

**Superintendent's
Recommended
FY 2026 Capital Budget
and Amendments to the
FY 2025–2030
Capital Improvements Program**

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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MONTGOMERY COUNTY PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

October 21, 2024

Ms. Karla Silvestre, President
and Members of the Board of Education
15 W. Gude Drive, Suite 100
Rockville, Maryland 20850

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

I am submitting my *Recommended Fiscal Year (FY) 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program (CIP)* for your consideration and adoption. This plan includes the expenditure recommendations for FY 2026–2030 and provides the recommended FY 2026 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2025, and ends June 30, 2026. FY 2026 is the second year of the biennial CIP review process. In accordance with the Montgomery County charter, all CIP projects are considered in odd-numbered fiscal years. In even-numbered fiscal years, only projects with expenditure or appropriation changes needed in the second year of the adopted six-year CIP are considered for amendments to the CIP.

Prekindergarten–Grade 12 student enrollment is 159,671 for the 2024–2025 school year as of September 30, 2024, a decrease of 552 students from the 2023–2024 school year. Kindergarten–Grade 12 student enrollment is 155,046 for the 2024–2025 school year, as of September 30, 2024, a decrease of 742 students from the 2023–2024 school year. Total school system enrollment is projected to increase to 162,178 students by the 2030–2031 school year. This represents a slight slowdown in growth, due to the continued decline in resident births, resulting in reduced size kindergarten classes, and the ripple effect as the cohorts progress through the system each year. As a result of this projected six-year growth, even with the slight slowdown, the capital projects included in the adopted CIP are warranted and must remain on their approved schedules.

As previously indicated, FY 2026 is an amendment year and, therefore, it is standard practice that the superintendent of schools recommends limited amendments. Unfortunately, the effects of the health pandemic, unprecedented rise in material prices, disruptions in the supply chain, and staffing shortages, still continue to impact our capital improvements program. As a result, to maintain the completion dates of previously approved projects and address our aging infrastructure, it is necessary to increase the adopted budgets for several of our individual capital projects and one countywide systemic project. In order to minimize the need for additional local funds in this amendment year, I am recommending to reallocate expenditures where possible to address these increased funding levels and align with

our school district's priorities. It is important that MCPS exercise financial stewardship and maximize taxpayer dollars, while ensuring that projects move forward to provide our school communities what they need.

Therefore, the *Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program* is \$1.853 billion, the same amount as the adopted CIP. While the total expenditure level remains the same, I am recommending that the Board of Education request \$21.6 million in new local funding to address project cost increases; complete build-out of major project elements; and compensate for a shortfall in State Aid. Details of my recommendation follow.

Increased expenditures for the following projects:

- *Charles W. Woodward High School*: Increase of \$28 million to construct Phase 3 of the building, including fit out of the auditorium and other associated spaces.
- *Crown High School*: Increase of \$20 million to fit out the interior of the auditorium, fit out shelled classrooms and labs, and build the stadium as originally designed.
- *Northwood High School*: Increase of \$5 million to upgrade the site amenities. These amenities primarily will be focused on the stadium, such as updating bleachers, lights, and the stadium's field.
- *Heating, Ventilation and Air Conditioning*: Increase of \$4.5 million to address the backlog of Heating, Ventilation, and Air-Conditioning (HVAC) projects that have been further impacted due to the rise in construction costs. This funding increase will allow for one additional HVAC project to be completed.

Reallocations of CIP programmed expenditures from the following projects:

- *Early Childhood Centers Project*: Reallocate \$36.5 million of placeholder funds for future projects. MCPS is in the process of finalizing its Early Childhood Center expansion plan to align with the *Blueprint for Maryland's Future*. A future CIP request most likely will occur once the expansion plan has been completed. My recommendation maintains funding for an east county early childhood center at the existing Burtonsville Elementary School.
- *Major Capital Projects—Elementary Project*: Reallocate \$12 million of placeholder funds pending completion of updated feasibility studies. Cold Spring, Damascus, Twinbrook, and Whetstone elementary schools currently have planning funds and placeholder construction dollars in the out-years of the CIP. In this recommendation, \$3 million from each of those four schools will be reallocated to other CIP projects. A future CIP request most likely will occur once MCPS has an anticipated completion date for these projects.
- *Sustainability Initiatives Project*: Reallocate \$5 million to other CIP projects.

- *Building Modifications for Program Improvement Project*: Reallocate \$4 million from the Building Modifications for Program Improvements Project to other CIP projects.

All other projects remain on schedule at their approved funding levels.

For FY 2026, our state aid request is \$53.3 million. This amount is based on the current eligibility of projects approved by the County Council in May 2024. Of the \$53.3 million, \$28.6 million is for the balance of construction funding for Crown High School, while \$24.7 million is for 8 systemic roofing and HVAC projects.

My recommended CIP approach also reallocates unexpended funds from previous projects in order to mitigate the impact of a reduction in State Aid that resulted from an error in the MCPS submission for aid in the Charles W. Woodward Project. MCPS has been informed that we will not be receiving \$39.3 million in State Aid that was expected due to errors in calculating prevailing wage and bid award across the multiple phases of the project. While the initial State Aid shortfall is expected to be \$39.3 million, we are working with the Interagency Commission and the Maryland Stadium Authority to determine whether a portion of that \$39.3 million can be awarded. If any of the State Aid is recaptured, that amount will be reallocated to other eligible projects.

I recommend two steps to address this \$39.3 million State Aid funding gap. As we strive to be good partners with our funding body, the County Council, I recommend that we transfer \$17.7 million in unexpended appropriations from these projects:

- \$7 million from the Building Modifications for Program Improvements Project
- \$5 million from the William Tyler Page ES Addition project
- \$3.4 million from the Westbrook ES Addition project
- \$1.3 million from the Takoma Park MS Addition project
- \$1 million from the Parkland MS Addition project

By transferring the \$17.7 million from these prior projects, we are able to reduce the funding gap from \$39.3 million to \$21.6 million. Together with the other CIP project reallocations previously identified, the *Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program* requires only \$21.6 million in local revenues to address the State Aid gap and keep major projects intact and on schedule.

On October 24, 2024, the *Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program* will be presented to the Board of Education. Public hearings on the recommended amendments to the adopted CIP are scheduled for November 4 and 6, 2024. On November 8, 2024, the Board of Education

Ms. Karla Silvestre, President
and Members of the Board of Education 4

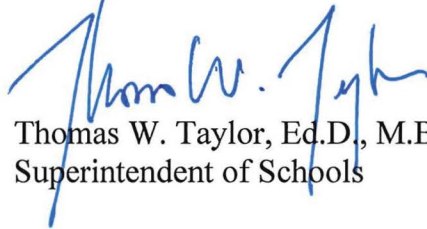
October 21, 2024

is scheduled to hold a work session to discuss the CIP recommendations. If necessary, there will be another public hearing on November 12, 2024, and another work session on November 14, 2024. The Board of Education will take final action on these items on November 21, 2024.

The county executive office will publish their CIP recommendations for all county agencies by mid-January 2025 for County Council discussion and action. The County Council will hold a hearing in February 2025, conduct work sessions in March and April 2025, and adopt the *FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program* in late May 2025.

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

Sincerely,



Thomas W. Taylor, Ed.D., M.B.A.
Superintendent of Schools

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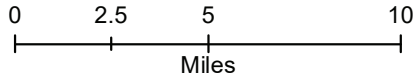
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Cluster Service Areas 2024-2025



Division of
Capital Planning
and
Real Estate
October 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.

FY 2025 was a full CIP review year and resulted in the County Council adoption of the FY 2025–2030 CIP in May 2024. FY 2026 is an off-budget or amendment year. As a result, the county executive and County Council will consider amendments to the adopted FY 2025–2030 CIP that requests appropriations for the FY 2026 Capital Budget and that change expenditures for the FY 2026–2030 out-years of the adopted CIP.

This document contains the following sections:

Chapter 1, *The Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program (CIP)*, is a review of the major factors that have influenced the development of the recommended projects in the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP. This chapter includes a table summarizing the recommended amendments to the 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 adopted CIP actions.

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, and 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 that while cluster organization is used for presentation of information, planning decisions often cross cluster boundaries to meet program and facility needs for students.

Chapter 1

The Superintendent's Recommended FY 2026 Capital Budget and Amendments to 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) 2026 is an off-budget or amendment year. As a result, the biennial CIP process requires the county executive and County Council to consider amendments to the adopted FY 2025–2030 CIP that request appropriations for the FY 2026 Capital Budget and that changes expenditures for the FY 2025–2030 out-years of the adopted CIP.

In an off-budget year, such as FY 2026, the following criteria are applied to MCPS amendment requests (in priority order):

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

The County Council must still approve a capital budget in the off-budget fiscal year that includes appropriations for all projects. In a typical off-budget year, it is anticipated that very few changes will be made to the projects and amounts approved by the County Council for FYs 2026–2030.

Overview

The Board of Education's Requested FY 2025 Capital Budget and FY 2025–2030 Capital Improvements Program totaled \$1.999 billion, an increase of \$93.6 million more than the previously approved CIP. The county executive, in his *Recommended FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements*

Program included \$1.908 billion for MCPS, a funding level that was \$91 million less than the Board of Education's request. The year by year expenditures were significantly reduced in FYs 2025–2028, with additional expenditures recommended in the last two years of the CIP. The county executive's recommendation for MCPS stated that "The Board's request continues to display a pattern in which it is consistently large in the first few years of the CIP and underfunded in the out-years. This leads to over-programming of other projects which are then repeatedly delayed once more traditional MCPS funding levels are requested in those years." This view also was shared during the January 18, 2024, Education and Culture Committee meeting, as well as the February 8, 2024, Government Operations and Fiscal Policy Committee.

The recommended reductions in FYs 2025–2028 represented a total reduction of \$346.2 million, the highest reduction in recent history. Due to the significant year by year expenditure 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 non-recommended reduction scenario to more closely align with the county executive's recommendation.

Therefore, adhering to the Education and Culture Committee's request, and, in light of the unprecedented reduction recommendation, two lists of non-recommended reductions to the *Board of Education's FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program* were submitted. The first scenario reflected consistent funding levels over the six-year CIP for critical infrastructure such as heating, ventilation, and air-conditioning (HVAC) and roof replacement projects. In order to accomplish this and meet the county executive's recommended CIP, individual capital projects were removed completely from the Board of Education's request. The second scenario was a balance that maintained previously approved projects in the CIP with varying delays to completion dates.

On May 23, 2024, the County Council took final action on the FY 2025 Capital Budget and the FY 2025–2030 Capital Improvements Program. For MCPS, the adopted CIP totals \$1.853 billion, a decrease of \$145.7 million less than the Board of Education's request. The County Council's adopted CIP for MCPS reflected the first non-recommended reductions

scenario submitted to the Education and Culture Committee. Below is a summary of the adopted action:

- Include out-year expenditures in each of the fiscal years identified for the following countywide systemic projects:
 - » ADA Compliance—\$5.5 million in FYs 2027–2030
 - » Emergency Replacement—\$1.5 million in FYs 2027–2030
 - » Fire Safety Code Upgrades—\$2 million in FYs 2027–2030
 - » HVAC Replacement—\$35 million in FYs 2027–2030
 - » Relocatable Classrooms—\$5 million in FYs 2028–2030
 - » Sustainability Initiatives—\$5 million in FYs 2027–2030
- Remove all expenditures for the following addition projects:
 - » James Hubert Blake High School
 - » Paint Branch High School
 - » Mill Creek Towne Elementary School
- Maintain planning funds, delay construction to FY 2029, with a “to be determined” completion for the following Major Capital Projects:
 - » Damascus High School
 - » Eastern Middle School
- Remove all planning and construction funds, with a “to be determined” completion date for the following high school Major Capital Projects:
 - » Col. Zadok Magruder
 - » Thomas S. Wootton (site reconfiguration to remain on schedule)
- Maintain planning funds, delay construction funds two years for the following elementary school Major Capital Projects:
 - » Cold Spring
 - » Damascus
 - » Twinbrook
 - » Whetstone

In addition to the above, the County Council, as part of the adopted CIP, shifted expenditures for the Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School (new) Project to the out-years of the CIP; reduced expenditures in the out-years of the CIP for the Sustainability Initiatives Project and the Technology Modernization Project; and, reduced expenditures in FY2025 and FY2026 and removed all expenditures in the out-years for the Healthy Schools Project.

The Superintendent’s Recommended Amendments to the Capital Improvements Program

This document contains the recommended FY 2026 Capital Budget appropriation amounts and amendments to the FY 2025–2030 CIP expenditure schedules proposed by the

superintendent of schools for consideration and action by the Montgomery County Board of Education. As previously indicated, FY 2026 is an amendment year and, therefore, it is standard practice that the superintendent of schools recommends limited amendments. Unfortunately, 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. As a result, in order to maintain the completion dates of previously approved projects and address aging infrastructure, it is necessary to increase the adopted budgets for several individual capital projects, as well as an increase to the HVAC Replacement Project. While there are increases to multiple projects, the superintendent’s recommendation for the Amended FY 2025–2030 CIP reflects a reallocation of \$36.5 million in the Early Childhood Centers Project, a \$12 million reallocation in the Major Capital Projects—Elementary Project, a \$5 million reallocation in the Sustainability Initiatives Project, and a \$4 million reallocation in the Building Modifications for Program Improvements (BMPI).

The *Superintendent’s Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program* is \$1.873 billion, the same amount as the adopted CIP. All projects are recommended to remain on schedule at their approved funding levels except::

- \$53 million increase to address construction cost increases, fit-out of auditoriums, teaching spaces, site amenities, and maintain the completion dates for the following projects:
 - » Crown High School (New)
 - » Northwood High School (Addition/Facility Upgrade)
 - » Charles W. Woodward High School (New)
- \$4.5 million increase to address the backlog of Heating, Ventilation, and Air-Condition (HVAC) projects that have been further impacted due to the rise in construction costs.
- \$36.5 million reallocation from the Early Childhood Centers Project.
- \$12 million reallocation from the Major Capital Projects—Elementary Project.
- \$5 million reallocation from the Sustainability Initiatives Project.
- \$4 million reallocation from the Building Modifications for Program Improvements (BMPI) Project.

While the Superintendent’s Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements is the same dollar amount as the adopted CIP, a shortfall of state aid in the Charles W. Woodward High School Reopening project results in a funding gap of \$39.3 million. To address this shortfall, the superintendent recommends transferring \$17.7 million of balances from prior projects into the Woodward project, resulting in a funding gap of \$21.6 million. The superintendent’s recommendation requires \$21.6 million of local funds to address this funding gap. The prior projects and their amounts are as follows:

- \$7 million from the Building Modifications for Program Improvements Project
- \$5 million from the William Tyler Page ES Addition project
- \$3.4 million from the Westbrook ES Addition project
- \$1.3 million from the Takoma Park MS Addition project
- \$1 million from the Parkland MS Addition project

The summary table at the end of this chapter, titled “Superintendent’s Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program,” (page 1-6) summarizes the superintendent’s recommendations for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council’s adopted action and the third column shows the superintendent’s recommendations for the Amended FY 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 approved by the County Council in the FY 2025–2030 CIP (page 1-9). The table also includes the superintendent’s recommendations for the Amended FY 2025–2030 CIP for these projects. The final two tables contain summary information regarding the appropriation and expenditure schedule for the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP (page 1-11) and the FY 2026 State CIP funding request for MCPS (page 1-12).

It is important to note that an appropriation differs from an expenditure. Once approved by the County Council, an appropriation gives MCPS the authority to encumber and spend money within a specified dollar limit for a project. If a project extends beyond one fiscal year, a majority of the cost of the project would need to be appropriated in order to award the construction contract. An expenditure, on the other hand, is a multi-year spending plan in the CIP that shows when 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 maintained the SAG limit of \$1.68 billion approved in October 2023. In February 2025, the County Council can either lower the SAG limit by any amount or raise the limit by a maximum of 10 percent.

Recordation Tax and School Impact Tax

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

that increase school capacity through new schools, additions to schools, or the portion of 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. Of the \$36.03 million from the annual statewide allocation, \$13.16 million was through the EGRC legislation. 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. Of the \$96.20 million from the annual statewide allocation, \$13.15 million was through the EGRC legislation. For FY 2025, the revised state aid request was \$246.3 million. Of the \$246.3 million, \$18.50 million was for 8 systemic roof and HVAC replacement projects, \$8.4 million was for the balance of construction funding for 1 project, \$63.39 million was for 5 projects that require construction funding, and \$156.04 million was for 2 projects that require both planning approval and construction funding. The FY 2025 state aid approved for MCPS was \$93.67 million, \$56.04 million from the statewide annual allocation and \$37.63 million from BTL funding. Of the \$56.04 million from the annual statewide allocation, \$13.8 million was through the EGRC legislation.

For FY 2026, the state aid request is \$53.32 million. This figure is based on current eligibility of projects approved by the County Council in May 2024. Of the \$53.32 million, \$28.59 million is for the balance of funding for one project, and \$34.73 million is for 8 systemic roofing and HVAC projects.

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 2026 Capital Budget
and Amendments to the FY 2025–2030 Capital Improvements Program
Summary Table¹**

Individual Projects	County Council Action May 2024	Superintendent's Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Charles W. Woodward HS Reopening	Approved one-year delay of reopening due to extension of construction timeline.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium and associated teaching spaces.	8/24 8/27
Bethesda-Chevy Chase/Walter Johnson Cluster ES	Approved shift of planning funds to the out-years of the CIP.		TBD
Winston Churchill			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27
Clarksburg Cluster			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27
Damascus Cluster			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27
Damascus HS—Major Capital Project	Approved shift of all construction expenditures to the out-years of the CIP.		TBD
Damascus ES—Major Capital Project	Approved FY 2025 appropriation for planning funds, but shifted construction expenditures to the out-years of the CIP.	Recommend a portion of the placeholder expenditures in the out-years be reallocated to other projects.	TBD
Downcounty Consortium			
Northwood HS Addition/Facility Upgrade	Approved and FY 2024 supplemental appropriation to accelerate the FY 2025 appropriation and also approved additional funds to complete this project.	Recommend FY 2026 appropriation for upgraded site amenities.	8/27
Charles W. Woodward HS Reopening	Approved one-year delay of reopening due to extension of construction timeline.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium and associated teaching spaces.	8/24 8/27
Eastern MS—Major Capital Project	Approved shift of all construction expenditures to the out-years of the CIP.		TBD
Silver Spring International MS Addition			8/25
Highland View ES Addition			8/27
Piney Branch ES—Major Capital Project			TBD
Gaithersburg Cluster			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27

¹ Bold indicates an amendment to the adopted CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Action May 2024	Superintendent's Recommendation	Anticipated Completion Date
Walter Johnson Cluster			
Charles W. Woodward HS Reopening	Approved one-year delay of reopening due to extension of construction timeline.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium and associated teaching spaces.	8/24 8/27
Bethesda-Chevy Chase/Walter Johnson Cluster ES	Approved shift of planning funds to the out-years of the CIP.		TBD
Col. Zadok Magruder Cluster			
Richard Montgomery Cluster			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27
Twinbrook ES—Major Capital Project	Approved FY 2025 appropriation for planning funds, but shifted construction expenditures to the out-years of the CIP.	Recommend a portion of the placeholder expenditures in the out-years be reallocated to other projects.	TBD
Northeast Consortium			
Burtonsville ES Replacement	Approved FY 2025 appropriation and a one-year acceleration of the completion date.		8/26
Greencastle ES Addition			8/25
JoAnn Leleck ES at Broad Acres Replacement	Approved FY 2025 appropriation and a one-year delay of the completion date due to an extension of construction timeline.		8/26
Northwest Cluster			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27
Poolesville Cluster			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27
Poolesville HS—Major Capital Project			8/24 8/25
Quince Orchard Cluster			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27
Rockville Cluster			
Seneca Valley Cluster			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27

¹ Bold indicates an amendment to the adopted CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Action May 2024	Superintendent's Recommendation	Anticipated Completion Date
Sherwood Cluster			
Watkins Mill Cluster			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27
Whetstone ES—Major Capital Project	Approved FY 2025 appropriation for planning funds, but shifted construction expenditures to the out-years of the CIP.	Recommend a portion of the placeholder expenditures in the out-years be reallocated to other projects.	TBD
Walt Whitman Cluster			
Charles W. Woodward HS Reopening	Approved one-year delay of reopening due to extension of construction timeline.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium and associated teaching spaces.	8/24 8/27
Burning Tree ES (Accessibility Modifications)	Approved FY 2025 appropriation for planning funds.		TBD
Thomas S. Wootton Cluster			
Crown HS (New)	Approved FY 2025 appropriation and also approved a transfer of \$5M to build out the shell, the outside structure, of the auditorium.	Recommend FY 2026 appropriation for the interior fit-out of the auditorium, teaching spaces, and site amenities.	8/27
Cold Spring ES—Major Capital Project	Approved FY 2025 appropriation for planning funds, but shifted construction expenditures to the out-years of the CIP.	Recommend a portion of the placeholder expenditures in the out-years be reallocated to other projects.	TBD
Other Educational Facilities			

¹ Bold indicates an amendment to the adopted CIP. Blank indicates no change from the approved project.

**Superintendent's Recommended FY 2026 Capital Budget
and Amendments to the FY 2025–2030 Capital Improvements Program
Summary Table¹**

Countywide Projects	County Council Action May 2024	Superintendent's Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2025 appropriation to continue this project.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2025 appropriation to continue this project.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2025 appropriation and additional expenditures in the out-years.	Recommend FY 2026 appropriation, below approved level, to be reallocated to other projects and to continue this project.	Ongoing
CESC Modifications	Approved FY 2025 appropriation to begin modifications to this facility.		TBD
Design and Construction Management	Approved FY 2025 appropriation to continue this project.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Early Childhood Centers	Approved FY 2025 appropriation to continue this project.	Recommend reallocation of funds from this project to other projects.	Ongoing
Emergency Replacement of Major Building Components	Approved FY 2025 appropriation and additional expenditures in the out-years.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Facility Planning	Approved FY 2025 appropriation to continue this project.		Ongoing
Fire Safety Code Upgrades	Approved FY 2025 appropriation and additional expenditures in the out-years.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Healthy Schools	Approved FY 2025 appropriation to continue this project.	Recommend FY 2026 appropriation to continue this project.	Ongoing
HVAC Replacement/IAQ Projects	Approved FY 2025 appropriation and additional expenditures in the out-years.	Recommend FY 2026 appropriation, beyond approved level, to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2025 appropriation and additional expenditures in the out-years.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Major Capital Projects—Elementary	Approved FY 2025 appropriation and shifted placeholder expenditures to the out-years.	Recommend a portion of the placeholder expenditures in the out-years for Cold Spring, Damascus, Twinbrook, and Whetstone elementary schools be reallocated to other projects.	Ongoing
Major Capital Projects—Secondary	Denied FY 2025 appropriation and shifted planning and construction expenditures for four projects to the out-years.		Ongoing
Outdoor Play Space Maintenance Project	Approved FY 2025 appropriation to continue this project.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2025 appropriation to continue this project.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Relocatable Classrooms	Approved FY 2025 appropriation and additional expenditures in the out-years.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved FY 2025 appropriation to continue this project.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Roof Replacement/Moisture Protection Projects	Approved FY 2025 appropriation to continue this project.	Recommend FY 2026 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 2024	Superintendent's Recommendation	Anticipated Completion Date
School Security	Approved FY 2025 appropriation to continue this project.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Approved FY 2025 appropriation to continue this project.	Recommend FY 2026 appropriation to continue this project.	Ongoing
Sustainability Initiatives	Approved FY 2025 appropriation and additional expenditures in the out-years.	Recommend FY 2026 appropriation, below approved level, to be reallocated to other projects and to continue this project.	Ongoing
Technology Modernization	Approved FY 2025 appropriation and additional expenditures in the out-years.	Recommend FY 2026 appropriation to continue this project.	Ongoing

¹ Bold indicates an amendment to the adopted CIP. Blank indicates no change from the approved project.

**Superintendent's Recommended FY 2026 Capital Budget
and Amendments to the FY 2025-2030 CIP**

Project	FY 2026 Approp.	Total	Thru FY 2024	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				650	545	
Burtonsville ES Replacement		57,776	1,517	4,215	52,044	15,455	19,053	17,536			
Crown HS (New)*	20,000	219,252	10,711	5,274	203,267	30,613	40,719	78,358	48,577	5,000	
Greencastle ES Addition		18,495	1,061	5,599	11,835	6,445	5,390				
Highland View ES Addition		16,775	177	874	15,724	1,825	6,394	7,505			
JoAnn Leleck ES @ Broad Acres Replacement		66,682	2,053	14,830	49,799	16,444	17,355	16,000			
Northwood HS Addition/Facility Upgrade*	5,000	213,076	9,510	32,512	171,054	43,909	40,891	46,254	40,000		
William Tyler Page ES Addition		25,168	18,124	5,044	2,000	2,000					
Silver Spring International MS Addition		28,140	9,432	3,554	15,154	10,154	5,000				
Charles W. Woodward HS Reopening*	28,000	224,095	88,458	5,851	129,786	26,890	20,896	37,000	30,000	15,000	
Countywide Projects											
ADA Compliance: MCPS	1,200	75,993	27,025	12,568	36,400	7,200	7,200	5,500	5,500	5,500	5,500
Asbestos Abatement	1,145	26,970	19,414	686	6,870	1,145	1,145	1,145	1,145	1,145	1,145
Building Modifications and Program Improvements*	4,000	134,603	73,107	17,496	44,000	8,000	4,000	8,000	8,000	7,000	9,000
CESC Modifications		5,000			5,000	2,500	2,500				
Design and Construction Management	5,500	118,375	83,809	1,566	33,000	5,500	5,500	5,500	5,500	5,500	5,500
Early Childhood Centers*		21,000		10,000	11,000			5,000	6,000		
Emergency Replacement of Major Building Components	1,500	12,000	1,100	1,900	9,000	1,500	1,500	1,500	1,500	1,500	1,500
Facility Planning: MCPS		18,787	12,508	2,479	3,800	1,350	1,050	350	350	350	350
Fire Safety Upgrades	2,317	35,502	21,043	1,825	12,634	2,317	2,317	2,000	2,000	2,000	2,000
Healthy Schools	2,000	5,370			5,370	2,685	2,685				
HVAC Replacement*	39,500	380,521	107,025	58,996	214,500	35,000	39,500	35,000	35,000	33,000	37,000
Improved (Safe) Access to Schools/County Bicycle Initiative	3,500	47,510	19,606	6,904	21,000	3,500	3,500	3,500	3,500	3,500	3,500
Major Capital Projects Elementary*		288,914	150,845	7,255	130,814	33,527	2,287			35,000	60,000
Major Capital Projects Secondary		401,993	59,426	78,649	263,918	64,798	54,217			42,267	102,636
Outdoor Play Space Maintenance	450	8,750	5,475	575	2,700	450	450	450	450	450	450
Planned Life-Cycle Asset Replacement (PLAR)	12,000	225,434	144,749	16,685	64,000	12,000	12,000	10,000	10,000	10,000	10,000
Relocatable Classrooms	5,000	114,561	78,971	5,590	30,000	5,000	5,000	5,000	5,000	5,000	5,000
Restroom Renovations	6,000	59,158	32,134	3,024	24,000	6,000	6,000	3,000	3,000	3,000	3,000
Roof Replacement/Moisture Protection Projects	12,000	151,575	72,756	22,819	56,000	12,000	12,000	8,000	8,000	8,000	8,000
School Security	4,000	77,672	49,101	12,571	16,000	4,000	4,000	2,000	2,000	2,000	2,000
Stormwater Discharge and Water Quality Management	1,200	19,615	11,533	882	7,200	1,200	1,200	1,200	1,200	1,200	1,200
Sustainability Initiatives*	5,000	45,151	2,745	7,406	35,000	10,000	5,000	5,000	5,000	5,000	5,000
Technology Modernization	28,346	599,082	412,469	17,019	169,594	27,248	28,346	28,500	28,500	28,500	28,500
Total Recommended CIP	187,658	3,744,190	1,525,884	364,648	1,853,658	400,655	357,095	333,298	250,872	220,457	291,281

*Bold indicates amendment to the adopted CIP

A shortfall of state aid in the Charles W. Woodward HS Reopening project results in a funding gap of \$39.3M. To address this shortfall, the superintendent recommends transferring \$17.7M of balances from prior projects into the Woodward project, resulting in a funding gap of \$21.6M. The superintendent's recommendation requires \$21.6M of local funds to address this funding gap. This can be seen in the table below.

Charles W. Woodward HS Reopening Recommended Revenue Changes

Project	Total
State Aid Shortfall for Charles W. Woodward HS Reopening	-39,299
Available Funds from Prior Projects	17,700
Remaining State Aid Shortfall	-21,599
Local Funding Recommended after Transfers	21,599

Requested FY 2026 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	FY 2026 Request for Funding
1	N	Y	Westland MS HVAC Replacement	13,500	6,750	0	6,750
2	N	Y	Springbrook HS HVAC Replacement (Phase 2)	7,500	3,750	0	3,750
3	N	Y	Walt Whitman HS HVAC Replacement (Phase 3)	7,000	3,500	0	3,500
4	N	Y	Judith A. Resnik ES HVAC Replacement	7,000	3,500	0	3,500
5	N	Y	A. Mario Loiederman MS HVAC Replacement	4,500	2,250	0	2,250
6	N	Y	DuFief ES Roof Replacement	3,614	1,807	0	1,807
7	N	N	James Hubert Blake HS Roof Replacement	3,366	1,683	0	1,683
8	N	Y	Harmony Hills ES Roof Replacement	2,984	1,492	0	1,492
			Subtotal	49,464	24,732	0	24,732
			Construction Funding				
9	Y	Y	JoAnn Leleck ES at Broad Acres (Replacement)*	66,682	58,634	8,048	0
10	C**	Y	Crown HS (New)*	199,252	100,971	69,689	28,592
			Subtotal	265,934	159,605	77,737	28,592
			TOTAL	315,398	184,337	77,737	53,324

*BTL funding for these projects were approved after the FY 2025 Educational Facilities Master Plan publication.

**Combined annual allocation and BTL funding.

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 159,671 for the 2024–2025 school year, a decrease of 552 students from the 2023–2024 school year. Enrollment grew by 3,224 students from the 2015–2016 to the 2024–2025 school year. Total school system enrollment is projected to increase to 162,178 students by the 2030–2031 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

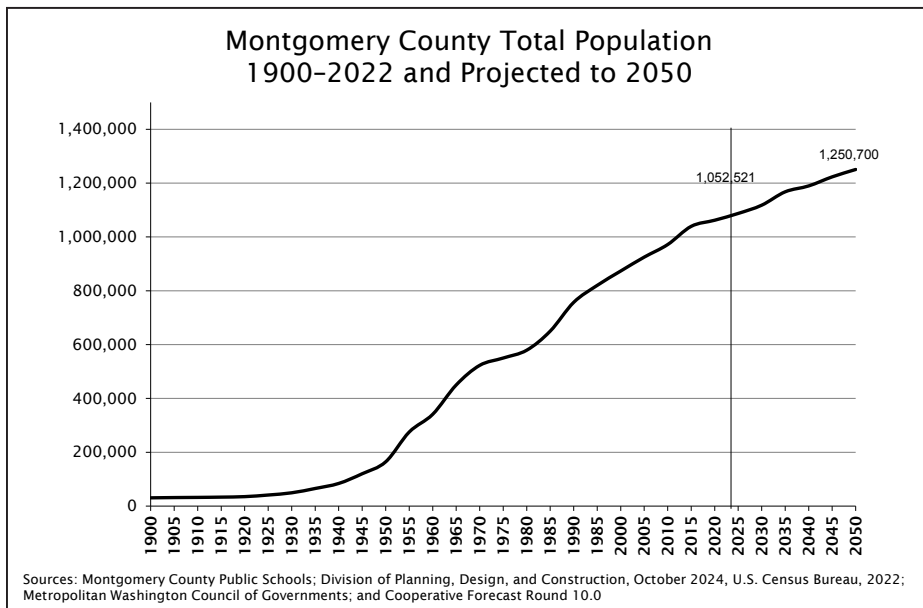
Population

Montgomery County’s overall population is growing and diversifying. According to U.S. Census Bureau, the county’s total population has increased by 185,133 people, or 21.2 percent

since 2000 from 873,341 to 1,058,474 people (2023). 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 2021 (the last year of available data), there have been 286,854 births compared to 128,154 deaths in the county, for a net natural population increase of 158,700 residents, accounting for 86.9 percent of the county’s overall population increase (Maryland Department of Health, 2021).

Migration patterns also are contributing to population growth. Between 2003 and 2022, international migration has been estimated to contribute 158,895 residents while domestic migration resulted in a loss of 154,554 residents, netting 4,341 new residents (Maryland Department of Planning). The 2023 estimate of county residents born outside of the United States is approximately 346,121 (U.S. Census Bureau) or approximately one-third of the county’s population.

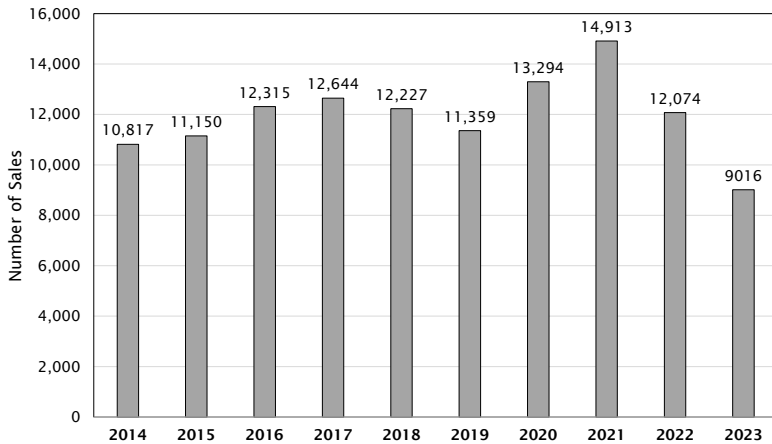
Montgomery County’s trend toward racial and ethnic diversification mirrors national demographic trends. According to U.S. Census Bureau data and Montgomery County Planning, between 2000 and 2023, the county’s White, non-Hispanic population decreased as a percentage of the total population by 23.4 percent to 41.4 percent. The African American population increased by 5.7 percent to 20.7 percent. The Asian population increased by 4.9 percent to 16.2 percent, and the Hispanic population (of any race) increased by 8.8 percent to 20.3 percent. Other categories, such as Native Hawaiian/Pacific Islander, Native American, and Alaskan Native and Two or More have a combined increase to 4.7 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.



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 3.0 percent as of July 2024 (Economic Indicator; Montgomery County Department of Finance, April 2020; Maryland Department of Labor; and U.S. Bureau of Labor Statistics).

Montgomery County Total Sales of Existing Homes by Year



Sources: Economic Indicators Reports to County Council, Montgomery County Department of Finance, July 2019, Greater Capital Area Association of Realtors, Housing Market Reports 2023

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 \$572,000 in 2023, 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 along transportation corridors.

On April 2, 2024, the County Council adopted the Takoma Park Minor Master Plan Amendment. Other recently adopted master and sector plans include those for

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.

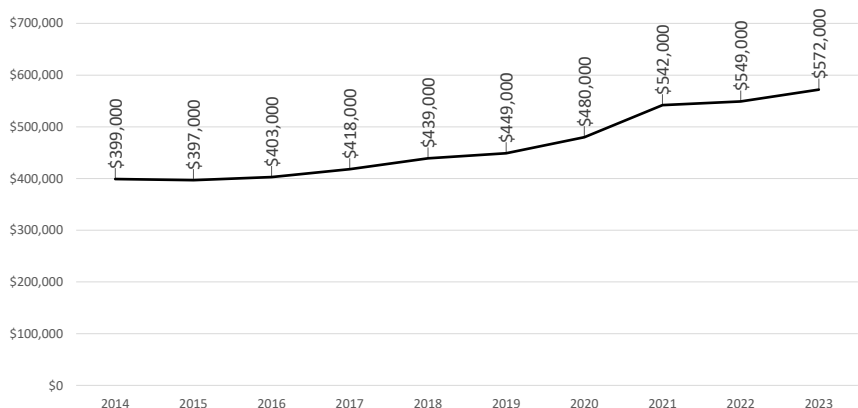
MCPS participates in county and city land use planning to ensure impacts on enrollment are considered and future school sites identified. (See Appendix C for further information on the role of MCPS in land use planning.) Moreover, MCPS monitors housing activity in all school service

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.

Montgomery County
Median Home Sales Prices
2014-2023



Source: Montgomery County Market Trends Reports, Greater Capital Area Association of Realtors

Additional information on the role of MCPS with respect to the County Growth and Infrastructure is in Appendix C. The FY 2025 school test, based on the enrollment projections and capital projects included in the adopted FY 2025–2030 CIP, went into effect July 1, 2024. For results of the FY 2025 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 2021, the last year available, dropped below 12,000, totaling 11,505 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 83.7 percent in the 2023–2024 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 2023–2024 school year was 11,737, and the kindergarten class for the 2024–2025 school year is 10,074, or a difference between the two grades of 1,663 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 three years, that number has averaged roughly 2,750 students.

