The Superintendent's Recommended

FY 2028 Capital Budget

and Amendments to the FY 2027–2032 Capital Improvements Program







Montgomery County Public Schools
UNLEASHING POTENTIAL

VALUES

Learning
Respect
Relationships
Excellence
Equity

VISION

Future Ready

All students will graduate ready to thrive in a changing world—with the knowledge, skills, and confidence necessary to lead, adapt, and make a positive impact in their communities and beyond.

MISSION

To Unleash Potential

All students will receive a solid academic foundation, grounded in strong critical thinking skills, with opportunities to enhance and enrich their learning. All students will develop resilience, be adaptable, and have a lifelong passion for learning. All students will become effective communicators and collaborators predicated on meaningful relationships. All students will make a positive impact in their community and be ready for success in their personal and professional life.

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The Superintendent's FY 2028 Capital Budget and Amendments to the FY 2027–2032 Capital Improvements Program

Montgomery County Public Schools
UNLEASHING POTENTIAL

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Montgomery County Public Schools
UNLEASHING POTENTIAL

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

October 14, 2026

Ms. Grace Rivera-Oven, President
and members of the Board of Education
15 West Gude Drive, Suite 100
Rockville, Maryland 20850

Dear Ms. Rivera-Oven and Members of the Board of Education,

For your consideration, I am writing to submit to you my Recommended Fiscal Year (FY) 2028 Capital Budget and Amendments to the Fiscal Years 2027–2032 Capital Improvements Program.

Montgomery County Public Schools (MCPS) is entering a new chapter in how we plan for the future of our schools. Prekindergarten–Grade 12 preliminary September 30, 2026, enrollment is at 151,967 students, a decrease of 4,083 students from the 2025–2026 school year.

A decline of this magnitude is more than significant. It represents the largest annual enrollment decline since the 2019–2020 to 2020–2021 school year, when MCPS enrollment decreased by 4,703 students during the COVID-19 pandemic. Prior to the global pandemic, MCPS had not experienced a one-year enrollment decline of more than 4,000 students since the 1978–1979 to 1979–1980 school years. This dynamic is not unique to Montgomery County; regionally and nationally, public school enrollment is declining as the birth rate declines and immigration patterns are disrupted.

These numbers make clear that the enrollment landscape of Montgomery County is changing. After decades of growth and a planning environment of expansion, MCPS now must plan for a school system in which enrollment is declining in many communities, while other areas continue to experience growth. This requires us to think differently about how we use our facilities, allocate our resources, and plan for the future of our schools.

Last year, the Montgomery County Board of Education made a historic request for investment in the physical infrastructure of Montgomery County Public Schools. The Board's Requested FY 2027 Capital Budget and FY 2027–2032 Capital Improvements Program (CIP) totaled $2.78 billion; an increase of more than $1 billion than the previously approved CIP.

That request reflected a simple reality: MCPS has an extensive and longstanding backlog of facility needs. For decades, capital investment has not kept pace with the age, condition, and renewal needs of our schools and other facilities. We have many buildings that require significant renovation, renewal, or replacement, as well as critical building systems that must be replaced to ensure safe, modern, and effective learning environments for our students and staff.

The County Council ultimately approved $1.854 billion for the six-year CIP. While this represents an important investment in our schools, it is significantly less than the Board's request and does not fully address the scope or pace of investment needed across our facilities portfolio. It is even further

away from the "Hard Truth" that we also shared, which is that the full extent of our capital needs exceeds $5 billion—a figure which likely is closer to $6 billion with a year of inflationary cost increases and further facility deterioration. While we recognize that capital resources are limited, the reality of the facility conditions in our schools and offices is not lessened.

Our responsibility is to make the most of the resources available to us while continuing to address the underlying challenges facing our facilities. It also is our responsibility to present our needs for your consideration, and for consideration by the Montgomery County Council.

Because FY 2028 is an amendment year under the County's biennial CIP process, I am respecting that process and recommending that we bring back **only two critical amendments** that were not approved in the full cycle last year for approval in the adopted CIP. Together these two amendments total $25 million.

The first recommended amendment is $23 million to build out leased space for a centralized MCPS warehouse. This project was included in the Board's FY 2027 request but was removed from the approved CIP. Our existing warehouse is our most deteriorated facility, and also is undersized for our needs, requiring extensive offsite storage. A centralized warehouse would provide a modern, safe, and efficient facility designed specifically to support the material management needs of the State's largest school system. It would improve operational efficiency, reduce delivery times and thousands of vehicle miles traveled each year, conserve resources, and reduce our carbon footprint.

The second recommended amendment is $2 million to facilitate exploration of a Public-Private Partnership ("P3") approach. Traditional public financing clearly cannot keep pace with the extent of our capital needs, and the scope of what is required to support the operational infrastructure of our school system would further outpace what the public taxpayers can bear. This starting investment will support work to identify options that could reduce the immediate impact on capital requests.

In an effort to prioritize within our existing approved capital resources, we will dedicate funding already appropriated in the School Safety and Security project to explore weapons detection systems for our secondary schools. Given the evolving nature of the technology in this arena, we will initiate the competitive solicitation processes that can inform our approach and understanding of what systems would most benefit our school communities.

In keeping with the spirit and intent of the amendment year biennial process, I am not recommending revisiting the many other projects that were deferred, delayed, or removed from the Board's original request (though it would be my desire to do so). In this request we are focusing on the most necessary action, the two targeted investments that will improve the efficiency of MCPS operations for years to come.

But the most significant work ahead of us this year is not a capital project. It is making better decisions about how we use the facilities we already have.

MCPS will begin exploring a countywide review of our facility portfolio as we enter our Closure and Consolidation Study. Our schools are not simply buildings; they are critical community assets.

But every facility requires ongoing investment to operate, maintain, renovate, and eventually replace. When resources are limited, we have a responsibility to carefully evaluate how those resources are being used and whether our existing portfolio reflects the needs of today's students and the students we expect to serve in the future.

This work will require us to look honestly at enrollment, building utilization, facility condition, educational adequacy, student programs, transportation, the costs associated with maintaining our facilities, and other factors identified by the broader community, yet to be determined. It will not be easy, and we recognize that conversations about school closures or consolidations are deeply personal for students, families, staff, and communities. We will approach this work with transparency, care, and respect.

At the same time, MCPS must address how students are distributed across our schools. After decades of enrollment growth, MCPS now is experiencing overall declining enrollment. Next school year, following the outcomes of the closure and consolidation processes, we will begin a countywide elementary and middle school boundary study to better balance enrollment across the district and make more effective use of available capacity. This work will be an important part of ensuring that our schools have the resources and staffing necessary to provide an excellent educational experience for every student.

These efforts are connected. We cannot responsibly plan the future of our facilities without understanding where students will attend school, and we cannot make thoughtful boundary decisions without considering the condition, capacity, and long-term viability of our facilities.

The challenges before us are significant. But so is the opportunity.

The FY 2027–2032 CIP began an important shift in how MCPS approaches capital investment; from a primary focus on adding capacity to a strategy that prioritizes the renewal of existing facilities, critical infrastructure, operational efficiency, and long-term sustainability. The work underway this year will build on that strategy by helping us determine where our limited resources can have the greatest impact.

We have a responsibility to be good stewards of the public resources entrusted to us. That means advocating strongly for the investments our students and schools need, while also making difficult and strategic decisions when the resources available to us do not meet the full scope of those needs.

This year, we will continue that work, one project, one facility, and one community at a time, with the goal of building a stronger, more sustainable school system for the students we serve today and for generations to come.

Sincerely,

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

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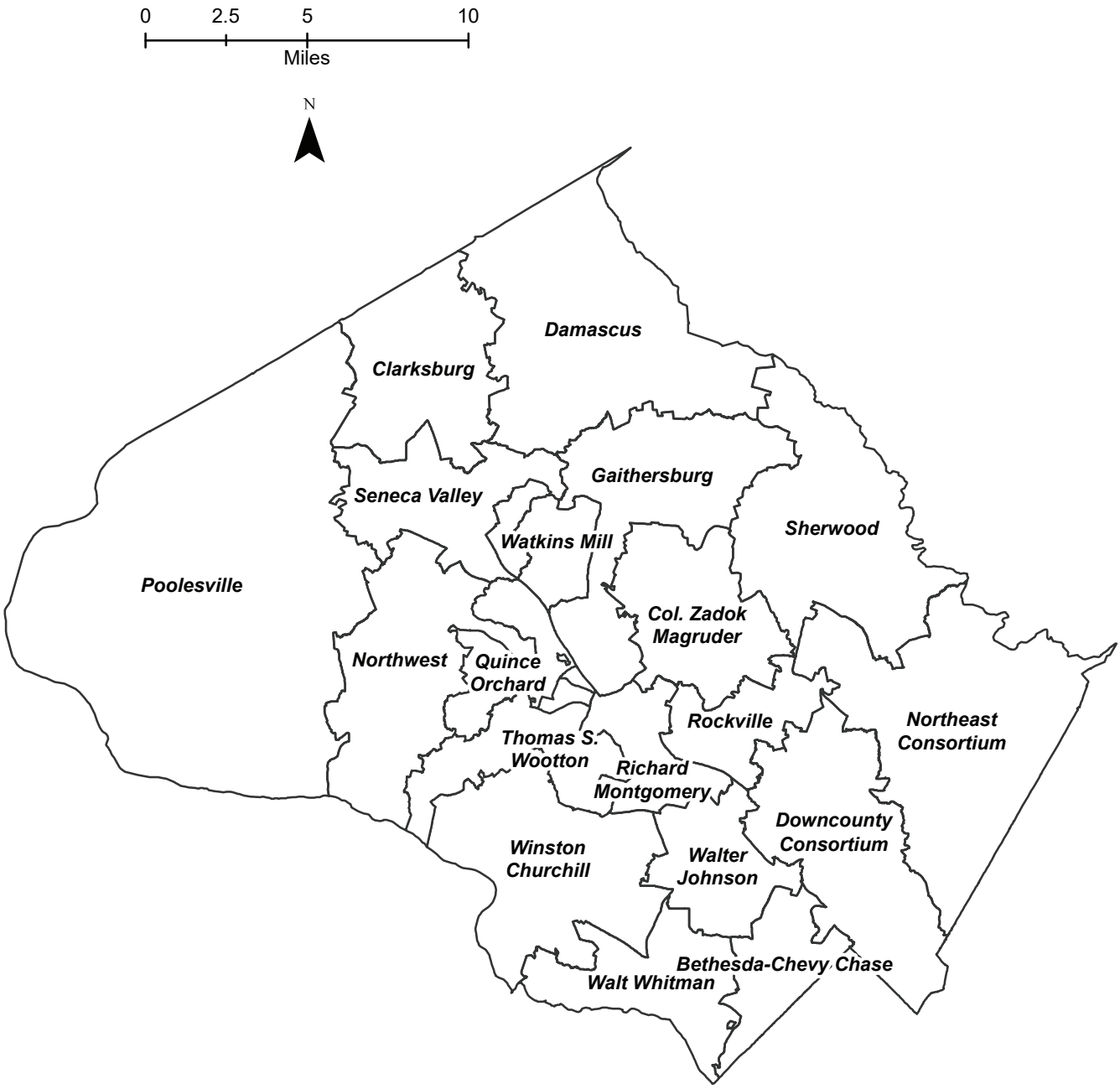
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Cluster Service Areas 2026-2027



MCPS

Planning and Construction

October 2026

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 2027 was a full CIP review year and resulted in the County Council adoption of the FY 2027–2032 CIP in May 2026. FY 2028 is an off-budget or amendment year. As a result, the county executive and County Council will consider amendments to the adopted FY 2027–2032 CIP that requests appropriations for the FY 2028 Capital Budget and that change expenditures for the FY 2028–2032 outyears of the adopted CIP.

This document contains the following sections:

Chapter 1, *The Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027–2032 Capital Improvements Program (CIP)*, is a review of the major factors that have influenced the development of the recommended projects in the FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP. This chapter includes a table summarizing the recommended amendments to the FY 2027–2032 CIP.

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

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

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

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

Several appendices, at the end of the document, contain information on a variety of topics including enrollment, state-rated capacities, Board of Education policies, project schedules, available school sites, closed schools and their current uses, relocatable classroom placements, and color maps for each cluster. Also included are maps for identifying Board of Education, council manic, and legislative election districts. It is important to note that this is a planning document for the school system as a whole and 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 2028 Capital Budget and Amendments to the FY 2027–2032 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) 2028 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 2027–2032 CIP that request appropriations for the FY 2028 Capital Budget and that changes expenditures for the FY 2028–2032 out-years of the adopted CIP.

Overview

On December 1, 2025, the *Board of Education's Requested FY 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program* totaled $2.78 billion, an increase of $1.03 billion over the previously approved CIP. This historic request outlined critical replacement and infrastructure projects necessary to keep Montgomery County Public Schools (MCPS) facilities in the condition our school communities deserve. The request also reflected a longstanding need to increase investment in the school system's physical infrastructure. For decades, the level of capital funding available to MCPS has not kept pace with the age, condition, and renewal needs of its facilities. The FY 2027 request represented a significant step toward addressing that accumulated need, investing in the replacement, renovation, and renewal of aging schools and critical building systems while positioning MCPS to provide safe, modern, and equitable learning environments for students and staff.

The *County Executive's Recommended FY 2027 Capital Budget and FY 2027–2032 CIP* included $2.135 billion for MCPS, representing an increase of $380 million over the previously approved CIP, but $652.3 million less than the Board of Education's request. The County Council's Approved FY 2027 Capital Budget and FY 2027–2032 CIP ultimately totaled $1.854 billion, an increase of $98.9 million over the previously approved CIP and $933.5 million less than the Board of Education's requested CIP.

This substantial difference between the Board's requested level of investment and the approved CIP has significant implications for MCPS's ability to address its longstanding facilities needs. While the approved CIP provides funding for critical projects, it does not fully address the scope or pace of investment needed to maintain, renew, renovate, and replace aging school facilities and infrastructure. As a result, MCPS must continue to prioritize the most critical needs, while other projects will be deferred, extended, or remain outside the six-year funding plan.

For nearly three decades, MCPS experienced steady enrollment growth of approximately 2,000 students annually. Since the onset of the COVID-19 pandemic during the 2019–2020 school year, MCPS, like many other school districts around the country, has entered a period of declining enrollment. In response to these changing conditions, the requested FY 2027 CIP represented a strategic transition from primarily capacity-driven projects to a balanced investment approach, centered on renovation, renewal, and operational efficiency. In preparing the requested budget, anticipated escalation and inflationary factors were carefully evaluated and incorporated to ensure accurate and sustainable fiscal planning. While the requested CIP was significantly higher than the previously approved CIP, it did not address the full extent of the backlog of critical infrastructure and school replacement projects that are needed throughout the district. The priorities of the requested FY 2027–2032 CIP focused on renovating or replacing existing buildings, modernizing critical systems, and ensuring that capacity investments align with long-term enrollment trends and forecasts. Core Countywide projects such as roof and HVAC replacements, among other projects, remain central to this effort. While many of the Countywide projects had increases due to anticipated inflationary factors, the following projects had an increase due to additional scope:

- Emergency Replacement of Major Building Components
- Facility Planning
- Fire Safety Upgrades
- HVAC Replacement
- Roof Replacement
- School Security Systems

The Board's request also included several new Countywide Projects that reflected a more strategic, long-term approach to district operations. The goals of these projects were to enhance the service delivered to MCPS students and their families, increase operational efficiencies, and be better environmental stewards. These new projects included:

- **Central Office Headquarters (CESC Replacement)—**The existing CESC building is in need of major repairs. The intent of this project was to create a new central office headquarters on the existing CESC and former Rock Terrace School site. Having all of central services on one campus would allow for a better end-user experience, such as having access to the Welcome Center, a variety of Special Education services, staff members needing to take care of financial or human resources matters, or need access to the superintendent's and Board of Education's office. This model aligns with many other school district's central services operations. Unfortunately, this project's design funding was delayed one year but, more importantly, the funding in the six-year CIP was reduced from $233.3 million to $30 million. The approved funding levels assumed a Public-Private-Partnership model, also known as P3, which allows for an alternative financing model that isn't traditionally seen in the CIP.
- **Holding School Improvements—**MCPS has not invested in its holding schools in decades. Since MCPS does not have any elementary schools fully designed and permitted in the next two years, this was an ideal time to renovate these temporary swing spaces since they are vacant. Upgrades like restroom renovations, roof/HVAC replacements, and installing modular buildings were all under consideration for these upgrades. Unfortunately, the funding for this project was completely removed.
- **Materials Management Relocation—**These capital expenditures would have been used for the interior construction of a centralized warehouse space, specifically designed to meet the demands of serving the State's largest school system in a safe and efficient manner. The functions that were going to be incorporated into this one site would reduce delivery times and thousands of driving miles per year, save valuable resources, and reduce our carbon footprint. Unfortunately, the funding for this project was completely removed.
- **Outdoor Play Space and Athletic Infrastructure—**MCPS has outdated playground equipment and surfaces, as well as aging athletic infrastructure such as field turf, bleachers, stadium lights, tennis courts, etc. The first two years of the approved CIP were fully funded.
- **Transportation and Regional Support Facilities—**MCPS has been requested to vacate the Shady Grove bus depot site for over a decade. The two new proposed facilities were to provide replacement parking for most of the affected buses, enhance regionalized transportation operations, as well as have support space that would align with our regional services model. The design funding for this project was delayed by three years.

Collectively, these projects were not only to address urgent infrastructure needs but were also to enhance operational efficiency, optimize the use of the district's extensive real estate portfolio, and streamline central services. While these new projects require significant upfront capital investments, they reflect a fiscally responsible long-term strategy to serve MCPS students, staff, and school communities effectively and sustainably.

While aging infrastructure and operational efficiency were two of the primary focuses for the requested CIP, there are still school buildings that require major capital projects. Due to substantial enrollment growth the last few decades, MCPS has been consistently investing in capacity projects. While there is still a need to demolish and replace certain school buildings, the goal is to pursue a sustainable funding plan and strategic roadmap that incorporates different lifecycle benchmarks. Instead of only building addition and replacement projects, MCPS plans on renovating buildings on a 25-year cycle, upgrading at least five major systems (HVAC, roof, plumbing, electrical, etc.) at a time. This would be more cost-effective than a full replacement project, reduce the impact on the student experience, and would allow for more projects in the six-year CIP.

The County Council's Approved CIP keeps all of the projects below with estimated completion dates on their approved schedules at their approved funding levels. These projects are:

- **Northwood High School Addition/Facility Upgrade—**August 2027
- **Charles W. Woodward High School Reopening—**August 2027
- **Thomas S. Wootton High School (listed as Crown HS in previous CIP documents)—**August 2027
- **Damascus High School Replacement—**August 2031
- **Eastern Middle School Replacement—**August 2030
- **Burtonsville Elementary School Replacement—**August 2026
- **JoAnn Leleck Elementary School @ Broad Acres Replacement—**August 2026

The County Council's Approved CIP delayed the completion dates for the projects below. The Board's requested completion date is listed first and the approved completion date is listed second on each project:

- **Burning Tree Elementary School Replacement** (August 2031 delayed to August 2034)
- **Cold Spring Elementary School Replacement** (August 2031 delayed to August 2034)
- **Highland View Elementary School Replacement** (August 2031 delayed to August 2034)
- **Piney Branch Elementary School Replacement** (August 2031 delayed to August 2034)

To ensure our school buildings continue to meet the needs of every student, MCPS took a careful look at how each facility is used, long-term operational costs, and how future enrollment will shape space needs. As a part of this review, a new Alternative Education Programs site was requested. This project can be seen below.

- **Alternative Education Programs**—These programs currently operate out of two locations in Rockville: the Blair G. Ewing Center campus on Avery Road, as well as the North Lake Center, which is typically used as a holding school. The request was to move the program currently at the North Lake Center to the Fairland Center at the conclusion of the 2026–2027 school year. This relocation would have lasted two years, while renovations at the Spring Mill Center occur. The request was for this site to be permanently located at the Spring Mill Center starting in August 2029. The building on Avery Road, while larger than the program needs it to be, is outdated and will need to be addressed in a future CIP request. Unfortunately, the design funding for this project was delayed two years with an overall delay of three years. The anticipated completion date is now August 2032.

The Superintendent's Recommended Amendments to the Capital Improvements Program

This document contains the recommended FY 2028 Capital Budget appropriation amounts and amendments to the FY 2027–2032 CIP expenditure schedules proposed by the superintendent of schools for consideration and action by the Montgomery County Board of Education. As previously indicated, FY 2028 is an amendment year and, therefore, it is standard practice that the superintendent of schools recommends limited amendments.

MCPS continues to face significant facility challenges and an extensive backlog of capital needs. Nevertheless, the superintendent of schools recognizes and respects the County's biennial CIP process and is recommending only two amendments to the adopted six-year CIP.

As noted previously, the Superintendent and Board of Education requested funding in the FY 2027 CIP to build out a modern, centralized warehouse to serve MCPS, the State's largest school system. The facility would provide a safe and efficient space designed specifically to support the system's material management operations, reduce delivery times and thousands of vehicle miles traveled annually, improve operational efficiency, conserve resources, and reduce MCPS's carbon footprint. The superintendent and Board of Education also requested funding for a consultant to explore Public-Private-Partnership (P3) opportunities to rebuild school projects and a consolidated Headquarters building at reduced up-front cost to tax payers. Funding for these projects, however, was completely removed from the adopted CIP.

The Superintendent's recommendation is straightforward: restore $25 million in funding for these two projects and leave all other projects in the adopted CIP unchanged. This recommendation would increase the FY 2027–2032 CIP from $1.854 billion to $1.879 billion.

After a historic request for capital investment, and a facilities portfolio with significant unmet needs, the Superintendent is not recommending amendments to dozens of projects or requesting the restoration of previously deferred projects, solely out of respect for the biennial process. The recommendation is limited to two investments in infrastructure that will improve the efficiency of MCPS operations for years to come.

The summary table at the end of this chapter, titled "Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027–2032 Capital Improvements Program," (page 1-7) 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 2027–2032 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 2027–2032 CIP (page 1-9). The final two tables contain summary information regarding the appropriation and expenditure schedule for the recommended FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP (page 1-10) and the FY 2027 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. MCPS would like to explore alternative financing mechanisms, such as a Public-Private Partnership (P3) model. A P3 financial model leverages private sector funding to deliver projects quicker with less upfront costs, however, would result in higher long-term costs.

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 Amended	$1.68 billion
FY 2025–2030 CIP Amended	$1.68 billion*
FY 2027–2032 CIP	$1.80 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 years. In February 2024, the County Council maintained the SAG limit of $1.68 billion approved in October 2023. In February 2025, the County Council maintained the SAG limit of $1.68 billion approved in October 2024. On October 7, 2025, the County Council set the SAG limit at $300 million for FY 2027 and FY 2028, with a six-year total of $1.8 billion. In February 2026, the County Council maintained the SAG limit.

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 was $53.32 million. The state aid approved for MCPS was $48.17 million, all from the statewide allocation. Of the $48.17 million from the annual statewide allocation, $10 million was through the EGRC legislation, along with $561,000 from prior year EGRC funding. Of the $48.17 million, $28.59 million was for the balance of funding for one project, and $30.79 million was for 8 systemic roofing and HVAC projects.

For FY 2027, the approved state aid totaled $49.463 million. Of the $49.463 million, $35.5 million was for 15 systemic roof and HVAC replacement projects, $11.21 million is for the balance of construction funding for the new Thomas S. Wootton High School (formerly Crown HS in previous CIP documents), and $2.718 million is for Net-Zero-Energy additional funding on the Burtonsville ES Replacement project. This is MCPS' first Net-Zero-Ready school project and the first time applying for this additional funding. This approved funding came from the Built To Learn program.

