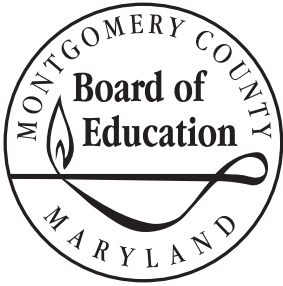




Superintendent's Recommended
FY 2011 Capital Budget and the FY 2011–2016
Capital Improvements Program





VISION

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

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Recommended
FY 2011 Capital Budget and
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Improvements Program**

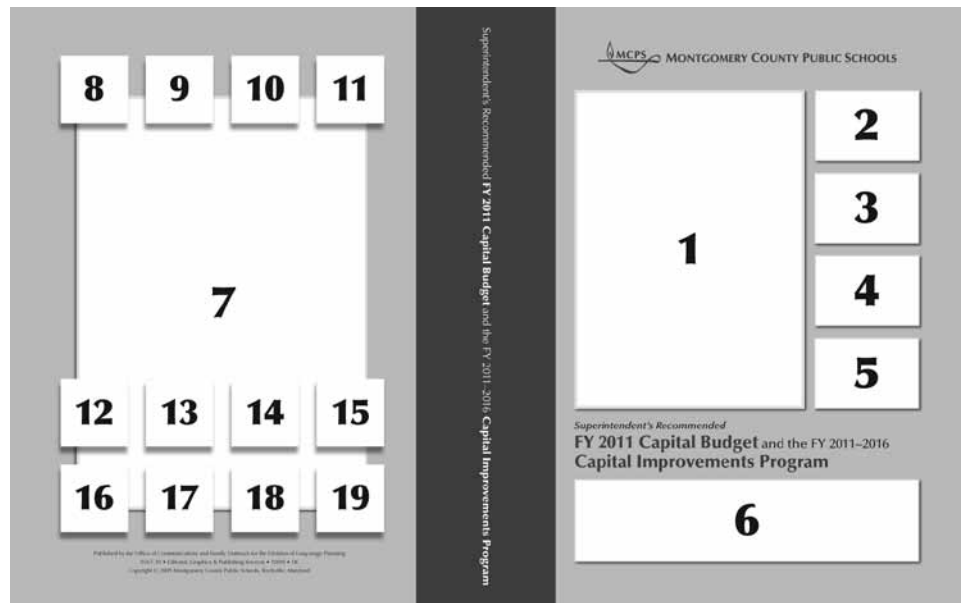


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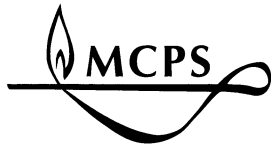
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Key to cover photographs:

- 1—Bells Mill ES
- 2—Bells Mill ES roof
- 3—Francis Scott Key MS
- 4—Bells Mill ES solar louvers
- 5—Cashell ES
- 6—Carderock Springs ES construction
- 7—Luxmanor ES
- 8–19—Details, Luxmanor ES foundation blocks with handprints



Photography by William E. Mills, Montgomery County Public Schools



October 28, 2009

Ms. Shirley Brandman, President, Montgomery County Board of Education
Members of the Montgomery County Board of Education
850 Hungerford Drive, Room 123
Rockville, Maryland 20850

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

I am submitting, for the Board of Education's consideration and adoption, my Recommended Fiscal Year 2011 Capital Budget and the FY 2011–2016 Capital Improvements Program (CIP). This six-year plan will help us address significant overcrowding issues resulting from substantial enrollment increases, reduce the backlog of critical repairs and upgrades to our infrastructure through projects such as Heating, Ventilation, and Air Conditioning (HVAC) Replacement, and keep our modernization program on track to replace aging facilities.

While Montgomery County continues to face fiscal constraints and projected revenue shortfalls, I believe the timing is ideal to invest in our infrastructure because the current economic conditions have resulted in significantly lower construction prices and lower interest rates. Montgomery County has an opportunity to sell general obligation (GO) bonds to fund our much needed capital projects. This must be done before construction prices return to their previous levels of more than \$280 per square foot. Three or four years from now, construction prices may be thirty to forty percent more per square foot than current rates.

Therefore, my Recommended FY 2011 Capital Budget and the FY 2011–2016 Capital Improvements Program totals \$1.494 billion, an increase of \$223 million, 17.5 percent more than the previously approved six-year plan. The recommendation includes \$253.8 million in expenditures for FY 2011, an increase of \$35.2 million or 16.1 percent over the previously approved FY 2011 expenditures. The Recommended FY 2011–2016 CIP includes funding to address critical capacity needs systemwide, to continue the modernization program to address our aging schools, and to provide additional funding to many countywide systemic projects to maintain our capital investment.

This six-year plan includes the detailed expenditure recommendations for FY 2011–2016 and provides the recommended FY 2011 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2010, and ends June 30, 2011. As you know, FY 2011 is the first year of the biennial CIP review process. In accordance with the Montgomery County charter, all CIP projects are considered in odd-numbered fiscal years; therefore, this recommended CIP will receive a full review by the county executive and the County Council.

Office of the Superintendent of Schools

During our deliberations to develop the recommendations for the CIP, we once again involved the leadership of our employee associations and the Montgomery County Council of Parent Teacher Associations. While we recognized that some in our community may not think this is the best time to expand our capital budget, we all strongly believe that we cannot afford any more delays in providing our children the learning environment they deserve. My staff and I thoroughly reviewed every individual school project, as well as all of the countywide systemic projects, to ensure a complete analysis before making these recommendations.

I believe it is important to point out that the Recommended FY 2011 Capital Budget and the FY 2011–2016 CIP will maintain the completion dates for all individual school projects, modernizations, and systemic countywide projects that are currently in the adopted CIP. The Recommended FY 2011–2016 CIP includes funding for eight new elementary school additions and one new high school addition, funding for a new elementary school and middle school, increases for various countywide systemic projects, funding in the Facility Planning project to conduct the next round of Facilities Assessment with Criteria and Testing (FACT) assessments for modernizations, and funding to reopen two facilities for use as future holding schools during school modernizations.

The Recommended FY 2011 Capital Budget and the FY 2011–2016 CIP will continue to address capacity needs, especially at the elementary school level where enrollment is on the rise. Of the \$223 million increase to the adopted CIP, \$91.5 million is for the following capacity projects: Bradley Hills, Darnestown, Georgian Forest, Somerset, Viers Mill, Waters Landing, Westbrook, and Wyngate elementary schools and Clarksburg High School. Also, the Recommended FY 2011–2016 CIP includes funding for one new elementary school and one new middle school, at a cost of \$27.9 million and \$44.3 million respectively, to address overutilization in the Clarksburg Cluster. These 11 projects total approximately \$164 million.

With respect to countywide projects, the Recommended FY 2011 Capital Budget and the FY 2011–2016 CIP will address systemwide needs by increasing many of our systemic projects, such as Planned Life-cycle Asset Replacement (PLAR), Roof Replacement, Americans with Disabilities Act (ADA) Compliance, and Asbestos Abatement. One countywide project—Heating, Ventilation, and Air Conditioning (HVAC) Replacement—increased substantially to address the backlog of HVAC projects that directly affect our students, teachers, and administrators each school day. Also, the Restroom Renovation project increased to provide additional funds for schools identified in the second round of assessments for this project. Finally, as our enrollment continues to grow, so does our need for additional buses to transport our students to school. Therefore, planning funds are recommended in the last year of the CIP to address the current overcrowded conditions at existing depots, as well as the proposed relocation of the Shady Grove Depot as a result of a comprehensive relocation of county facilities within the Shady Grove Master Plan.

For the 2009–2010 school year, Montgomery County Public Schools (MCPS) continues to experience enrollment growth. Preliminary September 30, 2009, enrollment is 142,189. Almost the entire increase in enrollment over the past two years has been at the elementary school level where MCPS currently has the greatest capacity shortage. To address the need for classroom capacity, we currently have 437 relocatable classrooms systemwide to provide seats for students who attend schools that are overutilized. Of the 437 relocatable classrooms, 386 are at elementary schools. In the coming year, additional relocatable classrooms are expected to be needed to address projected growth. Funding included in the Recommended FY 2011–2016 CIP will provide for much needed addition projects to try to reduce the number of relocatable classrooms in use.

With the need to provide permanent seats for our student population and address the aging inventory of older school facilities, funding for the CIP continues to be a complex issue. Local funding sources such as County General Obligation bonds, current revenue, the county Recordation Tax, and the School Impact Tax are utilized in conjunction with state aid to fund the CIP. For FY 2011, the state aid request is \$139.1 million. It is crucial that MCPS receive a minimum of \$40 million, which is the amount assumed by the County Council in the adopted CIP. State funding of school construction has been, and continues to be, a critical component of MCPS CIP funding. Thus, we will need to continue to make a compelling case to our state leaders to provide Montgomery County with its fair share of state construction funds. If sufficient state aid is not allocated to MCPS for our capital projects, it will be the county's responsibility to provide the additional funds, or project schedules will have to be delayed.

The Recommended FY 2011–2016 CIP includes funding to provide additional capacity for four clusters—Bethesda-Chevy Chase, Clarksburg, Northwest, and Seneca Valley—that are currently in residential development moratorium, according to Montgomery County's Growth Policy school test. If the County Council approves the capacity projects as recommended, the four clusters will fall below the 120 percent capacity threshold and, therefore, be out of residential moratorium when the next school test is adopted in June 2010.

The Richard Montgomery Cluster faces a possible development moratorium because greater than anticipated enrollment projections in the cluster will increase the elementary utilization rate above the 120 percent threshold. The Recommended FY 2011–2016 CIP includes funding in the Facility Planning project to conduct feasibility studies at Beall, Ritchie Park, and Twinbrook elementary schools to determine the scope and cost of proposed additions at these schools. The unfortunate reality is that this cluster not only faces a residential moratorium as a result of the county's school test, but also due to the City of Rockville's test, which is an even stricter test. Upon completion of the feasibility studies, funding can be considered for inclusion next year in the Amended FY 2011–2016 CIP to address the overutilization in this cluster.

There are some areas of the county that are not experiencing growth. In fact, the Poolesville Cluster has experienced a declining elementary school enrollment for a number of years. For the 2009–2010 school year, Monocacy Elementary School is significantly underenrolled with only

176 students, including a kindergarten enrollment of just 18 students. Projections for Monocacy Elementary School indicate the enrollment will continue to decrease, to an estimated enrollment of 150 students by the 2015–2016 school year. Such a low enrollment will make it extraordinarily difficult to offer a robust instructional program for the students. Therefore, the FY 2011–2016 CIP includes a recommendation to consolidate Monocacy Elementary School into Poolesville Elementary School, beginning in August 2010.

Poolesville Elementary School has sufficient capacity available to serve all of the Monocacy Elementary School students. It is never an easy decision to recommend the closure of a neighborhood school, but I believe that this is the right decision and will ultimately benefit the students currently attending Monocacy Elementary School. The closure of Monocacy Elementary School also will provide an annual operating budget cost savings of approximately \$1.2 million, which cannot be overlooked in these lean economic times. We will work closely with the community to ensure a smooth transition of the students to Poolesville Elementary School. We are also mindful of the impact this closure will have on staff and are committed to assisting them with this transition. A formal public process on this recommendation will be conducted prior to Board of Education action, scheduled for spring 2010. Supplement A of the Recommended FY 2011–2016 CIP describes the Poolesville Cluster elementary school enrollment trends, the benefits of the recommendation to consolidate the two schools, and the process to be followed prior to action by the Board of Education.

The Recommended FY 2011 Capital Budget and FY 2011–2016 CIP includes the following boundary studies:

- An elementary school boundary study to evaluate reassignment of the western portion of the Bethesda Elementary School service area, which articulates to the Walt Whitman Cluster secondary schools. Representatives from both Bethesda Elementary School in the Bethesda-Chevy Chase Cluster and Bradley Hills Elementary School in the Walt Whitman Cluster will participate in the boundary advisory committee. The boundary study will be conducted in winter of 2010. My recommendation on this boundary study will be released in February 2010, with Board of Education action in March 2010.
- A boundary study to explore the option to reassign Lois P. Rockwell Elementary School to John T. Baker Middle School. The boundary study will include representatives from Lois P. Rockwell Elementary School, and John T. Baker and Rocky Hill middle schools. Lois P. Rockwell Elementary School students articulate to Damascus High School. For students who live in the Lois P. Rockwell Elementary School service area, reassignment from Rocky Hill Middle School to John T. Baker Middle School will provide a straight articulation pattern from elementary school, to middle school, and then to high school. The boundary study will be conducted in spring 2010. My recommendation on this boundary study will be released in October 2010, with Board of Education action in November 2010.

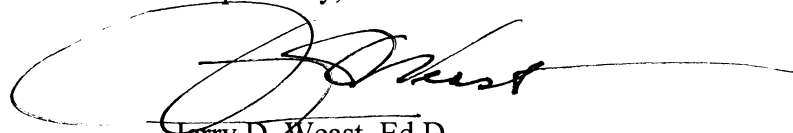
My recommended FY 2011–2016 CIP also includes one boundary study recommendation to relieve overutilization at Sligo Creek Elementary School. Capacity is being added at Takoma Park Elementary School to accommodate students from Sligo Creek Elementary School. The boundary study, which was released publicly on October 15, 2009, included representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools. Because students at East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School students articulate to Silver Spring International Middle School, the scope of the boundary study included representatives from both middle schools. Board of Education action is scheduled for November 2009, with implementation of the boundaries beginning in August 2010.

The Board of Education is scheduled to hold a work session on November 5, 2009, to discuss the CIP recommendations. Public hearings on the Superintendent's Recommended FY 2011 Capital Budget and the FY 2011–2016 CIP are scheduled for November 11 and 12, 2009, and the Board of Education will take final action on these items on November 19, 2009. The County Council will schedule a work/action session in late November 2009 to discuss only the portion of the FY 2011 Capital Budget request that relates to state funding.

The county executive will publish his full CIP recommendations for all county agencies by mid-January 2010 for County Council discussion and action in the spring. The County Council will hold a hearing in early February 2010, will conduct work sessions in March and April 2010, and will adopt the FY 2011 Capital Budget and the FY 2011–2016 CIP in late May 2010.

As we embark on this year's Capital budget process, it will be critical for us to work together with parents and community and business leaders to secure the necessary funding and support to benefit the children of our community.

Respectfully,

A handwritten signature in black ink, appearing to read "J. Weast", with a large, sweeping flourish extending to the left and right.

Jerry D. Weast, Ed.D.
Superintendent of Schools

JDW:ak

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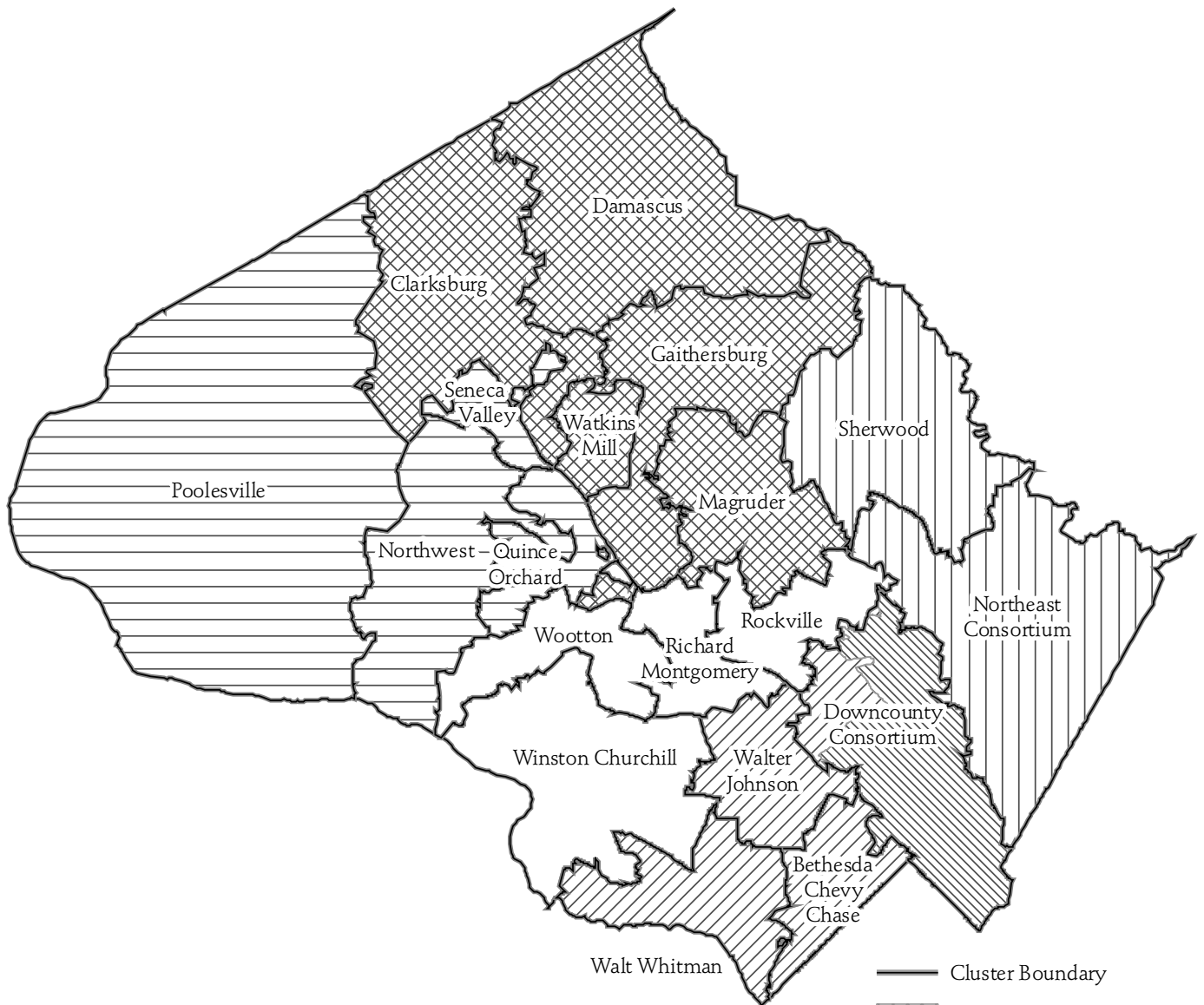
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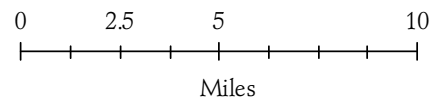
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Cluster Service Areas and Quad Clusters 2009-2010



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Office of School Performance - Officers, Community Superintendents, and Directors of School Performance

Mr. Stephen L. Bedford, Chief School Performance Officer

Quad Cluster	Community Superintendent	Director of School Performance
1	Mr. Adrian B. Talley	Dr. Kathy L. Brake Dr. Edward Newsome, Jr.
2	Dr. LaVerne G. Kimball	Mr. Sean Bulson
3	Dr. Sherry L. Liebes	Mr. Pat D. Abrunzo
4	Dr. Frank H. Stetson	Dr. Denise Greene
5	Dr. Ursula A. Hermann	Mrs. Elizabeth Strubel
6	Ms. Bronda Mills	Dr. Shawn Joseph Mrs. Myra J. Smith



Introduction

In November 1996, the voters of Montgomery County approved by referendum an amendment to the County Charter that changed the County Council's review and approval cycle of the six-year Capital Improvements Program (CIP) from an annual to biennial cycle. The referendum specified that in odd-numbered fiscal years (on-years) the County Council would conduct a full review of the six-year CIP and in even-numbered fiscal years (off-years), the County Council only would consider amendments to the adopted CIP. The Superintendent's Recommended FY 2011–2016 CIP falls in an odd-numbered fiscal year and will receive a full review by the County Council. The Superintendent's Recommended FY 2011 Capital Budget and FY 2011–2016 CIP provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2011 and the expenditure schedule for FY 2011–2016 CIP.

This document contains the following sections:

Chapter 1, "The Recommended FY 2011 Capital Budget and FY 2011–2016 Capital Improvements Program (CIP)," is a review of the major factors that have influenced the development of recommended projects to the FY 2011 Capital Budget and the FY 2011–2016 CIP. This chapter includes a table summarizing the recommended FY 2011–2016 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 long-range 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 recommended CIP actions.

Chapter 4, "Recommended Actions and Planning Issues," is arranged by high school cluster and high school consortium. This chapter provides maps depicting school boundaries and locations, a bar graph that indicates school utilization within each cluster, tables with enrollment projections, school demographic profiles, building room use, capacity data, and other facility information. Planning issues are identified, and adopted actions and recommended actions to this CIP are discussed.

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

Several appendices, at the end of the document, contain information on a variety of topics including enrollment information, state-rated capacities, Board of Education policies, modernization schedules, available school sites, closed schools and their current use, and relocatable classroom placements. 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 Recommended FY 2011 Capital Budget and the FY 2011–2016 Capital Improvements Program

The Biennial CIP Process

In November 1996 the Montgomery County charter was amended by referendum to require a biennial, rather than annual, Capital Improvements Program (CIP) review and approval process. The total six-year CIP is now reviewed and approved for each odd-numbered fiscal year. For even-numbered fiscal years, only amendments are considered where changes are needed in the second year of the six-year CIP. Fiscal Year 2011 is an odd-numbered fiscal year and, therefore, all CIP projects will be considered with a full review by the county executive and the County Council.

The Superintendent's Recommended Capital Improvements Program

The County Council Adopted FY 2010 Capital Budget and the Amendments to the FY 2009–2014 CIP totaled \$1.271 billion for the six-year period, a decrease of \$16.9 million over the previously approved CIP, and included an FY 2010 expenditure of \$190.3 million. During the County Council's reconciliation process, in order to achieve a balanced budget, Montgomery County Public Schools (MCPS) was able to provide technical adjustments to construction projects that shifted expenditures into the out-years of the CIP, resulting in the six-year decrease from the previously approved to the current approved CIP. The technical adjustments, however, did not change the scheduled completion dates for any project in the CIP.

Montgomery County, as well as the state of Maryland, continue to face fiscal constraints and projected revenue shortfalls; however, the current economic conditions also have resulted in significantly lower construction prices and lower interest rates. As a result, Montgomery County has an opportunity to sell general obligation (GO) bonds to fund our much needed capital projects. This needs to be done before construction prices return to their previous levels of more than \$280 per square foot. Three or four years from now, constructions prices may be thirty to forty percent more per square foot than today. Therefore, the Recommended FY 2011 Capital Budget and the FY 2011–2016 Capital Improvements Program totals \$1.494 billion, an increase of \$223 million or 17.5 percent over

the previously approved six-year plan. The recommendation includes \$253 million in expenditures for FY 2011, an increase of \$35.2 million over the previously approved FY 2011 expenditures. The Recommended FY 2011–2016 CIP includes funding to address critical capacity needs systemwide, to continue the modernization program to address our aging schools, and to provide additional funding to many countywide systemic projects to maintain our capital investment.

The Recommended FY 2011 Capital Budget and the FY 2011–2016 CIP will maintain the completion dates for all individual school projects, modernizations, and systemic countywide projects as approved in the adopted CIP. The Recommended FY 2011–2016 CIP includes funding for eight new elementary school additions and one high school addition; funding for a new elementary school and middle school; funding for the continuation of the Restroom Renovation project; increases to various countywide systemic projects including Heating, Ventilation and Air-Conditioning (HVAC) Replacement, Planned Life-cycle Asset Replacement (PLAR), and Roof Replacement; funding in the Facility Planning project to conduct the next round of Facilities Assessment with Criteria Testing (FACT) assessments for modernizations; and, funding to reopen two facilities for use as future holding schools during school modernizations. This recommended CIP also includes completion dates for modernizations at one middle school and one high school that previously had TBD completion dates.

The Recommended FY 2011 Capital Budget and the FY 2011–2016 CIP will continue to address capacity needs, especially at the elementary school level where enrollment is on the rise. Of the \$223 million increase to the adopted CIP, \$91.5 million is for the following capacity projects: Bradley Hills, Darnestown, Georgian Forest, Somerset, Viers Mill, Waters Landing, Westbrook, and Wyngate elementary schools, and Clarksburg High School. Also, the Recommended FY 2011–2016 CIP includes funding for one new elementary school and one new middle school, at a cost of \$27.9 million and \$44.3 million respectively, to address the overutilization in the Clarksburg Cluster schools. These 11 projects total approximately \$164 million.

With respect to countywide projects, the Recommended FY 2011 Capital Budget and FY 2011–2016 CIP will address

countywide school system needs by increasing many of our systemic projects, such as Planned Life-cycle Asset Replacement (PLAR), Roof Replacement, ADA Compliance, and Asbestos Abatement. One countywide systemic project—Heating, Ventilation, and Air-Conditioning (HVAC) Replacement—increased substantially to address the backlog of HVAC projects that directly affect our students, teachers, and administrators each school day. Also, the Restroom Renovation project increased to provide additional funds for schools identified in the second round of assessments for this project. Finally, as our enrollment continues to grow, so does the need for additional buses to transport our students to school. Therefore, planning funds are recommended in the last year of the CIP to address the current overcrowded conditions at existing depots, as well as the proposed relocation of the Shady Grove Depot as a result of a comprehensive relocation of county facilities within the Shady Grove Master Plan.

The summary table at the end of this chapter, titled “Superintendent’s Recommended FY 2011 Capital Budget and the FY 2011–2016 Capital Improvements Program,” (page 1-5) summarizes the superintendent’s recommendations on all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council adopted action and the third column shows the superintendent’s recommendations for the FY 2011–2016 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 2009–2014 CIP and the superintendent’s recommendations for the FY 2011–2016 CIP for these projects (page 1-9). The final two tables contain summary information regarding the appropriation request and the expenditure schedule for the Recommended FY 2011 Capital Budget and the FY 2011–2016 CIP (page 1-10) and the FY 2011 State CIP funding request for MCPS (page 1-11).

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

Funding the Capital Improvements Program

The CIP is funded mainly from four types of revenue sources—county General Obligation (GO) bonds, state aid, current revenue, and Recordation and School Impact taxes. The amount of GO bond funding available for all county CIP projects is

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

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 following table indicates, since FY 1994, the County Council has steadily increased the SAG limits. For FY 2009, the County Council, in October 2007, set the capital budget SAG limits at \$300 million for both FY 2009 and FY 2010, with a six-year total of \$1.8 billion, an increase of \$150 million more than the previously approved SAG limit. In February 2008, the County Council reviewed the approved SAG limits and upheld the limits set in October 2007. For FY 2010, an off-year of the CIP, the County Council, in February 2009, increased the six-year total to \$1.84 billion, an increase of \$400 million over the previously approved six-year total. During the County Council’s budget reconciliation process in May 2009, the County Council approved the following SAG limits—\$300 million for FY 2009; \$310 million for FY 2010; \$315 million for FY 2011; \$325 million for FY 2012; \$290 million for FY 2013; and \$300 million for FY 2014 with the six-year total remaining at \$1.84 billion.

For FY 2011, the County Council, in October 2009, set the capital budget SAG limits at \$325 million for both FY 2011 and FY 2012, with a six-year total of \$1.95 billion, an increase of \$110 million more than the previously approved SAG limit. However, based on the previously approved SAG limit, the increase for FY 2011 is only \$10 million, with no increase for FY 2012, for a total percentage increase over the next two years of only .9 percent. The County Council will have an opportunity to review the SAG limit in February 2010 and can either lower the SAG limit by any amount or raise the limit by a maximum of 10 percent.

Recordation Tax and School Impact Tax

The two bills approved by the County Council in the spring of 2004, Bill 24–03, Recordation Tax—Use of Funds, and Bill

9–03, Development Impact Tax—School Facilities, dedicated and created significant current revenue sources to supplement the GO bond funding of the CIP. Bill 24–03, Recordation Tax—Use of Funds, dedicated the increase in the Recordation Tax adopted in 2002 for use in funding both GO bond eligible and current revenue funded projects in the CIP. Bill 9–03, Development Impact Tax—School Facilities, generates funds used for bond eligible projects that increase school capacity through new schools, additions to schools, or the portion of modernizations 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 twenty-two years of the State Public School Construction Program, from FY 1973 to FY 1994, the amount of state funding received by MCPS averaged \$13.7 million per year. In FY 1995 and FY 1996, the state funded approximately \$20 million per year, and in FY 1997, the state allocated \$36 million for Montgomery County. Using the \$36 million level of state funding as a benchmark, the County Council increased the levels of state aid assumed in the CIP. County efforts were again successful in FY 1998, and MCPS was allocated \$38 million in state aid for school construction projects. The county was even more successful in FY 1999, FY 2000, and FY 2001 with \$50 million, \$50.2 million, and \$51.2 million being allocated respectively. The following table shows the amount of state aid received each fiscal year since FY 1990.

For FY 2009, the revised state aid request was \$132.7 million. Of the \$132.7 million request, the FY 2009 state aid approved for MCPS was \$46.323 million, approximately \$86.4 million less than the amount requested, but approximately \$6.3 million more than the amount assumed for FY 2009 in the Amended FY 2007–2012 CIP. For FY 2010, the revised state aid request was \$113.89 million. Of the \$113.89 million request, the FY 2010 state aid approved for MCPS was \$28.35 million, approximately \$85.54 million less than the amount requested, and \$11.65 million less than the amount assumed for FY 2010 in the FY 2009–2014 CIP.

For FY 2011, the state aid request is \$139.1 million. This figure was based on current eligibility of projects approved by the County Council in May 2009. Of the \$139.1 million request, \$10.8 million is for one project that has received partial state funding in a prior year, \$20.2 million is for four projects that have planning approval from the state and require construction funding, and \$6.2 million is for systemic roofing and HVAC projects. The remaining \$101.9 million, the balance of the \$139.1 million request, is for 19 projects that require state planning approval in addition to construction funding. These projects have already been approved for funding by the County Council and would be eligible for state funding, if state planning approval were granted.

In the past, the state has granted planning approval and construction funding in the same year for some projects, if the local government previously approved those projects. However, the

Fiscal Years	Spending Affordability Guidelines
FY 1990–1995	\$815 million
FY 1991–1996	\$815 million
FY 1992–1997	\$815 million
FY 1993–1998	\$810 million
FY 1994–1999	\$600 million
FY 1995–2000	\$637 million
FY 1996–2001	\$675 million
FY 1997–2002	\$695 million
FY 1997–2003 Amended	\$700 million*
FY 1999–2004	\$714 million
FY 1999–2004 Amended	\$743 million*
FY 2001–2006	\$798 million
FY 2001–2006 Amended	\$826 million*
FY 2003–2008	\$880 million
FY 2003–2008 Amended	\$895 million*
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
*Limits set during biennial process	

state is no longer routinely granting planning approval, but instead is prioritizing projects for planning approval based on a state-developed process. Therefore, at this time, MCPS only has four projects approved for planning approval. If the current planning approval climate in the state remains, and future state aid continues to be constrained, additional county funds will have to supplement state aid or project schedules will need to be delayed.

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. Current revenue-funded projects make up approximately 10 percent of the approved CIP, and must be funded with the general current receipts the county receives from its share of all state and local taxes and

fees. The same general current receipts are used to fund the county operating budget.

The Relationship Between State and Local Funding

On average, MCPS receives 25 to 30 percent of the cost of eligible project expenditures from state funds. There are, however, 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 EPA regulations on fuel tank management are not eligible for state funding. Neither are expenditures for land acquisition, energy conservation, fire safety code upgrades, improved access to schools, indoor air quality improvements, school security systems, and technology modernization. These ineligible projects add approximately \$25 million in budget requirements annually.

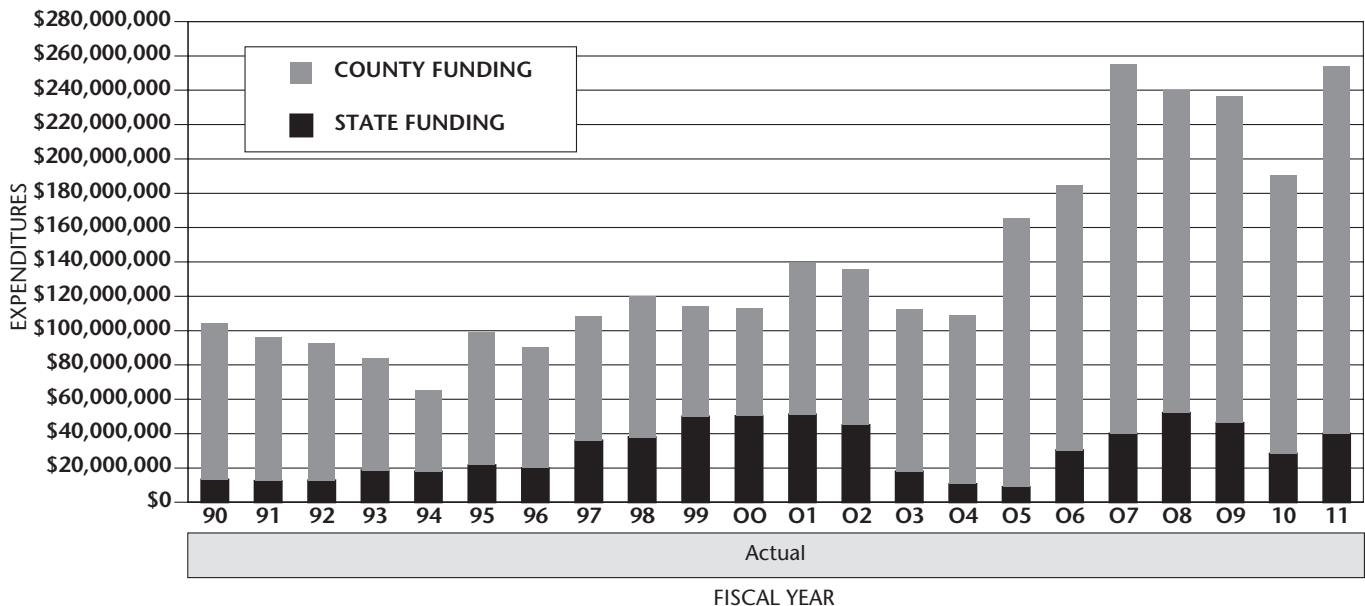
The amount of state funding received for a new school or addition is approximately 30 percent of the cost of the project, whereas, for a modernization the amount is approximately 25 percent. The amount varies due to the state formulas used to calculate “eligible” expenditures. The use of the word “eligible” here refers to expenditures the state will reimburse based on state capacity and square foot formulas. The state does not consider what is required to completely fund a construction project. For example, design fees, land acquisition, furniture and equipment, and classroom and support space needs beyond the state square foot formula are not considered eligible for state funding. All of these costs must be borne locally. In addition, the state discounts its contributions to local school

systems based on the wealth of each jurisdiction. In the case of Montgomery County, the state will pay only 50 percent of eligible state expenses for MCPS projects.

Capital Budget and Operating Budget Relationship

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

Capital Budget Expenditures and Funding Sources (FY 1990–2011)*



* The expenditure shown for FY 2011 is based on the superintendent’s recommendation and the state aid assumed in the adopted CIP.

**Superintendent's Recommended FY 2011 Capital Budget
and the FY 2011–2016 Capital Improvements Program
Summary Table¹**

Individual Projects	County Council Adopted Action May 2009	Superintendent's Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda ES Addition	Approved FY 2010 appropriation for facility planning funds.		TBD
Chevy Chase ES Addition	Approved FY 2010 appropriation for facility planning funds.		TBD
North Chevy Chase ES Addition	Approved FY 2010 appropriation for facility planning funds.		TBD
North Chevy Chase ES Gymnasium	Approved FY 2011 expenditures for planning funds.	Recommend FY 2011 appropriation for planning funds.	8/12
Rock Creek Forest ES Modernization	Approved FY 2011 expenditures for facility planning funds.	Recommend FY 2011 appropriation for facility planning funds.	1/15
Rosemary Hills ES Addition	Approved FY 2010 appropriation for facility planning funds.		TBD
Somerset ES Addition		Recommend FY 2011 appropriation for planning and construction funds.	SY10–11
Westbrook ES Addition	Approved FY 2010 appropriation for facility planning funds.	Recommend FY 2011 appropriation for planning funds.	8/13
Westbrook ES Gymnasium	Approved FY 2011 expenditures for planning funds.	Recommend FY 2011 appropriation for planning funds.	8/13
Winston Churchill Cluster			
Cabin John MS Modernization	Approved FY 2010 appropriation for balance of construction funds.		8/11
Herbert Hoover MS Modernization	Approved FY 2010 appropriation for planning funds.		8/13
Beverly Farms ES Modernization	Approved FY 2010 appropriation for planning funds.		1/13
Potomac ES Modernization		Recommend FY 2013 expenditures for facility planning funds.	1/18
Seven Locks ES Addition/Modernization		Recommend FY 2011 appropriation for construction funds.	1/12
Seven Locks ES Gymnasium		Recommend FY 2011 appropriation for construction funds.	1/12
Wayside ES Modernization		Recommend FY 2012 expenditures for facility planning funds.	8/16
Clarksburg Cluster			
Clarksburg HS Addition		Recommend FY 2012 expenditures for planning funds.	8/14
Clarksburg Cluster ES (Clarksburg Village Site #1)		Recommend FY 2011 appropriation for planning funds.	8/13
Clarksburg/Damascus MS (New)		Recommend FY 2013 expenditures for planning funds.	8/15
Fox Chapel ES Addition	Approved FY 2010 appropriation for construction funds.		8/11
Damascus Cluster			
Clarksburg/Damascus MS (New)		Recommend FY 2013 expenditures for planning funds.	8/15
Downcounty Consortium			
Wheaton HS Modernization	Approved FY 2011 expenditures for facility planning.	Recommend FY 2011 appropriation for facility planning funds.	8/15 Building 8/16 Site
Eastern Middle School Modernization		Recommend FY 2015 expenditures for facility planning.	8/19
Arcola ES Addition		Recommend FY 2011 appropriation for facility planning funds.	TBD
Bel Pre ES Modernization	Approved FY 2010 appropriation for facility planning funds.	Recommend FY 2011 appropriation for planning funds.	8/14

¹Bold indicates a new project for the FY 2011–2016 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2009	Superintendent's Recommendation	Anticipated Completion Date
Brookhaven ES Addition	Approved FY 2010 appropriation for construction funds and an amendment to the FY 2009–2014 CIP to provide two additional classrooms beyond the approved project.		8/11
Downcounty Consortium ES #29 (McKenney Hills reopening)	Approved FY 2010 appropriation for planning funds.	Recommend FY 2011 appropriation for construction funds.	8/12
East Silver Spring ES Addition	Approved FY 2010 appropriation for balance of construction funds.		8/10
Georgian Forest ES Addition		Recommend FY 2011 appropriation for planning funds.	8/13
Glenallan ES Modernization	Approved FY 2010 appropriation for planning funds.		8/13
Harmony Hills ES Addition	Approved FY 2010 appropriation for construction funds and an amendment to the FY2009–2014 CIP to provide five additional classrooms beyond the approved project.		1/12
Highland View ES Addition	Approved FY 2010 appropriation for facility planning funds.		TBD
Montgomery Knolls ES Gymnasium	Approved FY 2010 appropriation for construction funds and Request that the construction of the gymnasium coincide with the construction of the addition project.		1/12
Montgomery Knolls ES Addition	Approved FY 2010 appropriation for construction funds and an amendment to the FY2009–2014 CIP to provide five additional classrooms beyond the approved project.		1/12
Oakland Terrace ES (DCC #29 ES—Reopening of McKenney Hills ES)	Approved FY 2010 appropriation for planning funds.	Recommend FY 2011 appropriation for construction funds.	8/12
Rock View ES Addition	Approved FY 2010 appropriation for construction funds and an amendment to the FY2009–2014 CIP to provide five additional classrooms beyond the approved project.		8/11
Takoma Park ES Addition	Approved FY 2010 appropriation for balance of construction funds.		8/10
Viers Mill ES Addition		Recommend FY 2011 appropriation for planning funds.	8/13
Weller Road ES Modernization	Approved FY 2010 appropriation for planning funds.		8/13
Wheaton Woods ES Modernization		Recommend FY 2012 expenditures for facility planning funds.	8/16
Woodlin ES (DCC #29 ES—Reopening of McKenney Hills)	Approved FY 2010 appropriation for planning funds.	Recommend FY 2011 appropriation for construction funds.	8/12
Gaithersburg Cluster			
Gaithersburg HS Modernization/ Replacement	Approved FY 2010 appropriation for planning funds.		Build. 8/13 Site 8/14
Washington Grove ES Addition			1/10
Walter Johnson Cluster			
Walter Johnson HS Modernization (Final Phase)			Build. 12/09 Site 8/10
Tilden MS Modernization		Recommend FY 2013 expenditures for facility planning funds.	8/17
Farmland ES Modernization	Approved FY 2010 appropriation for construction funds.	Recommend FY 2011 appropriation for balance of construction funds.	8/11
Garrett Park ES Modernization		Recommend FY 2011 appropriation for construction funds.	1/12
Garrett Park ES Gymnasium	Approved FY 2010 appropriation for planning funds.	Recommend FY 2011 appropriation for construction funds.	1/12
Luxmanor ES Modernization		Recommend FY 2013 expenditures for facility planning funds.	1/18
Wyngate ES Addition		Recommend FY 2011 appropriation for planning funds.	8/13

¹ Bold indicates a new project for the FY2011-2016 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2009	Superintendent's Recommendation	Anticipated Completion Date
Col. Zadok Magruder Cluster			
Redland MS Interior Modifications			8/11
Candlewood ES Modernization		Recommend FY 2011 appropriation for facility planning funds.	1/15
Flower Hill ES Addition		Recommend FY 2011 appropriation for facility planning funds.	TBD
Richard Montgomery Cluster			
Beall ES Addition		Recommend FY 2011 appropriation for facility planning funds.	TBD
Ritchie Park ES Addition	Approved FY 2010 appropriation for facility planning funds.		TBD
Twinbrook ES Addition		Recommend FY 2011 appropriation for facility planning funds.	TBD
Northeast Consortium			
Paint Branch HS Modernization/Replacement	Approved FY 2010 appropriation for construction funds.	Recommend FY 2011 appropriation for balance of construction funds.	Building 8/12 Site 8/13
William Farquhar MS Modernization		Recommend FY 2011 appropriation for facility planning funds.	8/15
Cannon Road ES Modernization		Recommend FY 2011 appropriation for construction funds.	1/12
Cannon Road ES Gymnasium	Approved FY 2010 appropriation for planning funds.	Recommend FY 2011 appropriation for construction funds.	1/12
Cresthaven ES Modernization	Approved FY 2010 appropriation for balance of construction.		8/10
Cresthaven ES Gymnasium			8/10
Fairland ES Addition	Approved FY 2010 appropriation for construction funds and an amendment to the FY2009–2014 CIP to provide four additional classrooms beyond the approved project.		8/11
Jackson Road ES Addition	Approved FY 2010 appropriation for construction funds and an amendment to the FY2009–2014 CIP to provide three additional classrooms beyond the approved project.		8/11
Sherwood ES Addition	Approved FY 2010 appropriation for construction funds.		8/10
Northwest Cluster			
Darnestown ES Addition		Recommend FY 2011 appropriation for planning funds.	8/13
Germantown ES Rebuild		Recommend FY 2011 appropriation for facility planning funds.	TBD
Great Seneca Creek ES Addition		Recommend FY 2011 appropriation for facility planning funds.	TBD
Poolesville Cluster			
Quince Orchard Cluster			
Ridgeview MS Improvements		Recommend FY 2011 appropriation for construction funds.	8/12
Brown Station ES Modernization		Recommend FY 2012 expenditures for facility planning funds.	8/16
Rockville Cluster			
Maryvale ES Modernization		Recommend FY 2013 expenditures for facility planning funds.	1/18
Seneca Valley Cluster			
Seneca Valley HS Modernization		Recommend FY 2012 expenditures for facility planning funds.	Building 8/16 Site 8/17
Waters Landing ES Addition	Approved FY 2010 appropriation for facility planning funds.	Recommend FY 2011 appropriation for planning funds.	8/13

¹ Bold indicates a new project for the FY 2011-2016 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2009	Superintendent's Recommendation	Anticipated Completion Date
Sherwood Cluster			
William Farquhar MS Modernization		Recommend FY 2011 appropriation for facility planning funds.	8/15
Sherwood ES Addition	Approved FY 2010 appropriation for construction funds.		8/10
Watkins Mill Cluster			
Whetstone ES Addition	Approved FY 2010 appropriation for construction funds.		8/11
Walt Whitman Cluster			
Bannockburn ES Addition		Recommend FY 2011 appropriation for facility planning funds.	TBD
Bradley Hills ES Addition		Recommend FY 2011 appropriation for planning funds.	8/13
Carderock Springs ES Modernization	Approved FY 2010 appropriation for balance of construction funds.		8/10
Carderock Springs ES Gymnasium			8/10
Wood Acres ES Addition		Recommend FY 2011 appropriation for facility planning funds.	TBD
Thomas S. Wootton Cluster			
Wootton HS Modernization		Recommend FY 2014 expenditures for facility planning funds.	Building 8/18 Site 8/19
Cabin John MS Modernization	Approved FY 2010 appropriation for balance of construction funds.		8/11
Cold Spring ES Gymnasium	Approved FY 2011 expenditures for planning funds.	Recommend FY 2011 appropriation for planning funds.	8/12
Special Education Centers			
Carl Sandburg Modernization			TBD

¹Bold indicates a new project for the FY 2011-2016 CIP. Blank indicates no change to the approved project.

**Superintendent's Recommended FY 2011 Capital Budget
and the FY 2011–2016 Capital Improvements Program
Summary Table for Countywide Projects¹**

Countywide Projects	County Council Adopted Action May 2009	Superintendent's Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation to increase level of funding for this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation to increase level of funding for this project.	Ongoing
Building Modifications and Program Improvements		Recommend FY 2012 expenditures to continue this project.	Ongoing
Clarksburg Depot Expansion		Recommend FY 2016 expenditures for planning funds.	TBD
Current Replacements/Modernizations	Approved FY 2010 appropriation for planning and construction funds for scheduled elementary, middle, and high school modernization projects.	Recommend FY 2011 appropriation for planning and construction funds for scheduled elementary, middle, and high school modernization projects.	Ongoing
Design, Engineering, & Construction	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation to increase level of funding for this project.	Ongoing
Energy Conservation	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation to increase level of funding for this project.	Ongoing
Facility Planning	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation for feasibility studies for scheduled modernizations, proposed additions, and to conduct FACT assessments for schools identified for future modernization.	Ongoing
Fire Safety Code Upgrades	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation to increase level of funding for this project.	Ongoing
Future Replacements/Modernization			Ongoing
HVAC Replacement	Approved FY 2010 appropriation to continue this level of effort project and an amendment to the FY2009-2014 CIP for additional funding beyond the current level of effort.	Recommend FY 2011 appropriation to increase level of funding for this project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation to continue this level of effort project.	Ongoing
Indoor Air Quality	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation to increase level of funding for this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation to increase level of funding for this project.	Ongoing
Rehab./Reno. of Closed Schools (RROCS)	Approved FY 2010 planning funds for the Downcounty Consortium ES #29 (Reopening of McKenney Hills).	Recommend FY 2011 appropriation for construction funds for the Downcounty Consortium ES #29 and recommend FY 2016 expenditures for the reopening of Broome JHS and Woodward HS as holding facilities.	Ongoing
Relocatable Classrooms	Approved FY 2010 appropriation for relocatable classroom and an amendment to the FY2009-2014 CIP for additional funding beyond the current level of effort.	Recommend FY 2011 appropriation for relocatable classrooms to address capacity needs at schools throughout the county.	Ongoing
Restroom Renovations	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation for planning and construction funds for schools identified in the second round of assessments for this project.	Ongoing
Roof Replacement	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation to increase level of funding for this project.	Ongoing
School Gymnasiums	Approved FY 2010 appropriation for planning and construction funds for scheduled elementary school gymnasium projects.	Recommend FY 2011 appropriation for planning and construction funds for the remaining schools scheduled for the elementary school gymnasium project.	8/13
School Security Systems	Approved FY 2010 appropriation to continue this level of effort project.	Recommend FY 2011 appropriation to continue this level of effort project.	Ongoing
Shady Grove Depot Replacement		Recommend FY 2016 expenditures for planning funds.	TBD
Technology Modernization	Approved FY 2010 appropriation and amendment to the FY2009-2014 which reduced expenditures in FY2010-2012 and extends the MCPS desktop replacement cycle from four to five years.	Recommend FY 2011 appropriation to continue this project.	Ongoing

¹Bold indicates a new project for the FY 2011-2016 CIP. Blank indicates no change to the approved project.

**Superintendent's Recommended FY 2011 Capital Budget
and the FY 2011–2016 Capital Improvements Program
(figures in thousands)**

Project	FY 2011 Approp.	Total	Thru FY2009	Remaining FY2010	Total Six-Years	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Individual School Projects											
Bradley Hills ES Addition	1,170	14,249			14,249	585	4,065	3,894	5,705		
Brookhaven ES Addition		7,919	391	2,403	5,125	3,634	1,491				
Clarksburg ES (Clarksburg Village Site #1)	1,567	27,966			27,966	784	8,389	7,673	11,120		
Clarksburg HS Addition		12,015			12,015		469	3,449	3,262	4,835	
Clarksburg/Damascus MS (New)		44,348			44,348			1,397	13,349	12,138	17,464
Darnestown ES Addition	932	11,100			11,100	466	3,022	3,069	4,543		
East Silver Spring ES Addition	-500	11,798	4,933	3,650	3,215	3,215					
Fairland ES Addition		7,729	353	2,587	4,789	3,353	1,436				
Fox Chapel ES Addition	-4,791	7,205	421	2,404	4,380	4,018	362				
William B. Gibbs, Jr. ES (Clarksburg ES #8)		24,401	18,930	3,071	2,400	2,400					
Georgian Forest ES Addition	897	10,620			10,620	449	2,888	2,924	4,359		
Harmony Hills ES Addition	-2,100	7,749	270	1,500	5,979	2,467	2,308	1,204			
Jackson Road ES Addition	-1,845	9,191	353	4,000	4,838	2,968	1,870				
Montgomery Knolls ES Addition	-258	11,253	316	2,353	8,584	4,046	2,491	2,047			
Northwood HS Reopening		19,251	13,954	1,081	4,216	4,216					
Poolesville HS Magnet Improvements		8,562	6,443	1,175	944	944					
Redland MS Interior Modifications		14,233	3,213	4,354	6,666	4,666	2,000				
Ridgeview MS Interior Modifications	5,658	13,524	4,694	3,172	5,658	3,533	2,125				
Rock View ES Addition	-735	7,370	397	1,446	5,527	4,331	1,196				
Seven Locks ES Add/Mod.	19,529	22,287	1,793	552	19,942	12,290	7,652				
Sherwood ES Addition	-2,500	4,947	270	2,207	2,470	2,470					
Somerset ES Addition	1,516	1,516			1,516	1,380	136				
Takoma Park ES Addition	-4,000	11,592	11,567	25							
Viers Mill ES Addition	953	11,177			11,177	477	2,870	3,092	4,738		
Waters Landing ES Addition	669	8,827			8,827	268	3,626	3,487	1,446		
Westbrook ES Addition	994	11,805			11,805	497	3,180	3,244	4,884		
Whetstone ES Addition	-919	7,633	312	2,085	5,236	2,857	2,379				
Wyngate ES Addition	878	10,230			10,230	439	2,975	2,772	4,044		
Countywide Projects											
ADA Compliance: MCPS	2,100	12,158	3,090	1,068	8,000	2,000	1,200	1,200	1,200	1,200	1,200
Asbestos Abatement	1,145	10,940	3,029	1,041	6,870	1,145	1,145	1,145	1,145	1,145	1,145
Building Mod. and Program Improvements		23,384	4,384	4,000	15,000	5,000	2,000	2,000	2,000	2,000	2,000
Clarksburg Depot Expansion		2,046			2,046						2,046
Current Replacement/Modernizations	49,281	606,190			606,190	92,883	117,058	131,285	143,051	86,620	35,293
Design, Engineering & Construction	4,900	46,375	12,475	4,500	29,400	4,900	4,900	4,900	4,900	4,900	4,900
Energy Conservation: MCPS	2,057	19,898	5,686	1,870	12,342	2,057	2,057	2,057	2,057	2,057	2,057
Facility Planning: MCPS	2,000	9,397	2,557	540	6,300	2,000	1,100	1,050	800	750	600
Fire Safety Upgrades	817	8,477	2,832	743	4,902	817	817	817	817	817	817
Future Replacements/Modernizations		106,513			106,513	0	0	1,185	2,714	40,715	61,899
HVAC Replacement	15,000	121,936	16,936	10,000	95,000	15,000	20,000	15,000	15,000	15,000	15,000
Improved (Safe) Access to Schools	1,200	6,237	2,637	1,200	2,400	1,200	1,200				
Planned Life Cycle Asset Replacement	6,163	60,995	18,575	5,442	36,978	6,163	6,163	6,163	6,163	6,163	6,163
Rehab./Reno. (RROCS)	28,560	61,463			61,463	8,680	12,826	9,502		2,627	27,828
Relocatable Classrooms	6,750	40,611	12,736	4,125	23,750	6,750	5,000	3,000	3,000	3,000	3,000
Restroom Renovations	1,000	11,735	4,811	924	6,000	1,000	1,000	1,000	1,000	1,000	1,000
Roof Replacement: MCPS	6,468	63,410	18,722	5,880	38,808	6,468	6,468	6,468	6,468	6,468	6,468
School Gymnasiums	6,825	48,507	34,362	2,820	11,325	6,825	4,500				
School Security Systems	1,500	11,750	3,250	1,500	7,000	1,500	1,500	1,500	1,500	500	500
Shady Grove Depot Replacement		3,624			3,624						3,624
Stormwater Discharge Management	504	6,472	1,700	1,000	3,772	704	604	616	616	616	616
Technology Modernization	19,889	219,089	60,407	18,897	139,785	19,889	19,501	21,847	25,313	26,393	26,842
Indoor Air Quality	2,088	23,137	9,309	1,300	12,528	2,088	2,088	2,088	2,088	2,088	2,088
Total Recommended CIP	175,362	1,884,841	286,108	104,915	1,493,818	253,822	268,057	251,075	277,282	221,032	222,550

Bold indicates new project to the FY2011-2016 CIP

FY 2011 State Capital Improvements Program for Montgomery County Public Schools

(figures in thousands)

Local Priority No.	PFA Y/N	Project	Total Estimated Cost	Non PSCP Funds	Prior IAC Funding Thru FY 2010	FY 2011 Request For Funding
Balance of Funding						
1	Y	Francis Scott Key MS Modernization	43,604	28,803	4,979	10,822
		Subtotal	43,604	28,803	4,979	10,822
Construction Request (Forward-Funded)						
2	Y	Bells Mill ES Modernization	23,631	15,296	LP	8,335
3	Y	Cashell ES Modernization	19,810	13,100	LP	6,710
		Subtotal	43,441	28,396		15,045
Systemic Projects						
4	Y	Eastern MS—HVAC	1,875	957		918
5	Y	Belmont ES—HVAC	1,500	765		735
6	Y	A. Mario Loiederman MS—Roof	930	475		455
7	N	Sherwood HS—Roof	835	426		409
8	Y	Cedar Grove ES—HVAC	800	408		392
9	Y	Cold Spring ES—Roof	785	401		384
10	Y	Laytonsville ES—Roof	775	396		379
11	Y	Cloverly ES—Roof	770	393		377
12	Y	Montgomery Knolls ES—Roof	685	350		335
13	N	Magruder HS—HVAC	650	332		318
14	Y	Beall ES—Roof	640	327		313
15	Y	Banneker MS—HVAC	625	319		306
16	Y	Maryvale ES—HVAC	550	281		269
17	Y	DuFief ES—HVAC	500	255		245
18	Y	Clopper Mill ES—HVAC	350	179		171
19	Y	Gaithersburg ES—HVAC	350	179		171
		Subtotal	12,620	6,443	0	6,177
Planning and/or Construction Request						
20/21	Y	Cresthaven ES Modernization	25,549	17,963		7,586
22/23	Y	Carderock Springs ES Modernization	23,187	17,311		5,876
24/25	Y	Takoma Park ES Addition (CSR)	15,592	10,970		4,622
26/27	Y	Poolesville HS Magnet Improvements	9,118	6,037		3,081
28	Y	East Silver Spring ES Addition (CSR)	12,298	10,580	LP	1,718
29/30	N	Sherwood ES Addition	7,447	6,481		966
31/32	Y	Cabin John MS Modernization	44,072	25,586		18,486
33/34	Y	Farmland ES Modernization	21,482	9,392		12,090
35/36	Y	Seven Locks ES Modernization	20,950	15,503		5,447
37/38	N	Redland MS Upgrades	14,233	10,201		4,032
39/40	Y	Cannon Road ES Modernization* (CSR)	24,260	16,547		3,857
41	Y	Fox Chapel ES Addition (CSR)	12,331	8,887	LP	3,444
42/43	Y	Garrett Park ES Modernization*	28,266	21,435		3,416
44/45	Y	Jackson Road ES Addition (CSR)	11,036	8,549		2,487
46/47	Y	Rock View ES Addition (CSR)	8,105	6,167		1,938
48/49	Y	Fairland ES Addition (CSR)	7,729	5,877		1,852
50/51	Y	Whetstone ES Addition (CSR)	8,926	7,131		1,795
52/53	Y	Brookhaven ES Addition (CSR)	7,919	6,727		1,192
54/55	Y	Montgomery Knolls ES Addition (CSR)	11,511	9,037		2,474
56/57	Y	Harmony Hills ES Addition (CSR)	9,849	7,501		2,348
58/59	Y	Paint Branch HS Modernization*	111,495	74,739		18,378
		Subtotal	435,355	302,621	0	107,085
Planning Approval Request						
60	Y	Downcounty Consortium ES #29 (McKenney Hills re-opening)*	LP			LP
61	Y	Beverly Farms ES Modernization*	LP			LP
62	Y	Glenallan ES Modernization* (CSR)	LP			LP
63	Y	Herbert Hoover MS Modernization*	LP			LP
64	Y	Weller Road ES Modernization* (CSR)	LP			LP
65	Y	Gaithersburg HS Modernization*	LP			LP
		Total	535,020	366,263	4,979	139,129

*Split-FY Funding Request.

Chapter 2

The Planning Environment

Facility plans are developed in a very dynamic planning environment. The major driver for these plans, since the mid-1980s, has been enrollment increases totaling over 50,000 students. Integral to this enrollment growth has been increased diversity, as seen in the wide range of cultures, language groups, and racial and ethnic populations that make up our cosmopolitan county. Demographic trends and economic conditions shape enrollment over time. For the second year in a row, Montgomery County Public Schools (MCPS) experienced a large increase in enrollment, above what was projected. These increases in enrollment have occurred despite the stagnant housing market and weak regional economy. The latest enrollment projections, presented in this document, show substantial enrollment increases for the six year forecast period. Enrollment growth will be greatest in elementary schools, while secondary enrollment will decrease for the first few years, before beginning to increase again in the later years of the forecast period. Overall, MCPS enrollment is projected to increase by nearly 6,000 students by 2015. Higher enrollment than previously forecast makes it all the more important to keep school capacity projects on schedule.

Community Trends

Population

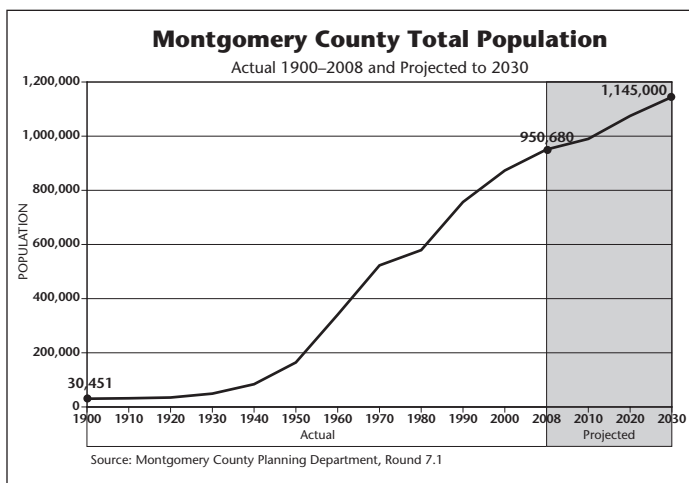
Demographic trends in Montgomery County are part of a national trend in large metropolitan areas where African Americans, Asian Americans, and especially Hispanics, have accounted for most, if not all, of the suburban population growth since 1990. MCPS planners consult various sources to monitor county population trends, including the U.S. Census, the Maryland Department of Planning, and the Montgomery County Planning Department. According to these sources, Montgomery County's total population has increased by almost 200,000 since 1990. In 2008, total population in the county is estimated to be 950,680. County population is projected to top one million by 2015. All of the county's population growth since 1990 is

due to increases in non-White race groups and the Hispanic ethnic group. Since 1990, White, non-Hispanic population, has decreased in the county by approximately 2 percent, while African Americans increased by 31 percent, Asian Americans increased by 33 percent, and Hispanics of any race increased by 38 percent.

A large share of the population increase in the county is the result of resident births outnumbering deaths by more than 2 to 1. Between 2000 and 2008, there were 110,085 births and 45,024 deaths in the county for a net natural increase in population of 65,061. The other major factor in population growth is immigration from outside the United States that has countered the outflow of county population to other places. Between 2000 and 2008, foreign immigration contributed 66,678 residents while out-migration from the county resulted in a loss of 68,545 residents. However, in the past two years the outflow of residents has slowed considerably. The percent of foreign-born residents in Montgomery County is greater than any other Maryland jurisdiction and second only to Arlington County, Virginia, in the Washington metropolitan area. The percent of foreign-born residents in Montgomery County increased from 18.6 percent in 1990 to 29.7 percent in 2007. In addition, the percent of county households that do not speak English at home increased from 21.2 percent in 1990 to 34.8 percent in 2007. It is interesting to note that in 2007, while 29.7 percent of total county population was foreign born, if broken out by age group, 36 percent of adults were foreign-born but only 10 percent of children under 18 were foreign-born. First generation children of foreign-born parents often serve as a bridge between cultures—serving as translators of language and customs.

Economy

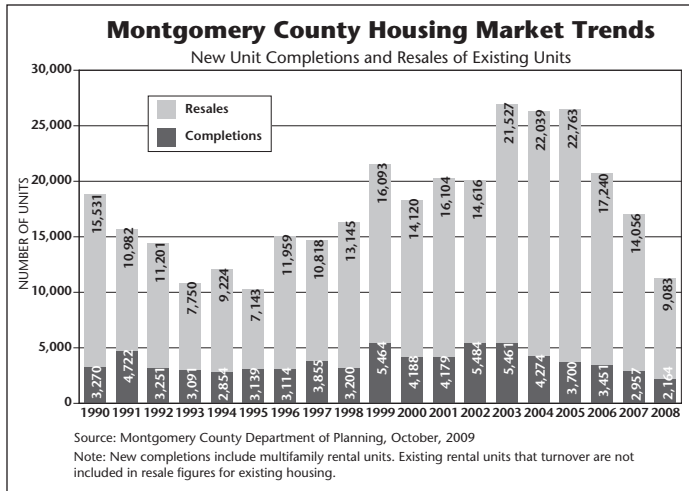
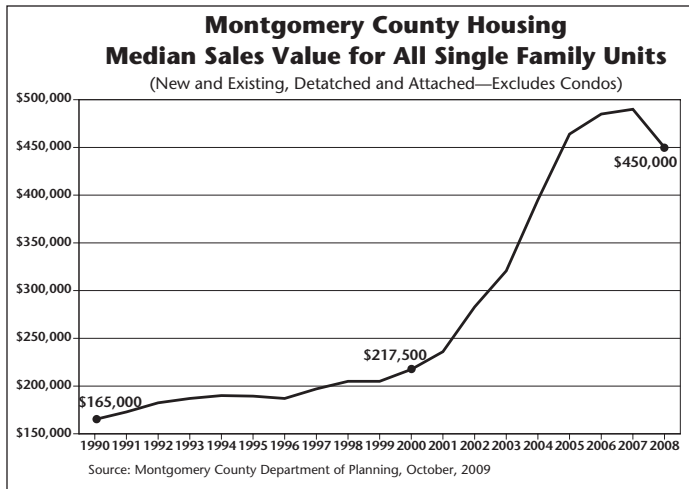
Beginning in the summer of 2007, turmoil in the nation's housing market led to the deepest economic decline since the Great Depression. The bursting of the housing "bubble" had devastating implications for banks holding large amounts of mortgage debt. Buyers who should not have been qualified for mortgages defaulted on their loans and foreclosures escalated. This led to a credit crisis that has rippled through the economy and led to millions of job losses and a national unemployment rate that reached 9.8 percent in September 2009. This is the highest unemployment rate since 1983, when it topped 10 percent. The credit crisis and related job losses have led to unprecedented federal involvement to contain the financial meltdown and stimulate the economy. In addition to the banking crisis, huge losses in the stock market have resulted in a steep reduction in the value of personal investments and retirement accounts, sharply reducing consumer spending patterns. Recent signs of economic recovery have led some economists to suggest the recession has ended. However, full recovery—especially in terms of employment—is expected to be a slow process.



The impact of the recession has been less severe in Montgomery County, compared to other parts of the country. While the national unemployment rate was 9.8 percent in September 2009, the Maryland rate was 7.2 percent and the Montgomery County rate was 5.5 percent. Even in Montgomery County, the 5.5 percent unemployment rate was above the more typical rates of 2.5 percent to 3.5 percent in past years. Resident employment was essentially unchanged from 2006 (498,078) to 2008 (497,249). However, resident employment decreased by 13,400 in the first quarter of 2009, compared to the same period in 2008. Weakness in the county economy also is reflected in housing prices and sales activity.

Housing

High construction costs, a decreasing supply of residentially zoned land, and a preference for housing as an investment, led to extreme housing value appreciation beginning in 2000. The Montgomery County Planning Department reports that the median sales price of new and existing housing, combined, rose from \$217,500 in 2000 to \$490,000 in 2007. Since 2007 a market correction and weakened demand have resulted in a drop in the median sales price of housing to \$450,000 in 2008. In 2009 the downward trend in sales prices appears to be continuing in the existing home market, where average sales prices have declined 20 percent during the first quarter of 2009, compared to the same period in 2008. In addition, the market



for new homes has been very weak in the past two years. In 2008 only 2,164 new housing units (single-family detached, townhouses, and multi-family units) were completed. This is the lowest level of new home completions since 1976. The first quarter of 2009 suggests continued weakness in the new home construction market.

A growing supply of condominiums and apartments came on the market in the past eight years. This trend was a response to the high price of single-family units, a reduction in land available for more traditional suburban housing, and the advent of more households without children as baby boomers reach retirement age. Half of the 2,164 residential completions in 2008 were multifamily units. Most of these projects conserve on land by utilizing structured parking garages, an attribute that increases the cost of the units. The number of students residing in these high cost, high-density multifamily communities has been small. Compared to the “sellers market” in the early 2000s, today the housing market favors the buyer. Evidence of a tightened housing market is seen in the average number of days houses are on the market before being sold. In 2005, the average time a house was on the market was 28 days; in 2008 the average was 108 days.

MCPS monitors housing activity in all school service areas through close coordination with the Development Review Division of the Montgomery County Planning Department. Housing plans are factored into school enrollment projections according to building schedules provided by developers. Once the economy improves it is anticipated that demand will drive the housing market to renewed growth. In addition, a large supply of existing housing that has not sold, and new housing that has approval for construction, will become available quickly. This supply and demand condition should produce strong sales.

Master Plans

Traditional suburban residential development is more and more the exception in the county. Clarksburg is the last large suburban community that will be built, according to the county’s general plan “On Wedges and Corridors.” The Clarksburg Master Plan allows for the development of a community of up to 15,000 housing units. A number of large subdivisions in Clarksburg are well underway and a new school cluster was formed in 2006 when Clarksburg High School opened to accommodate the new communities.

As the availability of land for residential development decreases, infill and redevelopment will characterize new growth. Higher housing densities than seen in the past are needed to increase the supply of housing in this urbanizing county. Areas of the county that already have substantial amounts of residential development are being revisited in county and city master plans. A desire to increase housing in these areas is driven by a jobs-to-housing imbalance that is believed to worsen traffic congestion. Planning for high-density residential projects is underway in Germantown, the Gaithersburg West area, and at the Wheaton and White Flint METRO stations. In an effort to bring more housing to these high employment areas, several thousand additional residential units, mostly multifamily, are

being planned. Redevelopment of the Rockville Town Center also resulted in high-density multifamily communities near the Rockville METRO station. MCPS participates in county land use planning to ensure adequate school sites are identified. See appendix P-1 for further information on the role of MCPS in county master plans.

Growth Policy

The Montgomery County Growth Policy is the tool the county uses to regulate subdivision approvals commensurate with the availability of adequate transportation and school facilities. The Growth Policy test of school adequacy assesses projected school enrollment and capacity in 25 school cluster areas and includes capital projects that will open within the Capital Improvements Program (CIP) timeframe. Elementary, middle, and high school capacities are tested separately. For each school level, the total projected enrollment of all schools in the cluster is compared to total school capacity five years in the future. The Growth Policy school test is updated annually, using the latest school enrollment projections and capital projects that are funded and add capacity.

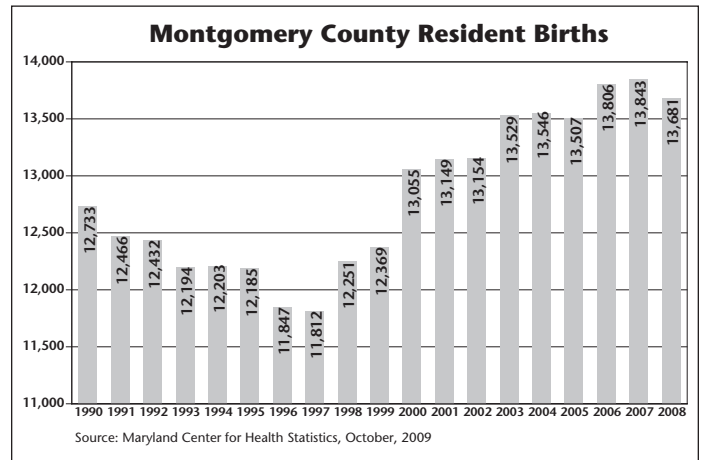
The Montgomery County Council adopted substantial changes to its Growth Policy in November 2007. The test for school adequacy was tightened and provisions for revenue increases were made. When a cluster fails the school test and school enrollments are between 105 and 120 percent of program capacity, the cluster is closed to additional development for at least one year, unless a developer makes a ‘school facilities payment’ to assist in the construction of new capacity. Now that elementary school enrollment growth has returned, many clusters exceed the 105 percent threshold for the facility payment. Eight MCPS clusters are in this status for FY 2010. When enrollment in a cluster is over 120 percent of program capacity a residential development moratorium is put in place. Four clusters have enrollment exceeding 120 percent of capacity. In these clusters—Bethesda-Chevy Chase, Clarksburg, Northwest, and Seneca Valley—no additional development may be approved for

at least a one year period. The FY 2010 Growth Policy school test results are shown below. More detailed cluster tables may be found in appendix I. Additional information on the role of MCPS in county growth policy can be found in appendix P-1.

Student Population Trends

Trends in resident births, migration, and immigration are the basic factors that create enrollment change at MCPS. In regard to births, between 1990 and 1997 a dip in births was followed by steady increases. In 2008, births numbered 13,681, and are projected to continue increasing. The number of births in 2008 equates to an average of 37 children born per day to Montgomery County mothers. The upward trend in county births mirrors state and national trends. Birth trends have a long-range impact—children born in 2008 will reach elementary school in 2013, middle school in 2019, and high school in 2022. Since births are projected to continue to increase, it is evident that long-term enrollment increases will occur.

Records of county resident births show increasing numbers of African American, Asian American and Hispanic births, while the share of births to White, non-Hispanic mothers dropped



Results of Growth Policy School Test for FY 2010

Based on County Council Adopted Amendments to FY 2009–2014 CIP and Cluster Enrollment Forecasts for 2014–2015
See appendix I for more detailed information.

School Test Level	Cluster Outcomes by Level		
	Elementary Inadequate	Middle Inadequate	High Inadequate
Clusters over 105 percent utilization School facility payment required in inadequate clusters to proceed.	Walter Johnson Richard Montgomery Northwood Paint Branch Quince Orchard Rockville Wheaton Whitman	Richard Montgomery	
Clusters over 120 percent utilization Moratorium required in clusters that are inadequate.	Bethesda-Chevy Chase Northwest Seneca Valley	Clarksburg	

The Clarksburg cluster exceeds 105 percent utilization at all 3 levels. However, since this cluster exceeds 120 percent at the middle school level, the cluster is in moratorium. The B-CC cluster exceeds 105 percent utilization at the middle school level. However, the cluster is in moratorium due to elementary utilization over 120 percent.

Source: Montgomery County Public Schools, Division of Long-range Planning, October, 2009

to 38 percent in 2008. Demographic momentum for further gains in diversity is building as the median age for the Hispanic, Asian American, and African American population is lower than for the White, non-Hispanic population, and household size for these groups exceeds that of White, non-Hispanic households. The growth rate for the Hispanic population exceeds all other groups.

Migration and immigration are driven by the regional economy, housing costs, and international events. All of these factors have a significant degree of volatility and can make movement into and out of MCPS fluctuate from year to year. Records of MCPS student entries and withdrawals show that, typically, 12,000 to 13,000 new students enter the system each year while a similar number exit the system each year. (These figures do not include students entering kindergarten or students exiting the system at graduation.) During the 2008–2009 school year, entry and withdrawal records indicated that there was positive net migration into MCPS from international sources and domestic sources. This was a change from the recent past when there had been net out migration to domestic locations. (More students exited MCPS to other parts of the country than entered MCPS from other parts of the country.) At this time, the stagnant housing market is making it difficult for residents to sell their homes, contributing to less mobility. Consequently, more households are ‘staying put’ in the county and fewer MCPS students are moving out to other counties and states. Another contributing factor to enrollment change is the increasing share of county enrollment that is enrolled in MCPS. In 2008, 85 percent of students enrolled in Montgomery County schools were enrolled in MCPS, while 15 percent were enrolled in county nonpublic schools. This was up from 82 percent in previous years.

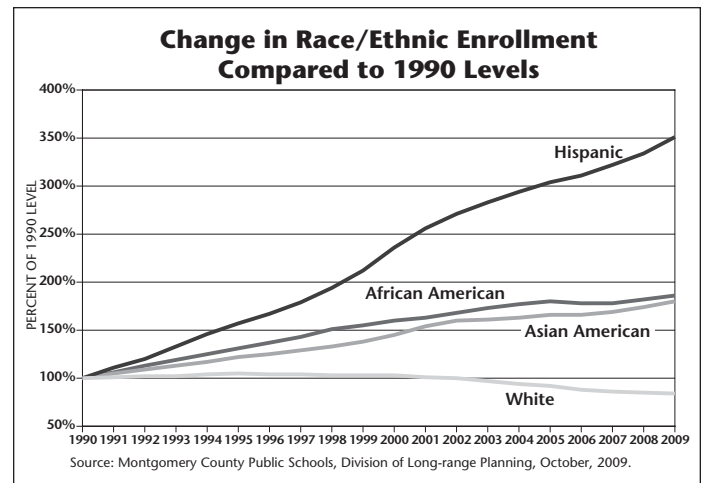
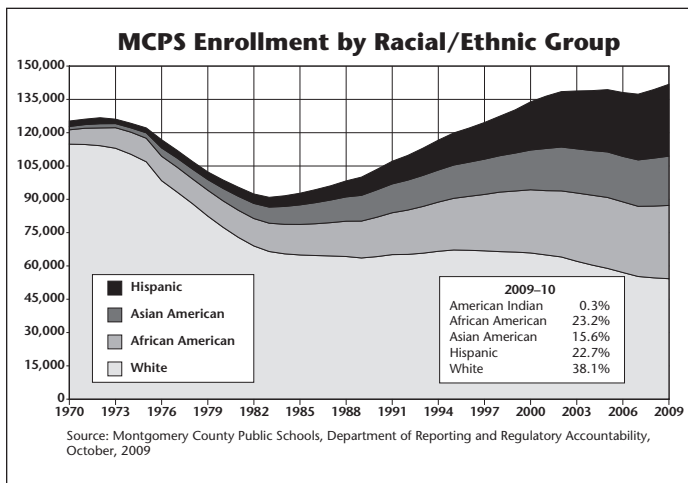
Student Diversity

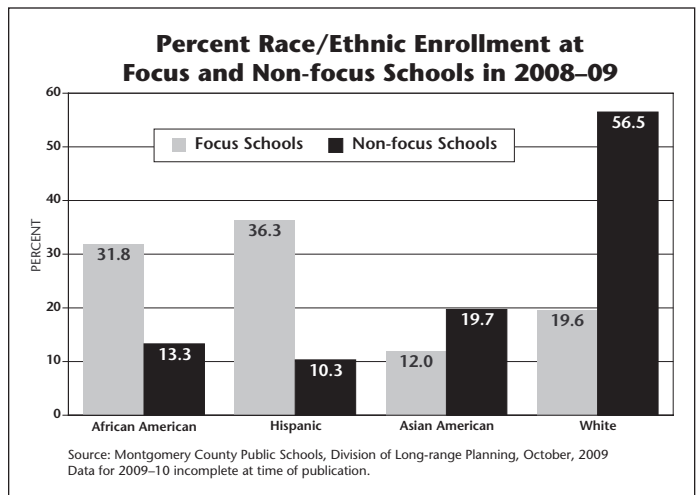
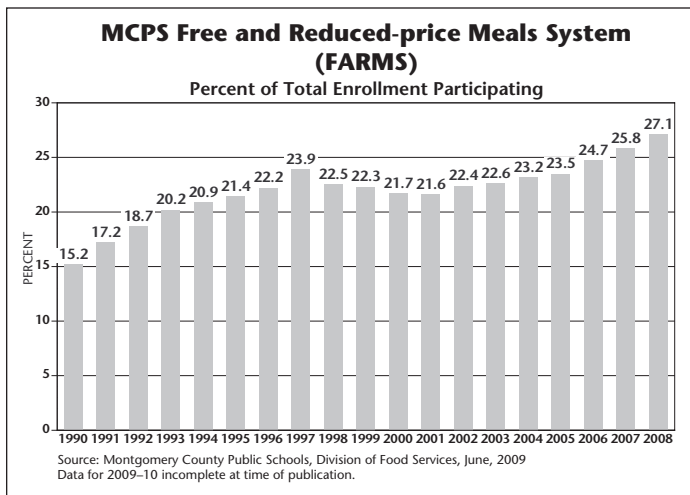
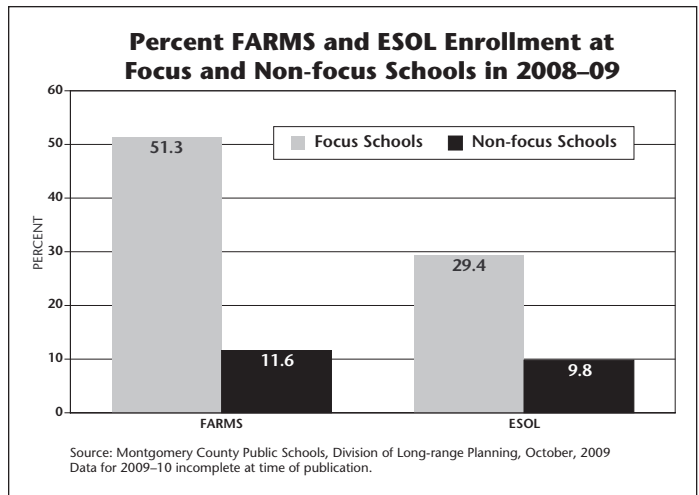
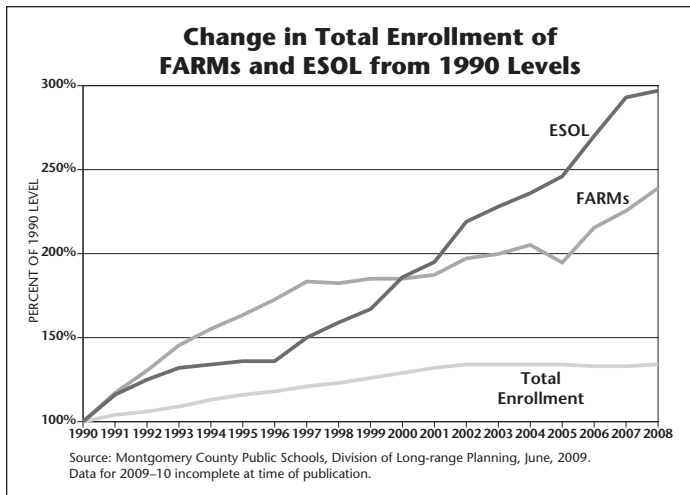
MCPS preliminary September 30th enrollment for the 2009–2010 school year is 142,189. Disaggregation of enrollment by racial and ethnic groups reveals the single most important element of growth. Since 1990, MCPS enrollment has grown by over 38,000 students, a 37 percent increase over the 1990 enrollment of 103,732. Over this period, White, non-Hispanic enrollment declined by 9,967 students. All of the enrollment increases since 1990 are attributed to African American (+15,270), American

Indian (+165), Asian American (+9,869), and Hispanic (+23,120) racial and ethnic groups. MCPS enrollment is now 23.2 percent African American, 0.3 percent American Indian, 15.6 percent Asian American, 22.7 percent Hispanic, and 38.1 percent White, non-Hispanic. The accompanying charts display these trends in two ways. First, by looking back to 1970 at enrollment levels by racial and ethnic group, it is possible to see the transformation of MCPS from a school system where enrollment was 92 percent White, non-Hispanic, to one where only 38 percent of students fall in this group. Second, by looking at the percent increases in each racial and ethnic group since 1990, it is evident that Hispanic enrollment (which grew by over 300 percent since 1990) is leading all other groups in rate of growth.

Enrollment in MCPS special programs, that serve our diverse student body, has occurred at rates significantly higher than the overall rate of total enrollment. Student participation in the federal Free and Reduced-price Meals System (FARMS) program is the school system’s best measure of student socioeconomic levels. In 1990, 15,576 students (15.2 percent of enrollment) participated in the program. By 2008, 37,692 students (27.1 percent of enrollment) participated in the program, an increase of 22,000 students. Student enrollment in the English for Speakers of Other Languages (ESOL) program is a measure of student ethnic and language diversity. In 1990, 5,472 students (5.3 percent of enrollment) enrolled in this program. By 2008, 16,276 students (11.7 percent of enrollment) enrolled in this program, an increase of 10,800 students. An increasing share of these ESOL students live in households where the parents were born in another country and the children were born in the United States. In 2008, 54 percent of students in the ESOL program were born in this country. The accompanying chart displays the percent of increase in the two special program areas since 1990, compared to total enrollment increases. ESOL enrollment is the leader in growth measured this way, with almost a 300 percent increase since 1990. This corresponds to the rate of increase in Hispanic enrollment. (Data for the 2009–2010 school year for FARMS and ESOL programs was not complete at the time of publication.)

Since 2000, low-income households have been hardest hit by large increases in the cost of housing, either for purchase or for rent. There is evidence that rising housing costs have





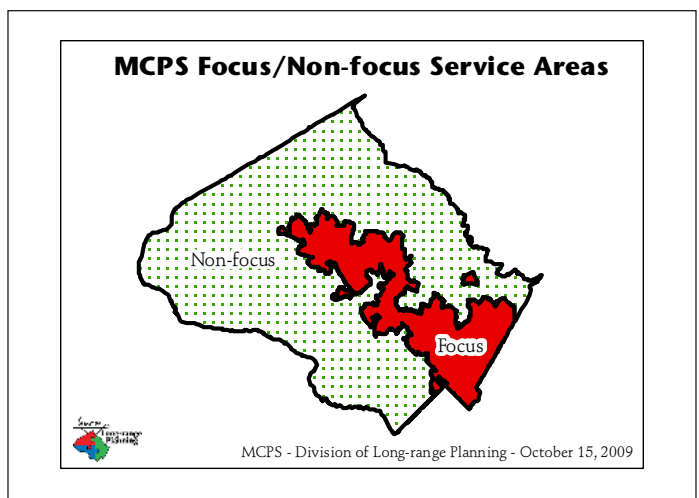
driven out some low and moderate income households from areas where, in the past, affordable housing was available. The recent sub-prime mortgage crisis is further contributing to destabilizing housing for this segment of the population. Areas hardest hit correspond to the portion of the county served by the MCPS “focus” elementary schools, where high levels of student FARMS participation are found and elementary school class-size reduction initiatives have been put in place. Following is a more detailed discussion of demographic trends in focus and non-focus elementary schools.

Focus and Non-focus Elementary Schools

The greatest concentration of student racial and ethnic diversity and participation in the FARMS and ESOL programs is found in the core 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. Affordable communities along these transportation corridors are characterized by apartment communities dating from the 1980s and earlier and

neighborhoods with relatively modest townhouses and single-family detached homes. Some of these homes are rented and may be occupied by two or more families who share housing costs.

At one time, communities in the “focus” elementary school service areas had little racial and ethnic diversity. The wave of immigration over the past two decades has transformed these communities. In these focus school communities enrollment growth has been driven by turnover of existing units and the



changing demographic characteristics of new residents. Change in enrollment in the focus schools is indicative of the impact of demographic change in older communities on growth in enrollment. With the upward trend in county births, enrollment growth is projected at both focus and non-focus schools. In 2008, three more elementary schools were added to the focus group of schools—Lake Seneca, McAuliffe, and Waters Landing elementary schools. There are now 66 elementary schools in the focus school group (including the upper schools in the case of paired schools) with a total 2008 enrollment of 31,920, and 65 elementary schools in the non-focus school group with a total enrollment of 31,476. The demographic compositions of focus and non-focus schools are compared in the accompanying charts.

MCPS Enrollment Forecast

The school enrollment forecasts presented in this document are based on county births, aging of the current student population, student migration patterns, and the latest assessment of housing market trends. As county births increase, more and more kindergarten students are entering MCPS. In a two year period, from 2007 and 2009, kindergarten enrollment increased by nearly 900 students. Elementary enrollment is now entering a strong growth phase. Prekindergarten general education and special education programs also are increasing. Secondary enrollment will trend slightly downward for the next few years, and then rebound as larger elementary grades “age up.”