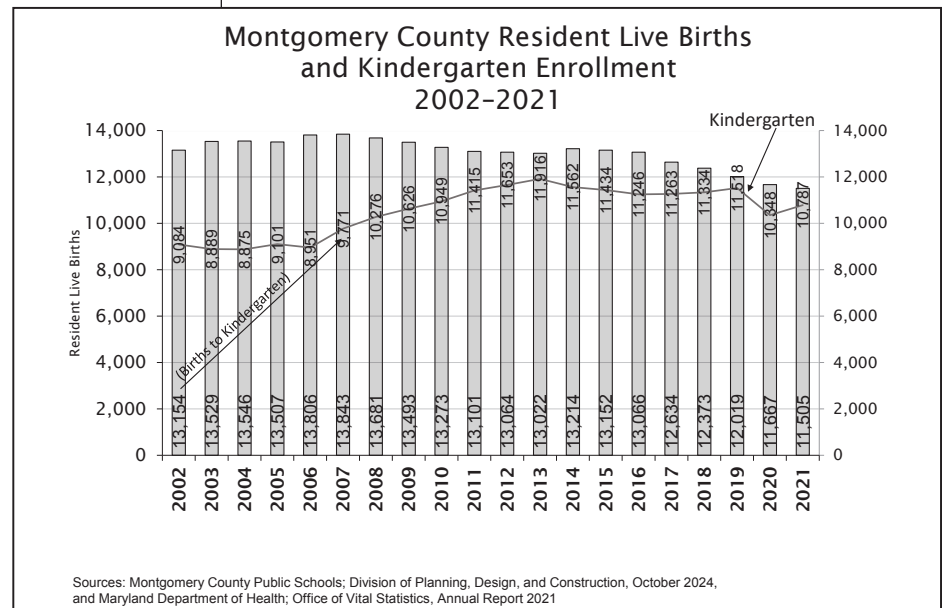
Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult

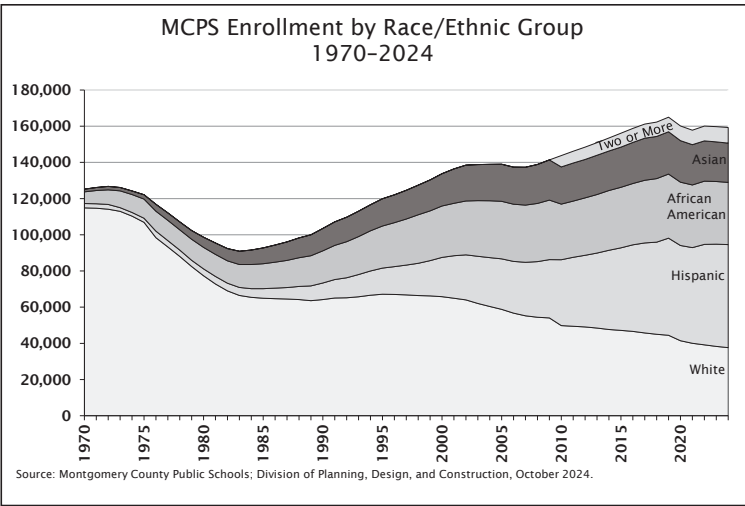
to predict. Records of MCPS student entries and withdrawals show that there has been an increase in the in-migration from approximately 12,328 new students from other public school districts in Maryland and throughout the United States, private schools, homeschooling, and from out of the country, in the 2010–2011 school year, to 13,244 in the 2023–2024 school year. Withdrawals over the same time increased from 10,186 in the 2010–2011 school year to 14,203 in the 2023–2024 school year. There were 959 more students withdrawing to attend other public, private, foreign, or home schools than entering the system in the 2023–2024 school year.

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 2021, the latest available data, White, non-Hispanic births were 3,758, African American births were 2,353, Asian births were 1,521, and Hispanic births were 3,576. The general fertility rate for Hispanic women between the ages 15 and 44 is 78.8 (per 1,000) versus 53.6 for African American women, 45.6 for Asian or Pacific Islander, and 51.0 for non-Hispanic White women in the same age range (Vital Statistics, Maryland Department of Health).

The preliminary total enrollment (159,671) is broken into the following racial/ethnic self-identified categories: 21.5 percent of students are African American, 13.6 percent are Asian, 35.7 percent are Hispanic, and 23.6 percent are White, non-Hispanic, and 5.4 percent are 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.

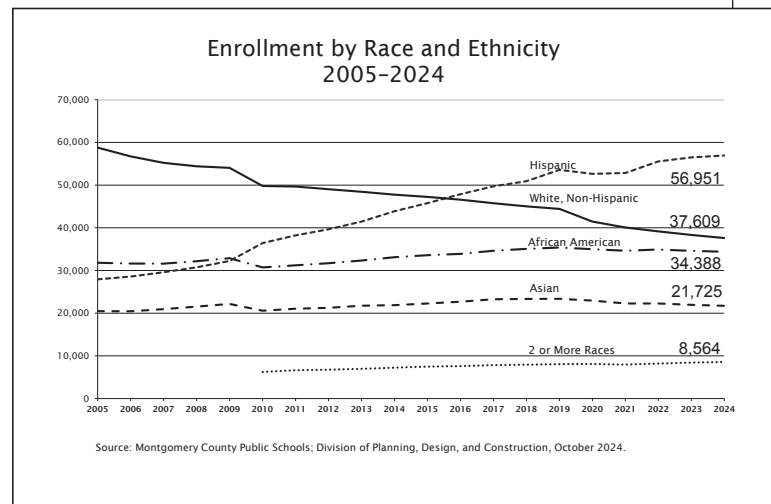




Also shown are enrollments in the four major racial and ethnic groups over the past two decades. It can be seen that the addition of a new category resulted in a dip in enrollment in 2010 in White, non-Hispanic, African American, and Asian students, as some identified with the “Two or More races” category. (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 2023–2024 school year, 43.1 percent of students participated in the FARMS Program. There has been an increase of 15,416 students participating in FARMS during the past 10 school years (2014–2015 to 2023–2024).

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 2014–2015 school year, 13.4 percent of students were in the ELD (previously known as ESOL) Program, and that has grown to 20.6 percent for the 2023–2024 school year. Emergent multilingual learners (EML) students in ELD represent approximately 150 countries of origin and speak an estimated 160 different languages. Although immigration to the United States has been increasing for many years and

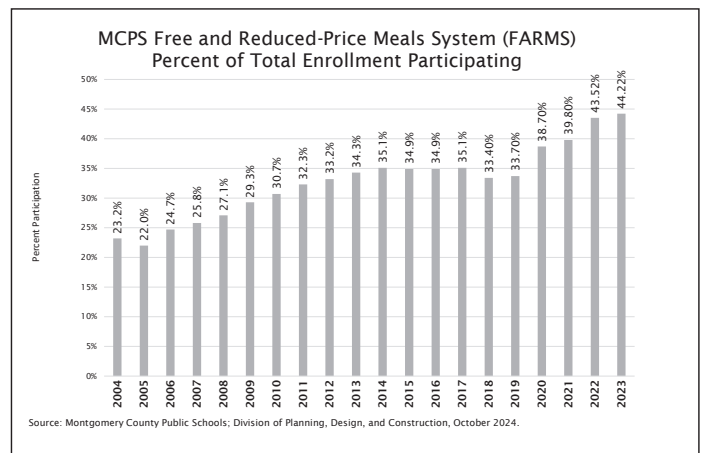


does contribute program participants, a large proportion of EML students were born in the United States.

Class Size Reduction and Non Class Size Reduction Elementary Schools

There are 69 Class Size Reduction (CSR) elementary schools (including upper schools in the case of paired schools) for the 2024–2025 school year. 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



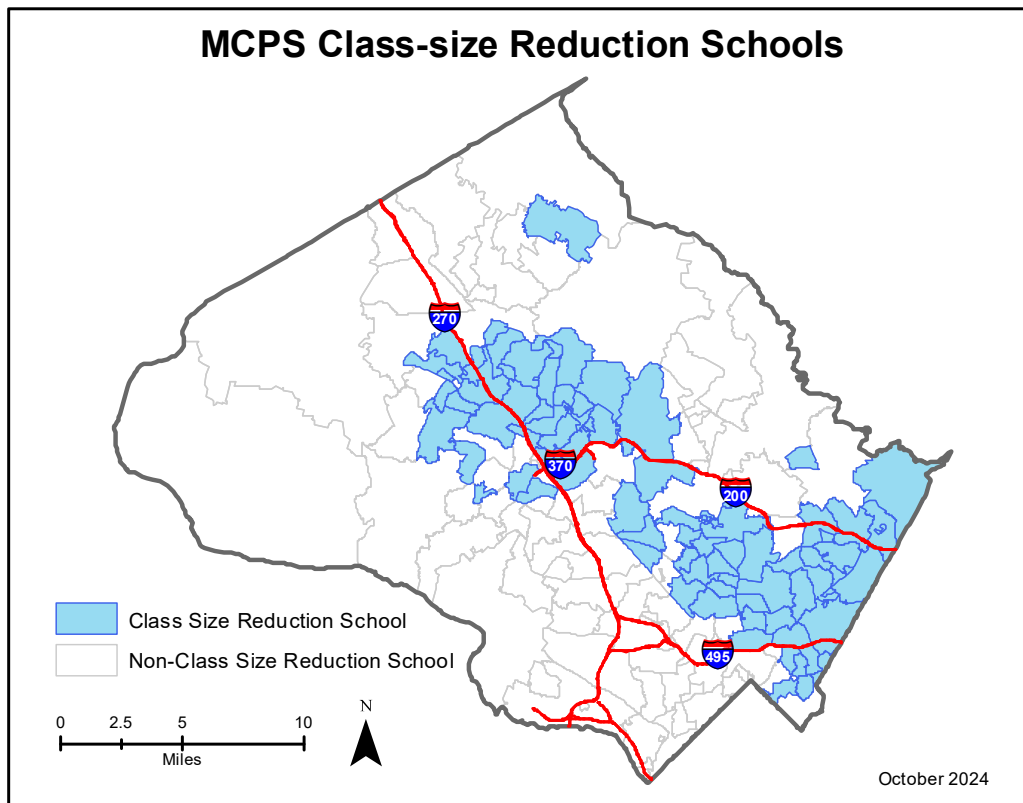
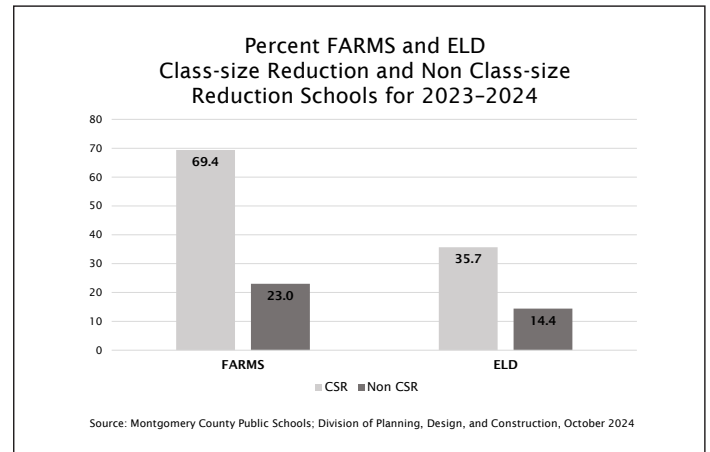
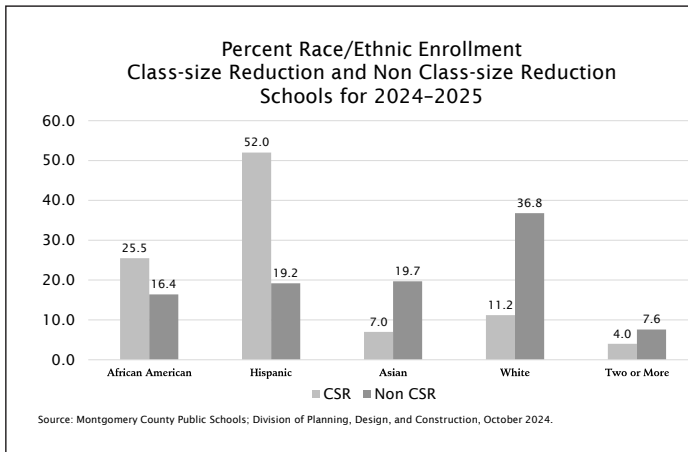
past three decades has transformed these communities and the greatest concentration of student diversity and participation in the FARMS and ELD programs is now found in areas of the county where two conditions exist—major transportation corridors are present and affordable housing is available. In Silver 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. Two or more families who share housing costs may occupy some of these homes. 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 2024–2025 kindergarten class is lower than 2023–2024. The capture rate (the percentage of resident births five years earlier to kindergarten enrollment) is 83.8 percent.

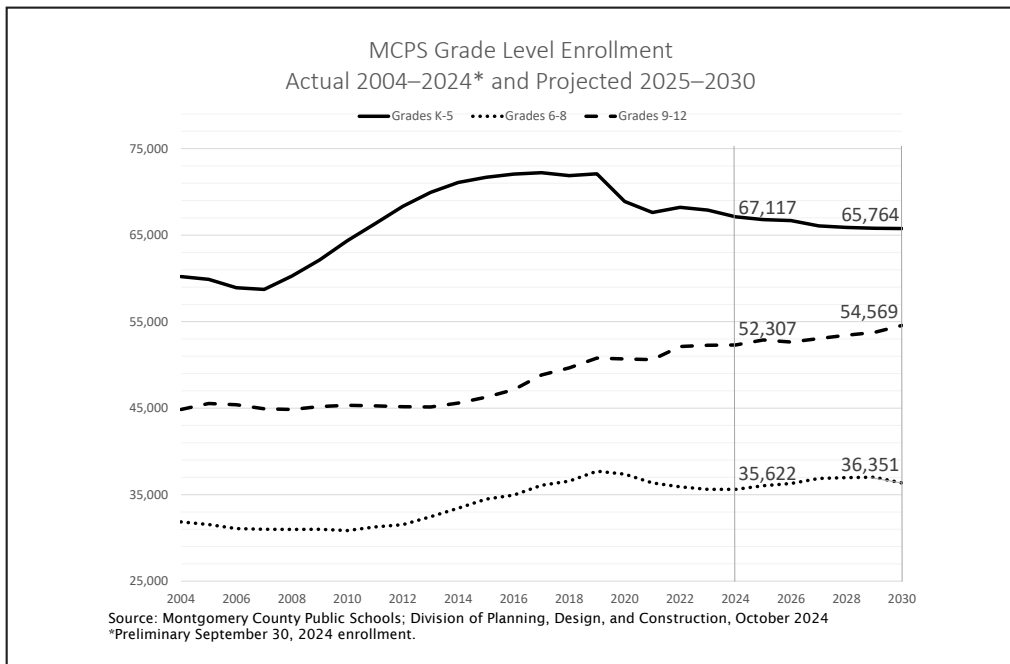
It is anticipated that there will be a return to 87 percent kindergarten capture. However, the decline in resident births will result in a decline in the kindergarten population that in turn will slow the growth of the total enrollment as students age from grade to grade. In addition, the unusually small 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 12,040. 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 2024–2025 school year, MCPS operates 137 elementary schools, 40 middle schools, 25 high schools, 1 career and technology high school, 1 alternative education center with one satellite center, 5 special schools, and 2 Early Childhood Centers. Since 1985, MCPS has 37 elementary schools, 19 middle schools, and 6 high schools that are new or have been reopened. 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 2026 Capital Budget and Amendments to 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: 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
- 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, ELD, 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, ELD, 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.

2024–2025 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	Thurgood Marshall Maryvale 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 Dr. 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
Middle Schools	
Benjamin Banneker Forest Oak Francis Scott Key	Montgomery Village Odessa Shannon White Oak
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 2024–2025 school year.	

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

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. In FY 2025, the staffing guidelines for focus schools increased to an average of 19 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: 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 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 one satellite center; and 2 Early Childhood 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 official September 30th enrollment was 160,223 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 recommended capital projects, see the table in Chapter 1, labeled *Superintendent's Recommended FY 2026 Capital Budget and Amendments to 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 recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP includes funds for two new schools: the reopening of Charles W. Woodward High School (opens August 2027) and 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 recommended FY 2026 Capital Budget and Amendments to 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
Silver Spring International MS (Addition)	5	8/25
Greencastle ES (Addition)	10	8/25
Highland View ES (Addition)	9	8/27

*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).

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 2024–2025 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.

As part of the adopted 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 approved completion date for the re-opening of Charles W. Woodward High school is delayed until August 2027. On March 19, 2024, the Board of Education approved a revised timeline for the approved boundary study scope to align with the re-opening of Charles W. Woodward High School. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy

On March 19, 2024, the Board of Education approved the boundary scope to create the service area for the new Crown High School and the expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr., Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview, Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the expenditures for the Damascus High School Major Capital Project were shifted to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy

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
Poolesville HS Phase II (MCP)	4	8/25
Burtonsville ES (Replacement)	47	8/26
JoAnn Leleck ES at Broad Acres (Replacement)	49	8/26
Crown High School (New)	106	8/27
Northwood HS (Replacement)	107	8/27
Charles W. Woodward HS (Reopening)	105	8/27
Damascus HS (MCP)	TBD	TBD
Eastern MS (MCP)	TBD	TBD
Cold Spring ES (MCP)	TBD	TBD
Damascus ES (MCP)	TBD	TBD
Piney Branch ES (MCP)	TBD	TBD
Twinbrook ES (MCP)	TBD	TBD
Whetstone ES (MCP)	TBD	TBD

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).

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 policy can be seen in Appendix U. 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 (SBWCPCG) 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

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 2025 proposed target requires 71.25 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 Special Education, Prekindergarten, Programs, and Services (DSEPPS), in collaboration with the Department of Facilities Management and the Office of School Support, 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
- Comprehensive Autism Preschool Program
- Bridge Services
- Prekindergarten 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 (MC-ITP) provides services to children with developmental delays from birth to 3 years of age or until the start of the school year after turning age 4 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 3 through 5. 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 2026 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 V 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. However, for the 2023-2024 school year, student enrollment declined slightly from the previous school year. Space deficits remain at some 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 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.
- **Recommended**—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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

2e—Twice Exceptional

AAC—Augmentative and Alternative Communication

Add.—Addition

AUT—Autism Spectrum Disorders

BRIDGE—Bridge services

CSR—Class size reduction

DCC—Downcounty Consortium

DHOH—Deaf and Hard of Hearing

ELC—Elementary Learning Center

ELD—English Language Development

HS—Head Start

HSM—Home school model

LAD—Learning and Academic Disabilities

LANG—Speech/Language Services

LFI—Learning for Independence

LTL—Linkages to Learning

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

MCP—Major Capital Project

MSMC—Middle School Magnet Consortium

NEC—Northeast Consortium

PD—Physical Disabilities class

PEP—Preschool Education Program

pre-K—# of sessions of prekindergarten

pre-K Lang—Prekindergarten language class

Reg. Sec.—Regular secondary classroom

Reg. Elem.—Regular elementary classroom

Rev/Ex—Revitalization/Expansion

Rm CSR—# of classrooms for class-size reduction initiative

SBHC—School-based Health Center

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

SESES—Social and Emotional Special Education Services

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

SBWC—Wellness Center

TBD—To be determined

TS—# of Teaching Stations

VIS—Preschool or secondary Vision Services

and secondary schools and to the years 2033 and 2038 at the secondary level. Space availability is shown with approved CIP projects. 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 2024–2025)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2024–2025,” illustrates facility information for each school.

Cluster Articulation for 2024–2025 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)
Laytonsville 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)
Laytonsville 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 2024–2025 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 ES (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 ES (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 was requested for planning funds, however, due to fiscal constraints, the County Council shifted those expenditures to

the out-years of the adopted FY2025–2030 CIP. 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.

As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was 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 completion date for the reopening of Charles W. Woodward High School is August 2027. On March 19, 2024, the Board of Education adopted a revised timeline for the boundary study. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/woodwardhsboundarystudy/

SCHOOLS

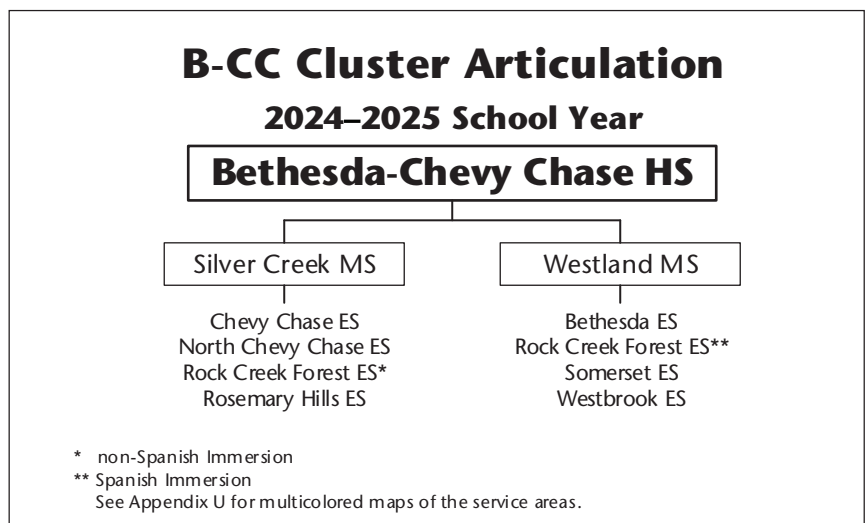
Bethesda-Chevy Chase High School

Planning Issue: See text under Cluster Planning Issues.

Charles W. Woodward High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium



BETHESDA-CHEVY CHASE CLUSTER

high schools, an FY 2021 appropriation for construction was approved for the reopening of Charles W. Woodward High 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 FY 2023-2028 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 was August 2026. An FY 2024 appropriation was approved for construction cost increases. As part of the Board of Education's approved FY2025–2030 CIP, the construction schedule for the Northwood High School project was extended one year, with a completion date of August 2027. Since Charles W. Woodward High School is the holding facility for Northwood High School, the completion date for the reopening of Charles W. Woodward High School is August 2027. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase III for this project that will include the construction of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase III, the interior fit-out of the auditorium and other associated spaces, and keep the completion date of August 2027.

Silver Creek Middle School

Planning Issue: See text under Cluster Planning Issues.

Westland Middle School

Planning Issue: See text under Cluster Planning Issues.

Bethesda Elementary School

Planning Study: See text under Cluster Planning Issues.

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 was requested for planning funds, however, due to fiscal constraints, the County Council shifted those expenditures to the out-years of the adopted FY2025–2030 CIP. 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	Recommended	August 2024/2027
Bethesda-Chevy Chase/Walter Johnson Cluster ES	New School	Programmed	TBD

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Bethesda–Chevy Chase HS	Program Capacity		2475	2475	2475	2475	2475	2475	2475	2475	2475
	Enrollment		2382	2384	2420	2389	2417	2429	2463	2475	2475
	Available Space		93	91	55	86	58	46	12	0	0
	Comments	See Text									
Charles W. Woodward HS	Program Capacity					2249	2249	2249	2249	2249	2249
	Enrollment					0	0	0	0	0	0
	Available Space					2249	2249	2249	2249	2249	2249
	Comments	See Text				Opens					
Silver Creek MS	Program Capacity		915	915	915	915	915	915	915	915	915
	Enrollment		753	760	757	773	776	776	762	765	765
	Available Space		162	155	158	142	139	139	153	150	150
	Comments	See Text									
Westland MS	Program Capacity		1064	1064	1064	1064	1064	1064	1064	1064	1064
	Enrollment		839	824	831	851	854	855	840	850	850
	Available Space		225	240	233	213	210	209	224	214	214
	Comments	See Text									
Bethesda ES Grades (K–5)	Program Capacity		560	560	560	560	560	560	560		
	Enrollment		644	653	637	623	667	642	631		
	Available Space		(84)	(93)	(77)	(63)	(107)	(82)	(71)		
	Comments	See Text									
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES	Program Capacity		483	483	483	483	483	483	483		
	Enrollment		434	451	467	481	485	488	471		
	Available Space		49	32	16	2	(2)	(5)	12		
	Comments	See Text									
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES	Program Capacity		391	391	391	391	391	391	391		
	Enrollment		237	236	251	258	261	263	250		
	Available Space		154	155	140	133	130	128	141		
	Comments	See Text									
Rock Creek Forest ES	Program Capacity		771	771	771	771	771	771	771		
	Enrollment		692	700	684	691	696	687	681		
	Available Space		79	71	87	80	75	84	90		
	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		507	481	471	480	485	486	487		
	Available Space		143	169	179	170	165	164	163		
	Comments	See Text									
Somerset ES	Program Capacity		550	550	550	550	550	550	550		
	Enrollment		313	310	325	336	337	336	340		
	Available Space		237	240	225	214	213	214	210		
	Comments	See Text									
Westbrook ES	Program Capacity		648	648	648	648	648	648	648		
	Enrollment		467	441	428	420	405	404	415		
	Available Space		181	207	220	228	243	244	233		
	Comments	See Text									
Cluster Information	HS Utilization		96%	96%	98%	97%	98%	98%	100%	100%	100%
	HS Enrollment		2382	2384	2420	2389	2417	2429	2463	2475	2475
	MS Utilization		80%	80%	80%	82%	82%	82%	81%	82%	82%
	MS Enrollment		1592	1584	1588	1624	1630	1631	1602	1615	1615
	ES Utilization		81%	81%	81%	81%	82%	82%	81%		
	ES Enrollment		3294	3272	3263	3289	3336	3306	3275		

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	Total Enrollment	2024-2025																2023-2024																			
		Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	
Bethesda-Chevy Chase HS	2382	5.9%	18.4%	6.9%	21.5%	46.9%	20.8%	9.2%	10.1%																												
Silver Creek MS	753	6.9%	27.1%	7.8%	17.4%	40.8%	30.8%	12.9%	10.1%																												
Westland MS	839	7.2%	12.5%	11.8%	19.1%	49.1%	14.1%	9.7%	11.0%																												
Bethesda ES	644	8.9%	17.4%	22.8%	15.4%	35.6%	22.3%	21.7%	25.8%																												
Chevy Chase ES	434	6.5%	27.6%	9.2%	13.4%	43.1%	28.6%	10.8%	10.8%																												
North Chevy Chase ES	237	6.3%	22.4%	7.6%	16.9%	46.8%	24.7%	12.8%	10.3%																												
Rock Creek Forest ES	692	5.1%	20.7%	6.2%	38.7%	28.8%	34.4%	19.0%	10.5%																												
Rosemary Hills ES	507	5.1%	30.2%	5.1%	17.8%	40.8%	39.6%	15.0%	16.0%																												
Somersset ES	313	9.9%	11.8%	12.5%	17.3%	48.6%	16.8%	19.1%	10.0%																												
Westbrook ES	467	7.3%	5.8%	10.9%	15.6%	60.2%	11.5%	12.7%	8.4%																												
Elementary Cluster Total	3294	6.9%	19.6%	11.1%	20.7%	41.5%	26.4%	16.3%	13.6%																												
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%																												

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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%.

Program Capacity Table
(School Year 2024–2025)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Special Education Services																																
					Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7						
Bethesda-Chevy Chase HS	9-12	2475	110	110																																	
Silver Creek MS	6-8	915	46	42																																	
Westland MS	6-8	1064	52	49																																	
Bethesda ES	K-5	560	29	3																																	
Chevy Chase ES	3-5	483	24	3																																	
North Chevy Chase ES	3-5	391	21	3																																	
Rock Creek Forest ES	K-5	771	40	3																																	
Rosemary Hills ES	Prek-2	650	36	3																																	
Somersset ES	K-5	550	27	3																																	
Westbrook ES	K-5	648	33	3																																	

BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2024–2025

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			
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

CLUSTER PLANNING ISSUES

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted the expenditures for Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy/.

SCHOOLS

Winston Churchill High School

Planning Issue: See text under Cluster Planning Issues.

Crown High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: The adopted 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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward

with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school 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 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 CIP.

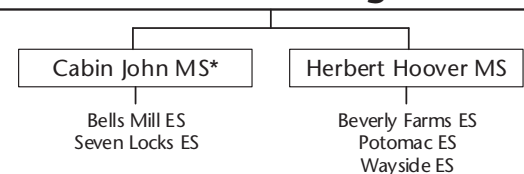
Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

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

Winston Churchill Cluster Articulation

2024–2025 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 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Winston Churchill HS	Program Capacity		1940	1940	1940	1940	1940	1940	1940	1940	1940
	Enrollment		2186	2211	2175	2184	2217	2229	2259	2275	2275
	Available Space		(246)	(271)	(235)	(244)	(277)	(289)	(319)	(335)	(335)
	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	See Text				Opens					
Cabin John MS	Program Capacity		1125	1125	1125	1125	1125	1125	1125	1125	1125
	Enrollment		983	1025	1003	1012	1015	1017	998	1010	1010
	Available Space		142	100	122	113	110	108	127	115	115
	Comments	See Text									
Herbert Hoover MS	Program Capacity		1143	1143	1143	1143	1143	1143	1143	1143	1143
	Enrollment		931	942	940	944	947	948	931	940	940
	Available Space		212	201	203	199	196	195	212	203	203
	Comments	See Text									
Bells Mill ES	Program Capacity		626	626	626	626	626	626	626		
	Enrollment		569	549	558	553	541	537	538		
	Available Space		57	77	68	73	85	89	88		
	Comments										
Beverly Farms ES	Program Capacity		733	733	733	733	733	733	733		
	Enrollment		536	527	529	519	513	521	526		
	Available Space		197	206	204	214	220	212	207		
	Comments										
Potomac ES	Program Capacity		480	480	480	480	480	480	480		
	Enrollment		475	477	472	477	467	467	464		
	Available Space		5	3	8	3	13	13	16		
	Comments										
Seven Locks ES	Program Capacity		457	457	457	457	457	457	457		
	Enrollment		374	372	382	383	391	400	386		
	Available Space		83	85	75	74	66	57	71		
	Comments										
Wayside ES	Program Capacity		626	626	626	626	626	626	626		
	Enrollment		467	465	488	478	492	485	477		
	Available Space		159	161	138	148	134	141	149		
	Comments										
Cluster Information	HS Utilization		113%	114%	112%	113%	114%	115%	116%	117%	117%
	HS Enrollment		2186	2211	2175	2184	2217	2229	2259	2275	2275
	MS Utilization		84%	87%	86%	86%	87%	87%	85%	86%	86%
	MS Enrollment		1914	1967	1943	1956	1962	1965	1929	1950	1950
	ES Utilization		83%	82%	83%	82%	82%	82%	82%		
ES Enrollment		2421	2390	2429	2410	2404	2410	2391			

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2024–2025

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/>.

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted the expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusbouandarystudy/

SCHOOLS

Clarksburg High School

Planning Issue: See text under Cluster Planning Issues.

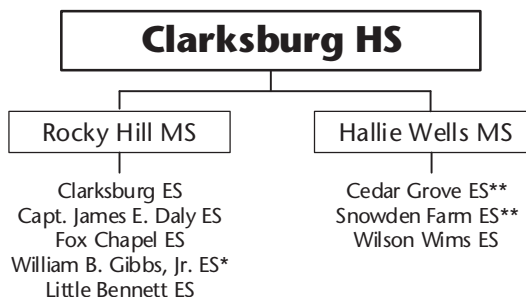
Crown High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: The adopted 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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Clarksburg Cluster Articulation

2024–2025 School Year



* A portion of William B. Gibbs Jr. ES also articulates to Neelsville MS and Seneca Valley HS.
 ** Portions of Cedar Grove ES and Snowden Farm ES also articulate to Damascus HS.
 See Appendix U for multicolored maps of the service areas.

CLARKSBURG CLUSTER

Rocky Hill Middle School

Planning Issue: See text under Cluster Planning Issues.

Hallie Wells Middle School

Planning Issue: See text under Cluster Planning Issues.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools		Actual	Projections							
		24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Clarksburg HS	Program Capacity	2020	2020	2020	2020	2020	2020	2020	2020	2020
	Enrollment	2239	2226	2233	2258	2261	2272	2306	2340	2340
	Available Space	(219)	(206)	(213)	(238)	(241)	(252)	(286)	(320)	(320)
	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	See Text			Opens					
Rocky Hill MS	Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020
	Enrollment	1012	1008	1030	1039	1042	1043	1025	1050	1050
	Available Space	8	12	(10)	(19)	(22)	(23)	(5)	(30)	(30)
	Comments	See Text								
Hallie Wells MS	Program Capacity	982	982	982	982	982	982	982	982	982
	Enrollment	931	925	915	948	950	952	935	950	950
	Available Space	51	57	67	34	32	30	47	32	32
	Comments	See Text								
Clarksburg ES	Program Capacity	365	365	365	365	365	365	365		
	Enrollment	366	367	385	395	403	417	417		
	Available Space	(1)	(2)	(20)	(30)	(38)	(52)	(52)		
	Comments									
Capt. James E. Daly, Jr. ES	Program Capacity	558	558	558	558	558	558	558		
	Enrollment	476	453	456	461	455	454	452		
	Available Space	82	105	102	97	103	104	106		
	Comments									
Fox Chapel ES	Program Capacity	665	665	665	665	665	665	665		
	Enrollment	621	610	626	621	626	635	636		
	Available Space	44	55	39	44	39	30	29		
	Comments									
Little Bennett ES	Program Capacity	630	630	630	630	630	630	630		
	Enrollment	614	592	576	585	581	588	586		
	Available Space	16	38	54	45	49	42	44		
	Comments									
Snowden Farm ES	Program Capacity	763	763	763	763	763	763	763		
	Enrollment	578	530	474	438	428	428	434		
	Available Space	185	233	289	325	335	335	329		
	Comments									
Wilson Wims ES	Program Capacity	717	717	717	717	717	717	717		
	Enrollment	484	483	474	462	450	458	458		
	Available Space	233	234	243	255	267	259	259		
	Comments									
Cluster Information	HS Utilization	111%	110%	111%	112%	112%	112%	114%	116%	116%
	HS Enrollment	2239	2226	2233	2258	2261	2272	2306	2340	2340
	MS Utilization	97%	97%	97%	99%	100%	100%	98%	100%	100%
	MS Enrollment	1943	1933	1945	1987	1992	1995	1960	2000	2000
	ES Utilization	85%	82%	81%	80%	80%	81%	81%		
ES Enrollment	3139	3035	2991	2962	2943	2980	2983			

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2024–2025

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		13	
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	
Capt. James E. Daly, Jr. 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

CLUSTER PLANNING ISSUES

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted the expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy/

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: The adopted 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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the

auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027

Damascus High School

Planning Issue: See text under Cluster Planning Issues.

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. Due to fiscal constraints, the County Council shifted the expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date.

John T. Baker Middle School

Planning Issue: See text under Cluster Planning Issues.

Hallie Wells Middle School

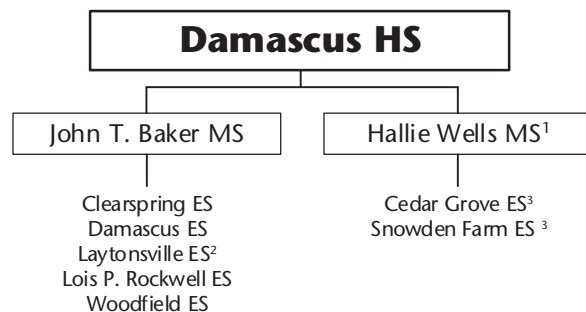
Planning Issue: See text under Cluster Planning Issues.

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.

Damascus Cluster Articulation

2024–2025 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

An FY 2025 appropriation was approved to begin the planning and design for this project. Due to fiscal constraints, the County Council shifted construction placeholder expenditures to the out-years of the adopted FY2025–2030 CIP. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP. It is recommended that a portion of the out-year placeholder expenditures for this project be reallocated to other CIP projects in order to keep them on their approved schedules.