For FY 2028, the recommended state aid totals $85.038 million. Of the $85.038 million, $49.815 million is for the design and construction of 13 new systemic maintenance projects, while $18.5 million is requested for cost increases for 9 systemic maintenance projects. The remaining $16.723 million is being requested for the planning and construction for two major capital projects. A summary of the requested FY 2028 State CIP can be found on page 1-12

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 were three such projects in the approved CIP—Facility Planning, Relocatable Classrooms, and Technology Modernization. The same general current revenues 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. Seco0nd, 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 2028 Capital Budget and Amendments to the FY 2027–2032 Capital Improvements Program Summary Table [1]

Individual Projects	County Council Action May 2026	Superintendent's Recommendation October 2026	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Winston Churchill			
Clarksburg Cluster			
Damascus Cluster			
Damascus HS Replacement (Major Capital Project—Secondary)	Approved an increase in funding due to construction cost increases.	Recommends an FY 2028 appropriation for construction activities.	Building 8/31 Site 8/32
Downcounty Consortium			
Eastern MS Replacement (Major Capital Project—Secondary)	Approved an FY 2027 appropriation for planning funds for a replacement project.	Recommends an FY 2028 appropriation for construction activities.	Building 8/30 Site 8/31
Highland View ES Replacement (Major Capital Project—Elementary)	Approved a project increase in scope from an individual additon project to a replacement project under the Major Capital Project—Elementary project. Approved a delayed completion date of three years to August 2034.		8/34
Piney Branch ES (Major Capital Project—Elementary)	Approved this school to be funded for a replacement project with a delayed completion date of three years to August 2034.		8/34
Gaithersburg Cluster			
Walter Johnson Cluster			
Col. Zadok Magruder Cluster			
Richard Montgomery Cluster			
Northeast Consortium			
Northwest Cluster			
Poolesville Cluster			
Quince Orchard Cluster			
Rockville Cluster			
Seneca Valley Cluster			

Individual Projects	County Council Action May 2026	Superintendent's Recommendation October 2026	Anticipated Completion Date
Sherwood Cluster			
Watkins Mill Cluster			
Walt Whitman Cluster			
Burning Tree ES Replacement (Major Capital Project—Elementary)	Approved this school to be funded for a replacement project with a delayed completion date of three years to August 2034.		8/34
Charles W. Woodward Cluster			
Charles W. Woodward HS Reopening	On March 26, 2026, the Board approved a boundary for the reopening of Woodward HS. This boundary will go into place in August 2027 when the building is completed.		8/27
Thomas S. Wootton Cluster			
Thomas S. Wootton High School (New)	On March 26, 2026, the Board approved to relocate Thomas S. Wootton High School to the building being constructed on the Crown Farm Site, listed as Crown HS (New) in all CIP documents. This relocation will occur in August 2027 when the building is completed.		8/27
Cold Spring ES Replacement (Major Capital Project—Elementary)	Requested to fully fund a replacement project with an estimated completion date of August 2031.		8/34
Other Educational Facilities			
Blair G. Ewing Center (Funded through Alternative Education Programs in Countywide Projects)	Requested a FY 2027 appropriation for planning funds to relocate the Alternative Education site that is currently at North Lake Center to move permanently to Spring Mill Center with a completion date of August 2029.		8/32

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

Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027–2032 Capital Improvements Program Summary Table [1]

Countywide Projects	County Council Action May 2026	Superintendent's Recommendation October 2026	Anticipated Completion Date
ADA Compliance	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Alternative Education Programs	Approved a three year delay to this project.		8/32
Asbestos Abatement and Hazardous Materials Remediation	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Central Office Headquarters (CESC Replacement)	Approved a one year delay for design funding beginning in FY 2030.		
Design and Construction Management	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Emergency Replacement of Major Building Components	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Facility Planning	Approved a reduced FY 2027 appropriation.	**Recommends an FY 2028 appropriation for Public-Private-Partnerships (P3) projects and Magruder HS feasibility study.**	Ongoing
Fire Safety Code Upgrades	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
HVAC Replacement	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Major Capital Projects– Elementary	Approved placeholder construction funds for Damascus, Twinbrook, and Whetstone elementary schools to be reallocated to other schools within this project. Delayed Burning Tree, Cold Spring, Highland View, and Piney Branch elementary schools by three years with anticipated completion dates of August 2034.		Ongoing
Major Capital Projects– Secondary	Approved FY 2027 appropriations for planning for Eastern MS and Damascus HS.	Recommends an FY 2028 appropriation for construction activities.	Ongoing
Materials Management Building Relocation	**All funding in this project was removed.**	**Recommends an FY 2028 appropriation to build-out a modern warehouse.**	**FY28**
Outdoor Play Space and Athletic Infrastructure	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Relocatable Classrooms	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Roof Replacement	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
School Security	Approved a reduced FY 2027 appropriation to this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Sustainability Initiatives	Approved an FY 2027 appropriation to continue this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Technology Modernization	Approved a reduced FY 2027 appropriation for this project.	Recommends an FY 2028 appropriation to continue this project.	Ongoing
Transportation and Regional Support Facilities	Approved a three year funding delay to this project with design to begin in FY30.		

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

Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027–2032 Capital Improvements Program ($000s)

Project	FY 2028 Approp.	Total	Thru FY 2026	Rem. FY 2027	Total Six-Years	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	Beyond Six-Years
Individual School Projects												
Burtonsville ES Replacement		59,061	6,565	34,960	17,536	17,536						
Crown HS (New)		219,252	53,762	33,555	131,935	69,500	62,435					
JoAnn Leleck ES @ Broad Acres Replacement		66,682	16,064	34,618	16,000	16,000						
Northwood HS Addition/Facility Upgrade		213,076	55,810	71,012	86,254	48,754	37,500					
Charles W. Woodward HS Reopening		224,095	153,914		70,181	35,181	35,000					
Superintendent's Recommended Individual Projects		782,166	**286,115**	**174,145**	**321,906**	**186,971**	**134,935**					
Countywide Projects												
ADA Compliance	1,900	65,393	28,166	25,827	11,400	1,900	1,900	1,900	1,900	1,900	1,900	
Alternative Education Programs		31,629			31,629			1,500	9,000	12,700	8,429	
Asbestos Abatement	1,050	28,690	20,774	1,616	6,300	1,050	1,050	1,050	1,050	1,050	1,050	
Building Modifications and Program Improvements (BMPI	6,000	131,603	79,907	15,696	36,000	6,000	6,000	6,000	6,000	6,000	6,000	
Central Office Headquarters (CESC Replacement)		300,000			30,000				10,000	10,000	10,000	270,000
Design and Construction Management	5,500	129,375	88,101	8,274	33,000	5,500	5,500	5,500	5,500	5,500	5,500	
Emergency Replacement of Major Building Components	150	29,189	2,962	3,038	23,189	3,750	3,863	3,978	4,098	3,750	3,750	
Facility Planning	**2,000**	27,887	13,634	3,753	10,500	2,250	**4,250**	1,000	1,000	1,000	1,000	
Fire Safety Upgrades	3,750	50,002	21,902	5,600	22,500	3,750	3,750	3,750	3,750	3,750	3,750	
HVAC Replacement	51,425	574,921	148,111	92,410	334,400	55,600	52,000	41,000	63,600	57,975	64,225	
Improved (Safe) Access to Schools	500	36,510	22,517	10,993	3,000	500	500	500	500	500	500	
Major Capital Projects—Elementary		460,848	182,912	5,909	33,456					12,367	21,089	238,571
Major Capital Projects—Secondary	393,517	673,160	196,417	60,673	416,070	12,031	26,721	112,515	123,173	101,630	40,000	
Materials Management Building Relocation	**23,000**	25,500	35	2,465	23,000		**23,000**					
Outdoor Play Space and Athletic Infrastructure	15,450	62,400	6,064	886	55,450	15,000	15,450	6,000	5,000	7,000	7,000	
Planned Life-Cycle Asset Replacement (PLAR)	12,000	258,057	165,957	20,100	72,000	12,000	12,000	12,000	12,000	12,000	12,000	
Relocatable Classrooms	4,000	115,061	89,003	5,558	20,500	4,500	4,000	3,500	3,500	2,500	2,500	
Restroom Renovations	5,500	80,158	35,645	11,513	33,000	5,500	5,500	5,500	5,500	5,500	5,500	
Roof Replacement	16,000	228,575	86,028	33,547	109,000	15,000	16,000	15,000	21,000	21,000	21,000	
School Security Systems	8,000	103,172	53,659	16,013	33,500	5,500	8,000	6,000	6,000	4,000	4,000	
Stormwater Discharge and Water Quality Management	1,133	22,176	12,439	2,376	7,361	1,100	1,133	1,190	1,249	1,312	1,377	
Sustainability Initiatives	3,500	46,331	6,791	18,540	21,000	3,500	3,500	3,500	3,500	3,500	3,500	
Technology Modernization	27,248	638,100	444,236	42,699	151,165	16,925	27,248	25,248	27,248	27,248	27,248	
Transportation and Regional Support Facilities		70,000			40,000				5,000	15,000	20,000	30,000
Superintendent's Recommended Countywide Projects	**581,623**	**4,188,736**	**1,705,260**	**387,486**	**1,557,419**	**171,356**	**221,365**	**256,631**	**319,568**	**317,182**	**271,318**	**538,571**
Superintendent's Recommended CIP	**581,623**	**4,970,902**	**1,991,375**	**561,631**	**1,879,325**	**358,327**	**356,300**	**256,631**	**319,568**	**317,182**	**271,318**	**538,571**

FOOTNOTE:
Projects in **bold** were denied in the FY 2027 Capital Budget and have been reintroduced in the FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP.

Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027–2032 Capital Improvements Program ($000s)

Project	FY 2028 Approp.	Total	Thru FY 2026	Rem. FY 2027	Total Six-Years	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	Beyond Six-Years
Elementary School Major Capital Projects												
Burning Tree ES (replacement)		69,253			9,658					3,115	6,543	59,595
Cold Spring ES (replacement)		59,550		1,607	8,081					2,607	5,474	49,862
Highland View ES (replacement)		69,422			7,682					3,123	4,559	61,740
Piney Branch ES (replacement)		78,293		2,884	8,035					3,522	4,513	67,374
Superintendent's Recommended Elementary Major Capital Projects Total		**276,518**		**4,491**	**33,456**					**12,367**	**21,089**	**238,571**
Secondary School Major Capital Projects												
Damascus HS (replacement, on-site)	268,072	306,118	397	20,912	284,809	9,237	13,005	73,179	67,758	81,630	40,000	
Eastern MS (replacement, on-site)	125,445	135,196	154	3,781	131,261	2,794	13,716	39,336	55,415	20,000		
Superintendent's Recommended Secondary Major Capital Projects Total	**393,517**	**416,621**	551		**416,070**	**12,031**	**26,721**	**112,515**	**123,173**	**101,630**	**40,000**	
Superintendent's Recommended Major Capital Projects Total	**393,517**	**693,139**	**551**		**449,526**	**12,031**	**26,721**	**112,515**	**123,173**	**113,997**	**61,089**	**238,571**

FOOTNOTE:

There are no recommended changes in major capital project funding or schedules.

Requested FY 2028 State Capital Improvements Program for Montgomery County Public Schools

(figures in $000s)

Priority No.	BTL - Y/N*	PFA - Y/N**	Project	Total Estimated Project Costs	Non-PSCP (Local) Funds	Prior State Funding	Requested FY 2028 State Funding
Systemic Maintenance Projects							
1	N	Y	Springbrook HS **HVAC**	44,700	21,100	1,250	22,350
2	N	N	Parks (Rosa M.) MS **HVAC**	21,500	10,750		10,750
3	N	Y	Ride (Dr. Sally K.) ES **HVAC**	11,400	5,700		5,700
4	N	Y	Matsunaga (Spark M.) ES/Longview School **Roof**	7,304	3,652		3,652
5	N	Y	Ridgeview MS **Roof**	6,960	3,480		3,480
6	N	Y	Einstein (Albert) **Restrooms**	4,600	2,300		2,300
7	N	Y	Baker (John T.) MS **Fire Alarm**	600	300		300
8	N	Y	Lakelands Park MS **Fire Alarm**	600	300		300
9	N	Y	Bel Pre ES **Roof**	554	277		277
10	N	Y	Stedwick ES **Fire Alarm**	400	200		200
11	N	Y	Somerset ES **Fire Alarm**	350	175		175
12	N	Y	Great Seneca ES **Fire Alarm**	350	175		175
13	N	N	Drew (Dr. Charles R.) ES **Roof**	312	156		156
14	N	Y	Loiederman (A. Mario) MS **HVAC (cost increase)**	11,500	5,525	2,475	3,500
15	N	Y	Resnik (Judith A.) ES **HVAC (cost increase)**	13,350	6,675	3,500	3,175
16	N	Y	King (Dr. Martin Luther) MS **HVAC (cost increase)**	19,600	9,177	7,623	2,800
17	N	Y	Westland MS **HVAC (cost increase)**	18,500	4,247	11,753	2,500
18	N	N	Goshen ES **HVAC (cost increase)**	6,650	3,227	1,198	2,225
19	N	Y	New Hampshire Estates ES **HVAC (cost increase)**	5,550	2,568	1,307	1,675
20	N	Y	Strawberry Knoll ES **HVAC (cost increase)**	11,400	5,322	4,628	1,450
21	N	Y	Flower Valley ES **HVAC (cost increase)**	8,350	4,210	3,465	675
22	N	Y	Whitman (Walt) HS **HVAC (Phase 3 cost increase)**	8,000	3,650	3,850	500
			Subtotal for Systemic Maintenance Projects	**202,530**	**93,166**	**41,049**	**68,315**
Planning and Construction Request							
23	Y	Y	Damascus HS **Replacement**	306,118	306,118		
24	Y	Y	Eastern MS **Replacement**	135,196	118,473		16,723
			Subtotal for Planning and Construction Request	**846,374**	**610,923**	**82,098**	**16,723**
			TOTAL REQUESTED FY 2028 STATE CIP	**1,048,904**	**704,089**	**123,147**	**85,038**

*BTL = funds are coming from Built To Learn

**PFA = School is located in Priority Funding Area

CHAPTER 2

The Planning Environment

Facility plans are developed in a dynamic planning environment, driven by changes in enrollment. 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. 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. Lower births, however, are the main contributing factor to lower enrollment numbers, and this is happening not only across the country, but around the world.

Preliminary September 30th student enrollment is 151,967 for the 2026–2027 school year, a decrease of 4,083 students from the 2025–2026 school year. Enrollment peaked in 2019 at 165,267 but has since declined to less than the enrollment of the 2014–2015 school year. Total school system enrollment is projected to decrease to 143,544 students by the 2032–2033 school year. This represents a shift in direction, due to the continued decline in resident births, resulting in lower kindergarten classes, and the ripple effect as they progress through the school system each year. Additional declines in enrollment due in part to changes in the economic landscape of the region have shifted the direction of enrollment projections. Continued enrollment declines will result in the need for fewer relocatable classrooms and an exploration of non-capital solutions to address overutilization.

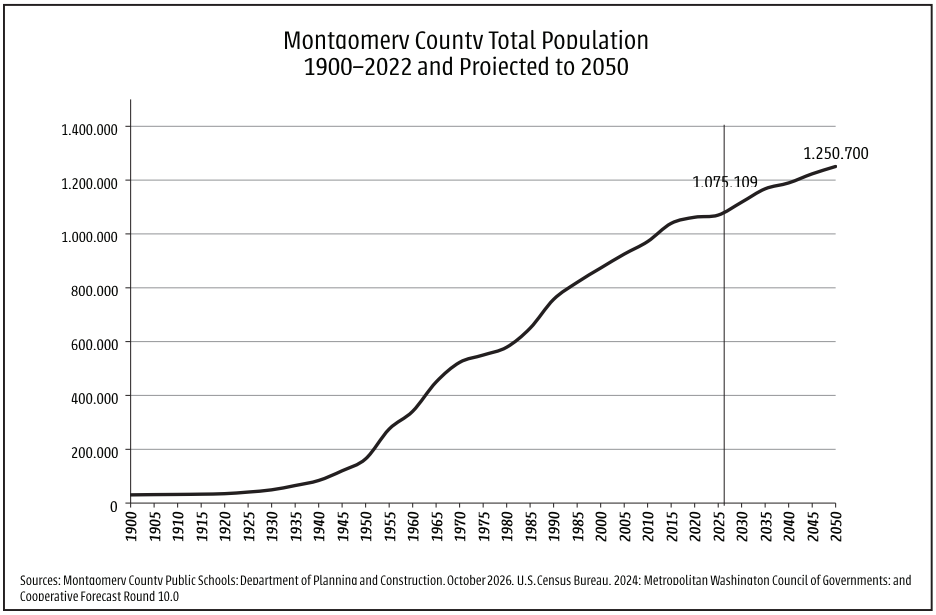
Community Trends

Population

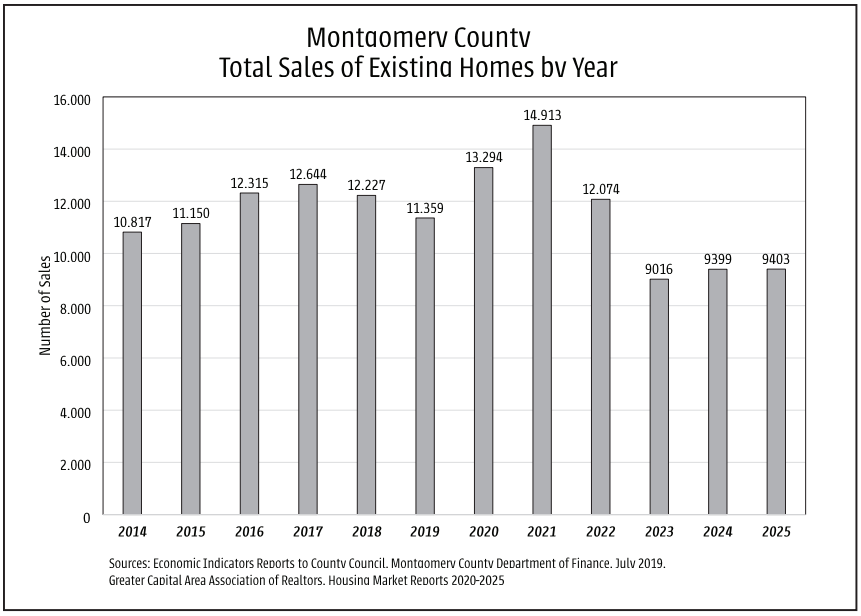
Montgomery County's overall population is growing and diversifying. According to U.S. Census Bureau, the county's total population has increased by 201,241 people, or 23.0 percent since 2000 from 873,341 to 1,074,582 people (2025). A significant share of the county's population increase has resulted from resident live births outnumbering deaths by more than two to one. Between 2000 and 2024 (the last year of available data), there have been 320,343 births compared to 148,606 deaths in the county, for a net natural population increase of 171,737 residents, accounting for 85.3 percent of the county's overall population increase (Maryland Department of Health, 2024).

Migration patterns also are contributing to population change. 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). While net international migration to the county was 50,161, net domestic migration was -61,177, resulting in a Net migration (International + Domestic) of approximately -11,000 people between April 1, 2020, and June 30, 2025. The 2025 estimate of county residents born outside of the United States was approximately 361,060 (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 for suburbs of major metropolitan areas. According to U.S. Census Bureau data and Montgomery County Planning, between 2000 and 2024, the county's White, non-Hispanic population decreased as a percentage of the total population by 25.2 percent to 39,6 percent. The African American population increased by 4.4 percent to 19.4 percent. The Asian population increased by 4.8 percent to 16.1 percent, and the Hispanic population (of any race) increased by 10.2 percent to 21.7 percent. Other categories, such as Native Hawaiian/Pacific Islander, Native American, and Alaskan Native and Two or More have a combined increase to 3.2 percent. The U.S. Census Bureau introduced the Two or More races 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.



Sources: Montgomery County Public Schools; Department of Planning and Construction, October 2026. U.S. Census Bureau, 2024; Metropolitan Washington Council of Governments; and Cooperative Forecast Round 10.0



Economy

Montgomery County attracts families with its great schools, county resources, employment hubs, travel infrastructure, food and cultural experiences, and location within the DC Metro area. 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 3.7 percent as of July 2026 (Economic Indicator; Montgomery County Department of Finance, April 2020; Maryland Department of Labor; and U.S. Bureau of Labor Statistics).

The county housing market has grown nearly continuously for years. 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 being constructed. During the past 10 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 $629,287 in 2025, according to the Greater Capital Area Association of Realtors.

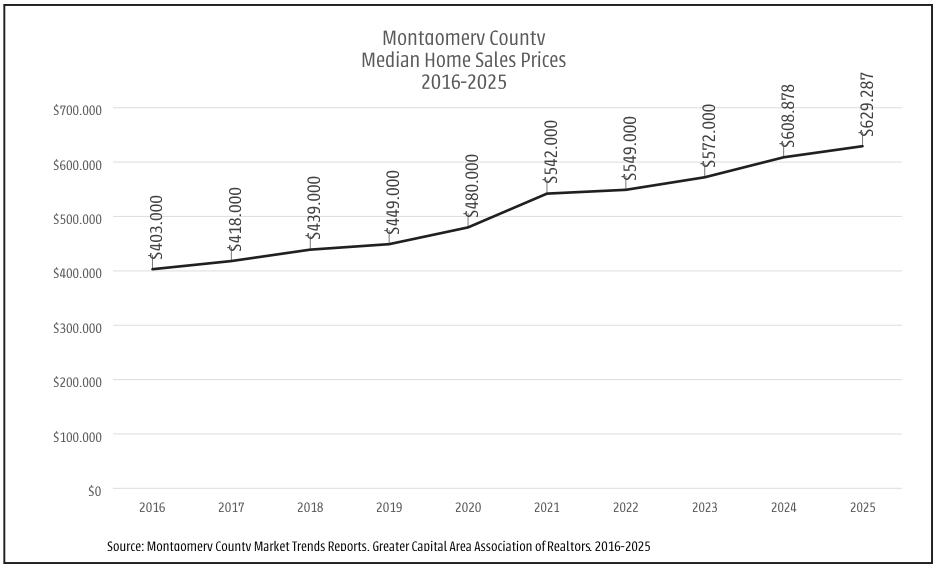
Master Plans & Housing

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. The reopening of Charles W. Woodward High School in the 2027-2028 school year is in part due to the increased students from the housing developments in the North Bethesda Garrett Park Master Plan area.

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

MCPS participates in county and city land use planning to ensure impacts on enrollment are considered, and future school sites identified. (See Appendix C for further information on the role of MCPS in land use planning.) Moreover, MCPS monitors housing activity in all school service areas through close coordination with the Montgomery County Planning Department and comparable plan review departments in the cities of Gaithersburg and Rockville. In



addition, MCPS collaborates with county agencies to measure the student yield of different types of housing.

County Growth and Infrastructure Policy

The County Growth and Infrastructure Policy (GIP) is the tool the County uses to regulate subdivision approvals, ensuring they are commensurate with the availability of adequate transportation and school facilities. The policy includes an annual test of school adequacy that compares projected school enrollment to school capacity at the elementary, middle, and high school levels in the 25 MCPS school clusters, as well as at each individual school. The school test takes into account capital projects scheduled within the Capital Improvements Program (CIP) timeframe.

Additional information on the role of MCPS with respect to the County Growth and Infrastructure is in Appendix C. The FY 2027 school test, based on the enrollment projections and capital projects included in the adopted FY 2027-2032 CIP, went into effect July 1, 2026. For results of the FY 2027 school test, see Appendix D.

Student Population Trends

The main contributing factors influencing student population include resident live births (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. Births peaked in 2007 at 13,843. Total births were less than 13,000 by 2017, and by 2020 dropped to 11,667. In 2022, births were 11,738 for Montgomery County, 233 higher than 2021, marking a small post pandemic boom. However, the declining trend returned, and in 2024 (the last year available) resident births were 10,858 births, a level that was seen in the 1980s.

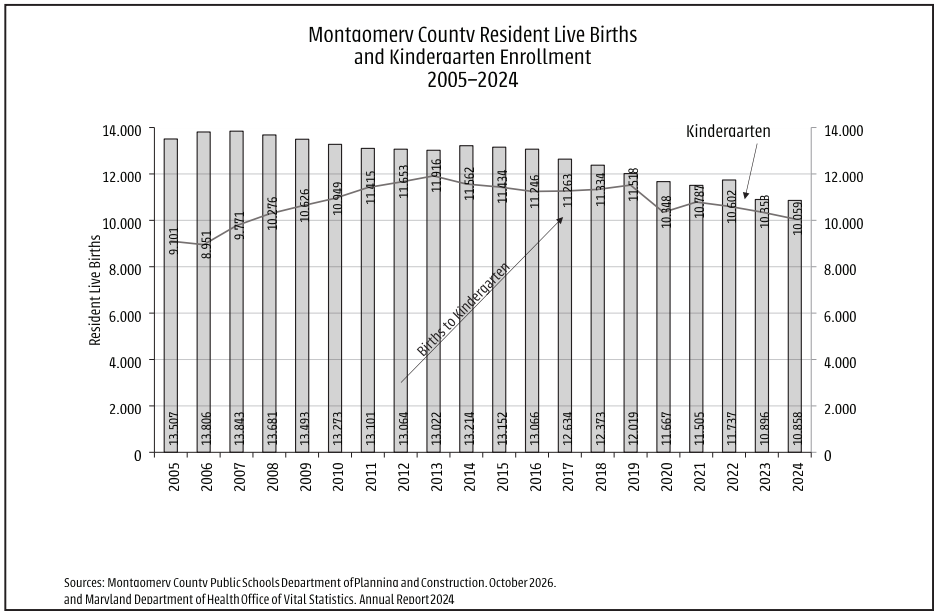
In the 2000–2001 school year, the kindergarten capture rate was 73.9 percent. The rate decreased to 68.1 percent by the 2006–2007 school year, and by the 2019-2020 school year increased to 87.2 percent. The increases were likely due to economic factors as well as changes to all-day kindergarten programs. The 2020–2021 school year kindergarten enrollment was 78.7 percent and considered an anomaly due to the COVID-19 health pandemic. While Kindergarten enrollment increased to 84.7 percent in the 2025–2026 school year, the capture rate decreased to 80.7% as of preliminary September 30, 2026. Future kindergarten classes will 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 2025–2026 school year was 12,276, and the kindergarten class for the 2026–2027 school year is 9279, or a difference between the two grades of 2,997 students. Without other factors, enrollment naturally declines when the entering class is smaller than the graduating class. At all grade levels, students migrate into and out of the system to or from other districts, home schools, private schools, or international locations. 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 approximately 2,425 students.

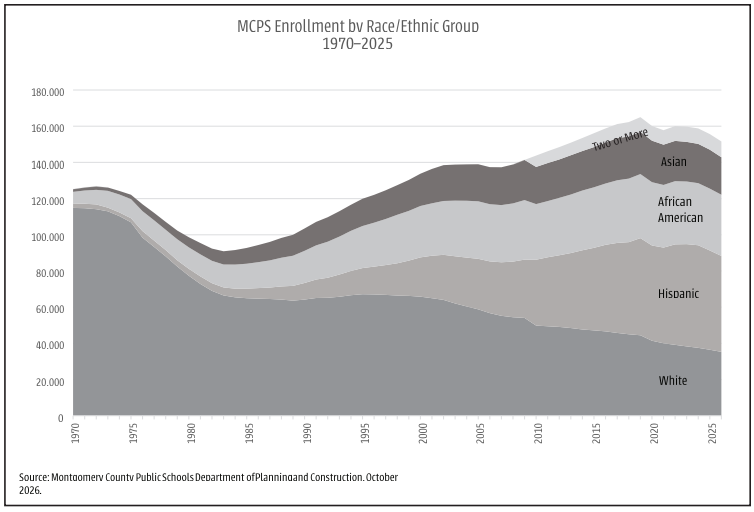
Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult to predict. Records of MCPS student entries and withdrawals show that there has been a decrease in the in-migration from approximately 12,328 new students from other public school districts in Maryland and throughout the United States, private schools, homeschooling, and from out of the country, in the 2010–2011 school year, to 9,916 in the 2025–2026 school year. Withdrawals over the same time increased from 10,186 in the 2010–2011 school year to 12,660 in the 2025–2026 school year. There were 1,738 more students withdrawing to attend other public, private, foreign, or home schools than entering the system in the 2025–2026 school year.