The six-year forecast for Grades K–5 enrollment shows an increase of 4,665 students from the preliminary 2009 enrollment of 62,235, to the projected 2015 enrollment of 66,900. The six-year forecast for Grades 6–8 enrollment shows an increase of 2,063 from the preliminary 2009 enrollment of 31,013 to the projected 2015 enrollment of 33,076. The six-year forecast for Grades 9–12 enrollment shows a decrease of 1,304 from the preliminary 2009 enrollment of 45,317 to the projected 2015 enrollment of 44,013. Factoring in the forecast for prekindergarten (general education and special education), the six-year forecast for total MCPS enrollment shows an increase of 5,854 from the preliminary 2009 enrollment of 142,189 to the projected 2015 enrollment of 148,043. (See appendices A and B for further details on enrollments by grade level and program.

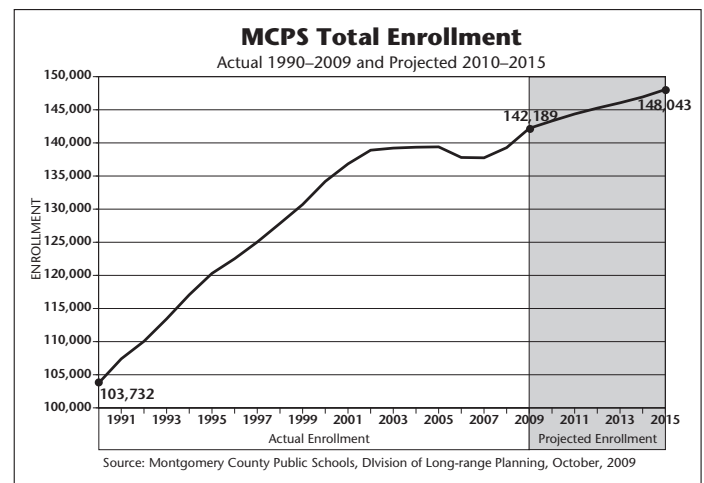
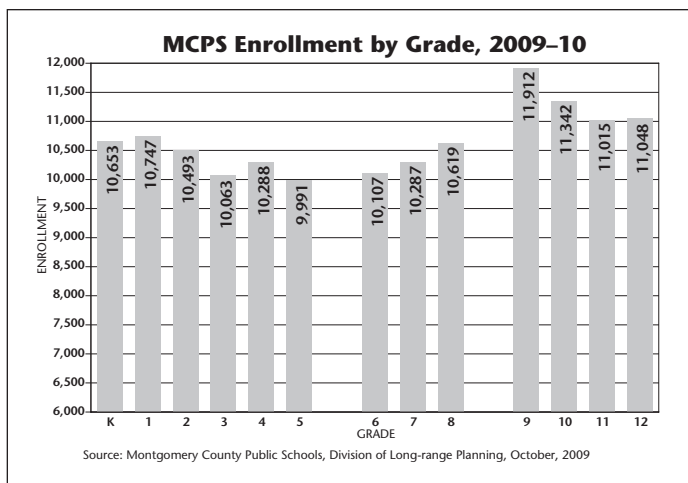
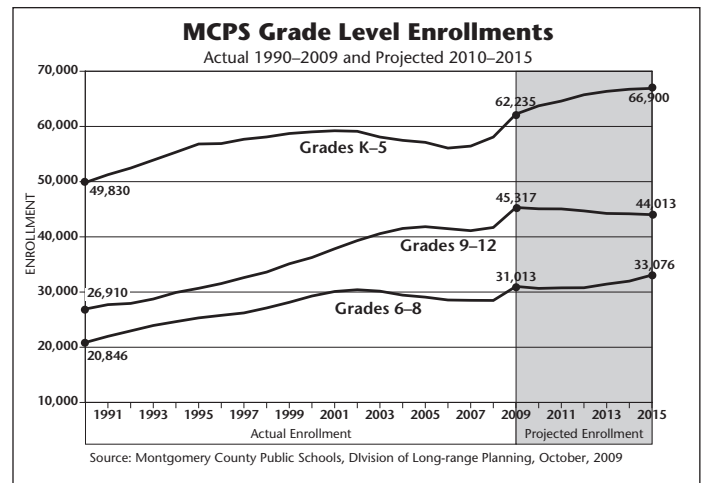
See appendix P-2 for a description of the MCPS enrollment forecasting methodology.)

Summary

The last major period of enrollment increases at MCPS occurred in the 1950s and 1960s when children from the Baby Boom era—born between 1946 to 1964—were enrolling in schools. Enrollment from this wave of births peaked in 1972 at 126,912. Thereafter, the so-called Baby Bust era saw births decline and MCPS enrollment decrease, to a low of 91,030 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 greatly surpasses this figure, with 13,681 births in 2008. Accelerating enrollment increases is the movement of households into the county from other parts of the world.

The current era of enrollment increases has already seen enrollment grow by over 50,000 students since 1983. Keeping pace with enrollment growth, implementing full-day kindergarten at all elementary schools, and accommodating class-size reductions at focus elementary schools, has required a major investment in school facilities.

In the 2009–2010 school year, MCPS operates 131 elementary



schools, 38 middle schools, 25 high schools, one career and technology center, and five special education program centers. Since 1983 MCPS has opened 31 elementary schools, 17 middle schools, and 6 high schools (including 10 re-openings of closed schools). In the next six years, additional school capacity will be needed. Competing with the need for school capacity is the need to preserve our investment in school facilities through a systematic schedule of school modernizations. Since 1983, 53 elementary schools, 11 middle schools, and 11 high schools have been modernized. As schools continue to age, modernizations remain a high priority. Overall, the facility plans and capital projects described in this document will enable the school system to add school capacity and systematically renew our older schools.

Chapter 3

Facility Planning Objectives

The FY 2011 Capital Budget and the FY 2011–2016 Capital Improvements Program (CIP) is closely aligned with school system goals and priorities. The goals and priorities are expressed in Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*, Board of Education Academic Priorities, and the Board of Education Capital Improvement Priorities. In addition to the goals and priorities, the Long-range Educational Facilities Planning policy (FAA) and regulation (FAA–RA) guide the development of the CIP. The guiding elements of these documents are listed below.

System Goals from *Our Call to Action: Pursuit of Excellence*

- Ensure success for every student
- Provide an effective instructional program
- Strengthen productive partnerships for education
- Create a positive work environment in a self-renewing organization
- Provide high-quality business services that are essential to the educational success of students

Board of Education Academic Priorities:

- Organize and optimize resources for improved academic results.
- Align rigorous curriculum, delivery of instruction, and assessment for continuous improvement of student achievement.
- Expand and deliver literacy-based initiatives from pre-Kindergarten through Grade 12 to support student achievement.
- Use student, staff, school, and system performance data to monitor and improve student achievement.
- Foster and sustain systems that support and improve employee effectiveness, in partnerships with MCPS employee organizations.
- Strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement.
- Develop, pilot, and expand improvements in secondary content, instruction, and program that support students' active engagement in learning.

Board of Education Capital Improvement Priorities:

1. Critical health and safety projects
2. Capacity projects
3. Capital maintenance projects
4. Modernizations/Replacements
5. Gymnasium projects

Long-range Educational Facilities Planning Policy Guidance

On May 23, 2005, the Board of Education adopted a revision to the Long-range Educational Facilities Planning policy (FAA), in order for it to conform to other Board of Education policies that separate policy requirements from regulations. On March 21, 2006, the superintendent issued Regulation FAA-RA. Since then there have been two revisions, on October 17, 2006 and on June 8, 2008. The regulation was created from language previously contained in Policy FAA that was regulatory in nature.

The regulation enables MCPS to conform to the Public School Construction Act of 2004 that changed student-to-classroom ratios used to calculate elementary school capacities by the state. In addition, the regulation reflects student-to-classroom ratios that incorporate the MCPS elementary school class-size reduction initiative. The class-size reduction initiative affects 61 of the school system's 130 elementary schools. Policy FAA and Regulation FAA–RA can be found in appendix T.

Policy FAA now requires that the superintendent include in his CIP recommendations each fall a review of certain guidelines involved in facility planning activities. The four guidelines are: preferred range of enrollment, school capacity calculations, desired facility utilization levels, and school site size. Having the guidelines included 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, prior to the Board of Education acting on the superintendent's CIP recommendations.

Preferred Range of Enrollment: Preferred ranges of enrollment for schools, provided they have program capacity, are:

- 300 to 750 total student enrollment in elementary schools
- 600 to 1,200 total student enrollment in middle schools
- 1,000 to 2,000 total student enrollment in high schools
- Special and alternative program centers will differ from the above ranges and generally have lower enrollment

School Capacity Calculations: Program capacity is based on 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 full-day	15:1
Grades 1–2—reduced class size	17:1
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 differs at the middle school level in that the

regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary facility (equivalent to 21.25 students per classroom.)

**Program capacity differs at the high school in that the regular classroom capacity of 25 is multiplied by .9 to reflect the optimal utilization of a secondary facility (equivalent to 22.5 students per classroom.)

School Facility Utilization: Elementary, middle, and high schools should operate in an efficient utilization range of 80 to 100 percent of program capacity.

School Site Size: Preferred school site sizes are:

- 12 usable acres for elementary schools
- 20 usable acres for middle schools
- 30 usable acres for high schools

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 Master Plan, provide justification for the programming and construction of new school facilities and modernizations. 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.

Seven objectives guide the facilities planning process and development of each CIP and Master Plan. These objectives are outlined below, with the remainder of this chapter dedicated to providing information on planning within each objective. The CIP also incorporates plans to implement the State of Maryland Bridge to Excellence Master Plan requirement for identifying programs to allow all eligible children admittance, free of charge, to publicly-funded prekindergarten programs.

Facility Planning Objectives

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:

Modernize schools through a systematic modernization schedule

OBJECTIVE 4:

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

OBJECTIVE 5:

Support multipurpose use of schools

OBJECTIVE 6:

Meet space needs of special education programs

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

As the school system continues to focus program initiatives to improve student performance, plans have been developed to address the space needs and facility requirements of schools. Implementing school system educational priorities that require more classroom and support space has been a challenge during the past 20 years of steady enrollment growth. With enrollment now increasing rapidly at elementary schools, the school system will continue to be challenged in providing adequate capacity.

In recent years, several educational program initiatives have required more classroom and support space. These initiatives include: the reduction in class sizes for all MCPS schools to levels that existed prior to FY 1995; the reduction in class sizes in Grades K–2 for the 61 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 have all been used to accommodate the additional staff needed to implement these initiatives. At schools with capital improvements in the facility planning or architectural planning phase, additions to accommodate these initiatives have been designed. These initiatives are described in further detail in the following paragraphs.

Class Size Reductions

Over the past few years, improved staffing ratios at all schools have impacted space availability as student-to-teacher ratios have fallen below the Board of Education’s regulations to calculate capacities. All schools are staffed in order to maintain class sizes below the Board of Education’s maximum class size guidelines. At the elementary school level, staffing ratios are different for focus and non-focus schools. In FY 2009, focus schools were staffed at 15.2 for Kindergarten and 15.5 and 15.6 for first and second grades. Whereas non-focus schools had staffing ratios of 22, 22.6, and 22.4 for Kindergarten, Grade 1 and Grade 2 respectively. All elementary schools have a staffing ratio of 22.1, 23.5, and 23.5 for Grades 3, 4, and 5 respectively. Currently, capacity ratings for elementary schools are calculated at 22 to 1 for Kindergarten and 23 to 1 for Grades 1–5 with the exception of focus schools that have a capacity rating of 17 to 1 in Kindergarten and 17 to 1 in Grades 1 and 2. Space has become an issue in some elementary schools because staffing ratios are usually lower than the capacity ratings. In addition, reading initiative for non-focus schools lowers class sizes for reading in Grades 1 and 2, further impacting space availability in non-focus schools. Therefore, in a number of cases, schools that appear to be within their capacity actually require relocatable classrooms to accommodate the teaching staff that has been allocated.

MCPS has made other improvements in class size that have not had as large an impact on facilities. In FY 1999, the Board of Education launched an initiative to reduce class size in secondary school mathematics classes to ensure that students complete Algebra 1 no later than Grade 9. This initiative provided additional staffing in order to decrease class size in some math classes; however, it had a minor impact on facilities at the high school level.

Since FY 2001, staffing has been increased at middle and high schools to reduce the number of oversized classes. Furthermore, the Board of Education approved additional positions for the high schools in the Downcounty Consortium to support smaller learning communities in the ninth grade. These initiatives are having relatively minor impact on space utilization in the secondary schools and are being addressed through room scheduling in the school and/or the use of relocatables when needed.

Early Success Performance Plan

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class size in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2, in the focus schools most heavily impacted by poverty and language deficiency, were reduced for the full instructional day to an average of 17 students per teacher in Grades 1–2 and 15 students per teacher in full-day kindergarten. (See chart on page 3-3.) Providing a full-day kindergarten program and 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 2009, Lake Seneca, S. Christa McAuliffe, and Waters Landing elementary schools became focus schools and received staffing to reduce class sizes.

The Board of Education Long-range Educational Facilities Planning regulation (FAA–RA) (See appendix T) sets capacity calculations to reflect the 17 to 1 staffing ratio for Grades 1 and 2 and the 15 to 1 staffing ratio for kindergarten at focus schools. These ratios significantly reduced the program capacity at the focus schools. Space deficits at these schools have been addressed by creative use of existing space in schools making modifications to existing spaces and placing relocatable classrooms at the schools. At schools with capital projects, space is designated to accommodate the additional staffing. The capacities that are published in the “Projected Enrollment and Space Availability” tables in chapter 4 of the CIP reflect the space availability for these schools. The “Facility Characteristics of Schools 2008–2009” tables in chapter 4 display the number of classrooms for the class-size reduction and the total number of relocatable classrooms at each school.

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 locations are shown in appendix H.

Class Size Reduction Initiative School

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

Schools receive staffing to reduce class sizes in Kindergarten at a ratio of 15 to 1 and in Grades 1–2 at a ratio of 17 to 1.

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

Signature and Academy Programs

All high schools have developed and implemented signature and/or academy programs. Some of these programs are whole school programs, while others are structured as a school within a school. Signature and academy programs have been developed to raise student achievement by matching programs with student interests. Some signature programs require specialized classrooms or laboratories to support the delivery of

the educational program. As high schools are modernized, specialized spaces for the signature programs are designed as part of the modernization project. However, some high schools do not have modernizations scheduled in the next six years and will require facility modifications to accommodate signature or academy programs. Minor modifications that are needed to individual classrooms are completed through countywide capital projects.

School Gymnasiums

Elementary gymnasiums are essential for the delivery of the physical education program and well-being of students. Gymnasiums also provide schools with flexibility in utilizing space, particularly when a school reaches or exceeds its capacity.

The following schools will have gymnasiums completed as part of an addition or modernization project:

- Carderock Springs Elementary School modernization (August 2010)
- Cresthaven Elementary School modernization (August 2010)
- Montgomery Knolls Elementary School addition (January 2012)
- Seven Locks Elementary School modernization (January 2012)
- Cannon Road Elementary School modernization (January 2012)
- Garrett Park Elementary School modernization (January 2012)
- Downcounty Consortium Elementary School # 29 (August 2012)
- Westbrook Elementary School addition (August 2013)

The following two schools will have stand-alone gymnasiums completed:

- North Chevy Chase Elementary School (August 2012)
- Cold Spring Elementary School (August 2012)

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. The Board of Education Educational Technology policy (IGS) 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.

As part of the Amended FY 2003–2008 CIP, the Technology Modernization project was created to provide the needed technology updates in schools and increase the number of computers in every school. Funds included in this project will update schools' technology hardware, software, and network infrastructure. Up-to-date technology will enhance

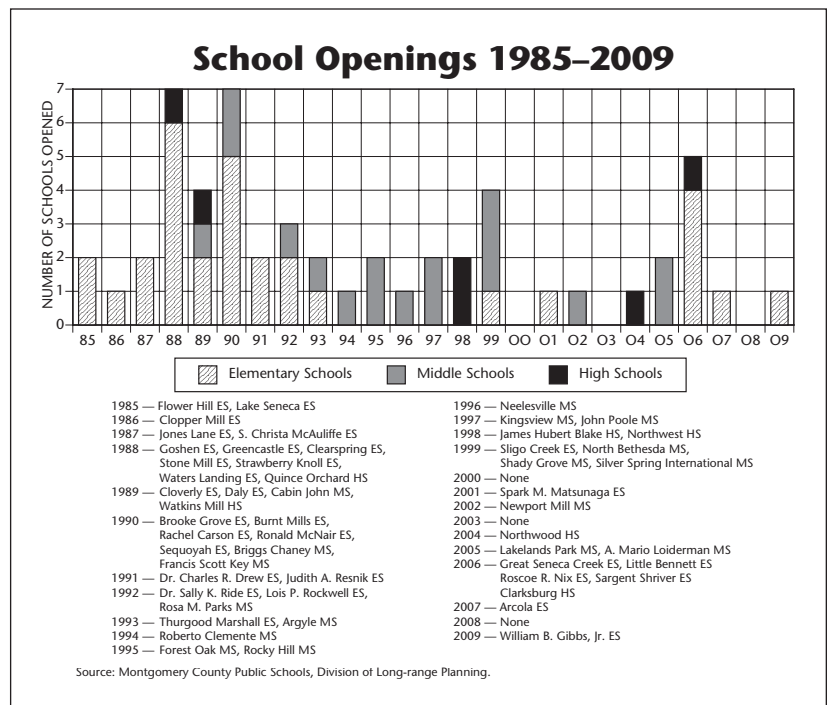
student learning through access to online information and through the ability to use the latest instructional software. These technologies also are critical to the reporting required by *No Child Left Behind* and for implementing state proposed online testing strategies.

OBJECTIVE 2: Meet Long-term and Interim Space Needs

Montgomery County has demonstrated a strong commitment to providing adequate school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. Enrollment in MCPS is now 50,600 students greater than it was in 1983, and 31 elementary schools, 17 middle schools, and 6 high schools have been opened in the school system. Numerous additions to existing schools also have been constructed to accommodate the growth in enrollment. This year, MCPS is operating a total of 200 school facilities including: 131 elementary schools; 38 middle schools; and 25 high schools, 1 career and technology center, and 5 special education program centers.

Long-term Space Needs

A continued commitment to capital projects for the next six years is necessary to address overdue space needs and keep up with rising enrollment. This year's preliminary enrollment is 142,189 and by 2015 enrollment is projected to be 148,043. The CIP identifies where space deficits are projected to occur and how the school system proposes to address them. Due to the high level of school utilization throughout the school system, there are few opportunities to address school space shortages through boundary changes. Therefore, additions to existing schools, the opening of new schools, and the



Number of Rooms Added— Addition Projects

School	Number of Rooms Added*	Completion Date
Approved Projects in the Amended FY 2009–2014 CIP		
Brookhaven ES	11	August 2011
East Silver Spring ES	10	August 2011
Fairland ES	13	August 2011
Fox Chapel ES	11	August 2011
Harmony Hills ES	16	August 2011
Jackson Road ES	15	August 2011
Montgomery Knolls ES	14	August 2011
Rock View ES	14	August 2011
Sherwood ES	9	August 2011
Takoma Park ES	18	August 2011
Whetstone ES	11	August 2011
Recommended Projects in the FY 2011–2016 CIP		
Bradley Hills ES	17	August 2013
Clarksburg HS	18	August 2014
Darnestown ES	10	August 2013
Georgian Forest ES	14	August 2013
Somerset ES	4	SY 2010–2011
Viers Mill ES	14	August 2013
Waters Landing ES	11	August 2013
Westbrook ES	15	August 2013
Wyngate ES	15	August 2013

*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 school that are that are not counted in capacity— art, music, and dual purpose room and the computer laboratory.

expansion of some schools during modernization are all important strategies to address space needs. For a summary of recommended capital projects, please see the table in Chapter 1 labeled “Superintendent’s Recommended FY 2011 Capital Budget and FY 2011–2016 Capital Improvements Program Summary Table” (page 1–6).

To develop long-term space plans for schools, school planners annually review the space available for individual schools by comparing the enrollment projections with program capacity in the sixth year of the CIP planning period. For a classroom addition to be considered at an 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. Enrollment at a middle school needs to exceed capacity by six classrooms or more (150 seats) and at a high school by eight classrooms or more (200 seats) in the sixth year of the CIP period. A new elementary school will be considered if the clusterwide deficit of space exceeds 500–600 seats. Deficits close to the size of a new secondary school would support a new middle or high school. As part of the review of space availability, school planners also review the impact of on the county Growth Policy. Plans strive to keep a cluster from being placed in a housing moratorium.

Number of Rooms Added— Modernization Projects

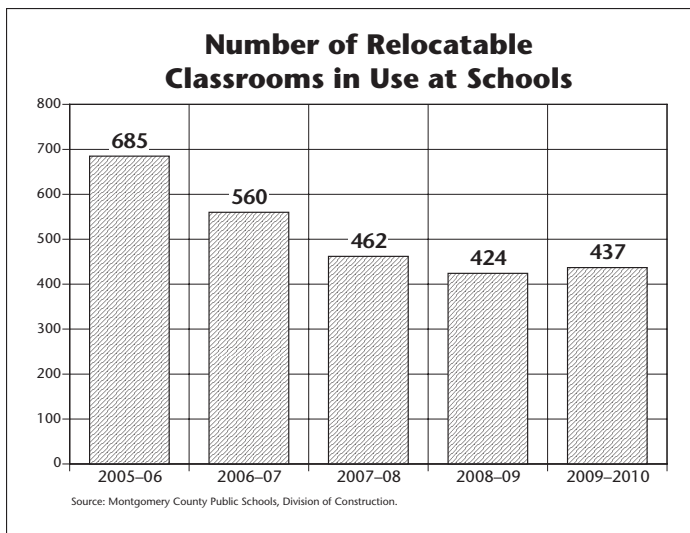
School	Number of Rooms Added*	Completion Date
Modernization Projects		
Bel Pre ES	12	August 2014
Beverly Farms ES	6	January 2013
Cabin John MS	12	August 2011
Candlewood ES	6	January 2015
Cannon Road ES	9	January 2012
Carderock Springs ES	7	August 2010
Cresthaven ES	6	August 2010
Farmland ES	6	August 2011
William Farquhar MS	4	August 2015
Gaithersburg HS	13	August 2013
Garrett Park ES	8	January 2012
Glenallan ES	16	August 2013
Herbert Hoover MS	9	August 2013
Paint Branch HS	14	August 2012
Rock Creek Forest ES	14	January 2015
Seven Locks ES	7	January 2012
Weller Road ES	4	August 2013

In August 2009, William B. Gibbs Jr. Elementary School opened to relieve overutilization in the Clarksburg cluster elementary schools. Funding is recommended in the FY 2011–CIP for three new schools including:

- Downcounty Consortium Elementary School #29 (open August 2012)
- Clarksburg Cluster Elementary School (Clarksburg Village Site #1) (open August 2013)
- Clarksburg/Damascus Middle School (open August 2015)

In addition to new school openings, funding was either approved in the Amended FY 2009–2014 CIP or is recommended in the FY 2011–2016 CIP for additions at 20 schools in the next six years, including 19 elementary schools and one high school. The table above left lists the schools, the number of rooms in the additions, and the completion dates. Facility Planning funds are recommended for feasibility or capacity studies at the following schools to determine the feasibility, scope, and cost for classroom addition projects: Arcola, Bannockburn, Beall, Flower Hill, Germantown, Great Seneca Creek, Twinbrook, and Wood Acres elementary schools. See Chapter 4 for additional information concerning the recommended feasibility and capacity studies.

Schools that are scheduled for modernization also will see increases in capacity as part of the project to accommodate growing enrollment. The table above right lists the schools that will have modernizations complete in the six year CIP period and the number of rooms being added as part of the modernization.



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 relocatables declined between 2005 and 2008 as enrollment plateaued. However, with enrollment increasing again, the number of relocatables is going up again. This school year about 10,000 students attended class in 436 relocatable classrooms. This number does not include relocatable classrooms used to stage construction on site at schools or ones located at holding facilities and other facilities throughout the school system. Continued reduction of relocatable use is an objective of MCPS facility plans.

Non-Capital Actions

The superintendent released a boundary recommendation on October 15, 2009 to relieve overutilization at Sligo Creek Elementary School. Capacity is being added at Takoma Park Elementary School to accommodate students from Sligo Creek Elementary School. The boundary study included representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study included representatives from these middle schools. Board of Education action is scheduled for November 19, 2009 with implementation of the boundaries beginning in August 2010.

Two new boundary studies are recommended as part of the Recommended FY 2011–2016 CIP. The first boundary study is recommended to evaluate reassignment of the western portion of the Bethesda Elementary School service area (that articulates to the Walt Whitman cluster secondary schools). Representatives

from Bethesda Elementary School in the Bethesda-Chevy Chase cluster and Bradley Hills Elementary School in the Walt Whitman cluster will participate in the boundary advisory committee. The boundary study will take place in the winter of 2009–2010. The superintendent will make a recommendation in February 2010 for Board of Education action in March 2010.

The second boundary study is recommended to explore the option of reassigning Rockwell Elementary School from Rocky Hill Middle School to John T. Baker Middle School. The boundary study will include representatives from Rockwell Elementary School, John T. Baker, and Rocky Hill middle schools. Rockwell Elementary School articulates to Damascus High School. For students who live in the Rockwell Elementary School service area, reassignment from Rocky Hill Middle School to John T. Baker Middle School would provide a straight articulation pattern from elementary school, to middle school, and then to high school. The boundary study will take place in the spring of 2010. The superintendent will make a recommendation in October 2010 for Board of Education action in November 2010.

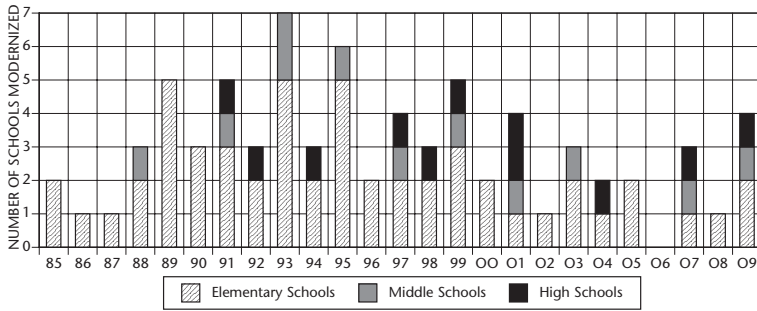
OBJECTIVE 3: Modernize Schools Through a Systematic Modernization Schedule

The Board of Education, superintendent, and school community recognize the necessity of modernizing older schools. Modernizations update school facilities and provide the variety of instructional spaces necessary to effectively deliver the current curriculum. Modernizing a school also provides access to up-to-date information technology for students, staff, and the community. The cost to modernize an older school so that it is educationally, technologically, and physically up-to-date, is similar to the cost of constructing a new school. At some schools, a 20-year life cycle cost analysis shows it is more cost effective to replace an older school facility rather than modernizing it. In addition, modernizations are critical components in revitalizing older, established neighborhoods and providing equity with newer schools.

Since 1985, 75 schools have been modernized, including 53 elementary schools, 11 middle schools, and 11 high schools. Although this is a large number of facilities, the current pace of modernization does not allow MCPS to modernize schools in the time frame desired. At the current rate, elementary schools are being modernized on a 65 year cycle, middle schools on a 76 year cycle, and high schools on a 50 year cycle. Because of funding limitations and a lack of secondary holding facilities, MCPS has been unable to accelerate the pace of modernizations.

In order to accelerate the pace of secondary school modernizations, funding is recommended in the Rehabilitation/Renovation of Closed Schools (RROCS) project, to take possession of the Broome facility (currently owned by Montgomery County) and reopen it as a middle school holding facility. This facility will require significant facility modifications to support a middle school program. In addition, since the reopening of Northwood

School Modernizations 1985–2009*



- 1985 — Oak View ES, Woodfield ES
- 1986 — Twinbrook ES
- 1987 — Cedar Grove ES
- 1988 — Bannockburn ES, Rosemary Hills ES, Gaithersburg MS
- 1989 — Cloverly ES, Highland ES, Laytonsville ES, Monocacy ES, Montgomery Knolls ES
- 1990 — Olney ES, Westbrook ES
- 1991 — Beall ES, Burning Tree ES, Viers Mill ES, Sligo MS, Sherwood HS
- 1992 — Pine Crest ES, Travilah ES, Walt Whitman HS
- 1993 — Ashburton ES, Burtonsville ES, Clarksburg ES, Forest Knolls ES, Oakland Terrace ES, Pyle MS, White Oak MS
- 1994 — Highland View ES, Meadow Hall ES, Springbrook HS
- 1995 — Brookhaven ES, Georgian Forest ES, Jackson Road ES, North Chevy Chase ES, Rosemont ES, Julius West MS
- 1996 — Flower Valley ES, Kemp Mill ES
- 1997 — Ritchie Park ES, Wyngate ES, Westland MS, Albert Einstein HS
- 1998 — Lucy Barnsley ES, Westover ES, Montgomery Blair HS
- 1999 — Bethesda ES, Harmony Hills ES, Rock View ES, Takoma Park MS, John F. Kennedy HS
- 2000 — Mill Creek Towne ES, Chevy Chase ES
- 2001 — Rock Creek Valley ES, Earle B. Wood MS, Bethesda-Chevy Chase HS
- 2002 — Wood Acres ES
- 2003 — Lakewood ES, William Tyler Page ES
- 2004 — Glen Haven ES, Rockville HS
- 2005 — Somerset ES, Kensington-Parkwood ES
- 2006 — None
- 2007 — College Gardens ES, Parkland MS, Richard Montgomery HS
- 2008 — Calway ES
- 2009 — Bells Mill ES, Cashell ES, Francis Scott Key MS, Walter Johnson HS

*School Year Completed
Source: Montgomery County Public Schools, Division of Long-range Planning

already been assessed for modernization. In order to continue with the modernizations program, schools that were built or renovated before 1985 need to be assessed for modernization. The FACT assessment tool will need to be reviewed and updated to reflect current building codes and educational program needs for schools. Staff from the Department of Facilities Management will update the FACT assessment tool and provide opportunity for community review and comment beginning in January 2010. Concurrent with the review of the FACT tool, the superintendent is recommending rescinding the Modernization Policy (FKB) and incorporating modernization provisions in the Long-range Educational Facilities Planning Policy and Regulation (FAA and FAA-RA).

Following the update of the FACT assessment tool, the next round of schools will be assessed for modernization by consultants. An FY 2011 appropriation is recommended for facility planning funds to conduct the assessments. It is anticipated that the new queue of schools will be published as part of the FY 2013–2018 CIP in the fall of 2011.

High School in 2004, there has been no high school holding facility. Tilden Middle School is currently located at the Woodward facility that is located on Old Georgetown Road. Rather than modernize the Woodward facility for Tilden Middle School, the current Tilden Holding Facility, that is used for middle schools and is located on Tilden Lane, will be modernized to house Tilden Middle School. The Woodward facility will then become a secondary school holding facility for middle and high school modernizations scheduled after Tilden Middle School. Funding is recommended in the RROCS project to make facility modifications to the Woodward facility.

The school modernization schedule is based on a standardized assessment tool called FACT—Facilities Assessment with Criteria and Testing. Schools beyond a certain age were assessed and scored on a standard set of facility and educational program space criteria. Schools that were scheduled for modernization were ordered according to their ranking after the assessment (See appendix R). The order of modernizations for assessed schools is found in appendix E. The Recommended FY 2011–2016 CIP includes funding for planning and/or constructions funds for the remaining elementary school that have

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 and ends when a school’s modernization begins. Funding for maintenance activities is found in both the capital and operating budgets. The trend for the past five years has been a level of funding effort in both budgets for building maintenance and systemic renovations. Until the modernization program reaches an acceptable cycle, additional funding needs to be dedicated to regular, preventive, and capital maintenance activities. Understanding the full cost of building maintenance is critical to developing a balance between the comprehensive maintenance plan and a modernization schedule that reflects the school system’s priorities.

Holding Facility Schedule

Holding Facility	SY 09–10	SY 10–11	SY 11–12	SY 12–13	SY 13–14	SY 14–15	SY 15–16
ELEMENTARY SCHOOLS							
North Lake		Farmland	Beverly Fams		Bel Pre		Wheaton Woods
Radnor	Carderock Springs	Seven Locks		Bradley Hills		Rock Creek Forest	Wayside
Grosvenor	Takoma Park	Garrett Park		Weller Road		Candlewood	Brown Station
Fairland	Cresthaven	Cannon Road		Glenallan			
MIDDLE SCHOOLS							
Tilden Center		Cabin John		Herbert Hoover		William H. Farquhar	Tilden at Woodward

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 deal with 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.

Planned Life-cycle Asset Replacement (PLAR) and other countywide projects that focus on roof and mechanical system rehabilitation are essential to the long-term protection of the county's capital investment in schools. Because the projects for modernizing older schools must compete for funding with projects for building new schools, maintenance and rehabilitation projects for schools and relocatable classrooms take on even greater importance. A list of projects that were completed during the summer of 2009 can be found in appendix F.

The Indoor Air Quality (IAQ) Project funds mechanical retrofits and building modifications to address indoor air quality projects in MCPS schools. An amendment to the FY 2000 Capital Budget created this project and funds improvements such as major mechanical corrections, carpet removal, floor tile replacement, and minor mechanical retrofits. MCPS staff is required to report periodically to the County Council's Education Committee on the status of this project.

MCPS is committed to sustainability and conservation of resources in the design and operation of all facilities. Several programs exist to support these activities. The School Energy and Recycling Team (SERT) program promotes efficient and responsible energy use and active recycling in all schools. The SERT program strives to significantly reduce energy consumption and increase recycling rates system wide 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 work with students, teachers, staff, and the community to practice environmental stewardship and develop strategies to reduce the carbon footprint of MCPS.

MCPS has been implementing measures to reduce the environmental impact of its buildings through a comprehensive revision of its new construction design guidelines. This revision incorporates best practices from the widely recognized Leadership in Energy and Environmental Design (LEED) rating system of the United States Green Building Council. Great Seneca Creek Elementary School which opened in September 2006 is the first public school in Maryland to be "gold" certified under the LEED rating system for green buildings. As the technologies utilized at Great Seneca Creek Elementary School prove themselves reliable and effective, these technologies will be incorporated in the design guidelines for future schools. Beginning in FY 2007, all new schools and modernizations in

design development will be designed to achieve a LEED for Schools "silver" certification. The Francis Scott Key Middle School modernization that was completed in August 2009 also has earned LEED for Schools "gold" certification. Smaller green technology and conservation pilots are being introduced at several schools to provide a healthy and effective learning environment for students and staff.

The Adopted FY 2009–2014 CIP included funding to implement new initiatives in the School Security Program that will enhance the comprehensive security program already in place. The initiative includes: design and installation of Closed Circuit Television (CCTV) camera systems in all middle schools; the replacement of existing outdated analog CCTV camera systems in all high schools; the installation of a visitor management system in all schools; and the installation of a visitor access system at all elementary schools.

OBJECTIVE 5: Support Multipurpose Use of Schools

Montgomery County Public Schools 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 child-care providers. Most of the elementary schools in the system provide space for child-care 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 child-care classrooms in schools undergoing major construction or renovation. MCPS oversees the construction of the child-care classroom while DHHS arranges for the lease of the child-care classroom to a private child-care provider. The FY 2011–2016 CIP will include funding to construct childcare classrooms at Bel Pre, Brown Station, Takoma Park, Weller Road, and Wheaton Woods elementary schools.

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, health, social, and educational support services are brought together at Linkages to Learning sites. For a list of schools with the Linkages to Learning program, please refer to the table on page 3-9. 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 will be included in

the DHHS budget to construct a Linkages to Learning suite at Bel Pre, Fox Chapel, Georgian Forest, Montgomery Knolls, Maryvale, Viers Mill, and Weller Road elementary schools.

Since the fall of 1997, Linkages to Learning/School-based Health Centers (SBHC) at Broad Acres and Harmony Hills elementary schools have been providing enhanced health resources to students and their families. As part of the Harmony Hills Elementary School modernization in 1999, space was designed to accommodate the Linkages to Learning and the School-based Health Center. In response to the County Council Health and Human Services Committee request for a plan to expand SBHCs to additional school sites, the School-based Health Centers Interagency Planning Group was convened by DHHS. The planning group was an interagency group that developed selection criteria to rank schools and a timeline for constructing new SBHCs at school sites. School-based health centers opened at Gaithersburg Elementary School during the 2005–2006 school year, at Summit Hall Elementary School in August 2008, and recently open at New Hampshire Estates Elementary School in August 2009. Funding has been approved in the DHHS Capital Improvements Program to plan and construct additional SBHCs at Rolling Terrace Elementary School in August 2011 and Highland Elementary School in August 2012.

In spring 2006, the School-based Wellness Center Planning Group was convened. The planning group was charged with describing the services that would be offered at wellness centers at high schools and to identify criteria and a decision-making process for prioritizing schools sites for wellness centers. As a result of the work of the planning group, Northwood High School was the first school to receive a school-based wellness center in August 2007. FY 2009 planning and design funds were approved to begin the design for the permanent space for the Wellness Center at Northwood High School. As part of the adopted DHHS FY 2009–2014 CIP, FY 2009 funds also were approved to conduct a feasibility study for a Wellness Center at Watkins Mill High School. Wellness Centers also will be planned as part of the modernizations for Gaithersburg and Wheaton high schools. MCPS and DHHS staff work collaboratively to develop the design for the wellness centers.

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.

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) 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 child-care providers, county recreation groups, sports groups, and religious groups.

OBJECTIVE 6: Meet Special Education Program Space Needs

The Maryland State Department of Education has established a target for local school systems to address the need for special education students to receive access to services in the general education environment. The FY 2010 target requires 61.6 percent of students with disabilities to receive special education and related services in a general education setting. As a result of this mandate, the Department of Special Education Services (DSES), in collaboration with the Department of Facilities Management (DFM) and the Office of School Performance (OSP), 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 possible in the school the student would attend if non-disabled.

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

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

- Special education resource services are offered in all schools Grades K–12. One hundred and nine elementary schools have been designated as Home School Model Schools for the 2009–2010 school year. The Learning and Academic Disabilities (LAD) Program and transition services are provided in each middle and high school.
- Special education services are cluster and quad-cluster based for elementary students recommended for the LAD Program.
- Special education services are available in quad clusters or regionally for students recommended for the elementary school-based Learning Center, Learning for Independence (LFI), School/Community-based, Infants and Toddlers, Preschool Education Program (PEP), Preschool Language Program, Autism Spectrum Disorders Program, Augmentative Communication Program, Emotional Disabilities Program, Bridge Program, Gifted and Talented/Learning Disabled Program, High School Learning Centers, Elementary Physical Disabilities Program, and the special education centers of Longview and Stephen Knolls.

- Special education services are county-based for students in need of the Preschool Vision Program, Deaf and Hard-of-Hearing Program, Secondary Extensions Program, Carl Sandburg Learning Center, Regional Institute for Children and Adolescents (RICA), Rock Terrace Program, Crossroads Program, and the Secondary Physical Disabilities Program.

Preschool Special Education Growth

The Montgomery County Infants and Toddlers Program provides services to children with developmental delays from birth to three years of age in natural environments such as home, child care, or other community settings. Growth in the Infants and Toddlers Program has resulted in four centers being located in the county.

MCPS provides special education services for children ages three through five through a number of programs. Most students are being served in the Preschool Education Program (PEP)

or receive speech and language services. Special education services provide itinerant instruction at home for medically fragile children, itinerant related services in MCPS schools or community-based day care and preschool settings, and special classes for children who need a comprehensive approach to their learning needs.

Providing preschool special education services in the least restrictive environment (LRE) has been very challenging because of the limited number of general education preschool programs and services available in MCPS. DSES and the Division of Early Childhood Education are collaborating to collocate general and special education preschool classes to facilitate LRE for preschool students. The DFM and OSP are closely involved with the DSES in this process. In FY 2009, there are 12 sites where special education and general prekindergarten classes are collocated. In addition, there are eight locations that accommodate combination special education/early childhood classes for three-year-old children.

Chapter 4

Recommended Actions and Planning Issues

Chapter 4 is organized alphabetically by high school cluster and consortia. Each section includes a map of the cluster service areas and tables containing enrollment, demographic, room use, and facilities information for individual schools. Capital projects recommended for the FY 2011 Capital Budget and the FY 2011–2016 Capital Improvements Program (CIP) are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning recommendations often cross cluster/consortia boundaries in order to meet program and facility needs for all students.

All schools are evaluated based on existing and planned program capacity. School system enrollment grew substantially this year, especially at the elementary school level. Over the next six years, enrollment is projected to increase by about 6,000 students. Although temporary overutilization of facilities can be accommodated with relocatable classrooms, long-term overutilization will require additions and new or reopened facilities for both elementary and secondary schools. This year, MCPS housed about 10,000 students in 436 relocatable classrooms. Although, reducing the use of these “temporary” classrooms was a key objective for the approved FY 2009–2014 CIP, the unexpected high enrollment level this year will make further reduction of relocatable classrooms in the future a challenge.

For each cluster and the Downcounty and Northeast consortia, information is presented within a common framework.

Planning issues of a clusterwide nature are followed by a discussion of individual secondary and elementary schools with recommended capital projects or non-capital actions. All clusters may not have clusterwide planning issues, and only schools with plans that affect them are discussed in each cluster section.

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

- “Approved”—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.
- “Recommended”—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.
- “Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- “Proposed”—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP 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 recommended additions to capacity in the calculation of future utilization levels. The “Projected Enrollment and Available

+ # Rooms—Number of rooms added
@Radnor—Students at holding school (Radnor)
AAC—Augmentative and Alternative Communication
AD—Learning and Academic Disabilities
Add.—Addition
AUT—Autism
BRIDGE—Bridge class (for some ED students)
Cap. TBD—Capacity to be determined
Comp.—Complete
CSR—Class size reductions
DHOH—Deaf and Hard of Hearing
ED—Emotional Disability Program
ELC—Elementary Learning Center
ESOL—English for Speakers of Other Languages
Fac.—Facility
FDK—Full-day Kindergarten program
HS—Head Start
Improve.—Improvements
LAD—Learning and Academic Disabilities
LANG—Speech/Language Disabilities
LD/GT—Learning Disabled/Gifted and Talented

LFI—Learning for Independence
METS—Multidisciplinary Educational Training and Support class (for non-English-speaking students with limited educational experience)
Mod.—Modernization
MSMC—Middle School Magnet Consortium
PD—Physical Disabilities class
PEP—Preschool Education Program
Plng.—Planning
Pre-K—# of sessions of prekindergarten
Pre-K Lang—Preschool speech/language disabilities class
Reg. Sec.—Regular secondary classroom
Reg. Elem.—Regular elementary classroom
Replace.—Replacement
Rm CSR—# of classrooms for class-size reduction initiative
SCB—School/Community-Based Programs for Students with Mental Retardation
SLC—Secondary Learning Center
Sup. Rms.—Support rooms, such as art, music, and resource rooms
TBD—To be determined
VIS—Preschool or secondary Vision Impairment

Capacity” table reflects the projected enrollment six years into the future for elementary and secondary schools and to the years 2019 and 2024 at the secondary level. Space availability is shown with recommended CIP actions. This table also has a “comments” section that contains a brief explanation of program or facility changes that will impact capacity within any given year. To assist readers, a glossary of abbreviations and terms used in the tables and notes is included below. A second table, titled “Demographic Characteristics of Schools, 2009–2010,” shows the following percentages for each school: racial and ethnic group composition, the student participation in the Free and Reduced-price Meals System (FARMS) program, the percentage of English for Speakers of Other Languages (ESOL) program, and the Mobility Rate (the number of entries and

withdrawals during the 2008–2009 school year as compared to total enrollment) for the 2008–2009 school year. The “Room Use Table (School Year 2009–2010)” reflects detailed room use information for each school along with special education program information.

The final table, titled “Facilities Characteristics of Schools 2009–2010,” shows facility information for each school and the combined Facilities Assessment with Criteria and Testing (FACT) and educational specification assessments scores (the combined score is used to determine modernization priorities) if the school has been assessed. The lower the combined score the greater the need for modernization.

Clusters for 2009–2010 School Year

BETHESDA-CHEVY CHASE CLUSTER

Bethesda-Chevy Chase HS (9–12)

- Westland MS (6–8)
- Bethesda ES (K–5)*
- Chevy Chase ES (3–6)
- North Chevy Chase ES (3–6)
- Rock Creek Forest ES (K–5)
- Rosemary Hills ES (pre-K–2)*
- Somerset ES (K–5)
- Westbrook ES (K–5)

WINSTON CHURCHILL CLUSTER

Winston Churchill HS (9–12)

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

CLARKSBURG CLUSTER

Clarksburg HS (9–12)

- Neelsville MS (6–8) *(shared with Watkins Mill Cluster)**
- Capt. James E. Daly ES (pre-K–5)
- Fox Chapel ES (pre-K–5)
- Rocky Hill MS (6–8) *(shared with Damascus Cluster)**
- Cedar Grove ES (K–5)*
- Clarksburg ES (K–5)
- William B. Gibbs, Jr. ES (pre-K–4, August 2009; pre-K–5, August 2010)
- Little Bennett 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)*
- Woodfield ES (K–5)
- Rocky Hill MS (6–8) *(shared with Clarksburg Cluster)**
- Cedar Grove ES (K–5)*
- Lois P. Rockwell ES (K–5)

DOWNCOUNTY CONSORTIUM

Montgomery Blair HS (9–12)

Albert Einstein HS (9–12)

John F. Kennedy HS (9–12)

Northwood HS (9–12)

Wheaton HS (9–12)

- Argyle MS (6–8)
- A. Mario Loiederman MS (6–8)
- Parkland MS (6–8)
- Bel Pre ES (pre-K–2)
- Brookhaven ES (pre-K–5)
- Georgian Forest ES (HS and pre-K–5)
- Harmony Hills ES (HS and pre-K–5)
- Sargent Shriver ES (pre-K–5)
- Strathmore ES (3–5)
- Viers Mill ES (HS and pre-K–5)
- Weller Road ES (HS and pre-K–5)
- Wheaton Woods ES (HS and pre-K–5)

Eastern MS (6–8)

- Montgomery Knolls ES (HS and pre-K–2)
- New Hampshire Estates ES (HS and pre-K–2)
- Oak View ES (3–5)
- Pine Crest ES (3–5)

Col. E. Brooke Lee MS (6–8)

Arcola ES (HS–5)

Glenallan ES (HS–5)

Kemp Mill ES (pre-K–5)

Newport Mill MS (6–8)

Highland ES (HS and pre-K–5)*

Oakland Terrace ES (K–5)*

Rock View ES (pre-K–5)

Silver Spring International MS (6–8)

Forest Knolls ES (pre-K–5)

Highland View ES (K–5)

Sligo Creek ES (K–5)

Rolling Terrace ES (HS and pre-K–5)

Sligo MS (6–8)

Glen Haven ES (pre-K–5)

Highland ES (HS and pre-K–5) *

Oakland Terrace ES (K–5)*

Woodlin ES (K–5)

Takoma Park MS (6–8)

East Silver Spring ES (HS and pre-K–3, August 2009; HS and pre-K–4, August 2010; HS and pre-K–5, August 2011)

Piney Branch ES (3–5)

Takoma Park ES (K–2)

GAITHERSBURG CLUSTER

Gaithersburg HS (9–12)

Forest Oak MS (6–8)

Goshen ES (K–5)

Rosemont ES (pre-K–5)

Summit Hall ES (HS and pre-K–5)

Washington Grove ES (HS and pre-K–5)

Gaithersburg MS (6–8)

Gaithersburg ES (pre-K–5)

Laytonsville ES (K–5)*

Strawberry Knoll ES (HS and pre-K–5)

WALTER JOHNSON CLUSTER

Walter Johnson HS (9–12)

North Bethesda MS (6–8)

Ashburton ES (K–5)

Kensington Parkwood ES (K–5)

Wyngate ES (K–5)

Tilden MS (6–8)

Farmland ES (K–5)

Garrett Park ES (K–5)

Luxmanor ES (K–5)

COL. ZADOK MAGRUDER CLUSTER

Col. Zadok Magruder HS (9–12)

Redland MS (6–8)

Cashell ES (pre-K–5)

Judith A. Resnik ES (pre-K–5)

Sequoyah ES (K–5)

Shady Grove MS (6–8)

Candlewood ES (K–5)

Flower Hill ES (pre-K–5)

Mill Creek Towne ES (pre-K–5)

RICHARD MONTGOMERY CLUSTER

Richard Montgomery HS (9–12)

Julius West MS (6–8)

Beall ES (HS and pre-K–5)

College Gardens ES (HS–5)

Ritchie Park ES (K–5)

Twinbrook ES (HS and pre-K–5)

Clusters for 2009–2010 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–5)*
Greencastle ES (pre-K–5)
Briggs Chaney MS (6–8)
Cloverly ES (K–5)*
Fairland ES (HS–5)*
Galway ES (pre-K–5)
William T. Page ES (pre-K–5)
William H. Farquhar MS (6–8) *(shared with Sherwood Cluster)**
Cloverly ES (K–5)*
Sherwood (K–5)*
Stonegate ES (K–5)*
Francis Scott Key MS (6–8)
Burnt Mills ES (pre-K–5)
Cannon Road ES (K–5)
Cresthaven ES (3–5)
Dr. Charles R. Drew ES (pre-K–5)
Roscoe R. Nix ES (pre-K–2)
White Oak MS (6–8)
Broad Acres ES (HS and pre-K–5)
Jackson Road ES (pre-K–5)
Stonegate ES (K–5)*
Westover ES (K–5)

NORTHWEST CLUSTER

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

POOLESVILLE CLUSTER

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

QUINCE ORCHARD CLUSTER

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

ROCKVILLE CLUSTER

Rockville HS (9–12)
Earle B. Wood MS (6–8)
Lucy V. Barnsley ES (K–5)
Flower Valley ES (K–5)

Maryvale ES (HS and pre-K–5)
Meadow Hall ES (K–5)
Rock Creek Valley ES (pre-K–5)

SENECA VALLEY CLUSTER

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

SHERWOOD CLUSTER

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

WATKINS MILL CLUSTER

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

WALT WHITMAN CLUSTER

Walt Whitman HS (9–12)
Thomas W. Pyle MS (6–8)
Bannockburn ES (K–5)
Bethesda 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)

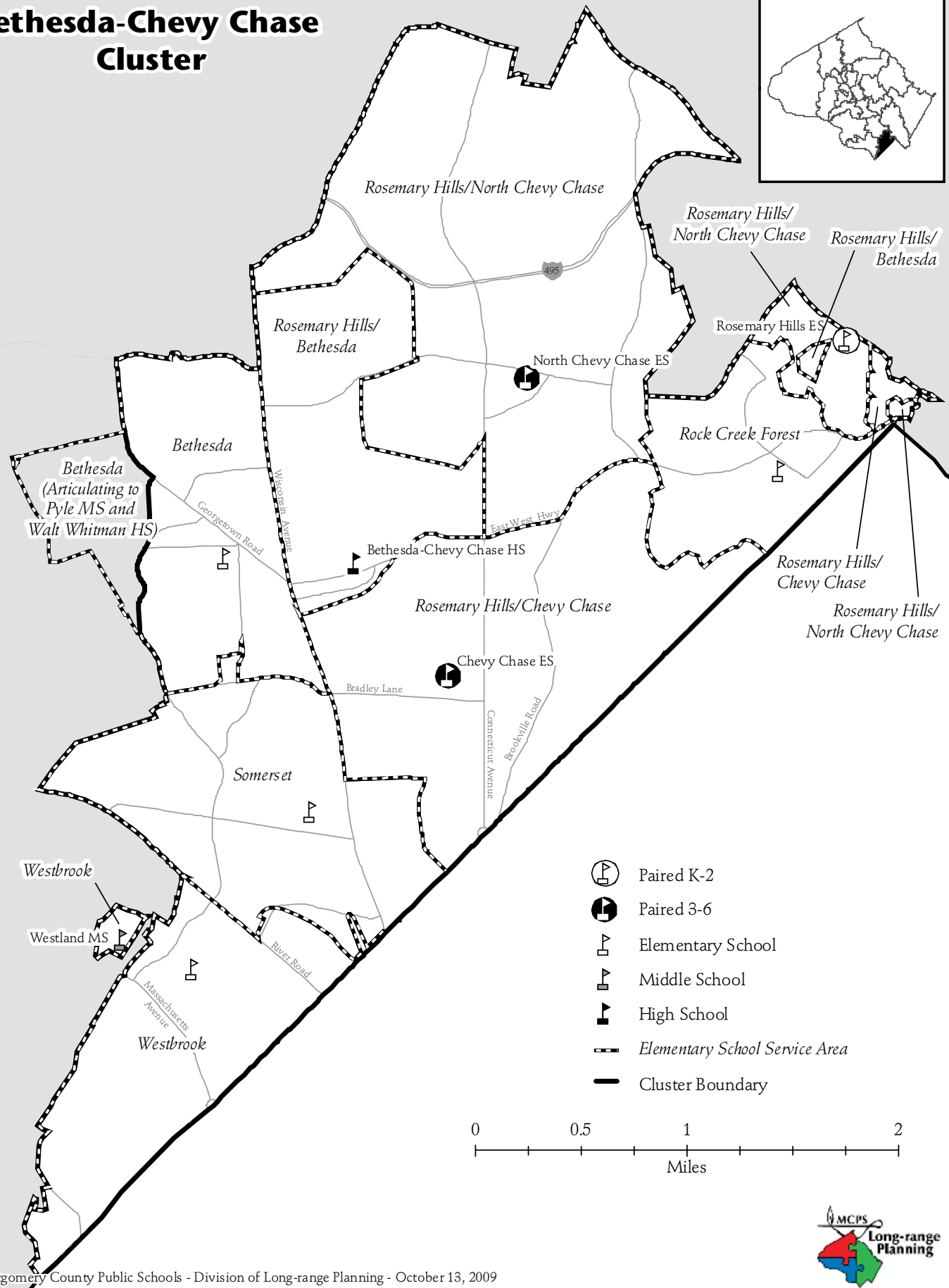
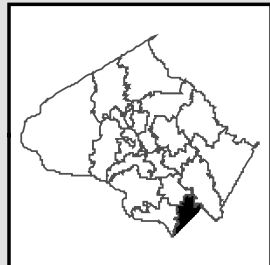
Other Educational Facilities

Additionally, Montgomery County Public Schools operates the following facilities:

Thomas Edison High School of Technology
Blair G. Ewing Center
Stephen Knolls Center
Longview Center
RICA—Regional Institute for Children and Adolescents
Rock Terrace Center
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

Student enrollment at elementary schools in the Bethesda-Chevy Chase Cluster has increased dramatically over the past two school years causing the cluster to be placed in a housing moratorium according to the county Growth Policy, (See appendices I and P-1 for additional information concerning the Growth Policy). Additional capacity will be needed in several cluster schools in the future to accommodate the enrollment growth and to take the cluster out of moratorium. In addition to the enrollment increases, the community has expressed concerns with the unique school pairings and articulation patterns in this cluster. Although Bethesda Elementary School serves students in Grades K–5, some neighborhoods that attend Rosemary Hills Elementary School for Grades K–2 attend Bethesda Elementary School for Grades 3–5. Additionally, some students that attend Bethesda Elementary School for Grades K–5 attend secondary schools in the Walt Whitman Cluster instead of the secondary schools in the Bethesda-Chevy Chase Cluster. In addition to the Rosemary Hills/Bethesda elementary school pairings, Rosemary Hills also is paired with Chevy Chase and North Chevy Chase elementary schools that serve Grades 3–6 students. These are the only two elementary schools in the school system that serve Grade 6.

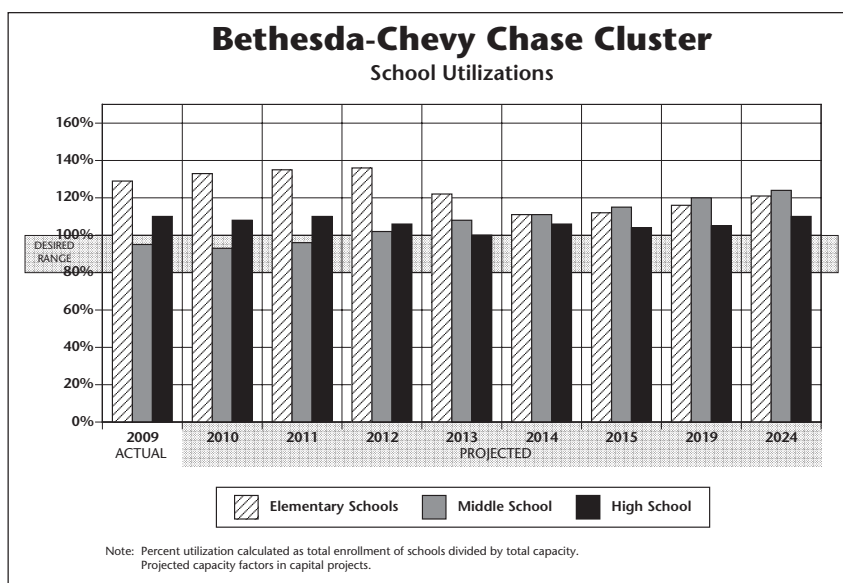
As part of the Amended FY 2009–2014 Capital Improvements Program (CIP), FY 2010 facility planning funds were approved to conduct capacity studies at the following schools—Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools—to determine the maximum number of classrooms that can be added to each school. FY 2010 facility planning funds also were approved to conduct a feasibility study for an addition at Westbrook Elementary School that was completed in summer 2009. In addition to conducting capacity and feasibility studies for schools in the Bethesda-Chevy Chase cluster, a feasibility study was conducted for an addition to Bradley Hills Elementary School in the Walt Whitman cluster (see Walt Whitman Cluster). The scope of the feasibility study for Bradley Hills Elementary School was expanded to include the option of accommodating the possible future reassignment of students that currently attend Bethesda Elementary School for Grades K–5 and articulate to secondary schools in the Walt Whitman cluster (these students reside in the western portion of the school’s service area.)

To address the overutilization, housing moratorium, and articulation patterns of the cluster, the following actions are recommended as part of the FY 2011–2016 CIP.

- A boundary study is recommended to evaluate reassignment of the western portion of the Bethesda Elementary School service area (that articulates to the Walt Whitman cluster secondary schools). Representatives from Bethesda Elementary School in the Bethesda-Chevy Chase cluster and Bradley

Hills Elementary School in the Walt Whitman cluster will participate in the boundary advisory committee. The boundary study will take place in winter 2009 for Board of Education in March 2010.

- The capacity studies for Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools will be completed by spring 2010 and will determine the maximum number of classrooms that can be added to each school.
- Following the completion of the capacity studies, a roundtable discussion group is recommended in spring 2010 to address concerns regarding school overutilization, and the unique pairings and grade organization at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. Information developed from the capacity studies will be used to develop approaches to address space shortages and school articulation issues. Representatives from Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools and Westland Middle School will participate in the roundtable discussion group that will be facilitated by the Division of Long-range Planning. Input received from this process will be considered when the superintendent makes recommendations in October 2010 as part of the Amendments to the FY 2011–2016 CIP.
- An FY 2011 appropriation for Bradley Hills Elementary School is recommended for planning funds to begin the architectural design for an addition. The scope of the addition includes additional classrooms and an expansion of the administration suite and multipurpose room to accommodate the possible reassignment of students from Bethesda Elementary School. The recommended completion date for the addition is August 2013.
- Enrollment at Somerset Elementary School currently exceeds capacity and the school will continue to be



overutilized in the six-year planning period. This school sits on one of the smallest sites in the county and cannot accommodate relocatable classrooms. When the school was modernized in 2005 four classrooms were master planned in the third floor of the building. In order to accommodate the projected enrollment, an FY 2011 appropriation for planning and construction is recommended to build-out the four-classroom master planned addition. The recommended completion date for the addition is the 2010–2011 school year.

- An FY 2011 appropriation for Westbrook Elementary School is recommended for planning funds to begin the architectural design for the classroom addition and gymnasium. The recommended completion date for the addition is August 2013.

SCHOOLS

Westland Middle School

Utilization: Although a six-classroom addition opened this school year to accommodate the overutilization at Westland Middle School, projections indicate enrollment at Westland Middle School will exceed capacity by six classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity, if needed, can be provided.

Bethesda Elementary School

Non-Capital Solution: Projections indicate that enrollment at Bethesda Elementary School will exceed capacity throughout the six-year CIP period. In order to relieve some of the overutilization at this school, a boundary study is recommended to evaluate the option for the reassignment of the western portion of the Bethesda Elementary School service area (that articulates to the Walt Whitman cluster secondary schools) to Bradley Hills Elementary School. Representatives from Bethesda Elementary School in the Bethesda-Chevy Chase cluster and Bradley Hills Elementary School in the Walt Whitman cluster will participate in the boundary advisory committee. The boundary study will take place in winter 2009 for Board of Education in March 2010.

Capital Project: In addition to the recommended boundary study with Bradley Hills Elementary School, capacity studies will be conducted at several elementary schools in the cluster to address space deficits. An FY 2010 appropriation for facility planning funds was approved for capacity studies at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility, size, and cost for classroom additions at these schools. The need and timing for additions at these schools will be considered in a future CIP. Relocatable classrooms will be utilized until the plan is developed to address capacity deficits.

Capital Project: An FY 2011 appropriation for Bradley Hills Elementary School is recommended for planning funds to

begin the architectural design for an addition. The scope of the addition includes additional classrooms and an expansion of the administration suite and multipurpose room to accommodate the possible reassignment of students from Bethesda Elementary School. The recommended completion date for the addition is August 2013. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Chevy Chase Elementary School

Capital Project: Although the enrollment at Chevy Chase Elementary School will not exceed capacity by four classrooms or more by the end of the six-year planning period, since the school is paired with Rosemary Hills Elementary School that also is paired with North Chevy Chase Elementary School, a classroom addition will be considered for this school. An FY 2010 appropriation for facility planning funds was approved for capacity studies at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility, size, and cost for classroom additions at these schools. The need and timing for additions at these schools will be considered in a future CIP.

North Chevy Chase Elementary School

Capital Project: Projections indicate enrollment at North Chevy Chase Elementary School will exceed capacity by four classrooms or more by the end of the six-year CIP period. As explained above in the Cluster Planning Issues, capacity studies will be conducted at several elementary schools in the cluster to address space deficits. An FY 2010 appropriation for facility planning funds was approved for capacity studies at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility, size, and cost for classroom additions at these schools. The feasibility study for this school will include the gymnasium. The need and timing for additions at these schools will be considered in a future CIP. Relocatable classrooms will be utilized until a plan is developed to address capacity deficits.

Capital Project: A gymnasium project is scheduled for this school. The Board of Education requested funding to complete the gymnasium project by August 2010. However, due to fiscal constraints in the county, the gymnasium construction was delayed by two years to August 2012. An FY 2011 appropriation is recommended for planning to design the gymnasium. In order for this project to be completed on schedule, county funding must be provided at levels recommended in this CIP.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Rock Creek Forest Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2015. An FY 2011

appropriation for facility planning funds is recommended for a feasibility study to determine the feasibility, scope, and cost of the modernization. Division of Long-range Planning staff will review the educational specifications for the modernization with the school staff and community in the spring of 2010 in anticipation of the feasibility study. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Projections indicate enrollment at Rock Creek Forest Elementary School will exceed capacity throughout the six-year period. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization.

Rosemary Hills Elementary School

Capital Project: Projections indicate enrollment at Rosemary Hills Elementary School will exceed capacity by four classrooms or more by the end of the six-year CIP period. As explained above in the Cluster Planning Issues, capacity studies will be conducted at several elementary schools in the cluster to address space deficits. An FY 2010 appropriation for facility planning funds was approved for capacity studies at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility, size, and cost for classroom additions at these schools. The need and timing for additions at these schools will be considered in a future CIP. Relocatable classrooms will be utilized until a plan is developed to address capacity deficits.

Somerset Elementary School

Capital Project: Projections indicate enrollment at Somerset Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. This school sits on one of the smallest sites in the county and cannot accommodate relocatable classrooms. When the school was modernized in 2005 four classrooms were master planned in the third floor of the building. In order to accommodate the projected enrollment, an FY 2011 appropriation for planning and construction is recommended to build-out the four-classroom master planned addition. The recommended completion date for the addition is the 2010–2011 school year. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Westbrook Elementary School

Capital Project: Projections indicate enrollment at Westbrook Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. An FY 2011 appropriation is recommended for planning funds to begin the architectural design for the classroom addition and gymnasium. The recommended completion date for the addition and gymnasium is August 2013. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Capital Project: A gymnasium project is scheduled for this school. An FY 2011 appropriation is recommended for planning

funds to begin the architectural design for the gymnasium. Although the gymnasium was originally scheduled to be completed in August 2012, the gymnasium will be constructed at the same time as the classroom addition and will be completed in August 2013. In order for this project to be completed on schedule, county funding must be provided at levels recommended in this CIP.

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Bethesda ES (Addition at Bradley Hills ES)	Classroom addition	Recommended	Aug. 2013
Bethesda ES	Classroom addition	Under review	TBD
Bethesda ES	Restroom renovations	Recommended	SY 2015–2016
Chevy Chase ES	Classroom addition	Under review	TBD
North Chevy Chase ES	Gymnasium	Recommended	Aug. 2012
North Chevy Chase ES	Classroom addition	Under review	TBD
North Chevy Chase ES	Restroom renovations	Recommended	SY 2015–2016
Rock Creek Forest ES	Modernization	Recommended	Jan. 2015
Rosemary Hills ES	Classroom addition	Under review	TBD
Somerset ES	Classroom build-out	Recommended	SY 2010–2011
Westbrook ES	Classroom addition	Recommended	Aug. 2013
Westbrook ES	Gymnasium	Recommended	Aug. 2013
Westbrook ES	Restroom renovations	Recommended	SY 2014–2015

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			09-10	10-11	11-12	12-13	13-14	14-15	15-16	2019	2024
Bethesda-Chevy Chase HS	Program Capacity		1656	1656	1656	1656	1656	1656	1656	1656	1656
	Enrollment		1825	1786	1817	1755	1658	1760	1723	1750	1800
	Available Space		(169)	(130)	(161)	(99)	(2)	(104)	(67)	(94)	(144)
	Comments		Addition Complete								
Westland MS	Program Capacity		1037	1037	1037	1037	1037	1037	1037	1037	1037
	Enrollment		985	965	999	1054	1120	1150	1192	1250	1275
	Available Space		52	72	38	(17)	(83)	(113)	(155)	(213)	(238)
	Comments										
Bethesda ES Grades (K-5) Grades (3-5) Paired With Rosemary Hills ES	Program Capacity		367	367	367	367	367	367	367		
	Enrollment		506	519	493	513	517	507	517		
	Available Space		(139)	(152)	(126)	(146)	(150)	(140)	(150)		
	Comments		See text								
Chevy Chase ES Grades (3-6) Paired With Rosemary Hills ES	Program Capacity		429	429	429	429	429	429	429		
	Enrollment		456	470	480	469	467	463	469		
	Available Space		(27)	(41)	(51)	(40)	(38)	(34)	(40)		
	Comments		See text								
North Chevy Chase ES Grades (3-6) Paired With Rosemary Hills ES	Program Capacity		230	230	230	230	230	230	230		
	Enrollment		395	401	398	395	392	389	394		
	Available Space		(165)	(171)	(168)	(165)	(162)	(159)	(164)		
	Comments		See text			+ Gym					
Rock Creek Forest ES	Program Capacity	CSR	351	351	351	351	351	639	639		
	Enrollment		494	517	525	529	518	536	537		
	Available Space		(143)	(166)	(174)	(178)	(167)	103	102		
	Comments			Facility Planning For Mod.	Planning for Modernization		@ Radnor Mod. Complete Jan. 2015				
Rosemary Hills ES Grades (K-2) Paired With Bethesda ES Chevy Chase ES North Chevy Chase ES	Program Capacity		494	494	494	494	494	494	494		
	Enrollment		649	639	648	644	642	642	643		
	Available Space		(155)	(145)	(154)	(150)	(148)	(148)	(149)		
	Comments		See text	+1 PreK Aut							
Somerset ES	Program Capacity		433	433	433	433	433	433	433		
	Enrollment		464	493	521	536	560	561	561		
	Available Space		(31)	(60)	(88)	(103)	(127)	(128)	(128)		
	Comments		Planning for Addition	Addition Complete							
Westbrook ES	Program Capacity		293	293	293	293	637	637	637		
	Enrollment		385	426	430	458	478	478	485		
	Available Space		(92)	(133)	(137)	(165)	159	159	152		
	Comments		Facility Planning for Add.	Planning for Addition			Addition and Gym Complete				
Cluster Information	HS Utilization		110%	108%	110%	106%	100%	106%	104%	106%	109%
	HS Enrollment		1825	1786	1817	1755	1658	1760	1723	1750	1800
	MS Utilization		95%	93%	96%	102%	108%	111%	115%	121%	123%
	MS Enrollment		985	965	999	1054	1120	1150	1192	1250	1275
	ES Enrollment		3349	3465	3495	3544	3574	3576	3606	3800	3900

BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2009–2010

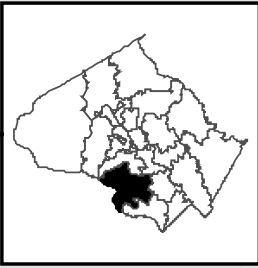
Schools	Year Facility Opened	Year Reopened/Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Bethesda-Chevy Chase HS	1934	2001	308,215	16.4					
Westland MS	1951	1997	146,006	25.1			Yes	1	
Bethesda ES	1952	1999	62,557	8.42				4	
Chevy Chase ES	1936	2000	70,976	3.8					
North Chevy Chase ES	1953	1995	42,035	7.9				4	
Rock Creek Forest ES	1950	1971	54,522	8		1492	Yes	6	
Rosemary Hills ES	1956	1988	70,541	6.1				5	
Somerset ES	1949	2005	80,122	3.7		1422	Yes		
Westbrook ES	1939	1990	46,822	12.5	Yes		Yes	3	








*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

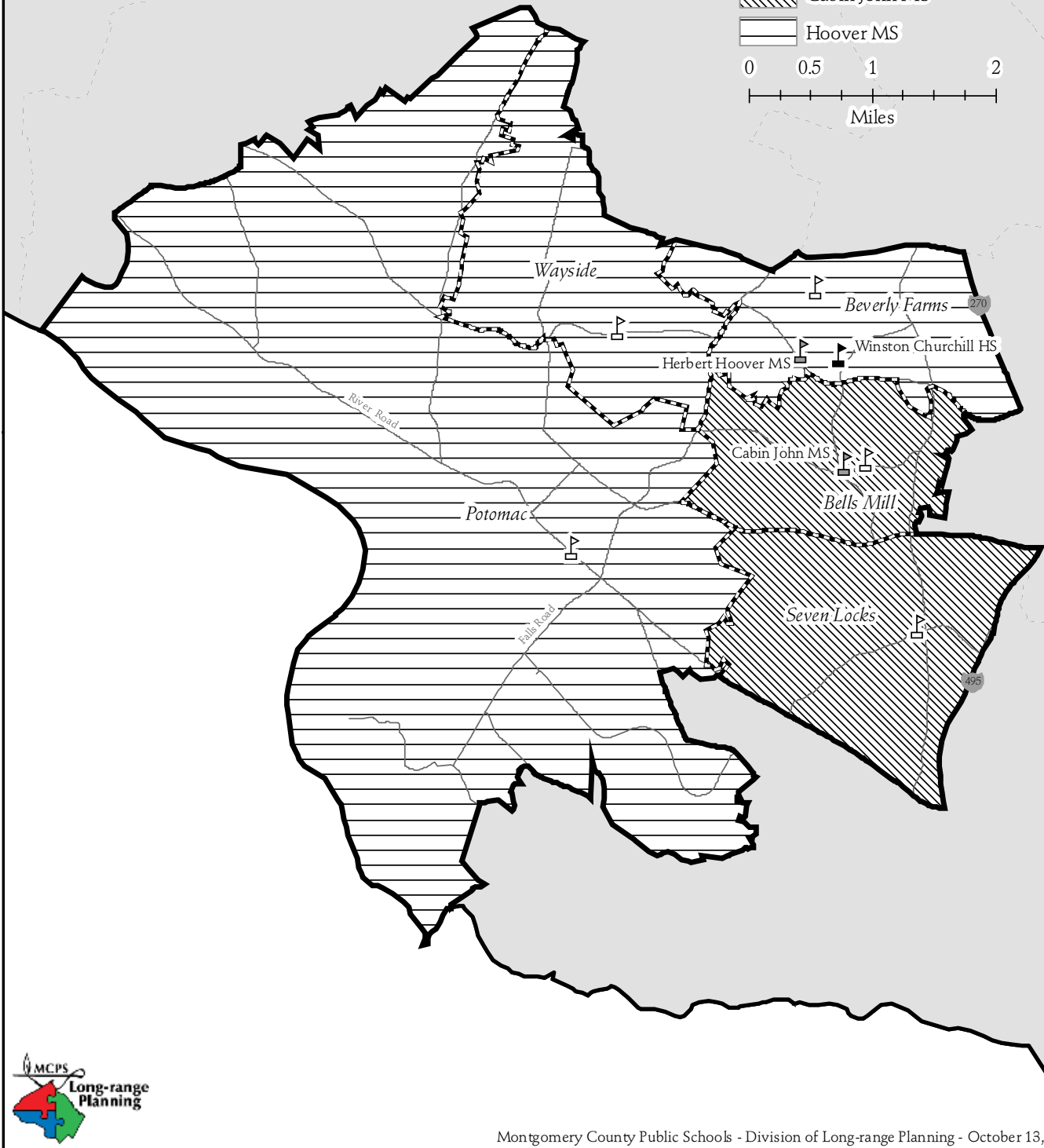
**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Winston Churchill Cluster



-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Cabin John MS
-  Hoover MS



SCHOOLS

Cabin John Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2011. An FY 2010 appropriation was approved for the balance of construction funds to complete the modernization.

Herbert Hoover Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2013. An FY 2010 appropriation for planning funds is approved to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Beverly Farms Elementary School

Capital Project: A modernization project was scheduled for this school with a completion date of August 2013. Originally the school was scheduled to move to the Radnor Holding Facility that is located in the Bradley Hills Elementary School service area in January 2012. An addition project is recommended for Bradley Hills Elementary School. Because of the scope of the project at Bradley Hills Elementary School, the school needs to move to a holding facility. In order to accommodate Bradley Hills Elementary School at the Radnor Holding Facility, the modernization for Beverly Farms Elementary School will be completed six months earlier, in January 2013. During construction, Beverly Farms Elementary School will be housed at the North Lake Holding Facility, which is closer to the school than the Radnor Holding Facility. An FY 2011 appropriation is recommended for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Potomac Elementary School

Utilization: Enrollment at Potomac Elementary School currently exceeds capacity and is projected to exceed capacity throughout the six-year CIP period. Capacity will be added at Seven Locks Elementary School when it is modernized and opens in January 2012 and will accommodate adopted student reassignments from Potomac Elementary School that begin in August 2010 when Seven Locks Elementary School moves into the Radnor Holding Facility.

Capital Project: A modernization project is scheduled for this school with a completion date of January 2018. FY 2013 expenditures are programmed for facility planning to conduct a feasibility study to determine the feasibility, scope, and cost of the modernization project. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

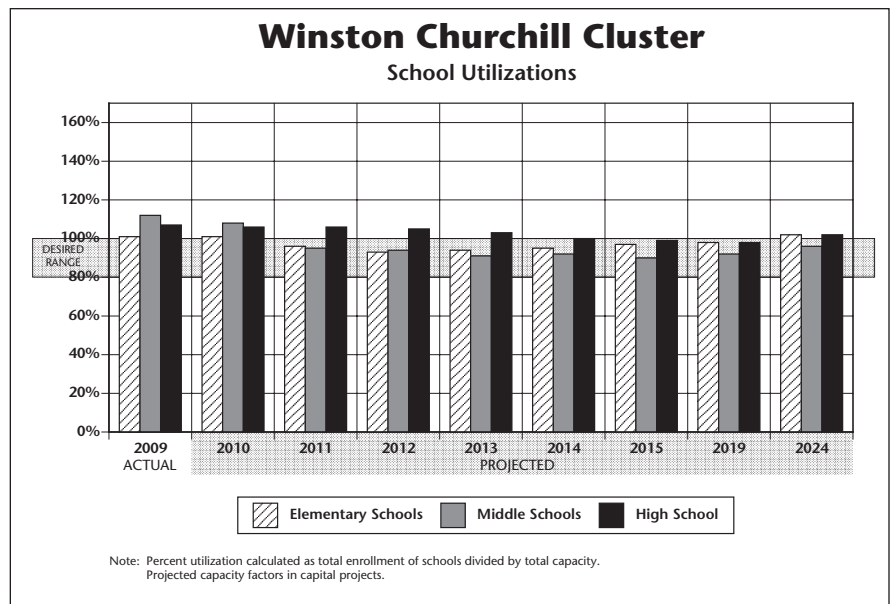
Seven Locks Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2012. An FY 2011 appropriation is recommended to begin the construction of the modernization. The students will be housed in the Radnor Holding Facility during construction. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: An FY 2011 appropriation is recommended for construction of a gymnasium that will be constructed as part of the modernization project. The scheduled completion date for this gymnasium is January 2012. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Wayside Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2016. FY 2012 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.



CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Cabin John MS	Modernization	Approved	Aug. 2011
Hoover MS	Modernization	Recommended	Aug. 2013
Beverly Farms ES	Modernization	Recommended	Jan. 2013
Potomac ES	Modernization	Programmed	Jan. 2018
Seven Locks ES	Modernization	Recommended	Jan. 2012
	Gymnasium	Recommended	Jan. 2012
Wayside ES	Modernization	Programmed	Aug. 2016

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual	Projections								
			09–10	10–11	11–12	12–13	13–14	14–15	15–16	2019	2024
Winston Churchill HS	Program Capacity	1945	1928	1928	1928	1928	1928	1928	1928	1928	1928
	Enrollment	2088	2052	2037	2028	1991	1929	1907	1950	2000	
	Available Space	(143)	(124)	(109)	(100)	(63)	(1)	21	(22)	(72)	
	Comments		+1 Aut								
Cabin John MS	Program Capacity	828	812	1051	1051	1051	1051	1051	1051	1051	
	Enrollment	939	882	883	873	914	988	983	1000	1025	
	Available Space	(111)	(70)	168	178	137	63	68	51	26	
	Comments		@ Tilden Facility +1 AUT	Mod. Complete Aug. 2011							
Herbert Hoover MS	Program Capacity	914	914	914	914	1084	1084	1084	1084	1084	
	Enrollment	1011	990	992	973	1027	981	941	950	975	
	Available Space	(97)	(76)	(78)	(59)	57	103	143	134	109	
	Comments		+Chinese Immersion	@ Tilden Facility		Mod. Complete Aug. 2013					
Bells Mill ES	Program Capacity	609	609	609	609	609	609	609			
	Enrollment	521	540	546	556	578	577	577			
	Available Space	88	69	63	53	31	32	32			
	Comments		Mod. Complete Aug. 2009								
Beverly Farms ES	Program Capacity	528	528	528	640	640	640	640			
	Enrollment	578	571	577	583	589	589	590			
	Available Space	(50)	(43)	(49)	57	51	51	50			
	Comments		Planning for Modernization	@ Northlake Facility Mod. Complete Jan. 2013							
Potomac ES	Program Capacity	410	410	410	410	410	410	410			
	Enrollment	579	484	454	450	452	456	468			
	Available Space	(169)	(74)	(44)	(40)	(42)	(46)	(58)			
	Comments		Boundary Change		Facility Planning For Mod.		Planning for Modernization				
Seven Locks ES	Program Capacity	251	251	410	410	410	410	410			
	Enrollment	257	324	349	362	366	369	384			
	Available Space	(6)	(73)	61	48	44	41	26			
	Comments		@ Radnor Facility Boundary Change	Mod. Comp. Jan. 2012							
Wayside ES	Program Capacity	676	659	659	659	659	659	659			
	Enrollment	568	573	594	574	583	605	617			
	Available Space	108	86	65	85	76	54	42			
	Comments		+1 preK LFI/SCB	Facility Planning For Mod.	Planning for Modernization	Move to Radnor Jan. 2015	@ Radnor Facility				
Cluster Information	HS Utilization	107%	106%	106%	105%	103%	100%	99%	101%	104%	
	HS Enrollment	2088	2052	2037	2028	1991	1929	1907	1950	2000	
	MS Utilization	112%	108%	95%	94%	91%	92%	90%	91%	94%	
	MS Enrollment	1950	1872	1875	1846	1941	1969	1924	1950	2000	
	ES Utilization	101%	101%	96%	93%	94%	95%	97%	99%	103%	
ES Enrollment	2503	2492	2520	2525	2568	2596	2636	2700	2800		

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2009–2010

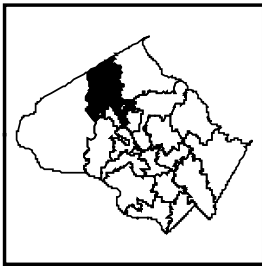
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Winston Churchill HS	1964	2001	322,078	30.3					
Cabin John MS	1967		120,788	18.2		1422		2	
Herbert Hoover MS	1966		135,342	19.1		1427		5	
Bells Mill ES	1968	2009	77,244	9.6		1319	Yes		
Beverly Farms ES	1965		58,397	5	Yes	1427		2	
Potomac ES	1949	1976	57,713	9.6		1550		7	
Seven Locks ES	1964		29,190	9.9		1344		2	
Wayside ES	1969		57,749	9.3		1502			

*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

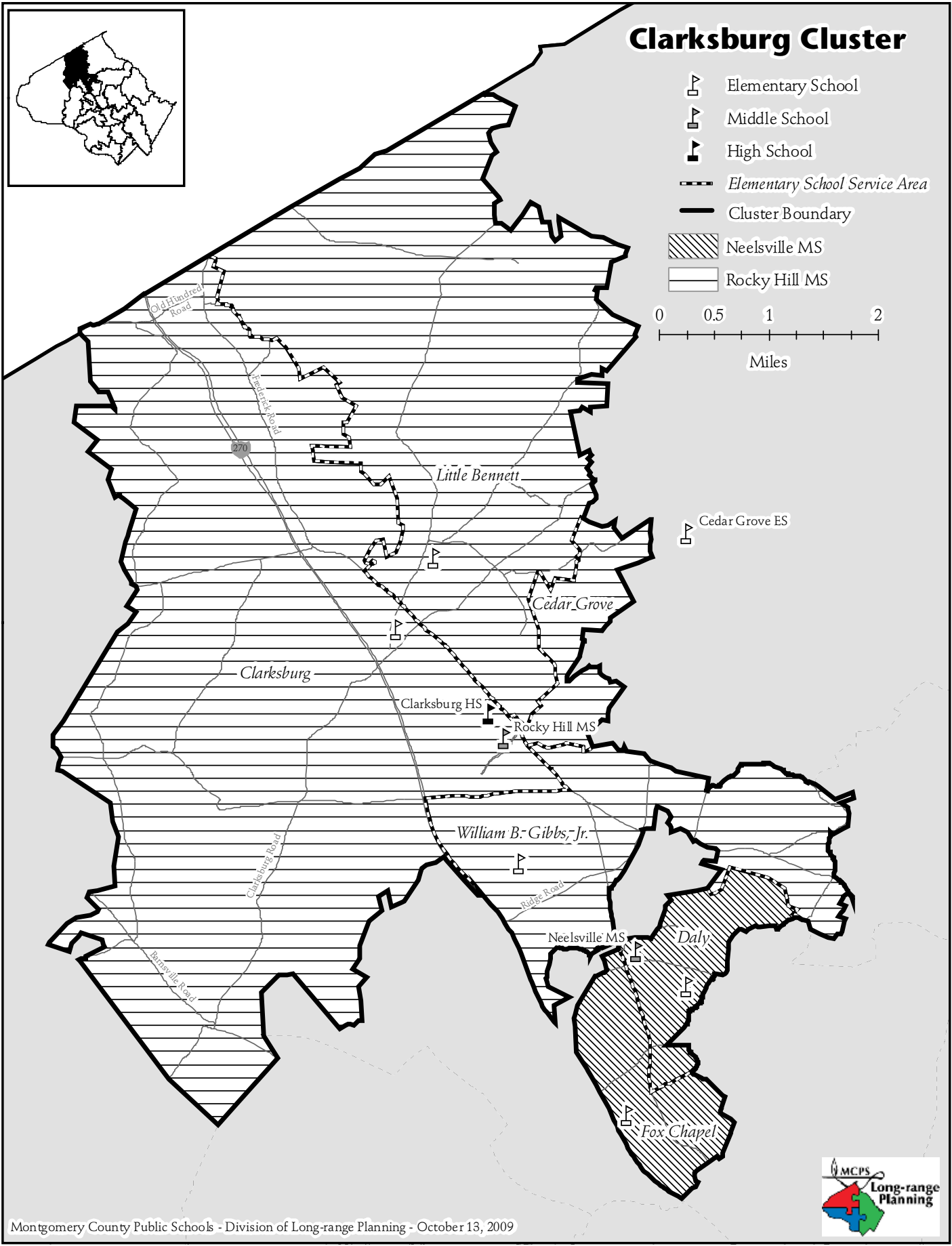
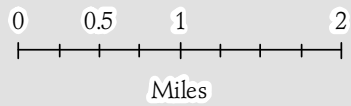
**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Clarksburg Cluster



- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary
- Neelsville MS
- Rocky Hill MS



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2009



CLUSTER PLANNING ISSUES

Planning Issue: The Clarksburg Master Plan provides for the development of a community of up to 15,000 housing units. A large number of housing units have been constructed. A new cluster of schools was formed in 2006–2007 school year with the opening of Clarksburg High School. Little Bennett Elementary School opened in August 2006 and William B. Gibbs, Jr. Elementary School opened in August 2009 to accommodate growing elementary school enrollment. A high school addition, an additional middle school and an additional elementary school will be needed in the future to accommodate enrollment growth.

