482	482		
		Available Space	(105)	93	89	97	103	115	115		
		Comments		Maj. Cap. Project Complete							
Westover ES		Program Capacity	266	266	266	266	266	266	266		
		Enrollment	289	306	303	300	308	299	299		
		Available Space	(23)	(40)	(37)	(34)	(42)	(33)	(33)		
		Comments									
Cluster Information		HS Utilization	98%	100%	103%	104%	104%	105%	107%	107%	107%
		HS Enrollment	5757	5826	6023	6081	6059	6154	6242	5900	5900
		MS Utilization	92%	91%	94%	95%	94%	95%	95%	95%	95%
		MS Enrollment	4136	4099	4205	4251	4246	4254	4251	4450	4450
		ES Utilization	107%	99%	99%	95%	96%	94%	94%		
ES Enrollment	8860	9093	9055	9052	9143	9189	9223				

## NORTHEAST CONSORTIUM

### Demographic Characteristics of Schools

Schools	2022-2023								2021-2022
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Hubert Blake HS	1784	3.2%	41.1%	10.3%	33.4%	11.8%	59.0%	8.6%	13.5%
Paint Branch HS	2135	2.5%	58.6%	10.3%	25.3%	3.2%	63.5%	8.9%	11.4%
Springbrook HS	1838	2.8%	37.3%	10.2%	45.0%	4.4%	66.0%	21.8%	18.2%
Benjamin Banneker MS	781	3.2%	63.3%	8.5%	21.3%	3.6%	69.9%	10.6%	15.3%
Briggs Chaney MS	864	2.9%	55.1%	9.8%	26.2%	5.8%	63.4%	12.2%	17.5%
William H. Farquhar MS	674	7.6%	23.7%	12.6%	20.0%	35.6%	31.5%	5.6%	5.7%
Francis Scott Key MS	965	1.5%	40.1%	9.5%	46.1%	2.5%	80.0%	24.0%	21.0%
White Oak MS	852	2.8%	30.8%	8.2%	53.1%	5.0%	77.6%	26.2%	17.2%
Burnt Mills ES	637	4.7%	51.2%	15.5%	21.8%	6.8%	70.5%	25.0%	32.4%
Burtonsville ES	617	1.8%	62.1%	11.2%	19.6%	5.3%	58.5%	14.3%	24.0%
Cannon Road ES	401	2.5%	35.9%	10.2%	45.9%	4.7%	70.1%	18.7%	19.1%
Cloverly ES	460	5.7%	25.4%	14.3%	32.2%	22.2%	38.7%	21.7%	17.1%
Cresthaven ES	472	1.5%	37.5%	8.5%	49.8%	2.1%	83.7%	46.6%	20.1%
Dr. Charles R. Drew ES	476	3.8%	46.8%	10.1%	29.8%	9.0%	62.4%	17.2%	21.2%
Fairland ES	544	3.9%	60.5%	5.1%	25.2%	4.2%	72.4%	17.8%	36.6%
Galway ES	733	2.6%	57.3%	7.4%	29.2%	3.4%	72.6%	30.4%	21.6%
Greencastle ES	714	2.2%	66.2%	6.2%	21.4%	3.6%	77.5%	16.1%	29.6%
Jackson Road ES	661	2.1%	47.7%	4.8%	39.8%	5.0%	75.5%	29.7%	23.8%
JoAnn Leleck ES at Broad Acr	761	0%	9.2%	2.8%	87.6%	0%	89.8%	71.9%	23.6%
Roscoe R. Nix ES	473	2.7%	37.8%	3.6%	53.9%	1.3%	76.5%	39.3%	66.8%
William Tyler Page ES	611	5.9%	40.3%	9.0%	28.2%	16.4%	42.2%	10.5%	16.4%
Sherwood ES	521	8.1%	22.6%	10.7%	19.0%	38.4%	27.1%	9.8%	14.2%
Stonegate ES	490	7.3%	34.3%	12.7%	26.5%	19.0%	33.1%	13.5%	10.6%
Westover ES	289	9.7%	35.6%	9.3%	23.5%	21.1%	35.3%	10.7%	5.2%
<b>Elementary Cluster Total</b>	<b>8860</b>	<b>3.7%</b>	<b>42.8%</b>	<b>8.6%</b>	<b>35.3%</b>	<b>9.2%</b>	<b>63.7%</b>	<b>26.0%</b>	<b>23.7%</b>
<b>Elementary County Total</b>	<b>72315</b>	<b>5.4%</b>	<b>21.7%</b>	<b>13.5%</b>	<b>35.6%</b>	<b>23.5%</b>	<b>47.5%</b>	<b>24.9%</b>	<b>19.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2022-2023 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2022-2023 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2021-2022 school year compared to 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

## Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
James Hubert Blake HS	1998		297,125	91.1		1	
Paint Branch HS	1969	2012	347,169	45.8		3	
Springbrook HS	1960	1994	305,006	25.1	Yes		
Benjamin Banneker MS	1974		117,035	20.0		2	
Briggs Chaney MS	1991		115,000	29.4			
William H. Farquhar MS	1968	2016	135,626	37.1			
Francis Scott Key MS	1966	2009	147,424	20.6			
White Oak MS	1962	1993	141,163	17.3			
Burnt Mills ES	1964	1990	57,318	15.1			
Burtonsville ES	1952	1993	71,349	11.9		6	
Cannon Road ES	1967	2012	83,377	4.4	Yes		
Cloverly ES	1961	1989	61,991	10.1	Yes	2	
Cresthaven ES	1962	2010	76,862	9.8		2	
Dr. Charles R. Drew ES	1991		73,975	12.0		2	
Fairland ES	1934	1992	92,227	11.8		2	
Galway ES	1967	2009	103,170	9.0	Yes	2	
Greencastle ES	1988		78,275	18.9		10	LTL
Jackson Road ES	1959	1995	91,465	8.8		3	
JoAnn Leleck ES at Broad Acres	1952	1974	88,922	6.1	Yes	12	SBHC
Roscoe R. Nix ES	2006		88,351	9.0	Yes		
William Tyler Page ES	1965	2003	58,726	9.8		13	
Sherwood ES	1977		81,727	10.9			
Stonegate ES	1971		52,468	10.3			
Westover ES	1964	1998	54,645	7.6		2	

\*Relocatables on site to address overutilization



**Paint Branch High School**





# NORTHWEST CLUSTER

## SCHOOLS

### Northwest High School

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

**Capital Project:** Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and for construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the completion date by one year, but approved the additional expenditures. An FY 2024 appropriation was approved for construction funds. This project is scheduled to be completed August 2027.

### Dr. Ronald E. McNair Elementary School

**Capital Project:** Projections indicate that enrollment at Dr. Ronald E. 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

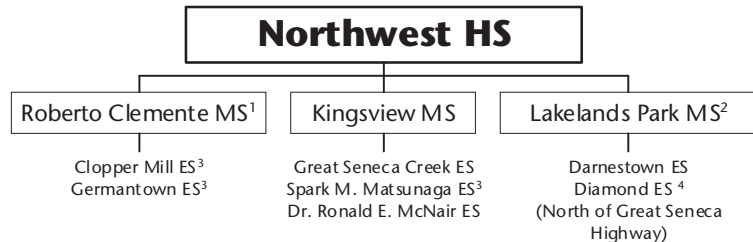
School	Project	Project Status*	Date of Completion
Crown HS	New School	Approved	August 2027
Dr. Ronald E. McNair ES	Classroom addition	Approved	August 2023

\*“Approved”—Project has an approved FY 2024 appropriation in the amended 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.

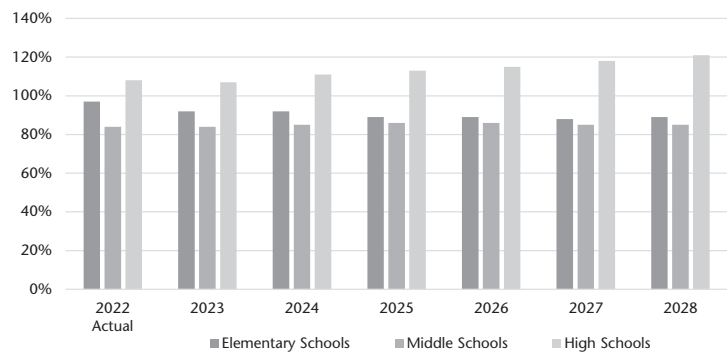
\*“Proposed”—Project has facility planning funds approved for a feasibility study.

## Northwest Cluster Articulation 2022–2023 School Year



- <sup>1</sup> S. Christa McAuliffe ES and a portion of Sally K. Ride ES also articulate to Roberto Clemente MS, but thereafter articulate to Seneca Valley HS.
- <sup>2</sup> Brown Station ES and Rachel Carson ES also articulate to Lakelands Park MS but thereafter articulate to Quince Orchard HS.
- <sup>3</sup> A portion of Clopper Mill ES, Germantown ES, and Spark M. Matsunaga also articulate to Seneca Valley HS.
- <sup>4</sup> Diamond ES (south of Great Seneca Highway) also articulates to Ridgeview MS and Quince Orchard HS. See Appendix U for multicolored maps of the service areas.

## Northwest Cluster School Utilizations



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

# NORTHWEST CLUSTER

## Projected Enrollment and Space Availability Effects of the Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools		Actual	Projections								
		22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037	
Northwest HS	Program Capacity	2291	2291	2291	2291	2291	2291	2291	2291	2291	2291
	<b>Enrollment</b>	<b>2484</b>	<b>2449</b>	<b>2540</b>	<b>2581</b>	<b>2635</b>	<b>2710</b>	<b>2779</b>	<b>2785</b>	<b>2785</b>	
	Available Space	(193)	(158)	(249)	(290)	(344)	(419)	(488)	(494)	(494)	
	Comments	See Text									
Crown HS	Program Capacity						2219	2219	2219	2219	
	<b>Enrollment</b>						<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	Available Space						2219	2219	2219	2219	
	Comments						Opens				
Roberto W. Clemente MS	Program Capacity	1218	1218	1218	1218	1218	1218	1218	1218	1218	
	<b>Enrollment</b>	<b>857</b>	<b>831</b>	<b>830</b>	<b>854</b>	<b>847</b>	<b>844</b>	<b>846</b>	<b>850</b>	<b>850</b>	
	Available Space	367	387	388	364	371	374	372	368	368	
	Comments										
Kingsview MS	Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041	
	<b>Enrollment</b>	<b>960</b>	<b>962</b>	<b>987</b>	<b>992</b>	<b>989</b>	<b>985</b>	<b>982</b>	<b>900</b>	<b>900</b>	
	Available Space	81	79	54	49	52	56	59	141	141	
	Comments										
Lakelands Park MS	Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147	
	<b>Enrollment</b>	<b>1042</b>	<b>1062</b>	<b>1064</b>	<b>1091</b>	<b>1088</b>	<b>1083</b>	<b>1080</b>	<b>1080</b>	<b>1080</b>	
	Available Space	105	85	83	56	59	64	67	67	67	
	Comments										
Clopper Mill ES	Program Capacity	511	511	511	511	511	511	511			
	<b>Enrollment</b>	<b>459</b>	<b>450</b>	<b>433</b>	<b>419</b>	<b>403</b>	<b>405</b>	<b>410</b>			
	Available Space	52	61	78	92	108	106	101			
	Comments										
Darnestown ES	Program Capacity	403	403	403	403	403	403	403			
	<b>Enrollment</b>	<b>340</b>	<b>349</b>	<b>361</b>	<b>360</b>	<b>359</b>	<b>356</b>	<b>358</b>			
	Available Space	63	54	42	43	44	47	45			
	Comments										
Diamond ES	Program Capacity	680	680	680	680	680	680	680			
	<b>Enrollment</b>	<b>676</b>	<b>656</b>	<b>669</b>	<b>662</b>	<b>651</b>	<b>664</b>	<b>683</b>			
	Available Space	4	24	11	18	29	16	(3)			
	Comments										
Germantown ES	Program Capacity	292	292	292	292	292	292	292			
	<b>Enrollment</b>	<b>294</b>	<b>301</b>	<b>276</b>	<b>256</b>	<b>250</b>	<b>229</b>	<b>230</b>			
	Available Space	(2)	(9)	16	36	42	63	62			
	Comments										
Great Seneca Creek ES	Program Capacity	556	556	556	556	556	556	556			
	<b>Enrollment</b>	<b>520</b>	<b>495</b>	<b>496</b>	<b>487</b>	<b>498</b>	<b>497</b>	<b>499</b>			
	Available Space	36	61	60	69	58	59	57			
	Comments										
Spark M. Matsunaga ES	Program Capacity	591	591	591	591	591	591	591			
	<b>Enrollment</b>	<b>567</b>	<b>568</b>	<b>548</b>	<b>524</b>	<b>527</b>	<b>510</b>	<b>512</b>			
	Available Space	24	23	43	67	64	81	79			
	Comments										
Dr. Ronald E. McNair ES	Program Capacity	650	796	796	796	796	796	796			
	<b>Enrollment</b>	<b>729</b>	<b>721</b>	<b>718</b>	<b>694</b>	<b>692</b>	<b>677</b>	<b>679</b>			
	Available Space	(79)	75	78	102	104	119	117			
	Comments		Addition Complete								
Cluster Information	HS Utilization	108%	107%	111%	113%	115%	118%	121%	122%	122%	
	HS Enrollment	2484	2449	2540	2581	2635	2710	2779	2785	2785	
	MS Utilization	84%	84%	85%	86%	86%	85%	85%	83%	83%	
	MS Enrollment	2859	2855	2881	2937	2924	2912	2908	2830	2830	
	ES Utilization	97%	92%	91%	89%	88%	87%	88%			
	ES Enrollment	3585	3540	3501	3402	3380	3338	3371			

# NORTHWEST CLUSTER

## Demographic Characteristics of Schools

Schools	2022-2023								2021-2022
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Northwest HS	2484	5.1%	26.8%	20.7%	24.0%	23.3%	39.1%	7.2%	8.4%
Roberto W. Clemente MS	857	4.1%	32.1%	16.8%	34.4%	12.1%	59.3%	15.8%	14.3%
Kingsview MS	960	7.6%	25.0%	26.9%	19.4%	20.9%	37.1%	7.9%	9.5%
Lakelands Park MS	1042	6.0%	14.3%	19.9%	26.1%	33.6%	34.2%	11.1%	12.0%
Clopper Mill ES	459	3.7%	35.5%	8.9%	44.9%	6.1%	70.6%	24.8%	33.8%
Darnestown ES	340	7.9%	7.9%	12.4%	10.9%	60.6%	14.1%	10.9%	9.3%
Diamond ES	676	5.0%	11.2%	46.4%	12.6%	23.5%	15.2%	19.8%	21.9%
Germantown ES	294	5.4%	34.0%	17.0%	26.9%	16.0%	53.7%	16.0%	25.3%
Great Seneca Creek ES	520	5.8%	34.0%	13.3%	31.0%	15.4%	53.3%	23.5%	18.3%
Spark M. Matsunaga ES	567	8.3%	24.5%	38.8%	13.2%	15.0%	28.7%	11.1%	18.6%
Dr. Ronald E. McNair ES	729	7.1%	28.4%	28.3%	17.6%	18.2%	38.1%	15.4%	13.1%
<b>Elementary Cluster Total</b>	<b>3585</b>	<b>6.2%</b>	<b>24.8%</b>	<b>26.3%</b>	<b>21.5%</b>	<b>20.6%</b>	<b>37.7%</b>	<b>17.5%</b>	<b>19.3%</b>
<b>Elementary County Total</b>	<b>72315</b>	<b>5.4%</b>	<b>21.7%</b>	<b>13.5%</b>	<b>35.6%</b>	<b>23.5%</b>	<b>47.5%</b>	<b>24.9%</b>	<b>19.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2022-2023 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2022-2023 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2021-2022 school year compared to 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 2022-2023)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	OTHER	Special Education Services																				
																School Based	Quad Cluster Based	County & Regional Based																		
																HSM @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7				
Northwest HS	9-12	2291	104	100								1														3										
Roberto W. Clemente MS	6-8	1218	60	55								1							3									1								
Kingsview MS	6-8	1041	49	49																																
Lakelands Park MS	6-8	1147	57	53															1									3								
Clopper Mill ES	HS-5	511	29	4		8	9	1	1	1	4					1																				
Darnestown ES	K-5	403	25	3		12						2				1	7																			
Diamond ES	K-5	680	35	3		24						5											3													
Germantown ES	K-5	292	22	3		3	5				3					1				4										1			2			
Great Seneca Creek ES	K-5	556	34	4		9	12				5					1									3											
Spark M. Matsunaga ES	K-5	591	34	3		20					4				1	1						5														
Dr. Ronald E. McNair ES	Pre-K-5	650	32	3		23	1				4				1																					

## NORTHWEST CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Northwest HS	1998		342,101	34.6	Yes	11	
Roberto W. Clemente MS	1992		148,246	19.9			
Kingsview MS	1997		140,398	18.5	Yes		
Lakelands Park MS	2005		153,588	8.1	Yes		
Clopper Mill ES	1986		64,851	9.0	Yes	6	
Darnestown ES	1954	1980	64,840	7.2			
Diamond ES	1975		85,404	10.0	Yes	4	
Germantown ES	1935	1978	57,668	7.8		3	
Great Seneca Creek ES	2006		82,511	13.7			
Spark M. Matsunaga ES**	2001		90,718	11.8		3	
Dr. Ronald E. McNair ES	1990		78,275	10.0	Yes	7	

\*Relocatables on site to address overutilization

\*\* Spark M. Matsunaga ES is colocated with Longview School



**Lakelands Park Middle School**

# POOLESVILLE CLUSTER

## SCHOOLS

### Poolesville High School

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

## CAPITAL PROJECTS

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

\*“Approved”—Project has an approved FY 2024 appropriation in the amended 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

2022–2023 School Year

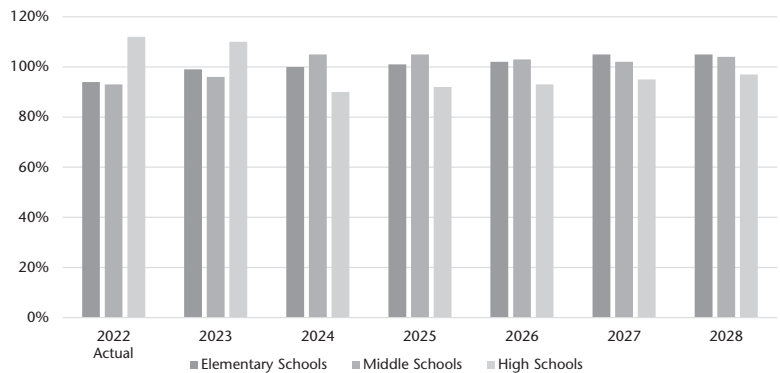
Poolesville HS

John Poole MS

Monocacy ES  
Poolesville ES

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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools		Actual	Projections							
		22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Poolesville HS	Program Capacity	1170	1170	1508	1508	1508	1508	1508	1508	1508
	<b>Enrollment</b>	<b>1309</b>	<b>1283</b>	<b>1355</b>	<b>1381</b>	<b>1396</b>	<b>1439</b>	<b>1468</b>	<b>1490</b>	<b>1490</b>
	Available Space	(139)	(113)	153	127	112	69	40	18	18
	Comments			MCP Phase 1 Complete	MCP Phase 2 Complete					
John Poole MS	Program Capacity	478	478	478	478	478	478	478	478	478
	<b>Enrollment</b>	<b>443</b>	<b>458</b>	<b>500</b>	<b>501</b>	<b>490</b>	<b>488</b>	<b>497</b>	<b>510</b>	<b>510</b>
	Available Space	35	20	(22)	(23)	(12)	(10)	(19)	(32)	(32)
	Comments									
Monocacy ES	Program Capacity	218	218	218	218	218	218	218		
	<b>Enrollment</b>	<b>167</b>	<b>186</b>	<b>186</b>	<b>198</b>	<b>207</b>	<b>218</b>	<b>217</b>		
	Available Space	51	32	32	20	11	0	1		
	Comments									
Poolesville ES	Program Capacity	562	562	562	562	562	562	562		
	<b>Enrollment</b>	<b>567</b>	<b>587</b>	<b>591</b>	<b>586</b>	<b>587</b>	<b>602</b>	<b>601</b>		
	Available Space	(5)	(25)	(29)	(24)	(25)	(40)	(39)		
	Comments									
Cluster Information	HS Utilization	112%	110%	90%	92%	93%	95%	97%	99%	99%
	HS Enrollment	1309	1283	1355	1381	1396	1439	1468	1490	1490
	MS Utilization	93%	96%	105%	105%	103%	102%	104%	107%	107%
	MS Enrollment	443	458	500	501	490	488	497	510	510
	ES Utilization	94%	99%	100%	101%	102%	105%	105%		
ES Enrollment	734	773	777	784	794	820	818			



**Poolesville High School**





# QUINCE ORCHARD CLUSTER

## SCHOOLS

### Quince Orchard High School

**Capital Project:** Projections indicate that enrollment at Quince Orchard High School will exceed capacity by the end of the six-year planning period. Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and for construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year, but approved the additional expenditures. An FY2024 appropriation was approved for construction funds. This project is scheduled to be completed August 2027.

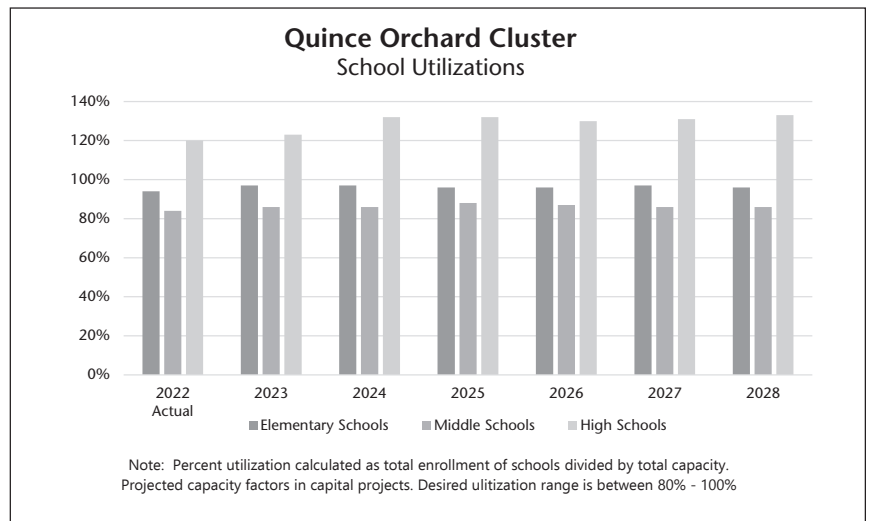
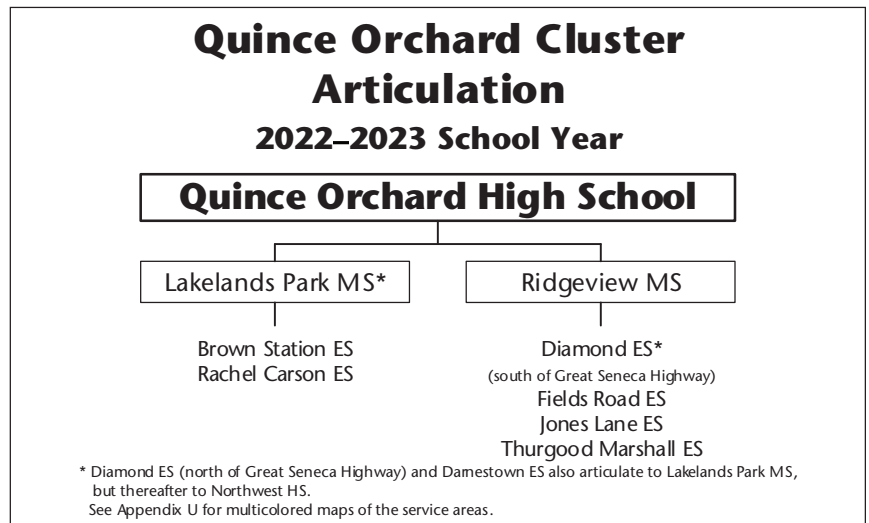
## CAPITAL PROJECTS

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

“Approved”—Project has an approved FY 2024 appropriation in the amended 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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools		Actual	Projections							
		22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Quince Orchard HS	Program Capacity	1800	1800	1800	1800	1800	1800	1800	1800	1800
	<b>Enrollment</b>	<b>2154</b>	<b>2212</b>	<b>2372</b>	<b>2373</b>	<b>2333</b>	<b>2366</b>	<b>2399</b>	<b>2410</b>	<b>2410</b>
	Available Space	(354)	(412)	(572)	(573)	(533)	(566)	(599)	(610)	(610)
	Comments	See Text								
Crown HS	Program Capacity						2219	2219	2219	2219
	<b>Enrollment</b>						<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Available Space						2219	2219	2219	2219
	Comments						Opens			
Lakelands Park MS	Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
	<b>Enrollment</b>	<b>1042</b>	<b>1062</b>	<b>1064</b>	<b>1091</b>	<b>1088</b>	<b>1083</b>	<b>1080</b>	<b>1080</b>	<b>1080</b>
	Available Space	105	85	83	56	59	64	67	67	67
	Comments									
Ridgeview MS	Program Capacity	988	988	988	988	988	988	988	988	988
	<b>Enrollment</b>	<b>751</b>	<b>771</b>	<b>775</b>	<b>788</b>	<b>775</b>	<b>752</b>	<b>750</b>	<b>760</b>	<b>760</b>
	Available Space	237	217	213	200	213	236	238	228	228
	Comments									
Brown Station ES	Program Capacity	754	754	754	754	754	754	754		
	<b>Enrollment</b>	<b>617</b>	<b>662</b>	<b>690</b>	<b>701</b>	<b>724</b>	<b>736</b>	<b>736</b>		
	Available Space	137	92	64	53	30	18	18		
	Comments									
Rachel Carson ES	Program Capacity	716	716	716	716	716	716	716		
	<b>Enrollment</b>	<b>698</b>	<b>702</b>	<b>707</b>	<b>708</b>	<b>704</b>	<b>737</b>	<b>726</b>		
	Available Space	18	14	9	8	12	(21)	(10)		
	Comments									
Fields Road ES	Program Capacity	457	457	457	457	457	457	457		
	<b>Enrollment</b>	<b>452</b>	<b>480</b>	<b>480</b>	<b>476</b>	<b>472</b>	<b>477</b>	<b>476</b>		
	Available Space	5	(23)	(23)	(19)	(15)	(20)	(19)		
	Comments									
Jones Lane ES	Program Capacity	513	513	513	513	513	513	513		
	<b>Enrollment</b>	<b>449</b>	<b>470</b>	<b>460</b>	<b>459</b>	<b>468</b>	<b>440</b>	<b>445</b>		
	Available Space	64	43	53	54	45	73	68		
	Comments									
Thurgood Marshall ES	Program Capacity	552	552	552	552	552	552	552		
	<b>Enrollment</b>	<b>591</b>	<b>590</b>	<b>570</b>	<b>533</b>	<b>513</b>	<b>499</b>	<b>501</b>		
	Available Space	(39)	(38)	(18)	19	39	53	51		
	Comments									
Cluster Information	HS Utilization	120%	123%	132%	132%	130%	131%	133%	134%	134%
	HS Enrollment	2154	2212	2372	2373	2333	2366	2399	2410	2410
	MS Utilization	84%	86%	86%	88%	87%	86%	86%	86%	86%
	MS Enrollment	1793	1833	1839	1879	1863	1835	1830	1840	1840
	ES Utilization	94%	97%	97%	96%	96%	97%	96%		
ES Enrollment	2807	2904	2907	2877	2881	2889	2884			

# QUINCE ORCHARD CLUSTER

## Demographic Characteristics of Schools

Schools	2022-2023								2021-2022
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	2154	4.7%	16.3%	10.9%	33.5%	34.4%	41.1%	13.0%	12.9%
Lakelands Park MS	1042	6.0%	14.3%	19.9%	26.1%	33.6%	34.2%	11.1%	12.0%
Ridgeview MS	751	5.7%	15.0%	10.4%	33.0%	35.7%	42.1%	14.2%	11.5%
Brown Station ES	617	3.4%	14.4%	10.4%	64.5%	7.1%	74.7%	42.3%	31.0%
Rachel Carson ES	698	7.3%	6.9%	18.3%	21.1%	46.3%	27.1%	15.8%	14.4%
Fields Road ES	452	5.3%	17.7%	15.3%	38.3%	23.2%	49.3%	24.8%	31.2%
Jones Lane ES	449	6.2%	8.7%	10.5%	34.1%	40.3%	33.9%	23.8%	14.3%
Thurgood Marshall ES	591	3.9%	21.5%	12.9%	32.0%	29.4%	48.6%	21.0%	22.9%
<b>Elementary Cluster Total</b>	<b>2807</b>	<b>5.2%</b>	<b>13.6%</b>	<b>13.7%</b>	<b>37.8%</b>	<b>29.5%</b>	<b>46.7%</b>	<b>25.4%</b>	<b>22.3%</b>
<b>Elementary County Total</b>	<b>72315</b>	<b>5.4%</b>	<b>21.7%</b>	<b>13.5%</b>	<b>35.6%</b>	<b>23.5%</b>	<b>47.5%</b>	<b>24.9%</b>	<b>19.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2022–2023 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2022–2023 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2021–2022 school year compared to 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 2022–2023)

Schools	Special Education Services																																					
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	OTHER	HSM @13	ELC @10	LANG @12	County & Regional Based																			
																			Quad Cluster Based	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7						
Quince Orchard HS	9-12	1800	86	77									2	1	1				2																			
Lakelands Park MS	6-8	1147	57	53														1									3											
Ridgeview MS	6-8	988	48	46																2																		
Brown Station ES	HS-5	754	41	3	15	11		1	1	5					1																			2		2		
Rachel Carson ES	Pre-K-5	716	35	3	25			1			4			1	1																							
Fields Road ES	Pre-K-5	457	30	4	8	8	1			4					1					4																		
Jones Lane ES	K-5	513	27	3	18						3				1										2													
Thurgood Marshall ES	K-5	552	32	3	17						4				3	1																			2	2		



## QUINCE ORCHARD CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Quince Orchard HS	1988		284,912	30.1		12	
Lakelands Park MS	2005		153,588	8.1	Yes		
Ridgeview MS	1975		145,168	20.0			
Brown Station ES	1969	2017	113,998	9.0	Yes		
Rachel Carson ES	1990		78,547	12.4		3	
Fields Road ES	1973		72,302	10.0		4	
Jones Lane ES	1987		60,679	12.1			
Thurgood Marshall ES	1993		77,798	12.0		5	

\*Relocatables on site to address overutilization



**Brown Station Elementary School**

# ROCKVILLE CLUSTER

## Rockville Cluster Articulation

2022–2023 School Year

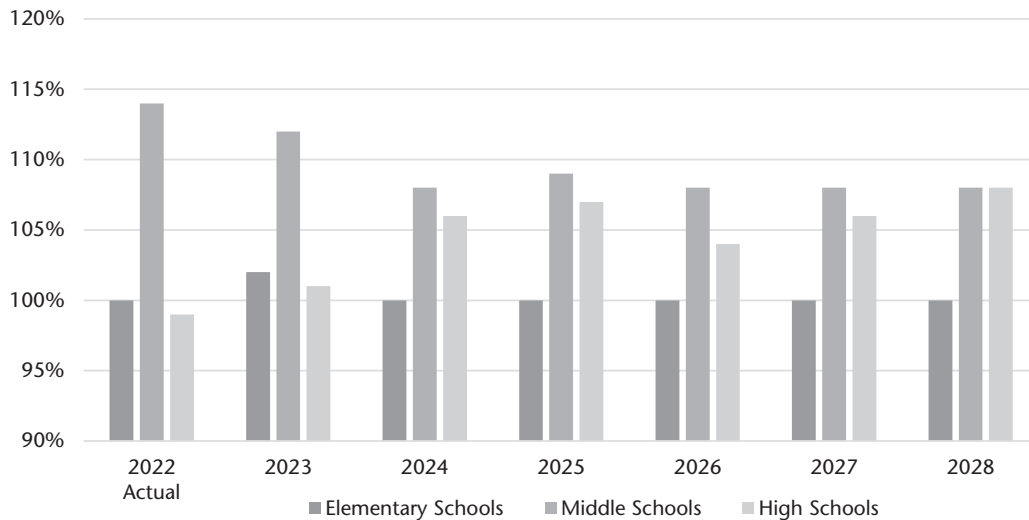
**Rockville HS**

Earle B. Wood MS

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

See Appendix U for multicolored maps of the service areas.

### Rockville Cluster School Utilizations



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

# ROCKVILLE CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Rockville HS		Program Capacity	1525	1525	1525	1525	1525	1525	1525	1525	1525
		<b>Enrollment</b>	<b>1516</b>	<b>1539</b>	<b>1613</b>	<b>1629</b>	<b>1591</b>	<b>1614</b>	<b>1641</b>	<b>1650</b>	<b>1650</b>
		Available Space	9	(14)	(88)	(104)	(66)	(89)	(116)	(125)	(125)
		Comments									
Earle B. Wood MS		Program Capacity	936	936	936	936	936	936	936	936	936
		<b>Enrollment</b>	<b>1068</b>	<b>1045</b>	<b>1012</b>	<b>1017</b>	<b>1013</b>	<b>1009</b>	<b>1007</b>	<b>1010</b>	<b>1010</b>
		Available Space	(132)	(109)	(76)	(81)	(77)	(73)	(71)	(74)	(74)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	685	685	685	685	685	685	685		
		<b>Enrollment</b>	<b>657</b>	<b>684</b>	<b>694</b>	<b>689</b>	<b>688</b>	<b>704</b>	<b>711</b>		
		Available Space	28	1	(9)	(4)	(3)	(19)	(26)		
		Comments									
Flower Valley ES		Program Capacity	463	463	463	463	463	463	463		
	<b>Enrollment</b>	<b>540</b>	<b>550</b>	<b>543</b>	<b>544</b>	<b>542</b>	<b>528</b>	<b>529</b>			
	Available Space	(77)	(87)	(80)	(81)	(79)	(65)	(66)			
	Comments										
Maryvale ES	CSR	Program Capacity	655	655	655	655	655	655	655		
		<b>Enrollment</b>	<b>631</b>	<b>634</b>	<b>624</b>	<b>619</b>	<b>627</b>	<b>620</b>	<b>619</b>		
		Available Space	24	21	31	36	28	35	36		
		Comments									
Meadow Hall ES	CSR	Program Capacity	356	356	356	356	356	356	356		
		<b>Enrollment</b>	<b>389</b>	<b>383</b>	<b>361</b>	<b>348</b>	<b>344</b>	<b>323</b>	<b>322</b>		
		Available Space	(33)	(27)	(5)	8	12	33	34		
		Comments									
Rock Creek Valley ES		Program Capacity	451	451	451	451	451	451	451		
	<b>Enrollment</b>	<b>385</b>	<b>404</b>	<b>392</b>	<b>408</b>	<b>414</b>	<b>429</b>	<b>429</b>			
	Available Space	66	47	59	43	37	22	22			
	Comments										
Cluster Information		HS Utilization	99%	101%	106%	107%	104%	106%	108%	108%	108%
		HS Enrollment	1516	1539	1613	1629	1591	1614	1641	1650	1650
		MS Utilization	114%	112%	108%	109%	108%	108%	108%	108%	108%
		MS Enrollment	1068	1045	1012	1017	1013	1009	1007	1010	1010
		ES Enrollment	2602	2655	2614	2608	2615	2604	2610		



## ROCKVILLE CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Rockville HS	1968	2004	317,731	30.3			
Earle B. Wood MS	1965	2001	152,588	8.5	Yes		
Lucy V. Barnsley ES	1965	1998	97,524	10.0			
Flower Valley ES	1967	1996	61,567	9.3		2	
Maryvale ES**	1969	2020	95,482	17.8			LTL
Meadow Hall ES	1956	1994	61,694	8.4	Yes	7	
Rock Creek Valley ES	1964	2001	76,692	10.4		3	

\*Relocatables on site to address overutilization

\*\*Maryvale ES is colocated with the Carl Sandberg Learning Center



**Lucy V. Barnsley Elementary School**

# SENECA VALLEY CLUSTER

## CLUSTER PLANNING ISSUES

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.