Student Diversity

Records of county resident live births show a decline in the numbers of births in each racial/ethnic group except Hispanic. In 2024, the latest available data, there were 3,287 White, non-Hispanic births, 2,080 African American births, 1,474 Asian births, and 3,634 Hispanic births, as well as 269 births in other categories. The general fertility rate for Hispanic women between the ages 15 and 44 is 73.5 (per 1,000) versus 45.9 for African American women, 43.2 for



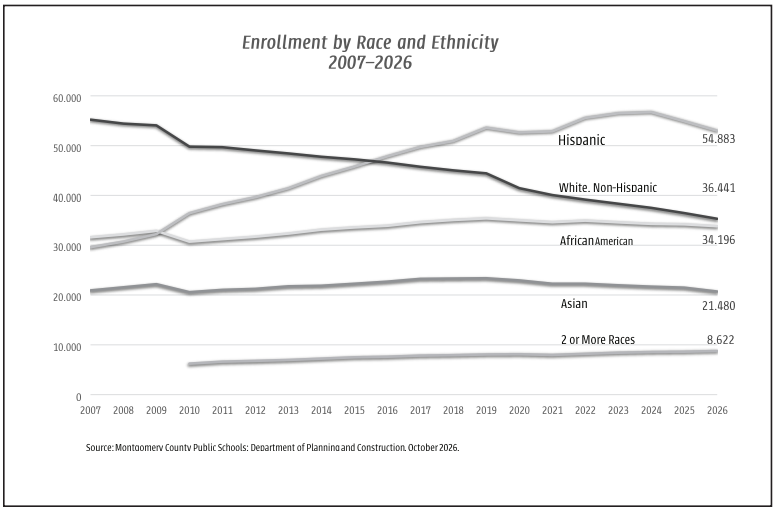
Sources: Montgomery County Public Schools Department of Planning and Construction. October 2026.
and Maryland Department of Health Office of Vital Statistics. Annual Report 2024



Asian or Pacific Islander, 37.4 for non-Hispanic multi-race, and 46.7 for non-Hispanic White women in the same age range (Vital Statistics, Maryland Department of Health).

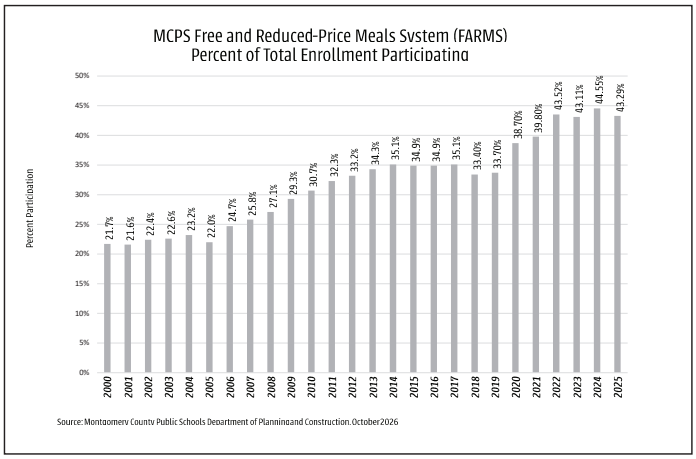
The preliminary total enrollment (151,967) is broken into the following racial/ethnic self-identified categories: 22.2 percent of students are African American, 13.6 percent are Asian, 34.9 percent are Hispanic, and 23.2 percent are White, non-Hispanic, and 5.8 percent are Two or More Races. The categories 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. There has not been a majority racial/ethnic group since the 2000–2001 school year.

Also shown are enrollments in the four major racial and ethnic groups over the past two decades. 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 2025–2026 school year, 43.29 percent of students participated in the FARMS Program. There has been an increase of 12,594 students participating in FARMS during the past 10 school years (2016–2017 to 2025–2026).

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 2016–2017 school year, 14.7 percent of students were in the ELD (previously known as ESOL) Program, and that has grown to 19.4 percent for the 2025–2026 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 does contribute program participants, a large proportion of EML students were born in the United States.

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 2026–2027 kindergarten class is smaller than 2025–2026. The capture rate (the percentage of resident births five years earlier to kindergarten enrollment) is 80.7 percent.

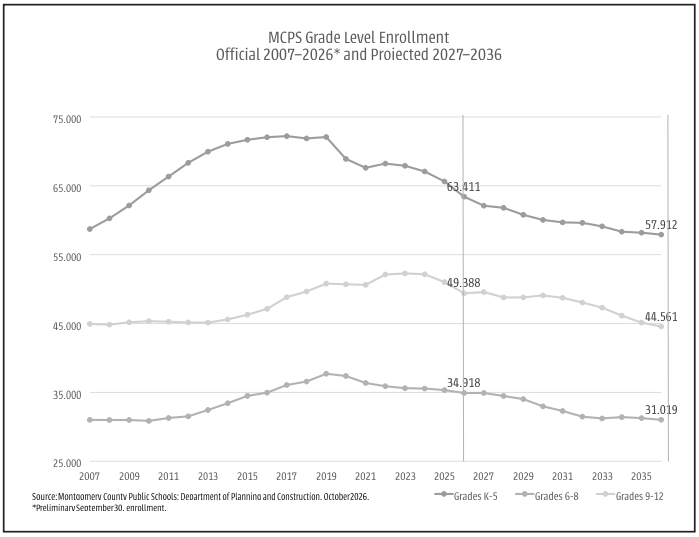
It is anticipated that there will be a return to 87 percent kindergarten capture. However, the decline in resident births will result in a decline in the kindergarten population, which in turn will influence the total enrollment as students age from grade to grade. In addition, the unusually small kindergarten class of the 2020–2021 school year resulted in a smaller than anticipated first grade class in the 2021–2022 school year that

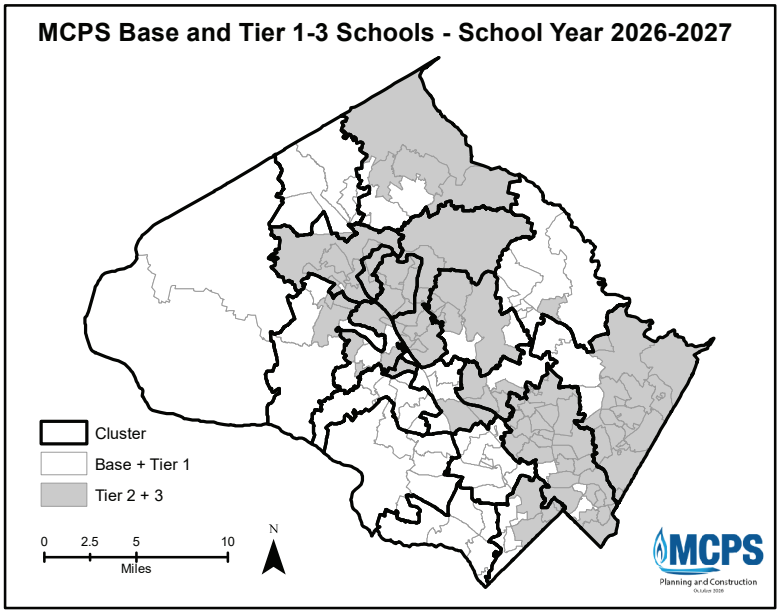
may keep enrollment lower through the elementary years during the planning period. Some areas of the county have seen higher levels of growth due to new housing units or turnover in existing housing. (See appendices A and B for enrollment projections by grade level and Appendix C-2 for a description of the MCPS enrollment forecasting methodology.)

Summary

The period of enrollment increases during the 1950s, through the early 1970s, when children from the Baby Boom era, born between 1946 and 1964, enrolled in schools, resulted in opening 155 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. During that decline, 60 schools were closed. The period between 1983 and 2019 saw additional growth as a much greater "baby boom" occurred in the county, and 60 schools were built or reopened. During the official Baby Boom years, the highest birth year in Montgomery County was 1963 when there were 8,461 resident births. While births have been declining in the county since 2014, with the exception of 2022, the 5-year resident births average (2020-2024) is approximately 11,333, which is 2,872 higher than the peak during the official Baby Boom years. Enrollment has declined by 13,300 students since the peak in 2019. Housing developments, turnover, migration patterns, and economics, births, and kindergarten capture, all affect changes in enrollment.

Keeping pace with prior enrollment growth, and accommodating class-size reductions through Title 1 and Tiered elementary schools have required a major investment in school facilities. In the 2026–2027 school year, MCPS operates 137 elementary schools, 40 middle schools, 25 high schools, 1 career and technology high school, 1 alternative education center with 1 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 high school capacity will be added through the opening of reopening of Charles W. Woodward High School, and major capital projects. Since the enrollment is declining, the need for relocatable classrooms will be reduced, and there will be an effort to right size the portfolio.





CHAPTER 3

Facility Planning Objectives

MCPS Vision, Mission, and Core Values

The *Recommended Fiscal Year 2028 Capital Budget and Amendments to the FY 2027–2032 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/strategic-plan-2025-2030/*

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

Capital Improvement Priorities

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

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

- Priority #1—Compliance Projects. This includes funding to address mandates, including the Americans with Disabilities Act (ADA), asbestos abatement, fire safety upgrades, stormwater discharge, water quality management, and Washington Suburban Sanitary Commission (WSSC) requirements. These projects must be completed in a timely fashion to comply with laws and regulations.
- Priority #2—Capital Maintenance. This includes funding countywide projects that maintain school facilities in good condition so that they are safe, secure, and comfortable learning environments. In addition, capital projects in this area preserve school assets and can avert more costly repairs or replacements in the future.
- Priority #3—Capacity Projects. This includes funding for new schools and additions so facilities can operate within capacity. Given recent and projected enrollment shifts, the near-term focus will be on balancing capacity and utilization across schools. In areas with declining enrollment, MCPS will prioritize non-capital strategies—such as boundary adjustments and program realignments—before considering new school construction or building additions.
- 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. These projects will increasingly emphasize renovation and renewal of aging infrastructure to extend useful life and ensure safety, functionality, and sustainability before expanding overall system capacity.
- Priority #5—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 25, 2025 the Board of Education adopted technical revisions to Policy FAA, *Educational Facilities Planning* to indicate that the Facility Condition Index (FCI) is now being used to determine the need for major capital projects.

See Appendix Q for Board of Education 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. Capacity ratios were recently updated in Regulation FAA-RA to align with the Tiered model which has replaced the terms focus and non-focus schools. Program capacity is based on the current classroom ratios shown below. These updates took effect on September 24, 2026.

Head Start and prekindergarten—2 sessions	40:1
Head Start and prekindergarten—1 session	20:1
Grade K—Base Tier & Tier 1	22:1
Grade K—Tier 2 & 3	19:1
Grades 1–2—Base Tier & Tier 1	22:1
Grades 1–2—Tier 2 & 3	19:1
Grades 3–5—Base Tier & Tier 1	24:1
Grades 3–5—Tier 2 & 3	22:1
Grades 6–8—Middle	25:1[a]
Grades 9–12—High	25:1[b]
Special Education, ELD, Alternative Programs[c]	

[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 .9 to reflect the optimal utilization of a high school facility (equivalent to 22.5 students per classroom).

[c]Special 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 on program initiatives to improve student performance, facility plans are developed to address the space needs and facility requirements of schools. Although overall enrollment is declining, accommodating educational programs

and student supports within existing facilities continues to be a challenge. 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. Schools are now identified in the staffing model as "Tiered Schools" (formerly called "Focus, and Non-Focus 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.

Elementary Schools FY 2027 Free and Reduced-Price Meals (FARMS) Tiers

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

Tier	Percentage of Students Receiving FARMS
Base	9%–19.9%
Tier 1	20%–34.9%
Tier 2	35%–69.9%
Tier 3	70%–100%

Tiered Model

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 schools most heavily impacted by poverty and language deficiency were reduced for the full instructional day to an average of 17 students per teachers in Grades 1-2 and 15 students per teacher in full-day kindergarten. Reducing class sizes in Grades K-2 has a dramatic impact on utilization levels in elementary schools, creating the need for additional classrooms to accommodate the increased number of teaching positions. Some schools also receive staffing to reduce class sizes in the upper grades. Schools are now identified as "Tiered Schools" based on the percentage of students receiving Free and Reduced-Price Meals (FARMS) shown in the table. The State of Maryland does not contribute additional funding toward the MCPS Class Size Reduction initiative as it is not recognized across the state in terms of state-rated capacity.

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/*.

Regional Programs: (Beginning in the 2027-2028 School year)

All high schools will include one or more Regional Program Center(s) that provide specialized academic pathways aligned to regional program themes. These programs are designed to expand student access to rigorous, engaging, and industry-connected learning opportunities while ensuring comparable programming across the district's six regions. Regional Program Centers integrate specialized coursework, instructional strategies, and real-world learning experiences into the broader high school program and may include both interest-based and criteria-based pathways. Some Regional Program Centers require specialized instructional spaces, laboratories, equipment, performance areas, or industry-standard learning environments to support program implementation. High schools may require facility modifications or enhancements to accommodate Regional Program Centers, either through major capital projects or countywide capital improvement projects..

Signature and Academy Programs

Many high schools have developed and implemented local 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. The theme or focus becomes the vehicle for teaching the traditional high school curriculum in a fresh, interesting, and challenging way. These themed options are designed to engage students through a small learning community approach, and to raise student engagement and achievement by matching programs with student interests.

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 in previous years. 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

MCPS will continue to invest strategically in capital projects that balance space needs with the renewal and modernization of existing facilities. This year's official September 30th enrollment was 151,967 students, a one-year decrease of 4,083 students. Based on current projections, enrollment is now expected to decrease to approximately 143,479 students by the 2032–2033 school year, a decrease of 12,571 students from the 2025-2026 school year and a decrease of 21,788 students from peak enrollment in 2019. students. The ten year projection is 137,825, a decrease of 18,225 students from the 2025-2026 school year and a decrease of 27,442 students from peak enrollment in 2019.

While the overall outlook shows declining enrollment, there may continue to be pockets of localized growth that require close monitoring. These areas may need to be addressed through both capital strategies—such as new schools—and non-capital approaches, including boundary studies. Due to high utilization in some schools, boundary changes may help relieve specific overcrowding. For a summary of approved capital projects, see the table in Chapter 1.

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.

Planning and/or construction funds are planned for several major capital projects as part of the recommended FY 2028 Capital Budget and Amendments to the 2027–2032 CIP. All capital projects are listed on the following table, along with the number of additional classrooms and the completion dates.

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 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 projected opened. When enrollment started to increase again in 2008, the number of relocatable classrooms started to increase. Now MCPS is starting to experience declining enrollment which will decrease the number of relocatables again. See Appendix H for the list of relocatable classrooms by school location.

Non-Capital Actions

Non-capital actions were approved as part of the FY 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program as follows:

On March 26, 2026, the Board of Education approved a two-phase process: (Phase 1) a study to evaluate potential school consolidations and closures, followed by (Phase 2) a countywide boundary study to review and adjust elementary school attendance areas and middle school boundaries that are affected by consolidations and closures.

- Phase 1 consists of developing data-driven analysis and recommendations regarding potential school consolidations and closures. MCPS will conduct a portfolio review and recommendations regarding potential school consolidations, closures, or changes to existing program delivery models, such as paired schools. These recommendations will be brought to the Board of Education for appropriate review and decision processes. The Board of Education is expected to make its decision in

April 2027. Any approved closures or consolidations would take effect in the 2029-2030 school year.

- Phase 2 consists of conducting a countywide elementary school boundary study, inclusive of any impacted middle schools, informed by the outcomes of Phase 1. The Board of Education is expected to make its decisions on new boundaries in the Spring of 2028, with implementation beginning in the 2029-2030 school year.

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 included 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 were 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 approved completion date for the reopening of Charles W. Woodward High school is August 2027. On March 19, 2024, the Board of Education approved a revised timeline for the approved boundary study scope to align with the reopening 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/facilities/boundary-study/*

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 included 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 were included in the boundary study.

Based on declining enrollment, a 27th high school is not needed to open at this time. As a part of the March 26, 2026 boundary study decision, the Board approved a relocation for Thomas S. Wootton High School to move to the new facility being built on the Crown Farm site. This relocation will occur in August 2027.

The approved FY 2027-2032 CIP includes the design and construction of a major capital project for Damascus High School and Eastern Middle School, with design to begin in FY 2027. The Eastern Middle School replacement project has an approved completion date for the building of August 2030, followed by sitework completion in August 2031. The Damascus High School replacement project will be built with additional capacity to relieve overutilization in adjacent clusters. The approved completion date for the building is August 2031, followed by sitework completion in August 2032.

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. Over the next 20 years, the goal is to pursue a sustainable funding plan and strategic roadmap that incorporates the following lifecycle benchmarks, as newly defined below:

- **Renovation, every 25 years—**Upgrading at least 5 major systems (HVAC, roof, plumbing, electrical, flooring, life safety, windows, doors/hardware, etc.). Proactively addresses aging infrastructure, enhances comfort and functionality, and protects the asset's value.
- **Renewal, every 50 years—**A comprehensive interior reconstruction, down to the structural frame, retaining the slab and shell of the building when in good condition. The result is a facility that feels "like new", but can be more cost-effective than a replacement.
- **Replacement, every 50 years (if a Renewal will not work)—** Complete demolition and reconstruction when the slab or structure is in poor condition, or when the site cannot meet current or future needs by keeping the existing building in place.

In the coming years, more funds will be directed to major capital projects that sustain and upgrade facilities in good condition.

The Board of Education, Superintendent of Schools, and school community recognizes that even well-maintained facilities eventually reach the end of their useful life span and require upgrades to the infrastructure building systems and the need to address programmatic needs. The school system is conducting a comprehensive facility assessment for all schools, offices, and holding centers that were built prior to 2023. The initial batch of schools were assessed at the end of the 2024–2025 school year, and the remaining schools and facilities were assessed over the 2025–2026 school year. These assessments establish a detailed baseline for each facility, covering all major systems and site features. The Facility Condition Index (FCI) is the primary metric used to evaluate a building's overall condition. The FCI also provides detailed evaluations of major building systems such as roofs, heating, air conditioning, plumbing, and electrical. The data collected is vital to understand the current needs of our schools and strategically target resources to address those needs.

It will also inform our educational facility planning work, allow us to proactively address aging infrastructure, and protect our assets and our ongoing efforts to sustain the useful life of our schools.

The CIP decision-marking framework incorporates multiple factors to ensure equitable and effective investment of resources. The criteria provides a framework for making informed, transparent, and strategic decisions about capital investments across the school system. Key factors include:

- The Facility Condition Index: the physical condition of a building and its major systems.
- Educational Adequacy: the extent to which the facility supports modern instructional practices and program requirements.
- Enhanced Student Needs: the unique requirements of student populations, including specialized programs and support services.
- Facility Utilization: Enrollment projections as compared to program capacity.

The CIP decision-making framework helps determine schools for a possible Major Capital Project (MCP) that will be either a renovation, a renewal, or a replacement. 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 or adopted for a MCP 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
Thomas S. Wootton at the Crown Farm site	106	8/27
Northwood HS (Replacement)	107	8/27
Charles W. Woodward HS (Reopening)	105	8/27
Eastern MS (Replacement with expansion)	77	8/30
Damascus HS (Replacement with expansion)	108	8/31
Burning Tree ES (Replacement)	34	8/34
Cold Spring ES (Replacement)	26	8/34
Highland View ES (Replacement)	32	8/34
Piney Branch ES (Replacement)	31	8/34

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. 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.

MCPS has many systemic projects designed to address systems near or over their expected useful life. 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. On some projects, local, state, and federal mandates affect the scope and cost of the effort required.

MCPS has deepened its commitment to long-term sustainability and conservation of resources in the design and operation of all facilities by adopting Policy ECA, Sustainability. This policy sets a target for an 80% reduction of greenhouse gases (GHG) by 2027 and 100% by 2035, aligning with the county target for GHG reductions, by increasing efficiency and reducing the consumption of nonrenewable resources.

The Sustainability and Compliance Team (SCT) works collaboratively across the system to promote responsible and efficient use of energy and natural resources. Their efforts focus on reducing consumption and waste through energy audits, and active recycling/food recovery programs. SCT also partners with schools and offices to implement recognition and award programs for conservation, sharing data on energy usage and recycling, supporting local school initiatives for energy and environmental education, and developing conservation-focused operations and procedures. By engaging students, teachers, staff, and the community, SCT fosters environmental stewardship and works toward reducing the carbon footprint of MCPS.

MCPS has earned recognition for its environmental efforts through the Maryland Green School and National Green Ribbon Schools Awards. As of 2025, 113 MCPS schools have achieved and continue to maintain Maryland Green School certification, representing 53% of all MCPS schools—surpassing the 50% target set by Montgomery County's Climate Action Plan. The U.S. Department of Education's National Green Ribbon Schools (ED-GRS) Award, launched in the 2011–2012 school year, honors schools, districts, and higher education institutions that reduce environmental impact, improve the health and wellness of students and staff, and provide effective sustainability education. Since the award's inception, twelve MCPS schools have received this prestigious national recognition. In 2013, MCPS was also honored with the District Sustainability Award from

the U.S. Department of Education for its district-wide commitment to sustainability. In 2025, one MCPS school was selected as a Maryland Nominee for the National Green Ribbon Schools Award, further highlighting the district's continued dedication to environmental stewardship.

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.

To also focus on buildings not slated for capital improvements, in 2023, MCPS began implementing energy and utility-saving measures across its portfolio of existing facilities. This initiative provided an opportunity to address deferred maintenance by leveraging the utility savings generated from the projects. A total of 50 schools were audited, leading to the initiation of 244 energy and water conservation projects, including upgrades to lighting, water conservation, and weatherization at all 50 schools. Additional improvements, implemented at one or more schools, included mechanical and building automation system upgrades or optimization, solar photovoltaics, and other energy conservation measures.

These energy and utility conservation projects were primarily funded through guaranteed savings resulting from reduced utility consumption and financed via a loan from a contracted lease purchase provider. Additional funding sources included Sustainability Initiatives Capital Improvement Project and the Elementary and Secondary School Emergency Relief, a grant from the Montgomery County Green Bank, plus incentive and rebate programs from the federal, state, and local governments and utilities.

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 regarding uses that complement the educational program. Multipurpose uses of schools that promote family and community partnerships are also 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 as guided by Board Policy KGA. 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 and social support services are brought together at Linkages to Learning sites. In addition, services are provided at the School Health Services Center at Rocking Horse Road. The long-range plan is to expand the Linkages to Learning programs to additional schools throughout the county.

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

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

As part of the adopted FY 2023 operating budget and also the adopted FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program, the County Council approved the implementation of non-somatic services at high schools currently without HSWCs. This initiative, called Bridges to Wellness, provides the mental health, social service supports, and positive youth development components of the HSWC model at all schools that currently do not have a HSWC.

A standalone Wellness Center at Springbrook High School has undergone a feasibility study and is funded to move forward with an undetermined completion date.

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

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

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

OBJECTIVE 6: Meet Special Education Program Space Needs

The Maryland State Department of Education established a target for local school systems to address the need for students receiving special education services in the general education environment. The Fiscal Year 2024 proposed target requires 71.50 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 Department of Special Education Prekindergarten and Related Services in collaboration with the Division of Facilities Management and the Division of Specialized Support Services 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 (HSM) services are offered in all elementary schools to students in Grades kindergarten–5.
- Secondary Learning and Academic Disabilities (LAD Services and Transition Services are provided in all secondary schools for students in grades 6-12.
- Physical Disabilities Services including occupational therapy, physical therapy and assistive technology training
- Speech and Language Services

The following regional services are available to students as appropriate:

- Interdisciplinary Augmentative and Alternative Communication Services (InterACT)
- Autism Spectrum Disorders Services
- Secondary Autism Resource Services
- Autism Connections Services
- Bridge Services
- Prekindergarten and Elementary Physical Disabilities Services
- Elementary Learning Centers
- Extensions Services
- Enhanced Social Emotional Special Education Services (E-SESES)
- Twice Exceptional 2e Services
- Montgomery County Infants and Toddlers Program (MCITP)
- 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 (RICA)
- Rock Terrace School

Birth through 5 Years of Age Special Education Growth

The Montgomery County Infants and Toddlers Program (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 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, occupation and/or physical therapy, and family counseling.

CHAPTER 4

Recommended Actions and Planning Issues

On March 26, 2026, the Board of Education approved a new regional program delivery model that will be implemented beginning in the 2027–2028 school year. Under this model, MCPS will be organized into six geographic regions, each containing four to five high school clusters and offering a range of academic programs aligned with student interests and future opportunities. The regional model was developed to expand equitable access to specialized programs, reduce geographic barriers, and allow more students to participate in educational opportunities closer to home. Regional boundaries were informed by transportation patterns, student demographics, and existing program enrollment. Asset mapping was used to identify resources throughout the county, including Career and Technical Education pathways, fine arts facilities, regional and countywide programs, and unique language programs. This action also will discontinue the Northeast and Downcounty Consortia assignment processes beginning with current Grade 8 students entering high school in the 2027–2028 school year. Students assigned through the consortia prior to the 2027–2028 school year may remain in their assigned or selected programs through graduation.

