Superintendent's Recommended FY 2009 Capital Budget and the FY 2009–2014 Capital Improvements Program

Montgomery County Public Schools
Rockville, Maryland

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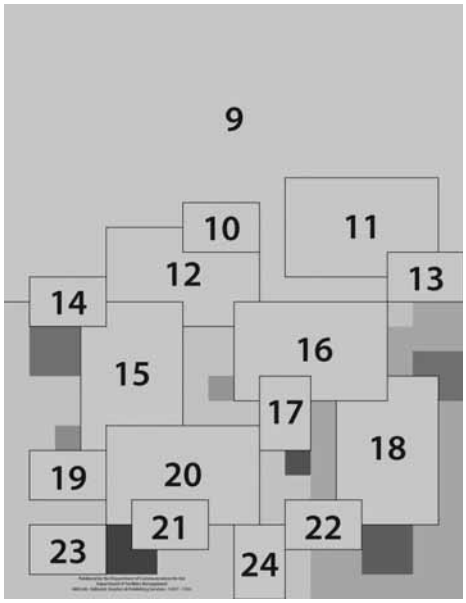

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MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS
www.montgomeryschoolsmd.org MARYLAND

October 29, 2007

Ms. Nancy Navarro, President
Members of the Montgomery County Board of Education
850 Hungerford Drive
Rockville, Maryland 20850

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

I am submitting for your consideration and adoption the Recommended Fiscal Year 2009 Capital Budget and the Fiscal Year 2009–2014 Capital Improvements Program (CIP) for Montgomery County Public Schools (MCPS). This six-year plan includes the recommended FY 2009 Capital Budget appropriation for funds needed to implement the CIP during the fiscal year that begins July 1, 2008, and ends June 30, 2009. This six-year plan also includes the recommended expenditure plan for FY 2009–2014. Fiscal Year 2009 is the first year of the biennial CIP review process. In accordance with the Montgomery County charter, all CIP projects are considered in odd-numbered fiscal years; therefore, this recommended CIP will receive a full review by the county executive and the County Council.

Montgomery County, as well as the state of Maryland, is currently faced with fiscal constraints and projected revenue shortfalls that shaped my submission of the Recommended FY 2009 Capital Budget and FY 2009–2014 CIP. During our deliberations to develop the recommendations for the CIP, we involved the leadership of our employee associations and the Montgomery County Council of Parent Teacher Associations. As a result, I believe we have created a fiscally-sound CIP that moves us forward in a responsible manner, given the austere fiscal situation facing the state and county. We believe that our elected officials, as well as the community, parents, school staff, and students can support this carefully developed plan. I thoroughly reviewed every individual school project, as well as all of the countywide systemic projects, to ensure a thorough analysis before making my recommendations.

Despite the constraints we face, it is abundantly clear that now more than ever, we need our fair share of state funding for school construction. Last year, we received a record $52.3 million in state dollars, but that was less than half of the $133.9 million for which Montgomery County was eligible. Our construction needs are not diminishing and so it is imperative that we receive continued state support to maintain our commitment to providing excellent facilities for our students.

In May 2007, the County Council adopted the FY 2008 Capital Budget and Amendments to the FY 2007–2012 CIP and approved $239.2 million in expenditures for FY 2008 and $1.211 billion in expenditures for the six-year period. I am recommending $257.9 million in expenditures for FY 2009, an increase of $15.5 million or 6.4 percent over the previously approved FY 2009

Office of the Superintendent of Schools
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expenditures and a $1.490 billion six-year expenditure plan, an increase of $278.7 million or 22.9 percent over the previously approved six-year plan.

Due to the growth of our school system, the Recommended FY 2009 Capital Budget and FY 2009–2014 CIP continues to address capacity needs, especially at the elementary school level where there are 390 relocatable classrooms and enrollment is once again on the rise. My recommendation includes funding for nine elementary school addition projects—Brookhaven, Fairland, Fox Chapel, Harmony Hills, Jackson Road, Montgomery Knolls, Rock View, Sherwood, and Whetstone, as well as funding to reopen a new elementary school in the Downcounty Consortium to accommodate overutilization at Oakland Terrace and Woodlin elementary schools. These 10 projects total approximately $103.6 million and, when completed, will allow MCPS to reduce the relocatable classroom inventory by an additional 98 units.

Also, the Recommended FY 2009–2014 CIP will address countywide school system needs by increasing funding for many of our systemic projects, such as Heating, Ventilation, and Air-Conditioning (HVAC) Replacement; Roof Replacement; Planned Life-cycle Asset Replacement (PLAR); Improved (Safe) Access to Schools; and Asbestos Abatement. These countywide projects are necessary to keep our aging facilities operational.

The Recommended FY 2009–2014 CIP includes funding to implement new initiatives in the School Security Program and Technology Modernization Program. The recommended funding in the School Security Program 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 elementary schools. The recommended funding for the Technology Modernization Program will provide more computers and interactive educational technology to strengthen our efforts to improve student engagement and participation. The funding also will be used by teachers to assess students and modify instruction to meet the needs of each student.

The Recommended FY 2009 Capital Budget and FY 2009–2014 CIP will maintain the completion dates for all individual school projects, for all systemic countywide projects, and all modernizations, with the exception of a one-year delay for Paint Branch High School. I recognize that the Paint Branch school community has waited years for this project to begin and I know this delay will be a disappointment to the community. Knowing the revenue shortfalls that face our county and state, the Recommended FY 2009–2014 CIP also, unfortunately, reduces the scope of the Redland and Ridgeview middle school improvement projects. Modifications to these two buildings will still occur, however, the scope of the projects will be substantially scaled back. The changes noted above from the approved CIP were necessary in order to submit a budget that is within the county's anticipated fiscal capacity. If the projected revenue shortfalls are even worse than projected, further changes to completion dates for other projects will be necessary.

Funding for the CIP continues to be a complex issue especially given the state funding situation. Local funding sources such as county General Obligation (GO) bonds, current revenue, the county Recordation Tax, and the School Impact Tax are utilized in conjunction with state aid to fund the CIP. The projected revenue shortfalls in both the Recordation Tax and Impact Tax will significantly affect the county's ability to fund the Recommended FY 2009–2014 CIP. The County Council, on October 2, 2007, set the capital budget Spending Affordability Guidelines (SAG) for all county agencies at $300 million per year for FY 2009 and FY 2010, and $1.8 billion for the FY 2009–2014 period, an increase of $150 million over the previously adopted SAG. This increase, however, may not be enough to fully fund the Recommended FY 2009–2014 CIP.

For FY 2009, the state aid request is $132.8 million. As I outlined earlier, it is crucial that the entire state aid request be approved. 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 has only two projects that are approved for planning approval. If the current planning approval climate in the state remains, and future state aid continues to be constrained, additional county funds will have to supplement state aid or project schedules will need to be delayed.

The Recommended FY 2009 Capital Budget and FY 2009–2014 CIP include the following boundary studies to be conducted in spring 2008:

- An elementary school boundary study to evaluate boundary options to relieve overutilization at Potomac Elementary School. The scope of the boundary study includes the Bells Mill, Seven Locks, and Potomac elementary school service areas. Since Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study will include representatives from Cabin John and Herbert Hoover middle schools.
- An elementary school boundary study to create the service area for the new Clarksburg Elementary School #8. The scope of the boundary study includes the Little Bennett, Clarksburg, and Cedar Grove elementary school service areas.

The school enrollment forecast presented in this document is based on county births, completion of the phase-in of the new kindergarten entry age, aging of the current student population, student migration patterns, and the latest projections of economic growth in terms of jobs and the housing market. Due to increased births after 2000 and completion of the phase-in of the new kindergarten entry age, elementary enrollment has begun to increase this year. Secondary enrollment will decline slightly for the next few years and then begin to increase as larger grades move through the system. Beginning in 2011, the decline in MCPS total enrollment is projected to end and annual increases in total enrollment will begin again.

Current projections indicate the greatest increase in enrollment will be at the elementary school level, with a six-year forecast for Grades K-5 showing an increase of 4,119 students to the projected 2013 enrollment of 60,619. The enrollment decline over the past few years created a small window of opportunity to use our capital resources to reduce our reliance on relocatable classrooms systemwide. This window will soon close and enrollments will once again be on the rise. We must continue to focus on capacity projects or, before long, we will need more relocatable classrooms to accommodate the projected enrollment growth. For the 2007–2008 school year, over 10,000 students attend classes in 462 relocatable classrooms. This number does not include relocatable classrooms located at our holding facilities and facilities with construction projects, such as Walter Johnson High School

As you know, it has been our goal to reduce the number of relocatable classrooms and this continues to be a priority despite the difficult budget situation. We will decrease the number of relocatable classrooms by 62.5 percent in 2013 from our peak in 2005 if my recommended CIP is fully funded. By the opening of school in the fall 2013, the number of relocatable classrooms will be approximately 260 units down from 685 in 2005. In each year of the recommended CIP, we make substantial reductions to reach the target of approximately 260 units.

The Board of Education is scheduled to hold a work session on November 8, 2007, to discuss the CIP recommendations. Public hearings on the Superintendent's Recommended FY 2009 Capital Budget and the FY 2009–2014 CIP are scheduled for November 14 and 15, 2007, and the Board of Education will take final action on these items on November 19, 2007. The County Council will schedule a work/action session in late November to discuss the portion of the FY 2009 Capital Budget request that relates to state funding.

The county executive will publish his CIP recommendations for all county agencies by mid-January for County Council discussion and action. The County Council will hold a hearing in early February 2008, will conduct work sessions in March and April 2008, and will adopt the FY 2009 Capital Budget and the FY 2009–2014 CIP in late May 2008.

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

Respectfully,

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

JDW:spm

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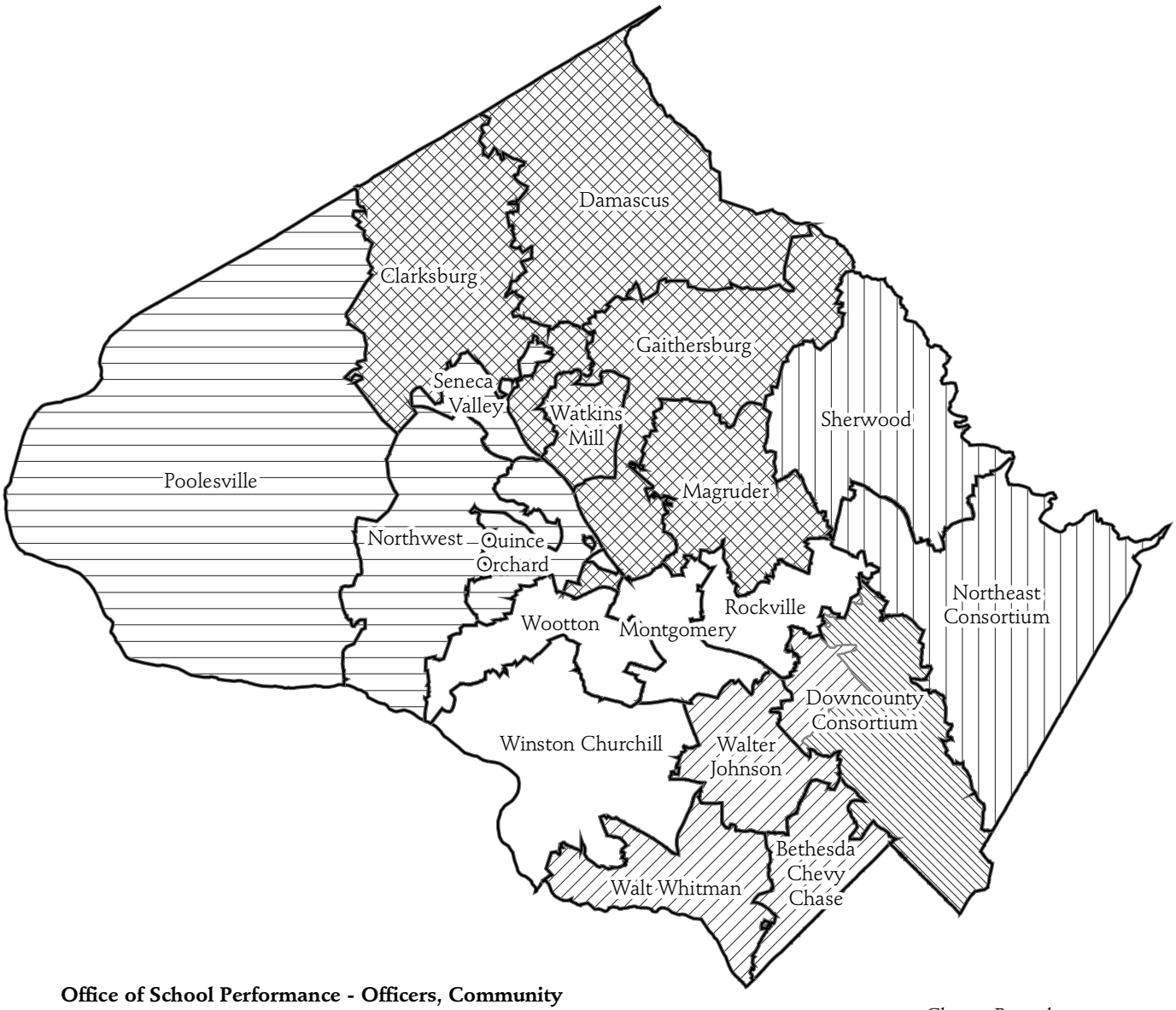


Office of School Performance - Officers, Community Superintendents, and Directors of School Performance

Mr. Stephen L . Bedford, Chief School Performance Officer

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

Montgomery County Public Schools - Division of Long Range Planning - October 11, 2007

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 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 2009–2014 CIP falls in an odd-numbered fiscal year and will receive a full review by the County Council. The Superintendent's Recommended FY 2009 Capital Budget and FY 2009–2014 CIP provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2009 and the expenditure schedule for FY 2009–2014 CIP.

This document contains the following sections:

Chapter 1, "The Recommended FY 2009 Capital Budget and FY 2009–2014 Capital Improvements Program (CIP)," is a review of the major factors that have influenced the development of recommended projects to the FY 2009 Capital Budget and the FY 2009–2014 CIP. This chapter includes a table summarizing the recommended FY 2009–2014 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 seven facility planning objectives that guide the school system as it moves to accommodate enrollment growth and program changes. The objectives are discussed and placed in the context of the recommended CIP actions.

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

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

Several appendices, at the end of the document, contain information on a variety of topics including enrollment information, state-rated capacities, Board of Education policies, modernization schedules, available school sites, closed schools and their current use, and relocatable classroom placements. Also included are maps for identifying Board of Education, council manic, and legislative election districts. It is important to note that this is a planning document for the school system as a whole and that while cluster organization is used for presentation of information, planning decisions often cross cluster boundaries to meet program and facility needs for students.

Chapter 1

The Recommended FY 2009 Capital Budget and the FY 2009–2014 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 2009 is an odd-numbered fiscal year and, therefore, all CIP projects will be considered with a full review by the county executive and the County Council.

The Superintendent's Recommended Capital Improvements Program

The County Council Adopted FY 2008 Capital Budget and Amended FY 2007–2012 CIP totals $1.211 billion for the six-year period. Since FY 2008 was an amendment year, the CIP adopted by the County Council only included six amendments, with an increase of $38.2 million over the previously approved CIP.

Montgomery County, as well as the state of Maryland, is currently faced with fiscal constraints and projected revenue shortfalls that have shaped the submission of the FY 2009 Capital Budget and FY 2009–2014 CIP. The Recommended FY 2009 Capital Budget and FY 2009–2014 CIP totals $1.490 billion, an increase of $278.7 million or 22.9 percent over the previously approved six-year plan. The recommendation includes $257.9 million in expenditures for FY 2009, an increase of $15.5 million over the previously approved FY 2009 expenditures.

The FY 2009 Capital Budget and FY 2009–2014 CIP will maintain the completion dates for all individual school projects and for all systemic countywide projects. The Recommended FY 2009–2014 CIP includes funding for nine new elementary school additions, one elementary school reopening, increases to various countywide systemic projects, new initiatives for two countywide projects—School Security and Technology Modernization—and includes completion dates for three elementary schools, one middle school, and two high schools modernizations that previously had TBD completion dates. Due to the projected revenue shortfalls in the county and the state, the Recommended FY 2009–2014 CIP delays the modernization for Paint Branch High School one year and also reduces the scope of the Redland and Ridgeview middle school improvement projects. Modifications to these two buildings will still occur, however, the scope of the projects will be substantially scaled back.

The Recommended FY 2009 Capital Budget and FY 2009–2014 CIP will continue to address capacity needs, especially at the elementary school level where enrollment is once again on the rise. Of the $278.7 million increase to the adopted CIP, $75.1 million is for the following capacity projects:

	School	Classrooms
1.	Brookhaven Elementary School	6
2.	Fairland Elementary School	9
3.	Fox Chapel Elementary School	10
4.	Harmony Hills Elementary School	9
5.	Jackson Road Elementary School	11
6.	Montgomery Knolls Elementary School	10
7.	Rock View Elementary School	8
8.	Sherwood Elementary School	8
9.	Whetstone Elementary School	10

Also, the Recommended FY 2009–2014 CIP includes funding for the reopening of one elementary school in the Downcounty Consortium to accommodate overutilization at Oakland Terrace and Woodlin elementary schools. These 10 projects total approximately $103.6 million.

The construction of new facilities and additions to current facilities will help to accomplish the goals of addressing our capacity needs and reducing the number of relocatable classrooms currently in use in schools throughout the county. For the 2007–2008 school year, over 10,000 students attend classes in 462 relocatable classrooms. This number does not include relocatable classrooms used to phase construction on site and others located at our holding facilities and other facilities throughout the school system. If the Recommended FY 2009 Capital Budget and FY 2009–2014 CIP is fully funded, by the opening of school in fall 2013, the number of relocatable classrooms will be reduced to approximately 260 units.

With respect to countywide projects, the Recommended FY 2009 Capital Budget and FY 2009–2014 CIP will address countywide school system needs by increasing funding for many of our systemic projects, such as Heating, Ventilation, and Air-Conditioning (HVAC) Replacement, Roof Replacement, Planned Life-cycle Asset Replacement (PLAR), Improved (Safe) Access to Schools, and Asbestos Abatement. These countywide projects are necessary to keep our aging facilities operational.

The Recommended FY 2009–2014 CIP also includes funding to implement new initiatives in the School Security Program and Technology Modernization Program. The recommended funding in the School Security Program 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. The recommended funding for the Technology Modernization Program will provide more computers and interactive educational technology to strengthen our efforts to improve student engagement and participation. The funding also will be used by teachers to assess students and modify instruction to meet the needs of each student.

The summary table at the end of this chapter, titled "Superintendent's Recommended FY 2009 Capital Budget and the FY 2009–2014 Capital Improvements Program," (page 1-6) summarizes the superintendent's recommendations on all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council adopted action and the third column shows the superintendent's recommendations for the FY 2009–2014 CIP. It is important to note that many previously approved projects will not have recommendations since they can proceed on their currently approved schedules. The last column shows the recommended/proposed completion date for each project.

The next summary table includes all of the countywide projects approved by the County Council in the Amended FY 2007–2012 CIP (page 1-10). The table also includes the superintendent's recommendations for the FY 2009–2014 CIP for these projects. The final two tables contain summary information regarding the appropriation request and the expenditure schedule for the Superintendent's Recommended FY 2009 Capital Budget and the FY 2009–2014 CIP (page 1-11) and the FY 2009 State CIP funding request for MCPS (page 1-12).

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

Funding the Capital Improvements Program

In the past, the CIP was funded mainly from three types of revenue sources—county General Obligation (GO) bonds, state aid, and current revenue. To supplement county GO bonds and current revenue, the County Council approved legislation that dedicated a portion of the county Recordation Tax to help fund MCPS school construction and Montgomery College's technology needs, and created a School Impact Tax on new development that will help fund MCPS school construction. The Recordation and School Impact Tax revenues are now the fourth main source of funding (in addition to GO bonds, state aid, and general current revenue) for the MCPS CIP.

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. All four revenue sources are discussed below.

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

*Limits set during biennial process

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

In each fiscal year, the County Council must set Spending Affordability Guidelines (SAG) for the level of bonded debt it believes the county can afford. The guidelines are set following an analysis of fiscal considerations 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. From FY 1993 to FY 1996, MCPS received approximately one-half of the county GO bond proceeds. Since FY 1997, that share has been reduced to approximately 40 percent, and a substantial amount of state school construction aid has been factored into CIP revenue estimates.

As the preceding table indicates, since FY 1994, the County Council has steadily increased the SAG limits. For FY 2003, the County Council set a six-year SAG total of $880.4 million. During the FY 2004 biennial amendment process, the six-year total increased to $895.2 million. The adopted SAG limit for the Amended FY 2003–2008 CIP increased the amount of GO bond funding available in the six-year CIP by $69.2 million over the previous six-year period. For FY 2005, the County Council set the capital budget SAG limits at $190 million for both FY 2005 and FY 2006, with a six-year total of $1.14 billion. During the County Council's reconciliation process for the six-year CIP in early May 2004, the SAG limit for FY 2005 was increased to $199 million, and the FY 2010 limit was reduced to $181 million. The SAG limit for FY 2006 remained at $190 million, with a six-year total remaining at $1.14 billion.

During the FY 2006 biennial amendment process in February 2005, the FY 2005 and FY 2006 capital budget SAG limits were increased to $209 million, while the six-year total increased to $1.22 billion. At the County Council's reconciliation process for the amended six-year CIP in May 2005, the SAG limit for FY 2006 was increased to $213 million, both FY 2007 and FY 2008 were increased to $210 million, FY 2009 was reduced by $10 million to $190 million, and FY 2010 was reduced by $14 million to $186 million, with the six-year total remaining at $1.22 billion.

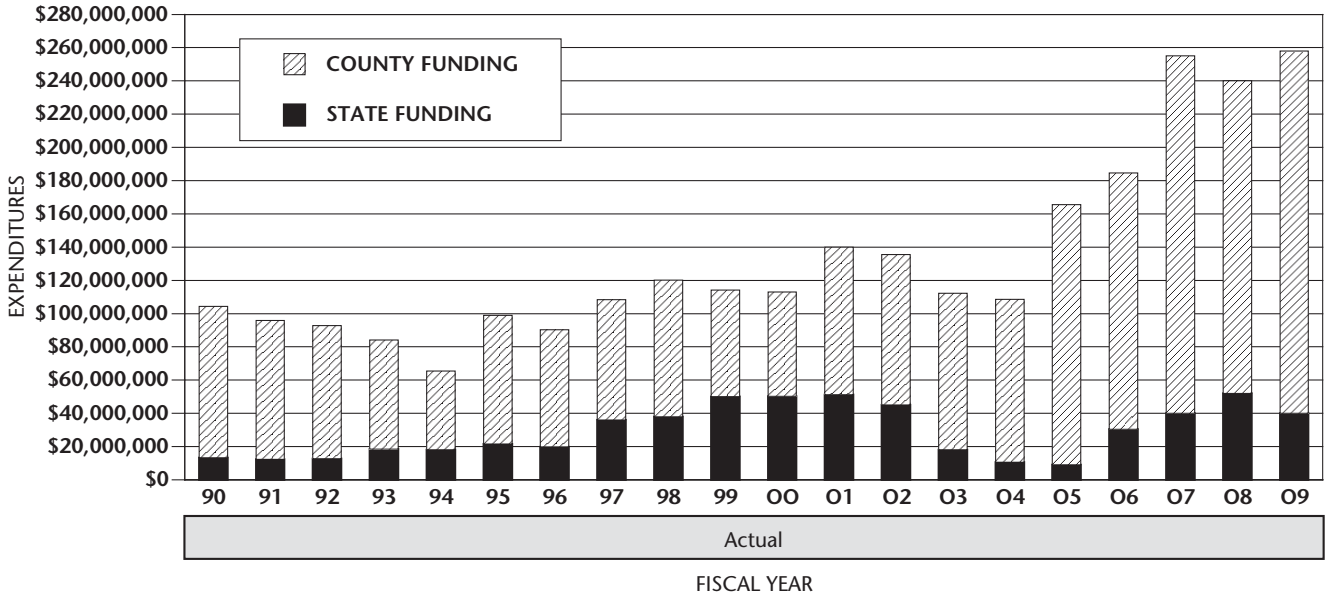
For FY 2007, the County Council, in October 2005, set the capital budget SAG limits at $240 million for both FY 2007 and FY 2008, with a six-year total of $1.44 billion. In February 2006, the County Council increased the SAG limit for both FY 2007 and FY 2008 by $24 million for a total of $264 million for each fiscal year and increased the six-year total to $1.46 billion. During the County Council's reconciliation process in May 2006, the SAG limit for FY 2009 was increased by $29 million to $264 million, for FY 2010 it was decreased by $9 million to $226 million, and for FY 2011 and FY 2012, it was decreased by $10 million respectively to $220 million each year. The six-year total remained at $1.46 billion.

During the FY 2008 biennial amendment process in February 2007, the FY 2007 and FY 2008 capital budget SAG limits were each increased to $275 million, while the six-year total increased to $1.65 billion. 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. The County Council will have an opportunity to review the SAG limit in February 2008 and can either lower the SAG limit by any amount or raise the limit by a maximum of 10 percent.

Recordation Tax and School Impact Tax

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

Capital Budget Expenditures and Funding Sources (FY 1990–2009*)



*The state aid shown for FY 2009 is the figure the County Council assumed in the adopted CIP.

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

State Funding

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

In FY 2002, the county received $45 million, $5 million less than assumed by the county executive and the County Council in the adopted CIP. For FY 2003, approved state aid funding was $18.0 million, $27 million less than the state aid received in FY 2002. And, for FY 2004, the total state aid received was $10.58 million, $19.4 million less than the amount assumed for FY 2004 in the adopted CIP.

The total state aid request for FY 2005 was $59.9 million. Unfortunately, in FY 2005, the total state aid approved for MCPS was only $9.04 million, approximately $50.8 million less than the amount requested, and approximately $24.9 million less than the amount assumed for FY 2005 in the Amended FY 2003–2008 CIP. For FY 2006, the state aid request was $126.2 million. In FY 2006, the total state aid approved for MCPS was $30.4 million, approximately $95.8 million less than the amount requested, but was approximately $10 million more than the amount assumed for FY 2006 in the FY 2005–2010 CIP.

For FY 2007, the revised state aid request was $125.2 million. This figure was based on current eligibility of projects approved by the County Council in May 2005. Of the $125.2 million request, the state aid approved for MCPS was $40.05 million, approximately $85.2 million less than the amount requested, but approximately $15 million more than the amount assumed for FY 2007 in the Amended FY 2005–2010 CIP. For FY 2008, the state aid request was $133.96 million. This figure was based on current eligibility of projects approved by the County Council in May 2006. Of the $133.96 million, the state aid approved for MCPS was $52.3 million, approximately $81.7 million less than the amount requested, but was approximately $12 million more than the amount assumed for FY 2008 in the FY 2007–2012 CIP.

For FY 2009, the state aid request is $132.8 million. This figure is based on current eligibility of projects approved by the County Council in May 2007. Of the $132.8 million request, $2.2 million is for two projects that received partial state funding in a prior year, $3.4 million is for systemic roofing and HVAC projects, and $100,000 is for the removal of two state owned relocatable classrooms. The remaining $127.1 million, the balance of the $132.8 million request, is for 26 projects that require state planning approval in addition to construction funding. These projects have already been approved for funding by the County Council and would be eligible for state funding, if state planning approval were granted.

In the past, the state has granted planning approval and construction funding in the same year for some projects, if the local government previously approved those projects. However, the 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 has only two projects that are approved for planning approval. If the current planning approval climate in the state remains, and future state aid continues to be constrained, additional county funds will have to supplement state aid or project schedules will need to be delayed.

Current Revenues

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 a small portion of the recommended 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 timelines for decision making, checks and balances have been incorporated into the review process to ensure compliance with Spending Affordability Guidelines.

Superintendent's Recommended FY 2009 Capital Budget and the FY 2009–2014 Capital Improvements Program Summary Table[1]

Individual Projects	County Council Adopted Action May 2007	Superintendent's Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda-Chevy Chase HS Addition	Approved FY 2008 appropriation for construction funds.		8/09
Westland MS Addition	Approved FY 2008 appropriation for construction funds.		8/08
North Chevy Chase ES Gymnasium	Approved FY 2009 expenditures for planning.	Recommend FY 2009 appropriation for planning funds.	8/10
Rock Creek Forest ES Modernization		Recommend FY 2011 expenditure for facility planning funds.	1/15
Rosemary Hills ES Addition		Recommend FY 2010 expenditures for facility planning.	TBD
Westbrook ES Gymnasium		Recommend FY 2009 appropriation for planning funds.	8/10
Winston Churchill Cluster			
Cabin John MS Modernization	Approved FY 2008 appropriation for planning funds.	Recommend FY 2009 appropriation for construction funds.	8/11
Herbert Hoover MS Modernization	Approved FY 2009 expenditures for facility planning.	Recommend FY 2009 appropriation for facility planning.	8/13
Bells Mill ES Modernization	Approved FY 2008 appropriation for construction funds.	Recommend FY 2009 appropriation for furniture and equipment.	8/09
Bells Mill ES Gymnasium	Approved FY 2008 appropriation for planning funds.	Recommend FY 2009 appropriation for balance of construction.	8/09
Beverly Farms ES Modernization	Approved FY 2009 expenditures for facility planning.	Recommend FY 2009 appropriation for facility planning.	8/13
Potomac ES Modernization	Approved FY 2012 expenditures for facility planning.	Recommend FY 2013 expenditures for facility planning.	1/18
Seven Locks ES Addition/Modernization	Approved FY 2008 appropriation for planning funds.	Recommend FY2011 expenditures for construction funds.	1/12
Seven Locks ES Gymnasium	Approved FY 2009 expenditures for planning.	Recommend FY 2011 expenditures for construction funds.	1/12
Wayside ES Addition	Approved FY 2008 appropriation for construction funds.		8/08
Wayside ES Modernization		Recommend FY 2012 expenditures for facility planning.	8/16
Clarksburg Cluster			
Clarksburg HS Addition		Recommend FY 2009 appropriation for facility planning.	TBD
Clarksburg/Damascus MS (New)		Recommend FY 2009 appropriation for facility planning.	TBD
Clarksburg ES #8	Approved FY 2008 appropriation for construction funds.		8/09
Clarksburg ES #8 Gymnasium	Approved FY 2008 appropriation for construction funds.		8/09
Clarksburg Cluster ES (New)		Recommend FY 2009 appropriation for facility planning.	TBD
Fox Chapel ES Addition	**Approved FY 2008 appropriation for facility planning.**	**Recommend FY 2009 appropriation for planning funds.**	**8/11**
Damascus Cluster			
Clarksburg/Damascus MS (New)		Recommend FY 2009 appropriation for facility planning.	TBD
Downcounty Consortium			
Northwood HS Reopening and Facility Modifications (Phase II)		Recommend FY 2009 appropriation for construction funds.	8/08
Wheaton HS Modernization		Recommend FY 2009 expenditures for facility planning.	8/14
Bel Pre ES Modernization		Recommend FY 2010 expenditures for facility planning.	8/14

[1]Bold indicates a new project to the FY 2009–2014 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2007	Superintendent's Recommendation	Anticipated Completion Date
Brookhaven ES Addition	**Approved FY 2008 appropriation for facility planning.**	**Recommend FY 2009 appropriation for planning funds.**	**8/10**
Brookhaven ES Gymnasium	Approved FY 2008 appropriation for construction funds.		8/08
Downcounty Consortium ES #29 (McKenney Hills reopening)		**Recommend FY 2010 expenditures for planning funds.**	**8/12**
East Silver Spring ES Addition	Approved FY 2008 appropriation for planning funds.	Recommend FY 2009 appropriation for construction funds.	8/10
Georgian Forest ES Addition	Approved FY 2009 expenditures for facility planning.	Recommend FY 2009 appropriation for facility planning.	TBD
Glenallan ES Modernization	Approved FY 2009 expenditures for facility planning.	Recommend FY 2009 appropriation for facility planning.	8/13
Harmony Hills ES Addition	**Approved FY 2008 appropriation for facility planning.**	**Recommend FY 2009 appropriation for planning funds.**	**8/11**
Highland View ES Addition	Approved FY 2010 expenditures for facility planning.		TBD
Montgomery Knolls ES Gymnasium	Approved FY 2008 appropriation for planning funds.	Recommend FY 2010 expenditures for planning funds.	8/11
Montgomery Knolls ES Addition		**Recommend FY 2009 appropriation for planning funds.**	**8/11**
Oakland Terrace ES Addition (DCC #29 ES—Reopening of McKenney Hills ES)		Recommend FY 2010 expenditures for planning funds.	8/12
Rock View ES Addition		**Recommend FY 2009 appropriation for planning funds.**	**8/10**
Strathmore ES Gymnasium	Approved FY 2008 appropriation for construction funds.		8/08
Takoma Park ES Addition	Approved FY 2008 appropriation for planning funds.	Recommend FY 2009 appropriation for construction funds.	8/10
Viers Mill ES Addition	Approved FY 2009 expenditures for facility planning.	Recommend FY 2009 appropriation for facility planning.	TBD
Weller Road ES Addition			SY07–08
Weller Road ES Modernization	Approved FY 2010 expenditures for facility planning.	Recommend FY 2009 appropriation for facility planning.	8/13
Wheaton Woods ES Modernization		Recommend FY 2012 expenditures for facility planning.	8/16
Woodlin ES Addition (DCC #29 ES–Reopening of McKenney Hills ES)		Recommend FY 2010 expenditures for planning funds.	8/12
Gaithersburg Cluster			
Gaithersburg HS Modernization/ Replacement		Recommend FY 2009 appropriation for planning funds.	Bldg. 8/12 Site 8/13
Washington Grove ES Addition	Approved FY 2008 appropriation for construction funds.		8/08
Walter Johnson Cluster			
Walter Johnson HS Modernization (Gymnasium)			SY07–08
Walter Johnson HS Modernization (Final Phase)	Approved FY 2008 appropriation for construction funds.	Recommend FY 2009 appropriation for balance of construction.	Build.8/09 Site 8/10
Tilden MS Modernization		Recommend FY 2013 expenditures for facility planning.	8/17
Ashburton ES Addition	Approved FY 2008 appropriation for construction funds.		8/08
Farmland ES Modernization		Recommend FY 2009 appropriation for planning funds.	8/11
Garrett Park ES Modernization		Recommend FY 2009 appropriation for planning funds.	1/12
Garrett Park ES Gymnasium		Recommend FY 2010 expenditures for planning funds.	1/12
Luxmanor ES Modernization	Approved FY 2012 expenditures for facility planning.	Recommend FY 2013 expenditures for facility planning.	1/18
Luxmanor ES Addition	Approved FY 2008 appropriation for construction funds.		8/08
Wyngate ES Addition		Recommend FY 2009 appropriation for facility planning.	TBD

[1]Bold indicates a new project to the FY 2009–2014 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2007	Superintendent's Recommendation	Anticipated Completion Date
Col. Zadok Magruder Cluster			
Redland MS Interior Modifications		Recommend FY 2009 appropriation for construction funds.	8/10
Candlewood ES Modernization		Recommend FY 2011 expenditures for facility planning.	1/15
Cashell ES Modernization	Approved FY 2008 appropriation for construction funds.	Recommend FY 2009 appropriation for furniture and equipment.	8/09
Cashell ES Gymnasium	Approved FY 2008 appropriation for planning and construction funds.	Recommend FY 2009 appropriation for furniture and equipment.	8/09
Richard Montgomery Cluster			
Richard Montgomery HS Mod. (Repl)			Build. 1/08 Site 8/08
College Gardens ES Modernization	Approved FY 2008 appropriation for furniture and equipment.		1/08
College Gardens ES Gymnasium			1/08
Ritchie Park ES Addition		Recommend FY 2010 expenditures for facility planning.	TBD
Northeast Consortium			
Paint Branch HS Modernization/Replacement		Recommend FY 2010 expenditures for construction funds.	Build. 8/11 Site 8/12
William Farquhar MS Modernization		Recommend FY 2011 expenditures for facility planning.	8/15
Francis Scott Key MS Modernization	Approved FY 2008 appropriation for construction funds.	Recommend FY 2009 appropriation for furniture and equipment.	8/09
Cannon Road ES Modernization		Recommend FY 2009 appropriation for planning funds.	1/12
Cannon Road ES Gymnasium		Recommend FY 2010 expenditures for planning funds.	1/12
Cloverly ES Gymnasium	Approved FY 2008 appropriation for construction funds.		8/08
Cresthaven ES Modernization		Recommend FY 2009 appropriation for construction funds.	8/10
Cresthaven ES Gymnasium	Approved FY 2008 appropriation for planning funds.	Recommend FY 2009 appropriation for construction funds.	8/10
Fairland ES Addition	**Approved FY 2008 appropriation for facility planning.**	**Recommend FY 2009 appropriation for planning funds.**	**8/10**
Fairland ES Gymnasium			8/07
Galway ES Modernization	Approved FY 2008 appropriation for construction funds.	Recommend FY 2009 appropriation for furniture and equipment.	1/09
Jackson Road ES Addition		**Recommend FY 2009 appropriation for planning funds.**	**8/10**
Sherwood ES Addition		**Recommend FY 2009 appropriation for planning funds.**	**8/10**
Stonegate ES Gymnasium	Approved FY 2008 appropriation for construction funds.		8/08
Northwest Cluster			
Darnestown ES Addition		Recommend FY 2009 appropriation for facility planning.	TBD
Poolesville Cluster			
Poolesville HS Laboratory Upgrades and Addition	Approved FY 2008 appropriation for the construction of the laboratory upgrades and planning for the addition.	Recommend FY 2009 appropriation for construction funds.	8/09
Quince Orchard Cluster			
Ridgeview MS Site and Admin. Modifications		Recommend FY 2009 appropriation for construction funds.	8/10
Brown Station ES Modernization		Recommend FY 2012 expenditures for facility planning.	8/16
Fields Road ES Addition	Approved FY 2008 appropriation for furniture and equipment.		8/08

[1]Bold indicates a new project to the FY 2009–2014 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2007	Superintendent's Recommendation	Anticipated Completion Date
Rockville Cluster			
Lucy Barnesly ES Addition		Recommend FY 2010 expenditures for facility planning.	TBD
Maryvale ES Modernization	Approved FY 2012 expenditures for facility planning.	Recommend FY 2013 expenditures for facility planning.	1/18
Meadow Hall ES Gymnasium	Approved FY 2008 appropriation for construction funds.		8/08
Seneca Valley Cluster			
Seneca Valley HS Modernization		Recommend FY 2011 expenditures for facility planning.	8/16
Sherwood Cluster			
William Farquhar MS Modernization		Recommend FY 2011 expenditures for facility planning.	8/15
Sherwood ES Addition		**Recommend FY 2009 appropriation for planning funds.**	**8/10**
Watkins Mill Cluster			
Stedwick ES Addition	Approved FY 2008 appropriation for construction funds.		SY08-09
Whetstone ES Addition		**Recommend FY 2009 appropriation for planning funds.**	**8/11**
Walt Whitman Cluster			
Thomas W. Pyle MS Addition	Approved FY 2008 appropriation for construction funds.		8/08
Bradley Hills ES Addition		Recommend FY 2009 appropriation for facility planning.	TBD
Carderock Springs ES Modernization	Approved FY 2008 appropriation for planning funds.	Recommend FY 2009 appropriation for construction funds.	8/10
Carderock Springs ES Gymnasium	Approved FY 2008 appropriation for planning funds.	Recommend FY 2009 appropriation for construction funds.	8/10
Thomas S. Wootton Cluster			
Wootton HS Modernization		Recommend FY 2013 expenditures for facility planning.	8/18
Cabin John MS Modernization	Approved FY 2008 appropriation for planning funds.	Recommend FY 2009 appropriation for construction funds.	8/11
Cold Spring ES Gymnasium		Recommend FY 2009 appropriation for planning funds.	8/10
Fallsmead ES Addition	Approved FY 2008 appropriation for construction funds.		8/08
Travilah ES Addition	Approved FY 2008 appropriation for construction funds.		8/08
Special Education and Alternative Schools			
Carl Sandburg Modernization	Approved FY 2010 expenditures for planning.	Recommend collocation study	TBD

[1]Bold indicates a new project to the FY 2009–2014 CIP. Blank indicates no change to the approved project.

Superintendent's Recommended FY 2009 Capital Budget and the FY 2009–2014 Capital Improvements Program Summary Table for Countywide Projects[1]

Countywide Projects	County Council Adopted Action May 2007	Superintendent's Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation to continue this level of effort project.	Ongoing
Asbestos Abatement	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation and additional funding to continue this level of effort project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2008 appropriation for planning and construction.	Recommend FY 2009 appropriation for planning and construction.	Ongoing
Current Replacements/Modernizations	Approved FY 2008 appropriation for additional construction funds and planning and construction funds for 8 modernization projects.	Recommend FY 2009 appropriation for planning funds for four modernizations, construction funds for three modernizations, and furniture and equipment funds for five modernizations.	Ongoing
Design, Engineering, & Construction	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation to continue this level of effort project.	Ongoing
Energy Conservation	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation and additional funding to continue this level of effort project.	Ongoing
Facility Planning	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation to continue this level of effort project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation to continue this level of effort project.	Ongoing
Future Replacements/Modernization			Ongoing
HVAC Replacement	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation and additional funding to continue this level of effort project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation and additional funding to continue this level of effort project.	Ongoing
Land Acquisition			Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation to continue this level of effort project.	Ongoing
Rehab./Reno. of Closed Schools (RROCS)		**Recommend FY 2010 expenditures for the Downcounty Consortium ES #29 (Reopening of McKenney Hills) to relieve overutilization at Oakland Terrace and Woodlin elementary schools.**	**Ongoing**
Relocatable Classrooms	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation to continue this level of effort project.	Ongoing
Restroom Renovations	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation to continue this level of effort project.	Ongoing
Roof Replacement	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation and additional funding to continue this level of effort project.	Ongoing
School Gymnasiums	Approved FY 2008 appropriation for planning and construction funds for 12 gym projects.	Recommend FY 2009 appropriation to continue this level of effort project.	8/11
School Security Systems	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation and additional funding for this project to implement new security initiatives.	Ongoing
Stadium Lighting	Approved FY 2008 appropriation for stadium lighting for Clarksburg HS.		Ongoing
Technology Modernization	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation and additional funding for this project to implement new technology initiatives.	Ongoing
Transportation Maintenance Depot			Ongoing
Water and Indoor Air Quality	Approved FY 2008 appropriation to continue this level of effort project.	Recommend FY 2009 appropriation to continue this level of effort project.	Ongoing

[1]Bold indicates a new project to the FY 2009-2014 CIP. Blank indicates no change to the approved project.

Superintendent's Recommended FY 2009 Capital Budget
and FY 2009–2014 Capital Improvements Program
(figures in thousands)

Project	FY 2009 Approp.	Total	Thru FY2007	Remaining FY2008	Total Six-Years	FY 2009-2014 CIP Expenditures FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
School Projects											
Ashburton ES Addition		7,404	434	4,363	2,607	2,607					
Bethesda-Chevy Chase HS Addition		1,797	150	268	1,379	739	640				
Brookhaven ES Addition	**652**	**7,171**			**7,171**	**456**	**4,218**	**2,497**			
Clarksburg ES #8	800	22,151	748	5,626	15,777	10,306	5,471				
East Silver Spring ES Addition	10,893	12,298		832	11,466	8,145	3,321				
Fairland ES Addition	**588**	**6,390**			**6,390**	**412**	**3,724**	**2,254**			
Fallsmead ES Addition		10,864	617	6,551	3,696	3,696					
Fields Road ES Addition		9,368	3,726	4,667	975	975					
Fox Chapel ES Addition	**1,053**	**12,331**			**12,331**	**369**	**5,251**	**5,529**	**1,182**		
Harmony Hills ES Addition	**675**	**7,506**			**7,506**	**236**	**3,203**	**3,314**	**753**		
Jackson Road ES Addition	**881**	**10,130**			**10,130**	**617**	**5,959**	**3,554**			
Luxmanor ES Addition		11,597	691	6,647	4,259	4,259					
Montgomery Knolls ES Addition	**791**	**8,974**			**8,974**	**277**	**3,816**	**4,001**	**880**		
Northwood HS Reopening	9,313	42,808	32,870	625	9,313	4,891	4,422				
Poolesville HS Magnet Improvements	7,118	9,118		1,812	7,306	5,262	2,044				
Thomas W. Pyle MS Addition		7,681	323	4,635	2,723	2,723					
Redland MS Interior Modifications	6,000	7,733	520	693	6,520	3347	3,173				
Ridgeview MS Site and Admin. Modifications	6,000	7,716	515	686	6,515	3343	3,172				
Rock View ES Addition	**567**	**6,232**			**6,232**	**397**	**3,639**	**2,196**			
Seven Locks ES Addition/Modernization	1,029	19,921		350	19,571	827	414	11,133	7,197		
Sherwood ES Addition	**676**	**7,447**			**7,447**	**473**	**4,390**	**2,584**			
Stedwick ES Addition		10,525	603	6,124	3,798	3,798					
Takoma Park ES Addition	13,858	15,592		984	14,608	10,583	4,025				
Travilah ES Addition		7,717	456	4,517	2,744	2,744					
Washington Grove ES Addition		13,937	785	7,851	5,301	5,301					
Wayside ES Addition		7,746	454	4,600	2,692	2,692					
Westland MS Addition		5,138	332	3,296	1,510	1,510					
Whetstone ES Addition	**781**	**8,926**			**8,926**	**273**	**3,756**	**3,979**	**918**		
Countywide Projects											
ADA Compliance: MCPS	1,068	9,226	1,750	1,068	6,408	1,068	1,068	1,068	1,068	1,068	1,068
Asbestos Abatement: MCPS	1,041	8,208	981	981	6,246	1,041	1,041	1,041	1,041	1,041	1,041
Building Modifications and Program Improvements	8,000	15,858	1,550	1,308	13,000	5,000	5,000	3,000			
Current Replacement/Modernizations	112,337	1,088,212	228,812	103,707	755,693	106,699	132,034	154,353	189,211	140,316	33,080
Design, Engineering & Construction	4,500	34,882	3,941	3,941	27,000	4,500	4,500	4,500	4,500	4,500	4,500
Energy Conservation: MCPS	1,870	14,620	1,700	1,700	11,220	1,870	1,870	1,870	1,870	1,870	1,870
Facility Planning: MCPS	860	3,750	885	540	2,325	860	540	220	445	260	
Fire Safety Upgrades	743	6,233	1,100	675	4,458	743	743	743	743	743	743
Future Replacements/Modernizations		142,220			142,220			629	5,467	16,147	119,977
HVAC Replacement	5,600	41,760	4,160	4,000	33,600	5,600	5,600	5,600	5,600	5,600	5,600
Improved (Safe) Access to Schools	1,400	10,800	1,200	1,200	8,400	1,400	1,400	1,400	1,400	1,400	1,400
Planned Life Cycle Asset Replacement: MCPS	5,230	39,812	6,228	5,654	27,930	5,230	4,820	4,470	4,470	4,470	4,470
Relocatable Classrooms	3,125	22,000	3,450	3,600	14,950	3,125	3,125	2,500	2,200	2,000	2,000
Rehab./Reno. Of Closed Schools (RROCS)		**76,812**	**43,512**	**4,777**	**28,523**		**642**	**9,549**	**15,858**	**2,474**	
Restroom Renovations	1,040	5,615	1,776	1,875	1,964	1,040	924				
Roof Replacement: MCPS	6,160	48,160	5,600	5,600	36,960	6,160	6,160	6,160	6,160	6,160	6,160
School Gymnasiums	5,365	52,582	13,290	11,719	27,573	9,878	9,420	7,325	950		
School Security Systems	1,500	10,000	500	500	9,000	1,500	1,500	1,500	1,500	1,500	1,500
Technology Modernization	19,643	164,766	18,660	18,840	127,266	19,643	20,807	20,862	21,830	21,911	22,213
Water and Indoor Air Quality	1,300	12,100	3,000	1,300	7,800	1,300	1,300	1,300	1,300	1,300	1,300
Total Recommended CIP	**242,457**	**2,113,834**	**385,319**	**238,112**	**1,490,403**	**257,915**	**267,132**	**269,131**	**276,543**	**212,760**	**206,922**

Bold indicates new project to the FY2009–2014 CIP.

Funding Source		Total			Total Six-Years	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013*	FY 2014*
Bonds											
General Obligation Bonds		1,573,362	240,181	176,401	1,156,780	157,424	179,520	196,499	203,655	212,760	206,922
Paygo					0						
Revolving Fund—GO Bonds		1,640	1,640		0						
State Aid		254,075	75,913	18,162	160,000	40,000	40,000	40,000	40,000		
Qualified Zone Academy Funds (QZAB)		618	618		0						
Current Revenue					0						
General		63,336	10,949	8,734	43,653	25,991	13,112	2,100	2,450		
Recordation Tax		177,576	52,806	26,800	97,970	26,500	26,500	22,532	22,438		
School Impact Tax		43,227	3,212	8,015	32,000	8,000	8,000	8,000	8,000		
Contributions					0						
Total		**2,113,834**	**385,319**	**238,112**	**1,490,403**	**257,915**	**267,132**	**269,131**	**276,543**	**212,760**	**206,922**

* For FY 2013 and FY2014, only General Obligation Bonds show as a funding source. The County Council, during its budget reconciliation, will approve funding source assumptions for the outyears of the CIP.

FY 2009 State Capital Improvements Program for Montgomery County Public Schools

(figures in thousands)

Local Priority No.	State PFA** Yes/No	Project	Total Estimated Cost	Non PSCP Funds	Prior IAC Funding Thru FY 08	FY 2009 Request For Funding
		Construction Funding Balance				
1	Y	Downcounty Consortium ES #28 (Arcola ES) - Replacement	17,931	11,789	4,010	2,065
2	Y	Parkland MS - Modernization	32,371	22,997	9,126	97
		Subtotal	**32,371**	**22,997**	**9,126**	**2,162**
		Planning and Construction Request (Forward Funded)				
3/4	Y	Weller Road ES - Addition	8,801	6,501		2,300
5/6	Y	Einstein HS Signature Program - Addition	6,777	5,447		1,330
7/8	Y	Silver Spring International MS/Sligo Creek ES-Addition/Renov	2,000	1,009		991
9/10	N	Sherwood HS - Addition	14,680	13,754		926
		Subtotal	**32,258**	**26,711**	-	**5,547**
		Systemic Projects				
11	Y	Thomas S. Wootton HS - Roof	1,100	550		550
12	N	Redland MS - Roof	1,000	500		500
13	Y	Tilden Center - HVAC	860	430		430
14	Y	Argyle MS - HVAC	856	428		428
15	Y	Clearspring ES - Roof	780	390		390
16	Y	Rock Terrace School - Roof	680	340		340
17	Y	Waters Landing ES - Roof	660	330		330
18	Y	Candlewood ES - Roof	400	200		200
19	Y	Burnt Mills ES - Roof	264	132		132
20	Y	Cedar Grove - HVAC	200	100		100
		Subtotal	**6,800**	**3,400**	-	**3,400**
		Planning and Construction Request				
21/22	Y	College Gardens ES - Replacement	22,343	13,803		8,540
23/24	Y	Stedwick ES - Addition	10,525	7,474		3,051
25/26	Y	Washington Grove ES - Addition	13,937	10,546		3,391
27/28	Y	Wayside ES - Addition	7,746	4,931		2,815
29/30	Y	Fields Road ES - Addition	11,368	8,964		2,404
31/32	Y	T. W. Pyle MS - Addition	7,811	5,731		2,080
33/34	Y	Fallsmead ES - Addition	10,864	9,165		1,699
35/36	Y	Luxmanor ES - Addition	11,597	9,995		1,602
37/38	Y	Travilah ES - Addition	7,717	6,669		1,048
39/40	Y	Ashburton ES - Addition	7,404	6,618		786
41/42	Y	Westland MS - Addition	5,223	4,459		764
43/44	Y	Walter Johnson HS - Modernization*	72,168	44,753		13,707
45/46	Y	Clarksburg/Damascus ES #8 - New	22,151	12,784		9,367
47/48	Y	Galway ES - Modernization	19,720	10,972		8,748
49/50	Y	Bells Mill ES Modernization	17,531	8,258		8,335
51/52	Y	Francis Scott Key MS - Modernization*	43,604	29,528		7,038
53/54	Y	Cashell ES - Modernization	21,098	14,562		6,536
55/56	Y	Cresthaven ES Modernization	16,239	9,762		7,185
57/58	Y	Carderock Springs ES Modernization	16,102	10,217		5,885
59/60	Y	Redland MS Upgrades*	21,956	11,465		5,246
61/62	Y	Ridgeview MS Upgrades*	21,355	11,887		4,734
63/64	Y	Paint Branch HS Modernization*	62,139	28,809		16,665
		Subtotal	**450,598**	**281,352**		**121,626**
		Relocatables				
65	Y	Richard Montgomery HS (Revert to State)	50	-		50
66	Y	Fields Road ES (Revert to State)	50	-		50
		Subtotal	**100**			**100**
		Planning Approval Request				
67	Y	Seven Locks ES - Modernization	LP			LP
68	Y	Cabin John MS Modernization	LP			LP
69	Y	Farmland ES Modernization	LP			LP
		Total	**522,127**	**334,460**	**9,126**	**132,835**

*Split-FY Funding Request.

** PFA - Priority Funding Area

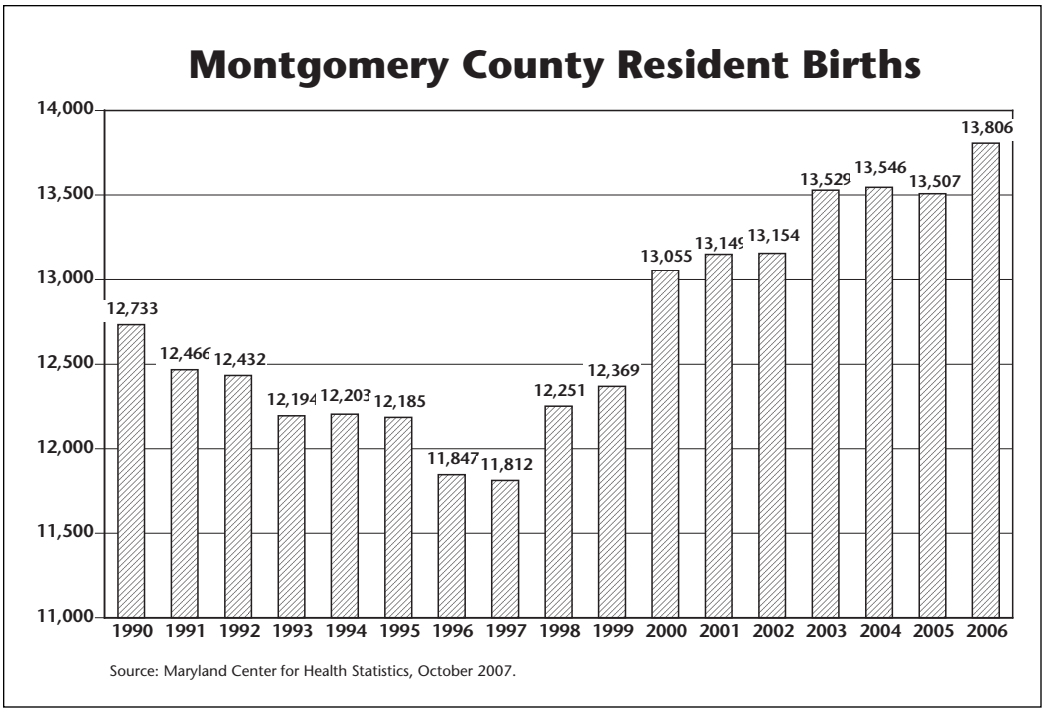
Chapter 2
The Planning Environment

Facility plans and the Capital Improvements Program (CIP) for Montgomery County Public Schools (MCPS) respond to a very dynamic planning environment. MCPS enrollment is shaped by the interaction of demographic trends and economic conditions. Enrollment in MCPS has leveled off in recent years. In the next six years increases in elementary enrollment will be offset by decreases in secondary enrollment. This will continue the total enrollment plateau for the next five years. Thereafter, total enrollment will increase gradually. During the plateau period MCPS is attempting to address longstanding space deficits at schools and reduce the number of relocatable classrooms in use. Another important component of the planning environment is the continuing increase in student diversity at MCPS. Providing for the wide range of cultures, language groups, and racial/ethnic populations that make up our cosmopolitan county is an ongoing challenge to the system's planning efforts.

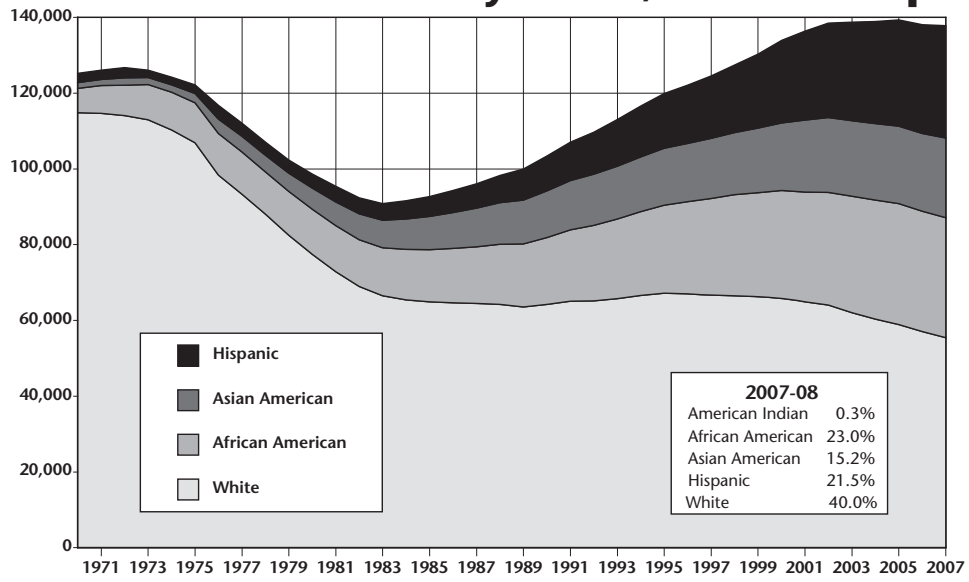
Population and Enrollment Change

Demographic changes 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. Montgomery County's population increased by 116,314 in the 1990s, and by another 57,966 between 2000 and 2006. In 2006, total population in the county was 932,131. Over this 16-year period, the number of African Americans increased by about 60,000, Asian Americans by 63,000, and Hispanics of any race by 73,000. In contrast, White, non-Hispanic population decreased by about 5,000. A large share of population increases in the county are the result of resident births outnumbering deaths by almost 3 to 1. Between 2000 and 2006, there were 83,692 births and 34,616 deaths in the county for a net natural increase in population of 49,076. The other major factor in population growth has been immigration from outside the U.S. exceeding the outflow of county population to other places. Between 2000 and 2006, foreign immigration contributed 62,627 residents while net out-migration from the county resulted in a loss of 53,737 residents, resulting in a net increase of 8,890. The percent of foreign-born residents in Montgomery County is greater than any other Maryland jurisdiction, and second only to Arlington County, Virginia, in the Washington metropolitan area. The percent of foreign-born residents in Montgomery County increased from 18.6 percent in 1990 to 29.3 percent in 2006. In addition, the percent of county households that do not speak English at home increased from 21.2 percent in 1990 to 35.5 percent in 2006. Since 2006, county population has continued to increase, and is projected to top one million by 2015. Diversity will continue to characterize population change.

As described for the county above, births, migration, and immigration trends are the basic components of enrollment change at MCPS. In regard to births, between 1990 and 2006 a dip in births was followed by steady increases. In 1990, births reached an all-time peak of 12,733. (Most children born in 1990 are now high school seniors.) After 1990, births trended downward. The low point of this dip occurred in 1997 when births dipped to 11,812. (Most children born in 1997 are now fifth grade students.) Since 1997 births have rebounded, with an especially dramatic jump in 2006. In 2006, births numbered 13,806, an all-time high, and 300 more than the prior year. (Most children born in 2006 will enter kindergarten in 2011.) The number of births in 2006 equates to an average of 38 children born per day to Montgomery County mothers. The upward trend in county births mirrors state and national trends. Birth trends have long-ranging impact—children born



MCPS Enrollment by Racial/Ethnic Group



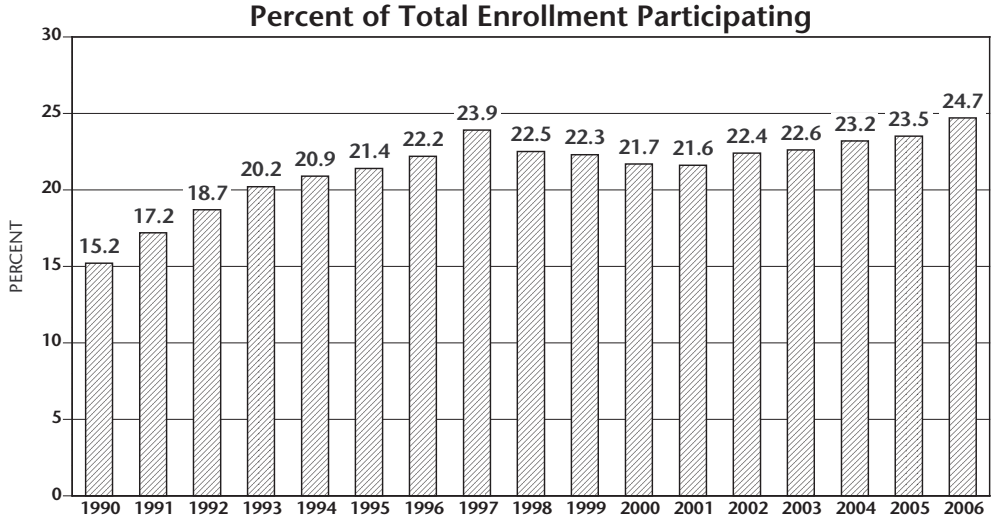
Source: Montgomery County Public Schools Department of Reporting and Regulatory Accountability, October 2007.

in 2006 will reach elementary school in 2011, middle school in 2017, and high school in 2021. Since births are projected to continue increasing, it is evident that long-term enrollment increases will occur.

The other basic components of enrollment change, migration and foreign immigration, are more dynamic than birth trends. Domestic migration and foreign immigration are driven by the regional economy, housing costs, and by international events. All of these factors have a significant degree of uncertainty and, consequently, can reduce forecast accuracy. In MCPS, evidence of population flows can be seen in records of student entries and withdrawals. Typically 13,000 to 14,000 new students enter the system each year with a similar number exiting the system each year. (These figures do not include students entering kindergarten or students exiting the system at graduation.) During the 2006–2007 school year, MCPS records indicate a small amount of net out-migration occurred from the system. This amount was in contrast to most years when there has been net in-migration to MCPS. Records show that most students withdrawing from MCPS moved to other jurisdictions in Maryland and the United States. (This fact is comparable to total population trends described above.) On the other hand, MCPS records continue to show a sizeable number of students immigrating to the county from other parts of the world. Since 2001 there has been some reduction in the amount of immigration, but it continues to be a significant component of enrollment growth, just as it is a significant component of county population growth. The escalation of housing costs in the county, and a more restrictive climate for immigration, are factors in the outflow of students from MCPS to other jurisdictions, and the reduced inflow of students from other parts of the world. Another contributor to enrollment change is the movement of more students into MCPS from county private schools. Since 2000, entries from private schools to MCPS have exceeded withdrawals from MCPS to private schools by 500 to 700 students per year.

MCPS Free and Reduced-price Meals System (FARMS)

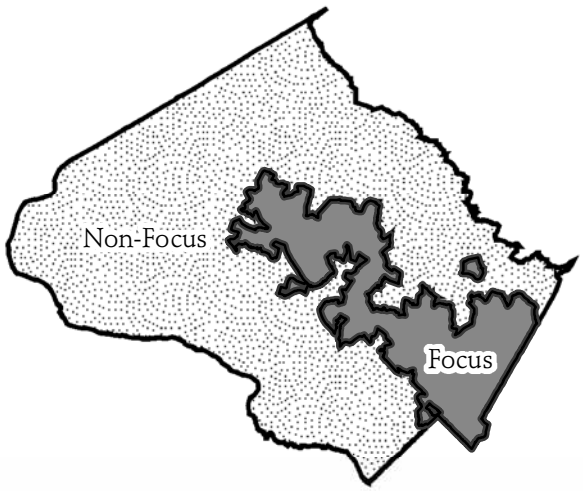
Percent of Total Enrollment Participating



Source: Montgomery County Public Schools, June 2007. Data for 2007 not complete at time of publication.

For the past few years, MCPS has been phasing in the new State mandated entry age for kindergarten students. Children must now be five years old by September 1st to enroll in kindergarten. Previously students were enrolled in kindergarten if they turned five years old by the end of December of their kindergarten enrollment year. Beginning with the 2003–2004 school year, the entry age was rolled back one month per year. Consequently, for the school years 2003–2004 through 2006–2007, MCPS enrolled a partial cohort of children born five years earlier—children born over an eleven month period instead of the full twelve month

MCPS Focus/Non-Focus Service Areas



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

period. The change in entry age had the effect of reducing the size of the MCPS kindergarten. The phase-in of this change is now complete and, beginning with the 2007–2008 school year, a full twelve month cohort of children are once again enrolling in the MCPS kindergarten.

Trends in births, kindergarten entry age, domestic migration, and immigration are intertwined in MCPS. Records of county resident births show increasing numbers of Asian American and Hispanic births, while the share of births to White, non-Hispanic mothers dropped to 40 percent in 2006. 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 population, and household size for these groups exceeds that of White households. The growth rate for the Hispanic population is expected to exceed all other groups.

Student Diversity

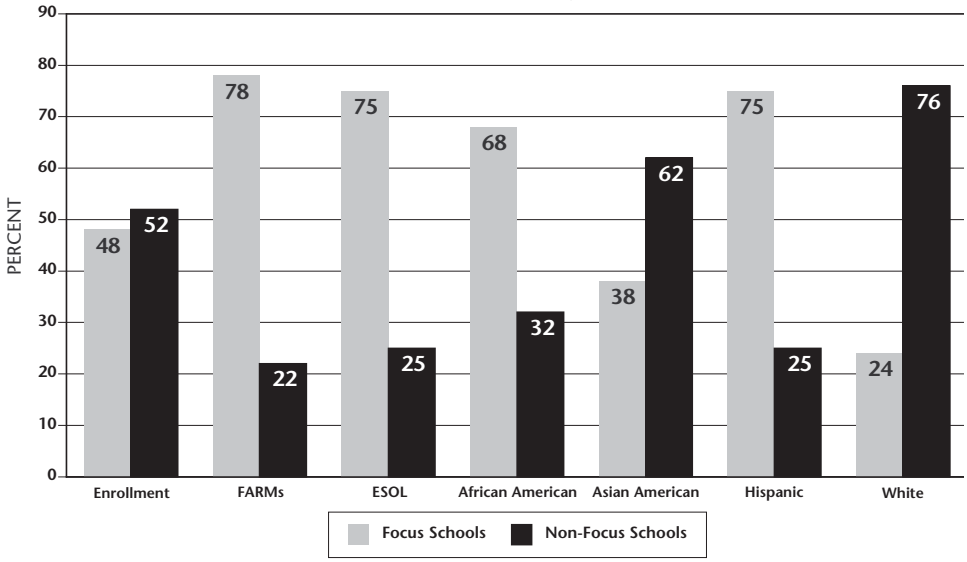
MCPS preliminary enrollment for the 2007–2008 school year is 138,256. Disaggregation of enrollment change by racial/ethnic group reveals the singular importance of diversity to growth. Since the 1983–1984 school year, when the Baby Bust era of enrollment declines bottomed out, MCPS enrollment grew by 47,000 students, a 51 percent increase over the 1983–1984 enrollment of 91,030. Over this period, White enrollment (not including Hispanic students) declined by 11,000 students. All of the increase in enrollment since 1983 is attributed to African American, American Indian, Asian American, and Hispanic race and ethnic groups. Between 1983 and 2007, African American enrollment increased by 19,000, American Indian enrollment increased by 250, Asian American enrollment increased by 13,700, and Hispanic enrollment increased by 25,300. MCPS enrollment is now 23.0 percent African American, 0.3 percent American Indian, 15.2 percent Asian American, 21.5 percent Hispanic, and 40.0 percent White.

As with racial and ethnic diversity, socioeconomic levels in the student population also have changed. Although economic opportunities draw people to the county, for economically impacted households the cost of living in Montgomery County can place severe strains on household finances. Evidence of the economic strain is seen in the level of participation in the federal Free and Reduced-price Meals System (FARMS) program. FARMS participation levels are the school system's best measure of relative socioeconomic levels at schools. In the 2006–2007 school year, 34,000 students (24.7 percent of all MCPS students) participated in the FARMS program. The percentage of elementary students participating was 29.7 percent (a figure considered more representative of the socioeconomic level in the system).

Recent rapid increases in the cost of housing, for purchase and for rent, have been particularly difficult for those of modest means. There is evidence now that rising housing costs are driving out low and moderate income households from areas where, in the past, affordable housing was available. These areas correspond to the portion of the county served by the MCPS "focus" elementary schools, where high levels of student FARMS participation are found and class-size reduction

Distribution of Elementary Demographic Characteristics

Focus and Non-Focus Elementary Schools, 2006–07



Source: Montgomery County Public Schools, Division of Long-range Planning, June 2007.
Data for 2007 not complete at time of publication

initiatives have been put in place. Further evidence of this trend is the reduction in the number of households earning less than $100,000 in the county since 1990, and an increase in the number earning more than $100,000. 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/ethnic diversity and participation in the FARMS and English for Speakers of Other Languages (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 some of the communities bordering New Hampshire Avenue, Georgia Avenue, and Columbia Pike. In Rockville, Gaithersburg, and Germantown, these conditions are found in some of the communities bordering I-270 and Route 355. Affordable communities along these transportation corridors are characterized by apartment developments 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.

Communities in the "focus" elementary schools were once typical suburban communities, in the sense that they had little racial and ethnic diversity. The wave of immigration over the past two decades has transformed these communities. In these focus school communities enrollment growth has been driven by turnover of existing units and the changing demographic characteristics of new residents. Between 1990 and 2000, enrollment increased by 4,943 students in the focus elementary schools and by 2,391 students in the non-focus elementary schools. Since 2000, however, enrollment has declined in focus schools and continued to increase in non-focus schools. Enrollment change in the focus schools highlights the degree of impact demographic change in older communities has on enrollment growth, and at the same time, how sensitive to increased housing costs households are in these areas.

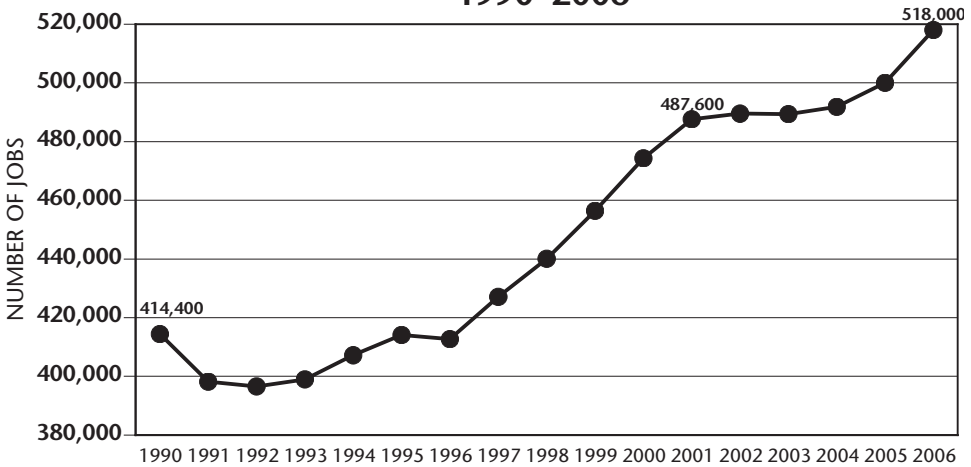
Focus elementary schools serve the majority of the county's elementary FARMS and ESOL enrollment: 78 percent of elementary school students participating in the FARMS program and 75 percent of elementary school students receiving ESOL services attend focus schools.

Dramatic shifts in racial and ethnic composition have occurred in focus elementary schools over the past 16 years. From 1990 to 2006, African American and Hispanic enrollment increased the most in focus schools. African American enrollment increased by 2,590 and Hispanic enrollment increased by 6,831. Asian American enrollment increased more modestly, by 424, while White enrollment decreased by 8,146. In contrast, in non-focus elementary schools, White enrollment declined by 3,588, while smaller increases in African American (+1,602) and Hispanic (+2,009) enrollment occurred, and a greater increase in Asian American (+2,923) enrollment occurred. As a consequence of these trends, African American and Hispanic elementary school students have a higher representation in the focus schools. Sixty-eight percent of all MCPS African American elementary school students attend focus schools, and 75 percent of all Hispanic elementary school students attend focus schools. In contrast, non-focus schools enroll a higher number of Asian American and White elementary school students; 62 percent of Asian American elementary school students attend non-focus schools, and 76 percent of White elementary school students attend non-focus schools.

Economic and Housing Trends

After a significant improvement in 2005, compared to 2004, the county experienced mixed economic activity in 2006. This mixed performance is attributed to contraction in the growth of residential construction, a decline in housing sales, rising energy costs, and a slowdown in consumer spending. On the other hand, the county's labor market and amount of non-residential construction improved in 2006 over 2005. Construction costs have increased steadily and dramatically over this period. This increase is attributed to increases in construction materials such as lumber, sheet metal and other metal products, and concrete. In the residential market, high construction costs and a decreasing supply of residentially zoned land have led to housing value appreciation.

Upward trends in employment and household formation threaten to exacerbate the housing shortage and decrease the



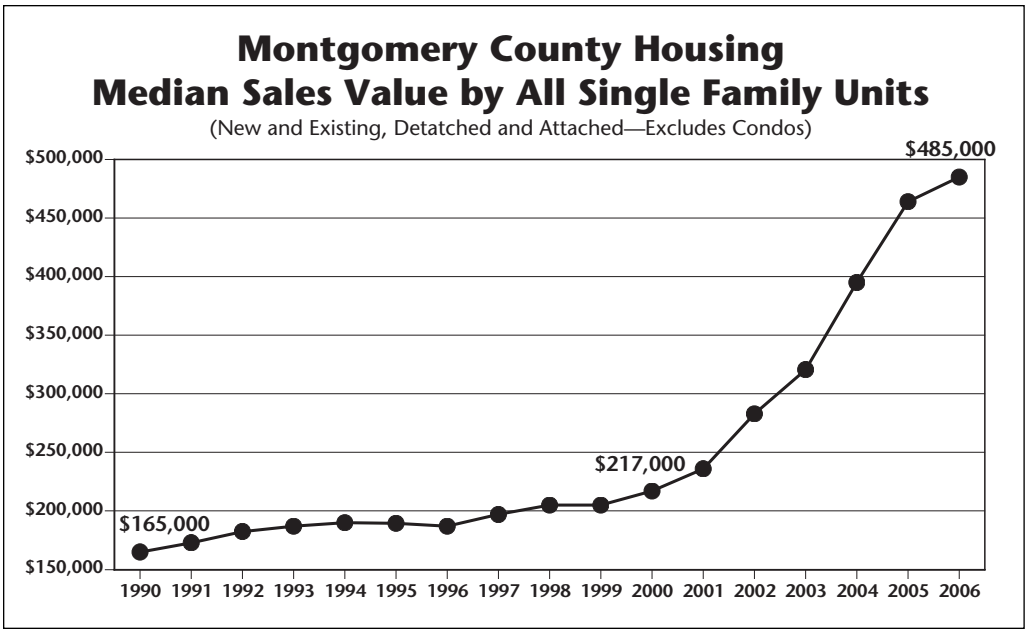
Source: Montgomery County Department of Planning, October 2007.

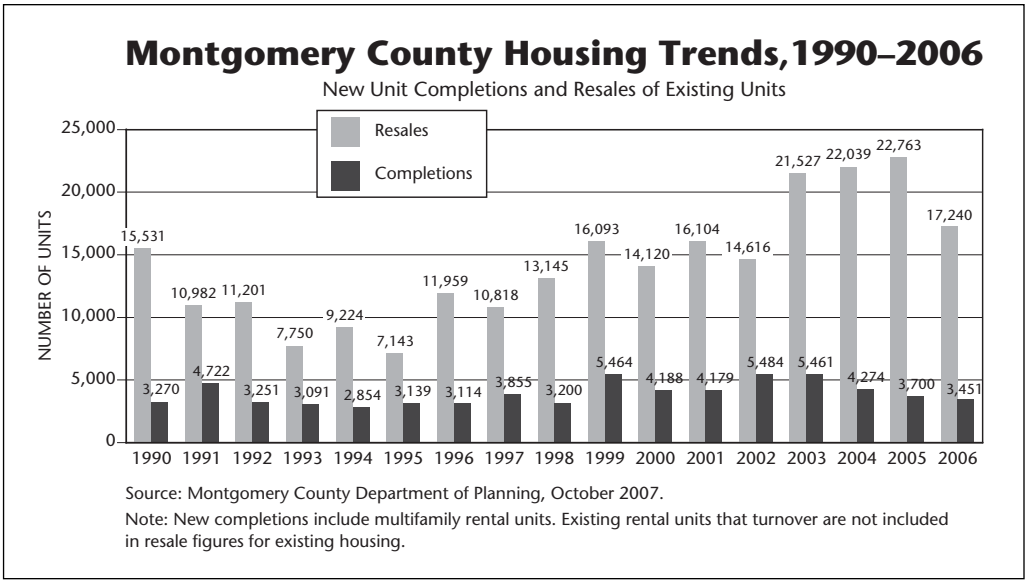
supply of affordable housing. The median sales value of all single-family housing (old and new, detached and attached units) reached $485,000 in 2006, compared to $217,500 in 2000. Resale of existing single-family detached homes and townhouses has been strong as the supply of new homes has tightened. From 2003 through 2005, over 20,000 existing housing units were sold each year, greatly surpassing prior year trends. Home sales slowed in 2006, and home prices may have peaked and be headed slightly downward. Evidence of a tightened housing market is seen in the average number of days housing is on the market before being sold. In 2004 the average was 24 days; in 2007 the average is 85 days.

A growing supply of condominiums has come on the market in recent years. This increase appears to be a response to the high prices of single-family units beyond the reach of many new households, a reduction in land available for more traditional suburban housing, and the advent of more households without children as baby boomers reach retirement age. The largest share of the 3,451 residential completions in 2006 was multifamily units, representing 51 percent of the total. Many 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 is small. Traditional suburban residential development is more and more the exception in the county. Clarksburg is the last large suburban community that will be built, according to the county's general plan "On Wedges and Corridors." The Clarksburg Master Plan allows for the development of a community of up to 15,000 housing units. A number of large subdivisions in Clarksburg are well underway. A new school cluster was formed last year when the new Clarksburg High School opened.

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 in the Gaithersburg vicinity and at the Shady Grove, Twinbrook, and White Flint METRO stations is underway. 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 is resulting in high-density multifamily communities near the Rockville METRO station.

As the availability of land for residential development decreases, infill and redevelopment will characterize new growth. Higher housing densities than seen in the past will be needed to increase the supply of housing in this urbanizing county. This type of development may create a problem for identifying adequate school sites to support new communities. Many of the new sites that will be needed may not be eligible for dedication. Site dedications are associated with "green fields" developments where very large subdivisions are in single ownership and there is sufficient school impact (in terms of the number of students generated by the development), so that the county can require dedication of the land. In contrast, in the newer land use plans that are focused on intensify-





Source: Montgomery County Department of Planning, October 2007.

Note: New completions include multifamily rental units. Existing rental units that turnover are not included in resale figures for existing housing.

ing housing in established areas of the county (especially near access to transit), the same conditions of subdivision scale and single ownership are seldom present. In some cases the county may face the added expense of purchasing school sites, in addition to the cost of constructing schools.

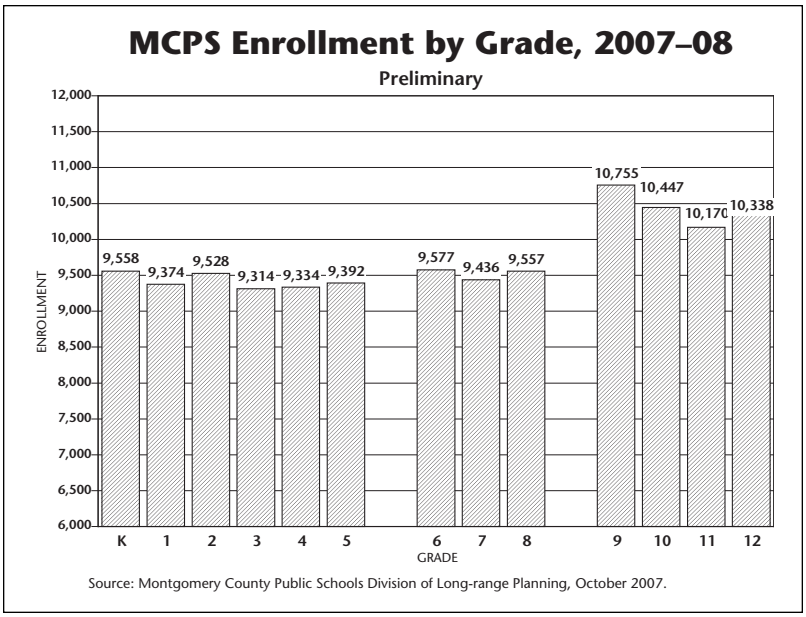
Growth Policy

The Montgomery County Growth Policy is the tool the county uses to regulate subdivision approvals commensurate with the availability of adequate transportation and school facilities. The Growth Policy test of school adequacy assesses school capacity five years in the future in 25 cluster areas. 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 (factoring in additional capacity that will be built as part of the County Council adopted CIP.) If a cluster exceeds guidelines at any school level, the cluster area is shut down to residential subdivision approvals for one year, until the next Growth Policy results are evaluated. A cluster may come out of the "closed" status in future growth policy tests if capacity is added in the CIP, a boundary change resolves the space deficit, or enrollment trends result in lower utilization levels.

Montgomery County is currently conducting a comprehensive review of the Growth Policy. This study is reevaluating the school test methodology and revenue approaches to fund capital projects. The County Council is expected to act on a new Growth Policy in mid-November 2007. A copy of the current Growth Policy school test may be found in appendix I.

Enrollment Forecast

The school enrollment forecasts presented in this document are based on county births, completion of the phase-in of the new kindergarten entry age, aging of the current student population, student migration patterns, and the latest projections of economic growth in terms of jobs and the housing market.



Source: Montgomery County Public Schools Division of Long-range Planning, October 2007.

In recent years, as the number of students in the elementary grades became smaller than those in the high school grades, total enrollment dipped. Preliminary September 30, 2007 enrollment is 138,256. Enrollment dips that occurred in the past few years at the elementary and middle school levels have now reached the high school level.