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

## 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.

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

**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.

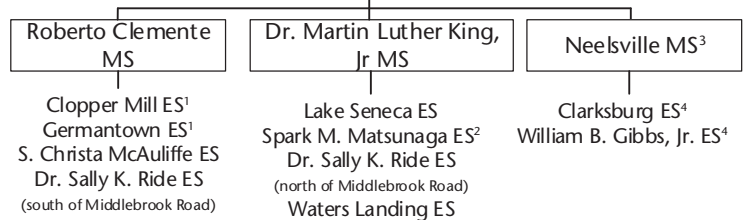
## SCHOOLS

### 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.

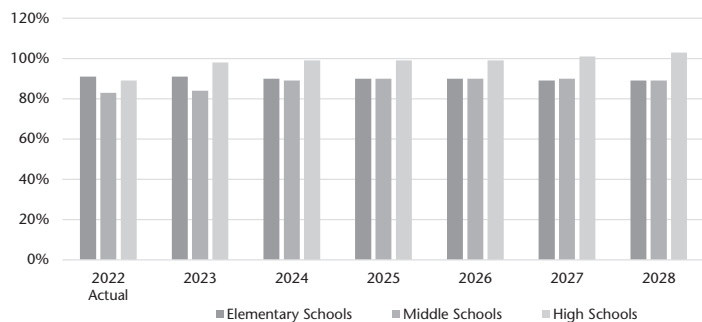
## Seneca Valley Cluster Articulation 2022–2023 School Year

### Seneca Valley HS



<sup>1</sup> A portion of Clopper Mill ES and Germantown ES also articulate to Northwest HS.  
<sup>2</sup> A portion of Spark M. Matsunaga ES also articulates to Kingsview MS and Northwest HS.  
<sup>3</sup> South Lake ES and a portion of Stedwick ES also articulate to Neelsville MS and Watkins Mill HS.  
<sup>4</sup> Clarksburg ES and William B. Gibbs, Jr. ES also articulate to Rocky Hill MS and Clarksburg HS.  
 See Appendix U for multicolored maps of the service areas.

## Seneca Valley Cluster School Utilizations



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



**Clarksburg Elementary School #9**

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

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

**William B. Gibbs, Jr. Elementary School**

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

**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 2024 appropriation in the amended 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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Seneca Valley HS	Program Capacity		2520	2520	2520	2520	2520	2520	2520	2520	2520
	<b>Enrollment</b>		<b>2239</b>	<b>2475</b>	<b>2500</b>	<b>2495</b>	<b>2495</b>	<b>2551</b>	<b>2600</b>	<b>2600</b>	<b>2600</b>
	Available Space		281	45	20	25	25	(31)	(80)	(80)	(80)
	Comments										
Roberto W. Clemente MS	Program Capacity		1218	1218	1218	1218	1218	1218	1218	1218	1218
	<b>Enrollment</b>		<b>857</b>	<b>831</b>	<b>830</b>	<b>854</b>	<b>847</b>	<b>844</b>	<b>846</b>	<b>850</b>	<b>850</b>
	Available Space		361	387	388	364	371	374	372	368	368
	Comments										
Dr. Martin Luther King, Jr. MS	Program Capacity		914	914	914	914	914	914	914	914	914
	<b>Enrollment</b>		<b>890</b>	<b>941</b>	<b>1003</b>	<b>987</b>	<b>963</b>	<b>979</b>	<b>977</b>	<b>990</b>	<b>990</b>
	Available Space		24	(27)	(89)	(73)	(49)	(65)	(63)	(76)	(76)
	Comments										
Neelsville MS	Program Capacity		965	965	956	956	956	956	956	956	956
	<b>Enrollment</b>		<b>815</b>	<b>836</b>	<b>904</b>	<b>937</b>	<b>955</b>	<b>942</b>	<b>929</b>	<b>940</b>	<b>940</b>
	Available Space		150	129	52	19	1	14	27	16	16
	Comments				Maj. Cap. Project Complete						
Clarksburg ES #9	Program Capacity			721	721	721	721	721	721		
	<b>Enrollment</b>			<b>469</b>	<b>567</b>	<b>605</b>	<b>614</b>	<b>628</b>	<b>640</b>		
	Available Space			252	154	116	107	93	81		
	Comments			Opens							
Germantown ES	Program Capacity	CSR	292	292	292	292	292	292	292	292	292
	<b>Enrollment</b>		<b>294</b>	<b>301</b>	<b>276</b>	<b>256</b>	<b>250</b>	<b>229</b>	<b>230</b>		
	Available Space		(2)	(9)	16	36	42	63	62		
	Comments										
William B. Gibbs, Jr. ES	Program Capacity		748	748	748	748	748	748	748	748	748
	<b>Enrollment</b>		<b>632</b>	<b>583</b>	<b>619</b>	<b>631</b>	<b>649</b>	<b>659</b>	<b>655</b>		
	Available Space		116	165	129	117	99	89	93		
	Comments		See Text								
Lake Seneca ES	Program Capacity	CSR	425	425	425	425	425	425	425	425	425
	<b>Enrollment</b>		<b>459</b>	<b>475</b>	<b>469</b>	<b>482</b>	<b>499</b>	<b>500</b>	<b>498</b>		
	Available Space		(34)	(50)	(44)	(57)	(74)	(75)	(73)		
	Comments										
S. Christa McAuliffe ES	Program Capacity	CSR	732	732	732	732	732	732	732	732	732
	<b>Enrollment</b>		<b>517</b>	<b>504</b>	<b>480</b>	<b>474</b>	<b>464</b>	<b>460</b>	<b>460</b>		
	Available Space		215	228	252	258	268	272	272		
	Comments										
Dr. Sally K. Ride ES	Program Capacity	CSR	505	505	505	505	505	505	505	505	505
	<b>Enrollment</b>		<b>502</b>	<b>519</b>	<b>511</b>	<b>529</b>	<b>547</b>	<b>560</b>	<b>559</b>		
	Available Space		3	(14)	(6)	(24)	(42)	(55)	(54)		
	Comments										
Waters Landing ES	Program Capacity	CSR	768	768	768	768	768	768	768	768	768
	<b>Enrollment</b>		<b>753</b>	<b>777</b>	<b>765</b>	<b>742</b>	<b>709</b>	<b>677</b>	<b>676</b>		
	Available Space		15	(9)	3	26	59	91	92		
	Comments										
Cluster Information	HS Utilization		89%	98%	99%	99%	99%	101%	103%	103%	103%
	HS Enrollment		2239	2475	2500	2495	2495	2551	2600	2600	2600
	MS Utilization		83%	84%	89%	90%	90%	90%	89%	90%	90%
	MS Enrollment		2562	2608	2737	2778	2765	2765	2752	2780	2780
	ES Enrollment		3157	3159	3120	3114	3118	3085	3078		



## SENECA VALLEY CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Seneca Valley HS	1974	2020	457,600	29.4			HSWC
Roberto W. Clemente MS	1992		148,246	19.9			
Dr. Martin Luther King Jr. MS	1996		135,867	18.6			
Neelsville MS	1981		131,432	29.2			
Clarksburg ES	1952	1993	54,983	10.0		20	
Germantown ES	1935	1978	57,668	7.8			
William B. Gibbs, Jr. ES	2009		88,042	10.8			
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	10.0			

\*Relocatables on site to address overutilization



**Seneca Valley High School**



# SHERWOOD CLUSTER

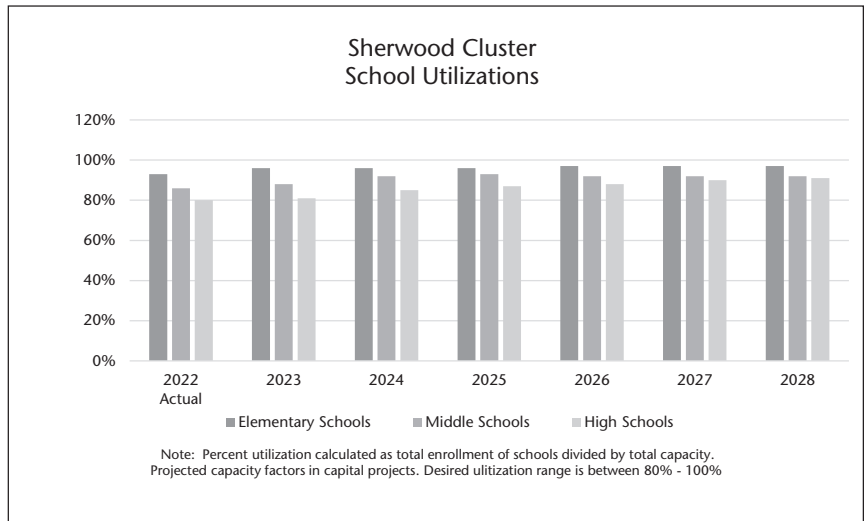
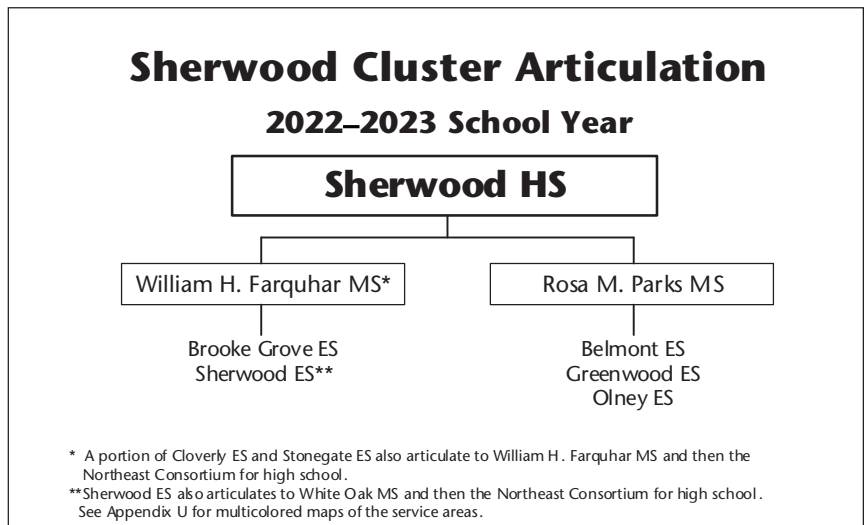
## SCHOOLS

### Belmont Elementary School

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

### Sherwood Elementary School

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





## SHERWOOD CLUSTER

### Projected Enrollment and Space Availability

Effects of the Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools		Actual	Projections							
		22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Sherwood HS	Program Capacity	2152	2152	2152	2152	2152	2152	2152	2152	2152
	Enrollment	1721	1743	1832	1875	1902	1941	1960	1965	1965
	Available Space	431	409	320	277	250	211	192	187	187
	Comments									
William H. Farquhar MS	Program Capacity	816	816	816	816	816	816	816	816	816
	Enrollment	674	673	701	699	697	693	693	700	700
	Available Space	142	143	115	117	119	123	123	116	116
	Comments									
Rosa M. Parks MS	Program Capacity	945	945	945	945	945	945	945	945	945
	Enrollment	848	872	925	930	927	923	921	925	925
	Available Space	97	73	20	15	18	22	24	20	20
	Comments									
Belmont ES	Program Capacity	401	401	401	401	401	401	401		
	Enrollment	344	366	354	361	364	373	374		
	Available Space	57	35	47	40	37	28	27		
	Comments	See Text								
Brooke Grove ES	Program Capacity	515	515	515	515	515	515	515		
	Enrollment	417	431	412	407	407	401	408		
	Available Space	98	84	103	108	108	114	107		
	Comments									
Greenwood ES	Program Capacity	562	562	562	562	562	562	562		
	Enrollment	539	554	554	564	551	548	549		
	Available Space	23	8	8	(2)	11	14	13		
	Comments									
Olney ES	Program Capacity	607	607	607	607	607	607	607		
	Enrollment	613	615	618	604	615	609	610		
	Available Space	(6)	(8)	(11)	3	(8)	(2)	(3)		
	Comments									
Sherwood ES	Program Capacity	519	519	519	519	519	519	519		
	Enrollment	521	545	560	561	581	592	590		
	Available Space	(2)	(26)	(41)	(42)	(62)	(73)	(71)		
	Comments	See Text								
Cluster Information	HS Utilization	80%	81%	85%	87%	88%	90%	91%	91%	91%
	HS Enrollment	1721	1743	1832	1875	1902	1941	1960	1965	1965
	MS Utilization	86%	88%	92%	93%	92%	92%	92%	92%	92%
	MS Enrollment	1522	1545	1626	1629	1624	1616	1614	1625	1625
	ES Enrollment	2434	2511	2498	2497	2518	2523	2531		



## SHERWOOD CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Sherwood HS	1950	1991	333,154	49.3			
William H. Farquhar MS	1968	2016	135,626	37.1			
Rosa M. Parks MS	1992		137,469	19.8	Yes		
Belmont ES	1974		49,279	10.5			
Brooke Grove ES	1990		73,080	11.0			
Greenwood ES	1970		64,609	10.0	Yes		
Olney ES	1954	1990	68,755	9.9			
Sherwood ES	1977		81,727	10.9			

*\*Relocatables on site to address overutilization*



**William H. Farquar Middle School**

# WATKINS MILL CLUSTER

## Cluster Planning Issue

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

## SCHOOLS

### Neelsville Middle School

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

### Stedwick Elementary School

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

### South Lake Elementary School

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

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

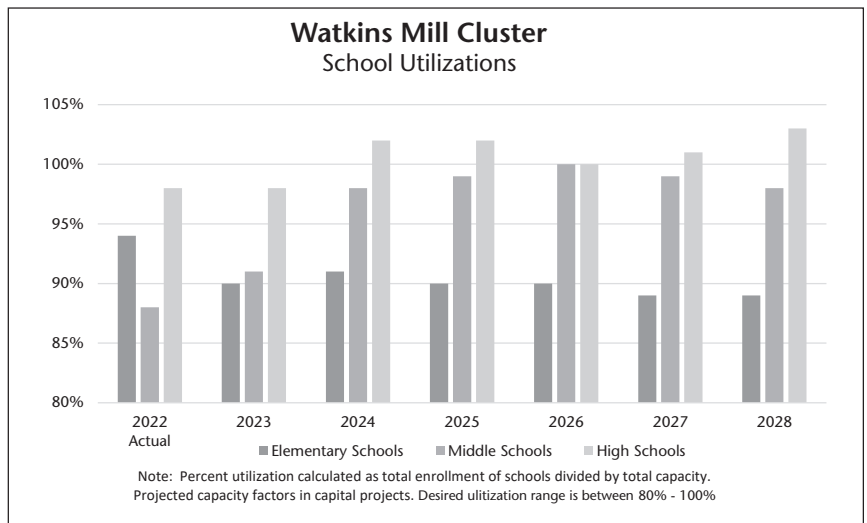
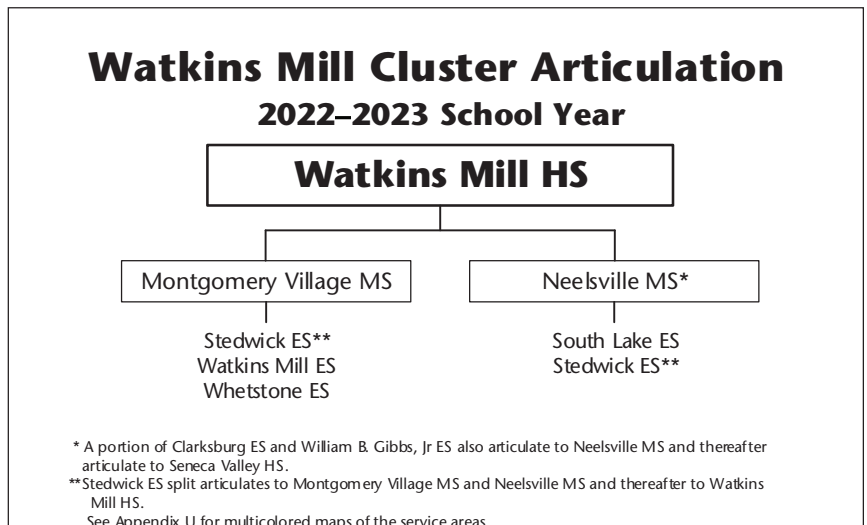
complete. A capacity study was approved to evaluate the elementary school space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues. The capacity study was conducted in summer 2021. Non-capital and/or capital solutions will be considered in a future CIP.

### Watkins Mill Elementary School

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

### Whetstone Elementary School

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



## WATKINS MILL CLUSTER

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

## CAPITAL PROJECTS

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

\*“Approved”—Project has an approved FY 2024 appropriation in the amended 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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Watkins Mill HS		Program Capacity	1742	1742	1742	1742	1742	1742	1742	1742	1742
		<b>Enrollment</b>	<b>1715</b>	<b>1704</b>	<b>1783</b>	<b>1775</b>	<b>1739</b>	<b>1768</b>	<b>1792</b>	<b>1800</b>	<b>1800</b>
		Available Space	27	38	(41)	(33)	3	(26)	(50)	(58)	(58)
		Comments									
Montgomery Village MS		Program Capacity	844	844	844	844	844	844	844	844	844
		<b>Enrollment</b>	<b>773</b>	<b>809</b>	<b>851</b>	<b>849</b>	<b>847</b>	<b>844</b>	<b>841</b>	<b>850</b>	<b>850</b>
		Available Space	71	35	(7)	(5)	(3)	0	3	(6)	(6)
		Comments									
Neelsville MS		Program Capacity	965	965	956	956	956	956	956	956	956
		<b>Enrollment</b>	<b>815</b>	<b>836</b>	<b>904</b>	<b>937</b>	<b>955</b>	<b>942</b>	<b>929</b>	<b>940</b>	<b>940</b>
		Available Space	150	129	52	19	1	14	27	16	16
		Comments			Maj. Cap. Project Complete						
South Lake ES	CSR	Program Capacity	694	796	796	796	796	796	796		
		<b>Enrollment</b>	<b>797</b>	<b>806</b>	<b>804</b>	<b>787</b>	<b>785</b>	<b>756</b>	<b>757</b>		
		Available Space	(103)	(10)	(8)	9	11	40	39		
		Comments		Maj. Cap. Project Complete							
Stedwick ES	CSR	Program Capacity	713	713	713	713	713	713	713		
		<b>Enrollment</b>	<b>501</b>	<b>520</b>	<b>506</b>	<b>487</b>	<b>491</b>	<b>497</b>	<b>497</b>		
		Available Space	212	193	207	226	222	216	216		
		Comments									
Watkins Mill ES	CSR	Program Capacity	732	732	732	732	732	732	732		
		<b>Enrollment</b>	<b>735</b>	<b>695</b>	<b>711</b>	<b>722</b>	<b>734</b>	<b>724</b>	<b>727</b>		
		Available Space	(3)	37	21	10	(2)	8	5		
		Comments									
Whetstone ES	CSR	Program Capacity	788	788	788	788	788	788	788		
		<b>Enrollment</b>	<b>715</b>	<b>708</b>	<b>729</b>	<b>731</b>	<b>716</b>	<b>718</b>	<b>710</b>		
		Available Space	73	80	59	57	72	70	78		
		Comments	See Text								
Cluster Information		HS Utilization	98%	98%	102%	102%	100%	101%	103%	103%	103%
		HS Enrollment	1715	1704	1783	1775	1739	1768	1792	1800	1800
		MS Utilization	88%	91%	98%	99%	100%	99%	98%	99%	99%
		MS Enrollment	1588	1645	1755	1786	1802	1786	1770	1790	1790
		ES Enrollment	2748	2729	2750	2727	2726	2695	2691		





## WATKINS MILL CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Watkins Mill HS	1989		305,288	51.0	Yes		HSWC
Montgomery Village MS	1968	2003	141,615	15.1			
Neelsville MS	1981		131,432	29.2			
South Lake ES	1972		83,038	10.2			LTL
Stedwick ES	1974		109,677	10.0			
Watkins Mill ES	1970		80,923	10.0	Yes	6	
Whetstone ES	1968		96,946	8.8	Yes	3	

*\*Relocatables on site to address overutilization*



# WALT WHITMAN CLUSTER

## CLUSTER PLANNING ISSUE

**Planning Issue:** On March 28, 2023, the Board of Education approved the boundary study scope to create the service area for the reopening of Charles W. Woodward High School. The scope of the boundary study includes the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also includes the following middle schools: Argyle, Eastern, A. Mario Loiederman, Newport Mill, North Bethesda, Parkland, Thomas W. Pyle, Odessa Shannon, Silver Creek, Silver Spring International, Sligo, Takoma Park, Tilden, and Westland. No elementary schools are included in the boundary study. It is anticipated that community meetings will begin early 2024, with the superintendent’s recommendation released in February 2025, and Board of Education action in March 2025. Information regarding this boundary study is available on the MCPS website at the following link: [www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy.aspx](http://www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy.aspx)

## SCHOOLS

### Walt Whitman High School

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

### Thomas W. Pyle Middle School

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

### Burning Tree Elementary School

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

## Walt Whitman Cluster Articulation

2022–2023 School Year

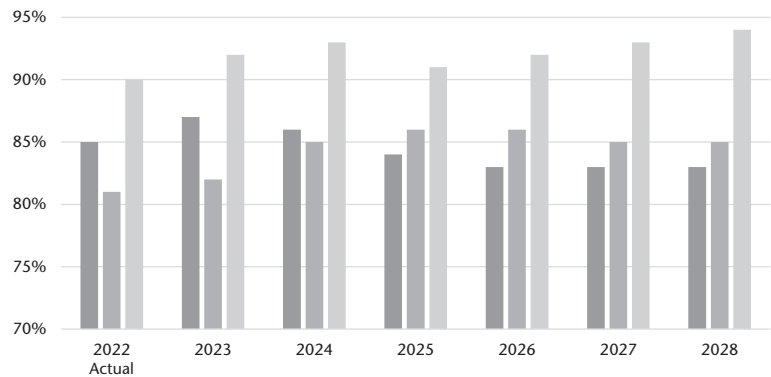
Walt Whitman HS

Thomas W. Pyle MS

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

See Appendix U for multicolored maps of the service areas.

## Walt Whitman Cluster School Utilizations



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 Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections							
			22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037
Walt Whitman HS	Program Capacity		2231	2231	2231	2231	2231	2231	2231	2231	2231
	Enrollment		2018	2051	2078	2029	2044	2070	2100	2105	2105
	Available Space		213	180	153	202	187	161	131	126	126
	Comments		See Text								
Thomas W. Pyle MS	Program Capacity		1523	1523	1523	1523	1523	1523	1523	1523	1523
	Enrollment		1241	1253	1294	1310	1305	1301	1298	1300	1300
	Available Space		282	270	229	213	218	222	225	223	223
	Comments		See Text								
Bannockburn ES	Program Capacity		389	389	389	389	389	389	389		
	Enrollment		418	414	414	376	359	339	340		
	Available Space		(29)	(25)	(25)	13	30	50	49		
	Comments										
Bradley Hills ES	Program Capacity		687	687	687	687	687	687	687		
	Enrollment		464	468	457	454	442	441	443		
	Available Space		223	219	230	233	245	246	244		
	Comments										
Burning Tree ES	Program Capacity		388	388	388	388	388	388	388		
	Enrollment		437	452	456	446	444	453	455		
	Available Space		(49)	(64)	(68)	(58)	(56)	(65)	(67)		
	Comments		See Text								
Carderock Springs ES	Program Capacity		430	430	430	430	430	430	430		
	Enrollment		337	348	356	366	364	369	370		
	Available Space		93	82	74	64	66	61	60		
	Comments										
Wood Acres ES	Program Capacity		752	752	752	752	752	752	752		
	Enrollment		605	616	601	592	586	595	595		
	Available Space		147	136	151	160	166	157	157		
	Comments										
Cluster Information	HS Utilization		90%	92%	93%	91%	92%	93%	94%	94%	94%
	HS Enrollment		2018	2051	2078	2029	2044	2070	2100	2105	2105
	MS Utilization		81%	82%	85%	86%	86%	85%	85%	85%	85%
	MS Enrollment		1241	1253	1294	1310	1305	1301	1298	1300	1300
	ES Enrollment		2261	2298	2284	2234	2195	2197	2203		





## WALT WHITMAN CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Walt Whitman HS	1962	1992	312,270	30.7	Yes		
Thomas W. Pyle MS	1962	1993	209,464	14.3			
Bannockburn ES	1957	1988	54,234	8.3		2	
Bradley Hills ES	1951	1984	76,745	6.7	Yes		
Burning Tree ES	1958	1991	68,119	6.8	Yes	4	
Carderock Springs ES	1966	2010	75,351	9.0			
Wood Acres ES	1952	2002	96,358	4.8	Yes		

*\*Relocatables on site to address overutilization*



**Walt Whitman High School**

# THOMAS S. WOOTTON CLUSTER

## CLUSTER PLANNING ISSUES

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

## SCHOOLS

### Thomas S. Wootton High School

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

**Capital Project:** Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year, but approved the additional expenditures. An FY 2024 appropriation was approved for construction funds. This project is scheduled to be completed August 2027.

### Cold Spring Elementary School

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

### DuFief Elementary School

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

## CAPITAL PROJECTS

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

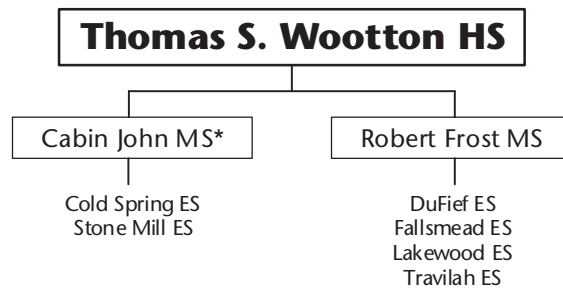
\* "Approved"—Project has an approved FY 2024 appropriation in the amended FY 2023–2028 CIP for planning or construction funds.

"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.

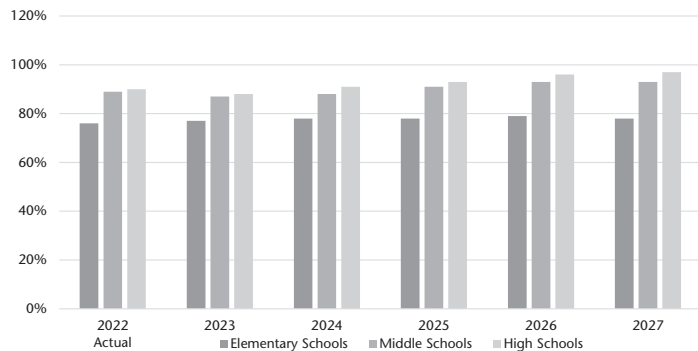
## Thomas S. Wootton Cluster Articulation

### 2022–2023 School Year



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

## Thomas S. Wootton Cluster School Utilizations



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

# THOMAS S. WOOTTON CLUSTER

## Projected Enrollment and Space Availability

Effects of the Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools		Actual	Projections								
		22-23	23-24	24-25	25-26	26-27	27-28	28-29	2032	2037	
Thomas S. Wootton HS	Program Capacity	2120	2120	2120	2120	2120	2120	2120	2120	2210	2210
	Enrollment	1911	1869	1934	1971	2027	2052	2082	2090	2090	2090
	Available Space	209	251	186	149	93	68	38	120	120	120
	Comments	See Text	Plng. for Maj. Cap. Project								
Crown HS	Program Capacity							2219	2219	2219	2219
	Enrollment							0	0	0	0
	Available Space							2219	2219	2219	2219
	Comments							Opens			
Cabin John MS	Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125	1125
	Enrollment	974	929	949	1004	1052	1067	1058	1060	1060	1060
	Available Space	151	196	176	121	73	58	67	65	65	65
	Comments										
Robert Frost MS	Program Capacity	1051	1051	1051	1051	1051	1051	1051	1051	1051	1051
	Enrollment	968	955	968	972	969	965	963	970	970	970
	Available Space	83	96	83	79	82	86	88	81	81	81
	Comments										
Cold Spring ES	Program Capacity	481	481	481	481	481	481	481	481		
	Enrollment	351	354	364	372	385	387	386	386		
	Available Space	130	127	117	109	96	94	95	95		
	Comments	See Text									
DuFief ES	Program Capacity	437	437	437	437	437	437	437	437		
	Enrollment	245	257	272	274	283	288	288	288		
	Available Space	192	180	165	163	154	149	149	149		
	Comments	See Text									
Fallsmead ES	Program Capacity	561	561	561	561	561	561	561	561		
	Enrollment	543	555	568	573	576	578	574	574		
	Available Space	18	6	(7)	(12)	(15)	(17)	(13)	(13)		
	Comments										
Lakewood ES	Program Capacity	566	566	566	566	566	566	566	566		
	Enrollment	438	437	439	437	442	442	440	440		
	Available Space	128	129	127	129	124	124	126	126		
	Comments										
Stone Mill ES	Program Capacity	713	713	713	713	713	713	713	713		
	Enrollment	550	546	511	508	502	490	488	488		
	Available Space	163	167	202	205	211	223	225	225		
	Comments										
Travilah ES	Program Capacity	526	526	526	526	526	526	526	526		
	Enrollment	377	388	397	386	390	378	377	377		
	Available Space	149	138	129	140	136	148	149	149		
	Comments										
Cluster Information	HS Utilization	90%	88%	91%	93%	96%	97%	98%	95%	95%	
	HS Enrollment	1911	1869	1934	1971	2027	2052	2082	2090	2090	
	MS Utilization	89%	87%	88%	91%	93%	93%	93%	93%	93%	
	MS Enrollment	1942	1884	1917	1976	2021	2032	2021	2030	2030	
	ES Utilization	76%	77%	78%	78%	79%	78%	78%			
ES Enrollment	2504	2537	2551	2550	2578	2563	2553				

# THOMAS S. WOOTTON CLUSTER

## Demographic Characteristics of Schools

Schools	2022-2023								2021-2022
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	1911	4.2%	11.8%	38.3%	8.2%	37.3%	12.8%	2.6%	5.0%
Cabin John MS	974	6.0%	12.5%	32.3%	12.1%	36.9%	12.9%	4.4%	6.4%
Robert Frost MS	968	7.2%	12.6%	39.4%	9.9%	30.5%	13.9%	4.5%	9.7%
Cold Spring ES	351	7.1%	3.7%	39.0%	6.6%	43.6%	4.8%	2.6%	6.7%
DuFief ES	245	9.8%	18.4%	32.2%	12.2%	27.3%	20.4%	18.8%	18.5%
Fallsmead ES	543	7.2%	14.2%	34.4%	12.0%	31.7%	17.7%	9.6%	16.0%
Lakewood ES	438	7.1%	13.0%	48.6%	13.7%	17.4%	18.9%	14.6%	19.5%
Stone Mill ES	550	8.0%	12.9%	49.1%	7.5%	22.4%	15.3%	14.9%	11.2%
Travilah ES	377	6.6%	9.5%	44.3%	8.8%	30.0%	16.2%	9.8%	13.8%
<b>Elementary Cluster Total</b>	<b>2504</b>	<b>7.5%</b>	<b>11.9%</b>	<b>42.1%</b>	<b>10.1%</b>	<b>28.1%</b>	<b>15.6%</b>	<b>11.6%</b>	<b>14.3%</b>
<b>Elementary County Total</b>	<b>72315</b>	<b>5.4%</b>	<b>21.7%</b>	<b>13.5%</b>	<b>35.6%</b>	<b>23.5%</b>	<b>47.5%</b>	<b>24.9%</b>	<b>19.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2022–2023 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2022–2023 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2021–2022 school year compared to 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 2022–2023)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	OTHER	Special Education Services																
																School Based	Quad Cluster Based					County & Regional Based										
																HSM @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7
Thomas S. Wootton HS	9-12	2120	98	93																	3	2										
Cabin John MS	6-8	1125	57	51																			3	3								
Robert Frost MS	6-8	1051	51	49																						2						
Cold Spring ES	K-5	481	24	3	19							2																				
DuFief ES	K-5	437	26	3	13							3												6	1							
Fallsmead ES	K-5	561	30	3	20							4			2	1																
Lakewood ES	K-5	566	30	3	20							3												4								
Stone Mill ES	K-5	713	36	4	25							3																		1	1	3
Travilah ES	K-5	526	26	3	20							3																				

## THOMAS S. WOOTTON CLUSTER

### Facility Characteristics of Schools 2022–2023

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Thomas S. Wootton HS	1970		295,620	27.4		3	
Cabin John MS	1967	2011	159,514	18.2			
Robert Frost MS	1971		143,757	24.8			
Cold Spring ES	1972		55,158	12.4		1	
DuFief ES	1975		59,013	10.0	Yes	1	
Fallsmead ES	1974		67,472	9.0	Yes		
Lakewood ES	1968	2003	77,526	13.1			
Stone Mill ES	1988		78,617	11.8			
Travilah ES	1960	1992	65,378	9.3			

*\*Relocatables on site to address overutilization*



**Cabin John Middle School**



# SPECIAL EDUCATION CENTERS

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## SPECIAL EDUCATION CENTERS

### **Longview School**

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

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

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

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

### **Rock Terrace School**

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

### **Carl Sandburg Learning Center**

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

### **Stephen Knolls School**

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



## SPECIAL EDUCATION CENTERS

### Projected Enrollment and Space Availability

Effects of the Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections						2032	2037
			22-23	23-24	24-25	25-26	26-27	27-28	28-29		
Stephen Knolls School	Program Capacity		122	122	122	122	122	122	122		
	Enrollment		67	84	67	67	67	67	67		
	Available Space		55	38	55	55	55	55	55		
	Comments										
Longview School	Program Capacity		56	56	56	56	56	56	56		
	Enrollment		66	66	66	66	66	66	73		
	Available Space		(10)	(10)	(10)	(10)	(10)	(10)	(17)		
	Comments										
RICA	Program Capacity		180	180	180	180	180	180	180		
	Enrollment		84	85	85	85	85	85	85		
	Available Space		96	95	95	95	95	95	95		
	Comments										
Rock Terrace School	Program Capacity		128	128	128	128	128	128	128		
	Enrollment		73	73	73	73	73	73	73		
	Available Space		55	55	55	55	55	55	55		
	Comments										
Carl Sandburg Center	Program Capacity		135	135	135	135	135	135	135		
	Enrollment		88	88	88	88	88	88	88		
	Available Space		47	47	47	47	47	47	47		
	Comments										
Cluster Information	Utilization		61%	64%	61%	61%	61%	61%	62%		
	Enrollment		378	396	379	379	379	379	386		



## SPECIAL EDUCATION CENTERS

### Facility Characteristics of Schools 2022–2023

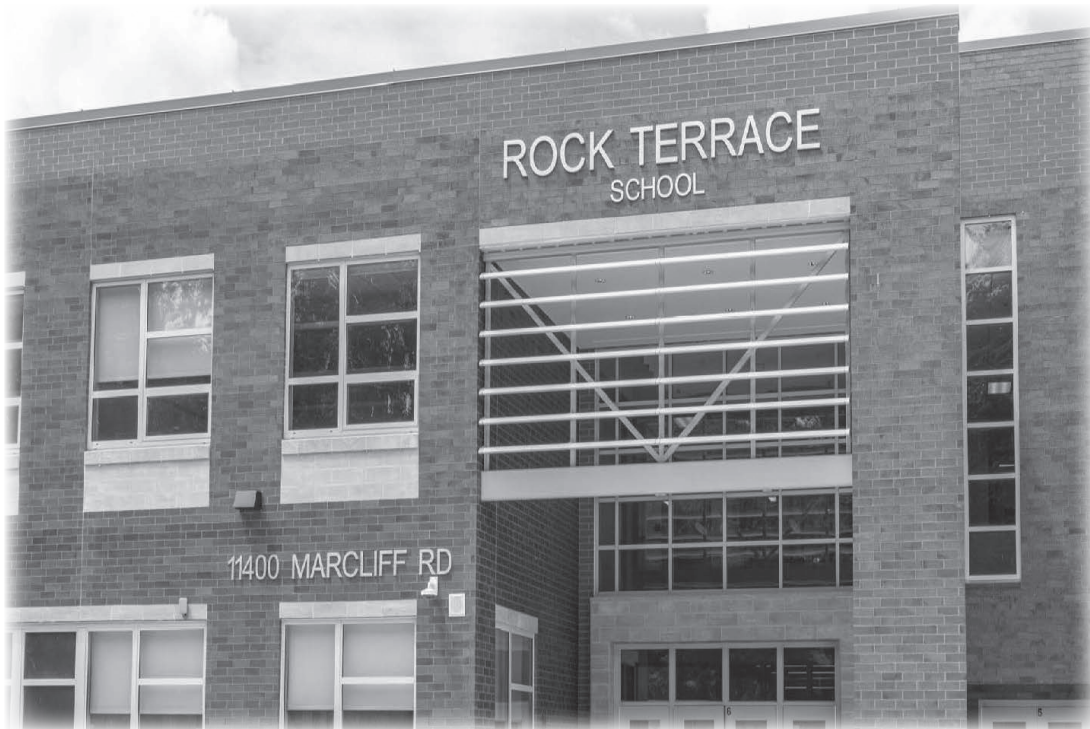
Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Stephen Knolls School SP	1958	1979	48,872	6.6			
Longview School SP**	2001		40,362	11.8			
RICA SP	1977		95,000	15.9			
Rock Terrace School SP***	1950	2020	244,561	16.63			
Carl Sandburg Learning Center SP****	1962	2020	52,227	17.85			

\*Relocatables on site to address overutilization

\*\* Longview School is colocated with Spark M. Matsunaga ES

\*\*\* Rock Terrace School is colocated with Tilden MS

\*\*\*\* Carl Sandberg Learning Center is colocated with Maryvale ES



**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 2022–2023

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

*\*Relocatables on site to address overutilization*



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## OTHER EDUCATIONAL FACILITIES

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

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

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

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

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

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

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

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

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

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



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## OTHER EDUCATIONAL FACILITIES

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### **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 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27	SY 27-28
Emory Grove Center	South Lake ES					
Fairland Center	Burnt Mills ES					
Grosvenor Center	Woodlin ES					
North Lake Center	Stonegate ES					
Radnor Center						

**Facility Characteristics of Schools 2022-2023**

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site Size Acres	Relocatable Classrooms
Emory Grove Center	Elementary	18100 Washington Grove Lane	22	45,002	10.17	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 **MCPS**  
 Agency **Public Schools**  
 Planning Area **Bethesda-Chevy Chase**  
 Relocation Impact **None.**

Date Last Modified **October 21, 1997**  
 Previous PDF Page Number **-**  
 Required Adequate Public Facility **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:

- 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.
- First Cost Estimate—Current Scope—The estimated cost of the project as currently planned.
- Last Fiscal Year's Cost Estimate—The cost approved in last year's CIP.
- Present Cost Estimate—The current cost based on a detailed review of construction costs, scope, design, and program of the project.
- 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.
- Cumulative Appropriation—The Council-approved total appropriation from prior years.
- Expenditure Schedule—Year One Total—The actual anticipated cash flow in the first year of the requested capital budget.
- Expenditure Schedule—Total Six Years—The totals for the six-year CIP in current-year dollars.
- Expenditure Schedule—Total—The grand total in current-year dollars.
- Funding Schedule—County Bonds—The source of funding, including state, county, or other sources.
- Description and Justification—The text that describes the project and why it is needed.
- 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 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.