SCHOOLS

Clarksburg High School

Capital Project: Projections indicate enrollment at Clarksburg High School will exceed capacity throughout the six-year period. FY 2012 expenditures for planning funds are recommended to begin the architectural design for a classroom addition. The recommended completion date for the addition is August 2014. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Clarksburg/Damascus Middle School

Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout the six-year CIP period. FY 2013 expenditures are recommended for planning funds to begin the architectural design for a new middle school. The recommended completion date is August 2015. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Rocky Hill Middle School

Non-capital Solution: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout the six-year CIP period. To provide some relief until the recommended new middle school can open, a boundary study is recommended to explore the option of reassigning Rockwell Elementary School to Baker Middle School. The boundary study will include representatives from Rockwell Elementary School, John T. Baker, and Rocky Hill middle schools. Rockwell Elementary School articulates to Damascus High School. Reassigned and middle school students from

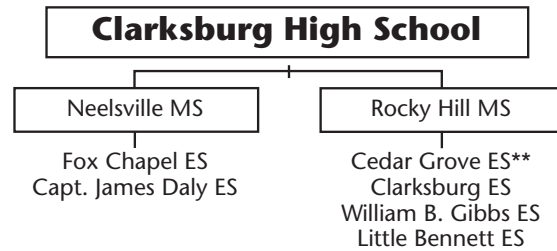
this school’s service area—from Rocky Hill Middle School to Baker Middle School—would provide straight articulation to these students. The boundary study will take place in the spring of 2010. The superintendent will make a recommendation in October 2010 for Board of Education action in November 2010.

Capital Project: FY 2013 expenditures are recommended for planning funds to begin the architectural design for a new school to relieve overutilization at Rocky Hill Middle School. The recommended completion date for Clarksburg/Damascus Middle School is August 2015. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Cedar Grove Elementary School

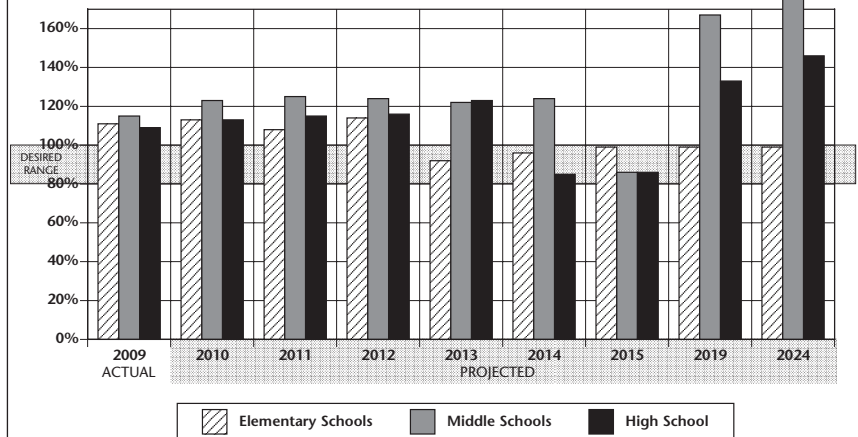
Utilization: Enrollment at Cedar Grove Elementary School is projected to exceed capacity at the end of the six-year CIP period. Relocatable classrooms will be utilized until Clarksburg

Clarksburg Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- * South Lake Elementary School and a portion of Stedwick Elementary School also articulate to Neelsville Middle School but thereafter to Watkins Mill High School.
- * Rockwell Elementary School also articulates to Rocky Hill Middle School, but thereafter to Damascus High School.
- ** A portion of Cedar Grove Elementary School also articulates to Damascus High School.

Clarksburg Cluster School Utilizations



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

CLARKSBURG CLUSTER

Cluster Elementary School (Clarksburg Village Site #1) opens in August 2013.

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

Capital Project: Projections indicate that enrollment at the elementary school level in the Clarksburg Cluster will continue to increase throughout the six-year period requiring another elementary school in the Clarksburg Cluster. An FY 2011 appropriation is recommended for planning to begin the architectural design for the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1). The recommended completion date for this school is August 2013. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Clarksburg Elementary School

Utilization: Enrollment at Clarksburg Elementary School is projected to exceed capacity at the end of the six-year CIP period. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens in August 2013.

Capital Project: Projections indicate that enrollment at the elementary school level in the Clarksburg Cluster will continue to increase throughout the six-year period requiring another elementary school in the Clarksburg Cluster. An FY 2011 appropriation is recommended for planning to begin the architectural design for the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1). The recommended completion date for this school is August 2013. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Clarksburg Cluster Elementary School (Clarksburg Village Site #1)

Capital Project: Projections indicate that enrollment at the elementary school level in the Clarksburg Cluster will continue to increase throughout the six-year period requiring another elementary school in the Clarksburg Cluster. An FY 2011 appropriation is recommended for planning to begin the architectural design for the new school. The recommended completion date for this school is August 2013. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Fox Chapel Elementary School

Utilization: Projections indicate enrollment at Fox Chapel Elementary School will exceed its current capacity by four classrooms or more throughout the six-year period. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2010 appropriation was approved for construction funds to begin construction of the classroom

addition. The completion date for the addition is scheduled for August 2011.

Little Bennett Elementary School

Utilization: Enrollment at Little Bennett Elementary School currently exceeds capacity and is projected to grow throughout the six-year CIP period. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens in August 2013.

Capital Project: Projections indicate that enrollment at the elementary school level in the Clarksburg Cluster will continue to increase throughout the six-year period requiring another elementary school in the Clarksburg Cluster. An FY 2011 appropriation is recommended for planning to begin the architectural design for the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1). The recommended completion date for this school is August 2013. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Clarksburg HS	Classroom addition	Recommended	Aug. 2014
Clarksburg/Damascus MS	New school	Recommended	Aug. 2015
Cedar Grove ES	Restroom renovations	Recommended	SY 2013–2014
Clarksburg Cluster ES (Clarksburg Village Site #1)	New school	Recommended	Aug. 2013
Fox Chapel ES	Classroom addition	Approved	Aug. 2011

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

CLARKSBURG CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual	Projections							
			09–10	10–11	11–12	12–13	13–14	14–15	15–16	2019
Clarksburg HS	Program Capacity	1566	1566	1566	1566	1566	1566	1971	1971	1971
	Enrollment	1710	1764	1807	1816	1921	1958	1979	2100	2300
	Available Space	(144)	(198)	(241)	(250)	(355)	13	(8)	(129)	(329)
	Comments			Planning for Addition			Addition Complete			
Clarksburg/Damascus MS	Program Capacity							988		
	Enrollment							0		
	Available Space							988		
	Comments				Planning for New School			Opens		
Neelsville MS	Program Capacity	842	842	842	842	842	842	842	842	842
	Enrollment	889	906	907	884	899	931	977	1000	1025
	Available Space	(48)	(65)	(66)	(43)	(58)	(90)	(136)	(158)	(183)
	Comments									
Rocky Hill MS	Program Capacity	939	939	939	939	939	939	939	939	939
	Enrollment	1156	1279	1313	1330	1271	1283	1411	1600	1900
	Available Space	(217)	(340)	(374)	(391)	(332)	(344)	(472)	(661)	(961)
	Comments	Boundary Study								
Cedar Grove ES	Program Capacity	433	433	433	433	433	433	433		
	Enrollment	342	352	414	454	499	543	561		
	Available Space	91	81	19	(21)	(66)	(110)	(128)		
	Comments									
Clarksburg ES	Program Capacity	336	336	336	336	336	336	336		
	Enrollment	263	276	296	321	367	421	468		
	Available Space	73	60	40	15	(31)	(85)	(132)		
	Comments									
Clarksburg Cluster ES (Clarksburg Village Site #1)	Program Capacity					740	740	740		
	Enrollment					0	0	0		
	Available Space					740	740	740		
	Comments			Planning for New School			Opens			
Capt. James E. Daly ES	Program Capacity	508	508	508	508	508	508	508		
	Enrollment	592	588	608	612	612	614	611		
	Available Space	(84)	(80)	(100)	(104)	(104)	(106)	(103)		
	Comments									
Fox Chapel ES	Program Capacity	363	363	601	601	601	601	601		
	Enrollment	588	590	590	600	594	592	592		
	Available Space	(225)	(227)	11	1	7	9	9		
	Comments			Addition Complete						
William B. Gibbs Jr. ES	Program Capacity	747	747	747	747	747	747	747		
	Enrollment	557	606	619	639	671	680	684		
	Available Space	190	141	128	108	76	67	63		
	Comments	Opens								
Little Bennett ES	Program Capacity	684	684	684	684	684	684	684		
	Enrollment	790	830	850	922	963	1008	1024		
	Available Space	(106)	(146)	(166)	(238)	(279)	(324)	(340)		
	Comments									
Cluster Information	HS Utilization	109%	113%	115%	116%	123%	99%	100%	107%	117%
	HS Enrollment	1710	1764	1807	1816	1921	1958	1979	2100	2300
	MS Utilization	115%	123%	125%	124%	122%	124%	86%	146%	164%
	MS Enrollment	2045	2185	2220	2214	2170	2214	2388	2600	2925
	ES Utilization	111%	113%	108%	114%	92%	96%	99%	99%	99%
ES Enrollment	2575	2636	2758	2909	3035	3178	3256	4400	4900	

CLARKSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate***
Clarksburg HS	1710	31.7%	0.2%	15.1%	20.1%	32.8%	23.5%	5.7%	15.3%
Neelsville MS	889	38.4%	0.3%	11.6%	33.4%	16.3%	45.5%	9.6%	20.4%
Rocky Hill MS	1156	20.9%	0.2%	21.1%	14.0%	43.8%	17.6%	2.5%	8.9%
Cedar Grove ES	342	12.6%	0.6%	27.5%	14.0%	45.3%	14.5%	14.7%	14.3%
Clarksburg ES	263	16.3%	1.1%	33.5%	11.4%	37.6%	18.3%	10.3%	14.4%
Captain James Daly ES	592	39.7%	0.0%	9.0%	34.6%	16.7%	53.5%	21.6%	20.1%
Fox Chapel ES	588	27.0%	1.4%	22.4%	33.0%	16.2%	41.8%	34.2%	19.2%
William B. Gibbs Jr. ES	557	21.9%	0.4%	32.5%	14.7%	30.5%	NA	NA	NA
Little Bennett ES	790	22.0%	0.0%	29.6%	9.1%	39.2%	16.0%	8.7%	12.7%
Elementary Cluster Total	3132	24.8%	0.5%	25.0%	20.1%	29.6%	28.7%	17.8%	16.0%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table (School Year 2009–2010)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	Special Education Programs																					
															School Based	Cluster Based	Quad Cluster Based				Regional Based															
															SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SIC @10	VISION (Elementary) @7	OTHER		
Clarksburg HS	9–12	1566	75		63										7												3									
Neelsville MS	6–8	842	42		36								2	1	3																					
Rocky Hill MS	6–8	939	47		41										4												2									
Cedar Grove ES	K–5	433	22	3		15					4																									
Clarksburg ES	K–5	336	19	3		11					2						3																			
Captain James Daly ES	pre-K–5	508	32	5		8	10	1		5							3																			
Fox Chapel ES	pre-K–5	363	26	6		3	9	1		5							2																			
William B. Gibbs Jr. ES	K–5	747	37	4		24			1		4						1																3			
Little Bennett ES	K–5	684	34	4		24					6																									

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2009–2010

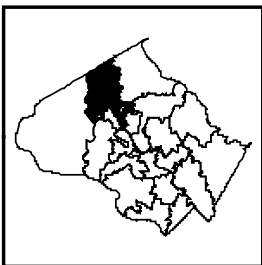
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Clarksburg HS	1995	2006	309,216	62.7				4	
Neelsville MS	1981		131,432	29.2		TBD			
Rocky Hill MS	2004		148,065	23.3				8	
Cedar Grove ES	1960	1987	57,037	10.1				6	
Clarksburg ES	1952	1993	54,983	10				6	
Captain James Daly ES	1989		78,210	10	Yes		Yes	4	
Fox Chapel ES	1974		56,518	10.3	Yes	TBD		9	Yes
William B. Gibbs Jr. ES	2009		88,042	10.8	Yes		Yes	6	
Little Bennett ES	2006		82,511	4.8	Yes			6	

*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

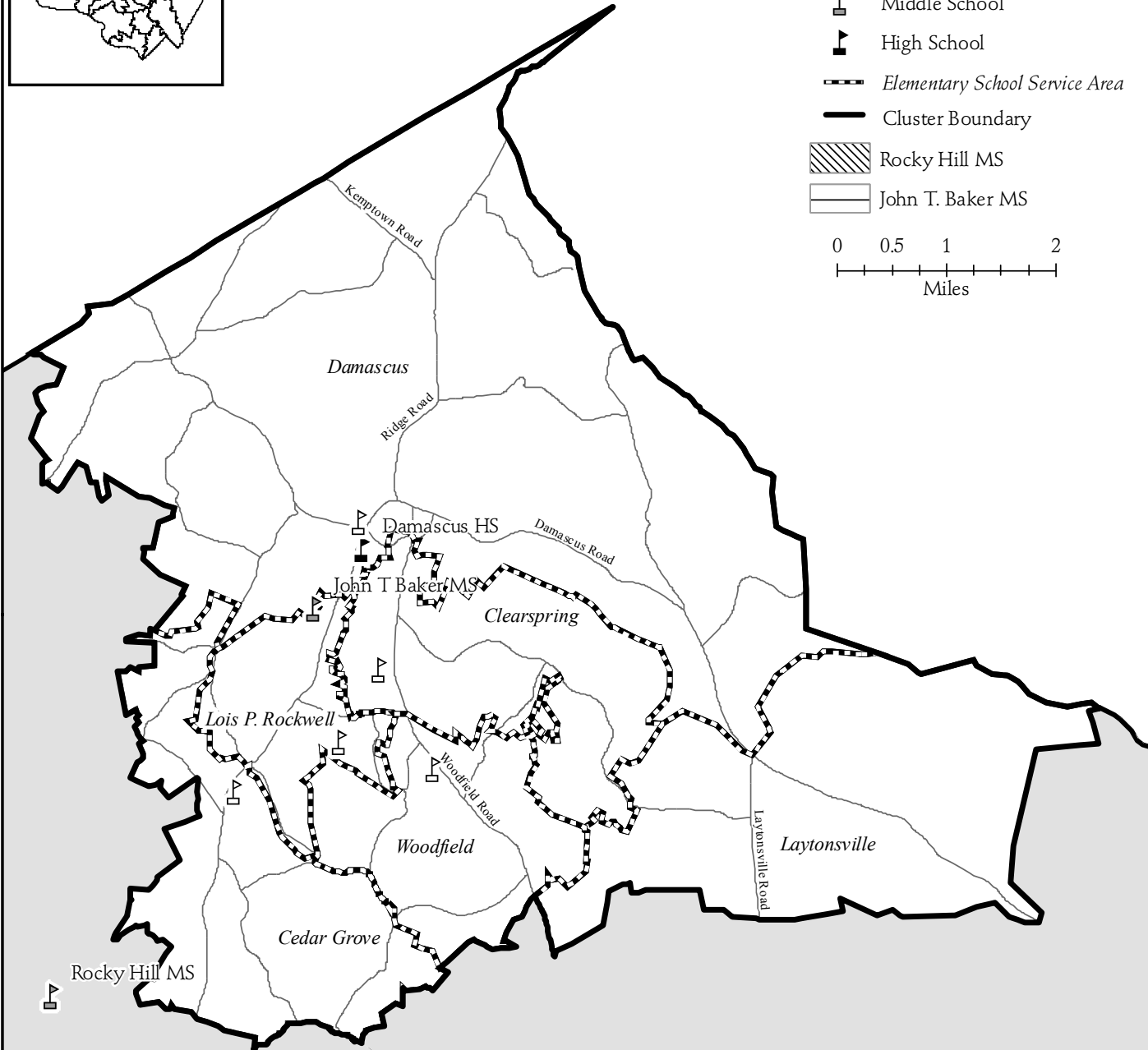
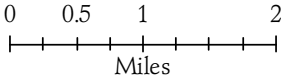
**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Damascus Cluster



- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary
- Rocky Hill MS
- John T. Baker MS



SCHOOLS

John T. Baker Middle School

Non-capital Solution: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout the six-year CIP period. To provide some relief until the recommended new middle school can open, a boundary study is recommended to explore the option of reassigning Rockwell Elementary School to Baker Middle School. The boundary study will include representatives from Rockwell Elementary School, and John T. Baker and Rocky Hill middle schools. Rockwell Elementary School articulates to Damascus High School. Reassignment of middle school students from this school's service area—from Rocky Hill Middle School to John T. Baker Middle School—would provide straight articulation for these students. The boundary study will take place in the spring of 2010. The superintendent will make a recommendation in October 2010 for Board of Education action in November 2010.

Clarksburg/Damascus Middle School

Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout out the six-year CIP period. FY 2013 expenditures are recommended for planning funds to begin the architectural design for a new school. The recommended completion date is August 2015. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Cedar Grove Elementary School

Utilization: Enrollment at Cedar Grove Elementary School is projected to exceed capacity at the end of the six-year CIP period. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens in August 2013.

Capital Project: Projections indicate that enrollment at the elementary school level in the Clarksburg Cluster will continue to increase throughout the six-year period requiring another elementary school in the Clarksburg Cluster. An FY 2011 appropriation is recommended for planning to begin the architectural design for the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1). The recommended completion date for this school is August 2013. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

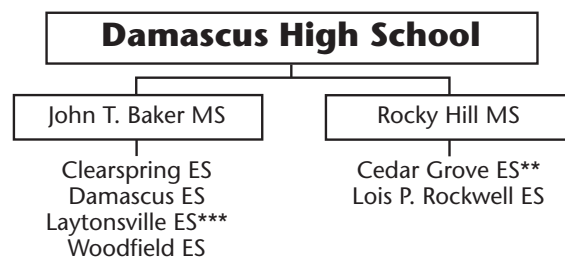
Clearspring Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2011–2012 school year.

Rockwell Elementary School

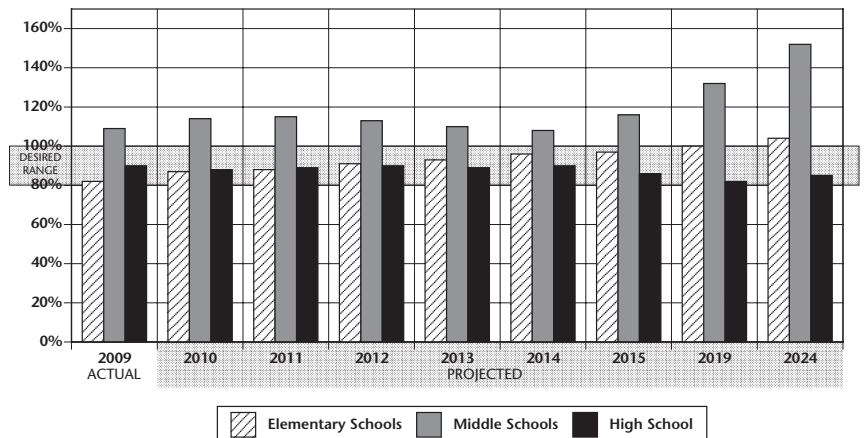
Non-capital Solution: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout the six-year CIP period. To provide some relief until the recommended new middle school can open, a boundary study is recommended to explore the option of reassigning Rockwell Elementary School to John T. Baker Middle School. The boundary study will include representatives from Rockwell Elementary School, and John T. Baker and Rocky Hill middle schools. Rockwell Elementary School articulates to Damascus

Damascus Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- * Clarksburg Elementary School and Little Bennett Elementary School also articulate to Rocky Hill Middle School but thereafter to Clarksburg High School.
- ** A portion of Cedar Grove Elementary School also articulates to Clarksburg High School.
- ***Most of Laytonville Elementary School articulates to Gaithersburg Middle School and Gaithersburg High School.

Damascus Cluster School Utilizations



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

High School. Reassignment of middle school students from this school's service area—from Rocky Hill Middle School to John T. Baker Middle School—would provide straight articulation for these students. The boundary study will take place in the spring of 2010. The superintendent will make a recommendation in October 2010 for Board of Education action in November 2010.

Woodfield Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2012–2013 school year.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Clarksburg/Damascus MS	New school	Recommended	Aug. 2014
Cedar Grove ES	Restroom renovations	Recommended	SY 2013–2014
Clarksburg Cluster ES (Clarksburg Village Site #1)	New school	Recommended	Aug. 2013
Clearspring ES	Restroom renovations	Recommended	SY 2011–2012
Woodfield ES	Restroom renovations	Recommended	SY 2012–2013

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

DAMASCUS CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 09-10	Projections								
			10-11	11-12	12-13	13-14	14-15	15-16	2019	2024	
Damascus HS	Program Capacity	1549	1532	1532	1532	1532	1532	1532	1532	1532	1532
	Enrollment	1398	1349	1366	1380	1370	1373	1310	1400	1450	
	Available Space	151	183	166	152	162	159	222	132	82	
	Comments		+1 SCB								
John T. Baker MS	Program Capacity	719	719	719	719	719	719	719	719	719	719
	Enrollment	646	610	592	548	549	512	512	525	550	
	Available Space	73	109	127	171	170	207	207	194	169	
	Comments	Boundary Study									
Clarksburg/Damascus MS	Program Capacity							988			
	Enrollment							0			
	Available Space							988			
	Comments				Planning for New School			Opens			
Rocky Hill MS	Program Capacity	939	939	939	939	939	939	939	939	939	
	Enrollment	1156	1279	1313	1330	1271	1283	1411	1600	1900	
	Available Space	(217)	(340)	(374)	(391)	(332)	(344)	(472)	(661)	(961)	
	Comments	Boundary Study									
Cedar Grove ES	Program Capacity	433	433	433	433	433	433	433			
	Enrollment	342	352	414	454	499	543	561			
	Available Space	91	81	19	(21)	(66)	(110)	(128)			
	Comments										
Clearspring ES	Program Capacity	632	632	632	632	632	632	632			
	Enrollment	610	624	619	628	623	625	632			
	Available Space	22	8	13	4	9	7	0			
	Comments										
Damascus ES	Program Capacity	355	338	338	338	338	338	338			
	Enrollment	283	293	290	295	294	296	300			
	Available Space	72	45	48	43	44	42	38			
	Comments		+1 SCB								
Lois P. Rockwell ES	Program Capacity	552	552	552	552	552	552	552			
	Enrollment	389	440	436	447	454	462	460			
	Available Space	163	112	116	105	98	90	92			
	Comments										
Woodfield ES	Program Capacity	457	423	423	423	423	423	423			
	Enrollment	366	355	341	339	345	351	360			
	Available Space	91	68	82	84	78	72	63			
	Comments		+2 AUT								
Cluster Information	HS Utilization	90%	88%	89%	90%	89%	90%	86%	91%	95%	
	HS Enrollment	1398	1349	1366	1380	1370	1373	1310	1400	1450	
	MS Utilization	109%	114%	115%	113%	110%	108%	116%	128%	148%	
	MS Enrollment	1802	1889	1905	1878	1820	1795	1923	2125	2450	
	ES Utilization	82%	87%	88%	91%	93%	96%	97%	99%	101%	
ES Enrollment	1990	2064	2100	2163	2215	2277	2313	2350	2400		

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2009-2010						2008-2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1398	8.8%	0.3%	4.7%	11.4%	74.8%	10.4%	0.0%	8.9%
John T Baker MS	646	10.8%	0.9%	4.6%	10.7%	72.9%	12.1%	0.0%	7.4%
Rocky Hill MS	1156	20.9%	0.2%	21.1%	14.0%	43.8%	17.6%	2.5%	8.9%
Cedar Grove ES	342	12.6%	0.6%	27.5%	14.0%	45.3%	14.5%	14.7%	14.3%
Clearspring ES	610	15.4%	0.5%	13.3%	15.7%	55.1%	18.7%	7.5%	9.9%
Damascus ES	283	3.5%	0.0%	4.9%	19.4%	72.1%	18.9%	11.1%	11.4%
Lois P. Rockwell ES	389	11.3%	0.5%	11.1%	13.9%	63.2%	15.7%	16.5%	10.3%
Woodfield ES	366	5.5%	0.0%	6.8%	10.4%	77.3%	6.7%	2.8%	3.4%
Elementary Cluster Total	2471	10.9%	0.3%	12.4%	13.5%	62.9%	14.4%	9.8%	10.3%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008-2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009-2010)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	Special Education Programs																										
															SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL_SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	OTHER							
																																			School Based	Cluster Based	Quad Cluster Based	Regional Based			
Damascus HS	9-12	1549	75		62										9																										
John T Baker MS	6-8	719	36		32										2																										
Rocky Hill MS	6-8	939	47		41										4																										
Cedar Grove ES	K-5	433	22	3		15																																			
Clearspring ES	HS-5	632	33	3		22				1																															
Damascus ES	K-5	355	21	4		13																																			
Lois P. Rockwell ES	K-5	552	29	4		18																																			
Woodfield ES	K-5	457	23	3		17																																			

DAMASCUS CLUSTER

Facility Characteristics of Schools 2009–2010

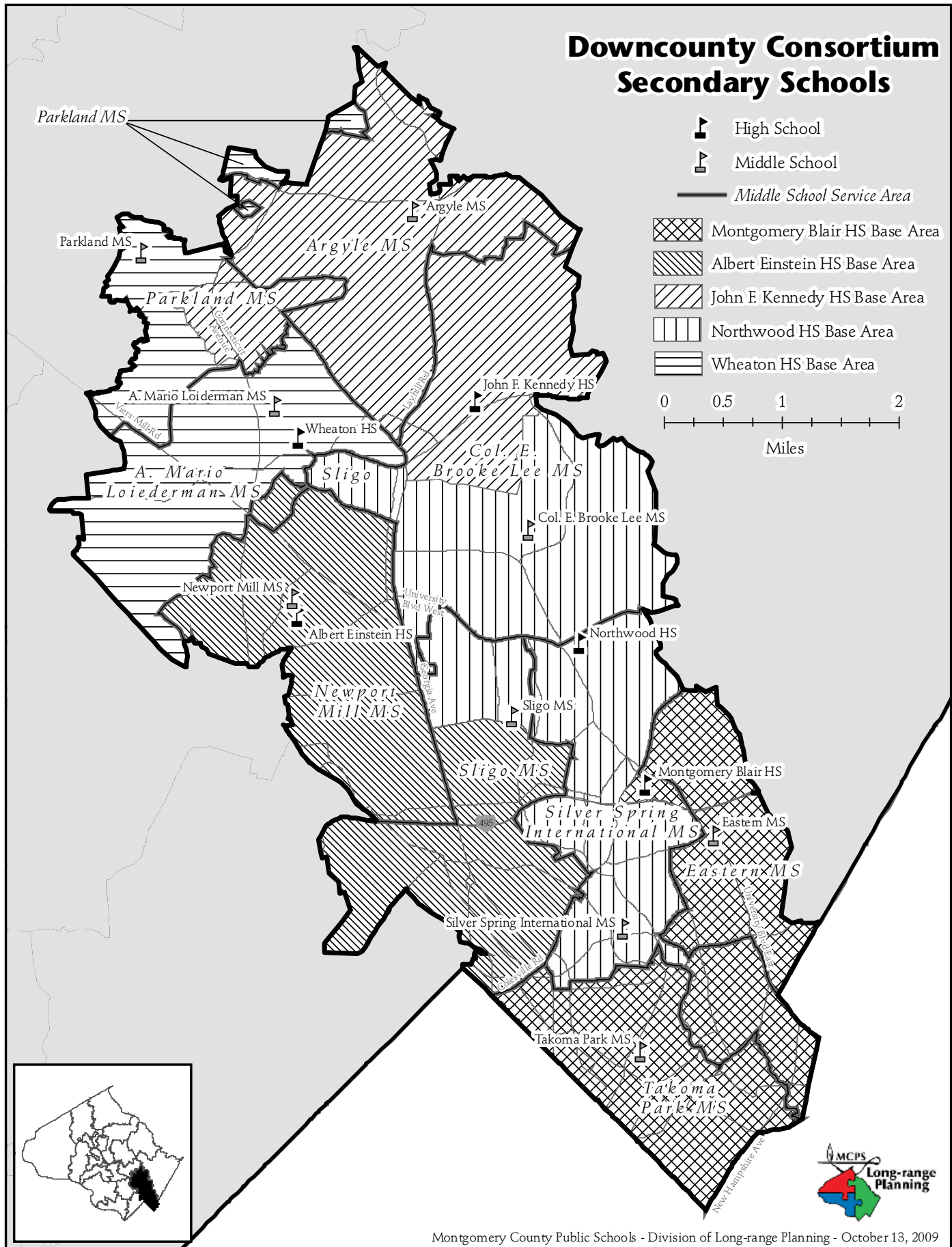
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Damascus HS	1950	1978	235,986	32.7		1496			
John T Baker MS	1971		120,532	22	Yes	TBD			
Rocky Hill MS	2004		148,065	23.3				8	
Cedar Grove ES	1960	1987	57,037	10.1				6	
Clearspring ES	1988		77,535	10	Yes			1	
Damascus ES	1934	1980	53,239	9.4		TBD			
Lois P. Rockwell ES	1992		75,520	10.6			Yes		
Woodfield ES	1962	1985	53,212	10					

**Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.*

***Private child care is provided at the school during the school day.*

****LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.*

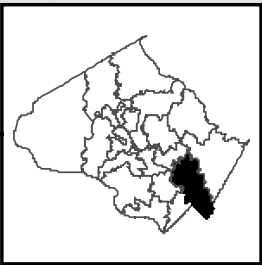
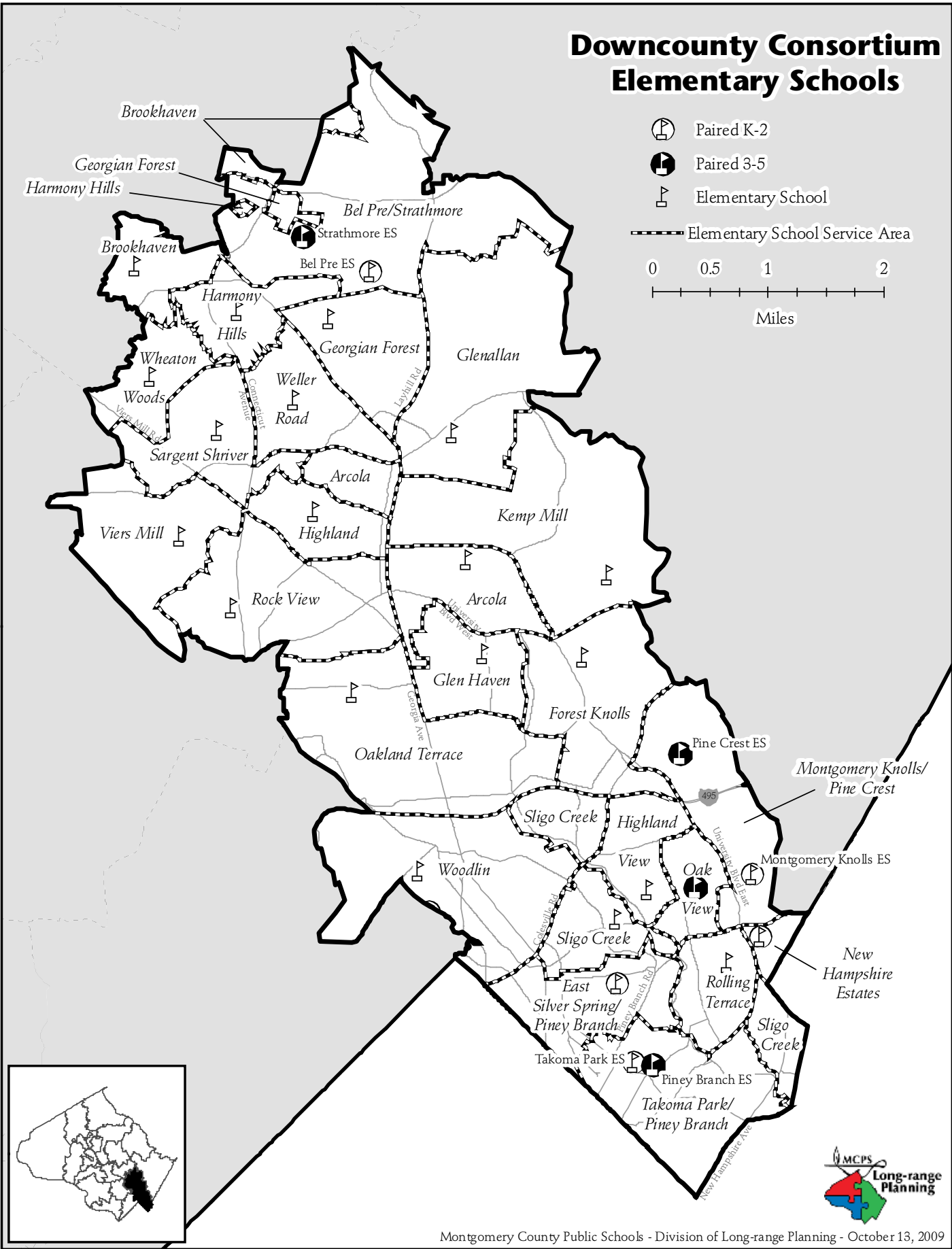
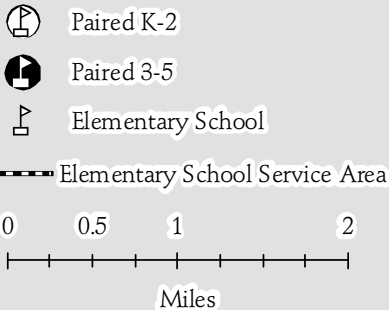
Downcounty Consortium Secondary Schools



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2009



Downcounty Consortium Elementary Schools



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2009

CONSORTIUM PLANNING ISSUES

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

A high school base area map and middle school articulation diagram are included for the five consortium high schools. Students residing in a base area are guaranteed to attend the high school located within 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 magnet programs are open to all middle school students in the county.

SCHOOLS

Montgomery Blair High School

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Albert Einstein High School

Capital Project: Restroom renovations are recommended for this school for completion in the 2012–2013 school year.

Northwood High School

Capital Project: The following facility improvements were funded in the FY 2005–2010 CIP have been completed: a new greenhouse; an expanded and renovated cafeteria for a 2,000 student master-planned capacity; central air conditioning for the entire facility; improvements to the science laboratories; painting of the entire facility; updated telecommunications wiring; new ceiling tiles and lighting throughout the entire facility; window replacements; new baseball field; new grandstand and press box along with concession stand with restrooms; replacement of the existing lockers; and funding for new furniture and equipment funds. Additional funds were appropriated in FY 2009 to complete the following work: bathroom improvements including new partitions and replacement of worn fixtures; blind replacements throughout the facility; auditorium improvements; and the first phase of the on-site vehicular access that includes the installation of a new traffic signal light at University Boulevard;

installation of new doors and hardware throughout the building and improvements to the dance studios, band room, and choral room to support the new Musical Dance Academy are underway. Additional work will be completed during the 2009–2010 school year to create a Career Child Development Laboratory at the school to enhance the Career Technology Education programs at the school.

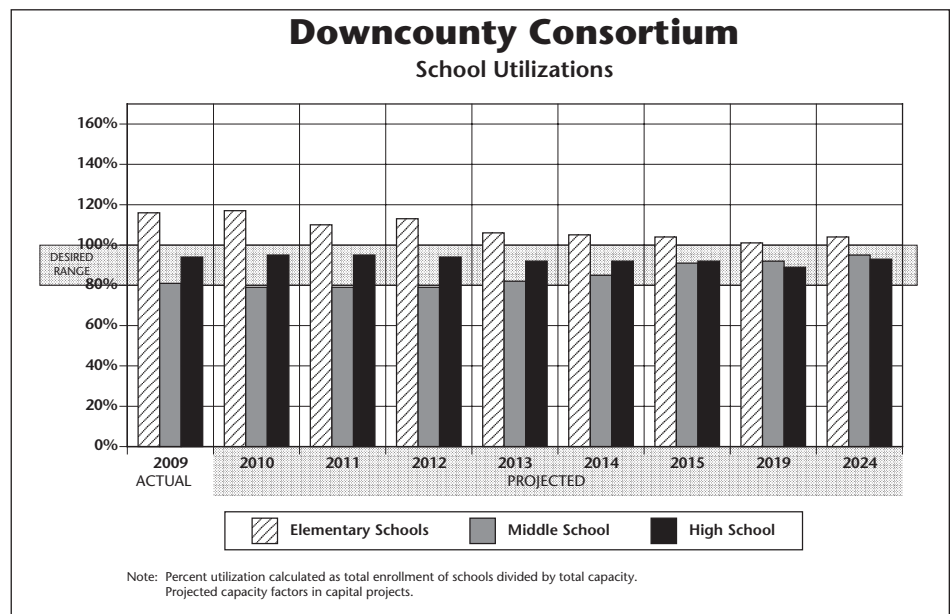
Capital Project: An FY 2010 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget to construct a School-based Wellness Center at this school. The Wellness Center will be complete by December 2009.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Wheaton High School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2015 for the facility and August 2016 for the site. An FY 2011 appropriation for facility planning is recommended for a feasibility study to determine the scope and cost for the modernization. Division of Long-range Planning staff will review the educational specifications for the modernization with the school staff and community in the spring of 2010 in anticipation of the feasibility study. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Capital Project: FY 2012 expenditures for planning are programmed in the Department of Health and Human Services (DHHS) Capital Budget for the architectural design of a School-based Wellness Center at this school. Funding for construction will be requested in a future DHHS CIP. The design and construction of the Wellness Center will be included as part of the modernization of the school.



Eastern Middle School

Capital Project: A modernization project is scheduled for this school for completion in August 2019. FY 2015 expenditures are programmed for facility planning funds to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Silver Spring International Middle School

Non-capital Action: A boundary study was conducted in the spring of 2009 to evaluate options to relieve over-utilization at Sligo Creek Elementary School. The scope of the boundary study included representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools service areas. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study included representatives from Silver Spring International and Takoma Park middle schools. The superintendent released his recommendation on October 15, 2009. Board of Education action is scheduled for November 2009.

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

Sligo Middle School

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

Takoma Park Middle School

Non-capital Action: A boundary study was conducted in the spring of 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The scope of the boundary study included representatives from East Silver Spring, Piney

Branch, Sligo Creek, and Takoma Park elementary schools service areas. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study included representatives from Silver Spring International and Takoma Park middle schools. The superintendent released his recommendation on October 15, 2009. Board of Education action is scheduled for November 2009.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Bel Pre Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2014. An FY 2011 appropriation is recommended for planning to begin architectural design of the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Projections indicate that enrollment at Bel Pre Elementary School will exceed capacity by four classrooms or more throughout the six-year CIP period. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization.

Brookhaven Elementary School

Capital Project: Projections indicate enrollment at Brookhaven Elementary School will exceed capacity by four classrooms or more throughout the six-year CIP period. An FY 2010 appropriation was approved to begin the construction of a classroom addition. The scheduled completion date for the addition is August 2011. Relocatable classrooms will be utilized until additional capacity can be added.

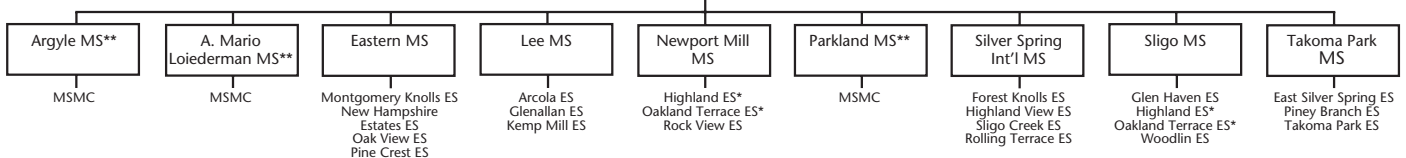
Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Downcounty Consortium Articulation

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

Downcounty Consortium High Schools

Montgomery Blair HS
 Albert Einstein HS
 John F. Kennedy HS
 Northwood HS
 Wheaton HS



* Denotes schools with split articulation, i.e., some students feed into one middle school, while other students feed into another middle school.

**Students living in the following elementary school service areas will be given the choice of one of these three middle schools in the Middle School Magnet Consortium (MSMC)—Bel Pre, Brookhaven, Georgian Forest, Harmony Hills, Sargent Shriver, Strathmore, Viers Mill, Weller Road, and Wheaton Woods elementary schools.

Downcounty Consortium Elementary School #29 (McKenney Hills site)

Capital Project: An FY 2010 appropriation was approved for planning funds to begin the architectural design to open a new elementary school at the site of the former McKenney Hills Elementary school. An FY 2011 appropriation is recommended for construction funds to begin the construction of the new school. The scheduled completion date for the reopening of the school is August 2012. This school will relieve overutilization at Oakland Terrace and Woodlin elementary schools. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

East Silver Spring Elementary School

Capital Project: An FY 2010 appropriation was approved for the balance of construction funds for the addition to East Silver Spring Elementary School. Construction for the addition is underway and is scheduled to be completed in August 2010.

Non-capital Action: A boundary study was conducted in the spring of 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The scope of the boundary study included representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools service areas. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study included representatives from Silver Spring International and Takoma Park middle schools. The superintendent released his recommendation on October 15, 2009. Board of Education action is scheduled for November 2009.

Georgian Forest Elementary School

Capital Project: Projections indicate enrollment at Georgian Forest Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2011 appropriation is recommended for planning to begin the architectural design for a classroom addition. The recommended completion date is August 2013. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Glenallan Elementary School

Utilization: Projections indicate enrollment at Glenallan Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization project.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2013. An FY 2010 appropriation was approved for planning funds to begin the

architectural design for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Harmony Hills Elementary School

Capital Project: Projections indicate enrollment at Harmony Hills Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. An FY 2010 appropriation was approved to begin the construction of a classroom addition. The scheduled completion date for the addition is January 2012. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Highland Elementary School

Capital Project: Funds are programmed in the Department of Health and Human Services (DHHS) Capital Budget to design and construct a School-based Health Center (SBHC) at Highland Elementary School. The schedule completion date is August 2012.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Highland View Elementary School

Capital Project: Projections indicate enrollment at Highland View Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2010 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: Restroom renovations are recommended for this school for completion in the 2012–2013 school year.

Montgomery Knolls Elementary School

Capital Project: Projections indicate enrollment at Montgomery Knolls Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. An FY 2010 appropriation was approved to begin the construction of a classroom addition scheduled for completion in January 2012. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2010 appropriation is approved to begin the construction of the gymnasium. The completion date has been pushed back to January 2012 to coincide with the construction of the classroom addition project.

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

Oakland Terrace Elementary School

Utilization: Projections indicate enrollment at Oakland Terrace Elementary School will exceed capacity throughout the six-year period. Relocatable classrooms will be utilized until Downcounty Consortium Elementary School #29 (McKenney Hills site) opens.

Capital Project: An FY 2010 appropriation is approved for planning funds to begin the architectural design to open a new school at the site of McKenney Hills Elementary School. An FY 2011 appropriation is recommended for construction funds to begin the construction of the new school. The scheduled completion date for the reopening of the school is August 2012. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Piney Branch Elementary School

Non-capital Action: A boundary study was conducted in the spring of 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The scope of the boundary study included representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools service areas. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study included representatives from Silver Spring International and Takoma Park middle schools. The superintendent released his recommendation on October 15, 2009. Board of Education action is scheduled for November 2009.

Pine Crest Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

Rock View Elementary School

Capital Project: Projections indicate enrollment at Rock View Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. An FY 2010 appropriation was approved to begin the construction of a classroom addition. The scheduled completion date for the addition is August 2011. In order for this project to be completed on schedule, county and state funding must be provided at the levels approved in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Rolling Terrace Elementary School

Capital Project: FY 2010 planning funds were approved in the Department of Health and Human Services (DHHS) Capital Budget to design a School-based Health Center (SBHC) at Rolling Terrace Elementary School. The completion date is scheduled for August 2011.

Capital Project: Restroom renovations are recommended for this school for completion in the 2011–2012 school year.

Sligo Creek Elementary School

Non-capital Action: A boundary study was conducted in the spring of 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The scope of the boundary study included representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools service areas. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study included representatives from Silver Spring International and Takoma Park middle schools. The superintendent released his recommendation on October 15, 2009. Board of Education action is scheduled for November 2009.

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

Takoma Park Elementary School

Capital Project: An FY 2010 appropriation is approved for the balance of the construction funds for the addition at Takoma Park Elementary School. The addition is scheduled to be completed by August 2010. Due to the complexities of constructing this addition with an occupied facility and to complete the project on schedule, the students and staff have been relocated to the Grosvenor Holding Facility during the 2009–2010 school year.

Non-capital Action: A boundary study was conducted in the spring of 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The scope of the boundary study included representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools service areas. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study included representatives from Silver Spring International and Takoma Park middle schools. The superintendent released his recommendation on October 15, 2009. Board of Education action is scheduled for November 2009.

Viers Mill Elementary School

Capital Project: Projections indicate enrollment at Viers Mill Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2011 appropriation is recommended for planning funds to begin the architectural design for the classroom addition. The recommended completion date for the addition is August 2013. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Weller Road Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2013. An FY 2010 appropriation is approved for planning funds to begin the architectural design for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Wheaton Woods Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2016. FY 2012 expenditures are programmed for facility planning funds to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Woodlin Elementary School

Utilization: Projections indicate enrollment at Woodlin Elementary School will exceed capacity throughout the six-year period. Relocatable classrooms will be utilized until Downcounty Consortium Elementary School #29 (McKenney Hills site) opens.

Capital Project: An FY 2010 appropriation is approved for planning funds to begin the architectural design to reopen McKenney Hills as an elementary school. The scheduled completion date for the reopening of the school is August 2012. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Montgomery Blair HS	Restroom renovations	Recommended	SY 2015–2016
Albert Einstein HS	Restroom renovations	Recommended	SY 2012–2013
Northwood HS	Wellness Center	Approved	Dec. 2009
Northwood HS	Restroom renovations	Recommended	SY 2015–2016
Wheaton HS	Modernization	Recommended	Aug. 2015, building Aug. 2016, site
	Wellness Center	Recommended	Aug. 2016
Silver Spring International MS	Restroom renovations	Recommended	SY 2013–2014
Sligo MS	Restroom renovations	Recommended	SY 2014–2015
Takoma Park MS	Restroom renovations	Recommended	SY 2015–2016
Bel Pre ES	Modernization	Approved	Aug. 2014
Brookhaven ES	Addition	Approved	Aug. 2011
Brookhaven ES	Restroom renovations	Recommended	SY 2015–2016
Downcounty Consortium ES #29 (McKenney Hills)	Reopen school	Approved	Aug. 2012
East Silver Spring ES	Addition	Approved	Aug. 2010
Georgian Forest ES	Addition	Recommended	Aug. 2013
Georgian Forest ES	Restroom renovations	Recommended	SY 2015–2016
Glenallan ES	Modernization	Approved	Aug. 2013
Harmony Hills ES	Addition	Approved	Jan. 2012
Highland ES	SBHC	Programmed	Aug. 2012
Highland ES	Restroom renovations	Recommended	SY 2015–2016
Highland View ES	Addition	Proposed	TBD
Highland View ES	Restroom renovations	Recommended	SY 2012–2013
Montgomery Knolls ES	Addition	Approved	Jan. 2012
	Gymnasium	Approved	Jan. 2012
Montgomery Knolls ES	Restroom renovations	Recommended	SY 2014–2015
Oakland Terrace ES	Restroom renovations	Recommended	SY 2015–2016
Pine Crest ES	Restroom renovations	Recommended	SY 2014–2015

DOWNCOUNTY CONSORTIUM

School	Project	Project Status*	Date of Completion
Rock View ES	Classroom addition	Approved	Aug. 2011
Rolling Terrace ES	SBHC	Approved	Aug. 2011
Rolling Terrace ES	Restroom renovations	Recommended	SY 2011–2012
Sligo Creek ES	Restroom renovations	Recommended	SY 2014–2015
Takoma Park ES	Addition	Approved	Aug. 2010
Viers Mill ES	Addition	Recommended	Aug. 2013
Viers Mill ES	Restroom renovations	Recommended	SY 2015–2016
Weller Road ES	Modernization	Approved	Aug. 2013
Wheaton Woods ES	Modernization	Programmed	Aug. 2016

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

DOWNCOUNTY CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended FY2011–2016 CIP and Non–CIP Actions on Space Available

Schools		Actual		Projections						
		09–10	10–11	11–12	12–13	13–14	14–15	15–16	2019	2024
Montgomery Blair HS	Program Capacity	2839	2839	2839	2839	2839	2839	2839	2839	2839
	Enrollment	2790	2729	2695	2599	2518	2569	2515	2550	2600
	Available Space	50	111	145	241	322	271	325	289	239
	Comments									
Albert Einstein HS	Program Capacity	1570	1570	1570	1570	1570	1570	1570	1570	1570
	Enrollment	1555	1592	1633	1635	1625	1596	1593	1600	1650
	Available Space	16	(22)	(63)	(65)	(55)	(26)	(23)	(30)	(80)
	Comments									
John F. Kennedy HS	Program Capacity	1739	1766	1793	1820	1847	1847	1847	1847	1847
	Enrollment	1559	1586	1583	1535	1572	1570	1557	1600	1650
	Available Space	180	180	210	285	275	277	290	247	197
	Comments		-2 SLC	-2 SLC	-2 SLC	-2 SLC				
Northwood HS	Program Capacity	1481	1481	1481	1481	1481	1481	1481	1481	1481
	Enrollment	1399	1442	1444	1434	1383	1432	1439	1450	1500
	Available Space	82	39	37	47	98	49	42	31	(19)
	Comments		Site Work Wellness Ctr. Complete							
Wheaton HS	Program Capacity	1416	1416	1416	1416	1416	1416	1416	1416	1416
	Enrollment	1216	1281	1317	1334	1356	1262	1284	1300	1350
	Available Space	200	135	99	82	60	154	132	116	66
	Comments		Facility Planning For Mod.	Planning for Modernization				Mod. Complete Aug. 2015		
Argyle MS	Program Capacity	871	871	871	871	871	871	871	871	871
	Enrollment	753	741	765	785	779	743	762	800	825
	Available Space	118	130	106	86	92	128	109	71	46
	Comments									
Eastern MS	Program Capacity	995	995	995	995	995	995	995	995	995
	Enrollment	786	796	812	808	827	831	886	900	925
	Available Space	209	199	183	187	168	164	109	95	70
	Comments						Facility Planning for Mod.	Planning for Mod.		
Col. E. Brooke Lee MS	Program Capacity	768	768	768	768	768	768	768	768	768
	Enrollment	489	526	556	568	616	634	693	700	725
	Available Space	279	242	212	200	152	134	75	68	43
	Comments									
A. Mario Loiederman MS	Program Capacity	935	935	935	935	935	935	935	935	935
	Enrollment	849	768	780	774	818	868	902	925	950
	Available Space	86	167	155	161	117	67	33	10	(15)
	Comments									
Newport Mill MS	Program Capacity	786	786	786	786	786	786	786	786	786
	Enrollment	674	672	651	657	694	747	807	825	850
	Available Space	112	114	135	129	92	39	(21)	(39)	(64)
	Comments									
Parkland MS	Program Capacity	889	889	889	889	889	889	889	889	889
	Enrollment	856	817	783	750	758	776	809	825	850
	Available Space	33	72	106	139	131	113	80	64	39
	Comments									
Silver Spring International MS	Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020
	Enrollment	746	731	719	692	728	768	856	875	900
	Available Space	274	289	301	328	292	252	164	145	120
	Comments		Boundary Recommendation							
Sligo MS	Program Capacity	963	963	963	963	963	963	963	963	963
	Enrollment	580	551	551	585	628	665	729	750	775
	Available Space	383	412	412	378	335	298	234	213	188
	Comments									
Takoma Park MS	Program Capacity	863	863	863	863	863	863	863	863	863
	Enrollment	824	814	796	794	810	850	883	900	925
	Available Space	39	49	67	69	53	13	(20)	(37)	(62)
	Comments		Boundary Recommendation							

DOWNCOUNTY CONSORTIUM

Schools			Actual	Projections						2019	2024
			09-10	10-11	11-12	12-13	13-14	14-15	15-16		
Arcola ES	CSR	Program Capacity	501	501	501	501	501	501	501		
		Enrollment	554	572	595	620	625	624	614		
		Available Space	(53)	(71)	(94)	(119)	(124)	(123)	(113)		
		Comments									
Bel Pre ES Grades (K-2) Paired With Strathmore ES	CSR	Program Capacity	366	366	366	366	366	568	568		
		Enrollment	487	482	526	526	529	529	530		
		Available Space	(121)	(116)	(160)	(160)	(163)	39	38		
		Comments	Facility Planning For Mod.	Planning for Modernization		Move to North Lake Jan. 2013	@North Lake	Mod. Complete			
Brookhaven ES	CSR	Program Capacity	265	265	484	484	484	484	484		
		Enrollment	395	414	420	421	425	431	441		
		Available Space	(130)	(149)	64	63	59	53	43		
		Comments			Addition Complete						
Downcounty Consortium ES #29 (McKenney Hills)	CSR	Program Capacity				642	642	642	642		
		Enrollment				0	0	0	0		
		Available Space				642	642	642	642		
		Comments	Planning For New School			Opens					
East Silver Spring ES Grades (K-3) Paired With Piney Branch ES	CSR	Program Capacity	407	594	594	594	594	594	594		
		Enrollment	311	379	448	465	474	482	479		
		Available Space	96	215	146	129	120	112	115		
		Comments	Reorg. Begins Aug. 09	Addition Complete -HS							
Forest Knolls ES	CSR	Program Capacity	563	563	563	563	563	563	563		
		Enrollment	610	601	636	656	658	654	652		
		Available Space	(47)	(38)	(73)	(93)	(95)	(91)	(89)		
		Comments									
Georgian Forest ES	CSR	Program Capacity	308	308	308	308	547	547	547		
		Enrollment	502	518	520	533	544	540	538		
		Available Space	(194)	(210)	(212)	(225)	3	7	9		
		Comments		Planning for Addition			Addition Complete				
Glen Haven ES	CSR	Program Capacity	524	507	507	507	507	507	507		
		Enrollment	507	559	581	594	589	594	589		
		Available Space	17	(52)	(74)	(87)	(82)	(87)	(82)		
		Comments		+1 preK LFI/SCB							
Glenallan ES	CSR	Program Capacity	311	311	311	311	631	631	631		
		Enrollment	381	412	434	474	511	540	566		
		Available Space	(70)	(101)	(123)	(163)	120	91	65		
		Comments		Planning for Modernization	Move to Fairland Jan. 2012	@ Fairland Facility	Mod. Complete Aug. 2013				
Harmony Hills ES	CSR	Program Capacity	322	322	665	665	665	665	665		
		Enrollment	560	568	594	604	607	607	602		
		Available Space	(238)	(246)	71	61	58	58	63		
		Comments			Addition Complete Jan. 2012						
Highland ES	CSR	Program Capacity	578	578	578	578	578	578	578		
		Enrollment	483	483	496	496	499	502	509		
		Available Space	95	95	82	82	79	76	69		
		Comments		Planning for SBHC		SBHC Opens					
Highland View ES	CSR	Program Capacity	257	257	257	257	257	257	257		
		Enrollment	349	379	411	436	450	455	454		
		Available Space	(92)	(122)	(154)	(179)	(193)	(198)	(197)		
		Comments	Facility Planning For Addition								
Kemp Mill ES	CSR	Program Capacity	437	437	437	437	437	437	437		
		Enrollment	462	480	480	475	458	459	459		
		Available Space	(25)	(43)	(43)	(38)	(21)	(22)	(22)		
		Comments									
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	271	271	528	528	528	528	528		
		Enrollment	480	492	485	478	470	470	471		
		Available Space	(209)	(221)	43	50	58	58	57		
		Comments			Addition and Gym Complete						
New Hampshire Estates Grades (K-2) Paired With Oak View ES	CSR	Program Capacity	483	483	483	483	483	483	483		
		Enrollment	411	412	418	397	400	399	400		
		Available Space	72	71	65	86	83	84	83		
		Comments	SBHC Opens								

DOWNCOUNTY CONSORTIUM

Schools			Actual	Projections						2019	2024
			09-10	10-11	11-12	12-13	13-14	14-15	15-16		
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	358	358	358	358	358	358	358		
		Enrollment	309	290	275	301	311	317	304		
		Available Space	49	68	83	57	47	41	54		
		Comments									
Oakland Terrace ES	CSR	Program Capacity	456	456	456	456	456	456	456		
		Enrollment	792	873	912	942	964	953	929		
		Available Space	(336)	(417)	(456)	(486)	(508)	(497)	(473)		
		Comments				DCC ES #29 Opens					
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	381	381	381	381	381	381	381		
		Enrollment	390	426	454	482	484	476	469		
		Available Space	(9)	(45)	(73)	(101)	(103)	(95)	(88)		
		Comments									
Piney Branch ES Grades (3-5) Paired With East Silver Spring ES Takoma Park ES	CSR	Program Capacity	588	588	588	588	588	588	588		
		Enrollment	454	503	502	523	534	534	539		
		Available Space	134	85	86	65	54	54	49		
		Comments		Boundary Recommendation							
Rock View ES	CSR	Program Capacity	347	347	661	661	661	661	661		
		Enrollment	581	602	627	637	645	643	635		
		Available Space	(234)	(255)	34	24	16	18	26		
		Comments			Addition Complete						
Rolling Terrace ES	CSR	Program Capacity	664	664	664	664	664	664	664		
		Enrollment	685	705	703	720	715	713	684		
		Available Space	(21)	(41)	(39)	(56)	(51)	(49)	(20)		
		Comments		Planning for SBHC	SBHC Opens						
Sargent Shriver ES	CSR	Program Capacity	604	604	604	604	604	604	604		
		Enrollment	644	649	664	673	670	672	674		
		Available Space	(40)	(45)	(60)	(69)	(66)	(68)	(70)		
		Comments									
Sligo Creek ES	CSR	Program Capacity	526	526	526	526	526	526	526		
		Enrollment	649	547	501	517	512	502	499		
		Available Space	(123)	(21)	25	9	14	24	27		
		Comments		Boundary Recommendation							
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	447	447	447	447	447	447	447		
		Enrollment	380	380	348	369	370	413	414		
		Available Space	67	67	99	78	77	34	33		
		Comments									
Takoma Park ES Grades (K-2) Paired With Piney Branch ES	CSR	Program Capacity	292	562	562	562	562	562	562		
		Enrollment	407	476	507	511	514	514	515		
		Available Space	(115)	86	55	51	48	48	47		
		Comments		@Grosvenor Boundary Recommend.	Addition Complete +1 HS						
Viers Mill ES	CSR	Program Capacity	357	357	357	357	702	702	702		
		Enrollment	556	603	622	647	661	661	668		
		Available Space	(199)	(246)	(265)	(290)	41	41	34		
		Comments		Planning for Addition			Addition Complete				
Weller Road ES	CSR	Program Capacity	532	532	532	532	654	654	654		
		Enrollment	575	589	610	621	627	624	626		
		Available Space	(43)	(57)	(78)	(89)	27	30	28		
		Comments		Planning for Modernization	Move to Grosvenor Jan. 2012 -2 LFI	Mod. Complete Aug. 2013					
Wheaton Woods ES	CSR	Program Capacity	348	348	348	348	348	348	348		
		Enrollment	431	464	464	476	478	484	454		
		Available Space	(83)	(116)	(116)	(128)	(130)	(136)	(106)		
		Comments			Facility Planning For Mod.	Planning for Modernization	Move to North Lake Jan. 2015	@ North Lake			
Woodlin ES	CSR	Program Capacity	386	386	386	386	386	386	386		
		Enrollment	478	511	533	541	566	567	552		
		Available Space	(92)	(125)	(147)	(155)	(180)	(181)	(166)		
		Comments					DCC ES #29 Opens				
Cluster Information		HS Utilization	94%	95%	95%	94%	92%	92%	92%	93%	96%
		HS Enrollment	8519	8630	8672	8537	8454	8429	8388	8500	8750
		MS Utilization	81%	79%	79%	79%	82%	85%	91%	93%	95%
		MS Enrollment	6557	6416	6413	6413	6658	6882	7327	7500	7725
		ES Utilization	116%	117%	110%	113%	106%	105%	104%	101%	111%
		ES Enrollment	13823	14369	14766	15135	15290	15359	15266	15500	17000

DOWNCOUNTY CONSORTIUM

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	2790	28.9%	0.2%	17.6%	27.6%	25.7%	30.4%	9.1%	12.1%
Albert Einstein HS	1555	23.8%	0.3%	10.0%	43.7%	22.3%	37.1%	10.5%	15.8%
John F. Kennedy HS	1559	43.0%	0.1%	11.2%	36.6%	9.1%	41.4%	9.3%	16.2%
Northwood HS	1399	33.2%	0.3%	6.2%	36.5%	23.9%	31.3%	7.8%	19.4%
Wheaton HS	1216	21.8%	0.0%	10.6%	57.0%	10.6%	53.3%	15.7%	15.9%
Argyle MS	753	41.7%	0.3%	11.4%	36.0%	10.6%	47.5%	6.3%	10.1%
Eastern MS	786	28.1%	0.4%	15.0%	30.5%	26.0%	40.4%	7.7%	13.9%
Col. E. Brooke Lee MS	489	36.6%	0.6%	9.8%	41.3%	11.7%	52.7%	9.6%	21.7%
A. Mario Loiederman MS	849	27.8%	0.2%	7.8%	46.5%	17.7%	48.4%	6.0%	11.9%
Newport Mill MS	674	19.3%	0.1%	12.5%	51.2%	16.9%	53.0%	7.1%	14.9%
Parkland MS	856	25.7%	0.4%	15.1%	41.6%	17.3%	43.4%	9.1%	9.6%
Silver Spring International MS	746	29.9%	0.1%	7.6%	36.6%	25.7%	44.4%	7.8%	13.9%
Sligo MS	580	27.8%	0.3%	8.4%	39.5%	24.0%	45.6%	8.8%	16.3%
Takoma Park MS	824	29.4%	0.2%	22.1%	13.6%	34.7%	25.3%	6.8%	10.6%
Arcola ES	554	23.3%	0.4%	10.6%	57.6%	8.1%	72.1%	42.3%	24.2%
Bel Pre ES	487	43.7%	0.6%	8.6%	37.8%	9.2%	51.8%	42.5%	11.6%
Brookhaven ES	395	37.0%	0.3%	9.4%	44.8%	8.6%	59.7%	41.0%	12.7%
East Silver Spring ES	311	54.7%	0.0%	6.8%	18.0%	20.6%	63.0%	49.1%	22.2%
Forest Knolls ES	610	17.0%	0.5%	9.5%	39.3%	33.6%	35.6%	23.1%	10.1%
Georgian Forest ES	502	48.0%	1.0%	8.0%	32.1%	11.0%	67.7%	25.5%	29.5%
Glen Haven ES	507	32.1%	0.2%	9.1%	46.0%	12.6%	60.9%	33.0%	30.9%
Glenallan ES	381	33.9%	0.3%	15.7%	38.6%	11.5%	52.4%	39.2%	32.3%
Harmony Hills ES	560	22.7%	0.2%	6.6%	65.0%	5.5%	80.1%	47.0%	21.0%
Highland ES	483	12.6%	0.2%	7.5%	75.8%	3.9%	81.3%	61.7%	14.2%
Highland View ES	349	25.2%	0.0%	5.2%	29.5%	40.1%	38.5%	23.3%	19.3%
Kemp Mill ES	462	31.8%	0.2%	6.3%	52.4%	9.3%	67.0%	38.5%	18.0%
Montgomery Knolls ES	480	23.8%	0.4%	12.7%	42.7%	20.4%	55.7%	40.7%	13.8%
New Hampshire Estates ES	411	19.5%	0.0%	7.3%	66.2%	7.1%	79.3%	64.1%	21.4%
Oak View ES	309	23.9%	0.0%	11.7%	50.2%	14.2%	62.8%	19.5%	25.5%
Oakland Terrace ES	792	19.4%	1.1%	11.5%	26.6%	41.3%	29.6%	18.2%	12.2%
Pine Crest ES	390	29.0%	0.0%	15.4%	30.0%	25.6%	46.0%	12.5%	14.4%
Piney Branch ES	454	44.1%	0.0%	6.4%	13.0%	36.6%	33.3%	7.9%	11.5%
Rock View ES	581	19.3%	0.2%	12.7%	41.3%	26.5%	44.2%	23.9%	14.1%
Rolling Terrace ES	685	22.6%	0.6%	6.3%	50.2%	20.3%	59.2%	36.3%	12.0%
Sargent Shriver ES	644	12.0%	0.0%	12.7%	68.0%	7.3%	73.1%	46.3%	17.0%
Sligo Creek ES	649	26.8%	0.2%	7.2%	19.3%	46.5%	22.6%	9.3%	10.0%
Strathmore ES	380	49.2%	0.3%	9.2%	30.0%	11.3%	51.9%	8.7%	15.5%
Takoma Park ES	407	36.9%	0.5%	8.4%	8.1%	46.2%	22.7%	18.7%	11.4%
Viers Mill ES	556	13.5%	0.7%	10.8%	60.8%	14.2%	64.2%	45.5%	13.9%
Weller Road ES	575	11.1%	0.3%	12.7%	68.0%	7.8%	66.5%	50.7%	18.6%
Wheaton Woods ES	431	27.1%	0.0%	7.7%	57.8%	7.4%	72.6%	54.7%	13.7%
Woodlin ES	478	34.5%	0.0%	7.5%	14.6%	43.3%	22.7%	8.6%	17.3%
Elementary Cluster Total	13823	27.0%	0.3%	9.5%	43.1%	20.2%	54.4%	33.0%	17.0%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

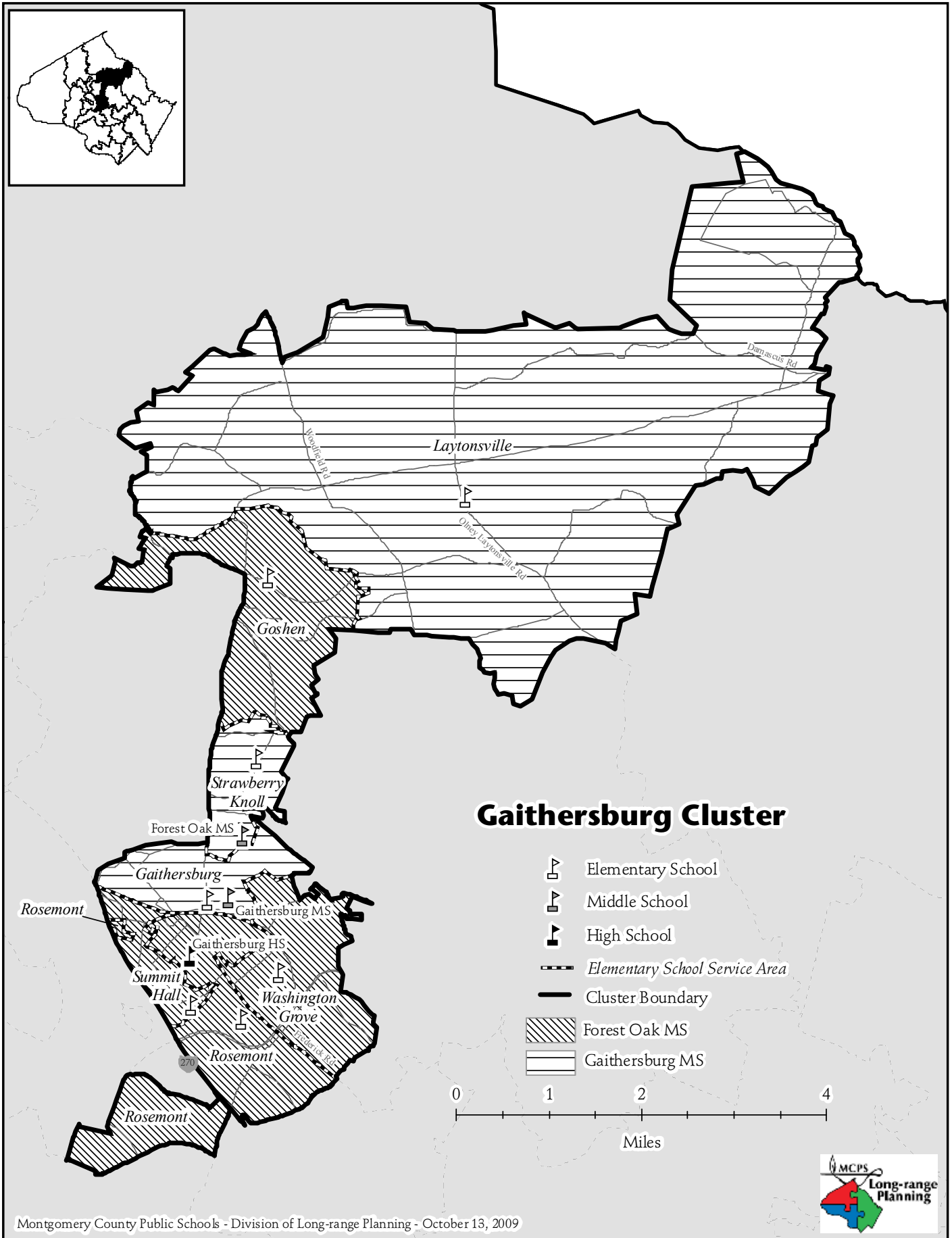
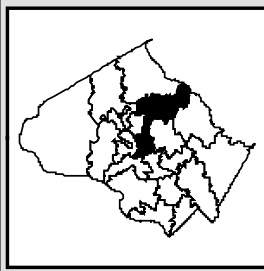
Facility Characteristics of Schools 2009–2010

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Relocatable Class.	LTL/SBHC***
Montgomery Blair HS	1998		386,567	30.2	Yes				
Albert Einstein HS	1962	1997	276,462	26.67	Yes				
John F. Kennedy HS	1964	1999	280,048	29.1					
Northwood HS	1956	2004	253,488	29.6					
Wheaton HS	1954	1983	258,117	28.2		1220		4	
Argyle MS	1971	1993	120,205	19.9		TBD			Yes
Eastern MS	1951	1976	152,030	14.5		1472			Yes
Col. E. Brooke Lee MS	1966		123,199	16.5	Yes	1479			Yes
A. Mario Loiederma MS	1956	2005	131,746	17.08					
Newport Mill MS	1958	2002	108,240	8.4	Yes				
Parkland MS	1963	2007	151,169	9.2	Yes	1409			Yes
Silver Spring International MS	1934	1999	152,731	10.64	Yes				Yes
Sligo MS	1959	1991	149,527	21.7	Yes				Yes
Takoma Park MS	1939	1999	137,348	18.8	Yes				
Arcola ES	1956	2007	85,469	5	Yes		Yes		
Bel Pre ES	1968		59,031	8.9	Yes	1476		8	Yes
Brookhaven ES	1961	1995	59,936	8.57				12	Yes
East Silver Spring ES	1929	1975	57,684	8.4		TBD			
Forest Knolls ES	1960	1993	89,564	7.8					
Georgian Forest ES	1961	1995	58,197	11	Yes			9	Yes
Glen Haven ES	1950	2004	85,845	10	Yes	1409	Yes		
Glenallan ES	1966		47,614	12.1		1418		6	
Harmony Hills ES	1957	1999	63,107	10.2	Yes			8	Yes
Highland ES	1950	1989	84,138	11	Yes		Yes		Yes
Highland View ES	1953	1994	59,213	6.6				6	
Kemp Mill ES	1960	1996	68,222	10					
Montgomery Knolls ES	1952	1989	57,231	10.3				9	Yes
New Hampshire Estates ES	1988		73,291	5.4					Yes
Oak View ES	1949	1985	57,560	11.3					Yes
Oakland Terrace ES	1950	1993	79,145	9.5	Yes			7	
Pine Crest ES	1941	1992	53,778	5.6	Yes		Yes	2	Yes
Piney Branch ES	1971		99,706	1.97	Yes	TBD			
Rock View ES	1955	1999	69,589	7.4				8	
Rolling Terrace ES	1988		88,835	4.3				3	Yes
Sargent Shriver ES	1954	2006	91,628	9.17				1	
Sligo Creek ES	1934	1999	98,799	15.6	Yes		Yes	5	
Strathmore ES	1970		59,497	10.8	Yes	TBD			Yes
Takoma Park ES	1979		62,133	4.7		TBD		8	
Viers Mill ES	1950	1991	86,978	10.4			Yes	11	Yes
Weller Road ES	1953	1975	76,296	11.1		1461			
Wheaton Woods ES	1952	1976	66,763	8		1525		5	
Woodlin ES	1944	1974	60,725	11		TBD		4	

*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2009

CLUSTER PLANNING ISSUES

Planning Issue: The Shady Grove Sector Plan will increase housing around the Shady Grove METRO station. Most of the new development is located within the Gaithersburg Cluster.

SCHOOLS

Gaithersburg High School

Capital Project: A modernization project is scheduled for this school. An FY 2010 appropriation was approved for planning funds to begin the architectural design of the modernization. The scheduled completion date for the modernization of the facility is August 2013 with site work scheduled for completion in August 2014. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: The Department of Health and Human Services (DHHS) Capital Budget includes planning funds for the architectural design of a School-based Wellness Center at this school. The design and construction of the Wellness Center will be included as part of the modernization of the school.

Gaithersburg Middle School

Capital Project: Restroom renovations are recommended for this school for completion in the 2010–2011 school year.

Laytonsville Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Strawberry Knoll Elementary School

Utilization: Projections indicate enrollment at Strawberry Knoll Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity can be added.

Summit Hall Elementary School

Utilization: Projections indicate enrollment at Summit Hall Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity can be added.

Washington Grove Elementary School

Capital Project: Projections indicate enrollment at Washington Grove Elementary School will exceed current capacity by four classrooms or more throughout the six-year period. An FY 2008 appropriation for construction was

approved to construct a 12-classroom addition. The addition project is scheduled to be completed in January 2010.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Gaithersburg HS	Modernization	Approved	Aug. 2013
	Site work	Approved	Aug. 2014
	Wellness Center	Approved	Aug. 2013
Gaithersburg MS	Restroom renovations	Recommended	SY 2010–2011
Laytonsville ES	Restroom renovations	Recommended	SY 2015–2016
Washington Grove ES	Classroom addition	Approved	Jan. 2010

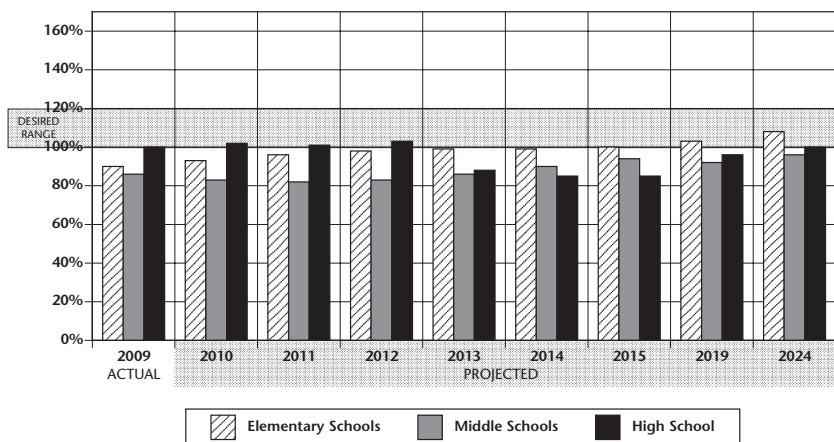
*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

Gaithersburg Cluster
School Utilizations



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

GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual	Projections								
			09–10	10–11	11–12	12–13	13–14	14–15	15–16	2019	2024
Gaithersburg HS	Program Capacity	2009	1992	1992	1992	2284	2284	2284	2284	2284	2284
	Enrollment	2014	2022	2017	2060	2005	1951	1948	2000	2050	
	Available Space	(5)	(30)	(25)	(68)	279	333	336	284	234	
	Comments	Planning for Replacement School +1 SCB		Replacement of School in Progress		Replace. Complete Aug. 2013	Site Work Complete Aug. 2014				
Forest Oak MS	Program Capacity	886	886	886	886	886	886	886	886	886	
	Enrollment	848	809	786	764	811	821	849	900	925	
	Available Space	38	77	100	122	75	65	37	(14)	(39)	
	Comments										
Gaithersburg MS	Program Capacity	881	881	865	865	865	865	865	865	865	
	Enrollment	671	661	647	681	700	748	789	800	825	
	Available Space	210	220	218	184	165	117	76	65	40	
	Comments			+1 AUT							
Gaithersburg ES	Program Capacity	740	740	740	740	740	740	740			
	Enrollment	535	576	619	636	647	655	644			
	Available Space	205	164	121	104	93	85	96			
	Comments										
Goshen ES	Program Capacity	632	632	632	632	632	632	632			
	Enrollment	595	602	599	588	582	574	581			
	Available Space	37	30	33	44	50	58	51			
	Comments										
Laytonsville ES	Program Capacity	487	487	487	487	487	487	487			
	Enrollment	481	477	464	490	503	487	490			
	Available Space	6	10	23	(3)	(16)	0	(3)			
	Comments										
Rosemont ES	Program Capacity	608	608	608	608	608	608	608			
	Enrollment	505	521	537	556	574	581	575			
	Available Space	103	87	71	52	34	27	33			
	Comments										
Strawberry Knoll ES	Program Capacity	467	467	467	467	467	467	467			
	Enrollment	549	561	581	574	575	573	569			
	Available Space	(82)	(94)	(114)	(107)	(108)	(106)	(102)			
	Comments										
Summit Hall ES	Program Capacity	449	449	449	449	449	449	449			
	Enrollment	504	528	525	540	541	558	547			
	Available Space	(55)	(79)	(76)	(91)	(92)	(109)	(98)			
	Comments										
Washington Grove ES	Program Capacity	515	515	515	515	515	515	515			
	Enrollment	357	377	401	420	432	447	473			
	Available Space	158	138	114	95	83	68	42			
	Comments	Addition Complete Jan. 2010									
Cluster Information	HS Utilization	100%	102%	101%	103%	88%	85%	85%	88%	90%	
	HS Enrollment	2014	2022	2017	2060	2005	1951	1948	2000	2050	
	MS Utilization	86%	83%	82%	83%	86%	90%	94%	97%	100%	
	MS Enrollment	1519	1470	1433	1445	1511	1569	1638	1700	1750	
	ES Enrollment	3526	3642	3726	3804	3854	3875	3879	4000	4100	

GAITHERSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2014	28.0%	0.1%	11.0%	34.6%	26.2%	30.2%	11.8%	18.7%
Forest Oak MS	848	25.4%	0.2%	12.3%	38.6%	23.6%	45.4%	9.0%	17.5%
Gaithersburg MS	671	28.6%	0.6%	11.6%	26.5%	32.6%	31.1%	4.0%	12.0%
Gaithersburg ES	535	27.9%	0.0%	6.5%	54.6%	11.0%	65.6%	36.5%	29.1%
Goshen ES	595	33.1%	0.3%	12.6%	21.3%	32.6%	30.9%	24.9%	17.3%
Laytonsville ES	481	12.3%	0.0%	10.2%	8.9%	68.6%	11.2%	6.2%	10.8%
Rosemont ES	505	22.8%	0.8%	12.5%	45.9%	18.0%	56.1%	33.8%	26.0%
Strawberry Knoll ES	549	35.5%	0.2%	16.0%	32.2%	16.0%	41.1%	25.7%	11.5%
Summit Hall ES	504	24.0%	0.4%	4.4%	63.9%	7.3%	78.2%	49.0%	24.6%
Washington Grove ES	357	16.2%	0.0%	12.6%	53.2%	17.9%	63.9%	55.7%	15.0%
Elementary Cluster Total	3526	25.4%	0.3%	10.7%	39.2%	24.5%	48.2%	31.9%	19.1%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009–2010)

Schools		Special Education Programs																																			
		Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD @15	HSM @13	ELEM LAD @13	School Based			Cluster Based			Quad Cluster Based				Regional Based								
																			ELC @10	LANG @12	LFI @10	SCB @6	AAC @7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SIC @10	VISION (Elementary) @7	OTHER		
Gaithersburg HS	9–12	2009	104	74									4	2	12				3	2																	
Forest Oak MS	6–8	886	46	37									2		5																						
Gaithersburg MS	6–8	881	51	37								1			3											2		4									4
Gaithersburg ES	pre-K–5	740	42	4		19	10			1		5														3											
Goshen ES	K–5	632	34	5		22							4		2																						
Laytonsville ES	K–5	487	28	4		16							4		1																						
Rosemont ES	pre-K–5	608	36	5		15	8			1		5															2										
Strawberry Knoll ES	HS–5	467	32	5		5	9	1			1	5															2								4		
Summit Hall ES	HS–5	449	28	5		7	9			1	1	5																									
Washington Grove ES	HS–5	515	32	7		12	7			1	1	4																									

GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2009–2010




Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Gaithersburg HS	1951		323,476	40.8	Yes	1214		4	
Forest Oak MS	1999		132,259	41.2					Yes
Gaithersburg MS	1960	1988	157,694	22.88					Yes
Gaithersburg ES	1947		94,468	8.39		TBD	Yes	1	Yes
Goshen ES	1988		76,740	10.5				1	
Laytonsville ES	1951	1989	64,160	10.4				1	
Rosemont ES	1965	1995	88,764	8.9			Yes	4	Yes
Strawberry Knoll ES	1988		78,723	10.8	Yes			4	
Summit Hall ES	1971		68,059	10.2	Yes	TBD	Yes	6	Yes
Washington Grove ES	1956	1984	86,266	10.7		TBD		9	Yes





*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

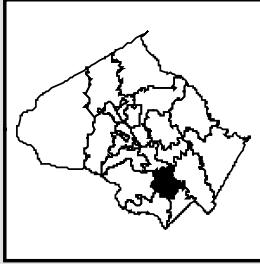
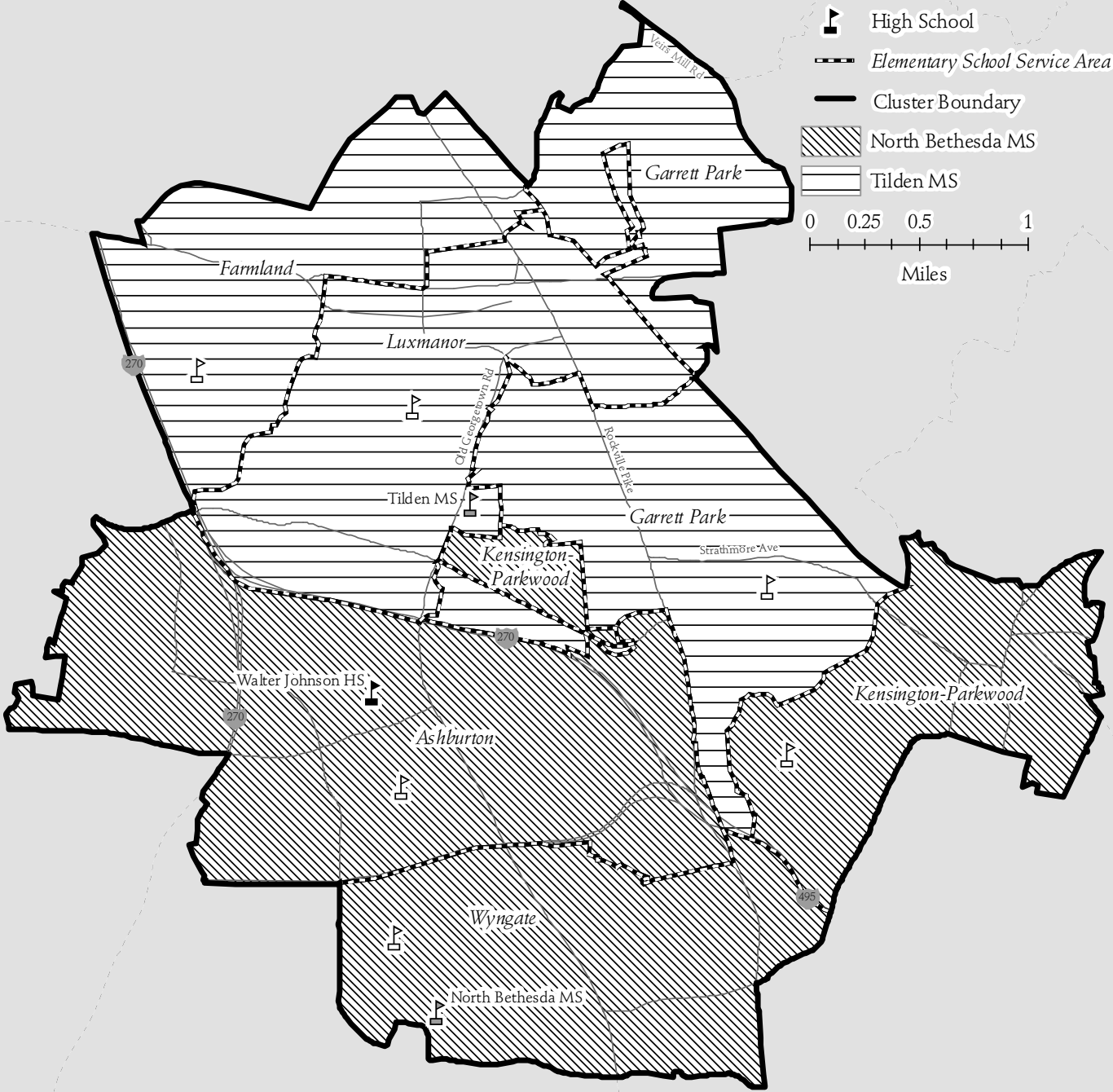
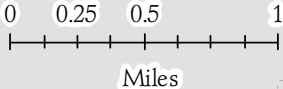
**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Walter Johnson Cluster

-  Elementary School
-  Middle School
-  High School

-  Elementary School Service Area
-  Cluster Boundary
-  North Bethesda MS
-  Tilden MS



SCHOOLS

Walter Johnson High School

Capital Project: The final phase of the modernization for Walter Johnson High School is scheduled for completion in January 2010 for the facility, and the site work is scheduled to be completed by August 2010. With the reopening of Northwood High School, MCPS no longer has a high school holding facility, and all high school modernizations will be completed on site. Therefore, the Walter Johnson High School modernization was phased with students and staff on site.