Because of increased births after 2000, and completion of the phase-in of the new kindergarten entry age, elementary enrollment pulled up from its dip and began increasing this year. Secondary enrollment will trend slightly downward for the next few years, and then rebound as larger grades move up. Beginning in 2011, the dip in total MCPS enrollment is projected to work through the system and annual increases in total enrollment will begin. Prekindergarten and Head Start enrollment are projected to remain stable, while modest increases in special education enrollment are projected.

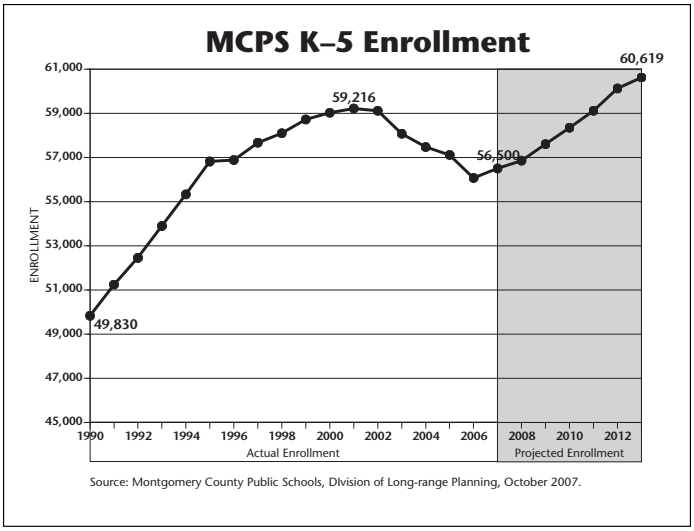
The six-year forecast for Grades K–5 enrollment shows an increase of 4,119 students from the 2007 enrollment of 56,500, to the projected 2013 enrollment of 60,619. The six-year forecast for Grades 6–8 enrollment shows a decline of 1,325 from the 2007 enrollment of 28,540 to the projected 2013 enrollment of 27,215. The six-year forecast for Grades 9–12 enrollment shows a decrease of 3,099 from the 2007 enrollment of 41,303 to the projected 2013 enrollment of 38,204. Factoring in the forecast for prekindergarten, alternative programs, Gateway to College, and special education programs, the six-year forecast for total MCPS enrollment shows an increase of 271 from the 2007 enrollment of 138,256, to the projected 2013 enrollment of 138,527. (See appendices A and B for further details on enrollments by grade level and program. See appendix P for a description of the MCPS enrollment forecasting methodology.)

Summary

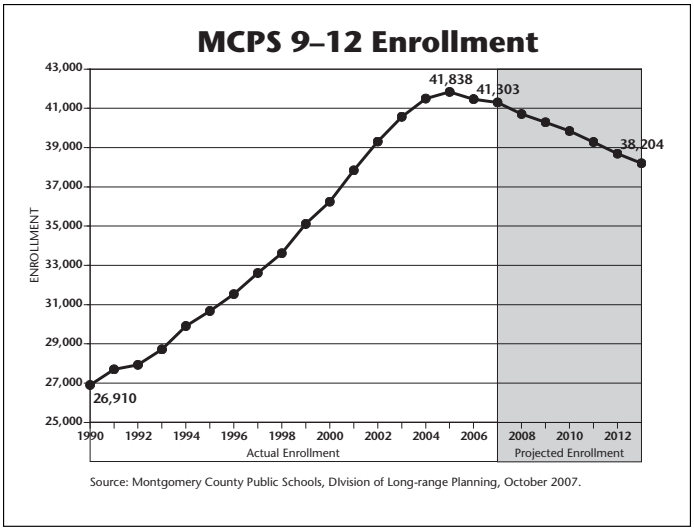
In1983, MCPS enrollment reached a low of 91,030 following the baby bust era of declining enrollment. Since that year, total MCPS enrollment grew dramatically, by over 47,000 students by 2007. The recent enrollment declines MCPS has experienced are a temporary dip that will work its way out of the system by 2011. Birth trends support the long-range forecast of renewed enrollment increases, albeit at a more gradual pace than seen in the past. The temporary lull in enrollment growth provides an opportunity to catch up on overdue school capacity needs. This year a multi-year initiative to reduce the use of relocatable classrooms resulted in the removal of 98 relocatable classrooms from schools. Capital projects to add more school capacity, presented in this FY 2009–2014 CIP, will support further reductions in the coming years.

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 2007–2008 school year, MCPS operates a total of 200 schools. Since 1983 MCPS has opened

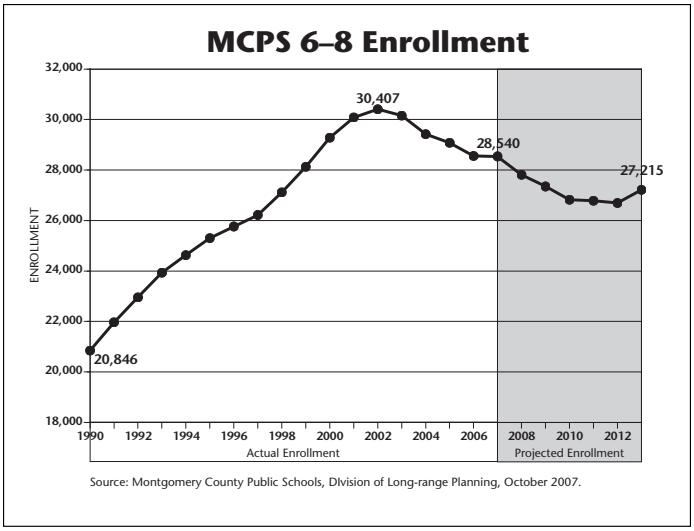
30 elementary schools, 17 middle schools, and 6 high schools (including 10 reopening of closed schools). In the next six years additional elementary schools and a middle school will be needed. Competing with the need for school capacity is the need to preserve our investment in school facilities through a systematic schedule of school modernizations. Over the past 22 years, 50 elementary schools, 10 middle schools, and 10 high schools have been modernized. As schools continue to age, modernizations remain a high priority. Overall, the facility plans and capital projects described in this document will enable the county to add school capacity, reduce the use of relocatable classrooms, and systematically renew our older schools.



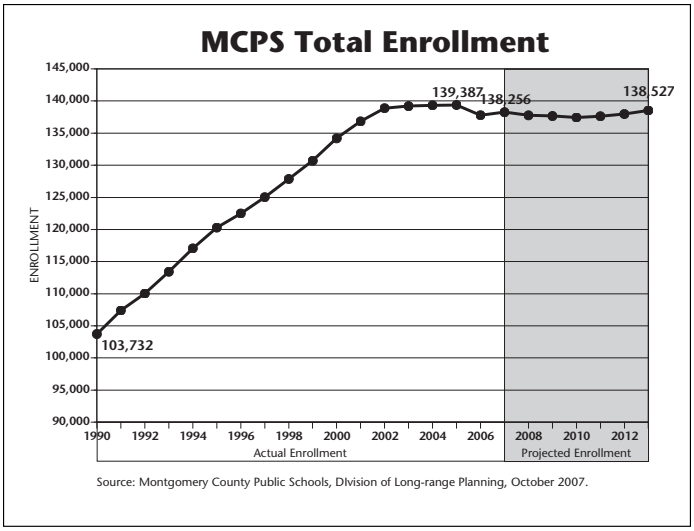
Source: Montgomery County Public Schools, DIvision of Long-range Planning, October 2007.



Source: Montgomery County Public Schools, DIvision of Long-range Planning, October 2007.



Source: Montgomery County Public Schools, DIvision of Long-range Planning, October 2007.



Source: Montgomery County Public Schools, DIvision of Long-range Planning, October 2007.

Chapter 3

Facility Planning Objectives

The FY 2009 Capital Budget and FY 2009–2014 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
- Develop, expand, and deliver a literacy-based prekindergarten to Grade 2 initiative
- 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 partnership with Montgomery County Public Schools (MCPS) employee organizations
- Strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement

Board of Education Capital Improvement Priorities:

1. Critical health and safety projects
2. Capacity projects
3. Capital maintenance projects
4. Modernizations
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). 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 October 17, 2006, the superintendent revised Regulation FAA–RA. 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 59 of the school systems' 130 elementary schools. Policy FAA and Regulation FAA–RA can be found in appendix T.

Policy FAA now requires that the superintendent include in his CIP recommendations each fall a review of certain guidelines involved in facility planning activities. The four guidelines are preferred range of enrollment, school capacity calculations, desired facility utilization levels, and school site size. In October 2006, the superintendent adjusted the middle school capacity calculation to better reflect the utilization of middle school facilities by multiplying the total capacity by .85 rather than by .9. Furthermore, the calculation for half-day kindergarten programs was removed since all elementary schools now offer a full-day kindergarten program. These changes are noted below in the School Capacity Calculation table. Having the guidelines included as part of the superintendent's CIP recommendations affords 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. The guidelines are outlined below.

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 recommended in this CIP, provide justification for the programming and construction of new school facilities and modernizations. Facility planning and capital programming activities are closely coordinated with educational program delivery approaches. In addition, an emphasis is placed on the inclusion of stakeholders in facility planning processes.

Seven objectives guide the facilities planning process and development of each CIP and Master Plan. These objectives are outlined below, with the remainder of this chapter dedicated to providing information on planning within each objective. The CIP also incorporates plans to implement the *State of Maryland Bridge to Excellence Master Plan* requirement for identifying programs to allow all eligible children admittance, free of charge, to publicly-funded prekindergarten programs by September 2007.

Facility Planning Objectives

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

OBJECTIVE 2: Meet long-term and interim space needs

OBJECTIVE 3: Modernize schools through a systematic modernization schedule

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

OBJECTIVE 5: Provide access to information technologies

OBJECTIVE 6: Support multipurpose use of schools

OBJECTIVE 7: 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 at a plateau for the next few years, the school system has an opportunity to address the overdue facility space needs of schools.

In recent years, several educational program initiatives in particular 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 59 schools most heavily affected by poverty and English language deficiency (called "focus schools"); and the expansion of full-day kindergarten to all schools in MCPS. Creative uses of existing space in schools, modifications to existing classrooms, and placement of relocatable classrooms have all been used to accommodate the additional staff needed to implement these initiatives. At schools with capital improvements in the facility planning or architectural planning phase, additions to accommodate these initiatives have been designed. These initiatives are described in further detail in the following paragraphs.

Class Size Reductions

Over the past few years, improved staffing ratios have impacted space availability at all schools as student-to-teacher ratios have fallen below the figure used in the past to rate classrooms and school capacities. For example, in the 2006–2007 school year, a staffing ratio of 22 to 1 was used to staff elementary schools in Grades 1–5. Currently, capacity ratings for elementary schools are calculated at 23 to 1. The elimination of combination classes in elementary schools also has reduced the average class size. Therefore, in a number of cases, schools that appear to be within their capacity actually require relocatable classrooms to accommodate the teaching staff that has been allocated.

MCPS has made other improvements in class size that have had less dramatic impact on facilities. In FY 1999, the Board of Education launched an initiative to reduce class size in secondary school mathematics classes to ensure that students complete Algebra 1 no later than Grade 9. This initiative limited the size of Grade 9 Algebra classes to no more than 20 students per teacher and had a minor impact on facilities at the high school level. Another initiative, to reduce class size in special education classes for students with learning and academic disabilities (LAD), began in the 2001–2002 school year with a three-year roll-out period. The goal of this initiative was to reduce LAD class sizes to the levels of FY 1995.

These improvements in special education class size have had an increasing impact on facilities.

Since FY 2001, staffing has been increased at middle and high schools to reduce the number of oversized classes. This initiative also permits high schools to offer more Advanced Placement and Honors classes without creating a greater number of oversized classes in other subject areas. Furthermore, the Board of Education approved additional positions for the high schools in the Downcounty Consortium to support smaller learning communities in the ninth grade. These initiatives are having relatively minor impact on space utilization in the secondary schools and are being addressed through the use of relocatable classrooms.

Early Success Performance Plan

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class size in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2, in the 59 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 has had a dramatic impact on utilization levels in elementary schools, creating the need for additional classrooms to accommodate the increased number of teaching positions.

The Board of Education Long-range Educational Facilities Planning regulation (FAA–RA) (See appendix T) sets capacity calculations to reflect the 17 to 1 staffing ratio for Grades 1 and 2 and the 15 to 1 staffing ratio for kindergarten at focus schools. The capacities that are published in the "Projected Enrollment and Space Availability" tables in chapter 4 of the CIP reflect the space availability for these schools. The "Facility Characteristics of Schools 2007–2008" tables in chapter 4 display the total number of relocatable classrooms at each school.

Full-day Kindergarten

As part of the Senate Bill 856 (*Bridge to Excellence in Public Schools Act of 2002*) signed into law on May 6, 2002, all schools in the State of Maryland were required to provide a full-day kindergarten program by September 2007. In Montgomery County, implementation of full-day kindergarten was completed for all elementary schools in August 2006.

Head Start and Prekindergarten Programs

The *Bridge to Excellence in Public Schools Act of 2002* requires that by the 2007–2008 school year, all eligible children "shall be admitted free of charge to publicly funded prekindergarten programs" established by the Board of Education. These programs are located based on the need of the community and transportation travel times on a yearly basis and are identified in appendix H.

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

Class Size Reduction Initiative Schools*

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

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

ing countywide capital projects. Funding is recommended in the FY 2009–2014 CIP to modify classrooms for the following schools:

Northwest HS	CISCO Academy Laboratory
Northwood HS	Musical Dance Academy
Quince Orchard HS	CISCO Academy Laboratory
Wheaton HS	Digital Art/Music Laboratory
Wheaton HS	Project Lead the Way Biomedical Laboratory

School Gymnasiums

Elementary gymnasiums are essential for the delivery of the physical education program and well-being of students. Gymnasiums also provide schools with flexibility in utilizing space, particularly when a school reaches or exceeds its capacity. Gymnasiums are scheduled to open during the 2007–2008 school year at the following schools:

- Arcola Elementary School
- Bel Pre Elementary School
- Thurgood Marshall Elementary School
- Burning Tree Elementary School
- Fairland Elementary School

There are an additional 17 elementary schools that do not have gymnasiums, with an additional two new elementary schools opening in the next 6 years. Schools needing gymnasiums are ranked based on enrollment size, capital project status, and percent of gymnasiums in a cluster to determine the order of schools to receive gymnasiums. Appendix F displays the approved schedule for gymnasiums.

OBJECTIVE 2: Meet Long-term and Interim Space Needs

Montgomery County has demonstrated a strong commitment to providing adequate school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. Enrollment in MCPS is now 47,000 students greater than it was in 1983, and 30 elementary schools, 17 middle schools, and 6 high schools have been added to the school system. Numerous additions to existing schools also have been constructed since 1983.

Long-term Space Needs

Although enrollment has reached a plateau, a continued commitment to capital projects for the next six years is necessary to address overdue space needs in MCPS schools. This year's enrollment is 138,256, and by 2013 enrollment is projected to be 138,527. This year, approximately 10,000 students attend classes in 462 relocatable classrooms. A key objective of this CIP is closing the gap between enrollment levels and school space. The CIP identifies where these space deficits are projected to occur and how the school system proposes to address the identified space deficits. Due to the high level of school utilization throughout the school system, there are few opportunities to address school space shortages through boundary changes. As a consequence, additions to existing schools, the opening of new schools, and the expansion of some schools during modernization are all important strategies that are utilized to address space needs. For a summary of recommended capital projects, please see the table in chapter 1 labeled "Superintendent's Recommended FY 2009 Capital Budget and FY 2009–2014 Capital Improvements Program Summary Table" (page 1-6).

This year MCPS is operating a total of 200 school facilities including 130 elementary schools, 38 middle schools, 25 high schools, 1 career and technology center, and 6 special education program centers. In August 2007 Arcola Elementary School opened. Funding is recommended in the FY 2009–2014 CIP for the opening of two new elementary schools—Clarksburg Elementary School #8 and Downcounty Consortium #29— and two proposed schools for the future—Clarksburg/Damascus Middle School and Clarksburg Cluster Elementary School.

In addition to school openings, appropriation funding is recommended for classroom additions at 12 schools in the next 6 years, including 11 elementary schools and 1 high school. These projects will add the instructional and support spaces needed to support the academic program at the schools. However, major core improvements and/or modifications to the existing facilities will not be included in the scope of work. These types of changes to a facility trigger significant code improvements that increase the cost of the project significantly and could lead to relocating students to another facility. A number of schools scheduled for modernization also will see increases in capacity as part of their modernization projects. Facility planning is recommended for feasibility studies to determine the scope and work for classroom addition projects for nine elementary schools and one high school.

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. In recent years, the number of relocatable classrooms in use grew dramatically as program initiatives described under Objective 1 were implemented and enrollment increased. This school year approximately 10,000 students attend class in 462 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. Adoption of the FY 2009–2014 CIP would reduce the number of relocatable classrooms.

Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms enable the school system to avoid significant capital investment where building needs are only short-term. Relocatable classrooms are not considered long-term or permanent solutions to addressing capacity needs.

Non-Capital Actions

Two boundary studies are recommended in the FY 2009–2014 CIP. One is needed as a result of a school opening while the other is needed to relieve overutilization at an elementary

school. The first boundary study that is recommended is for the new Clarksburg Elementary School #8. Representatives from Cedar Grove, Clarksburg, and Little Bennett elementary schools will participate on the boundary advisory committee. The boundary study will take place in spring 2008 for Board of Education action in November 2008. The school is scheduled to open in August 2009.

The second boundary study is recommended to relieve overutilization at Potomac Elementary School. Capacity is being added as part of the Bells Mill Elementary School modernization to accommodate additional students. Representatives from Bells Mill, Potomac, and Seven Locks elementary schools will participate in the boundary advisory committee. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study will include representatives from Cabin John Middle School and Herbert Hoover Middle School. The boundary study will take place in spring 2008 for Board of Education action in November 2008. Bells Mill Elementary School modernization is scheduled for completion in August 2009.

OBJECTIVE 3: Modernize Schools Through a Systematic Modernization Schedule

The Board of Education, superintendent, and school community recognize the necessity of modernizing older schools. Modernizations preserve investment in schools while updating them so that they can provide the variety of instructional spaces necessary to effectively deliver the current curriculum. Modernizing a school also provides access to up-to-date information technology for students, staff, and the community. The cost to modernize an older school so that it is educationally, technologically, and physically up-to-date is similar to the cost of constructing a new school. In addition, modernizations are critical components in revitalizing older, established neighborhoods and providing equity with newer schools. Modernized schools also have become important, barrier-free community resources after school hours.

The school modernization schedule is based on a standardized assessment tool called FACT—Facilities Assessment with Criteria and Testing. Schools beyond a certain age were assessed and scored on a standard set of facility and educational program space criteria. Schools were scheduled for modernization based on their ranking after the assessment (see appendix R). The order of modernization for assessed schools is found in appendix E. Though efforts have been made to assess all schools built or renovated before 1984, there remain 37 schools in this category that have not been assessed (26 elementary schools, 7 middle schools, and 4 special education program centers).

The Board of Education policy on modernizations, adopted in FY 1991, identified the goal of assessing schools for modernization when a facility is at least 30 years old. Since 1985, 70 schools have been modernized, including 50 elementary schools, 10 middle schools, and 10 high schools. Although this is a large number of facilities, the current pace of modernization does not allow MCPS to modernize schools on the desired 30-year schedule. At the current rate, some schools will be required to operate 60 or more years before being modernized. For MCPS to establish and maintain a 30-year schedule would require the modernization of approximately 1 middle school, and 4 elementary schools each year and 1 high school every two years. Because of funding limitations and a lack of secondary holding facilities, MCPS has been unable to achieve this schedule. Currently, MCPS has been modernizing 2 or 3 elementary schools per year, and 1 middle school and 1 high school every two years.

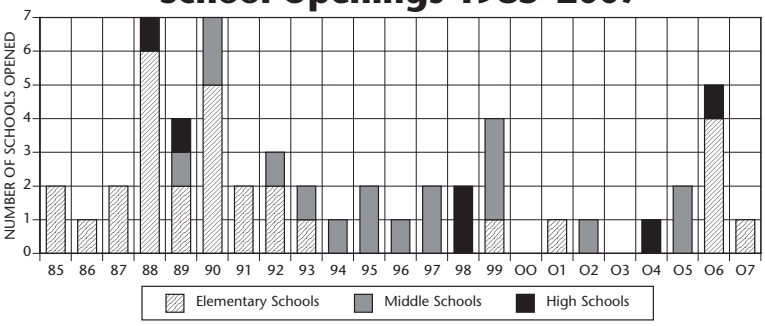
OBJECTIVE 4: Provide Schools that Are Environmentally Safe, Secure, Functionally Efficient, and Comfortable

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 funding effort in both budgets for building maintenance and systemic renovations. Until the modernization program reaches an acceptable cycle, additional funding needs to be dedicated to regular, preventive, and capital maintenance activities. Understanding the full cost of building maintenance is critical to developing a balance between the comprehensive maintenance plan and a modernization schedule that reflects the school system's priorities.

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 the 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 summer 2007 can be found in appendix Y.

School Openings 1985–2007



1985 — Flower Hill ES, Lake Seneca ES
1986 — Clopper Mill ES
1987 — Jones Lane ES, S. Christa McAuliffe ES
1988 — Goshen ES, Greencastle ES, Clearspring ES, Stone Mill ES, Strawberry Knoll ES, Waters Landing ES, Quince Orchard HS
1989 — Cloverly ES, Daly ES, Cabin John MS, Watkins Mill HS
1990 — Brooke Grove ES, Burnt Mills ES, Rachel Carson ES, Ronald McNair ES, Sequoyah ES, Briggs Chaney MS, Francis Scott Key MS
1991 — Dr. Charles R. Drew ES, Judith A. Resnik ES
1992 — Dr. Sally K. Ride ES, Lois P. Rockwell ES, Rosa M. Parks MS
1993 — Thurgood Marshall ES, Argyle MS
1994 — Roberto Clemente MS
1995 — Forest Oak MS, Rocky Hill MS
1996 — Neelesville MS
1997 — Kingsview MS, John Poole MS
1998 — James Hubert Blake HS, Northwest HS
1999 — Sligo Creek ES, North Bethesda MS, Shady Grove MS, Silver Spring International MS
2000 — None
2001 — Spark M. Matsunaga ES
2002 — Newport Mill MS
2003 — None
2004 — Northwood HS
2005 — Lakelands Park MS, A. Mario Loiderman MS
2006 — Great Seneca Creek ES
Little Bennett ES
Roscoe R. Nix ES
Sargent Shriver ES
Clarksburg HS
2007 — Arcola ES

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

The Water and Indoor Air Quality (WIAQ) Project funds mechanical retrofits and building modifications to address water and indoor air quality projects in MCPS schools. An amendment to the FY 2000 Capital Budget created this project that 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. This project was amended in FY 2005 to include lead remediation efforts for potable water in all schools.

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 Eco Response Team (SERT) program promotes efficient and responsible energy use in all schools. Schools practice environmental stewardship and implement energy saving strategies to earn quarterly awards.

Over the past three years, 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 that opened in September 2006 is the first public school in Maryland to be "gold" certified under the LEED rating system for green buildings. As the technologies utilized at Great Seneca Creek Elementary School prove themselves reliable and effective, these technologies will be incorporated in the design guidelines for future schools. Beginning in FY 2007, all new schools and modernizations in design development will be designed to achieve a LEED 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.

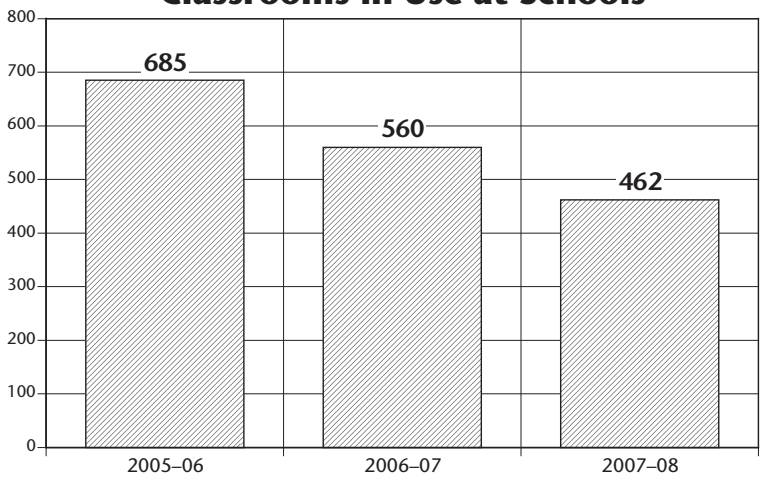
The Recommended FY 2009-2014 CIP includes funding to implement new initiatives in the School Security Program that will enhance the comprehensive security program already in place. The initiative includes: design and installation of Closed Circuit Television (CCTV) camera systems in all middle schools; 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: Provide Access to Information Technologies

MCPS strives to provide a quality education that prepares students to access, analyze, apply, and communicate information effectively so that they will become contributing members of a changing information-based society. In recognition of a disparity in the technology available between new or modernized schools, and older schools built during the 1960s, 1970s, and the early 1980s, the Board of Education adopted a comprehensive educational technology policy in December 1993. The policy seeks to ensure that students have the information technology skills required for the 21st century workplace and the means available for students to access information around the world. The policy also seeks to ensure that educational technology, ranging from the use of computers to interactive TV, is appropriately integrated into the instructional program and management of the school system.

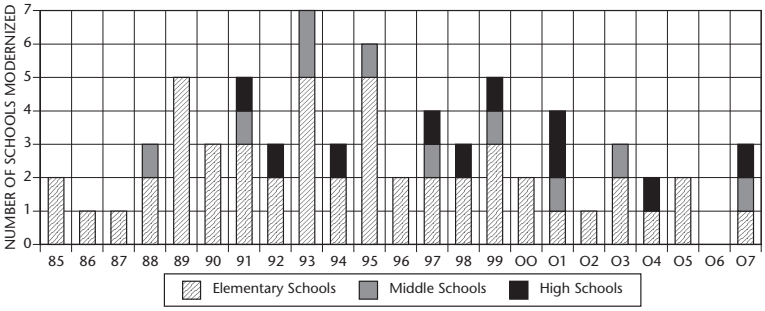
A strategic implementation plan (The Global Access Project and

Number of Relocatable Classrooms in Use at Schools



Source: Montgomery County Public Schools, Division of Construction.

School Modernizations 1985–2007*



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

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

Beyond) was approved in May 1997, with specific guides and assessments to provide staff support, hardware and software, and the capabilities for access to information within, between, and beyond the confines of MCPS facilities. The Global Access Project served to equip schools with hardware, software, and staff training to realize the strategic implementation plan. The Global Access Technology Project enabled all MCPS schools to be wired for global access by September 2002.

The Amended FY 2003–2008 CIP included a new project, Technology Modernization that provides needed technology updates for the original Global Access program schools and increases the number of computers in every school. The recommended funding for the Technology Modernization Program will provide more computers and interactive educational technology to strengthen our efforts to imporve student engagement and participation. The funding also will be used by teachers to assess students and modify instruction to meet the needs of each student.

OBJECTIVE 6: 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. Virtually all elementary schools in the system provide space for child-care providers, through a mixture of full-day centers and before and after school services.

Linkages to Learning, a collaborative program between the school system, the county Department of Health and Human Services, 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 over the next six years.

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 re-

Recommended Holding Facility/On-site Schedule

Holding Facility	SY 07–08	SY 08–09	SY 09–10	SY 10–11	SY 11–12	SY 12–13	SY 13–14
ELEMENTARY SCHOOLS							
North Lake	College Gardens	Cashell		Farmland		Bel Pre	
Radnor			Carderock Springs	Seven Locks	Beverly Farms	Rock Creek Forest	
Grosvenor		Bells Mill	Takoma Park	Garrett Park	Weller Road	Candlewood	
Fairland	Galway		Cresthaven	Canon Road	Glenallan		
MIDDLE SCHOOLS							
Tilden Center	Francis Scott Key		Cabin John		Herbert Hoover		William H. Farquhar
HIGH SCHOOLS							
On-site	Walter Johnson		Paint Branch			Wheaton	
				Gaithersburg			

Schools to Receive Technology Modernization for the 2007–2008 School Year

High Schools	Middle Schools	Elementary Schools	Special Schools
Damascus	Roberto Clemente	Arcola	Mark Twain
Thomas Edison	Eastern	Beall	RICA
Walter Johnson	Forest Oak	Bel Pre	
Col. Zadok Magruder	Martin Luther King, Jr.	Broad Acres	
Richard Montgomery	Kingsview	Brookhaven	
Paint Branch	Col. E. Brooke Lee	Burnt Mills	
Poolesville	Montgomery Village	College Gardens	
Seneca Valley	Parkland	Damascus	
Springbrook	John Poole	Flower Valley	
Wheaton	Julius West	Georgian Forest	
Thomas S. Wootton	Westland	Germantown	
		Jackson Road	
		Kemp Mill	
		Lakewood	
		North Chevy Chase	
		Oak View	
		William Tyler Page	
		Pine Crest	
		Rosemont	
		South Lake	
		Viers Mill	
		Westbrook	

sources to students and their family. 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. An additional school-based health center opened at Gaithersburg Elementary School during the 2005–2006 school year.

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 HHS. The planning group was an interagency group that developed selection criteria to rank schools and a timeline for constructing new SBHCs at school sites. Funding has been requested in the Department of Health and Human Services (DHHS) to plan and construct four additional SBHCs. The schools and scheduled opening dates are listed below.

Summit Hall ES	August 2008
New Hampshire ES	August 2009
Rolling Terrace ES	August 2010
Highland ES	August 2011

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 identified as the first school that would receive a school-based wellness center. FY 2007 operating funds were approved in the Department of Health and Human Services (DHHS) to plan for a wellness center beginning in the fourth quarter. MCPS and DHHS staff will work with Northwood High School to identify space to accommodate the program.

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 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. The maximum capacity of the combined recreation and aquatic facilities is 1,500 occupants.

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 7: Meet Special Education Program Space Needs

The Maryland State Department of Education has established a target for local school systems to address the need for special education students to receive access to services in the general

education environment. The target for FY 2008 requires 58.75 percent of students with disabilities to receive special education and related services in a general education setting. As a result of this mandate, the Department of Special Education Services (DSES), in collaboration with the Department of Facilities Management (DFM) and the Office of School Performance (OSP), plans and coordinates 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 nondisabled.

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. Elementary schools in the Bethesda-Chevy Chase, Gaithersburg, Northwest, Poolesville, and Sherwood clusters, and the Downcounty Consortium, provide home school services. The Learning and Academic Disabilities (LAD) Program and transition services are provided in each middle and high school.
- Special education services are cluster and quad-cluster based for elementary students recommended for the LAD Program.
- Special education services are available in quad clusters or regionally for students recommended for the elementary school-based Learning Center, Learning for Independence (LFI), School/Community-based, Infants and Toddlers, Preschool Education Program (PEP), Preschool Language Program, Autism Spectrum Disorders Program, Augmentative Communication Program, Emotional Disabilities Program, Bridge Program, Gifted and Talented/Learning Disabled Program, Secondary Learning Centers, Elementary Physical Disabilities Program, and the special education centers of Longview and Stephen Knolls.
- Special education services are county-based for students in need of the Preschool Vision Program, Deaf and Hard-of-Hearing Program, Secondary Extensions Program, Carl Sandburg Learning Center, Regional Institute for Children and Adolescence (RICA), Rock Terrace Program, Mark Twain Program, and the Secondary Physical Disabilities Program.

Preschool Special Education Growth

The Montgomery County Infants and Toddlers Program provides services to children with developmental delays from birth to three years of age in natural environments such as home, child care, or other community settings. Growth in the Infants and Toddlers Program has resulted in four centers being located in regional locations throughout the county. The number of staff at these centers is increasing, commensurate with the growth in the student population. As the number of young children identified with developmental delays continues to grow, each site will need to expand or additional sites will need to be added.

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. Enrollment in the PEP and preschool language classes grew from 528 in FY 2003 to 764 for FY 2007.

Providing preschool special education services in the least restrictive environment (LRE) has been very challenging because

Linkages to Learning Program Sites

School
Broad Acres ES**
Fox Chapel ES
Harmony Hills ES**
Highland ES
Gaithersburg ES**
Greencastle ES
Kemp Mill ES*
Maryvale ES
Montgomery Knolls/Pine Crest ES
New Hampshire Estates/Oak View ES
Sally K. Ride ES
Rolling Terrace ES
Rosemont ES
Sargent Shriver ES
Summit Hall ES
Viers Mill ES
Washington Grove ES
Weller Road ES
Wheaton Woods ES
Argyle MS*
Benjamin Banneker MS
Eastern MS
Forest Oak MS
Gaithersburg MS
Col. E. Brooke Lee MS*
A. Mario Loiederman MS
Parkland MS
Silver Spring International MS
White Oak MS
*The team at Kemp Mill ES also serves Argyle and E. Brooke Lee middle schools for the John F. Kennedy cluster.
**These schools also have a school-based health center.

of the limited number of general education preschool programs and services available in MCPS. DSES and the Division of Early Childhood Education are collaborating to collocate general and special education preschool classes to facilitate LRE for preschool students. The DFM and OSP are closely involved with the DSES in this process. In FY 2008, there are 12 sites where special education and general prekindergarten classes are collocated. In addition, there are seven locations that accommodate combination special education/early childhood classes for three-year-old children.

Chapter 4

Recommended Actions and Planning Issues

Chapter 4 is organized alphabetically by high school cluster and consortia. Each section includes a map of the cluster service areas and tables containing enrollment, demographic, room use, and facilities information for individual schools. Capital projects recommended for the FY 2009 Capital Budget and the FY 2009–2014 Capital Improvements Program (CIP) are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning decisions 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. While total system enrollment is at a plateau, changes in enrollment vary by grade level and location. Over the next six years, elementary enrollment will increase, leading to future increases in secondary enrollment. Enrollment trends will provide a welcome respite from past vigorous enrollment growth. 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 10,600 students in 462 relocatable classrooms. Reducing the use of these "temporary" classrooms is a key objective of this CIP.

For each cluster and the Downcounty and Northeast consortia, information is presented within a common framework. Planning issues of a clusterwide nature are followed by a discussion of individual secondary and elementary schools with recommended capital projects or non-capital actions. All clusters may not have clusterwide planning issues, and only schools that have plans that affect them are discussed in each cluster section.

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

- "Approved"—Project has an FY 2008 appropriation approved in the Amended FY 2007–2012 CIP.
- "Recommended"—Project has an FY 2009 appropriation recommended in the FY 2009–2014 CIP.
- "Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- "Proposed"—Project has facility planning recommended in the FY 2009–2014 CIP for a feasibility study.

For each cluster and the two consortia, four summary tables and a bar graph are presented. The bar graph shows the effects of approved and recommended 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 2017 and 2022 at the secondary level. Utilization rates are shown with 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 below. A second table, titled "Demographic

+ # Rooms—Number of rooms added
@Radnor—Students at holding school (Radnor)
AAC—Augmentative and Alternative Communication
AD—Learning and Academic Disabilities
AUT—Autism
BRIDGE—Bridge class (for some ED students)
Cap. TBD—Capacity to be determined
DHOH—Deaf and Hard of Hearing
ED—Emotional Disability Program
ELC—Elementary Learning Center
ESOL—English for Speakers of Other Languages
HS—Head Start
FDK—Full-day Kindergarten program
LAD—Learning and Academic Disabilities
LANG—Speech/Language Disabilities
LD/GT—Learning Disabled/Gifted and Talented
LFI—Learning for Independence
METS—Multidisciplinary Educational Training and Support class (for nonEnglish-speaking students with limited educational experience)
MSMC—Middle School Magnet Consortium
PD—Physical Disabilities class
PEP—Preschool Education Program
Pre-K—# of sessions of prekindergarten
Pre-K Lang—Preschool speech/language disabilities class
Reg. Sec.—Regular secondary classroom
Reg. Elem.—Regular elementary classroom
Rm CSR—# of classrooms for class-size reduction initiative
SCB—School/Community-Based Programs for Students with Mental Retardation
SLC—Secondary Learning Center
Sup. Rms.—Support rooms, such as art, music, and resource rooms
TBD—To be determined
VIS—Preschool or secondary Vision Impairment

Characteristics of Schools, 2007–2008" shows the following percentages for each school: race and ethnic group composition; student participation in the Free and Reduced-price Meals System (FARMS) program; student participation in the English for Speakers of Other Languages (ESOL) program year; and Mobility Rate (the number of entries and withdrawals during the 2006–2007 school year as compared to total enrollment). The "Room Use Table (School Year 2007–2008)" reflects detailed room use information for each school along with special education program information.

The final table, titled "Facilities Characteristics of Schools 2007–2008," shows facility information and the combined Facilities Assessment with Criteria and Testing (FACT) and educational specification assessments scores (the combined score is used to determine modernization priorities). The lower the combined score the greater the need for modernization.

Clusters for 2007–2008 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 (K–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)
  - Little Bennett ES (K–5)

DAMASCUS CLUSTER
Damascus HS (9–12)
- John T. Baker MS (6–8)
  - Clearspring ES (HS–5)
  - Damascus ES (K–5)
  - Laytonsville ES (K–5)*
  - Woodfield ES (K–5)
- Rocky Hill MS (6–8) *(shared with Clarksburg Cluster)**
  - Cedar Grove ES (K–5)*
  - Lois P. Rockwell ES (K–5)

DOWNCOUNTY CONSORTIUM
Montgomery Blair HS (9–12)
Albert Einstein HS (9–12)
John F. Kennedy HS (9–12)
Northwood HS (9–11 for 2007–2008; 9–12 for 2008–2009)
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–5)
  - Harmony Hills ES (HS–5)
  - Sargent Shriver ES (pre-K–5)
  - Strathmore ES (3–5)
  - Viers Mill ES (HS–5)
  - Weller Road ES (HS–5)
  - Wheaton Woods ES (HS–5)
- Eastern MS (6–8)
  - Montgomery Knolls ES (HS–2)
  - New Hampshire Estates ES (HS–2)
  - Oak View ES (3–5)
  - Pine Crest ES (3–5)
- Col. E. Brooke Lee MS (6–8)
  - Arcola ES (HS–4 August 2007, HS–5 August 2008)
  - Glenallan ES (HS–5)
  - Kemp Mill ES (pre-K–5)
- Newport Mill MS (6–8)
  - Highland ES (HS–5)*
  - Oakland Terrace ES (K–5)*
  - Rock View ES (pre-K–5)
- Silver Spring International MS (6–8)
  - Forest Knolls ES (K–5)
  - Highland View ES (pre-K–5)
  - Sligo Creek ES (K–5)
  - Rolling Terrace ES (HS–5)
- Sligo MS (6–8)
  - Glen Haven ES (pre-K–5)
  - Highland ES (HS–5) *
  - Oakland Terrace ES (K–5)*
  - Woodlin ES (K–5)
- Takoma Park MS (6–8)
  - East Silver Spring ES (HS–2)
  - Piney Branch ES (3–5)
  - Takoma Park ES (K–2)

GAITHERSBURG CLUSTER
Gaithersburg HS (9–12)
- Forest Oak MS (6–8)
  - Goshen ES (K–5)
  - Rosemont ES (pre-K–5)
  - Summit Hall ES (HS–5)
  - Washington Grove ES (HS–5)
- Gaithersburg MS (6–8)
  - Gaithersburg ES (pre-K–5)
  - Laytonsville ES (K–5)*
  - Strawberry Knoll ES (HS–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–5)
  - College Gardens ES (HS–5)
  - Ritchie Park ES (K–5)
  - Twinbrook ES (HS–5)

*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.

Clusters for 2007–2008 School Year

NORTHEAST CONSORTIUM
James H. Blake HS (9–12)
Paint Branch HS (9–12)
Springbrook HS (9–12)
- Benjamin Banneker MS (6–8)
  - Burtonsville ES (K–5)
  - Fairland ES (HS–5)*
  - Greencastle ES (pre-K–5)
- Briggs Chaney MS (6–8)
  - Cloverly ES (K–5)*
  - Fairland ES (HS–5)*
  - Galway ES (pre-K–5)
  - William T. Page ES (pre-K–5)
- William H. Farquhar MS (6–8) *(shared with Sherwood Cluster)**
  - Cloverly ES (K–5)*
  - Sherwood (K–5)*
  - Stonegate ES (K–5)*
- Francis Scott Key MS (6–8)
  - Burnt Mills ES (pre-K–5)
  - Cannon Road ES (K–5)
  - Cresthaven ES (3–5)
  - Dr. Charles R. Drew ES (pre-K–5)
  - Roscoe R. Nix ES (pre-K–2)
- White Oak MS (6–8)
  - Broad Acres ES (HS–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–5)
  - Great Seneca Creek ES (K–5)*
  - Germantown 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–5)
  - Meadow Hall ES (K–5)
  - Rock Creek Valley ES (pre-K–5)

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

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

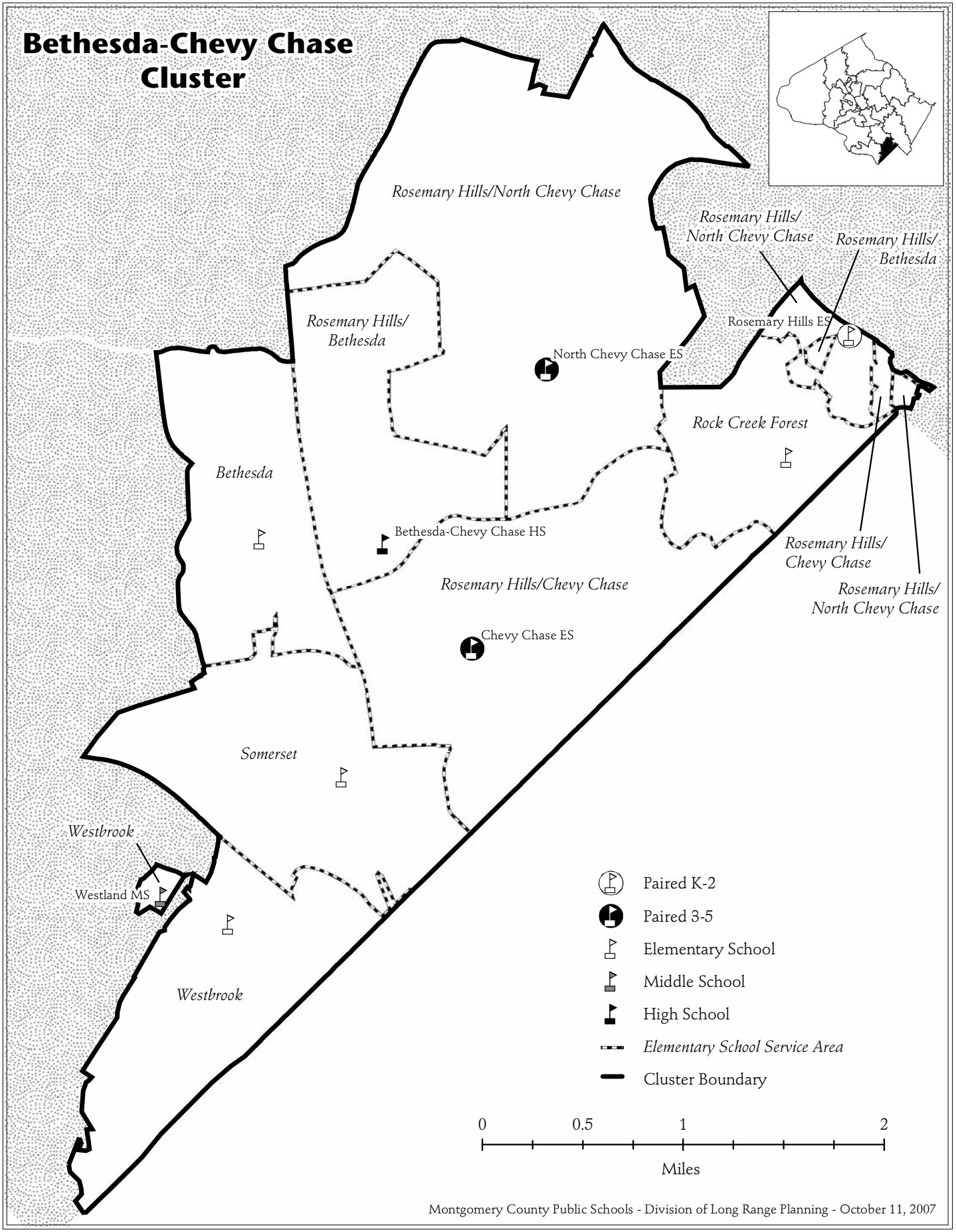
WATKINS MILL CLUSTER
Watkins Mill HS (9–12)
- Montgomery Village MS (6–8)
  - Stedwick ES (pre-K–5)*
  - Watkins Mill ES (HS–5)
  - Whetstone ES (pre-K–5)
- Neelsville MS (6–8) *(shared with Clarksburg Cluster)**
  - South Lake ES (HS–5)
  - Stedwick ES (pre-K–5)*

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
- Stephen Knolls School
- Longview School
- Rock Terrace School
- RICA—Regional Institute for Children and Adolescents
- Mark Twain School
- Carl Sandburg School

*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
Rosemary Hills/North Chevy Chase
Rosemary Hills/ North Chevy Chase
Rosemary Hills/ Bethesda
Rosemary Hills/ Bethesda
Rosemary Hills ES
North Chevy Chase ES
Rock Creek Forest
Bethesda
Bethesda-Chevy Chase HS
Rosemary Hills/ Chevy Chase
Rosemary Hills/ North Chevy Chase
Rosemary Hills/Chevy Chase
Chevy Chase ES
Somerset
Westbrook
Westland MS
Westbrook
Paired K-2
Paired 3-5
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.5
1
2
Miles
Montgomery County Public Schools - Division of Long Range Planning - October 11, 2007

SCHOOLS

Bethesda-Chevy Chase High School

Utilization: Projections indicate that enrollment at Bethesda-Chevy Chase High School will exceed the school's current capacity throughout the six-year CIP period. The build-out of five master-planned classrooms is needed to accommodate enrollment.

Capital Project: An FY 2008 appropriation was approved for the balance of the project. The scheduled completion date for the additional classrooms is August 2009.

Capital Project: An FY 2009 appropriation is recommended in the Building Modifications and Program Improvements (BMPI) project to provide an additional science laboratory for the school. In order for this project to be completed, state and local funding must be provided at levels recommended in this CIP.

Westland Middle School

Utilization: Projections indicate enrollment at Westland Middle School will exceed the school's current capacity throughout the six-year CIP period. A six-classroom addition is needed to accommodate the enrollment. Relocatable classrooms will continue to be utilized until the addition is constructed.

Capital Project: An FY 2008 appropriation for construction funds was approved for the classroom addition. The addition is scheduled to be completed by August 2008.

North Chevy Chase Elementary School

Capital Project: An FY 2009 appropriation is recommended for planning for a gymnasium. The scheduled completion date for the gymnasium is August 2010. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Rock Creek Forest Elementary School

Utilization: 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.

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

Rosemary Hills Elementary School

Utilization: Projections indicate enrollment at Rosemary Hills 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.

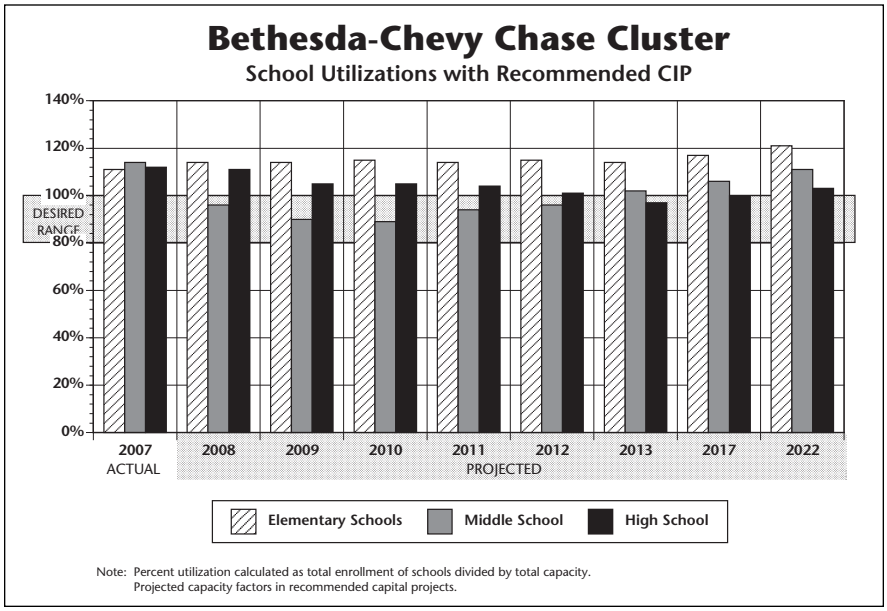
Capital Project: FY 2010 expenditures are programmed for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP.

Westbrook Elementary School

Capital Project: An FY 2009 appropriation is recommended for planning for a gymnasium. The scheduled completion date for the gymnasium is August 2010. In order for this gymnasium 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
B-CC HS	Classroom build-out	Approved	Aug. 2009
Westland MS	Classroom addition	Approved	Aug. 2008
North Chevy Chase ES	Gymnasium	Recommended	Aug. 2010
Rock Creek Forest ES	Modernization	Programmed	Jan. 2015
Rosemary Hills ES	Classroom addition	Proposed	TBD
Westbrook ES	Gymnasium	Recommended	Aug. 2010



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12–13	13–14	2017	2022
Bethesda–Chevy Chase HS		Program Capacity	1544	1544	1656	1656	1656	1656	1656	1656	1656
		Enrollment	**1724**	**1719**	**1744**	**1734**	**1714**	**1666**	**1605**	**1650**	**1700**
		Available Space	*(180)*	*(175)*	*(88)*	*(78)*	*(58)*	*(10)*	*51*	*6*	*(44)*
		Comments			+5 Rooms						
Westland MS		Program Capacity	910	1037	1037	1037	1037	1037	1037	1037	1037
		Enrollment	**1034**	**1000**	**930**	**923**	**970**	**998**	**1059**	**1100**	**1150**
		Available Space	*(124)*	*37*	*107*	*114*	*67*	*39*	*(22)*	*(63)*	*(113)*
		Comments		+6 Rooms							
Bethesda ES		Program Capacity	384	384	384	384	384	384	384		
Grades (K–5)		**Enrollment**	**449**	**462**	**467**	**479**	**462**	**472**	**463**		
Grades (3–5)		Available Space	*(65)*	*(78)*	*(83)*	*(95)*	*(78)*	*(88)*	*(79)*		
Paired With		Comments									
Rosemary Hills ES											
Chevy Chase ES		Program Capacity	429	429	429	429	429	429	429		
Grades (3–6)		**Enrollment**	**442**	**446**	**439**	**446**	**451**	**447**	**441**		
Paired With		Available Space	*(13)*	*(17)*	*(10)*	*(17)*	*(22)*	*(18)*	*(12)*		
Rosemary Hills ES		Comments									
North Chevy Chase ES		Program Capacity	276	276	276	276	276	276	276		
Grades (3–6)		**Enrollment**	**316**	**336**	**349**	**357**	**346**	**343**	**342**		
Paired With		Available Space	*(40)*	*(60)*	*(73)*	*(81)*	*(70)*	*(67)*	*(66)*		
Rosemary Hills ES		Comments				+ Gym					
Rock Creek Forest ES	CSR	Program Capacity	404	404	404	404	404	404	404		
		Enrollment	**501**	**508**	**511**	**506**	**505**	**505**	**504**		
		Available Space	*(97)*	*(104)*	*(107)*	*(102)*	*(101)*	*(101)*	*(100)*		
		Comments				Facility Planning For Mod.			@Radnor Facility		
Rosemary Hills ES		Program Capacity	494	494	494	494	494	494	494		
Grades (K–2)		**Enrollment**	**604**	**618**	**598**	**595**	**594**	**595**	**598**		
Paired With		Available Space	*(110)*	*(124)*	*(104)*	*(101)*	*(100)*	*(101)*	*(104)*		
Bethesda ES		Comments			Facility Planning For Add.						
Chevy Chase ES											
North Chevy Chase ES											
Somerset ES		Program Capacity	457	457	457	457	457	457	457		
		Enrollment	**381**	**374**	**388**	**393**	**391**	**395**	**395**		
		Available Space	*76*	*83*	*69*	*64*	*66*	*62*	*62*		
		Comments									
Westbrook ES		Program Capacity	293	293	293	293	293	293	293		
		Enrollment	**337**	**366**	**363**	**379**	**384**	**395**	**375**		
		Available Space	*(44)*	*(73)*	*(70)*	*(86)*	*(91)*	*(102)*	*(82)*		
		Comments				+ Gym					
Cluster Information		HS Utilization	112%	111%	105%	105%	104%	101%	97%	100%	103%
		HS Enrollment	1724	1719	1744	1734	1714	1666	1605	1650	1700
		MS Utilization	114%	96%	90%	89%	94%	96%	102%	106%	111%
		MS Enrollment	1034	1000	930	923	970	998	1059	1100	1150
		ES Utilization	111%	114%	114%	115%	114%	115%	114%	117%	121%
		ES Enrollment	3030	3110	3115	3155	3133	3152	3118	3200	3300

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Bethesda–Chevy Chase HS	1724	16.5%	0.2%	7.4%	14.7%	61.3%	9.1%	5.0%	8.7%
Westland MS	1034	13.5%	0.5%	7.3%	13.9%	64.8%	11.2%	3.9%	7.0%
Bethesda ES	449	5.3%	0.0%	12.7%	10.2%	71.7%	8.9%	9.4%	12.5%
Chevy Chase ES	442	11.8%	0.0%	8.6%	6.3%	73.3%	14.8%	8.6%	5.8%
North Chevy Chase ES	316	15.8%	0.3%	7.0%	8.5%	68.4%	10.1%	3.2%	4.6%
Rock Creek Forest ES	501	19.4%	1.4%	6.0%	22.4%	50.9%	22.3%	9.9%	9.2%
Rosemary Hills ES	604	16.1%	0.3%	7.8%	13.1%	62.7%	18.1%	13.0%	10.9%
Somerset ES	381	4.5%	0.3%	12.6%	5.5%	77.2%	4.5%	14.4%	10.6%
Westbrook ES	337	3.9%	0.0%	7.1%	7.1%	81.9%	2.5%	8.2%	5.7%
Elementary Cluster Total	**3030**	**11.6%**	**0.4%**	**8.8%**	**11.1%**	**68.2%**	**12.8%**	**10.0%**	**8.8%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Bethesda–Chevy Chase HS	9–12	1544	71		65								2	1	3																		
Westland MS	6–8	910	44		41								1		2																		
Bethesda ES	K–5	384	21	3		13						3					1				1												
Chevy Chase ES	3–6	429	24	5		18								1																			
North Chevy Chase ES	3–6	276	15	3		12																											
Rock Creek Forest ES	K–5	380	23	3		8	8				4																						
Rosemary Hills ES	Pre-K–2	494	27	4		11			1			8				1						2											
Somerset ES	K–5	457	23	3		17						3																					
Westbrook ES	K–5	293	17	3		9						3													2								

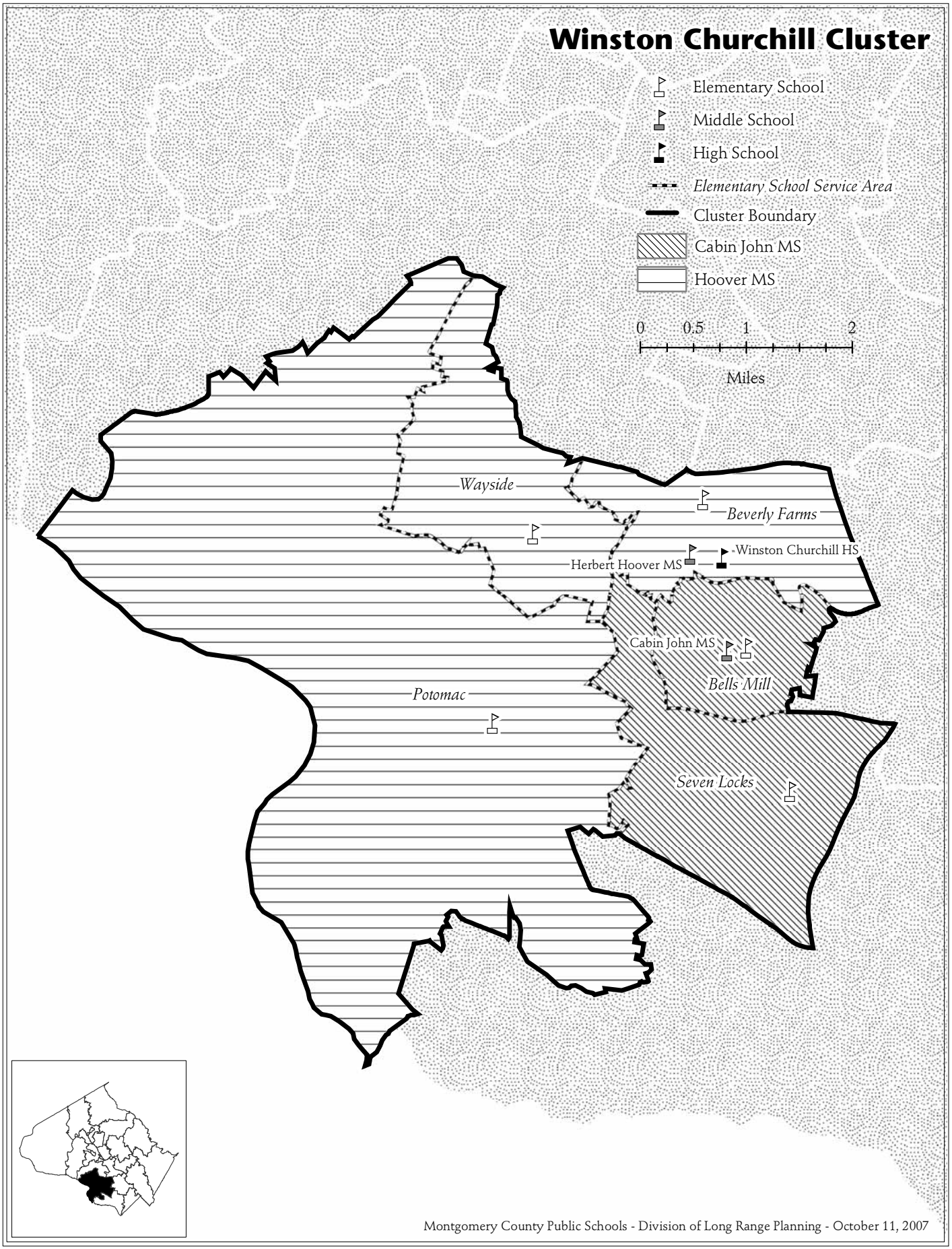
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Bethesda–Chevy Chase HS	1934	2001	308,215	16.4								
Westland MS	1951	1997	139,661	25.1						6		
Bethesda ES	1952	1999	62,557	7.5			Yes			3		Yes
Chevy Chase ES	1936	2000	70,976	3.8			Yes					Yes
North Chevy Chase ES	1953	1995	42,035	7.9						3		
Rock Creek Forest ES	1950	1971	54,522	8		1492	Yes			6		Yes
Rosemary Hills ES	1956	1988	70,541	6.1						5		Yes
Somerset ES	1949	2005	80,122	3.7		1422	Yes					Yes
Westbrook ES	1939	1990	46,822	12.5	Yes		Yes		Yes	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.*


Winston Churchill Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Cabin John MS
Hoover MS
0
0.5
1
2
Miles
Wayside
Beverly Farms
Herbert Hoover MS
Winston Churchill HS
Cabin John MS
Bells Mill
Potomac
Seven Locks
Montgomery County Public Schools - Division of Long Range Planning - October 11, 2007

CLUSTER PLANNING ISSUES

Planning Issue: As part of the adopted FY 2007–2012 CIP, the County Council denied funding for previously adopted plans to build a replacement school for Seven Locks Elementary School on the Kendale Road site, and to provide additional capacity to relieve overutilization at Potomac Elementary School through boundary changes. In lieu of the replacement facility for Seven Locks Elementary School, the County Council adopted a plan to relieve Potomac Elementary School by adding additional capacity to the upcoming modernization of Bells Mill Elementary School. The originally scheduled completion date for the Bells Mill Elementary School modernization was August 2010. However, since the modernization will provide relief for Potomac Elementary School, the completion date was changed to August 2009.

Because the change in facility plans results in a two-year delay in addressing overutilization at Potomac Elementary School, the following capital maintenance improvements were completed at the school: replaced carpets with floor tile in all classrooms; replaced carpet in administration area; painted interior throughout where needed; replaced ceiling tiles in kitchen; renovated the Media Center; replaced thermostats; installed new public announcement speakers; replaced flooring; installed keyless entry/card swipe; provided a storage container; provided new furniture for the staff lounge; resurfaced blackboards; and replaced tack boards. The planned restroom renovation project scheduled for FY 2009 was moved up by one year, from summer 2008 to summer 2007.

Under the plan adopted by the County Council, the modernization of Seven Locks Elementary School was moved back to its originally scheduled completion date of January 2012. The modernization will be completed at the current location, including a four to eight classroom addition.

SCHOOLS

Winston Churchill High School

Capital Project: An FY 2009 appropriation is recommended in the Building Modifications and Program Improvements (BMPI) project to provide three additional science laboratories for the school. In order for this project to be completed, state and local funding must be provided at levels recommended in this CIP.

Cabin John Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2011. An FY 2009 appropriation is recommended for construction funds to begin site work for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Non-Capital Action: A boundary study is recommended to evaluate boundary options to relieve overutilization at Potomac Elementary School in spring 2008 with Board of Education action scheduled for November 2008. The scope of the boundary study is the Bells Mill, Seven Locks, and Potomac elementary school service areas. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study will include representatives from Cabin John and Herbert Hoover middle schools.

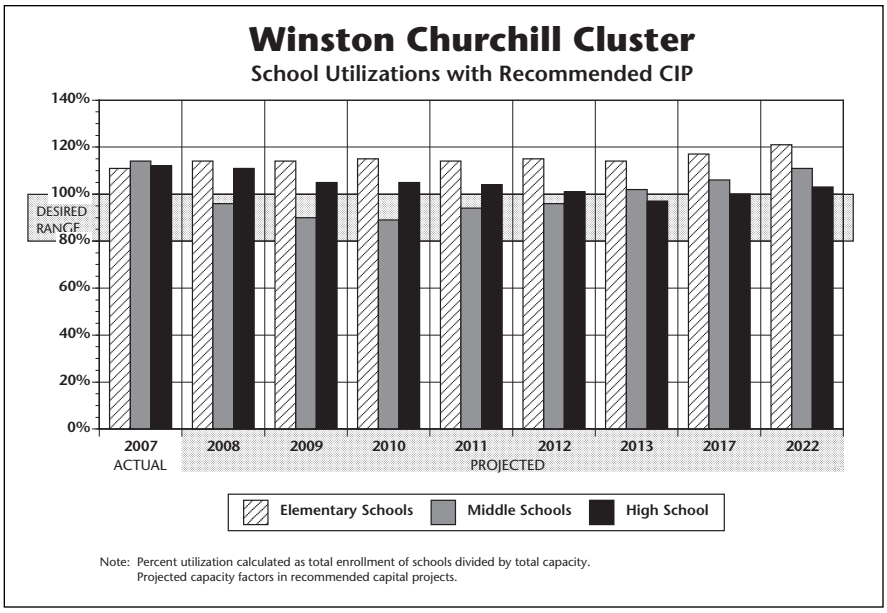
Herbert Hoover Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2013. An FY 2009 appropriation for facility planning is recommended for a feasibility study to determine the scope and cost 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.

Non-Capital Action: A boundary study is recommended to evaluate boundary options to relieve overutilization at Potomac Elementary School in spring 2008 with Board of Education action scheduled for November 2008. The scope of the boundary study is the Bells Mill, Seven Locks, and Potomac elementary school service areas. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study will include representatives from Cabin John and Herbert Hoover middle schools.

Bells Mill Elementary School

Utilization: The school is projected to exceed its current capacity throughout the six-year CIP period. Relocatable class-



rooms will be used until additional capacity is constructed as part of the modernization project.

Capital Project: A modernization project was previously scheduled for this school with a completion date of August 2009. Due to County Council adopted changes in plans for elementary school space in the Winston Churchill Cluster, the completion date for the modernization was changed to August 2009 to provide additional capacity to address space deficits at Potomac Elementary School. An FY 2008 appropriation was approved for construction to begin the modernization.

Capital Project: An FY 2008 appropriation was approved to construct a gymnasium. The scheduled completion date for this gymnasium is August 2009.

Non-Capital Action: A boundary study is recommended to evaluate boundary options to relieve overutilization at Potomac Elementary School in spring 2008 with Board of Education action scheduled for November 2008. The scope of the boundary study is the Bells Mill, Seven Locks, and Potomac elementary school service areas. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study will include representatives from Cabin John and Herbert Hoover middle schools.

Beverly Farms Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2013. An FY 2009 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost of modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Potomac Elementary School

Utilization: Enrollment at Potomac Elementary School currently exceeds capacity and is projected to exceed capacity throughout the six-year CIP period. Capacity will be added at Bells Mill Elementary School when it is modernized in August 2009 and at Seven Locks Elementary School in January 2012, to accommodate student reassignments from Potomac Elementary School. Relocatable classrooms will be utilized until the modernization of Bells Mill Elementary School is completed.

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.

Non-Capital Action: A boundary study is recommended to evaluate boundary options to relieve overutilization at Potomac Elementary School in spring 2008 with Board of Education action scheduled for November 2008. The scope of the boundary study is the Bells Mill, Seven Locks, and Potomac elementary school service areas. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study will include representatives from Cabin John and Herbert Hoover middle schools.

Seven Locks Elementary School

Planning Issue: Funding for previously adopted plans to build a replacement school for Seven Locks Elementary School on the Kendale Road site to provide additional capacity to relieve Potomac Elementary School, was denied by the County Council as part of the adopted FY 2007–2012 CIP. As a result, the Seven Locks Elementary School modernization has been moved back to its original schedule, for completion in January 2012. This modernization will include a four to eight classroom addition and will be constructed at the current Seven Locks Elementary School site.

Capital Project: A modernization project is scheduled for this school with a completion date of January 2012. An FY 2009 appropriation is recommended for planning to complete 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.

Capital Project: FY 2010 expenditures are programmed for planning to begin the architectural design for a gymnasium that will be constructed as part of the modernization project. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Non-Capital Action: A boundary study is recommended to evaluate boundary options to relieve overutilization at Potomac Elementary School in spring 2008 with Board of Education action scheduled for November 2008. The scope of the boundary study is the Bells Mill, Seven Locks, and Potomac elementary school service areas. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study will include representatives from Cabin John and Herbert Hoover middle schools.

Wayside Elementary School

Utilization: Projections indicate that enrollment at Wayside Elementary School will exceed capacity throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until additional capacity is available.

Capital Project: An FY 2008 appropriation was approved for construction of the addition scheduled to be completed in August 2008.

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

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Cabin John MS	Modernization	Recommended	Aug. 2011
Hoover MS	Modernization	Recommended	Aug. 2013
Bells Mill ES	Modernization	Approved	Aug. 2009
	Gymnasium	Approved	Aug. 2009
Beverly Farms ES	Modernization	Recommended	Aug. 2013
Potomac ES	Modernization	Programmed	Jan. 2018
Seven Locks ES	Modernization	Recommended	Jan. 2012
	Gymnasium	Programmed	Jan. 2012
Wayside ES	Addition	Approved	Aug. 2008
	Modernization	Programmed	Aug. 2016

Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12–13	13–14	2017	2022
Winston Churchill HS		Program Capacity	1972	1972	1972	1972	1972	1972	1972	1972	1972
		Enrollment	**2107**	**2083**	**2041**	**1986**	**1943**	**1896**	**1847**	**1900**	**2000**
		Available Space	*(135)*	*(111)*	*(69)*	*(14)*	*29*	*76*	*125*	*72*	*(28)*
		Comments									
Cabin John MS		Program Capacity	844	844	844	844	1014	1014	1014	1014	1014
		Enrollment	**930**	**875**	**890**	**849**	**833**	**801**	**811**	**850**	**900**
		Available Space	*(86)*	*(31)*	*(46)*	*(5)*	*181*	*213*	*203*	*164*	*114*
		Comments	Boundary Study See Text		@ Tilden Facility		Mod. Complete Aug. 2011				
Herbert Hoover MS		Program Capacity	927	927	927	927	927	927	927	927	927
		Enrollment	**1043**	**971**	**955**	**929**	**935**	**943**	**956**	**1000**	**1050**
		Available Space	*(116)*	*(44)*	*(28)*	*(2)*	*(8)*	*(16)*	*(29)*	*(73)*	*(123)*
		Comments	Boundary Study See Text	Facility Planning for Mod.			@ Tilden Facility		Mod. Complete Aug. 2013		
Bells Mill ES		Program Capacity	365	365	609	609	609	609	609		
		Enrollment	**406**	**399**	**428**	**440**	**449**	**456**	**463**		
		Available Space	*(41)*	*(34)*	*181*	*169*	*160*	*153*	*146*		
		Comments	Bound. Study @Grosvenor Facility Jan.08		Mod. Comp. Aug. 2009 + Gym, +1 HS, +3 AUT						
Beverly Farms ES		Program Capacity	541	541	541	541	541	541	679		
		Enrollment	**587**	**588**	**596**	**611**	**622**	**632**	**636**		
		Available Space	*(46)*	*(47)*	*(55)*	*(70)*	*(81)*	*(91)*	*43*		
		Comments		Facility Planning For Mod.			@ Radnor Facility Jan. 2012		Mod. Complete Aug. 2013		
Potomac ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	**545**	**541**	**547**	**542**	**541**	**545**	**550**		
		Available Space	*(134)*	*(130)*	*(136)*	*(131)*	*(130)*	*(134)*	*(139)*		
		Comments	Boundary Study					Facility Planning For Mod.			
Seven Locks ES		Program Capacity	251	251	251	251	410	410	410		
		Enrollment	**260**	**253**	**262**	**266**	**280**	**290**	**290**		
		Available Space	*(9)*	*(2)*	*(11)*	*(15)*	*130*	*120*	*120*		
		Comments	Boundary Study			@ Radnor Facility	Mod. Comp. Jan. 2012 + Gym				
Wayside ES		Program Capacity	491	657	657	657	657	657	657		
		Enrollment	**603**	**605**	**599**	**611**	**623**	**616**	**625**		
		Available Space	*(112)*	*52*	*58*	*46*	*34*	*41*	*32*		
		Comments		+8 Rooms +1 SCB			Facility Planning For Mod.				
Cluster Information		HS Utilization	107%	106%	103%	101%	99%	96%	94%	96%	101%
		HS Enrollment	2107	2083	2041	1986	1943	1896	1847	1900	2000
		MS Utilization	111%	104%	104%	100%	91%	90%	91%	95%	100%
		MS Enrollment	1973	1846	1845	1778	1768	1744	1767	1850	1950
		ES Utilization	117%	107%	99%	100%	96%	97%	93%	96%	99%
		ES Enrollment	2401	2386	2432	2470	2515	2539	2564	2650	2750

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2107	7.1%	0.1%	22.3%	5.0%	65.5%	3.0%	0.2%	5.7%
Cabin John MS	930	8.6%	0.3%	28.0%	5.6%	57.5%	4.3%	3.2%	6.1%
Herbert Hoover MS	1043	6.8%	0.1%	26.2%	4.3%	62.6%	2.2%	1.2%	5.7%
Bells Mill ES	406	11.8%	0.7%	17.5%	8.6%	61.3%	7.6%	8.6%	7.4%
Beverly Farms ES	587	6.6%	0.2%	22.5%	8.5%	62.2%	3.8%	6.5%	8.9%
Potomac ES	545	6.2%	0.6%	26.1%	3.5%	63.7%	2.1%	3.0%	4.3%
Seven Locks ES	260	5.4%	0.8%	13.1%	8.1%	72.7%	2.4%	6.8%	6.0%
Wayside ES	603	6.1%	0.5%	30.2%	3.8%	59.4%	2.2%	4.3%	4.2%
Elementary Cluster Total	**2401**	**7.2%**	**0.5%**	**23.4%**	**6.2%**	**62.8%**	**3.6%**	**5.6%**	**6.1%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Winston Churchill HS	9–12	1972	94		82										5								1	6									
Cabin John MS	6–8	844	45		36								1		2					3	2		1											
Herbert Hoover MS	6–8	927	47		40								1		2									3									1
Bells Mill ES	K–5	365	20	4		13						3																					
Beverly Farms ES	K–5	541	29	4		18						4					3																
Potomac ES	K–5	411	22	4		15						3																					
Seven Locks ES	K–5	251	15	4		9						2																					
Wayside ES	K–5	491	27	4		17						4									2												

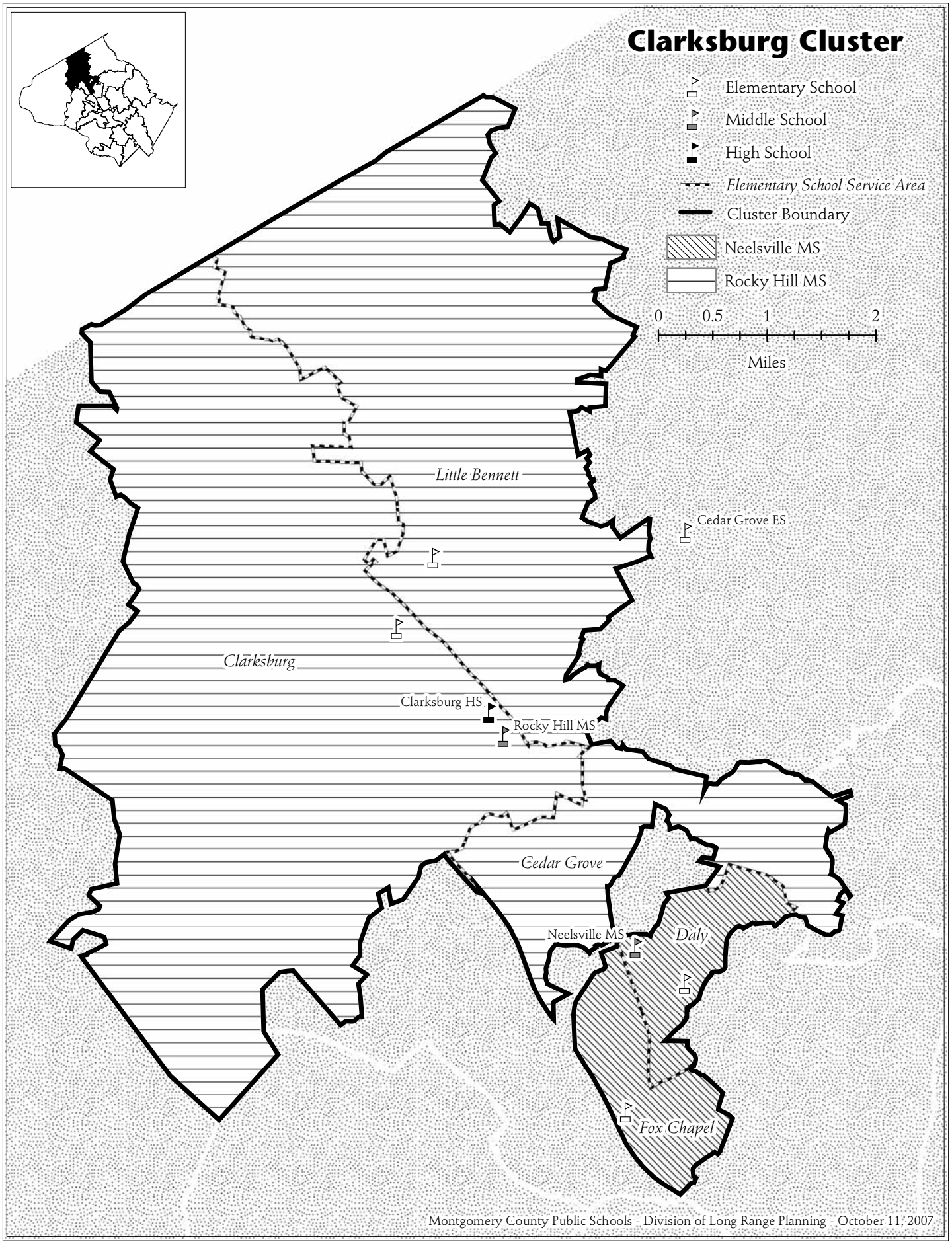
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Winston Churchill HS	1964	2001	322,078	30.3								
Cabin John MS	1967	1989	120,788	18.2		1422				2		
Herbert Hoover MS	1966		135,342	19.1		1427				6		
Bells Mill ES	1968		37,871	9.6		1319			Yes	4		
Beverly Farms ES	1965		58,397	5	Yes	1427				2		Yes
Potomac ES	1949	1976	57,713	10		1550				7		Yes
Seven Locks ES	1964		29,190	9.6		1344				1		
Wayside ES	1969		57,749	9.3		1502				5		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.*


Clarksburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Neelsville MS
Rocky Hill MS
0
0.5
1
2
Miles
Little Bennett
Cedar Grove ES
Clarksburg
Clarksburg HS
Rocky Hill MS
Cedar Grove
Neelsville MS
Daly
Fox Chapel
Montgomery County Public Schools - Division of Long Range Planning - October 11, 2007

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 are now in development. A new cluster of schools was formed in 2006–2007 with the opening of Clarksburg High School. A new elementary school opened in 2006–2007 and an additional middle school and additional elementary schools are needed during the six-year CIP period to address enrollment growth in this cluster.

SCHOOLS

Clarksburg High School

Utilization: Projections indicate enrollment at Clarksburg High School will exceed capacity throughout the six-year period. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2009 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.

Clarksburg/Damascus Middle School

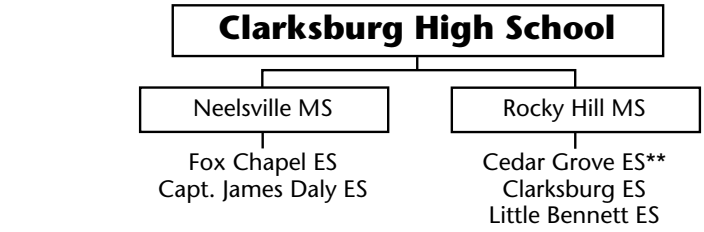
Utilization: With the opening of Clarksburg High School, Neelsville Middle School became a shared school, serving the Clarksburg and Watkins Mill clusters. The Neelsville Middle School facility is within the boundary of the Clarksburg Cluster. Long-term projections for middle schools in the Clarksburg Cluster indicate that additional middle school capacity will be needed. As part of the Amended FY 2007–2012 CIP, a new middle school facility was proposed in the Watkins Mill Cluster, to allow the current Neelsville facility to completely serve students from the Clarksburg Cluster. However, due to a decline in middle school enrollment in the Watkins Mill cluster, a second middle school cannot be justified for the cluster. In contrast, middle school enrollment in the Clarksburg Cluster increased significantly this year and is projected to grow throughout the six-year period. In order to accommodate the growing enrollment in the Clarksburg Cluster, a new middle school is proposed to serve students in the Clarksburg/Damascus clusters.

Capital Project: An FY 2009 appropriation is recommended for facility planning for a feasibility study to determine the feasibility, scope, and cost for a new middle school in the Clarksburg/Damascus clusters. A completion date for the school will be considered in a future CIP.

Rocky Hill Middle School

Utilization: With the opening of Clarksburg High School, Neelsville Middle School became a shared school, serving the Clarksburg and Watkins Mill clusters. The Neelsville Middle School facility is within the boundary of the Clarksburg Cluster. Long-term projections for middle schools in the Clarksburg Cluster indicate that additional middle school capacity will be needed. As part of the Amended FY 2007–2012 CIP, a new middle school facility was proposed in the Watkins Mill Cluster, to allow the current Neelsville facility to completely serve students from the Clarksburg Cluster. However, due to a decline in middle school enrollment in the Watkins Mill cluster, a second middle school cannot be justified for the cluster. In contrast, middle school enrollment in the Clarksburg Cluster increased significantly this year and is projected to grow throughout the six-year period. In order to accommodate the growing enrollment in the Clarksburg Cluster, a new middle

Clarksburg Cluster Articulation*

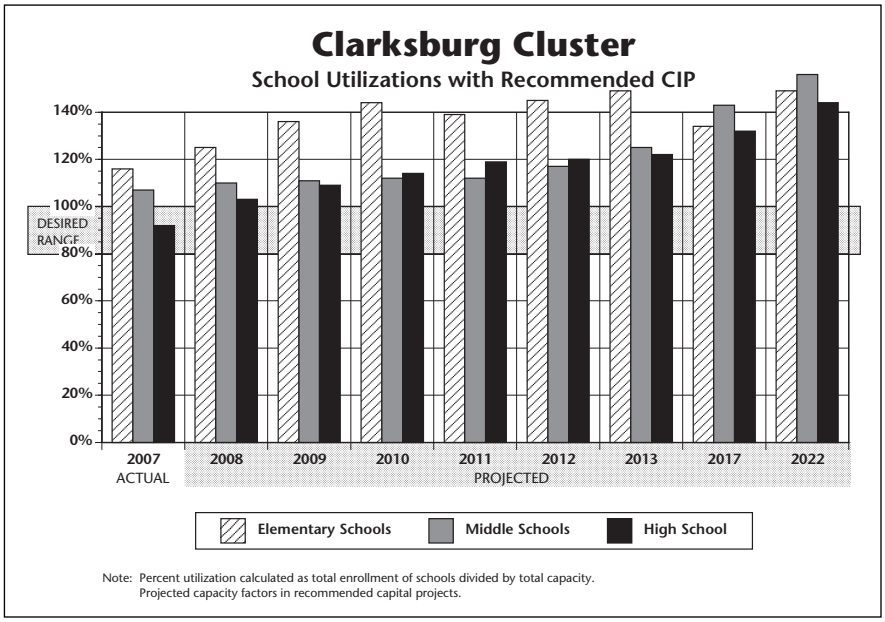


* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

* 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.



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

school is proposed to serve students in the Clarksburg/Damascus clusters.

Cedar Grove Elementary School

Utilization: Enrollment at Cedar Grove Elementary School currently exceeds capacity. Enrollment at the school is projected to grow throughout the six-year planning period. Relocatable classrooms will continue to be utilized until Clarksburg Elementary School #8 opens in August 2009.

Non-Capital Action: A boundary study is recommended to evaluate boundary options to relieve overutilization at Cedar Grove, Clarksburg, and Little Bennett elementary schools in spring 2008 with Board of Education action scheduled for November 2008. The scope of the boundary study is the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas.

Clarksburg Elementary School

Utilization: Enrollment growth at Clarksburg Elementary School reflects the new Clarksburg master plan development. Additional capacity is needed to accommodate the growing enrollment in this area. Little Bennett Elementary School accommodated some of the growth from the Clarksburg development. However, Clarksburg Elementary School #8 is needed to provide additional space to relieve Clarksburg Elementary School.

Non-Capital Action: A boundary study is recommended to evaluate boundary options to relieve overutilization at Cedar Grove, Clarksburg, and Little Bennett elementary schools in spring 2008 with Board of Education action scheduled for November 2008. The scope of the boundary study is the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas.

Clarksburg Elementary School #8

Capital Project: An FY 2008 appropriation for construction was approved to construct the new school. The new school will be located on the Milestone property. This school will be a repeat design of Great Seneca Creek and Little Bennett elementary schools. The school is scheduled to open in August 2009.