#2 - MCPS CIP amendments and Capital Budget: this resolution requires 6 affirmative votes.

Resolution No.:	<u>20-176</u>
Introduced:	<u>May 25, 2023</u>
Adopted:	<u>May 25, 2023</u>

**COUNTY COUNCIL  
FOR MONTGOMERY COUNTY, MARYLAND**

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By: County Council

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**SUBJECT:** Approval of Amendments to the Approved FY 2023-2028 Capital Improvements Program, and Approval of and Appropriation for the FY 2024 Capital Budget of the Montgomery County Public School System

**Background**

1. As required by the Education Article, Sections 5-101, 5-102, and 5-306 of the Maryland Code, the Board of Education sent to the County Executive an FY 2024 capital budget and amendments to the approved FY 2023-2028 capital improvements program for the Montgomery County Public School system. The Board also requested amendments to the Approved FY 2023-2028 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 CIP, which the County Executive did on January 18, 2022 for the 6-year period FY 2023-2028. Section 302 requires the affirmative vote of at least 6 Councilmembers to approve or modify the Executive's Recommended CIP. On May 26, 2022, the Council approved the Board of Education's CIP for FY 2023-2028 in Resolution 19-1277. 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 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 year a recommended capital budget, which the County Executive did on January 17, 2023 for FY 2024. The Executive also sent to the Council his recommendations on amendments to the Approved FY 2023-2028 CIP.
4. As required by Section 304 of the Charter, the Council held public hearings on the Capital Budget for FY 2024 and on amendments to the Approved FY 2023-2028 CIP on February 7 and 9, April 11 and 13, and May 9, 2023.

**Action**

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

1. For FY 2024, the Council approves the Capital Budget for the Montgomery County Public Schools and appropriates the amounts by project, which are shown in Part I. The amounts reflected in the column labeled "FY 2024 Appropriation" represents the change in total appropriation for a specific project; the total appropriation as of FY 2024 is reflected in the column labeled "Total Appropriation."
2. The expenditure of funds for each item in the capital budget must comply with all restrictions and requirements in the project description form for that item, as the form is contained in the approved Capital Improvements Program as amended by this resolution, and as the Capital Improvements Program is amended by the Council under Charter Section 302 after this resolution is adopted.
3. This resolution reappropriates the appropriations made in prior years for all capital projects:
  - a) except as specifically reflected elsewhere in this resolution;
  - b) in the amounts and for the purposes specified in the approved Capital Improvements Program for FY 2023-2028; and
  - c) to the extent that those appropriations are not expended or encumbered.
4. The Council approves those projects shown in Part II as amendments to the Approved FY 2023-2028 Capital Improvements Program.
5. The Council approves the close out of the projects in Part III.
6. The Council approves the partial closeout of the projects in Part IV.
7. If a sign recognizing the contribution of any Federal, State, or local government or agency is displayed at any project for which funds are appropriated in this resolution, as a condition of spending those funds each sign must also expressly recognize the contribution of the County and the County's taxpayers.

This is a correct copy of Council action.



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Sara R. Tenenbaum  
Clerk of the Council

**PART I: FY24 Capital Budget for  
Montgomery County Public Schools**

**The appropriations for FY24 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)	FY24 Appropriation	Cumulative Appropriation	Total Appropriation
ADA Compliance: MCPS (P796235)	5,500,000	34,093,000	39,593,000
Asbestos Abatement: MCPS (P816695)	1,145,000	18,955,000	20,100,000
Building Modifications and Program Improvements (P076506)	18,167,000	72,436,000	90,603,000
Design and Construction Management (P746032)	4,900,000	80,475,000	85,375,000
Early Childhood Center (P652303)	12,000,000	4,000,000	16,000,000
Emergency Replacement of Major Building Components (P652304)	1,500,000	1,500,000	3,000,000
Fire Safety Code Upgrades (P016532)	817,000	22,051,000	22,868,000
HVAC (Mechanical Systems) Replacement: MCPS (P816633)	10,000,000	156,021,000	166,021,000
Improved (Safe) Access to Schools (P975051)	3,500,000	23,010,000	26,510,000
Major Capital Projects - Secondary (P652102)	128,531,000	233,061,000	361,592,000
Materials Management Building Relocation (P652401)	2,500,000	0	2,500,000
Outdoor Play Space Maintenance Project (P651801)	450,000	5,600,000	6,050,000
Planned Life Cycle Asset Repl: MCPS (P896586)	12,000,000	151,337,000	163,337,000
Restroom Renovations (P056501)	3,000,000	32,158,000	35,158,000
Roof Replacement: MCPS (P766995)	12,000,000	83,575,000	95,575,000
School Security Systems (P926557)	4,500,000	57,172,000	61,672,000
Stormwater Discharge & Water Quality Mgmt: MCPS (P956550)	1,200,000	11,215,000	12,415,000
Sustainability Initiatives (P652306)	5,000,000	5,000,000	10,000,000
Technology Modernization (P036510)	26,664,000	402,200,000	428,864,000
Burtonsville ES (Replacement) (P652301)	45,876,000	550,000	46,426,000
Charles W. Woodward HS Reopening (P651908)	15,000,000	181,095,000	196,095,000
Crown HS (New) (P651909)	183,646,000	6,306,000	189,952,000
Greencastle ES Addition (P652302)	16,945,000	1,550,000	18,495,000
JoAnn Leleck at Broad Acres ES Replacement (P652201)	14,000,000	31,557,000	45,557,000
Northwood HS Addition/Facility Upgrades (P651907)	171,376,000	27,140,000	198,516,000
Silver Spring International MS Addition (P651912)	5,000,000	23,140,000	28,140,000

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**PART I: FY24 Capital Budget for  
Montgomery County Public Schools**

**The appropriations for FY24 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.**

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<b>Project Name (Project Number)</b>	<b>FY24 Appropriation</b>	<b>Cumulative Appropriation</b>	<b>Total Appropriation</b>
<b>Total - Montgomery County Public Schools</b>	705,217,000	1,665,197,000	2,370,414,000

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**PART II: Amended Projects**

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<b>Project Number</b>	<b>Project Name</b>
P076506	Building Modifications and Program Improvements
P816633	HVAC (Mechanical Systems) Replacement: MCPS
P652102	Major Capital Projects - Secondary
P652401	Materials Management Building Relocation
P926557	School Security Systems
P956550	Stormwater Discharge & Water Quality Mgmt: MCPS
P652306	Sustainability Initiatives
P652301	Burtonsville ES (Replacement)
P651908	Charles W. Woodward HS Reopening
P651909	Crown HS (New)
P652302	Greencastle ES Addition
P652201	JoAnn Leleck at Broad Acres ES Replacement
P651907	Northwood HS Addition/Facility Upgrades
P651912	Silver Spring International MS Addition
P652310	Built to Learn Act State Aid Match
P076510	MCPS Funding Reconciliation

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

(P652104)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	03/02/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Bethesda-Chevy Chase and Vicinity	<b>Status</b>	

Total	Thru FY22	Rem 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	-	-
<b>TOTAL EXPENDITURES</b>	<b>1,195</b>	<b>-</b>	<b>-</b>	<b>1,195</b>	<b>-</b>	<b>-</b>	<b>650</b>	<b>545</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	1,195	-	-	1,195	-	-	650	545	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>1,195</b>	<b>-</b>	<b>-</b>	<b>1,195</b>	<b>-</b>	<b>-</b>	<b>650</b>	<b>545</b>	<b>-</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	-	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	1,195
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 (Replacement)

## (P652301)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Fairland-Beltsville and Vicinity	<b>Status</b>	Preliminary Design Stage

	Total	Thru FY22	Rem 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	3,098	-	-	3,098	550	971	889	688	-	-	-
Site Improvements and Utilities	5,260	-	-	5,260	-	3,510	1,750	-	-	-	-
Construction	38,093	-	-	38,093	-	701	8,316	7,540	12,536	9,000	-
Other	1,325	-	-	1,325	-	-	-	1,325	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>47,776</b>	-	-	<b>47,776</b>	<b>550</b>	<b>5,182</b>	<b>10,955</b>	<b>9,553</b>	<b>12,536</b>	<b>9,000</b>	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	35,349	-	-	35,349	550	4,962	5,076	6,342	9,419	9,000	-
State Aid	12,427	-	-	12,427	-	220	5,879	3,211	3,117	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>47,776</b>	-	-	<b>47,776</b>	<b>550</b>	<b>5,182</b>	<b>10,955</b>	<b>9,553</b>	<b>12,536</b>	<b>9,000</b>	-

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	45,876	Year First Appropriation	FY23
Cumulative Appropriation	550	Last FY's Cost Estimate	17,903
Expenditure / Encumbrances	-		
Unencumbered Balance	550		

### 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. An FY 2024 appropriation and an amendment to the FY2023-2028 CIP was approved to construct a new Burtonsville ES at another location instead of building an addition at the existing school at the current location. This replacement project is 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	03/02/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Clarksburg and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	2,981	2,350	333	298	198	100	-	-	-	-	-
Site Improvements and Utilities	4,410	2,800	507	1,103	1,103	-	-	-	-	-	-
Construction	36,785	733	221	35,831	20,848	14,983	-	-	-	-	-
Other	1,325	-	-	1,325	1,325	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>45,501</b>	<b>5,883</b>	<b>1,061</b>	<b>38,557</b>	<b>23,474</b>	<b>15,083</b>	-	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	22,066	1,317	(271)	21,020	12,800	8,220	-	-	-	-	-
Recordation Tax	4,566	4,566	-	-	-	-	-	-	-	-	-
State Aid	18,869	-	1,332	17,537	10,674	6,863	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>45,501</b>	<b>5,883</b>	<b>1,061</b>	<b>38,557</b>	<b>23,474</b>	<b>15,083</b>	-	-	-	-	-

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

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	-	Year First Appropriation	FY20
Cumulative Appropriation	45,501	Last FY's Cost Estimate	45,501
Expenditure / Encumbrances	-		
Unencumbered Balance	45,501		

## 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/22/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Gaithersburg and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	6,306	1,453	3,721	1,132	500	632	-	-	-	-	-
Site Improvements and Utilities	9,577	-	240	9,337	-	5,602	3,735	-	-	-	-
Construction	174,069	-	-	174,069	-	3,837	20,728	40,569	68,358	40,577	-
Other	4,300	-	-	4,300	-	-	3,150	1,150	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>194,252</b>	<b>1,453</b>	<b>3,961</b>	<b>188,838</b>	<b>500</b>	<b>10,071</b>	<b>27,613</b>	<b>41,719</b>	<b>68,358</b>	<b>40,577</b>	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	122,804	1,453	3,961	117,390	500	3,667	9,833	24,315	39,499	39,576	-
State Aid	71,448	-	-	71,448	-	6,404	17,780	17,404	28,859	1,001	-
<b>TOTAL FUNDING SOURCES</b>	<b>194,252</b>	<b>1,453</b>	<b>3,961</b>	<b>188,838</b>	<b>500</b>	<b>10,071</b>	<b>27,613</b>	<b>41,719</b>	<b>68,358</b>	<b>40,577</b>	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>				
Appropriation FY 24 Request	183,646		Year First Appropriation	FY20
Cumulative Appropriation	6,306		Last FY's Cost Estimate	179,252
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 was approved for construction funds and an amendment to the FY 2023-2028 CIP was approved for additional funds due to the impact on the construction industry as a result of the Covid-19 pandemic. This new high school is 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

# Gaithersburg Cluster Elementary School #8 (P651518)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/12/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Gaithersburg and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	2,744	2,744	-	-	-	-	-	-	-	-	-
Site Improvements and Utilities	5,850	5,850	-	-	-	-	-	-	-	-	-
Construction	32,263	23,505	-	8,758	8,758	-	-	-	-	-	-
Other	1,325	1,325	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>42,182</b>	<b>33,424</b>	-	<b>8,758</b>	<b>8,758</b>	-	-	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	16,325	7,876	(309)	8,758	8,758	-	-	-	-	-	-
Recordation Tax	12,114	12,114	-	-	-	-	-	-	-	-	-
School Facilities Payment	1,161	852	309	-	-	-	-	-	-	-	-
Schools Impact Tax	3,857	3,857	-	-	-	-	-	-	-	-	-
State Aid	8,725	8,725	-	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>42,182</b>	<b>33,424</b>	-	<b>8,758</b>	<b>8,758</b>	-	-	-	-	-	-

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

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	-	Year First Appropriation	FY16
Cumulative Appropriation	42,182	Last FY's Cost Estimate	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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Fairland-Beltsville and Vicinity	<b>Status</b>	Preliminary Design Stage

	Total	Thru FY22	Rem 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	14,520	-	-	14,520	-	3,889	5,241	5,390	-	-	-
Other	550	-	-	550	-	-	550	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>18,495</b>	-	-	<b>18,495</b>	<b>550</b>	<b>6,110</b>	<b>6,445</b>	<b>5,390</b>	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	12,331	-	-	12,331	550	6,110	2,308	3,363	-	-	-
State Aid	6,164	-	-	6,164	-	-	4,137	2,027	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>18,495</b>	-	-	<b>18,495</b>	<b>550</b>	<b>6,110</b>	<b>6,445</b>	<b>5,390</b>	-	-	-

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	16,945	Year First Appropriation	FY23
Cumulative Appropriation	1,550	Last FY's Cost Estimate	14,495
Expenditure / Encumbrances	-		
Unencumbered Balance	1,550		

### 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. An FY 2024 appropriation was approved for construction funds and an amendment to the FY 2023-2028 CIP was approved for additional funds due to the impact on the construction industry as a result of the Covid-19 pandemic. 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Silver Spring and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	1,051	33	742	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	-	-
<b>TOTAL EXPENDITURES</b>	<b>16,775</b>	<b>33</b>	<b>742</b>	<b>16,000</b>	<b>175</b>	<b>101</b>	<b>1,825</b>	<b>6,394</b>	<b>4,305</b>	<b>3,200</b>	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	16,775	33	742	16,000	175	101	1,825	6,394	4,305	3,200	-
<b>TOTAL FUNDING SOURCES</b>	<b>16,775</b>	<b>33</b>	<b>742</b>	<b>16,000</b>	<b>175</b>	<b>101</b>	<b>1,825</b>	<b>6,394</b>	<b>4,305</b>	<b>3,200</b>	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	-	Year First Appropriation	FY20
Cumulative Appropriation	16,775	Last FY's Cost Estimate	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 scheduled to be completed August 2027.

# John F. Kennedy HS Addition

## (P651906)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/12/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Kensington-Wheaton	<b>Status</b>	Planning Stage

	Total	Thru FY22	Rem 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	1,775	-	-	-	-	-	-	-	-	-
Site Improvements and Utilities	5,956	5,456	-	500	500	-	-	-	-	-	-
Construction	18,247	11,680	-	6,567	6,567	-	-	-	-	-	-
Other	600	600	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>26,578</b>	<b>19,511</b>	-	<b>7,067</b>	<b>7,067</b>	-	-	-	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	10,151	5,669	-	4,482	4,482	-	-	-	-	-	-
Recordation Tax	8,467	8,467	-	-	-	-	-	-	-	-	-
Schools Impact Tax	3,489	3,489	-	-	-	-	-	-	-	-	-
State Aid	4,471	1,886	-	2,585	2,585	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>26,578</b>	<b>19,511</b>	-	<b>7,067</b>	<b>7,067</b>	-	-	-	-	-	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				522	87	87	87	87	87	87
Energy				192	32	32	32	32	32	32
<b>NET IMPACT</b>				<b>714</b>	<b>119</b>	<b>119</b>	<b>119</b>	<b>119</b>	<b>119</b>	<b>119</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	-	Year First Appropriation	FY19
Cumulative Appropriation	26,578	Last FY's Cost Estimate	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

# JoAnn Leleck at Broad Acres ES Replacement (P652201)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Silver Spring and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	2,455	24	2,161	270	175	95	-	-	-	-	-
Site Improvements and Utilities	3,580	-	580	3,000	3,000	-	-	-	-	-	-
Construction	39,522	-	-	39,522	1,804	9,044	16,319	12,355	-	-	-
Other	1,125	-	-	1,125	-	-	1,125	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>46,682</b>	<b>24</b>	<b>2,741</b>	<b>43,917</b>	<b>4,979</b>	<b>9,139</b>	<b>17,444</b>	<b>12,355</b>	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	28,218	24	2,741	25,453	4,979	9,139	2,088	9,247	-	-	-
State Aid	18,464	-	-	18,464	-	-	15,356	3,108	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>46,682</b>	<b>24</b>	<b>2,741</b>	<b>43,917</b>	<b>4,979</b>	<b>9,139</b>	<b>17,444</b>	<b>12,355</b>	-	-	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>				
Appropriation FY 24 Request		14,000	Year First Appropriation	FY22
Cumulative Appropriation		31,557	Last FY's Cost Estimate	32,682
Expenditure / Encumbrances		-		
Unencumbered Balance		31,557		

## 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. An FY 2024 appropriation and amendment to the FY2023-2028 CIP was approved for additional funding due to the impact on the construction industry as a result of the Covid-19 pandemic. The scheduled completion date for this project 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	12/13/22
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Germantown and Vicinity	<b>Status</b>	Under Construction

	Total	Thru FY22	Rem 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	1,024	704	218	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	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>14,403</b>	<b>704</b>	<b>4,656</b>	<b>9,043</b>	<b>3,752</b>	<b>5,291</b>	-	-	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	10,845	704	4,656	5,485	1,654	3,831	-	-	-	-	-
State Aid	3,558	-	-	3,558	2,098	1,460	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>14,403</b>	<b>704</b>	<b>4,656</b>	<b>9,043</b>	<b>3,752</b>	<b>5,291</b>	-	-	-	-	-

### OPERATING BUDGET IMPACT (\$000s)

Maintenance				174	29	29	29	29	29	29
Energy				66	11	11	11	11	11	11
<b>NET IMPACT</b>				<b>240</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	-	Year First Appropriation	FY21
Cumulative Appropriation	14,403	Last FY's Cost Estimate	14,403
Expenditure / Encumbrances	-		
Unencumbered Balance	14,403		

## 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/22/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Kemp Mill-Four Corners and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	9,873	4,818	4,555	500	500	-	-	-	-	-	-
Site Improvements and Utilities	17,267	-	7,387	9,880	6,985	2,895	-	-	-	-	-
Construction	171,376	-	2,248	169,128	-	12,634	42,774	36,466	42,254	35,000	-
Other	4,560	-	-	4,560	-	-	1,135	3,425	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>203,076</b>	<b>4,818</b>	<b>14,190</b>	<b>184,068</b>	<b>7,485</b>	<b>15,529</b>	<b>43,909</b>	<b>39,891</b>	<b>42,254</b>	<b>35,000</b>	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	125,172	2,196	14,092	108,884	7,485	2,716	16,739	20,130	27,117	34,697	-
Recordation Tax	2,622	2,622	-	-	-	-	-	-	-	-	-
School Facilities Payment	98	-	98	-	-	-	-	-	-	-	-
State Aid	75,184	-	-	75,184	-	12,813	27,170	19,761	15,137	303	-
<b>TOTAL FUNDING SOURCES</b>	<b>203,076</b>	<b>4,818</b>	<b>14,190</b>	<b>184,068</b>	<b>7,485</b>	<b>15,529</b>	<b>43,909</b>	<b>39,891</b>	<b>42,254</b>	<b>35,000</b>	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	171,376	Year First Appropriation	FY19
Cumulative Appropriation	27,140	Last FY's Cost Estimate	173,076
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. An FY 2024 appropriation was approved for construction funds and an amendment to the FY 2023-2028 CIP was approved for additional funds due to the impact on the construction industry as a result of the Covid-19 pandemic. This project is 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	12/13/22
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Colesville-White Oak and Vicinity	<b>Status</b>	Preliminary Design Stage

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	1,715	54	1,596	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	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>25,168</b>	<b>54</b>	<b>4,818</b>	<b>20,296</b>	<b>10,543</b>	<b>7,753</b>	<b>2,000</b>	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	20,165	54	4,818	15,293	7,693	6,041	1,559	-	-	-	-
State Aid	5,003	-	-	5,003	2,850	1,712	441	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>25,168</b>	<b>54</b>	<b>4,818</b>	<b>20,296</b>	<b>10,543</b>	<b>7,753</b>	<b>2,000</b>	-	-	-	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	-	Year First Appropriation	FY21
Cumulative Appropriation	25,168	Last FY's Cost Estimate	25,168
Expenditure / Encumbrances	-		
Unencumbered Balance	25,168		

## 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	12/20/22
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Aspen Hill and Vicinity	<b>Status</b>	Under Construction

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	1,240	836	32	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	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>18,238</b>	<b>836</b>	<b>2,692</b>	<b>14,710</b>	<b>8,123</b>	<b>6,587</b>	-	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	10,924	836	2,692	7,396	7,109	287	-	-	-	-	-
State Aid	7,314	-	-	7,314	1,014	6,300	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>18,238</b>	<b>836</b>	<b>2,692</b>	<b>14,710</b>	<b>8,123</b>	<b>6,587</b>	-	-	-	-	-

<b>OPERATING BUDGET IMPACT (\$000s)</b>											
Maintenance				348	58	58	58	58	58	58	58
Energy				132	22	22	22	22	22	22	22
<b>NET IMPACT</b>				<b>480</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	-	Year First Appropriation	FY21
Cumulative Appropriation	18,238	Last FY's Cost Estimate	18,238
Expenditure / Encumbrances	-		
Unencumbered Balance	18,238		

## 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 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

# Odessa Shannon MS Addition/ Facility Upgrade (P651910)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	12/13/22
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Kemp Mill-Four Corners and Vicinity	<b>Status</b>	Preliminary Design Stage

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	3,921	3,921	-	-	-	-	-	-	-	-	-
Site Improvements and Utilities	8,927	8,927	-	-	-	-	-	-	-	-	-
Construction	48,266	34,015	2,251	12,000	12,000	-	-	-	-	-	-
Other	1,750	1,750	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>62,864</b>	<b>48,613</b>	<b>2,251</b>	<b>12,000</b>	<b>12,000</b>	-	-	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	16,561	2,310	2,251	12,000	12,000	-	-	-	-	-	-
Schools Impact Tax	33,260	33,260	-	-	-	-	-	-	-	-	-
State Aid	13,043	13,043	-	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>62,864</b>	<b>48,613</b>	<b>2,251</b>	<b>12,000</b>	<b>12,000</b>	-	-	-	-	-	-

<b>OPERATING BUDGET IMPACT (\$000s)</b>											
Maintenance				612	102	102	102	102	102	102	102
Energy				228	38	38	38	38	38	38	38
<b>NET IMPACT</b>				<b>840</b>	<b>140</b>	<b>140</b>	<b>140</b>	<b>140</b>	<b>140</b>	<b>140</b>	<b>140</b>

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	-	Year First Appropriation	FY19
Cumulative Appropriation	62,864	Last FY's Cost Estimate	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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Silver Spring and Vicinity	<b>Status</b>	Planning Stage

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	2,308	1,766	141	401	401	-	-	-	-	-	-
Site Improvements and Utilities	2,349	-	2,349	-	-	-	-	-	-	-	-
Construction	22,498	-	884	21,614	-	6,460	10,154	5,000	-	-	-
Other	985	-	-	985	-	985	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>28,140</b>	<b>1,766</b>	<b>3,374</b>	<b>23,000</b>	<b>401</b>	<b>7,445</b>	<b>10,154</b>	<b>5,000</b>	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	18,665	1,766	3,374	13,525	401	3,749	6,282	3,093	-	-	-
State Aid	9,475	-	-	9,475	-	3,696	3,872	1,907	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>28,140</b>	<b>1,766</b>	<b>3,374</b>	<b>23,000</b>	<b>401</b>	<b>7,445</b>	<b>10,154</b>	<b>5,000</b>	-	-	-

<b>OPERATING BUDGET IMPACT (\$000s)</b>											
Maintenance				365	-	73	73	73	73	73	
Energy				135	-	27	27	27	27	27	
<b>NET IMPACT</b>				<b>500</b>	-	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	5,000	Year First Appropriation	FY19
Cumulative Appropriation	23,140	Last FY's Cost Estimate	23,140
Expenditure / Encumbrances	-		
Unencumbered Balance	23,140		

## 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. An FY 2024 appropriation was approved for construction funds and an amendment to the FY 2023-2028 CIP was approved for additional funds due to the impact on the construction industry as a result of the Covid-19 pandemic. The scheduled completion date for this project 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.

## COORDINATION

# Westbrook ES Addition (P652107)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/12/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Bethesda-Chevy Chase and Vicinity	<b>Status</b>	Planning Stage

Total	Thru FY22	Rem 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	392	-	226	226	-	-	-	-	-
Construction	3,563	-	-	3,563	2,117	1,446	-	-	-	-
Other	210	-	-	210	210	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>4,391</b>	<b>392</b>	<b>-</b>	<b>3,999</b>	<b>2,553</b>	<b>1,446</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	4,391	392	-	3,999	2,553	1,446	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>4,391</b>	<b>392</b>	<b>-</b>	<b>3,999</b>	<b>2,553</b>	<b>1,446</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	-	Year First Appropriation	FY22
Cumulative Appropriation	4,391	Last FY's Cost Estimate	4,391
Expenditure / Encumbrances	-		
Unencumbered Balance	4,391		

### 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.

### 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Individual Schools	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Rockville	<b>Status</b>	Planning Stage

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	8,258	6,653	605	1,000	1,000	-	-	-	-	-	-
Site Improvements and Utilities	21,649	12,481	1,712	7,456	5,956	750	750	-	-	-	-
Construction	161,888	15,154	19,494	127,240	7,937	18,267	38,140	31,896	31,000	-	-
Other	4,300	-	3,150	1,150	1,150	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>196,095</b>	<b>34,288</b>	<b>24,961</b>	<b>136,846</b>	<b>16,043</b>	<b>19,017</b>	<b>38,890</b>	<b>31,896</b>	<b>31,000</b>	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bond Premium	5,500	-	5,500	-	-	-	-	-	-	-	-
G.O. Bonds	81,739	4,029	8,999	68,711	6,812	3,701	22,236	16,096	19,866	-	-
Recordation Tax	29,420	29,420	-	-	-	-	-	-	-	-	-
Schools Impact Tax	839	839	-	-	-	-	-	-	-	-	-
State Aid	78,597	-	10,462	68,135	9,231	15,316	16,654	15,800	11,134	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>196,095</b>	<b>34,288</b>	<b>24,961</b>	<b>136,846</b>	<b>16,043</b>	<b>19,017</b>	<b>38,890</b>	<b>31,896</b>	<b>31,000</b>	-	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	15,000	Year First Appropriation	FY19
Cumulative Appropriation	181,095	Last FY's Cost Estimate	181,095
Expenditure / Encumbrances	-		
Unencumbered Balance	181,095		

## 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. An FY 2024 appropriation and amendment to the FY 2023-2028 CIP was approved for additional funds due to the impact on construction costs as a result of the Covid-19 pandemic. This project is 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY22	Rem 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	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
Planning, Design and Supervision	9,416	6,413	587	2,416	550	550	329	329	329	329	-
Construction	34,977	18,030	3,563	13,384	4,950	4,950	871	871	871	871	-
<b>TOTAL EXPENDITURES</b>	<b>44,393</b>	<b>24,443</b>	<b>4,150</b>	<b>15,800</b>	<b>5,500</b>	<b>5,500</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>-</b>

## FUNDING SCHEDULE (\$000s)

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
G.O. Bonds	44,393	24,443	4,150	15,800	5,500	5,500	1,200	1,200	1,200	1,200	-
<b>TOTAL FUNDING SOURCES</b>	<b>44,393</b>	<b>24,443</b>	<b>4,150</b>	<b>15,800</b>	<b>5,500</b>	<b>5,500</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>-</b>

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	5,500	Year First Appropriation	FY79
Cumulative Appropriation	34,093	Last FY's Cost Estimate	44,393
Expenditure / Encumbrances	-		
Unencumbered Balance	34,093		

## 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 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. An FY 2024 appropriation was approved to continue this level of effort project.

## 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	16,684	11,350	498	4,836	806	806	806	806	806	806	-
Construction	7,996	5,962	-	2,034	339	339	339	339	339	339	-
<b>TOTAL EXPENDITURES</b>	<b>24,680</b>	<b>17,312</b>	<b>498</b>	<b>6,870</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>-</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	24,680	17,312	498	6,870	1,145	1,145	1,145	1,145	1,145	1,145	-
<b>TOTAL FUNDING SOURCES</b>	<b>24,680</b>	<b>17,312</b>	<b>498</b>	<b>6,870</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>1,145</b>	<b>-</b>

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>				
Appropriation FY 24 Request		1,145	Year First Appropriation	FY81
Cumulative Appropriation		18,955	Last FY's Cost Estimate	24,680
Expenditure / Encumbrances		-		
Unencumbered Balance		18,955		

### 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. An FY 2024 appropriation was approved to continue this level of effort project.

### DISCLOSURES

Expenditures will continue indefinitely.

### COORDINATION

Maryland Department of the Environment, Department of Environmental Protection, State Department of Education, Department of Health FY 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/22/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	9,534	3,518	216	5,800	1,800	4,000	-	-	-	-	-
Construction	81,069	57,880	2,989	20,200	6,200	14,000	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>90,603</b>	<b>61,398</b>	<b>3,205</b>	<b>26,000</b>	<b>8,000</b>	<b>18,000</b>	-	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
Contributions	3,816	2,463	1,353	-	-	-	-	-	-	-	-
G.O. Bonds	86,787	58,935	1,852	26,000	8,000	18,000	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>90,603</b>	<b>61,398</b>	<b>3,205</b>	<b>26,000</b>	<b>8,000</b>	<b>18,000</b>	-	-	-	-	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	18,167	Year First Appropriation	FY07
Cumulative Appropriation	72,436	Last FY's Cost Estimate	80,603
Expenditure / Encumbrances	-	Partial Closeout Thru FY22	6,847
Unencumbered Balance	72,436	New Partial Closeout	-
		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 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 classroom 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. An FY 2024 appropriation and amendment to the FY 2023-2028 CIP was approved to continue this level of effort project and also to provide funding to implement the new *Blueprint for Maryland's Future* through modifications to existing facilities to provide classroom spaces; to modify existing facilities to provide inclusive student restrooms; and, to modify existing facilities due to special education program changes and relocations.

## 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY22	Rem 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	74,426	1,149	29,400	4,900	4,900	4,900	4,900	4,900	4,900	-
<b>TOTAL EXPENDITURES</b>	<b>104,975</b>	<b>74,426</b>	<b>1,149</b>	<b>29,400</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	104,975	74,426	1,149	29,400	4,900	4,900	4,900	4,900	4,900	4,900	-
<b>TOTAL FUNDING SOURCES</b>	<b>104,975</b>	<b>74,426</b>	<b>1,149</b>	<b>29,400</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>4,900</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	4,900	Year First Appropriation	FY74
Cumulative Appropriation	80,475	Last FY's Cost Estimate	104,975
Expenditure / Encumbrances	-		
Unencumbered Balance	80,475		

### 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. An FY 2024 appropriation was approved to continue this level of effort project.

### FISCAL NOTE

State Reimbursement: Not eligible

### DISCLOSURES

Expenditures will continue indefinitely.

### COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits  
 FY 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Preliminary Design Stage

	Total	Thru FY22	Rem 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	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>16,000</b>	-	-	<b>16,000</b>	<b>4,000</b>	<b>6,000</b>	<b>6,000</b>	-	-	-	-

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	16,000	-	-	16,000	4,000	6,000	6,000	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>16,000</b>	-	-	<b>16,000</b>	<b>4,000</b>	<b>6,000</b>	<b>6,000</b>	-	-	-	-

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	12,000	Year First Appropriation	FY23
Cumulative Appropriation	4,000	Last FY's Cost Estimate	16,000
Expenditure / Encumbrances	-		
Unencumbered Balance	4,000		

### 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, temporarily housed at Watkins Mill High School in Gaithersburg, serving 80 Prekindergarten students. The Up-county center was relocated in January 2022, and is utilizing existing classrooms within the building. This project will provide funding for MCPS to construct a stand alone building 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. An FY 2024 appropriation was approved for construction funds to build the stand alone Upcounty Center.

# Emergency Replacement of Major Building Components (P652304)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY22	Rem 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	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>3,000</b>	-	-	<b>3,000</b>	<b>1,500</b>	<b>1,500</b>	-	-	-	-

## FUNDING SCHEDULE (\$000s)

G.O. Bonds	3,000	-	-	3,000	1,500	1,500	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>3,000</b>	-	-	<b>3,000</b>	<b>1,500</b>	<b>1,500</b>	-	-	-	-

## APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	1,500	Year First Appropriation	FY23
Cumulative Appropriation	1,500	Last FY's Cost Estimate	3,000
Expenditure / Encumbrances	-		
Unencumbered Balance	1,500		

## 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. An FY 2024 appropriation was approved to continue this level of effort project.

