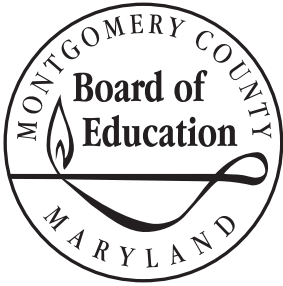




Superintendent's Recommended
FY 2012 Capital Budget
and Amendments to the FY 2011-2016
Capital Improvements Program





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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**Superintendent's
Recommended
FY 2012 Capital Budget
and Amendments to the
FY 2011–2016 Capital
Improvements Program**

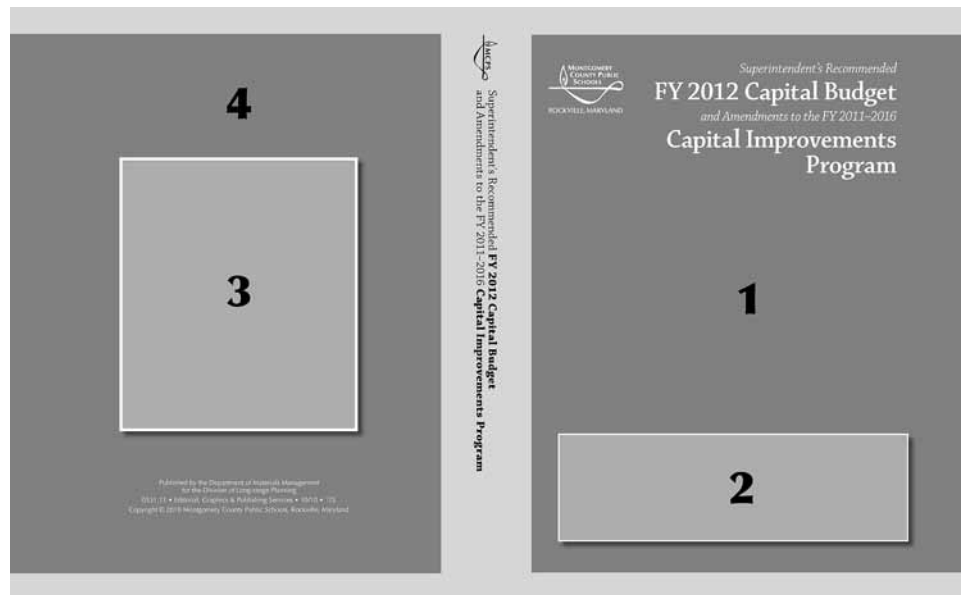


**Montgomery County Public Schools
Rockville, Maryland**

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Key to cover photographs:

- 1—Cresthaven ES entrance
- 2—Carderock Springs ES
- 3—Brookhaven ES construction
- 4—Sherwood ES detail



Photography by William E. Mills, Montgomery County Public Schools



October 28, 2010

Mrs. Patricia B. O'Neill, President, Montgomery County Board of Education
Members of the Montgomery County Board of Education
850 Hungerford Drive, Room 123
Rockville, Maryland 20850

Dear Mrs. O'Neill and Members of the Board of Education:

I am submitting for your consideration and adoption the *Superintendent's Recommended FY 2012 Capital Budget and Amendments to the FY 2011–2016 Capital Improvements Program* (CIP). This amended six-year plan includes the expenditure requests for FY 2012–2016 and provides the recommended FY 2012 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2011, and ends June 30, 2012. Fiscal Year (FY) 2012 is the second year of the biennial CIP review process. In accordance with the Montgomery County charter, all CIP projects are considered in odd-numbered fiscal years. In even-numbered fiscal years, only projects with expenditure or appropriation changes needed in the second year of the adopted six-year CIP are considered for amendments to the CIP.

In keeping with the spirit of the biennial process, as well as consideration of the significant six-year expenditure plan approved by the County Council in May 2010, my recommendation includes only an additional \$8.64 million more than the adopted CIP. The County Council-adopted FY 2011 Capital Budget and FY 2011–2016 CIP totals \$1.386 billion for the six-year period, an increase of \$111.5 million over the previously approved CIP. The adopted CIP includes funding for the planning and construction of eight new elementary school addition projects, as well as an addition at one high school and funding for a new elementary school and middle school. The adopted CIP maintains the completion dates of all modernization projects as requested by the Board of Education and also provides funding for countywide systemic projects to maintain aging infrastructure and address the backlog of projects, especially Heating, Ventilation, and Air Conditioning (HVAC) replacement projects, which directly affect students, teachers, and administrators each school day.

My recommended amendments to the adopted FY 2011–2016 CIP are for the following three existing countywide projects: \$6.52 million for HVAC replacement; \$394,000 for Indoor Air Quality; and \$948,000 for Planned Life-cycle Asset Replacement. My recommended amendments will reinstate funds that were removed by the County Council in the adopted CIP. Also, I am recommending an amendment for one new project to address requirements established by the Washington Suburban Sanitary Commission regarding maintenance and upgrades to the existing grease removal devices located in Montgomery County Public Schools' (MCPS) kitchen facilities at all of our schools throughout the county.

Office of the Superintendent of Schools

850 Hungerford Drive, Room 122 ♦ Rockville, Maryland 20850 ♦ 301-279-3381

For the 2010–2011 school year, MCPS experienced the third straight year of significant enrollment increases. The preliminary September 30, 2010, enrollment of 144,458 is 2,681 more students than last year's enrollment of 141,777. Since 2007–2008, MCPS enrollment has increased by 6,713 students, a figure greater than the total enrollment of many of our school clusters. Enrollment growth is the result of increases in county resident births, movement into the system of students from nonpublic schools, and a significant reduction in the number of households—and therefore, students—moving out of Montgomery County.

MCPS total enrollment is projected to grow by more than 10,000 students by the 2016–2017 school year. The greatest enrollment growth is expected to occur at the elementary school level, where currently 90 percent of our 416 relocatable classrooms are in use. Substantial increases in middle school and high school enrollments soon will follow. By grade level, enrollment by the 2016–2017 school year is projected to increase by 5,600 students in Grades K–5, 4,000 students in Grades 6–8, and 600 students in Grades 9–12. The enrollment growth that has occurred—and will continue for the foreseeable future—underscores the importance of our CIP program to accommodate the rapid influx of students, as well as address our aging infrastructure.

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 2012, the state aid request is \$163.7 million. It is crucial that MCPS receives a minimum of \$40 million, which is the amount assumed by the County Council in the adopted CIP. We 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.

Feasibility and capacity studies for new schools and additions to existing facilities were conducted this spring to address overutilization. One cluster, the Bethesda-Chevy Chase Cluster, continues to experience significant enrollment growth. Additional capacity will be needed in several cluster schools to accommodate the existing and projected student enrollment. Therefore, this spring, the Bethesda-Chevy Chase Cluster Roundtable Discussion Group was formed and charged with identifying issues concerning the facility needs and articulation patterns of Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. Three representatives from each of the aforementioned schools, as well as two representatives from Westland Middle School and a cluster coordinator, served on the Bethesda-Chevy Chase Roundtable Discussion Group. The role of the representatives was to develop approaches that addressed issues concerning the facility needs and articulation patterns for the participating schools. The Bethesda-Chevy Chase Roundtable Discussion Group also served in an advisory role to assist in the development of my recommendation to the Board of Education.

I commend the work of the Bethesda-Chevy Chase Roundtable Discussion Group and understand that the issues regarding articulation patterns and overutilization of schools in the Bethesda-Chevy Chase Cluster were very complex. After careful consideration of the *Bethesda-Chevy Chase Roundtable Discussion Group Report*, as well as roundtable member analyses of approaches, Parent Teacher Association (PTA) position papers, and community input, I am prepared to make the following recommendations for the Bethesda-Chevy Chase Cluster:

- I recommend a site selection committee be formed in winter 2011 to identify a location for a new middle school in the Bethesda-Chevy Chase Cluster.
- I recommend that once the site selection process is complete, a facility advisory committee be formed in spring 2011 to conduct a feasibility study for the new middle school.
- I recommend Grade 6 students at Chevy Chase and North Chevy Chase elementary schools be reassigned to the middle school level as soon as a new middle school can be opened in the Bethesda-Chevy Chase Cluster.

Once the site selection and feasibility studies are complete, all necessary information will be available to make a recommendation in October 2011 as part of the FY 2013–2018 CIP for planning and construction funds for a new middle school. A completion date for the new school and timeline for the reorganization of Chevy Chase and North Chevy Chase elementary schools also will be recommended in October 2011 as part of the FY 2013–2018 CIP.

Another cluster experiencing significant enrollment growth, especially at the elementary school level, is the Richard Montgomery Cluster. Similar to the Bethesda-Chevy Chase Cluster, the Richard Montgomery Cluster will require additional capacity at several cluster schools to accommodate the existing and projected student enrollment. A feasibility study for an addition at Ritchie Park Elementary School was conducted in the 2009–2010 school year. Also, capacity studies at Twinbrook and Beall elementary schools currently are under way. After careful review of the projected enrollment for several of the elementary schools in this cluster, a new elementary school will be needed to address the significant overutilization.

Therefore, I am recommending a feasibility study be conducted for a new elementary school in the Richard Montgomery Cluster at the site of the former Hungerford Park Elementary School. Once the feasibility study is complete, planning and construction funds can be recommended in fall 2011, as part of the FY 2013–2018 CIP. There are two other elementary school sites located in the Richard Montgomery Cluster—one in the King Farm community and the other in the Falls Grove community. These school sites are located in the northern outer edges of the cluster in contrast to the Hungerford Park location, which is located centrally in the cluster. I believe that a central location is vital to address overutilization for all schools in the cluster, as well as to develop future school boundaries to help minimize transportation time and travel distances for students. In addition to the new elementary school in the Richard Montgomery Cluster, one or more classroom additions at Beall, Ritchie Park, or Twinbrook elementary schools may be required. Therefore, once all of the feasibility studies are complete for the elementary schools

noted above, a comprehensive plan to address the overutilization in the Richard Montgomery Cluster elementary schools will be developed in fall 2011 as part of the FY 2013–2018 CIP.

Although College Gardens Elementary School, located in the Richard Montgomery Cluster, is overutilized, an addition at this elementary school is not feasible since it was built to its core capacity of 740 students when it was modernized in 2008. To address overutilization at College Gardens Elementary School, I am recommending that the Chinese Immersion Program, currently located at this school, be relocated to the new elementary school when it opens. By relocating the program to the new school, approximately 150 students would be reassigned out of College Gardens Elementary School, alleviating most of the projected capacity deficit. The new school will continue to provide the students in the Chinese Immersion Program with a centralized location in the county, as well as a new facility.

Enrollment growth in the Richard Montgomery Cluster also is evident at the middle school level. Julius West Middle School is projected to exceed its capacity by more than 300 students by the end of the six-year planning period. Therefore, I am recommending that a study be conducted to determine the feasibility, scope, and cost of an addition at this school.

In the upcounty region, projections indicate enrollment at Spark M. Matsunaga Elementary School will continue to exceed capacity for the foreseeable future. Also, enrollment at Great Seneca Creek Elementary School will exceed its capacity throughout the six-year CIP planning period. In order to address the overutilization at these two schools, capacity studies were approved as part of the FY 2011–2016 CIP. The capacity studies were to identify the scope and cost either to rebuild Germantown Elementary School to accommodate students from Spark M. Matsunaga Elementary School and construct a classroom addition to Great Seneca Creek Elementary School, or to build a new elementary school in the Northwest Cluster to accommodate students from Great Seneca Creek and Spark M. Matsunaga elementary schools. The capacity study to rebuild Germantown Elementary School was completed in the fall of 2010.

In order to identify a site for a new Northwest Cluster elementary school, I am recommending that a site selection committee be formed and the site selection process begin in winter 2010. Following identification of a suitable site, a capacity study will be conducted in spring 2011 to determine the scope and cost of a new elementary school on the selected site. Upon completion of both capacity studies, a recommendation to relieve the overutilization at Spark M. Matsunaga and Great Seneca Creek elementary schools will be considered as part of the FY 2013–2018 CIP.

Additionally, at the November 19, 2009 meeting of the Board of Education, the Board adopted a resolution requesting that I convene a roundtable discussion group to review low enrollment levels at Monocacy and Poolesville elementary schools, as well as John Poole Middle School, and to develop approaches to address this issue. Therefore, the Poolesville-Monocacy Roundtable Discussion Group was formed and the process to review enrollment concerns was conducted beginning on March 15, 2010, through May 24, 2010. *The Report of the Poolesville-Monocacy Roundtable Discussion Group* was completed on June 16, 2010, and was transmitted

to me and the members of the Board of Education at that time. After consideration of various factors, especially the projected enrollment growth of Poolesville Elementary School, I am recommending that Monocacy Elementary School remain an operating school for the foreseeable future.

I continue to be concerned about the low enrollment levels at Monocacy Elementary School and have reviewed the Poolesville-Monocacy Roundtable Discussion Group's suggestions for program enhancements to increase enrollment. Unfortunately, the suggested approaches would require transporting students to Monocacy Elementary School from communities that are much closer to their assigned schools and where, in many cases, comparable programs already are available. Also, the cost of transporting students long distances compounds the cost of operating a new program at Monocacy Elementary School. Therefore, I am not recommending that any special or magnet-type programs be offered at Monocacy Elementary School. However, I am recommending that students at any grade level who reside in the Poolesville Elementary School service area be given the option to attend Monocacy Elementary School, thus creating the possibility of some additional enrollment for Monocacy Elementary School. With respect to John Poole Middle School, since Poolesville Elementary School is projected to increase in enrollment and new housing is under way in the Town of Poolesville, some increases in middle school enrollment can be expected in the long-term and, therefore, I am not recommending any changes for John Poole Middle School.

Finally, my recommended CIP includes one new boundary study to create the service area for the new Downcounty Consortium Elementary School #29 (McKenney Hills site), which is scheduled to open in August 2012. The scope of the boundary study includes the Oakland Terrace and Woodlin elementary school service areas. Representatives from Oakland Terrace and Woodlin elementary schools will participate in the boundary advisory committee. The boundary study will be conducted in spring 2011 with action by the Board of Education scheduled for November 2011.

On November 4, 2010, the Board of Education is scheduled to hold a work session to discuss the CIP recommendations. Public hearings on the *Superintendent's Recommended FY 2012 Capital Budget and Amendments to the FY 2011–2016 Capital Improvements Program* are scheduled for November 10 and 11, 2010, and the Board of Education will take final action on these items on November 18, 2010. The County Council will schedule a work/action session in late November 2010 to discuss the portion of the FY 2012 Capital Budget request that relates to state funding.

The county executive will publish his CIP recommendations for all county agencies by mid-January 2011 for County Council discussion and action. The County Council will hold a hearing in early February 2011, will conduct work sessions in March and April 2011, and will adopt the FY 2012 Capital Budget and Amendments to the FY 2011–2016 CIP in late May 2011.

Mrs. O'Neill, President
Members of the Board of Education

6

October 28, 2010

I look forward to working with you—along with parents, community members, and business leaders—to secure the necessary funding and support for the improvement of public school facilities in Montgomery County.

Respectfully,

A handwritten signature in black ink, appearing to read "J. D. Weast", with a large, sweeping flourish at the end.

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

JDW:ak

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Cluster Service Areas and Quad Clusters 2010-2011



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

Dr. Frank H. Stetson, 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	Ms. Elizabeth Strubel
3	Dr. Sherry L. Liebes	Mr. Pat D. Abrunzo
4	Mr. Sean W. Bulson	Dr. Denise Greene
5	Dr. Ursula A. Hermann	Dr. Myra Smith
6	Ms. Bronda Mills	Dr. Shawn Joseph

— Cluster Boundary

Quad Cluster 1

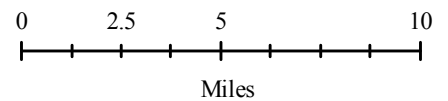
Quad Cluster 2

Quad Cluster 3

Quad Cluster 4

Quad Cluster 5

Quad Cluster 6



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 2012 Capital Budget and Amendments to the FY 2011–2016 CIP provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2012 as well as proposed amendments to the Adopted FY 2011–2016 CIP.

This document contains the following sections:

Chapter 1, "The Recommended FY 2012 Capital Budget and Amendments to the 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 2012 Capital Budget and Amendments to the FY 2011–2016 CIP. This chapter includes a table summarizing recommended Amendments to the 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 Superintendent's Recommended FY 2012 Capital Budget and Amendments to the FY 2011–2016 Capital Improvements Program

The Impact of the Biennial CIP Process

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

Fiscal Year 2011 was a full CIP review year and resulted in the County Council adopting the FY 2011–2016 CIP in May 2010. Fiscal Year 2012 is an off-budget or amendment year. As a result, the biennial CIP process requires the county executive and County Council to consider amendments to the adopted FY 2011–2016 CIP that request appropriations for the FY 2012 Capital Budget and that changes expenditures for the FY 2012–2016 out-years of the adopted CIP.

In an off-budget year, such as FY 2012, the following criteria are applied to MCPS amendment requests (in priority order):

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

The County Council must still approve a capital budget in the off-budget fiscal year that includes appropriations for all projects. In a typical off-budget year, it is anticipated that very few changes will be made to the projects and amounts approved by the County Council for FYs 2012–2016.

Overview

The County Council adopted FY 2011 Capital Budget and the FY 2011–2016 CIP totals \$1.386 billion for the six-year period, an increase of \$115.1 million over the previously approved

CIP, and includes an FY 2011 expenditure of \$247.5 million. The adopted CIP includes funding for the planning and construction of eight new elementary school addition projects—Bradley Hills, Darnestown, Georgian Forest, Somerset, Viers Mill, Waters Landing, Westbrook, and Wyngate; as well as, an addition at Clarksburg High School and funding for a new elementary school and new middle school. The six-year plan also includes funding for many countywide systemic projects including: ADA Compliance; Energy Conservation; Fire Safety Code Upgrades; Roof Replacement; and, Restroom Renovations. All countywide systemic projects are necessary to keep our aging facilities operational.

The County Council adopted six-year CIP for MCPS was, however, \$107.9 million less than the Board of Education's Requested FY 2011–2016 CIP of \$1.494 billion. MCPS was able to provide technical adjustments to construction projects that shifted expenditures to address the county's requirement to bring the six-year expenditure plan within the Spending Affordability Guidelines (SAG). MCPS was able to shift approximately \$40.7 million from the later years of the FY 2011–2016 CIP to beyond FY 2016 without changing the schedules or completion dates of any project that was requested by the Board of Education.

Unfortunately, efforts to maintain the completion dates for all of the construction projects by shifting significant expenditures out of the six-year expenditure plan was not enough to avoid the County Council from delaying construction projects. The adopted CIP maintained the completion dates for all individual school and addition projects, as well as modernizations, with the exception of three projects. The County Council adopted CIP included a one year delay for three individual schools projects beyond the Board of Education's request—Clarksburg Cluster Elementary School (Clarksburg Village Site #1); Clarksburg High School Addition; and, Waters Landing Elementary School Addition. Also, in the adopted CIP, the County Council cut and removed additional funding requested by the Board of Education in FYs 2012–2016 for the following four countywide projects: Building Modifications and Program Improvements (BMPI); Heating, Ventilation, and Air-conditioning (HVAC) Replacement; Indoor Air Quality (IAQ); and, Planned Life-cycle Asset Replacement (PLAR).

Additionally, the County Council adopted CIP removed \$100,000 in each fiscal year for a total of \$600,000 in the adopted six-year CIP in the Design and Construction Management Project earmarked for Cost of Living Adjustments (COLA) and step increases for MCPS staff funded by this capital project. Finally, the County Council adopted CIP for MCPS reduced the Technology Modernization Project by \$1.7 million beyond the county executive's recommendation of \$1.011 million for a total reduction of \$2.711 million.

The Superintendent's Recommended Amendments to the Capital Improvements Program

This document contains the recommended FY 2012 Capital Budget appropriation amounts and amendments to the FY 2011–2016 CIP expenditure schedules proposed by the superintendent for consideration and action by the Montgomery County Board of Education. In keeping with the spirit of the biennial process, as well as consideration of the current fiscal constraints and the significant expenditure plan approved by the County Council in May 2010, the Superintendent's Recommended FY 2012 Capital Budget and Amendments to the FY 2011–2016 CIP only includes an additional \$8.637 million over the adopted CIP.

During the County Council's reconciliation process in May 2010, additional funding requested by the Board of Education for three countywide projects was cut and removed from the FY 2011–2016 CIP to bring the county's six-year expenditure plan within the Spending Affordability Guidelines (SAG). This funding is critical to keep MCPS infrastructure operational and address the backlog of projects, especially HVAC projects, which directly affect students, teachers, and administrators each school day. Therefore, the superintendent's recommended CIP includes amendments for three countywide projects— Heating, Ventilation, and Air-Conditioning (HVAC) Replacement; Indoor Air Quality (IAQ) Improvements; and, Planned Life-cycle Asset Replacement (PLAR) to provide additional funding in FY 2012 for these vital countywide projects. Also, the superintendent's recommended CIP includes one new countywide project, Washington Suburban Sanitary Commission (WSSC) Compliance, to address maintenance and provide upgrades to our existing grease removal devices located in our kitchen facilities throughout the school system in order to be in compliance with WSSC regulations.

The summary table at the end of this chapter, titled "Superintendent's Recommended FY 2012 Capital Budget and Amendments to the FY 2011–2016 Capital Improvements Program," (page 1-6) summarizes the superintendent's recommendations for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council's adopted action and the third column shows the superintendent's recommendations for the Amended 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 FY 2011–2016 CIP (page 1-11). The table also includes the superintendent's recommendations for the Amended FY 2011–2016 CIP for these projects. The final two tables contain summary information regarding the appropriation request and the expenditure schedule for the FY 2012 Capital Budget and Amendments to the FY 2011–2016 CIP (page 1-12) and the FY 2012 State CIP funding request for MCPS (page 1-13).

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

Funding the Capital Improvements Program

The CIP is funded mainly from four types of revenue sources— county General Obligation (GO) bonds, state aid, current revenue, and Recordation and School Impact taxes. The amount of GO bond funding available for all county CIP projects is governed by Spending Affordability Guidelines (SAG) limits set by the County Council before CIP submissions are prepared. The amount of state aid available is governed by the rules, regulations, and procedures established by the state of Maryland Interagency Committee on School Construction (IAC) and by the amount of state revenues available to support the state school construction program. The amount of current revenue available to fund CIP projects is governed by county tax revenues and the need to balance capital and operating budget requests. 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 table opposite 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 was only \$10 million, with no increase for FY 2012, for a total percentage increase over the next two years of only .9 percent. In February 2010, the County Council reviewed the approved SAG limits and upheld the limits set in October 2009.

For FY 2012, an off-year of the CIP, the County Council will have an opportunity to review the SAG limit in February 2011. The County Council 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

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	

respectively. The following table shows the amount of state aid received each fiscal year since FY 1992.

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 was \$139.1 million. Of the \$139.1 million request, the FY 2011 state aid approved for MCPS was \$30.18 million, approximately \$108.9 million less than the amount requested, but approximately slightly more than the \$30 million assumed for FY 2011 in the Amended FY 2009–2014 CIP.

For FY 2012, the state aid request is \$163.7 million. This figure is based on current eligibility of projects approved by the

County Council in May 2010. Of the \$163.7 million request, \$2.7 million is for two projects that have received partial state funding in a prior year, \$9.2 million is for four forward funded construction projects, \$9.6 million is for systemic roofing and HVAC projects, and, the remaining \$142.2 million is for 27 projects that will 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 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 six planning approval projects. 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.

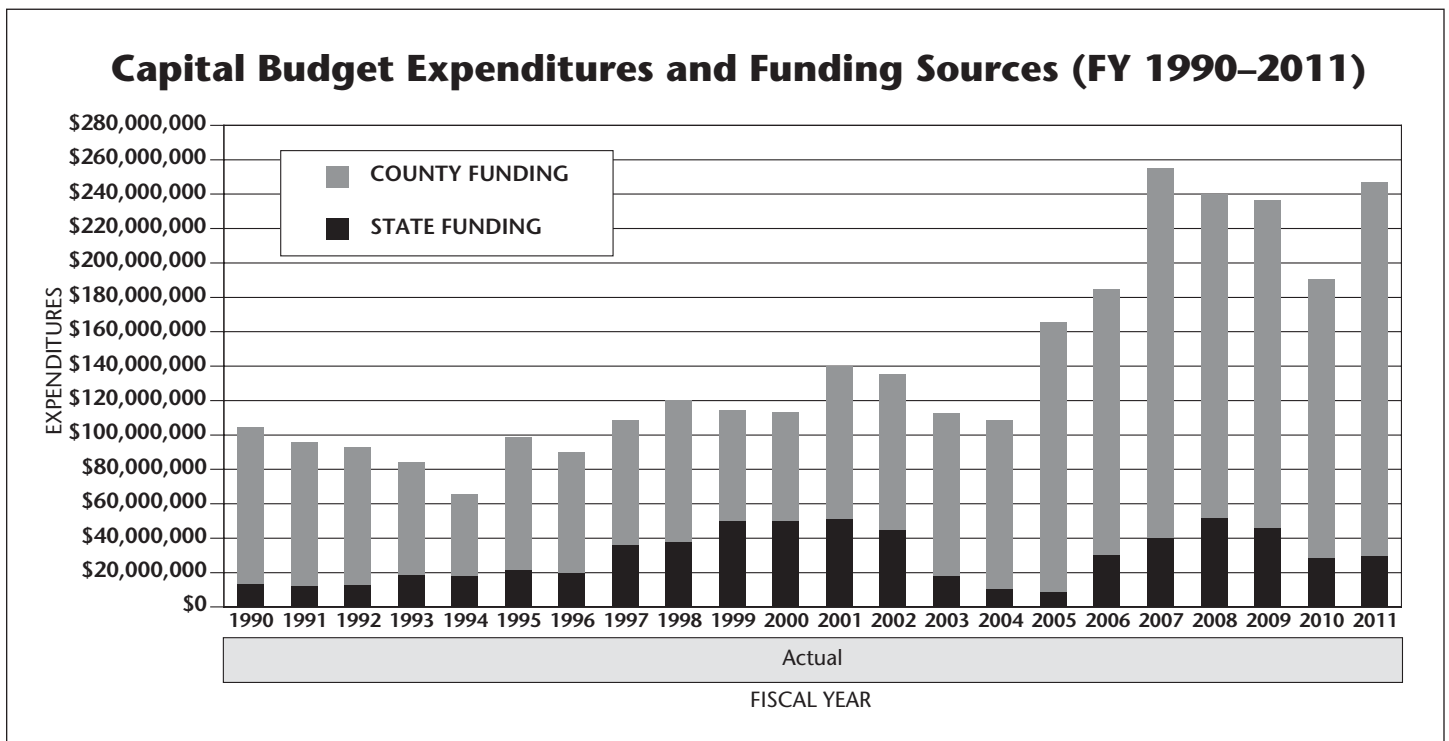
Current Revenue

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.

**Superintendent's Recommended FY 2012 Capital Budget
and Amendments to the FY 2011–2016 Capital Improvements Program**

Summary Table¹

Individual Projects	County Council Adopted Action May 2010	Superintendent's Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda-Chevy Chase HS		Recommend FY 2012 appropriation for facility planning funds.	TBD
Bethesda ES Addition			TBD
North Chevy Chase ES Addition			TBD
North Chevy Chase ES Gymnasium	Approved FY 2011 appropriation for planning funds.	Recommend FY 2012 appropriation for construction funds.	8/12
Rock Creek Forest ES Modernization	Approved FY 2011 appropriation for facility planning funds.	Recommend FY 2012 appropriation for planning funds.	1/15
Rosemary Hills ES Addition			TBD
Somerset ES Addition	Approved FY 2011 appropriation for planning and construction funds.		SY10–11
Westbrook ES Addition	Approved FY 2011 appropriation for planning funds.	Recommend FY 2012 appropriation for construction funds.	8/13
Westbrook ES Gymnasium	Approved FY 2011 appropriation for planning funds.	Recommend FY 2012 appropriation for construction funds.	8/13
Winston Churchill Cluster			
Cabin John MS Modernization			8/11
Herbert Hoover MS Modernization		Recommend FY 2012 appropriation for construction funds.	8/13
Beverly Farms ES Modernization		Recommend FY 2012 appropriation for construction funds.	1/13
Potomac ES Modernization	Approved FY 2013 expenditures for facility planning funds.		1/18
Seven Locks ES Addition/Modernization	Approved FY 2011 appropriation for construction funds.		1/12
Seven Locks ES Gymnasium	Approved FY 2011 appropriation for construction funds.		1/12
Wayside ES Modernization	Approved FY 2012 expenditures for facility planning funds.	Recommend FY 2012 appropriation for facility planning funds.	8/16

¹ Bold indicates an amendment to the adopted FY 2011-2016 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2010	Superintendent's Recommendation	Anticipated Completion Date
Clarksburg Cluster			
Clarksburg HS Addition	Denied. Delayed expenditures for planning funds one year.		8/15
Clarksburg/Damascus MS (New)	Approved FY 2013 expenditures for planning funds.		8/15
Clarksburg Cluster ES (Clarksburg Village Site #1)	Denied. Delayed appropriation for planning funds one year.	Recommend FY 2012 appropriation for planning funds.	8/14
Captain James E. Daly ES Addition		Recommend FY 2012 appropriation for facility planning funds.	TBD
Fox Chapel ES Addition			8/11
Damascus Cluster			
Clarksburg/Damascus MS (New)	Approved FY 2013 expenditures for planning funds.		8/15
Downcounty Consortium			
Wheaton HS Modernization	Approved FY 2011 appropriation for facility planning funds.	Recommend FY 2012 appropriation for planning funds.	8/15 Building 8/16 Site
Eastern Middle School Modernization	Approved FY 2015 expenditures for facility planning.		8/19
Arcola ES Addition	Approved FY 2011 appropriation for facility planning funds.		TBD
Bel Pre ES Modernization	Approved FY 2011 appropriation for planning funds.		8/14
Brookhaven ES Addition			8/11
Downcounty Consortium ES #29 (McKenney Hills reopening)	Approved FY 2011 appropriation for construction funds.		8/12
Georgian Forest ES Addition	Approved FY 2011 appropriation for planning funds.	Recommend FY 2012 appropriation for construction funds.	8/13
Glenallan ES Modernization		Recommend FY 2012 appropriation for construction funds.	8/13
Harmony Hills ES Addition			1/12
Highland View ES Addition			TBD
Montgomery Knolls ES Gymnasium			1/12
Montgomery Knolls ES Addition			1/12

¹Bold indicates an amendment to the adopted FY2011-2016 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2010	Superintendent's Recommendation	Anticipated Completion Date
Oakland Terrace ES (DCC #29 ES— Reopening of McKenney Hills ES)	Approved FY 2011 appropriation for construction funds.	Recommend FY 2012 appropriation for balance of construction funds.	8/12
Sargent Shriver ES Addition		Recommend FY 2012 appropriation for facility planning funds.	TBD
Rock View ES Addition			8/11
Viers Mill ES Addition	Approved FY 2011 appropriation for planning funds.	Recommend FY 2012 appropriation for construction funds.	8/13
Weller Road ES Modernization		Recommend FY 2012 appropriation for construction funds.	8/13
Wheaton Woods ES Modernization	Approved FY 2012 expenditures for facility planning funds.	Recommend FY 2012 appropriation for facility planning funds.	8/16
Woodlin ES (DCC #29 ES—Reopening of McKenney Hills)	Approved FY 2011 appropriation for construction funds.	Recommend FY 2012 appropriation for balance of construction funds.	8/12
Gaithersburg Cluster			
Gaithersburg HS Modernization/ Replacement		Recommend FY 2012 appropriation for construction funds.	Build. 8/13 Site 8/14
Strawberry Knoll ES Addition		Recommend FY 2012 appropriation for facility planning funds.	TBD
Summit Hall ES Addition		Recommend FY 2012 appropriation for facility planning funds.	TBD
Walter Johnson Cluster			
Tilden MS Modernization	Approved FY 2013 expenditures for facility planning funds.		8/17
Farmland ES Modernization	Approved FY 2011 appropriation for balance of construction funds.		8/11
Garrett Park ES Modernization	Approved FY 2011 appropriation for construction funds.		1/12
Garrett Park ES Gymnasium	Approved FY 2011 appropriation for construction funds.		1/12
Kensington-Parkwood ES Addition		Recommend FY 2012 appropriation for facility planning funds.	TBD
Luxmanor ES Modernization	Approved FY 2013 expenditures for facility planning funds.		1/18
Wyngate ES Addition	Approved FY 2011 appropriation for planning funds.	Recommend FY 2012 appropriation for construction funds.	8/13
Col. Zadok Magruder Cluster			
Redland MS Interior Modifications			8/11

¹Bold indicates an amendment to the adopted FY 2011-2016 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2010	Superintendent's Recommendation	Anticipated Completion Date
Candlewood ES Modernization	Approved FY 2011 appropriation for facility planning funds.	Recommend FY 2012 appropriation for planning funds.	1/15
Flower Hill ES Addition	Approved FY 2011 appropriation for facility planning funds.		TBD
Judith A. Resnik ES Addition		Recommend FY 2012 appropriation for facility planning funds.	TBD
Richard Montgomery Cluster			
Beall ES Addition	Approved FY 2011 appropriation for facility planning funds.		TBD
Richard Montgomery Cluster ES Solution	Approved expenditures in the outyears of the CIP to address overutilization in the cluster elementary schools under the Subdivision Staging Policy.		TBD
Ritchie Park ES Addition			TBD
Twinbrook ES Addition	Approved FY 2011 appropriation for facility planning funds.		TBD
Northeast Consortium			
Paint Branch HS Modernization/Replacement	Approved FY 2011 appropriation for balance of construction funds.		Building 8/12 Site 8/13
William Farquhar MS Modernization	Approved FY 2011 appropriation for facility planning funds.	Recommend FY 2012 appropriation for planning funds.	8/15
Burnt Mills ES Addition		Recommend FY 2012 appropriation for facility planning funds.	TBD
Cannon Road ES Modernization	Approved FY 2011 appropriation for construction funds.		1/12
Cannon Road ES Gymnasium	Approved FY 2011 appropriation for construction funds.		1/12
Fairland ES Addition			8/11
Jackson Road ES Addition			8/11
Northwest Cluster			
Darnestown ES Addition	Approved FY 2011 appropriation for planning funds.	Recommend FY 2012 appropriation for construction funds.	8/13
Diamond ES Addition		Recommend FY 2012 appropriation for facility planning funds.	TBD
Germantown ES Rebuild	Approved FY 2011 appropriation for facility planning funds.		TBD
Great Seneca Creek ES Addition	Approved FY 2011 appropriation for facility planning funds.		TBD
Poolesville Cluster			

¹ Bold indicates an amendment to the adopted FY 2011-2016 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2010	Superintendent's Recommendation	Anticipated Completion Date
Quince Orchard Cluster			
Quince Orchard HS		Recommend FY 2012 appropriation for facility planning funds.	TBD
Ridgeview MS Improvements	Approved FY 2011 appropriation for construction funds.		8/12
Brown Station ES Modernization	Approved FY 2012 expenditures for facility planning funds.	Recommend FY 2012 appropriation for planning funds.	8/16
Rockville Cluster			
Maryvale ES Modernization	Approved FY 2013 expenditures for facility planning funds.		1/18
Seneca Valley Cluster			
Seneca Valley HS Modernization	Approved FY 2012 expenditures for facility planning funds.	Recommend FY 2012 appropriation for facility planning funds.	Building 8/16 Site 8/17
S. Christa McAuliffe ES Addition		Recommend FY 2012 appropriation for facility planning funds.	TBD
Waters Landing ES Addition	Denied. Delayed appropriation for planning funds one year.	Recommend FY 2012 appropriation for planning funds.	8/14
Sherwood Cluster			
William Farquhar MS Modernization	Approved FY 2011 appropriation for facility planning funds.	Recommend FY 2012 appropriation for planning funds.	8/15
Watkins Mill Cluster			
Whetstone ES Addition			8/11
Walt Whitman Cluster			
Bannockburn ES Addition	Approved FY 2011 appropriation for facility planning funds.		TBD
Bradley Hills ES Addition	Approved FY 2011 appropriation for planning funds.	Recommend FY 2012 appropriation for construction funds.	8/13
Wood Acres ES Addition	Approved FY 2011 appropriation for facility planning funds.		TBD
Thomas S. Wootton Cluster			
Wootton HS Modernization	Approved FY 2014 expenditures for facility planning funds.		Building 8/18 Site 8/19
Cabin John MS Modernization			8/11
Cold Spring ES Gymnasium	Approved FY 2011 appropriation for planning funds.	Recommend FY 2012 appropriation for construction funds.	8/12
Special Education Centers			
Carl Sandburg Modernization			TBD

¹ Bold indicates an amendment to the adopted FY 2011-2016 CIP. Blank indicates no change to the approved project.

**Superintendent's Recommended FY 2012 Capital Budget
and Amendments to the FY 2011–2016 Capital Improvements Program
Summary Table for Countywide Projects¹**

Countywide Projects	County Council Adopted Action May 2010	Superintendent's Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2011 appropriation to increase level of funding for this project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2011 appropriation to increase level of funding for this project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Denied. Approved FY 2012 expenditures, but removed expenditures in FYs 2013–2015	Recommend FY 2012 appropriation to continue this project.	Ongoing
Clarksburg Depot Expansion	Approved FY 2016 expenditures for planning funds.		TBD
Current Replacements/Modernizations	Approved FY 2011 appropriation for planning and construction funds for scheduled elementary, middle, and high school modernization projects.	Recommend FY 2012 appropriation for planning and construction funds for scheduled elementary, middle, and high school modernization projects.	Ongoing
Design, Engineering, & Construction	Denied. Reduced FY 2011 appropriation and outyear expenditures to remove COLAs and step increases from this project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Energy Conservation	Approved FY 2011 appropriation to increase level of funding for this project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Facility Planning	Denied. Approved FY 2011 appropriation as requested, but reduced expenditures in FYs 2013–2016.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2011 appropriation to increase level of funding for this project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Future Replacements/Modernization			Ongoing
HVAC Replacement	Denied. Approved FY 2011 appropriation as requested, but reduced expenditures in FYs 2012-2016 for this project.	Recommend FY 2012 appropriation to increase level of funding for this project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2011 appropriation to continue this level of effort project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Indoor Air Quality Improvements	Denied. Approved FY 2011 appropriation as requested, but reduced expenditures in FYs 2012–2016 for this project.	Recommend FY 2012 appropriation to increase level of funding for this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Denied. Approved FY 2011 appropriation as requested, but reduced expenditures in FYs 2012–2016 for this project.	Recommend FY 2012 appropriation to increase level of funding for this project.	Ongoing
Rehab./Reno. of Closed Schools (RROCS)	Approved FY 2011 appropriation for construction funds for the Downcounty Consortium ES #29 and FY 2016 expenditures for the reopening of Broome JHS and Woodward HS as holding facilities.		Ongoing
Relocatable Classrooms	Approved FY 2010 supplemental appropriation of \$6.75 million for this project and approved an FY 2011 reduction of \$3.0 million to shift funds to the operating budget.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved FY 2011 appropriation for planning and construction funds for schools identified in the second round of assessments for this project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Roof Replacement	Approved FY 2011 appropriation to increase level of funding for this project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
School Gymnasiums	Approved FY 2011 appropriation for planning and construction funds for the remaining schools scheduled for the elementary school gymnasium project.	Recommend FY 2012 appropriation to continue this project.	8/13
School Security Systems	Approved FY 2011 appropriation to continue this level of effort project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Shady Grove Depot Replacement	Approved FY 2016 expenditures for planning funds.		TBD
Stormwater Discharge and Water Quality Management	Approved FY 2011 appropriation to continue this project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
Technology Modernization	Denied. Reduced the FY 2011 appropriation to by \$1.011 million for this project.	Recommend FY 2012 appropriation to continue this project.	Ongoing
WSSC Compliance		Recommend FY 2012 appropriation to address WSSC compliance requirements.	Ongoing

¹Bold indicates an amendment to the FY 2011–2016 CIP. Blank indicates no change to the approved project.

**Superintendent's Recommended FY 2012 Capital Budget
and Amendments to the FY 2011–2016 Capital Improvements Program**
(figures in thousands)

Project	FY 2012 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	12,474	14,249			14,249	585	2,065	4,894	6,705		
Brookhaven ES Addition		7,919	391	2,403	5,125	3,634	1,491				
Clarksburg Cluster ES (Clarksburg Village Site #1)	1,567	27,966			27,966		784	2,432	11,143	13,607	
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	9,793	11,100			11,100	466	2,022	4,069	4,543		
East Silver Spring ES Addition		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		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	9,277	10,620			10,620	449	1,888	3,924	4,359		
Harmony Hills ES Addition		7,749	270	1,500	5,979	2,467	2,308	1,204			
Jackson Road ES Addition		9,191	353	4,000	4,838	2,968	1,870				
Richard Montgomery Cluster ES Solution					6,651			355	1,884	1,788	2,624
Montgomery Knolls ES Addition		11,253	316	2,353	8,584	4,046	2,491	2,047			
Northwood HS Reopening		42,808	37,511	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		13,524	4,694	3,172	5,658	3,533	2,125				
Rock View ES Addition		7,370	397	1,446	5,527	4,331	1,196				
Seven Locks ES Add/Mod.		22,287	1,793	552	19,942	12,290	4,652	3,000			
Sherwood ES Addition		4,947	270	2,207	2,470	2,470					
Somerset ES Addition		1,516			1,516	1,380	136				
Viers Mill ES Addition	9,655	11,177			11,177	477	1,870	4,092	4,738		
Waters Landing ES Addition	669	8,827			8,827		268	1,526	4,487	2,546	
Westbrook ES Addition	10,225	11,805			11,805	497	1,680	4,744	4,884		
Whetstone ES Addition		7,633	312	2,085	5,236	2,857	2,379				
Wyngate ES Addition	8,832	10,230			10,230	439	1,475	4,272	4,044		
Countywide Projects											
ADA Compliance: MCPS	1,200	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 Modifications and Program Improvements	2,000	15,384	4,384	4,000	7,000	5,000	2,000				
Clarksburg Depot Expansion		2,046			2,046						2,046
Current Replacement/Modernizations	236,359	612,798			612,798	91,698	113,463	134,785	142,188	96,437	34,227
Design, Engineering & Construction	4,800	45,775	12,475	4,500	28,800	4,800	4,800	4,800	4,800	4,800	4,800
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	1,100	8,037	2,557	540	4,940	2,000	1,100	795	395	370	280
Fire Safety Upgrades	817	8,477	2,832	743	4,902	817	817	817	817	817	817
Future Replacements/Modernizations		81,513			81,513	0	0	1,185	2,714	32,715	44,899
HVAC (Mechanical Systems) Replacement	15,000	76,340	10,180	10,000	56,160	15,000	15,000	6,540	6,540	6,540	6,540
Improved (Safe) Access to Schools	1,200	6,237	2,637	1,200	2,400	1,200	1,200				
Indoor Air Quality Improvements	2,088	20,773	9,309	1,300	10,164	2,088	2,088	1,497	1,497	1,497	1,497
Planned Life Cycle Asset Replacement (PLAR)	6,163	56,061	18,575	6,196	31,290	6,163	6,163	4,741	4,741	4,741	4,741
Rehabilitation/Renovation of Closed Schools (RROCS)	951	39,157			39,157	8,680	12,826	9,502		627	7,522
Relocatable Classrooms	2,200	30,811	12,736	4,125	13,950	3,750	2,200	2,000	2,000	2,000	2,000
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	55,792	11,104	5,880	38,808	6,468	6,468	6,468	6,468	6,468	6,468
School Gymnasiums	4,250	39,102	24,957	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 and Water Quality Management	604	6,472	1,700	1,000	3,772	704	604	616	616	616	616
Technology Modernization	21,201	219,778	60,407	18,897	140,474	18,878	21,201	21,847	25,313	26,393	26,842
WSSC Compliance	775				775		775				
Total Recommended Amended CIP	375,370	1,767,120	274,319	105,644	1,394,583	247,474	236,605	240,920	268,576	223,264	177,744

Bold indicates an amendment to the adopted FY2011–2016 CIP

FY 2012 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 2011	FY 2012 Request For Funding
Balance of Funding						
1	Y	Carderock Springs ES Modernization	23,187	18,552	3,117	1,518
2	Y	Takoma Park ES Addition (CSR)	15,592	13,829	601	1,162
		Subtotal	38,779	32,381	3,718	2,680
Construction Request (Forward-Funded)						
3	Y	Fox Chapel ES Addition (CSR)	12,331	3,761		3,444
4	Y	Poolesville HS Magnet Improvements	9,118	5,481		3,081
5	Y	East Silver Spring ES Addition (CSR)	12,298	10,966		1,718
6	N	Sherwood ES Addition	7,947	4,787		966
		Subtotal	41,694	24,995	0	9,209
Systemic Projects						
7	Y	Watkins Mill HS HVAC	2,400	1,224		1,176
8	Y	Damascus ES HVAC	1,750	893		857
9	Y	Bradley Hills ES HVAC	1,500	765		735
10	Y	South Lake ES HVAC	1,400	714		686
11	Y	Albert Einstein HS Roof	1,400	714		686
12	Y	Germantown ES HVAC	1,361	695		666
13	Y	Broad Acres ES HVAC	1,241	634		607
14	N	Col. Zadok Magruder HS HVAC	1,185	605		580
15	Y	Rachel Carson ES Roof	960	490		470
16	Y	Broad Acres ES Roof	960	490		470
17	Y	Poolesville HS HVAC	850	434		416
18	Y	Watkins Mill ES HVAC	850	434		416
19	Y	Fairland ES Roof	840	428		412
20	Y	DuFief ES HVAC	740	378		362
21	Y	Olney ES Roof	580	296		284
22	N	Sherwood HS Roof	455	232		223
23	Y	Oak View ES Roof	435	222		213
24	Y	Walt Whitman HS Roof	350	179		171
25	Y	Greencastle ES HVAC	325	166		159
		Subtotal	17,182	8,769	0	9,589
Planning and Construction Request						
26/27	Y	Cabin John MS Modernization	39,238	21,002		18,236
28/29	Y	Cannon Road ES Modernization (CSR)	26,384	18,654		7,730
30/31	Y	Farmland ES Modernization	21,482	14,580		6,902
32/33	Y	Garrett Park ES Modernization	25,454	18,668		6,786
34/35	N	Redland MS Upgrades/Limited Renovation	14,233	10,189		4,044
36/37	Y	Jackson Road ES Addition (CSR)	9,191	6,704		2,487
38/39	Y	Ridgeview MS Limited Renovation	13,524	11,570		1,954
40/41	Y	Rock View ES Addition (CSR)	7,370	5,432		1,938
42/43	Y	Fairland ES Addition (CSR)	7,729	5,877		1,852
44/45	Y	Brookhaven ES Addition (CSR)	7,919	6,272		1,647
46/47	Y	Whetstone ES Addition (CSR)	7,633	6,373		1,260
48/49	Y	Seven Locks ES Modernization	22,662	16,752		5,910
50/51	Y	Downcounty Consortium ES #29 (McKenney Hills re-opening)*	32,221	22,932		4,645
52/53	Y	Harmony Hills ES Addition (CSR)	7,749	4,922		2,827
54/55	Y	Montgomery Knolls ES Addition (CSR)	11,253	8,659		2,594
56/57	Y	Paint Branch HS Modernization*	98,498	59,563		19,468
58/59	Y	Herbert Hoover MS Modernization*	48,788	33,976		7,406
60/61	Y	Glenallan ES Modernization* (CSR)	29,611	20,233		4,694
62/63	Y	Beverly Farms ES Modernization*	29,260	20,694		4,283
64/65	Y	Viers Mills ES Addition	11,177	8,318		2,859
66/67	Y	Bradley Hills ES Addition	14,249	11,454		2,795
68/69	Y	Wyngate ES Addition	10,230	7,845		2,385
70/71	Y	Weller Road ES Modernization* (CSR)	24,119	19,458		2,331
72/73	Y	Georgian Forest ES Addition	10,620	8,373		2,247
74/75	Y	Westbrook ES Addition	11,805	10,005		1,800
76/77	N	Darnestown ES Addition	11,100	9,375		1,725
78/79	Y	Gaithersburg HS Modernization*	119,300	80,558		19,371
		Subtotal	672,799	468,438	0	142,176
Planning Approval Request						
80	Y	Bel Pre ES Modernization	LP			LP
81	Y	Candlewood ES Modernization	LP			LP
82	Y	Farquhar MS Modernization	LP			LP
83	Y	Rock Creek Forest ES Modernization	LP			LP
84	Y	Wheaton HS Modernization	LP			LP
		TOTAL	770,454	534,583	3,718	163,654

*Split-FY Funding Request

Chapter 2

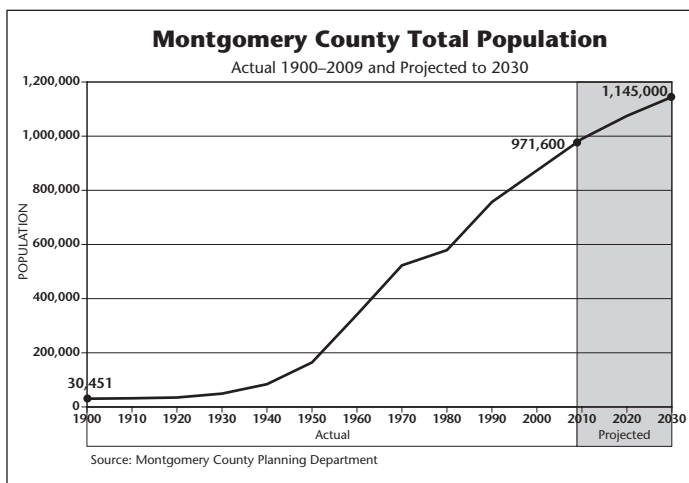
The Planning Environment

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 about 53,000 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 third year in a row, Montgomery County Public Schools (MCPS) experienced a large increase in enrollment. In the past three years enrollment has increased by over 6,000 students, an amount comparable to the total enrollment in many MCPS clusters. These enrollment increases 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 and middle schools in the next six years. Beyond the six-year planning period, enrollment increases at the high school level will be substantial as students get older and enter high schools. Overall, MCPS enrollment is projected to increase by more than 10,000 students by 2016.

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 2009, total population in the county was estimated to be 971,600. County population is projected to top one million by 2015. All



of the county 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 2009, there were 125,028 births and 50,457 deaths in the county for a net natural increase in population of 89,435. 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 2009, foreign immigration contributed 89,435 residents while out-migration from the county resulted in a loss of 67,717 residents. Notably, in the past three 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 30.2 percent in 2008. In addition, the percent of county households that do not speak English at home increased from 21.2 percent in 1990 to 37.6 percent in 2008. It is interesting to note that in 2008, while 30.2 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

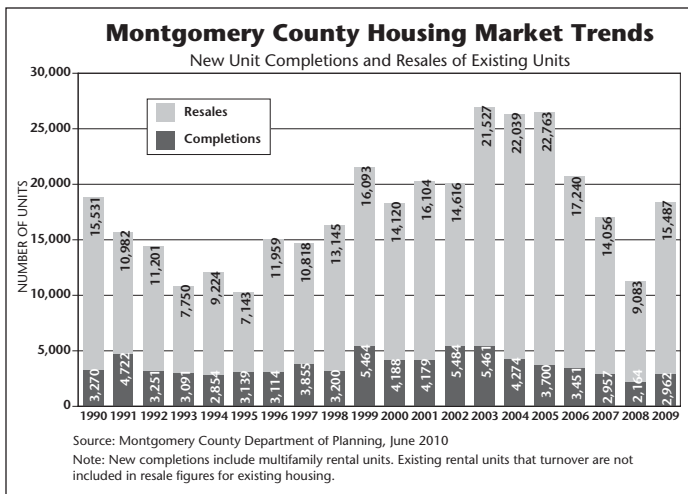
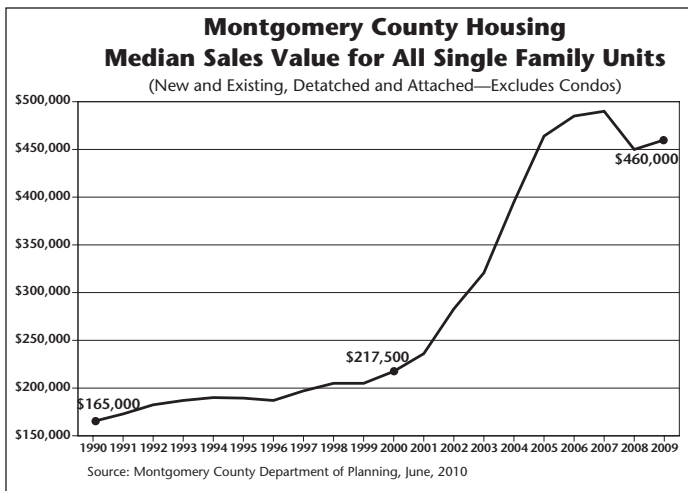
Beginning in the summer 2007, turmoil in the nation's housing market led to the deepest economic decline since the Great Depression. The bursting of the housing "bubble" had devastating implications for banks holding large amounts of mortgage debt. Buyers who should not have been qualified for mortgages defaulted on their loans and foreclosures escalated, which led to a credit crisis that has rippled through the economy and led to millions of job losses and a national unemployment rate that was last reported to be 9.6 percent in September 2010. The credit crisis and related job losses also 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. The National Bureau of Economic Research, considered the arbiter of recessions, declared the recession—that began in December 2007—to be over in June 2009. The depth and length of this recession led many to call it the "Great Recession," and to note that it was the longest economic

downturn since the Great Depression. Despite the declaration that the recession has ended, 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. In August 2010, the Maryland unemployment rate was 7.3 percent and the Montgomery County rate was 5.5 percent. However, in Montgomery County, the 5.5 percent unemployment rate was well above the more typical rates of 2.5 to 3.5 percent. In addition, resident employment in the county has declined during the recession, from 502,959 in 2006 to 483,671 in 2010. 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 \$460,000 in 2009. The market for new homes has been very weak for the past



three years. In 2009 only 2,962 new housing units (single-family detached, townhouses, and multi-family units) were completed.

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. Nearly half of the 2,962 residential completions in 2009 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 2009 the average was 91 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 becoming 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 Great Seneca Science Corridor, 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.

Subdivision Staging Policy

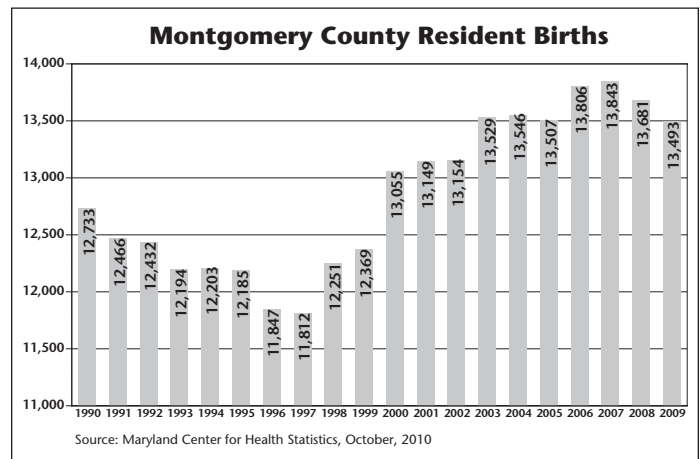
The Montgomery County Subdivision Staging Policy is the tool the county uses to regulate subdivision approvals commensurate with the availability of adequate transportation and school facilities. The policy was formerly known as the “Growth Policy,” but the name was recently changed to better reflect the purpose and scope of the policy. The policy includes an annual test of school adequacy that compares projected school enrollment and capacity in 25 school cluster areas. The school test 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 Subdivision Staging Policy school test is updated annually, using the latest school enrollment projections and capital projects that are funded and add capacity.

The annual school adequacy test has two thresholds. Clusters where projected enrollment exceeds capacity, and results in school utilizations between 105 and 120 percent, require a school facility payment be made in order to obtain building permits. Clusters where projected enrollment exceeds capacity and results in school utilizations exceeding 120, are placed in moratorium and no residential subdivisions may be approved. Now that elementary school and middle school enrollment growth is strong, many clusters exceed the 105 percent threshold for the school facility payment. Nine clusters are in this status for FY 2011. There are no clusters that exceed 120 percent of program capacity. Consequently no clusters are in residential development moratorium in FY 2011.

The FY 2011 school test results are shown in the table below. It is important to note that this test of school adequacy was

based on enrollment projections that were developed in the fall 2009. Enrollment projections shown in this document have been developed in the fall 2010 and are substantially higher in many cases. These new enrollment forecasts will be factored into the FY 2012 school test that will take effect on July 1, 2011. When that test takes effect more clusters will exceed the 105 percent threshold for the school facility payment and several clusters will exceed the 120 percent threshold for moratorium. The clusters that will exceed 120 percent utilization in the FY 2012 school test include the Richard Montgomery cluster (elementary utilization of 135.9% and middle school utilization of 136.4%), the Quince Orchard cluster (elementary utilization of 120.5%), and the Bethesda-Chevy Chase cluster (middle school utilization of 123.9%). Capital projects to address the space deficits in these clusters are not yet included in the MCPS capital improvements program.

More detailed cluster tables showing the FY 2011 school test results may be found in appendix I. Additional information on the role of MCPS in the Subdivision Staging Policy can be found in appendix P-1.



Results of Subdivision Staging Policy School Test for FY 2011

Based on County Council Adopted FY 2011–2016 CIP and Cluster Enrollment Forecasts for 2015–2016

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.	Bethesda-Chevy Chase Richard Montgomery Northwest Northwood Paint Branch Quince Orchard Rockville	Bethesda-Chevy Chase Richard Montgomery Northwest Whitman	Wootton
Clusters over 120 percent utilization Moratorium required in clusters that are inadequate.			

Source: Montgomery County Public Schools, Division of Long-range Planning, July 1, 2010
Montgomery County Planning Department, July 1, 2010

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 2009, births numbered 13,493, and are projected to continue increasing. The number of births in 2009 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 2009 will reach elementary school in 2014, middle school in 2020, and high school in 2023. Since births are projected to continue to increase, it is evident that long-term enrollment increases will occur.

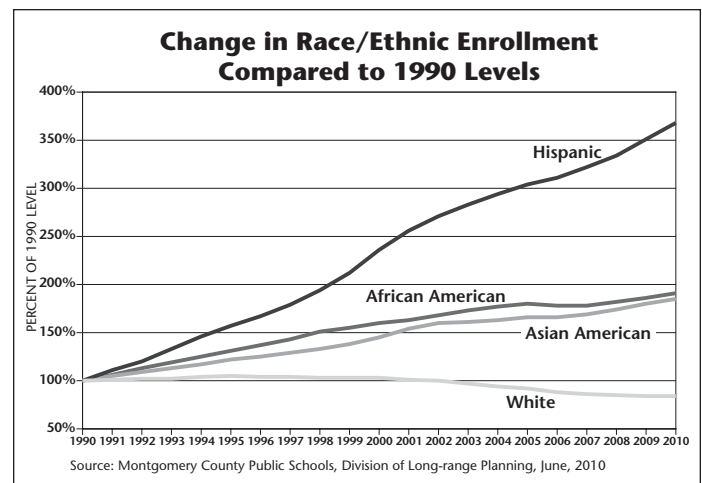
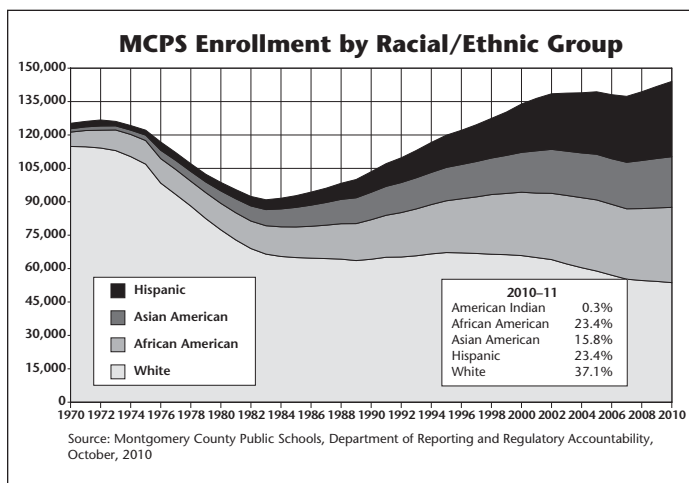
Records of county resident births show increasing numbers of African American, Asian American and Hispanic births, while the share of births to White, non-Hispanic mothers dropped to 36 percent in 2009. Demographic momentum for further gains in diversity is building as the median age for the Hispanic, 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.

