

CABIN BRANCH
ELEMENTARY SCHOOL
14129

Superintendent's Recommended

FY 2025 Capital Budget

Montgomery County Public Schools, Rockville, Maryland

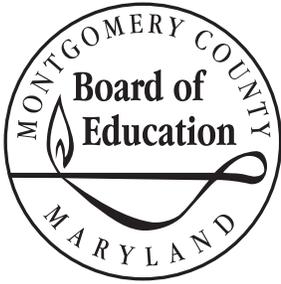
and the FY 2025–2030

Capital Improvements Program



Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS



VISION

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

MISSION

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

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

*Learning
Relationships
Respect
Excellence
Equity*

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Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

October 27, 2023

Ms. Karla Silvestre, President
and Members of the Montgomery County Board of Education
850 Hungerford Drive, Room 123
Rockville, Maryland 20850

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

I am submitting my *Recommended Fiscal Year (FY) 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program* (CIP) for your consideration and adoption. This six-year CIP plan includes the expenditure recommendations for FY 2025–2030 and provides the recommended FY 2025 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins on July 1, 2024, and ends on June 30, 2025. FY 2025 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 Montgomery County Council during the coming months through the Montgomery County Council's final action on the FY 2025–2030 CIP in late May 2024.

On September 26, 2023, the Montgomery County Council adopted the Spending Affordability Guidelines (SAG) for the FY 2025 Capital Budget and the FY 2025–2030 CIP for General Obligation (GO) bonds used to fund a significant portion of the county's CIP. The adopted SAG of \$1.68 billion for the six-year period is the same level adopted for the two previous CIP cycles. This level will have an impact on the GO bonds available to Montgomery County Public Schools (MCPS) to provide essential capacity and programmatic spaces, as well as address our aging infrastructure in schools throughout the county.

The *Superintendent's Recommended FY 2025 Capital Budget and FY 2025–2030 Capital Improvements Program* totals \$1.999 billion for the six-year period, an increase of \$93.6 million more than the approved CIP. Many schools are overutilized and beyond their life-cycle and capital projects are necessary to provide the learning environment that students and staff deserve. This recommended CIP will address the growing need for classroom space through additions and new schools, and will focus on our aging facilities and infrastructure through the major capital project program and our many countywide systemic projects.

The recommended CIP includes a total of 22 capital projects; 9 at the high school level, 3 at the middle school level, and 10 at the elementary school level. The recommendation maintains the completion dates of all previously approved capital projects, with the exception of four that require a one-year extension of their approved construction timeline. The recommendation includes additional funding for the following:

- Three previously approved capital projects—Burtonsville Elementary School Replacement, JoAnn Leleck Elementary School at Broad Acres Replacement, and Damascus High School—to reflect increased construction costs;
- Three new addition projects—Mill Creek Town Elementary School, and James Hubert Blake and Paint Branch high schools;

- Five new Major Capital Projects—Eastern Middle School (planning and construction funds), and Cold Spring, Damascus, Twinbrook and Whetstone elementary schools (planning funds and placeholder construction funds); and
- Countywide systemic projects to address aging infrastructure.

The *Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program* also includes additional funding to implement the *Blueprint for Maryland's Future* through capital solutions, such as relocatable classrooms, the construction of stand-alone centers, and/or capital improvements to closed former schools. The recommended CIP will address systemwide needs by increasing systemic projects, such as Roof Replacement and Planned Life-cycle Asset Replacement. One countywide project, Heating, Ventilation, and Air Conditioning (HVAC) Replacement, substantially is increased to address the continued backlog of HVAC projects through upgrades and/or replacements of systems that are beyond their expected service life. A new countywide project, Healthy Schools, will provide matching funds for the state's *Healthy Schools Facility Fund* program to address HVAC, plumbing, and roof systems to improve the learning environment at schools throughout the county.

Unfortunately, the effects of the COVID-19 health pandemic, unprecedented rise in material prices, disruptions in the supply chain, and staffing shortages, continue to impact our capital improvements program, especially construction timelines. As a result, the recommended FY 2025–2030 CIP includes a one-year construction timeline extension for the following four capital projects to align with anticipated completion dates:

- August 2027 Recommended Completion:
 - Damascus High School
 - Northwood High School
 - Charles W. Woodward High School (Reopening)
- August 2026 Recommended Completion:
 - JoAnn Leleck Elementary School at Broad Acres

The *Superintendent's Recommended FY 2025 Capital Budget and FY 2025–2030 Capital Improvements Program* is fiscally prudent, addresses many critical capacity and aging infrastructure needs, and is affordable within the County Council's fiscal limits. The recommendation could have included additional capacity projects for schools that will continue to be overutilized as well as additional funding, beyond what was recommended, to address our aging facilities; however, submitting a recommendation not affordable by the county would not serve our students, staff, and parent community well.

The capital projects included in the *Superintendent's Recommended FY 2025 Capital Budget and FY 2025–2030 Capital Improvements Program* will help to accomplish the goal of addressing our capacity needs throughout the school system. During the past 10 years, MCPS enrollment has grown by more than 12,000 students. The preliminary September 30, 2023, enrollment is 160,770, a one-year increase of 216 students. Total school system enrollment is projected to increase to 167,543 students by the 2029–2030 school year. This projection represents a slowdown in enrollment growth in part due to the continued decline in resident births, which results in reduced kindergarten enrollment and smaller cohorts of students as they progress through the school system each year. However, even with this projected slowdown in growth, the capacity projects included in the recommended CIP are warranted and must remain on their approved schedules.

For FY 2025, the state aid request is \$237.93 million. This amount is based on current eligibility of projects approved by the Montgomery County Council in May 2023. Of this request, \$18.5 million is for eight systemic roofing and HVAC projects, \$63.39 million is for five capital projects that require construction funding, and \$156.04 million is for two capital projects that require both planning approval and construction funding.

On March 28, 2023, the Board of Education (Board) adopted *The Boundary Study Scope Recommendation to Determine the Service Area for the Reopening of Charles W. Woodward High School*. As previously noted, as a result of continued effects of the health pandemic, the construction timelines for Northwood High School and the reopening of Charles W. Woodward High School are recommended to be extended one year. Therefore, a recommendation to adjust the timeline of the approved boundary study to align with the construction completion dates will be presented as part of the Board's work sessions on the *Superintendent's Recommended FY 2025 Capital Budget and FY 2025–2030 Capital Improvements Program*.

The *Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program* will be presented to the Board on October 31, 2023. Following that presentation, the Board is scheduled to hold two public hearings on November 6 and 7, 2023. Following the public hearings, the Board will hold a work session on November 10, 2023. The Board is scheduled to act on the *Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program* on November 16, 2023.

The county executive will publish his CIP recommendations for all County agencies by mid-January 2024. The Montgomery County Council will hold hearings in early February 2024, conduct work sessions in March and April 2024, and adopt the FY 2025 Capital Budget and the FY 2025–2030 CIP in late May 2024. I look forward to partnering with you during this process to secure the necessary funding for our Capital Improvements Program.

In collaboration with parents, guardians, community members, and business leaders, we will continue to work for the improvement of public school facilities in Montgomery County.

Sincerely,



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

MBM:MBH:SPA:ALK

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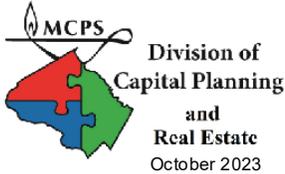
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Cluster Service Areas 2023-2024



Introduction

In November 1996, the voters of Montgomery County approved by referendum an amendment to the County Charter that changed the County Council's review and approval cycle of the six-year Capital Improvements Program (CIP) from an annual to biennial cycle. The referendum specified that in odd-numbered fiscal years (on-years), the County Council would conduct a full review of the six-year CIP and in even-numbered fiscal years (off-years), the County Council only would consider amendments to the adopted CIP. The FY 2025–2030 CIP falls in an odd-numbered fiscal year and will receive a full review by the County Council. The FY 2025 Capital Budget and the FY 2025–2030 CIP provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2025, and the expenditure schedule for the FY 2025–2030 CIP.

This document contains the following sections:

Chapter 1, *The Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program (CIP)*, is a review of the major factors that have influenced the development of recommended projects in the FY 2025 Capital Budget and the FY 2025–2030 CIP. This chapter includes a table summarizing the recommended FY 2025–2030 CIP.

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

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

Chapter 4, *Recommended Actions and Planning Issues*, is arranged by high school cluster and high school consortium. This chapter provides tables with enrollment projections, school demographic profiles, facility room use, capacity data, and other facility information. Planning issues are identified and recommended actions are discussed.

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

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

Chapter 1

The Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 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. Fiscal Year (FY) 2025 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.

Overview

The Board of Education's Requested FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program totaled \$1.936 billion, an increase of \$166.7 million over the previously adopted CIP, including four previously approved supplemental appropriations that totaled \$15.4 million. The effects of the health pandemic—unprecedented rise in material prices, disruptions in the supply chain, and staffing shortages—continued to impact our capital improvements program. As a result, in order to maintain the completion dates of previously approved projects and address aging infrastructure, it was necessary to increase the adopted budgets for several individual capital projects and countywide systemic projects. These additional funds accounted for the majority of the increase to the adopted CIP.

On January 17, 2023, the county executive released the Recommended FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program and, for Montgomery County Public Schools (MCPS), the total was \$1.875 billion for the six-year period, a funding level that was \$62.7 million less than the Board of Education's request. Due to the shortfall that existed between the Board of Education's request and the county executive's recommendation, the Montgomery County Council's Education and Culture Committee requested that MCPS submit a scenario to reduce the Board of Education's Requested FY 2024 Capital Budget and Amendments to the FY 2023–2028 Capital Improvements Program to more closely align with the county executive's recommendation.

On March 15, 2023, the county executive released amendments to his FY 2023–2028 amended CIP that reduced his initial recommendation for MCPS by an additional \$31.5 million. MCPS received a request to provide a second scenario that would align with the county executive's amended recommended CIP. Adhering to the County Council's second request, in addition to the initial non-recommended reductions, MCPS provided a second round of non-recommended reductions.

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

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

The Superintendent's Recommended Capital Improvements Program

This document contains the recommended FY 2025 Capital Budget appropriation amounts and the FY 2025–2030 CIP expenditure schedules recommended by the superintendent of schools for consideration and action by the Montgomery County Board of Education.

On September 26, 2023, the Montgomery County Council adopted the Spending Affordability Guidelines (SAG) for the

FY 2025 Capital Budget and the FY 2025–2030 CIP for General Obligation (GO) bonds used to fund a significant portion of the county’s CIP. The adopted SAG of \$1.68 billion for the six-year period is the same level adopted for the two previous CIP cycles. This level of GO bonds available for MCPS will have a significant impact on the funds available for capital projects, as well as countywide systemic projects.

The *Superintendent’s Recommended FY 2025 Capital Budget and FY 2025–2030 Capital Improvements Program* totals \$1.999 billion for the six-year period, an increase of \$93.6 million over the approved CIP. The recommended CIP will address the growing need for classroom space through additions and new schools, and will focus on aging facilities and infrastructure through the major capital project program and many countywide systemic projects.

The recommended CIP includes a total of 22 capital projects—9 at the high school level, 3 at the middle school level, and 10 at the elementary school level. The recommendation maintains the completion dates of all previously approved capital project, with the exception of four, that require a one-year extension of their approved construction timeline. The recommendation includes additional funding for the following:

- Three previously approved capital projects—Burtonsville Elementary School Replacement, JoAnn Leleck Elementary School at Broad Acres Replacement, and Damascus High School Major Capital Project—to reflect escalated construction costs;
- Three new addition projects—Mill Creek Town Elementary School, James Hubert Blake and Paint Branch high schools;
- Five new Major Capital Projects—Eastern Middle School (planning and construction funds) and Cold Spring, Damascus, Twinbrook and Whetstone elementary schools (planning funds and placeholder construction funds); and
- Countywide systemic projects to address aging infrastructure.

The *Superintendent’s Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program* also includes additional funding to implement the *Blueprint for Maryland’s Future* through capital solutions such as relocatable classrooms, the construction of stand-alone centers, and/or capital improvements to former closed schools. The recommended CIP will address countywide needs by increasing systemic projects such as Roof Replacement and Planned Life-cycle Asset Replacement. One countywide project—Heating, Ventilation, and Air Conditioning (HVAC) Replacement—is substantially increased to address the continued backlog of HVAC projects through upgrades and/or replacements of systems that are beyond their expected service life. A new countywide project—Healthy Schools—will provide matching funds for the state’s Healthy Schools Facility Fund program to address HVAC, plumbing, and roof systems to improve the learning environment at schools throughout the county.

The effects of the health pandemic—unprecedented rise in material prices, disruptions in the supply chain, and staffing shortages—continue to impact our capital improvements

program, especially construction timelines. As a result, as noted above, the recommended FY 2025–2030 CIP includes a one-year construction timeline extension for the following four capital projects to align with anticipated completion dates:

- August 2027 Recommended Completion:
 - » Damascus High School
 - » Northwood High School
 - » Charles W. Woodward High School (Reopening)
- August 2026 Recommended Completion:
 - » JoAnn Leleck Elementary School at Broad Acres

The summary table at the end of this chapter, titled *Superintendent’s Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program*, (page 1-6) summarizes the superintendent’s recommendation for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council’s adopted action and the third column shows the superintendent’s recommendations for the FY 2025–2030 CIP. It is important to note that many previously approved projects will be blank since they can proceed on their currently approved schedules. The last column shows the anticipated completion date for each project.

The next summary table includes all of the countywide projects recommended by the superintendent in the FY 2025–2030 CIP (page 1-8). The final two tables contain summary information regarding the appropriation and expenditure schedule for the FY 2025 Capital Budget and the FY 2025–2030 CIP (page 1-10) and the FY 2025 State CIP funding request for MCPS (page 1-11).

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

Funding the Capital Improvements Program

The CIP is funded mainly from four types of revenue sources—county General Obligation (GO) bonds, state aid, current revenue, and Recordation and School Impact taxes. The amount of GO bond funding available for all county CIP projects is governed by Spending Affordability Guidelines (SAG) limits set by the County Council before CIP submissions are prepared. The amount of state aid available is governed by the rules, regulations, and procedures established by the state of Maryland Interagency Commission on School Construction (IAC) and by the amount of state revenues available to support the state school construction program. The amount of current revenue available to fund CIP projects is governed by county tax revenues and the need to balance capital and operating budget requests. In addition, the amount of Recordation and School Impact taxes is governed by the amount collected by

the county from the sale and refinancing of existing homes and, the construction of new residential development. All four types of revenue sources are discussed below.

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

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

As the table below indicates, between FY 2005–FY 2011, the County Council steadily increased the SAG limits. However, for the FY 2011–FY 2016 Amended CIP, the County Council decreased the SAG limit by \$5 million in both FY 2011 and FY 2012 and decreased the six-year total to \$1.92 billion, a total reduction of \$30 million. This was the first time in nearly 20 years that the six-year total for SAG was reduced. During the County Council’s reconciliation process in May 2011, the \$320 million programmed for FY 2012 was reduced to \$310 million resulting in a six-year total of \$1.91 billion.

Fiscal Years	Spending Affordability Guidelines
FY 2005–2010	\$1.14 billion
FY 2005–2010 Amended	\$1.22 billion*
FY 2007–2012	\$1.44 billion
FY 2007–2012 Amended	\$1.65 billion*
FY 2009–2014	\$1.8 billion
FY 2009–2014 Amended	\$1.84 billion
FY 2011–2016 CIP	\$1.95 billion
FY 2011–2016 Amended	\$1.91 billion*
FY 2013–2018 CIP	\$1.77 billion
FY 2013–2018 Amended	\$1.77 billion*
FY 2015–2020 CIP	\$1.947 billion
FY 2015–2020 Amended	\$1.999 billion*
FY 2017–2022 CIP	\$2.040 billion
FY 2017–2022 Amended	\$2.04 billion*
FY 2019–2024 CIP	\$1.86 billion
FY 2019–2024 Amended	\$1.86 billion*
FY 2021–2026 CIP	\$1.77 billion
FY 2021–2026 Amended	\$1.77 billion*
FY 2023–2028 CIP	\$1.68 billion
FY 2023–2028 Amended	\$1.68 billion*
FY 2025–2030 CIP	\$1.68 billion

*Limits set during biennial process

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

For FY 2017, the County Council, set the SAG limit at \$340 million for both FY 2017 and FY 2018, with a six-year total of \$2.04 billion, an increase of \$41 million from the previously approved level. For FY 2019, the County Council set the SAG limit at \$330 million for FY 2019 and \$320 million in FY 2020, with a six-year total of \$1.86 billion, a decrease of \$180 million over the six-year period. For FY 2020 the County Council upheld the limit of \$1.86 billion for the six-year period that was set in February 2018. For FY 2021, the County Council set the SAG limit at \$320 million for FY 2021 and \$310 million for FY 2022, with a six-year total of \$1.77 billion, a decrease of \$90 million over the six-year period. In February 2020, the County Council upheld the limit of \$1.77 billion that was set in October 2019. In February 2021, the County Council upheld the SAG limit of \$1.77 billion for the amended six year period.

For FY 2023, the County Council set the SAG limits at \$300 million for FY 2023 and \$290 million for FY 2024, with a six-year total of \$1.68 billion, a decrease of \$90 million over the six-year period. In February 2022, the County Council upheld the SAG limit of \$1.68 billion that was set in October 2021. In February 2023, the County Council upheld the SAG limit of \$1.68 billion for the amended six-year period. For FY 2025, the County Council set the SAG limit at \$280 million for FY 2025 and FY 2026, with a six-year total of \$1.68 billion, the same amount as the previous two CIP budget cycles. In February 2024, the County Council will review the SAG limit and can either increase it by a maximum of 10 percent or can reduce it by any amount.

Recordation Tax and School Impact Tax

The two bills approved by the County Council in the spring of 2004, Bill 24–03, Recordation Tax—Use of Funds, and Bill 9–03, Development Impact Tax—School Facilities, dedicated and created significant current revenue sources to supplement the GO bond funding of the CIP. Bill 24–03, Recordation Tax—Use of Funds, dedicated the increase in the Recordation Tax adopted in 2002 for use in funding both GO bond eligible and current revenue funded projects in the CIP. Bill 9–03, Development Impact Tax—School Facilities, generates funds used for bond eligible projects that increase school capacity

through new schools, additions to schools, or the portion of Major Capital projects to schools that add capacity. Both of these bills are important because they will continue to provide significant current revenues in addition to GO bonds that will support the MCPS CIP.

State Funding

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

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

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

For FY 2020, the state aid request was \$113.8 million. The state aid approved for MCPS was \$32.8 million from the annual

statewide allocation and \$25.9 million through the approved EGRC legislation for a total FY 2020 state aid allocation of \$58.7 million, \$55.1 million less than the amount requested. For FY 2021, the state aid request was \$110.4 million. The state aid approved for MCPS was \$54.13 million, \$56.27 million less than the amount requested. Of the \$54.13 million, \$31.8 million was from the annual statewide allocation and \$22.3 million was through the approved EGRC legislation. For FY 2022, the state aid request was \$76.05 million. The state aid approved for MCPS was \$44.78 million, \$31.27 million less than the amount requested. Of the \$44.78 million, \$29.55 million was from the annual statewide allocation and \$15.23 million was through the approved EGRC legislation.

For FY 2023, the state aid request was \$229.45 million. The state aid approved for MCPS was \$243.75 million—\$36.03 million from the statewide annual allocation and \$207.72 million from the BTL funding allocation. For FY 2024, the revised state aid request was \$167.19 million. The FY 2024 state aid approved for MCPS was \$157.79 million, \$96.20 million from the statewide annual allocation and \$61.59 million from BTL funding. For FY 2025, the state aid request is \$237.93 million. Of the \$237.93 million, \$18.50 million is for 8 systemic roof and HVAC replacement projects, \$63.39 million is for 5 projects that require construction funding, and \$156.04 million is for 2 projects that require both planning approval and construction funding.

Current Revenue

There are some projects that are not bond eligible because the service or improvement covered by the project does not have a life expectancy that would be equal to or exceed the typical 20-year life of the bond funding the project. These projects must be funded with current revenue. There are three such projects in the MCPS CIP—Relocatable Classrooms, Technology Modernization, and Facility Planning. The same general current receipts are used to fund the county operating budget.

The Relationship between State and Local Funding

There are many countywide projects in the CIP that are not eligible for state funding. Federal mandates, such as projects to comply with the Americans with Disabilities Act, the Clean Air Act, the Asbestos Hazard Emergency Response Act, and Environmental Protection Agency regulations on fuel tank management are not eligible for state funding. Neither are expenditures for land acquisition, fire safety code upgrades, improved access to schools, school security systems, and technology modernization.

The amount of state aid received for a capital project varies due to the state formulas used to calculate “eligible” expenditures. The use of the word “eligible” 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, land acquisition 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, design fees, as well as furniture and equipment costs are considered eligible, but at a much lower cost share percentage. In addition, the state discounts its contributions to local school systems based on the wealth of each jurisdiction. In the case of Montgomery County, the state will pay only 50 percent of eligible state expenses for MCPS projects.

Capital Budget and Operating Budget Relationship

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

**Superintendent's Recommended FY 2025 Capital Budget
and the FY 2025–2030 Capital Improvements Program
Summary Table¹**

Individual Projects	County Council Action May 2023	Superintendent Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda-Chevy Chase/Walter Johnson Cluster ES		Recommend an FY 2025 appropriation for planning funds.	TBD
Winston Churchill			
Clarksburg Cluster			
Damascus Cluster			
Damascus HS—Major Capital Project	Approved FY 2024 appropriation for construction funds.	Recommend FY 2025 appropriation for construction funds and one-year delay of completion due to extension of construction timeline.	8/27
Damascus ES—Major Capital Project		Recommend FY 2025 appropriation for planning funds.	TBD
Downcounty Consortium			
Northwood HS Addition/Facility Upgrade	Approved FY 2024 appropriation for construction funds and construction cost increases.	Recommend FY 2025 appropriation and a one-year delay of completion due to extension of construction timeline.	8/27
Charles W. Woodward HS Reopening	Approved FY 2024 appropriation for construction cost increases.	Recommend one-year delay of reopening due to extension of construction timeline.	8/24 8/27
Eastern MS—Major Capital Project			8/28
Silver Spring International MS Addition	Approved FY 2024 appropriation for construction cost increases.		8/25
Highland View ES Addition			8/27
Piney Branch ES—Major Capital Project		Recommend a deferral of planning until the Takoma Park Minor Master Plan Amendment is complete.	TBD
Woodlin ES—Major Capital Project	Approved six-month construction delay.		1/24
Gaithersburg Cluster			
Crown HS (New)	Approved FY 2024 appropriation for construction funds and construction cost increases.	Recommend FY 2025 appropriation to complete this project.	8/27
Walter Johnson Cluster			
Charles W. Woodward HS Reopening	Approved FY 2024 appropriation for construction cost increases.	Recommend one-year delay of reopening due to extension of construction timeline.	8/24 8/27
Bethesda-Chevy Chase/Walter Johnson Cluster ES		Recommend FY 2025 appropriation for planning funds.	TBD
Col. Zadok Magruder Cluster			
Col. Zadok Magruder HS—Major Capital Project		Recommend FY 2025 appropriation for planning funds.	8/29
Mill Creek Town ES Addition		Recommend FY 2025 appropriation for planning funds.	8/28
Richard Montgomery Cluster			
Crown HS (New)	Approved FY 2024 appropriation for construction funds and construction cost increases.	Recommend FY 2025 appropriation to complete this project.	8/27
Twinbrook ES—Major Capital Project		Recommend FY 2025 appropriation for planning funds.	TBD

¹ Bold indicates a new project to the adopted CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Action May 2023	Superintendent Recommendation	Anticipated Completion Date
Northeast Consortium			
James Hubert Blake HS Addition		Recommend FY 2025 appropriation for planning funds.	8/28
Paint Branch HS Addition		Recommend FY 2025 appropriation for planning funds.	8/28
Burtonsville ES Replacement	Approved additional funding to construct a new elementary school.	Recommend FY 2025 appropriation for construction cost increases and a one-year acceleration of the completion date.	8/26
Greencastle ES Addition	Approved FY 2024 appropriation for construction funds.		8/25
JoAnn Leleck ES at Broad Acres ES Replacement	Approved FY 2024 appropriation for construction cost increases.	Recommend an FY 2025 appropriation for construction cost increases and a one-year delay of completion due to extension of construction timeline.	8/26
Northwest Cluster			
Crown HS (New)	Approved FY 2024 appropriation for construction funds and construction cost increases.	Recommend FY 2025 appropriation to complete this project.	8/27
Poolesville Cluster			
Poolesville HS—Major Capital Project	Approved FY 2024 appropriation for construction cost increases.		8/24
Quince Orchard Cluster			
Crown HS (New)	Approved FY 2024 appropriation for construction funds and construction cost increases.	Recommend FY 2025 appropriation to complete this project.	8/27
Rockville Cluster			
Seneca Valley Cluster			
Neelsville MS—Major Capital Project			8/24
Sherwood Cluster			
Watkins Mill Cluster			
Neelsville MS—Major Capital Project			8/24
Whetstone ES—Major Capital Project		Recommend FY 2025 appropriation for planning funds.	TBD
Walt Whitman Cluster			
Thomas S. Wootton Cluster			
Crown HS (New)	Approved FY 2024 appropriation for construction funds and construction cost increases.	Recommend FY 2025 appropriation to complete this project.	8/27
Thomas S. Wootton HS—Major Capital Projects		Recommend FY 2025 appropriation for planning funds.	8/29
Cold Spring ES—Major Capital Project		Recommend FY 2025 appropriation for planning funds.	TBD
Other Educational Facilities			

¹ Bold indicates a new project to the adopted CIP. Blank indicates no change from the approved project.

**Superintendent's Recommended FY 2025 Capital Budget
and the FY 2025–2030 Capital Improvements Program
Summary Table¹**

Countywide Projects	County Council Action May 2023	Superintendent Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2024 appropriation, beyond approved level, to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing
CESC Modifications		Recommend FY 2025 appropriation to begin modifications to this facility.	TBD
Design and Construction Management	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation, beyond approved level, to continue this project.	Ongoing
Early Childhood Centers	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation, beyond approved level, to continue this project.	Ongoing
Emergency Replacement of Major Building Components	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing
Facility Planning		Recommend FY 2025 appropriation to continue this project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation, beyond approved level, to continue this project.	Ongoing
Healthy Schools		Recommend FY 2025 appropriation for matching funds for state grant program.	Ongoing
HVAC Replacement/IAQ Projects	Approved FY 2024 appropriation, beyond approved level, to continue this project.	Recommend FY 2025 appropriation, beyond approved level, to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing
Major Capital Projects—Elementary		Recommend FY 2025 appropriation for planning funds for four projects.	Ongoing
Major Capital Projects—Secondary	Approved FY 2024 appropriation, beyond approved level, to continue this project.	Recommend FY 2025 appropriation to continue design and construction for secondary projects.	Ongoing
Outdoor Play Space Maintenance Project	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing
Relocatable Classrooms	Approved FY 2024 appropriation, beyond approved level, to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation, beyond approved level, to continue this project.	Ongoing
Roof Replacement/Moisture Protection Projects	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing

¹ Bold indicates a new project to the adopted CIP. Blank indicates no change from the approved project.

Countywide Projects	County Council Action May 2023	Superintendent Recommendation	Anticipated Completion Date
School Security	Approved FY 2024 appropriation, beyond approved level, to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Approved FY 2024 appropriation, beyond approved level, to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing
Sustainability Initiatives	Approved FY 2024 appropriation, however \$2.5M less than the request.	Recommend FY 2025 appropriation to continue this project.	Ongoing
Technology Modernization	Approved FY 2024 appropriation to continue this project.	Recommend FY 2025 appropriation to continue this project.	Ongoing

¹ Bold indicates a new project to the adopted CIP. Blank indicates no change from the approved project.

**Superintendent's Recommended
FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program**
((\$000s))

Project	FY 2025 Approp.	Total	Thru FY 2023	Remaining FY 2024	Total Six-Years	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Individual School Projects											
Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)	1,195	1,195			1,195	650	545				
James Hubert Blake HS Addition	2,390	18,490			18,490	980	5,210	5,850	4,450	2,000	
Burtonsville ES Replacement	11,350	57,776	550	5,182	52,044	15,455	19,053	17,536			
Crown HS (New)	4,300	194,252	5,414	10,571	178,267	27,613	41,719	68,358	40,577		
Greencastle ES Addition		18,495	550	6,110	11,835	6,445	5,390				
Highland View ES Addition		16,775	775	276	15,724	1,825	6,394	7,505			
JoAnn Leleck ES @ Broad Acres Replacement	21,125	66,682	2,765	14,118	49,799	16,444	17,355	16,000			
Mill Creek Town ES Addition	2,150	18,215			18,215	610	5,210	4,540	5,405	2,450	
Northwood HS Addition/Facility Upgrade	4,560	203,076	19,008	18,014	166,054	43,909	52,891	37,254	32,000		
William Tyler Page ES Addition		25,168	4,872	18,296	2,000	2,000					
Paint Branch HS Addition	2,983	22,569			22,569	1,390	6,850	6,750	5,579	2,000	
Silver Spring International MS Addition		28,140	5,140	7,846	15,154	10,154	5,000				
Woodward HS Reopening		196,095	59,249	35,060	101,786	26,890	22,896	31,000	21,000		
ADA Compliance: MCPS	13,200	58,393	26,193	9,000	23,200	7,200	7,200	2,200	2,200	2,200	2,200
Asbestos Abatement	1,145	24,680	15,520	2,290	6,870	1,145	1,145	1,145	1,145	1,145	1,145
Building Modifications and Program Improvements	8,000	87,588	49,937	21,651	16,000	8,000	8,000				
CESC Modifications	5,000	5,000			5,000	2,500	2,500				
Design and Construction Management	5,500	108,575	65,775	9,800	33,000	5,500	5,500	5,500	5,500	5,500	5,500
Early Childhood Centers	5,000	57,500		10,000	47,500	6,000	12,000	15,000	9,500	5,000	
Emergency Replacement of Major Building Components	1,500	6,000		3,000	3,000	1,500	1,500				
Facility Planning: MCPS	2,400	17,587	12,487	1,300	3,800	1,350	1,050	350	350	350	350
Fire Safety Upgrades	2,317	29,136	19,600	1,634	7,902	2,317	2,317	817	817	817	817
Healthy Schools	5,000	10,000			10,000	5,000	5,000				
HVAC Replacement	35,000	280,719	81,719	55,000	144,000	35,000	35,000	18,500	18,500	18,500	18,500
Improved (Safe) Access to Schools/County Bicycle Initiative	3,500	31,882	17,882	7,000	7,000	3,500	3,500				
Major Capital Projects Elementary	10,859	291,914	47,229	108,272	136,413	34,126	2,287	40,000	40,000	20,000	0
Major Capital Projects Secondary	87,017	656,328	21,852	116,223	518,253	118,295	122,003	96,284	87,491	54,434	39,746
Outdoor Play Space Maintenance	450	7,850	4,250	900	2,700	450	450	450	450	450	450
Planned Life-Cycle Asset Replacement (PLAR)	12,000	197,852	109,249	24,603	64,000	12,000	12,000	10,000	10,000	10,000	10,000
Relocatable Classrooms	5,000	88,561	58,061	15,500	15,000	5,000	5,000	5,000			
Restroom Renovations	6,000	53,705	23,705	6,000	24,000	6,000	6,000	3,000	3,000	3,000	3,000
Roof Replacement/Moisture Protection Projects	12,000	134,475	54,475	24,000	56,000	12,000	12,000	8,000	8,000	8,000	8,000
School Security	4,000	61,246	37,246	8,000	16,000	4,000	4,000	2,000	2,000	2,000	2,000
Stormwater Discharge and Water Quality Management	1,200	18,180	9,164	1,816	7,200	1,200	1,200	1,200	1,200	1,200	1,200
Sustainability Initiatives	10,000	30,000		10,000	20,000	10,000	10,000				
Technology Modernization	29,748	562,430	326,800	56,238	179,392	29,748	28,996	29,635	30,309	30,497	30,207
Total Recommended CIP	315,889	3,686,529	1,079,467	607,700	1,999,362	466,196	477,161	433,874	329,473	169,543	123,115

**Requested FY 2025 State Capital Improvements Program
for Montgomery County Public Schools**

(figures in thousands)

Priority No.	BTL - Y/N	PFA - Y/N		Total Estimated Costs	Non PSCP Funds	Prior IAC Funding Thru FY2023	FY 2025 Request for Funding
1	N	Y	Gaithersburg MS HVAC (Phase 2)	6,000	3,000	0	3,000
2	N	Y	Springbrook HS HVAC Replacement (Phase 1)	5,800	2,900	0	2,900
3	N	N	Dr. Charles R. Drew ES HVAC Replacement	5,600	2,800	0	2,800
4	N	Y	John F. Kennedy HS Roof Replacement (Phase 2)	5,592	2,796	0	2,796
5	N	Y	Spark M. Matsunaga ES HVAC Replacement	5,200	2,600	0	2,600
6	N	Y	Walt Whitman HS HVAC Replacement (Phase 2)	5,000	2,500	0	2,500
7	N	Y	Montgomery Blair HS Roof Replacement (Phase 3)	3,114	1,557	0	1,557
8	N	Y	Meadow Hall ES Roof Replacement (Phase 1)	700	350	0	350
			Subtotal	37,006	18,503	0	18,503
			Construction Funding				
9	Y	Y	Greencastle ES (Addition)	18,495	12,916	0	5,579
10	Y	Y	Silver Spring International MS (Addition)	28,140	19,660	0	8,480
11	Y	Y	JoAnn Leleck ES at Broad Acres (Replacement)	46,682	23,341	0	23,341
12	Y	N	Burtonsville ES (Replacement)	47,776	23,888	0	23,888
13	Y	Y	Highland View ES (Addition)	16,775	14,678	0	2,097
			Subtotal	157,868	94,483	0	63,385
			Planning and Construction Request				
14/15	N	Y	Crown HS (New)	194,252	102,170	0	92,082
16/17	N	Y	Damascus HS (Major Capital Project)	127,911	63,956	0	63,955
			Subtotal	322,163	166,126	0	156,037
			TOTAL	517,037	279,112	0	237,925

Chapter 2

The Planning Environment

Facility plans are developed in a dynamic planning environment, driven by steady school enrollment growth. Since the mid-1980s, when birth rates began to rise and reverse a so-called “baby-bust”, growth has been accompanied by increased diversity, as seen in the wide range of cultures, languages, and racial and ethnic populations in our cosmopolitan county.

Enrollment growth since 2008 had been particularly strong until the COVID-19 health pandemic. In March 2020, MCPS, similar to many school systems around the country, switched from in-person learning, to virtually learning. Nationwide, school systems experienced lower enrollments in the 2020–2021 school year, particularly in the lower grades, as homeschooling and private schools with in-person instruction gained enrollment.

Preliminary September 30th student enrollment is 160,770 for the 2023–2024 school year, an increase of 216 students from the 2022–2023 school year. Enrollment grew by 9,481 students from the 2013–2014 to the 2023–2024 school year. Total school system enrollment is projected to increase to 167,543 students by the 2029–2030 school year. This represents a slowdown in growth, due to the continued decline in resident births, resulting in lower kindergarten classes, and the ripple effect as they progress through the system each year, as well as the anomalous 2020–2021 and 2021–2022 school year student enrollments due to the COVID-19 health pandemic.

Community Trends

Population

Montgomery County’s overall population is growing and diversifying. According to U.S. Census Bureau, the county’s total population has increased by 188,720 people, or 21.6

percent since 2000 from 873,341 to 1,062,061 people (April 1, 2020). A significant share of the county’s population increase has resulted from resident live births outnumbering deaths by more than two to one. Between 2000 and 2020 (the last year of available data), there have been 275,349 births compared to 121,182 deaths in the county, for a net natural population increase of 154,167 residents, accounting for 84.7 percent of the county’s overall population increase (Maryland Department of Health, 2020).

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

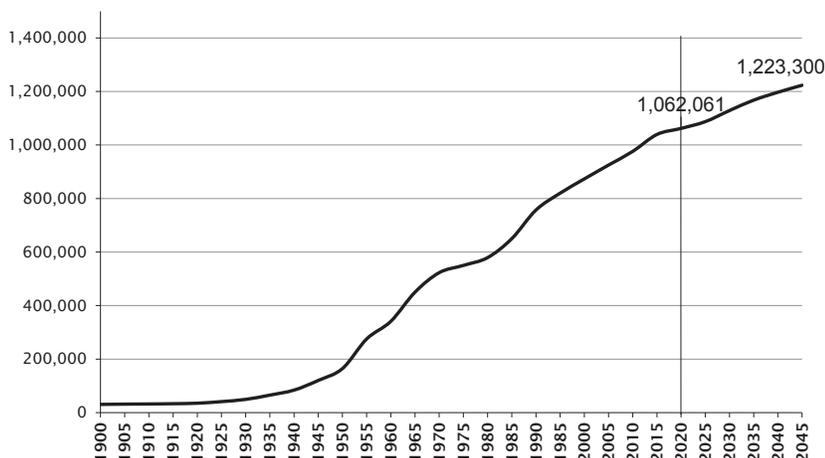
Montgomery County’s trend toward racial and ethnic diversification mirrors national demographic trends. According to U.S. Census Bureau data, between 2000 and 2018, the county’s White, non-Hispanic population decreased as a percentage of the total population by 16.5 percent to 43.0 percent, while the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

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

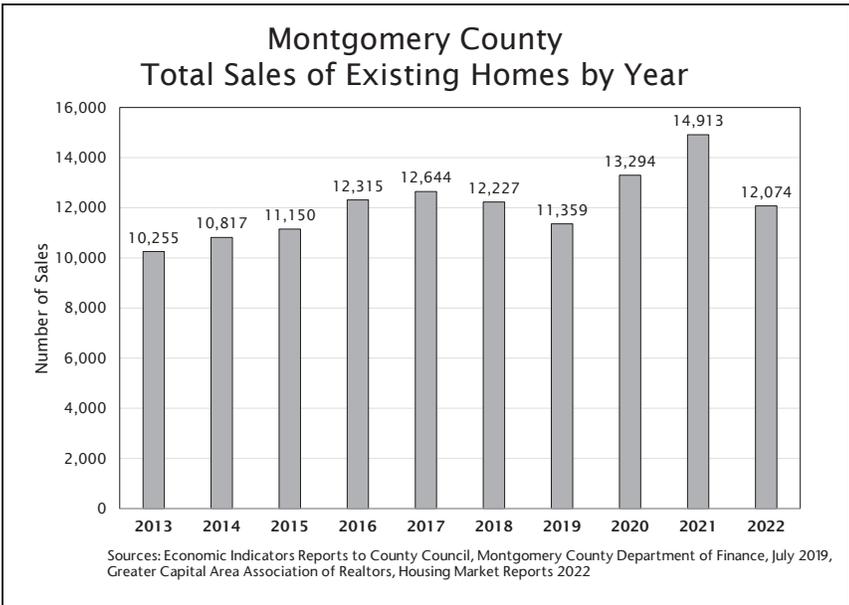
Economy

Prior to the COVID-19 health pandemic, the unemployment rate in Montgomery County as of December 2019 was 2.4 percent, which was lower than the national unemployment rate of 3.5 percent. The national unemployment rate increased to 14.7 percent as of April 2020, as the COVID-19 health pandemic caused many businesses to shut down. The county unemployment rate in peaked in May 2020 at 9.8 percent, but has since declined to 1.6 percent as

Montgomery County Total Population
1900–2020 and Projected to 2045



Source: Montgomery County Public Schools, U.S. Census Bureau, April 2020. Division of Capital Planning and Real Estate, June 2023.



of August 2023 (Economic Indicator; Montgomery County Department of Finance, April 2020; Maryland Department of Labor; and U.S. Bureau of Labor Statistics.

The county housing market has grown nearly continuously for years. In FY 2010, there were 1,056 new residential starts. By FY 2016, residential starts peaked at 5,230 units, and in FY 2019, after two years of lower starts, there were 5,429 units. The recent decline in units is mostly due to fewer multi-family units constructed. During the past 10 fiscal years, sales of existing homes grew from a low of 10,255 in 2013 to a peak of 12,644 in 2017, and another peak in 2021 of 14,913. The median sales price of housing was \$549,000 in 2022, according to the Greater Capital Area Association of Realtors.

Master Plans & Housing

Traditional suburban residential development is becoming the exception in the county. Subdivisions in the Clarksburg area are among the last greenfield developments to be constructed in the county. A new school cluster formed in Clarksburg in 2006, when Clarksburg High School opened to accommodate these new communities.

In the past, county development characterized by a separation of residential and commercial uses was typical. Today, a desire to mix land uses and concentrate denser development in transit accessible hubs is guiding new master and sector plans. In addition, reduced availability of land for residential development has spurred infill and redevelopment of older housing and/or other structures. Higher housing densities than seen in the past will characterize the future housing stock and accommodate our growing population. Overall, today's land use planning promotes the urbanization of transportation corridors.

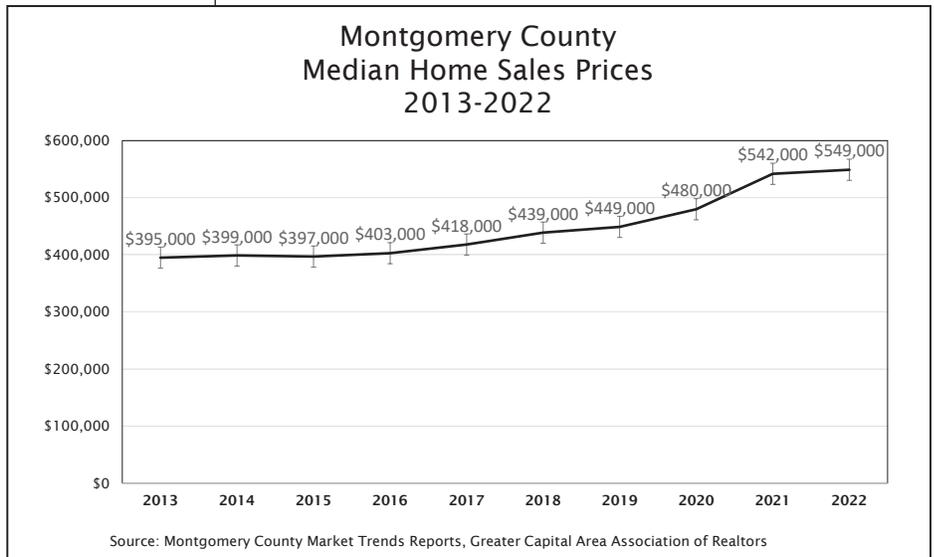
Recently adopted master and sector plans include those for the Grosvenor-Strathmore Metro station area and Bethesda Downtown. In 2017, there were two adopted plans: the Forest Glen/Montgomery Hills (FG/MH) Sector Plan, and the Greater Lyttonsville Sector Plan. The FG/MH plan provides for increased residential density near existing transit stations through rezoning, with the intent to prioritize affordable Moderately Priced Dwelling Units (MPDUs). The Lyttonsville plan provides for increased residential density near the Lyttonsville Purple Line Station as well as potential redevelopment of Paddington Square. Evaluations on the net effect of students on the school system occurs after development plan approval.

MCPS participates in county and city land use planning to ensure impacts on enrollment are considered and future school sites identified. (See Appendix C for further information on the role of MCPS in land use planning.) Moreover, MCPS

monitors housing activity in all school service areas through close coordination with the Montgomery County Planning Department and comparable plan review departments in the cities of Gaithersburg and Rockville. In addition, MCPS collaborates with county agencies to measure the student yield of different types of housing.

County Growth and Infrastructure Policy

The County Growth and Infrastructure Policy (GIP) is the tool the county uses to regulate subdivision approvals, ensuring they are commensurate with the availability of adequate transportation and school facilities. The policy includes an annual test of school adequacy that compares projected school enrollment to school capacity at the elementary, middle, and high school levels in the 25 MCPS school clusters, as well as



at each individual school. The school test takes into account capital projects scheduled within the Capital Improvements Program (CIP) timeframe.

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

Student Population Trends

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

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

The movement up through the grades by students, termed the “aging of the student population,” is the second driver of enrollment change. When the size of the kindergarten class is different from that of Grade 12, then there is a natural change in total enrollment from one year to the next. The Grade 12 total for the 2022–2023 school year was 11,866, and the kindergarten class for the 2023–2024 school year is 10,372, or a difference between the two grades of 1,494 students. Without other factors, enrollment would naturally decline, however, students migrate into the system at all grade levels from other districts or from international locations, which have more than made up the difference. For example, there is traditionally an increase of students enrolled in ninth grade over the previous eighth grade. Prior to the COVID-19 pandemic, this increase averaged approximately 2,000

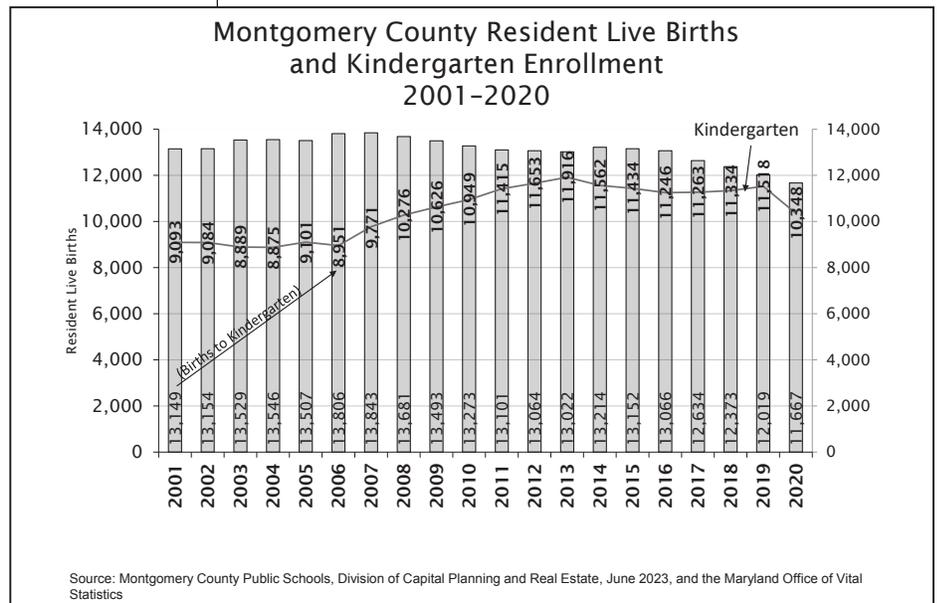
additional students. In the past two years, that number has increased to over 2,700 students.

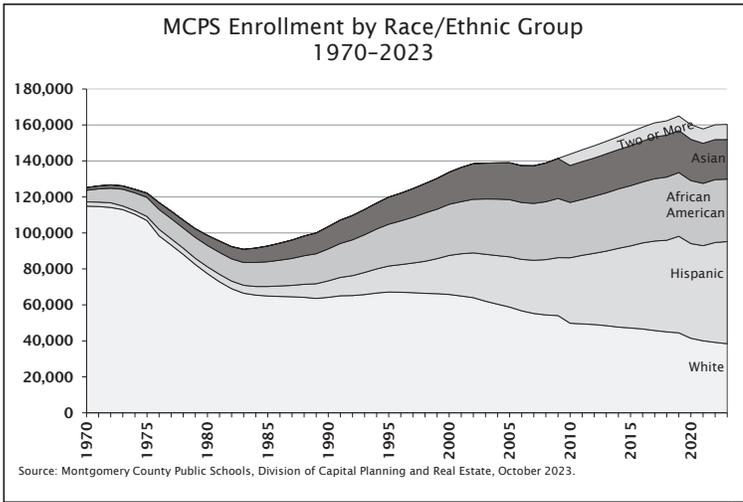
Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult to predict. Records of MCPS student entries and withdrawals show that there has been a decrease in the in-migration from approximately 12,328 new students from other public school districts in Maryland and throughout the United States, private schools, homeschooling, and from out of the country in the 2010–2011 school year to 10,623 in the 2023–2024 school year. Withdrawals over the same time increased from 10,186 in the 2010–2011 school year to 10,833 in the 2023–2024 school year. There are more students withdrawing to attend other public, private, foreign, or home schools than entering the system in 2023–2024 school year. More students withdrew to attend private schools or chose homeschooling during the COVID-19 health pandemic. Students began to return, as expected, to the system during the 2021–2022 school year, and enrollment has continued to increase.

Student Diversity

Records of county resident live births show a levelling off in the numbers of births in each racial/ethnic group. This is in contrast to large declines from 1990 to 2010, in the number of White, non-Hispanic births and large increases in live births of other race/ethnic groups. In 2020, White, non-Hispanic births were 3,861, African American births were 2,534, Asian births were 1,643, and Hispanic births were 3,558. The general fertility rate for Hispanic women between the ages 15 and 44 is 78.8 (per 1,000) versus 60.5 for African American women, and 53.2 for non-Hispanic White women in the same age range (Vital Statistics, Maryland Department of Health).

Preliminary enrollment for September 30, 2023, is 160,770 students. Of the total enrollment, 21.6 percent of students were African American, 13.7 percent were Asian, 35.3 percent were Hispanic, and 23.9 percent were White, non-Hispanic,





and 5.2 percent were Two or More Races. The categories of Native Hawaiian/Pacific Islander and American Indian/Alaskan Native are each less than five percent of the total enrollment. The accompanying chart illustrates the trend of increasing student diversity since 1970, when the student population was 92 percent White, non-Hispanic. Today, there is no longer a majority racial/ethnic group.

Also shown are enrollments in the four major racial and ethnic groups over the past two decades. It can be seen that the addition of a new category resulted in a dip in enrollment in 2010 in White, non-Hispanic, African American, and Asian students, as some identified with the “Two or More races” category. (See Appendices A-3 and A-4 for trends in enrollment by race and ethnic group.)

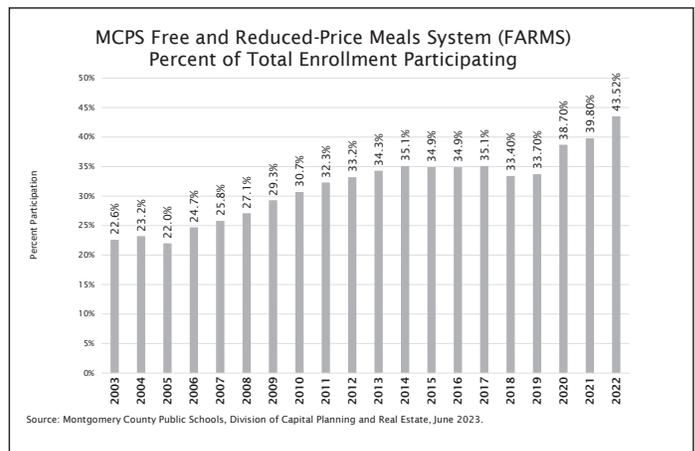
Student participation in the federal Free and Reduced-price Meals System (FARMS) Program is the school system’s primary measure of student socioeconomic levels. In the 2022–2023 school year, 43.8 percent of students participated in the FARMS Program. There has been an increase of 11,122 students participating in FARMS during the past 10 school years (2013–2014 to 2022–2023).

Student enrollment in the English Language Development (ELD) program is an indicator of student language diversity. As the school system has diversified over time, this percentage has

grown. During the 2012–2013 school year, 13.6 percent of students were in the ELD (previously known as ESOL) Program, and that has grown to 18.9 percent for the 2022–2023 school year. Emergent multilingual learners (EML) students in ELD represent approximately 150 countries of origin and speak an estimated 115 different languages. Although immigration to the United States has been increasing for many years and does contribute program participants, a large proportion of EML students were born in the United States.

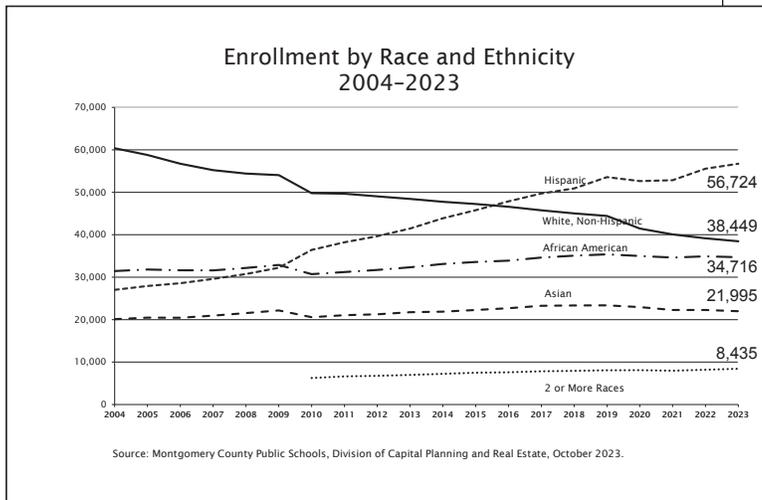
Class Size Reduction and Non Class Size Reduction Elementary Schools

For the 2023–2024 school year, there are 69 Class Size Reduction (CSR) elementary schools (including upper schools in the case of paired schools). Class Size Reduction schools include



both Title 1 and Focus schools and have reduced class-sizes in order to address student needs and prepare the students for success in later grade levels. The 2023–2024 demographic composition of CSR and Non CSR schools is compared in the accompanying chart.

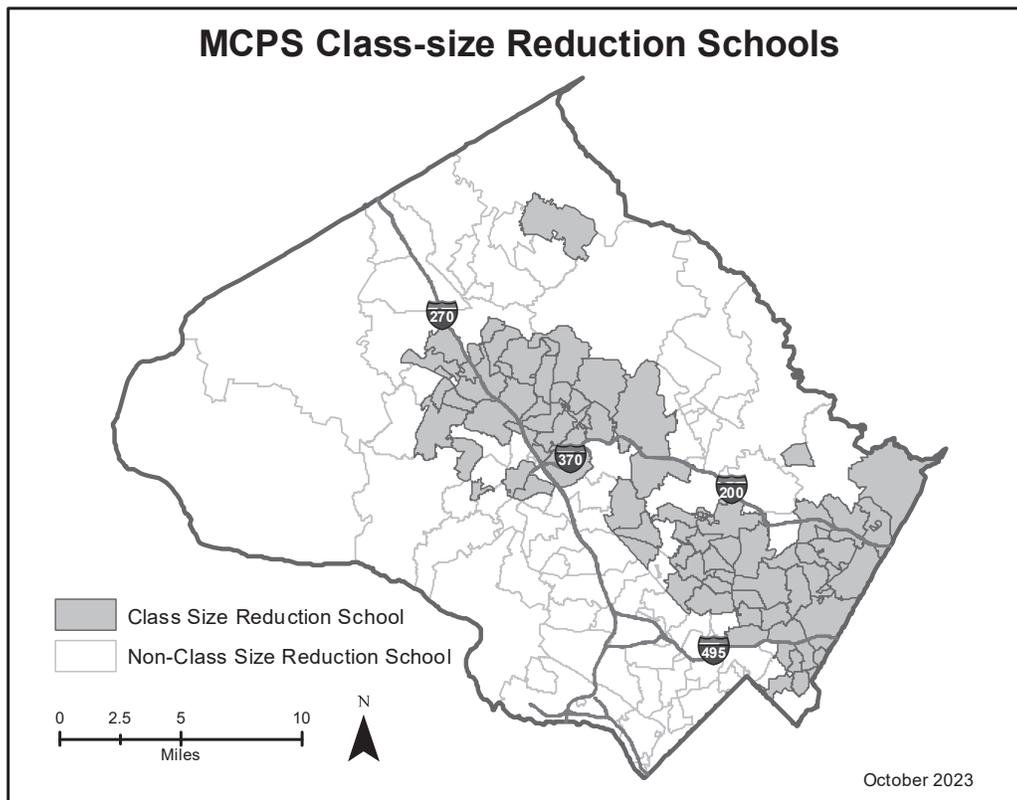
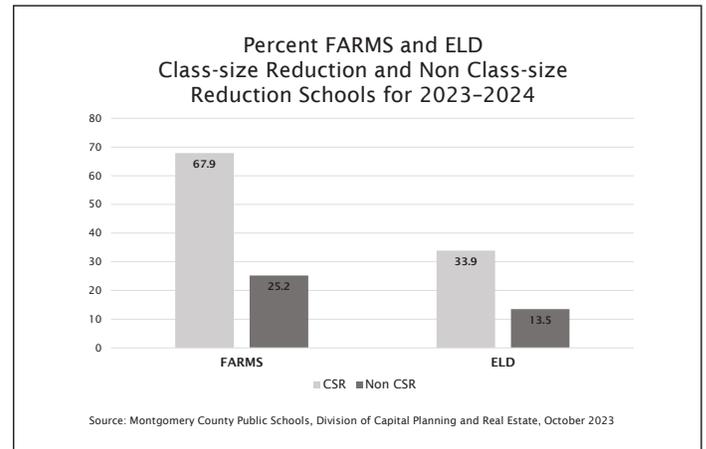
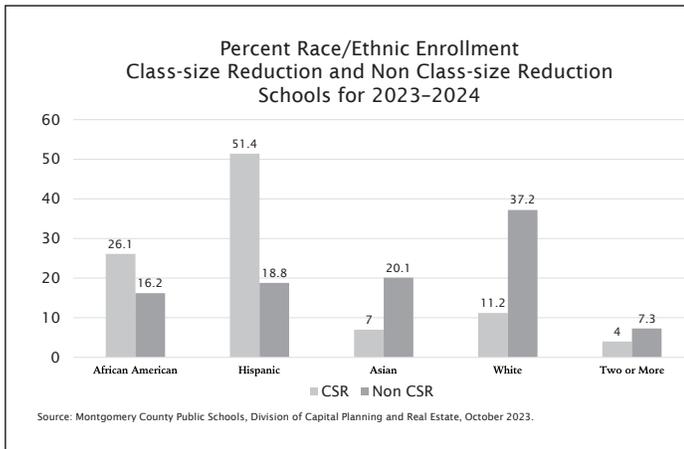
At one time, CSR elementary school service areas had little racial and ethnic diversity. The wave of in-migration over the past three decades has transformed these communities and the greatest concentration of student diversity and participation in the FARMS and ELD programs is now found in areas of the county where two conditions exist—major transportation corridors are present and affordable housing is available. In Silver Spring and Wheaton, these conditions are found in communities bordering New Hampshire Avenue, Georgia Avenue, and Columbia Pike. In Rockville, Gaithersburg, and Germantown, these conditions are found in communities bordering I-270 and Route 355. These relatively affordable areas are characterized by apartment communities dating from the 1980s and earlier, as well as neighborhoods with older townhouses and single-family detached homes. Some of these homes may be occupied by two or more families who share housing costs. In these communities, enrollment growth has been driven by turnover of existing housing units.



MCPS Enrollment Forecast

The school enrollment forecasts are based mainly on county births, aging of the current student population, and migration patterns. As county births increased through 2007, more kindergarten students entered MCPS. The 2020–2021 kindergarten class was unusually low due to the COVID-19 health pandemic, and therefore considered anomalous. The 2021–2022 kindergarten class was larger than the 2020–2021 school year, but was still smaller than it was between the 2010–2011 and 2019–2020 school years. The 2023–2024 kindergarten class is lower than 2022–2023. The capture rate (the percentage of resident births five years earlier to kindergarten enrollment) is 83.8 percent.

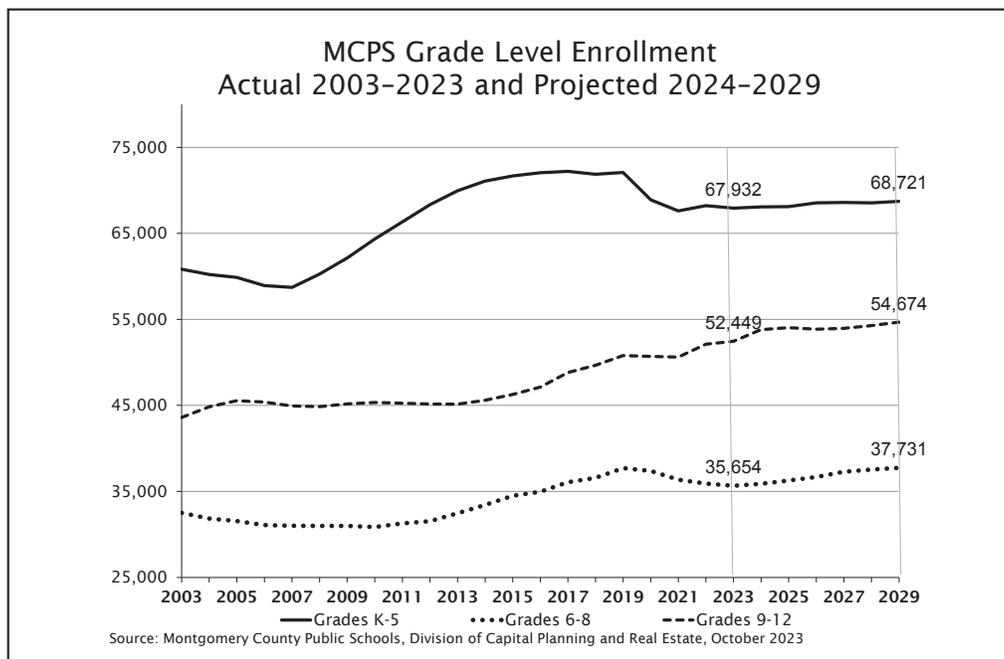
It is anticipated that there will be a return to 87 percent kindergarten capture. However, the decline in resident births will result in a decline in the kindergarten population that in turn will slow the growth of the total enrollment as students age from grade to grade. In addition, the unusually small kindergarten class of the 2020–2021 school year resulted in a smaller than anticipated 1st grade class in the 2022–2023 school year that may to some extent keep enrollment lower through the elementary years during the planning period. (See appendices A and B for enrollment projections by grade level and Appendix C-2 for a description of the MCPS enrollment forecasting methodology.)



Summary

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

Keeping pace with enrollment growth, and accommodating class-size reductions through Title 1 and Focus elementary schools have required a major investment in school facilities. In the 2023–2024 school year, MCPS operates 137 elementary schools, 40 middle schools, 25 high schools, 1 career and technology high school, 1 alternative program with 2 satellite locations, and 5 special program centers. Since 1983, MCPS has opened 37 elementary schools, 19 middle schools, and 6 high schools. During the next six years, additional school capacity will be added through new school openings, major capital projects, and classroom additions.



Chapter 3

Facility Planning Objectives

MCPS Vision, Mission, and Core Values

The FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program (CIP) is closely aligned with the core values outlined in the MCPS Strategic Plan. The strategic plan states that MCPS is committed to educating our students so that academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability. We will continue to strive until all gaps have been eliminated for all groups. Our students will graduate with deep academic knowledge and become prepared for tomorrow’s complex world and workplace. Our work is guided by the following five core values:

- Learning
- Relationships
- Respect
- Excellence
- Equity

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

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

Capital Improvement Priorities

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

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

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

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

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

Educational Facilities Planning Policy Guidance

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

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

Preferred Range of Enrollment

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

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

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

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

School Capacity Calculations

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

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

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

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

^cSpecial Education, ESOL, alternative programs, and other special programs may require classroom ratios different from those listed.

School Facility Utilization

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

School Site Size

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

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

Facility Planning Objectives

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

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

OBJECTIVE 2: Meet long-term and interim space needs

OBJECTIVE 3: Sustain and upgrade facilities

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

OBJECTIVE 5: Support multipurpose use of schools

OBJECTIVE 6: Meet space needs of special education programs

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

As the school system focuses program initiatives to improve student performance, facility plans are developed to address the space needs and facility requirements of schools. Implementing school system educational priorities that require more classroom and support space continues to be a challenge, particularly over the past 30 years of steady enrollment growth. With continued student enrollment at the secondary schools, the school system will continue to be challenged to provide adequate capacity. Several educational program initiatives have required more classroom and support space. These initiatives include the reduction in class sizes in Grades K–2 for the schools most heavily affected by poverty and English language deficiency (called “focus schools”), as well as the increased number of Community Schools and Title I schools. Creative uses of existing space in schools, modifications to existing classrooms, and placement of relocatable classrooms are all used to accommodate the additional staff needed to implement these initiatives. At schools with capital improvements in the facility planning or architectural planning phase, additional classrooms are provided to accommodate these initiatives. These initiatives are described in further detail in the following paragraphs.

2023–2024 Focus and Title I Schools

Elementary Schools

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

Forest Oak Francis Scott Key Montgomery Village	Odessa Shannon White Oak
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All schools in this table are receiving additional staff to reduce class sizes in Grades K–2 except for the Grades 3–5 schools and the middle schools.
 *These schools are paired, either Grades K–2 or Grades 3–5.
 Schools in **bold** are also Title I schools in the 2022–2023 school year.

language deficiency were reduced for the full instructional day to an average of 17 students per teacher in Grades 1–2 and 15 students per teacher in full-day kindergarten. Reducing class sizes in Grades K–2 had a dramatic impact on utilization levels in elementary schools, creating the need for additional classrooms to accommodate the increased number of teaching positions. Beginning in FY 2012, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2. Some schools also receive staffing to reduce class sizes in the upper grades. These schools are listed in the Focus and Title 1 Schools table.

Head Start and Prekindergarten Programs

The Bridge to Excellence in Public Schools Act of 2002 requires that all eligible children “shall be admitted free of charge to publicly funded prekindergarten programs” established by the Board of Education. These programs are located yearly, based on need in the community and transportation travel times. The locations are shown in Appendix L. The Blueprint for Maryland’s Future, House Bill 1300 passed in 2020, was vetoed by the governor, and then became law following a veto override in the Maryland General Assembly 2021 session. The Blueprint for Maryland’s Future Act (House Bill 1372), updated portions of House Bill 1300, passed in February 2021. These two pieces of legislation are considered landmark generational pieces of education reform in the state of Maryland and, with respect to prekindergarten, will expand and increase access through a mixed delivery system, including both public and private programs. Additional information can be found at the following MCPS website: <https://www.montgomeryschoolsmd.org/info/blueprint/>.

Signature and Academy Programs

Many high schools have developed and implemented signature and/or academy programs that integrate a specific focus or distinguishing theme with skills, concepts, and instructional strategies into some portion of a school’s curriculum. Some of these programs are school-wide programs, while others are structured as a special program offering at the school. The theme or focus becomes the vehicle for teaching the traditional high school curriculum in a fresh, interesting, and challenging way. Some schools also have created themed academies to engage students through a small learning community approach, and to raise student engagement and achievement by matching programs with student interests. Some of these programs require specialized classrooms or laboratories to support the delivery of the educational program. High schools may require facility modifications to accommodate signature or academy programs either through a major capital project or through countywide capital projects.

Information Technologies

MCPS has a strong commitment to prepare today’s students for life in the 21st century and to ensure a technologically literate citizenry and an internationally competitive work force. Board of Education Policy IS, Educational Technology, strives to ensure that educational technology is appropriately

Class Size Reductions

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class sizes in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2 in the focus schools most heavily impacted by poverty and

and equitably integrated into instruction and management to increase student learning, enhance the teaching process, and improve the operation of the school system.

The Technology Modernization Project provides the needed technology updates and computers in every school. Funds included in this project update schools' technology hardware, software, and network infrastructure. Up-to-date technology enhances student learning through access to online information and the latest instructional software. MCPS plans a multiyear effort to provide all students with access to mobile computers and a cloud-based learning platform that enhances creativity and collaboration in the classroom. These technologies also are critical for implementing online testing and learning.

OBJECTIVE 2: Meet Long-term and Interim Space Needs

Montgomery County has demonstrated a strong commitment to providing sufficient school facilities. New schools, as well as numerous additions to existing schools have been constructed to accommodate the growth in enrollment. This year, MCPS operates a total of 211 school facilities, including: 137 elementary schools, 40 middle schools, and 25 high schools; 1 career and technology high school; 5 special schools; 1 alternative education center with two satellite centers; and 2 Early Childhood Learning Centers.

Long-term Space Needs

A continued commitment to capital projects for the next six-years is necessary to address space needs. This year's preliminary September 30th enrollment is 160,770 students. Enrollment is projected to be 167,543 students by the 2029–2030 school year. The CIP identifies where space shortages are projected to occur and how the school system plans to address them. Due to the high level of school utilization throughout the school system, there may be some opportunities to address school space shortages through boundary changes among existing schools. However, additions to existing schools, the opening of new schools, and other major capital projects at schools will continue to be important strategies to address space needs. For a summary of approved capital projects, see the table in Chapter 1, labeled *Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program Summary Table*.

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

- Determine if space is available at adjacent or nearby schools and reassign students to a school(s) with space available;
- Consider an addition at the school to accommodate the enrollment if possible. If the school cannot be expanded to accommodate the projected enrollment, additions could be considered at nearby schools and students would be

reassigned to these schools. For a classroom addition to be considered for funding at an individual school, the following thresholds need to be met:

- Elementary school—the enrollment needs to exceed capacity by four classrooms or more (a minimum of 92 seats) in the sixth year of the CIP period
- Middle school—enrollment needs to exceed capacity by six classrooms or more (a minimum of 150 seats) in the sixth year of the CIP period
- High school—enrollment needs to exceed capacity by eight classrooms or more (a minimum of 200 seats) in the sixth year of the CIP period
- Consider the opening of a new school if reassignments and increasing capacity of existing schools is not sufficient to address the projected enrollment. Expanding schools to their maximum core capacity is considered before the opening of a new school.
 - A new elementary school may be considered if the cluster-wide deficit of space exceeds 500–600 seats.
 - A new middle school may be considered if deficits of space exceed 800 seats in one or more clusters.
 - For a new high school, the deficit would need to exceed approximately 1600 seats in one or more clusters.
- The impact of school utilization on the county's Growth and Infrastructure Policy is also reviewed.
- To address growing enrollment in the county, the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP includes funds for two new schools that are listed below:
 - Reopening of Charles W. Woodward High School (opens August 2027)
 - Crown High School (opens August 2027)

In addition to new school openings, classroom addition projects and major capital projects are planned to address overutilization at schools. Planning and/or construction funds are planned for several classroom addition projects as part of the *Superintendent's Recommended FY 2025 Capital Budget and the 2025–2030 CIP*. All capital projects are listed on the following table, along with the number of additional classrooms and the completion dates.

Number of Additional Rooms Planned—Capital Projects

School	Number of Rooms Planned*	Completion Date
Greencastle ES (Addition)	10	8/25
Silver Spring International MS (Addition)	5	8/25
Highland View ES (Addition)	8	8/27
James Hubert Blake HS (Addition)	16	8/28
Mill Creek Town ES (Addition)	12	8/28
Paint Branch HS (Addition)	14	8/28

*The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary schools that are not counted in the capacity (art, music, and the dual purpose room), October 2023.

Interim Space Needs

The use of relocatable classrooms on a short-term basis has proven to be successful in providing schools the space necessary to deliver educational programs. Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms also enable the school system to avoid significant capital investment where building needs are only short term. The number of relocatable classrooms in use grew dramatically as program initiatives described under Objective 1 were implemented and enrollment increased. The number of relocatable classrooms declined between 2005 and 2008 as enrollment plateaued and capacity projects opened. However, with enrollment increases since 2008, the number of relocatable classrooms started to increase. See Appendix H for the list of relocatable classrooms in use for the 2023–2024 school year.

Non-Capital Actions

On March 28, 2023, the Board of Education approved the boundary study scope to create the service area for the re-opening of Charles W. Woodward High School. The scope of the boundary study includes the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also includes the following middle schools: Argyle, Eastern, A. Mario Loiederman, Newport Mill, North Bethesda, Parkland, Thomas W. Pyle, Odessa Shannon, Silver Creek, Silver Spring International, Sligo, Takoma Park, Tilden, and Westland. No elementary schools are included in the boundary study. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy.aspx/.

As part of the recommended FY 2025–2030 CIP, the completion date for the Northwood High School project is delayed one-year due to an extension of the construction timeline. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the recommended completion date for the re-opening of Charles W. Woodward High school is August 2027. A recommendation to adjust the timeline of the approved boundary study to align with the opening of Charles W. Woodward High School will be presented as part of the Board of Education’s worksessions on the FY 2025-2030 CIP.

OBJECTIVE 3: Sustain and Upgrade Facilities

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

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

The Board of Education, superintendent of schools, and school community also recognize that even well-maintained facilities eventually reach the end of their useful life span and require upgrade to the infrastructure building systems and the need to address programmatic needs. The school system developed a new system to assess all schools utilizing the Key Facilities Indicators (KFI) to identify schools for a possible Major Capital Project (MCP). Once a school is identified, the scope for the project will be determined based on the individual building system and programmatic and capacity needs for each school. The following table identifies schools that have been approved for a Major Capital Project with planning and/or construction funding included in the Major Capital Projects—Elementary or Major Capital Projects—Secondary projects. The chart below also includes new school projects, as well as replacement projects for existing schools.

Number of Rooms Planned New, Replacement, and Major Capital Projects

School	Number of Rooms Planned*	Completion Date
Woodlin ES (MCP)	34	1/24
Neelsville MS (MCP)	47	8/24
Poolesville HS (MCP)	67	8/24
Burtonsville ES (Replacement)	47	8/26
JoAnn Leleck ES at Broad Acres (Replacement)	49	8/26
Crown High School (New)	106	8/27
Damascus HS (MCP)	108	8/27
Northwood HS (Replacement)	107	8/27
Charles W. Woodward HS (Reopening)	105	8/27
Eastern MS (MCP)	52	8/28
Col. Zadok Magruder HS (MCP)	96	8/29
Thomas S. Wootton HS (MCP)	105	8/29

The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary schools that are not counted in the capacity (art, music, and dual purpose rooms), October 2023

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

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

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

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

MCPS has implemented measures to reduce the environmental impact of its buildings through a comprehensive revision of its construction design guidelines. Beginning in 2006, schools were designed utilizing the practices from the Leadership in Energy and Environmental Design (LEED) rating system of the United States Green Building Council. Great Seneca Creek Elementary School, which opened in September 2006, was the first public school in Maryland to be “gold” certified under the LEED rating system for green buildings. From FY 2007 through FY 2019, all new schools were designed to achieve a LEED

for Schools “silver” certification. Smaller green technology and conservation pilots were introduced at several schools to provide a healthy and effective learning environment for students and staff. Beginning in FY 2020, schools are being designed utilizing the Green Globes rating system for green building design.