Chapter 4 is organized by the newly adopted regional model and then alphabetically by high school cluster and consortia. Each section includes tables containing enrollment, demographic, program capacity, and facility information for individual schools. Capital projects recommended in the FY 2028 Capital Budget and the Amendments to the FY 2027–2032 Capital Improvements Program (CIP), approved boundary actions, and other planning initiatives are included. Although information is organized by region, cluster, and consortium, planning actions often cross these boundaries to meet the educational, operational, and facility needs of all students. Appendix V includes maps for each region, high school cluster, special education centers, and other educational centers.

As MCPS experiences declining enrollment for the first time in more than four decades, future planning efforts increasingly will focus on maximizing the use of existing facilities and aligning schools, programs, and physical assets with current and projected enrollment trends. To support this work, the Board of Education approved a comprehensive elementary and middle school facility portfolio review that will evaluate operational efficiencies, existing program delivery models, including paired schools, and the long-term use of school facilities throughout the county. This review may ultimately lead to recommendations regarding school closures, school consolidations, or the repurposing of facilities to support broader systemwide needs, including additional holding schools.

Following completion of the facility portfolio review and the Board of Education's decision for any closures and consolidations, MCPS will enter into a boundary study process for all elementary schools and any secondary schools that will be impacted by factors such as non-contiguous boundaries, capacity and consolidations or closures.

The scope of the boundary study will include all elementary schools except any elementary school approved by the Board of Education for closure and consolidation and include new boundaries for any secondary schools that will be impacted by factors such as non-contiguous boundaries, capacity, and consolidations and closures. Collectively, these efforts are intended to improve utilization, reduce longstanding island assignments and split articulations, strengthen feeder patterns, and create a more sustainable framework for future generations of students.

Information is presented within a common framework for each region, cluster, and the Downcounty and Northeast consortia. Planning issues of a regionwide or clusterwide nature are followed by discussions of individual secondary and elementary schools with approved capital projects or non-capital solutions. Not every region or cluster will have regionwide or clusterwide planning issues, and only schools with approved major capital projects, approved planning actions, or other significant initiatives are discussed in each section.

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

- **Approved**—Project has an approved FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction funds.
- **Recommended**—Project has a recommended FY 2028 appropriation in the amended FY 2027–2032 CIP for planning or construction.
- **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 projected enrollment ten

years into the future for elementary and secondary schools and to the years 2036 and 2041 at the secondary level. Space availability is shown with approved CIP projects. This table also includes a comments section containing brief explanations of program or facility changes that will affect capacity within a given year.

A second table, titled "Demographic Characteristics of Schools," shows racial and ethnic group composition percentages, student participation in the Free and Reduced-price Meals System (FARMS), the percentage of English Language Development (ELD) students, and mobility rates for schools. The "Program Capacity Table (School Year 2026–2027)" reflects detailed program capacity information for each school, along with special education program information. The final table, titled "Facility Characteristics of Schools 2026–2027," provides information regarding the physical characteristics and conditions of each school facility.

2e–Twice Exceptional

AAC—Augmentative and Alternative Communication

Add.—Addition

AUT—Autism Spectrum Disorders

BRIDGE—Bridge services

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

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

SBHC—School-based Health Center

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

SESES—Social and Emotional Special Education Services

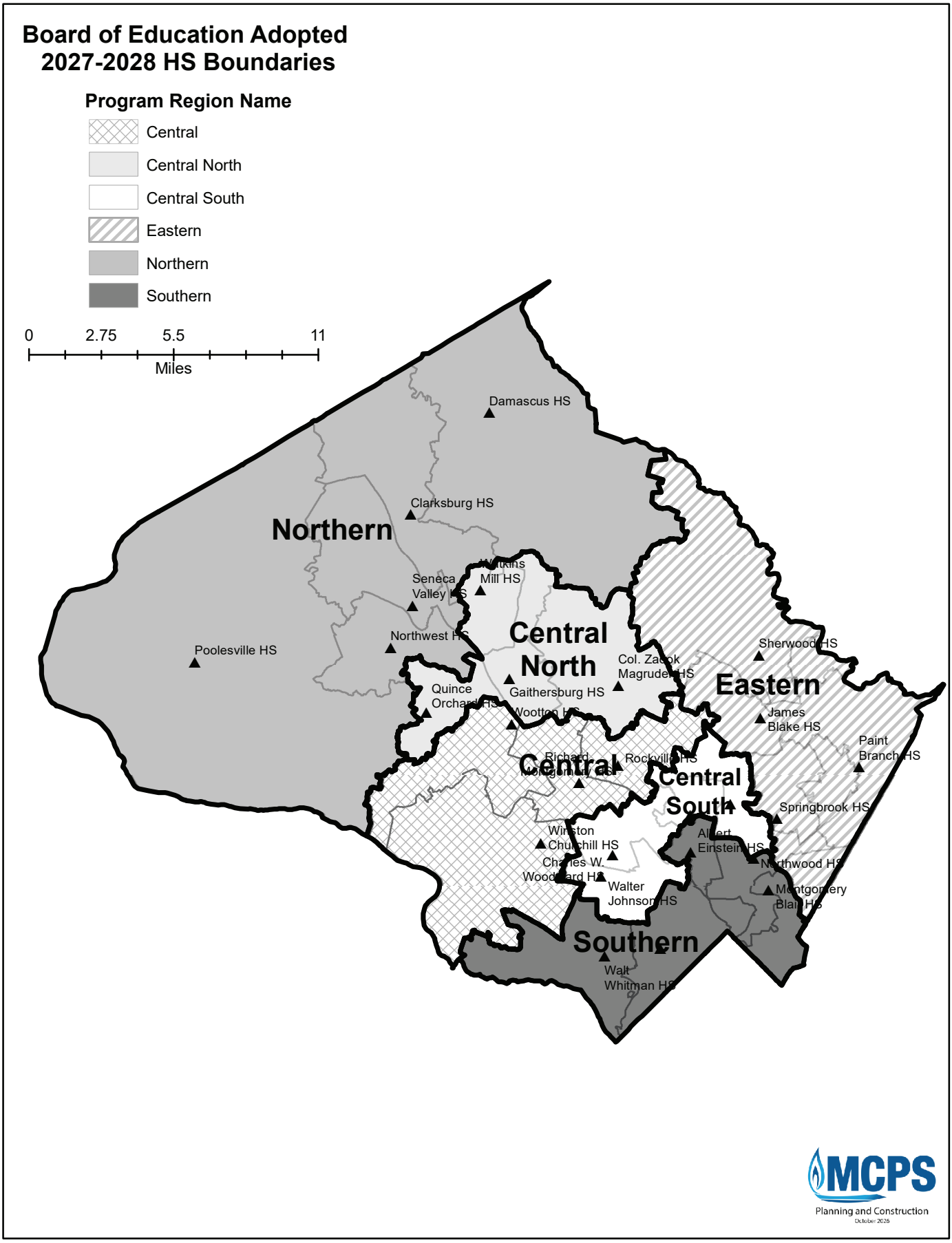
Specials—Support rooms, such as art and music

SBWC—Wellness Center

TBD—To be determined

TS—# of Teaching Stations

VIS—Preschool or secondary Vision Services


Board of Education Adopted
2027-2028 HS Boundaries
Program Region Name
Central
Central North
Central South
Eastern
Northern
Southern
0
2.75
5.5
11
Miles
Damascus HS
Clarksburg HS
Northern
Watkins Mill HS
Seneca Valley HS
Northwest HS
Poolesville HS
Central North
Col. Zadok Magruder HS
Gaithersburg HS
Quince Orchard HS
Wootton HS
Sherwood HS
Eastern
James Blake HS
Paint Branch HS
Central
Rockville HS
Central South
Springbrook HS
Albert Einstein HS
Northwood HS
Montgomery Blair HS
Winston Churchill HS
Charles W. Woodward HS
Walter Johnson HS
Southern
Walt Whitman HS
MCPS
Planning and Construction
October 2026

Bethesda-Chevy Chase, Montgomery Blair, Albert Einstein, Northwood, and Walt Whitman high school clusters

Major Capital Projects (Southern Region)

School	Project	Project Status*	Date of Completion
Northwood HS	Classroom addition and Facility upgrades	Approved	August 2027
Eastern MS	Replacement	Approved	August 2030 for the building, August 2031 for the sitework
Burning Tree ES	Replacement	Approved	August 2034
Highland View ES	Replacement	Approved	August 2034
Piney Branch ES	Replacement	Approved	August 2034

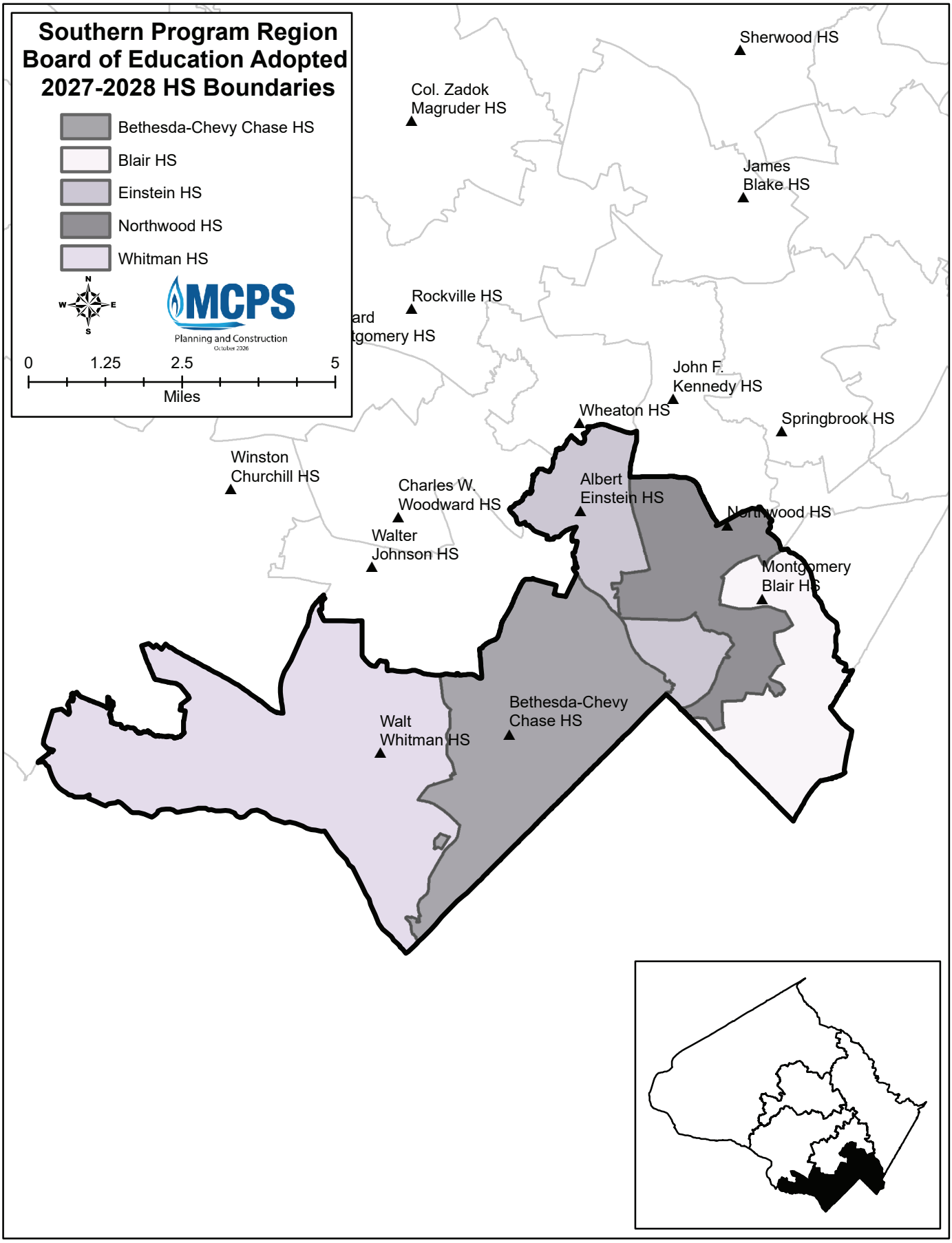
Approved—Project has an approved FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2028 appropriation in the amended FY 2027–2032 CIP for planning or construction.

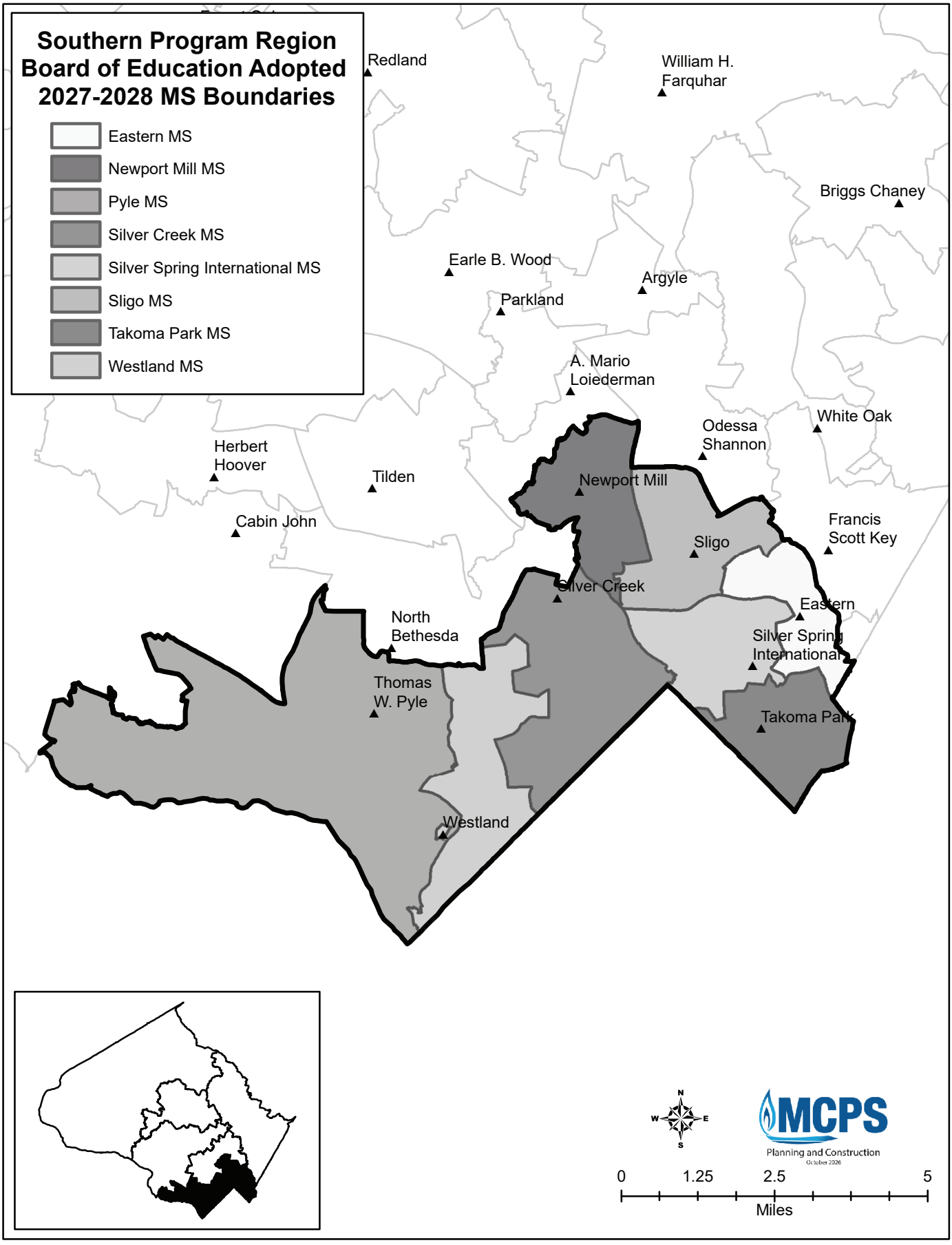
Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

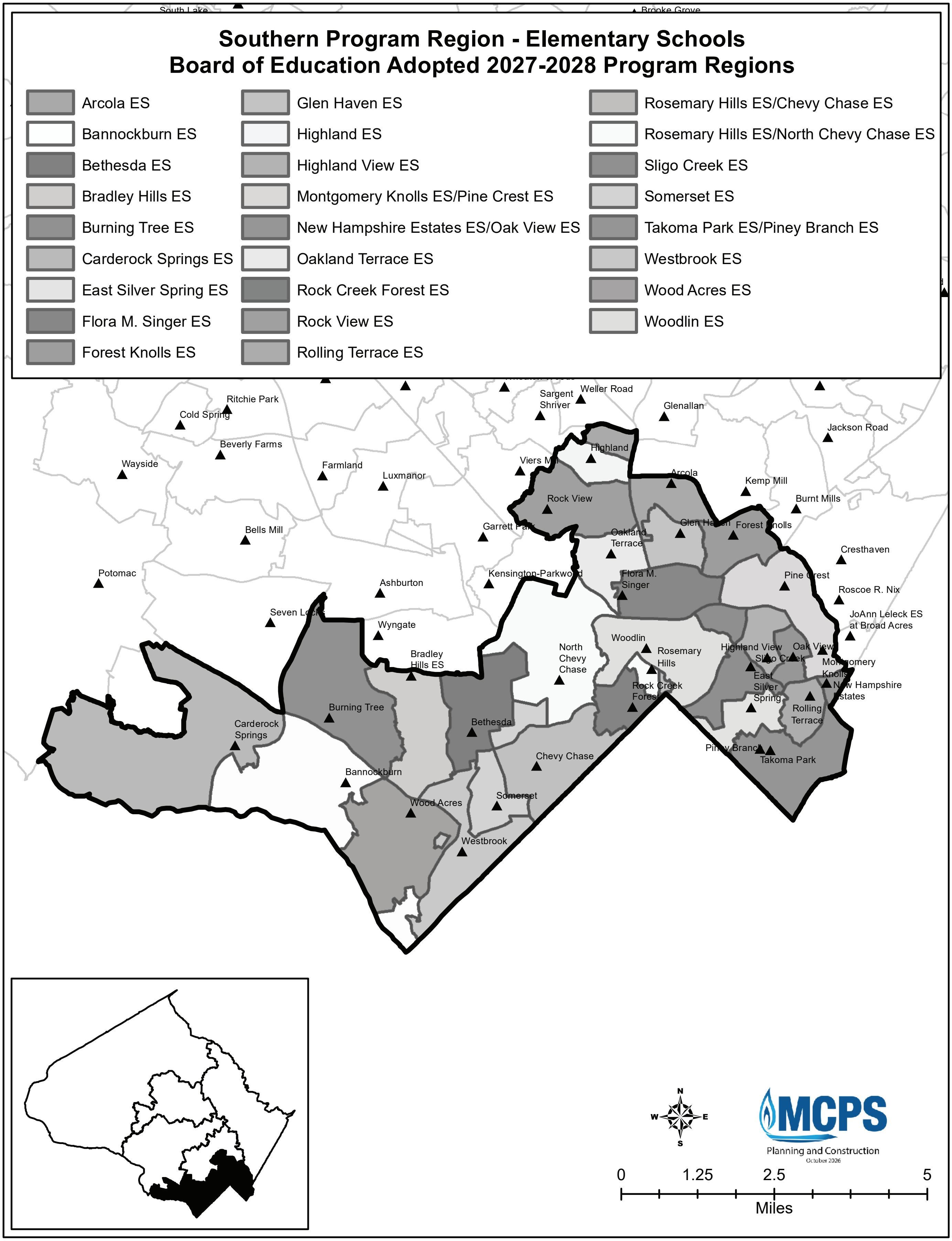
Proposed—Project has facility planning funds approved for a feasibility study.

SOUTHERN REGION HIGH SCHOOL CLUSTERS



SOUTHERN REGION HIGH SCHOOL CLUSTERS




Southern Program Region - Elementary Schools
Board of Education Adopted 2027-2028 Program Regions
Arcola ES
Bannockburn ES
Bethesda ES
Bradley Hills ES
Burning Tree ES
Carderock Springs ES
East Silver Spring ES
Flora M. Singer ES
Forest Knolls ES
Glen Haven ES
Highland ES
Highland View ES
Montgomery Knolls ES/Pine Crest ES
New Hampshire Estates ES/Oak View ES
Oakland Terrace ES
Rock Creek Forest ES
Rock View ES
Rolling Terrace ES
Rosemary Hills ES/Chevy Chase ES
Rosemary Hills ES/North Chevy Chase ES
Sligo Creek ES
Somerset ES
Takoma Park ES/Piney Branch ES
Westbrook ES
Wood Acres ES
Woodlin ES
Ritchie Park
Cold Spring
Beverly Farms
Wayside
Farmland
Luxmanor
Sargent Shriver
Weller Road
Glenallan
Jackson Road
Highland
Arcola
Kemp Mill
Burnt Mills
Rock View
Garrett Park
Bells Mill
Oakland Terrace
Forest Knolls
Cresthaven
Potomac
Ashburton
Kensington-Parkwood
Flora M. Singer
Pine Crest
Roscoe R. Nix
JoAnn Leleck ES at Broad Acres
Seven Locks
Wyngate
Bradley Hills ES
North Chevy Chase
Woodlin
Rosemary Hills
Highland View
Oak View
Sligo Creek
Montgomery Knolls
New Hampshire Estates
East Silver Spring
Rock Creek Forest
Rolling Terrace
Burning Tree
Carderock Springs
Bethesda
Chevy Chase
Takoma Park
Bannockburn
Wood Acres
Somerset
Westbrook
N
W
E
S
MCPS
Planning and Construction
October 2026
0
1.25
2.5
5
Miles

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Southern Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Bethesda-Chevy Chase HS	Program Capacity	2439	2439	2439	2439	2439	2439	2439	2439	2439	2439	2439	2439
	Enrollment	**2172**	**2208**	**2128**	**2074**	**1998**	**1975**	**1959**	**1928**	**1880**	**1836**	**1812**	**1812**
	Available Space	*267*	*231*	*311*	*365*	*441*	*464*	*480*	*511*	559	*603*	*627*	*627*
	Comments		See Text										
Montgomery Blair HS	Program Capacity	2902	2902	2902	2902	2902	2902	2902	2902	2902	2902	2902	2902
	Enrollment	**3144**	**2627**	**2531**	**2482**	**2481**	**2441**	**2396**	**2356**	**2289**	**2229**	**2188**	**2188**
	Available Space	*(242)*	*275*	*371*	*420*	*421*	*461*	*506*	*546*	*613*	*673*	*714*	*714*
	Comments		See Text										
Albert Einstein HS	Program Capacity	1602	1602	1602	1602	1602	1602	1602	1602	1602	1602	1602	1602
	Enrollment	**1865**	**1397**	**1432**	**1584**	**1679**	**1633**	**1599**	**1580**	**1581**	**1562**	**1564**	**1564**
	Available Space	*(263)*	*205*	*170*	*18*	*(77)*	*(31)*	*3*	*22*	*21*	*40*	*38*	*38*
	Comments		See Text										
Northwood HS	Program Capacity	1512	2244	2244	2244	2244	2244	2244	2244	2244	2244	2244	2244
	Enrollment	**1590**	**1781**	**1734**	**1809**	**1829**	**1822**	**1804**	**1782**	**1744**	**1713**	**1685**	**1676**
	Available Space	*(78)*	*463*	*510*	*435*	*415*	*422*	*440*	*462*	*500*	*531*	*559*	*568*
	Comments		Project Complete										
Walt Whitman HS	Program Capacity	2216	2216	2216	2216	2216	2216	2216	2216	2216	2216	2216	2216
	Enrollment	**1919**	**1819**	**1842**	**1877**	**1986**	**1979**	**1958**	**1935**	**1895**	**1861**	**1842**	**1842**
	Available Space	*297*	*397*	*374*	*339*	*230*	*237*	*258*	*281*	*321*	*355*	*374*	*374*
	Comments		See Text										
Eastern MS	Program Capacity	1015	1015	1015	1015	1112	1112	1112	1112	1112	1112	1112	1112
	Enrollment	**943**	**766**	**781**	**812**	**784**	**770**	**749**	**741**	**744**	**741**	**737**	**737**
	Available Space	*72*	*249*	*234*	*203*	*328*	*342*	*363*	*371*	*368*	*371*	*375*	*375*
	Comments	Planning for MCP				Building Complete	Site Complete						
Newport Mill MS	Program Capacity	799	799	799	799	799	799	799	799	799	799	799	799
	Enrollment	**641**	**783**	**772**	**783**	**757**	**742**	**724**	**717**	**721**	**718**	**713**	**713**
	Available Space	*158*	*16*	*27*	*16*	*42*	*57*	*75*	*82*	*78*	*81*	*86*	*86*
	Comments	See Text											
Thomas W. Pyle MS	Program Capacity	1499	1499	1499	1499	1499	1499	1499	1499	1499	1499	1499	1499
	Enrollment	**1259**	**1290**	**1261**	**1224**	**1186**	**1164**	**1135**	**1129**	**1135**	**1130**	**1118**	**1118**
	Available Space	*240*	*209*	*238*	*275*	*313*	*335*	*364*	*370*	*364*	*369*	*381*	*381*
	Comments	See Text											
Silver Creek MS	Program Capacity	940	940	940	940	940	940	940	940	940	940	940	940
	Enrollment	**719**	**782**	**787**	**769**	**741**	**726**	**708**	**701**	**705**	**701**	**697**	**697**
	Available Space	*221*	*158*	*153*	*171*	*199*	*214*	*232*	*239*	*235*	*239*	*243*	*243*
	Comments	See Text											
Silver Spring International MS	Program Capacity	1173	1173	1173	1173	1173	1173	1173	1173	1173	1173	1173	1173
	Enrollment	**857**	**678**	**669**	**656**	**646**	**625**	**608**	**612**	**619**	**616**	**602**	**605**
	Available Space	*316*	*495*	*504*	*517*	*527*	*548*	*565*	*561*	*554*	*557*	*571*	*568*
	Comments	See Text											
Sligo MS	Program Capacity	915	915	915	915	915	915	915	915	915	915	915	915
	Enrollment	**722**	**932**	**885**	**854**	**826**	**812**	**791**	**784**	**786**	**784**	**780**	**780**
	Available Space	*193*	*(17)*	*30*	*61*	*89*	*103*	*124*	*131*	*129*	*131*	*135*	*135*
	Comments	See Text											