Capital Project: An FY 2008 appropriation for construction was approved to construct the gymnasium. The scheduled completion date for this gymnasium is August 2009.

Non-Capital Action: A boundary study is recommended to evaluate boundary options to relieve overutilization at Cedar Grove, Clarksburg, and Little Bennett elementary schools in spring 2008 with Board of Education action scheduled for November 2008. The scope of the boundary study is the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas.

Clarksburg Cluster Elementary School

Utilization: Projections indicate that enrollment at the elementary school level will continue to increase dramatically throughout the six-year period requiring another elementary school in the Clarksburg area.

Capital Project: An FY 2009 appropriation is recommended for facility planning to determine the scope and cost to construct a new school. A completion date for this new elementary school will be determined in a future CIP.

Fox Chapel Elementary School

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

Capital Project: An FY 2009 appropriation is recommended for planning to begin the architectural design of the classroom addition. The completion date for the addition is scheduled for August 2011. 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 planned for this school for completion in the 2008–2009 school year.

Capital Projects

School	Project	Project Status	Date of Completion
Clarksburg HS	Classroom addition	Proposed	TBD
Clarksburg/ Damascus MS	New School	Proposed	TBD
Clarksburg ES #8	New school	Approved	Aug. 2009
	Gymnasium	Approved	Aug. 2009
Clarksburg Cluster ES	New School	Proposed	TBD
Fox Chapel ES	Classroom addition	Recommended	Aug. 2011
	Restroom renovations	Recommended	SY 2008–2009

Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools		Actual 07–08	Projections 08–09	09–10	10–11	11–12	12–13	13–14	2017	2022
Clarksburg HS	Program Capacity	1593	1593	1593	1593	1593	1593	1593	1593	1593
	Enrollment	**1469**	**1644**	**1735**	**1810**	**1902**	**1912**	**1944**	**2100**	**2300**
	Available Space	*124*	*(51)*	*(142)*	*(217)*	*(309)*	*(319)*	*(351)*	*(507)*	*(707)*
	Comments		Facility Planning For Add.							
Clarksburg/Damascus MS	Program Capacity	0	0	0	0	0	0	0	0	0
	Enrollment	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Available Space	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
	Comments		Facility Planning							
Neelsville MS	Program Capacity	850	850	850	850	850	850	850	850	850
	Enrollment	**872**	**831**	**793**	**768**	**763**	**791**	**818**	**875**	**925**
	Available Space	*(22)*	*19*	*57*	*82*	*87*	*59*	*32*	*(25)*	*(75)*
	Comments									
Rocky Hill MS	Program Capacity	956	956	956	956	956	956	956	956	956
	Enrollment	**1064**	**1162**	**1211**	**1250**	**1251**	**1323**	**1439**	**1700**	**1900**
	Available Space	*(108)*	*(206)*	*(255)*	*(294)*	*(295)*	*(367)*	*(483)*	*(744)*	*(944)*
	Comments									
Cedar Grove ES	Program Capacity	479	479	479	479	479	479	479		
	Enrollment	**572**	**611**	**659**	**687**	**750**	**788**	**810**		
	Available Space	*(93)*	*(132)*	*(180)*	*(208)*	*(271)*	*(309)*	*(331)*		
	Comments	Boundary Study								
Clarksburg ES	Program Capacity	335	335	335	335	335	335	335		
	Enrollment	**324**	**372**	**428**	**476**	**507**	**533**	**548**		
	Available Space	*11*	*(37)*	*(93)*	*(141)*	*(172)*	*(198)*	*(213)*		
	Comments	Boundary Study								
Clarksburg ES #8	Program Capacity	0	0	737	737	737	737	737		
	Enrollment	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
	Available Space	*0*	*0*	*737*	*737*	*737*	*737*	*737*		
	Comments			Opens +2 PEP	+1 PEP					
Clarksburg Cluster ES	Program Capacity	0	0	0	0	0	0	0		
	Enrollment	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
	Available Space	*0*	*0*	*0*	*0*	*0*	*0*	*0*		
	Comments		Facility Planning							
Capt. James E. Daly ES	Program Capacity	508	508	508	508	508	508	508		
	Enrollment	**557**	**550**	**565**	**564**	**569**	**569**	**566**		
	Available Space	*(49)*	*(42)*	*(57)*	*(56)*	*(61)*	*(61)*	*(58)*		
	Comments									
Fox Chapel ES	Program Capacity	386	386	386	386	616	616	616		
	Enrollment	**541**	**567**	**600**	**611**	**617**	**618**	**622**		
	Available Space	*(155)*	*(181)*	*(214)*	*(225)*	*(1)*	*(2)*	*(6)*		
	Comments		Planning For Add.			+10 Rooms				
Little Bennett ES	Program Capacity	684	684	684	684	684	684	684		
	Enrollment	**775**	**884**	**999**	**1111**	**1201**	**1297**	**1359**		
	Available Space	*(91)*	*(200)*	*(315)*	*(427)*	*(517)*	*(613)*	*(675)*		
	Comments	Boundary Study								
Cluster Information	HS Utilization	92%	103%	109%	114%	119%	120%	122%	132%	144%
	HS Enrollment	1469	1644	1735	1810	1902	1912	1944	2100	2300
	MS Utilization	107%	110%	111%	112%	112%	117%	125%	143%	156%
	MS Enrollment	1936	1993	2004	2018	2014	2114	2257	2575	2825
	ES Utilization	116%	125%	136%	144%	139%	145%	149%	134%	149%
	ES Enrollment	2769	2984	3251	3449	3644	3805	3905	4500	5000

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Clarksburg HS	1469	30.4%	0.3%	16.5%	20.4%	32.5%	20.7%	8.3%	24.3%
Neelsville MS	872	36.7%	0.3%	14.2%	29.2%	19.5%	41.7%	10.0%	23.9%
Rocky Hill MS	1064	19.2%	0.3%	16.3%	14.2%	50.1%	14.2%	2.0%	9.9%
Cedar Grove ES	572	17.8%	0.2%	28.1%	10.0%	43.9%	16.1%	10.0%	18.0%
Clarksburg ES	324	14.2%	0.0%	27.2%	13.9%	44.8%	16.9%	6.2%	19.6%
Captain James Daly ES	557	35.9%	0.4%	10.6%	34.3%	18.9%	47.4%	22.9%	22.2%
Fox Chapel ES	541	26.8%	0.4%	20.3%	34.4%	18.1%	39.9%	24.8%	16.9%
Little Bennett ES	775	23.1%	0.0%	27.5%	11.0%	38.5%	11.3%	11.9%	18.6%
Elementary Cluster Total	**2769**	**24.3%**	**0.2%**	**22.8%**	**20.4%**	**32.4%**	**26.8%**	**15.7%**	**19.0%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Clarksburg HS	9–12	1593	75		66								2		4											3								
Neelsville MS	6–8	850	42		37								2		3																			
Rocky Hill MS	6–8	956	47		43										2											2								
Cedar Grove ES	K–5	479	24	3		17						4																						
Clarksburg ES	K–5	335	19	3		10						3					3																		
Captain James Daly ES	pre-K–5	508	32	5		8	10		1		5						3																		
Fox Chapel ES	pre-K–5	386	26	5		4	9		1		5					2																		
Little Bennett ES	K–5	684	34	4		24						6																						

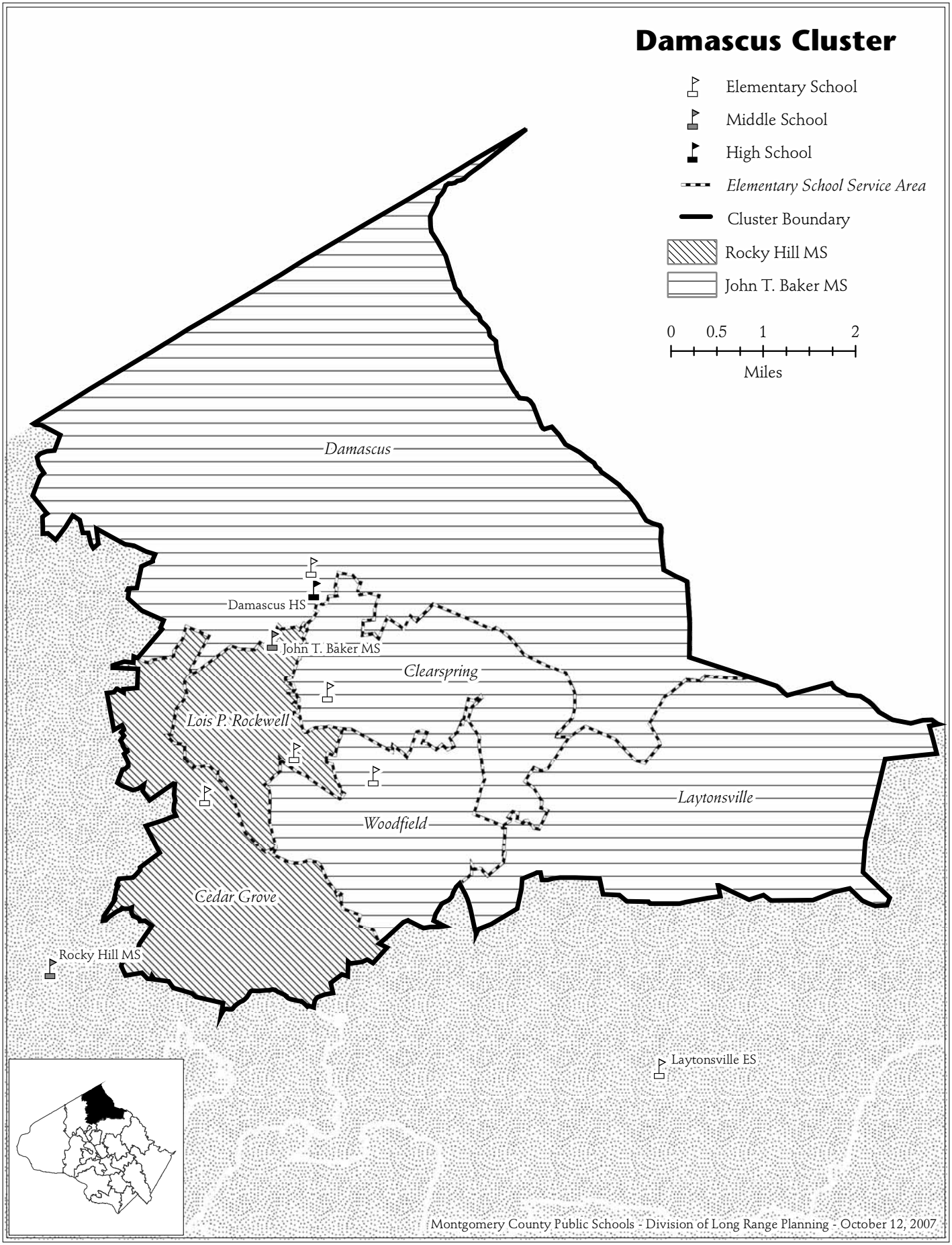
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Clarksburg HS	1995	2006	309,216	62.73								
Neelsville MS	1981		131,432	29.2		TBD						
Rocky Hill MS	2004		148,065	23.2						2		
Cedar Grove ES	1960	1987	57,037	10.1			Yes			6		Yes
Clarksburg ES	1952	1993	54,983	10			Yes			1		Yes
Captain James Daly ES	1989		78,210	10	Yes				Yes	3		Yes
Fox Chapel ES	1974		56,518	10.3	Yes	TBD				9	Yes	Yes
Little Bennett ES	2006		82,511	4.81	Yes					5		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.*


Damascus Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Rocky Hill MS
John T. Baker MS
0 0.5 1 2
Miles
Damascus
Damascus HS
John T. Baker MS
Clearspring
Lois P. Rockwell
Laytonsville
Woodfield
Cedar Grove
Rocky Hill MS
Laytonsville ES
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

SCHOOLS

Damascus High School

Capital Project: Restroom renovations are planned for this school for completion in the 2009–2010 school year.

John T. Baker Middle School

Capital Project: Restroom renovations are planned for this school for completion in the 2008–2009 school year.

Clarksburg/Damascus Middle School

Utilization: With the opening of Clarksburg High School, Neelsville Middle School became a shared school serving the Clarksburg and Watkins Mill clusters. The Neelsville Middle School facility is within the boundary of the Clarksburg Cluster. Long-term projections for middle schools in the Clarksburg Cluster indicate that additional middle school capacity will be needed. As part of the Amended FY 2007–2012 CIP, a new middle school facility was proposed in the Watkins Mill Cluster to allow the current Neelsville facility to completely serve students from the Clarksburg Cluster. However, due to a decline in middle school enrollment in the cluster, a second middle school cannot be justified for the cluster. In contrast, middle school enrollment in the Clarksburg Cluster increased significantly this year and is projected to grow throughout the six-year period. In order to accommodate the growing enrollment in the Clarksburg Cluster, a new middle school is proposed to serve students in the Clarksburg/Damascus clusters.

Capital Project: An FY 2009 appropriation is recommended for facility planning for a feasibility study to determine the feasibility, scope, and cost for a new middle school in the Clarksburg/Damascus clusters. A completion date for the school will be considered in the Amended FY 2009–2014 CIP.

Cedar Grove Elementary School

Utilization: Enrollment at Cedar Grove Elementary School currently exceeds capacity. Enrollment at the school is projected to grow throughout the six-year planning period. Relocatable classrooms will continue to be utilized until Clarksburg Elementary School #8 opens in August 2009.

Non-Capital Action: A boundary study is recommended to evaluate boundary options to relieve overutilization at Cedar Grove, Clarksburg, and Little Bennett elementary schools in spring 2008 with Board of Education action scheduled for November 2008. The scope of the boundary study is the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas.

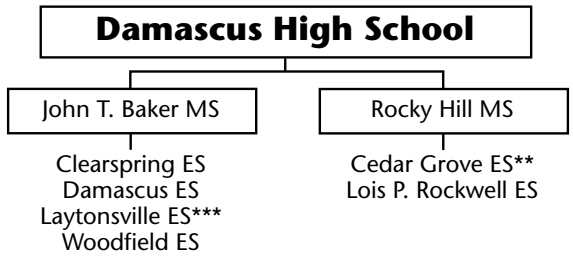
Clarksburg Elementary School #8

Capital Project: An FY 2008 appropriation for construction was approved to construct the new school. The new school will be located on the Milestone property. This school will be a repeat design of Great Seneca Creek and Little Bennett elementary schools. The school is scheduled to open in August 2009.

Capital Project: An FY 2008 appropriation for construction was approved to construct the gymnasium. The scheduled completion date for this gymnasium is August 2009.

Non-Capital Action: A boundary study is recommended to evaluate boundary options to relieve overutilization at Cedar Grove, Clarksburg, and Little Bennett elementary schools in

Damascus Cluster Articulation*



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

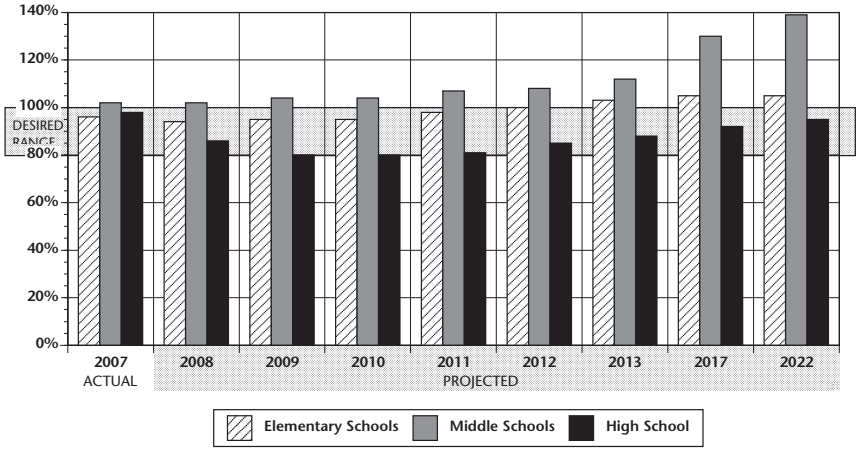
* Clarksburg Elementary School and Little Bennett Elementary School also articulate to Rocky Hill Middle School but thereafter to Clarksburg High School.

** A portion of Cedar Grove Elementary School also articulates to Clarksburg High School.

***Most of Laytonsville Elementary School articulates to Gaithersburg Middle School and Gaithersburg High School.

Damascus Cluster

School Utilizations with Recommended CIP



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

spring 2008 with Board of Education action scheduled for November 2008. The scope of the boundary study is the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas.

Damascus Elementary School

Capital Project: Restroom renovations are planned for this school for completion in the 2009–2010 school year.

School	Project	Project Status	Date of Completion
Damascus HS	Restroom renovations	Recommended	SY 2009–2010
John T. Baker MS	Restroom renovations	Recommended	SY 2009–2009
Clarksburg/ Damascus MS	New School	Proposed	TBD
Clarksburg ES #8	New School	Approved	August 2009
	Gymnasium	Approved	August 2009
Damascus ES	Restroom renovations	Recommended	SY 2009–2010

Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools		Actual 07–08	Projections 08–09	09–10	10–11	11–12	12–13	13–14	2017	2022
Damascus HS	Program Capacity	1589	1589	1589	1589	1589	1589	1589	1589	1589
	Enrollment	**1461**	**1420**	**1412**	**1363**	**1356**	**1312**	**1256**	**1300**	**1350**
	Available Space	*128*	*169*	*177*	*226*	*233*	*277*	*333*	*289*	*239*
	Comments									
John T Baker MS	Program Capacity	702	702	702	702	702	702	702	702	702
	Enrollment	**689**	**641**	**576**	**547**	**553**	**537**	**543**	**875**	**925**
	Available Space	*13*	*61*	*126*	*155*	*149*	*165*	*159*	*(173)*	*(223)*
	Comments									
Clarksburg/Damascus MS	Program Capacity	0	0	0	0	0	0	0	0	0
	Enrollment	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Available Space	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
	Comments		Facility Planning							
Rocky Hill MS	Program Capacity	*956*	*956*	*956*	*956*	*956*	*956*	*956*	*956*	*956*
	Enrollment	**1064**	**1162**	**1211**	**1250**	**1251**	**1323**	**1439**	**1700**	**1900**
	Available Space	*(108)*	*(206)*	*(255)*	*(294)*	*(295)*	*(367)*	*(483)*	*(744)*	*(944)*
	Comments									
Cedar Grove ES	Program Capacity	479	479	479	479	479	479	479		
	Enrollment	**572**	**611**	**659**	**687**	**750**	**788**	**810**		
	Available Space	*(93)*	*(132)*	*(180)*	*(208)*	*(271)*	*(309)*	*(331)*		
	Comments	Boundary Study								
Clearspring ES	Program Capacity	631	631	631	631	631	631	631		
	Enrollment	**626**	**632**	**639**	**644**	**632**	**641**	**633**		
	Available Space	*5*	*(1)*	*(8)*	*(13)*	*(1)*	*(10)*	*(2)*		
	Comments									
Damascus ES	Program Capacity	338	338	338	338	338	338	338		
	Enrollment	**293**	**266**	**275**	**276**	**283**	**293**	**299**		
	Available Space	*45*	*72*	*63*	*62*	*55*	*45*	*39*		
	Comments									
Lois P. Rockwell ES	Program Capacity	534	529	534	534	534	534	534		
	Enrollment	**412**	**411**	**389**	**388**	**382**	**391**	**398**		
	Available Space	*122*	*118*	*145*	*146*	*152*	*143*	*136*		
	Comments		+1 PEP	-1 PEP						
Woodfield ES	Program Capacity	447	457	457	457	457	457	457		
	Enrollment	**402**	**396**	**395**	**385**	**372**	**375**	**382**		
	Available Space	*45*	*61*	*62*	*72*	*85*	*82*	*75*		
	Comments		-1 LAD							
Cluster Information	HS Utilization	92%	89%	89%	86%	85%	83%	79%	82%	85%
	HS Enrollment	1461	1420	1412	1363	1356	1312	1256	1300	1350
	MS Utilization	106%	109%	108%	108%	109%	112%	120%	155%	170%
	MS Enrollment	1753	1803	1787	1797	1804	1860	1982	2575	2825
	ES Utilization	95%	95%	97%	98%	99%	102%	103%	107%	111%
	ES Enrollment	2305	2316	2357	2380	2419	2488	2522	2600	2700

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Damascus HS	1461	6.9%	0.4%	3.8%	11.8%	77.0%	8.0%	0.1%	7.5%
John T Baker MS	689	9.9%	0.6%	4.5%	8.4%	76.6%	13.3%	0.0%	6.5%
Rocky Hill MS	1064	19.2%	0.3%	16.3%	14.2%	50.1%	14.2%	2.0%	9.9%
Cedar Grove ES	572	17.8%	0.2%	28.1%	10.0%	43.9%	16.1%	10.0%	18.0%
Clearspring ES	626	18.8%	0.3%	9.6%	12.8%	58.5%	20.0%	5.4%	12.3%
Damascus ES	293	4.1%	0.0%	5.5%	17.1%	73.4%	13.9%	7.1%	9.9%
Lois P. Rockwell ES	412	10.2%	0.2%	11.9%	13.1%	64.6%	16.1%	14.3%	16.1%
Woodfield ES	402	7.0%	0.2%	5.2%	8.5%	79.1%	8.4%	3.8%	6.2%
Elementary Cluster Total	**2305**	**13.1%**	**0.2%**	**13.3%**	**11.9%**	**61.4%**	**15.5%**	**8.1%**	**12.9%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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 — SEC LAD@15	HSM @13	Cluster Based — ELEM LAD @13	Quad Cluster Based — ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based — AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Damascus HS	9–12	1589	75		66										6					2	1														
John T Baker MS	6–8	702	36		30										4					1	1														
Rocky Hill MS	6–8	956	47		43										2										2									
Cedar Grove ES	K–5	479	24	3		17						4																							
Clearspring ES	HS–5	631	33	3		21				1		4						4																	
Damascus ES	K–5	338	21	4		12						2									3														
Lois P. Rockwell ES	K–5	534	28	4		18						3																		3					
Woodfield ES	K–5	447	23	3		16						3					1																		

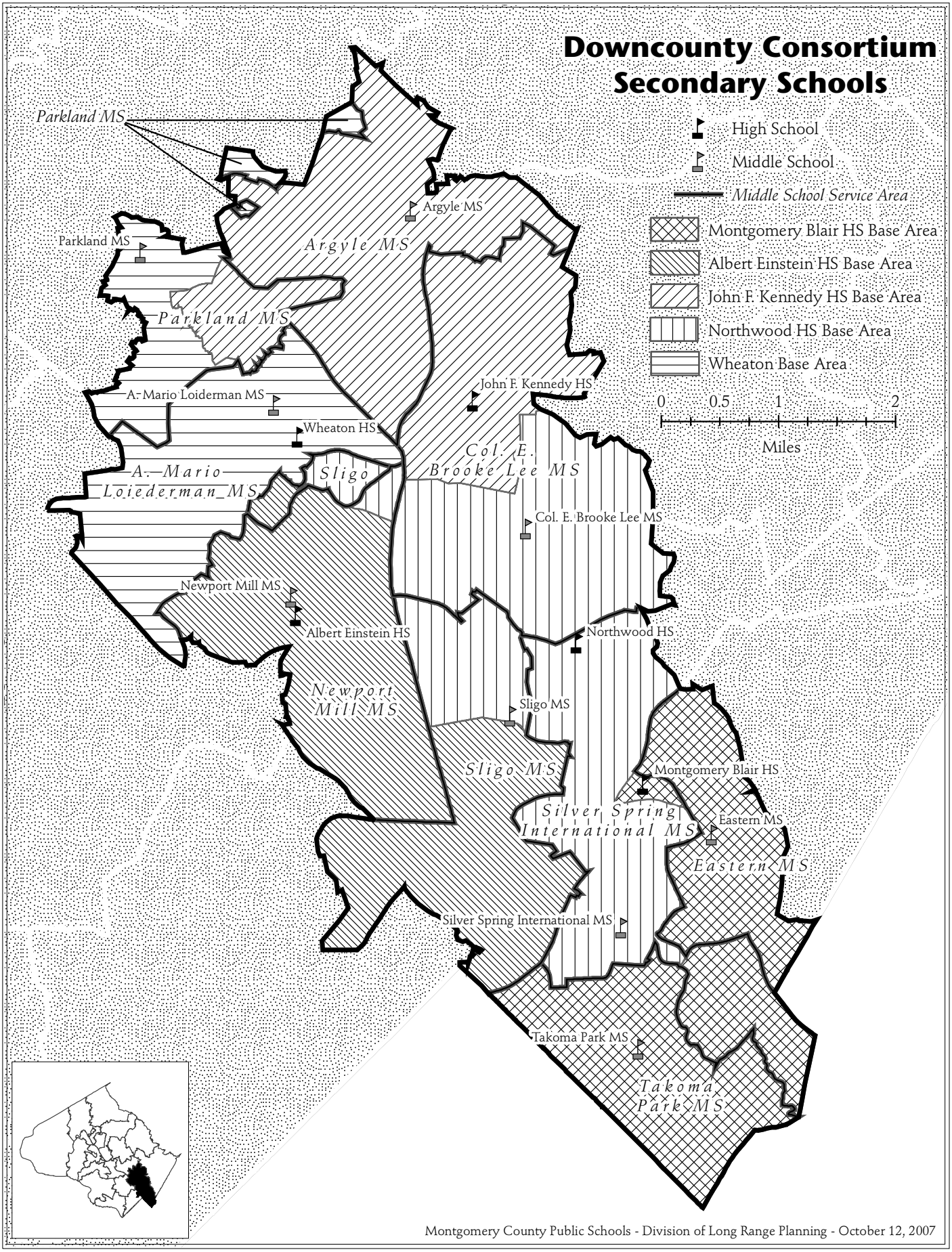
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
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	23.2						2		
Cedar Grove ES	1960	1987	57,037	10.1			Yes			6		Yes
Clearspring ES	1988		77,535	10	Yes							Yes
Damascus ES	1934	1980	53,239	9.4		TBD						Yes
Lois P. Rockwell ES	1992		75,520	10.6			Yes					Yes
Woodfield ES	1962	1985	53,212	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.*



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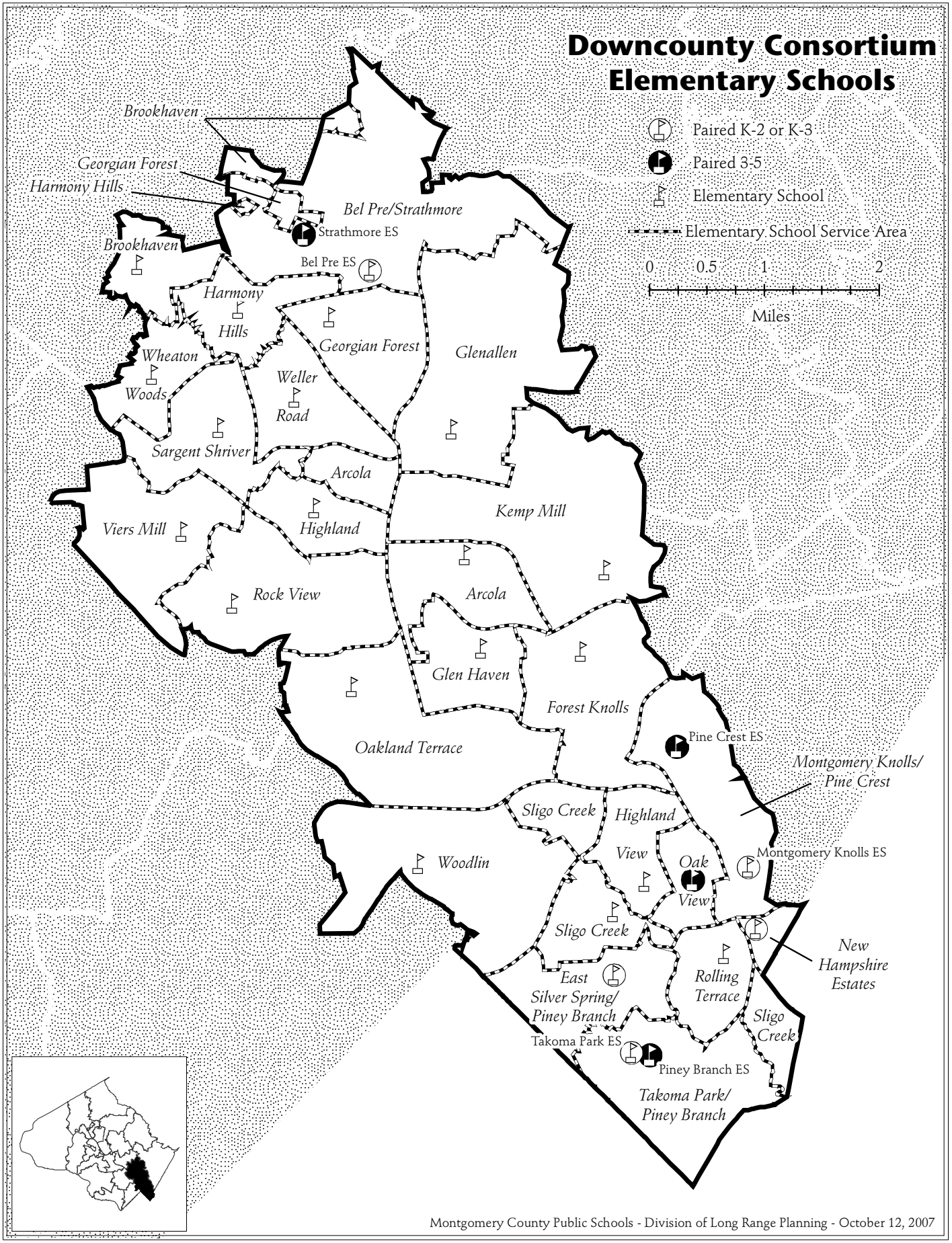

Downcounty Consortium
Elementary Schools
Paired K-2 or K-3
Paired 3-5
Elementary School
Elementary School Service Area
0 0.5 1 2
Miles
Brookhaven
Georgian Forest
Harmony Hills
Bel Pre/Strathmore
Strathmore ES
Brookhaven
Bel Pre ES
Harmony Hills
Georgian Forest
Glenallen
Wheaton Woods
Weller Road
Sargent Shriver
Arcola
Kemp Mill
Viers Mill
Highland
Rock View
Arcola
Glen Haven
Forest Knolls
Pine Crest ES
Oakland Terrace
Montgomery Knolls/ Pine Crest
Sligo Creek
Highland View
Montgomery Knolls ES
Woodlin
Oak View
Sligo Creek
New Hampshire Estates
East Silver Spring/ Piney Branch
Rolling Terrace
Sligo Creek
Takoma Park ES
Piney Branch ES
Takoma Park/ Piney Branch
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

CONSORTIUM PLANNING ISSUES

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

A high school base area map and middle school articulation diagram are included for the five consortium high schools. Students residing in a base area are guaranteed they may attend the high school served by 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 MSMC consortium magnet programs began in the 2005–2006 school year with Grade 6. The magnet programs are open to all middle school students in the county. In addition, students residing in the Bethesda-Chevy Chase, Walter Johnson, and Rockville clusters are provided transportation to MSMC schools if they choose to attend. Students living in other areas of the county are permitted to attend these schools, but must provide their own transportation.

SCHOOLS

Northwood High School

Capital Project: Northwood High School reopened in August 2004 with Grade 9. This school year the school serves Grades 9–12. An FY 2007 appropriation was approved to complete facility improvements that were programmed in the FY 2005–2010 CIP. The following improvements have been completed: a new greenhouse; an expanded and renovated cafeteria for a 2000 student master-planned capacity; central air conditioning for the entire facility; improvements to the science laboratories; painting of the entire facility; updated telecommunications wiring; new ceiling tiles and lighting throughout the entire facility; window replacements; new baseball field; new grandstand and press box along with concession stand with restrooms; and replacement of the existing lockers and funding for new furniture and equipment. An FY 2009 appropriation is recommended to complete the following work: bathroom improvements including new partitions and replacement of worn fixtures; blind replacements throughout the facility; new doors and hardware throughout the building; auditorium improvements; on-site vehicular access including the installation of a traffic signal light; improvements to the dance studios, band room, and choral room to support the new Musical Dance Academy.

Wheaton High School

Capital Project: An FY 2009 appropriation is recommended in the Building Modifications and Program Improvements (BMPI) project to create a Biomedical Laboratory for the Project Lead the Way Biomedical Program and to provide a digital art/music laboratory. In order for this project to be completed, state and local funding must be provided at levels recommended in this CIP.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2014. An FY 2009 appropriation is recommended for facility planning to determine the scope and cost of the modernization. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Argyle Middle School

Capital Project: Restroom renovations are planned for this school for completion in the 2008–2009 school year.

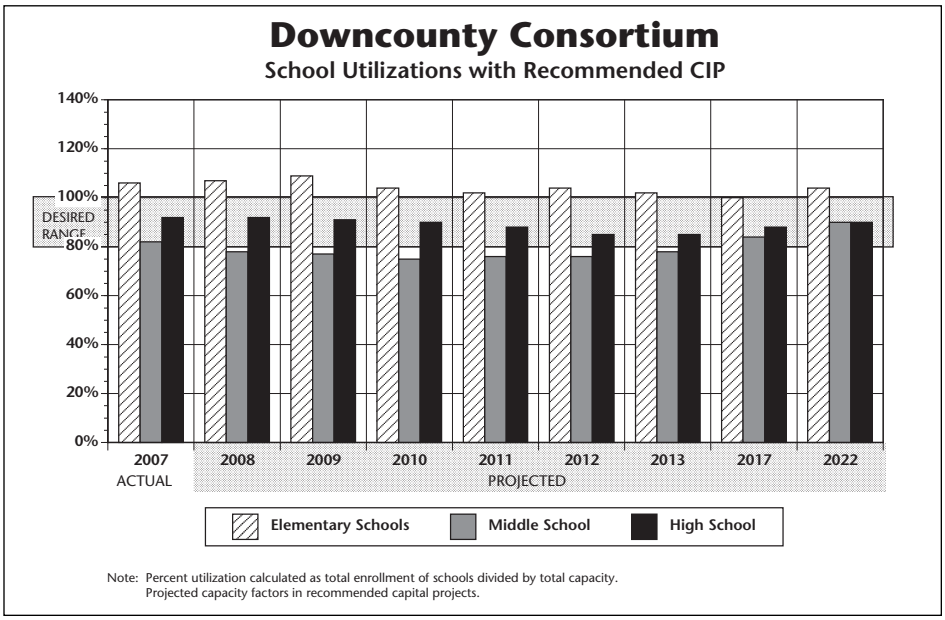
E. Brooke Lee Middle School

Capital Project: Capital Project: Restroom renovations are planned for this school for completion in the 2008–2009 school year.

Bel Pre Elementary School

Utilization: Projections indicate that enrollment at Bel Pre Elementary School will exceed capacity by four classrooms or more throughout 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 2014. FY 2010 expenditures are programmed for facility planning to determine the scope and cost for 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.

Brookhaven Elementary School

Utilization: Projections indicate enrollment at Brookhaven Elementary School will exceed 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 2008 appropriation for construction funds was approved to construct the gymnasium. The scheduled completion date for this gymnasium is August 2008.

Capital Project: An FY 2009 appropriation is recommended for planning to begin the architectural design of the classroom addition. The completion date for the addition is scheduled for August 2010. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Downcounty Consortium Elementary School #29 (McKenney Hills)

Capital Project: FY 2010 expenditures are programmed for planning to begin the architectural design to reopen McKenney Hills as an elementary school. The scheduled completion date for the reopening of the school is August 2012. Originally, this school was going to relieve overutilization at Oakland Terrace, Rock View, and Woodlin elementary schools. However, due to site constraints, the capacity of the school will be designed to address overutilization at Oakland Terrace and Woodlin elementary schools only. An addition will be constructed at Rock View Elementary School to relieve the overutilization at that school. The alternative high school program that is currently housed in the McKenney Hills facility will need to be relocated. The facility planning for reopening McKenney Hills included an evaluation of relocating the alternative high school program to another facility. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

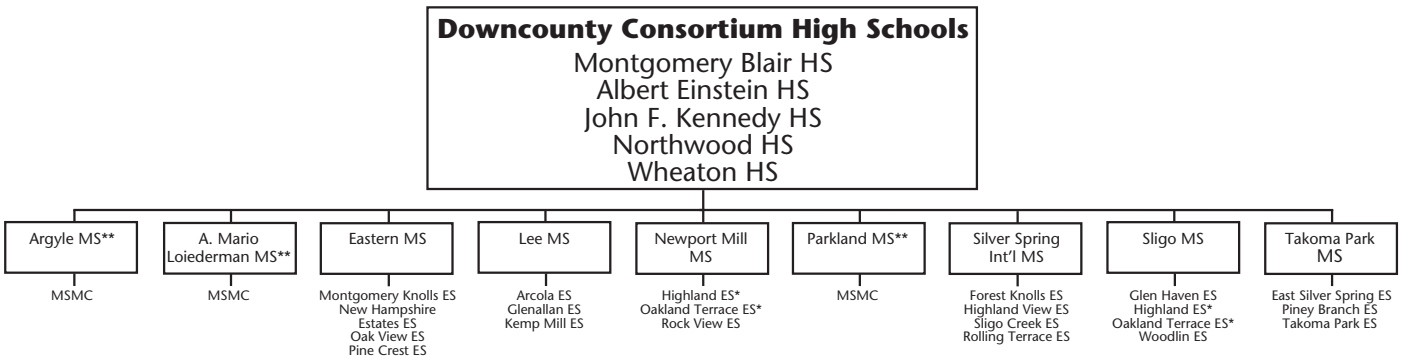
East Silver Spring Elementary School

Capital Project: An FY 2009 appropriation is recommended for construction funds for the addition to East Silver Spring Elementary School. The addition is scheduled to be completed in August 2010. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Non-Capital Action: A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School to Grades Pre-K–5. The reorganization for East Silver Spring Elementary School will begin in August 2009 with Grade 3. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School. One year prior to the completion of the East Silver Spring and Takoma Park elementary schools addition projects, a boundary review to reassign students from Sligo Creek Elementary School to Takoma Park/Piney Branch elementary schools will be conducted.

Downcounty 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 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.

Georgian Forest Elementary School

Utilization: Projections indicate enrollment at Georgian Forest 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.

Capital Project: An FY 2009 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.

Glenallan Elementary School

Utilization: Projections indicate enrollment at Glenallan Elementary School will exceed capacity by four classrooms or more throughout 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 2009 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost 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

Utilization: Projections indicate enrollment at Harmony Hills Elementary School will exceed 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 2009 appropriation is recommended for planning to begin the architectural design of the classroom addition. The completion date for the addition is scheduled for August 2011. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Highland Elementary School

Capital Project: An FY 2006 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget to conduct a feasibility study for a School-based Health Center (SBHC) at this school to determine the scope and cost for the project. Funding for the planning and construction will be requested as part of the DHHS FY 2009–2014 CIP. The scheduled completion date for the SBHC is August 2011.

Highland View Elementary School

Utilization: Projections indicate enrollment at Highland View Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: FY 2010 expenditures are programmed 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.

Montgomery Knolls Elementary School

Utilization: Projections indicate enrollment at Montgomery Knolls Elementary School will exceed 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 2009 appropriation is recommended for planning to begin the architectural design of the classroom addition. The completion date for the classroom addition is August 2011. 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: FY 2010 expenditures are programmed to begin the architectural design of the gymnasium. Although the scheduled completion date for this gymnasium was August 2009, the completion date has been pushed back to August 2011 to coincide with the construction of the classroom addition project.

New Hampshire Estates Elementary School

Capital Project: An FY 2006 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget to conduct a feasibility study for a School-based Health Center (SBHC) at this school to determine the scope and cost for the project. FY 2008 expenditures for planning funds are approved in the DHHS capital budget to begin the architectural design for the SBHC. The SBHC is scheduled to open in August 2009.

Oakland Terrace Elementary School

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

Capital Project: FY 2010 expenditures are programmed for planning funds to begin the architectural design to reopen McKenney Hills as an elementary school. The scheduled completion date for the reopening of the school is August 2012. An addition will be constructed at Rock View Elementary School to relieve the overutilization at that school. The alternative high school program that is currently housed in the McKenney Hills facility will need to be relocated. The facility planning for reopening McKenney Hills will include an evaluation of relocating the alternative high school program to another facility. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Piney Branch Elementary School

Capital Project: Restroom renovations are planned for this school for completion in the 2008–2009 school year.

Non-Capital Action: A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School to Grades Pre-K–5. The reorganization for East Silver Spring Elementary School will begin in August 2009 with Grade 3. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School. One year prior to the completion of the East Silver Spring and Takoma Park elementary schools addition projects, a boundary review to reassign students from Sligo Creek Elementary School to Takoma Park/Piney Branch elementary schools will be conducted.

Rock View Elementary School

Utilization: Projections indicate enrollment at Rock View Elementary School will exceed capacity by four classrooms or more throughout the six-year period. Relocatable classrooms will be utilized until additional capacity is added.

Capital Project: An FY 2009 appropriation is recommended for planning to begin the architectural design for a master-planned classroom addition. The scheduled completion date for the classroom addition is August 2010. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Rolling Terrace Elementary School

Capital Project: An FY 2006 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget to conduct a feasibility study for a School-based Health Center (SBHC) at this school to determine the scope and cost for the project. Funding for the planning and construction will be requested as part of the DHHS FY 2009–2014 CIP. The scheduled completion date for the SBHC is August 2010.

Sligo Creek Elementary School

Capital Project: An FY 2008 appropriation was approved for planning to begin the architectural design for additions at East Silver Spring and Takoma Park elementary schools. The additions are scheduled to be completed by August 2010. These addition projects will enable Sligo Creek Elementary School to be relieved of space deficits. In order for these additions to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Non-Capital Action: A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School to Grades Pre-K–5. The reorganization for East Silver Spring Elementary School will begin in August 2009 with Grade 3. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School. One year prior to the completion of the East Silver Spring and Takoma Park elementary schools addition projects, a boundary review to reassign students from Sligo Creek Elementary School to Takoma Park/Piney Branch elementary schools will be conducted.

Strathmore Elementary School

Capital Project: An FY 2008 appropriation for construction funds was approved to construct the gymnasium. The scheduled completion date for this gymnasium is August 2008.

Takoma Park Elementary School

Capital Project: An FY 2009 appropriation for construction funds is recommended for an addition at Takoma Park Elementary School. The addition is scheduled to be completed by August 2010. However, due to the complexities of constructing this addition with an occupied facility and to complete the project on schedule, the students and staff will be relocated to the Grosvenor Holding Facility during the 2009–2010 school year. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Non-Capital Action: A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School to Grades Pre-K–5. The reorganization for East Silver Spring Elementary School will begin in August 2009. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School. One year prior to the completion of the East Silver Spring and Takoma Park elementary schools addition projects, a boundary review to reassign students from Sligo Creek Elementary School to Takoma Park/Piney Branch elementary schools will be conducted.

Viers Mill Elementary School

Utilization: Projections indicate enrollment at Viers Mill Elementary School will exceed capacity by four classrooms or

more by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2009 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.

Weller Road Elementary School

Capital Project: An FY 2007 appropriation for construction was approved to construct an 11-classroom addition which opened in August 2007.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2013. An FY 2009 appropriation is recommended for facility planning funds to determine the scope and cost 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. FY 2012 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

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) opens.

Capital Project: FY 2010 expenditures are programmed for planning funds to begin the architectural design to reopen McKenney Hills as an elementary school. The scheduled completion date for the reopening of the school is August 2012. The alternative high school program that is currently housed in the McKenney Hills facility will need to be relocated. The facility planning will include an evaluation of relocating the alternative high school program to another facility. 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 planned for this school for completion in the 2009–2010 school year.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Northwood HS	Facility modifications	Recommended	Aug. 2008
Wheaton HS	Modernization	Recommended	Aug. 2014
Argyle MS	Restroom renovations	Recommended	SY 2008–2009
Lee MS	Restroom renovations	Recommended	SY 2008–2009
Bel Pre ES	Modernization	Programmed	Aug. 2014
Brookhaven ES	Gymnasium	Approved	Aug. 2008
	Addition	Recommended	Aug. 2010
Downcounty Consortium ES #29 (McKenney Hills)	Reopen school	Recommended	Aug. 2012
East Silver Spring ES	Addition	Approved	Aug. 2010
Georgian Forest ES	Addition	Proposed	TBD
Glenallan ES	Modernization	Recommended	Aug. 2013
Harmony Hills ES	Addition	Recommended	Aug. 2011
Highland ES	SBHC	Programmed	Aug. 2011
Highland View ES	Addition	Proposed	TBD
Montgomery Knolls ES	Addition	Recommended	Aug. 2011
	Gymnasium	Recommended	Aug. 2011
New Hampshire Estates ES	SBHC	Programmed	Aug. 2009
Piney Branch ES	Restroom renovations	Recommended	SY 2008–2009
Rock View ES	Classroom addition	Recommended	Aug. 2010
Rolling Terrace ES	SBHC	Programmed	Aug. 2010
Strathmore ES	Gymnasium	Approved	Aug. 2008
Takoma Park ES	Addition	Approved	Aug. 2010
Viers Mill ES	Addition	Proposed	TBD
Weller Road ES	Modernization	Programmed	Aug. 2013
Wheaton Woods ES	Modernization	Programmed	Aug. 2016
Woodlin ES	Restroom renovations	Recommended	SY 2009–2010

Projected Enrollment and Space Availability
Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools		Actual 07–08	Projections 08–09	09–10	10–11	11–12	12–13	13–14	2017	2022
Montgomery Blair HS	Program Capacity	2885	2885	2885	2885	2885	2885	2885	2885	2885
	Enrollment	**2788**	**2676**	**2614**	**2531**	**2387**	**2275**	**2304**	**2350**	**2450**
	Available Space	*97*	*209*	*271*	*354*	*498*	*610*	*581*	*535*	*435*
	Comments									
Albert Einstein HS	Program Capacity	1565	1615	1615	1615	1615	1615	1615	1615	1615
	Enrollment	**1573**	**1599**	**1606**	**1653**	**1653**	**1615**	**1600**	**1650**	**1700**
	Available Space	*(8)*	*16*	*9*	*(38)*	*(38)*	*0*	*15*	*(35)*	*(85)*
	Comments	Improve. Complete	-2 LFI -1 SCB							
John F. Kennedy HS	Program Capacity	1748	1748	1748	1748	1775	1802	1829	1829	1829
	Enrollment	**1455**	**1501**	**1548**	**1515**	**1495**	**1495**	**1483**	**1500**	**1550**
	Available Space	*293*	*247*	*200*	*233*	*280*	*307*	*346*	*329*	*279*
	Comments					-2 SLC	-2 SLC	-2 SLC		
Northwood HS	Program Capacity	1526	1526	1526	1526	1526	1526	1526	1526	1526
	Enrollment	**1275**	**1340**	**1301**	**1284**	**1228**	**1180**	**1190**	**1250**	**1250**
	Available Space	*251*	*186*	*225*	*242*	*298*	*346*	*336*	*276*	*276*
	Comments		Phase II Complete							
Wheaton HS	Program Capacity	1433	1389	1389	1389	1389	1389	1389	1389	1389
	Enrollment	**1326**	**1329**	**1270**	**1274**	**1317**	**1300**	**1294**	**1350**	**1400**
	Available Space	*107*	*60*	*119*	*115*	*72*	*89*	*95*	*39*	*(11)*
	Comments		Fac. Plng. for Mod. +2LFI, +1SCB							
Argyle MS	Program Capacity	888	888	888	888	888	888	888	888	888
	Enrollment	**781**	**739**	**734**	**748**	**740**	**721**	**748**	**800**	**850**
	Available Space	*107*	*149*	*154*	*140*	*148*	*167*	*140*	*88*	*38*
	Comments									
Eastern MS	Program Capacity	978	978	978	978	978	978	978	978	978
	Enrollment	**792**	**757**	**729**	**742**	**755**	**762**	**776**	**850**	**900**
	Available Space	*186*	*221*	*249*	*236*	*223*	*216*	*202*	*128*	*78*
	Comments									
Col. E. Brooke Lee MS	Program Capacity	711	737	762	762	762	762	762	762	762
	Enrollment	**468**	**432**	**461**	**487**	**505**	**518**	**535**	**575**	**625**
	Available Space	*243*	*305*	*301*	*275*	*257*	*244*	*227*	*187*	*137*
	Comments		-2 SLC	-2 SLC						
A. Mario Loiederman MS	Program Capacity	944	944	944	944	944	944	944	944	944
	Enrollment	**924**	**905**	**926**	**834**	**819**	**814**	**881**	**950**	**1000**
	Available Space	*20*	*39*	*18*	*110*	*125*	*130*	*63*	*(6)*	*(56)*
	Comments									
Newport Mill MS	Program Capacity	*769*	*769*	*769*	*769*	*769*	*769*	*769*	*769*	*769*
	Enrollment	**640**	**611**	**621**	**566**	**553**	**552**	**585**	**625**	**675**
	Available Space	*129*	*158*	*148*	*203*	*216*	*217*	*184*	*144*	*94*
	Comments									
Parkland MS	Program Capacity	881	881	881	881	881	881	881	881	881
	Enrollment	**790**	**798**	**797**	**767**	**752**	**763**	**755**	**800**	**850**
	Available Space	*91*	*83*	*84*	*114*	*129*	*118*	*126*	*81*	*31*
	Comments	Mod. Complete Aug. 07								
Silver Spring International MS	Program Capacity	1029	1029	1029	1029	1029	1029	1029	1029	1029
	Enrollment	**739**	**643**	**632**	**607**	**639**	**676**	**715**	**775**	**825**
	Available Space	*290*	*386*	*397*	*422*	*390*	*353*	*314*	*254*	*204*
	Comments	Facility Improve. Comp.								
Sligo MS	Program Capacity	988	988	988	988	988	988	988	988	988
	Enrollment	**610**	**595**	**583**	**566**	**545**	**558**	**566**	**600**	**650**
	Available Space	*378*	*393*	*405*	*422*	*443*	*430*	*422*	*388*	*338*
	Comments									
Takoma Park MS	Program Capacity	863	863	863	863	863	863	863	863	863
	Enrollment	**855**	**796**	**768**	**790**	**835**	**834**	**787**	**850**	**900**
	Available Space	*8*	*67*	*95*	*73*	*28*	*29*	*76*	*13*	*(37)*
	Comments									

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12–13	13–14	2017	2022
Arcola ES	CSR	Program Capacity	513	513	513	513	513	513	513		
		Enrollment	**347**	**431**	**430**	**448**	**470**	**465**	**467**		
		Available Space	*166*	*82*	*83*	*65*	*43*	*48*	*46*		
		Comments	Opens	+ HSM							
Bel Pre ES	CSR	Program Capacity	383	383	383	383	383	383	383		
Grades (K-2)		**Enrollment**	**480**	**494**	**516**	**515**	**512**	**514**	**517**		
Paired With		Available Space	*(97)*	*(111)*	*(133)*	*(132)*	*(129)*	*(131)*	*(134)*		
Strathmore ES		Comments	+ Gym		Facility Planning For Mod.			@ North Lake Facility Jan. 2013			
Brookhaven ES	CSR	Program Capacity	278	278	278	416	416	416	416		
		Enrollment	**395**	**401**	**406**	**407**	**409**	**412**	**416**		
		Available Space	*(117)*	*(123)*	*(128)*	*9*	*7*	*4*	*0*		
		Comments		+ Gym Planning For Add.		+6 Rooms					
Downcounty Consortium		Program Capacity	0	0	0	0	0	515	515		
ES #29		**Enrollment**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
(McKenney Hills)		Available Space	*0*	*0*	*0*	*0*	*0*	*515*	*515*		
		Comments			Planning for School			Opens			
East Silver Springs ES	CSR	Program Capacity	354	354	354	538	538	538	538		
Grades (K-3)		**Enrollment**	**243**	**231**	**294**	**353**	**412**	**424**	**435**		
Paired With		Available Space	*111*	*123*	*60*	*185*	*126*	*114*	*103*		
Piney Branch ES		Comments	Planning for Addition		Reorg. Begins Aug. 09	+8 Rooms					
Forest Knolls ES	CSR	Program Capacity	590	590	590	590	590	590	590		
		Enrollment	**506**	**522**	**531**	**535**	**542**	**550**	**547**		
		Available Space	*84*	*68*	*59*	*55*	*48*	*40*	*43*		
		Comments									
Georgian Forest ES	CSR	Program Capacity	309	309	309	309	309	309	309		
		Enrollment	**460**	**463**	**460**	**462**	**465**	**467**	**473**		
		Available Space	*(151)*	*(154)*	*(151)*	*(153)*	*(156)*	*(158)*	*(164)*		
		Comments		Facility Planning For Add.							
Glen Haven ES	CSR	Program Capacity	495	505	505	505	505	505	505		
		Enrollment	**569**	**581**	**587**	**604**	**600**	**599**	**586**		
		Available Space	*(74)*	*(76)*	*(82)*	*(99)*	*(95)*	*(94)*	*(81)*		
		Comments	Boundary Change	-1 LAD							
Glenallan ES	CSR	Program Capacity	294	294	294	294	294	294	639		
		Enrollment	**372**	**367**	**378**	**400**	**426**	**465**	**503**		
		Available Space	*(78)*	*(73)*	*(84)*	*(106)*	*(132)*	*(171)*	*136*		
		Comments		Facility Planning For Mod.			@ Fairland Facility Jan. 2012		Mod. Complete Aug. 2013		
Harmony Hills ES	CSR	Program Capacity	328	328	328	328	481	481	481		
		Enrollment	**496**	**499**	**498**	**490**	**505**	**514**	**516**		
		Available Space	*(168)*	*(171)*	*(170)*	*(162)*	*(24)*	*(33)*	*(35)*		
		Comments		Planning For Add.			+9 Rooms				
Highland ES	CSR	Program Capacity	570	570	570	570	570	570	570		
		Enrollment	**491**	**459**	**469**	**476**	**490**	**500**	**506**		
		Available Space	*79*	*111*	*101*	*94*	*80*	*70*	*64*		
		Comments	Boundary Change		Planning for SBHC		SBHC Opens				
Highland View ES	CSR	Program Capacity	278	278	278	278	278	278	278		
		Enrollment	**332**	**353**	**368**	**376**	**380**	**384**	**386**		
		Available Space	*(54)*	*(75)*	*(90)*	*(98)*	*(102)*	*(106)*	*(108)*		
		Comments			Facility Planning For Add.						
Kemp Mill ES	CSR	Program Capacity	466	466	466	466	466	466	466		
		Enrollment	**436**	**398**	**406**	**407**	**410**	**409**	**419**		
		Available Space	*30*	*68*	*60*	*59*	*56*	*57*	*47*		
		Comments	Boundary Change								
Montgomery Knolls ES	CSR	Program Capacity	273	273	273	273	503	503	503		
Grades (K–2)		**Enrollment**	**387**	**392**	**410**	**408**	**411**	**414**	**419**		
Paired With		Available Space	*(114)*	*(119)*	*(137)*	*(135)*	*92*	*89*	*84*		
Pine Crest ES		Comments		Planning For Add.			+10 Rooms + Gym				
New Hampshire Estates ES	CSR	Program Capacity	483	483	483	483	483	483	483		
Grades (K–2)		**Enrollment**	**390**	**374**	**383**	**380**	**383**	**384**	**387**		
Paired With		Available Space	*93*	*109*	*100*	*103*	*100*	*99*	*96*		
Oak View ES		Comments	Planning for SBHC		SBHC Opens						

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12–13	13–14	2017	2022
Oak View ES		Program Capacity	358	358	358	358	358	358	358		
Grades (3–5)		**Enrollment**	**243**	**278**	**303**	**306**	**310**	**320**	**316**		
Paired With		Available Space	*115*	*80*	*55*	*52*	*48*	*38*	*42*		
New Hampshire ES		Comments									
Oakland Terrace ES	CSR	Program Capacity	469	469	469	469	469	469	469		
		Enrollment	**694**	**716**	**731**	**754**	**765**	**768**	**763**		
		Available Space	*(225)*	*(247)*	*(262)*	*(285)*	*(296)*	*(299)*	*(294)*		
		Comments									
Pine Crest ES		Program Capacity	358	358	358	358	358	358	358		
Grades (3–5)		**Enrollment**	**346**	**338**	**348**	**358**	**361**	**379**	**375**		
Paired With		Available Space	*12*	*20*	*10*	*0*	*(3)*	*(21)*	*(17)*		
Montgomery Knolls ES		Comments									
Piney Branch ES		Program Capacity	565	565	565	565	565	565	565		
Grades (3–5)		**Enrollment**	**467**	**514**	**519**	**474**	**419**	**417**	**422**		
Paired With		Available Space	*98*	*51*	*46*	*91*	*146*	*148*	*143*		
East Silver Spring ES Takoma Park ES		Comments									
Rock View ES	CSR	Program Capacity	361	348	335	519	519	519	519		
		Enrollment	**493**	**519**	**521**	**526**	**528**	**529**	**527**		
		Available Space	*(132)*	*(171)*	*(186)*	*(7)*	*(9)*	*(10)*	*(8)*		
		Comments		Planning For Add. +1 ELC	+1 ELC	+8 Rooms					
Rolling Terrace ES	CSR	Program Capacity	639	639	639	639	639	639	639		
		Enrollment	**623**	**619**	**637**	**656**	**650**	**653**	**655**		
		Available Space	*16*	*20*	*2*	*(17)*	*(11)*	*(14)*	*(16)*		
		Comments		Planning for SBHC		SBHC Opens					
Sargent Shriver ES	CSR	Program Capacity	587	587	587	587	587	587	587		
		Enrollment	**618**	**591**	**587**	**601**	**610**	**619**	**614**		
		Available Space	*(31)*	*(4)*	*0*	*(14)*	*(23)*	*(32)*	*(27)*		
		Comments									
Sligo Creek ES	CSR	Program Capacity	526	526	526	526	526	526	526		
		Enrollment	**618**	**617**	**616**	**613**	**613**	**613**	**613**		
		Available Space	*(92)*	*(91)*	*(90)*	*(87)*	*(87)*	*(87)*	*(87)*		
		Comments									
Strathmore ES		Program Capacity	447	460	473	473	473	473	473		
Grades (3–5)		**Enrollment**	**392**	**399**	**383**	**392**	**403**	**427**	**430**		
Paired With		Available Space	*55*	*61*	*90*	*81*	*70*	*46*	*43*		
Bel Pre ES		Comments		+ Gym -1 ELC	-1 ELC						
Takoma Park ES	CSR	Program Capacity	290	290	290	562	562	562	562		
Grades (K–2)		**Enrollment**	**397**	**397**	**399**	**403**	**405**	**406**	**407**		
Paired With		Available Space	*(107)*	*(107)*	*(109)*	*159*	*157*	*156*	*155*		
Piney Branch ES		Comments	Planning for Addition		@Grosvenor Facility	+16 Rooms +1 HS					
Viers Mill ES	CSR	Program Capacity	393	383	383	383	383	383	383		
		Enrollment	**469**	**530**	**549**	**569**	**574**	**589**	**586**		
		Available Space	*(76)*	*(147)*	*(166)*	*(186)*	*(191)*	*(206)*	*(203)*		
		Comments		Fac. Plng. for Addition +2 PEP							
Weller Road ES	CSR	Program Capacity	570	570	570	570	570	570	570		
		Enrollment	**467**	**454**	**450**	**471**	**487**	**494**	**497**		
		Available Space	*103*	*116*	*120*	*99*	*83*	*76*	*73*		
		Comments	+11 Rooms	Facility Planning For Mod.			@ Grosvenor Facility Jan. 2012		Mod. Complete Aug. 2013		
Wheaton Woods ES	CSR	Program Capacity	348	348	348	348	348	348	348		
		Enrollment	**436**	**414**	**415**	**427**	**419**	**423**	**426**		
		Available Space	*(88)*	*(66)*	*(67)*	*(79)*	*(71)*	*(75)*	*(78)*		
		Comments					Facility Planning For Mod.				
Woodlin ES	CSR	Program Capacity	393	393	393	393	393	393	393		
		Enrollment	**411**	**418**	**420**	**434**	**438**	**448**	**465**		
		Available Space	*(18)*	*(25)*	*(27)*	*(41)*	*(45)*	*(55)*	*(72)*		
		Comments									
Cluster Information		HS Utilization	92%	92%	91%	90%	88%	85%	85%	88%	90%
		HS Enrollment	8417	8445	8339	8257	8080	7865	7871	8100	8350
		MS Utilization	82%	78%	77%	75%	76%	76%	78%	84%	90%
		MS Enrollment	6599	6276	6251	6107	6143	6198	6348	6825	7275
		ES Utilization	106%	107%	109%	104%	102%	104%	102%	100%	104%
		ES Enrollment	12578	12769	13014	13245	13397	13586	13673	14000	14500

Demographic Characteristics of Schools

	2007–2008						2006–2007		
Schools	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMs%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	2788	29.9%	0.1%	17.5%	27.2%	25.3%	28.9%	9.9%	15.5%
Albert Einstein HS	1573	23.8%	0.4%	11.7%	41.3%	22.8%	32.1%	11.8%	19.3%
John F. Kennedy HS	1455	44.3%	0.2%	10.4%	32.8%	12.4%	30.7%	11.0%	19.2%
Northwood HS	1275	35.1%	0.4%	6.1%	33.1%	25.3%	29.0%	8.0%	26.2%
Wheaton HS	1326	23.5%	0.1%	11.7%	54.0%	10.7%	41.1%	13.9%	18.0%
Argyle MS	781	42.5%	0.1%	15.4%	28.8%	13.2%	43.5%	7.2%	20.6%
Eastern MS	792	22.6%	0.1%	16.0%	32.2%	29.0%	39.7%	8.2%	14.5%
Col. E. Brooke Lee MS	468	36.3%	0.4%	11.1%	38.0%	14.1%	43.0%	7.8%	27.0%
A. Mario Loiederman MS	924	26.5%	0.4%	7.9%	42.1%	23.1%	50.1%	8.9%	15.7%
Newport Mill MS	640	19.5%	0.2%	12.0%	49.1%	19.2%	50.1%	8.6%	19.4%
Parkland MS	790	26.3%	0.4%	13.2%	43.3%	16.8%	53.0%	12.4%	20.4%
Silver Spring International MS	739	31.0%	0.1%	7.8%	36.8%	24.2%	44.5%	9.8%	18.0%
Sligo MS	610	25.9%	0.2%	9.3%	44.1%	20.5%	42.6%	11.4%	15.3%
Takoma Park MS	855	30.8%	0.2%	18.1%	16.3%	34.6%	25.6%	8.2%	10.8%
Arcola ES	347	22.2%	0.0%	12.7%	55.6%	9.5%	N/A	N/A	N/A
Bel Pre ES	480	45.8%	0.2%	10.4%	33.3%	10.2%	49.0%	22.5%	24.3%
Brookhaven ES	395	35.2%	0.0%	8.4%	44.8%	11.6%	56.1%	34.9%	21.0%
East Silver Spring ES	243	52.7%	0.4%	9.5%	23.5%	14.0%	57.0%	35.7%	24.2%
Forest Knolls ES	506	19.6%	0.0%	14.0%	34.4%	32.0%	36.3%	18.1%	12.6%
Georgian Forest ES	460	49.3%	0.2%	10.2%	29.1%	11.1%	56.6%	25.0%	28.2%
Glen Haven ES	569	37.3%	0.2%	10.4%	39.4%	12.8%	51.3%	27.8%	29.2%
Glenallan ES	372	33.1%	0.3%	16.1%	37.6%	12.9%	50.3%	31.8%	21.3%
Harmony Hills ES	496	30.6%	0.0%	6.3%	57.1%	6.0%	77.9%	37.4%	25.1%
Highland ES	491	13.0%	0.2%	5.7%	76.4%	4.7%	72.7%	56.1%	23.0%
Highland View ES	332	28.0%	0.3%	6.0%	31.0%	34.6%	50.8%	25.2%	19.2%
Kemp Mill ES	436	32.1%	0.0%	6.2%	48.6%	13.1%	62.1%	35.3%	27.7%
Montgomery Knolls ES	387	29.5%	0.3%	18.3%	34.1%	17.8%	56.4%	31.8%	20.9%
New Hampshire Estates ES	390	26.2%	0.5%	10.0%	55.6%	7.7%	74.8%	56.7%	22.8%
Oak View ES	243	24.3%	0.4%	11.9%	52.3%	11.1%	78.0%	28.3%	28.1%
Oakland Terrace ES	694	20.9%	0.3%	11.1%	30.3%	37.5%	34.8%	14.9%	17.0%
Pine Crest ES	346	36.7%	0.0%	10.7%	22.0%	30.6%	44.3%	8.7%	20.4%
Piney Branch ES	467	43.7%	0.2%	5.6%	19.9%	30.6%	38.3%	13.4%	14.7%
Rock View ES	493	17.2%	0.4%	16.8%	43.2%	22.3%	43.8%	24.2%	19.5%
Rolling Terrace ES	623	24.7%	0.6%	5.6%	47.4%	21.7%	50.4%	31.2%	16.5%
Sargent Shriver ES	618	13.9%	0.0%	12.5%	64.7%	8.9%	67.3%	51.3%	43.9%
Sligo Creek ES	618	29.4%	0.2%	5.0%	15.5%	49.8%	20.2%	6.6%	10.0%
Strathmore ES	392	49.2%	0.3%	10.7%	29.3%	10.5%	46.3%	9.6%	24.2%
Takoma Park ES	397	33.8%	0.3%	7.8%	8.1%	50.1%	27.6%	17.3%	12.1%
Viers Mill ES	469	14.7%	0.9%	11.1%	60.8%	12.6%	62.6%	35.5%	24.5%
Weller Road ES	467	11.3%	0.0%	12.6%	67.0%	9.0%	66.0%	42.1%	34.4%
Wheaton Woods ES	436	25.9%	0.0%	7.8%	58.0%	8.3%	66.7%	41.3%	23.6%
Woodlin ES	411	29.4%	0.5%	10.0%	14.8%	45.3%	22.7%	8.8%	17.9%
Elementary Cluster Total	**12578**	**28.7%**	**0.2%**	**10.0%**	**40.9%**	**20.1%**	**51.8%**	**28.6%**	**22.3%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Montgomery Blair HS	9–12	2885	133		121								9		3																		
Albert Einstein HS	9–12	1565	80		60								1	2	8					5	4												
John F. Kennedy HS	9–12	1725	86		68								5		5														1		6		1
Northwood HS	9–12	1526	73		63								2		3								1		4								
Wheaton HS	9–12	1433	73		54								6	2	6					2	2												1
Argyle MS	6–8	888	43		40								1		2																		
Eastern MS	6–8	978	50		41								3	1	3										2								
Col. E. Brooke Lee MS	6–8	711	39		29								2		1														1		6		
A. Mario Loiederman MS	6–8	944	46		42								1		3																		
Newport Mill MS	6–8	769	41		33								1		3					2													2
Parkland MS	6–8	881	45		37								3	1	3						1												
Silver Spring International MS	6–8	1029	50		46								2		2																		
Sligo MS	6–8	988	55		43								2	1	2						2												5
Takoma Park MS	6–8	863	43		37								2	2	2																		
Arcola ES	pre-K–5	513	31	3		11	9			1	5										2												
Bel Pre ES	pre-K–5	383	25	4			10		2		8					1																	
Brookhaven ES	pre-K–5	278	22	5			6	1			3						3													4			
East Silver Spring ES	HS–2	354	24	4			13	1	1		4						1																
Forest Knolls ES	K–5	590	35	3		13	11				6																		2				
Georgian Forest ES	pre-K–5	309	22	4		1	8		1	1	4														3								
Glen Haven ES	HS–5	495	33	4		6	10		1		6						3				3												
Glenallan ES	HS–5	294	23	5		3	7			1	4						2																1
Harmony Hills ES	HS–5	328	24	6		1	10		1	1	5																						
Highland ES	HS–5	570	37	9		13	8		1	1	5																						
Highland View ES	HS–5	278	20	5		2	7		1		4					1																	
Kemp Mill ES	pre-K–5	466	28	5		10	8		1		4																						
Montgomery Knolls ES	HS–2	273	20	5			3		1	1	6																			4			
New Hampshire Estates ES	HS–2	483	32	6		3	12		1	4	6																						
Oak View ES	3–5	358	19	3		15										1																	
Oakland Terrace ES	K–5	469	31	4		5	13				8					1																	
Pine Crest ES	3–5	358	20	4		15										1																	
Piney Branch ES	3–5	565	30	5		24										1																	
Rock View ES	pre-K–5	361	26	4		2	9		1		5								4													1		
Rolling Terrace ES	HS–5	639	42	9		11	13		1	1	7																						
Sargent Shriver ES	K–5	587	37	4		10	12	1			7			1		1																	1
Sligo Creek ES	K–5	526	34	4		9	12				6					1							2										
Strathmore ES	3–5	447	25	4		18											1	2															
Takoma Park ES	K–2	290	22	4			10				8																						
Viers Mill ES	pre-K–5	393	28	7		3	9		1	1	5																			2			
Weller Road ES	HS–5	570	36	7		13	8		1	1	5																						1
Wheaton Woods ES	HS–5	348	26	7		4	8		1	1	4																						1
Woodlin ES	K–5	393	26	3		5	10				5					1					2												

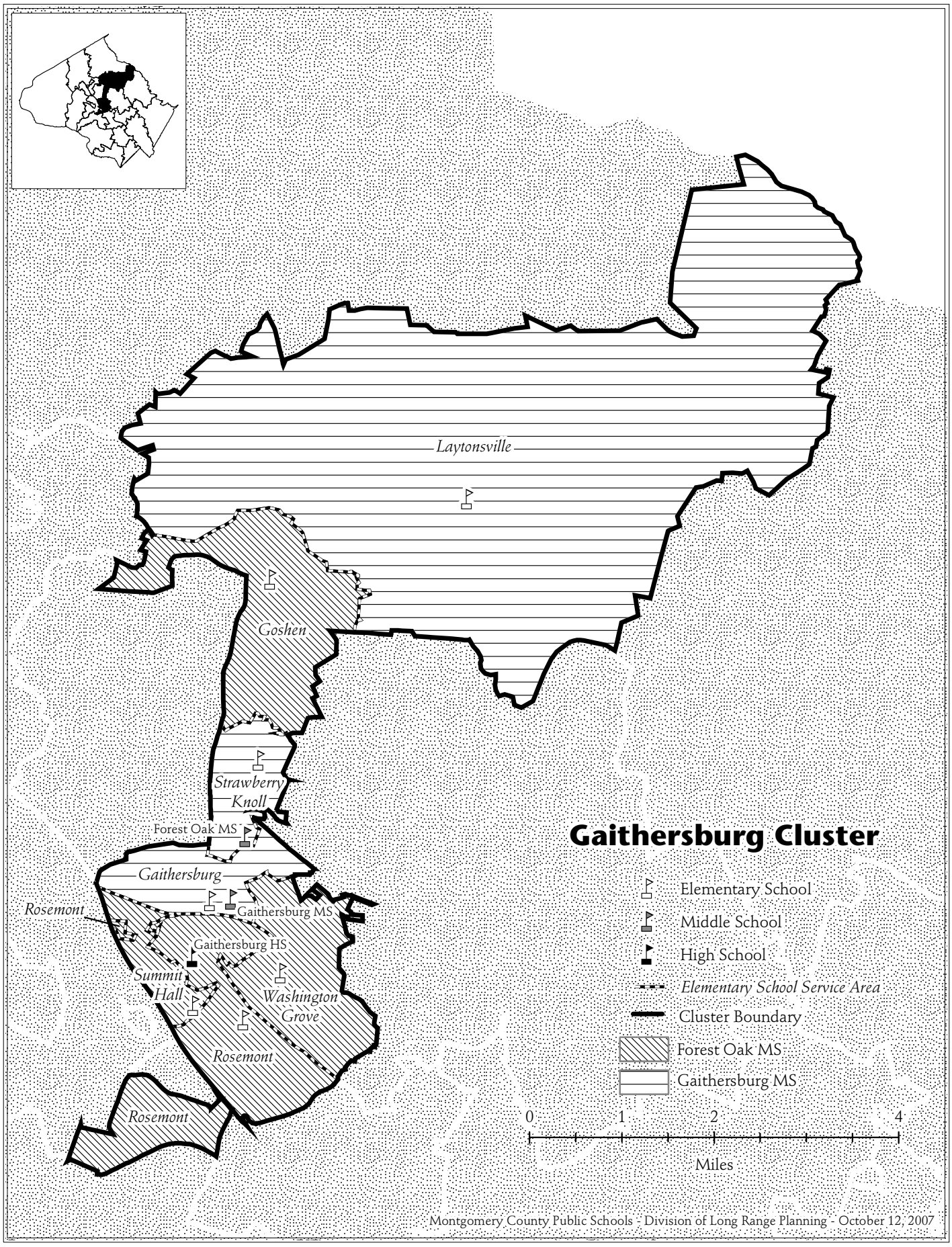
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Montgomery Blair HS	1998		386,567	30.2	Yes					4		
Albert Einstein HS	1962	1997	265,552	27.2	Yes					9		
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	20		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	129,947	20.3								
Newport Mill MS	1958	2002	108,240	8.4	Yes							
Parkland MS	1963	2007	141,758	9.2	Yes	1409					Yes	
Silver Spring International MS	1934	1999	158,545	15.6	Yes						Yes	
Sligo MS	1959	1991	149,527	21.7	Yes						Yes	
Takoma Park MS	1939	1999	137,348	23.5	Yes							
Arcola ES	1956	2007	85,469	5	Yes			Yes				Yes
Bel Pre ES	1968		52,163	8.9	Yes	1476				8	Yes	Yes
Brookhaven ES	1961	1995	53,261	8.6			Yes			11	Yes	
East Silver Spring ES	1929	1975	57,684	8.4		TBD						Yes
Forest Knolls ES	1960	1993	89,564	7.8								Yes
Georgian Forest ES	1961	1995	58,197	11	Yes					6	Yes	Yes
Glen Haven ES	1950	2004	85,845	10	Yes	1409		Yes				Yes
Glenallan ES	1966		47,614	12.1		1418				8		Yes
Harmony Hills ES	1957	1999	63,107	10.2	Yes					8	Yes	Yes
Highland ES	1950	1989	84,138	11	Yes		Yes			1	Yes	Yes
Highland View ES	1953	1994	59,213	6.6						6		Yes
Kemp Mill ES	1960	1996	68,222	10						1		Yes
Montgomery Knolls ES	1952	1989	57,231	10.3						9	Yes	
New Hampshire Estates ES	1988		70,540	5.4							Yes	Yes
Oak View ES	1949	1985	57,560	11.3							Yes	Yes
Oakland Terrace ES	1950	1993	79,145	9.5	Yes					7		Yes
Pine Crest ES	1941	1992	53,778	5.6	Yes		Yes			2	Yes	Yes
Piney Branch ES	1971		99,706	2	Yes	TBD						Yes
Rock View ES	1955	1999	69,589	7.4						8		Yes
Rolling Terrace ES	1988		88,835	4.3						2	Yes	Yes
Sargent Shriver ES	1954	2006	91,628	9.17				Yes				Yes
Sligo Creek ES	1934	1999	92,985	15.6	Yes		Yes			5		Yes
Strathmore ES	1970		52,451	10.8	Yes	TBD					Yes	
Takoma Park ES	1979		50,933	4.7		TBD	Yes			8		Yes
Viers Mill ES	1950	1991	86,978	10.4				Yes		11	Yes	Yes
Weller Road ES	1953	1975	55,191	11.1		1461				1		Yes
Wheaton Woods ES	1952	1976	66,763	8		1525				5		Yes
Woodlin ES	1944	1974	60,725	11		TBD				4		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.*


Laytonsville
Goshen
Strawberry Knoll
Forest Oak MS
Gaithersburg
Gaithersburg MS
Rosemont
Gaithersburg HS
Summit Hall
Washington Grove
Rosemont
Rosemont
Gaithersburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Forest Oak MS
Gaithersburg MS
0
1
2
4
Miles
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

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 within the Gaithersburg Cluster.

SCHOOLS

Gaithersburg High School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2012 for the facility and August 2013 for the site work. An FY 2009 appropriation is recommended for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Summit Hall Elementary School

Capital Project: An FY 2006 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget to conduct a feasibility study for a School-based Health Center at this school to determine the scope and cost for the project. FY 2008 construction funds are approved in the DHHS budget to construct SBHC that is scheduled to open in August 2008.

Capital Project: Restroom renovations are planned for this school for completion in the 2008–2009 school year.

Washington Grove Elementary School

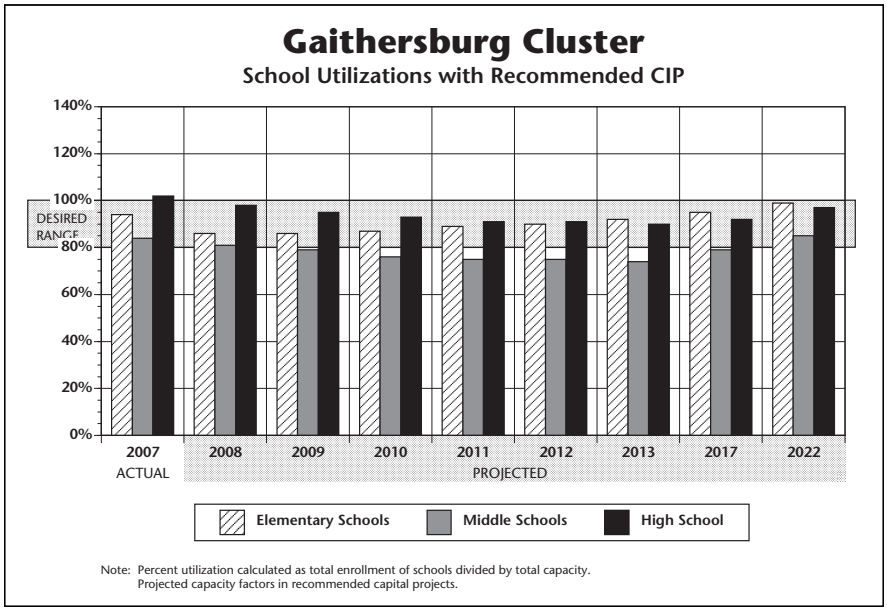
Utilization: Projections indicate enrollment at Washington Grove Elementary School will exceed the school's current capacity by four classrooms or more throughout the six-year period. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2008 appropriation for construction was approved to construct a 12-classroom addition. The addition project is scheduled to be completed in August 2008.