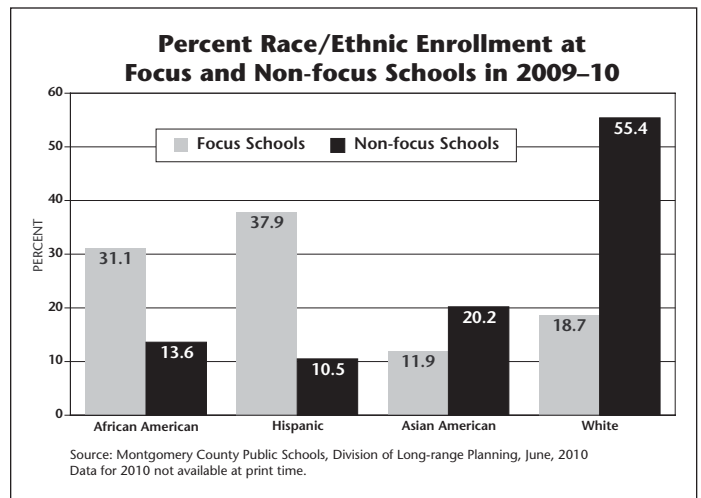
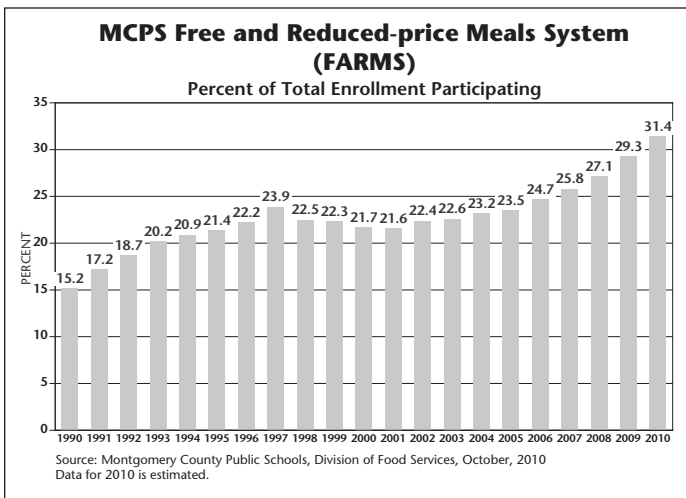
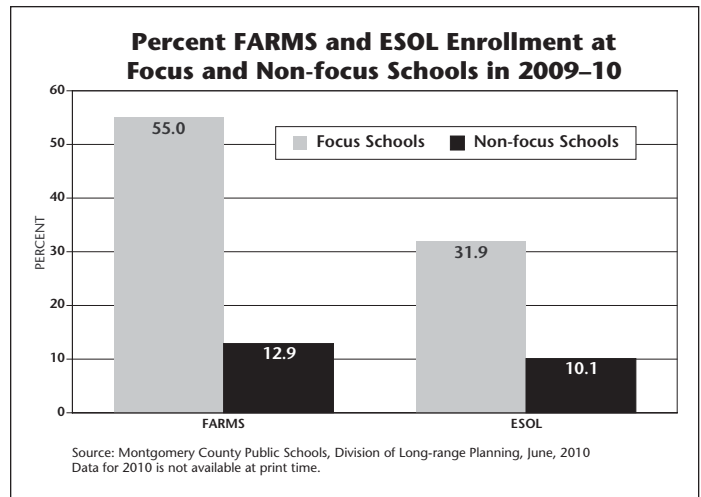
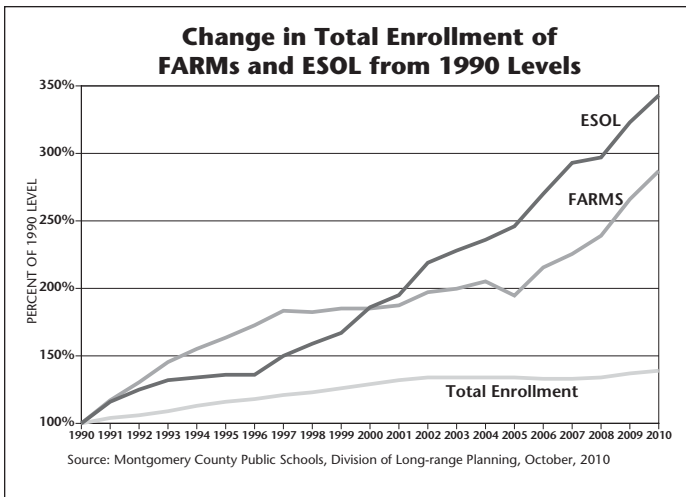
Migration and immigration are driven by the regional economy, housing costs, and international events. All of these factors have a significant degree of volatility and can make movement into and out of MCPS fluctuate from year to year. Records of MCPS student entries and withdrawals show that, typically, 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.) However, in the past three years entries into MCPS have significantly exceeded withdrawals, resulting in net increases in enrollment despite the poor economy. For example, during the 2009–2010 school year, records indicate there was positive net migration into MCPS from international sources and domestic sources. This was a change from the 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.) The weak housing market is making it difficult for residents to sell their

homes, contributing to less household mobility. In addition, since most parts of the nation have higher unemployment than the Washington region, movement for job opportunities has been greatly reduced. 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 students who are enrolled in public schools. In 2009, 86 percent of students enrolled in Montgomery County schools were enrolled in MCPS, while 14 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 2010–2011 school year is 144,458. This year is the first year that expanded categories for reporting race and ethnicity are in use. Two additional categories have been added to past reporting categories—“Two or more races,” and “Native Hawaiian/Pacific Islander.” These are added to the existing categories of “American Indian/Alaskan Native,” “Asian,” “Black or African American,” “Hispanic,” and “White.” Disaggregation of enrollment by racial and ethnic groups reveals the importance of diversity to enrollment growth. Since 1990, MCPS enrollment has grown by over 40,000 students, a 39 percent increase over the 1990 enrollment of 103,732. Over this period, White, non-Hispanic enrollment declined by 14,101 students. All of the enrollment increases since 1990 are attributed to Native Hawaiian/Pacific Islanders (+106), American Indian/Alaskan Native (+68), Two or more races (+6,223), Asian (+8,300), Black or African American (+13,060), and Hispanic (+27,070) racial and ethnic groups. MCPS enrollment is now .1 percent Native Hawaiian/Pacific Islander, .2% American Indian/Alaskan Native, 4.3 percent Two or more races, 14.3 percent Asian, 21.3 percent Black or African American, 25.2 percent Hispanic, and 34.7 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 34.7 percent of students fall in this group. Second, by looking at the percent increases in each racial and ethnic group since



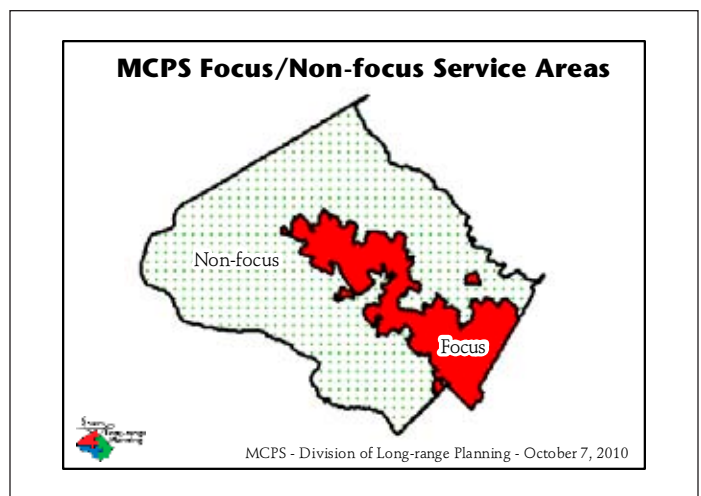


1990, it is evident that Hispanic enrollment (which grew by over 300 percent since 1990) is leading all other groups in rate of growth. Only the four major racial/ethnic groups are shown in these graphs for the purpose of presenting long-term trends.

Enrollment in MCPS special programs, that serve a 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 2009, 41,464 students (29.3 percent of enrollment) participated in the program, an increase of 25,888 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 2009, 17,669 students (12.5 percent of enrollment) enrolled in this program, an increase of 12,197 students. (Figures for these two programs were not available for the 2010-2011 school year at time of publication.) An increasing share of the ESOL students live in households where the parents were born in another country and the children were born in the United States. In 2009, 60.3 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, corresponding to the rate of increase in Hispanic enrollment.

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 and the



effects of the recession 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.

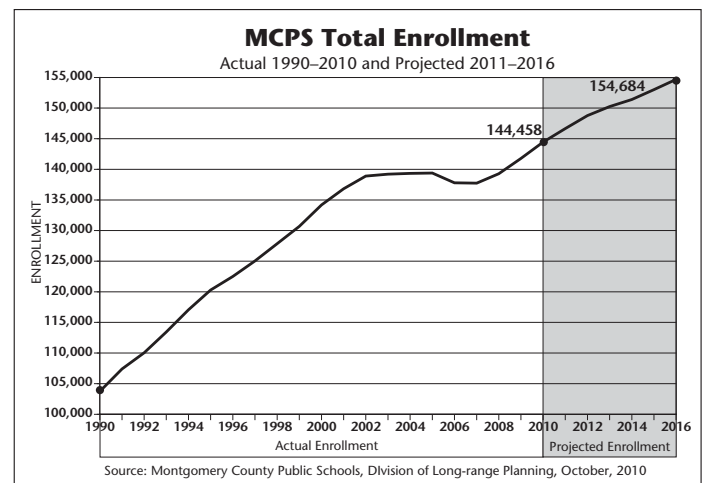
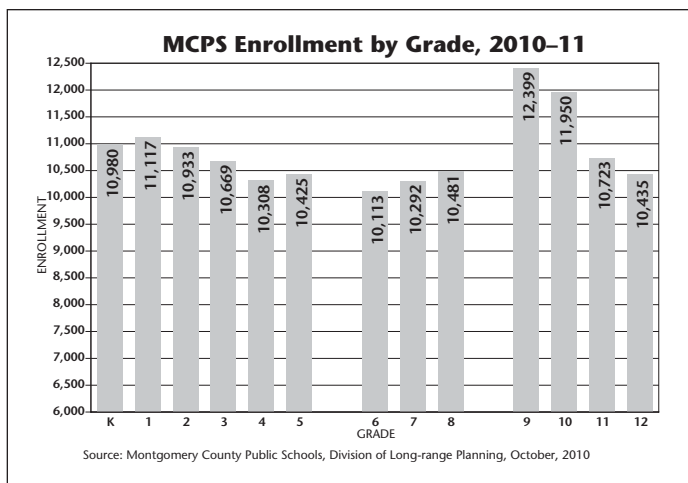
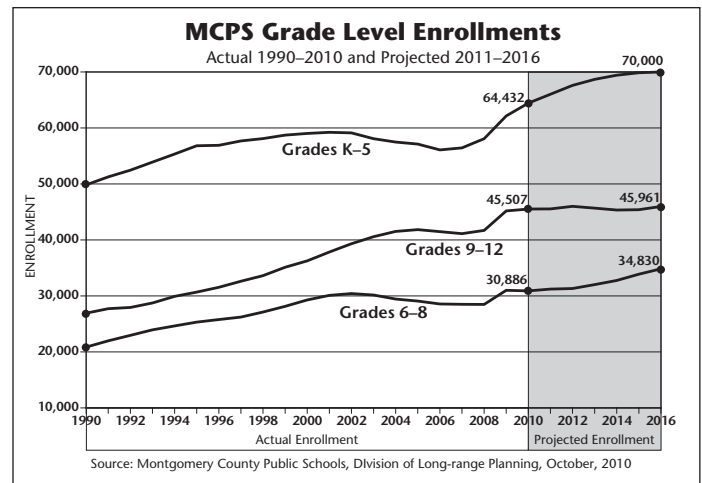
At one time, communities in the “focus” elementary school service areas had little racial and ethnic diversity. The wave of immigration over the past three decades has transformed these communities. In these focus school communities enrollment growth has been driven by turnover of existing units and 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 2009 enrollment of 33,123, and 65 elementary schools in the non-focus school group with a total enrollment of 32,451. 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. The advent of full-day kindergarten, countywide since 2006, also has been a major factor in elementary school enrollment increases. Elementary enrollment is now entering a strong growth phase and middle school enrollment is coming right behind as the wave of elementary students begin hitting the middle schools within the next six years. Enrollment increases at high schools will come a little later, when this wave of students reaches high school age.

The six-year forecast for Grades K–5 enrollment shows an increase of 5,568 students from the 2010 enrollment of 64,432, to the projected 2016 enrollment of 70,000. The six-year forecast for Grades 6–8 enrollment shows an increase of 3,944 from the



2010 enrollment of 30,886 to the projected 2016 enrollment of 34,830. The six-year forecast for Grades 9–12 enrollment shows an increase of 454 from the 2010 enrollment of 45,507 to the projected 2016 enrollment of 45,961. The six-year forecast for total MCPS enrollment shows an increase of 10,226 from the 2010 enrollment of 144,458 to the projected 2016 enrollment of 154,684. (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 13,493 births in 2009. Further accelerating enrollment increases are the movement of households into the county from other parts of the world, and the reduction in out migration of households due to the economy.

The current era of enrollment increases has already seen enrollment grow by 53,000 students since the low point of 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 2010–2011 school year, MCPS operates 131 elementary schools, 38 middle schools, 25 high schools, one career and technology center, one alternative program center, and five special program centers. Since 1983 MCPS has opened 31 elementary schools, 17 middle schools, and 6 high schools (including 10 reopenings of closed schools). In the next six years, a great deal of 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, 55 elementary schools, 11 middle schools, and 11 high schools have been modernized. Additional older schools will be assessed in the coming year for future modernization. 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 2012 Capital Budget and Amendments to 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 131 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.

Six 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:

Sustaining and Modernizing Facilities

OBJECTIVE 4:

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

OBJECTIVE 5:

Support multipurpose use of schools

OBJECTIVE 6:

Meet space needs of special education programs

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

As the school system continues to focus program initiatives to improve student performance, 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

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 also received staffing to reduce class sizes. For FY 2011, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2.

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 Schools

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 Grades K–2.

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

Schools in bold are Title I schools in the 2010–2011 school year.

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 may 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. Funding is approved in the FY 2011–2016 CIP to construct gymnasiums at all elementary schools that currently do not have a gymnasium.

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

- 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. Board of Education Policy IGS, *Educational Technology* strives to ensure that educational technology is appropriately and equitably integrated into instruction and management to increase student learning, enhance the teaching process, and improve the operation of the school system.

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 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. MCPS enrollment is now 53,000 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 since that time. 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 actual enrollment is 144,458 and by 2016 enrollment is projected to be 154,684. 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 expansion of some schools during modernization are all important strategies to address space needs. For a summary of approved capital projects, please see the table in Chapter 1 labeled “Superintendent’s Recommended FY 2012 Capital Budget and Amendments to the 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 at 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, for a classroom addition to be considered. A new elementary school may 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 the county Subdivision Staging Policy. Whenever possible, school facility plans attempt to keep a cluster from being placed in a housing moratorium.

Funding was approved in the FY 2011–2016 CIP for three new schools including:

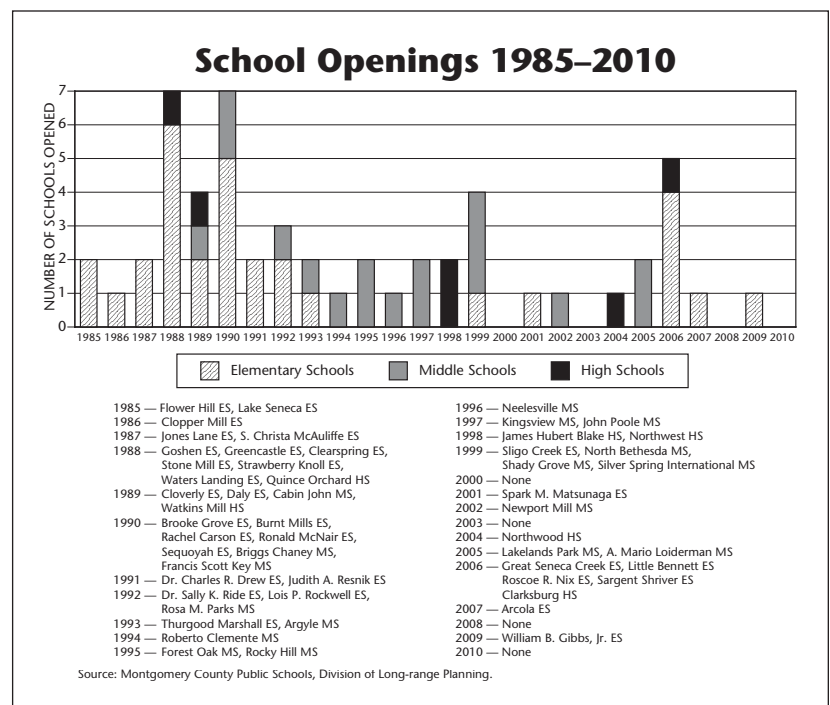
- Downcounty Consortium Elementary School #29 (open August 2012)
- Clarksburg Cluster Elementary School (Clarksburg Village Site #1) (open August 2014)
- Clarksburg/Damascus Middle School (open August 2015)

In addition to new school openings, funding was approved 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 lists the schools, the number of rooms in the additions, and the completion dates. Facility Planning funds were approved 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. An FY 2012 appropriation is requested for facility planning funds for the following schools: Bethesda-Chevy Chase and Quince Orchard high schools; Burnt Mills, Captain James Daly, Diamond, Kensington-Parkwood, S. Christa McAuliffe, Judith A. Resnik, Sargent Shriver, Strawberry Knoll, Summit Hall elementary schools. See Chapter 4 for additional information concerning the approved 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 opposite 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,



Number of Additional Rooms Planned—Addition Projects

School	Number of Rooms Planned*	Completion Date
Approved Projects in the Amended FY 2009–2014 CIP		
Brookhaven ES	11	August 2011
Fairland ES	13	August 2011
Fox Chapel ES	11	August 2011
Harmony Hills ES	16	January 2012
Jackson Road ES	15	August 2011
Montgomery Knolls ES	14	January 2012
Rock View ES	14	August 2011
Whetstone ES	11	August 2011
Approved Projects in the FY 2011–2016 CIP		
Bradley Hills ES	17	August 2013
Clarksburg HS	18	August 2015
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 2014
Westbrook ES	15	August 2013
Wyngate ES	16	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, dual purpose room, and the computer laboratory.

with enrollment increasing again, the number of relocatables is once again on the rise. This school year about 10,000 students attended class in 418 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

Because student enrollment at Monocacy and Poolesville elementary schools has been declining for a number of years, on October 23, 2009, the superintendent of schools recommended the closure of Monocacy Elementary School effective August 2010, and the consolidation of the enrollments of Monocacy and Poolesville elementary schools at Poolesville Elementary School. Subsequently, the Board of Education conducted a work session and public hearings on the superintendent's recommendation and on November 19, 2009 voted to not adopt the superintendent's recommendation. Instead, the Board of Education passed resolutions requesting the superintendent convene a roundtable discussion group in spring 2010. The roundtable discussion group was charged with developing approaches to address the declining enrollment in the Poolesville cluster. Included in the Board of Education action was the stipulation that representatives from the adjacent Clarksburg and Northwest clusters as well as Poolesville cluster representatives be included

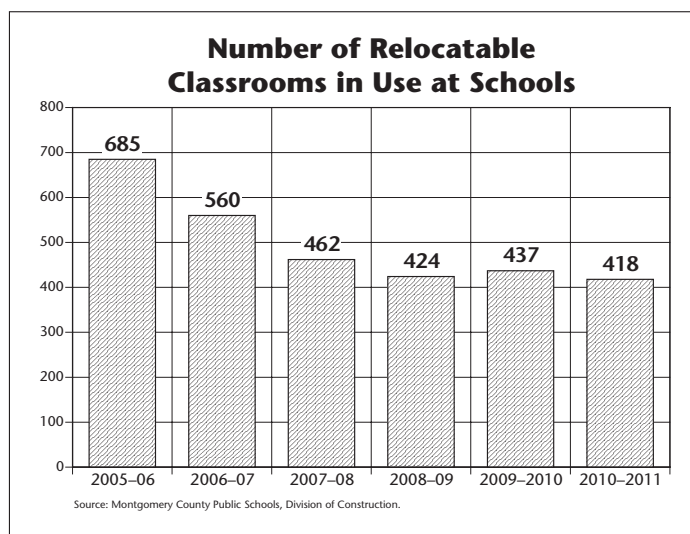
Number of Additional Rooms Planned—Modernization Projects

School	Number of Rooms Planned*	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
Farmland ES	6	August 2011
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	6	January 2012
Weller Road ES	4	August 2013

on the roundtable discussion group. A report summarizing the approaches and evaluation of the approaches was submitted to the superintendent and Board of Education in June 2010. After reviewing the findings of the roundtable discussion group, the superintendent released his recommendation for Poolesville and Monocacy Elementary Schools on October 15, 2010. The recommendation is available to view at :

www.montgomeryschoolsmd.org/departments/planning/Index2.shtml

Based on the latest enrollment projections, including new development in the Town of Poolesville, the enrollment at Poolesville Elementary School has reversed the downward trend that has been evident in the past at the school. Because of the turnaround in the enrollment at Poolesville Elementary School, it is no longer advisable to consolidate the enrollment of Monocacy Elementary School at Poolesville Elementary School. It is now evident that either relocatable classrooms or an addition at



Poolesville Elementary School would be necessary within the next six years to consolidate enrollment at Poolesville Elementary School. In addition, Poolesville Elementary School is included on the list of schools to be assessed for modernization in the future. The outcomes of the assessment—that will be available in fall 2011—will indicate when the school can be expected to be modernized. It would be more cost effective to await the Poolesville Elementary School modernization to consider any expansion of the facility. The provision to allow students in the Poolesville Elementary service area the choice to attend Monocacy Elementary in kindergarten has been expanded such that students may request a transfer to Monocacy Elementary at any grade level. See Chapter 4 for additional information.

A second roundtable discussion group was convened in the Bethesda-Chevy Chase Cluster to develop approaches that would address the overutilization of Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. In addition to addressing the overutilization, the roundtable discussion group also was charged with addressing the unique school pairing and articulation pattern of the Bethesda Elementary School and the grade organization of Chevy Chase and North Chevy Chase elementary schools. Representatives from Westland Middle School, and Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools served on the roundtable discussion group. A report summarizing the approaches and evaluation of the approaches was submitted to the superintendent and Board of Education in June 2010.

After considering the findings of the roundtable, the Superintendent released his recommendation on the Bethesda-Chevy Chase Cluster Roundtable Discussion Group on October 15, 2010. This recommendation is available to view at: www.montgomeryschoolsmd.org/departments/planning/Index2.shtml

Consistent with Board Policy IEB, *Middle School Education*, the superintendent strongly believes that Grade 6 students' academic, social, and emotional development are better achieved in a middle school setting than in an elementary school setting. Therefore, he recommended that Grade 6 students at Chevy Chase and North Chevy Chase elementary schools be reassigned to the middle school level as soon as a new middle school can be opened in the Bethesda-Chevy Chase Cluster.

To accomplish this, a site selection committee will be formed in winter 2011 to identify a location for a new middle school in the Bethesda-Chevy Chase Cluster. This new middle school would provide the capacity needed to relieve Westland Middle School's overutilization and enable the Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to be assigned to a middle school. Once the site selection committee process is complete, I am recommending that a facility advisory committee be formed in spring 2011 to conduct a feasibility study for the new middle school. The purpose of the feasibility study will be to determine the scope and cost for a new middle school on the selected site. The facility advisory committee will include representatives from the Bethesda-Chevy Chase Cluster, MCPS Department of Facilities Management staff, and members of the community.

A request for funding will be made in October 2011 as part of the FY 2013–2018 CIP for addition projects at Bethesda, North Chevy Chase, and Rosemary Hills elementary schools, and for the new middle school. No addition will be recommended for Chevy Chase Elementary School. A completion date for these elementary school additions will be included in the FY 2013–2018 CIP. A boundary review process involving Bethesda, North Chevy Chase, and Rosemary Hills elementary schools will be conducted a year and a half prior to the completion of the additions. See Chapter 4 for additional information.

A roundtable advisory committee is recommended to study the possible collocation of the Carl Sandburg Learning Center program at Maryvale Elementary School when Maryvale is modernized. The scheduled completion date for Maryvale is January 2018. In fall 2011, in the FY 2013-2018 CIP, facility planning funds will be requested for FY 2013 for either Maryvale alone, or collocation of Sandburg and Maryvale. See Chapter 4 for additional information.

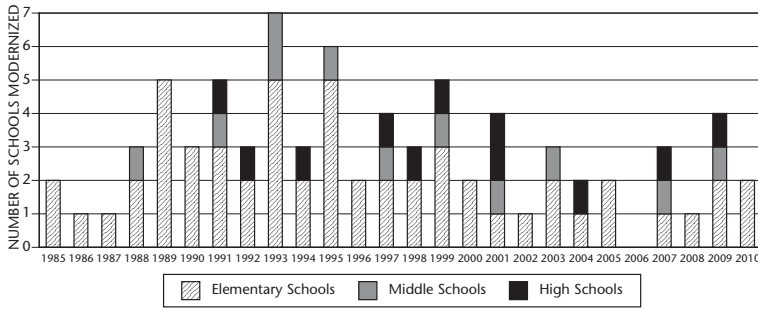
A second roundtable advisory committee is recommended Thomas Edison High School of Technology (TEHST) and Wheaton High School to develop and analyze approaches that will guide staff in developing a wide range of program and facility approaches that would define the relationship between TEHST and Wheaton High School, in order to move forward with the feasibility study for the facility modernization. The approaches may include a one-school model, a model that creates two-independent programs, hybrid models, or others that the committee may identify. The roundtable will submit a report with individual committee member analyses of the approaches for consideration by the superintendent. The superintendent will make a recommendation in February 2011 with Board of Education in March 2011. The scheduled completion date for the modernization of these two schools is August 2015. See Chapter 4 for additional information.

A boundary study is recommended as part of the Amended FY 2011–2016 CIP to develop the service area for the Downcounty Consortium Elementary School #29 when it opens in August 2012. The boundary advisory committee will include representatives from Oakland Terrace Elementary School and Woodlin Elementary School. The boundary study will take place in the spring of 2011. The superintendent will make a recommendation in October 2011 for Board of Education action in November 2011.

OBJECTIVE 3: Sustaining and Modernizing Facilities

The Board of Education, superintendent, and school community recognize the necessity of maintaining schools in good condition through a range of activities including routine daily maintenance to the systematic replacement of building systems. A number of capital projects provide funds for systematic life-cycle asset replacement, including the Roof Replacement program, the Heating, Ventilation and Air Conditioning (HVAC) program, and the Planned Life Cycle Asset Replacement (PLAR) program.

School Modernizations 1985–2010*



- 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
 - 2010 — Carderock ES, Cresthaven ES
- *School Year Completed
Source: Montgomery County Public Schools, Division of Long-range Planning

In recognition of the need to place more emphasis on sustaining all schools in good condition, the Board of Education recently updated its' policy on school modernizations. The existing policy, called Policy FKB, *Modernization/Renovation*, was adopted in 1992 and has never been updated. On July 8, 2010, the Board of Education tentatively adopted, and sent out for public comment, an update to this policy, now called Policy FKB, *Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities*. The updated Policy FKB enacts a long-term view for sustaining MCPS facilities until the point where full modernization is necessary. The Board of Education is scheduled to adopt the new Policy FKB on December 7, 2010. The policy's greater emphasis on maintaining schools in good condition also addresses concerns over the long timeframe for modernizations. Although a large number of schools have been modernized since 1985—55 elementary schools, 11 middle schools, and 11 high schools—the availability of funds, and the limited number of holding centers, constrains the pace of modernizations. At the current pace, modernizations of elementary schools occur on a 65 year cycle, middle schools occur on a 76 year cycle, and high schools occur on a 50 year cycle. By providing a higher level of maintenance at schools, the overall condition can be better for a longer period of time.

Because schools built or modernized since 1985 are generally of higher construction quality than schools built prior to 1985, it is possible to extend their useful life through a high level of maintenance and replacement of building systems. In the coming years more funds will be directed to capital projects that sustain facilities in good condition for longer periods than have been feasible in the past.

The Board of Education, superintendent, and school community also recognize that even well maintained facilities eventually reach the end of their useful life-span and require modernization. Modernizations update school facilities and provide the variety of instructional spaces necessary to effectively deliver the current curriculum. Modernizations also bring schools up to current design and code standards. 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. In many cases, a life cycle cost analysis shows it is more cost effective to replace an older school facility rather than attempting to salvage portions of the old facility.

School modernizations have been scheduled using 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 are scheduled for modernization were ordered according to their ranking after the assessment. Appendix E shows the queue of schools scheduled for modernization and the corresponding FACT scores. The adopted FY 2011–2016 CIP includes funding for planning and/or constructions funds for the remaining elementary school that were already assessed for modernization.

The list of elementary schools in the queue for modernization is almost complete, with the last three elementary schools now in the queue scheduled for completion in January 2018. As a

Holding Facility Schedule

Holding Facility	SY 10–11	SY 11–12	SY 12–13	SY 13–14	SY 14–15	SY 15–16	SY 16–17
ELEMENTARY SCHOOLS							
North Lake	Farmland	Beverly Farms	Bel Pre		Wheaton Woods	Maryvale	
Radnor	Seven Locks	Bradley Hills	Rock Creek Forest	Wayside	Potomac		
Grosvenor	Garrett Park	Weller Road	Candlewood	Brown Station	Luxmanor		
Fairland	Cannon Road	Glenallan					
MIDDLE SCHOOLS							
Tilden Center	Cabin John	Herbert Hoover	William H. Farquhar	Tilden at Woodward			

result, it is necessary to prepare for the assessment of additional schools that are aging and in need of modernization. Therefore, the methodology used to assess schools needs to be updated to reflect the current educational program and current school design and code standards. In the spring and summer of 2010, a multi-stakeholder committee participated in updating the methodology to assess schools for modernization. The updated FACT methodology describes the criteria for assessing the condition of schools, measures for each criterion, and relative weights to apply to various criteria to obtain an overall score for each facility. Consultants EMG, Inc., provided technical expertise in the development of the detailed FACT methodology, and will be responsible for the assessment of the 53 schools that are included in the group of schools to be assessed.

The Board of Education is scheduled to review the updated FACT methodology on December 7, 2010. Thereafter the assessment of schools will begin. All of the school assessments will be completed by the end of FY 2011, and the scores and scheduling sequence for their modernization will be published in fall 2011 in the FY 2013–2018 Capital Improvements Program. The schools to be assessed in the upcoming round of assessments will be appended to the existing queue of schools already scheduled for modernization. Appendix R provides additional information on the assessment of schools for modernization and provides the list of 53 facilities that will be assessed in FY 2011.

In order to accelerate the pace of secondary school modernizations, funding is approved 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 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.

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. 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.

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 2010 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 systemwide by providing training and education; incentives, recognition, and award programs for conservation; accessible energy and recycling data; individual school programs for energy and environmental investigation-based learning opportunities; and conservation operations and procedures. SERT staff 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 are 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 - included 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 opened at New Hampshire Estates Elementary School in August 2009. Funding was 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. Planning and construction funds also have been approved to construct a SBHC as part of the Viers Mill Elementary School addition project and the Weller Road Elementary School modernization. Both of these projects are scheduled for completion in August 2013

In spring 2006, the School-based Wellness Center Planning Group was convened. The planning group was charged with describing the services that would be offered at wellness centers at high schools and to identify criteria and a decision-making process for prioritizing schools sites for wellness centers. As a result of the work of the planning group, 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 staffs 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 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 and Student Services-(DSESS), 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. Sixty-six elementary schools have been designated as Home School Model Schools for the 2010–2011 school year. The Learning and Academic Disabilities (LAD) Program is in seven middle schools and all high schools. Transition services are provided in all high schools.
- Special education services are cluster and quad-cluster based for elementary students who are recommended for the LAD Program.

- Special education services are available in quad clusters or regionally for students who are recommended for the following programs:
 - Augmentative and Alternative Communication Program
 - Autism Spectrum Disorders Program
 - Bridge Program
 - Elementary Physical Disabilities Program
 - Elementary School-based Learning Center
 - Emotional Disabilities Program
 - Gifted and Talented/Learning Disabled Program
 - High School Learning Centers
 - Infants and Toddlers
 - Learning for Independence (LFI)
 - Preschool Education Program (PEP)
 - Preschool Language Program
 - School/Community-based (SCB)
 - Special education centers of Longview and Stephen Knolls.
- Special education services are county-based for students in need of the following programs:
 - Carl Sandburg Learning Center
 - Deaf and Hard-of-Hearing Program
 - Preschool Vision Program
 - Regional Institute for Children and Adolescents (RICA)
 - Rock Terrace Program
 - Secondary Extensions Program
 - 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 five 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. DSESS and the Division of Early Childhood Education are collaborating to collocate general and special education preschool classes to facilitate LRE opportunities for preschool students. The DFM and OSP are closely involved with DSESS in this process.

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 2012 Capital Budget and the Amended 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 actions 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 10,000 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 houses about 10,000 students in 418 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 and/or approved capital projects or non-capital actions. All clusters may not have clusterwide planning issues, and only schools with plans 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 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.
- “Recommended”—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

For each cluster and the two consortia, four summary tables and a bar graph are presented. The bar graph shows the effects of additions to capacity in the calculation of future utilization levels. The “Projected Enrollment and Available Capacity” table reflects the projected enrollment six years into the future for elementary and secondary schools and to the years 2020 and 2025 at the secondary level. Space availability is shown with

AAC—Augmentative and Alternative Communication

Add.—Addition

AUT—Autism Spectrum Disorders

BRIDGE—Bridge services

Cap.—Capacity

Comp.—Complete

CSR—Class size reduction

DCC—Downcounty Consortium

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

LTL—Linkages to Learning

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

Mod.—Modernization

MSMC—Middle School Magnet Consortium

NEC—Northeast 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

SBHC—School-based Health Center

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

SLC—Secondary Learning Center

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

TBD—To be determined

VIS—Preschool or secondary Vision Impairment

approved and 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 on the previous page. A second table, titled “Demographic Characteristics of Schools, 2010–2011,” shows the racial and ethnic group composition percentages for each school for the 2010–2011 school year. This table also displays the student participation in the Free and Reduced-price Meals System (FARMS) program, the percentage of English for Speakers of Other Languages (ESOL) and the Mobility Rate (the number of entries and withdrawals during

the 2009–2010 school year as compared to total enrollment) for the 2009–2010 school year. The “Room Use Table (School Year 2010–2011)” reflects detailed room use information for each school along with special education program information. The final table, titled “Facilities Characteristics of Schools 2010–2011,” shows facility information for each school.

Clusters for 2010–2011 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–5)
- 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)*
- Lois P. Rockwell ES (K–5)
- Woodfield ES (K–5)
- Rocky Hill MS (6–8) *(shared with Clarksburg Cluster)**
- Cedar Grove 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)

Rolling Terrace ES (HS and pre-K–5)

Sligo Creek ES (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–4, August 2010; HS and pre-K–5, August 2011)

Piney Branch ES (3–5)

Takoma Park ES (HS–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 2010–2011 School Year

NORTHEAST CONSORTIUM

James H. Blake HS (9–12)
Paint Branch HS (9–12)
Springbrook HS (9–12)
Benjamin Banneker MS (6–8)
Burtonsville ES (K–5)
Fairland ES (HS and pre-K–5)*
Greencastle ES (pre-K–5)
Briggs Chaney MS (6–8)
Cloverly ES (K–5)*
Fairland ES (HS and pre-K–5)*
Galway ES (pre-K–5)
William T. Page ES (pre-K–5)
William H. Farquhar MS (6–8) *(shared with Sherwood Cluster)**
Cloverly ES (K–5)*
Sherwood (K–5)*
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 (pre-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 (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 (HS and pre-K–5)*
Dr. Martin Luther King, Jr. MS (6–8)
Lake Seneca ES (pre-K–5)
Dr. Sally K. Ride ES (HS and pre-K–5)*
Waters Landing ES (K–5)

SHERWOOD CLUSTER

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

WATKINS MILL CLUSTER

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

WALT WHITMAN CLUSTER

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

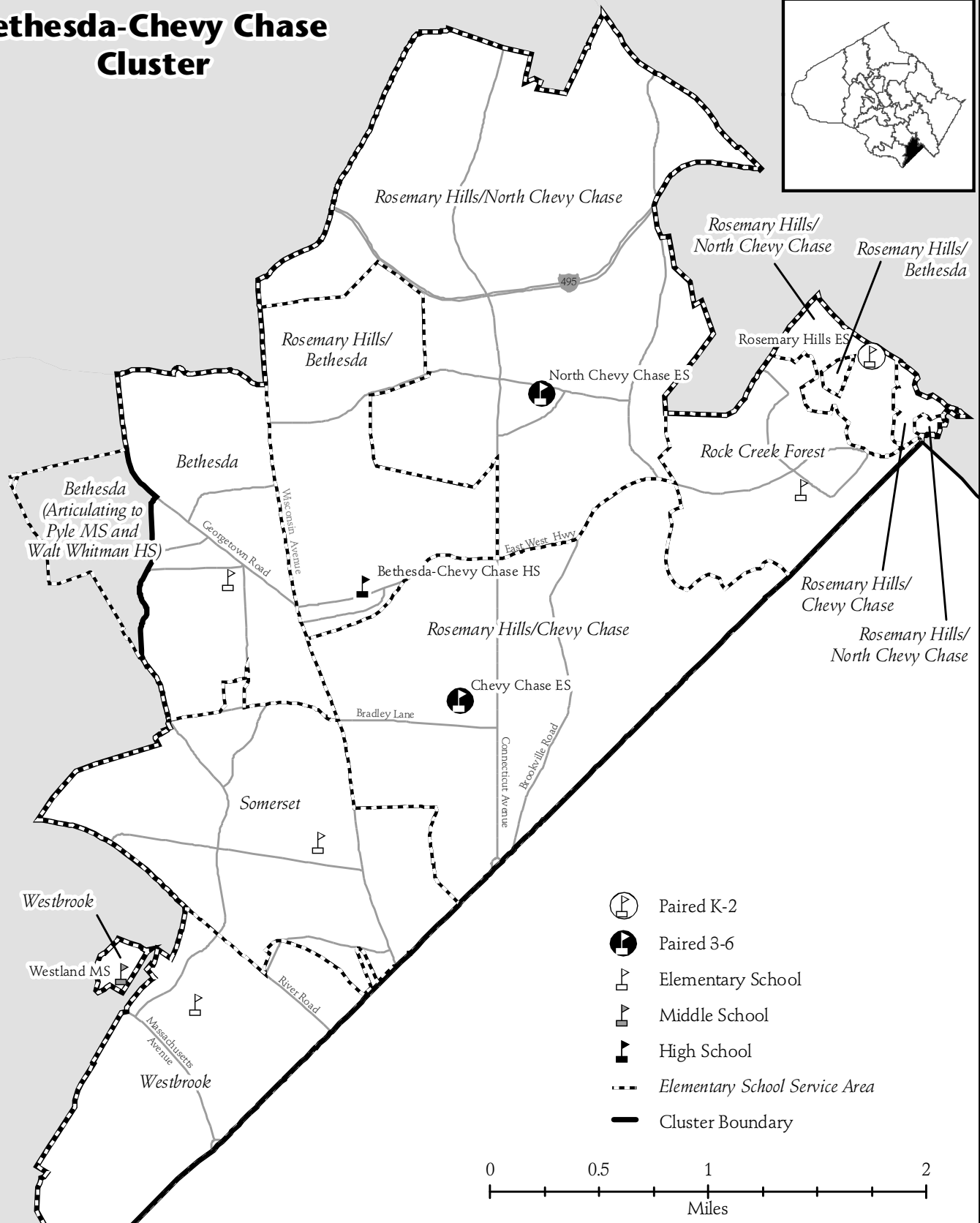
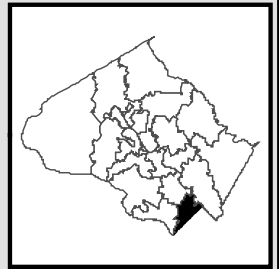
Other Educational Facilities

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 few years. Projected enrollment increases at Rock Creek Forest, Somerset, and Westbrook elementary schools will be addressed in the coming years through approved capital projects. At Rock Creek Forest Elementary School, the capacity of the school will be increased with the upcoming modernization when it opens in January 2015. Approved additions at Somerset Elementary School (opening during the 2010–11 school year), and at Westbrook Elementary School (opening in August 2013) will address space needs at these two schools.

At the four other Bethesda-Chevy Chase Cluster elementary schools, space shortages have brought to the forefront three planning issues that need to be addressed in the future. First, the unique grade organization of Chevy Chase and North Chevy Chase elementary schools, which serve Grades 3 to 6 students, needs to be reviewed prior to investing in capital projects that add capacity. Chevy Chase and North Chevy Chase elementary schools are the only elementary schools in the school system that serve Grade 6 students. In the rest of the school system, Grades 6 to 8 students are served in middle schools. Second, the number of additional classrooms required, and the location for these additions, needed to address the overutilization of Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools, will be determined as part of the FY 2013–2018 CIP. Third, the longstanding concerns with the partial pairing of Bethesda Elementary School and Rosemary Hills Elementary School need to be addressed. Although Bethesda Elementary School serves students in Grades K–5, some neighborhoods are assigned to Rosemary Hills Elementary School for Grades K–2 and are assigned to Bethesda Elementary School for Grades 3–5.

A number of activities have occurred in the past year to address overutilization at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. First, capacity studies were conducted at each of these four elementary schools. These studies determined the maximum number of classrooms that can be added to each school.

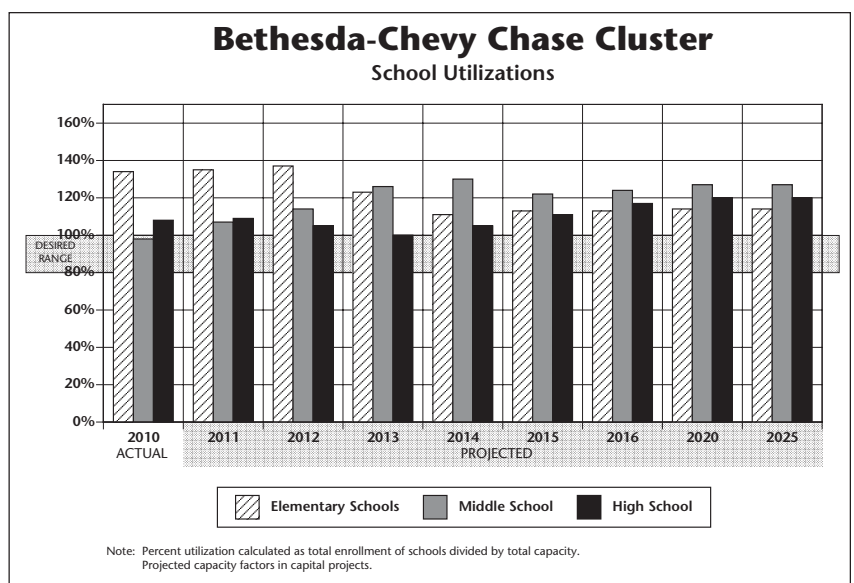
Second, in March 2010, the Board of Education adopted a boundary change between Bethesda and Bradley Hills elementary schools. Beginning in August 2013, the western portion of the Bethesda Elementary School service area (that articulates to the Walt Whitman Cluster secondary schools) will be reassigned to Bradley Hills Elementary School. A classroom addition has been approved at Bradley Hills Elementary School that will provide sufficient capacity for this expansion of the school’s service area.

Third, in spring 2010, a roundtable discussion group met to consider approaches to address projected overutilization at Bethesda, Chevy Chase,

North Chevy Chase, and Rosemary Hills elementary schools. Results of the capacity studies for these schools helped to inform the development of the approaches. Representatives from Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools and Westland Middle School participated in the roundtable discussion group. Included in the discussion were which schools should receive additions, the status of the Grade 6 students at Chevy Chase and North Chevy Chase elementary schools, and the issue of the partial pairing of Bethesda and Rosemary Hills elementary schools. The *Report of the Bethesda-Chevy Chase Roundtable Discussion Group* was transmitted to the superintendent and Board of Education members on June 16, 2010.

On October 15, 2010, the superintendent released his recommendations on the planning issues raised during the roundtable discussion group process. The recommendation includes the construction of a new middle school in the Bethesda-Chevy Chase Cluster and the reassignment of the Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level. A site selection process and feasibility study will be conducted during the 2010–2011 school year for the new middle school. The superintendent’s recommendation indicates that the opening date of the new middle school will be recommended in fall 2011 as part of the FY 2013–2018 CIP. At that time, recommendations for design and construction funds for additions to Bethesda, North Chevy Chase, and Rosemary Hills elementary schools also will be provided. (No addition to Chevy Chase Elementary School will be recommended due to the constrained site and the fact that overutilization will be addressed once the Grade 6 is reassigned to the middle school level.)

The superintendent’s recommendation paper can be viewed at the following link: www.montgomeryschoolsmd.org/departments/planning/index2.shtml



SCHOOLS

Bethesda Chevy Chase High School

Utilization: Enrollment increases occurring at cluster elementary schools, and at Westland Middle School, are moving up to the high school level. Bethesda-Chevy Chase High School is projected to exceed capacity by nearly 300 students by the end of the six-year planning period.

Capital Project: An FY 2012 appropriation for facility planning funds is recommended to determine the feasibility, scope, and cost of an addition at Bethesda-Chevy Chase High School. The timing for a possible addition will be determined in a future CIP.

Bethesda Chevy Chase Middle School #2 (B-CC MS #2)

Utilization: Enrollment increases at Westland Middle School, and the recommendation to reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level, will result in a total cluster middle school enrollment of about 1,500 students. This projected enrollment would far exceed the current capacity of Westland Middle School. In addition, with the Grade 6 reorganization, the enrollment at Westland Middle School would far exceed the Board of Education's desired enrollment. Therefore, a site selection process is recommended for winter 2010–2011 to identify a site in a centralized location for construction of a new middle school.

Capital Project: A feasibility study will be conducted in spring 2011 for construction of the new middle school on the site that is selected. The purpose of the feasibility study is to determine the scope and cost for the new middle school. Design and construction funds will be requested as part of the FY 2013–2018 CIP, and the opening date of the school will be recommended at that time.

Westland Middle School

Utilization: Although a six-classroom addition opened in the 2009–2010 school year to accommodate the overutilization at Westland Middle School, enrollment continues to increase beyond the school's capacity. The opening of a new middle school in the cluster will address overutilization of Westland Middle School. Relocatable classrooms will be used as needed in the interim to address space shortages.

Bethesda Elementary School

Non-capital Solution: In March 2010, the Board of Education acted to reassign the western portion of the Bethesda Elementary School service area (the area that articulates to Whitman Cluster secondary schools) to Bradley Hills Elementary Schools. This boundary change will provide partial relief to overutilization at Bethesda Elementary School when it is implemented in August 2013.

Capital Project: Capacity studies were conducted in spring 2010 at several elementary schools in the cluster, including Bethesda Elementary School. In fall 2011, a completion date for an addition at Bethesda Elementary School will be considered as part of the FY 2013–2018 CIP. Relocatable classrooms will be utilized until the addition is completed.

Capital Project: An FY 2012 appropriation for Bradley Hills Elementary School is recommended for construction funds to begin the construction for the addition. The scope of the addition at Bradley Hills Elementary School includes additional classrooms and an expansion of the administration suite and multipurpose room to accommodate the reassignment of students from Bethesda Elementary School. The scheduled 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 approved for this school for completion in the 2015–2016 school year.

Chevy Chase Elementary School

Non-capital Solution: On October 15, 2010, the superintendent released a recommendation to construct a new middle school in the Bethesda-Chevy Chase Cluster, and reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level when the new middle school opens. The reassignment of Grade 6 students out of Chevy Chase Elementary School is projected to bring enrollment at the school within capacity. Relocatable classrooms, as needed, will be used in the interim to address space shortages.

North Chevy Chase Elementary School

Non-capital Solution: On October 15, 2010, the superintendent released a recommendation to construct a new middle school in the Bethesda-Chevy Chase Cluster, and reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level when the new middle school opens.

Capital Project: Projections indicate enrollment at North Chevy Chase Elementary School will exceed capacity by four or more classrooms throughout the six-year CIP period. The reassignment of Grade 6 students out of North Chevy Chase Elementary School will relieve some but not the entire projected space deficit. Capacity studies were conducted in spring 2010 at several elementary schools in the cluster, including North Chevy Chase Elementary School. In fall 2011, a completion date for an addition at North Chevy Chase Elementary School will be considered as part of the FY 2013–2018 CIP. Relocatable classrooms will be utilized until the addition is completed.

Capital Project: A gymnasium project is scheduled for this school. An FY 2012 appropriation is recommended for construction funds to construct the gymnasium, which is scheduled for completion in August 2012. 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 approved 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 2012 appropriation for planning funds is recommended to begin the 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. Because 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 or more classrooms throughout the six-year CIP period. Capacity studies were conducted in spring 2010 at several elementary schools in the cluster, including Rosemary Hills Elementary School. In fall 2011, a completion date for an addition at Rosemary Hills Elementary School will be considered as part of the FY 2013–2018 CIP. Relocatable classrooms will be utilized until the addition is completed.

Somerset Elementary School

Capital Project: Projections indicate enrollment at Somerset Elementary School will exceed capacity by four or more classrooms 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 funds was approved to build out the four-classroom master planned addition. The scheduled completion date for the addition is during the 2010–2011 school year.

Westbrook Elementary School

Capital Project: Projections indicate enrollment at Westbrook Elementary School will exceed capacity by four or more classrooms by the end of the six-year planning period. An FY 2012 appropriation is recommended for construction funds to begin the construction for the classroom addition and gymnasium. The scheduled 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 2012 appropriation is recommended for construction funds to begin construction of 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 approved for this school for completion in the 2014–2015 school year.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Bethesda-Chevy Chase HS	Classroom addition	Proposed	TBD
Bethesda ES (Addition at Bradley Hills ES)	Boundary change	Approved	Aug. 2013
Bethesda-Chevy Chase MS #2	New school	Proposed	TBD
Bethesda ES	Classroom addition	Under review	TBD
Bethesda ES	Restroom renovations	Approved	SY 2015–2016
North Chevy Chase ES	Gymnasium	Approved	Aug. 2012
North Chevy Chase ES	Classroom addition	Under review	TBD
North Chevy Chase ES	Restroom renovations	Approved	SY 2015–2016
Rock Creek Forest ES	Modernization	Approved	Jan. 2015
Rosemary Hills ES	Classroom addition	Under review	TBD
Somerset ES	Classroom build out	Approved	SY 2010–2011
Westbrook ES	Classroom addition	Approved	Aug. 2013
Westbrook ES	Gymnasium	Approved	Aug. 2013
Westbrook ES	Restroom renovations	Approved	SY 2014–2015

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

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

Schools		Actual 10-11	Projections							
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Bethesda-Chevy Chase HS	Program Capacity	1665	1665	1665	1665	1665	1665	1665	1665	1665
	Enrollment	1800	1808	1741	1673	1747	1852	1946	2000	2000
	Available Space	(135)	(143)	(76)	(8)	(82)	(187)	(281)	(335)	(335)
	Comments		Facility Planning for Addition							
Bethesda-Chevy Chase MS #2	Program Capacity									
	Enrollment									
	Available Space									
Westland MS	Program Capacity	1063	1063	1063	1063	1063	1063	1063	1063	1063
	Enrollment	1044	1133	1214	1338	1377	1292	1317	1350	1350
	Available Space	18	(70)	(152)	(276)	(314)	(230)	(254)	(287)	(287)
Bethesda ES Grades (K-5) Grades (3-5) Paired With Rosemary Hills ES	Program Capacity	384	384	384	384	384	384	384	384	
	Enrollment	509	482	498	417	403	424	441		
	Available Space	(125)	(98)	(114)	(33)	(19)	(40)	(57)		
Chevy Chase ES Grades (3-6) Paired With Rosemary Hills ES	Program Capacity	450	450	450	450	450	450	450		
	Enrollment	485	491	488	473	484	489	492		
	Available Space	(35)	(41)	(38)	(23)	(34)	(39)	(42)		
North Chevy Chase ES Grades (3-6) Paired With Rosemary Hills ES	Program Capacity	230	230	230	230	230	230	230		
	Enrollment	427	424	433	433	430	436	440		
	Available Space	(197)	(194)	(203)	(203)	(200)	(206)	(210)		
Rock Creek Forest ES	Program Capacity	310	310	310	310	639	639	639		
	Enrollment	547	566	574	585	583	599	588		
	Available Space	(237)	(256)	(264)	(275)	56	40	51		
Rosemary Hills ES Grades (K-2) Paired With Bethesda ES Chevy Chase ES North Chevy Chase ES	Program Capacity	477	477	477	477	477	477	477		
	Enrollment	659	661	661	662	664	662	662		
	Available Space	(182)	(184)	(184)	(185)	(187)	(185)	(185)		
Somerset ES	Program Capacity	515	515	515	515	515	515	515		
	Enrollment	516	541	552	578	584	590	589		
	Available Space	(1)	(26)	(37)	(63)	(69)	(75)	(74)		
Westbrook ES	Program Capacity	283	283	283	545	545	545	545		
	Enrollment	403	409	433	442	439	445	456		
	Available Space	(120)	(126)	(150)	103	106	100	89		
Cluster Information	HS Utilization	108%	109%	105%	100%	105%	111%	117%	120%	120%
	HS Enrollment	1800	1808	1741	1673	1747	1852	1946	2000	2000
	MS Utilization	98%	107%	114%	126%	130%	122%	124%	127%	127%
	MS Enrollment	1044	1133	1214	1338	1377	1292	1317	1350	1350
	ES Enrollment	3546	3574	3639	3590	3587	3645	3668	3700	3700

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	2010–2011						2009–2010		
	Total Enrollment	Two or more races %	Black or Afr. Amr. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	1800	3.1%	16.4%	6.3%	15.6%	58.2%	8.6%	3.3%	8.5%
Westland MS	1044	5.5%	12.1%	6.5%	15.4%	59.8%	11.0%	2.7%	6.1%
Bethesda ES	511	5.7%	9.6%	10.2%	13.9%	60.7%	6.0%	7.0%	8.0%
Chevy Chase ES	485	5.4%	11.5%	5.6%	7.2%	70.1%	9.9%	2.2%	3.7%
North Chevy Chase ES	427	5.2%	9.6%	5.4%	12.6%	66.7%	7.3%	4.6%	5.8%
Rock Creek Forest ES	549	5.6%	16.8%	4.0%	27.5%	44.1%	21.8%	12.9%	8.7%
Rosemary Hills ES	659	6.5%	13.4%	4.2%	15.2%	60.4%	15.1%	10.7%	6.5%
Somerset ES	518	6.0%	4.4%	11.4%	9.1%	68.5%	4.1%	13.1%	13.8%
Westbrook ES	403	6.5%	1.7%	3.2%	6.9%	81.4%	2.1%	5.5%	5.2%
Elementary Cluster Total	3552	5.9%	10.0%	6.3%	13.7%	63.6%	10.1%	8.3%	7.5%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

Program Capacity and Room Use Table (School Year 2010–2011)

Schools		Special Education Programs																																				
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																																	
Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @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	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	PEP COMP @6	SLC @10	VISION (Elementary) @7	OTHER				
Bethesda-Chevy Chase HS	9–12	1665	76	71										3																								
Westland MS	6–8	1063	52	47										4																								
Bethesda ES	K–5	384	21	3	13						3																											
Chevy Chase ES	3–6	450	24	4	19										1																							
North Chevy Chase ES	3–6	230	15	5	10																																	
Rock Creek Forest ES	K–5	310	23	4	3	9				5					1																							1
Rosemary Hills ES	pre-K–2	477	27	4	10		1			8					1							3																
Somerset ES	K–5	515	27	4	18					4					1																							
Westbrook ES	K–5	283	18	4	8					3					1										2													

BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2010–2011

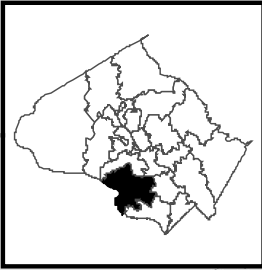
Schools	Year Facility Opened	Year Reopened/Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Bethesda-Chevy Chase HS	1934	2001	308,215	16.4					
Westland MS	1951	1997	146,006	25.1			Yes	1	
Bethesda ES	1952	1999	62,557	8.42				5	
Chevy Chase ES	1936	2000	70,976	3.8			Yes		
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				6	
Somerset ES	1949	2005	80,122	3.7		1422			
Westbrook ES	1939	1990	46,822	12.5	Yes		Yes	5	








*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.

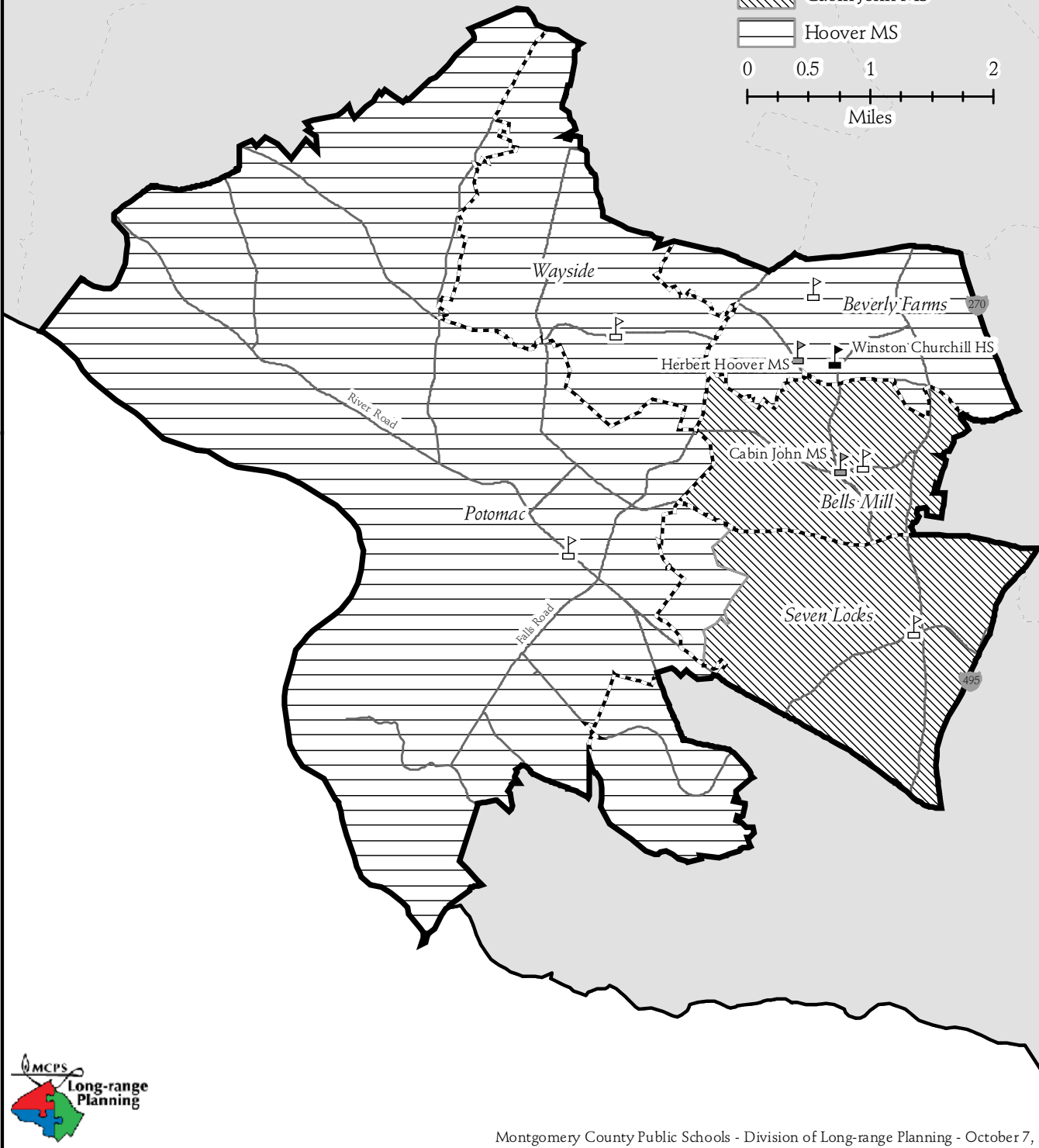
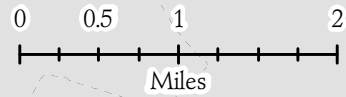
**Private child care is provided at the school during the school day.

***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: Construction of a replacement facility is underway for this school and is scheduled for completion in August 2011. An FY 2010 appropriation was approved for the balance of construction funds to complete the project in the Current Replacement/Modernizations capital project.

Herbert Hoover Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2013. An FY 2012 appropriation for construction funds 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.

Beverly Farms Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2013. During construction, Beverly Farms Elementary School will be housed at the North Lake Holding Facility. An FY 2012 appropriation is recommended for construction funds 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.

Potomac Elementary School

Utilization: Enrollment at Potomac Elementary School currently exceeds capacity and is projected to exceed capacity throughout the six-year CIP period. Beginning in August 2010, the Board adopted boundary action that reassigned some students from Potomac Elementary School to Seven Locks Elementary School. Capacity will be added to accommodate these Potomac Elementary School students at Seven Locks Elementary School when it is modernized and opens in January 2012.

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.