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Southern Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Takoma Park MS	Program Capacity	1255	1255	1255	1255	1255	1255	1255	1255	1255	1255	1255	1255
	Enrollment	**1208**	**1159**	**1189**	**1191**	**1147**	**1126**	**1097**	**1086**	**1090**	**1087**	**1079**	**1079**
	Available Space	*47*	*96*	*66*	*64*	*108*	*129*	*158*	*169*	*165*	*168*	*176*	*176*
	Comments	See Text											
Westland MS	Program Capacity	1045	1045	1045	1045	1045	1045	1045	1045	1045	1045	1045	1045
	Enrollment	**864**	**791**	**763**	**769**	**745**	**733**	**714**	**708**	**711**	**708**	**704**	**704**
	Available Space	*181*	*254*	*282*	*276*	*300*	*312*	*331*	*337*	*334*	*337*	*341*	*341*
	Comments	See Text											
Arcola ES	Program Capacity	648	648	648	648	648	648	648	648	648	648	648	
	Enrollment	**691**	**682**	**680**	**654**	**650**	**647**	**644**	**643**	**627**	**627**	**623**	
	Available Space	*(43)*	*(34)*	*(32)*	*(6)*	*(2)*	*1*	*4*	*5*	*21*	*21*	*25*	
	Comments	See Text											
Bannockburn ES	Program Capacity	394	394	394	394	394	394	394	394	394	394	394	
	Enrollment	**399**	**373**	**379**	**385**	**360**	**363**	**366**	**363**	**359**	**360**	**356**	
	Available Space	*(5)*	*21*	*15*	*9*	*34*	*31*	*28*	*31*	*35*	*34*	*38*	
	Comments	See Text											
Bethesda ES	Program Capacity	584	584	584	584	584	584	584	584	584	584	584	
	Enrollment	**603**	**620**	**632**	**631**	**637**	**624**	**620**	**616**	**609**	**607**	**604**	
	Available Space	*(19)*	*(36)*	*(48)*	*(47)*	*(53)*	*(40)*	*(36)*	*(32)*	*(25)*	*(23)*	*(20)*	
	Comments	See Text											
Bradley Hills ES	Program Capacity	702	702	702	702	702	702	702	702	702	702	702	
	Enrollment	**448**	**427**	**415**	**398**	**393**	**383**	**388**	**386**	**381**	**378**	**379**	
	Available Space	*254*	*275*	*287*	*304*	*309*	*319*	*314*	*316*	*321*	*324*	*323*	
	Comments	See Text											
Burning Tree ES	Program Capacity	386	386	386	386	386	386	386	386	612	612	612	
	Enrollment	**453**	**447**	**450**	**422**	**432**	**420**	**420**	**417**	**410**	**410**	**409**	
	Available Space	*(67)*	*(61)*	*(64)*	*(36)*	*(46)*	*(34)*	*(34)*	*(29)*	*202*	*202*	*203*	
	Comments	See Text				Planning for MCP				MCP Complete			
Carderock Springs ES	Program Capacity	440	440	440	440	440	440	440	440	440	440	440	
	Enrollment	**345**	**345**	**361**	**368**	**353**	**363**	**358**	**357**	**350**	**350**	**349**	
	Available Space	*95*	*95*	*79*	*72*	*87*	*77*	*82*	*83*	*90*	*90*	*91*	
	Comments	See Text											
Chevy Chase ES	Program Capacity	504	504	504	504	504	504	504	504	504	504	504	
	Enrollment	**439**	**421**	**417**	**437**	**437**	**437**	**437**	**437**	**437**	**437**	**437**	
	Available Space	*65*	*83*	*87*	*67*	*67*	*67*	*67*	*67*	*67*	*67*	*67*	
	Comments	See Text											
East Silver Spring ES	Program Capacity	580	580	580	580	580	580	580	580	580	580	580	
	Enrollment	**487**	**478**	**493**	**482**	**485**	**463**	**478**	**479**	**468**	**469**	**465**	
	Available Space	*93*	*102*	*87*	*98*	*95*	*117*	*102*	*101*	*112*	*111*	*115*	
	Comments	See Text											
Forest Knolls ES	Program Capacity	552	552	552	552	552	552	552	552	552	552	552	
	Enrollment	**470**	**463**	**454**	**439**	**426**	**439**	**435**	**434**	**425**	**425**	**423**	
	Available Space	*82*	*89*	*98*	*113*	*126*	*113*	*117*	*118*	*127*	*127*	*129*	
	Comments	See Text											

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

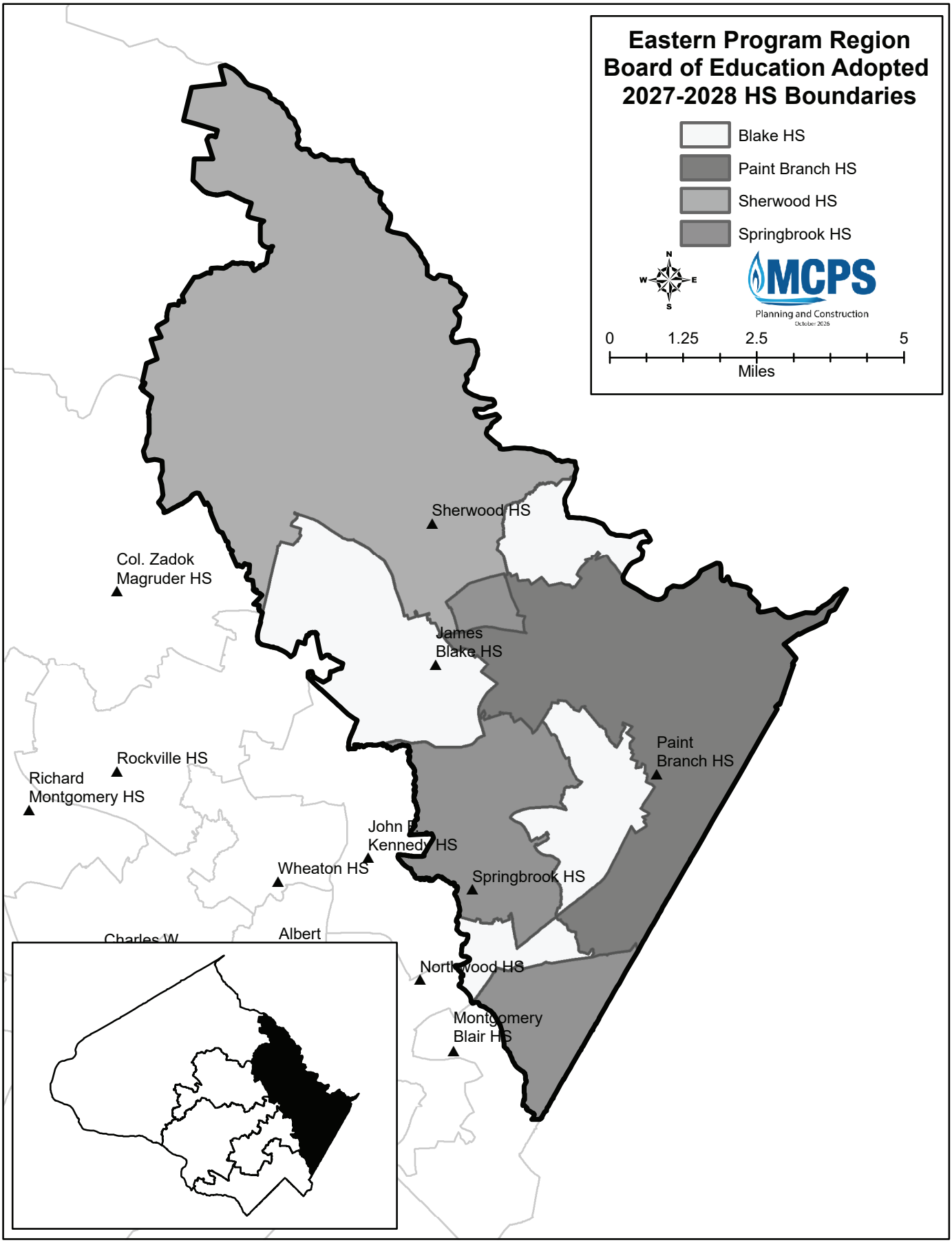
Southern Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Glen Haven ES	Program Capacity	561	561	561	561	561	561	561	561	561	561	561	
	Enrollment	**426**	**422**	**427**	**428**	**426**	**429**	**435**	**432**	**427**	**425**	**423**	
	Available Space	*135*	*139*	*134*	*133*	*135*	*132*	*126*	*129*	*134*	*136*	*138*	
	Comments	See Text											
Highland ES	Program Capacity	576	576	576	576	576	576	576	576	576	576	576	
	Enrollment	**474**	**456**	**440**	**434**	**439**	**430**	**444**	**444**	**433**	**433**	**430**	
	Available Space	*102*	*120*	*136*	*142*	*137*	*146*	*132*	*132*	*143*	*143*	*146*	
	Comments	See Text											
Highland View ES	Program Capacity	347	347	347	347	347	347	347	347	542	542	542	
	Enrollment	**312**	**312**	**310**	**291**	**272**	**269**	**276**	**267**	**264**	**259**	**259**	
	Available Space	*35*	*35*	*37*	*56*	*75*	*78*	*71*	*80*	*278*	*283*	*283*	
	Comments	See Text				Planning for MCP				MCP Complete			
Montgomery Knolls ES	Program Capacity	681	681	681	681	681	681	681	681	681	681	681	
Grades (HS–2)	**Enrollment**	**402**	**390**	**394**	**391**	**389**	**382**	**383**	**380**	**379**	**377**	**377**	
Paired With	Available Space	*279*	*291*	*287*	*290*	*292*	*299*	*298*	*301*	*302*	*304*	*304*	
Pine Crest ES	Comments	See Text											
New Hampshire Estates ES	Program Capacity	519	519	519	519	519	519	519	519	519	519	519	
Grades (HS–2)	**Enrollment**	**447**	**452**	**449**	**446**	**443**	**436**	**436**	**433**	**433**	**430**	**429**	
Paired With	Available Space	*72*	*67*	*70*	*73*	*76*	*83*	*83*	*86*	*86*	*89*	*90*	
Oak View ES	Comments	See Text											
North Chevy Chase ES	Program Capacity	408	408	408	408	408	408	408	408	408	408	408	
	Enrollment	**221**	**215**	**223**	**218**	**221**	**218**	**218**	**218**	**218**	**218**	**218**	
	Available Space	*187*	*193*	*185*	*190*	*187*	*190*	*190*	*190*	*190*	*190*	*190*	
	Comments	See Text											
Oak View ES	Program Capacity	308	308	308	308	308	308	308	308	308	308	308	
Grades (3–5)	**Enrollment**	**406**	**398**	**415**	**419**	**419**	**419**	**419**	**419**	**419**	**419**	**419**	
Paired With	Available Space	*(98)*	*(90)*	*(107)*	*(111)*	*(111)*	*(111)*	*(111)*	*(111)*	*(111)*	*(111)*	*(111)*	
New Hampshire ES	Comments	See Text											
Oakland Terrace ES	Program Capacity	596	596	596	596	596	596	596	596	596	596	596	
	Enrollment	**486**	**483**	**468**	**474**	**470**	**469**	**465**	**461**	**455**	**454**	**450**	
	Available Space	*110*	*113*	*128*	*122*	*126*	*127*	*131*	*135*	*141*	*142*	*146*	
	Comments	See Text											
Pine Crest ES	Program Capacity	624	624	624	624	624	624	624	624	624	624	624	
Grades (3–5)	**Enrollment**	**498**	**475**	**472**	**489**	**489**	**489**	**489**	**491**	**491**	**491**	**489**	
Paired With	Available Space	*126*	*149*	*152*	*135*	*135*	*135*	*135*	*133*	*133*	*133*	*135*	
Montgomery Knolls ES	Comments	See Text											
Piney Branch ES	Program Capacity	594	594	594	594	594	594	594	594	644	644	644	
Grades (3–5)	**Enrollment**	**568**	**568**	**586**	**562**	**562**	**562**	**562**	**562**	**562**	**562**	**562**	
Paired With	Available Space	*26*	*26*	*8*	*32*	*32*	*32*	*32*	*32*	*82*	*82*	*82*	
Takoma Park ES	Comments	See Text				Planning for MCP				MCP Complete			
Rock Creek Forest ES	Program Capacity	661	661	661	661	661	661	661	661	661	661	661	
	Enrollment	**646**	**635**	**633**	**626**	**617**	**621**	**618**	**614**	**608**	**605**	**602**	
	Available Space	*15*	*26*	*28*	*35*	*44*	*40*	*43*	*47*	*53*	*56*	*59*	
	Comments	See Text											

Projected Enrollment and Space Availability

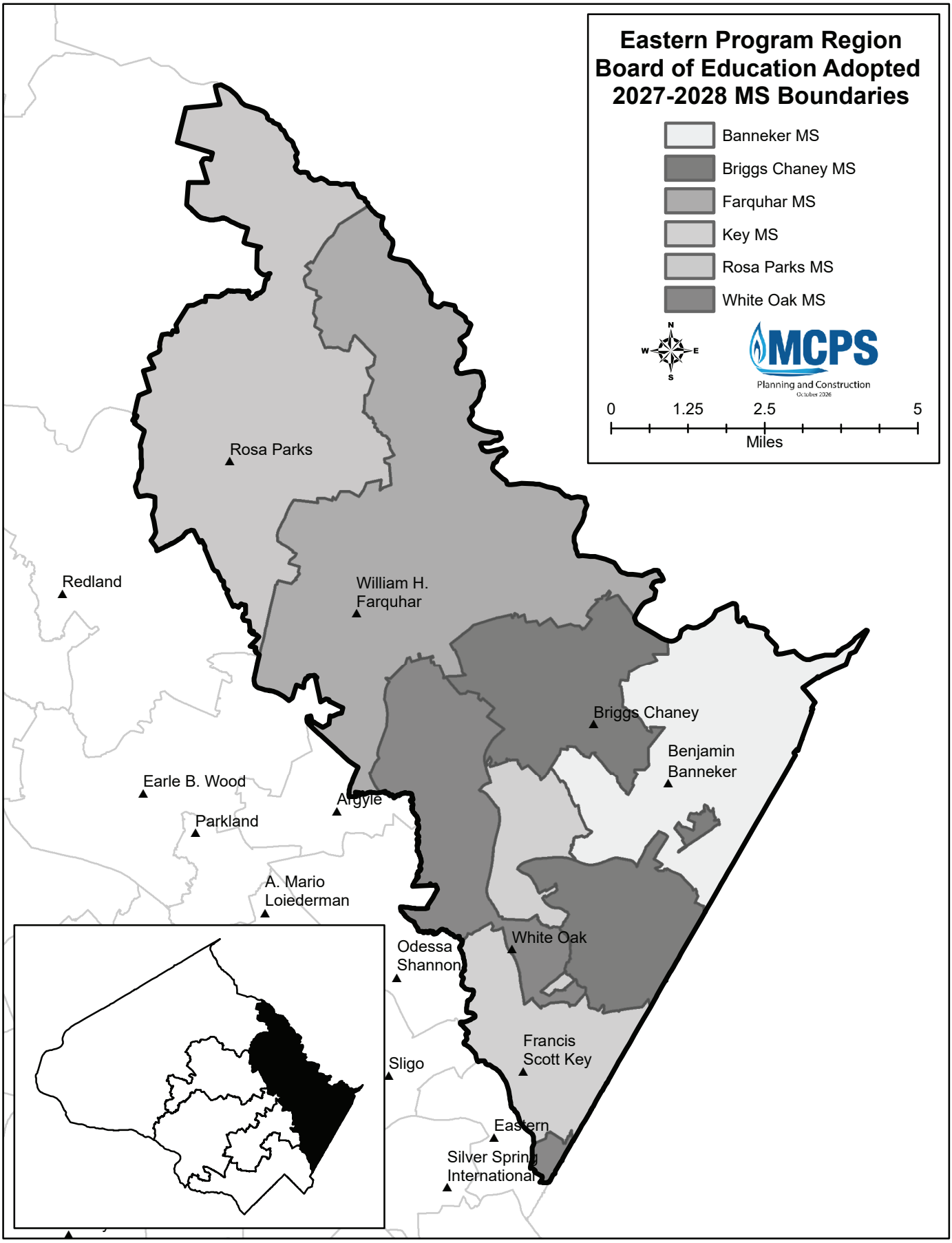
Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

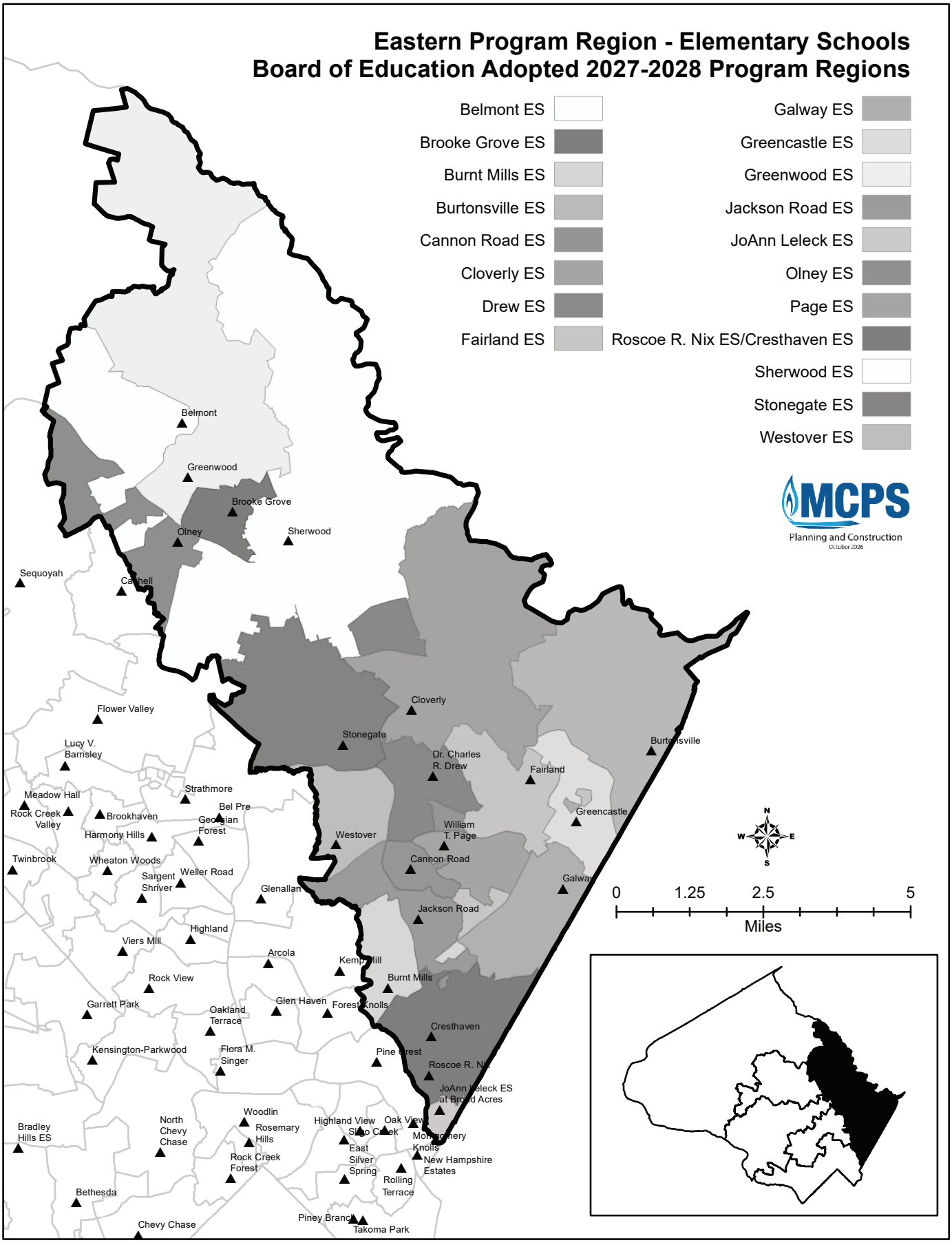
Southern Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Rock View ES	Program Capacity	612	612	612	612	612	612	612	612	612	612	612	
	Enrollment	**597**	**600**	**604**	**590**	**580**	**588**	**580**	**576**	**568**	**566**	**564**	
	Available Space	*15*	*12*	*8*	*22*	*32*	*24*	*32*	*36*	*44*	*46*	*48*	
	Comments	See Text											
Rolling Terrace ES	Program Capacity	691	691	691	691	691	691	691	691	691	691	691	
	Enrollment	**600**	**582**	**566**	**544**	**539**	**529**	**538**	**533**	**525**	**524**	**520**	
	Available Space	*91*	*109*	*125*	*147*	*152*	*162*	*153*	*158*	*166*	*167*	*171*	
	Comments	See Text											
Rosemary Hills ES	Program Capacity	563	563	563	563	563	563	563	563	563	563	563	
	Enrollment	**461**	**460**	**460**	**450**	**449**	**441**	**441**	**438**	**436**	**434**	**432**	
	Available Space	*102*	*103*	*103*	*113*	*114*	*122*	*122*	*125*	*127*	*129*	*131*	
	Comments	See Text											
Flora M. Singer ES	Program Capacity	570	570	570	570	570	570	570	570	570	570	570	
	Enrollment	**648**	**630**	**643**	**643**	**620**	**621**	**625**	**621**	**612**	**611**	**608**	
	Available Space	*(78)*	*(60)*	*(73)*	*(73)*	*(50)*	*(51)*	*(55)*	*(51)*	*(42)*	*(41)*	*(38)*	
	Comments	See Text											
Sligo Creek ES	Program Capacity	740	740	740	740	758	758	758	758	758	758	758	
	Enrollment	**604**	**596**	**592**	**575**	**564**	**550**	**549**	**546**	**537**	**535**	**532**	
	Available Space	*136*	*144*	*148*	*165*	*194*	*208*	*209*	*212*	*221*	*223*	*226*	
	Comments	See Text											
Somerset ES	Program Capacity	564	564	564	564	564	564	564	564	564	564	564	
	Enrollment	**285**	**271**	**297**	**293**	**295**	**290**	**290**	**288**	**285**	**284**	**281**	
	Available Space	*279*	*293*	*267*	*271*	*269*	*274*	*274*	*276*	*279*	*280*	*283*	
	Comments	See Text											
Takoma Park ES	Program Capacity	648	648	648	648	648	648	648	648	648	648	648	
Grades (pre-K–2)	**Enrollment**	**505**	**506**	**486**	**484**	**483**	**472**	**473**	**469**	**468**	**463**	**461**	
Paired With	Available Space	*143*	*142*	*162*	*164*	*165*	*176*	*175*	*179*	*180*	*185*	*187*	
Piney Branch ES	Comments	See Text											
Westbrook ES	Program Capacity	626	626	626	626	626	626	626	626	626	626	626	
	Enrollment	**480**	**467**	**477**	**479**	**476**	**467**	**457**	**452**	**447**	**447**	**442**	
	Available Space	*146*	*159*	*149*	*147*	*150*	*159*	*169*	*174*	*179*	*179*	*184*	
	Comments	See Text											
Wood Acres ES	Program Capacity	766	766	766	766	766	766	766	766	766	766	766	
	Enrollment	**611**	**640**	**661**	**666**	**659**	**655**	**640**	**638**	**631**	**628**	**626**	
	Available Space	*155*	*126*	*105*	*100*	*107*	*111*	*126*	*128*	*135*	*138*	*140*	
	Comments	See Text											
Woodlin ES	Program Capacity	557	557	557	557	557	557	557	557	557	557	557	
	Enrollment	**664**	**664**	**662**	**641**	**625**	**628**	**616**	**612**	**603**	**600**	**598**	
	Available Space	*(107)*	*(107)*	*(105)*	*(84)*	*(68)*	*(71)*	*(59)*	*(55)*	*(46)*	*(43)*	*(41)*	
	Comments	See Text											
Region Information	HS Utilization	100%	86%	85%	86%	87%	86%	85%	84%	82%	81%	80%	80%
	HS Enrollment	10690	9832	9667	9826	9973	9850	9716	9581	9389	9201	9091	9082
	MS Utilization	83%	83%	82%	82%	78%	77%	75%	74%	75%	74%	74%	74%
	MS Enrollment	7213	7181	7107	7058	6832	6698	6526	6478	6511	6485	6430	6433
	ES Utilization	86%	86%	86%	85%	84%	83%	83%	83%	80%	79%	79%	
	ES Enrollment	14676	14478	14546	14359	14210	14104	14100	14026	13867	13828	13767	