Capital Project: Restroom renovations are planned for this school for completion in the 2009–2010 school year.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Gaithersburg HS	Modernization	Recommended	Aug. 2012
	Site work	Recommended	Aug. 2013
Summit Hall ES	Restroom renovations	Recommended	SY 2008–2009
	SBHC	Approved	Aug. 2008
Washington Grove ES	Classroom addition	Approved	Aug. 2008
	Restroom renovations	Recommended	SY 2009–2010



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Gaithersburg HS		Program Capacity	2067	2067	2067	2067	2067	2067	2067	2067	2067
		Enrollment	**2109**	**2034**	**1961**	**1932**	**1879**	**1874**	**1856**	**1900**	**2000**
		Available Space	*(42)*	*33*	*106*	*135*	*188*	*193*	*211*	*167*	*67*
		Comments		Planning for Replacement		Replacement of School in Progress		Replace. Complete Aug. 2012	Site Complete Aug. 2013		
Forest Oak MS		Program Capacity	890	890	890	890	890	890	890	890	890
		Enrollment	**787**	**761**	**768**	**747**	**732**	**720**	**731**	**775**	**825**
		Available Space	*103*	*129*	*122*	*143*	*158*	*170*	*159*	*115*	*65*
		Comments									
Gaithersburg MS		Program Capacity	910	910	910	910	910	910	910	910	910
		Enrollment	**725**	**701**	**651**	**625**	**617**	**628**	**606**	**650**	**700**
		Available Space	*185*	*209*	*259*	*285*	*293*	*282*	*304*	*260*	*210*
		Comments									
Gaithersburg ES	CSR	Program Capacity	729	729	729	729	729	729	729		
		Enrollment	**484**	**492**	**517**	**539**	**570**	**586**	**590**		
		Available Space	*245*	*237*	*212*	*190*	*159*	*143*	*139*		
		Comments									
Goshen ES		Program Capacity	655	655	655	655	655	655	655		
		Enrollment	**628**	**606**	**590**	**600**	**607**	**602**	**598**		
		Available Space	*27*	*49*	*65*	*55*	*48*	*53*	*57*		
		Comments									
Laytonsville ES		Program Capacity	488	488	488	488	488	488	488		
		Enrollment	**475**	**459**	**442**	**425**	**405**	**406**	**405**		
		Available Space	*13*	*29*	*46*	*63*	*83*	*82*	*83*		
		Comments									
Rosemont ES	CSR	Program Capacity	573	573	607	607	607	607	607		
		Enrollment	**481**	**495**	**489**	**491**	**523**	**552**	**591**		
		Available Space	*92*	*78*	*118*	*116*	*84*	*55*	*16*		
		Comments			-2 AUT						
Strawberry Knoll ES	CSR	Program Capacity	498	498	498	498	498	498	498		
		Enrollment	**533**	**521**	**531**	**515**	**525**	**511**	**521**		
		Available Space	*(35)*	*(23)*	*(33)*	*(17)*	*(27)*	*(13)*	*(23)*		
		Comments									
Summit Hall ES	CSR	Program Capacity	443	443	443	443	443	443	443		
		Enrollment	**454**	**447**	**458**	**461**	**459**	**461**	**472**		
		Available Space	*(11)*	*(4)*	*(15)*	*(18)*	*(16)*	*(18)*	*(29)*		
		Comments		SBHC Opens							
Washington Grove ES	CSR	Program Capacity	244	537	537	537	537	537	537		
		Enrollment	**373**	**373**	**376**	**403**	**430**	**450**	**464**		
		Available Space	*(129)*	*164*	*161*	*134*	*107*	*87*	*73*		
		Comments		+12 Rooms							
Cluster Information		HS Utilization	102%	98%	95%	93%	91%	91%	90%	92%	97%
		HS Enrollment	2109	2034	1961	1932	1879	1874	1856	1900	2000
		MS Utilization	84%	81%	79%	76%	75%	75%	74%	79%	85%
		MS Enrollment	1512	1462	1419	1372	1349	1348	1337	1425	1525
		ES Utilization	94%	86%	86%	87%	89%	90%	92%	95%	99%
		ES Enrollment	3428	3393	3403	3434	3519	3568	3641	3750	3900

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2109	26.5%	0.1%	10.0%	31.2%	32.3%	23.7%	11.8%	18.0%
Forest Oak MS	787	26.9%	0.1%	10.4%	37.7%	24.8%	41.2%	12.5%	22.0%
Gaithersburg MS	725	28.6%	0.3%	11.7%	28.0%	31.4%	30.0%	7.7%	18.9%
Gaithersburg ES	484	32.9%	0.6%	6.0%	47.9%	12.6%	61.9%	29.7%	42.1%
Goshen ES	628	27.2%	0.0%	13.7%	23.7%	35.4%	23.5%	21.7%	17.3%
Laytonsville ES	475	13.1%	0.2%	12.6%	9.1%	65.1%	10.9%	7.0%	9.9%
Rosemont ES	481	24.9%	0.4%	13.1%	42.0%	19.5%	57.2%	37.4%	45.4%
Strawberry Knoll ES	533	30.2%	0.2%	14.1%	35.5%	20.1%	38.9%	22.8%	20.3%
Summit Hall ES	454	28.2%	0.4%	5.5%	59.0%	6.8%	67.8%	37.8%	31.4%
Washington Grove ES	373	20.4%	0.3%	15.5%	44.0%	19.8%	51.0%	41.8%	19.2%
Elementary Cluster Total	**3428**	**25.6%**	**0.3%**	**11.6%**	**36.4%**	**26.2%**	**43.2%**	**27.5%**	**26.5%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Gaithersburg HS	9–12	2067	104		79								4	2	10					2	2			5									
Forest Oak MS	6–8	890	46		38								2		3					1	2												
Gaithersburg MS	6–8	910	51		39								1		3								1	3									4
Gaithersburg ES	pre-K–5	729	42	4		21	7		1		5												2										2
Goshen ES	K–5	655	34	4		23						4				2			1														
Laytonsville ES	K–5	488	28	4		17						3				1					2		1										
Rosemont ES	pre-K–5	573	36	6		12	10		1		5												2										
Strawberry Knoll ES	HS–5	498	32	4		7	9	1		1	4												2							4			
Summit Hall ES	HS–5	443	28	5		6	10		1	1	5																						
Washington Grove ES	HS–5	244	20	6			5		1	1	4						3																

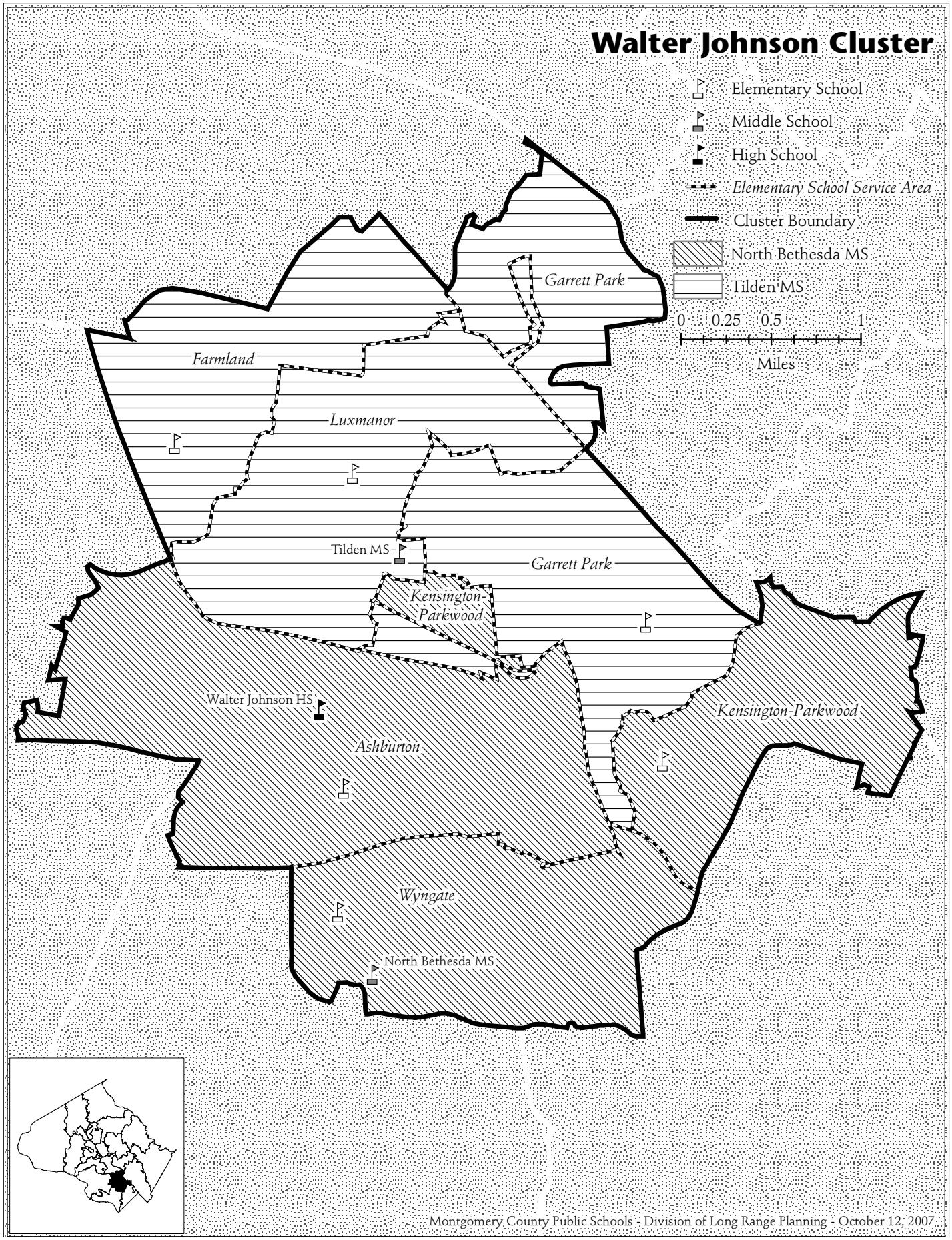
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Gaithersburg HS	1951		323,476	39	Yes	1214				3		
Forest Oak MS	1999		132,259	41.2						1	Yes	
Gaithersburg MS	1960	1988	157,694	24.2							Yes	
Gaithersburg ES	1947		94,468	8.39		TBD	Yes			1	Yes	Yes
Goshen ES	1988		76,740	10.5						2		Yes
Laytonsville ES	1951	1989	64,160	10.9						1		Yes
Rosemont ES	1965	1995	88,764	8.9			Yes			1	Yes	Yes
Strawberry Knoll ES	1988		78,723	10.8	Yes					4		Yes
Summit Hall ES	1971		64,618	10.2	Yes	TBD	Yes			6	Yes	Yes
Washington Grove ES	1956	1984	50,526	10.7		TBD				9	Yes	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
Garrett Park
Farmland
Luxmanor
Tilden MS
Garrett Park
Kensington-Parkwood
Walter Johnson HS
Kensington-Parkwood
Ashburton
Wyngate
North Bethesda MS
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

SCHOOLS

Walter Johnson High School

Capital Project: A modernization is scheduled for Walter Johnson High School with a completion date of August 2009 for the facility and with the site work scheduled for completion by August 2010. With the reopening of Northwood High School, MCPS no longer has a high school holding facility, and all future high school modernizations will be completed on site. The Walter Johnson High School modernization is being phased with students and staff on site.

The first two phases of the modernization have been completed and included a 20-classroom addition and modernization of the cafeteria and media center. As part of the Amended FY 2005–2010 CIP, an FY 2006 appropriation was approved for planning to design the auditorium and gymnasium as well as to begin the design for the final phase of the modernization. Construction of the auditorium was completed in April 2007. An FY 2008 appropriation for construction to complete the final portions of the modernization was approved. Construction of the gymnasium will be phased in as part of the final phase of the modernization.

Tilden Middle School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2017. FY 2013 expenditures are programmed for a feasibility study to determine the scope and cost for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Ashburton Elementary School

Utilization: Projections indicate enrollment at Ashburton Elementary School will exceed the school's current capacity by four classrooms or more throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2008 appropriation for construction was approved to construct the nine-classroom addition. The addition project is scheduled for completion in August 2008.

Farmland Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2011. An FY 2009 appropriation is recommended for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Garrett Park Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2012. An FY 2009 appropriation is recommended for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

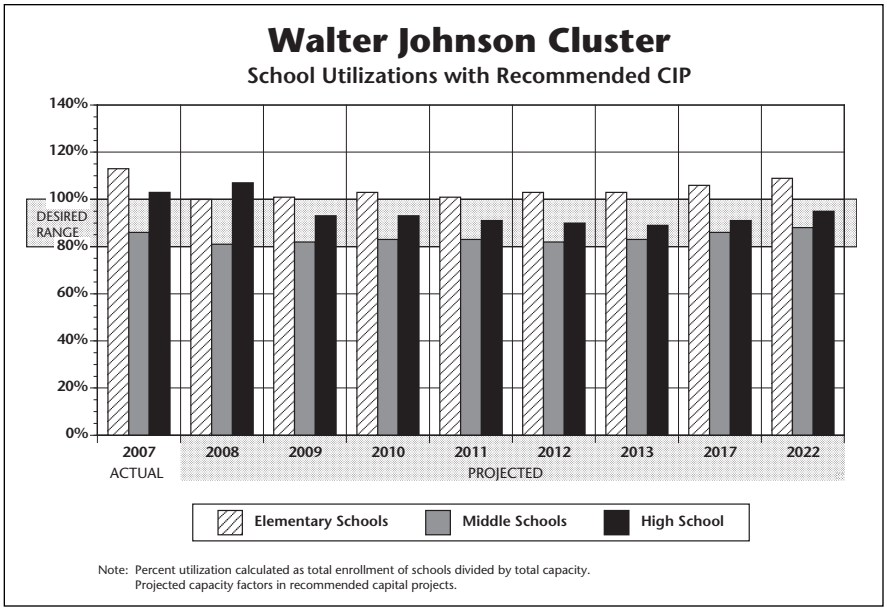
Capital Project: An FY 2009 appropriation is recommended for planning to begin the architectural design for a gymnasium that will be constructed as part of the modernization project. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Luxmanor Elementary School

Utilization: Projections indicate enrollment at Luxmanor Elementary School will exceed the school's 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 2008 appropriation was approved to construct a nine-classroom addition. The addition project is scheduled for completion in August 2008.

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.



Wyngate Elementary School

Utilization: Projections indicate enrollment at Wyngate Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2009 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.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Walter Johnson HS	Final Phase modernization	Approved	Aug. 2009
	Site work	Approved	Aug. 2010
Tilden MS	Modernization	Programmed	Aug. 2017
Ashburton ES	Classroom addition	Approved	Aug. 2008
Farmland ES	Modernization	Recommended	Aug. 2011
Garrett Park ES	Modernization	Recommended	Jan. 2012
	Gymnasium	Recommended	Jan. 2012
Luxmanor ES	Classroom addition	Approved	Aug. 2008
	Modernization	Programmed	Jan. 2018
Wyngate ES	Classroom addition	Proposed	TBD

Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools		Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Walter Johnson HS	Program Capacity	1905	1905	2199	2199	2226	2239	2262	2262	2262
	Enrollment	**1961**	**2033**	**2047**	**2052**	**2024**	**2019**	**2020**	**2050**	**2150**
	Available Space	*(56)*	*(128)*	*152*	*147*	*202*	*220*	*242*	*212*	*112*
	Comments	Modernization in progress		Mod. Complete Aug. 2009	Site Work Complete Aug. 2010	-2 SLC	-1 SLC	-1 SLC		
North Bethesda MS	Program Capacity	850	850	850	850	850	850	850	850	850
	Enrollment	**793**	**785**	**763**	**751**	**766**	**769**	**816**	**875**	**925**
	Available Space	*57*	*65*	*87*	*99*	*84*	*81*	*34*	*(25)*	*(75)*
	Comments									
Tilden MS	Program Capacity	949	988	996	996	996	996	996	996	996
	Enrollment	**698**	**650**	**687**	**697**	**690**	**685**	**682**	**725**	**775**
	Available Space	*251*	*338*	*309*	*299*	*306*	*311*	*314*	*271*	*221*
	Comments		-2 SLC	-2 SLC			Facility Planning For Mod.			
Ashburton ES	Program Capacity	452	660	660	660	660	660	660		
	Enrollment	**582**	**597**	**615**	**626**	**635**	**647**	**646**		
	Available Space	*(130)*	*63*	*45*	*34*	*25*	*13*	*14*		
	Comments		+9 Rooms							
Farmland ES	Program Capacity	617	617	617	617	640	640	640		
	Enrollment	**597**	**583**	**579**	**577**	**590**	**587**	**596**		
	Available Space	*20*	*34*	*38*	*40*	*50*	*53*	*44*		
	Comments		Planning For Mod.	@North Lake Facility Jan. 2010		Mod. Complete Aug. 2011				
Garrett Park ES	Program Capacity	456	456	456	456	548	548	548		
	Enrollment	**447**	**460**	**460**	**478**	**490**	**509**	**520**		
	Available Space	*9*	*(4)*	*(4)*	*(22)*	*58*	*39*	*28*		
	Comments		Planning For Mod.		@ Grosvenor Facility Mod.Comp. Jan. 2012					
Kensington–Parkwood ES	Program Capacity	518	518	518	518	518	518	518		
	Enrollment	**500**	**496**	**509**	**525**	**519**	**523**	**523**		
	Available Space	*18*	*22*	*9*	*(7)*	*(1)*	*(5)*	*(5)*		
	Comments									
Luxmanor ES	Program Capacity	223	429	429	429	429	429	429		
	Enrollment	**350**	**349**	**353**	**367**	**390**	**394**	**409**		
	Available Space	*(127)*	*80*	*76*	*62*	*39*	*35*	*20*		
	Comments		+9 Rooms				Facility Planning For Mod.			
Wyngate ES	Program Capacity	412	412	412	412	412	412	412		
	Enrollment	**559**	**594**	**606**	**608**	**611**	**634**	**616**		
	Available Space	*(147)*	*(182)*	*(194)*	*(196)*	*(199)*	*(222)*	*(204)*		
	Comments		Facility Planning For Add.							
Cluster Information	HS Utilization	103%	107%	93%	93%	91%	90%	89%	91%	95%
	HS Enrollment	1961	2033	2047	2052	2024	2019	2020	2050	2150
	MS Utilization	86%	81%	82%	83%	83%	82%	83%	86%	88%
	MS Enrollment	1491	1435	1450	1448	1456	1454	1498	1600	1700
	ES Utilization	113%	100%	101%	103%	101%	103%	103%	106%	109%
	ES Enrollment	3035	3079	3122	3181	3235	3294	3310	3400	3500

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	1961	9.1%	0.3%	14.4%	13.2%	63.1%	5.5%	6.1%	10.7%
North Bethesda MS	793	8.2%	0.4%	12.6%	10.1%	68.7%	6.5%	5.1%	6.3%
Tilden MS	698	8.9%	0.7%	18.5%	17.3%	54.6%	14.5%	7.9%	12.0%
Ashburton ES	582	13.4%	0.2%	17.4%	13.1%	56.0%	11.7%	11.2%	13.5%
Farmland ES	597	4.5%	0.0%	34.7%	3.7%	57.1%	3.8%	26.2%	14.0%
Garrett Park ES	447	8.3%	0.0%	21.3%	21.0%	49.4%	16.4%	18.3%	19.3%
Kensington–Parkwood ES	500	6.0%	0.6%	5.2%	8.2%	80.0%	8.0%	5.2%	5.8%
Luxmanor ES	350	12.9%	0.0%	23.1%	9.4%	54.6%	11.1%	13.8%	16.1%
Wyngate ES	559	3.9%	0.9%	12.9%	5.4%	76.9%	1.0%	5.2%	6.0%
Elementary Cluster Total	**3035**	**7.9%**	**0.3%**	**19.2%**	**9.8%**	**62.9%**	**8.3%**	**13.4%**	**12.2%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Walter Johnson HS	9–12	1905	93		78								3		2					2	2										6			
North Bethesda MS	6–8	850	43		37								1		2																3			
Tilden MS	6–8	962	52		41								1		2					1			2								4			1
Ashburton ES	K–5	452	25	3		11						4					3													4				
Farmland ES	K–5	617	32	5		23						4																						
Garrett Park ES	K–5	456	25	5		16						4																						
Kensington–Parkwood ES	K–5	518	27	3		17						4					3																	
Luxmanor ES	K–5	223	16	4		7						2									3													
Wyngate ES	K–5	412	22	3		12						5															2							

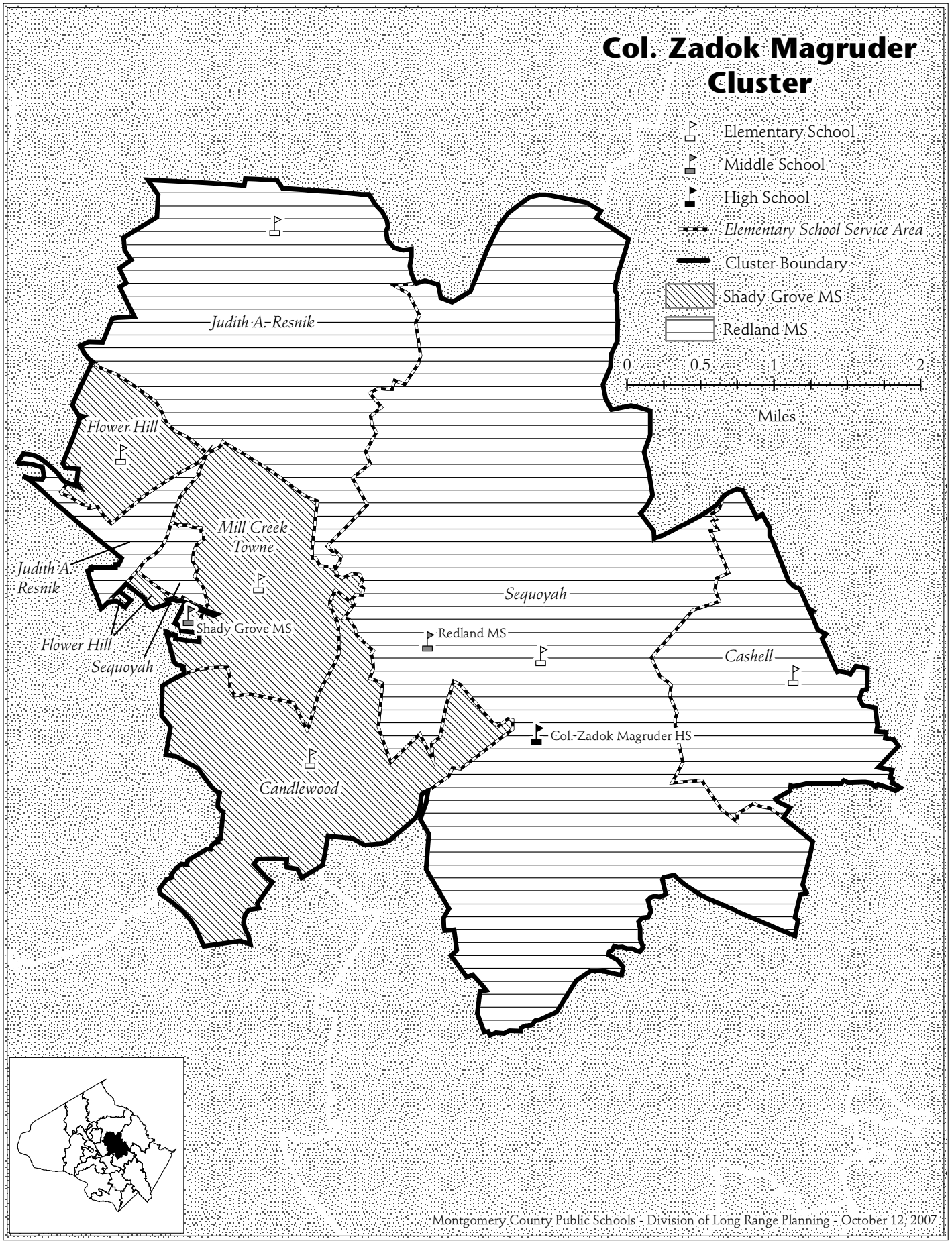
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Walter Johnson HS	1956	1977	325,727	30.9		1405						
North Bethesda MS	1955	1999	130,461	19.1								
Tilden MS	1967	1991	135,150	29.8		1455						
Ashburton ES	1957	1993	65,363	8.3						6		Yes
Farmland ES	1963		70,006	4.8	Yes	1417				3		Yes
Garrett Park ES	1948	2006	54,035	4.4	Yes	1388						
Kensington–Parkwood ES	1952	2005	77,136	9.9		1263	Yes					Yes
Luxmanor ES	1966		41,432	6.5	Yes	1578				8		Yes
Wyngate ES	1952	1997	58,654	9.5						5		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.*


Col. Zadok Magruder Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Shady Grove MS
Redland MS
0
0.5
1
2
Miles
Judith A. Resnik
Flower Hill
Mill Creek Towne
Judith A Resnik
Shady Grove MS
Flower Hill
Sequoyah
Sequoyah
Redland MS
Cashell
Col.-Zadok Magruder HS
Candlewood
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

SCHOOLS

Redland Middle School

Capital Project: Although improvements to this facility were approved in the Amended FY 2007–2012 CIP, due to the fiscal constraints and projected revenue shortfalls in the county and state, as described in Chapter 1, the scope of the project has been reduced. The new scope of this project will include interior modifications to the facility to improve the mechanical system, replace all light fixtures, add ceilings, paint all the walls, provide new marker and tack boards, and replace all floor tiles and carpet. An FY 2009 appropriation for construction is recommended to complete these improvements. The scheduled completion date for the project is August 2010. 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. FY 2011 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

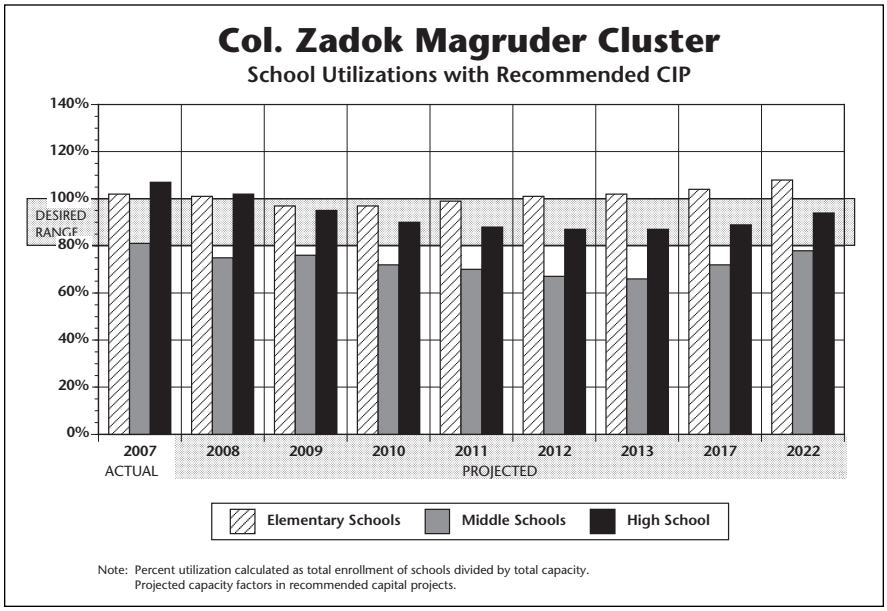
Cashell Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2009. An FY 2008 appropriation was approved to construct the modernization.

Capital Project: An FY 2008 appropriation was approved to construct the gymnasium. The scheduled completion date for this gymnasium is August 2009.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Redland MS	Interior modifications	Recommended	Aug. 2010
Candlewood ES	Modernization	Programmed	Jan. 2015
Cashell ES	Modernization	Approved	Aug. 2009
	Gymnasium	Approved	Aug. 2009



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Col. Zadok Magruder HS		Program Capacity	1958	1958	1958	1958	1958	1958	1958	1958	1958
		Enrollment	**2093**	**2000**	**1859**	**1770**	**1722**	**1707**	**1709**	**1750**	**1850**
		Available Space	*(135)*	*(42)*	*99*	*188*	*236*	*251*	*249*	*208*	*108*
		Comments									
Redland MS		Program Capacity	*740*	*740*	*740*	*740*	*740*	*740*	*740*	*740*	*740*
		Enrollment	**674**	**621**	**630**	**592**	**554**	**511**	**506**	**550**	**600**
		Available Space	*66*	*119*	*110*	*148*	*186*	*229*	*234*	*190*	*140*
		Comments				Interior Modifications Complete					
Shady Grove MS		Program Capacity	854	854	854	854	854	854	854	854	854
		Enrollment	**623**	**581**	**579**	**550**	**564**	**551**	**549**	**600**	**650**
		Available Space	*231*	*273*	*275*	*304*	*290*	*303*	*305*	*254*	*204*
		Comments		+1 ED							
Candlewood ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	**344**	**335**	**344**	**349**	**347**	**362**	**363**		
		Available Space	*67*	*76*	*67*	*62*	*64*	*49*	*48*		
		Comments				Facility Planning For Mod.			@Grosvenor Facility		
Cashell ES		Program Capacity	306	306	403	403	403	403	403		
		Enrollment	**302**	**285**	**286**	**289**	**296**	**310**	**315**		
		Available Space	*4*	*21*	*117*	*114*	*107*	*93*	*88*		
		Comments	@North Lake Facility Jan. 08		Mod. Comp. Aug. 09 +Gym						
Flower Hill ES	CSR	Program Capacity	403	403	403	403	403	403	403		
		Enrollment	**442**	**451**	**454**	**464**	**472**	**477**	**485**		
		Available Space	*(39)*	*(48)*	*(51)*	*(61)*	*(69)*	*(74)*	*(82)*		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	393	393	393	393	393	393	393		
		Enrollment	**441**	**448**	**442**	**430**	**434**	**430**	**432**		
		Available Space	*(48)*	*(55)*	*(49)*	*(37)*	*(41)*	*(37)*	*(39)*		
		Comments									
Judith A. Resnik ES	CSR	Program Capacity	481	481	481	481	481	481	481		
		Enrollment	**544**	**533**	**532**	**535**	**543**	**564**	**560**		
		Available Space	*(63)*	*(52)*	*(51)*	*(54)*	*(62)*	*(83)*	*(79)*		
		Comments									
Sequoyah ES	CSR	Program Capacity	451	451	451	451	451	451	451		
		Enrollment	**433**	**415**	**409**	**407**	**415**	**415**	**427**		
		Available Space	*18*	*36*	*42*	*44*	*36*	*36*	*24*		
		Comments									
Cluster Information		HS Utilization	107%	102%	95%	90%	88%	87%	87%	89%	94%
		HS Enrollment	2093	2000	1859	1770	1722	1707	1709	1750	1850
		MS Utilization	81%	75%	76%	72%	70%	67%	66%	72%	78%
		MS Enrollment	1297	1202	1209	1142	1118	1062	1055	1150	1250
		ES Utilization	102%	101%	97%	97%	99%	101%	102%	104%	108%
		ES Enrollment	2506	2467	2467	2474	2507	2558	2582	2650	2750

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	2093	19.7%	0.3%	13.5%	22.2%	44.3%	18.1%	4.2%	13.0%
Redland MS	674	22.8%	0.1%	15.7%	23.4%	37.8%	28.0%	3.7%	13.0%
Shady Grove MS	623	22.2%	0.0%	16.7%	28.4%	32.7%	28.9%	6.5%	16.9%
Candlewood ES	344	9.3%	1.2%	23.3%	15.4%	50.9%	10.7%	9.0%	12.3%
Cashell ES	302	12.3%	0.3%	9.6%	16.2%	61.6%	14.1%	9.8%	7.9%
Flower Hill ES	442	34.4%	0.2%	15.8%	36.2%	13.3%	45.6%	21.9%	30.5%
Mill Creek Towne ES	441	18.1%	0.5%	14.3%	33.3%	33.8%	31.6%	13.9%	17.1%
Judith A. Resnik ES	544	30.3%	0.4%	14.0%	34.0%	21.3%	39.5%	18.6%	22.3%
Sequoyah ES	433	22.4%	0.0%	18.2%	27.3%	32.1%	38.5%	23.1%	24.5%
Elementary Cluster Total	**2506**	**22.5%**	**0.4%**	**15.8%**	**28.4%**	**32.9%**	**32.4%**	**16.8%**	**20.4%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Col. Zadok Magruder HS	9–12	1958	94		79								3		8								1			3							
Redland MS	6–8	740	36		33								1		2																		
Shady Grove MS	6–8	854	44		36								1		4											3							
Candlewood ES	K–5	411	22	4		15						3																					
Cashell ES	pre-K–5	306	20	5		10		1				2									2												
Flower Hill ES	pre-K–5	403	26	4		5	9		1		5														2								
Mill Creek Towne ES	HS–5	393	25	3		5	8		1		4							3	1														
Judith A. Resnik ES	pre-K–5	481	31	5		8	9		1		6																		2				
Sequoyah ES	K–5	451	30	5		8	9				5						3																

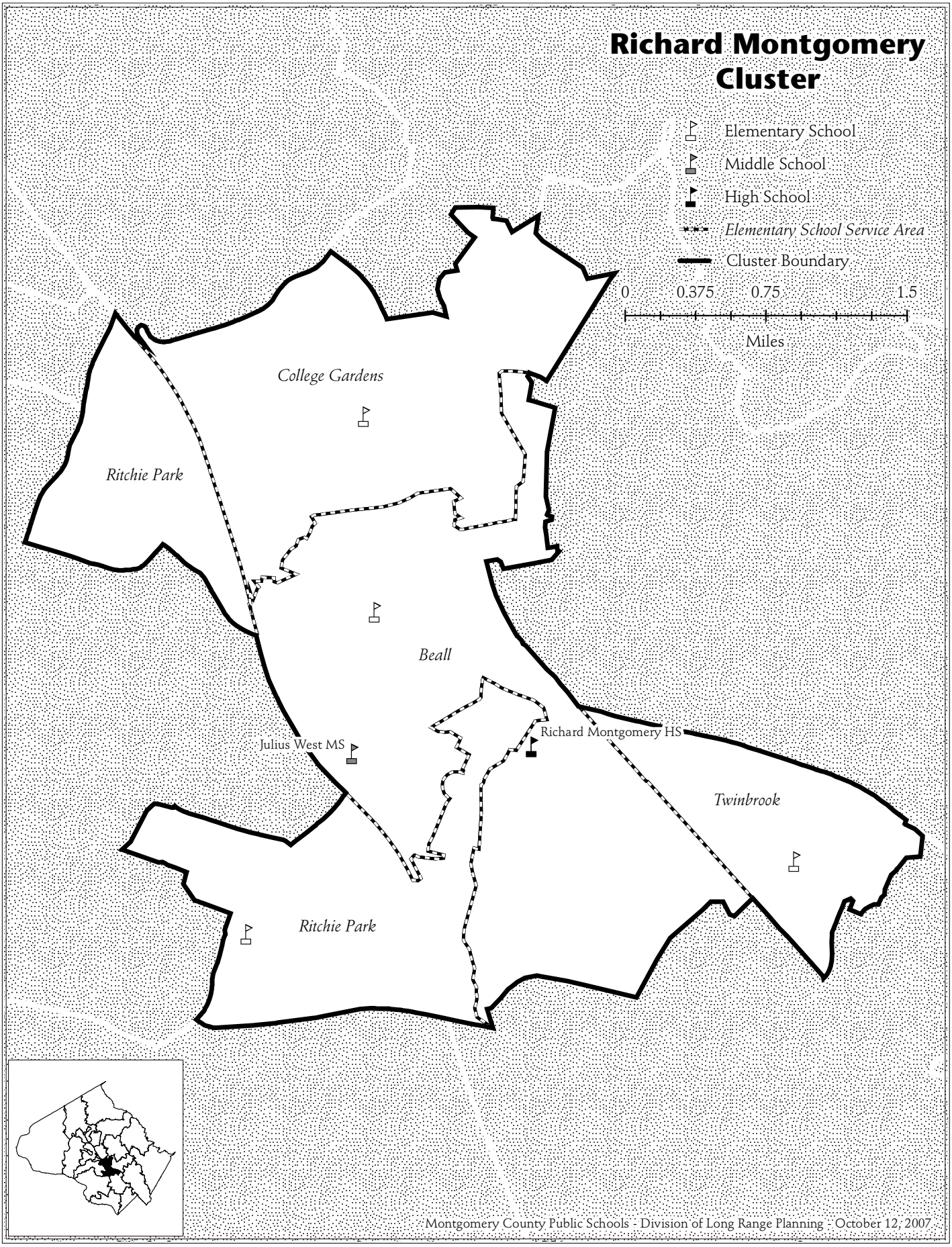
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Col. Zadok Magruder HS	1970		295,478	30		1471				3		
Redland MS	1971		111,697	20.5	Yes	TBD						
Shady Grove MS	1995	1999	129,206	20								
Candlewood ES	1968		48,543	11.8		1489						Yes
Cashell ES	1969		42,860	10.2		1292	Yes			5		
Flower Hill ES	1985		58,770	10	Yes					6		Yes
Mill Creek Towne ES	1966	2000	67,465	8.4						3		Yes
Judith A. Resnik ES	1991		78,547	13				Yes		2		Yes
Sequoyah ES	1990		72,582	10	Yes					1		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
0
0.375
0.75
1.5
Miles
College Gardens
Ritchie Park
Beall
Julius West MS
Richard Montgomery HS
Twinbrook
Ritchie Park
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

SCHOOLS

Richard Montgomery High School

Capital Project: A replacement facility is under construction for Richard Montgomery High School as part of the Current Replacements/Modernization Project. The completion date for the replacement facility is January 2008, with the site work to be completed by August 2008.

College Gardens Elementary School

Capital Project: A modernization and gymnasium project is scheduled for this school with a completion date of January 2008. An FY 2008 appropriation was approved for furniture and equipment to complete the modernization.

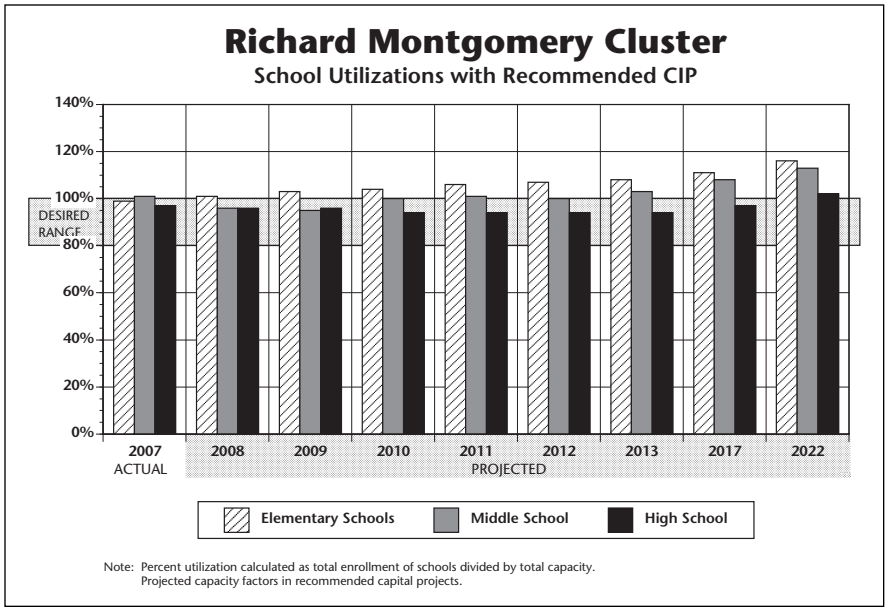
Ritchie Park Elementary School

Utilization: Projections indicate enrollment at Ritchie Park Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: FY 2010 expenditures are programmed 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.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Richard Montgomery HS	Replacement facility	Approved	Jan. 2008
	Site work	Approved	Aug. 2008
College Gardens ES	Modernization	Approved	Jan. 2008
	Gymnasium	Approved	Jan. 2008
Ritchie Park ES	Classroom addition	Proposed	TBD



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Richard Montgomery HS		Program Capacity	1967	1967	1967	1967	1967	1967	1967	1967	1967
		Enrollment	**1901**	**1882**	**1887**	**1854**	**1849**	**1850**	**1846**	**1900**	**2000**
		Available Space	*66*	*85*	*80*	*113*	*118*	*117*	*121*	*67*	*(33)*
		Comments	Replace. School Opens Jan. 08	Site Work Complete Aug. 08							
Julius West MS		Program Capacity	973	973	973	973	973	973	973	973	973
		Enrollment	**978**	**931**	**926**	**975**	**983**	**969**	**1004**	**1050**	**1100**
		Available Space	*(5)*	*42*	*47*	*(2)*	*(10)*	*4*	*(31)*	*(77)*	*(127)*
		Comments									
Beall ES	CSR	Program Capacity	540	540	540	540	540	540	540		
		Enrollment	**615**	**589**	**576**	**572**	**568**	**578**	**578**		
		Available Space	*(75)*	*(49)*	*(36)*	*(32)*	*(28)*	*(38)*	*(38)*		
		Comments									
College Gardens ES		Program Capacity	728	694	694	694	694	694	694		
		Enrollment	**578**	**617**	**647**	**655**	**668**	**682**	**676**		
		Available Space	*150*	*77*	*47*	*39*	*26*	*12*	*18*		
		Comments	Mod. Complete Jan. 08	+2 AUT							
Ritchie Park ES		Program Capacity	393	410	410	410	410	410	410		
		Enrollment	**428**	**459**	**480**	**484**	**499**	**510**	**511**		
		Available Space	*(35)*	*(49)*	*(70)*	*(74)*	*(89)*	*(100)*	*(101)*		
		Comments		-1 SCB	Facility Planning For Add.						
Twinbrook ES	CSR	Program Capacity	508	508	511	511	511	511	511		
		Enrollment	**520**	**506**	**521**	**532**	**540**	**544**	**557**		
		Available Space	*(12)*	*2*	*(10)*	*(21)*	*(29)*	*(33)*	*(46)*		
		Comments			-1 HS						
Cluster Information		HS Utilization	97%	96%	96%	94%	94%	94%	94%	97%	102%
		HS Enrollment	1901	1882	1887	1854	1849	1850	1846	1900	2000
		MS Utilization	101%	96%	95%	100%	101%	100%	103%	108%	113%
		MS Enrollment	978	931	926	975	983	969	1004	1050	1100
		ES Utilization	99%	101%	103%	104%	106%	107%	108%	111%	116%
		ES Enrollment	2141	2171	2224	2243	2275	2314	2322	2400	2500

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	1901	17.7%	0.4%	25.2%	15.4%	41.4%	14.9%	7.2%	14.1%
Julius West MS	978	19.1%	0.6%	19.3%	19.8%	41.1%	28.2%	11.0%	14.5%
Beall ES	615	20.8%	0.3%	26.8%	13.5%	38.5%	33.6%	26.0%	19.1%
College Gardens ES	578	19.2%	0.2%	26.0%	8.7%	46.0%	16.8%	17.5%	20.3%
Ritchie Park ES	428	12.9%	0.0%	26.9%	11.9%	48.4%	16.5%	13.6%	19.2%
Twinbrook ES	520	16.7%	0.8%	16.0%	46.2%	20.4%	56.9%	38.3%	19.0%
Elementary Cluster Total	**2141**	**17.8%**	**0.3%**	**24.0%**	**19.8%**	**38.1%**	**31.9%**	**24.6%**	**19.4%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Richard Montgomery HS	9–12	1967	93		81								4		4											4							
Julius West MS	6–8	973	52		39								4	2	4											2							1
Beall ES	HS–5	540	34	5		8	11		1	1	6								1			1											
College Gardens ES	HS–5	728	36	4		26				1		5																					
Ritchie Park ES	K–5	393	21	3		13						4									1												
Twinbrook ES	HS–5	508	32	5		7	9		1	2	5						3																

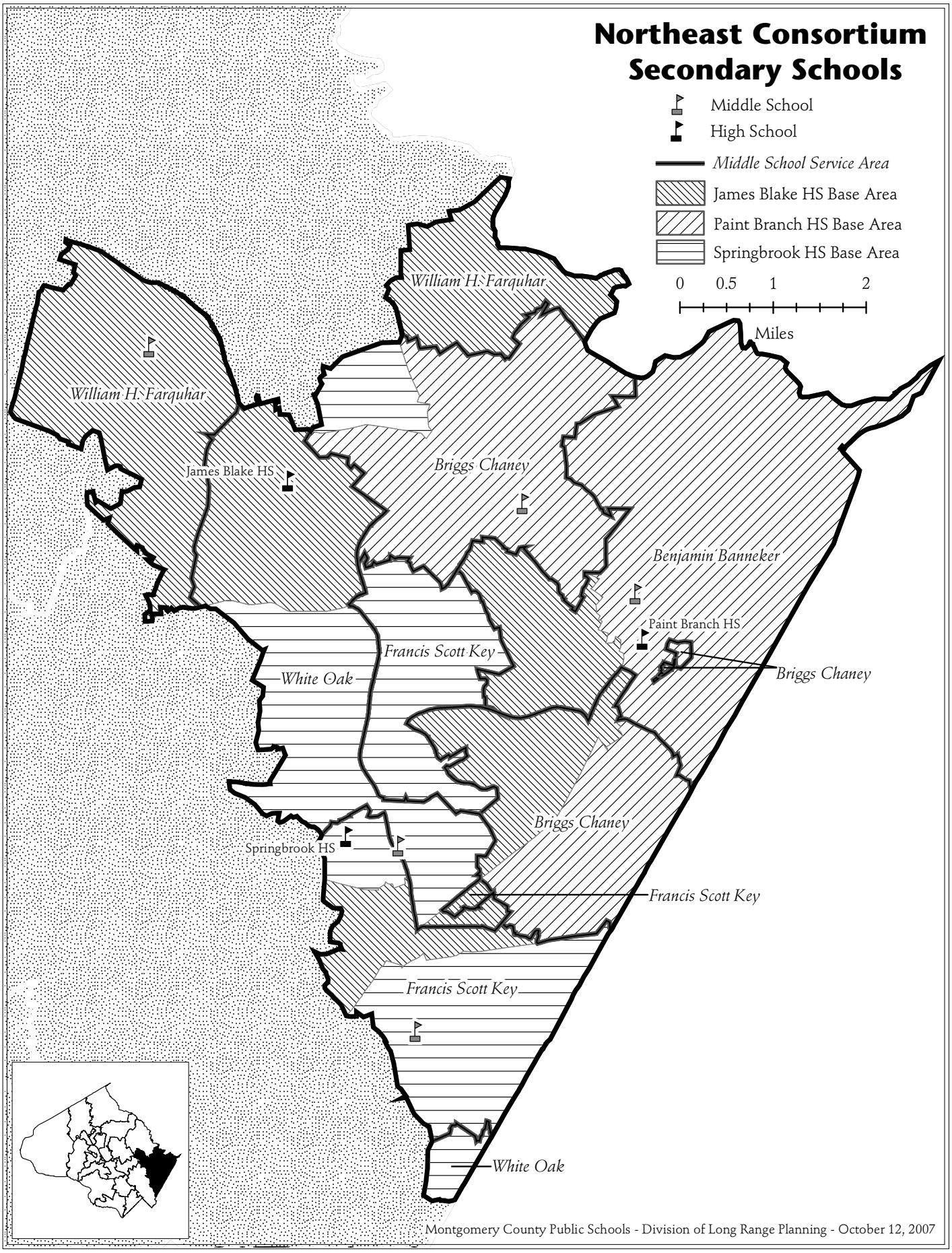
Facility Characteristics of Schools 2007–2008

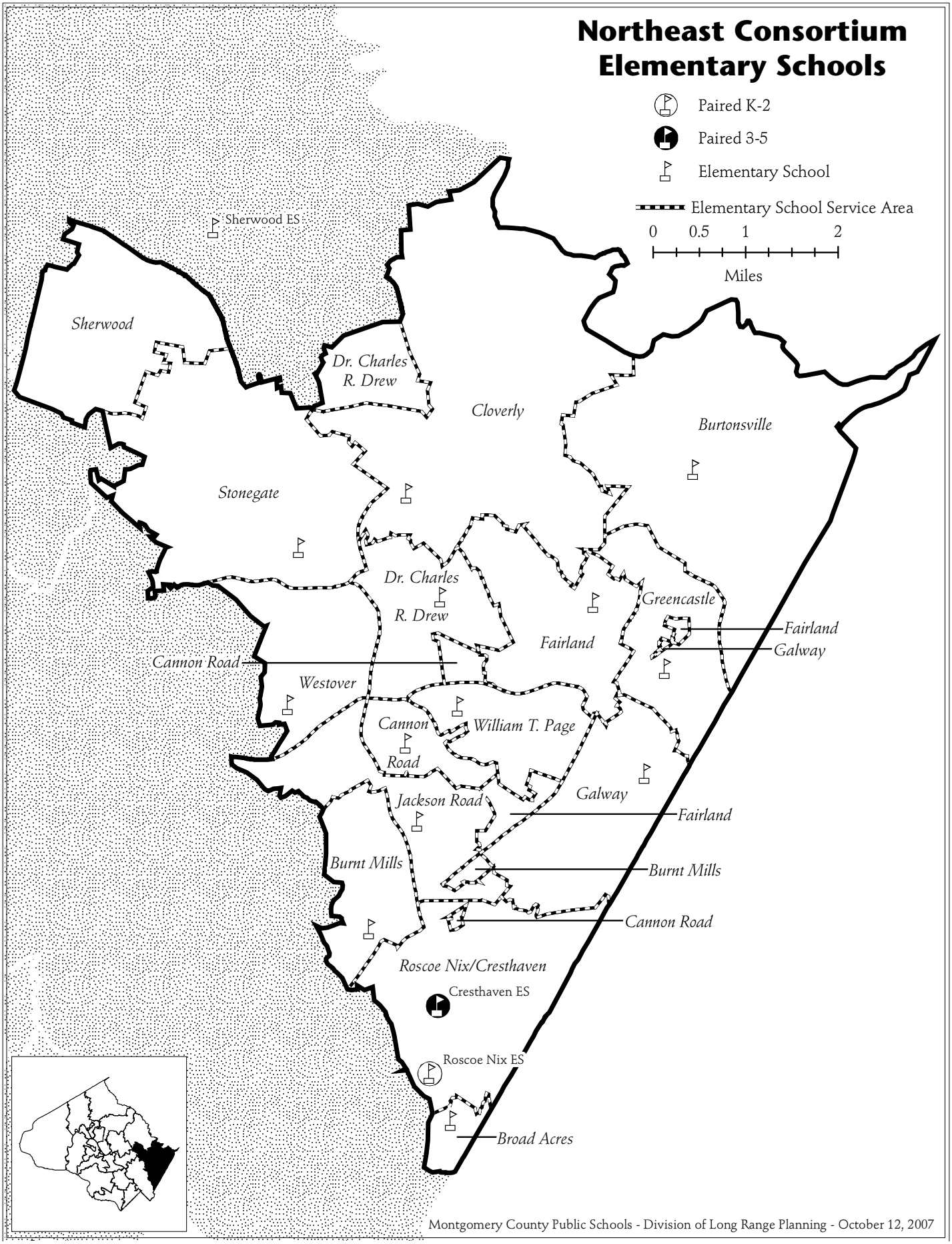
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**: Joint Use	County Owned	Private Mod.	Reloc-atable Class.	LTL/ SBHC***	Elem. Gym
Richard Montgomery HS	1942	2007	233,318	26.2		1287				12		
Julius West MS	1961	1995	147,223	21.3								
Beall ES	1954	1991	79,477	8.4	Yes					6		Yes
College Gardens ES	1967	2007	43,405	7.9	Yes	1282						
Ritchie Park ES	1966	1997	58,500	9.2								Yes
Twinbrook ES	1952	1986	79,818	10.5					Yes	4		Yes

**Schools with a date before 1986 underwent a renovation, not a fulll 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
0 0.5 1 2
Miles
William H. Farquhar
William H. Farquhar
James Blake HS
Briggs Chaney
Benjamin Banneker
Paint Branch HS
Francis Scott Key
White Oak
Briggs Chaney
Briggs Chaney
Springbrook HS
Francis Scott Key
Francis Scott Key
White Oak
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007


Northeast Consortium
Elementary Schools
Paired K-2
Paired 3-5
Elementary School
Elementary School Service Area
0 0.5 1 2
Miles
Sherwood ES
Sherwood
Dr. Charles R. Drew
Cloverly
Burtonsville
Stonegate
Dr. Charles R. Drew
Greencastle
Fairland
Galway
Fairland
Cannon Road
Westover
Cannon Road
William T. Page
Galway
Jackson Road
Fairland
Burnt Mills
Burnt Mills
Cannon Road
Roscoe Nix/Cresthaven
Cresthaven ES
Roscoe Nix ES
Broad Acres
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

CONSORTIUM PLANNING ISSUES

The Northeast Consortium provides an innovative program delivery model for the three high schools in the northeast area of the county. Students living in this area of the county are able to choose which of three high schools they wish to attend, based on different signature programs offered at the high schools. The Northeast Consortium's choice program includes James Hubert Blake, Paint Branch, and Springbrook high schools. Choice patterns will continue to be monitored for their impact on projected enrollment and facility utilization.

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

SCHOOLS

Paint Branch High School

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

Capital Project: A modernization project was scheduled for this school with a completion date of August 2010 for the facility and August 2011 for the site work. However, due to fiscal constraints in the county as described in Chapter 1, the completion date for the modernization has been delayed by one year to August 2011 for the facility and August 2012 for the site work. FY 2010 expenditures are programmed to begin the construction of the modernization. In order for this modernization to be completed on the revised schedule, county and state funding must be provided at the levels recommended in this CIP.

William H. Farquhar Middle School

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

Francis Scott Key Middle School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2009. An FY 2008 appropriation for construction was approved to construct the modernization. An FY 2009 appropriation is recommended for furniture and equipment funds.

Cannon Road Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2012. An FY 2009 appropriation is recommended for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: FY 2010 expenditures are programmed for planning funds to begin the architectural design of a gymnasium to be constructed as a part of the modernization. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, the county must provide funding at the levels recommended in this CIP.

Cloverly Elementary School

Capital Project: An FY 2008 appropriation was approved for construction funds for a gymnasium. The scheduled completion date for this gymnasium is August 2008.

Cresthaven Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2010. An FY 2009 appropriation is recommended for construction funds for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

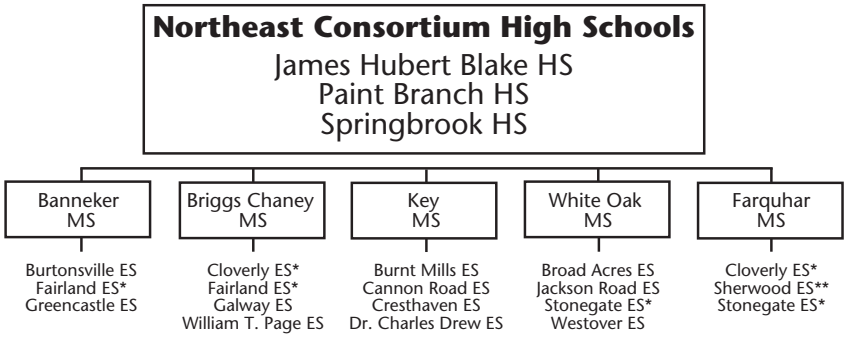
Capital Project: An FY 2009 appropriation is recommended for construction funds for a gymnasium to be constructed as part of the modernization project. The scheduled completion date for this gymnasium is August 2010. In order for this gymnasium to be completed on schedule, the county must provide funding at the levels recommended in this CIP.

Fairland Elementary School

Utilization: Projections indicate enrollment at Fairland Elementary School will exceed the school's current capacity by four classrooms or more throughout the six-year period.

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.

Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2009 appropriation is recommended for planning to begin the architectural design for a classroom addition. The scheduled completion date for the addition is August 2010. In order for this project to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

Galway Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2009. An FY 2008 appropriation was approved for construction of the modernization. An FY 2009 appropriation is recommended for furniture and equipment funds.

Jackson Road Elementary School

Utilization: Projections indicate enrollment at Jackson Road Elementary School will exceed the school's 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 2009 appropriation is recommended for planning to begin the architectural design for the classroom addition. The scheduled completion date for the addition is August 2010. In order for this project to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

Sherwood Elementary School

Utilization: Projections indicate that enrollment at Sherwood Elementary School will exceed the school's current capacity by four classrooms or more throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until an addition is constructed.

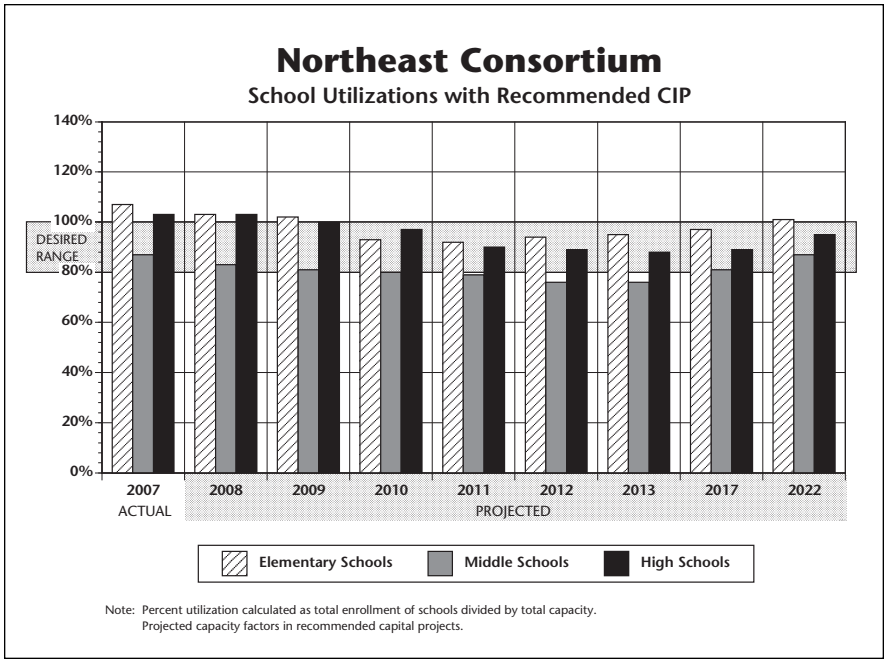
Capital Project: An FY 2009 appropriation is recommended for planning to begin the architectural design for the classroom addition. The scheduled completion date for the addition is August 2010. In order for this project to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

Stonegate Elementary School

Capital Project: An FY 2008 appropriation was approved to construct a gymnasium. The scheduled completion date for this gymnasium is August 2008.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Paint Branch HS	Modernization	Recommended	Aug. 2011
	Site work	Recommended	Aug. 2012
Farquhar MS	Modernization	Programmed	Aug. 2015
Key MS	Modernization	Approved	Aug. 2009
Cannon Road ES	Modernization	Recommended	Jan. 2012
	Gymnasium	Recommended	Jan. 2012
Cloverly ES	Gymnasium	Approved	Aug. 2008
Cresthaven ES	Modernization	Recommended	Aug. 2010
	Gymnasium	Recommended	Aug. 2010
Fairland ES	Addition	Recommended	Aug. 2010
Galway ES	Modernization	Approved	Jan. 2009
Jackson Road ES	Classroom addition	Recommended	Aug. 2010
Sherwood ES	Classroom addition	Recommended	Aug. 2010
Stonegate ES	Gymnasium	Approved	Aug. 2008



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
James Blake HS		Program Capacity	1715	1715	1715	1715	1715	1715	1715	1715	1715
		Enrollment	**1863**	**1783**	**1709**	**1705**	**1690**	**1679**	**1653**	**1700**	**1800**
		Available Space	*(148)*	*(68)*	*6*	*10*	*25*	*36*	*62*	*15*	*(85)*
		Comments									
Paint Branch HS		Program Capacity	1584	1584	1584	1584	1899	1899	1899	1899	1899
		Enrollment	**1788**	**1807**	**1816**	**1736**	**1709**	**1697**	**1670**	**1700**	**1800**
		Available Space	*(204)*	*(223)*	*(232)*	*(152)*	*190*	*202*	*229*	*199*	*99*
		Comments			Modernization In Progress		Mod. Complete Aug. 2011	Site Work Complete Aug. 2012			
Springbrook HS		Program Capacity	2086	2086	2086	2086	2086	2086	2086	2086	2086
		Enrollment	**1885**	**1947**	**1852**	**1794**	**1732**	**1706**	**1681**	**1700**	**1800**
		Available Space	*201*	*139*	*234*	*292*	*354*	*380*	*405*	*386*	*286*
		Comments									
Benjamin Banneker MS		Program Capacity	876	876	876	876	876	876	876	876	876
		Enrollment	**758**	**711**	**715**	**671**	**659**	**611**	**631**	**675**	**725**
		Available Space	*118*	*165*	*161*	*205*	*217*	*265*	*245*	*201*	*151*
		Comments									
Briggs Chaney MS		Program Capacity	927	927	927	927	927	927	927	927	927
		Enrollment	**893**	**866**	**878**	**883**	**874**	**821**	**813**	**875**	**925**
		Available Space	*34*	*61*	*49*	*44*	*53*	*106*	*114*	*52*	*2*
		Comments									
William H. Farquhar MS		Program Capacity	838	838	838	838	838	838	838	838	838
		Enrollment	**716**	**671**	**620**	**615**	**602**	**583**	**561**	**600**	**650**
		Available Space	*122*	*167*	*218*	*223*	*236*	*255*	*277*	*238*	*188*
		Comments				Facility Planning For Mod.			@ Tilden		
Francis Scott Key MS		Program Capacity	901	901	878	878	878	878	878	878	878
		Enrollment	**738**	**741**	**727**	**717**	**698**	**710**	**735**	**775**	**825**
		Available Space	*163*	*160*	*151*	*161*	*180*	*168*	*143*	*103*	*53*
		Comments	@ Tilden Facility		Mod. Comp. Aug. 2009 +2 AUT						
White Oak MS		Program Capacity	886	877	924	924	924	924	924	924	924
		Enrollment	**729**	**692**	**663**	**675**	**669**	**644**	**642**	**675**	**725**
		Available Space	*157*	*185*	*261*	*249*	*255*	*280*	*282*	*249*	*199*
		Comments		-1 SLC	-2 SLC						

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Broad Acres ES	CSR	Program Capacity	*677*	*677*	*677*	*677*	*677*	*677*	*677*		
		Enrollment	**448**	**457**	**475**	**492**	**511**	**522**	**523**		
		Available Space	*229*	*220*	*202*	*185*	*166*	*155*	*154*		
		Comments									
Burnt Mills ES	CSR	Program Capacity	386	386	386	386	386	386	386		
		Enrollment	**350**	**350**	**361**	**370**	**382**	**387**	**385**		
		Available Space	*36*	*36*	*25*	*16*	*4*	*(1)*	*1*		
		Comments									
Burtonsville ES		Program Capacity	594	594	594	594	594	594	594		
		Enrollment	**627**	**606**	**598**	**610**	**605**	**603**	**603**		
		Available Space	*(33)*	*(12)*	*(4)*	*(16)*	*(11)*	*(9)*	*(9)*		
		Comments									
Cannon Road ES	CSR	Program Capacity	283	283	283	283	433	433	433		
		Enrollment	**392**	**374**	**385**	**393**	**400**	**423**	**427**		
		Available Space	*(109)*	*(91)*	*(102)*	*(110)*	*33*	*10*	*6*		
		Comments		Planning for Mod.		@ Fairland Facility	Mod. Comp. Jan. 2012, +Gym				
Cloverly ES		Program Capacity	460	460	460	460	460	460	460		
		Enrollment	**503**	**518**	**500**	**496**	**497**	**513**	**513**		
		Available Space	*(43)*	*(58)*	*(40)*	*(36)*	*(37)*	*(53)*	*(53)*		
		Comments		+Gym							
Cresthaven ES	CSR	Program Capacity	383	363	363	489	489	489	489		
		Enrollment	**347**	**329**	**347**	**379**	**397**	**410**	**412**		
		Available Space	*36*	*34*	*16*	*110*	*92*	*79*	*77*		
		Comments		@ Fairland Facility Jan. 09 -1 LAD		Mod. Comp. Aug. 2010 + Gym					
Dr. Charles R. Drew ES	CSR	Program Capacity	465	465	465	465	465	465	465		
		Enrollment	**435**	**387**	**387**	**369**	**366**	**374**	**385**		
		Available Space	*30*	*78*	*78*	*96*	*99*	*91*	*80*		
		Comments									
Fairland ES	CSR	Program Capacity	354	354	354	545	545	545	545		
		Enrollment	**519**	**529**	**521**	**532**	**518**	**523**	**520**		
		Available Space	*(165)*	*(175)*	*(167)*	*13*	*27*	*22*	*25*		
		Comments	+ Gym	Planning For Add.		+9 Rooms					
Galway ES	CSR	Program Capacity	417	754	754	754	754	754	754		
		Enrollment	**698**	**725**	**726**	**726**	**724**	**742**	**742**		
		Available Space	*(281)*	*29*	*28*	*28*	*30*	*12*	*12*		
		Comments	@ Fairland Facility Mod. Comp. Jan. 09								
Greencastle ES	CSR	Program Capacity	*576*	*576*	*576*	*576*	*576*	*576*	*576*		
		Enrollment	**577**	**593**	**569**	**566**	**564**	**557**	**547**		
		Available Space	*(1)*	*(17)*	*7*	*10*	*12*	*19*	*29*		
		Comments									

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Jackson Road ES	CSR	Program Capacity	380	380	380	617	617	617	617		
		Enrollment	**541**	**569**	**548**	**543**	**541**	**556**	**561**		
		Available Space	*(161)*	*(189)*	*(168)*	*74*	*76*	*61*	*56*		
		Comments		Planning for Addition		+11 Rooms					
Roscoe R. Nix ES	CSR	Program Capacity	486	486	486	486	486	486	486		
		Enrollment	**405**	**428**	**436**	**434**	**430**	**432**	**434**		
		Available Space	*81*	*58*	*50*	*52*	*56*	*54*	*52*		
		Comments									
William T. Page ES	CSR	Program Capacity	351	351	351	351	351	351	351		
		Enrollment	**369**	**352**	**344**	**341**	**341**	**344**	**354**		
		Available Space	*(18)*	*(1)*	*7*	*10*	*10*	*7*	*(3)*		
		Comments		-1 LAD							
Sherwood ES		Program Capacity	377	377	377	560	560	560	560		
		Enrollment	**482**	**471**	**468**	**465**	**465**	**491**	**499**		
		Available Space	*(105)*	*(94)*	*(91)*	*95*	*95*	*69*	*61*		
		Comments		Planning for Addition		+8 Rooms					
Stonegate ES		Program Capacity	431	431	431	431	431	431	431		
		Enrollment	**453**	**449**	**460**	**458**	**467**	**468**	**470**		
		Available Space	*(22)*	*(18)*	*(29)*	*(27)*	*(36)*	*(37)*	*(39)*		
		Comments		+Gym							
Westover ES		Program Capacity	298	298	298	298	298	298	298		
		Enrollment	**267**	**285**	**283**	**277**	**286**	**303**	**307**		
		Available Space	*31*	*13*	*15*	*21*	*12*	*(5)*	*(9)*		
		Comments									
Cluster Information		HS Utilization	103%	103%	100%	97%	90%	89%	88%	89%	95%
		HS Enrollment	5536	5537	5377	5235	5131	5082	5004	5500	5650
		MS Utilization	87%	83%	81%	80%	79%	76%	76%	81%	87%
		MS Enrollment	3834	3681	3603	3561	3502	3369	3382	3850	4100
		ES Utilization	107%	103%	102%	93%	92%	94%	95%	97%	101%
		ES Enrollment	7413	7422	7408	7451	7494	7648	7682	7900	8200

Demographic Characteristics of Schools

	2007–2008						2006–2007		
Schools	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMs%*	ESOL%**	Mobility Rate%***
James Blake HS	1863	38.8%	0.5%	9.3%	14.1%	37.3%	13.3%	0.8%	13.7%
Paint Branch HS	1788	46.5%	0.4%	20.0%	10.6%	22.5%	18.8%	1.2%	13.2%
Springbrook HS	1885	46.5%	0.3%	16.2%	22.6%	14.4%	27.9%	5.9%	15.5%
Benjamin Banneker MS	758	56.9%	0.3%	14.6%	12.7%	15.6%	33.5%	4.1%	16.3%
Briggs Chaney MS	893	46.2%	0.6%	16.5%	17.8%	18.9%	28.3%	5.2%	16.2%
William H. Farquhar MS	716	19.6%	0.0%	15.6%	8.7%	56.1%	10.9%	1.8%	5.2%
Francis Scott Key MS	738	47.0%	0.4%	11.4%	31.3%	9.9%	45.2%	7.8%	21.5%
White Oak MS	729	36.2%	0.0%	12.8%	32.6%	18.4%	42.5%	9.5%	24.1%
Broad Acres ES	448	22.3%	0.7%	13.6%	62.5%	0.9%	85.2%	44.1%	35.7%
Burnt Mills ES	350	68.0%	0.3%	3.7%	22.9%	5.1%	58.7%	23.7%	39.2%
Burtonsville ES	627	56.5%	0.3%	18.2%	10.5%	14.5%	29.3%	10.7%	21.3%
Cannon Road ES	392	36.2%	0.0%	15.1%	35.2%	13.5%	42.0%	22.2%	20.7%
Cloverly ES	503	19.7%	0.8%	15.3%	10.7%	53.5%	10.1%	6.8%	11.0%
Cresthaven ES	347	39.8%	0.3%	6.9%	43.8%	9.2%	47.2%	12.0%	24.1%
Dr. Charles R. Drew ES	435	44.8%	0.2%	17.0%	17.7%	20.2%	35.5%	10.0%	14.8%
Fairland ES	519	55.5%	0.4%	15.0%	14.6%	14.5%	40.3%	17.8%	27.0%
Galway ES	698	54.7%	0.1%	17.0%	18.3%	9.7%	43.2%	21.2%	24.8%
Greencastle ES	577	69.7%	0.2%	9.5%	16.3%	4.3%	50.9%	12.4%	29.0%
Jackson Road ES	541	42.9%	0.2%	13.9%	30.1%	12.9%	52.7%	23.7%	31.2%
Roscoe R. Nix ES	405	34.6%	0.0%	12.3%	44.4%	8.6%	57.5%	43.4%	37.6%
William T. Page ES	369	54.5%	0.0%	20.3%	17.3%	7.9%	34.6%	15.5%	13.9%
Sherwood ES	482	22.2%	0.0%	14.9%	12.0%	50.8%	12.1%	3.4%	4.6%
Stonegate ES	453	31.8%	0.4%	18.3%	10.4%	39.1%	14.3%	3.1%	12.2%
Westover ES	267	36.0%	0.7%	21.0%	12.0%	30.3%	12.5%	10.4%	10.7%
Elementary Cluster Total	**7413**	**43.9%**	**0.3%**	**14.6%**	**22.8%**	**18.3%**	**39.0%**	**17.1%**	**22.5%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
James Blake HS	9–12	1715	79		73										5						1													
Paint Branch HS	9–12	1584	75		66										4					3						2								
Springbrook HS	9–12	2086	101		84								4	2	6					2	3													
Benjamin Banneker MS	6–8	876	43		39								1		2					1														
Briggs Chaney MS	6–8	927	46		41								1		2											2								
William H. Farquhar MS	6–8	838	42		37										3					1	1													
Francis Scott Key MS	6–8	901	44		40								1		3																			
White Oak MS	6–8	886	47		37								2	1	2						2										3			
Broad Acres ES	pre-K–5	677	40	7		17	8		1	1	5			1																				
Burnt Mills ES	HS–5	386	24	5		8	6		1		4																							
Burtonsville ES	K–5	594	30	4		22						4																						
Cannon Road ES	K–5	283	24	6		2	7				4						3		1			1												
Cloverly ES	K–5	460	27	4		14						3											3								3			
Cresthaven ES	K–3	383	22	5		16								1																				
Dr. Charles R. Drew ES	pre-K–5	465	28	3		11	5		1		2						3				3													
Fairland ES	HS–5	354	25	4		3	10			1	5															2								
Galway ES	HS–5	417	32	6			13		1		6					2		4																
Greencastle ES	pre-K–5	576	33	4		12	10		1		6																							
Jackson Road ES	HS–5	380	25	4		1	10		1		5																				4			
Roscoe R. Nix ES	pre-K–2	486	33	3			20	1			8										1													
William T. Page ES	pre-K–5	351	22	4		8	6	1			3																							
Sherwood ES	K–5	377	22	4		13						3									2													
Stonegate ES	HS–5	431	24	4		15						3								2														
Westover ES	K–5	298	18	3		10						2							1				2											

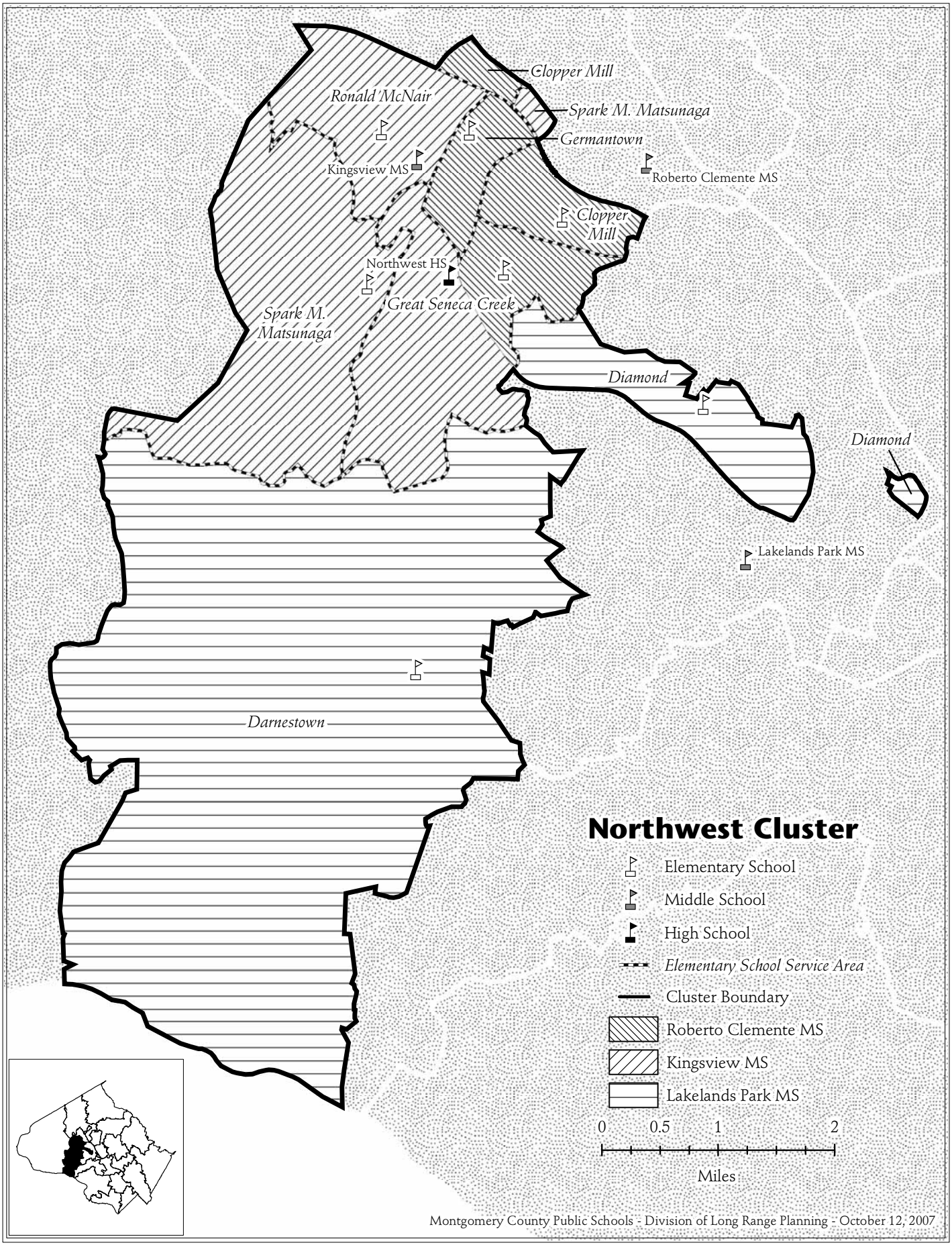
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
James Blake HS	1998		297,125	91.3						7		
Paint Branch HS	1969		260,680	34.63	Yes	1425				4		
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	120,670	20.6		1389				2	Yes	
White Oak MS	1962	1993	140,990	17.3								
Broad Acres ES	1952		88,922	6.2	Yes	TBD					Yes	Yes
Burnt Mills ES	1964	1990	57,318	15.1		TBD				4	Yes	Yes
Burtonsville ES	1952	1993	71,349	11.9			Yes			2		Yes
Cannon Road ES	1967		44,839	4.4	Yes	1357				7		
Cloverly ES	1961	1989	55,965	10	Yes					2		
Cresthaven ES	1962		46,490	9.8		1311				3	Yes	
Dr. Charles R. Drew ES	1991		73,975	12								Yes
Fairland ES	1992		62,078	11.8						7		Yes
Galway ES	1967		67,452	9	Yes	1301				1		Yes
Greencastle ES	1988		78,275	18.9						1	Yes	Yes
Jackson Road ES	1959	1995	65,279	8.8				Yes		11		Yes
Roscoe R. Nix ES	2006		88,351	7.8	Yes							Yes
William T. Page ES	1965	2003	58,726	9.8		1404		Yes				Yes
Sherwood ES	1977		60,064	11.1		TBD			Yes	6		Yes
Stonegate ES	1971		44,966	10.3		TBD	Yes			4		
Westover ES	1964	1998	54,645	7.6						1		Yes

**Schools with a date before 1986 underwent a renovation, not a fulll 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.*


Clopper Mill
Ronald McNair
Spark M. Matsunaga
Germantown
Kingsview MS
Roberto Clemente MS
Clopper Mill
Northwest HS
Great Seneca Creek
Spark M. Matsunaga
Diamond
Diamond
Lakelands Park MS
Darnestown
Northwest Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Roberto Clemente MS
Kingsview MS
Lakelands Park MS
0
0.5
1
2
Miles
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

SCHOOLS

Darnestown Elementary School

Utilization: Projections indicate enrollment at Darnestown Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2009 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.

Diamond Elementary School

Capital Project: Restroom renovations are planned for this school for completion in the 2009–2010 school year.

Germantown Elementary School

Capital Project: Restroom renovations are planned for this school for completion in the 2009–2010 school year.

Spark M. Matsunaga Elementary School

Utilization: Projections indicate enrollment at Spark M. Matsunaga Elementary School will exceed capacity throughout the six-year period. Enrollment will be monitored to determine if a facility plan is needed in the future.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Darnestown ES	Classroom addition	Proposed	TBD
Diamond ES	Restroom renovations	Programmed	SY 2009–2010
Germantown ES	Restroom renovations	Programmed	SY 2009–2010

Northwest Cluster Articulation*

Northwest High School

Roberto Clemente MS	Kingsview MS	Lakelands Park MS
Clopper Mill ES	Ronald McNair ES	Darnestown ES
Germantown ES	Spark M. Matsunaga ES	Diamond ES** (North of Great Seneca Highway)
Great Seneca Creek ES**	Great Seneca Creek ES**	

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

* S. Christa McAuliffe and Sally K. Ride elementary schools (south of Middlebrook Road) also articulate to Roberto Clemente Middle School, but thereafter articulate to Seneca Valley High School.

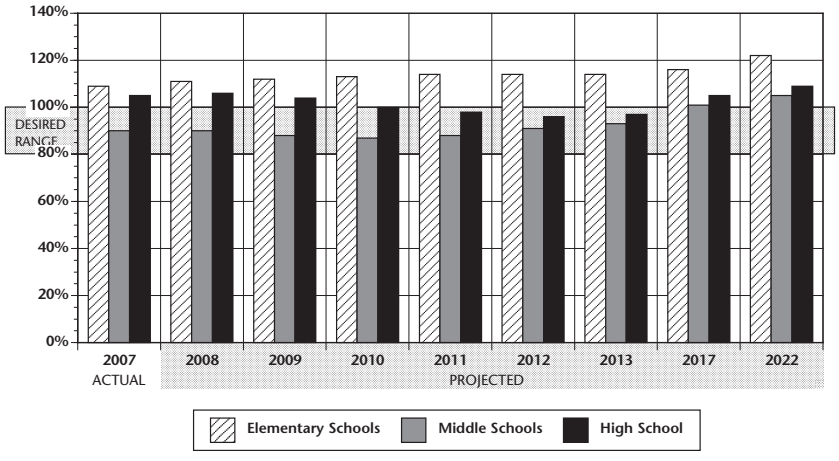
* Brown Station and Rachel Carson elementary schools also articulate to Lakelands Park Middle School but thereafter articulate to Quince Orchard High School.

** Diamond Elementary School (south of Great Seneca Highway) also articulates to Ridgeview Middle School and to Quince Orchard High School.

** A portion of Great Seneca Creek Elementary School articulates to Roberto Clemente Middle School and another portion to Kingsview Middle School.

Northwest Cluster

School Utilizations with Recommended CIP



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

Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Northwest HS		Program Capacity	2151	2151	2151	2151	2151	2151	2151	2151	2151
		Enrollment	***2053***	***2030***	***2076***	***2150***	***2204***	***2230***	***2217***	**2250**	**2350**
		Available Space	98	121	75	1	(53)	(79)	(66)	*(99)*	*(199)*
		Comments									
Roberto Clemente MS		Program Capacity	1175	1175	1175	1175	1175	1175	1175	1175	1175
		Enrollment	**1156**	**1128**	**1096**	**1062**	**1021**	**1039**	**1017**	**1100**	**1150**
		Available Space	*19*	*47*	*79*	*113*	*154*	*136*	*158*	*75*	*25*
		Comments									
Kingsview MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	**861**	**880**	**879**	**883**	**895**	**936**	**977**	**1050**	**1100**
		Available Space	*95*	*76*	*77*	*73*	*61*	*20*	*(21)*	*(94)*	*(144)*
		Comments									
Lakelands Park MS		Program Capacity	1052	1052	1052	1052	1052	1052	1052	1052	1052
		Enrollment	**847**	**851**	**822**	**831**	**882**	**911**	**970**	**1050**	**1100**
		Available Space	*205*	*201*	*230*	*221*	*170*	*141*	*82*	*2*	*(48)*
		Comments									
Clopper Mill ES	CSR	Program Capacity	429	429	429	429	429	429	429		
		Enrollment	**442**	**448**	**466**	**467**	**474**	**480**	**474**		
		Available Space	*(13)*	*(19)*	*(37)*	*(38)*	*(45)*	*(51)*	*(45)*		
		Comments									
Darnestown ES		Program Capacity	273	273	273	273	273	273	273		
		Enrollment	**382**	**383**	**388**	**387**	**381**	**399**	**398**		
		Available Space	*(109)*	*(110)*	*(115)*	*(114)*	*(108)*	*(126)*	*(125)*		
		Comments		Facility Planning For Add.							
Diamond ES		Program Capacity	528	528	528	528	528	528	528		
		Enrollment	**439**	**454**	**470**	**476**	**483**	**490**	**487**		
		Available Space	*89*	*74*	*58*	*52*	*45*	*38*	*41*		
		Comments									
Germantown ES		Program Capacity	361	361	361	361	361	361	361		
		Enrollment	**290**	**293**	**281**	**285**	**298**	**296**	**304**		
		Available Space	*71*	*68*	*80*	*76*	*63*	*65*	*57*		
		Comments									
Great Seneca Creek ES		Program Capacity	659	659	659	659	659	659	659		
		Enrollment	**682**	**686**	**708**	**738**	**746**	**746**	**747**		
		Available Space	*(23)*	*(27)*	*(49)*	*(79)*	*(87)*	*(87)*	*(88)*		
		Comments									
Spark M. Matsunaga ES		Program Capacity	660	660	660	660	660	660	660		
		Enrollment	**880**	**922**	**940**	**939**	**943**	**915**	**894**		
		Available Space	*(220)*	*(262)*	*(280)*	*(279)*	*(283)*	*(255)*	*(234)*		
		Comments									
Ronald McNair ES		Program Capacity	611	611	611	611	611	611	611		
		Enrollment	***734***	***712***	***701***	***699***	***699***	***697***	***694***		
		Available Space	(123)	(101)	(90)	(88)	(88)	(86)	(83)		
		Comments									
Cluster Information		HS Utilization	105%	106%	104%	100%	98%	96%	97%	105%	109%
		HS Enrollment	2151	2151	2151	2151	2151	2151	2151	2250	2350
		MS Utilization	90%	90%	88%	87%	88%	91%	93%	101%	105%
		MS Enrollment	2864	2859	2797	2776	2798	2886	2964	3200	3350
		ES Utilization	109%	111%	112%	113%	114%	114%	114%	116%	122%
		ES Enrollment	3849	3898	3954	3991	4024	4023	3998	4100	4300

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Northwest HS	2053	29.6%	0.3%	17.3%	16.3%	36.4%	14.9%	0.5%	14.0%
Roberto Clemente MS	1156	28.7%	0.1%	19.8%	21.0%	30.4%	25.6%	3.5%	12.0%
Kingsview MS	861	23.6%	0.3%	28.0%	12.4%	35.7%	15.9%	3.9%	8.0%
Lakelands Park MS	847	17.5%	0.5%	13.9%	13.6%	54.5%	14.3%	4.9%	12.7%
Clopper Mill ES	442	38.2%	0.0%	9.5%	41.4%	10.9%	55.6%	24.6%	28.6%
Darnestown ES	382	4.5%	0.5%	10.5%	4.2%	80.4%	2.9%	4.9%	8.2%
Diamond ES	439	12.3%	0.2%	33.5%	11.2%	42.8%	14.5%	10.1%	18.3%
Germantown ES	290	32.8%	0.3%	17.9%	18.6%	30.3%	31.0%	11.3%	17.4%
Great Seneca Creek ES	682	24.5%	0.3%	23.6%	15.5%	36.1%	21.6%	11.4%	14.4%
Spark M. Matsunaga ES	880	15.3%	0.2%	40.2%	8.5%	35.7%	10.8%	7.9%	6.3%
Ronald McNair ES	734	25.1%	0.4%	23.3%	15.5%	35.7%	17.6%	13.1%	12.4%
Elementary Cluster Total	**3849**	**21.3%**	**0.3%**	**25.1%**	**15.5%**	**37.8%**	**20.1%**	**11.6%**	**13.6%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Northwest HS	9–12	2151	102		88										10											4								
Roberto Clemente MS	6–8	1175	59		52								1		3					1	2													
Kingsview MS	6–8	956	47		42								1		4																			
Lakelands Park MS	6–8	1052	54		47								1		2						2						1							1
Clopper Mill ES	HS–5	429	28	5		7	8		1	1	4												2											
Darnestown ES	K–5	273	16	4		9						3																						
Diamond ES	K–5	528	29	4		19						3				1							2											
Germantown ES	K–5	361	22	4		13						2									3													
Great Seneca Creek ES	K–5	659	34	4		23						5														2								
Spark M. Matsunaga ES	K–5	660	34	5		22						7																						
Ronald McNair ES	pre-K–5	611	32	5		18			1			6					1		1															

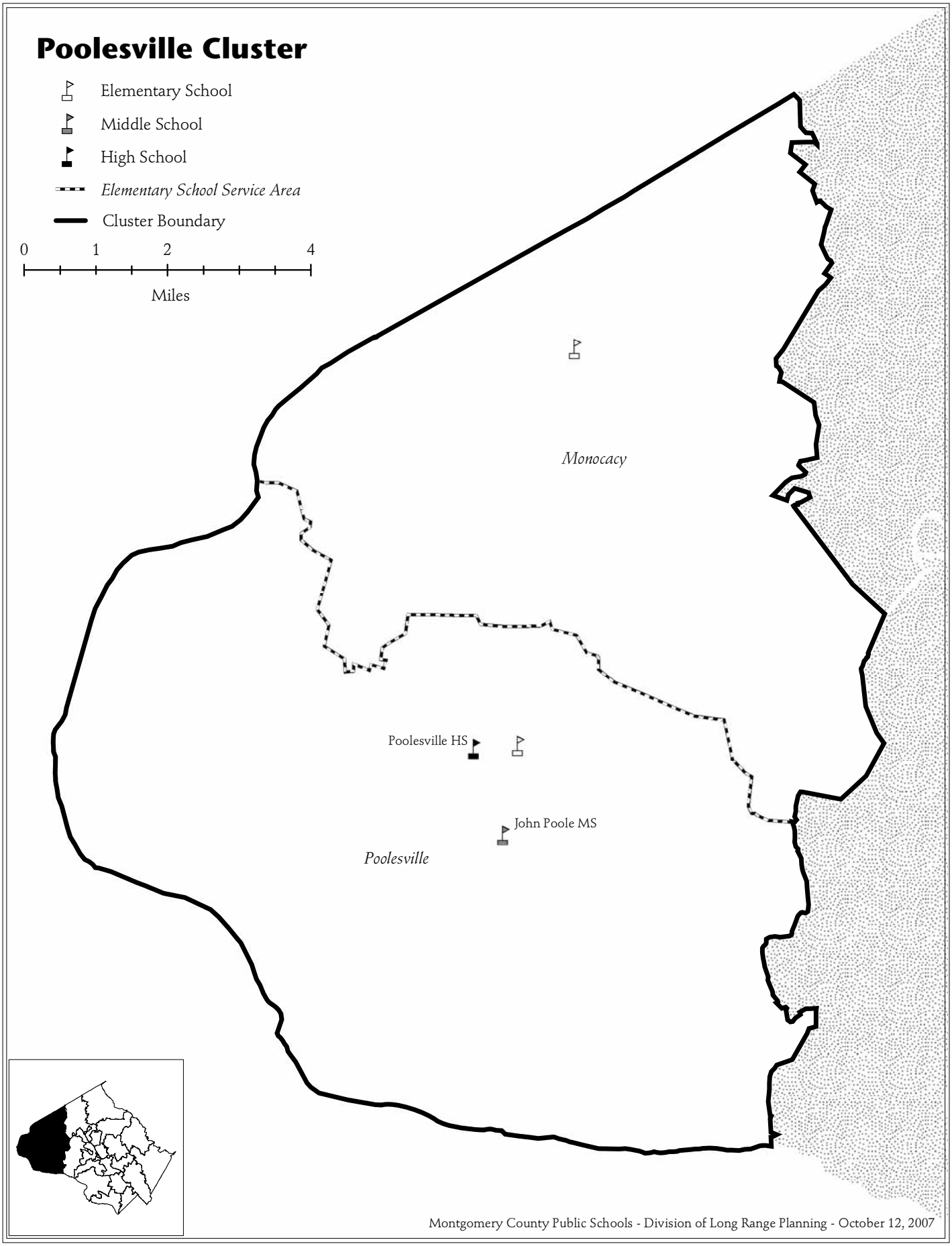
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Northwest HS	1998		340,867	34.6	Yes							
Roberto Clemente MS	1994		148,246	19.9								
Kingsview MS	1997		140,398	18.5	Yes							
Lakelands Park MS	2005		153,588	8.11	Yes							
Clopper Mill ES	1986		64,851	9	Yes					4		Yes
Darnestown ES	1954	1980	37,685	7.2		TBD				6		Yes
Diamond ES	1975		64,950	10	Yes	TBD	Yes					Yes
Germantown ES	1935	1978	57,668	7.8		TBD				3		Yes
Great Seneca Creek ES	2006		82,511	13.71			Yes					Yes
Spark M. Matsunaga ES	2001	2005	90,718	12.1			Yes			12		Yes
Ronald McNair ES	1990		78,275	10	Yes					5		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.*


Poolesville Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
1
2
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Miles
Monocacy
Poolesville HS
John Poole MS
Poolesville
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

CLUSTER PLANNING ISSUES

SCHOOLS

Poolesville High School

Planning Issue: Poolesville High School became a whole-school magnet school in August 2006. The whole-school magnet model will serve the local student population and students applying from outside the cluster. Students will have the opportunity to choose among three houses including the Global Ecology House, the Humanities House, and the Science, Mathematics, and Computer Science House. The programs will incorporate elements of the programs at Montgomery Blair High School and the Global Ecology program that currently exists at Poolesville High School. The Humanities and Science, Mathematics and Computer Science programs began in August 2006 with the incoming Grade 9 class.