OBJECTIVE 5: Support Multipurpose Use of Schools

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

The Montgomery County Department of Health and Human Services (DHHS) Capital Budget includes several projects to provide services in county schools. In the Child Care in Schools Project, DHHS funds the construction of childcare classrooms in schools undergoing major construction or renovation. MCPS oversees the construction of the childcare classrooms while DHHS arranges for the lease of the childcare classroom to a private childcare provider.

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

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

In spring 2006, the School Based Wellness Center Planning Group (SBWCPG) convened. The planning group was charged with describing the services that would be offered at wellness centers at high schools and to identify criteria and a decision-making process for prioritizing school sites for wellness centers. As a result of the work of the planning

group, High School Wellness Centers (HSWC) have opened at several high schools.

As part of the adopted FY 2023 operating budget and also the adopted FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, the County Council approved the implementation of an interim phase for HSWCs at high schools currently without this program. The interim phase, called Bridges to Wellness, provided mental health and positive youth development components of the HSWC model at all schools that currently do not have a HSWC.

Information regarding all DHHS programs at schools can be found in each Cluster of Chapter 4, within the Facility Characteristics of Schools Table.

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

Community use of school facilities is another important way in which schools serve their communities. Outside of the instructional day, schools are used for a wide range of community activities. The Interagency Coordinating Board (ICB) for Community Use of Public Facilities (CUPF) manages school use, collects fees for most community uses of schools, and maintains an Enterprise Fund to pay for the cost of utilizing schools after school hours. Among the largest users of schools are childcare providers, county recreation groups, sports groups, and religious groups.

OBJECTIVE 6: Meet Special Education Program Space Needs

The Maryland State Department of Education established a target for local school systems to address the need for students receiving special education services in the general education environment. The Fiscal Year 2024 proposed target requires 71 percent of students to receive special education services in the general education environment. As a result of this mandate, the Department of Special Education Services (DSES) and the Division of Prekindergarten, Special Programs, and Related Services (DPSPRS), in collaboration with the Department of Facilities Management and the Office of School Support and Well-Being, plan and coordinate the identification of services sites and locations to address the diverse needs of students receiving special education services. This process is designed to ensure the delivery of special education services to the

maximum extent appropriate in the school the student would attend if nondisabled.

Montgomery County Public Schools (MCPS) chooses locations for special education services by focusing on the delivery of services in the student's home school or in the school, cluster, or region of the county closest to where the student resides.

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

- Special education Home School Model services are offered in all elementary schools to students in Grades kindergarten–5.
- Learning and Academic Disabilities and transition services are provided in all secondary schools for students in grades 6-12.

The following regional services are available to students as appropriate:

- Augmentative and Alternative Communication Services
- Autism Spectrum Disorders Services
- Autism Resource Services
- Autism Connections Services
- Bridge Services
- Prekindergarten and Elementary Physical Disabilities Services
- Elementary Learning Center
- Extensions Services
- Enhanced Social Emotional Special Education Services (E-SESES)
- Twice Exceptional 2e Services
- Infants and Toddlers Program
- Learning for Independence (LFI) Services
- Preschool Education Program (PEP)
- Prekindergarten Language Classes
- School/Community-based (SCB) Services
- Social Emotional Special Education Services (SESES)
- Longview and Stephen Knolls schools
- Carl Sandburg Learning Center
- Deaf and Hard of Hearing Services
- Preschool Vision Class
- John L. Gildner Regional Institute for Children and Adolescents
- Rock Terrace School

Birth through 5 Years of Age Special Education Growth

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

MCPS provides a continuum of special education services for children ages three through five. Preschool Education Program

(PEP) services range from consultative and itinerant services for children in community-based childcare settings and preschools to itinerant instruction at home for medically fragile children. Classroom environments are provided for children who need a comprehensive approach to their learning needs in part or full-day classes.

Providing prekindergarten special education services in the least restrictive environment (LRE) is a challenge because of the limited number of general education prekindergarten classrooms and services available in MCPS. The Office of Special Education and the Division of Title 1, Early Childhood Services, and Recovery Funds DSES and the Division of Early Childhood Programs and Services (DECPS) collaborate to collocate general and special education preschool classes to provide additional LRE inclusive part and full-day opportunities to prekindergarten students. MCPS also is focused on increasing the number of locations where nondisabled community peers are invited to learn alongside students receiving special education services in a prekindergarten classroom.

Chapter 4

Recommended Actions and Planning Issues

Chapter 4 is organized alphabetically by high school cluster and consortia. Each section includes tables that contain enrollment, demographic, program capacity, and facilities information for individual schools. Capital projects recommended for the *FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program (CIP)* are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning actions often cross cluster/consortia boundaries in order to meet program and facility needs for all students. Appendix U includes the maps for each cluster, special education centers, and other educational centers.

MCPS staff evaluate all schools based on existing and planned program capacity. Enrollment growth since 2008 was particularly strong until the COVID-19 health pandemic. In March 2020, MCPS, similar to many school systems around the country, had students learn virtually by remote instruction. Despite the decrease in enrollment for two years, student enrollment for the 2022–2023 school year was once again on the rise and, for the 2023–2024 school year, enrollment growth continues. As a result, space deficits remain at many schools throughout the county. Relocatable classrooms accommodate temporary overutilization. Long-term overutilization requires additional capacity to both elementary and secondary schools through various construction projects.

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

discussion of individual secondary and elementary schools with recommended capital projects or non-capital solutions. Not all clusters may have cluster-wide planning issues, and only schools with plans are discussed in each cluster section.

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

- **Approved**—Project has an approved FY 2024 appropriation in the amended FY 2023–2028 CIP for planning or construction funds.
- **Recommended**—Project has a recommended FY 2025 appropriation for planning or construction in the FY2025–2030 CIP.
- **Programmed**—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- **Proposed**—Project has facility planning funds approved for a feasibility study.

To assist readers, a glossary of abbreviations and terms used in the tables and notes is included below. For each cluster and the two consortia, four summary tables are presented. 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 2033 and 2038 at the secondary level. Space availability is shown with CIP

AAC—Augmentative and Alternative Communication	LANG—Speech/Language Services	Reg. Elem.—Regular elementary classroom
Add.—Addition	LFI—Learning for Independence	Rev/Ex—Revitalization/Expansion
AUT—Autism Spectrum Disorders	LTL—Linkages to Learning	Rm CSR—# of classrooms for class-size reduction initiative
BRIDGE—Bridge services	METS—Multidisciplinary Educational Training and Support class (for non-English-speaking students with limited educational experience)	SBHC—School-based Health Center
CSR—Class size reduction	Maj. Cap.—Major Capital Project	SCB—School/Community-Based Programs for Students with Intellectual Disabilities
DCC—Downcounty Consortium	MSMC—Middle School Magnet Consortium	SESES—Social and Emotional Special Education Services
DHOH—Deaf and Hard of Hearing	NEC—Northeast Consortium	Sup. Rms.—Support rooms, such as art, music, and computer labs
ELC—Elementary Learning Center	PD—Physical Disabilities class	SBWC—Wellness Center
ELD—English Language Development	PEP—Preschool Education Program	TBD—To be determined
GT/LD—Gifted and Talented/Learning Disabled	pre-K—# of sessions of prekindergarten	TS—# of Teaching Stations
HS—Head Start	pre-K Lang—Prekindergarten language class	VIS—Preschool or secondary Vision Services
HSM—Home school model	Reg. Sec.—Regular secondary classroom	
LAD—Learning and Academic Disabilities		

recommendations. This table also has a “comments” section that contains a brief explanation of program or facility changes that will affect capacity within any given year.

A second table, titled “Demographic Characteristics of Schools,” shows the racial and ethnic group composition percentages, the student participation in the Free and Reduced-price Meals System (FARMS) Program, the percentage of

English Language Development (ELD) students, (formerly known as ESOL), and the Mobility Rate for schools. The “Program Capacity Table (School Year 2023–2024)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2023–2024,” illustrates facility information for each school.

Cluster Articulation for 2023–2024 School Year

BETHESDA-CHEVY CHASE CLUSTER

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

WINSTON CHURCHILL CLUSTER

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

CLARKSBURG CLUSTER

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

DAMASCUS CLUSTER

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

DOWNCOUNTY CONSORTIUM

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

DOWNCOUNTY CONSORTIUM (continued)

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

GAITHERSBURG CLUSTER

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

WALTER JOHNSON CLUSTER

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

COL. ZADOK MAGRUDER CLUSTER

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

RICHARD MONTGOMERY CLUSTER

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

Cluster Articulation for 2023–2024 School Year

NORTHEAST CONSORTIUM

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

NORTHWEST CLUSTER

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

POOLESVILLE CLUSTER

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

QUINCE ORCHARD CLUSTER

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

ROCKVILLE CLUSTER

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

SENECA VALLEY CLUSTER

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

SHERWOOD CLUSTER

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

WATKINS MILL CLUSTER

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

WALT WHITMAN CLUSTER

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

THOMAS S. WOOTTON CLUSTER

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

OTHER EDUCATIONAL FACILITIES

Additionally, Montgomery County Public Schools operates the following facilities:

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

BETHESDA-CHEVY CHASE CLUSTER

CLUSTER PLANNING ISSUES

The Bethesda-Chevy Chase Cluster includes four adopted Sector Plans—Bethesda Downtown, adopted 2017; Chevy Chase Lake, adopted 2013; Greater Lyttonsville, adopted 2017; and Westbard, adopted 2016. A brief description of each is below. As with many sector plans in the county, build-out requires the redevelopment of many existing land uses in the area. The pace of construction will be market driven.

- The Bethesda Downtown Sector Plan will provide additional multi-family residential units in downtown Bethesda and require a larger percentage (15%) of affordable units in new developments. There are currently seven approved residential or mixed-use developments in the pipeline which include 4,853 mainly high-rise dwelling units. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/downcounty/bethesda-downtown-plan/>.
- The Chevy Chase Lake Sector Plan includes up to 1,400 mostly multi-family residential units. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/downcounty/chevy-chase-lake/>.
- The Greater Lyttonsville Plan includes up to 3,749 new multifamily high-rise housing units and 132 townhouse units. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/downcounty/greater-lyttonsville/>.
- The Westbard Sector Plan could yield approximately 516 multifamily high-rise, 487 multifamily mid-rise, and 135 townhouse units. Additional information can be found at the following weblink: https://montgomeryplanning.org/community/westbard/documents/westbard_for_web9.1.pdf.

Planning Study: A study was approved in November 2017, to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. In the Walter Johnson Cluster, a Site Selection Committee held in spring 2018, identified possible sites for a new elementary school. However, the projected space deficits at the elementary school level in the Walter Johnson Cluster were not sufficient to recommend a new elementary school for the cluster at that time. Given that the adopted CIP in November 2018, included a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the Board of Education approved expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. The Board of Education also included a joint site selection process for the two clusters conducted in summer 2019. The adopted FY2023–2028 CIP included planning funds in the out-years for this new elementary school with a TBD completion date. An FY 2025 appropriation is recommended to begin the planning for this

project. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

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

As part of the recommended FY 2025–2030 CIP, the completion date for the Northwood High School project is delayed one-year due to an extension of the construction timeline. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the recommended completion date for the reopening of Charles W. Woodward High school is August 2027. A recommendation to adjust the timeline of the approved boundary study to align with the opening of Charles W. Woodward High School will be presented as part of the Board of Education’s worksessions on the FY 2025-2030 CIP.

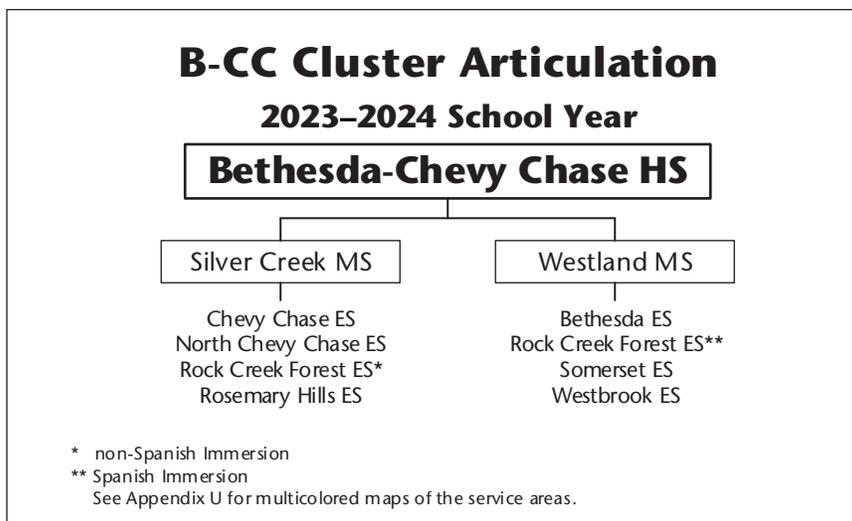
SCHOOLS

Bethesda-Chevy Chase High School

Planning Issue: See text under Cluster Planning Issue.

Silver Creek Middle School

Planning Issue: See text under Cluster Planning Issue.



BETHESDA-CHEVY CHASE CLUSTER

Westland Middle School

Planning Issue: See text under Cluster Planning Issue.

Bethesda Elementary School

Planning Study: See text under Cluster Planning Study

Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: Projections indicate that enrollment will exceed capacity for some of the elementary schools in these two clusters. An FY 2025 appropriation is recommended to begin planning this project. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

Chevy Chase Elementary School

Planning Study: See text under Cluster Planning Study.

North Chevy Chase Elementary School

Planning Study: See text under Cluster Planning Study.

Rock Creek Forest Elementary School

Planning Study: See text under Cluster Planning Study.

Rosemary Hills Elementary School

Planning Study: See text under Cluster Planning Study.

Somerset Elementary School

Planning Study: See text under Cluster Planning Study.

Westbrook Elementary School

Planning Study: See text under Cluster Planning Study.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Charles W. Woodward HS	Reopening	Delayed	August 2024/2027
Bethesda-Chevy Chase/Walter Johnson Cluster ES	New School	Recommended	TBD

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

*“Recommended”—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Bethesda–Chevy Chase HS	Program Capacity		2475	2475	2475	2475	2475	2475	2475	2475	2475
	Enrollment		2365	2347	2362	2324	2307	2321	2342	2360	2360
	Available Space		110	128	113	151	168	154	133	115	115
	Comments		See Text								
Silver Creek MS	Program Capacity		915	915	915	915	915	915	915	915	915
	Enrollment		766	775	771	747	749	743	736	775	775
	Available Space		149	140	144	168	166	172	179	140	140
	Comments		See Text								
Westland MS	Program Capacity		1064	1064	1064	1064	1064	1064	1064	1064	1064
	Enrollment		865	838	834	844	859	865	870	880	880
	Available Space		199	226	230	220	205	199	194	184	184
	Comments		See Text								
Bethesda ES Grades (K–5)	Program Capacity		561	561	561	561	561	561	561		
	Enrollment		588	611	614	591	601	590	584		
	Available Space		(27)	(50)	(53)	(30)	(40)	(29)	(23)		
	Comments		See Text								
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES	Program Capacity		483	483	483	483	483	483	483		
	Enrollment		427	454	503	506	509	492	476		
	Available Space		56	29	(20)	(23)	(26)	(9)	7		
	Comments		See Text								
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES	Program Capacity		374	374	374	374	374	374	374		
	Enrollment		243	249	259	262	264	251	237		
	Available Space		131	125	115	112	110	123	137		
	Comments		See Text								
Rock Creek Forest ES	Program Capacity		771	771	771	771	771	771	771		
	Enrollment		670	669	677	669	677	687	678		
	Available Space		101	102	94	102	94	84	93		
	Comments		See Text								
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES	Program Capacity		650	650	650	650	650	650	650		
	Enrollment		541	525	519	523	530	552	551		
	Available Space		109	125	131	127	120	98	99		
	Comments		See Text								
Somerset ES	Program Capacity		549	549	549	549	549	549	549		
	Enrollment		306	357	382	383	381	373	369		
	Available Space		243	192	167	166	168	176	180		
	Comments		See Text								
Westbrook ES	Program Capacity		648	648	648	648	648	648	648		
	Enrollment		513	505	502	506	520	524	525		
	Available Space		135	143	146	142	128	124	123		
	Comments		See Text								
Cluster Information	HS Utilization		96%	95%	95%	94%	93%	94%	95%	95%	95%
	HS Enrollment		2365	2347	2362	2324	2307	2321	2342	2360	2360
	MS Utilization		82%	82%	81%	80%	81%	81%	81%	84%	84%
	MS Enrollment		1631	1613	1605	1591	1608	1608	1606	1655	1655
	ES Enrollment		3288	3370	3456	3440	3482	3469	3420		

BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2023–2024

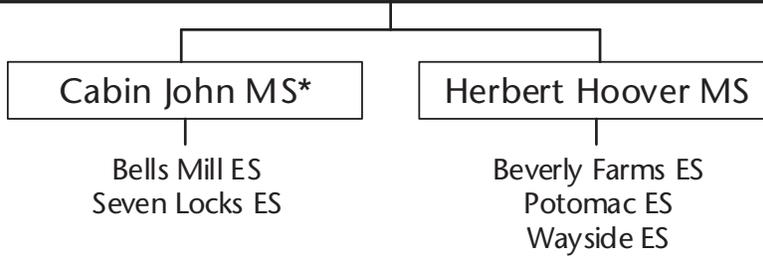
Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Bethesda-Chevy Chase HS	1934	2001	392,833	16.36			
Silver Creek MS	2017		174,743	13.3			
Westland MS	1951	1997	146,006	25.1			
Bethesda ES	1952	1999	75,421	7.93		4	
Chevy Chase ES	1936	2000	70,976	3.78			
North Chevy Chase ES	1953	1995	65,982	7.9			
Rock Creek Forest ES	1950	2015	98,140	7.96		2	
Rosemary Hills ES	1956	1988	87,298	6.07			
Somerset ES	1949	2005	80,122	3.7			
Westbrook ES	1939	1990	91,359	12.46	Yes		

*See Appendix H for relocatable use.

WINSTON CHURCHILL CLUSTER

Winston Churchill Cluster Articulation 2023–2024 School Year

Winston Churchill High School



* Cold Spring ES and Stone Mill ES also articulate to Cabin John MS and thereafter to Thomas S. Wootton HS.
See Appendix U for multicolored maps of the service areas.

WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools		Prelim.	Projections								
		23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038	
Winston Churchill HS	Program Capacity	1953	1953	1953	1953	1953	1953	1953	1953	1953	1953
	Enrollment	2205	2143	2166	2099	2083	2095	2110	2135	2135	
	Available Space	(252)	(190)	(213)	(146)	(130)	(142)	(157)	(182)	(182)	
	Comments										
Cabin John MS	Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125	1125
	Enrollment	974	1004	1062	1075	1095	1103	1103	1125	1125	
	Available Space	151	121	63	50	30	22	22	0	0	
	Comments										
Herbert Hoover MS	Program Capacity	1130	1130	1130	1130	1130	1130	1130	1130	1130	1130
	Enrollment	929	939	980	997	1014	1022	1023	1040	1040	
	Available Space	201	191	150	133	116	108	107	90	90	
	Comments										
Bells Mill ES	Program Capacity	626	626	626	626	626	626	626			
	Enrollment	591	585	585	606	608	608	621			
	Available Space	35	41	41	20	18	18	5			
	Comments										
Beverly Farms ES	Program Capacity	732	732	732	732	732	732	732			
	Enrollment	581	566	564	576	569	569	582			
	Available Space	151	166	168	156	163	163	150			
	Comments										
Potomac ES	Program Capacity	480	480	480	480	480	480	480			
	Enrollment	435	444	436	432	442	442	443			
	Available Space	45	36	44	48	38	38	37			
	Comments										
Seven Locks ES	Program Capacity	457	457	457	457	457	457	457			
	Enrollment	372	378	378	382	372	372	368			
	Available Space	85	79	79	75	85	85	89			
	Comments										
Wayside ES	Program Capacity	626	626	626	626	626	626	626			
	Enrollment	471	456	444	459	448	455	447			
	Available Space	155	170	182	167	178	171	179			
	Comments										
Cluster Information	HS Utilization	113%	110%	111%	107%	107%	107%	108%	109%	109%	
	HS Enrollment	2205	2143	2166	2099	2083	2095	2110	2135	2135	
	MS Utilization	84%	86%	91%	92%	94%	94%	94%	96%	96%	
	MS Enrollment	1903	1943	2042	2072	2109	2125	2126	2165	2165	
	ES Utilization	84%	83%	82%	84%	83%	84%	84%			
ES Enrollment	2450	2429	2407	2455	2439	2446	2461				

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Winston Churchill HS	1964	2001	322,078	30.28		4	
Cabin John MS	1967	2011	159,514	18.2			
Herbert Hoover MS	1966	2013	165,367	19.1			
Bells Mill ES	1968	2009	77,244	9.59			
Beverly Farms ES	1965	2013	98,916	4.98	Yes		
Potomac ES	1949	2020	86,550	9.02			
Seven Locks ES	1964	2012	66,915	9.9			
Wayside ES	1969	2017	93,453	9.26			

**See Appendix H for relocatable use.*

CLARKSBURG CLUSTER

CLUSTER PLANNING ISSUES

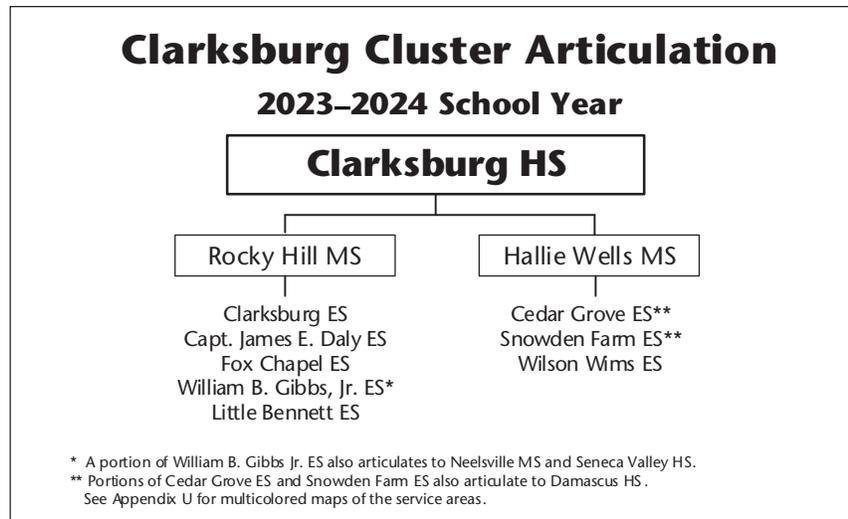
Planning Issue: The Clarksburg Master Plan allows for the development of up to 15,000 residential units. A new cluster of schools was formed in the 2006–2007 school year when Clarksburg High School opened to accommodate the enrollment growth from the new development. Along with the new high school, five new elementary schools and one middle school were opened between 2006 and 2023. There are currently approximately 1,500 units in the development pipeline approved, but unbuilt, within the Clarksburg Cluster. Of the approved units, approximately 800 are multifamily and 700 are single family units.

In addition, the Marc Rail Communities Plan was adopted in 2019. Clarksburg, Northwest, Poolesville, and Seneca Valley clusters serve the families within the plan area. It is anticipated that the plan will take 20–30 years to build out. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/marc-rail-communities/>.

SCHOOLS

Clarksburg High School

Planning Issue: Clarksburg High School will continue to have a space deficit by the end of the six-year planning period. A Major Capital Project is approved for Damascus High School. This project will include a major addition to accommodate students from Clarksburg High School. As part of the recommended FY 2025–2030 CIP, the completion date for this project is delayed one-year due to an extension of the construction timeline. The recommended completion date is August 2027. A boundary scope recommendation will be included in a future CIP.



CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Clarksburg HS	Program Capacity		2020	2020	2020	2020	2020	2020	2020	2020	2020
	Enrollment		2205	2242	2326	2368	2442	2457	2475	2500	2500
	Available Space		(185)	(222)	(306)	(348)	(422)	(437)	(455)	(480)	(480)
	Comments		See Text								
Rocky Hill MS	Program Capacity		1012	1012	1012	1012	1012	1012	1012	1012	1012
	Enrollment		1042	1042	1049	1067	1086	1094	1100	1110	1110
	Available Space		(30)	(30)	(37)	(55)	(74)	(82)	(88)	(98)	(98)
	Comments										
Hallie Wells MS	Program Capacity		982	982	982	982	982	982	982	982	982
	Enrollment		944	945	951	968	986	994	999	1010	1010
	Available Space		38	37	31	14	(4)	(12)	(17)	(28)	(28)
	Comments										
Clarksburg ES	Program Capacity		365	365	365	365	365	365	365		
	Enrollment		450	377	369	374	363	338	354		
	Available Space		(85)	(12)	(4)	(9)	2	27	11		
	Comments										
Capt. James E. Daly ES	Program Capacity	CSR	558	558	558	558	558	558	558		
	Enrollment		503	480	460	458	467	466	467		
	Available Space		55	78	98	100	91	92	91		
	Comments										
Fox Chapel ES	Program Capacity	CSR	665	665	665	665	665	665	665		
	Enrollment		602	599	585	601	598	603	601		
	Available Space		63	66	80	64	67	62	64		
	Comments										
Little Bennett ES	Program Capacity		643	643	643	643	643	643	643		
	Enrollment		609	600	584	565	576	562	563		
	Available Space		34	43	59	78	67	81	80		
	Comments										
Snowden Farm ES	Program Capacity		762	762	762	762	762	762	762		
	Enrollment		616	619	609	581	604	610	622		
	Available Space		146	143	153	181	158	152	140		
	Comments										
Wilson Wims ES	Program Capacity		722	722	722	722	722	722	722		
	Enrollment		527	496	513	523	528	537	557		
	Available Space		195	226	209	199	194	185	165		
	Comments										
Cluster Information	HS Utilization		109%	111%	115%	117%	121%	122%	123%	124%	124%
	HS Enrollment		2205	2242	2326	2368	2442	2457	2475	2500	2500
	MS Utilization		100%	100%	100%	102%	104%	105%	105%	106%	106%
	MS Enrollment		1986	1987	2000	2035	2072	2088	2099	2120	2120
	ES Enrollment		3307	3171	3120	3102	3136	3116	3164		

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Clarksburg HS	1995	2006	344,574	62.73		14	
Rocky Hill MS	2004		148,065	23.3			
Hallie Wells MS	2016		150,089	22.37			
Clarksburg ES	1952	1993	54,983	9.97		5	
Captain James E. Daly ES	1989		78,386	10	Yes	2	
Fox Chapel ES	1974		85,182	10.34	Yes		LTL
Little Bennett ES	2006		82,511	4.81	Yes		
Snowden Farm ES	2019		92,366	9.79			
Wilson Wims ES	2014		91,931	9.29	Yes		

*See Appendix H for relocatable use.

DAMASCUS CLUSTER

SCHOOLS

Damascus High School

Capital Project: A Major Capital Project was approved to address various building systems and programmatic needs for this school. The Board of Education, in the requested FY 2021–2026 CIP, included expenditures in FY 2022 to continue the planning and design of this major capital project with a completion date of August 2025, the County Council delayed the expenditures by one-year. An FY 2023 appropriation was approved to begin the design of this Major Capital Project. An FY 2024 appropriation was approved for construction funds. As part of the recommended FY 2025–2030 CIP, the completion date for this project is delayed one-year due to an extension of the construction timeline. The recommended completion date is August 2027.

Planning Issue: The capital project for Damascus High School will include a major addition to accommodate students from Clarksburg High School. A boundary scope recommendation will be included in a future CIP.

Damascus Elementary School

Capital Project: As part of the adopted FY 2023–2028 CIP, this school was approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) were utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. A Major Capital Project is included in the recommended FY 2025–2030 CIP for this school. An FY 2025 appropriation is recommended to begin the planning and design for this project. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

Woodfield Elementary School

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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Damascus HS	Major Capital Project	Delayed	August 2027
Damascus ES	Major Capital Project	Recommended	TBD

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

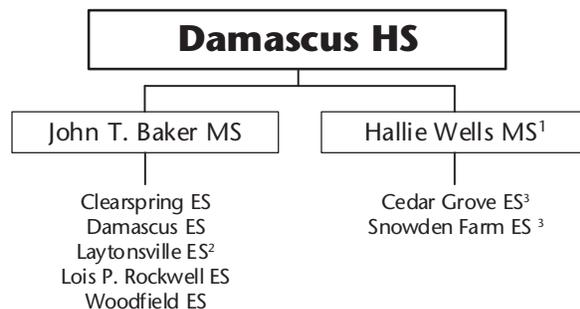
*Recommended—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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

Damascus Cluster Articulation

2023–2024 School Year



¹ Wilson Wims ES articulates to Hallie Wells MS and then to Clarksburg HS.

² Most of Laytonsville ES articulates to Gaithersburg MS and Gaithersburg HS.

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

DAMASCUS CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Damascus HS	Program Capacity		1543	1543	1543	1543	1583	2250	2250	2250	2250
	Enrollment		1400	1353	1440	1411	1436	1445	1455	1485	1485
	Available Space		143	190	103	132	147	805	795	765	765
	Comments		Planning for MCP				Maj. Cap. Project Complete				
John T. Baker MS	Program Capacity		766	766	766	766	766	766	766	766	766
	Enrollment		843	845	845	855	867	876	880	830	830
	Available Space		(77)	(79)	(79)	(89)	(101)	(110)	(114)	(64)	(64)
	Comments										
Hallie Wells MS	Program Capacity		982	982	982	982	982	982	982	982	982
	Enrollment		944	945	951	968	986	994	999	1000	1000
	Available Space		38	37	31	14	(4)	(12)	(17)	(18)	(18)
	Comments										
Cedar Grove ES	Program Capacity		436	436	436	436	436	436	436		
	Enrollment		349	328	328	307	300	312	325		
	Available Space		87	108	108	129	136	124	111		
	Comments										
Clearspring ES	Program Capacity	CSR	536	536	536	536	536	536	536		
	Enrollment		541	550	571	587	589	585	593		
	Available Space		(5)	(14)	(35)	(51)	(53)	(49)	(57)		
	Comments										
Damascus ES	Program Capacity		334	334	334	334	334	334	334		
	Enrollment		346	330	333	333	356	355	359		
	Available Space		(12)	4	1	1	(22)	(21)	(25)		
	Comments			Planning for MCP							
Lois P. Rockwell ES	Program Capacity		575	575	575	575	575	575	575		
	Enrollment		528	529	527	525	532	539	539		
	Available Space		47	46	48	50	43	36	36		
	Comments										
Snowden Farm ES	Program Capacity		762	762	762	762	762	762	762		
	Enrollment		616	619	609	581	604	610	622		
	Available Space		146	143	153	181	158	152	140		
	Comments										
Woodfield ES	Program Capacity		375	375	375	375	375	375	375		
	Enrollment		322	314	355	359	353	355	356		
	Available Space		53	61	20	16	22	20	19		
	Comments										
Cluster Information	HS Utilization		91%	88%	93%	91%	91%	64%	65%	66%	66%
	HS Enrollment		1400	1353	1440	1411	1436	1445	1455	1485	1485
	MS Utilization		102%	102%	103%	104%	106%	107%	107%	105%	105%
	MS Enrollment		1787	1790	1796	1823	1853	1870	1879	1830	1830
	ES Enrollment		2702	2670	2723	2692	2734	2756	2794		

DAMASCUS CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Damascus HS	1950	1978	235,986	32.66			
John T. Baker MS	1971		120,532	21.65	Yes	2	
Hallie Wells MS	2016		150,089	22.37			
Cedar Grove ES	1960	1987	57,037	10.1			
Clearspring ES	1988		77,535	10	Yes	2	
Damascus ES	1934	1980	53,239	9.4		4	
Lois P. Rockwell ES	1992		75,520	10.57			
Snowden Farm ES	2019		92,366	9.79			
Woodfield ES	1962	1985	53,212	10			

*See Appendix H for relocatable use.

DOWNCOUNTY CONSORTIUM

CONSORTIUM PLANNING ISSUES

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

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

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

Planning Issue: The Downcounty Consortium includes land-use plans that will add a large number of multi-family housing units in the future. It is anticipated that each of these plans will take 20–30 years to build-out, and the pace of construction will be market driven. The following is a brief description of each plan.

- The Silver Spring Downtown and Adjacent Communities Plan was adopted June 2022. This plan will allow for an additional 11,000 multifamily high-rise units. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/downcounty/silver-spring/silver-spring-downtown-plan/>.
- The Takoma Park Minor Master Plan Amendment, currently in public hearing draft, would allow for 3,500 mostly multi-family housing units. The plan will require the redevelopment of existing land uses. Additional information can be found at the following weblink: [TPMMA-Public-Hearing-Draft-Final-6.21.pdf \(montgomeryplanning.org\)](https://montgomeryplanning.org/planning/communities/midcounty/wheaton/).
- The Wheaton CBD and Vicinity Sector Plan, adopted in 2012, allows for up to 7,060 mostly multifamily residential units. The majority of these housing units require the redevelopment of the Westfield Wheaton Mall. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/midcounty/wheaton/>.
- The Glenmont Sector Plan, adopted in 2013, allows for up to 5,800 mostly multifamily residential units. A future elementary school site is included in this plan and requires the redevelopment of existing land uses, including the Glenmont Shopping Center, to achieve build-out density. Additional information can be found

at the following weblink: <https://montgomeryplanning.org/planning/communities/midcounty/glenmont/>.

- The Long Branch Sector Plan, adopted in 2013, allows for approximately 5,000 mostly multifamily residential units. This plan requires the redevelopment of existing land uses and funding for the Purple Line to achieve build-out density. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/downcounty/long-branch/>.

Other plans that will influence the Downcounty Consortium include the 2017 Greater Lyttonsville Sector Plan and, to a small extent, the 2018 White Flint 2 Sector Plan.

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

As part of the recommended FY 2025–2030 CIP, the completion date for the Northwood High School project is delayed one-year due to an extension of the construction timeline. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the recommended completion date for the reopening of Charles W. Woodward High school is August 2027. A recommendation to adjust the timeline of the approved boundary study to align with the opening of Charles W. Woodward High School will be presented as part of the Board of Education's worksessions on the FY 2025-2030 CIP.

SCHOOLS

To address the urgent space needs at the Downcounty Consortium high schools and Walter Johnson High School, several high school projects were approved, that include: an addition at John F. Kennedy High School, an addition and facility upgrades to Northwood High School, and the reopening of Charles W. Woodward High School. An FY 2019 appropriation was approved to begin planning that will provide the instructional support spaces needed for 2,500 students at Northwood High School. With respect to Northwood High School, an analysis was completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site, and b) an approach where a newly constructed and reopened Charles W. Woodward High School be used as a holding school for Northwood High School. The evaluation

DOWNCOUNTY CONSORTIUM

compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. Based on this analysis, the Board of Education approved that Charles W. Woodward High School be used as a holding school for Northwood High School, starting in August 2023.

An FY 2020 appropriation for planning was approved to begin the architectural design for the addition at John F. Kennedy High School with a completion date of August 2022. An FY 2021 appropriation was approved to begin the architectural design for the Northwood High School project. An FY 2022 appropriation was approved to continue the construction for the reopening of Charles W. Woodward High School. An FY 2023 appropriation was requested for construction cost increases and construction funds for the Northwood High School project and an FY 2023 appropriation was requested for construction cost increases and for the balance of funds for the reopening of the Charles W. Woodward High School projects. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the Northwood High School project

and the reopening of Charles W. Woodward High School by one year. An FY 2024 appropriation was approved for construction funds and construction cost increases for Northwood High School and construction cost increases for the reopening of Charles W. Woodward High School.

As part of the recommended FY 2025–2030 CIP, the completion date for the Northwood High School project is delayed one-year due to an extension of the construction timeline. Therefore, the recommended completion date for Northwood High School is August 2027. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the recommended completion date for the reopening of Charles W. Woodward High School is August 2027.

Montgomery Blair High School

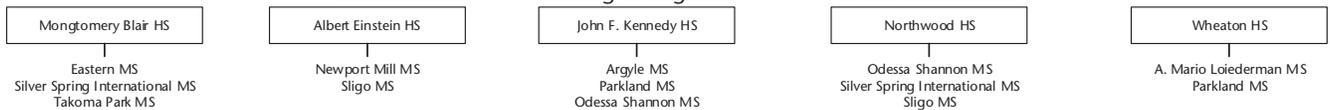
Capital Project: See text under Consortium Planning Issue.

Albert Einstein High School

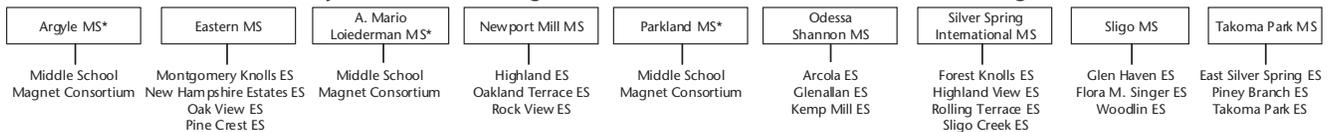
Capital Project: See text under Consortium Planning Issue.

Downcounty Consortium Articulation 2023–2024 School Year

Middle Schools articulating to High Schools within the consortium



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



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

Downcounty Consortium Articulation

High School Base Areas



2023–2024 School Year

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

John F. Kennedy High School

Capital Project: See text under Consortium Planning Issue.

Northwood High School

Planning Issue: See text under Consortium Planning Issue.

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning for additional capacity and the instructional support spaces needed for 2,500 students at Northwood High School. An FY 2023 appropriation was requested for construction cost increases and construction funds. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY 2023-2028 CIP delayed the completion date for this project by one year. An FY 2024 appropriation was approved for construction funds. As part of the recommended FY 2025–2030 CIP, the completion date for the Northwood High School project is delayed one-year due to an extension of the construction timeline. Therefore, the recommended completion date for Northwood High School is August 2027.

Wheaton High School

Planning Issue: See text under Consortium Planning Issue.

Charles W. Woodward High School

Planning Issue: See text under Consortium Planning Issue.

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2022 appropriation was approved to continue the construction for the reopening of Charles W. Woodward High School with a first phase completion date of August 2023. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the completion date for this project by one year. An FY 2024 appropriation was approved for construction cost increases. As part of the recommended FY 2025–2030 CIP, the completion date for the Northwood High School project is delayed one-year due to an extension of the construction timeline. Therefore, the recommended completion date for Northwood High School is August 2027. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the recommended completion date for the reopening of Charles W. Woodward High School is August 2027.

Argyle Middle School

Planning Issue: See text under Consortium Planning Issue.

Planning Issue: Previous projections indicated that enrollment would exceed projections by 150 seats or more by the end of the six year planning period. Therefore, an FY 2021 appropriation was approved for facility planning to conduct a feasibility study for a possible addition. Although current

projections exceed capacity, it does not meet the threshold of 150 seats or more by the end of the six-year planning period; therefore, enrollment will be monitored to determine the need for an addition in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Eastern Middle School

Planning Issue: See text under Consortium Planning Issue.

Capital Project: A revitalization/expansion project was previously programmed for this school. A new program was developed to identify large-scale renovations of facilities. While nine schools were identified as the first group of schools in the Major Capital Projects project, Eastern Middle School was identified as a school in the next round. An FY 2023 appropriation was approved to begin the architectural design for this major capital project; however no construction funds were included in the adopted CIP and, therefore, a TBD completion date was shown. The Recommended FY 2025–2030 CIP includes construction expenditures for this project. Once planning and design is complete, an appropriation for construction funds will be recommended in a future CIP. This project is scheduled to be completed August 2028.

A. Mario Loiederman Middle School

Planning Issue: See text under Consortium Planning Issue.

Newport Mill Middle School

Planning Issue: See text under Consortium Planning Issue.

Parkland Middle School

Planning Issue: See text under Consortium Planning Issue.

Odessa Shannon Middle School

Planning Issue: See text under Consortium Planning Issue.

Silver Spring International Middle School

Planning Issue: See text under Consortium Planning Issue.

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

needs, an FY 2020 appropriation for construction funds was approved for this project. The scheduled completion date was August 2022.

As a result of the complexities of the addition project and a decrease in enrollment at the middle school, the Board of Education, as part of the amended FY 2021–2026 CIP, requested a reduction in the expenditures that reduced the scope of the project. The County Council approved the Board of Education’s request related to this project. MCPS staff has worked with the school and community to identify the new scope for this project. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. An FY 2024 appropriation was approved for construction cost increases. The project is scheduled for completion in August 2025.

Sligo Middle School

Planning Issue: See text under Consortium Planning Issue.

Takoma Park Middle School

Planning Issue: See text under Consortium Planning Issue.

Highland View Elementary School

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

Oak View Elementary School

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

Oakland Terrace Elementary School

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

and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP.

Piney Branch Elementary School

Capital Project: Piney Branch Elementary School is located on the smallest site in the county at 1.9 acres and there is little to no room for relocatable classrooms to accommodate overutilization at the school. To address the current and projected overutilization at the school, an addition project was approved at Piney Branch Elementary School. The County Council approved an FY 2017 appropriation for facility planning to conduct a feasibility study to determine the feasibility, scope, and cost of the project. An FY 2020 appropriation was approved to construct this project with a completion date of August 2021. Due to the complexity of the Piney Branch Elementary School addition project, including the need for a comprehensive facility upgrade to address the aging infrastructure, the approved FY 2021–2026 CIP removed the expenditures for the Piney Branch Elementary School addition from the six-year CIP. Instead, the school is identified in the next set of schools in the Major Capital Projects. An FY 2023 appropriation was approved to begin the architectural design for this major capital project; however, no construction funds are included in the adopted FY2023–2028 CIP. Therefore, a TBD completion date will be shown until construction funds are approved in a future CIP. As a result of the current review of the Takoma Park Minor Master Plan Amendment and potential impacts to the community, including the school and site, it is recommended, as part of the 2025–2030 CIP, that planning for a capital project for this school be postponed until the Master Plan Amendment process is complete.

Woodlin Elementary School

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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Northwood HS	Classroom addition and Facility upgrades	Delayed	August 2027
Charles W. Woodward HS	Reopening	Delayed	August 2024/2027
Eastern MS	Major Capital Project	Approved	August 2028
Silver Spring International MS	Classroom additions	Approved	August 2025
Highland View ES	Classroom additions	Approved	August 2027
Piney Branch ES	Major Capital Project	Postponed	TBD
Woodlin ES	Major Capital Project	Approved	January 2024

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

*Recommended—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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

DOWNCOUNTY CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025-2030 CIP

Schools		Prelim.	Projections							
		23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Montgomery Blair HS	Program Capacity	2889	2889	2889	2889	2889	2889	2889	2889	2889
	Enrollment	3252	3308	3369	3419	3427	3450	3475	3500	3500
	Available Space	(363)	(419)	(480)	(530)	(538)	(561)	(586)	(611)	(611)
	Comments	See Text								
Albert Einstein HS	Program Capacity	1602	1602	1602	1602	1602	1602	1602	1602	1602
	Enrollment	2020	2027	2030	1998	2015	2028	2045	2055	2055
	Available Space	(418)	(425)	(428)	(396)	(413)	(426)	(443)	(453)	(453)
	Comments	See Text								
John F. Kennedy HS	Program Capacity	2159	2159	2159	2159	2159	2159	2159	2159	2159
	Enrollment	1847	1900	1980	2026	2029	2044	2062	2075	2075
	Available Space	312	259	179	133	130	115	97	84	84
	Comments	See Text								
Northwood HS	Program Capacity	1513	1513	1513	1513	2260	2260	2260	2260	2260
	Enrollment	1744	1791	1753	1770	1739	1751	1765	1795	1795
	Available Space	(231)	(278)	(240)	(257)	521	509	495	465	465
	Comments	See Text	Move to Holding School			Project Complete				
Wheaton HS	Program Capacity	2237	2237	2237	2237	2237	2237	2237	2237	2237
	Enrollment	2721	2769	2787	2780	2711	2711	2711	2725	2725
	Available Space	(484)	(532)	(550)	(543)	(474)	(474)	(474)	(488)	(488)
	Comments	See Text								
Charles W. Woodward HS	Program Capacity					2249	2249	2249	2249	2249
	Enrollment					0	0	0	0	0
	Available Space					2249	2249	2249	2249	2249
	Comments	See Text				Opens				
Argyle MS	Program Capacity	888	888	888	888	888	888	888	888	888
	Enrollment	920	951	956	1004	1023	1030	1035	1040	1040
	Available Space	(32)	(63)	(68)	(116)	(135)	(142)	(147)	(152)	(152)
	Comments									
Eastern MS	Program Capacity	1012	1012	1012	1012	1012	1033	1033	1033	1033
	Enrollment	910	936	950	917	934	941	946	950	950
	Available Space	102	76	62	95	78	92	87	83	83
	Comments	Planning for MCP					Maj. Cap. Project Complete			
A. Mario Loiederman MS	Program Capacity	986	986	986	986	986	986	986	986	986
	Enrollment	979	1004	1000	1017	1035	1042	1049	1060	1060
	Available Space	7	(18)	(14)	(31)	(49)	(56)	(63)	(74)	(74)
	Comments	See Text								
Newport Mill MS	Program Capacity	837	837	837	837	837	837	837	837	837
	Enrollment	606	629	647	660	673	678	682	695	695
	Available Space	231	208	190	177	164	159	155	142	155
	Comments	See Text								
Parkland MS	Program Capacity	1207	1207	1207	1207	1207	1207	1207	1207	1207
	Enrollment	1094	1159	1216	1185	1185	1185	1185	1200	1200
	Available Space	113	48	(9)	22	22	22	22	7	7
	Comments	Addition Complete								
Odessa Shannon MS	Program Capacity	881	881	881	881	881	881	881	881	881
	Enrollment	772	776	770	784	797	804	808	825	825
	Available Space	109	105	111	97	84	77	73	56	56
	Comments	See Text								
Silver Spring International MS	Program Capacity	1098	1098	1194	1194	1194	1194	1194	1194	1194
	Enrollment	1063	1053	1063	1081	1101	1110	1117	1135	1135
	Available Space	35	45	131	113	93	84	77	59	59
	Comments	See Text		Addition Complete						
Sligo MS	Program Capacity	958	958	958	958	958	958	958	958	958
	Enrollment	703	709	748	763	776	782	786	800	800
	Available Space	255	249	210	195	182	176	172	158	158
	Comments	See Text								
Takoma Park MS	Program Capacity	1298	1298	1298	1298	1298	1298	1298	1298	1298
	Enrollment	1124	1132	1138	1107	1128	1136	1144	1160	1160
	Available Space	174	166	160	191	170	162	154	138	138
	Comments	See Text								

DOWNCOUNTY CONSORTIUM

Schools			Prelim.	Projections					
			23-24	24-25	25-26	26-27	27-28	28-29	29-30
Arcola ES	CSR	Program Capacity	638	638	638	638	638	638	638
		Enrollment	696	736	740	747	766	769	779
		Available Space	(58)	(98)	(102)	(109)	(128)	(131)	(141)
		Comments							
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	604	604	604	604	604	604	604
		Enrollment	533	510	518	510	516	517	514
		Available Space	71	94	86	94	88	87	90
		Comments							
Brookhaven ES	CSR	Program Capacity	477	477	477	477	477	477	477
		Enrollment	427	436	453	462	470	462	470
		Available Space	50	41	24	15	7	15	7
		Comments							
East Silver Spring ES	CSR	Program Capacity	607	607	607	607	607	607	607
		Enrollment	538	524	513	533	525	534	514
		Available Space	69	83	94	74	82	73	93
		Comments							
Forest Knolls ES	CSR	Program Capacity	584	584	584	584	584	584	584
		Enrollment	510	501	506	530	548	541	548
		Available Space	74	83	78	54	36	43	36
		Comments							
Georgian Forest ES	CSR	Program Capacity	657	657	657	657	657	657	657
		Enrollment	563	564	582	596	618	614	603
		Available Space	94	93	75	61	39	43	54
		Comments							
Glen Haven ES	CSR	Program Capacity	562	562	562	562	562	562	562
		Enrollment	558	570	569	563	565	562	564
		Available Space	4	(8)	(7)	(1)	(3)	0	(2)
		Comments							
Glenallan ES	CSR	Program Capacity	766	766	766	766	766	766	766
		Enrollment	674	676	702	702	696	695	696
		Available Space	92	90	64	64	70	71	70
		Comments							
Harmony Hills ES	CSR	Program Capacity	727	727	727	727	727	727	727
		Enrollment	702	693	706	732	737	764	757
		Available Space	25	34	21	(5)	(10)	(37)	(30)
		Comments							
Highland ES	CSR	Program Capacity	573	573	573	573	573	573	573
		Enrollment	510	507	500	518	544	540	539
		Available Space	63	66	73	55	29	33	34
		Comments							
Highland View ES	CSR	Program Capacity	336	336	336	336	525	525	525
		Enrollment	371	369	383	400	411	411	419
		Available Space	(35)	(33)	(47)	(64)	114	114	106
		Comments	Planning for Addition				Addition Complete		
Kemp Mill ES	CSR	Program Capacity	457	457	457	457	457	457	457
		Enrollment	407	408	401	387	383	382	393
		Available Space	50	49	56	70	74	75	64
		Comments							
Montgomery Knolls ES Grades (HS-2) Paired With Pine Crest ES	CSR	Program Capacity	696	696	696	696	696	696	696
		Enrollment	514	488	488	490	495	496	493
		Available Space	182	208	208	206	201	200	203
		Comments							
New Hampshire Estates ES Grades (HS-2) Paired With Oak View ES	CSR	Program Capacity	498	498	498	498	498	498	498
		Enrollment	458	446	458	461	465	465	463
		Available Space	40	52	40	37	33	33	35
		Comments							
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	322	322	322	322	322	322	322
		Enrollment	409	421	416	432	420	432	426
		Available Space	(87)	(99)	(94)	(110)	(98)	(110)	(104)
		Comments							

DOWNCOUNTY CONSORTIUM

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30		
Oakland Terrace ES		Program Capacity	495	495	495	495	495	495	495		
		Enrollment	500	507	510	527	538	519	538		
		Available Space	(5)	(12)	(15)	(32)	(43)	(24)	(43)		
		Comments									
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	667	667	667	667	667	667	667		
		Enrollment	472	475	466	467	467	467	465		
		Available Space	195	192	201	200	200	200	202		
		Comments									
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	621	621	621	621	621	621	621		
		Enrollment	598	575	539	568	582	616	586		
		Available Space	23	46	82	53	39	5	35		
		Comments									
Rock View ES	CSR	Program Capacity	610	610	610	610	610	610	610		
		Enrollment	578	583	589	594	604	608	614		
		Available Space	32	27	21	16	6	2	(4)		
		Comments									
Rolling Terrace ES	CSR	Program Capacity	673	673	673	673	673	673	673		
		Enrollment	658	655	671	685	688	688	697		
		Available Space	15	18	2	(12)	(15)	(15)	(24)		
		Comments									
Sargent Shriver ES	CSR	Program Capacity	628	628	628	628	628	628	628		
		Enrollment	714	710	722	722	707	705	714		
		Available Space	(86)	(82)	(94)	(94)	(79)	(77)	(86)		
		Comments									
Flora M. Singer ES	CSR	Program Capacity	585	585	585	585	585	585	585		
		Enrollment	618	603	585	585	552	574	575		
		Available Space	(33)	(18)	0	0	33	11	10		
		Comments									
Sligo Creek ES		Program Capacity	697	697	697	697	697	697	697		
		Enrollment	665	674	686	673	673	675	676		
		Available Space	32	23	11	24	24	22	21		
		Comments									
Strathmore ES Grades (3-5) Paired With Bel Pre ES		Program Capacity	449	449	449	449	449	449	449		
		Enrollment	469	457	457	465	465	465	465		
		Available Space	(20)	(8)	(8)	(16)	(16)	(16)	(16)		
		Comments									
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES		Program Capacity	791	791	791	791	791	791	791		
		Enrollment	604	608	649	621	629	629	626		
		Available Space	187	183	142	170	162	162	165		
		Comments									
Viers Mill ES	CSR	Program Capacity	717	717	717	717	717	717	717		
		Enrollment	544	560	558	539	528	534	527		
		Available Space	173	157	159	178	189	183	190		
		Comments									
Weller Road ES	CSR	Program Capacity	798	798	798	798	798	798	798		
		Enrollment	704	704	694	693	696	699	710		
		Available Space	94	94	104	105	102	99	88		
		Comments									
Wheaton Woods ES	CSR	Program Capacity	661	661	661	661	661	661	661		
		Enrollment	558	564	587	592	598	600	599		
		Available Space	103	97	74	69	63	61	62		
		Comments									
Woodlin ES		Program Capacity	640	640	640	640	640	640	640		
		Enrollment	598	616	630	619	617	602	599		
		Available Space	42	24	10	21	23	38	41		
		Comments	MCP Complete 1/2024								
Cluster Information		HS Utilization	111%	113%	115%	115%	107%	108%	108%	109%	109%
		HS Enrollment	11584	11795	11919	11993	11921	11984	12058	12150	12058
		MS Utilization	89%	91%	92%	92%	93%	94%	94%	96%	96%
		MS Enrollment	8171	8349	8488	8518	8652	8708	8752	8865	8865
		ES Utilization	92%	92%	93%	94%	93%	93%	93%		
ES Enrollment	16150	16140	16278	16413	16503	16565	16569				

DOWNCOUNTY CONSORTIUM

Demographic Characteristics of Schools

Schools	2023-2024						2022-2023		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Montgomery Blair HS	3252	4.5%	24.5%	10.5%	38.1%	22.3%	48.6%	18.6%	14.3%
Albert Einstein HS	2020	4.5%	15.8%	6.2%	50.5%	22.6%	53.7%	19.1%	12.7%
John F. Kennedy HS	1847	1.6%	21.7%	4.1%	67.9%	4.4%	76.8%	28.2%	18.3%
Northwood HS	1744	2.7%	23.5%	4.0%	59.2%	10.5%	67.7%	25.6%	20.6%
Wheaton HS	2721	2.6%	19.6%	10.6%	57.3%	9.7%	65.3%	21.8%	14.3%
Argyle MS	920	2.6%	29.6%	7.6%	52.7%	7.3%	72.2%	26.5%	12.6%
Eastern MS	910	5.1%	17.7%	9.8%	51.2%	16.3%	63.3%	26.1%	15.5%
A. Mario Loiederman MS	979	3.6%	12.3%	4.7%	65.1%	14.0%	68.5%	32.5%	14.1%
Newport Mill MS	606	5.3%	10.2%	6.8%	58.3%	18.5%	65.0%	28.9%	12.5%
Parkland MS	1094	2.6%	21.8%	12.6%	56.5%	6.4%	71.4%	22.6%	13.7%
Odessa Shannon MS	772	2.2%	21.8%	6.6%	64.1%	5.3%	80.3%	28.2%	17.7%
Silver Spring International MS	1063	5.7%	19.8%	3.0%	43.5%	27.7%	50.0%	19.5%	10.7%
Sligo MS	703	5.8%	18.6%	6.3%	39.0%	30.3%	52.7%	20.0%	12.6%
Takoma Park MS	1124	6.6%	32.8%	11.6%	16.7%	31.9%	38.0%	8.3%	9.4%
Arcola ES	696	2.0%	21.6%	4.0%	66.5%	5.7%	70.1%	49.4%	30.0%
Bel Pre ES	533	2.8%	25.0%	3.2%	61.7%	6.6%	75.5%	37.2%	20.1%
Brookhaven ES	427	3.3%	20.6%	8.2%	61.1%	6.3%	73.4%	36.1%	15.4%
East Silver Spring ES	538	6.3%	49.4%	3.3%	21.9%	18.8%	60.2%	21.4%	17.0%
Forest Knolls ES	510	5.7%	18.0%	5.3%	38.4%	32.4%	40.1%	15.4%	8.9%
Georgian Forest ES	563	2.1%	18.8%	2.8%	70.0%	5.0%	82.5%	39.7%	28.5%
Glen Haven ES	558	4.7%	22.6%	3.4%	51.6%	17.0%	60.3%	29.8%	19.1%
Glenallan ES	674	6.2%	25.5%	9.9%	49.0%	9.1%	61.1%	27.7%	18.8%
Harmony Hills ES	702	0.0%	9.1%	1.9%	86.3%	2.0%	88.0%	59.1%	20.2%
Highland ES	510	1.6%	7.1%	5.3%	79.6%	5.7%	79.2%	41.7%	17.7%
Highland View ES	371	6.2%	31.0%	2.2%	35.0%	25.6%	55.2%	29.6%	16.0%
Kemp Mill ES	407	0.0%	10.1%	0.0%	85.3%	2.9%	89.8%	56.6%	21.8%
Montgomery Knolls ES	514	5.8%	22.0%	4.5%	47.1%	20.4%	62.9%	31.5%	11.8%
New Hampshire Estates ES	458	0.0%	18.1%	0.0%	74.9%	5.5%	88.7%	51.8%	20.0%
Oak View ES	409	2.9%	14.7%	2.9%	63.8%	15.6%	74.5%	51.1%	12.3%
Oakland Terrace ES	500	6.0%	15.4%	4.8%	36.8%	36.8%	35.1%	14.5%	9.2%
Pine Crest ES	472	4.0%	20.1%	5.9%	47.9%	21.8%	59.6%	29.3%	11.5%
Piney Branch ES	598	8.4%	28.9%	2.7%	17.2%	42.8%	37.6%	18.2%	8.3%
Rock View ES	578	3.6%	12.6%	9.0%	52.8%	21.6%	55.5%	33.7%	14.0%
Rolling Terrace ES	658	1.8%	11.4%	1.1%	79.5%	6.1%	88.2%	60.5%	17.1%
Sargent Shriver ES	714	1.0%	9.2%	5.2%	80.5%	3.9%	85.0%	54.4%	17.7%
Flora M. Singer ES	618	6.6%	14.2%	5.3%	39.0%	34.5%	42.7%	29.0%	10.7%
Sligo Creek ES	665	7.7%	28.6%	4.8%	11.0%	47.4%	18.5%	9.9%	9.2%
Strathmore ES	469	1.9%	26.9%	5.3%	55.0%	10.0%	74.3%	41.3%	20.7%
Takoma Park ES	604	6.3%	30.3%	2.5%	23.0%	37.6%	40.1%	23.5%	12.1%
Viers Mill ES	544	2.9%	10.3%	6.3%	68.8%	11.4%	73.7%	39.2%	13.4%
Weller Road ES	704	1.3%	6.0%	5.0%	84.8%	3.0%	84.6%	53.1%	15.0%
Wheaton Woods ES	558	1.4%	24.4%	3.6%	65.9%	4.3%	83.4%	50.8%	20.0%
Woodlin ES	598	8.2%	26.6%	8.2%	23.1%	33.9%	40.5%	23.2%	22.7%
Elementary Cluster Total	16150	3.9%	19.7%	4.5%	54.6%	17.0%	64.8%	36.9%	16.6%
Elementary County Total	72363	5.5%	21.4%	13.2%	36.0%	23.5%	47.5%	24.8%	15.7%

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

**Percent of English Language Development students (ELD) during the 2022–2023 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2022–2023 school year compared to total enrollment.

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

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

DOWNCOUNTY CONSORTIUM

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Montgomery Blair HS	1998		386,567	29.71	Yes	19	
Albert Einstein HS	1962	1997	276,462	26.67	Yes	15	
John F. Kennedy HS	1964	1999	332,133	29.1			HSWC
Northwood HS	1956	2004	254,054	29.57		14	HSWC
Wheaton HS	1954	2016	373,825	28.2			HSWC
Argyle MS	1971	1993	120,205	19.9		3	
Eastern MS	1951	1976	152,030	14.5			LTL
A. Mario Loiederman MS	1956	2005	148,718	17.08		2	LTL
Newport Mill MS	1958	2002	109,011	8.4	Yes		
Parkland MS	1963	2007	178,929	9.18	Yes		LTL
Odessa Shannon MS	1966		164,307	16.45	Yes		LTL
Silver Spring International MS	1934	1999	152,731	10.64	Yes		LTL
Sligo MS	1959	1991	149,527	21.7	Yes		
Takoma Park MS	1939	1999	195,739	18.8	Yes		
Arcola ES	1956	2007	95,421	5	Yes	4	LTL
Bel Pre ES	1968	2014	95,330	8.9	Yes		
Brookhaven ES	1961	1995	81,320	8.57			
East Silver Spring ES	1929	1975	88,895	8.4			
Forest Knolls ES	1960	1993	89,850	7.77			
Georgian Forest ES	1961	1995	88,111	10.94	Yes		LTL
Glen Haven ES	1950	2004	85,845	10	Yes		
Glenallan ES	1966	2013	98,700	12.1		2	
Harmony Hills ES	1957	1999	85,648	10.2	Yes	4	SBHC
Highland ES	1950	1989	87,491	11	Yes		SBHC
Highland View ES	1953	1994	59,307	6.6		6	
Kemp Mill ES	1960	1996	68,222	10		3	LTL
Montgomery Knolls ES	1952	1989	109,733	10.3			LTL
New Hampshire Estates ES	1954	1988	73,306	5.4			SBHC
Oak View ES	1949	1985	57,560	11.26		3	LTL
Oakland Terrace ES	1950	1993	79,145	9.5	Yes	5	
Pine Crest ES	1941	1992	77,121	5.6	Yes		LTL
Piney Branch ES	1973		99,706	1.97	Yes		
Rock View ES	1955	1999	91,977	7.4			
Rolling Terrace ES	1950	1989	92,241	4.3		6	SBHC
Sargent Shriver ES	1954	2006	91,628	9.17		6	LTL
Flora M. Singer ES	2012		95,831	12.67	Yes	3	
Sligo Creek ES	1934	1999	87,744	15.6	Yes		
Strathmore ES	1970		59,497	10.79	Yes		
Takoma Park ES	1979		85,553	4.7			
Viers Mill ES	1950	1991	120,572	10.52			SBHC
Weller Road ES	1953	2013	121,346	11.1			SBHC
Wheaton Woods ES	1952	2017	120,154	8			LTL
Woodlin ES	1944	2023	98,861	10.97			

*See Appendix H for relocatable use.

GAITHERSBURG CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: There are three Master Plans—The Great Seneca Science Corridor Minor Master Plan, The Shady Grove Minor Master Plan Amendment, and The Montgomery Village Master Plan—that involve portions of the Gaithersburg Cluster. It is anticipated that these plans will take 20–30 years to build-out, with the pace of construction being market driven. In addition, there are approximately 2,800 units in the development pipeline approved, but unbuilt, within the cluster. Of the 2,800 units, approximately 2,260 are multifamily and 540 are single family units. Additional information on each of the plans can be found at the following weblinks:

- The Great Seneca Science Corridor Minor Master Plan—<https://montgomeryplanning.org/planning/communities/midcounty/great-seneca-science-corridor/>
- The Shady Grove Minor Master Plan Amendment—<https://montgomeryplanning.org/planning/communities/midcounty/shady-grove/>
- The Montgomery Village Master Plan—<https://montgomeryplanning.org/planning/communities/midcounty/montgomery-village/>

SCHOOLS

Gaithersburg High School

Capital Project: Projections indicate enrollment at Gaithersburg High School will exceed capacity by the end of the six-year planning period. Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. As part of the FY 2021–2026 CIP, the County Council delayed

the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year, but approved the additional expenditures. An FY2024 appropriation was approved for construction funds. An FY 2025 appropriation is recommended to complete this project. This project is scheduled to be completed August 2027.

Gaithersburg Middle School

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

CAPITAL PROJECTS

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

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

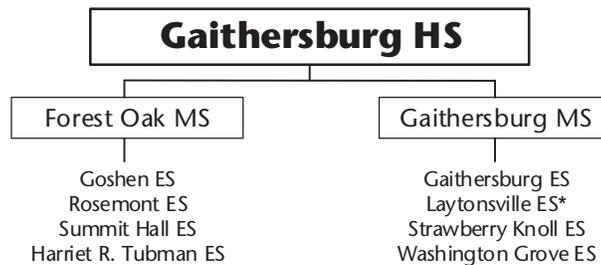
*“Recommended”—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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

Gaithersburg Cluster Articulation

2023–2024 School Year



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

GAIHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Gaithersburg HS		Program Capacity	2457	2457	2457	2457	2457	2457	2457	2457	2457
		Enrollment	2463	2516	2636	2597	2602	2620	2641	2675	2675
		Available Space	(6)	(59)	(179)	(140)	(145)	(163)	(184)	(218)	(218)
		Comments	See Text								
Crown HS		Program Capacity					2219	2219	2219	2219	2219
		Enrollment					0	0	0	0	0
		Available Space					2219	2219	2219	2219	2219
		Comments					Opens				
Forest Oak MS		Program Capacity	955	955	955	955	955	955	955	955	
		Enrollment	846	845	832	847	862	868	873	880	880
		Available Space	109	110	123	108	93	87	82	75	75
		Comments									
Gaithersburg MS		Program Capacity	1028	1028	1028	1028	1028	1028	1028	1028	1028
		Enrollment	898	890	913	919	935	942	947	960	960
		Available Space	130	138	115	109	93	86	81	68	68
		Comments									
Gaithersburg ES	CSR	Program Capacity	777	777	777	777	777	777	777		
		Enrollment	652	659	680	678	671	660	669		
		Available Space	125	118	97	99	106	117	108		
		Comments									
Goshen ES	CSR	Program Capacity	604	604	604	604	604	604	604		
		Enrollment	503	504	522	513	517	523	517		
		Available Space	101	100	82	91	87	81	87		
		Comments									
Laytonville ES		Program Capacity	497	497	497	497	497	497	497		
		Enrollment	363	373	387	393	405	409	429		
		Available Space	134	124	110	104	92	88	68		
		Comments									
Rosemont ES	CSR	Program Capacity	562	562	562	562	562	562	562		
		Enrollment	598	609	598	588	581	574	575		
		Available Space	(36)	(47)	(36)	(26)	(19)	(12)	(13)		
		Comments									
Strawberry Knoll ES	CSR	Program Capacity	500	500	500	500	500	500	500		
		Enrollment	469	465	445	445	435	432	445		
		Available Space	31	35	55	55	65	68	55		
		Comments									
Summit Hall ES	CSR	Program Capacity	464	464	464	464	464	464	464		
		Enrollment	424	429	429	436	422	420	421		
		Available Space	40	35	35	28	42	44	43		
		Comments									
Harriet R. Tubman ES	CSR	Program Capacity	616	616	616	616	616	616	616		
		Enrollment	574	604	629	655	656	669	669		
		Available Space	42	12	(13)	(39)	(40)	(53)	(53)		
		Comments									
Washington Grove ES	CSR	Program Capacity	550	550	550	550	550	550	550		
		Enrollment	464	487	487	491	489	490	489		
		Available Space	86	63	63	59	61	60	61		
		Comments									
Cluster Information		HS Utilization	100%	102%	107%	106%	56%	107%	107%	109%	109%
		HS Enrollment	2463	2516	2636	2597	2602	2620	2641	2675	2675
		MS Utilization	88%	87%	88%	89%	91%	91%	92%	93%	93%
		MS Enrollment	1744	1735	1745	1766	1797	1810	1820	1840	1840
		ES Utilization	88%	90%	78%	78%	77%	77%	78%		
		ES Enrollment	3473	4130	3548	3544	4176	4177	4214		

GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Gaithersburg HS	1951	2013	427,048	40.97	Yes		HSWC
Forest Oak MS	1999		132,259	41.2			LTL
Gaithersburg MS	1960	1988	157,694	22.82			LTL
Gaithersburg ES	1947	1983	94,468	8.39		4	SBHC
Goshen ES	1988		76,740	10.48			
Laytonsville ES	1951	1989	64,160	10.4			
Rosemont ES	1965	1995	88,764	8.9		4	LTL
Strawberry Knoll ES	1988		78,723	10.8	Yes	2	
Summit Hall ES	1971		68,059	10.17	Yes	17	SBHC
Harriet R. Tubman ES	2022		99,893	5.72	Yes		LTL
Washington Grove ES	1956	1984	86,266	10.66			LTL

*See Appendix H for relocatable use.

WALTER JOHNSON CLUSTER

CLUSTER PLANNING ISSUES

The Walter Johnson Cluster has experienced considerable enrollment growth in the past eight years, primarily driven by the turnover of homes to younger families. New development in the cluster also has played a role, although by a significantly smaller amount than demographic changes in existing communities. The White Flint Sector Plan, adopted in 2010, provides for up to 9,800 new multi-family residential units over the next 20–30 years. A future elementary school site is approved in the plan. The plan requires the redevelopment of existing land uses and is phased with major transit and infrastructure improvements.

The cluster also will see substantial amounts of new housing associated with the following recently approved land-use plans: Rock Spring Master Plan, White Flint 2 Sector Plan, and Grosvenor-Strathmore Metro Area Minor Master Plan. Currently, there are approximately 11,340 units in the development pipeline approved, but unbuilt, within the Walter Johnson Cluster. Of the 11,340 units, approximately 10,900 are multifamily and 440 are single family units. Additional information on the various land-use plans can be found at the following weblinks:

- Rock Spring Master Plan—<https://montgomeryplanning.org/planning/communities/midcounty/rock-spring/>
- White Flint 2 Sector Plan—<https://montgomeryplanning.org/planning/communities/midcounty/white-flint/white-flint-2-sector-plan/>
- Grosvenor-Strathmore Metro Area Minor Master Plan—<https://montgomeryplanning.org/planning/communities/midcounty/grosvenor-strathmore-minor-master-plan-amendment/>

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster was not sufficient to recommend a new elementary school for the Walter Johnson Cluster at that time. In November 2018, the Board of Education adopted a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. Given the space deficits in the Walter Johnson Cluster, in November 2018, the Board of Education expanded the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. The Board of Education also included a joint site selection process for the two clusters conducted in summer 2019. The adopted FY2023–2028 CIP included planning funds in the out-years for this new elementary school with a TBD completion date. An FY 2025 appropriation is recommended to begin the planning for this project. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

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

As part of the recommended FY 2025–2030 CIP, the completion date for the Northwood High School project is delayed one-year due to an extension of the construction timeline. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the recommended completion date for the reopening of Charles W. Woodward High school is August 2027. A recommendation to adjust the timeline of the approved boundary study to align with the opening of Charles W. Woodward High School will be presented as part of the Board of Education’s worksessions on the FY 2025-2030 CIP.

SCHOOLS

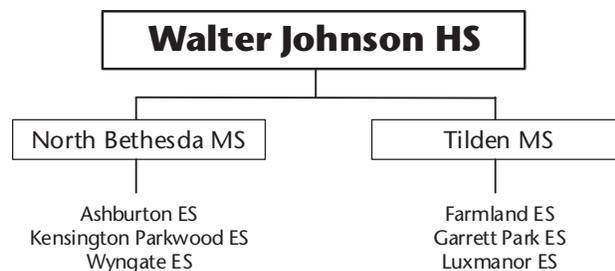
Walter Johnson High School

Planning Issue: See text under Cluster Planning Issue.

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Charles W. Woodward High School. The scheduled completion date for the first phase of this project was August 2023 and the reopening of the new high

Walter Johnson Cluster Articulation

2023–2024 School Year



See Appendix U for multicolored maps of the service areas.

WALTER JOHNSON CLUSTER

school was scheduled for August 2025. Northwood High School also will be utilized to address the space needs in the Downcounty Consortium. With respect to Northwood High School, an analysis was completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Charles W. Woodward High School be used as a holding school, starting in August 2023. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. Based on this analysis, the Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School.

An FY 2022 appropriation was approved to continue construction to reopen Charles W. Woodward High School. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the reopening of the high school was scheduled to be completed August 2026. An FY 2024 appropriation was approved for construction cost increases. As part of the recommended FY 2025–2030 CIP, the completion date for the Northwood High School project is delayed one-year due to an extension of the construction timeline. Therefore, the recommended completion date for Northwood High School is August 2027. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the recommended completion date for the reopening of Charles W. Woodward High School is August 2027.

Charles W. Woodward High School

Planning Issue: See text under Cluster Planning Issue.

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2021 appropriation for construction was approved to reopen the school. The Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one-year. The additional expenditures were approved, but the scheduled completion date for the reopening of Charles W. Woodward High School is August 2026. An FY2024 appropriation was approved for construction cost increases. As part of the recommended FY 2025–2030 CIP, the completion date for the Northwood High School project is delayed one-year due to an extension of the construction timeline. Therefore, the recommended completion date for Northwood High School is August 2027. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding

facility, for one additional year, the recommended completion date for the reopening of Charles W. Woodward High School is August 2027.

North Bethesda Middle School

Planning Issue: See text under Cluster Planning Issue.

Tilden Middle School

Planning Issue: See text under Cluster Planning Issue.

Ashburton Elementary School

Planning Issue: See text under Cluster Planning Study.

Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

Planning Study: See text under Cluster Planning Study.

Capital Project: Projections indicate that enrollment will exceed capacity for some of the elementary schools in these two clusters. An FY 2025 appropriation is recommended to begin planning this project. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

Farmland Elementary School

Planning Issue: See text under Cluster Planning Study.

Garrett Park Elementary School

Planning Issue: See text under Cluster Planning Study.

Kensington-Parkwood Elementary School

Planning Issue: See text under Cluster Planning Study.

Luxmanor Elementary School

Planning Issue: See text under Cluster Planning Study.