EASTERN PROGRAM REGION HIGH SCHOOL CLUSTERS



EASTERN PROGRAM REGION HIGH SCHOOL CLUSTERS




Eastern Program Region - Elementary Schools
Board of Education Adopted 2027-2028 Program Regions
Belmont ES
Brooke Grove ES
Burnt Mills ES
Burtonsville ES
Cannon Road ES
Cloverly ES
Drew ES
Fairland ES
Galway ES
Greencastle ES
Greenwood ES
Jackson Road ES
JoAnn Leleck ES
Olney ES
Page ES
Roscoe R. Nix ES/Cresthaven ES
Sherwood ES
Stonegate ES
Westover ES
MCPS
Planning and Construction
October 2026
Belmont
Greenwood
Brooke Grove
Olney
Sherwood
Sequoyah
Cashell
Flower Valley
Lucy V. Barnsley
Meadow Hall
Rock Creek Valley
Brookhaven
Strathmore
Bel Pre
Georgian Forest
Harmony Hills
Twinbrook
Wheaton Woods
Sargent Shriver
Weller Road
Glenallan
Highland
Viers Mill
Arcola
Kemp Mill
Rock View
Garrett Park
Glen Haven
Forest Knolls
Oakland Terrace
Kensington-Parkwood
Flora M. Singer
Woodlin
Rosemary Hills
Bradley Hills ES
North Chevy Chase
Rock Creek Forest
Bethesda
Chevy Chase
Highland View
Oak View
Sligo Creek
East Silver Spring
Rolling Terrace
Piney Branch
Takoma Park
Cloverly
Stonegate
Dr. Charles R. Drew
Fairland
Burtonsville
Greencastle
William T. Page
Westover
Cannon Road
Galway
Jackson Road
Burnt Mills
Cresthaven
Pine Crest
Roscoe R. Nix
JoAnn Leleck ES at Broad Acres
Montgomery Knolls
New Hampshire Estates
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2.5
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Miles

EASTERN PROGRAM REGION HIGH SCHOOL CLUSTERS

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Eastern Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
James Hubert Blake HS	Program Capacity	1720	1720	1720	1720	1720	1720	1720	1720	1720	1720	1720	1720
	Enrollment	**1768**	**1874**	**1802**	**1764**	**1824**	**1794**	**1773**	**1735**	**1695**	**1657**	**1648**	**1648**
	Available Space	*(48)*	*(154)*	*(82)*	*(44)*	*(104)*	*(74)*	*(53)*	*(15)*	*25*	*63*	*72*	*72*
	Comments												
Paint Branch HS	Program Capacity	1999	1999	1999	1999	1999	1999	1999	1999	1999	1999	1999	1999
	Enrollment	**2024**	**2004**	**1884**	**1799**	**1577**	**1543**	**1515**	**1482**	**1432**	**1385**	**1360**	**1360**
	Available Space	*(25)*	*(5)*	*115*	*200*	*422*	*456*	*484*	*517*	*567*	*614*	*639*	*639*
	Comments												
Sherwood HS	Program Capacity	2134	2134	2134	2134	2134	2134	2134	2134	2134	2134	2134	2134
	Enrollment	**1641**	**1690**	**1632**	**1515**	**1421**	**1412**	**1392**	**1365**	**1327**	**1292**	**1263**	**1263**
	Available Space	*493*	*444*	*502*	*619*	*713*	*722*	*742*	*769*	*807*	*842*	*871*	*871*
	Comments												
Springbrook HS	Program Capacity	2105	2105	2105	2105	2105	2105	2105	2105	2105	2105	2105	2105
	Enrollment	**1677**	**1732**	**1643**	**1660**	**1547**	**1538**	**1515**	**1488**	**1447**	**1410**	**1378**	**1378**
	Available Space	*428*	*373*	*462*	*445*	*558*	*567*	*590*	*617*	*658*	*695*	*727*	*727*
	Comments	See Text											
Benjamin Banneker MS	Program Capacity	768	768	768	768	768	768	768	768	768	768	768	768
	Enrollment	**703**	**737**	**734**	**708**	**681**	**669**	**653**	**647**	**650**	**647**	**643**	**643**
	Available Space	*65*	*31*	*34*	*60*	*87*	*99*	*115*	*121*	*118*	*121*	*125*	*125*
	Comments	See Text											
Briggs Chaney MS	Program Capacity	909	909	909	909	909	909	909	909	909	909	909	909
	Enrollment	**812**	**925**	**838**	**783**	**773**	**739**	**721**	**713**	**717**	**715**	**710**	**710**
	Available Space	*97*	*(16)*	*71*	*126*	*136*	*170*	*188*	*196*	*192*	*194*	*199*	*199*
	Comments	See Text											
William H. Farquhar MS	Program Capacity	821	821	821	821	821	821	821	821	821	821	821	821
	Enrollment	**656**	**656**	**660**	**643**	**620**	**608**	**593**	**588**	**591**	**589**	**585**	**585**
	Available Space	*165*	*165*	*161*	*178*	*201*	*213*	*228*	*233*	*230*	*232*	*236*	*236*
	Comments	See Text											
Francis Scott Key MS	Program Capacity	952	952	952	952	952	952	952	952	952	952	952	952
	Enrollment	**886**	**961**	**905**	**863**	**832**	**817**	**795**	**788**	**791**	**789**	**783**	**783**
	Available Space	*66*	*(9)*	*47*	*89*	*120*	*135*	*157*	*164*	*161*	*163*	*169*	*169*
	Comments	See Text											
Rosa M. Parks MS	Program Capacity	934	934	934	934	934	934	934	934	934	934	934	934
	Enrollment	**838**	**848**	**842**	**814**	**787**	**772**	**753**	**761**	**764**	**763**	**742**	**742**
	Available Space	*96*	*86*	*92*	*120*	*147*	*162*	*181*	*173*	*170*	*171*	*192*	*192*
	Comments	See Text											
White Oak MS	Program Capacity	974	974	974	974	974	974	974	974	974	974	974	974
	Enrollment	**852**	**866**	**823**	**816**	**785**	**770**	**750**	**742**	**746**	**743**	**737**	**737**
	Available Space	*122*	*108*	*151*	*158*	*189*	*204*	*224*	*232*	*228*	*231*	*237*	*237*
	Comments	See Text											
Belmont ES	Program Capacity	420	420	420	420	420	420	420	420	420	420	420	
	Enrollment	**313**	**299**	**290**	**286**	**287**	**293**	**284**	**284**	**280**	**279**	**277**	
	Available Space	*107*	*121*	*130*	*134*	*133*	*127*	*136*	*136*	*140*	*141*	*143*	
	Comments	See Text											

EASTERN PROGRAM REGION HIGH SCHOOL CLUSTERS

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

		Prelim.	Projections										
Eastern Region Schools		**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**31-32**	**32-33**	**33-34**	**34-35**	**35-36**	**36-37**	**41-42**
Brooke Grove ES	Program Capacity	414	414	414	414	414	414	414	414	414	414	414	
	Enrollment	**442**	**444**	**457**	**452**	**430**	**421**	**406**	**405**	**398**	**397**	**397**	
	Available Space	*(28)*	*(30)*	*(43)*	*(38)*	*(16)*	*(7)*	*8*	*9*	*16*	*17*	*17*	
	Comments	See Text											
Burnt Mills ES	Program Capacity	678	678	678	678	678	678	678	678	678	678	678	
	Enrollment	**636**	**604**	**607**	**591**	**602**	**597**	**604**	**599**	**592**	**589**	**586**	
	Available Space	*42*	*74*	*71*	*87*	*76*	*81*	*74*	*79*	*86*	*89*	*92*	
	Comments	See Text											
Burtonsville ES	Program Capacity	824	824	824	824	824	824	824	824	824	824	824	
	Enrollment	**615**	**600**	**602**	**590**	**590**	**574**	**577**	**572**	**566**	**563**	**560**	
	Available Space	*209*	*224*	*222*	*234*	*234*	*250*	*247*	*252*	*258*	*261*	*264*	
	Comments	See Text											
Cannon Road ES	Program Capacity	461	461	461	461	461	461	461	461	461	461	461	
	Enrollment	**350**	**313**	**303**	**292**	**279**	**279**	**275**	**273**	**268**	**266**	**265**	
	Available Space	*111*	*148*	*158*	*169*	*182*	*182*	*186*	*188*	*193*	*195*	*196*	
	Comments	See Text											
Cloverly ES	Program Capacity	400	400	400	400	400	400	400	400	400	400	400	
	Enrollment	**397**	**378**	**375**	**356**	**355**	**343**	**350**	**348**	**344**	**343**	**342**	
	Available Space	*3*	*22*	*25*	*44*	*45*	*57*	*50*	*52*	*56*	*57*	*58*	
	Comments	See Text											
Cresthaven ES	Program Capacity	414	414	414	414	414	414	414	414	414	414	414	
	Enrollment	**457**	**429**	**450**	**458**	**458**	**458**	**458**	**458**	**458**	**458**	**458**	
	Available Space	*(43)*	*(15)*	*(36)*	*(44)*	*(44)*	*(44)*	*(44)*	*(44)*	*(44)*	*(44)*	*(44)*	
	Comments	See Text											
Dr. Charles R. Drew ES	Program Capacity	442	442	442	442	442	442	442	442	442	442	442	
	Enrollment	**415**	**403**	**396**	**393**	**389**	**394**	**386**	**384**	**381**	**381**	**379**	
	Available Space	*27*	*39*	*46*	*49*	*53*	*48*	*56*	*58*	*61*	*61*	*63*	
	Comments	See Text											
Fairland ES	Program Capacity	623	623	623	623	623	623	623	623	623	623	623	
	Enrollment	**499**	**479**	**483**	**475**	**478**	**465**	**469**	**466**	**460**	**461**	**456**	
	Available Space	*124*	*144*	*140*	*148*	*145*	*158*	*154*	*157*	*163*	*162*	*167*	
	Comments	See Text											
Galway ES	Program Capacity	713	713	713	713	713	713	713	713	713	713	713	
	Enrollment	**694**	**673**	**675**	**671**	**663**	**645**	**646**	**642**	**633**	**632**	**627**	
	Available Space	*19*	*40*	*38*	*42*	*50*	*68*	*67*	*71*	*80*	*81*	*86*	
	Comments	See Text											
Greencastle ES	Program Capacity	799	799	799	799	799	799	799	799	799	799	799	
	Enrollment	**652**	**617**	**593**	**582**	**572**	**563**	**562**	**558**	**551**	**549**	**547**	
	Available Space	*147*	*182*	*206*	*217*	*227*	*236*	*237*	*241*	*248*	*250*	*252*	
	Comments	See Text											
Greenwood ES	Program Capacity	582	582	582	582	582	582	582	582	582	582	582	
	Enrollment	**478**	**458**	**453**	**436**	**440**	**441**	**441**	**439**	**434**	**432**	**430**	
	Available Space	*104*	*124*	*129*	*146*	*142*	*141*	*141*	*143*	*148*	*150*	*152*	
	Comments	See Text											

EASTERN PROGRAM REGION HIGH SCHOOL CLUSTERS

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

		Prelim.	Projections										
Eastern Region Schools		**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**31-32**	**32-33**	**33-34**	**34-35**	**35-36**	**36-37**	**41-42**
Jackson Road ES	Program Capacity	673	673	673	673	673	673	673	673	673	673	673	
	Enrollment	**562**	**535**	**537**	**549**	**541**	**534**	**540**	**535**	**528**	**527**	**525**	
	Available Space	*111*	*138*	*136*	*124*	*132*	*139*	*133*	*138*	*145*	*146*	*148*	
	Comments	See Text											
JoAnn Leleck ES at Broad Acres	Program Capacity	888	888	888	888	888	888	888	888	888	888	888	
	Enrollment	**674**	**688**	**658**	**639**	**625**	**617**	**623**	**621**	**613**	**610**	**609**	
	Available Space	*214*	*200*	*230*	*249*	*263*	*271*	*265*	*267*	*275*	*278*	*279*	
	Comments	See Text											
Roscoe R. Nix ES	Program Capacity	509	509	509	509	509	509	509	509	509	509	509	
	Enrollment	**449**	**471**	**464**	**460**	**458**	**449**	**449**	**446**	**444**	**442**	**440**	
	Available Space	*60*	*38*	*45*	*49*	*51*	*60*	*60*	*63*	*65*	*67*	*69*	
	Comments	See Text											
Olney ES	Program Capacity	602	602	602	602	602	602	602	602	602	602	602	
	Enrollment	**536**	**519**	**500**	**489**	**497**	**483**	**484**	**481**	**476**	**475**	**471**	
	Available Space	*66*	*83*	*102*	*113*	*105*	*119*	*118*	*121*	*126*	*127*	*131*	
	Comments	See Text											
William Tyler Page ES	Program Capacity	663	663	663	663	663	663	663	663	663	663	663	
	Enrollment	**627**	**619**	**646**	**621**	**620**	**617**	**610**	**605**	**598**	**597**	**593**	
	Available Space	*36*	*44*	*17*	*42*	*43*	*46*	*53*	*58*	*65*	*66*	*70*	
	Comments	See Text											
Sherwood ES	Program Capacity	566	566	566	566	566	566	566	566	566	566	566	
	Enrollment	**465**	**463**	**453**	**457**	**456**	**459**	**468**	**465**	**458**	**458**	**457**	
	Available Space	*101*	*103*	*113*	*109*	*110*	*107*	*98*	*101*	*108*	*108*	*109*	
	Comments	See Text											
Stonegate ES	Program Capacity	596	596	596	596	596	596	596	596	596	596	596	
	Enrollment	**502**	**471**	**475**	**463**	**445**	**451**	**452**	**449**	**443**	**442**	**439**	
	Available Space	*94*	*125*	*121*	*133*	*151*	*145*	*144*	*147*	*153*	*154*	*157*	
	Comments	See Text											
Westover ES	Program Capacity	292	292	292	292	292	292	292	292	292	292	292	
	Enrollment	**273**	**254**	**262**	**265**	**261**	**264**	**263**	**262**	**258**	**258**	**255**	
	Available Space	*19*	*38*	*30*	*27*	*31*	*28*	*29*	*30*	*34*	*34*	*37*	
	Comments	See Text											
Region Information	HS Utilization	89%	92%	87%	85%	80%	79%	78%	76%	74%	72%	71%	71%
	HS Enrollment	7110	7300	6961	6738	6369	6287	6195	6070	5901	5744	5649	5649
	MS Utilization	89%	93%	90%	86%	84%	82%	80%	79%	79%	79%	78%	78%
	MS Enrollment	4747	4993	4802	4627	4478	4375	4265	4239	4259	4246	4200	4200
	ES Utilization	87%	84%	84%	82%	82%	81%	81%	80%	79%	79%	79%	
	ES Enrollment	10036	9717	9679	9525	9446	9347	9347	9292	9183	9159	9113	

Walter Johnson, John F. Kennedy, Wheaton, and Charles W. Woodward high school clusters

Major Capital Projects (South Central Region)

School	Project	Project Status*	Date of Completion
Charles W. Woodward HS	Reopening	Approved	August 2027

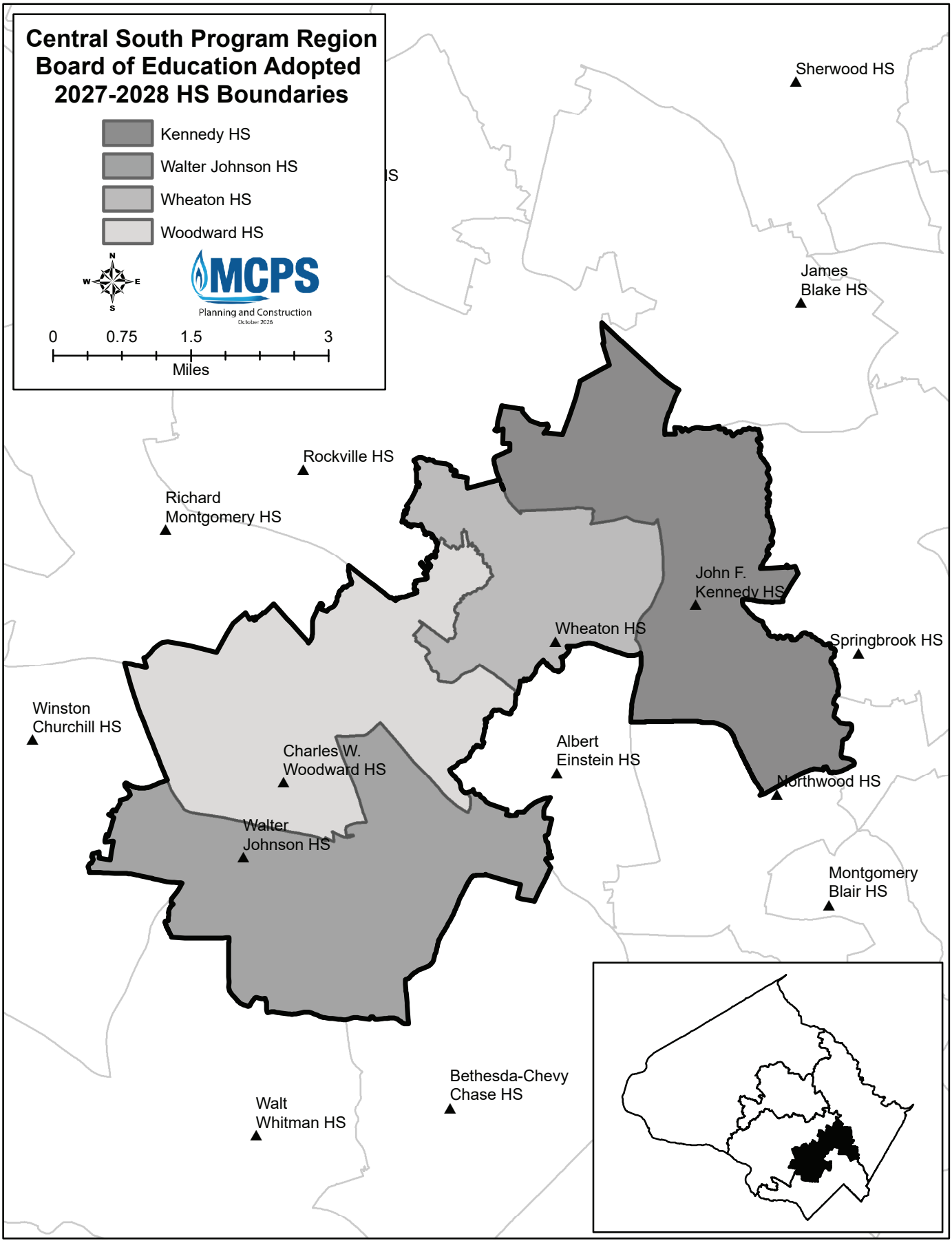
Approved—Project has an approved FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction funds.

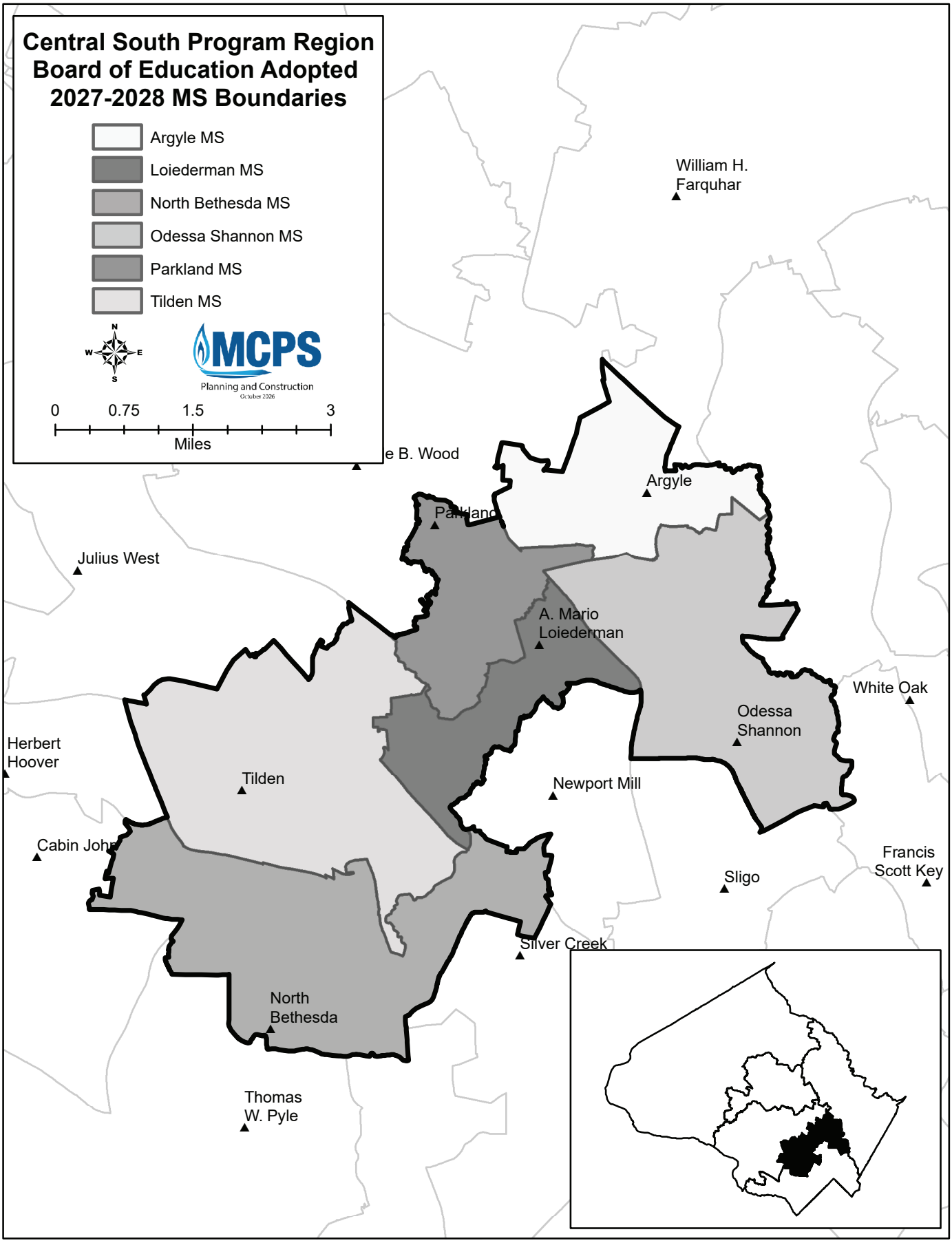
Recommended—Project has a recommended FY 2028 appropriation in the amended FY 2027–2032 CIP for planning or construction.

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

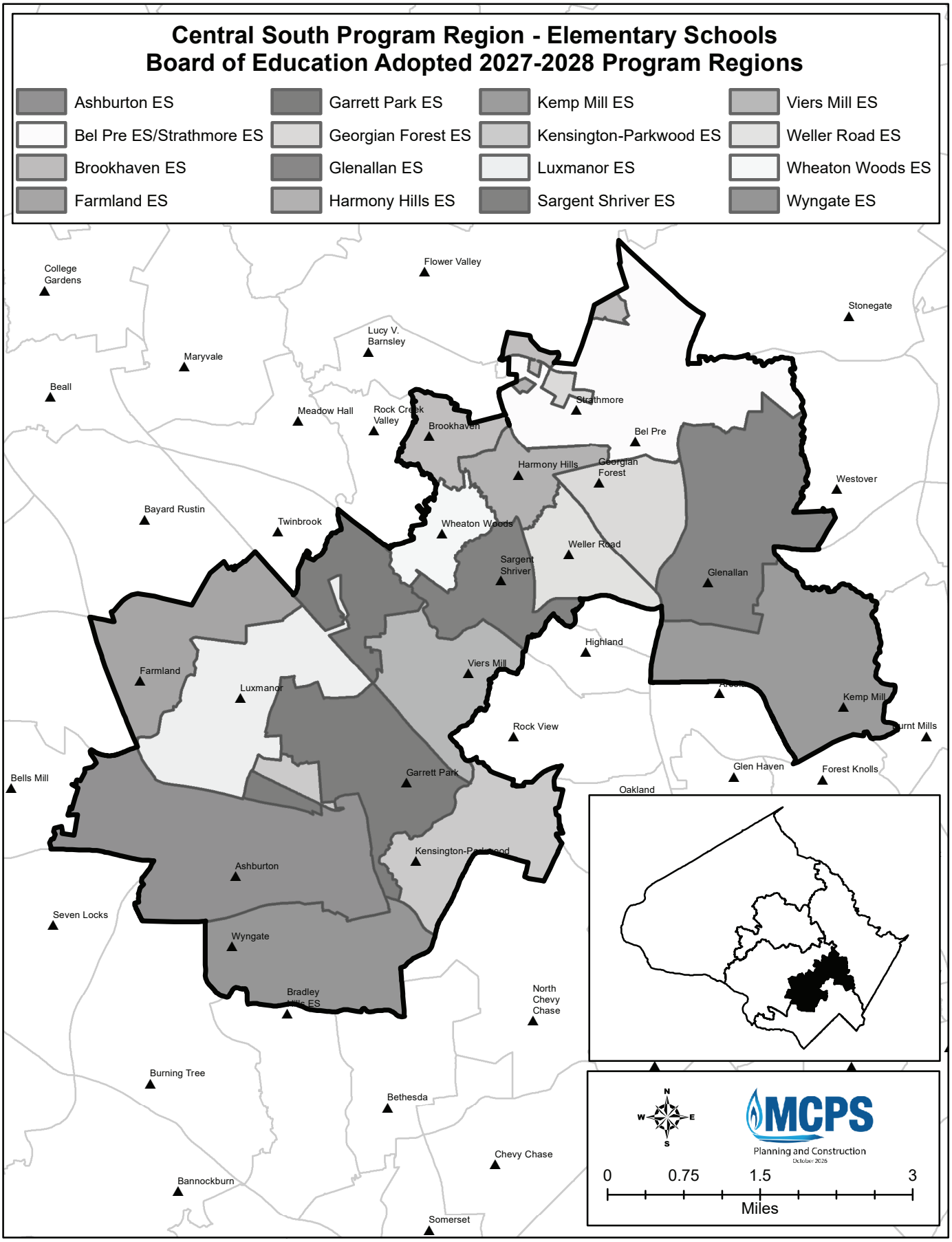
Proposed—Project has facility planning funds approved for a feasibility study.