Tilden Middle School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2017. The current school is located in the Woodward facility located on Old Georgetown Road. As mentioned above, with the reopening of Northwood High School, there is no holding facility that can accommodate a high school. Rather than modernize the Woodward facility for Tilden Middle School, the current Tilden Holding Facility located on Tilden Lane will be modernized to house Tilden Middle School. The Woodward facility will then become a secondary school holding facility for school modernizations scheduled after Tilden Middle School. The completion date for the modernization of the Tilden Holding Facility will continue to be August 2017. Tilden Middle School will remain at the Woodward facility until the modernization of the Tilden Lane facility is complete. FY 2013 expenditures are programmed for a feasibility study to determine the scope and cost for the modernization of the Tilden Lane facility. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Ashburton Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Farmland Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2011. An FY 2010 appropriation was approved for construction funds to begin the construction of the modernization. The school is currently located at the North Lake Holding Facility.

Garrett Park Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2012. An FY 2011 appropriation is recommended to begin the construction of the modernization. In order for this modernization to be completed on schedule, county and

state funding must be provided at the levels recommended in this CIP.

Capital Project: An FY 2011 appropriation is recommended for construction fund for a gymnasium that will be constructed as part of the modernization project. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

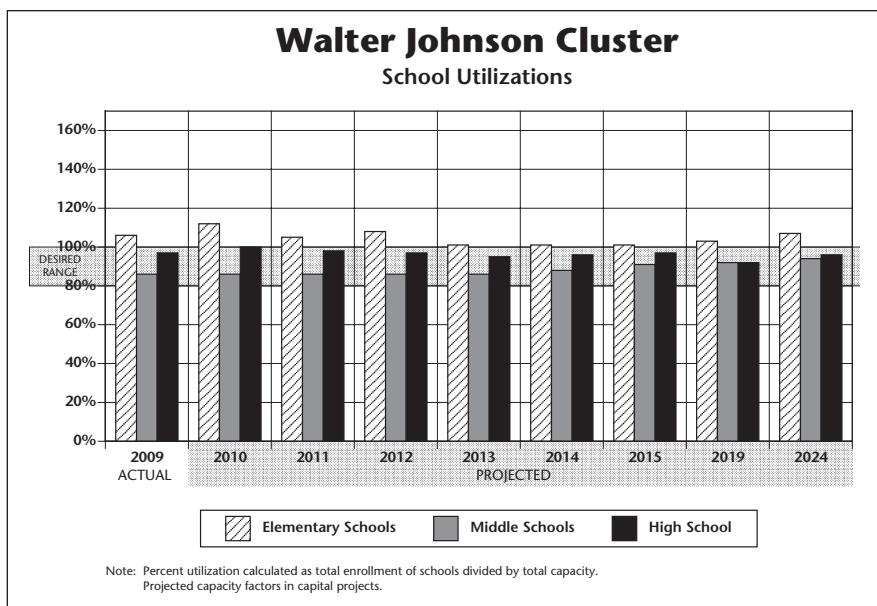
Luxmanor Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2018. FY 2013 expenditures are programmed for facility planning funds to conduct a feasibility study to determine the feasibility, scope, and cost of the modernization project. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Wyngate Elementary School

Capital Project: Projections indicate enrollment at Wyngate Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2011 appropriation is recommended for planning funds to begin the architectural design for a classroom addition. The recommended completion date is August 2013. Relocatable classrooms will be utilized until additional capacity can be added. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.



CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Walter Johnson HS	Final Phase modernization	Approved	Jan. 2010
	Site work	Approved	Aug. 2010
Tilden MS	Modernization	Programmed	Aug. 2017
Farmland ES	Modernization	Approved	Aug. 2011
Ashburton ES	Restroom renovations	Recommended	SY 2015–2016
Garrett Park ES	Modernization	Recommended	Jan. 2012
	Gymnasium	Recommended	Jan. 2012
Luxmanor ES	Modernization	Programmed	Jan. 2018
Wyngate ES	Classroom addition	Recommended	Aug. 2013
Wyngate ES	Restroom renovations	Recommended	SY 2014–2015

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 09-10	Projections							
			10-11	11-12	12-13	13-14	14-15	15-16	2019	2024
Walter Johnson HS	Program Capacity	2112	2112	2163	2203	2230	2230	2230	2230	2230
	Enrollment	2057	2104	2123	2127	2127	2149	2173	2200	2300
	Available Space	55	8	40	76	103	81	57	30	(70)
	Comments	Mod Complete Dec. 2009	Site Work Complete Aug. 2010	-3 SLC	-3 SLC	-2 SLC				
North Bethesda MS	Program Capacity	868	868	868	868	868	868	868	868	868
	Enrollment	788	768	796	815	858	901	952	950	975
	Available Space	80	100	72	53	10	(33)	(84)	(82)	(107)
	Comments									
Tilden MS	Program Capacity	984	984	984	984	984	984	984	984	984
	Enrollment	743	743	740	724	730	754	808	825	850
	Available Space	241	241	244	260	254	230	176	159	134
	Comments				Facility Planning For Mod.	Planning for Modernization	See text			
Ashburton ES	Program Capacity	659	659	659	659	659	659	659		
	Enrollment	633	667	675	683	678	667	661		
	Available Space	26	(8)	(16)	(24)	(19)	(8)	(2)		
	Comments									
Farmland ES	Program Capacity	616	616	728	728	728	728	728		
	Enrollment	593	627	659	675	689	700	709		
	Available Space	23	(11)	69	53	39	28	19		
	Comments	@ North Lake Facility	Mod. Complete Aug. 2011 +2 LFI							
Garrett Park ES	Program Capacity	478	478	662	662	662	662	662		
	Enrollment	479	512	543	574	609	632	619		
	Available Space	(1)	(34)	119	88	53	30	43		
	Comments		@ Grosvenor Facility	Mod. Complete Jan. 2012						
Kensington-Parkwood ES	Program Capacity	517	517	517	517	517	517	517		
	Enrollment	588	621	620	614	626	610	604		
	Available Space	(71)	(104)	(103)	(97)	(109)	(93)	(87)		
	Comments									
Luxmanor ES	Program Capacity	446	429	429	429	429	429	429		
	Enrollment	395	416	430	439	448	454	456		
	Available Space	51	13	(1)	(10)	(19)	(25)	(27)		
	Comments	Addition Complete	+1 preK LFI/SCB		Facility Planning For Mod.		Planning for Modernization			
Wyngate ES	Program Capacity	412	412	412	412	711	711	711		
	Enrollment	634	640	650	679	683	678	679		
	Available Space	(222)	(228)	(238)	(267)	28	33	32		
	Comments		Planning for Addition			Addition Opens				
Cluster Information	HS Utilization	97%	100%	98%	97%	95%	96%	97%	99%	103%
	HS Enrollment	2057	2104	2123	2127	2127	2149	2173	2200	2300
	MS Utilization	86%	86%	86%	86%	86%	88%	91%	92%	93%
	MS Enrollment	1531	1511	1536	1539	1588	1655	1760	1775	1825
	ES Utilization	106%	112%	105%	108%	101%	101%	101%	103%	105%
ES Enrollment	3322	3483	3577	3664	3733	3741	3728	3800	3900	

WALTER JOHNSON CLUSTER

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2057	9.7%	0.5%	15.2%	14.4%	60.1%	5.8%	5.6%	8.0%
North Bethesda MS	788	8.1%	0.3%	14.1%	10.7%	66.9%	7.0%	3.7%	7.3%
Tilden MS	743	8.9%	0.0%	21.3%	14.0%	55.9%	11.7%	10.1%	9.5%
Ashburton ES	633	12.2%	0.0%	19.3%	13.3%	55.3%	9.2%	14.3%	19.9%
Farmland ES	593	4.7%	0.3%	38.6%	5.2%	51.1%	4.7%	23.4%	16.7%
Garrett Park ES	479	8.1%	0.0%	18.2%	21.3%	52.4%	13.7%	20.1%	15.0%
Kensington-Parkwood ES	588	5.3%	0.3%	5.1%	7.0%	82.3%	4.9%	3.6%	5.4%
Luxmanor ES	395	15.2%	0.3%	25.6%	10.4%	48.6%	11.7%	16.0%	12.8%
Wyngate ES	634	3.5%	0.5%	15.8%	6.8%	73.5%	0.8%	6.8%	7.8%
Elementary Cluster Total	3322	7.7%	0.2%	20.1%	10.3%	61.6%	6.9%	13.8%	12.9%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009–2010)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD @15	HSM @13	ELEM LAD @13	Special Education Programs																						
																		School Based	Cluster Based	Quad Cluster Based				Regional Based																
																				ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	OTHER				
Walter Johnson HS	9–12	2112	107		83								3		5				2	1		1															12			
North Bethesda MS	6–8	868	43		38								1		2																									
Tilden MS	6–8	984	52		43								1		2				2			3																	1	
Ashburton ES	K–5	659	34	3		20						4																											4	
Farmland ES	K–5	616	32	5		22						5																												
Garrett Park ES	K–5	478	25	4		16						5																												
Kensington-Parkwood ES	K–5	517	27	3		16						5					3																							
Luxmanor ES	K–5	446	24	3		16						3							2																					
Wyngate ES	K–5	412	22	3		12						5																												

Facility Characteristics of Schools 2009–2010








Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Relocatable Class.	LTL/SBHC***
Walter Johnson HS	1956	2009	365,138	30.9		1405			
North Bethesda MS	1955	1999	130,461	19.99					
Tilden MS	1967		135,150	29.8		1455			
Ashburton ES	1957	1993	81,438	8.3				6	
Farmland ES	1963		70,006	4.8	Yes	1417			
Garrett Park ES	1948		54,035	4.4	Yes	1388			
Kensington-Parkwood ES	1952	2005	77,136	9.9		1263			
Luxmanor ES	1966		61,694	6.5	Yes	1578		8	
Wyngate ES	1952	1997	58,654	9.5				8	

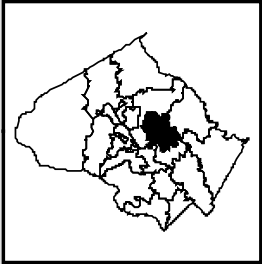
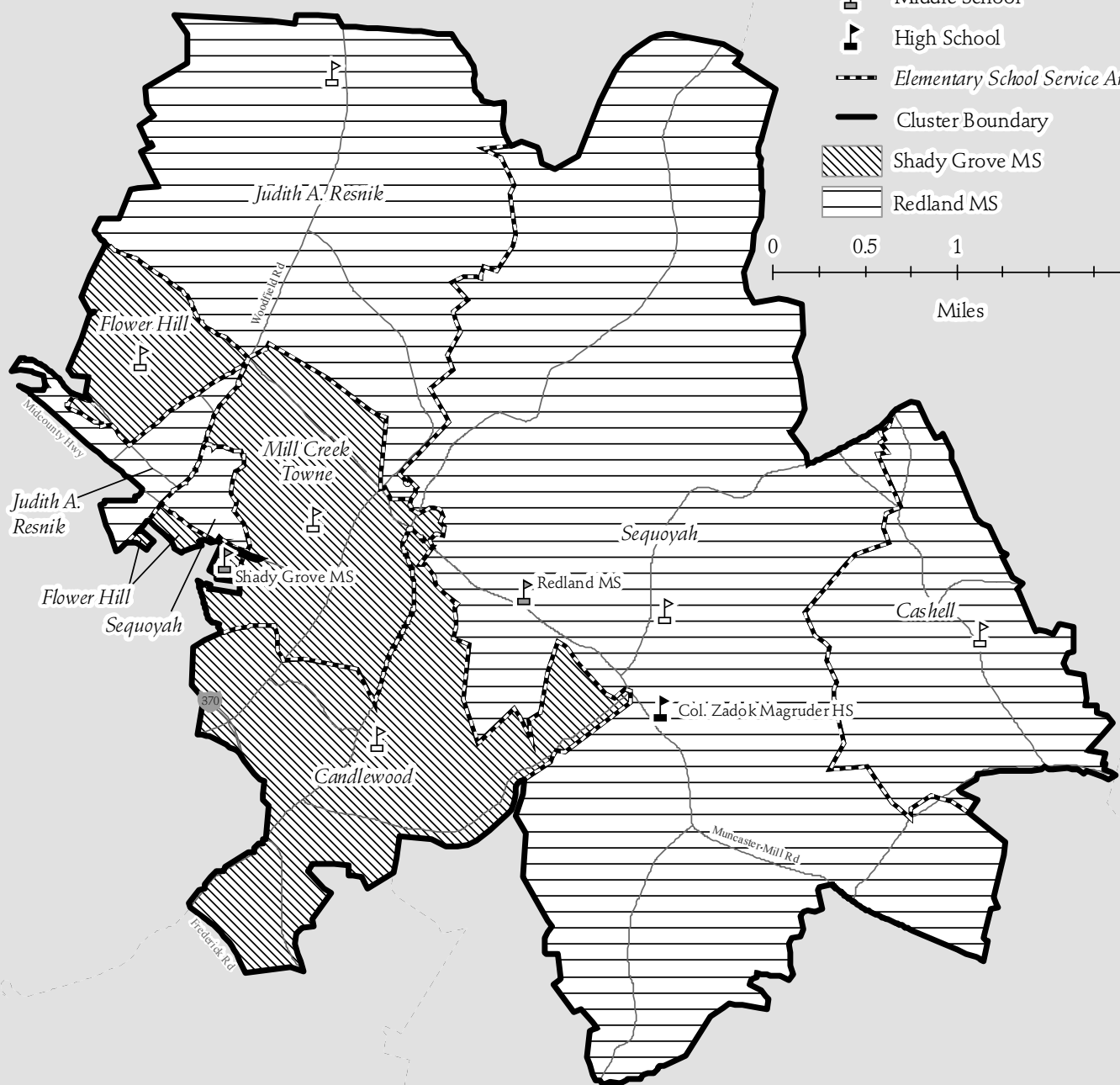
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Col. Zadok Magruder Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Shady Grove MS
-  Redland MS



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2009

SCHOOLS

Redland Middle School

Capital Project: Although improvements to this facility were approved in the Amended FY 2007–2012 CIP, due to the fiscal constraints and projected shortfalls in the county and state revenues, the scope of the project has been reduced. The new scope of the project will include: modify the facility to improve the mechanical system; replace all lighting fixtures; install ceiling tiles; extend the partial height wall partitions to the roof deck, relocate the existing administrative suite to the front of the school and reconfigure the old administrative suite into two classrooms, a health suite, and support spaces; renovate the existing science laboratories at the front of the school; renovate old laboratories into six new classrooms; paint all the walls, provide new marker and tack boards, and replace floor tiles and carpet where necessary. An FY 2009 appropriation was approved to begin construction for these improvements. The scheduled completion date for the project is August 2011. In order for these improvements to be completed on schedule, county and state funding must be provided at the levels approved in this CIP.

Candlewood Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2015. An FY 2011 appropriation is recommended for facility planning funds to determine the scope and cost for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Flower Hill Elementary School

Capital Project: Projections indicate enrollment at Flower Hill Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. An FY 2011 appropriation is recommended for facility planning funds to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Redland MS	Interior modifications	Approved	Aug. 2011
Candlewood ES	Modernization	Programmed	Jan. 2015
Flower Hill ES	Classroom addition	Proposed	TBD
	Restroom renovations	Recommended	FY 2015–2016

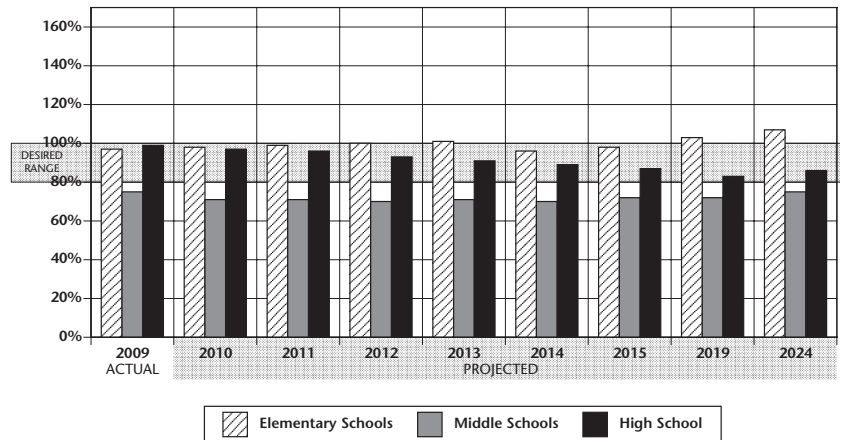
*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

Col. Zadok Magruder Cluster
School Utilizations



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

COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			09-10	10-11	11-12	12-13	13-14	14-15	15-16	2019	2024
Col. Zadok Magruder HS		Program Capacity	1936	1919	1919	1919	1919	1919	1919	1919	1919
		Enrollment	1917	1863	1837	1776	1745	1703	1678	1700	1750
		Available Space	19	56	82	143	174	216	241	219	169
		Comments		+1 AUT							
Redland MS		Program Capacity	740	740	740	740	740	740	740	740	740
		Enrollment	606	570	552	543	538	548	570	600	625
		Available Space	134	170	188	197	202	192	170	140	115
		Comments			Improvements Complete						
Shady Grove MS		Program Capacity	876	876	876	876	876	876	876	876	876
		Enrollment	610	574	595	595	610	586	585	600	625
		Available Space	266	302	281	281	266	290	291	276	251
		Comments									
Candlewood ES		Program Capacity	411	411	411	411	411	547	547		
		Enrollment	323	335	330	335	341	350	360		
		Available Space	88	76	81	76	70	197	187		
		Comments		Facility Planning for Mod.	Planning for Modernization		@Grosvenor Mod. Complete Jan. 2015				
Cashell ES		Program Capacity	375	358	358	358	358	358	358		
		Enrollment	277	283	287	289	292	294	302		
		Available Space	98	75	71	69	66	64	56		
		Comments		+1 PreK LFI/SCB							
Flower Hill ES	CSR	Program Capacity	380	380	380	380	380	380	380		
		Enrollment	469	482	493	505	516	513	518		
		Available Space	(89)	(102)	(113)	(125)	(136)	(133)	(138)		
		Comments		Facility Planning for Addition							
Mill Creek Towne ES	CSR	Program Capacity	379	379	379	379	379	379	379		
		Enrollment	427	405	397	388	385	391	396		
		Available Space	(48)	(26)	(18)	(9)	(6)	(12)	(17)		
		Comments									
Judith A. Resnik ES	CSR	Program Capacity	506	506	506	506	506	506	506		
		Enrollment	524	514	524	546	541	536	547		
		Available Space	(18)	(8)	(18)	(40)	(35)	(30)	(41)		
		Comments									
Sequoayah ES	CSR	Program Capacity	465	465	465	465	465	465	465		
		Enrollment	409	420	432	438	453	454	454		
		Available Space	56	45	33	27	12	11	11		
		Comments									
Cluster Information		HS Utilization	99%	97%	96%	93%	91%	89%	87%	89%	91%
		HS Enrollment	1917	1863	1837	1776	1745	1703	1678	1700	1750
		MS Utilization	75%	71%	71%	70%	71%	70%	72%	74%	77%
		MS Enrollment	1216	1144	1147	1138	1148	1134	1155	1200	1250
		ES Enrollment	2429	2439	2463	2501	2528	2538	2577	2700	2800

COL. ZADOK MAGRUDER CLUSTER

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1917	21.2%	0.3%	14.8%	24.5%	39.2%	23.6%	4.8%	10.4%
Redland MS	606	21.3%	0.7%	17.2%	26.6%	34.3%	29.8%	4.6%	10.6%
Shady Grove MS	610	23.0%	0.0%	16.6%	29.3%	31.1%	32.0%	4.9%	9.9%
Candlewood ES	323	9.9%	1.5%	21.4%	13.3%	53.9%	9.4%	6.7%	13.7%
Cashell ES	277	17.0%	0.4%	12.3%	15.9%	54.5%	19.1%	13.2%	8.3%
Flower Hill ES	469	32.4%	0.2%	17.9%	38.8%	10.7%	48.6%	33.4%	15.8%
Mill Creek Towne ES	427	16.6%	0.7%	16.2%	33.5%	33.0%	31.4%	16.1%	10.5%
Judith A. Resnik ES	524	28.6%	0.6%	15.1%	36.5%	19.3%	43.3%	28.5%	17.3%
Sequoyah ES	409	22.0%	0.0%	13.9%	34.5%	29.6%	41.4%	26.3%	17.4%
Elementary Cluster Total	2429	22.3%	0.5%	16.1%	30.6%	30.4%	34.5%	22.1%	14.3%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced–priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009–2010)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	Special Education Programs																			
															School Based	Cluster Based	Quad Cluster Based		Regional Based															
															HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC @7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	OTHER	
Col. Zadok Magruder HS	9–12	1936	94		77										9				1			4												
Redland MS	6–8	740	36		33										2																			
Shady Grove MS	6–8	876	44		38										3							2												
Candlewood ES	K–5	411	22	4	15						3																							
Cashell ES	pre-K–5	375	21	3	13			1			2										2													
Flower Hill ES	pre-K–5	380	26	5	4	9	1		5														2											
Mill Creek Towne ES	HS–5	379	25	3	6	7	1		4														3	1										
Judith A. Resnik ES	pre-K–5	506	32	5	9	10		1	5																			2						
Sequoyah ES	K–5	465	30	5	10	8			4														3											

Facility Characteristics of Schools 2009–2010






Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Col. Zadok Magruder HS	1970		295,478	30		1471		2	
Redland MS	1971		111,697	20.5	Yes	TBD			
Shady Grove MS	1995	1999	129,206	20					
Candlewood ES	1968		48,543	11.8		1489			
Cashell ES	1969	2009	71,171	10.24		1292			
Flower Hill ES	1985		58,770	10	Yes			6	
Mill Creek Towne ES	1966	2000	67,465	8.4				3	
Judith A. Resnik ES	1991		78,547	12.8			Yes	2	
Sequoyah ES	1990		72,582	10	Yes				

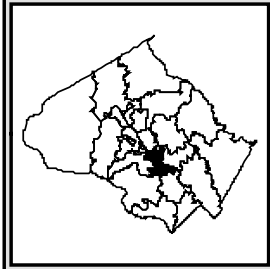
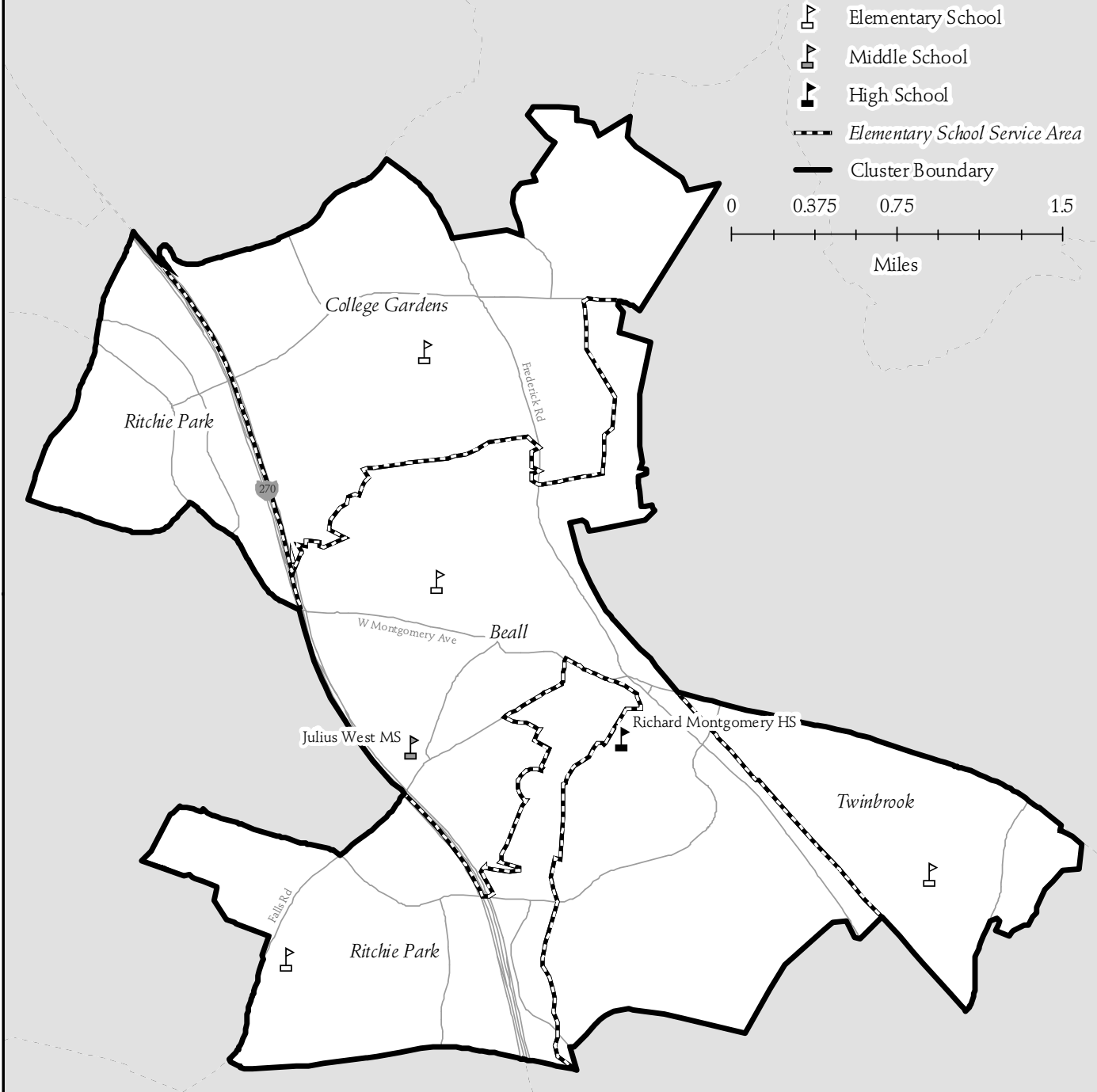
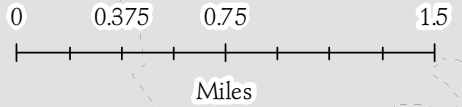
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Richard Montgomery Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2009

CLUSTER PLANNING ISSUE

Student enrollment at elementary schools in the Richard Montgomery cluster has increased dramatically over the past two school years and will cause the cluster to be placed in a housing moratorium in FY 2011 according to the Montgomery County Growth Policy, (See appendices I and P-1 for additional information concerning the Growth Policy). Most of the Richard Montgomery cluster is within the City of Rockville. The city's adequate public facilities school test also will result in all of the Richard Montgomery cluster elementary school areas within the City of Rockville being placed in a residential moratorium in FY 2011. Classroom addition projects will be needed to address the overutilization of schools in the cluster and to take the cluster out of moratorium. FY 2010 facility planning funds were approved for a feasibility study to determine the scope and cost of a classroom addition at Ritchie Park Elementary School. This feasibility study is underway and a date for the addition will be considered as part of the Amendments to the FY 2011-2016 CIP in the fall of 2010. FY 2011 facility planning funds are recommended to conduct feasibility studies for classroom additions at Beall and Twinbrook elementary schools. If funding is approved in May 2010, the feasibility studies for Beall and Twinbrook elementary schools will occur during the 2010-2011 school year. Subsequently, planning and construction funds can be requested for these additions in the Amended FY 2011-2016 CIP.

SCHOOLS

Julius West Middle School

Utilization: Projections indicate enrollment at Julius West Middle School will exceed capacity by six classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: Restroom renovations are recommended for this school for completion in the 2011-2012 school year.

Beall Elementary School

Capital Project: Projections indicate enrollment at Beall Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. An FY 2011 appropriation is recommended for facility planning funds to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in the Amended FY 2011-2016 CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: Restroom renovations are recommended for this school for completion in the 2013-2014 school year.

Ritchie Park Elementary School

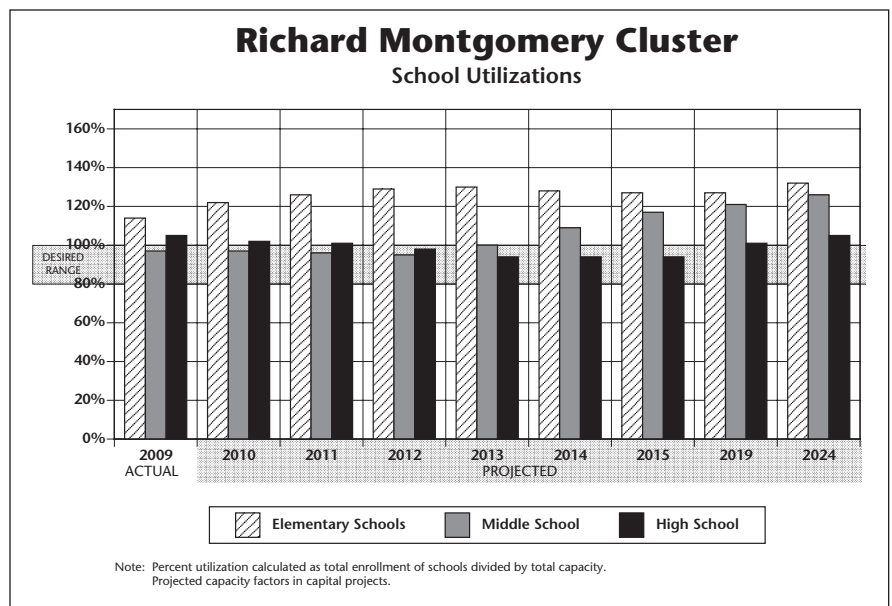
Capital Project: Projections indicate enrollment at Ritchie Park Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. An FY 2010 appropriation was approved for facility planning funds to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in the Amended FY 2011-2016 CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015-2016 school year.

Twinbrook Elementary School

Capital Project: Projections indicate enrollment at Twinbrook Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. An FY 2011 appropriation is recommended for facility planning funds to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in the Amended FY 2011-2016 CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: Restroom renovations are recommended for this school for completion in the 2014-2015 school year.



CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Julius West MS	Restroom renovations	Recommended	SY 2011–2012
Beall ES	Classroom addition	Proposed	TBD
Beall ES	Restroom renovations	Recommended	SY 2013–2014
Ritchie Park ES	Classroom addition	Proposed	TBD
Ritchie Park ES	Restroom renovations	Recommended	SY 2015–2016
Twinbrook ES	Classroom addition	Proposed	TBD
Twinbrook ES	Classroom addition	Recommended	SY 2014–2015

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections						
			09–10	10–11	11–12	12–13	13–14	14–15	15–16	2019
Richard Montgomery HS	Program Capacity	1957	1957	1957	1957	1957	1957	1957	1957	1957
	Enrollment	2053	1991	1977	1917	1836	1849	1846	1900	1950
	Available Space	(96)	(34)	(20)	41	122	109	112	57	7
	Comments									
Julius West MS	Program Capacity	986	986	986	986	986	986	986	986	986
	Enrollment	961	958	942	938	990	1076	1154	1175	1200
	Available Space	25	28	44	48	(4)	(90)	(168)	(189)	(214)
	Comments									
Beall ES	Program Capacity	529	518	518	518	518	518	518		
	Enrollment	641	658	656	674	680	654	647		
	Available Space	(112)	(140)	(138)	(156)	(162)	(136)	(129)		
	Comments	+1 PreK Lang Facility Planning for Addition								
College Gardens ES	Program Capacity	693	693	693	693	693	693	693		
	Enrollment	739	777	799	829	809	800	787		
	Available Space	(46)	(84)	(106)	(136)	(116)	(107)	(94)		
	Comments									
Ritchie Park ES	Program Capacity	409	409	409	409	409	409	409		
	Enrollment	522	547	573	582	590	596	576		
	Available Space	(113)	(138)	(164)	(173)	(181)	(187)	(167)		
	Comments	Facility Planning for Addition								
Twinbrook ES	Program Capacity	512	512	512	512	512	512	512		
	Enrollment	548	614	655	666	682	687	687		
	Available Space	(36)	(102)	(143)	(154)	(170)	(175)	(175)		
	Comments	Facility Planning for Addition								
Cluster Information	HS Utilization	105%	102%	101%	98%	94%	94%	94%	97%	100%
	HS Enrollment	2053	1991	1977	1917	1836	1849	1846	1900	1950
	MS Utilization	97%	97%	96%	95%	100%	109%	117%	119%	122%
	MS Enrollment	961	958	942	938	990	1076	1154	1175	1200
	ES Enrollment	2450	2596	2683	2751	2761	2737	2697	2800	2900

RICHARD MONTGOMERY CLUSTER

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2053	17.0%	0.4%	25.6%	17.7%	39.4%	15.6%	7.0%	11.5%
Julius West MS	961	19.5%	0.3%	21.0%	22.9%	36.3%	28.7%	10.2%	12.3%
Beall ES	641	17.9%	0.2%	31.0%	15.0%	35.9%	25.5%	18.4%	12.4%
College Gardens ES	739	16.8%	0.1%	27.7%	9.5%	45.9%	11.8%	16.0%	13.3%
Ritchie Park ES	522	11.9%	0.0%	25.1%	11.9%	51.1%	10.6%	9.1%	15.6%
Twinbrook ES	548	15.0%	0.5%	17.9%	51.1%	15.5%	63.5%	45.0%	15.8%
Elementary Cluster Total	2450	15.6%	0.2%	25.8%	20.7%	37.6%	27.3%	21.9%	14.1%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009–2010)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	Special Education Programs																						
															School Based	Cluster Based	Quad Cluster Based			Regional Based																	
															SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	OTHER			
Richard Montgomery HS	9–12	1958	93		80										8																						
Julius West MS	6–8	986	52		39										4												2										
Beall ES	HS–5	529	34	4		7	12	1		1	7								1				1														
College Gardens ES	HS–5	693	36	4		23				1		6											2														
Ritchie Park ES	K–5	409	21	3		13						5																									
Twinbrook ES	HS–5	512	32	5		7	10		1	2	5						2																				

Facility Characteristics of Schools 2009–2010







Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Relocatable Class.	LTL/SBHC***
Richard Montgomery HS	1942	2007	311,500	29.05		1287			
Julius West MS	1961	1995	147,223	21.3					
Beall ES	1954	1991	79,477	8.4	Yes			6	
College Gardens ES	1967	2007	96,986	7.9	Yes	1282			
Ritchie Park ES	1966	1997	58,500	9.2				1	
Twinbrook ES	1952	1986	79,818	10.5			Yes	4	

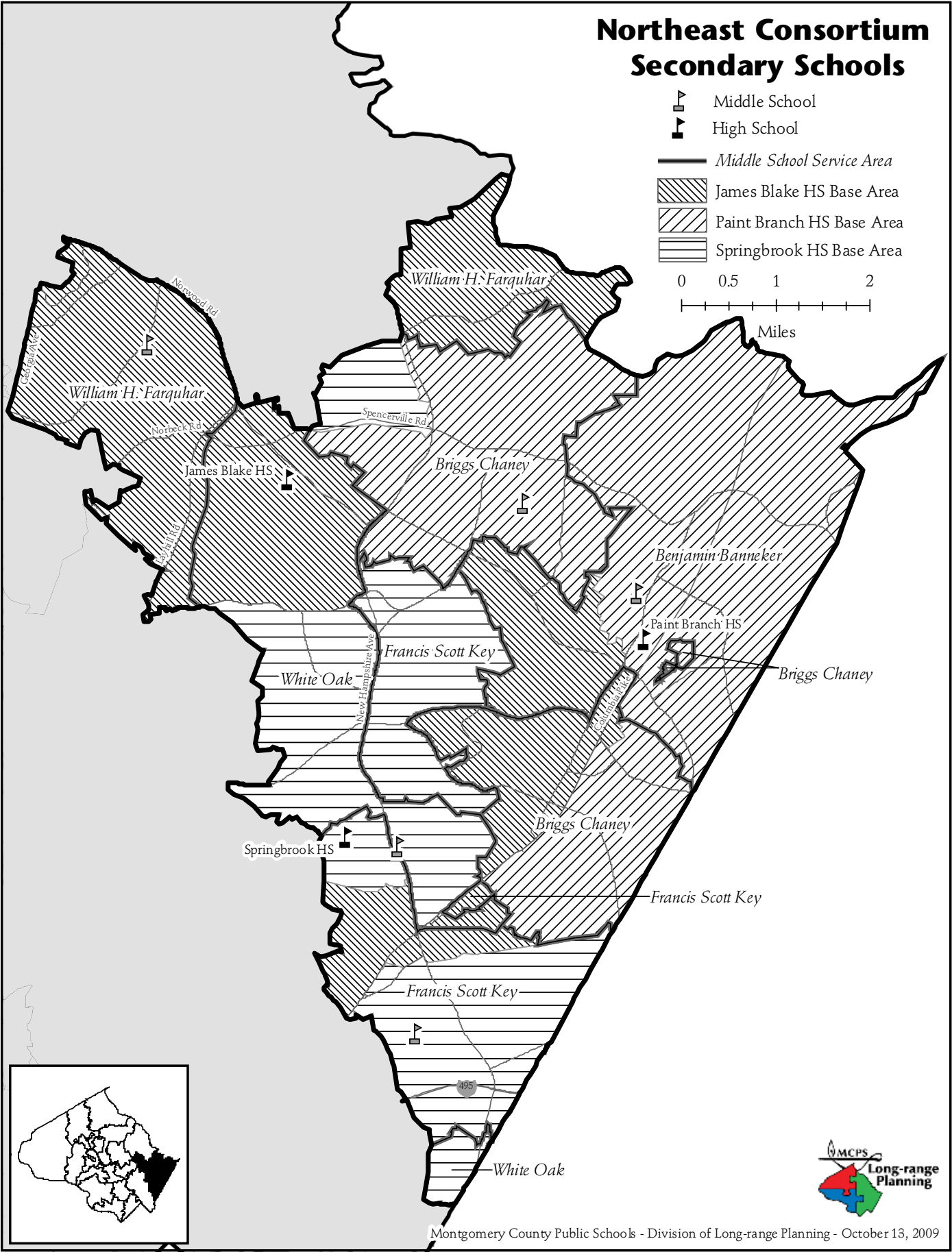
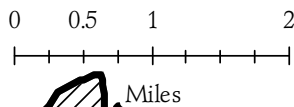
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.




Northeast Consortium Secondary Schools

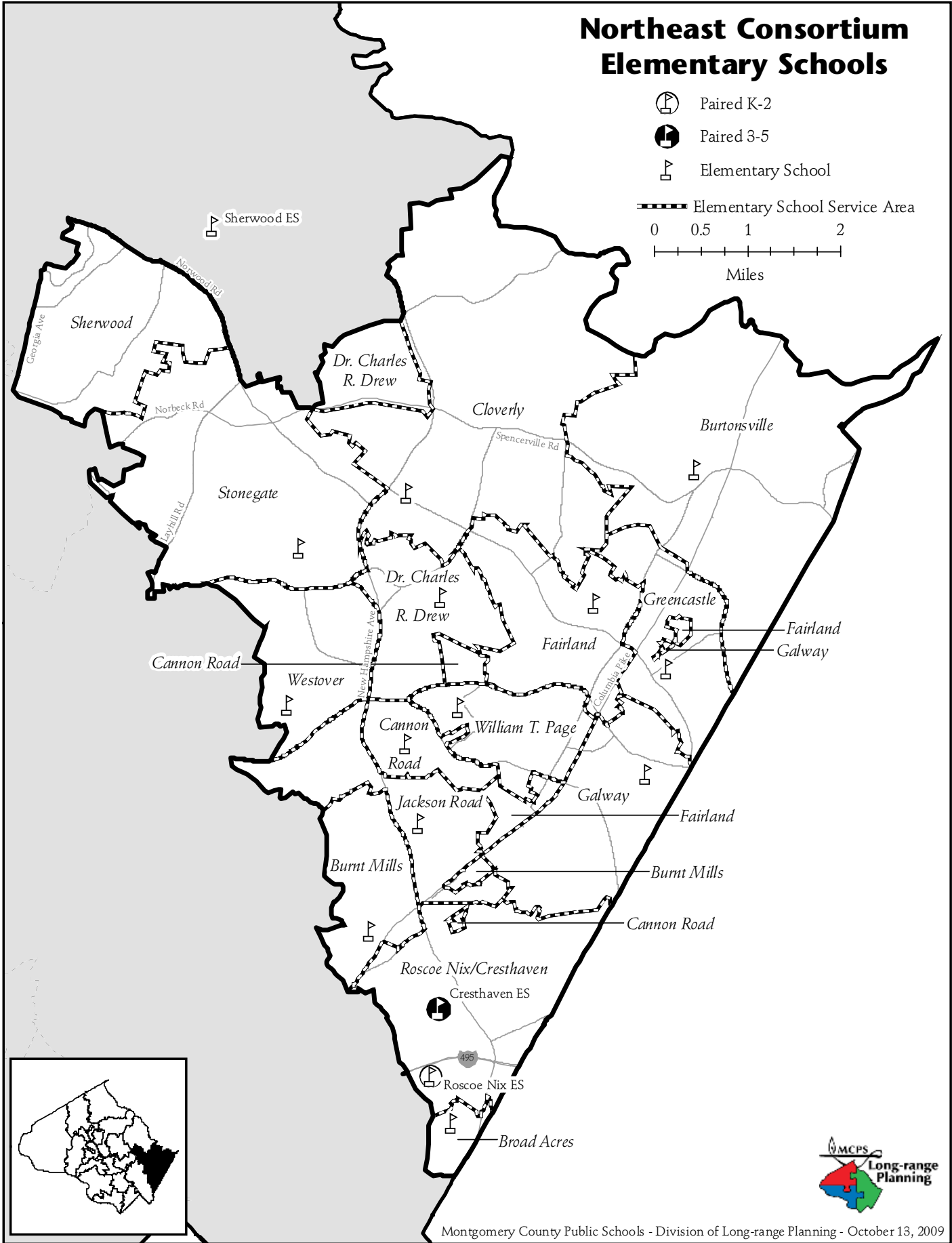
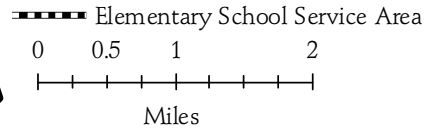
-  Middle School
-  High School
-  Middle School Service Area
-  James Blake HS Base Area
-  Paint Branch HS Base Area
-  Springbrook HS Base Area



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Northeast Consortium Elementary Schools

-  Paired K-2
-  Paired 3-5
-  Elementary School



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2009



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 which of three high schools they wish to attend, based on different signature programs offered at the high schools. The Northeast Consortium's choice program includes James Hubert Blake, Paint Branch, and Springbrook high schools. Choice patterns will continue to be monitored for their impact on projected enrollment and facility utilization.

A high school base area map and middle school articulation diagram are included for the three consortium high schools. Students residing in a base area are guaranteed they may attend the high school served by that base area, if it is their first choice.

SCHOOLS

Paint Branch High School

Utilization: Projected enrollment at Paint Branch High School exceeds capacity throughout the six-year CIP period. An addition is planned as part of the modernization of the school.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2012 for the facility and August 2013 for the site work. An FY 2010 appropriation was approved to begin the site work for the modernization. An FY 2011 appropriation is recommended to begin construction of the modernization. In order for this modernization to be completed on the revised schedule, county and state funding must be provided at the levels recommended in this CIP.

Briggs Chaney Middle School

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

William H. Farquhar Middle School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2015. An FY 2011 appropriation is recommended for planning funds to begin the architectural design for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

White Oak Middle School

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

Cannon Road Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2012. An FY 2011 appropriation is

recommended to begin the construction of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: An FY 2011 appropriation is recommended for construction funds of a gymnasium to be constructed as a part of the modernization. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, the county must provide funding at the levels recommended in this CIP.

Cloverly Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

Cresthaven Elementary School

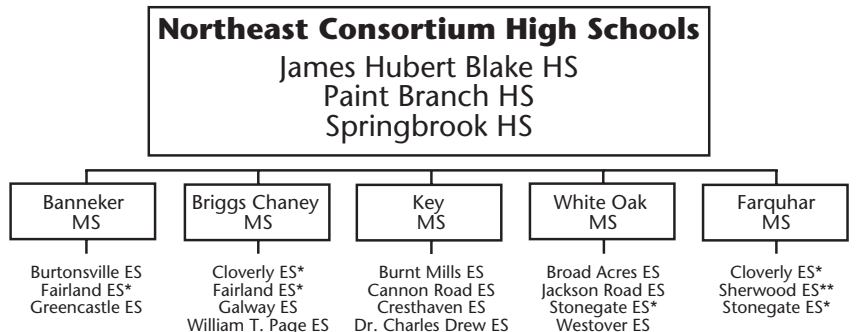
Capital Project: A modernization project is scheduled for this school with a completion date of August 2010. An FY 2010 appropriation was approved for the balance of the construction funds for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels approved in this CIP.

Capital Project: An FY 2009 appropriation was approved for construction funds for a gymnasium to be constructed as part of the modernization project. The scheduled completion date for this gymnasium is August 2010.

Fairland Elementary School

Capital Project: Projections indicate enrollment at Fairland Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. An FY 2010 appropriation was approved to begin the construction of the project. The addition is scheduled for completion by August 2011. Relocatable classrooms will be utilized until additional capacity can be added.

Northeast Consortium Articulation Elementary schools articulating to middle schools within a consortium of high schools



* Denotes schools with split articulation, i.e., some students feed into one middle school, while other students feed into another middle school.

** Students from Sherwood ES articulate to the Northeast Consortium high schools and Sherwood High School.

Greencastle Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

Jackson Road Elementary School

Capital Project: Projections indicate enrollment at Jackson Road Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. An FY 2010 appropriation was approved to begin the construction of the project. The addition is scheduled for completion by August 2011. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Sherwood Elementary School

Capital Project: Projections indicate that enrollment at Sherwood Elementary School will exceed the school’s current capacity by four classrooms or more throughout the six-year CIP period. An FY 2010 appropriation was approved for construction funds for the classroom addition. The scheduled completion date for the addition is August 2010.

CAPITAL PROJECTS

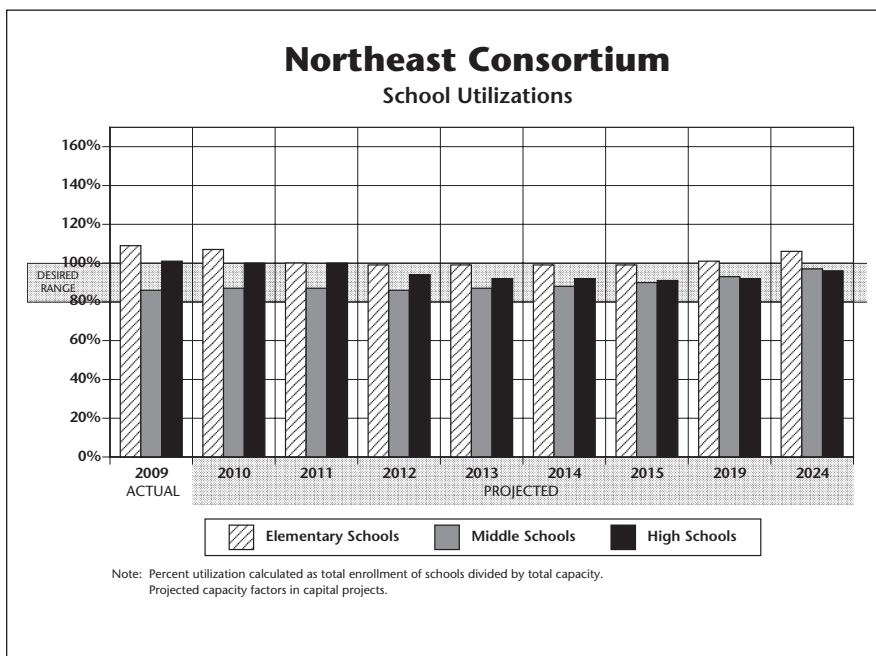
School	Project	Project Status*	Date of Completion
Paint Branch HS	Modernization	Approved	Aug. 2012
	Site work	Approved	Aug. 2013
Briggs Chaney MS	Restroom renovations	Recommended	SY 2014–2015
Farquhar MS	Modernization	Programmed	Aug. 2015
White Oak MS	Restroom renovations	Recommended	SY 2013–2014
Cannon Road ES	Modernization	Approved	Jan. 2012
	Gymnasium	Approved	Jan. 2012
Cloverly ES	Restroom renovations	Recommended	SY 2014–2015
Cresthaven ES	Modernization	Approved	Aug. 2010
	Gymnasium	Approved	Aug. 2010
Fairland ES	Addition	Approved	Aug. 2011
Galway ES	Modernization	Approved	Jan. 2009
Greencastle ES	Restroom renovations	Recommended	SY 2014–2015
Jackson Road ES	Classroom addition	Approved	Aug. 2011
Jackson Road ES	Restroom renovations	Recommended	SY 2015–2016
Sherwood ES	Classroom addition	Approved	Aug. 2010

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.



NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 09–10	Projections							
			10–11	11–12	12–13	13–14	14–15	15–16	2019	2024
James Blake HS	Program Capacity	1724	1724	1724	1724	1724	1724	1724	1724	1724
	Enrollment	1789	1829	1849	1823	1823	1803	1787	1800	1850
	Available Space	(65)	(105)	(125)	(99)	(99)	(79)	(63)	(76)	(126)
	Comments									
Paint Branch HS	Program Capacity	1552	1552	1552	1899	1899	1899	1899	1899	1899
	Enrollment	1854	1819	1828	1875	1852	1827	1801	1850	1900
	Available Space	(302)	(267)	(276)	24	47	72	98	49	(1)
	Comments		Modernization in Progress		Mod. Complete Aug. 2012	Site Work Complete Aug. 2013				
Springbrook HS	Program Capacity	2090	2090	2090	2090	2090	2090	2090	2090	2090
	Enrollment	1788	1735	1695	1656	1594	1615	1600	1650	1700
	Available Space	302	355	395	434	496	475	490	440	390
	Comments									
Benjamin Banneker MS	Program Capacity	854	854	854	854	854	854	854	854	854
	Enrollment	821	800	779	752	785	810	812	825	850
	Available Space	33	54	75	102	69	44	42	29	4
	Comments									
Briggs Chaney MS	Program Capacity	897	897	897	897	897	897	897	897	897
	Enrollment	911	957	940	922	882	893	907	925	950
	Available Space	(14)	(60)	(43)	(25)	15	4	(10)	(28)	(53)
	Comments									
William H. Farquhar MS	Program Capacity	851	851	851	851	851	851	851	851	851
	Enrollment	619	590	587	587	569	558	540	575	600
	Available Space	232	261	264	264	282	293	311	276	251
	Comments		Facility Planning For Mod.	Planning for Modernization		@ Tilden Facility		Mod. Complete		
Francis Scott Key MS	Program Capacity	911	911	911	911	911	911	911	911	911
	Enrollment	827	839	811	804	848	860	900	925	950
	Available Space	84	72	100	107	63	51	11	(14)	(39)
	Comments	Mod. Complete Aug. 2009								
White Oak MS	Program Capacity	927	911	911	911	911	911	911	911	911
	Enrollment	639	681	710	728	761	770	818	825	850
	Available Space	288	230	201	183	150	141	93	86	61
	Comments		+1 SCB							

NORTHEAST CONSORTIUM

Schools			Actual 09-10	Projections						2019	2024
				10-11	11-12	12-13	13-14	14-15	15-16		
Broad Acres ES	CSR	Program Capacity	659	659	659	659	659	659	659		
		Enrollment	528	602	602	625	623	630	630		
		Available Space	131	57	57	34	36	29	29		
		Comments									
Burnt Mills ES	CSR	Program Capacity	366	366	366	366	366	366	366		
		Enrollment	369	396	408	410	421	428	429		
		Available Space	(3)	(30)	(42)	(44)	(55)	(62)	(63)		
		Comments									
Burtonsville ES		Program Capacity	593	593	593	593	593	593	593		
		Enrollment	658	689	693	694	690	685	679		
		Available Space	(65)	(96)	(100)	(101)	(97)	(92)	(86)		
		Comments									
Cannon Road ES	CSR	Program Capacity	307	296	490	490	490	490	490		
		Enrollment	408	404	402	414	398	400	410		
		Available Space	(101)	(97)	(95)	76	92	90	80		
		Comments		@ Fairland Facility +1 PreK Lang Mod. Complete Jan. 2012							
Cloverly ES		Program Capacity	460	460	460	460	460	460	460		
		Enrollment	499	510	502	507	499	496	498		
		Available Space	(39)	(50)	(42)	(47)	(39)	(36)	(38)		
		Comments									
Cresthaven ES	CSR	Program Capacity	363	453	453	453	453	453	453		
		Enrollment	374	399	390	418	415	421	409		
		Available Space	(11)	54	63	35	38	32	44		
		Comments	@ Fairland Facility	Mod. Complete Aug. 2010							
Dr. Charles R. Drew ES	CSR	Program Capacity	477	477	477	477	477	477	477		
		Enrollment	429	419	418	442	403	443	445		
		Available Space	48	58	59	35	74	34	32		
		Comments									
Fairland ES	CSR	Program Capacity	334	334	640	640	640	640	640		
		Enrollment	563	585	596	598	601	602	610		
		Available Space	(229)	(251)	44	42	39	38	30		
		Comments			Addition Complete +1 ED						
Galway ES	CSR	Program Capacity	759	759	759	759	759	759	759		
		Enrollment	765	763	745	746	747	730	714		
		Available Space	(6)	(4)	14	13	12	29	45		
		Comments									
Greencastle ES	CSR	Program Capacity	577	572	572	572	572	572	572		
		Enrollment	581	605	634	631	628	624	625		
		Available Space	(4)	(33)	(62)	(59)	(56)	(52)	(53)		
		Comments		+1 PEP							

NORTHEAST CONSORTIUM

Schools			Actual 08-09	Projections						2018	2023
				09-10	10-11	11-12	12-13	13-14	14-15		
Jackson Road ES	CSR	Program Capacity	372	372	685	685	685	685	685		
		Enrollment	588	598	623	643	651	660	660		
		Available Space	(216)	(226)	62	42	34	25	25		
		Comments			Addition Complete						
Roscoe R. Nix ES	CSR	Program Capacity	486	486	486	486	486	486	486		
		Enrollment	467	475	482	481	474	474	475		
		Available Space	19	11	4	5	12	12	11		
		Comments									
William T. Page ES	CSR	Program Capacity	365	365	365	365	365	365	365		
		Enrollment	395	380	390	386	394	391	395		
		Available Space	(30)	(15)	(25)	(21)	(29)	(26)	(30)		
		Comments									
Sherwood ES		Program Capacity	377	589	589	589	589	589	589		
		Enrollment	470	467	474	491	506	502	515		
		Available Space	(93)	122	115	98	83	87	74		
		Comments		Addition Complete +1 preK LFI							
Stonegate ES		Program Capacity	431	431	431	431	431	431	431		
		Enrollment	467	455	451	429	416	419	419		
		Available Space	(36)	(24)	(20)	2	15	12	12		
		Comments									
Westover ES		Program Capacity	281	281	281	281	281	281	281		
		Enrollment	278	292	296	306	317	328	328		
		Available Space	3	(11)	(15)	(25)	(36)	(47)	(47)		
		Comments									
Cluster Information		HS Utilization	101%	100%	100%	94%	92%	92%	91%	93%	95%
		HS Enrollment	5431	5383	5372	5354	5269	5245	5188	5500	5650
		MS Utilization	86%	87%	87%	86%	87%	88%	90%	92%	95%
		MS Enrollment	3817	3867	3827	3793	3845	3891	3977	3850	4100
		ES Utilization	109%	107%	98%	99%	99%	99%	99%	101%	104%
ES Enrollment	7839	8039	8106	8221	8183	8233	8241	8400	8600		

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate***
James Blake HS	1789	43.3%	0.4%	9.9%	16.4%	30.0%	20.4%	1.4%	10.8%
Paint Branch HS	1854	50.7%	0.5%	18.9%	12.2%	17.6%	22.2%	0.7%	11.2%
Springbrook HS	1788	44.5%	0.2%	15.0%	27.5%	12.8%	35.3%	6.2%	15.0%
Benjamin Banneker MS	821	62.6%	0.4%	14.1%	10.6%	12.3%	38.0%	3.1%	15.4%
Briggs Chaney MS	911	50.8%	0.3%	16.1%	15.3%	17.5%	33.8%	3.6%	14.5%
William H. Farquhar MS	619	20.8%	0.2%	14.4%	10.3%	54.3%	11.5%	2.3%	5.6%
Francis Scott Key MS	827	47.6%	0.6%	9.4%	33.3%	9.1%	53.2%	8.0%	19.7%
White Oak MS	639	34.4%	0.2%	15.2%	35.7%	14.6%	48.4%	9.2%	17.5%
Broad Acres ES	528	18.8%	0.4%	12.1%	68.0%	0.8%	87.3%	60.0%	29.0%
Burnt Mills ES	369	69.9%	0.0%	4.6%	20.3%	5.1%	61.4%	27.1%	26.5%
Burtonsville ES	658	60.6%	0.3%	16.9%	10.5%	11.7%	34.6%	19.6%	20.7%
Cannon Road ES	408	36.3%	0.2%	15.4%	32.4%	15.7%	47.3%	23.4%	17.7%
Cloverly ES	499	23.0%	0.6%	17.2%	11.0%	48.1%	13.7%	8.1%	8.3%
Cresthaven ES	374	39.8%	0.3%	10.7%	43.3%	5.9%	64.2%	20.8%	20.8%
Dr. Charles R. Drew ES	429	43.6%	0.7%	17.2%	18.4%	20.0%	36.6%	13.9%	12.3%
Fairland ES	563	55.8%	0.0%	13.1%	18.1%	13.0%	45.1%	17.4%	26.1%
Galway ES	765	60.0%	0.1%	14.9%	19.0%	6.0%	47.8%	19.1%	19.5%
Greencastle ES	581	68.3%	0.3%	12.0%	15.7%	3.6%	51.2%	16.3%	25.6%
Jackson Road ES	588	42.9%	0.2%	15.0%	33.8%	8.2%	60.2%	22.9%	20.2%
Roscoe R. Nix ES	467	39.0%	0.4%	11.1%	42.2%	7.3%	63.2%	41.6%	28.3%
William T. Page ES	395	54.4%	0.0%	22.3%	16.7%	6.6%	35.3%	19.1%	16.2%
Sherwood ES	470	20.2%	0.4%	15.5%	8.9%	54.9%	10.2%	3.0%	6.1%
Stonegate ES	467	31.7%	0.2%	18.4%	12.4%	37.3%	13.7%	5.6%	12.1%
Westover ES	278	36.7%	0.4%	20.5%	11.2%	31.3%	13.0%	8.0%	14.9%
Elementary Cluster Total	7839	44.9%	0.3%	14.8%	23.8%	16.3%	43.4%	20.4%	19.3%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

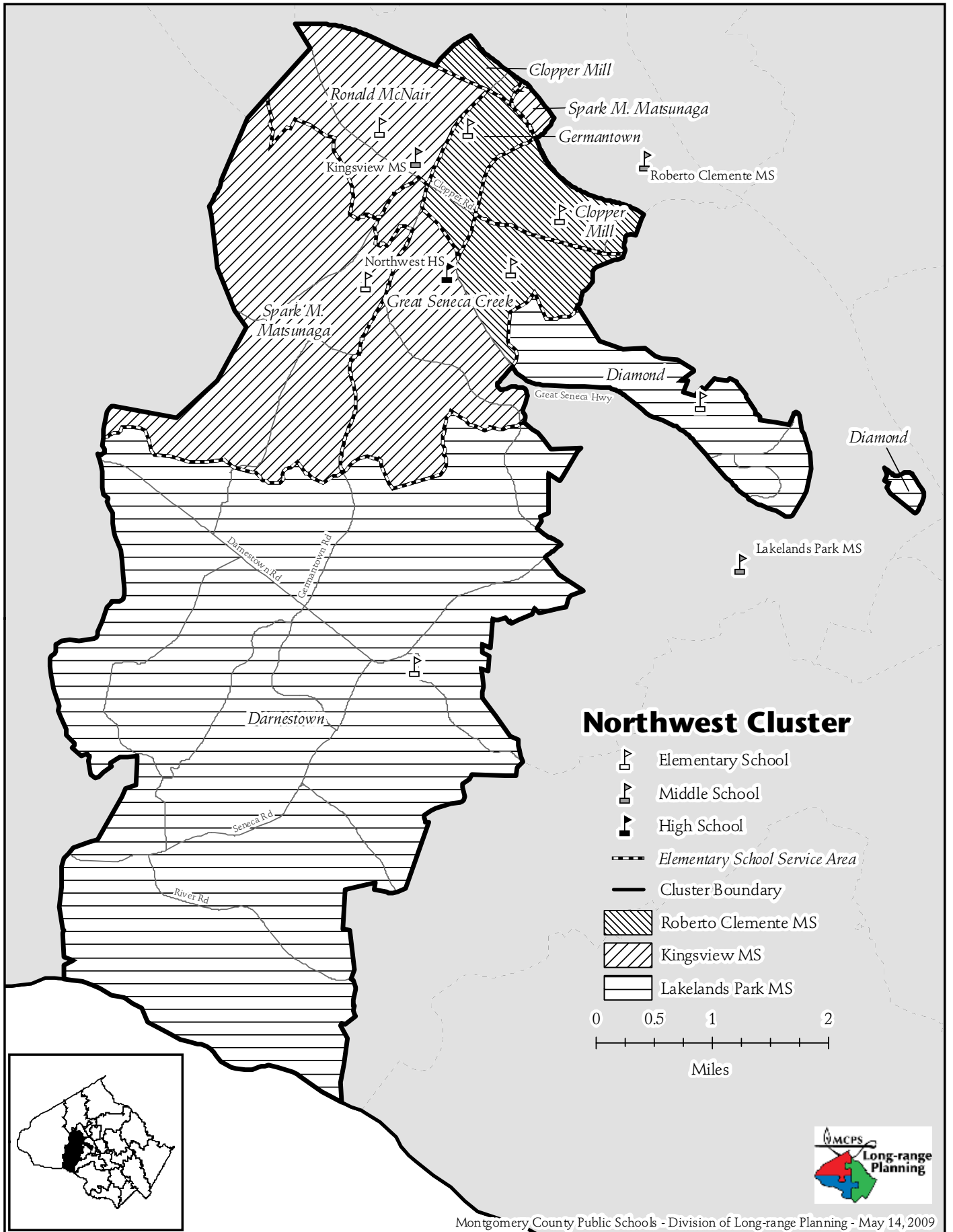
Facility Characteristics of Schools 2009–2010

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Relocatable Class.	LTL/SBHC***
James Blake HS	1998		297,125	91.1				7	
Paint Branch HS	1969		260,680	45.9		1425		5	
Springbrook HS	1960	1994	305,006	25.1	Yes				
Benjamin Banneker MS	1974		117,035	20		TBD			Yes
Briggs Chaney MS	1991		115,000	29.4					
William H. Farquhar MS	1968		116,300	20		1434			
Francis Scott Key MS	1966	2009	147,424	20.6		1389			Yes
White Oak MS	1962	1993	140,990	17.3					
Broad Acres ES	1952		88,922	6.2	Yes	TBD			Yes
Burnt Mills ES	1964	1990	57,318	15.1		TBD		1	Yes
Burtonsville ES	1952	1993	71,349	11.9					
Cannon Road ES	1967		44,839	4.4	Yes	1357		7	
Cloverly ES	1961	1989	61,991	10	Yes			2	
Cresthaven ES	1962		46,490	9.8		1311			Yes
Dr. Charles R. Drew ES	1991		73,975	12					
Fairland ES	1992		66,817	11.8				8	
Galway ES	1967	2008	103,170	9	Yes	1301	Yes		
Greencastle ES	1988		78,275	18.9				1	Yes
Jackson Road ES	1959	1995	65,279	8.8				11	
Roscoe R. Nix ES	2006		88,351	9	Yes				
William T. Page ES	1965	2003	58,726	9.8		1404	Yes		
Sherwood ES	1977		60,064	10.6		TBD	Yes	7	
Stonegate ES	1971		52,468	10.3		TBD	Yes	4	
Westover ES	1964	1998	54,645	7.6				1	

*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.



SCHOOLS

Northwest High School

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Clopper Mill Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Darnestown Elementary School

Capital Project: Projections indicate enrollment at Darnestown Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period.

An FY 2011 appropriation is recommended for planning funds to begin the architectural design for a classroom addition. The recommended completion date for the addition is August 2013. In order for these improvements to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: Restroom renovations are recommended for this school for completion in the 2011–2012 school year.

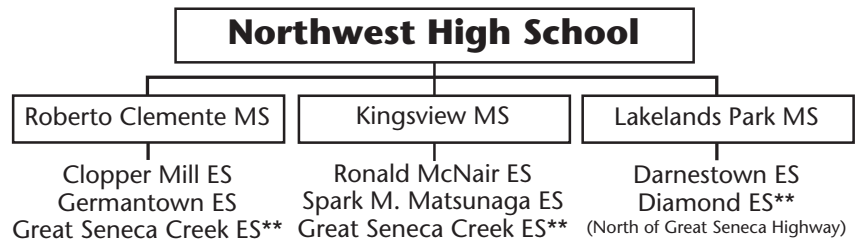
Germantown Elementary School

Capital Project: Projections indicate enrollment at Great Seneca Creek Elementary School will exceed capacity by four or more classrooms throughout the six-year CIP period. Projections indicate enrollment at Spark M. Matsunaga Elementary School also will significantly exceed capacity by four or more classrooms throughout the six-year CIP period. In order to provide relief to the overutilization of the facility and reduce the enrollment at the school, a capacity study is recommended to explore the feasibility, scope, and cost of either building a new school in the Northwest cluster to accommodate students from Great Seneca Creek and Spark M. Matsunaga elementary schools or to rebuild Germantown Elementary School and expand its capacity for 740 students to accommodate students from Spark M. Matsunaga Elementary School and construct a classroom addition to Great Seneca Creek Elementary School. An FY 2011 appropriation is recommended for facility planning funds to conduct the capacity studies. A plan to relieve overutilization in the Northwest cluster elementary schools will be considered in a future CIP, following completion of the capacity studies. Relocatable classrooms will be utilized until additional capacity can be added.

Great Seneca Creek Elementary School

Capital Project: Projections indicate enrollment at Great Seneca Creek Elementary School will exceed capacity by four or more classrooms throughout the six-year CIP period. Projections indicate enrollment at Spark M. Matsunaga Elementary School also will significantly exceed capacity by four or more classrooms throughout the six-year CIP period. In order to provide relief to the overutilization of the facility and reduce the enrollment at the school, a capacity study is recommended to explore the feasibility, scope, and cost of either building a new school in the Northwest cluster to accommodate students from Great Seneca Creek and Spark M. Matsunaga elementary schools or to rebuild Germantown Elementary School and expand its capacity for 740 students to accommodate students

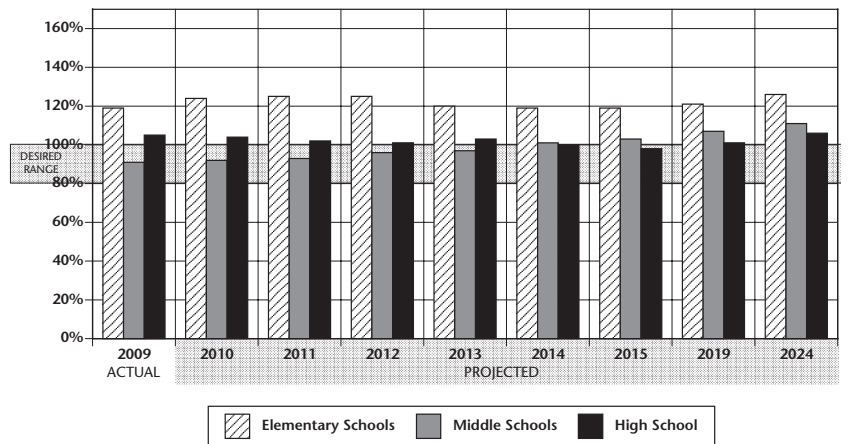
Northwest Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- * S. Christa McAuliffe and Sally K. Ride elementary schools (south of Middlebrook Road) also articulate to Roberto Clemente Middle School, but thereafter articulate to Seneca Valley High School.
- * Brown Station and Rachel Carson elementary schools also articulate to Lakelands Park Middle School but thereafter articulate to Quince Orchard High School.
- ** Diamond Elementary School (south of Great Seneca Highway) also articulates to Ridgeview Middle School and to Quince Orchard High School.
- ** A portion of Great Seneca Creek Elementary School articulates to Roberto Clemente Middle School and another portion to Kingsview Middle School.

Northwest Cluster

School Utilizations



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

from Spark M. Matsunaga Elementary School and construct a classroom addition to Great Seneca Creek Elementary School. An FY 2011 appropriation is recommended for facility planning funds to conduct the capacity studies. A plan to relieve overutilization in the Northwest cluster elementary schools will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Spark M. Matsunaga Elementary School

Capital Project: Projections indicate enrollment at Spark M. Matsunaga Elementary School will significantly exceed capacity by four or more classrooms throughout the six-year CIP period. Projections indicate enrollment at Great Seneca Creek Elementary School also will exceed capacity by four or more classrooms throughout the six-year CIP period. In order to provide relief to the overutilization of the facility and reduce the enrollment at the school, a capacity study is recommended to explore the feasibility, scope, and cost of either building a new school in the Northwest cluster to accommodate students from Great Seneca Creek and Spark M. Matsunaga elementary schools or to rebuild Germantown Elementary School and expand its capacity for 740 students to accommodate students from Spark M. Matsunaga Elementary School and construct a classroom addition to Great Seneca Creek Elementary School. An FY 2011 appropriation is recommended for facility planning funds to conduct the capacity studies. A plan to relieve overutilization in the Northwest cluster elementary schools will be considered in a future CIP, following completion of the capacity studies. Relocatable classrooms will be utilized until additional capacity can be added.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Northwest HS	Restroom renovations	Recommended	SY 2015–2016
Clopper Mill ES	Restroom renovations	Recommended	SY 2015–2016
Darnestown ES	Classroom addition	Recommended	Aug. 2013
Darnestown ES	Restroom renovations	Recommended	SY 2011–2012
Germantown ES	Capacity study	Under review	TBD
Great Seneca Creek ES	Capacity study	Under review	TBD
Spark M. Matsunaga ES	Capacity study	Under review	TBD

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

NORTHWEST CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 09–10	Projections							
			10–11	11–12	12–13	13–14	14–15	15–16	2019	2024
Northwest HS	Program Capacity	2151	2151	2151	2151	2151	2151	2151	2151	2151
	Enrollment	2043	2064	2116	2121	2086	2147	2200	2250	2300
	Available Space	108	87	35	30	65	4	(49)	(99)	(149)
	Comments									
Roberto Clemente MS	Program Capacity	1152	1152	1152	1152	1152	1152	1152	1152	1152
	Enrollment	1157	1118	1056	1029	1023	1038	1071	1100	1125
	Available Space	(5)	34	96	123	129	114	81	52	27
	Comments									
Kingsview MS	Program Capacity	965	965	965	965	965	965	965	956	956
	Enrollment	893	907	949	1020	1067	1099	1099	1125	1150
	Available Space	72	58	16	(55)	(102)	(134)	(134)	(169)	(194)
	Comments									
Lakelands Park MS	Program Capacity	1068	1068	1068	1068	1068	1068	1068	1068	1068
	Enrollment	851	899	942	1007	1012	1086	1111	1125	1150
	Available Space	217	169	126	61	56	(18)	(43)	(57)	(82)
	Comments									
Clopper Mill ES	Program Capacity	389	389	389	389	389	389	389		
	Enrollment	450	467	459	473	476	477	479		
	Available Space	(61)	(78)	(70)	(84)	(87)	(88)	(90)		
	Comments									
Darnestown ES	Program Capacity	273	273	273	273	455	455	455		
	Enrollment	378	373	375	388	390	397	414		
	Available Space	(105)	(100)	(102)	(115)	65	58	41		
	Comments		Planning for Addition			Addition complete				
Diamond ES	Program Capacity	509	509	509	509	509	509	509		
	Enrollment	535	560	583	594	618	609	600		
	Available Space	(26)	(51)	(74)	(85)	(109)	(100)	(91)		
	Comments									
Germantown ES	Program Capacity	361	327	327	327	327	327	327		
	Enrollment	273	294	315	317	328	335	337		
	Available Space	88	33	12	10	(1)	(8)	(10)		
	Comments		Capacity Study							
Great Seneca Creek ES	Program Capacity	658	658	658	658	658	658	658		
	Enrollment	744	766	769	768	772	759	764		
	Available Space	(86)	(108)	(111)	(110)	(114)	(101)	(106)		
	Comments		Capacity Study							
Spark M. Matsunaga ES	Program Capacity	659	659	659	659	659	659	659		
	Enrollment	1015	1061	1069	1054	1055	1039	1009		
	Available Space	(356)	(402)	(410)	(395)	(396)	(380)	(350)		
	Comments		Capacity Study							
Ronald McNair ES	Program Capacity	612	612	612	612	612	612	612		
	Enrollment	717	713	709	704	695	688	694		
	Available Space	(105)	(101)	(97)	(92)	(83)	(76)	(82)		
	Comments									
Cluster Information	HS Utilization	105%	104%	102%	101%	103%	100%	98%	105%	107%
	HS Enrollment	2151	2151	2151	2151	2151	2151	2151	2250	2300
	MS Utilization	91%	92%	93%	96%	97%	101%	103%	105%	108%
	MS Enrollment	2901	2924	2947	3056	3102	3223	3281	3350	3425
	ES Enrollment	119%	124%	125%	125%	120%	119%	119%	122%	125%
		4112	4234	4279	4298	4334	4304	4297	4400	4500

NORTHWEST CLUSTER

Facility Characteristics of Schools 2009–2010






Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Northwest HS	1998		340,867	34.6	Yes				
Roberto Clemente MS	1994		148,246	19.9					
Kingsview MS	1997		140,398	18.5	Yes				
Lakelands Park MS	2005		153,588	8.11	Yes				
Clopper Mill ES	1986		64,851	9	Yes			4	
Darnestown ES	1954	1980	37,685	7.2		TBD		6	
Diamond ES	1975		64,950	10	Yes	TBD			
Germantown ES	1935	1978	57,668	7.8		TBD			
Great Seneca Creek ES	2006		82,511	13.71					
Spark M. Matsunaga ES	2001		90,718	11.8				12	
Ronald McNair ES	1990		78,275	10	Yes			4	

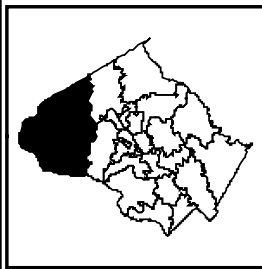
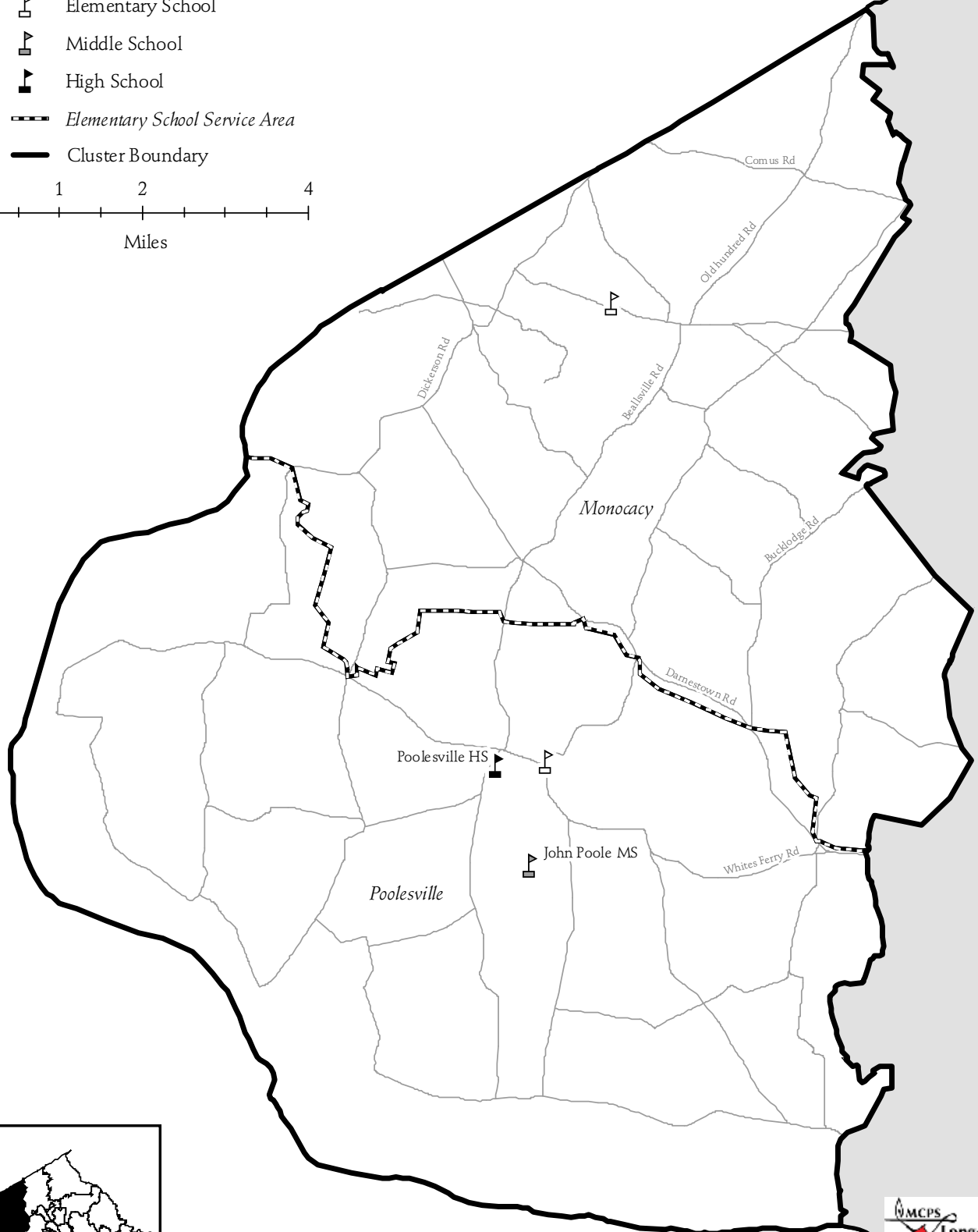
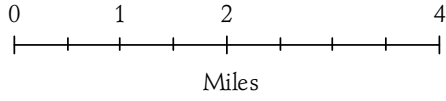
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Poolesville Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2009

SCHOOLS

John Poole Middle School

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Monocacy Elementary School

Utilization: Enrollment at Monocacy Elementary School falls well below the MCPS desired range of enrollment for an elementary school and is projected to decrease for the six-year planning period. MCPS regulations state that the desired minimum enrollment for an elementary school is 300 students. Monocacy Elementary School’s enrollment has been decreasing for several years and is at 176 this year, and is projected to decrease to 150 by 2015–2016. The superintendent is recommending consolidation of Monocacy Elementary School at Poolesville Elementary School beginning in August 2010. Please see Supplement A for additional information regarding the recommended consolidation.

Poolesville Elementary School

Utilization: Enrollment at Poolesville Elementary School has been declining for several years. Poolesville Elementary School’s enrollment is 387 this year and is projected to be at 372 by 2015–2016. The school’s capacity is 549, resulting in sufficient excess capacity to consolidate enrollment from Monocacy Elementary School. Please see Supplement A for additional information regarding the recommended consolidation.

CAPITAL PROJECTS

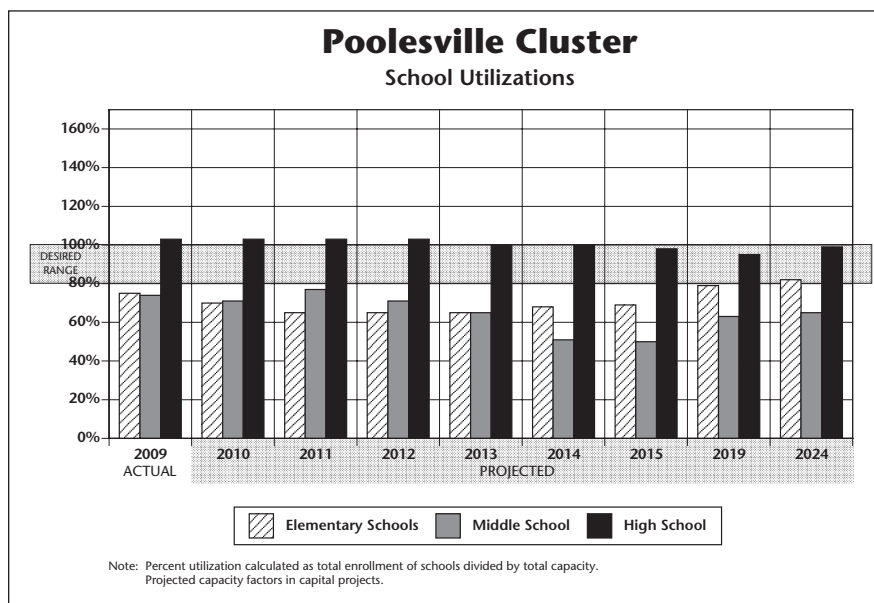
School	Project	Project Status*	Date of Completion
John Poole MS	Restroom renovations	Recommended	SY 2015–2016

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

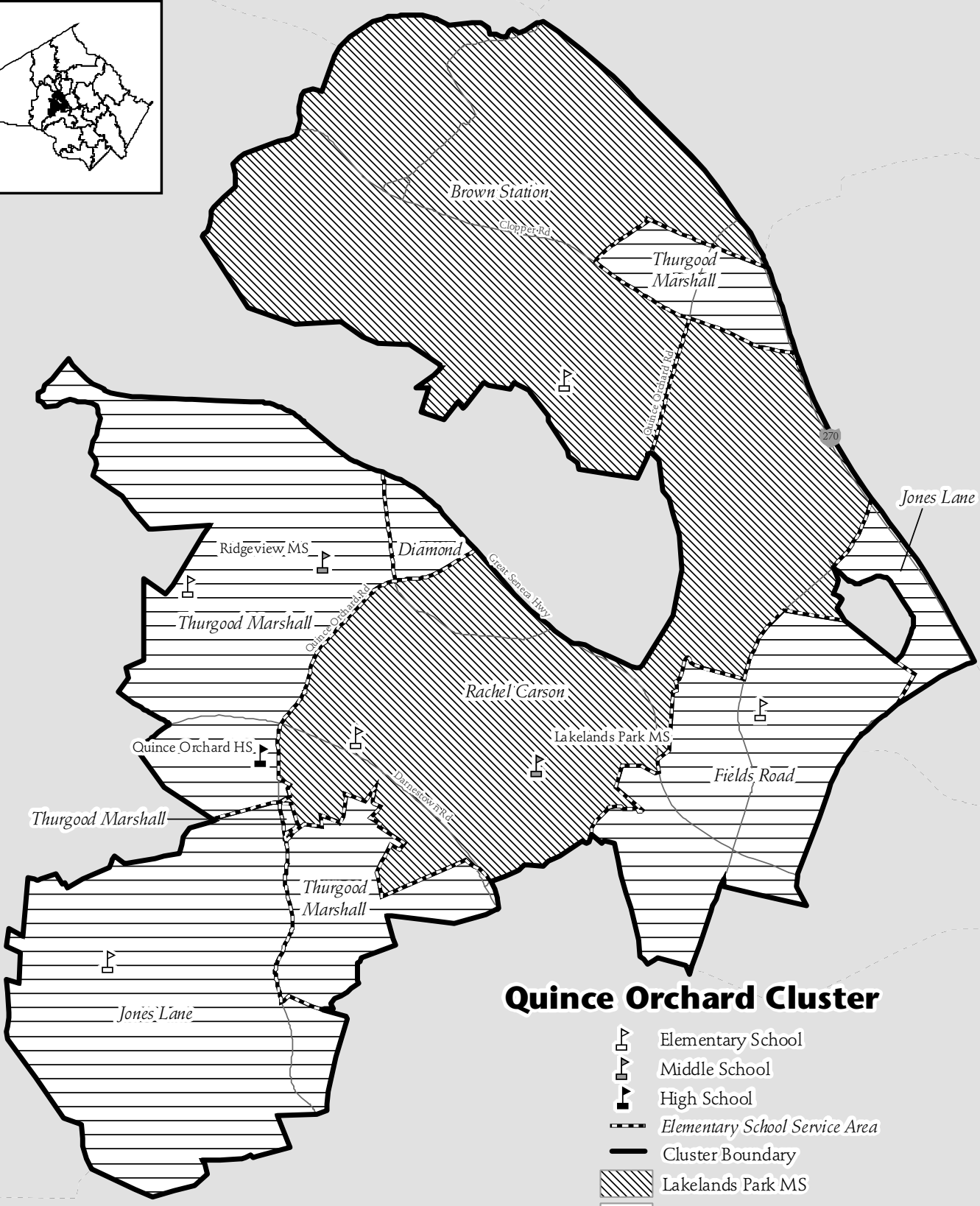
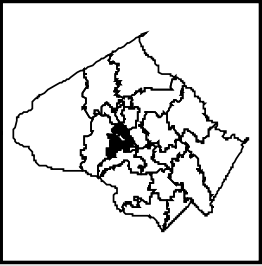
Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.



POOLESVILLE CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 09–10	Projections								
			10–11	11–12	12–13	13–14	14–15	15–16	2019	2024	
Poolesville HS	Program Capacity	1107	1107	1107	1107	1107	1107	1107	1107	1107	1107
	Enrollment	1143	1143	1137	1142	1110	1110	1087	1100	1150	
	Available Space	(36)	(36)	(30)	(35)	(3)	(3)	20	7	(43)	
	Comments	Addition Opens									
John Poole MS	Program Capacity	480	480	480	480	480	480	480	480	480	
	Enrollment	355	341	369	342	311	245	238	250	275	
	Available Space	125	139	111	138	169	235	242	230	205	
	Comments										
Monocacy ES	Program Capacity	206	206	206	206	206	206	206			
	Enrollment	176	167	151	140	143	143	150			
	Available Space	30	39	55	66	63	63	56			
	Comments	See Supplement A									
Poolesville ES	Program Capacity	549	549	549	549	549	549	549			
	Enrollment	387	358	342	352	349	372	372			
	Available Space	162	191	207	197	200	177	177			
	Comments	See Supplement A									
Cluster Information	HS Utilization	103%	103%	103%	103%	100%	100%	98%	99%	104%	
	HS Enrollment	1143	1143	1137	1142	1110	1110	1087	1100	1150	
	MS Utilization	74%	71%	77%	71%	65%	51%	50%	52%	57%	
	MS Enrollment	355	341	369	342	311	245	238	250	275	
	ES Utilization	75%	70%	65%	65%	65%	68%	69%	73%	79%	
	ES Enrollment	563	525	493	492	492	515	522	550	600	



Quince Orchard Cluster

- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary
- Lakelands Park MS
- Ridgeview MS



SCHOOLS

Quince Orchard High School

Capital Project: Restroom renovations are recommended for this school for completion in the 2010–2011 school year.