## DISCLOSURES

Expenditures will continue indefinitely.



# Facility Planning: MCPS (P966553)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	11/18/22
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY22	Rem 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	10,832	2,855	2,700	800	500	350	350	350	350	-
<b>TOTAL EXPENDITURES</b>	<b>16,387</b>	<b>10,832</b>	<b>2,855</b>	<b>2,700</b>	<b>800</b>	<b>500</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

Current Revenue: General	6,647	4,969	888	790	240	150	100	100	100	100	-
G.O. Bonds	5,930	2,053	1,967	1,910	560	350	250	250	250	250	-
Recordation Tax	3,810	3,810	-	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>16,387</b>	<b>10,832</b>	<b>2,855</b>	<b>2,700</b>	<b>800</b>	<b>500</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	-	Year First Appropriation	FY96
Cumulative Appropriation	14,987	Last FY's Cost Estimate	16,387
Expenditure / Encumbrances	-		
Unencumbered Balance	14,987		

### 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 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY22	Rem 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	1,922	140	840	140	140	140	140	140	140	-
Construction	23,234	17,185	1,987	4,062	677	677	677	677	677	677	-
<b>TOTAL EXPENDITURES</b>	<b>26,136</b>	<b>19,107</b>	<b>2,127</b>	<b>4,902</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	26,136	19,107	2,127	4,902	817	817	817	817	817	817	-
<b>TOTAL FUNDING SOURCES</b>	<b>26,136</b>	<b>19,107</b>	<b>2,127</b>	<b>4,902</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>817</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	817	Year First Appropriation	FY01
Cumulative Appropriation	22,051	Last FY's Cost Estimate	26,136
Expenditure / Encumbrances	-	Partial Closeout Thru FY22	4,249
Unencumbered Balance	22,051	New Partial Closeout	-
		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. An FY 2024 appropriation was approved to continue this level of effort project.

### DISCLOSURES

Expenditures will continue indefinitely.

### COORDINATION

Fire Marshal

# HVAC (Mechanical Systems) Replacement: MCPS (P816633)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/23/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	40,800	12,650	6,450	21,700	3,200	5,700	3,500	3,100	3,100	3,100	-
Construction	196,721	75,279	13,642	107,800	16,800	29,300	15,500	15,400	15,400	15,400	-
Other	3,000	-	3,000	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>240,521</b>	<b>87,929</b>	<b>23,092</b>	<b>129,500</b>	<b>20,000</b>	<b>35,000</b>	<b>19,000</b>	<b>18,500</b>	<b>18,500</b>	<b>18,500</b>	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	165,793	78,127	11,489	76,177	9,000	19,527	12,250	11,800	11,800	11,800	-
Recordation Tax	3,000	3,000	-	-	-	-	-	-	-	-	-
State Aid	71,728	6,802	11,603	53,323	11,000	15,473	6,750	6,700	6,700	6,700	-
<b>TOTAL FUNDING SOURCES</b>	<b>240,521</b>	<b>87,929</b>	<b>23,092</b>	<b>129,500</b>	<b>20,000</b>	<b>35,000</b>	<b>19,000</b>	<b>18,500</b>	<b>18,500</b>	<b>18,500</b>	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	10,000	Year First Appropriation	FY81
Cumulative Appropriation	156,021	Last FY's Cost Estimate	245,219
Expenditure / Encumbrances	-	Partial Closeout Thru FY22	64,581
Unencumbered Balance	156,021	New Partial Closeout	-
		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. 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 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. An FY 2024 appropriation and amendment to the FY 2023-2028 CIP was requested to address the backlog of HVAC projects and provide additional funding due to the impact on construction costs as a result of the COVID-19 pandemic. An FY2023 supplemental appropriation of \$25 million was approved to accelerate a portion of the FY2024 request to be able to order materials earlier due to supply chain interruptions.

## COST CHANGE

Cost of the project went down as a result of FY21 & FY22 State Aid reversions for \$14.698 million under the Rem FY22 column. Includes approved cost increase for \$10 million.

## 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. FY23 supplemental in G.O. Bonds and State Aid for the amount of \$25,000,000 to

# Improved (Safe) Access to Schools (P975051)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	3,739	1,139	1,000	1,600	800	800	-	-	-	-	-
Site Improvements and Utilities	16,543	15,918	625	-	-	-	-	-	-	-	-
Construction	828	828	-	-	-	-	-	-	-	-	-
Other	5,400	-	-	5,400	2,700	2,700	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>26,510</b>	<b>17,885</b>	<b>1,625</b>	<b>7,000</b>	<b>3,500</b>	<b>3,500</b>	-	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	26,510	17,885	1,625	7,000	3,500	3,500	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>26,510</b>	<b>17,885</b>	<b>1,625</b>	<b>7,000</b>	<b>3,500</b>	<b>3,500</b>	-	-	-	-	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	3,500	Year First Appropriation	FY97
Cumulative Appropriation	23,010	Last FY's Cost Estimate	26,510
Expenditure / Encumbrances	-	Partial Closeout Thru FY22	1,100
Unencumbered Balance	23,010	New Partial Closeout	-
		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. An FY 2024 appropriation was approved to continue this level of effort project.

## FISCAL NOTE

State Reimbursement: not eligible

## DISCLOSURES

Expenditures will continue indefinitely.

## COORDINATION

STEP Committee

# Major Capital Projects - Elementary (P652101)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	13,420	7,138	1,710	4,572	3,612	750	210	-	-	-	-
Site Improvements and Utilities	22,353	15,120	2,111	5,122	4,800	322	-	-	-	-	-
Construction	143,209	2,742	17,633	122,834	43,922	49,409	29,503	-	-	-	-
Other	6,232	-	775	5,457	5,457	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>185,214</b>	<b>25,000</b>	<b>22,229</b>	<b>137,985</b>	<b>57,791</b>	<b>50,481</b>	<b>29,713</b>	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	86,766	4,200	10,143	72,423	29,329	27,209	15,885	-	-	-	-
Recordation Tax	20,800	20,800	-	-	-	-	-	-	-	-	-
State Aid	77,648	-	12,086	65,562	28,462	23,272	13,828	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>185,214</b>	<b>25,000</b>	<b>22,229</b>	<b>137,985</b>	<b>57,791</b>	<b>50,481</b>	<b>29,713</b>	-	-	-	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	-	Year First Appropriation	
Cumulative Appropriation	185,214	Last FY's Cost Estimate	185,214
Expenditure / Encumbrances	-		
Unencumbered Balance	185,214		

## 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. Due to construction delays and challenges, the approved FY2023-2028 amended CIP includes a six-month delay for Woodlin ES, now with a completion date of January 2024.

## 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	24,570	6,355	785	17,430	7,530	4,873	4,705	322	-	-	-
Site Improvements and Utilities	49,281	6,333	7,632	35,316	5,921	6,208	3,571	10,127	4,959	4,530	-
Construction	417,232	-	747	329,050	24,635	61,421	81,989	93,441	44,893	22,671	87,435
Other	13,025	-	-	13,025	750	4,885	-	2,100	-	5,290	-
<b>TOTAL EXPENDITURES</b>	<b>504,108</b>	<b>12,688</b>	<b>9,164</b>	<b>394,821</b>	<b>38,836</b>	<b>77,387</b>	<b>90,265</b>	<b>105,990</b>	<b>49,852</b>	<b>32,491</b>	<b>87,435</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bond Premium	5,000	-	5,000	-	-	-	-	-	-	-	-
G.O. Bonds	316,145	3,122	4,164	241,723	21,791	53,783	51,328	62,390	35,617	16,814	67,136
Recordation Tax	9,566	9,566	-	-	-	-	-	-	-	-	-
State Aid	173,397	-	-	153,098	17,045	23,604	38,937	43,600	14,235	15,677	20,299
<b>TOTAL FUNDING SOURCES</b>	<b>504,108</b>	<b>12,688</b>	<b>9,164</b>	<b>394,821</b>	<b>38,836</b>	<b>77,387</b>	<b>90,265</b>	<b>105,990</b>	<b>49,852</b>	<b>32,491</b>	<b>87,435</b>

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	128,531	Year First Appropriation	
Cumulative Appropriation	233,061	Last FY's Cost Estimate	484,108
Expenditure / Encumbrances	-		
Unencumbered Balance	233,061		

## 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. An FY 2023 supplemental appropriation in the amount of \$12 million was approved for Neelsville MS due to increases in construction costs. An FY 2024 appropriation and amendment to the FY2023-2028 CIP was approved for additional funds for the Poolesville HS project due to the impact on construction costs as a result of the Covid-19 health pandemic. In addition, an FY 2024 appropriation was approved for construction funds for the Damascus HS project.

## 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 (P652401)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/21/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Preliminary Design Stage

Total	Thru FY22	Rem 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	2,500	-	-	2,500	-	2,500	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>2,500</b>	-	-	<b>2,500</b>	-	<b>2,500</b>	-	-	-	-

### FUNDING SCHEDULE (\$000s)

Current Revenue: General	2,500	-	-	2,500	-	2,500	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>2,500</b>	-	-	<b>2,500</b>	-	<b>2,500</b>	-	-	-	-

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	2,500	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	-
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 offices. 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 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. An FY2024 appropriation was approved to reinstate the funds removed in the adopted FY 2023-2028 CIP. Funds will be used to fit out the new leased warehouse.

### OTHER

This project replaces PDF #652305.

# Outdoor Play Space Maintenance Project (P651801)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Planning Stage

Total	Thru FY22	Rem 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	588	517	540	90	90	90	90	90	90	-
Construction	6,205	2,698	1,347	2,160	360	360	360	360	360	360	-
<b>TOTAL EXPENDITURES</b>	<b>7,850</b>	<b>3,286</b>	<b>1,864</b>	<b>2,700</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

Current Revenue: General	375	375	-	-	-	-	-	-	-	-	-
G.O. Bonds	7,475	2,911	1,864	2,700	450	450	450	450	450	450	-
<b>TOTAL FUNDING SOURCES</b>	<b>7,850</b>	<b>3,286</b>	<b>1,864</b>	<b>2,700</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	450	Year First Appropriation	FY18
Cumulative Appropriation	5,600	Last FY's Cost Estimate	7,850
Expenditure / Encumbrances	-		
Unencumbered Balance	5,600		

### 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. An FY2024 appropriation was approved to continue this level of effort project.

# Planned Life Cycle Asset Repl: MCPS (P896586)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	21,462	9,564	2,058	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	161,428	105,982	5,807	49,639	10,183	9,580	7,469	7,469	7,469	7,469	-
<b>TOTAL EXPENDITURES</b>	<b>198,335</b>	<b>126,991</b>	<b>8,865</b>	<b>62,479</b>	<b>12,603</b>	<b>12,000</b>	<b>9,469</b>	<b>9,469</b>	<b>9,469</b>	<b>9,469</b>	-

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>FUNDING SCHEDULE (\$000s)</b>											
Aging Schools Program	5,975	4,710	662	603	603	-	-	-	-	-	-
G.O. Bonds	188,218	118,342	8,000	61,876	12,000	12,000	9,469	9,469	9,469	9,469	-
Qualified Zone Academy Funds	4,142	3,939	203	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>198,335</b>	<b>126,991</b>	<b>8,865</b>	<b>62,479</b>	<b>12,603</b>	<b>12,000</b>	<b>9,469</b>	<b>9,469</b>	<b>9,469</b>	<b>9,469</b>	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	12,000	Year First Appropriation	FY89
Cumulative Appropriation	151,337	Last FY's Cost Estimate	197,732
Expenditure / Encumbrances	-	Partial Closeout Thru FY22	10,705
Unencumbered Balance	151,337	New Partial Closeout	-
		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. An FY 2024 appropriation was approved to continue this level of effort project.

## 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. FY23 Supplemental in Aging Schools Program for the amount of \$602,651 (Res. #19-1397).

## 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	8,025	5,975	-	2,050	800	750	500	-	-	-	-
Construction	81,536	63,431	(345)	18,450	7,200	6,750	4,500	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>89,561</b>	<b>69,406</b>	<b>(345)</b>	<b>20,500</b>	<b>8,000</b>	<b>7,500</b>	<b>5,000</b>	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
Current Revenue: General	83,406	62,837	69	20,500	8,000	7,500	5,000	-	-	-	-
Recordation Tax	6,155	6,569	(414)	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>89,561</b>	<b>69,406</b>	<b>(345)</b>	<b>20,500</b>	<b>8,000</b>	<b>7,500</b>	<b>5,000</b>	-	-	-	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>				
Appropriation FY 24 Request	-		Year First Appropriation	FY84
Cumulative Appropriation	84,561		Last FY's Cost Estimate	89,561
Expenditure / Encumbrances	-			
Unencumbered Balance	84,561			

### 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. An FY2023 supplemental appropriation was approved to accelerate the FY2024 appropriation for the placement of relocatable classrooms for the 2023-2024 school year to address enrollment growth and overutilization at schools throughout the county, to address increases in construction costs, as well as to implement the new *Blueprint for Maryland's Future* for schools that are currently overutilized.

### 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.  
 FY23 supplemental in Current Revenue: General for the amount of \$7,500,000 to amend the project and to accelerate FY24 appropriation.

### DISCLOSURES

Expenditures will continue indefinitely.

### COORDINATION

CIP Master Plan for School Facilities

# Restroom Renovations

(P056501)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

Total	Thru FY22	Rem 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	2,136	1,984	3,300	550	550	550	550	550	550	-
Construction	39,738	18,684	6,354	14,700	2,450	2,450	2,450	2,450	2,450	2,450	-
<b>TOTAL EXPENDITURES</b>	<b>47,158</b>	<b>20,820</b>	<b>8,338</b>	<b>18,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>-</b>

### FUNDING SCHEDULE (\$000s)

G.O. Bonds	47,158	20,820	8,338	18,000	3,000	3,000	3,000	3,000	3,000	3,000	-
<b>TOTAL FUNDING SOURCES</b>	<b>47,158</b>	<b>20,820</b>	<b>8,338</b>	<b>18,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>-</b>

### APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 24 Request	3,000	Year First Appropriation	FY05
Cumulative Appropriation	32,158	Last FY's Cost Estimate	47,158
Expenditure / Encumbrances	-	Partial Closeout Thru FY22	3,070
Unencumbered Balance	32,158	New Partial Closeout	-
		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. An FY2024 appropriation was approved to continue this level of effort project.

# Roof Replacement: MCPS (P766995)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/23/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	12,500	2,668	3,432	6,400	1,200	1,200	1,000	1,000	1,000	1,000	-
Construction	123,075	46,233	19,242	57,600	10,800	10,800	9,000	9,000	9,000	9,000	-
<b>TOTAL EXPENDITURES</b>	<b>135,575</b>	<b>48,901</b>	<b>22,674</b>	<b>64,000</b>	<b>12,000</b>	<b>12,000</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	91,181	43,350	12,497	35,334	5,873	6,461	5,750	5,750	5,750	5,750	-
State Aid	44,394	5,551	10,177	28,666	6,127	5,539	4,250	4,250	4,250	4,250	-
<b>TOTAL FUNDING SOURCES</b>	<b>135,575</b>	<b>48,901</b>	<b>22,674</b>	<b>64,000</b>	<b>12,000</b>	<b>12,000</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	12,000	Year First Appropriation	FY76
Cumulative Appropriation	83,575	Last FY's Cost Estimate	138,475
Expenditure / Encumbrances	-	Partial Closeout Thru FY22	19,764
Unencumbered Balance	83,575	New Partial Closeout	-
		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. An FY2024 appropriation was approved to continue this level of effort project for partial and full roof replacement projects at various schools throughout the county.

## COST CHANGE

The cost of this project went down due to FY21 & FY22 reversions in State Aid under the Rem FY22 column for \$2.9 million.

## FISCAL NOTE

Reflects MCPS correction for funding allocations prior to FY19. FY23 State aid award for \$10.275 million for multiple years. The cost of this project and the cumulative appropriation were reduced by \$2.9 million due to FY21 & FY22 reversions in State Aid. FY23 reversions had no impact in the cost of this project.

## 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	5,065	3,873	342	850	150	300	100	100	100	100	-
Construction	64,607	36,029	13,428	15,150	3,350	4,200	1,900	1,900	1,900	1,900	-
<b>TOTAL EXPENDITURES</b>	<b>69,672</b>	<b>39,902</b>	<b>13,770</b>	<b>16,000</b>	<b>3,500</b>	<b>4,500</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>-</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	62,252	34,857	11,395	16,000	3,500	4,500	2,000	2,000	2,000	2,000	-
State Aid	7,420	5,045	2,375	-	-	-	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>69,672</b>	<b>39,902</b>	<b>13,770</b>	<b>16,000</b>	<b>3,500</b>	<b>4,500</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>-</b>

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	4,500	Year First Appropriation	FY92
Cumulative Appropriation	57,172	Last FY's Cost Estimate	67,172
Expenditure / Encumbrances	-		
Unencumbered Balance	57,172		

## 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. An FY2024 appropriation and amendment to the FY 2023-2028 CIP was approved to continue this level of effort project and to update electronic school access and install new and/or update security technology at 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	12,627	6,226	225	6,176	576	1,120	1,120	1,120	1,120	1,120	-
Site Improvements and Utilities	2,047	2,047	-	-	-	-	-	-	-	-	-
Construction	1,681	1,681	-	-	-	-	-	-	-	-	-
Other	860	420	-	440	40	80	80	80	80	80	-
<b>TOTAL EXPENDITURES</b>	<b>17,215</b>	<b>10,374</b>	<b>225</b>	<b>6,616</b>	<b>616</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	17,215	10,374	225	6,616	616	1,200	1,200	1,200	1,200	1,200	-
<b>TOTAL FUNDING SOURCES</b>	<b>17,215</b>	<b>10,374</b>	<b>225</b>	<b>6,616</b>	<b>616</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>				
Appropriation FY 24 Request		1,200	Year First Appropriation	FY07
Cumulative Appropriation		11,215	Last FY's Cost Estimate	14,092
Expenditure / Encumbrances		-		
Unencumbered Balance		11,215		

## 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. An FY2024 appropriation and amendment to the FY 2023-2028 CIP was approved to continue this level of effort project and to provide funding to upgrade/replace water fixtures throughout the school system to comply with the *Safe School Drinking Water Act* legislation.

## 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/23/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	1,100	-	-	1,100	550	550	-	-	-	-	-
Construction	8,900	-	-	8,900	4,450	4,450	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>10,000</b>	-	-	<b>10,000</b>	<b>5,000</b>	<b>5,000</b>	-	-	-	-	-

<b>FUNDING SCHEDULE (\$000s)</b>											
G.O. Bonds	10,000	-	-	10,000	5,000	5,000	-	-	-	-	-
<b>TOTAL FUNDING SOURCES</b>	<b>10,000</b>	-	-	<b>10,000</b>	<b>5,000</b>	<b>5,000</b>	-	-	-	-	-

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	5,000	Year First Appropriation	FY23
Cumulative Appropriation	5,000	Last FY's Cost Estimate	12,500
Expenditure / Encumbrances	-		
Unencumbered Balance	5,000		

## 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. Due to fiscal constraints the amended FY23-FY28 CIP reflects a reduction in approved FY24 expenditures from \$7.5 million to \$5.0 million.

## 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)

<b>Category</b>	Montgomery County Public Schools	<b>Date Last Modified</b>	05/18/23
<b>SubCategory</b>	Countywide	<b>Administering Agency</b>	Public Schools
<b>Planning Area</b>	Countywide	<b>Status</b>	Ongoing

	Total	Thru FY22	Rem FY22	Total 6 Years	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Beyond 6 Years
<b>EXPENDITURE SCHEDULE (\$000s)</b>											
Planning, Design and Supervision	528,864	366,825	5,801	156,238	29,574	26,664	25,000	25,000	25,000	25,000	-
<b>TOTAL EXPENDITURES</b>	<b>528,864</b>	<b>366,825</b>	<b>5,801</b>	<b>156,238</b>	<b>29,574</b>	<b>26,664</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>-</b>

<b>FUNDING SCHEDULE (\$000s)</b>											
Current Revenue: General	232,993	90,826	7,881	134,286	20,995	26,623	23,231	21,544	22,401	19,492	-
Current Revenue: MCPS	750	-	-	750	750	-	-	-	-	-	-
Federal Aid	27,771	27,773	(2,080)	2,078	2,078	-	-	-	-	-	-
Recordation Tax	267,350	248,226	-	19,124	5,751	41	1,769	3,456	2,599	5,508	-
<b>TOTAL FUNDING SOURCES</b>	<b>528,864</b>	<b>366,825</b>	<b>5,801</b>	<b>156,238</b>	<b>29,574</b>	<b>26,664</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>-</b>

<b>APPROPRIATION AND EXPENDITURE DATA (\$000s)</b>			
Appropriation FY 24 Request	26,664	Year First Appropriation	FY03
Cumulative Appropriation	402,200	Last FY's Cost Estimate	527,527
Expenditure / Encumbrances	-		
Unencumbered Balance	402,200		

## 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. An FY2024 appropriation was approved to continue this level of effort project.

## 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 assumption in FY21 there will be \$1.2 million in Federal E-Rate.

FY21 supplemental for \$1,815,267 under Federal E-Rate Reimbursement.

FY23 supplemental in Federal Aid for the amount of \$2,077,854.96. FY23 supplemental in Current Revenue for the amount of \$750,000 from MCPS fund balance.

## 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-2023, and the appropriation for each project is decreased by the amount of the project's unencumbered balance.**

Project Number	Project Name
P116500	All Eastern MS - Current Revitalizations/Expansions
P016513	Beverly Farms ES - Current Revitalizations/Expansions
P652305	Materials Management Building Relocation
P136521	Poolesville HS Current Revitalizations/Expansions
P651515	Blair G. Ewing Center Relocation
P651511	Burtonsville ES Addition
P116505	Clarksburg HS Addition
P651505	Kensington-Parkwood ES Addition
P652002	Lake Seneca ES Addition
P652003	Thurgood Marshall ES Addition
P652310	Built to Learn Act State Aid Match
P652309	Prevailing Wage

# Appendix A

## Montgomery County Public Schools Actual and Projected Enrollment: 2022–2023 to 2028–2029

Grade Level & Program	Actual Enrollment	Projected Enrollment					
	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028	2028–2029
Prekindergarten	2,333	2,471	2,311	2,405	2,515	2,585	2,693
Head Start	517	630	615	615	625	655	655
Grades K–5	68,221	68,727	68,572	68,209	68,342	68,191	68,286
Grades 6–8	35,906	35,758	36,567	37,007	36,919	36,752	36,651
Grades 9–12	52,119	53,043	55,159	55,614	55,433	56,346	57,266
Total K–12	156,246	157,528	160,298	160,830	160,694	161,289	162,203
Pre-K Special Education	1,458	1,843	1,680	1,686	1,686	1,686	1,687
<b>GRAND TOTAL</b>	<b>160,554</b>	<b>162,472</b>	<b>164,904</b>	<b>165,536</b>	<b>165,520</b>	<b>166,215</b>	<b>167,238</b>

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: 2022–2023 to 2028–2029

Grades	Actual Enrollment	Projected Enrollment					
	2022–2023	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028	2028–2029
Kindergarten	10,602	10,614	10,531	10,238	10,537	10,743	10,647
Grade 1	11,414	11,141	11,259	11,044	10,796	11,102	11,344
Grade 2	11,227	11,668	11,339	11,459	11,238	10,991	11,294
Grade 3	11,520	11,450	11,833	11,579	11,695	11,479	11,203
Grade 4	11,766	11,837	11,744	12,110	11,853	11,945	11,729
Grade 5	11,692	12,017	11,866	11,779	12,223	11,931	12,069
Grade 6	11,747	11,876	12,471	12,352	11,928	12,270	12,200
Grade 7	11,925	11,861	11,954	12,556	12,435	12,006	12,353
Grade 8	12,234	12,021	12,142	12,099	12,556	12,476	12,098
Grade 9	15,301	14,835	14,801	15,191	15,338	15,753	15,585
Grade 10	13,997	14,786	14,137	14,101	14,492	14,639	15,050
Grade 11	10,955	12,252	13,411	12,764	12,725	13,117	13,265
Grade 12	11,866	11,170	12,810	13,558	12,878	12,837	13,366
K–5 Total	68,221	68,727	68,572	68,209	68,342	68,191	68,286
6–8 Total	35,906	35,758	36,567	37,007	36,919	36,752	36,651
9–12 Total	52,119	53,043	55,159	55,614	55,433	56,346	57,266
K–12 Total	156,246	157,528	160,298	160,830	160,694	161,289	162,203
Prekindergarten	2,333	2,471	2,311	2,405	2,515	2,585	2,693
Head Start	517	630	615	615	625	655	655
Pre-K Special Education	1,458	1,843	1,680	1,686	1,686	1,686	1,687
<b>GRAND TOTAL</b>	<b>160,554</b>	<b>162,472</b>	<b>164,904</b>	<b>165,536</b>	<b>165,520</b>	<b>166,215</b>	<b>167,238</b>

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

# Appendix A

## Montgomery County Public Schools Enrollment By Race/Ethnic Group: 1968–1969 to 2022–2023

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total Enrollment
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
1968–69			75	≤5%			1,208	≤5%	4,872	≤5%	1,673	≤5%	113,621	93.6%	121,449
1969–70			123	≤5%			1,401	≤5%	5,716	≤5%	1,832	≤5%	115,899	92.7%	124,971
<b>1970–71</b>			131	≤5%			1,476	≤5%	6,454	5.1%	2,438	≤5%	114,845	91.6%	125,344
1971–72			113	≤5%			1,640	≤5%	7,292	5.8%	2,475	≤5%	114,687	90.9%	126,207
1972–73			194	≤5%			1,904	≤5%	8,013	6.3%	2,688	≤5%	114,113	89.9%	126,912
1973–74			77	≤5%			1,849	≤5%	9,264	7.3%	1,996	≤5%	112,990	89.5%	126,176
1974–75			113	≤5%			1,929	≤5%	9,928	8.0%	2,050	≤5%	110,299	88.7%	124,319
<b>1975–76</b>			122	≤5%			2,438	≤5%	10,578	8.7%	2,234	≤5%	106,900	87.4%	122,272
1976–77			822	≤5%			3,758	≤5%	11,012	9.4%	3,668	≤5%	98,370	83.6%	117,630
1977–78			545	≤5%			4,084	≤5%	11,201	9.9%	3,517	≤5%	93,278	82.8%	112,625
1978–79			334	≤5%			4,360	≤5%	11,192	10.4%	3,486	≤5%	88,058	82.0%	107,430
1979–80			209	≤5%			4,774	≤5%	11,648	11.4%	3,442	≤5%	82,446	80.4%	102,519
<b>1980–81</b>			187	≤5%			5,598	5.7%	11,912	12.1%	3,760	≤5%	77,386	78.3%	98,843
1981–82			161	≤5%			6,291	6.6%	12,175	12.7%	4,122	≤5%	72,838	76.2%	95,587
1982–83			156	≤5%			6,791	7.3%	12,345	13.3%	4,231	≤5%	68,994	74.6%	92,517
1983–84			166	≤5%			7,266	8.0%	12,714	14.0%	4,388	≤5%	66,496	73.0%	91,030
1984–85			136	≤5%			8,024	8.7%	13,327	14.5%	4,807	≤5%	65,410	71.3%	91,704
<b>1985–86</b>			140	≤5%			8,759	9.4%	13,765	14.8%	5,273	5.7%	64,934	69.9%	92,871
1986–87			142	≤5%			9,471	10.0%	14,342	15.2%	5,845	6.2%	64,660	68.5%	94,460
1987–88			194	≤5%			10,229	10.6%	14,984	15.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89			223	≤5%			10,960	11.1%	15,900	16.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90			294	≤5%			11,565	11.5%	16,612	16.6%	8,199	8.2%	63,589	63.4%	100,259
<b>1990–91</b>			268	≤5%			12,352	11.9%	17,721	17.1%	9,202	8.9%	64,189	61.9%	103,732
1991–92			293	≤5%			12,983	12.1%	18,867	17.6%	10,189	9.5%	65,067	60.6%	107,399
1992–93			323	≤5%			13,521	12.3%	19,938	18.1%	11,071	10.1%	65,184	59.2%	110,037
1993–94			397	≤5%			14,014	12.4%	21,009	18.5%	12,260	10.8%	65,749	58.0%	113,429
1994–95			464	≤5%			14,440	12.3%	22,170	18.9%	13,439	11.5%	66,569	56.9%	117,082
<b>1995–96</b>			400	≤5%			15,016	12.5%	23,265	19.3%	14,437	12.0%	67,173	55.8%	120,291
1996–97			440	≤5%			15,384	12.6%	24,281	19.8%	15,348	12.5%	67,052	54.7%	122,505
1997–98			442	≤5%			15,904	12.7%	25,420	20.3%	16,502	13.2%	66,767	53.4%	125,035
1998–99			428	≤5%			16,380	12.8%	26,820	21.0%	17,815	13.9%	66,409	51.9%	127,852
1999–00			385	≤5%			17,093	13.1%	27,490	21.0%	19,485	14.9%	66,236	50.7%	130,689
<b>2000–01</b>			407	≤5%			17,895	13.3%	28,426	21.2%	21,731	16.2%	65,849	49.0%	134,308
2001–02			414	≤5%			19,042	13.9%	28,928	21.1%	23,517	17.2%	64,931	47.5%	136,832
2002–03			428	≤5%			19,765	14.2%	29,755	21.4%	24,915	17.9%	64,028	46.1%	138,891
2003–04			429	≤5%			19,908	14.3%	30,736	22.1%	26,058	18.7%	62,072	44.6%	139,203
2004–05			396	≤5%			20,118	14.4%	31,446	22.6%	27,011	19.4%	60,366	43.3%	139,337
<b>2005–06</b>			402	≤5%			20,458	14.7%	31,816	22.8%	27,931	20.0%	58,780	42.2%	139,387
2006–07			418	≤5%			20,452	14.8%	31,620	22.9%	28,582	20.7%	56,726	41.2%	137,798
2007–08			403	≤5%			20,931	15.2%	31,597	22.9%	29,602	21.5%	55,212	40.1%	137,745
2008–09			399	≤5%			21,551	15.5%	32,173	23.1%	30,738	22.1%	54,415	39.1%	139,276
2009–10			433	≤5%			22,177	15.6%	32,883	23.2%	32,236	22.7%	54,048	38.1%	141,777
<b>2010–11</b>	82	≤5%	233	≤5%	6,228	≤5%	20,573	14.3%	30,720	21.3%	36,433	25.3%	49,795	34.6%	144,064
2011–12	95	≤5%	256	≤5%	6,519	≤5%	20,984	14.3%	31,106	21.2%	38,102	26.0%	49,435	33.7%	146,497
2012–13	88	≤5%	274	≤5%	6,770	≤5%	21,240	14.3%	31,714	21.3%	39,651	26.7%	49,042	33.0%	148,779
2013–14	86	≤5%	272	≤5%	6,969	≤5%	21,742	14.4%	32,336	21.4%	41,445	27.4%	48,439	32.0%	151,289
2014–15	82	≤5%	280	≤5%	7,202	≤5%	21,832	14.2%	33,031	21.5%	43,761	28.4%	47,664	31.0%	153,852
<b>2015–16</b>	68	≤5%	275	≤5%	7,483	≤5%	22,217	14.2%	33,472	21.4%	45,601	29.1%	47,331	30.3%	156,447
2016–17	77	≤5%	287	≤5%	7,610	≤5%	22,680	14.3%	33,902	21.3%	47,855	30.1%	46,599	29.3%	159,010
2017–18	88	≤5%	274	≤5%	7,836	≤5%	23,253	14.4%	34,620	21.4%	49,720	30.8%	45,755	28.3%	161,546
2018–19	112	≤5%	300	≤5%	7,931	≤5%	23,325	14.3%	35,078	21.6%	50,908	31.3%	45,026	27.7%	162,680
2019–20	122	≤5%	309	≤5%	8,054	≤5%	23,369	14.1%	35,391	21.4%	53,586	32.4%	44,436	26.9%	165,267
<b>2020–21</b>	133	≤5%	317	≤5%	8,097	5.0%	22,941	14.3%	34,993	21.8%	52,628	32.8%	41,455	25.8%	160,564
2021–22	149	≤5%	316	≤5%	7,999	5.0%	22,304	14.0%	34,822	21.9%	53,210	33.5%	40,205	25.3%	159,005
2022–23	145	≤5%	318	≤5%	8,191	5.1%	22,257	13.9%	34,923	21.8%	55,563	34.6%	39,157	24.4%	160,554

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

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

Due to federal and state guidelines demographic characteristics of schools of less than or equal to 5.0% are not reported in the data tables of Chapter Four.

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

# Appendix A

## Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Group: 1968–1969 to 2022–2023

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total	
	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change
1968–69			75				1,208		4,872		1,673		113,621		121,449	
1969–70			123	48			1,401	193	5,716	844	1,832	159	115,899	2,278	124,971	3,522
1970–71			131	8			1,476	75	6,454	738	2,438	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	88,058	-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	66,479	565	113,429	3,392
1994–95			464	67			14,440	426	22,170	1,161	13,439	1,179	66,569	820	117,082	3,653
1995–96			400	-64			15,016	576	23,265	1,095	14,437	998	67,173	604	120,291	3,209
1996–97			440	40			15,384	368	24,281	1,016	15,348	911	67,052	-121	122,505	2,214
1997–98			442	2			15,904	520	25,420	1,139	16,502	1,154	66,767	-285	125,035	2,530
1998–99			428	-14			16,380	476	26,820	1,400	17,815	1,313	66,409	-358	127,852	2,817
1999–00			385	-43			17,093	713	27,490	670	19,485	1,670	66,236	-173	130,689	2,837
2000–01			407	22			17,895	802	28,426	936	21,731	2,246	65,849	-387	134,308	3,619
2001–02			414	7			19,042	1,147	28,928	502	23,517	1,786	64,931	-918	136,832	2,524
2002–03			428	14			19,765	723	29,755	827	24,915	1,398	64,028	-903	138,891	2,059
2003–04			429	1			19,908	143	30,736	981	26,058	1,143	62,072	-1,956	139,203	312
2004–05			396	-33			20,118	210	31,446	710	27,011	953	60,366	-1,706	139,337	134
2005–06			402	6			20,458	340	31,816	370	27,931	920	58,780	-1,586	139,387	50
2006–07			418	16			20,452	-6	31,620	-196	28,582	651	56,726	-2,054	137,798	-1,589
2007–08			403	-15			20,931	479	31,597	-23	29,602	1,020	55,212	-1,514	137,745	-53
2008–09			399	-4			21,551	620	32,173	576	30,738	1,136	54,415	-797	139,276	1,531
2009–10			433	34			22,177	626	32,883	710	32,236	1,498	54,048	-367	141,777	2,501
2010–11	82	82	233	-200	6,228	6,228	20,573	-1,604	30,720	-2,163	36,433	4,197	49,795	-4,253	144,064	2,287
2011–12	95	13	256	23	6,519	291	20,984	411	31,106	386	38,102	1,669	49,435	-360	146,497	2,433
2012–13	88	-7	274	18	6,770	251	21,240	256	31,714	608	39,651	1,549	49,042	-393	148,779	2,282
2013–14	86	-2	272	-2	6,969	199	21,742	502	32,336	622	41,445	1,794	48,439	-603	151,289	2,510
2014–15	82	-4	280	8	7,202	233	21,832	90	33,031	695	43,761	2,316	47,664	-775	153,852	2,563
2015–16	68	-14	275	-5	7,483	281	22,217	385	33,472	441	45,601	1,840	47,331	-333	156,447	2,595
2016–17	77	9	287	12	7,610	127	22,680	463	33,902	430	47,855	2,254	46,599	-732	159,010	2,563
2017–18	88	11	274	-13	7,836	226	23,253	573	34,620	718	49,720	1,865	45,755	-844	161,546	2,536
2018–19	112	24	300	26	7,931	95	23,325	72	35,078	458	50,908	1,188	45,026	-729	162,680	1,134
2019–20	122	10	309	9	8,054	123	23,369	44	35,391	313	53,586	2,678	44,436	-590	165,267	2,587
2020–21	133	11	317	8	8,097	43	22,941	-428	34,993	-398	52,628	-958	41,455	-2,981	160,564	-4,703
2021–22	149	16	316	-1	7,999	-98	22,304	-637	34,822	-171	53,210	582	40,205	-1,250	159,005	-1,559
2022–23	145	-4	318	2	8,191	192	22,257	-47	34,923	101	55,563	2,353	39,157	-1,048	160,554	1,549

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					
	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY27 2027–2028	FY27 2028–2029
Elementary School	17,360	18,752	17,996	17,996	17,996	17,996	17,996	17,996	17,996
Middle School	4,255	4,864	5,498	5,498	5,498	5,498	5,498	5,498	5,498
High School	5,260	5,981	6,808	6,808	6,808	6,808	6,808	6,808	6,808
Special Centers	95	91	97	97	97	97	97	97	97
Total Enrollment	26,970	29,688	30,399	30,399	30,399	30,399	30,399	30,399	30,399
METS:									
Elementary	48	NA	NA	NA	NA	NA	NA	NA	NA
Middle	126	98	85	85	85	85	85	85	85
High	251	368	360	360	360	360	360	360	360

Actual ELD enrollment is based October 31, 2022, Office of Shared Accountability  
 METS enrollment is broken out for information purposes. METS enrollment is included in the middle, and high school numbers.  
 Starting FY22 METS is no longer in elementary schools.  
 Forecasts are developed cooperatively by the Division of Capital Planning and Division of ELD/Bilingual Programs.