CENTRAL SOUTH REGION HIGH SCHOOL CLUSTERS




Central South Program Region
Board of Education Adopted
2027-2028 MS Boundaries
Argyle MS
Loiederman MS
North Bethesda MS
Odessa Shannon MS
Parkland MS
Tilden MS
N
W
E
S
MCPS
Planning and Construction
October 2026
0
0.75
1.5
3
Miles
William H.
Farquhar
e B. Wood
Argyle
Parkland
Julius West
A. Mario
Loiederman
White Oak
Odessa
Shannon
Herbert
Hoover
Tilden
Newport Mill
Cabin John
Francis
Scott Key
Sligo
Silver Creek
North
Bethesda
Thomas
W. Pyle

CENTRAL SOUTH REGION HIGH SCHOOL CLUSTERS



CENTRAL SOUTH REGION HIGH SCHOOL CLUSTERS

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Central South Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Walter Johnson HS	Program Capacity	2266	2266	2266	2266	2266	2266	2266	2266	2266	2266	2266	2266
	Enrollment	**2903**	**2287**	**2011**	**1704**	**1642**	**1623**	**1590**	**1577**	**1534**	**1498**	**1467**	**1467**
	Available Space	*(637)*	*(21)*	*255*	*562*	*624*	*643*	*676*	*689*	*732*	*768*	*799*	*799*
	Comments		See Text										
John F. Kennedy HS	Program Capacity	2133	2133	2133	2133	2133	2133	2133	2133	2133	2133	2133	2133
	Enrollment	**1665**	**1821**	**1806**	**1752**	**1741**	**1719**	**1681**	**1650**	**1597**	**1552**	**1527**	**1527**
	Available Space	*468*	*312*	*327*	*381*	*392*	*414*	*452*	*483*	*536*	*581*	*606*	*606*
	Comments		See Text										
Wheaton HS	Program Capacity	2225	2225	2225	2225	2225	2225	2225	2225	2225	2225	2225	2225
	Enrollment	**2590**	**2493**	**2460**	**2448**	**2655**	**2618**	**2583**	**2531**	**2469**	**2411**	**2379**	**2379**
	Available Space	*(365)*	*(268)*	*(235)*	*(223)*	*(430)*	*(393)*	*(358)*	*(306)*	*(244)*	*(186)*	*(154)*	*(154)*
	Comments		See Text										
Charles W. Woodward HS	Program Capacity		2249	2249	2249	2249	2249	2249	2249	2249	2249	2249	2249
	Enrollment		**1122**	**1656**	**2223**	**2272**	**2251**	**2228**	**2199**	**2157**	**2117**	**2095**	**2095**
	Available Space		*1127*	*593*	*26*	*(23)*	*(2)*	*21*	*50*	*92*	*132*	*154*	*154*
	Comments		Opens See Text										
Argyle MS	Program Capacity	876	876	876	876	876	876	876	876	876	876	876	876
	Enrollment	**837**	**797**	**794**	**802**	**775**	**761**	**740**	**738**	**742**	**740**	**730**	**730**
	Available Space	*39*	*79*	*82*	*74*	*101*	*115*	*136*	*138*	*134*	*136*	*146*	*146*
	Comments	See Text											
A. Mario Loiederman MS	Program Capacity	986	986	986	986	986	986	986	986	986	986	986	986
	Enrollment	**984**	**785**	**806**	**820**	**793**	**779**	**758**	**755**	**759**	**755**	**747**	**747**
	Available Space	*2*	*201*	*180*	*166*	*193*	*207*	*228*	*231*	*227*	*231*	*239*	*239*
	Comments	See Text											
North Bethesda MS	Program Capacity	1187	1187	1187	1187	1187	1187	1187	1187	1187	1187	1187	1187
	Enrollment	**1178**	**1132**	**1134**	**1162**	**1124**	**1103**	**1075**	**1065**	**1069**	**1066**	**1060**	**1060**
	Available Space	*9*	*55*	*53*	*25*	*63*	*84*	*112*	*122*	*118*	*121*	*127*	*127*
	Comments	See Text											
Parkland MS	Program Capacity	1207	1207	1207	1207	1207	1207	1207	1207	1207	1207	1207	1207
	Enrollment	**1108**	**859**	**878**	**847**	**818**	**804**	**784**	**776**	**779**	**776**	**771**	**771**
	Available Space	*99*	*348*	*329*	*360*	*389*	*403*	*423*	*431*	*428*	*431*	*436*	*436*
	Comments	See Text											
Odessa Shannon MS	Program Capacity	881	881	881	881	881	881	881	881	881	881	881	881
	Enrollment	**742**	**632**	**649**	**630**	**622**	**600**	**586**	**580**	**584**	**581**	**577**	**577**
	Available Space	*139*	*249*	*232*	*251*	*259*	*281*	*295*	*301*	*297*	*300*	*304*	*304*
	Comments	See Text											
Tilden MS	Program Capacity	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250
	Enrollment	**1141**	**1252**	**1224**	**1219**	**1188**	**1166**	**1138**	**1133**	**1137**	**1134**	**1122**	**1122**
	Available Space	*109*	*(2)*	*26*	*31*	*62*	*84*	*112*	*117*	*113*	*116*	*128*	*128*
	Comments	See Text											
Ashburton ES	Program Capacity	802	802	802	802	802	802	802	802	802	802	802	
	Enrollment	**838**	**848**	**856**	**861**	**881**	**884**	**868**	**853**	**841**	**841**	**833**	
	Available Space	*(36)*	*(46)*	*(54)*	*(59)*	*(79)*	*(82)*	*(66)*	*(51)*	*(39)*	*(39)*	*(31)*	
	Comments	See Text											

CENTRAL SOUTH REGION HIGH SCHOOL CLUSTERS

Central South Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Bel Pre ES	Program Capacity	603	603	603	603	603	603	603	603	603	603	603	
Grades (pre-K-2)	**Enrollment**	**509**	**509**	**502**	**500**	**502**	**500**	**490**	**490**	**487**	**485**	**482**	
Paired With	Available Space	*94*	*94*	*101*	*103*	*101*	*103*	*113*	*113*	*116*	*118*	*121*	
Strathmore ES	Comments	See Text											
Brookhaven ES	Program Capacity	457	457	457	457	457	457	457	457	457	457	457	
	Enrollment	**367**	**358**	**349**	**352**	**344**	**360**	**355**	**355**	**348**	**348**	**346**	
	Available Space	*90*	*99*	*108*	*105*	*113*	*97*	*102*	*102*	*109*	*109*	*111*	
	Comments	See Text											
Farmland ES	Program Capacity	770	770	770	770	770	770	770	770	770	770	770	
	Enrollment	**771**	**784**	**758**	**736**	**735**	**732**	**737**	**709**	**700**	**699**	**693**	
	Available Space	*(1)*	*(14)*	*12*	*34*	*35*	*38*	*33*	*61*	*70*	*71*	*77*	
	Comments	See Text											
Garrett Park ES	Program Capacity	758	758	758	758	758	758	758	758	758	758	758	
	Enrollment	**709**	**743**	**747**	**748**	**744**	**734**	**741**	**712**	**704**	**701**	**699**	
	Available Space	*49*	*15*	*11*	*10*	*14*	*24*	*17*	*46*	*54*	*57*	*59*	
	Comments	See Text											
Georgian Forest ES	Program Capacity	628	628	628	628	628	628	628	628	628	628	628	
	Enrollment	**574**	**602**	**586**	**551**	**504**	**467**	**457**	**457**	**448**	**448**	**445**	
	Available Space	*54*	*26*	*42*	*77*	*124*	*161*	*171*	*171*	*180*	*180*	*183*	
	Comments	See Text											
Glenallan ES	Program Capacity	761	761	761	761	761	761	761	761	761	761	761	
	Enrollment	**654**	**625**	**614**	**595**	**565**	**588**	**584**	**584**	**570**	**571**	**568**	
	Available Space	*107*	*136*	*147*	*166*	*196*	*173*	*177*	*177*	*191*	*190*	*193*	
	Comments	See Text											
Harmony Hills ES	Program Capacity	746	746	746	746	746	746	746	746	746	746	746	
	Enrollment	**605**	**552**	**522**	**472**	**462**	**464**	**457**	**459**	**446**	**447**	**442**	
	Available Space	*141*	*194*	*224*	*274*	*284*	*282*	*289*	*287*	*300*	*299*	*304*	
	Comments	See Text											
Kemp Mill ES	Program Capacity	466	466	466	466	466	466	466	466	466	466	466	
	Enrollment	**369**	**356**	**350**	**349**	**348**	**350**	**351**	**348**	**343**	**343**	**342**	
	Available Space	*97*	*110*	*116*	*117*	*118*	*116*	*115*	*118*	*123*	*123*	*124*	
	Comments	See Text											
Kensington-Parkwood ES	Program Capacity	840	840	840	840	840	840	840	840	840	840	840	
	Enrollment	**559**	**547**	**557**	**553**	**540**	**538**	**537**	**536**	**530**	**529**	**524**	
	Available Space	*281*	*293*	*283*	*287*	*300*	*302*	*303*	*304*	*310*	*311*	*316*	
	Comments												
Luxmanor ES	Program Capacity	762	762	762	762	762	762	762	762	762	762	762	
	Enrollment	**647**	**656**	**622**	**603**	**598**	**581**	**580**	**574**	**565**	**565**	**562**	
	Available Space	*115*	*106*	*140*	*159*	*164*	*181*	*182*	*188*	*197*	*197*	*200*	
	Comments												
Sargent Shriver ES	Program Capacity	613	613	613	613	613	613	613	613	613	613	613	
	Enrollment	**639**	**609**	**598**	**584**	**588**	**592**	**582**	**578**	**572**	**570**	**565**	
	Available Space	*(26)*	*4*	*15*	*29*	*25*	*21*	*31*	*35*	*41*	*43*	*48*	
	Comments												

CENTRAL SOUTH REGION HIGH SCHOOL CLUSTERS

Central South Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Strathmore ES	Program Capacity	420	420	420	420	420	420	420	420	420	420	420	
	Enrollment	**423**	**434**	**441**	**436**	**436**	**436**	**436**	**436**	**436**	**436**	**436**	
	Available Space	*(3)*	*(14)*	*(21)*	*(16)*	*(16)*	*(16)*	*(16)*	*(16)*	*(16)*	*(16)*	*(16)*	
	Comments												
Viers Mill ES	Program Capacity	686	686	686	686	686	686	686	686	686	686	686	
	Enrollment	**507**	**490**	**494**	**480**	**465**	**468**	**474**	**470**	**465**	**463**	**461**	
	Available Space	*179*	*196*	*192*	*206*	*221*	*218*	*212*	*216*	*221*	*223*	*225*	
	Comments												
Weller Road ES	Program Capacity	734	734	734	734	734	734	734	734	734	734	734	
	Enrollment	**643**	**626**	**621**	**608**	**615**	**602**	**606**	**603**	**597**	**594**	**592**	
	Available Space	*91*	*108*	*113*	*126*	*119*	*132*	*128*	*131*	*137*	*140*	*142*	
	Comments												
Wheaton Woods ES	Program Capacity	666	666	666	666	666	666	666	666	666	666	666	
	Enrollment	**537**	**528**	**527**	**517**	**524**	**516**	**515**	**513**	**507**	**504**	**503**	
	Available Space	*129*	*138*	*139*	*149*	*142*	*150*	*151*	*153*	*159*	*162*	*163*	
	Comments												
Wyngate ES	Program Capacity	816	816	816	816	816	816	816	816	816	816	816	
	Enrollment	**630**	**608**	**593**	**580**	**583**	**566**	**571**	**566**	**559**	**557**	**559**	
	Available Space	*186*	*208*	*223*	*236*	*233*	*250*	*245*	*250*	*257*	*259*	*257*	
	Comments												
Region Information	HS Utilization	108%	87%	89%	92%	94%	93%	91%	90%	87%	85%	84%	84%
	HS Enrollment	7158	7723	7933	8127	8310	8211	8082	7957	7757	7578	7468	7468
	MS Utilization	94%	85%	86%	86%	83%	82%	80%	79%	79%	79%	78%	78%
	MS Enrollment	5990	5457	5485	5480	5320	5213	5081	5047	5070	5052	5007	5007
	ES Utilization	87%	86%	84%	83%	82%	81%	81%	80%	79%	79%	79%	
	ES Enrollment	9981	9875	9737	9525	9434	9378	9341	9243	9118	9101	9052	

Winston Churchill, Richard Montgomery, Rockville, and Thomas S. Wootton high school clusters

Major Capital Projects (Central Region)

School	Project	Project Status*	Date of Completion
Thomas S. Wootton HS at Crown Farm Site	New School	Approved	August 2027
Cold Spring ES	Replacement	Approved	August 2034

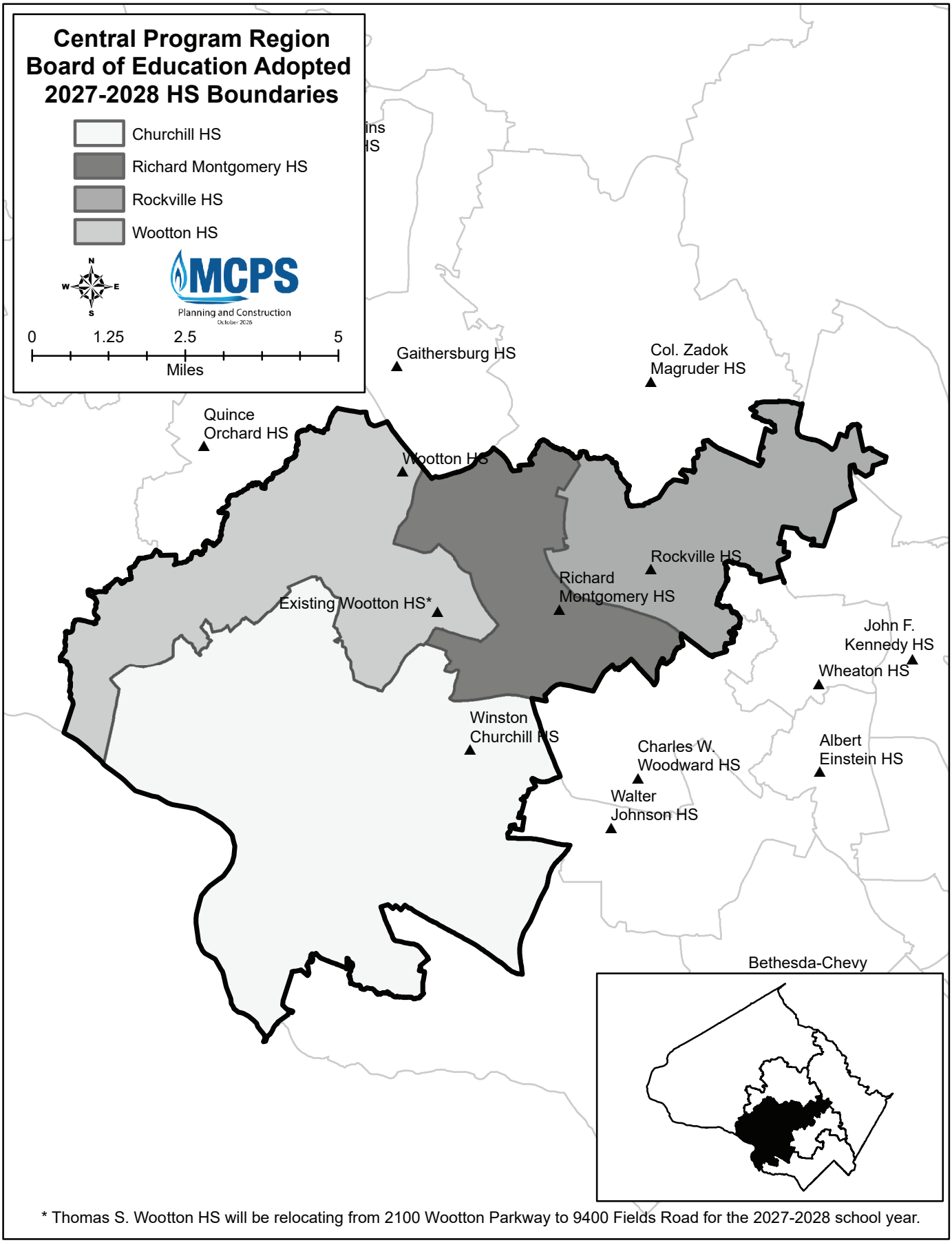
Approved—Project has an approved FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2028 appropriation in the amended FY 2027–2032 CIP for planning or construction.

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

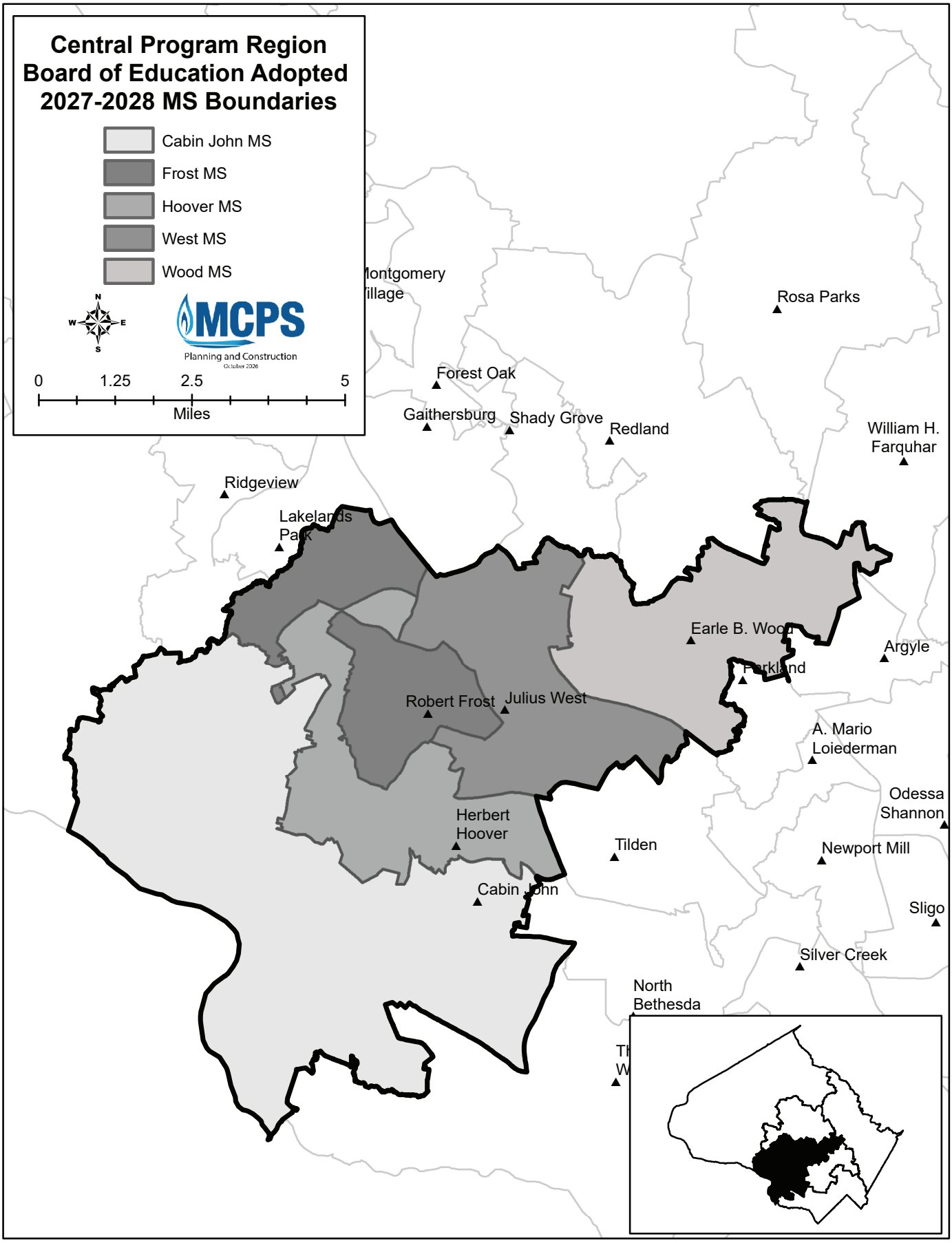
Proposed—Project has facility planning funds approved for a feasibility study.

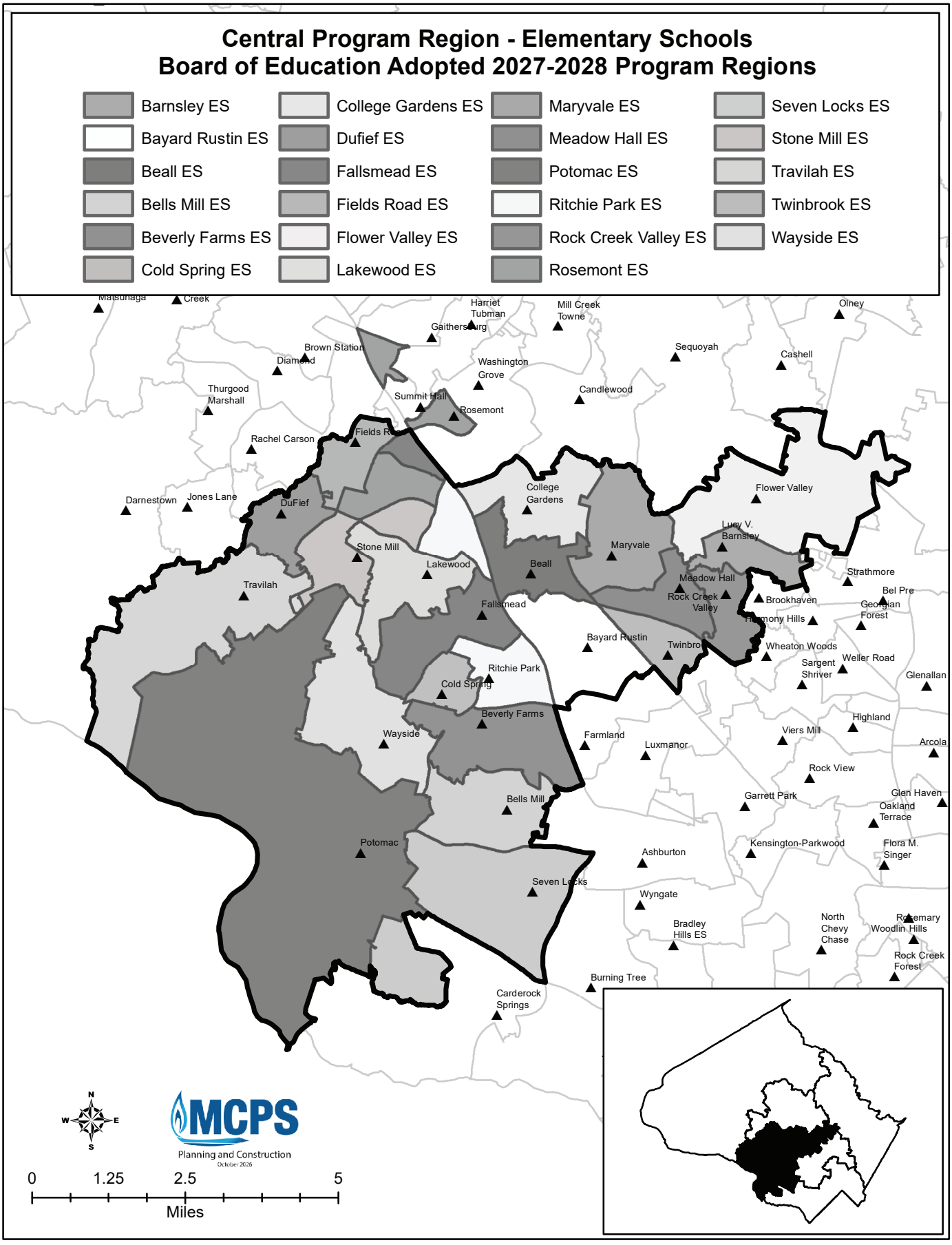
CENTRAL REGION HIGH SCHOOL CLUSTERS



* Thomas S. Wootton HS will be relocating from 2100 Wootton Parkway to 9400 Fields Road for the 2027-2028 school year.