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
Crown HS	New School	Recommended	August 2027
Damascus HS	Major Capital Project	Programmed	TBD
Damascus ES	Major Capital Project	Programmed	TBD

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

DAMASCUS CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools		Actual	Projections							
		24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Damascus HS	Program Capacity	1543	1543	1543	1543	1543	1543	1543	1543	1543
	Enrollment	1385	1482	1484	1519	1518	1527	1549	1590	1590
	Available Space	158	61	59	24	25	16	(6)	(47)	(47)
	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	See Text			Opens					
John T. Baker MS	Program Capacity	750	750	750	750	750	750	750	750	750
	Enrollment	843	840	851	858	859	861	846	865	865
	Available Space	(93)	(90)	(101)	(108)	(109)	(111)	(96)	(115)	(115)
	Comments	See Text								
Hallie Wells MS	Program Capacity	982	982	982	982	982	982	982	982	982
	Enrollment	931	925	915	948	950	952	935	950	950
	Available Space	51	57	67	34	32	30	47	32	32
	Comments	See Text								
Cedar Grove ES	Program Capacity	419	419	419	419	419	419	419		
	Enrollment	327	309	293	281	277	285	281		
	Available Space	92	110	126	138	142	134	138		
	Comments									
Clearspring ES	Program Capacity	557	557	557	557	557	557	557		
	Enrollment	541	524	524	511	498	492	492		
	Available Space	16	33	33	46	59	65	65		
	Comments									
Damascus ES	Program Capacity	334	334	334	334	334	334	334		
	Enrollment	333	327	323	307	303	297	301		
	Available Space	1	7	11	27	31	37	33		
	Comments	Planning for MCP								
Lois P. Rockwell ES	Program Capacity	575	575	575	575	575	575	575		
	Enrollment	521	512	508	513	499	495	501		
	Available Space	54	63	67	62	76	80	74		
	Comments									
Snowden Farm ES	Program Capacity	763	763	763	763	763	763	763		
	Enrollment	578	530	474	438	428	428	434		
	Available Space	185	233	289	325	335	335	329		
	Comments									
Woodfield ES	Program Capacity	375	375	375	375	375	375	375		
	Enrollment	319	311	304	291	283	278	281		
	Available Space	56	64	71	84	92	97	94		
	Comments	See Text								
Cluster Information	HS Utilization	90%	96%	96%	98%	98%	99%	100%	103%	103%
	HS Enrollment	1385	1482	1484	1519	1518	1527	1549	1590	1590
	MS Utilization	102%	102%	102%	104%	104%	105%	103%	105%	105%
	MS Enrollment	1774	1765	1766	1806	1809	1813	1781	1815	1815
	ES Enrollment	2619	2513	2426	2341	2288	2275	2290		

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Damascus HS	1385	6.9%	13.2%	11.0%	30.8%	37.9%	30.0%	7.5%	8.6%
John T. Baker MS	843	6.4%	13.4%	7.1%	35.0%	37.7%	34.6%	11.4%	7.4%
Hallie Wells MS	931	5.2%	20.1%	43.8%	12.2%	18.4%	17.6%	4.1%	7.7%
Cedar Grove ES	327	5.5%	15.9%	38.8%	17.4%	21.7%	22.6%	10.0%	14.0%
Clearspring ES	541	11.3%	16.8%	13.1%	29.4%	29.0%	40.4%	12.4%	11.1%
Damascus ES	333	4.8%	11.4%	4.5%	42.9%	36.0%	43.6%	23.1%	17.1%
Lois P. Rockwell ES	521	7.7%	16.5%	8.6%	31.1%	35.3%	31.7%	9.7%	14.5%
Snowden Farm ES	578	5.2%	20.6%	47.2%	11.9%	15.1%	16.1%	11.4%	16.6%
Woodfield ES	319	6.9%	15.4%	9.4%	30.1%	37.9%	29.6%	8.5%	7.5%
Elementary Cluster Total	2619	7.1%	16.6%	21.4%	26.2%	28.3%	30.0%	12.3%	13.9%
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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%.

Program Capacity Table

(School Year 2024–2025)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	Special Education Services																		
																County & Regional Based																		
																ELC @10	LANG @12	LFI @10	SCB @6	AAC @7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP @6	PEP @12	PEP @18	VISION (Elementary) @7			
Damascus HS	9-12	1543	74		66													4	4															
John T. Baker MS	6-8	750	38		34													2	2															
Hallie Wells MS	6-8	982	48		45																						3							
Cedar Grove ES	K-5	419	25	3		15						2															5							
Clearspring ES	HS-5	557	33	4		13	7	1			4											4												
Damascus ES	K-5	334	21	3		10						3												2	3									
Lois P. Rockwell ES	K-5	575	29	3		17			1			3																				2	3	
Snowden Farm ES	K-5	763	38	3		29						3																3						
Woodfield ES	K-5	375	24	3		11						2															5						1	2

DAMASCUS CLUSTER

Facility Characteristics of Schools 2024–2025

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 multifamily 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).

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.

As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was 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 completion date for the reopening of Charles W. Woodward High School is August 2027. On March 19, 2024, the Board of Education adopted a revised timeline for the boundary study. Information regarding this boundary study is available on the MCPS website at the following link www.montgomeryschoolsmd.org/departments/planning/woodwardsboundarystudy/

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 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

DOWNCOUNTY CONSORTIUM

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 adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was delayed one-year due to an extension of the construction timeline. Therefore, the 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 approved 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 Issues.

Albert Einstein High School

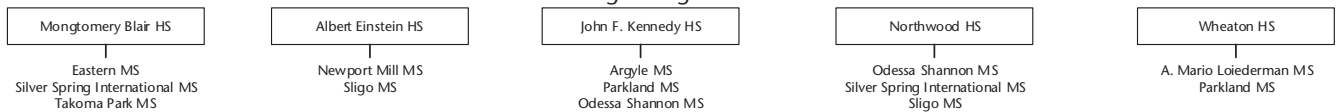
Capital Project: See text under Consortium Planning Issues.

John F. Kennedy High School

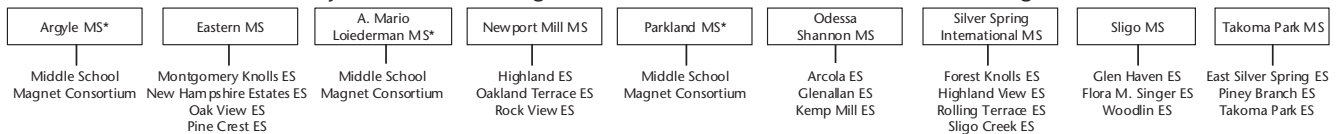
Capital Project: See text under Consortium Planning Issues.

Downcounty Consortium Articulation 2024–2025 School Year

Middle Schools articulating to High Schools within the consortium



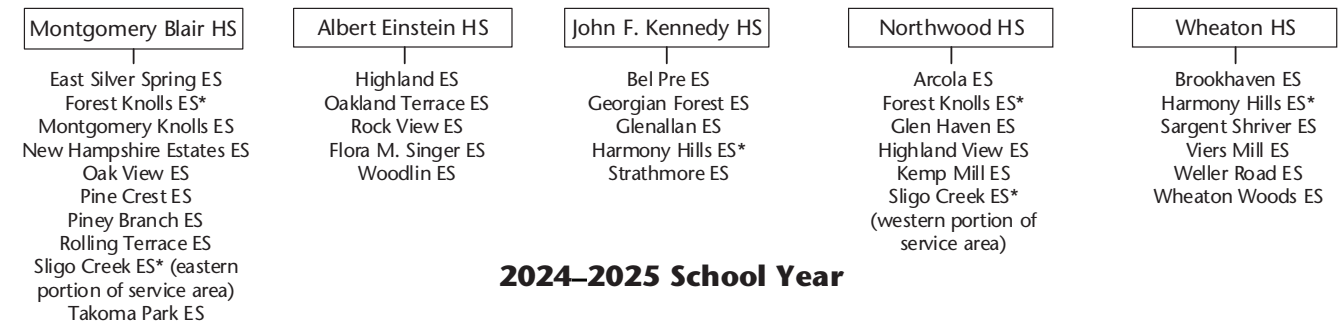
Elementary Schools articulating to Middle Schools within the consortium of High Schools



* 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



2024–2025 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.

Northwood High School

Planning Issue: See text under Consortium Planning Issues.

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 adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was delayed one-year due to an extension of the construction timeline. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to upgrade the stadium amenities. The approved completion date for Northwood High School is August 2027.

Wheaton High School

Planning Issue: See text under Consortium Planning Issues.

Charles W. Woodward High School

Planning Issue: See text under Consortium Planning Issues.

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 for the reopening of Charles W. Woodward High 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 was August 2026. An FY 2024 appropriation was approved for construction cost increases. As part of the Board of Education’s approved FY2025–2030 CIP, the construction schedule for the Northwood High School project is extended one year, with a completion date of August 2027. Since Charles W. Woodward High School is the holding facility for Northwood High School, the completion date for the reopening of Charles W. Woodward High School is August 2027. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase III for this project that will include the construction of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase

III, the interior fit-out of the auditorium and other associated spaces, and keep the completion date of August 2027.

Argyle Middle School

Planning Issue: See text under Consortium Planning Issues.

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 Issues.

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. Due to fiscal constraints, the expenditures for this project were shifted to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date.

A. Mario Loiederman Middle School

Planning Issue: See text under Consortium Planning Issues.

Newport Mill Middle School

Planning Issue: See text under Consortium Planning Issues.

Parkland Middle School

Planning Issue: See text under Consortium Planning Issues.

Odessa Shannon Middle School

Planning Issue: See text under Consortium Planning Issues.

Silver Spring International Middle School

Planning Issue: See text under Consortium Planning Issues.

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 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 Issues.

Takoma Park Middle School

Planning Issue: See text under Consortium Planning Issues.

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 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 were approved in a future CIP. During the review of the Takoma Park Minor Master Plan Amendment and potential impacts to the community, including the school and site, it was approved, 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. The County Council has approved the Takoma Park Minor Master Plan Amendment, therefore, there will be a feasibility study for a Major Capital Project for this school.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

DOWNCOUNTY CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools		Actual		Projections						
		24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Montgomery Blair HS	Program Capacity	2889	2889	2889	2889	2889	2889	2889	2889	2889
	Enrollment	3270	3358	3375	3365	3409	3429	3482	3500	3500
	Available Space	(381)	(469)	(486)	(476)	(520)	(540)	(593)	(611)	(611)
	Comments	See Text								
Albert Einstein HS	Program Capacity	1616	1616	1616	1616	1616	1616	1616	1616	1616
	Enrollment	1978	1963	1947	1969	1976	1987	2018	2030	2030
	Available Space	(362)	(347)	(331)	(353)	(360)	(371)	(402)	(414)	(414)
	Comments	See Text								
John F. Kennedy HS	Program Capacity	2173	2173	2173	2173	2173	2173	2173	2173	2173
	Enrollment	1876	1907	1937	1960	1961	1976	2012	2050	2050
	Available Space	297	266	236	213	212	197	161	123	123
	Comments	See Text								
Northwood HS	Program Capacity	1513	1513	1513	2260	2260	2260	2260	2260	2260
	Enrollment	1654	1542	1519	1513	1537	1546	1574	1600	1600
	Available Space	(141)	(29)	(6)	747	723	714	686	660	660
	Comments	See Text			Project Complete					
Wheaton HS	Program Capacity	2251	2251	2251	2251	2251	2251	2251	2251	2251
	Enrollment	2774	2849	2818	2806	2818	2836	2884	2900	2900
	Available Space	(523)	(598)	(567)	(555)	(567)	(585)	(633)	(649)	(649)
	Comments	See Text								
Charles W. Woodward HS	Program Capacity				2249	2249	2249	2249	2249	2249
	Enrollment				0	0	0	0	0	0
	Available Space				2249	2249	2249	2249	2249	2249
	Comments	See Text			Opens					
Argyle MS	Program Capacity	888	888	888	888	888	888	888	888	888
	Enrollment	869	856	872	909	912	914	897	900	900
	Available Space	19	32	16	(21)	(24)	(26)	(9)	(12)	(12)
	Comments	See Text								
Eastern MS	Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
	Enrollment	963	1015	1025	1034	1037	1039	1019	1035	1035
	Available Space	49	(3)	(13)	(22)	(25)	(27)	(7)	(23)	(23)
	Comments	See Text	Planning for MCP							
A. Mario Loiederman MS	Program Capacity	986	986	986	986	986	986	986	986	986
	Enrollment	978	972	994	1007	1010	1012	993	1000	1000
	Available Space	8	14	(8)	(21)	(24)	(26)	(7)	(14)	(14)
	Comments	See Text								
Newport Mill MS	Program Capacity	824	824	824	824	824	824	824	824	824
	Enrollment	651	676	666	668	670	670	658	665	665
	Available Space	173	148	158	156	154	154	166	159	159
	Comments	See Text								
Parkland MS	Program Capacity	1207	1207	1207	1207	1207	1207	1207	1207	1207
	Enrollment	1187	1244	1203	1207	1211	1212	1190	1200	1200
	Available Space	20	(37)	4	0	(4)	(5)	17	7	7
	Comments	See Text								
Odessa Shannon MS	Program Capacity	881	881	881	881	881	881	881	881	881
	Enrollment	784	767	774	794	796	796	782	790	790
	Available Space	97	114	107	87	85	85	99	91	91
	Comments	See Text								
Silver Spring International MS	Program Capacity	1130	1194	1194	1194	1194	1194	1194	1194	1194
	Enrollment	1014	1011	1009	1042	1045	1046	1026	1040	1040
	Available Space	116	183	185	152	149	148	168	154	154
	Comments	See Text	Addition Complete							
Sligo MS	Program Capacity	926	926	926	926	926	926	926	926	926
	Enrollment	687	703	695	703	705	706	693	700	700
	Available Space	239	223	231	223	221	220	233	226	226
	Comments	See Text								
Takoma Park MS	Program Capacity	1298	1298	1298	1298	1298	1298	1298	1298	1298
	Enrollment	1177	1231	1242	1253	1257	1259	1236	1250	1250
	Available Space	121	67	56	45	41	39	62	48	48
	Comments	See Text								

DOWNCOUNTY CONSORTIUM

Schools			Actual		Projections				
			24-25	25-26	26-27	27-28	28-29	29-30	30-31
Arcola ES	CSR	Program Capacity	638	638	638	638	638	638	
		Enrollment	721	716	719	728	717	721	722
		Available Space	(83)	(78)	(81)	(90)	(79)	(83)	(84)
		Comments							
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	598	598	598	598	598	598	
		Enrollment	560	565	556	540	546	547	547
		Available Space	38	33	42	58	52	51	51
		Comments							
Brookhaven ES	CSR	Program Capacity	500	500	500	500	500	500	
		Enrollment	435	451	451	453	449	455	452
		Available Space	65	49	49	47	51	45	48
		Comments							
East Silver Spring ES	CSR	Program Capacity	584	584	584	584	584	584	
		Enrollment	542	535	539	535	558	551	545
		Available Space	42	49	45	49	26	33	39
		Comments							
Forest Knolls ES	CSR	Program Capacity	533	533	533	533	533	533	
		Enrollment	482	478	493	494	478	479	484
		Available Space	51	55	40	39	55	54	49
		Comments							
Georgian Forest ES	CSR	Program Capacity	626	626	626	626	626	626	
		Enrollment	604	643	648	627	633	609	609
		Available Space	22	(17)	(22)	(1)	(7)	17	17
		Comments							
Glen Haven ES	CSR	Program Capacity	562	562	562	562	562	562	
		Enrollment	534	539	525	535	537	535	536
		Available Space	28	23	37	27	25	27	26
		Comments							
Glenallan ES	CSR	Program Capacity	772	772	772	772	772	772	
		Enrollment	680	705	700	690	691	692	684
		Available Space	92	67	72	82	81	80	88
		Comments							
Harmony Hills ES	CSR	Program Capacity	732	732	732	732	732	732	
		Enrollment	658	652	666	657	638	632	637
		Available Space	74	80	66	75	94	100	95
		Comments							
Highland ES	CSR	Program Capacity	563	563	563	563	563	563	
		Enrollment	508	504	507	498	496	500	496
		Available Space	55	59	56	65	67	63	67
		Comments							
Highland View ES	CSR	Program Capacity	331	331	331	528	528	528	528
		Enrollment	333	333	341	342	337	333	344
		Available Space	(2)	(2)	(10)	186	191	195	184
		Comments				Addition Complete			
Kemp Mill ES	CSR	Program Capacity	457	457	457	457	457	457	
		Enrollment	412	401	398	395	397	403	399
		Available Space	45	56	59	62	60	54	58
		Comments							
Montgomery Knolls ES Grades (HS-2) Paired With Pine Crest ES	CSR	Program Capacity	684	684	684	684	684	684	
		Enrollment	479	460	454	462	466	466	467
		Available Space	205	224	230	222	218	218	217
		Comments							
New Hampshire Estates ES Grades (HS-2) Paired With Oak View ES	CSR	Program Capacity	498	498	498	498	498	498	
		Enrollment	456	464	458	448	452	453	454
		Available Space	42	34	40	50	46	45	44
		Comments							
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	345	345	345	345	345	345	
		Enrollment	424	436	448	450	458	453	443
		Available Space	(79)	(91)	(103)	(105)	(113)	(108)	(98)
		Comments	See Text						

DOWNCOUNTY CONSORTIUM

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31		
Oakland Terrace ES		Program Capacity	501	501	501	501	501	501	501		
		Enrollment	500	495	500	507	486	495	497		
		Available Space	1	6	1	(6)	15	6	4		
		Comments	See Text								
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	667	667	667	667	667	667	667		
		Enrollment	493	502	512	493	493	493	493		
		Available Space	174	165	155	174	174	174	174		
		Comments									
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	621	621	621	621	621	621	621		
		Enrollment	575	577	601	568	544	503	527		
		Available Space	46	44	20	53	77	118	94		
		Comments	See Text								
Rock View ES	CSR	Program Capacity	597	597	597	597	597	597	597		
		Enrollment	593	594	597	602	600	605	601		
		Available Space	4	3	0	(5)	(3)	(8)	(4)		
		Comments									
Rolling Terrace ES	CSR	Program Capacity	678	678	678	678	678	678	678		
		Enrollment	648	642	645	637	633	630	629		
		Available Space	30	36	33	41	45	48	49		
		Comments									
Sargent Shriver ES	CSR	Program Capacity	643	643	643	643	643	643	643		
		Enrollment	696	713	698	700	716	701	689		
		Available Space	(53)	(70)	(55)	(57)	(73)	(58)	(46)		
		Comments									
Flora M. Singer ES	CSR	Program Capacity	585	585	585	585	585	585	585		
		Enrollment	664	650	651	624	626	629	609		
		Available Space	(79)	(65)	(66)	(39)	(41)	(44)	(24)		
		Comments									
Sligo Creek ES		Program Capacity	731	731	731	731	731	731	731		
		Enrollment	632	631	614	615	613	610	618		
		Available Space	99	100	117	116	118	121	113		
		Comments									
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	472	472	472	472	472	472	472		
		Enrollment	464	446	463	484	490	481	466		
		Available Space	8	26	9	(12)	(18)	(9)	6		
		Comments									
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES		Program Capacity	791	791	791	791	791	791	791		
		Enrollment	563	578	535	559	566	567	567		
		Available Space	228	213	256	232	225	224	224		
		Comments									
Viers Mill ES	CSR	Program Capacity	717	717	717	717	717	717	717		
		Enrollment	562	574	572	578	598	594	582		
		Available Space	155	143	145	139	119	123	135		
		Comments									
Weller Road ES	CSR	Program Capacity	798	798	798	798	798	798	798		
		Enrollment	693	664	656	646	652	650	654		
		Available Space	105	134	142	152	146	148	144		
		Comments									
Wheaton Woods ES	CSR	Program Capacity	661	661	661	661	661	661	661		
		Enrollment	564	577	574	580	575	570	570		
		Available Space	97	84	87	81	86	91	91		
		Comments									
Woodlin ES		Program Capacity	653	653	653	653	653	653	653		
		Enrollment	604	622	628	628	617	618	615		
		Available Space	49	31	25	25	36	35	38		
		Comments									
Cluster Information		HS Utilization	111%	111%	111%	104%	105%	105%	107%	108%	108%
		HS Enrollment	11552	11619	11596	11613	11701	11774	11970	12080	11970
		MS Utilization	91%	92%	92%	94%	94%	94%	92%	93%	93%
		MS Enrollment	8310	8475	8480	8617	8643	8654	8494	8580	8580
		ES Utilization	92%	92%	92%	91%	91%	90%	90%		
ES Enrollment	16079	16147	16149	16075	16062	15975	15936				

DOWNCOUNTY CONSORTIUM

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Montgomery Blair HS	3270	4.6%	24.7%	10.3%	38.1%	22.1%	42.7%	19.6%	13.6%
Albert Einstein HS	1978	4.8%	16.1%	6.9%	48.4%	23.5%	42.5%	21.0%	12.9%
John F. Kennedy HS	1876	1.4%	21.6%	4.6%	67.9%	4.3%	57.0%	31.3%	34.1%
Northwood HS	1654	2.4%	23.3%	3.8%	59.4%	10.8%	60.1%	27.2%	20.6%
Wheaton HS	2774	2.3%	19.5%	9.3%	58.9%	9.8%	52.9%	23.0%	12.9%
Argyle MS	869	3.0%	30.1%	7.1%	52.4%	7.0%	60.1%	29.1%	16.5%
Eastern MS	963	5.1%	20.2%	10.5%	46.9%	17.0%	55.9%	25.6%	12.4%
A. Mario Loiederman MS	978	4.4%	12.4%	4.3%	63.5%	15.1%	53.0%	36.1%	15.9%
Newport Mill MS	651	4.5%	10.6%	7.2%	58.7%	18.4%	49.9%	26.7%	16.7%
Parkland MS	1187	2.7%	19.4%	13.0%	57.6%	7.2%	55.3%	25.7%	11.1%
Odessa Shannon MS	784	2.2%	23.7%	6.0%	63.4%	4.6%	61.2%	31.8%	21.3%
Silver Spring International MS	1014	6.3%	20.7%	3.3%	43.8%	25.6%	41.5%	22.6%	10.7%
Sligo MS	687	5.5%	19.7%	5.2%	41.9%	27.7%	46.0%	20.9%	15.7%
Takoma Park MS	1177	6.0%	33.0%	11.6%	18.3%	30.8%	34.8%	10.4%	8.3%
Arcola ES	721	1.7%	23.2%	3.5%	66.0%	5.5%	40.5%	49.4%	43.7%
Bel Pre ES	560	3.2%	27.0%	4.3%	57.9%	7.7%	60.9%	41.0%	41.7%
Brookhaven ES	435	3.0%	20.7%	8.5%	62.3%	5.5%	58.2%	36.9%	27.1%
East Silver Spring ES	542	5.9%	52.0%	3.1%	19.2%	19.4%	57.9%	23.6%	30.0%
Forest Knolls ES	482	5.8%	19.9%	5.4%	40.0%	28.8%	37.8%	18.5%	12.8%
Georgian Forest ES	604	1.0%	16.2%	3.0%	75.3%	3.3%	61.6%	43.5%	33.7%
Glen Haven ES	534	5.4%	21.2%	4.1%	53.2%	15.5%	56.7%	33.3%	25.2%
Glenallan ES	680	6.5%	24.0%	10.0%	50.4%	8.7%	58.1%	31.1%	27.5%
Harmony Hills ES	658	0%	9.6%	2.1%	85.3%	2.1%	63.9%	64.4%	30.5%
Highland ES	508	1.4%	5.3%	5.5%	81.9%	5.9%	57.5%	46.3%	30.4%
Highland View ES	333	5.4%	31.2%	2.7%	33.9%	26.7%	56.3%	31.8%	18.9%
Kemp Mill ES	412	0%	10.9%	0%	85.4%	3.2%	69.4%	57.0%	30.6%
Montgomery Knolls ES	479	6.5%	25.1%	3.8%	44.9%	19.6%	56.3%	30.0%	25.9%
New Hampshire Estates ES	456	0%	21.5%	0%	70.6%	6.1%	64.6%	53.0%	38.4%
Oak View ES	424	2.8%	14.9%	2.6%	61.8%	17.9%	53.8%	52.1%	14.2%
Oakland Terrace ES	500	7.2%	15.2%	3.8%	36.4%	37.2%	32.3%	14.8%	13.7%
Pine Crest ES	493	4.9%	17.4%	5.5%	46.2%	25.8%	53.1%	33.8%	10.6%
Piney Branch ES	575	7.8%	27.3%	2.6%	18.4%	43.7%	34.1%	19.0%	7.7%
Rock View ES	593	3.9%	11.5%	7.9%	52.8%	23.6%	53.6%	35.7%	19.1%
Rolling Terrace ES	648	1.9%	10.6%	0%	81.6%	5.1%	65.1%	61.0%	20.8%
Sargent Shriver ES	696	0%	7.6%	4.9%	82.8%	3.9%	60.2%	57.3%	26.6%
Flora M. Singer ES	664	7.1%	14.0%	5.6%	39.2%	33.9%	39.8%	29.1%	13.6%
Sligo Creek ES	632	7.3%	31.6%	4.7%	11.9%	44.1%	20.7%	10.2%	18.8%
Strathmore ES	464	1.7%	26.9%	5.2%	56.9%	8.4%	52.9%	43.3%	19.2%
Takoma Park ES	563	7.3%	29.0%	2.1%	24.2%	37.3%	39.0%	21.7%	19.5%
Viers Mill ES	562	3.0%	9.8%	5.2%	68.1%	13.2%	53.8%	39.7%	23.3%
Weller Road ES	693	1.2%	6.8%	4.0%	84.1%	3.8%	63.3%	53.4%	19.8%
Wheaton Woods ES	564	1.4%	22.7%	2.7%	68.4%	4.4%	66.9%	52.9%	27.3%
Woodlin ES	604	9.3%	29.1%	7.8%	19.9%	33.8%	37.4%	23.5%	21.4%
Elementary Cluster Total	16079	3.9%	19.8%	4.3%	54.9%	16.8%	52.2%	38.4%	23.3%
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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 2024–2025

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			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	2022	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/>

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted the expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy/

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

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. 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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Gaithersburg High School

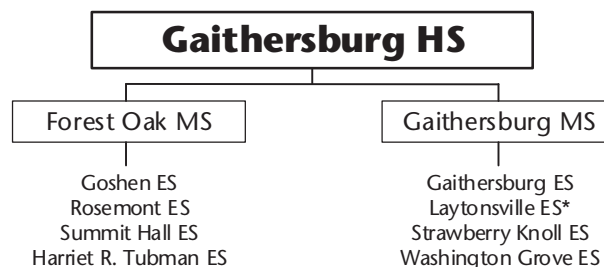
Planning Issue: See text under Cluster Planning Issues.

Forest Oak Middle School

Planning Issue: See text under Cluster Planning Issues.

Gaithersburg Cluster Articulation

2024–2025 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.

GAITHERSBURG CLUSTER

Gaithersburg Middle School

Planning Issue: See text under Cluster Planning Issues.

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 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

GAIHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools		Actual		Projections						
		24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Gaithersburg HS	Program Capacity	2444	2444	2444	2444	2444	2444	2444	2444	2444
	Enrollment	2440	2461	2444	2440	2488	2505	2546	2575	2575
	Available Space	4	(17)	0	4	(44)	(61)	(102)	(131)	(131)
	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	See Text			Opens					
Forest Oak MS	Program Capacity	971	971	971	971	971	971	971	971	971
	Enrollment	833	829	844	866	869	869	854	870	870
	Available Space	138	142	127	105	102	102	117	101	101
	Comments	See Text								
Gaithersburg MS	Program Capacity	1028	1028	1028	1028	1028	1028	1028	1028	1028
	Enrollment	873	877	869	891	893	894	877	900	900
	Available Space	155	151	159	137	135	134	151	128	128
	Comments	See Text								
Gaithersburg ES	Program Capacity	770	770	770	770	770	770	770		
	Enrollment	605	588	563	533	513	515	523		
	Available Space	165	182	207	237	257	255	247		
	Comments									
Goshen ES	Program Capacity	609	609	609	609	609	609	609		
	Enrollment	487	494	475	472	469	456	465		
	Available Space	122	115	134	137	140	153	144		
	Comments									
Laytonville ES	Program Capacity	497	497	497	497	497	497	497		
	Enrollment	353	351	342	338	340	337	343		
	Available Space	144	146	155	159	157	160	154		
	Comments									
Rosemont ES	Program Capacity	577	577	577	577	577	577	577		
	Enrollment	563	570	539	514	515	518	518		
	Available Space	14	7	38	63	62	59	59		
	Comments									
Strawberry Knoll ES	Program Capacity	482	482	482	482	482	482	482		
	Enrollment	450	434	422	397	392	400	403		
	Available Space	32	48	60	85	90	82	79		
	Comments									
Summit Hall ES	Program Capacity	442	442	442	442	442	442	442		
	Enrollment	417	399	389	369	370	369	369		
	Available Space	25	43	53	73	72	73	73		
	Comments									
Harriet R. Tubman ES	Program Capacity	633	633	633	633	633	633	633		
	Enrollment	573	595	611	601	593	584	592		
	Available Space	60	38	22	32	40	49	41		
	Comments									
Washington Grove ES	Program Capacity	550	550	550	550	550	550	550		
	Enrollment	483	490	508	509	512	508	500		
	Available Space	67	60	42	41	38	42	50		
	Comments									
Cluster Information	HS Utilization	100%	101%	100%	100%	102%	102%	104%	105%	105%
	HS Enrollment	2440	2461	2444	2440	2488	2505	2546	2575	2575
	MS Utilization	85%	85%	86%	88%	88%	88%	87%	89%	89%
	MS Enrollment	1706	1706	1713	1757	1762	1763	1731	1770	1770
	ES Utilization	86%	86%	71%	69%	68%	68%	68%		
	ES Enrollment	3358	3921	3238	3132	3704	3687	3713		

GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2024–2025

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 was requested, however, due to fiscal constraints, the County Council shifted planning expenditures to the out-years of the adopted FY2025–2030 CIP. 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.

As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was 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 completion date for the reopening of Charles W. Woodward High School is August 2027. On March 19, 2024, the Board of Education adopted a revised timeline for the boundary study. Information regarding this boundary study is available on the MCPS website at the following link www.montgomeryschoolsmd.org/departments/planning/woodwardhsboundarystudy/

SCHOOLS

Walter Johnson High School

Planning Issue: See text under Cluster Planning Issues.

Charles W. Woodward High School

Planning Issue: See text under Cluster Planning Issues.

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 for the reopening of Charles W. Woodward High School. The Board of Education approved that Charles W. Woodward High School be used as a holding school, starting

Walter Johnson Cluster Articulation

2024–2025 School Year

Walter Johnson HS

North Bethesda MS

Tilden MS

Ashburton ES
Kensington Parkwood ES
Wyngate ES

Farmland ES
Garrett Park ES
Luxmanor ES

See Appendix U for multicolored maps of the service areas.

WALTER JOHNSON CLUSTER

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 was August 2026. An FY 2024 appropriation was approved for construction cost increases. As part of the Board of Education’s adopted FY2025–2030 CIP, the construction schedule for the Northwood High School project was extended one year, with a completion date of August 2027. Since Charles W. Woodward High School is the holding facility for Northwood High School, the completion date for the reopening of Charles W. Woodward High School is August 2027. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase III for this project that will include the construction of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase III, the interior fit-out of the auditorium and other associated spaces, and keep the completion date of August 2027.

North Bethesda Middle School

Planning Issue: See text under Cluster Planning Issues.

Tilden Middle School

Planning Issue: See text under Cluster Planning Issues.

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 was requested, however, due to fiscal constraints, the County Council shifted planning expenditures to the out-years of the adopted FY2025–2030 CIP. 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.

Capital Project: Projections indicate that enrollment will exceed capacity by 92 seats by the end of the six-year planning period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

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.

Wygate 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	Recommended	August 2024/2027
Bethesda-Chevy Chase/Walter Johnson Clusters ES	New	Programmed	TBD

CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Walter Johnson HS	Program Capacity		2251	2251	2251	2251	2251	2251	2251	2251	2251
	Enrollment		3012	3048	3016	3030	3042	3058	3103	3125	3125
	Available Space		(761)	(797)	(765)	(779)	(791)	(807)	(852)	(874)	(874)
	Comments		See Text								
Charles W. Woodward HS	Program Capacity					2249	2249	2249	2249	2249	2249
	Enrollment					0	0	0	0	0	0
	Available Space					2249	2249	2249	2249	2249	2249
	Comments		See Text			Opens					
North Bethesda MS	Program Capacity		1203	1203	1203	1203	1203	1203	1203	1203	1203
	Enrollment		1224	1268	1306	1318	1321	1323	1299	1310	1310
	Available Space		(21)	(65)	(103)	(115)	(118)	(120)	(96)	(107)	(107)
	Comments		See Text								
Tilden MS	Program Capacity		1264	1264	1264	1264	1264	1264	1264	1264	1264
	Enrollment		1116	1133	1168	1178	1181	1182	1162	1170	1170
	Available Space		148	131	96	86	83	82	102	94	94
	Comments		See Text								
Ashburton ES	Program Capacity		822	822	822	822	822	822	822		
	Enrollment		874	903	920	904	909	915	902		
	Available Space		(52)	(81)	(98)	(82)	(87)	(93)	(80)		
	Comments		See Text								
Farmland ES	Program Capacity		724	724	724	724	724	724	724		
	Enrollment		846	844	838	862	836	848	839		
	Available Space		(122)	(120)	(114)	(138)	(112)	(124)	(115)		
	Comments		See Text								
Garrett Park ES	Program Capacity		778	778	778	778	778	778	778		
	Enrollment		733	770	776	768	766	761	757		
	Available Space		45	8	2	10	12	17	21		
	Comments		See Text								
Kensington–Parkwood ES	Program Capacity		819	819	819	819	819	819	819		
	Enrollment		540	531	527	508	509	513	504		
	Available Space		279	288	292	311	310	306	315		
	Comments		See Text								
Luxmanor ES	Program Capacity		746	746	746	746	746	746	746		
	Enrollment		683	658	657	655	630	616	617		
	Available Space		63	88	89	91	116	130	129		
	Comments		See Text								
Wyngate ES	Program Capacity		801	801	801	801	801	801	801		
	Enrollment		644	621	620	615	606	608	612		
	Available Space		157	180	181	186	195	193	189		
	Comments		See Text								
Cluster Information	HS Utilization		134%	135%	134%	135%	135%	136%	138%	139%	139%
	HS Enrollment		3012	3048	3016	3030	3042	3058	3103	3125	3125
	MS Utilization		95%	97%	100%	101%	101%	102%	100%	101%	101%
	MS Enrollment		2340	2401	2474	2496	2502	2505	2461	2480	2480
	ES Utilization		92%	92%	92%	92%	91%	91%	90%		
	ES Enrollment		4320	4327	4338	4312	4256	4261	4231		

WALTER JOHNSON CLUSTER

Facility Characteristics of Schools 2024–2025

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		19	
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

CLUSTER PLANNING ISSUES

Mill Creek Towne Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by 92 seats by the end of the six-year planning period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

Magruder Cluster Articulation

2024–2025 School Year

Col. Zadok Magruder HS

Redland MS

Cashell ES
Judith A. Resnik ES
Sequoyah ES

Shady Grove MS

Candlewood ES
Flower Hill ES
Mill Creek Towne ES

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 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Col. Zadok Magruder HS	Program Capacity		1885	1885	1885	1885	1885	1885	1885	1885	1885
	Enrollment		1659	1661	1626	1669	1668	1679	1706	1750	1750
	Available Space		226	224	259	216	217	206	179	135	135
	Comments										
Redland MS	Program Capacity		724	724	724	724	724	724	724	724	724
	Enrollment		562	570	562	579	581	582	571	580	580
	Available Space		162	154	162	145	143	142	153	144	144
	Comments										
Shady Grove MS	Program Capacity		846	846	846	846	846	846	846	846	846
	Enrollment		516	537	509	518	520	520	511	520	520
	Available Space		330	309	337	328	326	326	335	326	326
	Comments										
Candlewood ES	Program Capacity		521	521	521	521	521	521	521		
	Enrollment		359	351	350	345	332	329	340		
	Available Space		162	170	171	176	189	192	181		
	Comments										
Cashell ES	Program Capacity		307	307	307	307	307	307	307		
	Enrollment		385	388	401	400	407	396	393		
	Available Space		(78)	(81)	(94)	(93)	(100)	(89)	(86)		
	Comments										
Flower Hill ES	Program Capacity	CSR	442	442	442	442	442	442	442		
	Enrollment		454	452	449	418	421	419	423		
	Available Space		(12)	(10)	(7)	24	21	23	19		
	Comments										
Mill Creek Towne ES	Program Capacity	CSR	354	354	354	354	354	354	354		
	Enrollment		530	523	527	532	532	522	525		
	Available Space		(176)	(169)	(173)	(178)	(178)	(168)	(171)		
	Comments		See Text								
Judith A. Resnik ES	Program Capacity	CSR	573	573	573	573	573	573	573		
	Enrollment		517	505	487	477	473	485	482		
	Available Space		56	68	86	96	100	88	91		
	Comments										
Sequoyah ES	Program Capacity	CSR	434	434	434	434	434	434	434		
	Enrollment		454	471	484	496	498	501	503		
	Available Space		(20)	(37)	(50)	(62)	(64)	(67)	(69)		
	Comments										
Cluster Information	HS Utilization		88%	88%	86%	89%	88%	89%	91%	93%	93%
	HS Enrollment		1659	1661	1626	1669	1668	1679	1706	1750	1750
	MS Utilization		69%	71%	68%	70%	70%	70%	69%	70%	70%
	MS Enrollment		1078	1107	1071	1097	1101	1102	1082	1100	1100
	ES Enrollment		2699	2690	2698	2668	2663	2652	2666		

COL. ZADOK MAGRUDER CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Col. Zadok Magruder HS	1659	4.3%	19.2%	11.7%	43.8%	20.9%	45.4%	17.3%	16.0%
Redland MS	562	6.2%	22.8%	10.1%	40.7%	20.1%	47.7%	20.6%	14.9%
Shady Grove MS	516	6.6%	18.0%	12.2%	44.0%	19.0%	47.2%	21.1%	17.7%
Candlewood ES	359	9.2%	15.3%	12.3%	25.6%	37.3%	28.3%	15.2%	19.2%
Cashell ES	385	7.5%	14.8%	5.7%	24.7%	46.8%	28.4%	9.4%	7.4%
Flower Hill ES	454	3.7%	20.3%	10.1%	57.9%	7.9%	55.1%	36.4%	30.9%
Mill Creek Towne ES	530	7.9%	18.7%	14.0%	39.4%	19.4%	47.9%	26.2%	18.4%
Judith A. Resnik ES	517	3.7%	28.2%	10.3%	45.1%	12.6%	61.1%	26.8%	28.4%
Sequoyah ES	454	5.5%	15.0%	8.8%	44.1%	26.4%	51.3%	28.8%	20.3%
Elementary Cluster Total	2699	6.1%	19.2%	10.3%	40.5%	23.6%	47.2%	24.8%	21.7%
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023-2024 school year.