Wyngate Elementary School

Planning Issue: See text under Cluster Planning Study.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Charles W. Woodward HS	New School	Delayed	August 2024/2027
Bethesda-Chevy Chase/Walter Johnson Clusters ES	New	Recommended	TBD

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

*Recommended—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools		Prelim.	Projections							2033	2038
			23-24	24-25	25-26	26-27	27-28	28-29	29-30		
Walter Johnson HS	Program Capacity	2299	2299	2299	2299	2299	2299	2299	2299	2299	
	Enrollment	2987	3004	3020	2975	2950	2969	2991	3015	3015	
	Available Space	(688)	(705)	(721)	(676)	(651)	(670)	(692)	(716)	(716)	
	Comments	See Text									
Charles W. Woodward HS	Program Capacity					2249	2249	2249	2249	2249	
	Enrollment					0	0	0	0	0	
	Available Space					2249	2249	2249	2249	2249	
	Comments	See Text				Opens					
North Bethesda MS	Program Capacity	1203	1203	1203	1203	1203	1203	1203	1203	1203	
	Enrollment	1166	1173	1162	1166	1188	1197	1204	1284	1284	
	Available Space	37	30	41	37	15	6	(1)	(81)	(81)	
	Comments	See Text									
Tilden MS	Program Capacity	1264	1264	1264	1264	1264	1264	1264	1264	1264	
	Enrollment	1084	1070	1061	1079	1098	1106	1112	1125	1125	
	Available Space	180	194	203	185	166	158	152	139	139	
	Comments	See Text									
Ashburton ES	Program Capacity	822	822	822	822	822	822	822			
	Enrollment	835	884	899	900	880	853	862			
	Available Space	(13)	(62)	(77)	(78)	(58)	(31)	(40)			
	Comments	See Text									
Farmland ES	Program Capacity	724	724	724	724	724	724	724			
	Enrollment	818	804	798	824	815	792	797			
	Available Space	(94)	(80)	(74)	(100)	(91)	(68)	(73)			
	Comments	See Text									
Garrett Park ES	Program Capacity	777	777	777	777	777	777	777			
	Enrollment	690	735	718	713	711	704	705			
	Available Space	87	42	59	64	66	73	72			
	Comments	See Text									
Kensington–Parkwood ES	Program Capacity	819	819	819	819	819	819	819			
	Enrollment	572	546	538	539	530	538	546			
	Available Space	247	273	281	280	289	281	273			
	Comments	See Text									
Luxmanor ES	Program Capacity	746	746	746	746	746	746	746			
	Enrollment	726	753	748	766	780	769	758			
	Available Space	20	(7)	(2)	(20)	(34)	(23)	(12)			
	Comments	See Text									
Wyngate ES	Program Capacity	801	801	801	801	801	801	801			
	Enrollment	678	643	629	631	621	615	616			
	Available Space	123	158	172	170	180	186	185			
	Comments	See Text									
Cluster Information	HS Utilization	130%	131%	131%	129%	128%	129%	130%	131%	131%	
	HS Enrollment	2987	3004	3020	2975	2950	2969	2991	3015	3015	
	MS Utilization	91%	91%	90%	91%	93%	93%	94%	98%	98%	
	MS Enrollment	2250	2243	2223	2245	2286	2303	2316	2409	2409	
	ES Utilization	92%	93%	92%	93%	92%	91%	91%			
	ES Enrollment	4319	4365	4330	4373	4337	4271	4284			

WALTER JOHNSON CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Walter Johnson HS	1956	2009	365,138	30.86		15	
North Bethesda MS	1955	1999	178,252	19.11			
Tilden MS	1967	2020	244,561	19.67			
Ashburton ES	1957	1993	91,178	8.3		8	
Farmland ES	1963	2011	89,988	4.75	Yes	4	
Garrett Park ES	1948	2012	96,348	4.38	Yes		
Kensington-Parkwood ES	1952	2006	102,382	9.86			
Luxmanor ES	1966	2020	99,376	6.49	Yes		
Wyngate ES	1952	1997	89,104	9.5			

*See Appendix H for relocatable use.

**Tilden MS is colocated with Rock Terrace School

COL. ZADOK MAGRUDER CLUSTER

SCHOOLS

Col. Zadok Magruder High School

Capital Project: To address various building systems and programmatic needs for this school, a Major Capital Project is planned. Expenditures for this project are included in the Major Capital Projects—Secondary. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project two years. An FY 2025 appropriation is recommended to begin the planning and design for this project. This project is scheduled for completion in August 2029.

Mill Creek Towne Elementary School

Capital Project: Projections indicate that enrollment will exceed capacity by the end of the six-year planning period. An FY 2021 appropriation was approved for facility planning to conduct a feasibility study for a possible addition to this school and identify a scope and cost for the project. An FY 2025 appropriation is recommended to begin the planning and design for this addition project. This project is scheduled to be completed August 2028.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Col. Zadok Magruder HS	Major Capital Project	Recommended	August 2029
Mill Creek Towne ES	Addition	Recommended	August 2028

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

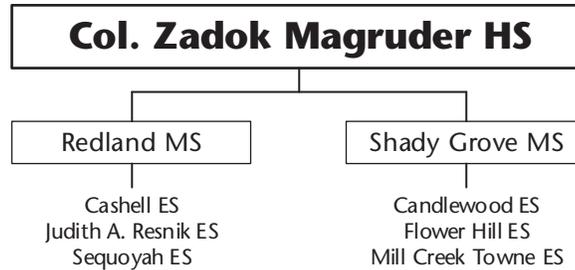
*Recommended—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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

Magruder Cluster Articulation

2023–2024 School Year



See Appendix U for multicolored maps of service areas.

COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Col. Zadok Magruder HS	Program Capacity		1885	1885	1885	1885	1885	1885	1980	1980	1980
	Enrollment		1616	1701	1766	1753	1763	1774	1786	1815	1815
	Available Space		269	184	119	132	122	111	194	165	165
	Comments			Planning for MCP					Maj. Cap. Project Complete		
Redland MS	Program Capacity		724	724	724	724	724	724	724	724	724
	Enrollment		587	588	597	610	621	626	629	640	640
	Available Space		137	136	127	114	103	98	95	84	84
	Comments										
Shady Grove MS	Program Capacity		846	846	846	846	846	846	846	846	846
	Enrollment		514	508	526	505	514	518	521	530	530
	Available Space		332	338	320	341	332	328	325	316	316
	Comments										
Candlewood ES	Program Capacity		521	521	521	521	521	521	521		
	Enrollment		369	376	381	383	391	388	386		
	Available Space		152	145	140	138	130	133	135		
	Comments										
Cashell ES	Program Capacity		324	324	324	324	324	324	324		
	Enrollment		342	390	394	412	420	429	420		
	Available Space		(18)	(66)	(70)	(88)	(96)	(105)	(96)		
	Comments										
Flower Hill ES	Program Capacity	CSR	442	442	442	442	442	442	442		
	Enrollment		461	463	479	485	490	486	485		
	Available Space		(19)	(21)	(37)	(43)	(48)	(44)	(43)		
	Comments										
Mill Creek Towne ES	Program Capacity	CSR	354	354	354	354	354	600	600		
	Enrollment		504	516	506	521	525	540	537		
	Available Space		(150)	(162)	(152)	(167)	(171)	60	63		
	Comments			Planning for Addition				Addition Complete			
Judith A. Resnik ES	Program Capacity	CSR	558	558	558	558	558	558	558		
	Enrollment		546	537	524	525	536	532	543		
	Available Space		12	21	34	33	22	26	15		
	Comments										
Sequoyah ES	Program Capacity	CSR	447	447	447	447	447	447	447		
	Enrollment		451	470	486	495	494	488	489		
	Available Space		(4)	(23)	(39)	(48)	(47)	(41)	(42)		
	Comments										
Cluster Information	HS Utilization		86%	90%	94%	93%	94%	94%	90%	92%	92%
	HS Enrollment		1616	1701	1766	1753	1763	1774	1786	1815	1815
	MS Utilization		70%	70%	72%	71%	72%	73%	73%	75%	75%
	MS Enrollment		1101	1096	1123	1115	1135	1144	1150	1170	1170
	ES Enrollment		2673	2752	2770	2821	2856	2863	2860		

COL. ZADOK MAGRUDER CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Col. Zadok Magruder HS	1970		295,478	30			
Redland MS	1971		112,297	20.64	Yes		
Shady Grove MS	1995	1999	129,206	20			
Candlewood ES	1968	2015	82,222	11.79			
Cashell ES	1969	2009	71,171	10.24		2	
Flower Hill ES	1985		58,770	10	Yes	3	
Mill Creek Towne ES	1966	2000	67,465	8.39		9	
Judith A. Resnik ES	1991		78,547	12.8		4	
Sequoyah ES	1990		73,080	10	Yes		

**See Appendix H for relocatable use.*

RICHARD MONTGOMERY CLUSTER

CLUSTER PLANNING ISSUE

The City of Rockville adopted the Rockville Pike Neighborhood Plan in March 2016. Additional residential units, mostly multi-family units, are allowed in the Rockville Pike corridor. This development would occur on either side of Rockville Pike, from the intersection at Veirs Mill Road at the north to Rollins Avenue in the south. Most of this area is in the Richard Montgomery Cluster. The plan will require the redevelopment of existing land uses and require significant roadway improvements. It is anticipated that the plan will take 20 to 30 years to build-out and the pace of construction will be market driven. In addition, there are two master plans/amendments that include portions of the cluster—The Shady Grove Minor Master Plan Amendment, adopted in 2021 and The Veirs Mill Corridor Master Plan, adopted in 2019. Additional information on these plans can be found at the following weblinks: <https://montgomeryplanning.org/planning/communities/midcounty/shady-grove/shady-grove-minor-master-plan-amendment/> and <https://montgomeryplanning.org/planning/communities/midcounty/veirs-mill-corridor-plan/>.

SCHOOLS

Richard Montgomery High School

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

part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year, but approved the additional expenditures. An FY2024 appropriation was approved for construction funds. An FY 2025 appropriation is recommended to complete this project. The completion date is August 2027.

Twinbrook Elementary School

Capital Project: As part of the adopted FY 2023–2028 CIP, this school was approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) were utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. A Major Capital Project is included in the recommended FY 2025–2030 CIP for this school. An FY 2025 appropriation is recommended to begin the planning and design for this project. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

CAPITAL PROJECTS

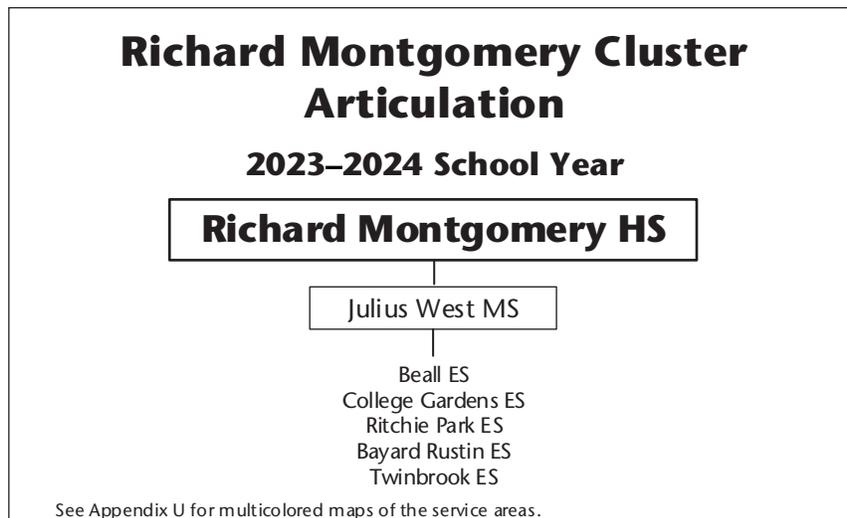
School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2027
Twinbrook ES	Major Capital Project	Recommended	TBD

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

*Recommended—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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



RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Richard Montgomery HS		Program Capacity	2236	2236	2236	2236	2236	2236	2236	2236	2236
		Enrollment	2387	2427	2574	2578	2570	2586	2604	2625	2625
		Available Space	(151)	(191)	(338)	(342)	(334)	(350)	(368)	(389)	(389)
		Comments	See Text								
Crown HS		Program Capacity					2219	2219	2219	2219	2219
		Enrollment					0	0	0	0	0
		Available Space					2219	2218	2218	2219	2219
		Comments					Opens				
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	1309	1332	1340	1361	1386	1397	1404	1420	1420
		Available Space	123	100	92	71	46	35	28	12	12
		Comments									
Beall ES		Program Capacity	663	663	663	663	663	663	663		
		Enrollment	500	465	429	410	439	448	440		
		Available Space	163	198	234	253	224	215	223		
		Comments									
College Gardens ES		Program Capacity	719	719	719	719	719	719	719		
		Enrollment	514	514	507	498	514	530	529		
		Available Space	205	205	212	221	205	189	190		
		Comments									
Ritchie Park ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	361	354	362	367	371	376	377		
		Available Space	50	57	49	44	40	35	34		
		Comments									
Bayard Rustin ES		Program Capacity	790	790	790	790	790	790	790		
		Enrollment	787	772	772	780	796	784	796		
		Available Space	3	18	18	10	(6)	6	(6)		
		Comments									
Twinbrook ES	CSR	Program Capacity	616	616	616	616	616	616	616		
		Enrollment	461	453	448	445	440	453	454		
		Available Space	155	163	168	171	176	163	162		
		Comments		Planning for MCP							
Cluster Information		HS Utilization	107%	109%	115%	115%	58%	116%	116%	117%	59%
		HS Enrollment	2387	2427	2574	2578	2570	2586	2604	2625	2625
		MS Utilization	91%	93%	94%	95%	97%	98%	98%	99%	99%
		MS Enrollment	1309	1332	1340	1361	1386	1397	1404	1420	1420
		ES Utilization	81%	80%	79%	78%	80%	81%	81%		
	ES Enrollment	2623	2204	2156	2133	2189	2215	2219			

RICHARD MONTGOMERY CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Richard Montgomery HS	1942	2007	311,500	29.05		9	
Julius West MS	1961	1995	182,617	21.3			
Beall ES	1954	1991	79,477	8.4	Yes		
College Gardens ES	1967	2008	96,986	7.9	Yes		
Ritchie Park ES	1966	1997	58,500	9.2			
Bayard Rustin ES	2018		97,397	10.9			
Twinbrook ES	1952	1986	79,818	10.45			

*See Appendix H for relocatable use.

NORTHEAST CONSORTIUM

CONSORTIUM PLANNING ISSUES

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

The Northeast Consortium includes the following land-use plans that will add both single-family and multi-family housing units in the future. It is anticipated that each of these plans will take 20–30 years to build-out, and the pace of construction will be market driven. A brief description of each is below.

- The Fairland and Briggs Chaney Master Plan has been adopted as a Planning Board Draft (May 2023). Information regarding this master plan can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/fairland/fairland-master-plan-1997/fairland-briggs-chaney-mp/>
- The White Oak Science Gateway Master Plan adopted in 2014 provides for up to 8,570 mostly multi-family residential units. A future elementary school site is included in the plan. Information regarding this master plan can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/midcounty/white-oak-science-gateway/>

SCHOOLS

James Hubert Blake High School

Capital Project: Projections indicated that enrollment would exceed capacity by more than 200 seats by the end of the six-year planning period. An FY 2022 feasibility study was scheduled to be conducted to determine the scope and cost for an addition at the school. However, previous projections indicated that enrollment would not exceed the 200 seat threshold for a feasibility study. Projections now indicate enrollment will exceed the 200 seat threshold by the end of the six-year period. An FY 2025 appropriation is recommended to begin the planning and design for this addition project. This project is scheduled to be completed August 2028.

Paint Branch High School

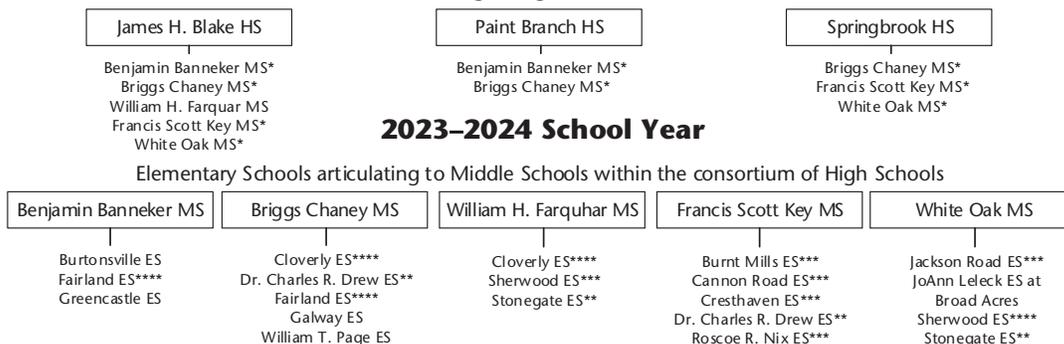
Capital Project: Projections indicated that enrollment would exceed capacity by more than 200 seats by the end of the six-year planning period. An FY 2022 feasibility study was scheduled to be conducted to determine the scope and cost for an addition at the school. Projections in the adopted CIP indicated that enrollment would not exceed the 200 seat threshold for a feasibility study. However, projections now indicate that this school will exceed the 200 seat threshold by the end of the six-year period. An FY 2025 appropriation is recommended to begin the planning and design for this addition project. This project is scheduled to be completed August 2028.

Banneker Middle School

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

Northeast Consortium Articulation

Middle Schools articulating to High Schools within the consortium



*Denotes MS with split HS articulation, i.e., some students will articulate to one HS, while other students will articulate to another HS.

**Denotes ES with split MS articulation, i.e., some students articulate to one MS, while other students articulate to another MS, but will articulate to the same HS.

***Denotes ES with split HS articulation, i.e., students will go to the same MS, but articulate to different high schools.

****Denotes ES with split articulation at both levels, i.e., students will be split at the MS level and HS level.

See Appendix U for multicolored maps of service areas.

White Oak Middle School

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

Burtonsville Elementary School

Capital Project: Projections indicated enrollment at Burtonsville Elementary School would exceed capacity by the end of the six-year planning period. A feasibility study was conducted to determine the cost and scope of an addition project. An FY 2023 appropriation was requested to begin the architectural design for an addition project at this school, with a completion date of August 2025. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project by two years, but maintained a portion of the planning funds. An amendment to the FY2023–2028 CIP was approved to construct a new Burtonsville Elementary School at another location instead of building an addition at the existing school at the current location. An FY 2024 appropriation was approved for construction funds for this replacement elementary school. As a result of the relocation of this school to a new site, the completion date can be accelerated by one-year. An FY 2025 appropriation is recommended to complete this project. The completion date for this project is now August 2026.

Greencastle Elementary School

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

JoAnn Leleck Elementary School at Broad Acres

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

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

Capital Project: Planning was approved to begin the architectural design for a replacement elementary school with a completion date of August 2025. An FY 2023 appropriation was approved for construction cost increases and for the balance of funding. An FY 2024 appropriation was approved for construction cost increases. As part of the recommended FY 2025–2030 CIP, the completion date for this replacement project is delayed one-year due to an extension of the construction timeline. An FY 2025 appropriation is recommended for construction cost increases. The recommended completion date for this project is August 2026.

Northeast Consortium Articulation

High School Base Areas



2023–2024 School Year

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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
James H. Blake HS	Classroom Addition	Recommended	August 2028
Paint Branch HS	Classroom Addition	Recommended	August 2028
Burtonsville ES	Replacement	Recommended	August 2026
Greencastle ES	Addition	Approved	August 2025
JoAnn Leleck ES at Broad Acres	Replacement	Delayed	August 2026

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

*Recommended—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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

NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
James Hubert Blake HS	Program Capacity	1743	1743	1743	1743	1743	1743	2164	2164	2164	2164
	Enrollment	1813	1847	1954	1985	1968	1981	1997	2015	2015	2015
	Available Space	(70)	(104)	(211)	(242)	(225)	183	167	149	149	149
	Comments		Planning for Addition					Addition Complete			
Paint Branch HS	Program Capacity	1998	1998	1998	1998	1998	1998	2385	2385	2385	2385
	Enrollment	2109	2128	2197	2182	2185	2199	2237	2275	2275	2275
	Available Space	(111)	(130)	(199)	(184)	(187)	186	148	110	110	110
	Comments		Planning for Addition					Addition Complete			
Springbrook HS	Program Capacity	2117	2117	2117	2117	2117	2117	2117	2117	2117	2117
	Enrollment	1862	1844	1849	1819	1821	1833	1848	1865	1865	1865
	Available Space	255	273	268	298	296	284	269	252	252	252
	Comments										
Benjamin Banneker MS	Program Capacity	803	803	803	803	803	803	803	803	803	803
	Enrollment	778	774	803	818	833	839	844	855	855	855
	Available Space	25	29	0	(15)	(30)	(36)	(41)	(52)	(52)	(52)
	Comments										
Briggs Chaney MS	Program Capacity	926	926	926	926	926	926	926	926	926	926
	Enrollment	876	860	872	888	905	912	917	925	925	925
	Available Space	50	66	54	38	21	14	9	1	1	1
	Comments										
William H. Farquhar MS	Program Capacity	800	800	800	800	800	800	800	800	800	800
	Enrollment	646	641	614	627	637	641	644	660	660	660
	Available Space	154	159	186	173	163	159	156	140	140	140
	Comments										
Francis Scott Key MS	Program Capacity	952	952	952	952	952	952	952	952	952	952
	Enrollment	994	973	1013	1015	1034	1042	1048	1125	1125	1125
	Available Space	(42)	(21)	(61)	(63)	(82)	(90)	(96)	(173)	(173)	(173)
	Comments										
White Oak MS	Program Capacity	971	971	971	971	971	971	971	971	971	971
	Enrollment	805	815	811	826	841	847	852	870	870	870
	Available Space	166	156	160	145	130	124	119	101	101	101
	Comments										

NORTHEAST CONSORTIUM

Schools			Prelim.	Projections					
			23-24	24-25	25-26	26-27	27-28	28-29	29-30
Burnt Mills ES	CSR	Program Capacity	690	690	690	690	690	690	690
		Enrollment	688	700	713	712	699	698	686
		Available Space	2	(10)	(23)	(22)	(9)	(8)	4
		Comments	Maj. Cap. Project Complete						
Burtonsville ES	CSR	Program Capacity	508	508	508	796	796	796	796
		Enrollment	610	606	610	609	629	635	635
		Available Space	(102)	(98)	(102)	187	167	161	161
		Comments	Plng. for Replace. Project			Replace. Project Complete			
Cannon Road ES	CSR	Program Capacity	448	448	448	448	448	448	448
		Enrollment	414	425	436	439	463	461	461
		Available Space	34	23	12	9	(15)	(13)	(13)
		Comments							
Cloverly ES		Program Capacity	477	477	477	477	477	477	477
		Enrollment	468	470	475	484	490	492	493
		Available Space	9	7	2	(7)	(13)	(15)	(16)
		Comments							
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	454	454	454	454	454	454	454
		Enrollment	454	444	446	461	461	461	461
		Available Space	0	10	8	(7)	(7)	(7)	(7)
		Comments							
Dr. Charles R. Drew ES	CSR	Program Capacity	499	499	499	499	499	499	499
		Enrollment	469	475	481	477	488	482	483
		Available Space	30	24	18	22	11	17	16
		Comments							
Fairland ES	CSR	Program Capacity	606	606	606	606	606	606	606
		Enrollment	565	568	563	566	554	549	549
		Available Space	41	38	43	40	52	57	57
		Comments							
Galway ES	CSR	Program Capacity	767	767	767	767	767	767	767
		Enrollment	702	689	679	687	688	679	680
		Available Space	65	78	88	80	79	88	87
		Comments							
Greencastle ES	CSR	Program Capacity	579	579	769	769	769	769	769
		Enrollment	759	779	776	767	763	762	755
		Available Space	(180)	(200)	(7)	2	6	7	14
		Comments	Planning for Addition		Addition Complete				
Jackson Road ES	CSR	Program Capacity	661	661	661	661	661	661	661
		Enrollment	648	622	612	605	612	606	613
		Available Space	13	39	49	56	49	55	48
		Comments							

NORTHEAST CONSORTIUM

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30		
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	688	688	688	892	892	892	892		
		Enrollment	760	793	793	819	827	850	858		
		Available Space	(72)	(105)	(105)	73	65	42	34		
		Comments	Ping. for Replace. Project			Replace. Project Complete					
Roscoe R. Nix ES Grades (pre-K-2) Paired with Cresthaven ES	CSR	Program Capacity	478	478	478	478	478	478	478		
		Enrollment	483	454	455	459	464	464	461		
		Available Space	(5)	24	23	19	14	14	17		
		Comments									
William Tyler Page ES	CSR	Program Capacity	730	730	730	730	730	730	730		
		Enrollment	619	635	643	663	672	686	687		
		Available Space	111	95	87	67	58	44	43		
		Comments	Addition Complete								
Sherwood ES		Program Capacity	535	535	535	535	535	535	535		
		Enrollment	520	519	519	533	536	536	535		
		Available Space	15	16	16	2	(1)	(1)	0		
		Comments									
Stonegate ES		Program Capacity	592	592	592	592	592	592	592		
		Enrollment	551	572	570	571	564	564	565		
		Available Space	41	20	22	21	28	28	27		
		Comments	Maj. Cap. Project Complete								
Westover ES		Program Capacity	276	276	276	276	276	276	276		
		Enrollment	298	304	296	292	280	278	282		
		Available Space	(22)	(28)	(20)	(16)	(4)	(2)	(6)		
		Comments									
Cluster Information		HS Utilization	99%	99%	102%	102%	102%	90%	91%	92%	92%
		HS Enrollment	5784	5819	6000	5986	5974	6013	6082	5900	5900
		MS Utilization	92%	91%	92%	94%	95%	96%	97%	100%	100%
		MS Enrollment	4099	4063	4113	4174	4250	4281	4305	4450	4450
		ES Enrollment	9008	9055	9067	9144	9190	9203	9204		

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2023-2024						2022-2023		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
James Hubert Blake HS	1813	3.8%	40.1%	10.0%	34.7%	11.3%	59.0%	8.6%	13.3%
Paint Branch HS	2109	2.5%	58.1%	9.9%	26.4%	3.0%	63.5%	8.9%	11.1%
Springbrook HS	1862	3.0%	37.0%	10.0%	45.5%	4.2%	66.0%	21.8%	16.9%
Benjamin Banneker MS	778	3.1%	62.0%	6.9%	23.8%	4.0%	69.9%	10.6%	16.6%
Briggs Chaney MS	876	2.9%	54.2%	11.1%	26.6%	4.6%	63.4%	12.2%	19.2%
William H. Farquhar MS	646	7.7%	23.8%	12.1%	22.3%	33.4%	31.5%	5.6%	5.5%
Francis Scott Key MS	994	2.0%	38.3%	10.9%	45.5%	3.1%	80.0%	24.0%	21.3%
White Oak MS	805	3.2%	29.9%	7.8%	55.0%	3.9%	77.6%	26.2%	16.5%
Burnt Mills ES	688	4.7%	47.4%	18.2%	20.9%	8.9%	70.5%	25.0%	24.2%
Burtonsville ES	610	3.0%	61.0%	11.3%	19.7%	5.1%	58.5%	14.3%	19.9%
Cannon Road ES	414	3.4%	37.2%	7.2%	46.4%	5.3%	70.1%	18.7%	15.7%
Cloverly ES	468	4.9%	24.1%	12.2%	34.8%	23.7%	38.7%	21.7%	12.8%
Cresthaven ES	454	2.0%	38.5%	7.5%	48.7%	2.2%	83.7%	46.6%	20.3%
Dr. Charles R. Drew ES	469	3.4%	46.9%	10.9%	29.9%	9.0%	62.4%	17.2%	16.6%
Fairland ES	565	4.4%	61.1%	4.6%	25.8%	3.7%	72.4%	17.8%	27.8%
Galway ES	702	3.1%	55.3%	7.3%	30.1%	4.3%	72.6%	30.4%	16.6%
Greencastle ES	759	2.2%	68.6%	5.9%	19.5%	3.4%	77.5%	16.1%	22.0%
Jackson Road ES	648	2.5%	47.4%	4.6%	40.0%	5.1%	75.5%	29.7%	18.5%
JoAnn Leleck ES at Broad Ac	760	0.0%	8.4%	2.8%	88.4%	0.0%	89.8%	71.9%	18.1%
Roscoe R. Nix ES	483	2.3%	37.9%	5.2%	53.6%	0.0%	76.5%	39.3%	38.3%
William Tyler Page ES	619	6.0%	38.8%	9.4%	28.3%	17.3%	42.2%	10.5%	13.4%
Sherwood ES	520	7.9%	21.0%	10.2%	22.1%	38.1%	27.1%	9.8%	10.7%
Stonegate ES	551	7.1%	33.8%	12.9%	27.8%	18.3%	33.1%	13.5%	9.0%
Westover ES	298	8.7%	35.2%	9.7%	26.8%	19.1%	35.3%	10.7%	3.8%
Elementary Cluster Total	9008	3.8%	42.3%	8.6%	35.5%	9.5%	62.7%	25.5%	18.5%
Elementary County Total	72363	5.5%	21.4%	13.2%	36.0%	23.5%	47.5%	24.8%	15.7%

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

**Percent of English Language Development students (ELD) during the 2022-2023 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2022-2023 school year compared to total enrollment.

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

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

NORTHEAST CONSORTIUM

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
James Hubert Blake HS	1998		297,125	91.09		1	
Paint Branch HS	1969	2012	347,169	45.76		6	
Springbrook HS	1960	1994	305,006	25.13	Yes		
Benjamin Banneker MS	1974		117,035	20		2	
Briggs Chaney MS	1991		115,000	29.37			
William H. Farquhar MS	1968	2016	135,626	20			
Francis Scott Key MS	1966	2009	147,424	20.59			
White Oak MS	1962	1993	141,163	17.3			
Burnt Mills ES	1964	2023	94,398	15.1			
Burtonsville ES	1952	1993	71,349	11.9		6	
Cannon Road ES	1967	2012	83,377	4.4	Yes		
Cloverly ES	1961	1989	61,991	10	Yes	2	
Cresthaven ES	1962	2010	76,862	9.8		2	
Dr. Charles R. Drew ES	1991		73,975	12		2	
Fairland ES	1934	1992	92,227	11.79		2	
Galway ES	1967	2009	103,170	9	Yes	2	
Greencastle ES	1988		78,275	18.88		10	LTL
Jackson Road ES	1959	1995	91,465	8.76		3	
JoAnn Leleck ES at Broad Acres	1952	1974	88,922	6.14	Yes	12	SBHC
Roscoe R. Nix ES	2006		88,351	8.97	Yes		
William Tyler Page ES	1965	2003	93,514	9.75			
Sherwood ES	1977		81,727	10.85			
Stonegate ES	1971	2023	84,094	10.27			
Westover ES	1964	1998	54,645	7.58		2	

*See Appendix H for relocatable use.

NORTHWEST CLUSTER

Cluster Planning Issues

The Marc Rail Communities Plan was adopted in 2019. Clarksburg, Northwest, Poolesville, and Seneca Valley clusters serve the families within the plan area. It is anticipated that the plan will take 20–30 years to build-out. The pace of construction will be market driven. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/marc-rail-communities/>

SCHOOLS

Northwest High School

Planning Issue: Northwest High School will continue to have a space deficit by the end of the six-year planning period.

Capital Project: Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as

part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and for construction funds. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the completion date by one year, but approved the additional expenditures. An FY 2024 appropriation was approved for construction funds. An FY 2025 appropriation is recommended to complete this project. This project is scheduled to be completed August 2027.

CAPITAL PROJECTS

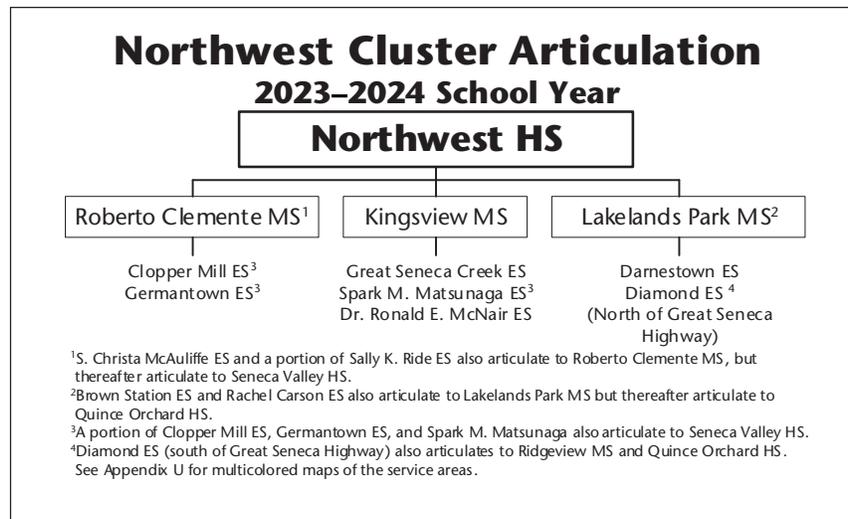
School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2027

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

*Recommended—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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



NORTHWEST CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools		Prelim.	Projections								
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Northwest HS	Program Capacity	2268	2268	2268	2268	2268	2268	2268	2268	2268	2268
	Enrollment	2387	2395	2451	2488	2615	2631	2651	2665	2665	2665
	Available Space	(119)	(127)	(183)	(220)	(347)	(363)	(383)	(397)	(397)	(397)
	Comments	See Text									
Crown HS	Program Capacity					2219	2219	2219	2219	2219	2219
	Enrollment					0	0	0	0	0	0
	Available Space					2219	2219	2219	2219	2219	2219
	Comments					Opens					
Roberto W. Clemente MS	Program Capacity	1198	1198	1198	1198	1198	1198	1198	1198	1198	1198
	Enrollment	867	872	925	942	958	965	971	975	975	975
	Available Space	331	326	273	256	240	233	227	223	223	223
	Comments										
Kingsview MS	Program Capacity	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033
	Enrollment	925	911	880	897	913	919	924	930	930	930
	Available Space	108	122	153	136	120	114	109	103	103	103
	Comments										
Lakelands Park MS	Program Capacity	1154	1154	1154	1154	1154	1154	1154	1154	1154	1154
	Enrollment	1014	998	1023	1041	1060	1068	1074	1095	1095	1095
	Available Space	140	156	131	113	94	86	80	59	59	59
	Comments										
Clopper Mill ES	Program Capacity	498	498	498	498	498	498	498	498	498	498
	Enrollment	463	456	455	442	440	443	444	444	444	444
	Available Space	35	42	43	56	58	55	54	54	54	54
	Comments										
Darnestown ES	Program Capacity	413	413	413	413	413	413	413	413	413	413
	Enrollment	355	382	396	408	426	429	426	426	426	426
	Available Space	58	31	17	5	(13)	(16)	(13)			
	Comments										
Diamond ES	Program Capacity	680	680	680	680	680	680	680	680	680	680
	Enrollment	657	636	619	602	607	620	621	621	621	621
	Available Space	23	44	61	78	73	60	59	59	59	59
	Comments										
Germantown ES	Program Capacity	279	279	279	279	279	279	279	279	279	279
	Enrollment	319	321	304	328	318	316	315	315	315	315
	Available Space	(40)	(42)	(25)	(49)	(39)	(37)	(36)			
	Comments										
Great Seneca Creek ES	Program Capacity	581	581	581	581	581	581	581	581	581	581
	Enrollment	510	511	514	518	517	512	521	521	521	521
	Available Space	71	70	67	63	64	69	60	60	60	60
	Comments										
Spark M. Matsunaga ES	Program Capacity	601	601	601	601	601	601	601	601	601	601
	Enrollment	570	551	536	534	529	532	534	534	534	534
	Available Space	31	50	65	67	72	69	67	67	67	67
	Comments										
Dr. Ronald E. McNair ES	Program Capacity	797	797	797	797	797	797	797	797	797	797
	Enrollment	707	690	663	661	647	655	656	656	656	656
	Available Space	90	107	134	136	150	142	141	141	141	141
	Comments	Addition Complete									
Cluster Information	HS Utilization	105%	106%	108%	110%	58%	116%	117%	118%	118%	118%
	HS Enrollment	2387	2395	2451	2488	2615	2631	2651	2665	2665	2665
	MS Utilization	83%	82%	84%	85%	87%	87%	88%	89%	89%	89%
	MS Enrollment	2806	2781	2828	2880	2931	2952	2969	3000	3000	3000
	ES Utilization	93%	92%	91%	91%	91%	91%	91%			
	ES Enrollment	3581	3547	3487	3493	3484	3507	3517			

NORTHWEST CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Northwest HS	1998		342,101	34.56	Yes	11	
Roberto W. Clemente MS	1992		148,246	19.87			
Kingsview MS	1997		140,398	18.45	Yes		
Lakelands Park MS	2005		153,588	8.11	Yes		
Clopper Mill ES	1986		64,851	9	Yes	6	
Darnestown ES	1954	1980	64,840	7.2			
Diamond ES	1975		85,404	10	Yes	2	
Germantown ES	1935	1978	57,668	7.75		3	
Great Seneca Creek ES	2006		82,511	13.71			
Spark M. Matsunaga ES	2001		90,718	11.8			
Dr. Ronald E. McNair ES	1990		91,613	10	Yes	7	

*See Appendix H for relocatable use.

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

POOLESVILLE CLUSTER

Cluster Planning Issues

The Marc Rail Communities Plan was adopted in 2019. Clarksburg, Northwest, Poolesville, and Seneca Valley clusters serve the families within the plan area. It is anticipated that the plan will take 20–30 years to build-out. The pace of construction will be market driven. Information on this plan can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/marc-rail-communities/>

SCHOOLS

Poolesville High School

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

CAPITAL PROJECTS

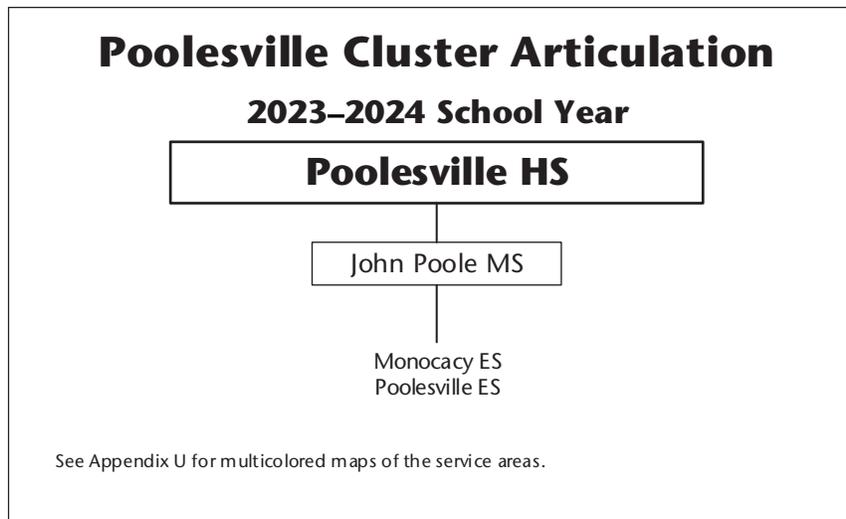
School	Project	Project Status*	Date of Completion
Poolesville HS	Major Capital Project	Approved	August 2024

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

*Recommended—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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



POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Poolesville HS	Program Capacity		1170	1508	1508	1508	1508	1508	1508	1508	1508
	Enrollment		1330	1329	1395	1392	1373	1376	1380	1400	1400
	Available Space		(160)	179	113	116	135	132	128	108	108
	Comments			MCP Phase 1 Complete	MCP Phase 2 Complete						
John Poole MS	Program Capacity		478	478	478	478	478	478	478	478	478
	Enrollment		432	458	462	483	492	496	499	505	505
	Available Space		46	20	16	(5)	(14)	(18)	(21)	(27)	(27)
	Comments										
Monocacy ES	Program Capacity		228	228	228	228	228	228	228		
	Enrollment		180	194	210	224	237	230	236		
	Available Space		48	34	18	4	(9)	(2)	(8)		
	Comments										
Poolesville ES	Program Capacity		571	571	571	571	571	571	571		
	Enrollment		562	570	578	588	614	617	618		
	Available Space		9	1	(7)	(17)	(43)	(46)	(47)		
	Comments										
Cluster Information	HS Utilization		114%	88%	93%	92%	91%	91%	92%	93%	93%
	HS Enrollment		1330	1329	1395	1392	1373	1376	1380	1400	1400
	MS Utilization		90%	96%	97%	101%	103%	104%	104%	106%	106%
	MS Enrollment		432	458	462	483	492	496	499	505	505
	ES Enrollment		742	764	788	812	851	847	854		

QUINCE ORCHARD CLUSTER

SCHOOLS

Quince Orchard High School

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

CAPITAL PROJECTS

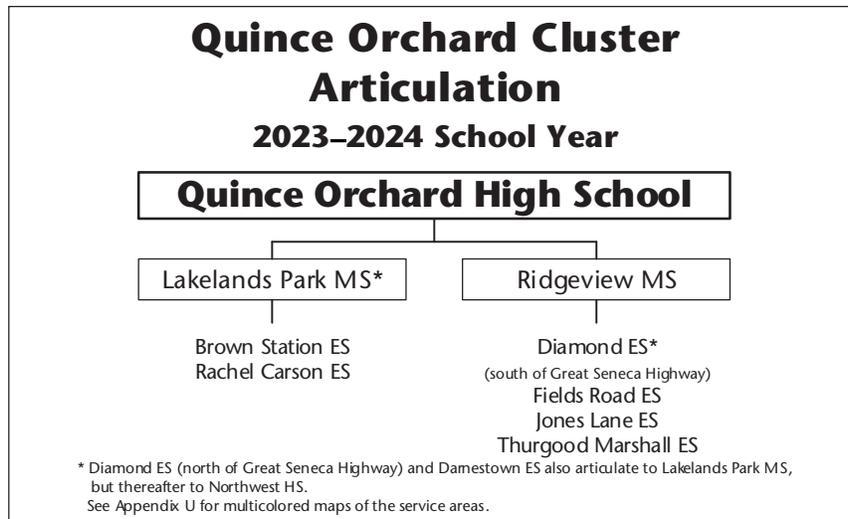
School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2027

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

*Recommended—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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



QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools		Prelim.	Projections							
		23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Quince Orchard HS	Program Capacity	1800	1800	1800	1800	1800	1800	1800	1800	1800
	Enrollment	2146	2211	2269	2271	2249	2263	2278	2300	2300
	Available Space	(346)	(411)	(469)	(471)	(449)	(463)	(478)	(500)	(500)
	Comments	See Text								
Crown HS	Program Capacity					2219	2219	2219	2219	2219
	Enrollment					0	0	0	0	0
	Available Space					2219	2219	2219	2219	2219
	Comments					Opens				
Lakelands Park MS	Program Capacity	1154	1154	1154	1154	1154	1154	1154	1154	1154
	Enrollment	1014	998	1023	1041	1060	1068	1074	1095	1095
	Available Space	140	156	131	113	94	86	80	59	59
	Comments									
Ridgeview MS	Program Capacity	955	955	955	955	955	955	955	955	955
	Enrollment	749	752	741	754	767	773	777	785	785
	Available Space	206	203	214	201	188	182	178	170	170
	Comments									
Brown Station ES	Program Capacity	723	723	723	723	723	723	723		
	Enrollment	633	665	682	702	720	725	726		
	Available Space	90	58	41	21	3	(2)	(3)		
	Comments									
Rachel Carson ES	Program Capacity	726	726	726	726	726	726	726		
	Enrollment	675	651	643	684	673	661	672		
	Available Space	51	75	83	42	53	65	54		
	Comments									
Fields Road ES	Program Capacity	450	450	450	450	450	450	450		
	Enrollment	448	460	460	459	462	466	467		
	Available Space	2	(10)	(10)	(9)	(12)	(16)	(17)		
	Comments									
Jones Lane ES	Program Capacity	510	510	510	510	510	510	510		
	Enrollment	453	450	449	466	431	435	442		
	Available Space	57	60	61	44	79	75	68		
	Comments									
Thurgood Marshall ES	Program Capacity	479	479	479	479	479	479	479		
	Enrollment	593	591	571	579	576	585	586		
	Available Space	(114)	(112)	(92)	(100)	(97)	(106)	(107)		
	Comments									
Cluster Information	HS Utilization	119%	123%	126%	126%	125%	126%	127%	128%	128%
	HS Enrollment	2146	2211	2269	2271	2249	2263	2278	2300	2300
	MS Utilization	84%	83%	84%	85%	87%	87%	88%	89%	89%
	MS Enrollment	1763	1750	1764	1795	1827	1841	1851	1880	1880
	ES Utilization	97%	98%	97%	100%	99%	99%	100%		
ES Enrollment	2802	2817	2805	2890	2862	2872	2893			

QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Quince Orchard HS	1988		284,912	30.1		15	
Lakelands Park MS	2005		153,588	8.11	Yes		
Ridgeview MS	1975		145,168	20			
Brown Station ES	1969	2017	113,998	9	Yes		
Rachel Carson ES	1990		78,547	12.4			
Fields Road ES	1973		72,302	10		4	
Jones Lane ES	1987		60,679	12.07			
Thurgood Marshall ES	1993		77,798	12		5	

*See Appendix H for relocatable use.

Rockville Cluster Articulation

2023–2024 School Year

Rockville HS

Earle B. Wood MS

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

See Appendix U for multicolored maps of the service areas.

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Rockville HS		Program Capacity	1541	1541	1541	1541	1541	1541	1541	1541	1541
		Enrollment	1530	1512	1540	1509	1489	1499	1510	1530	1530
		Available Space	11	29	1	32	52	42	31	11	11
		Comments									
Earle B. Wood MS		Program Capacity	936	936	936	936	936	936	936	936	936
		Enrollment	1040	993	979	996	1014	1021	1027	1010	1010
		Available Space	(104)	(57)	(43)	(60)	(78)	(85)	(91)	(74)	(74)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	690	690	690	690	690	690	690		
		Enrollment	652	667	666	665	678	672	674		
		Available Space	38	23	24	25	12	18	16		
		Comments									
Flower Valley ES		Program Capacity	463	463	463	463	463	463	463		
	Enrollment	573	570	582	590	587	588	586			
	Available Space	(110)	(107)	(119)	(127)	(124)	(125)	(123)			
	Comments										
Maryvale ES	CSR	Program Capacity	650	650	650	650	650	650	650		
		Enrollment	634	628	621	625	618	607	616		
		Available Space	16	22	29	25	32	43	34		
		Comments									
Meadow Hall ES	CSR	Program Capacity	343	343	343	343	343	343	343		
		Enrollment	378	358	351	350	337	327	327		
		Available Space	(35)	(15)	(8)	(7)	6	16	16		
		Comments									
Rock Creek Valley ES		Program Capacity	451	451	451	451	451	451	451		
	Enrollment	375	356	366	369	381	380	387			
	Available Space	76	95	85	82	70	71	64			
	Comments										
Cluster Information		HS Utilization	99%	98%	100%	98%	97%	97%	98%	99%	99%
		HS Enrollment	1530	1512	1540	1509	1489	1499	1510	1530	1530
		MS Utilization	111%	106%	105%	106%	108%	109%	110%	108%	108%
		MS Enrollment	1040	993	979	996	1014	1021	1027	1010	1010
		ES Utilization	101%	99%	100%	100%	100%	99%	100%		
	ES Enrollment	2612	2579	2586	2599	2601	2574	2590			

ROCKVILLE CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Rockville HS	1968	2004	317,731	29.61			
Earle B. Wood MS	1965	2001	152,588	8.5	Yes		
Lucy V. Barnsley ES	1965	1998	97,524	10			
Flower Valley ES	1967	1996	61,567	9.28		4	
Maryvale ES	1969	2020	178,625	17.7			LTL
Meadow Hall ES	1956	1994	61,694	8.38	Yes	7	
Rock Creek Valley ES	1964	2001	76,692	10.4			

*See Appendix H for relocatable use.

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

SENECA VALLEY CLUSTER

CLUSTER PLANNING ISSUES

The Seneca Valley Cluster includes the following land-use plans that will add both single-family and multi-family housing units in the future. It is anticipated that each of these plans will take 20–30 years to build-out, and the pace of construction will be market driven. A brief description of each plan is below.

- The Germantown Plan for the Town Sector Zone was adopted in 2020. Housing types allowed in the recommended zoning are single family, duplexes, townhouses, and multi-family units. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/germantown/germantown-plan-town-sector-zone/>
- The Marc Rail Communities Plan was adopted in 2019. Seneca Valley, Northwest, Clarksburg, and Poolesville clusters serve the families within the plan area. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/marc-rail-communities/>

SCHOOLS

Neelsville Middle School

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

CAPITAL PROJECTS

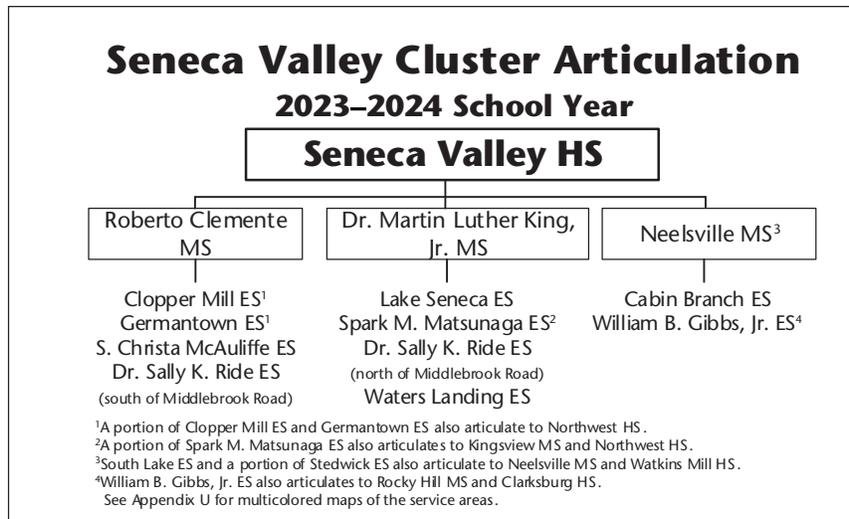
School	Project	Project Status*	Date of Completion
Neelsville MS	Major Capital Project	Approved	August 2024

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

*Recommended—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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



SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Seneca Valley HS	Program Capacity		2537	2537	2537	2537	2537	2537	2537	2537	2537
	Enrollment		2383	2393	2456	2412	2401	2418	2437	2460	2460
	Available Space		154	144	81	125	136	119	100	77	77
	Comments										
Roberto W. Clemente MS	Program Capacity		1198	1198	1198	1198	1198	1198	1198	1198	1198
	Enrollment		867	872	925	942	958	965	971	975	975
	Available Space		331	326	273	256	240	233	227	223	223
	Comments										
Dr. Martin Luther King Jr. MS	Program Capacity		914	914	914	914	914	914	914	914	914
	Enrollment		855	852	848	864	881	888	893	915	915
	Available Space		59	62	66	50	33	26	21	(1)	(1)
	Comments										
Neelsville MS	Program Capacity		965	956	956	956	956	956	956	956	956
	Enrollment		785	806	807	830	845	850	855	850	850
	Available Space		180	150	149	126	111	106	101	106	106
	Comments			Maj. Cap. Project Complete							
Cabin Branch ES	Program Capacity		712	712	712	712	712	712	712		
	Enrollment		499	611	660	690	716	718	720		
	Available Space		213	101	52	22	(4)	(6)	(8)		
	Comments		Opens								
Germantown ES	Program Capacity	CSR	279	279	279	279	279	279	279		
	Enrollment		319	321	304	328	318	316	315		
	Available Space		(40)	(42)	(25)	(49)	(39)	(37)	(36)		
	Comments										
William B. Gibbs, Jr. ES	Program Capacity		738	738	738	738	738	738	738		
	Enrollment		609	608	624	640	641	661	662		
	Available Space		129	130	114	98	97	77	76		
	Comments										
Lake Seneca ES	Program Capacity	CSR	402	402	402	402	402	402	402		
	Enrollment		477	489	504	514	513	507	508		
	Available Space		(75)	(87)	(102)	(112)	(111)	(105)	(106)		
	Comments										
S. Christa McAuliffe ES	Program Capacity	CSR	759	759	759	759	759	759	759		
	Enrollment		493	471	466	455	441	439	445		
	Available Space		266	288	293	304	318	320	314		
	Comments										
Dr. Sally K. Ride ES	Program Capacity	CSR	535	535	535	535	535	535	535		
	Enrollment		459	455	461	467	484	485	513		
	Available Space		76	80	74	68	51	50	22		
	Comments										
Waters Landing ES	Program Capacity	CSR	745	745	745	745	745	745	745		
	Enrollment		719	746	737	720	706	721	720		
	Available Space		26	(1)	8	25	39	24	25		
	Comments										
Cluster Information	HS Utilization		94%	94%	97%	95%	95%	95%	96%	97%	97%
	HS Enrollment		2383	2393	2456	2412	2401	2418	2437	2460	2460
	MS Utilization		81%	82%	84%	86%	87%	88%	89%	89%	89%
	MS Enrollment		2507	2530	2580	2636	2684	2703	2719	2740	2740
	ES Utilization		89%	89%	90%	90%	90%	90%	91%		
	ES Enrollment		3076	3090	3096	3124	3103	3129	3163		

SENECA VALLEY CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Seneca Valley HS	1974	2020	457,600	29.37			HSWC
Roberto W. Clemente MS	1992		148,246	19.87			
Dr. Martin Luther King, Jr. MS	1996		135,867	18.61			
Neelsville MS	1981		131,432	29.19			
Cabin Branch ES	2023		95,327	9.61			
Germantown ES	1935	1978	57,668	7.75		3	
William B. Gibbs, Jr. ES	2009		88,042	10.75			
Lake Seneca ES	1985		58,770	9.35		9	
S. Christa McAuliffe ES	1987		102,111	10.6	Yes		
Dr. Sally K. Ride ES	1994		78,686	13.49		2	
Waters Landing ES	1988		101,352	10			

**See Appendix H for relocatable use.*

SHERWOOD CLUSTER

CLUSTER PLANNING ISSUES

The Sherwood Cluster includes the following land-use plans that will add both single-family and multi-family housing units in the future. It is anticipated that each of these plans will take 20–30 years to build-out, and the pace of construction will be market driven. A brief description of each plan is below.

- The Ashton Village Center Sector Plan was adopted in 2021. There are modest residential density increases include in the plan. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/sandy-springashton/ashton-village-center-sector-plan/>
- The Sandy Spring Rural Village Plan was adopted in 2015. The plan provides for up to 150 new residential units. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/sandy-springashton/sandy-spring-village-center/>

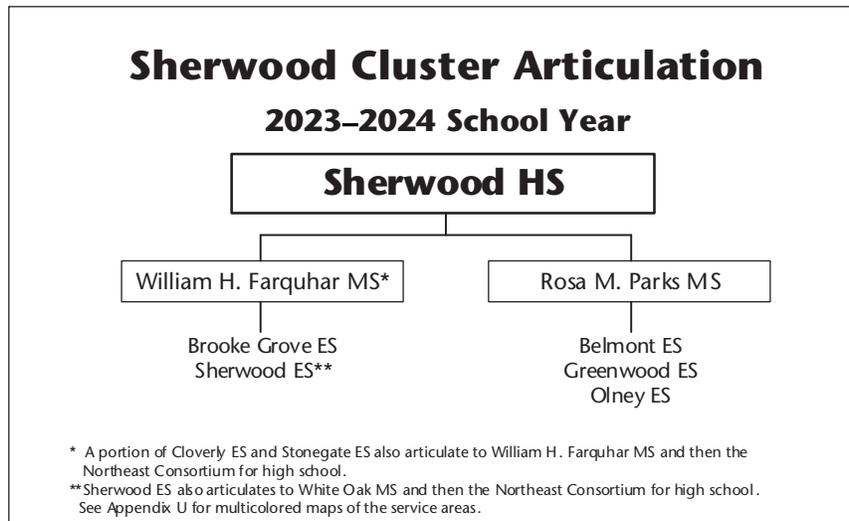
SCHOOLS

Belmont Elementary School

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

Sherwood Elementary School

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



SHERWOOD CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Sherwood HS	Program Capacity		2152	2152	2152	2152	2152	2152	2152	2152	2152
	Enrollment		1693	1691	1745	1755	1770	1780	1792	1825	1825
	Available Space		459	461	407	397	382	372	360	327	327
	Comments										
William H. Farquhar MS	Program Capacity		800	800	800	800	800	800	800	800	800
	Enrollment		646	641	614	627	637	641	644	660	660
	Available Space		154	159	186	173	163	159	156	140	140
	Comments										
Rosa M. Parks MS	Program Capacity		945	945	945	945	945	945	945	945	945
	Enrollment		855	880	881	897	913	920	925	930	930
	Available Space		90	65	64	48	32	25	20	15	15
	Comments										
Belmont ES	Program Capacity		411	411	411	411	411	411	411		
	Enrollment		348	337	343	344	350	351	358		
	Available Space		63	74	68	67	61	60	53		
	Comments										
Brooke Grove ES	Program Capacity		525	525	525	525	525	525	525		
	Enrollment		418	409	410	419	415	425	426		
	Available Space		107	116	115	106	110	100	99		
	Comments										
Greenwood ES	Program Capacity		572	572	572	572	572	572	572		
	Enrollment		549	557	564	547	548	556	548		
	Available Space		23	15	8	25	24	16	24		
	Comments										
Olney ES	Program Capacity		617	617	617	617	617	617	617		
	Enrollment		606	606	582	593	596	590	596		
	Available Space		11	11	35	24	21	27	21		
	Comments										
Sherwood ES	Program Capacity		535	535	535	535	535	535	535		
	Enrollment		520	519	519	533	536	536	535		
	Available Space		15	16	16	2	(1)	(1)	0		
	Comments										
Cluster Information	HS Utilization		79%	79%	81%	82%	82%	83%	83%	85%	85%
	HS Enrollment		1693	1691	1745	1755	1770	1780	1792	1825	1825
	MS Utilization		86%	87%	86%	87%	89%	89%	90%	91%	91%
	MS Enrollment		1501	1521	1495	1524	1550	1561	1569	1590	1590
	ES Utilization		92%	91%	91%	92%	92%	92%	93%		
	ES Enrollment		2441	2428	2418	2436	2445	2458	2463		

WATKINS MILL CLUSTER

Cluster Planning Issue

The 2016 adopted Montgomery Village Master Plan is located within the service areas of the Watkins Mill Cluster schools and identifies a potential future elementary school site. New residential units will be created as property redevelopment occurs. The former golf course property is likely to redevelop for residential use in the near term. The lifecycle of the plan is approximately 20–30 years. In addition, in April 2023, The Lakeforest Mall site was approved for rezoning to mixed-use for up to 1,600 dwelling units and 1.2 million square feet of non-residential development. Additional information on the two plans can be found at the following weblinks: <https://montgomeryplanning.org/planning/communities/midcounty/montgomery-village/> and <https://www.gaithersburgmd.gov/government/projects-in-the-city/lakeforest-mall-rezoning>.

SCHOOLS

Neelsville Middle School

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

Whetstone Elementary School

Capital Project: As part of the adopted FY 2023–2028 CIP, this school was approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) were utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. A Major Capital Project is included in the recommended FY 2025–2030 CIP for this school. An FY 2025 appropriation is recommended to begin the planning and design for this project. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

CAPITAL PROJECTS

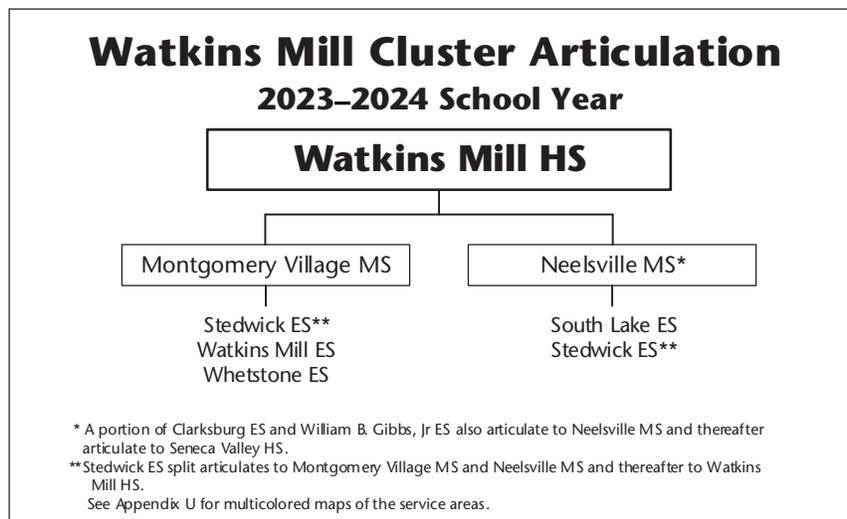
School	Project	Project Status*	Date of Completion
Neelsville MS	Major capital project	Approved	August 2024
Whetstone ES	Major Capital Project	Recommended	TBD

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

*“Recommended”—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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



WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Watkins Mill HS		Program Capacity	1899	1899	1899	1899	1899	1899	1899	1899	1899
		Enrollment	1667	1651	1668	1670	1703	1715	1730	1785	1785
		Available Space	232	248	231	229	196	184	169	114	114
		Comments									
Montgomery Village MS		Program Capacity	857	857	857	857	857	857	857	857	857
		Enrollment	808	832	845	860	875	882	888	900	900
		Available Space	49	25	12	(3)	(18)	(25)	(31)	(43)	(43)
		Comments									
Neelsville MS		Program Capacity	965	956	956	956	956	956	956	956	956
		Enrollment	785	806	807	830	845	850	855	850	850
		Available Space	180	150	149	126	111	106	101	106	106
		Comments		Maj. Cap. Project Complete							
South Lake ES	CSR	Program Capacity	778	778	778	778	778	778	778		
		Enrollment	777	775	765	778	769	786	777		
		Available Space	1	3	13	0	9	(8)	1		
		Comments		Maj. Cap. Project Complete							
Stedwick ES	CSR	Program Capacity	687	687	687	687	687	687	687		
		Enrollment	507	508	489	491	492	480	488		
		Available Space	180	179	198	196	195	207	199		
		Comments									
Watkins Mill ES	CSR	Program Capacity	717	717	717	717	717	717	717		
		Enrollment	703	714	728	737	727	732	727		
		Available Space	14	3	(11)	(20)	(10)	(15)	(10)		
		Comments									
Whetstone ES	CSR	Program Capacity	775	775	775	775	775	775	775		
		Enrollment	708	726	733	719	726	724	725		
		Available Space	67	49	42	56	49	51	50		
		Comments		Planning for MCP							
Cluster Information		HS Utilization	88%	87%	88%	88%	90%	90%	91%	94%	94%
		HS Enrollment	1667	1651	1668	1670	1703	1715	1730	1785	1785
		MS Utilization	87%	90%	91%	93%	95%	96%	96%	97%	97%
		MS Enrollment	1593	1638	1652	1690	1720	1732	1743	1750	1750
		ES Utilization	91%	92%	92%	92%	92%	92%	92%		
	ES Enrollment	2695	2723	2715	2725	2714	2722	2717			

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Watkins Mill HS	1989		305,288	50.99	Yes		HSWC
Montgomery Village MS	1968	2003	141,615	15.1			
Neelsville MS	1981		131,432	29.19			
South Lake ES	1972	2023	113,549	10.2			SBHC
Stedwick ES	1974		109,677	10			
Watkins Mill ES	1970		82,939	10	Yes	4	
Whetstone ES	1968		96,946	8.8	Yes		

*See Appendix H for relocatable use.

WALT WHITMAN CLUSTER

CLUSTER PLANNING ISSUE

The Westbard Sector Plan was adopted in 2016. This plan provides for an additional 135 townhouse, 487 multi-family mid-rise, and 516 multi-family high-rise units. It is anticipated the plan will take 20–30 years to build-out. The pace of construction will be market driven. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/downcounty/planwestbard/>.

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

As part of the recommended FY 2025–2030 CIP, the completion date for the Northwood High School project is delayed one-year due to an extension of the construction timeline. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the recommended completion date for the reopening of Charles W. Woodward High school is August 2027. A recommendation to adjust the timeline of the approved boundary study to align with the opening of Charles W. Woodward High School will be presented as part of the Board of Education’s worksessions on the FY 2025-2030 CIP.

SCHOOLS

Walt Whitman High School

Planning Issue: See text under Cluster Planning Issue.

Thomas W. Pyle Middle School

Planning Issue: See text under Cluster Planning Issue.

Burning Tree Elementary School

Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. Once the feasibility study is complete, a recommendation regarding scope, timeline and funding will be considered in a future CIP. To address the accessibility challenges identified at this school, an FY 2025 appropriation is recommended in the ADA Compliance project to remove existing barriers at Burning Tree Elementary School. The FY 2025 appropriation will begin the planning for this project. Once planning is complete, a completion date will be included in a future CIP.

CAPITAL PROJECTS

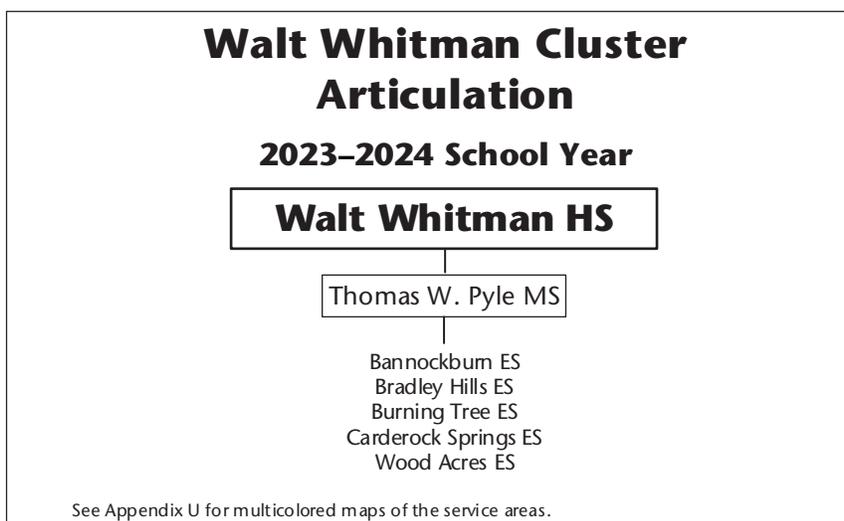
School	Project	Project Status*	Date of Completion
Charles W. Woodward HS	Reopening	Delayed	August 2024/2027
Burning Tree ES	Accessibility Modifications	Recommended	TBD

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

*Recommended—Project has a recommended FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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



WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections							
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Walt Whitman HS		Program Capacity	2218	2218	2218	2218	2218	2218	2218	2218	2218
		Enrollment	2042	2021	2004	1981	2000	2012	2026	2050	2050
		Available Space	176	197	214	237	218	206	192	168	168
		Comments	See Text								
Thomas W. Pyle MS		Program Capacity	1498	1498	1498	1498	1498	1498	1498	1498	1498
		Enrollment	1260	1270	1275	1287	1311	1320	1328	1340	1340
		Available Space	238	228	223	211	187	178	170	158	158
		Comments	See Text								
Bannockburn ES		Program Capacity	389	389	389	389	389	389	389		
		Enrollment	426	434	408	403	384	403	405		
		Available Space	(37)	(45)	(19)	(14)	5	(14)	(16)		
		Comments									
Bradley Hills ES		Program Capacity	686	686	686	686	686	686	686		
		Enrollment	474	483	489	486	488	499	496		
		Available Space	212	203	197	200	198	187	190		
		Comments									
Burning Tree ES		Program Capacity	401	401	401	401	401	401	401		
		Enrollment	487	486	492	499	504	514	505		
		Available Space	(86)	(85)	(91)	(98)	(103)	(113)	(104)		
		Comments	See Text								
Carderock Springs ES		Program Capacity	430	430	430	430	430	430	430		
		Enrollment	333	345	350	346	349	352	353		
		Available Space	97	85	80	84	81	78	77		
		Comments									
Wood Acres ES		Program Capacity	757	757	757	757	757	757	757		
		Enrollment	617	609	600	598	602	603	604		
		Available Space	140	148	157	159	155	154	153		
		Comments									
Cluster Information		HS Utilization	92%	91%	90%	89%	90%	91%	91%	92%	92%
		HS Enrollment	2042	2021	2004	1981	2000	2012	2026	2050	2050
		MS Utilization	84%	85%	85%	86%	88%	88%	89%	89%	89%
		MS Enrollment	1260	1270	1275	1287	1311	1320	1328	1340	1340
		ES Utilization	88%	89%	88%	88%	87%	89%	89%		
		ES Enrollment	2337	2357	2339	2332	2327	2371	2363		

WALT WHITMAN CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Walt Whitman HS	1962	1992	312,270	30.7	Yes		
Thomas W. Pyle MS	1962	1993	209,464	14.3			
Bannockburn ES	1957	1988	54,234	8.3		2	
Bradley Hills ES	1951	1984	76,745	6.7	Yes		
Burning Tree ES	1958	1991	68,119	6.79	Yes	3	
Carderock Springs ES	1966	2010	75,351	9			
Wood Acres ES	1952	2002	96,358	4.78	Yes		

*See Appendix H for relocatable use.

THOMAS S. WOOTTON CLUSTER

CLUSTER PLANNING ISSUES

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

The Great Seneca Science Corridor Minor Master Plan Amendment was adopted in 2021. This amendment evaluates progress to the 2010 plan and adjusts staging requirements based on development since 2010. Recent construction in the plan area has yielded nearly 1,300 new multi-family units. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/midcounty/great-seneca-science-corridor/great-seneca-science-corridor-plan/great-seneca-science-corridor-master-plan-minor-master-plan-amendment/>.

SCHOOLS

Thomas S. Wootton High School

Capital Project: A Major Capital Project is planned for this school to address various building systems and programmatic needs for this school. Expenditures for this project are included in the Major Capital Projects–Secondary. Although the Board of Education requested a completion date of August 2026, the County Council delayed the expenditures and completion date by one year to August 2027. An FY 2023 appropriation was approved to accelerate the architectural design and site funds within the Major Capital Project to address ADA and site related issues. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project two years. An FY 2025 appropriation is recommended for planning and design funds for the building portion of the Major Capital Project. The completion date for this project is August 2029.

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

appropriation is recommended to complete this project. This project is scheduled to be completed August 2027.

Cold Spring Elementary School

Capital Project: As part of the adopted FY 2023–2028 CIP, this school was approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) were utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. As part of the Recommended FY 2025–2030 CIP, a Major Capital Project is recommended for this school. An FY 2025 appropriation is recommended to begin the planning and design for this project. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

DuFief Elementary School

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

Thomas S. Wootton Cluster Articulation

2023–2024 School Year

Thomas S. Wootton HS

Cabin John MS*

Robert Frost MS

Cold Spring ES
Stone Mill ES

DuFief ES
Fallsmead ES
Lakewood ES
Travilah ES

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

THOMAS S. WOOTTON CLUSTER

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2027
Thomas S. Wootton HS	Major Capital Project	Recommended	August 2029
Cold Spring ES	Major Capital Project	Recommended	TBD

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

“Recommended”—Project has a recommended FY 2025 appropriation in the FY2025–2030 CIP for planning or construction funds.

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

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

THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools		Prelim.	Projections								
			23-24	24-25	25-26	26-27	27-28	28-29	29-30	2033	2038
Thomas S. Wootton HS	Program Capacity	2120	2120	2120	2120	2120	2120	2120	2226	2226	2226
	Enrollment	1872	1856	1891	1888	1899	1909	1922	1940	1940	1940
	Available Space	248	264	229	232	221	211	304	286	286	286
	Comments	Plng. for Maj. Cap. Project							Maj. Cap. Project Complete		
Crown HS	Program Capacity					2219	2219	2219	2219	2219	2219
	Enrollment					0	0	0	0	0	0
	Available Space					2219	2219	2219	2219	2219	2219
	Comments					Opens					
Cabin John MS	Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125	1125
	Enrollment	974	1004	1062	1075	1095	1103	1103	1125	1125	1125
	Available Space	151	121	63	50	30	22	22	0	0	0
	Comments										
Robert Frost MS	Program Capacity	1051	1051	1051	1051	1051	1051	1051	1051	1051	1051
	Enrollment	958	974	1002	1012	1029	1037	1043	1050	1050	1050
	Available Space	93	77	49	39	22	14	8	1	1	1
	Comments										
Cold Spring ES	Program Capacity	481	481	481	481	481	481	481			
	Enrollment	335	334	335	341	338	328	337			
	Available Space	146	147	146	140	143	153	144			
	Comments		Planning for MCP								
DuFief ES	Program Capacity	437	437	437	437	437	437	437			
	Enrollment	247	262	257	256	258	255	257			
	Available Space	190	175	180	181	179	182	180			
	Comments										
Fallsmead ES	Program Capacity	571	571	571	571	571	571	571			
	Enrollment	515	510	511	505	509	502	509			
	Available Space	56	61	60	66	62	69	62			
	Comments										
Lakewood ES	Program Capacity	566	566	566	566	566	566	566			
	Enrollment	439	451	459	472	472	469	468			
	Available Space	127	115	107	94	94	97	98			
	Comments										
Stone Mill ES	Program Capacity	713	713	713	713	713	713	713			
	Enrollment	539	520	516	510	489	481	486			
	Available Space	174	193	197	203	224	232	227			
	Comments										
Travilah ES	Program Capacity	526	526	526	526	526	526	526			
	Enrollment	391	405	400	403	397	404	404			
	Available Space	135	121	126	123	129	122	122			
	Comments										
Cluster Information	HS Utilization	88%	88%	89%	89%	90%	90%	86%	87%	87%	
	HS Enrollment	1872	1856	1891	1888	1899	1909	1922	1940	1940	
	MS Utilization	89%	91%	95%	96%	98%	98%	99%	100%	100%	
	MS Enrollment	1932	1978	2064	2087	2124	2140	2146	2175	2175	
	ES Utilization	75%	75%	75%	76%	75%	74%	75%			
ES Enrollment	2466	2482	2478	2487	2463	2439	2461				

THOMAS S. WOOTTON CLUSTER

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Thomas S. Wootton HS	1970		295,620	27.37			
Cabin John MS	1967	2011	159,514	18.2			
Robert Frost MS	1971		143,757	24.78			
Cold Spring ES	1972		55,158	12.38		1	
DuFief ES	1975		59,013	9.99	Yes	1	
Fallsmead ES	1974		67,472	8.93	Yes		
Lakewood ES	1968	2003	77,526	13.09			
Stone Mill ES	1988		78,617	11.76			
Travilah ES	1960	1992	65,378	9.3			

*See Appendix H for relocatable use.

SPECIAL EDUCATION CENTERS

SPECIAL EDUCATION CENTERS

Longview School

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

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

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

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

Rock Terrace School

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

Carl Sandburg Learning Center

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

Stephen Knolls School

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

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP

Schools			Prelim.	Projections						2033	2038
			23-24	24-25	25-26	26-27	27-28	28-29	29-30		
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122		
		Enrollment	54	54	54	54	54	54	54		
		Available Space	68	68	68	68	68	68	68		
		Comments									
Longview School		Program Capacity	56	56	56	56	56	56	56		
		Enrollment	65	65	65	65	62	65	65		
		Available Space	(9)	(9)	(9)	(9)	(6)	(9)	(9)		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	75	75	75	75	75	75	75		
		Available Space	105	105	105	105	105	105	105		
		Comments									
Rock Terrace School		Program Capacity	128	128	128	128	128	128	128		
		Enrollment	79	79	79	79	79	79	79		
		Available Space	49	49	49	49	49	49	49		
		Comments									
Carl Sandburg Center		Program Capacity	135	135	135	135	135	135	135		
		Enrollment	79	79	79	79	79	79	79		
		Available Space	56	56	56	56	56	56	56		
		Comments									
Cluster Information		Utilization	57%	57%	57%	57%	56%	57%	57%		
		Enrollment	352	352	352	352	349	352	352		

SPECIAL EDUCATION CENTERS

Facility Characteristics of Schools 2023–2024

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Stephen Knolls School SP	1958	1979	48,872	6.43			
Longview School SP	2001		40,362	10			
RICA SP	1977		95,000	14.3			
Rock Terrace School SP	1950	2020	244,561	10.3			
Carl Sandburg Learning Center SP	1962	2020	52,227	7.6			

*See Appendix H for relocatable use.