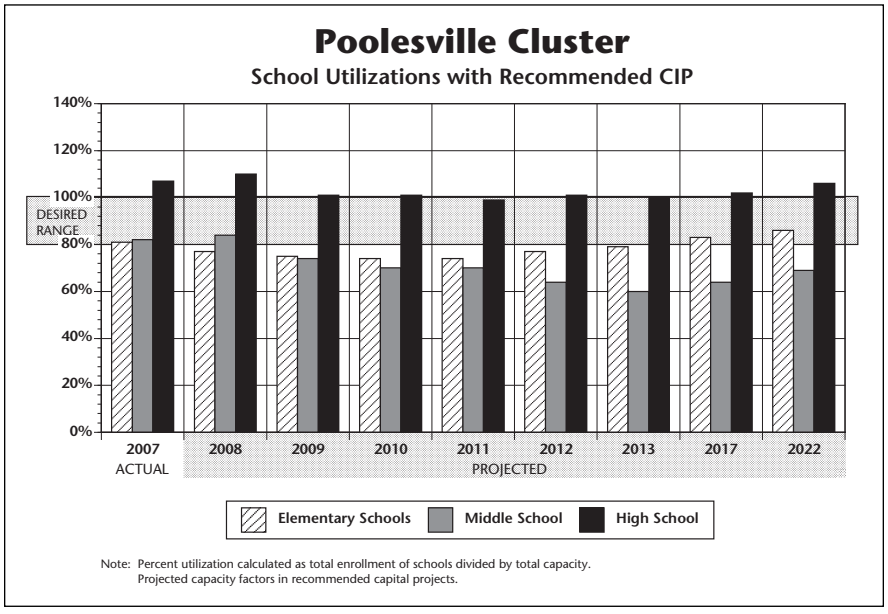
Capital Project: A feasibility study was conducted during the 2006–2007 school year to determine the scope and cost to upgrade the existing science laboratories that are outdated, add six science laboratories and one technology education laboratory, and complete interior modifications to support the educational programs at the school. An FY 2009 appropriation is recommended for construction funds for the laboratory addition. The completion date for the science and technology laboratories is August 2009. In order for this work to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Poolesville Elementary School

Capital Project: Restroom renovations are planned for this school for completion in the 2009–2010 school year.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Poolesville HS	Science and technology education laboratories	Recommended	Aug. 2009
Poolesville ES	Restroom renovations	Programmed	SY 2009–2010



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Poolesville HS		Program Capacity	950	950	1107	1107	1107	1107	1107	1107	1107
		Enrollment	**1012**	**1044**	**1114**	**1115**	**1098**	**1113**	**1106**	**1125**	**1175**
		Available Space	*(62)*	*(94)*	*(7)*	*(8)*	*9*	*(6)*	*1*	*(18)*	*(68)*
		Comments	Planning For Add.		+7 Rooms						
John Poole MS		Program Capacity	472	472	472	472	472	472	472	472	472
		Enrollment	**387**	**396**	**350**	**330**	**332**	**303**	**281**	**300**	**325**
		Available Space	*85*	*76*	*122*	*142*	*140*	*169*	*191*	*172*	*147*
		Comments									
Monocacy ES		Program Capacity	205	205	205	205	205	205	205		
		Enrollment	**204**	**196**	**205**	**207**	**208**	**212**	**227**		
		Available Space	*1*	*9*	*0*	*(2)*	*(3)*	*(7)*	*(22)*		
		Comments									
Poolesville ES		Program Capacity	549	549	549	549	549	549	549		
		Enrollment	**407**	**382**	**364**	**352**	**352**	**368**	**371**		
		Available Space	*142*	*167*	*185*	*197*	*197*	*181*	*178*		
		Comments									
Cluster Information		HS Utilization	107%	110%	101%	101%	99%	101%	100%	102%	106%
		HS Enrollment	1012	1044	1114	1115	1098	1113	1106	1125	1175
		MS Utilization	82%	84%	74%	70%	70%	64%	60%	64%	69%
		MS Enrollment	387	396	350	330	332	303	281	300	325
		ES Utilization	81%	77%	75%	74%	74%	77%	79%	83%	86%
		ES Enrollment	611	578	569	559	560	580	598	625	650

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Poolesville HS	1012	4.9%	0.8%	12.6%	3.7%	78.0%	3.1%	0.1%	4.6%
John Poole MS	387	7.5%	0.5%	1.3%	5.4%	85.3%	10.1%	0.8%	4.2%
Monocacy ES	204	6.4%	2.0%	4.4%	7.4%	79.9%	11.3%	3.5%	4.3%
Poolesville ES	407	6.1%	0.7%	2.7%	11.1%	79.4%	13.6%	4.1%	11.0%
Elementary Cluster Total	**611**	**6.2%**	**1.1%**	**3.3%**	**9.8%**	**79.5%**	**12.8%**	**3.9%**	**8.6%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Poolesville HS	9–12	950	43		41										2																			
John Poole MS	6–8	472	23		21										2																			
Monocacy ES	K–5	205	12	3		7						2																						
Poolesville ES	K–5	549	28	4		21						3																						

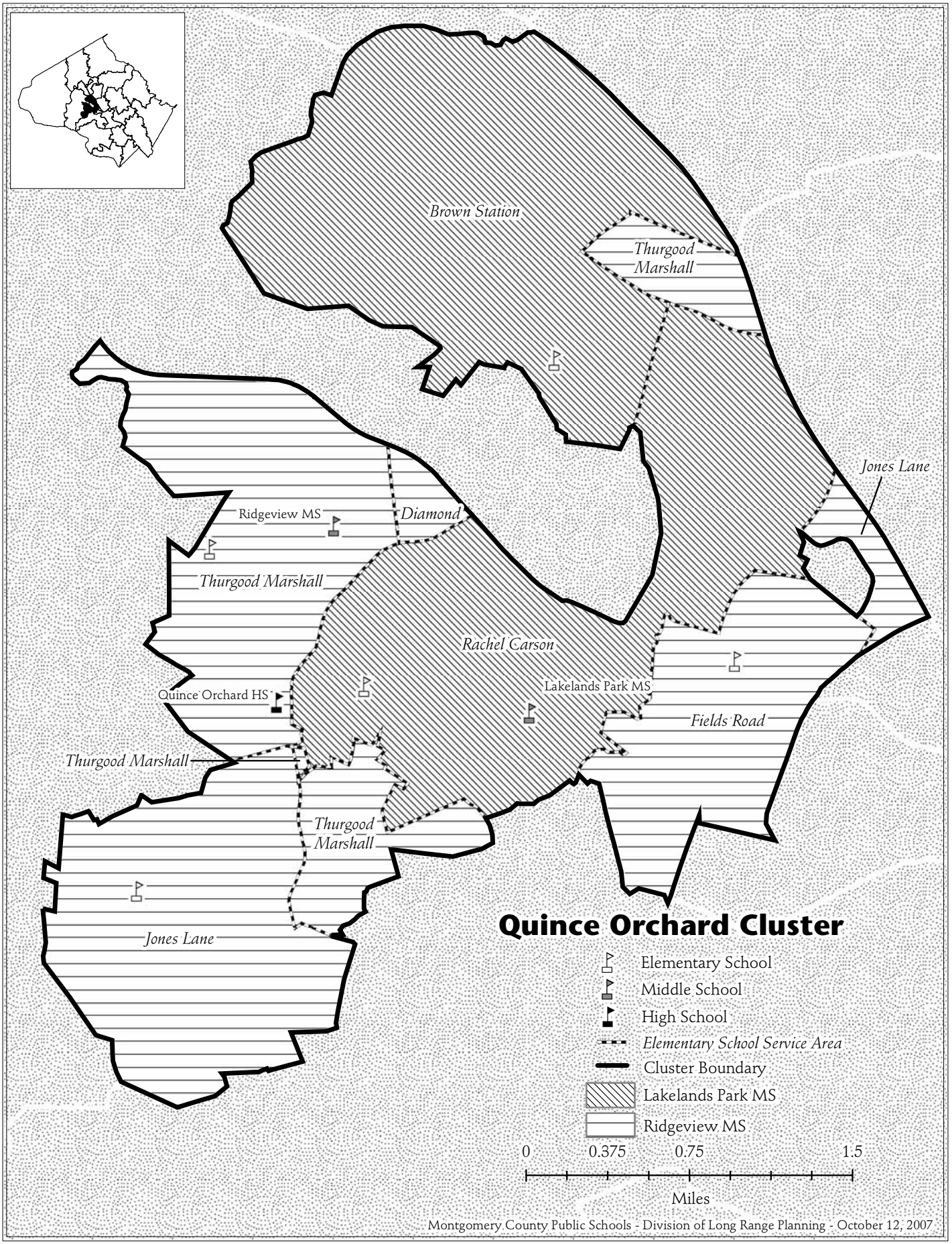
Facility Characteristics of Schools 2007–2008

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**: Joint Use	County Owned	Private Mod.	Reloc-atable Class.	LTL/ SBHC***	Elem. Gym
Poolesville HS	1953	1978	141,249	37.2		1362				8		
John Poole MS	1997		85,669	20.5								
Monocacy ES	1961	1989	42,482	27						3		Yes
Poolesville ES	1960	1978	64,803	12.3		TBD	Yes					Yes

**Schools with a date before 1986 underwent a renovation, not a fulll 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.*


Brown Station
Thurgood Marshall
Jones Lane
Ridgeview MS
Diamond
Thurgood Marshall
Rachel Carson
Quince Orchard HS
Lakelands Park MS
Fields Road
Thurgood Marshall
Thurgood Marshall
Jones Lane
Quince Orchard Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Lakelands Park MS
Ridgeview MS
0
0.375
0.75
1.5
Miles
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

SCHOOLS

Ridgeview Middle School

Capital Project: Although improvements to this facility were approved in the Amended FY 2007–2012 CIP, due to the fiscal constraints and projected revenue shortfalls in the county and state, as described in Chapter 1, the scope of the project has been reduced. The new scope of this project will include site and administration modifications that will improve the parking area, create a new student drop-off area and bus loop, and relocate the administration area and locker commons area. An FY 2009 appropriation for construction is recommended to complete these improvements. The scheduled completion date for the project is August 2010. In order for these improvements to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: Restroom renovations are planned for this school for completion in the 2008–2009 school year.

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.

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

Capital Project: Restroom renovations are planned for this school for completion in the 2009–2010 school year.

Rachel Carson Elementary School

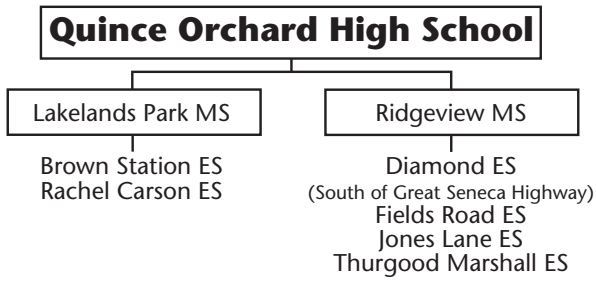
Utilization: Projections indicate enrollment at Rachel Carson Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. As part of the Amended FY 2007–2012 CIP, options were developed to address the overutilization at Rachel Carson Elementary School. These options included feasibility studies for classroom additions at Jones Lane and/or Thurgood Marshall elementary schools. After careful consideration, the Elementary Learning Center (ELC) currently located at Rachel Carson Elementary School will be relocated to Jones Lane Elementary School in August 2010. Enrollment will continue to be monitored to determine whether it is necessary to develop additional plans to relieve Rachel Carson Elementary School.

Fields Road Elementary School

Utilization: Projections indicate Fields Road Elementary School enrollment will exceed the school's current capacity by four classrooms or more throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until a nine-classroom addition is constructed.

Capital Project: A classroom addition is underway for Fields Road Elementary School to accommodate its projected enrollment. The scheduled completion date for the addition is August 2008.

Quince Orchard Cluster Articulation*

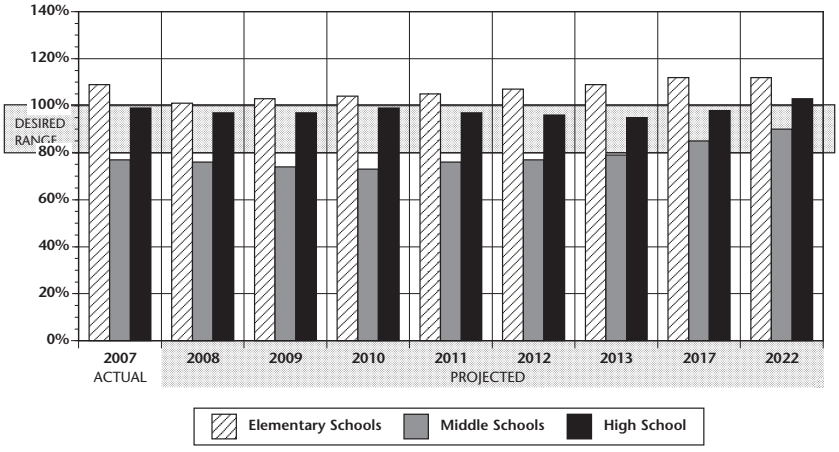


*"Cluster" is defined as the collection of elementary schools that articulate to the same high school.

*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 with Recommended CIP



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

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Ridgeview MS	Restroom renovations	Recommended	SY 2008–2009
	Site and administration modifications	Recommended	Aug. 2010
Brown Station ES	Restroom renovations	Recommended	SY 2009–2010
	Modernization	Programmed	Aug. 2016
Fields Road ES	Classroom addition	Approved	Aug. 2008

Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Quince Orchard HS		Program Capacity	1791	1791	1791	1791	1791	1791	1791	1791	1791
		Enrollment	**1767**	**1730**	**1736**	**1768**	**1733**	**1715**	**1709**	**1750**	**1850**
		Available Space	*24*	*61*	*55*	*23*	*58*	*76*	*82*	*41*	*(59)*
		Comments									
Lakelands Park MS		Program Capacity	1052	1052	1052	1052	1052	1052	1052	1052	1052
		Enrollment	**847**	**851**	**822**	**831**	**882**	**911**	**970**	**1050**	**1100**
		Available Space	*205*	*201*	*230*	*221*	*170*	*141*	*82*	*2*	*(48)*
		Comments									
Ridgeview MS		Program Capacity	1007	1007	1007	1007	1007	1007	1007	1007	1007
		Enrollment	**742**	**711**	**702**	**680**	**684**	**675**	**657**	**700**	**750**
		Available Space	*265*	*296*	*305*	*327*	*323*	*332*	*350*	*307*	*257*
		Comments				+I&T Off. Modifications Complete					
Brown Station ES	CSR	Program Capacity	404	394	394	394	394	394	394		
		Enrollment	**384**	**385**	**419**	**449**	**481**	**506**	**527**		
		Available Space	*20*	*9*	*(25)*	*(55)*	*(87)*	*(112)*	*(133)*		
		Comments		+2 PEP			Facility Planning For Mod.				
Rachel Carson ES		Program Capacity	639	639	639	691	691	691	691		
		Enrollment	**828**	**838**	**854**	**833**	**834**	**832**	**820**		
		Available Space	*(189)*	*(199)*	*(215)*	*(142)*	*(143)*	*(141)*	*(129)*		
		Comments				-4 ELC					
Fields Road ES		Program Capacity	339	580	580	580	580	580	580		
		Enrollment	**393**	**401**	**420**	**425**	**443**	**466**	**483**		
		Available Space	*(54)*	*179*	*160*	*155*	*137*	*114*	*97*		
		Comments		+9 Rooms +2 pre-K AUT							
Jones Lane ES		Program Capacity	495	495	495	473	473	473	473		
		Enrollment	**509**	**507**	**508**	**539**	**541**	**538**	**539**		
		Available Space	*(14)*	*(12)*	*(13)*	*(66)*	*(68)*	*(65)*	*(66)*		
		Comments				+4 ELC					
Thurgood Marshall ES		Program Capacity	519	529	529	529	529	529	529		
		Enrollment	**498**	**525**	**525**	**520**	**513**	**523**	**528**		
		Available Space	*21*	*4*	*4*	*9*	*16*	*6*	*1*		
		Comments	+Gym	-1 GT/LD							
Cluster Information		HS Utilization	99%	97%	97%	99%	97%	96%	95%	98%	103%
		HS Enrollment	1767	1730	1736	1768	1733	1715	1709	1750	1850
		MS Utilization	77%	76%	74%	73%	76%	77%	79%	85%	90%
		MS Enrollment	1589	1562	1524	1511	1566	1586	1627	1750	1850
		ES Utilization	109%	101%	103%	104%	105%	107%	109%	112%	112%
		ES Enrollment	2612	2656	2726	2766	2812	2865	2897	3000	3100

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	1767	18.3%	0.3%	14.4%	17.8%	49.1%	15.9%	7.3%	15.3%
Lakelands Park MS	847	17.5%	0.5%	13.9%	13.6%	54.5%	14.3%	4.9%	12.7%
Ridgeview MS	742	14.0%	0.1%	16.7%	17.0%	52.2%	19.9%	6.2%	15.2%
Brown Station ES	384	41.9%	0.0%	11.2%	29.9%	16.9%	49.9%	20.7%	28.4%
Rachel Carson ES	828	5.8%	0.2%	12.9%	13.4%	67.6%	13.4%	10.8%	10.8%
Fields Road ES	393	17.8%	0.0%	21.9%	17.3%	43.0%	22.5%	9.9%	20.9%
Jones Lane ES	509	12.2%	0.0%	16.1%	16.3%	55.4%	17.4%	7.2%	11.7%
Thurgood Marshall ES	498	15.1%	2.4%	22.3%	13.1%	47.2%	20.1%	8.5%	18.9%
Elementary Cluster Total	**2612**	**15.9%**	**0.5%**	**16.4%**	**16.9%**	**50.2%**	**22.4%**	**10.9%**	**16.8%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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 — SEC LAD@15	HSM @13	Cluster Based — ELEM LAD @13	Quad Cluster Based — ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based — AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Quince Orchard HS	9–12	1791	88		72								4		6					1	4					1								
Lakelands Park MS	6–8	1052	54		47								1		2						2					1								1
Ridgeview MS	6–8	1007	49		45								1		3																		
Brown Station ES	HS–5	404	26	5		6	8		1	1	4									1														
Rachel Carson ES	pre-K–5	639	35	5		18			1			6					1	4																
Fields Road ES	pre-K–5	339	20	5		11		1				3																						
Jones Lane ES	K–5	495	27	4		16						4					3																	
Thurgood Marshall ES	K–5	519	28	4		16						3															1			4				

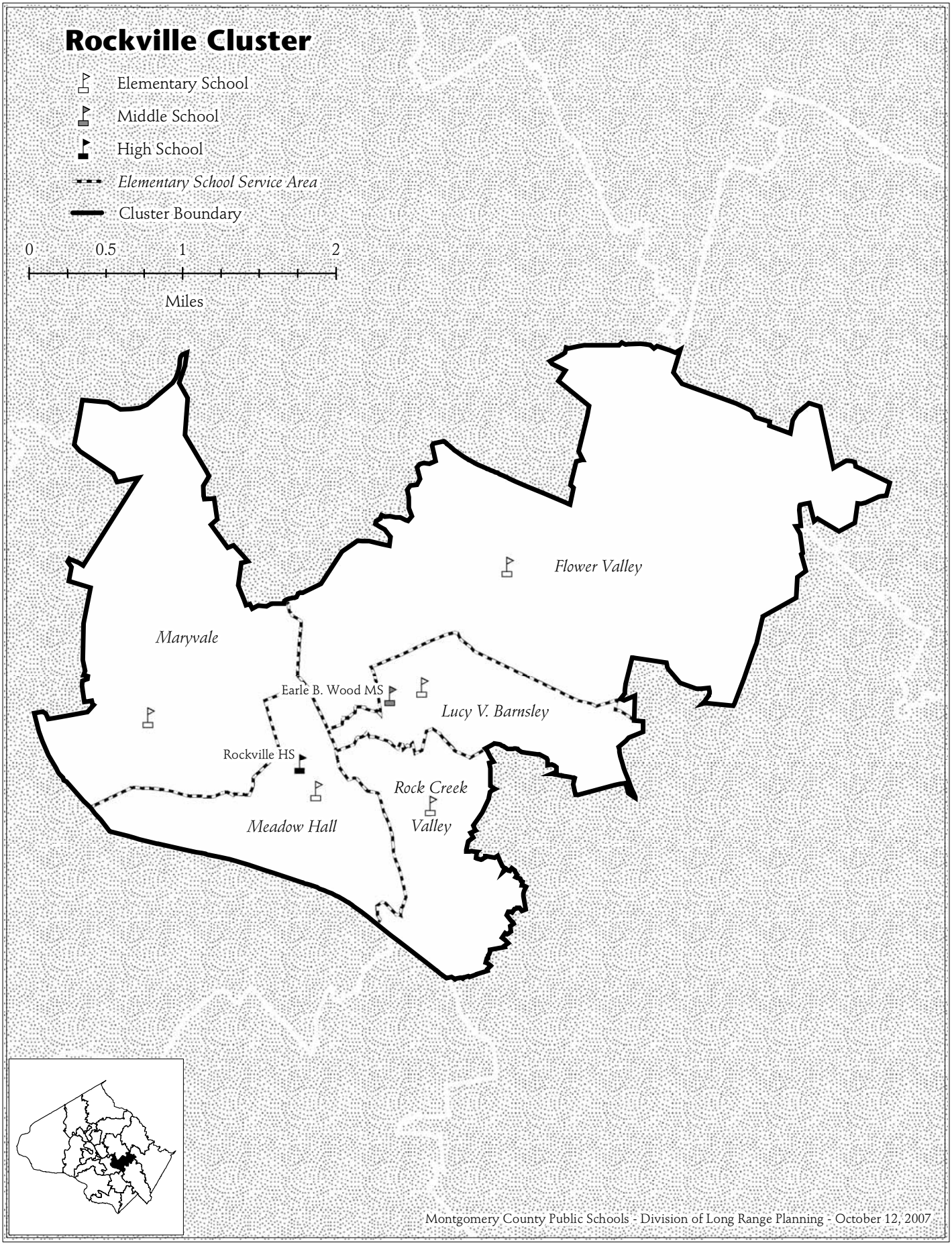
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Quince Orchard HS	1988		284,912	30.1						4		
Lakelands Park MS	2005		153,588	8.11	Yes							
Ridgeview MS	1975		136,379	20		TBD						Yes
Brown Station ES	1969		58,338	9	Yes	1516						Yes
Rachel Carson ES	1990		78,547	12.4						6		Yes
Fields Road ES	1973		47,140	10		TBD				8		Yes
Jones Lane ES	1987		60,679	12.1						2		Yes
Thurgood Marshall ES	1993		73,059	12				Yes		3		Yes

**Schools with a date before 1986 underwent a renovation, not a fulll 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
0
0.5
1
2
Miles
Flower Valley
Maryvale
Earle B. Wood MS
Lucy V. Barnsley
Rockville HS
Rock Creek
Valley
Meadow Hall
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

SCHOOLS

Lucy V. Barnsley Elementary School

Utilization: Projections indicate enrollment at Lucy V. Barnsley Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: FY 2010 expenditures are programmed 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.

Maryvale Elementary School

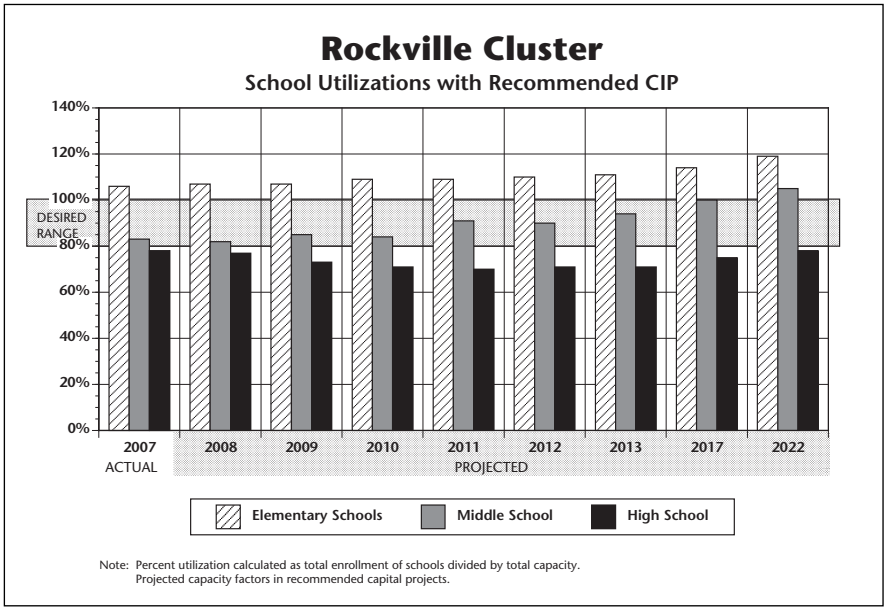
Capital Project: A modernization project is scheduled for this school with a completion date of January 2018. FY 2013 expenditures are programmed for facility planning to conduct a feasibility study to determine the feasibility, scope, and cost of the modernization project. In order for this modernization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

Meadow Hall Elementary School

Capital Project: An FY 2008 appropriation was approved to construct a gymnasium. The scheduled completion date for this gymnasium is August 2008.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Lucy V. Barnsley ES	Classroom addition	Proposed	TBD
Maryvale ES	Modernization	Programmed	Jan. 2018
Meadow Hall ES	Gymnasium	Approved	Aug. 2008



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Rockville HS		Program Capacity	1602	1602	1602	1602	1602	1602	1602	1602	1602
		Enrollment	**1254**	**1236**	**1177**	**1132**	**1114**	**1143**	**1144**	**1200**	**1250**
		Available Space	*348*	*366*	*425*	*470*	*488*	*459*	*458*	*402*	*352*
		Comments									
Earle B. Wood MS		Program Capacity	972	972	972	972	972	972	972	972	972
		Enrollment	**806**	**800**	**829**	**817**	**880**	**877**	**913**	**975**	**1025**
		Available Space	*166*	*172*	*143*	*155*	*92*	*95*	*59*	*(3)*	*(53)*
		Comments									
Lucy V. Barnsley ES		Program Capacity	513	513	513	513	513	513	513		
		Enrollment	**604**	**597**	**596**	**603**	**593**	**606**	**602**		
		Available Space	*(91)*	*(94)*	*(93)*	*(100)*	*(90)*	*(103)*	*(99)*		
		Comments			Facility Planning for Add.						
Flower Valley ES		Program Capacity	429	429	429	429	429	429	429		
		Enrollment	**451**	**442**	**444**	**467**	**453**	**452**	**451**		
		Available Space	*(22)*	*(13)*	*(15)*	*(38)*	*(24)*	*(23)*	*(22)*		
		Comments									
Maryvale ES	CSR	Program Capacity	579	579	579	579	579	579	579		
		Enrollment	**605**	**612**	**609**	**609**	**606**	**618**	**625**		
		Available Space	*(26)*	*(33)*	*(30)*	*(30)*	*(27)*	*(39)*	*(46)*		
		Comments						Facility Planning For Mod.			
Meadow Hall ES	CSR	Program Capacity	345	345	345	345	345	345	345		
		Enrollment	**320**	**331**	**344**	**355**	**374**	**386**	**396**		
		Available Space	*25*	*14*	*1*	*(10)*	*(29)*	*(41)*	*(51)*		
		Comments		+Gym							
Rock Creek Valley ES	CSR	Program Capacity	363	363	363	363	363	363	363		
		Enrollment	**393**	**395**	**397**	**398**	**400**	**400**	**410**		
		Available Space	*(30)*	*(32)*	*(34)*	*(35)*	*(37)*	*(37)*	*(47)*		
		Comments									
Cluster Information		HS Utilization	78%	77%	73%	71%	70%	71%	71%	75%	78%
		HS Enrollment	1254	1236	1177	1132	1114	1143	1144	1200	1250
		MS Utilization	83%	82%	85%	84%	91%	90%	94%	100%	105%
		MS Enrollment	816	803	816	812	772	817	828	850	900
		ES Utilization	106%	107%	107%	109%	109%	110%	111%	114%	119%
		ES Enrollment	2373	2377	2390	2432	2426	2462	2484	2550	2650

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Rockville HS	1254	18.7%	0.3%	12.5%	24.3%	44.1%	17.9%	5.0%	18.4%
Earle B. Wood MS	806	16.0%	0.4%	10.8%	31.3%	41.6%	28.2%	6.4%	16.7%
Lucy V. Barnsley ES	604	12.1%	0.0%	15.6%	26.3%	46.0%	21.5%	9.1%	13.2%
Flower Valley ES	451	19.5%	0.0%	10.4%	11.8%	58.3%	15.5%	6.2%	12.4%
Maryvale ES	605	27.1%	0.5%	12.6%	26.6%	33.2%	36.7%	19.7%	15.1%
Meadow Hall ES	320	17.5%	1.9%	12.2%	35.0%	33.4%	37.4%	12.0%	24.3%
Rock Creek Valley ES	393	8.7%	0.3%	10.4%	34.1%	46.6%	25.1%	25.3%	17.8%
Elementary Cluster Total	**2373**	**17.5%**	**0.4%**	**12.5%**	**26.1%**	**43.5%**	**27.1%**	**14.3%**	**15.9%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Rockville HS	9–12	1602	79		65								2		5					1			2		4									
Earle B. Wood MS	6–8	972	51		42								1		3								1		4									
Lucy V. Barnsley ES	K–5	513	28	3		17						4													3			1						
Flower Valley ES	K–5	429	25	3		14						3													3	2								
Maryvale ES	HS–5	579	35	4		11	9		1	2	5												3											
Meadow Hall ES	K–5	345	24	3		5	7				4						3						2											
Rock Creek Valley ES	pre-K–5	363	28	4		5	7	1			4														7									

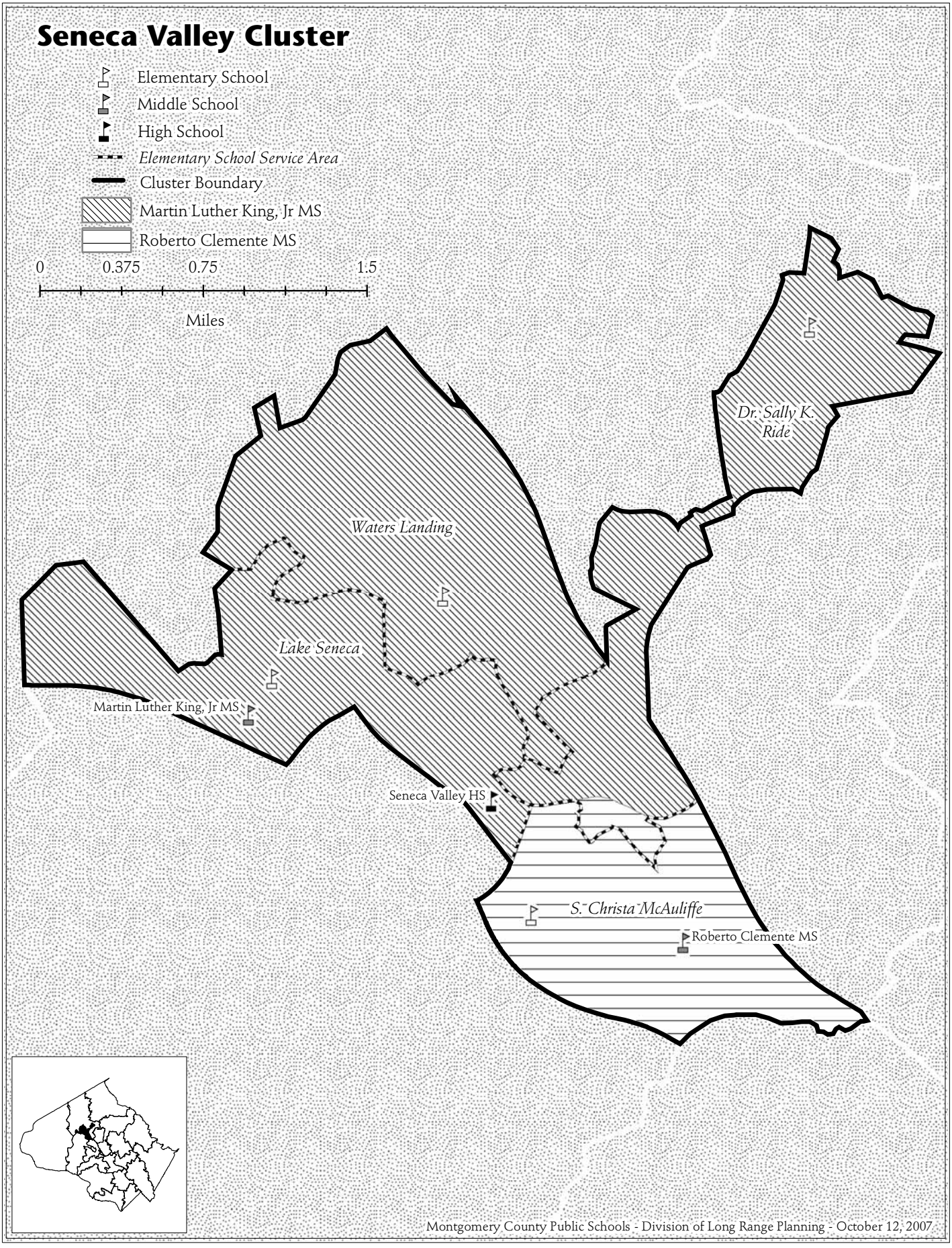
Facility Characteristics of Schools 2007–2008

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**: Joint Use	Child Care**: County Owned	Child Care**: Private Mod.	Reloc-atable Class.	LTL/ SBHC***	Elem. Gym
Rockville HS	1968	2004	316,973	30.3		1283						
Earle B. Wood MS	1965	2001	152,558	8.5	Yes							
Lucy V. Barnsley ES	1965	1998	72,024	10						4		Yes
Flower Valley ES	1967	1996	61,567	9.3						1		Yes
Maryvale ES	1969		92,050	17.7		1578	Yes			1		Yes
Meadow Hall ES	1956	1994	53,878	8.4	Yes					2		
Rock Creek Valley ES	1964	2001	76,692	10.5						2		Yes

**Schools with a date before 1986 underwent a renovation, not a fulll 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
0
0.375
0.75
1.5
Miles
Dr. Sally K. Ride
Waters Landing
Lake Seneca
Martin Luther King, Jr MS
Seneca Valley HS
S. Christa McAuliffe
Roberto Clemente MS
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

CLUSTER PLANNING ISSUES

Seneca Valley High School

Capital Project: Restroom renovations are planned for this school for completion in the 2008–2009 school year.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2016. FY 2011 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Seneca Valley HS	Restroom renovations	Recommended	SY 2008–2009
	Modernization	Programmed	Aug. 2016

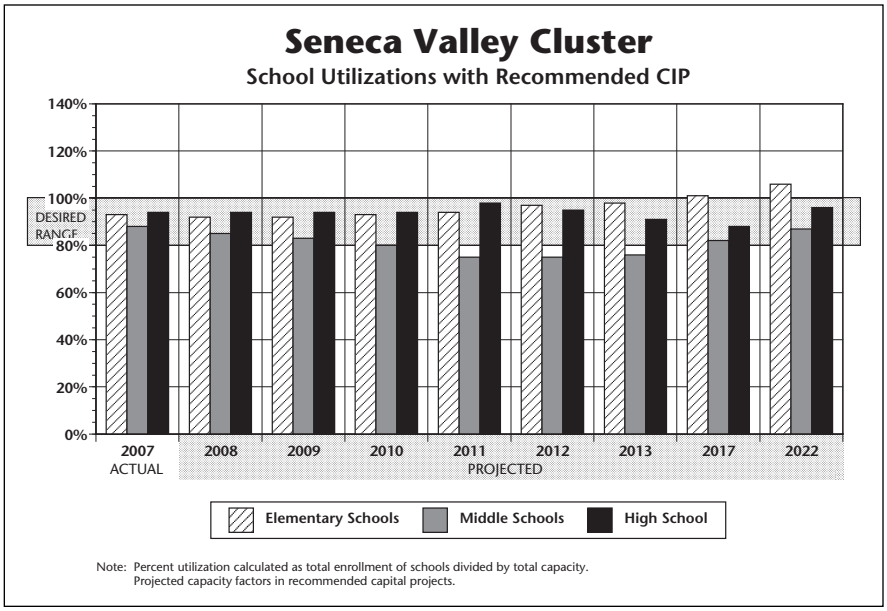
Seneca Valley Cluster Articulation*

Seneca Valley High School

Roberto Clemente MS	Dr. Martin Luther King, Jr. MS
S. Christa McAuliffe ES Dr. Sally K. Ride ES (South of Middlebrook Road)	Lake Seneca ES Dr. Sally K. Ride ES (North of Middlebrook Road) Waters Landing ES

* "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.



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Seneca Valley HS		Program Capacity	1452	1452	1452	1452	1452	1452	1452	1542	1452
		Enrollment	**1361**	**1368**	**1364**	**1372**	**1419**	**1381**	**1327**	**1350**	**1400**
		Available Space	*91*	*84*	*88*	*80*	*33*	*71*	*125*	*192*	*52*
		Comments				Facility Planning For Mod.					
Roberto Clemente MS		Program Capacity	1175	1175	1175	1175	1175	1175	1175	1175	1175
		Enrollment	**1156**	**1128**	**1096**	**1062**	**1021**	**1039**	**1017**	**1100**	**1150**
		Available Space	*19*	*47*	*79*	*113*	*154*	*136*	*158*	*75*	*25*
		Comments									
Martin Luther King, Jr MS		Program Capacity	863	876	880	888	888	888	888	888	888
		Enrollment	**635**	**617**	**609**	**589**	**536**	**511**	**554**	**600**	**650**
		Available Space	*228*	*259*	*271*	*299*	*352*	*377*	*334*	*288*	*238*
		Comments		-1 SLC	-1 SLC						
Lake Seneca ES		Program Capacity	460	460	460	460	460	460	460		
		Enrollment	**343**	**351**	**350**	**367**	**375**	**388**	**401**		
		Available Space	*117*	*109*	*110*	*93*	*85*	*72*	*59*		
		Comments									
S. Christa McAuliffe ES		Program Capacity	630	630	630	630	630	630	630		
		Enrollment	**566**	**549**	**550**	**525**	**517**	**526**	**537**		
		Available Space	*64*	*81*	*80*	*105*	*113*	*104*	*93*		
		Comments									
Dr. Sally K. Ride ES	CSR	Program Capacity	479	479	479	479	479	479	479		
		Enrollment	**501**	**494**	**506**	**515**	**511**	**511**	**519**		
		Available Space	*(22)*	*(15)*	*(27)*	*(36)*	*(32)*	*(32)*	*(40)*		
		Comments									
Waters Landing ES		Program Capacity	651	651	651	651	651	651	651		
		Enrollment	**651**	**648**	**647**	**663**	**692**	**722**	**719**		
		Available Space	*0*	*3*	*4*	*(12)*	*(41)*	*(71)*	*(68)*		
		Comments									
Cluster Information		HS Utilization	94%	94%	94%	94%	98%	95%	91%	88%	96%
		HS Enrollment	1361	1368	1364	1372	1419	1381	1327	1350	1400
		MS Utilization	88%	85%	83%	80%	75%	75%	76%	82%	87%
		MS Enrollment	1791	1745	1705	1651	1557	1550	1571	1700	1800
		ES Utilization	93%	92%	92%	93%	94%	97%	98%	101%	106%
		ES Enrollment	2061	2042	2053	2070	2095	2147	2176	2250	2350

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1361	31.8%	0.3%	11.8%	22.0%	34.0%	21.3%	9.3%	15.1%
Roberto Clemente MS	1156	28.7%	0.1%	19.8%	21.0%	30.4%	25.6%	3.5%	12.0%
Martin Luther King, Jr MS	635	32.8%	0.3%	11.0%	20.8%	35.1%	33.1%	4.2%	20.7%
Lake Seneca ES	343	31.5%	0.6%	15.5%	22.2%	30.3%	33.7%	12.5%	31.4%
S. Christa McAuliffe ES	566	38.2%	0.2%	9.7%	25.8%	26.1%	38.5%	21.7%	22.3%
Dr. Sally K. Ride ES	501	29.9%	0.4%	24.8%	19.6%	25.3%	30.0%	13.5%	22.4%
Waters Landing ES	651	29.5%	0.3%	12.7%	22.6%	34.9%	29.8%	18.0%	18.8%
Elementary Cluster Total	**2061**	**32.3%**	**0.3%**	**15.3%**	**22.7%**	**29.4%**	**33.0%**	**17.0%**	**22.8%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Seneca Valley HS	9–12	1452	74		55								4		8					4	3													
Roberto Clemente MS	6–8	1175	59		52								1		3					1	2													
Martin Luther King, Jr MS	6–8	863	43		38								1		2																2			
Lake Seneca ES	K–5	460	25	4		14						3																		4				
S. Christa McAuliffe ES	HS–5	630	33	4		21				1		4					3																	
Dr. Sally K. Ride ES	pre-K–5	479	32	4		7	10	1			5					1		4																	
Waters Landing ES	K–5	651	33	4		22						6				1																		

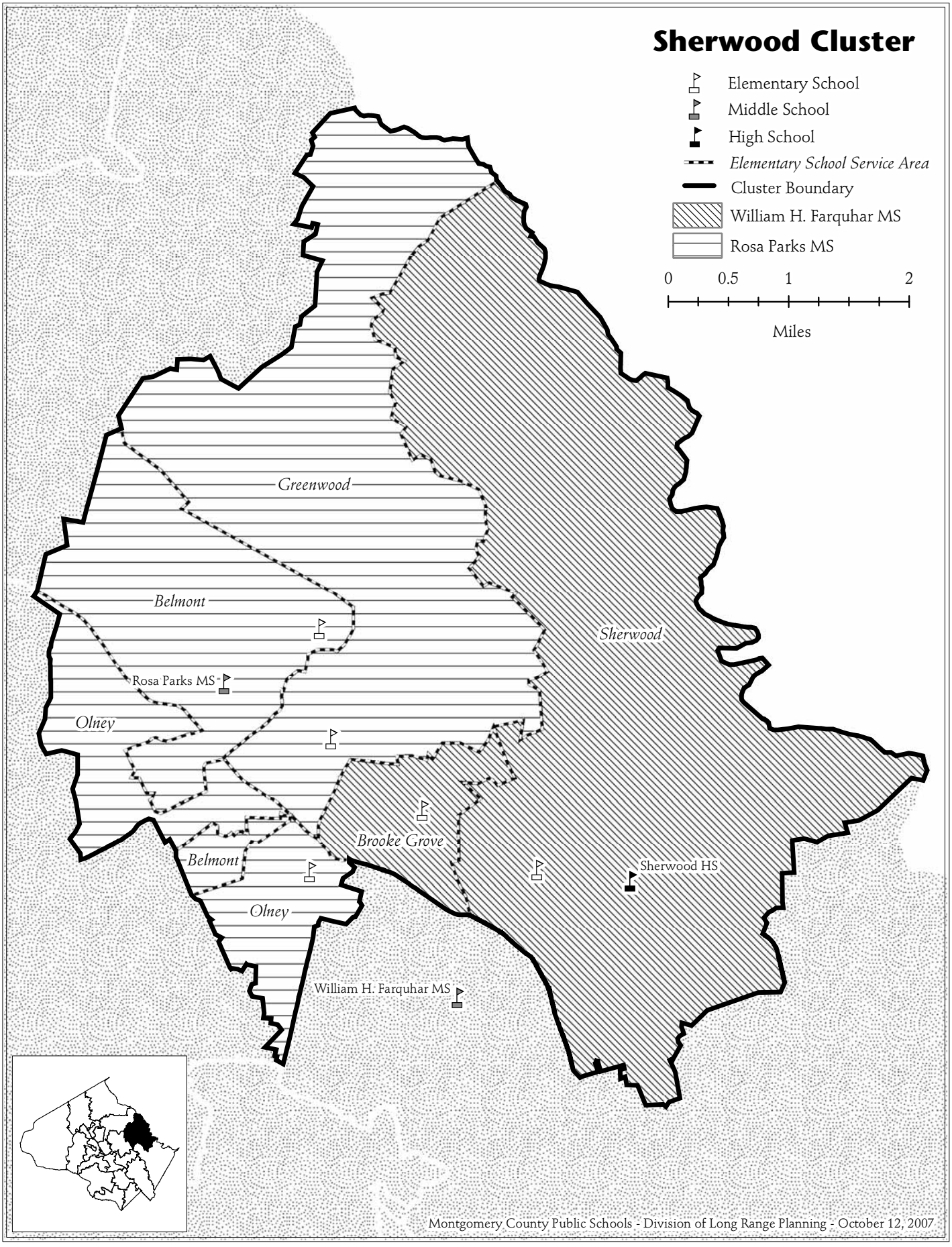
Facility Characteristics of Schools 2007–2008

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

**Schools with a date before 1986 underwent a renovation, not a fulll 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
Greenwood
Belmont
Sherwood
Rosa Parks MS
Olney
Brooke Grove
Belmont
Sherwood HS
Olney
William H. Farquhar MS
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

SCHOOLS

William H. Farquhar Middle School

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

Belmont Elementary School

Capital Project: Restroom renovations are planned for this school for completion in the 2008–2009 school year.

Sherwood Elementary School

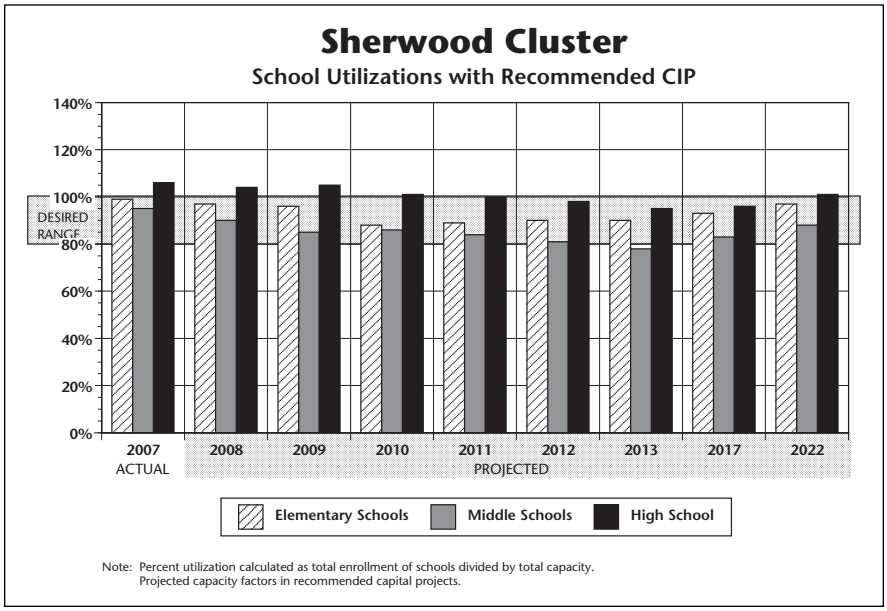
Utilization: Projections indicate enrollment at Sherwood Elementary School will exceed the school's current capacity by four classrooms or more throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: Restroom renovations are planned for this school for completion in the 2009–2010 school year.

Capital Project: An FY 2009 appropriation is recommended for planning to begin the architectural design for the classroom addition. The scheduled completion date for the addition is August 2010. In order for this project to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Farquhar MS	Modernization	Programmed	Aug. 2015
Belmont ES	Restroom renovations	Recommended	SY 2009–2010
Sherwood ES	Restroom renovations	Recommended	SY 2009–2010
	Classroom addition	Recommended	Aug. 2010



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Sherwood HS		Program Capacity	2022	2022	2022	2022	2022	2022	2022	2022	2022
		Enrollment	**2140**	**2111**	**2124**	**2048**	**2013**	**1991**	**1913**	**1950**	**2050**
		Available Space	*(118)*	*(89)*	*(102)*	*(26)*	*9*	*31*	*109*	*72*	*(28)*
		Comments	+16 Rooms								
William H. Farquhar MS		Program Capacity	838	838	838	838	838	838	838	838	838
		Enrollment	**716**	**671**	**620**	**615**	**602**	**583**	**561**	**600**	**650**
		Available Space	*122*	*167*	*218*	*223*	*236*	*255*	*277*	*238*	*188*
		Comments				Facility Planning For Mod.			@ Tilden Facility		
Rosa Parks MS		Program Capacity	888	888	888	888	888	888	888	888	888
		Enrollment	**921**	**876**	**846**	**871**	**842**	**807**	**777**	**825**	**875**
		Available Space	*(33)*	*12*	*42*	*17*	*46*	*81*	*111*	*63*	*13*
		Comments									
Belmont ES		Program Capacity	414	414	414	414	414	414	414		
		Enrollment	**408**	**395**	**386**	**370**	**382**	**393**	**383**		
		Available Space	*6*	*19*	*28*	*44*	*32*	*21*	*31*		
		Comments									
Brooke Grove ES		Program Capacity	530	530	530	530	530	530	530		
		Enrollment	**404**	**395**	**410**	**409**	**417**	**420**	**429**		
		Available Space	*126*	*135*	*120*	*121*	*113*	*110*	*101*		
		Comments									
Greenwood ES		Program Capacity	572	572	572	572	572	572	572		
		Enrollment	**579**	**560**	**547**	**543**	**540**	**524**	**536**		
		Available Space	*(7)*	*12*	*25*	*29*	*32*	*48*	*36*		
		Comments									
Olney ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	**586**	**572**	**555**	**552**	**552**	**554**	**560**		
		Available Space	*(2)*	*12*	*29*	*32*	*32*	*30*	*24*		
		Comments									
Sherwood ES		Program Capacity	377	377	377	560	560	560	560		
		Enrollment	**482**	**471**	**468**	**465**	**465**	**491**	**499**		
		Available Space	*(105)*	*(94)*	*(91)*	*95*	*95*	*69*	*61*		
		Comments		Planning For Add.		+8 Rooms					
Cluster Information		HS Utilization	106%	104%	105%	101%	100%	98%	95%	96%	101%
		HS Enrollment	2140	2111	2124	2048	2013	1991	1913	1950	2050
		MS Utilization	95%	90%	85%	86%	84%	81%	78%	83%	88%
		MS Enrollment	1637	1547	1466	1486	1444	1390	1338	1425	1525
		ES Utilization	99%	97%	96%	88%	89%	90%	90%	93%	97%
		ES Enrollment	2459	2393	2366	2339	2356	2382	2407	2475	2575

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Sherwood HS	2140	16.3%	0.3%	11.4%	10.9%	61.1%	9.7%	8.1%	9.9%
William H. Farquhar MS	716	19.6%	0.0%	15.6%	8.7%	56.1%	10.9%	1.8%	5.2%
Rosa Parks MS	921	11.3%	0.3%	7.8%	9.1%	71.4%	6.5%	1.3%	4.8%
Belmont ES	408	10.0%	0.2%	6.9%	7.6%	75.2%	7.9%	4.4%	4.9%
Brooke Grove ES	404	23.5%	0.2%	14.1%	12.9%	49.3%	16.7%	9.3%	9.9%
Greenwood ES	579	9.7%	0.0%	9.2%	6.7%	74.4%	5.6%	1.7%	4.8%
Olney ES	586	17.2%	0.0%	10.8%	10.9%	61.1%	9.8%	3.0%	6.5%
Sherwood ES	482	22.2%	0.0%	14.9%	12.0%	50.8%	12.1%	3.4%	4.6%
Elementary Cluster Total	**2459**	**16.3%**	**0.1%**	**11.1%**	**9.9%**	**62.6%**	**10.1%**	**4.1%**	**6.1%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Sherwood HS	9–12	2022	96		83								4		6					1	2													
William H. Farquhar MS	6–8	838	42		37										3					1	1													
Rosa Parks MS	6–8	888	43		40										3																			
Belmont ES	K–5	414	23	4		14						3				2																			
Brooke Grove ES	pre-K–5	530	30	4		17		1				3				1		4																	
Greenwood ES	K–5	572	29	4		22						3																							
Olney ES	K–5	584	30	4		21						4				1																			
Sherwood ES	K–5	377	22	4		13						3									2														

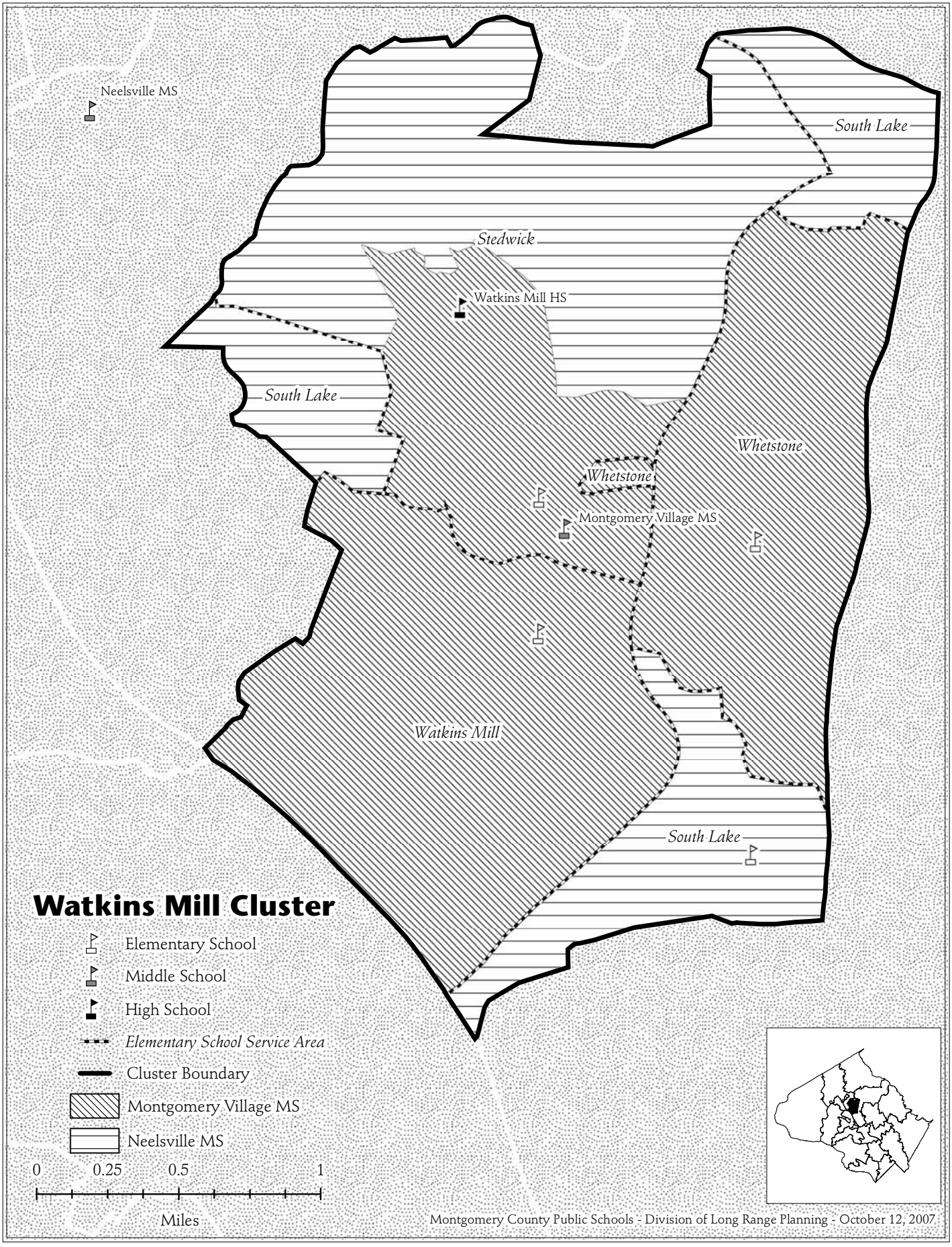
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Sherwood HS	1950	1991	283,726	49.3						8		
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		Yes
Brooke Grove ES	1990		72,582	11				N				Yes
Greenwood ES	1970		64,609	10	Yes	TBD						Yes
Olney ES	1954	1990	68,755	9.9								Yes
Sherwood ES	1977		60,064	11.1		TBD			Yes	6		Yes

**Schools with a date before 1986 underwent a renovation, not a fulll 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.*


Neelsville MS
South Lake
Stedwick
Watkins Mill HS
South Lake
Whetstone
Whetstone
Montgomery Village MS
Watkins Mill
South Lake
Watkins Mill Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Montgomery Village MS
Neelsville MS
0
0.25
0.5
1
Miles
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

CLUSTER PLANNING ISSUES

With the opening of Clarksburg High School, Neelsville Middle School became a shared middle school serving the Clarksburg and Watkins Mill clusters. The Neelsville Middle School facility is within the boundary of the Clarksburg Cluster. Long-term projections for middle schools in the Clarksburg Cluster indicate that additional middle school capacity will be needed. As part of the Amended FY 2007–2012 CIP, a new middle school facility was proposed in the Watkins Mill Cluster to allow the current Neelsville facility to completely serve students from the Clarksburg Cluster. However, due to a decline in middle school enrollment in the Watkins Mill cluster, a second middle school cannot be justified for the cluster. In contrast, middle school enrollment in the Clarksburg Cluster increased significantly this year and is projected to grow throughout the six-year period. In order to accommodate the growing enrollment in the Clarksburg Cluster, a new middle school is proposed to serve students in the Clarksburg/Damascus clusters.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Neelsville MS	Restroom renovations	Recommended	SY 2009–2010
Stedwick ES	Classroom addition	Approved	SY 2008–2009
Whetstone ES	Classroom addition	Recommended	Aug. 2011

SCHOOLS

Neelsville Middle School

Capital Project: Restroom renovations are planned for this school for completion in the 2009–2010 school year.

Stedwick Elementary School

Utilization: Projections indicate enrollment at Stedwick Elementary School will exceed the school's current capacity by four or more classrooms throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until an addition is constructed.

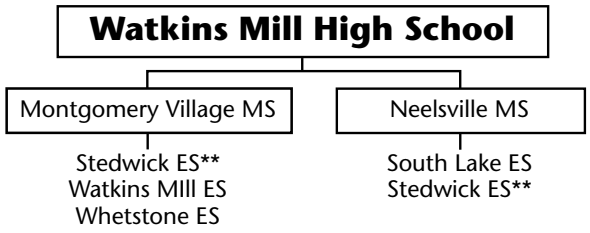
Capital Project: An FY 2008 appropriation was approved to construct the classroom addition. The addition is scheduled to be completed during the 2008–2009 school year.

Whetstone Elementary School

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

Capital Project: An FY 2009 appropriation is recommended for planning to begin the architectural design for a classroom addition. The scheduled completion date for the addition is August 2011. In order for this project to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

Watkins Mill Cluster Articulation*



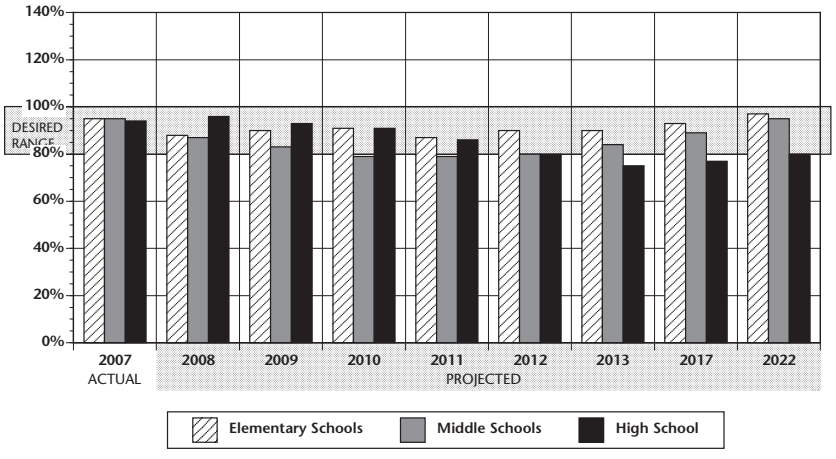
* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

* 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 with Recommended CIP



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

Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Watkins Mill HS		Program Capacity	1832	1832	1832	1832	1859	1913	1958	1958	1958
		Enrollment	**1717**	**1762**	**1699**	**1671**	**1597**	**1523**	**1478**	**1500**	**1575**
		Available Space	*115*	*70*	*133*	*161*	*262*	*390*	*480*	*458*	*383*
		Comments					-2 SLC	-2 SLC	-2 SLC		
Montgomery Village MS		Program Capacity	762	788	826	826	826	826	826	826	826
		Enrollment	**655**	**588**	**594**	**552**	**569**	**547**	**588**	**625**	**675**
		Available Space	*107*	*200*	*232*	*274*	*257*	*279*	*238*	*201*	*151*
		Comments		-2 SLC	-3 SLC						
Neelsville MS		Program Capacity	850	850	850	850	850	850	850	850	850
		Enrollment	**872**	**831**	**793**	**768**	**763**	**791**	**818**	**875**	**925**
		Available Space	*(22)*	*19*	*57*	*82*	*87*	*59*	*32*	*(25)*	*(75)*
		Comments									
South Lake ES	CSR	Program Capacity	*729*	*729*	*729*	*729*	*729*	*729*	*729*		
		Enrollment	**549**	**546**	**553**	**566**	**583**	**596**	**607**		
		Available Space	*180*	*183*	*176*	*163*	*146*	*133*	*122*		
		Comments									
Stedwick ES	CSR	Program Capacity	437	658	658	658	658	658	658		
		Enrollment	**577**	**575**	**590**	**588**	**588**	**595**	**598**		
		Available Space	*(140)*	*83*	*68*	*70*	*70*	*63*	*60*		
		Comments		+12 Rooms							
Watkins Mill ES	CSR	Program Capacity	*695*	*695*	*695*	*695*	*695*	*695*	*695*		
		Enrollment	**531**	**547**	**556**	**574**	**577**	**607**	**605**		
		Available Space	*164*	*148*	*139*	*121*	*118*	*88*	*90*		
		Comments									
Whetstone ES	CSR	Program Capacity	495	495	495	495	655	655	655		
		Enrollment	**584**	**596**	**611**	**625**	**640**	**655**	**657**		
		Available Space	*(89)*	*(101)*	*(116)*	*(130)*	*15*	*0*	*(2)*		
		Comments		Planning for Addition			+10 Rooms				
Cluster Information		HS Utilization	94%	96%	93%	91%	86%	80%	75%	77%	80%
		HS Enrollment	1717	1762	1699	1671	1597	1523	1478	1500	1575
		MS Utilization	95%	87%	83%	79%	79%	80%	84%	89%	95%
		MS Enrollment	1527	1419	1387	1320	1332	1338	1406	1500	1600
		ES Utilization	95%	88%	90%	91%	87%	90%	90%	93%	97%
		ES Enrollment	2241	2264	2310	2353	2388	2453	2467	2550	2650

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Watkins Mill HS	1717	36.6%	0.2%	10.3%	30.6%	22.3%	28.0%	10.1%	20.0%
Montgomery Village MS	655	36.6%	0.3%	8.1%	33.0%	22.0%	44.5%	9.9%	19.9%
Neelsville MS	872	36.7%	0.3%	14.2%	29.2%	19.5%	41.7%	10.0%	23.9%
South Lake ES	549	35.0%	0.4%	11.3%	44.3%	9.1%	61.7%	32.6%	42.1%
Stedwick ES	577	36.6%	0.2%	11.6%	27.4%	24.3%	43.0%	19.9%	21.4%
Watkins Mill ES	531	39.7%	0.8%	11.7%	33.0%	14.9%	48.9%	25.7%	24.1%
Whetstone ES	584	29.8%	1.0%	12.5%	37.8%	18.8%	46.7%	21.9%	25.6%
Elementary Cluster Total	**2241**	**35.2%**	**0.6%**	**11.8%**	**35.6%**	**16.9%**	**49.8%**	**24.7%**	**28.0%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Watkins Mill HS	9–12	1832	90		73								3		5					3											6			
Montgomery Village MS	6–8	762	43		30								2	1	2					1			2								5			
Neelsville MS	6–8	850	42		37								2		3																			
South Lake ES	HS–5	729	40	3		15	12		1	1	6			2																				
Stedwick ES	pre-K–5	437	28	4		5	11		1		5									2														
Watkins Mill ES	HS–5	695	42	5		16	11			1	6							3																
Whetstone ES	pre-K–5	495	33	6		5	10		1		6						2													3				

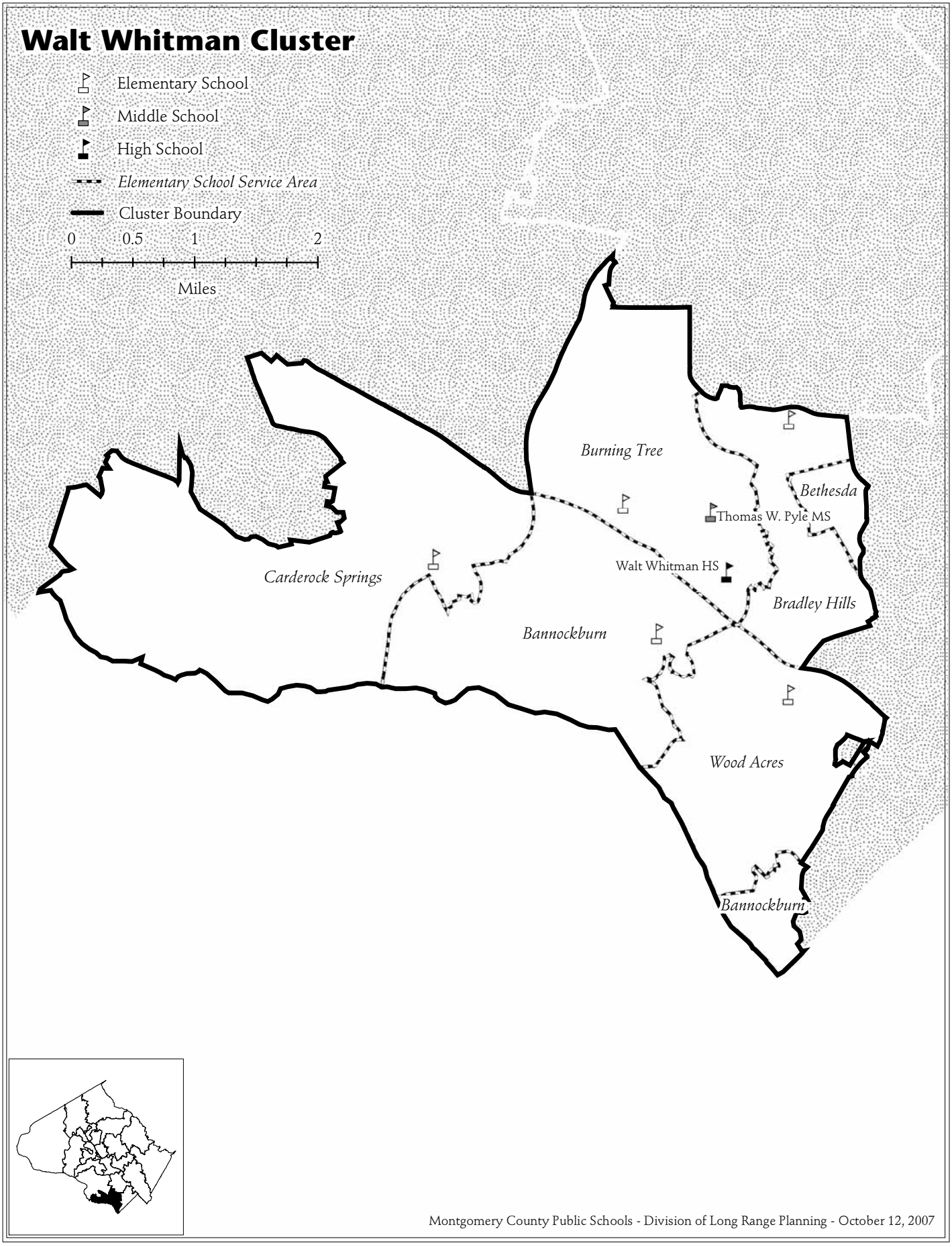
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Watkins Mill HS	1989		301,579	50.1	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						Yes
Stedwick ES	1974		84,335	10		TBD				7		Yes
Watkins Mill ES	1970		44,510	10	Yes	TBD						Yes
Whetstone ES	1968		76,657	8.8	Yes	TBD				7		Yes

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

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

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


Walt Whitman Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.5
1
2
Miles
Burning Tree
Bethesda
Thomas W. Pyle MS
Walt Whitman HS
Carderock Springs
Bradley Hills
Bannockburn
Wood Acres
Bannockburn
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

SCHOOLS

Thomas W. Pyle Middle School

Utilization: Projections indicate that enrollment at Thomas W. Pyle Middle School will exceed the school's current capacity throughout the six-year CIP period. A nine-classroom addition is needed to accommodate the enrollment. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2008 appropriation was approved for construction of an addition. The scheduled completion date is August 2008.

Bradley Hills Elementary School

Utilization: Projections indicate enrollment at Bradley Hills Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. The actual enrollment will be monitored to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2009 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.

Capital Project: Restroom renovations are planned for this school for completion in the 2009–2010 school year.

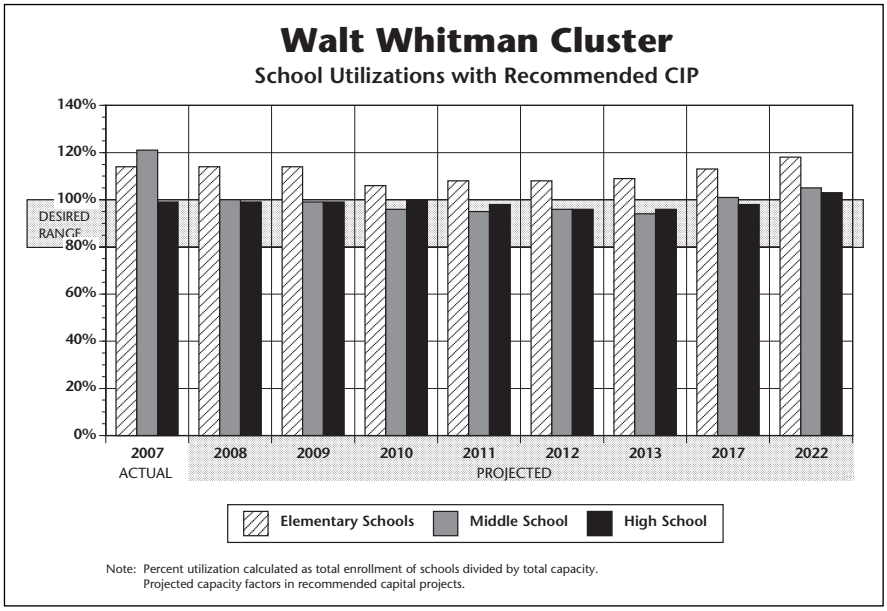
Carderock Springs Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2010. An FY 2009 appropriation is recommended for construction funds for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: An FY 2009 appropriation is recommended for construction funds for a gymnasium to be constructed as part of the modernization project. The scheduled completion date for this gymnasium is August 2010. In order for this gymnasium 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
Thomas W. Pyle MS	Classroom addition	Approved	Aug. 2008
Bradley Hills ES	Restroom renovations	Recommended	SY 2009–2010
	Classroom addition	Proposed	TBD
Carderock Springs ES	Modernization	Recommended	Aug. 2010
	Gymnasium	Recommended	Aug. 2010



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Walt Whitman HS		Program Capacity	1891	1891	1891	1891	1891	1891	1891	1891	1891
		Enrollment	**1868**	**1864**	**1881**	**1900**	**1851**	**1814**	**1820**	**1850**	**1950**
		Available Space	*23*	*27*	*10*	*(9)*	*40*	*77*	*71*	*41*	*(59)*
		Comments									
Thomas W. Pyle MS		Program Capacity	1075	1267	1267	1267	1267	1267	1267	1267	1267
		Enrollment	**1303**	**1266**	**1248**	**1215**	**1204**	**1217**	**1194**	**1275**	**1325**
		Available Space	*(228)*	*1*	*19*	*52*	*63*	*50*	*73*	*(8)*	*(58)*
		Comments		+9 Rooms							
Bannockburn ES		Program Capacity	365	365	365	365	365	365	365		
		Enrollment	**352**	**351**	**367**	**373**	**385**	**384**	**393**		
		Available Space	*13*	*14*	*(2)*	*(8)*	*(20)*	*(19)*	*(28)*		
		Comments									
Bradley Hills ES		Program Capacity	341	341	341	341	341	341	341		
		Enrollment	**424**	**443**	**454**	**460**	**479**	**471**	**463**		
		Available Space	*(83)*	*(102)*	*(113)*	*(119)*	*(138)*	*(130)*	*(122)*		
		Comments		Facility Planning For Add.							
Burning Tree ES		Program Capacity	428	428	428	428	428	428	428		
		Enrollment	**518**	**490**	**463**	**448**	**455**	**460**	**459**		
		Available Space	*(90)*	*(62)*	*(35)*	*(20)*	*(27)*	*(32)*	*(31)*		
		Comments	+Gym								
Carderock Springs ES		Program Capacity	251	251	251	399	399	399	399		
		Enrollment	**297**	**303**	**299**	**301**	**308**	**316**	**330**		
		Available Space	*(46)*	*(52)*	*(48)*	*98*	*91*	*83*	*69*		
		Comments	Planning For Mod.	@ Radnor Facility Jan. 09		Mod. Complete Aug. 2010 + Gym					
Wood Acres ES		Program Capacity	551	551	551	551	551	551	551		
		Enrollment	**625**	**617**	**630**	**618**	**619**	**622**	**618**		
		Available Space	*(74)*	*(66)*	*(79)*	*(67)*	*(68)*	*(71)*	*(67)*		
		Comments									
Cluster Information		HS Utilization	99%	99%	99%	100%	98%	96%	96%	98%	103%
		HS Enrollment	1868	1864	1881	1900	1851	1814	1820	1850	1950
		MS Utilization	121%	100%	99%	96%	95%	96%	94%	101%	105%
		MS Enrollment	1303	1266	1248	1215	1204	1217	1194	1275	1325
		ES Utilization	114%	114%	114%	106%	108%	108%	109%	113%	118%
		ES Enrollment	2216	2204	2213	2200	2246	2253	2263	2350	2450

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Walt Whitman HS	1868	3.9%	0.1%	12.2%	6.7%	77.1%	1.5%	4.5%	8.8%
Thomas W. Pyle MS	1303	3.5%	0.2%	11.7%	6.6%	78.1%	0.7%	3.3%	5.0%
Bannockburn ES	352	1.7%	0.0%	8.2%	6.5%	83.5%	2.3%	4.2%	4.5%
Bradley Hills ES	424	2.1%	0.0%	10.6%	5.7%	81.6%	1.5%	4.4%	7.0%
Burning Tree ES	518	4.4%	0.2%	19.3%	8.5%	67.6%	3.2%	9.1%	6.3%
Carderock Springs ES	297	1.3%	0.0%	11.8%	5.7%	81.1%	1.0%	4.2%	5.8%
Wood Acres ES	625	2.2%	0.0%	8.8%	5.0%	84.0%	1.3%	5.1%	5.7%
Elementary Cluster Total	**2216**	**2.5%**	**0.0%**	**11.9%**	**6.3%**	**79.2%**	**1.9%**	**5.6%**	**5.9%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Walt Whitman HS	9–12	1891	90		78								2		5					1	1					3								
Thomas W. Pyle MS	6–8	1075	53		48								1		2											2								
Bannockburn ES	K–5	365	20	4		13						3																						
Bradley Hills ES	K–5	341	18	3		11						4																						
Burning Tree ES	K–5	428	24	3		14						3						4																
Carderock Springs ES	K–5	251	15	4		9						2																						
Wood Acres ES	K–5	551	28	3		19						4					2																	

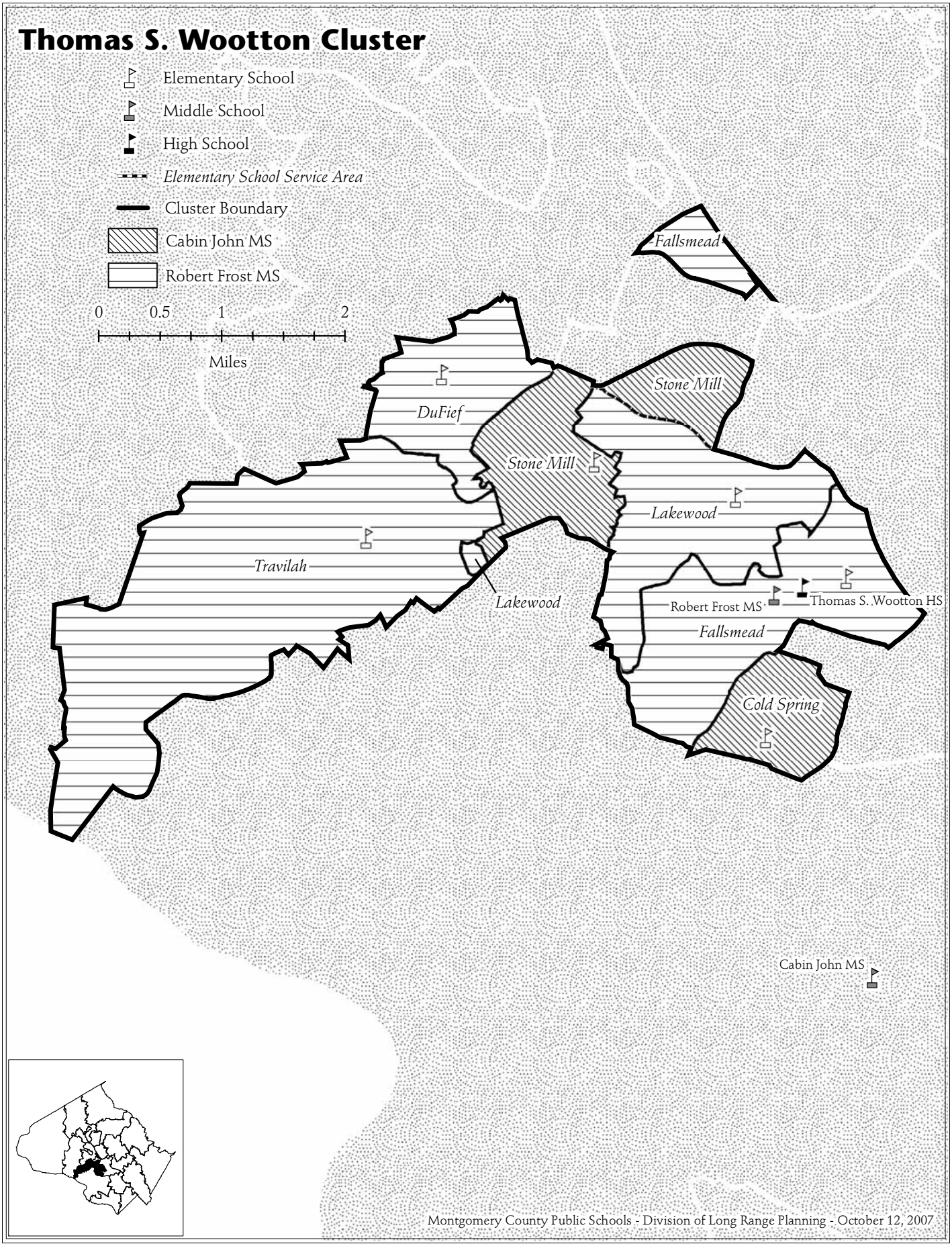
Facility Characteristics of Schools 2007–2008

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**: Joint Use	Child Care**: County Owned	Child Care**: Private Mod.	Reloc-atable Class.	LTL/ SBHC***	Elem. Gym
Walt Whitman HS	1962	1992	261,295	30.7	Yes							
Thomas W. Pyle MS	1962	1993	136,548	14.4						6		
Bannockburn ES	1957	1988	54,234	8.3						1		Yes
Bradley Hills ES	1951	1984	42,368	6.7	Yes	TBD				4		Yes
Burning Tree ES	1958	1991	60,848	6.8	Yes					3		Yes
Carderock Springs ES	1966		32,639	9		1316				2		
Wood Acres ES	1952	2002	73,138	2.6	Yes	1390				2		Yes

**Schools with a date before 1986 underwent a renovation, not a fulll 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
0
0.5
1
2
Miles
Fallsmead
Stone Mill
DuFief
Stone Mill
Lakewood
Travilah
Lakewood
Robert Frost MS
Thomas S. Wootton HS
Fallsmead
Cold Spring
Cabin John MS
Montgomery County Public Schools - Division of Long Range Planning - October 12, 2007

SCHOOLS

Thomas S. Wootton High School

Capital Project: Restroom renovations are planned for this school for completion in the 2008–2009 school year.