**Percent of English Language Development students (ELD) during the 2023-2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023-2024 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%.

Program Capacity Table
(School Year 2024-2025)

Schools	Special Education Services																																														
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	Quad Cluster Based			County & Regional Based																												
																ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7																
Col. Zadok Magruder HS	9-12	1885	90		80							2							4				4																								
Redland MS	6-8	724	36		33							1							2																												
Shady Grove MS	6-8	846	45		38							1		3																																	
Candlewood ES	K-5	521	28	3		19						3																																			
Cashell ES	PreK-5	307	21	3		9		1				2								4																						2					
Flower Hill ES	PreK-5	442	28	5		6	9	1			4																																				
Mill Creek Towne ES	HS-5	354	25	4		4	6	1			4						5	1																													
Judith A. Resnik ES	PreK-5	573	31	4		13	9	1			4																																				
Sequoyah ES	K-5	434	30	4		6	8				4									8																											

COL. ZADOK MAGRUDER CLUSTER

Facility Characteristics of Schools 2024–2025

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	2	

**See Appendix H for relocatable use.*

RICHARD MONTGOMERY CLUSTER

CLUSTER PLANNING ISSUES

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/>.

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted the expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: <https://www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy/>

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues

Capital Project: 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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Richard Montgomery High School

Planning Issue: See text under Cluster Planning Issues.

Julius West Middle School

Planning Issue: See text under Cluster Planning Issues.

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

Richard Montgomery Cluster Articulation

2024–2025 School Year

Richard Montgomery HS

Julius West MS

Beall ES
College Gardens ES
Ritchie Park ES
Bayard Rustin ES
Twinbrook ES

See Appendix U for multicolored maps of the service areas.

RICHARD MONTGOMERY CLUSTER

for the project will be identified based on the individual building system and programmatic and capacity needs for each school. An FY 2025 appropriation was approved to begin the planning and design for this project. Due to fiscal constraints, the County Council shifted construction placeholder expenditures to the out-years of the adopted FY2025–2030 CIP. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP. It is recommended that a portion of the out-year placeholder expenditures for this project be reallocated to other CIP projects in order to keep them on their approved schedules.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Richard Montgomery HS		Program Capacity	2236	2236	2236	2236	2236	2236	2236	2236	2236
		Enrollment	2358	2393	2375	2381	2410	2424	2460	2500	2500
		Available Space	(122)	(157)	(139)	(145)	(174)	(188)	(224)	(264)	(264)
		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	See Text			Opens					
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	1369	1403	1440	1453	1456	1459	1433	1450	1450
		Available Space	63	29	(8)	(21)	(24)	(27)	(1)	(18)	(18)
		Comments	See Text								
Beall ES		Program Capacity	663	663	663	663	663	663	663		
		Enrollment	485	479	472	466	487	484	482		
		Available Space	178	184	191	197	176	179	181		
		Comments									
College Gardens ES		Program Capacity	702	702	702	702	702	702	702		
		Enrollment	507	502	494	495	500	527	529		
		Available Space	195	200	208	207	202	175	173		
		Comments									
Ritchie Park ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	342	334	325	324	323	327	327		
		Available Space	69	77	86	87	88	84	84		
		Comments									
Bayard Rustin ES		Program Capacity	790	790	790	790	790	790	790		
		Enrollment	758	757	767	740	744	738	737		
		Available Space	32	33	23	50	46	52	53		
		Comments									
Twinbrook ES	CSR	Program Capacity	616	616	616	616	616	616	616		
		Enrollment	461	462	454	440	447	441	434		
		Available Space	155	154	162	176	169	175	182		
		Comments	Planning for MCP								
Cluster Information		HS Utilization	105%	107%	106%	106%	108%	108%	110%	112%	112%
		HS Enrollment	2358	2393	2375	2381	2410	2424	2460	2500	2500
		MS Utilization	96%	98%	101%	101%	102%	102%	100%	101%	101%
		MS Enrollment	1369	1403	1440	1453	1456	1459	1433	1450	1450
		ES Enrollment	2553	2200	2187	2141	2178	2190	2182		

RICHARD MONTGOMERY CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Richard Montgomery HS	2358	6.1%	15.5%	23.6%	26.6%	27.9%	28.0%	12.5%	14.9%
Julius West MS	1369	5.7%	16.1%	15.9%	34.6%	27.5%	38.4%	16.8%	14.2%
Beall ES	485	9.1%	8.7%	12.6%	28.9%	40.6%	32.0%	14.3%	10.2%
College Gardens ES	507	9.1%	28.4%	17.0%	21.7%	23.9%	38.9%	11.5%	24.8%
Ritchie Park ES	342	6.4%	10.5%	21.1%	12.0%	49.1%	13.0%	6.1%	16.8%
Bayard Rustin ES	758	10.0%	12.1%	24.0%	32.3%	21.0%	37.0%	27.6%	13.4%
Twinbrook ES	461	4.6%	13.0%	10.4%	62.0%	10.0%	60.5%	40.3%	26.0%
Elementary Cluster Total	2553	8.2%	14.6%	17.6%	32.2%	27.1%	37.3%	21.2%	17.7%
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.
 **Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.
 ***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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%.*

Program Capacity Table
(School Year 2024–2025)

Schools	Special Education Services																
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	Quad Cluster Based	County & Regional Based
																ELC @10	LANG @12
Richard Montgomery HS	9-12	2237	103		96								2	1		2	4
Julius West MS	6-8	1432	70		65							1	1			3	
Beall ES	HS-5	663	33	3		22			1	1	3				2	1	
College Gardens ES	HS-5	702	36	3		26				1	3					3	
Ritchie Park ES	K-5	411	21	3		15					3						
Bayard Rustin ES	K-5	790	38	3		28					5						2
Twinbrook ES	HS-5	616	34	5		14	9		1	1	4						

RICHARD MONTGOMERY CLUSTER

Facility Characteristics of Schools 2024–2025

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		2	
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

Planning Study: Projections indicate that enrollment will exceed capacity by 200 seats by the end of the six-year planning period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

Banneker Middle School

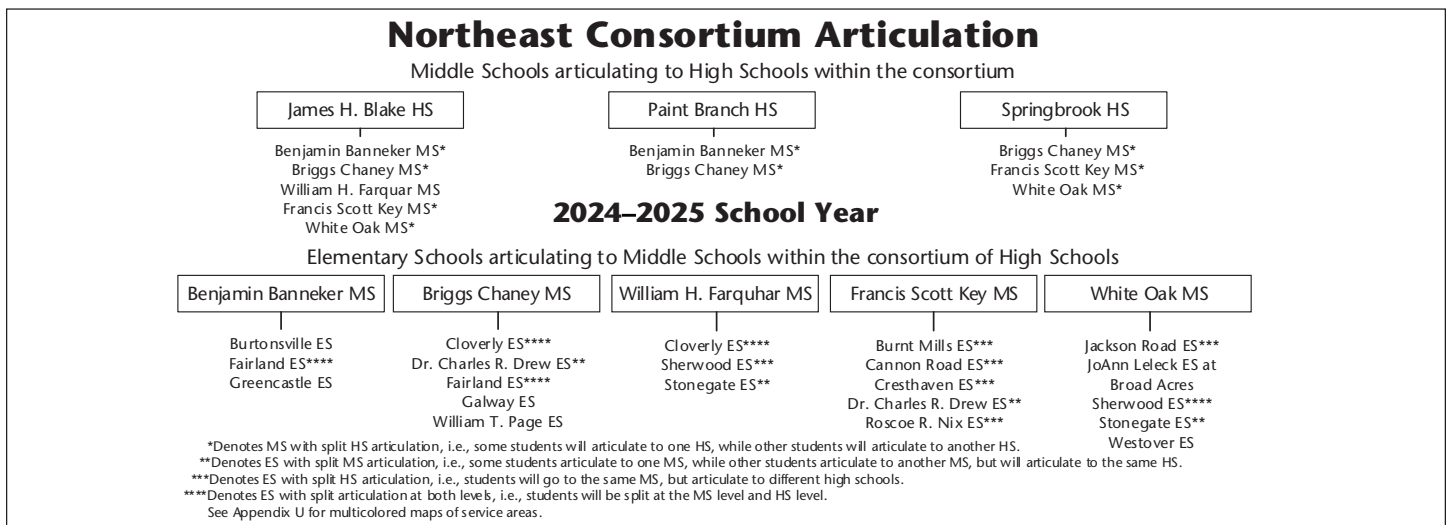
Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) were utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic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

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



NORTHEAST CONSORTIUM

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 was approved 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 Cresthaven 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 Cresthaven 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 requested FY 2025–2030 CIP, the completion date for this replacement project was delayed one-year due to an extension of the construction timeline. An FY 2025 appropriation was approved for construction cost increases. The approved completion date for this project is August 2026.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Burtonsville ES	Replacement	Approved	August 2026
Greencastle ES	Addition	Approved	August 2025
JoAnn Leleck ES at Broad Acres	Replacement	Approved	August 2026

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

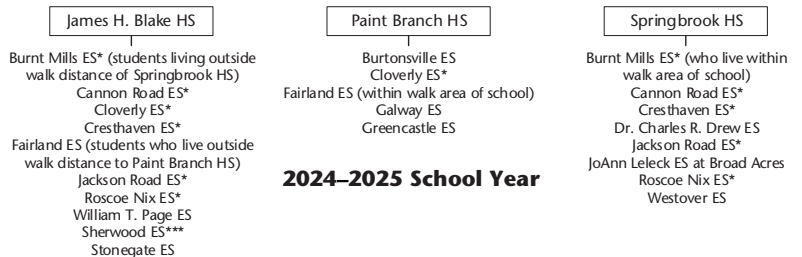
Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 CIP.

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.

Northeast Consortium Articulation

High School Base Areas



*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.

NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
James Hubert Blake HS	Program Capacity		1743	1743	1743	1743	1743	1743	1743	1743	1743
	Enrollment		1953	2140	2261	2361	2362	2376	2414	2420	2420
	Available Space		(210)	(397)	(518)	(618)	(619)	(633)	(671)	(677)	(677)
	Comments		See Text								
Paint Branch HS	Program Capacity		1998	1998	1998	1998	1998	1998	1998	1998	1998
	Enrollment		2024	2037	2017	2012	2051	2065	2098	2125	2125
	Available Space		(26)	(39)	(19)	(14)	(53)	(67)	(100)	(127)	(127)
	Comments										
Springbrook HS	Program Capacity		2100	2100	2100	2100	2100	2100	2100	2100	2100
	Enrollment		1827	1823	1783	1811	1817	1828	1858	1900	1900
	Available Space		273	277	317	289	283	272	242	200	200
	Comments										
Benjamin Banneker MS	Program Capacity		803	803	803	803	803	803	803	803	803
	Enrollment		705	711	709	731	733	735	720	730	730
	Available Space		98	92	94	72	70	68	83	73	73
	Comments		See Text								
Briggs Chaney MS	Program Capacity		939	939	939	939	939	939	939	939	939
	Enrollment		860	868	872	883	885	887	871	880	880
	Available Space		79	71	67	56	54	52	68	59	59
	Comments										
William H. Farquhar MS	Program Capacity		800	800	800	800	800	800	800	800	800
	Enrollment		682	694	732	738	740	741	729	740	740
	Available Space		118	106	68	62	60	59	71	60	60
	Comments										
Francis Scott Key MS	Program Capacity		952	952	952	952	952	952	952	952	952
	Enrollment		959	1002	979	992	995	997	979	990	990
	Available Space		(7)	(50)	(27)	(40)	(43)	(45)	(27)	(38)	(38)
	Comments										
White Oak MS	Program Capacity		987	987	987	987	987	987	987	987	987
	Enrollment		808	805	814	830	832	834	818	830	830
	Available Space		179	182	173	157	155	153	169	157	157
	Comments		See Text								

NORTHEAST CONSORTIUM

Schools			Actual	Projections					
			24-25	25-26	26-27	27-28	28-29	29-30	30-31
Burnt Mills ES	CSR	Program Capacity	720	720	720	720	720	720	720
		Enrollment	757	783	801	789	789	762	759
		Available Space	(37)	(63)	(81)	(69)	(69)	(42)	(39)
		Comments							
Burtonsville ES	CSR	Program Capacity	508	508	796	796	796	796	796
		Enrollment	600	604	598	605	597	594	603
		Available Space	(92)	(96)	198	191	199	202	193
		Comments			Replace. Project Complete				
Cannon Road ES	CSR	Program Capacity	448	448	448	448	448	448	448
		Enrollment	397	393	385	381	376	377	385
		Available Space	51	55	63	67	72	71	63
		Comments							
Cloverly ES		Program Capacity	461	461	461	461	461	461	461
		Enrollment	434	438	435	435	428	424	433
		Available Space	27	23	26	26	33	37	28
		Comments							
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	441	441	441	441	441	441	441
		Enrollment	475	481	498	474	474	474	474
		Available Space	(34)	(40)	(57)	(33)	(33)	(33)	(33)
		Comments							
Dr. Charles R. Drew ES	CSR	Program Capacity	475	475	475	475	475	475	475
		Enrollment	487	481	479	483	470	471	477
		Available Space	(12)	(6)	(4)	(8)	5	4	(2)
		Comments							
Fairland ES	CSR	Program Capacity	631	631	631	631	631	631	631
		Enrollment	556	564	571	549	543	542	546
		Available Space	75	67	60	82	88	89	85
		Comments							
Galway ES	CSR	Program Capacity	754	754	754	754	754	754	754
		Enrollment	698	682	702	700	696	702	709
		Available Space	56	72	52	54	58	52	45
		Comments							
Greencastle ES	CSR	Program Capacity	579	769	769	769	769	769	769
		Enrollment	725	715	707	712	704	693	700
		Available Space	(146)	54	62	57	65	76	69
		Comments		Addition Complete					
Jackson Road ES	CSR	Program Capacity	661	661	661	661	661	661	661
		Enrollment	624	610	610	614	600	599	598
		Available Space	37	51	51	47	61	62	63
		Comments							

NORTHEAST CONSORTIUM

Schools			Actual	Projections								
			24-25	25-26	26-27	27-28	28-29	29-30	30-31			
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	688	688	892	892	892	892	892	892		
		Enrollment	761	742	769	795	818	840	830			
		Available Space	(73)	(54)	123	97	74	52	62			
		Comments			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	478		
		Enrollment	439	440	452	441	445	446	447			
		Available Space	39	38	26	37	33	32	31			
		Comments										
William Tyler Page ES	CSR	Program Capacity	735	735	735	735	735	735	735	735		
		Enrollment	621	618	631	640	649	645	645			
		Available Space	114	117	104	95	86	90	90			
		Comments										
Sherwood ES		Program Capacity	518	518	518	518	518	518	518	518		
		Enrollment	502	489	498	491	490	490	503			
		Available Space	16	29	20	27	28	28	15			
		Comments										
Stonegate ES		Program Capacity	579	579	579	579	579	579	579	579		
		Enrollment	566	558	562	555	561	567	560			
		Available Space	13	21	17	24	18	12	19			
		Comments										
Westover ES		Program Capacity	276	276	276	276	276	276	276	276		
		Enrollment	303	301	297	290	288	296	288			
		Available Space	(27)	(25)	(21)	(14)	(12)	(20)	(12)			
		Comments										
Cluster Information		HS Utilization	99%	103%	104%	106%	107%	107%	109%	110%	110%	
		HS Enrollment	5804	6000	6061	6184	6230	6269	6370	5900	5900	
		MS Utilization	90%	91%	92%	93%	93%	94%	92%	93%	93%	
		MS Enrollment	4014	4080	4106	4174	4185	4194	4117	4450	4450	
		ES Enrollment	8945	8899	8995	8954	8928	8922	8957			

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
James Hubert Blake HS	1953	4.4%	38.9%	10.3%	35.1%	11.0%	51.2%	12.9%	19.6%
Paint Branch HS	2024	2.3%	58.0%	9.5%	26.6%	3.4%	53.9%	10.7%	13.2%
Springbrook HS	1827	2.8%	36.7%	10.3%	45.6%	4.4%	58.3%	22.8%	18.8%
Benjamin Banneker MS	705	1.8%	59.3%	9.1%	25.8%	3.5%	55.5%	14.4%	22.6%
Briggs Chaney MS	860	1.7%	51.6%	10.8%	29.3%	5.8%	55.1%	14.0%	15.9%
William H. Farquhar MS	682	9.4%	24.0%	10.4%	22.7%	32.8%	29.6%	7.4%	6.2%
Francis Scott Key MS	959	1.7%	37.6%	11.8%	42.9%	5.8%	63.1%	30.1%	29.2%
White Oak MS	808	4.1%	30.1%	6.2%	54.5%	4.7%	60.1%	29.2%	18.2%
Burnt Mills ES	757	4.4%	43.2%	19.6%	19.7%	13.2%	57.9%	30.4%	46.8%
Burtonsville ES	600	3.8%	56.0%	12.2%	22.8%	4.8%	52.7%	14.8%	19.6%
Cannon Road ES	397	4.3%	36.8%	8.1%	44.8%	5.5%	55.6%	24.2%	25.1%
Cloverly ES	434	5.5%	25.3%	10.6%	33.6%	24.7%	38.4%	24.1%	11.6%
Cresthaven ES	475	1.9%	39.6%	4.0%	51.2%	2.3%	57.5%	47.4%	18.6%
Dr. Charles R. Drew ES	487	3.5%	46.4%	10.3%	32.2%	7.6%	51.1%	16.7%	18.8%
Fairland ES	556	4.0%	58.3%	5.2%	27.3%	4.9%	62.9%	18.9%	34.3%
Galway ES	698	2.7%	56.2%	6.7%	31.1%	3.3%	58.1%	31.5%	19.8%
Greencastle ES	725	2.6%	66.3%	6.8%	20.6%	3.6%	64.6%	16.5%	28.9%
Jackson Road ES	624	4.3%	45.8%	5.3%	38.8%	5.8%	60.9%	32.5%	25.9%
JoAnn Leleck ES at Broad Acres ES	761	0%	7.9%	3.3%	88.3%	0%	69.0%	69.5%	28.8%
Roscoe R. Nix ES	439	1.6%	40.1%	5.7%	51.0%	1.6%	39.8%	32.7%	54.5%
William Tyler Page ES	621	5.8%	36.9%	8.5%	32.4%	16.1%	38.8%	11.5%	13.7%
Sherwood ES	502	7.2%	20.5%	11.4%	23.5%	36.9%	26.5%	9.2%	13.1%
Stonegate ES	566	7.2%	35.3%	12.5%	25.6%	18.6%	31.5%	15.3%	13.1%
Westover ES	303	8.6%	32.0%	9.2%	26.4%	23.8%	30.4%	10.7%	12.8%
Elementary Cluster Total	8945	4.0%	41.2%	8.8%	35.9%	9.9%	51.5%	26.5%	24.3%
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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

Program Capacity Table
(School Year 2024–2025)

Schools	Special Education Services																																							
			Quad Cluster Based										County & Regional Based																											
			Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7							
James Hubert Blake HS	9-12	1743	79		77														2																					
Paint Branch HS	9-12	1998	94		85								1						4																					
Springbrook HS	9-12	2100	101		88								3	2	1				4	2			1																	
Benjamin Banneker MS	6-8	803	40		36								1						3																					
Briggs Chaney MS	6-8	939	46		43																																			
William H. Farquhar MS	6-8	800	40		37												1			1	1																			
Francis Scott Key MS	6-8	952	46		43																																			
White Oak MS	6-8	987	48		45								1	1						1																				
Burnt Mills ES	PreK-5	720	40	5		16	10		1		6																								1		1			
Burtonsville ES	K-5	508	30	4		8	12				6																													
Cannon Road ES	K-5	448	32	5		9	7				3								3			1	4																	
Cloverly ES	K-5	461	27	3		15							2										4												1		2			
Cresthaven ES	3-5	441	27	5		17													5																					
Dr. Charles R. Drew ES	PreK-5	475	30	4		7	6	2	1		3									4																1	2			
Fairland ES	HS-5	631	38	5		11	9	1	1		4																3							1	1	2				
Galway ES	PreK-5	754	45	5		12	14		1		7								6																					
Greencastle ES	PreK-5	579	35	5		7	12		1		6																									1	1	2		
Jackson Road ES	PreK-5	661	40	5		13	11	1			5																								2	2	1			
JoAnn Leleck ES at Broad Acres ES	HS-5	688	40	5		10	14	2		2	7																													
Roscoe R. Nix ES	PreK-2	478	34	5		17	1		1	6													4																	
William Tyler Page ES	PreK-5	735	38	4		11	10		2		5	6																												
Sherwood ES	K-5	518	31	3		16														1			4													1	1	2		
Stonegate ES	PreK-5	579	31	3		17		2			4																										1	1		
Westover ES	K-5	276	19	3		8																		4																

NORTHEAST CONSORTIUM

Facility Characteristics of Schools 2024–2025

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		4	
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		3	
Fairland ES	1934	1992	92,227	11.79		3	
Galway ES	1967	2009	103,170	9	Yes	2	
Greencastle ES	1988		78,275	18.88		12	LTL
Jackson Road ES	1959	1995	91,465	8.76		3	
JoAnn Leleck ES at Broad Acres ES	1952	1974	88,922	6.14	Yes		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/>

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy/.

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues

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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Northwest High School

Planning Issue: See text under Cluster Planning Issues.

Roberto W. Clemente Middle School

Planning Issue: See text under Cluster Planning Issues.

Kingsview Middle School

Planning Issue: See text under Cluster Planning Issues.

Lakelands Park Middle School

Planning Issue: See text under Cluster Planning Issues.

CAPITAL PROJECTS

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

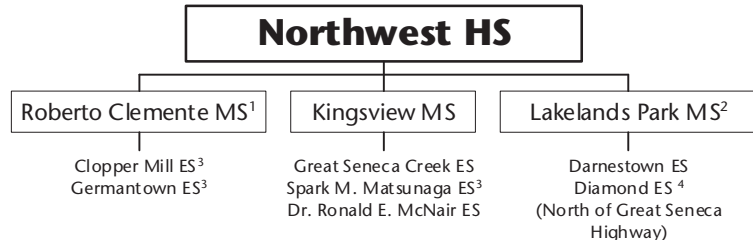
Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

Northwest Cluster Articulation 2024–2025 School Year



¹S. Christa McAuliffe ES and a portion of Sally K. Ride ES also articulate to Roberto Clemente MS, but thereafter articulate to Seneca Valley HS.

²Brown Station ES and Rachel Carson ES also articulate to Lakelands Park MS but thereafter articulate to Quince Orchard HS.

³A portion of Clopper Mill ES, Germantown ES, and Spark M. Matsunaga also articulate to Seneca Valley HS.

⁴Diamond ES (south of Great Seneca Highway) also articulates to Ridgeview MS and Quince Orchard HS. See Appendix U for multicolored maps of the service areas.

NORTHWEST CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools		Actual	Projections							
		24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Northwest HS	Program Capacity	2268	2268	2268	2268	2268	2268	2268	2268	2268
	Enrollment	2296	2277	2213	2254	2269	2282	2314	2350	2350
	Available Space	(28)	(9)	55	14	(1)	(14)	(46)	(82)	(82)
	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	See Text			Opens					
Roberto W. Clemente MS	Program Capacity	1182	1182	1182	1182	1182	1182	1182	1182	1182
	Enrollment	887	947	980	989	991	993	974	980	980
	Available Space	295	235	202	193	191	189	208	202	202
	Comments	See Text								
Kingsview MS	Program Capacity	1033	1033	1033	1033	1033	1033	1033	1033	1033
	Enrollment	908	884	903	927	929	930	913	920	920
	Available Space	125	149	130	106	104	103	120	113	113
	Comments	See Text								
Lakelands Park MS	Program Capacity	1154	1154	1154	1154	1154	1154	1154	1154	1154
	Enrollment	994	997	999	1012	1015	1015	996	1000	1000
	Available Space	160	157	155	142	139	139	158	154	154
	Comments	See Text								
Clopper Mill ES	Program Capacity	498	498	498	498	498	498	498		
	Enrollment	460	487	473	467	472	465	459		
	Available Space	38	11	25	31	26	33	39		
	Comments									
Darnestown ES	Program Capacity	412	412	412	412	412	412	412		
	Enrollment	358	361	367	375	381	382	383		
	Available Space	54	51	45	37	31	30	29		
	Comments									
Diamond ES	Program Capacity	664	664	664	664	664	664	664		
	Enrollment	656	639	613	611	612	612	602		
	Available Space	8	25	51	53	52	52	62		
	Comments									
Germantown ES	Program Capacity	279	279	279	279	279	279	279		
	Enrollment	315	318	318	304	307	307	301		
	Available Space	(36)	(39)	(39)	(25)	(28)	(28)	(22)		
	Comments									
Great Seneca Creek ES	Program Capacity	586	586	586	586	586	586	586		
	Enrollment	487	478	475	469	457	458	459		
	Available Space	99	108	111	117	129	128	127		
	Comments									
Spark M. Matsunaga ES	Program Capacity	602	602	602	602	602	602	602		
	Enrollment	533	517	512	502	494	490	498		
	Available Space	69	85	90	100	108	112	104		
	Comments									
Dr. Ronald E. McNair ES	Program Capacity	797	797	797	797	797	797	797		
	Enrollment	676	656	652	632	640	634	635		
	Available Space	121	141	145	165	157	163	162		
	Comments									
Cluster Information	HS Utilization	101%	100%	98%	99%	100%	101%	102%	104%	104%
	HS Enrollment	2296	2277	2213	2254	2269	2282	2314	2350	2350
	MS Utilization	83%	84%	86%	87%	87%	87%	86%	86%	86%
	MS Enrollment	2789	2828	2882	2928	2935	2938	2883	2900	2900
	ES Utilization	91%	90%	89%	88%	88%	87%	87%		
	ES Enrollment	3485	3456	3410	3360	3363	3348	3337		

NORTHWEST CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Northwest HS	2296	5.6%	26.2%	20.6%	26.2%	21.2%	34.2%	9.3%	9.9%
Roberto W. Clemente MS	887	5.1%	31.2%	16.2%	36.1%	10.9%	51.0%	16.6%	14.0%
Kingsview MS	908	5.8%	26.8%	26.8%	22.7%	17.8%	31.6%	10.1%	8.2%
Lakelands Park MS	994	5.8%	13.4%	18.9%	28.7%	33.1%	30.2%	12.6%	13.5%
Clopper Mill ES	460	3.0%	30.7%	8.0%	50.9%	7.0%	62.2%	25.9%	32.2%
Darnestown ES	358	8.7%	9.8%	14.8%	14.5%	51.4%	17.5%	12.1%	15.0%
Diamond ES	656	5.5%	9.0%	44.7%	13.9%	25.3%	12.7%	18.8%	31.3%
Germantown ES	315	4.4%	35.9%	19.7%	26.3%	13.0%	50.3%	17.0%	29.9%
Great Seneca Creek ES	487	8.0%	30.0%	11.1%	33.3%	16.8%	49.0%	23.9%	22.7%
Spark M. Matsunaga ES	533	8.8%	22.1%	37.0%	15.8%	16.1%	27.1%	12.7%	22.8%
Dr. Ronald E. McNair ES	676	7.8%	25.6%	28.1%	19.8%	18.3%	33.9%	12.9%	15.3%
Elementary Cluster Total	3485	6.7%	22.5%	25.4%	24.1%	20.5%	34.6%	17.5%	23.8%
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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%.

Program Capacity Table
(School Year 2024–2025)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	Special Education Services																							
																Quad Cluster Based	County & Regional Based																						
																ELC @10	LANG @12	LFI @10	SCB @6	AAC @7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP@12	PEP@18	VISION (Elementary) @7								
Northwest HS	9-12	2268	104		98								2																										
Roberto W. Clemente MS	6-8	1182	60		53								1					2				3						1											
Kingsview MS	6-8	1033	49		48								1																										
Lakelands Park MS	6-8	1154	57		53								1					1									2												
Clopper Mill ES	HS-5	498	29	5		8	9			1	2	4																											
Darnestown ES	K-5	412	25	3		12							3					7																					
Diamond ES	K-5	664	35	3		22							5										3															1	1
Germantown ES	K-5	279	22	4		3	5						3					4																				1	2
Great Seneca Creek ES	K-5	586	34	4		14	9						4												3														
Spark M. Matsunaga ES	K-5	602	34	3		22							3				1					5																	
Dr. Ronald E. McNair ES	PreK-5	797	38	3		29		1					5																										

NORTHWEST CLUSTER

Facility Characteristics of Schools 2024–2025

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		
Germantown ES	1935	1978	57,668	7.75		4	
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		

*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/>

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted the expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy/

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issue

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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities.. This new high school is scheduled to be completed August 2027.

Poolesville High School

Planning Issue: See text under Cluster Planning Issues.

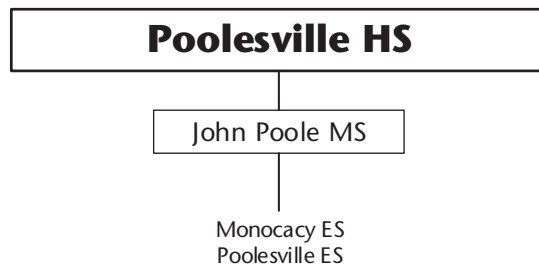
Capital Project: A major capital project was planned to address various building systems and programmatic needs for this school with an FY 2021 appropriation approved for the planning and design of this project. An FY 2022 appropriation was approved for construction funding. An FY 2023 appropriation 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 for Phase I is August 2024. Phase II will be completed August 2025.

John Poole Middle School

Planning Issue: See text under Cluster Planning Issues.

Poolesville Cluster Articulation

2024–2025 School Year



See Appendix U for multicolored maps of the service areas.

POOLESVILLE CLUSTER

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2027
Poolesville HS	Major Capital Project	Approved	Phase I August 2024 Phase II August 2025

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Poolesville HS	Program Capacity		1508	1598	1598	1598	1598	1598	1598	1598	1598
	Enrollment		1350	1367	1365	1349	1346	1355	1371	1400	1400
	Available Space		158	231	233	249	252	243	227	198	198
	Comments		MCP Ph. 1 Complete See Text	MCP Phase 2 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		See Text			Opens					
John Poole MS	Program Capacity		494	494	494	494	494	494	494	494	494
	Enrollment		467	462	477	473	475	475	467	480	480
	Available Space		27	32	17	21	19	19	27	14	14
	Comments		See Text								
Monocacy ES	Program Capacity		229	229	229	229	229	229	229		
	Enrollment		164	170	172	177	169	177	178		
	Available Space		65	59	57	52	60	52	51		
	Comments										
Poolesville ES	Program Capacity		571	571	571	571	571	571	571		
	Enrollment		577	587	612	632	642	647	638		
	Available Space		(6)	(16)	(41)	(61)	(71)	(76)	(67)		
	Comments										
Cluster Information	HS Utilization		90%	91%	91%	89%	89%	90%	91%	93%	93%
	HS Enrollment		1350	1367	1365	1349	1346	1355	1371	1400	1400
	MS Utilization		95%	94%	97%	96%	96%	96%	95%	97%	97%
	MS Enrollment		467	462	477	473	475	475	467	480	480
	ES Utilization		93%	95%	98%	101%	101%	103%	102%		
	ES Enrollment		741	757	784	809	811	824	816		

POOLESVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Poolesville HS	1350	7.6%	8.1%	37.9%	9.6%	36.6%	10.6%	1.1%	3.1%
John Poole MS	467	6.2%	8.1%	11.6%	16.3%	57.8%	19.7%	1.6%	4.4%
Monocacy ES	164	9.1%	0%	3.7%	20.7%	65.9%	21.1%	6.7%	10.8%
Poolesville ES	577	8.1%	8.5%	11.4%	16.1%	55.5%	16.9%	5.9%	6.9%
Elementary Cluster Total	741	8.4%	6.7%	9.7%	17.1%	57.8%	17.9%	6.1%	7.8%
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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%.

Program Capacity Table
(School Year 2024–2025)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	Special Education Services																							
																Quad Cluster Based						County & Regional Based																	
																ELC @10	LANG @12	LFI @10	SCB @6	AAC @7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP @6	PEP @12	PEP @18	VISION (Elementary) @7								
Poolesville HS	9-12	1508	67		67																																		
John Poole MS	6-8	494	24		23													1																					
Monocacy ES	K-5	229	13	3		9						1																											
Poolesville ES	K-5	571	28	3		21						4																											

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/Revitalized/Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Poolesville HS	1953	1978	240,220	37.2		5	
John Poole MS	1997		85,669	20.5			
Monocacy ES	1961	1989	42,482	9.67		1	
Poolesville ES	1960	1978	64,803	12.28			

*See Appendix H for relocatable use.

QUINCE ORCHARD CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy/

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

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 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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain

on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Quince Orchard High School

Planning Issue: See text under Cluster Planning Issues.

Lakelands Park Middle School

Planning Issue: See text under Cluster Planning Issues.

Ridgeview Middle School

Planning Issue: See text under Cluster Planning Issues.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

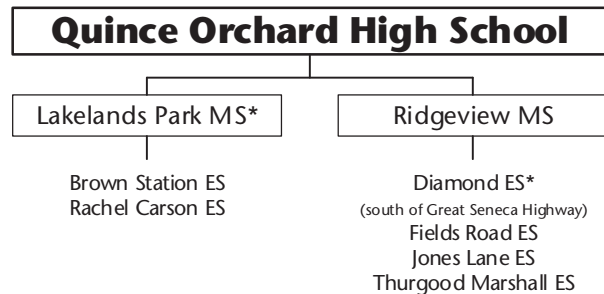
Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 CIP.

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.

Quince Orchard Cluster Articulation

2024–2025 School Year



* Diamond ES (north of Great Seneca Highway) and Damestown ES also articulate to Lakelands Park MS, but thereafter to Northwest HS. See Appendix U for multicolored maps of the service areas.

QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools		Actual	Projections							
		24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Quince Orchard HS	Program Capacity	1783	1783	1783	1783	1783	1783	1783	1783	1783
	Enrollment	2097	2062	2015	2005	2059	2072	2105	2150	2150
	Available Space	(314)	(279)	(232)	(222)	(276)	(289)	(322)	(367)	(367)
	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	See Text			Opens					
Lakelands Park MS	Program Capacity	1154	1154	1154	1154	1154	1154	1154	1154	1154
	Enrollment	994	997	999	1012	1015	1015	996	1000	1000
	Available Space	160	157	155	142	139	139	158	154	154
	Comments	See Text								
Ridgeview MS	Program Capacity	955	955	955	955	955	955	955	955	955
	Enrollment	723	715	742	746	748	749	736	745	745
	Available Space	232	240	213	209	207	206	219	210	210
	Comments	See Text								
Brown Station ES	CSR	Program Capacity	725	725	725	725	725	725	725	
	Enrollment	573	584	604	608	609	610	614		
	Available Space	152	141	121	117	116	115	111		
	Comments									
Rachel Carson ES	Program Capacity	726	726	726	726	726	726	726		
	Enrollment	676	672	665	703	689	700	693		
	Available Space	50	54	61	23	37	26	33		
	Comments									
Fields Road ES	CSR	Program Capacity	455	455	455	455	455	455		
	Enrollment	453	447	446	441	435	434	436		
	Available Space	2	8	9	14	20	21	19		
	Comments									
Jones Lane ES	Program Capacity	510	510	510	510	510	510	510		
	Enrollment	427	420	422	375	372	379	382		
	Available Space	83	90	88	135	138	131	128		
	Comments									
Thurgood Marshall ES	CSR	Program Capacity	479	479	479	479	479	479		
	Enrollment	556	528	520	511	501	501	510		
	Available Space	(77)	(49)	(41)	(32)	(22)	(22)	(31)		
	Comments									
Cluster Information	HS Utilization	118%	116%	113%	112%	115%	116%	118%	121%	121%
	HS Enrollment	2097	2062	2015	2005	2059	2072	2105	2150	2150
	MS Utilization	81%	81%	83%	83%	84%	84%	82%	83%	83%
	MS Enrollment	1717	1712	1741	1758	1763	1764	1732	1745	1745
	ES Utilization	93%	92%	92%	91%	90%	91%	91%		
ES Enrollment	2685	2651	2657	2638	2606	2624	2635			

QUINCE ORCHARD CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025										2023-2024			Mobility Rate ^{6****}
	Total Enrollment	Two or more races %	Afr. Amer. %	Black or Amer. %	Asian%	Hispanic %	White %	FARMS ^{9**}	ELD ^{6**}	Rate ^{6***}				
Quince Orchard HS	2097	5.9%	14.8%	10.6%	36.7%	31.8%	36.9%	14.8%	15.4%					
Lakelands Park MS	994	5.8%	13.4%	18.9%	28.7%	33.1%	30.2%	12.6%	13.5%					
Ridgeview MS	723	5.8%	18.7%	12.9%	33.1%	29.5%	38.1%	18.7%	14.5%					
Brown Station ES	573	3.5%	13.3%	10.1%	66.3%	6.8%	57.2%	38.7%	33.6%					
Rachel Carson ES	676	8.1%	8.1%	15.7%	22.5%	45.4%	24.8%	16.6%	9.9%					
Fields Road ES	453	6.2%	18.5%	13.7%	38.6%	22.7%	45.2%	26.1%	23.3%					
Jones Lane ES	427	7.7%	10.1%	11.2%	33.0%	37.9%	30.5%	23.2%	10.1%					
Thurgood Marshall ES	556	5.4%	21.9%	9.9%	31.3%	30.9%	41.9%	20.4%	21.6%					
Elementary Cluster Total	2685	6.2%	14.2%	12.3%	38.1%	29.2%	39.9%	25.0%	19.1%					
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%					

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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%.

Program Capacity Table (School Year 2024–2025)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Special Education Services																																				
					Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7										
Quince Orchard HS	9-12	1783	86	76																																					
Lakelands Park MS	6-8	1154	57	53											2	1	1									4	4														
Ridgeview MS	6-8	955	48	44																																					
Brown Station ES	HS-5	725	41	5		13	12			1	1		6																									1	2		
Rachel Carson ES	PreK-5	726	35	3			26			1			4																												
Fields Road ES	PreK-5	455	30	4						9	8		1																												
Jones Lane ES	K-5	510	27	3																																					
Thurgood Marshall ES	K-5	479	32	4																																					

QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2024–2025

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

2024–2025 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 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual		Projections						
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Rockville HS		Program Capacity	1541	1541	1541	1541	1541	1541	1541	1541	1541
		Enrollment	1548	1575	1544	1579	1573	1584	1609	1630	1630
		Available Space	(7)	(34)	(3)	(38)	(32)	(43)	(68)	(89)	(89)
		Comments									
Earle B. Wood MS		Program Capacity	936	936	936	936	936	936	936	936	936
		Enrollment	1019	1024	1055	1043	1046	1047	1028	1030	1030
		Available Space	(83)	(88)	(119)	(107)	(110)	(111)	(92)	(94)	(94)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	700	700	700	700	700	700	700		
		Enrollment	623	597	578	586	578	580	584		
		Available Space	77	103	122	114	122	120	116		
		Comments									
Flower Valley ES		Program Capacity	463	463	463	463	463	463	463		
		Enrollment	524	524	513	501	501	502	513		
		Available Space	(61)	(61)	(50)	(38)	(38)	(39)	(50)		
		Comments									
Maryvale ES	CSR	Program Capacity	650	650	650	650	650	650	650		
		Enrollment	620	609	606	592	583	593	588		
		Available Space	30	41	44	58	67	57	62		
		Comments									
Meadow Hall ES	CSR	Program Capacity	337	337	337	337	337	337	337		
		Enrollment	349	341	346	331	319	316	321		
		Available Space	(12)	(4)	(9)	6	18	21	16		
		Comments									
Rock Creek Valley ES		Program Capacity	400	400	400	400	400	400	400		
		Enrollment	335	342	339	343	335	335	344		
		Available Space	65	58	61	57	65	65	56		
		Comments									
Cluster Information		HS Utilization	100%	102%	100%	102%	102%	103%	104%	106%	106%
		HS Enrollment	1548	1575	1544	1579	1573	1584	1609	1630	1630
		MS Utilization	109%	109%	113%	111%	112%	112%	110%	110%	110%
		MS Enrollment	1019	1024	1055	1043	1046	1047	1028	1030	1030
		ES Utilization	96%	95%	93%	92%	91%	91%	92%		
	ES Enrollment	2451	2413	2382	2353	2316	2326	2350			

ROCKVILLE CLUSTER

Facility Characteristics of Schools 2024–2025

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		5	
Maryvale ES	1969	2020	178,625	17.7			LTL
Meadow Hall ES	1956	1994	61,694	8.38	Yes	4	
Rock Creek Valley ES	1964	2001	76,692	10.4			

*See Appendix H for relocatable use.

**Maryvale ES is colocated with the Carl Sandburg 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/>

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted the expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy/

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Seneca Valley High School

Planning Issue: See text under Cluster Planning Issues.

Roberto W. Clemente Middle School

Planning Issue: See text under Cluster Planning Issues.

Dr. Martin Luther King, Jr. Middle School

Planning Issue: See text under Cluster Planning Issues.

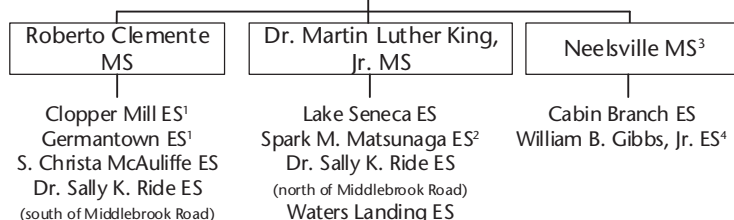
Neelsville Middle School

Planning Issue: See text under Cluster Planning Issues.

Seneca Valley Cluster Articulation

2024–2025 School Year

Seneca Valley HS



¹A portion of Clopper Mill ES and Germantown ES also articulate to Northwest HS.

²A portion of Spark M. Matsunaga ES also articulates to Kingsview MS and Northwest HS.

³South Lake ES and a portion of Stedwick ES also articulate to Neelsville MS and Watkins Mill HS.

⁴William B. Gibbs, Jr. ES also articulates to Rocky Hill MS and Clarksburg HS.

See Appendix U for multicolored maps of the service areas.

Lake Seneca Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by 92 seats by the end of the six-year planning period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools		Actual		Projections							
		24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039	
Seneca Valley HS	Program Capacity	2524	2524	2524	2524	2524	2524	2524	2524	2524	
	Enrollment	2400	2490	2519	2601	2604	2620	2661	2675	2675	
	Available Space	124	34	5	(77)	(80)	(96)	(137)	(151)	(151)	
	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	See Text									
Roberto W. Clemente MS	Program Capacity	1182	1182	1182	1182	1182	1182	1182	1182	1182	
	Enrollment	887	947	980	989	991	993	974	980	980	
	Available Space	295	235	202	193	191	189	208	202	202	
	Comments	See Text									
Dr. Martin Luther King Jr. MS	Program Capacity	914	914	914	914	914	914	914	914	914	
	Enrollment	841	828	833	859	861	862	845	875	875	
	Available Space	73	86	81	55	53	52	69	39	39	
	Comments	See Text									
Neelsville MS	Program Capacity	956	956	956	956	956	956	956	956	956	
	Enrollment	783	772	793	801	804	804	789	800	800	
	Available Space	173	184	163	155	152	152	167	156	156	
	Comments	MCP Complete See Text									
Cabin Branch ES	Program Capacity	693	693	693	693	693	693	693			
	Enrollment	650	694	712	728	726	722	718			
	Available Space	43	(1)	(19)	(35)	(33)	(29)	(25)			
	Comments										
Germantown ES	Program Capacity	279	279	279	279	279	279	279			
	Enrollment	315	318	318	304	307	307	301			
	Available Space	(36)	(39)	(39)	(25)	(28)	(28)	(22)			
	Comments	CSR									
William B. Gibbs, Jr. ES	Program Capacity	758	758	758	758	758	758	758			
	Enrollment	600	607	616	615	632	627	633			
	Available Space	158	151	142	143	126	131	125			
	Comments										
Lake Seneca ES	Program Capacity	402	402	402	402	402	402	402			
	Enrollment	444	467	480	477	480	487	496			
	Available Space	(42)	(65)	(78)	(75)	(78)	(85)	(94)			
	Comments	CSR									
S. Christa McAuliffe ES	Program Capacity	751	751	751	751	751	751	751			
	Enrollment	471	457	443	425	428	432	426			
	Available Space	280	294	308	326	323	319	325			
	Comments	CSR									
Dr. Sally K. Ride ES	Program Capacity	532	532	532	532	532	532	532			
	Enrollment	440	434	418	409	398	409	409			
	Available Space	92	98	114	123	134	123	123			
	Comments	CSR									
Waters Landing ES	Program Capacity	742	742	742	742	742	742	742			
	Enrollment	739	749	726	715	714	711	704			
	Available Space	3	(7)	16	27	28	31	38			
	Comments	CSR									
Cluster Information	HS Utilization	95%	99%	100%	103%	103%	104%	105%	106%	106%	
	HS Enrollment	2400	2490	2519	2601	2604	2620	2661	2675	2675	
	MS Utilization	78%	80%	83%	84%	84%	84%	82%	83%	83%	
	MS Enrollment	1670	1719	1773	1790	1795	1797	1763	1780	1780	
	ES Utilization	87%	88%	87%	85%	85%	86%	86%			
ES Enrollment	3009	3032	3001	2945	2959	2973	2969				

SENECA VALLEY CLUSTER

Facility Characteristics of Schools 2024–2025

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		162,684	29.19			
Cabin Branch ES	2023		95,327	9.61	Yes		
Germantown ES	1935	1978	57,668	7.75		4	
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/>

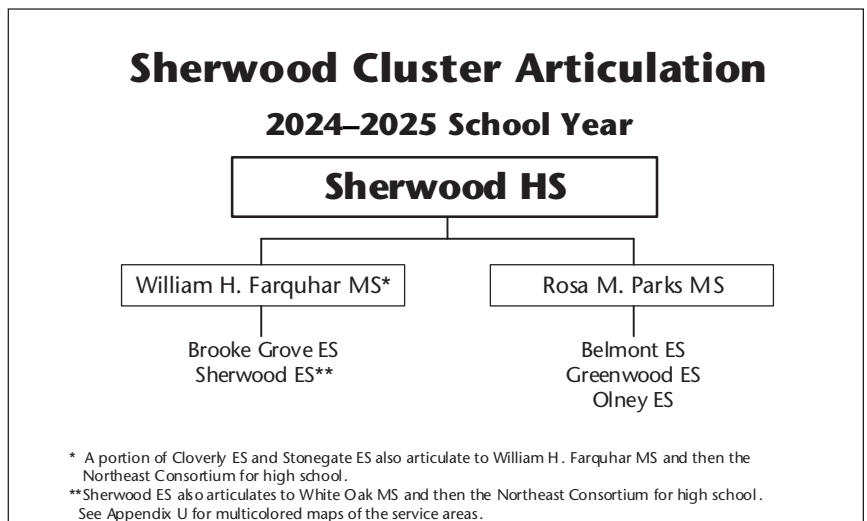
SCHOOLS

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 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Sherwood HS	Program Capacity		2152	2152	2152	2152	2152	2152	2152	2152	2152
	Enrollment		1679	1719	1714	1719	1718	1727	1752	1775	1775
	Available Space		473	433	438	433	434	425	400	377	377
	Comments										
William H. Farquhar MS	Program Capacity		800	800	800	800	800	800	800	800	800
	Enrollment		682	694	732	738	740	741	729	740	740
	Available Space		118	106	68	62	60	59	71	60	60
	Comments										
Rosa M. Parks MS	Program Capacity		945	945	945	945	945	945	945	945	945
	Enrollment		863	861	865	889	891	892	876	900	900
	Available Space		82	84	80	56	54	53	69	45	45
	Comments										
Belmont ES	Program Capacity		411	411	411	411	411	411	411		
	Enrollment		343	346	337	330	323	324	323		
	Available Space		68	65	74	81	88	87	88		
	Comments		See Text								
Brooke Grove ES	Program Capacity		512	512	512	512	512	512	512		
	Enrollment		396	390	383	373	375	360	367		
	Available Space		116	122	129	139	137	152	145		
	Comments										
Greenwood ES	Program Capacity		572	572	572	572	572	572	572		
	Enrollment		539	546	533	529	537	531	533		
	Available Space		33	26	39	43	35	41	39		
	Comments										
Olney ES	Program Capacity		617	617	617	617	617	617	617		
	Enrollment		590	560	560	553	532	534	545		
	Available Space		27	57	57	64	85	83	72		
	Comments										
Sherwood ES	Program Capacity		518	518	518	518	518	518	518		
	Enrollment		502	489	498	491	490	490	503		
	Available Space		16	29	20	27	28	28	15		
	Comments		See Text								
Cluster Information	HS Utilization		78%	80%	80%	80%	80%	80%	81%	82%	82%
	HS Enrollment		1679	1719	1714	1719	1718	1727	1752	1775	1775
	MS Utilization		89%	89%	92%	93%	93%	94%	92%	94%	94%
	MS Enrollment		1545	1555	1597	1627	1631	1633	1605	1640	1640
	ES Enrollment		2370	2331	2311	2276	2257	2239	2271		

SHERWOOD CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Sherwood HS	1679	5.8%	18.2%	11.2%	19.4%	45.2%	20.2%	4.3%	7.8%
William H. Farquhar MS	682	9.4%	24.0%	10.4%	22.7%	32.8%	29.6%	7.4%	6.2%
Rosa M. Parks MS	863	6.7%	13.7%	9.2%	16.5%	53.5%	16.3%	4.7%	4.8%
Belmont ES	343	7.9%	16.9%	5.2%	11.7%	58.0%	13.5%	6.9%	6.0%
Brooke Grove ES	396	7.6%	28.5%	12.4%	22.7%	28.8%	30.8%	11.8%	10.7%
Greenwood ES	539	8.5%	11.9%	6.3%	12.1%	60.9%	12.9%	5.0%	5.8%
Olney ES	590	5.8%	14.9%	13.2%	18.8%	46.9%	21.7%	12.9%	6.7%
Sherwood ES	502	7.2%	20.5%	11.4%	23.5%	36.9%	26.5%	9.2%	13.1%
Elementary Cluster Total	2370	7.3%	18.0%	10.0%	17.9%	46.5%	21.1%	9.3%	8.4%
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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%.

Program Capacity Table

(School Year 2024–2025)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	Special Education Services																						
																Quad Cluster Based						County & Regional Based																
																ELC @10	LANG @12	LFI @10	SCB @6	AAC @7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP @6	PEP @12	PEP @18	VISION (Elementary) @7							
Sherwood HS	9-12	2152	101		93										1																							
William H. Farquhar MS	6-8	800	40		37										1																							
Rosa M. Parks MS	6-8	945	46		44																						2											
Belmont ES	K-5	411	22	3		15						3			1																							
Brooke Grove ES	PreK-5	512	30	3		16	1					2										8																
Greenwood ES	K-5	572	29	3		20						4																						1		1		
Olney ES	K-5	617	30	3		23						4																										
Sherwood ES	K-5	518	31	3		16						3														1								4		1	1	2

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/Revitalized/Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Sherwood HS	1950	1991	333,154	49.3			
William H. Farquhar MS	1968	2016	135,626	20			
Rosa M. Parks MS	1992		137,469	24.05	Yes		
Belmont ES	1974		49,279	10.5		1	
Brooke Grove ES	1990		73,080	10.96			
Greenwood ES	1970		64,609	10	Yes		
Olney ES	1954	1990	68,755	9.88			
Sherwood ES	1977		81,727	10.85			

*See Appendix H for relocatable use.

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 Lake Forest 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 www.gaithersburgmd.gov/government/projects-in-the-city/lakeforest-mall-rezoning.

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted the expenditures for Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy/

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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities.. This new high school is scheduled to be completed August 2027.

Watkins Mill High School

Planning Issue: See text under Cluster Planning Issues

Montgomery Village Middle School

Planning Issue: See text under Cluster Planning Issues

Neelsville Middle School

Planning Issue: See text under Cluster Planning Issues

Whetstone Elementary School

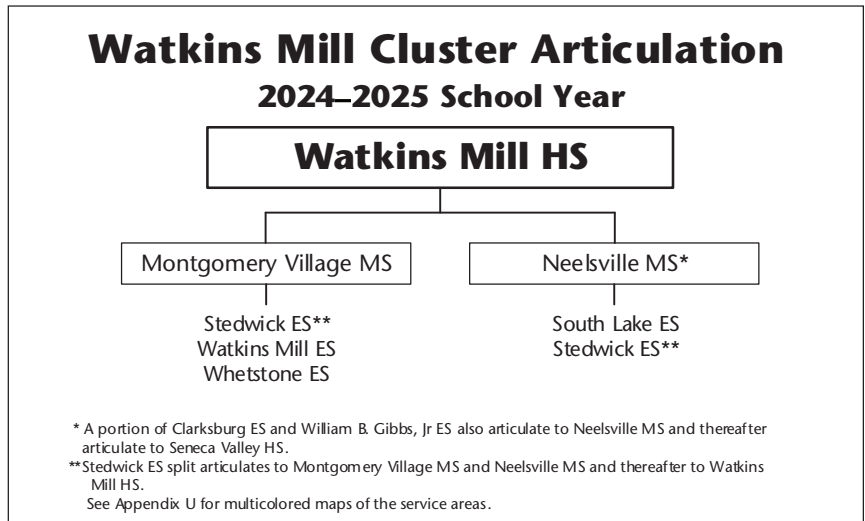
Capital Project: As part of the adopted FY 2023–2028 CIP, this school was approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) were utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

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,



WATKINS MILL CLUSTER

system and programmatic and capacity needs for each school. An FY 2025 appropriation was approved to begin the planning and design for this project. Due to fiscal constraints, the County Council shifted construction placeholder expenditures to the out-years of the adopted FY2025–2030 CIP. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP. It is recommended that a portion of the out-year placeholder expenditures for this project be reallocated to other CIP projects in order to keep them on their approved schedules.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Watkins Mill HS	Program Capacity		1831	1831	1831	1831	1831	1831	1831	1831	1831
	Enrollment		1576	1591	1547	1554	1572	1584	1613	1650	1650
	Available Space		255	240	284	277	259	247	218	181	181
	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		See Text			Opens					
Montgomery Village MS	Program Capacity		857	857	857	857	857	857	857	857	857
	Enrollment		783	794	785	814	816	817	803	825	825
	Available Space		74	63	72	43	41	40	54	32	32
	Comments		See Text								
Neelsville MS	Program Capacity		956	956	956	956	956	956	956	956	956
	Enrollment		783	772	793	801	804	804	789	800	800
	Available Space		173	184	163	155	152	152	167	156	156
	Comments		MCP Complete See Text								
South Lake ES	Program Capacity	CSR	778	778	778	778	778	778	778		
	Enrollment		739	716	714	691	695	685	690		
	Available Space		39	62	64	87	83	93	88		
	Comments										
Stedwick ES	Program Capacity	CSR	674	674	674	674	674	674	674		
	Enrollment		489	469	463	461	456	466	459		
	Available Space		185	205	211	213	218	208	215		
	Comments										
Watkins Mill ES	Program Capacity	CSR	696	696	696	696	696	696	696		
	Enrollment		719	731	728	725	730	724	719		
	Available Space		(23)	(35)	(32)	(29)	(34)	(28)	(23)		
	Comments										
Whetstone ES	Program Capacity	CSR	780	780	780	780	780	780	780		
	Enrollment		708	719	714	721	725	728	726		
	Available Space		72	61	66	59	55	52	54		
	Comments		Planning for MCP								
Cluster Information	HS Utilization		86%	87%	84%	85%	86%	87%	88%	90%	90%
	HS Enrollment		1576	1591	1547	1554	1572	1584	1613	1650	1650
	MS Utilization		86%	86%	87%	89%	89%	89%	88%	90%	90%
	MS Enrollment		1566	1566	1578	1615	1620	1621	1592	1625	1625
	ES Utilization		91%	90%	89%	89%	89%	89%	89%		
ES Enrollment		2655	2635	2619	2598	2606	2603	2594			

WATKINS MILL CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Watkins Mill HS	1576	2.7%	22.3%	8.2%	60.8%	5.6%	53.2%	31.2%	38.7%
Montgomery Village MS	783	2.9%	21.8%	5.4%	65.9%	3.6%	59.2%	37.7%	19.6%
Neelsville MS	783	3.6%	29.4%	15.7%	44.1%	6.9%	57.3%	29.3%	18.0%
South Lake ES	739	2.0%	17.2%	4.3%	74.8%	1.2%	67.8%	56.3%	40.6%
Stedwick ES	489	4.1%	30.9%	6.5%	51.9%	6.1%	58.8%	31.8%	24.8%
Watkins Mill ES	719	2.2%	13.5%	6.5%	74.7%	2.8%	62.8%	55.6%	33.9%
Whetstone ES	708	3.0%	25.8%	7.9%	57.2%	5.8%	54.0%	39.3%	25.5%
Elementary Cluster Total	2655	2.7%	21.0%	6.3%	65.9%	3.8%	61.2%	47.0%	31.9%
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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%.

Program Capacity Table
(School Year 2024–2025)

Schools	Special Education Services																																		
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular-Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	Quad Cluster Based		County & Regional Based																	
																ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP@12	PEP @18	VISION (Elementary) @7				
Watkins Mill HS	9-12	1831	91		74								4	3				3			6														
Montgomery Village MS	6-8	857	46		36								2	2				3			3														
Neelsville MS	6-8	956	47		42								3	2																					
South Lake ES	HS-5	778	43	5		18	12	1		1	6																								
Stedwick ES	PreK-5	674	39	5		16	7		1		5						5																		
Watkins Mill ES	HS-5	719	41	5		13	13	2		1	7																								
Whetstone ES	PreK-5	780	43	5		16	12		1		5																	1		3					

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2024–2025

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		162,684	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 ISSUES

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.

As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was 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 completion date for the reopening of Charles W. Woodward High School is August 2027. On March 19, 2024, the Board of Education adopted a revised timeline for the boundary study. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/woodwardhsboundarystudy/

SCHOOLS

Walt Whitman High School

Planning Issue: See text under Cluster Planning Issues.

Charles W. Woodward High School

Planning Issue: See text under Cluster Planning Issues.

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 for the reopening of Charles W. Woodward High 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 was August 2026. An FY 2024 appropriation was approved for construction cost increases. As part of the Board of Education’s Requested FY2025–2030 CIP, the construction schedule for the Northwood High School capital project is extended one year, with a completion date of August 2027. Since Charles W. Woodward High School is the holding facility for Northwood High School, the completion date for the reopening of Charles W. Woodward High School is August 2027. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase III for this project that will include the construction of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase III, the interior fit-out of the auditorium and other associated spaces, and keep the completion date of August 2027.

Thomas W. Pyle Middle School

Planning Issue: See text under Cluster Planning Issues.

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 was approved 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.

Walt Whitman Cluster Articulation

2024–2025 School Year

Walt Whitman HS

Thomas W. Pyle MS

Bannockburn ES
Bradley Hills ES
Burning Tree ES
Carderock Springs ES
Wood Acres ES

See Appendix U for multicolored maps of the service areas.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Walt Whitman HS	Program Capacity		2218	2218	2218	2218	2218	2218	2218	2218	2218
	Enrollment		2057	2036	2019	2040	2040	2050	2079	2100	2100
	Available Space		161	182	199	178	178	168	139	118	118
	Comments		See Text								
Charles W. Woodward HS	Program Capacity					2249	2249	2249	2249	2249	2249
	Enrollment				0	0	0	0	0	0	0
	Available Space				2249	2249	2249	2249	2249	2249	2249
	Comments		See Text		Opens						
Thomas W. Pyle MS	Program Capacity		1498	1498	1498	1498	1498	1498	1498	1498	1498
	Enrollment		1260	1263	1269	1289	1293	1294	1272	1275	1275
	Available Space		238	235	229	209	205	204	226	223	223
	Comments		See Text								
Bannockburn ES	Program Capacity		389	389	389	389	389	389	389		
	Enrollment		448	422	419	398	412	412	402		
	Available Space		(59)	(33)	(30)	(9)	(23)	(23)	(13)		
	Comments										
Bradley Hills ES	Program Capacity		686	686	686	686	686	686	686		
	Enrollment		478	478	465	454	459	449	457		
	Available Space		208	208	221	232	227	237	229		
	Comments										
Burning Tree ES	Program Capacity		389	389	389	389	389	389	389		
	Enrollment		479	492	504	511	524	504	512		
	Available Space		(90)	(103)	(115)	(122)	(135)	(115)	(123)		
	Comments		See Text								
Carderock Springs ES	Program Capacity		429	429	429	429	429	429	429		
	Enrollment		361	373	377	377	388	397	382		
	Available Space		68	56	52	52	41	32	47		
	Comments										
Wood Acres ES	Program Capacity		757	757	757	757	757	757	757		
	Enrollment		610	615	622	634	639	638	637		
	Available Space		147	142	135	123	118	119	120		
	Comments										
Cluster Information	HS Utilization		93%	92%	91%	92%	92%	92%	94%	95%	95%
	HS Enrollment		2057	2036	2019	2040	2040	2050	2079	2100	2100
	MS Utilization		84%	84%	85%	86%	86%	86%	85%	85%	85%
	MS Enrollment		1260	1263	1269	1289	1293	1294	1272	1275	1275
	ES Enrollment		2376	2380	2387	2374	2422	2400	2390		

WALT WHITMAN CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Walt Whitman HS	2057	8.6%	5.9%	16.0%	12.6%	56.7%	6.3%	2.2%	6.3%
Thomas W. Pyle MS	1260	8.4%	5.6%	16.0%	14.9%	54.9%	5.2%	4.0%	7.3%
Bannockburn ES	448	8.3%	5.6%	15.8%	8.7%	61.6%	4.2%	5.2%	5.1%
Bradley Hills ES	478	9.8%	2.1%	14.2%	9.4%	64.4%	1.7%	3.2%	5.6%
Burning Tree ES	479	7.7%	9.4%	20.9%	10.4%	51.4%	6.6%	12.6%	17.8%
Carderock Springs ES	361	12.5%	5.0%	14.4%	11.9%	56.0%	5.7%	8.7%	11.8%
Wood Acres ES	610	5.9%	5.9%	10.3%	12.3%	65.6%	7.2%	8.3%	11.6%
Elementary Cluster Total	2376	8.5%	5.6%	14.9%	10.6%	60.3%	5.2%	7.7%	10.4%
Elementary County Total	71479	5.7%	21.2%	13.0%	36.5%	23.3%	40.3%	25.5%	20.3%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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%.

Program Capacity Table
(School Year 2024–2025)

		Special Education Services																														
		Quad Cluster Based								County & Regional Based																						
		Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	
Walt Whitman HS	9-12	2218	105		95													3	2	1												
Thomas W. Pyle MS	6-8	1498	73		69															1				3								
Bannockburn ES	K-5	389	20	3		15						2																				
Bradley Hills ES	K-5	686	33	3		26						4																				
Burning Tree ES	K-5	389	24	3		11						3				7																
Carderock Springs ES	K-5	429	24	3		15						3									3											
Wood Acres ES	K-5	757	37	3		27						4																	1	2		

WALT WHITMAN CLUSTER

Facility Characteristics of Schools 2024–2025

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	4	
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/>.

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study includes the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also includes the following middle schools: John T. Baker, Cabin John, Roberto W. Clemente, Forest Oak, Robert Frost, Gaithersburg, Herbert Hoover, Dr. Martin Luther King, Jr. Kingsview, Lakelands Park, Montgomery Village, Neelsville, John Poole, Ridgeview Rocky Hill, Hallie Wells, and Julius West. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted the expenditures for Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/crowndamascusboundarystudy/

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

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

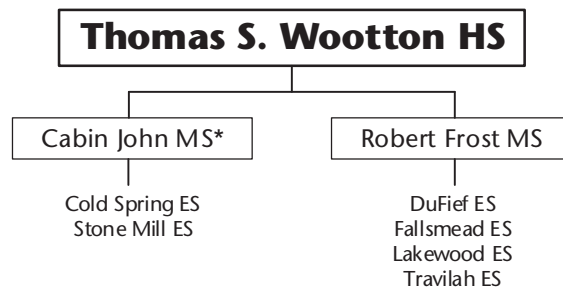
Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County 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. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP is recommended to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Thomas S. Wootton High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: A Major Capital Project is planned for this school to address various building systems and programmatic needs. 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 funds to address ADA and site related issues at this school prior to

Thomas S. Wootton Cluster Articulation 2024–2025 School Year



* 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

the construction of the project. Expenditures for this project are included in the Major Capital Projects–Secondary Project. Due to fiscal constraints, the County Council, in the adopted FY2023–2028 CIP, delayed this project two years. An FY 2025 appropriation was requested for planning and design funds for the building portion of the Major Capital Project. Due to fiscal constraints, the County Council shifted expenditures to the out-years in the adopted FY 2025-2030 CIP, with a “to be determined” completion date. The first phase of the ADA and site related work was completed in August 2024, with the second phase to be completed in August 2025.

Cabin John Middle School

Planning Issue: See text under Cluster Planning Issues.

Robert Frost Middle School

Planning Issue: See text under Cluster Planning Issues.

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. An FY 2025 appropriation was approved to begin the planning and design for this project. Due to fiscal constraints, the County Council shifted construction placeholder expenditures to the out-years of the adopted FY2025–2030 CIP. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP. It is recommended that a portion of the out-year placeholder expenditures for this project be reallocated to other CIP projects in order to keep them on their approved schedules.

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.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Recommended	August 2027
Thomas S. Wootton HS	ADA and Site Project	Approved	August 2024 August 2025
Cold Spring ES	Major Capital Project	Programmed	TBD

Approved—Project has an approved FY 2025 appropriation in the FY 2025–2030 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2026 appropriation for planning or construction in the FY 2025–2030 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.

THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Thomas S. Wootton HS	Program Capacity	2120	2120	2120	2120	2120	2120	2120	2120	2120	2120
	Enrollment	1866	1864	1857	1863	1877	1888	1912	1950	1950	
	Available Space	254	256	263	257	243	232	208	170	170	
	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	See Text			Opens						
Cabin John MS	Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125	
	Enrollment	983	1025	1003	1012	1015	1017	998	1010	1010	
	Available Space	142	100	122	113	110	108	127	115	115	
	Comments	See Text									
Robert Frost MS	Program Capacity	1035	1035	1035	1035	1035	1035	1035	1035	1035	
	Enrollment	915	916	904	940	943	943	927	940	940	
	Available Space	120	119	131	95	92	92	108	95	95	
	Comments	See Text									
Cold Spring ES	Program Capacity	482	482	482	482	482	482	482			
	Enrollment	362	365	369	363	352	364	356			
	Available Space	120	117	113	119	130	118	126			
	Comments	Planning for MCP									
DuFief ES	Program Capacity	414	414	414	414	414	414	414			
	Enrollment	276	269	272	269	263	257	254			
	Available Space	138	145	142	145	151	157	160			
	Comments										
Fallsmead ES	Program Capacity	572	572	572	572	572	572	572			
	Enrollment	512	513	497	500	484	482	487			
	Available Space	60	59	75	72	88	90	85			
	Comments										
Lakewood ES	Program Capacity	566	566	566	566	566	566	566			
	Enrollment	406	405	413	409	411	408	414			
	Available Space	160	161	153	157	155	158	152			
	Comments										
Stone Mill ES	Program Capacity	713	713	713	713	713	713	713			
	Enrollment	518	524	529	522	521	536	520			
	Available Space	195	189	184	191	192	177	193			
	Comments										
Travilah ES	Program Capacity	526	526	526	526	526	526	526			
	Enrollment	378	370	374	364	368	363	371			
	Available Space	148	156	152	162	158	163	155			
	Comments										
Cluster Information	HS Utilization	88%	88%	88%	88%	89%	89%	90%	92%	92%	
	HS Enrollment	1866	1864	1857	1863	1877	1888	1912	1950	1950	
	MS Utilization	88%	90%	88%	90%	91%	91%	89%	90%	90%	
	MS Enrollment	1898	1941	1907	1952	1958	1960	1925	1950	1950	
	ES Utilization	75%	75%	75%	74%	73%	74%	73%			
ES Enrollment	2452	2446	2454	2427	2399	2410	2402				

THOMAS S. WOOTTON CLUSTER

Facility Characteristics of Schools 2024–2025

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		
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 is collocated with Spark Matsunaga Elementary School in the Northwest Cluster and provides services to students ages 5–21 with severe to profound intellectual disabilities, physical, and multiple disabilities. Students pursue instruction aligned to the Maryland Alternate Academic Achievement standards. Academic instruction is aligned to Alternate Learning Outcomes (ALOs) and is infused with communication, mobility, and career/community readiness, and Real World Learning.

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 Grades 5–12 and their families through highly structured intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential, and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full-time pediatrician, and a school community health nurse also are on staff.

RICA offers fully accredited special education services which emphasize rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, and family therapy. The RICA services promote 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, collocated with Tilden Middle School, is a special education school that serves students in Grade 6 through age 21 with intellectual disabilities, autism spectrum disorders, or multiple disabilities. Students pursue instruction in the Maryland College and Career Ready Standards or ALOs aligned to the Maryland Alternate Academic Achievement Standards. Students participate in Real World Learning and employment experiences with the goal of preparing students for post-secondary college, career, independent living, and/or community participation.

Carl Sandburg Learning Center

Carl Sandburg Learning Center, collocated with Maryvale Elementary School, is a special education school that serves students with 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 Standards or Maryland Alternate Academic 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.

Stephen Knolls School

The Stephen Knolls School is located in the Down County area and services students ages 5–21 with severe to profound intellectual disabilities, physical disabilities, and/or multiple disabilities. Students pursue instruction aligned to the Maryland Alternate Academic Achievement standards. Academic instruction is aligned to ALOs and is infused with communication, mobility, and career/community readiness, and Real World Instruction.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP

Schools			Actual	Projections						2034	2039
			24-25	25-26	26-27	27-28	28-29	29-30	30-31		
Stephen Knolls School	Program Capacity		122	122	122	122	122	122	122		
	Enrollment		51	51	51	51	51	51	51		
	Available Space		71	71	71	71	71	71	71		
	Comments										
Longview School	Program Capacity		56	56	56	56	56	56	56		
	Enrollment		59	59	59	59	59	59	59		
	Available Space		(3)	(3)	(3)	(3)	(3)	(3)	(3)		
	Comments										
RICA	Program Capacity		180	180	180	180	180	180	180		
	Enrollment		81	81	81	81	81	81	81		
	Available Space		99	99	99	99	99	99	99		
	Comments										
Rock Terrace School	Program Capacity		128	128	128	128	128	128	128		
	Enrollment		77	77	77	77	77	77	77		
	Available Space		51	51	51	51	51	51	51		
	Comments										
Carl Sandburg Center	Program Capacity		135	135	135	135	135	135	135		
	Enrollment		67	67	67	67	67	67	67		
	Available Space		68	68	68	68	68	68	68		
	Comments										
Cluster Information	Utilization		54%	54%	54%	54%	54%	54%	54%		
	Enrollment		335	335	335	335	335	335	335		

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

Schools	2024-2025						2023-2024		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Stephen Knolls School SP	51	0%	23.5%	0%	35.3%	31.4%	55.6%	31.5%	5.2%
Longview School SP	59	10.2%	22.0%	13.6%	28.8%	25.4%	55.4%	27.7%	9.8%
RICA SP	81	0%	38.3%	0%	19.8%	35.8%	59.5%	8.1%	54.5%
Rock Terrace School SP	77	0%	32.5%	13.0%	28.6%	23.4%	69.6%	26.6%	20.0%
Carl Sandburg Learning Center SP	67	0%	50.7%	0%	26.9%	11.9%	59.5%	20.3%	17.1%
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 2023–2024 school year.

**Percent of English Language Development students (ELD) during the 2023–2024 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 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%.