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

*** Rock Terrace School is colocated with Tilden MS

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

OTHER EDUCATIONAL FACILITIES

ALTERNATIVE EDUCATION PROGRAMS

Montgomery County Public Schools operates a program that supports students in Grades 6–12. The program is intended to support students who have been unsuccessful in their home schools for a variety of reasons. These reasons include behavior and/or attendance problems, as well as involvement in a serious disciplinary action that warrants a recommendation for expulsion and placement by the Office of Operations in lieu of expulsion. Alternative Education Programs (AEP) strives to provide positive and effective educational supports and services that address the academic, social, emotional, and physical health of adolescents.

In addition, the AEP provides a 45-day Interim Placement Program that serves students in Grades 6–12 receiving special education services. Students are placed in the program after a central office review and as a result of their involvement with controlled substances, serious bodily injury, and/or weapons.

Beginning in 2018–2019 school year, Alternative Education Programs expanded to two additional sites—one at Cloverleaf in Germantown and one at Plum Orchard in Silver Spring, in addition to maintaining the Avery Road location. Providing students regional access to alternative learning and programming will better serve student needs.

Blair G. Ewing Center @ Avery Road

Capital Project: The county continues to explore distributed alternative education delivery models for the county. As these programs are finalized, a plan will be developed for this facility and considered in a future CIP.

EARLY CHILDHOOD CENTERS

Early childhood programs in MCPS are targeted to children and families affected by poverty, including children with disabilities, and provides them with additional time to acquire literacy, mathematics, and social/emotional skills for success in school and later learning in life. In MCPS, 65 elementary schools have locally funded Prekindergarten and/or federally funded Head Start classes. These programs provide opportunities for children to build school-readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development.

The MacDonald Knolls Early Childhood Center is a regional early childhood center currently serving 100 Prekindergarten eligible four-year-olds including those with disabilities in a comprehensive, high quality, full-day program with a focus on early childhood education. The site is co-located with a community-based childcare partner in Silver Spring. In addition, the Up-county Early Childhood Center is temporarily housed at the Emory Grove Center in Gaithersburg serving 80 Prekindergarten-eligible and 20 Pre-K Plus eligible four-year-olds in an inclusive setting. The Up-County Early Childhood Center will be temporarily located at Watkins Mill High School in January 2022.

ENVIRONMENTAL EDUCATION CENTER

Lathrop E. Smith Center

The Lathrop E. Smith Center, owned and operated by Montgomery County Public Schools, is the home of the Outdoor Environmental Education office, and one of the sites at which 12,000 MCPS middle school students and elementary school students attend the Grade 6 Residential Program (Outdoor Ed) and Day Program, respectively. OEEP goals include increasing students' environmental content and science process knowledge; nurturing student awareness, appreciation, and stewardship for the natural environment; and building the capacity of Grades Pre-K–12 MCPS educators to teach environmental education.

All Grade 6 MCPS students, (approximately 12,000 children) participate in a three-day, two-night residential outdoor environmental education program (Outdoor Ed) as part of the MCPS curriculum, with approximately half of those students experiencing Outdoor Ed at the Smith Center. While in residence, students study various aspects of the local watershed through participation in outdoor field investigations while addressing the MSDE environmental literacy standards. The teaching and learning that occurs at school and during Outdoor Ed creates a meaningful watershed environmental experience for each Grade 6 student that includes action to improve that watershed. The Grade 6 teachers at each middle school, in collaboration with an OEEP outdoor education coordinator, provide instruction and supervision during their school's stay.

The Day Program primarily serves students in Grades K–5: 6,000 students participate at the Smith Center and 6,000 attend at Kingsley Environmental Education Center. Each grade level program features an environmentally focused investigation that is linked to the MCPS science curriculum and uses the outdoors as a laboratory for learning. Schools also may request an in-school visit from an environmental education coordinator to provide assistance and guidance in the integration of environmental education at the local school site.

The Smith Center also is the site of professional learning after school and in the summer to more than 400 teachers a year in the content and pedagogy of environmental education. Both the Smith and Kingsley Centers serve as workplace learning sites for students in several MCPS special programs.

Career Technology Education Programs

Career and Technology Education (CTE) Programs of Study (POS) prepare students for college, careers, and lifelong learning. MCPS currently offers the Apprenticeship Maryland Program, Internships, College/Career Research Development, and 51 POS organized within the following 11 career clusters:

OTHER EDUCATIONAL FACILITIES

- Arts, Media, and Communications;
- Business Management and Finance;
- Construction and Development;
- Consumer Services, Hospitality, and Tourism;
- Education, Training, and Child Studies;
- Environmental, Agriculture, and Natural Resources;
- Health Professions and Biosciences;
- Information Technology;
- Law, Government, Public Safety, and Administration;
- Manufacturing and Engineering; and
- Transportation Technologies.

In the 2021–2022 school year, programs were added to include two innovative career opportunities: the Biomedicine Health Care Profession pathway and the Mobile Apps and Software Development (Apple) computer science pathway. On average, over 16,000 MCPS students enroll annually in at least one CTE POS pathway course at a comprehensive high school. In addition, the Wheaton High School and Thomas Edison High School of Technology (TEHST) in Wheaton, as well as the Seneca Valley High School (SVHS) in Germantown, are new state of the art facilities serving students from each part of the county. CTE POS focus on rigorous and engaging instruction that provide students with the academic and technical knowledge as well as the professional skills needed for postsecondary success. Most POS provide opportunities for students to earn college credit through college courses or articulation agreements with select postsecondary institutions. These agreements allow students to earn college credit for identified high school courses that are successfully completed with a grade of ‘B’ or better. In addition, internship experiences connect students with the world of work, enhancing the rigor and relevance of the POS. The programs provide students with a variety of opportunities to take and pass industry-credentialing examinations in areas such as automotive, business, childcare, computer science, cosmetology, fire science, and medical professions.

There are a few additional regional hubs, like the ones at TEHST and SVHS, that give students from all high schools equitable access to select POS. Students may report to the identified location for half a day and spend the other half of the school day at their home high school. Students also may apply to transfer to select comprehensive high schools based on their interest in a specific POS offering. To ensure relevance

to college and industry, CTE staff members have established a Program Advisory Committee (PAC) for each career cluster.

The PAC includes representatives from the business community and secondary and postsecondary institutions. The PAC provides advice and guidance in a variety of ways including program materials and equipment needs, current industry standards, and industry recognized technical certifications. They also share input related to program planning, development, implementation, curriculum, and student work-based learning opportunities.

Foundations Office Programs

The Foundations Office is a liaison between MCPS, business, professional, and post-secondary communities. The office supervises numerous Programs of Study (POS) within MCPS. These collaborative programs entice student participation by offering state-of-the-art equipment, rigorous and captivating curriculums, authentic professional experiences, and experienced instructors who participate in pertinent professional development activities. The Foundations Office manages four separate non-profit foundations, computer science and information technology programs, STEM and CTE related programs, aviation pathways, and the Career Readiness and Education Academy (CREA).

Foundations programs include automotive (ATF), construction (CTF), computer science and information technology (ITF), and hospitality and restaurant management (FHRM) pathways with hands-on learning and entrepreneurial experiences through student-run businesses. The ATF reconditions donated cars and operates a mini car dealership with automotive technology and auto collision repair programs. The CTF operates a design/build business where students construct a single-family home with skills learned in architecture, carpentry, electricity, plumbing, masonry, and heating, ventilation, and air conditioning (HVAC) programs. The ITF runs a computer refurbishing business, using skills from the Network Operations program. The FHRM students run internship experiences where students perform in all aspects of the culinary and hospitality experiences, which

include hosting, cooking, and serving many patrons. All Foundations program students have opportunities to earn industry credentials, workforce skills, articulated college

Facility Characteristics of Schools 2023–2024

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

*See Appendix H for relocatable use.

OTHER EDUCATIONAL FACILITIES

credits, and advanced placement with local colleges. The local business partnerships ensure that all stakeholders monitor and invest their resources to promote effective and relevant career programs.

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

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

Many STEM-related CTE programs including, the Aviation program, also are under the umbrella of the office. Through the creation of the Aviation program, students have the opportunity to participate in aviation courses offered at Col. Zadok Magruder High School to earn a pilot's license or an unmanned aircraft certification. Additionally, Foundations has collaborated to complete a full renovation of the Hospitality program during FY 23. Finally, working collaboratively with the Division of New Construction on the replacement/renovation of Damascus HS, Foundations will ensure that the Automotive, IT/Computer Science, and hospitality spaces are in alignment with industry standards.

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

Thomas Edison High School of Technology

Students enrolled in all MCPS comprehensive high schools may apply for one of 16 career readiness programs at the Thomas Edison High School of Technology. Students attend Edison every day for three class periods with transportation

provided. In addition to offering valuable professional certifications and licenses, many programs are articulated with colleges and universities for college credit.

At the start of the 2018 school year, all MCPS Grade 7 students will participate in the Junior Finance Park financial literacy curriculum and culminating field trip to the new Finance Park at the Thomas Edison High School of Technology. At the Junior Achievement Finance Park, students immerse themselves in a reality-based, decision-making process that addresses aspects of individual and family budgeting—housing, transportation, food, utilities, health care, investments, philanthropy, and banking. The on-site activities are designed to allow students the opportunity to “put into action” what they learned in the classroom and to understand the basic steps of maintaining a realistic personal budget. Two weeks of classroom follow-up activities will allow students to use their new financial knowledge to explore career options and to set future goals.

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

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

Holding Facilities

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

Elementary School Holding Facilities

- Emory Grove
- Fairland
- Grosvenor
- North Lake
- Radnor

OTHER EDUCATIONAL FACILITIES

Elementary School Holding Facility Schedule

Holding Facility	SY 23-24	SY 24-25	SY 25-26	SY 26-27	SY 27-28	SY 28-29	SY 29-30
Emory Grove Center							
Fairland Center		JoAnn Leleck at Broad Acres					
Grosvenor Center	Woodlin						
North Lake Center							
Radnor Center							

Facility Characteristics of Schools 2023-2024

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site Size Acres	Relocatable Classrooms
Emory Grove Center	Elementary	18100 Washington Grove Lane	22	45,002	10.17	29
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	10
Grosvenor Center	Elementary	5701 Grosvenor Lane	19	36,770	10.21	17
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	21
Radnor Center	Elementary	7000 Radnor Road	16	36,663	9.03	11

Chapter 5

Countywide Projects

Montgomery County Public Schools (MCPS) has many capital projects that are not for one particular school, but rather are programmed to meet the needs of many schools across the county. These projects involve multiyear plans with different schools scheduled each year, and are referred to as countywide projects. The assessment and selection process for many of these projects is carried out through an annual review process that involves school principals, maintenance, planning, and construction staff.

The primary countywide projects that address the physical environment in schools include: compliance with the *Americans with Disabilities Act* (ADA); Asbestos Abatement; Fire Safety Code Upgrades; Heating, Ventilation and Air Conditioning (HVAC); Planned Life-cycle Asset Replacement (PLAR); and Roof Replacement. These projects require an assessment of each school relative to the needs of other schools and the development of schedules based on available funding. Some projects, such as ADA, Asbestos Abatement, and Stormwater Management are driven by mandates that require an evaluation and action plan in order to meet federal, state, and local regulations.

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

A brief description of each countywide project follows.

Americans with Disabilities Act (ADA) Compliance

Funds from this project support compliance with federal and state laws and regulations regarding the accessibility of school facilities for persons with disabilities. The items most frequently provided are ramps, elevators, and wider door openings for wheelchair accessibility. Accessible bathrooms and water fountains also are funded as part of this program. The goal is to provide access to all spaces in MCPS buildings. In some cases, programs have been relocated to accommodate students until full accessibility can be met. Funding for this program will continue beyond the six-year planning period. A comprehensive Accessibility Evaluation of MCPS school facilities has been completed over the past two years. MCPS contracted with an independent engineering firm to assess the facilities and collect data according to requirements of 28 CRF Part 35, the 2010 ADA Design Standards for Accessible Design, and the State of Maryland Building Code sections related to

accessibility. Summarized tables of the data collected can be found on the Department of Facilities Management website.

Asbestos Abatement

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

Building Modifications and Program Improvements

This project provides funding for facility modifications and program improvements to schools that are not scheduled for capital project in the near future.

CESC Modifications

This project provides funding for facility modifications to the Carver Educational Services Center to renovate and restore infrastructure and convert the building to a countywide Welcome Center to serve current and new students and families.

Design and Construction Management

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

Early Childhood Centers

Early childhood programs in MCPS are targeted to children and families affected by poverty, including children with disabilities, and provides them with additional time to acquire literacy, mathematics, and social/emotional skills for success in school and later learning in life. In MCPS, 65 elementary schools have locally funded Prekindergarten and/or federally funded Head Start classes. These programs provide opportunities for children to build school-readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development. This project provides funding for MCPS to further expand early childhood programs throughout the county.

Emergency Replacement of Major Building Components

This project will provide funds for the emergency replacement of major building components throughout the school system. These funds will allow projects that are in other countywide

systemic projects, such as HVAC Replacement, to maintain their schedules when emergency replacements arise.

Facility Planning

In order to assure the availability of accurate cost estimates for facility construction, a feasibility study process is conducted for additions, new schools and Major Capital projects. An architect is hired to develop and evaluate several feasible options that meet the project's needs. For each option, a cost estimate is prepared and an analysis is performed to determine the most cost-effective solution. This "preplanning" information is used to develop a budget for submission to the County Council for funding. The feasibility study process helps to produce a clear understanding of the feasibility, scope, and cost for each project.

Fire Safety Code Upgrades

This project provides funding for 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.

Healthy Schools

This project provides matching funds for the state's Healthy Schools Facility Fund for countywide systemic projects and small capital projects that will address HVAC, plumbing, and roof systems.

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

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

Improved (Safe) Access to Schools

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

Major Capital Projects

This project includes large-scale renovations of facilities, possibly including programmatic and capacity considerations. There are two master projects—Elementary Major Capital Projects and Secondary Major Capital Projects.

Materials Management Building Relocation

The MCPS Materials Management Warehouse serves the critical mission of storing and delivering necessary educational materials to all schools and office the building systems and infrastructure is beyond its life-cycle. Funds included in this project will begin the search and design process to relocate this warehouse.

Outdoor Play Space Maintenance

Many school sites, especially at the elementary school level, face site constraints and limitations due to school overutilization, the need to place relocatable classrooms on paved play and field areas, as well as site size and other conditions. Funds included in this project will allow MCPS to more fully integrate outdoor play areas into maintenance practices and create solutions when schools present challenges to a conventional approach. This pilot project will evaluate the outdoor program/play areas at MCPS schools, establish improved maintenance practices for these sites, and identify potential solutions to provide adequate and appropriate outdoor program/play areas, particularly at elementary schools with severely compromised sites.

Planned Life-cycle Asset Replacement (PLAR)

This project provides funding for the repair or replacement of major site improvements and building systems that have reached the end of their useful life. Some of the items that this project covers are field rehabilitation, exterior resurfacing (including driveways and tennis courts), interior partitions, doors, lighting, windows, security gates, bleachers, communications systems, and flooring. All projects are evaluated, and a six-year plan is in place for the repair of needed items. The list of projects is evaluated annually.

Rehabilitation and Renovation of Closed Schools (RROCS)

MCPS has retained some closed schools for use as office space, holding schools, or alternative schools. Some of these facilities have reopened as schools. Funds from this project are used to rehabilitate buildings to meet current codes and to provide appropriate educational spaces.

Relocatable Classrooms

MCPS utilizes relocatable classrooms on an interim basis to accommodate student enrollment in overutilized facilities and for class-size reduction initiatives until a long-term solution is in place. Some are owned by MCPS, some are owned by the State of Maryland, and others are leased. This project provides funding for the relocation, leasing, acquisition, and repair of relocatable classroom units.

Restroom Renovations

The project provides needed modifications to specific areas of restroom facilities. A study was conducted to evaluate restrooms for all schools that were built or renovated before 1985. A second study was conducted in FY 2010 to provide restroom renovations at additional schools. Schools were rated based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials.

Roof Replacement

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

School Security Systems

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

Stormwater Discharge and Water Quality Management

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

Sustainability Initiatives

Maryland State law (Annotated Code of Maryland, Education Article, §5-312.1—School district energy policies) encourages school districts such as MCPS to set targets to reduce the school district's greenhouse gas emissions. This project will provide funds to improve energy and utility use efficiency, reduce greenhouse gas emissions, improve resiliency, and align with other sustainability priorities for MCPS. Initiatives will include: upgrades to building automation systems, building retrofits to improve energy efficiency, solar panel installations, renovating greenhouses, and support towards integrating sustainability features into academics.

Technology Modernization

This project provides a better student to computer ratio, best practices for dynamic access to information networks, modern methodologies for teacher training, and application of current theory and practice to prepare students for the 21st century.

Appendix A

Montgomery County Public Schools Preliminary and Projected Enrollment: 2023–2024 to 2029–2030

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028	2028–2029	2029–2030
Prekindergarten	2,152	2,270	2,392	2,432	2,758	3,115	3,238
Head Start	679	679	679	690	840	940	941
Grades K–5	67,932	68,030	68,105	68,538	68,595	68,542	68,721
Grades 6–8	35,654	35,873	36,261	36,664	37,289	37,548	37,731
Grades 9–12	52,449	52,810	54,032	53,854	53,951	54,271	54,674
Total K–12	156,035	156,713	158,398	159,056	159,835	160,361	161,126
Pre-K Special Education	1,904	1,903	1,913	1,928	2,028	2,138	2,238
GRAND TOTAL	160,770	161,565	163,382	164,106	165,461	166,554	167,543

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

Appendix A

Montgomery County Public Schools Preliminary and Projected Enrollment: 2023–2024 to 2029–2030

Grades	Preliminary Enrollment	Projected Enrollment					
	2023–2024	2024–2025	2025–2026	2026–2027	2027–2028	2028–2029	2029–2030
Kindergarten	10,372	10,231	10,571	10,775	10,687	10,602	10,583
Grade 1	10,981	10,886	10,798	11,100	11,325	11,229	11,149
Grade 2	11,580	11,440	11,212	11,146	11,441	11,653	11,554
Grade 3	11,363	11,712	11,623	11,390	11,340	11,585	11,657
Grade 4	11,749	11,656	11,922	11,864	11,608	11,545	11,734
Grade 5	11,887	12,105	11,979	12,263	12,194	11,928	12,044
Grade 6	11,717	12,009	12,140	12,140	12,646	12,410	12,343
Grade 7	11,857	11,848	12,126	12,253	12,247	12,746	12,499
Grade 8	12,080	12,016	11,995	12,271	12,396	12,392	12,889
Grade 9	14,939	14,396	14,835	14,808	15,086	15,222	15,222
Grade 10	14,071	13,571	13,987	13,924	13,897	14,176	14,315
Grade 11	12,015	12,369	12,366	12,285	12,220	12,195	12,479
Grade 12	11,424	12,474	12,844	12,837	12,748	12,678	12,658
K–5 Total	67,932	68,030	68,105	68,538	68,595	68,542	68,721
6–8 Total	35,654	35,873	36,261	36,664	37,289	37,548	37,731
9–12 Total	52,449	52,810	54,032	53,854	53,951	54,271	54,674
K–12 Total	156,035	156,713	158,398	159,056	159,835	160,361	161,126
Prekindergarten	2,152	2,270	2,392	2,432	2,758	3,115	3,238
Head Start	679	679	679	690	840	940	941
Pre-K Special Education	1,904	1,903	1,913	1,928	2,028	2,138	2,238
GRAND TOTAL	160,770	161,565	163,382	164,106	165,461	166,554	167,543

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

Appendix A

Montgomery County Public Schools Enrollment By Race/Ethnic Group: 1968–1969 to 2023–2024

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total Enrollment
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
1968–69			75	≤5%			1,208	≤5%	4,872	≤5%	1,673	≤5%	113,621	93.6%	121,449
1969–70			123	≤5%			1,401	≤5%	5,716	≤5%	1,832	≤5%	115,899	92.7%	124,971
1970–71			131	≤5%			1,476	≤5%	6,454	5.1%	2,438	≤5%	114,845	91.6%	125,344
1971–72			113	≤5%			1,640	≤5%	7,292	5.8%	2,475	≤5%	114,687	90.9%	126,207
1972–73			194	≤5%			1,904	≤5%	8,013	6.3%	2,688	≤5%	114,113	89.9%	126,912
1973–74			77	≤5%			1,849	≤5%	9,264	7.3%	1,996	≤5%	112,990	89.5%	126,176
1974–75			113	≤5%			1,929	≤5%	9,928	8.0%	2,050	≤5%	110,299	88.7%	124,319
1975–76			122	≤5%			2,438	≤5%	10,578	8.7%	2,234	≤5%	106,900	87.4%	122,272
1976–77			822	≤5%			3,758	≤5%	11,012	9.4%	3,668	≤5%	98,370	83.6%	117,630
1977–78			545	≤5%			4,084	≤5%	11,201	9.9%	3,517	≤5%	93,278	82.8%	112,625
1978–79			334	≤5%			4,360	≤5%	11,192	10.4%	3,486	≤5%	88,058	82.0%	107,430
1979–80			209	≤5%			4,774	≤5%	11,648	11.4%	3,442	≤5%	82,446	80.4%	102,519
1980–81			187	≤5%			5,598	5.7%	11,912	12.1%	3,760	≤5%	77,386	78.3%	98,843
1981–82			161	≤5%			6,291	6.6%	12,175	12.7%	4,122	≤5%	72,838	76.2%	95,587
1982–83			156	≤5%			6,791	7.3%	12,345	13.3%	4,231	≤5%	68,994	74.6%	92,517
1983–84			166	≤5%			7,266	8.0%	12,714	14.0%	4,388	≤5%	66,496	73.0%	91,030
1984–85			136	≤5%			8,024	8.7%	13,327	14.5%	4,807	5.2%	65,410	71.3%	91,704
1985–86			140	≤5%			8,759	9.4%	13,765	14.8%	5,273	5.7%	64,934	69.9%	92,871
1986–87			142	≤5%			9,471	10.0%	14,342	15.2%	5,845	6.2%	64,660	68.5%	94,460
1987–88			194	≤5%			10,229	10.6%	14,984	15.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89			223	≤5%			10,960	11.1%	15,900	16.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90			294	≤5%			11,565	11.5%	16,612	16.6%	8,199	8.2%	63,589	63.4%	100,259
1990–91			268	≤5%			12,352	11.9%	17,721	17.1%	9,202	8.9%	64,189	61.9%	103,732
1991–92			293	≤5%			12,983	12.1%	18,867	17.6%	10,189	9.5%	65,067	60.6%	107,399
1992–93			323	≤5%			13,521	12.3%	19,938	18.1%	11,071	10.1%	65,184	59.2%	110,037
1993–94			397	≤5%			14,014	12.4%	21,009	18.5%	12,260	10.8%	65,749	58.0%	113,429
1994–95			464	≤5%			14,440	12.3%	22,170	18.9%	13,439	11.5%	66,569	56.9%	117,082
1995–96			400	≤5%			15,016	12.5%	23,265	19.3%	14,437	12.0%	67,173	55.8%	120,291
1996–97			440	≤5%			15,384	12.6%	24,281	19.8%	15,348	12.5%	67,052	54.7%	122,505
1997–98			442	≤5%			15,904	12.7%	25,420	20.3%	16,502	13.2%	66,767	53.4%	125,035
1998–99			428	≤5%			16,380	12.8%	26,820	21.0%	17,815	13.9%	66,409	51.9%	127,852
1999–00			385	≤5%			17,093	13.1%	27,490	21.0%	19,485	14.9%	66,236	50.7%	130,689
2000–01			407	≤5%			17,895	13.3%	28,426	21.2%	21,731	16.2%	65,849	49.0%	134,308
2001–02			414	≤5%			19,042	13.9%	28,928	21.1%	23,517	17.2%	64,931	47.5%	136,832
2002–03			428	≤5%			19,765	14.2%	29,755	21.4%	24,915	17.9%	64,028	46.1%	138,891
2003–04			429	≤5%			19,908	14.3%	30,736	22.1%	26,058	18.7%	62,072	44.6%	139,203
2004–05			396	≤5%			20,118	14.4%	31,446	22.6%	27,011	19.4%	60,366	43.3%	139,337
2005–06			402	≤5%			20,458	14.7%	31,816	22.8%	27,931	20.0%	58,780	42.2%	139,387
2006–07			418	≤5%			20,452	14.8%	31,620	22.9%	28,582	20.7%	56,726	41.2%	137,798
2007–08			403	≤5%			20,931	15.2%	31,597	22.9%	29,602	21.5%	55,212	40.1%	137,745
2008–09			399	≤5%			21,551	15.5%	32,173	23.1%	30,738	22.1%	54,415	39.1%	139,276
2009–10			433	≤5%			22,177	15.6%	32,883	23.2%	32,236	22.7%	54,048	38.1%	141,777
2010–11	82	≤5%	233	≤5%	6,228	≤5%	20,573	14.3%	30,720	21.3%	36,433	25.3%	49,795	34.6%	144,064
2011–12	95	≤5%	256	≤5%	6,519	≤5%	20,984	14.3%	31,106	21.2%	38,102	26.0%	49,435	33.7%	146,497
2012–13	88	≤5%	274	≤5%	6,770	≤5%	21,240	14.3%	31,714	21.3%	39,651	26.7%	49,042	33.0%	148,779
2013–14	86	≤5%	272	≤5%	6,969	≤5%	21,742	14.4%	32,336	21.4%	41,445	27.4%	48,439	32.0%	151,289
2014–15	82	≤5%	280	≤5%	7,202	≤5%	21,832	14.2%	33,031	21.5%	43,761	28.4%	47,664	31.0%	153,852
2015–16	68	≤5%	275	≤5%	7,483	≤5%	22,217	14.2%	33,472	21.4%	45,601	29.1%	47,331	30.3%	156,447
2016–17	77	≤5%	287	≤5%	7,610	≤5%	22,680	14.3%	33,902	21.3%	47,855	30.1%	46,599	29.3%	159,010
2017–18	88	≤5%	274	≤5%	7,836	≤5%	23,253	14.4%	34,620	21.4%	49,720	30.8%	45,755	28.3%	161,546
2018–19	112	≤5%	300	≤5%	7,931	≤5%	23,325	14.3%	35,078	21.6%	50,908	31.3%	45,026	27.7%	162,680
2019–20	122	≤5%	309	≤5%	8,054	≤5%	23,369	14.1%	35,391	21.4%	53,586	32.4%	44,436	26.9%	165,267
2020–21	133	≤5%	317	≤5%	8,097	5.0%	22,941	14.3%	34,993	21.8%	52,628	32.8%	41,455	25.8%	160,564
2021–22	149	≤5%	316	≤5%	7,999	5.0%	22,304	14.0%	34,822	21.9%	53,210	33.5%	40,205	25.3%	159,005
2022–23	145	≤5%	318	≤5%	8,191	5.1%	22,257	13.9%	34,923	21.8%	55,563	34.6%	39,157	24.4%	160,554
2023–24	147	≤5%	304	≤5%	8,435	5.2%	21,995	13.7%	34,716	21.6%	56,724	35.3%	38,449	23.9%	160,770

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

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

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

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

Appendix A

Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Group: 1968–1969 to 2023–2024

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total	
	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change
1968–69			75				1,208		4,872		1,673		113,621		121,449	
1969–70			123	48			1,401	193	5,716	844	1,832	159	115,899	2,278	124,971	3,522
1970–71			131	8			1,476	75	6,454	738	2,438	606	114,845	-1,054	125,344	373
1971–72			113	-18			1,640	164	7,292	838	2,475	37	114,687	-158	126,207	863
1972–73			194	81			1,904	264	8,013	721	2,688	213	114,113	-574	126,912	705
1973–74			77	-117			1,849	-55	9,264	1,251	1,996	-692	112,990	-1,123	126,176	-736
1974–75			113	36			1,929	80	9,928	664	2,050	54	110,299	-2,691	124,319	-1,857
1975–76			122	9			2,438	509	10,578	650	2,234	184	106,900	-3,399	122,272	-2,047
1976–77			822	700			3,758	1,320	11,012	434	3,668	1,434	98,370	-8,530	117,630	-4,642
1977–78			545	-277			4,084	326	11,201	189	3,517	-151	93,278	-5,092	112,625	-5,005
1978–79			334	-211			4,360	276	11,192	-9	3,486	-31	88,058	-5,220	107,430	-5,195
1979–80			209	-125			4,774	414	11,648	456	3,442	-44	82,446	-5,612	102,519	-4,911
1980–81			187	-22			5,598	824	11,912	264	3,760	318	77,386	-5,060	98,843	-3,676
1981–82			161	-26			6,291	693	12,175	263	4,122	362	72,838	-4,548	95,587	-3,256
1982–83			156	-5			6,791	500	12,345	170	4,231	109	68,994	-3,844	92,517	-3,070
1983–84			166	10			7,266	475	12,714	369	4,388	157	66,496	-2,498	91,030	-1,487
1984–85			136	-30			8,024	758	13,327	613	4,807	419	65,410	-1,086	91,704	674
1985–86			140	4			8,759	735	13,765	438	5,273	466	64,934	-476	92,871	1,167
1986–87			142	2			9,471	712	14,342	577	5,845	572	64,660	-274	94,460	1,589
1987–88			194	52			10,229	758	14,984	642	6,376	531	64,488	-172	96,271	1,811
1988–89			223	29			10,960	731	15,900	916	7,208	832	64,228	-260	98,519	2,248
1989–90			294	71			11,565	605	16,612	712	8,199	991	63,589	-639	100,259	1,740
1990–91			268	-26			12,352	787	17,721	1,109	9,202	1,003	64,189	600	103,732	3,473
1991–92			293	25			12,983	631	18,867	1,146	10,189	987	65,067	878	107,399	3,667
1992–93			323	30			13,521	538	19,938	1,071	11,071	882	65,184	117	110,037	2,638
1993–94			397	74			14,014	493	21,009	1,071	12,260	1,189	65,749	565	113,429	3,392
1994–95			464	67			14,440	426	22,170	1,161	13,439	1,179	66,569	820	117,082	3,653
1995–96			400	-64			15,016	576	23,265	1,095	14,437	998	67,173	604	120,291	3,209
1996–97			440	40			15,384	368	24,281	1,016	15,348	911	67,052	-121	122,505	2,214
1997–98			442	2			15,904	520	25,420	1,139	16,502	1,154	66,767	-285	125,035	2,530
1998–99			428	-14			16,380	476	26,820	1,400	17,815	1,313	66,409	-358	127,852	2,817
1999–00			385	-43			17,093	713	27,490	670	19,485	1,670	66,236	-173	130,689	2,837
2000–01			407	22			17,895	802	28,426	936	21,731	2,246	65,849	-387	134,308	3,619
2001–02			414	7			19,042	1,147	28,928	502	23,517	1,786	64,931	-918	136,832	2,524
2002–03			428	14			19,765	723	29,755	827	24,915	1,398	64,028	-903	138,891	2,059
2003–04			429	1			19,908	143	30,736	981	26,058	1,143	62,072	-1,956	139,203	312
2004–05			396	-33			20,118	210	31,446	710	27,011	953	60,366	-1,706	139,337	134
2005–06			402	6			20,458	340	31,816	370	27,931	920	58,780	-1,586	139,387	50
2006–07			418	16			20,452	-6	31,620	-196	28,582	651	56,726	-2,054	137,798	-1,589
2007–08			403	-15			20,931	479	31,597	-23	29,602	1,020	55,212	-1,514	137,745	-53
2008–09			399	-4			21,551	620	32,173	576	30,738	1,136	54,415	-797	139,276	1,531
2009–10			433	34			22,177	626	32,883	710	32,236	1,498	54,048	-367	141,777	2,501
2010–11	82	82	233	-200	6,228	6,228	20,573	-1,604	30,720	-2,163	36,433	4,197	49,795	-4,253	144,064	2,287
2011–12	95	13	256	23	6,519	291	20,984	411	31,106	386	38,102	1,669	49,435	-360	146,497	2,433
2012–13	88	-7	274	18	6,770	251	21,240	256	31,714	608	39,651	1,549	49,402	-393	148,779	2,282
2013–14	86	-2	272	-2	6,969	199	21,742	502	32,336	622	41,445	1,794	48,439	-603	151,289	2,510
2014–15	82	-4	280	8	7,202	233	21,832	90	33,031	695	43,761	2,316	47,664	-775	153,852	2,563
2015–16	68	-14	275	-5	7,483	281	22,217	385	33,472	441	45,601	1,840	47,331	-333	156,447	2,595
2016–17	77	9	287	12	7,610	127	22,680	463	33,902	430	47,855	2,254	46,599	-732	159,010	2,563
2017–18	88	11	274	-13	7,836	226	23,253	573	34,620	718	49,720	1,865	45,755	-844	161,546	2,536
2018–19	112	24	300	26	7,931	95	23,325	72	35,078	458	50,908	1,188	45,026	-729	162,680	1,134
2019–20	122	10	309	9	8,054	123	23,369	44	35,391	313	53,586	2,678	44,436	-590	165,267	2,587
2020–21	133	11	317	8	8,097	43	22,941	-428	34,993	-398	52,628	-958	41,455	-2,981	160,564	-4,703
2021–22	149	16	316	-1	7,999	-98	22,304	-637	34,822	-171	53,210	582	40,205	-1,250	159,005	-1,559
2022–23	145	-4	318	2	8,191	192	22,257	-47	34,923	101	55,563	2,353	39,157	-1,048	160,554	1,549
2023–24	147	2	304	-14	8,435	244	21,995	-262	34,716	-207	56,724	1,161	38,449	-708	160,770	216

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

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

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

Appendix B

Actual and Projected ELD Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030
Elementary School	18,752	17,996	18,115	18,115	18,115	18,115	18,115	18,115	18,115
Middle School	4,864	5,498	6,147	6,147	6,147	6,147	6,147	6,147	6,147
High School	5,981	6,808	7,407	7,407	7,407	7,407	7,407	7,407	7,407
Special Centers	91	97	90	90	90	90	90	90	90
Total Enrollment	29,688	30,399	31,759	31,759	31,759	31,759	31,759	31,759	31,759
METS:									
Elementary	NA	NA	NA	NA	NA	NA	NA	NA	NA
Middle	98	85	87	87	87	87	87	87	87
High	368	360	301	301	301	301	301	301	301

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

Actual and Projected Head Start and Prekindergarten Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030
Head Start	406	611	679	679	679	690	840	940	941
Prekindergarten	2,241	2,156	2,152	2,270	2,392	2,432	2,758	3,115	3,238

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

Actual and Projected Alternative Program Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030
Alternative Programs	126	110	69	69	69	69	69	69	69

Actual Alternative Programs enrollment is as of official September 30th each year.

Appendix C-1

MCPS Role in County Land Use Planning, Zoning, Subdivision Review, and County Growth Policy

Montgomery County Public Schools (MCPS) collaborates with the Montgomery County Planning Department (MCPD), the Montgomery County Planning Board (Planning Board), the Montgomery County Hearing Examiner, and the Montgomery County Council (County Council) in a range of planning activities that impact school enrollment and facility needs. These activities are discussed below, from the more general and long-range activities to the more specific and short-term activities.

County Land Use Planning

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

The identification of school sites is the primary form of input MCPS provides on land use plans. MCPS monitors the implementation of land use plans once they are approved, and works in close coordination with the MCPD staff and developers to ensure changes in land use are incorporated in school facility plans.

Zoning

The implementation of master plans does not occur until the County Council approves a Sectional Map Amendment (SMA). An SMA is a comprehensive action that identifies various zones to be applied to individual tracts of land, as recommended in the master plan. Once the SMA is adopted, property owners have the right to subdivide their properties according to the zoning. On occasion, property owners may request rezoning of their land to allow projects that they believe are consistent with the intent of the master plan. MCPS provides comments on rezoning applications that include housing. These comments include estimates of the number of students that would be generated under the proposed rezoning and the projected utilization levels of schools that serve the property in question. These comments

are submitted to MCPD staff during the review of the rezoning, and as requested, to the County Hearing Examiner during review of the rezoning request.

Subdivision Review and County Growth and Infrastructure Policy

Subdivision plans are submitted by property owners when they are ready to develop their land. Subdivisions are reviewed by MCPD staff and modifications to the plans may be worked out between staff and property owners prior to the plan going to the Planning Board for approval. Once a preliminary plan is complete, a public hearing is held before the Planning Board and action is taken. The Planning Board has the sole authority for review and approval of subdivision applications.

There are numerous considerations that come into play in reviewing a subdivision plan. The Planning Board must determine if a proposed subdivision is consistent with the area master plan and zoning of the property. The Planning Board also must determine if the area of development is “open” to subdivision approval given the results of the Adequate Public Facilities Ordinance (APFO) and County Growth and Infrastructure (GIP) Policy. MCPS staff also provides comments on the impact of subdivisions that abut school system property. Once a preliminary plan of subdivision is approved by the Planning Board, an estimate of the number of students the plan will generate is incorporated in enrollment projections for schools that serve the property. Appendix C-2 describes how enrollment projections are developed.

Since 1973, the Montgomery County subdivision regulations have included the APFO, with the goal of synchronizing development with the availability of public facilities. (County Code, Section 50-35 (k)). In response to strong growth pressures in the mid-1980s, the County Council enacted legislation to direct the Planning Board’s administration of the APFO. This legislation is known as the County Growth and Infrastructure Policy. The role of the County Growth and Infrastructure Policy is to stage subdivision approvals commensurate with adequate facility capacity. The two main areas of public facility capacity considered in the policy are schools and transportation facilities.

The County Growth and Infrastructure Policy, which prescribes the school test of facility adequacy, is reviewed on a four-year cycle. The school test of facility adequacy is conducted annually based on the latest enrollment forecast and adopted capital

improvements program. The three tiered school test evaluates school utilization levels in the 25 cluster areas at the elementary, middle, and high school levels and individual middle and elementary school service areas. If school utilizations exceed certain thresholds and there is no programmed capital project or solution project in the capital improvement plan, subdivision applications are subject to moratorium. Each year, MCPD prepares the data on cluster school utilizations for the school test, and the Planning Board adopts the results of the school test prior to July 1. The test results are in place for the following fiscal year. The County Growth and Infrastructure Policy states:

- School adequacy is assessed based on the school's projected capacity utilization four fiscal years in the future (e.g., the FY2022 Annual School Test will evaluate projected utilization in the 2025–2026 school year). If a school's projected utilization rate (enrollment divided by capacity) is below 105% or if the school's projected seat deficit (the number of students over capacity) is below the applicable adequacy standard, the school facility is considered adequate. If a school's projected utilization is found to exceed the standards indicated below, the facility is considered inadequate and new residential development will be required to make mitigation payments in the form of Utilization Premium Payments." source: <https://montgomeryplanning.org/wp-content/uploads/2021/04/GIP-2021-Update-Single-Page.pdf>

Utilization Rate Standard		Seat Deficit Standard	School Adequacy Status
<105%	or	<85 for ES <126 for MS <180 for HS	No UPP Required
≥ 105%	and	≥ 85 for ES ≥ 126 for MS ≥ 180 for HS	Tier 1 UPP Required
≥ 120%	and	≥ 102 for ES ≥ 151 for MS ≥ 216 for HS	Tier 2 UPP Required
≥ 135%	and	≥ 115 for ES ≥ 170 for MS ≥ 243 for HS	Tier 3 UPP Required

Appendix C-2

MCPS Enrollment Forecasting

The prediction of school enrollment involves the consideration of a wide range of factors. The demographic makeup of communities is the foremost consideration. In addition, characteristics of schools, such as the programs offered and changes within school service areas (such as new housing), can influence enrollment. Economic activity at the local, regional, and national levels also influences the accuracy of enrollment forecasts. Developing a forecast that extends from 1 to 15 years requires assessment of current local events in light of broader, long-term trends. Forecast accuracy varies depending on the geographic scope of the projection as well as its time span. Accuracy is greatest when enrollment is projected for large areas for the short-term (one or two years in the future). Accuracy in forecasts diminishes as the geographic area projected becomes smaller and as the forecast is made for more distant points in the future. Therefore, a one-year countywide forecast for total enrollment for all schools will have less error than forecasts that extend further into the future for individual schools.

The MCPS enrollment forecast is developed after an annual study of trends at the county and individual school levels. The grade enrollment history of each school is compiled and updated annually. Analysis of this history uncovers patterns in the aging of students from one grade to the next. Extrapolating these patterns enables the forecast for each school to be developed. This approach, termed the cohort-survivorship method, is the most widely accepted and applied school enrollment forecasting method.

MCPS projections, prepared in the fall of every year, extend through the upcoming six years for all schools, and for the tenth and fifteenth years in the future for secondary schools. The preliminary September 30th enrollment at each school is used as the basis from which projections are developed. The cohort-survivorship method “ages” the student population ahead through the grade levels at each school to the desired forecast years. For each school in the system and for the entire system, calculations of the net change in grade level enrollments as students transition from one grade to the next are developed. These enrollment change amounts are applied to current grade enrollments in order to project future enrollment in the grades system wide and at individual schools. For example, system wide, and at many schools, the number of Grade 1 students typically exceeds the number of kindergarteners the previous year. This example is usually the result of parents choosing private kindergarten for their children, and then enrolling them in public schools beginning in Grade 1. (This is less of a factor now that MCPS offers full-day kindergarten at all elementary schools and the share of county students in public schools, compared to nonpublic schools, increases.) Similar trends in the amount of “grade change” are discernible for each grade system wide, and at individual schools. Each school is unique, and projections must

be sensitive to population dynamics in the communities served by the school, and the specific trends in the cohort movements through the grades.

Migration to Montgomery County by families with preschool and school-age children has yielded substantial numbers of new students. This source of enrollment growth was especially significant in the 1980s and 1990s, when a large number of new subdivisions were being built and turnover of homes in older communities hit record levels. Though the draw of migrating households to the county is now more moderate, migration continues to be a key factor that is incorporated into enrollment forecasts. Forecasters add these new students by tracking enrollment changes in schools and by tracking residential building plans, construction, and sales activity in developing areas of the county. Estimates of student yield from subdivisions are applied to the forecast for the school that serve the development after the projected building schedule is considered. Recently, MCPS has received more students from county private schools and fewer students have left the county to attend school in other jurisdictions. These trends have led to marked increases in enrollment despite the poor economy.

Because of the uncertainty that surrounds both short- and long-range forecasts, MCPS forecasts are revised each fall. In addition, the one-year forecast is revised each spring. The primary purpose of evaluating the upcoming school year forecast is to increase the accuracy in making staffing decisions and to place relocatable classrooms where needed. The evaluation assesses the enrollment change in each school from September, when the original forecast was made, to the time of the spring revision. In areas of the county that are developing, an assessment of the rate of housing construction also is made. In some cases, administrative or Board of Education actions, such as a change in a school service area, also may affect enrollment changes.

The most difficult component of the enrollment forecast is predicting kindergarten enrollment. To develop forecasts for kindergarten, an annual review of resident birth records compiled by the Maryland Center for Health Statistics is undertaken. Births to any resident of Montgomery County regardless of where they took place are included in the records that are reported at the county level. These records provide a general measure of potential kindergarten enrollment five years in the future.

Analyzing the relationship between actual and projected county births—kindergarten enrollment five years after the birth year—enables ratios of kindergarten enrollment to births five years previously, to be developed. These ratios are then applied to more recent birth numbers, and projected births, to develop the total kindergarten enrollment forecast for MCPS. Kindergarten enrollment forecasts are then developed for each school, using recent trends in kindergarten enrollment at the school. Individual school

kindergarten projections are then reconciled to the countywide kindergarten forecast at the end of the process. Kindergarten trends are reevaluated each year through close coordination with school principals.

Continuous efforts are underway to increase the accuracy of forecasting techniques. The use of a Geographic Information System (GIS) that contains extensive demographic and land-use data is used in the forecasting and facility planning processes. Ties between MCPS planners, county planning agencies, the real estate and development communities, and community representatives enable an ongoing exchange of information relevant to forecasting. For example, Montgomery Planning data of student generation rates and pipeline development data are considered during the enrollment projections process.

Appendix D

Effective: July 1, 2023

UPP Tier	High Schools	Middle Schools	Elementary Schools
TIER 1 UPP Utilization: ≥105% Seat Deficit: ≥ 85 for ES ≥ 126 for MS ≥ 180 for HS Payment Level: 40% total	13½% of Impact Tax James Hubert Blake HS Paint Branch HS	10% of Impact Tax (none)	16½% of Impact Tax Arcola ES
TIER 2 UPP Utilization: ≥ 120% Seat Deficit: ≥ 102 for ES ≥ 151 for MS ≥ 216 for HS Payment Level: 80% total	26⅔% of Impact Tax Clarksburg HS	20% of Impact Tax (none)	33⅓% of Impact Tax Ashburton ES Oakland Terrace ES
TIER 3 UPP Utilization: ≥135% Seat Deficit: ≥ 115 for ES ≥ 170 for MS ≥ 243 for HS Payment Level: 120% total	40% of Impact Tax (none)	30% of Impact Tax (none)	50% of Impact Tax Mill Creek Towne ES

Growth and Infrastructure Policy FY 2024 School Test

Reflects Approved FY 2024 Capital Budget and Amendments to the FY 2023-2028 Capital Improvements Program

High School Test

Tier 1 UPP: ≥ 105% utilization and ≥ 180 seat deficit

Tier 2 UPP: ≥ 120% utilization and ≥ 216 seat deficit

Tier 3 UPP: ≥ 135% utilization and ≥ 243 seat deficit

Effective: July 1, 2023

High School	Projected 2027-2028				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Bethesda-Chevy Chase ¹	2,475	2,420	97.8%	55		235	550	922
Montgomery Blair ¹	2,867	2,804	97.8%	63		243	637	1,067
James Hubert Blake	1,743	1,935	111.0%	-192	Tier 1 UPP		157	419
Winston Churchill	1,991	2,129	106.9%	-138		42	261	559
Clarksburg	2,034	2,612	128.4%	-578	Tier 2 UPP			134
Crown ²	2,219	2,120	95.5%	99		N/A	N/A	N/A
Damascus	2,250	1,533	68.1%	717		897	1,167	1,505
Albert Einstein ¹	1,602	1,567	97.8%	35		215	356	596
Gaithersburg ²	2,474	2,364	95.6%	110		290	605	976
Walter Johnson ¹	2,291	2,240	97.8%	51		231	510	853
John F. Kennedy ¹	2,159	2,111	97.8%	48		228	480	804
Col. Zadok Magruder	1,885	1,830	97.1%	55		235	432	715
Richard Montgomery ²	2,250	2,150	95.6%	100		280	550	888
Northwest ²	2,291	2,189	95.5%	102		282	561	904
Northwood ¹	2,260	2,210	97.8%	50		230	502	841
Paint Branch	1,985	2,270	114.4%	-285	Tier 1 UPP		112	410
Poolesville	1,508	1,439	95.4%	69		249	371	597
Quince Orchard ²	1,800	1,720	95.6%	80		260	440	710
Rockville	1,525	1,614	105.8%	-89		91	216	445
Seneca Valley	2,520	2,551	101.2%	-31		149	473	851
Sherwood	2,152	1,941	90.2%	211		391	642	965
Springbrook	2,117	1,949	92.1%	168		348	592	909
Watkins Mill	1,742	1,768	101.5%	-26		154	323	584
Wheaton ¹	2,237	2,187	97.8%	50		230	498	833
Walt Whitman ¹	2,231	2,182	97.8%	49		229	496	830
Charles W. Woodward ¹	2,159	2,111	97.8%	48		N/A	N/A	N/A
Thomas S. Wootton ²	2,120	2,026	95.6%	94		274	518	836

¹ Projected enrollment reflects the estimated impact of CIP P651908, which will reassign students between the Down County Consortium, Bethesda-Chevy Chase HS, Walter Johnson HS, Walt Whitman HS, and Charles Woodward HS in 2026.

² Projected enrollment reflects the estimated impact of CIP P651909, which will reassign students between Gaithersburg HS, Richard Montgomery HS, Northwest HS, Quince Orchard HS, Wootton HS and Crown HS in 2027.

Growth and Infrastructure Policy FY 2024 School Test

Reflects Approved FY 2024 Capital Budget and Amendments to the FY 2023-2028 Capital Improvements Program

Middle School Test

Tier 1 UPP: $\geq 105\%$ utilization and ≥ 126 seat deficit

Tier 2 UPP: $\geq 120\%$ utilization and ≥ 151 seat deficit

Tier 3 UPP: $\geq 135\%$ utilization and ≥ 170 seat deficit

Effective: July 1, 2023

Middle School	Projected 2027-2028				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Argyle	897	976	108.8%	-79		47	101	235
John T. Baker	762	832	109.2%	-70		56	83	197
Benjamin Baneker	799	909	113.8%	-110		16	50	170
Briggs Chaney	927	841	90.7%	86		212	272	411
Cabin John	1,125	1,067	94.8%	58		184	283	452
Roberto W. Clemente	1,218	844	69.3%	374		500	618	801
Eastern	1,012	920	90.9%	92		218	295	447
William H. Farquhar	816	693	84.9%	123		249	287	409
Forest Oak	955	910	95.3%	45		171	236	380
Robert Frost	1,051	965	91.8%	86		212	297	454
Gaithersburg	996	870	87.3%	126		252	326	475
Herbert Hoover	1,139	1,017	89.3%	122		248	350	521
Francis Scott Key	961	937	97.5%	24		150	217	361
Dr. Martin Luther King, Jr.	914	979	107.1%	-65		61	118	255
Kingsview	1,041	985	94.6%	56		182	265	421
Lakelands Park	1,147	1,083	94.4%	64		190	294	466
A. Mario Loiederman	986	1,083	109.8%	-97		29	101	249
Montgomery Village	844	844	100.0%	0		126	169	296
Neelsville	956	942	98.5%	14		140	206	349
Newport Mill	837	612	73.1%	225		351	393	518
North Bethesda	1,233	1,123	91.1%	110		236	357	542
Parkland	1,203	1,012	84.1%	191		317	432	613
Rosa M. Parks	945	923	97.7%	22		148	211	353
John Poole	478	488	102.1%	-10		116	141	160
Thomas W. Pyle	1,523	1,301	85.4%	222		348	527	756
Redland	757	578	76.4%	179		305	331	444
Ridgeview	988	752	76.1%	236		362	434	582
Rocky Hill	1,012	1,035	102.3%	-23		103	180	332
Shady Grove	846	492	58.2%	354		480	524	651
Odessa Shannon	897	847	94.4%	50		176	230	364
Silver Creek	894	761	85.1%	133		259	312	446
Silver Spring International	1,170	1,136	97.1%	34		160	268	444
Sligo	958	686	71.6%	272		398	464	608
Takoma Park	1,330	1,028	77.3%	302		428	568	768
Tilden	1,244	1,139	91.6%	105		231	354	541
Hallie Wells	969	990	102.2%	-21		105	173	319
Julius West	1,432	1,354	94.6%	78		204	365	580
Westland	1,073	862	80.3%	211		337	426	587
White Oak	992	874	88.1%	118		244	317	466
Earle B. Wood	936	1,009	107.8%	-73		53	115	255

Growth and Infrastructure Policy FY 2024 School Test

Reflects Approved FY 2024 Capital Budget and Amendments to the FY 2023-2028 Capital Improvements Program

Elementary School Test

Tier 1 UPP: $\geq 105\%$ utilization and ≥ 85 seat deficit

Tier 2 UPP: $\geq 120\%$ utilization and ≥ 102 seat deficit

Tier 3 UPP: $\geq 135\%$ utilization and ≥ 115 seat deficit

Effective: July 1, 2023

Elementary School	Projected 2027-2028				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Arcola	656	742	113.1%	-86	Tier 1 UPP		46	144
Ashburton	789	955	121.0%	-166	Tier 2 UPP			111
Bannockburn	389	339	87.1%	50		135	152	187
Lucy V. Barnsley	685	704	102.8%	-19		66	118	221
Beall	663	404	60.9%	259		344	392	492
Bel Pre/Strathmore	1,096	911	83.1%	185		270	405	569
Bells Mill	626	672	107.3%	-46		39	80	174
Belmont	401	373	93.0%	28		113	130	169
Bethesda	561	539	96.1%	22		107	135	219
Beverly Farms	722	613	84.9%	109		194	254	362
Bradley Hills	687	441	64.2%	246		331	384	487
Brooke Grove	515	401	77.9%	114		199	217	295
Brookhaven	508	456	89.8%	52		137	154	230
Brown Station	754	736	97.6%	18		103	169	282
Burning Tree	388	453	116.8%	-65		20	37	71
Burnt Mills	646	596	92.3%	50		135	180	277
Burtonsville	752	690	91.8%	62		147	213	326
Candlewood	521	389	74.7%	132		217	237	315
Cannon Road	507	447	88.2%	60		145	162	238
Carderock Springs	430	369	85.8%	61		146	163	212
Rachel Carson	716	737	102.9%	-21		64	123	230
Cashell	341	361	105.9%	-20		65	82	100
Cedar Grove	425	365	85.9%	60		145	162	209
Clarksburg	352	320	90.9%	32		117	134	156
Clarksburg ES #9	721	628	87.1%	93		178	238	346
Clearspring	618	629	101.8%	-11		74	113	206
Clopper Mill	511	405	79.3%	106		191	209	285
Cloverly	484	459	94.8%	25		110	127	195
Cold Spring	481	387	80.5%	94		179	196	263
College Gardens	718	492	68.5%	226		311	370	478
Capt. James E. Daly	586	461	78.7%	125		210	243	331
Damascus	324	367	113.3%	-43		42	59	72
Darnestown	403	356	88.3%	47		132	149	189
Diamond	680	664	97.6%	16		101	152	254
Dr. Charles R. Drew	512	517	101.0%	-5		80	98	175
DuFief	437	288	65.9%	149		234	251	302
East Silver Spring	602	444	73.8%	158		243	279	369
Fairland	648	525	81.0%	123		208	253	350
Fallsmead	561	578	103.0%	-17		68	96	180
Farmland	737	771	104.6%	-34		51	114	224

Elementary School	Projected 2027-2028				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Fields Road	457	477	104.4%	-20		65	82	140
Flower Hill	511	450	88.1%	61		146	164	240
Flower Valley	463	528	114.0%	-65		20	37	98
Forest Knolls	581	550	94.7%	31		116	148	235
Fox Chapel	665	588	88.4%	77		162	210	310
Gaithersburg	783	691	88.3%	92		177	249	367
Galway	759	762	100.4%	-3		82	149	263
Garrett Park	777	668	86.0%	109		194	265	381
Georgian Forest	675	546	80.9%	129		214	264	366
Germantown	292	263	90.1%	29		114	131	144
William B. Gibbs, Jr.	748	659	88.1%	89		174	239	351
Glen Haven	569	551	96.8%	18		103	132	218
Glenallan	762	650	85.3%	112		197	265	379
Goshen	594	448	75.4%	146		231	265	354
Great Seneca Creek	556	497	89.4%	59		144	171	254
Greencastle	769	689	89.6%	80		165	234	350
Greenwood	562	548	97.5%	14		99	127	211
Harmony Hills	775	757	97.7%	18		103	173	290
Highland	601	473	78.7%	128		213	249	339
Highland View	469	406	86.6%	63		148	165	228
Jackson Road	712	626	87.9%	86		171	229	336
Jones Lane	513	440	85.8%	73		158	176	253
Kemp Mill	470	407	86.6%	63		148	165	228
Kensington-Parkwood	786	546	69.5%	240		325	398	516
Lake Seneca	425	500	117.6%	-75		10	27	74
Lakewood	566	442	78.1%	124		209	238	323
Laytonsville	487	428	87.9%	59		144	161	230
JoAnn Leleck ¹	1,206	856	71.0%	350		435	592	773
Little Bennett	620	568	91.6%	52		137	176	269
Luxmanor	746	799	107.1%	-53		32	97	209
Thurgood Marshall	552	499	90.4%	53		138	164	247
Maryvale	655	620	94.7%	35		120	166	265
Spark M. Matsunaga	591	510	86.3%	81		166	200	288
S. Christa McAuliffe	732	460	62.8%	272		357	419	529
Dr. Ronald E. McNair	796	677	85.1%	119		204	279	398
Meadow Hall	356	323	90.7%	33		118	135	158
Mill Creek Towne	354	502	141.8%	-148	Tier 3 UPP			
Monocacy	218	218	100.0%	0		85	102	115
Montgomery Knolls/Pine Crest	1,370	963	70.3%	407		492	681	887
New Hampshire Estates/Oak View	846	801	94.7%	45		130	215	342
Roscoe R. Nix/Cresthaven	958	914	95.4%	44		129	236	380
Oakland Terrace	511	664	129.9%	-153	Tier 2 UPP			26
Olney	607	609	100.3%	-2		83	120	211
William T. Page	751	735	97.9%	16		101	167	279
Poolesville	562	602	107.1%	-40		45	73	157
Potomac	479	413	86.2%	66		151	168	234
Judith A. Resnik	526	590	112.2%	-64		21	42	121
Dr. Sally K. Ride	505	560	110.9%	-55		30	47	122

Elementary School	Projected 2027-2028				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Ritchie Park	411	348	84.7%	63		148	165	207
Rock Creek Forest	676	649	96.0%	27		112	163	264
Rock Creek Valley	451	429	95.1%	22		107	124	180
Rock View	675	690	102.2%	-15		70	120	222
Lois P. Rockwell	548	528	96.4%	20		105	130	212
Rolling Terrace	729	777	106.6%	-48		37	98	208
Rosemary Hills/Chevy Chase	1,114	1,035	92.9%	79		164	302	469
Rosemary Hills/North Chevy Chase	1,022	810	79.3%	212		297	417	570
Rosemont	602	571	94.9%	31		116	152	242
Bayard Rustin	790	753	95.3%	37		122	195	314
Sequoyah	450	497	110.4%	-47		38	55	111
Seven Locks	447	380	85.0%	67		152	169	224
Sherwood	519	592	114.1%	-73		12	31	109
Sargent Shriver	663	744	112.2%	-81		4	52	152
Flora M. Singer	598	585	97.8%	13		98	133	223
Sligo Creek	687	659	95.9%	28		113	166	269
Snowden Farm	762	629	82.5%	133		218	286	400
Somerset	540	369	68.3%	171		256	279	360
South Lake	796	756	95.0%	40		125	200	319
Stedwick	713	497	69.7%	216		301	359	466
Stone Mill	713	490	68.7%	223		308	366	473
Stonegate	597	482	80.7%	115		200	235	324
Strawberry Knoll	501	440	87.8%	61		146	163	237
Summit Hall	497	447	89.9%	50		135	152	224
Takoma Park/Piney Branch	1,222	1,102	90.2%	120		205	365	548
Travilah	526	378	71.9%	148		233	254	333
Harriet R. Tubman	674	565	83.8%	109		194	244	345
Twinbrook	629	400	63.6%	229		314	355	450
Viers Mill	752	476	63.3%	276		361	427	540
Washington Grove	629	468	74.4%	161		246	287	382
Waters Landing	768	677	88.2%	91		176	245	360
Watkins Mill	732	724	98.9%	8		93	155	265
Wayside	631	426	67.5%	205		290	332	426
Weller Road	792	780	98.5%	12		97	171	290
Westbrook	638	522	81.8%	116		201	244	340
Westover	266	299	112.4%	-33		52	69	82
Wheaton Woods	724	560	77.3%	164		249	309	418
Whetstone	788	718	91.1%	70		155	228	346
Wilson Wims	739	613	82.9%	126		211	274	385
Wood Acres	752	595	79.1%	157		242	308	421
Woodfield	365	359	98.4%	6		91	108	134
Woodlin	653	611	93.6%	42		127	173	271
Wyngate	778	624	80.2%	154		239	310	427

¹ Projected enrollment reflects the capital solution to construct a grades 3-5 facility for JoAnn Leleck ES with a completion date of August 2025.

Appendix E

School Enrollment and Capacity (2023–2024 and 2029–2030 School Years)

	School	2023–2024 School Year			2029–2030 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Elementary Schools							
1	Arcola	696	638	(58)	779	638	(141)
2	Ashburton	835	822	(13)	862	822	(40)
3	Bannockburn	426	389	(37)	405	389	(16)
4	Lucy V. Barnsley	652	690	38	674	690	16
5	Beall	500	663	163	440	663	223
6	Bel Pre	533	604	71	514	604	90
7	Bells Mill	591	626	35	621	626	5
8	Belmont	348	411	63	358	411	53
9	Bethesda	588	561	(27)	584	561	(23)
10	Beverly Farms	581	732	151	582	732	150
11	Bradley Hills	474	686	212	496	686	190
12	Brooke Grove	418	525	107	426	525	99
13	Brookhaven	427	477	50	470	477	7
14	Brown Station	633	723	90	726	723	(3)
15	Burning Tree	487	401	(86)	505	401	(104)
16	Burnt Mills	688	690	2	686	690	4
17	Burtonsville	610	508	(102)	635	796	161
18	Cabin Branch	499	712	213	720	712	(8)
19	Candlewood	369	521	152	386	521	135
20	Cannon Road	414	448	34	461	448	(13)
21	Carderock Springs	333	430	97	353	430	77
22	Rachel Carson	675	726	51	672	726	54
23	Cashell	342	324	(18)	420	324	(96)
24	Cedar Grove	349	436	87	325	436	111
25	Chevy Chase	427	483	56	476	483	7
26	Clarksburg	450	365	(85)	354	365	11
27	Clearspring	541	536	(5)	593	536	(57)
28	Clopper Mill	463	498	35	444	498	54
29	Cloverly	468	477	9	493	477	(16)
30	Cold Spring	335	481	146	337	481	144
31	College Gardens	514	719	205	529	719	190
32	Cresthaven	454	454	0	461	454	(7)
33	Captain James E. Daly	503	558	55	467	558	91
34	Damascus	346	334	(12)	359	334	(25)
35	Darnestown	355	413	58	426	413	(13)
36	Diamond	657	680	23	621	680	59
37	Dr. Charles R. Drew	469	499	30	483	499	16
38	DuFief	247	437	190	257	437	180
39	East Silver Spring	538	607	69	514	607	93
40	Fairland	565	606	41	549	606	57
41	Fallsmead	515	571	56	509	571	62
42	Farmland	818	724	(94)	797	724	(73)
43	Fields Road	448	450	2	467	450	(17)
44	Flower Hill	461	442	(19)	485	442	(43)
45	Flower Valley	573	463	(110)	586	463	(123)
46	Forest Knolls	510	584	74	548	584	36
47	Fox Chapel	602	665	63	601	665	64
48	Gaithersburg	652	777	125	669	777	108
49	Galway	702	767	65	680	767	87
50	Garrett Park	690	777	87	705	777	72
51	Georgian Forest	563	657	94	603	657	54
52	Germantown	319	279	(40)	315	279	(36)
53	William B. Gibbs, Jr.	609	738	129	662	738	76
54	Glen Haven	558	562	4	564	562	(2)
55	Glenallan	674	766	92	696	766	70
56	Goshen	503	604	101	517	604	87
57	Great Seneca Creek	510	581	71	521	581	60
58	Greencastle	759	579	(180)	755	769	14
59	Greenwood	549	572	23	548	572	24
60	Harmony Hills	702	727	25	757	727	(30)
61	Highland	510	573	63	539	573	34
62	Highland View	371	336	(35)	419	525	106
63	Jackson Road	648	661	13	613	661	48
64	Jones Lane	453	510	57	442	510	68
65	Kemp Mill	407	457	50	393	457	64
66	Kensington-Parkwood	572	819	247	546	819	273
67	Lake Seneca	477	402	(75)	508	402	(106)

*Includes capacity from approved capital projects.

	School	2023–2024 School Year			2029–2030 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Lakewood	439	566	127	468	566	98
69	Laytonsville	363	497	134	429	497	68
70	JoAnn Leleck at Broad Acres	760	688	(72)	858	892	34
71	Little Bennett	609	643	34	563	643	80
72	Luxmanor	726	746	20	758	746	(12)
73	Thurgood Marshall	593	479	(114)	586	479	(107)
74	Maryvale	634	650	16	616	650	34
75	Spark M. Matsunaga	570	601	31	534	601	67
76	S. Christa McAuliffe	493	759	266	445	759	314
77	Dr. Ronald E. McNair	707	797	90	656	797	141
78	Meadow Hall	378	343	(35)	327	343	16
79	Mill Creek Towne	504	354	(150)	537	600	63
80	Monocacy	180	228	48	236	228	(8)
81	Montgomery Knolls	514	696	182	493	696	203
82	New Hampshire Estates	458	498	40	463	498	35
83	Roscoe R. Nix	483	478	(5)	461	478	17
84	North Chevy Chase	243	374	131	237	374	137
85	Oak View	409	322	(87)	426	322	(104)
86	Oakland Terrace	500	495	(5)	538	495	(43)
87	Olney	606	617	11	596	617	21
88	William Tyler Page	619	730	111	687	730	43
89	Pine Crest	472	667	195	465	667	202
90	Piney Branch	598	621	23	586	621	35
91	Poolesville	562	571	9	618	571	(47)
92	Potomac	435	480	45	443	480	37
93	Judith A. Resnik	546	558	12	543	558	15
94	Dr. Sally K. Ride	459	535	76	513	535	22
95	Ritchie Park	361	411	50	377	411	34
96	Rock Creek Forest	670	771	101	678	771	93
97	Rock Creek Valley	375	451	76	387	451	64
98	Rock View	578	610	32	614	610	(4)
99	Lois P. Rockwell	528	575	47	539	575	36
100	Rolling Terrace	658	673	15	697	673	(24)
101	Rosemary Hills	541	650	109	551	650	99
102	Rosemont	598	562	(36)	575	562	(13)
103	Bayard Rustin	787	790	3	796	790	(6)
104	Sequoyah	451	447	(4)	489	447	(42)
105	Seven Locks	372	457	85	368	457	89
106	Sherwood	520	535	15	535	535	0
107	Sargent Shriver	714	628	(86)	714	628	(86)
108	Flora M. Singler	618	585	(33)	575	585	10
109	Sliquo Creek	665	697	32	676	697	21
110	Snowden Farm	616	762	146	622	762	140
111	Somerset	306	549	243	369	549	180
112	South Lake	777	778	1	777	778	1
113	Stedwick	507	687	180	488	687	199
114	Stone Mill	539	713	174	486	713	227
115	Stonegate	551	592	41	565	592	27
116	Strathmore	469	449	(20)	465	449	(16)
117	Strawberry Knoll	469	500	31	445	500	55
118	Summit Hall	424	464	40	421	464	43
119	Takoma Park	604	791	187	626	791	165
120	Travilah	391	526	135	404	526	122
121	Harriet R. Tubman	574	616	42	669	616	(53)
122	Twinbrook	461	616	155	454	616	162
123	Viers Mill	544	717	173	527	717	190
124	Washington Grove	464	550	86	489	550	61
125	Waters Landing	719	745	26	720	745	25
126	Watkins Mill	703	717	14	727	717	(10)
127	Wayside	471	626	155	447	626	179
128	Weller Road	704	798	94	710	798	88
129	Westbrook	513	648	135	525	648	123
130	Westover	298	276	(22)	282	276	(6)
131	Wheaton Woods	558	661	103	599	661	62
132	Whetstone	708	775	67	725	775	50
133	Wilson Wims	527	722	195	557	722	165
134	Wood Acres	617	757	140	604	757	153
135	Woodfield	322	375	53	356	375	19
136	Woodlin	598	640	42	599	640	41
137	Wyngate	678	801	123	616	801	185

*Includes capacity from approved capital projects.

	School	2023–2024 School Year			2029–2030 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Middle Schools							
1	Argyle	920	888	(32)	1,035	888	(147)
2	John T. Baker	843	766	(77)	880	766	(114)
3	Benjamin Banneker	778	803	25	844	803	(41)
4	Briggs Chaney	876	926	50	917	926	9
5	Cabin John	974	1,125	151	1,103	1,125	22
6	Roberto W. Clemente	867	1,198	331	971	1,198	227
7	Eastern	910	1,012	102	946	1,033	87
8	William H. Farquhar	646	800	154	644	800	156
9	Forest Oak	846	955	109	873	955	82
10	Robert Frost	958	1,051	93	1,043	1,051	8
11	Gaithersburg	898	1,028	130	947	1,028	81
12	Herbert Hoover	929	1,130	201	1,023	1,130	107
13	Francis Scott Key	994	952	(42)	1,048	952	(96)
14	Dr. Martin Luther King, Jr.	855	914	59	893	914	21
15	Kingsview	925	1,033	108	924	1,033	109
16	Lakelands Park	1,014	1,154	140	1,074	1,154	80
17	A. Mario Loiederman	979	986	7	1,049	986	(63)
18	Montgomery Village	808	857	49	888	857	(31)
19	Neelsville	785	965	180	855	956	101
20	Newport Mill	606	837	231	682	837	155
21	North Bethesda	1,166	1,203	37	1,204	1,203	(1)
22	Parkland	1,094	1,207	113	1,185	1,207	22
23	Rosa M. Parks	855	945	90	925	945	20
24	John Poole	432	478	46	499	478	(21)
25	Thomas W. Pyle	1,260	1,498	238	1,328	1,498	170
26	Redland	587	724	137	629	724	95
27	Ridgeview	749	955	206	777	955	178
28	Rocky Hill	1,042	1,012	(30)	1,100	1,012	(88)
29	Shady Grove	514	846	332	521	846	325
30	Odessa Shannon	772	881	109	808	881	73
31	Silver Creek	766	915	149	736	915	179
32	Silver Spring International	1,063	1,098	35	1,117	1,194	77
33	Sligo	703	958	255	786	958	172
34	Takoma Park	1,124	1,298	174	1,144	1,298	154
35	Tilden	1,084	1,264	180	1,112	1,264	152
36	Hallie Wells	944	982	38	999	982	(17)
37	Julius West	1,309	1,432	123	1,404	1,432	28
38	Westland	865	1,064	199	870	1,064	194
39	White Oak	805	971	166	852	971	119
40	Earle B. Wood	1,040	936	(104)	1,027	936	(91)
High Schools							
1	Bethesda-Chevy Chase	2,365	2,475	110	2,342	2,475	133
2	Montgomery Blair	3,252	2,889	(363)	3,475	2,889	(586)
3	James Hubert Blake	1,813	1,743	(70)	1,997	2,164	167
4	Winston Churchill	2,205	1,953	(252)	2,110	1,953	(157)
5	Clarksburg	2,205	2,020	(185)	2,475	2,020	(455)
6	Damascus	1,400	1,543	143	1,455	2,250	795
7	Albert Einstein	2,020	1,602	(418)	2,045	1,602	(443)
8	Gaithersburg	2,463	2,457	(6)	2,641	2,457	(184)
9	Walter Johnson	2,987	2,299	(688)	2,991	2,299	(692)
10	John F. Kennedy	1,847	2,159	312	2,062	2,159	97
11	Col. Zadok Magruder	1,616	1,885	269	1,786	1,980	194
12	Richard Montgomery	2,387	2,236	(151)	2,604	2,236	(368)
13	Northwest	2,387	2,268	(119)	2,651	2,268	(383)
14	Northwood	1,744	1,513	(231)	1,765	2,260	495
15	Paint Branch	2,109	1,998	(111)	2,237	2,385	148
16	Poolesville	1,330	1,170	(160)	1,380	1,508	128
17	Quince Orchard	2,146	1,800	(346)	2,278	1,800	(478)
18	Rockville	1,530	1,541	11	1,510	1,541	31
19	Seneca Valley	2,383	2,537	154	2,437	2,537	100
20	Sherwood	1,693	2,152	459	1,792	2,152	360
21	Springbrook	1,862	2,117	255	1,848	2,117	269
22	Watkins Mill	1,667	1,899	232	1,730	1,899	169
23	Wheaton	2,721	2,237	(484)	2,711	2,237	(474)
24	Walt Whitman	2,042	2,218	176	2,026	2,218	192
25	Thomas S. Wootton	1,872	2,120	248	1,922	2,226	304

*Includes capacity from approved capital projects.