Ridgeview Middle School

Capital Project: Improvements are scheduled for this school with a completion date of August 2012. An FY 2011 appropriation is recommended for construction funds to complete the improvements. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Brown Station Elementary School

Utilization: Projections indicate enrollment at Brown Station Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2016. FY 2012 expenditures are programmed for facility planning funds to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Rachel Carson Elementary School

Utilization: Projections indicate enrollment at Rachel Carson Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. The Elementary Learning Center (ELC) currently located at Rachel Carson Elementary School is scheduled for relocation to Jones Lane Elementary School in August 2010. This move will free up four classrooms at Rachel Carson Elementary School. Enrollment will continue to be monitored to determine whether it is necessary to develop additional plans to relieve Rachel Carson Elementary School in the future.

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

Fields Road Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

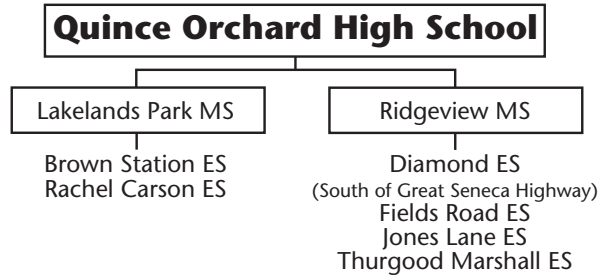
Jones Lane Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2012–2013 school year.

Thurgood Marshall Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

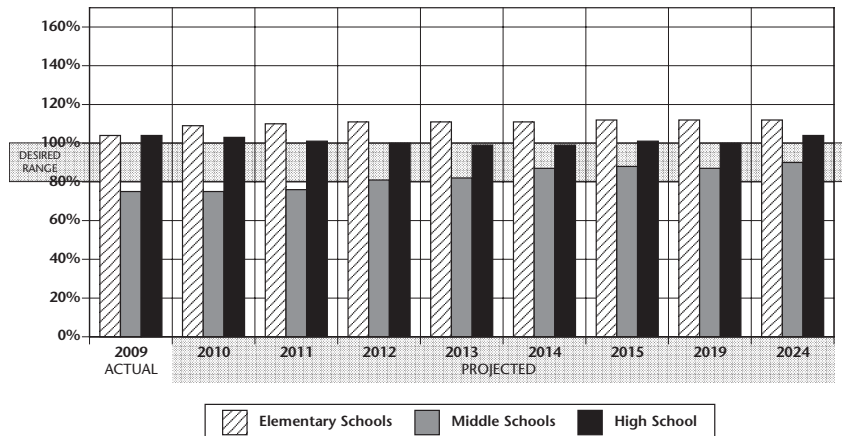
Quince Orchard Cluster Articulation*



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

*Diamond (north of Great Seneca Highway) and Darnestown elementary schools also articulate to Lakelands Park Middle School, but thereafter to Northwest High School.

Quince Orchard Cluster School Utilizations



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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Quince Orchard HS	Restroom renovations	Recommended	SY 2010–2011
Ridgeview MS	Improvements	Recommended	Aug. 2012
Brown Station ES	Modernization	Programmed	Aug. 2016
Rachel Carson ES	Restroom renovations	Recommended	SY 2013–2014
Fields Road ES	Restroom renovations	Recommended	SY 2013–2014
Jones Lane ES	Restroom renovations	Recommended	SY 2012–2013
Thurgood Marshall ES	Restroom renovations	Recommended	SY 2014–2015

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 09–10	Projections							
			10–11	11–12	12–13	13–14	14–15	15–16	2019	2024
Quince Orchard HS	Program Capacity	1741	1741	1741	1741	1741	1741	1741	1741	1741
	Enrollment	1814	1792	1756	1742	1732	1716	1767	1800	1850
	Available Space	(73)	(51)	(15)	(1)	10	26	(26)	(59)	(109)
	Comments									
Lakelands Park MS	Program Capacity	1068	1068	1068	1068	1068	1068	1068	1068	1068
	Enrollment	851	899	942	1007	1012	1086	1111	1125	1150
	Available Space	217	169	126	61	56	(18)	(43)	(57)	(82)
	Comments									
Ridgeview MS	Program Capacity	1007	1007	1007	1007	1007	1007	1007	1007	1007
	Enrollment	695	651	644	668	685	711	722	750	775
	Available Space	312	356	363	339	322	296	285	257	232
	Comments				Improvements Complete					
Brown Station ES	CSR	Program Capacity	403	403	403	403	403	403	403	@ Grosvenor Facility
	Enrollment	425	496	527	558	585	597	611		
	Available Space	(22)	(93)	(124)	(155)	(182)	(194)	(208)		
	Comments			Facility Planning For Mod.	Planning for Modernization		Move to Grosvenor Jan. 2015			
Rachel Carson ES	Program Capacity	649	701	701	701	701	701	701		
	Enrollment	887	875	850	846	820	820	824		
	Available Space	(238)	(174)	(149)	(145)	(119)	(119)	(123)		
	Comments		-4 ELC							
Fields Road ES	Program Capacity	558	558	558	558	558	558	558		
	Enrollment	452	471	492	509	523	528	531		
	Available Space	106	87	66	49	35	30	27		
	Comments									
Jones Lane ES	Program Capacity	518	466	466	466	466	466	466		
	Enrollment	487	529	531	512	505	492	483		
	Available Space	31	(63)	(65)	(46)	(39)	(26)	(17)		
	Comments		+4 ELC							
Thurgood Marshall ES	Program Capacity	551	551	551	551	551	551	551		
	Enrollment	535	538	543	544	549	548	543		
	Available Space	16	13	8	7	2	3	8		
	Comments									
Cluster Information	HS Utilization	104%	103%	101%	100%	99%	99%	101%	103%	106%
	HS Enrollment	1814	1792	1756	1742	1732	1716	1767	1800	1850
	MS Utilization	75%	75%	76%	81%	82%	87%	88%	90%	93%
	MS Enrollment	1546	1550	1586	1675	1697	1797	1833	1875	1925
	ES Enrollment	2786	2909	2943	2969	2982	2985	2992	3100	3200

QUINCE ORCHARD CLUSTER

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	1814	17.4%	0.2%	14.1%	20.2%	48.2%	17.1%	6.6%	12.4%
Lakelands Park MS	851	15.0%	0.1%	15.6%	16.3%	52.9%	15.1%	3.0%	11.1%
Ridgeview MS	695	16.3%	0.3%	18.0%	15.5%	49.9%	18.1%	3.7%	8.6%
Brown Station ES	425	39.8%	0.2%	8.5%	39.3%	12.2%	55.0%	20.6%	26.6%
Rachel Carson ES	887	6.7%	0.1%	11.5%	13.5%	68.2%	12.1%	11.4%	10.1%
Fields Road ES	452	19.9%	0.0%	23.9%	19.7%	36.5%	24.4%	15.9%	17.1%
Jones Lane ES	487	12.7%	0.0%	17.2%	18.7%	51.3%	19.4%	11.2%	9.0%
Thurgood Marshall ES	535	14.8%	2.1%	17.2%	16.3%	49.7%	19.8%	9.3%	12.3%
Elementary Cluster Total	2786	16.5%	0.5%	15.1%	19.9%	48.0%	23.3%	13.0%	13.9%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced–priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009–2010)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	Special Education Programs																				
																		School Based	Cluster Based	Quad Cluster Based				Regional Based														
																				ELC @10	LANG @12	LF1 @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	OTHER		
Quince Orchard HS	9–12	1742	88	67								4	2	8						2	3																	
Lakelands Park MS	6–8	1068	54	47								1		4																							1	
Ridgeview MS	6–8	1007	49	45								1		3																								
Brown Station ES	HS–5	403	26	5		5	9		1	1	5																											
Rachel Carson ES	pre-K–5	649	35	5		19		1				6								4																		
Fields Road ES	pre-K–5	558	30	4		20		1				3														2												
Jones Lane ES	K–5	518	28	4		17						4							3																			
Thurgood Marshall ES	K–5	551	28	3		17						4																								4		

QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2009–2010






Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Relocatable Class.	LTL/SBHC***
Quince Orchard HS	1988		284,912	30.1					
Lakelands Park MS	2005		153,588	8.11	Yes				
Ridgeview MS	1975		136,379	20		TBD			
Brown Station ES	1969		58,338	9	Yes	1516			
Rachel Carson ES	1990		78,547	12.4				7	
Fields Road ES	1973		72,302	10		TBD			
Jones Lane ES	1987		60,679	12.1				2	
Thurgood Marshall ES	1993		77,798	12			Yes	1	

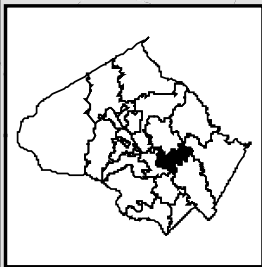
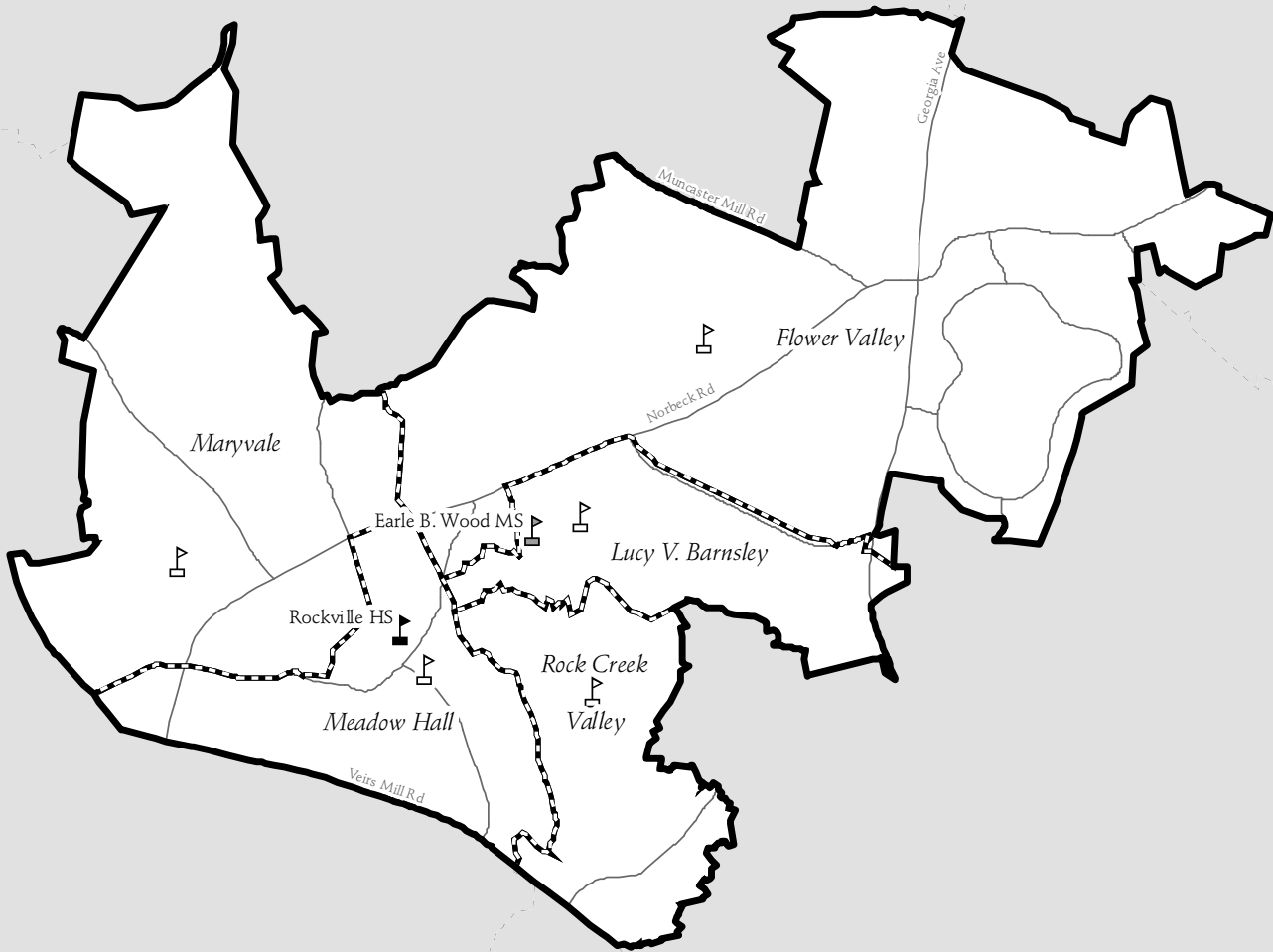
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Rockville Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary



SCHOOLS

Lucy V. Barnsley Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Meadow Hall Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

Maryvale Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2018. FY 2013 expenditures are programmed for facility planning funds to conduct a feasibility study to determine the feasibility, scope, and cost of the modernization project. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels approved in this CIP.

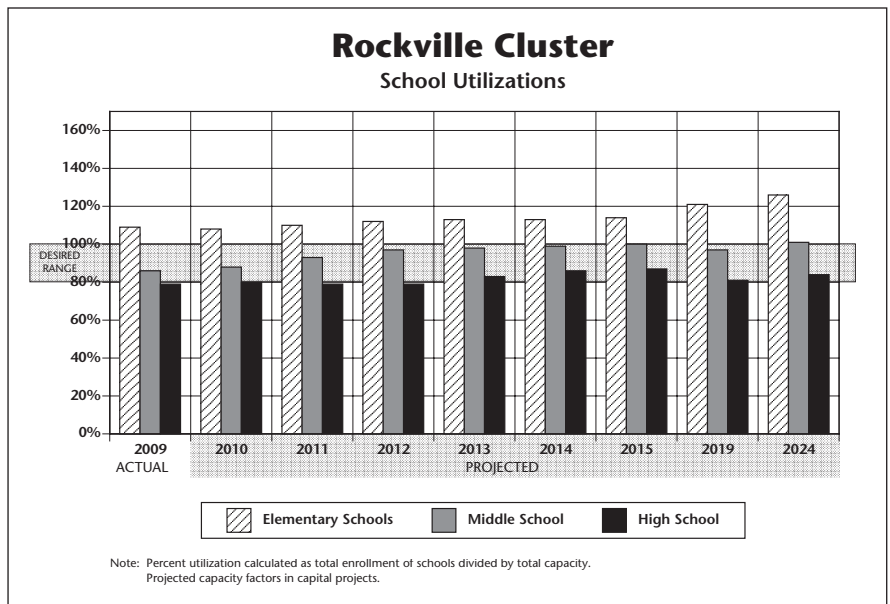
Planning Study: On November 27, 2007, the Board of Education adopted a resolution that when the superintendent was ready to address facility improvements for stand-alone special education centers, a multi-stakeholder work group of community members and appropriate staff be convened to review and make recommendations for the Board of Education to consider. These programs are housed in aging facilities that are in need of upgrades. The Maryland State Department of Education (MSDE) has stated that stand-alone special education centers will not be eligible for state funding because students in these centers are not provided opportunities to receive instruction in the general education setting to the maximum extent appropriate. Options need to be developed for providing upgraded facilities for all of the special education centers that maintain the current special education programs while meeting the goal of providing special education students with opportunities to receive instruction in a general education setting.

At this time, the superintendent is prepared to address the facility needs for the Carl Sandburg Learning Center that was previously scheduled for a modernization in the Amended FY 2007–2012 CIP. The program is in need of an up-to-date facility to support the level of services that the students at this center receive. In order to continue providing the high level of services in a modern, up-to-date facility for the Carl Sandburg Learning Center, the superintendent has directed MCPS staff to begin conversations with a multi-stakeholder work group to review the possibility of co-locating the Carl Sandburg Learning Center on the Maryvale Elementary School campus and constructing one new facility. Maryvale Elementary School was identified because there is an upcoming modernization, the school is centrally located in the Rockville cluster, and there is a large site size

to accommodate the school and the Carl Sandburg Learning Center program.

The work group will include parents and staff from Carl Sandburg Learning Center and Maryvale Elementary School. Staff from the Office of School Performance, the Department of Special Education, and the Division of Long-range Planning will participate in the work group. The activities will include, but not be limited to the following: discussing the facility implications; identifying staffing implications; identifying opportunities for special education students to receive instruction in the general education program; and conducting site visits to and engaging in discussions with parents and staff at Spark M. Matsunaga Elementary School and Longview Center, which are located on one site within one facility. The work group may identify other activities or issues that it determines are necessary before sending a report to the superintendent.

The work group would begin meeting in January 2010 and submit a report to the superintendent in the spring of 2011. This extended schedule should provide the work group ample time to engage all interested constituents and address all issues of concern. Following the input from the work group, the superintendent may make a recommendation relating to Carl Sandburg Learning Center as part of the FY 2013–2018 Capital Improvements Program in October 2011. The outcomes of the workgroup will not impact the modernization schedule for Maryvale Elementary School. The current CIP recommendation includes FY 2013 facility planning funds to conduct the feasibility study for the Maryvale Elementary School modernization. If it is determined that there is support for co-locating the Carl Sandburg Learning Center at the Maryvale Elementary School site, the building would be designed to support the Carl Sandburg Learning Center program and would be completed on the same schedule as the Maryvale Elementary School modernization in January 2018.



CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Lucy V. Barnsley ES	Restroom renovations	Recommended	SY 2015–2016
Maryvale ES	Modernization	Programmed	Jan. 2018
Meadow Hall ES	Restroom renovations	Recommended	SY 2014–2015

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 09–10	Projections								
			10–11	11–12	12–13	13–14	14–15	15–16	2019	2024	
Rockville HS	Program Capacity	1552	1539	1539	1539	1539	1539	1539	1539	1539	1539
	Enrollment	1223	1230	1215	1210	1270	1322	1334	1350	1400	
	Available Space	330	309	324	329	269	217	205	189	139	
	Comments		+1 LFI								
Earle B. Wood MS	Program Capacity	981	981	981	981	981	981	981	981	981	
	Enrollment	845	867	912	947	961	968	980	1000	1025	
	Available Space	136	114	69	34	20	13	1	(19)	(44)	
	Comments										
Lucy V. Barnsley ES	Program Capacity	524	524	524	524	524	524	524			
	Enrollment	633	626	617	625	614	610	612			
	Available Space	(109)	(102)	(93)	(101)	(90)	(86)	(88)			
	Comments										
Flower Valley ES	Program Capacity	429	429	416	416	416	416	416			
	Enrollment	457	458	452	461	481	485	493			
	Available Space	(28)	(29)	(36)	(45)	(65)	(69)	(77)			
	Comments			+1 ED							
Maryvale ES	Program Capacity	587	587	587	587	587	587	587			
	Enrollment	582	591	599	615	617	625	636			
	Available Space	5	(4)	(12)	(28)	(30)	(38)	(49)			
	Comments	See text			Facility Planning For Mod.			Planning for Modernization			
Meadow Hall ES	Program Capacity	315	315	315	315	315	315	315			
	Enrollment	366	375	388	408	414	405	406			
	Available Space	(51)	(60)	(73)	(93)	(99)	(90)	(91)			
	Comments										
Rock Creek Valley ES	Program Capacity	374	374	374	374	374	374	374			
	Enrollment	385	368	373	368	377	376	384			
	Available Space	(11)	6	1	6	(3)	(2)	(10)			
	Comments										
Cluster Information	HS Utilization	79%	80%	79%	79%	83%	86%	87%	88%	91%	
	HS Enrollment	1223	1230	1215	1210	1270	1322	1334	1350	1400	
	MS Utilization	86%	88%	93%	97%	98%	99%	100%	102%	104%	
	MS Enrollment	816	803	816	812	772	817	828	850	900	
	ES Utilization	109%	108%	110%	112%	113%	113%	114%	117%	122%	
ES Enrollment	2423	2418	2429	2477	2503	2501	2531	2600	2700		

ROCKVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1223	18.0%	0.3%	12.8%	27.1%	41.7%	20.5%	6.6%	11.7%
Earle B. Wood MS	845	18.6%	0.1%	11.6%	29.1%	40.6%	30.5%	4.7%	9.3%
Lucy V. Barnsley ES	633	14.8%	0.0%	17.5%	24.3%	43.3%	25.1%	9.7%	9.0%
Flower Valley ES	457	18.6%	0.2%	12.0%	12.0%	57.1%	18.1%	6.8%	9.5%
Maryvale ES	582	29.0%	0.7%	9.8%	30.4%	30.1%	37.4%	19.1%	8.8%
Meadow Hall ES	366	18.3%	1.4%	10.9%	41.3%	28.1%	41.0%	23.2%	13.5%
Rock Creek Valley ES	385	9.1%	0.3%	10.6%	35.1%	44.9%	28.5%	23.3%	6.3%
Elementary Cluster Total	2423	18.6%	0.5%	12.5%	27.7%	40.7%	29.8%	15.8%	9.2%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table (School Year 2009–2010)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	Special Education Programs																				
																		School Based			Cluster Based			Quad Cluster Based			Regional Based											
																		ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SIC @10	VISION (Elementary) @7	OTHER				
Rockville HS	9–12	1553	79		62								1		6						3		2		4											1		
Earle B. Wood MS	6–8	981	51		43								1		2																							
Lucy V. Barnsley ES	K–5	524	28	3		19						3																										
Flower Valley ES	K–5	429	25	3		14						3																										
Maryvale ES	HS–5	587	35	4		12	9		1	2	4														3													
Meadow Hall ES	K–5	315	24	4		4	7				4						2								3													
Rock Creek Valley ES	K–5	374	28	4		7	7				3																7											

ROCKVILLE CLUSTER

Facility Characteristics of Schools 2009–2010








Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Rockville HS	1968	2004	316,973	30.3		1283			
Earle B. Wood MS	1965	2001	152,588	8.5	Yes				
Lucy V. Barnsley ES	1965	1998	72,024	10				4	
Flower Valley ES	1967	1996	61,567	9.3				1	
Maryvale ES	1969		92,050	17.7		1578	Yes	1	
Meadow Hall ES	1956	1994	61,964	8.4	Yes			2	
Rock Creek Valley ES	1964	2001	76,692	10.4				2	

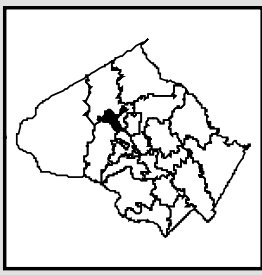
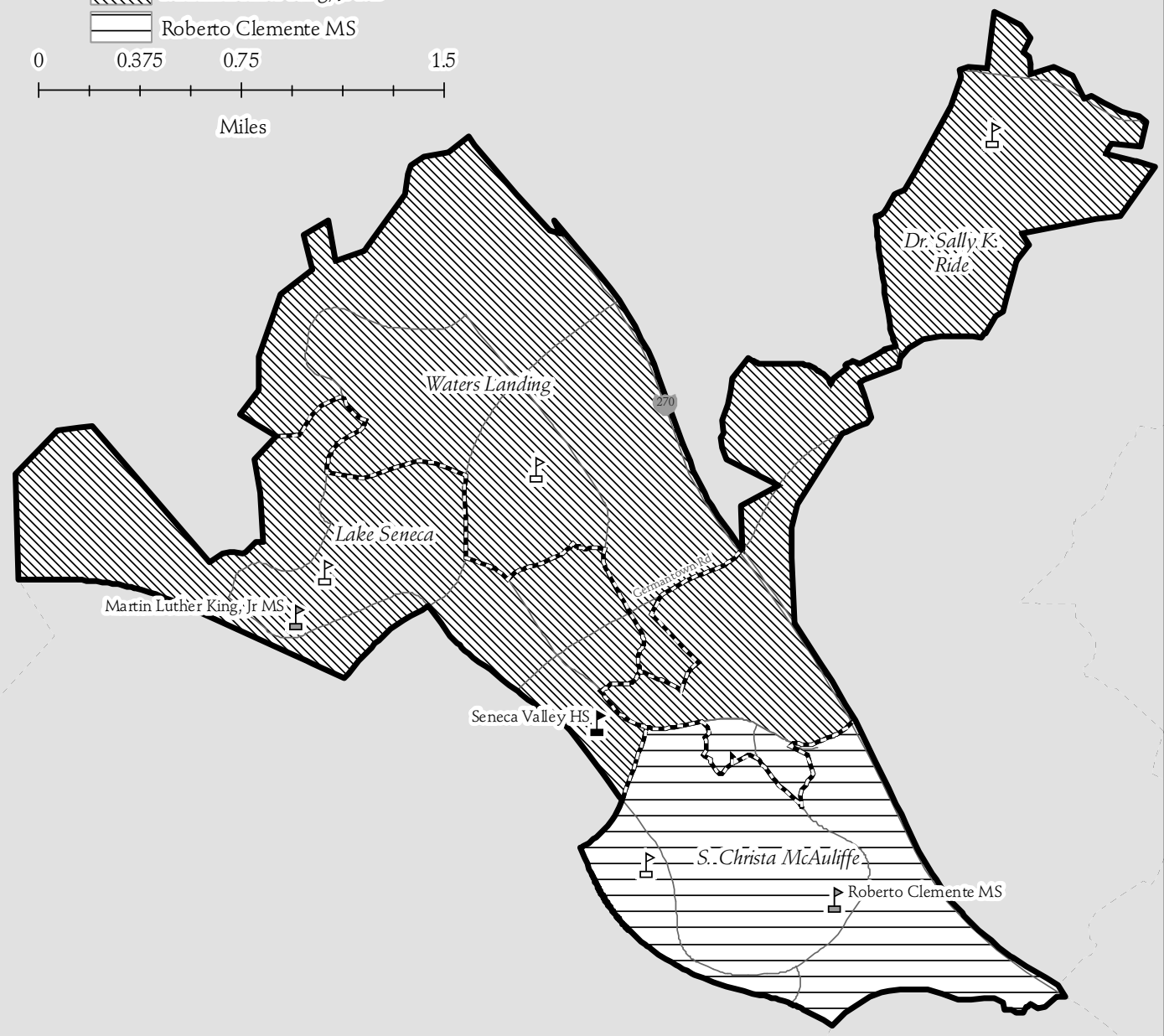
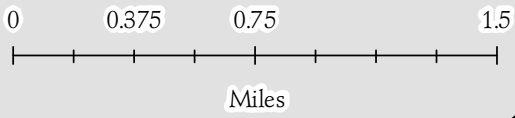
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Seneca Valley Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Martin Luther King, Jr MS
-  Roberto Clemente MS



CLUSTER PLANNING ISSUES

Seneca Valley High School

Capital Project: A modernization project is scheduled for this school for completion of the facility in August 2016 and the completion of the site work in August 2017. FY 2012 expenditures are programmed for facility planning funds to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Roberto Clemente Middle School

Capital Project: Restroom renovations are recommended for this school for completion in the 2012–2013 school year.

Dr. Martin Luther King, Jr. Middle School

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

Lake Seneca Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2011–2012 school year.

S. Christa McAuliffe Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Dr. Sally K. Ride Elementary School

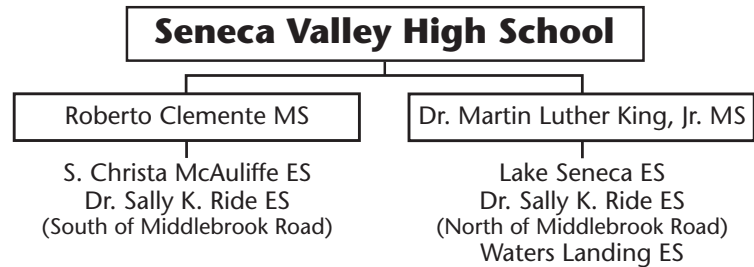
Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

Waters Landing Elementary School

Capital Project: Projections indicate enrollment at Waters Landing Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. An FY 2011 appropriation is recommended for planning funds to begin the architectural design of a classroom addition. The recommended completion date for the addition is August 2013. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

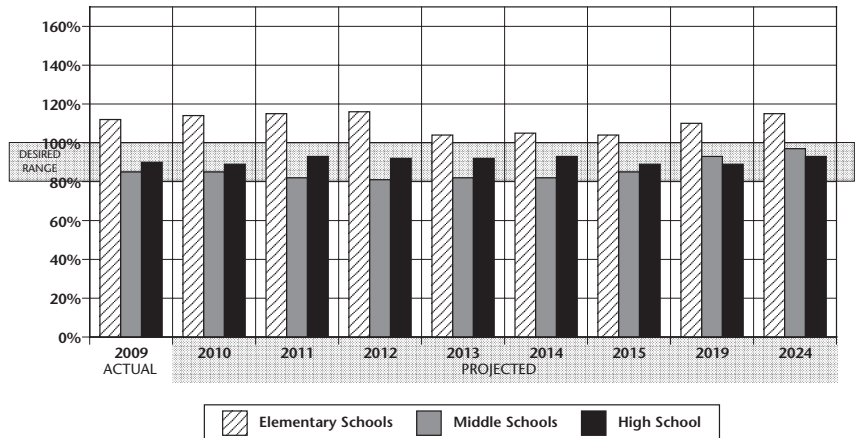
Seneca Valley Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- * Clopper Mill, Germantown, and a portion of Great Seneca Creek elementary schools also articulate to Roberto Clemente Middle School, but thereafter articulate to Northwest High School.

Seneca Valley Cluster

School Utilizations



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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Seneca Valley HS	Modernization	Programmed	Aug. 2016, building Aug. 2017, site
Dr. Martin Luther King, Jr. MS	Restroom renovations	Recommended	SY 2013–2014
Roberto Clemente MS	Restroom renovations	Recommended	SY 2012–2013
Lake Seneca ES	Restroom renovations	Recommended	SY 2011–2012
S. Christa McAuliffe ES	Restroom renovations	Recommended	SY 2015–2016
Dr. Sally K. Ride ES	Restroom renovations	Recommended	SY 2015–2016
Waters Landing ES	Classroom addition	Recommended	August 2013
Waters Landing ES	Restroom renovations	Recommended	SY 2014–2015

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			09–10	10–11	11–12	12–13	13–14	14–15	15–16	2019	2024
Seneca Valley HS		Program Capacity	1491	1491	1491	1491	1491	1491	1491	1491	1491
		Enrollment	1343	1334	1387	1378	1374	1392	1334	1350	1400
		Available Space	148	157	104	113	117	99	157	141	91
		Comments			Facility Planning for Mod.	Planning for Mod.		Modernization in Progress			
Roberto Clemente MS		Program Capacity	1152	1152	1152	1152	1152	1152	1152	1152	1152
		Enrollment	1157	1118	1056	1029	1023	1038	1071	1100	1125
		Available Space	(5)	34	96	123	129	114	81	52	27
		Comments									
Martin Luther King, Jr. MS		Program Capacity	888	888	888	888	888	888	888	888	888
		Enrollment	577	607	614	626	645	637	665	675	700
		Available Space	311	281	274	262	243	251	223	213	188
		Comments									
Lake Seneca ES	CSR	Program Capacity	417	417	417	417	417	417	417		
		Enrollment	385	417	415	425	433	437	439		
		Available Space	32	0	2	(8)	(16)	(20)	(22)		
		Comments									
S. Christa McAuliffe ES	CSR	Program Capacity	501	501	501	501	501	501	501		
		Enrollment	592	592	589	597	614	606	586		
		Available Space	(91)	(91)	(88)	(96)	(113)	(105)	(85)		
		Comments									
Dr. Sally K. Ride ES	CSR	Program Capacity	519	519	519	519	519	519	519		
		Enrollment	570	575	582	585	592	593	593		
		Available Space	(51)	(56)	(63)	(66)	(73)	(74)	(74)		
		Comments									
Waters Landing ES	CSR	Program Capacity	499	499	499	499	736	736	736		
		Enrollment	628	622	631	648	630	639	644		
		Available Space	(129)	(123)	(132)	(149)	106	97	92		
		Comments	Facility Planning for Addition	Planning for Addition			Addition Complete				
Cluster Information		HS Utilization	90%	89%	93%	92%	92%	93%	89%	91%	94%
		HS Enrollment	1343	1334	1387	1378	1374	1392	1334	1350	1400
		MS Utilization	85%	85%	82%	81%	82%	82%	85%	87%	89%
		MS Enrollment	1734	1725	1670	1655	1668	1675	1736	1775	1825
		ES Utilization	112%	114%	115%	116%	104%	105%	104%	106%	110%
	ES Enrollment	2175	2206	2217	2255	2269	2275	2262	2300	2400	

SENECA VALLEY CLUSTER

Demographic Characteristics of Schools

Schools	2009-2010						2008-2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1343	34.4%	0.4%	11.3%	22.4%	31.5%	24.3%	9.0%	18.8%
Roberto Clemente MS	1157	29.3%	0.3%	21.9%	23.3%	25.2%	27.2%	2.5%	11.0%
Martin Luther King, Jr MS	577	31.5%	0.7%	12.8%	23.7%	31.2%	33.5%	3.3%	11.7%
Lake Seneca ES	385	33.5%	0.5%	13.2%	26.8%	26.0%	39.4%	14.7%	17.2%
S. Christa McAuliffe ES	592	34.6%	0.0%	11.5%	30.6%	23.3%	40.4%	30.2%	23.7%
Dr. Sally K. Ride ES	570	31.1%	0.2%	26.0%	19.1%	23.7%	34.6%	16.0%	15.1%
Waters Landing ES	628	31.2%	0.3%	15.4%	24.8%	28.2%	34.9%	18.7%	19.6%
Elementary Cluster Total	2175	32.5%	0.2%	16.7%	25.2%	25.3%	37.1%	20.4%	19.1%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008-2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009-2010)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	Special Education Programs																				
																		School Based	Cluster Based	Quad Cluster Based				Regional Based														
																				ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	OTHER		
Seneca Valley HS	9-12	1491	74	58									3		8									3	2													
Roberto Clemente MS	6-8	1152	59	50									1		3										2	2												
Martin Luther King, Jr MS	6-8	888	43	40									1		2																							
Lake Seneca ES	K-5	417	26	4		7	7	1			3																									4		
S. Christa McAuliffe ES	HS-5	501	33	5		7	12			1	6						2																					
Dr. Sally K. Ride ES	pre-K-5	519	34	4		6	10		1	1	5				1	1	5																					
Waters Landing ES	K-5	499	33	4		6	14				6				1										2													

Facility Characteristics of Schools 2009–2010








Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Seneca Valley HS	1974		251,278	29.4		1254		4	
Roberto Clemente MS	1994		148,246	19.9					
Martin Luther King, Jr. MS	1996		135,867	19					
Lake Seneca ES	1985		58,770	9.4					
S. Christa McAuliffe ES	1987		77,240	10.6	Yes			1	
Dr. Sally K. Ride ES	1994		78,686	13.5			Yes	4	Yes
Waters Landing ES	1988		77,560	10			Yes	3	

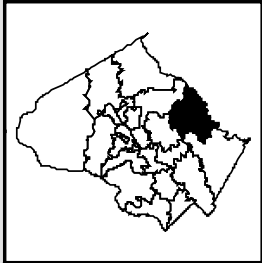
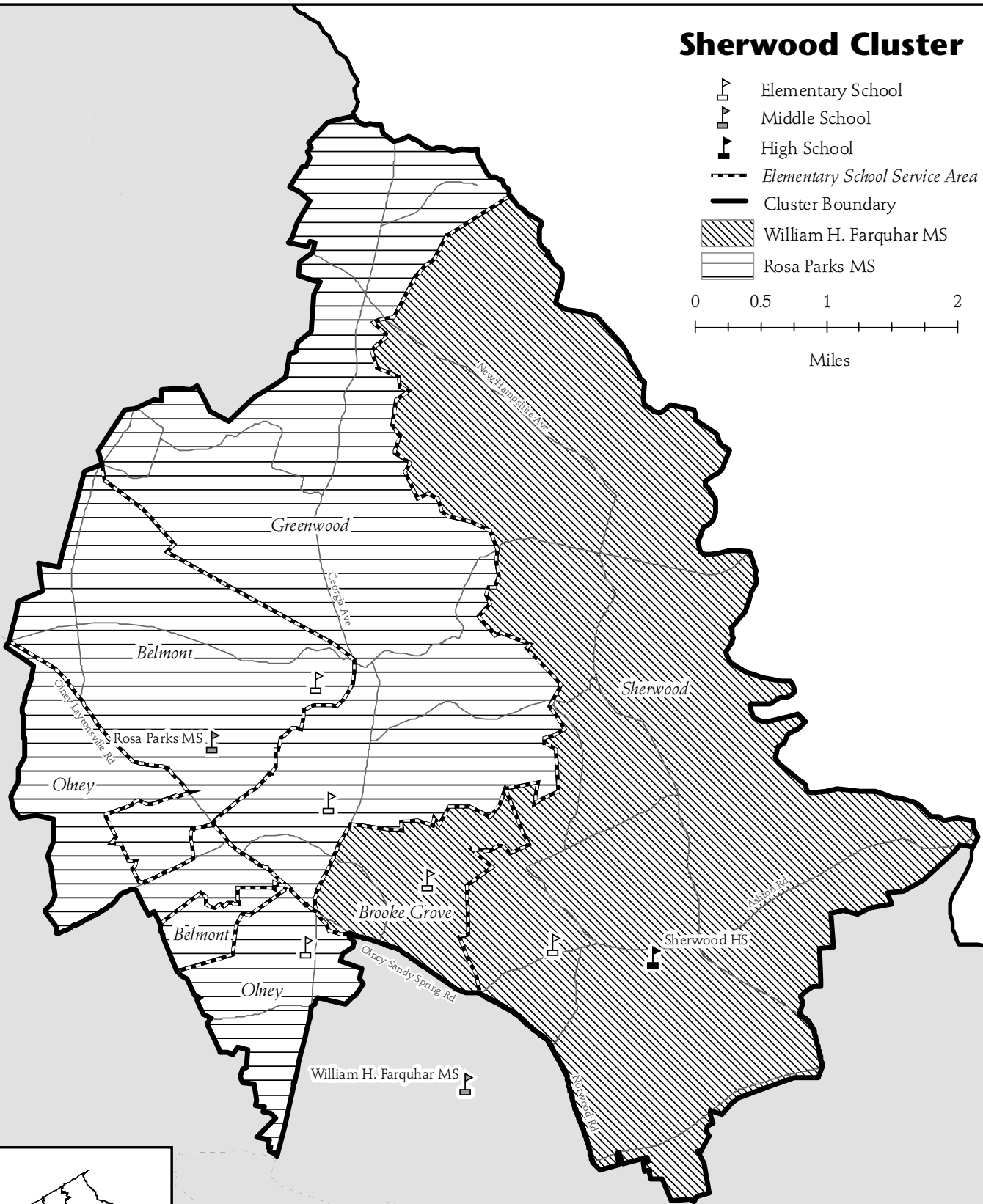
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Sherwood Cluster

-  Elementary School
 -  Middle School
 -  High School
 -  Elementary School Service Area
 -  Cluster Boundary
 -  William H. Farquhar MS
 -  Rosa Parks MS
- 0 0.5 1 2
Miles



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2009

SCHOOLS

Sherwood High School

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

William H. Farquhar Middle School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2015. An FY 2011 appropriation is recommended for facility planning funds for a feasibility study for determine the scope and cost of the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Rosa M. Parks Middle School

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

Sherwood Elementary School

Capital Project: Projections indicate that enrollment at Sherwood Elementary School will exceed the school’s current capacity by four classrooms or more throughout the six-year CIP period. An FY 2010 appropriation was approved for construction of a classroom addition. The scheduled completion date for the addition is August 2010. In order for this project to remain on schedule, county and state funding must be provided at the levels approved in this CIP.

CAPITAL PROJECTS

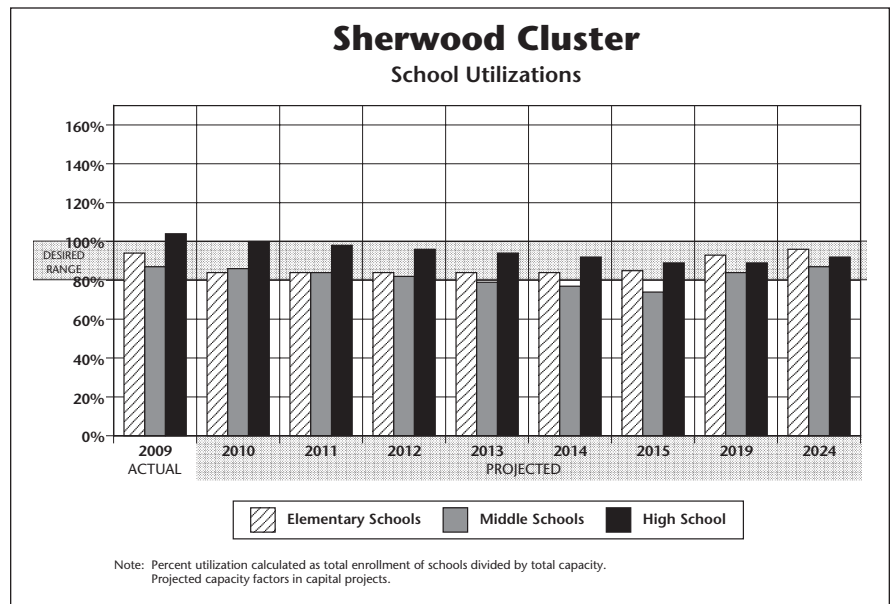
School	Project	Project Status*	Date of Completion
Sherwood HS	Restroom renovations	Recommended	SY 2013–2014
Farquhar MS	Modernization	Programmed	Aug. 2015
Rosa M. Parks MS	Restroom renovations	Recommended	SY 2013–2014
Sherwood ES	Classroom addition	Approved	Aug. 2010

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.



SHERWOOD CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 09–10	Projections							
			10–11	11–12	12–13	13–14	14–15	15–16	2019	2024
Sherwood HS	Program Capacity	2004	2004	2004	2004	2004	2004	2004	2004	2004
	Enrollment	2090	2013	1970	1929	1878	1850	1789	1800	1850
	Available Space	(86)	(9)	34	75	126	154	215	204	154
	Comments									
William H. Farquhar MS	Program Capacity	851	851	851	851	851	851	851	851	851
	Enrollment	619	590	587	587	569	558	540	575	600
	Available Space	232	261	264	264	282	293	311	276	251
	Comments		Facility Planning For Mod.	Planning for Modernization		@ Tilden Facility		Mod. Complete		
Rosa Parks MS	Program Capacity	880	880	880	880	880	880	880	880	880
	Enrollment	888	898	866	828	800	778	749	775	800
	Available Space	(8)	(18)	14	52	80	102	131	105	80
	Comments									
Belmont ES	Program Capacity	415	415	415	415	415	415	415		
	Enrollment	364	333	330	327	315	323	330		
	Available Space	51	82	85	88	100	92	85		
	Comments									
Brooke Grove ES	Program Capacity	543	543	543	543	543	543	543		
	Enrollment	391	392	383	385	385	385	399		
	Available Space	152	151	160	158	158	158	144		
	Comments									
Greenwood ES	Program Capacity	571	571	571	571	571	571	571		
	Enrollment	553	542	524	525	538	528	531		
	Available Space	18	29	47	46	33	43	40		
	Comments									
Olney ES	Program Capacity	584	584	584	584	584	584	584		
	Enrollment	562	548	547	542	525	526	532		
	Available Space	22	36	37	42	59	58	52		
	Comments									
Sherwood ES	Program Capacity	377	589	589	589	589	589	589		
	Enrollment	470	467	474	491	506	502	515		
	Available Space	(93)	122	115	98	83	87	74		
	Comments		Addition Complete +1 preK LFI/SCB							
Cluster Information	HS Utilization	104%	100%	98%	96%	94%	92%	89%	90%	92%
	HS Enrollment	2090	2013	1970	1929	1878	1850	1789	1800	1850
	MS Utilization	87%	86%	84%	82%	79%	77%	74%	78%	81%
	MS Enrollment	1507	1488	1453	1415	1369	1336	1289	1350	1400
	ES Utilization	94%	84%	84%	84%	84%	84%	85%	89%	93%
ES Enrollment	2340	2282	2258	2270	2269	2264	2307	2400	2500	

SHERWOOD CLUSTER

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Sherwood HS	2090	17.0%	0.2%	11.3%	10.2%	61.2%	12.8%	8.0%	7.3%
William H. Farquhar MS	619	20.8%	0.2%	14.4%	10.3%	54.3%	11.5%	2.3%	5.6%
Rosa Parks MS	888	12.4%	0.1%	7.7%	7.5%	72.3%	6.8%	0.5%	4.5%
Belmont ES	364	6.3%	0.0%	7.7%	7.1%	78.8%	5.7%	5.5%	4.9%
Brooke Grove ES	391	21.0%	0.5%	11.8%	13.8%	52.9%	20.0%	9.4%	6.7%
Greenwood ES	553	6.9%	0.0%	10.1%	8.0%	75.0%	5.8%	1.2%	3.8%
Olney ES	562	16.2%	0.2%	11.7%	12.8%	59.1%	13.9%	2.9%	4.9%
Sherwood ES	470	20.2%	0.4%	15.5%	8.9%	54.9%	10.2%	3.0%	6.1%
Elementary Cluster Total	2340	14.1%	0.2%	11.5%	10.2%	64.1%	10.9%	4.0%	5.2%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009–2010)

Schools	Special Education Programs																																										
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	School Based	Cluster Based	Quad Cluster Based			Regional Based																							
SEC LAD@15															HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	OTHER										
Sherwood HS	9-12	2004	96		81							5		7																													
William H. Farquhar MS	6-8	851	42		38									3						1	2																						
Rosa Parks MS	6-8	880	43		39									4																													
Belmont ES	K-5	415	23	4	15						2			2																													
Brooke Grove ES	pre-K-5	543	30	4	18	1					3			1		3																											
Greenwood ES	K-5	571	29	4	21						4																																
Olney ES	K-5	584	30	4	21						4			1																													
Sherwood ES	K-5	377	22	4	13						3										2																						

SHERWOOD CLUSTER

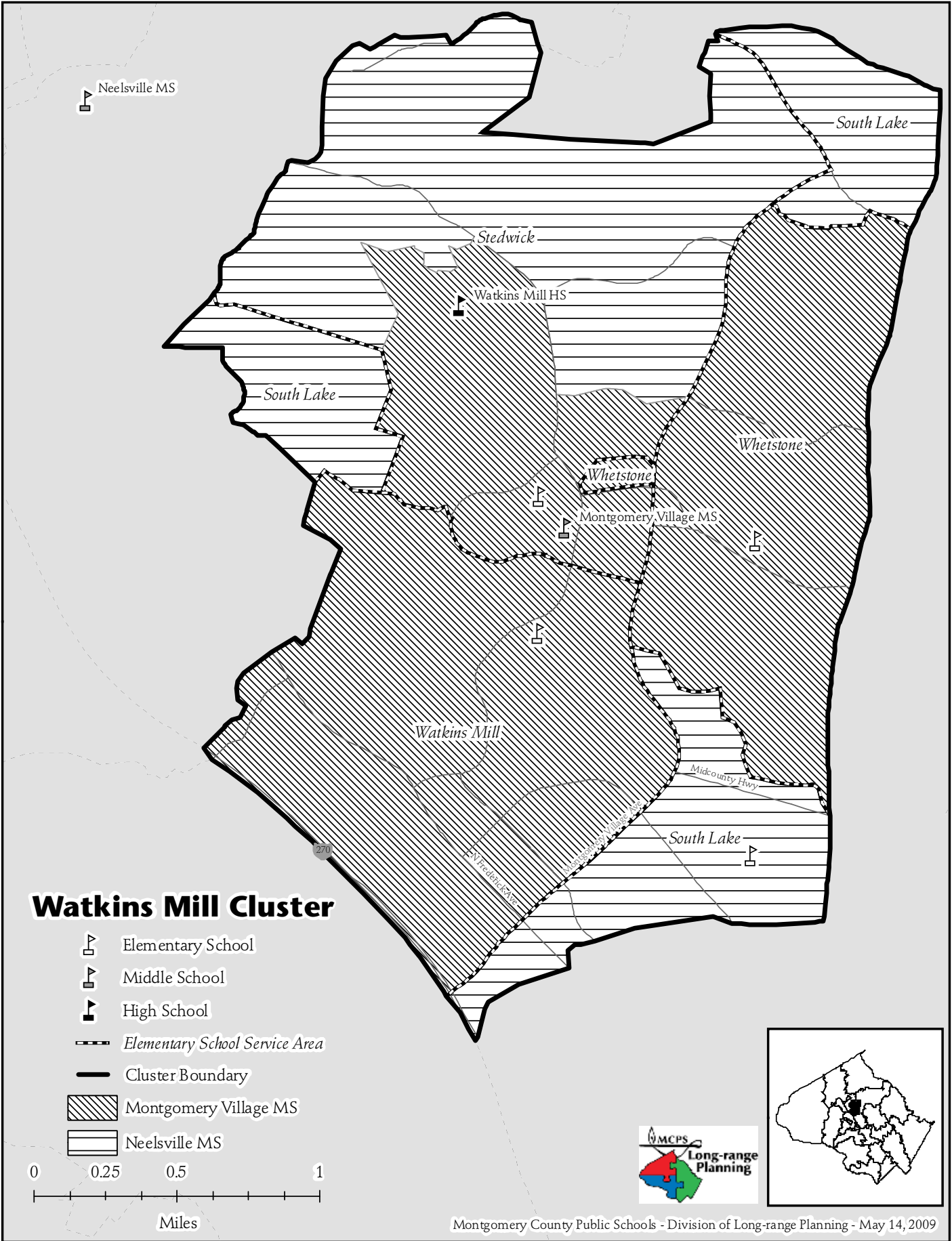
Facility Characteristics of Schools 2009–2010

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Sherwood HS	1950	1991	333,154	49.3					
William H. Farquhar MS	1968		116,300	20		1434			
Rosa Parks MS	1992		137,469	24.1	Yes				
Belmont ES	1974		49,279	10.5		TBD	Yes	1	
Brooke Grove ES	1990		72,582	10.96					
Greenwood ES	1970		64,609	10	Yes	TBD			
Olney ES	1954	1990	68,755	9.9					
Sherwood ES	1977		60,064	10.85		TBD	Yes	7	

*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.



SCHOOLS

Watkins Mill High School

Capital Project: An FY 2009 appropriation was approved for facility planning funds in the Department of Health and Human Services (DHHS) Capital Budget for a feasibility study to determine the scope and cost of a School-based Wellness Center. Funding for construction will be requested in a future DHHS CIP. The completion date for the Wellness Center will be finalized when construction funds are approved.

Capital Project: Restroom renovations are recommended for this school for completion in the 2012–2013 school year.

South Lake Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2011–2012 school year.

Watkins Mill Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2012–2013 school year.

Whetstone Elementary School

Utilization: Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: Projections indicate enrollment at Whetstone Elementary School will exceed the school’s current capacity by four or more classrooms throughout the six-year CIP period. An FY 2010 appropriation was approved for construction funds to begin the construction of the classroom addition. The scheduled completion date for the addition is August 2011.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Watkins Mill HS	Wellness Center	Programmed	Aug. 2011
Watkins Mill HS	Restroom renovations	Recommended	SY 2012–2013
South Lake ES	Restroom renovations	Recommended	SY 2011–2012
Watkins Mill ES	Restroom renovations	Recommended	SY 2012–2013
Whetstone ES	Classroom addition	Approved	Aug. 2011

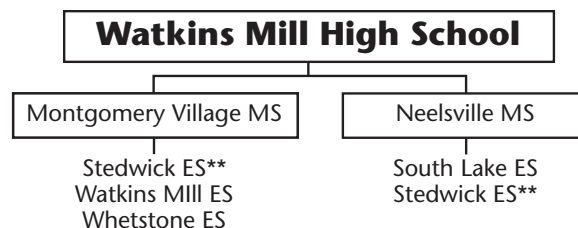
*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

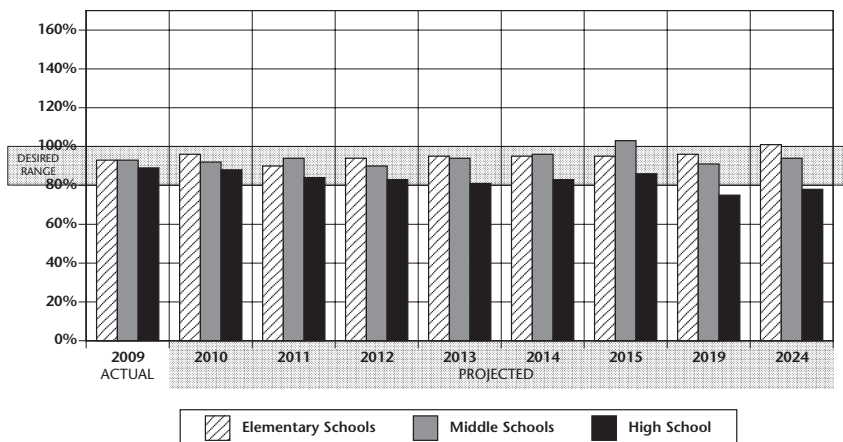
Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

Watkins Mill Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- * Capt. James Daly Elementary School and Fox Chapel Elementary School also articulate to Neelsville Middle School but thereafter to Clarksburg High School.
- ** A portion of Stedwick Elementary School articulates to Montgomery Village Middle School, and another portion articulates to Neelsville Middle School.

Watkins Mill Cluster School Utilizations



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

WATKINS MILL CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual	Projections								
			09–10	10–11	11–12	12–13	13–14	14–15	15–16	2019	2024
Watkins Mill HS	Program Capacity	1723	1764	1804	1845	1885	1885	1885	1885	1885	1885
	Enrollment	1536	1546	1515	1527	1533	1559	1615	1650	1700	
	Available Space	188	218	290	318	353	327	271	235	185	
	Comments		-3 SLC	-3 SLC	-3 SLC	-3 SLC					
Montgomery Village MS	Program Capacity	830	830	830	830	830	830	830	830	830	
	Enrollment	664	624	658	627	672	672	743	750	775	
	Available Space	166	206	172	203	158	158	87	80	55	
	Comments										
Neelsville MS	Program Capacity	842	842	842	842	842	842	842	842	842	
	Enrollment	889	906	907	884	899	931	977	1000	1025	
	Available Space	(48)	(65)	(66)	(43)	(58)	(90)	(136)	(158)	(183)	
	Comments										
South Lake ES	CSR	Program Capacity	715	715	715	715	715	715	715		
		Enrollment	621	635	654	678	683	684	684		
		Available Space	94	80	61	37	32	31	31		
		Comments									
Stedwick ES	CSR	Program Capacity	659	659	659	659	659	659	659		
		Enrollment	597	591	581	596	608	597	601		
		Available Space	62	68	78	63	51	62	58		
		Comments									
Watkins Mill ES	CSR	Program Capacity	689	689	689	689	689	689	689		
		Enrollment	539	588	596	637	639	647	644		
		Available Space	150	101	93	52	50	42	45		
		Comments									
Whetstone ES	CSR	Program Capacity	483	483	706	706	706	706	706		
		Enrollment	619	632	662	686	694	699	700		
		Available Space	(136)	(149)	44	20	12	7	6		
		Comments			Addition Complete						
Cluster Information	HS Utilization	89%	88%	84%	83%	81%	83%	86%	88%	90%	
	HS Enrollment	1536	1546	1515	1527	1533	1559	1615	1650	1700	
	MS Utilization	93%	92%	94%	90%	94%	96%	103%	105%	108%	
	MS Enrollment	1553	1530	1565	1511	1571	1603	1720	1750	1800	
	ES Enrollment	2376	2446	2493	2597	2624	2627	2629	2700	2800	

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2009–2010






Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Relocatable Class.	LTL/SBHC***
Watkins Mill HS	1989		301,579	50.99	Yes				
Montgomery Village MS	1968	2003	141,615	15.1		1358			
Neelsville MS	1981		131,432	29.2		TBD			
South Lake ES	1972		83,038	10.2		TBD			
Stedwick ES	1974		109,677	10		TBD			
Watkins Mill ES	1970		80,923	10	Yes	TBD			
Whetstone ES	1968		76,657	8.8	Yes	TBD		7	

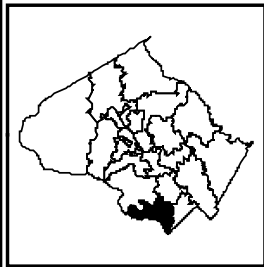
**Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.*

***Private child care is provided at the school during the school day.*

****LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.*

Walt Whitman Cluster

-  Elementary School
 -  Middle School
 -  High School
 -  Elementary School Service Area
 -  Cluster Boundary
- 0 0.5 1 2
Miles



SCHOOLS

Bannockburn Elementary School

Capital Project: Projections indicate enrollment at Wood Acres Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. Due to site and facility constraints at Wood Acres Elementary School, capacity studies will be needed to determine the feasibility of constructing classroom additions at Wood Acres Elementary School and Bannockburn Elementary School, which is adjacent to Wood Acres Elementary School. An FY 2011 appropriation is recommended for facility planning funds to conduct the capacity studies to determine the feasibility, scope, and cost for classroom additions at both schools. A solution to address the overutilization at Wood Acres Elementary School will be considered in a future CIP. Relocatable classrooms will be utilized at Wood Acres Elementary School until capacity can be added.

Capital Project: Restroom renovations are recommended for this school for completion in the 2010–2011 school year.

Bradley Hills Elementary School

Planning Issue: Student enrollment at elementary schools in the Bethesda-Chevy Chase Cluster has increased dramatically over the past two school years causing the cluster to be placed in a housing moratorium according to the county Growth Policy, (See appendices I and P-1 for additional information concerning the Growth Policy). Bethesda Elementary School is one of the schools in the Bethesda-Chevy Chase cluster that will exceed capacity throughout the six-year planning period. Students in the western portion of the Bethesda Elementary School service area attend secondary schools in the Walt Whitman Cluster instead of the secondary schools in the Bethesda-Chevy Chase Cluster. As part of the Amended FY 2009–2014 Capital Improvements Program (CIP), a feasibility study was conducted during the 2008–2009 for an addition to Bradley Hills Elementary School. The scope of the feasibility study for Bradley Hills Elementary School was expanded to include the option of accommodating the possible future reassignment of students that currently attend Bethesda Elementary School for Grades K–5 and articulate to secondary schools in the Walt Whitman cluster.

Non-Capital Solution: Projections indicate that enrollment at Bethesda Elementary School will exceed capacity throughout the six-year CIP period. In order to relieve some of the overutilization at this school, a boundary study is recommended to evaluate the option for the reassignment of the western portion of the Bethesda Elementary School service area (that articulates to the Walt Whitman cluster secondary schools) to Bradley Hills Elementary School. Representatives from Bethesda Elementary School in the Bethesda-Chevy Chase cluster and Bradley Hills Elementary School in the Walt

Whitman cluster will participate in the boundary advisory committee. The boundary study will take place in winter 2009 for Board of Education in March 2010.

Capital Project: Projections indicate enrollment at Bradley Hills Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2011 appropriation is recommended for planning funds to begin the architectural design for the classroom addition. The scope of the addition includes additional classrooms and an expansion of the administration suite and multipurpose room to accommodate the possible reassignment of students from Bethesda Elementary School. The recommended completion date for the addition is August 2013. Due to the expanded scope of the addition and in order to minimize disruption to the school, the school will be housed at the Radnor Holding Facility during construction. The Radnor Holding facility is located within the Bradley Hills Elementary School service area. The school will move into the Radnor Holding Facility in January 2012. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

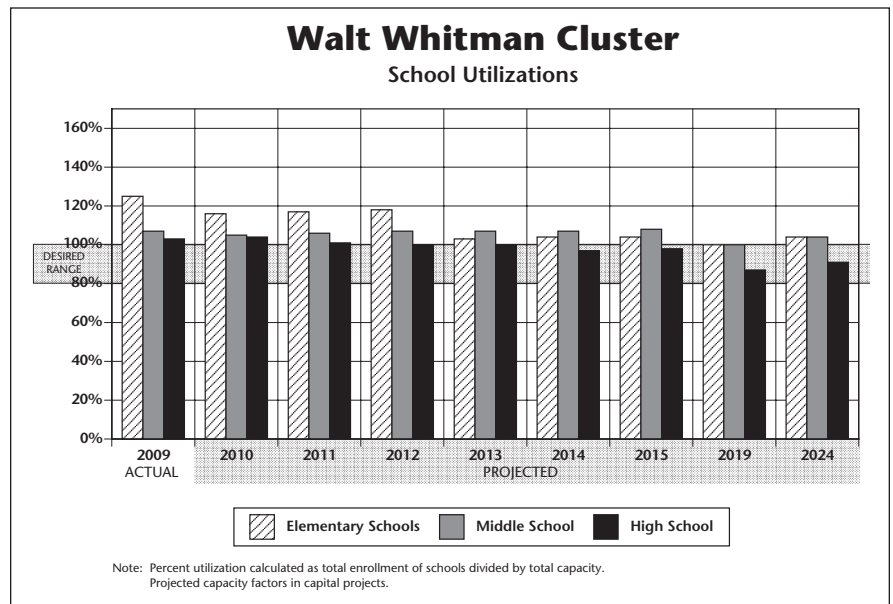
Carderock Springs Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2010. An FY 2010 appropriation was approved for the balance of the construction funds for the modernization.

Capital Project: An FY 2009 appropriation was approved for construction funds for a gymnasium to be constructed as part of the modernization project. The scheduled completion date for this gymnasium is August 2010.

Wood Acres Elementary School

Capital Project: Projections indicate enrollment at Wood Acres Elementary School will exceed capacity by four



classrooms or more by the end of the six-year planning period. Due to site and facility constraints at Wood Acres Elementary School, capacity studies will be needed to determine the feasibility of constructing classroom additions at Wood Acres Elementary School and Bannockburn Elementary School, which is adjacent to Wood Acres Elementary School. An FY 2011 appropriation is recommended for facility planning funds to conduct the capacity studies to determine the feasibility, scope, and cost for classroom additions at both schools. A solution to address the overutilization at Wood Acres Elementary School will be considered in a future CIP. Relocatable classrooms will be utilized until capacity can be added.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Bannockburn ES	Capacity study	Under review	TBD
Bannockburn ES	Restroom renovations	Recommended	SY 2010–2011
Bradley Hills ES	Classroom addition	Recommended	Aug. 2013
Carderock Springs ES	Modernization	Approved	Aug. 2010
	Gymnasium	Approved	Aug. 2010
Wood Acres ES	Capacity study	Under review	TBD

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 09–10	Projections								
			10–11	11–12	12–13	13–14	14–15	15–16	2019	2024	
Walt Whitman HS	Program Capacity	1873	1873	1873	1873	1873	1873	1873	1873	1873	1873
	Enrollment	1936	1941	1892	1878	1868	1808	1830	1850	1900	
	Available Space	(63)	(68)	(19)	(5)	5	65	43	23	(27)	
	Comments										
Thomas W. Pyle MS	Program Capacity	1250	1250	1250	1250	1250	1250	1250	1250	1250	
	Enrollment	1335	1314	1326	1339	1339	1337	1347	1350	1375	
	Available Space	(86)	(65)	(77)	(90)	(90)	(88)	(98)	(100)	(125)	
	Comments										
Bannockburn ES	Program Capacity	365	365	365	365	365	365	365			
	Enrollment	366	358	352	339	339	343	355			
	Available Space	(1)	7	13	26	26	22	10			
	Comments		Capacity Study								
Bradley Hills ES	Program Capacity	342	342	342	342	638	638	638			
	Enrollment	478	482	499	496	483	497	508			
	Available Space	(136)	(140)	(157)	(154)	155	141	130			
	Comments	Boundary Study	Planning for Addition	Move to Radnor Jan. 2012	@ Radnor Facility	Addition Complete					
Burning Tree ES	Program Capacity	415	415	415	415	415	415	415			
	Enrollment	514	494	495	505	490	488	492			
	Available Space	(99)	(79)	(80)	(90)	(75)	(73)	(77)			
	Comments										
Carderock Springs ES	Program Capacity	250	399	399	399	399	399	399			
	Enrollment	317	340	337	345	364	370	365			
	Available Space	(67)	59	62	54	35	29	34			
	Comments	@ Radnor	Mod. Complete Aug. 2010 +3 AUT								
Wood Acres ES	Program Capacity	550	550	550	550	550	550	550			
	Enrollment	734	729	740	752	757	755	744			
	Available Space	(184)	(179)	(190)	(202)	(207)	(205)	(194)			
	Comments		Capacity Study								
Cluster Information	HS Utilization	103%	104%	101%	100%	100%	97%	98%	99%	101%	
	HS Enrollment	1936	1941	1892	1878	1868	1808	1830	1850	1900	
	MS Utilization	107%	105%	106%	107%	107%	107%	108%	108%	110%	
	MS Enrollment	1335	1314	1326	1339	1339	1337	1347	1350	1375	
	ES Utilization	125%	116%	117%	118%	103%	104%	104%	106%	110%	
ES Enrollment	2409	2403	2423	2437	2433	2453	2464	2500	2600		

WALT WHITMAN CLUSTER

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walt Whitman HS	1936	4.8%	0.1%	12.4%	7.2%	75.6%	2.1%	5.5%	8.1%
Thomas W. Pyle MS	1335	3.8%	0.1%	12.2%	6.5%	77.4%	2.2%	5.0%	6.5%
Bannockburn ES	366	3.3%	0.0%	9.3%	6.0%	81.4%	2.0%	5.7%	5.4%
Bradley Hills ES	478	1.5%	0.4%	13.4%	5.0%	79.7%	2.0%	7.3%	6.4%
Burning Tree ES	514	6.6%	0.4%	17.5%	8.4%	67.1%	2.8%	9.2%	9.4%
Carderock Springs ES	317	0.9%	0.3%	15.1%	5.4%	78.2%	1.0%	2.7%	3.3%
Wood Acres ES	734	2.7%	0.0%	10.4%	5.4%	81.5%	0.9%	5.9%	7.0%
Elementary Cluster Total	2409	3.2%	0.2%	13.0%	6.1%	77.6%	1.7%	6.5%	6.7%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009–2010)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	Special Education Programs																						
															School Based	Cluster Based	Quad Cluster Based			Regional Based																	
															SEC LAD@15	HSM @13	ELEM LAD@13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	OTHER			
Walt Whitman HS	9–12	1873	90	4	77								3		3						2	1					4										
Thomas W. Pyle MS	6–8	1250	62		55								1		4											2											
Bannockburn ES	K–5	365	20	4		13							3																								
Bradley Hills ES	K–5	342	19	4		12							3																								
Burning Tree ES	K–5	415	24	3		13							3					5																			
Carderock Springs ES	K–5	250	15	4		8							3																								
Wood Acres ES	K–5	550	28	3		18							5				2																				

Facility Characteristics of Schools 2009–2010








Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Walt Whitman HS	1962	1992	261,295	30.7	Yes				
Thomas W. Pyle MS	1962	1993	153,824	14.3					
Bannockburn ES	1957	1988	54,234	8.3				2	
Bradley Hills ES	1951	1984	42,368	6.7	Yes	TBD		6	
Burning Tree ES	1958	1991	68,119	6.8	Yes			3	
Carderock Springs ES	1966		32,639	9		1316		2	
Wood Acres ES	1952	2002	73,138	4.78	Yes	1390		2	

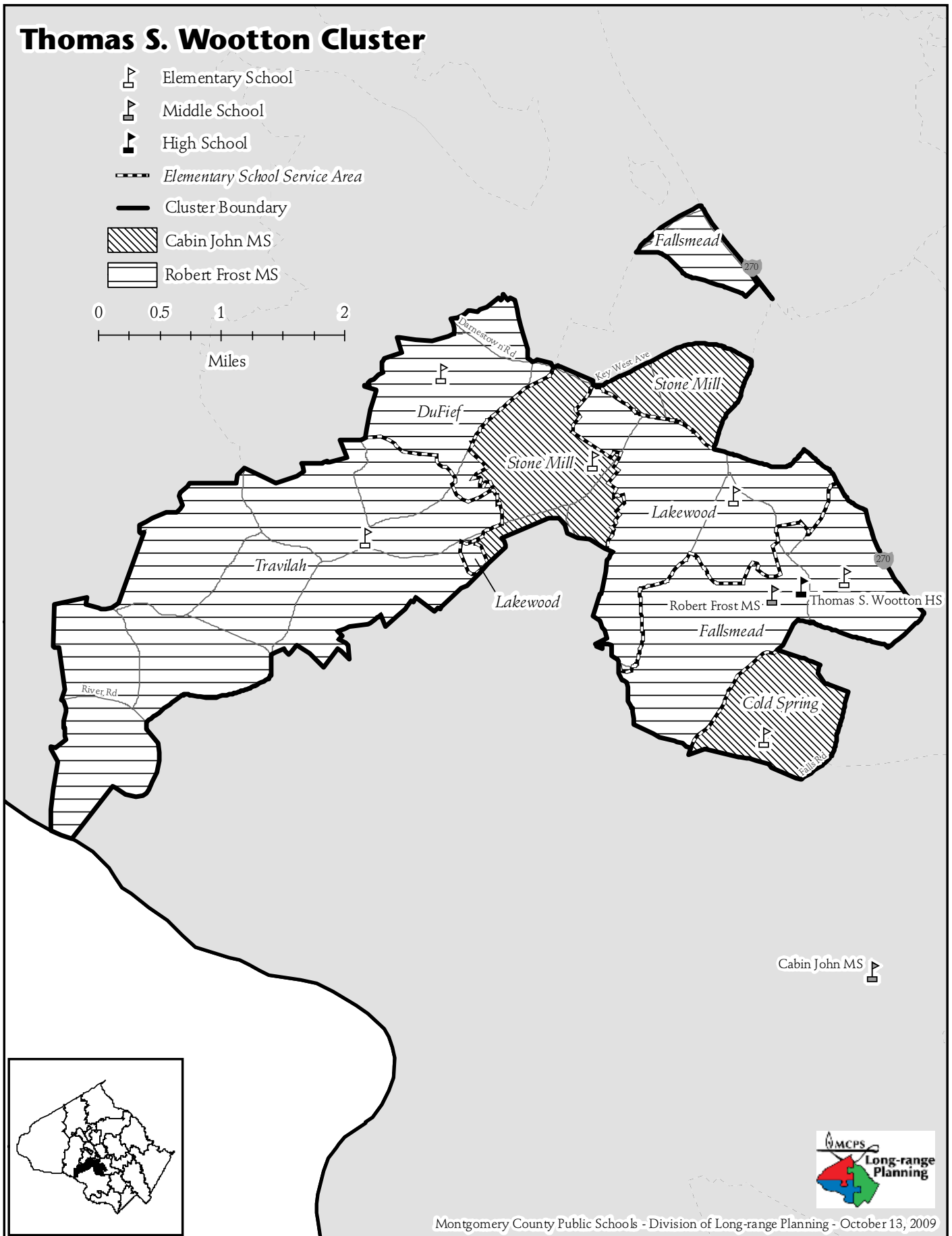
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Thomas S. Wootton Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Cabin John MS
-  Robert Frost MS



SCHOOLS

Thomas S. Wootton High School

Capital Project: A modernization project is scheduled for this school with completion by August 2018. FY 2014 expenditures are programmed for facility planning funds to determine the scope and cost of the modernization, the feasibility study will occur one year prior to the design in order for the latest code information, program requirements, and enrollment projections to be incorporated in the design. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Cabin John Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2011. An FY 2010 appropriation was approved for the balance of the construction funds for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Cold Spring Elementary School

Capital Project: A gymnasium project is scheduled for this school. The Board of Education requested funding to complete the gymnasium project by August 2010. However, due to fiscal constraints in the county, the gymnasium construction will be delayed by two years to August 2012. An FY 2011 appropriation is recommended for planning to design the gymnasium. In order for this project to be completed on schedule, county funding must be provided at levels recommended in this CIP.

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

Stone Mill Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2011–2012 school year.

Travilah Elementary School

Capital Project: Restroom renovations are recommended for this school for completion in the 2015–2016 school year.

CAPITAL PROJECTS

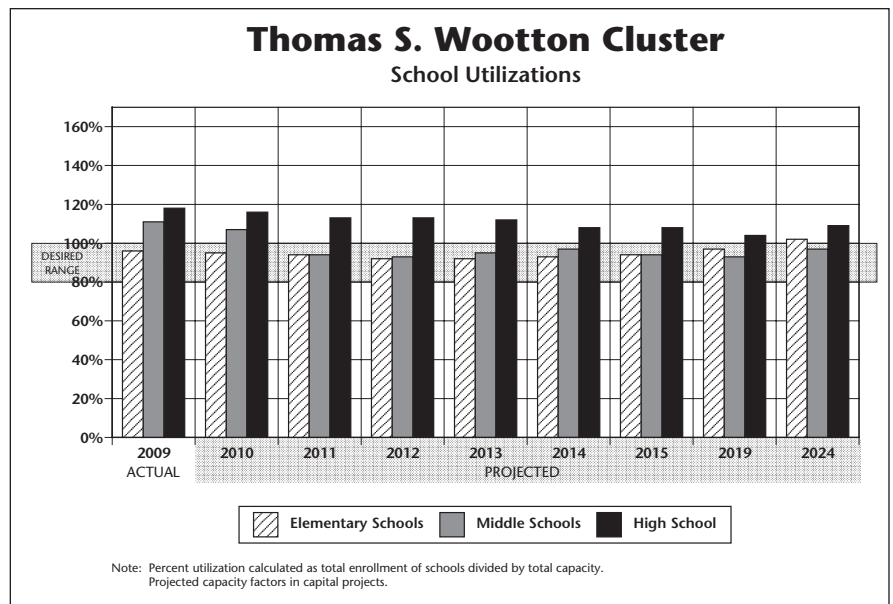
School	Project	Project Status*	Date of Completion
Wootton HS	Modernization	Programmed	Aug. 2018
Cabin John MS	Modernization	Approved	Aug. 2011
Cold Spring ES	Gymnasium	Programmed	Aug. 2012
Cold Spring ES	Restroom renovations	Recommended	SY 2013–2014
Stone Mill ES	Restroom renovations	Recommended	SY 2011–2012
Travilah ES	Restroom renovations	Recommended	SY 2015–2016

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.



THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools			Actual 09–10	Projections							
				10–11	11–12	12–13	13–14	14–15	15–16	2019	2024
Thomas S. Wootton HS	Program Capacity	2046	2059	2073	2073	2073	2073	2073	2073	2073	2073
	Enrollment	2411	2379	2348	2340	2314	2239	2235	2250	2300	
	Available Space	(365)	(320)	(275)	(267)	(241)	(166)	(162)	(177)	(227)	
	Comments					Facility Planning for Mod.	Planning for Mod.				
Cabin John MS	Program Capacity	828	812	1051	1051	1051	1051	1051	1051	1051	
	Enrollment	939	882	883	873	914	988	983	1000	1025	
	Available Space	(111)	(70)	168	178	137	63	68	51	26	
	Comments	@ Tilden Facility		Mod. +1 AUT	Complete Aug. 2011						
Robert Frost MS	Program Capacity	1080	1080	1080	1080	1080	1080	1080	1080	1080	
	Enrollment	1184	1133	1110	1114	1102	1069	1024	1050	1075	
	Available Space	(105)	(54)	(31)	(35)	(23)	11	56	30	5	
	Comments										
Cold Spring ES	Program Capacity	412	412	412	412	412	412	412			
	Enrollment	378	375	376	373	382	387	393			
	Available Space	34	37	36	39	30	25	19			
	Comments				+ Gym						
DuFief ES	Program Capacity	395	395	395	395	395	395	395			
	Enrollment	433	409	401	392	381	372	382			
	Available Space	(38)	(14)	(6)	3	14	23	13			
	Comments										
Fallsmead ES	Program Capacity	528	528	528	528	528	528	528			
	Enrollment	514	530	531	522	538	537	532			
	Available Space	14	(2)	(3)	6	(10)	(9)	(4)			
	Comments										
Lakewood ES	Program Capacity	568	568	568	568	568	568	568			
	Enrollment	633	609	598	573	546	554	561			
	Available Space	(65)	(41)	(30)	(5)	22	14	7			
	Comments										
Stone Mill ES	Program Capacity	689	689	689	689	689	689	689			
	Enrollment	591	606	592	592	587	606	610			
	Available Space	98	83	97	97	102	83	79			
	Comments										
Travilah ES	Program Capacity	526	526	526	526	526	526	526			
	Enrollment	441	425	430	427	425	441	444			
	Available Space	85	101	96	99	101	85	82			
	Comments										
Cluster Information	HS Utilization	118%	116%	113%	113%	112%	108%	108%	109%	111%	
	HS Enrollment	2411	2379	2348	2340	2314	2239	2235	2250	2300	
	MS Utilization	111%	107%	94%	93%	95%	97%	94%	96%	99%	
	MS Enrollment	2123	2015	1993	1987	2016	2057	2007	2050	2100	
	ES Enrollment	2990	2954	2928	2879	2859	2897	2922	3000	3100	

Facility Characteristics of Schools 2009–2010

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Thomas S. Wootton HS	1970		295,620	27.4		1301		9	
Cabin John MS	1967	1989	120,788	18.2		1422		2	
Robert Frost MS	1971		143,757	24.8		TBD			
Cold Spring ES	1972		46,296	12.4		TBD		3	
DuFief ES	1975		59,013	10	Yes	TBD		3	
Fallsmead ES	1974		67,472	8.9	Yes	TBD			
Lakewood ES	1968	2003	77,526	13.1		1405			
Stone Mill ES	1988		78,617	11.8			Yes		
Travilah ES	1960	1992	65,378	9.3					


*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

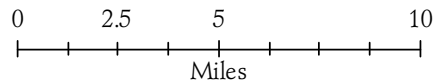
**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Special Education Centers

 SP: Special Education Center

 Cluster Boundary



SPECIAL EDUCATION CENTERS

Longview

The Longview program provides services to students aged 5–21 with severe to profound mental retardation and multiple disabilities. The Fundamental Life Skills (FLS) curriculum is utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services. The Longview program is collocated with Spark Matsunaga Elementary School in the Northwest Cluster.

Regional Institute for Children and Adolescents (RICA)

The RICA—Rockville Program, in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to all students and their families through highly-structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse are also on staff.

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

Rock Terrace

Rock Terrace School is comprised of middle, high school, and an upper school that implements school-to-work programs. The instructional focus of the middle school is on functional skills while integrating content from reading/language arts and mathematics that prepare the students for transition to the high school program. The high school program emphasizes the application of functional academic skills that lead to full participation in the school-to-work plan and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The Crossroads Program that serves students with moderate cognitive disabilities was relocated from the Blair G. Ewing Center to Rock Terrace School in September 2008. This program is fully integrated within the Rock Terrace School.

Capital Project: Restroom renovations are recommended for this school for completion in the 2012–2013 school year.

Carl Sandburg Learning Center

Carl Sandburg Learning Center is designed for elementary students who need a highly structured setting. The MCPS general education program and the MCPS FLS curriculum are both used to provide instruction for students. 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 implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

Planning Study: On November 27, 2007, the Board of Education adopted a resolution that when the superintendent was ready to address facility improvements for stand-alone special education centers, a multi-stakeholder work group of community members and appropriate staff be convened to review and make recommendations for the Board of Education to consider. These programs are housed in aging facilities that are in need of upgrades. The Maryland State Department of Education (MSDE) has stated that stand-alone special education centers will not be eligible for state funding because students in these centers are not provided opportunities to receive instruction in the general education setting to the maximum extent appropriate. Options need to be developed for providing upgraded facilities for all of the special education centers that maintain the current special education programs while meeting the goal of providing special education students with opportunities to receive instruction in a general education setting.

At this time, the superintendent is prepared to address the facility needs for the Carl Sandburg Learning Center that was previously scheduled for a modernization in the Amended FY 2007–2012 CIP. The program is in need of an up-to-date facility to support the level of services that the students at this center receive. In order to continue providing the high level of services in a modern, up-to-date facility for the Carl Sandburg Learning Center, the superintendent has directed MCPS staff to begin conversations with a multi-stakeholder work group to review the possibility of co-locating the Carl Sandburg Learning Center on the Maryvale Elementary School campus and constructing one new facility. Maryvale Elementary School was identified because there is an upcoming modernization, the school is centrally located in the Rockville cluster, and there is a large site size to accommodate the school and the Carl Sandburg Learning Center program.

The work group will include parents and staff from Carl Sandburg Learning Center and Maryvale Elementary School. Staff from the Office of School Performance, the Department of Special Education, and the Division of Long-range Planning will participate in the work group. The activities will include, but not be limited to the following: discussing the facility implications; identifying staffing implications; identifying opportunities for special education students to receive instruction in the general education program; and conducting site visits to and engaging in discussions with parents and staff at Spark M. Matsunaga Elementary School and Longview Center, which are

SPECIAL EDUCATION CENTERS

located on one site within one facility. The work group may identify other activities or issues that it determines are necessary before sending a report to the superintendent.

The work group would begin meeting in January 2010 and submit a report to the superintendent in the spring of 2011. This extended schedule should provide the work group ample time to engage all interested constituents and address all issues of concern. Following the input from the work group, the superintendent may make a recommendation relating to Carl Sandburg Learning Center as part of the FY 2013–2018 Capital Improvements Program in October 2011. The outcomes of the workgroup will not impact the modernization schedule for Maryvale Elementary School. The current CIP recommendation includes FY 2013 facility planning funds to conduct the feasibility study for the Maryvale Elementary School modernization. If it is determined that there is support for co-locating the Carl Sandburg Learning Center at the Maryvale Elementary School site, the building would be designed to support the Carl Sandburg Learning Center program and would be completed on the same schedule as the Maryvale Elementary School modernization in January 2018.

Stephen Knolls

The Stephen Knolls program services students aged 5–21 with severe to profound mental retardation and multiple disabilities. The FLS curriculum is utilized to provide students with skills in communication, mobility, self-help, functional academics, and transition services. The Stephen Knolls program is located in the Stephen Knolls facility.

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

School	Project	Project Status*	Date of Completion
Rock Terrace	Restroom renovations	Recommended	SY 2012–2013
Carl Sandburg Special Education Center	Restroom renovations	Recommended	SY 2013–2014
Stephen Knolls Center	Restroom renovations	Recommended	SY 2013–2014

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non–CIP Actions on Space Available

Schools		Actual 09–10	Projections						2019	2024
			10–11	11–12	12–13	13–14	14–15	15–16		
Stephen Knolls	Program Capacity	178	178	178	178	178	178	178		
	Enrollment	88	108	108	108	108	108	108		
	Available Space	90	70	70	70	70	70	70		
	Comments		+1 PEP							
Longview	Program Capacity	48	48	48	48	48	48	48		
	Enrollment	51	53	53	53	53	53	53		
	Available Space	(3)	(5)	(5)	(5)	(5)	(5)	(5)		
	Comments									
RICA	Program Capacity	190	190	190	190	190	190	190		
	Enrollment	100	86	86	86	86	86	86		
	Available Space	90	104	104	104	104	104	104		
	Comments									
Rock Terrace	Program Capacity	100	100	100	100	100	100	100		
	Enrollment	115	116	116	116	116	116	116		
	Available Space	(15)	(16)	(16)	(16)	(16)	(16)	(16)		
	Comments									
Carl Sandburg	Program Capacity	96	96	96	96	96	96	96		
	Enrollment	103	115	115	115	115	115	115		
	Available Space	(7)	(19)	(19)	(19)	(19)	(19)	(19)		
	Comments	See Text								
Cluster Information	Utilization	75%	78%	78%	78%	78%	78%	78%		
	Enrollment	457	478	478	478	478	478	478		

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls SP	88	27.3%	4.5%	8.0%	31.8%	28.4%	26.5%	0.0%	4.8%
Longview SP	51	25.5%	0.0%	19.6%	13.7%	41.2%	19.2%	0.0%	7.7%
RICA SP	100	37.0%	0.0%	4.0%	12.0%	47.0%	23.9%	0.0%	120.5%
Rock Terrace SP	115	46.1%	0.0%	5.2%	14.8%	33.9%	36.9%	0.9%	29.7%
Carl Sandburg SP	103	33.0%	0.0%	10.7%	18.4%	37.9%	37.3%	12.7%	6.9%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009–2010)

Schools	Special Education Programs															
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	School Based	Cluster Based
															Quad Cluster Based	Regional Based
Stephen Knolls SP	N/A	178	19	4				1								
Longview SP	N/A	48	10	2												
RICA SP	N/A	190	19													19
Rock Terrace SP	N/A	100	16	2												10
Carl Sandburg SP	K-6	96	16													16

Facility Characteristics of Schools 2009–2010






Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Stephen Knolls SP	1958	1979	48,872	6.6		TBD			
Longview SP	2001		40,362	10		TBD			
RICA SP	1977		95,000	14.3					
Rock Terrace SP	1950	1974	48,024	10.3		TBD			
Carl Sandburg SP	1962		31,385	7.6				1	

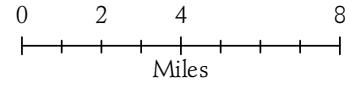
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

Other Educational Facilities

-  AS: Alternative School
-  ENV: Environmental Education Center
-  SP: Special Education Center
-  TECH: Technical Career High School
-  Cluster Boundary



Blair G. Ewing Center
 -Fleet Street AS
 -Needwood Academy AS
 -Phoenix at Needwood AS
 -Randolph Academy AS



ALTERNATIVE PROGRAMS

Alternative education is delivered in Montgomery County Public Schools (MCPS) for middle and high school students who are unsuccessful in their home schools for a variety of reasons. Level 1 programs are intervention programs for at-risk students located within each secondary school. MCPS currently operates six secondary alternative school programs in three separate facilities for students. These programs are considered Level 2 and Level 3 programs that provide direct instruction, supports and services to address the academic, social, emotional and physical health of adolescents. The alternative program administrative offices are located in the Blair G. Ewing Center. A brief description of each program follows.