## Actual and Projected Head Start and Prekindergarten Enrollment

Program	Actual			Projected Enrollment					
	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY27 2027–2028	FY27 2028–2029
Head Start	406	611	517	590	615	615	625	655	655
Prekindergarten	2,241	2,156	2,333	2,216	2,311	2,405	2,515	2,585	2,693

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

## Actual and Projected Alternative Program Enrollment

Program	Actual			Projected Enrollment					
	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY27 2027–2028	FY27 2028–2029
Alternative Programs	126	110	94	94	94	94	94	94	94

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



# Appendix C-1

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

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

### County Land Use Planning

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

The identification of school sites is the primary form of input MCPS provides on land use plans. MCPS monitors the implementation of land use plans once they are approved, and works in close coordination with the MCPD staff and developers to ensure changes in land use are incorporated in school facility plans.

### Zoning

The implementation of master plans does not occur until the County Council approves a Sectional Map Amendment (SMA). An SMA is a comprehensive action that identifies various zones to be applied to individual tracts of land, as recommended in the master plan. Once the SMA is adopted, property owners have the right to subdivide their properties according to the zoning. On occasion, property owners may request rezoning of their land to allow projects that they believe are consistent with the intent of the master plan. MCPS provides comments on rezoning applications that include housing. These comments include estimates of the number of students that would be generated under the proposed rezoning and the projected utilization levels of schools that serve the property in question. These comments

are submitted to MCPD staff during the review of the rezoning, and as requested, to the County Hearing Examiner during review of the rezoning request.

### Subdivision Review and County Growth and Infrastructure Policy

Subdivision plans are submitted by property owners when they are ready to develop their land. Subdivisions are reviewed by MCPD staff and modifications to the plans may be worked out between staff and property owners prior to the plan going to the Planning Board for approval. Once a preliminary plan is complete, a public hearing is held before the Planning Board and action is taken. The Planning Board has the sole authority for review and approval of subdivision applications.

There are numerous considerations that come into play in reviewing a subdivision plan. The Planning Board must determine if a proposed subdivision is consistent with the area master plan and zoning of the property. The Planning Board also must determine if the area of development is “open” to subdivision approval given the results of the Adequate Public Facilities Ordinance (APFO) and County Growth and Infrastructure (GIP) Policy. MCPS staff also provides comments on the impact of subdivisions that abut school system property. Once a preliminary plan of subdivision is approved by the Planning Board, an estimate of the number of students the plan will generate is incorporated in enrollment projections for schools that serve the property. Appendix C-2 describes how enrollment projections are developed.

Since 1973, the Montgomery County subdivision regulations have included the APFO, with the goal of synchronizing development with the availability of public facilities. (County Code, Section 50-35 (k)). In response to strong growth pressures in the mid-1980s, the County Council enacted legislation to direct the Planning Board’s administration of the APFO. This legislation is known as the County Growth and Infrastructure Policy. The role of the County Growth and Infrastructure Policy is to stage subdivision approvals commensurate with adequate facility capacity. The two main areas of public facility capacity considered in the policy are schools and transportation facilities.

The County Growth and Infrastructure Policy, which prescribes the school test of facility adequacy, is reviewed on a four-year cycle. The school test of facility adequacy is conducted annually based on the latest enrollment forecast and adopted capital



improvements program. The three tiered school test evaluates school utilization levels in the 25 cluster areas at the elementary, middle, and high school levels and individual middle and elementary school service areas. If school utilizations exceed certain thresholds and there is no programmed capital project or solution project in the capital improvement plan, subdivision applications are subject to moratorium. Each year, MCPD prepares the data on cluster school utilizations for the school test, and the Planning Board adopts the results of the school test prior to July 1. The test results are in place for the following fiscal year. The County Growth and Infrastructure Policy states:

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

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

## Appendix C-2

# MCPS Enrollment Forecasting

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

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

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

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

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

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

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

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

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

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

# Appendix D

Effective: July 1, 2023

UPP Tier	High Schools	Middle Schools	Elementary Schools
<b>TIER 1 UPP</b> Utilization: ≥105% Seat Deficit: ≥ 85 for ES ≥ 126 for MS ≥ 180 for HS Payment Level: 40% total	13½% of Impact Tax  James Hubert Blake HS Paint Branch HS	10% of Impact Tax  (none)	16½% of Impact Tax  Arcola ES
<b>TIER 2 UPP</b> Utilization: ≥ 120% Seat Deficit: ≥ 102 for ES ≥ 151 for MS ≥ 216 for HS Payment Level: 80% total	26⅔% of Impact Tax  Clarksburg HS	20% of Impact Tax  (none)	33⅓% of Impact Tax  Ashburton ES Oakland Terrace ES
<b>TIER 3 UPP</b> Utilization: ≥135% Seat Deficit: ≥ 115 for ES ≥ 170 for MS ≥ 243 for HS Payment Level: 120% total	40% of Impact Tax  (none)	30% of Impact Tax  (none)	50% of Impact Tax  Mill Creek Towne ES

# Growth and Infrastructure Policy FY 2024 School Test

Reflects Approved FY 2024 Capital Budget and Amendments to the 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, 2023

High School	Projected 2027-2028				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Bethesda-Chevy Chase <sup>1</sup>	2,475	2,420	97.8%	55		235	550	922
Montgomery Blair <sup>1</sup>	2,867	2,804	97.8%	63		243	637	1,067
James Hubert Blake	1,743	1,935	111.0%	-192	Tier 1 UPP		157	419
Winston Churchill	1,991	2,129	106.9%	-138		42	261	559
Clarksburg	2,034	2,612	128.4%	-578	Tier 2 UPP			134
Crown <sup>2</sup>	2,219	2,120	95.5%	99		N/A	N/A	N/A
Damascus	2,250	1,533	68.1%	717		897	1,167	1,505
Albert Einstein <sup>1</sup>	1,602	1,567	97.8%	35		215	356	596
Gaithersburg <sup>2</sup>	2,474	2,364	95.6%	110		290	605	976
Walter Johnson <sup>1</sup>	2,291	2,240	97.8%	51		231	510	853
John F. Kennedy <sup>1</sup>	2,159	2,111	97.8%	48		228	480	804
Col. Zadok Magruder	1,885	1,830	97.1%	55		235	432	715
Richard Montgomery <sup>2</sup>	2,250	2,150	95.6%	100		280	550	888
Northwest <sup>2</sup>	2,291	2,189	95.5%	102		282	561	904
Northwood <sup>1</sup>	2,260	2,210	97.8%	50		230	502	841
Paint Branch	1,985	2,270	114.4%	-285	Tier 1 UPP		112	410
Poolesville	1,508	1,439	95.4%	69		249	371	597
Quince Orchard <sup>2</sup>	1,800	1,720	95.6%	80		260	440	710
Rockville	1,525	1,614	105.8%	-89		91	216	445
Seneca Valley	2,520	2,551	101.2%	-31		149	473	851
Sherwood	2,152	1,941	90.2%	211		391	642	965
Springbrook	2,117	1,949	92.1%	168		348	592	909
Watkins Mill	1,742	1,768	101.5%	-26		154	323	584
Wheaton <sup>1</sup>	2,237	2,187	97.8%	50		230	498	833
Walt Whitman <sup>1</sup>	2,231	2,182	97.8%	49		229	496	830
Charles W. Woodward <sup>1</sup>	2,159	2,111	97.8%	48		N/A	N/A	N/A
Thomas S. Wootton <sup>2</sup>	2,120	2,026	95.6%	94		274	518	836

<sup>1</sup> Projected enrollment reflects the estimated impact of CIP P651908, which will reassign students between the Down County Consortium, Bethesda-Chevy Chase HS, Walter Johnson HS, Walt Whitman HS, and Charles Woodward HS in 2026.

<sup>2</sup> Projected enrollment reflects the estimated impact of CIP P651909, which will reassign students between Gaithersburg HS, Richard Montgomery HS, Northwest HS, Quince Orchard HS, Wootton HS and Crown HS in 2027.

# Growth and Infrastructure Policy FY 2024 School Test

Reflects Approved FY 2024 Capital Budget and Amendments to the FY 2023-2028 Capital Improvements Program

## Middle School Test

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

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

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

Effective: July 1, 2023

Middle School	Projected 2027-2028				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Argyle	897	976	108.8%	-79		47	101	235
John T. Baker	762	832	109.2%	-70		56	83	197
Benjamin Banneker	799	909	113.8%	-110		16	50	170
Briggs Chaney	927	841	90.7%	86		212	272	411
Cabin John	1,125	1,067	94.8%	58		184	283	452
Roberto W. Clemente	1,218	844	69.3%	374		500	618	801
Eastern	1,012	920	90.9%	92		218	295	447
William H. Farquhar	816	693	84.9%	123		249	287	409
Forest Oak	955	910	95.3%	45		171	236	380
Robert Frost	1,051	965	91.8%	86		212	297	454
Gaithersburg	996	870	87.3%	126		252	326	475
Herbert Hoover	1,139	1,017	89.3%	122		248	350	521
Francis Scott Key	961	937	97.5%	24		150	217	361
Dr. Martin Luther King, Jr.	914	979	107.1%	-65		61	118	255
Kingsview	1,041	985	94.6%	56		182	265	421
Lakelands Park	1,147	1,083	94.4%	64		190	294	466
A. Mario Loiederman	986	1,083	109.8%	-97		29	101	249
Montgomery Village	844	844	100.0%	0		126	169	296
Neelsville	956	942	98.5%	14		140	206	349
Newport Mill	837	612	73.1%	225		351	393	518
North Bethesda	1,233	1,123	91.1%	110		236	357	542
Parkland	1,203	1,012	84.1%	191		317	432	613
Rosa M. Parks	945	923	97.7%	22		148	211	353
John Poole	478	488	102.1%	-10		116	141	160
Thomas W. Pyle	1,523	1,301	85.4%	222		348	527	756
Redland	757	578	76.4%	179		305	331	444
Ridgeview	988	752	76.1%	236		362	434	582
Rocky Hill	1,012	1,035	102.3%	-23		103	180	332
Shady Grove	846	492	58.2%	354		480	524	651
Odessa Shannon	897	847	94.4%	50		176	230	364
Silver Creek	894	761	85.1%	133		259	312	446
Silver Spring International	1,170	1,136	97.1%	34		160	268	444
Sligo	958	686	71.6%	272		398	464	608
Takoma Park	1,330	1,028	77.3%	302		428	568	768
Tilden	1,244	1,139	91.6%	105		231	354	541
Hallie Wells	969	990	102.2%	-21		105	173	319
Julius West	1,432	1,354	94.6%	78		204	365	580
Westland	1,073	862	80.3%	211		337	426	587
White Oak	992	874	88.1%	118		244	317	466
Earle B. Wood	936	1,009	107.8%	-73		53	115	255



# Growth and Infrastructure Policy FY 2024 School Test

Reflects Approved FY 2024 Capital Budget and Amendments to the FY 2023-2028 Capital Improvements Program

## Elementary School Test

Tier 1 UPP:  $\geq 105\%$  utilization and  $\geq 85$  seat deficit

Tier 2 UPP:  $\geq 120\%$  utilization and  $\geq 102$  seat deficit

Tier 3 UPP:  $\geq 135\%$  utilization and  $\geq 115$  seat deficit

Effective: July 1, 2023

Elementary School	Projected 2027-2028				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Arcola	656	742	113.1%	-86	Tier 1 UPP		46	144
Ashburton	789	955	121.0%	-166	Tier 2 UPP			111
Bannockburn	389	339	87.1%	50		135	152	187
Lucy V. Barnsley	685	704	102.8%	-19		66	118	221
Beall	663	404	60.9%	259		344	392	492
Bel Pre/Strathmore	1,096	911	83.1%	185		270	405	569
Bells Mill	626	672	107.3%	-46		39	80	174
Belmont	401	373	93.0%	28		113	130	169
Bethesda	561	539	96.1%	22		107	135	219
Beverly Farms	722	613	84.9%	109		194	254	362
Bradley Hills	687	441	64.2%	246		331	384	487
Brooke Grove	515	401	77.9%	114		199	217	295
Brookhaven	508	456	89.8%	52		137	154	230
Brown Station	754	736	97.6%	18		103	169	282
Burning Tree	388	453	116.8%	-65		20	37	71
Burnt Mills	646	596	92.3%	50		135	180	277
Burtonsville	752	690	91.8%	62		147	213	326
Candlewood	521	389	74.7%	132		217	237	315
Cannon Road	507	447	88.2%	60		145	162	238
Carderock Springs	430	369	85.8%	61		146	163	212
Rachel Carson	716	737	102.9%	-21		64	123	230
Cashell	341	361	105.9%	-20		65	82	100
Cedar Grove	425	365	85.9%	60		145	162	209
Clarksburg	352	320	90.9%	32		117	134	156
Clarksburg ES #9	721	628	87.1%	93		178	238	346
Clearspring	618	629	101.8%	-11		74	113	206
Clopper Mill	511	405	79.3%	106		191	209	285
Cloverly	484	459	94.8%	25		110	127	195
Cold Spring	481	387	80.5%	94		179	196	263
College Gardens	718	492	68.5%	226		311	370	478
Capt. James E. Daly	586	461	78.7%	125		210	243	331
Damascus	324	367	113.3%	-43		42	59	72
Darnestown	403	356	88.3%	47		132	149	189
Diamond	680	664	97.6%	16		101	152	254
Dr. Charles R. Drew	512	517	101.0%	-5		80	98	175
DuFief	437	288	65.9%	149		234	251	302
East Silver Spring	602	444	73.8%	158		243	279	369
Fairland	648	525	81.0%	123		208	253	350
Fallsmead	561	578	103.0%	-17		68	96	180
Farmland	737	771	104.6%	-34		51	114	224

Elementary School	Projected 2027-2028				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Fields Road	457	477	104.4%	-20		65	82	140
Flower Hill	511	450	88.1%	61		146	164	240
Flower Valley	463	528	114.0%	-65		20	37	98
Forest Knolls	581	550	94.7%	31		116	148	235
Fox Chapel	665	588	88.4%	77		162	210	310
Gaithersburg	783	691	88.3%	92		177	249	367
Galway	759	762	100.4%	-3		82	149	263
Garrett Park	777	668	86.0%	109		194	265	381
Georgian Forest	675	546	80.9%	129		214	264	366
Germantown	292	263	90.1%	29		114	131	144
William B. Gibbs, Jr.	748	659	88.1%	89		174	239	351
Glen Haven	569	551	96.8%	18		103	132	218
Glenallan	762	650	85.3%	112		197	265	379
Goshen	594	448	75.4%	146		231	265	354
Great Seneca Creek	556	497	89.4%	59		144	171	254
Greencastle	769	689	89.6%	80		165	234	350
Greenwood	562	548	97.5%	14		99	127	211
Harmony Hills	775	757	97.7%	18		103	173	290
Highland	601	473	78.7%	128		213	249	339
Highland View	469	406	86.6%	63		148	165	228
Jackson Road	712	626	87.9%	86		171	229	336
Jones Lane	513	440	85.8%	73		158	176	253
Kemp Mill	470	407	86.6%	63		148	165	228
Kensington-Parkwood	786	546	69.5%	240		325	398	516
Lake Seneca	425	500	117.6%	-75		10	27	74
Lakewood	566	442	78.1%	124		209	238	323
Laytonsville	487	428	87.9%	59		144	161	230
JoAnn Leleck <sup>1</sup>	1,206	856	71.0%	350		435	592	773
Little Bennett	620	568	91.6%	52		137	176	269
Luxmanor	746	799	107.1%	-53		32	97	209
Thurgood Marshall	552	499	90.4%	53		138	164	247
Maryvale	655	620	94.7%	35		120	166	265
Spark M. Matsunaga	591	510	86.3%	81		166	200	288
S. Christa McAuliffe	732	460	62.8%	272		357	419	529
Dr. Ronald E. McNair	796	677	85.1%	119		204	279	398
Meadow Hall	356	323	90.7%	33		118	135	158
Mill Creek Towne	354	502	141.8%	-148	Tier 3 UPP			
Monocacy	218	218	100.0%	0		85	102	115
Montgomery Knolls/Pine Crest	1,370	963	70.3%	407		492	681	887
New Hampshire Estates/Oak View	846	801	94.7%	45		130	215	342
Roscoe R. Nix/Cresthaven	958	914	95.4%	44		129	236	380
Oakland Terrace	511	664	129.9%	-153	Tier 2 UPP			26
Olney	607	609	100.3%	-2		83	120	211
William T. Page	751	735	97.9%	16		101	167	279
Poolesville	562	602	107.1%	-40		45	73	157
Potomac	479	413	86.2%	66		151	168	234
Judith A. Resnik	526	590	112.2%	-64		21	42	121
Dr. Sally K. Ride	505	560	110.9%	-55		30	47	122

Elementary School	Projected 2027-2028				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Ritchie Park	411	348	84.7%	63		148	165	207
Rock Creek Forest	676	649	96.0%	27		112	163	264
Rock Creek Valley	451	429	95.1%	22		107	124	180
Rock View	675	690	102.2%	-15		70	120	222
Lois P. Rockwell	548	528	96.4%	20		105	130	212
Rolling Terrace	729	777	106.6%	-48		37	98	208
Rosemary Hills/Chevy Chase	1,114	1,035	92.9%	79		164	302	469
Rosemary Hills/North Chevy Chase	1,022	810	79.3%	212		297	417	570
Rosemont	602	571	94.9%	31		116	152	242
Bayard Rustin	790	753	95.3%	37		122	195	314
Sequoyah	450	497	110.4%	-47		38	55	111
Seven Locks	447	380	85.0%	67		152	169	224
Sherwood	519	592	114.1%	-73		12	31	109
Sargent Shriver	663	744	112.2%	-81		4	52	152
Flora M. Singer	598	585	97.8%	13		98	133	223
Sligo Creek	687	659	95.9%	28		113	166	269
Snowden Farm	762	629	82.5%	133		218	286	400
Somerset	540	369	68.3%	171		256	279	360
South Lake	796	756	95.0%	40		125	200	319
Stedwick	713	497	69.7%	216		301	359	466
Stone Mill	713	490	68.7%	223		308	366	473
Stonegate	597	482	80.7%	115		200	235	324
Strawberry Knoll	501	440	87.8%	61		146	163	237
Summit Hall	497	447	89.9%	50		135	152	224
Takoma Park/Piney Branch	1,222	1,102	90.2%	120		205	365	548
Travilah	526	378	71.9%	148		233	254	333
Harriet R. Tubman	674	565	83.8%	109		194	244	345
Twinbrook	629	400	63.6%	229		314	355	450
Viers Mill	752	476	63.3%	276		361	427	540
Washington Grove	629	468	74.4%	161		246	287	382
Waters Landing	768	677	88.2%	91		176	245	360
Watkins Mill	732	724	98.9%	8		93	155	265
Wayside	631	426	67.5%	205		290	332	426
Weller Road	792	780	98.5%	12		97	171	290
Westbrook	638	522	81.8%	116		201	244	340
Westover	266	299	112.4%	-33		52	69	82
Wheaton Woods	724	560	77.3%	164		249	309	418
Whetstone	788	718	91.1%	70		155	228	346
Wilson Wims	739	613	82.9%	126		211	274	385
Wood Acres	752	595	79.1%	157		242	308	421
Woodfield	365	359	98.4%	6		91	108	134
Woodlin	653	611	93.6%	42		127	173	271
Wyngate	778	624	80.2%	154		239	310	427

<sup>1</sup> Projected enrollment reflects the capital solution to construct a grades 3-5 facility for JoAnn Leleck ES with a completion date of August 2025.

# Appendix E

## School Enrollment and Capacity (2022–2023 and 2028–2029 School Years)

	School	2022–2023 School Year			2028–2029 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
<b>Elementary Schools</b>							
1	Arcola	709	656	(53)	762	656	(106)
2	Ashburton	810	789	(21)	956	789	(167)
3	Bannockburn	418	389	(29)	340	389	49
4	Lucy V. Barnsley	657	685	28	711	685	(26)
5	Beall	497	663	166	409	663	254
6	Bel Pre	522	634	112	461	634	173
7	Bells Mill	611	626	15	672	626	(46)
8	Belmont	344	401	57	374	401	27
9	Bethesda	611	561	(50)	540	561	21
10	Beverly Farms	583	722	139	613	722	109
11	Bradley Hills	464	687	223	443	687	244
12	Brooke Grove	417	515	98	408	515	107
13	Brookhaven	410	508	98	456	508	52
14	Brown Station	617	754	137	736	754	18
15	Burning Tree	437	388	(49)	455	388	(67)
16	Burnt Mills	637	387	(250)	624	646	22
17	Burtonsville	617	498	(119)	695	752	57
18	Candlewood	368	521	153	386	521	135
19	Cannon Road	401	507	106	450	507	57
20	Carderock Springs	337	430	93	370	430	60
21	Rachel Carson	698	716	18	726	716	(10)
22	Cashell	336	341	5	362	341	(21)
23	Cedar Grove	386	425	39	371	425	54
24	Chevy Chase	431	473	42	468	473	5
25	Clarksburg	778	352	(426)	315	352	37
26	Clearspring	574	618	44	629	618	(11)
27	Clopper Mill	459	511	52	410	511	101
28	Cloverly	460	484	24	462	484	22
29	Cold Spring	351	481	130	386	481	95
30	College Gardens	471	718	247	501	718	217
31	Cresthaven	472	467	(5)	472	467	(5)
32	Captain James E. Daly	515	586	71	459	586	127
33	Damascus	366	324	(42)	366	324	(42)
34	Darnestown	340	403	63	358	403	45
35	Diamond	676	680	4	683	680	(3)
36	Dr. Charles R. Drew	476	512	36	519	512	(7)
37	DuFief	245	437	192	288	437	149
38	East Silver Spring	513	602	89	444	602	158
39	Fairland	544	648	104	525	648	123
40	Fallsmead	543	561	18	574	561	(13)
41	Farmland	797	737	(60)	772	737	(35)
42	Fields Road	452	457	5	476	457	(19)
43	Flower Hill	460	511	51	471	511	40
44	Flower Valley	540	463	(77)	529	463	(66)
45	Forest Knolls	494	581	87	549	581	32
46	Fox Chapel	593	665	72	585	665	80
47	Gaithersburg	717	783	66	691	783	92
48	Galway	733	759	26	744	759	15
49	Garrett Park	686	777	91	670	777	107
50	Georgian Forest	519	675	156	544	675	131
51	Germantown	294	292	(2)	264	292	28
52	William B. Gibbs, Jr.	632	748	116	655	748	93
53	Glen Haven	551	569	18	550	569	19
54	Glenallan	656	762	106	651	762	111
55	Goshen	516	594	78	448	594	146
56	Great Seneca Creek	520	556	36	499	556	57
57	Greencastle	714	582	(132)	689	769	80
58	Greenwood	539	562	23	549	562	13
59	Harmony Hills	699	775	76	754	775	21
60	Highland	515	601	86	474	601	127
61	Highland View	382	326	(56)	405	469	64
62	Jackson Road	661	712	51	628	712	84
63	Jones Lane	449	513	64	445	513	68
64	Kemp Mill	422	470	48	411	470	59
65	Kensington-Parkwood	592	786	194	554	786	232
66	Lake Seneca	459	425	(34)	498	425	(73)
67	Lakewood	438	566	128	440	566	126

\*Includes capacity from approved capital projects.

	School	2022–2023 School Year			2028–2029 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Laytonsville	333	487	154	426	487	61
69	JoAnn Leleck at Broad Acres	761	723	(38)	862	925	63
70	Little Bennett	631	620	(11)	570	620	50
71	Luxmanor	707	746	39	791	746	(45)
72	Thurgood Marshall	591	552	(39)	501	552	51
73	Maryvale	631	655	24	619	655	36
74	Spark M. Matsunaga	567	591	24	512	591	79
75	S. Christa McAuliffe	517	732	215	460	732	272
76	Dr. Ronald E. McNair	729	650	(79)	679	796	117
77	Meadow Hall	389	356	(33)	322	356	34
78	Mill Creek Towne	468	354	(114)	501	354	(147)
79	Monocacy	167	218	51	217	218	1
80	Montgomery Knolls	515	703	188	503	703	200
81	New Hampshire Estates	434	511	77	416	511	95
82	Roscoe R. Nix	473	491	18	446	491	45
83	North Chevy Chase	234	381	147	246	381	135
84	Oak View	415	335	(80)	383	335	(48)
85	Oakland Terrace	530	511	(19)	664	511	(153)
86	Olney	613	607	(6)	610	607	(3)
87	William Tyler Page	611	377	(234)	736	751	15
88	Pine Crest	468	667	199	460	667	207
89	Piney Branch	599	611	12	548	611	63
90	Poolesville	567	562	(5)	601	562	(39)
91	Potomac	443	479	36	414	479	65
92	Judith A. Resnik	576	526	(50)	582	526	(56)
93	Dr. Sally K. Ride	502	505	3	559	505	(54)
94	Ritchie Park	378	411	33	346	411	65
95	Rock Creek Forest	673	676	3	653	676	23
96	Rock Creek Valley	385	451	66	429	451	22
97	Rock View	600	675	75	692	675	(17)
98	Lois P. Rockwell	514	548	34	526	548	22
99	Rolling Terrace	709	729	20	777	729	(48)
100	Rosemary Hills	578	641	63	575	641	66
101	Rosemont	615	602	(13)	570	602	32
102	Bayard Rustin	758	790	32	766	790	24
103	Sequoyah	431	450	19	496	450	(46)
104	Seven Locks	386	447	61	379	447	68
105	Sherwood	521	519	(2)	590	519	(71)
106	Sargent Shriver	734	663	(71)	751	663	(88)
107	Flora M. Singer	634	598	(36)	602	598	(4)
108	Sligo Creek	649	687	38	660	687	27
109	Snowden Farm	668	762	94	661	762	101
110	Somerset	338	540	202	377	540	163
111	South Lake	797	694	(103)	757	796	39
112	Stedwick	501	713	212	497	713	216
113	Stone Mill	550	713	163	488	713	225
114	Stonegate	490	385	(105)	482	597	115
115	Strathmore	487	462	(25)	466	462	(4)
116	Strawberry Knoll	500	501	1	441	501	60
117	Summit Hall	473	497	24	446	497	51
118	Takoma Park	579	611	32	557	611	54
119	Travilah	377	526	149	377	526	149
120	Harriet R. Tubman	440	674	234	563	674	111
121	Twinbrook	489	629	140	413	629	216
122	Viers Mill	528	752	224	474	752	278
123	Washington Grove	434	629	195	468	629	161
124	Waters Landing	753	768	15	676	768	92
125	Watkins Mill	735	732	(3)	727	732	5
126	Wayside	442	631	189	426	631	205
127	Weller Road	742	792	50	783	792	9
128	Westbrook	496	638	142	521	638	117
129	Westover	289	266	(23)	299	266	(33)
130	Wheaton Woods	559	724	165	559	724	165
131	Whetstone	715	788	73	710	788	78
132	Wilson Wims	563	739	176	603	739	136
133	Wood Acres	605	752	147	595	752	157
134	Woodfield	323	365	42	364	365	1
135	Woodlin	560	463	(97)	614	653	39
136	Wyngate	715	778	63	619	778	159

\*Includes capacity from approved capital projects.

	School	2022–2023 School Year			2028–2029 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
<b>Middle Schools</b>							
1	Argyle	995	897	(98)	984	897	(87)
2	John T. Baker	825	762	(63)	830	762	(68)
3	Benjamin Banneker	781	799	18	901	799	(102)
4	Briggs Chaney	864	926	62	849	926	77
5	Cabin John	974	1,125	151	1,058	1,125	67
6	Roberto W. Clemente	857	1,218	361	846	1,218	372
7	Eastern	893	1,012	119	919	1,012	93
8	William H. Farquhar	674	816	142	693	816	123
9	Forest Oak	922	955	33	903	955	52
10	Robert Frost	968	1,051	83	963	1,051	88
11	Gaithersburg	875	996	121	873	996	123
12	Herbert Hoover	925	1,139	214	1,009	1,139	130
13	Francis Scott Key	965	960	(5)	936	960	24
14	Dr. Martin Luther King, Jr.	890	914	24	977	914	(63)
15	Kingsview	960	1,041	81	982	1,041	59
16	Lakelands Park	1,042	1,147	105	1,080	1,147	67
17	A. Mario Loiederman	1,001	986	(15)	1,080	986	(94)
18	Montgomery Village	773	844	71	841	844	3
19	Neelsville	815	965	150	929	956	27
20	Newport Mill	623	837	214	610	837	227
21	North Bethesda	1,110	1,233	123	1,121	1,233	112
22	Parkland	1,050	982	(68)	990	1,203	213
23	Rosa M. Parks	848	945	97	921	945	24
24	John Poole	443	478	35	497	478	(19)
25	Thomas W. Pyle	1,241	1,523	282	1,298	1,523	225
26	Redland	571	756	185	577	756	179
27	Ridgeview	751	988	237	750	988	238
28	Rocky Hill	1,057	1,012	(45)	1,032	1,012	(20)
29	Shady Grove	495	846	351	493	846	353
30	Odessa Shannon	823	897	74	844	897	53
31	Silver Creek	778	894	116	759	894	135
32	Silver Spring International	1,158	1,082	(76)	1,133	1,170	37
33	Sligo	676	958	282	689	958	269
34	Takoma Park	1,077	1,330	253	1,027	1,330	303
35	Tilden	1,100	1,244	144	1,119	1,244	125
36	Hallie Wells	963	969	6	988	969	(19)
37	Julius West	1,325	1,432	107	1,351	1,432	81
38	Westland	845	1,073	228	860	1,073	213
39	White Oak	852	992	140	872	992	120
40	Earle B. Wood	1,068	936	(132)	1,007	936	(71)
<b>High Schools</b>							
1	Bethesda-Chevy Chase	2,335	2,475	140	2,440	2,475	35
2	Montgomery Blair	3,204	2,866	(338)	3,544	2,866	(678)
3	James Hubert Blake	1,784	1,743	(41)	1,967	1,743	(224)
4	Winston Churchill	2,234	1,991	(243)	2,137	1,991	(146)
5	Clarksburg	2,251	2,034	(217)	2,647	2,034	(613)
6	Damascus	1,414	1,543	129	1,557	2,250	693
7	Albert Einstein	2,012	1,602	(410)	2,129	1,602	(527)
8	Gaithersburg	2,436	2,474	38	2,795	2,474	(321)
9	Walter Johnson	2,942	2,290	(652)	3,143	2,290	(853)
10	John F. Kennedy	1,827	2,159	332	2,227	2,159	(68)
11	Col. Zadok Magruder	1,686	1,885	199	1,878	1,885	7
12	Richard Montgomery	2,390	2,250	(140)	2,755	2,250	(505)
13	Northwest	2,484	2,290	(194)	2,779	2,290	(489)
14	Northwood	1,795	1,526	(269)	1,893	2,260	367
15	Paint Branch	2,135	1,984	(151)	2,303	1,984	(319)
16	Poolesville	1,309	1,170	(139)	1,468	1,508	40
17	Quince Orchard	2,154	1,800	(354)	2,399	1,800	(599)
18	Rockville	1,516	1,525	9	1,641	1,525	(116)
19	Seneca Valley	2,239	2,520	281	2,600	2,520	(80)
20	Sherwood	1,721	2,152	431	1,960	2,152	192
21	Springbrook	1,838	2,117	279	1,972	2,117	145
22	Watkins Mill	1,715	1,742	27	1,792	1,742	(50)
23	Wheaton	2,599	2,237	(362)	2,683	2,237	(446)
24	Walt Whitman	2,018	2,231	213	2,100	2,231	131
25	Thomas S. Wootton	1,911	2,120	209	2,082	2,120	38

\*Includes capacity from approved capital projects.