Capital Project: An FY 2009 appropriation is recommended in the Building Modifications and Program Improvements (BMPI) project for the following improvements: convert four classrooms into two science laboratories; improvements to the Guidance Suite; improvements to the practice fields; and improvements to the auditorium.

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

Cabin John Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2011. An FY 2009 appropriation is recommended for construction funds to begin site work for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Cold Spring Elementary School

Capital Project: An FY 2009 appropriation is recommended for planning funds to begin the architectural design of a gymnasium. The scheduled completion date for this gymnasium is August 2010. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Fallsmead Elementary School

Utilization: Projections indicate that enrollment at Fallsmead Elementary School will exceed the school's current capacity by four classrooms or more throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2008 appropriation was approved to construct the classroom addition. The scheduled completion date for this addition project is August 2008.

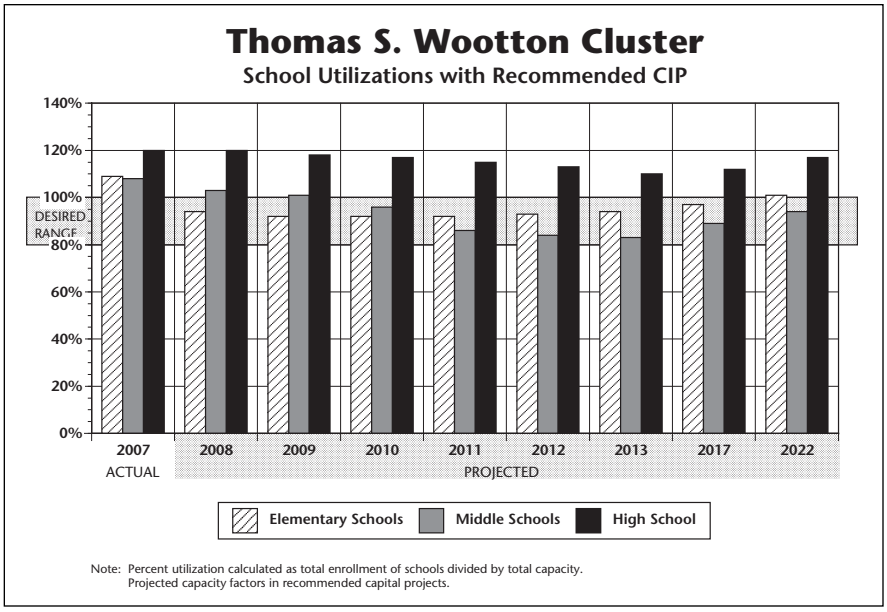
Travilah Elementary School

Utilization: Enrollment at Travilah Elementary School is projected to exceed capacity by at four classrooms or more throughout the six-year CIP planning period. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2008 appropriation was approved to construct the addition. The scheduled completion date for the addition is August 2008.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Wootton HS	Restroom renovations	Recommended	SY 2009–2010
	Modernization	Programmed	Aug. 2018
Cabin John MS	Modernization	Approved	Aug. 2011
Cold Spring ES	Gymnasium	Recommended	Aug. 2010
Fallsmead ES	Classroom addition	Approved	Aug. 2008
Travilah ES	Classroom addition	Approved	Aug. 2008



Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools		Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Thomas S. Wootton HS	Program Capacity	2059	2059	2059	2059	2059	2059	2059	2059	2059
	Enrollment	**2475**	**2481**	**2437**	**2412**	**2377**	**2322**	**2256**	**2300**	**2400**
	Available Space	*(416)*	*(422)*	*(378)*	*(353)*	*(318)*	*(263)*	*(197)*	*(241)*	*(341)*
	Comments						Facility Planning For Mod.			
Cabin John MS	Program Capacity	844	844	844	844	1014	1014	1014	1014	1014
	Enrollment	**930**	**875**	**890**	**849**	**833**	**801**	**811**	**850**	**900**
	Available Space	*(86)*	*(31)*	*(46)*	*(5)*	*181*	*213*	*203*	*164*	*114*
	Comments			@ Tilden Facility		Mod. Complete Aug. 2011				
Robert Frost MS	Program Capacity	1071	1071	1071	1071	1071	1071	1071	1071	1071
	Enrollment	**1146**	**1104**	**1045**	**997**	**958**	**956**	**925**	**1000**	**1050**
	Available Space	*(75)*	*(33)*	*26*	*74*	*113*	*115*	*146*	*71*	*21*
	Comments									
Cold Spring ES	Program Capacity	412	412	412	412	412	412	412		
	Enrollment	**411**	**386**	**364**	**359**	**357**	**358**	**371**		
	Available Space	*1*	*26*	*48*	*53*	*55*	*54*	*41*		
	Comments				+ Gym					
Dufief ES	Program Capacity	394	394	394	394	394	394	394		
	Enrollment	**404**	**405**	**397**	**388**	**394**	**402**	**407**		
	Available Space	*(10)*	*(11)*	*(3)*	*6*	*0*	*(8)*	*(13)*		
	Comments									
Fallsmead ES	Program Capacity	382	519	519	519	519	519	519		
	Enrollment	**483**	**455**	**442**	**451**	**450**	**450**	**465**		
	Available Space	*(101)*	*64*	*77*	*68*	*69*	*69*	*54*		
	Comments		+6 Rooms							
Lakewood ES	Program Capacity	555	568	568	568	568	568	568		
	Enrollment	**598**	**588**	**604**	**604**	**609**	**615**	**621**		
	Available Space	*(43)*	*(20)*	*(36)*	*(36)*	*(41)*	*(47)*	*(53)*		
	Comments		-1 LFI							
Stone Mill ES	Program Capacity	666	666	666	666	666	666	666		
	Enrollment	**642**	**632**	**622**	**615**	**601**	**602**	**599**		
	Available Space	*24*	*34*	*44*	*51*	*65*	*64*	*67*		
	Comments									
Travilah ES	Program Capacity	342	524	524	524	524	524	524		
	Enrollment	**456**	**423**	**417**	**415**	**423**	**425**	**441**		
	Available Space	*(114)*	*101*	*107*	*109*	*101*	*99*	*83*		
	Comments		+8 Rooms							
Cluster Information	HS Utilization	120%	120%	118%	117%	115%	113%	110%	112%	117%
	HS Enrollment	2475	2481	2437	2412	2377	2322	2256	2300	2400
	MS Utilization	108%	103%	101%	96%	86%	84%	83%	89%	94%
	MS Enrollment	2076	1979	1935	1846	1791	1757	1736	1850	1950
	ES Utilization	109%	94%	92%	92%	92%	93%	94%	97%	101%
	ES Enrollment	2994	2889	2846	2832	2834	2852	2904	3000	3100

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	2475	5.9%	0.2%	33.5%	5.1%	55.3%	3.7%	2.5%	5.4%
Cabin John MS	930	8.6%	0.3%	28.0%	5.6%	57.5%	4.3%	3.2%	6.1%
Robert Frost MS	1146	4.2%	0.1%	35.2%	6.3%	54.3%	3.3%	2.8%	5.0%
Cold Spring ES	411	3.4%	0.7%	27.5%	3.9%	64.5%	2.3%	5.1%	4.4%
DuFief ES	404	3.0%	0.0%	33.7%	4.2%	59.2%	4.7%	9.5%	9.9%
Fallsmead ES	483	7.5%	0.2%	31.9%	8.1%	52.4%	6.4%	9.8%	14.1%
Lakewood ES	598	3.8%	0.0%	40.1%	3.7%	52.3%	1.9%	6.3%	6.3%
Stone Mill ES	642	8.1%	0.3%	47.0%	3.4%	41.1%	6.9%	6.8%	7.2%
Travilah ES	456	6.6%	0.4%	35.5%	4.8%	52.6%	7.1%	8.8%	8.2%
Elementary Cluster Total	**2994**	**5.6%**	**0.3%**	**37.0%**	**4.6%**	**52.6%**	**4.9%**	**7.6%**	**8.3%**
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Thomas S. Wootton HS	9–12	2059	97		87								2		3					2	3													
Cabin John MS	6–8	844	45		36								1		2					3	2		1											
Robert Frost MS	6–8	1071	52		48								1		3																		
Cold Spring ES	K–5	412	22	4		16						2																						
DuFief ES	K–5	394	24	4		12						3						4	1															
Fallsmead ES	K–5	382	22	4		13						2					3																	
Lakewood ES	K–5	555	30	4		19						4								3														
Stone Mill ES	K–5	666	34	4		22						4																		4				
Travilah ES	K–5	342	18	3		12						3																						

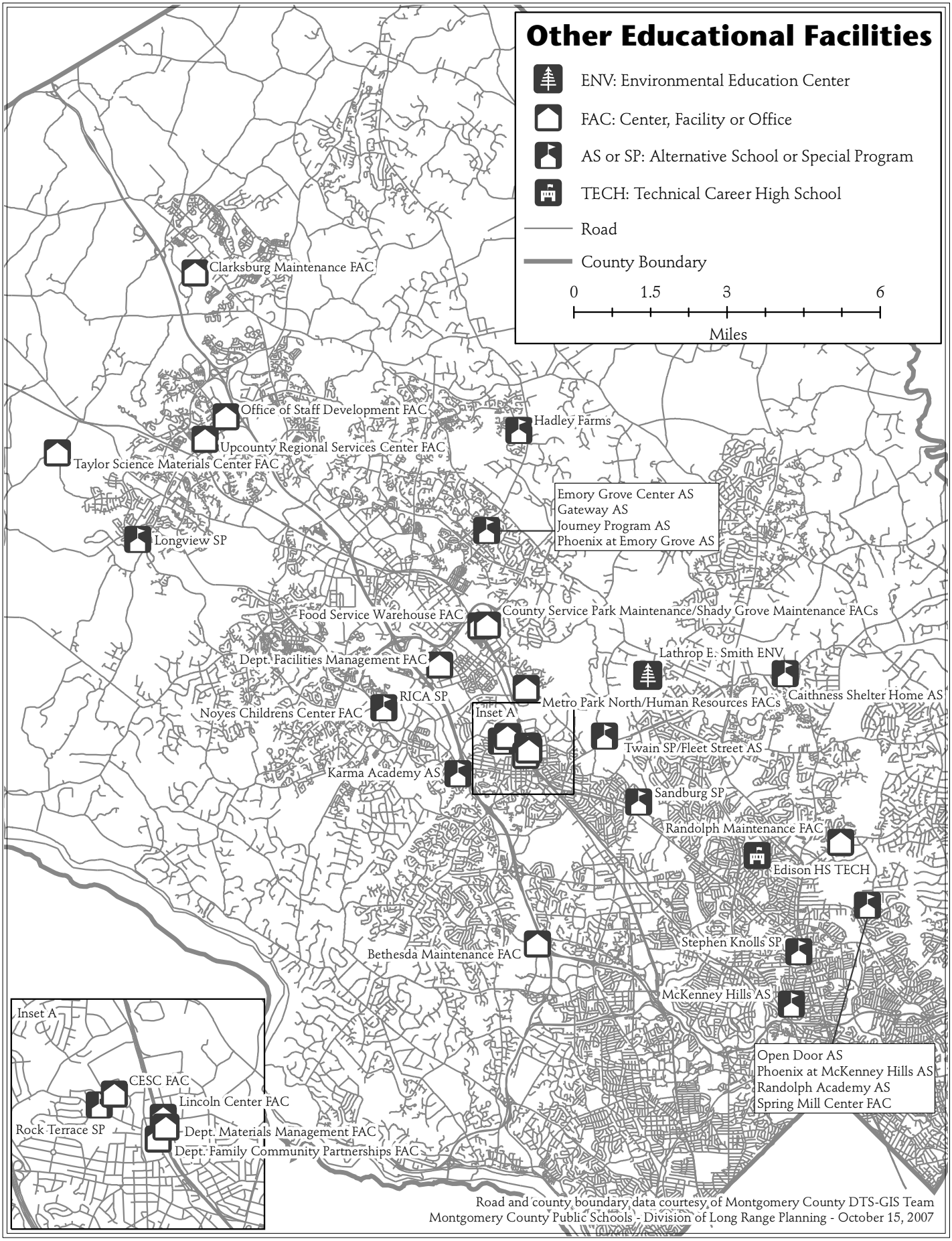
Facility Characteristics of Schools 2007–2008

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***	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Thomas S. Wootton HS	1970		295,620	27.5		1301				9		
Cabin John MS	1967	1989	120,788	18.2		1422				2		
Robert Frost MS	1971		143,757	24.8		TBD						
Cold Spring ES	1972		46,296	12.4		TBD			Yes	3		
DuFief ES	1975		59,013	10	Yes	TBD	Yes			3		Yes
Fallsmead ES	1974		50,850	9	Yes	TBD				5		Yes
Lakewood ES	1968	2003	77,526	13.1		1405			Yes			Yes
Stone Mill ES	1988		78,617	11.8								Yes
Travilah ES	1960	1992	50,588	9.3						5		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.*


Other Educational Facilities
ENV: Environmental Education Center
FAC: Center, Facility or Office
AS or SP: Alternative School or Special Program
TECH: Technical Career High School
Road
County Boundary
0
1.5
3
6
Miles
Clarksburg Maintenance FAC
Office of Staff Development FAC
Upcounty Regional Services Center FAC
Taylor Science Materials Center FAC
Hadley Farms
Emory Grove Center AS
Gateway AS
Journey Program AS
Phoenix at Emory Grove AS
Longview SP
Food Service Warehouse FAC
County Service Park Maintenance/Shady Grove Maintenance FACs
Dept. Facilities Management FAC
Lathrop E. Smith ENV
Caithness Shelter Home AS
RICA SP
Noyes Childrens Center FAC
Inset A
Metro Park North/Human Resources FACs
Twain SP/Fleet Street AS
Karma Academy AS
Sandburg SP
Randolph Maintenance FAC
Edison HS TECH
Stephen Knolls SP
Bethesda Maintenance FAC
McKenney Hills AS
Inset A
CESC FAC
Lincoln Center FAC
Rock Terrace SP
Dept. Materials Management FAC
Dept. Family Community Partnerships FAC
Open Door AS
Phoenix at McKenney Hills AS
Randolph Academy AS
Spring Mill Center FAC
Road and county boundary data courtesy of Montgomery County DTS-GIS Team
Montgomery County Public Schools - Division of Long Range Planning - October 15, 2007

SPECIAL EDUCATION CENTERS

Longview

The Longview Special Education program provides services to students ages 5–21 with severe to profound cognitive and multiple disabilities. The Longview program is housed in a shared facility at Spark M. Matsunaga Elementary School, enabling Longview students to participate with their non-disabled peers for selected activities. Students are provided with educational programming to develop self-help, communication, and leisure skills and vocational opportunities for older students.

Stephen Knolls

Stephen Knolls is a special education program for students ages 5–21 with severe to profound mental retardation and multiple disabilities. The Fundamental Life Skills (FLS) curriculum, embedded in a modified Voluntary State Curriculum, is utilized to provide students with skills in communication, mobility, self-help, functional academics, and transition to adult life.

In 1999 and 2000, plans were developed to collocate both the Stephen Knolls and Longview special education programs to two elementary schools. A wing was constructed at Spark M. Matsunaga Elementary School to house the Longview special education program. However plans did not proceed for the collocation of the Stephen Knolls program. In order to maintain the level of services to the Stephen Knolls students while ending their isolation in a center-based setting, MCPS staff will review options to collocate the Stephen Knolls special education program with a general education elementary school. Collocating the program will enable the continuation of the services provided at the current site at a location where special education students can relate to non-disabled students. Additionally, the Maryland State Department of Education is opposed to the delivery of special education services to students in a separate facility. A recommendation for the collocation will be submitted in the Amendments to the FY 2009–2014 CIP

Mark Twain

The Mark Twain program provides services for high school students with emotional disabilities. The Mark Twain program is being phased out in order to better serve students in general education high schools, closer to where the students reside. The Crossroads Program, designed to serve students with moderate to severe cognitive disabilities, is also located at the Mark Twain facility. Students in this program access the Fundamental Life Skills curriculum. In the 2005–2006 school year, the Fleet Street Academy was relocated to this facility. This program serves middle school students who have either been expelled or are receiving their required special education service in lieu of expulsion. For the 2007–2008 school year, the Randolph Academy, designed to serve students with disabilities on a 45-day placement, will be relocated to this facility.

Rock Terrace

In summer 2000, a program review was conducted of the Rock Terrace special education program to establish long-term program needs. It was determined that the Rock Terrace program would remain at its current location. Rock Terrace underwent technology modernization in summer 2004. A combination of standard school software and special education assistive technology (SEAT) was installed to meet the unique needs of the students at Rock Terrace.

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 program 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: A modernization project was previously scheduled for this school in the Amended FY 2007-2012 CIP. In order to maintain the level of services to the Carl Sandburg students, while ending their isolation in a center-based setting, MCPS staff will review options to collocate the Carl Sandburg special education program with a general education elementary school. Collocating the program will enable the continuation of the services provided at the current site at a location where special education students can relate to non-disabled students. Additionally, MSDE is opposed to the delivery of special education services in a separate facility. A recommendation for the collocation and a capital project for the Carl Sandburg program will be submitted in the Amendments to the FY 2009–2014 CIP.

Regional Institute for Children and Adolescents (RICA)

RICA–Rockville is a joint service of MCPS and the Maryland State Department of Health and Mental Hygiene. RICA is a day and residential special education treatment facility. It provides highly structured instructional services in a safe and therapeutic environment that allow students to access the general education curriculum and prepares students to become productive members of a global society. The RICA facility is a state-owned facility and facility issues are the responsibility of the state of Maryland.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Carl Sandburg School	Collocation/ modernization	Proposed	TBD

ALTERNATIVE PROGRAMS

Alternative education is delivered in Montgomery County Public Schools (MCPS) through a continuum of intervention services for at-risk students. Level 1 programs are intervention programs for at-risk students located within each secondary school. MCPS currently operates nine secondary alternative school programs in six separate facilities for students who are unsuccessful for a variety of reasons in their home schools. These programs are considered Level 2 and Level 3 in the continuum of intervention services for at-risk students. A brief description of each program follows.

Alternative Program Continuum

Level 1 Programs

The Level 1 program is a prerequisite for application to the Alternative Programs (AP). All secondary schools are required to establish a Level 1 program as an intervention strategy for providing at-risk students with an opportunity to make improvements in their academic program and/or improve their behavior.

Level 2 High School Alternative Programs

Application to a Level 2 program must include documentation of the student's participation in the Level 1 program. The following programs are operated solely by Montgomery County Public Schools for high school students who are not 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 Educational Management Team/Collaborative Action Team. Each site provides academic instruction in coursework for 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.

McKenney Hills Center

This program serves approximately 60 students, Grades 9–12. A Phoenix program also is located at the McKenney Hills Center serving approximately 10 students. MCPS is performing a feasibility study to reopen the McKenney Hills facility as an elementary school in the Downcounty Consortium, and relocating the McKenney Hills Alternative Education program to the Mark Twain facility.

Emory Grove Center

This program serves approximately 60 students, Grades 9–12. A Phoenix program also is located in the Emory Grove Center, serving approximately 10 students.

Level 2 High School Recovery Programs

Phoenix Recovery Program at the McKenney Hills and Emory Grove Centers

Phoenix is a structured program for approximately 50 students, Grades 9–12, with substance abuse problems that interfere with school attendance, performance, and behaviors. Students are referred by the home school's Educational Management Team/Collaborative Action Team. The referral process requires a substance abuse evaluation and evidence of participating in the recommended treatment program. Each program has a site coordinator who manages the program and collaborates with the building administration and teachers. The program includes academic instruction in courses for credit toward a high school diploma. A drug-free environment is maintained through weekly urinalysis and group counseling on recovery. In addition, high adventure activities and a community service component foster self-esteem and team-building in drug-free activities. MCPS is performing a feasibility study to reopen the McKenney Hills facility for a new elementary school in the Downcounty Consortium, and, as a result, relocating the Phoenix Recovery Program, currently housed at McKenney Hills Center to another location.

Level 2 Middle School Alternative Programs

The following programs are operated solely by MCPS for middle school students who are not achieving at their potential for a wide variety of reasons, usually including behavior and/or attendance problems. Students are referred by the home school's Educational Management Team/Collaborative Action Team. Each site 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 the student to his/her home schools and succeed.

Glenmont Program at Lynnbrook Center

This program serves approximately 25 students, Grades 6–8. Glenmont serves students attending schools in the downcounty area.

Hadley Farms Center

This program serves approximately 25 students, Grades 6–8. Hadley Farms Center serves students attending schools in the upcounty area.

Level 3 Programs

Fleet Street Program

This program serves approximately 30 highly disruptive students, Grades 6–8, who have committed a disciplinary offense for which they could be expelled. The program is located at

Mark Twain. The Chief Operating Office makes direct placements at the Fleet Street Program when expulsion is not appropriate. The program provides academic instruction in courses leading to completion of grade level objectives and promotion. In addition, a behavioral/social skills component gives students the skills necessary to return to their home schools and succeed. Special education students who have been expelled receive special education services in the Level 3 program.

Randolph Academy

This program serves approximately 50 highly disruptive students, Grades 9–12 who have committed a disciplinary offense for which they could be expelled. The program is located at Mark Twain. The Chief Operating Office makes direct placements at the Randolph Academy when expulsion is not appropriate. The program provides an individualized academic program in courses for credit toward a high school diploma. The program provides an opportunity for students in the small supportive environment to concentrate and focus on learning new coping strategies and changing behaviors that led to the disciplinary action. Special education students who have been expelled are also placed here. Distance learning is utilized. In addition, the 45-day interim alternative educational setting for students, Grades 6–12, is overseen by the Randolph Academy site coordinator.

45-day Interim Placement Program

The 45-day Interim Placement Program is for students with disabilities who are involved with drugs, weapons or bodily injury offenses. The principal may request placement through the special education supervisor in addition to following the usual disciplinary process. The student may be placed for up to 45 school days to determine interventions and strategies to support students' needs. Currently, students spend three hours per day in the program, and there are morning and afternoon sessions. One session serves high school students with the other session for middle school students. Students work on their assignments from their home school.

Interagency Program (Residential Component)

Karma Academy

This program is a cooperative effort with a community agency where MCPS provides the academic portion of a larger set of services to students. Karma Academy is a group home for 13 males, Grades 9–12, who have behavioral and conduct problems and have been placed in a residential setting by the Department of Juvenile Services or Department of Social Services. The private, non-profit residential agency is Karma House, Inc. Montgomery County Public Schools (MCPS) provides two teachers and two part-time professionals who hold classes in the group home. Students receive instruction in courses for credit toward a high school diploma.

CAREER AND TECHNOLOGY EDUCATION PROGRAMS

Career and Technology Education (CTE) pathway programs prepare students for lifelong learning. In Montgomery County Public Schools (MCPS), there currently are 27 CTE pathway programs that are organized within the following 9 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 15,000 MCPS students are completing at least one CTE pathway program course at high schools throughout the county or at the Thomas Edison High School of Technology (TEHST). From FY 2004 to FY 2005, the most recent data reported by the Maryland State Department of Education, enrollment in CTE pathway programs increased by nine percent. CTE pathway programs continue to focus on rigorous and relevant instruction that prepares students for college and careers. The majority of CTE pathway programs are designed to provide free college credit to high school students who attain a grade of "B" or better in articulated coursework through Montgomery College or the University of Maryland, Baltimore County, depending on the program selected.

The TEHST affords students from all high schools equitable access to career pathway programs 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 to space for CTE programs such as Advanced Engineering—Project Lead the Way, Cisco Academies, and the Academy of Information Technology.

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 Montgomery County Public Schools (MCPS). This relationship promotes the advancement of career education and prepares students for a full range of careers within each industry. In MCPS, there are currently 18 pathway programs supervised by the Foundations Office. Articulation agreements that allow students to earn college credit while still in high school have been established for all of the Foundation programs.

The Automotive Trades Foundation (ATF) operates as a licensed used-car dealership. ATF programs are located at Damascus, Gaithersburg, and Seneca Valley high schools, and the Thomas Edison High School of Technology (TEHST). The program is nationally certified by ASE (Automotive Service Excellence), NATEF (National Automotive Technology Education Foundation), and AYES (Automotive Youth Education System) that allows students advanced placement credits through articulation agreements with postsecondary schools as well as additional partnerships that offer continuing education programs through direct association with manufacturers and dealerships.

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, Architectural Design, and Foundations of Building and Construction Technology. The CTF programs are located at Damascus and TEHST. The Foundation also has established a partnership with Associated Builders & 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 Information Technologies Foundation (ITF), located at Clarksburg, TEHST, and Rockville high schools, comprises a public/private partnership to promote computer education and entrepreneurship opportunities among high school students throughout Montgomery County. This program better prepares students for a seamless transition into the computer technology industry or 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 that is scheduled for completion by August 2012. An FY 2009 appropriation is recommended 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.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Construction Trades Program at Gaithersburg HS	Addition	Recommended	Aug. 2012

Projected Enrollment and Space Availability

Effects of Recommended FY 2009–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 07–08	Projections 08–09	09–10	10–11	11–12	12-13	13–14	2017	2022
Stephen Knolls SP		Program Capacity	124	124	124	124	124	124	124		
		Enrollment	**74**	**47**	**47**	**47**	**47**	**47**	**47**		
		Available Space	*50*	*77*	*77*	*77*	*77*	*77*	*77*		
		Comments									
Longview SP		Program Capacity	48	48	48	48	48	48	48		
		Enrollment	**49**	**53**	**53**	**53**	**53**	**53**	**53**		
		Available Space	*(1)*	*(5)*	*(5)*	*(5)*	*(5)*	*(5)*	*(5)*		
		Comments									
Rock Terrace SP		Program Capacity	160	160	160	160	160	160	160		
		Enrollment	**88**	**100**	**100**	**100**	**100**	**100**	**100**		
		Available Space	*72*	*60*	*60*	*60*	*60*	*60*	*60*		
		Comments									
RICA SP		Program Capacity	190	190	190	190	190	190	190		
		Enrollment	**107**	**135**	**135**	**135**	**135**	**135**	**135**		
		Available Space	*83*	*55*	*55*	*55*	*55*	*55*	*55*		
		Comments									
Mark Twain SP		Program Capacity	300	300	300	300	300	300	300		
		Enrollment	**59**	**72**	**53**	**38**	**23**	**8**	**0**		
		Available Space	*241*	*228*	*247*	*262*	*277*	*292*	*300*		
		Comments									
Carl Sandburg SP		Program Capacity	*96*	*96*	*96*	*96*	*96*	*96*	*96*		
		Enrollment	**102**	**115**	**115**	**115**	**115**	**115**	**115**		
		Available Space	*(6)*	*(19)*	*(19)*	*(19)*	*(19)*	*(19)*	*(19)*		
		Comments									
Cluster Information		SP Utilization	52%	57%	55%	53%	52%	50%	49%		
		SP Enrollment	479	522	503	488	473	458	450		

Demographic Characteristics of Schools

Schools	2007–2008 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2006–2007 FARMs%*	ESOL%**	Mobility Rate%***
Stephen Knolls SP	85	36.5%	0.0%	4.7%	23.5%	35.3%	31.8%	0.0%	21.2%
Longview SP	49	30.6%	4.1%	20.4%	4.1%	40.8%	10.9%	0.0%	6.4%
Rock Terrace SP	90	41.1%	0.0%	8.9%	15.6%	34.4%	34.7%	10.9%	22.7%
RICA SP	114	31.6%	0.0%	2.6%	7.9%	57.9%	16.0%	0.8%	70.9%
Mark Twain SP	66	63.6%	0.0%	1.5%	18.2%	16.7%	62.2%	0.0%	135.8%
Carl Sandburg SP	110	21.8%	0.0%	5.5%	28.2%	44.5%	35.6%	14.4%	10.4%
Elementary County Total	**63022**	**22.6%**	**0.3%**	**15.7%**	**23.0%**	**38.5%**	**29.4%**	**16.8%**	**17.3%**

**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 2006–2007 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2007–2008)

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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Stephen Knolls SP	N/A	158	19	4						1																		8		5				1
Longview SP	N/A	48	10	2																								8						
Rock Terrace SP	N/A	100	16	2																10														4
RICA SP	N/A	190	19																						19									
Mark Twain SP	N/A	300	35																						30									5
Carl Sandburg SP	K–6	96	16																									16						

Facility Characteristics of Schools 2007–2008

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**: Joint Use	Child Care**: County Owned	Child Care**: Private Mod.	Reloc-atable Class.	LTL/ SBHC***	Elem. Gym
Stephen Knolls SP	1958	1979	48,872	6.6		TBD						
Longview SP	2001		40,362	10		TBD						Yes
Rock Terrace SP	1950	1974	48,024	10.3		TBD						
RICA SP	1977		95,000	14.3								
Mark Twain SP	1971	1973	85,400	22.6		TBD						
Carl Sandburg SP	1962		31,385	7.6						1		

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

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

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

Alternative Centers

Programs	Location	Year Established	Agency	Grades	Program Enrollment	Length of Stay
Level 2 Recovery						
Phoenix at McKenney Hills	McKenney Hills Ctr.	1979	MCPS	9–12	25	2–3 semesters
Phoenix at Emory Grove	Emory Grove Ctr.	1979	MCPS	9–12	25	2–3 semesters
Level 2 Alternative						
Glenmont MS	Lynnbrook Center	1997	MCPS	6–8	25	1–3 semesters
Hadley Farms MS	7401 Hadley Farms Dr.	2002	MCPS	6–8	25	1–3 semesters
Emory Grove HS	Emory Grove Ctr.	1983	MCPS	9–12	60	1–3 semesters
McKenney Hills HS	McKenney Hills Ctr.	1973	MCPS	9–12	60	1–3 semesters
Level 3 Alternative						
Randolph Academy	Mark Twain Ctr.	1999	MCPS	9–12	50	1–2 semesters
Fleet Street MS	14501 Avery Road	2003		6–8	30	1–2 semesters
Interagency - Residential						
Karma Academy	175 Watts Branch Pkwy.	1972	Private,non-profit	9–12	13	10–18 Months

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); Water and Indoor Air Quality (WIAQ); Planned Life-cycle Asset Replacement (PLAR); and Roof Replacement. These projects require an assessment of each school relative to the needs of other schools and the development of schedules based on available funding. Some projects, such as ADA, Asbestos Abatement, Fuel Tank Management, and Stormwater Management are driven by mandates that require an evaluation and action plan in order to meet federal, state, and local regulations.

A project entitled Facility Planning, begun in FY 1996, will continue to fund feasibility studies and cost estimates for proposed projects. The goal of this project is to provide accurate cost estimates based on existing building conditions and proposed educational program specifications for the planning and budgeting of new schools, additions, and, modernizations.

The schedule for modernizing schools has been developed and prioritized through the Facilities Assessment with Criteria and Testing (FACT) Assessment process. Funding for modernization projects is appropriated through two projects—Current Replacements/Modernizations and Future Replacements/Modernizations. Projects with expenditures for planning and/or construction in the first two years of the CIP are considered Current Replacements/Modernizations. Projects without expenditures in the first two years of the CIP are considered Future Replacements/Modernizations.

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

The Improved (Safe) Access to Schools project provides improved vehicular and pedestrian access to schools. MCPS staff works with the Schools and Transportation Efficiencies Planning (STEP) Committee to identify solutions to safety concerns. The County's Department of Public Works and Transportation appropriates funds to improve roads and sidewalks on county property when needed. This project will continue to address access improvements on Board of Education-owned property at MCPS facilities.

The relocatable classroom project will continue to provide relocatable classrooms to meet space needs that cannot be accommodated by permanent construction. Many of the relocatable classrooms have aging heating and air conditioning systems, ceilings, lights, and carpets that are reaching the end of their useful lives and must be replaced if MCPS is to continue using the units for educational programs. A schedule to rehabilitate county-owned relocatable classrooms was developed in 1996. State-owned classrooms are assessed separately and are included in the state-reimbursement request for the rehabilitation/renovation of these classrooms.

MCPS is committed to providing the educational technology necessary to allow all students to access information from around the world. The Global Access Technology project is included in the countywide section of the budget and is intended to support this commitment. The Board of Education adopted a comprehensive Educational Technology Policy in December 1993 and a strategic plan entitled "The Plan for Educational Technology Implementation" in May 1997. This plan provides specific guides and assessments for identifying the needs for staff support, hardware and software, and the capabilities for access to information within, among, and outside of the confines of MCPS facilities. All MCPS schools were wired for global access by the end of the 2002–2003 school year.

The Technology Modernization project, first introduced in the FY 2003–2008 CIP, will provide needed technology updates for the original Global Access program schools. This project will update schools' technology hardware, software and network infrastructure on a four-year replacement cycle. The objective of the Technology Modernization program is to have a student to computer ratio of 5:1. Up-to-date technology will enhance student learning through access to information available online and through the ability to use the latest instructional software. Up-to-date technology in schools and offices is also critical for the reporting required by No Child Left Behind and for the implementation of state-proposed on-line testing strategies.

The Restroom Renovations project, first introduced in the FY 2005–2010 CIP, will provide needed modifications to specific areas of restroom facilities. In FY 2004, a study was conducted to evaluate restrooms for all schools that were built or renovated before 1985. A list was compiled and schools were rated based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, ac-

cessories, and room finish materials. The ratings were based on visual inspections of the existing materials and fixtures as of August 1, 2003. (See appendix G for the list of schools and its corresponding rating.)

Building Modifications and Program Improvements, was approved in the FY 2007–2012 CIP to provide facility modifications or program improvements to schools that are not scheduled for a modernization or an addition in the foreseeable future.

A brief description of each countywide project follows.

Americans with Disabilities Act (ADA) Compliance

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

Asbestos Abatement

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

Building Modifications and Program Improvements

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

Current Replacements/Modernizations

This is a summary project for all modernization projects that have planning or construction expenditures for either FY 2009 or FY 2010. Modernization projects are moved from the Future Replacements/Modernizations project to this project when expenditures are approved by the County Council in the first two years of the CIP. Appendix E of this document lists the priority order of modernizations, based on FACT and Educational Program assessments.

Design and Construction Management

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

Energy Conservation

This project funds the materials necessary to develop strategies to reduce energy consumption. These strategies include improving building mechanical systems, retrofitting building lighting, and updating associated temperature control systems. This project will continue indefinitely.

Facility Planning

In order to assure the availability of accurate cost estimates for facility construction, a feasibility study process has been instituted. Architects are hired for each new or modernization project to develop and evaluate several feasible options that meet the project's needs. For each option, a cost estimate is prepared and an analysis is performed to determine the most cost-effective solution. The study of options is presented to the Board of Education and the project cost is established. This "preplanning" information is then used to develop a budget for submission to the County Council for funding. The feasibility study process helps to produce a clear understanding of the feasibility, scope, and cost for each project.

Fire Safety Code Upgrades

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

Fuel Tank Management

The school system has 236 underground fuel storage tanks. Federal law requires regular inspection, monitoring, and in some cases replacement of these fuel tank systems. It is expected that all tank systems will be upgraded and replaced as required by current regulations.

Future Replacements/Modernizations

This is a summary of all modernization projects that do not have expenditures in the first two years of the CIP. The priority order for modernizations is determined by the FACT and Educational Program assessments, and is detailed in appendix E. Schools are added to the schedule in the out-years of the CIP as the County Council approves funding. Projects shown within this project will be moved to the Current Replacements/Modernizations project once the County Council approves expenditures for a modernization in either the first or second fiscal year of the CIP.

HVAC (Heating, Ventilation, and Air Conditioning Replacement)

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

Improved (Safe) Access to Schools

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

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. Schools were rated based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials. See appendix G for the list of schools in the project.

Roof Replacement

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

School Gymnasiums

This project provides funding for building gymnasiums on a priority basis, utilizing the funding levels adopted by the County Council. The schools without gyms are ranked annually based on three criteria: enrollment, other construction projects on site, and percent of gyms in the cluster. A listing of schools without gymnasiums is included in appendix F.

School Security Systems

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

Stadium Lighting

Lighting for outdoor stadiums has been funded through a partnership among the schools, individual booster clubs, city and county governments, and MCPS. This project is proposed to expand into renovation of concession stands in partnership with booster clubs and others, using the model developed for stadium lighting.

Technology Modernization

This project will provide needed technology updates for the original Global Access program schools. This project will provide a better student to computer ratio, best practices for dynamic access to information networks, modern methodologies for teacher training, and application of current theory and practice to prepare students for the 21st century.

Water and Indoor Air Quality Improvements

This project provides mechanical retrofits and building envelope modifications necessary to address Indoor Air Quality (IAQ) problems at schools. Funds in this project also will address lead abatement and will be used to develop specific remediation and work plans for schools that have complete test results and lead source assessment.

Appendix A–1

Montgomery County Public Schools
Actual Enrollment for 2007–2008 and Projected for 2008–2009 to 2013–2014

September 30, 2007

Grade Level & Program	Prelim. 2007–08	Projected Enrollment 2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Prekindergarten	1,881	1,885	1,885	1,885	1,885	1,885	1,885
Head Start	599	599	599	599	599	599	599
Kindergarten	9,558	9,766	9,739	9,729	9,906	9,940	10,025
Grades 1–5	46,942	47,090	47,861	48,616	49,208	50,181	50,594
Grades 6–8	28,540	27,812	27,349	26,822	26,781	26,693	27,215
Grades 9–12	41,303	40,710	40,294	39,843	39,285	38,692	38,204
Total K–12	126,343	125,378	125,243	125,010	125,180	125,506	126,038
Special Education:							
Elementary	2,892	2,862	2,895	2,915	2,939	2,955	2,976
Middle	2,409	2,026	2,034	2,041	2,043	2,049	2,053
High	3,173	3,713	3,716	3,718	3,721	3,723	3,724
Special Schools	522	705	691	676	661	656	657
Total Special Education*	8,996	9,306	9,336	9,350	9,364	9,383	9,410
Alternative Programs	203	300	300	300	300	300	300
Gateway to College	234	295	295	295	295	295	295
GRAND TOTAL	138,256	137,763	137,658	137,439	137,623	137,968	138,527

* The Special Education forecasts includes only those students budgeted under special programs. About 8,000 additional students receive Special Education services.

Source: Montgomery County Public Schools, Division of Long-range Planning, October 29, 2007.

Note: Enrollment for 2007–2008 is Preliminary September 30th enrollment.

Appendix A–2

Montgomery County Public Schools
Actual and Projected Grade Enrollment, 2007–2008 to 2013–2014

September 30, 2007

Grades	Preliminary Enrollment 2007–08	Projected Enrollment					
		2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Kindergarten	9,558	9,766	9,739	9,729	9,906	9,940	10,025
Grade 1	9,374	9,897	10,169	10,142	10,127	10,306	10,339
Grade 2	9,528	9,289	9,864	10,123	10,088	10,076	10,252
Grade 3	9,314	9,417	9,246	9,818	10,070	10,049	10,024
Grade 4	9,334	9,250	9,379	9,207	9,768	10,029	10,004
Grade 5	9,392	9,237	9,203	9,326	9,155	9,721	9,975
Grade 6	9,577	9,061	8,943	8,904	9,031	8,856	9,426
Grade 7	9,428	9,374	9,023	8,895	8,855	8,982	8,807
Grade 8	9,535	9,377	9,383	9,023	8,895	8,855	8,982
Grade 9	10,695	10,505	10,389	10,404	10,055	9,931	9,901
Grade 10	10,398	10,094	10,027	9,892	9,908	9,559	9,435
Grade 11	10,078	10,098	9,868	9,778	9,644	9,658	9,309
Grade 12	10,132	10,013	10,010	9,769	9,678	9,544	9,559
K–5 Total	56,500	56,856	57,600	58,345	59,114	60,121	60,619
6–8 Total	28,540	27,812	27,349	26,822	26,781	26,693	27,215
9–12 Total	41,303	40,710	40,294	39,843	39,285	38,692	38,204
K–12 Total	126,343	125,378	125,243	125,010	125,180	125,506	126,038
Prekindergarten	1,881	1,885	1,885	1,885	1,885	1,885	1,885
Head Start	599	599	599	599	599	599	599
Special Education*	8,996	9,306	9,336	9,350	9,364	9,383	9,410
Alternative Programs	203	300	300	300	300	300	300
Gateway to College	234	295	295	295	295	295	295
GRAND TOTAL	138,256	137,763	137,658	137,439	137,623	137,968	138,527

* The Special Education forecasts includes only those students budgeted under special programs. About 8,000 additional students receive Special Education services.

Source: Montgomery County Public Schools, Division of Long-range Planning, October 29, 2007.

Note: Enrollment for 2007–2008 is Preliminary September 30th enrollment.

Appendix A–3

Montgomery County Public Schools Enrollment by Race/Ethnic Groups: 1968–2007

September 30, 2007

School Year	African American		American Indian		Asian American		Hispanic		White		Total Enrollment
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1968–69	4,872	4.0%	75	0.1%	1,208	1.0%	1,673	1.4%	113,621	93.6%	121,449
1969–70	5,716	4.6%	123	0.1%	1,401	1.1%	1,832	1.5%	115,899	92.7%	124,971
1970–71	6,454	5.1%	131	0.1%	1,476	1.2%	2,438	1.9%	114,845	91.6%	125,344
1971–72	7,292	5.8%	113	0.1%	1,640	1.3%	2,475	2.0%	114,687	90.9%	126,207
1972–73	8,013	6.3%	194	0.2%	1,904	1.5%	2,688	2.1%	114,113	89.9%	126,912
1973–74	9,264	7.3%	77	0.1%	1,849	1.5%	1,996	1.6%	112,990	89.5%	126,176
1974–75	9,928	8.0%	113	0.1%	1,929	1.6%	2,050	1.6%	110,299	88.7%	124,319
1975–76	10,578	8.7%	122	0.1%	2,438	2.0%	2,234	1.8%	106,900	87.4%	122,272
1976–77	11,012	9.4%	822	0.7%	3,758	3.2%	3,668	3.1%	98,370	83.6%	117,630
1977–78	11,201	9.9%	545	0.5%	4,084	3.6%	3,517	3.1%	93,278	82.8%	112,625
1978–79	11,192	10.4%	334	0.3%	4,360	4.1%	3,486	3.2%	88,058	82.0%	107,430
1979–80	11,648	11.4%	209	0.2%	4,774	4.7%	3,442	3.4%	82,446	80.4%	102,519
1980–81	11,912	12.1%	187	0.2%	5,598	5.7%	3,760	3.8%	77,386	78.3%	98,843
1981–82	12,175	12.7%	161	0.2%	6,291	6.6%	4,122	4.3%	72,838	76.2%	95,587
1982–83	12,345	13.3%	156	0.2%	6,791	7.3%	4,231	4.6%	68,994	74.6%	92,517
1983–84	12,714	14.0%	166	0.2%	7,266	8.0%	4,388	4.8%	66,496	73.0%	91,030
1984–85	13,327	14.5%	136	0.1%	8,024	8.7%	4,807	5.2%	65,410	71.3%	91,704
1985–86	13,765	14.8%	140	0.2%	8,759	9.4%	5,273	5.7%	64,934	69.9%	92,871
1986–87	14,342	15.2%	142	0.2%	9,471	10.0%	5,845	6.2%	64,660	68.5%	94,460
1987–88	14,984	15.6%	194	0.2%	10,229	10.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89	15,900	16.1%	223	0.2%	10,960	11.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90	16,612	16.6%	294	0.3%	11,565	11.5%	8,199	8.2%	63,589	63.4%	100,259
1990–91	17,721	17.1%	268	0.3%	12,352	11.9%	9,202	8.9%	64,189	61.9%	103,732
1991–92	18,867	17.6%	293	0.3%	12,983	12.1%	10,189	9.5%	65,067	60.6%	107,399
1992–93	19,938	18.1%	323	0.3%	13,521	12.3%	11,071	10.1%	65,184	59.2%	110,037
1993–94	21,009	18.5%	397	0.3%	14,014	12.4%	12,260	10.8%	65,749	58.0%	113,429
1994–95	22,170	18.9%	464	0.4%	14,440	12.3%	13,439	11.5%	66,569	56.9%	117,082
1995–96	23,265	19.3%	400	0.3%	15,016	12.5%	14,437	12.0%	67,173	55.8%	120,291
1996–97	24,281	19.8%	440	0.4%	15,384	12.6%	15,348	12.5%	67,052	54.7%	122,505
1997–98	25,420	20.4%	442	0.4%	15,904	12.7%	16,502	13.2%	66,767	53.3%	125,035
1998–99	26,820	21.0%	428	0.3%	16,380	12.8%	17,815	13.9%	66,409	52.0%	127,852
1999–00	27,490	21.0%	385	0.3%	17,093	13.1%	19,485	14.9%	66,236	50.7%	130,689
2000–01	28,426	21.2%	407	0.3%	17,895	13.3%	21,731	16.2%	65,849	49.0%	134,308
2001–02	28,928	21.1%	414	0.3%	19,042	13.9%	23,517	17.2%	64,931	47.5%	136,832
2002–03	29,755	21.4%	428	0.3%	19,765	14.2%	24,915	17.9%	64,028	46.1%	138,891
2003–04	30,736	22.1%	429	0.3%	19,908	14.3%	26,058	18.7%	62,072	44.6%	139,203
2004–05	31,446	22.6%	396	0.3%	20,118	14.4%	27,011	19.4%	60,366	43.3%	139,337
2005–06	31,816	22.8%	402	0.3%	20,458	14.7%	27,931	20.0%	58,780	42.2%	139,387
2006–07	31,620	22.9%	418	0.3%	20,452	14.8%	28,582	20.7%	56,726	41.2%	137,798
2007–08	31,735	23.0%	408	0.3%	20,981	15.2%	29,723	21.5%	55,409	40.1%	138,256

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, September 28, 2007.

Note: Montgomery County Public Schools uses a combined method for collecting and reporting racial/ethnic data.
All Hispanic students regardless of their race, are included in Hispanic enrollment.
Enrollment for 2007–08 is Preliminary September 30th enrollment.

Appendix A–4

Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Groups: 1968–2007

September 30, 2007

School Year	African American		American Indian		Asian American		Hispanic		White		Total	
	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Enrollment	Change from Prior Year
1968–69	4,872		75		1,208		1,673		113,621		121,449	
1969–70	5,716	844	123	48	1,401	193	1,832	159	115,899	2278	124,971	3522
1970–71	6,454	738	131	8	1,476	75	2,438	606	114,845	-1054	125,344	373
1971–72	7,292	838	113	-18	1,640	164	2,475	37	114,687	-158	126,207	863
1972–73	8,013	721	194	81	1,904	264	2,688	213	114,113	-574	126,912	705
1973–74	9,264	1251	77	-117	1,849	-55	1,996	-692	112,990	-1123	126,176	-736
1974–75	9,928	664	113	36	1,929	80	2,050	54	110,299	-2691	124,319	-1857
1975–76	10,578	650	122	9	2,438	509	2,234	184	106,900	-3399	122,272	-2047
1976–77	11,012	434	822	700	3,758	1320	3,668	1434	98,370	-8530	117,630	-4642
1977–78	11,201	189	545	-277	4,084	326	3,517	-151	93,278	-5092	112,625	-5005
1978–79	11,192	-9	334	-211	4,360	276	3,486	-31	88,058	-5220	107,430	-5195
1979–80	11,648	456	209	-125	4,774	414	3,442	-44	82,446	-5612	102,519	-4911
1980–81	11,912	264	187	-22	5,598	824	3,760	318	77,386	-5060	98,843	-3676
1981–82	12,175	263	161	-26	6,291	693	4,122	362	72,838	-4548	95,587	-3256
1982–83	12,345	170	156	-5	6,791	500	4,231	109	68,994	-3844	92,517	-3070
1983–84	12,714	369	166	10	7,266	475	4,388	157	66,496	-2498	91,030	-1487
1984–85	13,327	613	136	-30	8,024	758	4,807	419	65,410	-1086	91,704	674
1985–86	13,765	438	140	4	8,759	735	5,273	466	64,934	-476	92,871	1167
1986–87	14,342	577	142	2	9,471	712	5,845	572	64,660	-274	94,460	1589
1987–88	14,984	642	194	52	10,229	758	6,376	531	64,488	-172	96,271	1811
1988–89	15,900	916	223	29	10,960	731	7,208	832	64,228	-260	98,519	2248
1989–90	16,612	712	294	71	11,565	605	8,199	991	63,589	-639	100,259	1740
1990–91	17,721	1109	268	-26	12,352	787	9,202	1003	64,189	600	103,732	3473
1991–92	18,867	1146	293	25	12,983	631	10,189	987	65,067	878	107,399	3667
1992–93	19,938	1071	323	30	13,521	538	11,071	882	65,184	117	110,037	2638
1993–94	21,009	1071	397	74	14,014	493	12,260	1189	65,749	565	113,429	3392
1994–95	22,170	1161	464	67	14,440	426	13,439	1179	66,569	820	117,082	3653
1995–96	23,265	1095	400	-64	15,016	576	14,437	998	67,173	604	120,291	3209
1996–97	24,281	1016	440	40	15,384	368	15,348	911	67,052	-121	122,505	2214
1997–98	25,420	1139	442	2	15,904	520	16,502	1154	66,767	-285	125,035	2530
1998–99	26,820	1400	428	-14	16,380	476	17,815	1313	66,409	-358	127,852	2817
1999–00	27,490	670	385	-43	17,093	713	19,485	1670	66,236	-173	130,689	2837
2000–01	28,426	936	407	22	17,895	802	21,731	2246	65,849	-387	134,308	3619
2001–02	28,928	502	414	7	19,042	1147	23,517	1786	64,931	-918	136,832	2524
2002–03	29,755	827	428	14	19,765	723	24,915	1398	64,028	-903	138,891	2059
2003–04	30,736	981	429	1	19,908	143	26,058	1143	62,072	-1956	139,203	312
2004–05	31,446	710	396	-33	20,118	210	27,011	953	60,366	-1706	139,337	134
2005–06	31,816	370	402	6	20,458	340	27,931	920	58,780	-1586	139,387	50
2006–07	31,620	-196	418	16	20,452	-6	28,582	651	56,726	-2054	137,798	-1589
2007–08	31,735	115	408	-10	20,981	529	29,723	1141	55,409	-1317	138,256	458

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, September 28, 2007.

Note: Montgomery County Public Schools uses a combined method for collecting and reporting racial/ethnic data.
All Hispanic students regardless of their race, are included in Hispanic enrollment.
Enrollment for 2007–08 is Preliminary September 30th enrollment.

Appendix B–1

Actual and Projected Special Education Services and Enrollment

August 3, 2007

Program	Actual Enrollment FY05 2004–05	FY06 2005–06	FY07 2006–07	*Budgeted FY08 2007–08*	Projected FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13	FY14 2013–14
Resource Programs for Students with Special Needs										
Total for Resource Programs	5,815	5,333	4,676	*5,500*	4,800	4,800	4,800	4,800	4,800	4,800
Programs for Students with Learning Disabilities (LD)										
Learning Centers:										
Elementary	368	354	361	*356*	346	346	346	346	346	346
Middle	288	320	290	*248*	78	0	0	0	0	0
High (includes GT/LD)	289	273	307	*371*	312	312	234	156	78	0
School Age Language	58	47	0	*0*	0	0	0	0	0	0
Learning and Academic Disabilities (LAD):										
Elementary	889	767	624	*589*	454	384	304	224	144	74
Home School Model	194	341	516	*431*	609	679	759	839	919	989
Elementary GT/LD	53	45	43	*25*	36	36	36	36	36	36
Middle	1,588	1,556	1,735	*1,368*	1,021	999	899	799	699	599
Hours-based Staffing	0	0	0	*0*	463	563	663	763	863	963
Middle GT/LD	29	47	54	*60*	60	60	60	60	60	60
High	1,614	1,699	1,950	*2,320*	2,500	2,500	2,558	2,616	2,674	2,732
High GT/LD			15	*0*	0	0	20	40	60	80
Total for Learning Disabilities	5,370	5,449	5,895	*5,768*	5,879	5,879	5,879	5,879	5,879	5,879
Programs for Students with Mental Retardation (MR)										
School/ Community Based Programs:										
Elementary	161	161	155	*158*	150	150	150	150	150	150
Middle	72	78	72	*83*	77	77	77	77	77	77
High	145	148	150	*163*	167	167	167	167	167	167
Extensions	10	12	12	*15*	15	15	15	15	15	15
Learning for Independence:										
Elementary	92	97	100	*98*	88	88	88	88	88	88
Middle	159	154	140	*90*	101	101	101	101	101	101
High	258	278	280	*355*	355	355	355	355	355	355
Total for Mental Retardation	897	928	909	*962*	953	953	953	953	953	953
Programs for Students with Emotional Disabilities (ED)										
Bridge Classes	115	127	146	*120*	165	170	175	180	185	190
Emotional Disabilities Cluster Model:										
Elementary	81	91	88	*85*	90	92	94	96	98	100
Middle	110	106	88	*100*	90	90	90	90	90	90
High	194	208	187	*210*	205	205	205	205	205	205
Total for Emotional Disabilities	500	532	509	*515*	550	557	564	571	578	585
Programs for Students with Autism										
Prekindergarten	32	31	23	*40*	40	43	46	49	52	55
K–12	96	111	136	*160*	167	172	177	182	185	188
Programs for Students with Asperger's	59	49	48	*45*	45	46	47	48	49	50
Total for Autism and Asperger's	187	191	207	*245*	252	261	270	279	286	293

Appendix B–1

Actual and Projected Special Education Services and Enrollment (Continued)

August 3, 2007

Program	Actual Enrollment FY05 2004–05	FY06 2005–06	FY07 2006–07	*Budgeted* *FY08 2007–08*	Projected FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13	FY14 2013–14
Deaf And Hard of Hearing										
Resource Program Services	224	220	206	*230*	220	220	220	220	220	220
Special Classes	101	103	103	*100*	110	110	110	110	110	110
Visual Impairments										
Resource Program Services	203	203	170	*210*	200	200	200	200	200	200
Orientation & Mobility	29	26	26	*35*	35	35	35	35	35	35
Special Classes	5	9	13	*10*	12	12	12	12	12	12
Physical Disabilities										
Resource Program Services	3,198	3,250	3,228	*3,400*	3,300	3,300	3,300	3,300	3,300	3,300
Special Classes	40	30	31	*25*	33	33	33	33	33	33
Speech and Language Disabilities										
Resource Program Services										
Preschool	1,135	1,131	1,116	*1,250*	1,200	1,225	1,250	1,275	1,300	1,325
K–12	8,441	8,228	7,688	*8,400*	8,000	8,000	8,000	8,000	8,000	8,000
Private & Parochial	280	291	312	*320*	320	320	320	320	320	320
Enrollment in Special Classes										
Preschool	92	97	83	*90*	90	90	90	90	90	90
InterACT Services (Pre-K–12)	426	475	476	*500*	500	500	500	500	500	500
Augmentative and Assisted Communication Classes	12	14	13	*18*	15	15	15	15	15	15
Transition Services										
School-Based Resource			6,146	*6,000*	6,100	6,120	6,140	6,160	6,180	6,200
Non-School-Based Classes	41	51	49	*52*	52	52	52	52	52	52
Preschool and Early Childhood Programs										
Preschool Education Program (PEP):										
PEP Regular & Early Childhood Classes	444	453	547	*515*	594	620	630	640	650	660
Intensive Needs	80	91	100	*120*	120	123	126	129	132	135
Medically Fragile	44	68	64	*85*	85	85	85	85	85	85
Beginnings Classes	35	37	43	*42*	40	40	40	40	40	40
Total	603	649	754	*762*	839	868	881	894	907	920
Special Programs:										
Longview Center	48	46	47	*50*	53	53	53	53	53	53
Stephen Knolls Center	48	45	47	*50*	47	47	47	47	47	47
Carl Sandburg Center	101	90	106	*110*	115	115	115	115	115	115
Rock Terrace Center	101	99	94	*105*	100	100	100	100	100	100
RICA	148	147	120	*145*	135	135	135	135	135	135
Mark Twain Center	94	92	72	*70*	53	38	23	8	0	0
Crossroads	27	14	19	*18*	18	18	18	18	18	18
TOTAL SPECIAL SCHOOLS	567	533	505	*548*	521	506	491	476	468	468
Grand Totals										
Resource Program Services	19,751	19,157	24,044	25,845	24,675	24,720	24,765	24,810	24,855	24,900
Special Classes Enrollment	8,415	8,586	9,071	9,095	9,306	9,336	9,350	9,364	9,383	9,410

Note: Unduplicated Special Education enrollment, for all levels of service, is projected to be between 17,000 to 18,000 students in the next six years.

Appendix B–1

Actual and Projected Special Education Services and Enrollment (Continued)

August 3, 2007

Program	Actual Enrollment FY05 2004–05	FY06 2005–06	FY07 2006–07	*Budgeted* *FY08 2007–08*	Projected FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13	FY14 2013–14
Infants and Toddlers*										
Number of Children Served (with ISFPs)	1,604	1,520	1,804	*1,550*	1,900	1,950	2,000	2,050	2,100	2,150
Related Services:										
Deaf and Hard of Hearing	177	268	208	*250*	225	230	235	240	245	250
Physical Therapy	1,744	1,932	1,890	*1,900*	2,000	2,040	2,095	2,145	2,200	2,250
Occupational Therapy	1,146	1,498	1,403	*1,500*	1,500	1,515	1,555	1,595	1,635	1,670
Special Instruction	2,562	3,098	3,058	*3,100*	3,200	3,305	3,390	3,475	3,560	3,645
Speech & Language	2,632	3,263	3,358	*3,250*	3,535	3,630	3,725	3,815	3,910	4,000
Vision	154	176	171	*180*	180	185	190	195	200	205
InterACT Services			20	*20*	20	20	20	20	20	20
Non-Public Institution Enrollment										
Residential	18	20	22	*18*	21	21	21	21	21	21
School-Age Day	497	466	480	*495*	501	501	501	501	501	501
Preschool	94	87	87	*90*	90	90	90	90	90	90
Maryland School for Blind	7	7	8	*8*	8	8	8	8	8	8
Jointly Funded	41	42	45	*45*	45	45	45	45	45	45
MD. School for Deaf	5	4	3	*5*	5	5	5	5	5	5
Total Non-Public	662	626	645	*661*	670	670	670	670	670	670
45 Day Alternative Placements	6	13	12	*12*	12	12	12	12	12	12

Actual Enrollment is calculated by averaging each program's monthly enrollment from November through May, except Infants & Toddlers and pre-K program enrollment that reflects the peak for the year.
Mark Twain Satellite enrollment is combined with Emotional Disabilities Cluster Model, High School, for forecast years.
Enrollment shown for Resource Program Services reflect the number of resource services students receive. Some students receive more than one resource service.
Enrollment shown for all other programs reflect the number of students who are enrolled in classes, receiving fifteen or more hours of special education instruction.
Programs for Students with Learning Disabilities includes Pre-Academic, Special Classes (Primary and Intermediate), and Learning Disabled/ Gifted and Talented (LD/GT).
Forecasts incoporate the phasing out of the Secondary Learning Centers and the Mark Twain program.
Forecasts are developed cooperatively by the Division of Long-range Planning and Department of Special Education.

Appendix B–2

Actual and Projected ESOL Enrollment

August 3, 2007

Program	Actual Enrollment FY05 2004–05	FY06 2005–06	FY07 2006–07	*Budgeted* FY08 2007–08	Projected Enrollment FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13	FY14 2013–14
Elementary School	8,459	9,173	10,375	*10,400*	12,000	12,500	13,000	13,500	14,000	14,500
Middle School	1,623	1,634	1,764	*1,750*	1,800	1,800	1,800	1,800	1,800	1,800
High School	2,823	2,657	2,646	*2,700*	2,700	2,700	2,700	2,700	2,700	2,700
Total Enrollment	12,905	13,464	14,785	*14,850*	16,500	17,000	17,500	18,000	18,500	19,000
METS:										
Elementary	60	90	90	*90*	90	90	90	90	90	90
Middle	140	125	125	*130*	130	130	130	130	130	130
High	80	159	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 Sept to May.
METS enrollment is broken out for information purposes. METS enrollment is included in the elementary, middle and high school numbers.
Forecasts are developed cooperatively by the Division of Long-range Planning and Division of ESOL/ Bilingual Programs.

Actual and Projected Head Start and Prekindergarten Enrollment

August 3, 2007

Program	Actual Enrollment FY05 2004–05	FY06 2005–06	FY07 2006–07	*Budgeted* FY08 2007–08	Projected Enrollment FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13	FY14 2013–14
Head Start	584	584	584	*584*	618	618	618	618	618	618
Prekindergarten	1842	1818	1828	*1905*	1885	1885	1885	1885	1885	1885
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 30, 2006.
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

August 3, 2007

Program	Actual Enrollment FY05 2004–05	FY06 2005–06	FY07 2006–07	*Budgeted* FY08 2007–08	Projected Enrollment FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13	FY14 2013–14
Alternative Programs	219	179	207	*300*	300	300	300	300	300	300
Gateway to College	59	123	196	*265*	295	295	295	295	295	295

* Actual Alternative Programs and Gateway to College enrollment is as of official September 30, 2006.
Forecasts developed cooperatively by the Division of Long-range Planning and the Department of Alternative Programs

Appendix C

School Enrollment and Capacity

(2007–2008 and 2013–2014 School year)

	School	2007–2008 School Year			2013–2014 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
	High Schools						
1	Bethesda-Chevy Chase	1724	1544	(180)	1605	1656	51
2	Montgomery Blair	2788	2885	97	2304	2885	581
3	James Blake	1863	1715	(148)	1653	1715	62
4	Winston Churchill	2107	1972	(135)	1847	1972	125
5	Clarksburg	1469	1593	124	1944	1593	(351)
6	Damascus	1461	1589	128	1256	1589	333
7	Albert Einstein	1573	1565	(8)	1600	1615	15
8	Gaithersburg	2109	2067	(42)	1856	2067	211
9	Walter Johnson	1961	1905	(56)	2020	2262	242
10	John F. Kennedy	1455	1725	270	1483	1829	346
11	Col. Zadok Magruder	2093	1958	(135)	1709	1958	249
12	Richard Montgomery	1901	1967	66	1846	1967	121
13	Northwest	2053	2151	98	2217	2151	(66)
14	Northwood	1275	1526	251	1190	1526	336
15	Paint Branch	1788	1584	(204)	1670	1899	229
16	Poolesville	1012	950	(62)	1106	1107	1
17	Quince Orchard	1767	1791	24	1709	1791	82
18	Rockville	1254	1602	348	1144	1602	458
19	Seneca Valley	1361	1452	91	1327	1452	125
20	Sherwood	2140	2022	(118)	1913	2022	109
21	Springbrook	1885	2086	201	1681	2086	405
22	Watkins Mill	1717	1832	115	1478	1958	480
23	Wheaton	1326	1433	107	1294	1389	95
24	Walt Whitman	1868	1891	23	1820	1891	71
25	Thomas S. Wootton	2475	2059	(416)	2256	2059	(197)
	Middle Schools						
1	Argyle	781	888	107	748	888	140
2	John T Baker	689	702	13	543	702	159
3	Benjamin Banneker	758	876	118	631	876	245
4	Briggs Chaney	893	927	34	813	927	114
5	Cabin John	930	844	(86)	811	1014	203
6	Roberto Clemente	1156	1175	19	1017	1175	158
7	Eastern	792	978	186	776	978	202
8	William H. Farquhar	716	838	122	561	838	277
9	Forest Oak	787	890	103	731	890	159
10	Robert Frost	1146	1071	(75)	925	1071	146
11	Gaithersburg	725	910	185	606	910	304
12	Herbert Hoover	1043	927	(116)	956	927	(29)
13	Francis Scott Key	738	901	163	735	878	143
14	Martin Luther King, Jr	635	863	228	554	888	334
15	Kingsview	861	956	95	977	956	(21)
16	Lakelands Park	847	1052	205	970	1052	82
17	Col. E. Brooke Lee	468	711	243	535	762	227
18	A. Mario Loiederman	924	944	20	881	944	63
19	Montgomery Village	655	762	107	588	826	238
20	Neelsville	872	850	(22)	818	850	32
21	Newport Mill	640	769	129	585	769	184
22	North Bethesda	793	850	57	816	850	34
23	Parkland	790	881	91	755	881	126
24	Rosa Parks	921	888	(33)	777	888	111
25	John Poole	387	472	85	281	472	191
26	Thomas W. Pyle	1303	1075	(228)	1194	1267	73
27	Redland	674	740	66	506	740	234
28	Ridgeview	742	1007	265	657	1007	350
29	Rocky Hill	1064	956	(108)	1439	956	(483)
30	Shady Grove	623	854	231	549	854	305
31	Silver Spring International	739	1029	290	715	1029	314
32	Sligo	610	988	378	566	988	422
33	Takoma Park	855	863	8	787	863	76
34	Tilden	698	962	264	682	996	314
35	Julius West	978	973	(5)	1004	973	(31)
36	Westland	1034	910	(124)	1059	1037	(22)
37	White Oak	729	886	157	642	924	282
38	Earle B. Wood	806	972	166	913	972	59

*Includes capacity from recommended projects.

	School	2007–2008 School Year			2013–2014 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
	Elementary Schools						
1	Arcola	347	513	166	467	513	46
2	Ashburton	582	452	(130)	646	660	14
3	Bannockburn	352	365	13	393	365	(28)
4	Lucy V. Barnsley	604	513	(91)	602	513	(89)
5	Beall	615	540	(75)	578	540	(38)
6	Bel Pre	480	383	(97)	517	383	(134)
7	Bells Mill	406	365	(41)	463	609	146
8	Belmont	408	414	6	383	414	31
9	Bethesda	449	384	(65)	463	384	(79)
10	Beverly Farms	587	541	(46)	636	679	43
11	Bradley Hills	424	341	(83)	463	341	(122)
12	Broad Acres	448	677	229	523	677	154
13	Brooke Grove	404	530	126	429	530	101
14	Brookhaven	395	278	(117)	416	416	0
15	Brown Station	384	404	20	527	394	(133)
16	Burning Tree	518	428	(90)	459	428	(31)
17	Burnt Mills	350	386	36	385	386	1
18	Burtonsville	627	594	(33)	603	594	(9)
19	Candlewood	344	411	67	363	411	48
20	Cannon Road	392	283	(109)	427	433	6
21	Carderock Springs	297	251	(46)	330	399	69
22	Rachel Carson	828	639	(189)	820	691	(129)
23	Cashell	302	306	4	315	403	88
24	Cedar Grove	572	479	(93)	810	479	(331)
25	Chevy Chase	442	429	(13)	441	429	(12)
26	Clarksburg	324	335	11	548	335	(213)
27	Clearspring	626	631	5	633	631	(2)
28	Clopper Mill	442	429	(13)	474	429	(45)
29	Cloverly	503	460	(43)	513	460	(53)
30	Cold Spring	411	412	1	371	412	41
31	College Gardens	578	728	150	676	694	18
32	Cresthaven	347	383	36	412	489	77
33	Captain James Daly	557	508	(49)	566	508	(58)
34	Damascus	293	338	45	299	338	39
35	Darnestown	382	273	(109)	398	273	(125)
36	Diamond	439	528	89	487	528	41
37	Dr. Charles R. Drew	435	465	30	385	465	80
38	DuFief	404	394	(10)	407	394	(13)
39	East Silver Spring	243	354	111	435	538	103
40	Fairland	519	354	(165)	520	545	25
41	Fallsmead	483	382	(101)	465	519	54
42	Farmland	597	617	20	596	640	44
43	Fields Road	393	339	(54)	483	580	97
44	Flower Hill	442	403	(39)	485	403	(82)
45	Flower Valley	451	429	(22)	451	429	(22)
46	Forest Knolls	506	590	84	547	590	43
47	Fox Chapel	541	386	(155)	622	616	(6)
48	Gaithersburg	484	729	245	590	729	139
49	Galway	698	417	(281)	742	754	12
50	Garrett Park	447	456	9	520	548	28
51	Georgian Forest	460	309	(151)	473	309	(164)
52	Germantown	290	361	71	304	361	57
53	Glen Haven	569	495	(74)	586	505	(81)
54	Glenallan	372	294	(78)	503	639	136
55	Goshen	628	655	27	598	655	57
56	Great Seneca Creek	682	659	(23)	747	659	(88)
57	Greencastle	577	576	(1)	547	576	29
58	Greenwood	579	572	(7)	536	572	36
59	Harmony Hills	496	328	(168)	516	481	(35)
60	Highland	491	570	79	506	570	64
61	Highland View	332	278	(54)	386	278	(108)
62	Jackson Road	541	380	(161)	561	617	56
63	Jones Lane	509	495	(14)	539	473	(66)
64	Kemp Mill	436	466	30	419	466	47

*Includes capacity from recommended projects.

	School	2007–2008 School Year			2013–2014 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
65	Kensington-Parkwood	500	518	18	523	518	(5)
66	Lake Seneca	343	460	117	401	460	59
67	Lakewood	598	555	(43)	621	568	(53)
68	Laytonsville	475	488	13	405	488	83
69	Little Bennett	775	684	(91)	1359	684	(675)
70	Luxmanor	350	223	(127)	409	429	20
71	Thurgood Marshall	498	519	21	528	529	1
72	Maryvale	605	579	(26)	625	579	(46)
73	Spark M. Matsunaga	880	660	(220)	894	660	(234)
74	S. Christa McAuliffe	566	630	64	537	630	93
75	Ronald McNair	734	611	(123)	694	611	(83)
76	Meadow Hall	320	345	25	396	345	(51)
77	Mill Creek Towne	441	393	(48)	432	393	(39)
78	Monocacy	204	205	1	227	205	(22)
79	Montgomery Knolls	387	273	(114)	419	503	84
80	New Hampshire Estates	390	483	93	387	483	96
81	Roscoe R. Nix	405	486	81	434	486	52
82	North Chevy Chase	316	276	(40)	342	276	(66)
83	Oak View	243	358	115	316	358	42
84	Oakland Terrace	694	469	(225)	763	469	(294)
85	Olney	586	584	(2)	560	584	24
86	William T. Page	369	351	(18)	354	351	(3)
87	Pine Crest	346	358	12	375	358	(17)
88	Piney Branch	467	565	98	422	565	143
89	Poolesville	407	549	142	371	549	178
90	Potomac	545	411	(134)	550	411	(139)
91	Judith A. Resnik	544	481	(63)	560	481	(79)
92	Dr. Sally K. Ride	501	479	(22)	519	479	(40)
93	Ritchie Park	428	393	(35)	511	410	(101)
94	Rock Creek Forest	501	380	(121)	504	404	(100)
95	Rock Creek Valley	393	363	(30)	410	363	(47)
96	Rock View	493	361	(132)	527	519	(8)
97	Lois P. Rockwell	412	534	122	398	534	136
98	Rolling Terrace	623	639	16	655	639	(16)
99	Rosemary Hills	604	494	(110)	598	494	(104)
100	Rosemont	481	573	92	591	607	16
101	Sequoyah	433	451	18	427	451	24
102	Seven Locks	260	251	(9)	290	410	120
103	Sherwood	482	377	(105)	499	560	61
104	Sargent Shriver	618	587	(31)	614	587	(27)
105	Sligo Creek	618	526	(92)	613	526	(87)
106	Somerset	381	457	76	395	457	62
107	South Lake	549	729	180	607	729	122
108	Stedwick	577	437	(140)	598	658	60
109	Stone Mill	642	666	24	599	666	67
110	Stonegate	453	431	(22)	470	431	(39)
111	Strathmore	392	447	55	430	473	43
112	Strawberry Knoll	533	498	(35)	521	498	(23)
113	Summit Hall	454	443	(11)	472	443	(29)
114	Takoma Park	397	290	(107)	407	562	155
115	Travilah	456	342	(114)	441	524	83
116	Twinbrook	520	508	(12)	557	511	(46)
117	Viers Mill	469	393	(76)	586	383	(203)
118	Washington Grove	373	244	(129)	464	537	73
119	Waters Landing	651	651	0	719	651	(68)
120	Watkins Mill	531	695	164	605	695	90
121	Wayside	603	491	(112)	625	657	32
122	Weller Road	467	570	103	497	570	73
123	Westbrook	337	293	(44)	375	293	(82)
124	Westover	267	298	31	307	298	(9)
125	Wheaton Woods	436	348	(88)	426	348	(78)
126	Whetstone	584	495	(89)	657	655	(2)
127	Wood Acres	625	551	(74)	618	551	(67)
128	Woodfield	402	447	45	382	457	75
129	Woodlin	411	393	(18)	465	393	(72)
130	Wyngate	559	412	(147)	616	412	(204)

*Includes capacity from recommended projects.

Appendix D

Montgomery County Public Schools
Relocatable Classrooms: 2007–2008 School Year

Cluster/ School	Relocatables on Site for 2007–2008 To Address:		
	Overutilization	DC	Total
Bethesda-Chevy Chase			
Westland MS	6		6
Bethesda	3		3
North Chevy Chase	3		3
Rock Creek Forest	5	1	6
Rosemary Hills	5		5
Westbrook	2		2
Totals	24	1	**25**
Winston Churchill			
Cabin John MS	2		2
Herbert Hoover MS	6		6
Bells Mill	4		4
Beverly Farms	2		2
Potomac	7		7
Seven Locks	1		1
Wayside	5		5
Totals	27	0	**27**
Clarksburg			
Rocky Hill MS	2		2
Clarksburg ES	6		6
Daly	3		3
Fox Chapel	9		9
Little Bennett	5		5
Totals	25	0	**25**
Damascus			
Cedar Grove	6		6
Totals	6	0	**6**
Downcounty Consortium*			
Wheaton HS	2		2
Bel Pre	8		8
Brookhaven	10	1	11
Georgian Forest	9		9
Glenallan	6		6
Harmony Hills	8		8
Highland View	6		6
Kemp Mill	1		1
Montgomery Knolls	9		9
Oakland Terrace	7		7
Pine Crest	2		2
Rock View	8		8
Rolling Terrace	2		2
Sligo Creek	4	1	5
Takoma Park ES	8		8
Viers Mill	11		11
Wheaton Woods	5		5
Woodlin	4		4
Totals	110	2	**112**
Gaithersburg			
Gaithersburg HS	1		1
Laytonsville	1		1
Rosemont		1	1
Strawberry Knoll	4		4
Summit Hall	5	1	6
Washington Grove	9		9
Totals	20	2	**22**
Walter Johnson			
Ashburton	6		6
Luxmanor	8		8
Wyngate	5		5
Totals	19	0	**19**

Cluster/ School	Relocatables on Site for 2007–2008 To Address:		
	Overutilization	DC	Total
Col. Zadok Magruder			
Col. Zadok Magruder	3		3
Cashell	4	1	5
Flower Hill	6		6
Mill Creek Towne	3		3
Judith A. Resnik	2		2
Sequoyah	1		1
Totals	19	1	**20**
Richard Montgomery			
Richard Montgomery	12		12
Beall	6		6
Twinbrook	4		4
Totals	22	0	**22**
Northeast Consortium*			
James H. Blake HS	7		7
Paint Branch HS	4		4
Burnt Mills	1		1
Cannon Road	7		7
Cloverly	2		2
Fairland	7		7
Greencastle	1		1
Jackson Road	11		11
Stonegate	3	1	4
Westover	1		1
Totals	44	1	**45**
Northwest			
Clopper Mill	4		4
Darnestown	6		6
Spark M. Matsunaga	11	1	12
Ronald McNair	5		5
Totals	26	1	**27**
Poolesville			
Poolesville HS	8		8
Monocacy	3		3
Totals	11	0	**11**
Quince Orchard			
Rachel Carson	6		6
Fields Road	8		8
Jones Lane	2		2
Marshall	3		3
Totals	19	0	**19**
Rockville			
Lucy V. Barnsley	4		4
Flower Valley	1		1
Maryvale	1		1
Meadow Hall	2		2
Rock Creek Valley	2		2
Sandburg	1		1
Totals	11	0	**11**
Seneca Valley			
Seneca Valley	3		3
McAuliffe	1		1
Sally K. Ride	4		4
Totals	8	0	**8**
Sherwood			
Belmont		1	1
Sherwood ES	6		6
Totals	6	1	**7**

Cluster/ School	Relocatables on Site for 2007–2008 To Address:		
	Overutilization	DC	Total
Watkins Mill			
Stedwick	7		7
Whetstone	7		7
Totals	14	0	**14**
Walt Whitman			
Thomas W. Pyle MS	6		6
Bannockburn	1		1
Bradley Hills	4		4
Burning Tree	3		3
Carderock Springs	2		2
Wood Acres	2		2
Totals	18	0	**18**
Thomas S. Wootton			
Thomas S. Wootton HS	9		9
Cold Spring	3		3
DuFief	1	1	2
Fallsmead	5		5
Travilah	5		5
Totals	23	1	**24**
Grand Total by Use	**452**	**10**	**462**

SCHOOL TOTAL: 462

Other Relocatable Uses

	# Units	Comment
Phased Construction		
Walter Johnson HS	45	Modernization
Holding Schools for Mods		
Fairland	24	Galway
Grosvenor	8	Bells Mill (Jan.08)
North Lake	9	C.G. / Cashell
Radnor		Leased
Tilden		Key
Total	41	
Other Uses at Schools		
Emory Grove Ctr.	1	Transition (CCC)
Gaithersburg ES	1	Parent Res. Ctr.
Gaithersburg HS	1	Mont. College Pgm.
Rolling Terrace	1	Judy Center
Sandburg	1	Autism offices
Seneca Valley HS	1	Transition (CCC)
Sherwood ES	1	Baldrige Lab
Wootton HS	1	Mont. College Pgm.
Total	8	
Nonschool Locations		
Bethesda Depot	2	Offices
Children's Res. Ctr.	1	Infants & Todd. offices
Rockinghorse	2	ESOL offices
Smith Center	2	Outdoor Education
Transportation Depot	2	Offices
Warehouse	1	Copy Plus Pgm.
Total	10	
Grand Total	**104**	

OTHER TOTAL: 104

DC = Paid for by day-care provider to enable a day-care center to operate inside school

* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.
Relocatable classrooms are distributed quite evenly around the county, with an average of about 18 per cluster, taking account of multiple cluster areas in the consortia.

Appendix E

Modernization Schedule for Assessed Schools

Schools	Year Built	Year Renovated	FACT Score	Approved Schedule
Elementary				
College Gardens	1967		1282	1/2008
Cashell	1969		1292	8/2009
Galway	1967		1301	1/2009
Cresthaven	1962		1311	8/2010
Carderock Springs	1966		1316	8/2010
Bells Mill	1968		1319	8/2009
Cannon Road	1967		1357	1/2012
Garrett Park	1948	1973	1388	1/2012
Farmland	1963		1417	8/2011
Seven Locks	1964		1344	1/2012
Glenallan	1966		1418	8/2013
Beverly Farms	1965		1427	8/2013
Weller Road	1953	1975	1461	8/2013
Bel Pre	1968		1476	8/2014
Candlewood	1968		1489	1/2015
Rock Creek Forest	1950	1971	1492	1/2015
Wayside	1969		1502	8/2016
Brown Station	1969		1516	8/2016
Wheaton Woods	1952	1976	1525	8/2016
Potomac	1949	1976	1550	1/2018
Luxmanor	1966		1578	1/2018
Maryvale	1969		1578	1/2018
Sandburg	1962		*****	TBD
Middle				
Parkland	1963		**1409**	8/2007
Francis Scott Key	1967		1389	8/2009
Cabin John	1968		1422	8/2011
Herbert Hoover	1966		1427	8/2013
William H. Farquhar	1968		1434	8/2015
Tilden @ Woodward	1966		1455	8/2017
Eastern	1951	1976	1472	TBD
E. Brooke Lee	1966		1479	TBD
High				
Richard Montgomery	1942	1976	1287	8/2007
Walter Johnson	1956	1977	1405	8/2009
Paint Branch	1969		1425	8/2011
Gaithersburg	1951	1978	*1214*	8/2012
Wheaton	1954	1983	*1220*	8/2014
Seneca Valley	1974		*1254*	8/2016
Thomas S. Wootton	1970		*1301*	8/2018
Poolesville	1953	1978	*1362*	TBD
Col. Zadok Magruder	1970		*1471*	TBD
Damascus	1950	1978	*1496*	TBD

Bold FACT scores are from the 1992 assessment and indicate schools that are on the adopted modernization schedule.
Italicized Fact scores are for the seven high schools that were assessed in 1999 that have been appended to the list of high schools in the schedule.
Note: All other FACT scores are from the 1996 assessment. This listing displays these schools added to the end of the 1992 adopted list.
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 schools from both lists were assessed at the same time. No bumping of schools from the 1992 assessment in the adopted schedule is recommended. Funds were approved in FY 1999 to perform the assessments for the seven remaining high schools
No funds have been allocated to complete the assessment of the remaining 43 elementary and middle schools that were built/renovated between 1970-1984

TBD Projects that do not have planning and/or construction expenditures in the Superintendent's Recommended FY 2009-2014 CIP have completion dates to be determined (TBD). This TBD status will be revised in a future CIP.