Level 1 Programs

The Level 1 program is a prerequisite for application to the Alternative Programs (AP). All secondary schools are required to establish a Level 1 program as an intervention strategy for providing at-risk students with an opportunity to make improvements in their academic program and/or improve their behavior.

Level 2 High School Alternative Programs

Application to a Level 2 program must include documentation of the student's participation in the Level 1 program. The following programs are operated solely by Montgomery County Public Schools for high school students who are not successful for a wide variety of reasons, usually including behavior and/or attendance problems. Students are referred by the home school's Collaborative Problem Solving Team (CPS). Each site provides academic instruction in coursework that earns credits toward a high school diploma. In addition, a behavioral/social skills component addresses social skills necessary to return the student to his/her home school and succeed. The behavior management system follows the principles of Positive Behavior Interventions and Supports (PBIS), which includes proactive strategies for defining, teaching and supporting appropriate student behaviors. In addition to academic and behavioral interventions, the programs also offer counseling, case management services, parent outreach, and frequent progress monitoring.

Needwood Academy

As of August 2009, Needwood Academy is the newly consolidated high school alternative program, merging the Emory Grove and McKenney Hills alternative programs. The program is located in the Blair G. Ewing Center and is operated for high school students who are not achieving at their potential for a wide variety of reasons, usually including behavior, academic and/or attendance problems. Students are referred through the home school CPS team and facilitated by the referring school pupil personnel worker (PPW). The program provides academic instruction in coursework for credits toward a high school diploma. In addition, a behavioral/social skills component is infused into the curriculum to teach social skills necessary to return to home schools and succeed. The program provides a

teacher advisory program as one method to insure that each student is known well by at least one adult in the program.

Level 2 High School Recovery Program

Phoenix Program

Also located in the Blair G. Ewing Center, the Phoenix Program is a structured recovery program for high school students, grades 9–12, with substance abuse problems that interfere with school attendance, performance, and behaviors. Students can be referred directly by agency drug treatment partners or through the home school CPS. The referral process is facilitated by the pupil personnel worker (PPW) and includes required written documentation from the student's treatment provider. Student participation in the home school level 1 program is not a requirement for Phoenix students. The Phoenix Program includes academic instruction through Needwood Academy in courses for credit toward a high school diploma. A drug-free environment is maintained through weekly urinalysis and group counseling on recovery. In addition, high adventure activities and a community service component foster self-esteem and team building in drug-free activities. Phoenix is not a treatment program; rather it is a support program for students in treatment or immediately after treatment.

Level 2 Middle School Alternative Programs

The following programs are operated solely by MCPS for middle school students who are not achieving at their potential for a wide variety of reasons, usually including behavior and/or attendance problems. Students are referred by the home school's School Collaborative Problem-solving Team (CPS). Each site provides academic instruction in courses leading to completion of grade-level curriculum and promotion. In addition, a behavioral/social skills component gives students the skills necessary to return the student to his/her home schools and succeed. The behavior management system follows the principles of Positive Behavior Interventions and Supports (PBIS), which includes proactive strategies for defining, teaching and supporting appropriate student behaviors. In addition to academic and behavioral interventions, the programs also offer counseling, case management services, parent outreach, and frequent progress monitoring.

Glenmont Middle School Program at Lynnbrook Center

Glenmont serves students attending schools in the Down-county area.

Hadley Farms Middle School Program

Hadley Farms Center serves students attending schools in the Upcounty area.

Level 3 Programs

The following programs are located at the Blair G. Ewing Center.

Fleet Street Program

Fleet Street Middle School program serves students grades 6–8 who have been involved in a serious disciplinary action that warranted a recommendation for expulsion. Students are referred by the Chief Operating Officer's office in lieu of expulsion. The referral process is facilitated by the referring school's pupil personnel worker (PPW). The program provides academic instruction in courses leading to completion of grade level objectives and promotion. In addition, a behavioral/social skills component gives students the skills necessary to return to their home schools and succeed. Special education students who have been expelled are also placed here. The program provides structured, smaller classes, close supervision, direct instruction in behavioral skills and immediate reinforcement to students. In addition to differentiated academic and behavioral interventions, the program also offers counseling, case management services, parent outreach, and frequent progress monitoring. The intent of the program is to help students return to and function effectively in their home comprehensive secondary school.

Randolph Academy

Randolph Academy serves students in grades 9–12 who have been involved in a serious disciplinary action that warranted a recommendation for expulsion. Students are referred by the Chief Operating Officer's office in lieu of expulsion. The referral process is facilitated by the referring school's pupil personnel

worker (PPW). The program provides an academic program in courses for credit toward a high school diploma. Special education students who have been expelled are also placed here. Students utilize direct teacher instruction along with Distance Learning during a modified school day schedule. The program provides small structured, classes, close supervision, direct instruction in behavioral skills and immediate reinforcement to students. In addition to differentiated academic and behavioral interventions, the program also offers counseling, case management services, parent outreach, and frequent progress monitoring. The intent of the program is to help students return to and function effectively in their home comprehensive secondary school. The program provides transportation for the morning and afternoon session. Meals are not included.

45-day Interim Placement Program

45-day Interim Alternative Education Setting (IAES) is for special education students, grades 6-12, and is managed by the Randolph Academy site coordinator. Students are placed in the program for involvement in drugs, weapons or serious bodily injury. Students remain enrolled in their home school, which provides daily class work and assignments. Principals can locate the process for accessing this program in the "Discipline for Special Education Student Procedures" and through consultation with the Department of Equity, Assurance and Compliance (DEAC) and their special education supervisors. Students attend for three hours a day, and there are morning and afternoon sessions. One session is for high school students with the other session for middle school students.

OTHER EDUCATIONAL FACILITIES

Alternative Centers

Programs	Location	Established	Agency	Grades	Enrollment	Length of Stay
Level 2 Recovery						
Phoenix	Blair G. Ewing Center	1979	MCPS	9-12	50	1-3 semesters
Level 2 Alternative						
Glenmont MS Program	Lynnbrook Center	1997	MCPS	6-8	25	1-3 semesters
Hadley Farms MS Program	7401 Hadley Farms Dr.	2002	MCPS	6-8	25	1-3 semesters
High School Program	Blair G. Ewing Center	2009	MCPS	9-12	120	1-3 semesters
Level 3 Alternative						
Randolph Academy	Blair G. Ewing Center	1999	MCPS	9-12	50	1-2 semesters
Fleet Street Program	Blair G. Ewing Center	2003		6-8	30	1-2 semesters
Private Interagency—Residential						
Karma Academy	175 Watts Branch Pkwy.	1972	Private, non-profit	9-12	13	10-18 Months

CAREER AND TECHNOLOGY EDUCATION PROGRAMS

Career and Technology Education (CTE) Career Pathway Programs (CPPs) prepare students for lifelong learning. In Montgomery County Public Schools (MCPS), there currently are 28 CPPs that are organized within the following nine career clusters:

- Arts, Humanities, Media, and Communications;
- Biosciences, Health Science, and Medicine;
- Business Management and Finance;
- Education, Training, and Child Studies;
- Engineering, Scientific Research, and Manufacturing Technologies;
- Environmental, Agricultural, and Natural Resources;
- Human and Consumer Services, Hospitality, and Tourism;
- Information Technologies (one program is listed in the Foundations section); and
- Law, Government, Public Safety, and Administration.

Over 20,000 MCPS students are completing at least one CTE pathway program course at high schools throughout the county or at the Thomas Edison High School of Technology (TEHST). From FY 2007 to FY 2008, the most recent data reported by the Maryland State Department of Education, CPP enrollment increased by approximately 70 percent. This increase is attributed to both CPP growth and improved data collection processes.

Career and Technology Education (CTE) CPPs continue to focus on rigorous and relevant instruction that prepares students for college and careers. The majority of CTE CPPs are designed to provide free college credit to high school students who attain a grade of “B” or better in articulated coursework through Montgomery College or the University of Maryland, Baltimore County, depending on the CPP selected. Students are completing and passing difficult industry credentialing examinations in areas such as Cisco networking, hospitality, food service, and cosmetology.

The TEHST affords students from all high schools equitable access to CPPs that provide academic and technical knowledge and skills. Students attend TEHST for half a day and spend the other half of the school day at their home high school. To ensure relevance to college and industry, CTE has developed Cluster Advisory Boards for all career clusters that include representatives from the business community and postsecondary institutions, providing seamless experiences for students as they move from middle school to high school to postsecondary experiences.

Funds for special projects will be allocated as needed for MCPS high schools that require minor renovations for CTE programs such as Advanced Engineering—Project Lead the Way, Cisco Academies, and the Academy of Information Technology. Minor upgrades to computer and technology education labs may be needed at some of the high schools implementing courses

that students must complete to fulfill the new technology education graduation requirement.

Foundations Office Programs

The Montgomery County Student Trades Foundations Office is composed of three separate non-profit educational foundations that support students in the Automotive, Construction, and Information Technology industries. The Foundations Office is a liaison between the business/professional community and MCPS. This relationship promotes the advancement of college and career education and prepares students for a full range of careers within each industry. In MCPS, there are currently 18 pathway programs supervised by the Foundations Office. Articulation agreements that allow students to earn college credit while still in high school have been established for all of the Foundation programs.

The Automotive Trades Foundation (ATF) operates as a licensed used-car dealership. ATF programs are located at Damascus, Gaithersburg, and Seneca Valley high schools and the Thomas Edison High School of Technology (TEHST). The programs are nationally certified by National Automotive Technology Education Foundation (NATEF), an affiliation of Automotive Service Excellence (ASE). Our programs also are affiliated with Automotive Youth Education System (AYES), which is the highest level of achievement for automotive technology programs. Automotive instructors maintain industry standard certifications in ASE areas relevant to their programs.

The Construction Trades Foundation (CTF) operates as a licensed Residential Home Builder and supports a variety of construction industry trades that include: Carpentry, Electricity, Masonry, Plumbing, HVAC, Principles of Architecture and CAD Technology, and Foundations of Building and Construction Technology. The CTF programs are located at Damascus High School, Blake High School and TEHST. The Foundation also has established a partnership with Associated Builders and Contractors, Metro Washington Chapter (ABC Metro). ABC Metro has certified the instructors, accredited the facility, and formalized articulation agreements. This program provides a nationally recognized apprenticeship from the National Center for Construction Education and Research (NCCER). The CTF also has aligned with the construction programs at Montgomery College, allowing students further opportunities for professional development and advancement in the construction industry.

The Montgomery County Students Information Technology Foundation (ITF) provides programs in Network Operations at Clarksburg, TEHST, and Rockville high schools. Each is a member of both the Computing Technology Industry Association’s (CompTIA) Education-To-Careers (E2C) program and the Microsoft Developer Network Academic Alliance (MSDN-AA). The ITF’s unique public/private partnership promotes computer education and provides entrepreneurial experiences to high school students throughout Montgomery County. This program serves to prepare students for a seamless transition

OTHER EDUCATIONAL FACILITIES

into the computer technology industry and college or other postsecondary education.

Capital Project: As part of the FY 2005–2010 CIP, FY 2005 facility planning funds were approved to determine the scope and cost of adding a construction trades program at Gaithersburg High School as part of the replacement facility. Due to fiscal constraints in the county, the location and opening date will be considered in a future CIP.

CAPITAL PROJECT

School	Project	Project Status*	Date of Completion
Construction Trades Program	New Program	Programmed	TBD

*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

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

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.

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 projects 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); Indoor Air Quality (IAQ); 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, Fuel Tank Management, and Stormwater Management are driven by mandates that require an evaluation and action plan in order to meet federal, state, and local regulations.

A project entitled Facility Planning, begun in FY 1996, will continue to fund feasibility studies and cost estimates for proposed projects. The goal of this project is to provide accurate cost estimates based on existing building conditions and proposed educational program specifications for the planning and budgeting of new schools, additions, and, modernizations.

The schedule for modernizing schools has been developed and prioritized through the Facilities Assessment with Criteria and Testing (FACT) Assessment process. Funding for modernization projects is appropriated through two projects—Current Replacements/Modernizations and Future Replacements/Modernizations. Projects with expenditures for planning and/or construction in the first two years of the CIP are considered Current Replacements/Modernizations. Projects without expenditures in the first two years of the CIP are considered Future Replacements/Modernizations.

Maintenance and replacement projects are critical to keep aging school facilities operational. As a school ages, it is 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.

The Improved (Safe) Access to Schools project provides improved vehicular and pedestrian access to schools. MCPS staff works with the Schools and Transportation Efficiencies

Planning (STEP) Committee to identify solutions to safety concerns. The County's Department of Public Works and Transportation appropriates funds to improve roads and sidewalks on county property when needed. This project will continue to address access improvements on Board of Education-owned property at MCPS facilities.

The relocatable classroom project will continue to provide relocatable classrooms to meet space needs that cannot be accommodated by permanent construction. Many of the relocatable classrooms have aging heating and air conditioning systems, ceilings, lights, and carpets that are reaching the end of their useful lives and must be replaced if MCPS is to continue using the units for educational programs. A schedule to rehabilitate county-owned relocatable classrooms was developed in 1996. State-owned classrooms are assessed separately and are included in the state-reimbursement request for the rehabilitation/renovation of these classrooms.

MCPS is committed to providing the educational technology necessary to allow all students to access information from around the world. The Global Access Technology project was included in the countywide section of the budget and was intended to support this commitment. The Board of Education adopted a comprehensive Educational Technology Policy in December 1993 and a strategic plan entitled "The Plan for Educational Technology Implementation" in May 1997. This plan provided specific guides and assessments for identifying the needs for staff support, hardware and software, and the capabilities for access to information within, among, and outside of the confines of MCPS facilities. All MCPS schools were wired for global access by the end of the 2002–2003 school year.

The Technology Modernization project, first introduced in the FY 2003–2008 CIP, will provide needed technology updates for the original Global Access program schools. This project will update schools' technology hardware, software and network infrastructure on a four-year replacement cycle. The objective of the Technology Modernization program is to have a student to computer ratio of 5:1. Up-to-date technology will enhance student learning through access to information available online and through the ability to use the latest instructional software. Up-to-date technology in schools and offices is also critical for the reporting required by No Child Left Behind and for the implementation of state-proposed on-line testing strategies.

The Restroom Renovations project, first introduced in the FY 2005–2010 CIP, will provide needed modifications to specific areas of restroom facilities. In FY 2004, a study was conducted to evaluate restrooms for all schools that were built or renovated before 1985. A list was compiled and 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. All 47 schools identified on this list had restroom renovations completed by FY 2010. In FY 2010, a second round of assessments were completed, which included a total of 110 schools. Based on funding, the first 71 schools are proposed for renovation in the FY 2011–2016 CIP. (See appendix G for the list of schools and corresponding ratings.)

Building Modifications and Program Improvements, was approved in the FY 2007–2012 CIP to provide facility modifications or program improvements to schools that are not scheduled for a modernization or an addition in the foreseeable future.

A new project, County Water Quality Compliance, was approved in the FY 2010 Capital Budget and Amendments to the FY 2009–2014 CIP to 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.

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. MCPS's goal is to provide access to all spaces in its buildings. In some cases, programs have been relocated to accommodate students until full accessibility can be met. Funding for this program will continue beyond the six-year planning period.

Asbestos Abatement

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

Building Modifications and Program Improvements

This project will provide facility modifications and program improvements to schools that are not scheduled for a modernization or addition in the foreseeable future.

County Water Quality Compliance

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.

Current Replacements/Modernizations

This is a summary project for all modernization projects that have planning or construction expenditures for either FY 2011 or FY 2012. Modernization projects are moved from the Future Replacements/Modernizations project to this project when expenditures are approved by the County Council in the first two years of the CIP. Appendix E of this document lists the priority order of modernizations, based on FACT and Educational Program assessments.

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.

Energy Conservation

This project funds the materials necessary to develop strategies to reduce energy consumption. These strategies include improving building mechanical systems, retrofitting building lighting, and updating associated temperature control systems. This project will continue indefinitely.

Facility Planning

In order to assure the availability of accurate cost estimates for facility construction, a feasibility study process has been instituted. Architects are hired for each new or modernization project 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. The study of options is presented to the Board of Education and the project cost is established. This "preplanning" information is then 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.

Fuel Tank Management

The school system has 236 underground fuel storage tanks. Federal law requires regular inspection, monitoring, and in some cases replacement of these fuel tank systems. It is expected that all tank systems will be upgraded and replaced as required by current regulations.

Future Replacements/Modernizations

This is a summary of all modernization projects that do not have expenditures in the first two years of the CIP. The priority order for modernizations is determined by the FACT and Educational Program assessments, and is detailed in appendix E. Schools are added to the schedule in the out-years of the CIP as the County Council approves funding. Projects shown within this project will be moved to the Current Replacements/

Modernizations project once the County Council approves expenditures for a modernization in either the first or second fiscal year of the CIP.

HVAC (Heating, Ventilation, and Air Conditioning Replacement)

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

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.

Indoor Air Quality Improvements

This project provides mechanical retrofits and building envelope modifications necessary to address Indoor Air Quality (IAQ) problems at schools. In the past, funds in this project also addressed lead abatement remediation at identified schools and will be used to develop specific remediation and work plans for schools that have complete test results and lead source assessment.

Land Acquisition

The Land Acquisition project is used to acquire land for new schools and the expansion of smaller school sites. Sites are initially identified through the Comprehensive Master Plan process administered by the Maryland-National Capital Park and Planning Commission. Prior to site selection, a Site Selection Advisory Committee (SSAC) is convened.

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 will provide 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. See appendix G for the list of schools in the project.

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 Gymnasiums

This project provides funding for building gymnasiums on a priority basis, utilizing the funding levels adopted by the County Council. The schools without gyms are ranked annually based on three criteria: enrollment, other construction projects on site, and percent of gyms in the cluster. A listing of schools without gymnasiums is included in appendix F.

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.

Stadium Lighting

Lighting for outdoor stadiums has been funded through a partnership among the schools, individual booster clubs, city and county governments, and MCPS. This project is proposed to expand into renovation of concession stands in partnership with booster clubs and others, using the model developed for stadium lighting.

Technology Modernization

This project will provide needed technology updates for the original Global Access program schools. This project will provide a better student to computer ratio, best practices for dynamic access to information networks, modern methodologies for teacher training, and application of current theory and practice to prepare students for the 21st century.

Appendix A-1

Montgomery County Public Schools Actual and Projected Enrollment, 2009–2010 to 2015–2016

October 28, 2009

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
Prekindergarten	1,993	2,025	2,025	2,025	2,025	2,025	2,025
Head Start	618	618	618	618	618	618	618
Grades K–5	62,235	63,721	64,597	65,726	66,346	66,727	66,900
Grades 6–8	31,013	30,647	30,742	30,769	31,425	31,970	33,076
Grades 9–12	45,317	45,068	45,043	44,699	44,223	44,171	44,013
Total K–12	138,565	139,436	140,382	141,194	141,994	142,868	143,989
Pre-K Special Education	1,013	1,230	1,331	1,404	1,411	1,411	1,411
GRAND TOTAL	142,189	143,309	144,356	145,241	146,048	146,922	148,043

Source: Montgomery County Public Schools, Division of Long-range Planning, October 2009.

Appendix A-2

Montgomery County Public Schools Actual and Projected Grade Enrollment, 2009–2010 to 2015–2016

October 28, 2009

Grades	Preliminary Enrollment	Projected Enrollment					
	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
Kindergarten	10,653	10,600	10,650	10,650	10,650	10,700	10,800
Grade 1	10,747	11,077	11,050	11,100	11,100	11,100	11,150
Grade 2	10,493	10,869	11,177	11,150	11,200	11,200	11,200
Grade 3	10,063	10,630	10,919	11,227	11,200	11,250	11,250
Grade 4	10,288	10,121	10,630	10,919	11,227	11,200	11,250
Grade 5	9,991	10,424	10,171	10,680	10,969	11,277	11,250
Grade 6	10,107	10,024	10,424	10,171	10,680	10,969	11,277
Grade 7	10,287	10,194	10,074	10,474	10,221	10,730	11,019
Grade 8	10,619	10,429	10,244	10,124	10,524	10,271	10,780
Grade 9	11,912	11,776	11,629	11,444	11,324	11,724	11,471
Grade 10	11,342	11,300	11,276	11,129	10,944	10,824	11,224
Grade 11	11,015	11,138	11,150	11,126	10,979	10,794	10,674
Grade 12	11,048	10,854	10,988	11,000	10,976	10,829	10,644
K–5 Total	62,235	63,721	64,597	65,726	66,346	66,727	66,900
6–8 Total	31,013	30,647	30,742	30,769	31,425	31,970	33,076
9–12 Total	45,317	45,068	45,043	44,699	44,223	44,171	44,013
K–12 Total	138,565	139,436	140,382	141,194	141,994	142,868	143,989
Prekindergarten	1,993	2,025	2,025	2,025	2,025	2,025	2,025
Head Start	618	618	618	618	618	618	618
Pre-K Special Education	1,013	1,230	1,331	1,404	1,411	1,411	1,411
GRAND TOTAL	142,189	143,309	144,356	145,241	146,048	146,922	148,043

Source: Montgomery County Public Schools, Division of Long-range Planning, October 2009.

Appendix A-3

Montgomery County Public Schools Enrollment by Race/Ethnic Groups: 1968–2009

October 28, 2009

School Year	African American		American Indian		Asian American		Hispanic		White		Total Enrollment
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1968–69	4,872	4.0%	75	0.1%	1,208	1.0%	1,673	1.4%	113,621	93.6%	121,449
1969–70	5,716	4.6%	123	0.1%	1,401	1.1%	1,832	1.5%	115,899	92.7%	124,971
1970–71	6,454	5.1%	131	0.1%	1,476	1.2%	2,438	1.9%	114,845	91.6%	125,344
1971–72	7,292	5.8%	113	0.1%	1,640	1.3%	2,475	2.0%	114,687	90.9%	126,207
1972–73	8,013	6.3%	194	0.2%	1,904	1.5%	2,688	2.1%	114,113	89.9%	126,912
1973–74	9,264	7.3%	77	0.1%	1,849	1.5%	1,996	1.6%	112,990	89.5%	126,176
1974–75	9,928	8.0%	113	0.1%	1,929	1.6%	2,050	1.6%	110,299	88.7%	124,319
1975–76	10,578	8.7%	122	0.1%	2,438	2.0%	2,234	1.8%	106,900	87.4%	122,272
1976–77	11,012	9.4%	822	0.7%	3,758	3.2%	3,668	3.1%	98,370	83.6%	117,630
1977–78	11,201	9.9%	545	0.5%	4,084	3.6%	3,517	3.1%	93,278	82.8%	112,625
1978–79	11,192	10.4%	334	0.3%	4,360	4.1%	3,486	3.2%	88,058	82.0%	107,430
1979–80	11,648	11.4%	209	0.2%	4,774	4.7%	3,442	3.4%	82,446	80.4%	102,519
1980–81	11,912	12.1%	187	0.2%	5,598	5.7%	3,760	3.8%	77,386	78.3%	98,843
1981–82	12,175	12.7%	161	0.2%	6,291	6.6%	4,122	4.3%	72,838	76.2%	95,587
1982–83	12,345	13.3%	156	0.2%	6,791	7.3%	4,231	4.6%	68,994	74.6%	92,517
1983–84	12,714	14.0%	166	0.2%	7,266	8.0%	4,388	4.8%	66,496	73.0%	91,030
1984–85	13,327	14.5%	136	0.1%	8,024	8.7%	4,807	5.2%	65,410	71.3%	91,704
1985–86	13,765	14.8%	140	0.2%	8,759	9.4%	5,273	5.7%	64,934	69.9%	92,871
1986–87	14,342	15.2%	142	0.2%	9,471	10.0%	5,845	6.2%	64,660	68.5%	94,460
1987–88	14,984	15.6%	194	0.2%	10,229	10.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89	15,900	16.1%	223	0.2%	10,960	11.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90	16,612	16.6%	294	0.3%	11,565	11.5%	8,199	8.2%	63,589	63.4%	100,259
1990–91	17,721	17.1%	268	0.3%	12,352	11.9%	9,202	8.9%	64,189	61.9%	103,732
1991–92	18,867	17.6%	293	0.3%	12,983	12.1%	10,189	9.5%	65,067	60.6%	107,399
1992–93	19,938	18.1%	323	0.3%	13,521	12.3%	11,071	10.1%	65,184	59.2%	110,037
1993–94	21,009	18.5%	397	0.3%	14,014	12.4%	12,260	10.8%	65,749	58.0%	113,429
1994–95	22,170	18.9%	464	0.4%	14,440	12.3%	13,439	11.5%	66,569	56.9%	117,082
1995–96	23,265	19.3%	400	0.3%	15,016	12.5%	14,437	12.0%	67,173	55.8%	120,291
1996–97	24,281	19.8%	440	0.4%	15,384	12.6%	15,348	12.5%	67,052	54.7%	122,505
1997–98	25,420	20.4%	442	0.4%	15,904	12.7%	16,502	13.2%	66,767	53.3%	125,035
1998–99	26,820	21.0%	428	0.3%	16,380	12.8%	17,815	13.9%	66,409	52.0%	127,852
1999–00	27,490	21.0%	385	0.3%	17,093	13.1%	19,485	14.9%	66,236	50.7%	130,689
2000–01	28,426	21.2%	407	0.3%	17,895	13.3%	21,731	16.2%	65,849	49.0%	134,308
2001–02	28,928	21.1%	414	0.3%	19,042	13.9%	23,517	17.2%	64,931	47.5%	136,832
2002–03	29,755	21.4%	428	0.3%	19,765	14.2%	24,915	17.9%	64,028	46.1%	138,891
2003–04	30,736	22.1%	429	0.3%	19,908	14.3%	26,058	18.7%	62,072	44.6%	139,203
2004–05	31,446	22.6%	396	0.3%	20,118	14.4%	27,011	19.4%	60,366	43.3%	139,337
2005–06	31,816	22.8%	402	0.3%	20,458	14.7%	27,931	20.0%	58,780	42.2%	139,387
2006–07	31,620	22.9%	418	0.3%	20,452	14.8%	28,582	20.7%	56,726	41.2%	137,798
2007–08	31,597	22.9%	403	0.3%	20,931	15.2%	29,602	21.5%	55,212	40.1%	137,745
2008–09	32,173	23.1%	399	0.3%	21,551	15.5%	30,738	22.1%	54,415	39.1%	139,276
2009–10 prelim.	32,991	23.2%	433	0.3%	22,221	15.6%	32,322	22.7%	54,222	38.1%	142,189

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, October, 2009.

Note: Montgomery County Public Schools uses a combined method for collecting and reporting racial/ethnic data.

All Hispanic students regardless of their race, are included in Hispanic enrollment.

Appendix A-4

Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Groups: 1968-2009

October 28, 2009

School Year	African American		American Indian		Asian American		Hispanic		White		Total	
	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Enrollment	Change from Prior Year
1968-69	4,872		75		1,208		1,673		113,621		121,449	
1969-70	5,716	844	123	48	1,401	193	1,832	159	115,899	2,278	124,971	3,522
1970-71	6,454	738	131	8	1,476	75	2,438	606	114,845	(1,054)	125,344	373
1971-72	7,292	838	113	(18)	1,640	164	2,475	37	114,687	(158)	126,207	863
1972-73	8,013	721	194	81	1,904	264	2,688	213	114,113	(574)	126,912	705
1973-74	9,264	1,251	77	(117)	1,849	(55)	1,996	(692)	112,990	(1,123)	126,176	(736)
1974-75	9,928	664	113	36	1,929	80	2,050	54	110,299	(2,691)	124,319	(1,857)
1975-76	10,578	650	122	9	2,438	509	2,234	184	106,900	(3,399)	122,272	(2,047)
1976-77	11,012	434	822	700	3,758	1,320	3,668	1,434	98,370	(8,530)	117,630	(4,642)
1977-78	11,201	189	545	(277)	4,084	326	3,517	(151)	93,278	(5,092)	112,625	(5,005)
1978-79	11,192	(9)	334	(211)	4,360	276	3,486	(31)	88,058	(5,220)	107,430	(5,195)
1979-80	11,648	456	209	(125)	4,774	414	3,442	(44)	82,446	(5,612)	102,519	(4,911)
1980-81	11,912	264	187	(22)	5,598	824	3,760	318	77,386	(5,060)	98,843	(3,676)
1981-82	12,175	263	161	(26)	6,291	693	4,122	362	72,838	(4,548)	95,587	(3,256)
1982-83	12,345	170	156	(5)	6,791	500	4,231	109	68,994	(3,844)	92,517	(3,070)
1983-84	12,714	369	166	10	7,266	475	4,388	157	66,496	(2,498)	91,030	(1,487)
1984-85	13,327	613	136	(30)	8,024	758	4,807	419	65,410	(1,086)	91,704	674
1985-86	13,765	438	140	4	8,759	735	5,273	466	64,934	(476)	92,871	1,167
1986-87	14,342	577	142	2	9,471	712	5,845	572	64,660	(274)	94,460	1,589
1987-88	14,984	642	194	52	10,229	758	6,376	531	64,488	(172)	96,271	1,811
1988-89	15,900	916	223	29	10,960	731	7,208	832	64,228	(260)	98,519	2,248
1989-90	16,612	712	294	71	11,565	605	8,199	991	63,589	(639)	100,259	1,740
1990-91	17,721	1,109	268	(26)	12,352	787	9,202	1,003	64,189	600	103,732	3,473
1991-92	18,867	1,146	293	25	12,983	631	10,189	987	65,067	878	107,399	3,667
1992-93	19,938	1,071	323	30	13,521	538	11,071	882	65,184	117	110,037	2,638
1993-94	21,009	1,071	397	74	14,014	493	12,260	1,189	65,749	565	113,429	3,392
1994-95	22,170	1,161	464	67	14,440	426	13,439	1,179	66,569	820	117,082	3,653
1995-96	23,265	1,095	400	(64)	15,016	576	14,437	998	67,173	604	120,291	3,209
1996-97	24,281	1,016	440	40	15,384	368	15,348	911	67,052	(121)	122,505	2,214
1997-98	25,420	1,139	442	2	15,904	520	16,502	1,154	66,767	(285)	125,035	2,530
1998-99	26,820	1,400	428	(14)	16,380	476	17,815	1,313	66,409	(358)	127,852	2,817
1999-00	27,490	670	385	(43)	17,093	713	19,485	1,670	66,236	(173)	130,689	2,837
2000-01	28,426	936	407	22	17,895	802	21,731	2,246	65,849	(387)	134,308	3,619
2001-02	28,928	502	414	7	19,042	1,147	23,517	1,786	64,931	(918)	136,832	2,524
2002-03	29,755	827	428	14	19,765	723	24,915	1,398	64,028	(903)	138,891	2,059
2003-04	30,736	981	429	1	19,908	143	26,058	1,143	62,072	(1,956)	139,203	312
2004-05	31,446	710	396	(33)	20,118	210	27,011	953	60,366	(1,706)	139,337	134
2005-06	31,816	370	402	6	20,458	340	27,931	920	58,780	(1,586)	139,387	50
2006-07	31,620	(196)	418	16	20,452	(6)	28,582	651	56,726	(2,054)	137,798	(1,589)
2007-08	31,597	(23)	403	(15)	20,931	479	29,602	1,020	55,212	(1,514)	137,745	(53)
2008-09	32,173	576	399	(4)	21,551	620	30,738	1,136	54,415	(797)	139,276	1,531
2009-10 prelim.	32,991	818	433	34	22,221	670	32,322	1,584	54,222	(193)	142,189	2,913

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, October, 2009.

Note: Montgomery County Public Schools uses a combined method for collecting and reporting racial/ethnic data.

All Hispanic students regardless of their race, are included in Hispanic enrollment.

Appendix B-1

ESOL, Head Start, Prekindergarten, Alternative Programs, and Gateway to College Enrollments

Actual and Projected ESOL Enrollment

October 28, 2009

Program			Preliminary	Projected Enrollment					
	FY08 2007-08	FY09 2008-09	FY10 2009-10	FY11 2010-11	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15	FY16 2015-16
Elementary School	11,572	12,455	13,721	13,750	13,900	14,050	14,200	14,350	14,500
Middle School	1,754	1,459	1,357	1,350	1,400	1,400	1,400	1,400	1,400
High School	2,605	2,336	2,332	2,350	2,350	2,350	2,700	2,700	2,700
Total Enrollment	15,931	16,250	17,410	17,450	17,650	17,800	18,300	18,450	18,600
METS:									
Elementary	71	65	37	90	90	90	90	90	90
Middle	144	144	93	130	130	130	130	130	130
High	155	205	181	160	160	160	160	160	160

* Actual ESOL enrollment is based on the average monthly enrollment reported by the Division of ESOL/Bilingual programs from Sept to May. METS enrollment is broken out for information purposes. METS enrollment is included in the elementary, middle and high school numbers. Forecasts are developed cooperatively by the Division of Long-range Planning and Division of ESOL/ Bilingual Programs.

Actual and Projected Head Start and Prekindergarten Enrollment

October 28, 2009

Program			Preliminary	Projected Enrollment					
	FY08 2007-08	FY09 2008-09	FY10 2009-10	FY11 2010-11	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15	FY16 2015-16
Head Start	599	618	618	618	618	618	618	618	618
Prekindergarten	1833	1878	1973	2025	2025	2025	2025	2025	2025
Early Childhood Program (New Hampshire Estates ES)	20	20	20	20	20	20	20	20	20

Forecasts developed cooperatively by the Division of Long-range Planning and Div. of Early Childhood Services and Head Start Unit.

Actual and Projected Alternative Program and Gateway to College Enrollment

October 28, 2009

Program			Preliminary	Projected Enrollment					
	FY08 2007-08	FY09 2008-09	FY10 2009-10	FY11 2010-11	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15	FY16 2015-16
Alternative Programs	195	179	234	225	225	225	225	225	225
Gateway to College	219	198	156	250	250	250	250	250	250

Forecasts developed cooperatively by the Division of Long-range Planning and the Department of Alternative Programs

Appendix C

School Enrollment and Capacity (2009–2010 and 2015–2016 School year)

	School	2009–2010 School Year			2015–2016 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
High Schools							
1	Bethesda-Chevy Chase	1825	1656	(169)	1723	1656	(67)
2	Montgomery Blair	2790	2839	49	2515	2839	324
3	James Blake	1789	1724	(65)	1787	1724	(63)
4	Winston Churchill	2088	1945	(143)	1907	1928	21
5	Clarksburg	1710	1566	(144)	1979	1971	(8)
6	Damascus	1398	1549	151	1310	1532	222
7	Albert Einstein	1555	1570	15	1593	1570	(23)
8	Gaithersburg	2014	2009	(5)	1948	2284	336
9	Walter Johnson	2057	2112	55	2173	2230	57
10	John F. Kennedy	1559	1739	180	1557	1847	290
11	Col. Zadok Magruder	1917	1936	19	1678	1919	241
12	Richard Montgomery	2053	1957	(96)	1846	1957	111
13	Northwest	2043	2151	108	2200	2151	(49)
14	Northwood	1399	1481	82	1439	1481	42
15	Paint Branch	1854	1552	(302)	1801	1899	98
16	Poolesville	1143	1107	(36)	1087	1107	20
17	Quince Orchard	1814	1741	(73)	1767	1741	(26)
18	Rockville	1223	1552	329	1334	1539	205
19	Seneca Valley	1343	1491	148	1334	1491	157
20	Sherwood	2090	2004	(86)	1789	2004	215
21	Springbrook	1788	2090	302	1600	2090	490
22	Watkins Mill	1536	1723	187	1615	1885	270
23	Wheaton	1216	1416	200	1284	1416	132
24	Walt Whitman	1936	1873	(63)	1830	1873	43
25	Thomas S. Wootton	2411	2046	(365)	2235	2073	(162)
Middle Schools							
1	Argyle	753	871	118	762	871	109
2	John T. Baker	646	719	73	512	719	207
3	Benjamin Banneker	821	854	33	812	854	42
4	Briggs Chaney	911	897	(14)	907	897	(10)
5	Cabin John	939	828	(111)	983	1051	68
6	Roberto Clemente	1157	1152	(5)	1071	1152	81
7	Eastern	786	995	209	886	995	109
8	William H. Farquhar	619	851	232	540	851	311
9	Forest Oak	848	886	38	849	886	37
10	Robert Frost	1184	1080	(104)	1024	1080	56
11	Gaithersburg	671	881	210	789	865	76
12	Herbert Hoover	1011	914	(97)	941	1084	143
13	Francis Scott Key	827	911	84	900	911	11
14	Martin Luther King, Jr.	577	888	311	665	888	223
15	Kingsview	893	965	72	1099	965	(134)
16	Lakelands Park	851	1068	217	1111	1068	(43)
17	Col. E. Brooke Lee	489	768	279	693	768	75
18	A. Mario Loiederman	849	935	86	902	935	33
19	Montgomery Village	664	830	166	743	830	87
20	Neelsville	889	842	(47)	977	842	(135)
21	Newport Mill	674	786	112	807	786	(21)
22	North Bethesda	788	868	80	952	868	(84)
23	Parkland	856	889	33	809	889	80
24	Rosa Parks	888	880	(8)	749	880	131
25	John Poole	355	480	125	238	480	242
26	Thomas W. Pyle	1335	1250	(85)	1347	1250	(97)
27	Redland	606	740	134	570	740	170
28	Ridgeview	695	1007	312	722	1007	285
29	Rocky Hill	1156	939	(217)	1411	939	(472)
30	Shady Grove	610	876	266	585	876	291
31	Silver Spring International	746	1020	274	856	1020	164
32	Sligo	580	963	383	729	963	234
33	Takoma Park	824	863	39	883	863	(20)
34	Tilden	743	984	241	808	984	176
35	Julius West	961	986	25	1154	986	(168)
36	Westland	985	1037	52	1192	1037	(155)
37	White Oak	639	927	288	818	911	93
38	Earle B. Wood	845	981	136	980	981	1

*Includes capacity from recommended projects.

	School	2008–2009 School Year			2014–2015 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
Elementary Schools							
1	Arcola	554	501	(53)	614	501	(113)
2	Ashburton	633	659	26	661	659	(2)
3	Bannockburn	366	365	(1)	355	365	10
4	Lucy V. Barnsley	633	524	(109)	612	524	(88)
5	Beall	641	529	(112)	647	518	(129)
6	Bel Pre	487	366	(121)	530	568	38
7	Bells Mill	521	609	88	577	609	32
8	Belmont	364	415	51	330	415	85
9	Bethesda	506	367	(139)	517	367	(150)
10	Beverly Farms	578	528	(50)	590	640	50
11	Bradley Hills	478	342	(136)	508	638	130
12	Broad Acres	528	659	131	630	659	29
13	Brooke Grove	391	543	152	399	543	144
14	Brookhaven	395	265	(130)	441	484	43
15	Brown Station	425	403	(22)	611	403	(208)
16	Burning Tree	514	415	(99)	492	415	(77)
17	Burnt Mills	369	366	(3)	429	366	(63)
18	Burtonsville	658	593	(65)	679	593	(86)
19	Candlewood	323	411	88	360	547	187
20	Cannon Road	408	307	(101)	410	490	80
21	Carderock Springs	317	250	(67)	365	399	34
22	Rachel Carson	887	649	(238)	824	701	(123)
23	Cashell	277	375	98	302	358	56
24	Cedar Grove	342	433	91	561	433	(128)
25	Chevy Chase	456	429	(27)	469	429	(40)
26	Clarksburg	263	336	73	468	336	(132)
27	Clearspring	610	632	22	632	632	0
28	Clopper Mill	450	389	(61)	479	389	(90)
29	Cloverly	499	460	(39)	498	460	(38)
30	Cold Spring	378	412	34	393	412	19
31	College Gardens	739	693	(46)	787	693	(94)
32	Cresthaven	374	363	(11)	409	453	44
33	Captain James Daly	592	508	(84)	611	508	(103)
34	Damascus	283	355	72	300	338	38
35	Darnestown	378	273	(105)	414	455	41
36	Diamond	535	509	(26)	600	509	(91)
37	Dr. Charles R. Drew	429	477	48	445	477	32
38	DuFief	433	395	(38)	382	395	13
39	East Silver Spring	311	407	96	479	594	115
40	Fairland	563	334	(229)	610	640	30
41	Fallsmead	514	528	14	532	528	(4)
42	Farmland	593	616	23	709	728	19
43	Fields Road	452	558	106	531	558	27
44	Flower Hill	469	380	(89)	518	380	(138)
45	Flower Valley	457	429	(28)	493	416	(77)
46	Forest Knolls	610	563	(47)	652	563	(89)
47	Fox Chapel	588	363	(225)	592	601	9
48	Gaithersburg	535	740	205	644	740	96
49	Galway	765	759	(6)	714	759	45
50	Garrett Park	479	478	(1)	619	662	43
51	Georgian Forest	502	308	(194)	538	547	9
52	Germantown	273	361	88	337	327	(10)
53	William B. Gibbs Jr.	557	747	190	684	747	63
54	Glen Haven	507	524	17	589	507	(82)
55	Glenallan	381	311	(70)	566	631	65
56	Goshen	595	632	37	581	632	51
57	Great Seneca Creek	744	658	(86)	764	658	(106)
58	Greencastle	581	577	(4)	625	572	(53)
59	Greenwood	553	571	18	531	571	40
60	Harmony Hills	560	322	(238)	602	665	63
61	Highland	483	578	95	509	578	69
62	Highland View	349	257	(92)	454	257	(197)
63	Jackson Road	588	372	(216)	660	685	25
64	Jones Lane	487	518	31	483	466	(17)

*Includes capacity from recommended projects.

	School	2008–2009 School Year			2014–2015 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
65	Kemp Mill	462	437	(25)	459	437	(22)
66	Kensington-Parkwood	588	517	(71)	604	517	(87)
67	Lake Seneca	385	417	32	439	417	(22)
68	Lakewood	633	568	(65)	561	568	7
69	Laytonsville	481	487	6	490	487	(3)
70	Little Bennett	790	684	(106)	1024	684	(340)
71	Luxmanor	395	446	51	456	429	(27)
72	Thurgood Marshall	535	551	16	543	551	8
73	Maryvale	582	587	5	636	587	(49)
74	Spark M. Matsunaga	1015	659	(356)	1009	659	(350)
75	S. Christa McAuliffe	592	501	(91)	586	501	(85)
76	Ronald McNair	717	612	(105)	694	612	(82)
77	Meadow Hall	366	315	(51)	406	315	(91)
78	Mill Creek Towne	427	379	(48)	396	379	(17)
79	Monocacy	176	206	30	150	206	56
80	Montgomery Knolls	480	271	(209)	471	528	57
81	New Hampshire Estates	411	483	72	400	483	83
82	Roscoe R. Nix	467	486	19	475	486	11
83	North Chevy Chase	395	230	(165)	394	230	(164)
84	Oak View	309	358	49	304	358	54
85	Oakland Terrace	792	456	(336)	929	456	(473)
86	Olney	562	584	22	532	584	52
87	William T. Page	395	365	(30)	395	365	(30)
88	Pine Crest	390	381	(9)	469	381	(88)
89	Piney Branch	454	588	134	539	588	49
90	Poolesville	387	549	162	372	549	177
91	Potomac	579	410	(169)	468	410	(58)
92	Judith A. Resnik	524	506	(18)	547	506	(41)
93	Dr. Sally K. Ride	570	519	(51)	593	519	(74)
94	Ritchie Park	522	409	(113)	576	409	(167)
95	Rock Creek Forest	494	351	(143)	537	639	102
96	Rock Creek Valley	385	374	(11)	384	374	(10)
97	Rock View	581	347	(234)	635	661	26
98	Lois P. Rockwell	389	552	163	460	552	92
99	Rolling Terrace	685	664	(21)	684	664	(20)
100	Rosemary Hills	649	494	(155)	643	494	(149)
101	Rosemont	505	608	103	575	608	33
102	Sequoyah	409	465	56	454	465	11
103	Seven Locks	257	251	(6)	384	410	26
104	Sherwood	470	377	(93)	515	589	74
105	Sargent Shriver	644	604	(40)	674	604	(70)
106	Sligo Creek	649	526	(123)	499	526	27
107	Somerset	464	433	(31)	561	433	(128)
108	South Lake	621	715	94	684	715	31
109	Stedwick	597	659	62	601	659	58
110	Stone Mill	591	689	98	610	689	79
111	Stonegate	467	431	(36)	419	431	12
112	Strathmore	380	447	67	414	447	33
113	Strawberry Knoll	549	467	(82)	569	467	(102)
114	Summit Hall	504	449	(55)	547	449	(98)
115	Takoma Park	407	292	(115)	515	562	47
116	Travilah	441	526	85	444	526	82
117	Twinbrook	548	512	(36)	687	512	(175)
118	Viers Mill	556	357	(199)	668	702	34
119	Washington Grove	357	515	158	473	515	42
120	Waters Landing	628	499	(129)	644	736	92
121	Watkins Mill	539	689	150	644	689	45
122	Wayside	568	676	108	617	659	42
123	Weller Road	575	532	(43)	626	654	28
124	Westbrook	385	293	(92)	485	637	152
125	Westover	278	281	3	328	281	(47)
126	Wheaton Woods	431	348	(83)	454	348	(106)
127	Whetstone	619	483	(136)	700	706	6
128	Wood Acres	734	550	(184)	744	550	(194)
129	Woodfield	366	457	91	360	423	63
130	Woodlin	478	386	(92)	552	386	(166)
131	Wyngate	634	412	(222)	679	711	32

*Includes capacity from recommended projects.

Appendix D

Montgomery County Public Schools Relocatable Classrooms: 2009–2010 School Year

Cluster/ School	Relocatables on Site for 2009–2010 To Address:			Cluster/ School	Relocatables on Site for 2009–2010 To Address:			Cluster/ School	Relocatables on Site for 2009–2010 To Address:		
	Overutilization	DC	Total		Overutilization	DC	Total		Overutilization	DC	Total
Bethesda-Chevy Chase				Col. Zadok Magruder				Watkins Mill			
Westland MS		1	1	Flower Hill	6		6	Whetstone	8		8
Bethesda	5		5	Mill Creek Towne	3		3	Totals	8	0	8
North Chevy Chase	4		4	Judith A. Resnik	2		2	Walt Whitman			
Rock Creek Forest	5	1	6	Totals	11	0	11	Bannockburn	2		2
Rosemary Hills	5		5	Richard Montgomery				Bradley Hills	6		6
Westbrook	5		5	Beall	8		8	Burning Tree	3		3
Totals	24	2	26	Ritchie Park	3		3	Wood Acres	5		5
				Twinbrook	4		4	Totals	16	0	16
Winston Churchill				Northeast Consortium*				Thomas S. Wootton			
Herbert Hoover MS	5		5	James H. Blake HS	7		7	Thomas S. Wootton HS	9		9
Beverly Farms	2		2	Paint Branch HS	7		7	Cold Spring	2		2
Potomac	7		7	Burnt Mills	1		1	DuFief	1	2	3
Seven Locks	2		2	Burtonsville	1		1	Totals	12	2	14
Totals	16	0	16	Cannon Road	7		7				
Clarksburg				Cloverly	2		2	Grand Total by Use	426	11	437
Clarksburg HS	4		4	Fairland	9		9				
Rocky Hill MS	8		8	Greencastle	1		1	SCHOOL TOTAL:	437		
Clarksburg ES	6		6	Jackson Road	11		11				
Daly	4		4	Stonegate	3	1	4				
Fox Chapel	10		10	Westover	1		1				
Little Bennett	6		6	Totals	50	1	51				
Totals	38	0	38	Northwest							
Damascus				Clopper Mill	2		2				
Cedar Grove	3		3	Darnestown	6		6				
Clearspring	1		1	Great Seneca	2		2				
Totals	4	0	4	Spark M. Matsunaga	12	1	13				
				Ronald McNair	4		4				
Downcounty Consortium*				Totals	26	1	27				
Wheaton HS	4		4	Poolesville							
Bel Pre	8		8	Monocacy	3		3				
Brookhaven	11	1	12	Totals	3	0	3				
Georgian Forest	10		10	Quince Orchard							
Glenallan	6		6	Rachel Carson	7		7				
Harmony Hills	10		10	Jones Lane	2		2				
Highland View	6		6	Totals	9	0	9				
Montgomery Knolls	12		12	Rockville							
Oakland Terrace	11		11	Lucy V. Barnsley	4		4				
Pine Crest	2		2	Flower Valley	1		1				
Rock View	10		10	Maryvale	1		1				
Rolling Terrace	2		2	Meadow Hall	2		2				
Shriver	3		3	Rock Creek Valley	2		2				
Sligo Creek	4	1	5	Sandburg	1		1				
Viers Mill	13		13	Totals	11	0	11				
Weller Road	2		2	Seneca Valley							
Wheaton Woods	6		6	Seneca Valley	3		3				
Woodlin	4		4	Lake Seneca	1		1				
Totals	124	2	126	McAuliffe	3		3				
Gaithersburg				Sally K. Ride	4		4				
Gaithersburg HS	3		3	Waters Landing	5		5				
Goshen	1		1	Totals	16	0	16				
Laytonsville	1		1	Sherwood							
Rosemont		1	1	Belmont		1	1				
Strawberry Knoll	4		4	Sherwood ES	6		6				
Summit Hall	5	1	6	Totals	6	1	7				
Washington Grove	9		9								
Totals	23	2	25								
Walter Johnson											
Kensington-Parkwood	4		4								
Wyngate	10		10								
Totals	14	0	14								
Other Relocatable Uses											
									# Units	Comment	
Phased Construction											
Walter Johnson HS								22		Modernization	
Redland								13		Improvements	
Montgomery Knolls								1		Addition	
Sherwood ES								2		Addition	
Whetstone								2		Addition	
Total								40			
Holding Schools for Mods											
Fairland								9		Cresthaven/Cannon	
Grosvenor								14		Tak. Pk./Garrett Pk.	
North Lake								16		Farmland	
Radnor								2		Carderock/Sev. Locks	
Tilden								9		Cabin John	
Total								50			
Other Uses at Schools											
Emory Grove Ctr.								1		Transition (CCC)	
Gaithersburg ES								1		Parent Res. Ctr.	
Gaithersburg HS								1		Mont. College Prgm.	
Rolling Terrace								1		Judy Center	
Sandburg								1		Autism offices	
Seneca Valley HS								1		Transition (CCC)	
Sherwood ES								1		Baldrige Lab	
Wootton HS								1		Mont. College Prgm.	
Total								8			
Nonschool Locations											
Bethesda Depot								2		Offices	
Children's Res. Ctr.								1		Infants & Todd. offices	
Kingsley								4			
Mont. College Germantown								2			
Rockinghorse								2		ESOL Offices	
Smith Center								2		Outdoor Education	
Transportation Depot								2		Offices	
Warehouse								1		Copy Plus Program	
Total								16			
OTHER TOTAL:									114		

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.

Relocatable classrooms are distributed quite evenly around the county, with an average of about 17 per cluster, taking account of multiple cluster areas in the consortia.

Appendix E

Modernization Schedule for Assessed Schools

Schools	Year Built	Year Renovated	FACT Score	Approved Schedule
Elementary				
Cashell	1969		1292	8/2009
Cresthaven	1962		1311	8/2010
Carderock Springs	1966		1316	8/2010
Bells Mill	1968		1319	8/2009
Farmland	1963		1417	8/2011
Seven Locks	1964		1344	1/2012
Cannon Road	1967		1357	1/2012
Garrett Park	1948	1973	1388	1/2012
Glenallan	1966		1418	8/2013
Beverly Farms	1965		1427	8/2013
Weller Road	1953	1975	1461	8/2013
Bel Pre	1968		1476	8/2014
Candlewood	1968		1489	1/2015
Rock Creek Forest	1950	1971	1492	1/2015
Wayside	1969		1502	8/2016
Brown Station	1969		1516	8/2016
Wheaton Woods	1952	1976	1525	8/2016
Potomac	1949	1976	1550	1/2018
Luxmanor	1966		1578	1/2018
Maryvale	1969		1578	1/2018
Sandburg	1962		*****	TBD
Middle				
Francis Scott Key	1967		1389	8/2009
Cabin John	1968		1422	8/2011
Herbert Hoover	1966		1427	8/2013
William H. Farquhar	1968		1434	8/2015
Tilden @ Woodward	1966		1455	8/2017
Eastern	1951	1976	1472	8/2019
E. Brooke Lee	1966		1479	TBD
High				
Walter Johnson	1956	1977	1405	1/2010 Building 8/2010 Site
Paint Branch	1969		1425	8/2012 Building 8/2013 Site
Gaithersburg	1951	1978	1214	8/2013 Building 8/2014 Site
Wheaton	1954	1983	1220	8/2015 Building 8/2016 Site
Seneca Valley	1974		1254	8/2016 Building 8/2017 Site
Thomas S. Wootton	1970		1301	8/2018 Building 8/2019 Site
Poolesville	1953	1978	1362	TBD
Col. Zadok Magruder	1970		1471	TBD
Damascus	1950	1978	1496	TBD

Note: Schools were assessed for modernization in 1992, 1996, and 1999. There is some overlap in scores due to the four year gap in dates of the assessments. Schools on the 1992 list would have been four years older and may have had lower scores if the school from both lists were assessed at the same time. No funds have been allocated to complete the assessments of the remaining elementary and middle schools.

TBD Projects that do not have planning and/or construction expenditures in the Superintendent's Recommended FY2011Capital Budget and the FY2011-2016 CIP have completion dates to be determined (TBD). This TBD status will be revised in a future CIP.

Appendix F

Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2009

	School/Facility	Project Scope		School/Facility	Project Scope
1	Argyle MS	Doors	50	Damascus ES	Asbestos Abatement
2	Argyle MS	Gym Folding Partition	51	Damascus ES	Fire Alarm System
3	Argyle MS	Lockers	52	Damascus ES	Floor Covering
4	Benjamin Banneker MS	Air Monitoring	53	Damascus ES	Partition Panels
5	Benjamin Banneker MS	Asbestos Abatement	54	Damascus ES	Restroom Renovations
6	Benjamin Banneker MS	Floor Covering	55	Damascus HS	Fire Suppression System
7	Benjamin Banneker MS	Sprinkler Repairs	56	Damascus HS	Lock Box
8	Lucy Barnsley ES	Playground Reno	57	Damascus HS	PA System
9	Beall ES	Chimney Repairs	58	Damascus HS	Partition Panels
10	Beall ES	Painting 100%	59	Damascus HS	Restroom Renovations
11	Beall ES	Playground Renovation	60	Damascus HS	Running Track Repairs
12	Bel Pre ES	Floor Covering	61	Damascus HS	Shunts
13	Bethesda Chevy Chase HS	Fire Alarm Repairs	62	Diamond ES	Partition Panels
14	Bethesda ES	Playground Renovation	63	Diamond ES	Restroom Renovations
15	Bradley Hills ES	Hand Dryer Installation	64	Dr. Charles Drew ES	Floor Covering
16	Bradley Hills ES	Partition Panels	65	Albert Einstein HS	Running Track
17	Bradley Hills ES	Restroom Renovations	66	Albert Einstein HS	Water Heater
18	Broad Acres ES	Portable Decking	67	Fairland Center	Floor Covering
19	Broad Acres ES	Playground Renovation	68	Fallsmead ES	Painting
20	Brooke Grove ES	Lock Box	69	Fields Road ES	Asbestos Abatement
21	Brooke Grove ES	PA System	70	Fields Road ES	Floor Covering
22	Brown Station ES	Air Monitoring	71	Flower Hill ES	Restroom Partitions
23	Brown Station ES	Duct Installation	72	Forest Knolls ES	Fire Alarm System
24	Brown Station ES	Gym Floor - Asbestos Removal	73	Robert Frost MS	Floor Covering
25	Brown Station ES	Gym Floor (Installation)	74	Robert Frost MS	Interior Locks
26	Brown Station ES	Partition Panels	75	Gaithersburg HS	Asbestos Abatement
27	Brown Station ES	Restroom Renovations	76	Gaithersburg HS	Asbestos Abatement
28	Brown Station ES	Spray Insulation (Ceiling)	77	Gaithersburg HS	Floor Covering
29	Burnt Mills ES	Re-Roofing	78	Gaithersburg HS	Floor Covering
30	Burnt Mills ES	Lock Box	79	Gaithersburg HS	Painting
31	Burnt Mills ES	Wall Pack Rewiring	80	Garrett Park ES	Trash Compactor
32	Cedar Grove ES	Fire Alarm System	81	Germantown ES	Partition Panels
33	Cedar Grove ES	Sprinkler Repairs	82	Germantown ES	Restroom Renovations
34	Winston Churchill HS	Exit Lights	83	Glenallan ES	Portable Windows/Doors
35	Clarksburg HS	Portable Skirting	84	Glenallan ES	Portable Windows/Doors
36	Clarksburg HS	Portable Skirting	85	Goshen ES	Asphalt
37	Clarksburg HS	Portable Windows/Doors	86	Goshen ES	Masonry Wall Replacement
38	Clarksburg HS	Portable Window/Doors	87	Goshen ES	Modular Refurbishing
39	Clarksburg School	Paint (Lead Abatement)	88	Goshen ES	Portable Windows/Doors
40	Clearspring ES	Re-Roofing	89	Goshen ES	Striping
41	Clearspring ES	Playground Renovation	90	Goshen ES	Trash Compactor
42	Roberto Clemente MS	Restroom Partitions	91	Greencastle ES	Walk-In Freezer & Cooler
43	Clopper Mill ES	Concrete	92	Greenwood ES	Fire Alarm System
44	Cloverly ES	Fire Door Modifications	93	Greenwood ES	Fire Door Modifications
45	Cold Springs ES	Floor Covering	94	Greenwood ES	Lock Box
46	Captain James Daly ES	Concrete	95	Grosvenor Center	Partial Re-Roofing
47	Captain James Daly ES	Floor Covering	96	Highland ES	Concrete
48	Captain James Daly ES	Portable Windows/Doors	97	Highland View ES	Floor Covering
49	Damascus ES	Air Monitoring	98	Highland View ES	Masonry Modifications

**Planned Life-cycle Asset Replacement (PLAR) Projects
Completed Summer 2009**

	School/Facility	Project Scope		School/Facility	Project Scope
99	Herbert Hoover MS	Portable Windows/Doors	148	Oakland Terrace ES	Portable Windows/Doors
100	Herbert Hoover MS	Portable Windows/Doors	149	Olney ES	Lock Box
101	Herbert Hoover MS	Portable Windows/Doors	150	Paint Branch HS	Lock Box
102	Herbert Hoover MS	Portable Windows/Doors	151	Rosa Parks MS	Floor Covering
103	Jackson Road ES	Floor Covering	152	Rosa Parks MS	Portable Roofing
104	Kemp Mill ES	Storm Drain	153	Pine Crest ES	Gym Floor
105	John F. Kennedy HS	Retaining Wall	154	Pine Crest ES	Playground Renovation
106	Kingsley	Portable Skirting	155	Piney Branch ES	Lock Box
107	Kingsley	Portable Skirting	156	Piney Branch ES	Pool (walls, ceiling) Painting
108	Kingsley	Portable Skirting	157	Piney Branch ES	Trash Compactor
109	Kingsley	Portable Windows/Doors	158	Piney Branch ES	Windows
110	Kingsley	Portable Windows/Doors	159	John Poole MS	Stage Floor Re-Surfacing
111	Kingsley	Portable Windows/Doors	160	Poolesville ES	Partition Panels
112	Laytonsville ES	Asphalt	161	Poolesville ES	Restroom Renovations
113	A. Mario Loiederman MS	Doors	162	Poolesville HS	Locker Painting
114	Luxmanor ES	Painting (Partial)	163	Poolesville HS	Stage Lighting System
115	Col. Zadok Magruder HS	Auditorium Concrete	164	Poolesville HS	Windows
116	Col. Zadok Magruder HS	Auditorium Seating	165	Potomac ES	Fencing
117	Col. Zadok Magruder HS	Floor Covering	166	Thomas Pyle MS	Lockers
118	Col. Zadok Magruder HS	Library Security Gates	167	Quince Orchard HS	Canopy
119	Thurgood Marshall ES	Fire Alarm System	168	Quince Orchard HS	Floor Covering
120	Thurgood Marshall ES	Fire Door Modifications	169	Quince Orchard HS	Masonry Repairs
121	Thurgood Marshall ES	Masonry Repairs	170	Quince Orchard HS	PA System
122	Thurgood Marshall ES	Portable Windows/Doors	171	Quince Orchard HS	Playground Renovation
123	Maryvale ES	Floor Covering	172	Redland MS	Library Security Gate
124	Maryvale ES	Smoke Doors	173	Redland MS	Portable Roofing
125	Maryvale ES	Playground Renovation	174	Redland MS	Portable Windows/Doors
126	Spark Matsunaga ES	Concrete	175	Ridgeview MS	Fire Alarm System
127	Spark Matsunaga ES	Floor Covering	176	Ridgeview MS	Fire Door Modifications
128	Spark Matsunaga ES	Lock Box	177	Ridgeview MS	Library Security Gate
129	S. Christa McAuliffe ES	Floor Covering	178	Ritchie Park ES	Masonry Wall Repairs
130	Monocacy ES	Re-Roofing	179	Ritchie Park ES	Portable Windows/Doors
131	Monocacy ES	Masonry Repairs	180	Rock Creek Forest ES	Air Monitoring
132	Monocacy ES	Portable Windows/Doors	181	Rock Creek Forest ES	Asbestos Abatement
133	Monocacy ES	Portable Windows/Doors	182	Rock Creek Forest ES	Floor Covering
134	Monocacy ES	Portable Windows/Doors	183	Rock Terrace Center	Asbestos Ceiling Tile Moving
135	Montgomery Knolls ES	Floor Covering	184	Rock Terrace Center	Fire Alarm System
136	Montgomery Knolls ES	PA System	185	Rock Terrace Center	Re-Roofing
137	Montgomery Knolls ES	Portable Windows/Doors	186	Rock Terrace Center	Replace Site Dry Well
138	Neelsville MS	Foundation Modifications	187	Rock View ES	Canopy Netting
139	Neelsville MS	Partition Panels	188	Rockville HS	Smoke Detector Repairs
140	Northlake Center	Trash Room Floor	189	Neelsville MS	Restroom Renovations
141	Northlake Center	Portable Painting (Exterior)	190	Rocky Hill MS	Portable Windows/Doors
142	Northlake Center	Portable Windows/Doors	191	Rocky Hill MS	Portable Windows/Doors
143	Northlake Center	Portable Windows/Doors	192	Rolling Terrace ES	Fire Alarm System
144	Northlake Center	Portable Windows/Doors	193	Rosemary Hills ES	Portable Painting
145	Northwood HS	Discus/Shot Put	194	Carl Sandburg Center	Escape Windows
146	Northwood HS	Winch for Bktball Backboards	195	Seneca Valley HS	Doors
147	Oakland Terrace ES	Portable Skirting	196	Seneca Valley HS	Tennis Court Repairs

**Planned Life-cycle Asset Replacement (PLAR) Projects
Completed Summer 2009**

	School/Facility	Project Scope		School/Facility	Project Scope
197	Seven Locks ES	Fire Door Modifications	246	Watkins Mill HS	Lockers
198	Seven Locks ES	Playground Renovation	247	Wayside ES	Lock Box
199	Seven Locks ES	Portable Windows/Doors	248	Julius West MS	Floor Covering
200	Sherwood ES	Partition Panels	249	Julius West MS	Library Security Gate
201	Sherwood ES	Restroom Renovations	250	Julius West MS	Lock Box
202	Sherwood HS	Floor Covering	251	Westbrook ES	Lock Box
203	Sherwood HS	Lockers	252	Westland MS	Lockers
204	Silver Spring International MS	Storm Water Mgt./Concrete	253	Westland MS	Portable Windows/Doors
205	Sligo MS	Suspended Ceilings /Lights	254	Wheaton HS	Library Security Gates
206	Smith Center	Portable Windows/Doors	255	Wheaton Woods ES	Asphalt
207	Smith Center	Portable Windows/Doors	256	Wheaton Woods ES	Fire Alarm Panel Repairs
208	Southlake ES	Floor Covering	257	Wheaton Woods ES	Lock Box
209	Springbrook HS	Exhaust fan	258	Wheaton Woods ES	Lock Replacement
210	Springbrook HS	Trash Compactor	259	Wheaton Woods ES	Playground Renovation
211	Stedwick ES	Playground Renovation	260	Wheaton Woods ES	Striping
212	Stephen Knolls Center	Fire Alarm Modifications	261	Wheaton Woods ES	Windows
213	Stone Mill ES	Modular Wall Facade	262	Whetstone ES	Asbestos Abatement
214	Stonegate ES	Air Monitoring	263	Whetstone ES	Floor Covering
215	Stonegate ES	Floor Covering	264	Whetstone ES	Lock Box
216	Strathmore ES	Ceiling Tile Moving	265	White Oak MS	Asphalt
217	Strathmore ES	Fire Alarm System	266	White Oak MS	Fire Door Modifications
218	Strawberry Knoll ES	Portable Wall Façade	267	White Oak MS	Floor Covering
219	Strawberry Knoll ES	Portable Wall Façade	268	White Oak MS	Striping
220	Strawberry Knoll ES	Portable Wall Façade	269	Walt Whitman HS	Stage Lighting System
221	Summit Hall ES	Asbestos Abatement	270	Woodlin ES	Ceiling & Lights
222	Summit Hall ES	Floor Covering	271	Woodlin ES	Fire Alarm System
223	Summit Hall ES	Masonry Waterproofing	272	Woodlin ES	Partition Panels
224	Summit Hall ES	Playground Renovation	273	Woodlin ES	Playground Renovation
225	Takoma Park MS	Retaining Wall	274	Woodlin ES	Restroom Renovations
226	Takoma Park MS	Tennis Court Repairs	275	Woodlin ES	Trash Compactor
227	Tilden Center	Asbestos Abatement	276	Thomas S. Wootton HS	Electrical Feeder
228	Tilden Center	Floor Covering	277	Thomas S. Wootton HS	Electrical Room Doors
229	Tilden Center	Library Security Gates	278	Thomas S. Wootton HS	Lock Box
230	Tilden MS	Elevator MT-1537	279	Thomas S. Wootton HS	Masonry Repairs
231	Tilden MS	Grandstand Ramp	280	Thomas S. Wootton HS	Parking Lot Restriping
232	Tilden MS	Trash Compactor	281	Thomas S. Wootton HS	Re-Roofing
233	Twinbrook ES	Playground Renovation	282	Thomas S. Wootton HS	Partition Panels
234	Viers Mill ES	Playground Renovation	283	Thomas S. Wootton HS	Restroom Renovations
235	Rocky Hill MS	Portable Windows/Doors			
236	Walter Johnson HS	Library Security Gate			
237	Washington Grove ES	Partition Panels			
238	Washington Grove ES	Restroom Renovations			
239	Washington Grove ES	Walk-In Freezer & Cooler			
240	Waters Landing ES	Re-Roofing			
241	Waters Landing ES	PA System			
242	Waters Landing ES	Portable Skirting			
243	Waters Landing ES	Portable Windows/Doors			
244	Watkins Mill ES	Air Monitoring			
245	Watkins Mill HS	Floor Covering			

Appendix G

Restroom Renovations Schedule for the FY 2011–2016 CIP

School Rank	Name of School	Raw Rating*
FY 2011		
1	Tilden Center	2108
2	Grosvenor Center	2083
3	Bannockburn Elementary School	1923
4	Gaithersburg Middle School	1808
5	North Lake Center	1798
6	Quince Orchard High School	1786
FY 2012		
7	Darnestown Elementary School	1739
8	Julius West Middle School	1704
9	South Lake Elementary School	1700
10	Lake Seneca Elementary School	1678
11	Clearspring Elementary School	1659
12	Stone Mill Elementary School	1645
13	Rolling Terrace Elementary School	1606
14	Blair G. Ewing Center	1579
FY 2013		
15	Albert Einstein High School	1574
16	Watkins Mill High School	1567
17	Watkins Mill Elementary School	1566
18	Jones Lane Elementary School	1565
19	Highland View Elementary School	1547
20	Radnor Center	1544
21	Woodfield Elementary School	1541
22	Roberto Clemente Middle School	1525
23	Fairland Center	1513
24	Rock Terrace Center	1509
FY 2014		
25	Cold Spring Elementary School	1492
26	Sherwood High School	1475
27	Carl Sandburg Center	1456
28	Cedar Grove Elementary School	1455
29	Fields Road Elementary School	1439
30	Rachel Carson Elementary School	1413
31	Silver Spring International Middle School	1412
32	White Oak Middle School	1408
33	Beall Elementary School	1394
34	Rosa M. Parks Middle School	1380
35	Dr. Martin Luther King, Jr. Middle School	1357

School Rank	Name of School	Raw Rating*
FY 2015		
36	Sligo Middle School	1352
37	Briggs Chaney Middle School	1348
38	Cloverly Elementary School	1335
39	Thurgood Marshall Elementary School	1333
40	Stephen Knolls Center	1328
41	Wyngate Elementary School	1325
42	Montgomery Knolls Elementary School	1315
43	Pine Crest Elementary School	1314
44	Meadow Hall Elementary School	1299
45	Twinbrook Elementary School	1295
46	Greencastle Elementary School	1265
47	Waters Landing Elementary School	1260
48	Sligo Creek Elementary School	1252
49	Westbrook Elementary School	1244
FY 2016		
50	S. Christa McAuliffe Elementary School	1235
51	Northwood High School	1234
52	Ritchie Park Elementary School	1234
53	Brookhaven Elementary School	1228
54	Travilah Elementary School	1225
55	Georgian Forest Elementary School	1221
56	Clopper Mill Elementary School	1219
57	Takoma Park Middle School	1214
58	John Poole Middle School	1211
59	Laytonville Elementary School	1207
60	Montgomery Blair High School	1204
61	Jackson Road Elementary School	1201
62	Bethesda Elementary School	1201
63	Oakland Terrace Elementary School	1195
64	Dr. Sally K. Ride Elementary School	1191
65	North Chevy Chase Elementary School	1188
66	Highland Elementary School	1181
67	Ashburton Elementary School	1180
68	Lucy V. Barnsley Elementary School	1178
69	Flower Hill Elementary School	1177
70	Northwest High School	1172
71	Viers Mills Elementary School	1163

* The raw rating was determined based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials. The ratings also were based upon visual inspections of the existing materials and fixtures as of August 1, 2009 and conversations with the principal, building services manager, assistant principal, and staff about the existing conditions of the restroom facilities. A total of 110 facilities were assessed and, based on funding, 71 facilities are proposed for renovation in the six year CIP.

Appendix H

Head Start and Prekindergarten Locations: 2009–2010

School	Head Start Sessions	# Head Start Students	Full-Day Head Start	Pre-K Sessions	# Pre-K Students	Total Head Start and Pre-K Enrollment
Montgomery College Rockville	1	20				20
Silver Spring Presb. Children's Center	1	10				10
Arcola Elementary School	1	20	X			20
Beall Elementary School	1 ^c	16		1	20	36
Bel Pre Elementary School				4	80	80
Bells Mill Elementary School	1 ^c	16				16
Broad Acres Elementary School	1	20	X	2	40	60
Brooke Grove Elementary School				1	20	20
Brookhaven Elementary School				1	20	20
Brown Station Elementary School	1	20	X	2	40	60
Burnt Mills Elementary School				1	20	20
Rachel Carson Elementary School				2	40	40
Cashell ES Elementary School				1	20	20
Clearspring Elementary School	1	20				20
Clopper Mill Elementary School	1	20	X	2	40	60
College Gardens Elementary School	1 ^c	16				16
Capt. James E. Daly Elementary School				2	40	40
Dr. Charles R. Drew Elementary School				2	40	40
East Silver Spring Elementary School	1	20	X	2	40	60
Fairland Elementary School	1	20		1	20	40
Fields Road Elementary School				1	20	20
Flower Hill Elementary School				2	40	40
Forest Knolls Elementary School				2	40	40
Fox Chapel Elementary School				2	40	40
Gaithersburg Elementary School				2	40	40
Galway Elementary School				2	40	40
Georgian Forest Elementary School	1	20	X	2	40	60
William B. Gibbs, Jr. Elementary School				2	40	40
Glen Haven Elementary School				2	40	40
Glenallan Elementary School	1 ^b	12				12
Greencastle Elementary School				2	40	40
Harmony Hills Elementary School	1	20	X	2	40	60
Highland Elementary School	1	20	X	2	40	60

School	Head Start Sessions	# Head Start Students	Full-Day Head Start	Pre-K Sessions	# Pre-K Students	Total Head Start and Pre-K Enrollment
Jackson Road Elementary School				2	40	40
Kemp Mill Elementary School				2	40	40
Lake Seneca ES				1	20	20
Maryvale Elementary School	2 ^a	35		2	40	75
S. Christa McAuliffe Elementary School	1	20				20
Ronald McNair Elementary School				2	40	40
Mill Creek Towne Elementary School				1	20	20
Mont. Knolls Elementary School	1	20	X	2	40	60
New Hamp. Est. Elementary School	4 ^a	75	X	1	25	100
Roscoe Nix Elementary School				2	40	40
William T. Page Elementary School				2	40	40
Judith A. Resnik Elementary School				2	40	40
Sally K. Ride Elementary School	1 ^c	16		2	40	56
Rock View Elementary School				2	40	40
Rolling Terrace Elementary School	1	20	X	2	40	60
Rosemary Hills Elementary School				2	40	40
Rosemont Elementary School				2	40	40
Sargent Shriver Elementary School				2	40	40
South Lake Elementary School	1	20	X	2	40	60
Stedwick Elementary School				2	40	40
Strawberry Knoll Elementary School	1 ^b	12		1	20	32
Summit Hall Elementary School	1	20	X	2	40	60
Twinbrook Elementary School	1	20	X	2	40	60
Viers Mill Elementary School	1	20	X	2	40	60
Wash. Grove Elementary School	1	20	X	2	40	60
Watkins Mill Elementary School	1	20	X			20
Weller Road Elementary School	1	20	X	2	40	60
Wheaton Woods Elementary School	1	20	X	2	40	60
Whetstone Elementary School				2	40	40
Total Sessions Served by MCPS	33			97		
Total Enrollment Served by MCPS		618			1,945	2,563

a One session is for 15 three-year-olds

b One session is a four-hour session for 12 students

c One session is a mixed-age class of 3s & 4s

Appendix I

Growth Policy FY 2010 School Test: Cluster Utilizations in 2014–2015 Reflects County Council Adopted Amended FY 2009–2014 Capital Improvements Program (CIP)

Elementary School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

Cluster Area	Projected August 2014 Enrollment	100% MCPS Program Capacity With CC Adopted Amended FY09–14 CIP	Cluster Percent Utilization in 2014	Growth Policy Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase	3,588	2,617	137%	Inadequate	Moratorium
Montgomery Blair	3,932	4,282	92%	Adequate	Open
James Hubert Blake	2,462	2,556	96%	Adequate	Open
Winston Churchill	2,552	2,784	92%	Adequate	Open
Clarksburg	3,712	3,303	112%	Inadequate	School Payment
Damascus	1,889	2,105	90%	Adequate	Open
Albert Einstein	2,487	2,587	96%	Adequate	Open
Gaithersburg	3,855	3,932	98%	Adequate	Open
Walter Johnson	3,649	3,444	106%	Inadequate	School Payment
John F. Kennedy	2,601	2,593	100%	Adequate	Open
Col. Zadok Magruder	2,610	2,493	105%	Adequate	Open
Richard Montgomery	2,586	2,171	119%	Inadequate	School Payment
Northwest	4,178	3,478	120%	Inadequate	School Payment
Northwood	2,968	2,657	112%	Adequate	School Payment
Paint Branch	2,452	2,309	106%	Inadequate	School Payment
Poolesville	571	754	76%	Adequate	Open
Quince Orchard	2,889	2,691	107%	Inadequate	School Payment
Rockville	2,570	2,237	115%	Inadequate	School Payment
Seneca Valley	2,296	1,901	121%	Inadequate	Moratorium
Sherwood	2,136	2,416	88%	Adequate	Open
Springbrook	2,894	3,200	90%	Adequate	Open
Watkins Mill	2,561	2,807	91%	Adequate	Open
Wheaton	2,816	2,407	117%	Inadequate	School Payment
Walt Whitman	2,272	2,061	110%	Inadequate	School Payment
Thomas S. Wootton	2,910	3,072	95%	Adequate	Open

Middle School Test: Percent Utilization >105% School Facility Payment and 120% Moratorium

Cluster Area	Projected August 2014 Enrollment	100% MCPS Program Capacity With CC Adopted Amended FY09–14 CIP	Cluster Percent Utilization in 2014	Growth Policy Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase	1,187	1,037	114%	Inadequate	School Payment
Montgomery Blair	2,015	2,261	89%	Adequate	Open
James Hubert Blake	1,165	1,332	87%	Adequate	Open
Winston Churchill	1,458	1,550	94%	Adequate	Open
Clarksburg	1,508	1,138	133%	Inadequate	Moratorium
Damascus	908	941	96%	Adequate	Open
Albert Einstein	1,209	1,461	83%	Adequate	Open
Gaithersburg	1,583	1,771	89%	Adequate	Open
Walter Johnson	1,675	1,863	90%	Adequate	Open
John F. Kennedy	1,246	1,384	90%	Adequate	Open
Col. Zadok Magruder	1,110	1,607	69%	Adequate	Open
Richard Montgomery	1,123	973	115%	Inadequate	School Payment
Northwest	2,036	1,966	104%	Adequate	Open
Northwood	1,136	1,391	82%	Adequate	Open
Paint Branch	1,271	1,308	97%	Adequate	Open
Poolesville	284	472	60%	Adequate	Open
Quince Orchard	1,300	1,648	79%	Adequate	Open
Rockville	898	972	92%	Adequate	Open
Seneca Valley	1,229	1,471	84%	Adequate	Open
Sherwood	1,202	1,475	81%	Adequate	Open
Springbrook	1,068	1,216	88%	Adequate	Open
Watkins Mill	1,074	1,247	86%	Adequate	Open
Wheaton	1,546	1,646	94%	Adequate	Open
Walt Whitman	1,208	1,267	95%	Adequate	Open
Thomas S. Wootton	1,407	1,598	88%	Adequate	Open

High School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

Cluster Area	Projected August 2014 Enrollment	100% MCPS Program Capacity With CC Adopted Amended FY09–14 CIP	Cluster Percent Utilization in 2014	Growth Policy Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase	1,735	1,656	105%	Adequate	Open
Montgomery Blair	2,327	2,876	81%	Adequate	Open
James Hubert Blake	1,700	1,715	99%	Adequate	Open
Winston Churchill	1,938	1,972	98%	Adequate	Open
Clarksburg	1,844	1,593	116%	Inadequate	School Payment
Damascus	1,291	1,589	81%	Adequate	Open
Albert Einstein	1,553	1,613	96%	Adequate	Open
Gaithersburg	1,906	2,067	92%	Adequate	Open
Walter Johnson	2,087	2,275	92%	Adequate	Open
John F. Kennedy	1,565	1,838	85%	Adequate	Open
Col. Zadok Magruder	1,606	1,958	82%	Adequate	Open
Richard Montgomery	1,969	1,949	101%	Adequate	Open
Northwest	2,173	2,151	101%	Adequate	Open
Northwood	1,474	1,517	97%	Adequate	Open
Paint Branch	1,956	1,899	103%	Adequate	Open
Poolesville	1,054	1,107	95%	Adequate	Open
Quince Orchard	1,788	1,774	101%	Adequate	Open
Rockville	1,263	1,584	80%	Adequate	Open
Seneca Valley	1,320	1,478	89%	Adequate	Open
Sherwood	1,790	2,022	89%	Adequate	Open
Springbrook	1,572	2,095	75%	Adequate	Open
Watkins Mill	1,438	1,913	75%	Adequate	Open
Wheaton	1,222	1,398	87%	Adequate	Open
Walt Whitman	1,650	1,891	87%	Adequate	Open
Thomas S. Wootton	2,170	2,086	104%	Adequate	Open

Appendix J

Facilities Data and State Rated Capacity School Year 2009–2010

Elementary Schools	Sm. Gr.	Year Built	Year Renov./Reopen/Mod. *	Exist. Sq. Ft.	Site Size	Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
							Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
1 Arcola	S	1955	2007	85,469	5		1	5	20	2	610	501
2 Ashburton	S	1957	1993	81,438	8.32		0	4	20	7	618	659
3 Bannockburn	S	1957	1988	54,234	8.34		0	3	13	0	365	365
4 Lucy V. Barnsley	S	1965	1998	72,024	10		0	3	19	3	533	524
5 Beall	S	1954	1991	79,477	8.44	Yes	2	7	19	2	651	529
6 Bel Pre	S	1968		59,031	8.91	Yes	2	8	9	1	433	366
7 Bells Mill	S	1968		77,241	9.6		1	4	21	3	621	609
8 Belmont	S	1974		49,279	10.52		0	2	15	2	409	415
9 Bethesda	R	1952	1999	62,557	8.42		0	3	12	3	372	367
10 Beverly Farms	S	1965		58,397	5	Yes	0	4	18	2	522	528
11 Bradley Hills	S	1951	1984	42,368	6.71	Yes	0	3	12	0	342	342
12 Broad Acres	R	1952	1974	88,922	6.25	Yes	2	5	25	0	725	659
13 Brooke Grove	S	1990		72,582	10.96		1	3	18	4	540	543
14 Brookhaven	S	1961	1995	59,936	8.57		1	3	6	6	284	265
15 Brown Station	G	1969		58,338	9		2	5	14	0	472	403
16 Burning Tree	S	1958	1991	68,119	6.78	Yes	0	3	13	5	415	415
17 Burnt Mills	S	1964	1990	57,318	15.14		1	4	14	0	430	366
18 Burtonsville	G	1952	1993	71,349	11.92		0	5	21	0	593	593
19 Candlewood	S	1968		48,543	11.78		0	3	15	0	411	411
20 Cannon Road	S	1967		44,839	4.4		0	4	12	2	384	307
21 Carderock Springs	S	1966		32,639	9		0	3	8	0	250	250
22 Rachel Carson	G	1990		78,547	12.4		1	6	20	3	642	662
23 Cashell	S	1969		71,171	10.24		1	2	13	2	383	375
24 Cedar Grove	G	1960	1987	57,037	10.12		0	4	15	0	433	433
25 Chevy Chase	S	1936	2000	70,976	3.78		0	0	18	0	414	429
26 Clarksburg	G	1952	1993	54,983	9.97		0	2	11	3	327	336
27 Clearspring	S	1988		77,535	10	Yes	1	3	22	4	632	632
28 Clopper Mill	S	1986		64,851	9		2	4	13	3	457	389
29 Cloverly	S	1961	1989	61,991	10	Yes	0	3	14	6	448	460
30 Cold Spring	S	1972		46,296	12.38		0	2	16	0	412	412
31 College Gardens	G	1967	2007	96,986	7.94		1	6	23	2	701	693
32 Cresthaven	G	1962		46,490	9.81		0	0	14	2	342	363
33 Capt. James E. Daly	S	1989		78,210	10		1	5	18	3	574	508
34 Damascus	S	1934	1980	53,239	9.42		0	2	13	2	363	355
35 Darnestown	S	1954	1980	37,685	7.21		0	3	9	0	273	273
36 Diamond	G	1975		64,950	10	Yes	0	5	16	4	518	509
37 Dr. Charles R. Drew	S	1991		73,975	12		1	2	16	7	502	477
38 DuFief	S	1975		59,013	10		0	2	13	5	393	395
39 East Silver Spring	R	1929	1975	57,684	8.43		2	4	14	1	460	407
40 Fairland	S	1992		66,422	11.79		1	6	12	2	448	334
41 Fallsmead	S	1974		67,472	8.98	Yes	0	4	18	2	522	528
42 Farmland	S	1963		70,006	4.75	Yes	0	5	22	0	616	616
43 Fields Road	G	1973		72,302	10		1	3	20	2	566	558
44 Flower Hill	S	1985		58,770	10		1	5	13	2	449	380
45 Flower Valley	S	1967	1996	61,567	9.28		0	3	14	5	438	429
46 Forest Knolls	S	1960	1993	89,564	7.77		1	6	21	4	675	563
47 Fox Chapel	S	1974		56,518	10.34	Yes	1	5	12	2	426	386
48 Gaithersburg	S	1947	1983	94,468	8.39		1	5	29	3	827	740
49 Galway	S	1967	2009	103,170	9		1	8	27	5	867	759
50 Garrett Park	S	1952		54,035	4.37		0	5	16	0	478	478
51 Georgian Forest	S	1961	1995	58,197	10.94	Yes	2	5	9	2	377	308
52 Germantown	G	1935	1978	57,668	7.75		0	2	13	3	373	361
53 William B. Gibbs, Jr.	G	2009		88,042	10.75		1	4	24	4	700	747
54 Glen Haven	R	1950	2004	85,845	10		1	5	19	4	607	524
54 Glenallan	S	1966		47,614	12.1		1	4	11	2	381	311
55 Goshen	S	1988		76,740	10.47		0	4	22	3	624	632
56 Great Seneca Creek	G	2006		82,511	13.71		0	6	22	2	658	658
57 Greencastle	S	1988		78,275	18.88		1	6	21	2	655	577
58 Greenwood	G	1970		64,609	10		0	4	21	0	571	571
59 Harmony Hills	S	1957	1999	63,107	10.19		2	5	11	0	403	322
60 Highland	S	1950	1989	84,138	11	Yes	2	4	22	0	634	578
61 Highland View	S	1953	1994	59,213	6.61		0	5	10	0	340	257
62 Jackson Road	S	1959	1995	65,279	8.76		1	6	10	4	422	372
63 Jones Lane	S	1987		60,679	12.06		0	4	17	3	509	518
64 Kemp Mill	S	1960	1996	68,222	10		1	4	17	0	499	437
65 Kensington-Parkwood	S	1952	2005	77,136	9.86		0	5	16	3	508	517
66 Lake Seneca	G	1985		58,770	9.35		1	3	14	4	448	417

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.

Smart Growth (Sm. Gr.): S=Stabilized; R=Revitalization; G=Growth; N=Non Growth

* Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for more information.

