

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

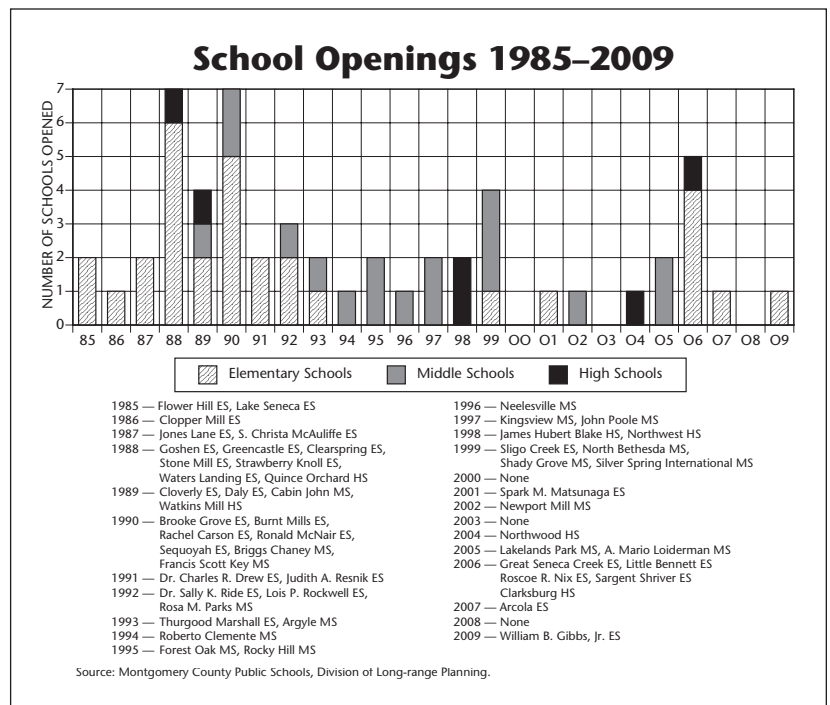
student learning through access to online information and through the ability to use the latest instructional software. These technologies also are critical to the reporting required by *No Child Left Behind* and for implementing state proposed online testing strategies.

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

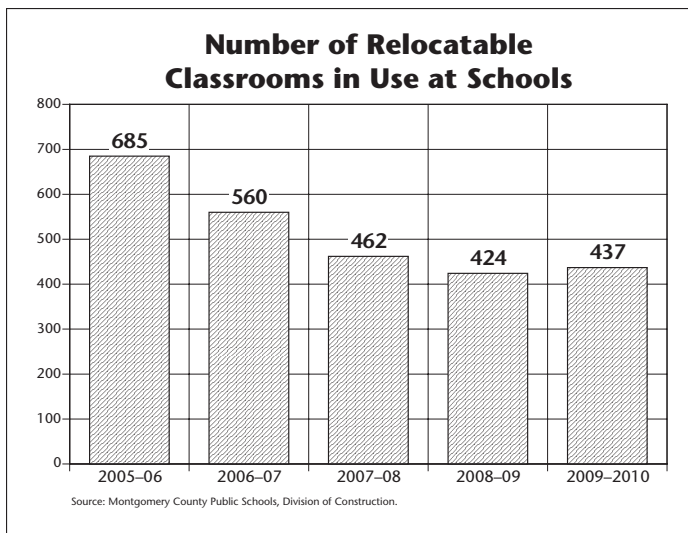
School	Number of Rooms Added*	Completion Date
Modernization Projects		
Bel Pre ES	12	August 2014
Beverly Farms ES	6	January 2013
Cabin John MS	12	August 2011
Candlewood ES	6	January 2015
Cannon Road ES	9	January 2012
Carderock Springs ES	7	August 2010
Cresthaven ES	6	August 2010
Farmland ES	6	August 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.

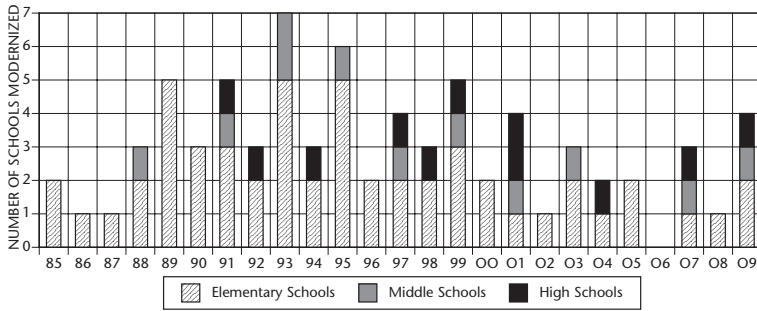
OBJECTIVE 3: Modernize Schools Through a Systematic Modernization Schedule

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, Laytonville 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.