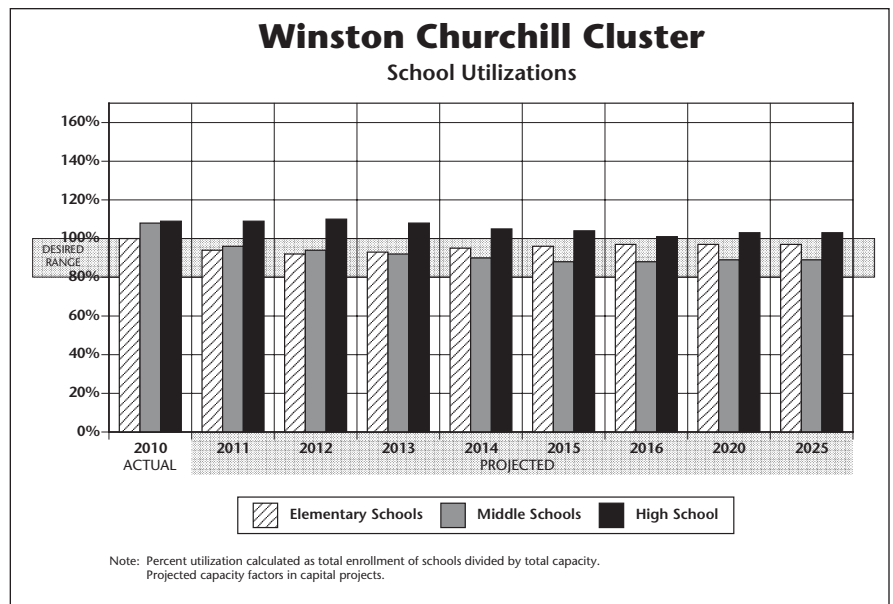
Seven Locks Elementary School

Capital Project: A replacement facility is scheduled for this school with a completion date of January 2012. An FY 2011 appropriation was approved to begin the construction of the replacement facility. The students are housed in the Radnor Holding Facility during construction. 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: An FY 2011 appropriation was approved for construction of a gymnasium that will be constructed as part of the replacement school. 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. An FY 2012 appropriation is recommended 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	Approved	Aug. 2013
Beverly Farms ES	Modernization	Approved	Jan. 2013
Potomac ES	Modernization	Programmed	Jan. 2018
Seven Locks ES	Modernization	Approved	Jan. 2012
	Gymnasium	Approved	Jan. 2012
Wayside ES	Modernization	Recommended	Aug. 2016

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability

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

Schools		Actual 10-11	Projections								
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025	
Winston Churchill HS	Program Capacity	1941	1941	1941	1941	1941	1941	1941	1941	1941	1941
	Enrollment	2114	2107	2138	2099	2035	2023	1956	2000	2000	
	Available Space	(173)	(166)	(197)	(158)	(94)	(82)	(15)	(59)	(59)	
	Comments	+1 AUT									
Cabin John MS	Program Capacity	831	1051	1051	1051	1051	1051	1051	1051	1051	
	Enrollment	924	923	894	937	922	920	943	950	950	
	Available Space	(93)	128	157	114	129	131	108	101	101	
	Comments	@ Tilden +1 LFI -1 SCB	Mod Complete Aug. 2011								
Herbert Hoover MS	Program Capacity	978	978	978	1084	1084	1084	1084	1084	1084	
	Enrollment	1026	1025	1005	1022	994	967	937	950	950	
	Available Space	(48)	(48)	(28)	62	90	117	147	134	134	
	Comments		@ Tilden Center		Mod. Complete Aug. 2013						
Bells Mill ES	Program Capacity	609	609	609	609	609	609	609			
	Enrollment	538	548	556	566	583	586	590			
	Available Space	71	61	53	43	26	23	19			
	Comments										
Beverly Farms ES	Program Capacity	574	574	640	640	640	640	640			
	Enrollment	571	578	586	597	604	604	603			
	Available Space	3	(4)	54	43	36	36	37			
	Comments	Planning for Mod	@ North Lake	Mod Complete Jan 2013							
Potomac ES	Program Capacity	424	424	424	424	424	424	424			
	Enrollment	561	524	522	525	521	526	531			
	Available Space	(137)	(100)	(98)	(101)	(97)	(102)	(107)			
	Comments	Boundary Change		Facility Planning For Mod.		Planning for Modernization	@ Radnor				
Seven Locks ES	Program Capacity	251	440	440	440	440	440	440			
	Enrollment	300	342	362	368	380	395	396			
	Available Space	(49)	98	78	72	60	45	44			
	Comments	@ Radnor Boundary Change	Mod. Complete Jan. 2012								
Wayside ES	Program Capacity	682	665	665	665	665	665	665			
	Enrollment	561	569	538	528	542	545	570			
	Available Space	121	96	127	137	123	120	95			
	Comments	+1 PEP COMP	Fac. Png. For Mod. +1 PEP COMP	Planning for Modernization		Move to Radnor Jan. 2015	@ Radnor	Mod. Complete Aug. 2016			
Cluster Information	HS Utilization	109%	109%	110%	108%	105%	104%	101%	103%	103%	
	HS Enrollment	2114	2107	2138	2099	2035	2023	1956	2000	2000	
	MS Utilization	108%	96%	94%	92%	90%	88%	88%	89%	89%	
	MS Enrollment	1950	1948	1899	1959	1916	1887	1880	1900	1900	
	ES Utilization	100%	94%	92%	93%	95%	96%	97%	97%	97%	
ES Enrollment	2531	2561	2564	2584	2630	2656	2690	2700	2700		

WINSTON CHURCHILL CLUSTER

Demographic Characteristics of Schools

Schools	2010–2011						2009–2010		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2114	3.9%	7.5%	21.2%	7.2%	60.0%	4.1%	0.0%	4.5%
Cabin John MS	924	3.2%	9.0%	25.1%	7.7%	54.5%	6.3%	1.8%	5.3%
Herbert Hoover MS	1026	5.1%	5.5%	24.3%	8.4%	56.6%	3.8%	2.1%	5.3%
Bells Mill ES	539	5.0%	13.4%	18.0%	7.8%	55.7%	11.3%	7.9%	5.0%
Beverly Farms ES	571	6.7%	3.5%	25.9%	12.3%	51.5%	2.4%	6.9%	8.6%
Potomac ES	561	3.9%	4.8%	27.3%	4.1%	59.2%	3.7%	4.0%	8.6%
Seven Locks ES	300	2.3%	8.3%	16.3%	6.3%	66.3%	2.8%	9.6%	9.6%
Wayside ES	561	5.7%	6.4%	28.3%	4.3%	55.1%	3.5%	9.9%	3.9%
Elementary Cluster Total	2532	5.0%	7.1%	23.9%	7.0%	56.6%	4.9%	7.4%	6.9%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

Program Capacity and Room Use Table
(School Year 2010–2011)

		Special Education Programs																																	
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	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	PEP COMP @6	SLC @10	VISION (Elementary) @7	OTHER

Winston Churchill HS	9-12	1941	94		79										8									2	5													
Cabin John MS	6-8	831	45		35								1		2					4	1			2														
Herbert Hoover MS	6-8	978	49		43								1		2										3													
Bells Mill ES	HS-5	609	32	3		21				1	4													3														
Beverly Farms ES	K-5	574	30	4		20					4						2																					
Potomac ES	K-5	424	22	3		15					3				1																							
Seven Locks ES	K-5	251	15	4		9					2																										1	
Wayside ES	K-5	682	36	4		26					3										2																	

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2010–2011

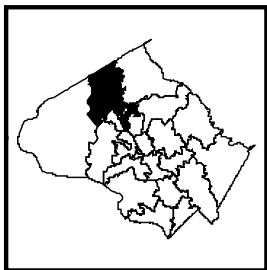
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Winston Churchill HS	1964	2001	322,078	30.3					
Cabin John MS	1967	1989	120,788	18.2		1422			
Herbert Hoover MS	1966		135,342	19.1		1427		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		5	
Seven Locks ES	1964		29,190	9.9		1344			
Wayside ES	1969		77,507	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.

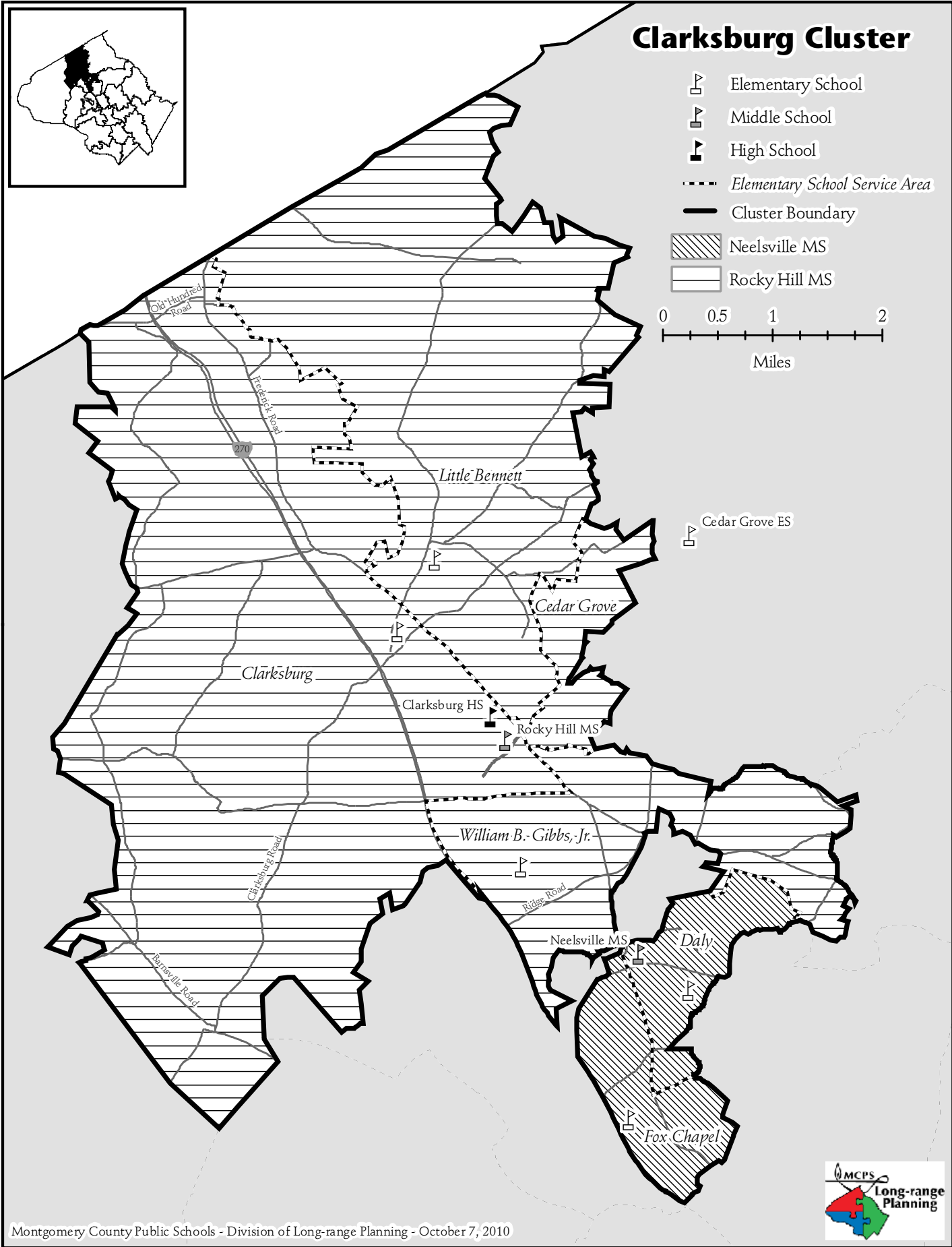
**Private child care is provided at the school during the school day.

***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 7, 2010



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, a new middle school and an additional elementary school will be needed in the future to accommodate future enrollment growth.

SCHOOLS

Clarksburg High School

Capital Project: Projections indicate that enrollment at Clarksburg High School will exceed capacity throughout the six-year period. Although the Board of Education requested FY 2012 expenditures for planning funds to begin the architectural design for a classroom addition, the County Council delayed the funding and construction by one year. Therefore, FY 2013 expenditures are programmed for planning funds and the classroom addition is scheduled for completion in August 2015. 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 programmed for planning funds to begin the architectural design for a new middle school. The scheduled 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 approved new middle school can open, a boundary study was conducted in winter 2010 to explore the option of reassigning Rockwell Elementary School to John T. Baker Middle School. On March 9, 2010, the Board of Education took action to reassign

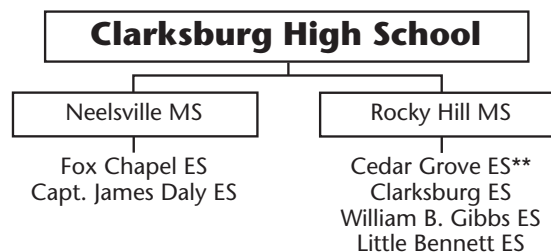
Rockwell Elementary School from Rocky Hill Middle School to John T. Baker Middle School beginning in August 2010.

Capital Project: FY 2013 expenditures are programmed for planning funds to begin the architectural design for a new school to relieve overutilization at Rocky Hill Middle School. The scheduled 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

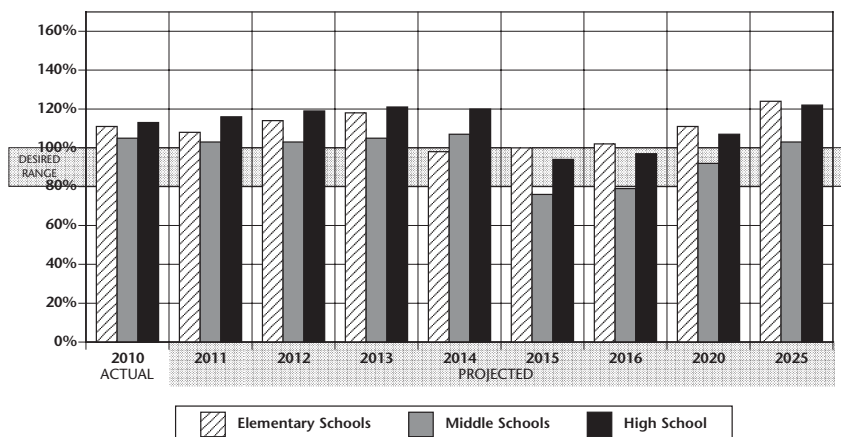
Utilization: Enrollment at Cedar Grove Elementary School is projected to exceed capacity at the end of the six-year CIP period. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens in August 2014.

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.

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

Capital Project: Although the Board of Education requested an FY 2011 appropriation for planning funds to begin the architectural design for a the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1), the County Council delayed the planning and construction funds by one year. Therefore, an FY 2012 appropriation is recommended to begin the architectural design for the new school. The school is scheduled for completion in August 2014. 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 2014.

Capital Project: Although the Board of Education requested an FY 2011 appropriation for planning funds to begin the architectural design for a the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1), the County Council delayed the planning and construction funds by one year. Therefore, FY 2012 expenditures are approved for planning funds and the school is schedule for completion in August 2014. 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: Although the Board of Education requested an FY 2011 appropriation for planning funds to begin the architectural design for a the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1), the County Council delayed the planning and construction funds by one year. Therefore, an FY 2012 appropriation is recommended to begin the architectural design for the new school. The school is scheduled for completion in August 2014. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Capt. James E. Daly Elementary School

Capital Project: Projections indicate enrollment at Capt. James E. Daly Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2012 appropriation is recommended 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.

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 scheduled 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 2014.

Capital Project: Although the Board of Education requested an FY 2011 appropriation for planning funds to begin the architectural design for a the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1), the County Council delayed the planning and construction funds by one year. Therefore, an FY 2012 appropriation is recommended to begin the architectural design for the new school. The school is scheduled for completion in August 2014. 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	Approved	Aug. 2015
Clarksburg/Damascus MS	New school	Approved	Aug. 2015
Cedar Grove ES	Restroom renovations	Approved	SY 2013–2014
Clarksburg Cluster ES (Clarksburg Village Site #1)	New school	Recommended	Aug. 2014
Capt. James E. Daly ES	Classroom addition	Proposed	TBD
Fox Chapel ES	Classroom addition	Approved	Aug. 2011

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

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

Schools		Actual	Projections								
			10-11	11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Clarksburg HS	Program Capacity	1566	1566	1566	1566	1566	1566	1971	1971	1971	1971
	Enrollment	1773	1818	1858	1893	1876	1860	1906	2100	2400	
	Available Space	(207)	(252)	(292)	(327)	(310)	111	65	(129)	(429)	
	Comments			Planning for Addition			Addition Complete				
Clarksburg/Damascus MS	Program Capacity						988	988			
	Enrollment						0	0			
	Available Space						988	988			
	Comments			Planning for new school			Opens				
Neelsville MS	Program Capacity	897	897	897	897	897	897	897	897	897	
	Enrollment	882	865	847	864	904	958	980	1000	1000	
	Available Space	15	32	50	33	(7)	(61)	(83)	(103)	(103)	
	Comments										
Rocky Hill MS	Program Capacity	944	944	944	944	944	944	944	944	944	
	Enrollment	1048	1024	1052	1074	1058	1182	1252	1600	1900	
	Available Space	(104)	(80)	(108)	(130)	(114)	(238)	(308)	(656)	(956)	
	Comments	Boundary Change									
Cedar Grove ES	Program Capacity	423	423	423	423	423	423	423			
	Enrollment	340	418	465	518	561	576	594			
	Available Space	83	5	(42)	(95)	(138)	(153)	(171)			
	Comments	+2 AUT									
Clarksburg ES	Program Capacity	290	290	290	290	290	290	290			
	Enrollment	241	260	286	306	341	386	421			
	Available Space	49	30	4	(16)	(51)	(96)	(131)			
	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	473	473	473	473	473	473	473			
	Enrollment	559	578	590	602	609	611	619			
	Available Space	(86)	(105)	(117)	(129)	(136)	(138)	(146)			
	Comments		Facility Planning for Addition								
Fox Chapel ES	Program Capacity	367	601	601	601	601	601	601			
	Enrollment	593	593	606	609	615	612	613			
	Available Space	(226)	8	(5)	(8)	(14)	(11)	(12)			
	Comments		Addition Complete								
William B. Gibbs Jr. ES	Program Capacity	747	747	747	747	747	747	747			
	Enrollment	731	754	770	768	793	783	781			
	Available Space	16	(7)	(23)	(21)	(46)	(36)	(34)			
	Comments										
Little Bennett ES	Program Capacity	673	673	673	673	673	673	673			
	Enrollment	844	862	927	973	1014	1019	1029			
	Available Space	(171)	(189)	(254)	(300)	(341)	(346)	(356)			
	Comments										
Cluster Information	HS Utilization	113%	116%	119%	121%	120%	94%	97%	107%	122%	
	HS Enrollment	1773	1818	1858	1893	1876	1860	1906	2100	2400	
	MS Utilization	105%	103%	103%	105%	107%	76%	79%	92%	103%	
	MS Enrollment	1930	1889	1899	1938	1962	2140	2232	2600	2900	
	ES Utilization	111%	108%	114%	118%	98%	100%	102%	111%	124%	
ES Enrollment	3308	3465	3644	3776	3933	3987	4057	4400	4900		

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2010–2011

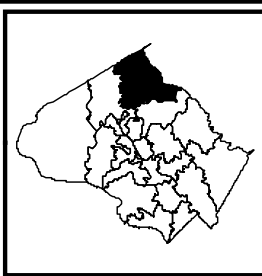
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Clarksburg HS	1995	2006	309,216	62.73				7	
Neelsville MS	1981		131,432	29.2		TBD			
Rocky Hill MS	2004		148,065	23.3				8	
Cedar Grove ES	1960	1987	57,037	10.1				3	
Clarksburg ES	1952	1993	54,983	9.97			Yes	4	
Captain James Daly ES	1989		78,210	10	Yes		Yes	4	
Fox Chapel ES	1974		56,518	10.34	Yes	TBD		10	Yes
William B. Gibbs Jr. ES	2009		88,042	10.75					
Little Bennett ES	2006		82,511	4.81	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.*

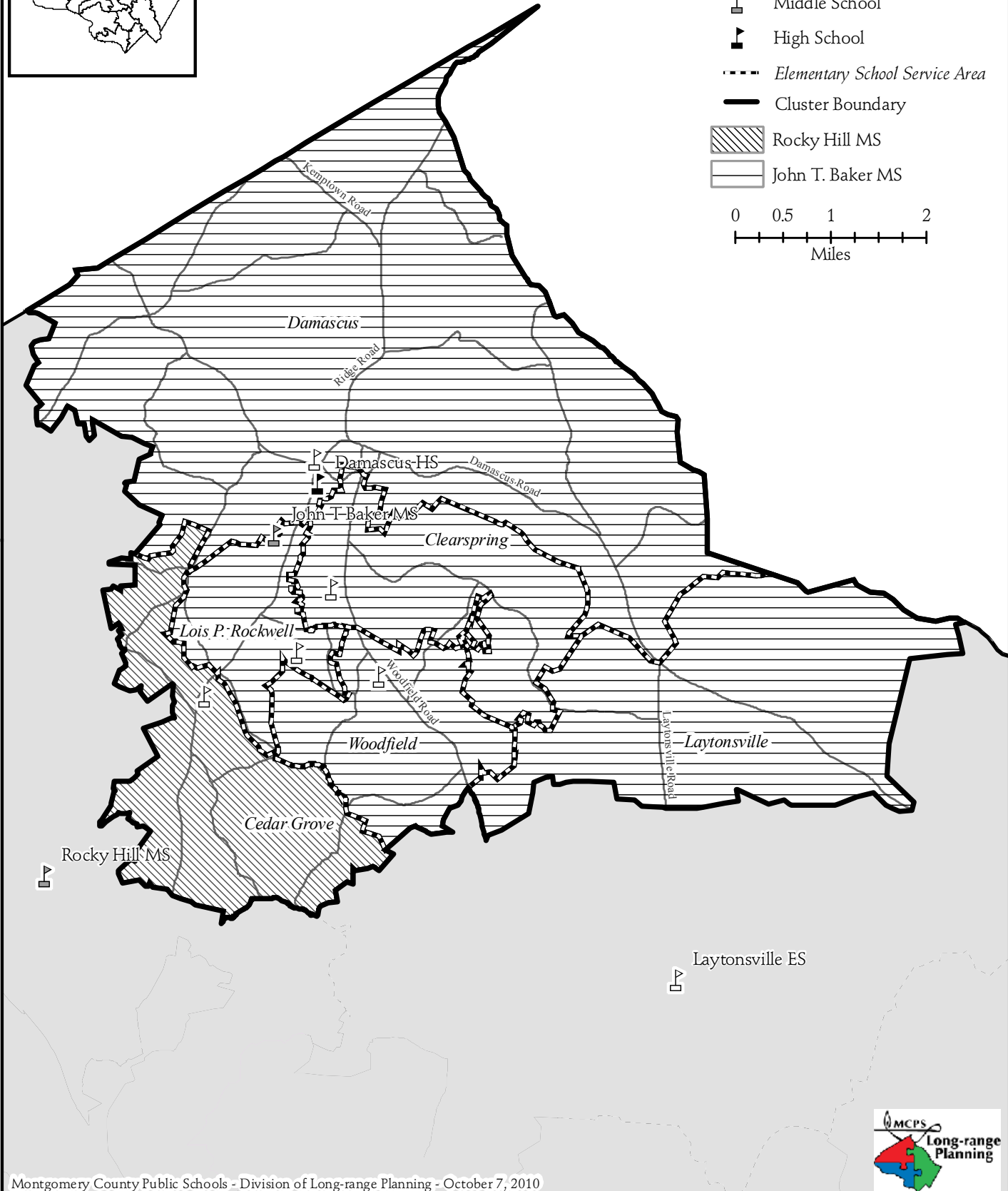
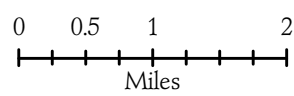
***Private child care is provided at the school during the school day.*

****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 approved new middle school can open, a boundary study was conducted in winter 2010 to explore the option of reassigning Rockwell Elementary School to John T. Baker Middle School. On March 9, 2010, the Board of Education took action to reassign Rockwell Elementary School from Rocky Hill Middle School to John T. Baker Middle School beginning in August 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 programmed for planning funds to begin the architectural design for a new school. The scheduled 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 2014.

Capital Project: Although the Board of Education requested an FY 2011 appropriation for planning funds to begin the architectural design for a the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1), the County Council delayed the planning and construction funds by one year. Therefore, an FY 2012 is recommended for planning funds and the school is schedule for completion in August 2014. 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 approved for this school for completion in the 2013–2014 school year.

Clearspring Elementary School

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

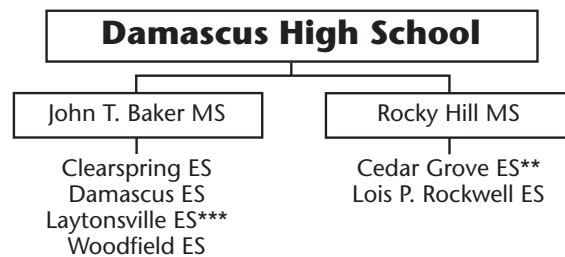
Rockwell Elementary School

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 approved new middle school can open, a boundary study was conducted in winter 2010 to explore the option of reassigning Rockwell Elementary School to John T. Baker Middle School. On March 9, 2010, the Board of Education took action to reassign Rockwell Elementary School from Rocky Hill Middle School to John T. Baker Middle School beginning in August 2010.

Woodfield Elementary School

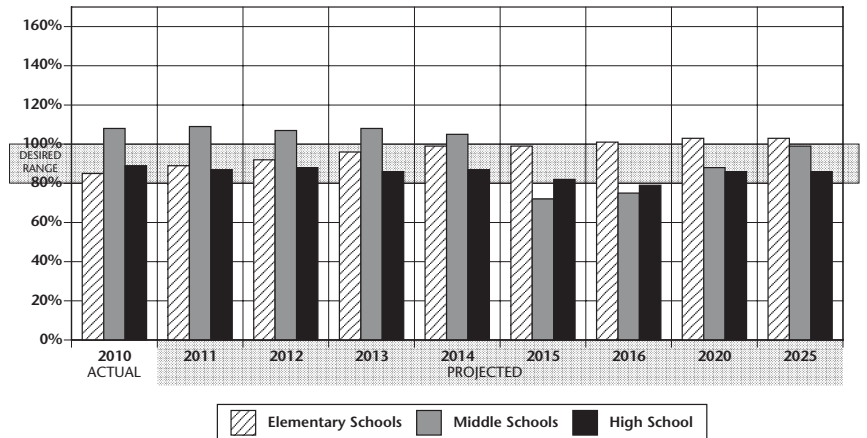
Capital Project: Restroom renovations are approved for this school for completion in the 2012–2013 school year.

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.

CAPITAL PROJECTS

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

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

DAMASCUS CLUSTER

Projected Enrollment and Space Availability

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

Schools		Actual 10-11	Projections								
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025	
Damascus HS	Program Capacity	1509	1509	1509	1509	1509	1509	1509	1509	1509	1509
	Enrollment	1339	1311	1331	1292	1308	1243	1195	1300	1300	
	Available Space	170	198	178	217	201	266	314	209	209	
	Comments	+1 SCB									
John T. Baker MS	Program Capacity	740	740	740	740	740	740	740	740	740	
	Enrollment	776	806	750	738	713	747	760	750	750	
	Available Space	(36)	(66)	(10)	2	27	(7)	(20)	(10)	(10)	
	Comments	Boundary Change									
Clarksburg/Damascus MS	Program Capacity						988	988			
	Enrollment						0	0			
	Available Space						988	988			
	Comments			Planning for new school			Opens				
Rocky Hill MS	Program Capacity	944	944	944	944	944	944	944	944	944	
	Enrollment	1048	1024	1052	1074	1058	1182	1252	1600	1900	
	Available Space	(104)	(80)	(108)	(130)	(114)	(238)	(308)	(656)	(956)	
	Comments	Boundary Change									
Cedar Grove ES	Program Capacity	423	423	423	423	423	423	423			
	Enrollment	340	418	465	518	561	576	594			
	Available Space	83	5	(42)	(95)	(138)	(153)	(171)			
	Comments	+2 AUT									
Clearspring ES	Program Capacity	655	655	655	655	655	655	655			
	Enrollment	644	644	647	645	646	650	652			
	Available Space	11	11	8	10	9	5	3			
	Comments										
Damascus ES	Program Capacity	355	355	355	355	355	355	355			
	Enrollment	293	282	296	298	302	305	311			
	Available Space	62	73	59	57	53	50	44			
	Comments	+1 SCB									
Lois P. Rockwell ES	Program Capacity	529	529	529	529	529	529	529			
	Enrollment	418	456	478	499	523	518	522			
	Available Space	111	73	51	30	6	11	7			
	Comments										
Woodfield ES	Program Capacity	458	458	458	458	458	458	458			
	Enrollment	359	343	346	354	356	358	366			
	Available Space	99	115	112	104	102	100	92			
	Comments										
Cluster Information	HS Utilization	89%	87%	88%	86%	87%	82%	79%	86%	86%	
	HS Enrollment	1339	1311	1331	1292	1308	1243	1195	1300	1300	
	MS Utilization	108%	109%	107%	108%	105%	72%	75%	88%	99%	
	MS Enrollment	1824	1830	1802	1812	1771	1929	2012	2350	2650	
	ES Enrollment	2054	2143	2232	2314	2388	2407	2445	2500	2500	

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2010–2011						2009–2010		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1339	4.5%	8.1%	4.8%	12.2%	70.2%	10.4%	0.0%	6.8%
John T Baker MS	776	4.4%	9.5%	4.8%	13.5%	67.4%	14.5%	0.0%	4.6%
Rocky Hill MS	1048	4.2%	21.2%	23.1%	15.8%	35.3%	18.1%	1.8%	8.5%
Cedar Grove ES	340	3.2%	9.1%	31.5%	13.2%	42.6%	17.4%	12.2%	11.6%
Clearspring ES	644	7.5%	12.0%	13.8%	17.1%	49.5%	19.6%	7.0%	7.3%
Damascus ES	293	4.1%	4.1%	2.7%	22.2%	66.9%	24.2%	14.4%	13.7%
Lois P. Rockwell ES	418	6.9%	9.3%	10.5%	17.9%	54.8%	16.9%	17.9%	7.2%
Woodfield ES	359	4.2%	4.7%	4.2%	11.4%	75.2%	10.9%	4.6%	5.7%
Elementary Cluster Total	2054	5.6%	8.6%	12.8%	16.4%	56.4%	17.8%	10.6%	8.6%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

Program Capacity and Room Use Table
(School Year 2010–2011)

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	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	PEP COMP @6	SLC @10	VISION (Elementary) @7	OTHER						
																																				School Based	Cluster Based	Quad Cluster Based	County & Regional Based		
Damascus HS	9–12	1509	74		60									9					3	2																					
John T Baker MS	6–8	740	37		33									2					1	1																					
Rocky Hill MS	6–8	944	48		40									6												2															
Cedar Grove ES	K–5	423	25	5		15																																			
Clearspring ES	HS–5	655	34	3		23												4																							
Damascus ES	K–5	355	21	4		13															2																				
Lois P. Rockwell ES	K–5	529	29	4		17																																		4	1
Woodfield ES	K–5	458	23	3		18																																			

DAMASCUS CLUSTER

Facility Characteristics of Schools 2010–2011

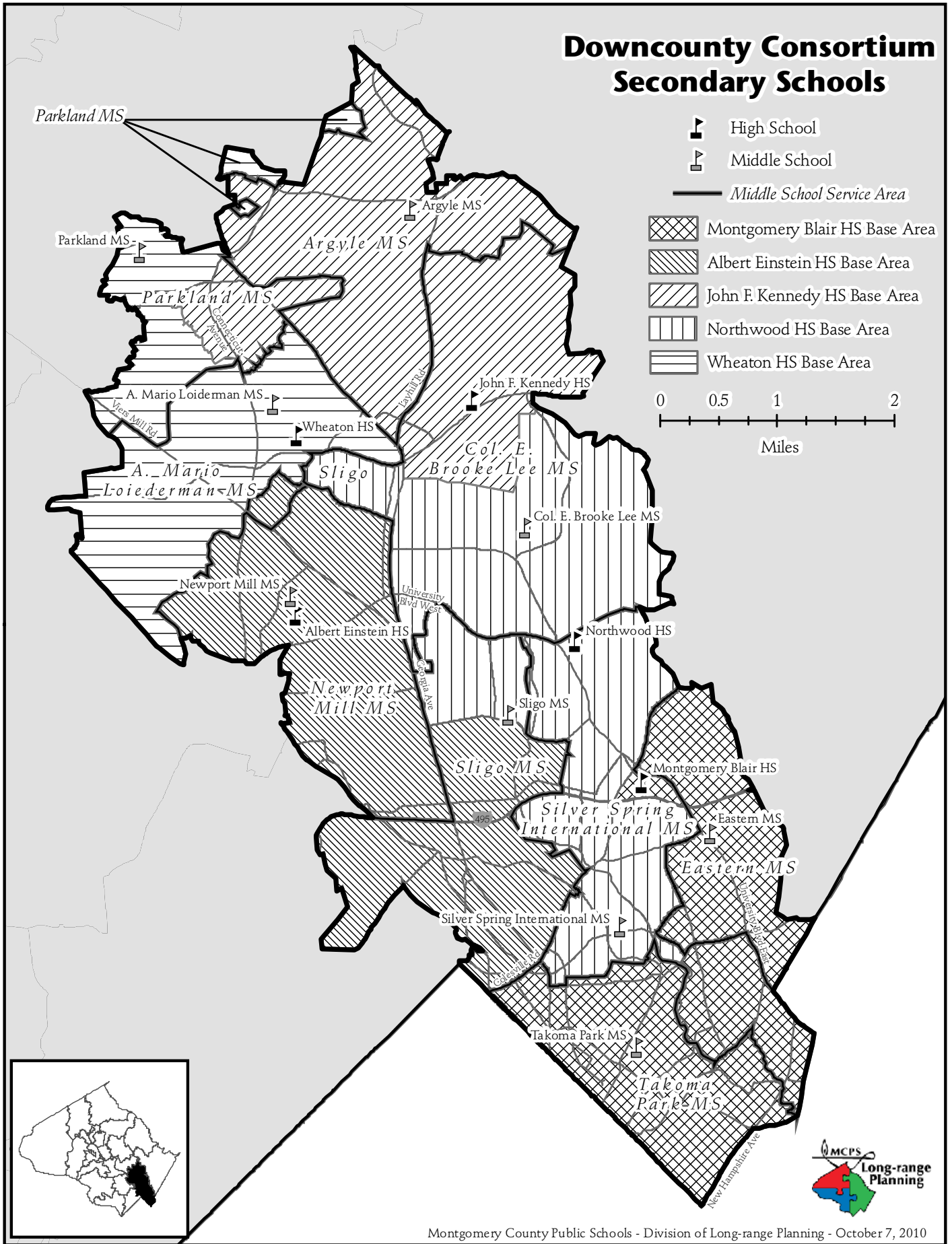
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Damascus HS	1950	1978	235,986	32.7		1496			
John T Baker MS	1971		120,532	22	Yes	TBD			
Rocky Hill MS	2004		148,065	23.3				8	
Cedar Grove ES	1960	1987	57,037	10.1				3	
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.*

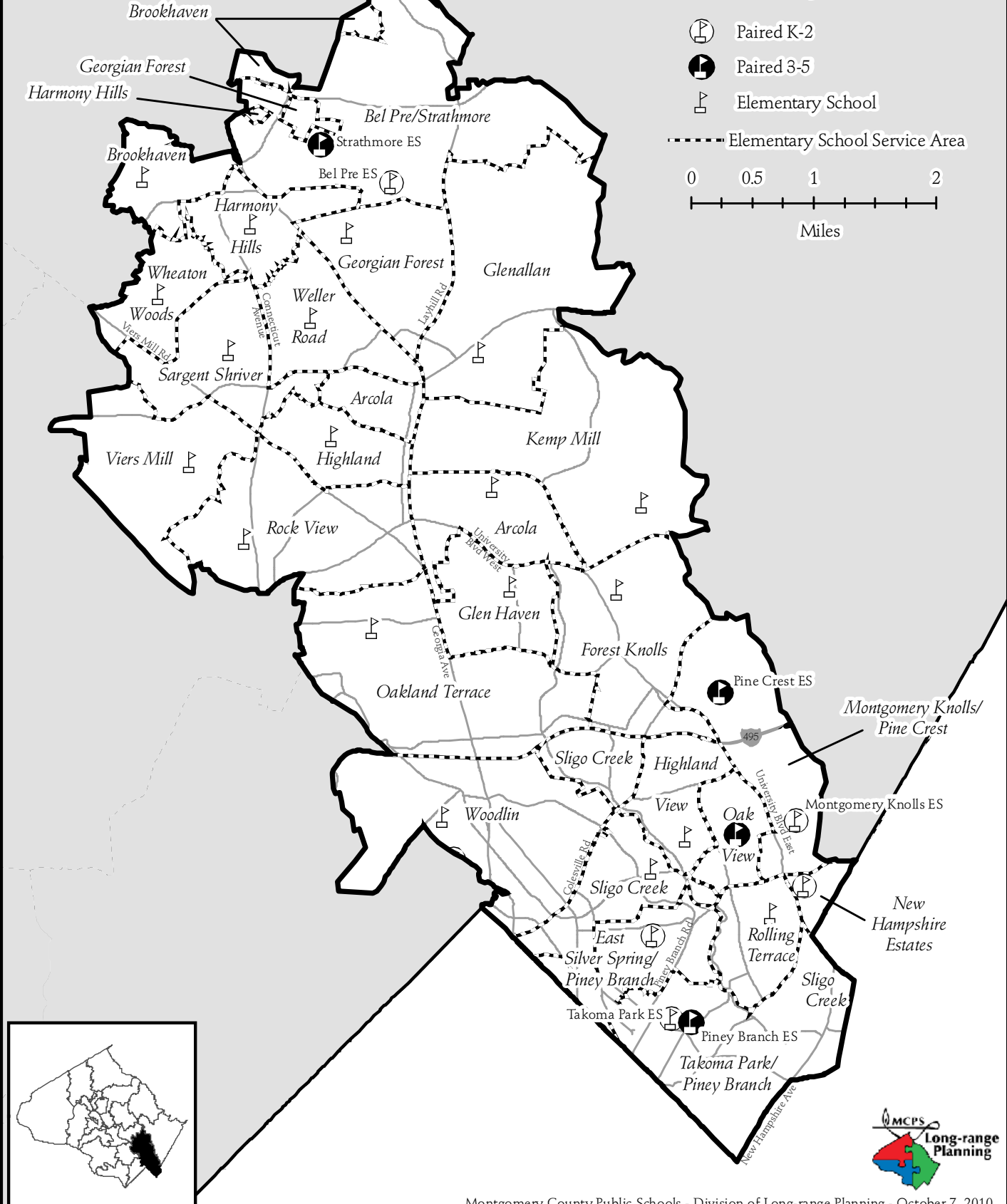
Downcounty Consortium Secondary Schools



Montgomery County Public Schools - Division of Long-range Planning - October 7, 2010



Downcounty Consortium Elementary Schools



Montgomery County Public Schools - Division of Long-range Planning - October 7, 2010



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 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 approved for this school for completion in the 2015–2016 school year.

Albert Einstein High School

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

Northwood High School

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

Wheaton High School

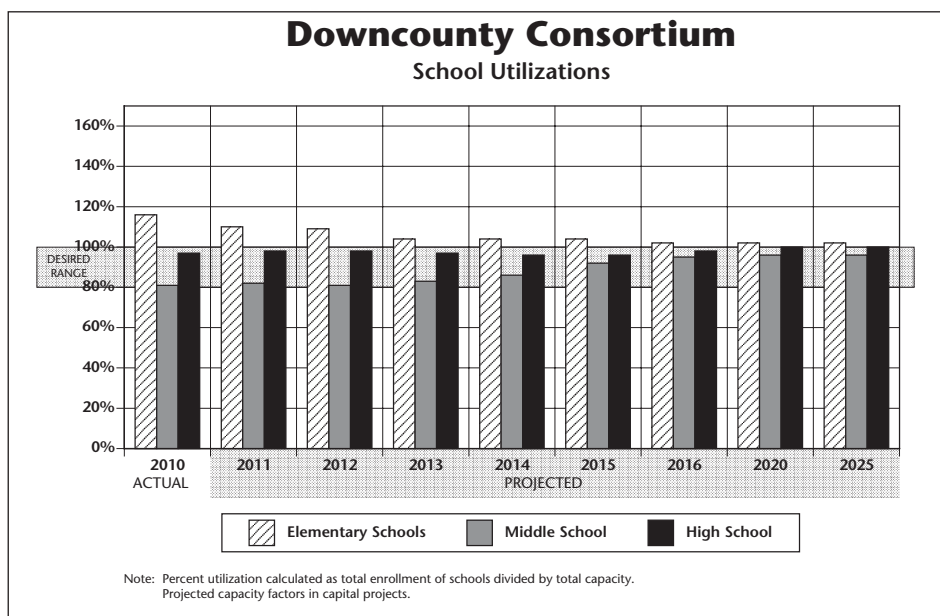
Planning Study: In winter 2009, the Thomas Edison Career Pathway Program/Facilities Project Team was charged with developing recommendations for Thomas Edison High School of Technology (TEHST) that would support the Maryland State Department of Education (MSDE)-approved Career Pathway Program (CPPs) offerings. The project team was charged with determining workforce demands, best practices, and student interests to revise or develop innovative CPPs that attract students, especially those from underrepresented populations, and lead to credentials and high-wage careers in high-demand fields. The project team also was charged with identifying changes to the high school educational specifications to reflect new or updated programs. The project team

focused its work on the programs at TEHST but did not have the opportunity to discuss the facility or educational specifications for TEHST.

TEHST and Wheaton High School are located on the same site and share one facility. These schools are scheduled for a modernization with completion date of August 2015. The first steps in the modernization process are to develop the educational specifications and to conduct a feasibility in winter 2011, to explore options for these schools. The educational specifications describe the facility requirements needed to support the educational programs at the schools. The feasibility study is needed to develop a concept plan and develop the scope and cost of the project before it moves into the design process in FY 2012.

In preparation for the feasibility study and to help develop the educational specifications for Wheaton High School and TEHST, a roundtable advisory committee will convene in early November 2010. The roundtable advisory committee will guide staff in developing a wide range of program and facility approaches that would define the relationship between TEHST and Wheaton High School, in order to move forward with the feasibility study for the facility modernization. The approaches may include a one-school model, a model that creates two-independent programs, hybrid models, or others that the committee may identify. The primary role of the roundtable advisory committee is to develop approaches that will advise the superintendent when he makes a recommendation for Board of Education action. The roundtable committee members will analyze each of the approaches developed during the process.

The roundtable advisory committee is not a decision-making forum and will not vote on any of the approaches nor develop any recommendations favoring one approach over another. The roundtable committee will submit a summary report to the superintendent for his review and consideration. The



report will include individual committee-member analyses of the approaches that are developed during the process. The superintendent’s recommendations will be released in February 2011 with Board of Education action scheduled for March 2011.

Capital Project: A modernization project is scheduled for Wheaton High School and Thomas Edison High School for Technology with a completion date of August 2015 for construction of the schools and August 2016 for the site. An FY 2012 appropriation for planning is recommended to begin the architectural design for the for the modernization. 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: An FY 2012 appropriation for planning funds is recommended in the Department of Health and Human Services (DHHS) Capital Budget 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.

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 Solution: A boundary study was conducted in spring 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The Board of Education took action in November 2009. The boundary changes will go into effect at the elementary school level beginning in August 2010 and at the middle school level beginning in August 2012.

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

Sligo Middle School

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

Takoma Park Middle School

Non-capital Solution: A boundary study was conducted in the spring of 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The Board of Education took action in November 2009. The boundary changes will go into effect at the elementary school level beginning in August 2010 and at the middle school level beginning in August 2012.

Capital Project: Restroom renovations are approved 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 approved for planning to begin the 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

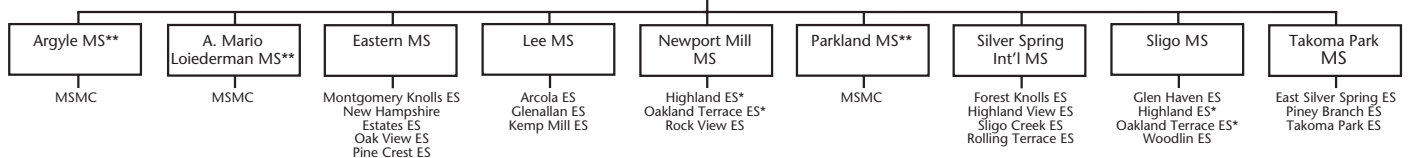
Capital Project: Projections indicate enrollment at Brookhaven Elementary School will exceed capacity by four classrooms or more throughout the six-year CIP period. Construction is underway for a classroom addition that is scheduled for

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.

completion in August 2011. Relocatable classrooms will be utilized until additional capacity can be added.

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

Downcounty Consortium Elementary School #29 (McKenney Hills site)

Capital Project: An FY 2011 appropriation is approved 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.

Non-capital Solution: A boundary study is recommended to determine the service area for Downcounty Consortium Elementary School #29 (McKenney Hill site). Representatives from Oakland Terrace and Woodlin elementary schools will participate in the boundary advisory committee. The boundary study will take place in spring 2011 for Board of Education in November 2011.

East Silver Spring Elementary School

Non-capital Solution: A boundary study was conducted in the spring of 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The Board of Education took action in November 2009. The boundary changes will go into effect at the elementary school level beginning in August 2010 and at the middle school level beginning in August 2012.

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 2012 appropriation is recommended for construction funds to begin the construction of the classroom addition. The scheduled 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 approved 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 2012 appropriation is recommended for construction funds 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.

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. Construction is underway for a classroom addition that is scheduled for completion in January 2012. 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 approved 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 approved 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. Construction is underway for a classroom addition that is scheduled for completion in January 2012. Relocatable classrooms will be utilized until additional capacity can be added.

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

Capital Project: Restroom renovations are approved 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. To address the overutilization of the school on an interim basis, on March 9, 2010, the Board of Education took action to house the Oakland Terrace Elementary School kindergarten students in the lower level of Sligo

Middle School for the 2010–2011 and 2011–2012 school years. In addition, relocatable classrooms are being utilized at Oakland Terrace Elementary School until Downcounty Consortium Elementary School #29 (McKenney Hills site) opens in August 2012.

Capital Project: An FY 2011 appropriation is approved for construction funds to begin the construction of the new school, called Downcounty Consortium Elementary School #29. The scheduled completion date for Downcounty Consortium Elementary School #29 is August 2012.

Non-capital Solution: A boundary study is recommended to determine the service area for Downcounty Consortium Elementary School #29 (McKenney Hill site). Representatives from Oakland Terrace and Woodlin elementary schools will participate in the boundary advisory committee. The boundary study will take place in spring 2011 for Board of Education in November 2011.

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

Piney Branch Elementary School

Non-capital Solution: A boundary study was conducted in the spring of 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The Board of Education took action in November 2009. The boundary changes will go into effect at the elementary school level beginning in August 2010 and at the middle school level beginning in August 2012.

Pine Crest Elementary School

Capital Project: Restroom renovations are approved 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. Construction is underway for a classroom addition that is scheduled for completion in August 2011. Relocatable classrooms will be utilized until additional capacity can be added.

Rolling Terrace Elementary School

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

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

Sargent Shriver Elementary School

Capital Project: Projections indicate enrollment at Sargent Shriver Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2012

appropriation is recommended 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.

Sligo Creek Elementary School

Non-capital Solution: A boundary study was conducted in the spring of 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The Board of Education took action in November 2009. The boundary changes will go into effect at the elementary school level beginning in August 2010 and at the middle school level beginning in August 2012.

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

Takoma Park Elementary School

Non-capital Solution: A boundary study was conducted in the spring of 2009 to evaluate options to relieve overutilization at Sligo Creek Elementary School. The Board of Education took action in November 2009. The boundary changes will go into effect at the elementary school level beginning in August 2010 and at the middle school level beginning in August 2012.

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 2012 appropriation is recommended for construction funds to begin the construction of the classroom addition. The scheduled 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 approved 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 2012 appropriation is recommended for construction funds 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.

Wheaton Woods Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2016. An FY 2012 appropriation is recommended 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 2011 appropriation is approved for construction funds to begin the construction of the new school, called Downcounty Consortium Elementary School #29. The scheduled completion date for Downcounty Consortium Elementary School #29 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.

Non-capital Solution: A boundary study is recommended to determine the service area for Downcounty Consortium Elementary School #29 (McKenney Hill site). Representatives from Oakland Terrace and Woodlin elementary schools will participate in the boundary advisory committee. The boundary study will take place in spring 2011 for Board of Education in November 2011.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Montgomery Blair HS	Restroom renovations	Approved	SY 2015-2016
Albert Einstein HS	Restroom renovations	Approved	SY 2012-2013
Northwood HS	Restroom renovations	Approved	SY 2015-2016
Wheaton HS/ Thomas Edison High School for Technology	Modernization	Approved	Aug. 2015, building Aug. 2016, site
	Wellness Center	Approved	Aug. 2015
Eastern MS	Modernization	Programmed	Aug. 2019
Silver Spring International MS	Restroom renovations	Approved	SY 2013-2014
Sligo MS	Restroom renovations	Approved	SY 2014-2015
Takoma Park MS	Restroom renovations	Approved	SY 2015-2016
Bel Pre ES	Modernization	Approved	Aug. 2014
Brookhaven ES	Addition	Approved	Aug. 2011
	Restroom renovations	Approved	SY 2015-2016
Downcounty Consortium ES #29 (McKenney Hills site)	Reopen school	Approved	Aug. 2012
Georgian Forest ES	Addition	Approved	Aug. 2013
	Restroom renovations	Approved	SY 2015-2016
Glenallan ES	Modernization	Approved	Aug. 2013
Harmony Hills ES	Addition	Approved	Jan. 2012
Highland ES	SBHC	Programmed	Aug. 2012
	Restroom renovations	Approved	SY 2015-2016
Highland View ES	Addition	Proposed	TBD
	Restroom renovations	Approved	SY 2012-2013
Montgomery Knolls ES	Addition	Approved	Jan. 2012
	Gymnasium	Approved	Jan. 2012
	Restroom renovations	Approved	SY 2014-2015
Oakland Terrace ES	Restroom renovations	Approved	SY 2015-2016
Pine Crest ES	Restroom renovations	Approved	SY 2014-2015
Rock View ES	Classroom addition	Approved	Aug. 2011

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

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

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Projected Enrollment and Space Availability

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

Schools		Actual	Projections							
		10-11	11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Montgomery Blair HS	Program Capacity	2848	2848	2848	2848	2848	2848	2848	2848	2848
	Enrollment	2836	2834	2838	2717	2710	2736	2842	2900	2900
	Available Space	12	14	10	132	138	112	6	(52)	(52)
	Comments	-1 METS								
Albert Einstein HS	Program Capacity	1552	1614	1614	1614	1614	1614	1614	1614	1614
	Enrollment	1579	1670	1640	1578	1530	1510	1534	1600	1600
	Available Space	(26)	(56)	(26)	36	84	104	80	14	14
	Comments		-3 SCB -2 LFI +1 Ext							
John F. Kennedy HS	Program Capacity	1773	1695	1722	1749	1776	1776	1776	1776	1776
	Enrollment	1653	1619	1587	1654	1606	1619	1686	1700	1700
	Available Space	120	76	135	95	170	157	90	76	76
	Comments	-2 SLC -1 PD	-2 SLC +3 SCB +2 LFI	-2 SLC	-2 SLC					
Northwood HS	Program Capacity	1498	1498	1498	1498	1498	1498	1498	1498	1498
	Enrollment	1437	1469	1508	1522	1564	1536	1603	1600	1600
	Available Space	62	30	(10)	(24)	(66)	(38)	(104)	(102)	(102)
	Comments	-1 AUT								
Wheaton HS	Program Capacity	1258	1258	1258	1258	1258	1258	1258	1258	1258
	Enrollment	1183	1143	1161	1214	1185	1201	1173	1200	1200
	Available Space	75	115	97	44	73	57	85	58	58
	Comments	See text	Planning for Modernization					Mod Complete Aug 2015	Site Complete Aug 2016	
Argyle MS	Program Capacity	871	871	871	871	871	871	871	871	871
	Enrollment	753	752	786	793	781	788	792	800	800
	Available Space	118	119	85	78	90	83	79	71	71
	Comments									
Eastern MS	Program Capacity	995	995	995	995	995	995	995	995	995
	Enrollment	815	853	868	887	905	959	971	1000	1000
	Available Space	180	142	126	108	90	36	24	(5)	(5)
	Comments					Facility Planning for Mod	Planning for Modernization			
Col. E. Brooke Lee MS	Program Capacity	768	768	768	768	768	768	768	768	768
	Enrollment	559	570	577	621	660	727	767	750	750
	Available Space	209	198	191	147	108	41	1	18	18
	Comments									
A. Mario Loiederman MS	Program Capacity	871	871	871	871	871	871	871	871	871
	Enrollment	763	768	762	783	848	872	907	900	900
	Available Space	108	103	109	88	23	(1)	(36)	(29)	(29)
	Comments									
Newport Mill MS	Program Capacity	778	778	778	778	778	778	778	778	778
	Enrollment	620	625	618	652	705	772	810	800	800
	Available Space	158	153	160	126	73	6	(32)	(22)	(22)
	Comments	+1 LAD								
Parkland MS	Program Capacity	898	898	898	898	898	898	898	898	898
	Enrollment	828	806	773	745	764	805	853	850	850
	Available Space	70	92	125	153	134	93	45	48	48
	Comments									
Silver Spring International MS	Program Capacity	1084	1084	1084	1084	1084	1084	1084	1084	1084
	Enrollment	776	803	781	788	814	902	931	950	950
	Available Space	308	281	303	296	270	182	153	134	134
	Comments			Boundary Change						
Sligo MS	Program Capacity	754	754	924	924	924	924	924	924	924
	Enrollment	482	486	507	557	591	663	692	700	700
	Available Space	272	268	417	367	333	261	232	224	224
	Comments	See text -1 SCB	See text							
Takoma Park MS	Program Capacity	914	914	914	914	914	914	914	914	914
	Enrollment	826	838	864	890	907	947	995	1000	1000
	Available Space	88	76	50	24	7	(33)	(81)	(86)	(86)
	Comments	-1 METS		Boundary change						

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Schools			Actual	Projections					2020	2025
			10-11	11-12	12-13	13-14	14-15	15-16		
Arcola ES	CSR	Program Capacity	502	502	502	502	502	502	502	
		Enrollment	615	645	680	701	696	699	689	
		Available Space	(113)	(143)	(178)	(199)	(194)	(197)	(187)	
		Comments	Facility Planning for Addition							
Bel Pre ES Grades (K-2) Paired With Strathmore ES	CSR	Program Capacity	366	366	366	366	587	587	587	
		Enrollment	484	514	526	530	532	530	530	
		Available Space	(118)	(148)	(160)	(164)	55	57	57	
		Comments	Planning for Mod	Planning for Mod	Move to North Lake Jan. 2013	@North Lake	Mod. Complete			
Brookhaven ES	CSR	Program Capacity	265	484	484	484	484	484	484	
		Enrollment	404	421	418	428	436	442	452	
		Available Space	(139)	63	66	56	48	42	32	
		Comments		Addition complete						
Downcounty Consortium ES #29 (McKenney Hills)		Program Capacity			642	642	642	642	642	
		Enrollment								
		Available Space								
		Comments			Opens					
East Silver Spring ES Grades (K-3) Paired With Piney Branch ES	CSR	Program Capacity	610	600	590	590	590	590	590	
		Enrollment	353	423	456	477	497	515	517	
		Available Space	257	177	134	113	93	75	73	
		Comments	Boundary Change	+1 LAD	+1 LAD					
Forest Knolls ES	CSR	Program Capacity	551	551	551	551	551	551	551	
		Enrollment	649	664	688	689	687	688	662	
		Available Space	(98)	(113)	(137)	(138)	(136)	(137)	(111)	
		Comments								
Georgian Forest ES	CSR	Program Capacity	304	304	304	570	570	570	570	
		Enrollment	503	518	530	535	535	543	546	
		Available Space	(199)	(214)	(226)	35	35	27	24	
		Comments	Planning for Addition	Planning for Addition		Addition Complete				
Glen Haven ES	CSR	Program Capacity	559	542	542	542	542	542	542	
		Enrollment	552	590	619	622	634	633	632	
		Available Space	7	(48)	(77)	(80)	(92)	(91)	(90)	
		Comments		+1 PEP COMP -1 LAD	+1 PEP COMP					
Glenallan ES	CSR	Program Capacity	288	288	288	631	631	631	631	
		Enrollment	402	424	472	503	545	575	602	
		Available Space	(114)	(136)	(184)	128	86	56	29	
		Comments	Planning for Mod	Move to Fairland Jan 2012	@ Fairland	Mod. Complete Aug. 2013				
Harmony Hills ES	CSR	Program Capacity	333	680	680	680	680	680	680	
		Enrollment	568	604	638	656	662	656	650	
		Available Space	(235)	76	42	24	18	24	30	
		Comments		Addition Complete Jan. 2012						
Highland ES	CSR	Program Capacity	470	470	470	470	470	470	470	
		Enrollment	462	486	484	484	483	484	491	
		Available Space	8	(16)	(14)	(14)	(13)	(14)	(21)	
		Comments	Planning for SBHC		SBHC Opens					
Highland View ES	CSR	Program Capacity	295	295	295	295	295	295	295	
		Enrollment	369	388	406	417	413	414	431	
		Available Space	(74)	(93)	(111)	(122)	(118)	(119)	(136)	
		Comments								
Kemp Mill ES	CSR	Program Capacity	440	440	440	440	440	440	440	
		Enrollment	490	509	513	495	500	500	486	
		Available Space	(50)	(69)	(73)	(55)	(60)	(60)	(46)	
		Comments								
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	273	528	528	528	528	528	528	
		Enrollment	447	467	468	486	489	487	486	
		Available Space	(174)	61	60	42	39	41	42	
		Comments		Addn & Gym Complete Jan. 2012						
New Hampshire Estates Grades (K-2) Paired With Oak View ES	CSR	Program Capacity	443	443	443	443	443	443	443	
		Enrollment	420	443	441	436	435	434	401	
		Available Space	23	0	2	7	8	9	42	
		Comments								

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Schools			Actual		Projections				2020	2025	
			10-11	11-12	12-13	13-14	14-15	15-16			16-17
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	350	350	350	350	350	350	350		
		Enrollment	299	316	349	372	393	392	385		
		Available Space	51	34	1	(22)	(43)	(42)	(35)		
		Comments									
Oakland Terrace ES	CSR	Program Capacity	526	526	456	456	456	456	456		
		Enrollment	830	867	916	954	954	942	959		
		Available Space	(304)	(341)	(460)	(498)	(498)	(486)	(503)		
		Comments	See text	See text	DCC						
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	381	381	381	381	381	381	381		
		Enrollment	416	421	435	422	429	433	450		
		Available Space	(35)	(40)	(34)	(41)	(48)	(52)	(69)		
		Comments									
Piney Branch ES Grades (3-5) Paired With East Silver Spring ES Takoma Park ES	CSR	Program Capacity	611	611	611	611	611	611	611		
		Enrollment	477	471	492	515	543	548	549		
		Available Space	134	140	119	96	68	63	62		
		Comments	Boundary								
Rock View ES	CSR	Program Capacity	328	661	661	661	661	661	661		
		Enrollment	599	608	628	645	652	649	644		
		Available Space	(271)	53	33	16	9	12	17		
		Comments		Addition							
Rolling Terrace ES	CSR	Program Capacity	721	721	721	721	721	721	721		
		Enrollment	749	747	761	764	764	751	733		
		Available Space	(28)	(26)	(40)	(43)	(43)	(30)	(12)		
		Comments		SBHC							
Sargent Shriver ES	CSR	Program Capacity	599	599	599	599	599	599	599		
		Enrollment	687	721	727	728	727	735	717		
		Available Space	(88)	(122)	(128)	(129)	(128)	(136)	(118)		
		Comments		Facility							
Sligo Creek ES	CSR	Program Capacity	571	571	571	571	571	571	571		
		Enrollment	581	535	551	554	541	547	551		
		Available Space	(10)	36	20	17	30	24	20		
		Comments	Boundary								
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	447	447	447	447	447	447	447		
		Enrollment	405	368	365	366	403	416	419		
		Available Space	42	79	82	81	44	31	28		
		Comments	+1 ELC								
Takoma Park ES Grades (K-2) Paired With Piney Branch ES	CSR	Program Capacity	548	548	548	548	548	548	548		
		Enrollment	496	524	528	530	532	530	530		
		Available Space	52	24	20	18	16	18	18		
		Comments	Boundary								
Viers Mill ES	CSR	Program Capacity	395	395	395	699	699	699	699		
		Enrollment	584	623	648	674	678	683	694		
		Available Space	(189)	(228)	(253)	25	21	16	5		
		Comments	Planning	Planning		Addition					
Weller Road ES	CSR	Program Capacity	509	489	489	654	654	654	654		
		Enrollment	577	595	605	618	628	631	640		
		Available Space	(68)	(106)	(116)	36	26	23	14		
		Comments	Planning	Move to Grosvenor		Mod					
Wheaton Woods ES	CSR	Program Capacity	340	340	340	340	340	340	622		
		Enrollment	472	487	508	529	548	556	556		
		Available Space	(132)	(147)	(168)	(189)	(208)	(216)	66		
		Comments		Facility		Planning		Move to	Mod.		
Woodlin ES	CSR	Program Capacity	357	357	357	357	357	357	357		
		Enrollment	500	517	525	556	560	542	551		
		Available Space	(143)	(160)	(168)	(199)	(203)	(185)	(194)		
		Comments	Boundary			DCC					
Cluster Information		HS Utilization	97%	98%	98%	97%	96%	96%	98%	100%	100%
		HS Enrollment	8688	8735	8734	8685	8595	8602	8838	9000	9000
		MS Utilization	81%	82%	81%	83%	86%	92%	95%	96%	96%
		MS Enrollment	6422	6501	6536	6716	6975	7435	7718	7750	7750
		ES Utilization	116%	110%	109%	104%	104%	104%	102%	102%	102%
ES Enrollment	14390	14896	15377	15686	15896	15955	15953	16000	16000		

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Demographic Characteristics of Schools