Elementary Schools	Sm. Gr.	Year Built	Year Renov./ Reopen/ Mod. *	Exist. Sq. Ft.	Site Size	Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
							Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
67 Lakewood	G	1968	2003	77,526	13.07		0	4	20	2	568	568
68 Laytonsville	S	1951	1989	64,160	10.43		0	4	16	4	496	487
69 Little Bennett	G	2006		82,511	4.81		0	6	24	0	684	684
70 Luxmanor	S	1966		80,262	6.5	Yes	0	3	16	2	454	446
71 Thurgood Marshall	S	1993		77,798	12		0	4	17	4	519	551
72 Maryvale	S	1969		92,050	17.67		3	4	21	3	661	579
73 Spark M. Matsunaga	G	2001		80,733	11.8		0	8	21	0	659	659
74 S. Christa McAuliffe	S	1987		77,240	10.59	Yes	1	6	19	2	609	501
75 Ronald McNair	S	1990		78,275	10		1	5	19	2	587	612
76 Meadow Hall	S	1956	1994	61,964	8.37	Yes	0	4	11	5	391	315
77 Mill Creek Towne	S	1966	2000	67,465	8.38		1	4	13	4	447	379
78 Monocacy	S	1961	1989	42,482	27		0	1	8	0	206	206
79 Montgomery Knolls	S	1952	1989	57,231	10.33	Yes	2	7	2	4	280	271
80 New Hampshire Estates	S	1954	1988	70,540	5.42	Yes	5	6	15	0	577	483
81 Roscoe R. Nix	G	2006		88,351	7.8		1	7	19	3	641	486
82 North Chevy Chase	S	1953	1995	42,035	7.94		0	0	10	0	230	230
83 Oak View	S	1949	1985	57,560	11.25	Yes	0	0	15	1	355	358
84 Oakland Terrace	S	1950	1993	79,145	9.54	Yes	0	10	18	0	634	456
85 Olney	G	1954	1990	68,755	9.88		0	4	21	1	581	584
86 William T. Page	S	1965	2003	58,726	9.76		1	3	14	0	408	365
87 Pine Crest	S	1941	1992	53,778	5.64	Yes	0	0	16	1	378	381
88 Piney Branch	R	1971		99,706	1.97	Yes	0	0	25	1	585	588
89 Poolesville	S	1960	1978	64,803	12.28		0	3	21	0	549	549
90 Potomac	G	1949	1976	57,713	9.61		0	4	14	0	410	410
91 Judith A. Resnik	S	1991		78,547	12.98		1	5	19	2	587	506
92 Sally K. Ride	S	1994		78,686	13.48		2	5	16	7	588	519
93 Ritchie Park	S	1966	1997	58,500	9.22		0	5	13	0	409	409
94 Rock Creek Forest	S	1950	1971	54,522	7.95		0	4	15	0	433	351
95 Rock Creek Valley	S	1964	2001	76,692	10.44		0	3	14	7	458	374
96 Rock View	S	1955	1999	69,589	7.44		1	6	10	5	432	347
97 Lois P. Rockwell	S	1992		75,520	10.56		0	3	18	4	520	552
98 Rolling Terrace	S	1988		88,835	4.33		2	6	26	0	770	664
99 Rosemary Hills	S	1956	1988	70,541	6.07		1	8	11	3	479	494
100 Rosemont	G	1965	1995	88,764	8.91		1	5	23	2	679	608
101 Sequoyah	S	1990		72,582	10		0	4	18	3	532	465
102 Seven Locks	S	1964		29,190	9.98		0	2	9	0	251	251
103 Sherwood	S	1977		60,064	10.85		0	3	13	2	385	377
104 Sargent Shriver	S	1954	2006	91,628	9.17		1	7	23	1	713	604
105 Sligo Creek	S	1934	1999	98,799	5	Yes	0	6	21	3	645	526
106 Somerset	R	1949	2005	80,122	3.71		0	4	15	0	433	433
107 South Lake	S	1972		83,038	10.2		2	7	26	0	792	715
108 Stedwick	S	1974		109,677	10		1	6	25	2	747	659
109 Stone Mill	S	1988		78,617	11.76		0	4	23	4	657	689
110 Stonegate	S	1971		52,468	10.26		0	3	15	2	431	431
111 Strathmore	S	1970		52,451	10.8	Yes	0	0	18	3	444	447
112 Strawberry Knoll	G	1988		78,723	10.82		2	5	14	6	532	467
113 Summit Hall	S	1971		64,618	10.16	Yes	2	5	16	0	518	449
114 Takoma Park	R	1979		62,133	4.7		0	7	11	0	407	292
115 Travilah	G	1960	1992	65,378	9.3		0	3	20	0	526	526
116 Twinbrook	S	1952	1986	79,818	10.45		3	5	17	2	581	512
117 Viers Mill	S	1950	1991	86,978	10.37		2	6	9	3	409	357
118 Washington Grove	G	1956	1984	86,266	10.67		2	4	19	0	565	515
119 Waters Landing	S	1988		77,560	9.99		0	6	20	3	622	499
120 Watkins Mill	S	1970		80,923	10	Yes	1	6	27	3	803	689
121 Wayside	S	1969		77,507	9.26		0	3	26	2	684	676
122 Weller Road	S	1953	1975	76,296	11.1		2	5	19	2	607	532
123 Westbrook	S	1939	1990	46,822	12.46	Yes	0	3	9	2	293	293
124 Westover	S	1964	1998	54,645	7.56		0	2	9	4	291	281
125 Wheaton Woods	S	1952	1976	66,763	8		2	4	12	0	404	348
126 Whetstone	S	1968		76,657	8.82		1	6	15	5	547	483
127 Wood Acres	S	1952	2002	73,138	4.78	Yes	0	5	18	2	544	550
128 Woodfield	S	1962	1985	53,212	10		0	3	17	0	457	457
129 Woodlin	R	1944	1974	60,725	11		0	5	14	4	472	386
130 Wyngate	S	1952	1997	58,654	9.45		0	5	12	2	406	412
Total Elementary Schools				9,002,515	1,247		87	551	2155	281	66237	61696

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.

Smart Growth (Sm. Gr.): S=Stabilized; R=Revitalization; G=Growth; N=Non Growth

* Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for more information.

Facilities Data and State Rated Capacity School Year 2009–2010

Schools	Sm. Gr.	Year Built	Year Renov./Reopen/Mod. *	Existing Sq. Ft.	Site Size	Park	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)
							Reg. @25	Sp. Ed. @10		
(85% + Sp. Ed.)									(X 85%)	
Middle Schools										
1 Argyle	S	1971	1993	120,205	19.9		39	4	869	871
2 John T. Baker	G	1971		120,532	22	Yes	32	4	720	719
3 Benjamin Banneker	G	1974		117,035	20		38	5	858	854
4 Briggs Chaney	S	1991		115,000	29.37		39	7	899	897
5 Cabin John	S	1967	1989	120,788	18.24		36	9	855	828
6 Roberto Clemente	G	1992	1994	148,246	19.87		51	8	1,164	1,152
7 Eastern	S	1951	1976	152,030	14.51		46	4	1,018	995
8 William H. Farquhar	G	1968		116,300	20		38	4	848	851
9 Forest Oak	G	1999		132,259	41.19		39	7	899	886
10 Robert Frost	G	1971		143,757	24.79		50	2	1,083	1,080
11 Gaithersburg	S	1960	1988	157,694	24.21		38	9	898	910
12 Herbert Hoover	S	1966		135,342	19.14		40	6	910	927
13 Francis Scott Key	S	1966	1990	147,424	20.58		42	4	933	911
14 Martin Luther King	G	1996		135,867	18.61		41	2	891	888
15 Kingsview	G	1997		140,398	18.45		44	3	965	965
16 Lakelands Park	G	2005		153,588	8.11		48	5	1,070	1,068
17 Col. E. Brooke Lee	S	1966		123,199	16.45	Yes	34	5	773	768
18 A. Mario Loiederman	G	1956	2005	131,746	17.08		43	3	944	935
19 Montgomery Village	S	1968	2004	141,615	15.14		38	5	858	830
20 Neelsville	S	1981		124,337	29.2		39	3	859	842
21 Newport Mill	S	1958	2002	108,240	8.4		35	5	794	786
22 North Bethesda	G	1955	1999	130,461	19.19		39	4	869	868
23 Parkland	G	1963	2007	151,169	9.18	Yes	41	4	911	889
24 Rosa M. Parks	S	1992		130,374	24.05		39	4	869	880
25 John Poole	S	1997		85,669	20.51		22	1	478	480
26 Thomas W. Pyle	S	1962	1993	153,824	14.32		56	6	1,250	1,250
27 Redland	S	1971		111,697	20.64	Yes	34	2	743	740
28 Ridgeview	G	1975		136,379	20		46	3	1,008	1,007
29 Rocky Hill	G	2004		148,065	23.29		41	6	931	939
30 Shady Grove	S	1995	1999	129,206	20		39	5	879	876
31 Silver Spring International	G	1934	1999	152,731	10.64	Yes	47	3	1,029	1,029
32 Sligo	G	1959	1991	149,527	21.74	Yes	44	6	995	963
33 Takoma Park	S	1939	1999	137,348	18.83	Yes	41	2	891	863
34 Tilden	G	1967	1991	117,650	29.8		44	7	1,005	984
35 Julius West	G	1961	1995	147,223	21.31		46	6	1,038	986
36 Westland	G	1951	1997	146,006	25.09		48	2	1,040	1,037
37 White Oak	S	1962	1993	140,990	17.34		43	4	954	927
38 Earle B. Wood	S	1965	2001	152,588	8.5	Yes	44	7	1,005	981
38 Total Middle Schools				5,106,509	749.67		1564	176	34,995	34,662
(85% + Sp. Ed.)									(X 90%)	
High Schools										
1 Bethesda-Chevy Chase	G	1934	2001	308,215	16.36		73	3	1581	1656
2 Montgomery Blair	G	1998		386,567	30.15	Yes	126	7	2748	2840
3 James H. Blake	G	1998		297,125	91.09		74	5	1623	1724
4 Winston Churchill	G	1964	2001	322,078	30.28		79	15	1829	1945
5 Clarksburg	G	1995	2006	309,216	62.73		65	10	1481	1566
6 Damascus	G	1950	1978	235,986	32.65		62	13	1448	1549
7 Albert Einstein	G	1962	1997	276,462	26.67	Yes	65	15	1531	1571
8 Gaithersburg	G	1951	1978	323,476	40.48		80	24	1940	2009
9 Walter Johnson	G	1956	1977	325,154	30.86		86	21	2038	2112
10 John F. Kennedy	G	1964	1999	280,048	29.14		72	14	1670	1739
11 Col. Zadok Magruder	G	1970		295,478	30		80	14	1840	1936
12 Richard Montgomery	G	1942	2007	311,500	26.71		81	12	1841	1958
13 Northwest	G	1998		340,867	34.56		88	14	2010	2151
14 Northwood	G	1956	2004	253,488	29.56		61	12	1416	1481
15 Paint Branch	G	1969		260,680	33.6		63	12	1459	1553
16 Poolesville	S	1953	1978	165,056	37.2		48	2	1040	1107
17 Quince Orchard	G	1988		284,912	30.11		73	15	1701	1742
18 Rockville	G	1968	2004	316,973	30.32		63	15	1489	1553
19 Seneca Valley	G	1974		251,278	29.37		61	13	1426	1491
20 Sherwood	G	1950	1991	333,154	49.33		86	10	1928	2004
21 Springbrook	S	1960	1994	305,006	25.13		89	12	2011	2090
22 Watkins Mill	G	1989		301,579	50.99	Yes	68	22	1665	1724
23 Wheaton	G	1954	1983	258,117	28.23		60	12	1395	1416
24 Walt Whitman	S	1992		261,295	30.67	Yes	80	10	1800	1873
25 Thomas S. Wootton	G	1970		295,620	27.37		88	9	1960	2046
25 Total High Schools				7,299,330	883.56		1871	311	42,869	44,836
63 Total Secondary Schools				12,405,839	1633.2		3435	487	77,864	79,498

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

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Smart Growth (Sm. Gr.): S = Stabilized; R = Revitalization; G = Growth; N = Non Growth

* Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for more information.

Appendix K

Schools Reopened and Extent of Improvements Made When Reopened

School	Year Facility Originally Opened	Year Facility Closed	Year Facility Reopened	Reopened Fully Modernized or Completely Rebuilt	Reopened With Facility Improvements
Elementary Schools					
Arcola (on site of former Arcola ES)	1956	1982	2007	X	
Burnt Mills	1964	1977	1990		X
Cloverly	1961	1983	1989	X	
Roscoe Nix (on site of former Brookview ES)	1955	1982	2006	X	
Sargent Shriver (former Connecticut Park ES)	1954	1983	2006	X	
Sligo Creek (part of former Blair HS)	1935	1998	1999	X	
Middle Schools					
Argyle	1971	1981	1993		X
Cabin John	1968	1987	1989		X
Francis Scott Key	1966	1983	1990		X
A. Mario Loiederman (former Belt JHS)	1956	1983	2005		X
Newport Mill	1958	1982	2002		X
North Bethesda	1955	1981	1999		X
Silver Spring International (part of former Blair HS)	1935	1998	1999		X
Tilden (Tilden MS relocated to former Woodward HS)	1967	1986	1991		X
High Schools					
Clarksburg (originally opened as Rocky Hill MS)	1995	2004	2006	X	
Northwood	1956	1985	2004		X

Notes: Schools that were reopened, but were not fully modernized or completely rebuilt, will be included in assessments for future modernization based on the year they were originally opened.

Schools that were fully modernized, or completely rebuilt, will be assessed for future modernization based on their reopening year.

Appendix L

Real Property Inventory for Closed Schools and Facilities as of October 2009

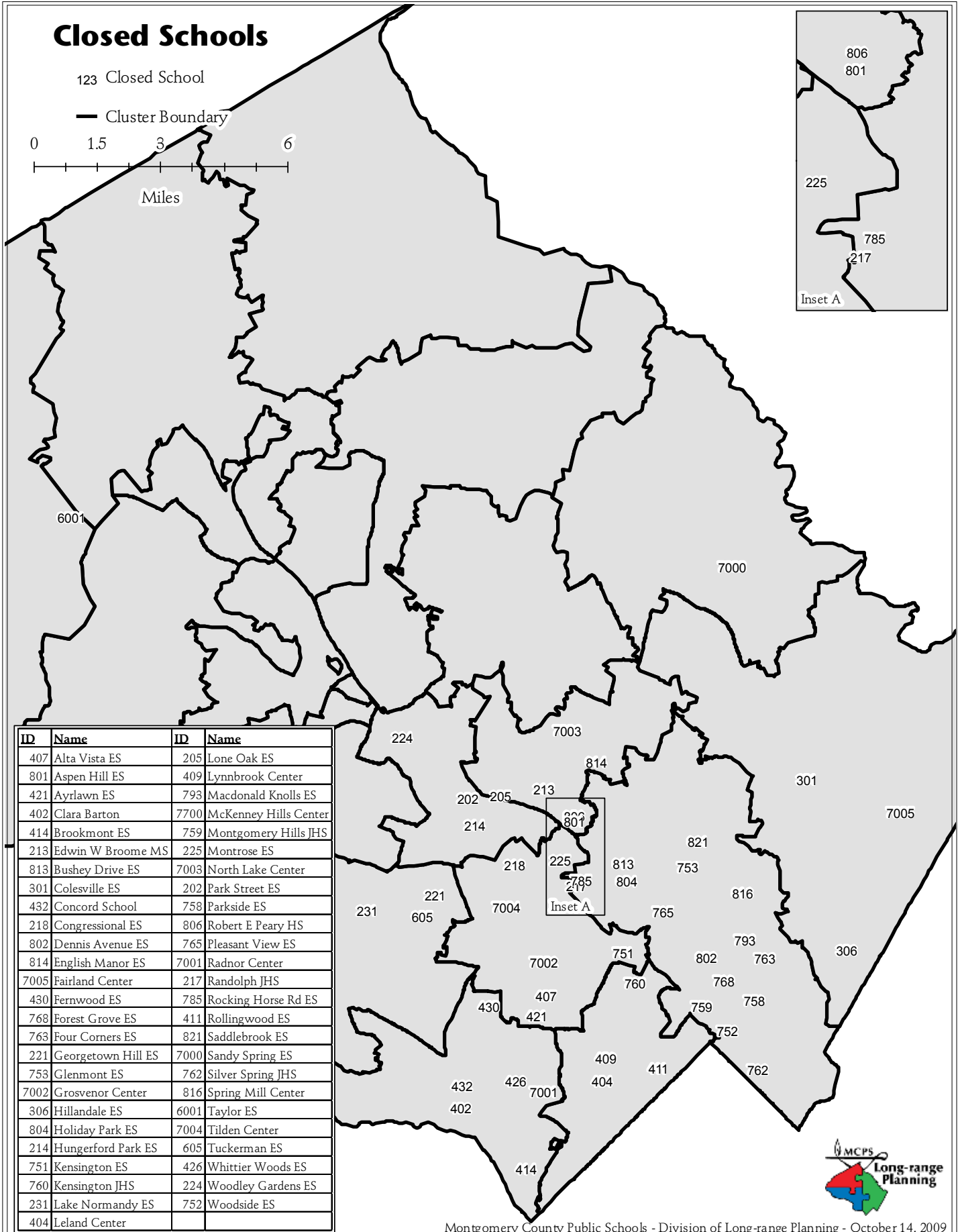
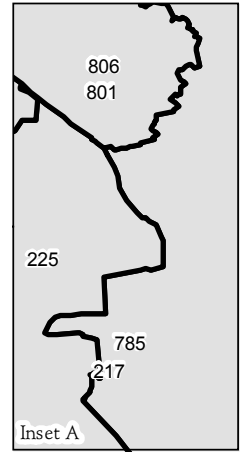
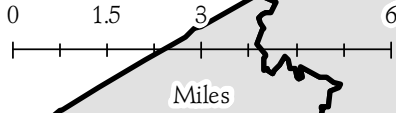
NAME	ADDRESS	CLUSTER	CURRENT USE	STRT MAP*	SITE	ROOMS	SF
BOARD OF EDUCATION OWNED							
Concord School	7210 Hidden Creek Road	Whitman	MCCPTA Creative Enrichment, Etc.	35-C12	3.45	12	26,444
Fairland Center	13313 Old Columbia Pike	Paint Branch	Holding School	32-B8	9.21	26	45,082
Grosvenor Center	5701 Grosvenor Lane	W. Johnson	Holding School	35-H04	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	B-CC	Occup. & Physical Therapy, etc.	36-B10	4.21	15	35,000
McKenney Hills Center	2600 Hayden Drive	Einstein	Alternative High School	36-G05	12.67	14	29,278
Montrose ES	12301 Academy Way	Johnson	Leased to private school	29-J11	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Rockville	Holding School	29-K03	9.66	22	40,378
Park Street ES (demolished)	401 Fleet Street	R. Montgomery	Reclaimed for R. Montgomery HS	37-C08	2.86	NA	NA
Radnor Center	7000 Radnor Road	Whitman	Holding School	35-H12	9.03	20	36,663
Rocking Horse Road ES	4910 Macon Road	Wheaton	ESOL; Head Start; Chapter 1	30-A12	8.25	28	57,639
Rollingwood ES	3200 Woodbine Street	B-CC	Leased to private school	36-E11	4.07	12	26,624
Silver Spring IS	615 Philadelphia Avenue	Blair	Local Park; building razed	37-B11	3.75	0	
Spring Mill Center	11721 Kemp Mill Road	Kennedy	Pupil services field office	31-A13	7.69	14	29,300
Taylor ES	19501 White Ground Road	Poolesville	Science Materials Center	17-G03	11.47	8	20,827
Tilden Center	6300 Tilden Lane	W. Johnson	Holding School	35-F01	19.70	39	119,516
Tuckerman ES	8224 Lochinver Lane	Churchill	Leased to private school	34-K01	9.13	24	47,965
Whittier Woods ES	7300 Whittier Boulevard	Whitman	Whitman HS; child care	35-F12	5.90	18	32,700
MONTGOMERY COUNTY OWNED							
Alta Vista ES	5615 Beech Avenue	W. Johnson	Leased to private school	32-E13	3.53	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rockville	Leased to private school	32-G03	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	W. Johnson	YMCA	38-D02	3.08	11	28,000
Barton ES	7425 MacArthur Boulevard	Whitman	Child Care; County Recreation	37-J07	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Whitman	Leased to private school	38-D11	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Rockville	Board of Elections; various other users	32-E01	19.49	45	135,210
Bushey Drive ES	12210 Bushey Drive	Wheaton	County Recreation Office	32-K05	6.07	NA	32,675
Colesville ES	14015 New Hampshire Avenue	Springbrook	Community services	26-B13	11.11	14	25,174
Congressional ES	1801 East Jefferson Street	W. Johnson	Bldg razed; elderly housing—DHCD	32-C05	9.91	NA	NA
Dennis Avenue ES	2000 Dennis Avenue	Einstein	MC Health Services	33-F11	6.97	12	26,790
English Manor ES	4511 Bestor Drive	Rockville	Leased to private school	24-J12	8.25	28	50,000
Ferwood ES	6801 Greentree Road	Whitman	Leased to private school	38-B01	6.15	18	32,000
Forest Grove ES	9805 Dameron Drive	Einstein	Hospital	33-G12	6.17	24	38,000
Four Corners ES	321 W. University Boulevard	Blair	Bldg razed; elderly housing	33-K11	5.66	NA	NA
Georgetown Hill ES	11614 Seven Locks Road	Churchill	Leased to private school	31-H07	10.35	28	50,000
Glenmont ES	12210 Georgia Avenue	Einstein	Building razed	33-E05	6.32	22	39,000
Hillandale ES	10501 New Hampshire Avenue	Springbrook	Handicapped services	34-E11	6.81	17	36,000
Holiday Park ES	3930 Farrara Avenue	Wheaton	Elderly services	33-A06	5.62	25	48,595
Hungerford Park ES	332 W. Edmonston Avenue	R. Montgomery	Family resources; child services	31-K03	11.06	26	34,511
Kensington ES	10400 Detrick Avenue	W. Johnson	HOC Offices	32-K11	4.54	19	45,206
Kensington JHS	3701 Saul Road	W. Johnson	Bldg razed; local park and HOC	33-A12		NA	NA
Lake Normandy ES	11315 Falls Road	Churchill	Recreation Center	31-D08	10.59	22	40,203
Lone Oak ES	1010 Grandin Avenue	Rockville	CHI Centers, Inc./Elderly day care	32-B01	7.09	28	40,000
Macdonald Knolls ES	10611 Tenbrook Drive	Einstein	Handicapped services	33-H10	8.06	15	28,000
Montgomery Hills JHS	2010 Linden Lane	Einstein	Leased to private school	39-E01	8.67	44	130,000
Parkside ES	9500 Brunett Avenue	Blair	M-NCCPC Parks Offices	33-J13	11.61	0	26,369
Peary HS	13300 Arctic Avenue	Rockville	Leased to private school	32-G02	19.52	NA	227,454
Pleasant View ES	3015 Upton Drive	Einstein	Single-parent housing	33-C08	6.22	0	NA
Randolph JHS	11710 Hunters Lane	Wheaton	Gr Wash Jewish Comm. Foundation	29-K12	18.52	40	110,000
Saddlebrook ES	12751 Layhill Road	Kennedy	Park Police HQ	33-E04	10.59	29	42,274
Sandy Spring ES	13025 Brooke Road	Sherwood	Community Center	16-G13	8.39	0	NA
Woodside ES	8818 Georgia Avenue	Einstein	Silver Spring Health Center	39-G03	2.70	23	36,614
MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION OWNED							
Leland Center	4300 Elm Street	B-CC	Community Center	38-J06	3.71	NA	NA
Lynnbrook Center	8001 Lynnbrook Drive	B-CC	Local Park	38-J04	0.87	NA	NA
CITY OF ROCKVILLE OWNED							
Woodley Gardens ES	1150 Carnation Drive	R. Montgomery	Senior Center	23-F10	9.64	16	31,767

* As published in the 2006–2007 Montgomery County Public Schools Boundaries for Elementary and Secondary Schools boundary map books

Closed Schools

123 Closed School

— Cluster Boundary



ID	Name	ID	Name
407	Alta Vista ES	205	Lone Oak ES
801	Aspen Hill ES	409	Lynnbrook Center
421	Ayrlawn ES	793	Macdonald Knolls ES
402	Clara Barton	7700	McKenney Hills Center
414	Brookmont ES	759	Montgomery Hills JHS
213	Edwin W Broome MS	225	Montrose ES
813	Bushey Drive ES	7003	North Lake Center
301	Colesville ES	202	Park Street ES
432	Concord School	758	Parkside ES
218	Congressional ES	806	Robert E Peary HS
802	Dennis Avenue ES	765	Pleasant View ES
814	English Manor ES	7001	Radnor Center
7005	Fairland Center	217	Randolph JHS
430	Fernwood ES	785	Rocking Horse Rd ES
768	Forest Grove ES	411	Rollingwood ES
763	Four Corners ES	821	Saddlebrook ES
221	Georgetown Hill ES	7000	Sandy Spring ES
753	Glenmont ES	762	Silver Spring JHS
7002	Grosvenor Center	816	Spring Mill Center
306	Hillandale ES	6001	Taylor ES
804	Holiday Park ES	7004	Tilden Center
214	Hungerford Park ES	605	Tuckerman ES
751	Kensington ES	426	Whittier Woods ES
760	Kensington JHS	224	Woodley Gardens ES
231	Lake Normandy ES	752	Woodside ES
404	Leland Center		





Montgomery County Public Schools - Division of Long-range Planning - October 14, 2009


Future School Sites
as of October 2009

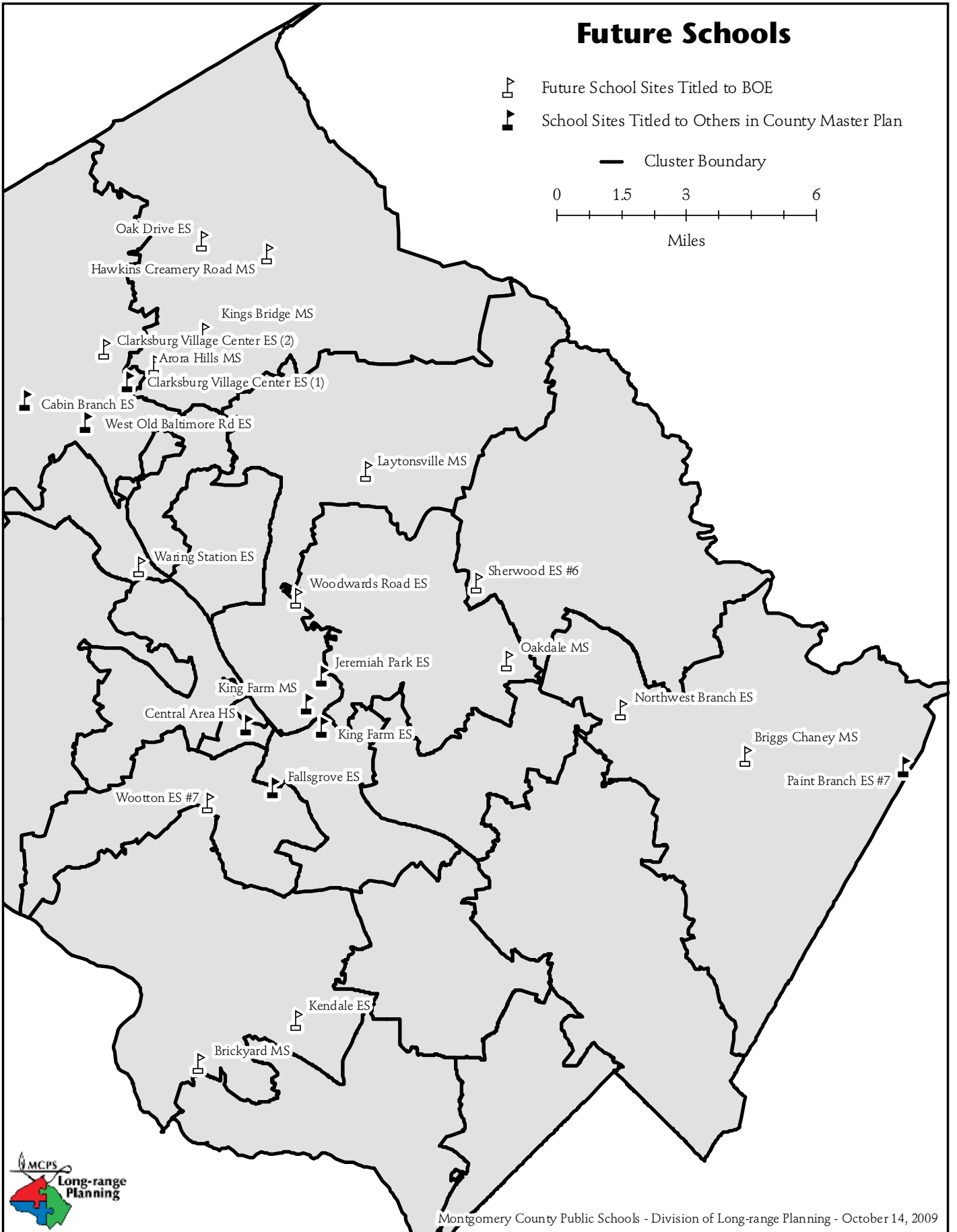
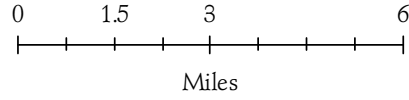
Name	Tax Grid	Address	Cluster	Street Map*	Site
Future School Sites Titled to Board of Education					
Arora Hills MS	FW21	Skylark Road	Clarksburg/Damascus	9-J5	TBD
Brickyard MS	FN33	Brickyard Road	Churchill	34-B9	20.00
Briggs Chaney Road MS	KS11	Good Hope Road	Northeast Consortium	31-G3	20.96
Clarksburg Village ES (1)	EW51	Snowden Farm Parkway	Clarksburg	9-F4	10.00
Hawkins Creamery Road ES	FX51	Hawkins Creamery Road	Damascus	4-F12	13.51
Kendale ES	GP12	Kendale Road	Churchill	34-H6	10.54
Kings Bridge MS	FW32	Founders Way	Damascus	10-C4	30.33
Laytonsville MS	GU33	Warfield Road	Gaithersburg	11-C12	22.74
Northwest Branch ES	JS12	Layhill Road	Northeast Consortium	21-J13	11.41
Oak Drive ES	FX31	Oak Drive	Damascus	4-B11	12.99
Oakdale MS	HT31	Cashell Road	Magruder	21-B10	18.49
Sherwood ES #6	HT23	Wickham Road	Sherwood	20-K5	17.00
Waring Station ES	EU61	Waring Station Road	Seneca Valley	18-H4	9.99
Woodwards Road ES	FT63	Emory Grove Road	Magruder	19-H6	8.38
Wootton ES # 7	FR32	Cavanaugh Drive	Wootton	28-C7	12.10
Master Planned School Sites Titled to Others as Shown in County Master Plan					
Cabin Branch ES	EV23	Clarksburg Road	Damascus	9-A7	TBD
Central Area HS	FS-52	Fields Road	Gaithersburg	28-F2	32.1
Clarksburg Village ES (2)	EV63	Snowden Farm Parkway	Clarksburg	9-H6	TBD
Fallsgrove ES	FR53	Shady Grove Road	Richard Montgomery	28-F4	TBD
King Farm MS	GS12	Piccard Drive	Gaithersburg	19-J13	TBD
King Farm ES	GS11	Watkins Pond Road	Richard Montgomery	28-K1	TBD
West Old Baltimore Road ES	EV42	West Old Baltimore Road	Clarksburg	9-E9	9.30
Paint Branch ES #7	LS21	Saddle Creek Drive	Paint Branch	32-G4	TBD
Jeremiah Park ES		SE Shady Grove Road and Crabbs Branch Way	Gaithersburg	19-K11	TBD

* As published in the 2006–2007 Montgomery County Public Schools Boundaries for Elementary and Secondary Schools boundary map books.

Future Schools

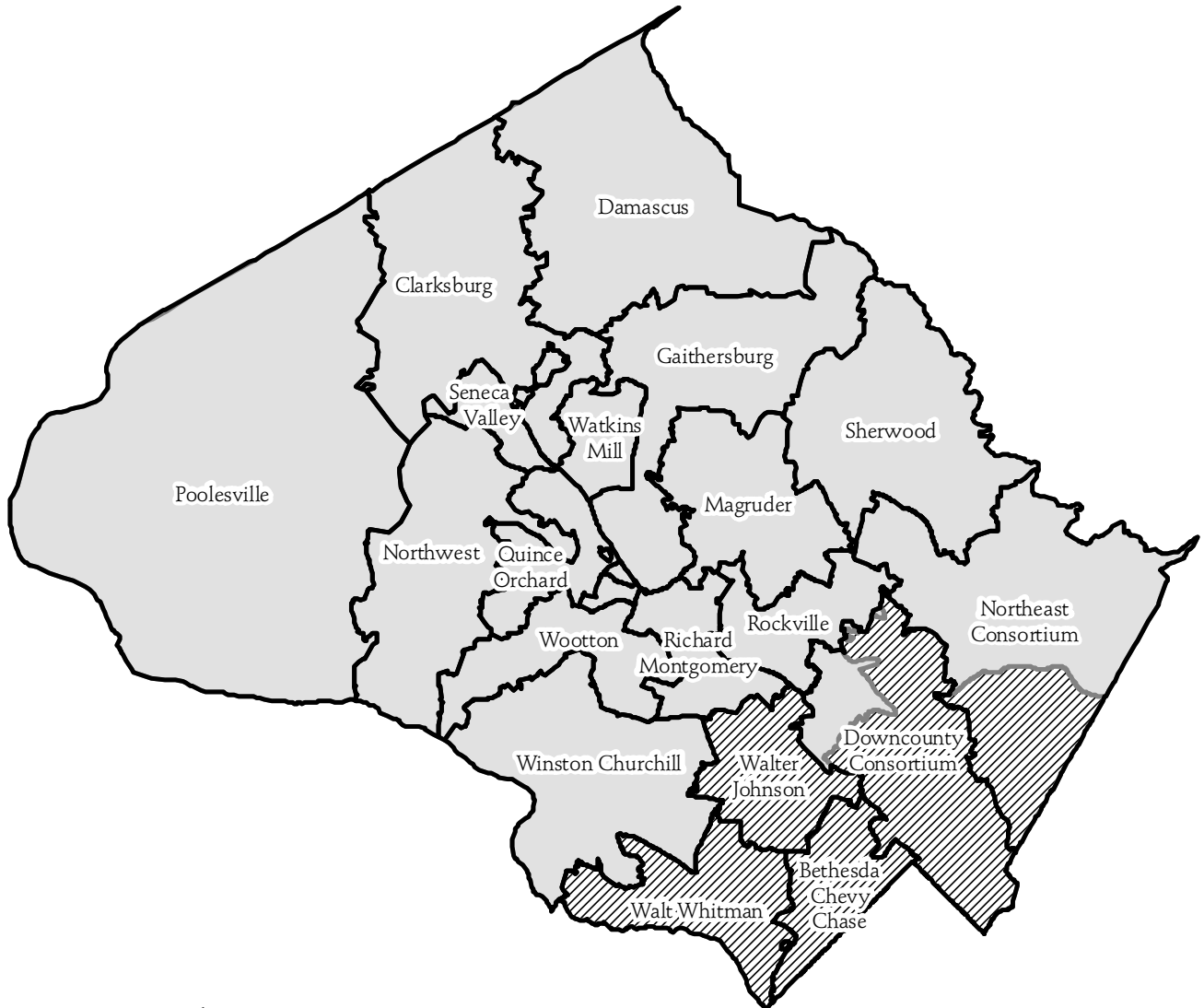
-  Future School Sites Titled to BOE
-  School Sites Titled to Others in County Master Plan

 Cluster Boundary

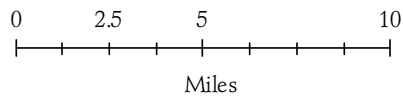


Appendix M

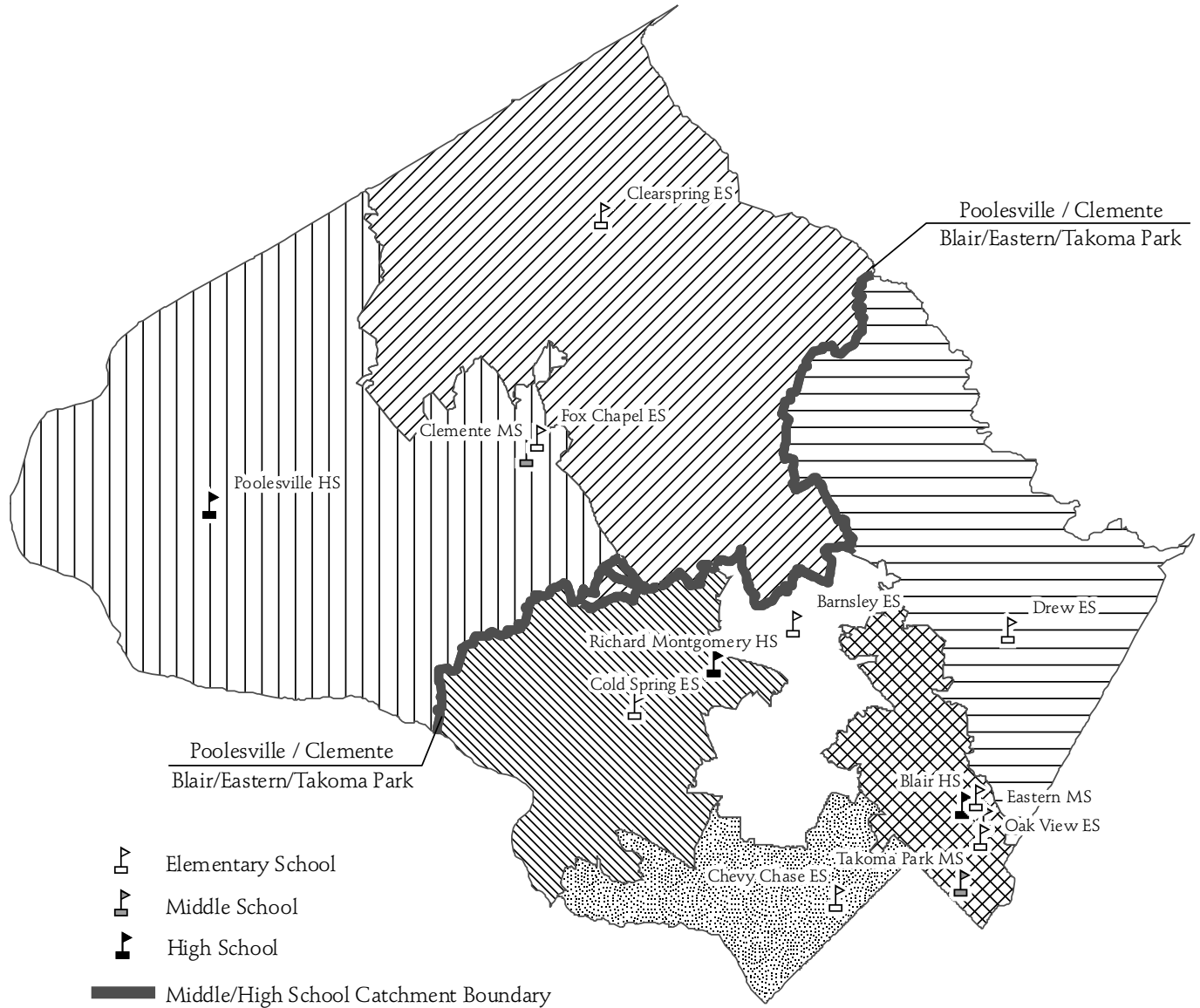
French Immersion Catchment Areas














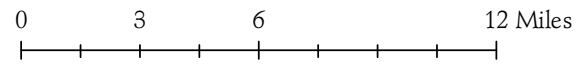
- Cluster
- Maryvale French Immersion Catchment Area
- ▨ Sligo Creek French Immersion Catchment Area



Highly Gifted and Secondary Magnet Areas/Schools



-  Elementary School
-  Middle School
-  High School
-  Middle/High School Catchment Boundary
-  Barnsley GT Center
-  Chevy Chase GT Center
-  Clearspring GT Center
-  Cold Spring GT Center
-  Drew GT Center
-  Fox Chapel GT Center
-  Pine Crest GT Center



Appendix N

Political Districts

Board of Education

District	Name
1	Judy Docca
2	Laura Berthiaume
3	Patricia O'Neill
4	Christopher S. Barclay
5	Vacant
At-large	Phil Kauffman
At-large	Shirley Brandman

County Council

District	Name
1	Roger Berliner
2	Mike Knapp
3	Phil Andrews
4	Nancy Navarro
5	Valerie Ervin
At-large	Nancy Floreen
At-large	George Leventhal
At-large	Marc Elrich
At-large	Duchy Trachtenberg

General Assembly

Legislative District 14	
Senator	Rona E. Kramer
Delegate	Anne R. Kaiser
Delegate	Karen S. Montgomery
Delegate	Herman L. Taylor, Jr.

Legislative District 15	
Senator	Robert J. Garagiola
Delegate	Kathleen M. Dumais
Delegate	Brian J. Feldman
Delegate	Craig L. Rice

Legislative District 16	
Senator	Brian E. Frosh
Delegate	William A. Bronrott
Delegate	C. William Frick
Delegate	Susan C. Lee

Legislative District 17	
Senator	Jennie M. Forehand
Delegate	Kumar P. Barve
Delegate	James W. Gilchrist
Delegate	Luis R. S. Simmons

Legislative District 18	
Senator	Richard S. Madaleno, Jr.
Delegate	Alfred C. Carr, Jr.
Delegate	Ana Sol Gutierrez
Delegate	Jeffrey D. Waldstreicher

Legislative District 19	
Senator	Michael G. Lenett
Delegate	Henry B. Heller
Delegate	Benjamin F. Kramer
Delegate	Roger Manno

Legislative District 20	
Senator	Jamin B. Raskin
Delegate	Sheila E. Hixson
Delegate	Tom Hucker
Delegate	Heather R. Mizeur

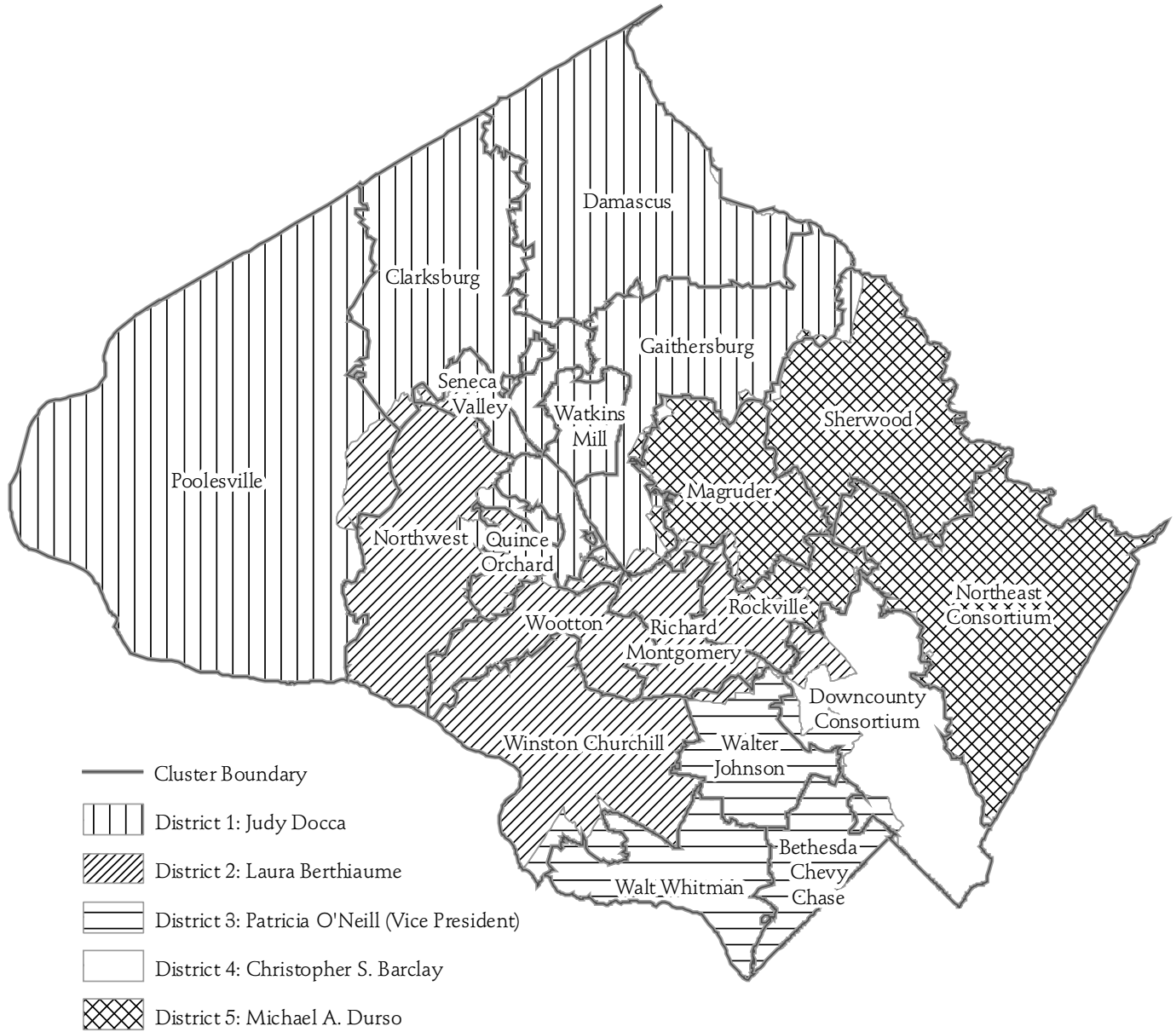
Legislative District 39	
Senator	Nancy J. King
Delegate	Saqib Ali
Delegate	Charles E. Barkley
Delegate	Kirill Reznik

School/Program Sites and Political Districts

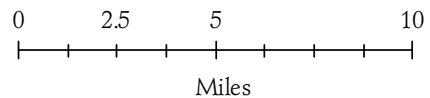
School	Board of Education District	Councilmanic District	Legislative District	School	Board of Education District	Councilmanic District	Legislative District
Elementary Schools				Elementary Schools			
Arcola	4	4,5	18,19	Lake Seneca	1,2	2	15,39
Ashburton	2,3	1	15,16	Lakewood	2	1,3	15,17
Bannockburn	3	1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

School	Board of Education District	Councilmanic District	Legislative District	School	Board of Education District	Councilmanic District	Legislative District
Middle Schools				High Schools			
Argyle	2,4,5	4	19	Bethesda-Chevy Chase	3,4	1,5	16,18
John T Baker	1	2	14	Montgomery Blair	3,4,5	4,5	20
Benjamin Banneker	5	4	14	James Blake	4,5	2,4,5	14,19,20
Briggs Chaney	5	4,5	14,20	Winston Churchill	2,3	1,3	15,16
Cabin John	2,3	1,3	15,17	Clarksburg	1,2	2,3	14,15,39
Roberto Clemente	1,2	2,3	15,39	Damascus	1	2	14,15
Eastern	4,5	4,5	20	Albert Einstein	3,4	1,4,5	18,20
William H. Farquhar	4,5	2,4	14,19	Gaithersburg	1,2,5	2,3	14,17,19,39
Forest Oak	1,2,5	2,3	14,17,19,39	Walter Johnson	2,3,4	1,3,4,5	15,16,17,18
Robert Frost	1,2	1,2,3	15,17,39	John F. Kennedy	2,4,5	4,5	14,19
Gaithersburg	1,5	2,3	14,17,19,39	Col. Zadok Magruder	1,2,5	2,3,4	14,19,39
Herbert Hoover	2,3	1,3	15,16	Richard Montgomery	1,2,3,4	1,3,5	17,19
Francis Scott Key	4,5	4,5	14,20	Northwest	1,2	1,2,3	15,17,39
Martin Luther King, Jr	1,2	2	15,39	Northwood	4,5	4,5	18,19,20
Kingsview	1,2	2,3	15,39	Paint Branch	5	4,5	14,20
Lakelands Park	1,2	1,2,3	15,17,39	Poolesville	1,2	2	15
Col. E. Brooke Lee	4,5	4,5	14,18,19	Quince Orchard	1,2	2,3	15,17,39
A. Mario Loiederman	2,3,4	1,3,4,5	18,19	Rockville	2,3,4,5	3,4,5	14,17,19
Montgomery Village	1	2,3	17,39	Seneca Valley	1,2	2,3	15,39
Neelsville	1	2,3	14,15,17,39	Sherwood	1,5	2,4	14,19
Newport Mill	3,4	1,4,5	18	Springbrook	4,5	4,5	14,20
North Bethesda	2,3	1,5	15,16,18	Watkins Mill	1	2,3	14,17,39
Parkland	2,3,4,5	3,4,5	19	Wheaton	2,3,4,5	1,3,4,5	17,18,19
Rosa Parks	1,5	2,4	14,19	Walt Whitman	2,3	1	16
John Poole	1,2	2	15	Thomas S. Wootton	1,2	1,2,3	15,17,39
Thomas W. Pyle	2,3	1	16	Technical Career High School			
Redland	1,2,5	2,3,4	14,17,19,39	Thomas Edison HS of Tech.	4	4	18
Ridgeview	1,2	2,3	15,17,39	Environmental Educational Center			
Rocky Hill	1,2	2	14,15	Lathrop E. Smith	5	3	19
Shady Grove	1,2,5	2,3,4	19,39	Special Schools And Alternative Programs			
Silver Spring International	4,5	4,5	18,19,20	Emory Grove Center/Program	5	3	39
Sligo	3,4	1,4,5	18,20	Fleet Street MS	2	3	17
Takoma Park	3,4	5	20	Glenmont MS	3	1	16
Tilden	2,3,4	1,3,4,5	16,17,18	Hadley Farms MS	5	2	39
Julius West	1,2,3,4	1,3,5	17,19	Karma Academy	2	3	17
Westland	3,4	1,5	16,18	Longview School	2	2	15
White Oak	4,5	4,5	14,20	McKenney Hills Center/Program	4	5	18
Earle B. Wood	2,3,4,5	3,4,5	14,17,19	Phoenix at Emory Grove	5	3	39
				Phoenix at McKenney Hills	4	5	18
				Randolph Academy	4	4	19
				RICA	2	3	17
				Rock Terrace School	2	3	17
				Carl Sandburg Learning Center	2	3	17
				Stephen Knolls School	4	5	18

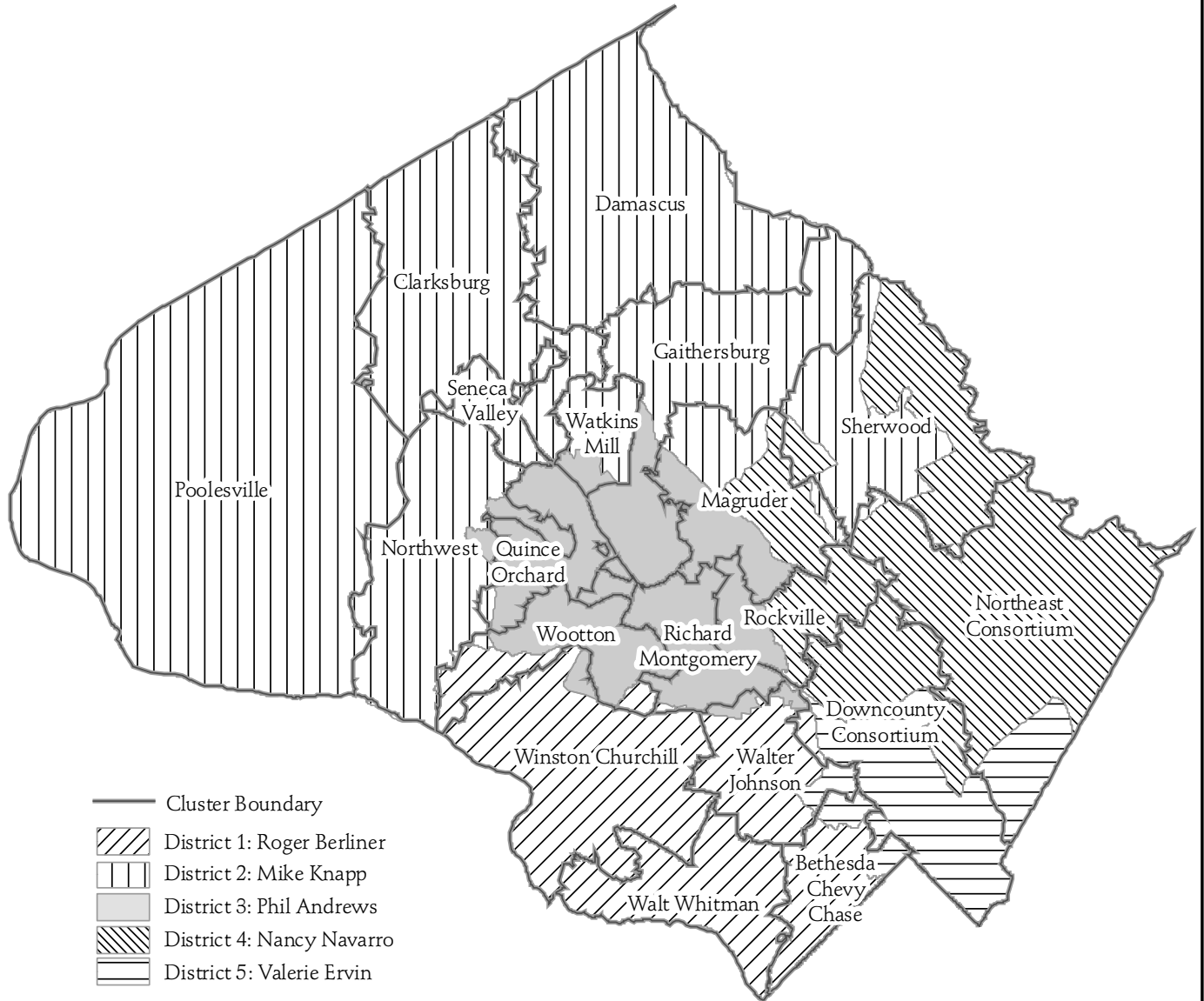
Board of Education Districts



BOE Members at Large:
 Shirley Brandman (President)
 Philip Kauffman
 BOE Student Member:
 Quratul-Ann Malik

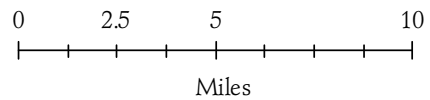


Councilmanic Districts

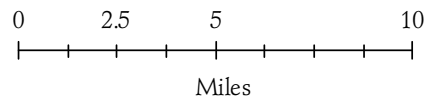
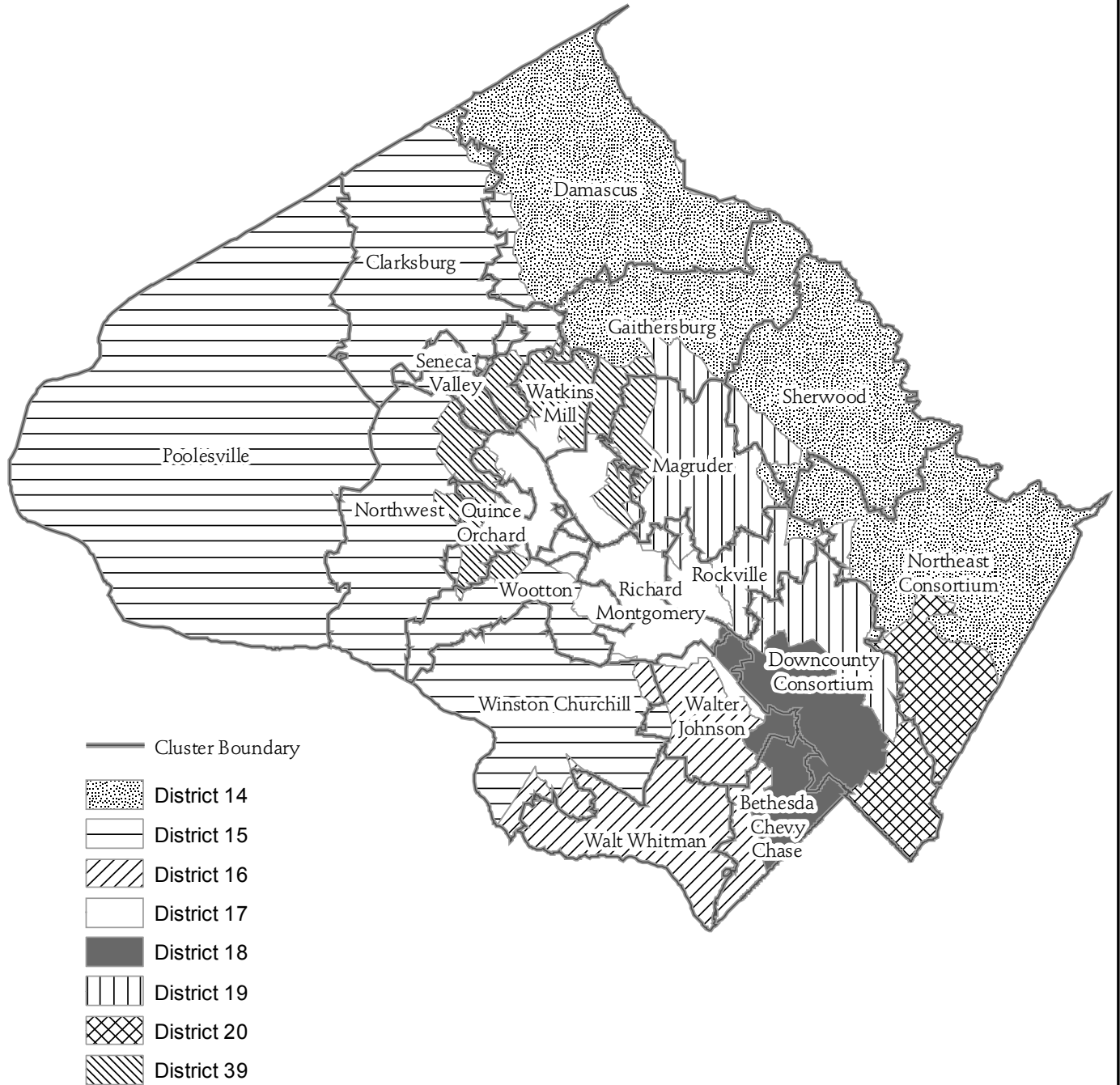


- Cluster Boundary
- District 1: Roger Berliner
- District 2: Mike Knapp
- District 3: Phil Andrews
- District 4: Nancy Navarro
- District 5: Valerie Ervin

Councilmanic Members at Large:
 Marc Elrich
 Nancy Floreen
 George Leventhal
 Duchy Trachtenberg



Legislative Districts



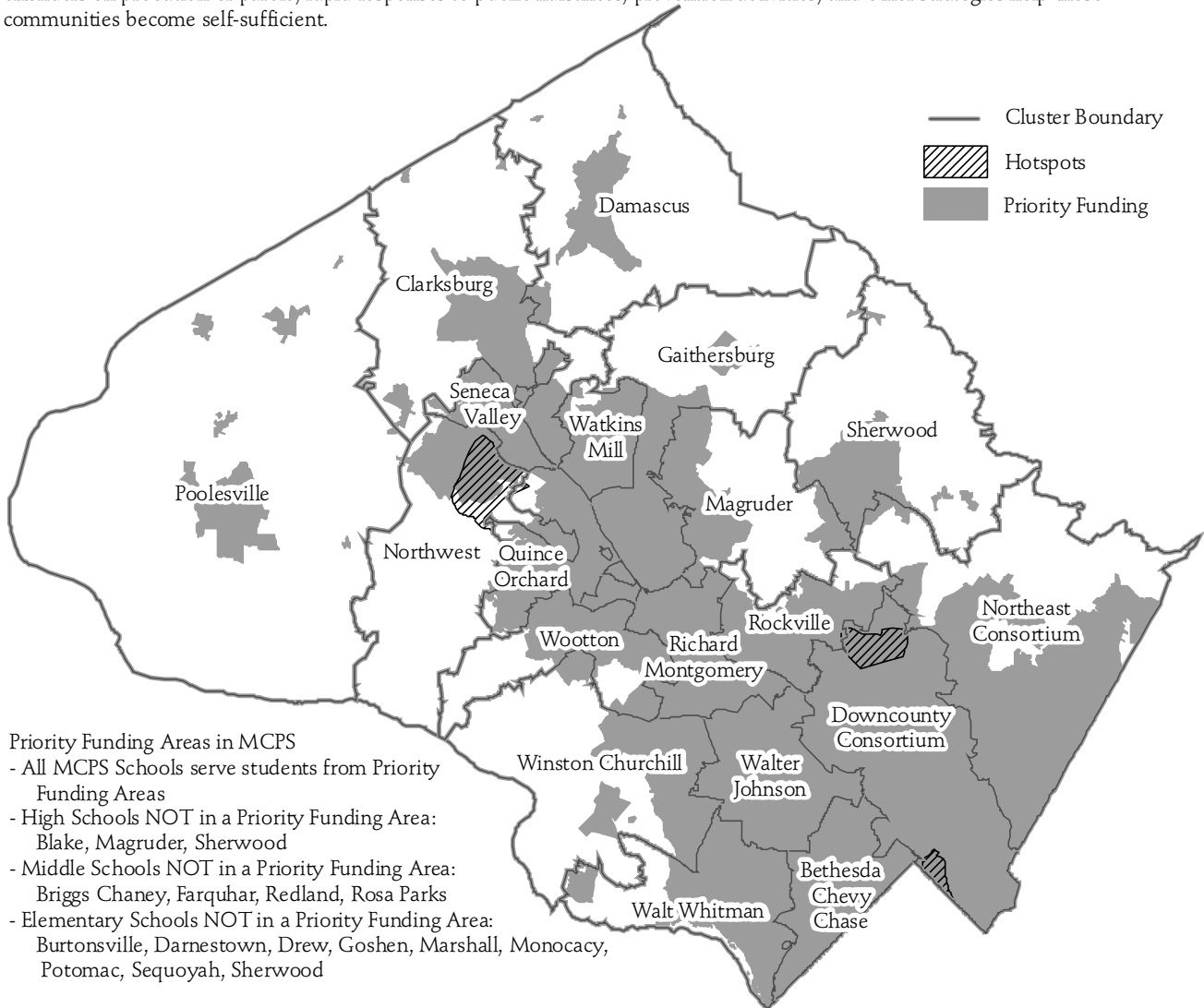
Montgomery County Public Schools - Division of Long-range Planning - October 14, 2009

Appendix O

Priority Funding Areas* and CSAFE 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.

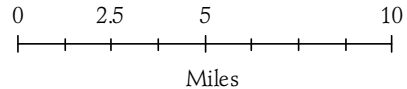
**The CSAFE (Collaborative Supervision and Focused Enforcement) program improves public safety by combining intensive supervision, community policing and mobilization with activities to reclaim public space. Intensive supervision of adult and juvenile offenders on probation or parole, rapid responses to public nuisances, prevention activities, and other strategies help these communities become self-sufficient.



- Priority Funding Areas in MCPS
- All MCPS Schools serve students from Priority Funding Areas
 - High Schools NOT in a Priority Funding Area: Blake, Magruder, Sherwood
 - Middle Schools NOT in a Priority Funding Area: Briggs Chaney, Farquhar, Redland, Rosa Parks
 - Elementary Schools NOT in a Priority Funding Area: Burtonsville, Darnestown, Drew, Goshen, Marshall, Monocacy, Potomac, Sequoyah, Sherwood

- CSAFE Areas in MCPS
- High Schools Service Area overlapping CSAFE Area: Blair, Northwood, Einstein, Kennedy, Wheaton, Rockville, Northwest*, Quince Orchard
 - Middle Schools Service Area overlapping CSAFE Area: Kingsview, Clemente, Lakelands Park, Farquhar, Lee, Argyle*, Parkland, Wood, Sligo, Silver Spring International, Takoma Park
 - Elementary Schools Service Area overlapping CSAFE Area: Germantown*, Great Seneca Creek*, Diamond, Brown Station, Clopper Mill*, Bel Pre*, Strathmore*, Georgian Forest, Harmony Hills, Flower Valley, Harmony Hills, Brookhaven, Barnsley, Woodlin, Sligo Creek, East Silver Spring, Piney Branch, Takoma Park

* School site is in CSAFE Area



Appendix P-1

MCPS Role in County Land Use Planning, Zoning, Subdivision Review, and 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 are discussed below, from the more general and long-range activity to the more specific and short term activity.

County Land Use Planning

The Planning Board, working with its staff—the Montgomery County Planning Department—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 staff recommended plan works its way through Planning Board review and recommendation. The county executive reviews and comments on the Planning Board recommendation. Finally, the County Council reviews the Planning Board recommended plan, and county executive comments, 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 has no role in evaluating the merits of land use plans, or the number of housing units that are provided in these plans. On the other hand, the Planning Board and County Council have no role in the future selection of a school site for school construction, or the development of school boundaries for a new school. These responsibilities are the sole purview of the Board of Education.

Zoning

The implementation of master plans does not occur until the County Council approves a Sectional Map Amendment (SMA). A 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 request rezonings of their land to allow projects 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 made to MCPD staff during their review of the rezonings, and as requested, to the County Hearing Examiner during review of the rezoning request.

Subdivision

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 approvals given results of the Adequate Public Facilities Ordinance and County Growth Policy. In regard to the school test of the Growth Policy, one of three conditions may exist when reviewing residential subdivisions:

- First, there may be adequate capacity in the school cluster serving the property. In this case there are no conditions on subdivision approval related to schools.
- Second, schools in the cluster serving the property may be overutilized and require that a school facility payment be collected as a condition of subdivision approval. This payment is collected when building permits are issued for the subdivision. These payments are reserved for school capacity projects in the cluster where they are collected.
- Third, schools serving the property may be so overutilized that residential subdivisions may not be approved until capacity is adequate (through a future capital project or a decline in enrollment).

The thresholds for the second and third conditions are outlined below in the discussion of the County Growth Policy.

Montgomery County Public Schools 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 P-2 describes how enrollment projections are developed.

Growth Policy

Since 1973 the Montgomery County subdivision regulations have included the Adequate Public Facilities Ordinance (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 became the County Growth Policy. The APFO and Growth Policy have nothing to do with the location, amount, type or mix of development. These determinations occur in master planning and zoning. The role of the Growth Policy is the staging of subdivision approvals commensurate with adequate facility capacity. The two main areas of public facility capacity considered in the growth policy are schools and transportation facilities.

The county growth policy is a biennial policy that is reviewed in odd number years. The school test of facility adequacy, whose methodology is prescribed in the Growth Policy, 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 MCPS cluster areas at the elementary, middle and high school levels. If school utilizations exceed certain thresholds, action on subdivision applications are prescribed. Each year, MCPS prepares the data on cluster school utilizations for the school test, and the Planning Board adopts the results of the school test prior to July 1st. The test results are in place for the following fiscal year. The current growth policy school test thresholds are:

- Subdivision applications in clusters with enrollment levels between 105 and 120 percent of MCPS program are required to make a facility payment to obtain approval. This payment is calculated at 60 percent of the marginal cost of the subdivision on school construction costs.
- Subdivision applications in clusters with enrollment levels above 120 percent may not be approved until the utilization level falls below 120 percent. The results of the currently adopted school test, for FY 2010, are shown in appendix I.

Appendix P–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 they offer 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 one to 15 years requires assessment of current local events in light of broader, long-term trends. Forecast accuracy varies depending on the projection's geographic scope as well as its time span. Accuracy is greatest when enrollment is projected for large areas and 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. A history of each school's grade enrollments are 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 a school's forecast 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, and for the tenth and fifteenth years in the future. The actual September 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 system as a whole—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 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, is increasing.) 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 county's draw of migrating households 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 serving the development after the projected building schedule is considered. Recently, MCPS has received more students from county private schools. This trend is monitored and factored into enrollment projections.

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's forecast is to increase 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 is made, to the time of spring revision. In areas of the county that are developing, an assessment of the rate of housing construction is made. Also, in some cases administrative or Board of Education actions, such as a change in a school service area, may affect enrollment.

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 in nearby jurisdictions to mothers who reside in Montgomery County 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 to guide the forecast. 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. Advances continue to be made in the use of computers for the retrieval and analysis of demographic and facility planning data. For this reason MCPS is increasingly using the county's Geographic Information System (GIS). This

GIS system contains extensive demographic and land-use data that is used in the forecasting and facility planning processes. Ties between MCPS planners, county planning agencies, the real estate and development communities, and community representatives enable an ongoing exchange of information relevant to forecasting. This pooled knowledge is a valuable resource in the inherently difficult job of predicting the future.

Appendix Q

Capacity Calculations

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

MCPS Program Capacity

Class size for regular and supplemental programs, such as English for Speakers of Other Languages (ESOL), is based on MCPS policy, regulation, and budget guidelines. Most jurisdictions in Maryland, including Montgomery County, are striving 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	15:1
Grades 1–2—Reduced class size	17:1
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 differs at the middle school level in that the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary facility (equivalent to 21.25 students per classroom.)

**Program capacity differs at the high school in that the regular classroom capacity of 25 is multiplied by .9 to reflect the optimal utilization of a secondary facility (equivalent to 22.5 students per classroom.)

Many schools that appear to have space based on their 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 fac-

ity. 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 in Grades 1–3. If there was no opportunity to create combination classes with other grades, an additional teacher would be provided, and the school would reorganize with three second-grade classes of 20 students each. The additional teacher could create the need for a relocatable classroom.

Small instructional spaces and specialized classrooms are provided for all schools and are allocated on the basis of enrollment size and the need for supplementary instructional activities, such as remedial reading, special education resource, speech, art, and music.

In situations where the educational program will not be adversely affected, MCPS leases space on an annual basis to appropriate outside organizations. In most cases, these organizations are referred to as “joint occupants” and are usually day-care providers. Before and after school programs also are provided in many MCPS schools. Spaces used by day-care providers on MCPS sites range from shared use of multipurpose rooms before and after school, to relocatable classrooms on a school site that are financed by the provider and operated for the school community. If space is available, one or more classrooms can be leased for full-day programs.

State-rated Capacity

State-rated capacity, used to determine state funding, is calculated using the following calculations. These calculations make MCPS and state capacity ratings differ. See appendix J for a comparison of capacity ratings for all schools.

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

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

Appendix R

Assessing Schools for Modernization

In 1992, the Board of Education adopted a modernization policy that makes a strong statement for the need to update aging facilities through modernization in order to provide equitable learning environments across the county. Modernizations not only upgrade building systems, such as heating and air conditioning, plumbing, etc., it also bring aging facilities up to the same educational program standards as new schools. Modernizations also provide an opportunity to upgrade facilities to current building codes and regulations such as providing a facility that is accessible for persons with disabilities, abating hazardous materials, providing Fire Safety Code Upgrades, and improving Indoor Air Quality.

A detailed objective assessment process ranks schools in priority order for modernization. Facilities are evaluated based on physical condition and educational program capability. The physical condition assessment, called Facilities Assessment with Criteria and Testing (FACT), was developed by the MCPS Division of Construction with review and advice from facilities and planning staff members, experts from other area jurisdictions, and the Maryland State Department of Education School Construction Department. A team of trained technicians evaluates each school in need of modernization. Weighted scores are applied to the assessment for various aspects of the building, and based on the physical condition of the building, a final score is calculated, with a maximum of 1,000 points.

The Educational Program Assessment ranks each school based on how well the facility meets the educational space requirements of the current instructional program. This assessment process was developed in conjunction with MCPS instructional staff, planning and facilities staff, school principals, and Montgomery County Council of Parent Teacher Associations (MCCPTA) representatives. The Educational Program Assessment pays particular attention to comparing the amount of existing space within each building to the amount of space that would be provided by a modernization or a new school.

Other aspects of educational programs that are reviewed as part of the formal assessment relate to safety, security, energy conservation, and comfort.

The Educational Program Assessment also has a maximum score of 1,000 points. When both assessments are combined, a maximum of 2,000 points is possible. Both assessment components were reviewed and approved by the Board of Education. This process is widely recognized by school officials and community leaders as an objective and impartial tool for prioritizing modernizations.

In FY 1993, the modernization assessment process was performed on 37 elementary and secondary schools in the current and future modernization program. The ranking was established and adopted as the priority for modernizations by the Board of Education and has been adhered to since that time. Of the original 37 schools that were assessed, seven remain to be completed on the schedule. The original 37 schools were placed on the list primarily based on the age of the facility.

In FY 1996, the Board of Education asked for funds to assess all remaining schools for modernization. The County Council appropriated enough funds to assess an additional 35 schools. The schools chosen for assessment in FY 1996 were schools that were built before 1970 that were never modernized, or schools that were renovated before 1977. These schools were added to the end of the first list of schools assessed for modernization.

In FY 2000, the seven remaining high schools that were not assessed in FY 1992 and FY 1996 were assessed and added to the modernization schedule. The schools were placed in ranked order after the schools assessed in FY 1996. There remains a list of 41 schools built or renovated before 1985 that have not been assessed, and have not been added to the modernization schedule. The list includes: 29 elementary schools, 11 middle schools, and 1 high school.

Appendix S

Special Education Program Descriptions

School-based Program Delivery Model

Resource Room Services

Resource Room Services, available in all MCPS schools, provide students with disabilities with the support they need in order to be academically successful in the general education environment. Resource room teachers provide an array of services to students with disabilities including strategy-based instruction, Maryland High Stakes Assessment preparation and direct instruction in reading/language arts, writing, mathematics, and organizational skills.

Speech and Language Programs

The goals of Speech and Language Services are to diagnose and remediate communication disorders, facilitate the development of compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills to support student access to the general education curriculum. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the student's general education teachers and parents for implementation within the classroom and home environments. Students with more intensive needs receive services individually or in small groups.

Elementary Home School Model

Elementary Home School Model supports students in Grades K–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served by this model are assigned to age-appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in a general education environment and/or a self-contained setting.

Secondary Learning and Academic Disabilities (LAD) Program

Secondary Learning and Academic Disabilities programs, available in all secondary schools in MCPS, provide services to students as a result of a disability that impacts academic achievement. Students served by this model have previously received a considerable amount of special education support, but need additional services to enable progress toward 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 non disabled peers.

Transition Services

Transition Services are provided to special education students, age 14 or older, to facilitate a smooth transition from school to post-school activities. These activities include, but are not limited to, postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. Services are based on the individual student's needs, taking into account the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.

Cluster-based Program Delivery Model

(The goal is to have the following program available in every high school cluster.)

Elementary Learning and Academic Disabilities (LAD) Program

Elementary Learning and Academic Disabilities classes provide services to students as a result of a disability that impacts academic achievement. Students in grades K-5 served by this model have previously received a considerable amount of special education support in the general education environment, but require additional services to enable progress toward the IEP goals and objectives. Selected elementary schools provide this program within each cluster.

Quad-cluster/Regionally-based Program Delivery Model

Elementary School-based 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 several self-contained classes along with opportunities to be included with nondisabled peers in the general education environment. These services incorporate the student's IEP with the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.

Learning for Independence (LFI) Program

The Learning for Independence (LFI) program is designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of the Fundamental Life Skills (FLS) curriculum, or a combination of the FLS and accommodated general education curricula. 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. They learn functional life skills and functional academics 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 into the world of work upon graduation or exit from the school system.

School/Community-based Program

School/Community-based Program (SCB) services serve students with moderate, severe, or profound intellectual and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing the Fundamental Life Skills (FLS) curriculum, or a combination of the FLS curriculum and accommodated general education curricula, in comprehensive schools and related community and work environments. The School/Community-based Program model includes the following components: age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, and transition, and is available in all quad-clusters. The goal of the program is to prepare students to transition into the world of adult living upon graduation or exit from the school system.

Infants and Toddlers Program

Infants and Toddlers early intervention services are provided to families and children with developmental delays from birth to age 3 via home visits from program staff. Services include specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language therapy. Parental involvement is a major service component based on the philosophy that a parent can be a child's most effective teacher in the natural setting.

Preschool Education Program

(PEP, PEP Intensive Needs, Medically Fragile, Beginnings and Itinerant Services)

The Preschool Education Program (PEP) offers a variety of pre-kindergarten classes and services for children with disabilities ages 3 through 5. PEP serves children with multiple and/or moderate disabilities that impact their ability to learn. Services include instruction at home for medically fragile children, consultative and itinerant services for eligible children in day care centers and preschools, and classes for children who need a comprehensive approach to address their learning issues. Intensive Needs classes serve children with severe sensory and/or communication issues. Beginnings classes provide services to students with severe or profound physical and/or intellectual disabilities. Programs are offered at selected elementary schools

in one or more quad-cluster administrative area(s). A two-day per week combination, special education/early childhood classes, is available for 3 year old children in six locations.

Preschool Language Classes

Preschool Language classes serve 3 and 4 year old children with moderate to severe disorders in receptive and/or expressive language that significantly impact their ability to communicate and learn in typical preschool environments. Speech and language supports and related services are provided within a developmentally appropriate class. The purpose is to use oral language for successful communication and to develop preacademic skills in preparation for kindergarten. Selected elementary schools offer this program to support one or more quad-cluster administrative area(s).

Autism Spectrum Disorders

The Autism Preschool Program provides highly intensive and individualized services for students ages 3–5. State-of-the-art instructional practices are utilized to increase acquisition of academic, language, social, and adaptive skills, as well as to provide access to typical peers and prepare students to be as independent as possible as they approach elementary school age. The autism program for school-aged students provides access to the MCPS FLS curriculum. Students receive intensive instruction in a highly structured setting to improve communication and interaction with non disabled peers. At the secondary level, students also receive vocational and community support and instruction.

Students with Aspergers Syndrome receive direct instruction in the areas of coping strategies and pro-social behaviors. Access is reinforced in the general education curriculum with enrichment and/or remediation.

Augmentative and Alternative Communication

The Augmentative and Alternative Communication (AAC) classrooms provide intensive support for students who are not verbal or have limited speech with severe intelligibility issues. Students use augmentative communication devices in order to access the curriculum. Emphasis is on the use of alternative communication systems to enhance language development, vocabulary development, and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.

Emotional Disabilities Cluster Services

The Emotional Disabilities (ED) Cluster Model provides services within comprehensive schools to students with social, emotional, behavioral, and learning challenges that adversely impact their success in school. The majority of students are identified with an emotional disability. Some students are identified with disabilities, such as other health impairments, language disabilities, and learning disabilities. Students demonstrate average to above average cognitive abilities yet may not demonstrate commensurate academic achievement due to a history of emotional and behavioral difficulties that interfere with their ability to participate successfully in the

general education curriculum. The program provides services in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate. The model also has an alternative structure component that provides levels of containment to respond effectively to students' inappropriate and disruptive behavior.

Bridge Services

Bridge Services are designed to meet the needs of students who demonstrate significant social, emotional, learning, and/or behavioral issues that make it difficult for them to be successful in a large school environment. Many of the students are identified as having an emotional disability. Some students are identified with disabilities such as other health impairment, autism (Aspergers Syndrome), language disability, or learning disability.

Comprehensive behavior management is utilized in this service delivery model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Individualized and comprehensive behavior management strategies and systems are used to promote students' acquisition of skills that allow them to be successful in school. The program provides services in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Learning Disabled/Gifted and Talented Classes

Students receiving learning disabled/gifted and talented (LD/GT) services demonstrate superior cognitive ability in at least one area and typically have production problems, particularly in the area of written expression. LD/GT services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to rigorous instruction in the least restrictive environment, which may include placement in Honors or Advanced Placement classes, and access to the acceleration and enrichment components in the MCPS instructional guidelines. Some students may receive services in specialized classrooms.

High School (School-based) Learning Center

The Secondary Learning Center (SLC) provides comprehensive special education instruction and related services. The program offers a continuum of services at the middle and high school level. Students are served in a combination of self-contained and cotaught classes, as well as having opportunities to be fully included with nondisabled peers. Related services are integrated into the delivery of specialized instruction through a team approach.

Physical Disabilities Program

The physical disabilities program provides services and comprehensive supports to students with physical and health-related disabilities that cause a significant impact on educational performance in the general education class. These students exhibit needs in motor development and information processing.

Services provided to students include special education instruction, consultation with classroom teachers, and occupational and physical therapy services.

Longview Center

The Longview Center provides services to students aged 5–21 with severe to profound intellectual and multiple disabilities. The FLS curriculum is utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

Stephen Knolls Center

The Stephen Knolls Center services students aged 5–21 with severe to profound intellectual and multiple disabilities. The FLS curriculum is utilized to provide students with skills in communication, mobility, self-help, functional academics, and transition services.

Countywide Program Delivery Model

(Because of low incidence, these programs are based in central locations and serve students from the entire county. In some cases the programs are provided regionally when the level of incidence increases.)

Services for the Visually Impaired

Vision services are provided to students with significant visual impairments. These services enable students to develop effective compensatory skills and provide them with equal access to the general education environment. A prekindergarten class prepares children who are blind or have low vision for entry into school. 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. High school students requiring more intensive services receive specialized transition support, orientation, and mobility training.

Deaf and Hard of Hearing Program

The Deaf and Hard of Hearing Program provides comprehensive educational services to students with a significant hearing loss. This program enables students to develop effective language and communication skills and provides them with equal access to the general education environment. Students with significant needs receive services in centrally-located classes. Services are provided in three communications options: oral/aural, total communication, and cued speech. Students with less intensive needs receive services from itinerant teachers at neighborhood schools or other MCPS facilities. Assistive technology and consultation also are provided to students and school staff.

Services for Students with Physical Disabilities/Occupational/Physical Therapy

Occupational and physical therapy provide comprehensive supports that facilitate access to the general education

curriculum for students with physical and health-related disabilities. These services address the needs of students whose physical disabilities are causing a significant impact on educational performance in the general education class. Students' needs include motor development and information processing. Services include special education instruction, consultation with classroom teachers, and occupational and physical therapy. Occupational and physical therapy services are provided as related services to students with other educational disabilities. These services are provided at elementary, middle, and high schools throughout MCPS.

Extensions Program

The Extensions Program serves students of middle and high school age who have moderate, severe, or profound mental retardation, or multiple disabilities including mental retardation and/or autism. These are students with a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors who have not responded to functional and systematic behavioral interventions in the least restrictive setting. The goal of the Extensions Program is to provide intensive educational programming designed to enable these students to acquire more appropriate social and communicative skills in order to facilitate their return to a less restrictive educational setting. At the same time, Extensions ensures that students have access to the FLS curriculum and opportunities to participate in integrated employment and community activities.

Carl Sandburg Learning Center

Carl Sandburg Learning Center is designed for elementary students who need a highly structured setting. The MCPS general education program and the MCPS FLS curriculum are both used to provide instruction for students. 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 implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.

Rock Terrace School

The Rock Terrace School is comprised of a middle, high school, and an upper school which implements school-to-work programs. The instructional focus of the middle school is on functional skills while integrating content from reading/language arts and mathematics that prepare the students for transition to the high school program. The high school program emphasizes the application of functional academic skills that lead to full participation in the school-to-work plan and vocational/community experiences. Authentic jobs help in reinforcing classroom learning.

Emotional Disabilities (ED) Countywide Model

Students served through these programs require special education services as a result of significant emotional and/or behavioral difficulties, which adversely impact their success in school.

RICA Program

The RICA—Rockville Program, in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to all students and their families through highly-structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse are also on staff.

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

Crossroads Program (Located at the Rock Terrace School)

The Crossroads Program provides students with instruction in functional academics, vocational, and social skills within the context of the FLS curriculum. The primary objective is to address behavioral issues that have been barriers to learning and to facilitate a transition back to a less restrictive educational setting. A major emphasis is the acquisition of job-readiness skills that are relevant to a variety of settings and include working effectively with others, problem solving, and effective self advocacy. Social skills and behavioral management are addressed using individualized positive intervention strategies derived from a functional behavioral analysis. This program is fully integrated within the Rock Terrace School.

Assistive Technology Services

Assistive Technology Services provides support for students from birth–21. Augmentative communication and technology services support non verbal students who are severely limited in verbal expression or written communication skills due to physical disabilities. These services are provided for students at their elementary, middle, or high school, whenever the individual need is identified.

High School Aspergers Program (Walter Johnson High School)

The High School Aspergers Program services students with disabilities participating in the general education environment that require access to specialized support and direct instruction with coping and pro-social behavior strategies.

Appendix T

Long-range Educational Facilities Planning Policy (FAA) and Regulation (FAA-RA)

On May 23, 2005, the Board of Education adopted a revision to Policy FAA—Long-range Educational Facilities Planning. This policy was revised in order for Policy FAA to conform to other Board of Education policies that separate policy requirements from regulations. Subsequently, on June 1, 2005, the superintendent issued interim Regulation FAA-RA. The regulation was created from language previously contained in Policy FAA that was regulatory in nature.

In adopting revisions to Policy FAA, the Board of Education directed the superintendent to conduct a public review process for Regulation FAA-RA, prior to a final regulation being issued. A review process was conducted in the fall 2005 with input from MCCPTA and other community representatives. The superintendent incorporated this input in issuing the Regulation FAA-RA on March 21, 2006.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ABC, ABC-RA, ACD, CFA, DNA, FAA-RA (pending), JEE, JEE-RA
Responsible Office: Chief Operating Officer
Planning and Capital Programming

Long-Range Educational Facilities Planning

A. PURPOSE

The Board of Education has a primary responsibility to plan for school facilities that address changing enrollment patterns and sustain high quality educational programs in accordance with the policies of the Board. The Board of Education fulfills this responsibility through the facilities planning process. Long-range educational facilities planning is essential to identify the infrastructure needed to ensure success for every student.

The Long-range Educational Facilities Planning (LREFP) policy guides the planning process. The process is designed to promote public understanding of planning for Montgomery County Public Schools (MCPS) and to ensure that there are sufficient opportunities for parents, students, staff, community members and organizations, local government agencies, and municipalities to identify and communicate their priorities and concerns to the superintendent and the Board. Long-range Educational Facilities Planning will be in accordance with all federal, state, local laws, and regulations.

B. ISSUE

Enrollment in MCPS is constantly changing. The fundamental goal of facilities planning is to provide a sound educational environment for changing enrollment. The number of students, their geographic distribution, and the demographic characteristics of this population all impact facilities planning. Net enrollment changes are driven by factors including birth rates, movement within the school system and into the school system from other parts of the United States and the world.