Program Capacity Table
(School Year 2024–2025)

Schools	Grades Served	Special Education Services																																												
		Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	Quad Cluster Based					County & Regional Based																									
																ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7															
Stephen Knolls School	PreK-12	122	19	4										1			8																													
Longview School	K-12	56	10	2																																										
RICA	4-12	180	18																																											
Rock Terrace School	6-12	128	20	4													8									8																				
Carl Sandburg Learning Center	PreK-6	135	20	3				2																		1	13			1																

SPECIAL EDUCATION CENTERS

Facility Characteristics of Schools 2024–2025

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

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 Appeals and Transfer 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 because of their involvement with controlled substances, serious bodily injury, and/or weapons.

During the 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. This school year, Alternative Education Programs moved the Cloverleaf site to the Avery Road campus. Alternative Education Programs now operates two sites –Avery Road and Cloverleaf out of the Avery Road campus. Plum Orchard continues to operate out of the Silver Spring site.

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 impacted 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, 68 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 fostering early literacy and mathematics skills as well as increasing social interactions, building oral language skills, and nurturing vocabulary development.

Two early childhood centers are regionally situated in MCPS, each serving 100 four-year-old students including those with disabilities in a comprehensive, high quality, full-day program focused on inclusive early childhood education. The MacDonald Knolls Early Childhood Center is co-located with a

community-based childcare partner in Silver Spring. The Up County Early Childhood Center in Gaithersburg is temporarily housed at the Emory Grove Center.

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 AND TECHNICAL EDUCATION PROGRAMS

Career and Technical Education (CTE) Programs of Study (POS) prepare students for college, careers, and lifelong learning. MCPS currently offers 51 POS organized within the following 12 career clusters:

OTHER EDUCATIONAL FACILITIES

- Arts, Media, and Communications;
- Business Management and Finance;
- Career Research and Development;
- 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 17,000 MCPS students enroll annually in at least one CTE POS pathway course at a comprehensive high school. In addition, the Wheaton High School (WHS) 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 career competencies needed for postsecondary success. Most POS provide opportunities for students to earn college credit through college courses or articulation agreements, or proficiency credit 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 ‘C’ or better. In addition, internship and apprenticeship 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, which 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 workbased 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 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.

Facility Characteristics of Schools 2024–2025

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	2	

*See Appendix H for relocatable use.

OTHER EDUCATIONAL FACILITIES

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 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. There are several dual enrollment

opportunities offered at Edison for students that enhance their CTE program of student.

Since August 2020, students in MCPS have had two ways they to access the career readiness programs at Thomas Edison High School of Technology. The first option offers 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 is 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 are 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.

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 Career Readiness Education Academy for English Learners is led by the Foundations Office. Edison has a day program that provides GED and CTE instruction for a student population 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.

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

Temporary Secondary School Holding Facility

- Charles W. Woodward

OTHER EDUCATIONAL FACILITIES

Holding Facility Schedule

Holding Facility	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 ES					
Grosvenor Center		Highland View ES				
North Lake Center						
Radnor Center						
Woodward HS	Northwood HS					

Facility Characteristics of Schools 2024–2025

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	31
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	23
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	
Charles W. Woodward	High School	11211 Old Georgetown Road	106	315,080	27.75	

*See Appendix H for relocatable use

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

Carver Educational Services Center (CESC) Modifications

Funds included in this project will begin the planning and design to address needed facility renovations at the Carver Educational Services Center (CESC) to create a county Welcome Center for parents, students, and the community. An evaluation, during the planning and design phase, will determine what functions and services could be located at CESC.

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. These programs provide opportunities for children to build school-readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development. These programs are located yearly, based on need in the community and transportation travel times. 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 funds building modifications to meet Fire Marshall and life safety code requirements. Facility modifications to be addressed in this project are sprinklers, escape windows, exit signs, fire alarm devices, and exit stairs.

Healthy Schools

The State of Maryland has established a Healthy School Facility Fund program to provide grants to schools systems for capital projects to improve the health of school facilities. Projects eligible for these funds will improve the conditions related to air conditioning, heating, indoor air quality, mold remediation, temperature regulations, plumbing, roofs and windows. Matching funds from the school system is required for approval.

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.

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.

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. This project also provides single-user restrooms throughout the school system.

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 addresses aspects of security throughout Montgomery County Public Schools that will serve to protect not only the student and community population, but also the extensive investment in educational facilities, equipment, and supplies in buildings. This project addresses security items such as secure entrance vestibules, technology upgrades to existing security systems, installation of new security systems, updating electronic school access, installing interior/exterior security cameras, as well as other protective measures at various schools throughout the county.

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: 2024–2025 to 2030–2031

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2024–2025	2025–2026	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031
Prekindergarten	2,180	2,298	2,373	2,543	2,757	2,757	2,857
Head Start	700	686	686	686	686	686	686
Grades K–5	67,117	66,795	66,680	66,067	65,894	65,798	65,764
Grades 6–8	35,622	36,029	36,286	36,871	36,974	37,020	36,351
Grades 9–12	52,307	52,887	52,644	53,052	53,431	53,749	54,569
Total K–12	155,046	155,711	155,610	155,990	156,299	156,567	156,684
Pre-K Special Education	1,745	1,820	1,801	1,851	1,901	1,901	1,951
GRAND TOTAL	159,671	160,515	160,470	161,070	161,643	161,911	162,178

Source: Montgomery County Public Schools, Office of Facilities Management, Division of Planning, Design, and Construction

Appendix A

Montgomery County Public Schools Preliminary and Projected Enrollment: 2024–2025 to 2030–2031

Grades	Preliminary Enrollment	Projected Enrollment					
	2024–2025	2025–2026	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031
Kindergarten	10,074	9,797	10,116	10,053	10,148	10,144	10,128
Grade 1	10,680	10,631	10,327	10,665	10,631	10,725	10,722
Grade 2	11,205	11,052	10,873	10,590	10,936	10,880	10,968
Grade 3	11,807	11,506	11,315	11,181	10,892	11,208	11,128
Grade 4	11,548	12,092	11,791	11,613	11,493	11,170	11,488
Grade 5	11,803	11,717	12,258	11,965	11,794	11,671	11,330
Grade 6	11,882	12,052	11,949	12,481	12,158	11,995	11,813
Grade 7	11,789	11,998	12,160	12,052	12,583	12,262	12,100
Grade 8	11,951	11,979	12,177	12,338	12,233	12,763	12,438
Grade 9	14,753	14,835	14,858	15,120	15,258	15,151	15,682
Grade 10	13,572	13,707	13,683	13,727	13,962	14,108	14,000
Grade 11	12,123	11,762	11,888	11,867	11,891	12,145	12,290
Grade 12	11,859	12,583	12,215	12,338	12,320	12,345	12,597
K–5 Total	67,117	66,795	66,680	66,067	65,894	65,798	65,764
6–8 Total	35,622	36,029	36,286	36,871	36,974	37,020	36,351
9–12 Total	52,307	52,887	52,644	53,052	53,431	53,749	54,569
K–12 Total	155,046	155,711	155,610	155,990	156,299	156,567	156,684
Prekindergarten	2,180	2,298	2,373	2,543	2,757	2,757	2,857
Head Start	700	686	686	686	686	686	686
Pre-K Special Education	1,745	1,820	1,801	1,851	1,901	1,901	1,951
GRAND TOTAL	159,671	160,515	160,470	161,070	161,643	161,911	162,178

Source: Montgomery County Public Schools, Office of Facilities Management, Division of Planning, Design, and Construction

Appendix A

Montgomery County Public Schools Enrollment By Race/Ethnic Group: 1968–1969 to 2024–2025

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	146	≤5%	303	≤5%	8,415	5.3%	21,944	13.7%	34,599	21.6%	56,483	35.3%	38,333	23.9%	160,223
2024–25	140	≤5%	294	≤5%	8,564	5.4%	21,725	13.6%	34,388	21.5%	56,951	35.7%	37,609	23.6%	159,671

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 2024–2025

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	146	1	303	-15	8,415	224	21,944	-313	34,599	-324	56,483	920	38,333	-824	160,223	-331
2024–25	140	-6	294	-9	8,564	149	21,725	-219	34,388	-211	56,951	468	37,609	-724	159,671	-552

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					
	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031
Elementary School	17,996	18,046	18,050	18,050	18,050	18,050	18,050	18,050	18,050
Middle School	5,498	6,147	6,200	6,200	6,200	6,200	6,200	6,200	6,200
High School	6,808	7,441	8,200	8,200	8,200	8,200	8,200	8,200	8,200
Special Centers	97	80	90	90	90	90	90	90	90
Total Enrollment	30,399	31,714	32,540	32,540	32,540	32,540	32,540	32,540	32,540
(SLIFE) METS:									
Elementary	NA	NA	NA	NA	NA	NA	NA	NA	NA
Middle	85	101	100	100	100	100	100	100	100
High	360	382	400	400	400	400	400	400	400

Actual ELD enrollment is based October 31, 2023, Office of Shared Accountability

Students with Limited or Interrupted Formal Education (SLIFE), formally known as METS, enrollment is broken out for information purposes.

SLIFE enrollment is included in the middle, and high school numbers. SLIFE 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					
	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031
Head Start	517	510	700	686	686	686	686	686	686
Prekindergarten	2,333	2,310	2,180	2,298	2,373	2,543	2,757	2,757	2,857

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					
	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031
Alternative Programs	94	96	96	96	96	96	96	96	96

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, 2024

UPP Tier	High Schools	Middle Schools	Elementary Schools
TIER 1 UPP	13¼% of Impact Tax	10% of Impact Tax	16¼% of Impact Tax
Utilization: ≥105% Seat Deficit: ≥ 85 for ES ≥ 126 for MS ≥ 180 for HS Payment Level: 40% total	James Hubert Blake HS Paint Branch HS	Argyle MS	(none)
TIER 2 UPP	26¼% of Impact Tax	20% of Impact Tax	33¼% of Impact Tax
Utilization: ≥ 120% Seat Deficit: ≥ 102 for ES ≥ 151 for MS ≥ 216 for HS Payment Level: 80% total	(none)	(none)	Arcola ES Burning Tree ES Cashell ES Flower Valley ES Lake Seneca ES Thurgood Marshall ES
TIER 3 UPP	40% of Impact Tax	30% of Impact Tax	50% of Impact Tax
Utilization: ≥135% Seat Deficit: ≥ 115 for ES ≥ 170 for MS ≥ 243 for HS Payment Level: 120% total	(none)	(none)	Mill Creek Towne ES

Growth and Infrastructure Policy FY 2025 School Test

Reflects Adopted FY 2025 Capital Budget and FY 2025-2030 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, 2024

High School	Projected 2028-2029				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Bethesda-Chevy Chase ¹	2,475	2,341	94.6%	134		314	629	1,001
Montgomery Blair ¹	2,889	2,733	94.6%	156		336	734	1,168
James Hubert Blake	1,743	1,981	113.7%	-238	Tier 1 UPP		111	373
Winston Churchill ²	1,953	1,870	95.8%	83		263	474	767
Clarksburg ²	2,020	1,934	95.7%	86		266	490	793
Crown ²	2,219	2,125	95.8%	94		N/A	N/A	N/A
Damascus ²	1,543	1,477	95.7%	66		246	375	607
Albert Einstein ¹	1,602	1,515	94.6%	87		267	408	648
Gaithersburg ²	2,457	2,352	95.7%	105		285	597	965
Walter Johnson ¹	2,299	2,175	94.6%	124		304	584	929
John F. Kennedy ¹	2,159	2,042	94.6%	117		297	549	873
Col. Zadok Magruder	1,885	1,774	94.1%	111		291	488	771
Richard Montgomery ²	2,236	2,141	95.8%	95		275	543	878
Northwest ²	2,268	2,171	95.7%	97		277	551	891
Northwood ¹	2,260	2,138	94.6%	122		302	574	913
Paint Branch	1,998	2,199	110.1%	-201	Tier 1 UPP		199	499
Poolesville ²	1,508	1,444	95.8%	64		244	366	592
Quince Orchard ²	1,800	1,723	95.7%	77		257	437	707
Rockville	1,541	1,499	97.3%	42		222	351	582
Seneca Valley ²	2,537	2,429	95.7%	108		288	616	996
Sherwood	2,152	1,780	82.7%	372		552	803	1,126
Springbrook	2,117	1,833	86.6%	284		464	708	1,025
Watkins Mill ²	1,899	1,818	95.7%	81		261	461	746
Wheaton ¹	2,237	2,116	94.6%	121		301	569	904
Walt Whitman ¹	2,218	2,098	94.6%	120		300	564	897
Charles W. Woodward ¹	2,249	2,128	94.6%	121		N/A	N/A	N/A
Thomas S. Wootton ²	2,120	2,031	95.8%	89		269	513	831

¹ Projected enrollment is modified to estimate the impact of the Charles W. Woodward High School Reopening (CIP P651908) and the Northwood HS Addition/Facility Upgrades (CIP P651907), reflecting the scope of the boundary study approved by the Board of Education on March 28, 2023.

² Projected enrollment is modified to estimate the impact of Crown HS (CIP P651909), reflecting the scope of the boundary study approved by the Board of Education on March 19, 2024. Due to the delay of the Damascus HS Major Capital Project (CIP P652102), some of the boundary changes can be implemented in phases.

Growth and Infrastructure Policy FY 2025 School Test

Reflects Adopted FY 2025 Capital Budget and FY 2025-2030 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, 2024

Middle School	Projected 2028-2029				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Argyle	888	1,030	116.0%	-142	Tier 1 UPP		36	169
John T. Baker	766	876	114.4%	-110		16	44	159
Benjamin Banneker	803	839	104.5%	-36		90	125	246
Briggs Chaney	926	912	98.5%	14		140	200	339
Cabin John	1,125	1,103	98.0%	22		148	247	416
Roberto W. Clemente	1,198	965	80.6%	233		359	473	653
Eastern	1,012	941	93.0%	71		197	274	426
William H. Farquhar	800	641	80.1%	159		285	319	439
Forest Oak	955	868	90.9%	87		213	278	422
Robert Frost	1,051	1,037	98.7%	14		140	225	382
Gaithersburg	1,028	942	91.6%	86		212	292	446
Herbert Hoover	1,130	1,022	90.4%	108		234	334	504
Francis Scott Key	952	1,042	109.5%	-90		36	101	244
Dr. Martin Luther King, Jr.	914	888	97.2%	26		152	209	346
Kingsview	1,033	919	89.0%	114		240	321	476
Lakelands Park	1,154	1,068	92.5%	86		212	317	490
A. Mario Loiederman	986	1,042	105.7%	-56		70	142	290
Montgomery Village	857	882	102.9%	-25		101	147	275
Neelsville	956	850	88.9%	106		232	298	441
Newport Mill	837	678	81.0%	159		285	327	452
North Bethesda	1,203	1,197	99.5%	6		132	247	428
Parkland	1,207	1,185	98.2%	22		148	264	445
Rosa M. Parks	945	920	97.4%	25		151	214	356
John Poole	478	496	103.8%	-18		108	133	152
Thomas W. Pyle	1,498	1,320	88.1%	178		304	478	703
Redland	724	626	86.5%	98		224	249	352
Ridgeview	955	773	80.9%	182		308	373	517
Rocky Hill	1,012	1,094	108.1%	-82		44	121	273
Shady Grove	846	518	61.2%	328		454	498	625
Odessa Shannon	881	804	91.3%	77		203	254	386
Silver Creek	915	743	81.2%	172		298	355	493
Silver Spring International	1,194	1,110	93.0%	84		210	323	502
Sligo	958	782	81.6%	176		302	368	512
Takoma Park	1,298	1,136	87.5%	162		288	422	617
Tilden	1,264	1,106	87.5%	158		284	411	601
Hallie Wells	982	994	101.2%	-12		114	185	332
Julius West	1,432	1,397	97.6%	35		161	322	537
Westland	1,064	865	81.3%	199		325	412	572
White Oak	971	847	87.2%	124		250	319	464
Earle B. Wood	936	1,021	109.1%	-85		41	103	243

Growth and Infrastructure Policy FY 2025 School Test

Reflects Adopted FY 2025 Capital Budget and FY 2025-2030 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, 2024

Elementary School	Projected 2028-2029				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Arcola	638	769	120.5%	-131	Tier 2 UPP			93
Ashburton	822	853	103.8%	-31		54	134	257
Bannockburn	389	403	103.6%	-14		71	88	123
Lucy V. Barnsley	690	672	97.4%	18		103	156	260
Beall	663	448	67.6%	215		300	348	448
Bel Pre/Strathmore	1,053	982	93.3%	71		156	282	440
Bells Mill	626	608	97.1%	18		103	144	238
Belmont	411	351	85.4%	60		145	162	204
Bethesda	561	590	105.2%	-29		56	84	168
Beverly Farms	732	569	77.7%	163		248	310	420
Bradley Hills	686	499	72.7%	187		272	325	428
Brooke Grove	525	425	81.0%	100		185	205	284
Brookhaven	477	462	96.9%	15		100	117	182
Brown Station	723	725	100.3%	-2		83	143	252
Burning Tree	401	514	128.2%	-113	Tier 2 UPP			28
Burnt Mills	690	698	101.2%	-8		77	130	234
Burtonsville	796	635	79.8%	161		246	321	440
Cabin Branch	712	718	100.8%	-6		79	137	244
Candlewood	521	388	74.5%	133		218	238	316
Cannon Road	448	461	102.9%	-13		72	89	144
Carderock Springs	430	352	81.9%	78		163	180	229
Rachel Carson	726	661	91.0%	65		150	211	320
Cashell	324	429	132.4%	-105	Tier 2 UPP			10
Cedar Grove	436	312	71.6%	124		209	226	277
Clarksburg	365	338	92.6%	27		112	129	155
Clearspring	536	585	109.1%	-49		36	59	139
Clopper Mill	498	443	89.0%	55		140	157	230
Cloverly	477	492	103.1%	-15		70	87	152
Cold Spring	481	328	68.2%	153		238	255	322
College Gardens	719	530	73.7%	189		274	333	441
Capt. James E. Daly	558	466	83.5%	92		177	204	288
Damascus	334	355	106.3%	-21		64	81	96
Darnestown	413	429	103.9%	-16		69	86	129
Diamond	680	620	91.2%	60		145	196	298
Dr. Charles R. Drew	499	482	96.6%	17		102	119	192
DuFief	437	255	58.4%	182		267	284	335
East Silver Spring	607	534	88.0%	73		158	195	286
Fairland	606	549	90.6%	57		142	179	270
Fallsmead	571	502	87.9%	69		154	184	269
Farmland	724	792	109.4%	-68		17	77	186

Elementary School	Projected 2028-2029				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Fields Road	450	466	103.6%	-16		69	86	142
Flower Hill	442	486	110.0%	-44		41	58	111
Flower Valley	463	588	127.0%	-125	Tier 2 UPP			38
Forest Knolls	584	541	92.6%	43		128	160	248
Fox Chapel	665	603	90.7%	62		147	195	295
Gaithersburg	777	660	84.9%	117		202	273	389
Galway	767	679	88.5%	88		173	242	357
Garrett Park	777	704	90.6%	73		158	229	345
Georgian Forest	657	614	93.5%	43		128	175	273
Germantown	279	316	113.3%	-37		48	65	78
William B. Gibbs, Jr.	738	661	89.6%	77		162	225	336
Glen Haven	562	562	100.0%	0		85	113	197
Glenallan	766	695	90.7%	71		156	225	340
Goshen	604	523	86.6%	81		166	202	293
Great Seneca Creek	581	512	88.1%	69		154	186	273
Greencastle	769	762	99.1%	7		92	161	277
Greenwood	572	556	97.2%	16		101	131	217
Harmony Hills	727	764	105.1%	-37		48	109	218
Highland	573	540	94.2%	33		118	148	234
Highland View	525	411	78.3%	114		199	219	298
Jackson Road	661	606	91.7%	55		140	188	287
Jones Lane	510	435	85.3%	75		160	177	254
Kemp Mill	457	382	83.6%	75		160	177	235
Kensington-Parkwood	819	538	65.7%	281		366	445	568
Lake Seneca	402	507	126.1%	-105	Tier 2 UPP			36
Lakewood	566	469	82.9%	97		182	211	296
Laytonsville	497	409	82.3%	88		173	190	262
JoAnn Leleck	892	850	95.3%	42		127	221	355
Little Bennett	643	562	87.4%	81		166	210	307
Luxmanor	746	769	103.1%	-23		62	127	239
Thurgood Marshall	479	585	122.1%	-106	Tier 2 UPP			62
Maryvale	650	607	93.4%	43		128	173	271
Spark M. Matsunaga	601	532	88.5%	69		154	190	280
S. Christa McAuliffe	759	439	57.8%	320		405	472	586
Dr. Ronald E. McNair	797	655	82.2%	142		227	302	421
Meadow Hall	343	327	95.3%	16		101	118	137
Mill Creek Towne	354	540	152.5%	-186	Tier 3 UPP			
Monocacy	228	230	100.9%	-2		83	100	113
Montgomery Knolls/Pine Crest	1,363	963	70.7%	400		485	673	878
New Hampshire Estates/Oak View	820	897	109.4%	-77		8	87	210
Roscoe R. Nix/Cresthaven	932	925	99.2%	7		92	194	334
Oakland Terrace	495	519	104.8%	-24		61	78	150
Olney	617	590	95.6%	27		112	151	243
William T. Page	730	686	94.0%	44		129	190	300
Poolesville	571	617	108.1%	-46		39	69	154
Potomac	480	442	92.1%	38		123	140	206
Judith A. Resnik	558	532	95.3%	26		111	138	222
Dr. Sally K. Ride	535	485	90.7%	50		135	157	238

Elementary School	Projected 2028-2029				UPP Status	UPP Adequacy Ceilings		
	Capacity	Enrollment	Utilization	Deficit/Surplus		Tier 1	Tier 2	Tier 3
Ritchie Park	411	376	91.5%	35		120	137	179
Rock Creek Forest	771	687	89.1%	84		169	239	354
Rock Creek Valley	451	380	84.3%	71		156	173	229
Rock View	610	608	99.7%	2		87	124	216
Lois P. Rockwell	575	539	93.7%	36		121	151	238
Rolling Terrace	673	688	102.2%	-15		70	120	221
Rosemary Hills/Chevy Chase	1,133	1,044	92.1%	89		174	316	486
Rosemary Hills/North Chevy Chase	1,024	803	78.4%	221		306	426	580
Rosemont	562	574	102.1%	-12		73	101	185
Bayard Rustin	790	784	99.2%	6		91	164	283
Sequoyah	447	488	109.2%	-41		44	61	116
Seven Locks	457	372	81.4%	85		170	187	245
Sherwood	535	536	100.2%	-1		84	106	187
Sargent Shriver	628	705	112.3%	-77		8	49	143
Flora M. Singer	585	574	98.1%	11		96	128	216
Sligo Creek	697	675	96.8%	22		107	162	266
Snowden Farm	762	610	80.1%	152		237	305	419
Somerset	549	373	67.9%	176		261	286	369
South Lake	778	786	101.0%	-8		77	148	265
Stedwick	687	480	69.9%	207		292	345	448
Stone Mill	713	481	67.5%	232		317	375	482
Stonegate	592	564	95.3%	28		113	147	236
Strawberry Knoll	500	432	86.4%	68		153	170	243
Summit Hall	464	420	90.5%	44		129	146	207
Takoma Park/Piney Branch	1,412	1,245	88.2%	167		252	450	662
Travilah	526	404	76.8%	122		207	228	307
Harriet R. Tubman	616	669	108.6%	-53		32	71	163
Twinbrook	616	453	73.5%	163		248	287	379
Viers Mill	717	534	74.5%	183		268	327	434
Washington Grove	550	490	89.1%	60		145	170	253
Waters Landing	745	721	96.8%	24		109	173	285
Watkins Mill	717	732	102.1%	-15		70	129	236
Wayside	626	455	72.7%	171		256	297	391
Weller Road	798	699	87.6%	99		184	259	379
Westbrook	648	524	80.9%	124		209	254	351
Westover	276	278	100.7%	-2		83	100	113
Wheaton Woods	661	600	90.8%	61		146	194	293
Whetstone	775	724	93.4%	51		136	206	323
Wilson Wims	722	537	74.4%	185		270	330	438
Wood Acres	757	603	79.7%	154		239	306	419
Woodfield	375	355	94.7%	20		105	122	152
Woodlin	640	602	94.1%	38		123	166	262
Wyngate	801	615	76.8%	186		271	347	467

Appendix E

School Enrollment and Capacity (2024–2025 and 2030–2031 School Years)

	School	2024–2025 School Year			2030–2031 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Elementary Schools							
1	Arcola	721	638	(83)	722	638	(84)
2	Ashburton	874	822	(52)	902	822	(80)
3	Bannockburn	448	389	(59)	402	389	(13)
4	Lucy V. Barnsley	623	700	77	584	700	116
5	Beall	485	663	178	482	663	181
6	Bel Pre	560	598	38	547	598	51
7	Bells Mill	569	626	57	538	626	88
8	Belmont	343	411	68	323	411	88
9	Bethesda	644	560	(84)	631	560	(71)
10	Beverly Farms	536	733	197	526	733	207
11	Bradley Hills	478	686	208	457	686	229
12	Brooke Grove	396	512	116	367	512	145
13	Brookhaven	435	500	65	452	500	48
14	Brown Station	573	725	152	614	725	111
15	Burning Tree	479	389	(90)	512	389	(123)
16	Burnt Mills	757	720	(37)	759	720	(39)
17	Burtonsville	600	508	(92)	603	796	193
18	Cabin Branch	650	693	43	718	693	(25)
19	Candlewood	359	521	162	340	521	181
20	Cannon Road	397	448	51	385	448	63
21	Carderock Springs	361	429	68	382	429	47
22	Rachel Carson	676	726	50	693	726	33
23	Cashell	385	307	(78)	393	307	(86)
24	Cedar Grove	327	419	92	281	419	138
25	Chevy Chase	434	483	49	471	483	12
26	Clarksburg	366	365	(1)	417	365	(52)
27	Clearspring	541	557	16	492	557	65
28	Clopper Mill	460	498	38	459	498	39
29	Cloverly	434	461	27	433	461	28
30	Cold Spring	362	482	120	356	482	126
31	College Gardens	507	702	195	529	702	173
32	Cresthaven	475	441	(34)	474	441	(33)
33	Capt. James E. Daly, Jr.	476	558	82	452	558	106
34	Damascus	333	334	1	301	334	33
35	Darnestown	358	412	54	383	412	29
36	Diamond	656	664	8	602	664	62
37	Dr. Charles R. Drew	487	475	(12)	477	475	(2)
38	DuFief	276	414	138	254	414	160
39	East Silver Spring	542	584	42	545	584	39
40	Fairland	556	631	75	546	631	85
41	Fallsmead	512	572	60	487	572	85
42	Farmland	846	724	(122)	839	724	(115)
43	Fields Road	453	455	2	436	455	19
44	Flower Hill	454	442	(12)	423	442	19
45	Flower Valley	524	463	(61)	513	463	(50)
46	Forest Knolls	482	533	51	484	533	49
47	Fox Chapel	621	665	44	636	665	29
48	Gaithersburg	605	770	165	523	770	247
49	Galway	698	754	56	709	754	45
50	Garrett Park	733	778	45	757	778	21
51	Georgian Forest	604	626	22	609	626	17
52	Germantown	315	279	(36)	301	279	(22)
53	William B. Gibbs, Jr.	600	758	158	633	758	125
54	Glen Haven	534	562	28	536	562	26
55	Glenallan	680	772	92	684	772	88
56	Goshen	487	609	122	465	609	144
57	Great Seneca Creek	487	586	99	459	586	127
58	Greencastle	725	579	(146)	700	769	69
59	Greenwood	539	572	33	533	572	39
60	Harmony Hills	658	732	74	637	732	95
61	Highland	508	563	55	496	563	67
62	Highland View	333	331	(2)	344	528	184
63	Jackson Road	624	661	37	598	661	63
64	Jones Lane	427	510	83	382	510	128
65	Kemp Mill	412	457	45	399	457	58
66	Kensington-Parkwood	540	819	279	504	819	315
67	Lake Seneca	444	402	(42)	496	402	(94)

*Includes capacity from approved capital projects.

	School	2024–2025 School Year			2030–2031 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Lakewood	406	566	160	414	566	152
69	Laytonsville	353	497	144	343	497	154
70	JoAnn Leleck ES at Broad Acres	761	688	(73)	830	892	62
71	Little Bennett	614	630	16	586	630	44
72	Luxmanor	683	746	63	617	746	129
73	Thurgood Marshall	556	479	(77)	510	479	(31)
74	Maryvale	620	650	30	588	650	62
75	Spark M. Matsunaga	533	602	69	498	602	104
76	S. Christa McAuliffe	471	751	280	426	751	325
77	Dr. Ronald E. McNair	676	797	121	635	797	162
78	Meadow Hall	349	337	(12)	321	337	16
79	Mill Creek Towne	530	354	(176)	525	600	75
80	Monocacy	164	229	65	178	229	51
81	Montgomery Knolls	479	684	205	467	684	217
82	New Hampshire Estates	456	498	42	454	498	44
83	Roscoe R. Nix	439	478	39	447	478	31
84	North Chevy Chase	237	391	154	250	391	141
85	Oak View	424	345	(79)	443	345	(98)
86	Oakland Terrace	500	501	1	497	501	4
87	Olney	590	617	27	545	617	72
88	William Tyler Page	621	735	114	645	735	90
89	Pine Crest	493	667	174	493	667	174
90	Piney Branch	575	621	46	527	621	94
91	Poolesville	577	571	(6)	638	571	(67)
92	Potomac	475	480	5	464	480	16
93	Judith A. Resnik	517	573	56	482	573	91
94	Dr. Sally K. Ride	440	532	92	409	532	123
95	Ritchie Park	342	411	69	327	411	84
96	Rock Creek Forest	692	771	79	681	771	90
97	Rock Creek Valley	335	400	65	344	400	56
98	Rock View	593	597	4	601	597	(4)
99	Lois P. Rockwell	521	575	54	501	575	74
100	Rolling Terrace	648	678	30	629	678	49
101	Rosemary Hills	507	650	143	487	650	163
102	Rosemont	563	577	14	518	577	59
103	Bayard Rustin	758	790	32	737	790	53
104	Sequoyah	454	434	(20)	503	434	(69)
105	Seven Locks	374	457	83	386	457	71
106	Sherwood	502	518	16	503	518	15
107	Sargent Shriver	696	643	(53)	689	643	(46)
108	Flora M. Singler	664	585	(79)	609	585	(24)
109	Sligo Creek	632	731	99	618	731	113
110	Snowden Farm	578	763	185	434	763	329
111	Somerset	313	550	237	340	550	210
112	South Lake	739	778	39	690	778	88
113	Stedwick	489	674	185	459	674	215
114	Stone Mill	518	713	195	520	713	193
115	Stonegate	566	579	13	560	579	19
116	Strathmore	464	472	8	466	472	6
117	Strawberry Knoll	450	482	32	403	482	79
118	Summit Hall	417	442	25	369	442	73
119	Takoma Park	563	791	228	567	791	224
120	Travilah	378	526	148	371	526	155
121	Harriet R. Tubman	573	633	60	592	633	41
122	Twinbrook	461	616	155	434	616	182
123	Viers Mill	562	717	155	582	717	135
124	Washington Grove	483	550	67	500	550	50
125	Waters Landing	739	742	3	704	742	38
126	Watkins Mill	719	719	0	719	719	0
127	Wayside	467	626	159	477	626	149
128	Weller Road	693	798	105	654	798	144
129	Westbrook	467	648	181	415	648	233
130	Westover	303	276	(27)	288	276	(12)
131	Wheaton Woods	564	661	97	570	661	91
132	Whetstone	708	780	72	726	780	54
133	Wilson Wims	484	717	233	458	717	259
134	Wood Acres	610	757	147	637	757	120
135	Woodfield	319	375	56	281	375	94
136	Woodlin	604	653	49	615	653	38
137	Wyngate	644	801	157	612	801	189

*Includes capacity from approved capital projects.

	School	2024–2025 School Year			2030–2031 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Middle Schools							
1	Argyle	869	888	19	897	888	(9)
2	John T. Baker	843	750	(93)	846	750	(96)
3	Benjamin Banneker	705	803	98	720	803	83
4	Briggs Chaney	860	939	79	871	939	68
5	Cabin John	983	1,125	142	998	1,125	127
6	Roberto W. Clemente	887	1,182	295	974	1,182	208
7	Eastern	963	1,012	49	1,019	1,033	14
8	William H. Farquhar	682	800	118	729	800	71
9	Forest Oak	833	971	138	854	971	117
10	Robert Frost	915	1,035	120	927	1,035	108
11	Gaithersburg	873	1,028	155	877	1,028	151
12	Herbert Hoover	931	1,143	212	931	1,143	212
13	Francis Scott Key	959	952	(7)	979	952	(27)
14	Dr. Martin Luther King, Jr.	841	914	73	845	914	69
15	Kingsview	908	1,033	125	913	1,033	120
16	Lakelands Park	994	1,154	160	996	1,154	158
17	A. Mario Loiederman	978	986	8	993	986	(7)
18	Montgomery Village	783	857	74	803	857	54
19	Neelsville	783	956	173	789	956	167
20	Newport Mill	651	824	173	658	824	166
21	North Bethesda	1,224	1,203	(21)	1,299	1,203	(96)
22	Parkland	1,187	1,207	20	1,190	1,207	17
23	Rosa M. Parks	863	945	82	876	945	69
24	John Poole	467	494	27	467	494	27
25	Thomas W. Pyle	1,260	1,498	238	1,272	1,498	226
26	Redland	562	724	162	571	724	153
27	Ridgeview	723	955	232	736	955	219
28	Rocky Hill	1,012	1,020	8	1,025	1,020	(5)
29	Shady Grove	516	846	330	511	846	335
30	Odessa Shannon	784	881	97	782	881	99
31	Silver Creek	753	915	162	762	915	153
32	Silver Spring International	1,014	1,130	116	1,026	1,194	168
33	Sligo	687	926	239	693	926	233
34	Takoma Park	1,177	1,298	121	1,236	1,298	62
35	Tilden	1,116	1,264	148	1,162	1,264	102
36	Hallie Wells	931	982	51	935	982	47
37	Julius West	1,369	1,432	63	1,433	1,432	(1)
38	Westland	839	1,064	225	840	1,064	224
39	White Oak	808	987	179	818	987	169
40	Earle B. Wood	1,019	936	(83)	1,028	936	(92)
High Schools							
1	Bethesda-Chevy Chase	2,382	2,475	93	2,463	2,475	12
2	Montgomery Blair	3,270	2,889	(381)	3,482	2,889	(593)
3	James Hubert Blake	1,953	1,743	(210)	2,414	2,164	(250)
4	Winston Churchill	2,186	1,940	(246)	2,259	1,940	(319)
5	Clarksburg	2,239	2,020	(219)	2,306	2,020	(286)
6	Damascus	1,385	1,543	158	1,549	2,250	701
7	Albert Einstein	1,978	1,616	(362)	2,018	1,616	(402)
8	Gaithersburg	2,440	2,444	4	2,546	2,444	(102)
9	Walter Johnson	3,012	2,251	(761)	3,103	2,251	(852)
10	John F. Kennedy	1,876	2,173	297	2,012	2,173	161
11	Col. Zadok Magruder	1,659	1,885	226	1,706	1,980	274
12	Richard Montgomery	2,358	2,236	(122)	2,460	2,236	(224)
13	Northwest	2,296	2,268	(28)	2,314	2,268	(46)
14	Northwood	1,654	1,513	(141)	1,574	2,260	686
15	Paint Branch	2,024	1,998	(26)	2,098	2,385	287
16	Poolesville	1,350	1,508	158	1,371	1,508	137
17	Quince Orchard	2,097	1,783	(314)	2,105	1,783	(322)
18	Rockville	1,548	1,541	(7)	1,609	1,541	(68)
19	Seneca Valley	2,400	2,524	124	2,661	2,524	(137)
20	Sherwood	1,679	2,152	473	1,752	2,152	400
21	Springbrook	1,827	2,100	273	1,858	2,100	242
22	Watkins Mill	1,576	1,831	255	1,613	1,831	218
23	Wheaton	2,774	2,251	(523)	2,884	2,251	(633)
24	Walt Whitman	2,057	2,218	161	2,079	2,218	139
25	Thomas S. Wootton	1,866	2,120	254	1,912	2,226	314

*Includes capacity from approved capital projects.