Schools	2010-2011						2009-2010		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	2836	3.8%	26.5%	16.1%	29.4%	23.9%	32.2%	10.0%	10.2%
Albert Einstein HS	1579	3.4%	22.5%	8.2%	45.4%	20.2%	39.3%	9.4%	15.8%
John F. Kennedy HS	1653	2.6%	38.5%	9.6%	42.0%	6.8%	44.2%	7.8%	12.6%
Northwood HS	1437	2.4%	29.2%	5.8%	40.1%	22.1%	33.3%	6.5%	17.9%
Wheaton HS	1183	0.9%	22.6%	9.9%	58.5%	8.0%	57.2%	16.6%	14.9%
Argyle MS	753	2.3%	39.4%	10.5%	39.0%	8.1%	52.1%	6.3%	15.5%
Eastern MS	815	4.8%	25.3%	12.8%	32.8%	24.3%	42.6%	6.7%	11.8%
Col. E. Brooke Lee MS	559	2.0%	30.6%	9.1%	48.3%	9.7%	58.8%	8.8%	19.6%
A. Mario Loiederman MS	763	3.0%	26.1%	7.1%	48.2%	15.6%	54.2%	6.6%	10.1%
Newport Mill MS	620	2.3%	17.3%	14.2%	48.2%	17.7%	50.2%	6.4%	11.2%
Parkland MS	828	2.2%	24.3%	15.8%	45.2%	12.4%	47.7%	5.2%	5.8%
Silver Spring International MS	776	2.7%	29.9%	6.3%	35.1%	26.0%	43.4%	6.0%	11.3%
Sligo MS	482	1.5%	26.1%	8.7%	39.6%	23.7%	49.7%	7.6%	14.6%
Takoma Park MS	826	6.5%	27.8%	19.5%	14.8%	31.2%	22.8%	3.9%	7.6%
Arcola ES	615	2.1%	22.9%	9.9%	60.7%	4.2%	76.4%	44.4%	18.5%
Bel Pre ES	484	4.1%	37.2%	5.6%	43.8%	8.9%	58.9%	42.9%	10.4%
Brookhaven ES	404	2.5%	37.4%	8.2%	45.8%	5.7%	63.1%	45.5%	13.9%
East Silver Spring ES	353	2.8%	49.0%	5.7%	25.5%	16.7%	60.7%	32.8%	15.1%
Forest Knolls ES	649	4.3%	13.6%	7.9%	41.6%	32.2%	37.7%	28.1%	8.3%
Georgian Forest ES	503	3.0%	42.9%	8.0%	36.2%	9.1%	72.9%	24.6%	19.4%
Glen Haven ES	552	2.7%	29.0%	8.9%	47.1%	12.0%	65.6%	39.5%	21.9%
Glenallan ES	402	5.0%	31.3%	14.4%	41.0%	8.0%	57.6%	37.2%	20.2%
Harmony Hills ES	568	1.4%	19.7%	5.8%	69.2%	3.5%	83.8%	49.6%	16.5%
Highland ES	462	0.6%	13.0%	7.6%	74.7%	3.9%	83.8%	64.2%	14.8%
Highland View ES	370	5.7%	24.6%	2.2%	30.0%	37.6%	44.0%	30.7%	10.3%
Kemp Mill ES	490	2.0%	26.3%	5.7%	56.9%	7.6%	71.7%	44.9%	20.1%
Montgomery Knolls ES	447	3.6%	23.5%	8.5%	45.0%	18.8%	57.8%	45.5%	9.0%
New Hampshire Estates ES	421	1.4%	16.2%	5.2%	71.5%	5.5%	80.6%	68.9%	18.4%
Oak View ES	299	2.7%	24.1%	8.7%	50.5%	14.0%	69.9%	24.6%	15.2%
Oakland Terrace ES	830	6.5%	16.0%	9.3%	27.2%	40.4%	33.1%	18.8%	10.0%
Pine Crest ES	416	5.8%	22.1%	14.9%	34.1%	22.8%	48.7%	13.3%	17.4%
Piney Branch ES	477	6.3%	35.2%	5.0%	16.4%	36.5%	32.8%	12.8%	10.4%
Rock View ES	599	3.8%	15.4%	12.0%	43.4%	25.0%	51.0%	27.3%	13.1%
Rolling Terrace ES	751	4.5%	17.0%	4.5%	55.8%	16.5%	60.5%	39.5%	16.3%
Sargent Shriver ES	688	0.9%	11.5%	10.6%	71.5%	5.4%	72.0%	49.5%	14.5%
Sligo Creek ES	582	11.0%	20.4%	6.2%	12.4%	49.7%	24.4%	14.5%	9.4%
Strathmore ES	405	4.2%	46.9%	6.7%	34.3%	7.2%	52.5%	10.0%	17.8%
Takoma Park ES	496	7.1%	31.3%	4.4%	15.7%	41.3%	26.5%	21.6%	11.8%
Viers Mill ES	584	2.7%	12.5%	8.6%	62.7%	12.5%	66.7%	46.1%	10.8%
Weller Road ES	577	3.3%	9.9%	11.6%	70.2%	4.7%	76.7%	56.8%	17.8%
Wheaton Woods ES	472	1.7%	27.8%	6.4%	58.5%	5.7%	75.6%	60.9%	14.0%
Woodlin ES	500	4.0%	30.0%	6.6%	16.2%	42.8%	24.7%	10.9%	10.9%
Elementary Cluster Total	14396	3.8%	23.9%	7.9%	45.5%	18.4%	57.7%	36.0%	14.3%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

Program Capacity and Room Use Table
(School Year 2010–2011)

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	County & 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	PEP COMP @6	SLC @10	VISION (Elementary) @7	OTHER
Montgomery Blair HS	9-12	2849	133	117									7	2	7																							
Albert Einstein HS	9-12	1553	80	59									4	2	6						4	5																
John F. Kennedy HS	9-12	1773	86	71									4		5																			6				
Northwood HS	9-12	1499	73	59									3		7									4														
Wheaton HS	9-12	1258	65	46									5	2	7						2	3																
Argyle MS	6-8	871	43	38									1		4																							
Eastern MS	6-8	995	51	43									2	1	2									2											1			
Col. E. Brooke Lee MS	6-8	768	39	33									1		2								2		1													
A. Mario Loiederman MS	6-8	871	43	38									2		3																							
Newport Mill MS	6-8	778	41	33									1		3						3															1		
Parkland MS	6-8	898	45	39									1	1	3																							
Silver Spring International MS	6-8	1084	53	48									2		3																							
Sligo MS	6-8	754	42	32									1	1	3																						3	
Takoma Park MS	6-8	914	45	40									2	1	2																							
Arcola ES	HS-5	502	32	3		7	12			1	7												2															
Bel Pre ES	pre-K-2	366	25	5			9		2		8					1																						
Brookhaven ES	pre-K-5	265	22	6			6	1			3						2																			4		
East Silver Spring ES	HS-5	610	34	4		15	7		1	1	4					1	1																					
Forest Knolls ES	pre-K-5	551	35	3		7	12				7					1												4										
Georgian Forest ES	HS-5	304	22	4			8		1	1	5					1								2														
Glen Haven ES	pre-K-5	559	35	4		10	10			1	5					1	1				2												1					
Glenallan ES	HS-5	288	22	5		2	8				4						2																					
Harmony Hills ES	HS-5	333	25	6			10			1	1	6				1																						
Highland ES	HS-5	470	31	7		8	9		1	1	4					1																						
Highland View ES	K-5	295	21	4		3	9				4					1																						
Kemp Mill ES	pre-K-5	440	28	5		7	8		1		6					1																						
Montgomery Knolls ES	HS-2	273	20	5			3		1	1	6																						4					
New Hampshire Estates ES	HS-2	443	32	6			14	1			7																											
Oak View ES	3-5	350	19	3		14							1			1																						
Oakland Terrace ES	K-5	526	32	4		9	18									1																						
Pine Crest ES	3-5	381	21	4		16										1																						
Piney Branch ES	3-5	611	31	4		26										1																						
Rock View ES	pre-K-5	328	26	5			9		1		5					1						4															1	
Rolling Terrace ES	HS-5	721	43	6		14	13		1	1	7					1																						
Sargent Shriver ES	pre-K-5	599	37	5		9	12		1		7			1		1																						1
Sligo Creek ES	K-5	571	35	4		13	11				4					1							2															
Strathmore ES	3-5	447	25	4		18											1	2																				
Takoma Park ES	HS-2	548	38	4			24			1	8																										1	
Viers Mill ES	HS-5	395	32	7		1	10		1	1	5					1																		3			3	
Weller Road ES	HS-5	509	34	6		8	10		1	1	5										2																1	
Wheaton Woods ES	HS-5	340	26	7		3	8		1	1	5																										1	
Woodlin ES	K-5	357	25	3		3	10				5					1																						

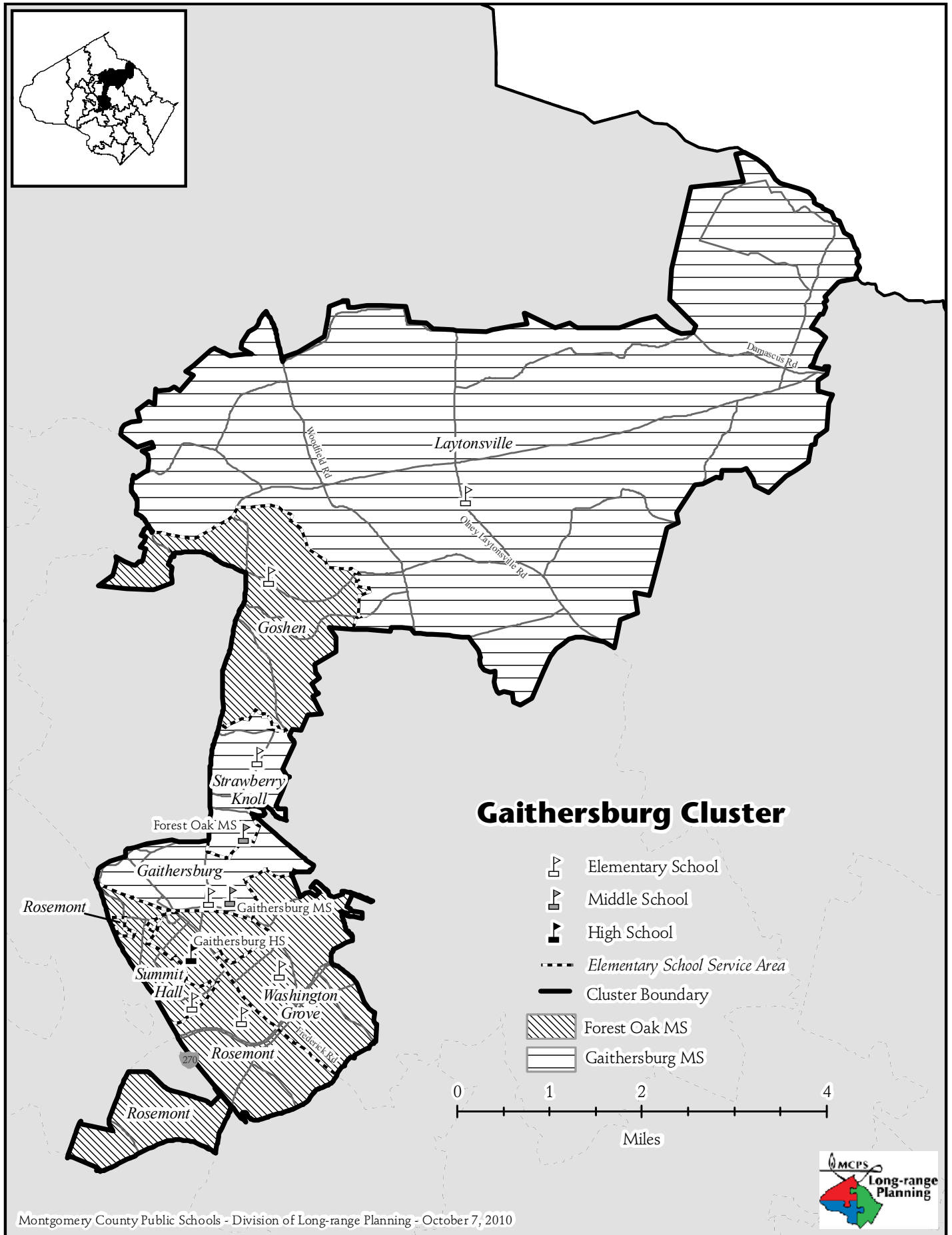
Facility Characteristics of Schools 2010–2011

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***
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		2	
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 Loiederman 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			10	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			9	Yes
Highland ES	1950	1989	84,138	11	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				13	Yes
New Hampshire Estates ES	1988		73,306	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				10	
Rolling Terrace ES	1988		88,835	4.3				3	Yes
Sargent Shriver ES	1954	2006	91,628	9.17			Yes	3	
Sligo Creek ES	1934	1999	98,799	15.6	Yes		Yes	2	
Strathmore ES	1970		59,497	10.8	Yes	TBD			Yes
Takoma Park ES	1979		62,133	4.7		TBD			
Viers Mill ES	1950	1991	86,978	10.52			Yes	13	Yes
Weller Road ES	1953	1975	76,296	11.1		1461		4	
Wheaton Woods ES	1952	1976	66,763	8		1525		6	
Woodlin ES	1944	1974	60,725	11		TBD	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.



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 replacement facility is scheduled for this school. An FY 2012 appropriation is recommended for construction funds to begin the construction of the replacement school. 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 replacement facility.

Gaithersburg Middle School

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

Laytonsville Elementary School

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

Strawberry Knoll Elementary School

Capital Project: Projections indicate enrollment at Strawberry Knoll Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2012 appropriation is recommended 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.

Summit Hall Elementary School

Capital Project: Projections indicate enrollment at Summit Hall Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2012 appropriation is recommended 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 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	Approved	SY 2010–2011
Laytonsville ES	Restroom renovations	Approved	SY 2015–2016
Strawberry Knoll ES	Classroom Addition	Proposed	TBD
Summit Hall ES	Classroom addition	Proposed	TBD

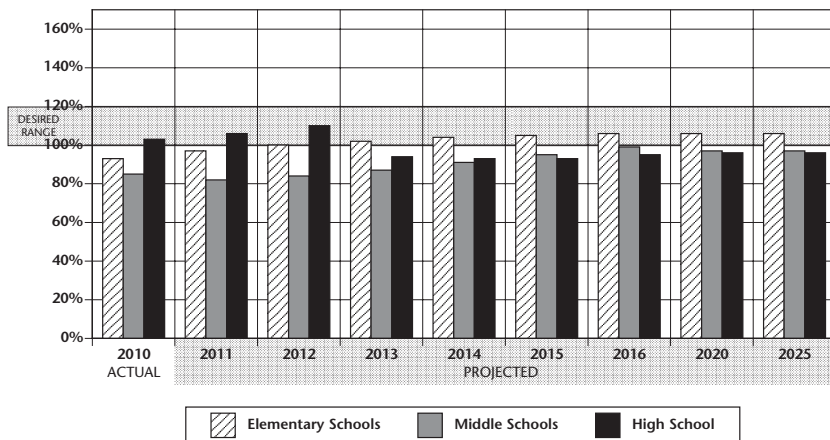
*Approved—Project has an FY 2011 appropriation approved in the FY 2011–2016 CIP.

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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

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 Amendments to the FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 10-11	Projections								
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025	
Gaithersburg HS	Program Capacity	1974	1974	1974	2284	2284	2284	2284	2284	2284	2284
	Enrollment	2029	2099	2170	2155	2122	2117	2163	2200	2200	
	Available Space	(55)	(125)	(196)	129	162	167	121	84	84	
	Comments	+1 SCB	Replacement of School in Progress		Replace. Complete Aug. 2013	Site Work Complete Aug. 2014					
Forest Oak MS	Program Capacity	873	873	873	873	873	873	873	873	873	
	Enrollment	855	833	825	860	881	902	914	900	900	
	Available Space	18	40	48	13	(8)	(29)	(41)	(27)	(27)	
	Comments										
Gaithersburg MS	Program Capacity	924	924	924	924	924	924	924	924	924	
	Enrollment	665	647	682	695	758	804	864	850	850	
	Available Space	259	277	242	229	166	120	60	74	74	
	Comments		+1 AUT								
Gaithersburg ES	Program Capacity	647	647	647	647	647	647	647			
	Enrollment	597	654	684	702	721	716	710			
	Available Space	50	(7)	(37)	(55)	(74)	(69)	(63)			
	Comments										
Goshen ES	Program Capacity	619	619	619	619	619	619	619			
	Enrollment	590	578	575	581	576	590	591			
	Available Space	29	41	44	38	43	29	28			
	Comments										
Laytonsville ES	Program Capacity	465	448	448	448	448	448	448			
	Enrollment	463	465	480	499	488	490	492			
	Available Space	2	(17)	(32)	(51)	(40)	(42)	(44)			
	Comments		+1 PEP COMP								
Rosemont ES	Program Capacity	621	621	621	621	621	621	621			
	Enrollment	489	520	537	546	562	564	573			
	Available Space	132	101	84	75	59	57	48			
	Comments										
Strawberry Knoll ES	Program Capacity	451	451	451	451	451	451	451			
	Enrollment	550	610	611	629	626	635	630			
	Available Space	(99)	(159)	(160)	(178)	(175)	(184)	(179)			
	Comments		Facility Planning for Addition								
Summit Hall ES	Program Capacity	439	439	439	439	439	439	439			
	Enrollment	529	541	567	584	610	609	611			
	Available Space	(90)	(102)	(128)	(145)	(171)	(170)	(172)			
	Comments	+ HSM	Facility Planning for Addition								
Washington Grove ES	Program Capacity	628	628	628	628	628	628	628			
	Enrollment	369	385	401	405	415	443	461			
	Available Space	259	243	227	223	213	185	167			
	Comments	+ HSM Addition Complete									
Cluster Information	HS Utilization	103%	106%	110%	94%	93%	93%	95%	96%	96%	
	HS Enrollment	2029	2099	2170	2155	2122	2117	2163	2200	2200	
	MS Utilization	85%	82%	84%	87%	91%	95%	99%	97%	97%	
	MS Enrollment	1520	1480	1507	1555	1639	1706	1778	1750	1750	
	ES Enrollment	3587	3753	3855	3946	3998	4047	4068	4100	4100	

GAITHERSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2010–2011						2009–2010		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2029	2.4%	27.2%	9.3%	37.0%	23.7%	32.4%	10.9%	13.3%
Forest Oak MS	855	4.4%	24.0%	11.3%	39.2%	20.8%	46.6%	7.1%	15.6%
Gaithersburg MS	665	5.6%	24.7%	8.3%	31.1%	30.1%	33.4%	4.0%	15.1%
Gaithersburg ES	597	2.0%	23.8%	5.5%	58.0%	10.4%	68.0%	40.1%	26.0%
Goshen ES	590	6.1%	26.6%	11.5%	24.1%	31.4%	32.7%	23.9%	15.8%
Laytonville ES	463	5.0%	9.9%	9.7%	10.2%	64.8%	13.6%	4.7%	12.1%
Rosemont ES	489	4.9%	22.5%	10.6%	46.0%	15.1%	56.7%	32.3%	26.9%
Strawberry Knoll ES	550	3.6%	32.5%	13.6%	32.4%	17.3%	41.7%	23.0%	14.9%
Summit Hall ES	529	3.8%	24.8%	2.8%	64.1%	3.8%	80.7%	51.2%	27.9%
Washington Grove ES	369	4.9%	17.9%	11.4%	50.7%	14.4%	65.6%	56.9%	12.5%
Elementary Cluster Total	3587	4.3%	23.2%	9.2%	40.8%	22.0%	50.5%	32.1%	19.7%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

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(School Year 2010–2011)

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	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	PEP COMP @6	SLC @10	VISION (Elementary) @7	OTHER	Special Education Programs																			
																																				School Based	Cluster Based	Quad Cluster Based		County & Regional Based															
Gaithersburg HS	9–12	1974	104	71								6	2	12					3	3			7																																
Forest Oak MS	6–8	873	45	37								1		5						2																																			
Gaithersburg MS	6–8	924	49	39								1		3									2	4																															
Gaithersburg ES	pre-K–5	647	40	5	13	11		1		6					1								3																																
Goshen ES	K–5	619	34	6	22							4			1			1																																					
Laytonville ES	K–5	465	27	4	16							3			1					3																																			
Rosemont ES	pre-K–5	621	36	3	14	9		1		5					1							3																																	
Strawberry Knoll ES	HS–5	451	32	5	3	10	1		1	5					1							2										4																							
Summit Hall ES	HS–5	439	28	5	6	9		1	1	5					1																																								
Washington Grove ES	HS–5	628	34	4	17	7		1	1	3					1																																								

GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2010–2011








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		3	
Forest Oak MS	1999		132,259	41.2					Yes
Gaithersburg MS	1960	1988	157,694	22.82					Yes
Gaithersburg ES	1947		94,468	9.22		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	1	Yes
Strawberry Knoll ES	1988		78,723	10.8	Yes			4	
Summit Hall ES	1971		68,059	10.2	Yes	TBD		7	Yes
Washington Grove ES	1956	1984	86,266	10.7		TBD			Yes

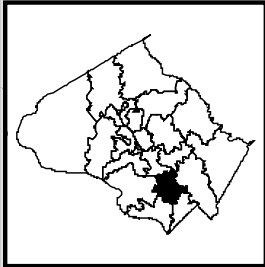
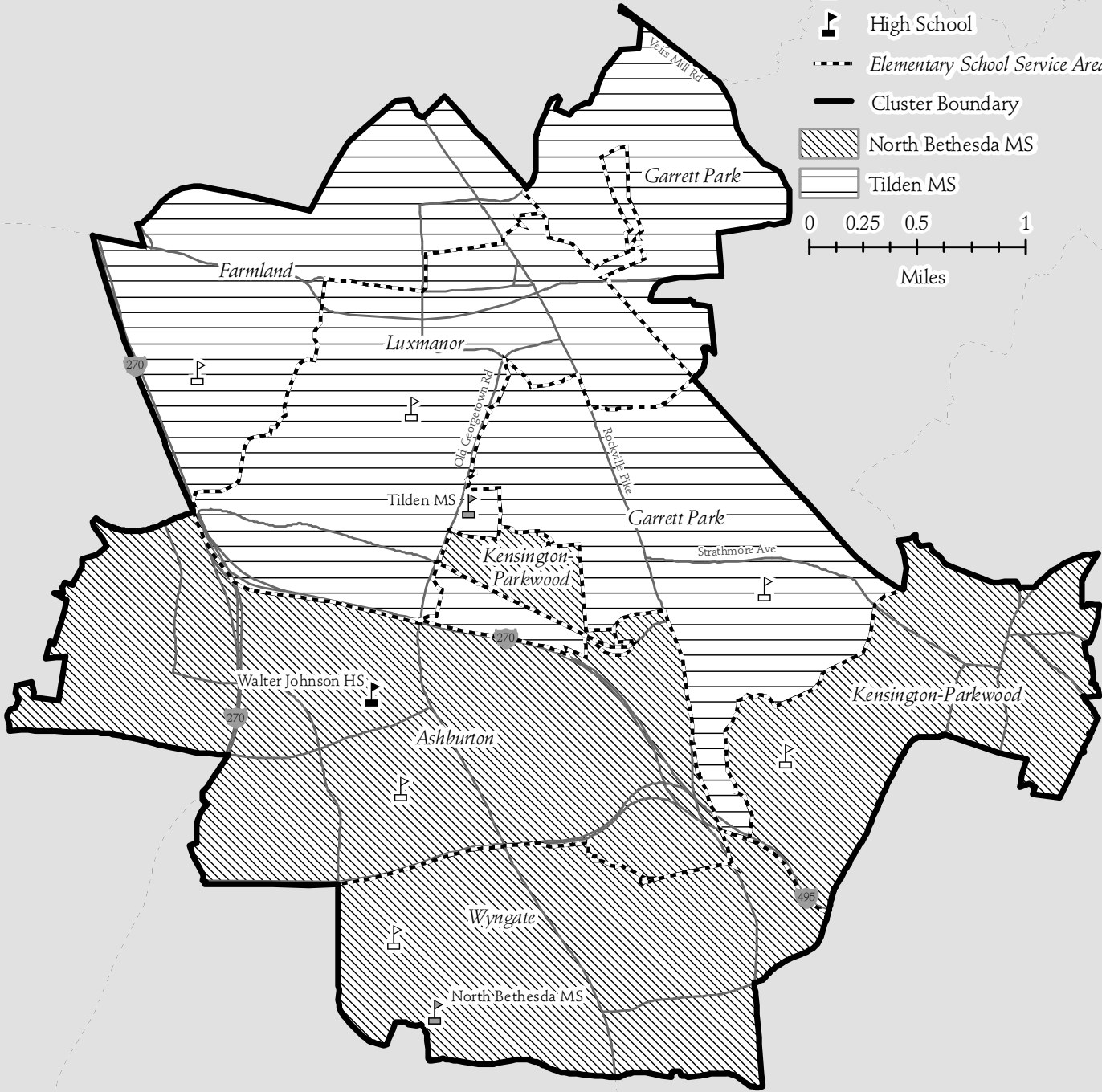
**Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix 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
- 0 0.25 0.5 1
Miles



Montgomery County Public Schools - Division of Long-range Planning - October 7, 2010

SCHOOLS

Tilden Middle School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2017. The school is currently located in the Woodward facility on Old Georgetown Road. 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. 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 approved 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 approved to begin the construction of the modernization. The school is currently located at the Grosvenor Holding Facility.

Capital Project: An FY 2011 appropriation is approved for construction funds for a gymnasium that will be constructed as part of the modernization project. The scheduled completion date for this gymnasium is January 2012. .

Kensington-Parkwood Elementary School

Capital Project: Projections indicate enrollment at Kensington-Parkwood Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2012 appropriation is recommended 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.

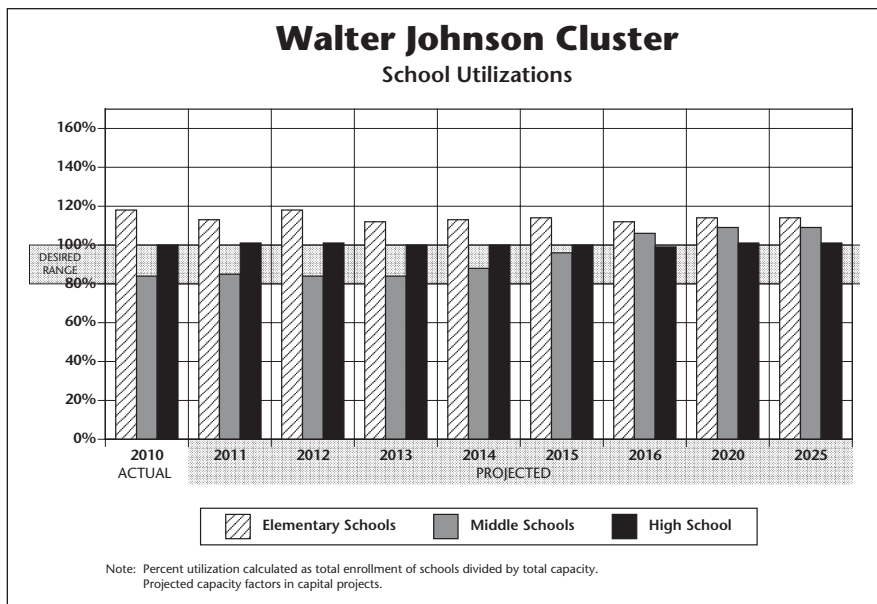
Luxmanor Elementary School

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 2012 appropriation is recommended for construction funds to begin the construction of the classroom addition. The scheduled 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 approved for this school for completion in the 2014–2015 school year.



CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Tilden MS	Modernization	Programmed	Aug. 2017
Farmland ES	Modernization	Approved	Aug. 2011
Ashburton ES	Restroom renovations	Approved	SY 2015–2016
Garrett Park ES	Modernization	Approved	Jan. 2012
	Gymnasium	Approved	Jan. 2012
Luxmanor ES	Modernization	Programmed	Jan. 2018
Kensington-Parkwood ES	Classroom addition	Proposed	TBD
Wyngate ES	Classroom addition	Recommended	Aug. 2013
	Restroom renovations	Approved	SY 2014–2015

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

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

Schools		Actual 10-11	Projections							
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Walter Johnson HS	Program Capacity	2153	2193	2234	2274	2274	2274	2274	2274	2274
	Enrollment	2159	2220	2251	2272	2266	2278	2242	2300	2300
	Available Space	(6)	(27)	(17)	2	8	(4)	32	(26)	(26)
	Comments		-3 SLC	-3 SLC	-3 SLC					
North Bethesda MS	Program Capacity	847	847	847	847	847	847	847	847	847
	Enrollment	802	806	813	816	871	936	1035	1050	1050
	Available Space	45	41	34	31	(24)	(89)	(188)	(203)	(203)
	Comments									
Tilden MS	Program Capacity	984	984	984	984	984	984	984	984	984
	Enrollment	743	747	729	720	748	815	910	950	950
	Available Space	241	237	255	264	236	169	74	34	34
	Comments			Facility Planning For Mod.	Planning for Modernization		See text			
Ashburton ES	Program Capacity	634	634	634	634	634	634	634		
	Enrollment	736	797	814	811	798	782	737		
	Available Space	(102)	(163)	(180)	(177)	(164)	(148)	(103)		
	Comments									
Farmland ES	Program Capacity	617	728	728	728	728	728	728		
	Enrollment	577	602	618	643	646	650	661		
	Available Space	40	126	110	85	82	78	67		
	Comments	@ North Lake	Mod. Comp. Aug. 2011 +2 LFI							
Garrett Park ES	Program Capacity	478	662	662	662	662	662	662		
	Enrollment	551	584	626	679	718	720	717		
	Available Space	(73)	78	36	(17)	(56)	(58)	(55)		
	Comments	@ Grosvenor	Mod. Comp. Jan. 2012							
Kensington-Parkwood ES	Program Capacity	517	517	517	517	517	517	517		
	Enrollment	667	677	693	714	701	702	691		
	Available Space	(150)	(160)	(176)	(197)	(184)	(185)	(174)		
	Comments		Facility Planning for Addition							
Luxmanor ES	Program Capacity	422	422	422	422	422	422	422		
	Enrollment	435	469	497	530	556	570	573		
	Available Space	(13)	(47)	(75)	(108)	(134)	(148)	(151)		
	Comments			Facility Planning For Mod.	Planning for Modernization		@ Grosvenor			
Wyngate ES	Program Capacity	421	421	421	734	734	734	734		
	Enrollment	677	709	750	767	774	784	766		
	Available Space	(256)	(288)	(329)	(33)	(40)	(50)	(32)		
	Comments	Planning for Addition	Planning for Addition		Addition Opens Aug. 2013					
Cluster Information	HS Utilization	100%	101%	101%	100%	100%	100%	99%	101%	101%
	HS Enrollment	2159	2220	2251	2272	2266	2278	2242	2300	2300
	MS Utilization	84%	85%	84%	84%	88%	96%	106%	109%	109%
	MS Enrollment	1545	1553	1542	1536	1619	1751	1945	2000	2000
	ES Utilization	118%	113%	118%	112%	113%	114%	112%	114%	114%
ES Enrollment	3643	3838	3998	4144	4193	4208	4145	4200	4200	

WALTER JOHNSON CLUSTER

Demographic Characteristics of Schools

Schools	2010–2011						2009–2010		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2159	4.9%	7.6%	13.8%	18.5%	54.9%	8.0%	5.0%	6.7%
North Bethesda MS	802	7.7%	8.1%	8.5%	13.2%	61.8%	6.6%	3.7%	7.6%
Tilden MS	743	3.6%	9.2%	17.1%	14.9%	55.2%	10.1%	9.1%	8.7%
Ashburton ES	736	8.3%	9.8%	14.7%	16.4%	50.7%	11.7%	13.6%	11.5%
Farmland ES	579	3.8%	4.7%	33.7%	8.6%	49.1%	5.4%	25.0%	18.3%
Garrett Park ES	553	4.7%	10.1%	15.9%	20.6%	47.7%	17.9%	22.1%	17.1%
Kensington-Parkwood ES	667	4.0%	6.4%	4.9%	10.6%	73.6%	4.2%	4.7%	5.1%
Luxmanor ES	435	2.5%	12.4%	25.3%	15.6%	44.1%	14.2%	16.7%	9.6%
Wyngate ES	677	5.9%	3.7%	10.9%	8.4%	70.9%	0.6%	6.8%	4.1%
Elementary Cluster Total	3647	5.1%	7.6%	16.7%	13.2%	57.1%	8.3%	14.4%	10.7%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

Program Capacity and Room Use Table (School Year 2010–2011)

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	County & Regional Based
Walter Johnson HS	9–12	2153	107	86								3	5			
North Bethesda MS	6–8	847	42	37								1	2			
Tilden MS	6–8	984	52	43								1	2			
Ashburton ES	K–5	634	34	4	17						6				3	
Farmland ES	K–5	617	32	5	23						4					
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	422	24	4	14						4		2			
Wyngate ES	K–5	421	22	3	12						6					1

Facility Characteristics of Schools 2010–2011








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***
Walter Johnson HS	1956	1977	365,138	30.9		1405			
North Bethesda MS	1955	1999	130,461	19.99					
Tilden MS	1967	1991	135,150	29.8		1455			
Ashburton ES	1957	1993	81,438	8.3					
Farmland ES	1963		70,006	4.8	Yes	1417			
Garrett Park ES	1948		54,035	4.4	Yes	1388	Yes		
Kensington-Parkwood ES	1952	2006	77,136	9.9		1263		4	
Luxmanor ES	1966		61,694	6.5	Yes	1578		1	
Wyngate ES	1952	1997	58,654	9.5				10	

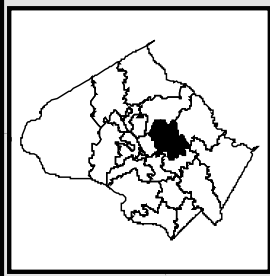
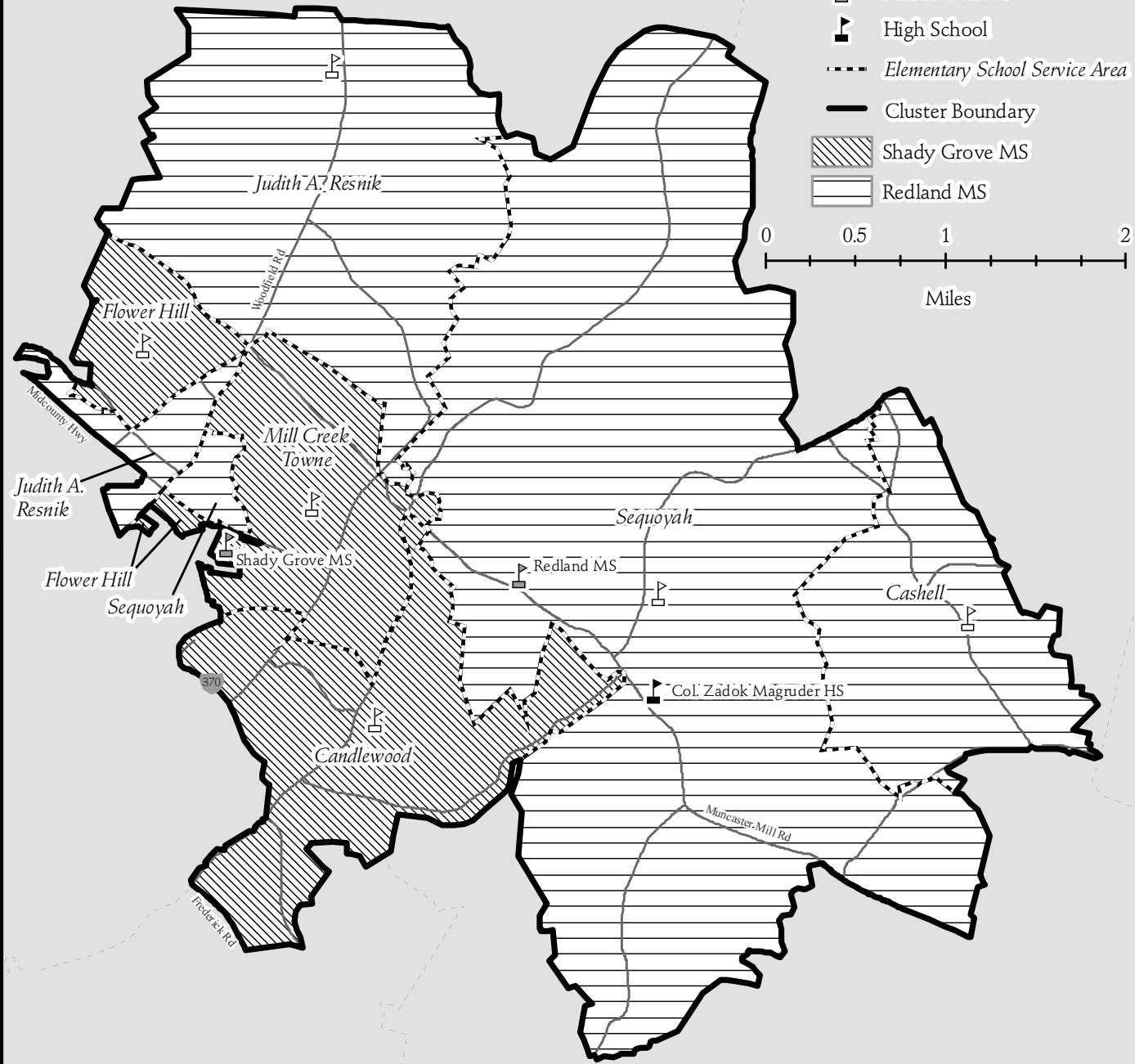
**Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix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

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 7, 2010

SCHOOLS

Redland Middle School

Capital Project: Improvements to this facility were approved in the Amended FY 2007–2012 CIP. Due to fiscal constraints and projected shortfalls in the county and state revenues, the scope of the project was reduced. The new scope of the project will include the following: 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 recommended 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 2012 appropriation is recommended for planning funds 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.

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 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 a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

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

Judith A. Resnik Elementary School

Capital Project: Projections indicate enrollment at Judith A. Resnik Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2012 appropriation is recommended 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 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	Approved	FY 2015–2016
Judith A. Resnik ES	Classroom addition	Proposed	TBD

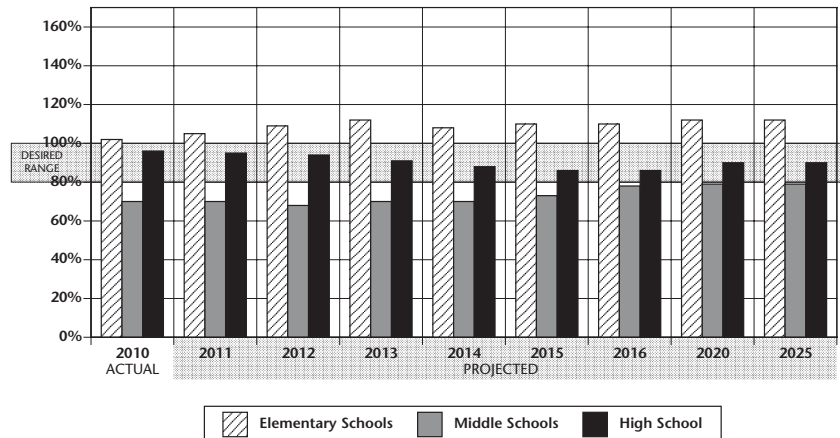
*Approved—Project has an FY 2011 appropriation approved in the FY 2011–2016 CIP.

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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

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 Amendments to the FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 10-11	Projections							
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Col. Zadok Magruder HS	Program Capacity	1896	1896	1896	1896	1896	1896	1896	1896	1896
	Enrollment	1825	1798	1778	1721	1663	1624	1622	1700	1700
	Available Space	71	98	118	175	233	272	274	196	196
	Comments	+1 AUT								
Redland MS	Program Capacity	740	740	740	740	740	740	740	740	740
	Enrollment	564	550	534	536	555	587	640	650	650
	Available Space	176	190	206	204	184	152	100	90	90
	Comments		Improvements Complete							
Shady Grove MS	Program Capacity	897	897	897	897	897	897	897	897	897
	Enrollment	585	590	574	605	587	606	635	650	650
	Available Space	312	307	323	292	310	291	262	247	247
	Comments									
Candlewood ES	Program Capacity	411	411	411	411	548	548	548		
	Enrollment	347	344	361	369	383	395	401		
	Available Space	64	67	50	42	165	153	147		
	Comments	Facility Planning for Mod	Planning for Modernization		@Grosvenor Mod. Complete Jan. 2015					
Cashell ES	Program Capacity	341	341	341	341	341	341	341		
	Enrollment	305	303	320	333	338	349	348		
	Available Space	36	38	21	8	3	(8)	(7)		
	Comments	+2 PEP COMP								
Flower Hill ES	Program Capacity	426	426	426	426	426	426	426		
	Enrollment	476	501	524	539	550	554	556		
	Available Space	(50)	(75)	(98)	(113)	(124)	(128)	(130)		
	Comments	Facility Planning for Addition								
Mill Creek Towne ES	Program Capacity	339	339	339	339	339	339	339		
	Enrollment	423	428	428	426	441	449	443		
	Available Space	(84)	(89)	(89)	(87)	(102)	(110)	(104)		
	Comments									
Judith A. Resnik ES	Program Capacity	475	475	475	475	475	475	475		
	Enrollment	545	576	598	606	611	619	606		
	Available Space	(70)	(101)	(123)	(131)	(136)	(144)	(131)		
	Comments		Facility Planning for Addition							
Sequoyah ES	Program Capacity	465	465	465	465	465	465	465		
	Enrollment	416	433	453	470	479	487	491		
	Available Space	49	32	12	(5)	(14)	(22)	(26)		
	Comments									
Cluster Information	HS Utilization	96%	95%	94%	91%	88%	86%	86%	90%	90%
	HS Enrollment	1825	1798	1778	1721	1663	1624	1622	1700	1700
	MS Utilization	70%	70%	68%	70%	70%	73%	78%	79%	79%
	MS Enrollment	1149	1140	1108	1141	1142	1193	1275	1300	1300
	ES Enrollment	2512	2585	2684	2743	2802	2853	2845	2900	2900

Facility Characteristics of Schools 2010–2011






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			
Redland MS	1971		111,697	20.64	Yes	TBD		10	
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			4	
Mill Creek Towne ES	1966	2000	67,465	8.4				3	
Judith A. Resnik ES	1991		78,547	12.8			Yes	2	
Sequoayah ES	1990		72,582	10	Yes				

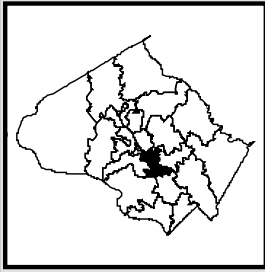
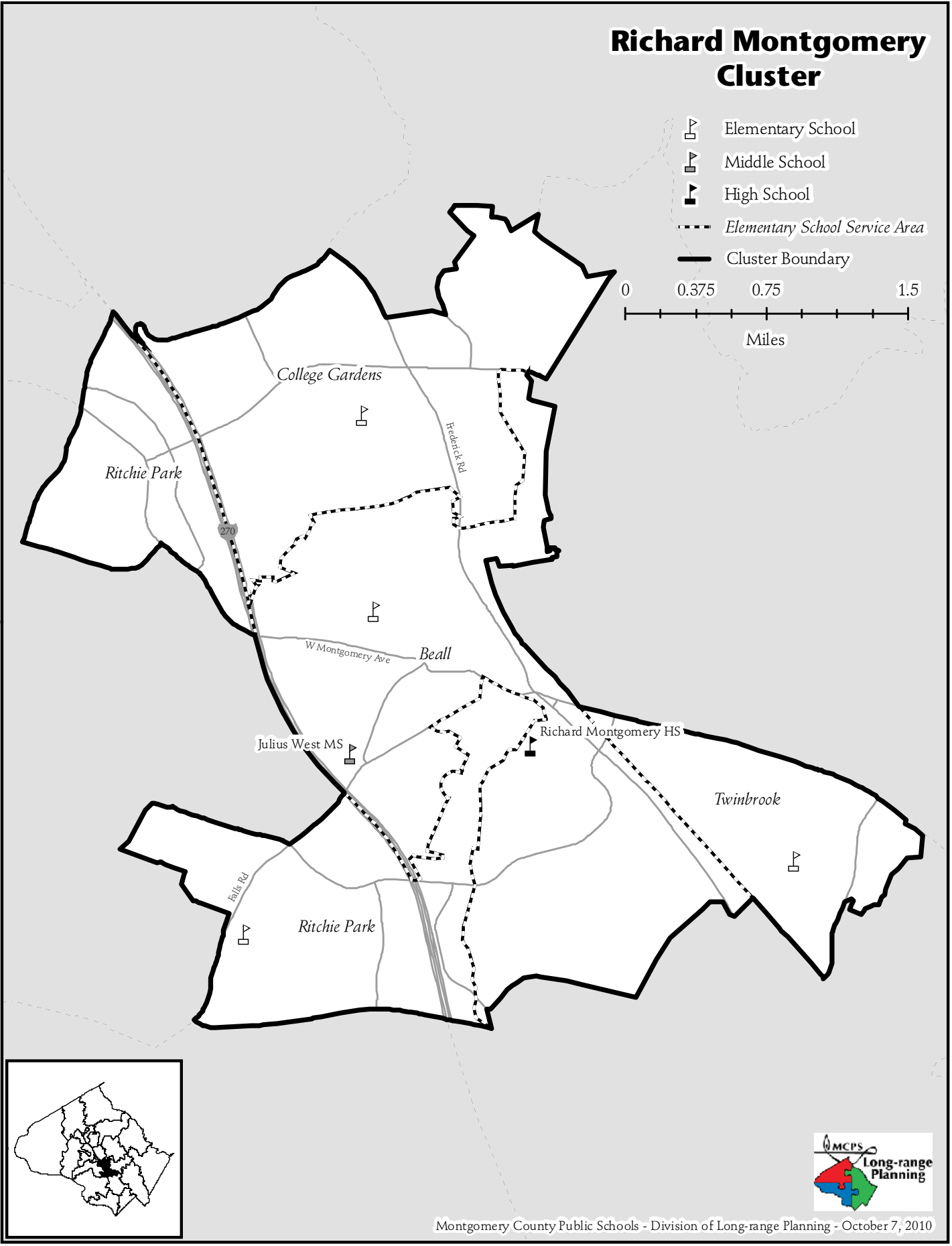
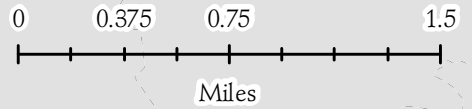
**Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix 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 7, 2010

CLUSTER PLANNING ISSUE

Student enrollment at elementary schools in the Richard Montgomery Cluster has increased dramatically over the past three school years. In order to address the overutilization at the elementary schools, facility planning funds were approved in the FY 2011–2016 CIP to study possible additions at Ritchie Park Elementary School during the 2009–2010 school year and Beall and Twinbrook elementary schools during the 2010–2011 school year. The magnitude of enrollment growth in the cluster now requires a new elementary school. Therefore, it is recommended that a feasibility study be conducted during the 2010–2011 school for a new elementary school at the site of the former Hungerford Park Elementary School, located at 332 W. Edmonston Avenue in the City of Rockville. By conducting the feasibility study this school year, a recommendation for planning and construction funds can be requested in fall 2011, as part of the FY 2013–2018 CIP.

There are two other elementary school sites located in the Richard Montgomery Cluster that were reviewed in developing the recommendation to open a new school in the cluster—one in the King Farm community, south of Redland Road, and the other in the Fallsgrove community. These schools sites are located in the northern edges of the cluster in contrast to the Hungerford Park location that is centrally located in the cluster. A central location is important to addressing the overutilization of all the schools in the cluster, and in developing future school boundaries for the new school that will help minimize transportation time and distance for students.

In addition to a new elementary school, the magnitude of space deficits in the Richard Montgomery Cluster may require one or more classroom additions at Beall, Ritchie Park, and/or Twinbrook elementary schools. Although College Gardens Elementary School also is overutilized, no addition is feasible at College Gardens Elementary Schools because it was built out to the core capacity of 740 when it was modernized in 2008. With the completion of all of the capacity studies, a comprehensive plan to address the overutilization in the Richard Montgomery cluster elementary schools will be developed as part of the FY 2013–2018 CIP in fall 2011.

To address the overutilization at College Gardens Elementary School, it is recommended that the Chinese Immersion Program, which is currently located at this school, be relocated to the new elementary school when it opens. By relocating the program to the new school, approximately 150 students would be reassigned out of College Gardens Elementary School, alleviating most of the space deficit projected for College Gardens Elementary School. In addition to relieving the overutilization at College Gardens Elementary School, the relocation of the program would minimize disruption to the College Gardens Elementary School service area. Furthermore, the

location of the new school will continue to provide the Chinese Immersion students a centralized location in the county, and in a new facility.

In a few years the wave of increasing elementary student enrollments will reach the middle school level. Julius West Middle School enrollment is projected to exceed the school’s capacity by over 300 students by the end of the six-year planning period. Therefore, it is recommended that a feasibility study be conducted during this school year, to determine the feasibility, scope and cost of an addition at the school. At the high school level, enrollment will not exceed the projected capacity throughout the six-year planning period.

SCHOOLS

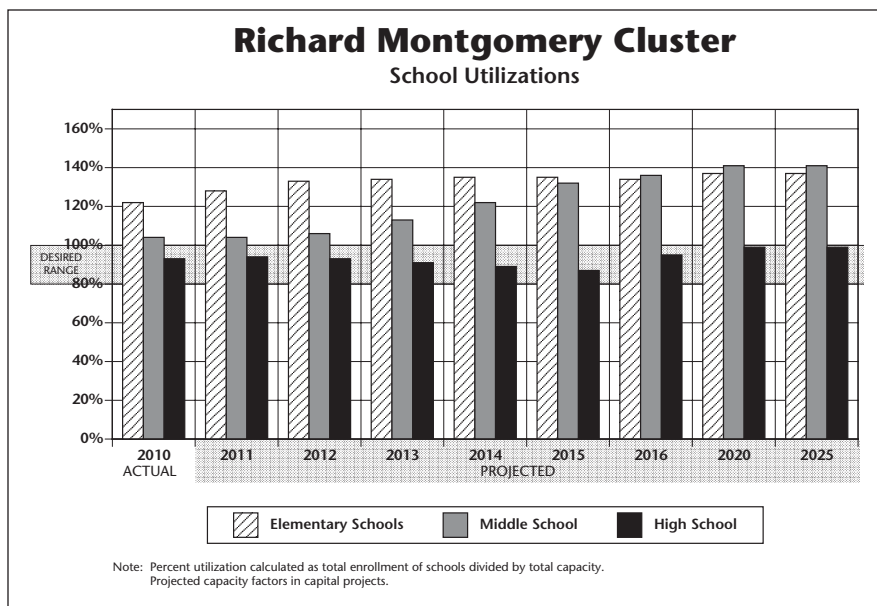
Julius West Middle School

Capital Project: Projections indicate enrollment at Julius West Middle School will exceed capacity by over 300 students by the end of the six-year planning period. A feasibility study will be conducted during this school year to determine the feasibility, scope, and cost for a classroom addition. Relocatable classrooms will be utilized, when needed, until additional capacity can be provided.

Capital Project: Restroom renovations are approved 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 more than four classrooms throughout the six-year planning period. An FY 2011 appropriation was approved for facility planning funds to determine the feasibility, scope, and cost for a classroom addition. As discussed above, in the Cluster Planning Issue section, if an addition is recommended as part of the comprehensive plan for



elementary capacity in the cluster, the date for completion of this addition will be recommended in the FY 2013–2018 CIP in fall 2011. Relocatable classrooms will be utilized until the cluster-wide elementary school capacity plan can be implemented.

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

College Gardens Elementary School

Non-capital Solution: In order to address the projected over-utilization at College Gardens Elementary School, the Chinese Immersion program, currently located at the school, is recommended to be relocated to the new Richard Montgomery Cluster Elementary School #5 (at the site of the former Hungerford Park Elementary School) when the school opens. The timing of the opening of this new school will be recommended in fall 2011 as part of the FY 2013–2018 CIP. Relocatable classrooms will be utilized until this program is reassigned.

Ritchie Park Elementary School

Capital Project: Projections indicate enrollment at Ritchie Park Elementary School will exceed capacity by more than four classrooms throughout 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. This feasibility study has been completed. As discussed above, in the Cluster Planning Issue section, if an addition is recommended as part of the comprehensive plan for elementary capacity in the cluster, the date for completion of this addition will be recommended in the FY 2013–2018 CIP in fall 2011. Relocatable classrooms will be utilized until the cluster-wide elementary school capacity plan can be implemented.

Capital Project: Restroom renovations are approved 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 was approved for facility planning funds to determine the feasibility, scope, and cost for a classroom addition. As discussed above, in the Cluster Planning Issue section, if an addition is recommended as part of the comprehensive plan for elementary capacity in the cluster, the date for completion of this addition will be recommended in the FY 2013–2018 CIP in fall 2011. Relocatable classrooms will be utilized until the cluster-wide elementary school capacity plan can be implemented.

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

Richard Montgomery Cluster Elementary School #5 (Hungerford Park site)

Capital Project: Elementary school enrollment projections indicate the need for a new elementary school in the Richard Montgomery Cluster. A feasibility study will be conducted during this school year to determine the feasibility, scope, and cost of the new elementary school at the site of the former Hungerford Park Elementary School, at 332 W. Edmonston Avenue in the City of Rockville. The date for opening of the new elementary school will be recommended in fall 2011 as part of the FY 2013–2018 CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Julius West MS	Classroom addition	Proposed	TBD
	Restroom renovations	Approved	SY 2011–2012
Beall ES	Classroom addition	Proposed	TBD
	Restroom renovations	Approved	SY 2013–2014
Ritchie Park ES	Classroom addition	Proposed	TBD
	Restroom renovations	Approved	SY 2015–2016
Twinbrook ES	Classroom addition	Proposed	TBD
	Classroom addition	Approved	SY 2014–2015
Richard Montgomery Cluster ES #5	New school	Proposed	TBD

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability

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

Schools			Actual	Projections							
			10-11	11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Richard Montgomery HS	Program Capacity	2232	2232	2232	2232	2232	2232	2232	2232	2232	2232
	Enrollment	2065	2107	2070	2031	1977	1934	2113	2200	2200	
	Available Space	167	125	162	201	255	298	119	32	32	
	Comments	+1 METS									
Julius West MS	Program Capacity	995	995	995	995	995	995	995	995	995	
	Enrollment	1039	1037	1051	1121	1214	1318	1357	1400	1400	
	Available Space	(44)	(42)	(56)	(126)	(220)	(324)	(362)	(405)	(405)	
	Comments	-1 METS See text									
Beall ES	Program Capacity	526	526	526	526	526	526	526			
	Enrollment	714	763	802	824	822	835	815			
	Available Space	(188)	(237)	(276)	(298)	(296)	(309)	(289)			
	Comments	Facility Planning for Addition									
College Gardens ES	Program Capacity	670	670	670	670	670	670	670			
	Enrollment	791	835	862	838	838	831	825			
	Available Space	(121)	(165)	(192)	(168)	(168)	(161)	(155)			
	Comments	See text									
Richard Montgomery Cluster ES #5	Program Capacity										
	Enrollment										
	Available Space										
	Comments	See text									
Ritchie Park ES	Program Capacity	387	387	387	387	387	387	387			
	Enrollment	516	544	565	580	582	571	579			
	Available Space	(129)	(157)	(178)	(193)	(195)	(184)	(192)			
	Comments	See text									
Twinbrook ES	Program Capacity	541	541	541	541	541	541	541			
	Enrollment	560	577	590	609	618	626	633			
	Available Space	(19)	(36)	(49)	(68)	(77)	(85)	(92)			
	Comments	Facility Planning for Addition									
Cluster Information	HS Utilization	93%	94%	93%	91%	89%	87%	95%	99%	99%	
	HS Enrollment	2065	2107	2070	2031	1977	1934	2113	2200	2200	
	MS Utilization	104%	104%	106%	113%	122%	132%	136%	141%	141%	
	MS Enrollment	1039	1037	1051	1121	1214	1318	1357	1400	1400	
	ES Enrollment	2581	2719	2819	2851	2860	2863	2852	2900	2900	

RICHARD MONTGOMERY CLUSTER

Demographic Characteristics of Schools

Schools	2010–2011						2009–2010		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2065	4.0%	15.5%	25.0%	20.4%	34.7%	17.9%	6.5%	10.7%
Julius West MS	1039	5.0%	17.9%	19.6%	25.1%	32.1%	27.2%	6.7%	11.7%
Beall ES	714	6.6%	14.1%	26.5%	16.1%	35.7%	25.2%	18.5%	12.4%
College Gardens ES	792	6.9%	15.3%	25.4%	11.2%	41.0%	11.1%	13.0%	12.8%
Ritchie Park ES	516	4.3%	10.5%	20.9%	17.4%	46.9%	12.5%	13.2%	12.9%
Twinbrook ES	560	3.4%	12.1%	17.5%	53.6%	11.8%	65.8%	51.9%	14.4%
Elementary Cluster Total	2582	5.5%	13.3%	23.1%	23.0%	34.4%	27.3%	23.2%	13.1%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

Program Capacity and Room Use Table
(School Year 2010–2011)

Special Education Programs

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	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	PEP COMP @6	SLC @10	VISION (Elementary) @7	OTHER	School Based	Cluster Based	County & Regional Based						
																																						Quad Cluster Based						
Richard Montgomery HS	9–12	2232	102		96								1	1	2																													
Julius West MS	6–8	995	52		40								5	1	4												2																	
Beall ES	HS–5	526	34	4		7	12	1		1	6								2							1																		
College Gardens ES	HS–5	670	36	5		22				1		6												2																				
Ritchie Park ES	K–5	387	21	4		13						4																																
Twinbrook ES	pre-K–5	541	34	8		10	10		1		5																																	

Facility Characteristics of Schools 2010–2011







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			8	
College Gardens ES	1967	2008	96,986	7.9	Yes	1282		2	
Ritchie Park ES	1966	1997	58,500	9.2				5	
Twinbrook ES	1952	1986	79,818	10.5			Yes	4	

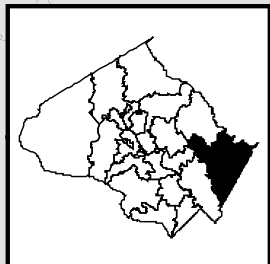
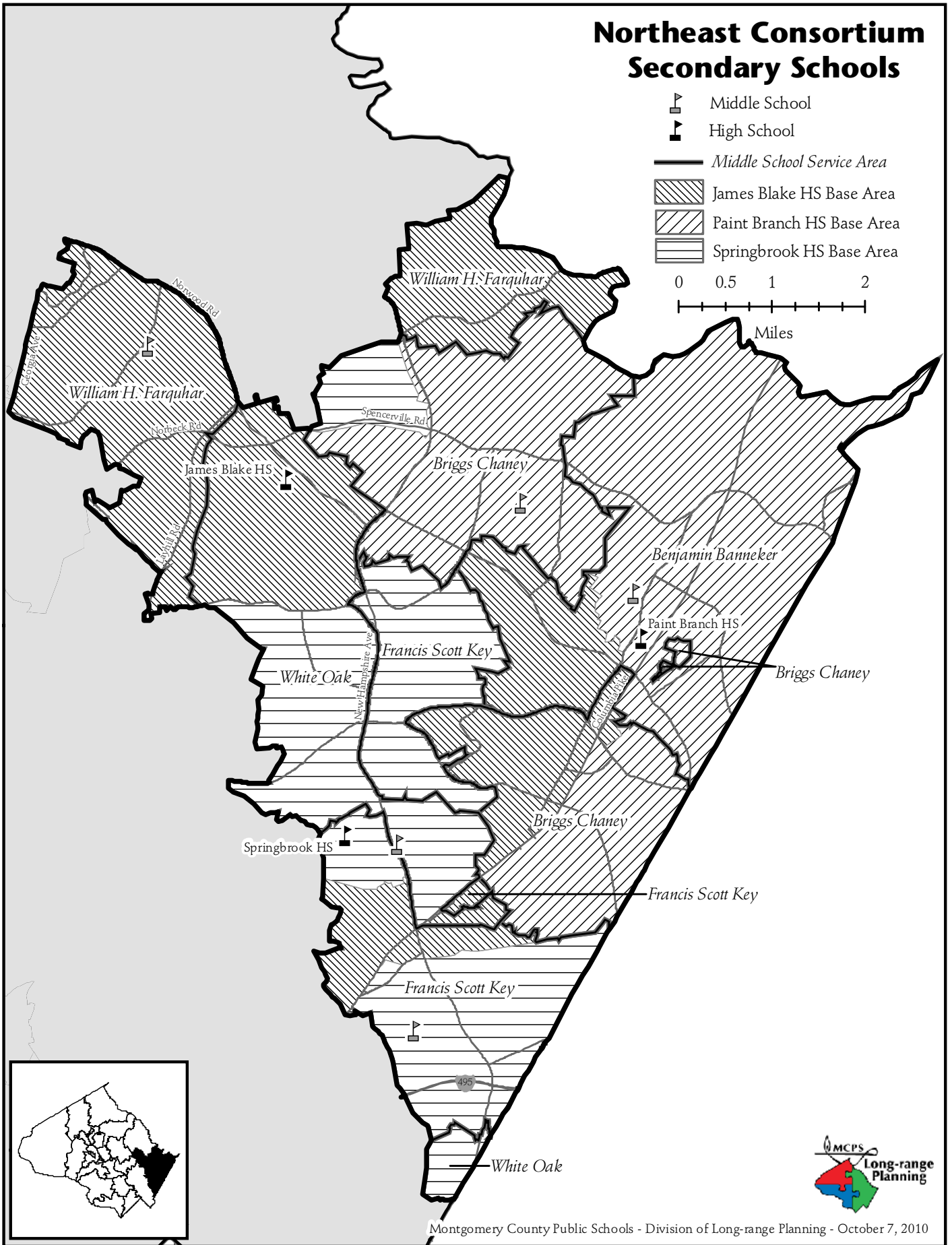
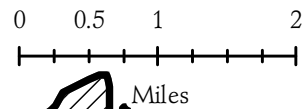
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K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

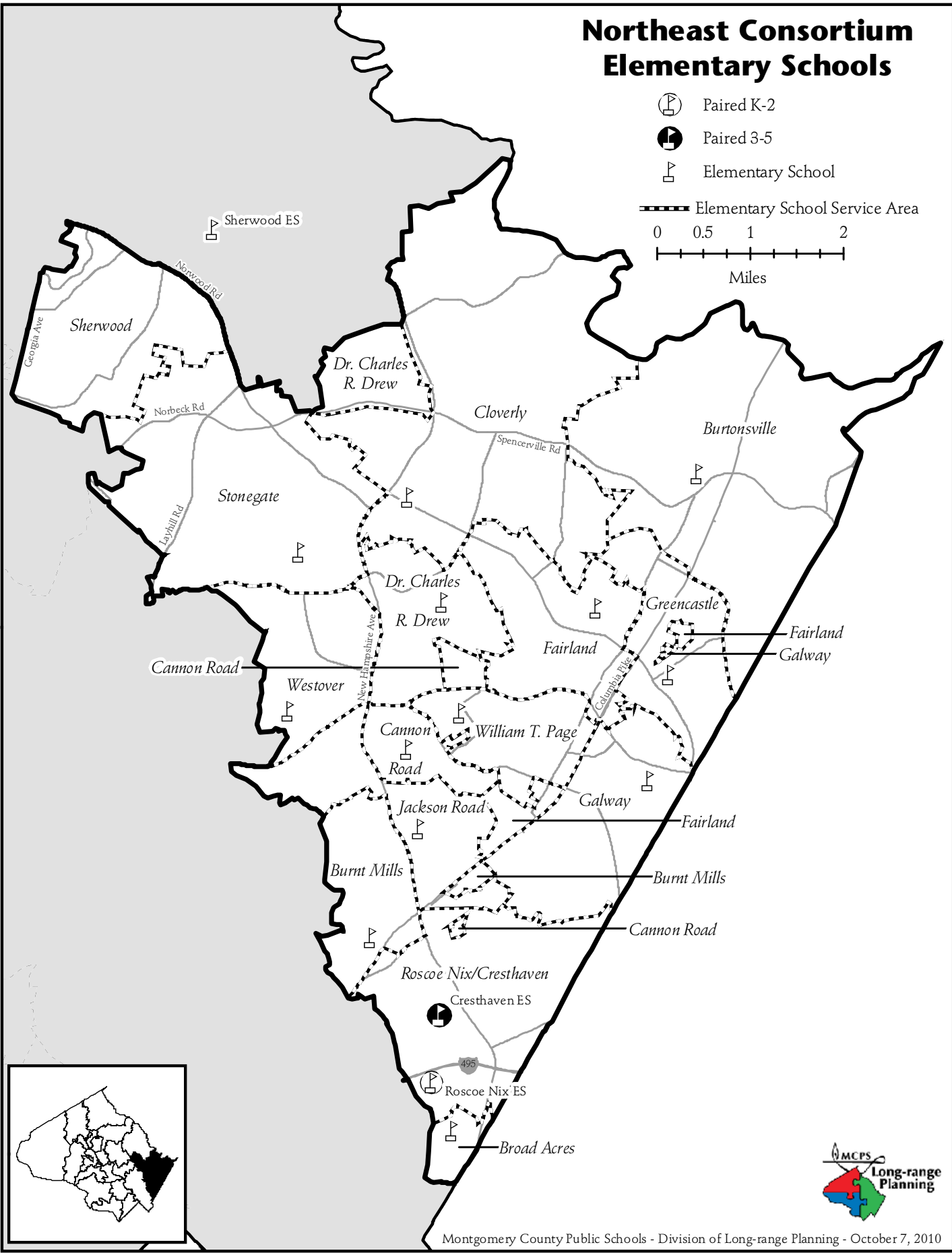
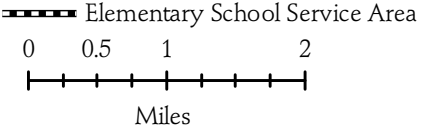
Northeast Consortium Secondary Schools

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



Northeast Consortium Elementary Schools

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



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 choice program includes James Hubert Blake, Paint Branch, and Springbrook high schools. Choice patterns will 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 to 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. Additional capacity is planned as part of the replacement facility.