Appendix F

Gymnasium Schedule

	School	With Type Of Project	Date of Completion
1	Bel Pre ES	Stand Alone	8/07
2	Thurgood Marshall ES	Stand Alone	8/07
3	Burning Tree ES	Stand Alone	8/07
4	Fairland ES	Stand Alone	8/07
5	DCC ES #28 (Arcola)	New School	8/07
6	College Gardens ES	Modernization	1/08
7	Strathmore ES	Stand Alone	8/08
8	Cloverly ES	Stand Alone	8/08
9	Stonegate ES	Stand Alone	8/08
10	Brookhaven ES	Stand Alone	8/08
11	Meadow Hall ES	Stand Alone	8/08
12	Cashell ES	Modernization	8/09
13	Clarksburg/Damascus ES #8	New School	8/09
14	Bells Mill ES	Modernization	8/09
15	Carderock Spring ES	Modernization	8/10
16	Cresthaven ES	Modernization	8/10
17	North Chevy Chase ES	Stand Alone	8/10
18	Westbrook ES	Stand Alone	8/10
19	Cold Spring ES	Stand Alone	8/10
20	Montgomery Knolls ES	Addition	8/11
21	Seven Locks ES	Modernization	1/12
22	Cannon Road ES	Modernization	1/12
23	Garrett Park ES	Modernization	1/12
24	McKenney Hills ES	Reopening	8/12

Appendix G

Restroom Renovations Schedule

School Rank	Name of School	Raw Rating*	Project Year
1	Strathmore Elementary School	1453	FY 2007
2	Eastern Middle School	1775	
3	Wayside Elementary School	1840	
4	Wheaton High School	1850	
5	William H. Farquhar Middle School	1874	
6	Redland Middle School	1877	
7	DuFief Elementary School	1887	
8	Poolesville High School	1943	
9	Fallsmead Elementary School	1960	
10	Maryvale Elementary School	1974	
11	Col. Zadok Magruder High School	1991	FY2008
12	Robert Frost Middle School	2004	
13	Candlewood Elementary School	2009	
14	Tilden Middle School	2012	
15	Burnt Mills Elementary School	2018	
16	Takoma Park Elementary School	2019	
17	Stedwick Elementary School	2048	
18	Rock Creek Forest Elementary School	2075	
19	East Silver Spring Elementary School	2077	
20	Luxmanor Elementary School	2091	
21	Broad Acres Elementary School	2095	
22	Whetstone Elementary School	2105	
23	Stonegate Elementary School	2114	
24	Wheaton Woods Elementary School	2117	
25	Seneca Valley High School	2148	FY 2009
26	Potomac Elementary School	2155	
27	Piney Branch Elementary School	2168	
28	Col. E. Brooke Lee Middle School	2179	
29	Argyle Middle School	2184	
30	Summitt Hall Elementary School	2221	
31	John T. Baker Middle School	2274	
32	Ridgeview Middle School	2319	
33	Benjamin Banneker Middle School	2338	
34	Fox Chapel Elementary School	2345	
35	Belmont Elementary School	2372	
36	Brown Station Elementary School	2373	FY 2010
37	Damascus Elementary School	2402	
38	Damascus High School	2412	
39	Woodlin Elementary School	2423	
40	Poolesville Elementary School	2452	
41	Sherwood Elementary School	2493	
42	Thomas S. Wootton High School	2493	
43	Diamond Elementary School	2526	
44	Germantown Elementary School	2534	
45	Bradley Hills Elementary School	2542	
46	Neelsville Middle School	2598	
47	Washington Grove Elementary School	2619	

* 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 were based upon visual inspections of the existing materials and fixtures as of August 1, 2003. Ratings also were based on conversations with the principal, building services manager, assistant principal, and staff about the existing conditions of the restroom facilities.

Appendix H

Head Start and Prekindergarten Locations: 2007–08

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	17				17
Silver Spring Presb. Children's Center	1	15				15
Colesville Children's Ctr. (MCPS staff)	1	17				17
Arcola Elementary School	1	20	X			20
Beall Elementary School	1[d]	17		2	40	57
Bel Pre Elementary School				4	80	80
Broad Acres Elementary School	1	20	X	2	40	60
Brooke Grove Elementary School				1	20	20
Brookhaven Elementary School				1	20	20
Brown Station Elementary School	1	20		2	40	60
Burnt Mills Elementary School				2	40	40
Rachel Carson Elementary School				2	40	40
Cashell ES Elementary School				1	20	20
Clearspring Elementary School	1	20				20
Clopper Mill Elementary School	1	20		2	40	60
College Gardens Elementary School	1	20				20
Capt. James E. Daly Elementary School				2	40	40
Dr. Charles R. Drew Elementary School				2	40	40
East Silver Spring Elementary School	1	20	X	2	40	60
Fairland Elementary School	1	20				20
Fields Road Elementary School				1	20	20
Flower Hill 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
Glen Haven Elementary School				2	40	40
Glenallan Elementary School	1[b]	13				13
Greencastle Elementary School				2	40	40
Harmony Hills Elementary School	1	20		2	40	60
Highland Elementary School	1	20	X	2	40	60
Highland View Elementary School				2	40	40
Jackson Road Elementary School				2	40	40
Kemp Mill 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
Maryvale Elementary School	2[ac]	32		2	40	72
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[ad]	75	X	1	25	100
Roscoe Nix Elementary School				1	20	20
William T. Page Elementary School				1	20	20
Judith A. Resnik Elementary School				2	40	40
Sally K. Ride Elementary School				1	20	20
Rock Creek Valley Elementary School				1	20	20
Rock View Elementary School				2	40	40
Rolling Terrace Elementary School[c]	1[d]	17		2	40	57
Rosemary Hills Elementary School				2	40	40
Rosemont Elementary School				2	40	40
Sargent Shriver Elementary School				1	20	20
South Lake Elementary School	1[d]	17		2	40	57
Stedwick Elementary School				2	40	40
Stephen Knolls School				2	40	40
Strawberry Knoll Elementary School	1[b]	13		1	20	33
Summit Hall Elementary School	1	20		2	40	60
Twinbrook Elementary School	2	40	X	2	40	80
Viers Mill Elementary School	1	20	X	2	40	60
Wash. Grove Elementary School	1[a]	15		2	40	55
Watkins Mill Elementary School	1	20				20
Weller Road Elementary School	1	20	X	2	40	60
Wheaton Woods Elementary School	1	20		2	40	60
Whetstone Elementary School				2	40	40
Total Sessions Served by MCPS	33			94		
Total Enrollment Served by MCPS		616			1,885	2,501

a One session is for 16 three-year-olds
b One session is a four-hour session for 14 students
c One session is a six-hour session for 17 students
d One session is a mixed-age class of 3s & 4s

Appendix I

Growth Policy—Schools Test for FY 2008

Reflects County Council Amended FY 2007–2012 Capital Improvements Program (CIP) and MCPS Enrollment Forecast

Elementary School Enrollment and MCPS Program Capacity

Growth Policy Test Using Growth Policy Capacity

Cluster Area	Projected Aug. 2012 Enrollment	100% MCPS* Capacity With Amended FY07–12 CIP	Capacity Remaining @ 100% MCPS capacity	105% GP** Capacity With Amended FY07–12 CIP	GP Test: Students Above or Below 105 % GP Cap.	Growth Policy Test Result— Capacity is:
Bethesda-Chevy Chase	3,023	2,753	-270	3,258	235	Adequate
Montgomery Blair	3,734	3,940	206	5,268	1,534	Adequate
James Hubert Blake	2,375	1,973	-402	2,539	164	Adequate
Winston Churchill	2,536	2,644	108	3,123	587	Adequate
Clarksburg	3,586	3,153	-433	3,677	91	Adequate
Damascus	2,513	2,429	-84	2,886	373	Adequate
Albert Einstein	2,235	1,758	-477	2,838	603	Adequate
Gaithersburg	3,691	3,934	243	4,998	1,307	Adequate
Walter Johnson	3,165	3,094	-71	3,507	342	Adequate
John F. Kennedy	2,355	1,798	-557	2,477	122	Adequate
Col. Zadok Magruder	2,545	2,523	-22	3,416	871	Adequate
Richard Montgomery	2,258	2,108	-150	2,562	304	Adequate
Northwest	3,865	3,458	-407	4,249	384	Adequate
Northwood	2,705	2,674	-31	3,068	363	Adequate
Paint Branch	2,306	2,316	10	2,778	472	Adequate
Poolesville	593	755	162	851	258	Adequate
Quince Orchard	2,866	2,632	-234	3,159	293	Adequate
Rockville	2,345	2,171	-174	3,169	824	Adequate
Seneca Valley	2,098	2,187	89	2,752	654	Adequate
Sherwood	2,506	2,464	-42	2,936	430	Adequate
Springbrook	2,733	2,825	92	3,757	1,024	Adequate
Watkins Mill	2,464	2,545	81	3,334	870	Adequate
Wheaton	2,469	2,149	-320	2,956	487	Adequate
Walt Whitman	2,120	2,051	-69	2,365	245	Adequate
Thomas S. Wootton	2,977	3,082	105	3,425	448	Adequate

Middle School Enrollment and MCPS Program Capacity

Growth Policy Test Using Growth Policy Capacity

Cluster Area	Projected Aug. 2012 Enrollment	100% MCPS* Capacity With Amended FY07–12 CIP	Capacity Remaining @ 100% MCPS capacity	105% GP** Capacity With Amended FY07–12 CIP	GP Test: Students Above or Below 105 % GP Cap.	Growth Policy Test Result— Capacity is:
Bethesda-Chevy Chase	999	1,037	38	1,181	182	Adequate
Montgomery Blair	1,916	2,260	344	2,622	706	Adequate
James Hubert Blake	1,130	1,304	174	1,536	406	Adequate
Winston Churchill	1,347	1,336	-11	1,630	283	Adequate
Clarksburg	1,340	1,146	-194	1,465	125	Adequate
Damascus	919	937	18	1,134	215	Adequate
Albert Einstein	851	1,408	557	1,796	945	Adequate
Gaithersburg	1,373	1,784	411	2,292	919	Adequate
Walter Johnson	1,492	1,778	286	2,244	752	Adequate
John F. Kennedy	1,149	1,295	146	1,607	458	Adequate
Col. Zadok Magruder	1,135	1,611	476	1,890	755	Adequate
Richard Montgomery	965	973	8	1,229	264	Adequate
Northwest	1,875	1,964	89	2,339	464	Adequate
Northwood	1,013	1,308	295	1,725	712	Adequate
Paint Branch	1,147	1,308	161	1,536	389	Adequate
Poolesville	350	472	122	543	193	Adequate
Quince Orchard	1,291	1,647	356	1,914	623	Adequate
Rockville	828	972	144	1,205	377	Adequate
Seneca Valley	1,182	1,408	226	1,701	519	Adequate
Sherwood	1,244	1,475	231	1,701	457	Adequate
Springbrook	1,046	1,165	119	1,488	442	Adequate
Watkins Mill	1,075	1,200	125	1,370	295	Adequate
Wheaton	1,399	1,570	171	2,032	633	Adequate
Walt Whitman	1,170	1,266	96	1,465	295	Adequate
Thomas S. Wootton	1,443	1,493	50	1,748	305	Adequate

High School Enrollment and MCPS Program Capacity

Cluster Area	Projected Aug. 2012 Enrollment	100% MCPS* Capacity With Amended FY07–12 CIP	Capacity Remaining @ 100% MCPS capacity
Bethesda-Chevy Chase	1,622	1,656	34
Montgomery Blair	2,410	2,840	430
James Hubert Blake	1,800	1,733	-67
Winston Churchill	1,885	1,985	100
Clarksburg	1,479	1,629	150
Damascus	1,437	1,625	188
Albert Einstein	1,556	1,602	46
Gaithersburg	2,035	2,126	91
Walter Johnson	2,068	2,131	63
John F. Kennedy	1,422	1,705	283
Col. Zadok Magruder	1,757	1,999	242
Richard Montgomery	1,895	1,966	71
Northwest	2,146	2,214	68
Northwood	1,361	1,526	165
Paint Branch	1,697	1,899	202
Poolesville	1,065	1,094	29
Quince Orchard	1,743	1,809	66
Rockville	1,125	1,598	473
Seneca Valley	1,391	1,497	106
Sherwood	2,054	2,054	0
Springbrook	1,947	2,148	201
Watkins Mill	1,634	1,836	202
Wheaton	1,404	1,472	68
Walt Whitman	1,815	1,909	94
Thomas S. Wootton	2,308	2,018	-290

Growth Policy Test Using Growth Policy Capacity

100% GP** Capacity With Amended FY07–12 CIP	GP Test: Students Above or Below 100 % GP Cap.	Growth Policy Test Result— Capacity is:	
1,710	88		Adequate
2,993	583		Adequate
1,778	-22	Paint Branch 396	Adequate
2,115	230		Adequate
1,643	164		Adequate
1,688	251		Adequate
1,800	244		Adequate
2,340	305		Adequate
2,363	295		Adequate
1,935	513		Adequate
2,115	358		Adequate
2,093	198		Adequate
2,295	149		Adequate
1,710	349		Adequate
2,093	396		Adequate
1,058	-7	Northwest 149	Adequate
1,980	237		Adequate
1,778	653		Adequate
1,665	274		Adequate
2,183	129		Adequate
2,273	326		Adequate
2,025	391		Adequate
1,643	239		Adequate
2,025	210		Adequate
2,183	-125	Richard Montgomery 198	Adequate

The Growth Policy (GP) schools test compares projected enrollment in 2012–2013 to total capacity in 2012–2013, including programmed additional capacity available by that year.
The GP schools test uses 105% GP Capacity for elementary and middle schools, and 100% GP Capacity for high schools.
The GP schools test is within cluster for elementary and middle schools, and at high school level capacity may be "borrowed" from adjacent clusters,

* MCPS program capacity based on rating of capacity for class-size initiatives and special programs, as well as regular education program, (published in October in the CIP and in June in t
** Growth Policy elementary cluster capacity for schools based on rating all K rooms at 22, and all other elementary rooms for Grades 1- 5 at 25:1.
**Growth Policy secondary school capacity for Grades 6-12 based on rating all rooms at 22.5:1.

Enrollment projections by Montgomery County Public Schools, November 2006.
In cases where elementary or middle schools articulate to more than one high school, enrollments and capacities are allocated proportionately to clusters.

Appendix J

Facilities Data and State Rated Capacity
School Year 2007–2008

Schools	Sm. Gr.	Year Built	Year Renov./ Mod.	Existing Sq. Ft.	Site Size	Park	FACT Score	Capacity		State Rated Capacity (85% Reg. + Sp .Ed.)	MCPS Capacity (Tot. Cap.)
								Reg. @25	Sp. Ed. @10		
Middle Schools										(85% + Sp. Ed.)	(X 85%)
Argyle	S	1971		120,205	20		TBD	40	2	870	888
John T. Baker	G	1971		120,532	22	Yes	TBD	30	6	698	702
Benjamin Banneker	G	1974		117,035	20		TBD	39	3	859	876
Briggs Chaney	S	1991		115,000	29.4			41	4	911	927
Cabin John	S	1967		120,788	18.2		1422	36	8	845	844
Roberto Clemente	G	1992		148,246	19.9			52	6	1,165	1,175
Eastern	S	1951	1976	152,030	14.5		1472	41	5	921	978
William H. Farquhar	G	1968		116,300	20		1434	37	5	837	838
Forest Oak	G	1999		132,259	41.2			38	6	868	890
Robert Frost	G	1971		143,757	24.8		TBD	48	3	1,050	1,071
Gaithersburg	S	1960	1988	157,694	24.2			39	7	899	910
Herbert Hoover	S	1966		135,342	19.1		1427	40	5	900	927
Francis Scott Key	S	1966		120,670	20.6		1389	40	3	880	901
Martin Luther King	G	1996		135,867	19			38	4	848	863
Kingsview	G	1997		140,398	18.5			42	4	933	956
Lakelands Park	G	2005		153,588	8.11			47	5	1,049	1,052
Col. E. Brooke Lee	S	1966		123,199	16.5	Yes	1479	29	8	696	711
A. Mario Loiederman	G	1956	2005	129,947	23.2			42	3	923	944
Montgomery Village	S	1968	2004	141,615	15.1		1358	30	10	738	762
Neelsville	S	1981		124,337	29.2		TBD	37	3	816	850
Newport Mill	S	1958	2002	108,240	8.4			33	5	751	769
North Bethesda	G	1955	1999	130,461	19.1			37	5	837	850
Parkland	G	1963		141,758	9.2	Yes	1409	37	4	827	881
Rosa M. Parks	S	1992		130,374	24.1			40	3	880	888
John Poole	S	1997		85,669	20.5			21	2	466	472
Thomas W. Pyle	S	1962	1993	136,548	14.4			48	4	1,060	1,075
Redland	S	1971		111,697	20.5	Yes	TBD	33	2	722	740
Ridgeview	G	1975		136,379	20		TBD	45	3	986	1,007
Rocky Hill	G	2004		148,065	23.2			43	4	954	956
Shady Grove	S	1995		129,206	20			36	7	835	854
Silver Spring International	G	1934	1999	158,545	15.6	Yes		46	2	998	1,029
Sligo	G	1959	1991	149,527	21.7	Yes		43	4	954	988
Takoma Park	S	1939	1999	137,348	23.5	Yes		37	2	807	863
Tilden	G	1966		117,650	29.8		1455	41	9	962	949
Julius West	G	1961	1995	147,223	21.3			39	6	889	973
Westland	G	1951	1997	139,661	25.1			41	2	892	910
White Oak	S	1962	1993	140,990	17.3			37	7	856	886
Earle B. Wood	S	1965	2001	152,558	8.5	Yes		42	7	963	972
Total Middle Schools				5,050,708	765.71			1485	178	33,208	34,127

High Schools										(85% + Sp. Ed.)	(X 90%)
Bethesda-Chevy Chase	G	1934	2001	289,611	16.4			65	3	1411	1544
Montgomery Blair	G	1998		386,567	30.2	Yes		121	3	2601	2885
James H. Blake	G	1998		297,125	91.3			73	6	1611	1715
Winston Churchill	G	1964	2001	322,078	30.3			82	12	1863	1963
Clarksburg	G	1995	2006	309,216	62.73			66	7	1473	1593
Damascus	G	1950	1978	235,986	32.7		1496	66	9	1493	1589
Albert Einstein	G	1962	1997	265,552	27.2	Yes		60	17	1445	1575
Gaithersburg	G	1951	1978	323,476	39		1214	79	19	1869	2067
Walter Johnson	G	1956	1977	328,567	30.9		1405	78	12	1778	1905
John F. Kennedy	G	1964	1999	280,048	29.1			68	12	1565	1748
Col. Zadok Magruder	G	1970		295,478	30		1471	79	12	1799	1958
Richard Montgomery	G	1942	1976	233,318	26.2		1287	81	8	1801	1967
Northwest	G	1998		340,867	34.6			88	14	2010	2151
Northwood	G	1956		253,488	29.6			63	8	1419	1526
Paint Branch	G	1969		260,680	34		1425	66	9	1493	1584
Poolesville	S	1953	1978	141,249	37.2		1362	41	2	891	950
Quince Orchard	G	1988		284,912	30.1			72	12	1650	1791
Rockville	G	1968	2004	316,973	30.3		1283	65	12	1501	1602
Seneca Valley	G	1974		251,278	29.4		1254	55	15	1319	1452
Sherwood	G	1950	1991	283,726	49.3			83	9	1854	2022
Springbrook	S	1960	1994	305,006	27.4			84	11	1895	2086
Watkins Mill	G	1989		301,579	50.1	Yes		73	14	1691	1832
Wheaton	G	1954	1983	258,117	28.2		1220	54	10	1248	1433
Walt Whitman	S	1992		261,295	30.7	Yes		78	10	1758	1891
Thomas S. Wootton	G	1970		295,620	27.5		1301	87	8	1929	2059
Total High Schools				7,121,812	884.43			1827	254	41,170	44,888
Total Secondary Schools				12,172,520	1650.14			3312	432	74,378	79,015

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 - S = Stabilized, R= Revitalization, G= Growth, N= Non Growth

Facilities Data and State Rated Capacity
School Year 2007–2008

Elementary Schools	Sm. Gr.	Year Built	Year Renov./ Mod.	Exist. Sq. Ft.	Site Size	Park	FACT Score	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
								Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
Arcola	S	2007		85,469				1	5	20	2	610	513
Ashburton	S	1957	1993	65,363	8.3			0	4	11	7	411	452
Bannockburn	S	1957	1988	54,234	8.3			0	3	13	0	365	365
Lucy V. Barnsley	S	1965	1998	72,024	10			0	4	17	4	519	513
Beall	S	1954	1991	79,477	8.4	Yes		2	6	19	2	629	540
Bel Pre	S	1968		52,163	8.9	Yes	1476	2	8	10	1	456	383
Bells Mill	S	1968		37,871	9.6		1319	0	3	13	0	365	365
Belmont	S	1974		49,279	10.5		TBD	0	2	14	0	366	414
Bethesda	R	1952	1999	62,557	7.5			0	3	13	2	385	384
Beverly Farms	S	1965		58,397	5	Yes	1427	0	4	18	3	532	541
Bradley Hills	S	1951	1984	42,368	6.7	Yes	TBD	0	4	11	0	341	341
Broad Acres	R	1952	1974	88,922	6.2	Yes	TBD	2	5	25	0	725	677
Brooke Grove	S	1989		72,582	11			1	3	17	5	527	530
Brookhaven	S	1961	1995	53,261	8.6			1	3	6	7	294	278
Brown Station	G	1969		58,338	9		1516	2	4	14	1	460	404
Burning Tree	S	1958	1991	60,848	6.8	Yes		0	3	14	4	428	428
Burnt Mills	S	1964	1990	57,318	15.1		TBD	1	4	14	0	430	386
Burtonsville	G	1952	1993	71,349	11.9			0	4	22	0	594	594
Candlewood	S	1968		48,543	11.8		1489	0	3	15	1	421	411
Cannon Road	S	1967		44,839	4.4		1357	0	4	9	5	345	283
Carderock Springs	S	1966		32,639	9		1316	0	2	9	0	251	251
Rachel Carson	G	1990		78,547	12.4			1	6	18	5	616	639
Cashell	S	1969		42,860	10.2		1292	1	2	10	2	314	306
Cedar Grove	G	1960	1987	57,037	10.1			0	4	17	0	479	479
Chevy Chase	S	1936	2000	70,976	3.8			0	0	18	0	414	429
Clarksburg	G	1952	1993	54,037	10			0	3	10	3	326	335
Clearspring	S	1988		77,535	10	Yes		1	4	21	4	631	631
Clopper Mill	S	1986		64,851	9			2	4	15	2	493	429
Cloverly	S	1961	1989	55,965	10	Yes		0	3	14	6	448	460
Cold Spring	S	1972		46,296	12.4		TBD	0	2	16	0	412	412
College Gardens	G	1967		43,405	7.9		1282	1	5	26	0	728	752
Cresthaven	G	1962		46,490	9.8		1311	0	0	16	1	378	383
Capt. James E. Daly	S	1989		78,210	10			1	5	18	3	574	508
Damascus	S	1934	1980	53,239	9.4		TBD	0	2	12	3	350	338
Darnestown	S	1954	1980	37,685	7.2		TBD	0	3	9	0	273	273
Diamond	G	1975		64,950	10	Yes	TBD	0	3	19	2	523	528
Dr. Charles R. Drew	S	1991		73,975	12			1	3	16	6	514	465
DuFief	S	1975		59,013	10		TBD	0	3	12	5	392	394
East Silver Spring	R	1929	1975	57,684	8.4		TBD	2	4	13	1	437	354
Fairland	S	1992		62,078	11.8			1	5	13	2	449	354
Fallsmead	S	1974		50,850	9	Yes	TBD	0	2	13	3	373	382
Farmland	S	1963		70,006	4.8	Yes	1417	0	4	23	0	617	617
Fields Road	G	1973		47,140	10		TBD	1	3	11	0	339	339
Flower Hill	S	1985		58,770	10			1	5	14	2	472	403
Flower Valley	S	1967	1996	61,567	9.3			0	3	14	5	438	429
Forest Knolls	S	1960	1993	89,564	7.8			0	6	24	2	704	590
Fox Chapel	S	1974		56,518	10.3	Yes	TBD	1	5	13	2	449	386
Gaithersburg	S	1947	1982	94,468	9.2		TBD	1	5	28	2	794	729
Galway	S	1967		67,452	9		1301	1	6	13	4	491	417
Garrett Park	S	1948	1973	54,035	4.4		1388	0	4	17	0	479	456
Georgian Forest	S	1961	1995	58,197	11	Yes		2	4	9	3	365	309
Germantown	G	1935	1978	57,668	7.8		TBD	0	2	13	3	373	361
Glen Haven	R	1950	2004	85,845	10		1409	1	6	16	6	580	505
Glenallan	S	1966		47,614	12.1		1418	1	4	10	2	358	294
Goshen	S	1988		76,740	10.5			0	4	23	3	647	655
Great Seneca Creek	G	2006		82,511	13.71				5	23	2	659	659
Greencastle	S	1988		78,275	18.9			1	6	22	0	658	576
Greenwood	G	1970		64,609	10		TBD	0	3	22	0	572	572
Harmony Hills	S	1957	1999	63,107	10.2			2	5	11	0	403	328
Highland	S	1950	1989	84,138	11	Yes		2	5	21	0	633	570
Highland View	S	1953	1994	59,213	6.6			1	4	9	0	315	278
Jackson Road	S	1959	1995	65,279	8.8			1	5	11	4	423	380
Jones Lane	S	1987		60,679	12.1			0	4	16	3	486	495
Kemp Mill	S	1960	1996	68,222	10			1	4	18	0	522	466
Kensington-Parkwood	S	1952	2006	63,972	9.9		1263	0	4	17	3	509	518
Lake Seneca	G	1985		58,770	9.4			0	3	14	4	428	460

Elementary Schools	Sm. Gr.	Year Built	Year Modern.	Exist. Sq. Ft.	Site Size	Park	FACT Score	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
								Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
Lakewood	G	1968	2003	77,526	13.1		1405	0	4	19	3	555	555
Laytonsville	S	1951	1989	64,160	10.9			0	3	17	4	497	488
Little Bennett	G	2006		82,511	4.81			0	6	24	0	684	684
Luxmanor	S	1966		41,432	6.5	Yes	1578	0	2	7	3	235	223
Thurgood Marshall	S	1993		73,059	12			0	3	16	5	484	519
Maryvale	S	1969		92,050	17.7		1578	3	5	20	3	660	579
Spark M. Matsunaga	G	2001		90,718	12.1			0	7	22	0	660	660
S. Christa McAuliffe	S	1987		77,240	10.6	Yes		1	4	21	3	621	630
Ronald McNair	S	1990		78,275	10			1	6	18	1	576	611
Meadow Hall	S	1956	1994	53,878	8.4	Yes		0	4	12	5	414	345
Mill Creek Towne	S	1966	2000	67,465	8.4			1	4	13	4	447	393
Monocacy	S	1961	1989	42,482	27			0	2	7	0	205	205
Montgomery Knolls	S	1952	1989	57,231	10.3	Yes		2	6	3	4	281	273
New Hampshire Estates	S	1988		70,540	5.4	Yes		5	6	15	0	577	483
Roscoe R. Nix	G	2006		88,351	7.8			1	8	20	1	666	486
North Chevy Chase	S	1953	1995	42,035	7.9			0	0	12	0	276	276
Oak View	S	1949	1985	57,560	11.3	Yes		0	0	15	0	345	358
Oakland Terrace	S	1950	1993	79,145	9.5	Yes		0	8	18	0	590	469
Olney	G	1954	1990	68,755	9.9			0	4	21	1	581	584
William T. Page	S	1965	2003	58,726	9.8		1404	1	3	14	0	408	351
Pine Crest	S	1992		53,778	5.6	Yes		0	0	15	0	345	358
Piney Branch	R	1971		99,706	2	Yes	TBD	0	0	24	0	552	565
Poolesville	S	1960	1978	64,803	12.3		TBD	0	3	21	0	549	549
Potomac	G	1949	1976	57,713	9.6		1550	0	3	15	0	411	411
Judith A. Resnik	S	1991		78,547	13			1	6	17	2	563	481
Sally K. Ride	S	1994		78,686	13.5			1	5	17	4	561	479
Ritchie Park	S	1966	1997	58,500	9.2			0	3	14	1	398	393
Rock Creek Forest	S	1950	1971	54,522	8		1492	0	4	16	0	456	404
Rock Creek Valley	S	1964	2001	76,692	10.5			1	4	12	7	454	363
Rock View	S	1955	1999	69,589	7.4			1	5	11	5	433	361
Lois P. Rockwell	S	1992		75,520	10.6			0	3	18	3	510	534
Rolling Terrace	S	1988		88,835	4.3			2	7	24	0	746	639
Rosemary Hills	S	1956	1988	70,541	6.1			1	8	11	3	479	494
Rosemont	G	1965	1995	88,764	8.9			1	5	22	2	656	573
Sequoyah	S	1990		72,582	10			0	5	17	3	531	451
Seven Locks	S	1964		29,190	10		1344	0	2	9	0	251	251
Sherwood	S	1977		60,064	11.1		TBD	0	3	13	2	385	377
Sargent Shriver	S	1953	2006	91,628	9.17			1	7	22	0	680	587
Sligo Creek	S	1934	1999	98,799	15.6	Yes		0	6	21	2	635	526
Somerset	R	1949	2005	80,122	3.7		1422	0	3	17	0	457	457
South Lake	S	1972		83,038	10.2		TBD	2	6	27		793	729
Stedwick	S	1974		84,335	10		TBD	1	5	16	2	518	437
Stone Mill	S	1988		78,617	11.8			0	4	22	4	634	666
Stonegate	S	1971		44,966	10.3		TBD	0	3	15	2	431	431
Strathmore	S	1970		52,451	10.8	Yes	TBD	0	0	18	3	444	447
Strawberry Knoll	G	1988		78,723	10.8			2	4	16	6	556	498
Summit Hall	S	1971		64,618	10.2	Yes	TBD	2	5	16	0	518	443
Takoma Park	R	1979		50,933	4.7		TBD	0	8	10	0	406	290
Travilah	G	1960	1992	50,588	9.3			0	3	12	0	342	342
Twinbrook	S	1952	1986	79,818	10.5			3	5	16	3	568	508
Viers Mill	S	1950	1991	86,978	10.4			2	5	12	2	446	393
Washington Grove	G	1956	1984	50,526	10.7		TBD	2	4	5	3	273	244
Waters Landing	S	1988		77,560	10			0	6	22	0	638	651
Watkins Mill	S	1970		80,923	10	Yes	TBD	1	6	27	3	803	695
Wayside	S	1969		57,749	9.3		1502	0	4	17	2	499	491
Weller Road	S	1953	1975	55,191	11.1		1461	2	5	21	0	633	570
Westbrook	S	1939	1990	46,822	12.5	Yes		0	3	9	2	293	293
Westover	S	1964	1998	54,645	7.6			0	2	10	3	304	298
Wheaton Woods	S	1952	1976	66,763	8		1525	2	4	12	0	404	348
Whetstone	S	1968		76,657	8.8		TBD	1	5	15	5	525	495
Wood Acres	S	1952	2002	73,138	2.6	Yes	1390	0	4	19	2	545	551
Woodfield	S	1962	1985	53,212	10			0	3	16	1	444	447
Woodlin	R	1944	1974	60,725	11		TBD	0	5	15	2	475	393
Wyngate	S	1952	1997	58,654	9.5			0	5	12	2	406	412
Total Elementary Schools				8,391,764	1241.29			83	519	2032	258	62,394	58,680

Appendix K

Schools Reopened and Extent of Improvements Made When Reopened

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

Notes: Schools that were reopened, but were not fully modernized or completely rebuilt, will be included in assessments for future modernization based on the year they were originally opened.
Schools that were fully modernized, or completely rebuilt, will be assessed for future modernization based on their reopening year.

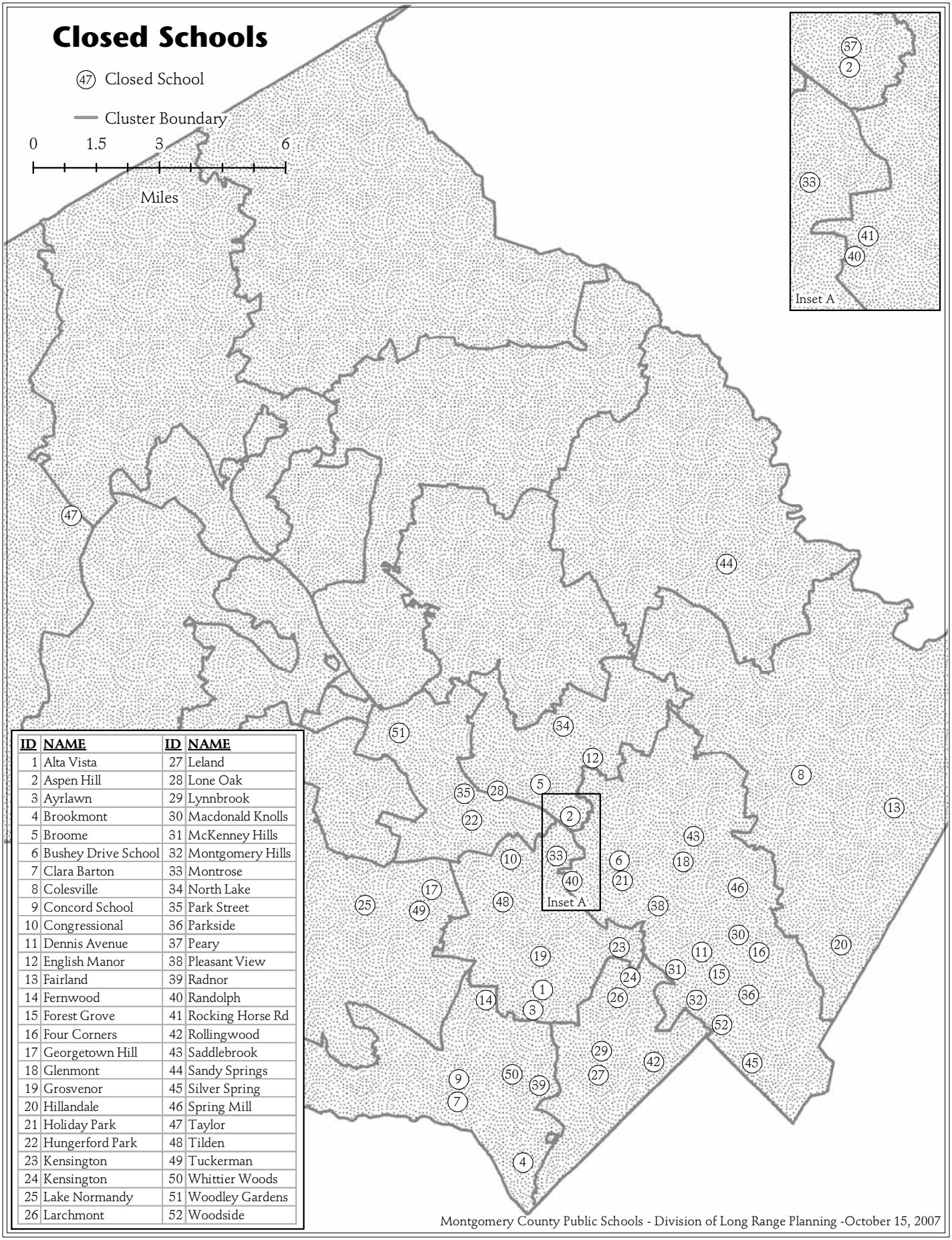
Appendix L

Real Property Inventory for Closed Schools and Facilities

as of June 2007

NAME	ADDRESS	CLUSTER	CURRENT USE	STRT MAP	SITE	ROOMS	SF
BOARD OF EDUCATION OWNED							
Concord School	7210 Hidden Creek Road	Whitman	MCCPTA Creative Enrichment, Etc.	35-C12	3.45	12	26,444
Fairland Center	13313 Old Columbia Pike	Paint Branch	Holding School	32-B8	9.21	26	45,082
Grosvenor Center	5701 Grosvenor Lane	W. Johnson	Holding School	35-H04	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	B-CC	Occup. & Physical Therapy, etc.	36-B10	4.21	15	35,000
McKenney Hills Center	2600 Hayden Drive	Einstein	Alternative High School	36-G05	12.67	14	29,278
Montrose ES	12301 Academy Way	Johnson	Leased to private school	29-J11	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Rockville	Holding School	29-K03	9.66	22	40,378
Park Street ES (demolished)	401 Fleet Street	R. Montgomery	Reclaimed for R. Montgomery HS	37-C08	2.86	NA	NA
Radnor Center	7000 Radnor Road	Whitman	Holding School	35-H12	9.03	20	36,663
Rocking Horse Road ES	4910 Macon Road	Wheaton	ESOL; Head Start; Chapter 1	30-A12	8.25	28	57,639
Rolllingwood ES	3200 Woodbine Street	B-CC	Leased to private school	36-E11	4.07	12	26,624
Silver Spring IS	615 Philadelphia Avenue	Blair	Local Park; building razed	37-B11	3.75	0	
Spring Mill Center	11721 Kemp Mill Road	Kennedy	Pupil services field office	31-A13	7.69	14	29,300
Taylor ES	19501 White Ground Road	Poolesville	Science Materials Center	17-G03	11.47	8	20,827
Tilden Center	6300 Tilden Lane	W. Johnson	Holding School	35-F01	19.70	39	119,516
Tuckerman ES	8224 Lochinver Lane	Churchill	Leased to private school	34-K01	9.13	24	47,965
Whittier Woods ES	7300 Whittier Boulevard	Whitman	Whitman HS; child care	35-F12	5.90	18	32,700
MONTGOMERY COUNTY OWNED							
Alta Vista ES	5615 Beech Avenue	W. Johnson	Leased to private school	32-E13	3.53	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rockville	Leased to private school	32-G03	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	W. Johnson	YMCA	38-D02	3.08	11	28,000
Barton ES	7425 MacArthur Boulevard	Whitman	Child Care; County Recreation	37-J07	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Whitman	Leased to private school	38-D11	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Rockville	Board of Elections; various other users	32-E01	19.49	45	135,210
Bushey Drive ES	12210 Bushey Drive	Wheaton	County Recreation Office	32-K05	6.07	NA	32,675
Colesville ES	14015 New Hampshire Avenue	Springbrook	Community services	26-B13	11.11	14	25,174
Congressional ES	1801 East Jefferson Street	W. Johnson	Bldg razed; elderly housing—DHCD	32-C05	9.91	NA	NA
Dennis Avenue ES	2000 Dennis Avenue	Einstein	MC Health Services	33-F11	6.97	12	26,790
English Manor ES	4511 Bestor Drive	Rockville	Leased to private school	24-J12	8.25	28	50,000
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 Avenue	R. Montgomery	Family resources; child services	31-K03	11.06	26	34,511
Kensington ES	10400 Detrick Avenue	W. Johnson	HOC Offices	32-K11	4.54	19	45,206
Kensington JHS	3701 Saul Road	W. Johnson	Bldg razed; local park and HOC	33-A12		NA	NA
Lake Normandy ES	11315 Falls Road	Churchill	Recreation Center	31-D08	10.59	22	40,203
Larchmont ES	9411 Connecticut Avenue	Einstein	Privately Owned; Grace Episcopal Church	36-C7	10.94	NA	NA
Lone Oak ES	1010 Grandin Avenue	Rockville	CHI Centers, Inc./Elderly day care	32-B01	7.09	28	40,000
Macdonald Knolls ES	10611 Tenbrook Drive	Einstein	Handicapped services	33-H10	8.06	15	28,000
Montgomery Hills JHS	2010 Linden Lane	Einstein	Leased to private school	39-E01	8.67	44	130,000
Parkside ES	9500 Brunett Avenue	Blair	M-NCCPC Parks Offices	33-J13	11.61	0	26,369
Peary HS	13300 Arctic Avenue	Rockville	Leased to private school	32-G02	19.52	NA	227,454
Pleasant View ES	3015 Upton Drive	Einstein	Single-parent housing	33-C08	6.22	0	NA
Randolph JHS	11710 Hunters Lane	Wheaton	Gr Wash Jewish Comm. Foundation	29-K12	18.52	40	110,000
Saddlebrook ES	12751 Layhill Road	Kennedy	Park Police HQ	33-E04	10.59	29	42,274
Sandy Spring ES	13025 Brooke Road	Sherwood	Community Center	16-G13	8.39	0	NA
Woodside ES	8818 Georgia Avenue	Einstein	Silver Spring Health Center	39-G03	2.70	23	36,614
MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION OWNED							
Kensington JHS	3701 Saul Road	W. Johnson	Bldg razed; local park and HOC	33-A12		NA	NA
Leland Center	4300 Elm Street	B-CC	Community Center	38-J06	3.71	NA	NA
Lynnbrook Center	8001 Lynnbrook Drive	B-CC	Local Park	38-J04	0.87	NA	NA
CITY OF ROCKVILLE OWNED							
Woodley Gardens ES	1150 Carnation Drive	R. Montgomery	Senior Center	23-F10	9.64	16	31,767

Closed Schools



ID	NAME	ID	NAME
1	Alta Vista	27	Leland
2	Aspen Hill	28	Lone Oak
3	Ayrlawn	29	Lynnbrook
4	Brookmont	30	Macdonald Knolls
5	Broome	31	McKenney Hills
6	Bushey Drive School	32	Montgomery Hills
7	Clara Barton	33	Montrose
8	Colesville	34	North Lake
9	Concord School	35	Park Street
10	Congressional	36	Parkside
11	Dennis Avenue	37	Peary
12	English Manor	38	Pleasant View
13	Fairland	39	Radnor
14	Fernwood	40	Randolph
15	Forest Grove	41	Rocking Horse Rd
16	Four Corners	42	Rollingwood
17	Georgetown Hill	43	Saddlebrook
18	Glenmont	44	Sandy Springs
19	Grosvenor	45	Silver Spring
20	Hillandale	46	Spring Mill
21	Holiday Park	47	Taylor
22	Hungerford Park	48	Tilden
23	Kensington	49	Tuckerman
24	Kensington	50	Whittier Woods
25	Lake Normandy	51	Woodley Gardens
26	Larchmont	52	Woodside

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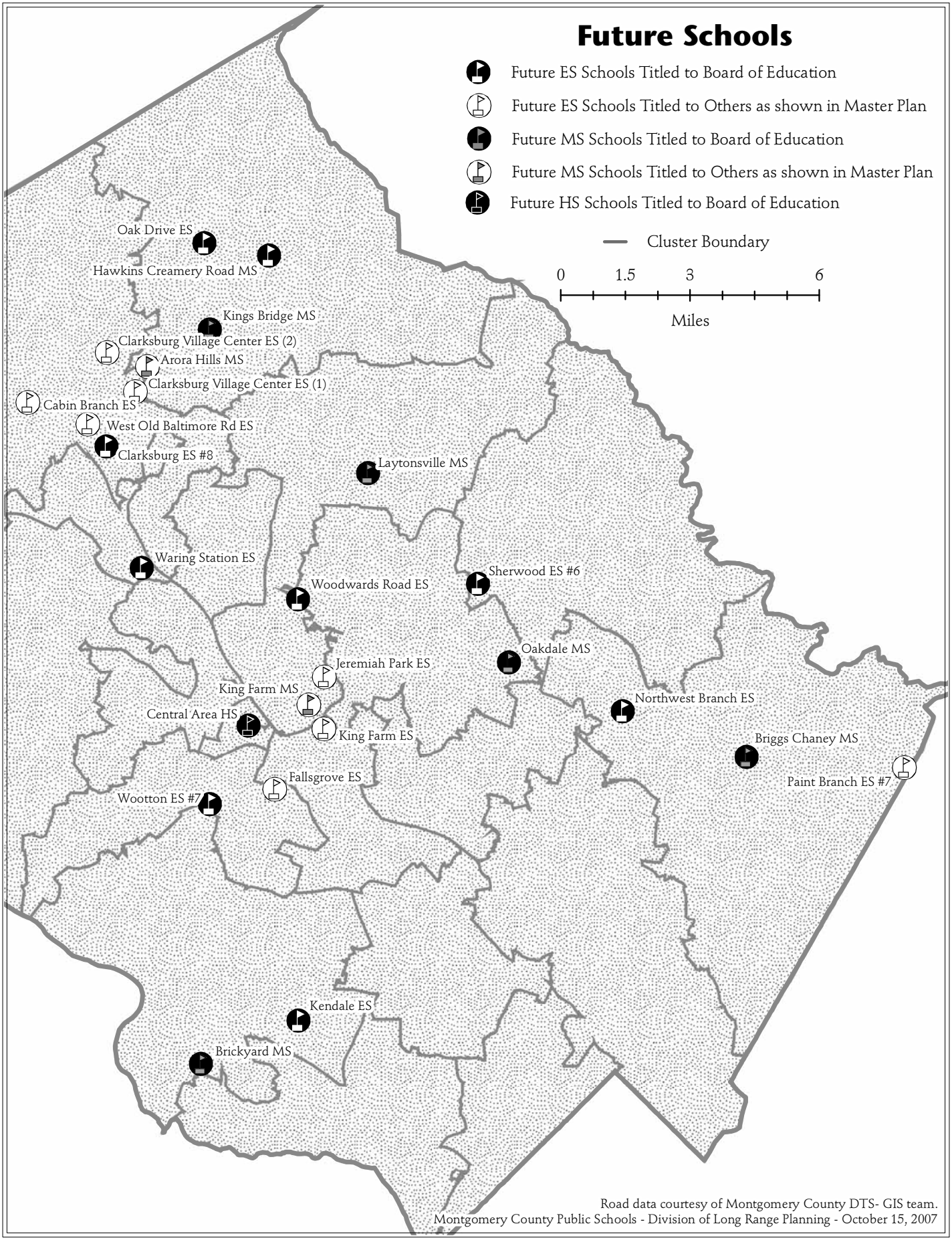
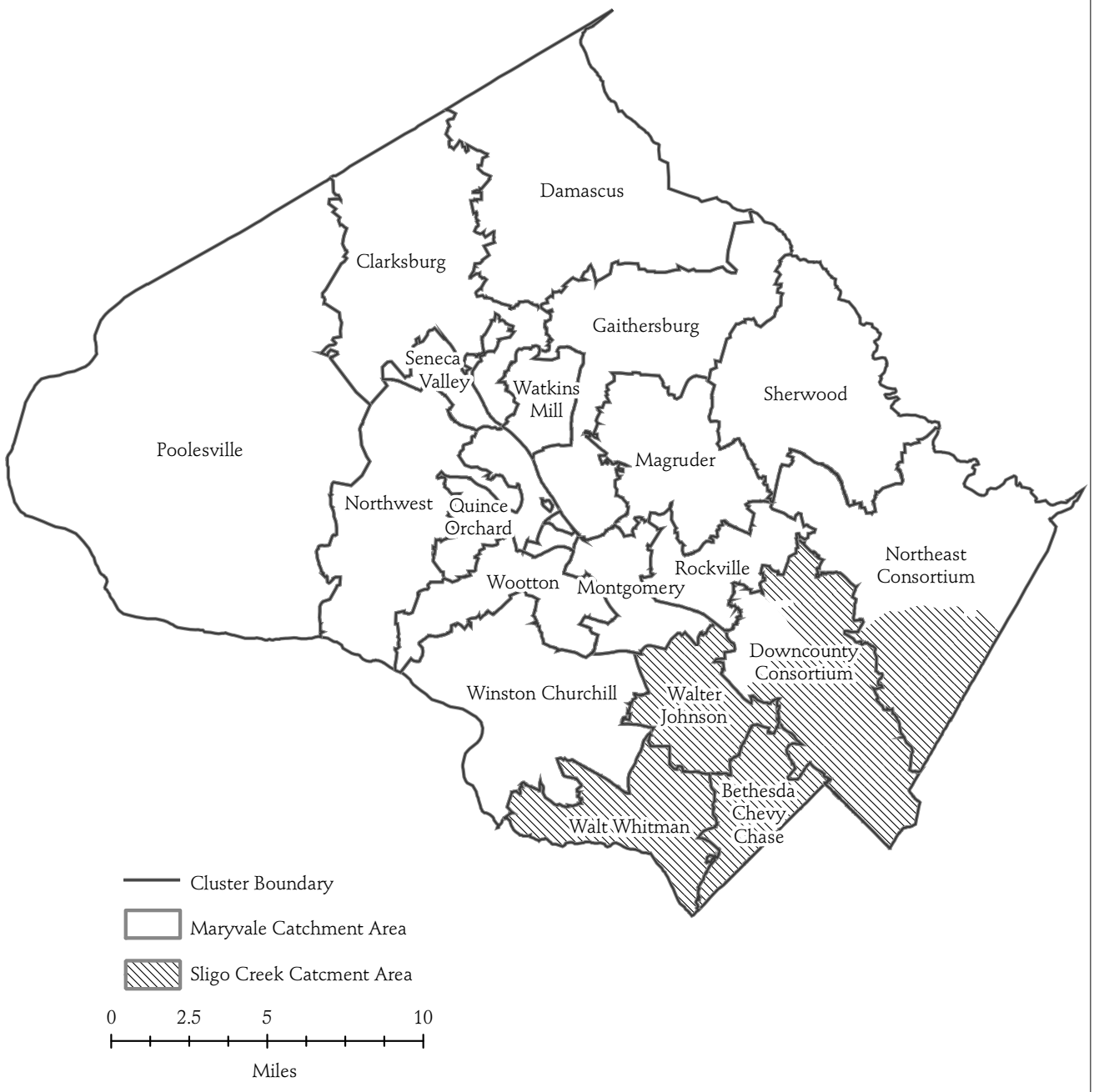
Future School Sites

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
Clarksburg ES #8	EV51	Royal Crown Drive	Clarksburg	9F-10	10.75
Hawkins Creamery Road ES	FX51	Hawkins Creamery Road	Damascus	4-F12	13.51
Kendale ES	GP12	Kendale Road	Churchill	34-H6	10.54
Kings Bridge MS	FW32	Founders Way	Damascus	10-C4	30.33
Laytonsville MS	GU33	Warfield Road	Gaithersburg	11-C12	22.74
Northwest Branch ES	JS12	Layhill Road	Northeast Consortium	21-J13	11.41
Oak Drive ES	FX31	Oak Drive	Damascus	4-B11	12.99
Oakdale MS	HT31	Cashell Road	Magruder	21-B10	18.49
Sherwood ES #6	HT23	Wickham Road	Sherwood	20-K5	17.00
Waring Station ES	EU61	Waring Station Road	Seneca Valley	18-H4	9.99
Woodwards Road ES	FT63	Emory Grove Road	Magruder	19-H6	8.38
Wootton ES # 7	FR32	Cavanaugh Drive	Wootton	28-C7	12.10
Master Planned School Sites Titled to Others as Shown in County Master Plan					
Cabin Branch ES	EV23	Clarksburg Road	Damascus	9-A7	TBD
Central Area HS	FS-52	Fields Road	Gaithersburg	28-F2	32.1
Clarksburg Village ES (1)	EW51	Snowden Farm Parkway	Damascus	9-F4	10.00
Clarksburg Village ES (2)	EV63	Snowden Farm Parkway	Damascus	9-H6	TBD
Fallsgrove ES	FR53	Shady Grove Road	Richard Montgomery	28-F4	TBD
Arora Hills MS	FW21	Skylark Road	Clarksburg/Damascus	9-J5	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	Damascus	9-E9	9.30
Paint Branch ES #7	LS21	Saddle Creek Drive	Paint Branch	32-G4	TBD
Jeremiah Park ES		SE Shady Grove Road and Crabbs Branch Way	Gaithersburg	19-K11	TBD


Future Schools
Future ES Schools Titled to Board of Education
Future ES Schools Titled to Others as shown in Master Plan
Future MS Schools Titled to Board of Education
Future MS Schools Titled to Others as shown in Master Plan
Future HS Schools Titled to Board of Education
Cluster Boundary
0 1.5 3 6
Miles
Oak Drive ES
Hawkins Creamery Road MS
Kings Bridge MS
Clarksburg Village Center ES (2)
Arora Hills MS
Clarksburg Village Center ES (1)
Cabin Branch ES
West Old Baltimore Rd ES
Clarksburg ES #8
Laytonsville MS
Waring Station ES
Woodwards Road ES
Sherwood ES #6
Oakdale MS
Jeremiah Park ES
King Farm MS
Central Area HS
King Farm ES
Northwest Branch ES
Briggs Chaney MS
Paint Branch ES #7
Fallsgrove ES
Wootton ES #7
Kendale ES
Brickyard MS
Road data courtesy of Montgomery County DTS- GIS team.
Montgomery County Public Schools - Division of Long Range Planning - October 15, 2007

Appendix M

French Immersion Catchment Areas



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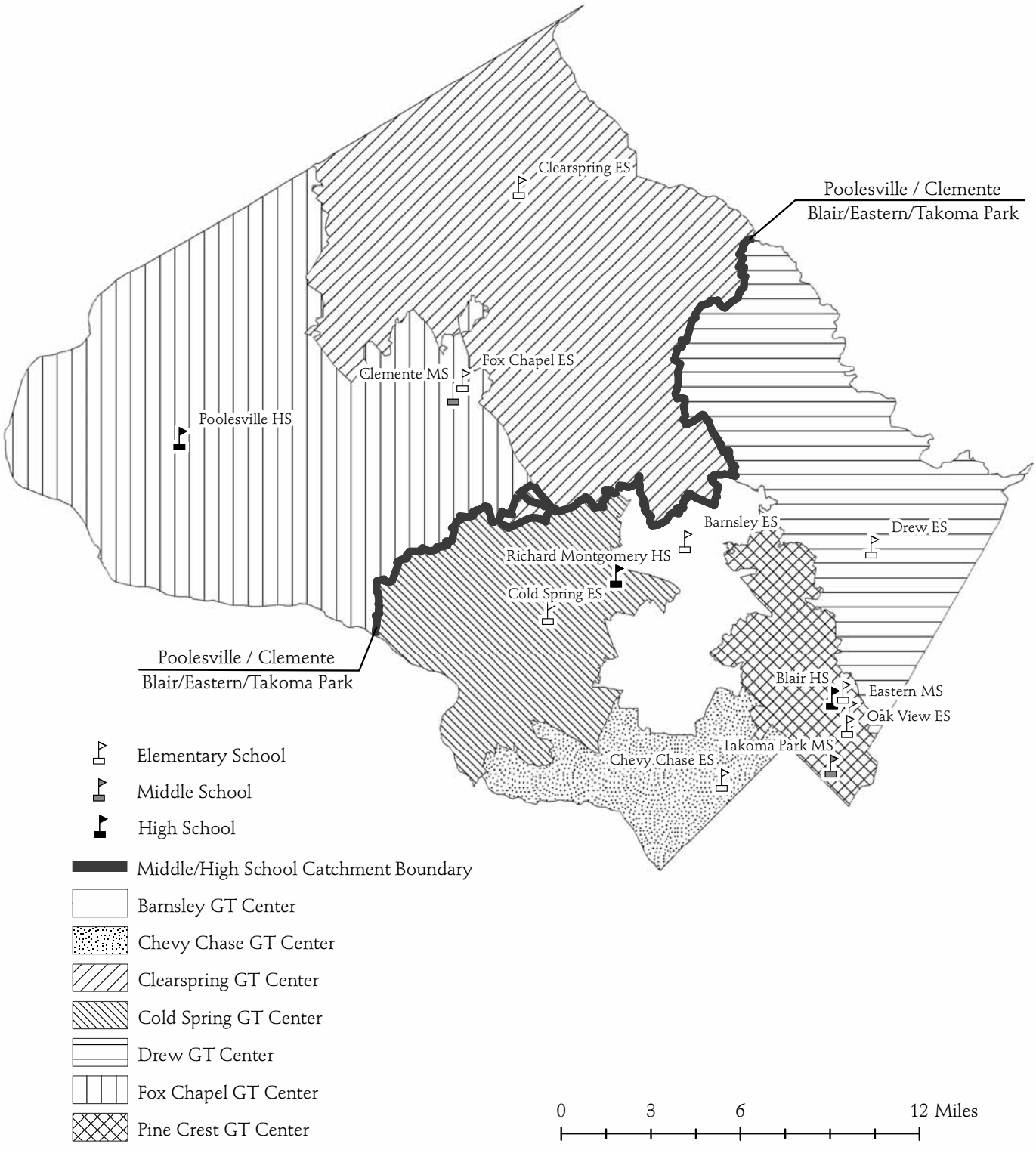
Highly Gifted and Secondary Magnet Areas/Schools



Montgomery County Public Schools - Division of Long Range Planning - October 15, 2007

Appendix N

Political Districts

Board of Education

District	Name
1	Judy Docca
2	Stephen Abrams
3	Patricia O'Neill
4	Christopher S. Barclay
5	Nancy Navarro
At-large	Sharon W. Cox
At-large	Shirley Brandman

County Council

District	Name
1	Roger Berliner
2	Mike Knapp
3	Phil Andrews
4	Marilyn J. Praisner
5	Valerie Ervin
At-large	Nancy Floreen
At-large	George Leventhal
At-large	Marc Elrich
At-large	Duchy Trachtenberg

General Assembly

Legislative District 14	
Senator	Rona E. Kramer
Delegate	Anne R. Kaiser
Delegate	Karen S. Montgomery
Delegate	Herman L. Taylor, Jr.

Legislative District 15	
Senator	Robert J. Garagiola
Delegate	Kathleen M. Dumais
Delegate	Brian J. Feldman
Delegate	Craig L. Rice

Legislative District 16	
Senator	Brian E. Frosh
Delegate	William A. Bronrott
Delegate	Marilyn R. Goldwater
Delegate	Susan C. Lee

Legislative District 17	
Senator	Jennie M. Forehand
Delegate	Kumar P. Barve
Delegate	James W. Gilchrist
Delegate	Luiz R. S. Simmons

Legislative District 18	
Senator	Richard S. Madaleno, Jr.
Delegate	Ana Sol Guitierrez
Delegate	Jane E. Lawton
Delegate	Jeffrey D. Waldstreicher

Legislative District 19	
Senator	Michael G. Lenett
Delegate	Henry B. Heller
Delegate	Benjamin F. Kramer
Delegate	Roger Manno

Legislative District 20	
Senator	Jamin B. Raskin
Delegate	Sheila E. Hixson
Delegate	Tom Hucker
Delegate	Heather R. Mizeur

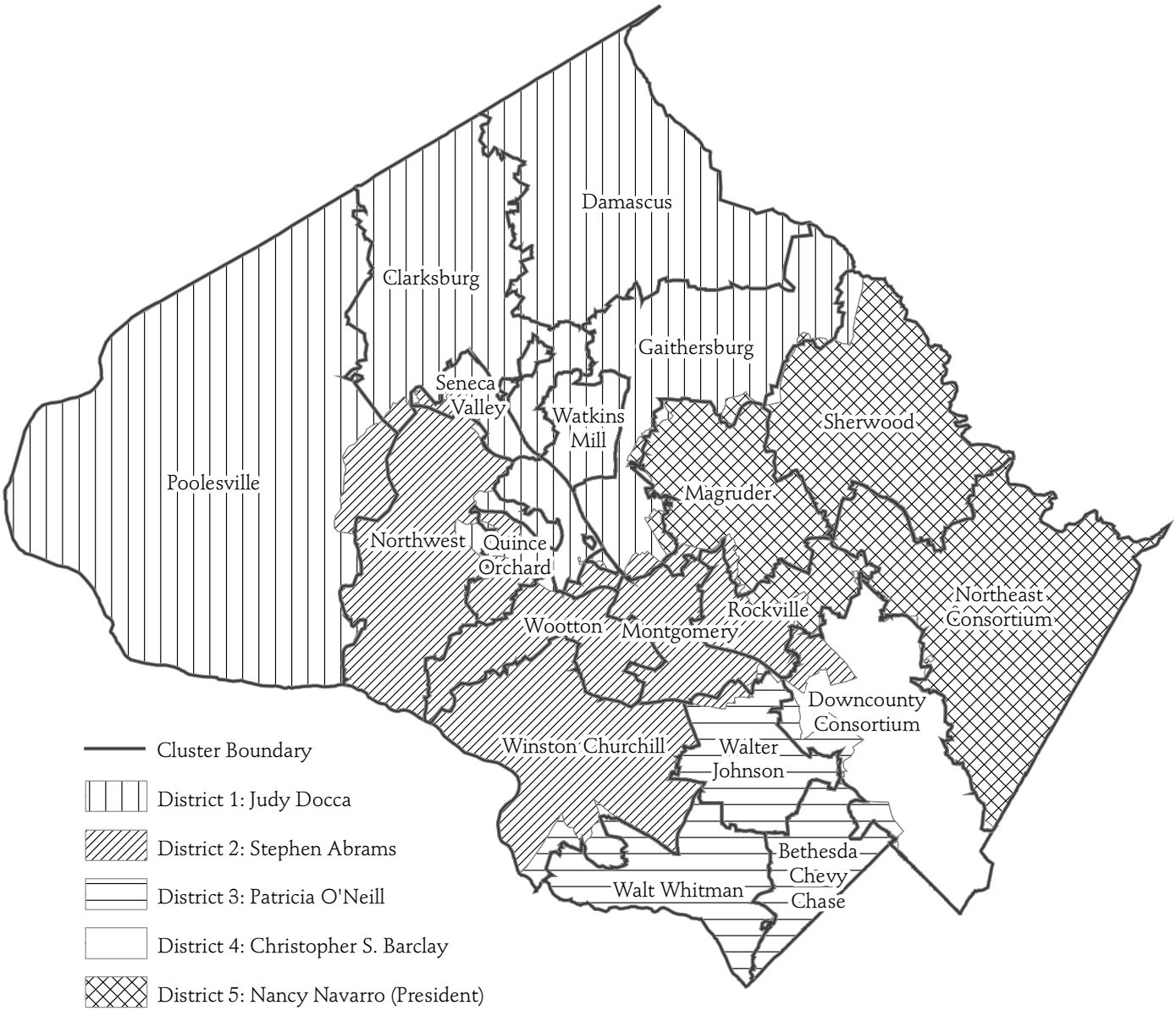
Legislative District 39	
Senator	Patrick J. Hogan
Delegate	Saqib Ali
Delegate	Charles E. Barkley
Delegate	Nancy J. King

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**			
Ashburton ES	3	1	16	Lake Seneca ES	2	2	15
Bannockburn ES	3	1	16	Lakewood ES	2	3	17
Lucy V. Barnsley ES	2	4	19	Laytonsville ES	1	2	14
Beall ES	2	3	17	Luxmanor ES	3	1	16
Bel Pre ES	4	4	19	Thurgood Marshall ES	2	3	39
Bells Mill ES	2	1	15	Maryvale ES	2	3	17
Belmont ES	5	2	14	Spark M. Matsunaga ES	2	2	15
Bethesda ES	3	1	16	S. Christa McAuliffe ES	1	2	39
Beverly Farms ES	2	1	15	Ronald McNair ES	2	2	15
Bradley Hills ES	3	1	16	Meadow Hall ES	2	3	17
Broad Acres ES	5	5	20	Mill Creek Towne ES	5	3	39
Brooke Grove ES	5	2	14	Monocacy ES	1	2	15
Brookhaven ES	2	4	19	Montgomery Knolls ES	4	5	20
Brown Station ES	1	3	17	New Hampshire Estates ES	4	5	20
Burning Tree ES	3	1	16	North Chevy Chase ES	3	1	18
Burnt Mills ES	5	4	20	Oak View ES	4	5	20
Burtonsville ES	5	4	14	Oakland Terrace ES	4	5	18
Candlewood ES	5	3	19	Olney ES	5	2	19
Cannon Road ES	5	4	20	William T. Page ES	5	4	14
Carderock Springs ES	3	1	16	Pine Crest ES	4	5	18
Rachel Carson ES	1	3	17	Piney Branch ES	4	5	20
Cashell ES	5	2	14	Poolesville ES	1	2	15
Cedar Grove ES	1	2	14	Potomac ES	2	1	15
Chevy Chase ES	3	1	18	Judith A. Resnik ES	5	2	39
Clarksburg ES	1	2	15	Sally K. Ride ES	1	2	15
Clearspring ES	1	2	14	Ritchie Park ES	2	3	17
Clopper Mill ES	2	2	39	Rock Creek Forest ES	3	5	20
Cloverly ES	5	4	14	Rock Creek Valley ES	2	4	19
Cold Spring ES	2	1	15	Rock View ES	3	5	18
College Gardens ES	2	3	17	Lois P. Rockwell ES	1	2	14
Cresthaven ES	5	5	20	Rolling Terrace ES	4	5	20
Capt. James E. Daly ES	1	2	39	Rosemary Hills ES	3	5	20
Damascus ES	1	2	14	Rosemont ES	1	3	17
Darnestown ES	2	2	15	Sequoyah ES	5	4	19
Diamond ES	1	3	17	Seven Locks ES	2	1	15
Dr. Charles R. Drew ES	5	4	14	Sherwood ES	5	2	14
Dufief ES	2	3	39	Sligo Creek ES	4	5	20
East Silver Spring ES	4	5	20	Somerset ES	3	1	16
Fairland ES	5	4	14	South Lake ES	1	2	39
Fallsmead ES	2	3	17	Stedwick ES	1	2	39
Farmland ES	3	1	16	Stone Mill ES	2	3	15
Fields Road ES	1	3	17	Stonegate ES	5	4	14
Flower Hill ES	5	3	39	Strathmore ES	4	4	19
Flower Valley ES	5	4	19	Strawberry Knoll ES	1	3	39
Forest Knolls ES	4	4	19	Summit Hall ES	1	3	17
Fox Chapel ES	1	2	39	Takoma Park ES	4	5	20
Gaithersburg ES	1	3	17	Travilah ES	2	1	15
Galway ES	5	4	14	Twinbrook ES	2	3	17
Garrett Park ES	3	1	17	Viers Mill ES	4	5	18
Georgian Forest ES	4	4	19	Washington Grove ES	1	3	39
Germantown ES	2	2	15	Waters Landing ES	1	2	15
Glen Haven ES	4	5	18	Watkins Mill ES	1	2	39
Glenallan ES	4	5	19	Wayside ES	2	1	15
Goshen ES	1	2	14	Weller Road ES	2	4	19
Greencastle ES	5	4	14	Westbrook ES	3	1	16
Greenwood ES	5	2	14	Westover ES	4	4	20
Harmony Hills ES	2	4	19	Wheaton Woods ES	2	4	19
Highland ES	4	5	18	Whetstone ES	1	2	39
Highland View ES	4	5	18	Wood Acres ES	3	1	16
Jackson Road ES	5	4	20	Woodfield ES	1	2	14
Jones Lane ES	2	2	15	Woodlin ES	3	5	18
Kemp Mill ES	4	4	19	Wyngate ES	3	1	16
Kensington-Parkwood ES	3	5	18				

School	Board of Education District	Councilmanic District	Legislative District	School	Board of Education District	Councilmanic District	Legislative District
Middle Schools				**High Schools**			
Argyle MS	4	4	19	Bethesda-Chevy Chase HS	3	1	18
John T. Baker ES	1	2	14	Montgomery Blair HS	4	5	18
Benjamin Banneker MS	5	4	14	James Hubert Blake HS	5	4	14
Briggs Chaney MS	5	4	14	Winston Churchill HS	2	1	15
Cabin John MS	2	1	15	Damascus HS	1	2	14
Roberto Clemente MS	1	2	39	Albert Einstein HS	3	5	18
Eastern MS	4	5	20	Gaithersburg HS	1	3	17
William H. Farquhar MS	5	4	14	Walter Johnson HS	3	1	16
Forest Oak MS	1	3	17	John F. Kennedy HS	4	4	19
Robert Frost MS	2	3	17	Col. Zadok Magruder HS	5	4	19
Gaithersburg MS	1	3	17	Northwood HS	4	4	19
Herbert Hoover MS	2	1	15	Northwest HS	2	2	15
Francis Scott Key MS	5	5	20	Paint Branch HS	5	4	14
Martin Luther King, Jr. MS	2	2	15	Poolesville HS	1	2	15
Kingsview MS	2	2	15	Quince Orchard HS	2	3	39
Lakelands Park MS	1	3	17	Richard Montgomery HS	2	3	17
Col. E. Brooke Lee MS	4	4	19	Rockville HS	2	3	17
A. Mario Loiederman MS	2	4	19	Seneca Valley HS	1	2	39
Montgomery Village MS	1	2	39	Sherwood HS	5	4	14
Neelsville MS	1	2	39	Springbrook HS	5	4	20
Newport Mill MS	3	5	18	Watkins Mill HS	1	2	39
North Bethesda MS	3	1	16	Wheaton HS	4	4	18
Parkland MS	2	4	19	Whitman HS	3	1	16
John Poole MS	1	2	15	Wootton HS	2	3	17
Thomas W. Pyle MS	3	1	16	**Technical Career High School**			
Redland MS	5	4	19	Thomas Edison HS of Tech.	4	4	18
Ridgeview MS	1	3	39	**Enviromental Educational Center**			
Rocky Hill MS	1	2	15	Lathrop E. Smith	5	3	19
Rosa Parks MS	5	2	14	**Special Schools And Alternative Programs**			
Shady Grove MS	5	3	39	Glenmont Program	4	5	18
Silver Spring International MS	4	5	20	Karma Academy	2	3	17
Sligo MS	4	5	18	Longview	2	2	15
Takoma Park MS	4	5	20	Mark Twain	2	3	17
Tilden MS	3	1	16	McKenney Hills	4	5	18
Julius West MS	2	3	17	Phoenix at Longview	2	2	115
Westland MS	3	1	16	Phoenix at McKenney	4	5	18
White Oak MS	5	4	20	Randolph Academy	4	5	19
Earle B. Wood MS	2	4	19	RICA	2	3	17
				Rock Terrace	2	3	17
				Carl Sandburg	2	3	17
				Stephen Knolls	4	5	17

Board of Education Districts



BOE Members at Large:
Shirley Brandman (Vice President)
Sharon W. Cox
BOE Student Member:
Ben Moskowitz

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Miles

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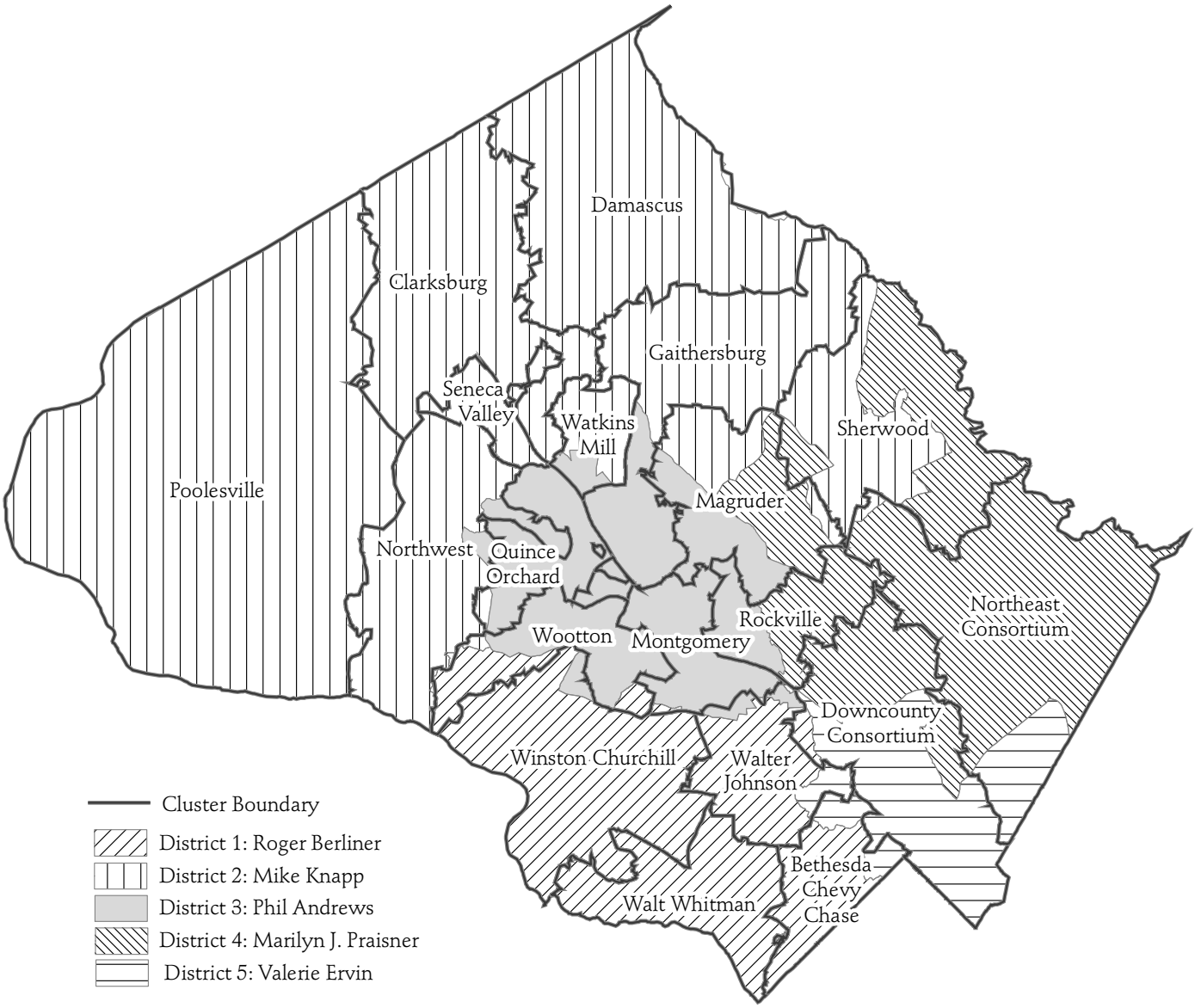
Councilmanic Districts



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

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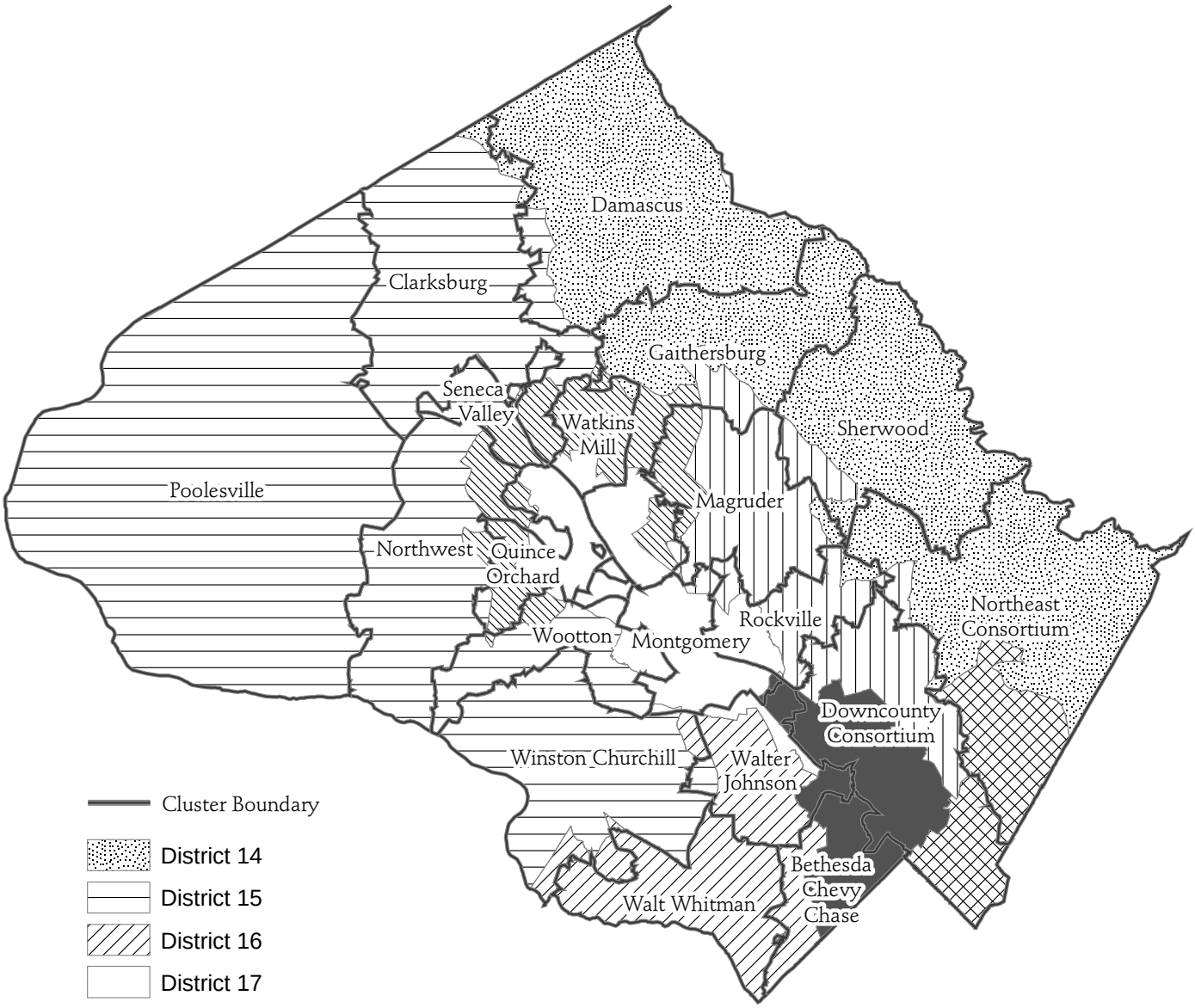
Legislative Districts



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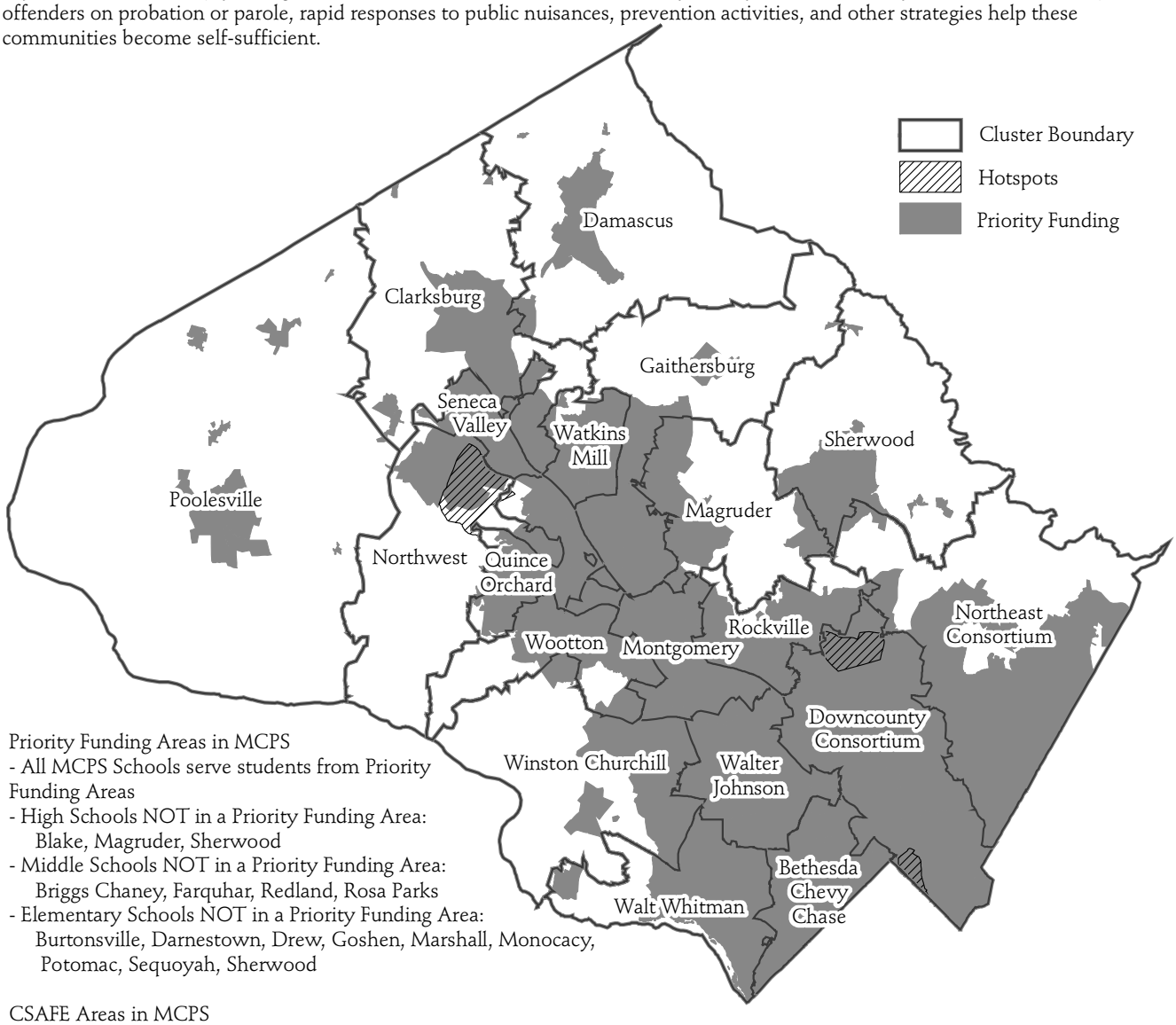
Appendix O

Priority Funding Areas* and CSAFE Areas**

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

**The CSAFE (Collaborative Supervision and Focused Enforcement) program improves public safety by combining intensive supervision, community policing and mobilization with activities to reclaim public space. Intensive supervision of adult and juvenile offenders on probation or parole, rapid responses to public nuisances, prevention activities, and other strategies help these communities become self-sufficient.



Priority Funding Areas in MCPS
- All MCPS Schools serve students from Priority Funding Areas
- High Schools NOT in a Priority Funding Area:
  Blake, Magruder, Sherwood
- Middle Schools NOT in a Priority Funding Area:
  Briggs Chaney, Farquhar, Redland, Rosa Parks
- Elementary Schools NOT in a Priority Funding Area:
  Burtonsville, Darnestown, Drew, Goshen, Marshall, Monocacy, Potomac, Sequoyah, Sherwood

CSAFE Areas in MCPS
- High Schools Service Area overlaping CSAFE Area:
  Blair, Northwood, Einstein, Kennedy, Wheaton, Rockville, Northwest*, Quince Orchard
- Middle Schools Service Area overlaping CSAFE Area:
  Kingsview, Clemente, Lakelands Park, Farquhar, Lee, Argyle*, Parkland, Wood, Sligo, Silver Spring International, Takoma Park
- High Schools Service Area overlaping CSAFE Area:
  Germantown*, Great Seneca Creek*, Diamond, Brown Station, Clopper Mill*, Bel Pre*, Strathmore*, Georgian Forest, Harmony Hills, Flower Valley, Harmony Hills, Brookhaven, Barnsley, Woodlin, Sligo Creek, East Silver Spring, Piney Branch, Takoma Park

* School site is in CSAFE Area

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Miles

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Appendix P

MCPS Enrollment Forecasting

The prediction of school enrollment involves the consideration of a wide range of factors. The demographic makeup of communities is the foremost consideration. In addition, characteristics of schools, such as the programs they offer and changes within school service areas (such as new housing), can influence enrollment. Economic activity at the local, regional, and national levels also influences the accuracy of enrollment forecasts. Developing a forecast that extends from one to 15 years requires assessment of current local events in light of broader, long-term trends. Forecast accuracy varies depending on the projection's geographic scope as well as its time span. Accuracy is greatest when enrollment is projected for large areas and for the short-term (one or two years in the future). Accuracy in forecasts diminishes as the geographic area projected becomes smaller and as the forecast is made for more distant points in the future. Therefore, a one-year countywide forecast for total enrollment for all schools will have less error than forecasts that extend further into the future for individual schools.