# Appendix F

## Facilities Data and State Rated Capacity School Year 2022–2023

Schools	Year Built	Year Reopen/Revital.*	Existing Sq. Ft.	Site Size	Adj. Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
						Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
<b>Elementary Schools</b>											
1 Arcola	1956	2007	95,421	5	Y	1	7	25	0	749	656
2 Ashburton	1957	1993	91,178	8.3	N	0	6	28	1	786	789
3 Bannockburn	1957	1988	54,234	8.3	N	0	2	15	0	389	389
4 Lucy V. Barnsley	1965	1998	97,524	10	N	0	4	26	6	746	685
5 Beall	1954	1991	79,477	8.4	Y	2	3	22	3	642	663
6 Bel Pre	1968	2014	95,330	8.9	Y	3	8	21	1	729	634
7 Bells Mill	1968	2009	77,244	9.59	N	1	4	22	2	634	626
8 Belmont	1974		49,279	10.5	N	0	3	14	1	398	401
9 Bethesda	1952	1999	75,421	7.93	N	0	3	21	2	569	561
10 Beverly Farms	1965	2013	98,916	4.98	Y	0	4	27	1	719	722
11 Bradley Hills	1951	1984	76,745	6.7	Y	0	3	27	0	687	687
12 Brooke Grove	1990		73,080	10.96	N	1	2	16	8	512	515
13 Brookhaven	1961	1995	81,320	8.57	N	1	4	15	6	513	508
14 Brown Station	1969	2017	113,998	9	Y	2	5	26	5	798	754
15 Burning Tree	1958	1991	68,119	6.79	Y	0	4	10	7	388	388
16 Burnt Mills	1964	1990	57,318	15.1	N	1	6	12	1	438	387
17 Burtonsville	1952	1993	71,349	11.9	N	0	6	19	1	579	498
18 Candlewood	1968	2015	82,222	11.79	N	0	3	19	3	533	521
19 Cannon Road	1967	2012	83,377	4.4	Y	0	3	19	7	573	507
20 Carderock Springs	1966	2010	75,351	9	N	0	2	16	3	442	430
21 Rachel Carson	1990		78,547	12.4	N	1	4	25	1	693	716
22 Cashell	1969	2009	71,171	10.24	N	1	2	11	4	357	341
23 Cedar Grove	1960	1987	57,037	10.1	N	0	3	14	5	438	425
24 Chevy Chase	1936	2000	70,976	3.78	N	0	0	20	1	470	473
25 Clarksburg	1952	1993	54,983	9.97	N	0	6	9	1	349	352
26 Clearspring	1988		77,535	10	Y	2	4	19	5	615	618
27 Clopper Mill	1986		64,851	9	Y	3	4	17	1	549	511
28 Cloverly	1961	1989	61,991	10	Y	0	3	15	6	471	484
29 Cold Spring	1972		55,158	12.38	N	0	2	19	0	481	481
30 College Gardens	1967	2008	96,986	7.9	Y	1	4	26	2	726	718
31 Cresthaven	1962	2010	76,862	9.8	N	0	0	18	5	464	467
32 Captain James E. Daly	1989		78,386	10	Y	1	4	22	1	624	586
33 Damascus	1934	1980	53,239	9.4	N	0	3	9	6	333	324
34 Darnestown	1954	1980	64,840	7.2	N	0	2	12	8	400	403
35 Diamond	1975		85,404	10	Y	0	5	24	3	692	680
36 Dr. Charles R. Drew	1991		73,975	12	N	2	3	17	5	547	512
37 DuFief	1975		59,013	9.99	Y	0	3	13	7	435	437
38 East Silver Spring	1929	1975	88,895	8.4	N	2	4	20	4	628	602
39 Fairland	1934	1992	92,227	11.79	N	2	5	22	6	716	648
40 Fallsmead	1974		67,472	8.93	Y	0	4	20	1	558	561
41 Farmland	1963	2011	89,988	4.75	Y	0	6	25	3	737	737
42 Fields Road	1973		72,302	10	N	1	4	16	5	526	457
43 Flower Hill	1985		58,770	10	Y	1	5	17	3	551	511
44 Flower Valley	1967	1996	61,567	9.28	N	0	4	15	3	463	463
45 Forest Knolls	1960	1993	89,850	7.77	N	2	5	19	4	627	581
46 Fox Chapel	1974		85,182	10.34	Y	1	5	25	0	705	665
47 Gaithersburg	1947	1983	94,468	8.39	N	1	7	30	2	884	783
48 Galway	1967	2009	103,170	9	Y	1	6	26	7	820	759
49 Garrett Park	1948	2012	96,348	4.38	Y	0	5	29	0	777	777
50 Georgian Forest	1961	1995	88,111	10.94	Y	2	5	25	0	725	675
51 Germantown	1935	1978	57,668	7.75	N	0	3	8	8	330	292
52 William B. Gibbs, Jr.	2009		88,042	10.75	N	1	4	23	6	697	748
53 Glen Haven	1950	2004	85,845	10	Y	1	5	20	5	640	569
54 Glenallan	1966	2013	98,700	12.1	N	1	6	29	3	849	762
55 Goshen	1988		76,740	10.48	N	0	5	23	2	659	594
56 Great Seneca Creek	2006		82,511	13.71	N	0	5	21	4	633	556
57 Greencastle	1988		78,275	18.88	N	1	7	18	5	638	582
58 Greenwood	1970		64,609	10	Y	0	4	19	3	555	562
59 Harmony Hills	1957	1999	85,648	10.2	Y	2	6	29	0	839	775
60 Highland	1950	1989	87,491	11	Y	2	5	21	1	643	601
61 Highland View	1953	1994	59,307	6.6	N	0	4	12	1	374	326
62 Jackson Road	1959	1995	91,465	8.76	N	1	5	25	5	755	712
63 Jones Lane	1987		60,679	12.07	N	0	3	18	3	510	513
64 Kemp Mill	1960	1996	68,222	10	N	4	4	15	1	523	470
65 Kensington-Parkwood	1952	2006	102,382	9.86	N	0	4	29	4	795	786
66 Lake Seneca	1985		58,770	9.35	N	1	3	14	4	448	425
67 Lakewood	1968	2003	77,526	13.09	N	0	3	20	4	566	566

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

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

	Schools	Year Built	Year Reopen/ Revital.*	Existing Sq. Ft.	Site Size	Adj. Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity	
							Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10			
68	Laytonsville	1951	1989	64,160	10.4	N	0	4	16	4	496	487	
69	JoAnn Leleck at Broad Acres	1952	1974	88,922	6.14	Y	4	7	25	0	807	723	
70	Little Bennett	2006		82,511	4.81	Y	0	5	19	7	617	620	
71	Luxmanor	1966	2020	99,376	6.49	Y	0	5	24	7	732	746	
72	Thurgood Marshall	1993		77,798	12	N	0	4	17	5	529	552	
73	Maryvale	1969	2020	95,482	17.7	N	3	5	22	4	716	655	
74	Spark M. Matsunaga	2001		90,718	11.8	N	0	4	20	6	608	591	
75	S. Christa McAuliffe	1987		102,111	10.6	Y	2	5	27	4	811	732	
76	Dr. Ronald E. McNair	1990		78,275	10	Y	1	4	23	1	647	650	
77	Meadow Hall	1956	1994	61,694	8.38	Y	0	4	12	6	424	356	
78	Mill Creek Towne	1966	2000	67,465	8.39	N	1	4	10	6	398	354	
79	Monocacy	1961	1989	42,482	9.67	N	0	2	7	1	215	218	
80	Montgomery Knolls	1952	1989	109,733	10.3	N	2	8	23	5	795	703	
81	New Hampshire Estates	1954	1988	73,306	5.4	N	6	7	14	1	606	511	
82	Roscoe R. Nix	2006		88,351	8.97	Y	2	7	16	5	612	491	
83	North Chevy Chase	1953	1995	65,982	7.9	N	0	0	16	1	378	381	
84	Oak View	1949	1985	57,560	11.26	N	0	0	14	1	332	335	
85	Oakland Terrace	1950	1993	79,145	9.5	Y	1	4	16	7	546	511	
86	Olney	1954	1990	68,755	9.88	N	0	4	22	1	604	607	
87	William Tyler Page	1965	2003	58,726	9.75	N	1	5	12	1	416	377	
88	Pine Crest	1941	1992	77,121	5.6	Y	0	0	29	0	667	667	
89	Piney Branch	1973		99,706	1.97	Y	0	0	26	1	608	611	
90	Poolesville	1960	1978	64,803	12.28	N	0	3	21	1	559	562	
91	Potomac	1949	2020	86,550	9.02	N	0	4	17	0	479	479	
92	Judith A. Resnik	1991		78,547	12.8	N	1	5	19	2	587	526	
93	Dr. Sally K. Ride	1994		78,686	13.49	N	2	5	14	8	552	505	
94	Ritchie Park	1966	1997	58,500	9.2	N	0	3	15	0	411	411	
95	Rock Creek Forest	1950	2015	98,140	7.96	N	1	4	26	5	756	676	
96	Rock Creek Valley	1964	2001	76,692	10.4	N	0	3	14	9	478	451	
97	Rock View	1955	1999	91,977	7.4	N	1	6	23	6	741	675	
98	Lois P. Rockwell	1992		75,520	10.57	N	0	3	17	6	517	548	
99	Rolling Terrace	1950	1989	92,241	4.3	N	3	7	25	1	799	729	
100	Rosemary Hills	1956	1988	87,298	6.07	N	1	6	18	8	646	641	
101	Rosemont	1965	1995	88,764	8.9	N	1	6	21	4	675	602	
102	Bayard Rustin	2018		97,397	10.9	N	0	5	28	2	774	790	
103	Sequoyah	1990		73,080	10	Y	0	4	15	7	503	450	
104	Seven Locks	1964	2012	66,915	9.9	N	0	3	16	1	444	447	
105	Sherwood	1977		81,727	10.85	N	0	3	16	9	524	519	
106	Sargent Shriver	1954	2006	91,628	9.17	N	1	6	26	0	748	663	
107	Flora M. Singer	2012		95,831	12.67	Y	1	6	20	7	682	598	
108	Sligo Creek	1934	1999	87,744	15.6	Y	0	5	24	3	692	687	
109	Snowden Farm	2019		92,366	9.79	N	0	4	28	3	762	762	
110	Somerset	1949	2005	80,122	3.7	N	0	2	21	1	537	540	
111	South Lake	1972		83,038	10.2	N	2	8	24	1	778	694	
112	Stedwick	1974		109,677	10	N	1	4	26	4	746	713	
113	Stone Mill	1988		78,617	11.76	N	0	3	25	5	691	713	
114	Stonegate	1971		52,468	10.27	N	0	3	12	4	382	385	
115	Strathmore	1970		59,497	10.79	Y	0	0	19	3	467	462	
116	Strawberry Knoll	1988		78,723	10.8	Y	2	3	16	7	544	501	
117	Summit Hall	1971		68,059	10.17	Y	5	3	15	1	521	497	
118	Takoma Park	1979		85,553	4.7	N	2	8	23	1	755	611	
119	Travilah	1960	1992	65,378	9.3	N	0	3	20	0	526	526	
120	Harriet R. Tubman	2022		99,893	5.72	Y	1	6	24	5	754	674	
121	Twinbrook	1952	1986	79,818	10.45	N	2	4	23	1	667	629	
122	Viers Mill	1950	1991	120,572	10.52	N	3	4	26	5	796	752	
123	Washington Grove	1956	1984	86,266	10.66	N	3	4	19	4	625	629	
124	Waters Landing	1988		101,352	10	N	0	6	30	4	862	768	
125	Watkins Mill	1970		80,923	10	Y	2	7	26	3	822	732	
126	Wayside	1969	2017	93,453	9.26	N	0	3	23	5	645	631	
127	Weller Road	1953	2013	121,346	11.1	N	4	6	28	0	856	792	
128	Westbrook	1939	1990	91,359	12.46	Y	0	3	23	4	635	638	
129	Westover	1964	1998	54,645	7.58	N	0	2	7	7	275	266	
130	Wheaton Woods	1952	2017	120,154	8	N	3	4	26	4	786	724	
131	Whetstone	1968		96,946	8.8	Y	1	6	27	5	823	788	
132	Wilson Wims	2014		91,931	9.29	Y	0	4	27	3	739	739	
133	Wood Acres	1952	2002	96,358	4.78	Y	0	4	27	3	739	752	
134	Woodfield	1962	1985	53,212	10	N	0	2	10	9	364	365	
135	Woodlin	1944	1974	60,725	10.97	N	0	4	14	5	460	463	
136	Wyngate	1952	1997	89,104	9.5	N	0	4	30	0	778	778	
<b>Total Elementary Schools</b>					<b>10,883,061</b>	<b>1,288</b>		<b>116</b>	<b>564</b>	<b>2,727</b>	<b>466</b>	<b>82,109</b>	<b>78,268</b>

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 2022–2023

Schools	Year Built	Year Reopen/ Revital.*	Existing Sq. Ft.	Site Size	Adj. Park	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)
						Reg. @25	Sp. Ed. @10		
<b>Middle Schools</b>									
(85% + Sp. Ed.) (X 85%)									
1 Argyle	1971	1993	120,205	19.9	N	43	0	914	897
2 John T. Baker	1971		120,532	21.65	Y	35	3	774	762
3 Benjamin Banneker	1974		117,035	20	N	36	4	805	799
4 Briggs Chaney	1991		115,000	29.37	N	42	4	932	927
5 Cabin John	1967	2011	159,514	18.2	N	51	6	1,144	1,125
6 Roberto W. Clemente	1992		148,246	19.87	N	56	4	1,230	1,218
7 Eastern	1951	1976	152,030	14.5	N	48	3	1,050	1,012
8 William H. Farquhar	1968	2016	135,626	20	N	38	1	818	816
9 Forest Oak	1999		132,259	41.2	N	45	3	986	955
10 Robert Frost	1971		143,757	24.78	N	49	2	1,061	1,051
11 Gaithersburg	1960	1988	157,694	22.82	N	46	6	1,038	996
12 Herbert Hoover	1966	2013	165,367	19.1	N	52	4	1,145	1,139
13 Francis Scott Key	1966	2009	147,424	20.59	N	46	0	978	961
14 Dr. Martin Luther King, Jr.	1996		135,867	18.61	N	43	0	914	914
15 Kingsview	1997		140,398	18.45	Y	49	0	1,041	1,041
16 Lakelands Park	2005		153,588	8.11	Y	53	4	1,166	1,147
17 A. Mario Loiederman	1956	2005	148,718	17.08	N	48	0	1,020	986
18 Montgomery Village	1968	2003	141,615	15.1	N	39	7	899	844
19 Neelsville	1981		131,432	29.19	N	47	0	999	965
20 Newport Mill	1958	2002	109,011	8.4	Y	39	2	849	837
21 North Bethesda	1955	1999	178,252	19.11	N	57	2	1,231	1,233
22 Parkland	1963	2007	151,169	9.18	Y	47	0	999	982
23 Rosa M. Parks	1992		137,469	24.05	Y	44	2	955	945
24 John Poole	1997		85,669	20.5	N	22	2	488	478
25 Thomas W. Pyle	1962	1993	209,464	14.3	N	71	2	1,529	1,523
26 Redland	1971		112,297	20.64	Y	36	0	765	757
27 Ridgeview	1975		145,168	20	N	46	2	998	988
28 Rocky Hill	2004		148,065	23.3	N	48	0	1,020	1,012
29 Shady Grove	1995	1999	129,206	20	N	39	3	859	846
30 Odessa Shannon	1966		164,307	16.45	Y	42	3	922	897
31 Silver Creek	2017		174,743	13.3	N	42	2	912	894
32 Silver Spring International	1934	1999	152,731	10.64	Y	51	3	1,114	1,082
33 Sligo	1959	1991	149,527	21.7	Y	45	2	976	958
34 Takoma Park	1939	1999	195,739	18.8	Y	63	0	1,339	1,330
35 Tilden	1967	2020	244,561	19.67	N	57	6	1,271	1,244
36 Hallie Wells	2016		150,089	22.37	N	44	4	975	969
37 Julius West	1961	1995	182,617	21.3	N	67	3	1,454	1,432
38 Westland	1951	1997	146,006	25.1	N	50	2	1,082	1,073
39 White Oak	1962	1993	141,163	17.3	N	47	2	1,019	992
40 Earle B. Wood	1965	2001	152,588	8.5	Y	43	7	984	936
<b>Total Middle Schools</b>			<b>5,926,148</b>	<b>773.13</b>		<b>1866</b>	<b>100</b>	<b>40,655</b>	<b>39,963</b>
<b>High Schools</b>									
(85% + Sp. Ed.) (X 90%)									
1 Bethesda-Chevy Chase	1934	2001	392,833	16.36	N	110	0	2,338	2,475
2 Montgomery Blair	1998		386,567	29.71	Y	131	0	2,784	2,867
3 James Hubert Blake	1998		297,125	91.09	N	77	2	1,656	1,743
4 Winston Churchill	1964	2001	322,078	30.28	N	86	7	1,898	1,991
5 Clarksburg	1995	2006	344,574	62.73	N	90	3	1,942	2,034
6 Damascus	1950	1978	235,986	32.66	N	66	8	1,482	1,543
7 Albert Einstein	1962	1997	276,462	26.67	Y	70	10	1,588	1,602
8 Gaithersburg	1951	2013	427,048	40.97	Y	107	15	2,424	2,474
9 Walter Johnson	1956	2009	365,138	30.86	N	100	6	2,185	2,291
10 John F. Kennedy	1964	1999	332,133	29.1	N	95	9	2,109	2,159
11 Col. Zadok Magruder	1970		295,478	30	N	82	8	1,822	1,885
12 Richard Montgomery	1942	2007	311,500	29.05	N	100	3	2,155	2,250
13 Northwest	1998		342,101	34.56	Y	101	3	2,176	2,291
14 Northwood	1956	2004	254,054	29.57	N	68	5	1,495	1,526
15 Paint Branch	1969	2012	347,169	45.76	N	85	9	1,896	1,985
16 Poolesville	1953	1978	165,056	37.2	N	52	0	1,105	1,170
17 Quince Orchard	1988		284,912	30.1	N	80	5	1,750	1,800
18 Rockville	1968	2004	317,731	29.61	N	65	14	1,521	1,525
19 Seneca Valley	1974	2020	457,600	29.37	N	110	11	2,448	2,520
20 Sherwood	1950	1991	333,154	49.3	N	93	7	2,046	2,152
21 Springbrook	1960	1994	305,006	25.13	Y	94	6	2,058	2,117
22 Watkins Mill	1989		305,288	50.99	Y	78	6	1,718	1,742
23 Wheaton	1954	2016	373,825	28.2	N	100	4	2,165	2,237
24 Walt Whitman	1962	1992	312,270	30.7	Y	96	9	2,130	2,231
25 Thomas S. Wootton	1970		295,620	27.37	N	93	5	2,026	2,120
<b>Total High Schools</b>			<b>8,080,708</b>	<b>897.34</b>		<b>2229</b>	<b>155</b>	<b>48,917</b>	<b>50,730</b>
<b>Total Secondary Schools</b>			<b>14,006,856</b>	<b>1670.5</b>		<b>4095</b>	<b>255</b>	<b>89,572</b>	<b>90,693</b>

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

For MCPS calculations, please refer to the individual school calculations.

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



# 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: 2022–2023 School Year

Cluster/ School	Relocatables on site for 2022–2023 to Address:			Cluster/ School	Relocatables on site for 2022–2023 to Address:			Cluster/ School	Relocatables on site for 2022–2023 to Address:		
	Overutilization	DC	Total		Overutilization	DC	Total		Overutilization	DC	Total
<b>Bethesda-Chevy Chase</b>				<b>Col. Zadok Magruder</b>				<b>Watkins Mill</b>			
Bethesda ES	4		4	Cashell ES	2		2	Watkins Mill ES	6		6
Rock Creek Forest ES	2		2	Flower Hill ES	3		3	Whetstone ES	3		3
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>	Mill Creek Towne ES	9		9	<b>Total</b>	<b>9</b>	<b>0</b>	<b>9</b>
<b>Winston Churchill</b>				Judith A. Resnik ES	6		6	<b>Walt Whitman</b>			
Winston Churchill HS	4		4	<b>Total</b>	<b>20</b>	<b>0</b>	<b>20</b>	Bannockburn ES	2		2
<b>Total</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>Richard Montgomery</b>				Burning Tree ES	4		4
<b>Clarksburg</b>				Richard Montgomery HS	9		9	<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>
Clarksburg HS	14		14	Twinbrook ES	4		4	<b>Thomas S. Wootton</b>			
Clarksburg ES	20		20	<b>Total</b>	<b>13</b>	<b>0</b>	<b>13</b>	Thomas S. Wootton HS	3		3
Captain James E. Daly ES	4		4	<b>Northeast Consortium*</b>				Cold Spring ES	1		1
<b>Total</b>	<b>38</b>	<b>0</b>	<b>38</b>	James Hubert Blake HS	1		1	DuFief ES	1	1	2
<b>Damascus</b>				Paint Branch HS	3		3	<b>Total</b>	<b>5</b>	<b>1</b>	<b>6</b>
John T. Baker MS	2		2	Benjamin Banneker MS	2		2	<b>Grand Total by Use</b>	<b>417</b>	<b>3</b>	<b>420</b>
Cedar Grove ES	3		3	Burtonsville ES	6		6	<b>SCHOOL TOTAL:</b>	<b>420</b>		
Clearspring ES	2		2	Cloverly ES	2		2				
Damascus ES	4		4	Cresthaven ES	2		2				
<b>Total</b>	<b>11</b>	<b>0</b>	<b>11</b>	Dr. Charles R. Drew ES	2		2				
<b>Downcounty Consortium*</b>				Fairland ES	2		2				
Montgomery Blair HS	19		19	Galway ES	2		2				
Albert Einstein HS	11		11	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 Tyler Page ES	13		13				
Parkland MS	4		4	Westover ES	2		2				
Arcola ES	6		6	<b>Total</b>	<b>62</b>	<b>0</b>	<b>62</b>				
Glenallen ES	2		2	<b>Northwest</b>							
Harmony Hills ES	7		7	Northwest HS	11		11				
Highland View ES	6		6	Clopper Mill ES	6		6				
Kemp Mill ES	3		3	Diamond ES	4	1	5				
Oak View ES	3		3	Germanstown ES	3		3				
Oakland Terrace ES	2		2	Spark M. Matsunaga ES	3		3				
Rolling Terrace ES	6		6	Dr. Ronald E. McNair ES	7		7				
Sargent Shriver ES	9		9	<b>Total</b>	<b>34</b>	<b>1</b>	<b>35</b>				
Flora M. Singer ES	3		3	<b>Quince Orchard</b>							
<b>Total</b>	<b>100</b>	<b>0</b>	<b>100</b>	Quince Orchard HS	12		12				
<b>Gaithersburg</b>				Rachel Carson ES	3		3				
Gaithersburg ES	7		7	Fields Road ES	4		4				
Goshen ES	2		2	Thurgood Marshall ES	5		5				
Rosemont ES	4		4	<b>Total</b>	<b>24</b>	<b>0</b>	<b>24</b>				
Strawberry Knoll ES	6		6	<b>Rockville</b>							
Summit Hall ES**	16		16	Flower Valley ES	2		2				
<b>Total</b>	<b>35</b>	<b>0</b>	<b>35</b>	Meadow Hall ES	7		7				
<b>Walter Johnson</b>				Rock Creek Valley ES	3		3				
Walter Johnson HS	15		15	<b>Total</b>	<b>12</b>	<b>0</b>	<b>12</b>				
Ashburton ES**	8		8	<b>Seneca Valley</b>							
Farmland ES	4		4	Lake Seneca ES	9		9				
<b>Total</b>	<b>27</b>	<b>0</b>	<b>27</b>	Dr. Sally K. Ride ES	2		2				
				<b>Total</b>	<b>11</b>	<b>0</b>	<b>11</b>				
				<b>Sherwood</b>							
				Belmont ES	0	1	1				
				<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>				

Other Relocatable Uses		
Construction	# Units	Comment
Poolsville HS	14	
<b>Total</b>	<b>14</b>	
<b>Holding Schools</b>		
Emory Grove Center	31	
Fairland Center	12	
Grossenor Center	17	
North Lake Center	21	
Radnor Center	0	
<b>Total</b>	<b>81</b>	
<b>Other Uses at Schools</b>		
Gaithersburg ES	1	Parent Resource
Monocacy ES	1	
Summit Hall ES	1	Judy Center
<b>Total</b>	<b>3</b>	
<b>Non-school Locations</b>		
Bethesda Depot	3	Offices
Clarksburg Depot	1	Maintenance
Clarksburg Depot	2	Transportation
Hadley Farms Center	1	Offices
Kingsley Center	5	Transitions
Lincoln Warehouse	1	Copy Plus
Randolph Depot	4	Offices
Rocking Horse Road Center	2	Offices
Shady Grove Depot	6	Offices
Smith Center	2	Outdoor Education
<b>Total</b>	<b>27</b>	
<b>OTHER TOTAL:</b>	<b>125</b>	

DC: Paid for by day-care provider to enable a day-care center to operate inside school.  
\* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.  
\*\*Ashburton ES (8) classrooms are in modular buildings. Summit Hall ES (16) classrooms are in modular buildings. (1) is in a regular relocatable.



## Montgomery County Public Schools Relocatable Classrooms: 2023–2024 School Year

Cluster/ School	Relocatables on site for 2023–2024 to Address:			Cluster/ School	Relocatables on site for 2023–2024 to Address:			Cluster/ School	Relocatables on site for 2023–2024 to Address:		
	Overutilization	DC	Total		Overutilization	DC	Total		Overutilization	DC	Total
<b>Bethesda-Chevy Chase</b>				<b>Col. Zadok Magruder</b>				<b>Watkins Mill</b>			
Bethesda ES	4		4	Cashell ES	2		2	Watkins Mill ES	4		4
Rock Creek Forest ES	2		2	Flower Hill ES	3		3	<b>Total</b>	<b>4</b>	<b>0</b>	<b>4</b>
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>	Mill Creek Towne ES	9		9	<b>Walt Whitman</b>			
<b>Winston Churchill</b>				Judith A. Resnik ES	4		4	Bannockburn ES	2		2
Winston Churchill HS	4		4	<b>Total</b>	<b>18</b>	<b>0</b>	<b>18</b>	Burning Tree ES	3		3
<b>Total</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>Richard Montgomery</b>				<b>Total</b>	<b>5</b>	<b>0</b>	<b>5</b>
<b>Clarksburg</b>				Richard Montgomery HS	9		9	<b>Thomas S. Wootton</b>			
Clarksburg HS	14		14	<b>Total</b>	<b>9</b>		<b>9</b>	Cold Spring ES	1		1
Clarksburg ES	5		5	<b>Northeast Consortium*</b>				<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>
Captain James E. Daly ES	2		2	James Hubert Blake HS	1		1	<b>Grand Total by Use</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Total</b>	<b>21</b>	<b>0</b>	<b>21</b>	Paint Branch HS	6		6	<b>SCHOOL TOTAL:</b>	<b>344</b>		
<b>Damascus</b>				Benjamin Banneker MS	2		2	<b>Other Relocatable Uses</b>			
John T. Baker MS	2		2	Burtonsville ES	6		6	<b># Units</b>		<b>Comment</b>	
Clearspring ES	2		2	Cloverly ES	2		2	<b>Construction</b>			
Damascus ES	4		4	Cresthaven ES	2		2	Poolesville HS	14		
<b>Total</b>	<b>8</b>	<b>0</b>	<b>8</b>	Dr. Charles R. Drew ES	2		2	<b>Total</b>	<b>14</b>		
<b>Downcounty Consortium*</b>				Fairland ES	2		2	<b>Holding Schools</b>			
Montgomery Blair HS	19		19	Galway ES	2		2	Emory Grove Center	31		
Albert Einstein HS	15		15	Greencastle ES	10		10	Fairland Center	12		
Northwood HS	14		14	Jackson Road ES	3		3	Grosvenor Center	17		
A. Mario Loiederman MS	2		2	JoAnn Leleck ES at Broad Acres	12		12	North Lake Center	21		
Argyle MS	3		3	Westover ES	2		2	Radnor Center	0		
Arcola ES	4		4	<b>Total</b>	<b>52</b>	<b>0</b>	<b>52</b>	<b>Total</b>	<b>81</b>		
Glenallan ES	2		2	<b>Northwest</b>				<b>Other Uses at Schools</b>			
Harmony Hills ES	4		4	Northwest HS	11		11	Gaithersburg ES	1	Parent Resource	
Highland View ES	6		6	Clopper Mill ES	6		6	Monocacy ES	1	Judy Center	
Kemp Mill ES	3		3	Diamond ES	2		2	Summit Hall ES	1		
Oak View ES	3		3	Germantown ES	3		3	<b>Total</b>	<b>3</b>		
Oakland Terrace ES	5		5	<b>Total</b>	<b>22</b>	<b>0</b>	<b>22</b>	<b>Non-school Locations</b>			
Rolling Terrace ES	6		6	<b>Quince Orchard</b>				Bethesda Depot	3	Offices	
Sargent Shriver ES	6		6	Quince Orchard HS	15		15	Clarksburg Depot	2	Transportation	
Flora M. Singer ES	3		3	Fields Road ES	4		4	Hadley Farms Center	1	Offices	
<b>Total</b>	<b>95</b>	<b>0</b>	<b>95</b>	Thurgood Marshall ES	5		5	Kingsley Center	5	Transitions	
<b>Gaithersburg</b>				<b>Total</b>	<b>24</b>	<b>0</b>	<b>24</b>	Lincoln Warehouse	1	Copy Plus	
Gaithersburg ES	3		3	<b>Rockville</b>				Randolph Depot	4	Offices	
Rosemont ES	4		4	Flower Valley ES	4		4	Rocking Horse Road	2	Offices	
Strawberry Knoll ES	2		2	Meadow Hall ES	7		7	Shady Grove Depot	6	Offices	
Summit Hall ES**	16		16	<b>Total</b>	<b>11</b>	<b>0</b>	<b>11</b>	Smith Center	2	Outdoor Education	
<b>Total</b>	<b>25</b>	<b>0</b>	<b>25</b>	<b>Seneca Valley</b>				Upcounty Service Center	1	Maintenance	
<b>Walter Johnson</b>				Lake Seneca ES	9		9	<b>Total</b>	<b>27</b>		
Walter Johnson HS	15		15	Dr. Sally K. Ride ES	2		2	<b>OTHER TOTAL:</b>	<b>125</b>		
Ashburton ES**	8		8	<b>Total</b>	<b>11</b>	<b>0</b>	<b>11</b>				
Farmland ES	4		4	<b>Sherwood</b>							
<b>Total</b>	<b>27</b>	<b>0</b>	<b>27</b>	Belmont ES	0	1	1				
				<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>				

DC: Paid for by day-care provider to enable a day-care center to operate inside school.

\* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.

\*\*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

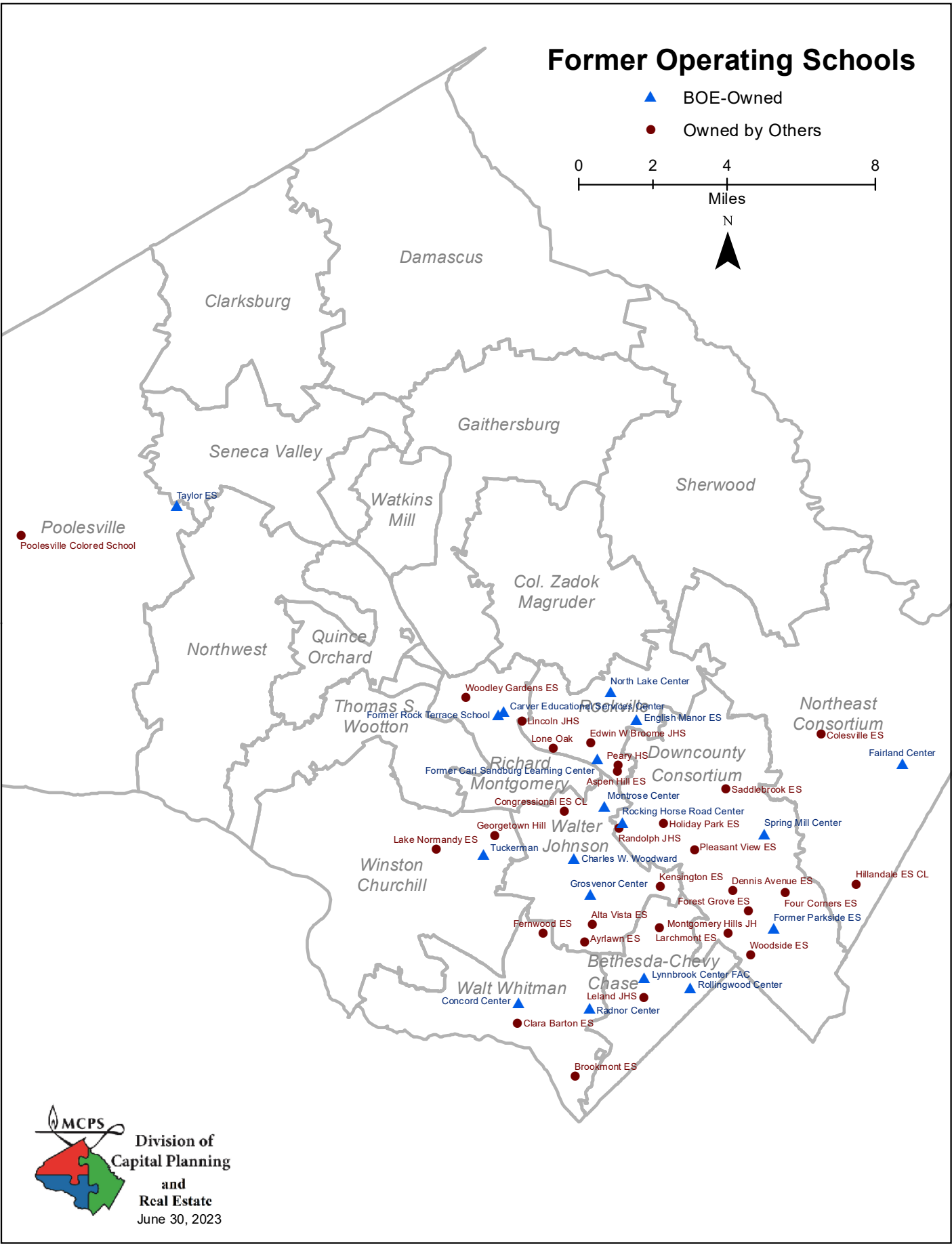
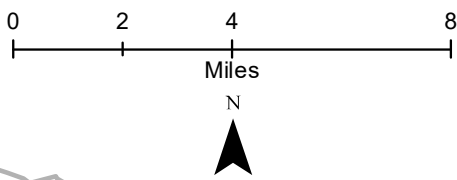
## Former Operating Schools and Current Status June 2023

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	CURRENT USE	SITE	ROOMS	SF
<b>BOARD OF EDUCATION-OWNED FACILITIES</b>							
Carver Educational Services Center	850 Hungerford Drive	Beall ES	Richard Montgomery	Board of Education and MCPS staff	30.89	-	-
Concord Center	7210 Hidden Creek Road	Bannockburn ES	Walt Whitman	MCPS staff and leased to childcare providers	3.45	12	26,444
Emory Grove Center	18100 Washington Grove Lane	Judith A. Resnik ES	Col. Zadok Magruder	Holding school	10.00	19	45,002
English Manor ES	4511 Bestor Drive	Lucy V. Barnsley ES	Rockville	MCPS staff	8.24	28	46,542
Fairland Center	13313 Old Columbia Pike	Fairland ES	Northeast Consortium	Holding school	9.20	26	45,082
Former Parkside ES	9500 Brunett Avenue	Sligo Creek ES	Downcounty Consortium	Temporarily leased to a childcare provider	6.18	-	26,369
Former Rock Terrace School	390 Martins Lane	Beall ES	Richard Montgomery	TBD	-	12	48,024
Former Carl Sandburg Learning Center	451 Meadow Hall Drive	Meadow Hall ES	Rockville	MCPS staff	7.60	16	31,252
Grosvenor Center	5701 Grosvenor Lane	Ashburton ES	Walter Johnson	Holding school	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	Bethesda ES	Bethesda-Chevy Chase	MCPS staff and leased to childcare provider	4.21	15	35,000
Montrose Center	12301 Academy Way	Garrett Park ES	Walter Johnson	Leased to private school	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Flower Valley ES	Rockville	Holding school	9.66	22	40,378
Radnor Center	7000 Radnor Road	Bradley Hills ES	Walt Whitman	Holding school	9.03	20	36,663
Rocking Horse Road Center	4910 Macon Road	Viers Mill ES	Downcounty Consortium	MCPS staff	18.70	28	57,639
Rollingwood Center	3200 Woodbine Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	Leased to private school	4.07	12	26,624
Spring Mill Center	11721 Kemp Mill Road	Kemp Mill ES	Downcounty Consortium	MCPS staff and leased to MCCPTA	7.68	14	29,300
Edward U. Taylor Center	19501 White Ground Road	Monocacy ES	Poolesville	MCPS staff	11.47	8	20,827
Tuckerman Center	8224 Lochinver Lane	Bells Mill ES	Winston Churchill	Leased to private school	9.13	24	47,965
Woodward Center	11211 Old Georgetown Road	Luxmanor ES	Walter Johnson	Holding school 2024-2026	28.06	52	135,150
<b>MONTGOMERY COUNTY-OWNED FACILITIES</b>							
Alta Vista ES	5615 Beech Avenue	Wyngate ES	Walter Johnson	Leased to private school	3.52	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rock Creek Valley ES	Rockville	Leased to health center	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	Wyngate ES	Walter Johnson	Leased to YMCA	3.07	11	28,000
Clara Barton ES	7425 MacArthur Boulevard	Bannockburn ES	Walt Whitman	Clara Barton Neighborhood Recreation Center and leased to childcare providers	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Wood Acres ES	Walt Whitman	Leased to private school	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Meadow Hall ES	Rockville	Various county users	19.49	45	135,210
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	-	-
Larchmont ES	9411 Connecticut Avenue	Rosemary Hills ES/ North Chevy Chase ES	Bethesda-Chevy Chase	Grace Episcopal Day School	10.94	-	-
Lincoln JHS	595 North Stonestreet Avenue	Maryvale ES	Rockville	Leased to a church	1.78	-	100,865
Lone Oak ES	1010 Grandin Avenue	Meadow Hall ES	Rockville	Leased to Montgomery Child Care Association	7.10	28	40,000
Montgomery Hills JHS	2010 Linden Lane	Woodlin ES	Downcounty Consortium	Leased to private school	8.67	44	130,000
Pleasant View ES	3015 Upton Drive	Rock View ES	Downcounty Consortium	Leased to private school	6.22	-	58,283
Poolesville Colored School	19200 Jerusalem Road	Poolesville ES	Poolesville	MC DOT and leased to AT&T	4.00	-	-
Randolph JHS	11710 Hunters Lane	Viers Mill ES	Downcounty Consortium	Leased to private school	8.07	-	-
Saddlebrook ES	12751 Layhill Road	Glenallan ES	Downcounty Consortium	Montgomery Park Police Headquarters	10.59	29	42,274
Woodside ES	8818 Georgia Avenue	Woodlin ES	Downcounty Consortium	DHHS Silver Spring Center	2.70	23	36,614
<b>CITY OF ROCKVILLE-OWNED FACILITIES</b>							
Woodley Gardens ES	1150 Carnation Drive	College Gardens ES	Richard Montgomery	Rockville Senior Center	9.64	16	31,767
<b>MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION-OWNED FACILITIES</b>							
Leland JHS	4300 Elm Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	Leland Neighborhood Park and Community Recreation Center	3.71	-	-
<b>PRIVATELY-OWNED FACILITIES</b>							
Peary HS	13300 Arctic Avenue	Rock Creek Valley ES	Rockville	Melvin J. Berman Hebrew Academy	19.52	-	-