Capital Project: A replacement facility 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 2011 appropriation is approved to begin construction of the modernization.

Briggs Chaney Middle School

Capital Project: Restroom renovations are approved 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 2012 appropriation is recommended for planning funds to begin the 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.

White Oak Middle School

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

Burnt Mills Elementary School

Capital Project: Projections indicate enrollment at Burnt Mills Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2012 appropriation is recommended 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.

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 was approved to begin the construction of the modernization.

Capital Project: An FY 2011 appropriation was approved for construction funds for a gymnasium to be constructed as a part of the modernization. The scheduled completion date for this gymnasium is January 2012.

Cloverly Elementary School

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

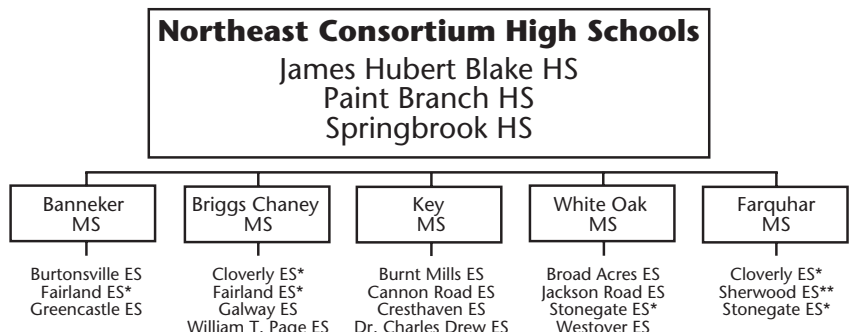
Fairland Elementary School

Capital Project: Projections indicate enrollment at Fairland Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. Construction is underway for a classroom addition that is scheduled for completion by August 2011. Relocatable classrooms will be utilized until additional capacity can be added.

Greencastle Elementary School

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

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.

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. Construction is underway for a classroom addition that is scheduled for completion by August 2011. Relocatable classrooms will be utilized until additional capacity can be added.

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

CAPITAL PROJECTS

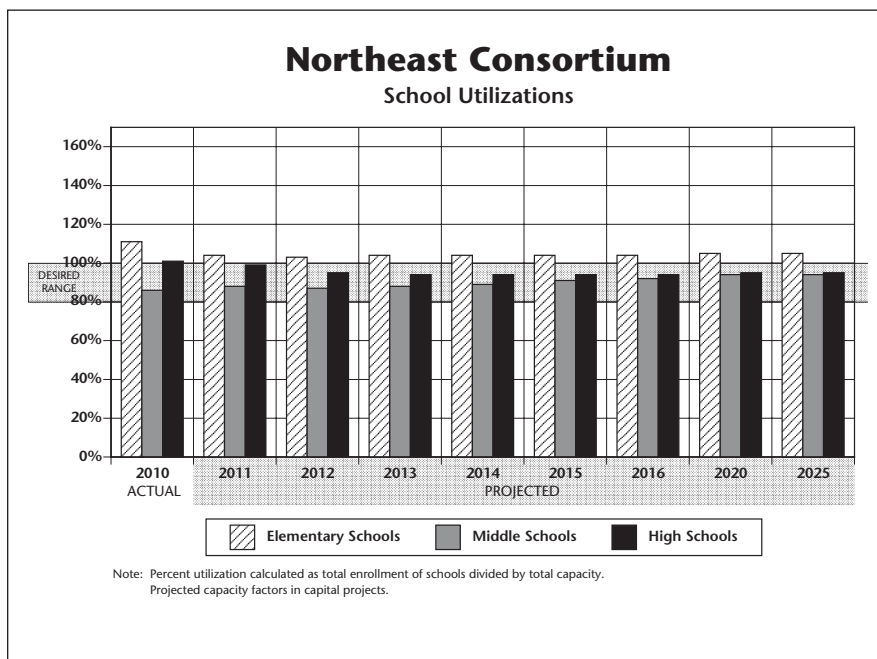
School	Project	Project Status*	Date of Completion
Paint Branch HS	Modernization	Approved	Aug. 2012
	Site work	Approved	Aug. 2013
Briggs Chaney MS	Restroom renovations	Approved	SY 2014–2015
Farquhar MS	Modernization	Programmed	Aug. 2015
White Oak MS	Restroom renovations	Approved	SY 2013–2014
Burnt Mill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

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.



NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

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

Schools		Actual 10-11	Projections							
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
James Blake HS	Program Capacity	1724	1724	1724	1724	1724	1724	1724	1724	1724
	Enrollment	1874	1833	1844	1807	1810	1803	1803	1800	1800
	Available Space	(150)	(109)	(120)	(83)	(86)	(79)	(79)	(76)	(76)
	Comments									
Paint Branch HS	Program Capacity	1579	1579	1899	1899	1899	1899	1899	1899	1899
	Enrollment	1813	1767	1879	1918	1877	1863	1829	1850	1850
	Available Space	(234)	(188)	20	(19)	22	36	70	49	49
	Comments		Replacement in Progress -2 ED	Replace. Complete Aug. 2012	Site Work Complete Aug. 2013					
Springbrook HS	Program Capacity	2073	2073	2073	2073	2073	2073	2073	2073	2073
	Enrollment	1755	1703	1680	1623	1663	1666	1718	1750	1750
	Available Space	318	370	393	450	410	407	355	323	323
	Comments	+1 SCB								
Benjamin Banneker MS	Program Capacity	778	778	778	778	778	778	778	778	778
	Enrollment	808	795	781	791	827	818	833	850	850
	Available Space	(30)	(17)	(3)	(13)	(49)	(40)	(55)	(72)	(72)
	Comments	+1 LFI								
Briggs Chaney MS	Program Capacity	910	910	910	910	910	910	910	910	910
	Enrollment	906	916	902	892	909	929	932	950	950
	Available Space	4	(6)	8	18	0	(20)	(22)	(40)	(40)
	Comments									
William H. Farquhar MS	Program Capacity	893	893	893	893	893	893	893	893	893
	Enrollment	635	650	647	596	577	575	594	600	600
	Available Space	258	243	246	297	316	318	299	293	293
	Comments	Facility Planning For Mod.	Planning for Modernization		@ Tilden Center		Mod Complete			
Francis Scott Key MS	Program Capacity	944	944	944	944	944	944	944	944	944
	Enrollment	870	901	893	937	934	1003	991	950	950
	Available Space	74	42	50	6	10	(60)	(48)	(6)	(6)
	Comments	-2 AUT								
White Oak MS	Program Capacity	945	945	945	945	945	945	945	945	945
	Enrollment	643	656	676	703	732	754	784	850	850
	Available Space	302	289	269	242	213	191	161	95	95
	Comments	+1 SCB -1 SLC								

NORTHEAST CONSORTIUM

Schools			Actual	Projections						2020	2025
			10-11	11-12	12-13	13-14	14-15	15-16	16-17		
Broad Acres ES	CSR	Program Capacity	638	638	638	638	638	638	638		
		Enrollment	618	628	654	668	672	675	664		
		Available Space	20	10	(16)	(30)	(34)	(37)	(26)		
		Comments	+2 preK								
Burnt Mills ES	CSR	Program Capacity	350	350	350	350	350	350	350		
		Enrollment	413	427	442	458	472	473	476		
		Available Space	(63)	(77)	(92)	(108)	(122)	(123)	(126)		
		Comments		Facility Planning for Addition							
Burtonsville ES		Program Capacity	593	593	593	593	593	593	593		
		Enrollment	679	666	662	659	662	661	661		
		Available Space	(86)	(73)	(69)	(66)	(69)	(68)	(68)		
		Comments									
Cannon Road ES	CSR	Program Capacity	296	296	490	490	490	490	490		
		Enrollment	424	423	439	429	439	451	455		
		Available Space	(128)	(127)	51	61	51	39	35		
		Comments		@ Fairland +1 Lang Mod. Comp. Jan. 2012							
Cloverly ES		Program Capacity	460	460	460	460	460	460	460		
		Enrollment	452	476	481	476	476	478	485		
		Available Space	8	(16)	(21)	(16)	(16)	(18)	(25)		
		Comments									
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	511	511	511	511	511	511	511		
		Enrollment	396	402	445	435	435	402	404		
		Available Space	115	109	66	76	76	109	107		
		Comments									
Dr. Charles R. Drew ES	CSR	Program Capacity	443	443	443	443	443	443	443		
		Enrollment	459	463	473	470	469	468	470		
		Available Space	(16)	(20)	(30)	(27)	(26)	(25)	(27)		
		Comments	+1 PreK								
Fairland ES	CSR	Program Capacity	345	660	640	640	640	640	640		
		Enrollment	595	604	605	600	594	604	615		
		Available Space	(250)	56	35	40	46	36	25		
		Comments	+1 preK	Addition complete +1 ED							
Galway ES	CSR	Program Capacity	722	722	722	722	722	722	722		
		Enrollment	790	775	775	772	752	728	732		
		Available Space	(68)	(53)	(53)	(50)	(30)	(6)	(10)		
		Comments									
Greencastle ES	CSR	Program Capacity	562	562	562	562	562	562	562		
		Enrollment	654	703	695	707	700	693	684		
		Available Space	(92)	(141)	(133)	(145)	(138)	(131)	(122)		
		Comments	+1 PEP								

NORTHEAST CONSORTIUM

Schools			Actual	Projections						2020	2025	
			10-11	11-12	12-13	13-14	14-15	15-16	16-17			
Jackson Road ES	CSR	Program Capacity	351	685	685	685	685	685	685			
		Enrollment	615	650	669	677	689	699	691			
		Available Space	(264)	35	16	8	(4)	(14)	(6)			
		Comments		Addition complete								
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	480	480	480	480	480	480	480			
		Enrollment	493	488	454	457	460	457	457			
		Available Space	(13)	(8)	26	23	20	23	23			
		Comments										
William T. Page ES	CSR	Program Capacity	353	353	353	353	353	353	353			
		Enrollment	413	444	447	461	470	474	456			
		Available Space	(60)	(91)	(94)	(108)	(117)	(121)	(103)			
		Comments										
Sherwood ES		Program Capacity	580	580	580	580	580	580	580			
		Enrollment	469	462	483	496	493	505	511			
		Available Space	111	118	97	84	87	75	69			
		Comments		Addition Complete								
			+1 PEP COMP									
Stonegate ES		Program Capacity	418	418	418	418	418	418	418			
		Enrollment	442	443	431	430	431	425	426			
		Available Space	(24)	(25)	(13)	(12)	(13)	(7)	(8)			
		Comments										
Westover ES		Program Capacity	304	304	304	304	304	304	304			
		Enrollment	281	293	313	332	343	343	348			
		Available Space	23	11	(9)	(28)	(39)	(39)	(44)			
		Comments										
Cluster Information		HS Utilization	101%	99%	95%	94%	94%	94%	94%	95%	95%	
		HS Enrollment	5442	5303	5403	5348	5350	5332	5350	5500	5650	
		MS Utilization	86%	88%	87%	88%	89%	91%	92%	94%	94%	
		MS Enrollment	3862	3918	3899	3919	3979	4079	4134	3850	4100	
		ES Utilization	111%	104%	103%	104%	104%	104%	104%	105%	105%	
			ES Enrollment	8193	8347	8468	8527	8557	8536	8535	8600	8600

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2010–2011						2009–2010		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1874	2.9%	42.6%	8.9%	18.6%	26.7%	24.6%	0.6%	10.8%
Paint Branch HS	1813	3.5%	50.4%	17.8%	13.9%	14.0%	26.0%	0.4%	12.9%
Springbrook HS	1755	2.1%	41.0%	14.4%	32.4%	10.1%	39.1%	5.8%	11.8%
Benjamin Banneker MS	808	3.2%	60.9%	14.5%	11.8%	9.2%	39.2%	3.6%	14.1%
Briggs Chaney MS	906	4.3%	47.7%	13.9%	19.8%	13.7%	39.1%	2.7%	14.5%
William H. Farquhar MS	635	3.6%	22.2%	13.4%	11.5%	49.1%	11.4%	1.0%	5.9%
Francis Scott Key MS	870	2.1%	46.4%	7.4%	36.3%	7.5%	56.4%	8.5%	15.3%
White Oak MS	643	3.1%	35.1%	12.3%	37.5%	11.7%	50.5%	8.9%	17.8%
Broad Acres ES	618	0.8%	17.8%	10.0%	70.1%	1.0%	90.3%	68.0%	25.0%
Burnt Mills ES	413	1.2%	65.9%	3.1%	23.0%	6.5%	59.3%	23.7%	24.8%
Burtonsville ES	679	5.7%	60.8%	14.1%	10.3%	7.5%	39.9%	19.1%	14.2%
Cannon Road ES	424	3.1%	34.2%	12.5%	40.6%	9.7%	53.8%	20.0%	15.3%
Cloverly ES	452	9.3%	17.0%	18.6%	12.4%	42.5%	12.6%	10.2%	10.8%
Cresthaven ES	396	2.0%	35.4%	12.6%	44.4%	5.1%	67.6%	23.3%	19.8%
Dr. Charles R. Drew ES	461	4.8%	39.9%	14.5%	24.7%	15.8%	47.3%	14.3%	12.4%
Fairland ES	595	1.8%	57.0%	11.6%	18.8%	10.3%	49.0%	20.2%	18.9%
Galway ES	790	4.1%	53.4%	13.0%	24.1%	4.6%	51.0%	21.3%	18.3%
Greencastle ES	654	2.6%	67.4%	11.2%	17.4%	1.4%	58.1%	21.6%	25.3%
Jackson Road ES	615	2.3%	43.1%	13.5%	34.5%	6.3%	66.0%	28.4%	16.5%
Roscoe R. Nix ES	493	2.2%	32.3%	12.6%	46.5%	5.9%	65.9%	34.1%	20.5%
William T. Page ES	413	4.4%	49.6%	22.3%	17.2%	6.1%	42.2%	18.3%	13.1%
Sherwood ES	469	4.7%	14.5%	13.0%	12.8%	55.0%	13.4%	5.8%	4.5%
Stonegate ES	443	6.1%	28.4%	15.8%	14.4%	35.0%	13.5%	4.7%	7.9%
Westover ES	281	6.0%	34.5%	17.1%	14.6%	27.4%	18.5%	10.5%	12.0%
Elementary Cluster Total	8196	3.7%	42.3%	13.3%	27.0%	13.4%	47.7%	22.1%	16.4%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

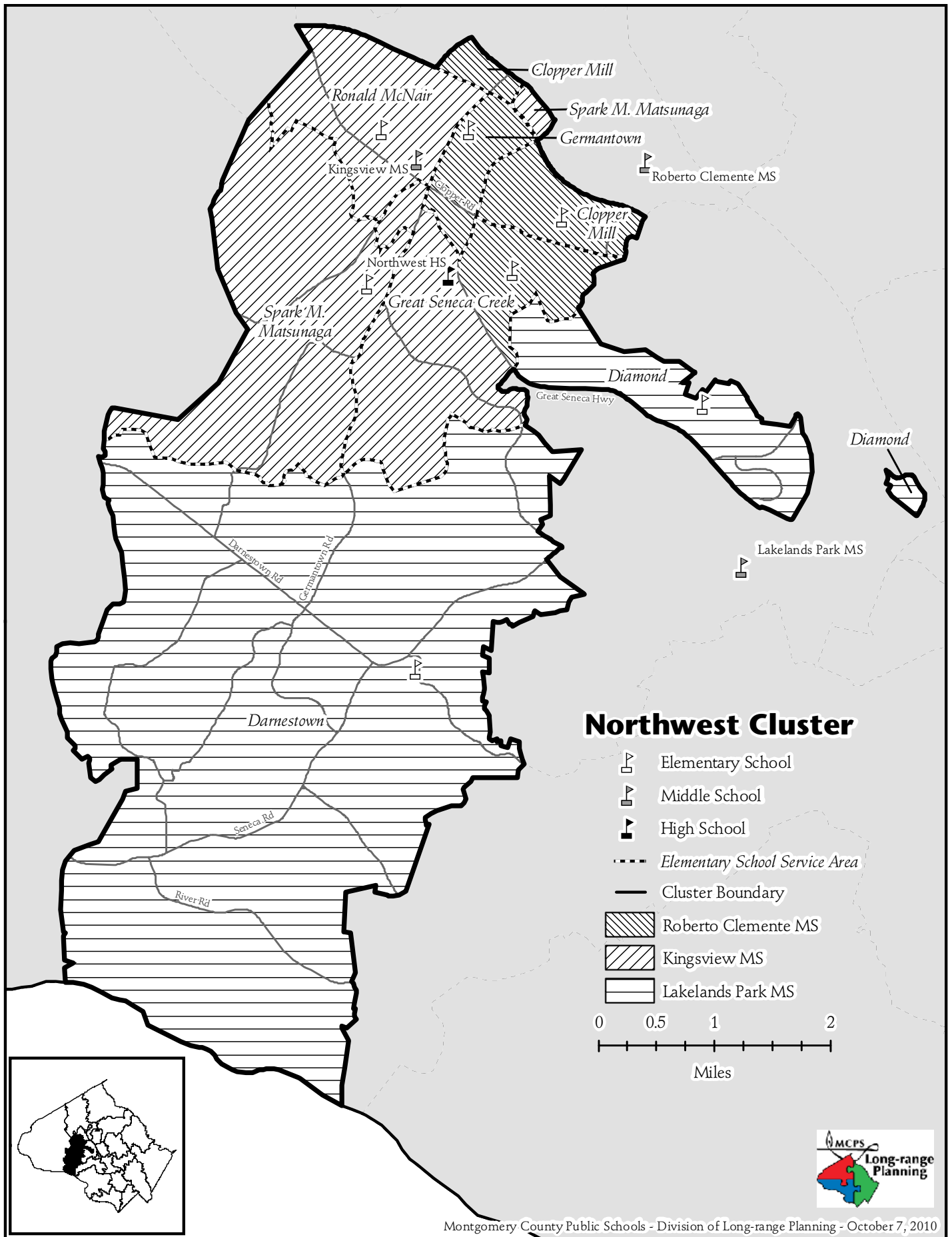
Facility Characteristics of Schools 2010–2011

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***
James Blake HS	1998		297,125	91.09				4	
Paint Branch HS	1969		260,680	45.98		1425		10	
Springbrook HS	1960	1994	305,006	25.13	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	1990	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				1	
Cannon Road ES	1967		44,839	4.4	Yes	1357			
Cloverly ES	1961	1989	61,991	10	Yes			2	
Cresthaven ES	1962	2010	46,490	9.8		1311			Yes
Dr. Charles R. Drew ES	1991		73,975	12					
Fairland ES	1992		66,817	11.8				9	
Galway ES	1967	2009	103,170	9	Yes	1301	Yes		
Greencastle ES	1988		78,275	18.9				2	Yes
Jackson Road ES	1959	1995	65,279	8.8				11	
Roscoe R. Nix ES	2006		88,351	8.97	Yes				
William T. Page ES	1965	2003	58,726	9.8		1404	Yes		
Sherwood ES	1977		60,064	10.85		TBD	Yes	1	
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 approved for this school for completion in the 2015–2016 school year.

Clopper Mill Elementary School

Capital Project: Restroom renovations are approved 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 2012 appropriation is recommended for construction funds to begin the construction of the classroom addition. The scheduled 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 approved for this school for completion in the 2011–2012 school year.

Diamond Elementary School

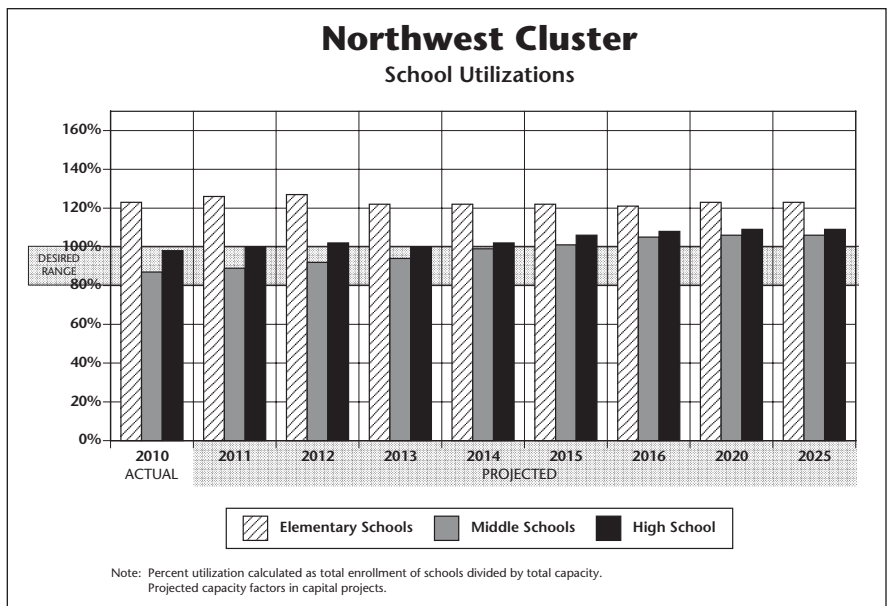
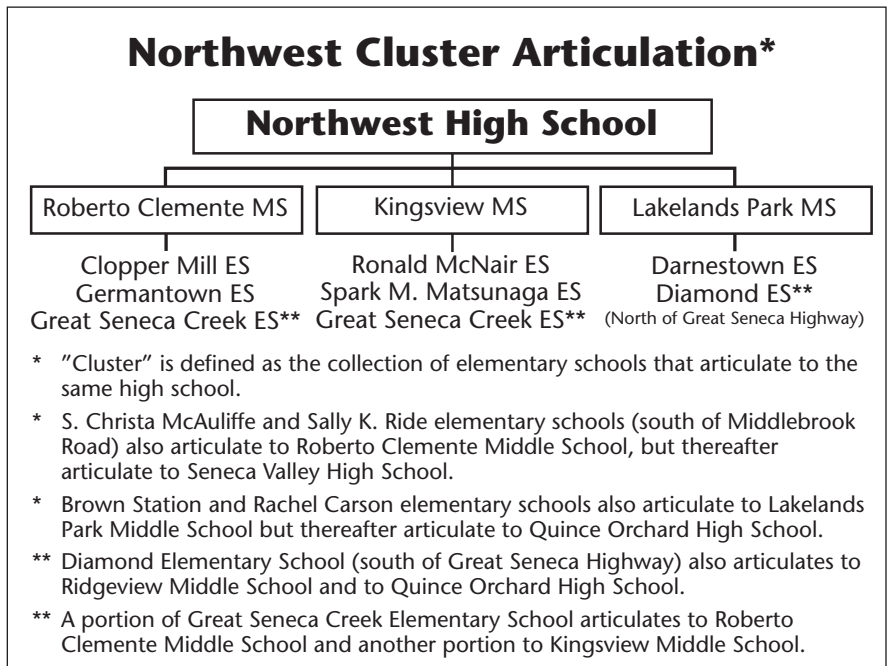
Capital Project: Projections indicate enrollment at Diamond Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2012 appropriation is recommended for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

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 throughout the six-year CIP period. In order to provide relief to the overutilization of these facilities, capacity studies were approved as part of the FY 2011–2016 CIP, to explore the feasibility, scope, and cost of two options. One option is to rebuild Germantown Elementary School and expand its capacity to 740 students to accommodate students from Spark M. Matsunaga Elementary School, and construct a classroom addition to Great Seneca Creek Elementary School.

This capacity study was conducted in spring 2010. The other option is to build a new elementary school in the Northwest Cluster to accommodate students from Great Seneca Creek and Spark M. Matsunaga elementary schools. Under this option there would be no change to Germantown Elementary School.

A site selection committee is recommended in winter 2010–11 to identify a site for a new Northwest Cluster elementary school. Following identification of a suitable site, a capacity study will be conducted in spring 2011 to determine the feasibility, scope, and cost of a new elementary school on the selected site. These steps will provide the opportunity to determine which of the two options best addresses the overutilization of the elementary schools in this cluster. A recommendation for which option to pursue will be considered as part of the



FY 2013–2018 CIP. Relocatable classrooms will be utilized until additional capacity can be provided.

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 throughout the six-year CIP period. In order to provide relief to the overutilization of these facilities, capacity studies were approved as part of the FY 2011–2016 CIP, to explore the feasibility, scope, and cost of two options. One option is to rebuild Germantown Elementary School and expand its capacity to 740 students to accommodate students from Spark M. Matsunaga Elementary School, and construct a classroom addition to Great Seneca Creek Elementary School. This capacity study was conducted in spring 2010. The other option is to build a new elementary school in the Northwest Cluster to accommodate students from Great Seneca Creek and Spark M. Matsunaga elementary schools. Under this option there would be no change to Germantown Elementary School.

A site selection committee is recommended in winter 2010–11 to identify a site for a new Northwest Cluster elementary school. Following identification of a suitable site, a capacity study will be conducted in spring 2011 to determine the feasibility, scope, and cost of a new elementary school on the selected site. These steps will provide the opportunity to determine which of the two options best addresses the overutilization of the elementary schools in this cluster. A recommendation for which option to pursue will be considered as part of the FY 2013–2018 CIP. Relocatable classrooms will be utilized until additional capacity can be provided.

Spark M. Matsunaga 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 throughout the six-year CIP period. In order to provide relief to the overutilization of these facilities, capacity studies were approved as part of the FY 2011–2016 CIP, to explore the feasibility, scope, and cost of two options. One option is to rebuild Germantown Elementary School and expand its capacity to 740 students to accommodate students from Spark M. Matsunaga Elementary School, and construct a classroom addition to Great Seneca Creek Elementary School. This capacity study was conducted in spring 2010. The other option is to build a new elementary school in the Northwest Cluster to accommodate students from Great Seneca Creek and Spark M. Matsunaga elementary schools. Under this option there would be no change to Germantown Elementary School.

A site selection committee is recommended in winter 2010–11 to identify a site for a new Northwest Cluster elementary school.

Following identification of a suitable site, a capacity study will be conducted in spring 2011 to determine the feasibility, scope, and cost of a new elementary school on the selected site. These steps will provide the opportunity to determine which of the two options best addresses the overutilization of the elementary schools in this cluster. A recommendation for which option to pursue will be considered as part of the FY 2013–2018 CIP. Relocatable classrooms will be utilized until additional capacity can be provided.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Northwest HS	Restroom renovations	Approved	SY 2015–2016
Clopper Mill ES	Restroom renovations	Approved	SY 2015–2016
Darnestown ES	Classroom addition	Approved	Aug. 2013
	Restroom renovations	Approved	SY 2011–2012
Diamond ES	Classroom addition	Proposed	TBD
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 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

NORTHWEST CLUSTER

Projected Enrollment and Space Availability

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

Schools		Actual 10-11	Projections							
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Northwest HS	Program Capacity	2151	2151	2151	2151	2151	2151	2151	2151	2151
	Enrollment	2103	2157	2189	2150	2193	2275	2333	2350	2350
	Available Space	48	(6)	(38)	1	(42)	(124)	(182)	(199)	(199)
	Comments									
Roberto Clemente MS	Program Capacity	1193	1193	1193	1193	1193	1193	1193	1193	1193
	Enrollment	1140	1131	1151	1141	1159	1175	1204	1200	1200
	Available Space	53	62	42	52	34	18	(11)	(7)	(7)
	Comments	-1 SCB -1 LFI +1 LAD								
Kingsview MS	Program Capacity	1007	1007	1007	1007	1007	1007	1007	1007	1007
	Enrollment	894	930	971	1030	1078	1096	1152	1150	1150
	Available Space	113	77	36	(23)	(71)	(89)	(145)	(143)	(143)
	Comments									
Lakelands Park MS	Program Capacity	1153	1153	1153	1153	1153	1153	1153	1153	1153
	Enrollment	874	912	976	995	1080	1129	1162	1200	1200
	Available Space	279	241	177	158	73	24	(9)	(47)	(47)
	Comments									
Clopper Mill ES	Program Capacity	420	420	420	420	420	420	420	420	420
	Enrollment	418	415	428	425	420	422	431		
	Available Space	2	5	(8)	(5)	0	(2)	(11)		
	Comments									
Darnestown ES	Program Capacity	264	264	264	468	455	455	455		
	Enrollment	373	371	378	378	382	383	396		
	Available Space	(109)	(107)	(114)	90	73	72	59		
	Comments	Planning for Addition	Planning for Addition		Addition complete					
Diamond ES	Program Capacity	463	463	463	463	463	463	463		
	Enrollment	551	591	610	640	629	628	618		
	Available Space	(88)	(128)	(147)	(177)	(166)	(165)	(155)		
	Comments		Facility Planning for Addition							
Germantown ES	Program Capacity	332	332	332	332	332	332	332		
	Enrollment	289	303	303	312	320	322	337		
	Available Space	43	29	29	20	12	10	(5)		
	Comments	See text								
Great Seneca Creek ES	Program Capacity	648	648	648	648	648	648	648		
	Enrollment	769	784	783	797	793	805	789		
	Available Space	(121)	(136)	(135)	(149)	(145)	(157)	(141)		
	Comments	See text								
Spark M. Matsunaga ES	Program Capacity	649	649	649	649	649	649	649		
	Enrollment	1026	1058	1067	1081	1073	1049	1039		
	Available Space	(377)	(409)	(418)	(432)	(424)	(400)	(390)		
	Comments	See text								
Ronald McNair ES	Program Capacity	623	623	623	623	623	623	623		
	Enrollment	749	765	764	763	761	762	746		
	Available Space	(126)	(142)	(141)	(140)	(138)	(139)	(123)		
	Comments	See text								
Cluster Information	HS Utilization	98%	100%	102%	100%	102%	106%	108%	109%	109%
	HS Enrollment	2103	2157	2189	2150	2193	2275	2333	2350	2350
	MS Utilization	87%	89%	92%	94%	99%	101%	105%	106%	106%
	MS Enrollment	2908	2973	3098	3166	3317	3400	3518	3550	3550
	ES Utilization	123%	126%	127%	122%	122%	122%	121%	123%	123%
ES Enrollment	4175	4287	4333	4396	4378	4371	4356	4400	4400	

NORTHWEST CLUSTER

Facility Characteristics of Schools 2010–2011






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	1992		148,246	19.9					
Kingsview MS	1997		140,398	18.5	Yes				
Lakelands Park MS	2005		153,588	8.11	Yes				
Clopper Mill ES	1986		64,851	9	Yes			3	
Darnestown ES	1954	1980	37,685	7.2		TBD		6	
Diamond ES	1975		64,950	10	Yes	TBD	Yes		
Germantown ES	1935	1978	57,668	7.8		TBD			
Great Seneca Creek ES	2006		82,511	13.71				3	
Spark M. Matsunaga ES	2001		90,718	11.8			Yes	15	
Ronald McNair ES	1990		78,275	10	Yes			4	

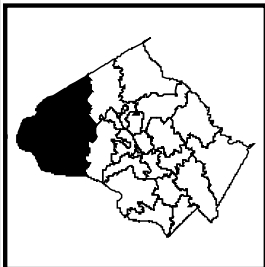
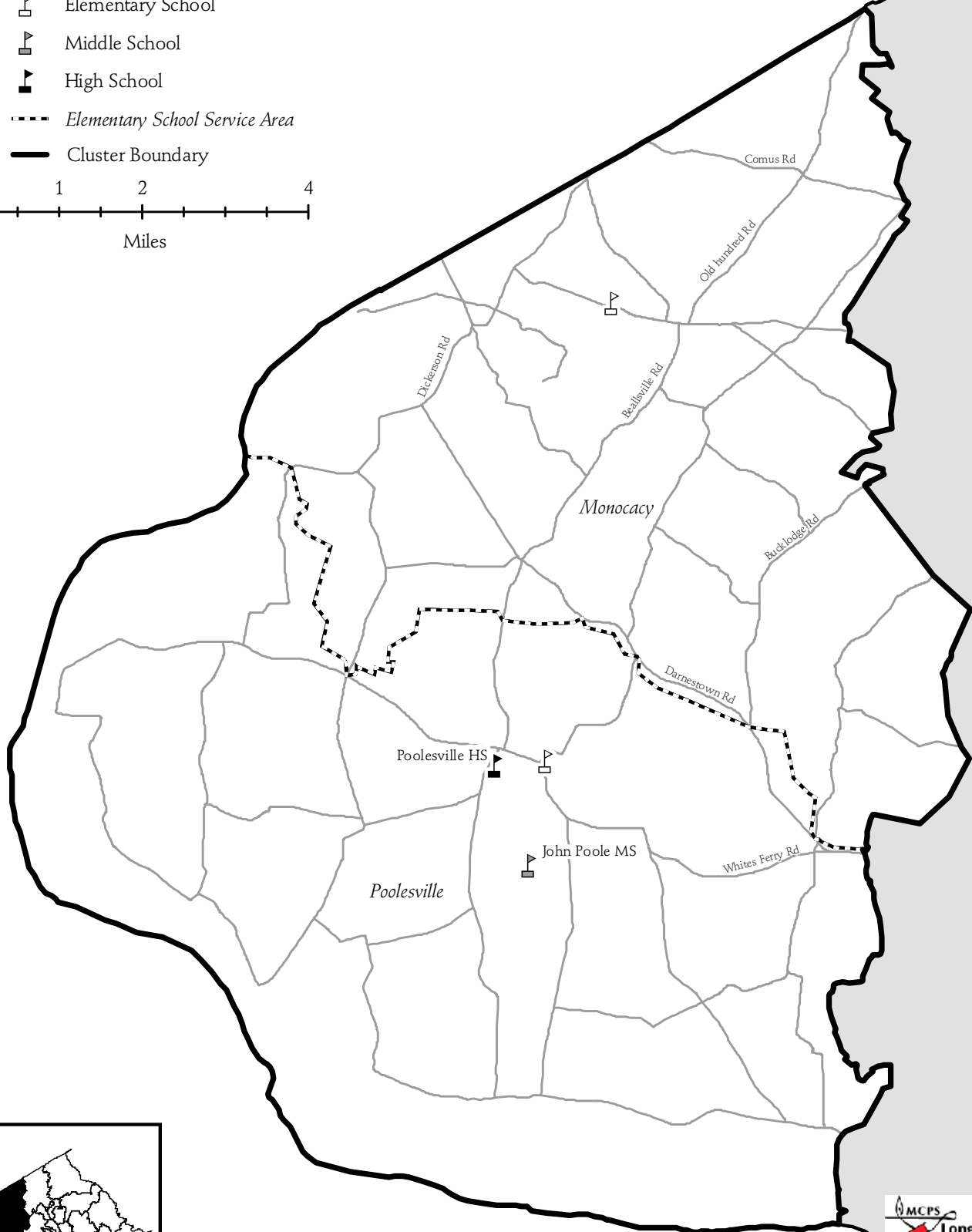
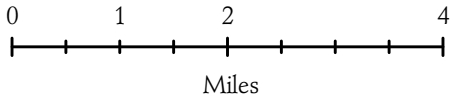
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K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



SCHOOLS

John Poole Middle School

Utilization: Enrollment at John Poole Middle School is projected to decrease in the coming years. A roundtable discussion group that met in spring 2010, reviewed declining enrollment issues at Monocacy and Poolesville elementary schools, and also considered enrollment trends at John Poole Middle School. No specific recommendations were made regarding the middle school. Beyond the six-year planning period, some enrollment increases may be expected based on new enrollment projections for Poolesville Elementary School that show increasing enrollment during the six-year planning period due to construction of two housing developments in the Town of Poolesville.

Monocacy Elementary School

Utilization: Student enrollment at Monocacy and Poolesville elementary schools has been declining for a number of years. Due to low enrollment at the two elementary schools, on October 23, 2009, the superintendent recommended the closure of Monocacy Elementary School effective August 2010, and the consolidation of the enrollments of Monocacy and Poolesville elementary schools at Poolesville Elementary School. On November 19, 2009, the Board of Education voted to not adopt the superintendent’s recommendation. Instead, the Board of Education passed resolutions requesting the superintendent to convene a roundtable discussion group to address declining enrollment in the Poolesville Cluster. The roundtable process was conducted in spring 2010 and the *Report of the Poolesville-Monocacy Roundtable Discussion Group* was sent to the superintendent and Board of Education members on June 16, 2010.

On October 15, 2010, the superintendent released his recommendations for Monocacy and Poolesville elementary schools. In light of increased enrollment at Poolesville Elementary School, and more activity with the construction of two housing developments in the Town of Poolesville, there is no longer sufficient capacity during the six-year planning period to consolidate the enrollment of Monocacy and Poolesville elementary schools at Poolesville Elementary School. Therefore, the recommendation is to maintain Monocacy Elementary School as an operating school. The recommendation paper can be viewed at the following link: www.montgomeryschoolsmd.org/departments/planning/index2.shtml

Poolesville Elementary School

Utilization: Student enrollment at Monocacy and Poolesville elementary schools has been declining for a number of years. Due to low enrollment at the two elementary schools, on October 23, 2009, the superintendent recommended the closure of Monocacy Elementary School effective August 2010, and the consolidation of the

enrollments of Monocacy and Poolesville elementary schools at Poolesville Elementary School. On November 19, 2009, the Board of Education voted to not adopt the superintendent’s recommendation. Instead, the Board of Education passed resolutions requesting the superintendent to convene a roundtable discussion group to address declining enrollment in the Poolesville Cluster. The roundtable process was conducted in spring 2010 and the *Report of the Poolesville-Monocacy Roundtable Discussion Group* was sent to the superintendent and Board of Education members on June 16, 2010.

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CAPITAL PROJECT

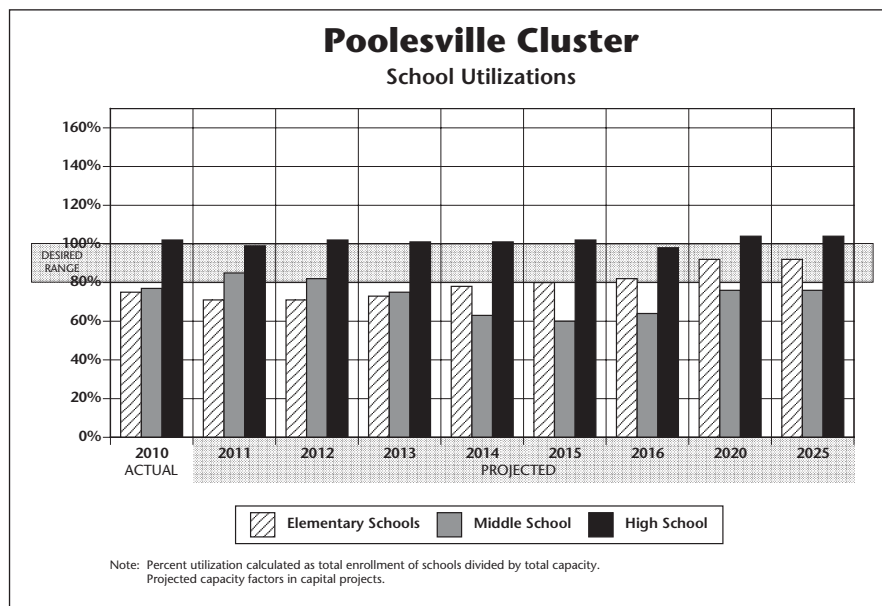
School	Project	Project Status*	Date of Completion
John Poole MS	Restroom renovations	Approved	SY 2015–2016

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

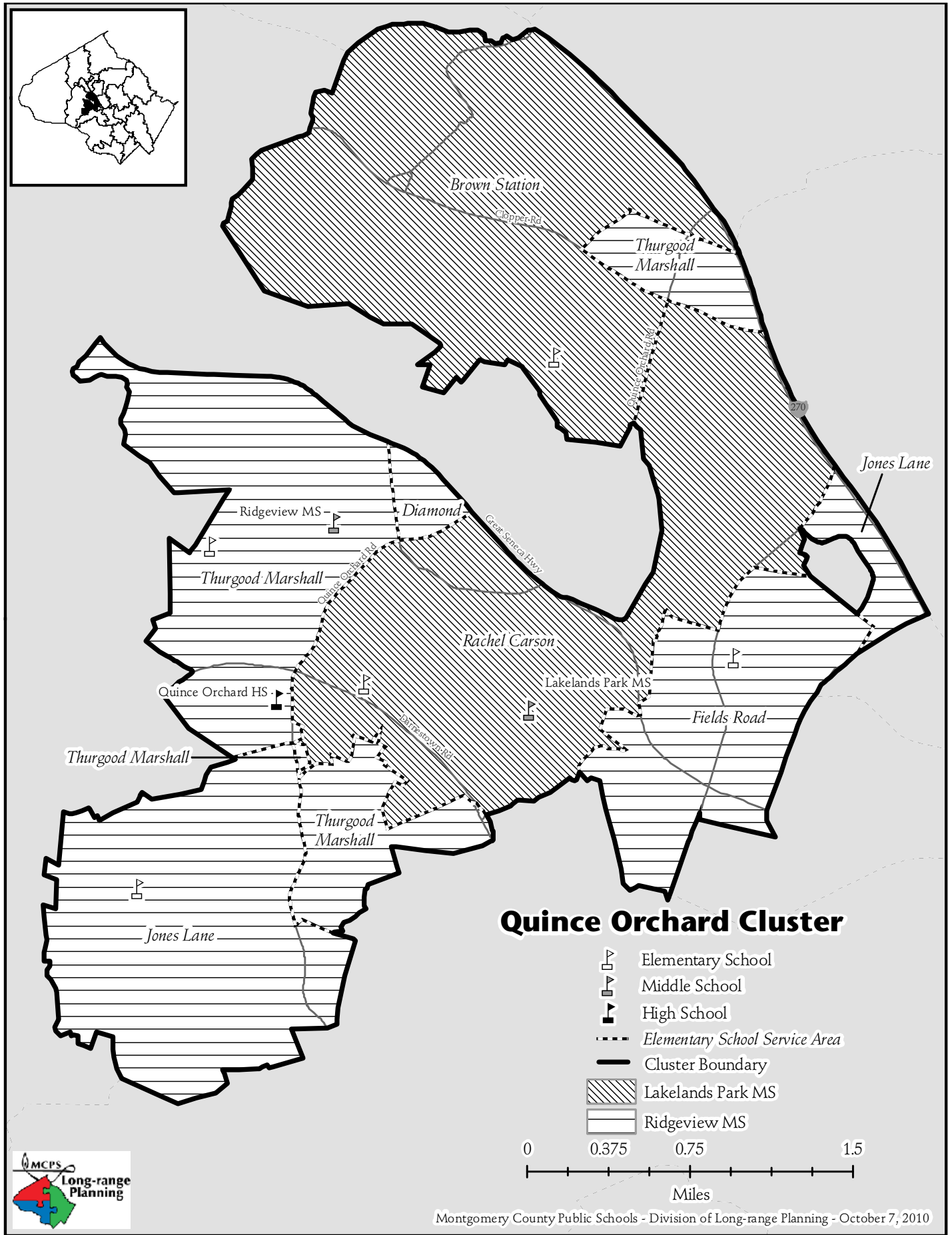


POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

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

Schools		Actual 10-11	Projections							
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Poolesville HS	Program Capacity	1152	1152	1152	1152	1152	1152	1152	1152	1152
	Enrollment	1170	1145	1172	1167	1163	1170	1133	1200	1200
	Available Space	(18)	7	(20)	(15)	(11)	(18)	19	(48)	(48)
	Comments									
John Poole MS	Program Capacity	459	459	459	459	459	459	459	459	459
	Enrollment	355	392	376	346	287	277	294	350	350
	Available Space	104	67	83	113	172	182	165	109	109
	Comments									
Monocacy ES	Program Capacity	219	219	219	219	219	219	219		
	Enrollment	169	152	139	141	145	150	150		
	Available Space	50	67	80	78	74	69	69		
	Comments									
Poolesville ES	Program Capacity	539	539	539	539	539	539	539		
	Enrollment	399	385	401	412	447	460	470		
	Available Space	140	154	138	127	92	79	69		
	Comments									
Cluster Information	HS Utilization	102%	99%	102%	101%	101%	102%	98%	104%	104%
	HS Enrollment	1170	1145	1172	1167	1163	1170	1133	1200	1200
	MS Utilization	77%	85%	82%	75%	63%	60%	64%	76%	76%
	MS Enrollment	355	392	376	346	287	277	294	350	350
	ES Utilization	75%	71%	71%	73%	78%	80%	82%	92%	92%
ES Enrollment	568	537	540	553	592	610	620	700	700	



SCHOOLS

Quince Orchard High School

Utilization: Quince Orchard High School is projected to exceed capacity by nearly 300 students by the end of the six-year planning period.

Capital Project: An FY 2012 appropriation for facility planning funds is recommended to determine the feasibility, scope, and cost of an addition at Quince Orchard High School. The timing for a possible addition will be determined in a future CIP.

Ridgeview Middle School

Capital Project: Improvements are scheduled for this school with a completion date of August 2012. An FY 2011 appropriation was approved for construction funds to complete the improvements.

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. An FY 2012 appropriation is recommended 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) located at Rachel Carson Elementary School was relocated to Jones Lane Elementary School in August 2010. This move freed 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 the overutilization at Rachel Carson Elementary School in the future.

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

Fields Road Elementary School

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

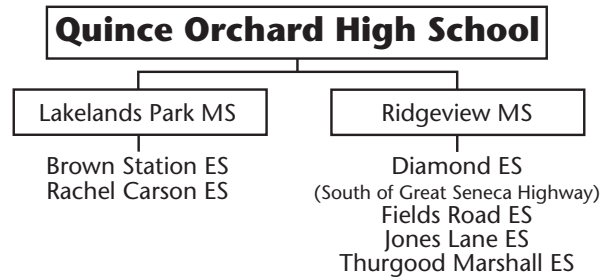
Jones Lane Elementary School

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

Thurgood Marshall Elementary School

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

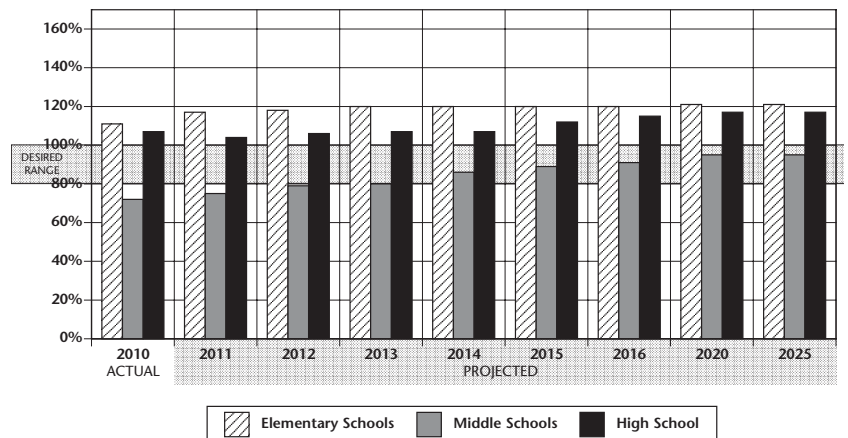
Quince Orchard Cluster Articulation*



*"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
Ridgeview MS	Improvements	Approved	Aug. 2012
Brown Station ES	Modernization	Programmed	Aug. 2016
Rachel Carson ES	Restroom renovations	Approved	SY 2013–2014
Fields Road ES	Restroom renovations	Approved	SY 2013–2014
Jones Lane ES	Restroom renovations	Approved	SY 2012–2013
Thurgood Marshall ES	Restroom renovations	Approved	SY 2014–2015

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability

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

Schools		Actual 10-11	Projections							
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Quince Orchard HS	Program Capacity	1706	1706	1706	1706	1706	1706	1706	1706	1706
	Enrollment	1826	1777	1813	1831	1825	1903	1954	2000	2000
	Available Space	(120)	(71)	(107)	(125)	(119)	(197)	(248)	(294)	(294)
	Comments	-2 LFI +1 Ext.	Facility Planning for Addition							
Lakelands Park MS	Program Capacity	1153	1153	1153	1153	1153	1153	1153	1153	1153
	Enrollment	874	912	976	995	1080	1129	1162	1200	1200
	Available Space	279	241	177	158	73	24	(9)	(47)	(47)
	Comments									
Ridgeview MS	Program Capacity	1016	1016	1016	1016	1016	1016	1016	1016	1016
	Enrollment	682	712	737	740	785	796	811	850	850
	Available Space	334	304	279	276	231	220	205	166	166
	Comments		Improvements Complete							
Brown Station ES	Program Capacity	409	409	409	409	409	409	409		
	Enrollment	465	540	554	585	595	604	615		
	Available Space	(56)	(131)	(145)	(176)	(186)	(195)	(206)		
	Comments	+3 PEP + HSM	Facility Planning For Mod.	Planning for Modernization	Move to Grosvenor Jan. 2015	Mod Complete				
Rachel Carson ES	Program Capacity	691	691	691	691	691	691	691		
	Enrollment	885	886	894	877	877	872	874		
	Available Space	(194)	(195)	(203)	(186)	(186)	(181)	(183)		
	Comments	-4 ELC								
Fields Road ES	Program Capacity	485	485	485	485	485	485	485		
	Enrollment	463	478	485	495	491	508	514		
	Available Space	22	7	0	(10)	(6)	(23)	(29)		
	Comments									
Jones Lane ES	Program Capacity	440	440	440	440	440	440	440		
	Enrollment	503	516	507	508	496	485	491		
	Available Space	(63)	(76)	(67)	(68)	(56)	(45)	(51)		
	Comments	+4 ELC								
Thurgood Marshall ES	Program Capacity	541	541	541	541	541	541	541		
	Enrollment	543	586	597	608	614	612	597		
	Available Space	(2)	(45)	(56)	(67)	(73)	(71)	(56)		
	Comments									
Cluster Information	HS Utilization	107%	104%	106%	107%	107%	112%	115%	117%	117%
	HS Enrollment	1826	1777	1813	1831	1825	1903	1954	2000	2000
	MS Utilization	72%	75%	79%	80%	86%	89%	91%	95%	95%
	MS Enrollment	1556	1624	1713	1735	1865	1925	1973	2050	2050
	ES Enrollment	2859	3006	3037	3073	3073	3081	3091	3100	3100

QUINCE ORCHARD CLUSTER

Demographic Characteristics of Schools

Schools	2010–2011						2009–2010		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	1826	3.2%	16.0%	12.6%	21.5%	46.3%	19.0%	6.4%	11.5%
Lakelands Park MS	874	4.0%	14.3%	13.4%	16.2%	51.7%	16.6%	3.7%	9.3%
Ridgeview MS	682	5.1%	14.1%	15.0%	19.5%	46.3%	21.6%	2.7%	9.8%
Brown Station ES	465	5.2%	33.8%	6.0%	44.1%	10.8%	60.6%	25.9%	20.5%
Rachel Carson ES	885	3.7%	6.1%	10.5%	15.1%	64.3%	14.1%	11.6%	7.9%
Fields Road ES	463	7.8%	16.4%	19.9%	25.1%	30.7%	29.1%	19.6%	15.4%
Jones Lane ES	503	5.6%	10.9%	15.1%	22.1%	45.5%	21.6%	13.1%	12.7%
Thurgood Marshall ES	543	5.0%	12.7%	14.9%	23.6%	42.9%	23.1%	9.7%	11.4%
Elementary Cluster Total	2859	5.2%	14.4%	12.9%	24.3%	42.8%	26.6%	15.0%	12.5%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

Program Capacity and Room Use Table
(School Year 2010–2011)

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	County & 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	PEP COMP @6	SLC @10	VISION (Elementary) @7	OTHER		
Quince Orchard HS	9–12	1706	86	66								4	2	8							3																
Lakelands Park MS	6–8	1153	57	51								1		4												1											
Ridgeview MS	6–8	1016	49	46										3																							
Brown Station ES	HS–5	409	27	5	3	9		1	1	4					1																				3		
Rachel Carson ES	pre-K–5	691	35	5		22			1			6			1																						
Fields Road ES	pre-K–5	485	30	5		16		1				3			1								3														1
Jones Lane ES	K–5	440	27	5		13						4			1		4																				
Thurgood Marshall ES	K–5	541	32	4		16						4			1																		4				3

QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2010–2011






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***
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		4	
Rachel Carson ES	1990		78,547	12.4				6	
Fields Road ES	1973		72,302	10		TBD			
Jones Lane ES	1987		60,679	12.1				6	
Thurgood Marshall ES	1993		77,798	12			Yes	1	

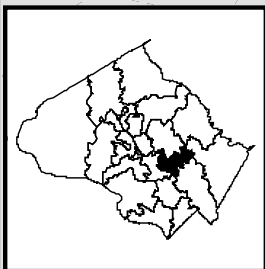
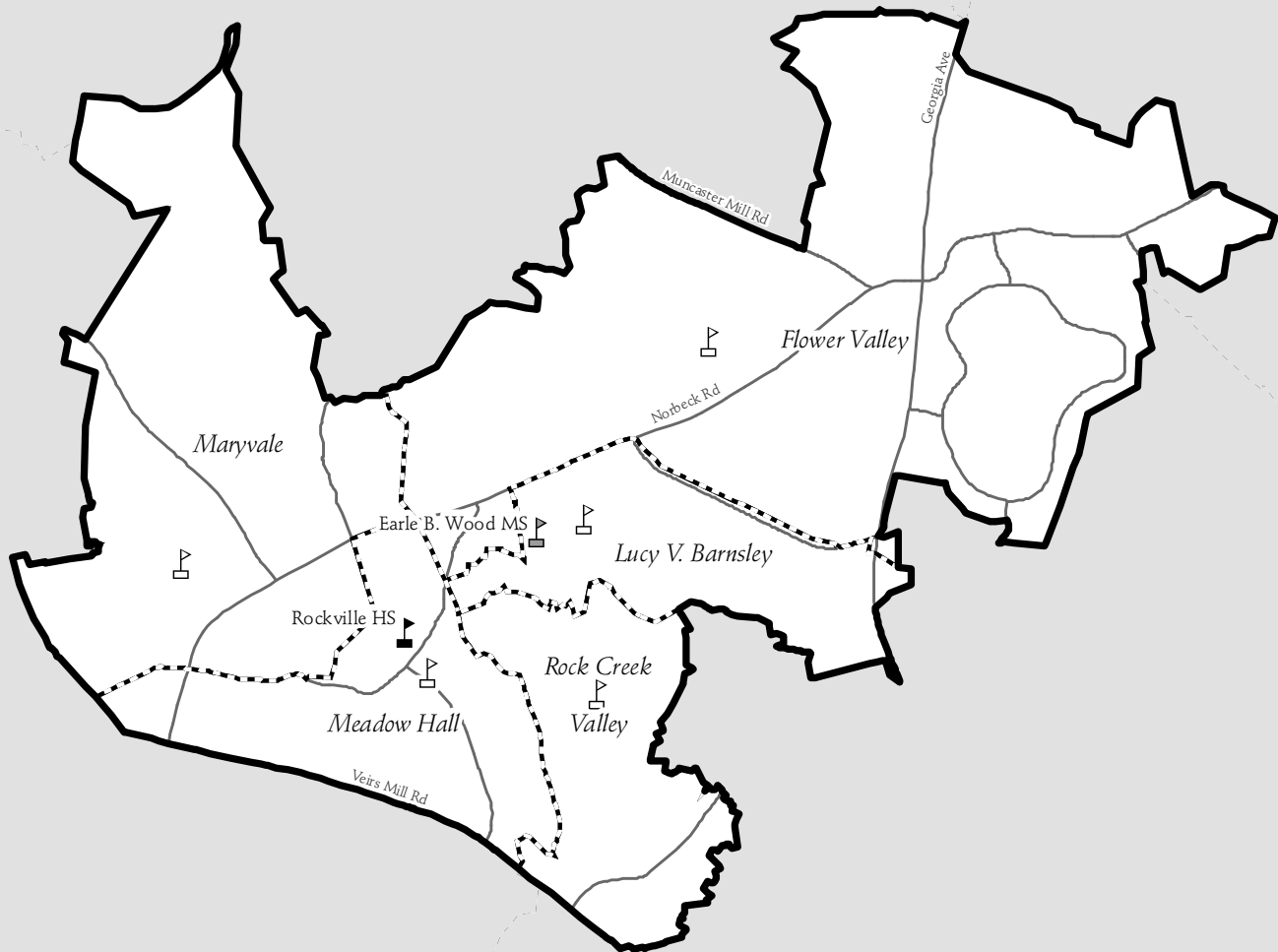
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K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



Montgomery County Public Schools - Division of Long-range Planning - October 7, 2010

SCHOOLS

Lucy V. Barnsley Elementary School

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

Planning Study: On November 27, 2007, the Board of Education adopted a resolution concerning stand-alone special education centers. The resolution stated 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. The Maryland State Department of Education (MSDE) has stated that state funding would be very difficult to acquire for stand-alone special education centers because students in these centers are not provided opportunities to receive instruction in the general education setting to the maximum extent appropriate.

The Carl Sandburg Learning Center was previously scheduled for a modernization in the Amended FY 2007–2012 CIP, because 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 convene a roundtable advisory committee with a multi-stakeholder representation to review the possibility of collocating the Carl Sandburg Learning Center on the Maryvale Elementary School campus. 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 to accommodate the school and the Carl Sandburg Learning Center program.

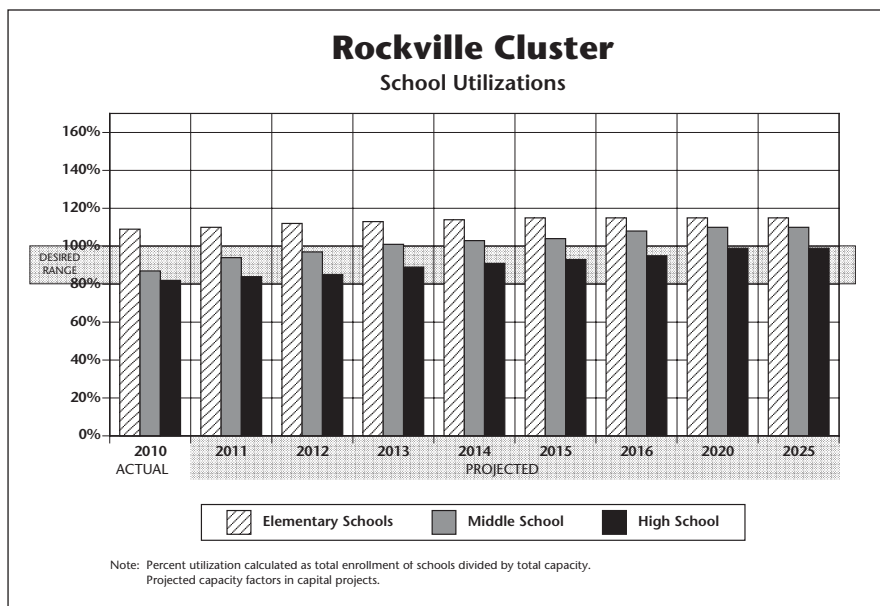
The roundtable advisory committee will include both the parents and staff from Carl Sandburg Learning Center and Maryvale Elementary School. Staff from the Office of School Performance, the Department of Special Education, and the Division of Long-range Planning will participate in the work group. The 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 committee will submit a report to the superintendent in the June 2011. Following the input from the committee, the superintendent will consider the input from the committee before making a recommendation for the Carl Sandburg Learning Center as part of the FY 2013–2018 Capital Improvements Program in October 2011. The outcomes of the committee will not impact the modernization schedule for Maryvale Elementary School. The current CIP 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 collocating the Carl Sandburg Learning Center at the Maryvale Elementary School site, the building would be designed to support the unique facility requirements to support the Carl Sandburg Learning Center program and would be completed on the same schedule as the Maryvale Elementary School modernization by January 2018.