The MCPS enrollment forecast is developed after an annual study of trends at the countywide and individual school level. 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, calculations of the ratios of transition or survivorship between the grades are made. These ratios are applied to grade enrollments as they are advanced through every school for each projection year. For example, in many schools the ratio of first graders in the current year to kindergartners in the prior year exceeds 1.00. This is an indication that more children routinely enter first grade at a school than would be expected, given the kindergarten count from the previous year. Each school is unique, and projections must be sensitive to population dynamics in the communities served by the school.

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.

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 and kindergarten enrollment five years in the future enables a projection of total county kindergarten enrollment to be developed. Countywide trends in births are then applied to the county's elementary schools. Depending on the communities served by these schools, kindergarten enrollment forecasts are developed for each school. These forecasts 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 facility. For example, if staffing is provided at 22:1, and capacity is calculated at 23:1, then for a building with 20 classrooms the capacity would be 460 (20 x 23) students but there would be 21 teachers based on the staffing ratio (460/22 = 20.9), therefore one additional classroom would be needed to accommodate a 22:1 staffing ratio.
- ***Combined Staffing:*** Some schools are provided additional staffing to meet the needs of students in the school. For example, a school that has a large number of students impacted by poverty may be allocated an additional .5 teaching position to assist students and an additional .5 teaching position for Title 1 services. The school may decide to combine the allocated staff to create an additional classroom teaching position, thereby creating the need for an additional classroom. In this case, the enrollment has not increased and the calculated capacity has not changed, but the need for classrooms has increased.
- ***Capping Class Size:*** In schools that may have very large class sizes in certain grades, additional staff may be provided to reduce the oversized classes to keep them within Board of Education guidelines. For example, if a school has two second-grade classes each with 28 students and four more students enroll in second grade, adding the additional students to the two large classes would cause the two classes to exceed the maximum class size cap of 28 students in Grades 1–3. If there was no opportunity to create combination classes with other grades, an additional teacher would be provided, and the school would reorganize with three second-grade classes of 20 students each. The additional teacher could create the need for a relocatable classroom.

Small instructional spaces and specialized classrooms are provided for all schools and are allocated on the basis of enrollment size and the need for supplementary instructional activities, such as remedial reading, special education resource, speech, art, and music.

In situations where the educational program will not be adversely affected, MCPS leases space on an annual basis to appropriate outside organizations. In most cases, these organizations are referred to as "joint occupants" and are usually day-care providers. Before and after school programs also are provided in many MCPS schools. Spaces used by day-care providers on MCPS sites range from shared use of multipurpose rooms before and after school, to relocatable classrooms on a school site that are financed by the provider and operated for the school community. If space is available, one or more classrooms can be leased for full-day programs.

State-rated Capacity

State-rated capacity, used to determine state funding, is calculated using the following calculations. These calculations make MCPS and state capacity ratings differ. See appendix J for a comparison of capacity ratings for all schools.

Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grades 1–5/6 Elementary	23:1
Grades 6–12 Secondary	25:1*
Special Education	10:1

*Program capacity differs at the secondary level in that regular classroom capacity in the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary school (equivalent to 21.25 students per classroom).

Appendix R

Assessing Schools for Modernization

In 1992, the Board of Education adopted a modernization policy that makes a strong statement for the need to update aging facilities through modernization in order to provide equitable learning environments across the county. Modernizations not only upgrade building systems, such as heating and air conditioning, plumbing, etc., it also bring aging facilities up to the same educational program standards as new schools. Modernizations also provide an opportunity to upgrade facilities to current building codes and regulations such as providing a facility that is accessible for persons with disabilities, abating hazardous materials, providing Fire Safety Code Upgrades, and improving Indoor Air Quality.

A detailed objective assessment process ranks schools in priority order for modernization. Facilities are evaluated based on physical condition and educational program capability. The physical condition assessment, called Facilities Assessment with Criteria and Testing (FACT), was developed by the MCPS Division of Construction with review and advice from facilities and planning staff members, experts from other area jurisdictions, and the Maryland State Department of Education School Construction Department. A team of trained technicians evaluates each school in need of modernization. Weighted scores are applied to the assessment for various aspects of the building, and based on the physical condition of the building, a final score is calculated, with a maximum of 1,000 points.

The Educational Program Assessment ranks each school based on how well the facility meets the educational space requirements of the current instructional program. This assessment process was developed in conjunction with MCPS instructional staff, planning and facilities staff, school principals, and Montgomery County Council of Parent Teacher Associations (MCCPTA) representatives. The Educational Program Assessment pays particular attention to comparing the amount of existing space within each building to the amount of space that would be provided by a modernization or a new school. Other aspects of educational programs that are reviewed as part of the formal assessment relate to safety, security, energy conservation, and comfort.

The Educational Program Assessment also has a maximum score of 1,000 points. When both assessments are combined, a maximum of 2,000 points is possible. Both assessment components were reviewed and approved by the Board of Education. This process is widely recognized by school officials and community leaders as an objective and impartial tool for prioritizing modernizations.

In FY 1993, the modernization assessment process was performed on 37 elementary and secondary schools in the current and future modernization program. The ranking was established and adopted as the priority for modernizations by the Board of Education and has been adhered to since that time. Of the original 37 schools that were assessed, seven remain to be completed on the schedule. The original 37 schools were placed on the list primarily based on the age of the facility.

In FY 1996, the Board of Education asked for funds to assess all remaining schools for modernization. The County Council appropriated enough funds to assess an additional 35 schools. The schools chosen for assessment in FY 1996 were schools that were built before 1970 that were never modernized, or schools that were renovated before 1977. These schools were added to the end of the first list of schools assessed for modernization.

In FY 2000, the seven remaining high schools that were not assessed in FY 1992 and FY 1996 were assessed and added to the modernization schedule. The schools were placed in ranked order after the schools assessed in FY 1996.

There remains a list of 37 schools built or renovated before 1984 that have not been assessed, and have not been added to the modernization schedule. The list includes: 28 elementary schools, 6 middle schools, and 3 special education program centers.

Appendix S

Special Education Program Descriptions

School-based Program Delivery Model Resource Services

School-based special education services provide support to students with learning, language, or other academic disabilities, who, because of their disability, require additional support in order to be academically successful in the general education environment. Special education resource services are in all MCPS schools. Resource room teachers provide an array of services to students with mild disabilities, while students with more intensive needs are served in Learning and Academic Disabilities (LAD) classes. A variety of instructional models and strategies may be used to meet individual student needs.

Speech and Language Programs

The goals of Speech and Language programs 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 access the curriculum. The type and frequency of services provided are determined by the individual student's needs. For students with less intensive needs, educational strategies are provided to their general education teachers and parents for classroom and home implementation. Students with more intensive needs receive services individually or in small groups.

Elementary Home School Services

Elementary Home School Services supports students in Grades K–5 as a result of a disability that impacts academic achievement. Students served by this model receive the benefit of accessing supports and services in their neighborhood school and are assigned to age-appropriate heterogeneous classrooms. Student grouping during the course of the day will encompass a variety of instructional models and may include instruction in a general education environment and/ or a self-contained setting, based on individual student needs. Students typically demonstrate learning and/or behavioral needs that affect performance in one or more academic areas.

Secondary Learning and Academic Disabilities Program

Secondary Learning and Academic Disabilities programs 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 IEP goals and objectives. All secondary schools provide this service. These services are offered in a continuum of settings that may include components of self-contained classes, co-taught general education classes, and other opportunities for participation with nondisabled 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 need 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 within an elementary school. These services incorporate the student's IEP with the general curriculum through strategies such as assistive technology, reduced class size, and differential instruction.

Learning for Independence (LFI) Program

The Learning for Independence (LFI) program is designed for students with complex learning and cognitive needs, including mild to moderate mental retardation. Services support the implementation of the Fundamental Life Skills (FLS) program, 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 basic 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 mental retardation 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 regular schools and related community and work environments. The School/Community-based Program model includes the following components: age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, and transition, and is available in all quad-clusters. The goal of the program is to prepare students to transition into the world of adult living upon graduation or exit from the school system.

Infants and Toddlers Program

Infants and Toddlers early intervention services are provided to families and children with developmental delays from birth to age 3 via home visits from program staff. Services include specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language therapy. Parental involvement is a major service component based on the philosophy that a parent can be a child's most effective teacher in the natural setting.

Preschool Education Program

(PEP, PEP Intensive Needs, Medically Fragile, Beginnings and Itinerant Services)

The Preschool Education Program (PEP) offers a variety of prekindergarten classes and services for children with disabilities ages 3 through 5. PEP serves children with multiple and/or moderate disabilities that impact their ability to learn. Services include instruction at home for medically fragile children, consultative and itinerant services for eligible children in day care centers and preschools, and classes for children who need a comprehensive approach to address their learning issues. Intensive Needs classes serve children with severe sensory and/or communication issues. Beginnings classes provide services to students with severe or profound physical and/or 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 six locations.

Preschool Language Classes

Preschool Language classes serve 3 and 4 year old children with moderate to severe disorders in receptive and/or expressive language that significantly impact their ability to communicate and learn in typical preschool environments. Speech and language supports and related services are provided within a developmentally appropriate class. The purpose is to use oral language for successful communication and to develop preacademic skills in preparation for kindergarten. Selected elementary schools offer this program to support one or more quad-cluster administrative area(s).

Autism Spectrum Disorders

The Autism Preschool Program provides highly intensive and individualized services for students ages 3–5. State-of-the-art instructional practices are utilized to increase acquisition of academic, language, social, and adaptive skills, as well as to provide access to typical peers and prepare students to be as independent as possible as they approach elementary school age. The autism program for school-aged students provides access to the MCPS LFI curriculum. Students receive Intensive Instruction in a highly structured setting to improve communication and access to nondisabled peers. At the secondary level, students also receive vocational and community support and instruction.

Students with Asperger's Syndrome receive direct instruction in the area of coping strategies and pro-social behaviors. Access is reinforced in the general education curriculum with enrichment and/or remediation.

Augmentative and Alternative Communication

The Augmentative and Alternative Communication (AAC) classrooms provide intensive support for students who are no speaking 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 Program

The Emotional Disabilities (ED) Cluster Model provides services within general education 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 secondary disabilities, such as 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 educational programs. 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 Program

The Bridge Program is 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 have secondary disabilities such as health impairment, Asperger's Syndrome, language disability, or learning disability.

Comprehensive behavior management is utilized in the model which 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.

Secondary (School-based) Learning Center

The Secondary Learning Center (SLC) provides comprehensive special education instruction and related services. The program offers a continuum of services at the middle and high school level. Students are served in a combination of self-contained and co taught classes, as well as having opportunities to be fully included with nondisabled peers.

This model incorporates related services that are integrated into special education instruction through a team approach. Multiple interventions, such as multisensory lessons and use of assistive technology, are incorporated into the program. Adjustments such as pacing of instruction and adapted curriculum may be used to address individual student needs.

Elementary Physical Disabilities Program

The elementary physical disabilities program provides services and comprehensive supports to students with physical and health-related disabilities that cause a significant impact on educational performance in the general education class. 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 mental retardation 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 School

Stephen Knolls is a special center for students ages 5–21 with severe to profound mental retardation and multiple disabilities. The FLS curriculum is utilized to provide students with skills in communication, mobility, self-help, functional academics, and transition to adult life.

Countywide Program Delivery Model

(Because of low incidence, these programs are based in central locations and serve students from the entire county. In some cases the programs are provided regionally when the level of incidence increases.)

Services for the Visually Impaired

Vision services are provided to students with significant visual impairments. These services enable students to develop effective compensatory skills and provide them with equal access to the general education environment. A prekindergarten class prepares children who are blind or have low vision for entry into school. Itinerant vision services are provided to school-aged students in their home school or other MCPS facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. High school students requiring more intensive services receive specialized transition support, orientation, and mobility training.

Deaf and Hard of Hearing Program

The Deaf and Hard of Hearing Program provides comprehensive educational services to students with a significant hearing loss. This program enables students to develop effective language and communication skills and provides them with equal access to the general education environment. Students with significant needs receive services in centrally-located classes. Services are provided in three communications options: oral/aural, total communication, and cued speech. Students with less intensive needs receive services from itinerant teachers at neighborhood schools or other MCPS facilities. Assistive

technology and consultation also are provided to students and school staff.

Services for Students with Physical Disabilities/Occupational/ Physical Therapy

Occupational and physical therapy provide comprehensive supports that facilitate access to the general education curriculum for students with physical and health-related disabilities. These services address the needs of students whose physical disabilities are causing a significant impact on educational performance in the general education class. Students exhibit needs in motor development and information processing. Services include special education instruction, consultation with classroom teachers, and occupational and physical therapy. Occupational and physical therapy services are provided as related services to students with other educational disabilities. These services are provided at elementary, middle, and high schools throughout MCPS.

Extensions Program

The Extensions Program serves students of middle and high school age who have moderate, severe, or profound mental retardation, or multiple disabilities including mental retardation and/or autism. These are students with a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors that 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 program 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 program 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

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. Focus is on functional academic skills 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—Mark Twain and RICA Programs

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.

Mark Twain Program

The Mark Twain Program provides a safe, nurturing, student-centered environment for students with social, emotional, and behavioral disabilities. The program is based on three components: (1) access to the general curriculum that enhances a student's ability to receive academic coursework that parallels and complements the coursework provided in a general education setting; (2) a clearly defined system of behavioral expectations and incentives designed to facilitate improved school performance; and (3) specific social skills instruction that enables students to learn problem solving, decision making, and coping skills.

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 health nurse are also on staff.

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

Crossroads Program

The Crossroads Program provides students with instruction in functional academics, vocational, and social skills within the context of the FLS program. The primary objective is to address behavioral issues that have been barriers to learning and to facilitate a transition back to a less restrictive educational setting. A major emphasis is the acquisition of job-readiness skills that apply across a variety of settings and include working effectively with others, problem solving, and effective self advocacy. Social skills and behavioral management are

addressed using individualized positive intervention strategies derived from a functional behavioral analysis.

Assistive Technology Services

Assistive Technology Services provides support for students from birth–21. Augmentative communication and technology services support nonspeaking 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.

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 on 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 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

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. 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 work sessions, 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 work session 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 work session 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 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 Grades: 9-12 High School	 25.1* 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 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 receives advice from a school boundary or choice area advisory committee.

4. The superintendent 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, 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 any proposals, priorities, or concerns that they have identified for their schools in consultation with local PTA leadership, principals, and the community.

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 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 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 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.

(a) The superintendent 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 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 and 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 the liaison 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.

g) The superintendent 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 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 work session 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 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 work session 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, and MCPS staff will follow requirements of the Maryland State Board of Education set forth in *COMAR* regulation (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 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	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 work session 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 work session	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 work session 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.

Appendix U

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ACA, ACB, ACC, GEG, JEE, JEE-RA
Responsible Office: Superintendent of Schools

Quality Integrated Education

A. PURPOSE

1. The Board of Education's primary responsibility is to provide the opportunity for each student to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities.

2. The Board of Education is committed to the proposition that education is most effective in a diverse, integrated setting, and that therefore a major purpose of this policy is to provide a framework for actions designed to promote diversity so that the isolation of racial, ethnic, and socioeconomic groups is avoided and the full benefits of integration are achieved.

3. Another important goal of the Board is to ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that they may function well as members of this pluralistic democratic society. The Board will continue to adhere to its commitment to racial and ethnic diversity in staffing in all schools.

4. This policy statement sets forth a design for achieving the combination of these two related goals – quality education and integrated education – while operating the schools as economically as possible.

B. ISSUE

The student population in the Montgomery County Public Schools (MCPS) has become increasingly diverse. Further, the numbers of students who require specialized assistance because they lack English or adequate educational preparation have increased dramatically. The school system must respond to the needs of these children, and must do so in a setting which does not isolate them, stereotype them, or fail to educate them effectively. The education of these students is a great challenge, one to which the school system must respond with creativity, with determination

and with carefully crafted educational strategies that will meet every student's need for success. The integrated settings in which this must occur must not be left to chance, but must be created and supported by MCPS.

Quality educational opportunities for children cannot be dependent on either racial or ethnic backgrounds or on family, or on socioeconomic status. Intensive support is necessary, however, for students whose opportunities have been limited by background or experience. Providing a quality education where there is evidence of educational disadvantage requires additional effort on the part of the school system.

Among the many factors influencing students' academic achievement, some are more directly under the control of the school system and others are more directly related to family and community conditions. The latter may include parental support for education and learning, economic resources, individual talents, community demographic conditions affecting mobility, employment opportunities, or cultural resources. The factors more directly under control of the schools include varieties of teaching strategies, application of appropriate classroom technologies, staff training, staff preparation, professional renewal, classroom support personnel, and other administrative and material resources.

Integrated schooling has inherent educational value from the standpoint of education's role in a democratic society. The survival and vigor of democracy depends upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it. Diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process. It also fosters racial and cultural understanding which is particularly important in a racially and culturally diverse society such as ours. In addition, research shows that integrated education expands postsecondary opportunities for diverse populations.

This school system is fortunate to have the pluralism brought by the African American, American Indian, Asian American, Hispanic, and White communities in our county and by the multi-ethnic groups within each. Some factors contributing to this diversity in the schools are under the control of the administration and other, more powerful, factors are due to community demographic conditions. The school system's diversity reflects the increasing pluralism of the U.S. society and emphasizes the broader need for international awareness and cooperation. Diversity is thus a valuable resource for teaching students to become citizens in a multi-racial/multi-ethnic world.

Therefore, a policy that supports quality education for integration of all students will have a positive effect on our students who will live and work together in a culturally diverse society.

C. POSITION

It is the position of the Board of Education that there is a logical analytic approach to decisions that need to be taken to achieve the goals of this policy. This approach is detailed in the section and concludes with a range of possible actions which might be taken to enhance diversity in the schools.

1. Supporting Academic Achievement

a) Identifying Schools

The method for identification of schools most in need of support to improve academic achievement and for allocating supplementary resources to support quality education involves the following factors.

(1) Educational load, which may include:

a) Free and Reduced Meals (FARMS)
b) Students older than grade age
c) Internal mobility
d) External mobility
e) Students with limited English proficiency
f) Other factors which may correlate with school achievement levels

(2) Academic Achievement Levels

Staff will utilize the following indicators of academic achievement levels and may use others as it examines the levels of academic achievement in schools throughout the county: MCPS Criterion Referenced Tests, MSPAP results, and the percentage of students who qualify for Algebra I in ninth grade.

(3) Analysis of schools

Staff will analyze school needs based on educational load and achievement levels, among other appropriate factors.

b) Strengthening Schools

Based on the analysis described above, the need for action will be identified and recommended to the Board, and appropriate resources should be allocated to

assist those schools in delivering educational services that reinforce the academic opportunities for students there.

2. Supporting Diversity

a) Identifying Schools

Staff will assess annually the "diversity profile" of each school, which should take into account the following factors:

(1) Composition

The extent to which the school differs from the school system's overall composition with respect to each of the four major racial/ethnic groups.

(2) Rate of Change

The rate of change in those four racial/ethnic compositions within the school over the past several years, using four years as the initial factor.

(3) Analysis of Schools

Based on the diversity profile and such other factors as are appropriate, the staff will prioritize the school's need for administrative attention based on these factors.

b) Strengthening Schools

(1) The Board of Education is committed to taking reasonable measures to enhance the diversity of the student enrollments within each school. Such measures include, but are not limited to:

(a) Monitoring and regulating all interschool transfer requests from parents pursuant to the transfer policy

(b) Planning for balanced school populations when facility space needs require change in service areas, including consideration of socioeconomic diversity

(c) Considering acquisition of school sites that have potential to maintain or improve diversity, including socioeconomic diversity

(d) Pairing, clustering, and creating consortia of schools

(e) Implementing magnet and special programs

(2) The Board of Education will direct the superintendent to take measures to implement program strategies for increasing the opportunities for students to develop multicultural understanding and appreciation through the interaction with others of different races and ethnic groups. Such program alternatives can include, but are not limited to:

(a) Curricular or extracurricular offerings

(b) Joint school activities

(c) Other activities designed to help students function in a multi-racial/multi-ethnic society

(3) The Board of Education will direct the superintendent to implement one or more of such remedies in schools whose profiles warrant a need for increased diversity or for preserving diversity in the student body.

D. DESIRED OUTCOME

The Board of Education is committed to providing quality educational opportunities for all students regardless of background characteristics by providing an educational environment that enhances their educational success. The Board of Education is also committed to the provision of integrated settings for education that promote understanding of diversity, tolerance, and fair play, so that the tenets of a democratic society are reinforced by what students experience in school. Further, the Board of Education expects that the result of this policy will be that resources are allocated to meet the challenges of educating a diverse population with steadily greater success.

E. IMPLEMENTATION STRATEGIES

1. The superintendent will recommend to the Board of Education, as appropriate, actions that implement this policy and his/her recommendations will be based on these three factors below:

a) Staff will examine annually the various factors that correlate with achievement levels that represent a school's educational load

b) Staff will assess annually the diversity profile of each school

c) Based on the diversity profile and other factors that are appropriate, staff will prioritize the school's need for administrative attention

2. The Board will advise the Montgomery County Planning Board, County Council, county executive, and other appropriate state, county, and municipal agencies of any governmental policies or practices which have or could have a beneficial or adverse impact on maintaining quality integrated education in the schools. The public schools alone cannot assure quality integrated education for all students. Other agencies, both public and private, must assume leadership to bring about greater opportunities for all persons to become part of our community fabric.

3. The Board commits itself to seek concerted action by all state, county, and municipal agencies and groups to help achieve the goals of this policy. It calls upon all citizens to join it in urging other agencies to work toward achieving quality integrated education in all public schools.

F. REVIEW AND REPORTING

1. The superintendent will present the Board of Education with an annual report that defines each school's educational load and diversity profile, reports progress toward achieving the desired outcomes of this policy, and contains appropriate recommendations for further actions designed to achieve those outcomes.

2. This policy will be reviewed on an ongoing basis in accordance with the Board of Education's policy review process.

Policy History: Adopted by Resolution No. 837-83, October 10, 1983; amended by Resolution No. 401-93, May 17, 1993.

Appendix V

FKB

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: FAA

Modernization/Renovation

A. PURPOSE

To establish a facilities life-span process for Montgomery County Public Schools (MCPS) that addresses changing educational program standards and deteriorating physical conditions at reasonable cost while providing appropriate spaces for educational programs and services and maintaining a safe, secure, and healthy physical environment for students and staff

B. PROCESS AND CONTENT

1. Issue

Buildings, building components, and equipment all require various and continuing levels of maintenance to achieve their expected useful life. MCPS views maintenance as being on a continuum encompassing repairs, renovation, and modernization.

The Board of Education should determine when funds will be spent on aging school facilities:

a) To maintain the plant's existing physical capabilities

b) To renew building systems and/or site components by replacement or other means

c) To bring the facility up to current educational and building standards through either modernization or replacement because of an outdated educational environment or deteriorated building and site conditions

2. Background

Following a period of extensive school closures and consolidations in the 1970's and early 1980's, the Board of Education reactivated a capital program to schedule the systematic modernization of its aging schools still in operation. Closing more than 60 schools had

eliminated many of those in the poorest condition, but the remaining facilities built in the 1950's and 1960's have become 30-40 year old school facilities in the 1980's and 1990's, which are difficult and expensive to maintain.

The County Council has urged MCPS to consider whether schools must be modernized, or whether some, instead, could be renovated at a lower cost. The school system is committed to using its resources as efficiently as possible while providing an appropriate learning environment for all children. For these reasons, a step-by-step approach to the care and modification of facilities from the time of their construction will continue to be followed.

3. Applicable Laws, Rules, and Regulations

The first goal of the MCPS policy FAA: *Long-Range Educational Facilities Planning* is to provide the facilities necessary to sustain high quality educational programs at reasonable cost. Among the objectives of this policy are to consider the impact of facility changes on the delivery and equity of educational programs; to provide adequate school space to accommodate future improvements in educational programs and services to the extent these can be anticipated; and to recognize that "older school buildings must be renovated to continue their use on a cost-effective basis and that modernization to current educational program standards is necessary to maintain program quality."

State and county fire/life safety and health codes, national standards for accessibility for the physical handicapped, Department of General Service criteria for energy conservation, and applicable rules of State of Interagency Committee for School Construction must be considered when any changes to facilities are contemplated. The Annotated Code of Maryland and the Charter of Montgomery County require a comprehensive six-year program for capital improvements, State law requires each county board of education to "maintain throughout its county a reasonably uniform system of public schools that is designed to provide quality education and equal education opportunity for all children." *(Annotated Code of Maryland, 4-107)*

4. Definitions

a) *Maintenance/Preventive and Routine Repairs* refers to, on a day-to-day basis, the ongoing upkeep of property and equipment that includes an annual physical assessment by school and area maintenance staff, as well as the repair and minor replacement activities necessary to support a safe and healthy environment.

b) *Renovation* is the design, construction, and equipping process through which a school facility and its systems are renewed and updated to meet county, state, and federal codes and requirements. An addition or major redesign of building spaces for program reasons is not included.

(1) *Local Capital Projects* are specific projects to restore and/or improve school environments for students, staff, and community. Examples are modifications for handicapped accessibility, space modifications for program, installation of ceiling fans, and school security systems. These are renovation-type projects that provide minor modifications to a facility to restore/continue its physical and educational functionality.

(2) *Planned Life-Cycle Asset Replacement (PLAR)* is the comprehensive replacement of key facility site components, based on age and condition, in order to anticipate and avoid potential failure, and to prolong the useful life of the facility. Related to PLAR projects are roof replacement and mechanical systems rehabilitation projects funded through the capital budget. These major maintenance projects are renovative in nature.

c) *Modernization* refers to the design, construction, and equipping process through which an aging school facility is brought up to current educational standards as established by MCPS, and through which its systems are renewed and updated to meet school, county, state, and federal codes and requirements. Modernization may require an addition or redesign of space to meet educational program requirements.

5. Continuum of Activities

To maintain and extend the life of facilities, MCPS initiate and follows a continuum of activities from the first day of new school occupancy. The timeliness shown in parenthesis are intended as suggestions and are not absolutes. The condition of the building will be the determining factor.

a) Maintenance/Preventive and Routine Repair (Occupancy-Onward)

Preventive maintenance is provided to ensure that a building component or item of equipment will achieve its expected useful life. This effort begins when the item is new and continues until it is replaced or modernized. Facilities receive regular operational care such as cleaning and maintenance of systems and finishes,

lubricating, checking for proper operation, adjusting and aligning, and identifying items to be repaired or modified.

Preventive maintenance is accomplished by a team of electricians, plumbers, carpenters, heating mechanics, and general maintenance workers. The program is scheduled and directed by each maintenance trade. Schools and users are not expected to request preventive maintenance services. The program is staffed and funded through the operating budget of the Division of Maintenance.

Routine maintenance restores items and components to their normal operating condition. Planned repairs are made while the component is still operational to avoid a breakdown. "Broken-fix-it" repairs may require immediate attention to prevent damage to other building or equipment components. Repairs are initiated by maintenance staff, preventive maintenance reports, manufacturers' recommendations, and school requests. Both planned and "broken-fix-it" repairs are funded from operating budget accounts.

b) Renovation

(1) Local Capital Projects (5-25 years)

Capital projects are scheduled that enhance, protect, or restore physical environment in schools. Recent examples include modifications to lights and windows to increase energy conservation, installation of ceiling fans in non-air-conditioned buildings, and replacement of identified environmental hazards such as contaminated plumbing systems. Minor modifications also may be made to existing spaces/components to allow the educational program or activity to operate effectively and efficiently. These capital projects are not intended, primarily, to lengthen the life of the facility and probably will not lessen the needs of facilities in the 30-year-old range. School and area administrators and area maintenance staff identify these needs. These projects are funded through the capital budget.

(2) Major Maintenance (15 - 30 years)

The major maintenance program completely overhauls or replaces worn-out building components. Based on annual maintenance requests submitted by principals, trade/manufacturer recommendations, and analyses by maintenance technicians, a comprehensive, six-year, school-by-school major maintenance plan is developed each fiscal year.

Facilities are evaluated and components scheduled for replacement. These include roofs, mechanical systems, and key facility components such as classroom and hallway lighting, floor surfaces, doors and partitions, as well as exterior asphalt, fields, fencing, and concrete. A replacement program (Planned Life-Cycle Asset Replacement - PLAR) has been initiated to replace components that do not last 30 years. Major replacement projects are expected to extend the useful life of a facility and may reduce the overall needs of a 30-year-old facility. For this reason, schools identified on the six-year modernization schedule are excluded from replacement projects, such as PLAR, for the same period.

The program is funded through the capital budget and reduces impact on the operating budget because resources will not be applied to continuing, costly routine repairs to worn-out building components/equipment.

c) Modernization (30-Plus Years)

An evaluation of physical conditions and educational standards are reviewed along with long-term projections for schools in the 30-plus year-old range. A ranking of facilities based on these factors is developed, with those schools most in need of educational and physical improvements assessed for estimated modernization costs. When previous capital projects at a school have impacted the scope of its anticipated modernization, these are identified. Base on life cycle cost analyses and unusual circumstances, it may be necessary to replace buildings. The department of school facilities and facilities planning develop this schedule. The superintendent will recommend and the Board of Education will approve and request fund for modernization projects for the six years of the Capital Improvements Program.

Public comment and testimony on the recommendations are provided through the MCPS annual capital budget and CIP process. Public comments on the Board-adopted request are directed to the County Executive and County Council.

C. REVIEW AND REPORTING

1. The superintendent, through the annual capital budget process, will review with the Board and the public which facility improvements have been accomplished through replacement or modernization projects. For schools identified as eligible for future modernization, an annual assessment will confirm or modify the previously adopted schedule based on physical condition, educational standards, enrollment projections, available funds, holding schools, outstanding planning issues, and other factors as appropriate.

2. Because schools identified for future modernization are excluded from other six-year renovation/replacement projects, modernization projects are expected to move forward in a systematic manner based on assessment procedures. When extenuating circumstances are identified, a project may be moved forward, given priority consideration, or receive other unusual capital remedies until such time as modernization can occur.

3. This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Policy History: Adopted by Resolution No. 835-91, October 8, 1991.

Appendix W

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACD, JEE, FAA
Responsible Office: Chief Operating Officer

Transfer of Students

I. PURPOSE

To establish procedures concerning the within-county transfer of students

II. BACKGROUND

Students are expected to attend the school within the established attendance area in which they reside (home school) or are assigned in accordance with an IEP. A request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (18 years of age or older), student services staff, or the principal of the home school.

III. DEFINITIONS

A. The *home school* is the school to which a student is assigned based upon the Board of Education geographical boundary decision. Absent any other considerations, this will be the assigned school. In addition, should the student be reassigned through the transfer process, he or she may elect at any time to return to the home school.

B. The *base school* is, within a Consortium, the school to which the student is assigned absent an approved choice to attend another. The school is assigned a catchment area, which includes the student's residence.

C. The *assigned school* is the school to which the student has been assigned for a given school year. This is the home school in the absence of an approved change of school assignment, or the base school in the absence of an approved preferred choice. When a student is granted a preferred choice or a change of school assignment, the requested school becomes the assigned school.

IV. PROCEDURES

A. Only documented hardship situations will be considered for a change in school assignment.

B. Exemptions

1. An older sibling attending the requested school at the same time

2. The student is ready to move from middle school to high school, except for boundary change

3. The student has met the criteria for and been admitted to a countywide program

C. Timetables and Deadlines

1. Change of school assignment or exemption 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 in May.

3. Some programs, such as elementary language immersion programs, admit students by lottery when there are more requests than spaces allotted.

4. Change of school assignment or exemption 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, a new form must be submitted when the student matriculates from the primary grades to the next school.

b) A student who transfers to another school without a change in residence of his/her parents or legal guardian shall attend the new school for one calendar year in order to be able to participate in athletics. A waiver from this restriction may be requested.

c) Middle school students who received a change of school assignment, or are reassigned, to a new secondary feeder pattern for high school and wish to remain in that pattern will be required to reapply at the end of middle school. The exemption will be approved and the athletic ineligibility will be waived.

d) A change in school assignment form must be submitted for any high school student who wishes to change or is reassigned to a high school outside his or her existing feeder pattern or home school. If the change of school assignment is approved, the athletic ineligibility applies. Parents may request a waiver by writing to the coordinator of secondary physical education and athletics explaining the reason for the change of school assignment.

e) In unique circumstances, change of school assignments may be granted for one year only. Parents/guardians must reapply for change of school assignment or students must return to their home school for the next school year.

f) Students whose families have moved within the county who wish to continue attending their former home school should request a change of school assignment from the school serving their new neighborhood to the school they have been attending. Such requests will be given preference for the remainder of the current school year only. Continuation in feeder pattern does not apply. Students in Grades 11 or 12 are exempt from this restriction and will be allowed to stay through graduation.

g) Change of school assignment or exemption requests for younger siblings of students, including step brothers and sisters and half brothers and sisters, for whom changes of school assignment have been approved will be given a preference for change of school assignment, provided that the older sibling will also be in attendance at the receiving school.

h) Change of school assignment requests after an extended suspension will be addressed by the appropriate field office staff in consultation with the school principals involved. School changes for this reason are not generally approved.

i) Students who have been given permission to attend schools other than assigned may, with proper cause, have that permission rescinded.

2. Initiated by Parent/Guardian/Eligible Student (18 years of age or older)

   a) If a change of school assignment is desired, MCPS Form 335-45: *Request for Change of School Assignment,* must be obtained from the principal of the home school.

   b) This completed form must be submitted to the principal of the student's home school by the deadline. The principal's signature signifies verification of residency and knowledge of the request, but does not constitute agreement or disagreement with the request.

   c) The principal will forward the requests as received to the field office for a decision, or to the division of special education programs and services if the student is receiving special education services other than resource and/or itinerant services such as speech and language.

   d) The change of school assignment may be approved or denied after considering the reason(s) for the change of school assignment and, for students receiving special education services, whether the IEP can be implemented, considering staffing and services available at the required school.

   e) Parents accepting an approved change of school assignment or exemption assume responsibility for transportation.

   f) The parent/guardian will receive written notification of approval or disapproval of a change of school assignment or exemption request from the field office. The student must enroll in and attend the home school while the appeal of a denial is in process. The sending and receiving schools will be notified that the request has been approved or disapproved.

3. Initiated by the Principal

   a) Prior to initiating a request for an administrative change of assignment of a student, the principal and the pupil personnel worker assigned to the student's home school will:

      (1) Review the student's educational, medical, and behavioral record and consider alternative programs

      (2) Schedule a conference with the parent/guardian and the student

b) If a change of school assignment is indicated, the following steps are implemented:

(1) The principal will inform the field office 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 the necessary conferences with the parent/guardian, student, and principal of the receiving school and student services staff and supply written confirmation of the placement, athletic eligibility, and athletic waiver process

c) Student Services staff, for the area in which the receiving school is located, is responsible for monitoring the academic progress and social adjustment of the student whose change of school assignment was initiated by the principal.

4. Initiated by Student Services

Change of school assignment may be initiated by Student Services staff, in concert with the parent/guardian and the concerned school's staff, at any time for special circumstances. The approval or denial of Student Services initiated changes of school assignment are the responsibility of the director of Student Services for the area in which the receiving school is located.

a) Students transferred and assigned under this provision [IV.D.4.a] based on their behavior that raised concerns about the health and/or safety of others in the school setting must attend the assigned school for one calendar year in order to be eligible to participate in athletics. Parents may request a waiver by writing to the director, Systemwide Athletics, explaining the reason for the change of school assignment.

b) Students transferred and assigned under this provision [IV.D.4.b] based on concerns about their health and/or safety in the school setting must attend the assigned school for one calendar year in order to be eligible to participate in athletics. However, with assistance from pupil services, parents may request a waiver by writing to the director, Systemwide Athletics, explaining the reason for the change of school assignment. In these cases, a waiver will be granted.

E. Appeals

1. Superintendent of Schools

If a change of school assignment is denied by the field office supervisor, 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 within 15 days of the date of the decision letter. The appeal should state the reason(s) for seeking review of the decision. It is not necessary to provide additional information in order to appeal, but the appellant should include any additional information in order for it to be considered. The superintendent, or the chief operating officer as his designee, will review all available information before issuing a decision. Although the matter is usually considered on the basis of the documents and telephone conferences, personal conferences may be arranged by the chief operating officer's hearing officer. Decisions will be made promptly given the number, complexity, and timing of appeals being handled at the same time. Appeals received by the chief operating officer before June 30 will be decided prior to the beginning of school.

2. Board of Education

An appeal from the decision of the superintendent must be made in writing and received by the Board of Education within 30 days of the date on the superintendent's decision letter, although appellants are strongly encouraged to note any appeal within 10 days of receipt of the superintendent's decision. If there is additional information in the appeal to the Board, the superintendent will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal. The Board's decision will be rendered in writing.

Regulation History: Formerly Regulation 265-2, February 22, 1980, revised January 23, 1992, revised April 25, 1994; revised December 23, 1994; revised December 30, 1997; revised July 20, 1998; revised December 2, 1999; updated office titles June 1, 2000; revised December 6, 2000; revised January 7, 2002; revised January 10, 2003; revised November 29, 2006.

Appendix X

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: EEA-RA, EEA-EA, EBH-RA, EBI-EA, JEE, JEE-RA, KLA
Responsible Office: Chief Operating Officer

Student Transportation

A. PURPOSE

To delineate MCPS transportation services and safety guidelines for transporting public and nonpublic school students

B. ISSUE

The Montgomery County Public Schools is authorized by the regulations of the State of Maryland to provide safe and efficient transportation to the students residing within the county. It is the Montgomery County Board of Education's responsibility to establish the parameters under which students are deemed eligible for such transportation. Furthermore, it is the shared responsibility of the Montgomery County Board of Education and other state and local government departments to assure student safety in walking to and from school.

C. POSITION

1. The Board of Education encourages participation and involvement of PTA's and other citizens in the identification and resolution of transportation and safety issues.

2. Eligibility for Transportation

   a) General Terms and Conditions for Public and Nonpublic School Students

      (1) The Board of Education adopted attendance areas for each school will be the basis upon which transportation service is provided. Under special circumstances, students may ride established bus routes across attendance boundaries for valid educational reasons.

      (2) Mixed grade/age level student loads shall be permitted.

(3) The walking distance factor for student transportation eligibility will be as follows:

Elementary Schools -- 1 mile
Middle Schools -- 1.5 miles
Senior High Schools -- 2.0 miles

as measured from nearest point of residential property to the curb in front of the nearest door accessible for entry by students to the school (In the implementation of these mileage distances, the superintendent of schools is authorized to extend by one-tenth of a mile from these distances in establishing the line of demarcation between walking and transported students.)

(4) The distance factors above may be modified if safety or other conditions warrant. Such modifications shall be terminated when safety hazards or other conditions are corrected.

(5) MCPS will provide appropriate transportation service to students with disabilities in accordance with applicable laws and program placement as defined by the student's Individual Education Program (I.E.P.)

b) Nonpublic School students may be transported as specified under provisions of the Montgomery County Code, as shown in Exhibit EEA-EA. This service will be provided only on established bus routes having available seating capacity, designed to serve public schools in keeping with the terms and conditions as set forth in this policy.

3. Factors and Standards for Determining Transportation Safety and Safe Walking Conditions

a) 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. Such conditions shall be reviewed by the transportation department on an annual basis and corrected, where feasible, by the responsible agency as soon as possible. The public is encouraged to express their views on the safety of bus stops and/or recommended walking routes, by writing to the director of the Department of Transportation. In the event that a disagreement arises between the public's views and that of the transportation department on the hazardous nature of the condition, a joint assessment will be conducted by an

interagency team including MCPS transportation staff, MCPS School Safety and Security Department staff, the Montgomery County Police Department School Safety Unit staff and the Department of Public Works and Transportation. The public's views will be considered in this assessment. The team's recommendation will be forwarded to the Director of Transportation for a final decision and notification of all parties. This decision can be appealed to the Chief Operating Officer in writing within ten days and the Chief Operating Officer shall render a decision on behalf of the Superintendent of Schools within fifteen calendar days after receipt of the appeal, advising the appellant of the right to further appeal to the Board of Education within thirty days.

Upon receipt of a timely appeal to the Board of Education from a decision of the Chief Operating Officer, acting as the designee of the Superintendent of Schools, the Board shall consider the appeal pursuant to procedures set forth in Policy BLB: *Rules of Procedure in Appeals and Hearings*. Moreover, prior to the Board's rendering a final decision on an appeal pertaining to the addition or deletion of a school bus stop or the elimination or moving of a school bus route, a public hearing shall be conducted as follows:

(1) No later than twenty days prior to its being held, the appellant(s) and the PTA for the schools in question shall be notified in writing that a public hearing will be held as to the matter in dispute.

(2) The public hearing may be held as part of a regularly scheduled business meeting or a special meeting called for this purpose.

(3) Those wishing to testify shall call the Office of the Board of Education, with three minutes allotted to each speaker, provided that the Board may reasonably restrict the number of speakers and seek to balance speakers with varying points of view, except that the appellant(s) and the designee of the Superintendent shall each be provided with ten minutes to present their respective position. Copies of written testimony also shall be received as part of the record.

(4) Subsequent to the close of the public hearing, the Board may deliberate among themselves in closed session. However, upon reaching a decision, a vote shall be taken in public session and the individual vote of each Member shall be recorded on the public record. A written Opinion shall be issued after its approval by the Board.

b) The following factors shall be considered in determining the need for student transportation service within the walking distance:

(1) Absence of traffic signals, lined crosswalks, or other traffic control devices to assist secondary school students, or the absence of an adult crossing guard to assist elementary school students who are required to cross a multilane highway as listed on the Maryland Highway Map.

(2) Presence of building and other construction activities, other safety hazards, or natural or man made barriers that create potentially dangerous situations on an established walking route and where other walking routes are not available.

(3) Absence of a sidewalk, or in some cases absence of a buffer strip or guard rail between sidewalk and road, along a major highway or heavily traveled street in a residential area

(4) Students who, because of physical or mental disabilities, are not able to perform the walking assignments expected of students enrolled in general education classes

c) The following standards shall be considered in making decisions relative to the factors listed above:

(1) Students are expected to walk safely without sidewalks in residential subdivisions, on side streets, and to bus stops along roads where traffic is not heavy, where space is available at the side of the road, or where the road is of sufficient width to allow walking off the main road. Buses are not an alternative to the absence of sidewalks in a subdivision unless other safety factors such as inadequate sight distances are determined to jeopardize student safety. Communities desirous of obtaining sidewalks should initiate their requests with the appropriate governmental agencies.

(2) Schools will supplement parental teaching of safe walking practices by emphasizing the need for safe walking practices while en route to and from school.

(3) Sidewalks**,** where available, should be so constructed and designed so that students can walk safely on them.

(4) The absence of buffer strips between a sidewalk and the traveled portion of the roadway, or the presence of telephone poles, bushes, trees or protruding objects or signs on the sidewalk shall be considered in determining if the walkway is safe.

(5) MCPS staff, in cooperation with the Montgomery County Police Department's School Safety Unit, the Montgomery County Department of Public Works and Transportation and the Maryland State Highway Administration shall work diligently to make certain that in every instance involving school children the need for safe walkways is made clear to the responsible county and state agencies.

(6) Snow and/or ice accumulation on sidewalks during inclement weather shall not be considered sufficient cause for providing transportation. Parent help is needed on those few days when all walking students are subject to the same conditions. When snow or ice causes conditions that are generally considered unsafe, school may be canceled or the starting time delayed until heavy traffic has subsided.

(7) Crossing guards may be employed, by the Montgomery County Police Department, to assist students in crossing intersections. MCPS will request their assignment when the presence of a crossing guard will enhance safety and when, it is more economical to utilize crossing guards than to provide bus transportation.

(8) Secondary students are expected to be able to cross all controlled intersections safely except that middle school students are not required to cross mainline railroad tracks at grade level.

(9) Elementary school students are expected to be able to cross controlled intersections safely except on major highways and mainline railroad tracks at grade level. It is recognized that in some instances this may not apply to five-and six-year-olds.

(10) Students are expected to be able to walk to established bus stops to await the arrival of school buses. While waiting, students should observe safe practices, respect persons and private property, and stand well off the traveled portion of the road.

(11) Students are expected to walk across private property only where paths or foot bridges are constructed and maintained by a public agency such as the Maryland-National Capital Park and Planning

Commission, the Department of Public Works, the Montgomery County Public Schools or are part of walkways provided by a homeowners association or similar private development group.

d) MCPS school buses shall operate in accordance with the State of Maryland COMAR 13A.06.07.

e) In the interest of increased student safety and route efficiency, no MCPS bus shall be routed onto a dead end, cul de sac or other street requiring the bus to perform a three point turn or backing up maneuver to exit, unless the alternative bus stop would present a safety hazard. Similarly, no MCPS bus shall be required to travel on an undedicated street or private road not maintained by the state or county.

4. The principals and presidents of the PTA or equivalent parent organization of public and nonpublic schools shall be notified in writing by the superintendent of schools or his/her designee of any prospective changes in bus service preceding the new school year. If budget or other Board of Education action makes systemwide change necessary, a general notification to the public will follow within ten calendar days and a specific notice to parents and communities affected by the change will follow as soon as possible thereafter. The superintendent of schools is obligated to assure that affected communities and parents are informed.

5. In those instances when parents are pre-approved jointly by the Department of Transportation and the Department of Special Education to provide transportation services to special education students**,** the reimbursement shall not exceed the Board-approved mileage rate for staff travel.

D. DESIRED OUTCOME

Implementation of this policy will assure that the students of the Montgomery County Public Schools will have safe walking routes and a safe and efficient system of student transportation.

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.

Appendix Y

Planned Life-cycle Asset Replacement (PLAR) Projects
Completed Summer 2007

	School/Facility	Project Scope		School/Facility	Project Scope
1	Argyle MS	Floor Covering	52	Damascus HS	Fire Door Modifications
2	Argyle MS	Floor Covering	53	Damascus HS	Floor Covering
3	Argyle MS	Floor Covering Removal	54	Damascus HS	Library Security Gates
4	Argyle MS	Hood Suppression Upgrade	55	Damascus HS	Running Track
5	John T. Baker MS	Ceiling & Lights	56	Damascus HS	Stage Curtains
6	John T. Baker MS	Tennis Courts	57	Damascus HS	Tennis Courts
7	John T. Baker MS	Full Re-Roofing	58	Charles Drew ES	Asphalt
8	Benjamin Banneker MS	Canopy Column Repairs	59	Charles Drew ES	Fire Door Modifications
9	Benjamin Banneker MS	Library Security Gates	60	Charles Drew ES	Playground Equipment
10	Bannockburn ES	Asphalt	61	East Silver Spring ES	Asbestos Floor Tile Removal
11	Beall ES	Roofing	62	East Silver Spring ES	Restroom Renovations
12	Beall ES	Wall Facade	63	Eastern MS	Elevator
13	Bel Pre ES	Emergency Generator (New)	64	Eastern MS	Window Replacement
14	Bel Pre ES	Screen Wall	65	Einstein HS	Tennis Courts
15	Belmont ES	Fire Alarm System	66	Emory Grove Center	Windows Replacement
16	James Blake HS	Flooring Covering	67	Emory Grove Center	Lockers
17	James Blake HS	Running Tracks	68	Fairland Center	Fire Door Modifications
18	Briggs Chaney MS	Asphalt	69	Fairland Center	Hood Suppression Upgrade
19	Broad Acres ES	Ceiling & Lights	70	Fairland Center	PA System
20	Broad Acres ES	Fire Door Modifications	71	Fairland Center	Playground Equipment Site Work
21	Broad Acres ES	Restroom Renovations	72	Fairland ES	Playground Equipment
22	Brooke Grove ES	Chalkboard Replacement	73	Fairland ES	Playground Equipment Site Work
23	Brooke Grove ES	Concrete	74	Fairland ES	Fire Door Modifications
24	Brooke Grove ES	Painting	75	William Farquhar MS	Tennis Courts
25	Brown Station ES	Playground Renovations	76	Flower Hill ES	Full Re-Roofing
26	Brown Station ES	Floor Covering Removal	77	Forest Knolls ES	Exterior Wall Waterproofing
27	Brown Station ES	Trash Compactor	78	Forest Knolls ES	Playground Equipment Site Work
28	Burning Tree ES	Playground Equipment Site Work	79	Fox Chapel ES	Fire Door Modifications
29	Burnt Mills ES	Floor Covering Removal	80	Fox Chapel ES	Restroom Renovations
30	Burnt Mills ES	Floor Covering	81	Fox Chapel ES	Trash Compactors
31	Burnt Mills ES	Playground Equipment Site Work	82	Robert Frost MS	Doors
32	Burnt Mills ES	Restroom Renovations	83	Robert Frost MS	Lockers
33	Cabin John MS	Fire Door Modifications	84	Robert Frost MS	Restroom Renovations
34	Cabin John MS	Tennis Courts	85	Gaithersburg ES	Hood Suppression Upgrade
35	Candlewood ES	Restroom Renovations	86	Gaithersburg ES	Windows
36	Rachel Carson ES	Fencing	87	Gaithersburg ES	Toilet Partitions
37	Cedar Grove ES	Concrete	88	Gaithersburg ES	PA System
38	Cedar Grove ES	Hood Suppression Upgrade	89	Gaithersburg ES	Partial Re-Roofing
39	Winston Churchill HS	Running Tracks	90	Gaithersburg HS	Asphalt
40	Clearspring ES	Playground Equipment Removal	91	Gaithersburg MS	Full Re-Roof
41	Clearspring ES	Playground Equipment Site Work	92	Gaithersburg MS	Concrete
42	Roberto Clemente MS	Exterior Wall Repairs	93	Gaithersburg MS	Doors
43	Roberto Clemente MS	Library Security Gates	94	Georgian Forest ES	Exterior Wall Waterproofing
44	Clopper Mill ES	Gym Floor	95	Georgian Forest ES	Fencing
45	Clopper Mill ES	HVAC Pneumatic Control	96	Germantown ES	Exterior Lighting
46	Cold Springs ES	Kitchen Shunt	97	Glenallan ES	Decking/Canopy Replacement
47	Cold Springs ES	Emergency Generator (New)	98	Glenallan ES	HVAC Replacement (1)
48	Captain James Daly ES	Circulating Pumps & Valves	99	Glenallan ES	Wall Facade Replacement
49	Captain James Daly ES	Fencing	100	Glenallan ES	Wall Facade Replacement
50	Captain James Daly ES	Masonry Wall Replacement	101	Goshen ES	Full Re-Roofing
51	Damascus ES	Escape Windows	102	Goshen ES	Exterior Wall Waterproofing

Planned Life-cycle Asset Replacement (PLAR) Projects
Completed Summer 2007

	School/Facility	Project Scope		School/Facility	Project Scope
103	Grosvenor Center	Carpet Replacement	151	Northlake Center	Hood Replacement UL300
104	Grosvenor Center	Chimney Repairs	152	Northwest HS	Running Track
105	Grosvenor Center	Floor Tile Replacement	153	Oak View ES	Playground Renovations
106	Grosvenor Center	Hood Replacement UL300	154	Oak View ES	Fencing
107	Grosvenor Center	Modifications	155	Oak View ES	Site Modifications
108	Grosvenor Center	New Ceiling & Lights	156	Oakland Terrace ES	Gym Floor Replacement
109	Grosvenor Center	Painting - Exterior	157	Olney ES	Exterior Wall Waterproofing
110	Grosvenor Center	Whiteboards	158	Olney ES	Painting
111	Highland ES	Fencing	159	Paint Branch HS	Floor Covering
112	Herbert Hoover MS	Escape Windows	160	Paint Branch HS	Floor Covering Removal
113	Herbert Hoover MS	Fire Door Modifications	161	Rosa Parks MS	Library Security Gates
114	Herbert Hoover MS	Gym Mirrors	162	Rosa Parks MS	Tennis Courts
115	Herbert Hoover MS	HVAC Replacement	163	Pine Crest ES	Fencing
116	Walter Johnson HS	Fence Gates	164	Pine Crest ES	Retaining Wall Replacement
117	Walter Johnson HS	Tennis Courts	165	Piney Branch ES	Exterior Wall Waterproofing
118	Kemp Mill ES	Asphalt	166	Poolesville ES	Fire Alarm System
119	John F. Kennedy HS	Field Renovations	167	Poolesville ES	Fire Door Modifications
120	John F. Kennedy HS	Running Track	168	Poolesville HS	Fire Alarm System
121	Francis S. Key MS	Hood Removal	169	Poolesville HS	Fire Door Modifications
122	Kingsview MS	Tennis Courts	170	Poolesville HS	Flag Pole
123	Laytonsville ES	Asphalt	171	Poolesville HS	Gym Wood Floor Refinishing
124	Laytonsville ES	Decking Replacement	172	Poolesville HS	HVAC 250Vs, Piping, DOC
125	Col. E. Brook Lee MS	Elevator	173	Potomac ES	Fire Alarm System
126	Col. E. Brook Lee MS	Floor Covering	174	Potomac ES	Restroom Renovations
127	Col. E. Brook Lee MS	Asphalt	175	Thomas Pyle MS	HVAC Replacement
128	Col. E. Brook Lee MS	Lockers, Athletic	176	Thomas Pyle MS	HVAC Replacement
129	Col. E. Brook Lee MS	Fire Door Modifications	177	Thomas Pyle MS	HVAC Replacement
130	Luxmanor ES	Restroom Renovations	178	Thomas Pyle MS	Tennis Courts
131	Lynnbrook Center	Fire Alarm System	179	Quince Orchard HS	Gym Wood Floor Refinishing
132	Lynnbrook Center	Full Re-Roofing	180	Quince Orchard HS	Running Track
133	Col. Zadok Magruder HS	Tennis Courts	181	Radnor Center	Fire Alarm System
134	Col. Zadok Magruder HS	Floor Covering Removal	182	Radnor Center	Hood Replacement UL300
135	Col. Zadok Magruder HS	Restroom Renovations	183	Judith Resnik ES	Fire Door Modifications
136	Col. Zadok Magruder HS	Running Track	184	Judith Resnik ES	Roofing
137	Maryvale ES	Floor Covering	185	Judith Resnik ES	Wall Facade
138	Maryvale ES	Floor Covering Removal	186	Rock Creek Forest ES	Restroom Renovations
139	Maryvale ES	Hood Suppression Upgrade	187	Rock Creek Forest ES	Site Modifications
140	Maryvale ES	Windows	188	Rock Creek Forest ES	Trash Compactor
141	Spark Matsunaga ES	Field Renovations	189	Rock Creek Forest ES	Trash Room Renovation
142	Meadow Hall ES	Doors	190	Rock Terrace School	Hood Suppression Upgrade
143	Monocacy ES	Playground Equipment	191	Rosemary Hills ES	Playground Equipment
144	Monocacy ES	Playground Equipment Site Work	192	Rosemary Hills ES	Playground Equipment Removal
145	Montgomery Village MS	Field Renovations	193	Rosemary Hills ES	Playground Equipment Site Work
146	Neelsville MS	Retaining Wall Replacement	194	Seneca Valley HS	Floor Covering
147	Neelsville MS	Walk-In Boxes	195	Sequoyah ES	Playground Renovations
148	New Hampshire Estates ES	Floor Covering	196	Seven Locks ES	Floor Covering
149	New Hampshire Estates ES	Exterior Wall Waterproofing	197	Sherwood HS	Tennis Courts
150	New Hampshire Estates ES	Restroom Partitions	198	Silver Spring International MS	Partial Re-Roofing

Planned Life-cycle Asset Replacement (PLAR) Projects
Completed Summer 2007

	School/Facility	Project Scope		School/Facility	Project Scope
199	Sligo MS	Hood Suppression Modifications	236	Tilden MS	Hood Suppression Upgrade
200	Sligo MS	Floor Covering	237	Tilden MS	Smoke Detectors & Mag Locks
201	Sligo MS	Painting	238	Tilden MS	Asphalt
202	Smith Center	Decking Replacement	239	Tilden MS	Restroom Renovations
203	Smith Center	Doors	240	Tilden MS	Tennis Courts
204	Smith Center	Fire Alarm System	241	Mark Twain School	Floor Covering
205	Smith Center	Floor Covering	242	Viers Mill ES	Fire Door Modifications
206	Smith Center	HVAC Replacement	243	Viers Mill ES	Fencing
207	Smith Center	Interior Wall Repairs	244	Viers Mill ES	Field Reno.& Drainage Modifications
208	Smith Center	Wall Façade	245	Waters Landing ES	Fire Alarm System
209	Southlake ES	Window Replacement	246	Watkins Mill ES	Hood Suppression Upgrade
210	Southlake ES	Hood Suppression Upgrade	247	Watkins Mill ES	Fire Door Modifications
211	Springbrook HS	Hood Suppression Upgrade	248	Weller Road ES	Floor Covering
212	Springbrook HS	Gym Floor Refinishing	249	Julius West MS	Hood Suppression Upgrade
213	Springbrook HS	Tennis Courts	250	Julius West MS	Floor Covering
214	Stedwick ES	Restroom Renovations	251	Westbrook ES	Playground Equipment Removal
215	Stephen Knolls School	Fire Alarm System	252	Westland MS	HVAC Replacement (2)
216	Stephen Knolls School	Sprinkler Flow Switch	253	Westland MS	Roofing
217	Stephen Knolls School	Windows/Doors	254	Westland MS	Wall Facade
218	Stephen Knolls School	Hood Suppression Upgrade	255	Wheaton Woods ES	Windows
219	Stone Mill ES	Painting	256	Wheaton Woods ES	Gym Floor Replacement
220	Stonegate ES	Asbestos Abatement	257	Whetstone ES	Windows
221	Stonegate ES	Concrete	258	Whetstone ES	Restroom Renovations
222	Stonegate ES	Restroom Renovations	259	White Oak MS	Library Security Gates
223	Strathmore ES	Emergency Generator (New)	260	White Oak MS	Sewer Pipe Main Replacement
224	Strawberry Knoll ES	Partial Re-Roofing	261	Walt Whitman HS	Hood Suppression Upgrade
225	Summit Hall ES	Fire Alarm System	262	Walt Whitman HS	Fire Door Modifications
226	Summit Hall ES	Floor Covering	263	Walt Whitman HS	Running Track
227	Summit Hall ES	Floor Covering Removal	264	Woodfield ES	Fire Door Modifications
228	Summit Hall ES	Hood Suppression Upgrade	265	Woodlin ES	Fire Door Modifications
229	Takoma Park ES	Restroom Renovations	266	Woodlin ES	Courtyard Drainage Modification
230	Tilden Center	Partial Re-Roofing	267	Woodlin ES	Full Re-Roofing
231	Tilden Center	Floor Covering	268	Thomas Wootton HS	Lockers, Athletic (Boys)
232	Tilden Center	Floor Covering Removal	269	Thomas Wootton HS	Lockers, Corridor
233	Tilden Center	Floor Drain Removal	270	Thomas Wootton HS	Asphalt
234	Tilden MS	Fire Egress	271	Thomas Wootton HS	Library Security Gates
235	Tilden MS	Floor Covering			

2007–2008

MCPS

Rockville, MD

Montgomery County Public Schools

www.montgomeryschoolsmd.org

August 2007

ELEMENTARY SCHOOLS

No.	Name and Address	Principal	Telephone
790	**Arcola,** 1820 Franwall Ave., Silver Spring 20902	Eric A. Wilson	301-649-8590
425	**Ashburton,** 6314 Lone Oak Dr., Bethesda 20817	Charlene Eroh	301-571-6959
420	**Bannockburn,** 6520 Dalroy La., Bethesda 20817	Kimberly B. Bosnic	301-320-6555
505	**Lucy V. Barnsley,** 14516 Nadine Dr., Rockville 20853	Kristin A. Alban	301-460-2121
207	**Beall,** 451 Beall Ave., Rockville 20850	Troy E. Boddy	301-279-8460
780	**Bel Pre,** 13801 Rippling Brook Dr., Silver Spring 20906	Carmen van Zutphen	301-460-2145
607	**Bells Mill,** 8225 Bells Mill Rd., Potomac 20854	Jerri B. Oglesby	301-469-1046
513	**Belmont,** 19528 Olney Mill Rd., Olney 20832	Peter H. Bray	301-924-3140
401	**Bethesda,** 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	301-657-4979
226	**Beverly Farms,** 8501 Post Oak Rd., Potomac 20854	Dr. Beth Brown	301-469-1050
410	**Bradley Hills,** 8701 Hartsdale Ave., Bethesda 20817	Sandra Reece	301-571-6966
304	**Broad Acres,** 710 Beacon Rd., Silver Spring 20903	Michael D. Bayewitz	301-431-7616
518	**Brooke Grove,** 2700 Spartan Rd., Olney 20832	Emmanuel J. JeanPhilippe (acting)	301-924-3154
807	**Brookhaven,** 4610 Renn St., Rockville 20853	Robert B. Grundy	301-460-2140
559	**Brown Station,** 851 Quince Orchard Blvd., Gaithersburg 20878	Jan Riley	301-840-7172
419	**Burning Tree,** 7900 Beech Tree Rd., Bethesda 20817	Dr. Helen Chaset	301-320-6510
309	**Burnt Mills,** 11211 Childs St., Silver Spring 20901	Lisa O. Thomas	301-649-8192
302	**Burtonsville,** 15516 Old Columbia Pike, Burtonsville 20866	Melissa F. Smith	301-989-5654
508	**Candlewood,** 7210 Osprey Dr., Rockville 20855	Dr. Linda B. Sheppard	301-840-7167
310	**Cannon Road,** 901 Cannon Rd., Silver Spring 20904	Dr. Judith A. Theiss	301-989-5662
604	**Carderock Springs,** 7401 Persimmon Tree La., Bethesda 20817	Susan D. Thompson	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	B. Gayle Mollet	301-253-7004
100	**Clopper Mill,** 18501 Cinnamon Dr., Germantown 20874	Stephanie B. Curry	301-353-8065
308	**Cloverly,** 800 Briggs Chaney Rd., Silver Spring 20905	Melissa A. Brunson	301-989-5770
238	**Cold Spring,** 9201 Falls Chapel Way, Potomac 20854	Martin J. Barnett	301-279-8480
229	**College Gardens,** 1700 Yale Pl., Rockville 20850	Dr. Albert P. DuPont	301-279-8470
	Housed at North Lake Center, 15101 Bauer Dr., Rockville 20852, until January 2008		
808	**Cresthaven,** 1234 Cresthaven Dr., Silver Spring 20903	Kafi R. 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	Rebecca Jones	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 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	Niki T. Hazel	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	Dr. Marci Fineman	301-230-5919
566	**Fields Road,** One School Dr., Gaithersburg 20878	Kathryn E. Schiavone-Rupp	301-840-7131
549	**Flower Hill,** 18425 Flower Hill Way, Gaithersburg 20879	Lamar Whitmore	301-840-7161
506	**Flower Valley,** 4615 Sunflower Dr., Rockville 20853	Wilma K. Holmes	301-924-3135
803	**Forest Knolls,** 10830 Eastwood Ave., Silver Spring 20901	Donald D. Masline	301-649-8060
106	**Fox Chapel,** 19315 Archdale Rd., Germantown 20874	Diana L. Zabetakis	301-353-8055
553	**Gaithersburg,** 35 North Summit Ave., Gaithersburg 20877	Sharon J. Jones	301-840-7136
313	**Galway,** 12612 Galway Dr., Silver Spring 20904	Shahid Muhammad	301-595-2930
204	**Garrett Park,** 4810 Oxford St., Garrett Park 20896	Elaine L. Chang-Baxter	301-929-2170
786	**Georgian Forest,** 3100 Regina Dr., Silver Spring 20906	Aara L. Davis	301-460-2170

No.	Name and Address	Principal	Telephone
102	**Germantown,** 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryant	301-353-8050
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
340	**Great Seneca Creek,** 13010 Dairymaid Dr., Germantown 20874	Gregory S. Edmundson	301-353-8500
334	**Greencastle,** 13611 Robey Rd., Silver Spring 20904	Andrew J. Winter	301-595-2940
512	**Greenwood,** 3336 Gold Mine Rd., Brookeville 20833	Cheryl A. Bunyan	301-924-3145
797	**Harmony Hills,** 13407 Lydia St., Silver Spring 20906	Robin Weaver	301-929-2157
774	**Highland,** 3100 Medway St., Silver Spring 20902	Raymond Myrtle	301-929-2040
784	**Highland View,** 9010 Providence Ave., Silver Spring 20901	Anne M. Dardarian	301-650-6426
305	**Jackson Road,** 900 Jackson Rd., Silver Spring 20904	Sally Ann Macias	301-989-5650
360	**Jones Lane,** 15110 Jones La., Gaithersburg 20878	Carole W. Sample	301-840-8160
805	**Kemp Mill,** 411 Sisson St., Silver Spring 20902	Floyd D. Starnes	301-649-8046
783	**Kensington Parkwood,** 4710 Saul Rd., Kensington 20895	Barbara A. Liess	301-571-6949
108	**Lake Seneca,** 13600 Wanegarden Dr., Germantown 20874	Teri Johnson	301-353-0929
209	**Lakewood,** 2534 Lindley Terr., Rockville 20850	Robin L. Malcotti	301-279-8465
051	**Laytonsville,** 21401 Laytonsville Rd., Gaithersburg 20882	Hilarie Rooney	301-840-7145
336	**Little Bennett,** 23930 Burdette Forest Rd., Clarksburg 20871	Shawn D. Miller	301-540-5535
220	**Luxmanor,** 6201 Tilden La., Rockville 20852	Ryan Forkert	301-230-5914
244	**Thurgood Marshall,** 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	301-670-8282
210	**Maryvale,** 1000 First St., Rockville 20850	Kimberly L. Kimber.	301-279-4990
523	**Spark M. Matsunaga,** 13902 Bromfield Rd., Germantown 20874	Judy L. Brubaker	301-601-4350
110	**S. Christa McAuliffe,** 12500 Wisteria Dr., Germantown 20874	Loretta M. Favret	301-353-0910
158	**Ronald McNair,** 13881 Hopkins Rd., Germantown 20874	Eileen Macfarlane	301-353-0854
212	**Meadow Hall,** 951 Twinbrook Pkwy., Rockville 20851	Cabell W. Lloyd	301-279-4988
556	**Mill Creek Towne,** 17700 Park Mill Dr., Rockville 20855	Kenneth L. Marcus	301-840-7149
652	**Monocacy,** 18801 Barnesville Rd., Dickerson 20842	Cynthia R. Duranko	301-972-7990
776	**Montgomery Knolls,** 807 Daleview Dr., Silver Spring 20901	Deann M. Collins	301-431-7667
791	**New Hampshire Estates,** 8720 Carroll Ave., Silver Spring 20903	Jane S. Litchko	301-431-7607
307	**Roscoe R. Nix,** 1100 Corliss St., Silver Spring 20903	Annette M. Ffolkes	301-422-5070
415	**North Chevy Chase,** 3700 Jones Bridge Rd., Chevy Chase 20815	Gary B. Bartee	301-657-4950
766	**Oak View,** 400 East Wayne Ave., Silver Spring 20901	Peggy E. Salazar	301-650-6434
769	**Oakland Terrace,** 2720 Plyers Mill Rd., Silver Spring 20902	Cheryl D. Pulliam	301-929-2161
502	**Olney,** 3401 Queen Mary Dr., Olney 20832	Joan A. O'Brien	301-924-3126
312	**William Tyler Page,** 13400 Tamarack Rd., Silver Spring 20904	Debra A. Berner	301-989-5672
761	**Pine Crest,** 201 Woodmoor Dr., Silver Spring 20901	Meredith Casper	301-649-8066
749	**Piney Branch,** 7510 Maple Ave., Takoma Park 20912	Bertram B. Generlette	301-891-8000
153	**Poolesville,** 19565 Fisher Ave., Poolesville 20837	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	Bonnie G. Dougherty	301-279-8475
773	**Rock Creek Forest,** 8330 Grubb Rd., Chevy Chase 20815	David Chia	301-650-6410
819	**Rock Creek Valley,** 5121 Russett Rd., Rockville 20853	Catherine A. Jasperse	301-460-2195
795	**Rock View,** 3901 Denfeld Ave., Kensington 20895	Patsy S. Roberson	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 J. Ostrowski	301-431-7600
794	**Rosemary Hills,** 2111 Porter Rd., Silver Spring 20910	Ralph Viggiano	301-650-6400
555	**Rosemont,** 16400 Alden Ave., Gaithersburg 20877	James A. Sweeney	301-840-7123
565	**Sequoyah,** 17301 Bowie Mill Rd., Derwood 20855	Dr. Barbara A. Jasper	301-840-5335
603	**Seven Locks,** 9500 Seven Locks Rd., Bethesda 20817	Rebecca T. Gordon	301-469-1038
501	**Sherwood,** 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Jerrold C. Perlet	301-924-3195
779	**Sargent Shriver,** 12518 Greenly Dr., Silver Spring 20906	Janet L. Dunn	301-929-4426
517	**Sligo Creek,** 500 Schuyler Rd., Silver Spring 20910	Diantha R. Lay	301-562-2722
405	**Somerset,** 5811 Warwick Pl., Chevy Chase 20815	Laurie Gross	301-657-4985
564	**South Lake,** 18201 Contour Rd., Gaithersburg 20877	Nicole M. Priestly	301-840-7141
568	**Stedwick,** 10631 Stedwick Rd., Gaithersburg 20886	Dr. Margaret B. Pastor	301-840-7187
653	**Stone Mill,** 14323 Stonebridge View Dr., North Potomac 20878	Kimberly A. Williams	301-279-4975
316	**Stonegate,** 14811 Notley Rd., Silver Spring 20905	Audra M. Fladung	301-989-5668
822	**Strathmore,** 3200 Beaverwood La., Silver Spring 20906	Robert W. Dodd	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 J. Shenk	301-840-7153
206	**Twinbrook,** 5911 Ridgeway Ave., Rockville 20851	Karen L. Johnson (acting)	301-230-5925
772	**Viers Mill,** 11711 Joseph Mill Rd., Silver Spring 20906	Matthew A. Devan.	301-929-2165

No.	Name and Address	Principal	Telephone
552	**Washington Grove,** 8712 Oakmont St., Gaithersburg 20877	Susan B. Barranger	301-840-7120
109	**Waters Landing,** 13100 Waters Landing Dr., Germantown 20877	William R. Poole, Jr.	301-353-0915
561	**Watkins Mill,** 19001 Watkins Mill Rd., Montgomery Village 20886	Stephanie G. Spencer	301-840-7181
235	**Wayside,** 10011 Glen Rd., Potomac 20854	Yong-Mi Kim	301-279-8484
777	**Weller Road,** 3301 Weller Rd., Silver Spring 20906	Michaele Manaigo	301-929-2010
408	**Westbrook,** 5110 Allan Terr., Bethesda 20816	John D. Ewald	301-320-6506
504	**Westover,** 401 Hawkesbury La., Silver Spring 20904	Dr. Patricia A. Kelly	301-989-5676
788	**Wheaton Woods,** 4510 Faroe Pl., Rockville 20853	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	Dr. Debra K. Mugge	301-460-2400
705	**John T. Baker,** 25400 Oak Dr., Damascus 20872	Louise Worthington	301-253-7010
333	**Benjamin Banneker,** 14800 Perrywood Dr., Burtonsville 20866	Samuel A. Rivera	301-989-5747
335	**Briggs Chaney,** 1901 Rainbow Dr., Silver Spring 20904	Kimberly Johnson	301-989-6000
606	**Cabin John,** 10701 Gainsborough Rd., Potomac 20854	Dr. Paulette L. Smith	301-469-1150
157	**Roberto W. Clemente,** 18808 Waring Station Rd., Germantown 20874	Shawn Joseph	301-601-0344
775	**Eastern,** 300 University Blvd., East, Silver Spring 20901	Charlotte C. Boucher	301-650-6650
507	**William H. Farquhar,** 16915 Batchellors Forest Rd., Olney 20832	Scott W. Murphy	301-924-3100
248	**Forest Oak,** 651 Saybrooke Oaks Blvd., Gaithersburg 20877	John M. Burley	301-670-8242
237	**Robert Frost,** 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	301-279-3949
554	**Gaithersburg,** 2 Teachers' Way, Gaithersburg 20877	Carol Goddard	301-840-4554
228	**Herbert Hoover,** 8810 Post Oak Rd., Rockville 20854	Billie-Jean Bensen	301-469-1010
311	**Francis Scott Key,** 910 Schindler Dr., Silver Spring 20903	Eric L. Minus	301-770-8015
	2007–2008 Housed at Tilden Center, 6300 Tilden Lane, Rockville 20852		
107	**Dr. Martin Luther King,** Jr., 13737 Wisteria Dr., Germantown 20874	Marc J. Cohen	301-353-8080
708	**Kingsview,** 18909 Kingsview Rd., Germantown 20874	Dennis G. Queen	301-601-4611
522	**Lakelands Park,** 1200 Main St.,Gaithersburg 20878	Joseph M. Sacco	301-670-1400
818	**Col. E. Brooke Lee,** 11800 Monticello Ave., Silver Spring 20902	Carolyn Cobbs	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	Nelson McLeod, Jr.	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 (acting)	301-438-5700
155	**Rosa M. Parks,** 19200 Olney Mill Rd., Olney 20832	Sarah Pinkney-Murkey	301-924-3180
247	**John Poole,** 17014 Tom Fox Ave., Poolesville 20837	Richard H. Bishop	301-972-7979
428	**Thomas W. Pyle,** 6311 Wilson La., Bethesda 20817	Michael J. Zarchin	301-320-6540
562	**Redland,** 6505 Muncaster Mill Rd., Rockville 20855	Carol A. Weiss	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	Eileen Lancellotti Dempsey	301-548-7540
647	**Silver Spring International,** 313 Wayne Ave., Silver Spring 20910	Victoria Parcan	301-650-6544
778	**Sligo,** 1401 Dennis Ave., Silver Spring 20902	Richard J. Rhodes	301-649-8121
755	**Takoma Park,** 7611 Piney Branch Rd., Silver Spring 20910	Renay C. Johnson	301-650-6444
232	**Tilden,** 11211 Old Georgetown Rd., Rockville 20852	Jennifer A. Baker	301-230-5930
211	**Julius West,** 651 Great Falls Rd., Rockville 20850	Nanette W. Poirier	301-279-3979
412	**Westland,** 5511 Massachusetts Ave., Bethesda 20816	Daniel J. Vogelman	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	Dr. Renee A. Foose	301-460-2150

HIGH SCHOOLS

406	**Bethesda-Chevy Chase,** 4301 East-West Hwy., Bethesda 20814	Sean Bulson	240-497-6300
757	**Montgomery Blair,** 51 University Blvd., East, Silver Spring 20901	Darryl L. Williams	301-649-2800
321	**James Hubert Blake,** 300 Norwood Rd., Silver Spring 20905	Carole C. Goodman	301-879-1300
602	**Winston Churchill,** 11300 Gainsborough Rd., Potomac 20854	Dr. Joan C. Benz	301-469-1200
249	**Clarksburg,** 22500 Wims Rd., Clarksburg 20871	James P. Koutsos	301-444-3000
701	**Damascus,** 25921 Ridge Rd., Damascus 20872	Robert G. Domergue	301-253-7030
789	**Albert Einstein,** 11135 Newport Mill Rd., Kensington 20895	James G. Fernandez	301-929-2200
551	**Gaithersburg,** 314 South Frederick Ave., Gaithersburg 20877	Christine Handy Collins	301-840-4700
424	**Walter Johnson,** 6400 Rock Spring Dr., Bethesda 20814	Dr. Christopher S. Garran	301-571-6900

No.	Name and Address	Principal	Telephone
815	**John F. Kennedy,** 1901 Randolph Rd., Silver Spring 20902	Thomas Anderson	301-929-2100
510	**Col. Zadok Magruder,** 5939 Muncaster Mill Rd., Rockville 20855	Leroy C. Evans	301-840-4600
201	**Richard Montgomery,** 250 Richard Montgomery Dr., Rockville 20852	E. Moreno Carrasco	301-279-8400
246	**Northwest,** 13501 Richter Farm Rd., Germantown 20874	Sylvia K. Morrison	301-601-4660
796	**Northwood,** 919 University Blvd., West, Silver Spring 20901	Henry R. Johnson, Jr.	301-649-8088
315	**Paint Branch,** 14121 Old Columbia Pike, Burtonsville 20866	Jeanette E. Dixon	301-989-5600
152	**Poolesville,** 17501 Willard Rd., Poolesville 20837	Deena Levine	301-972-7900
125	**Quince Orchard,** 15800 Quince Orchard Rd., Gaithersburg 20878	Carol A. Working	301-840-4686
230	**Rockville,** 2100 Baltimore Rd., Rockville 20851	Dr. Debra S. Munk	301-517-8105
104	**Seneca Valley,** 19401 Crystal Rock Dr., Germantown 20874	Suzanne Maxey	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	Michael A. Durso	301-989-5700
545	**Watkins Mill,** 10301 Apple Ridge Rd., Gaithersburg 20879	Kevin A. Hobbs	301-840-3959
782	**Wheaton,** 12601 Dalewood Dr., Silver Spring 20906	Kevin E. Lowndes	301-929-2050
427	**Walt Whitman,** 7100 Whittier Blvd., Bethesda 20817	Dr. Alan Goodwin	301-320-6600
234	**Thomas S. Wootton,** 2100 Wootton Pkwy., Rockville 20850	Dr. Michael J. Doran	301-279-8550

TECHNICAL CAREER HIGH SCHOOL

748	**Thomas Edison High School of Technology** 12501 Dalewood Dr., Silver Spring 20906	Carlos Hamlin	301-929-2175

ENVIRONMENTAL EDUCATION CENTER

990	**Lathrop E. Smith Environmental Education Center** 5110 Meadowside La., Rockville 20855	David J. Honchalk	301-924-3123

SPECIAL SCHOOLS AND ALTERNATIVE PROGRAMS

215	**Carl Sandburg Learning Center,** 451 Meadow Hall Dr., Rockville 20851	Jane A. Parra	301-279-8490
239	**Emory Grove Center,** 18100 Washington Grove La., Gaithersburg 20877	Dr. Andrei Ghelman	301-840-7179
239	**Emory Grove Program,** 18100 Washington Grove La., Gaithersburg 20877	Andrea Carter, Brandy Reazer	301-548-4966
239	**Fleet Street Middle School,** 14501 Avery Rd., Rockville 20853	Carthel Russell	301-517-5860
239	**Glenmont Middle School,** 8001 Lynnbrook Dr., Bethesda 20814	Debbie Buchanan	301-657-4977
239	**Hadley Farms Middle School,** 7401 Hadley Farms Dr., Gaithersburg 20879	Jerome Addis	301-548-4960
239	**Karma Academy,** 175 Watts Branch Pkwy., Rockville 20850	Veda Carter	301-340-8880
951	**Longview School,**13900 Bromfield Rd., Germantown 20874	Helen Steele	301-601-4830
236	**Mark Twain School,** 14501 Avery Rd., Rockville 20853	Frances Irvin	301-279-4900
239	**McKenney Hills Center,** 2600 Hayden Dr., Silver Spring 20902	Angelo Orelli	301-649-8056
239	**McKenney Hills Program,** 2600 Hayden Dr., Silver Spring 20902	Yvonne Dunham	301-649-8056
239	**Phoenix at Emory Grove,** 18100 Washington Grove La., Gaithersburg 20877	Mary Jenkins	301-840-7198
239	**Phoenix at McKenney Hills,** 2600 Hayden Dr., Silver Spring 20902	Jane Durand	301-649-8139
239	**Randolph Academy,** 11721 Kemp Mill Rd., Silver Spring 20902	Joy Jackson	301-649-8028
965	**Regional Institute for Children and Adolescents (RICA)** 15000 Broschart Rd., Rockville 20850	Dr. Darlene Simmons	301-251-6900
916	**Rock Terrace School,** 390 Martins La., Rockville 20850	Dr. Dianne G. Thornton	301-279-4940
799	**Stephen Knolls School,** 10731 St. Margaret's Way, Kensington 20895	Louis R. Berlin	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
County Service Park, 16651 Crabbs Branch Way, Rockville 20855	
Maintenance	301-840-8100
Transportation	301-840-8130
Department of Facilities Management, 2096 Gaither Rd., Ste. 200, Rockville 20850	240-314-1060
Department of Materials Management, 580 North Stonestreet Ave., Rockville 20850	301-279-3346
Field Offices	
Metro Park North, 7361 Calhoun Pl., Ste. 402, Rockville 20855	301-315-7335
Spring Mill Center, 11721 Kemp Mill Rd., Silver Spring 20902	301-649-8006
Upcounty Regional Services Center, 12900 Middlebrook Rd., Ste. 3380, Germantown 20874	301-353-0833
Division of Long-range Planning, 2096 Gaither Rd., Ste. 201, Rockville 20850	240-314-4710
Employee and Retiree Service Center, 7361 Calhoun Place, Ste. 190, Rockville 20855	301-517-8100
Food Services Warehouse, 16644 Crabbs Branch Way, Rockville 20855	301-840-8170
Office of Human Resources, 7361 Calhoun Pl., Ste. 401, Rockville 20855	301-279-3515
Office of Organizational Development, Upcounty Regional Services Center, 12900 Middlebrook Rd., Ste. 3305, Germantown 20874	301-601-0300
Rocking Horse Road Center, 4910 Macon Rd., Rockville 20852	301-230-0676

Planning Calendar

The following is the planning calendar for the FY 2009–2014 Capital Improvements Program (CIP).

Date	Activity
June 1, 2007	Clusters submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2007	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Late August 2007	Cluster representatives meet with staff to identify issues and data pertaining to enrollments, utilization, and program needs
Mid October 2007	Board of Education presentation on enrollment trends and facilities planning issues
October 6, 2007	MCPS FY 2009 State CIP request to the Interagency Committee (IAC) on Public School Construction
October 15, 2007	Superintendent releases recommendations on boundary studies (if any) and/or planning studies conducted in the spring of 2007
October 29, 2007	Six-year enrollment projections are revised and published
October 29, 2007	Superintendent publishes recommendations for the FY 2009–2014 CIP
November 1, 2007	IAC staff recommendations on FY 2009 State CIP
November 8, 2007	Board of Education work session on superintendent's recommendations on spring boundary studies (if any) and CIP
November 14 and 15, 2007	Public hearings on the superintendent's recommendations for boundary changes and FY 2009–2014 CIP
November 19, 2007	Board of Education action on boundary studies (if any) and the FY 2009–2014 CIP
December 2007	County executive reviews Board requested FY 2009–2014 CIP
December 7, 2007	Final revisions on FY 2009 state aid request due to IAC
Mid-December 2007	IAC appeal hearing on FY 2009 State CIP
January 15, 2008*	County executive recommendations for the FY 2009–2014 CIP
Late-January 2008*	Board of Public Works hearing on FY 2009 State CIP
February–May 2008	County Council reviews requested FY 2009–2014 CIP
Mid-February 2008	Superintendent releases recommendations on winter boundary studies and CIP recommendations for deferred items (if any)
February 25, 2008	Board of Education facilities work session for winter boundary studies and deferred items (if any)
March 5, 2008	Public hearing on superintendent's recommendations for winter boundary studies and deferred items (if any)
March 11, 2008	Board of Education action on winter boundary studies and deferred items (if any) for the FY 2009–2014 CIP
Early-May 2008	Board of Public Works decisions on FY 2009 State CIP
May 31, 2008*	County Council approves the FY 2009–2014 CIP and the FY 2009 Capital Budget

*Estimated date