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

# Former Operating Schools

- ▲ BOE-Owned
- Owned by Others



## Closed Schools That Have Been Reopened\*

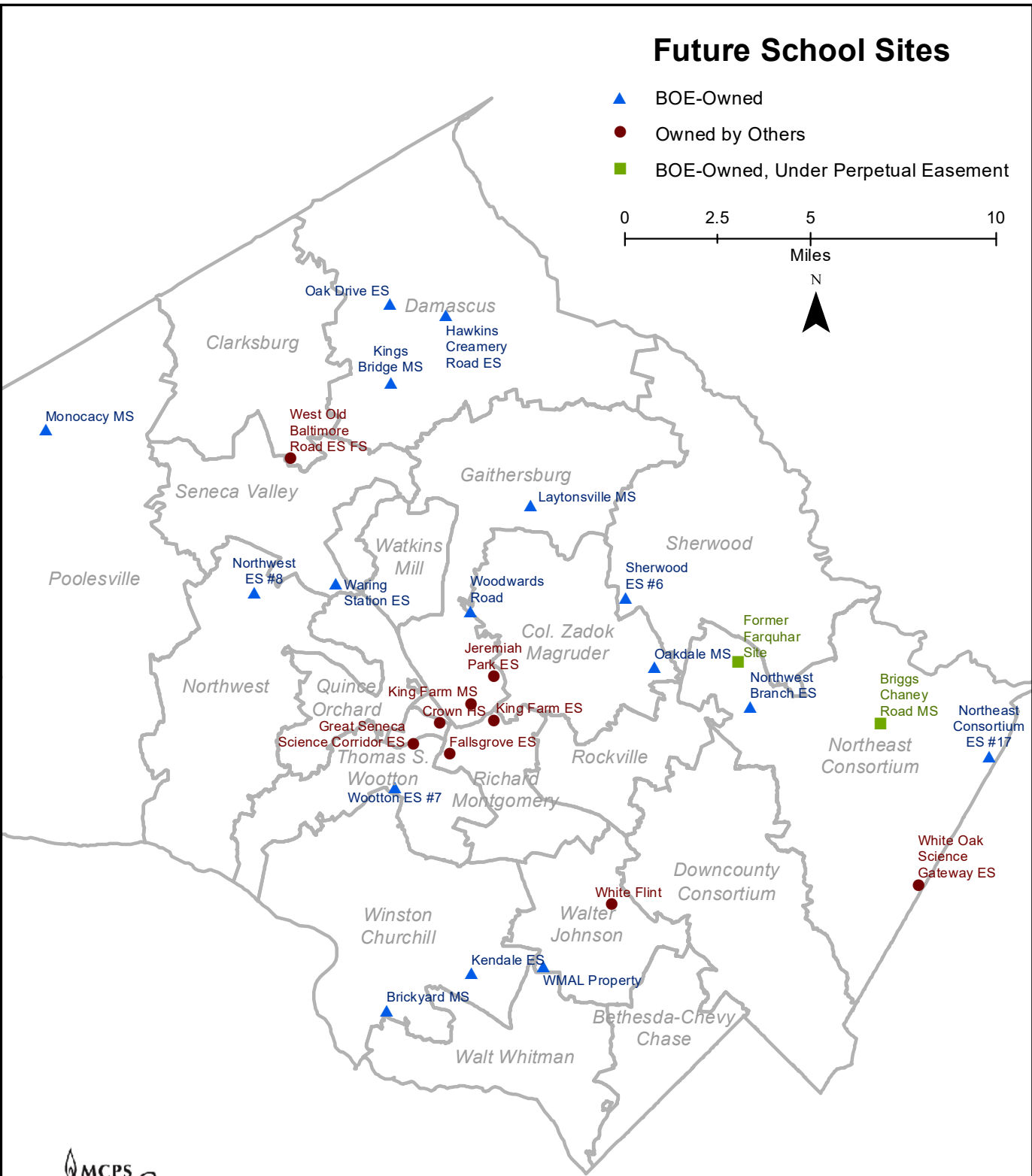
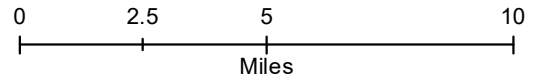
June 2023

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
- BOE-Owned, Under Perpetual Easement



Division of  
Capital Planning  
and  
Real Estate

June 30, 2023

## Future School Sites

June 2023

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	ACREAGE
<b>BOARD OF EDUCATION-OWNED SITES</b>				
Brickyard MS	Brickyard Road	Potomac ES	Winston Churchill	20.00
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.55
Kendale ES	9655 Kendale Road	Seven Locks ES	Winston Churchill	10.53
Kings Bridge MS	10110 Founders Way	Woodfield ES	Damascus	30.33
Laytonsville MS	Warfield Road	Laytonsville ES	Gaithersburg	22.74
Monocacy MS	18801 Barnesville Road	Monocacy ES	Poolesville	17.35
Northeast Consortium ES #17	Saddle Creek Drive	Burtoville 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
<b>MASTER PLANNED SCHOOL SITES TITLED TO OTHERS</b>				
Crown HS	Fields Road	Rosemont ES	Gaithersburg	31.1
Fallsgrove ES	Fallsgrove Road	Ritchie Park ES	Richard Montgomery	TBD
Great Seneca Science Corridor ES	Great Seneca Highway and Key West Avenue	Stone Mill ES	Thomas S. Wootton	TBD
Jeremiah Park ES	Shady Grove Road and Crabbs Branch Way	Washington Grove ES	Gaithersburg	TBD
King Farm ES	Watkins Pond Boulevard	College Gardens ES	Richard Montgomery	TBD
King Farm MS	Piccard Drive	Rosemont ES	Gaithersburg	TBD
West Old Baltimore Road ES	21830 Seneca Ayr Drive	William B. Gibbs, Jr. ES	Clarksburg	9.30
White Flint ES	South side of current White Flint Mall property	Garrett Park ES	Walter Johnson	TBD
White Oak Science Gateway ES	FDA Boulevard	Galway ES	Northeast Consortium	TBD
<b>BOARD OF EDUCATION-OWNED SITES UNDER PERPETUAL EASEMENT</b>				
Briggs Chaney Road MS*	14910 Good Hope Road	Cloverly ES	Northeast Consortium	20.96
Former Farquhar, William H., MS**	16915 Batchellors Forest Road	Sherwood ES	Northeast Consortium	20.00

\* Site under perpetual Special Protection Area easement, cannot be used for school development.

\*\* Site under perpetual Rural Open Space Easement, cannot be used for school development.





# Appendix J

## New and Reopened Schools, 1985 to 2022

School Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill, Lake Seneca		
1986	Clopper Mill		
1987	Jones Lane, S. Christa McAuliffe		
1988	Clearspring, Goshen, Greencastle, Stone Mill, Strawberry Knoll, Waters Landing		Quince Orchard
1989	Cloverly, Capt. James E. Daly	Cabin John	Watkins Mill
1990	Brooke Grove, Burnt Mills, Rachel Carson, Dr. Ronald E. McNair, Sequoyah	Francis Scott Key	
1991	Dr. Charles R. Drew, Judith A. Resnik	Briggs Chaney	
1992	Lois P. Rockwell	Roberto W. 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		
2022	Harriet R. Tubman		

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

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, June 2023

### 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	Glenallan, 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, June 2023

## Schools Reopened and Extent of Improvements Made When Reopened

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

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, June 2023



# Appendix K

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

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

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



# Appendix L

## Head Start and Prekindergarten Locations 2022-2023

Elementary School	Federal Head Start Sessions			Pre-K		Pre-K Plus
	Half Day 3-Year-Old Program @15	Half Day 4-Year-Old Program @17	Full Day Sessions @20	Half Day Sessions @20	Full Day Sessions @20	Full Day Sessions @20
Arcola					1	
Beall	1			1		
Bel Pre				4		1
Bells Mill			1			
Brooke Grove					1	
Brookhaven ♦ (am/pm)				2		
Brown Station ♦ (pm)			1	2		
Burnt Mills				2		
Rachel Carson				2		
Cashell					1	
Clearspring			1		1	
Clopper Mill			1	2		1
College Gardens (mixed age)			1 (@17)			
Capt. James E. Daly				2		
Dr. Charles R. Drew			1	2		
East Silver Spring (mixed age) ♦ (pm)		1		2		
Fairland			1			1
Fields Road					1	
Flower Hill				2		
Forest Knolls					1	
Fox Chapel				2		
Gaithersburg					1	
Galway				2		
Georgian Forest			1	2		
William B. Gibbs, Jr. ♦ (am/pm)				2		
Glen Haven ♦					1	
Glenallan ♦			1			
Greencastle ♦ (pm)				2		
Harmony Hills			1	2		
Harriet R. Tubman						1
Highland			1	2		
Jackson Road ♦ (pm)				2		
Kemp Mill			1		1	2
Lake Senaca ♦ (pm)				2		
JoAnn Leleck at Broad Acres			1	2	1	1
Maryvale	1		1	2		
S. Christie McAuliffe			1			1
Dr. Ronald E. McNair					1	
Mill Creek Towne						1
Montgomery Knolls ♦			1			2
New Hampshire Estates	1		3		2	
Roscoe R. Nix					2	
Oakland Terrace ♦					1	
William Tyler Page				2		
Judith A. Resnik				2		
Dr. Sally K. Ride	1			2		
Rock Creek Forest					1	
Rock View				2		
Rolling Terrace (Judy Ctr)			1	2		1
Rosemary Hills				2		
Rosemont (Judy Ctr)				2		
Sargent Shriver				2		
Flora M. Singer					1	
South Lake			1		1	
Stedwick				2		
Strawberry Knoll ♦	1 (full day @14)				1	
Summit Hall (Judy Ctr)			1	2		3
Takoma Park						2
Twinbrook			1	2		
Viers Mill ♦			1			2
Washington Grove ♦ (pm) (Judy Ctr)			1	2	1	1
Watkins Mill			1		1	
Weller Road ♦ (pm)			1	2		2
Wheaton Woods			1		1	2
Whetstone ♦ (pm)				2		
Other	3-Year-Old Program @15	4-Year-Old Program @17	Full Day Sessions @20	Half Day Prek Sessions @20	Full Day PreK Sessions @20	Full Day PreK+ Sessions @20
Macdonald Knolls Early Childhood Center					5	
Up-County Early Childhood Center					4	1
<b>Total Capacity Per Program</b>	<b>74</b>	<b>17</b>	<b>557</b>	<b>1460</b>	<b>640</b>	<b>500</b>
<b>Total Overall Capacity</b>	<b>3248</b>					

\* Intensive Needs



♦ Preschool Special Education Collaboration

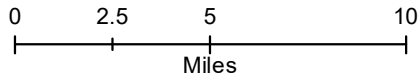




# Appendix M

## French Immersion Catchment Areas

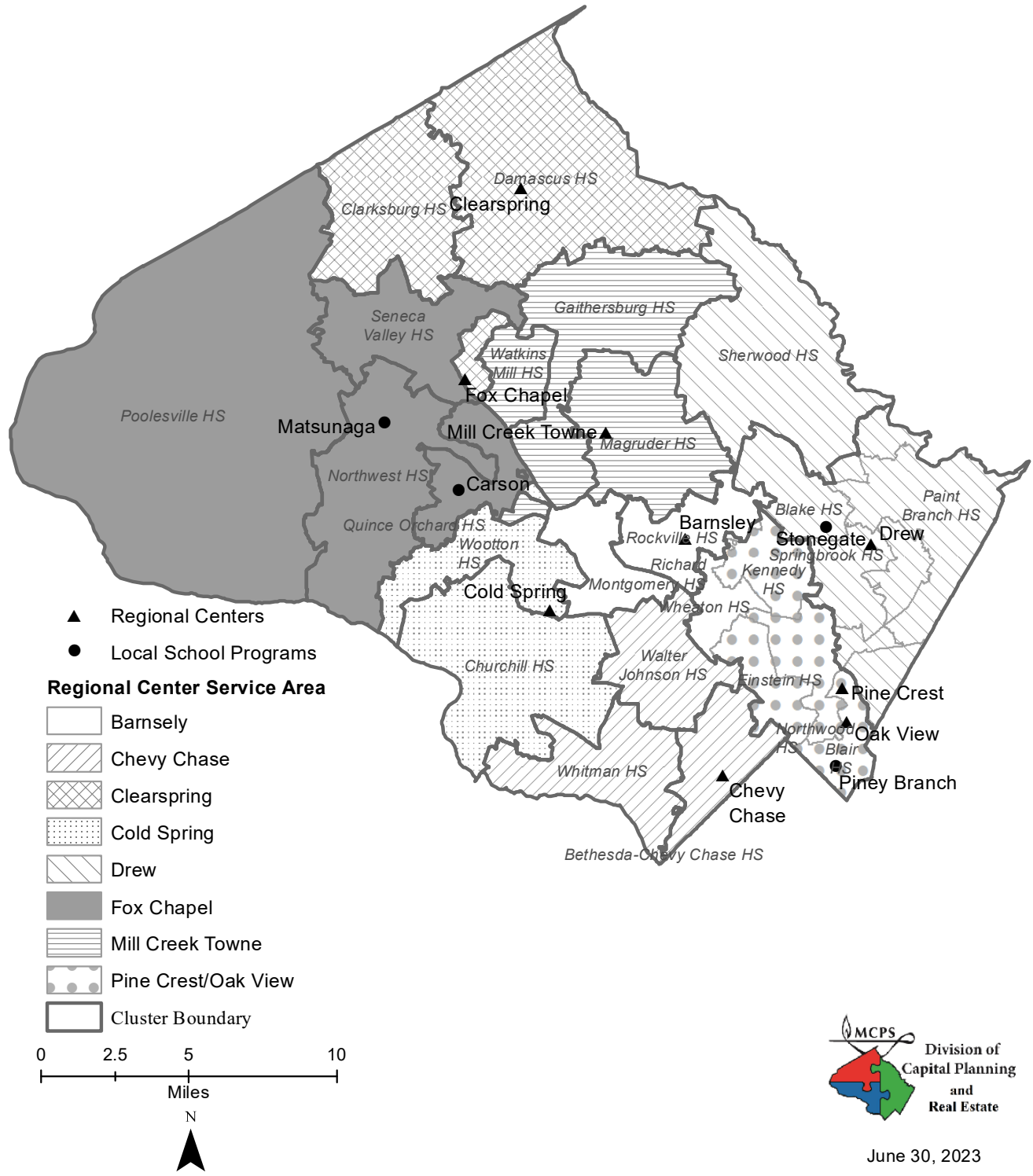
-  Maryvale French Immersion Catchment Area
-  Sligo Creek French Immersion Catchment Area





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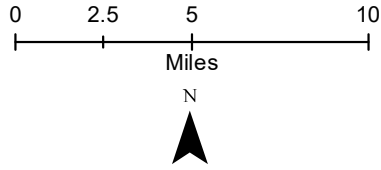
June 30, 2023

# Centers for Enriched Studies





# Secondary Magnet School Catchment Areas

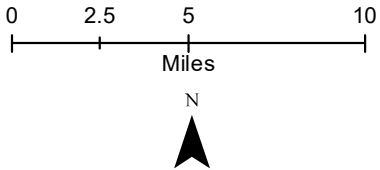
- Middle School  Montgomery Blair, Richard Montgomery, Eastern & Takoma Park
- High School  Poolesville, Roberto W. Clemente, & Dr. Martin Luther King Jr.



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# Countywide College and Career High Schools

-  Thomas Edison High School of Technology/Wheaton High School Partnership
-  Seneca Valley



# Appendix N

## Special Education Services Descriptions

### School-based Service Delivery Model

#### Speech and Language Services

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

#### Elementary Home School Model

The Elementary Home School Model special education services to students in Grades Kindergarten (K)–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served through this model are assigned to age-appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in both the general education environment and/or a self-contained setting.

#### Secondary Learning and Academic Disabilities (LAD) Services

Secondary Learning and Academic Disabilities services, available in all secondary schools in MCPS, provide services to students as a result of a disability that affects academic achievement. Students served by this model receive special education support to demonstrate progress towards the Individualized Education Program (IEP) goals and objectives. These services are provided in a continuum of settings that may include components of self-contained classes, cotaught general education classes, and other opportunities for participation with nondisabled peers.

#### Transition Services

Transition Services are provided to students receiving special education services, ages 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities include enrollment in higher education, engagement in competitive or some other employment, and/or participation in post-secondary training. Services are based on the individual student's needs, considering the student's strengths, preferences, and interests. Transition services are delivered through

direct and/or indirect support coordinated by a transition support teacher.

### Regionally-based Service Delivery Model

#### Elementary Learning Center (ELC)

The Elementary Learning Centers provide comprehensive special education and related services. The program offers a continuum of services for Grades K–5 in self-contained classes with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student's IEP while ensuring access to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.

#### Learning for Independence (LFI) Program

Learning for Independence (LFI) services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of Alternate Learning Outcomes (ALOs) aligned with the curriculum. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. The students learn life skills in the context of the general school environment and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition to post-secondary opportunities upon graduating with a certificate from the school system.

#### School/Community-based (SCB) Program

School/Community-based Program (SCB) services are designed for students with significant cognitive disabilities and/or multiple disabilities. Students typically are impacted in the adaptive areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing ALOs aligned with the curriculum, in comprehensive schools and related community and work environments. The SCB model includes the following components—age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, and transition—that are available regionally. The goal of the program is to prepare students to transition to post-secondary opportunities upon graduating with a certificate from the school system.

## **Infants and Toddlers Program**

The Infants and Toddlers Program provides early intervention services to families and children with developmental delays and disabilities from birth to age 3, or until the start of the school year following the child's fourth birthday, under the Extended Individualized Family Service Plan option. The program is a collaboration between the Montgomery County Department of Health and Human Services, the lead agency and point of entry, and Montgomery County Public Schools (MCPS), which provides the staff needed to serve children and families. Services are provided in the natural environment and include, but are not limited to, specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language services. Families and early intervention providers work as a team to define priorities, learn about available resources and discuss children's strengths and needs.

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

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

The Preschool Education Program (PEP) offers a continuum of prekindergarten (pre-K) classes and services for children with disabilities ages 3 to K. PEP serves children with delays in multiple developmental domains that affect the child's ability to learn and access the pre-K curriculum. Services range from itinerant services for children in community-based childcare settings and preschools to home-based services for medically fragile children. Two early childhood centers and selected pre-K general education classrooms include students with disabilities in the regular education setting. PEP PILOT provides services to students with disabilities in an inclusive early childhood setting alongside community peers; PEP collaboration classes offer inclusive opportunities for pre-K students utilizing a coteaching model. Special education classes are provided for students who need a specialized, comprehensive approach to learning. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP full-day classes serve students with moderate to severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more administrative area(s).

## **Prekindergarten Language Classes**

Pre-K language classes serve students ages 3 to K, with delays in receptive and/or expressive language that affect their ability to communicate and learn in typical preschool environments. Speech and language support and related services are provided in a two-day per week developmentally appropriate class or five days per week in an early childhood classroom setting with some inclusive opportunities with nondisabled peers. The purpose of these services is to build students' oral language for successful communication and to develop early learning skills in preparation for K. Selected elementary schools offer this program to support one or more administrative areas.

## **Autism Spectrum Disorders Services**

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3 to K. To ultimately provide access to a variety of school-aged services and to maximize independence in all domains, evidence-based instructional practices are utilized to increase academic, language, social, and adaptive skills. Autism services for students, elementary through age 21, provide access to ALOs aligned with the general education curriculum. Students receive Applied Behavior Analysis (ABA) intensive instruction in a highly structured setting to improve learning and communication and to increase skills for participation in inclusive opportunities with nondisabled peers. At the secondary level, students also receive vocational and community support.

## **Secondary Autism Resource Services**

Secondary Autism Resource Services, located in three middle schools and three high schools, are designed for students with Autism Spectrum Disorders (ASD) who are diploma-bound and have difficulty mastering grade-level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with ASD. Students receive instruction in the general education curriculum with the support indicated on their IEP. Social skills instruction is a key component of the services. Access to the general education curriculum with enrichment is reinforced.

## **Augmentative and Alternative Communication Classes**

The Augmentative and Alternative Communication (AAC) classes provide intensive support for students who are non-verbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language and vocabulary development and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.

## **Social Emotional Special Education Services**

Social Emotional Special Education Services (SESES) are provided to students who demonstrate significant social, emotional, learning and/or behavioral challenges that adversely affect their success in school. Students access the MCPS general education curriculum yet may have difficulty achieving academic success due to emotional and behavioral challenges that interfere with their ability to participate successfully in an educational environment. Students are served in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate.



## **Extensions**

Extensions serves students of elementary, middle, and high school age with the most significant cognitive disabilities, multiple disabilities, and/or Autism. These students have a history of requiring intensive, systematic behavioral support and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive educational programming to enable these students to acquire ALOs aligned with the curriculum and postsecondary opportunities including adult day services and employment.

## **Bridge Services**

Bridge Services are designed to meet the needs of students who demonstrate significant social, emotional, learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students are identified as having an emotional disability and/or ASD. Some students require social and emotional support to access their academic program. Comprehensive behavioral management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

## **Gifted and Talented/Learning Disabled Services**

Students that receive gifted and talented/learning disabled (GT/LD) services are intellectually gifted and demonstrate superior cognitive reasoning ability. They have an educational disability that affects the academic area(s) of reading, writing, and/or mathematics. Often, students also are impacted in the areas of organization/executive functioning, social-emotional learning, and/or attention. They typically have significant production problems, particularly in the area of written expression.

GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to accelerated and enriched instruction in the least restrictive environment. This includes substantive access to the acceleration and enrichment components in the MCPS instructional guidelines, and may include placement in Advanced, Honors or Advanced Placement courses. Services can vary and are determined by the student's IEP team. Students within elementary GT/LD services typically receive instruction in a self-contained classroom setting for a majority of the academic day. Secondary students typically receive services in advanced general education courses in English, mathematics, science, and social studies, with special education support provided by a coteacher or paraeducator. Many secondary students also receive services through a GT/LD resource class. While services can vary and are determined by the student's IEP team, intensive behavioral, emotional, and social supports, interventions, and services are not part of the design of the GT/LD service model.

## **Elementary Physical Disabilities Classes**

Elementary physical disabilities classes provide comprehensive instruction to students in Pre-K through Grade 5 with physical and health-related disabilities that cause a significant impact on educational performance in the general education environment. Students generally exhibit needs in areas of motor development and information processing. Services are provided in inclusive classrooms at Forest Knolls and Judith Resnik elementary schools and include special education instruction, consultation with general education teachers, assistive technology and related services such as speech/language, occupational and physical therapy.

## **Asperger's Services**

Asperger's Services provide direct classroom instruction in the areas of social-emotional problem-solving and pro-social behaviors with supported access to the general education curriculum. Students receive appropriate accommodations and support for organization, problem solving, and self-advocacy.

## **Longview School**

The Longview School, colocated with Spark Matsunaga Elementary School, provides services to students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

## **Stephen Knolls School**

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

## **Countywide Service Delivery Model**

Low incidence programs are based in central locations and serve students from the entire county. In some cases, the programs are provided regionally when the level of incidence increases.

## **Services for the Visually Impaired**

Vision services are provided to students with significant visual impairments or blindness. Services enable students to develop effective compensatory and self-advocacy skills and provide them with access to the general education environment. A pre-K class prepares children who are blind or have low vision for entry into K. Itinerant vision services are provided to school-aged students in their home school or other MCPS facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support, as appropriate.

## **Deaf and Hard of Hearing Services**

Deaf and Hard of Hearing services provide comprehensive educational support to students who are deaf or have an educationally-significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language, communication, and self-advocacy skills necessary to access the general education environment in neighborhood schools. Students with more significant needs receive services in centrally located classes. Services are provided in three communication options: oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.

## **Occupational/Physical Therapy Services**

Related services of occupational and physical therapy are provided to students with educational disabilities in their home or assigned school to facilitate access to their educational program. The type and frequency of services are based on individual student needs and include direct therapy and consultation to classroom staff. Services are provided at elementary, middle, and high schools throughout MCPS.

## **Carl Sandburg Learning Center**

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

## **Rock Terrace School**

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

## **John L. Gildner Regional Institute for Children and Adolescents Program**

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

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

## **Assistive Technology Services**

Assistive Technology Services provide support for students from birth to age 21. Augmentative communication, alternate computer access, and related technology services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. Services are provided in the natural environment for children birth to age 3 and in elementary, middle and high schools for older students.

# Appendix O

## School/Program Sites and Political Districts

School	Board of Education District	Council District	Legislative District	School	Board of Education District	Council District	Legislative District
<b>Elementary Schools</b>				<b>Elementary Schools</b>			
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	Dr. Ronald E. 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 Tyler 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 R. 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
<b>Middle Schools</b>			
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 W. 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
Dr. 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 M. 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
<b>High Schools</b>			
Bethesda-Chevy Chase	3	1	18
Montgomery Blair	4	5	20
James Hubert 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
<b>Special Education Centers</b>			
Carl Sandburg Learning Center	5	3	17
Longview School	2	2	39
RICA	2	3	15
Rock Terrace School	3	4	16
Stephen Knolls School	4	6	18
<b>Other Educational Facilities</b>			
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	Grace Rivera-Oven
2	Rebecca Smondrowski
3	Julie Yang
4	Shebra L. Evans
5	Brenda Wolff
At-large	Lynne Harris
At-large	Karla Silvestre
Student	Sami Saeed

### County Council

District	Name
1	Andrew Friedson
2	Marilyn Balcombe
3	Sidney Katz
4	Kate Stewart
5	Kristin Mink
6	Natali Fani-Gonzalez
7	Dawn Luedtke
At-large	Gabe Albornoz
At-large	Evan Glass
At-large	Will Jawando
At-large	Laurie-Anne Sayles

### General Assembly

Legislative District 9	
Senator	Katie Fry Hester
Delegate	Chao Wu
Delegate	Natalie Ziegler

Legislative District 14	
Senator	Craig J. Zucker
Delegate	Anne R. Kaiser
Delegate	Bernice Mireku-North
Delegate	Pamela E. Queen

Legislative District 15	
Senator	Brian J. Feldman
Delegate	Linda K. Foley
Delegate	David Fraser-Hidalgo
Delegate	Lily Qi

Legislative District 16	
Senator	Ariana B. Kelly
Delegate	vacancy
Delegate	Marc A. Korman
Delegate	Sara N. Love

Legislative District 17	
Senator	Cheryl C. Kagan
Delegate	Kumar P. Barve
Delegate	Julie Palakovich Carr
Delegate	Joseph Vogel

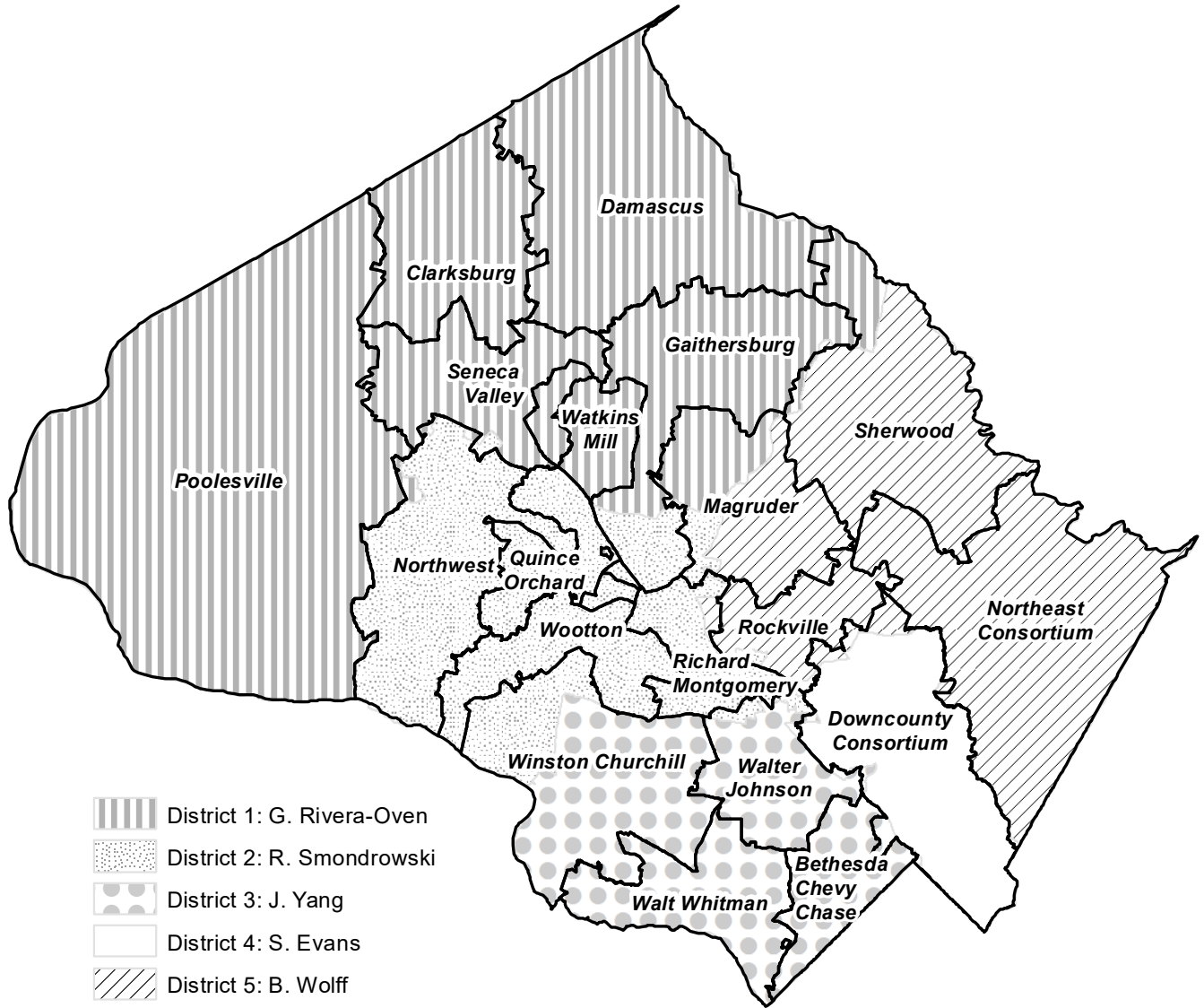
Legislative District 18	
Senator	Jeff Waldstreicher
Delegate	Alfred C. Carr, Jr.
Delegate	Emily Shetty
Delegate	Jared Solomon






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

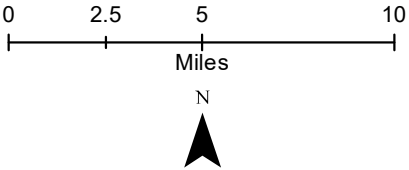
# Board of Education Districts



-  District 1: G. Rivera-Oven
-  District 2: R. Smondrowski
-  District 3: J. Yang
-  District 4: S. Evans
-  District 5: B. Wolff

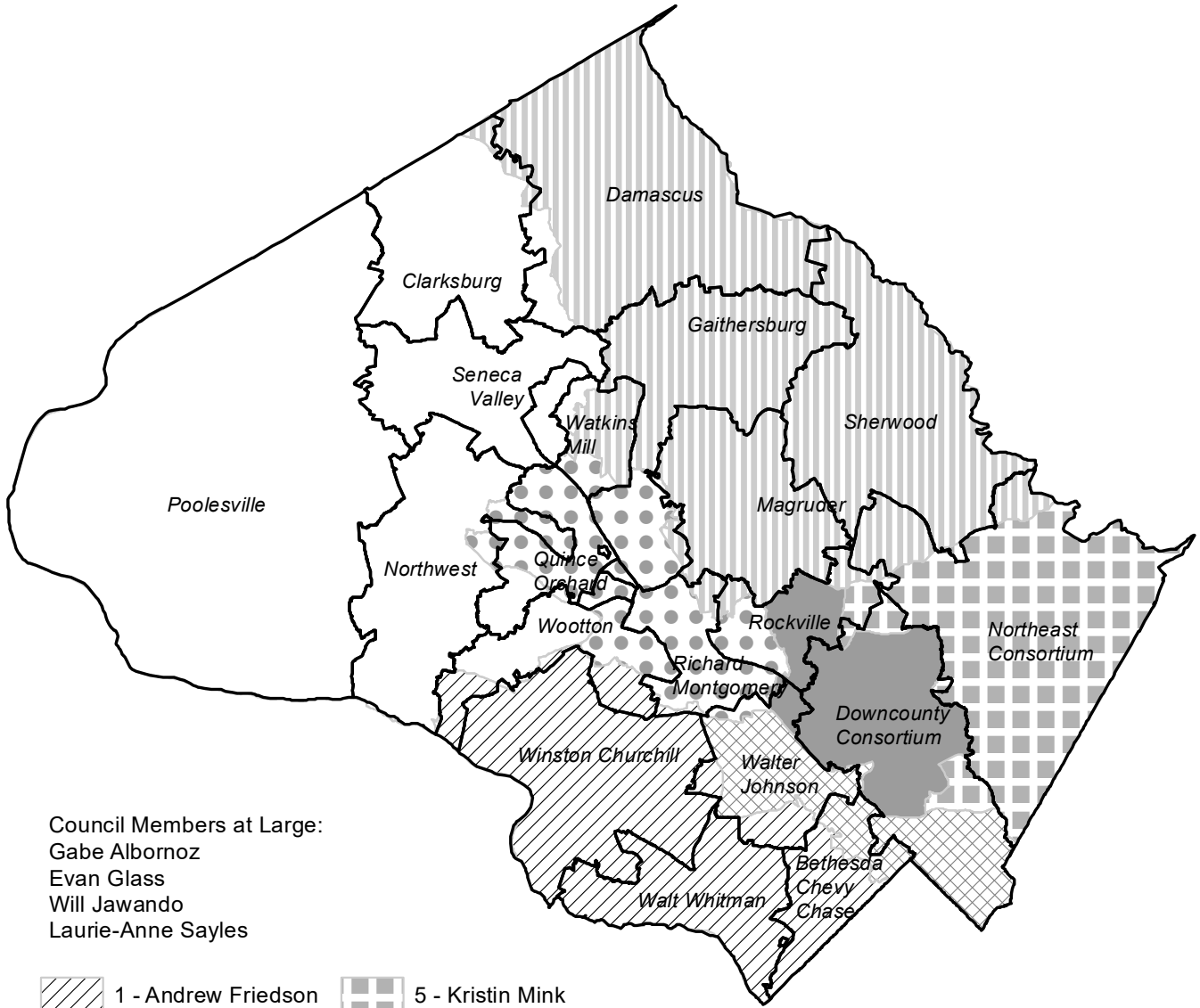
BOE Members at Large:  
 L. Harris  
 K. Silvestre