Meadow Hall Elementary School

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



CAPITAL PROJECTS

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

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

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

Schools			Actual	Projections							
			10-11	11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Rockville HS		Program Capacity	1530	1516	1516	1516	1516	1516	1516	1516	1516
		Enrollment	1257	1279	1295	1342	1378	1406	1439	1500	1500
		Available Space	273	238	222	174	138	110	78	16	16
		Comments	+1 LFI	+1 LFI							
Earle B. Wood MS		Program Capacity	968	952	952	952	952	952	952	952	952
		Enrollment	845	893	919	962	982	990	1025	1050	1050
		Available Space	123	59	33	(10)	(30)	(38)	(73)	(98)	(98)
		Comments		+1 AUT							
Lucy V. Barnsley ES		Program Capacity	524	524	524	524	524	524	524		
		Enrollment	665	639	645	630	634	632	632		
		Available Space	(141)	(115)	(121)	(106)	(110)	(108)	(108)		
		Comments									
Flower Valley ES		Program Capacity	429	416	416	416	416	416	416		
		Enrollment	478	480	498	518	515	528	521		
		Available Space	(49)	(64)	(82)	(102)	(99)	(112)	(105)		
		Comments		+1 ED							
Maryvale ES	CSR	Program Capacity	570	570	570	570	570	570	570		
		Enrollment	566	582	605	614	625	641	644		
		Available Space	4	(12)	(35)	(44)	(55)	(71)	(74)		
		Comments	See text		Facility Planning For Mod.		Planning for Modernization		@North Lake		
Meadow Hall ES	CSR	Program Capacity	344	344	344	344	344	344	344		
		Enrollment	390	409	415	427	431	440	436		
		Available Space	(46)	(65)	(71)	(83)	(87)	(96)	(92)		
		Comments									
Rock Creek Valley ES	CSR	Program Capacity	403	403	403	403	403	403	403		
		Enrollment	376	364	356	362	364	364	371		
		Available Space	27	39	47	41	39	39	32		
		Comments									
Cluster Information		HS Utilization	82%	84%	85%	89%	91%	93%	95%	99%	99%
		HS Enrollment	1257	1279	1295	1342	1378	1406	1439	1500	1500
		MS Utilization	87%	94%	97%	101%	103%	104%	108%	110%	110%
		MS Enrollment	845	893	919	962	982	990	1025	1050	1050
		ES Utilization	109%	110%	112%	113%	114%	115%	115%	115%	115%
ES Enrollment	2475	2474	2519	2551	2569	2605	2604	2600	2600		

ROCKVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2010–2011						2009–2010		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1257	4.1%	15.8%	11.5%	30.8%	37.4%	24.9%	6.1%	9.4%
Earle B. Wood MS	845	4.5%	17.2%	10.8%	31.7%	35.7%	30.7%	4.4%	8.5%
Lucy V. Barnsley ES	665	5.1%	12.6%	15.8%	27.5%	38.5%	30.3%	9.6%	7.0%
Flower Valley ES	478	3.1%	15.9%	11.7%	14.6%	54.4%	17.1%	6.3%	8.6%
Maryvale ES	566	9.5%	23.3%	7.8%	31.6%	27.0%	39.9%	23.7%	8.7%
Meadow Hall ES	392	4.1%	14.8%	8.4%	44.9%	26.8%	47.3%	23.5%	23.2%
Rock Creek Valley ES	376	4.3%	7.4%	9.3%	37.5%	41.0%	27.8%	22.8%	7.9%
Elementary Cluster Total	2477	5.5%	15.3%	11.0%	30.2%	37.5%	32.4%	16.6%	10.3%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

Program Capacity and Room Use Table
(School Year 2010–2011)

Special Education Programs

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	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	PEP COMP @6	SLC @10	VISION (Elementary) @7	OTHER	School Based	Cluster Based	Quad Cluster Based	County & Regional Based									
																																				Rockville HS	9–12	1530	78		60							
Earle B. Wood MS	6–8	968	50		43										1										1	4																						
Lucy V. Barnsley ES	K–5	524	28	3		19						3														3																						
Flower Valley ES	K–5	429	25	3		14						3														3	2																					
Maryvale ES	HS–5	570	36	6		12	8		1	2	4														3																							
Meadow Hall ES	K–5	344	25	4		6	6				4														3																							
Rock Creek Valley ES	K–5	403	29	4		9	6				3																7																					

ROCKVILLE CLUSTER

Facility Characteristics of Schools 2010–2011








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				5	
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	

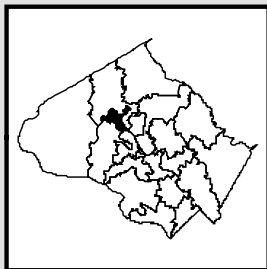
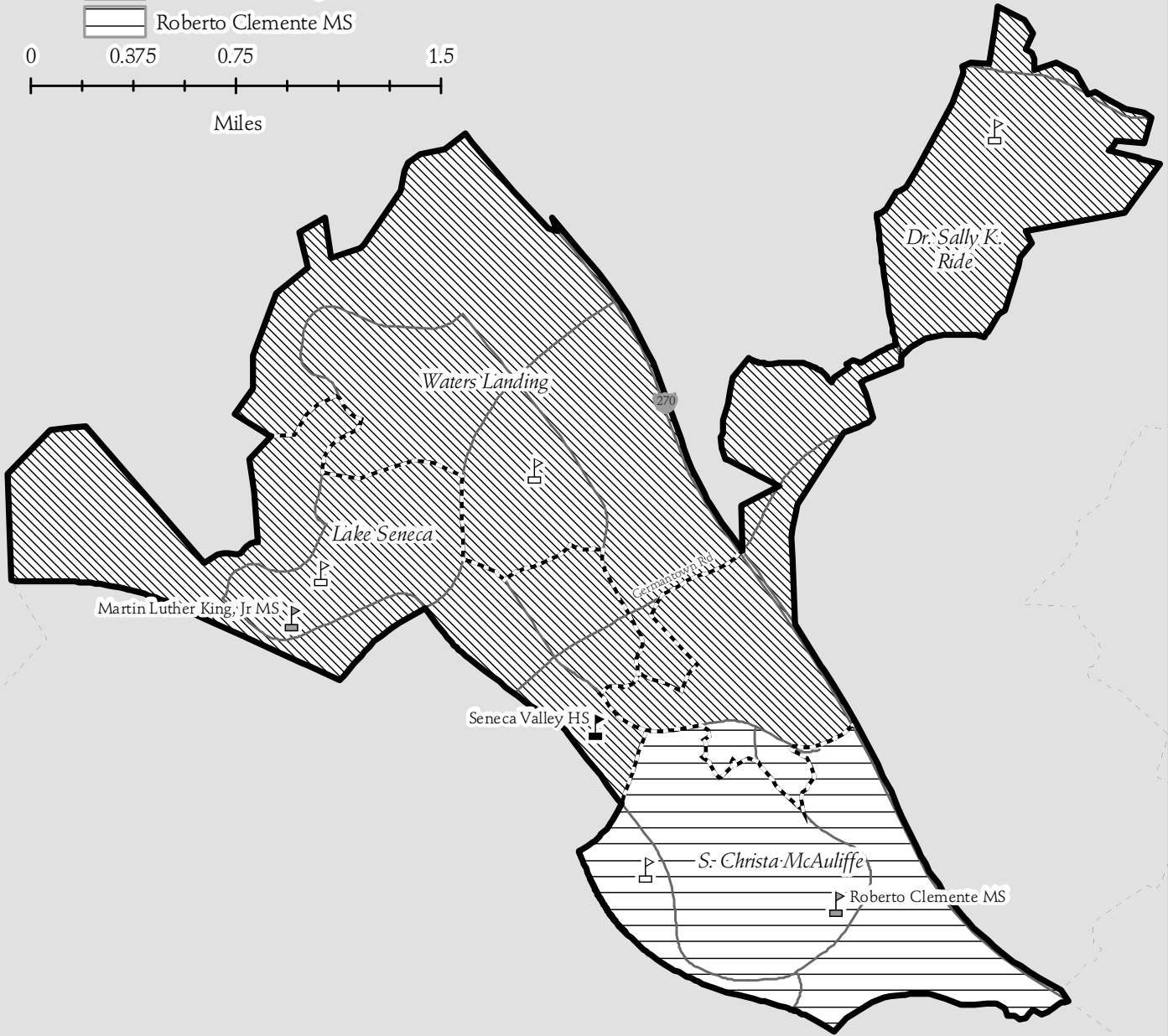
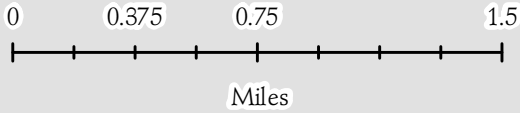
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K 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. An FY 2012 appropriation is recommended 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 approved for this school for completion in the 2012–2013 school year.

Dr. Martin Luther King, Jr. Middle School

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

Lake Seneca Elementary School

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

S. Christa McAuliffe Elementary School

Capital Project: Projections indicate enrollment at S. Christa McAuliffe Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2012 appropriation is recommended 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 approved for this school for completion in the 2015–2016 school year.

Dr. Sally K. Ride Elementary School

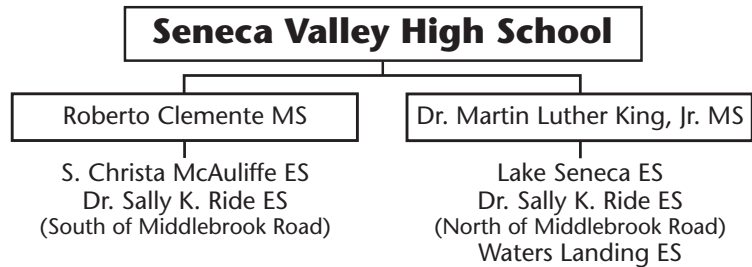
Capital Project: Restroom renovations are approved for this school for completion in the 2015–2016 school year.

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. Although the Board of Education requested an FY 2011 appropriation for planning funds to begin the architectural design of a classroom addition, the County Council delayed the planning and construction funds by one year. Therefore, an FY 2012 appropriation is recommended for planning funds. The scheduled completion date for the addition is now August 2014. 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 approved for this school for completion in the 2014–2015 school year.

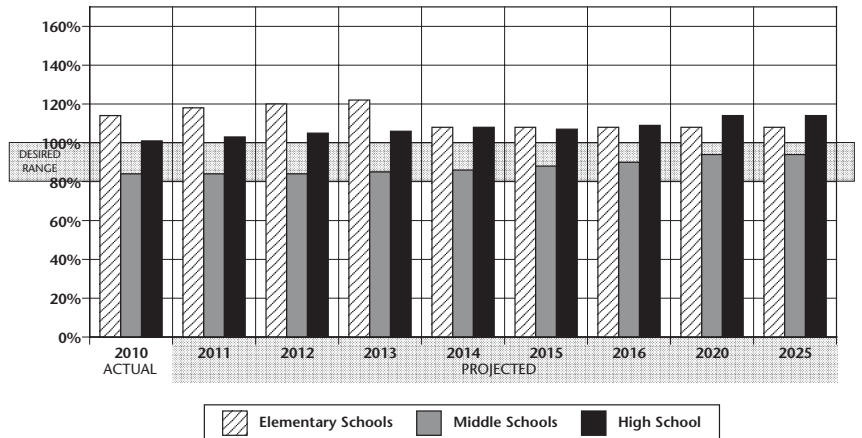
Seneca Valley Cluster Articulation*



- * "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	Recommended	Aug. 2016, building Aug. 2017, site
Roberto Clemente MS	Restroom renovations	Approved	SY 2012–2013
Dr. Martin Luther King, Jr. MS	Restroom renovations	Approved	SY 2013–2014
Lake Seneca ES	Restroom renovations	Approved	SY 2011–2012
S. Christa McAuliffe ES	Restroom renovations	Approved	SY 2015–2016
	Classroom addition	Proposed	TBD
Dr. Sally K. Ride ES	Restroom renovations	Approved	SY 2015–2016
Waters Landing ES	Classroom addition	Recommended	August 2014
	Restroom renovations	Approved	SY 2014–2015

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability

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

Schools			Actual	Projections							
			10-11	11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Seneca Valley HS	Program Capacity	1311	1311	1311	1311	1311	1311	1311	1311	1311	1311
	Enrollment	1325	1347	1379	1387	1415	1404	1427	1500	1500	
	Available Space	(14)	(36)	(68)	(76)	(104)	(93)	(116)	(189)	(189)	
	Comments		Facility Planning for Mod	Planning for Modernization		Modernization in Progress		Mod Complete			
Roberto Clemente MS	Program Capacity	1193	1193	1193	1193	1193	1193	1193	1193	1193	
	Enrollment	1140	1131	1151	1141	1159	1175	1204	1250	1250	
	Available Space	53	62	42	52	34	18	(11)	(57)	(57)	
	Comments	-1 SCB -1 LFI +1 LAD									
Martin Luther King, Jr. MS	Program Capacity	888	888	888	888	888	888	888	888	888	
	Enrollment	601	613	604	637	639	666	668	700	700	
	Available Space	287	275	284	251	249	222	220	188	188	
	Comments										
Lake Seneca ES	Program Capacity	417	417	417	417	417	417	417			
	Enrollment	392	417	437	450	461	475	474			
	Available Space	25	0	(20)	(33)	(44)	(58)	(57)			
	Comments										
S. Christa McAuliffe ES	Program Capacity	495	495	495	495	495	495	495			
	Enrollment	591	609	629	656	643	648	637			
	Available Space	(96)	(114)	(134)	(161)	(148)	(153)	(142)			
	Comments		Facility Planning for Addition								
Dr. Sally K. Ride ES	Program Capacity	491	491	491	491	491	491	491			
	Enrollment	539	542	533	527	524	507	517			
	Available Space	(48)	(51)	(42)	(36)	(33)	(16)	(26)			
	Comments										
Waters Landing ES	Program Capacity	488	488	488	488	736	736	736			
	Enrollment	629	662	677	670	681	686	674			
	Available Space	(141)	(174)	(189)	(182)	55	50	62			
	Comments		Planning for Addition			Addition Complete					
Cluster Information	HS Utilization	101%	103%	105%	106%	108%	107%	109%	114%	114%	
	HS Enrollment	1325	1347	1379	1387	1415	1404	1427	1500	1500	
	MS Utilization	84%	84%	84%	85%	86%	88%	90%	94%	94%	
	MS Enrollment	1741	1744	1755	1778	1798	1841	1872	1950	1950	
	ES Utilization	114%	118%	120%	122%	108%	108%	108%	108%	108%	
ES Enrollment	2151	2230	2276	2303	2309	2316	2302	2300	2300		

Facility Characteristics of Schools 2010–2011








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		1	
Roberto Clemente MS	1992		148,246	19.9					
Martin Luther King, Jr MS	1996		135,867	19					
Lake Seneca ES	1985		58,770	9.4				2	
S. Christa McAuliffe ES	1987		77,240	10.6	Yes			3	
Dr. Sally K. Ride ES	1994		78,686	13.5			Yes	4	Yes
Waters Landing ES	1988		77,560	10			Yes	5	

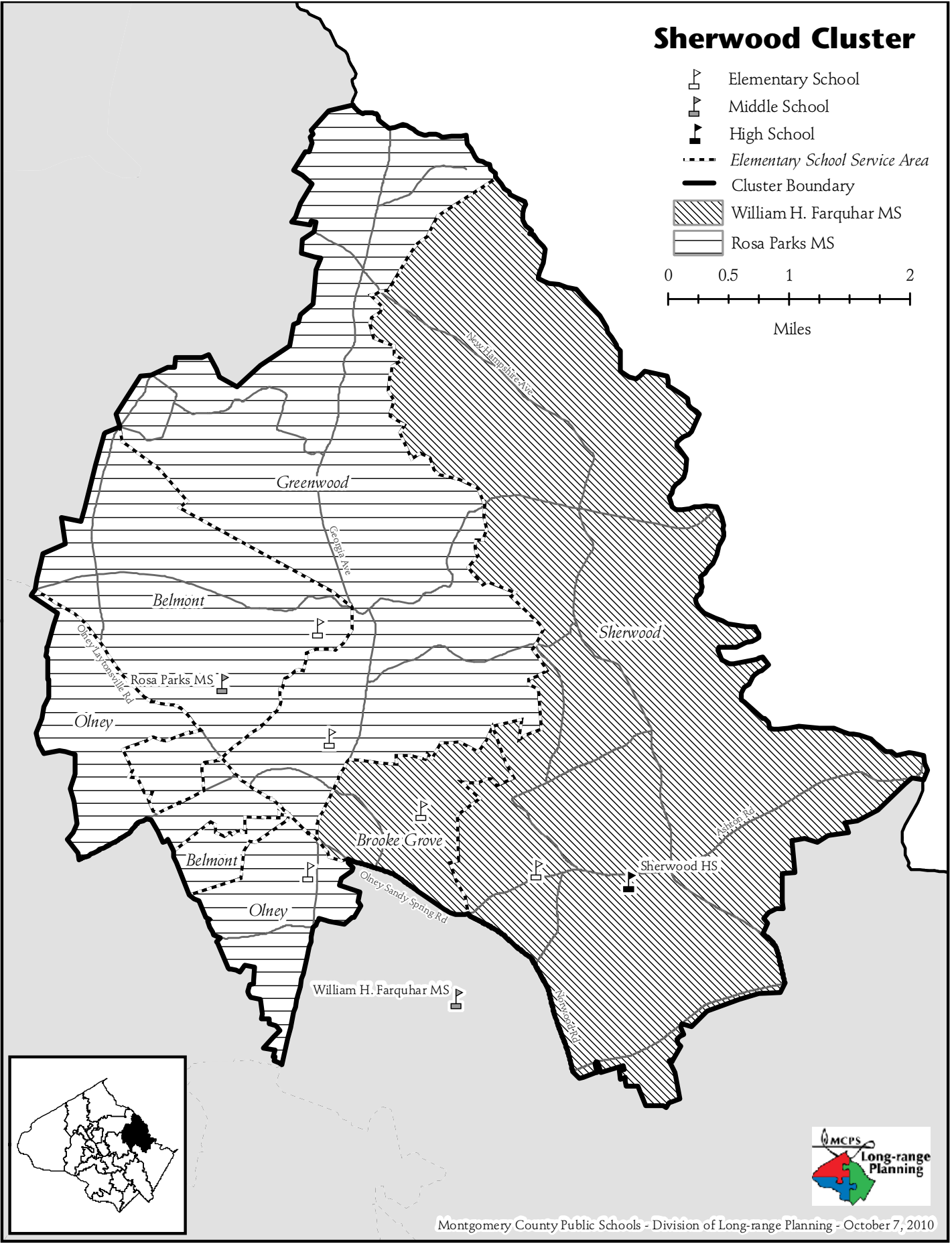
**Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix 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 7, 2010

SCHOOLS

Sherwood High School

Capital Project: Restroom renovations are approved 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 2012 appropriation is recommended for planning funds to begin the 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.

Rosa M. Parks Middle School

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

CAPITAL PROJECTS

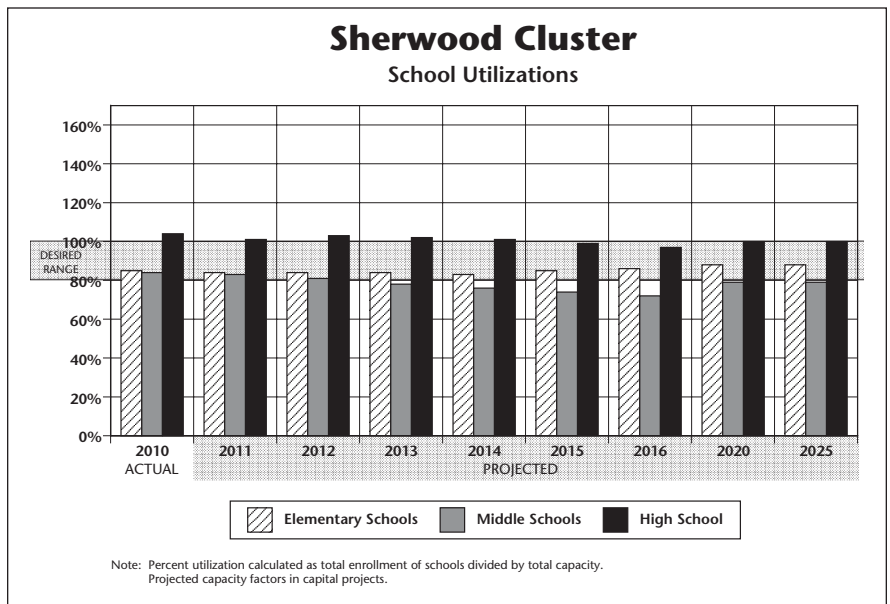
School	Project	Project Status*	Date of Completion
Sherwood HS	Restroom renovations	Approved	SY 2013–2014
Farquhar MS	Modernization	Programmed	Aug. 2015
Rosa M. Parks MS	Restroom renovations	Approved	SY 2013–2014

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.



SHERWOOD CLUSTER

Projected Enrollment and Space Availability

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

Schools		Actual 10-11	Projections								
			11-12	12-13	13-14	14-15	15-16	16-17	2020	2025	
Sherwood HS	Program Capacity	2004	2004	2004	2004	2004	2004	2004	2004	2004	2004
	Enrollment	2077	2029	2058	2042	2022	1987	1949	2000	2000	
	Available Space	(73)	(25)	(54)	(38)	(18)	17	55	4	4	
	Comments										
William H. Farquhar MS	Program Capacity	893	893	893	893	893	893	893	893	893	
	Enrollment	635	650	647	596	577	575	594	650	650	
	Available Space	258	243	246	297	316	318	299	243	243	
	Comments	Facility Planning For Mod.	Planning for Modernization		@ Tilden Center		Mod Complete				
Rosa Parks MS	Program Capacity	944	944	944	944	944	944	944	944	944	
	Enrollment	913	880	841	829	823	786	736	800	800	
	Available Space	30	64	102	114	120	158	208	144	144	
	Comments										
Belmont ES	Program Capacity	425	425	425	425	425	425	425			
	Enrollment	325	317	312	292	298	300	311			
	Available Space	100	108	113	133	127	125	114			
	Comments										
Brooke Grove ES	Program Capacity	543	543	543	543	543	543	543			
	Enrollment	388	384	387	397	401	414	416			
	Available Space	155	159	156	146	142	129	127			
	Comments										
Greenwood ES	Program Capacity	584	584	584	584	584	584	584			
	Enrollment	545	531	515	522	506	512	516			
	Available Space	39	53	69	62	78	72	68			
	Comments										
Olney ES	Program Capacity	584	584	584	584	584	584	584			
	Enrollment	581	591	585	565	569	572	574			
	Available Space	3	(7)	(1)	19	15	12	10			
	Comments										
Sherwood ES	Program Capacity	580	580	580	580	580	580	580			
	Enrollment	469	462	483	496	493	505	511			
	Available Space	111	118	97	84	87	75	69			
	Comments	Addition Complete +1PEP COMP									
Cluster Information	HS Utilization	104%	101%	103%	102%	101%	99%	97%	100%	100%	
	HS Enrollment	2077	2029	2058	2042	2022	1987	1949	2000	2000	
	MS Utilization	84%	83%	81%	78%	76%	74%	72%	79%	79%	
	MS Enrollment	1548	1530	1488	1425	1400	1361	1330	1450	1450	
	ES Enrollment	2308	2285	2282	2272	2267	2303	2328	2400	2400	

SHERWOOD CLUSTER

Demographic Characteristics of Schools

Schools	2010-2011						2009-2010		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Sherwood HS	2077	3.3%	15.2%	10.3%	12.7%	58.2%	12.1%	6.5%	7.7%
William H. Farquhar MS	635	3.6%	22.2%	13.4%	11.5%	49.1%	11.4%	1.0%	5.9%
Rosa Parks MS	913	4.8%	13.1%	9.0%	9.4%	63.5%	8.4%	0.4%	3.9%
Belmont ES	325	2.5%	5.8%	5.5%	9.2%	76.6%	8.2%	6.0%	5.8%
Brooke Grove ES	389	4.1%	20.1%	13.1%	12.6%	49.9%	22.0%	10.3%	10.3%
Greenwood ES	545	5.0%	6.4%	9.9%	8.4%	70.3%	7.0%	1.3%	3.6%
Olney ES	581	4.1%	12.6%	12.2%	17.7%	53.0%	16.8%	2.5%	4.1%
Sherwood ES	469	4.7%	14.5%	13.0%	12.8%	55.0%	13.4%	5.8%	4.5%
Elementary Cluster Total	2309	4.2%	11.8%	11.0%	12.5%	60.3%	13.3%	4.7%	5.4%
Elementary County Total	68051	4.7%	20.2%	14.4%	26.8%	33.4%	34.1%	21.2%	12.7%

*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 2009-2010 school year compared to total enrollment.

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

Program Capacity and Room Use Table
(School Year 2010-2011)

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	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	PEP COMP @6	SLC @10	VISION (Elementary) @7	OTHER		
																																				School Based	Cluster Based
Sherwood HS	9-12	2004	96		81							5		7					1	2																	
William H. Farquhar MS	6-8	893	44		40									3						1	1																
Rosa Parks MS	6-8	944	46		42									4																							
Belmont ES	K-5	425	23	4	16						2				1																						
Brooke Grove ES	pre-K-5	543	30	4	18		1				3						3																				
Greenwood ES	K-5	584	29	3	21						4				1																						
Olney ES	K-5	584	30	4	21						4				1																						
Sherwood ES	K-5	580	31	3	21						3				1					2													1				

SHERWOOD CLUSTER

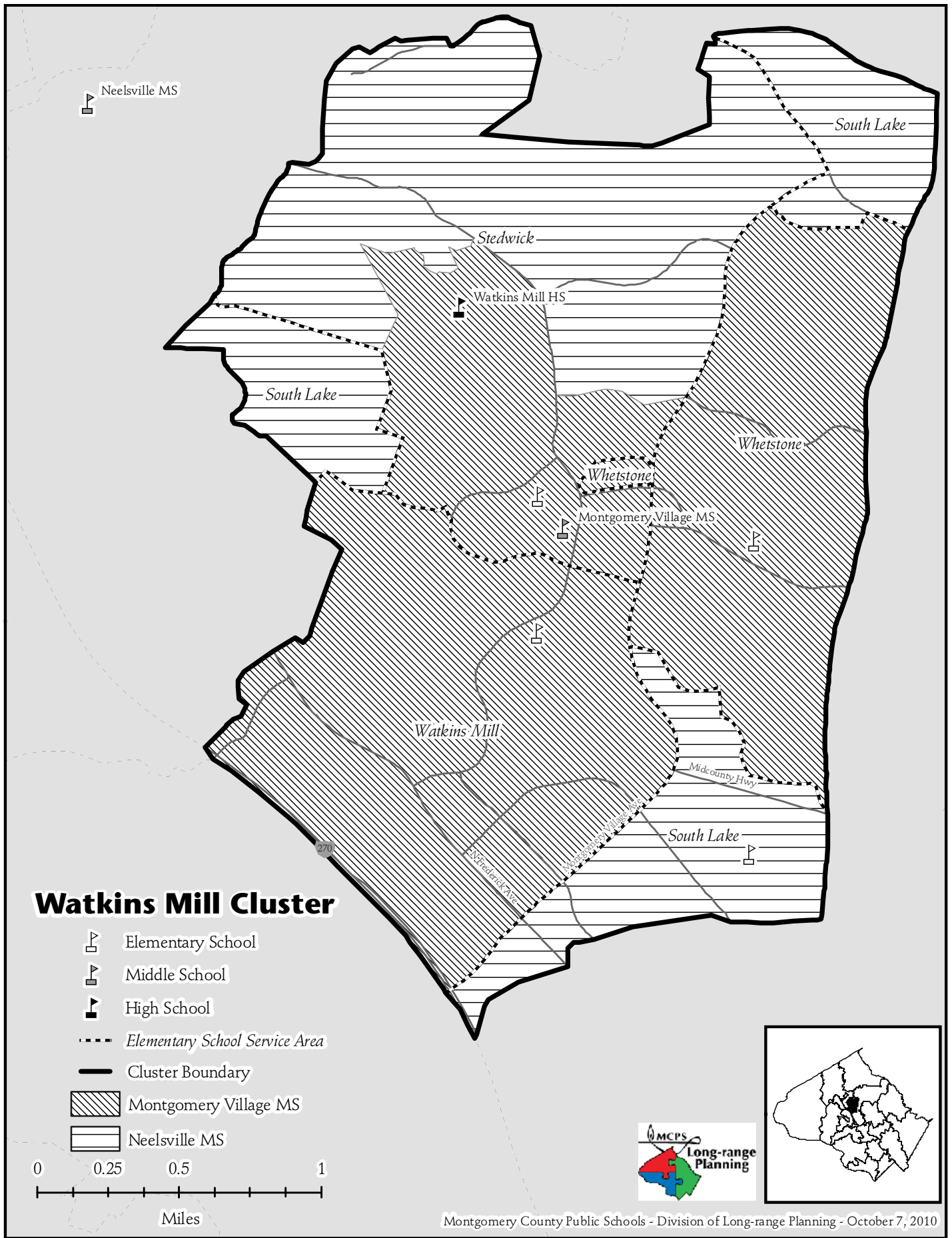
Facility Characteristics of Schools 2010–2011

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			Yes		
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	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

Watkins Mill High School

Capital Project: A School-based Wellness Center School is programmed in the Department of Health and Human Services (DHHS) CIP with a scheduled completion date of August 2013.

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

South Lake Elementary School

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

Watkins Mill Elementary School

Capital Project: Restroom renovations are approved 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. Construction is underway for a classroom addition that is scheduled for in August 2011.

CAPITAL PROJECTS

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

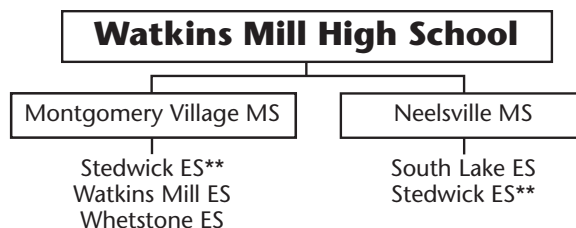
*Approved—Project has an FY 2011 appropriation approved in the FY 2011–2016 CIP.

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 or recommended in the FY 2011–2016 CIP for a feasibility study.

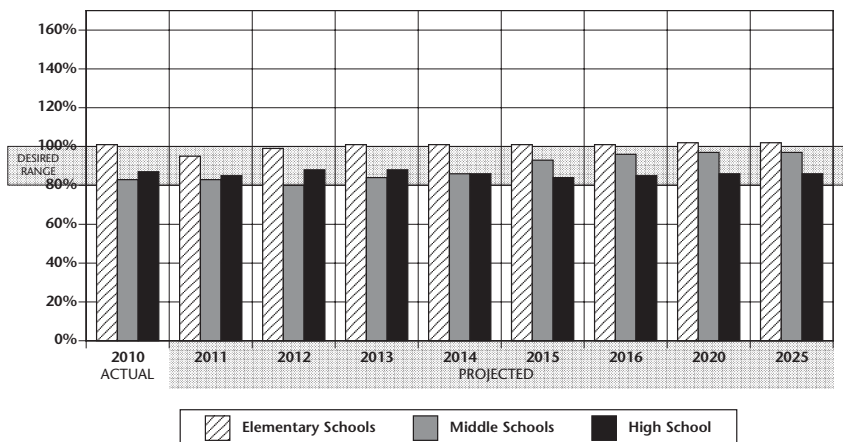
Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

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 Amendments to the FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			10-11	11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Watkins Mill HS		Program Capacity	1809	1849	1912	1953	1980	1980	1980	1980	1980
		Enrollment	1571	1572	1686	1711	1704	1664	1680	1700	1700
		Available Space	238	278	226	242	276	316	300	280	280
		Comments	-3 SLC	-3 SLC	-3 SLC	-3 SLC	-2 SLC				
					Wellness Ctr. Opens						
Montgomery Village MS		Program Capacity	910	910	910	910	910	910	910	910	910
		Enrollment	617	643	602	650	656	725	746	750	750
		Available Space	292	266	308	260	254	184	164	160	160
		Comments	-1 AUT								
Neelsville MS		Program Capacity	897	897	897	897	897	897	897	897	897
		Enrollment	882	865	847	864	904	958	980	1000	1000
		Available Space	15	32	50	33	(7)	(61)	(83)	(103)	(103)
		Comments									
South Lake ES	CSR	Program Capacity	683	683	683	683	683	683	683		
		Enrollment	667	697	719	736	742	743	734		
		Available Space	16	(14)	(36)	(53)	(59)	(60)	(51)		
		Comments									
Stedwick ES	CSR	Program Capacity	623	623	623	623	623	623	623		
		Enrollment	607	612	626	633	619	620	620		
		Available Space	16	11	(3)	(10)	4	3	3		
		Comments									
Watkins Mill ES	CSR	Program Capacity	692	692	692	692	692	692	692		
		Enrollment	593	598	641	658	665	669	673		
		Available Space	99	94	51	34	27	23	19		
		Comments	+1 pre-K								
Whetstone ES	CSR	Program Capacity	483	706	706	706	706	706	706		
		Enrollment	640	669	696	698	707	712	707		
		Available Space	(157)	37	10	8	(1)	(6)	(1)		
		Comments		Addition Complete							
Cluster Information		HS Utilization	87%	85%	88%	88%	86%	84%	85%	86%	86%
		HS Enrollment	1571	1572	1686	1711	1704	1664	1680	1700	1700
		MS Utilization	83%	83%	80%	84%	86%	93%	96%	97%	97%
		MS Enrollment	1499	1508	1449	1514	1560	1683	1726	1750	1750
		ES Enrollment	2507	2576	2682	2725	2733	2744	2734	2750	2750

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2010–2011

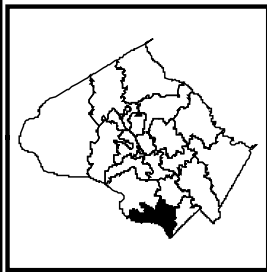
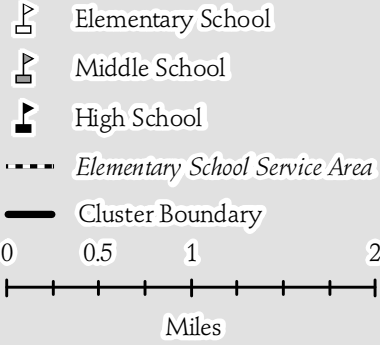
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Relocatable Class.	LTL/SBHC***
Watkins Mill HS	1989		301,579	50.99	Yes				
Montgomery Village MS	1968	2003	141,615	15.1		1358			
Neelsville MS	1981		131,432	29.2		TBD		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

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Walt Whitman Cluster



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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 are 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 was approved for facility planning funds to conduct the capacity studies to determine the feasibility, scope, and cost for classroom additions at both schools. A plan 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.

Bradley Hills Elementary School

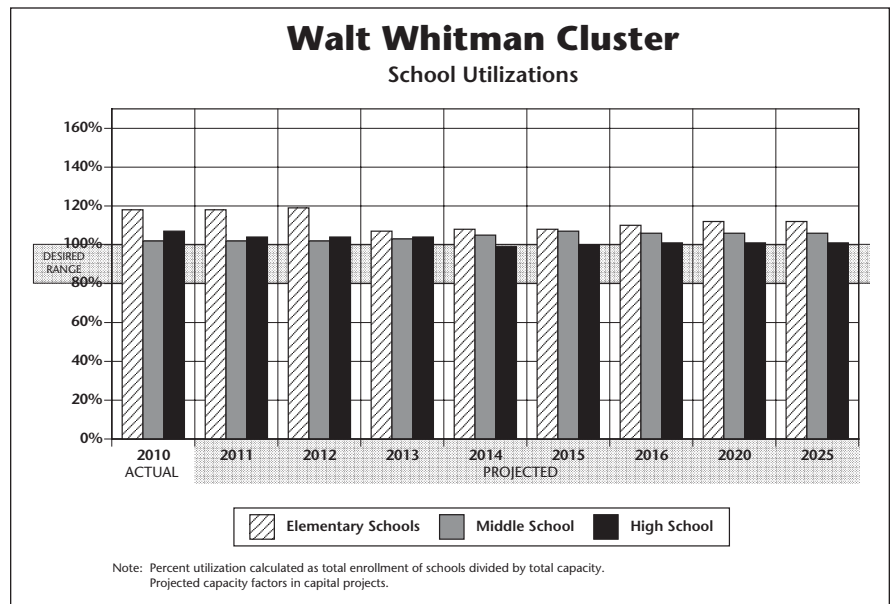
Planning Issue: Student enrollment at elementary schools in the Bethesda-Chevy Chase Cluster has increased dramatically over the past two school years. Bethesda Elementary School is one of the schools in the Bethesda-Chevy Chase Cluster that will exceed capacity throughout the six-year planning period. 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 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: A boundary study was conducted in winter 2010 to evaluate 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 participated in the boundary advisory committee. The Board of Education took action on March 9, 2010, to reassign the western portion of the Bethesda Elementary School service area to Bradley Hills Elementary School beginning in August 2013.

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 2012 appropriation is recommended for construction funds to begin the construction of the classroom addition. The scope of the addition includes additional classrooms and an expansion of the administration suite and multipurpose room to accommodate the reassignment of students from Bethesda Elementary School. The scheduled 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 which is located within the Bradley Hills Elementary School service area during construction. 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.

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 are 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 approved for facility planning funds to conduct the capacity studies to determine the feasibility, scope, and cost for classroom additions at both schools. A plan 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
Bradley Hills ES	Classroom addition	Approved	Aug. 2013
Wood Acres ES	Capacity study	Under review	TBD

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

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

Schools		Actual	Projections								
			10-11	11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Walt Whitman HS	Program Capacity	1828	1828	1828	1828	1828	1828	1828	1828	1828	1828
	Enrollment	1958	1897	1902	1892	1801	1821	1841	1850	1850	
	Available Space	(130)	(69)	(74)	(64)	27	7	(13)	(22)	(22)	
	Comments										
Thomas W. Pyle MS	Program Capacity	1271	1271	1271	1271	1271	1271	1271	1271	1271	
	Enrollment	1292	1296	1298	1310	1336	1362	1342	1350	1350	
	Available Space	(21)	(25)	(27)	(39)	(65)	(91)	(71)	(79)	(79)	
	Comments										
Bannockburn ES	Program Capacity	366	366	366	366	366	366	366			
	Enrollment	368	355	348	350	350	361	366			
	Available Space	(2)	11	18	16	16	5	0			
	Comments	Capacity Study									
Bradley Hills ES	Program Capacity	341	341	341	638	638	638	638			
	Enrollment	498	526	518	580	612	616	613			
	Available Space	(157)	(185)	(177)	58	26	22	25			
	Comments		Move to Radnor Jan. 2012	@ Radnor	Addition Comp. Bound. Change						
Burning Tree ES	Program Capacity	415	415	415	415	415	415	415			
	Enrollment	506	492	493	480	478	487	491			
	Available Space	(91)	(77)	(78)	(65)	(63)	(72)	(76)			
	Comments	+1 ELC									
Carderock Springs ES	Program Capacity	407	407	407	407	407	407	407			
	Enrollment	353	358	371	391	393	383	391			
	Available Space	54	49	36	16	14	24	16			
	Comments	+3 AUT									
Wood Acres ES	Program Capacity	550	550	550	550	550	550	550			
	Enrollment	733	729	746	745	739	730	741			
	Available Space	(183)	(179)	(196)	(195)	(189)	(180)	(191)			
	Comments	Capacity Study									
Cluster Information	HS Utilization	107%	104%	104%	104%	99%	100%	101%	101%	101%	
	HS Enrollment	1958	1897	1902	1892	1801	1821	1841	1850	1850	
	MS Utilization	102%	102%	102%	103%	105%	107%	106%	106%	106%	
	MS Enrollment	1292	1296	1298	1310	1336	1362	1342	1350	1350	
	ES Enrollment	2458	2460	2476	2546	2572	2577	2602	2650	2650	

Facility Characteristics of Schools 2010–2011








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	2010	32,639	9		1316			
Wood Acres ES	1952	2002	73,138	4.78	Yes	1390		5	

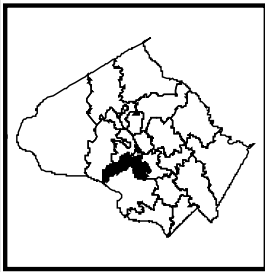
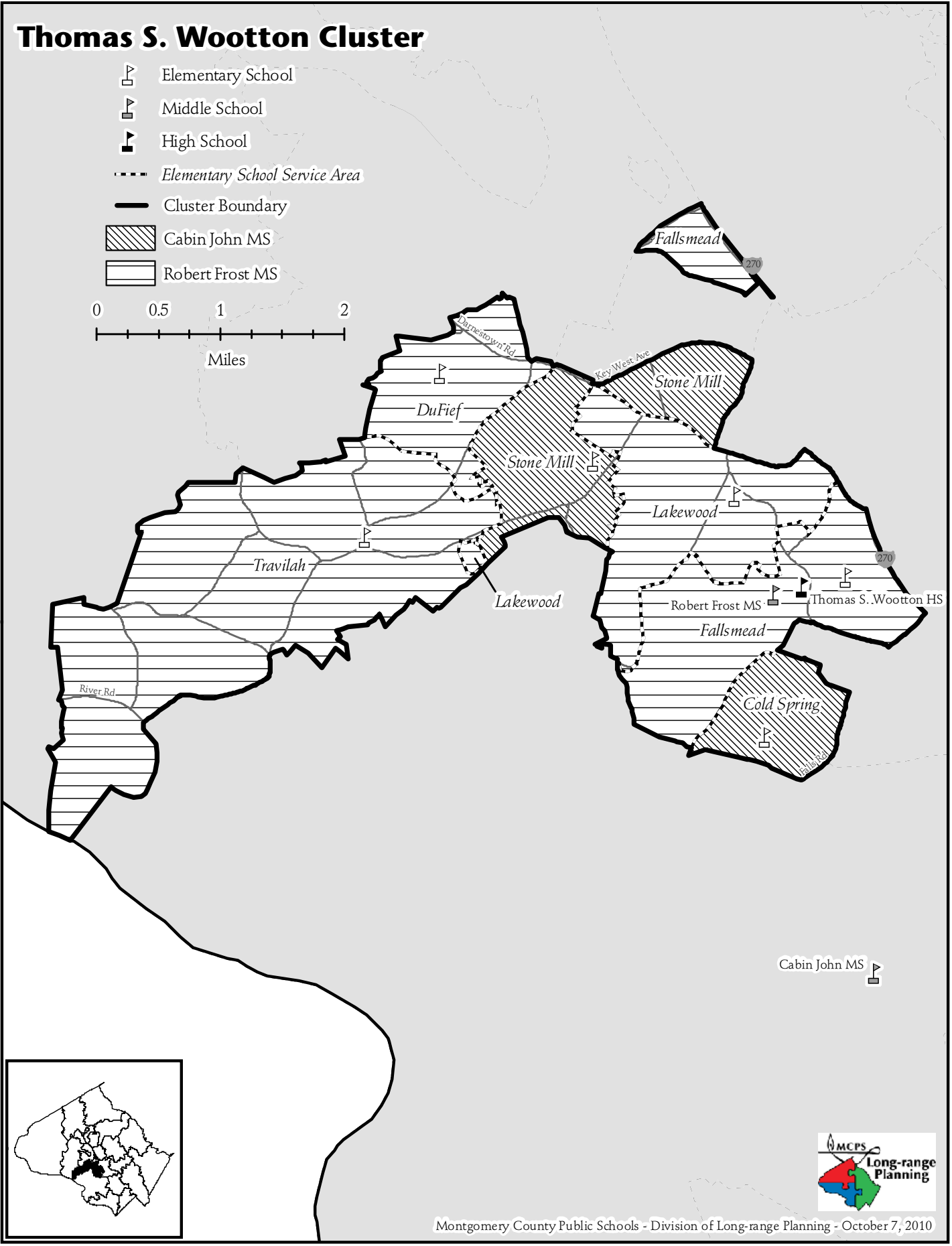
*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K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



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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: Construction is underway for a replacement facility that is scheduled for completion in August 2011.

Cold Spring Elementary School

Capital Project: An FY 2012 appropriation is recommended for construction of a gymnasium. The scheduled completion date is August 2012. 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 approved for this school for completion in the 2013–2014 school year.

Stone Mill Elementary School

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

Travilah Elementary School

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

CAPITAL PROJECTS

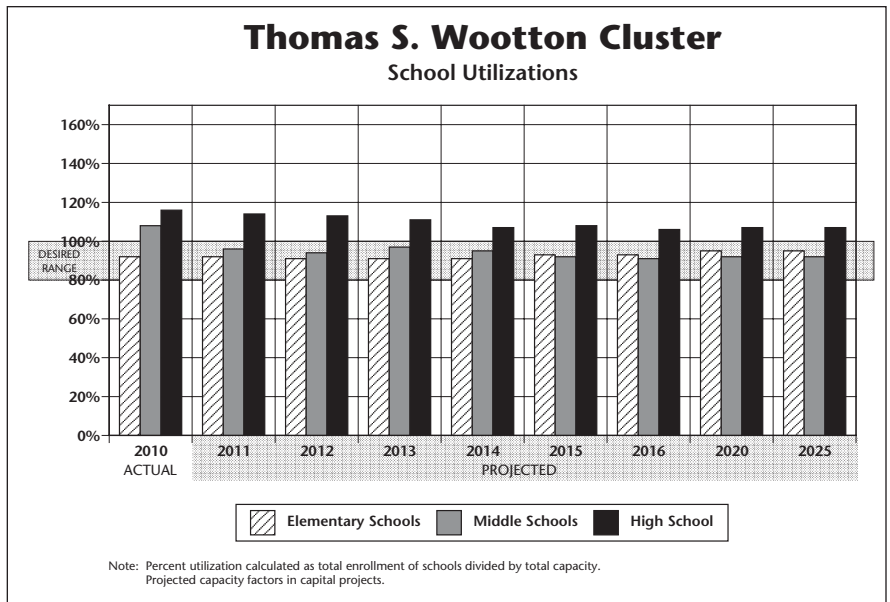
School	Project	Project Status*	Date of Completion
Wootton HS	Modernization	Programmed	Aug. 2018
Cabin John MS	Modernization	Approved	Aug. 2011
Cold Spring ES	Gymnasium	Programmed	Aug. 2012
	Restroom renovations	Approved	SY 2013–2014
Stone Mill ES	Restroom renovations	Approved	SY 2011–2012
Travilah ES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

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.



THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

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

Schools			Actual 10-11	Projections							
				11-12	12-13	13-14	14-15	15-16	16-17	2020	2025
Thomas S. Wootton HS	Program Capacity	2082	2095	2109	2109	2109	2109	2109	2109	2109	2109
	Enrollment	2411	2385	2385	2338	2266	2269	2241	2250	2250	
	Available Space	(329)	(290)	(276)	(229)	(157)	(160)	(132)	(141)	(141)	
	Comments		-1 LFI	-1 LFI	Facility Planning for Mod.	Planning for Modernization					
Cabin John MS	Program Capacity	831	1051	1051	1051	1051	1051	1051	1051	1051	
	Enrollment	924	923	894	937	922	920	943	950	950	
	Available Space	(93)	128	157	114	129	131	108	101	101	
	Comments	@ Tilden +1 LFI -1 SCB	Mod. Comp. Aug.2011								
Robert Frost MS	Program Capacity	1058	1058	1058	1058	1058	1058	1058	1058	1058	
	Enrollment	1122	1098	1098	1100	1075	1011	970	1000	1000	
	Available Space	(64)	(40)	(40)	(42)	(17)	47	88	58	58	
	Comments										
Cold Spring ES	Program Capacity	458	458	458	458	458	458	458			
	Enrollment	388	392	400	414	422	435	435			
	Available Space	70	66	58	44	36	23	23			
	Comments			+ Gym							
DuFief ES	Program Capacity	441	441	441	441	441	441	441			
	Enrollment	390	386	387	377	367	381	383			
	Available Space	51	55	54	64	74	60	58			
	Comments	+1 ELC									
Fallsmead ES	Program Capacity	574	574	574	574	574	574	574			
	Enrollment	551	539	524	539	536	542	546			
	Available Space	23	35	50	35	38	32	28			
	Comments										
Lakewood ES	Program Capacity	569	569	569	569	569	569	569			
	Enrollment	614	594	566	539	542	541	546			
	Available Space	(45)	(25)	3	30	27	28	23			
	Comments										
Stone Mill ES	Program Capacity	666	649	649	649	649	649	649			
	Enrollment	608	619	623	617	631	639	635			
	Available Space	58	30	26	32	18	10	14			
	Comments		+1 PEP COMP								
Travilah ES	Program Capacity	526	526	526	526	526	526	526			
	Enrollment	430	430	429	427	445	446	456			
	Available Space	96	96	97	99	81	80	70			
	Comments										
Cluster Information	HS Utilization	116%	114%	113%	111%	107%	108%	106%	107%	107%	
	HS Enrollment	2411	2385	2385	2338	2266	2269	2241	2250	2250	
	MS Utilization	108%	96%	94%	97%	95%	92%	91%	92%	92%	
	MS Enrollment	2046	2021	1992	2037	1997	1931	1913	1950	1950	
	ES Enrollment	2981	2960	2929	2913	2943	2984	3001	3050	3050	

Facility Characteristics of Schools 2010–2011

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		10	
Cabin John MS	1967	1989	120,788	18.2		1422			
Robert Frost MS	1971		143,757	24.8		TBD			
Cold Spring ES	1972		46,296	12.4		TBD	Yes	2	
DuFief ES	1975		59,013	10	Yes	TBD	Yes	2	
Fallsmead ES	1974		67,472	9	Yes	TBD			
Lakewood ES	1968	2003	77,526	13.1		1405	Yes		
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.*

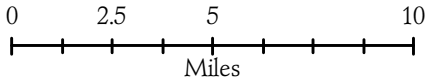
***Private child care is provided at the school during the school day.*

****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 intellectual 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 approved 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 approved for this school for completion in the 2014–2015 school year.

Planning Study: On November 27, 2007, the Board of Education adopted a resolution concerning stand-alone special education centers. The resolution stated 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. The Maryland State Department of Education (MSDE) has stated that state funding would be very difficult to acquire for stand-alone special education centers because students in these centers are not provided opportunities to receive instruction in the general education setting to the maximum extent appropriate.

The Carl Sandburg Learning Center was previously scheduled for a modernization in the Amended FY 2007–2012 CIP, because 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 convene a roundtable advisory committee with a multi-stakeholder representation to review the possibility of collocating the Carl Sandburg Learning Center on the Maryvale Elementary School campus. 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 to accommodate the school and the Carl Sandburg Learning Center program.

The roundtable advisory committee will include both the 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 committee will submit a report to the superintendent in the June 2011. Following the input from the committee, the superintendent will consider the input from the committee before making a recommendation for the Carl Sandburg Learning Center as part of the FY 2013–2018 Capital Improvements Program in October 2011. The outcomes of the committee will not impact the modernization schedule for Maryvale Elementary School. The current CIP 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 collocating the Carl Sandburg Learning Center at the Maryvale Elementary School site, the building would be designed to support the unique facility requirements to support the Carl Sandburg Learning Center program and would be completed on the same schedule as the Maryvale Elementary School modernization by January 2018.

Stephen Knolls

The Stephen Knolls program services students aged 5–21 with severe to profound intellectual disabilities 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 approved for this school for completion in the 2013–2014 school year.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Rock Terrace	Restroom renovations	Approved	SY 2012–2013
Carl Sandburg Special Education Center	Restroom renovations	Approved	SY 2013–2014
Stephen Knolls Center	Restroom renovations	Approved	SY 2013–2014

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability

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

Schools		Actual 10-11	Projections						2020	2025
			11-12	12-13	13-14	14-15	15-16	16-17		
Stephen Knolls	Program Capacity	190	190	190	190	190	190	190		
	Enrollment	92	42	42	42	42	42	42		
	Available Space	<i>98</i>	<i>148</i>	<i>148</i>	<i>148</i>	<i>148</i>	<i>148</i>	<i>148</i>		
	Comments									
Longview	Program Capacity	48	48	48	48	48	48	48		
	Enrollment	42	53	53	53	53	53	53		
	Available Space	<i>6</i>	<i>(5)</i>	<i>(5)</i>	<i>(5)</i>	<i>(5)</i>	<i>(5)</i>	<i>(5)</i>		
	Comments									
RICA	Program Capacity	180	180	180	180	180	180	180		
	Enrollment	97	95	95	95	95	95	95		
	Available Space	<i>83</i>	<i>85</i>	<i>85</i>	<i>85</i>	<i>85</i>	<i>85</i>	<i>85</i>		
	Comments									
Rock Terrace	Program Capacity	100	100	100	100	100	100	100		
	Enrollment	103	110	110	110	110	110	110		
	Available Space	<i>(3)</i>	<i>(10)</i>	<i>(10)</i>	<i>(10)</i>	<i>(10)</i>	<i>(10)</i>	<i>(10)</i>		
	Comments									
Carl Sandburg	Program Capacity	96	96	96	96	96	96	96		
	Enrollment	126	115	115	115	115	115	115		
	Available Space	<i>(30)</i>	<i>(19)</i>	<i>(19)</i>	<i>(19)</i>	<i>(19)</i>	<i>(19)</i>	<i>(19)</i>		
	Comments	See text								
Cluster Information	Utilization	75%	68%	68%	68%	68%	68%	68%		
	Enrollment	460	415	415	415	415	415	415		

Facility Characteristics of Schools 2010–2011





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		31,252	7.6				2	

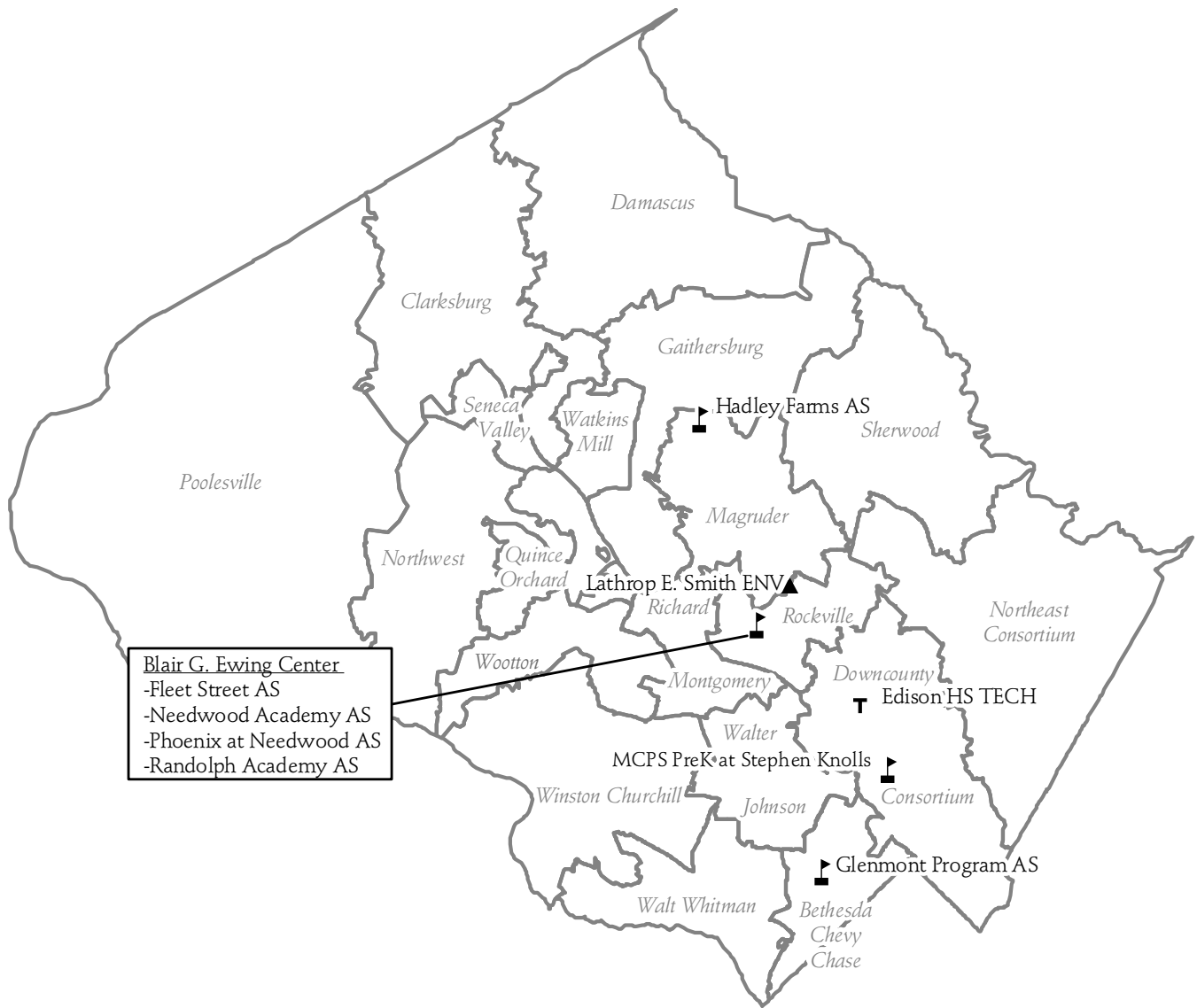
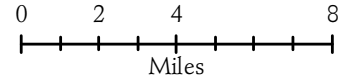
**Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix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

Other Educational Facilities

-  AS: Alternative School
-  ENV: Environmental 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. 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. Most of the alternative programs are located at the Blair G. Ewing Center. A brief description of each program follows.

Level 1 Programs

All secondary schools have 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. The Level 1 program is a prerequisite for application to the Alternative Programs (AP).

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. These 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 Program

The following program is operated for high school students who are not successful for a wide variety of reasons, usually including behavior and/or attendance problems:

As of August 2009, Needwood Program is the 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 Collaborative Problem Solving (CPS) team and facilitated by the referring school pupil personnel worker (PPW).

Application to a Level 2 program must include documentation of the student's participation in the Level 1 program. 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. 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. The intent of the program is to help students return to and function effectively in their home comprehensive secondary school.

Level 2 High School Recovery Program

Phoenix Program

Located in the Blair G. Ewing Center and as part of the Needwood Academy, 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. 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 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. The Intent of the program is to help students return to and function effectively in their home comprehensive secondary school.

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 all 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. Special education students who have been expelled are also placed here. 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. 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. 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.

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.

Alternative Programs

Programs	Location	Year Established	Grades	Program Enrollment	Length of Stay
Level 2					
Needwood	Blair G. Ewing Center	2009	9-12	120	1-3 semesters
Phoenix	Blair G. Ewing Center	1979	9-12	50	1-3 semesters
Glenmont MS	Lynnbrook Center	1997	6-8	25	1-3 semesters
Hadley Farms	7401 Hadley Farms Dr.	2002	6-8	25	1-3 semesters
Level 3					
Fleet Street	Blair G. Ewing Center	2003	6-8	30	1-2 semesters
Randolph Academy	Blair G. Ewing Center	1999	9-12	50	1-2 semesters

CAREER 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 33 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).

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, and other postsecondary institutions, depending on the CPP selected. Students are taking and passing difficult industry credentialing examinations in areas such as business, information technology, hospitality, 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 10 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 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 High School, 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 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.

Thomas Edison High School for Technology

Planning Study: In winter 2009, the Thomas Edison Career Pathway Program/Facilities Project Team was charged with developing recommendations for Thomas Edison High School of Technology (TEHST) that would support the Maryland State Department of Education (MSDE)-approved Career Pathway Program (CPPs) offerings. The project team was charged with determining workforce demands, best practices, and student interests to revise or develop innovative CPPs that attract students, especially those from underrepresented populations, and lead to credentials and high-wage careers in high-demand fields. The project team also was charged with identifying changes to the high school educational specifications to reflect new or updated programs. The project team focused its work on the programs at TEHST but did not have the opportunity to discuss the facility or educational specifications for TEHST.

TEHST and Wheaton High School are located on the same site and share one facility. These schools are scheduled for a modernization with completion date of August 2015. The first steps in the modernization process are to develop the educational specifications and to conduct a feasibility in winter 2011, to explore options for these schools. The educational specifications describe the facility requirements needed to support the educational programs at the schools. The feasibility study is needed to develop a concept plan and develop the scope and cost of the project before it moves into the design process in FY 2012.

In preparation for the feasibility study and to help develop the educational specifications for Wheaton High School and TEHST, a roundtable advisory committee will convene in early November 2010. The roundtable advisory committee will guide staff in developing a wide range of program and facility approaches that would define the relationship between TEHST and Wheaton High School, in order to move forward with the feasibility study for the facility modernization. The approaches may include a one-school model, a model that creates two-independent programs, hybrid models, or others that the committee may identify. The primary role of the roundtable advisory committee is to develop approaches that will advise the superintendent when he makes a recommendation for Board of Education action. The roundtable committee members will analyze each of the approaches developed during the process.

The roundtable advisory committee is not a decision-making forum and will not vote on any of the approaches nor develop any recommendations favoring one approach over another. The roundtable committee will submit a summary report to the superintendent for his review and consideration. The report will include individual committee-member analyses of the approaches that are developed during the process. The superintendent's recommendations will be released in February 2011 with Board of Education action scheduled for March 2011.

Capital Project: A modernization project is scheduled for Wheaton High School and Thomas Edison High School for Technology with a completion date of August 2015 for construction of the schools and August 2016 for the site. An FY 2012 appropriation for planning is recommended to begin the architectural design for the for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Thomas Edison HS of Technology	Modernization	Recommended	Aug. 2015
Construction Trades Program	New Program	Programmed	TBD

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

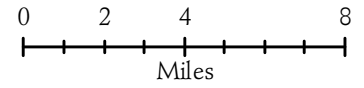
Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

Holding Facilities

 Future Holding Facility

 Holding Facility

 Cluster



HOLDING FACILITIES

Holding Facilities

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

Elementary School Holding Facilities

- Fairland
- Grosvenor
- North Lake
- Radnor

Middle School Holding Facility

- Tilden Center

MCPS has been unable to accelerate the pace of middle school modernizations because currently there is only one middle school holding facility. In addition, with the reopening of Northwood High School in 2004, there is no high school holding facility, requiring high school modernizations to be constructed on site. In order to accelerate the pace of modernizations, funding is approved in the FY 2011–2016 CIP to replace the Tilden Holding Facility with the Woodward Holding Facility, which will serve as a secondary school holding facility for middle and high schools. In addition, the FY 2011–2016 CIP includes funds to reopen the former Broome Middle School facility as a middle school holding facility for the county.

Broome Holding Facility

Capital Project: FY 2015 expenditures for planning funds are approved to reopen the Broome facility, currently owned by Montgomery County, for use as a middle school holding facility. This facility will require significant modifications to support a middle school program. In order for this project to be completed on schedule, county funding must be provided at the levels approved in this CIP.