MCPS is among the largest school systems in the country in terms of enrollment and serves a county of approximately 500 square miles. The full range of population density, from rural to urban, is present in the county. Since 1984, enrollment has increased where new

communities have formed, as well as in established areas of the county where turnover of houses has altered the demographic composition of communities. In areas with affordable housing, there is often greater diversity in enrollment caused by immigration.

MCPS is challenged continually to anticipate and plan for facilities in an efficient and fiscally responsible way to meet the varied educational needs of students. The LREFP policy describes how the school system responds to educational and enrollment change, the rate of change, its geographic distribution, and the racial, ethnic, and socioeconomic diversification of enrollment.

School facilities also change. Aging of the physical plant requires a program of maintenance, renovation, and modernization. Acquiring new sites, designing new facilities, and modifying existing facilities to keep current with program needs is essential. This policy provides the framework to coordinate planning for capital improvements.

C. POSITION

The long-range facilities planning process will continue to:

1. Plan for utilization of schools in ways that are consistent with sound educational practice and consider the impact of facility changes on educational program and related operating budget requirements and on the community
2. Provide a constructive and collaborative advisory role through public hearings, position papers, written comments, and advisory committee memberships for parent organizations (such as the PTA) and other community groups in the capital improvements program. An advisory committee will be established for facilities planning activities listed below:
 - a) Selection of school sites
 - b) Facility design
 - c) Boundary changes
 - d) Geographic student choice assignment plans (such as consortia)
 - e) School closures and consolidations
3. Provide a six-year capital improvements program and educational facilities master plan which include enrollment projections, educational program needs, and available school capacity countywide, and identify:

- a) When new schools and additions will be needed to keep facilities current with enrollment levels and educational program needs
 - b) When to modernize older school buildings in order to continue their use on a cost-effective basis, and to keep facilities current with educational program needs
 - c) When school closures and consolidations are appropriate due to declining enrollment levels
 - d) Facility utilization levels, capacity calculations, school enrollment size guidelines, and school site size (adopted as part of the Board of Education review of the superintendent’s recommended CIP)
4. Provide for the Board of Education to hold public hearings and solicit written testimony on the recommendations of the superintendent
5. Provide a process for facility design that ensures a safe and secure environment and is consistent with educational program needs and includes community input
6. Provide a process for changing school boundaries and establishing geographic student choice assignment plans that:
- a) Solicit input at the outset of the process by forming a community advisory committee
 - b) Consider four main factors in development of school boundaries and student choice assignment plans, including:
 - 1) Demographic characteristics of student population
 - 2) Geographic proximity of communities to schools
 - 3) Stability of school assignments over time
 - 4) Facility utilization
 - c) The Board of Education may, by majority vote, identify alternatives to the superintendent’s recommendations for review

- d) The Board of Education will hold public hearings and solicit written testimony on the recommendations of the superintendent and Board identified alternatives
 - e) At such time as the Board of Education takes action on school boundaries or geographic student choice assignment plans, the Board has the discretion to adopt minor modifications to the superintendent’s recommendation 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 that has received public review
7. Provide a process for closing and consolidating schools that meets the requirements of COMAR (Chapter 13A)
 8. Provide for articulation in school assignments by:
 - a) Traditional Student Assignments

Structuring high schools for Grades 9-12 and, where possible, creating straight articulation for clusters composed of one high school, and a sufficient number of elementary and middle schools, each of which sends its students, including special education and ESOL students, to the next higher level school in that cluster
 - b) Student Choice Assignment Plans

In cases where schools do not have boundaries and students participate in a student choice assignment plan (e.g., consortium) to identify the school they wish to attend, articulation patterns may vary from the straight articulation pattern that is desired in traditional student assignment
 9. The superintendent will develop regulations with student, staff, community, and parental input to guide implementation of this policy

D. DESIRED OUTCOMES

A long-range educational facilities planning process that identifies the infrastructure necessary to deliver high quality educational facilities to all students and incorporates the input of parents, staff, and community and, as appropriate, students.

E. REVIEW AND REPORTING

1. The annual June publication of the Educational Facilities Master Plan will constitute the official reporting on facility planning. This document will reflect all facilities actions taken during the year by the Board of Education and approved by the County Council. The Master Plan will project the enrollment and utilization of each school, and identify schools and sites that may be involved in future planning activities.
2. This policy will be reviewed after its initial implementation, but no later than 2007, in accordance with the Board of Education's policy review process.

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.

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACD, CFA, DNA, FAA, JEE, JEE-RA
Responsible Office: Chief Operating Officer
 Planning and Capital Programming

Long-Range Educational Facilities Planning

I. PURPOSE

To implement the Board of Education Long-Range Educational Facilities Planning policy (FAA) to achieve success for every student by providing appropriately utilized, functional, and modern facilities. These regulations provide direction on how the planning process should be conducted.

II. BACKGROUND

Montgomery County Public Schools (MCPS) operates in a dynamic environment and is among the largest school systems in the country. Montgomery County is increasingly diverse, both in terms of population and types of communities encompassed within the county. This environment, combined with the needs of the physical infrastructure and fiscal realities, demands a planning process that incorporates the needs of our community and produces the physical foundation for an excellent school system.

III. DEFINITIONS

- A. The *Capital Improvements Program (CIP)* is a comprehensive six-year spending plan for capital improvements. The CIP focuses on the acquisition, construction, modernization, and renovation of public school facilities. 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, only amendments are considered to the adopted CIP for changes needed in the second year of the six-year CIP period.
- B. The *Capital Budget* is the annual budget adopted for capital project appropriations.
- C. *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.

- D. *Community outreach*, for the purposes of Policy FAA: *Long-Range Educational Facilities Planning*, and this regulation means that reasonable and systematic efforts will be made to solicit input from stakeholders on decisions that impact them. These efforts may include, but are not limited to, postings to the MCPS Web site and related electronic media, notices published in local newspapers, newsletters, and/or notices sent to community representatives.

- E. *Consortium* is a grouping of high schools or middle schools within close proximity to one another that provide students the opportunity to express their preference for attending one of the schools based on a specific instructional program or emphasis.

- F. *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.

- G. *Program Capacity* is the student capacity figure that reflects how a school facility is used based on the educational programs at the school. 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 or program in each classroom. The MCPS program capacity is used for county capital budgeting and facility planning analyses for future capital project needs, boundary changes, and geographic student choice assignment plans.

- H. *Quad-cluster* is a grouping of geographically contiguous clusters that is overseen by a community superintendent.

- I. *State-rated Capacity (SRC)* is defined by the state of Maryland as the maximum number of students who can reasonably be accommodated in a facility without significantly hampering delivery of the given educational program. The SRC is calculated as the product of the number of teaching stations in a school and a state-determined student-to-classroom ratio. The SRC is used by the state to determine state budget eligibility for capital projects funded through the Public School Construction Program administered by the Interagency Committee for Public School Construction (IAC).

IV. PROCEDURES

The following procedures, criteria, or standards apply to the facilities planning process:

A. Capital Improvements Program (CIP)

1. On or about November 1 of each year, the superintendent of schools will publish recommendations for an annual Capital Budget and a six-year CIP or amendments to the previously adopted CIP. Boundary change or geographic student choice assignment plan recommendations, if any, will be released by mid-October.
2. The six-year CIP will include:
 - a) Background information on the enrollment forecasting methodology
 - b) Current enrollment figures and demographic profiles of all schools including racial/ethnic composition, Free and Reduced-price Meals System (FARMS) program participation, English for Speakers of Other Languages (ESOL) enrollment, and school mobility rates
 - c) Enrollment forecasts for each of the next six years and long-term cluster, consortium, or base area forecasts for secondary schools for a period of 10 and 15 years
 - d) A profile of each school facility showing facility characteristics, capacity, and room use for programs, such as Head Start, prekindergarten, kindergarten, ESOL, special education, or other special use
 - e) A line item summary of Capital Budget appropriation requests by the Board of Education
 - f) Recommendations on the following guidelines for Board review and action:
 - (1) Preferred range of enrollment
 - (2) School capacity calculations
 - (3) Facility utilization
 - (4) School site size

- g) A summary of recommended actions that affect programs at schools or the service area of the schools. Supplements to the CIP may be published to provide more information on issues when deemed advisable by the superintendent of schools
 - h) Project Description Forms (PDF), the official, county authorized budget forms used for all requested capital projects, are included in the Board adopted CIP request to the County Council
3. Copies of the superintendent’s recommended CIP will be sent to MCPS executive staff, department and division directors, school principals, Montgomery County Council of Parent Teacher Associations (MCCPTA) cluster coordinators, local PTA presidents, and public libraries. (In lieu of, and in the absence of a regular PTA, the existing affiliation of parents and teachers that serves a comparable purpose will be provided with copies of the superintendent’s CIP.) The superintendent’s recommended CIP also will be posted on the MCPS Web site. In addition, notification of the CIP’s publication and availability will be sent to municipalities, civic groups registered with the Maryland-National Capital Park and Planning Commission, the Montgomery County Region of the Maryland Association of Student Councils, and the Montgomery County Junior Council. This notification will include the Board of Education schedule for worksessions, public hearings, and action on the CIP. Other interested parties may request a copy of the CIP document from the MCPS Division of Long-range Planning.
 4. The Board of Education timeline for review and action on the CIP consists of a worksession in early November, followed by a public hearing in mid-November, and action in mid- to late November of each year. (See Section V of this regulation for the public hearing process and Section VII for the annual calendar.) The superintendent’s recommendation on any deferred planning issues and/or amendments to the CIP is made in mid-February. The Board of Education timeline for these items consists of a worksession in late February to early March, a public hearing in mid-March, and action in late March.
 5. After review and Board of Education action, the Board-adopted CIP is submitted to the County Council and county executive for their review and County Council action. The Board-adopted CIP also is sent for information to the Maryland-National Capital Park and Planning Commission, Maryland State Department of Education, State IAC, and municipalities.
 6. The county executive forwards his/her recommendations to the County Council in mid-January for inclusion in the overall county CIP. The County

Council timeline for review and action on the Board-adopted CIP is from February to May.

7. The County Council, as required by county charter, adopts the biennial six-year CIP.

B. Master Plan

By June 30 of each year, the superintendent of schools will publish a summary of all County Council-adopted capital and Board of Education-adopted non-capital facilities actions. This document, called the *Educational Facilities Master Plan*, is required under the rules and regulations of the State Public School Construction Program.

1. The facilities master plan will incorporate the projected impact of all capital projects approved for funding by the County Council and any non-capital facilities actions approved by the Board of Education.
2. The facilities master plan will show projected enrollment and utilization for schools for the next six years and for a period of 10 and 15 years for secondary schools. This information will reflect projections made the previous fall with an updated one-year projection in the spring, and any changes in enrollment or capacity projected that result from capital projects, boundary changes, geographic student choice assignment plans, or other changes authorized by the Board of Education.
3. The master plan will include demographic characteristics of school enrollments, facility characteristics, and program capacities of schools.
4. The master plan will include County Council-adopted PDFs that provide schedules, estimated costs, and funding sources.

C. Enrollment Forecasts

1. Each fall, enrollment forecasts for each school will be developed for a six-year period. In addition, long-term forecasts for a period of 10 and 15 years also will be developed for secondary schools. These forecasts will be the basis for evaluating facility space needs and initiating planning activities. The forecasts should be developed in coordination with the Montgomery County Department of Parks and Planning county population forecast and any other relevant planning sources.

2. On or about March 1, a revision to the enrollment forecast for the next school year will be developed to refine the forecast for all schools and to reflect any changes in service areas or programs.
3. The enrollment forecast methodology utilized will be identified in an Appendix in the CIP and Master Plan documents.

D. Preferred Range of Enrollment

Unless otherwise specified by Board action in the adopted CIP, the preferred ranges of enrollment for schools includes all students attending the school.

1. A preferred range of enrollment for schools is:
 - a) 300 to 750 students in elementary schools
 - b) 600 to 1,200 students in middle schools
 - c) 1,000 to 2,000 students in high schools
 - d) Special and alternative program centers will differ from the above ranges and generally be lower in enrollment
2. The preferred range of enrollment will be considered when planning new schools or changes to existing facilities. Departures from the preferred range may occur if an educational program justifies or requires it. Fiscal constraints also may require MCPS to operate schools of other sizes. If larger or smaller schools are built or created, alternative approaches to school construction, management, organization, or staffing will be considered in order to facilitate effective delivery of educational programs.

E. Capacity Calculations and Facility Utilization

1. Unless otherwise specified by Board action in the adopted CIP, the capacity of a facility is determined by the space needs of educational programs. The MCPS program capacity is based on the student-to-classroom ratios shown in the following table, and should not be confused with staffing ratios as determined through the operating budget process.

Level	Student-to-Classroom Ratios
Head Start & prekindergarten	40:1 (2 sessions per day)
Head Start & prekindergarten	20:1 (1 session per day)

Grade K full-day	22:1 (1 session per day)
Grade K-reduced class size full-day	15:1
Grades 1-2—reduced class size	17:1
Grades 1-5/6 Elementary	23:1
Grades 6-12 Secondary	
Grade: 6-8 Middle School	25.1*
Grades: 9-12 High School	25.1**
ESOL	15:1

* Program capacity differs at the middle school level in that 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 differs at the high school level in that 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).

Special education, some special programs, and class size reduction initiatives may require classroom ratios different from those listed.

2. Unless otherwise specified by Board action in the adopted CIP, elementary, middle, and high schools should operate in an efficient utilization range of 80 to 100 percent of program capacity. If a school is projected to be underutilized (less than 80 percent) or does not meet the preferred range of enrollment, or is overutilized (over 100 percent) or does not meet the preferred range of enrollment, a boundary study, non-capital action, or a capital project for facilities planning may be undertaken. In the case of overutilization, an effort to judge the long-term needs for permanent space should be made prior to planning for new construction. Underutilization of facilities also should be evaluated in the context of short-term and long-term enrollment forecasts.

3. Relocatable classrooms may be used on an interim basis to provide program space for enrollment growth and class-size reduction initiatives until the demonstrated need for permanent capacity is met. Relocatable classrooms also may be used to enable day care programs to be housed in schools, and may be used to accommodate such programs as:
 - a) Parent Resource Centers

- b) Linkages to Learning
- c) College Connection Programs
- d) Judy Centers
- e) Baldrige Training Labs
- f) Career and Community Connections
- g) Other programs as appropriate

Relocatable classrooms should meet the same health and safety standards as other MCPS facilities.

F. School Site Size

Unless otherwise specified by Board action in the adopted CIP, preferred school site sizes are:

- 1. 12 usable acres for elementary schools
- 2. 20 usable acres for middle schools
- 3. 30 usable acres for high schools

Sites of these approximate sizes accommodate the instructional program including related outdoor activities. In some circumstances school sites may be smaller or larger than the preferred sizes. In these circumstances special efforts to accommodate outdoor activities may include the use of adjacent or nearby park properties or shared use of school fields. In some cases it may be necessary to acquire more than the standard acreage in order to accommodate environmental concerns, unusual topography, or surrounding street patterns.

V. GUIDELINES FOR FACILITY PLANNING

A. Evaluating Utilization of Facilities

- 1. By November 1 each year, after new enrollment forecasts are developed, utilization of all school facilities will be evaluated and incorporated into the superintendent’s CIP recommendations. The effect of any proposed educational program changes, including prekindergarten programs, special education programs, ESOL programs and centers, or grade level

reorganizations also will be evaluated. For schools that are projected to have insufficient capacity, excess capacity, or other facility issues, the superintendent may recommend:

- a) A capital project
- b) A non-capital action such as boundary change, geographic student choice assignment plan, school pairing, facility sharing, closing/consolidation, or any other similar action
- c) No action or deferral pending further study of enrollment or other factors

- 2. Facility recommendations made by the superintendent of schools will incorporate consideration of educational program impacts. As part of the process of developing facility plans, MCPS staff will work closely with appropriate program staff to identify program requirements for facility plans.
- 3. Recommendations that relate to school boundary changes or geographic student choice assignment plans will be made after the superintendent of schools receives advice from a school boundary or choice area advisory committee.
- 4. The superintendent of schools also may request advice from the community for other types of facility recommendations.

B. Development of School Boundaries and Geographic Student Choice Assignment Plans

In cases where the utilization of a new school, or the utilization of existing schools (including school pairings) are reviewed through a boundary study, or where revisions to geographic student choice assignment areas are reviewed through a study, the following factors should be considered by any advisory committee, the superintendent of schools, and the Board of Education in the study process.

- 1. Facility
 - a) School boundary and geographic student choice assignment plans should result in school utilizations in the eighty percent to one-hundred percent efficient range whenever possible.
 - b) Plans should be fiscally responsible to minimize capital and operating costs whenever feasible. The geographic scope of the studies should

be broad enough to realize economies in costs and provide long-range plans to address facility issues while preserving as much stability in school assignments as possible.

- c) When special education programs are assigned to a facility, any required modifications to the facility will be made in accordance with the *Americans with Disabilities Act* (ADA).
- d) Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases. In these cases, it is desirable for 25 percent or more of articulating enrollment to move on to each of the assigned upper-level schools.

2. Population

- a) School boundary and geographic student choice assignment plans should consider the impact of various options on the affected school populations. A school population consists of students assigned from a specific geographic attendance area regardless of the school building itself.
- b) Where reasonable, school boundaries or geographic student choice assignment plans should be established to promote the creation of a diverse student body in each of the affected schools. Data showing the impact of various options shall be provided for the following factors:
 - (1) The socioeconomic background of students as measured by participation in the federal FARMS program
 - (2) The level of English language learners as measured by enrollment in the ESOL program
 - (3) Student mobility rates at schools
 - (4) The racial/ethnic composition in accordance with the Quality Integrated Education policy
 - (5) Other reliable demographic indicators, such as the mix of single family and multiple family dwellings, also may be considered where applicable

- (6) Special education programs (large special education programs in schools or proposed to be in new schools) should be considered

3. Geography

- a) In most cases, the geographic scope of elementary school boundary studies and geographic student choice assignment plan studies should be limited to the high school cluster area. For secondary schools, one or more clusters of schools may be studied.
- b) In accordance with MCPS emphasis on community involvement in schools, one of the goals of boundary and student choice area plans should be service areas that are, as much as practical, made up of contiguous communities surrounding the school. Walking access to the school should be maximized and transportation distances minimized when other factors do not require otherwise.

4. Stability

- a) Recognizing that, at times, changes to boundaries and student choice assignment plans may be necessary, plans should result in as long a period as possible of stable assignments.
- b) Recommendations for student reassignments should consider recent boundary or geographic student choice assignment area changes, and/or school closings and consolidations that may have affected the same students.

C. Cluster Comments

- 1. In May, cluster representatives should state in writing to the superintendent of schools any proposals, priorities, or concerns that they have identified for their schools in consultation with local PTA leadership, principals, and the community. (In lieu of, and in the absence of a regular PTA, the existing affiliation of parents and teachers that serves a comparable purpose will be provided with copies of the superintendent’s CIP.)
- 2. Amendments to cluster comments may be submitted by September 1 in cases where preliminary fall enrollments or unusual events require them.
- 3. Cluster comments are to be considered in the development of facilities recommendations made by the superintendent of schools in the CIP.

D. Public Hearing Process

1. Public hearings are held annually following publication of the superintendent's CIP recommendations.
 - a) The PTA cluster coordinators and/or PTA area vice presidents in consultation with the cluster PTA presidents will coordinate testimony at the hearing on behalf of cluster schools and are encouraged to ensure that diversity of opinions are accommodated when scheduling testimony. Testimony time for each cluster will be scheduled and organized by quad-cluster and/or consortium whenever possible.
 - b) Civic groups, municipalities, and countywide organizations should contact the Board of Education office to schedule testimony.
 - c) Public comments from individuals also will be heard by the Board of Education. Individuals should contact the Board Office to schedule testimony.
2. Written comments from the community will be accepted at any point, but in order to be considered, comments must reach the Board 48 hours before the time scheduled for action by the Board.
3. Public hearings also may be held on any CIP or facilities planning issues deferred from the fall. These hearings usually would occur in late February or early March. In unusual circumstances, public hearings may be called at other times to consider facility issues that do not fit into the fall or spring timetables.

VI. COMMUNITY INVOLVEMENT PROCESSES

A. Community Representation

School and community involvement in MCPS facility planning is important to the success of its plans. Parents, staff, and students are the primary stakeholders in the planning process.

1. Stakeholders and interested members of the community have several opportunities for input into the facilities planning process that may include: participation as members of advisory committees; submission of letters, alternative proposals, or other written material for consideration by the

superintendent of schools and staff; and/or testimony in written or oral form before the Board of Education.

2. MCCPTA, local PTAs, or other parent or student representatives along with appropriate MCPS staff should be involved in the following planning processes:
 - a) Site selection
 - b) School boundary or geographic student choice assignment plans
 - c) Issue roundtables
 - d) School closings and consolidations
 - e) Facility planning (educational specifications, architect selection, and architectural design) for new schools, additions, and modernizations

3. Additionally, MCPS employees, municipalities, local government agencies, civic and homeowner associations, and countywide organizations contribute to the planning process. A civic or homeowner association must be registered with the Maryland-National Capital Park and Planning Commission. Countywide organizations are those with members throughout the county.

4. The Board will conduct public hearings for potentially affected school communities prior to actions affecting attendance and/or choice areas and the closure or consolidation of schools.
 - a) Public hearings will be conducted following publication of the superintendent's recommended Capital Budget and six-year CIP.
 - b) Public hearings also may be held in March for any boundary/choice assignment recommendations deferred in November or in cases where boundary/choice assignment and non-capital decisions must be made in March.
 - c) Written comments from the community will be accepted at any point but, in order to be considered, comments must reach the Board 48 hours before the time scheduled for action by the Board.

- B. The following sections describe the community involvement process in site selection, facility design, boundary changes, geographic student choice assignment plans, and

school closures and consolidations. These sections refer to the formation and operation of advisory groups. In addition to these activities, all community members have opportunities to advise the superintendent of schools and Board annually through cluster comments, written correspondence, and public testimony.

1. Site Selection

- a) MCPS staff will work with the Montgomery County Planning Board during the development of county land use master plans to identify future school site requirements based on existing and proposed residential development. General locations of sites are identified on master plan maps. As subdivision occurs, site dedications may be requested. If not identified for a specific school construction project, sites acquired through dedication or purchase are placed in the Board’s sites inventory for future selection.
- b) Site selection for a specific school construction project begins when MCPS projections indicate a new facility is required in the six year CIP.
- c) MCPS staff works with MCCPTA area vice presidents, cluster coordinators, or PTA presidents to form a Site Selection Advisory Committee (SSAC) composed of MCPS staff; PTA representatives; appropriate municipal and county government agency officials. For a secondary school site, representatives of more than one cluster may be involved in the committee.
 - (1) MCPS staff work with the SSAC identifying and reviewing alternative site candidates from the Board’s sites inventory and, in some cases, from private ownership for potential site purchase.
 - (2) The SSAC considers and compares the attributes of each candidate site, including but not limited to:
 - (a) The geographic location relative to existing and future student populations
 - (b) Environmental constraints
 - (c) Availability of utilities
 - (d) Vehicular and pedestrian access

- (e) Cost to acquire
 - (f) Cost to develop
 - (g) Ability to meet educational program requirements
 - (h) Compatibility with an educational environment
- (3) The SSAC reaches consensus and makes a recommendation to the superintendent of schools.
- (a) The superintendent of schools evaluates the recommendation and then makes his/her recommendation to the Board.
 - (b) The Board considers the committee and superintendent's recommendations before formally taking action to select a site for the specified school construction project.

2. Facility Design

- a) Parent representatives will serve with MCPS staff on facility advisory committees to modify, modernize/replace, or construct new facilities.
 - (1) Parent representatives will be identified by MCCPTA area vice presidents, cluster coordinators, or PTA presidents in collaboration with school principals.
 - (2) Student representatives at the high school level will be identified by the principal or chair of the committee to serve on the committee.
 - (3) Adjacent property owners are invited to serve on the advisory committee. Representatives of the neighborhood homeowner and/or civic association registered with the Maryland-National Capital Park and Planning Commission also may be invited to serve on the advisory committee.
- b) Educational specifications developed by MCPS staff will be reviewed in consultation with school-based administrators, staff, and PTA representatives, as needed.

- c) MCPS staff will involve the school administration, school staff, and PTA representatives in selection of an architect.
- d) Viewpoints of adjacent homeowners and registered homeowner and/or civic associations will be included in the review of architectural plans. Concerns of these groups should be considered at the design stage before architectural plans are finalized.

3. School Boundary Changes and Geographic Student Choice Assignment Plans

When directed by the Board of Education, MCPS staff will facilitate the process of community input on school boundary changes or geographic student choice assignment plans.

- a) When the Board of Education identifies the need for changes in school service areas and the geographic scope of a study, an advisory committee will be formed to evaluate boundary change options or geographic student choice assignment plan options developed by MCPS staff. The superintendent of schools will develop the charge for the advisory committee. MCPS staff will organize and work directly with this group.
 - (1) Membership on school boundary or geographic student choice assignment plan advisory committees will consist of individuals who are familiar with the affected school communities. The advisory committee membership should be racially, ethnically, and socioeconomically diverse.
 - (2) The MCCPTA area vice president, cluster coordinator(s), or PTA presidents will identify parent representation from areas throughout the geographic scope of the study approved by the Board.
 - (3) The MCCPTA area vice president, cluster coordinator(s), or PTA presidents also may identify additional representatives from parent or student organizations who have knowledge of the schools involved.
 - (4) MCPS staff may call on other community resources such as civic and homeowner associations for input.
- b) At the outset of meetings, the committee will identify community criteria to assist staff in the development of options. In addition, the

committee will consider factors outlined in the section of this regulation titled "*Development of School Boundaries and Geographic Student Choice Assignment Plans*" (Section V.B). MCPS staff will consider community criteria and factors included in this regulation in developing options. The superintendent of schools and the Board of Education also will consider community criteria and factors in this regulation in their review of boundary changes or geographic student choice assignment plans.

- c) Staff will develop and present approximately three to five viable options for the advisory committee to consider. The advisory committee may request development of additional options; however, the total number of options developed for the committee shall not exceed 10.
- d) MCPS staff will notify civic and homeowner associations registered with the Maryland-National Capital Park and Planning Commission in the potentially affected communities of proposed boundary changes or geographic student choice assignment plans being considered by MCPS in their area.
- e) Advisory committee representatives serve as liaisons between the committee and the community they represent. Representatives share committee discussions and options with their community through PTA meetings and other forums. Input received from the community is then presented by representatives at subsequent advisory committee meetings. Community input also is factored into committee member option evaluations and optional PTA or cluster position papers.
- f) An advisory committee report including evaluations of the options by committee representatives, and any individual PTA or cluster position papers submitted on the options, will be forwarded to the superintendent of schools.
- g) The superintendent of schools will develop a recommendation after considering staff advice, the advisory committee report, option evaluations and any PTA or cluster position papers, as well as input from other organizations and individuals who have provided comments. The superintendent of schools will publish his/her recommendation in mid-October, or mid-February when necessary.

- h) Copies of the superintendent’s recommendation are distributed to the affected schools and PTAs and posted to the MCPS Web site.
- i) The Board of Education will hold a worksession and may request by majority vote that alternatives to the superintendent's recommendation be developed for Board consideration. Any significant modification to the superintendent’s recommendation requires an alternative. Any modification that impacts any or all of a school community that has not previously been included in the superintendent’s recommendation should be considered a significant modification.
- j) Recommendations from the superintendent of schools and Board-identified alternatives will be the subject of a public hearing prior to final Board action.
- k) The Board has the discretion to adopt minor modifications to the superintendent’s recommendation or Board-identified alternatives if this action will not have a significant impact on a plan that has received public review. To the greatest extent possible, additional alternatives will not be considered after the Board of Education alternatives worksession without adequate notification and opportunity for comment by the affected communities.

4. School Closures and Consolidations

In cases where a school closure or consolidation is contemplated, the Board of Education, superintendent of schools, and MCPS staff will follow requirements of the Maryland State Board of Education set forth in COMAR, Chapter 13A (www.dsd.state.md.us/comar/13a/13a.02.09.01.htm).

This regulation provides the procedures governing school closings that must be used by local school systems. The regulation also sets the timeline for announcing school closings, and the procedure for appealing a local Board decision to the Maryland State Board of Education.

VII. CALENDAR

The long-range facilities planning process will be conducted according to the county’s biennial CIP process and will adhere to the following calendar adjusted annually to account for holidays and other anomalies.

MCPS staff meets with school principals, cluster coordinators, and PTA representatives to exchange information about the adopted CIP and consider issues in the upcoming CIP or amendments to the CIP. (In lieu of, and in the absence of a regular PTA, the existing affiliation of parents and teachers that serves a comparable purpose will be provided with copies of the superintendent’s CIP.)	Summer
MCPS staff presents enrollment trends and planning issues to the Board of Education	Mid-October
County Council adopts Spending Affordability Guidelines (SAG) for the new CIP cycle. SAG sets limits on debt affordability	Early-October of odd numbered fiscal years
Superintendent publishes and sends to the Board of Education any recommendations for school boundary or geographic student choice assignment plans	Mid-October
Superintendent publishes and sends to the Board of Education recommendations for the annual Capital Budget and biennial six-year CIP or amendments to the CIP	November 1
Board of Education holds a worksession to consider alternatives to superintendent recommended boundary changes or school choice assignment plans	Early-November
Board of Education holds a public hearing on the recommended CIP and boundary or school choice assignment plan recommendations and any alternatives identified by the Board at its worksession	Mid-November
Board of Education acts on Capital Budget, CIP, amendments, and any boundary changes or geographic student choice assignment plans	Late November
County executive and County Council receive Board of Education adopted capital budget and CIP for review	December 1
County executive transmits his/her recommended Capital Budget and CIP or amendments to County Council	January 15
County Council may hold public hearings on CIP	February - March
County Council reviews Board of Education requested and County executive recommended Capital Budget and CIP	March - April
Superintendent recommendations on any deferred planning issues, boundary change or geographic student choice assignment plans, and/or recommended amendment(s) to the CIP are published for Board of Education review	Mid-February
Board holds worksession and identifies any alternatives to boundary change or geographic student choice assignment plan recommendations	Late-February/ early-March
Board holds public hearing (if needed)	Mid-March
Board acts on deferred CIP recommendations and/or boundary or geographic student choice assignment plans	Late-March
County Council approves Capital Budget and CIP	Late-May

Cluster PTA representatives submit comments to the superintendent about issues affecting their schools for the upcoming CIP or amendments to the CIP	May
Superintendent publishes a summary of all actions to date affecting schools (Educational Facilities Master Plan) and identifies future needs	June 30

In the event the Board of Education determines that an unusual circumstance exists, the superintendent will establish a different and/or condensed time schedule for making recommendations to the Board, for scheduling public hearings on recommendations for alternatives not previously subject to public hearing and for Board action.

Regulation History: Interim Regulation, June 1, 2005; revised March 21, 2006; revised October 17, 2006; revised June 8, 2008.

Appendix U

ACD

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ACA, ACB, ACC, GEG, JEE, JEE-RA

Responsible Office: Superintendent of Schools

Quality Integrated Education

A. PURPOSE

1. The Board of Education's primary responsibility is to provide the opportunity for each student to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities.
2. The Board of Education is committed to the proposition that education is most effective in a diverse, integrated setting, and that therefore a major purpose of this policy is to provide a framework for actions designed to promote diversity so that the isolation of racial, ethnic, and socioeconomic groups is avoided and the full benefits of integration are achieved.
3. Another important goal of the Board is to ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that they may function well as members of this pluralistic democratic society. The Board will continue to adhere to its commitment to racial and ethnic diversity in staffing in all schools.
4. This policy statement sets forth a design for achieving the combination of these two related goals – quality education and integrated education – while operating the schools as economically as possible.

B. ISSUE

The student population in the Montgomery County Public Schools (MCPS) has become increasingly diverse. Further, the numbers of students who require specialized assistance because they lack English or adequate educational preparation have increased dramatically. The school system must respond to the needs of these children, and must do so in a setting which does not isolate them, stereotype them, or fail to educate them effectively. The education of these students is a great challenge, one to which the school system must respond with creativity, with determination

and with carefully crafted educational strategies that will meet every student's need for success. The integrated settings in which this must occur must not be left to chance, but must be created and supported by MCPS.

Quality educational opportunities for children cannot be dependent on either racial or ethnic backgrounds or on family, or on socioeconomic status. Intensive support is necessary, however, for students whose opportunities have been limited by background or experience. Providing a quality education where there is evidence of educational disadvantage requires additional effort on the part of the school system.

Among the many factors influencing students' academic achievement, some are more directly under the control of the school system and others are more directly related to family and community conditions. The latter may include parental support for education and learning, economic resources, individual talents, community demographic conditions affecting mobility, employment opportunities, or cultural resources. The factors more directly under control of the schools include varieties of teaching strategies, application of appropriate classroom technologies, staff training, staff preparation, professional renewal, classroom support personnel, and other administrative and material resources.

Integrated schooling has inherent educational value from the standpoint of education's role in a democratic society. The survival and vigor of democracy depends upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it. Diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process. It also fosters racial and cultural understanding which is particularly important in a racially and culturally diverse society such as ours. In addition, research shows that integrated education expands postsecondary opportunities for diverse populations.

This school system is fortunate to have the pluralism brought by the African American, American Indian, Asian American, Hispanic, and White communities in our county and by the multi-ethnic groups within each. Some factors contributing to this diversity in the schools are under the control of the administration and other, more powerful, factors are due to community demographic conditions. The school system's diversity reflects the increasing pluralism of the U.S. society and emphasizes the broader need for international awareness and cooperation. Diversity is thus a valuable resource for teaching students to become citizens in a multi-racial/multi-ethnic world.

Therefore, a policy that supports quality education for integration of all students will have a positive effect on our students who will live and work together in a culturally diverse society.

C. POSITION

It is the position of the Board of Education that there is a logical analytic approach to decisions that need to be taken to achieve the goals of this policy. This approach is detailed in the section and concludes with a range of possible actions which might be taken to enhance diversity in the schools.

1. Supporting Academic Achievement

a) Identifying Schools

The method for identification of schools most in need of support to improve academic achievement and for allocating supplementary resources to support quality education involves the following factors.

(1) Educational load, which may include:

- a) Free and Reduced Meals (FARMS)
- b) Students older than grade age
- c) Internal mobility
- d) External mobility
- e) Students with limited English proficiency
- f) Other factors which may correlate with school achievement levels

(2) Academic Achievement Levels

Staff will utilize the following indicators of academic achievement levels and may use others as it examines the levels of academic achievement in schools throughout the county: MCPS Criterion Referenced Tests, MSPAP results, and the percentage of students who qualify for Algebra I in ninth grade.

(3) Analysis of schools

Staff will analyze school needs based on educational load and achievement levels, among other appropriate factors.

b) Strengthening Schools

Based on the analysis described above, the need for action will be identified and recommended to the Board, and appropriate resources should be allocated to

assist those schools in delivering educational services that reinforce the academic opportunities for students there.

2. Supporting Diversity

a) Identifying Schools

Staff will assess annually the “diversity profile” of each school, which should take into account the following factors:

(1) Composition

The extent to which the school differs from the school system’s overall composition with respect to each of the four major racial/ethnic groups.

(2) Rate of Change

The rate of change in those four racial/ethnic compositions within the school over the past several years, using four years as the initial factor.

(3) Analysis of Schools

Based on the diversity profile and such other factors as are appropriate, the staff will prioritize the school’s need for administrative attention based on these factors.

b) Strengthening Schools

(1) The Board of Education is committed to taking reasonable measures to enhance the diversity of the student enrollments within each school. Such measures include, but are not limited to:

(a) Monitoring and regulating all interschool transfer requests from parents pursuant to the transfer policy

(b) Planning for balanced school populations when facility space needs require change in service areas, including consideration of socioeconomic diversity

- (c) Considering acquisition of school sites that have potential to maintain or improve diversity, including socioeconomic diversity
 - (d) Pairing, clustering, and creating consortia of schools
 - (e) Implementing magnet and special programs
- (2) The Board of Education will direct the superintendent to take measures to implement program strategies for increasing the opportunities for students to develop multicultural understanding and appreciation through the interaction with others of different races and ethnic groups. Such program alternatives can include, but are not limited to:
- (a) Curricular or extracurricular offerings
 - (b) Joint school activities
 - (c) Other activities designed to help students function in a multi-racial/multi-ethnic society
- (3) The Board of Education will direct the superintendent to implement one or more of such remedies in schools whose profiles warrant a need for increased diversity or for preserving diversity in the student body.

D. DESIRED OUTCOME

The Board of Education is committed to providing quality educational opportunities for all students regardless of background characteristics by providing an educational environment that enhances their educational success. The Board of Education is also committed to the provision of integrated settings for education that promote understanding of diversity, tolerance, and fair play, so that the tenets of a democratic society are reinforced by what students experience in school. Further, the Board of Education expects that the result of this policy will be that resources are allocated to meet the challenges of educating a diverse population with steadily greater success.

E. IMPLEMENTATION STRATEGIES

1. The superintendent will recommend to the Board of Education, as appropriate, actions that implement this policy and his/her recommendations will be based on these three factors below:

- a) Staff will examine annually the various factors that correlate with achievement levels that represent a school's educational load
 - b) Staff will assess annually the diversity profile of each school
 - c) Based on the diversity profile and other factors that are appropriate, staff will prioritize the school's need for administrative attention
2. The Board will advise the Montgomery County Planning Board, County Council, county executive, and other appropriate state, county, and municipal agencies of any governmental policies or practices which have or could have a beneficial or adverse impact on maintaining quality integrated education in the schools. The public schools alone cannot assure quality integrated education for all students. Other agencies, both public and private, must assume leadership to bring about greater opportunities for all persons to become part of our community fabric.
 3. The Board commits itself to seek concerted action by all state, county, and municipal agencies and groups to help achieve the goals of this policy. It calls upon all citizens to join it in urging other agencies to work toward achieving quality integrated education in all public schools.

F. REVIEW AND REPORTING

1. The superintendent will present the Board of Education with an annual report that defines each school's educational load and diversity profile, reports progress toward achieving the desired outcomes of this policy, and contains appropriate recommendations for further actions designed to achieve those outcomes.
2. This policy will be reviewed on an ongoing basis in accordance with the Board of Education's policy review process.

Policy History: Adopted by Resolution No. 837-83, October 10, 1983; amended by Resolution No. 401-93, May 17, 1993.

Appendix V

FKB

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: FAA

Modernization/Renovation

A. PURPOSE

To establish a facilities life-span process for Montgomery County Public Schools (MCPS) that addresses changing educational program standards and deteriorating physical conditions at reasonable cost while providing appropriate spaces for educational programs and services and maintaining a safe, secure, and healthy physical environment for students and staff

B. PROCESS AND CONTENT

1. Issue

Buildings, building components, and equipment all require various and continuing levels of maintenance to achieve their expected useful life. MCPS views maintenance as being on a continuum encompassing repairs, renovation, and modernization.

The Board of Education should determine when funds will be spent on aging school facilities:

- a) To maintain the plant's existing physical capabilities
- b) To renew building systems and/or site components by replacement or other means
- c) To bring the facility up to current educational and building standards through either modernization or replacement because of an outdated educational environment or deteriorated building and site conditions

2. Background

Following a period of extensive school closures and consolidations in the 1970's and early 1980's, the Board of Education reactivated a capital program to schedule the systematic modernization of its aging schools still in operation. Closing more than 60 schools had

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eliminated many of those in the poorest condition, but the remaining facilities built in the 1950's and 1960's have become 30-40 year old school facilities in the 1980's and 1990's, which are difficult and expensive to maintain.

The County Council has urged MCPS to consider whether schools must be modernized, or whether some, instead, could be renovated at a lower cost. The school system is committed to using its resources as efficiently as possible while providing an appropriate learning environment for all children. For these reasons, a step-by-step approach to the care and modification of facilities from the time of their construction will continue to be followed.

3. Applicable Laws, Rules, and Regulations

The first goal of the MCPS policy FAA: *Long-Range Educational Facilities Planning* is to provide the facilities necessary to sustain high quality educational programs at reasonable cost. Among the objectives of this policy are to consider the impact of facility changes on the delivery and equity of educational programs; to provide adequate school space to accommodate future improvements in educational programs and services to the extent these can be anticipated; and to recognize that “older school buildings must be renovated to continue their use on a cost-effective basis and that modernization to current educational program standards is necessary to maintain program quality.”

State and county fire/life safety and health codes, national standards for accessibility for the physical handicapped, Department of General Service criteria for energy conservation, and applicable rules of State of Interagency Committee for School Construction must be considered when any changes to facilities are contemplated. The Annotated Code of Maryland and the Charter of Montgomery County require a comprehensive six-year program for capital improvements, State law requires each county board of education to “maintain throughout its county a reasonably uniform system of public schools that is designed to provide quality education and equal education opportunity for all children.” (*Annotated Code of Maryland, 4-107*)

4. Definitions

- a) *Maintenance/Preventive and Routine Repairs* refers to, on a day-to-day basis, the ongoing upkeep of property and equipment that includes an annual physical assessment by school and area maintenance staff, as well as the repair and minor replacement activities necessary to support a safe and healthy environment.

- b) *Renovation* is the design, construction, and equipping process through which a school facility and its systems are renewed and updated to meet county, state, and federal codes and requirements. An addition or major redesign of building spaces for program reasons is not included.
- (1) *Local Capital Projects* are specific projects to restore and/or improve school environments for students, staff, and community. Examples are modifications for handicapped accessibility, space modifications for program, installation of ceiling fans, and school security systems. These are renovation-type projects that provide minor modifications to a facility to restore/continue its physical and educational functionality.
 - (2) *Planned Life-Cycle Asset Replacement (PLAR)* is the comprehensive replacement of key facility site components, based on age and condition, in order to anticipate and avoid potential failure, and to prolong the useful life of the facility. Related to PLAR projects are roof replacement and mechanical systems rehabilitation projects funded through the capital budget. These major maintenance projects are renovative in nature.
- c) *Modernization* refers to the design, construction, and equipping process through which an aging school facility is brought up to current educational standards as established by MCPS, and through which its systems are renewed and updated to meet school, county, state, and federal codes and requirements. Modernization may require an addition or redesign of space to meet educational program requirements.

5. Continuum of Activities

To maintain and extend the life of facilities, MCPS initiate and follows a continuum of activities from the first day of new school occupancy. The timeliness shown in parenthesis are intended as suggestions and are not absolutes. The condition of the building will be the determining factor.

a) Maintenance/Preventive and Routine Repair (Occupancy-Onward)

Preventive maintenance is provided to ensure that a building component or item of equipment will achieve its expected useful life. This effort begins when the item is new and continues until it is replaced or modernized. Facilities receive regular operational care such as cleaning and maintenance of systems and finishes,

lubricating, checking for proper operation, adjusting and aligning, and identifying items to be repaired or modified.

Preventive maintenance is accomplished by a team of electricians, plumbers, carpenters, heating mechanics, and general maintenance workers. The program is scheduled and directed by each maintenance trade. Schools and users are not expected to request preventive maintenance services. The program is staffed and funded through the operating budget of the Division of Maintenance.

Routine maintenance restores items and components to their normal operating condition. Planned repairs are made while the component is still operational to avoid a breakdown. "Broken-fix-it" repairs may require immediate attention to prevent damage to other building or equipment components. Repairs are initiated by maintenance staff, preventive maintenance reports, manufacturers' recommendations, and school requests. Both planned and "broken-fix-it" repairs are funded from operating budget accounts.

b) Renovation

(1) Local Capital Projects (5-25 years)

Capital projects are scheduled that enhance, protect, or restore physical environment in schools. Recent examples include modifications to lights and windows to increase energy conservation, installation of ceiling fans in non-air-conditioned buildings, and replacement of identified environmental hazards such as contaminated plumbing systems. Minor modifications also may be made to existing spaces/components to allow the educational program or activity to operate effectively and efficiently. These capital projects are not intended, primarily, to lengthen the life of the facility and probably will not lessen the needs of facilities in the 30-year-old range. School and area administrators and area maintenance staff identify these needs. These projects are funded through the capital budget.

(2) Major Maintenance (15 - 30 years)

The major maintenance program completely overhauls or replaces worn-out building components. Based on annual maintenance requests submitted by principals, trade/manufacture recommendations, and analyses by maintenance technicians, a comprehensive, six-year, school-by-school major maintenance plan is developed each fiscal year.

Facilities are evaluated and components scheduled for replacement. These include roofs, mechanical systems, and key facility components such as classroom and hallway lighting, floor surfaces, doors and partitions, as well as exterior asphalt, fields, fencing, and concrete. A replacement program (Planned Life-Cycle Asset Replacement - PLAR) has been initiated to replace components that do not last 30 years. Major replacement projects are expected to extend the useful life of a facility and may reduce the overall needs of a 30-year-old facility. For this reason, schools identified on the six-year modernization schedule are excluded from replacement projects, such as PLAR, for the same period.

The program is funded through the capital budget and reduces impact on the operating budget because resources will not be applied to continuing, costly routine repairs to worn-out building components/equipment.

c) Modernization (30-Plus Years)

An evaluation of physical conditions and educational standards are reviewed along with long-term projections for schools in the 30-plus year-old range. A ranking of facilities based on these factors is developed, with those schools most in need of educational and physical improvements assessed for estimated modernization costs. When previous capital projects at a school have impacted the scope of its anticipated modernization, these are identified. Base on life cycle cost analyses and unusual circumstances, it may be necessary to replace buildings. The department of school facilities and facilities planning develop this schedule. The superintendent will recommend and the Board of Education will approve and request fund for modernization projects for the six years of the Capital Improvements Program.

Public comment and testimony on the recommendations are provided through the MCPS annual capital budget and CIP process. Public comments on the Board-adopted request are directed to the County Executive and County Council.

C. REVIEW AND REPORTING

1. The superintendent, through the annual capital budget process, will review with the Board and the public which facility improvements have been accomplished through replacement or modernization projects. For schools identified as eligible for future modernization, an annual assessment will confirm or modify the previously adopted schedule based on physical condition, educational standards, enrollment projections, available funds, holding schools, outstanding planning issues, and other factors as appropriate.

2. Because schools identified for future modernization are excluded from other six-year renovation/replacement projects, modernization projects are expected to move forward in a systematic manner based on assessment procedures. When extenuating circumstances are identified, a project may be moved forward, given priority consideration, or receive other unusual capital remedies until such time as modernization can occur.
3. This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Policy History: Adopted by Resolution No. 835-91, October 8, 1991.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

Student Transfers

A. PURPOSE

To explain the limited circumstances under which students may be granted a transfer 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. Transfers from the home school or the school assigned through the IEP process may be permitted in cases of documented unique hardship.

C. POSITION

1. Transfers should be honored whenever there is a documented unique hardship circumstance. Problems that are common to large numbers of families do not constitute a unique hardship.
2. Exemptions

The following circumstances are exempted from the student transfer process:

- a) An older sibling attends the requested school in the regular program. If the older sibling attends a magnet or special program, an exemption may be granted on a case-by-case basis, with consideration given to space needs or limitations at the requested school.
- b) Continuation at the articulation point from middle school to high school
- c) Students have met the criteria for and been admitted to countywide programs

3. A student who transfers to another school without a change in residence of his/her parents or legal guardian shall attend the new school for one calendar year in order to be able to participate in athletics. A waiver from this restriction may be requested.
4. Parents either accepting a hardship transfer or receiving an approved exemption under 2 a) or b) assume responsibility for transportation, and recognize that student parking is regulated on a school by school basis.

D. DESIRED OUTCOMES

To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations of the individual schools.

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

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: 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.

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

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

Transfer of Students

I. PURPOSE

To establish procedures concerning the within-county transfer of students

II. BACKGROUND

Students are expected to attend the school within the established attendance area in which they reside (home school) or are assigned in accordance with an IEP. A request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (18 years of age or older), student services staff, or the principal of the home school.

III. DEFINITIONS

- A. The *home school* is the school to which a student is assigned based upon the Board of Education geographical boundary decision. Absent any other considerations, this will be the assigned school. In addition, should the student be reassigned through the transfer process, he or she may elect at any time to return to the home school.
- B. The *base school* is, within a Consortium, the school to which the student is assigned absent an approved choice to attend another. The school is assigned a catchment area, which includes the student's residence.
- C. 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 change of school assignment, or the base school in the absence of an approved preferred choice. When a student is granted a preferred choice or a change of school assignment, the requested school becomes the assigned school.

IV. PROCEDURES

- A. Only documented hardship situations will be considered for a change in school assignment.

B. Exemptions

1. An older sibling attending the requested school at the same time
2. The student is ready to move from middle school to high school, except for boundary change
3. The student has met the criteria for and been admitted to a countywide program

C. Timetables and Deadlines

1. Change of school assignment requests for the next school year will be accepted only between February 2 and April 1 for the following school year.
2. Every effort will be made to notify parents and students in May.
3. Some programs, such as elementary language immersion programs, admit students by lottery when there are more requests than spaces allotted.
4. Change of school assignment requests submitted after April 1 will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to April 1. Documentation supporting this situation must be supplied. Students must enroll in and attend their home school while a change of school assignment request is being processed.

D. Process for Change of School Assignment**1. General**

- a) Paired elementary schools are considered one school for change of school assignment purposes. However, when a student on an approved COSA matriculates from the primary grades to the new school, a form must be submitted.
- b) A student who transfers to another school without a change in residence of his/her parents or legal guardian shall attend the new school for one calendar year in order to be able to participate in athletics. A waiver from this restriction may be requested.
- c) Middle school students who received a change of school assignment, or are reassigned, to a new secondary feeder pattern for high school

and wish to remain in that pattern will be required to reapply at the end of middle school. The exemption will be approved and the athletic ineligibility will be waived.

- d) A change in school assignment form must be submitted for any high school student who wishes to change or is reassigned to a high school outside his or her existing feeder pattern or home school. If the change of school assignment is approved, the athletic ineligibility applies. Parents may request a waiver by writing to the director of systemwide athletics explaining the reason for the change of school assignment.
- e) In unique circumstances, change of school assignments may be granted for one year only. Parents/guardians must reapply for change of school assignment or students must return to their home school for the next school year.
- f) Students whose families have moved within the county who wish to continue attending their former home school should request a change of school assignment from the school serving their new neighborhood to the school they have been attending. Such requests will be given preference for the remainder of the current school year only. Continuation in feeder pattern does not apply. Students in Grades 11 or 12 are exempt from this restriction and will be allowed to stay through graduation.
- g) Change of school assignment or exemption requests for younger siblings of students, including step brothers and sisters and half brothers and sisters, for whom changes of school assignment have been approved will be given a preference for change of school assignment, provided that the older sibling will also be in attendance at the receiving school.
- h) Change of school assignment requests after an extended suspension will be addressed by the appropriate field office staff in consultation with the school principals involved. School changes for this reason are not generally approved.
- i) Students who have been given permission to attend schools other than assigned may, with proper cause, have that permission rescinded.

2. Initiated by Parent/Guardian/Eligible Student (18 years of age or older)
 - a) If a change of school assignment is desired, MCPS Form 335-45: *Request for Change of School Assignment*, must be obtained from the principal of the home school.
 - b) This completed form must be submitted to the principal of the student's home school by the deadline. The principal's signature signifies verification of residency and knowledge of the request, but does not constitute agreement or disagreement with the request.
 - c) The principal will forward the requests as received to the field office for a decision, or to the division of special education programs and services if the student is receiving special education services other than resource and/or itinerant services such as speech and language.
 - d) The change of school assignment may be approved or denied after considering the reason(s) for the change of school assignment and, for students receiving special education services, whether the IEP can be implemented, considering staffing and services available at the required school.
 - e) Parents accepting an approved change of school assignment or exemption assume responsibility for transportation.
 - f) The parent/guardian will receive written notification of approval or disapproval of a change of school assignment or exemption request from the field office. The student must enroll in and attend the home school while the appeal of a denial is in process. The sending and receiving schools will be notified that the request has been approved or disapproved.
3. Initiated by the Principal
 - a) Prior to initiating a request for an administrative change of assignment of a student, the principal and the pupil personnel worker assigned to the student's home school will:
 - (1) Review the student's educational, medical, and behavioral record and consider alternative programs
 - (2) Schedule a conference with the parent/guardian and the student

- b) If a change of school assignment is indicated, the following steps are implemented:
 - (1) The principal will inform the field office director in writing of the reason(s) for the recommended change of school assignment and the alternatives, if any, which were attempted to maintain the student in the home school
 - (2) The pupil personnel worker will arrange the necessary conferences with the parent/guardian, student, and principal of the receiving school and student services staff and supply written confirmation of the placement, athletic eligibility, and athletic waiver process
- c) Student Services staff, for the area in which the receiving school is located, is responsible for monitoring the academic progress and social adjustment of the student whose change of school assignment was initiated by the principal.

4. Initiated by Student Services

Change of school assignment may be initiated by Student Services staff, in concert with the parent/guardian and the concerned school's staff, at any time for special circumstances. The approval or denial of Student Services-initiated changes of school assignment are the responsibility of the director of Student Services for the area in which the receiving school is located.

- a) Students transferred and assigned under this provision [IV.D.4.a] 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, Systemwide Athletics, explaining the reason for the change of school assignment.
- b) Students transferred and assigned under this provision [IV.D.4.b] based on concerns about their health and/or safety in the school setting must attend the assigned school for one calendar year in order to be eligible to participate in athletics. However, with assistance from pupil services, parents may request a waiver by writing to the director, Systemwide Athletics, explaining the reason for the change of school assignment. In these cases, a waiver will be granted.

E. Appeals

1. Superintendent of Schools

If a change of school assignment is denied by the field office director, the parent/guardian may appeal the decision to the superintendent of schools. 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's designee) within 15 calendar days of the date of the decision letter. 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, or the chief operating officer as his designee, will review all available information before issuing a decision. Although the matter is usually considered on the basis of the documents and telephone conferences, personal conferences may be arranged by the chief operating officer's hearing officer. Decisions will be made promptly given the number, complexity, and timing of appeals being handled at the same time. Appeals received by the chief operating officer before June 30 will be decided prior to the beginning of school.

2. Board of Education

An appeal after the decision of the superintendent or his designee must be made in writing and received by the Board of Education within 30 calendar days of the date on the superintendent's decision letter, although appellants are strongly encouraged to note any appeal within 10 calendar days of receipt of the superintendent's decision. If there is additional information in the appeal to the Board, the superintendent will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal. The Board's decision will be rendered in writing.

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.

Appendix X

EEA

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

- Related Entries:** EEA-RA, EBH-RA, JEE, JEE-RA, JFA-RA, KLA
- Related Sources:** *Annotated Code of Maryland, Education Article, §3-903(c); Code of Maryland Regulations §13A.06.07.09 Instructional Content Requirements; Montgomery County Code, Article II, §44-7 Denominational and parochial school students entitled to transportation; and Montgomery County Code, Article II, §44-8, Cost of transportation of students; levy and appropriation; charge to students.*
- Responsible Office:** Chief Operating Officer
Department of Transportation

Student Transportation

A. PURPOSE

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

B. ISSUE

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

C. POSITION

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

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

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

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

2. Student Safety

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

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

3. Community Partnerships

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

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

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

4. Identification and Resolution of Transportation and Safety Issues

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

5. Environmental and Economic Considerations

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

D. DESIRED OUTCOME

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

E. IMPLEMENTATION STRATEGIES

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

F. REVIEW AND REPORTING

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

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

2009-2010



Rockville, MD

Montgomery County Public Schools

www.montgomeryschoolsmd.org

August 2009

ELEMENTARY SCHOOLS

No.	Name and Address	Principal	Telephone
790.....	Arcola , 1820 Franwall Ave., Silver Spring 20902.	Eric A. Wilson	301-649-8590
425.....	Ashburton , 6314 Lone Oak Dr., Bethesda 20817	Charlene Eroh	301-571-6959
420.....	Bannockburn , 6520 Dalroy Lane., Bethesda 20817	Daniel Walder	301-320-6555
505.....	Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853.	Kristin A. Alban	301-460-2121
207.....	Beall , 451 Beall Ave., Rockville 20850	Troy E. Boddy	301-279-8460
780.....	Bel Pre , 13801 Rippling Brook Dr., Silver Spring 20906	Carmen van Zutphen	301-460-2145
607.....	Bells Mill , 8225 Bells Mill Rd., Potomac 20854.	Jerri B. Oglesby	301-469-1046
513.....	Belmont , 19528 Olney Mill Rd., Olney 20832	Dr. Peter H. Bray	301-924-3140
401.....	Bethesda , 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	301-657-4979
226.....	Beverly Farms , 8501 Post Oak Rd., Potomac 20854	Dr. Beth Brown	301-469-1050
410.....	Bradley Hills , 8701 Hartsdale Ave., Bethesda 20817	Sandra Reece	301-571-6966
304.....	Broad Acres , 710 Beacon Rd., Silver Spring 20903	Michael D. Bayewitz	301-431-7616
518.....	Brooke Grove , 2700 Spartan Rd., Olney 20832	Gail M. West	301-924-3154
807.....	Brookhaven , 4610 Renn St., Rockville 20853	Robert B. Grundy	301-460-2140
559.....	Brown Station , 851 Quince Orchard Blvd., Gaithersburg 20878	Jan Riley	301-840-7172
419.....	Burning Tree , 7900 Beech Tree Rd., Bethesda 20817.	Nancy L. Erdrich	301-320-6510
309.....	Burnt Mills , 11211 Childs St., Silver Spring 20901.	Lisa O. Thomas	301-649-8192
302.....	Burtonsville , 15516 Old Columbia Pike, Burtonsville 20866	Melissa F. Smith	301-989-5654
508.....	Candlewood , 7210 Osprey Dr., Rockville 20855.	Dr. Linda B. Sheppard	301-840-7167
310.....	Cannon Road , 901 Cannon Rd., Silver Spring 20904	Dr. Judith A. Theiss	301-989-5662
604.....	Carderock Springs , 7401 Persimmon Tree Lane, Bethesda 20817.	Rock A. Palmisano	301-469-1034
<i>Housed at Radnor Center, 7000 Radnor Rd., Bethesda 20817</i>			
159.....	Rachel Carson , 100 Tschiffely Square Rd., Gaithersburg 20878	Lawrence D. Chep	301-840-5333
511.....	Cashell , 17101 Cashell Rd., Rockville 20853	Maureen Ahern-Stamoulis	301-924-3130
703.....	Cedar Grove , 24001 Ridge Rd., Germantown 20876.	Lee F. Derby	301-253-7000
403.....	Chevy Chase , 4015 Rosemary St., Chevy Chase 20815.	Jody L. Smith	301-657-4994
101.....	Clarksburg , 13530 Redgrave Pl., Clarksburg 20871.	Kwang-Ja Lee	301-353-8060
706.....	Clearspring , 9930 Moyer Rd., Damascus 20872	Holly A. Steel	301-253-7004
100.....	Clopper Mill , 18501 Cinnamon Dr., Germantown 20874	Stephanie B. Curry	301-353-8065
308.....	Cloverly , 800 Briggs Chaney Rd., Silver Spring 20905	Melissa A. Brunson	301-989-5770
238.....	Cold Spring , 9201 Falls Chapel Way, Potomac 20854.	Martin J. Barnett	301-279-8480
229.....	College Gardens , 1700 Yale Pl., Rockville 20850	Dr. Albert P. DuPont	301-279-8470
808.....	Cresthaven , 1234 Cresthaven Dr., Silver Spring 20903.	Kafi R. Berry	301-431-7622
<i>Housed at Fairland Center, 13313 Old Columbia Pike, Silver Spring 20904</i>			
111.....	Capt. James E. Daly , 20301 Brandermill Dr., Germantown 20876	Nora G. Dietz	301-353-0939
702.....	Damascus , 10201 Bethesda Church Rd., Damascus 20872.	Rebecca Jones	301-253-7080
501.....	Darnestown , 15030 Turkey Foot Rd., Gaithersburg 20878	Laura S. Colgary	301-840-7157
570.....	Diamond , 4 Marquis Dr., Gaithersburg 20878	Carol Lange	301-840-7177
747.....	Dr. Charles R. Drew , 1200 Swingingdale Dr., Silver Spring 20905.	Gail Scott-Parizer	301-989-6030
241.....	DuFief , 15001 DuFief Dr., Gaithersburg 20878.	Dorothy J. Reitz	301-279-4980
756.....	East Silver Spring , 631 Silver Spring Ave., Silver Spring 20910	Adrienne L. Morrow	301-650-6420
303.....	Fairland , 14315 Fairdale Rd., Silver Spring 20905	Tillie C. Garfinkel	301-989-5658
233.....	Fallsmead , 1800 Greenplace Terr, Rockville 20850	R. Kevin Payne, Jr.	301-279-4984
219.....	Farmland , 7000 Old Gate Rd., Rockville 20852	Katherine Diane Smith	301-230-5919
<i>Housed at North Lake Center, 15101 Bauer Dr., Rockville 20852</i>			
566.....	Fields Road , One School Dr., Gaithersburg 20878	Kathryn E. Schiavone-Rupp	301-840-7131
549.....	Flower Hill , 18425 Flower Hill Way, Gaithersburg 20879	Lamar Whitmore	301-840-7161
506.....	Flower Valley , 4615 Sunflower Dr., Rockville 20853	Wilma K. Holmes	301-924-3135
803.....	Forest Knolls , 10830 Eastwood Ave., Silver Spring 20901	Donald D. Masline	301-649-8060
106.....	Fox Chapel , 19315 Archdale Rd., Germantown 20874.	Diana L. Zabetakis	301-353-8055
553.....	Gaithersburg , 35 North Summit Ave., Gaithersburg 20877	Niki T. Hazel	301-840-7136
313.....	Galway , 12612 Galway Dr., Silver Spring 20904	Shahid Muhammad	301-595-2930
204.....	Garrett Park , 4810 Oxford St., Garrett Park 20896.	Elaine L. Chang-Baxter	301-929-2170
786.....	Georgian Forest , 3100 Regina Dr., Silver Spring 20906	Aara L. Davis	301-460-2170
102.....	Germantown , 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryant	301-353-8050
337.....	William B. Gibbs, Jr. 12615 Royal Crown Dr., Germantown 20876.	Kimberly B. Bosnic	301-353-0800
767.....	Glen Haven , 10900 Inwood Ave., Silver Spring 20902.	Dr. Joanne Smith	301-649-8051

No.	Name and Address	Principal	Telephone
817.....	Glenallan , 12520 Heurich Rd., Silver Spring 20902.	Ronnie S. Fields	301-929-2014
546.....	Goshen , 8701 Warfield Rd., Gaithersburg 20882	Linda F. King	301-840-8165
340.....	Great Seneca Creek , 13010 Dairymaid Dr., Germantown 20874	Gregory S. Edmundson	301-353-8500
334.....	Greencastle , 13611 Robey Rd., Silver Spring 20904	Andrew J. Winter	301-595-2940
512.....	Greenwood , 3336 Gold Mine Rd., Brookeville 20833	Cheryl A. Bunyan	301-924-3145
797.....	Harmony Hills , 13407 Lydia St., Silver Spring 20906	Robin Weaver	301-929-2157
774.....	Highland , 3100 Medway St., Silver Spring 20902	Raymond Myrtle	301-929-2040
784.....	Highland View , 9010 Providence Ave., Silver Spring 20901	Anne M. Dardarian	301-650-6426
305.....	Jackson Road , 900 Jackson Rd., Silver Spring 20904	Sally Ann Macias	301-989-5650
360.....	Jones Lane , 15110 Jones Lane, Gaithersburg 20878	Carole W. Sample	301-840-8160
805.....	Kemp Mill , 411 Sisson St., Silver Spring 20902	Floyd D. Starnes	301-649-8046
783.....	Kensington Parkwood , 4710 Saul Rd., Kensington 20895	Barbara A. Liess	301-571-6949
108.....	Lake Seneca , 13600 Wanegarden Dr., Germantown 20874	Teri Johnson	301-353-0929
209.....	Lakewood , 2534 Lindley Terr., Rockville 20850	Robin L. Malcotti	301-279-8465
051.....	Laytonsville , 21401 Laytonsville Rd., Gaithersburg 20882	Hilarie Rooney	301-840-7145
336.....	Little Bennett , 23930 Burdette Forest Rd., Clarksburg 20871	Shawn D. Miller	301-540-5535
220.....	Luxmanor , 6201 Tilden La., Rockville 20852	Ryan Forkert	301-230-5914
244.....	Thurgood Marshall , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	301-670-8282
210.....	Maryvale , 1000 First St., Rockville 20850	Kimberly L. Kimber	301-279-4990
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874	Judy L. Brubaker	301-601-4350
110.....	S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874	Loretta M. Favret	301-353-0910
158.....	Ronald McNair , 13881 Hopkins Rd., Germantown 20874	Eileen Macfarlane	301-353-0854
212.....	Meadow Hall , 951 Twinbrook Pkwy., Rockville 20851	Cabell W. Lloyd	301-279-4988
556.....	Mill Creek Towne , 17700 Park Mill Dr., Rockville 20855	Kenneth L. Marcus	301-840-7149
652.....	Monocacy , 18801 Barnesville Rd., Dickerson 20842	Cynthia R. Duranko	301-972-7990
776.....	Montgomery Knolls , 807 Daleview Dr., Silver Spring 20901	Deann M. Collins	301-431-7667
791.....	New Hampshire Estates , 8720 Carroll Ave., Silver Spring 20903	Jane S. Litchko	301-431-7607
307.....	Roscoe R. Nix , 1100 Corliss St., Silver Spring 20903	Annette M. Ffolkes	301-422-5070
415.....	North Chevy Chase , 3700 Jones Bridge Rd., Chevy Chase 20815	Gary B. Bartee	301-657-4950
766.....	Oak View , 400 East Wayne Ave., Silver Spring 20901	Peggy E. Salazar	301-650-6434
769.....	Oakland Terrace , 2720 Plyers Mill Rd., Silver Spring 20902	Cheryl D. Pulliam	301-929-2161
502.....	Olney , 3401 Queen Mary Dr., Olney 20832	Joan A. O'Brien	301-924-3126
312.....	William Tyler Page , 13400 Tamarack Rd., Silver Spring 20904	Debra A. Berner	301-989-5672
761.....	Pine Crest , 201 Woodmoor Dr., Silver Spring 20901	Meredith Casper	301-649-8066
749.....	Piney Branch , 7510 Maple Ave., Takoma Park 20912	Bertram B. Generlette	301-891-8000
153.....	Poolesville , 19565 Fisher Ave., Poolesville 20837	Darlynne A. McEleney	301-972-7960
601.....	Potomac , 10311 River Rd., Potomac 20854	Linda Z. Goldberg	301-469-1042
514.....	Judith A. Resnik , 7301 Hadley Farms Dr., Gaithersburg 20879	Dr. Roy Settles, Jr.	301-670-8200
242.....	Dr. Sally K. Ride , 21301 Seneca Crossing Dr., Germantown 20876	Christopher A. Wynne	301-353-0994
227.....	Ritchie Park , 1514 Dunster Rd., Rockville 20854	Bonnie G. Dougherty	301-279-8475
773.....	Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815	David Chia	301-650-6410
819.....	Rock Creek Valley , 5121 Russett Rd., Rockville 20853	Catherine A. Jasperse	301-460-2195
795.....	Rock View , 3901 Denfeld Ave., Kensington 20895	Kyle J. Heatwole	301-929-2002
156.....	Lois P. Rockwell , 24555 Cutsail Dr., Damascus 20872	Cheryl Ann Clark	301-253-7088
771.....	Rolling Terrace , 705 Bayfield St., Takoma Park 20912	Jennifer L. Connors	301-431-7600
794.....	Rosemary Hills , 2111 Porter Rd., Silver Spring 20910	Ralph Viggiano	301-650-6400
555.....	Rosemont , 16400 Alden Ave., Gaithersburg 20877	James A. Sweeney	301-840-7123
565.....	Sequoyah , 17301 Bowie Mill Rd., Derwood 20855	Dr. Barbara A. Jasper	301-840-5335
603.....	Seven Locks , 9500 Seven Locks Rd., Bethesda 20817	Rebecca T. Gordon	301-469-1038
501.....	Sherwood , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Jerrold C. Perlet	301-924-3195
779.....	Sargent Shriver , 12518 Greenly Dr., Silver Spring 20906	Janet L. Dunn	301-929-4426
517.....	Sligo Creek , 500 Schuyler Rd., Silver Spring 20910	Diantha R. Swift	301-562-2722
405.....	Somerset , 5811 Warwick Pl., Chevy Chase 20815	Laurie Gross	301-657-4985
564.....	South Lake , 18201 Contour Rd., Gaithersburg 20877	Nicole M. Priestly	301-840-7141
568.....	Stedwick , 10631 Stedwick Rd., Gaithersburg 20886	Dr. Margaret B. Pastor	301-840-7187
653.....	Stone Mill , 14323 Stonebridge View Dr., North Potomac 20878	Kimberly A. Williams	301-279-4975
316.....	Stonegate , 14811 Notley Rd., Silver Spring 20905	Audra M. Fladung	301-989-5668
822.....	Strathmore , 3200 Beaverwood Lane, Silver Spring 20906	Cheryl L. Smith	301-460-2135
569.....	Strawberry Knoll , 18820 Strawberry Knoll Rd., Gaithersburg 20879	E. Frank Kaplan	301-840-7112
563.....	Summit Hall , 101 West Deer Park Rd., Gaithersburg 20877	Keith R. Jones	301-840-7127
754.....	Takoma Park , 7511 Holly Ave., Takoma Park 20912	Zadia Gadsden	301-650-6414
<i>Housed at Grosvenor Center, 5701 Grosvenor Lane, Bethesda 20814</i>			
216.....	Travilah , 13801 DuFief Mill Rd., Gaithersburg 20878	Susan J. Shenk	301-840-7153
206.....	Twinbrook , 5911 Ridgeway Ave., Rockville 20851	Karen L. Johnson	301-230-5925
772.....	Viers Mill , 11711 Joseph Mill Rd., Silver Spring 20906	Matthew A. Devan	301-929-2165
552.....	Washington Grove , 8712 Oakmont St., Gaithersburg 20877	Susan B. Barranger	301-840-7120
109.....	Waters Landing , 13100 Waters Landing Dr., Germantown 20877	William R. Poole, Jr.	301-353-0915
561.....	Watkins Mill , 19001 Watkins Mill Rd., Montgomery Village 20886	Stephanie G. Spencer	301-840-7181
235.....	Wayside , 10011 Glen Rd., Potomac 20854	Yong-Mi Kim	301-279-8484

No.	Name and Address	Principal	Telephone
777.....	Weller Road , 3301 Weller Rd., Silver Spring 20906	Michaele Manaigo	301-929-2010
408.....	Westbrook , 5110 Allan Terr., Bethesda 20816	John D. Ewald	301-320-6506
504.....	Westover , 401 Hawkesbury Lane, Silver Spring 20904	Dr. Patricia A. Kelly	301-989-5676
788.....	Wheaton Woods , 4510 Faroe Pl., Rockville 20853	Dr. Judith F. Lewis	301-929-2018
558.....	Whetstone , 19201 Thomas Farm Rd., Gaithersburg 20879	Victoria (Vicky) A. Casey	301-840-7191
417.....	Wood Acres , 5800 Cromwell Dr., Bethesda 20816	Marita R. Sherburne	301-320-6502
704.....	Woodfield , 24200 Woodfield Rd., Gaithersburg 20882	Gayle J. Starr	301-253-7085
764.....	Woodlin , 2101 Luzerne Ave., Silver Spring 20910	Sarah E. Sirgo	301-650-6440
422.....	Wyngate , 9300 Wadsworth Dr., Bethesda 20817	Barbara J. Leister	301-571-6979

MIDDLE SCHOOLS

823.....	Argyle , 2400 Bel Pre Rd., Silver Spring 20906	Robert W. Dodd	301-460-2400
705.....	John T. Baker , 25400 Oak Dr., Damascus 20872	Louise Worthington	301-253-7010
333.....	Benjamin Banneker , 14800 Perrywood Dr., Burtonsville 20866	Samuel A. Rivera	301-989-5747
335.....	Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20904	Kimberly Johnson	301-989-6000
606.....	Cabin John , 10701 Gainsborough Rd., Potomac 20854 <i>Housed at Tilden Center, 6300 Tilden Lane, Rockville 20852</i>	Dr. Paulette L. Smith	301-469-1150
157.....	Roberto W. Clemente , 18808 Waring Station Rd., Germantown 20874	Khadija Barkley (acting)	301-601-0344
775.....	Eastern , 300 University Blvd. East, Silver Spring 20901	Casey B. Crouse	301-650-6650
507.....	William H. Farquhar , 16915 Batchellors Forest Rd., Olney 20832	Scott W. Murphy	301-924-3100
248.....	Forest Oak , 651 Saybrooke Oaks Blvd., Gaithersburg 20877	John M. Burley	301-670-8242
237.....	Robert Frost , 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	301-279-3949
554.....	Gaithersburg , 2 Teachers' Way, Gaithersburg 20877	Carol Goddard	301-840-4554
228.....	Herbert Hoover , 8810 Post Oak Rd., Rockville 20854	Billie-Jean Bensen	301-469-1010
311.....	Francis Scott Key , 910 Schindler Dr., Silver Spring 20903	Eric L. Minus	301-770-8015
107.....	Dr. Martin Luther King, Jr. 13737 Wisteria Dr., Germantown 20874	Marc J. Cohen	301-353-8080
708.....	Kingsview , 18909 Kingsview Rd., Germantown 20874	Elizabeth L. Thomas	301-601-4611
522.....	Lakelands Park , 1200 Main St., Gaithersburg 20878	Deborah R. Higdon	301-670-1400
818.....	Col. E. Brooke Lee , 11800 Monticello Ave., Silver Spring 20902	Joseph L. Rubens, Jr.	301-649-8100
787.....	A. Mario Loiederman , 12701 Goodhill Rd., Silver Spring 20906	Alison L. Serino	301-929-2282
557.....	Montgomery Village , 19300 Watkins Mill Rd., Montgomery Village 20886	Dr. Edgar E. Walker	301-840-4660
115.....	Neelsville , 11700 Neelsville Church Rd., Germantown 20876	Dollye V. McClain	301-353-8064
792.....	Newport Mill , 11311 Newport Mill Rd., Kensington 20895	Panagiota (Penny) K. Tsonis	301-929-2244
413.....	North Bethesda , 8935 Bradmoor Dr., Bethesda 20817	Alton E. Sumner	301-571-3883
812.....	Parkland , 4610 West Frankfort Dr., Rockville 20853	Dr. Benjamin T. OuYang	301-438-5700
155.....	Rosa M. Parks , 19200 Olney Mill Rd., Olney 20832	Dr. Donna R. Jones	301-924-3180
247.....	John Poole , 17014 Tom Fox Ave., Poolesville 20837	Charlotte W. Boucher	301-972-7979
428.....	Thomas W. Pyle , 6311 Wilson Lane, Bethesda 20817	Michael J. Zarchin	301-320-6540
562.....	Redland , 6505 Muncaster Mill Rd., Rockville 20855	Robert Sinclair, Jr.	301-840-4680
105.....	Ridgeview , 16600 Raven Rock Dr., Gaithersburg 20878	Dr. Carol K. LeVine	301-840-4770
707.....	Rocky Hill , 22401 Brick Haven Way, Clarksburg 20871	Stephen C. Whiting	301-353-8282
521.....	Shady Grove , 8100 Midcounty Hwy., Gaithersburg 20877	Edward K. Owusu (acting)	301-548-7540
647.....	Silver Spring International , 313 Wayne Ave., Silver Spring 20910	Victoria Parcan	301-650-6544
778.....	Sligo , 1401 Dennis Ave., Silver Spring 20902	Richard J. Rhodes	301-649-8121
755.....	Takoma Park , 7611 Piney Branch Rd., Silver Spring 20910	Renay C. Johnson	301-650-6444
232.....	Tilden , 11211 Old Georgetown Rd., Rockville 20852	Jennifer A. Baker	301-230-5930
211.....	Julius West , 651 Great Falls Rd., Rockville 20850	Nanette W. Poirier	301-279-3979
412.....	Westland , 5511 Massachusetts Ave., Bethesda 20816	Daniel J. Vogelmann	301-320-6515
811.....	White Oak , 12201 New Hampshire Ave., Silver Spring 20904	Virginia A. de los Santos	301-989-5780
820.....	Earle B. Wood , 14615 Bauer Dr., Rockville 20853	Eugenia (Jeanie) Dawson	301-460-2150

HIGH SCHOOLS

406.....	Bethesda-Chevy Chase , 4301 East-West Hwy., Bethesda 20814	Karen Lockard	240-497-6300
757.....	Montgomery Blair , 51 University Blvd., East, Silver Spring 20901	Darryl L. Williams	301-649-2800
321.....	James Hubert Blake , 300 Norwood Rd., Silver Spring 20905	Carole C. Goodman	301-879-1300
602.....	Winston Churchill , 11300 Gainsborough Rd., Potomac 20854	Dr. Joan C. Benz	301-469-1200
249.....	Clarksburg , 22500 Wims Rd., Clarksburg 20871	James P. Koutsos	301-444-3000
701.....	Damascus , 25921 Ridge Rd., Damascus 20872	Robert G. Domergue	301-253-7030
789.....	Albert Einstein , 11135 Newport Mill Rd., Kensington 20895	James G. Fernandez	301-929-2200
551.....	Gaithersburg , 314 South Frederick Ave., Gaithersburg 20877	Dr. Christine Handy Collins	301-840-4700
424.....	Walter Johnson , 6400 Rock Spring Dr., Bethesda 20814	Dr. Christopher S. Garran	301-571-6900
815.....	John F. Kennedy , 1901 Randolph Rd., Silver Spring 20902	Thomas Anderson	301-929-2100
510.....	Col. Zadok Magruder , 5939 Muncaster Mill Rd., Rockville 20855	Leroy C. Evans	301-840-4600
201.....	Richard Montgomery , 250 Richard Montgomery Dr., Rockville 20852	Dr. Nelson McLeod, II	301-279-8400
246.....	Northwest , 13501 Richter Farm Rd., Germantown 20874	E. Lancellotti (Lance) Dempsey	301-601-4660
796.....	Northwood , 919 University Blvd., West, Silver Spring 20901	Dr. Henry R. Johnson, Jr.	301-649-8088
315.....	Paint Branch , 14121 Old Columbia Pike, Burtonsville 20866	Jeanette E. Dixon	301-989-5600
152.....	Poolesville , 17501 Willard Rd., Poolesville 20837	Deena Levine	301-972-7900
125.....	Quince Orchard , 15800 Quince Orchard Rd., Gaithersburg 20878	Carol A. Working	301-840-4686

No.	Name and Address	Principal	Telephone
230.....	Rockville , 2100 Baltimore Rd., Rockville 20851	.Dr. Debra S. Munk	301-517-8105
104.....	Seneca Valley , 19401 Crystal Rock Dr., Germantown 20874	.Dennis G. Queen	301-353-8000
503.....	Sherwood , 300 Olney-Sandy Spring Rd., Sandy Spring 20860	.William M. Gregory	301-924-3200
798.....	Springbrook , 201 Valleybrook Dr., Silver Spring 20904	.Dr. Debra Mugge	301-989-5700
545.....	Watkins Mill , 10301 Apple Ridge Rd., Gaithersburg 20879	.Kevin A. Hobbs	301-840-3959
782.....	Wheaton , 12601 Dalewood Dr., Silver Spring 20906	.Kevin E. Lowndes	301-929-2050
427.....	Walt Whitman , 7100 Whittier Blvd., Bethesda 20817	.Dr. Alan Goodwin	301-320-6600
234.....	Thomas S. Wootton , 2100 Wootton Pkwy., Rockville 20850	.Dr. Michael J. Doran	301-279-8550

TECHNICAL CAREER HIGH SCHOOL

748.....	Thomas Edison High School of Technology 12501 Dalewood Dr., Silver Spring 20906	.Carlos Hamlin	301-929-2175
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ENVIRONMENTAL EDUCATION CENTER

990.....	Lathrop E. Smith Environmental Education Center 5110 Meadowside La., Rockville 20855	.Laurie C. Bricker	301-924-3123
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SPECIAL SCHOOLS AND ALTERNATIVE PROGRAMS

239.....	Fleet Street Program , 14501 Avery Rd., Rockville 20853	.Carthel Russell	301-517-5860
239.....	Glenmont Program , 8001 Lynnbrook Dr., Bethesda 20814	.Debbie Buchanan	301-657-4977
239.....	Hadley Farms Program , 7401 Hadley Farms Dr., Gaithersburg 20879	.Jerome Addis	301-548-4960
951.....	Longview School , 13900 Bromfield Rd., Germantown 20874	.Michelle M. Mach	301-601-4830
239.....	Needwood Academy , 14501 Avery Rd., Rockville 20853	.Dr. Andrei Ghelman	301-279-4912
239.....	Phoenix at Needwood Academy , 14501 Avery Rd., Rockville 20853	.Patti Jenkins	301-279-4925
239.....	Randolph Academy , 14501 Avery Rd., Rockville 20853	.Andrea Carter	301-517-8616
965.....	Regional Institute for Children and Adolescents (RICA) 15000 Broschart Rd., Rockville 20850	.Dr. Darlene Simmons	301-251-6900
916.....	Rock Terrace School , 390 Martins Lane, Rockville 20850	.Dr. Dianne G. Thornton	301-279-4940
215.....	Carl Sandburg Learning Center , 451 Meadow Hall Dr., Rockville 20851	.Marlene R. Kenny	301-279-8490
799.....	Stephen Knolls School , 10731 St. Margaret's Way, Kensington 20895	.Tina W. Shrewsbury	301-929-2151

CENTERS, FACILITIES, AND OFFICES

	Carver Educational Services Center , 850 Hungerford Dr., Rockville 20850		301-309-6277
	Center for Technology Innovation , 4 Choke Cherry Rd., Rockville 20850		240-314-2250
	Central Records , Concord Center, 7210 Hidden Creek Rd., Bethesda 20817		301-320-7301
	Century 21 Building , 20010 Century Blvd., Germantown 20874		
	Office of Organizational Development Units		301-601-4600
	County Service Park , 16651 Crabbs Branch Way, Rockville 20855		
	Maintenance		301-840-8100
	Transportation		301-840-8130
	Department of Materials Management , 580 North Stonestreet Ave., Rockville 20850		301-279-3348
	Emory Grove Center , 18100 Washington Grove Lane, Gaithersburg 20877		
	Child Find		301-947-6050
	Infants and Toddlers Site		301-947-6000
	Food Services , 16644 Crabbs Branch Way, Rockville 20855		301-840-8170
	Metro Park North , 7361 Calhoun Pl., Rockville 20855		
	Employee and Retiree Service Center (Suite 190)		301-517-8100
	Office of Human Resources (Suite 401)		301-279-3270
	Preschool Education Program (Suite 400)		301-279-2058
	Oakgrove Building , 2096 Gaither Rd., Rockville 20850		
	Career and Technology Education (Suite 101)		240-632-6900
	Department of Facilities Management (Suite 200)		240-314-1060
	Help Desk (Suite 102)		240-632-7700
	Professional Library—USG , 9636 Gudelsky Dr., Education Bldg. III, Rm. 1200, Rockville 20850		301-279-3227
	Rocking Horse Road Center , 4910 Macon Rd., Rockville 20852		
	ESOL/Bilingual Programs (Suite 115)		301-230-0670
	International Student Admissions Office (Suite 101)		301-230-0686
	Prekindergarten and Head Start (Suite 141)		301-230-0676
	Early Childhood Programs and Services (Suite 200)		301-230-0691
	Spring Mill Offices , 11721 Kemp Mill Rd., Silver Spring 20902		
	Transition Services		301-649-8008
	Consortia Choice and Application Program Services		301-592-2040
	Speech and Language Services		301-649-8085
	Student Services Appeals Unit , 451 Hungerford Dr., Rockville 20850		301-315-7335
	Taylor Science Materials Center , 19501 White Ground Road, Boyds 20841		301-353-0866
	Mark Twain Facility , 14501 Avery Rd., Rockville 20853		301-279-4920
	Upcounty Regional Services Center , 12900 Middlebrook Rd., Germantown 20874		
	Office of Organizational Development Administration (Suite 3305)		301-601-0300

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Planning Calendar

The following is the planning calendar for the FY 2011–2016 Capital Improvements Program (CIP).

Date	Activity
June 1, 2009	Clusters submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2009	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Late August 2009*	Division of Long-range Planning staff meet with cluster representatives to discuss issues related to the CIP
October 6, 2009	MCPS FY 2011 State CIP request to the Interagency Committee (IAC) on Public School Construction
October 13, 2009	Board of Education presentation on enrollment trends and facilities planning issues
October 15, 2009	Superintendent releases recommendations on boundary studies and/or planning studies conducted in the spring 2009
October 28, 2009	Six-year enrollment projections are revised and published
October 28, 2009	Superintendent publishes recommendations for the FY 2011–2016 CIP
October 29, 2009	MCCPTA CIP Forum
November 13, 2009	IAC staff recommendations on FY 2011 State CIP
November 5, 2009	Board of Education work session on superintendent’s recommendations on spring boundary studies and the FY 2011–2016 CIP
November 11 and 12, 2009	Public hearings on the superintendent’s recommendations for boundary changes and the FY 2011–2016 CIP
November 19, 2009	Board of Education action on boundary studies and the FY 2011–2016 CIP
November 30, 2009	Final revisions on FY 2011 state aid request due to IAC
December 2009.....	County executive reviews Board requested FY 2011–2016 CIP
December 3, 2009.....	IAC appeal hearing on FY 2011 State CIP
January 15, 2010*.....	County executive recommendations for the FY 2011–2016 CIP
January 27, 2010*.....	Board of Public Works hearing on the FY 2011 State CIP
February–May 2010.....	County Council reviews requested FY 2011–2016 CIP
Mid-February 2010.....	Superintendent releases recommendations on winter boundary studies and CIP recommendations for deferred items (if any)
February 22, 2010	Board of Education facilities work session for winter boundary studies and deferred items (if any)
March 3, 2010.....	Public hearing on superintendent’s recommendations for winter boundary studies and deferred items (if any)
March 22, 2010.....	Board of Education action on winter boundary studies and deferred items (if any) for the FY 2011–2016 CIP
Early-May 2010*	Board of Public Works decisions on FY 2011 State CIP
May 31, 2010*	County Council approves the FY 2011–2016 CIP and the FY 2011 Capital Budget

*Estimated date