Appendix F

Facilities Data and State Rated Capacity School Year 2023–2024

Schools	Year Built	Year Reopen/ Revital./ MCP*	Existing Sq. Ft.	Site Size	Adj. Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
						Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
Elementary Schools											
1 Arcola	1956	2007	95,421	5	Y	1	7	24	0	726	638
2 Ashburton	1957	1993	91,178	8.3	N	0	6	30	0	822	822
3 Bannockburn	1957	1988	54,234	8.3	N	0	2	15	0	389	389
4 Lucy V. Barnsley	1965	1998	97,524	10	N	0	4	27	5	759	690
5 Beall	1954	1991	79,477	8.4	Y	2	3	22	3	642	663
6 Bel Pre	1968	2014	95,330	8.9	Y	3	8	20	0	696	604
7 Bells Mill	1968	2009	77,244	9.59	N	1	4	22	2	634	626
8 Belmont	1974		49,279	10.5	N	0	3	15	0	411	411
9 Bethesda	1952	1999	75,421	7.93	N	0	3	21	2	569	561
10 Beverly Farms	1965	2013	98,916	4.98	Y	0	4	28	0	732	732
11 Bradley Hills	1951	1984	76,745	6.7	Y	0	4	26	0	686	686
12 Brooke Grove	1990		73,080	10.96	N	1	2	17	7	525	525
13 Brookhaven	1961	1995	81,320	8.57	N	1	4	14	5	480	477
14 Brown Station	1969	2017	113,998	9	Y	2	5	25	4	765	723
15 Burning Tree	1958	1991	68,119	6.79	Y	0	4	11	6	401	401
16 Burnt Mills	1964	2023	94,398	15.1	N	1	6	25	3	757	690
17 Burtonsville	1952	1993	71,349	11.9	N	0	6	20	0	592	508
18 Cabin Branch	2023		95,327	9.61	N	1	5	24	4	722	712
19 Candlewood	1968	2015	82,222	11.79	N	0	3	19	3	533	521
20 Cannon Road	1967	2012	83,377	4.4	Y	0	3	16	8	514	448
21 Carderock Springs	1966	2010	75,351	9	N	0	2	16	3	442	430
22 Rachel Carson	1990		78,547	12.4	N	1	4	26	0	706	726
23 Cashell	1969	2009	71,171	10.24	N	1	2	10	5	344	324
24 Cedar Grove	1960	1987	57,037	10.1	N	0	2	16	4	452	436
25 Chevy Chase	1936	2000	70,976	3.78	N	0	0	21	0	483	483
26 Clarksburg	1952	1993	54,983	9.97	N	0	3	13	0	365	365
27 Clearspring	1988		77,535	10	Y	2	4	18	5	592	536
28 Clopper Mill	1986		64,851	9	Y	3	4	17	0	539	498
29 Cloverly	1961	1989	61,991	10	Y	0	3	15	6	471	477
30 Cold Spring	1972		55,158	12.38	N	0	2	19	0	481	481
31 College Gardens	1967	2008	96,986	7.9	Y	1	3	27	2	727	719
32 Cresthaven	1962	2010	76,862	9.8	N	0	0	18	4	454	454
33 Captain James E. Daly	1989		78,386	10	Y	1	4	22	0	614	558
34 Damascus	1934	1980	53,239	9.4	N	0	3	10	5	346	334
35 Darnestown	1954	1980	64,840	7.2	N	0	2	13	7	413	413
36 Diamond	1975		85,404	10	Y	0	5	24	3	692	680
37 Dr. Charles R. Drew	1991		73,975	12	N	2	3	17	4	537	499
38 DuFief	1975		59,013	9.99	Y	0	3	13	7	435	437
39 East Silver Spring	1929	1975	88,895	8.4	N	2	4	20	4	628	607
40 Fairland	1934	1992	92,227	11.79	N	2	4	20	7	658	606
41 Fallsmead	1974		67,472	8.93	Y	0	4	21	0	571	571
42 Farmland	1963	2011	89,988	4.75	Y	0	6	24	4	724	724
43 Fields Road	1973		72,302	10	N	1	4	16	5	526	450
44 Flower Hill	1985		58,770	10	Y	1	4	15	3	483	442
45 Flower Valley	1967	1996	61,567	9.28	N	0	4	15	3	463	463
46 Forest Knolls	1960	1993	89,850	7.77	N	1	5	21	3	643	584
47 Fox Chapel	1974		85,182	10.34	Y	1	5	25	0	705	665
48 Gaithersburg	1947	1983	94,468	8.39	N	2	7	28	2	858	777
49 Galway	1967	2009	103,170	9	Y	1	7	27	5	845	767
50 Garrett Park	1948	2012	96,348	4.38	Y	0	5	29	0	777	777
51 Georgian Forest	1961	1995	88,111	10.94	Y	2	5	24	0	702	657
52 Germantown	1935	1978	57,668	7.75	N	0	3	8	7	320	279
53 William B. Gibbs, Jr.	2009		88,042	10.75	N	1	4	24	5	710	738
54 Glen Haven	1950	2004	85,845	10	Y	1	5	20	5	640	562
55 Glenallan	1966	2013	98,700	12.1	N	1	6	29	3	849	766
56 Goshen	1988		76,740	10.48	N	0	5	24	1	672	604
57 Great Seneca Creek	2006		82,511	13.71	N	0	5	22	3	646	581
58 Greencastle	1988		78,275	18.88	N	1	6	19	4	629	579
59 Greenwood	1970		64,609	10	Y	0	4	20	2	568	572
60 Harmony Hills	1957	1999	85,648	10.2	Y	2	6	28	0	816	727
61 Highland	1950	1989	87,491	11	Y	2	4	22	0	634	573
62 Highland View	1953	1994	59,307	6.6	N	0	4	13	0	387	336
63 Jackson Road	1959	1995	91,465	8.76	N	1	5	24	5	732	661
64 Jones Lane	1987		60,679	12.07	N	0	3	18	3	510	510
65 Kemp Mill	1960	1996	68,222	10	N	4	4	15	0	513	457
66 Kensington-Parkwood	1952	2006	102,382	9.86	N	0	4	31	3	831	819
67 Lake Seneca	1985		58,770	9.35	N	1	3	13	4	425	402
68 Lakewood	1968	2003	77,526	13.09	N	0	3	20	4	566	566

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education and class size reduction classes. For MCPS calculations, please refer to the individual school calculations.

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility. Major Capital Projects (MCP) can vary in scope.

Schools	Year Built	Year Reopen/ Revital./ MCP*	Existing Sq. Ft.	Site Size	Adj. Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity	
						Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10			
						69	Laytonsville	1951	1989			64,160
70	JoAnn Leleck at Broad Acres	1952	1974	88,922	6.14	Y	4	7	24	0	786	688
71	Little Bennett	2006		82,511	4.81	Y	0	5	21	5	643	643
72	Luxmanor	1966	2020	99,376	6.49	Y	0	5	24	7	732	746
73	Thurgood Marshall	1993		77,798	12	N	0	4	17	4	519	479
74	Maryvale	1969	2020	178,625	17.7	N	3	5	22	4	716	650
75	Spark M. Matsunaga	2001		90,718	11.8	N	0	4	21	5	621	601
76	S. Christa McAuliffe	1987		102,111	10.6	Y	2	5	29	2	837	759
77	Dr. Ronald E. McNair	1990		91,613	10	Y	1	5	29	0	797	797
78	Meadow Hall	1956	1994	61,694	8.38	Y	0	4	12	5	414	343
79	Mill Creek Towne	1966	2000	67,465	8.39	N	1	4	10	6	398	354
80	Monocacy	1961	1989	42,482	9.67	N	0	2	8	0	228	228
81	Montgomery Knolls	1952	1989	109,733	10.3	N	3	8	23	5	815	696
82	New Hampshire Estates	1954	1988	73,306	5.4	N	6	7	14	0	596	498
83	Roscoe R. Nix	2006		88,351	8.97	Y	2	6	17	4	603	478
84	North Chevy Chase	1953	1995	65,982	7.9	N	0	0	16	1	378	374
85	Oak View	1949	1985	57,560	11.26	N	0	0	14	0	322	322
86	Oakland Terrace	1950	1993	79,145	9.5	Y	1	6	15	6	557	495
87	Olney	1954	1990	68,755	9.88	N	0	4	23	0	617	617
88	William Tyler Page	1965	2003	93,514	9.75	N	2	11	21	0	765	730
89	Pine Crest	1941	1992	77,121	5.6	Y	0	0	29	0	667	667
90	Piney Branch	1973		99,706	1.97	Y	0	0	27	0	621	621
91	Poolesville	1960	1978	64,803	12.28	N	0	4	21	0	571	571
92	Potomac	1949	2020	86,550	9.02	N	0	3	18	0	480	480
93	Judith A. Resnik	1991		78,547	12.8	N	1	5	21	0	613	558
94	Dr. Sally K. Ride	1994		78,686	13.49	N	2	4	16	7	566	535
95	Ritchie Park	1966	1997	58,500	9.2	N	0	3	15	0	411	411
96	Rock Creek Forest	1950	2015	98,140	7.96	N	1	4	27	5	779	771
97	Rock Creek Valley	1964	2001	76,692	10.4	N	0	3	14	9	478	451
98	Rock View	1955	1999	91,977	7.4	N	1	6	19	9	679	610
99	Lois P. Rockwell	1992		75,520	10.57	N	1	3	17	5	527	575
100	Rolling Terrace	1950	1989	92,241	4.3	N	3	7	24	0	766	673
101	Rosemary Hills	1956	1988	87,298	6.07	N	1	7	18	7	658	650
102	Rosemont	1965	1995	88,764	8.9	N	1	5	21	4	653	562
103	Bayard Rustin	2018		97,397	10.9	N	0	5	28	2	774	790
104	Sequoyah	1990		73,080	10	Y	0	4	15	7	503	447
105	Seven Locks	1964	2012	66,915	9.9	N	0	3	17	0	457	457
106	Sherwood	1977		81,727	10.85	N	0	3	17	8	537	535
107	Sargent Shriver	1954	2006	91,628	9.17	N	1	6	25	0	727	628
108	Flora M. Singer	2012		95,831	12.67	Y	1	6	19	8	669	585
109	Sligo Creek	1934	1999	87,744	15.6	Y	0	5	25	2	705	697
110	Snowden Farm	2019		92,366	9.79	N	0	4	28	3	762	762
111	Somerset	1949	2005	80,122	3.7	N	0	3	21	0	549	549
112	South Lake	1972	2023	113,549	10.2	N	2	6	30	0	862	778
113	Stedwick	1974		109,677	10	N	1	4	25	4	723	687
114	Stone Mill	1988		78,617	11.76	N	0	3	25	5	691	713
115	Stonegate	1971	2023	84,094	10.27	N	1	5	18	4	584	592
116	Strathmore	1970		59,497	10.79	Y	0	0	19	2	457	449
117	Strawberry Knoll	1988		78,723	10.8	Y	2	3	16	7	544	500
118	Summit Hall	1971		68,059	10.17	Y	5	3	15	0	511	464
119	Takoma Park	1979		85,553	4.7	N	2	8	25	0	791	791
120	Travilah	1960	1992	65,378	9.3	N	0	3	20	0	526	526
121	Harriet R. Tubman	2022		99,893	5.72	Y	1	6	22	5	708	616
122	Twinbrook	1952	1986	79,818	10.45	N	2	4	23	0	657	616
123	Viers Mill	1950	1991	120,572	10.52	N	3	4	24	6	760	717
124	Washington Grove	1956	1984	86,266	10.66	N	4	4	17	4	599	550
125	Waters Landing	1988		101,352	10	N	0	6	29	4	839	745
126	Watkins Mill	1970		82,939	10	Y	2	7	27	0	815	717
127	Wayside	1969	2017	93,453	9.26	N	0	3	22	6	632	626
128	Weller Road	1953	2013	121,346	11.1	N	4	6	28	1	866	798
129	Westbrook	1939	1990	91,359	12.46	Y	0	3	24	3	648	648
130	Westover	1964	1998	54,645	7.58	N	0	2	8	6	288	276
131	Wheaton Woods	1952	2017	120,154	8	N	4	4	23	5	747	661
132	Whetstone	1968		96,946	8.8	Y	1	6	27	4	813	775
133	Wilson Wims	2014		91,931	9.29	Y	0	4	26	4	726	722
134	Wood Acres	1952	2002	96,358	4.78	Y	0	4	27	3	739	757
135	Woodfield	1962	1985	53,212	10	N	0	2	11	8	377	375
136	Woodlin	1944	2023	60,725	10.97	N	1	5	20	5	640	640
137	Wyngate	1952	1997	89,104	9.5	N	0	4	31	0	801	801
Total Elementary Schools				11,210,890	1,297		124	571	2,812	411	83,828	79,619

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education and class size reduction classes. For MCPS calculations, please refer to the individual school calculations.

*Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility. Major Capital Projects (MCP) can vary in scope.

Facilities Data and State Rated Capacity School Year 2023–2024

Schools	Year Built	Year Reopen/ Revital./ MCP*	Existing Sq. Ft.	Site Size	Adj. Park	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)
						Reg. @25	Sp. Ed. @10		
Middle Schools								(85% + Sp. Ed.)	(X 85%)
1 Argyle	1971	1993	120,205	19.9	N	43	0	914	888
2 John T. Baker	1971		120,532	21.65	Y	35	3	774	766
3 Benjamin Banneker	1974		117,035	20	N	37	3	816	803
4 Briggs Chaney	1991		115,000	29.37	N	42	4	932	927
5 Cabin John	1967	2011	159,514	18.2	N	51	6	1,144	1,125
6 Roberto W. Clemente	1992		148,246	19.87	N	55	5	1,219	1,199
7 Eastern	1951	1976	152,030	14.5	N	48	3	1,050	1,012
8 William H. Farquhar	1968	2016	135,626	20	N	37	2	806	800
9 Forest Oak	1999		132,259	41.2	N	45	3	986	955
10 Robert Frost	1971		143,757	24.78	N	49	2	1,061	1,051
11 Gaithersburg	1960	1988	157,694	22.82	N	48	4	1,060	1,029
12 Herbert Hoover	1966	2013	165,367	19.1	N	52	4	1,145	1,131
13 Francis Scott Key	1966	2009	147,424	20.59	N	46	0	978	952
14 Dr. Martin Luther King, Jr.	1996		135,867	18.61	N	43	0	914	914
15 Kingsview	1997		140,398	18.45	Y	49	0	1,041	1,033
16 Lakelands Park	2005		153,588	8.11	Y	54	3	1,178	1,154
17 A. Mario Loiederman	1956	2005	148,718	17.08	N	48	0	1,020	986
18 Montgomery Village	1968	2003	141,615	15.1	N	40	6	910	857
19 Neelsville	1981		131,432	29.19	N	47	0	999	965
20 Newport Mill	1958	2002	109,011	8.4	Y	39	2	849	837
21 North Bethesda	1955	1999	178,252	19.11	N	56	3	1,220	1,203
22 Parkland	1963	2007	178,929	9.18	Y	58	0	1,232	1,207
23 Rosa M. Parks	1992		137,469	24.05	Y	44	2	955	945
24 John Poole	1997		85,669	20.5	N	22	2	488	478
25 Thomas W. Pyle	1962	1993	209,464	14.3	N	69	4	1,506	1,498
26 Redland	1971		112,297	20.64	Y	34	2	742	724
27 Ridgeview	1975		145,168	20	N	44	4	975	955
28 Rocky Hill	2004		148,065	23.3	N	48	0	1,020	1,012
29 Shady Grove	1995	1999	129,206	20	N	39	3	859	846
30 Odessa Shannon	1966		164,307	16.45	Y	41	4	911	881
31 Silver Creek	2017		174,743	13.3	N	43	2	934	915
32 Silver Spring International	1934	1999	152,731	10.64	Y	52	2	1,125	1,098
33 Sligo	1959	1991	149,527	21.7	Y	45	2	976	958
34 Takoma Park	1939	1999	195,739	18.8	Y	61	2	1,316	1,298
35 Tilden	1967	2020	244,561	19.67	N	59	4	1,294	1,264
36 Hallie Wells	2016		150,089	22.37	N	45	3	986	982
37 Julius West	1961	1995	182,617	21.3	N	67	3	1,454	1,432
38 Westland	1951	1997	146,006	25.1	N	50	2	1,082	1,064
39 White Oak	1962	1993	141,163	17.3	N	46	2	998	971
40 Earle B. Wood	1965	2001	152,588	8.5	Y	43	7	984	936
Total Middle Schools			5,953,908	773.13		1874	103	40,853	40,051
High Schools								(85% + Sp. Ed.)	(X 90%)
1 Bethesda-Chevy Chase	1934	2001	392,833	16.36	N	110	0	2,338	2,475
2 Montgomery Blair	1998		386,567	29.71	Y	132	0	2,805	2,889
3 James Hubert Blake	1998		297,125	91.09	N	77	2	1,656	1,743
4 Winston Churchill	1964	2001	322,078	30.28	N	84	9	1,875	1,953
5 Clarksburg	1995	2006	344,574	62.73	N	89	4	1,931	2,020
6 Damascus	1950	1978	235,986	32.66	N	66	8	1,482	1,543
7 Albert Einstein	1962	1997	276,462	26.67	Y	70	10	1,588	1,602
8 Gaithersburg	1951	2013	427,048	40.97	Y	106	16	2,412	2,457
9 Walter Johnson	1956	2009	365,138	30.86	N	101	5	2,196	2,299
10 John F. Kennedy	1964	1999	332,133	29.1	N	95	9	2,109	2,159
11 Col. Zadok Magruder	1970		295,478	30	N	82	8	1,822	1,885
12 Richard Montgomery	1942	2007	311,500	29.05	N	99	4	2,144	2,236
13 Northwest	1998		342,101	34.56	Y	100	4	2,165	2,268
14 Northwood	1956	2004	254,054	29.57	N	67	6	1,484	1,513
15 Paint Branch	1969	2012	347,169	45.76	N	86	8	1,908	1,998
16 Poolesville	1953	1978	165,056	37.2	N	52	0	1,105	1,170
17 Quince Orchard	1988		284,912	30.1	N	80	5	1,750	1,800
18 Rockville	1968	2004	317,731	29.61	N	66	13	1,532	1,541
19 Seneca Valley	1974	2020	457,600	29.37	N	111	10	2,459	2,537
20 Sherwood	1950	1991	333,154	49.3	N	93	7	2,046	2,152
21 Springbrook	1960	1994	305,006	25.13	Y	94	6	2,058	2,117
22 Watkins Mill	1989		305,288	50.99	Y	85	6	1,866	1,899
23 Wheaton	1954	2016	373,825	28.2	N	100	4	2,165	2,237
24 Walt Whitman	1962	1992	312,270	30.7	Y	95	10	2,119	2,218
25 Thomas S. Wootton	1970		295,620	27.37	N	93	5	2,026	2,120
Total High Schools			8,080,708	897.34		2233	159	49,041	50,831
Total Secondary Schools			14,034,616	1670.5		4107	262	89,894	90,882

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education classes. For MCPS calculations, please refer to the individual school calculations.

*Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility. Major Capital Projects (MCP) can vary in scope.

Appendix G

Capacity Calculations

School capacity is defined by the State of Maryland as the maximum number of students that can reasonably be accommodated in a facility without significantly hampering delivery of the given educational program. School capacity is the product of the number of teaching stations at a school and the average class size for each program (based generally on the student-to-teacher ratio). The state of Maryland and MCPS rate capacities use slightly different student-to-teacher ratios.

MCPS Program Capacity

Class size for regular and supplemental programs, such as English for Speakers of Other Languages (ESOL), is based on MCPS policy, regulation, and budget guidelines. Many jurisdictions in Maryland, including Montgomery County, strive to reduce class sizes. State and federal regulations mandate a maximum class size limit for preschool programs.

The current standard student-to-classroom ratios used to calculate school capacities as stated in the Board of Education Long-range Educational Facilities Regulation (FAA-RA) are as follows:

Head Start and prekindergarten—2 sessions	40:1
Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grade K—reduced class size full-day	18:1
Grades 1–2—reduced class size	18:1
Grades 1–5/6 Elementary	23:1
Grades 6–8 Middle	25:1*
Grades 9–12 High	25:1**
ESOL (secondary)	15:1

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

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

Many schools that appear to have space based on the calculated program capacity often need relocatable classrooms to accommodate the programs operating in the school. There are several explanations for this situation.

- **Staffing Ratio:** Capacity calculations for elementary schools are based on a student-to-classroom ratio of 23:1; however, staffing (student-to-teacher ratio) is not always provided at the same ratio. When the student-to-teacher ratio is less than the student-to-room ratio, the calculated

capacity will not support the number of teachers provided by the staffing ratio in the facility. For example, if staffing is provided at 22:1, and capacity is calculated at 23:1, then for a building with 20 classrooms the capacity would be 460 (20 x 23) students but there would be 21 teachers based on the staffing ratio (460/22 = 20.9), therefore one additional classroom would be needed to accommodate a 22:1 staffing ratio.

- **Combined Staffing:** Some schools are provided additional staffing to meet the needs of students in the school. For example, a school that has a large number of students impacted by poverty may be allocated an additional .5 teaching position to assist students and an additional .5 teaching position for Title 1 services. The school may decide to combine the allocated staff to create an additional classroom teaching position, thereby creating the need for an additional classroom. In this case, the enrollment has not increased and the calculated capacity has not changed, but the need for classrooms has increased.
- **Capping Class Size:** In schools that may have very large class sizes in certain grades, additional staff may be provided to reduce the oversized classes to keep them within Board of Education guidelines. For example, if a school has two second-grade classes each with 28 students and four more students enroll in second grade, adding the additional students to the two large classes would cause the two classes to exceed the maximum class size cap of 28 students. If there was no opportunity to create combination classes with other grades, an additional teacher would be provided, and the school would reorganize with three second-grade classes of 20 students each. The additional teacher could create the need for a relocatable classroom.

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

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

State-rated Capacity

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

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

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

Appendix H

Montgomery County Public Schools Relocatable Classrooms: 2023–2024 School Year

Cluster/ School	Relocatables on site for 2023–2024 to Address:			Cluster/ School	Relocatables on site for 2023–2024 to Address:			Cluster/ School	Relocatables on site for 2023–2024 to Address:		
	Overutilization	DC	Total		Overutilization	DC	Total		Overutilization	DC	Total
Bethesda-Chevy Chase				Col. Zadok Magruder				Watkins Mill			
Bethesda ES	4		4	Cashell ES	2		2	Watkins Mill ES	4		4
Rock Creek Forest ES	2		2	Flower Hill ES	3		3	Total	4	0	4
Total	6	0	6	Mill Creek Towne ES	9		9	Walt Whitman			
Winston Churchill				Judith A. Resnik ES	4		4	Bannockburn ES	2		2
Winston Churchill HS	4		4	Total	18	0	18	Burning Tree ES	3		3
Total	4	0	4	Richard Montgomery				Total	5	0	5
Clarksburg				Richard Montgomery HS	9		9	Thomas S. Wootton			
Clarksburg HS	14		14	Rustin, Bayard ES**	2		2	Cold Spring ES	1		1
Clarksburg ES	5		5	Total	11	0	11	DuFief ES	1		1
Captain James E. Daly ES	2		2	Northeast Consortium				Total	2	0	2
Total	21	0	21	James H. Blake HS	1		1	Grand Total by Use	349	0	349
Damascus				Paint Branch HS	6		6	SCHOOL TOTAL:	349		
John T. Baker MS	2		2	Benjamin Banneker MS	2		2				
Clearspring ES	2		2	Burtonsville ES	6		6				
Damascus ES	4		4	Cloverly ES	2		2				
Total	8	0	8	Cresthaven ES	2		2				
Downcounty Consortium				Dr. Charles R. Drew ES	2		2				
Montgomery Blair HS	19		19	Fairland ES	2		2				
Albert Einstein HS	15		15	Galway ES	2		2				
Northwood HS	14		14	Greencastle ES	10		10				
Argyle MS	3		3	Jackson Road ES	3		3				
A. Mario Loiederman MS	2		2	JoAnn Leleck ES at Broad Acres	12		12				
Arcola ES	4		4	Westover ES	2		2				
Glenallan ES	2		2	Total	52	0	52				
Harmony Hills ES	4		4	Northwest							
Highland View ES	6		6	Northwest HS	11		11				
Kemp Mill ES	3		3	Clopper Mill ES	6		6				
Oak View ES	3		3	Diamond ES	2		2				
Oakland Terrace ES	5		5	Germantown ES	3		3				
Rolling Terrace ES	6		6	Total	22	0	22				
Sargent Shriver ES	6		6	Quince Orchard							
Flora Singer ES	3		3	Quince Orchard HS	15		15				
Total	95	0	95	Fields Road ES	4		4				
Gaithersburg				Thurgood Marshall ES	5		5				
Gaithersburg ES	3		3	Total	24	0	24				
Rosemont ES	4		4	Rockville							
Strawberry Knoll ES	2		2	Flower Valley ES	4		4				
Summit Hall ES*	16		16	Meadow Hall ES	7		7				
Total	25	0	25	Total	11	0	11				
Walter Johnson				Seneca Valley							
Walter Johnson HS	15		15	Lake Seneca ES	9		9				
Ashburton ES*	8		8	Sally K. Ride ES	2		2				
Farmland ES	4		4	Total	11	0	11				
Total	27	0	27	Sherwood							
				Belmont ES	1	0	1				
				Total	1	0	1				

Other Relocatable Uses		
	# Units	Comment
Construction		
Poolesville HS	14	
Total	14	
Holding Schools		
Emory Grove Center	31	
Fairland Center	12	
Grosvenor Center	17	
North Lake Center	21	
Radnor Center	0	
Total	81	
Other Uses at Schools		
Gaithersburg ES	1	Parent Resource
Monocacy ES	1	
Summit Hall ES	1	Judy Center
Total	3	
Non-school Locations		
Bethesda Depot	3	Offices
Clarksburg Depot	2	Transportation
Hadley Farms Center	1	Offices
Kingsley Center	5	Transitions
Lincoln Warehouse	1	Copy Plus
Randolph Depot	4	Offices
Rocking Horse Road	2	Offices
Shady Grove Depot	6	Offices
Smith Center	2	Outdoor Education
Upcounty Service Center	1	Maintenance
Total	27	
OTHER TOTAL:	125	

DC: Paid for by day-care provider to enable a day-care center to operate inside school.
 *Ashburton ES (8) classrooms are in modular buildings. Summit Hall ES (16) classrooms are in modular buildings.
 **Bayard Rustin ES relocatable classrooms will not be available until January 2024.

Appendix I

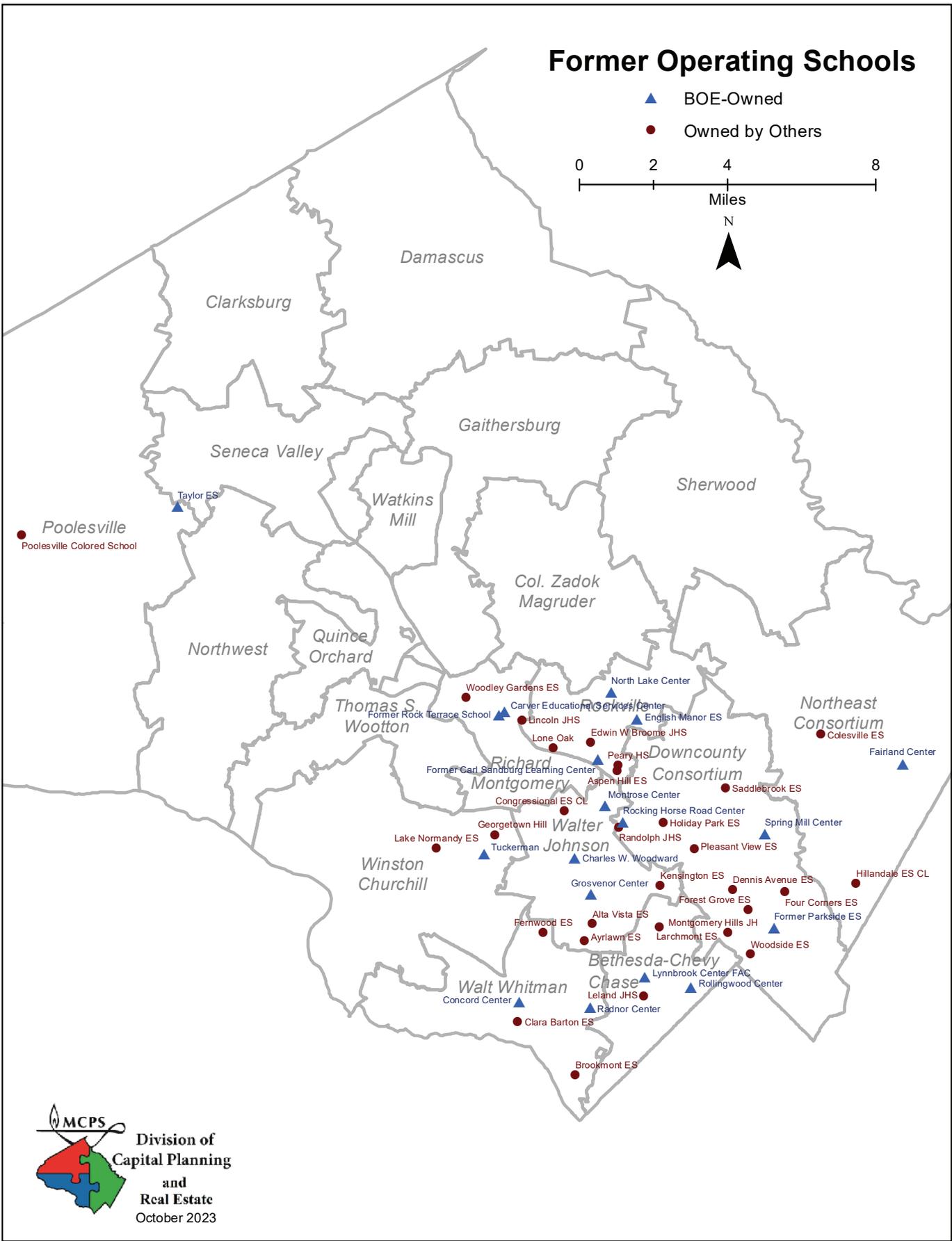
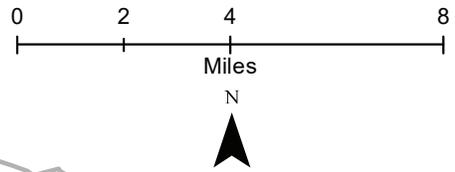
Former Operating Schools and Current Status October 2023

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	CURRENT USE	SITE	ROOMS	SF
BOARD OF EDUCATION-OWNED FACILITIES							
Carver Educational Services Center	850 Hungerford Drive	Beall ES	Richard Montgomery	Board of Education and MCPS staff	30.89	-	-
Concord Center	7210 Hidden Creek Road	Bannockburn ES	Walt Whitman	MCPS staff and leased to childcare providers	3.45	12	26,444
Emory Grove Center	18100 Washington Grove Lane	Judith A. Resnik ES	Col. Zadok Magruder	Upcounty Early Childhood Center	10.00	19	45,002
English Manor ES	4511 Bestor Drive	Lucy V. Barnsley ES	Rockville	MCPS staff	8.24	28	46,542
Fairland Center	13313 Old Columbia Pike	Fairland ES	Northeast Consortium	Holding school	9.20	26	45,082
Former Parkside ES	9500 Brunett Avenue	Sligo Creek ES	Downcounty Consortium	Temporarily leased to a childcare provider	6.18	-	26,369
Former Rock Terrace School	390 Martins Lane	Beall ES	Richard Montgomery	TBD	*	12	48,024
Former Carl Sandburg Learning Center	451 Meadow Hall Drive	Meadow Hall ES	Rockville	MCPS staff	7.60	16	31,252
Grosvenor Center	5701 Grosvenor Lane	Ashburton ES	Walter Johnson	Holding school	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	Bethesda ES	Bethesda-Chevy Chase	MCPS staff and leased to childcare provider	4.21	15	35,000
Montrose Center	12301 Academy Way	Garrett Park ES	Walter Johnson	Leased to private school	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Flower Valley ES	Rockville	Holding school	9.66	22	40,378
Radnor Center	7000 Radnor Road	Bradley Hills ES	Walt Whitman	Holding school	9.03	20	36,663
Rocking Horse Road Center	4910 Macon Road	Viers Mill ES	Downcounty Consortium	MCPS staff	18.70	28	57,639
Rollingwood Center	3200 Woodbine Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	TBD	4.07	12	26,624
Spring Mill Center	11721 Kemp Mill Road	Kemp Mill ES	Downcounty Consortium	MCPS staff, MCCPTA and leased to private school	7.68	14	29,300
Edward U. Taylor Center	19501 White Ground Road	Monocacy ES	Poolesville	MCPS staff	11.47	8	20,827
Tuckerman Center	8224 Lochinver Lane	Bells Mill ES	Winston Churchill	Leased to private school	9.13	24	47,965
Woodward Center	11211 Old Georgetown Road	Luxmanor ES	Walter Johnson	Holding school 2024-2027	28.06	52	135,150
MONTGOMERY COUNTY-OWNED FACILITIES							
Alta Vista ES	5615 Beech Avenue	Wyngate ES	Walter Johnson	Leased to private school	3.52	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rock Creek Valley ES	Rockville	Leased to health center	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	Wyngate ES	Walter Johnson	Leased to YMCA	3.07	11	28,000
Clara Barton ES	7425 MacArthur Boulevard	Bannockburn ES	Walt Whitman	Clara Barton Neighborhood Recreation Center and leased to childcare providers	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Wood Acres ES	Walt Whitman	Leased to private school	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Meadow Hall ES	Rockville	Various county users	19.49	45	135,210
Colesville ES	14015 New Hampshire Avenue	Dr. Charles R. Drew ES	Northeast Consortium	DHHS Colesville Center	11.12	14	25,174
Congressional ES	1801 East Jefferson Street	Farmland ES	Walter Johnson	Leased to Hebrew Home of Greater Washington	9.91	-	-
Dennis Avenue ES	2000 Dennis Avenue	Flora M. Singer ES	Downcounty Consortium	Dennis Avenue Health Center	6.97	-	-
Fernwood ES	6801 Greentree Road	Burning Tree ES	Walt Whitman	Leased to private school	6.15	18	32,000
Forest Grove ES	9805 Dameron Drive	Flora M. Singer ES	Downcounty Consortium	Leased to Holy Cross Hospital	6.16	24	38,000
Four Corners ES	321 University Boulevard, West	Forest Knolls ES	Downcounty Consortium	HOC retirement home	5.66	-	-
Georgetown Hill ES	11614 Seven Locks Road	Beverly Farms ES	Winston Churchill	Leased to private school	10.35	28	50,000
Hillandale ES	10501 New Hampshire Avenue	Roscoe R. Nix ES/ Cresthaven ES	Northeast Consortium	Leased to Centers for the Handicapped, Inc.	6.81	-	-
Holiday Park ES	3930 Ferrara Avenue	Viers Mill ES	Downcounty Consortium	Holiday Park Senior Center	5.62	-	-
Kensington ES	10400 Detrick Avenue	Kensington-Parkwood ES	Walter Johnson	Housing Opportunities Commission Main Office	4.54	19	45,206
Lake Normandy ES	11315 Falls Road	Bells Mill ES	Winston Churchill	Potomac Community Recreation Center	10.59	-	-
Larchmont ES	9411 Connecticut Avenue	Rosemary Hills ES/ North Chevy Chase ES	Bethesda-Chevy Chase	Grace Episcopal Day School	10.94	-	-
Lincoln JHS	595 North Stonestreet Avenue	Maryvale ES	Rockville	Leased to a church	1.78	-	100,865
Lone Oak ES	1010 Grandin Avenue	Meadow Hall ES	Rockville	Leased to Montgomery Child Care Association	7.10	28	40,000
Montgomery Hills JHS	2010 Linden Lane	Woodlin ES	Downcounty Consortium	Leased to private school	8.67	44	130,000
Pleasant View ES	3015 Upton Drive	Rock View ES	Downcounty Consortium	Leased to private school	6.22	-	58,283
Poolesville Colored School	19200 Jerusalem Road	Poolesville ES	Poolesville	MC DOT and leased to AT&T	4.00	-	-
Randolph JHS	11710 Hunters Lane	Viers Mill ES	Downcounty Consortium	Leased to private school	8.07	-	-
Saddlebrook ES	12751 Layhill Road	Glenallan ES	Downcounty Consortium	Montgomery Park Police Headquarters	10.59	29	42,274
Woodside ES	8818 Georgia Avenue	Woodlin ES	Downcounty Consortium	DHHS Silver Spring Center	2.70	23	36,614
CITY OF ROCKVILLE-OWNED FACILITIES							
Woodley Gardens ES	1150 Carnation Drive	College Gardens ES	Richard Montgomery	Rockville Senior Center	9.64	16	31,767
MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION-OWNED FACILITIES							
Leland JHS	4300 Elm Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	Leland Neighborhood Park and Community Recreation Center	3.71	-	-
PRIVATELY-OWNED FACILITIES							
Peary HS	13300 Arctic Avenue	Rock Creek Valley ES	Rockville	Melvin J. Berman Hebrew Academy	19.52	-	-

*Former Rock Terrace School shares a parcel with Carver Educational Services Center

Former Operating Schools

- ▲ BOE-Owned
- Owned by Others



Closed Schools That Have Been Reopened*

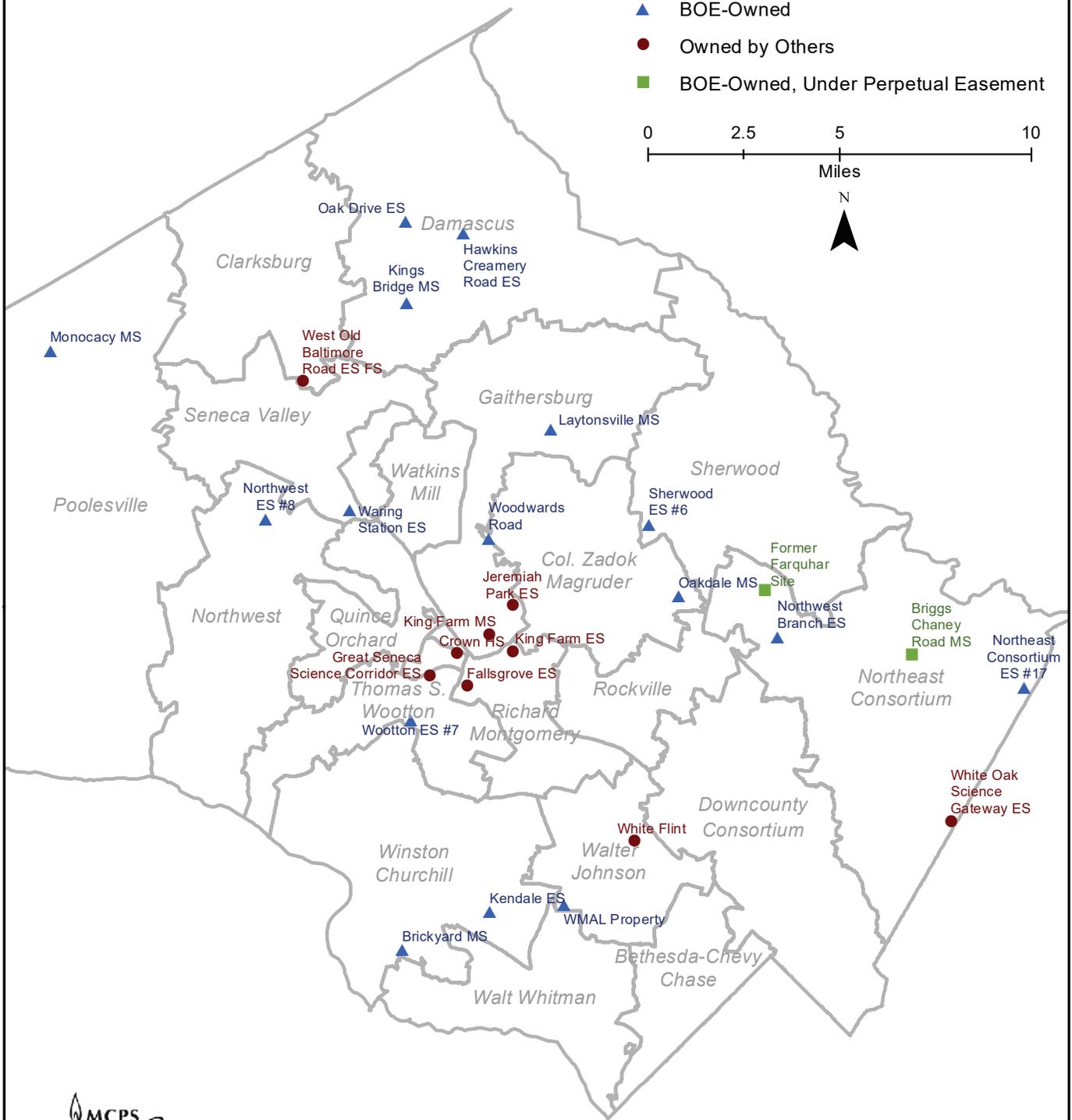
October 2023

NAME	YEAR REOPENED	ADDRESS	CLUSTER	ACREAGE
Arcola ES	2007	1820 Franwall Avenue, Silver Spring	Downcounty Consortium	5.00
Argyle MS	1993	2400 Bel Pre Road, Silver Spring	Downcounty Consortium	19.90
Burnt Mills ES	1990	11211 Childs Street, Silver Spring	Northeast Consortium	15.14
Cabin John MS	1989	10701 Gainsborough Road, Potomac	Winston Churchill	18.24
Cloverly ES	1989	800 Briggs Chaney Road, Silver Spring	Northeast Consortium	10.05
Francis Scott Key MS	1990	910 Schindler Drive, Silver Spring	Northeast Consortium	20.58
A. Mario Loiederman MS (Col. Joseph A. Belt JHS)	2005	12701 Goodhill Road, Silver Spring	Downcounty Consortium	17.07
MacDonald Knolls Early Childhood Center	2019	10611 Tenbrook Drive, Silver Spring	Downcounty Consortium	7.63
Newport Mill MS	2002	11311 Newport Mill Road, Silver Spring	Downcounty Consortium	8.40
Roscoe R. Nix ES (Brookview ES)	2006	1100 Corliss Street, Silver Spring	Northeast Consortium	8.98
North Bethesda MS	1999	8935 Bradmoor Drive, Bethesda	Walter Johnson	19.09
Northwood HS	2004	919 University Boulevard, W., Silver Spring	Downcounty Consortium	29.56
Bayard Rustin ES (Hungerford Park ES)	2018	332 West Edmonston Drive, Rockville	Richard Montgomery	11.05
Sargent Shriver ES (Connecticut Park ES)	2006	12518 Greenly Drive, Silver Spring	Downcounty Consortium	9.16
Silver Creek MS (Kensington JHS)	2017	3701 Saul Road, Kensington	Bethesda-Chevy Chase	13.38
Flora M. Singer ES (McKenney Hills ES)	2012	2600 Hayden Drive, Silver Spring	Downcounty Consortium	12.66

* Schools on this list were either reopened or built new on the site of a former school. In some cases the school was renamed.

Future School Sites

- ▲ BOE-Owned
- Owned by Others
- BOE-Owned, Under Perpetual Easement



Division of
Capital Planning
and
Real Estate

October 2023

Future School Sites October 2023

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	ACREAGE
BOARD OF EDUCATION-OWNED SITES				
Brickyard MS	Brickyard Road	Potomac ES	Winston Churchill	20.00
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.55
Kendale ES	9655 Kendale Road	Seven Locks ES	Winston Churchill	10.53
Kings Bridge MS	10110 Founders Way	Woodfield ES	Damascus	30.33
Laytonsville MS	Warfield Road	Laytonsville ES	Gaithersburg	22.74
Monocacy MS	18801 Barnesville Road	Monocacy ES	Poolesville	17.35
Northeast Consortium ES #17	Saddle Creek Drive	Burtonsville ES	Northeast Consortium	10.95
Northwest Branch ES	15900 Layhill Road	Stonegate ES	Northeast Consortium	11.41
Northwest ES #8	Schaeffer Road	Great Seneca Creek ES	Northwest	12.70
Oak Drive ES	Oak Drive	Damascus ES	Damascus	12.99
Oakdale MS	Cashell Road	Cashell ES	Col. Zadok Magruder	18.49
Sherwood ES #6	Wickham Road	Olney ES	Sherwood	17.10
Waring Station ES	18815 Waring Station Road	S. Christa McAuliffe ES	Seneca Valley	9.99
WMAL Property ES	9720 Sanvitalia Street	Ashburton ES	Walter Johnson	4.30
Woodwards Road ES	Emory Grove Road	Judith A. Resnik ES	Col. Zadok Magruder	11.05
Wootton ES # 7	Cavanaugh Drive	Stone Mill ES	Thomas S. Wootton	12.10
MASTER PLANNED SCHOOL SITES TITLED TO OTHERS				
Crown HS	Fields Road	Rosemont ES	Gaithersburg	31.1
Fallsgrove ES	Fallsgrove Road	Ritchie Park ES	Richard Montgomery	TBD
Great Seneca Science Corridor ES	Great Seneca Highway and Key West Avenue	Stone Mill ES	Thomas S. Wootton	TBD
Jeremiah Park ES	Shady Grove Road and Crabbs Branch Way	Washington Grove ES	Gaithersburg	TBD
King Farm ES	Watkins Pond Boulevard	College Gardens ES	Richard Montgomery	TBD
King Farm MS	Piccard Drive	Rosemont ES	Gaithersburg	TBD
West Old Baltimore Road ES	21830 Seneca Ayr Drive	William B. Gibbs, Jr. ES	Clarksburg	9.30
White Flint ES	South side of current White Flint Mall property	Garrett Park ES	Walter Johnson	TBD
White Oak Science Gateway ES	FDA Boulevard	Galway ES	Northeast Consortium	TBD
BOARD OF EDUCATION-OWNED SITES UNDER PERPETUAL EASEMENT				
Briggs Chaney Road MS*	14910 Good Hope Road	Cloverly ES	Northeast Consortium	20.96
Former Farquhar, William H., MS**	16915 Batchellors Forest Road	Sherwood ES	Northeast Consortium	20.00

* Site under perpetual Special Protection Area easement, cannot be used for school development.

** Site under perpetual Rural Open Space Easement, cannot be used for school development.

Appendix J

New and Reopened Schools, 1985 to 2023

School Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill, Lake Seneca		
1986	Clopper Mill		
1987	Jones Lane, S. Christa McAuliffe		
1988	Clearspring, Goshen, Greencastle, Stone Mill, Strawberry Knoll, Waters Landing		Quince Orchard
1989	Cloverly, Capt. James E. Daly	Cabin John	Watkins Mill
1990	Brooke Grove, Burnt Mills, Rachel Carson, Ronald McNair, Sequoyah	Francis Scott Key	
1991	Dr. Charles R. Drew, Judith A. Resnik	Briggs Chaney	
1992	Lois P. Rockwell	Roberto Clemente, Rosa M. Parks	
1993	Thurgood Marshall	Argyle	
1994	Dr. Sally K. Ride		
1995		Forest Oak, Rocky Hill	
1996		Neelsville	
1997		Kingsview, John Poole	
1998			James Hubert Blake, Northwest
1999	Sligo Creek	North Bethesda, Shady Grove, Silver Spring International	
2000	None		
2001	Spark M. Matsunaga		
2002		Newport Mill	
2003	None		
2004			Northwood
2005		Lakelands Park, A. Mario Loiederman	
2006	Great Seneca Creek, Little Bennett, Roscoe R. Nix, Sargent Shriver		Clarksburg
2007	Arcola		
2008	None		
2009	William B. Gibbs, Jr.		
2010	None		
2011	None		
2012	Flora M. Singer		
2013	None		
2014	Wilson Wims		
2015	None		
2016		Hallie Wells	
2017		Silver Creek	
2018	Bayard Rustin		
2019	Snowden Farm		
2020	None		
2021	None		
2022	Harriet R. Tubman		
2023	Cabin Branch		

37 Elementary Schools, 19 Middle Schools, and 6 High Schools

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, October 2023

Schools Revitalized/Expanded, 1985 to 2020

School Year	Elementary Schools	Middle Schools	High Schools
1985	Oak View, Woodfield		
1986	Twinbrook		
1987	Cedar Grove		
1988	Bannockburn, New Hampshire Estates, Rosemary Hills	Gaithersburg	
1989	Cloverly, Highland, Laytonsville, Monocacy, Montgomery Knolls, Rolling Terrace		
1990	Burnt Mills, Olney, Westbrook		
1991	Beall, Burning Tree, Viers Mill	Sligo	Sherwood
1992	Pine Crest, Travilah		Walt Whitman
1993	Ashburton, Burtonsville, Clarksburg, Forest Knolls, Oakland Terrace	Thomas W. Pyle, White Oak	Springbrook
1994	Highland View, Meadow Hall		
1995	Brookhaven, Georgian Forest, Jackson Road, North Chevy Chase, Rosemont	Julius West	
1996	Flower Valley, Kemp Mill		
1997	Ritchie Park, Wyngate	Westland	Albert Einstein
1998	Lucy V. Barnsley, Westover		Montgomery Blair
1999	Bethesda, Harmony Hills, Rock View	Takoma Park	John. F. Kennedy
2000	Chevy Chase, Mill Creek Towne		
2001	Rock Creek Valley	Earle B. Wood	Bethesda-Chevy Chase, Winston Churchill
2002	Wood Acres		
2003	Lakewood, William Tyler Page	Montgomery Village	
2004	Glen Haven		Rockville
2005	Somerset, Kensington-Parkwood		
2006	None		
2007	College Gardens	Parkland	Richard Montgomery
2008	Galway		
2009	Bells Mill, Cashell	Francis Scott Key	Walter Johnson
2010	Carderock Springs, Cresthaven		
2011	Cannon Road, Farmland, Garrett Park, Seven Locks	Cabin John	
2012	Beverly Farms		Paint Branch
2013	Glenallen, Weller Road	Herbert Hoover	Gaithersburg
2014	Bel Pre, Candlewood, Rock Creek Forest		
2015			Wheaton
2016		William H. Farquhar	
2017	Brown Station, Wayside, Wheaton Woods		
2018			Thomas Edison HS of Technology
2019	None		
2020	Luxmanor, Maryvale/Carl Sandburg Learning Center, Potomac	Tilden/Rock Terrace School	Seneca Valley

73 Elementary Schools, 15 Middle Schools, 16 High Schools, and 2 Special Schools were completed in the Revitalization/Expansion Program. The Revitalization/Expansion Program was completed in 2020.

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, October 2023

Schools Reopened and Extent of Improvements Made When Reopened

School	Year Facility Originally Opened	Year Facility Closed	Year Facility Improvement	Year Fully Revitalized/Expanded or Replaced
Elementary Schools				
Arcola (on site of former Arcola ES)	1956	1982		2007
Burnt Mills	1964	1977	1990	2023
Cloverly	1961	1983	1989	
Roscoe R. Nix (on site of former Brookview ES)	1955	1982		2006
Bayard Rustin (on site of former Hungerford Park ES)	1960	1982		2018
Sargent Shriver (former Connecticut Park ES)	1954	1983		2006
Flora M. Singer (on site of former McKenney Hills ES)	1950	1977		2012
Sligo Creek (part of former Montgomery Blair HS)	1935	1998		1999
Middle Schools				
Argyle	1971	1981	1993	
Cabin John	1968	1987	1989	2011
Francis Scott Key	1966	1983	1990	2009
A. Mario Loiederman (former Belt JHS)	1956	1983	2005	
Newport Mill	1958	1982	2002	
North Bethesda	1955	1981	1999	
Silver Creek (on site of former Kensington Jr HS)	1938	1979		2017
Silver Spring International (part of former Montgomery Blair HS)	1935	1998	1999	
Tilden (Tilden MS relocated to former Woodward HS)	1967	1986	1991	2020 scheduled @ Tilden Lane
High Schools				
Clarksburg (originally opened as Rocky Hill MS)	1995	2004		2006 expanded to HS
Northwood	1956	1985	2004	

Source: Montgomery County Public Schools, Division of Capital Planning and Real Estate, October 2023

Appendix K

Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2023

	Facility	Project Scope
1	Argyle MS	Floor Covering Replacement
2	John T. Baker MS	Windows and Doors Replacement—Phase 2
3	Benjamin Banneker MS	Operable Wall (both Gyms)
4	Benjamin Banneker MS	Door Replacements (Interior)
5	Benjamin Banneker MS	Asphalt Repaving
6	Lucy V. Barnsley ES	Emergency Generator
7	Belmont ES	Gym Light Fixture Upgrade
8	Belmont ES	Gym Floor Replacement
9	Belmont ES	Basketball Backstops Replacement
10	Belmont ES	Painting (Exterior and Interior)
11	Bethesda Chevy Chase HS	Exterior Wall Repairs and Waterproofing
12	Bethesda ES	Masonry Wall Repairs
13	Montgomery Blair HS	Light Fixture Replacement (Exterior)
14	Montgomery Blair HS	Renovations of Tennis Courts
15	Montgomery Blair HS	Light Fixture Replacements (Compact Florescent)
16	James Hubert Blake HS	Painting (Exterior and Interior)
17	Brookhaven ES	Elevators (2)
18	Cedar Grove ES	Painting (Exterior and Interior)
19	Chevy Chase ES	Painting (Exterior and Interior)
20	Chevy Chase ES	Exterior Wall Repairs and Waterproofing
21	Winston Churchill HS	Tennis Courts Resurfacing
22	Clarksburg HS	Stage Refinishing
23	Clearspring ES	Concrete Repairs
24	Cold Spring ES	Door Replacements(Exterior)
25	Capt. James E. Daly ES	Door Replacements (Exterior)
26	Capt. James E. Daly ES	Water Bottle Filling Station
27	Damascus ES	Walk-in Cooler Box Replacement
28	DuFief ES	Painting (Exterior and Interior)
29	DuFief ES	Gym Light Fixture Upgrade
30	DuFief ES	Basketball Backstops Replacement
31	DuFief ES	Gym Floor Replacement
32	DuFief ES	Exterior Wall Repairs and Waterproofing
33	DuFief ES	Asphalt Repaving
34	Albert Einstein HS	Door Replacements (Interior)
35	William H. Farquhar MS	Tennis Courts Resurfacing
36	Fields Road ES	Window Replacements
37	Forest Oak MS	Painting (Exterior and Interior)
38	Fox Chapel ES	Light Fixture Replacements (Exterior)
39	Gaithersburg HS	Tennis Courts Resurfacing
40	Gaithersburg MS	Concrete Repair
41	Georgian Forest ES	Gym Light Fixture Upgrade
42	Georgian Forest ES	Basketball Backstops Replacement
43	Georgian Forest ES	Gym Floor Refinishing
44	Germantown ES	Masonry Wall Repair
45	Goshen ES	Doors (Exterior)
46	Highland ES	Floor Covering Replacement
47	Highland ES	Sewer Line Repair
48	Highland ES	Door Replacements (Exterior)
49	Highland View ES	Gym Floor Replacement
50	Jackson Road ES	ADA Lift
51	Walter Johnson HS	Replacement of Operable Walls with Curtain Dividers (Gym)
52	Jones Lane ES	Door Replacements (Exterior)
53	John F. Kennedy HS	Running Track Upgrade

	Facility	Project Scope
54	Dr. Martin Luther King Jr. MS	Floor Covering Replacement
55	Lake Seneca ES	Foundation repairs
56	Lake Seneca ES	Paint (Exterior and Interior)
57	Lake Seneca ES	Window Replacements
58	Laytonsville ES	Window Replacements
59	A. Mario Loiederman MS	Carpet Replacement (IMC & Main Office)
60	Thurgood Marshall ES	Floor Covering Replacement
61	S. Christa McAuliffe ES	Floor Covering Replacement
62	Mill Creek Towne ES	Painting (Exterior and Interior)
63	Monocacy ES	Walk-in Cooler Box Replacements
64	New Hampshire Estate ES	Elevator
65	Northwest HS	Walk-in Cooler Box Replacements
66	Oakland Terrace ES	Security System Upgrade
67	Oakview ES	Floor Covering Replacement
68	Olney ES	ADA Lift
69	Rosa M. Parks MS	Light Fixture Replacements (Exterior)
70	Pine Crest ES	Emergency Generator Replacement
71	Poolesville ES	Door Replacements (Exterior)
72	Poolesville HS	Running Track Upgrade
73	Thomas W. Pyle MS	ADA Lift
74	Quince Orchard HS	Door Replacements Exterior (Phase 1)
75	Redland MS	Floor Covering Replacement
76	Ridgeview MS	Painting (Exterior and Interior)
77	Rock Creek Valley ES	Wall Repairs & Waterproofing
78	Rockview ES	Gym Light Fixture Upgrade
79	Rockview ES	Gym Floor Refinishing
80	Losi P. Rockwell ES	Drop Ceiling and light Replacements
81	Rolling Terrace ES	Window Replacements
82	Rosemont ES	Gym Light Fixture Upgrade
83	Sequoyah ES	Gym Light Fixture Upgrade
84	Sequoyah ES	Gym Floor Refinishing
85	Sequoyah ES	Basketball Backstops Replacement
86	Shade Grove MS	Gym Light Fixture Upgrade
87	Springbrook HS	Irrigation System Upgrade
88	Springbrook HS	ADA Lift
89	Springbrook HS	Asphalt Repaving (Phase 1)
90	Stephen Knoll Center	Replacement of Federal Pacific Switchgear Equipment
91	Strathmore ES	Cabinets and Sinks in 16 classrooms
92	Stone Mill ES	PreK Play Equipment Installation
93	Twinbrook ES	Asphalt Repaving
94	Twinbrook ES	Floor Covering Replacement
95	Twinbrook ES	Painting (Exterior and Interior)
96	Waters Landing ES	Elevator
97	Waters Landing ES	Gym Light Fixture Upgrade
98	Waters Landing ES	Gym Floor Refinishing
99	Watkins Mill ES	Window Replacements
100	Watkins Mill ES	PA System Replacement
101	Watkins Mill HS	Door Replacements (Exterior)
102	Watkins Mill HS	Gym Floor Refinishing
103	Westland MS	Gym Floor Refinishing
104	Whetstone ES	Cabinets and Sinks Replacement
105	Whetstone ES	Drop Ceiling and Lights Replacement Phase 2 of 2

Appendix L

Head Start and Prekindergarten Locations 2023–2024

Elementary School	Federal Head Start Sessions			Pre-K		Braided
	Half Day 3-Year-Old Program @15	Half Day 4-Year-Old Program @17	Full Day Sessions @20	Half Day Sessions @20	Full Day Sessions @20	Full Day Sessions (10 HS/10 Pre-K) @20
Arcola					1	
Beall	1			1		
Bel Pre				4	1	
Bells Mill			1			
Brooke Grove					1	
Brookhaven ♦ (am/pm)				2		
Brown Station ♦ (pm)			1	2		
Burnt Mills				2		
Cabin Branch					1	
Rachel Carson				2		
Cashell					1	
Clearspring			1		1	
Clopper Mill			1	2	1	
College Gardens (mixed age)			1 (@17)			
Capt. James E. Daly					1	
Dr. Charles R. Drew			1	2		
East Silver Spring (mixed age) ♦ (pm)		1		2		
Fairland			1		1	
Fields Road					1	
Flower Hill				2		
Forest Knolls					1	
Fox Chapel				2		
Gaithersburg (3-Year-Old Pre-K)				1	1	
Galway				2		
Georgian Forest			1	2		
William B. Gibbs, Jr. ♦ (am/pm)				2		
Glen Haven ♦					1	
Glenallan ♦			1			
Greencastle ♦ (pm)				2		
Harmony Hills			1		1	
Harriet R. Tubman					1	
Highland			1		1	
Jackson Road ♦					1	
Kemp Mill					4	
Lake Senaca ♦				2		
JoAnn Leleck at Broad Acres			1		3	
Maryvale	1		1	2		
S. Christie McAuliffe			1		1	
Dr. Ronald E. McNair					1	
Mill Creek Towne					1	
Montgomery Knolls ♦			1		1	1
New Hampshire Estates	1		3		2	
Roscoe R. Nix					2	
Oakland Terrace ♦					1	
William Tyler Page				4		
Judith A. Resnik				2		
Dr. Sally K. Ride	1			2		
Rock Creek Forest					1	
Rock View				2		
Rockwell				2		
Rolling Terrace (Judy Ctr)			1		2	
Rosemary Hills				2		
Rosemont					1	
Sargent Shriver					1	
Flora M. Singer					1	
South Lake			1		1	
Stedwick				2		
Strawberry Knoll ♦	1 (full day @14)				1	
Stonegate					1	
Summit Hall (Judy Ctr) (mixed age)			1		4	
Takoma Park (mixed age)					2	
Twinbrook			1	2		
Viers Mill ♦			1		2	
Washington Grove ♦ (pm) (Judy Ctr)			1		3	
Watkins Mill			1		1	
Weller Road ♦ (pm)			1	2	2	
Wheaton Woods			1		3	
Whetstone ♦ (pm)				2		
Other	3-Year-Old Program @15	4-Year-Old Program @17	Full Day Sessions @20	Half Day PreK Sessions @20	Full Day PreK Sessions @20	Braided (10 HS/10 Pre-K) @20
Macdonald Knolls Early Childhood Center					2	3
Up-County Early Childhood Center					5	
Total Capacity Per Program	74	17	557	1160	1320	80
Total Overall Capacity	3208					

♦ Preschool Special Education Collaboration

Preschool Special Education Service Locations 2023–2024

Elementary School	Preschool Education Program (PEP)				Comprehensive Autism Preschool Program (CAPP)	Other Special Education PreK Services
	Half Day Services @12 (6 in each half day section)	Half Day Services @18 (9 in each half day section)	Full Day Services @6	Full Day Services @12	Full Day Sessions @6	Full Day Services @7
Beall (PreK Language Services)		3				
Bells Mill	4		1			
Brookhaven (PreK Vision Services)	3	5				1
Brown Station		4	2			
Burnt Mills		4	1			
Cabin Branch	2				2	
Cashell			2			
Clopper Mill						
Cloverly	2	4				
East Silver Spring	1	5	1			
Fairland		4	1	1		
Fields Road					2	
Forest Knolls	1	1	1			
Germantown		4	1			
William B. Gibbs, Jr.	4	6				
Glen Haven	4					
Glenallan		2	1	1		
Goshen (PreK Language Services)		2				
Greencastle	2	4	1			
Greenwood		2	1			
Harriet R. Tubman		2	1			
Jackson Road	3	1	2	1		
Lake Seneca	2	4	1			
Luxmanor	2	6				
Thurgood Marshall	3	5				
Maryvale					4	
Mill Creek Towne (PreK Language Services)		2				
Montgomery Knolls	3	5		1		
Roscoe R. Nix					2	
Oakland Terrace	2	2		1		
Rock Creek Forest		2	1			
Rock Creek Valley (PreK DHOH Services)						3
Rockwell	5	5				
Rosemary Hills					4	
Rosemont					4	
Bayard Rustin		4				
Sherwood	3	3	1			
Strawberry Knoll	2	4	1	1		
Stonegate	1	1				
Stone Mill	3	5	1			
Viers Mill	2	4	1	2		
Washington Grove		2	2	1		
Wayside	3	1	2			
Weller Road			1			
Westover (PreK Language Services)		2				
Whetstone	3	5				
Wilson Wims		2	3			
Wood Acres	3	3				
Woodfield	2	4			3	
Other						
Macdonald Knolls Early Childhood Center			1			
Stephen Knolls			3			
Total Capacity Per Program	390	1116	204	108	126	28
Total Overall Capacity	1972					

Appendix M

French Immersion Catchment Areas

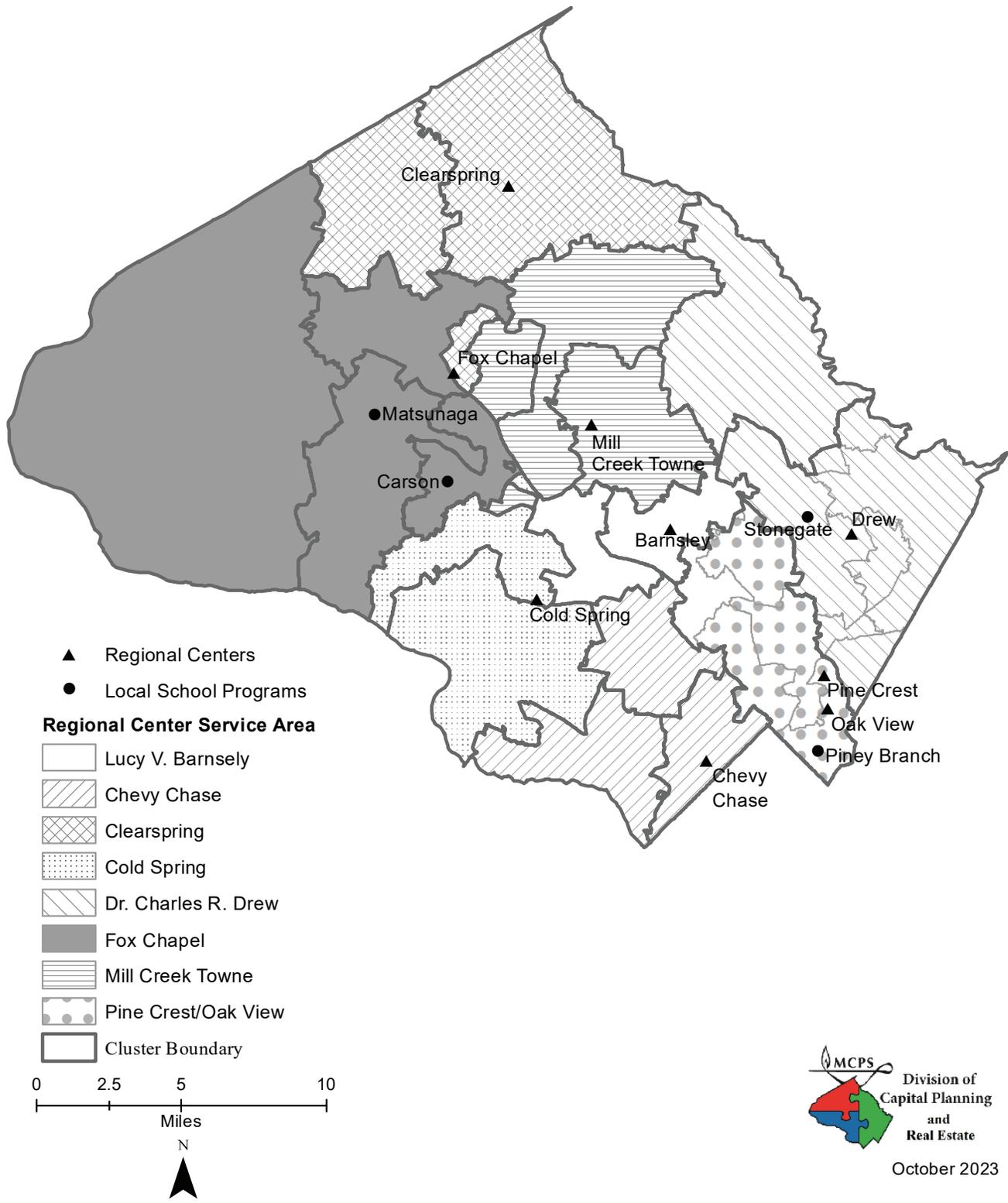
-  Maryvale French Immersion Catchment Area
-  Sligo Creek French Immersion Catchment Area



**Division of
Capital Planning
and
Real Estate**

October 2023

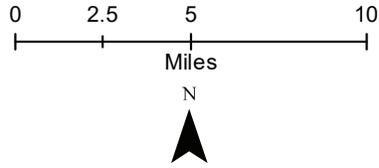
Centers for Enriched Studies



October 2023

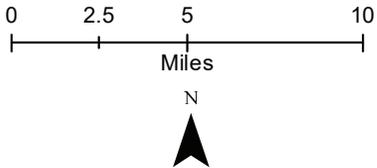
Secondary Magnet School Catchment Areas

- Middle School  Montgomery Blair, Richard Montgomery, Eastern & Takoma Park
- High School  Poolesville, Roberto W. Clemente, & Dr. Martin Luther King Jr.



Countywide College and Career High Schools

-  Thomas Edison High School of Technology/Wheaton High School Partnership
-  Seneca Valley



Appendix N

Special Education Services Descriptions

School-based Service Delivery Model

Speech and Language Services

The mission of Speech and Language Services is to provide comprehensive services for the prevention, assessment, diagnosis, and intervention of communication disabilities related to educational success. The goal of speech-language pathologists is to support the development of students' communication skills and access to the curriculum. Services focus on oral, gestural, and/or augmentative communication skills. The type and frequency of services provided are determined by individual student needs.

Elementary Home School Model (HSM)

Elementary HSM services are provided in all MCPS elementary schools. HSM services are delivered primarily in the general education setting where students receive specially designed instruction with their nondisabled peers. Access to academic and behavioral interventions are provided in the least restrictive environment inside and outside of the general education classroom based on the individual needs of each student. Specially designed instruction is delivered by general education teachers in collaboration with special education teachers and paraeducators through the implementation of co-teaching and supported service delivery models.

Secondary Learning and Academic Disabilities (LAD) Services

Secondary LAD services are provided in all MCPS middle and high schools. LAD services are delivered primarily in the general education setting where students receive specially designed instruction with their nondisabled peers. Access to academic and behavioral interventions are provided in the least restrictive environment inside and outside of the general education classroom based on the individual needs of each student. Specially designed instruction is delivered by the general education teachers in collaboration with special education teachers and paraeducators through the implementation of co-teaching and supported service delivery models.

Transition Services

Transition services are provided to students receiving special education services, age 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities include, but are not limited to, postsecondary education, workforce experiences, continuing and adult education, adult services, independent living, and/or community participation.

Services are based on the individual student's needs, and consider the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.

Regionally-based Service Delivery Model

Elementary Learning Center (ELC)

ELCs are regional special education services that provide specialized, scaffolded instruction in core academic areas for students in kindergarten through Grade 5 with global academic needs and delays in social and/or behavioral development, and executive functioning. Students receiving these services in the elementary ELC may be identified as representing a variety of disabilities. Specially designed instruction and evidence-based interventions are provided in the core academic areas is delivered in a special education classroom setting with opportunities for inclusion in the general education environment.

Learning for Independence (LFI) Services

LFI services are designed for students in kindergarten through 21 with significant cognitive disabilities pursuing alternate learning outcomes (ALOs) aligned with the Maryland Alternate Achievement Standards. Students participate in Real World Learning in the school and community settings with opportunities to participate in instructional experiences with their non-disabled peers.

School/Community-based (SCB) Services

SCB services are designed for students in Kindergarten through Age 21 with significant cognitive disabilities and/or multiple disabilities who demonstrate significant needs in the areas of communication, personal management, behavior, and socialization. Students are pursuing ALOs aligned with the Maryland Alternate Achievement standards. Students participate in Real World Learning the classroom, school, and community with opportunities for instructional experiences with their nondisabled peers.

Montgomery County Infants and Toddlers Program (MCITP)

MCITP offers early intervention services to assist parents/caregivers of children between birth and the start of the school year following the fourth birthday with their efforts to address their child's developmental and special needs. After an eligibility determination, parents/caregivers are assigned to a team at one of MCITP's five regional sites where they collaboratively

discuss the child's strengths and areas of need, define priorities, discuss resources, and identify shared goals and responsibilities.

Early intervention services are provided in the child's natural environment (home and community settings where a child is during the day). Services are based on each individual child and parent/caregiver's needs and may include services such as specialized instruction, speech/language therapy, occupational and/or physical therapy, and parent/caregiver counseling.

Preschool Education Program (PEP) (Classic, Collaboration, Inclusive, PILOT, Intensive Needs, Full-Day, Medically Fragile and Itinerant Services)

PEP provides a continuum of Pre-K special education services for students aged 3-5 with a range of educational disabilities that impact their ability to learn.

The continuum of services includes an itinerant model for children in community-based childcare settings and preschools, an inclusive model in selected MCPS general education pre-K classes, and self-contained classes. Classes are provided for children who need a comprehensive approach to their learning. Services range from itinerant services for children in community-based childcare settings and preschools to home-based services for medically fragile children. Two early childhood centers and selected pre-K general education classrooms include students receiving special education services in the regular education setting. PEP PILOT provides services to students with disabilities in an inclusive early childhood setting alongside community peers; PEP collaboration classes offer inclusive opportunities for pre-K students utilizing a co-teaching model. Special education classes are provided for students who need a specialized, comprehensive approach to learning. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP full-day classes serve students with moderate to severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more administrative area(s).

Prekindergarten Language Classes

Pre-K language classes serve students Ages 3 until Kindergarten, with delays in receptive and/or expressive language that affect their ability to communicate and learn in typical preschool environments. Speech and language support and related services are provided in a two-day per week developmentally appropriate class or five days per week in an early childhood classroom setting with some inclusive opportunities with nondisabled peers. The purpose of these services is to build students' oral language for successful communication and to develop early learning skills in preparation for K. Selected elementary schools offer this program to support one or more administrative areas.

Autism Spectrum Disorders Services

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3-5 who require a full-day of evidence-based instructional practices and behavioral support. The program focus is to

increase language, learning and adaptive skills to ultimately provide access to a variety of school-aged services and to maximize independence in all domains.

Autism Services for students, (AAC) kindergarten through Age 21, provide access to Alternate Academic Learning Outcomes (ALOs) aligned with the Maryland Alternate Achievement Standards. Students receive Applied Behavior Analysis intensive instruction in a highly structured setting to improve learning and communication with opportunities for inclusion with nondisabled peers. Students participate in Real World Learning and transition services at the secondary level.

Secondary Autism Resource Services

Secondary Autism Resource Services, located in three middle and three high schools, are designed for students with Autism Spectrum Disorders who are working toward a high school diploma and have difficulty mastering grade-level curriculum. Students receive instruction in through a range of options to include self-contained classrooms and opportunities for instruction in the general education environment with opportunities for enrichment.

Augmentative and Alternative Communication (AAC)

The Augmentative and Alternative Communication classrooms provide intensive support for students in kindergarten through Grade 2 who are nonverbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language development, vocabulary development, and expressive communication skills. Services and supports are provided within the general education environment to the greatest extent possible.

Social Emotional Special Education Services (SESES)

SESES services are provided to students who demonstrate significant social emotional learning, and/or behavioral difficulties that adversely impact their school success. Students in kindergarten through Grade 12 are served in a continuum of settings that may include the general education environment through self-contained classes with opportunities for participation in general education classes with nondisabled peers as appropriate.

Extensions Services

Extensions services are designed for students in kindergarten through 21 with significant cognitive disabilities, multiple disabilities, and/or Autism who demonstrate self-injurious and/or disruptive behaviors and are in need of specially designed instruction in the areas of communication and social skills, while accessing instruction aligned with the Maryland Alternate Achievement Standards.

Bridge Services

Bridge services support students in grades 6–12 who demonstrate significant social emotional learning, and/or behavioral challenges that make it difficult for them to succeed in a comprehensive school environment. Many students require social and emotional support to access their academic program. Comprehensive behavior management strategies such as proactive teaching and rehearsal of social skills and the use of structured and consistent reinforcement systems are hallmarks of this program. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Twice Exceptional Services

Twice Exceptional students demonstrate superior cognitive ability in at least one area and typically have challenges with production, particularly in the area of written expression. Twice exceptional services provide students in Kindergarten through Grade 12 with specialized instruction that facilitate appropriate access to rigorous instructional experiences in the least-restrictive environment through a continuum of services. Students may have access to instruction in enriched and accelerated courses.

Elementary Physical Disabilities Classes

Elementary physical disabilities classes provide comprehensive instruction to students in Pre-K through Grade 5 with physical and health-related disabilities that cause a significant impact on educational performance in the general education environment. Students generally exhibit needs in areas of motor development and information processing. Services are provided in inclusive classrooms at Forest Knolls and Judith Resnik elementary schools and include specialized instruction, consultation with general education teachers, assistive technology, and related services such as speech/language, occupational and/or physical therapy.

Autism Connection Services

Autism Connection Services provide direct classroom instruction in the areas of social-emotional problem-solving and pro-social behaviors with supported access to the general education curriculum. Students receive appropriate accommodations and support for organization, problem solving, and self-advocacy.

Longview School

The Longview School, collocated with Spark Matsunaga Elementary School, provides services to students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities pursuing alternate learning outcomes (ALOs) aligned with the Maryland Alternate Achievement Standards. Students participate in Real World Learning in the school and community settings to develop skills in the areas of communication, mobility, self-help, functional academics, and transition services.