Appendix F

Facilities Data and State Rated Capacity School Year 2024–2025

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	6	25	0	727	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	28	4	772	700
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	19	1	683	598
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	4	20	2	568	560
10 Beverly Farms	1965	2013	98,916	4.98	Y	0	3	29	0	733	733
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	16	8	512	512
13 Brookhaven	1961	1995	81,320	8.57	N	1	3	16	5	504	500
14 Brown Station	1969	2017	113,998	9	Y	2	6	25	3	777	725
15 Burning Tree	1958	1991	68,119	6.79	Y	0	3	11	7	389	389
16 Burnt Mills	1964	2023	94,398	15.1	N	1	6	26	2	770	720
17 Burtonsville	1952	1993	71,349	11.9	N	0	6	20	0	592	508
18 Cabin Branch	2023		95,327	9.61	Y	2	4	23	5	707	693
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	3	15	3	441	429
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	9	6	331	307
24 Cedar Grove	1960	1987	57,037	10.1	N	0	2	15	5	439	419
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	1	4	20	4	608	557
28 Clopper Mill	1986		64,851	9	Y	3	4	17	0	539	498
29 Cloverly	1961	1989	61,991	10	Y	0	2	15	7	459	461
30 Cold Spring	1972		55,158	12.38	N	0	1	20	0	482	482
31 College Gardens	1967	2008	96,986	7.9	Y	1	3	26	3	714	702
32 Cresthaven	1962	2010	76,862	9.8	N	0	0	17	5	441	441
33 Capt. James E. Daly Jr.	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	3	12	7	412	412
36 Diamond	1975		85,404	10	Y	0	5	22	5	666	664
37 Dr. Charles R. Drew	1991		73,975	12	N	3	3	13	7	495	475
38 DuFief	1975		59,013	9.99	Y	0	3	12	7	412	414
39 East Silver Spring	1929	1975	88,895	8.4	N	2	4	19	4	605	584
40 Fairland	1934	1992	92,227	11.79	N	2	4	20	7	658	631
41 Fallsmead	1974		67,472	8.93	Y	0	3	22	0	572	572
42 Farmland	1963	2011	89,988	4.75	Y	0	6	24	4	724	724
43 Fields Road	1973		72,302	10	N	1	3	17	5	527	455
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	18	6	604	533
47 Fox Chapel	1974		85,182	10.34	Y	1	4	26	0	706	665
48 Gaithersburg	1947	1983	94,468	8.39	N	2	6	28	3	846	770
49 Galway	1967	2009	103,170	9	Y	1	7	26	6	832	754
50 Garrett Park	1948	2012	96,348	4.38	Y	0	4	30	0	778	778
51 Georgian Forest	1961	1995	88,111	10.94	Y	2	5	22	2	676	626
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	758
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	28	4	836	772
56 Goshen	1988		76,740	10.48	N	0	5	24	1	672	609
57 Great Seneca Creek	2006		82,511	13.71	N	0	4	23	3	647	586
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	732
61 Highland	1950	1989	87,491	11	Y	2	5	21	0	633	563
62 Highland View	1953	1994	59,307	6.6	N	0	4	13	0	387	331
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	10.4	N	0	4	17	3	509	497
70	JoAnn Leleck ES at Broad Acre	1952	1974	88,922	6.14	Y	4	7	24	0	786	688
71	Little Bennett	2006		82,511	4.81	Y	0	5	20	6	630	630
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	3	22	5	622	602
76	S. Christa McAuliffe	1987		102,111	10.6	Y	2	4	29	2	815	751
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	4	404	337
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	1	9	0	229	229
81	Montgomery Knolls	1952	1989	109,733	10.3	N	3	8	22	6	802	684
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	17	0	391	391
85	Oak View	1949	1985	57,560	11.26	N	0	0	15	0	345	345
86	Oakland Terrace	1950	1993	79,145	9.5	Y	1	6	15	6	557	501
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	735
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	4	22	0	614	573
94	Dr. Sally K. Ride	1994		78,686	13.49	N	3	4	15	7	563	532
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	11	12	439	400
98	Rock View	1955	1999	91,977	7.4	N	1	6	18	10	666	597
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	6	25	0	767	678
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	577
103	Bayard Rustin	2018		97,397	10.9	N	0	5	28	2	774	790
104	Sequoyah	1990		73,080	10	Y	0	4	14	8	490	434
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	16	9	524	518
107	Sargent Shriver	1954	2006	91,628	9.17	N	1	5	26	0	728	643
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	27	0	731	731
110	Snowden Farm	2019		92,366	9.79	N	0	3	29	3	763	763
111	Somerset	1949	2005	80,122	3.7	N	0	2	22	0	550	550
112	South Lake	1972	2023	113,549	10.2	N	2	6	30	0	862	778
113	Stedwick	1974		109,677	10	N	1	5	23	5	709	674
114	Stone Mill	1988		78,617	11.76	N	0	3	25	5	691	713
115	Stonegate	1971	2023	84,094	10.27	N	2	4	17	5	569	579
116	Strathmore	1970		59,497	10.79	Y	0	0	20	2	480	472
117	Strawberry Knoll	1988		78,723	10.8	Y	2	3	15	7	521	482
118	Summit Hall	1971		68,059	10.17	Y	5	3	13	2	485	442
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	23	4	721	633
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	28	4	816	742
126	Watkins Mill	1970		82,939	10	Y	3	7	26	0	789	719
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	5	28	4	814	780
133	Wilson Wims	2014		91,931	9.29	Y	0	4	25	5	713	717
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	98,861	10.97	N	1	5	21	4	653	653
137	Wyngate	1952	1997	89,104	9.5	N	0	4	31	0	801	801
Total Elementary Schools				11,249,026	1,297		128	554	2,797	436	83,439	79,433

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 2024–2025

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	34	4	762	750
3 Benjamin Banneker	1974		117,035	20	N	37	3	816	803
4 Briggs Chaney	1991		115,000	29.37	N	43	3	944	939
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	54	6	1,208	1,182
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	46	2	998	971
10 Robert Frost	1971		143,757	24.78	N	48	3	1,050	1,035
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	53	3	1,156	1,143
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	2024		162,684	29.19	N	47	0	999	956
20 Newport Mill	1958	2002	109,011	8.4	Y	38	3	838	825
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	23	1	499	494
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	1,020
29 Shady Grove	1995	1999	129,206	20	N	39	3	859	846
30 Odessa Shannon	1966	2022	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	54	0	1,148	1,131
33 Sligo	1959	1991	149,527	21.7	Y	43	4	954	926
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	47	1	1,009	987
40 Earle B. Wood	1965	2001	152,588	8.5	Y	43	7	984	936
Total Middle Schools			5,985,160	773.13		1875	102	40,866	40,062
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	83	10	1,864	1,940
5 Clarksburg	1995	2006	344,574	62.73	N	89	4	1,931	2,021
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	71	9	1,599	1,616
8 Gaithersburg	1951	2013	427,048	40.97	Y	105	17	2,401	2,444
9 Walter Johnson	1956	2009	365,138	30.86	N	98	8	2,162	2,251
10 John F. Kennedy	1964	1999	332,133	29.1	N	96	8	2,120	2,173
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	2,237
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	2024	165,056	37.2	N	67	0	1,424	1,508
17 Quince Orchard	1988		284,912	30.1	N	79	6	1,739	1,783
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	110	11	2,448	2,524
20 Sherwood	1950	1991	333,154	49.3	N	93	7	2,046	2,152
21 Springbrook	1960	1994	305,006	25.13	Y	93	7	2,046	2,100
22 Watkins Mill	1989		305,288	50.99	Y	81	10	1,821	1,831
23 Wheaton	1954	2016	373,825	28.2	N	101	3	2,176	2,251
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		2239	168	49,258	51,024
Total Secondary Schools			14,065,868	1670.5		4114	270	90,124	91,086

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: 2024–2025 School Year

Cluster/School	Relocatables on site	Cluster/School	Relocatables on site	Cluster/School	Relocatables on site
Bethesda-Chevy Chase		Col. Zadok Magruder		Watkins Mill	
Bethesda ES	4	Cashell ES	2	Watkins Mill ES	4
Total	4	Flower Hill ES	3	Total	4
Winston Churchill		Mill Creek Towne ES		Walt Whitman	
Winston Churchill HS	4	Mill Creek Towne ES	9	Bannockburn ES	2
Total	4	Judith A. Resnik ES	4	Burning Tree ES	4
Clarksburg		Sequoyah ES		Total	6
Clarksburg HS	13	Total	20	Thomas S. Wootton	
Clarksburg ES	5	Richard Montgomery		Cold Spring ES	1
Captain James E. Daly ES	2	Richard Montgomery HS	9	Total	1
Total	20	Rustin, Bayard ES	2	SCHOOL TOTAL: 325	
Damascus		Total	11	Other Relocatable Uses	
John T. Baker MS	2	Northeast Consortium*		Location	# Units
Clearspring ES	2	James Hubert Blake HS	4	Construction	Comment
Damascus ES	4	Paint Branch HS	6	Greencastle ES	2
Total	8	Benjamin Banneker MS	2	Poolesville HS	5
Downcounty Consortium*		Burtonsville ES	6	Total	7
Montgomery Blair HS	19	Cloverly ES	2	Holding Schools	
Albert Einstein HS	15	Cresthaven ES	2	Emory Grove Center	31
Argyle MS	3	Dr. Charles R. Drew ES	3	Fairland Center	23
A. Mario Loiederman MS	2	Fairland ES	3	Grosvenor Center	17
Arcola ES	4	Galway ES	2	North Lake Center	21
Glenallan ES	2	Greencastle ES	10	Total	92
Harmony Hills ES	4	Jackson Road ES	3	Other Uses at Schools	
Highland View ES	6	Westover ES	2	Gaithersburg ES	1
Kemp Mill ES	3	Total	45	Monocacy ES	1
Oak View ES	3	Northwest		Summit Hall ES	1
Oakland Terrace ES	5	Northwest HS	11	Total	3
Rolling Terrace ES	6	Clopper Mill ES	6	Non-school Locations	
Sargent Shriver ES	6	Germantown ES	4	Bethesda Depot	3
Flora Singer ES	3	Total	21	Clarksburg Depot	2
Total	81	Quince Orchard		Hadley Farms Center	1
Gaithersburg		Quince Orchard HS	15	Kingsley Center	5
Gaithersburg ES	3	Fields Road ES	4	Lincoln Warehouse	1
Rosemont ES	4	Thurgood Marshall ES	5	Randolph Depot	4
Strawberry Knoll ES	2	Total	24	Rocking Horse Road	2
Summit Hall ES**	16	Rockville		Shady Grove Depot	6
Total	25	Flower Valley ES	5	Smith Center	2
Walter Johnson		Meadow Hall ES	4	Upcounty Service Center	1
Walter Johnson HS	19	Total	9	Total	27
Ashburton ES**	8	Seneca Valley		OTHER TOTAL: 129	
Farmland ES	4	Lake Seneca ES	9	Grand Total 454	
Total	31	Dr. Sally K. Ride ES	2		
		Total	11		
		Sherwood			
		Total	0		

* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.

**Ashburton ES (8) classrooms are in modular buildings. Summit Hall ES (16) classrooms are in modular buildings.

Appendix I

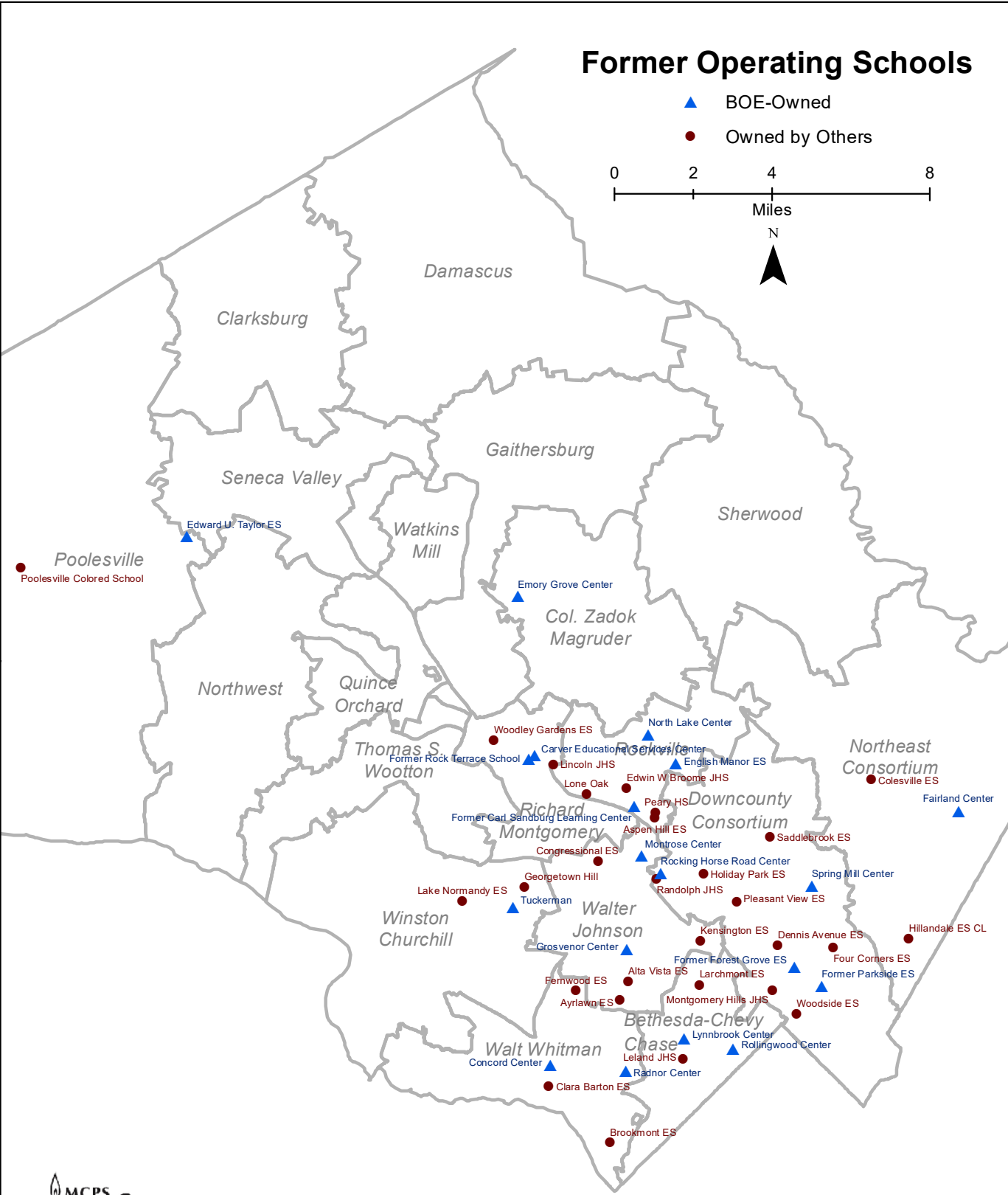
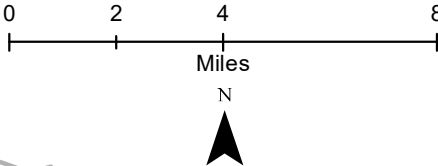
Former Operating Schools and Current Status October 2024

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	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/Holding School	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 Forest Grove ES	9805 Dameron Drive	Flora M. Singer ES	Downcounty Consortium	Leased to childcare providers and Holy Cross	6.16	24	38,000
Former Parkside ES	9500 Brunett Avenue	Sligo Creek ES	Downcounty Consortium	TBD	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
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*

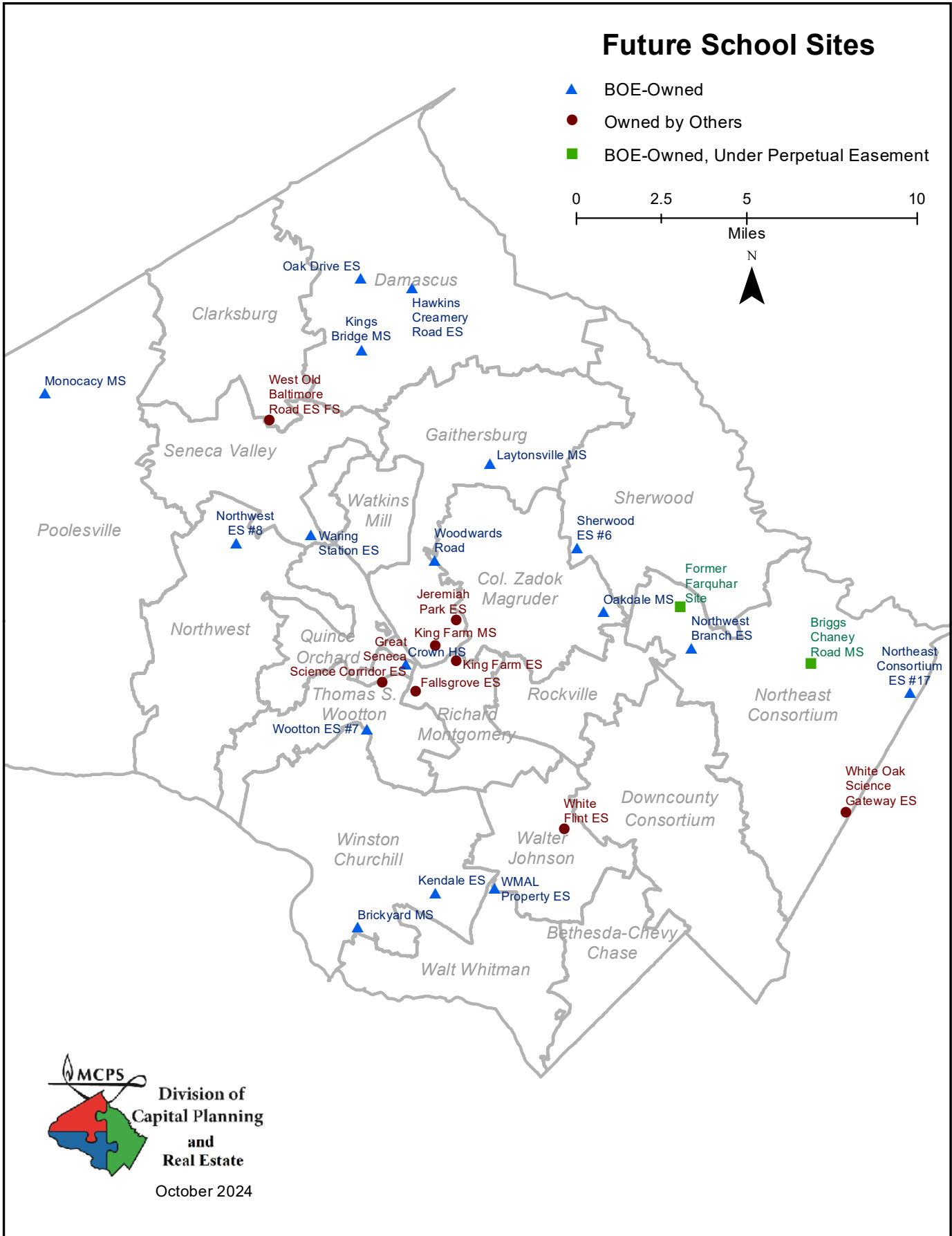
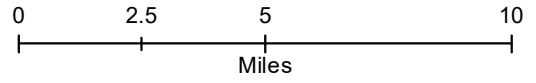
October 2024

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 2024

Appendix J

New and Reopened Schools, 1985 to 2024

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, Dr. Ronald E. McNair, Sequoyah	Francis Scott Key	
1991	Dr. Charles R. Drew, Judith A. Resnik	Briggs Chaney	
1992	Lois P. Rockwell	Roberto W. 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		
2024	None		

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

Source: Montgomery County Public Schools, Division of Planning, Design, and Construction, October 2024

Revitalized/Expanded Schools, 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 Planning, Design, and Construction, October 2024

Major Capital Projects 2021 to 2024

School Year	Elementary Schools	Middle Schools	High Schools
2021	None		
2022		Odessa Shannon (replacement)	
2023	Burnt Mills, South Lake, Stonegate, Woodlin		
2024		Neelsville	

The Revitalization/Expansion Program was completed in 2020. The Revitalization/Expansion Program transitioned to the Major Capital Project Program, in which 4 Elementary Schools and 2 Middle Schools have been completed. During the transition period, some schools were considered "Replacement" projects, which are noted in the table above.

Source: Montgomery County Public Schools, Division of Planning, Design, and Construction, October 2024

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 (Relocation from Tilden Lane to Woodward HS)	1969	1991		Moved back to Tilden Lane (2020)
High Schools				
Clarksburg (originally opened as Rocky Hill MS)	1995	2004		2006 expanded to HS
Northwood	1956	1985	2004	
Woodward	1967	1986	1991	

Source: Montgomery County Public Schools, Division of Planning, Design, and Construction, October 2024

Appendix K

Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2024

	Facility	Project Scope
1	Arcola ES	Walk-In Cooler & Freezer Replacement
2	John T. Baker MS	PA System Replacement
3	Benjamin Banneker MS	Kitchen Serving Line
4	Bannockburn ES	Exterior Door Replacements
5	Bannockburn ES	Playground Equipment Replacement
6	Lucy V. Barnsley ES	Painting (Interior & Exterior)
7	Belmont ES	Exterior Doors
8	Belmont ES	Metal Shelving
9	Bethesda ES	Fire Alarm System Replacement
10	Montgomery Blair HS	Auditorium Sound System Replacement
11	Montgomery Blair HS	Window Installation (Phase 3)
12	James Hubert Blake HS	PA System
13	James Hubert Blake HS	Sound System (Auditorium)
14	Burning Tree ES	Kitchen Serving Line
15	Burtonsville ES	Asphalt Replacement
16	Carver Educational Services Center	Parking Lot Island Restoration
17	Carver Educational Services Center	VCT Installation
18	Chevy Chase ES	Roller Shades
19	Clarksburg ES	Emergency Generator Replacement
20	Clarksburg HS	Auditorium Concrete Floor Repairs
21	Clarksburg HS	Flooring Replacement (Carpet)
22	Clarksburg HS	Trash Room Floor Repairs
23	Clarksburg HS	Bus Loop Line Painting
24	Clarksburg HS	Trash Compactor Replacement
25	Roberto W. Clemente MS	Walk In Boxes
26	Roberto W. Clemente MS	Wall Repair (Main Gym)
27	Roberto W. Clemente MS	Kitchen Serving Line
28	Roberto W. Clemente MS	Walk-In Cooler & Freezer Replacement
29	Cold Spring ES	Kitchen Serving Line
30	Capt. James E. Daly, Jr. ES	Playground Modifications
31	Damascus ES	Kitchen Serving Line
32	Damascus HS	Running Track Refurbishment
33	Diamond ES	Waterproofing Walls
34	Dr. Charles R. Drew ES	Flooring Replacement
35	DuFief ES	Ceiling & Light Replacement
36	DuFief ES	Flooring Replacement (Carpet)
37	DuFief ES	Asphalt Repairs
38	Albert Einstein HS	Auditorium House Lights, Dimming Upgrades
39	Albert Einstein HS	Emergency Generator Replacement
40	Albert Einstein HS	Restroom Doors
41	Fallsmead ES	Gym Doors Installation
42	Fields Road ES	Exterior Doors & Windows
43	Forest Oak MS	Kilns
44	Gaithersburg HS	House Lights Replacement & ETC System Upgrade
45	Gaithersburg HS	Locker Removal
46	Gaithersburg MS	Auditorium Sound System Replacement
47	Gaithersburg MS	Stage Lightings and Controls
48	Goshen ES	Exterior Doors
49	Greenwood ES	Interior Door Refinishing
50	Harmony Hills ES	Waterproofing & Repairs
51	Walter Johnson HS	Flooring Replacement (IMC)
52	John F. Kennedy HS	Auditorium Wing Lock Replacement
53	John F. Kennedy HS	Floor Covering Replacement (Auditorium Carpet)
54	John F. Kennedy HS	Concrete Replacement & Railing Repairs
55	John F. Kennedy HS	Gym Floors (Refinishing)
56	John F. Kennedy HS	Painting (Interior & Exterior)
57	John F. Kennedy HS	Playground Play Pad Replacement
58	John F. Kennedy HS	Exterior Cleaning and Waterproofing

	Facility	Project Scope
59	Dr. Martin Luther King, Jr. MS	Asphalt Replacement and ADA Improvements
60	Lake Seneca ES	Emergency Generator Replacement
61	Lakelands Park MS	Flooring Replacement (IMC)
62	Lakewood ES	Playground Equipment Replacement
63	A. Mario Loiederman MS	Kitchen Serving Line
64	Meadow Hall ES	Entrance Door Replacement
65	Meadow Hall ES	Reinstall Playground Equipment
66	Mill Creek Towne ES	Fire Alarm System Replacement
67	Mill Creek Towne ES	Kitchen Serving Line
68	Monocacy ES	Gym Floor (Refinishing)
69	Monocacy ES	Window Replacement (Phase 3)
70	New Hampshire Estates ES	Painting (Interior & Exterior)
71	Newport Mill MS	Emergency Generator Replacement
72	Newport Mill MS	Flooring Replacement
73	North Bethesda MS	Gym Bleacher Replacement
74	Northwest HS	PA System Replacement
75	Northwest HS	Fire Alarm System Replacement
76	Northwest HS	Running Track Refurbishment
77	Oak View ES	Fire Alarm System Replacement
78	Paint Branch HS	Running Track Refurbishment
79	Paint Branch HS	Athletic Field Netting Project
80	Rosa M. Parks MS	Asphalt Replacement and ADA Improvements
81	Pine Crest ES	Flooring Replacement (IMC)
82	Piney Branch ES	Pool Pump Room Repairs
83	Poolesville ES	Exterior Doors (Phase 2)
84	Poolesville ES	Kitchen Serving Line
85	Thomas W. Pyle MS	Flooring Replacement
86	Thomas W. Pyle MS	Stage Lighting, Dimming & Rigging
87	Quince Orchard HS	Ceiling & Light Replacement (Phase 2)
88	Quince Orchard HS	Exterior Doors (Phase 2)
89	Redland MS	Stage Lighting and Controls Replacement
90	Redland MS	Flooring Replacement
91	Redland MS	Kitchen Serving Line
92	Dr. Sally K. Ride ES	Gym Floor (Refinishing)
93	Dr. Sally K. Ride ES	Gym Lighting Replacement (LED)
94	Ridgeview MS	Locker Removal & Installation (Locker rooms)
95	Rock Creek Valley ES	Flooring Replacement
96	Rock Creek Valley ES	Painting (Interior & Exterior)
97	Rock Creek Valley ES	Fire Alarm System Replacement
98	Sequoyah ES	Kitchen Serving Line
99	Sequoyah ES	Walk-In Cooler & Freezer Replacement
100	Seven Locks ES	Flooring Replacement (Phase 2)
101	Shady Grove MS	Gym Bleacher Renovations
102	Shady Grove MS	Gym Floor (Refinishing)
103	Sherwood HS	Flooring Replacement
104	Sherwood HS	Running Track Refurbishment
105	Sargent Shriver ES	Kitchen Serving Line
106	Silver Spring International MS	Kitchen Serving Line
107	Sligo Creek ES	Kitchen Serving Line
108	Lathrop E. Smith Center	Door Hardware Installation
109	Lathrop E. Smith Center	Lighting & Controls
110	Spring Mill Center	Concrete Replacement
111	Springbrook HS	Flooring Replacement
112	Strathmore ES	Cabinet Installation
113	Watkins Mill HS	Kitchen Serving Line
114	White Oak MS	Asphalt Replacement and ADA Improvements
115	Walt Whitman HS	Floor Covering Replacement
116	Earle B. Wood MS	Painting (Interior & Exterior)

Appendix L

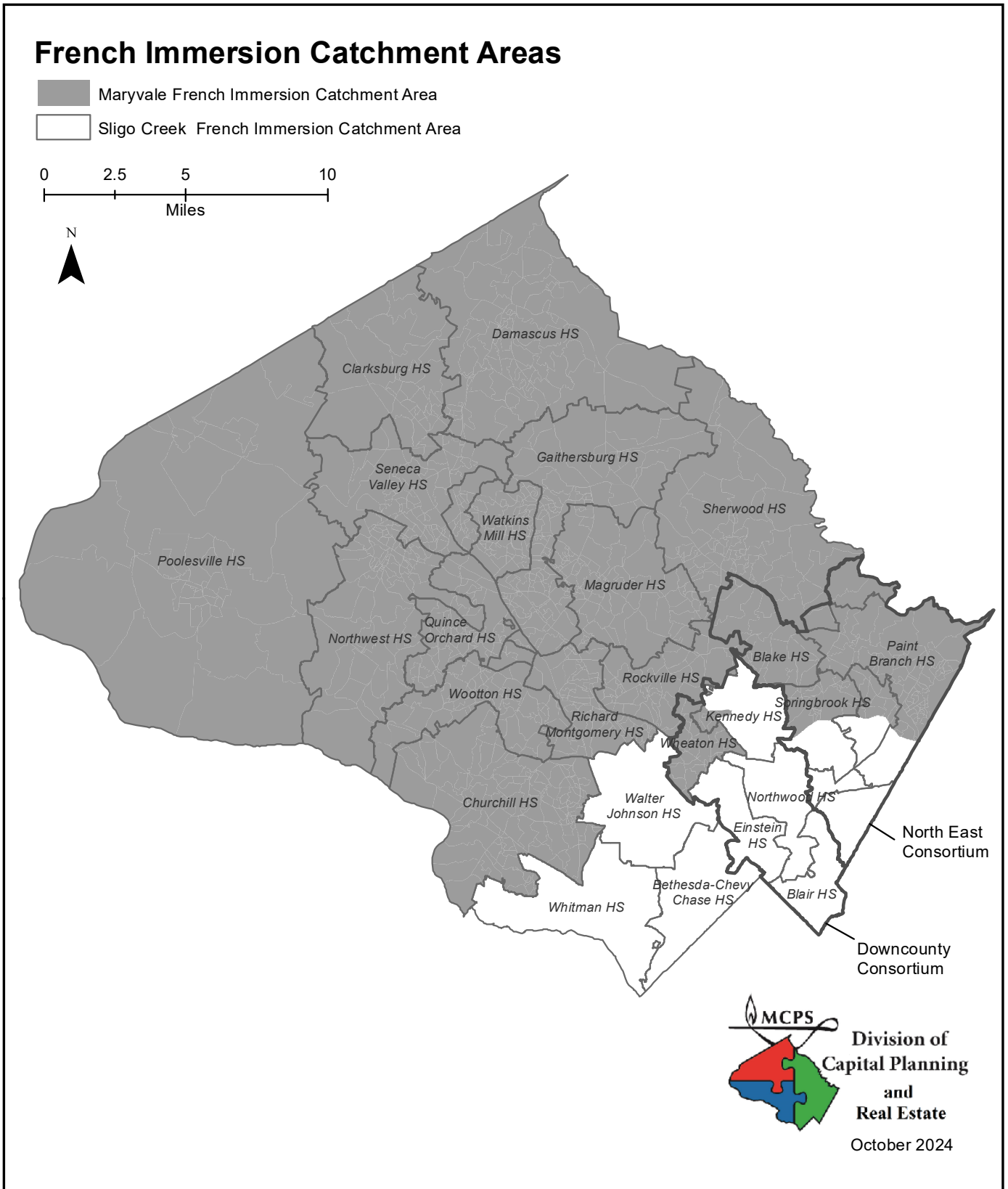
Head Start and Prekindergarten Locations 2024–2025

Elementary School	Federal Head Start Sessions			Pre-K		Braided (10 HS/10 Pre-K)
	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 @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					2	
Clopper Mill			2	2		
College Gardens (mixed age)			1			
Capt. James E. Daly					1	
Dr. Charles R. Drew				2	1	
East Silver Spring (mixed age) ♦ (pm)		1		2		
Fairland					2	
Fields Road					1	
Flower Hill				2		
Forest Knolls					1	
Fox Chapel				2		
Gaithersburg (3-Year-Old Pre-K)				1 (@15)	1	
Galway				2		
Georgian Forest				2	1	
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 ♦ (pm)					1	
Kemp Mill					4	
Lake Senaca ♦ (pm)				2		
JoAnn Leleck at Broad Acres			2		2	
Maryvale	1			2	1	
S. Christie McAuliffe			2			
Dr. Ronald E. McNair					1	
Mill Creek Towne					1	
Montgomery Knolls ♦			1		2	
New Hampshire Estates	1		3		2	
Roscoe R. Nix			1		1	
Oakland Terrace ♦					1	
William Tyler Page				4		
Judith A. Resnik				2		
Dr. Sally K. Ride	1			2	1	
Rock Creek Forest					1	
Rock View				2		
Rockwell					1	
Rolling Terrace (Judy Ctr)			2		1	
Rosemary Hills				2		
Rosemont					1	
Sargent Shriver					1	
Flora M. Singer					1	
South Lake			1		1	
Stedwick				2		
Stonegate					1	
Strawberry Knoll ♦			1 (full day @17)		1	
Summit Hall (Judy Ctr) (mixed age)			1		4	1
Takoma Park					2	1
Twinbrook			1	2		
Viers Mill ♦					3	
Washington Grove ♦ (pm)			2		2	
Watkins Mill			1		1	
Weller Road ♦ (pm)			2	2	1	
Wheaton Woods			2		2	
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			1		3	2
Up-County Early Childhood Center					5	
Total Capacity Per Program	60	17	557	1115	1400	80
Total Overall Capacity	3229					

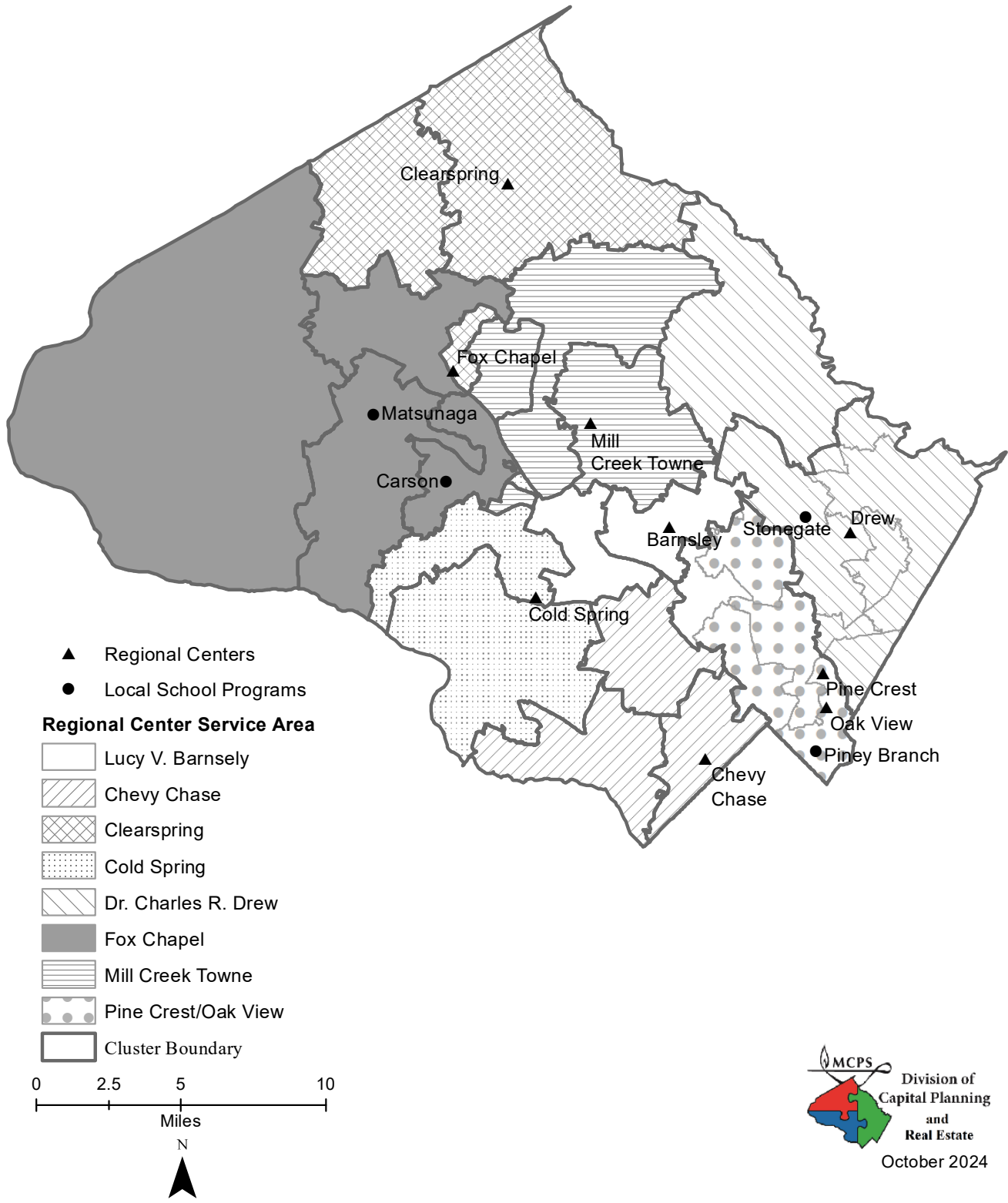
Preschool Special Education Service Locations 2024-2025

Elementary School	Preschool Education Program (PEP)				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 Sessions @6	Full Day Sessions @12	Comprehensive Autism Preschool Program (CAPP) Full Day Sessions @6	Pre-K DHOH Services Full Day Sessions @6	Pre-K Vision Services Full Day Sessions @7	Pre-K Language Services Five Day 1/2 day Sessions @9	Pre-K Language Services Two Day 1/2 day Sessions @9	Physical Disabilities Fully Included Pre-K 1/2 day Sessions @5
Beall (PreK Language Services)		3						2	2	
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							2
Germantown		4	1							
William B. Gibbs, Jr.	4	6								
Glen Haven	4									
Glenallan		2	1	1						
Goshen (PreK Language Services)		2							4	
Greencastle	2	4	1							
Greenwood		2	1							
Harriet R. Tubman		2	1							
Jackson Road	3	1	2	1						
Judith E. Resnik (Physical Disabilities Inclusion)										2
Lake Senaca	2	4	1							
Luxmanor	2	6								
Thurgood Marshall	3	5								
Maryvale					4					
Mill Creek Towne (PreK Language Services)		2						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					3					
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						2	4	
Whetstone	3	5								
Wilson Wims		2	3							
Wood Acres	3	3								
Woodfield	2	4			3					
Other										
Macdonald Knolls Early Childhood Center			1							
Up-County Early Childhood Center			3							
Total Capacity Per Program	780	2232	204	108	120	18	7	54	90	20
Total Overall Capacity	3633									





Appendix M

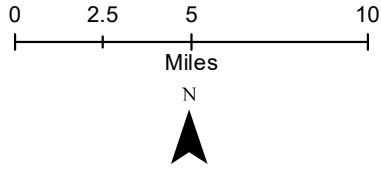


Centers for Enriched Studies





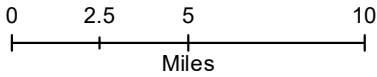
Secondary Magnet School Catchment Areas

-  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



MCPS
 Division of
 Capital Planning
 and
 Real Estate
 October 2024

Appendix N

Special Education Services Descriptions

School-based Service Delivery Model

Speech and Language Services

Speech and language services diagnose communication disorders; improve spoken language skills; facilitate compensatory skills; and enhance the development of language, vocabulary, and expressive communication skills to support student access to the curriculum. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the student's general education teachers and parents/guardians for implementation within the classroom and home environments. Students may receive services in their classroom environment, small groups, or individually. Prekindergarten (pre-K) students requiring extensive services attend a class program, two or five days per week.