New Elementary School Holding Facility (Waring Station Site)

Capital Project: A feasibility study will be conducted this school year to determine the feasibility, scope, and cost of opening a new elementary school holding school in the upcounty area. A date for this project will be considered in a future CIP.

Woodward Holding Facility

Capital Project: With the reopening of Northwood High School in 2004, there has been no high school holding facility. Tilden Middle School is currently located at the former Woodward High School facility, which is located on Old Georgetown Road. Tilden Middle School has a modernization scheduled for completion in August 2017. Although the school is currently located in the Woodward facility 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. Tilden Middle School will remain at the Woodward facility until the

Holding Facility Data (School Year 2009–2010)

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site size Acres	Relocatable Classrooms
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	9
Grosvenor Center	Elementary	5701 Grosvenor Lane	19	36,770	10.21	15
Radnor Center	Elementary	7000 Radnor Road	16	36,663	9.03	4
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	16
Tilden Center	Middle	6300 Tilden Lane	39	119,516	19.7	9

Holding Facility Schedule

Holding Facility	SY 10–11	SY 11–12	SY 12–13	SY 13–14	SY 14–15	SY 15–16	SY 16–17
ELEMENTARY SCHOOLS							
North Lake	Farmland	Beverly Farms	Bel Pre		Wheaton Woods	Maryvale	
Radnor	Seven Locks	Bradley Hills	Rock Creek Forest		Wayside	Potomac	
Grosvenor	Garrett Park	Weller Road	Candlewood		Brown Station	Luxmanor	
Fairland	Cannon Road	Glenallan					
MIDDLE SCHOOLS							
Tilden Center	Cabin John	Herbert Hoover	William H. Farquhar		Tilden at Woodward		

HOLDING FACILITIES

modernization of the Tilden Lane facility is complete in August 2017. FY 2015 expenditures are programmed in the CIP to design the renovations of the Woodward facility for use as a secondary holding facility.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Broome Holding Facility	Renovations	Programmed	TBD
New Elementary School Holding Facility (Waring Station site)	New facility	Proposed	TBD
Woodward Holding Facility	Renovations	Programmed	TBD

*Approved—Project has an FY 2011 appropriation approved 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 or recommended in the FY 2011–2016 CIP for a feasibility study.

Recommended—Project has an FY 2012 appropriation recommended in the Amended FY 2011–2016 CIP.

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

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. Units are assessed for condition on an annual basis. Those units that are in poor condition are considered for replacement.

MCPS is committed to providing the educational technology necessary to allow all students to access information from around the world. 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. The Technology Modernization project, first introduced in the FY 2003–2008 CIP, provides needed technology updates to schools' technology hardware, software, and network infrastructure on a scheduled replacement cycle. The objective of the Technology Modernization program is to have a student to computer ratio of 5:1. Up-to-date technology enhances 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 also is critical for the reporting required by *No Child Left Behind* and for the implementation of state-proposed online 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 was 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.

The County Water Quality Compliance project, approved in the FY 2010 Capital Budget and Amendments to the FY 2009–2014 CIP, will provide funding to plan and implement a variety of pollution prevention measures related to stormwater discharge from our school facilities as required by federal and state laws. In the FY 2011–2016 CIP, these functions were moved to the Stormwater Discharge and Water Quality Management Project.

A new project, WSSC Compliance, recommended in the FY 2012 Capital Budget and Amendments to the FY 2011–2016 CIP, will provide funding to address maintenance and upgrades to our existing grease removal devices located in our kitchen facilities throughout the school system in order to be in compliance with WSSC regulations.

A brief description of each countywide project follows.

Americans with Disabilities Act (ADA) Compliance

Funds from this project support compliance with federal and state laws and regulations regarding the accessibility of school facilities for persons with disabilities. The items most frequently provided are ramps, elevators, and wider door openings for wheelchair accessibility. Accessible bathrooms and water fountains also are funded as part of this program. The goal is to provide access to all spaces in MCPS buildings. In some cases, programs have been relocated to accommodate students until full accessibility can be met. Funding for this program will continue beyond the six-year planning period.

Asbestos Abatement

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

Building Modifications and Program Improvements

This project will provide facility modifications and program improvements to schools that are not scheduled for a modernization or addition in the foreseeable future.

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.

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

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

Stormwater Discharge and Water Quality Management

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

Technology Modernization

This project 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.

WSSC Compliance

This project will provide maintenance and upgrades to our existing grease removal devices located in our kitchen facilities throughout the school system in order to be in compliance with WSSC regulations.

Appendix A-1

Montgomery County Public Schools Actual and Projected Enrollment, 2010–2011 to 2016–2017

October 28, 2010

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
Prekindergarten	2,042	2,025	2,025	2,025	2,025	2,025	2,025
Head Start	618	618	618	618	618	618	618
Grades K–5	64,432	66,017	67,582	68,680	69,417	69,853	70,000
Grades 6–8	30,886	31,212	31,309	32,006	32,750	33,879	34,830
Grades 9–12	45,507	45,527	45,986	45,662	45,339	45,397	45,961
Total K–12	140,825	142,756	144,877	146,348	147,506	149,129	150,791
Pre-K Special Education	973	1,250	1,250	1,250	1,250	1,250	1,250
GRAND TOTAL	144,458	146,649	148,770	150,241	151,399	153,022	154,684

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

Appendix A-2

Montgomery County Public Schools Actual and Projected Grade Enrollment, 2010–2011 to 2016–2017

October 28, 2010

Grades	Preliminary Enrollment	Projected Enrollment					
	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
Kindergarten	10,980	11,100	11,100	11,100	11,100	11,100	11,100
Grade 1	11,117	11,403	11,550	11,550	11,550	11,550	11,550
Grade 2	10,933	11,264	11,553	11,700	11,700	11,700	11,700
Grade 3	10,669	11,063	11,364	11,653	11,800	11,800	11,800
Grade 4	10,308	10,802	11,163	11,464	11,753	11,900	11,900
Grade 5	10,425	10,385	10,852	11,213	11,514	11,803	11,950
Grade 6	10,113	10,519	10,435	10,902	11,263	11,564	11,853
Grade 7	10,292	10,255	10,569	10,485	10,952	11,313	11,614
Grade 8	10,481	10,438	10,305	10,619	10,535	11,002	11,363
Grade 9	12,399	11,877	11,838	11,705	12,019	11,935	12,402
Grade 10	11,950	12,242	11,777	11,738	11,605	11,919	11,835
Grade 11	10,723	11,329	11,642	11,177	11,138	11,005	11,319
Grade 12	10,435	10,079	10,729	11,042	10,577	10,538	10,405
K–5 Total	64,432	66,017	67,582	68,680	69,417	69,853	70,000
6–8 Total	30,886	31,212	31,309	32,006	32,750	33,879	34,830
9–12 Total	45,507	45,527	45,986	45,662	45,339	45,397	45,961
K–12 Total	140,825	142,756	144,877	146,348	147,506	149,129	150,791
Prekindergarten	2,042	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	973	1,250	1,250	1,250	1,250	1,250	1,250
GRAND TOTAL	144,458	146,649	148,770	150,241	151,399	153,022	154,684

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

Appendix A-3

Montgomery County Public Schools Enrollment by Race/Ethnic Groups: 1968-2010

October 28, 2010

School Year	Native Hawaiian / Pacific Islander		American Indian / Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total Enrollment
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1968-69			75	0.1%			1,208	1.0%	4,872	4.0%	1,673	1.4%	113,621	93.6%	121,449
1969-70			123	0.1%			1,401	1.1%	5,716	4.6%	1,832	1.5%	115,899	92.7%	124,971
1970-71			131	0.1%			1,476	1.2%	6,454	5.1%	2,438	1.9%	114,845	91.6%	125,344
1971-72			113	0.1%			1,640	1.3%	7,292	5.8%	2,475	2.0%	114,687	90.9%	126,207
1972-73			194	0.2%			1,904	1.5%	8,013	6.3%	2,688	2.1%	114,113	89.9%	126,912
1973-74			77	0.1%			1,849	1.5%	9,264	7.3%	1,996	1.6%	112,990	89.5%	126,176
1974-75			113	0.1%			1,929	1.6%	9,928	8.0%	2,050	1.6%	110,299	88.7%	124,319
1975-76			122	0.1%			2,438	2.0%	10,578	8.7%	2,234	1.8%	106,900	87.4%	122,272
1976-77			822	0.7%			3,758	3.2%	11,012	9.4%	3,668	3.1%	98,370	83.6%	117,630
1977-78			545	0.5%			4,084	3.6%	11,201	9.9%	3,517	3.1%	93,278	82.8%	112,625
1978-79			334	0.3%			4,360	4.1%	11,192	10.4%	3,486	3.2%	88,058	82.0%	107,430
1979-80			209	0.2%			4,774	4.7%	11,648	11.4%	3,442	3.4%	82,446	80.4%	102,519
1980-81			187	0.2%			5,598	5.7%	11,912	12.1%	3,760	3.8%	77,386	78.3%	98,843
1981-82			161	0.2%			6,291	6.6%	12,175	12.7%	4,122	4.3%	72,838	76.2%	95,587
1982-83			156	0.2%			6,791	7.3%	12,345	13.3%	4,231	4.6%	68,994	74.6%	92,517
1983-84			166	0.2%			7,266	8.0%	12,714	14.0%	4,388	4.8%	66,496	73.0%	91,030
1984-85			136	0.1%			8,024	8.7%	13,327	14.5%	4,807	5.2%	65,410	71.3%	91,704
1985-86			140	0.2%			8,759	9.4%	13,765	14.8%	5,273	5.7%	64,934	69.9%	92,871
1986-87			142	0.2%			9,471	10.0%	14,342	15.2%	5,845	6.2%	64,660	68.5%	94,460
1987-88			194	0.2%			10,229	10.6%	14,984	15.6%	6,376	6.6%	64,488	67.0%	96,271
1988-89			223	0.2%			10,960	11.1%	15,900	16.1%	7,208	7.3%	64,228	65.2%	98,519
1989-90			294	0.3%			11,565	11.5%	16,612	16.6%	8,199	8.2%	63,589	63.4%	100,259
1990-91			268	0.3%			12,352	11.9%	17,721	17.1%	9,202	8.9%	64,189	61.9%	103,732
1991-92			293	0.3%			12,983	12.1%	18,867	17.6%	10,189	9.5%	65,067	60.6%	107,399
1992-93			323	0.3%			13,521	12.3%	19,938	18.1%	11,071	10.1%	65,184	59.2%	110,037
1993-94			397	0.3%			14,014	12.4%	21,009	18.5%	12,260	10.8%	65,749	58.0%	113,429
1994-95			464	0.4%			14,440	12.3%	22,170	18.9%	13,439	11.5%	66,569	56.9%	117,082
1995-96			400	0.3%			15,016	12.5%	23,265	19.3%	14,437	12.0%	67,173	55.8%	120,291
1996-97			440	0.4%			15,384	12.6%	24,281	19.8%	15,348	12.5%	67,052	54.7%	122,505
1997-98			442	0.4%			15,904	12.7%	25,420	20.3%	16,502	13.2%	66,767	53.4%	125,035
1998-99			428	0.3%			16,380	12.8%	26,820	21.0%	17,815	13.9%	66,409	51.9%	127,852
1999-00			385	0.3%			17,093	13.1%	27,490	21.0%	19,485	14.9%	66,236	50.7%	130,689
2000-01			407	0.3%			17,895	13.3%	28,426	21.2%	21,731	16.2%	65,849	49.0%	134,308
2001-02			414	0.3%			19,042	13.9%	28,928	21.1%	23,517	17.2%	64,931	47.5%	136,832
2002-03			428	0.3%			19,765	14.2%	29,755	21.4%	24,915	17.9%	64,028	46.1%	138,891
2003-04			429	0.3%			19,908	14.3%	30,736	22.1%	26,058	18.7%	62,072	44.6%	139,203
2004-05			396	0.3%			20,118	14.4%	31,446	22.6%	27,011	19.4%	60,366	43.3%	139,337
2005-06			402	0.3%			20,458	14.7%	31,816	22.8%	27,931	20.0%	58,780	42.2%	139,387
2006-07			418	0.3%			20,452	14.8%	31,620	22.9%	28,582	20.7%	56,726	41.2%	137,798
2007-08			403	0.3%			20,931	15.2%	31,597	22.9%	29,602	21.5%	55,212	40.1%	137,745
2008-09			399	0.3%			21,551	15.5%	32,173	23.1%	30,738	22.1%	54,415	39.1%	139,276
2009-10			433	0.3%			22,177	15.6%	32,883	23.2%	32,236	22.7%	54,048	38.1%	141,777
2010-11 prelim.	106	0.1%	336	0.2%	6,223	4.3%	20,652	14.3%	30,781	21.3%	36,272	25.1%	50,088	34.7%	144,458

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, October 11, 2010.

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

Beginning in 2010-11 changes in the reporting of race/ethnicity were made. These changes are reflected in the table, where "Two of more races" and "Native Hawaiian/Pacific Islander" are new categories, and "American Indian/Alaskan Native" is an expanded category.

Appendix A-4

Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Groups: 1968 to 2010

October 28, 2010

School Year	Native Hawaiian / Pacific Islander		American Indian / Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total	
	Number	Change	Number	Change	Number	Change	Number	Change	Number	Change	Number	Change	Number	Change	Enrollment	Change
1968-69			75				1,208		4,872		1,673		113,621		121,449	
1969-70			123	48			1,401	193	5,716	844	1,832	159	115,899	2,278	124,971	3,522
1970-71			131	8			1,476	75	6,454	738	2,438	606	114,845	(1,054)	125,344	373
1971-72			113	(18)			1,640	164	7,292	838	2,475	37	114,687	(158)	126,207	863
1972-73			194	81			1,904	264	8,013	721	2,688	213	114,113	(574)	126,912	705
1973-74			77	(117)			1,849	(55)	9,264	1,251	1,996	(692)	112,990	(1,123)	126,176	(736)
1974-75			113	36			1,929	80	9,928	664	2,050	54	110,299	(2,691)	124,319	(1,857)
1975-76			122	9			2,438	509	10,578	650	2,234	184	106,900	(3,399)	122,272	(2,047)
1976-77			822	700			3,758	1,320	11,012	434	3,668	1,434	98,370	(8,530)	117,630	(4,642)
1977-78			545	(277)			4,084	326	11,201	189	3,517	(151)	93,278	(5,092)	112,625	(5,005)
1978-79			334	(211)			4,360	276	11,192	(9)	3,486	(31)	88,058	(5,220)	107,430	(5,195)
1979-80			209	(125)			4,774	414	11,648	456	3,442	(44)	82,446	(5,612)	102,519	(4,911)
1980-81			187	(22)			5,598	824	11,912	264	3,760	318	77,386	(5,060)	98,843	(3,676)
1981-82			161	(26)			6,291	693	12,175	263	4,122	362	72,838	(4,548)	95,587	(3,256)
1982-83			156	(5)			6,791	500	12,345	170	4,231	109	68,994	(3,844)	92,517	(3,070)
1983-84			166	10			7,266	475	12,714	369	4,388	157	66,496	(2,498)	91,030	(1,487)
1984-85			136	(30)			8,024	758	13,327	613	4,807	419	65,410	(1,086)	91,704	674
1985-86			140	4			8,759	735	13,765	438	5,273	466	64,934	(476)	92,871	1,167
1986-87			142	2			9,471	712	14,342	577	5,845	572	64,660	(274)	94,460	1,589
1987-88			194	52			10,229	758	14,984	642	6,376	531	64,488	(172)	96,271	1,811
1988-89			223	29			10,960	731	15,900	916	7,208	832	64,228	(260)	98,519	2,248
1989-90			294	71			11,565	605	16,612	712	8,199	991	63,589	(639)	100,259	1,740
1990-91			268	(26)			12,352	787	17,721	1,109	9,202	1,003	64,189	600	103,732	3,473
1991-92			293	25			12,983	631	18,867	1,146	10,189	987	65,067	878	107,399	3,667
1992-93			323	30			13,521	538	19,938	1,071	11,071	882	65,184	117	110,037	2,638
1993-94			397	74			14,014	493	21,009	1,071	12,260	1,189	65,749	565	113,429	3,392
1994-95			464	67			14,440	426	22,170	1,161	13,439	1,179	66,569	820	117,082	3,653
1995-96			400	(64)			15,016	576	23,265	1,095	14,437	998	67,173	604	120,291	3,209
1996-97			440	40			15,384	368	24,281	1,016	15,348	911	67,052	(121)	122,505	2,214
1997-98			442	2			15,904	520	25,420	1,139	16,502	1,154	66,767	(285)	125,035	2,530
1998-99			428	(14)			16,380	476	26,820	1,400	17,815	1,313	66,409	(358)	127,852	2,817
1999-00			385	(43)			17,093	713	27,490	670	19,485	1,670	66,236	(173)	130,689	2,837
2000-01			407	22			17,895	802	28,426	936	21,731	2,246	65,849	(387)	134,308	3,619
2001-02			414	7			19,042	1,147	28,928	502	23,517	1,786	64,931	(918)	136,832	2,524
2002-03			428	14			19,765	723	29,755	827	24,915	1,398	64,028	(903)	138,891	2,059
2003-04			429	1			19,908	143	30,736	981	26,058	1,143	62,072	(1,956)	139,203	312
2004-05			396	(33)			20,118	210	31,446	710	27,011	953	60,366	(1,706)	139,337	134
2005-06			402	6			20,458	340	31,816	370	27,931	920	58,780	(1,586)	139,387	50
2006-07			418	16			20,452	(6)	31,620	(196)	28,582	651	56,726	(2,054)	137,798	(1,589)
2007-08			403	(15)			20,931	479	31,597	(23)	29,602	1,020	55,212	(1,514)	137,745	(53)
2008-09			399	(4)			21,551	620	32,173	576	30,738	1,136	54,415	(797)	139,276	1,531
2009-10			433	34			22,177	626	32,883	710	32,236	1,498	54,048	(367)	141,777	2,501
2010-11 prelim.	106	106	336	(97)	6,223	6223	20,652	(1,525)	30,781	(2,102)	36,272	4,036	50,088	(3,960)	144,458	2,681

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, October 11, 2010.

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

Beginning in 2010-11 changes in the reporting of race/ethnicity were made. These changes are reflected in the table, where "Two of more races" and "Native Hawaiian/Pacific Islander" are new categories, and "American Indian/Alaskan Native" is an expanded category.

Appendix B-1

Actual and Projected ESOL Enrollment

October 28, 2010

Program			Projected	Actual 9/30	Projected Enrollment					
	FY09 2008-09	FY10 2009-10	FY11 2010-11	FY11 2010-11	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15	FY16 2015-16	FY17 2016-17
Elementary School	12,455	13,933	13,750	14,588	14,500	14,500	14,500	14,500	14,500	14,500
Middle School	1,459	1,394	1,350	1,458	1,450	1,450	1,450	1,450	1,450	1,450
High School	2,336	2,342	2,350	2,187	2,300	2,300	2,300	2,300	2,300	2,300
Total Enrollment	16,250	17,669	17,450	18,233	18,250	18,250	18,250	18,250	18,250	18,250
METS:										
Elementary	65	37	90	90	90	90	90	90	90	90
Middle	144	93	130	130	130	130	130	130	130	130
High	205	181	160	160	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 October to May. METS enrollment is broken out for information purposes. METS enrollment is included in the elementary, middle and high school numbers. Forecasts are developed cooperatively by the Division of Long-range Planning and Division of ESOL/ Bilingual Programs.

Actual and Projected Head Start and Prekindergarten Enrollment

October 28, 2010

Program			Projected	Actual 9/30	Projected Enrollment					
	FY09 2008-09	FY10 2009-10	FY11 2010-11	FY11 2010-11	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15	FY16 2015-16	FY17 2016-17
Head Start	618	618	618	618	618	618	618	618	618	618
Prekindergarten	1878	1973	2025	2042	2025	2025	2025	2025	2025	2025
Early Childhood Program (New Hampshire Estates ES)	20	20	20	20	20	20	20	20	20	20

* Actual Head Start and Prekindergarten enrollment is as of official September 30th each year. Enrollment for FY2010 is preliminary Sept. 30, 2009. 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, 2010

Program			Projected	Actual 9/30	Projected Enrollment					
	FY09 2008-09	FY10 2009-10	FY11 2010-11	FY11 2010-11	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15	FY16 2015-16	FY17 2016-17
Alternative Programs	179	219	225	216	225	225	225	225	225	225
Gateway to College	198	154	200	157	200	200	200	200	200	200

* Actual Alternative Programs and Gateway to College enrollment is as of official September 30th each year. Forecasts developed cooperatively by the Division of Long-range Planning, the Department of Alternative Programs.

Appendix C

School Enrollment and Capacity

(2010–2011 and 2016–2017 School year)

	School	2010–2011 School Year			2016–2017 School Year		
		Enrollment	Published Capacity	Surplus/ (Deficit)	Enrollment	Published Capacity*	Surplus/ (Deficit)
Elementary Schools							
1	Arcola	615	502	(113)	689	502	(187)
2	Ashburton	736	634	(102)	737	634	(103)
3	Bannockburn	368	366	(2)	366	366	0
4	Lucy V. Barnsley	665	524	(141)	632	524	(108)
5	Beall	714	526	(188)	815	526	(289)
6	Bel Pre	484	366	(118)	530	587	57
7	Bells Mill	538	609	71	590	609	19
8	Belmont	325	425	100	311	425	114
9	Bethesda	509	384	(125)	441	384	(57)
10	Beverly Farms	571	574	3	603	640	37
11	Bradley Hills	498	341	(157)	613	638	25
12	Broad Acres	618	638	20	664	638	(26)
13	Brooke Grove	388	543	155	416	543	127
14	Brookhaven	404	265	(139)	452	484	32
15	Brown Station	465	409	(56)	615	409	(206)
16	Burning Tree	506	415	(91)	491	415	(76)
17	Burnt Mills	413	350	(63)	476	350	(126)
18	Burtonsville	679	593	(86)	661	593	(68)
19	Candlewood	347	411	64	401	548	147
20	Cannon Road	424	296	(128)	455	490	35
21	Carderock Springs	353	407	54	391	407	16
22	Rachel Carson	885	691	(194)	874	691	(183)
23	Cashell	305	341	36	348	341	(7)
24	Cedar Grove	340	423	83	594	423	(171)
25	Chevy Chase	485	450	(35)	492	450	(42)
26	Clarksburg	241	290	49	421	290	(131)
27	Clearspring	644	655	11	652	655	3
28	Clopper Mill	418	420	2	431	420	(11)
29	Cloverly	452	460	8	485	460	(25)
30	Cold Spring	388	458	70	435	458	23
31	College Gardens	791	670	(121)	825	670	(155)
32	Cresthaven	396	511	115	404	511	107
33	Captain James Daly	559	473	(86)	619	473	(146)
34	Damascus	293	355	62	311	355	44
35	Darnestown	373	264	(109)	396	455	59
36	Diamond	551	463	(88)	618	463	(155)
37	Dr. Charles R. Drew	459	443	(16)	470	443	(27)
38	DuFief	390	441	51	383	441	58
39	East Silver Spring	353	610	257	517	590	73
40	Fairland	595	345	(250)	615	640	25
41	Fallsmead	551	574	23	546	574	28
42	Farmland	577	617	40	661	728	67
43	Fields Road	463	485	22	514	485	(29)
44	Flower Hill	476	426	(50)	556	426	(130)
45	Flower Valley	478	429	(49)	521	416	(105)
46	Forest Knolls	649	551	(98)	662	551	(111)
47	Fox Chapel	593	367	(226)	613	601	(12)
48	Gaithersburg	597	647	50	710	647	(63)
49	Galway	790	722	(68)	732	722	(10)
50	Garrett Park	551	478	(73)	717	662	(55)
51	Georgian Forest	503	304	(199)	546	570	24
52	Germantown	289	332	43	337	332	(5)
53	William B. Gibbs Jr.	731	747	16	781	747	(34)
54	Glen Haven	552	559	7	632	542	(90)
55	Glenallan	402	288	(114)	602	631	29
56	Goshen	590	619	29	591	619	28
57	Great Seneca Creek	769	648	(121)	789	648	(141)
58	Greencastle	654	562	(92)	684	562	(122)
59	Greenwood	545	584	39	516	584	68
60	Harmony Hills	568	333	(235)	650	680	30
61	Highland	462	470	8	491	470	(21)
62	Highland View	369	295	(74)	431	295	(136)
63	Jackson Road	615	351	(264)	691	685	(6)
64	Jones Lane	503	440	(63)	491	440	(51)

*Includes capacity from recommended projects.

	School	2010–2011 School Year			2016–2017 School Year		
		Enrollment	Published Capacity	Surplus/ (Deficit)	Enrollment	Published Capacity*	Surplus/ (Deficit)
65	Kemp Mill	490	440	(50)	486	440	(46)
66	Kensington-Parkwood	667	517	(150)	691	517	(174)
67	Lake Seneca	392	417	25	474	417	(57)
68	Lakewood	614	569	(45)	546	569	23
69	Laytonsville	463	465	2	492	448	(44)
70	Little Bennett	844	673	(171)	1029	673	(356)
71	Luxmanor	435	422	(13)	573	422	(151)
72	Thurgood Marshall	543	541	(2)	597	541	(56)
73	Maryvale	566	570	4	644	570	(74)
74	Spark M. Matsunaga	1026	649	(377)	1039	649	(390)
75	S. Christa McAuliffe	591	495	(96)	637	495	(142)
76	Ronald McNair	749	623	(126)	746	623	(123)
77	Meadow Hall	390	344	(46)	436	344	(92)
78	Mill Creek Towne	423	339	(84)	443	339	(104)
79	Monocacy	169	219	50	150	219	69
80	Montgomery Knolls	447	273	(174)	486	528	42
81	New Hampshire Estates	420	443	23	401	443	42
82	Roscoe R. Nix	493	480	(13)	457	480	23
83	North Chevy Chase	427	230	(197)	440	230	(210)
84	Oak View	299	350	51	385	350	(35)
85	Oakland Terrace	830	526	(304)	959	456	(503)
86	Olney	581	584	3	574	584	10
87	William T. Page	413	353	(60)	456	353	(103)
88	Pine Crest	416	381	(35)	450	381	(69)
89	Piney Branch	477	611	134	549	611	62
90	Poolesville	399	539	140	470	539	69
91	Potomac	561	424	(137)	531	424	(107)
92	Judith A. Resnik	545	475	(70)	606	475	(131)
93	Dr. Sally K. Ride	539	491	(48)	517	491	(26)
94	Ritchie Park	516	387	(129)	579	387	(192)
95	Rock Creek Forest	547	310	(237)	588	639	51
96	Rock Creek Valley	376	403	27	371	403	32
97	Rock View	599	328	(271)	644	661	17
98	Lois P. Rockwell	418	529	111	522	529	7
99	Rolling Terrace	749	721	(28)	733	721	(12)
100	Rosemary Hills	659	477	(182)	662	477	(185)
101	Rosemont	489	621	132	573	621	48
102	Sequoyah	416	465	49	491	465	(26)
103	Seven Locks	300	251	(49)	396	440	44
104	Sherwood	469	580	111	511	580	69
105	Sargent Shriver	687	599	(88)	717	599	(118)
106	Sliqo Creek	581	571	(10)	551	571	20
107	Somerset	516	515	(1)	589	515	(74)
108	South Lake	667	683	16	734	683	(51)
109	Stedwick	607	623	16	620	623	3
110	Stone Mill	608	666	58	635	649	14
111	Stonegate	442	418	(24)	426	418	(8)
112	Strathmore	405	447	42	419	447	28
113	Strawberry Knoll	550	451	(99)	630	451	(179)
114	Summit Hall	529	439	(90)	611	439	(172)
115	Takoma Park	496	548	52	530	548	18
116	Travilah	430	526	96	456	526	70
117	Twinbrook	560	541	(19)	633	541	(92)
118	Viers Mill	584	395	(189)	694	699	5
119	Washington Grove	369	628	259	461	628	167
120	Waters Landing	629	488	(141)	674	736	62
121	Watkins Mill	593	692	99	673	692	19
122	Wayside	561	682	121	570	665	95
123	Weller Road	577	509	(68)	640	654	14
124	Westbrook	403	283	(120)	456	549	89
125	Westover	281	304	23	348	304	(44)
126	Wheaton Woods	472	340	(132)	556	340	(216)
127	Whetstone	640	483	(157)	707	706	(1)
128	Wood Acres	733	550	(183)	741	550	(191)
129	Woodfield	359	458	99	366	458	92
130	Woodlin	500	357	(143)	551	357	(194)
131	Wynqate	677	421	(256)	766	711	(55)

*Includes capacity from recommended projects.

	School	2010–2011 School Year			2016–2017 School Year		
		Enrollment	Published Capacity	Surplus/ (Deficit)	Enrollment	Published Capacity*	Surplus/ (Deficit)
High Schools							
1	Bethesda-Chevy Chase	1800	1665	(135)	1946	1665	(281)
2	Montgomery Blair	2836	2848	12	2842	2848	6
3	James Blake	1874	1724	(150)	1803	1724	(79)
4	Winston Churchill	2114	1941	(173)	1956	1941	(15)
5	Clarksburg	1773	1566	(207)	1906	1971	65
6	Damascus	1339	1509	170	1195	1509	314
7	Albert Einstein	1579	1552	(27)	1534	1614	80
8	Gaithersburg	2029	1974	(55)	2163	2284	121
9	Walter Johnson	2159	2153	(6)	2242	2274	32
10	John F. Kennedy	1653	1773	120	1686	1695	9
11	Col. Zadok Magruder	1825	1896	71	1622	1896	274
12	Richard Montgomery	2065	2232	167	2113	2232	119
13	Northwest	2103	2151	48	2333	2151	(182)
14	Northwood	1437	1498	61	1603	1498	(105)
15	Paint Branch	1813	1579	(234)	1829	1899	70
16	Poolesville	1170	1152	(18)	1133	1152	19
17	Quince Orchard	1826	1706	(120)	1954	1706	(248)
18	Rockville	1257	1530	273	1439	1516	77
19	Seneca Valley	1325	1311	(14)	1427	1311	(116)
20	Sherwood	2077	2004	(73)	1949	2004	55
21	Springbrook	1755	2073	318	1718	2073	355
22	Watkins Mill	1571	1809	238	1680	1885	205
23	Wheaton	1183	1258	75	1173	1258	85
24	Walt Whitman	1958	1828	(130)	1841	1828	(13)
25	Thomas S. Wootton	2411	2082	(329)	2241	2109	(132)
Middle Schools							
1	Argyle	753	871	118	792	871	79
2	John T Baker	776	740	(36)	760	740	(20)
3	Benjamin Banneker	808	778	(30)	833	778	(55)
4	Briggs Chaney	906	910	4	932	910	(22)
5	Cabin John	924	831	(93)	943	1051	108
6	Roberto Clemente	1140	1193	53	1204	1193	(11)
7	Eastern	815	995	180	971	995	24
8	William H. Farquhar	635	893	258	594	893	299
9	Forest Oak	855	873	18	914	873	(41)
10	Robert Frost	1122	1058	(64)	970	1058	88
11	Gaithersburg	665	924	259	864	924	60
12	Herbert Hoover	1026	978	(48)	937	1084	147
13	Francis Scott Key	870	944	74	991	944	(47)
14	Martin Luther King, Jr	601	888	287	668	888	220
15	Kingsview	894	1007	113	1152	1007	(145)
16	Lakelands Park	874	1153	279	1162	1153	(9)
17	Col. E. Brooke Lee	559	768	209	767	768	1
18	A. Mario Loiederman	763	871	108	907	871	(36)
19	Montgomery Village	617	910	293	746	910	164
20	Neelsville	882	897	15	980	897	(83)
21	Newport Mill	620	778	158	810	778	(32)
22	North Bethesda	802	847	45	1035	847	(188)
23	Parkland	828	898	70	853	898	45
24	Rosa Parks	913	944	31	736	944	208
25	John Poole	355	459	104	294	459	165
26	Thomas W. Pyle	1292	1271	(21)	1342	1271	(71)
27	Redland	564	740	176	640	740	100
28	Ridgeview	682	1016	334	811	1016	205
29	Rocky Hill	1048	944	(104)	1252	944	(308)
30	Shady Grove	585	897	312	635	897	262
31	Silver Spring International	776	1084	308	931	1084	153
32	Sligo	482	754	272	692	924	232
33	Takoma Park	826	914	88	995	914	(81)
34	Tilden	743	984	241	910	984	74
35	Julius West	1039	995	(44)	1357	995	(362)
36	Westland	1044	1063	19	1317	1063	(254)
37	White Oak	643	945	302	784	945	161
38	Earle B. Wood	845	968	123	1025	952	(73)

*Includes capacity from recommended projects.

Appendix D

Montgomery County Public Schools Relocatable Classrooms: 2010-2011 School Year

Cluster/ School	Relocatables on Site for 2010-2011 To Address:			Cluster/ School	Relocatables on Site for 2010-2011 To Address:			Cluster/ School	Relocatables on Site for 2010-2011 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	4		4	Whetstone	10		10
Bethesda	5		5	Mill Creek Towne	3		3	Total	10	0	10
North Chevy Chase	4		4	Judith A. Resnik	2		2	Wait Whitman			
Rock Creek Forest	5	1	6	Total	9	0	9	Bannockburn	2		2
Rosemary Hills	5		5	Richard Montgomery				Bradley Hills	6		6
Westbrook	5		5	Beall	8		8	Burning Tree	3		3
Total	24	2	26	College Gardens	2		2	Wood Acres	5		5
Winston Churchill				Ritchie Park	5		5	Total	16	0	16
Herbert Hoover MS	5		5	Twinbrook	4		4	Thomas S. Wootton			
Beverly Farms	2		2	Total	19	0	19	Thomas S. Wootton	9		9
Potomac	5		5	Northeast Consortium*				Cold Spring	2		2
Total	12	0	12	James H. Blake HS	4		4	DuFief	1	1	2
Clarksburg				Broad Acres	2		2	Total	12	1	13
Clarksburg HS	7		7	Burnt Mills	1		1				
Rocky Hill MS	8		8	Burtoville	1		1	Grand Total by Use	406	12	418
Clarksburg ES	4		4	Cloverly	2		2				
Daly	4		4	Fairland	9		9				
Fox Chapel	10		10	Greencastle	2		2	SCHOOL TOTAL:			418
Little Bennett	6		6	Jackson Road	11		11				
Total	39	0	39	Stonagate	3	1	4				
Damascus				Westover	1		1				
Cedar Grove	3		3	Total	36	1	37				
Clearspring	1		1	Northwest							
Total	4	0	4	Clopper Mill	3		3				
Downcounty Consortium*				Darnestown	6		6				
Wheaton HS	2		2	Diamond	1	1	2				
Arcola	1		1	Great Seneca	3		3				
Bel Pre	8		8	Spark M. Matsunaga	14	1	15				
Brookhaven	11	1	12	Ronald McNair	4		4				
Georgian Forest	10		10	Total	31	2	33				
Glenallan	6		6	Poolesville							
Harmony Hills	9		9	Monocacy	3		3				
Highland View	6		6	Total	3	0	3				
Kemp Mill ES	1		1	Quince Orchard							
Montgomery Knolls	13		13	Brown Station	4		4				
Oakland Terrace	7		7	Rachel Carson	5	1	6				
Pine Crest	2		2	Jones Lane	6		6				
Rock View	10		10	Marshall	1		1				
Rolling Terrace	1		1	Total	16	1	17				
Shriver	3		3	Rockville							
Sligo Creek	2	1	3	Lucy V. Barnsley	5		5				
Viers Mill	13		13	Flower Valley	1		1				
Weller Road	4		4	Maryvale	1		1				
Wheaton Woods	6		6	Meadow Hall	2		2				
Woodlin	4		4	Rock Creek Valley	2		2				
Total	119	2	121	Sandburg	2		2				
Gaithersburg				Total	13	0	13				
Gaithersburg HS	2		2	Seneca Valley							
Goshen	1		1	Seneca Valley	1		1				
Laytonsville		1	1	Lake Seneca	2		2				
Rosemont		1	1	McAuliffe	3		3				
Strawberry Knoll	4		4	Sally K. Ride	4		4				
Summit Hall	6		6	Waters Landing	5		5				
Total	13	2	15	Total	15	0	15				
Walter Johnson				Sherwood							
Kensington-Parkwood	4		4	Belmont		1	1				
Luxmanor	1		1	Total	0	1	1				
Wyngate	10		10								
Total	15	0	15								

Other Relocatable Uses		
	# Units	Comment
Phased Construction		
Paint Branch	10	Modernization
Redland MS	10	Improvements
Ridgeview	4	Improvements
Total	24	
Holding Schools for Mods		
Fairland Center	9	Cannon Road
Grosvenor	15	Garrett Park
North Lake	16	Fairland
Radnor	4	Seven Locks
Tilden	9	Cabin John
Total	53	
Other Uses at Schools		
Emory Grove Ctr.	1	CCC
Gaithersburg ES	1	Parent Res. Ctr.
Gaithersburg HS	1	Mont. College Prgm.
Rolling Terrace	2	Judy Center, Linkages
Rosemary Hills	1	Benchmarks
Seneca Valley HS	1	Transition (CCC)
Sherwood ES	1	Baldrige Lab
Summit Hall ES	1	Judy Center
Wootton HS	1	Mont. College Prgm.
Total	10	
Nonschool Locations		
Bethesda Depot	4	Offices
Children's Res. Ctr.	1	Infants & Todd. offices
Clarksburg Depot	3	Maintenance
Kingsley	5	Transitions
Mont. College		
Germantown	2	
Rockinghorse	2	ESOL Offices
Shady Grove Depot	10	
Sharp Street	1	
Smith Center	2	Outdoor Education
Randolph Depot	3	Offices
Lincoln Warehouse	1	
Total	34	

OTHER TOTAL:	121
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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 NE Consortium is the equivalent of 3 clusters.

Appendix E

Modernization Schedule for Assessed Schools

Schools	Year Built	Year Renovated	FACT Score	Approved Schedule
Elementary				
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	1/2013
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				
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				
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 FY2011 Capital 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 2010

	School/Facility	Project Scope		School/Facility	Project Scope
1	Argyle MS	Elevator	50	Damascus ES	Trash Compactor
2	John T. Baker MS	Lock Box	51	Damascus HS	Doors
3	John T. Baker MS	Metal Louvers	52	Damascus HS	Running Track Repairs
4	John T. Baker MS	Trash Room Floor	53	Darnestown ES	Asbestos Abatement
5	Banneker MS	Windows and Doors	54	Darnestown ES	Asbestos Abatement (Tile & Pipes)
6	Bannockburn ES	Electrical Feeder Relocation	55	Darnestown ES	Ceiling Tile and Pipe Insulation
7	Bannockburn ES	Full Re-Roofing	56	Darnestown ES	Fire Alarm System
8	Bannockburn ES	Restroom Partitions	57	Darnestown ES	Floor Covering
9	Bannockburn ES	Restroom Renovations	58	Darnestown ES	Ladder, Rails/toe boards
10	Bannockburn ES	Trash Compactor	59	Darnestown ES	Septic Field Modifications
11	Beall ES	Ladder, Rails/toe boards	60	Diamond ES	Doors
12	Beall ES	Lock Box	61	Diamond ES	Floor Covering
13	Beall ES	Windows and Doors	62	Eastern MS	Asbestos Abatement
14	Bel Pre ES	Ladder and Platform	63	Eastern MS	Chimney Repairs
15	Bel Pre ES	Playground Renovation	64	Eastern MS	Handrail/Landscape
16	Bethesda Chevy Chase HS	New Fans	65	Edison Career Center	Fuel Shunt
17	Montgomery Blair HS	Running Track Repairs (Runway)	66	Albert Einstein HS	Fencing
18	Montgomery Blair HS	Tennis and Basketball Court Reno.	67	Albert Einstein HS	Fire Alarm Interlock w/ hood
19	Montgomery Blair HS	Tennis Court Net Repairs	68	Albert Einstein HS	Floor Covering
20	Bradley Hills ES	Fire Alarm System	69	Albert Einstein HS	Fuel Shunt
21	Bradley Hills ES	Lock Box	70	Albert Einstein HS	Trash Room Floor
22	Briggs Chaney MS	Tennis Court Repairs	71	Fairland Center	Windows
23	Broad Acres ES	Skirting Replacement	72	Fairland Center	Relocatable Windows and Doors
24	Brown Station ES	Hatch Ladders, Platform	73	Fairland Center	Relocatable Windows and Doors
25	Burning Tree ES	Partial Re-Roofing	74	Fairland Center	Relocatable Windows and Doors
26	Burning Tree ES	Roof Painting	75	Fairland Center	Relocatable Windows and Doors
27	Burnt Mills ES	Concrete	76	Fairland ES	Relocatable Windows and Doors
28	Burnt Mills ES	Painting	77	Fairland ES	Relocatable Windows and Doors
29	Candlewood ES	Lock Box	78	Fairland ES	Relocatable Windows and Doors
30	Cedar Grove ES	Lock Box	79	Fairland ES	Relocatable Windows and Doors
31	Winston Churchill HS	Duct Detector Reprogramming	80	Fairland ES	Relocatable Windows and Doors
32	Clarksburg ES	Walk-In Freezer & Cooler	81	Fallsmead ES	Lock Box
33	Clarksburg ES	Walk-In Freezer & Cooler Door	82	Farquhar MS	Asbestos Abatement
34	Clearspring ES	Canopy Repair	83	Fields Road ES	Doors
35	Clearspring ES	Trash Compactor	84	Fields Road ES	Playground Renovation
36	Clopper Mill ES	Fire Door Magnetic Locks	85	Flower Hill ES	Floor Covering
37	Clopper Mill ES	Fire Door Modifications	86	Flower Hill ES	Lock Box
38	Cloverly ES	Fire Door Magnetic Locks	87	Flower Hill ES	Windows and Doors
39	Cold Spring ES	Asbestos Abatement	88	Forest Knolls ES	Fire Door Modifications
40	Cold Spring ES	Exhaust Fan	89	Forest Knolls ES	Fire Door Magnetic Locks
41	Cold Spring ES	Fire Alarm System	90	Fox Chapel ES	Ladder, Rails/toe boards, Platform
42	Cold Spring ES	Floor Covering	91	Robert Frost MS	Lock Box
43	College Gardens ES	Playground Renovation	92	Gaithersburg HS	ADA Corrections
44	Daly ES	Canopy Lights	93	Gaithersburg HS	Roof Repairs
45	Daly ES	Canopy Repair	94	Gaithersburg HS	Windows and Doors
46	Daly ES	Painting	95	Gaithersburg MS	Restroom Partitions
47	Damascus ES	Canopy Removal	96	Gaithersburg MS	Restroom Renovations
48	Damascus ES	Emergency Generator	97	Garrett Park ES	Lock Box
49	Damascus ES	Playground Renovation	98	Georgian Forest ES	Lock Box

	School/Facility	Project Scope		School/Facility	Project Scope
99	Germantown ES	Asbestos Abatement	148	North Chevy Chase ES	Sprinkler Head Replacement
100	Germantown ES	Asbestos Abatement (Tile)	149	North Lake Center	Restroom Partitions
101	Germantown ES	Ceiling Tile Replacement	150	North Lake Center	Restroom Renovations
102	Germantown ES	Emergency Generator	151	Northlake ES	Fire Alarm System
103	Germantown ES	Fire Alarm System	152	Northwood HS	Fire Pump Replacement
104	Germantown ES	Floor Covering	153	Northwood HS	Ladder/Hatch
105	Germantown ES	Ladder/Hatch	154	William Tyler Page ES	Playground Renovation
106	Goshen ES	Playground Renovation	155	Rosa Parks MS	Concrete
107	Goshen ES	Trash Room Renovation	156	Rosa Parks MS	Floor Covering
108	Greenwood ES	Fire Door Magnetic Locks	157	Rosa Parks MS	Lock Box
109	Grosvenor Center	Restroom Partitions	158	Rosa Parks MS	Stage Light Controls and Fixtures
110	Grosvenor Center	Restroom Renovations	159	Piney Branch ES	Exterior Wall Repairs
111	Highland ES	Ceiling & Lights	160	Poole MS	Fuel Shunt
112	Highland ES	Emergency Generator (New)	161	Poolesville ES	Asbestos Abatement
113	Highland ES	Painting	162	Poolesville ES	Floor Covering
114	Highland View ES	Fire Alarm System	163	Poolesville HS	Windows and Doors
115	Highland View ES	Fire Door Modifications	164	Thomas Pyle MS	Field Renovation
116	Kemp Mill ES	Floor Covering	165	Quince Orchard HS	Playground Renovation
117	John F. Kennedy HS	Floor Covering	166	Quince Orchard HS	Restroom Partitions
118	Kensington Parkwood	Playground Renovation	167	Quince Orchard HS	Restroom Renovations
119	Martin Luther King, Jr. MS	Floor Covering	168	Quince Orchard HS	Sky-Lights
120	Kingsview MS	Marquee Sign	169	Redland MS	Floor Covering
121	Kingsview MS	Sprinkler Head Replacement	170	Redland MS	Full Re-Roofing
122	Lake Seneca ES	Fire Alarm System	171	Judith Resnik ES	Lock Box
123	Lake Seneca ES	Fire Door Modifications	172	Sally Ride ES	Trash Room Renovation
124	Laytonsville ES	Handicap Lifts	173	Ridgeview MS	Fire Door Magnetic Locks
125	Mario A. Loiederman MS	Partial Re-Roofing	174	Ritchie Park ES	Partial Re-Roofing
126	Luxmanor ES	Asbestos Abatement	175	Ritchie Park ES	Wall Pans & Waterproofing
127	Luxmanor ES	Floor Covering	176	Rock Terrace School	Duct Repairs
128	Col. Zadok Magruder HS	Asbestos Abatement	177	Rock Terrace School	Lock Box
129	Col. Zadok Magruder HS	Concrete	178	Rock Terrace School	Trash Compactor
130	Col. Zadok Magruder HS	Floor Covering	179	Rock View ES	Lock Box
131	Thurgood Marshall ES	Asphalt	180	Rockville HS	Auxiliary Gym Lights
132	Thurgood Marshall ES	Drains	181	Lois P. Rockwell ES	Exterior Wall Waterproofing
133	Thurgood Marshall ES	Fire Door Magnetic Locks	182	Lois P. Rockwell ES	Playground Renovation
134	Thurgood Marshall ES	Striping	183	Rolling Terrace ES	Fencing
135	Maryvale ES	Exterior Wall/Chimney Repairs	184	Rolling Terrace ES	Floor Covering
136	Maryvale ES	Floor Covering	185	Carl Sandburg Center	Fire Alarm System
137	Spark Matsunaga ES	Trash Room Renovation	186	Carl Sandburg Center	Lock Box
138	S. Christa McAuliffe ES	Fire Door Magnetic Locks	187	Seneca Valley HS	Trash Room Floor
139	S. Christa McAuliffe ES	Sky-Lights	188	Sherwood HS	ADA Corrections
140	Ronald McNair ES	Asphalt	189	Sherwood HS	Main Gym Dividing Curtain
141	Ronald McNair ES	Exterior Painting of 4 Portables	190	Sherwood HS	Partial Re-Roofing
142	Meadow Hall ES	Sprinkler Head Replacement	191	Sherwood HS	Roof Windows
143	Mill Creek Towne ES	Fire Alarm Repair	192	Silver Spring International MS	Ladder, Platform, Hatches
144	Montgomery Village MS	Floor Covering	193	Sligo MS	Ladder, Rails/toe boards
145	Montgomery Village MS	Platform	194	Smith Center	Asphalt
146	Neelsville MS	Welding/Steel Repairs	195	Smith Center	Line Painting
147	New Hampshire Estates ES	Fire Alarm System	196	Springbrook HS	ADA Corrections

	School/Facility	Project Scope		School/Facility	Project Scope
197	Stedwick ES	Doors	246	Watkins Mill HS	Window Repairs
198	Stedwick ES	Gym Floor	247	Julius West MS	Floor Covering
199	Stedwick ES	Rails/toe boards	248	Westland MS	Canopy Repairs
200	Stedwick ES	Trash Room Floor	249	Westland MS	Fuel Shunt
201	Stedwick ES	Walk-In Freezer/Cooler	250	Wheaton HS	Hood Repairs
202	Stedwick ES	Wall Façade	251	Wheaton HS	Playground Renovation
203	Stephen Knolls	Roller shades	252	Wheaton Woods ES	Asphalt
204	Stephen Knolls	2" Blinds	253	Wheaton Woods ES	Striping
205	Stephen Knolls	Asbestos Abatement	254	Whetstone ES	Asbestos Abatement
206	Stephen Knolls	Floor Covering	255	Whetstone ES	Floor Covering
207	Stephen Knolls	Lock Box	256	Whetstone ES	Playground Renovation
208	Stephen Knolls	Playground Renovation	257	Walt Whitman HS	ADA Corrections
209	Stephen Knolls	Windows and Doors	258	Woodfield ES	Fire Alarm System
210	Stephen Knolls	Emergency Generator	259	Woodfield ES	Windows
211	Stephen Knolls	Fencing	260	Woodlin ES	Emergency Generator
212	Stephen Knolls	Striping	261	Woodlin ES	Suspended Ceiling and Lights
213	Stone Mill ES	Chimney Repairs			
214	Stone Mill ES	Full Re-Roofing			
215	Stone Mill ES	Wall Facade Replacement			
216	Stone Mill ES	Windows			
217	Stonegate ES	Partial Re-Roofing			
218	Strathmore ES	Asbestos Abatement			
219	Strathmore ES	Lock Box			
220	Strawberry Knoll ES	Masonry Walls			
221	Strawberry Knoll ES	Waterproofing			
222	Summit Hall ES	Lock Box			
223	Taylor Science Center	Asbestos Abatement			
224	Tilden Center	Elevator			
225	Tilden Center	Restroom Partitions			
226	Tilden Center	Restroom Renovations			
227	Tilden MS	Air Monitoring			
228	Tilden MS	Asbestos Abatement			
229	Tilden MS	Fascia and Soffit			
230	Mark Twain School	Lock Box			
231	Mark Twain School	Masonry Repairs			
232	Twinbrook ES	Fire Alarm System			
233	Twinbrook ES	Lock Box			
234	Twinbrook ES	Retaining Wall Replacement			
235	Twinbrook ES	Trash Compactor			
236	Viers Mill ES	Doors			
237	Waters Landing ES	Trash Room Renovation			
238	Watkins Mill HS	ADA Corrections			
239	Watkins Mill HS	Sound System Board Replacement			
240	Watkins Mill HS	Fire Door Modifications			
241	Watkins Mill HS	Masonry Repairs/Waterproofing			
242	Watkins Mill HS	Painting			
243	Watkins Mill HS	Partial Re-Roofing			
244	Watkins Mill HS	Roof Windows			
245	Watkins Mill HS	Trash Compactor			

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: 2010–2011

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	3	60	80
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 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				3	60	60
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
Germantown Elementary School				1	20	20
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
Jackson Road Elementary School				2	40	40

School	Head Start Sessions	# Head Start Students	Full-Day Head Start	Pre-K Sessions	# Pre-K Students	Total Head Start and Pre-K Enrollment
Kemp Mill Elementary School				2	40	40
Lake Seneca Elementary School				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	1	20	40
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			101		
Total Enrollment Served by MCPS		618			2,025	2,643

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

Subdivision Staging Policy FY 2011 School Test: Cluster Utilizations in 2015–2016 Reflects County Council Adopted FY 2011–2016 Capital Improvements Program (CIP)

Elementary School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

Cluster Area	From Fall 2009 Projected August 2015 Enrollment	100% MCPS Program Capacity With CC Adopted FY11–16 CIP	Cluster Percent Utilization in 2015	Growth Policy Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase	3,606	3,321	108.6%	Inadequate	School Payment
Montgomery Blair	4,061	4,368	93.0%	Adequate	Open
James Hubert Blake	2,516	2,508	100.3%	Adequate	Open
Winston Churchill	2,636	2,728	96.6%	Adequate	Open
Clarksburg	3,772	3,919	96.2%	Adequate	Open
Damascus	1,920	2,075	92.5%	Adequate	Open
Albert Einstein	2,625	2,723	96.4%	Adequate	Open
Gaithersburg	3,879	3,898	99.5%	Adequate	Open
Walter Johnson	3,728	3,706	100.6%	Adequate	Open
John F. Kennedy	2,650	2,858	92.7%	Adequate	Open
Col. Zadok Magruder	2,577	2,635	97.8%	Adequate	Open
Richard Montgomery	2,697	2,316	116.5%	Inadequate	School Payment
Northwest	4,297	3,609	119.1%	Inadequate	School Payment
Northwood	3,067	2,581	118.8%	Inadequate	School Payment
Paint Branch	2,441	2,313	105.5%	Inadequate	School Payment
Poolesville	522	755	69.1%	Adequate	Open
Quince Orchard	2,992	2,679	111.7%	Inadequate	School Payment
Rockville	2,531	2,216	114.2%	Inadequate	School Payment
Seneca Valley	2,262	2,173	104.1%	Adequate	Open
Sherwood	2,050	2,408	85.1%	Adequate	Open
Springbrook	3,027	3,188	94.9%	Adequate	Open
Watkins Mill	2,629	2,769	94.9%	Adequate	Open
Wheaton	2,863	2,792	102.5%	Adequate	Open
Walt Whitman	2,464	2,367	104.1%	Adequate	Open
Thomas S. Wootton	2,922	3,118	93.7%	Adequate	Open

Middle School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

Cluster Area	From Fall 2009 Projected August 2015 Enrollment	100% MCPS Program Capacity With CC Adopted FY11–16 CIP	Cluster Percent Utilization in 2015	Growth Policy Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase	1,192	1,037	114.9%	Inadequate	School Payment
Montgomery Blair	2,111	2,266	93.2%	Adequate	Open
James Hubert Blake	1,189	1,329	89.5%	Adequate	Open
Winston Churchill	1,433	1,609	89.1%	Adequate	Open
Clarksburg	1,547	2,113	73.2%	Adequate	Open
Damascus	865	954	90.7%	Adequate	Open
Albert Einstein	1,317	1,460	90.2%	Adequate	Open
Gaithersburg	1,638	1,751	93.5%	Adequate	Open
Walter Johnson	1,760	1,852	95.0%	Adequate	Open
John F. Kennedy	1,201	1,356	88.6%	Adequate	Open
Col. Zadok Magruder	1,155	1,616	71.5%	Adequate	Open
Richard Montgomery	1,154	986	117.0%	Inadequate	School Payment
Northwest	2,079	1,968	105.6%	Inadequate	School Payment
Northwood	1,152	1,362	84.6%	Adequate	Open
Paint Branch	1,248	1,271	98.2%	Adequate	Open
Poolesville	238	480	49.6%	Adequate	Open
Quince Orchard	1,389	1,648	84.3%	Adequate	Open
Rockville	980	981	99.9%	Adequate	Open
Seneca Valley	1,201	1,464	82.0%	Adequate	Open
Sherwood	1,127	1,476	76.4%	Adequate	Open
Springbrook	1,162	1,230	94.5%	Adequate	Open
Watkins Mill	1,232	1,251	98.5%	Adequate	Open
Wheaton	1,549	1,646	94.1%	Adequate	Open
Walt Whitman	1,347	1,250	107.8%	Inadequate	School Payment
Thomas S. Wootton	1,516	1,606	94.4%	Adequate	Open

High School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

Cluster Area	From Fall 2009 Projected August 2015 Enrollment	100% MCPS Program Capacity With CC Adopted FY11–16 CIP	Cluster Percent Utilization in 2015	Growth Policy Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase	1,723	1,656	104.0%	Adequate	Open
Montgomery Blair	2,515	2,839	88.6%	Adequate	Open
James Hubert Blake	1,787	1,724	103.7%	Adequate	Open
Winston Churchill	1,907	1,928	98.9%	Adequate	Open
Clarksburg	1,979	1,971	100.4%	Adequate	Open
Damascus	1,310	1,532	85.5%	Adequate	Open
Albert Einstein	1,593	1,570	101.5%	Adequate	Open
Gaithersburg	1,948	2,284	85.3%	Adequate	Open
Walter Johnson	2,173	2,230	97.4%	Adequate	Open
John F. Kennedy	1,557	1,847	84.3%	Adequate	Open
Col. Zadok Magruder	1,678	1,919	87.4%	Adequate	Open
Richard Montgomery	1,846	1,957	94.3%	Adequate	Open
Northwest	2,200	2,151	102.3%	Adequate	Open
Northwood	1,439	1,481	97.2%	Adequate	Open
Paint Branch	1,801	1,899	94.8%	Adequate	Open
Poolesville	1,087	1,107	98.2%	Adequate	Open
Quince Orchard	1,767	1,741	101.5%	Adequate	Open
Rockville	1,334	1,539	86.7%	Adequate	Open
Seneca Valley	1,334	1,491	89.5%	Adequate	Open
Sherwood	1,789	2,004	89.3%	Adequate	Open
Springbrook	1,600	2,090	76.6%	Adequate	Open
Watkins Mill	1,615	1,885	85.7%	Adequate	Open
Wheaton	1,284	1,416	90.7%	Adequate	Open
Walt Whitman	1,830	1,873	97.7%	Adequate	Open
Thomas S. Wootton	2,235	2,073	107.8%	Inadequate	School Payment

Appendix J

Facilities Data and State Rated Capacity School Year 2010–2011

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		
Elementary Schools												
1 Arcola	S	1956	2007	85,469	5	Yes	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	2009	77,244	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	26	0	748	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	Yes	2	5	14	0	472	403
16 Burning Tree	S	1958	1991	68,119	6.78	Yes	0	3	14	4	428	428
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	Yes	0	4	12	2	384	327
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	19	4	629	649
23 Cashell	S	1969	2009	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	1	424	427
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	Yes	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	2008	96,986	7.94	Yes	1	6	23	2	701	693
32 Cresthaven	G	1962		46,490	9.81		0	0	15	2	365	363
33 Capt. James E. Daly	S	1989		78,210	10	Yes	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	14	4	406	408
39 East Silver Spring	R	1929	1975	57,684	8.43		2	4	14	1	460	407
40 Fairland	S	1992		66,817	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	Yes	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	363
48 Gaithersburg	S	1947	1983	94,468	8.39		1	5	29	3	827	740
49 Galway	S	1967	2009	103,170	9	Yes	1	8	27	5	867	759
50 Garrett Park	S	1948		54,035	4.4	Yes	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	Yes	1	5	19	4	607	524
55 Glenallan	S	1966		47,614	12.1		1	4	11	2	381	311
56 Goshen	S	1988		76,740	10.47		0	4	22	3	624	632
57 Great Seneca Creek	G	2006		82,511	13.71		0	6	22	2	658	658
58 Greencastle	S	1988		78,275	18.88		1	6	21	2	655	577
59 Greenwood	G	1970		64,609	10	Yes	0	4	21	0	571	571
60 Harmony Hills	S	1957	1999	63,107	10.19	Yes	2	5	11	0	403	322
61 Highland	S	1950	1989	84,138	11	Yes	2	4	22	0	634	578
62 Highland View	S	1953	1994	59,213	6.61		0	5	10	0	340	257
63 Jackson Road	S	1959	1995	65,279	8.76		1	6	10	4	422	372
64 Jones Lane	S	1987		60,679	12.06		0	4	17	3	509	518
65 Kemp Mill	S	1960	1996	68,222	10		1	4	17	0	499	437
66 Kensington-Parkwood	S	1952	2006	77,136	9.86		0	5	16	3	508	517
67 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		
68 Lakewood	G	1968	2003	77,526	13.07		0	4	20	2	568	568
69 Laytonsville	S	1951	1989	64,160	10.43		0	4	16	4	496	487
70 Little Bennett	G	2006		82,511	4.81	Yes	0	6	24	0	684	684
71 Luxmanor	S	1966		61,694	6.5	Yes	0	3	16	2	454	446
72 Thurgood Marshall	S	1993		77,798	12		0	4	17	4	519	551
73 Maryvale	S	1969		92,050	17.67		3	4	21	3	661	587
74 Spark M. Matsunaga	G	2001		90,718	11.8		0	8	21	0	659	659
75 S. Christa McAuliffe	S	1987		77,240	10.59	Yes	1	6	19	2	609	501
76 Ronald McNair	S	1990		78,275	10	Yes	1	5	19	2	587	612
77 Meadow Hall	S	1956	1994	61,964	8.37	Yes	0	4	11	5	391	315
78 Mill Creek Towne	S	1966	2000	67,465	8.38		1	4	13	4	447	379
79 Monocacy	S	1961	1989	42,482	27		0	1	8	0	206	206
80 Montgomery Knolls	S	1952	1989	57,231	10.33		2	7	2	4	280	271
81 New Hampshire Estates	S	1954	1988	73,306	5.42		5	6	15	0	577	483
82 Roscoe R. Nix	G	2006		88,351	7.8	Yes	1	7	19	3	641	486
83 North Chevy Chase	S	1953	1995	42,035	7.94		0	0	10	0	230	230
84 Oak View	S	1949	1985	57,560	11.25		0	0	15	1	355	358
85 Oakland Terrace	S	1950	1993	79,145	9.54	Yes	0	10	18	0	634	456
86 Olney	G	1954	1990	68,755	9.88		0	4	21	1	581	584
87 William T. Page	S	1965	2003	58,726	9.76		1	3	14	0	408	365
88 Pine Crest	S	1941	1992	53,778	5.64	Yes	0	0	16	1	378	365
89 Piney Branch	R	1971		99,706	1.97	Yes	0	0	25	1	585	588
90 Poolesville	S	1960	1978	64,803	12.28		0	3	21	0	549	549
91 Potomac	G	1949	1976	57,713	9.61		0	4	14	0	410	410
92 Judith A. Resnik	S	1991		78,547	12.98		1	5	19	2	587	506
93 Sally K. Ride	S	1994		78,686	13.48		2	5	16	7	588	519
94 Ritchie Park	S	1966	1997	58,500	9.22		0	5	13	0	409	409
95 Rock Creek Forest	S	1950	1971	54,522	7.95		0	4	15	0	433	351
96 Rock Creek Valley	S	1964	2001	76,692	10.44		0	3	14	7	458	374
97 Rock View	S	1955	1999	69,589	7.44		1	6	10	5	432	347
98 Lois P. Rockwell	S	1992		75,520	10.56		0	3	18	4	520	552
99 Rolling Terrace	S	1988		88,835	4.33		2	6	26	0	770	664
100 Rosemary Hills	S	1956	1988	70,541	6.07		1	8	11	3	479	494
101 Rosemont	G	1965	1995	88,764	8.91		1	5	23	2	679	608
102 Sequoyah	S	1990		72,582	10	Yes	0	4	18	3	532	465
103 Seven Locks	S	1964		29,190	9.98		0	2	9	0	251	251
104 Sherwood	S	1977		60,064	10.85		0	3	13	2	385	377
105 Sargent Shriver	S	1954	2006	91,628	9.17		1	7	24	1	736	604
106 Sligo Creek	S	1934	1999	98,799	5	Yes	0	6	21	3	645	526
107 Somerset	R	1949	2005	80,122	3.71		0	4	15	0	433	433
108 South Lake	S	1972		83,038	10.2		2	7	28	0	838	715
109 Stedwick	S	1974		109,677	10		1	6	25	2	747	659
110 Stone Mill	S	1988		78,617	11.76		0	4	23	4	657	689
111 Stonegate	S	1971		52,468	10.26		0	3	15	2	431	431
112 Strathmore	S	1970		52,451	10.8	Yes	0	0	19	2	457	460
113 Strawberry Knoll	G	1988		78,723	10.82		2	5	14	6	532	467
114 Summit Hall	S	1971		68,059	10.16	Yes	2	5	16	0	518	449
115 Takoma Park	R	1979		62,133	4.7		0	7	11	0	407	292
116 Travilah	G	1960	1992	65,378	9.3		0	3	20	0	526	526
117 Twinbrook	S	1952	1986	79,818	10.45		3	5	17	2	581	512
118 Viers Mill	S	1950	1991	86,978	10.52		2	6	9	3	409	357
119 Washington Grove	G	1956	1984	86,266	10.67		2	4	19	0	565	515
120 Waters Landing	S	1988		77,560	9.99		0	6	20	3	622	499
121 Watkins Mill	S	1970		80,923	10	Yes	1	6	27	3	803	689
122 Wayside	S	1969		77,507	9.26		0	3	26	2	684	676
123 Weller Road	S	1953	1975	76,296	11.1		2	5	19	2	607	532
124 Westbrook	S	1939	1990	46,822	12.46	Yes	0	3	9	2	293	293
125 Westover	S	1964	1998	54,645	7.56		0	2	9	4	291	281
126 Wheaton Woods	S	1952	1976	66,763	8		2	4	12	0	404	348
127 Whetstone	S	1968		76,657	8.82		1	6	15	5	547	483
128 Wood Acres	S	1952	2002	73,138	4.78	Yes	0	5	18	2	544	550
129 Woodfield	S	1962	1985	53,212	10		0	3	17	0	457	457
130 Woodlin	R	1944	1974	60,725	11		0	5	14	4	472	386
131 Wyngate	S	1952	1997	58,654	9.45		0	5	12	2	406	412
Total Elementary Schools				9,000,537	1,247		87	551	2162	280	66388	61709

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 2010–2011

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		
Middle Schools										
								(85% + Sp. Ed.)		(X 85%)
1 Argyle	S	1971	1993	120,205	19.9		39	4	869	872
2 John T. Baker	G	1971		120,532	22	Yes	32	4	720	720
3 Benjamin Banneker	G	1974		117,035	20		38	5	858	855
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		148,246	19.87		51	8	1,164	1,152
7 Eastern	S	1951	1976	152,030	14.51		46	5	1,028	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	22.82		38	9	898	882
12 Herbert Hoover	S	1966		135,342	19.14		41	6	931	923
13 Francis Scott Key	S	1966	2009	147,424	20.58		42	4	933	912
14 Martin Luther King	G	1996		135,867	18.61		41	2	891	889
15 Kingsview	G	1997		140,398	18.45	Yes	44	3	965	965
16 Lakelands Park	G	2005		153,588	8.11	Yes	48	6	1,080	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	2003	141,615	15.14		38	5	858	830
20 Neelsville	S	1981		131,432	29.2		39	3	859	842
21 Newport Mill	S	1958	2002	108,240	8.4	Yes	35	5	794	787
22 North Bethesda	G	1955	1999	130,461	19.99		39	4	869	868
23 Parkland	G	1963	2007	151,169	9.18	Yes	41	4	911	890
24 Rosa M. Parks	S	1992		137,469	24.05	Yes	39	4	869	880
25 John Poole	S	1997		85,669	20.51		22	1	478	481
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	1,008
29 Rocky Hill	G	2004		148,065	23.29		41	6	931	940
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	1,020
32 Sligo	G	1959	1991	149,527	21.74	Yes	44	6	995	964
33 Takoma Park	S	1939	1999	137,348	18.83	Yes	41	2	891	863
34 Tilden	G	1967	1991	135,150	29.8		44	8	1,015	985
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	928
38 Earle B. Wood	S	1965	2001	152,588	8.5	Yes	44	7	1,005	981
Total Middle Schools				5,138,199	749.08		1565	179	35,046	34,634
High Schools										
								(85% + Sp. Ed.)		(X 90%)
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	1725
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	2008
9 Walter Johnson	G	1956	1977	365,138	30.86		86	21	2038	2113
10 John F. Kennedy	G	1964	1999	280,048	29.14		72	14	1670	1739
11 Col. Zadok Magruder	G	1970		295,478	30		77	14	1776	1869
12 Richard Montgomery	G	1942	2007	311,500	29.05		81	12	1841	1958
13 Northwest	G	1998		340,867	34.56	Yes	88	14	2010	2151
14 Northwood	G	1956	2004	253,488	29.56		61	12	1416	1482
15 Paint Branch	G	1969		260,680	45.96		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		70	15	1638	1674
18 Rockville	G	1968	2004	316,973	30.32		63	16	1499	1553
19 Seneca Valley	G	1974		251,278	29.37		61	13	1426	1492
20 Sherwood	G	1950	1991	333,154	49.33		86	10	1928	2005
21 Springbrook	S	1960	1994	305,006	25.13	Yes	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	13	1405	1416
24 Walt Whitman	S	1962	1992	261,295	30.67	Yes	80	10	1800	1873
25 Thomas S. Wootton	G	1970		295,620	27.37		88	9	1960	2046
Total High Schools				7,339,314	898.26		1865	313	42,761	44,705
Total Secondary Schools				12,477,513	1647.3		3430	492	77,808	79,339

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.