Stephen Knolls School

The Stephen Knolls School provides services to students ages 5–21 with severe to profound intellectual disabilities and

multiple disabilities pursuing alternate learning outcomes (ALOs) aligned with the Maryland Alternate Achievement Standards. Students participate in Real World Learning in the school and community settings to develop skills in the areas of communication, mobility, self-help, functional academics, and transition services.

Countywide Service Delivery Model

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

Services for the Visually Impaired

Vision services are provided to students with significant visual impairments or blindness. Services enable students to develop effective compensatory skills and provide them with access to the general education environment.

A pre-K class prepares children who are blind or have low vision for entry into kindergarten. Itinerant vision services are provided to school-aged students in their neighborhood schools or other assigned schools. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support as appropriate.

Deaf and Hard of Hearing Services

D/HOH services provide comprehensive educational support to students who are deaf or have a significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language and communication skills necessary to access the general education environment in their neighborhood schools or other assigned schools. Students with more significant needs receive services in special centrally located classes. Services are provided in three communication options—oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.

Occupational/Physical Therapy Services

Related services of occupational and physical therapy are provided to students with educational disabilities in their home or assigned school to facilitate access to their educational program. The type and frequency of services are based on individual student needs and include direct therapy and consultation to classroom staff. Services are provided at elementary, middle, and high schools throughout MCPS.

Carl Sandburg Learning Center

Carl Sandburg Learning Center, collocated with Maryvale Elementary School, is a special education school that serves students in Grades K–5 with intellectual disabilities, Autism Spectrum Disorder, or multiple disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the Maryland College and Career Ready or Maryland Alternate

Achievement Standards. Emphasis is placed on the development of language, academic, and social skills provided through an in class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in the classroom setting. Services also may include a behavior management system, psychological consultation, and crisis intervention.

Rock Terrace School

Rock Terrace School, collocated in Tilden Middle School, is a special education school that serves students in Grades 6–21 with intellectual disabilities, Autism Spectrum Disorder, or multiple disabilities. Students pursue instruction in ALOs aligned to the Maryland Alternate Achievement Standards and participate in Real World Instruction and employment experiences with the goal of preparing students for post-secondary college, career, independent living, and/or community participation.

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

In collaboration with the Maryland Department of Health, RICA provides appropriate instructional and treatment services to students in Grades 5–12 and their families through a therapy integrated, highly structured, intensive special education services in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential, and related service providers develops the student’s total educational plan and monitors progress. Consulting psychiatrists, a full-time pediatrician, and a school community health nurse also are on staff. Students access the grade level curricular standards, social emotional support services, and transition services.

Assistive Technology Services

Assistive Technology Services provide support for students from birth to age 21. Augmentative communication, alternate computer access, and related technology services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. Services are provided in the natural environment for children birth to

Age 3 and in elementary, middle and high schools for older students.

Appendix O

School/Program Sites and Political Districts

School	Board of Education District	Council District	Legislative District	School	Board of Education District	Council District	Legislative District
Elementary Schools				Elementary Schools			
Arcola	4	6	18	JoAnn Leleck at Broad Acres	5	5	20
Ashburton	3	4	16	Little Bennett	1	2	09A
Bannockburn	3	1	16	Luxmanor	3	4	16
Lucy V. Barnsley	5	6	19	Thurgood Marshall	2	3	39
Beall	2	3	17	Maryvale	5	3	17
Bel Pre	4	6	19	Spark M. Matsunaga	2	2	39
Bells Mill	3	1	15	S. Christa McAuliffe	1	2	39
Belmont	5	7	14	Dr. Ronald E. McNair	2	2	15
Bethesda	3	1	16	Meadow Hall	5	3	17
Beverly Farms	3	1	15	Mill Creek Towne	1	7	19
Bradley Hills	3	1	16	Monocacy	1	2	15
Brooke Grove	5	7	14	Montgomery Knolls	4	4	20
Brookhaven	5	6	19	New Hampshire Estates	4	4	20
Brown Station	2	3	17	Roscoe R. Nix	5	5	20
Burning Tree	3	1	16	North Chevy Chase	3	4	18
Burnt Mills	5	5	20	Oak View	4	4	20
Burtonsville	5	5	14	Oakland Terrace	4	6	18
Candlewood	5	7	19	Olney	5	7	14
Cannon Road	5	5	20	William Tyler Page	5	5	14
Carderock Springs	3	1	16	Pine Crest	4	5	20
Rachel Carson	2	3	17	Piney Branch	4	4	20
Cabin Branch	1	2	15	Poolesville	1	2	15
Cashell	5	7	14	Potomac	3	1	15
Cedar Grove	1	7	14	Judith A. Resnik	1	7	39
Chevy Chase	3	1	18	Dr. Sally K. Ride	1	2	39
Clarksburg	1	2	15	Ritchie Park	2	3	17
Clearspring	1	7	09A	Rock Creek Forest	3	4	18
Clopper Mill	2	2	39	Rock Creek Valley	5	6	19
Cloverly	5	5	14	Rock View	4	6	18
Cold Spring	2	1	15	Lois P. Rockwell	1	7	14
College Gardens	2	3	17	Rolling Terrace	4	4	20
Cresthaven	5	5	20	Rosemary Hills	3	4	18
Captain James Daly	1	2	39	Rosemont	2	3	17
Damascus	1	7	09A	Bayard Rustin	2	3	17
Darnestown	2	2	15	Sequoyah	5	7	19
Diamond	2	3	17	Seven Locks	3	1	16
Dr. Charles R. Drew	5	5	14	Sherwood	5	7	14
DuFief	2	2	15	Sargent Shriver	4	6	18
East Silver Spring	4	4	20	Flora M. Singer	4	6	18
Fairland	5	5	14	Sligo Creek	4	4	20
Fallsmead	2	3	17	Snowden Farm	1	2	39
Farmland	3	4	16	Somerset	3	1	16
Fields Road	2	3	17	South Lake	1	7	39
Flower Hill	1	7	19	Stedwick	1	7	39
Flower Valley	5	6	19	Stone Mill	2	2	15
Forest Knolls	4	5	19	Stonegate	5	5	14
Fox Chapel	1	2	39	Strathmore	4	6	19
Gaithersburg	1	3	17	Strawberry Knoll	1	7	39
Galway	5	5	14	Summit Hall	2	3	17
Garrett Park	3	4	18	Takoma Park	4	4	20
Georgian Forest	4	6	19	Travilah	2	2	15
Germantown	2	2	15	Harriet R. Tubman	1	3	39
William B. Gibbs, Jr.	1	2	39	Twinbrook	2	3	17
Glen Haven	4	6	18	Viers Mill	4	6	18
Glenallan	4	6	19	Washington Grove	2	3	19
Goshen	1	7	14	Waters Landing	1	2	15
Great Seneca Creek	2	2	39	Watkins Mill	1	7	39
Greencastle	5	5	14	Wayside	3	1	15
Greenwood	5	7	14	Weller Road	4	6	19
Harmony Hills	4	6	19	Westbrook	3	1	16
Highland	4	6	18	Westover	5	5	14
Highland View	4	4	20	Wheaton Woods	4	6	19
Jackson Road	5	5	20	Whetstone	1	7	39
Jones Lane	2	2	15	Wilson Wims	1	2	15
Kemp Mill	4	6	19	Wood Acres	3	1	16
Kensington-Parkwood	3	4	18	Woodfield	1	7	14
Lake Seneca	1	2	15	Woodlin	4	4	18
Lakewood	2	3	17	Wyngate	3	1	16
Laytonsville	1	7	14				

School	Board of Education District	Council District	Legislative District
Middle Schools			
Argyle	4	6	19
John T. Baker	1	7	09A
Benjamin Banneker	5	5	14
Briggs Chaney	5	5	14
Cabin John	3	1	15
Roberto W. Clemente	1	2	39
Eastern	4	4	20
William H. Farquhar	5	7	14
Forest Oak	1	3	39
Robert Frost	2	3	17
Gaithersburg	1	3	17
Herbert Hoover	3	1	15
Francis Scott Key	5	5	20
Dr. Martin Luther King, Jr.	1	2	15
Kingsview	2	2	15
Lakelands Park	2	3	17
A. Mario Loiederman	4	6	19
Montgomery Village	1	7	39
Neelsville	1	2	39
Newport Mill	4	6	18
North Bethesda	3	1	16
Parkland	5	6	19
Rosa M. Parks	5	7	14
John Poole	1	2	15
Thomas W. Pyle	3	1	16
Redland	5	7	19
Ridgeview	2	3	39
Rocky Hill	1	2	15
Shady Grove	2	7	19
Odessa Shannon	4	6	19
Silver Creek	3	4	18
Silver Spring International	4	4	20
Sligo	4	6	18
Takoma Park	4	4	20
Tilden	3	4	16
Hallie Wells	1	2	14
Julius West	2	3	17
Westland	3	1	16
White Oak	5	5	20
Earle B. Wood	5	6	19

School	Board of Education District	Council District	Legislative District
High Schools			
Bethesda-Chevy Chase	3	1	18
Montgomery Blair	4	5	20
James Hubert Blake	5	5	14
Winston Churchill	3	1	15
Clarksburg	1	2	15
Damascus	1	7	09A
Albert Einstein	4	6	18
Gaithersburg	2	3	17
Walter Johnson	3	4	16
John F. Kennedy	4	6	19
Col. Zadok Magruder	5	7	19
Richard Montgomery	2	3	17
Northwest	2	2	39
Northwood	4	5	19
Paint Branch	5	5	14
Poolesville	1	2	15
Quince Orchard	2	2	15
Rockville	5	3	17
Seneca Valley	1	2	39
Sherwood	5	7	14
Springbrook	5	5	20
Watkins Mill	1	7	39
Wheaton	4	6	18
Walt Whitman	3	1	16
Thomas S. Wootton	2	3	17
Special Education Centers			
Carl Sandburg Learning Center	5	3	17
Longview School	2	2	39
RICA	2	3	15
Rock Terrace School	3	4	16
Stephen Knolls School	4	6	18
Other Educational Facilities			
Blair G. Ewing Center	5	3	17
Lathrop E. Smith Center	5	7	19
Thomas Edison HS of Tech.	4	6	18

Political Districts

Board of Education

District	Name
1	Grace Rivera-Oven
2	Rebecca Smondrowski
3	Julie Yang
4	Shebra L. Evans
5	Brenda Wolff
At-large	Lynne Harris
At-large	Karla Silvestre
Student	Sami Saeed

County Council

District	Name
1	Andrew Friedson
2	Marilyn Balcombe
3	Sidney Katz
4	Kate Stewart
5	Kristin Mink
6	Natali Fani-Gonzalez
7	Dawn Luedtke
At-large	Gabe Alborno
At-large	Evan Glass
At-large	Will Jawando
At-large	Laurie-Anne Sayles

General Assembly

Legislative District 9A	
Senator	Katie Fry Hester
Delegate	Chao Wu
Delegate	Natalie C. Ziegler

Legislative District 14	
Senator	Craig J. Zucker
Delegate	Anne R. Kaiser
Delegate	Bernice Mireku-North
Delegate	Pamela E. Queen

Legislative District 15	
Senator	Brian J. Feldman
Delegate	Linda K. Foley
Delegate	David Fraser-Hidalgo
Delegate	Lily Qi

Legislative District 16	
Senator	Ariana B. Kelly
Delegate	Marc A. Korman
Delegate	Sara N. Love
Delegate	Sarah S. Wolek

Legislative District 17	
Senator	Cheryl C. Kagan
Delegate	Julie Palakovich Carr
Delegate	Joseph Vogel
Delegate	Ryan S. Spiegel

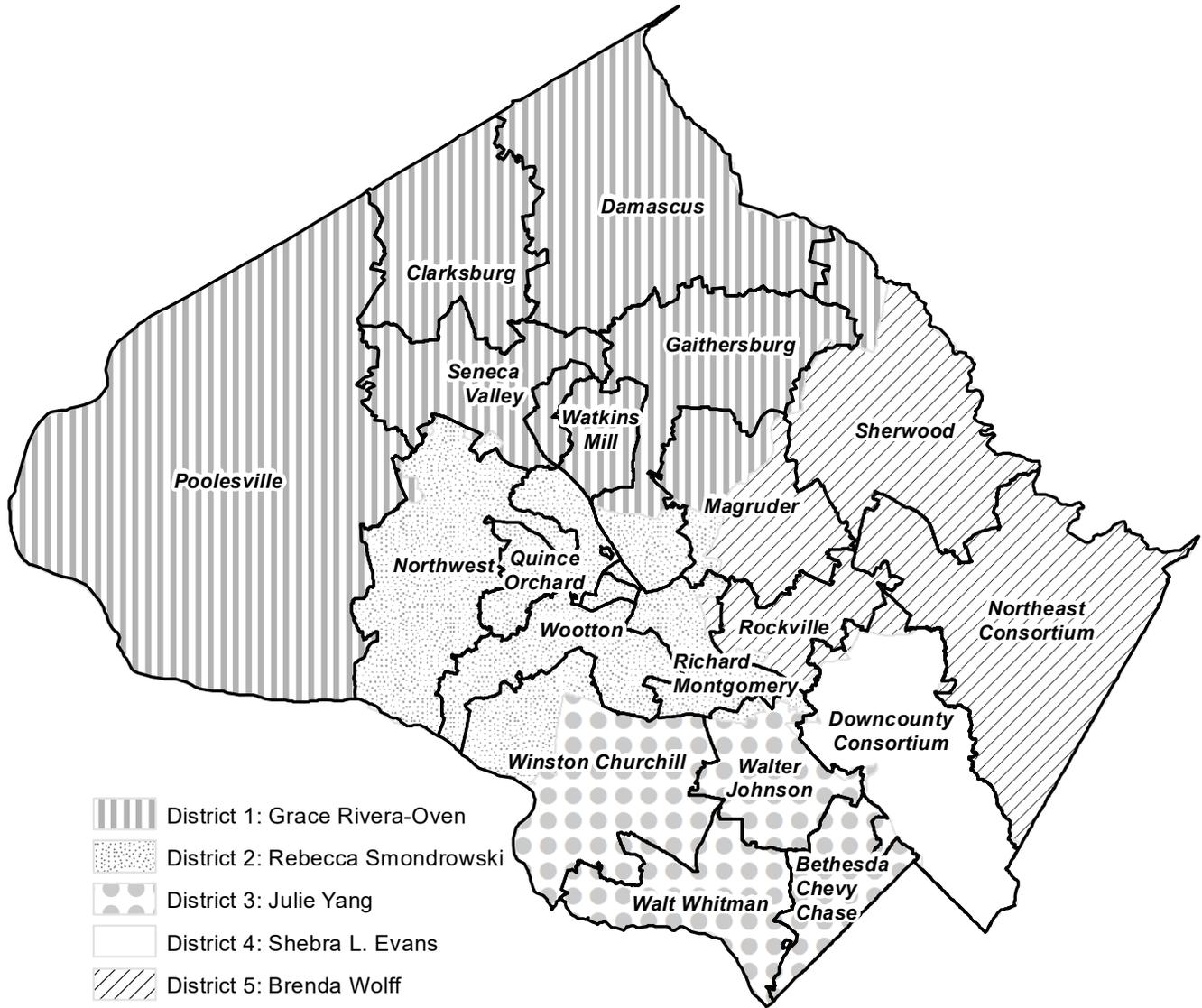
Legislative District 18	
Senator	Jeffrey D. Waldstreicher
Delegate	Aaron M. Kaufman
Delegate	Emily K. Shetty
Delegate	Jared Solomon

Legislative District 19	
Senator	Benjamin F. Kramer
Delegate	Charlotte A. Crutchfield
Delegate	Bonnie L. Cullison
Delegate	Vaughn M. Stewart III

Legislative District 20	
Senator	William C. Smith Jr.
Delegate	Lorig Charkoudian
Delegate	David H. Moon
Delegate	Jheanelle K. Wilkins

Legislative District 39	
Senator	Nancy J. King
Delegate	Gabriel Acevero
Delegate	Lesley J. Lopez
Delegate	W. Gregory Wims

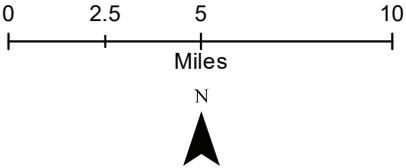
Board of Education Districts



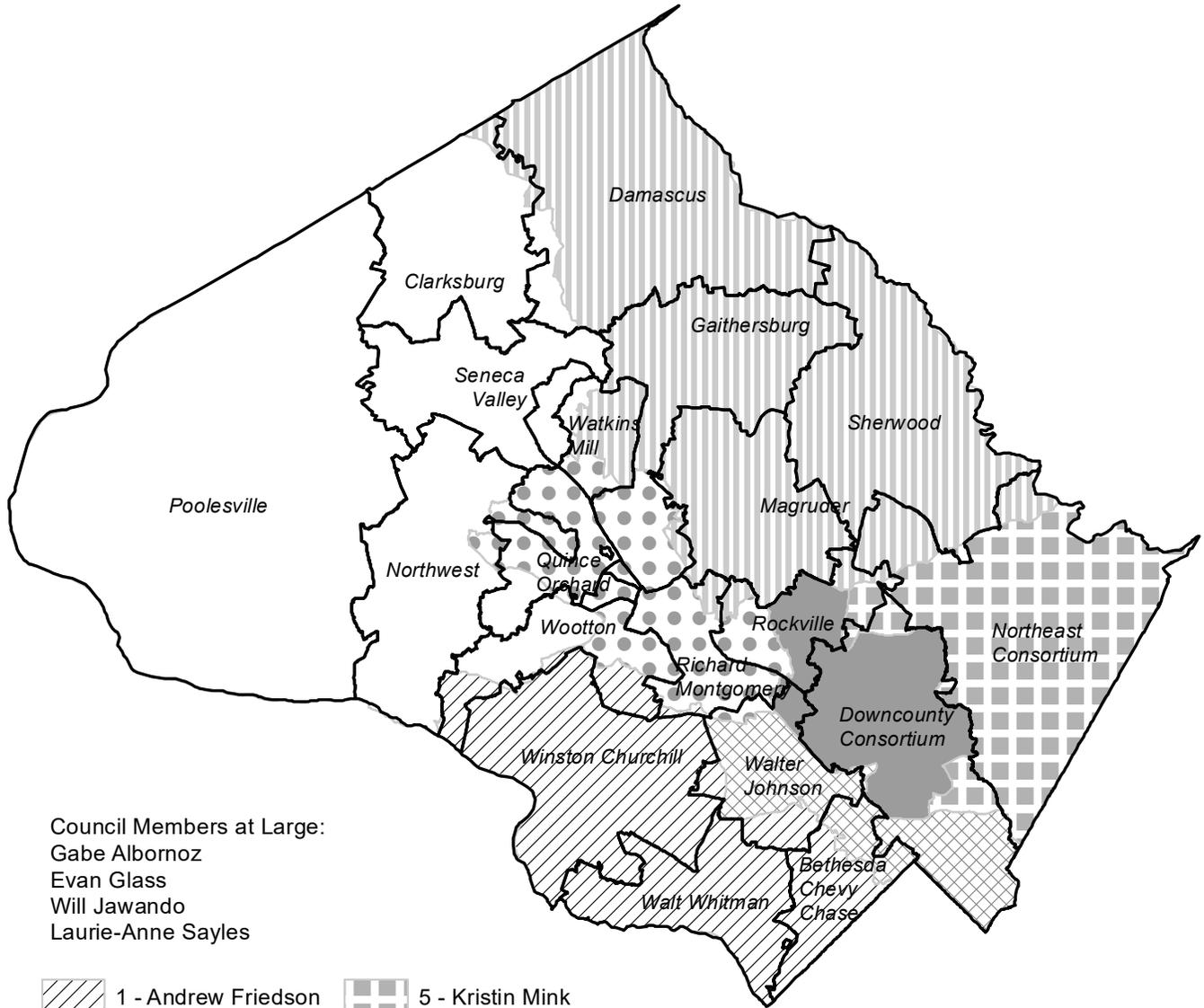
-  District 1: Grace Rivera-Oven
-  District 2: Rebecca Smondrowski
-  District 3: Julie Yang
-  District 4: Shebra L. Evans
-  District 5: Brenda Wolff

BOE Members at Large:
 Lynne Harris
 Karla Silvestre

BOE Student Member:
 Sami Saeed

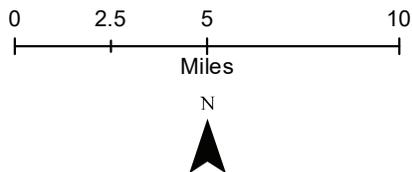


County Council Districts

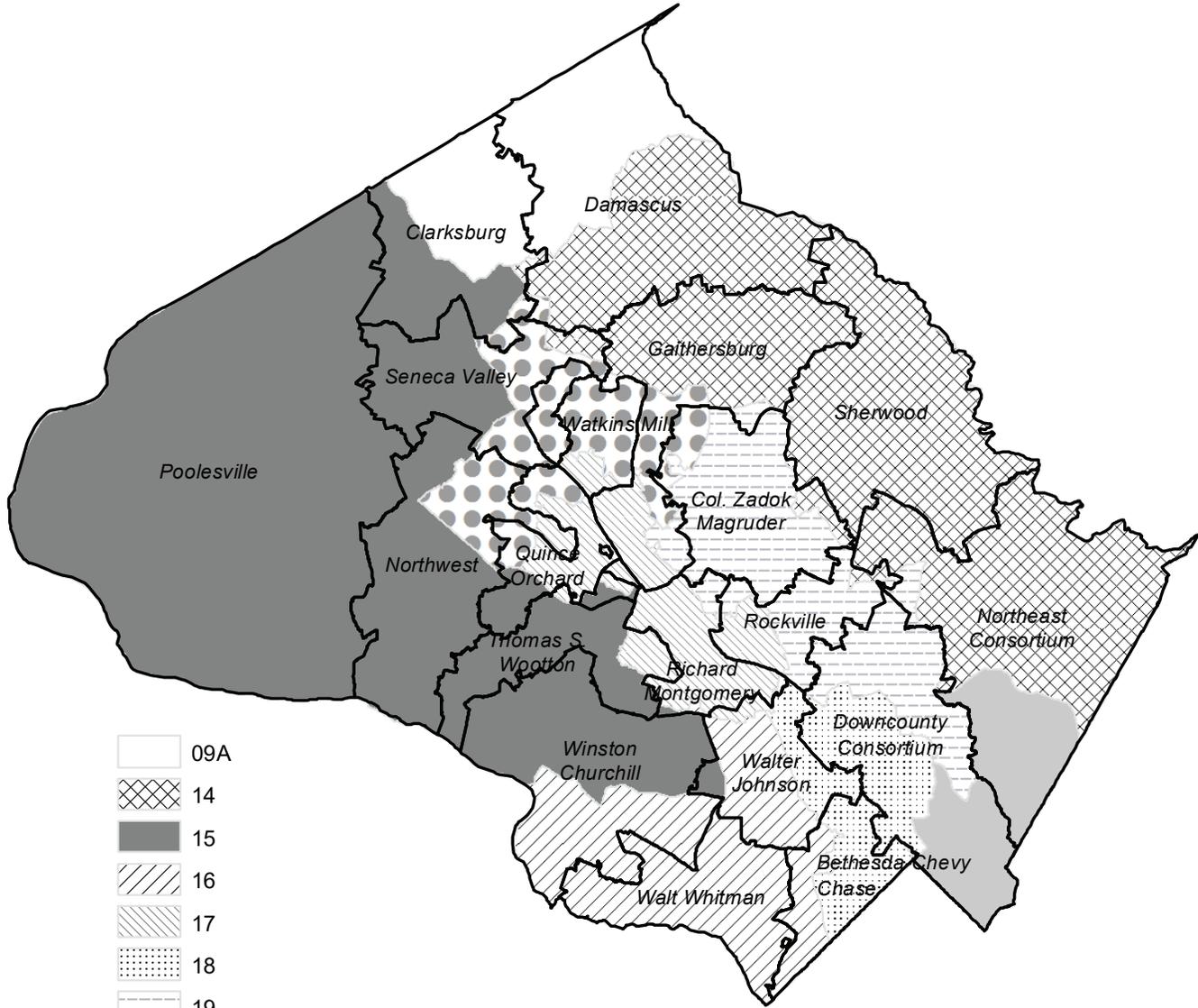


Council Members at Large:
 Gabe Albornoz
 Evan Glass
 Will Jawando
 Laurie-Anne Sayles

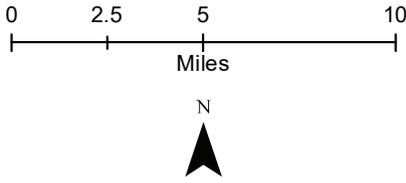
- | | |
|--|--|
|  1 - Andrew Friedson |  5 - Kristin Mink |
|  2 - Marilyn Balcombe |  6 - Natali Fani-Gonzalez |
|  3 - Sidney Katz |  7 - Dawn Luedtke |
|  4 - Kate Stewart | |



Legislative Districts



-  09A
-  14
-  15
-  16
-  17
-  18
-  19
-  20
-  39
-  Cluster Boundary



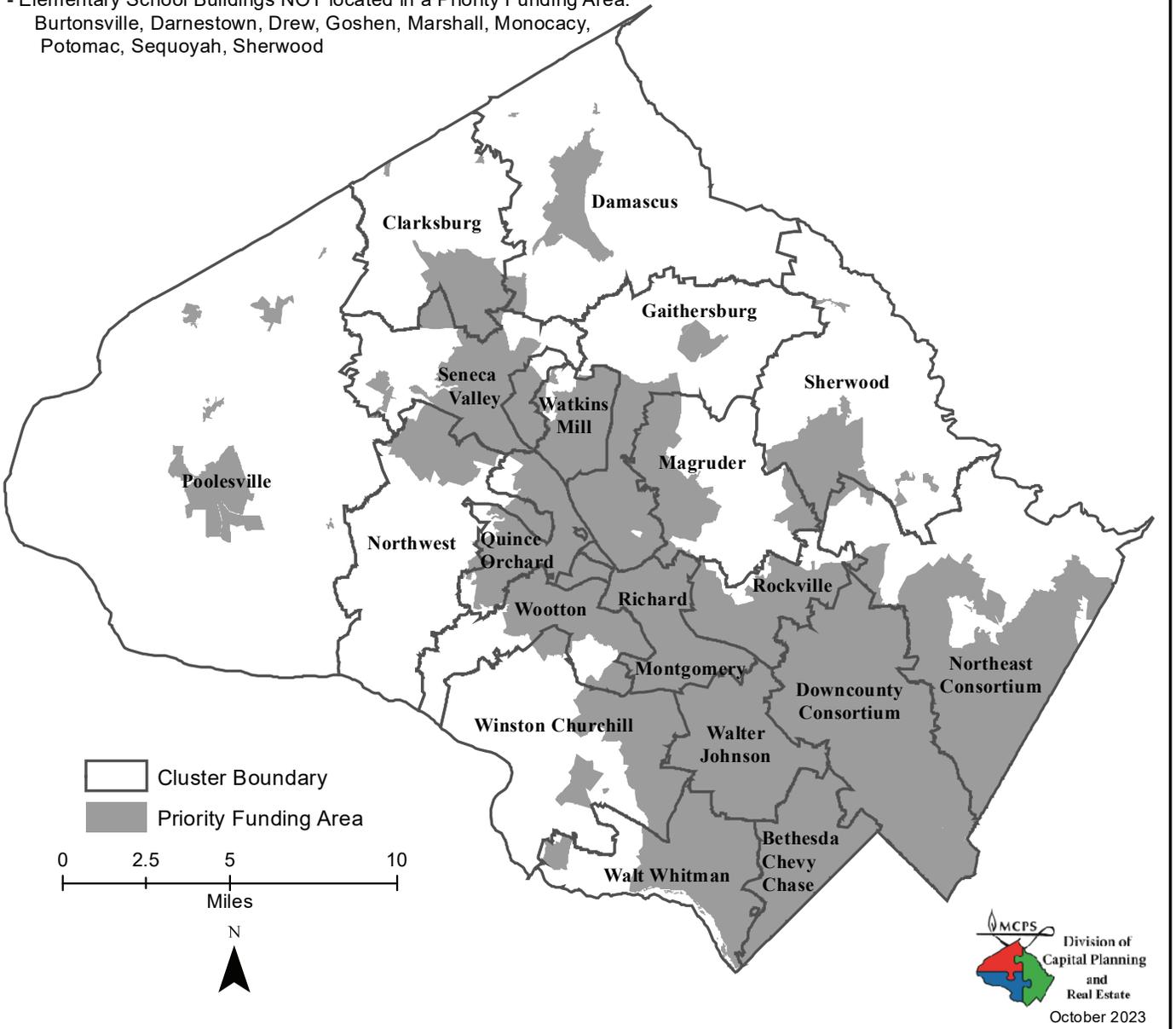
Appendix P

Priority Funding Areas

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

Priority Funding Areas in MCPS

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



POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ABC, ABC-RA, ACA, ACD, ACG, ACG-RA, ACG-RB, DNA, ECM, ECM-RA, FAA-RA, JEE, JEE-RA
Responsible Office: Chief Operating Officer

Educational Facilities Planning

A. PURPOSE

To affirm the Montgomery County Board of Education’s commitment to continuing to provide high-quality facilities that support the educational programming needed to ensure that every Montgomery County Public Schools (MCPS) student is well-prepared for success consistent with the Board’s core values of Learning, Relationships, Respect, Excellence, and Equity

To establish an educational facilities planning process that effectively anticipates MCPS educational facility needs and establishes a framework for making equitable and fiscally responsible facility decisions in an uncertain future, while considering instructional program priorities, physical condition of the schools, and the impact of under- or overutilized facilities on the educational program

To promote public understanding of MCPS educational facilities planning processes and provide opportunities for stakeholders to engage in, inform, and respond to those processes

To coordinate MCPS facilities planning processes with those of other units of local governments and municipalities in Montgomery County

B. BACKGROUND

Educational facilities planning is essential to identify the infrastructure needed to ensure success for every student. The Board has primary responsibility to plan for educational facilities that sustain high-quality MCPS educational programs while effectively responding to changes in student enrollment, educational programming, and physical plant infrastructure.

C. ISSUE

1. MCPS is among the largest school systems in the country in terms of enrollment. MCPS serves a county that encompasses approximately 500 square miles, and is made up of communities of varying population density, ranging from rural to urban. Montgomery County has experienced continuing development of commercial and residential centers, as well as significant changes in its transportation infrastructure over the past few decades – all of which impact student enrollment.
2. The ability of school facilities to meet the needs of educational programming changes over time. The Board is continuously challenged to provide appropriate spaces for educational programming and services and to maintain safe, secure, and healthy learning and working environments for students and staff, while responding to aging structures and building systems at a reasonable cost.

MCPS endeavors to maintain all school facilities at consistently high operational levels to maximize the life-span of existing physical plant assets through the coordinated scheduling of building system maintenance, repairs, and replacements. While building codes and advances in construction technology have vastly increased the expected life span of structures and building systems built or installed over time, the Board requires an educational facilities planning process to determine when maintenance is no longer viable for an educational facility or its component building systems, and systemic replacement or a major capital project is required to keep current with educational programming.

3. The fundamental goal of educational facilities planning is to provide a sound educational environment amid changing student enrollment, variations in the geographic distribution of students across schools, and the effects of racial, ethnic, and other socioeconomic and demographic diversity on educational programming. Enrollment changes are driven by a wide variety of factors including the strength of the economy and employment rates; policies set by federal, state, and local governments; fluctuations in the housing market driven by residential development and other changes in land use patterns; shifting trends in household composition; fluctuating birth rates; realignment of school boundaries; and movement within and into the school system from other parts of the United States and the world.

D. POSITION

The Board requires an educational facilities planning process that includes the following elements: ongoing analyses of student enrollment projections, physical condition of educational facilities and building systems; stakeholder engagement and input into facility decision-making; and a decision-making framework that generates responsive options and

leads to equitable and fiscally responsible and educationally sound decisions, in compliance with all local, state, and federal requirements.

This policy guides the educational facilities planning process in an efficient and fiscally responsible way to meet the varied educational needs of MCPS students with consideration of environmental sustainability. The process is designed to promote public understanding of MCPS educational facilities planning processes and ensure that there are opportunities for input from parents/guardians, students, staff, community members and organizations, local government agencies, and municipalities.

1. Facility planning starts with an analysis of student enrollment projections; educational program requirements; facility utilization rates; school site size; capacity calculations; the impact of county planning as well as trends in development, land use, transportation, and housing patterns; and Key Facilities Indicators as described in section D.1.c below.
 - a) Student enrollment projections take into consideration shifting demographics, while projected educational program requirements take into consideration existing and new program offerings.
 - b) School site size and capacity calculations comply with established guidelines adopted as part of the Board review of the superintendent of schools' recommended Capital Improvements Program.
 - c) Key Facilities Indicators are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics.
 - d) The Key Facilities Indicators approach is used to identify and provide a basis for prioritizing options responsive to changing facility needs. A schedule of county-wide systemic replacement projects and major capital projects at specific schools shall be adopted and revised as appropriate as part of the Board review of the superintendent of schools' recommended Capital Improvements Program based on the analysis described above. These options may include –
 - (1) county-wide systemic replacement projects required to sustain schools in good condition and extend their useful life, such as replacement of heating, ventilation, air conditioning, and mechanical systems, roofs, and numerous other building and infrastructure projects; and

- (2) major capital projects which include facility-specific projects to add capacity; renovate, adapt, repurpose, or replace existing facilities; or reuse or upgrade existing space in other facilities as appropriate.
 - e) Facility planning also includes analyses of non-capital strategies to address capacity requirements and facility needs, which may include, as appropriate—
 - (1) adjustments of capacity through non-capital strategies to increase enrollment at under-capacity schools and/or incentivize transfers from over-capacity schools, which may include, but are not limited to –
 - (a) boundary changes, or
 - (b) geographic student choice assignment plans (such as consortia); and/or
 - (2) school closures and/or consolidations in the event of declining enrollment levels.
- 2. Such analyses inform the Capital Improvements Program, which is the mechanism through which the Board requests funding from the Montgomery County Council and the state of Maryland for county-wide systemic replacement projects and major capital projects.
 - a) The six-year Capital Improvement Programs includes the following elements:
 - (1) Data on enrollment projections, educational programming, available school capacity county-wide, and facility utilization levels
 - (2) Proposed county-wide systemic replacement projects as set forth in section D.1.e)(1)
 - (3) Proposed new facilities and major capital projects as set forth in section D.1.e)(2)
 - b) The Educational Facilities Master Plan is prepared by the superintendent of schools each June and summarizes all decisions by the Montgomery County Council on requests submitted in the Capital Improvements Program.

3. Longer-term planning: The Board utilizes a longer-term (i.e., beyond the six-year Capital Improvements Program interval) scenario planning framework to inform the development of the Capital Improvements Program and identify facility options that allow MCPS to innovate and align with advances in pedagogy and educational programming; and are responsive to enrollment projections, facility utilization rates, physical condition of schools, and analyses of available school capacity and nontraditional sites.
4. As permitted by overall district facility and capacity requirements, holding facilities may be designated for the purpose of temporarily relocating student populations to facilitate major capital projects.

E. STAKEHOLDER INPUT

1. The superintendent of schools shall direct staff to develop options for selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, closing or consolidating schools, and such other facility-related issues as identified by the superintendent of schools.
2. Staff-developed options put forward for community input will reflect a range of approaches to advance each of the factors set forth in section G below and provide a rationale that demonstrates the extent to which any option advances each of those factors.
3. In accordance with Board Policy ABA, *Community Involvement*, the superintendent of schools shall direct staff to seek input for the purpose of advising the superintendent regarding the impact on the community of staff-developed options, as follows:
 - a) The superintendent of schools shall direct staff to seek input from multiple stakeholders, and to engage in efforts to obtain broad representation from affected communities
 - b) The superintendent of schools will direct staff to conduct broad outreach using multiple strategies for obtaining community input which may vary according to the nature, size, and scope of the project. These community outreach strategies may include, but are not limited to, systemwide committees, focus groups, task forces, work groups, roundtable discussion groups, surveys, technologically-facilitated communications, and/or other planning sessions, such as charrettes that are designed for collaboration among all interested or impacted parties and provides information and feedback to staff.

4. After gathering feedback through the stakeholder process, the superintendent of schools develops recommendations to be presented to the Board along with a summary of stakeholder input. Recommendations of the superintendent of schools are made available to the public, affected school communities, and other stakeholders as appropriate.

F. BOARD OF EDUCATION DELIBERATIONS AND PUBLIC HEARINGS

1. Based on further analysis of the factors considered through the stakeholder input process, the Board may, by majority vote, identify one or more alternatives to the superintendent of schools’ recommendations. Alternatives put forward by the Board will advance one or more of the factors set forth in section G below. Staff will develop options consistent with the alternatives identified.
2. The Board will allow time to hold public hearings and solicit written testimony on the recommendations of the superintendent of schools and Board identified alternatives for site selection, school boundaries, geographic student choice assignment plans, or school closings or consolidations.
3. The Board has the discretion to adopt minor modifications to the superintendent of schools’ recommendation(s) or Board-identified alternatives if, by a majority vote, the Board has determined that such action will not have a significant impact on an option for site selection, school boundaries, geographic student choice assignment plans, or school closings or consolidations that has received public review.
4. The Board may approve a different and/or condensed process and time schedule, developed by the superintendent of schools and in accordance with applicable state or county requirements, for making recommendations to the Board regarding the capital improvements program and the facility planning activities listed above, including but not limited to selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, and closing or consolidating in the event that the Board determines that unusual circumstances exist.

G. FACTORS TO BE CONSIDERED

1. When developing recommendations for the Board, the superintendent of schools will provide a rationale for each recommendation that demonstrates the extent to which any recommendation advances the factors below. While each of the factors will be considered, it may not be feasible to reconcile each and every recommendation with each and every factor.
2. Factors to be considered in selecting sites for new schools, changing school boundaries, or establishing geographic student choice assignment plans

a) Demographic characteristics of student population

Analyses of options take into account the impact of various options on the overall populations of affected schools. Options should especially strive to create a diverse student body in each of the affected schools in alignment with Board Policy ACD, *Quality Integrated Education*. Demographic data showing the impact of various options include the following: racial/ethnic composition of the student population, the socioeconomic composition of the student population, the level of English language learners, and other reliable demographic indicators and participation in specific educational programs.

b) Geography

In accordance with MCPS' emphasis on community involvement in schools, options should, unless otherwise required, take into account the geographic proximity of communities to schools, as well as articulation, traffic, and transportation patterns and topography. In addition, options should consider, at a minimum, not only schools within a high school cluster but also other adjacent schools.

c) Stability of school assignments over time

Options should result in stable assignments for as long a period as possible. Student reassignments should consider recent boundary or geographic student choice assignment plan changes, and/or school closings and consolidations that may have affected the same students.

d) Facility utilization

School boundary and geographic student choice assignment plans should result in facility utilizations in the 80 percent to 100 percent efficient range over the long term, whenever possible. Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases, taking into consideration the impact of the resulting articulation pattern on the community. Plans should be fiscally responsible to minimize capital and operating costs whenever feasible.

3. Site selection

In addition to the foregoing factors, when evaluating potential new school sites, including nontraditional sites and those acquired through dedication or purchase

and placed in the Board’s inventory, the following factors should be considered: the geographic location relative to existing and future student populations and existing schools; size in acreage; topography and other environmental characteristics; availability of utilities; physical condition; availability and timing to acquire, and cost to acquire, if private property.

4. Facility design

Educational facility designs shall consider community input and provide for a healthy, safe, and secure environment, in alignment with principles of environmental stewardship, and consistent with current educational program needs as well as anticipated future program needs.

5. The process for closing and consolidating schools shall meet the requirements of Maryland law and the provisions of this policy.

H. DESIRED OUTCOMES

1. The educational facilities planning process will deliver high quality educational facilities to all students by –

- a) identifying the infrastructure and other available options necessary,
- b) responding to current and projected conditions,
- c) incorporating the input of parents/guardians, students, as appropriate, staff, and the community and,
- d) taking a balanced approach to decisions to maintain, upgrade, renovate, or replace building systems and facilities.

2. The Board expects all recommendations and decision making regarding selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, or closing or consolidating schools, to take into account the equity implications of Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.

3. Over time, facility planning processes will create increased opportunities for students to attend schools where they may attain the significant educational benefits of the broad diversity of students in Montgomery County.

4. The superintendent of schools will develop regulations with stakeholder input to guide implementation of this policy.

I. REVIEW AND REPORTING

1. The annual June publication of the Educational Facilities Master Plan will constitute the official reporting on facility planning processes and actions taken during the year by the Board and approved by the Montgomery County Council, and will include the enrollment and utilization of each school, approved projects to sustain MCPS educational facilities in good condition, and/or schools and sites that may be involved in future activities to adjust capacity through major capital projects or other non-capital strategies.
2. The superintendent of schools will monitor, evaluate, and report to the Board the outcome of the processes and their alignment with the policy.
3. This policy will be reviewed in accordance with the Board policy review process.

Related Sources: *Code of Maryland Regulations* §13A.01.05.07 and §13A.02.09.01-.03

Policy History: Adopted by Resolution No. 257-86, April 28, 1986; amended by Resolution No. 271-87, May 12, 1987; amended by Resolution No. 831-93, November 22, 1993; amended by Resolution No. 679-95, October 10, 1995; amended by Resolution No. 581-99 September 14, 1999; updated office titles June 1, 2000; updated November 4, 2003; amended by Resolution No. 268-05, May 23, 2005; amended by Resolution No. 282-14, June 17, 2014; amended by Resolution No.436-18, September 24, 2018.

Note: Tenets of Board Policy FKB, *Sustaining and Modernizing MCPS Facilities*, were incorporated into Resolution No.436-18, amendments to this policy, and Policy FKB was rescinded upon adoption of amended Board Policy FAA on September 24, 2018.

REGULATION **MONTGOMERY COUNTY PUBLIC SCHOOLS**

Related Entries: ABA, ABC, ABC-RA, ACA, ACD, ACG, ACG-RA, ACG-RB, DNA, ECM, ECM-RA, FAA, JEE, JEE-RA
Responsible Office: Chief Operating Officer

Educational Facilities Planning

I. PURPOSE

To implement the Montgomery County Board of Education (Board) Policy FAA, *Educational Facilities Planning*

To set forth processes for the development of the Capital Improvement Program (CIP), the Educational Facilities Master Plan (Master Plan), and non-capital strategies to address capacity requirements and facility needs, to include site selection, school boundaries, geographic student choice assignment plans, and school closures and/or consolidations

II. BACKGROUND

As set forth in Board Policy FAA, *Educational Facilities Planning*, the components of educational facilities planning include –

- A. ongoing analyses of student enrollment projections and the physical condition of educational facilities and building systems;
- B. stakeholder engagement and input into facility decision making; and
- C. a decision-making framework that generates responsive options and leads to equitable and fiscally responsible and educationally sound decisions, in compliance with all local, state, and federal requirements, taking into account the equity implications of Board Policy, ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.

III. DEFINITIONS

- A. *Adjacent schools* are, at a minimum, schools with catchment areas that are

contiguous.

- B. The *Capital Budget* is the annual budget adopted for capital project appropriations.
- C. The *Capital Improvements Program (CIP)* is a comprehensive six-year spending plan for capital improvements. The CIP focuses on the acquisition, planning, construction, and maintenance of public school facilities, including county-wide systemic replacement projects and major capital projects. The CIP is reviewed and approved through a biennial process that takes effect for the six-year period that begins in each odd-numbered fiscal year. For even-numbered fiscal years, amendments are considered to the adopted CIP for changes needed in the second year of the six-year CIP period.
- D. *Civic groups* are civic, homeowner, neighborhood, or citizen associations listed with the Maryland-National Capital Park and Planning Commission (M-NCPPC) or Montgomery Regional Service Centers.
- E. *Cluster* is a geographic grouping of schools within a defined attendance area that includes a high school and the elementary and middle schools that send students to that high school. In some circumstances, MCPS elementary schools have split articulation patterns to middle schools, and some middle schools have split articulation patterns to high schools in one or more clusters.
- F. *Consortium* is a grouping of high schools or middle schools within proximity to one another that provides students the opportunity to express their preferences for attending one of the schools based on a specific instructional program or emphasis.
- G. *Facility design* encompasses all the planning and design processes that lead up to construction of a school facility. In order of events, the milestones of facility design are as follows:
 1. Educational specifications describe the spaces needed to support the instructional program and guide the architect in developing the building layout and design.
 2. Feasibility study determines the scope and estimated cost of a project, but does not develop a detailed design of the facility.
 3. Schematic design is part of the initial design phase that evaluates and develops concepts into a preliminary plan for the school.
 4. Preliminary plan defines the general scope, scale, functional relationship, traffic flow, and cost of project components. The conceptual design

conveys a clear and comprehensive image of the intended facility improvements including conceptual organization of exterior and interior spaces, usage of interior and exterior materials, and selection of structural, mechanical, plumbing, and electrical system concepts. The preliminary plan is presented to the Board for approval.

5. Design development is the phase of the design process that refines the architectural plans and develops the infrastructure of the project including mechanical, electrical, and plumbing systems.
 6. Construction documents provide the details of construction that are incorporated into the drawings and specifications for use as contract documents to construct the facility.
- H. *Geographic student choice assignment plans* identify the geographic area(s) wherein students may express a preference for a school assignment, based on program offerings or emphasis. These geographic areas may include areas known as “base areas,” where students may be guaranteed attendance at the school under certain criteria; or, the area may be a single unified area with no base areas for individual schools.
- I. *Parent Teacher (Student) Associations (PT(S)As)* are member groups of the Montgomery County Council of Parent Teacher Associations, Inc. (MCCPTA). Also, in the absence of a PT(S)A, an organization of parents/guardians, teachers, and students that operate at a school in lieu of a PT(S)A.
- J. *Stakeholder Engagement*, for the purposes of Board Policy FAA, *Educational Facilities Planning*, and this regulation, refers to processes designed to seek input to inform the superintendent of schools and the Board regarding the impact of facility planning options, by engaging a broad variety of stakeholders, including but not limited to parents/guardians, students, staff, community members and organizations, and local government agencies, in accordance with Board Policy ABA, *Community Involvement*, and Board Policy FAA, *Educational Facilities Planning*.

IV. FACILITIES PLANNING ANALYSES

The facilities planning process starts with the following:

- A. *Student Enrollment Projections*
 1. Student enrollment projections are developed in coordination with the Montgomery County Planning Department’s county population forecast

and other relevant planning sources.

2. Each fall, enrollment projections for each school are developed for a six-year period. Long-range forecasts project enrollment to the subsequent 10th and 15th year. The units of analysis for long-range forecasts are secondary school level, and the cluster or consortium level for elementary schools.
3. By April of each year, revisions to school enrollment projections for the next school year are developed to refine the projections and to reflect any changes in service areas, programs, or staffing.
4. The student enrollment projection methodology utilized is provided in an appendix to the CIP and Master Plan documents.
5. *Preferred ranges of enrollment* for schools includes all students attending a school.
 - a) The preferred ranges of enrollment for schools are —
 - (1) 450 to 750 students in elementary schools,
 - (2) 750 to 1,200 students in middle schools, and
 - (3) 1,600 to 2,400 students in high schools.
 - (4) Enrollment in special and alternative program centers may differ from the above ranges and generally is lower.
 - b) The preferred ranges of enrollment are considered when planning new schools or when recommending changes to existing schools. Departures from the preferred ranges may occur if circumstances warrant.
6. *School demographic profile and facility profile*
 - a) School demographic profile includes the racial/ethnic composition of a school's student population, the percentage of students participating in the Free and Reduced-price Meals System (FARMS) and English for Speakers of Other Languages (ESOL) programs, and school mobility rates.
 - b) *Facility Profiles* include room use by program and facility

characteristics such as square footage, site size, year of opening, adjacency to parks, and number of relocatable classrooms.

B. *Educational Program Requirements*

1. MCPS staff members in the Office of the Chief Operating Officer will work closely with educational program staff members in the Office of the Chief Academic Officer and the Office of School Support and Improvement to identify facility requirements for educational programs.
2. Projected program requirements take into account the effect of class size changes and other relevant factors, such as existing, new, and proposed changes to educational programs.

C. *Program Capacity Calculations*

1. Program capacity refers to the number of students that can be accommodated in a facility based on the educational programs at the facility. The MCPS program capacity is calculated as the product of the number of teaching stations in a school and the student-to-classroom ratio for each grade and program in each classroom.
2. Student-to-classroom ratios should not be confused with staffing ratios that are determined through the annual operating budget process.
3. Unless otherwise specified by Board action, the *program capacity* and the associated student-to-classroom ration guidelines are as follows:

Student-to Classroom Ratio Guidelines

<i>Level</i>	<i>Student-to-Classroom Ratios</i>
Head Start & prekindergarten	40:1 (2 sessions per day)
Head Start & prekindergarten	20:1 (1 session per day)
Grade K	22:1
Grade K-reduced class size	18:1
Grades 1-2—reduced class size	18:1
Grades 1-5 Elementary	23:1
Grades: 6-8 Middle School	25:1 ^a
Grades: 9-12 High School	25:1 ^b
Special Education, ESOL, Alternative Programs	See “c” below

- a) Program capacity is adjusted at the middle school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a middle school facility (equivalent to 21.25 students per classroom).
 - b) Program capacity is adjusted at the high school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .90 to reflect the optimal utilization of a high school facility (equivalent of 22.5 students per classroom).
 - c) Special education, ESOL, alternative programs, and other special programs may require classroom ratios different from those listed.
- D. *Facility utilization* refers to an analysis of current and projected student enrollment as compared to program capacity, state-rated capacity, and preferred ranges of enrollment.
- 1. A school is considered to be underutilized if the facility utilization rate is less than 80 percent.
 - 2. A school is considered to be overutilized if the facility utilization rate is more than 100 percent.
 - 3. Unless otherwise specified by Board action, elementary, middle, and high schools should operate in an efficient facility utilization range of 80 to 100 percent of program capacity.
 - a) In the case of overutilization, an effort to evaluate the long-range need for permanent space is made prior to planning for new construction.
 - b) Underutilization of facilities also is evaluated in the context of long-range enrollment projections.
 - 4. Relocatable classrooms may be used on an interim basis to provide program space for enrollment growth until permanent capacity is available.
 - 5. Relocatable classrooms also may be used to enable child care programs to be housed in schools, and may be used to accommodate other complementary uses. Relocatable classrooms should have health and safety standards that are comparable to other MCPS classrooms.

- E. *State-rated Capacity (SRC)* is defined by the state of Maryland as the number of students who can be accommodated in a school, based on the product of state-determined student-to-classroom ratios and the number of teaching stations in a school. SRC is used by the state to determine state budget eligibility for capital projects. SRCs are provided for schools in appendices to the CIP and the Master Plan.
- F. *School site size* is the acreage desired to accommodate the full instructional program, as follows:
1. Elementary schools—a preferred useable site size of 7.5 acres that is capable of fitting the instructional program, including site requirements. The 7.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
 2. Middle schools—a preferred useable site size of 15.5 acres that is capable of fitting the instructional program, including site requirements. The 15.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
 3. High schools—a minimum preferred site size of 35 acres that is capable of fitting the instructional program, including site requirements. The 35 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
- G. *Key Facility Indicators (KFI)* are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics. MCPS established during the 2018-2019 school year a baseline for each factor in each school, and KFI data will be reviewed and updated periodically. Those updates will be made available publicly.

V. CLUSTER COMMENTS

- A. In June of each year, cluster representatives may submit to the superintendent of schools any facility-based concerns, priorities, or proposals that they have identified for their schools in consultation with local PT(S)A leadership, principals, and the community.
- B. Cluster comments are to be considered in the development of facilities recommendations made by the superintendent of schools in the CIP.

VI. FACILITY PLANNING DECISION-MAKING FRAMEWORK

- A. Each year, after new student enrollment projections are developed and other analyses set forth above are completed, and taking into account cluster comments, MCPS staff identifies and prioritizes options to respond to changing facility needs using the KFI approach set forth in Board Policy FAA, *Educational Facilities Planning*. Options for responding to facility needs and capacity requirements may include—
 - 1. county-wide systemic replacement projects required to sustain schools in good condition and extend their useful life, such as replacement of heating, ventilation, air conditioning, and mechanical systems, roofs, and numerous other building and infrastructure projects; and
 - 2. major capital projects which include facility-specific projects to add capacity; renovate, adapt, repurpose, or replace existing facilities; or reuse or upgrade existing space in other facilities as appropriate. Such project options also include construction of new facilities or additions to existing facilities.
- B. Options for responding to facility needs and capacity requirements also may include, as appropriate, adjustments of capacity through non-capital strategies to increase enrollment at under-capacity schools and/or encourage transfers from over-capacity schools, which may include, but are not limited to—
 - 1. boundary changes, or
 - 2. geographic student choice assignment plans (such as consortia); and/or
 - 3. school closures and/or consolidations.
- C. The decision-making framework also may include consideration of architect

selection, facility design, and other facility-related issues, as identified by the superintendent of schools.

VII. CAPITAL IMPROVEMENTS PROGRAM

- A. In the fall of each year, the superintendent of schools publishes recommendations for an annual Capital Budget and a six-year CIP or amendments to the previously adopted CIP.
- B. In addition, recommendations for site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and any other facility planning recommendations identified by the superintendent of schools as requiring more time for public review, may be released.
- C. The six-year CIP includes the following:
 - 1. Standards for Board review and action:
 - a) Preferred range of school enrollments
 - b) Program capacity and facility utilization calculations
 - c) School site size
 - 2. Background information on the student enrollment projection methodology
 - 3. Current student enrollment figures, school demographic profiles, and facility profiles
 - 4. Program capacity and facility utilization analyses
 - 5. Elementary, middle, and high school enrollment projections for each of the next six years and long-range projections for the 10th and 15th year for middle and high schools
 - 6. Recommended actions, such as changes in school capacities, new facilities, major capital projects, program locations, and/or the service area of the schools.
 - 7. A schedule of countywide systemic projects by category, major capital projects at specific schools, and new facilities as identified in Chapter 1 of the CIP and the Master Plan.

8. A line item summary of Capital Budget appropriation recommendations by the superintendent of schools
- D. Supplements to the CIP may be published to provide more information on issues when deemed advisable by the superintendent of schools
 - E. The superintendent of schools' recommended CIP is posted on the MCPS website. CIP documents are made available to Board members and Board staff, MCPS executive staff, and the MCCPTA president, area MCCPTA vice presidents, and cluster coordinators. In addition, notification of the CIP's publication and availability online is sent to principals, PT(S)A leadership, municipalities, and civic groups. This notification includes the Board schedule for work sessions, public hearings, and action on the CIP.
 - F. The Board timeline for review and action on the CIP consists of one or more work sessions and one or more hearings in early to mid-November, and action in mid to late November of each year. (See Section XI.B. for the public hearing process and Section XII for the annual calendar.)
 - G. The superintendent of schools' recommendations on any deferred planning issues and/or amendments to the CIP are made in mid-February. The Board timeline for these items consists of one or more work sessions and one or more public hearings in February/March, and action by April. If necessary, the timeline for deferred planning issues may be modified by the superintendent of schools to allow more time for stakeholder engagement processes.
 - H. In cases where the Board determines an unusual circumstance exists, the superintendent of schools may develop an alternative time schedule to make recommendations regarding the CIP, facility planning activities, site selection, school boundaries, geographic student choice assignment plans, or school closures and/or consolidations.
 - I. After review and Board action, the Board-requested CIP, including official Project Description Forms (PDFs) for all requested capital projects, is submitted to the Montgomery County Council (County Council) and the Montgomery County Executive for their review and for County Council action. The Board-requested CIP also is sent for information purposes to M-NCPPC.
 - J. The county executive's recommendations are forwarded to the County Council on January 15 for inclusion in the overall county CIP. The County Council timeline for review and action on the Board-requested CIP is from February to May.

- K. The County Council adopts the biennial six-year CIP, and amendments to the CIP, in late May.

VIII. EDUCATIONAL FACILITIES MASTER PLAN (MASTER PLAN)

- A. By July of each year, the superintendent of schools publishes a summary of all County Council-adopted capital and Board-adopted non-capital strategies to address capacity requirements and facility needs. This document, the Master Plan, is required under the rules and regulations of the State Public School Construction Program.
 - 1. The Master Plan incorporates the projected impact of all capital projects approved for funding by the County Council and any non-capital strategies to address capacity requirements and facility needs approved by the Board.
 - 2. Similar to the CIP, the Master Plan includes the following:
 - a) The following standards:
 - (1) Preferred range of school enrollments
 - (2) Program capacity and facility utilization calculations
 - (3) School site size
 - b) Background information on the enrollment projection methodology
 - c) Current student enrollment figures, school demographic profiles, and facility profiles
 - d) Program capacity and facility utilization calculations
 - e) Elementary, middle, and high school enrollment projections for each of the next six years, and long-range projections for the 10th and 15th years for middle and high schools. This information reflects projections made the previous fall with an updated one-year projection in the spring, and any changes in projected enrollment that result from boundary changes, geographic student choice assignment plans, school closures and/or consolidations, or other changes adopted by the Board

- f) County Council-adopted PDFs for all capital projects with schedules, estimated costs, and funding sources

IX. LONGER TERM PLANNING

- A. MCPS utilizes a longer-term (i.e., beyond the six-year CIP interval) scenario planning framework to inform the development of the CIP and further allow MCPS to be forward-thinking and identify facility options that align with advances in pedagogy and be innovative in its approaches to educational programming, as well as class size changes, use of nontraditional sites, and other relevant approaches.
- B. This longer-term scenario planning framework explores growth management at the regional or cluster level, considering four growth management scenarios that could impact facility planning:
 - 1. High enrollment growth
 - 2. Moderate/low enrollment growth
 - 3. No enrollment growth
 - 4. Declining enrollment
- C. For any scenario, the analysis then determines the degree to which a school or set of schools is or may become, in the future, overutilized, or underutilized. Options generated from these analyses then suggest longer-term approaches that may include, but are not limited to, the following:
 - 1. Changes to the delivery, location, or number of programs; enrollment practices and class sizes; grade level configurations; or master schedules
 - 2. Additions to physical capacity
 - 3. Consideration of nontraditional sites or nontraditional uses of existing sites
- D. Tapping into the wealth of experience and knowledge that members of the Montgomery County community have regarding long-term facility planning issues and strategies, the superintendent of schools has established a Facilities Advisory

Committee to advise MCPS on a wide variety of topics related to the community’s vision for school facilities and planning that are outside the six-year CIP time frame but that may require attention in the 10-15 year time frame or beyond. The superintendent of schools appoints the membership of the Facilities Advisory Committee, with input from community stakeholders.

X. GUIDELINES FOR STAKEHOLDER ENGAGEMENT PROCESSES FOR SPECIFIED FACILITIES-RELATED ISSUES

A. Stakeholder Engagement Guidelines

1. Stakeholder involvement is especially critical to the success of the following MCPS facility-related planning processes:
 - a) Site selection for new schools
 - b) School boundaries
 - c) Geographic student choice assignment plans
 - d) School closures and/or consolidations
 - e) Facility design
 - f) Other facility-related issues as identified by the superintendent of schools

2. Consistent with Board Policy ABA, *Community Involvement*, and Board Policy FAA, *Educational Facilities Planning*, MCPS will seek stakeholder engagement for the purpose of advising the superintendent of schools regarding the impact on the community of staff-developed facility-related options for the processes specified in Section V.A.1.
 - a) The superintendent of schools will publicize opportunities to provide input and direct staff to seek –
 - (1) input from multiple stakeholders,
 - (2) broad representation from affected communities, and
 - (3) a variety of viewpoints.
 - b) The primary stakeholders in the planning process are

parents/guardians, staff, and students in affected communities. Additional stakeholders may include representatives of MCCPTA, local PT(S)As, or other parent/guardian or student groups; along with representatives of MCPS employees; affected municipalities; local government agencies; civic groups; and other countywide organizations, as appropriate.

- c) Staff will conduct broad outreach using multiple strategies for obtaining stakeholder engagement.
 - (1) Stakeholder engagement strategies may vary, as appropriate, according to the nature, size and scope of the process.
 - (2) Stakeholder engagement strategies may include, but are not limited to, systemwide committees or advisory groups, focus groups, task forces, work groups, roundtable discussion groups, surveys, technologically-facilitated communications, and/or other public planning sessions, such as charrettes that are designed for collaboration among all interested or impacted parties and provides information and feedback to staff.
 - (3) At any point, the superintendent of schools may direct MCPS staff to use a public forum, survey, or technologically-facilitated communication in conjunction with or in lieu of other methods.

B. Additional Guidelines for Developing Options for School Boundaries and Geographic Student Choice Assignment Plans

- 1. Prior to the development of specific options to be put forward for stakeholder engagement, the superintendent of schools recommends to the Board the potential scope of changes to school boundaries and/or geographic student choice assignment plans in terms of the geographical area(s) of the county potentially impacted.
- 2. The superintendent of schools develops recommendations for the scope through a multi-step process which considers first the minimum unit of analysis that could address the immediate concern, then considers the maximum extent of the potentially affected geographic area(s) that may need to be considered to effectively address the four factors established in Board Policy FAA, *Educational Facilities Planning*.

- a) Typically, the potential scope of a change of school boundaries and/or a geographic student choice assignment plan in response to a capital project recommendation that is anticipated to have a limited effect on a school’s enrollment (e.g., an addition which increases the school’s capacity by less than 20 percent or a minor alteration of an attendance area) may be addressed by consideration of options that impact only the cluster in which the school is located as well as any immediately adjacent schools outside the cluster.
 - b) Concerns potentially affecting broader communities may require the scope to extend to consideration of options involving communities in adjacent clusters.
3. The superintendent of schools will identify potentially affected communities prior to making recommendations to the Board regarding the scope of facility-related efforts.
4. Once the Board establishes the scope of changes of school boundaries and/or geographic student choice assignment plans that are under consideration, MCPS staff develop a range of options for stakeholder engagement, based on the four factors below, as set forth in Policy FAA, *Educational Facilities Planning*, and provides a rationale that demonstrates the extent to which any option advances each of these four factors:
- a) Demographic characteristics of student populations

Pursuant to Board Policy FAA, *Educational Facilities Planning*, analyses of options take into account the impact of various options on the overall populations of affected schools. Options should especially strive to create a diverse student body in each of the affected schools in alignment with Board Policy ACD, *Quality Integrated Education*. This means that a key consideration is significant disparity in the demographic characteristics between schools in the affected geographic areas that cannot be justified by any other factor. Demographic data showing the impact of various options include the following: racial/ethnic composition of the student population, the socioeconomic composition of the student population, the level of English language learners, and other reliable demographic indicators and participation in specific educational programs. Options should also take into consideration the intersection between and among these categories of

demographic data.

b) Geography

In accordance with MCPS’s emphasis on community involvement in schools, options should, unless otherwise required, take into account the geographic proximity of communities to schools, as well as articulation, traffic, transportation patterns (including public transit), and topography. As part of this analysis, walking access to the school and transportation distances should be considered. In addition, options should consider, at a minimum, not only schools within a high school cluster but also other adjacent schools.

c) Stability of school assignments over time

Options should result in stable assignments for as long a period of time as possible. Student reassignments should consider recent boundary or geographic student choice assignment plan changes, and/or school closings and consolidations that may have affected the same students.

d) Facility utilization

School boundary and geographic student choice assignment plans should result in facility utilizations in the 80 percent to 100 percent efficient range over the long term, whenever possible. Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases, taking into consideration the impact of the resulting articulation pattern on the community. Plans should be fiscally responsible to minimize capital and operating costs whenever feasible.

5. At the conclusion of the stakeholder engagement phase, MCPS staff will prepare a report for the superintendent of schools that will include, but is not limited to, a summary of the stakeholder engagement processes utilized, staff-developed options, and stakeholder feedback.
6. In addition, as appropriate, the superintendent of schools may consider any individual PT(S)A position papers.
7. When developing recommendations for the Board, the superintendent of schools provides a rationale for each recommendation that demonstrates

the extent to which it feasibly and reasonably advances the factors above in Section X.B.2 and X.B.4. While each of the factors are considered, it may not be feasible to reconcile each and every recommendation with each and every factor.

8. These guidelines also may be applied to other facility-related issues identified by the superintendent of schools, as appropriate.

C. Additional Guidelines for Developing Options for New School Sites

The following factors are considered, in addition to those established in Board Policy FAA, *Educational Facilities Planning*, when evaluating potential new school sites, including those acquired through dedication or purchase and placed in the Board’s inventory:

1. The geographic location relative to existing and future student populations and existing schools
2. Size in acreage
3. Topography and other environmental characteristics
4. Availability of utilities
5. Physical condition
6. Availability and timing to acquire
7. Cost to acquire if private property

D. Facility Design

Educational facility designs provide for a healthy, safe, and secure environment in alignment with the principles of environmental stewardship and consistent with current educational program needs, as well as anticipated future program needs. Stakeholder engagement is sought at key milestones in the processes leading to the construction of new schools, or additions to existing schools, as follows:

1. Educational specifications describe the spaces needed to support the instructional program and guide the architect in developing the building layout and design. Educational specifications for proposed projects are developed by MCPS capital planning staff in collaboration with instructional program staff, and principals and staff from affected schools.

2. Design options are developed by the selected architect(s) who evaluates the educational specifications and uses them to create preliminary designs. Stakeholder engagement is gathered as follows:
 - a) MCPS staff engage in broad outreach using multiple strategies for obtaining stakeholder engagement on the facility design of capital projects.
 - b) Representatives of civic groups, municipal, county government (including Montgomery County Planning Department and Montgomery County Parks Department), and adjacent property owners, if any, may provide input into the designs of new schools and additions, or major capital projects for existing schools.
3. A preliminary plan, which includes the preliminary design, is presented to the Board for approval.

E. School Closures and Consolidations

In addition to the factors set forth in section X.B.4 above, the requirements of Maryland law are followed when seeking stakeholder engagement for school closures and consolidations.

XI. BOARD ACTION ON SUPERINTENDENT OF SCHOOLS' RECOMMENDATIONS

- A. The Board holds one or more work sessions to review the superintendent of schools' recommendations as referenced in Section VII above.
 1. The Board may request, by majority vote, that the superintendent of schools develops alternative recommendations for site selection, school boundaries geographic student choice assignment plans, or school closures and/or consolidations of schools.
 2. Any significant modification to the superintendent of schools' recommendation requires an alternative supported by a majority of Board members. Any modification that impacts any or all of a school community that has not previously been included in the superintendent of schools' recommendation should be considered a significant modification. Alternatives put forward by the Board will advance one or more of the factors set forth in Section G of Board Policy FAA, *Educational Facilities Planning*.

3. Recommendations from the superintendent of schools and Board-requested alternatives are subject to a public hearing prior to final Board action. When an alternative is identified by the Board at any work session, a public hearing must be held following that work session to receive public comment on the alternative.
4. The Board has the discretion to adopt minor modifications to the superintendent of schools' recommendation or Board-requested alternative(s) if this action will not have a significant impact on a plan that has received public review. Alternatives will not be considered after a Board work session without adequate notification and opportunity for comment by the affected communities.

B. Board Public Hearing Process

1. Public hearings are conducted annually following publication of the superintendent of schools' CIP recommendations. In addition, public hearings are conducted prior to actions affecting site selection, school boundaries, geographic student choice assignment plans, or school closures and/or consolidations.
 - a) Public hearings are conducted in November following publication of the superintendent of schools' recommended Capital Budget and six-year CIP.
 - b) Public hearings also may be conducted in late February or March for any superintendent of schools' recommendations not previously subject to public hearings.
 - c) Public hearings also may be conducted at other times during the year if the Board determines an unusual circumstance exists and the superintendent of schools has developed a different and/or condensed schedule for making recommendations.
2. In addition to other avenues of engagement, community members have opportunities to provide input to the superintendent of schools and the Board through written correspondence, public comments, and public testimony.
3. Civic groups, countywide organizations, municipalities, and elected officials may testify at public hearings.

4. MCCPTA cluster coordinators, in consultation with the local PT(S)A presidents, may coordinate testimony at the hearing on behalf of cluster schools and are encouraged to present a variety of opinions when scheduling testimony. Testimony time for each cluster is scheduled and organized by the PT(S)A organizational units (“quad-clusters”) and/or consortium whenever possible.
5. Written comments from the community are accepted at any point but, in order to be considered, comments must reach the Board at least 48 hours before action is scheduled by the Board.
6. The Board office is responsible for scheduling those interested in testifying at public hearings.
 - a) As set forth in the *Board of Education Handbook*, for CIP hearings, students, municipalities, and MCCPTA shall be accorded the opportunity to testify first, followed by PT(S)As, and then on a first come, first served basis, individuals and civic and countywide organizations.
 - b) Elected officials are given the courtesy of being placed on the agenda at the time of their choice.
 - c) Unless otherwise specified in the Board hearing notice, organizations, municipalities, and elected officials shall be limited to five minutes for testimony at Board hearings.

XII. CALENDAR

The facilities planning process is conducted according to the Montgomery County biennial CIP process and adheres to the following calendar adjusted annually to account for holidays and other anomalies.

<p>MCPS staff members meet with MCCPTA, area vice presidents, cluster coordinators, and PT(S)A representatives to exchange information about the adopted CIP and consider issues for the upcoming CIP or amendments to the CIP.</p>	<p>Summer</p>
<p>The County Council adopts Spending Affordability Guidelines for the new CIP cycle, based on debt affordability.</p>	<p>Early-October of odd numbered fiscal years</p>

MCPS staff members present enrollment trends and planning issues to the Board.	Fall
The superintendent of schools publishes and sends to the Board any recommendations for site selection, school boundaries, geographic student choice assignment plans, school closings and/or consolidations, or other facility-related issues requiring more time for public review.	Fall
The superintendent of schools publishes and presents to the Board recommendations for the annual Capital Budget and the six-year CIP or amendments to the CIP. The Board may hold a work session in conjunction with this presentation where Board members may suggest alternatives.	Fall
The Board holds one or more work sessions on the CIP and to consider alternatives to the superintendent of schools' recommended site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues.	Early to mid-November
The Board holds one or more public hearings on the recommended CIP and site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and other facility-related recommendations. When an alternative is identified by the Board at any work session, a public hearing must be held following that work session to receive public comment on the alternative.	Mid November
The Board acts on Capital Budget, CIP, amendments, and any site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues.	Mid to Late November
The county executive and County Council receive Board-requested capital budget and CIP for review.	December 1
The county executive transmits recommended Capital Budget and CIP or amendments to County Council.	January 15
The County Council holds public hearings on CIP.	February - March
The County Council reviews Board requested and county executive recommended Capital Budget and CIP.	March - April

The superintendent of schools' recommendations on any deferred planning issues, site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and other facility-related issues, and/or recommended amendment(s) to the CIP are published for Board review, if needed.	Mid-February*
The Board holds one or more work sessions and identifies any alternatives to site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related recommendations, if needed.	February/ early-to mid-March*
The Board holds one or more public hearings if needed and if any alternatives are identified by the Board.	Late-February
The Board acts on deferred CIP recommendations and/or site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues, if needed.	April
The County Council approves six-year Capital Budget and CIP.	Late-May
Cluster PT(S)A representatives submit comments to the superintendent of schools about issues affecting their schools for the upcoming CIP or amendments to the CIP.	June
The superintendent of schools publishes a summary of all actions to date affecting schools (Master Plan) and identifies future needs.	July

*If necessary the timeline for deferred planning issues may be modified to allow more time for stakeholder engagement processes.

Related Sources: *Code of Maryland Regulations* §13A.01.05.07 and §13A.02.09.01-.03; *Charter of Montgomery County, Maryland*, Section 305; *Montgomery County Code*, Chapter 20, Article X, §§20-55 through 20-58

Regulation History: Interim Regulation, June 1, 2005; revised March 21, 2006; revised October 17, 2006; revised June 8, 2008; revised June 6, 2015; revised October 11, 2017; revised May 2, 2019.

Appendix R

ABA

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA-RA, ABA-EA, ABC, ACA, BFA, BFA-RA, BMA, IOD, IOD-RA, KBA

Responsible Offices: Office of the Chief of Staff; Chief of Strategic Initiatives; Chief of School Support and Well-being

Community Engagement

A. PURPOSE

To affirm the Board's commitment to the development and promotion of inclusive, culturally responsive, and antiracist engagement guidelines, structures, and practices to be implemented to engage the Montgomery County Public Schools (MCPS) community in Montgomery County Board of Education (Board) decisions that impact children

To affirm the Board's strongly held belief that equitable educational outcomes, success, and well-being for all students require the engagement of the students, families, staff, and other interested members of the Montgomery County community

To establish research-based guidelines for levels of community engagement in Board decision-making practices and processes that strengthen relationships between students, staff, families, schools, and the broader community

To acknowledge that engaging stakeholders who reflect the community's diversity and experiences requires intentional and culturally responsive engagement practices and structures

B. ISSUE

1. Understanding and valuing the ideas, interests, expectations, and concerns of the diverse students, families, staff, and other stakeholders of Montgomery County is necessary to ensure the district's goal that all students are prepared for college, career, and community.
2. The Board recognizes the complexity of effective, inclusive, and equitable engagement practices, and the need for guidelines and structures for stakeholders and staff. Clear expectations, guidelines, and resources, are needed so that engagement efforts do not exclude stakeholders who may be most adversely

affected by certain decisions or whose viewpoints have been traditionally marginalized

3. Research-based models of public participation and engagement shall inform the processes below and promote clearly stated objectives for the public's role, appropriate commitment of resources and time to design meaningful and inclusive engagement and public participation activities, and ongoing efforts to create culturally responsive environments where diverse views may be heard and considered in an atmosphere of mutual respect.
4. Certain operational processes may require additional engagement protocols, and this policy is not intended to supercede those processes, including, but not limited to, Policy FAA, *Educational Facilities Planning*, and Regulation FAA-RA, *Educational Facilities Planning*.

C. DEFINITIONS

1. A community engagement *goal* is the purpose for which community members are brought together. For the purposes of this policy, the goals shall be clearly communicated as follows:
 - a) *Inform* means to provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions; or
 - b) *Consult* means to obtain public feedback on analyses, alternatives, and/or decisions; or
 - c) *Involve* means to work directly with the public throughout a process to ensure that public concerns and aspirations are consistently understood and considered; or
 - d) *Collaborate* means to partner with the public for advice and innovation in formulating recommended solutions and incorporate their recommendations into the decisions to the maximum extent possible.
2. *Community members* refers to the constituents with a vested interest in a high-quality public school system for the education of all Montgomery County students. These will include, as appropriate, MCPS students, parents/guardians, and staff as well as those who advocate on behalf of students, parents/guardians, and staff, including, but are not limited to, Montgomery County residents; community-based organizations; or groups who advocate on behalf of students on the basis of race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status,

sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations; business, civic, and nongovernment organizations; local pre-kindergarten and postsecondary educational institutions; and local, state, and federal agencies.