BOE Student Member:  
 S. Saeed










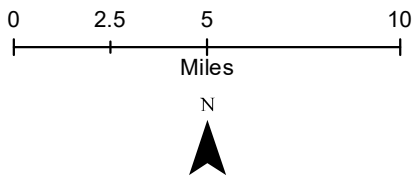
June 30, 2023

# Council Districts



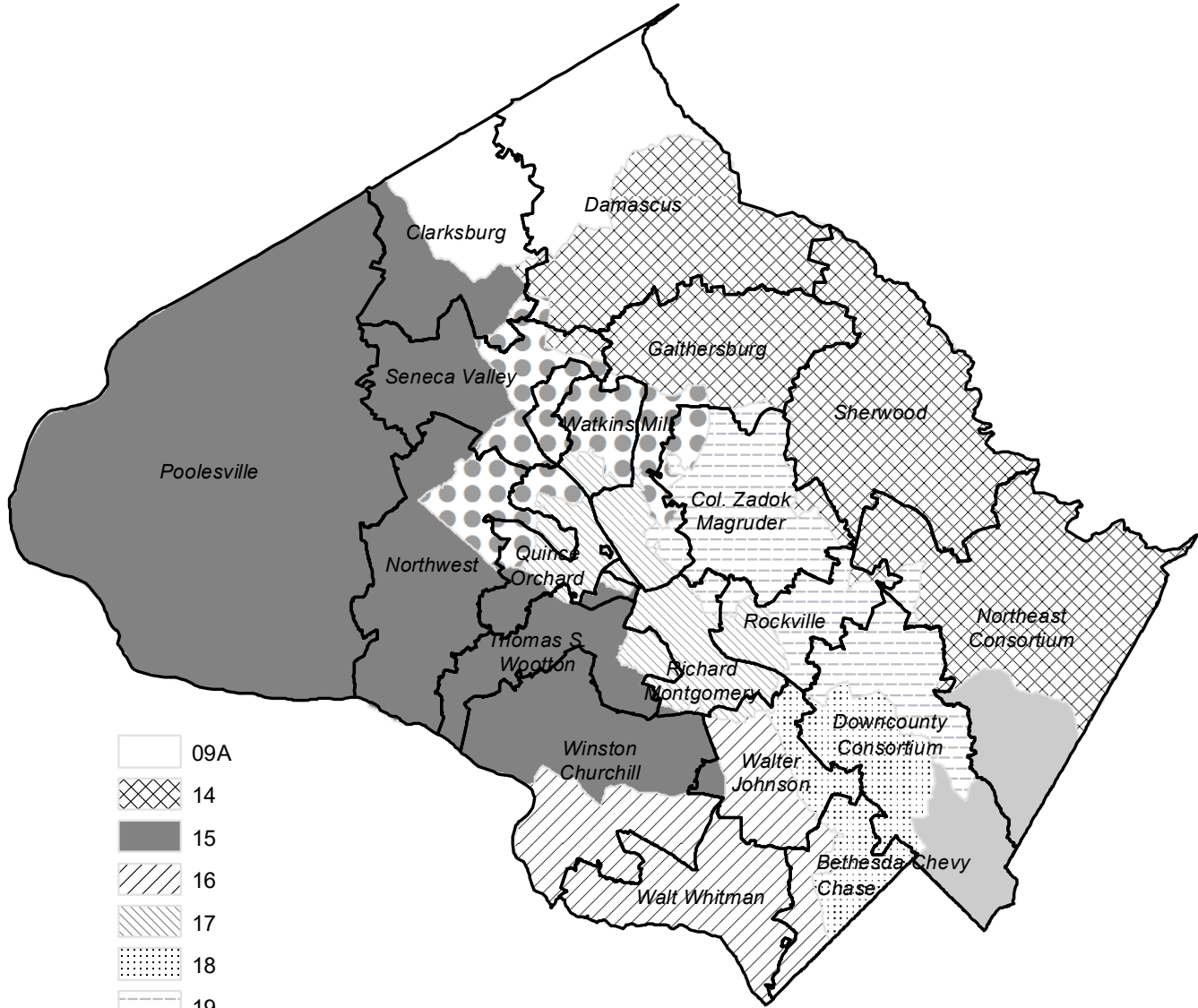
Council Members at Large:  
 Gabe Albornoz  
 Evan Glass  
 Will Jawando  
 Laurie-Anne Sayles

- |  |  |
|--|--|
|  1 - Andrew Friedson  |  5 - Kristin Mink         |
|  2 - Marilyn Balcombe |  6 - Natali Fani-Gonzalez |
|  3 - Sidney Katz      |  7 - Dawn Luedtke         |
|  4 - Kate Stewart     |  |

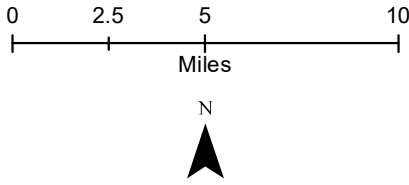




# Legislative Districts



- 09A
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 39
- Cluster Boundary



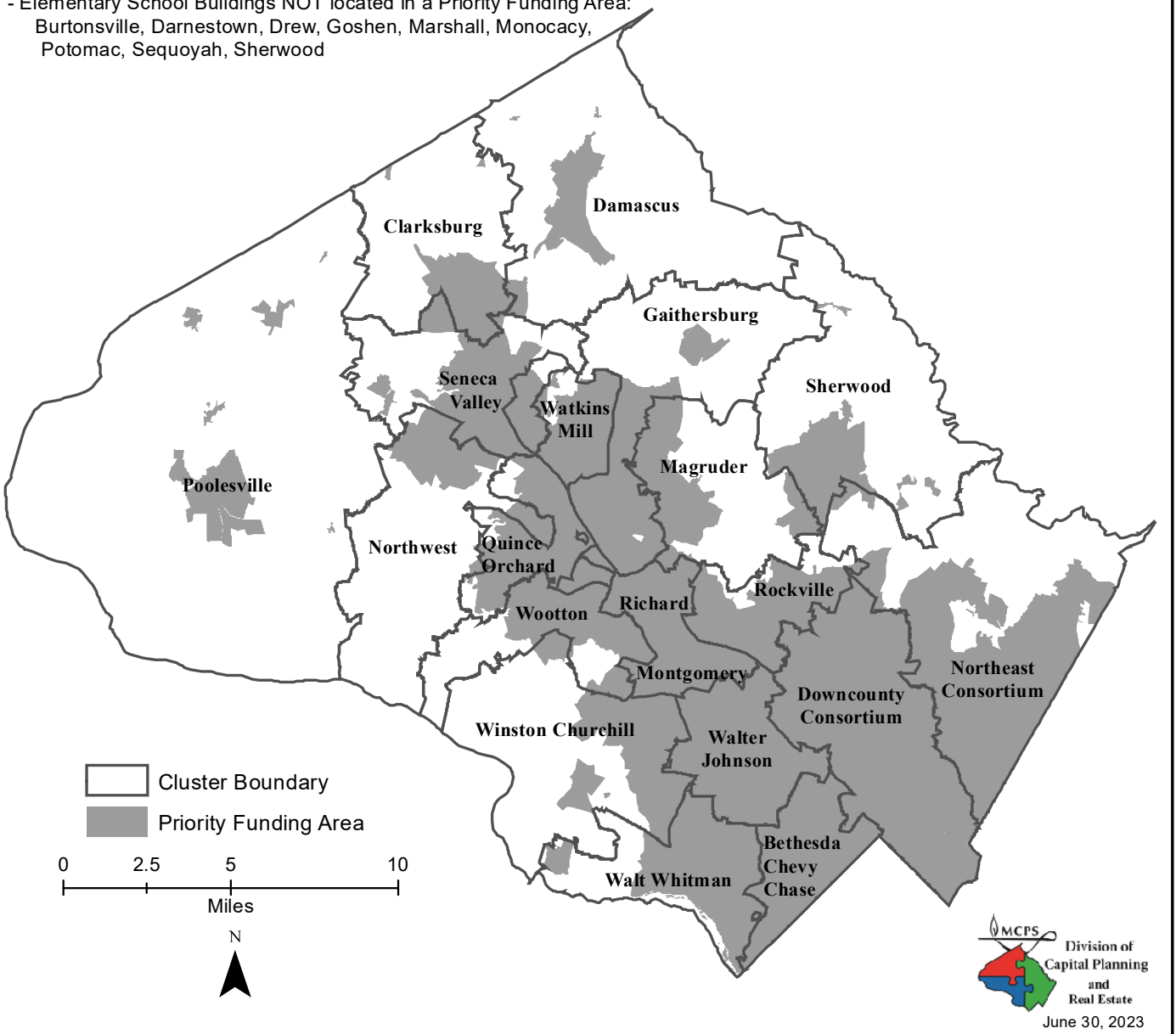
# Appendix P

## Priority Funding Areas

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

### Priority Funding Areas in MCPS

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





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

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

### **Educational Facilities Planning**

#### **A. PURPOSE**

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

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

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

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

#### **B. BACKGROUND**

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

**C. ISSUE**

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

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

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

**D. POSITION**

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

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

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

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

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



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

**E. STAKEHOLDER INPUT**

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

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

**F. BOARD OF EDUCATION DELIBERATIONS AND PUBLIC HEARINGS**

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

**G. FACTORS TO BE CONSIDERED**

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

a) Demographic characteristics of student population

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

b) Geography

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

c) Stability of school assignments over time

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

d) Facility utilization

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

3. Site selection

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

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

4. Facility design

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

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

**H. DESIRED OUTCOMES**

1. The educational facilities planning process will deliver high quality educational facilities to all students by –

- a) identifying the infrastructure and other available options necessary,
- b) responding to current and projected conditions,
- c) incorporating the input of parents/guardians, students, as appropriate, staff, and the community and,
- d) taking a balanced approach to decisions to maintain, upgrade, renovate, or replace building systems and facilities.

2. The Board expects all recommendations and decision making regarding selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, or closing or consolidating schools, to take into account the equity implications of Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.

3. Over time, facility planning processes will create increased opportunities for students to attend schools where they may attain the significant educational benefits of the broad diversity of students in Montgomery County.

4. The superintendent of schools will develop regulations with stakeholder input to guide implementation of this policy.

**I. REVIEW AND REPORTING**

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

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

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

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



# REGULATION **MONTGOMERY COUNTY PUBLIC SCHOOLS**

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

## **Educational Facilities Planning**

### **I. PURPOSE**

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

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

### **II. BACKGROUND**

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

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

### **III. DEFINITIONS**

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



contiguous.

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

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

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

#### IV. FACILITIES PLANNING ANALYSES

The facilities planning process starts with the following:

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

and other relevant planning sources.

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

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

B. *Educational Program Requirements*

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

C. *Program Capacity Calculations*

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

**Student-to Classroom Ratio Guidelines**

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

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

- E. *State-rated Capacity (SRC)* is defined by the state of Maryland as the number of students who can be accommodated in a school, based on the product of state-determined student-to-classroom ratios and the number of teaching stations in a school. SRC is used by the state to determine state budget eligibility for capital projects. SRCs are provided for schools in appendices to the CIP and the Master Plan.
- F. *School site size* is the acreage desired to accommodate the full instructional program, as follows:
1. Elementary schools—a preferred useable site size of 7.5 acres that is capable of fitting the instructional program, including site requirements. The 7.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
  2. Middle schools—a preferred useable site size of 15.5 acres that is capable of fitting the instructional program, including site requirements. The 15.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
  3. High schools—a minimum preferred site size of 35 acres that is capable of fitting the instructional program, including site requirements. The 35 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
- G. *Key Facility Indicators (KFI)* are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics. MCPS established during the 2018-2019 school year a baseline for each factor in each school, and KFI data will be reviewed and updated periodically. Those updates will be made available publicly.

**V. CLUSTER COMMENTS**

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

**VI. FACILITY PLANNING DECISION-MAKING FRAMEWORK**

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



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

**VII. CAPITAL IMPROVEMENTS PROGRAM**

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

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

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

**VIII. EDUCATIONAL FACILITIES MASTER PLAN (MASTER PLAN)**

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

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

**IX. LONGER TERM PLANNING**

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

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

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

**A. Stakeholder Engagement Guidelines**

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

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

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

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

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

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

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



demographic data.

b) Geography

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

c) Stability of school assignments over time

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

d) Facility utilization

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

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

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

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

C. Additional Guidelines for Developing Options for New School Sites

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

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

D. Facility Design

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

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

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

E. School Closures and Consolidations

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

**XI. BOARD ACTION ON SUPERINTENDENT OF SCHOOLS' RECOMMENDATIONS**

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

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

B. Board Public Hearing Process

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

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

**XII. CALENDAR**

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

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

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

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

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

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

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



# Appendix R

ABA

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

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<b>Related Entries:</b>	ABA-RA, ABA-EA, ABC, ACA, BFA, BFA-RA, BMA, IOD, IOD-RA, KBA
<b>Responsible Offices:</b>	Office of the Chief of Staff; Chief of Strategic Initiatives; Chief of School Support and Well-being

### **Community Engagement**

#### **A. PURPOSE**

To affirm the Board's commitment to the development and promotion of inclusive, culturally responsive, and antiracist engagement guidelines, structures, and practices to be implemented to engage the Montgomery County Public Schools (MCPS) community in Montgomery County Board of Education (Board) decisions that impact children

To affirm the Board's strongly held belief that equitable educational outcomes, success, and well-being for all students require the engagement of the students, families, staff, and other interested members of the Montgomery County community

To establish research-based guidelines for levels of community engagement in Board decision-making practices and processes that strengthen relationships between students, staff, families, schools, and the broader community

To acknowledge that engaging stakeholders who reflect the community's diversity and experiences requires intentional and culturally responsive engagement practices and structures

#### **B. ISSUE**

1. Understanding and valuing the ideas, interests, expectations, and concerns of the diverse students, families, staff, and other stakeholders of Montgomery County is necessary to ensure the district's goal that all students are prepared for college, career, and community.
2. The Board recognizes the complexity of effective, inclusive, and equitable engagement practices, and the need for guidelines and structures for stakeholders and staff. Clear expectations, guidelines, and resources, are needed so that engagement efforts do not exclude stakeholders who may be most adversely

affected by certain decisions or whose viewpoints have been traditionally marginalized

3. Research-based models of public participation and engagement shall inform the processes below and promote clearly stated objectives for the public's role, appropriate commitment of resources and time to design meaningful and inclusive engagement and public participation activities, and ongoing efforts to create culturally responsive environments where diverse views may be heard and considered in an atmosphere of mutual respect.
4. Certain operational processes may require additional engagement protocols, and this policy is not intended to supercede those processes, including, but not limited to, Policy FAA, *Educational Facilities Planning*, and Regulation FAA-RA, *Educational Facilities Planning*.

### C. DEFINITIONS

1. A community engagement *goal* is the purpose for which community members are brought together. For the purposes of this policy, the goals shall be clearly communicated as follows:
  - a) *Inform* means to provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions; or
  - b) *Consult* means to obtain public feedback on analyses, alternatives, and/or decisions; or
  - c) *Involve* means to work directly with the public throughout a process to ensure that public concerns and aspirations are consistently understood and considered; or
  - d) *Collaborate* means to partner with the public for advice and innovation in formulating recommended solutions and incorporate their recommendations into the decisions to the maximum extent possible.
2. *Community members* refers to the constituents with a vested interest in a high-quality public school system for the education of all Montgomery County students. These will include, as appropriate, MCPS students, parents/guardians, and staff as well as those who advocate on behalf of students, parents/guardians, and staff, including, but are not limited to, Montgomery County residents; community-based organizations; or groups who advocate on behalf of students on the basis of race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status,

sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations; business, civic, and nongovernment organizations; local pre-kindergarten and postsecondary educational institutions; and local, state, and federal agencies.

3. *Engagement* means to provide experiences that strengthen trusting relationships between students, families, staff, schools, and the Board, and between the Board and the broader community.

#### D. POSITION

The Board seeks engagement of community members representative of the breadth of experiences, interests, and values of stakeholders who seek a high-quality education for all MCPS students.

1. In alignment with Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, the Board affirms the importance of applying an equity lens and culturally responsive and antiracist approaches that address the impact on all students of any program, practice, decision, or action, with a strategic focus on marginalized student groups.
2. The Board may seek community engagement to inform its decision-making processes and provide opportunities to hear and consider community concerns, comments, and recommendations regarding the development of Board policies, as set forth in Board Policy BFA, *Policysetting*, and other decisions, using the best interest of students as a guiding principle. Although the Board will consider carefully community input gathered through community engagement strategies, the final responsibility for Board-designated decisions rests with the Board.
  - a) This policy aligns with Board Policy ABC, *Parent and Family Involvement*, Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, and Board Policy KBA, *Policy on Public Information*, which promotes accessibility of public information to the broadest community possible and provides interpretation and translation services.
  - b) As a substantial portion of Board decisions affect students directly, public engagement activities set forth in this policy shall intentionally include students who reflect the diversity of the student body as much as possible.
3. The Board encourages community-initiated engagement to inform its decision-making processes and welcomes multiple and varied opportunities for the

community to raise its aspirations, concerns, and analyses of issues facing MCPS.

4. The Board, central office, and school-based staff will show evidence of using culturally responsive engagement planning and implementation guides and resources in the initial planning, implementation, and evaluation of all community engagement. Engagement goals (e.g., to inform, involve, consult, or collaborate) shall be clearly stated and appropriate to the task, and engagement practitioners shall be mindful of the guiding questions below when designing engagement activities:
  - a) Participants (Who will be most impacted by this decision? Who needs to be involved to make the most effective decision?)
  - b) Students (How will students who reflect the diversity of MCPS be included in ways that they feel heard?)
  - c) Outreach (What are the best strategies to engage the participants)
  - d) Process (How will the engagement process be organized and facilitated to ensure that the participants can participate effectively?)
  - e) Evaluation (How do we know that our efforts were effective?)
5. The Board, central office, and school-based staff will implement and evaluate all community engagement with guiding questions such as the following:
  - a) Whom does this practice or decision serve or neglect?
  - b) Whose voices are dominating or lacking from the conversation?
  - c) What adverse impacts or unintended consequences could result from this decision?
  - d) What steps are in place for ongoing data collection and reflection of the outcomes?
  - e) Are diverse identities and perspectives represented and informing the implementation of the practice/decision?
6. Participation techniques may include any method(s) appropriate to the participation goals, such as, but not limited to the following:
  - a) Community-initiated methods of engagement, including public testimony

- at Board meetings, correspondence with Board members, or invitations to Board members or MCPS administrators to attend meetings of community organizations.
- b) Broad public outreach through surveys, public comment data capture, community events, door-to-door contact, or other methods of receiving and analyzing public input on a large scale.
  - c) Dialogue in facilitated small-group discussions, in person, or in virtual space, where members of the public may introduce topics of interest, raise questions, or discuss content or questions prepared by presenters, including—
    - (1) public meetings where participants are provided the opportunity to engage in facilitated small-group discussions;
    - (2) study circles, which provide training to both leaders and participants to engage in challenging topics and seek common ground;
    - (3) focus groups of participants, typically selected on the basis of some common interest or experience; or
    - (4) task forces or charettes, typically composed of participants selected on the basis of their technical expertise to analyze technical issues.
  - d) Presentations or large-group meetings where participants receive information in a public forum, provide testimony or ask questions, or may be provided opportunities for facilitated small-group discussions.
6. The Board is committed to providing appropriate time, financial support, professional learning, and MCPS staff to design, facilitate, and conduct community engagement activities.
7. Prior to its action on decisions about which the Board has requested community engagement, the following information shall be included in materials provided for the Board’s deliberation:
- a) A summary of community engagement activities conducted, which should include a description of the participants, the participation goals, the participation results, and the techniques used to reach community members;
  - b) A summary of how students were engaged or an explanation as to why students were not engaged; and

- c) A summary of focus areas and/or preferences identified, even if consensus recommendations are not obtained.
8. Regarding Board decisions about issues specific to local school communities, the Board will make every effort to ascertain and respect the preferences of students, families, and staff of that school.
- a) The Board affirms the primacy of engagement through local schools communicating directly with their own communities.
  - b) The superintendent of schools/designee is responsible for providing support and technical assistance as needed to local administrators to design and implement robust participation goals and activities consistent with this policy.

#### **E. DESIRED OUTCOME**

There will be an actively engaged community that is reflective of all residents. Students will benefit from the diverse community's contribution of skills, knowledge, ideas, experiences, and time to support the equitable education success and well-being of all students, in partnership with MCPS. Community stakeholders will be well-informed and will understand the issues, opportunities, alternatives, and potential solutions that shape Board decisions; and community stakeholders will have multiple and varied opportunities for their aspirations, concerns, and analyses to be heard.

#### **F. IMPLEMENTATION STRATEGIES**

1. The superintendent of schools will—
  - a) create and maintain a cross-office committee responsible for supporting culturally responsive community engagement, and developing and updating implementation guides and/or resources, and
  - b) provide training and support for staff at all levels on how to implement inclusive, culturally responsive, and antiracist strategies for community engagement.
2. The Board will seek community input, involvement, consultation, or collaboration, as appropriate, on Board decisions related to policies, including curriculum, facilities, and funding issues, from a broad spectrum of our culturally and linguistically diverse community.

3. Further, the Board will seek appropriate strategies to inform engagement participants of how community input was considered and/or used in decisions resulting from their engagement.

**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; amended by Resolution No. 47-23, February 7, 2023.





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

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

### **Student Transfers**

#### **A. PURPOSE**

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

#### **B. ISSUE**

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

#### **C. POSITION**

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

a) Unique Hardship

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

(1) Child care

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

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

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

b) Family Moves

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

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

c) Siblings

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

d) MCPS Staff

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

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

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

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

#### **D. DESIRED OUTCOMES**

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



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

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

**E. IMPLEMENTATION STRATEGIES**

This policy is implemented through administrative regulation.

**F. REVIEW AND REPORTING**

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

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



# REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

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

## Student Transfers and Administrative Placements

### I. PURPOSE

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

### II. BACKGROUND

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

### III. DEFINITIONS

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

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

## A. Application Procedures

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

## B. Timelines

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

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

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

## V. GUIDELINES FOR STUDENT TRANSFERS THAT REQUIRE AN APPROVED COSA

### A. Unique hardship

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

### B. Family Move

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

### C. Siblings

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

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

#### VI. STUDENT TRANSFERS SUBJECT TO AUTOMATIC APPROVAL

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

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

#### VII. GENERAL PROVISIONS

##### A. Athletics

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

##### B. Transportation



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

C. Returning to Home School

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

D. Change of school assignment within consortia

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

**VIII. ADMINISTRATIVE PLACEMENTS**

A. Administrative placement initiated by the principal

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

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

**B. Administrative placement initiated by OSFSE**

An administrative placement may be initiated by the associate superintendent of OSFSE/designee, in consultation with the parent/guardian/eligible student and the home school's staff, as well as its appropriate area associate superintendent in OSSI, at any time for special circumstances. The director of DPPAS will approve or deny OSFSE-initiated administrative placements.

**C. OSFSE staff members are responsible for monitoring the academic progress and social adjustment of students with administrative placements.**

**D. Students transferred and assigned under this provision based on their behavior that raised concerns about the health and/or safety of others in the school setting must attend the assigned school for one calendar year in order to be eligible to participate in athletics. Parents may request a waiver by writing to the director of Systemwide Athletics, explaining the reason for the COSA.**

**IX. APPEALS**

**A. Superintendent of Schools**

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

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

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

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

B. Board of Education

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

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



# Appendix T

EEA

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

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

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

**Responsible Office:** Chief Operating Officer  
Department of Transportation

### **Student Transportation**

#### **A. PURPOSE**

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

#### **B. ISSUE**

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

#### **C. POSITION**

##### 1. Eligibility for Transportation

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

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



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

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

2. Student Safety

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

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

### 3. Community Partnerships

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

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

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

#### 4. Identification and Resolution of Transportation and Safety Issues

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

#### 5. Environmental and Economic Considerations

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

### D. DESIRED OUTCOME

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

### E. IMPLEMENTATION STRATEGIES

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

### F. REVIEW AND REPORTING

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

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

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

Expanding Opportunity and Unleashing Potential

**2022-2023 LIST OF SCHOOLS****ELEMENTARY SCHOOLS**

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

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



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

### MIDDLE SCHOOLS

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

### HIGH SCHOOLS

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



No.	Name and Address	Principal	Telephone
<b>TECHNICAL CAREER HIGH SCHOOL</b>			
748.....	<b>Thomas Edison High School of Technology</b> 12501 Dalewood Dr., Silver Spring 20906	Heather B. Carias (supervisor)	240-740-2000
<b>ENVIRONMENTAL EDUCATION CENTER</b>			
990.....	<b>Lathrop E. Smith Environmental Education Center</b> 5110 Meadows Lane, Rockville 20855	Laurie C. Jenkins	240-740-1404
<b>SPECIAL SCHOOLS</b>			
951.....	<b>Longview School</b> , 13900 Bromfield Rd., Germantown 20874	Sarah C. Starr	301-601-4830
.....	<b>Montgomery Virtual Academy</b> , 15 W. Gude Dr., Rockville 20850	Cassandra Heifetz (Lower School Dean, K-5) Steven Orders (Upper School Dean, 6-12)	240-740-6060
965.....	<b>John L. Gildner Regional Institute for Children and Adolescents (RICA)</b> 15000 Brochart Rd., Rockville 20850	Jada Langston	301-251-6900
916.....	<b>Rock Terrace School</b> , 6300 Tilden Lane, Rockville 20852	Dr. Lisa M. Gaillard-Jones (Acting)	240-740-4650
215.....	<b>Carl Sandburg Learning Center</b> , 1002 First St., Rockville 20850	Elizabeth Lacoursiere	240-740-4340
799.....	<b>Stephen Knolls School</b> , 10731 St. Margaret's Way, Kensington 20895	Abby L. Brandt	240-740-0050
<b>ALTERNATIVE EDUCATION PROGRAMS</b>			
<b>Alternative Education Programs</b> , Blair G. Ewing Center, 14501 Avery Rd., Rockville 20853 . . . . . Damien B. Ingram . . . . . 240-740-5000			
239.....	<b>Blair G. Ewing Center @ Avery Road (Rockville)</b> , 14501 Avery Rd., Rockville 20853		240-740-5050
612.....	<b>Blair G. Ewing Center @ Cloverleaf (Germantown)</b> , 12920 Cloverleaf Center Way, Germantown 20874		240-740-5120
611.....	<b>Blair G. Ewing Center @ Plum Orchard (Silver Spring)</b> , 12120 Plum Orchard Dr., Suite 110, Silver Spring 20904		240-740-5100
<b>EARLY CHILDHOOD CENTERS</b>			
793.....	<b>MacDonald Knolls Early Childhood Center</b> , 10611 Tenbrook Dr., Silver Spring 20901	Cindy A. Chichester-Ollivierre	240-740-5150
918.....	<b>Upcounty Early Childhood Center (UCECC) at Emory Grove</b> , 18100 Washington Grove Ln., Gaithersburg 20877	Tonya L. Williams Walker	240-740-5960
<b>CENTERS, FACILITIES, AND OFFICES</b>			
<b>15 W. Gude Drive</b> , 15 W. Gude Dr., Rockville 20850			
	<b>Center for Skillful Teacher and Leading (Room 310)</b>		240-740-5770
	<b>Center for Technology Innovation (3rd Floor)</b>		240-740-5710
<b>45 W. Gude Drive</b> , 45 W. Gude Dr., Rockville 20850			
	<b>Capital Planning and Real Estate (Suite 4100)</b>		240-314-4700
	<b>Certification and Staffing (Suite 1100)</b>		301-279-3278
	<b>Consulting Teachers Team (Suite 2400)</b>		301-217-5120
	<b>Controller (Suite 3200)</b>		301-279-3115
	<b>Department of Compliance and Investigations (Suite 2100)</b>		240-740-2888
	<b>Design and Construction (Suite 4300)</b>		240-314-1000
	<b>Employee and Retiree Service Center (Suite 1200)</b>		301-517-8100
	<b>Employee Assistance Program (Suite 1300)</b>		240-314-1040
	<b>Facilities Management (Suite 4000)</b>		240-314-1000
	<b>Human Resources and Development (Suite 1100)</b>		301-279-3270
	<b>Procurement Unit (Suite 3100)</b>		240-740-7600
	<b>Systemwide Safety Programs (Suite 4000)</b>		240-314-1070
	<b>Sustainability and Compliance (Suite 4000)</b>		240-740-3210
	<b>Technical Help Desk</b>		301-517-5800
<b>Carver Educational Services Center</b> , 850 Hungerford Dr., Rockville 20850 . . . . . <b>240-740-3000</b>			
	<b>Appeals and Transfers</b>		240-740-4130
	<b>Board of Education</b>		240-740-3030
	<b>Chief of Staff (MCPS)</b>		240-740-3015
	<b>Curriculum and Instructional Programs</b>		240-740-3970
	<b>Department of Communications</b>		240-740-2837
	<b>Department of Labor Relations</b>		240-740-6320
	<b>Department of Public Information and Web Services</b>		240-740-2837
	<b>Editorial, Graphics &amp; Publishing Services</b>		240-740-2960
	<b>English Learner and Multilingual Education</b>	Elementary	240-740-4083
		Secondary	240-740-4004
	<b>Office of Districtwide Services and Supports</b>		240-740-6245
	<b>Office of Finance and Operations</b>		240-740-3050
	<b>Office of Special Education</b>		240-740-3042
	<b>Office of Strategic Initiatives</b>		240-740-5652
	<b>Office of the Superintendent of Schools</b>		240-740-3020
	<b>Office of Teaching, Learning, and Schools</b>		240-740-3100
	<b>Office of Technology and Innovation</b>		240-740-2900
	<b>Partnerships Unit</b>		240-740-5599
	<b>Pupil Personnel and Attendance Services</b>		240-740-5620
	<b>School Library Media Programs</b>		240-453-2480
	<b>School Support and Improvement</b>		240-740-3100
	<b>Shared Accountability</b>		240-740-2930
	<b>Student and Family Support and Engagement</b>		240-740-5630
	<b>Student Leadership and Extracurricular Activities</b>		240-740-3977
	<b>Study Circles Program</b>		240-314-4830
	<b>Systemwide Safety and Emergency Management</b>		240-740-3066
<b>Central Records</b> , Concord Center, 7210 Hidden Creek Rd., Bethesda 20817 . . . . . 240-740-5270			
<b>County Service Park</b> , 16651 Crabbs Branch Way, Rockville 20855			
	<b>Department of Transportation</b>		240-740-2600
<b>English Manor Center</b> , 4511 Bestor Dr., Rockville 20853 . . . . . 240-740-2150			
	<b>Child Find/Early Childhood Disabilities Unit (Room 146)</b>		240-740-2170
	<b>Deaf and Hard of Hearing Program/Vision Program</b>		240-740-1810
	<b>School Plant Operations Training</b>		240-740-4770
<b>Food and Nutrition Services</b> 8401 Turkey Thicket Dr., Gaithersburg 20879 . . . . . <b>301-284-4900</b>			
<b>Holding Centers</b>			
	<b>Emory Grove Center</b> , 18100 Washington Grove Lane, Gaithersburg 20877		
	<b>Fairland Center</b> , 13313 Old Columbia Pike, Silver Spring 20904		
	<b>Grosvenor Center</b> , 5701 Grosvenor Lane, Bethesda 20814		
	<b>North Lake Center</b> , 15101 Bauer Dr., Rockville 20853		
	<b>Radnor Center</b> , 7000 Radnor Rd., Bethesda 20817		
	<b>Lincoln Center</b> , 570 North Stonestreet Ave., Rockville 20850		
	<b>Evaluation and Selection</b>		301-279-3272
	<b>Lincoln Center</b> , 580 North Stonestreet Ave., Rockville 20850		
	<b>Department of Materials Management</b>		301-279-3348
<b>Lynnbrook Center</b> , 8001 Lynnbrook Dr., Bethesda 20814			
	<b>High Incidence Accessible Technology Services</b>		240-740-5500
	<b>InterACT</b>		240-740-5500
	<b>Physical Disabilities Program</b>		240-740-5480
<b>Maintenance and Operations</b> 8301 Turkey Thicket Dr., Gaithersburg 20879 . . . . . <b>240-740-2300</b>			
<b>Rocking Horse Road Center</b> , 4910 Macon Rd., Rockville 20852			
	<b>Academic Support, Federal and State Programs (Suite 202)</b>		240-740-4600
	<b>Early Childhood Programs and Services (Suite 200)</b>		240-740-4570
	<b>International Admissions and Enrollment (Suite 148-153)</b>		240-740-4500
	<b>Prekindergarten and Head Start (Suite 141)</b>		240-740-4530
	<b>Student, Family, and School Services</b>		240-740-4620
<b>Spring Mill Offices</b> , 11721 Kemp Mill Rd., Silver Spring 20902			
	<b>Autism Services</b>		240-740-5930
	<b>Transition Services</b>		240-740-5900
	<b>Consortia Choice and Application Program Services</b>		240-740-2540
	<b>Speech and Language Services</b>		240-740-5920
<b>Taylor Science Materials Center</b> 19501 White Ground Rd., Boyds 20841 . . . . . <b>240-740-3870</b>			
<b>Upcounty Regional Services Center</b> 12900 Middlebrook Rd., Germantown 20874 . . . . . <b>301-601-0300</b>			
	<b>Transportation Support Services</b>		301-444-8580

# Planning Calendar

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The following is the planning calendar for the *Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program (CIP)*. Dates listed below are subject to change.

Date	Activity
June 30, 2023 .....	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
July 1, 2023.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2023 .....	Division of Capital Planning and Real Estate staff meets with cluster representatives to discuss issues related to the upcoming CIP development
Early-October 2023 .....	MCPS FY 2025 State CIP request to the Interagency Commission (IAC) on Public School Construction
October 30, 2023 .....	Superintendent publishes recommendations for the FY 2025 Capital Budget and the FY 2025–2030 CIP
Late-October 2023.....	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
October 31, 2023 .....	Presentation to Board of Education on Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP and preliminary work session
November 9 and 14, 2023.....	Board of Education work sessions on superintendent's recommendations on the FY 2025 Capital Budget and the FY 2025–2030 CIP
Early-November 2023 .....	IAC staff recommendations on FY 2025 State CIP
November 6, 7 and 13, 2023.....	Public hearings on the superintendent's recommendations for the FY 2025 Capital Budget and the FY 2025–2030 CIP
November 16, 2023.....	Board of Education action on the FY 2025 Capital Budget and the FY 2025–2030 CIP
Late-November 2023 .....	Final revisions on FY 2025 state aid request due to IAC
December 1, 2023 .....	Board of Education submits Requested FY 2025 Capital Budget and the FY 2025–2030 CIP to the County Executive
Early-December 2023.....	IAC appeal hearing on FY 2025 State CIP
Mid-January 2024 .....	County executive publishes recommendations for the FY 2025 Capital Budget and the FY 2025–2030 CIP
February–May 2024 .....	County Council reviews requested FY 2025 Capital Budget and the FY 2025–2030 CIP
February 2024.....	Superintendent releases recommendations on spring boundary and/or planning studies (if any) and deferred CIP items (if any)
February 27, 2024.....	Presentation to Board of Education on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 5, 2024 .....	Public hearing on superintendent's recommendations for spring boundary and/or planning studies (if any) and deferred CIP items (if any)
March 7, 2024 .....	Board of Education facilities work session for spring boundary and/or planning studies (if any) and deferred CIP items (if any)
March 19, 2024 .....	Board of Education action on spring boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2024.....	IAC decisions on FY 2025 State CIP
Late May 2024 .....	County Council approves the FY 2025 Capital Budget the FY 2025–2030 CIP.

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



# MCPS NONDISCRIMINATION STATEMENT

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

<b>For inquiries or complaints about discrimination against MCPS students*</b>	<b>For inquiries or complaints about discrimination against MCPS staff*</b>
Director of Student Welfare and Compliance Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org	Human Resource Compliance Officer Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
<b>For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973</b>	<b>For staff requests for accommodations under the Americans with Disabilities Act</b>
Section 504 Coordinator Office of Academic Officer Resolution and Compliance Unit 850 Hungerford Drive, Room 208, Rockville, MD 20850 240-740-3230 RACU@mcpsmd.org	ADA Compliance Coordinator Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
<b>For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff*</b>	
Title IX Coordinator Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

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

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

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Maryland's Largest School District

# MONTGOMERY COUNTY PUBLIC SCHOOLS

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