Appendix K

Schools Reopened and Extent of Improvements Made When Reopened

School	Year Facility Originally Opened	Year Facility Closed	Year Facility Improvement	Year Fully Modernized or Completely Rebuilt
Elementary Schools				
Arcola (on site of former Arcola ES)	1956	1982		2007
Burnt Mills	1964	1977	1990	
Cloverly	1961	1983	1989	
Roscoe Nix (on site of former Brookview ES)	1955	1982		2006
Sargent Shriver (former Connecticut Park ES)	1954	1983		2006
Sligo Creek (part of former Blair HS)	1935	1998		1999
Middle Schools				
Argyle	1971	1981	1993	
Cabin John	1968	1987	1989	2011 scheduled
Francis Scott Key	1966	1983	1990	2009
A. Mario Loiederman (former Belt JHS)	1956	1983	2005	
Newport Mill	1958	1982	2002	
North Bethesda	1955	1981	1999	
Silver Spring International (part of former Blair HS)	1935	1998	1999	
Tilden (Tilden MS relocated to former Woodward HS)	1967	1986	1991	2017 scheduled @ Tilden Lane
High Schools				
Clarksburg (originally opened as Rocky Hill MS)	1995	2004		2006 expanded to HS
Northwood	1956	1985	2004	

Notes: Schools that were reopened, but were not fully modernized or completely rebuilt, are included in the FY 2011 FACT assessment of schools. Northwood HS is the only high school that either has not been modernized or is not in the current queue for modernization. It will be appended to the queue for high school modernizations when the new listings come out in fall 2011. See Appendix E and Appendix R for more details.

Appendix L

Real Property Inventory for Closed Schools and Facilities as of October 2010

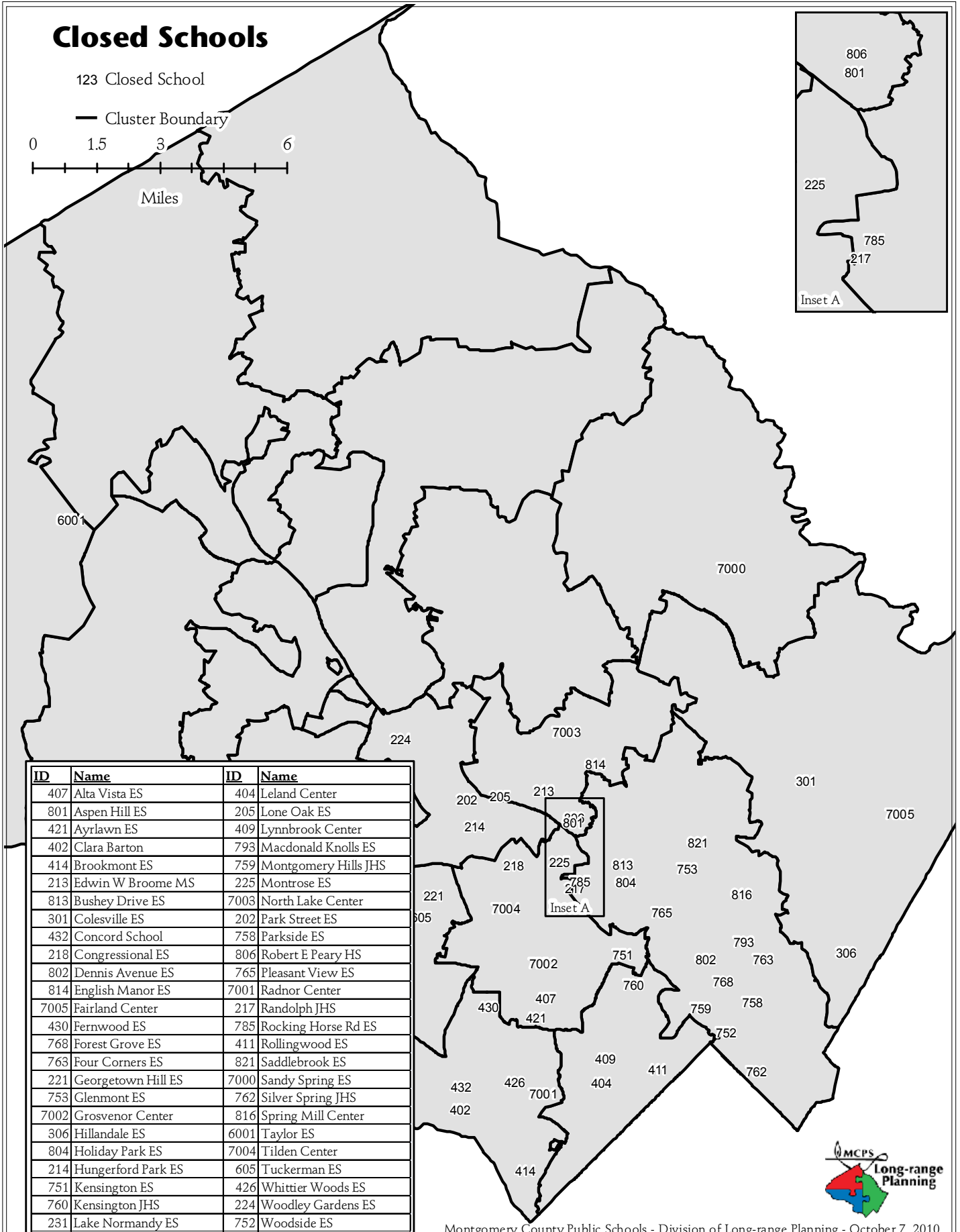
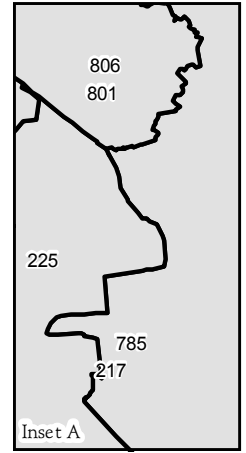
NAME	ADDRESS	CLUSTER	CURRENT USE	STRT MAP*	SITE	ROOMS	SF
BOARD OF EDUCATION OWNED							
Concord School	7210 Hidden Creek Road	Whitman	MCCPTA Creative Enrichment, Etc.	35-C12	3.45	12	26,444
Fairland Center	13313 Old Columbia Pike	Paint Branch	Holding School	32-B8	9.21	26	45,082
Grosvenor Center	5701 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
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 JHS	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
Fernwood 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 Drive	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
LELAND JHS	4300 ELM ST	B-CC	BLDG RAZED; COMMUNITY CENTER	38-J06	3.71		
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 2000-2007 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	404	Leland Center
801	Aspen Hill ES	205	Lone Oak ES
421	Ayrlawn ES	409	Lynnbrook Center
402	Clara Barton	793	Macdonald Knolls ES
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	Glennmont 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





Montgomery County Public Schools - Division of Long-range Planning - October 7, 2010

Future School Sites as of October 2010

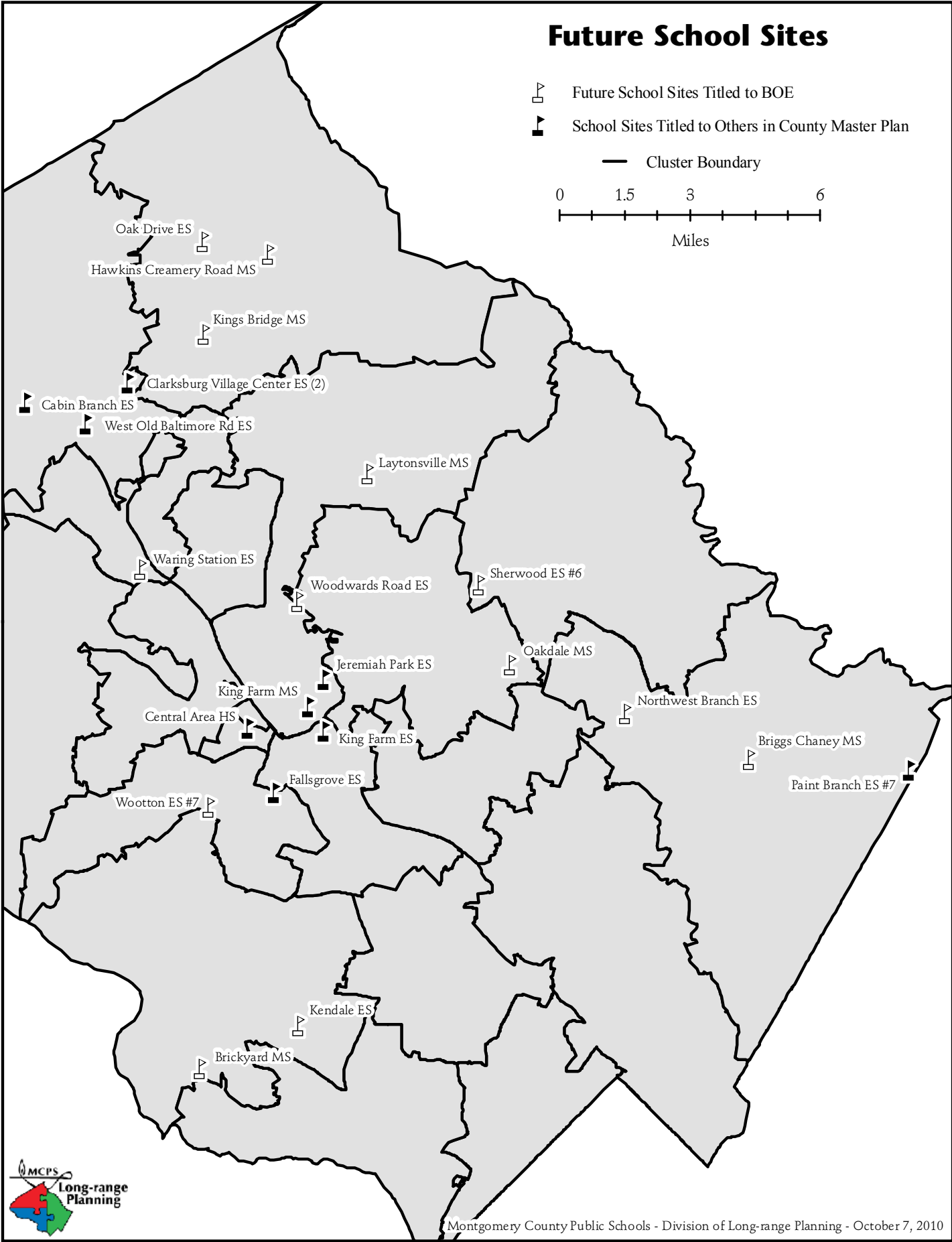
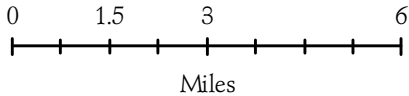
Name	Tax Grid	Address	Cluster	Street Map*	Site
Future School Sites Titled to Board of Education					
Brickyard MS	FN33	Brickyard Road	Churchill	34-B9	20.00
Briggs Chaney Road MS	KS11	Good Hope Road	Northeast Consortium	31-G3	20.96
Hawkins Creamery Road ES	FX51	Hawkins Creamery Road	Damascus	4-F12	13.51
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
Silver Spring JHS	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	Fallsgrove 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	GS23	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 School Sites

-  Future School Sites Titled to BOE
-  School Sites Titled to Others in County Master Plan

— Cluster Boundary

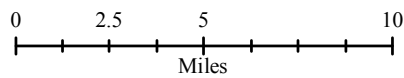


Appendix M

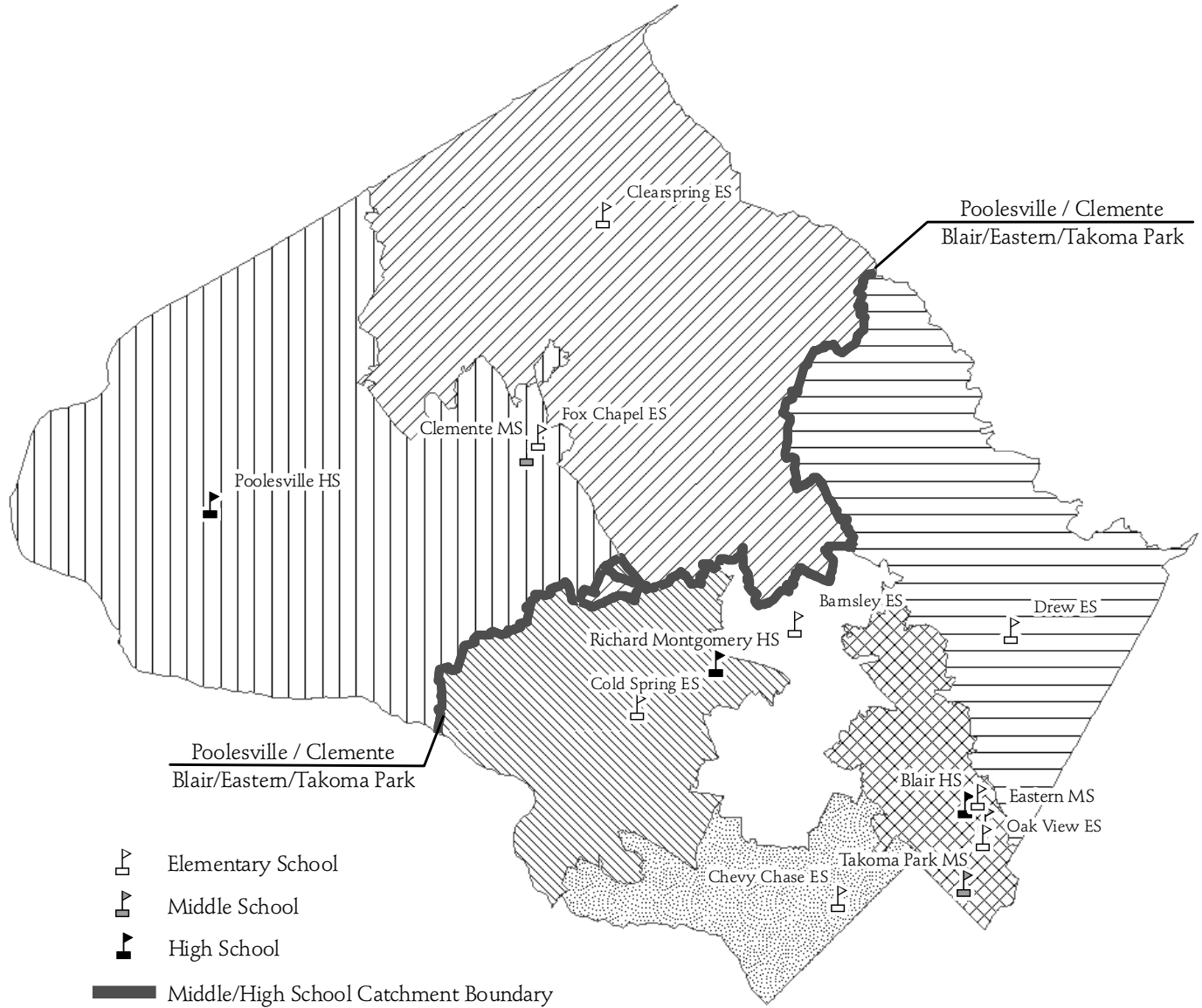
French Immersion Catchment Areas



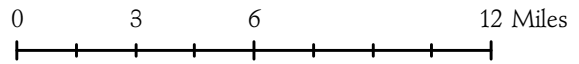
- Cluster
- Maryvale French Immersion Catchment Area
- ▨ Sligo Creek French Immersion Catchment Area



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 Bethiaume
3	Patricia O'Neill
4	Christopher S. Barclay
5	Michael A. Durso
At-large	Philip 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	Karen M. Britto
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

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				

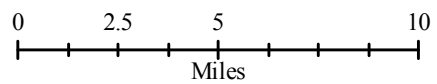
School	Board of Education District	Councilmanic District	Legislative District	School	Board of Education District	Councilmanic District	Legislative District
Middle Schools				High Schools			
Argyle	2,4,5	4	19	Bethesda-Chevy Chase	3,4	1,5	16,18
John T Baker	1	2	14	Montgomery Blair	3,4,5	4,5	20
Benjamin 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

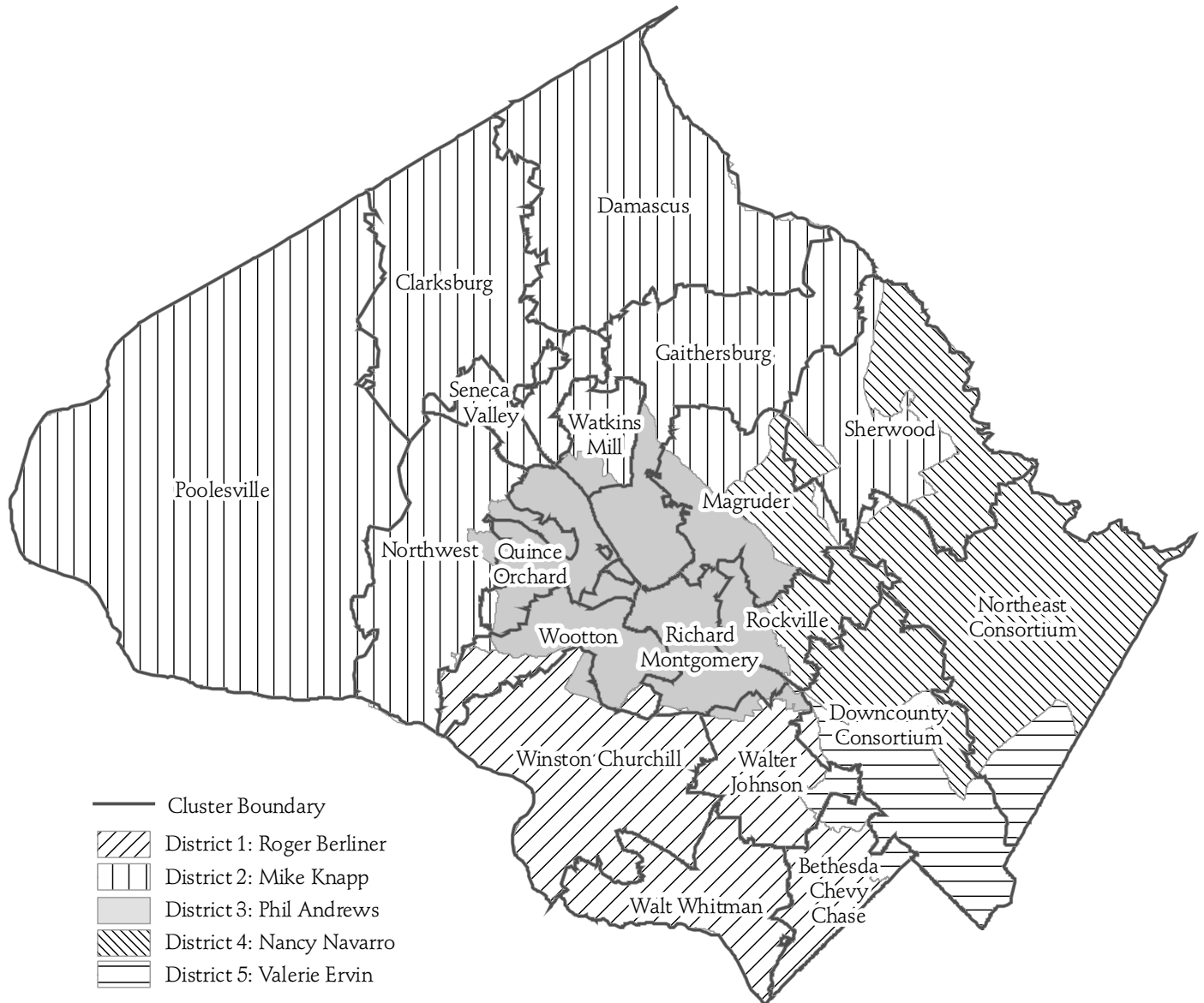


- Cluster Boundary
- District 1: Judith Docca
- District 2: Laura Berthiaume
- District 3: Patricia O'Neill (President)
- District 4: Christopher S. Barclay (Vice President)
- District 5: Michael A. Durso

BOE Members at Large:
 Shirley Brandman
 Philip Kauffman
 BOE Student Member:
 Alan Xie

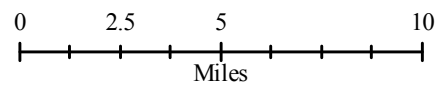


Councilmanic Districts

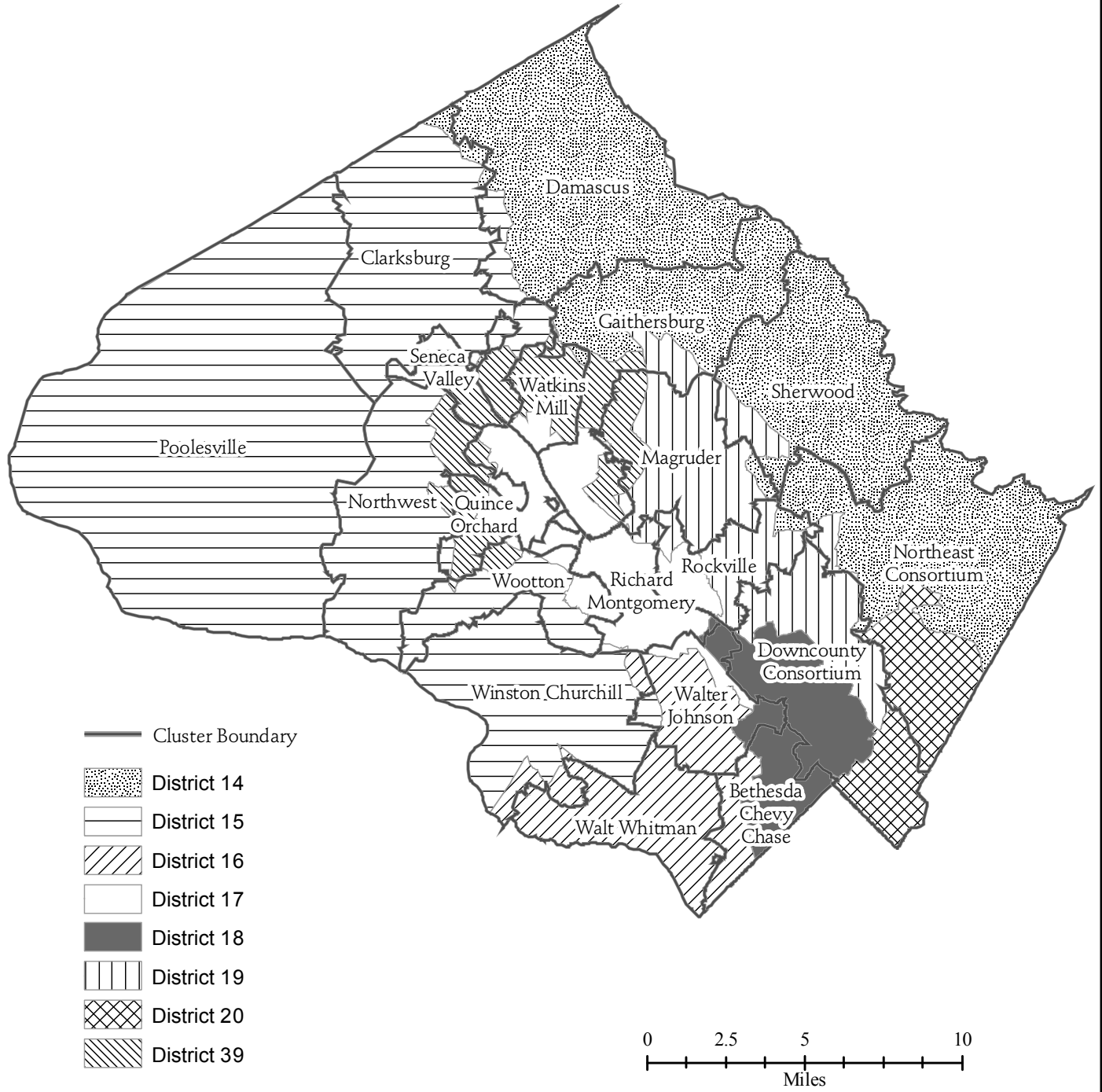


- Cluster Boundary
- ▨ District 1: Roger Berliner
- ▤ District 2: Mike Knapp
- District 3: Phil Andrews
- ▩ District 4: Nancy Navarro
- ▧ District 5: Valerie Ervin

Councilmanic Members at Large:
 Marc Elrich
 Nancy Floreen
 George Leventhal
 Duchy Trachtenberg



Legislative Districts



Appendix O

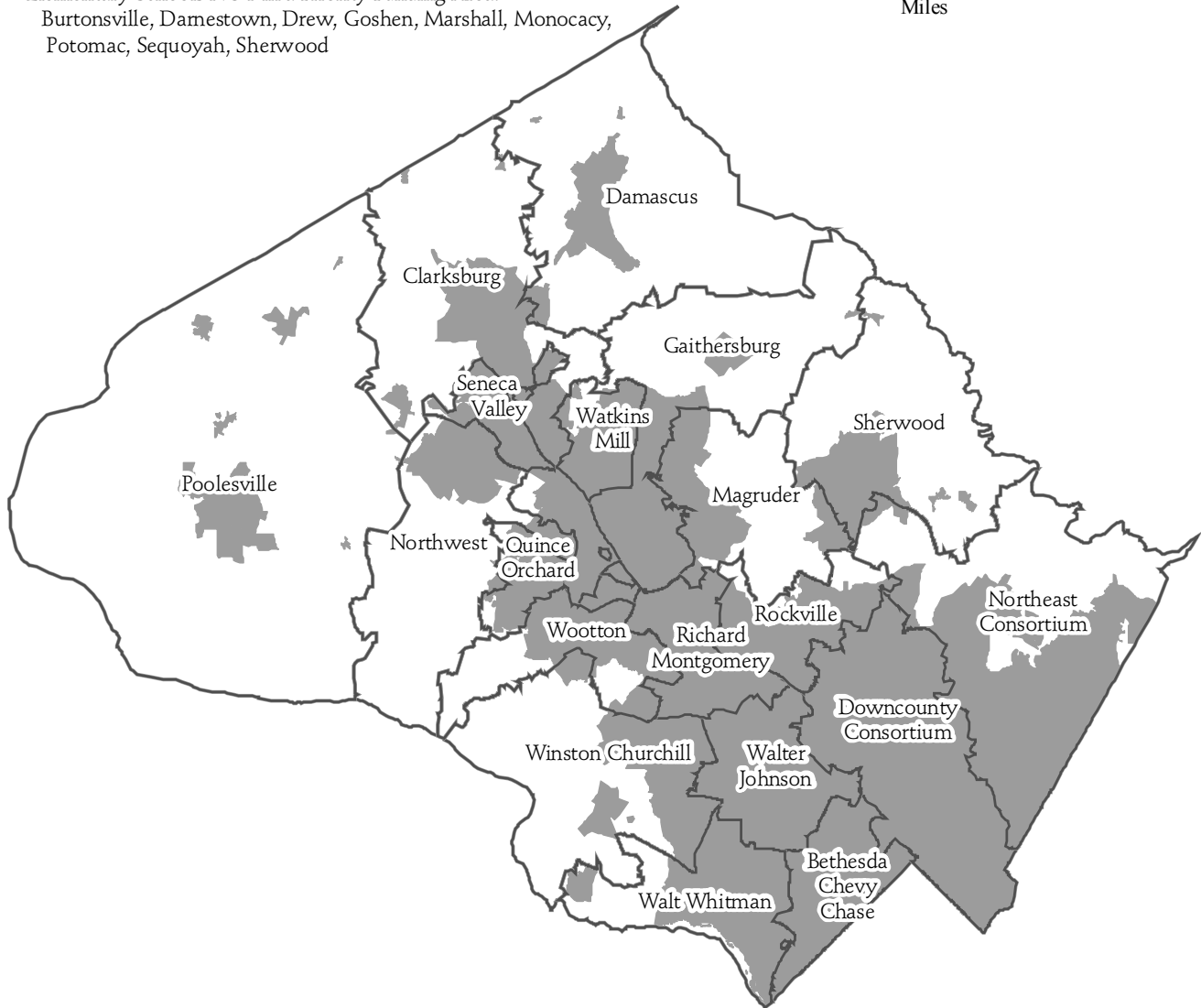
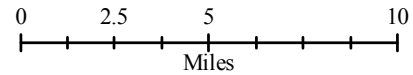
Priority Funding Areas

Priority Funding Areas are locations where the state and local governments want to target their efforts to encourage and support economic development and new growth. The following areas qualify as Priority Funding Areas: every municipality, as they existed in 1997; areas inside the Washington Beltway; areas already designated as enterprise zones, neighborhood revitalization areas, heritage areas and existing industrial land.

Priority Funding Areas in MCPS

- All MCPS Schools serve students from Priority Funding Areas
- High Schools NOT 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, Damestown, Drew, Goshen, Marshall, Monocacy, Potomac, Sequoyah, Sherwood

— Cluster Boundary
■ Priority Funding



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 activities to the more specific and short term activities.

County Land Use Planning

The Planning Board, working with MCPD staff, creates local master plans and sector plans to set forth the land use vision for those areas. The sequence of steps in the development of master plans begins with the MCPD staff development of plan scenarios and collection of community input. At this early stage, and throughout the plan development process, MCPS staff provides MCPD staff with estimates of the number of students that will be generated under various housing scenarios. If housing scenarios generate enough students to require one or more school sites, then these sites are included within the plan area. The MCPD staff recommended plan works its way through Planning Board review and recommendation. Finally, the County Council reviews the Planning Board recommended plan, making any changes it deems appropriate. Ultimately, the County Council takes action to approve the plan.

The identification of school sites is the primary form of input MCPS provides on land use plans. MCPS 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). An SMA is a comprehensive action that identifies various zones to be applied to individual tracts of land, as recommended in the master plan. Once the SMA is adopted, property owners have the right to subdivide their properties according to the zoning. On occasion, property owners may request rezoning of their land to allow projects that they believe are consistent with the intent of the master plan. MCPS provides comments on rezoning applications that include housing. These comments include

estimates of the number of students that would be generated under the proposed rezoning and the projected utilization levels of schools that serve the property in question. These comments are submitted to MCPD staff during their review of the rezoning, 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 approval given the results of the Adequate Public Facilities Ordinance (APFO) 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. MCPS staff also provides comments on the impact of subdivisions that abut school system property. Once a preliminary plan of subdivision is approved by the Planning Board, an estimate of the number of students the plan will generate is incorporated

in enrollment projections for schools that serve the property. Appendix P-2 describes how enrollment projections are developed.

County Subdivision Staging Policy

Since 1973 the Montgomery County subdivision regulations have included the APFO, with the goal of synchronizing development with the availability of public facilities. (County Code, Section 50-35 (k).) In response to strong growth pressures in the mid 1980s, the County Council enacted legislation to direct the Planning Board's administration of the APFO. This legislation originally was known as the County Growth Policy. More recently the name of the policy has been changed to better reflect its purpose. The policy is now called the Subdivision Staging Policy. The APFO and Subdivision Staging Policy have nothing to do with the location, amount, type, or mix of development. These determinations occur in the master planning and zoning processes. The role of the Subdivision Staging Policy is the staging of subdivision approvals commensurate with adequate facility capacity. The two main areas of public facility capacity considered in the policy are schools and transportation facilities.

The County Subdivision Staging Policy, which prescribes the school test of facility adequacy, is a biennial policy that is reviewed in odd number years. The school test of facility adequacy is conducted annually based on the latest enrollment

forecast and adopted capital improvements program. The three tiered school test evaluates school utilization levels in the 25 cluster areas at the elementary, middle, and high school levels. 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 2011, are shown in Appendix I. This test reflects enrollment projections developed in the fall 2009, and approved school capacity projects in the County Council adopted FY 2011–2016 Capital Improvements Program. The school test will be updated in late June 2011, and will incorporate enrollment projections from the fall 2010 and County Council approved school capacity projects in the FY 2012 Capital Budget and Amended FY 2011–2016 Capital Improvements Program.

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 1 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 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, calculation of the net change in grade level enrollments as students transition from one grade to the next are developed. These enrollment change amounts are applied to current grade enrollments in order to project future enrollment in the grades system-wide, and at individual schools. For example, system-wide, and at many schools, the number of Grade 1 students typically exceeds the number of kindergarteners the previous year. This example is usually the result of parents choosing private kindergarten for their children, and then enrolling them in public schools beginning in Grade 1. (This is less of a factor now that MCPS offers full-day kindergarten at all elementary schools and the share of county students in public schools, compared to nonpublic schools, increases.) Similar trends in the amount of "grade change" are discernable 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 and fewer students have left the county to attend school in other jurisdictions. These trends have led to marked increases in enrollment despite the poor economy.

Because of the uncertainty that surrounds both short- and long-range forecasts, MCPS forecasts are revised each fall. In addition, the one-year forecast is revised each spring. The primary purpose of evaluating the upcoming school year'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

On July 8, 2010, the Board of Education tentatively adopted Policy FKB, *Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities*, and distributed it for public comment. This is an update to the existing Policy FKB, *Modernization/Renovation* that was adopted in 1992 and has never been updated by the Board of Education. The updated version of Policy FKB provides for a new emphasis on sustaining Montgomery County Public Schools (MCPS) facilities in good condition through systematic life-cycle asset replacement. At the same time, the updated policy recognizes the need for modernization of schools at some point in the life of the facility. The Board of Education will review public comments on Policy FKB, *Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities* in November 2010. The Board of Education is scheduled to take final action on the policy on December 7, 2010. In order to implement Policy FKB, *Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities* it is necessary to have a means of assessing and prioritizing schools for modernization.

In order to determine when a school needs to be modernized, it is necessary to have an objective methodology for assessing the condition of schools. While a primary factor in the need to modernize a school is the age of the facility, a number of other factors also are considered in assessing the condition of a school. When the MCPS modernization program began in the early 1990s, a methodology known as Facilities Assessment with Criteria and Testing (FACT) was developed. This methodology was applied to three groups of school assessments, the first group in FY 1993, the second in FY 1996 and the third in FY 2000. To date, these assessments have resulted in the completion of 31 elementary school modernizations, 7 middle school modernizations, and 8 high school modernizations. Another

16 elementary schools, 6 middle schools, and 8 high schools have been assessed and are now either under construction, or are in the queue for future modernization.

The list of elementary schools in the queue for modernization is almost complete, with the last three elementary schools now in the queue scheduled for completion in January 2018. As a result, it is necessary to prepare for the assessment of additional schools that are aging and in need of modernization. Therefore, the methodology used to assess schools needs to be updated to reflect the current educational program and current school design and code standards.

In the spring and summer 2010, a multi-stakeholder committee participated in updating the methodology to assess schools for modernization. The FACT methodology has been updated and describes the criteria for assessing the condition of schools, the measures for each criterion, and the relative weights to apply to various criteria to obtain an overall score for each facility. Consultants EMG, Inc., provided technical expertise in the development of the detailed revised FACT methodology, and will be responsible for the assessment of the 53 schools that are included in the group of schools to be assessed.

The Board of Education is scheduled to review the methodology on December 7, 2010. Thereafter the assessment of the 53 schools will begin. All of the school assessments will be completed by the end of FY 2011, and the scores and scheduling sequence for modernizations will be published in fall 2011 as part of the FY 2013–2018 Capital Improvements Program. The schools to be assessed are listed on the following page.

Appendix R

53 Facilities to be assessed for modernization in FY 2011

Elementary Schools (34) (alphabetical order)	Middle Schools (11) (alphabetical order)	Other Facilities (alphabetical order)
Belmont ES Broad Acres ES Bradley Hills ES Burnt Mills ES Cedar Grove ES Cloverly ES Cold Spring ES Damascus ES Darnestown ES Diamond ES Dufief ES East Silver Spring ES Fallsmead ES Fields Road ES Fox Chapel ES Gaithersburg ES Germantown ES Greenwood ES Piney Branch ES Poolesville ES Rosemary Hills ES Sherwood ES South Lake ES Stedwick ES Stonegate ES Strathmore ES Summit Hall ES Takoma Park ES Twinbrook ES Watkins Mill ES Washington Grove ES Whetstone ES Woodfield ES Woodlin ES	Argyle MS John T. Baker MS Benjamin Banneker MS Robert Frost MS A. Mario Loiederman MS Neelsville MS Newport Mill MS North Bethesda MS Redland MS Ridgeview MS Silver Spring International MS	Special Program Centers (4) Stephen Knolls* Rock Terrace* Carl Sandburg* Blair G. Ewing Center Elementary Holding Centers (4) Fairland Grosvenor North Lake Radnor

*The special education program centers, Stephen Knolls, Rock Terrace, and Carl Sandburg, will be assessed, but may be considered for collocation with general education schools in the future.

Other Facilities: Since Northwood HS is the only high school that has not been previously assessed, it will be placed at the end of the current queue of high schools to be modernized, and will not to be assessed.

The former Woodward HS on Old Georgetown Road—that now houses Tilden MS—will be used as a holding center once Tilden MS is modernized at the Tilden Lane location. The Woodward facility does not need to be assessed since it will be renovated after Tilden MS leaves with funding from the Rehabilitation/Renovation of Closed Schools (RROCS) program.

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 to be academically successful in the general education environment. Resource teachers provide an array of services to students with disabilities including strategy-based instruction, direct instruction in reading/language arts, writing, mathematics, and organizational skills, and Maryland High School Assessment preparation.

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 services, available in seven middle schools and all high 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,

co-taught 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 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) services are 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 disabilities and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing 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 SCB 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 Classic, Intensive Needs, Medically Fragile, Comprehensive, Beginnings and Itinerant Services)

The Preschool Education Program (PEP) offers a variety of prekindergarten classes and services for children with disabilities ages 3 through 5. PEP serves children with multiple and/or moderate disabilities that impact the child's 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. PEP Intensive Needs classes serve children with severe sensory and/or communication issues. PEP Comprehensive

classes offer services to students with a delay in more than one area. PEP Beginnings classes provide services to students with severe or profound physical and/or cognitive 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 seven locations.

Preschool Language Classes

Preschool Language classes serve students ages 3 and 4, 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 service 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 services for school-aged students provide 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 Asperger's 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) services 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 (Asperger's Syndrome), language disability, or learning disability.

Comprehensive behavior management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. 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 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.

Elementary Physical Disabilities Program

The elementary physical disabilities services provide 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, ages 5–21, with severe to profound intellectual disabilities 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, ages 5–21, with severe to profound intellectual disabilities 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 provide 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 intellectual disabilities, or multiple disabilities including intellectual disabilities 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 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.

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 Asperger's Program (Walter Johnson High School)

The High School Asperger's 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

**DRAFT FOR PUBLIC COMMENT
FKB**

1 Related Entries: FAA, FAA-RAResponsible Office: Chief
2 Operating Officer

3 Facilities Management

4

5 Sustaining and Modernizing Montgomery County Public Schools
6 (MCPS) Facilities

7 A. PURPOSE

8

9 To establish a systematic approach for replacement of
10 building systems and facilities for Montgomery County
11 Public Schools (MCPS). The approach is intended to address
12 changing educational program standards and aging of
13 building systems at reasonable cost while providing
14 appropriate spaces for educational programs and services
15 and maintaining a safe, secure, and healthy physical
16 environment for students and staff.

17

18 Many schools were built in the decades between 1950 and
19 1980. Since that time many code requirements have changed
20 and construction methods have been improved, resulting in
21 facilities that are capable of being sustained in good
22 condition over a longer period of time than was the case
23 with older school facilities. A rigorous maintenance
24 program for well-built schools is critical to ensuring that

1 of 5

25 the substantial taxpayer investment in school
26 infrastructure is preserved. This policy recognizes that
27 maintenance and systemic replacement activities need to
28 serve as the primary means for keeping all schools in good
29 condition over the extended life of a facility. At the
30 same time, the policy recognizes that at some point the
31 useful life-cycle of a facility has been reached and major
32 modernization is necessary.

33

34 B. ISSUE

35

36 School facilities, building systems, and equipment all
37 require various and continuing levels of attention to
38 achieve their expected life-cycle. MCPS views facility
39 maintenance as being on a continuum ranging from routine
40 repairs to replacement of building systems to complete
41 modernization of facilities.

42

43 The Board of Education (Board) should determine when funds
44 will be spent on school facilities:

45

- 46 a) To sustain facilities through routine maintenance
47 of building systems.

48

49 b) To replace building systems on a systematic
50 schedule based on the anticipated life-cycle of
51 these systems.

52 c) To modernize facilities in accordance with an
53 established queue when overall physical
54 limitations of the facility can no longer support
55 the educational program or comply with applicable
56 building codes and regulations.

57

58 C. POSITION

59

60 The pursuit of the systematic life-cycle replacement of
61 building systems and facilities will:

62

63 1. Enable school facilities to remain in good condition
64 for a long period of time through the coordinated
65 scheduling of building system repairs and
66 replacements. These activities are based on routine
67 maintenance protocols and anticipated life
68 expectancies of various building systems.

69

70 2. Allow the Board to dedicate appropriate levels of
71 funding for systemic projects that ensure all MCPS
72 facilities stay in good condition.

73

74 3. Allow the Board to dedicate appropriate levels of
75 funding to complete modernization of school facilities
76 on an established queue when overall physical
77 limitations of the facility can no longer support the
78 educational program or current building codes.

79

80 4. Maintain all school facilities at consistently high
81 operational levels and maximize the life-span of
82 existing physical plant asset.

83

84 D. DESIRED OUTCOME

85

86 In order to support its educational programs, MCPS will
87 sustain the life of MCPS facilities through a balanced
88 approach of maintaining and replacing building systems,
89 while also providing for modernization or replacement of
90 facilities when physical limitations of a facility can no
91 longer support the educational program. MCPS will provide
92 sufficient holding facilities so as to allow modernization
93 of facilities to be scheduled.

94

95 E. REVIEW AND REPORTING

96

97 The *Educational Facilities Master Plan* (Master Plan) will
98 constitute the official reporting on the annual funding of
99 systematic life-cycle replacement of building systems and
100 facilities. This document will reflect facilities actions
101 taken by the Board, and funds approved by the County
102 Council for systemic capital projects needed to sustain
103 schools in good condition.

104

105 This policy will be reviewed in accordance with the Board
106 of Education's policy review process.

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109 *Policy History:* Adopted by Resolution No. 835-91, October 8,
110 1991; amended.

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 or are assigned in accordance with an Individualized Education Program (IEP). A request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (18 years of age or older), student services staff, or the principal.

III. DEFINITIONS

- A. The *home school* is the school to which a student is assigned based upon the Board of Education geographical boundary decision. 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 unique hardship situations will be considered for a change in school assignment.

B. Exemptions

1. Except for a boundary change, an older sibling attending the requested school at the same time in the regular program
2. The student is ready to move from middle school to high school, except for a 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 1 and April 1 for the following school year.
2. Every effort will be made to notify parents and students of the decision on their change of school assignment request in May.
3. Some programs, such as elementary language immersion programs, may be based on attendance area, or admit students by lottery when there are more requests than available spaces.
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 change of school assignment matriculates from the primary grades to the upper grades, a new form must be submitted. Each pairing has unique characteristics that can impact implementation of transfers.

- b) High school students who receive an approved change of school assignment are ineligible for athletic participation for one calendar year. A waiver may be requested in writing from the director of Systemwide Athletics explaining the reason for the change of school assignment.
- c) Middle school students on an approved change of school assignment, who wish to remain in that pattern for high school, will be required to reapply for a change of school assignment at the end of middle school. The exemption will be approved and the athletic ineligibility will be waived.
- d) Elementary school students on an approved change of school assignment must reapply and meet the criteria in order to attend a middle school other than that serving their residence.
- 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 approved for change of school assignment, absent a boundary change, provided that the older sibling will still be attending the requested school.
- h) Change of school assignment requests after an extended suspension will be addressed by staff in the Student Services Appeals Unit 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, such as poor attendance or behavior, 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 Student Services Appeals Unit for a decision, or to the Department of Special Education Services if the student is receiving 15 or more hours per week of special education services.
 - 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 requested 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 Student Services Appeals Unit. The student must enroll in and attend the home school while the appeal of a denial is in process. The assigned and requested schools will be notified that the request has been approved or denied.
 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 Student Services Appeals Unit supervisor 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 any necessary conferences with the parent/guardian, student, and principal of the receiving school and Student Services staff as well as supply written confirmation of the placement, athletic eligibility, and athletic waiver process
- c) Student Services staff members are 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 home 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 supervisor of the Student Services Appeals Unit.

- 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 of 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. Parents may request a waiver by writing to the director of 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 supervisor of the Student Services Appeals Unit, 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 of schools, 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 of the decision of the superintendent of schools or his/her designee must be made in writing and received by the Board of Education (Board) within 30 calendar days of the date on the superintendent of schools' decision letter. Appellants are strongly encouraged to note any appeal as soon as possible. The superintendent of schools 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; revised January 04, 2010.

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.

2010-2011



Rockville, MD

Montgomery County Public Schools

www.montgomeryschoolsmd.org

August 2010

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 Garran	301-571-6959
420.....	Bannockburn , 6520 Dalroy Lane., Bethesda 20817	Daniel Walder	301-320-6555
505.....	Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853	Andrew J. Winter	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 L. van Zutphen	301-460-2145
607.....	Bells Mill , 8225 Bells Mill Rd., Potomac 20854	Jerri L. 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 Postoak Rd., Potomac 20854	Dr. Beth L. Brown	301-469-1050
410.....	Bradley Hills , 8701 Hartsdale Ave., Bethesda 20817	Sandra S. 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	Carl L. Baskerville	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	Norman L. Coleman	301-989-5662
	<i>Located at Fairland Center, 13313 Old Columbia Pike, Silver Spring 20904</i>		
604.....	Carderock Springs , 7401 Persimmon Tree Lane, Bethesda 20817	Rock A. Palmisano	301-469-1034
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	John D. Ewald	301-279-8470
808.....	Cresthaven , 1234 Cresthaven Dr., Silver Spring 20903	Kafi H. Berry	301-431-7622
111.....	Capt. James E. Daly , 20301 Brandermill Dr., Germantown 20876	Nora G. Dietz	301-353-0939
702.....	Damascus , 10201 Bethesda Church Rd., Damascus 20872	Sean P. McGee (acting)	301-253-7080
351.....	Darnestown , 15030 Turkey Foot Rd., Gaithersburg 20878	Laura S. Colgary	301-840-7157
570.....	Diamond , 4 Marquis Dr., Gaithersburg 20878	Carol A. 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>Located at North Lake Center, 15101 Bauer Dr., Rockville 20852</i>		
566.....	Fields Road , One School Dr., Gaithersburg 20878	Kathryn S. 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	Stephanie D. Brant	301-840-7136
313.....	Galway , 12612 Galway Dr., Silver Spring 20904	Yolanda Stanislaus	301-595-2930
204.....	Garrett Park , 4810 Oxford St., Garrett Park 20896	Elaine L. Chang-Baxter	301-929-2170
	<i>Located at Grosvenor Center, 5701 Grosvenor Lane, Bethesda 20814</i>		
786.....	Georgian Forest , 3100 Regina Dr., Silver Spring 20906	Aara L. Davis-Jones	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
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

No.	Name and Address	Principal	Telephone
340.....	Great Seneca Creek , 13010 Dairymaid Dr., Germantown 20874	Gregory S. Edmundson	301-353-8500
334.....	Greencastle , 13611 Robey Rd., Silver Spring 20904	Arienne M. Clark-Harrison (acting)	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	Scott R. Steffan	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 A. 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 D. Johnson	301-353-0929
209.....	Lakewood , 2534 Lindley Terr., Rockville 20850	Robin L. Malcotti	301-279-8465
051.....	Laytonsville , 21401 Laytonsville Rd., Gaithersburg 20882	Donna M. Sagona (acting)	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 D. 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	Karen Gregory (acting)	301-279-4990
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874	Judy K. 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 K. 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	Marinda Thomas Evans	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	Renee D. Stevens	301-657-4950
766.....	Oak View , 400 East Wayne Ave., Silver Spring 20901	Peggy E. Salazar	301-650-6434
769.....	Oakland Terrace , 2720 Pliers 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 A. Casper	301-649-8066
749.....	Piney Branch , 7510 Maple Ave., Takoma Park 20912	Bertram B. Generette	301-891-8000
153.....	Poolesville , 19565 Fisher Ave., Poolesville 20837	Darlyne 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	M. Catherine Long	301-279-8475
773.....	Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815	David T. 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.....	Sequoayah , 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
<i>Located at Radnor Center, 7000 Radnor Rd., Bethesda 20817</i>			
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	Tamisha L. Sampson	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 H. 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 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
216.....	Travilah , 13801 DuFief Mill Rd., Gaithersburg 20878	Susan 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	Shahid A. Muhammad	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
777.....	Weller Road , 3301 Weller Rd., Silver Spring 20906	Michaele O. Simmons	301-929-2010
408.....	Westbrook , 5110 Allan Terr., Bethesda 20816	Rebecca A. Jones	301-320-6506
504.....	Westover , 401 Hawkesbury Lane, Silver Spring 20904	Dr. Patricia A. Kelly	301-989-5676

No.	Name and Address	Principal	Telephone
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 J. 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	Dr. Paulette L. Smith	301-469-1150
	<i>Located at Tilden Center, 6300 Tilden Lane, Rockville 20852</i>		
157.....	Roberto W. Clemente , 18808 Waring Station Rd., Germantown 20874	Khadija F. Barkley	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	Diane D. Morris	301-924-3100
248.....	Forest Oak , 651 Saybrooke Oaks Blvd., Gaithersburg 20877	John M. Burley	301-670-8242
237.....	Robert Frost , 9210 Scott Dr., Rockville 20850	Dr. Joey N. Jones	301-279-3949
554.....	Gaithersburg , 2 Teachers' Way, Gaithersburg 20877	Carol L. Goddard	301-840-4554
228.....	Herbert Hoover , 8810 Postoak Rd., Potomac 20854	Billie-Jean Bensen	301-469-1010
311.....	Francis Scott Key , 910 Schindler Dr., Silver Spring 20903	Myriam A. Rogers	301-770-8015
107.....	Dr. Martin Luther King, Jr. 13737 Wisteria Dr., Germantown 20874	Dana E. Davison	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	Joe 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. Malker	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	Jennifer L. Webster	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	301-548-7540
647.....	Silver Spring International , 313 Wayne Ave., Silver Spring 20910	Vicky Lake-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 O. 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	Christopher S. Berry	301-879-1300
602.....	Winston Churchill , 11300 Gainsborough Rd., Potomac 20854	Dr. Joan L. 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	Dr. Eric L. Minus	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	Carole A. Working	301-840-4686
230.....	Rockville , 2100 Baltimore Rd., Rockville 20851	Dr. Debra S. Munk	301-517-8105
104.....	Seneca Valley , 19401 Crystal Rock Dr., Germantown 20874	Marc J. Cohen	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 K. Mugee	301-989-5700

No.	Name and Address	Principal	Telephone
545.....	Watkins Mill , 10301 Apple Ridge Rd., Gaithersburg 20879	Scott W. Murphy	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 S. 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 Drive, 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. Jenkins	301-924-3123
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SPECIAL SCHOOLS AND ALTERNATIVE PROGRAMS

239.....	Fleet Street Program , 14501 Avery Rd., Rockville 20853	Carthel R. Russell	301-517-5860
239.....	Glenmont Program , 8001 Lynnbrook Dr., Bethesda 20814	Debbie S. Buchanan	301-657-4977
239.....	Hadley Farms Program , 7401 Hadley Farms Dr., Gaithersburg 20879	Jerome D. 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	Melanie M. Haste	301-279-4912
239.....	Phoenix at Needwood Academy , 14501 Avery Rd., Rockville 20853	Mary (Patti) P. Jenkins	301-279-4925
239.....	Randolph Academy , 14501 Avery Rd., Rockville 20853	Andrea B. Carter	301-517-8616
965.....	Regional Institute for Children and Adolescents (RICA) , 15000 Broschart Rd., Rockville 20850	Dr. Darlene A. 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
	County Service Park , 16651 Crabbs Branch Way, Rockville 20855		
	Maintenance		301-840-8100
	Transportation		301-840-8130
	Emory Grove Center , 18100 Washington Grove Lane, Gaithersburg 20877		
	Child Find/Early Childhood Disabilities Unit		301-947-6050
	Infants and Toddlers Site		301-947-6000
	Blair G. Ewing Center , 14501 Avery Rd., Rockville 20853		301-279-4920
	Food Services , 16644 Crabbs Branch Way, Rockville 20855		301-840-8170
	Lincoln Center , 580 North Stonestreet Ave., Rockville 20850		
	Department of Materials Management		301-279-3348
	Library and Media Programs		301-279-3272
	Lynnbrook Center , 8001 Lynnbrook Drive, Bethesda 20814		
	High Incidence Accessible Technology Services		301-657-4959
	InterACT		301-657-4929
	Physical Disabilities Program		301-657-4959
	Metro Park North , 7361 Calhoun Pl., Rockville 20855		
	Employee and Retiree Service Center (Suite 190)		301-517-8100
	Human Resources and Development, Office of (Suite 401)		301-279-3270
	Preschool Education Program (Suite 400)		301-279-2058
	Oak Grove 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		
	Academic Support, Federal and State Programs		301-230-0660
	Early Childhood Programs and Services (Suite 200)		301-230-0691
	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
	Spring Mill Offices , 11721 Kemp Mill Rd., Silver Spring 20902		
	Autism Services		301-593-3720
	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 (Exchange Place) Suite 508		301-315-7335
	Taylor Science Materials Center , 19501 White Ground Road, Boyds 20841		301-353-0866
	Upcounty Regional Services Center , 12900 Middlebrook Rd., Germantown 20874		301-601-0300

Planning Calendar

The following is the planning calendar for the Amended FY 2011–2016 Capital Improvements Program (CIP).

Date	Activity
June 1, 2010.....	Clusters submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2010.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2010*	Division of Long-range Planning staff meet with cluster representatives to discuss issues related to the CIP
Early October 2010*	MCPS FY 2012 State CIP request to the Interagency Committee (IAC) on Public School Construction
Mid-October 2010*	Board of Education presentation on enrollment trends and facilities planning issues
Mid-October 2010*	Superintendent releases recommendations on boundary studies and/or planning studies conducted in the spring 2010
October 28, 2010.....	Six-year enrollment projections are revised and published
October 28, 2010.....	Superintendent publishes recommendations for the Amended FY 2011–2016 CIP
November 3, 2010	MCCPTA CIP Forum (7:30 pm - CESC Auditorium)
November 4, 2010	Board of Education work session on superintendent’s recommendations on spring boundary studies and the Amended FY 2011–2016 CIP
November 10, 2010	IAC staff recommendations on FY 2012 State CIP
November 10 and 11, 2010	Public hearings on the superintendent’s recommendations for boundary changes and the Amended FY 2011–2016 CIP
November 18, 2010	Board of Education action on boundary studies and the Amended FY 2011–2016 CIP
December 1, 2010.....	Board of Education submits Requested Amendments to the FY 2011–2016 CIP to the County Executive
Late November 2010*	Final revisions on FY 2012 state aid request due to IAC
December 2010.....	County executive reviews Board requested Amended FY 2011–2016 CIP
December 2, 2010*	IAC appeal hearing on FY 2012 State CIP
January 15, 2011*.....	County executive recommendations for the Amended FY 2011–2016 CIP
Late January 2011*	Board of Public Works hearing on the FY 2012 State CIP
February–May 2011	County Council reviews requested Amended FY 2011–2016 CIP
Mid-February 2011*	Superintendent releases recommendations on winter boundary studies and CIP recommendations for deferred items (if any)
February 28, 2011	Board of Education facilities work session for winter boundary studies and deferred items (if any)
March 2, 2011	Public hearing on superintendent’s recommendations for winter boundary studies and deferred items (if any)
March 8, 2011	Board of Education action on winter boundary studies and deferred items (if any) for the Amended FY 2011–2016 CIP
Early-May 2011*	Board of Public Works decisions on FY 2012 State CIP
May 31, 2011*	County Council approves the Amended FY 2011–2016 CIP and the FY 2012 Capital Budget

*Estimated date.

All Master Plan and CIP documents are accessible on the MCPS web site at:
http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

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