3. *Engagement* means to provide experiences that strengthen trusting relationships between students, families, staff, schools, and the Board, and between the Board and the broader community.

D. POSITION

The Board seeks engagement of community members representative of the breadth of experiences, interests, and values of stakeholders who seek a high-quality education for all MCPS students.

1. In alignment with Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, the Board affirms the importance of applying an equity lens and culturally responsive and antiracist approaches that address the impact on all students of any program, practice, decision, or action, with a strategic focus on marginalized student groups.
2. The Board may seek community engagement to inform its decision-making processes and provide opportunities to hear and consider community concerns, comments, and recommendations regarding the development of Board policies, as set forth in Board Policy BFA, *Policysetting*, and other decisions, using the best interest of students as a guiding principle. Although the Board will consider carefully community input gathered through community engagement strategies, the final responsibility for Board-designated decisions rests with the Board.
 - a) This policy aligns with Board Policy ABC, *Parent and Family Involvement*, Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, and Board Policy KBA, *Policy on Public Information*, which promotes accessibility of public information to the broadest community possible and provides interpretation and translation services.
 - b) As a substantial portion of Board decisions affect students directly, public engagement activities set forth in this policy shall intentionally include students who reflect the diversity of the student body as much as possible.
3. The Board encourages community-initiated engagement to inform its decision-making processes and welcomes multiple and varied opportunities for the

community to raise its aspirations, concerns, and analyses of issues facing MCPS.

4. The Board, central office, and school-based staff will show evidence of using culturally responsive engagement planning and implementation guides and resources in the initial planning, implementation, and evaluation of all community engagement. Engagement goals (e.g., to inform, involve, consult, or collaborate) shall be clearly stated and appropriate to the task, and engagement practitioners shall be mindful of the guiding questions below when designing engagement activities:
 - a) Participants (Who will be most impacted by this decision? Who needs to be involved to make the most effective decision?)
 - b) Students (How will students who reflect the diversity of MCPS be included in ways that they feel heard?)
 - c) Outreach (What are the best strategies to engage the participants)
 - d) Process (How will the engagement process be organized and facilitated to ensure that the participants can participate effectively?)
 - e) Evaluation (How do we know that our efforts were effective?)
5. The Board, central office, and school-based staff will implement and evaluate all community engagement with guiding questions such as the following:
 - a) Whom does this practice or decision serve or neglect?
 - b) Whose voices are dominating or lacking from the conversation?
 - c) What adverse impacts or unintended consequences could result from this decision?
 - d) What steps are in place for ongoing data collection and reflection of the outcomes?
 - e) Are diverse identities and perspectives represented and informing the implementation of the practice/decision?
6. Participation techniques may include any method(s) appropriate to the participation goals, such as, but not limited to the following:
 - a) Community-initiated methods of engagement, including public testimony

- at Board meetings, correspondence with Board members, or invitations to Board members or MCPS administrators to attend meetings of community organizations.
- b) Broad public outreach through surveys, public comment data capture, community events, door-to-door contact, or other methods of receiving and analyzing public input on a large scale.
 - c) Dialogue in facilitated small-group discussions, in person, or in virtual space, where members of the public may introduce topics of interest, raise questions, or discuss content or questions prepared by presenters, including—
 - (1) public meetings where participants are provided the opportunity to engage in facilitated small-group discussions;
 - (2) study circles, which provide training to both leaders and participants to engage in challenging topics and seek common ground;
 - (3) focus groups of participants, typically selected on the basis of some common interest or experience; or
 - (4) task forces or charettes, typically composed of participants selected on the basis of their technical expertise to analyze technical issues.
 - d) Presentations or large-group meetings where participants receive information in a public forum, provide testimony or ask questions, or may be provided opportunities for facilitated small-group discussions.
6. The Board is committed to providing appropriate time, financial support, professional learning, and MCPS staff to design, facilitate, and conduct community engagement activities.
7. Prior to its action on decisions about which the Board has requested community engagement, the following information shall be included in materials provided for the Board’s deliberation:
- a) A summary of community engagement activities conducted, which should include a description of the participants, the participation goals, the participation results, and the techniques used to reach community members;
 - b) A summary of how students were engaged or an explanation as to why students were not engaged; and

- c) A summary of focus areas and/or preferences identified, even if consensus recommendations are not obtained.
8. Regarding Board decisions about issues specific to local school communities, the Board will make every effort to ascertain and respect the preferences of students, families, and staff of that school.
- a) The Board affirms the primacy of engagement through local schools communicating directly with their own communities.
 - b) The superintendent of schools/designee is responsible for providing support and technical assistance as needed to local administrators to design and implement robust participation goals and activities consistent with this policy.

E. DESIRED OUTCOME

There will be an actively engaged community that is reflective of all residents. Students will benefit from the diverse community's contribution of skills, knowledge, ideas, experiences, and time to support the equitable education success and well-being of all students, in partnership with MCPS. Community stakeholders will be well-informed and will understand the issues, opportunities, alternatives, and potential solutions that shape Board decisions; and community stakeholders will have multiple and varied opportunities for their aspirations, concerns, and analyses to be heard.

F. IMPLEMENTATION STRATEGIES

1. The superintendent of schools will–
 - a) create and maintain a cross-office committee responsible for supporting culturally responsive community engagement, and developing and updating implementation guides and/or resources, and
 - b) provide training and support for staff at all levels on how to implement inclusive, culturally responsive, and antiracist strategies for community engagement.
2. The Board will seek community input, involvement, consultation, or collaboration, as appropriate, on Board decisions related to policies, including curriculum, facilities, and funding issues, from a broad spectrum of our culturally and linguistically diverse community.

3. Further, the Board will seek appropriate strategies to inform engagement participants of how community input was considered and/or used in decisions resulting from their engagement.

G. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board policy review process.

Policy History:

Adopted by Resolution No. 287-74, May 28, 1974; amended by Resolution No. 268-76, May 11, 1976; amended by Resolution No. 346-06, July 18, 2006; amended by Resolution No. 327-13, June 13, 2013; amended by Resolution No. 47-23, February 7, 2023.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: JEE-RA, KLA, KLA-RA
Responsible Office: Chief Operating Officer

Student Transfers

A. PURPOSE

To explain the limited circumstances under which students may be granted a transfer, referred to as a Change of School Assignment (COSA), to attend a school other than their home school or the school assigned in accordance with their Individualized Education Program (IEP)

B. ISSUE

Students are expected to attend the school within the established area in which they reside (home school) or assigned in accordance with their IEP. Students may submit applications for COSAs from the home school or the school assigned through the IEP process in cases of documented unique hardship, a recent family move within Montgomery County, and in certain circumstances to permit a sibling to attend the same school as another sibling.

C. POSITION

1. A student may apply for a COSA based on any of the following criteria:

a) Unique Hardship

Students may apply for a COSA when extenuating circumstances related to their specific physical, mental, or emotional well-being or their family's individual or personal situation that could be mitigated by a change of school environment. However, problems that are common to large numbers of families do not constitute a unique hardship, absent other compelling factors. Documentation that can be independently verified must accompany all hardship requests, or the request will be denied. Examples of such unique hardships include, but are not limited to, the following:

(1) Child care

Parents/guardians must demonstrate extenuating circumstances, in obtaining age-appropriate supervision of school students before and/or after school because –

- (a) their work hours extend significantly beyond the typical hours for available child care programs and activities located within the home school or otherwise easily accessible child care programs; and /or
 - (b) significant financial constraints limit the family’s ability to otherwise access child care, or other student specified needs. The extenuating circumstances must be extremely significant for students beyond the elementary level.
- (2) When there are extenuating circumstances involving the physical, mental, or emotional well-being of the student.
- (a) Parents/guardians seeking COSAs for this reason should provide documentation of –
 - (i) ongoing treatment by a health care provider of issues related to the student’s physical, mental, or emotional well-being that are directly related to or significantly impacted by the school environment; and/or
 - (ii) a significant health issue with unique care requirements (e.g., frequent medical appointments far from the student’s home school and/or the parent/guardian’s work location).

In the absence of such documentation, evidence of such extenuating circumstances may be obtained through consultation with school staff.

b) Family Moves

Students whose families have moved within Montgomery County, during the school year, who wish their student to continue attending their former home school may request a COSA without demonstrating a unique hardship. Such requests should be submitted immediately after the family moves, and such requests will be granted for the remainder of the current

school year only, with the exception that students in Grades 11 or 12 may be granted a COSA to stay through high school graduation.

c) Siblings

- (1) When a sibling seeks to attend the school where a sibling will be enrolled in the regular/general school program, or a special education program, during the year the sibling seeks to enroll
- (2) For elementary school students only, when a sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for siblings on a case-by-case basis
- (3) Such approvals require consideration of available classroom space, grade-level enrollment staffing allocations, or other factors that impact the schools involved.
- (4) Section (1), (2) and (3) above do not apply if a boundary change has occurred.
- (5) For the purpose of this policy, siblings include step-brothers and sisters, and half-brothers and sisters.

d) MCPS Staff

- (1) Consistent with MCPS strategic priorities to encourage and support school-based staff who work in Title I Schools, Innovative School Year Calendar Schools, or Focus Schools, staff based in any one of those schools may request a transfer for their own child to attend the school which they work under the following conditions:
 - (a) The staff member is assigned to work in one of the above referenced schools for the upcoming school year in a budgeted full-time equivalent (FTE) position that is eligible for leave, retirement, and health benefits coverage; and
 - (b) The staff member is a Montgomery County resident, and the student is otherwise eligible to enroll in MCPS; and

- (c) The request is accompanied by a plan for childcare or other supervision during all times during the staff member's duty day.
 - (2) If the student's enrollment in the school in which the staff member works becomes an impediment to the staff member's ability to perform their duties satisfactorily, the student transfer may be rescinded.
 - (3) The superintendent of schools may establish a process and timeline for consideration of such requests, as well as limit eligibility based on staff performance or conduct concerns.
 - (4) MCPS staff who do not work in one of the schools identified in this section may otherwise apply for COSAs for their children in accordance with requirements of this policy and related regulations.
2. COSAs are subject to the following procedures:
- a) COSA applications are to be submitted between the first school day in February and the first school day in April of the school year preceding the year of the desired transfer. Every effort will be made to notify parents/guardians and students of the decision regarding their COSA request by May 31. COSA requests submitted after the first school day in April will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to the first school day in April. Documentation supporting this situation must be supplied.
 - b) High school students who receive an approved COSA out of their current feeder pattern must attend the new school for one calendar year to be eligible to participate in athletics. A waiver from this restriction may be requested.
 - c) Parents/guardians accepting a COSA assume responsibility for transportation, and recognize that student parking is regulated on a school-by-school basis.
 - d) Reassignment from one consortium school to another after lottery assignments are finalized for that year are handled through the Division of Consortia Choice and Application Program Services, based on a unique hardship.

- e) The COSA application will be approved or denied after considering –
 - (1) the reasons for the request;
 - (2) for students receiving special education services, whether the IEP can be implemented at the requested school;
 - (3) applicable staffing and services available at the requested school;
 - (4) school capacity, including grade level and cluster capacity, and other issues that implicate the ability of the school to admit new students; and
 - (5) if the requested school has a utilization rate of less than 80 percent, the request may receive special consideration after factoring in any issues of capacity at the grade or cluster level.
- 3. Students attending an elementary school on a COSA must reapply for a COSA to attend a middle school other than their home middle school. Starting with students who enter 6th grade during school year 2021-2022, a student attending a middle school on a COSA seeking to attend the high school in that middle school’s feeder pattern will have to reapply for a COSA. Starting with students who enter 3rd grade in 2021-2022, students in a middle school immersion program must apply for a COSA in order to attend a high school other than their home school, including the high school in that middle school’s feeder pattern.
- 4. Students who have been admitted to countywide programs, regional programs, or programs specifically identified by the superintendent of schools in a publication that will be issued annually and distributed broadly to promote equitable access to these programs are not required to obtain a COSA to attend a school other than their home school. MCPS reserves the right to require students to return to their home school if they cease participation in the program.
- 5. MCPS shall implement a process, separate from the COSA process described in this policy, for the purpose of considering certain academic transfer requests for high school students as described below.
 - a) Students may request academic transfers to participate in either –
 - (1) a multi-year sequence of related courses, as defined in the district or school course catalog, that is not available at the student’s home school, or

- (2) a multi-year single course sequence, as defined in the district or school course catalog, that is not available at the student's home school.
 - b) Such a process will include deadlines for submission of academic transfer requests that align with MCPS timelines for course registration and staffing needs.
 - c) Such transfers will be permitted only if space is available after local students enroll.
 - d) Consistent with the district's strategic priorities, MCPS may also consider adjustments to academic programming at the student's home school in lieu of granting the academic transfer request.
 - e) MCPS reserves the right to require students to return to their home school if they withdraw from the course-sequence for which the academic transfer request was granted.
6. Any child who has an older sibling who is currently enrolled in a language immersion program, and will continue to be enrolled in that language immersion program the year the younger sibling seeks to enroll, may participate in a lottery established by the superintendent of schools for admission into the language immersion program. Such lottery shall include a weighting process that takes into consideration factors to include: (a) students who have an older sibling who is currently enrolled in a language immersion program and will continue to be enrolled in that language immersion program in the year the younger sibling seeks to enroll; (b) socio-economic status and poverty; and, (c) other factors as identified by the superintendent of schools, such as, in specific circumstances, a catchment area. Any child who has an older sibling who was enrolled in a language immersion program during the 2017-2018 school year and has an older sibling who will continue to be enrolled in the language immersion program the year the younger sibling seeks to enroll, may enroll in the language immersion program without the necessity of participating in the lottery conducted for admission into that program.

D. DESIRED OUTCOMES

1. To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations and staffing allocations of the individual schools
2. To provide a process for students to receive a COSA when circumstances arise regarding a documented unique hardship, a recent family move within Montgomery

County, or certain circumstances to permit a sibling to attend the same school as another sibling

3. To provide clarity that the COSA process is distinct from the admissions processes for countywide programs, academic transfer requests, and administrative placements initiated by MCPS staff, the criteria for which are established by the superintendent of schools through administrative regulation

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

F. REVIEW AND REPORTING

This policy will be reviewed on an annual basis in accordance with the Board of Education policy review process.

Policy History: Resolution No. 288-72, April 11, 1972, amended by Resolution No. 825-72, December 12, 1972, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. 517-86, September 22, 1986; reviewed February, 1995; amended by Resolution No. 92-02, March 12, 2002; non-substantive modification, November 16, 2006; amended by Resolution No. 124-17, March 17, 2017; amended by Resolution No. 457-20 and Resolution No. 458-20 on October 6, 2020.

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACA, IOI-RA, JEE, JGA, JGA-RA, JGA-RB, JGA-RC, FAA

Responsible Offices: Chief Operating Officer; Chief Academic Officer

Student Transfers and Administrative Placements

I. PURPOSE

To establish procedures concerning within-county Changes of School Assignment (student transfers) and administrative placements

II. BACKGROUND

Students are expected to attend the school for the established attendance area in which they reside or the school that they are assigned in accordance with an Individualized Education Program (IEP). As set forth in Montgomery County Board of Education Policy JEE, *Student Transfers*, a Change of School Assignment (COSA) request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (student who has reached 18 (the age of majority) or is emancipated prior to the age of 18), or Montgomery County Public Schools (MCPS) staff.

III. DEFINITIONS

A. The *assigned school* is a school other than the student's home school. The assigned school is the school assigned in accordance with the student's Individualized Education Program (IEP); participation in a countywide, regional, or other program established by the superintendent of schools; or administrative placement. When a student is granted a COSA, the requested school becomes the assigned school.

B. The *home school* is the school within the established attendance area in which the student resides.

IV. TIMELINES AND APPLICATION PROCEDURES FOR REQUESTING A CHANGE OF SCHOOL ASSIGNMENT (COSA)

A. Application Procedures

1. To request a transfer to a school other than a student's home school, parents/guardians/eligible students may locate the annual COSA booklet, which contains student transfer procedures, deadlines, and the transfer request form, on the MCPS website or from their home school.
2. MCPS Form 335-45, *Request for COSA*, is available at every MCPS school and on the MCPS website, in multiple languages.

B. Timelines

1. Timelines for COSA requests are established and updated each year in the COSA booklet, in compliance with Board Policy JEE, *Student Transfers*, and shared with schools and the community in late January every year.
2. Students must enroll in and attend their home school while a COSA request is being processed.
3. The completed MCPS Form 335-45 must be submitted to the principal/designee of the student's home school by the deadline stated in the COSA booklet.
 - a) The principal/designee of the student's home school will sign the form to signify verification of residency and acknowledge the request. Such a signature does not constitute agreement or disagreement with the request.
 - b) The student's home school will forward the completed form to the Division of Pupil Personnel and Attendance Services (DPPAS) for processing.
 - c) The DPPAS will complete a review prior to a decision being made.
4. Students receiving special education services available in all schools (for example, Speech and Language, Home School Model, Hours-based Staffing, or Learning and Academic Disabilities Services) should follow the regular COSA process.
 - a) If the student's Individualized Education Program (IEP) requires special education services that are not offered in all schools, the parent/guardian/eligible student should indicate on the COSA form that the student receives special education services in a specialized

program, in addition to submitting appropriate documentation indicating the reason for the COSA request.

- b) Decisions regarding requests for students receiving special education services that are not available in all schools will be made after July 1.
- 5. The parent/guardian/eligible student will receive written notification of approval or denial of a COSA request from the DPPAS.
- 6. The home and requested schools will be notified that the request has been approved or denied.

V. STUDENT TRANSFERS SUBJECT TO AUTOMATIC APPROVAL

The following student transfers are automatically approved but require submission of MCPS Form 335-45, *Request for a COSA*, for record-keeping purposes:

- A. Paired schools are considered one school for COSA purposes. However, if students attend a paired elementary school on an approved COSA, they must submit a new MCPS Form 335-45, *Request for a COSA* (which will automatically be approved), to attend the upper elementary grade school. Each pairing has unique characteristics that can impact the implementation of transfers.
- B. Students who are assigned to Poolesville Elementary School who wish to attend Monocacy Elementary School must submit MCPS Form 335-45, *Request for a COSA*, which will automatically be approved.
- C. Out-of-area students in Downcounty Consortium middle school special programs are guaranteed enrollment in a Downcounty Consortium high school by participating in the Choice Process lottery.

VI. RETURNING TO THE STUDENT'S HOME SCHOOL

- A. A parent/guardian/eligible student may elect for a student to return to their home school at any time if the student–
 - 1. is attending a school on an approved COSA; or
 - 2. attends a countywide or regional program, or a program specifically identified by the superintendent of schools.

3. Students who are attending a school other than their home school because they are participating in a countywide or regional program will be required to return to their home school if they discontinue participation in such program.
- B. A student's return to their home school is determined by the appropriate MCPS administrator as follows:
1. Returning to a home school from a school assigned through a student's IEP is determined on a case-by-case basis by the Office of Special Education.
 2. Returning to a home school from a school assigned through an administrative placement as set forth in section VII.
 3. A principal may request the DPPAS director to rescind a student's COSA with proper cause. Where safety is not a concern, the DPPAS director will give consideration to whether the principal/designee has notified the parent/guardian/eligible student of any concerns, and available supports and appropriate behavior intervention strategies have been considered and attempted to allow the student to remain and either failed or were determined to be inappropriate for the maintenance of a safe, positive learning environment.
 4. COSA requests after an extended suspension generally are not approved and will be addressed by the DPPAS director, in consultation with the school principals involved.
- C. When a student must reapply for a COSA
1. In certain circumstances, COSAs may be limited to one year only.
 - a) In cases where a family moves during a school year, a COSA may be granted to complete the school year (with certain exceptions set forth in Board Policy JEE, *Student Transfers*, section C.1.b).
 - b) In such cases, students must enroll in their home school for the next school year, unless parents/guardians/eligible students reapply for and receive a COSA to continue in the assigned school the next year.
 2. Unless otherwise set forth above, COSAs are granted for sufficient years to allow the student to complete grades at that school, and students must reapply for a COSA to attend the next school in that feeder pattern. See Board Policy JEE, *Student Transfers*, section C.3.

VII. ADMINISTRATIVE PLACEMENTS

- A. MCPS has the authority and reserves the right to reassign a student to a different school or alternative instructional program for safety reasons.
- B. OSSWB staff members are responsible for monitoring the academic progress, student engagement, and social adjustment of students with administrative placements. Students who are administratively placed have the right to participate in athletics and other extracurricular activities upon placement.
- C. Administrative Placement Requested by the Office of School Support and Well-being (OSSWB)
 - 1. A principal may request the administrative placement of a student for safety reasons through the appropriate OSSWB area superintendent.
 - 2. Consistent with Board Policy JGA, *Behavior Intervention, Safety, and Well-being Plan*, the OSSWB area superintendent is responsible for reviewing the request to consider the student's age, previous conduct impacting school safety, cultural or linguistic factors that may provide context to understand student behavior, circumstances surrounding any relevant incidents, and imminent threat of serious harm.
 - 3. The OSSWB area superintendent submits the request to the DPPAS director, who will, in consultation with the principal, the pupil personnel worker (PPW) assigned to the student's home school, and the appropriate OSSWB area associate superintendent review–
 - a) the student's educational, medical, and behavioral record; and
 - b) the request, to determine if appropriate behavior intervention strategies have been considered, attempted, and either failed or were determined to be inappropriate for the maintenance of a safe, positive learning environment.
 - 4. The DPPAS director–
 - a) approves or denies the OSSWB-initiated administrative placement request; and

- b) if the request is approved, the DPPAS director selects the school to which the student will be placed.
- 5. A conference may be scheduled by the PPW with the principal, the parent/guardian, and the student to review the reason(s) for the administrative placement.
- 6. The parent/guardian or eligible student may appeal the director of DPPAS's decision to administratively place the student. The appeal must be submitted to the Office of the Chief Operating Officer within 15 calendar days, following procedures set forth in section VIII.
- 7. The parent/guardian or eligible student may request a review of the school assignment following procedures set forth in section VII.F.
 - a) If the parent/guardian/eligible student is also seeking an appeal of the decision to administratively place the student, the review of school assignment will wait until the resolution of that appeal.
 - b) See also section VIII.D, 3-4.
- D. Administrative Placement Initiated by the Superintendent of Schools/Designee
 - 1. An administrative placement may be initiated by the superintendent of schools/designee.
 - 2. The parent/guardian or eligible student may appeal the superintendent of schools/designee's decision to administratively place the student. The appeal must be submitted to the Board of Education within 10 calendar days, following procedures set forth in section VIII.
- E. Administrative Placement Involving a Reportable Offense

Maryland law requires that if a student is removed or excluded from the student's regular school program for a reportable offense, the principal or superintendent of schools/designee shall invite the student's attorney, if the student has an attorney, to participate in the conference between the student and the student's parent/guardian and the principal/superintendent of schools' designee, and the manifestation determination review team, if applicable.

- 1. "Reportable offense" shall have the meaning as defined in Maryland law (Annotated Code of Maryland, Education Article, section 7-303(a)(6)) to refer to offenses that occurred off school premises, that did not occur at

events sponsored by the school, and that involved certain crimes of violence. These crimes of violence include, but are not limited to, arson; assault; burglary; criminal organization activity; offenses related to controlled dangerous substances and noncontrolled substances; offenses related to destructive devices and weapons; and using a minor to manufacture, deliver, or distribute a controlled dangerous substance.

2. Additional procedures shall be followed, as set forth in Code of Maryland Regulations (COMAR) 13A.08.01.17.B:

- a) Promptly, upon receipt of information from a law enforcement agency of an arrest of a student for a reportable offense, the superintendent of schools/designee shall provide the principal of the school in which the student is enrolled with the arrest information, including the charges. If the student who has been arrested is an identified student with disabilities who has been enrolled by MCPS in a nonpublic school program, the superintendent of schools/designee shall provide the principal of the nonpublic school with the arrest information, including the charges.
- b) The school principal, with appropriate staff members, shall immediately develop a plan that addresses appropriate educational programming and related services for the student and that maintains a safe and secure school environment for all students and school personnel. The school principal shall request that the student's parent/guardian–
 - (1) participate in the development of the plan; and
 - (2) submit information that is relevant to developing the plan.
- c) If the plan results in a change to the student's educational program, the school principal shall promptly schedule a conference to inform the parent/guardian of the plan. The plan shall be implemented no later than five school days after receipt of the arrest information.
- d) The school principal and appropriate staff shall review the plan and the student's status and make adjustments as appropriate:
 - (1) Immediately on notification from the state's attorney of the disposition of the reportable offense; or

(2) Pending notification from the state's attorney, at a minimum, on a quarterly basis.

e) The parent/guardian shall be informed of any adjustments to the plan.

F. School of Assignment for Administrative Placements

1. The DPPAS director assigns the school to which a student will be administratively placed. The school assignment will take into consideration school capacity, transportation, and opportunities for the student's overall school success, including positive peer relationships and engagement in the school community.

2. A conference may be scheduled by the PPW with the parent/guardian and the student to consider possible schools to which the student may be assigned.

3. When the superintendent of schools/designee determines an administrative placement is necessary following an extended suspension, the DPPAS director will—

a) notify the parents/guardians/eligible student in writing that the student will be administratively placed in a new school at the conclusion of the extended suspension, and

b) inform the parents/guardians/eligible student of the new school assignment, in writing, no fewer than five work days prior to the end of the suspension period.

4. Request for a review of the school assignment

Once notified of the new school assignment, the parent/guardian/eligible student may request a review of the school assignment if they believe the assignment creates an undue hardship for the family or precludes opportunities for the student's overall school success, including positive peer relationships and engagement in the school community.

a) That request should be made in writing to the DPPAS director, who will review the request.

b) If the DPPAS director reviews the request and determines that the new school assignment does not create an undue hardship for the

family or preclude opportunities for overall school success, the parent/guardian/eligible student should follow the process for appealing a change of school assignment (COSA) under section VIII C. of this regulation.

VIII. APPEALS

COSA Denial	COSA Rescission	Administrative Placement by OSSWB	Administrative Placement by Superintendent	School of Assignment (for Administrative Placements)
To super-intendent within 15 calendar days of the denial decision	To super-intendent within 15 calendar days of the rescission decision	To super-intendent within 15 calendar days of the placement decision	See below (appeal directly to the Board)	Request a review of the assigned school by the director of DPPAS. If unsatisfied with DPPAS decision, appeal to the superintendent within 15 calendar days of DPPAS decision.
To Board within 30 calendar days of the super-intendent/ designee's decision	To Board within 30 calendar days of the super-intendent/ designee's decision	To Board within 10 calendar days of the super-intendent/ designee's decision	To Board within 10 calendar days of the super-intendent/ designee's decision	To Board within 30 calendar days of the super-intendent/ designee's decision

A. Appeals to the Superintendent of Schools

1. The chief of the Office of District Operations serves as the superintendent of schools' designee for appeals of COSA decisions and administrative placements (except for administrative placements initiated by the superintendent of schools).
2. Appeals of a COSA denial, COSA rescission, or administrative placement must be made in writing and must be received by the Office of the Chief Operating Officer within 15 calendar days of the date of the decision letter (except when the administrative placement was initiated by the superintendent of schools, see section VIII.E.1).

3. The appeal should state the reason(s) for seeking review of the decision and include any additional information they want to be considered.
4. The superintendent of schools/designee will review all available information before issuing a decision.
5. Although the matter is usually considered on the basis of the documents received and telephone conferences, in-person conferences may be arranged by the chief operating officer's hearing officer.
6. Decisions will be made promptly, given the number, complexity, and timing of appeals being handled at the same time.

B. Appeal of a Denied COSA Request

1. A COSA request that is denied may be appealed to the superintendent of schools/designee.
2. The student must enroll in and attend the home school while the appeal of a COSA denial is in process, except in the case of administrative placements.
3. Appeals of COSA denials received by the superintendent of schools/designee before July 1 will be decided prior to the beginning of school.

C. Appeal of a Rescinded COSA

1. If a student's COSA is rescinded, the rescission may be appealed to the superintendent of schools/designee.
2. The student may remain enrolled in the assigned school (i.e., the school to which the student had received a COSA) during the appeal.
3. If the superintendent of schools/designee upholds the rescission, the student returns to their home school. The student remains in their home school if the parent/guardian/eligible student chooses to appeal to the Board of Education.

D. Appeal of an Administrative Placement

1. The decision to administratively place a student may be appealed to the superintendent of schools/designee, except when the administrative

placement was initiated by the superintendent of schools (see section VIII.E.1).

2. The school to which a student was administratively placed may be appealed to the superintendent of schools/designee, after first requesting a review by the DPPAS director (see section VII.F).
3. The student must remain in the assigned school to which the student was administratively placed during the appeal, except as specified in VIII.C.3.
4. When an administrative placement follows an extended suspension, the student may stay at the school attended during the extended suspension, or they may attend the school to which they were assigned following the suspension.

E. Appeal to the Board of Education

1. An appeal of the decision of the superintendent of schools/designee must be made in writing and received by the Board—
 - a) within 30 calendar days of the date on the superintendent of schools' decision letter regarding a COSA denial or COSA rescission.
 - b) within 10 calendar days of the date on the superintendent of schools' decision letter regarding a decision to administratively place the student.
2. Appellants are strongly encouraged to file any appeal as soon as possible.
3. As set forth in Board Policy BLB, *Rules of Procedure in Appeals and Hearings*, the superintendent of schools/designee will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal.
4. During the Board appeal process, the student should be enrolled in the school stipulated in the decision made by the superintendent of schools/designee.
5. The Board's decision will be rendered in writing, based on procedures set forth in Board Policy BLB, *Rules of Procedure in Appeals and Hearings*.

Regulation History: Formerly Regulation 265-2, February 22, 1980, revised January 23, 1992, revised April 25, 1994; revised

JEE-RA

December 23, 1994; revised December 30, 1997; revised July 20, 1998; revised December 2, 1999; updated office titles June 1, 2000; revised December 6, 2000; revised January 7, 2002; revised January 10, 2003; revised November 29, 2006; non-substantive revision, November 27, 2007; non-substantive revision, November 17, 2008; revised January 04, 2010; revised November 18, 2010; revised .December 12, 2011; revised December 20, 2012; revised November 6, 2013; revised December 13, 2013; revised April 5, 2018; revised January 7, 2019; revised September 28, 2023.

Appendix T

EEA

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: EEA-RA, EBH-RA, JEE, JEE-RA, JFA-RA, KLA

Related Sources: *Annotated Code of Maryland, Education Article, §3-903(c); Code of Maryland Regulations §13A.06.07.09 Instructional Content Requirements; Montgomery County Code, Article II, §44-7 Denominational and parochial school students entitled to transportation; and Montgomery County Code, Article II, §44-8, Cost of transportation of students; levy and appropriation; charge to students.*

Responsible Office: Chief Operating Officer
Department of Transportation

Student Transportation

A. PURPOSE

To establish safe, responsive, and accountable operation of the Montgomery County Public Schools (MCPS) student transportation system, in partnership with parents and students, and to delineate the services provided.

B. ISSUE

MCPS is authorized by the regulations of the State of Maryland to provide safe and efficient transportation to the students residing within Montgomery County. The Montgomery County Board of Education is responsible for establishing the operational expectations and eligibility criteria for its student transportation services. It is the responsibility of the Montgomery County Board of Education to work with other agencies when needed and to consider the safety of students when designing school site plans including pedestrian and vehicular traffic patterns; assessing routes for walking to and from school and school bus stops; and, establishing bus routes and locations of school bus stops.

C. POSITION

1. Eligibility for Transportation

- a) The Board of Education adopted attendance areas for each school are the basis upon which transported areas are defined. Students attending their home school who reside beyond the distances defined below will receive transportation services.

- (1) Transported areas surrounding MCPS schools are as follows:
 - Elementary Schools—beyond 1 mile
 - Middle Schools—beyond 1.5 miles
 - High Schools—beyond 2.0 miles
 - (2) The superintendent of schools is authorized to extend these distances by one-tenth of a mile to establish a reasonable line of demarcation between transported and non-transported areas.
 - (3) Transportation may be provided for distances less than that authorized by Board policy if a condition is considered hazardous to the safety of students walking to or from school, or to establish a reasonable boundary consistent with the safety criteria outlined in C.2.
- b) The Board of Education may establish transportation services for certain consortia schools, magnet, gifted and talented, International Baccalaureate, language immersion, alternative, or other programs based on the purposes of the programs, attendance areas, and available funding.
 - c) Enhanced levels of transportation services will be provided to those students, such as special education students, who meet the eligibility requirements of federal and state laws. Commercial carriers may be used to provide required services.
 - d) Students who attend denominational and parochial schools may be transported as specified under provisions of the Montgomery County Code. This service will be provided only on a space-available basis along established bus routes designed to serve public schools in keeping with the terms and conditions as set forth in this policy.
 - e) Under special circumstances, students may ride established bus routes across attendance boundaries for valid educational reasons.
 - f) Mixed grade/age level student loads are permitted.
 - g) Every effort is made to balance ride times and resources.
 - h) Buses may be used for educationally valuable purposes other than transporting students to and from the regular school day, such as field trips, extracurricular events, interscholastic sports, and outdoor education or

academic programs. Unless otherwise approved by the superintendent or his or her designee, use of MCPS buses is limited to MCPS and other governmental agencies. MCPS will establish criteria and rates for the use of MCPS transportation services for purposes other than transporting students to and from school on the regular school day.

- i) In exigent circumstances, the superintendent may apply to the Board of Education for a waiver to temporarily adjust transported distances. Board action on the waiver request can be taken after allowing at least 21 days for public comment following publication of the waiver request. If the Board deems an emergency exists, this notification provision may be waived without notice if all Board members are present and there is unanimous agreement.

2. Student Safety

- a) MCPS is responsible for routing buses in a manner that maximizes safety and efficiency.
- b) MCPS buses will not cross a main line railroad at grade crossing while in Montgomery County.
- c) MCPS is responsible for designing traffic control patterns for new and renovated schools prior to the completion of construction. MCPS will assess the safety of proposed traffic control patterns taking into consideration safe approaches by pedestrians, bicyclists, and motorists.
- d) MCPS is responsible for conducting safety evaluations of bus stops and recommended walking routes. The following criteria will apply to students walking to schools or school bus stops:
 - (1) Students are expected to walk in residential areas along and across streets, with or without sidewalks.
 - (2) Students are expected to walk along primary roadways with sidewalks or shoulders of sufficient width to allow walking off the main road.
 - (3) Middle and high school students are expected to cross all controlled intersections where traffic signals, lined crosswalks, or other traffic control devices are available.

- (4) Elementary school students may be required to cross primary roadways where an adult crossing guard is present.
 - (5) Elementary and middle school students are not expected to cross mainline railroad tracks unless a pedestrian underpass, overpass or adult crossing guard is present.
 - (6) Students are expected to walk along public or private pathways or other pedestrian routes.
- e) MCPS will follow an effective process for handling and investigating accidents so that injured students and staff are cared for promptly, further injury is prevented, and correct and timely information is disseminated to all necessary parties.
 - f) Student safety, security, and comfort depend on appropriate behavior on MCPS buses identical to that expected of students in school. The Board of Education affirms that, while riding the bus, students are on school property, and disciplinary infractions are handled in accordance with Regulation JFA-RA: *Student Rights and Responsibilities* and other related policies and regulations.

3. Community Partnerships

- a) MCPS will encourage a partnership of students, parents, and school staff to teach and enforce safe transportation practices.
 - (1) MCPS will implement a systemwide outreach and education program to teach safe walking practices en route to and from school, encourage safe bus-riding behavior, and reinforce appropriate student conduct while riding the bus.
 - (2) School staffs will encourage parents to teach their students safe walking practices en route to and from school.
 - (3) Bus operators and attendants are responsible for maintaining safe conditions for students boarding, riding, and exiting the bus. MCPS will provide preservice and in-service instruction to bus operators and attendants, consistent with COMAR 13A.06.07.09.
 - (4) Parents will be responsible for their child's safety along their walking route and at the bus stop. While waiting at bus stops, students should

observe safe practices, respect persons and private property, and stand well off the traveled portion of the road.

- b) Principals and the leadership of PTAs or parent teacher organizations at special programs located at special centers that operate in lieu of nationally affiliated PTAs will be notified in advance of routing changes that involve reductions of service, as described in Regulation EEA-RA.

4. Identification and Resolution of Transportation and Safety Issues

Members of the public are encouraged to address inquiries, concerns, or complaints regarding student transportation as set forth in Policy KLA: *Responding to Inquiries and Complaints from the Public*. Complaints not resolved through the cluster transportation supervisor or other department staff, including the director of transportation may be appealed to the chief operating officer who will render a decision on behalf of the superintendent of schools, advising the appellant of the right to further appeal to the Board of Education consistent with the Education Article, *Annotated Code of Maryland*, Section 3-903(c).

5. Environmental and Economic Considerations

MCPS will balance environmental and economic factors when operating and maintaining its vehicles.

D. DESIRED OUTCOME

MCPS will have an efficient system of student transportation that provides an appropriate means of travel to and from school, is responsive to community input, and, in partnership with parents and students, coordinates effective community participation in the safe movement of students on a daily basis.

E. IMPLEMENTATION STRATEGIES

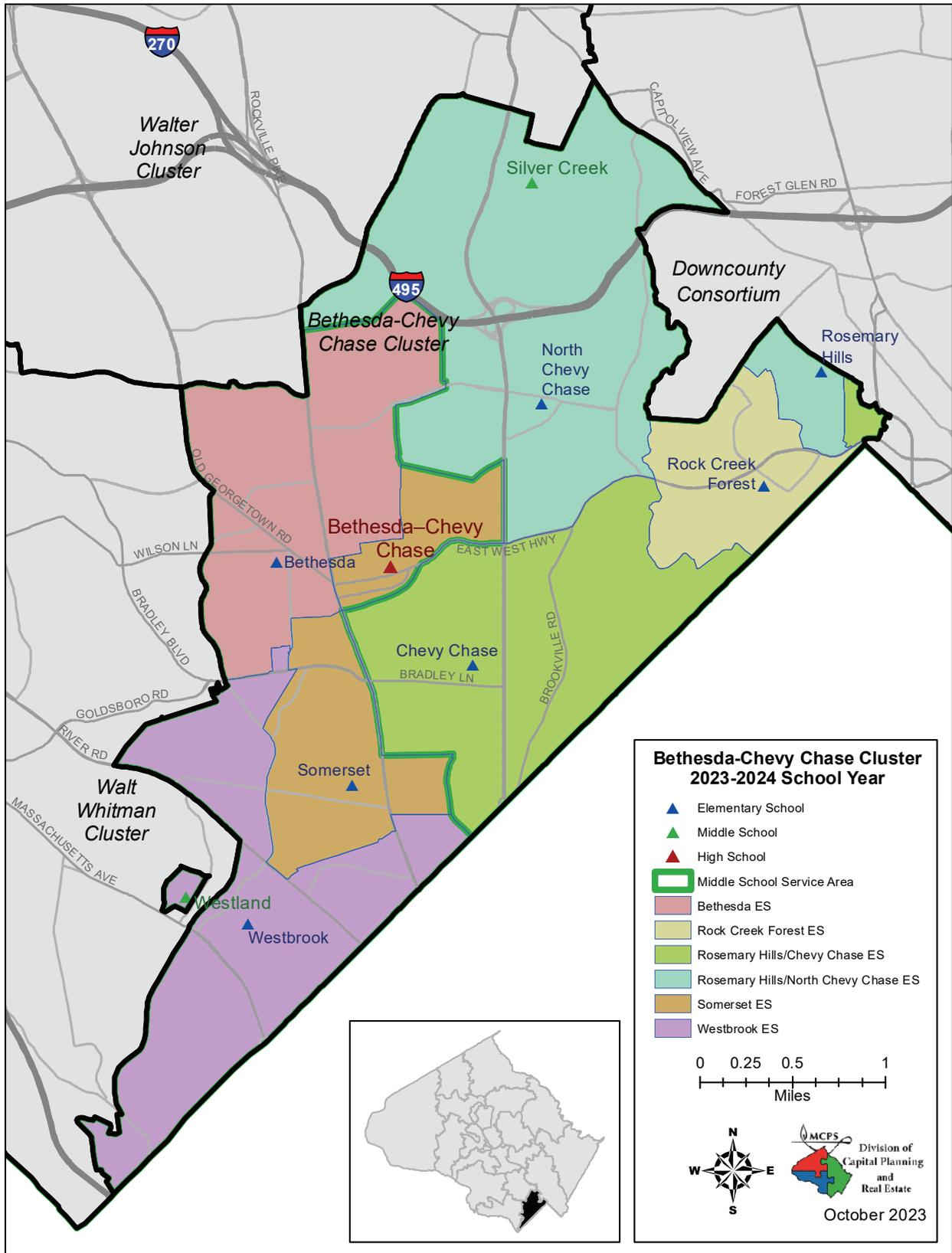
The superintendent will develop regulations to implement this policy as needed.

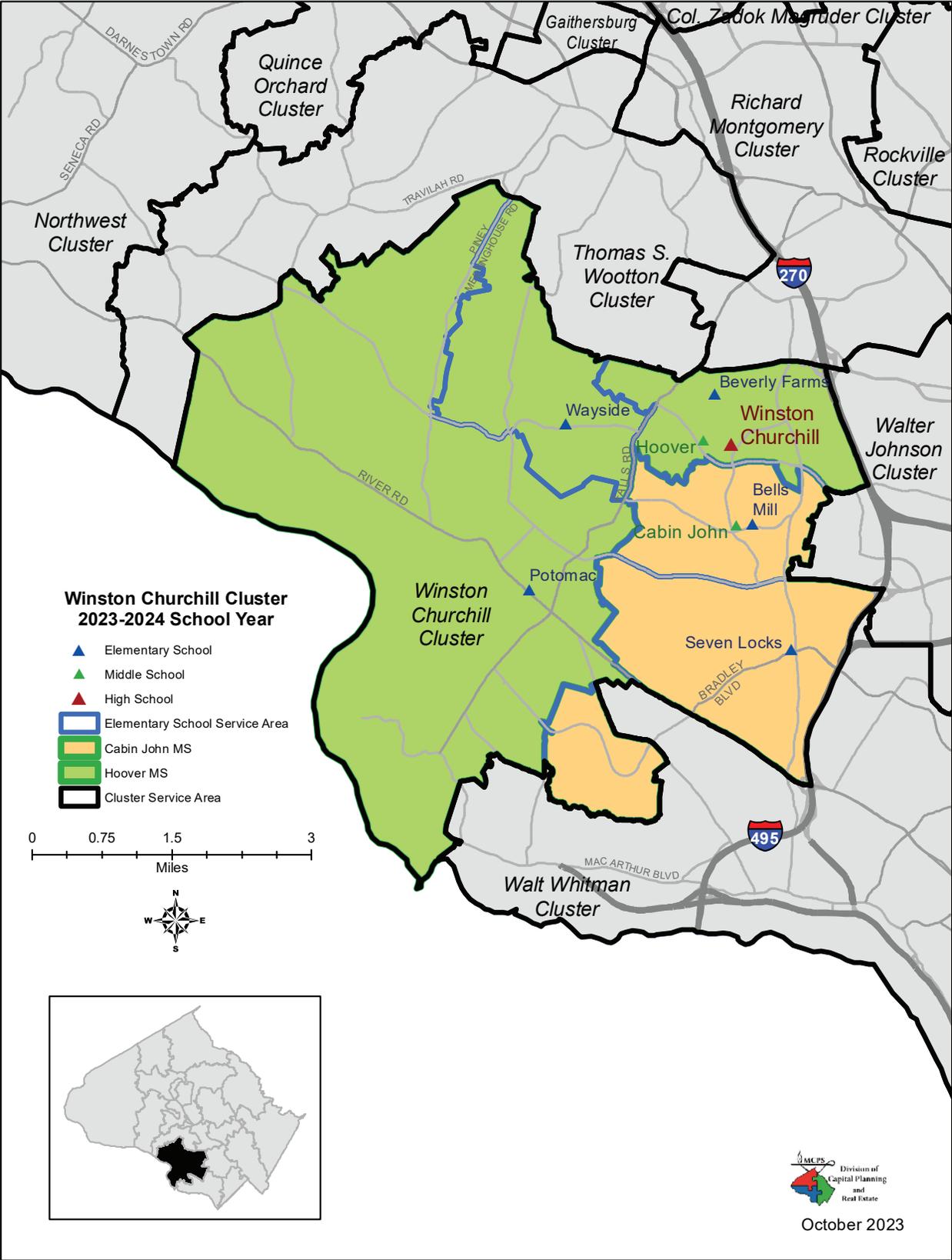
F. REVIEW AND REPORTING

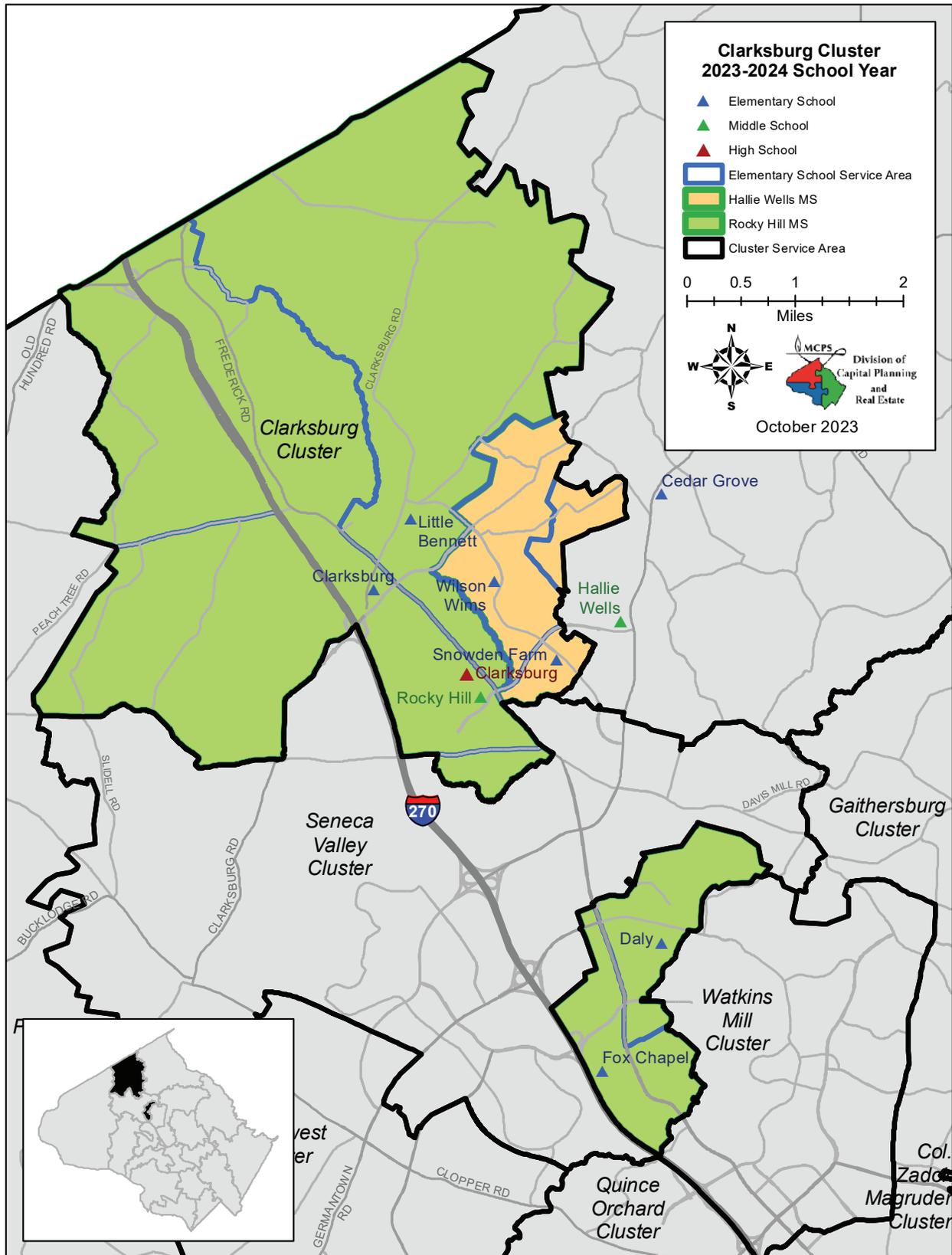
This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

Policy History: Adopted by Resolution No. 89-78, February 13, 1978; amended by Resolution No. 219-78, March 14, 1978, Resolution No. 718-78, October 10, 1978, and Resolution No. 725-79, August 20, 1979; amended by Resolution No. 403-84, July 23, 1984; reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 438-86, August 12, 1986, and accepted by Resolution No. 147-87, February 25, 1987; amended by Resolution No. 284-97, May 13, 1997; amended by Resolution No. 616-01, November 13, 2001; amended by Resolution No. 252-08, June 23, 2008.