Elementary Home School Model (HSM)

Elementary HSM services are provided in all Montgomery County Public Schools (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 (LRE) 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 coteaching 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 LRE 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 and are 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 age 21 with significant cognitive disabilities pursuing alternate learning outcomes (ALOs) aligned with the Maryland Alternate Academic Achievement Standards. Students participate in Real World Learning in the school and community settings with opportunities to participate in instructional experiences with their nondisabled 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 Academic 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. Upon eligibility assessment, each family is assigned to one of MCITP's five regional sites in Montgomery County. Then, each family works with the team to define the priorities, learn about available resources, and discuss the child's strengths and needs.

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 family counseling.

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

PEP offers pre-K classes and services for children with disabilities ages 3–5. PEP serves children with delays in multiple developmental domains that impact the child's ability to learn. The continuum of services includes an itinerant model for children in community-based child care 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.

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 kindergarten. Selected elementary schools offer these services to support one or more administrative areas.

Prekindergarten Physical Disabilities Classes

Pre-K students with physical disabilities receive services in a variety of pre-K settings. Students with physical disabilities which significantly impact educational performance are served in half-day programs with nondisabled peers in early childhood settings at Forest Knolls and Judith A. Resnik elementary schools with a limited number of those students continuing into kindergarten at the two schools due to unique circumstances.

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 service focuses to increasing 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 serves students in kindergarten through age 21, providing access to ALOs aligned with the Maryland Alternate Academic 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 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 often provided within the general education environment to the greatest extent possible.

Social Emotional Special Education Services (SESES)

SESES 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 age 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 Academic Achievement Standards.

Bridge Services

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 service. 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 Services support students who 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 LRE through a continuum of services. Students may have access to instruction in enriched and accelerated courses.

Longview School

The Longview School, collocated with Spark M. Matsunaga Elementary School, provides services to students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities pursuing ALOs aligned with the Maryland Alternate Academic 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 ALOs aligned with the Maryland Alternate Academic 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.

Carl Sandburg Learning Center

Carl Sandburg Learning Center, collocated with Maryvale Elementary School, is a special education school that serves students in Grades kindergarten–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 Academic 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 Grade 6 through Age 21 with intellectual disabilities, Autism Spectrum Disorder, or multiple disabilities. Students pursue instruction in the Maryland College and Career Ready Standards or ALOs aligned to the Maryland Alternate Academic Achievement Standards. Students 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.

Countywide Service Delivery Model

Low incidence services are based in central locations and serve students from the entire county. In some cases, the services 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

Deaf and Hard of Hearing (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.

Physical Disabilities Services

Physical Disabilities Services include occupational, physical therapy, as well as consultation and training in assistive technology for students with disabilities, from birth through age 21. Services are provided as part of an Individualized Family

Service Plan (IFSP) or Individualized Education Program (IEP) ensuring that students with physical disabilities have access to the MCPS curriculum in the LRE.

MAJOR SERVICES

Occupational and Physical Therapy Services

Occupational and physical therapy services are provided to qualified students in MCITP through the IFSP or through the IEP for students in special education. Following evaluation and review by an IEP team, consultation and direct occupational and/or physical therapy related services are provided to eligible students. Kindergarten through high school students who qualify are served in MCPS comprehensive schools and separate public day schools. Pre-K students with physical disabilities receive services in a variety of pre-K settings. Students with physical disabilities which significantly impact educational performance are served in half-day programs with nondisabled peers in early childhood settings at Forest Knolls and Judith A. Resnik elementary schools with a limited number of those students continuing into kindergarten at the two schools due to unique circumstances.

Assistive Technology Services

Interdisciplinary Augmentative Communication and Technology Team (InterACT) InterACT provides assistive technology services for students from birth–age 21 who are severely limited in verbal expression or written communication skills, due to physical disabilities. Services are provided in the natural environment for children birth–age 3, or in the elementary, middle, or high school instructional setting for pre-k through age 21.

High Incidence Accessible Technology Team (HIAT)

Consultation and training in assistive technology and Universal Design for Learning (UDL) are provided by HIAT, a collaborative team that applies the principles of UDL to support school teams to meet the needs of all students to build the capacity of classroom environments to incorporate technology options for all students. Through HIAT, technical support and training to school teams on assistive technology and UDL are offered to promote the achievement of curricular outcomes for staff members and parents/caregivers as they access technology and UDL resources.

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

The John A. Gildner Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland Department of Health, provides appropriate educational and treatment services to Grades 5–12 students and their families through highly structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential, and related service providers develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full-time pediatrician, and a school community health nurse also are on staff. RICA offers fully accredited special education services which emphasize rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, and family therapy. The RICA program promotes acquisition of grade and age-appropriate social and emotional skills and allows students to access the general education curriculum.

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	Praneel Suvarna

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 Albornoz
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	Sara Love
Delegate	Marc A. Korman
Delegate	Sarah S. Wolek
Delegate	Teresa Woorman

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

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

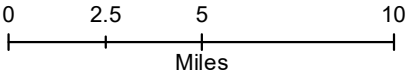
Board of Education Districts



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

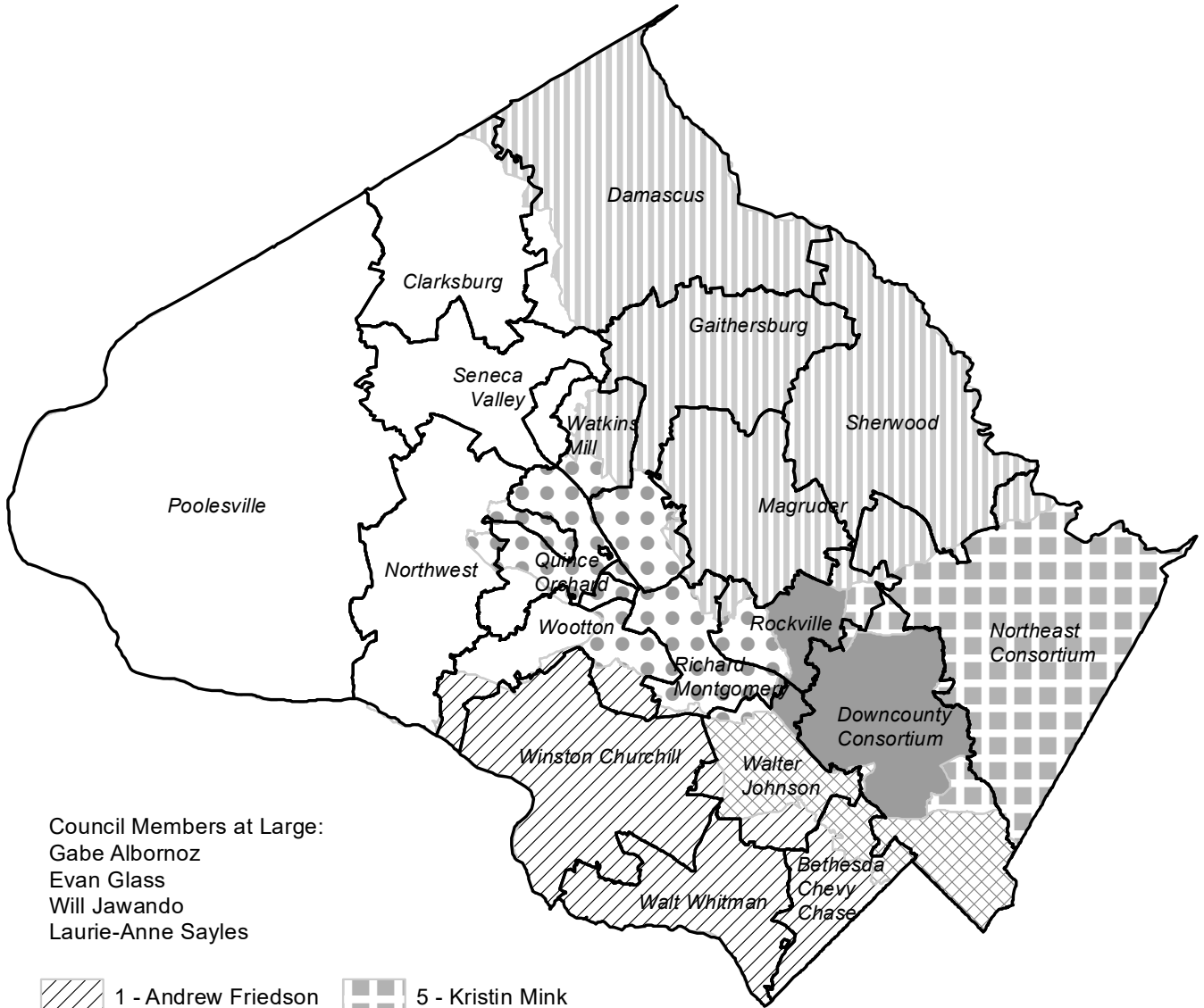
BOE Members at Large:
 Lynne Harris
 Karla Silvestre

BOE Student Member:
 Praneel Suvarna










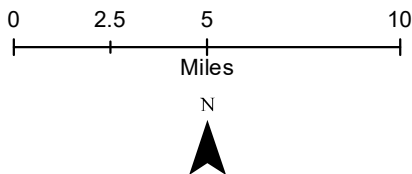
October 2024

County Council Districts



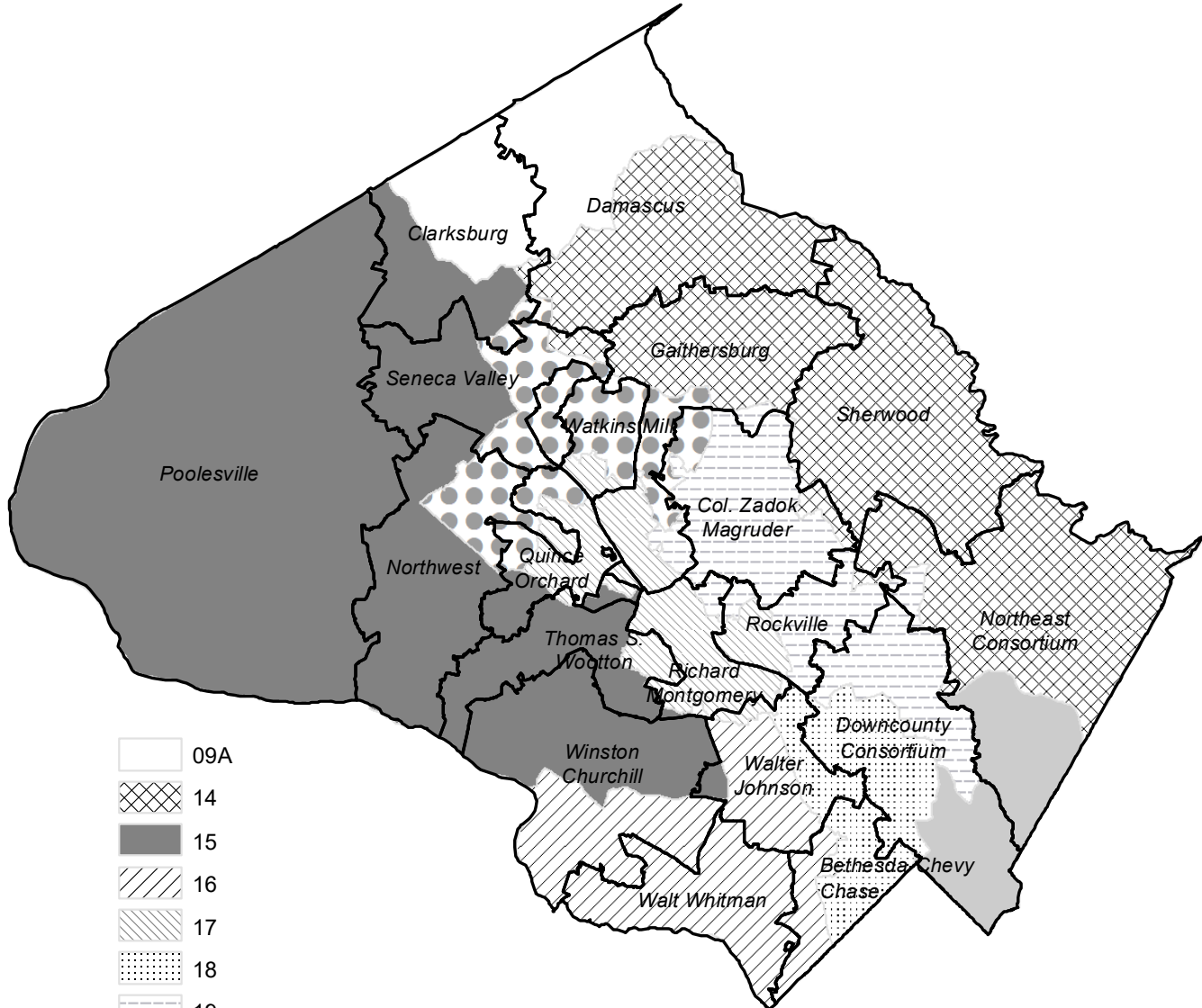
Council Members at Large:
 Gabe Albornoz
 Evan Glass
 Will Jawando
 Laurie-Anne Sayles

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

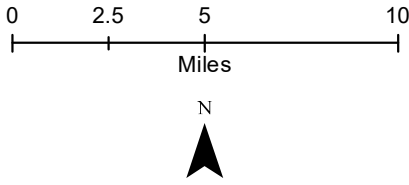


October 4, 2024

Legislative Districts



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



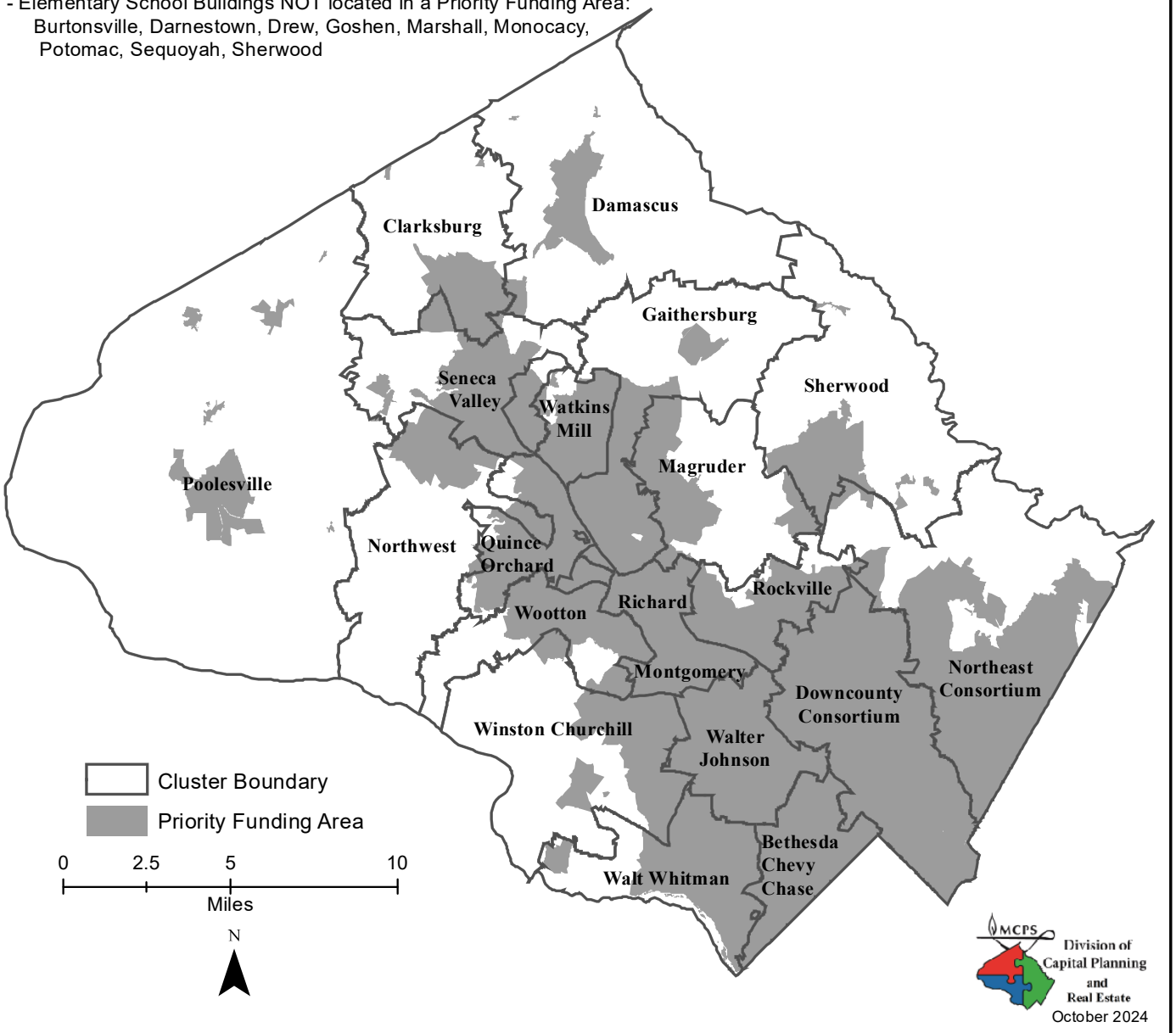
Appendix P

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.

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.	Summer
The County Council adopts Spending Affordability Guidelines for the new CIP cycle, based on debt affordability.	Early-October of odd numbered fiscal years

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 charrettes, 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

ECA

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: DIE-RC, DJA, DJA-RA, ECF-RB, ECF-RC, EEA, EEA-RA, EEB-RA, ISB-RA, JPG, JPG-RA, KGA-RA
Responsible Office: Office of the Chief of District Operations

Sustainability

A. PURPOSE

To affirm the Montgomery County Board of Education’s commitment to sustainability practices, including energy conservation and efficiency

To establish a framework and decision-making priorities for environmentally sustainable practices in Montgomery County Public Schools (MCPS)

To promote effective educational opportunities that allow students and staff to understand the consequences of human-induced environmental change on individual and collective health and well-being and consider the environmental impact and costs of decision making at all levels

To set the expectation for environmentally sustainable practices, equitably deployed across the MCPS system to promote the health and wellness of students and staff

B. ISSUE

MCPS is among the largest school systems in the country, and is the largest in the state of Maryland, in terms of enrollment. MCPS serves a county that encompasses approximately 500 square miles, spanning from rural to urban settings, and whose tributaries feed into the Chesapeake Bay watershed. Due to the number of facilities needed to support our educational mission, MCPS is one of the largest consumers of energy and other natural resources in the county.

MCPS must intentionally, equitably, and progressively reduce its environmental impact and costs, while improving health and wellness, and provide effective environmental and sustainability education.

A comprehensive approach to sustainability and environmental stewardship acknowledges the consequences of human-induced environmental change and the need for local actions

that protect, sustain, and restore the environment. It requires practices that demonstrate responsible use of public funds by prioritizing investments that maximize adaptation, resilience, and mitigation of the effects of climate change as well as efficient, sustainable use of land and resources.

A key component of a sustainable environmental footprint is reducing greenhouse gas (GHG) emissions wherever possible, both to benefit the environment and reduce energy expenses.

The Montgomery County Board of Education (Board) collaborates with federal, state, and local partners and seeks active participation of local school communities in comprehensive efforts to solve regional problems and achieve optimal learning environments and functionality of essential education programs and operations, using effectively and equitably employed sustainability practices and technology.

C. POSITION

1. MCPS will incorporate sustainability priorities into decision-making processes, based on the equitable and strategic deployment of resources to address climate-based impacts on health, safety, and wellness and to achieve more energy-efficient and cost-effective school operations. MCPS supports and will be an active participant in achieving Montgomery County’s goal to cut GHG emissions 80 percent by 2027 and 100 percent by 2035, compared with 2005 levels.
2. The Board is committed to innovative and systemwide sustainability to include –
 - a) reducing the generation of GHG;
 - b) reducing systemwide energy use intensity¹ and reliance on nonrenewable resources;
 - c) increasing the generation and production of solar energy and use of other renewable energy sources;
 - d) identifying strategies that equip MCPS with the resources and infrastructure necessary to withstand the impacts of climate change;

¹ The most recent complete data available for MCPS energy use at the time this policy was adopted are from FY 2019–2020, prior to facility shutdowns due to the Covid-19 pandemic. In FY 2019–2020, the school system’s Energy Use Intensity (EUI) was 55.4 thousand British thermal units use, per square foot (kBtu/sf). Historically, MCPS had an EUI of 55.5 kBtu/sf in FY 2018–2019, and 57.1 kBtu/sf in FY 2017–2018.

- e) using waste reduction and GHG emissions as criteria in decisions related to purchasing, including, but not limited to, energy, transportation, food services, and other operational areas; and
 - f) improving the quality of MCPS operations and school environments to positively impact building-occupant health and building-system performance.
3. MCPS will comply fully with Maryland State Department of Education requirements for a comprehensive, multidisciplinary environmental literacy program, infused within current curricular offerings and aligned with the Maryland Environmental Literacy Standards that provide developmentally appropriate opportunities for students to investigate environmental issues in order to develop and implement local actions that protect, sustain, and restore the natural environment and understand the environmental impact of human activity; the consequences of environmental change; and individual, collective, and societal responses to environmental change.

D. DESIRED OUTCOMES

1. In alignment with its core educational purpose to prepare all students to thrive in the future, MCPS makes sustainability a priority for present-day decisions that impact students' lives.
2. MCPS minimizes its environmental impact and operational costs.
3. MCPS operational practices meet the immediate needs of the school system without compromising or burdening present and future generations.
4. Staff and students are knowledgeable about the consequences of human-induced environmental change and individual, collective, and societal responses to environmental change.
5. Staff and students consider the environmental impact and costs of decision making at all levels.
6. MCPS creates and maintains healthy and comfortable learning environments that achieve maximum energy efficiency, with a consistent focus on sustainability.
7. MCPS implements operational practices and programs that achieve measurable reductions in GHG and waste that align with the Montgomery County Climate Action Plan's GHG reduction targets.
8. MCPS optimizes limited funding to achieve a sound, resilient, and sustainable

educational facilities portfolio that accounts for variations in age, site conditions, and geographic distribution.

E. IMPLEMENTATION STRATEGIES

1. The superintendent of schools/designee will maintain and enhance procedures to promote environmental sustainability at all levels of the school system, which shall include the following practices:
 - a) Develop processes to establish and foster an organizational culture and operational procedures that foster creativity, collaboration, and innovation across departments and at the local school level to implement systemic climate solutions.
 - b) Infuse sustainability concepts across school curricula and professional development to allow students and staff to gain an understanding of individual, collective, and societal responses to human-induced environmental change.
 - c) Provide opportunities for students and staff to engage in actions that contribute to climate solutions, preparedness/adaptation responses, and environmentally sustainable practices, and explore related career paths.

2. The superintendent of schools/designee will identify actions that can be taken immediately and in the longer term to reduce the generation of GHG and consumption of nonrenewable resources and increase efficiency, including, but not limited to, the following:
 - a) Actively manage energy and water consumption by using technology that can be viewed and monitored by building occupants and responsible operational personnel.
 - b) Use a wholesale managed approach for utility procurement and participate in coordinated efforts with federal, state, and local government agencies to establish appropriate resource conservation plans.
 - c) Develop and implement behavior-based sustainability programs at local schools, including strategies to support and increase the number of Maryland-certified Green Schools and other programs.
 - d) Replace MCPS diesel and gasoline vehicles, as appropriate, with electric, hybrid, or other more efficient or cleaner-fuel vehicles.

- e) Promote design strategies and retrofits to make new and existing buildings more sustainable and resilient by designing every construction project to maximize solar production potential and minimize energy-use intensity, considering a balanced facilities and infrastructure portfolio across the system.
- f) Pursue energy-saving infrastructure improvement projects in existing buildings through the use of public-private partnerships and available grants and tax credits.
- g) Where possible, seek to collocate schools to facilitate compact growth, efficient use of public infrastructure, and adjacency to public services and amenities.
- h) Implement other measures to address resiliency and awareness, such as increasing the tree canopy and outdoor educational spaces on MCPS properties and mitigating storm water runoff.
- i) Establish minimum sustainability requirements in MCPS procurement guidelines for –
 - (a) locally sourced products;
 - (b) maximized waste reduction; and
 - (c) reusable or recyclable products and content, where available, at scale, at a fair and reasonable price, across all areas of operations.

F. REVIEW AND REPORTING

1. MCPS will update the inventory of GHG emissions for its facilities at regular intervals, using updates aligned with local reporting requirements.
2. MCPS will develop periodic systemwide reports that outline goals, objectives, and results of sustainability efforts, in alignment with all federal, state, and local requirements.
3. The Board will receive information about sustainability features in construction project updates, and MCPS will implement methods of sharing sustainability features of the MCPS facility portfolio with the public, such as websites and/or local signage.

4. This policy and related documents will be updated and shared in alignment with federal, state, and local requirements.
5. This policy will be reviewed on an ongoing basis, in accordance with the Board's policy review process.

Related Sources: Annotated Code of Maryland, Education Article, §75-312.1, *School district energy policies*; Annotated Code of Maryland, Education Article, §7-117, *Increasing the number of green schools in the state*; Code of Maryland Regulations, 13A.04.17.01, Environmental Literacy Instructional Programs for Grades Prekindergarten–12; Montgomery County Executive Regulation 15-1: Solid Waste and Recycling; Montgomery County Climate Action Plan of 2021; 10-year Solid Waste Management Plan for Montgomery County, MD (2020–2029); Montgomery County Executive Regulation 12-20 Adoption of the 2018 International Green Construction Code

Policy History: Adopted by Resolution No. 654-73, November 13, 1973; amended by Resolution No. 285-97, May 13, 1997; reviewed April 19, 2002; amended by Resolution No. 323-22, June 28, 2022.

MONTGOMERY COUNTY PUBLIC SCHOOLS*Expanding Opportunity and Unleashing Potential***2024-2025 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	Alison L. Serino	240-740-1270
505.....	Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853	Christine (Chris) 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	Travis A. Payne	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	Ryan T. Graves	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	Arienne Clark-Harrison	301-657-4994
101.....	Clarksburg , 13530 Redgrave Pl., Clarksburg 20871	Carl R. Bencal	240-740-3530
706.....	Clearspring , 9930 Moyer Rd., Damascus 20872	Jessica Bay Graber	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	Yvonne L. Sanya	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	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	Dr. Joshua A. Williams	240-740-7000
549.....	Flower Hill , 18425 Flower Hill Way, Gaithersburg 20879	Dr. Joshua (Josh) 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	Kimberly Henriquez	240-740-6490
337.....	William B. Gibbs, Jr. 12615 Royal Crown Dr., Germantown 20876	Tamisha Sampson	240-740-0740
767.....	Glen Haven , 10900 Inwood Ave., Silver Spring 20902	Tara M. Strain	240-740-7960
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	Kurshanna J. Dean	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	Raythorne Henderson	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 <i>(Temporarily located at Fairland Center: 13313 Old Columbia Pike, Silver Spring 20904)</i>	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	Olivia K. Bailey	240-740-4330
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	240-740-7820
110.....	S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874	Wanda P. Coates	240-740-4920
158.....	Ronald 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	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	Elkin J. Pineda	240-740-6550
415.....	North Chevy Chase , 3700 Jones Bridge Rd., Chevy Chase 20815	Stacey F. Rogovoy	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	240-740-7780
153.....	Poolesville , 19565 Fisher Ave., Poolesville 20837	Douglas M. Robbins	240-740-5870
601.....	Potomac , 10311 River Rd., Potomac 20854	Nadia J. Kline-Taylor	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	Cassandra Heife	240-740-6310
773.....	Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815	Lavina Carrillo	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	Kilsys Batista	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	Katherine A. Schwartz	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	Natasha D. Bolden	240-740-7190
653.....	Stone Mill , 14323 Stonebridge View Dr., North Potomac 20878	Dr. Kimberly A. Williams Cascio	240-740-5450
316.....	Stonegate , 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	240-740-5740
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

No.	Name and Address	Principal	Telephone
704.....	Woodfield , 24200 Woodfield Rd., Gaithersburg 20882	Cynthia Houston	240-207-2550
764.....	Woodlin , 2101 Luzerne Ave., Silver Spring 20910	Craig O. Jackson	240-740-7350
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	Samuel G. Levine	240-207-2440
333.....	Benjamin Banneker , 14800 Perrywood Dr., Burtonsville 20866	Ahmed Adelekan	240-740-6250
335.....	Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20905	Stephanie W. Nesmith	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	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	Dr. Sofia M. Grant-Dewitt	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	240-740-6630
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	Stephen Reck	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 Miller	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	Shenice N. Brevard	240-740-1440
818.....	Odessa Shannon , 11800 Monticello Ave., Silver Spring 20902	Dr. Natasha H. Booms	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	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	Nicole M. Walker	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	Kevin Yates (Acting)	240-740-7200
321.....	James Hubert Blake , 300 Norwood Rd., Silver Spring 20905	Shanay A. Sneed	240-740-1400
602.....	Winston Churchill , 11300 Gainsborough Rd., Potomac 20854	John W. Taylor	240-740-5400
249.....	Clarksburg , 22500 Wims Rd., Clarksburg 20871	Anita R. O'Neill	240-740-6000
701.....	Damascus , 25921 Ridge Rd., Damascus 20872	Bradley W. Rohner	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	Brittany T. Love-Campbell	301-284-4500
424.....	Walter Johnson , 6400 Rock Spring Dr., Bethesda 20814	Nicole J. Morgan	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	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 <i>(Temporarily located at Woodward HS, 11211 Old Georgetown Rd., Rockville 20852)</i>	Dr. Jonathan L. Garrick	240-740-6950
315.....	Paint Branch , 14121 Old Columbia Pike, Burtonsville 20866	Dr. Shawaan T. Robinson	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 (Beth) 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	Ricardo E. Hernandez	240-740-6400
503.....	Sherwood , 300 Olney-Sandy Spring Rd., Sandy Spring 20860	Timothy D. Britton	240-740-8110
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	Pamela W. Krawczel	301-321-3400
427.....	Walt Whitman , 7100 Whittier Blvd., Bethesda 20817	Gregory Miller	240-740-4800
234.....	Thomas S. Wootton , 2100 Wootton Pkwy., Rockville 20850	Douglas E. Nelson	240-740-1500

No.	Name and Address	Principal	Telephone
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	Lee F. Derby	240-740-1404
SPECIAL SCHOOLS			
951.....	Longview School , 13900 Bromfield Rd., Germantown 20874	Sarah C. Starr	240-740-7830
965.....	John L. Gildner Regional Institute for Children and Adolescents (RICA) 15000 Broschart 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			
239.....	Blair G. Ewing Center @ Avery Road (Rockville) , 14501 Avery Rd., Rockville 20853	Damien B. Ingram	240-740-5000
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 , 18100 Washington Grove Lane, Gaithersburg 20877	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
	Blueprint for Maryland's Future		240-740-5643
	Board of Education (Suite 100)		240-740-3030
	Department of Communications (Suite 400)		240-740-2837
	Department of Public Information and Web Services (Suite 400)		240-740-2837
	Division of Management and Budget (Suite 200)		240-740-3150
	Office of District Operations		240-740-6245
	Office of the Chief Financial Officer (Suite 200)		240-740-3050
	Office of the Chief of Staff (MCPS) (Suite 400)		240-740-3015
	Office of the Superintendent of Schools (Suite 400)		240-740-3020
	Office of Systemwide Safety and Emergency Management (Suite 200)		240-740-3066
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 Professional Growth Systems (Suite 2125)		301-217-5123
	Department of Talent Acquisition		240-740-8015
	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			
	Department of Labor Relations		240-740-6320
	Division of Appeals and Transfers		240-740-4130
	English Learner and Multilingual Education	Elementary	240-740-4083
		Secondary	240-740-4004
	Office of Curriculum and Instructional Programs		240-740-3970
	Office of School Support and Improvement		240-740-3100
	Office of Special Education		240-740-3042
	Office of Strategic Initiatives		240-740-5652
	Office of Technology and Innovation		240-740-2900
	Office of the Chief Academic Officer		000-000-0000
	Office of Well-Being and Student Services		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
	Study Circles Program		240-314-4830
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, Central Administration		240-740-2600
	Field Trip Unit (Room 306)		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		
	Woodward HS , 11211 Old Georgetown Rd., Rockville 20852		
Infants and Toddlers Program Sites			
	Down County Site: Sligo MS , 1401 Dennis Ave., Silver Spring 20902		240-740-3290
	East County Site: 19190 Olney Mill Road , Olney 20832		240-740-3400
	Emory Grove Site: 18100 Washington Grove Lane , Gaithersburg 20877		301-947-6000
	Mid County Site: English Manor , 4511 Bestor Dr., Rockville 20853		240-740-2150
Up County Site: Upcounty Regional Services Center , 12900 Middlebrook Rd., Third Floor, Suite 3300, Germantown 20874			
			301-353-0972
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 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program (CIP)*. Dates listed below are subject to change.

Date	Activity
June 30, 2024.....	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
July 1, 2024.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2024.....	Division of Capital Planning and Real Estate staff meets with cluster representatives to discuss issues related to the upcoming CIP development
Early-October 2024.....	MCPS FY 2026 State CIP request to the Interagency Commission (IAC) on Public School Construction
October 21, 2024.....	Superintendent publishes recommendations for the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP
October 24, 2024.....	Presentation to Board of Education on Superintendent’s Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP and preliminary work session
Late-October 2024.....	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
November 4, 6, and 12, 2024 ...	Public hearings on the superintendent’s recommendations for the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP
November 8 and 14, 2024	Board of Education work sessions on superintendent’s recommendations on the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP
Early-November 2024.....	IAC staff recommendations on FY 2026 State CIP
November 21, 2024	Board of Education action on the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP
Late-November 2024.....	Final revisions on FY 2026 state aid request due to IAC
December 1, 2024.....	Board of Education submits Requested FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP to the County Executive
Early-December 2024	IAC appeal hearing on FY 2026 State CIP
Mid-January 2025.....	County executive publishes recommendations for the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP
February–May 2025.....	County Council reviews Requested FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP
February 2025	Superintendent releases recommendations on spring boundary and/or planning studies (if any) and deferred CIP items (if any)
February 25, 2025	Presentation to Board of Education on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 4 and 11, 2025.....	Public hearing on superintendent’s recommendations for spring boundary and/or planning studies (if any) and deferred CIP items (if any)
March 6, 2025.....	Board of Education facilities work session for spring boundary and/or planning studies (if any) and deferred CIP items (if any)
March 18, 2025.....	Board of Education action on spring boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2025.....	IAC decisions on FY 2026 State CIP
Late-May 2025	County Council approves the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP.

All CIP and Master Plan documents are accessible on the MCPS website at:

<https://www.montgomeryschoolsmd.org/departments/planning/>