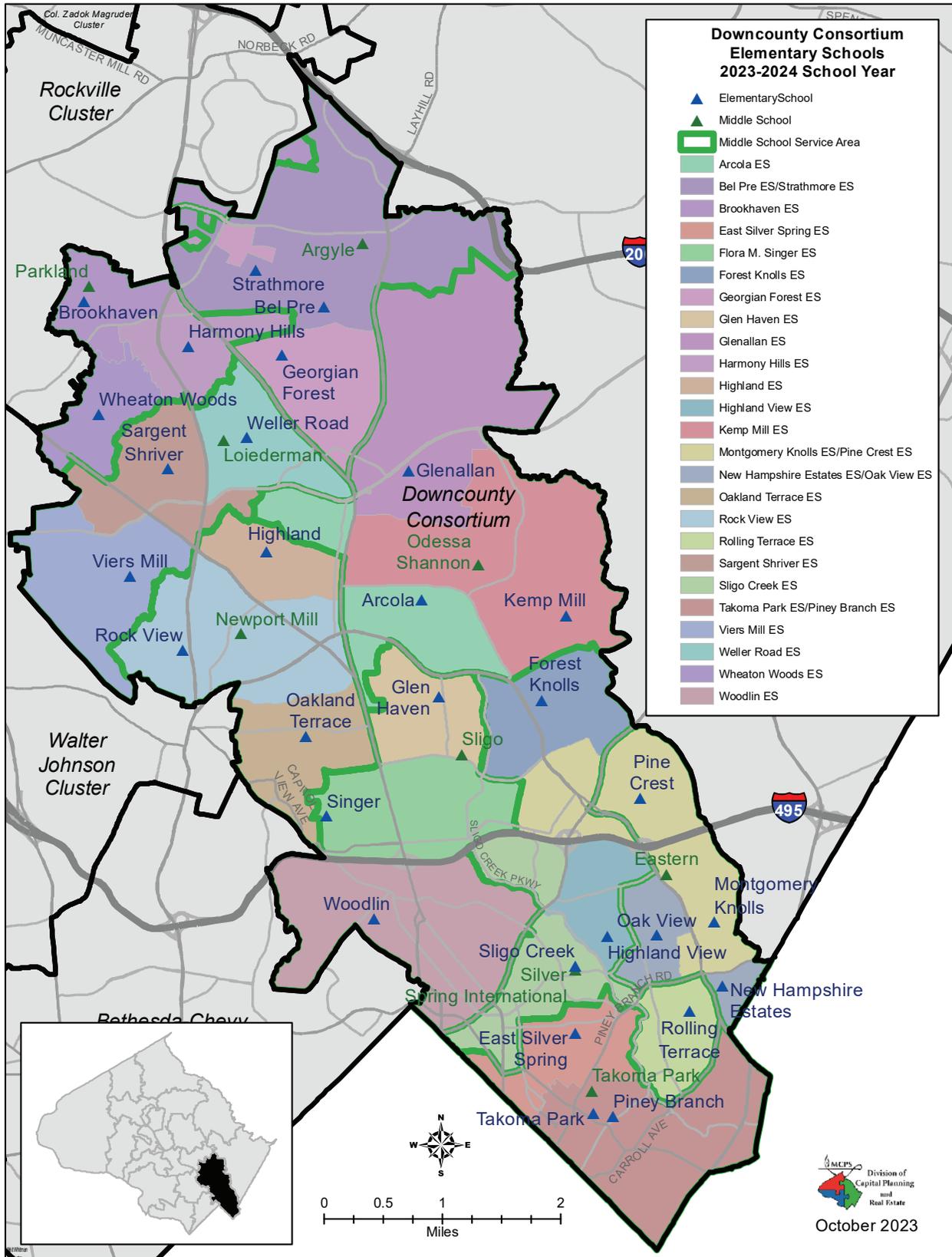
Appendix U

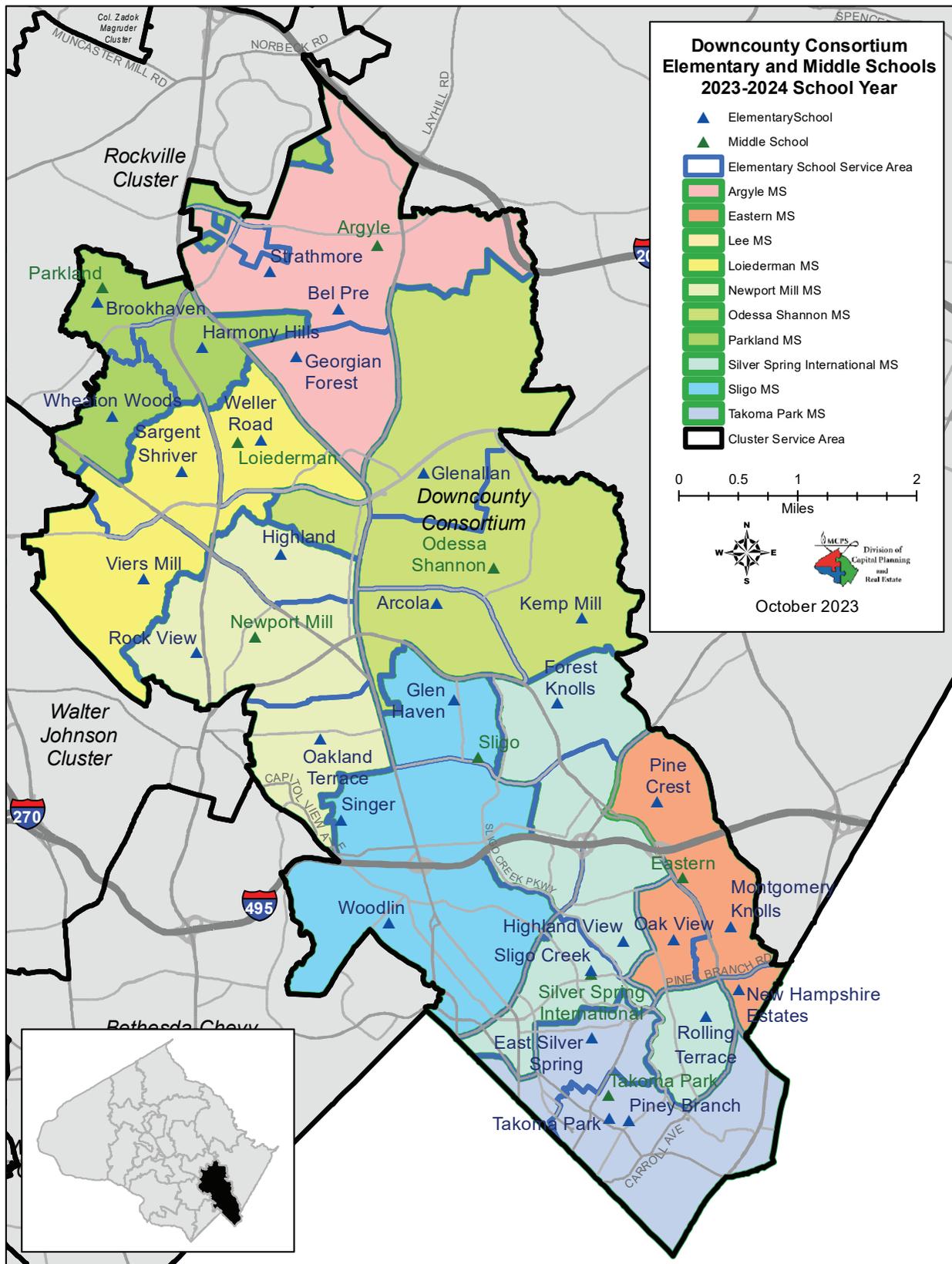


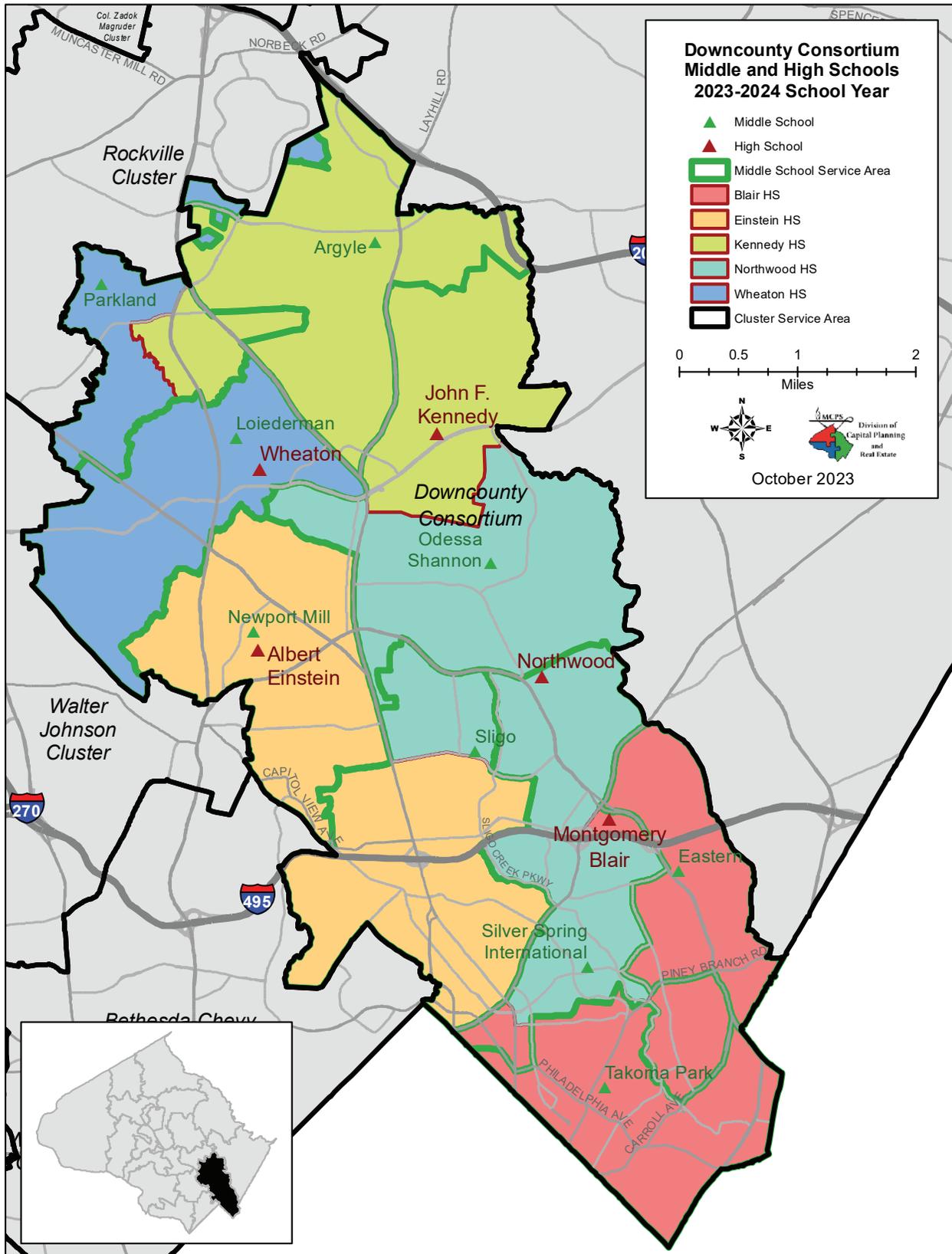


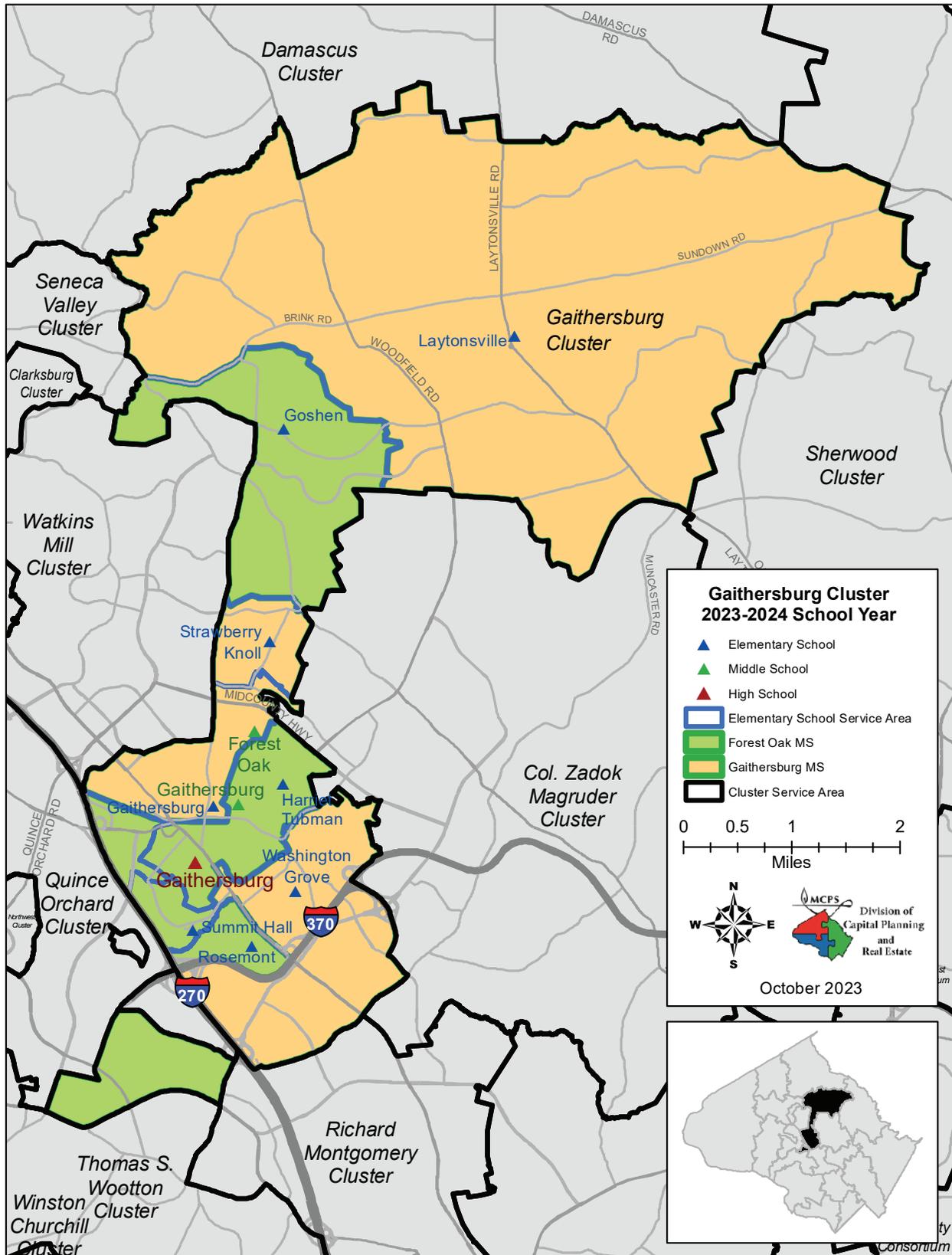


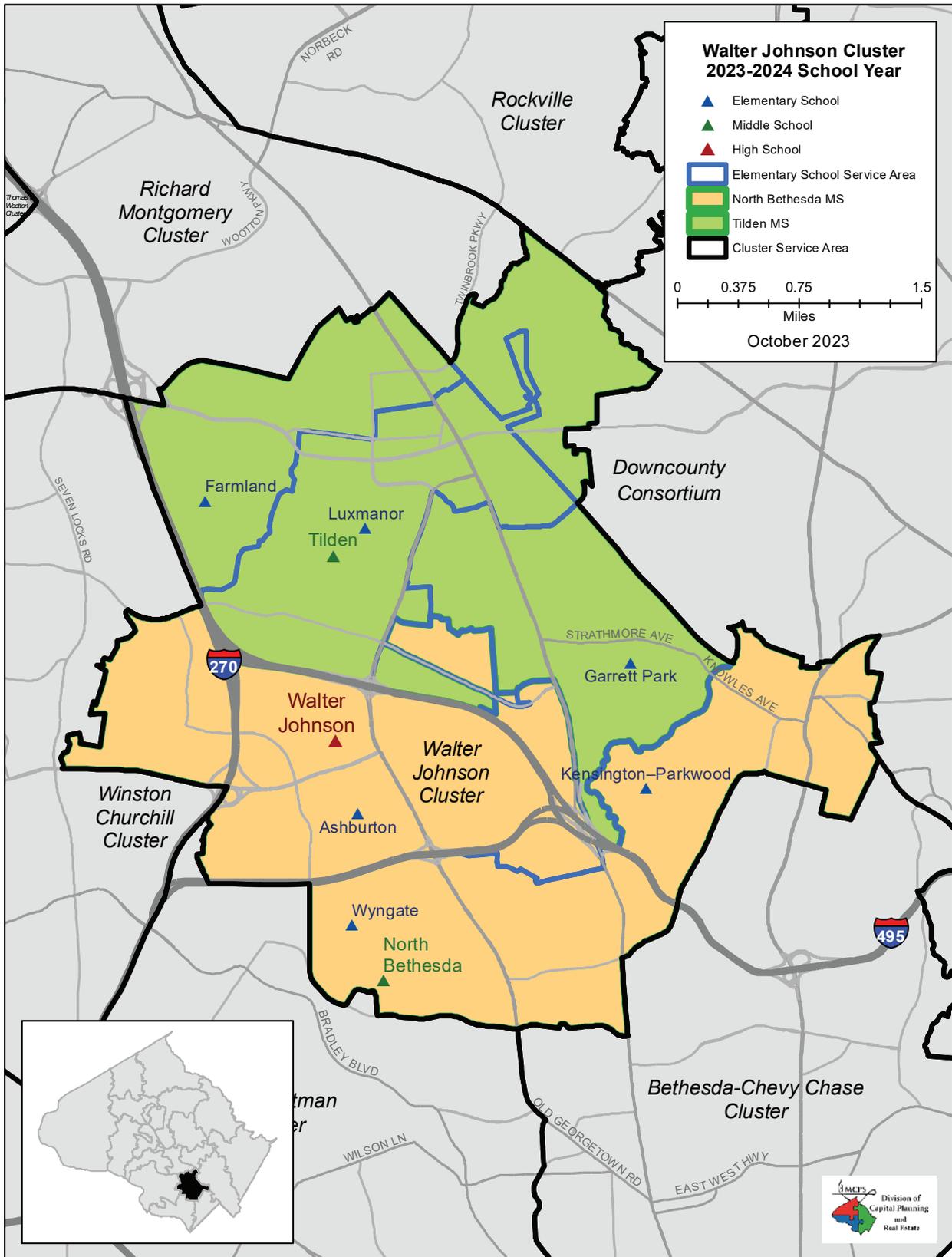


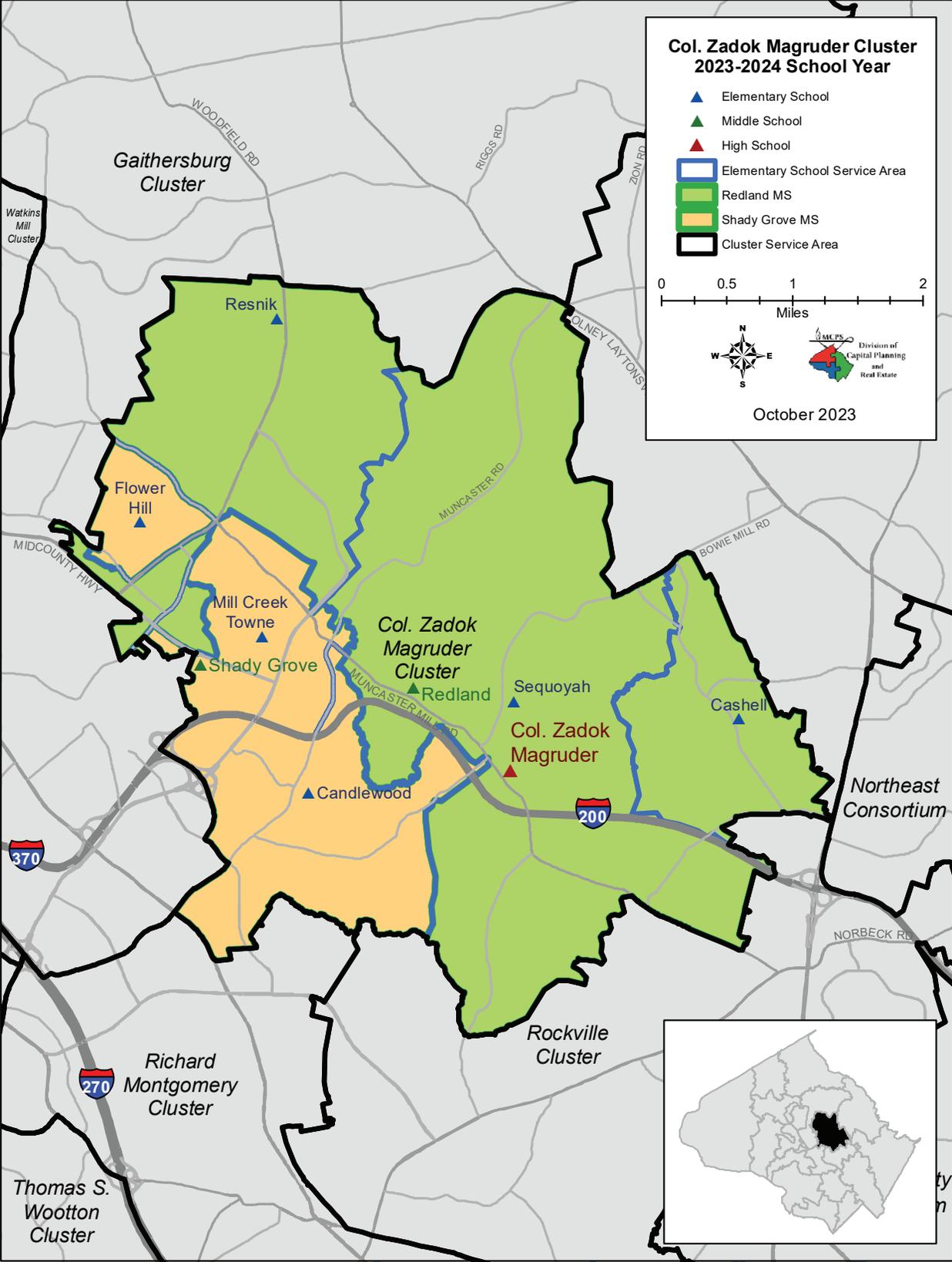


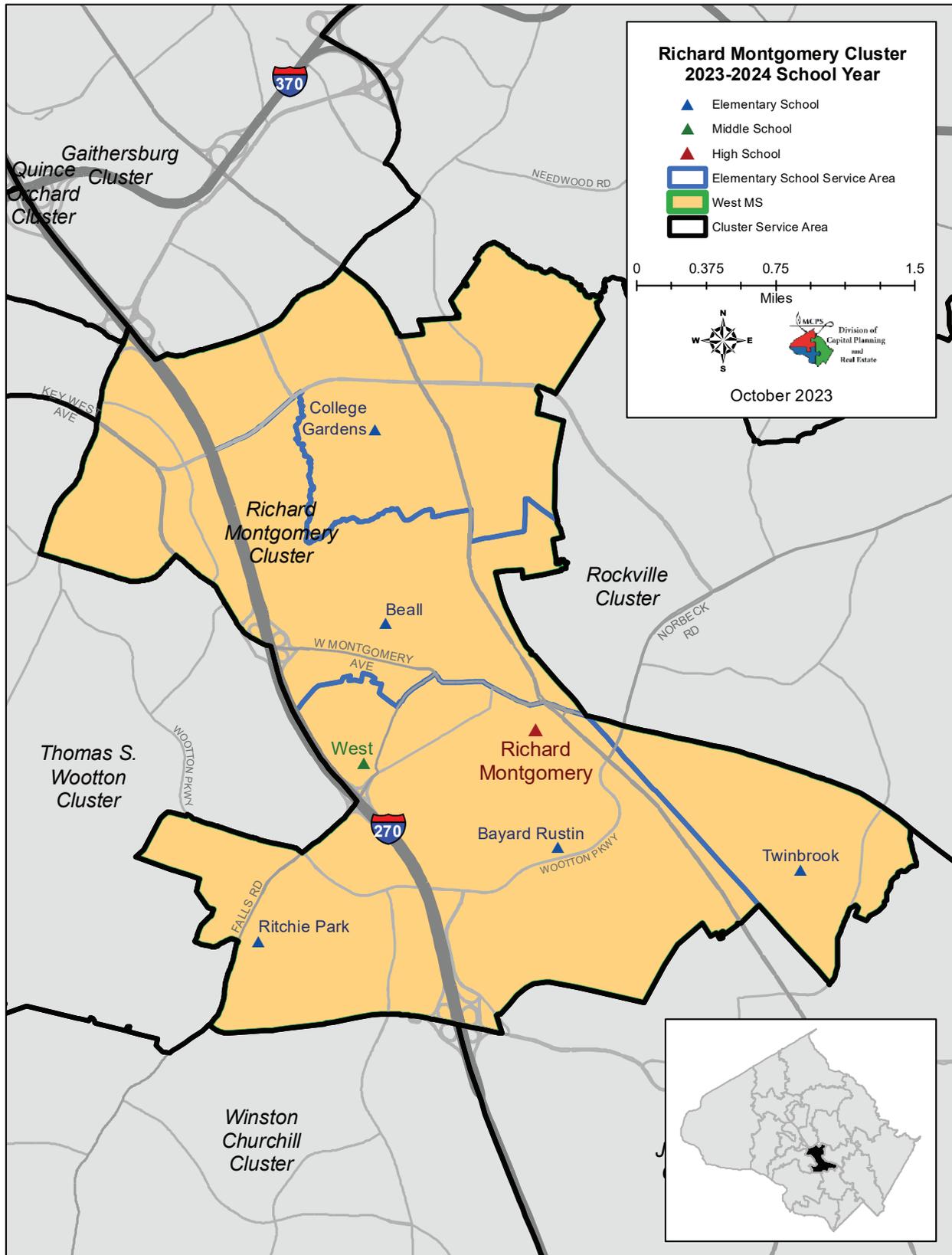


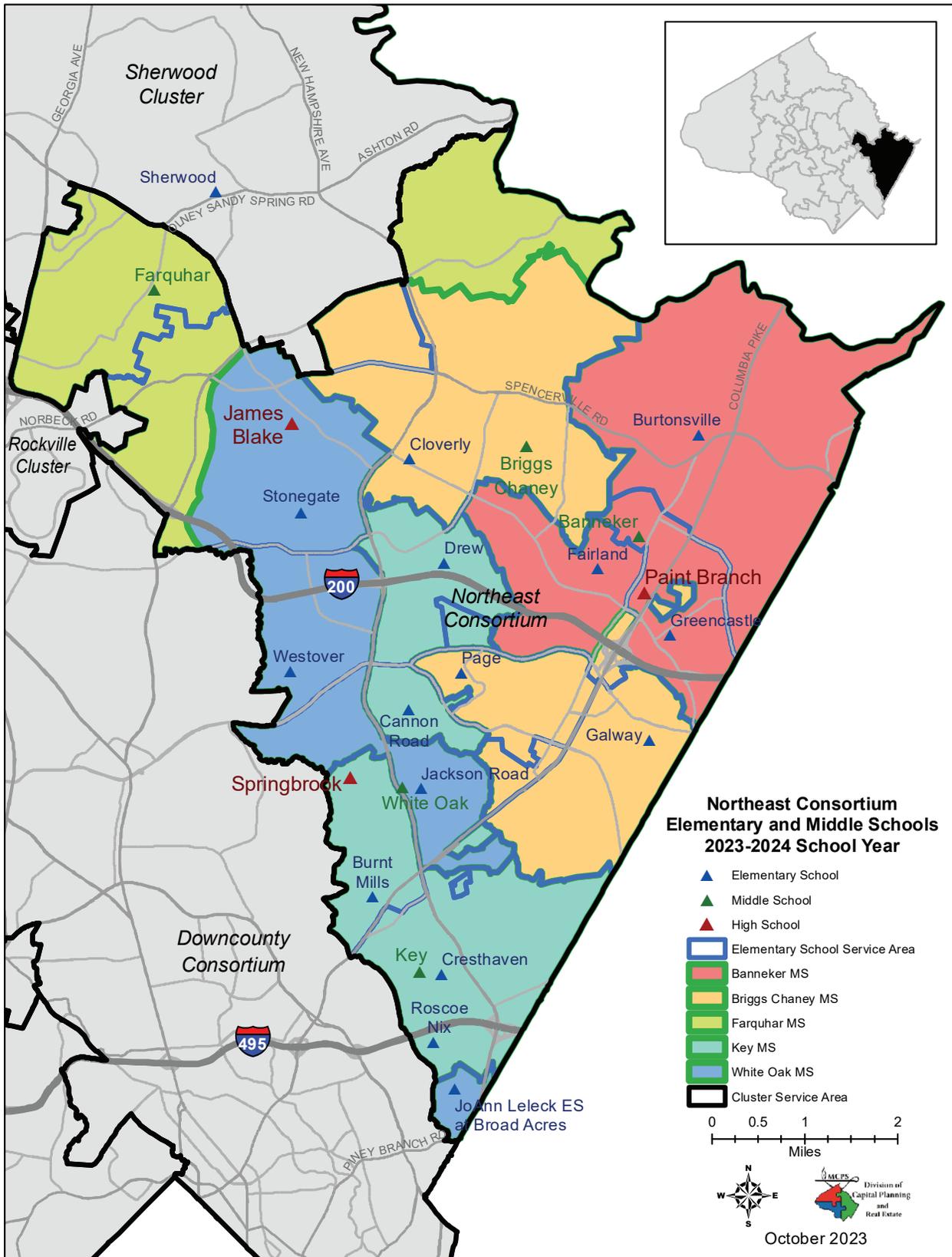


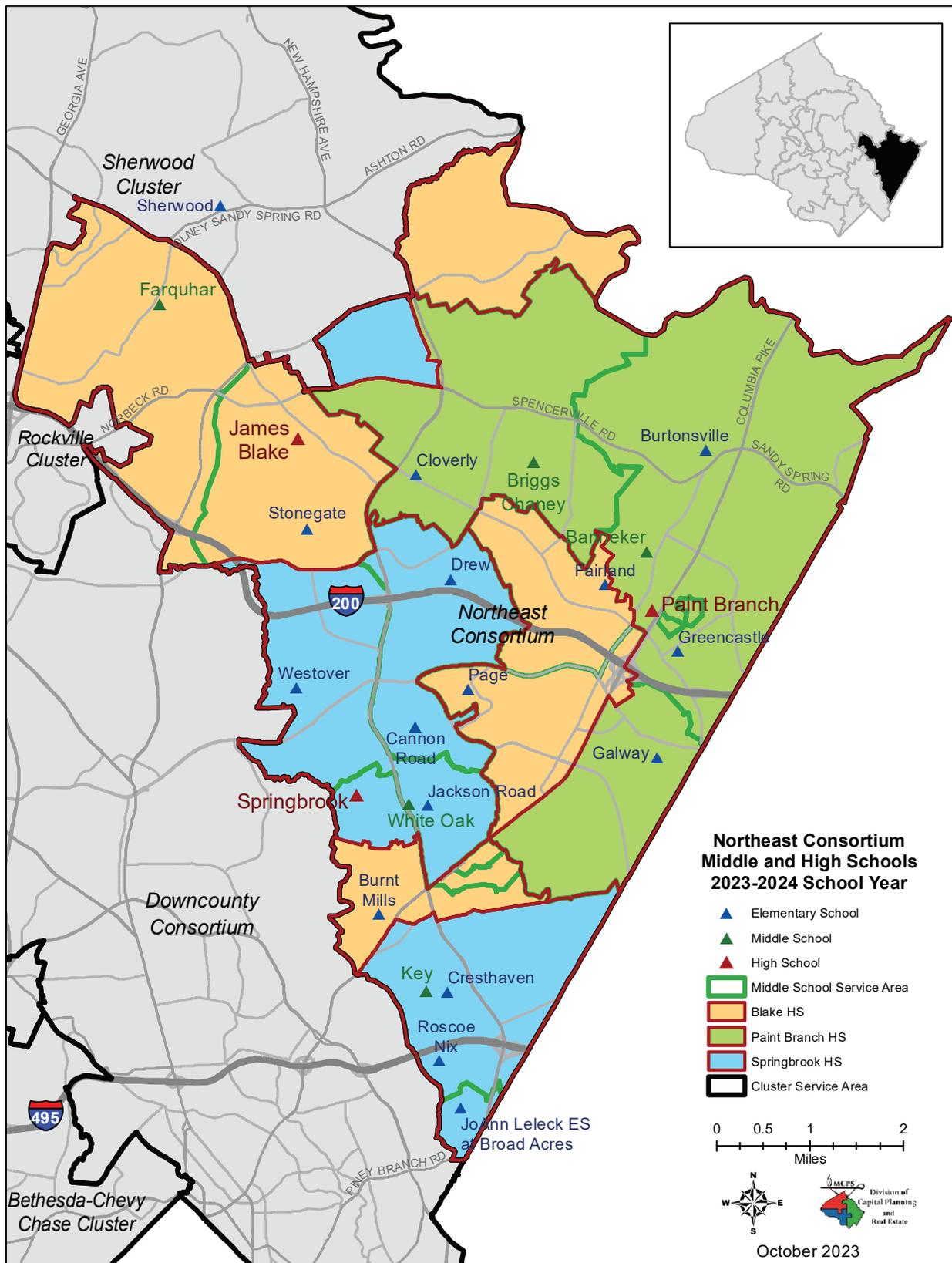


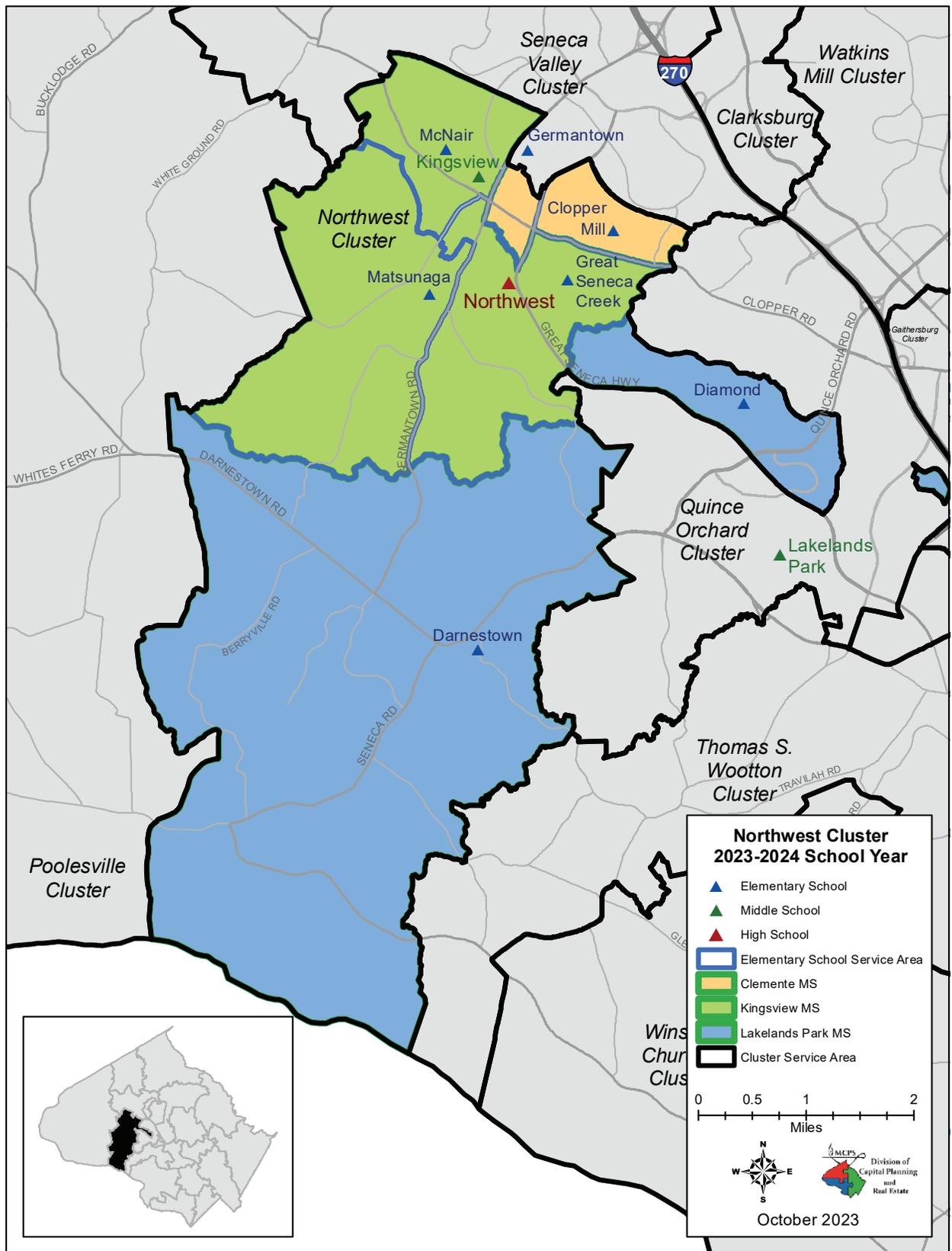


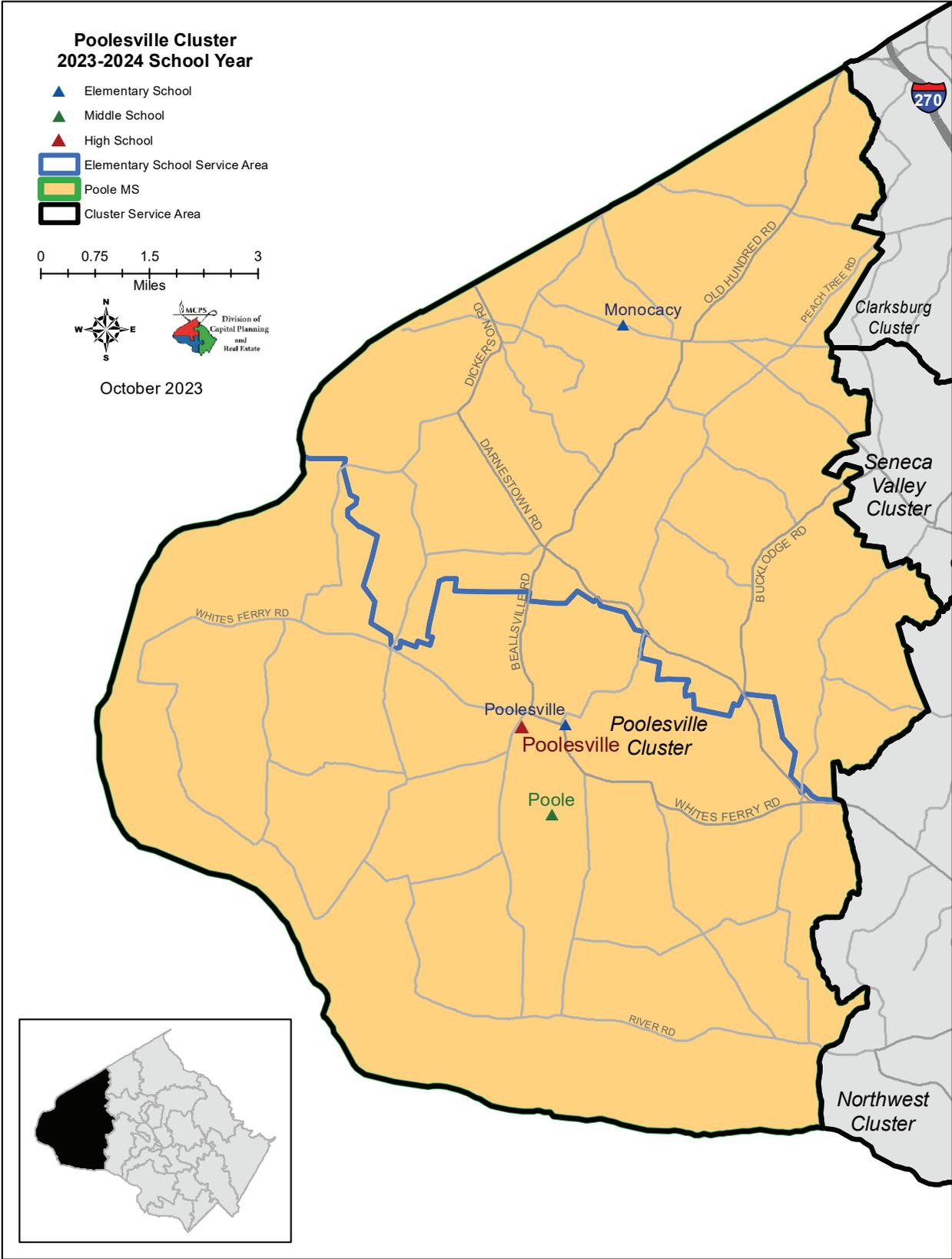


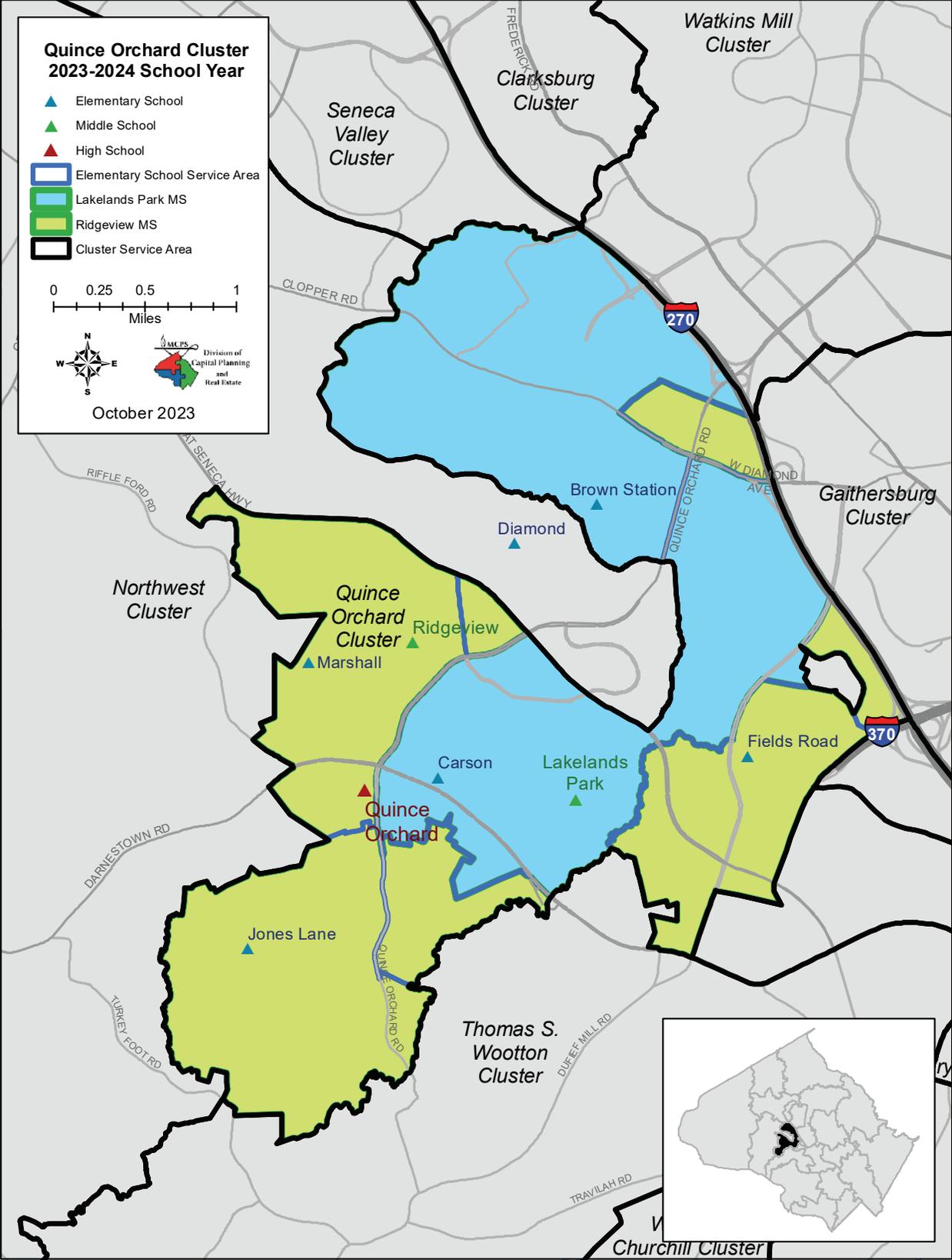


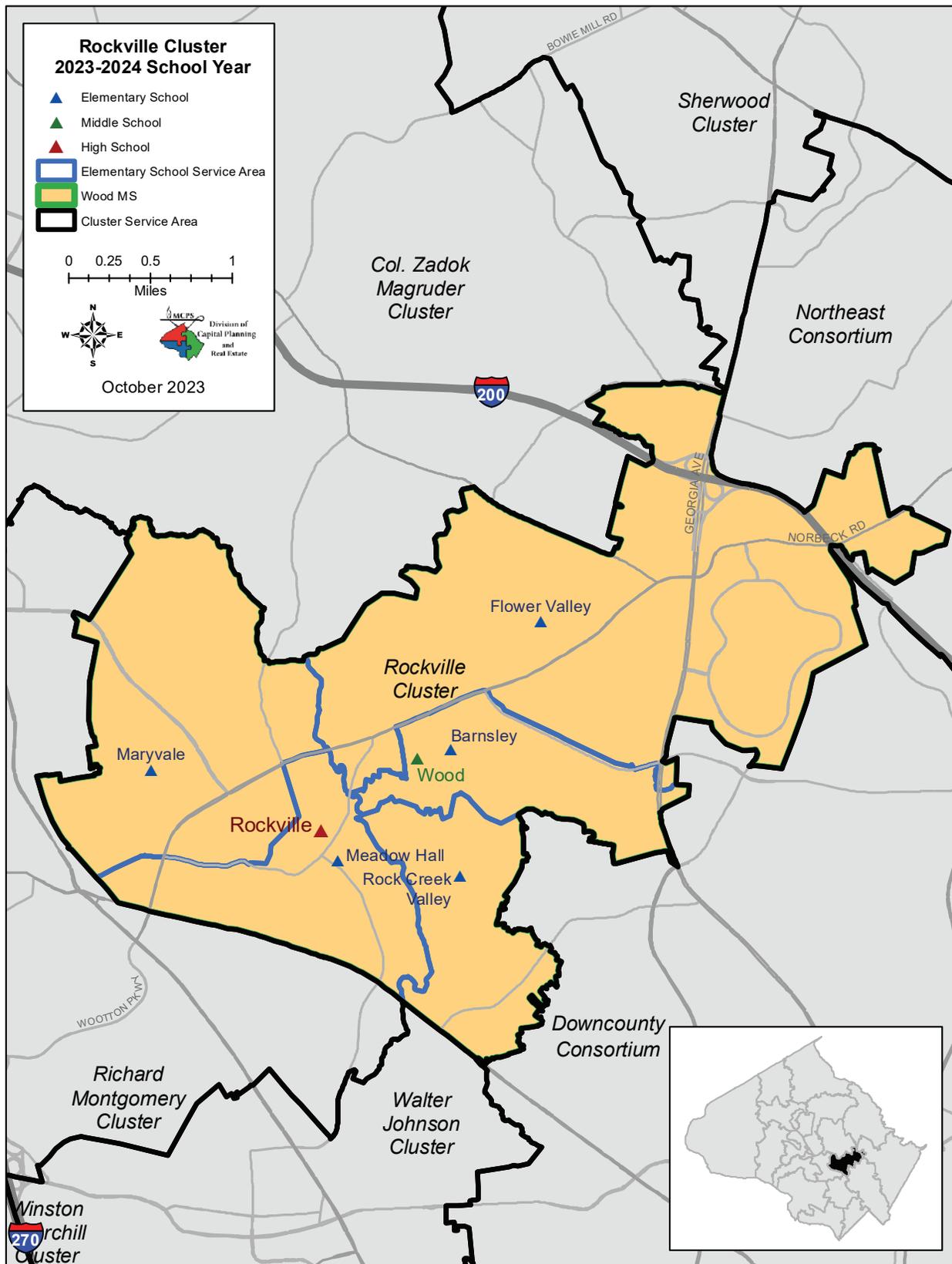


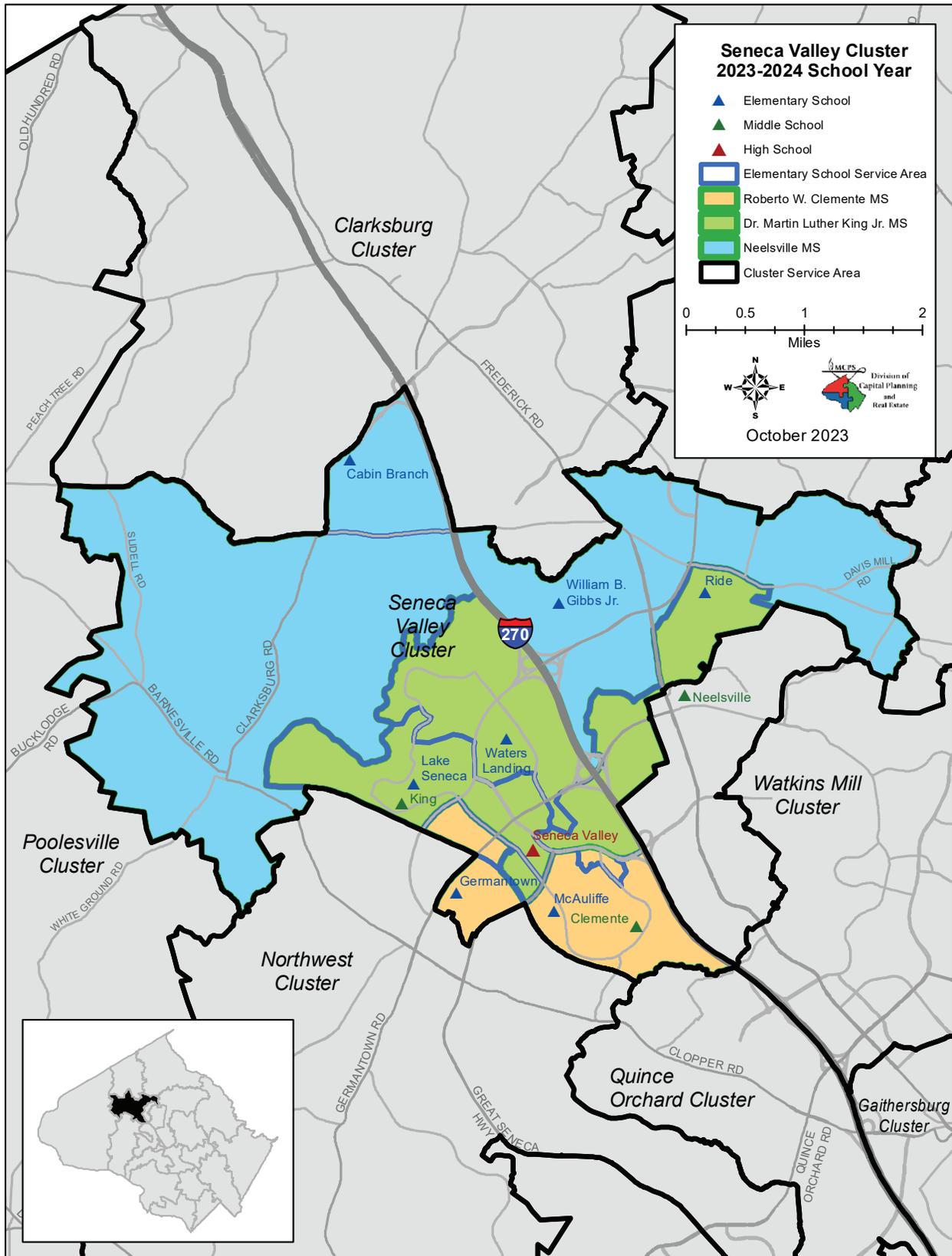


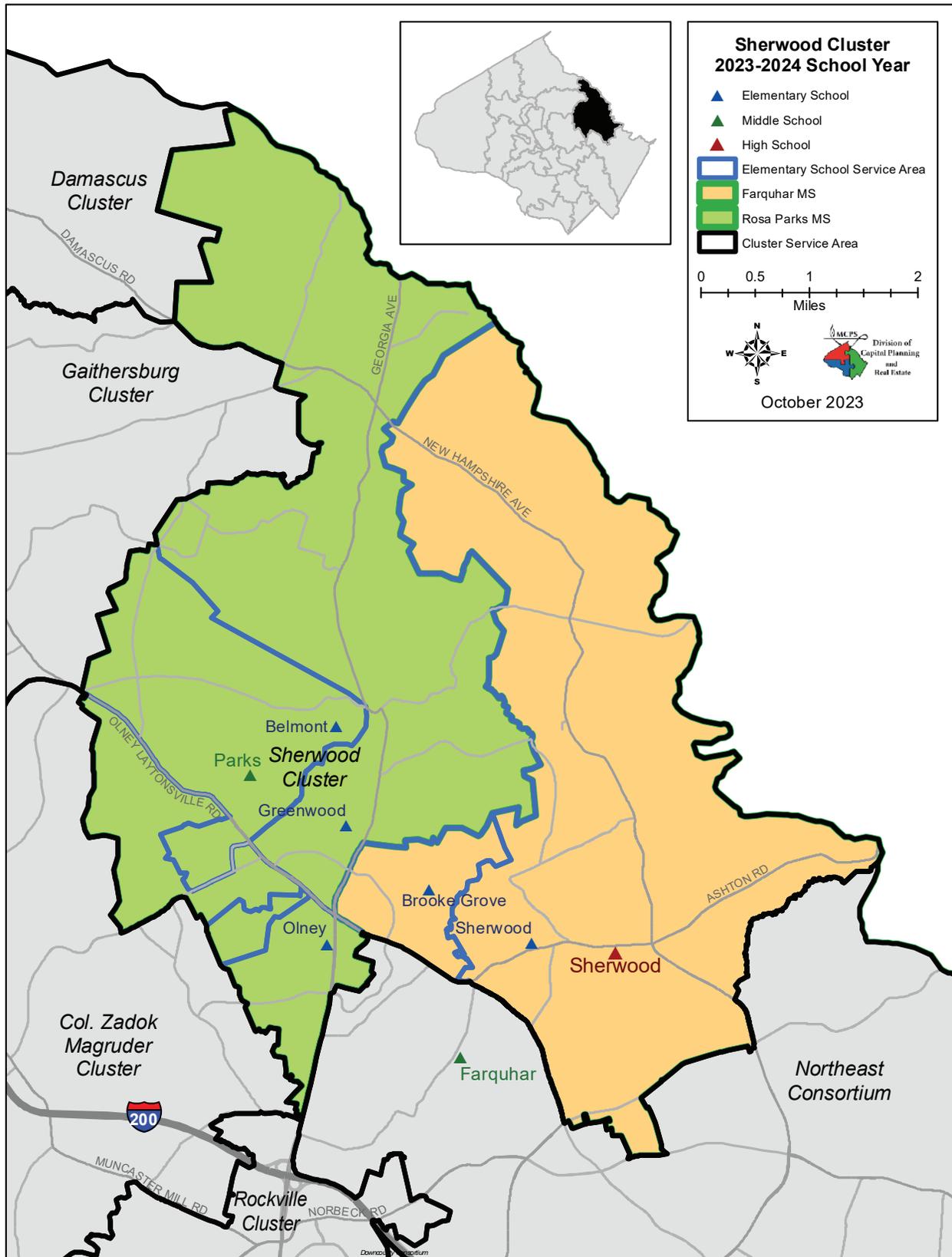


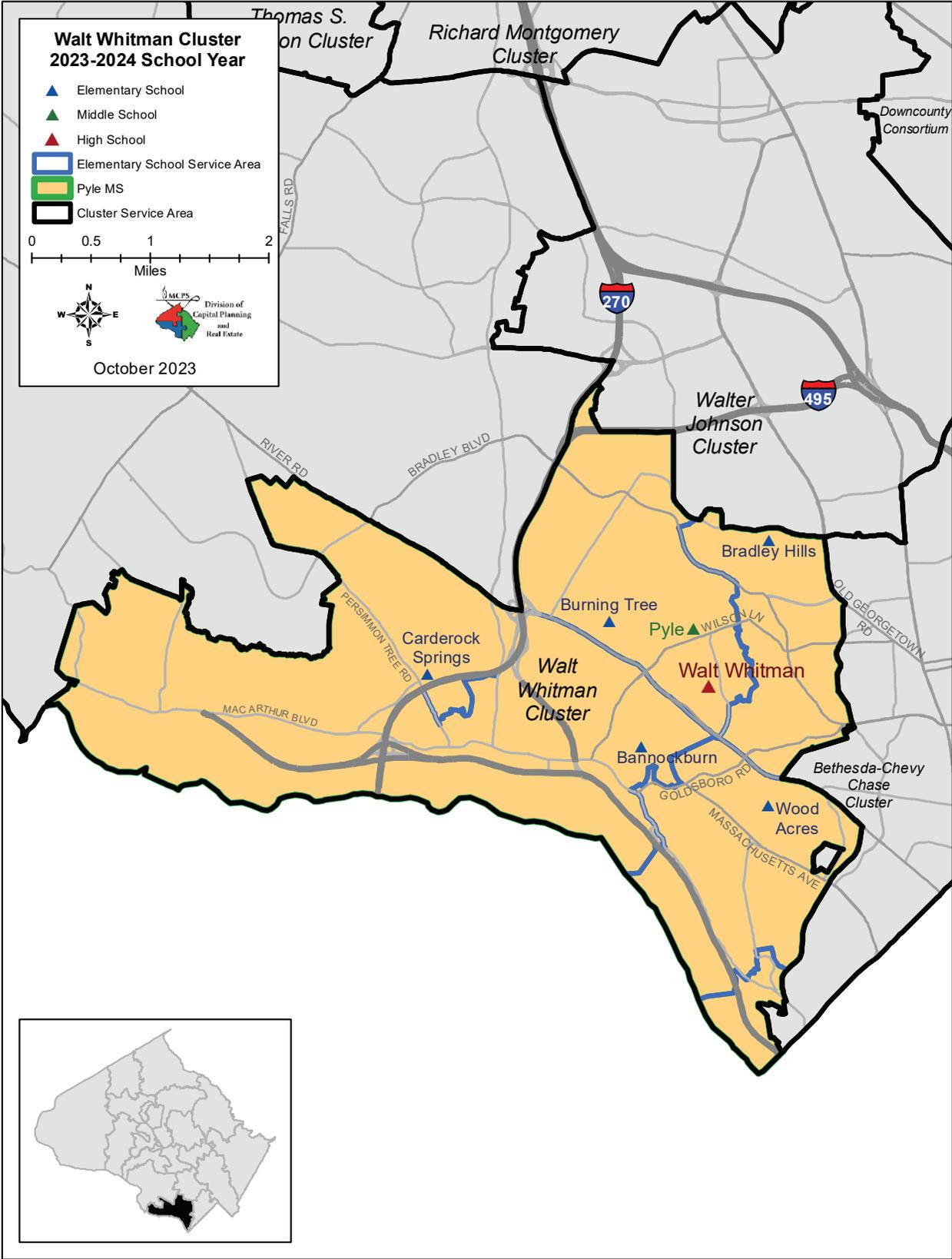


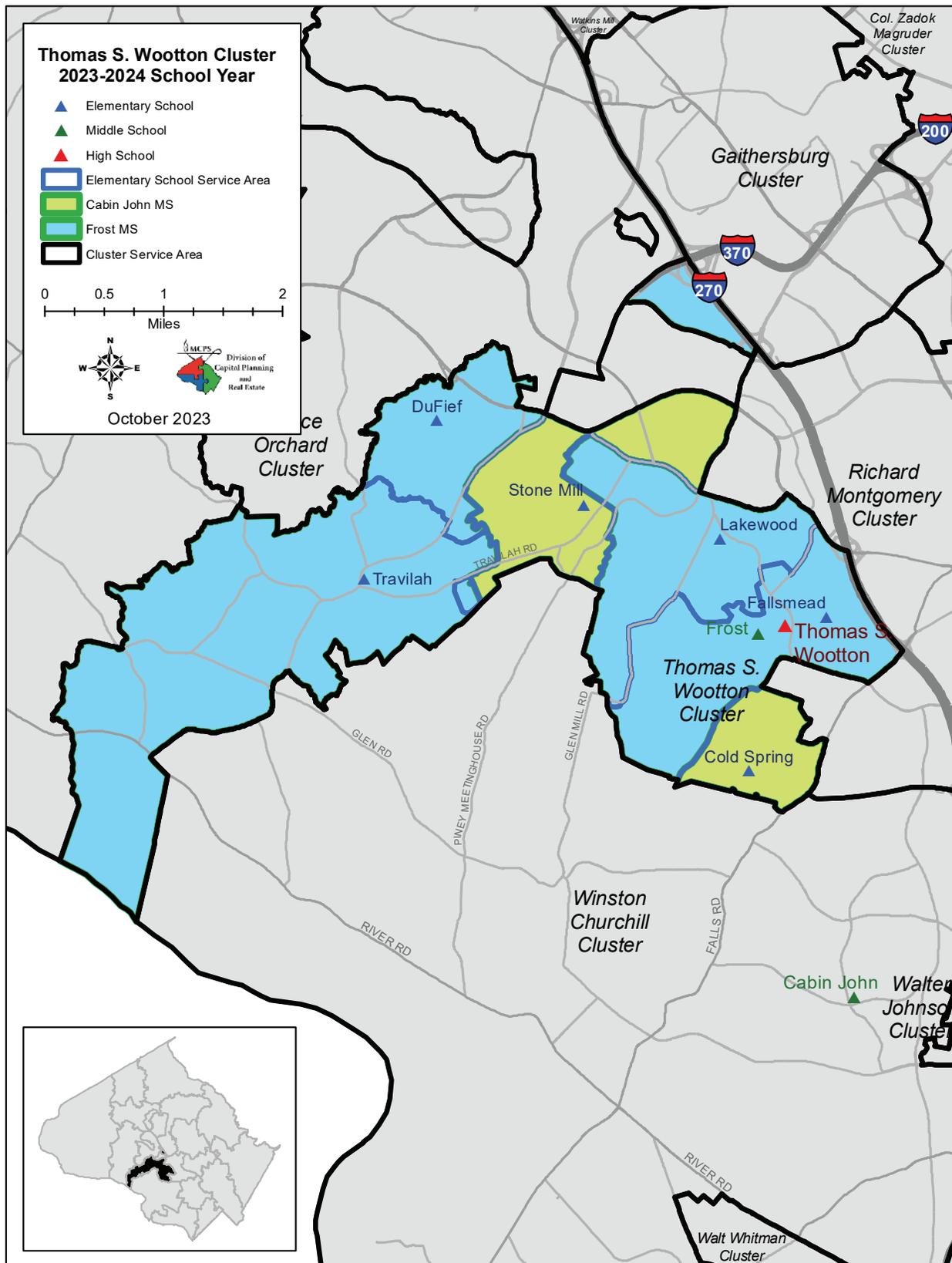








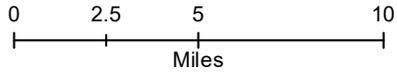




Special Education Centers

 Special Education Center

 Cluster Boundary



Holding Facilities

-  Holding Facility
-  Cluster Boundary



October 2023

MONTGOMERY COUNTY PUBLIC SCHOOLS*Expanding Opportunity and Unleashing Potential***2023-2024 LIST OF SCHOOLS****ELEMENTARY SCHOOLS**

No.	Name and Address	Principal	Telephone
790.....	Arcola , 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Philippe	301-287-8585
425.....	Ashburton , 6314 Lone Oak Dr, Bethesda 20817	Monique Reese	240-740-1300
420.....	Bannockburn , 6520 Dalroy Lane, Bethesda 20817	Kathryn D. Bradley	240-740-1270
505.....	Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853	Christine L. Robertson	240-740-3260
207.....	Beall , 451 Beall Ave., Rockville 20850	Elliot M. Alter	240-740-1220
780.....	Bel Pre , 13801 Rippling Brook Dr, Silver Spring 20906	Dara Brooks	301-287-8870
607.....	Bells Mill , 8225 Bells Mill Rd., Potomac 20854	Dr. Stacy L. Smith	240-740-0480
513.....	Belmont , 19528 Olney Mill Rd., Olney 20832	Evan J. Pinkowitz	240-740-5705
401.....	Bethesda , 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	240-204-5300
226.....	Beverly Farms , 8501 Postoak Rd., Potomac 20854	Laura M. Swerdzewski	240-740-0200
410.....	Bradley Hills , 8701 Hartsdale Ave., Bethesda 20817	Karen E. Caroscio	240-204-5210
518.....	Brooke Grove , 2700 Spartan Rd., Olney 20832	Jolynn E. Tarwater	240-722-1800
807.....	Brookhaven , 4610 Renn St., Rockville 20853	Xavier Kimber	240-740-0500
559.....	Brown Station , 851 Quince Orchard Blvd., Gaithersburg 20878	Marquetta (Renee) Singleton	240-740-0260
419.....	Burning Tree , 7900 Beech Tree Rd., Bethesda 20817	Jennifer Redden	240-740-1750
309.....	Burnt Mills , 415 Prelude Dr., Silver Spring 20901	Dr. Stacy A. Ashton	240-740-7320
302.....	Burtonsville , 15516 Old Columbia Pike, Burtonsville 20866	Kimberly L. Lloyd	240-740-5700
348.....	Cabin Branch , 14129 Dunlin St., Clarksburg 20841	Stephanie Dinga	240-740-7670
508.....	Candlewood , 7210 Osprey Dr., Rockville 20855	Carolynn Walsleben	301-284-4200
310.....	Cannon Road , 901 Cannon Rd., Silver Spring 20904	Kristine L. Donohue	240-740-0520
604.....	Carderock Springs , 7401 Persimmon Tree Lane, Bethesda 20817	Anita Chan	240-740-0540
159.....	Rachel Carson , 100 Tschiffely Square Rd., Gaithersburg 20878	Mindy D. Reeves	240-740-1840
511.....	Cashell , 17101 Cashell Rd., Rockville 20853	Courtney M. Jones	240-740-0560
703.....	Cedar Grove , 24001 Ridge Rd., Germantown 20876	Christopher A. Wynne	240-740-6190
403.....	Chevy Chase , 4015 Rosemary St., Chevy Chase 20815	Jody L. Smith	301-657-4994
101.....	Clarksburg , 13530 Redgrave Pl., Clarksburg 20871	Carl R. Bencal	240-740-3530
706.....	Clearspring , 9930 Moyer Rd., Damascus 20872	Holly A. Gilbertson	240-740-2580
100.....	Clopper Mill , 18501 Cinnamon Dr., Germantown 20874	Lawrence D. Chep	240-740-2180
308.....	Cloverly , 800 Briggs Chaney Rd., Silver Spring 20905	Michael D. Bayewitz	240-740-4660
238.....	Cold Spring , 9201 Falls Chapel Way, Potomac 20854	Natalie M. Hambrecht	240-740-4390
229.....	College Gardens , 1700 Yale Pl., Rockville 20850	Stacey F. Rogovoy	301-279-8470
808.....	Cresthaven , 1234 Cresthaven Dr., Silver Spring 20903	Sherri A. Gorden	240-740-0580
111.....	Capt. James E. Daly , 20301 Brandermill Dr., Germantown 20876	Pedro R. Cedeño	240-740-0600
702.....	Damascus , 10201 Bethesda Church Rd., Damascus 20872	Spencer Delisle	240-740-6180
351.....	Darnestown , 15030 Turkey Foot Rd., Gaithersburg 20878	Darshan K. Jain	301-284-4260
570.....	Diamond , 4 Marquis Dr., Gaithersburg 20878	Daniel Walder	240-740-2120
747.....	Dr. Charles R. Drew , 1200 Swingingdale Dr., Silver Spring 20905	Meredith A. Casper	240-740-5670
241.....	DuFief , 15001 DuFief Dr., Gaithersburg 20878	Gregg R. Baron	240-740-1600
756.....	East Silver Spring , 631 Silver Spring Ave., Silver Spring 20910	Iraida A. Bodre-Woods (Acting)	240-740-0620
303.....	Fairland , 14315 Fairdale Rd., Silver Spring 20905	Dr. Lakeisha D. Lashley	240-740-0640
233.....	Fallsmead , 1800 Greenplace Terr., Rockville 20850	Shauntae F. Spaug	240-740-3545
219.....	Farmland , 7000 Old Gate Rd., Rockville 20852	April D. Longest	240-740-0660
566.....	Fields Road , 1 School Dr., Gaithersburg 20878	Erica W. Williams	240-740-7000
549.....	Flower Hill , 18425 Flower Hill Way, Gaithersburg 20879	Dr. Joshua S. Fine	240-740-5820
506.....	Flower Valley , 4615 Sunflower Dr., Rockville 20853	Dr. Angie L. Fish	240-740-1780
803.....	Forest Knolls , 10830 Eastwood Ave., Silver Spring 20901	Dr. Jennifer Taylor-Cox	240-740-1640
106.....	Fox Chapel , 19315 Archdale Rd., Germantown 20876	Lita M. Yates	240-740-0680
553.....	Gaithersburg , 35 North Summit Ave., Gaithersburg 20877	Paula G. Summers	240-740-4900
313.....	Galway , 12612 Galway Dr., Silver Spring 20904	Dorothea A. Fuller	240-740-0140
204.....	Garrett Park , 4810 Oxford St., Kensington 20895	Daniel K. Tucci	240-740-0700
786.....	Georgian Forest , 3100 Regina Dr., Silver Spring 20906	Dr. Mary Jane (Jane) Ennis	240-740-0720
102.....	Germantown , 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryan	240-740-6490
337.....	William B. Gibbs, Jr. 12615 Royal Crown Dr., Germantown 20876	Kimberly B. Bosnic	240-740-0740
767.....	Glen Haven , 10900 Inwood Ave., Silver Spring 20902	Tara M. Strain	301-649-8051
817.....	Glenallan , 12520 Heurich Rd., Silver Spring 20902	Ann Hefflin	240-740-0760
546.....	Goshen , 8701 Warfield Rd., Gaithersburg 20882	Nichola A. Wallen	240-740-6170
340.....	Great Seneca Creek , 13010 Dairymaid Dr., Germantown 20874	Scott T. Curry	240-740-4380
334.....	Greencastle , 13611 Robey Rd., Silver Spring 20904	Robert A. Obstgarten	240-740-1420
512.....	Greenwood , 3336 Gold Mine Rd., Brookeville 20833	Jennifer A. Seidel	240-740-3420
797.....	Harmony Hills , 13407 Lydia St., Silver Spring 20906	Dr. Carole E. Rawlison	240-740-0780
774.....	Highland , 3100 Medway St., Silver Spring 20902	Scott R. Steffan	240-740-1770
784.....	Highland View , 9010 Providence Ave., Silver Spring 20901	Hanna Yim	240-740-1990

No.	Name and Address	Principal	Telephone
305.....	Jackson Road , 900 Jackson Rd., Silver Spring 20904	Rosario P. Velasquez	240-740-0800
360.....	Jones Lane , 15110 Jones Lane, Gaithersburg 20878	Ron Morris	240-740-4260
805.....	Kemp Mill , 411 Sisson St., Silver Spring 20902	Dr. Bernard X. James	240-740-5970
783.....	Kensington Parkwood , 4710 Saul Rd., Kensington 20895	Candace M. Ross	240-740-3700
108.....	Lake Seneca , 13600 Wanegarden Dr., Germantown 20874	Teri D. Johnson	240-740-0280
209.....	Lakewood , 2534 Lindley Terr., Rockville 20850	Ebony-Nicole Kelly	240-740-5750
51.....	Laytonsville , 21401 Laytonsville Rd., Gaithersburg 20882	Maria D. Watson	240-740-1660
304.....	JoAnn Leleck ES at Broad Acres , 710 Beacon Rd., Silver Spring 20903	Dr. Harold A. Barber	240-740-1900
336.....	Little Bennett , 23930 Burdette Forest Rd., Clarksburg 20871	Evan H. Bernstein	240-740-5660
220.....	Luxmanor , 6201 Tilden Lane, Rockville 20852	Maureen C. Turner	240-740-0820
244.....	Thurgood Marshall , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	240-740-5990
210.....	Maryvale , 1010 First Ave., Rockville 20850	Margaret S. Prin	240-740-4330
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	301-601-4350
110.....	S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874	Wanda P. Coates	240-740-4920
158.....	Dr. Ronald E. McNair , 13881 Hopkins Rd., Germantown 20874	Sherilyn R. Moses	240-740-6830
212.....	Meadow Hall , 951 Twinbrook Pkwy., Rockville 20851	Desmond Mackall	240-740-5260
556.....	Mill Creek Towne , 17700 Park Mill Dr., Rockville 20855	Robyn A. Shinn	240-740-1820
652.....	Monocacy , 18801 Barnesville Rd., Dickerson 20842	Kristin A. Alban	240-740-5790
776.....	Montgomery Knolls , 807 Daleview Dr., Silver Spring 20901	Pamela R. Parker (Acting)	240-740-0840
791.....	New Hampshire Estates , 8720 Carroll Ave., Silver Spring 20903	Robert S. Geiger	240-740-1580
307.....	Roscoe R. Nix , 1100 Corliss St., Silver Spring 20903	Annette M. Ffolkes	301-422-5070
415.....	North Chevy Chase , 3700 Jones Bridge Rd., Chevy Chase 20815	Renee D. Wallace-Kimbrue	240-204-5280
766.....	Oak View , 400 East Wayne Ave., Silver Spring 20901	Jeffrey L. Cline	240-740-6540
769.....	Oakland Terrace , 2720 Plyers Mill Rd., Silver Spring 20902	Elissa M. Royall	240-740-4880
502.....	Olney , 3401 Queen Mary Dr., Olney 20832	Carla Glawe	240-740-5940
312.....	William Tyler Page , 13400 Tamarack Rd., Silver Spring 20904	Stacey M. Brown	240-740-7560
761.....	Pine Crest , 201 Woodmoor Dr., Silver Spring 20901	Jamila W. Denney	240-740-1970
749.....	Piney Branch , 7510 Maple Ave., Takoma Park 20912	Christine D. Oberdorf	301-891-8000
153.....	Poolesville , 19565 Fisher Ave., Poolesville 20837	Douglas M. Robbins	240-740-5870
601.....	Potomac , 10311 River Rd., Potomac 20854	Nadia J. Kline-Taylor (Acting)	240-740-4360
514.....	Judith A. Resnik , 7301 Hadley Farms Dr., Gaithersburg 20879	LaTricia D. Thomas	240-740-3240
242.....	Dr. Sally K. Ride , 21301 Seneca Crossing Dr., Germantown 20876	Elise M. Burgess	240-740-5980
227.....	Ritchie Park , 1514 Dunster Rd., Rockville 20854	Andrew J. Winter	240-740-6310
773.....	Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815	Lavina Carrillo (Acting)	240-839-3201
819.....	Rock Creek Valley , 5121 Russett Rd., Rockville 20853	Kimberly A. Henriquez	240-740-1240
795.....	Rock View , 3901 Denfeld Ave., Kensington 20895	Olivia K. Bailey (Acting)	240-740-0920
156.....	Lois P. Rockwell , 24555 Cutsail Dr., Damascus 20872	Cheryl Clark	240-740-5180
771.....	Rolling Terrace , 705 Bayfield St., Takoma Park 20912	Rosa I. Mensah	240-740-1950
794.....	Rosemary Hills , 2111 Porter Rd., Silver Spring 20910	Rebecca A. Irwin Kennedy	301-920-9990
555.....	Rosemont , 16400 Alden Ave., Gaithersburg 20877	Keely R. Cooke	240-740-7180
346.....	Bayard Rustin , 332 West Edmonston Dr., Rockville 20852	Kathryn C. West	240-740-4320
565.....	Sequoyah , 17301 Bowie Mill Rd., Derwood 20855	Megan H. Murphy	240-740-5880
603.....	Seven Locks , 9500 Seven Locks Rd., Bethesda 20817	Ilana S. Carr	240-740-0940
501.....	Sherwood , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Jason A. Jefferson	240-740-0960
779.....	Sargent Shriver , 12518 Greenly Dr., Silver Spring 20906	Zoraida E. Brown	240-740-6330
770.....	Flora M. Singer , 2600 Hayden Dr., Silver Spring 20902	Kyle J. Heatwole	240-740-0330
517.....	Sligo Creek , 500 Schuyler Rd., Silver Spring 20910	Stephanie W. Nesmith	240-740-2800
347.....	Snowden Farm , 22500 Sweetspire Dr., Clarksburg 20871	Michelle L. Fortune	240-740-5800
405.....	Somerset , 5811 Warwick Pl., Chevy Chase 20815	Travis J. Wiebe	240-740-1100
564.....	South Lake , 18201 Contour Rd., Gaithersburg 20877	Celeste D. King	240-740-7330
568.....	Stedwick , 10631 Stedwick Rd., Montgomery Village 20886	Galit Zolkower	240-740-7190
653.....	Stone Mill , 14323 Stonebridge View Dr., North Potomac 20878	Dr. Kimberly A. Williams Cascio	240-740-5450
316.....	Stonagate , 14811 Notley Rd., Silver Spring 20905	Linda M. Jones	240-740-7340
822.....	Strathmore , 3200 Beaverwood Lane, Silver Spring 20906	Tivinia G. Nelson	240-740-5760
569.....	Strawberry Knoll , 18820 Strawberry Knoll Rd., Gaithersburg 20879	Patrick E. Scott	240-740-5140
563.....	Summit Hall , 101 West Deer Park Rd., Gaithersburg 20877	Lisa J. Henry	301-284-4150
754.....	Takoma Park , 7511 Holly Ave., Takoma Park 20912	Dr. Zadia T. Gadsden	240-740-0980
216.....	Travilah , 13801 DuFief Mill Rd., North Potomac 20878	Dr. Karin M. Wade	240-740-4300
580.....	Harriet R. Tubman , 400 Victory Farm Dr., Gaithersburg 20877	Dr. Cavena J. Griffith	240-740-6770
206.....	Twinbrook , 5911 Ridgway Ave., Rockville 20851	Matthew A. Devan	240-740-3450
772.....	Viers Mill , 11711 Joseph Mill Rd., Silver Spring 20906	Matthew D. Hawkins	240-740-1000
552.....	Washington Grove , 8712 Oakmont St., Gaithersburg 20877	Dr. Amy J. Alonso	240-740-0300
109.....	Waters Landing , 13100 Waters Landing Dr., Germantown 20874	M. Deneise Hammond	240-740-1020
561.....	Watkins Mill , 19001 Watkins Mill Rd., Montgomery Village 20886	Brooke L. Simon	240-740-5280
235.....	Wayside , 10011 Glen Rd., Potomac 20854	Holly A. Hill	240-740-0240
777.....	Weller Road , 3301 Weller Rd., Silver Spring 20906	Brent T. Mascott	301-287-8601
408.....	Westbrook , 5110 Allan Terr., Bethesda 20816	Karen M. Cox	240-740-1040
504.....	Westover , 401 Hawkesbury Lane, Silver Spring 20904	Audra M. Wilson	240-740-4740
788.....	Wheaton Woods , 4510 Faroe Pl., Rockville 20853	Nora E. Collins	240-740-0220
558.....	Whetstone , 19201 Thomas Farm Rd., Gaithersburg 20879	Loretta A. Woods	240-740-1060
341.....	Wilson Wims , 12520 Blue Sky Dr., Clarksburg 20871	Kevin M. Burns	240-406-1670
417.....	Wood Acres , 5800 Cromwell Dr., Bethesda 20816	Dr. Sweta Zaks	240-740-1120
704.....	Woodfield , 24200 Woodfield Rd., Gaithersburg 20882	Katherine A. Schwartz (Acting)	240-207-2550

No.	Name and Address	Principal	Telephone
764.....	Woodlin , 2101 Luzerne Ave., Silver Spring 20910 (Temporarily located at Grosvenor Center, 5701 Grosvenor Lane, Bethesda 20814)	Craig O. Jackson	240-740-2820
422.....	Wyngate , 9300 Wadsworth Dr., Bethesda 20817	S. Peter Young II	240-740-1080

MIDDLE SCHOOLS

823.....	Argyle , 2400 Bel Pre Rd., Silver Spring 20906	James K. Allrich	240-740-6370
705.....	John T. Baker , 25400 Oak Dr., Damascus 20872	Dr. Louise J. Worthington	240-207-2440
333.....	Benjamin Banneker , 14800 Perrywood Dr., Burtonsville 20866	Ahmed Adelekan (Acting)	240-740-6250
335.....	Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20905	Dr. Shawaan T. Robinson	301-288-8300
606.....	Cabin John , 10701 Gainsborough Rd., Potomac 20854	Somer Snider	240-406-1600
157.....	Roberto W. Clemente , 18808 Waring Station Rd., Germantown 20874	Jeffrey T. Brown	301-284-4750
775.....	Eastern , 300 University Blvd. East, Silver Spring 20901	Lisa N. Shorts	240-740-6280
507.....	William H. Farquhar , 17017 Batchellors Forest Rd., Olney 20832	Angelica L. Rivas-Smith (Acting)	240-740-1200
248.....	Forest Oak , 651 Saybrooke Oaks Blvd., Gaithersburg 20877	Dr. Dacia F. Smith	240-740-7570
237.....	Robert Frost , 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	240-740-7610
554.....	Gaithersburg , 2 Teachers Way, Gaithersburg 20877	Ann B. Dolan Rindner	240-740-4950
228.....	Herbert Hoover , 8810 Postoak Rd., Potomac 20854	Dr. Yong-Mi Kim	301-968-3740
311.....	Francis Scott Key , 910 Schindler Dr., Silver Spring 20903	Dr. Norman L. Coleman	301-422-5700
107.....	Dr. Martin Luther King, Jr. , 13737 Wisteria Dr., Germantown 20874	Brandi K. Overton	240-740-6350
708.....	Kingsview , 18909 Kingsview Rd., Germantown 20874	Dyan L. Harrison	240-740-7130
522.....	Lakelands Park , 1200 Main St., Gaithersburg 20878	Rose S. Alvarez	240-740-6450
787.....	A. Mario Loiederman , 12701 Goodhill Rd., Silver Spring 20906	Megan M. McLaughlin	240-740-5830
557.....	Montgomery Village , 19300 Watkins Mill Rd., Montgomery Village 20886	Vincent (Roy) Liburd	240-740-6720
115.....	Neelsville , 11700 Neelsville Church Rd., Germantown 20876	Barbara M. Escobar	301-353-8064
792.....	Newport Mill , 11311 Newport Mill Rd., Kensington 20895	Kiera D. Butler	240-740-7160
413.....	North Bethesda , 8935 Bradmoor Dr., Bethesda 20817	Dr. AnneMarie K. Smith	240-740-2100
812.....	Parkland , 4610 West Frankfort Dr., Rockville 20853	Aaron K. Shin	240-740-6800
155.....	Rosa M. Parks , 19200 Olney Mill Rd., Olney 20832	William R. Currence (Acting)	240-740-3300
247.....	John Poole , 17014 Tom Fox Ave., Poolesville 20837	Jon Green	240-740-4200
428.....	Thomas W. Pyle , 6311 Wilson Lane, Bethesda 20817	Christopher B. Nardi	240-740-3500
562.....	Redland , 6505 Muncaster Mill Rd., Rockville 20855	Matthew T. Niper	240-740-0900
105.....	Ridgeview , 16600 Raven Rock Dr., Gaithersburg 20878	Daniel E. Garcia	240-740-3330
707.....	Rocky Hill , 22401 Brick Haven Way, Clarksburg 20871	Darryl V. Johnson	240-740-6670
521.....	Shady Grove , 8100 Midcounty Hwy., Gaithersburg 20877	Dr. Alana D. Murray	240-740-1440
818.....	Odessa Shannon , 11800 Monticello Ave., Silver Spring 20902	Dr. Natasha H. Booms (Acting)	240-740-4150
835.....	Silver Creek , 3701 Saul Rd., Kensington 20895	Dr. Tiffany N. Awkard	240-740-2200
647.....	Silver Spring International , 313 Wayne Ave., Silver Spring 20910	Patrick H. Bilock (Acting)	240-740-2750
778.....	Sligo , 1401 Dennis Ave., Silver Spring 20902	Peter V. Crable	301-287-8890
755.....	Takoma Park , 7611 Piney Branch Rd., Silver Spring 20910	Erin L. Martin	240-740-5220
232.....	Tilden , 6300 Tilden Lane, Rockville 20852	Sapna Hopkins	240-740-6700
345.....	Hallie Wells , 11701 Little Seneca Pkwy., Clarksburg 20871	Dr. Carla M. McNeal	301-284-4800
211.....	Julius West , 651 Great Falls Rd., Rockville 20850	Craig W. Staton	301-337-3400
412.....	Westland , 5511 Massachusetts Ave., Bethesda 20816	Alison L. Serino	240-740-5850
811.....	White Oak , 12201 New Hampshire Ave., Silver Spring 20904	Virginia A. de los Santos	301-288-8200
820.....	Earle B. Wood , 14615 Bauer Dr., Rockville 20853	Heidi L. Slatcoff	240-740-7640

HIGH SCHOOLS

406.....	Bethesda-Chevy Chase , 4301 East-West Hwy., Bethesda 20814	Dr. Shelton L. Mooney	240-740-0400
757.....	Montgomery Blair , 51 University Blvd. East, Silver Spring 20901	Renay C. Johnson	240-740-7200
321.....	James Hubert Blake , 300 Norwood Rd., Silver Spring 20905	Shanay A. Snead	240-740-1400
602.....	Winston Churchill , 11300 Gainsborough Rd., Potomac 20854	John W. Taylor	240-740-5400
249.....	Clarksburg , 22500 Wims Rd., Clarksburg 20871	Edward K. Owusu	240-740-6000
701.....	Damascus , 25921 Ridge Rd., Damascus 20872	Kevin D. Yates	240-207-2400
789.....	Albert Einstein , 11135 Newport Mill Rd., Kensington 20895	Mark A. Brown Jr.	240-740-2700
551.....	Gaithersburg , 101 Education Blvd., Gaithersburg 20877	Cary D. Dimmick	301-284-4500
424.....	Walter Johnson , 6400 Rock Spring Dr., Bethesda 20814	Jennifer A. Baker	240-740-6900
815.....	John F. Kennedy , 1901 Randolph Rd., Silver Spring 20902	Vickie P. Adamson	240-740-0100
510.....	Col. Zadok Magruder , 5939 Muncaster Mill Rd., Rockville 20855	Christopher J. Ascienzo (Acting)	240-740-5550
201.....	Richard Montgomery , 250 Richard Montgomery Dr., Rockville 20852	Alicia M. Deeny	240-740-6100
246.....	Northwest , 13501 Richter Farm Rd., Germantown 20874	Scott E. Smith	240-740-7100
796.....	Northwood , 919 University Blvd. West, Silver Spring 20901	Dr. Jonathan L. Garrick	240-740-6950
315.....	Paint Branch , 14121 Old Columbia Pike, Burtonsville 20866	Pamela W. Krawczel (Acting)	301-388-9900
152.....	Poolesville , 17501 West Willard Rd., Poolesville 20837	Mark A. Carothers	240-740-2400
125.....	Quince Orchard , 15800 Quince Orchard Rd., Gaithersburg 20878	Elizabeth L. Thomas	240-740-3600
230.....	Rockville , 2100 Baltimore Rd., Rockville 20851	Rhoshanda M. Pyles	240-740-6600
104.....	Seneca Valley , 19401 Crystal Rock Dr., Germantown 20874	Dr. Marc J. Cohen	240-740-6400
503.....	Sherwood , 300 Olney-Sandy Spring Rd., Sandy Spring 20860	Timothy D. Britton	301-924-3200
798.....	Springbrook , 201 Valleybrook Dr., Silver Spring 20904	Stephanie P. Valentine	240-740-3800
545.....	Watkins Mill , 10301 Apple Ridge Rd., Gaithersburg 20879	Vilma C. Nájera	301-284-4400
782.....	Wheaton , 12401 Dalewood Dr., Silver Spring 20906	Dr. Debra K. Mugge (Acting)	301-321-3400
427.....	Walt Whitman , 7100 Whittier Blvd., Bethesda 20817	Dr. Robert W. Dodd	240-740-4800
234.....	Thomas S. Wootton , 2100 Wootton Pkwy., Rockville 20850	Douglas E. Nelson	240-740-1500

No.	Name and Address	Principal	Telephone
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TECHNICAL CAREER HIGH SCHOOL

748.....**Thomas Edison High School of Technology**
12501 Dalewood Dr., Silver Spring 20906..... Heather B. Carias (supervisor) .. 240-740-2000

ENVIRONMENTAL EDUCATION CENTER

990.....**Lathrop E. Smith Environmental Education Center**
5110 Meadows Lane, Rockville 20855 Laurie C. Jenkins..... 240-740-1404

SPECIAL SCHOOLS

951.....**Longview School**, 13900 Bromfield Rd., Germantown 20874..... Sarah C. Starr..... 240-740-7830
.....**Montgomery Virtual Academy**, 15 W. Gude Dr., Rockville 20850..... 240-740-6060
Cassandra Heifetz (Lower School Dean, K-5) Jackie R. DeLucia (Acting) (Upper School Dean, 6-12)

965.....**John L. Gildner Regional Institute for Children and Adolescents (RICA)**
15000 Brochart Rd., Rockville 20850..... Jada Langston..... 301-251-6900

916.....**Rock Terrace School**, 11400 Marcliff Rd., Rockville 20852..... Dr. Lisa M. Gaillard-Jones..... 240-740-4650

215.....**Carl Sandburg Learning Center**, 1002 First St., Rockville 20850..... Elizabeth Lacoursiere..... 240-740-4340

799.....**Stephen Knolls School**, 10731 St. Margaret's Way, Kensington 20895..... Abby L. Brandt..... 240-740-0050

ALTERNATIVE EDUCATION PROGRAMS

Alternative Education Programs, Blair G. Ewing Center, 14501 Avery Rd., Rockville 20853..... Damien B. Ingram..... 240-740-5000

239..... **Blair G. Ewing Center @ Avery Road (Rockville)**, 14501 Avery Rd., Rockville 20853..... 240-740-5050

612..... **Blair G. Ewing Center @ Cloverleaf (Germantown)**, 12920 Cloverleaf Center Way, Germantown 20874..... 240-740-5120

611..... **Blair G. Ewing Center @ Plum Orchard (Silver Spring)**, 12120 Plum Orchard Dr., Suite 110, Silver Spring 20904.. 240-740-5100

EARLY CHILDHOOD CENTERS

793.....**MacDonald Knolls Early Childhood Center**, 10611 Tenbrook Dr., Silver Spring 20901... Sheri L. Anderson..... 240-740-5150

918.....**Upcounty Early Childhood Center (UCECC) at Emory Grove**,
10301 Apple Ridge Rd., Gaithersburg 20879..... Tonya L. Williams Walker... 240-740-5960

CENTERS, FACILITIES, AND OFFICES

15 W. Gude Drive, 15 W. Gude Dr., Rockville 20850
Center for Skillful Teacher and Leading (Room 310)..... 240-740-5770
Center for Technology Innovation (3rd Floor)..... 240-740-5710
45 W. Gude Drive, 45 W. Gude Dr., Rockville 20850
Consulting Teachers Team (Suite 2400)..... 301-217-5120
Department of Compliance and Investigations (Suite 2500)..... 240-740-2888
Department of Human Capital Management (Suite 1100)..... 301-279-3278
Department of Professional Growth Systems (Suite 2125)..... 301-217-5123
Division Capital Planning and Real Estate (Suite 4100)..... 240-740-7720
Division of Controller (Suite 3200)..... 240-740-7500
Division of Design and Construction (Suite 4300)..... 240-740-7700
Employee and Retiree Service Center (Suite 1200)..... 301-517-8100
Employee Assistance Program (Suite 1300)..... 240-740-6500
Office of Facilities Management (Suite 4000)..... 240-740-7700
Office of Human Resources and Development (Suite 2100)..... 240-740-7010
Procurement Unit (Suite 3100)..... 240-740-7600
Systemwide Safety Programs (Suite 4000)..... 240-740-7752
Sustainability and Compliance (Suite 4000)..... 240-740-3210
Technical Help Desk (Suite 3500)..... 301-517-5800

Carver Educational Services Center,
850 Hungerford Dr., Rockville 20850..... 240-740-3000
Board of Education..... 240-740-3030
Chief of Staff (MCPS)..... 240-740-3015
Department of Labor Relations..... 240-740-6320
Department of Public Information and Web Services..... 240-740-2837
Division of Appeals and Transfers..... 240-740-4130
English Learner and Multilingual Education..... Elementary 240-740-4083
Secondary 240-740-4004
Equity Initiatives Unit..... 240-740-4070
Office of Communications..... 240-740-2837
Office of Curriculum and Instructional Programs..... 240-740-3970
Office of Districtwide Services and Supports..... 240-740-6245
Office of Finance..... 240-740-3160
Office of School Support and Well-Being..... 240-740-3100
Office of Special Education..... 240-740-3042
Office of Strategic Initiatives..... 240-740-5652
Office of Systemwide Safety and Emergency Management..... 240-740-3066
Office of the Chief Academic Officer..... 240-740-3040
Office of the Chief Operating Officer..... 240-740-3050
Office of the Deputy Superintendent..... 240-740-0830
Office of the Superintendent of Schools..... 240-740-3020
Office of Well-Being, Learning and Achievement..... 240-740-5630
Partnerships Unit..... 240-740-5599
Pupil Personnel and Attendance Services..... 240-740-5620
School Library Media Programs..... 240-740-4040
Shared Accountability..... 240-740-2930
Student Leadership and Extracurricular Activities..... 240-740-3977

Central Records,
Concord Center, 7210 Hidden Creek Rd., Bethesda 20817..... 240-740-5270
County Service Park, 16651 Crabbs Branch Way, Rockville 20855
Department of Transportation..... 240-740-2600
Field Trip Unit..... 240-740-2828
Division of Food and Nutrition Services,
8401 Turkey Thicket Dr., Gaithersburg 20879..... 240-740-7400
Division of Maintenance and Operations
8301 Turkey Thicket Dr., Gaithersburg 20879..... 240-740-2300
English Manor Center, 4511 Bestor Dr., Rockville 20853..... 240-740-2150
Child Find/Early Childhood Disabilities Unit (Room 146)..... 240-740-2170
Deaf and Hard of Hearing Program/Vision Program..... 240-740-1810
Infants and Toddlers..... 240-740-2150
Holding Centers
Emory Grove Center, 18100 Washington Grove Lane, Gaithersburg 20877
Fairland Center, 13313 Old Columbia Pike, Silver Spring 20904
Grosvenor Center, 5701 Grosvenor Lane, Bethesda 20814
North Lake Center, 15101 Bauer Dr., Rockville 20853
Radnor Center, 7000 Radnor Rd., Bethesda 20817
Lincoln Center, 502-560 North Stonestreet Ave., Rockville 20850
Supply and Property Management..... 240-740-5160
Lincoln Center, 570 North Stonestreet Ave., Rockville 20850
Evaluation and Selection..... 301-279-3272
Instructional Materials..... 240-740-5170
Media Processing Unit..... 240-740-5170
Lincoln Center, 580 North Stonestreet Ave., Rockville 20850
Department of Materials Management..... 240-740-5160
Digital and Video Services..... 301-279-3346
Lincoln Center, 660 North Stonestreet Ave., Rockville 20850
Editorial, Graphics & Publishing Services..... 240-740-6534
Lynnbrook Center, 8001 Lynnbrook Dr., Bethesda 20814
High Incidence Accessible Technology Services..... 240-740-5500
InterACT..... 240-740-5480
Physical Disabilities Program..... 240-740-5500
Rocking Horse Road Center, 4910 Macon Rd., Rockville 20852
Division of Early Childhood, Title I Programs,
and Recovery Funds (Room 204)..... 240-740-4600
International Admissions and Enrollment (Room 147)..... 240-740-4500
Prekindergarten and Head Start (Suite 141)..... 240-740-4530
Student, Family, and School Services (Room 115)..... 240-740-4620
Spring Mill Offices, 11721 Kemp Mill Rd., Silver Spring 20902
Autism Spectrum Disorders Services..... 240-740-5930
Division of Consortia Choice and Application Program Services..... 240-740-2540
Speech and Language Services..... 240-740-5920
Transition Services Unit..... 240-740-5900
Taylor Science Materials Center,
19501 White Ground Rd., Boyds 20841..... 240-740-3870
Upcounty Regional Services Center
12900 Middlebrook Rd., Germantown 20874..... 301-601-0300
Transportation Support Services Unit..... 301-444-8580

Planning Calendar

The following is the planning calendar for the *Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program* (CIP). Dates listed below are subject to change.

Date	Activity
June 30, 2023	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
July 1, 2023.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2023	Division of Capital Planning and Real Estate staff meets with cluster representatives to discuss issues related to the upcoming CIP development
Early-October 2023	MCPS FY 2025 State CIP request to the Interagency Commission (IAC) on Public School Construction
October 27, 2023	Superintendent publishes recommendations for the FY 2025 Capital Budget and the FY 2025–2030 CIP
Late-October 2023.....	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
October 31, 2023	Presentation to Board of Education on <i>Superintendent's Recommended FY 2025 Capital Budget and the FY 2025–2030 CIP</i> and preliminary work session
Early-November 2023	IAC staff recommendations on FY 2025 State CIP
November 6 and 7, 2023	Public hearings on the superintendent's recommendations for the FY 2025 Capital Budget and the FY 2025–2030 CIP
November 10, 2023.....	Board of Education work session on superintendent's recommendations on the FY 2025 Capital Budget and the FY 2025–2030 CIP
November 16, 2023.....	Board of Education action on the FY 2025 Capital Budget and the FY 2025–2030 CIP
Late-November 2023	Final revisions on FY 2025 state aid request due to IAC
December 1, 2023	Board of Education submits Requested FY 2025 Capital Budget and the FY 2025–2030 CIP to the County Executive
Early-December 2023.....	IAC appeal hearing on FY 2025 State CIP
Mid-January 2024	County executive publishes recommendations for the FY 2025 Capital Budget and the FY 2025–2030 CIP
February–May 2024	County Council reviews requested FY 2025 Capital Budget and the FY 2025–2030 CIP
February 2024.....	Superintendent releases recommendations on spring boundary and/or planning studies (if any) and deferred CIP items (if any)
February 27, 2024.....	Presentation to Board of Education on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 7 and 14, 2024	Public hearing on superintendent's recommendations for spring boundary and/or planning studies (if any) and deferred CIP items (if any)
March 7, 2024	Board of Education facilities work session for spring boundary and/or planning studies (if any) and deferred CIP items (if any)
March 19, 2024	Board of Education action on spring boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2024	IAC decisions on FY 2025 State CIP
Late May 2024	County Council approves the FY 2025 Capital Budget the FY 2025–2030 CIP.

All CIP and Master Plan documents are accessible on the MCPS website at:

<https://www.montgomeryschoolsmd.org/departments/planning/>

MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.**

For inquiries or complaints about discrimination against MCPS students*	For inquiries or complaints about discrimination against MCPS staff*
Director of Student Welfare and Compliance Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org	Human Resource Compliance Officer Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973	For staff requests for accommodations under the Americans with Disabilities Act
Section 504 Coordinator Office of School Support and Well-being Office of Well-being, Learning and Achievement 850 Hungerford Drive, Room 257, Rockville, MD 20850 240-740-5630 504@mcpsmd.org	ADA Compliance Coordinator Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff*	
Title IX Coordinator Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

**Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mCCR@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.*

***This notification complies with the federal Elementary and Secondary Education Act, as amended.*

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Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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