CENTRAL REGION HIGH SCHOOL CLUSTERS




Central Program Region - Elementary Schools
Board of Education Adopted 2027-2028 Program Regions
Barnsley ES
Bayard Rustin ES
Beall ES
Bells Mill ES
Beverly Farms ES
Cold Spring ES
College Gardens ES
Dufief ES
Fallsmead ES
Fields Road ES
Flower Valley ES
Lakewood ES
Maryvale ES
Meadow Hall ES
Potomac ES
Ritchie Park ES
Rock Creek Valley ES
Rosemont ES
Seven Locks ES
Stone Mill ES
Travilah ES
Twinbrook ES
Wayside ES
Harriet Tubman
Mill Creek Towne
Olney
Gaithersburg
Brown Station
Diamond
Washington Grove
Sequoyah
Cashell
Thurgood Marshall
Summit Hall
Rosemont
Candlewood
Rachel Carson
Fields Rd
Darnestown
Jones Lane
DuFief
College Gardens
Flower Valley
Lucy V. Barnsley
Stone Mill
Lakewood
Beall
Maryvale
Travilah
Meadow Hall
Rock Creek Valley
Strathmore
Bel Pre
Georgian Forest
Brookhaven
Fallsmead
Bayard Rustin
Twinbrook
Wheaton Woods
Sargent Shriver
Weller Road
Glenallan
Ritchie Park
Cold Spring
Beverly Farms
Wayside
Farmland
Luxmanor
Viers Mill
Highland
Arcola
Rock View
Garrett Park
Glen Haven
Oakland Terrace
Bells Mill
Potomac
Ashburton
Kensington-Parkwood
Flora M. Singer
Seven Locks
Wyngate
Bradley Hills ES
North Chevy Chase
Rosemary Woodlin Hills
Rock Creek Forest
Burning Tree
Carderock Springs
N
W
E
S
MCPS
Planning and Construction
October 2026
0
1.25
2.5
5
Miles

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

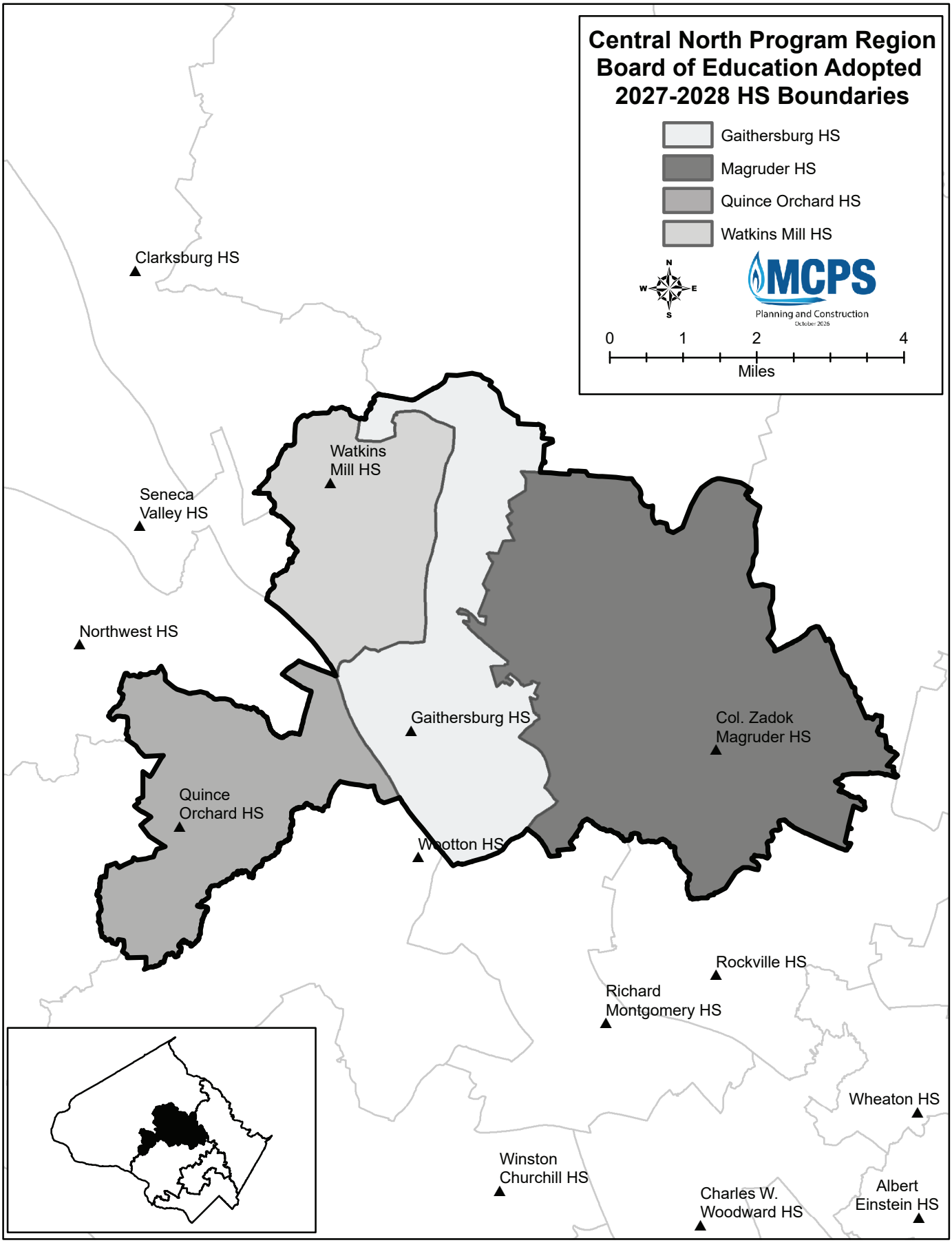
Central Region Schools		Prelim.	Projections										
		26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Winston Churchill HS	Program Capacity	1930	1930	1930	1930	1930	1930	1930	1930	1930	1930	1930	1930
	Enrollment	**2108**	**2238**	**2229**	**2225**	**2152**	**2117**	**2092**	**2055**	**1999**	**1968**	**1923**	**1923**
	Available Space	*(178)*	*(308)*	*(299)*	*(295)*	*(222)*	*(187)*	*(162)*	*(125)*	*(69)*	*(38)*	*7*	*7*
	Comments		See Text										
Richard Montgomery HS	Program Capacity	2238	2238	2238	2238	2238	2238	2238	2238	2238	2238	2238	2238
	Enrollment	**2324**	**2019**	**2037**	**2087**	**2199**	**2147**	**2095**	**2074**	**2027**	**1985**	**1952**	**1952**
	Available Space	*(86)*	*219*	*201*	*151*	*39*	*91*	*143*	*164*	*211*	*253*	*286*	*286*
	Comments		See Text										
Rockville HS	Program Capacity	1500	1500	1500	1500	1500	1500	1500	1500	1500	1500	1500	1500
	Enrollment	**1407**	**1393**	**1394**	**1414**	**1499**	**1493**	**1473**	**1442**	**1404**	**1373**	**1355**	**1355**
	Available Space	*93*	*107*	*106*	*86*	*1*	*7*	*27*	*58*	*96*	*127*	*145*	*145*
	Comments												
Thomas S. Wootton HS	Program Capacity	2089	2096	2096	2096	2096	2096	2096	2096	2096	2096	2096	2096
	Enrollment	**1773**	**2057**	**2048**	**2016**	**1988**	**2020**	**1997**	**1959**	**1914**	**1874**	**1863**	**1863**
	Available Space	*316*	*39*	*48*	*80*	*108*	*76*	*99*	*137*	*182*	*222*	*233*	*233*
	Comments		Relocoted to New Site										
Cabin John MS	Program Capacity	1102	1102	1102	1102	1102	1102	1102	1102	1102	1102	1102	1102
	Enrollment	**1055**	**1050**	**1029**	**1004**	**971**	**952**	**930**	**920**	**925**	**923**	**915**	**915**
	Available Space	*47*	*52*	*73*	*98*	*131*	*150*	*172*	*182*	*177*	*179*	*187*	*187*
	Comments		See Text										
Robert Frost MS	Program Capacity	1032	1032	1032	1032	1032	1032	1032	1032	1032	1032	1032	1032
	Enrollment	**924**	**977**	**946**	**902**	**872**	**856**	**835**	**827**	**831**	**828**	**822**	**822**
	Available Space	*108*	*55*	*86*	*130*	*160*	*176*	*197*	*205*	*201*	*204*	*210*	*210*
	Comments	See Text											
Herbert Hoover MS	Program Capacity	1109	1109	1109	1109	1109	1109	1109	1109	1109	1109	1109	1109
	Enrollment	**959**	**1090**	**1063**	**1054**	**1018**	**1000**	**976**	**967**	**971**	**977**	**971**	**971**
	Available Space	*150*	*19*	*46*	*55*	*91*	*109*	*133*	*142*	*138*	*132*	*138*	*138*
	Comments	See Text											
Julius West MS	Program Capacity	1427	1427	1427	1427	1427	1427	1427	1427	1427	1427	1427	1427
	Enrollment	**1257**	**1332**	**1322**	**1321**	**1287**	**1263**	**1232**	**1226**	**1231**	**1227**	**1214**	**1214**
	Available Space	*170*	*95*	*105*	*106*	*140*	*164*	*195*	*201*	*196*	*200*	*213*	*213*
	Comments	See Text											
Earle B. Wood MS	Program Capacity	942	942	942	942	942	942	942	942	942	942	942	942
	Enrollment	**982**	**995**	**976**	**946**	**914**	**896**	**873**	**868**	**872**	**870**	**859**	**859**
	Available Space	*(40)*	*(53)*	*(34)*	*(4)*	*28*	*46*	*69*	*74*	*70*	*72*	*83*	*83*
	Comments	See Text											
Lucy V. Barnsley ES	Program Capacity	679	679	679	679	679	679	679	679	679	679	679	
	Enrollment	**611**	**595**	**588**	**583**	**604**	**598**	**583**	**584**	**576**	**577**	**575**	
	Available Space	*68*	*84*	*91*	*96*	*75*	*81*	*96*	*95*	*103*	*102*	*104*	
	Comments	See Text											
Beall ES	Program Capacity	666	666	666	666	666	666	666	666	666	666	666	
	Enrollment	**485**	**513**	**524**	**524**	**485**	**583**	**580**	**600**	**596**	**593**	**568**	
	Available Space	*181*	*153*	*142*	*142*	*181*	*83*	*86*	*66*	*70*	*73*	*98*	
	Comments	See Text											

CENTRAL REGION HIGH SCHOOL CLUSTERS

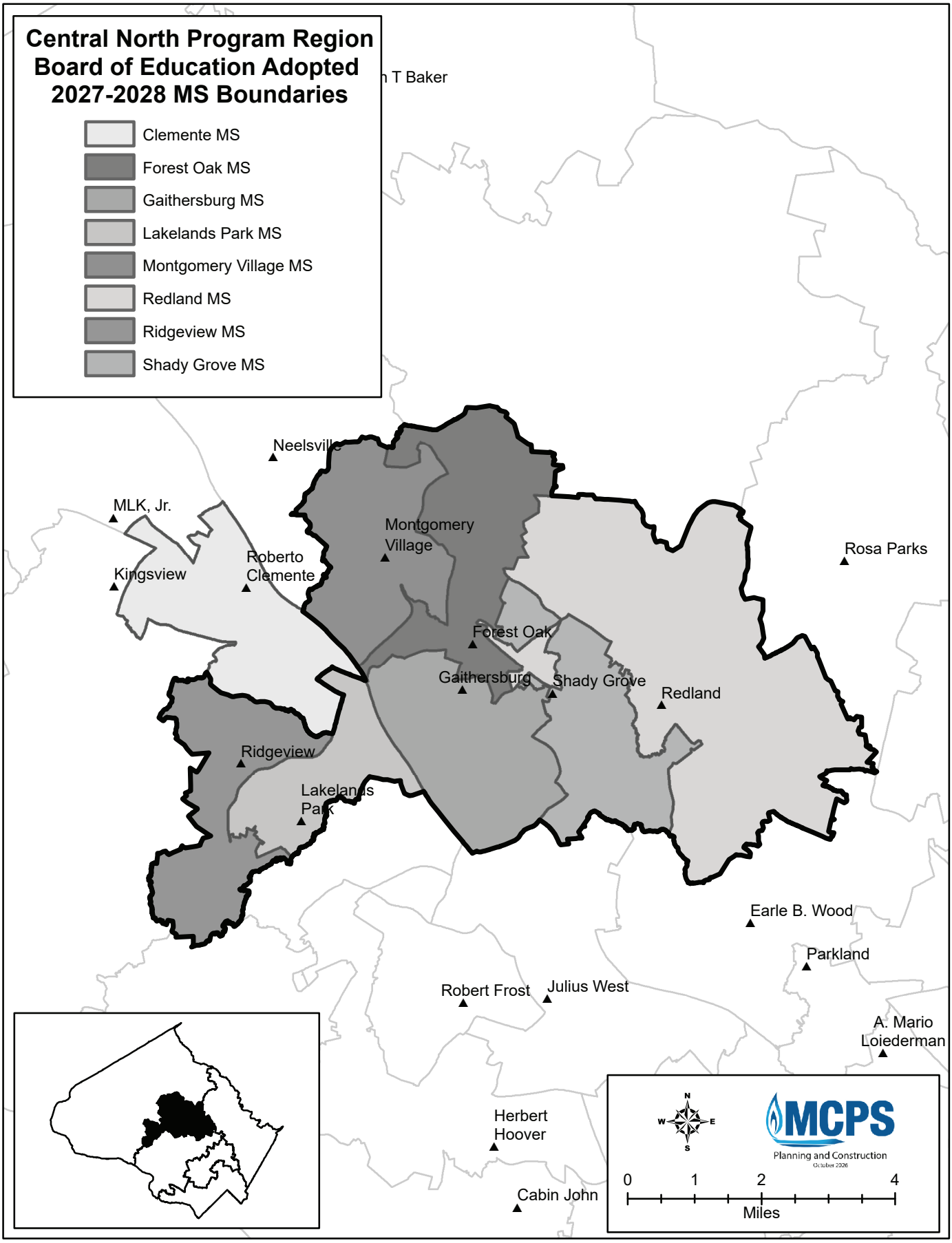
Central Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Bells Mill ES	Program Capacity	622	622	622	622	622	622	622	622	622	622	622	
	Enrollment	**558**	**540**	**526**	**517**	**525**	**522**	**514**	**510**	**503**	**501**	**499**	
	Available Space	*64*	*82*	*96*	*105*	*97*	*100*	*108*	*112*	*119*	*121*	*123*	
	Comments	See Text											
Beverly Farms ES	Program Capacity	748	748	748	748	748	748	748	748	748	748	748	
	Enrollment	**532**	**506**	**501**	**500**	**512**	**501**	**498**	**492**	**487**	**486**	**483**	
	Available Space	*216*	*242*	*247*	*248*	*236*	*247*	*250*	*256*	*261*	*262*	*265*	
	Comments	See Text											
Cold Spring ES	Program Capacity	396	396	396	396	396	396	396	396	465	465	465	
	Enrollment	**355**	**356**	**350**	**357**	**355**	**352**	**357**	**355**	**352**	**353**	**351**	
	Available Space	*41*	*40*	*46*	*39*	*41*	*44*	*39*	*41*	*113*	*112*	*114*	
	Comments	See Text				Planning for MCP				MCP Complete			
College Gardens ES	Program Capacity	722	722	722	722	722	722	722	722	722	722	722	
	Enrollment	**429**	**415**	**406**	**387**	**382**	**374**	**369**	**366**	**362**	**361**	**360**	
	Available Space	*293*	*307*	*316*	*335*	*340*	*348*	*353*	*356*	*360*	*361*	*362*	
	Comments	See Text											
DuFief ES	Program Capacity	380	380	380	380	380	380	380	380	380	380	380	
	Enrollment	**266**	**274**	**282**	**290**	**299**	**298**	**289**	**291**	**288**	**286**	**281**	
	Available Space	*114*	*106*	*98*	*90*	*81*	*82*	*91*	*89*	*92*	*94*	*99*	
	Comments	See Text											
Fallsmead ES	Program Capacity	606	606	606	606	606	606	606	606	606	606	606	
	Enrollment	**480**	**479**	**473**	**463**	**463**	**478**	**469**	**466**	**460**	**459**	**456**	
	Available Space	*126*	*127*	*133*	*143*	*143*	*128*	*137*	*140*	*146*	*147*	*150*	
	Comments	See Text											
Fields Road ES	Program Capacity	459	459	459	459	459	459	459	459	459	459	459	
	Enrollment	**425**	**415**	**419**	**412**	**399**	**403**	**397**	**394**	**389**	**388**	**386**	
	Available Space	*34*	*44*	*40*	*47*	*60*	*56*	*62*	*65*	*70*	*71*	*73*	
	Comments	See Text											
Flower Valley ES	Program Capacity	458	458	458	458	458	458	458	458	458	458	458	
	Enrollment	**476**	**438**	**436**	**415**	**451**	**446**	**441**	**438**	**432**	**430**	**428**	
	Available Space	*(18)*	*20*	*22*	*43*	*7*	*12*	*17*	*20*	*26*	*28*	*30*	
	Comments	See Text											
Lakewood ES	Program Capacity	570	570	570	570	570	570	570	570	570	570	570	
	Enrollment	**412**	**398**	**376**	**350**	**356**	**341**	**343**	**341**	**336**	**336**	**335**	
	Available Space	*158*	*172*	*194*	*220*	*214*	*229*	*227*	*229*	*234*	*234*	*235*	
	Comments	See Text											
Maryvale ES	Program Capacity	642	642	642	642	642	642	642	642	642	642	642	
	Enrollment	**607**	**574**	**580**	**582**	**577**	**578**	**577**	**572**	**567**	**566**	**563**	
	Available Space	*35*	*68*	*62*	*60*	*65*	*64*	*65*	*70*	*75*	*76*	*79*	
	Comments	See Text											
Meadow Hall ES	Program Capacity	374	374	374	374	374	374	374	374	374	374	374	
	Enrollment	**323**	**286**	**277**	**267**	**284**	**290**	**283**	**282**	**278**	**275**	**274**	
	Available Space	*51*	*88*	*97*	*107*	*90*	*84*	*91*	*92*	*96*	*99*	*100*	
	Comments	See Text											

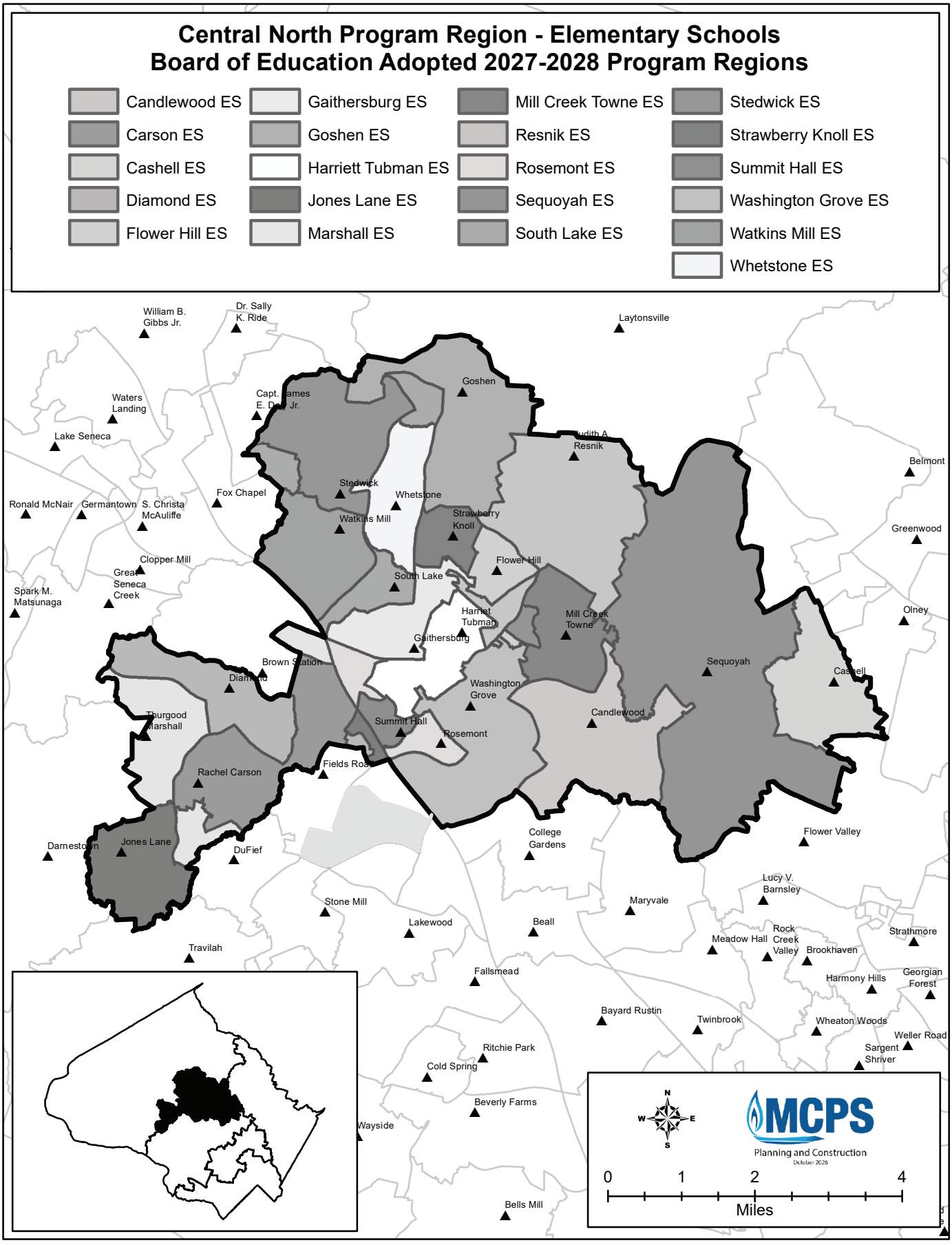
CENTRAL REGION HIGH SCHOOL CLUSTERS

Central Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Potomac ES	Program Capacity	486	486	486	486	486	486	486	486	486	486	486	
	Enrollment	**424**	**423**	**411**	**412**	**409**	**407**	**409**	**407**	**401**	**401**	**398**	
	Available Space	*62*	*63*	*75*	*74*	*77*	*79*	*77*	*79*	*85*	*85*	*88*	
	Comments	See Text											
Ritchie Park ES	Program Capacity	414	414	414	414	414	414	414	414	414	414	414	
	Enrollment	**360**	**414**	**415**	**409**	**376**	**368**	**365**	**362**	**358**	**357**	**355**	
	Available Space	*54*	*0*	*(1)*	*5*	*38*	*46*	*49*	*52*	*56*	*57*	*59*	
	Comments	See Text											
Rock Creek Valley ES	Program Capacity	428	428	428	428	428	428	428	428	428	428	428	
	Enrollment	**361**	**360**	**352**	**350**	**354**	**348**	**345**	**343**	**337**	**337**	**335**	
	Available Space	*67*	*68*	*76*	*78*	*74*	*80*	*83*	*85*	*91*	*91*	*93*	
	Comments	See Text											
Bayard Rustin ES	Program Capacity	700	700	700	700	700	700	700	700	700	700	700	
	Enrollment	**670**	**644**	**649**	**624**	**630**	**619**	**613**	**609**	**601**	**599**	**594**	
	Available Space	*30*	*56*	*51*	*76*	*70*	*81*	*87*	*91*	*99*	*101*	*106*	
	Comments	See Text											
Seven Locks ES	Program Capacity	462	462	462	462	462	462	462	462	462	462	462	
	Enrollment	**367**	**357**	**362**	**365**	**360**	**359**	**360**	**357**	**353**	**351**	**349**	
	Available Space	*95*	*105*	*100*	*97*	*102*	*103*	*102*	*105*	*109*	*111*	*113*	
	Comments	See Text											
Stone Mill ES	Program Capacity	714	714	714	714	714	714	714	714	714	714	714	
	Enrollment	**664**	**685**	**702**	**729**	**721**	**721**	**704**	**702**	**694**	**692**	**689**	
	Available Space	*50*	*29*	*12*	*(15)*	*(7)*	*(7)*	*10*	*12*	*20*	*22*	*25*	
	Comments	See Text											
Travilah ES	Program Capacity	536	536	536	536	536	536	536	536	536	536	536	
	Enrollment	**382**	**377**	**381**	**378**	**382**	**371**	**366**	**362**	**358**	**357**	**356**	
	Available Space	*154*	*159*	*155*	*158*	*154*	*165*	*170*	*174*	*178*	*179*	*180*	
	Comments	See Text											
Twinbrook ES	Program Capacity	598	598	598	598	598	598	598	598	598	598	598	
	Enrollment	**445**	**465**	**493**	**490**	**461**	**451**	**451**	**448**	**443**	**442**	**440**	
	Available Space	*153*	*133*	*105*	*108*	*137*	*147*	*147*	*150*	*155*	*156*	*158*	
	Comments	See Text											
Wayside ES	Program Capacity	666	666	666	666	666	666	666	666	666	666	666	
	Enrollment	**466**	**445**	**454**	**447**	**445**	**434**	**445**	**443**	**437**	**437**	**434**	
	Available Space	*200*	*221*	*212*	*219*	*221*	*232*	*221*	*223*	*229*	*229*	*232*	
	Comments	See Text											
Region Information	HS Utilization	98%	99%	99%	100%	101%	100%	99%	97%	95%	93%	91%	91%
	HS Enrollment	7612	7707	7708	7742	7838	7777	7657	7530	7344	7200	7093	7093
	MS Utilization	92%	97%	95%	93%	90%	89%	86%	86%	86%	86%	85%	85%
	MS Enrollment	5177	5444	5336	5227	5062	4967	4846	4808	4830	4825	4781	4781
	ES Utilization	82%	81%	81%	80%	80%	80%	79%	79%	78%	77%	77%	
	ES Enrollment	10098	9959	9957	9851	9830	9842	9758	9724	9608	9584	9509	


Central North Program Region
Board of Education Adopted
2027-2028 HS Boundaries
Gaithersburg HS
Magruder HS
Quince Orchard HS
Watkins Mill HS
N
W
E
S
MCPS
Planning and Construction
October 2026
0
1
2
4
Miles
Clarksburg HS
Watkins Mill HS
Seneca Valley HS
Northwest HS
Gaithersburg HS
Col. Zadok Magruder HS
Quince Orchard HS
Wootton HS
Rockville HS
Richard Montgomery HS
Wheaton HS
Winston Churchill HS
Charles W. Woodward HS
Albert Einstein HS

CENTRAL NORTH REGION HIGH SCHOOL CLUSTERS




Central North Program Region - Elementary Schools
Board of Education Adopted 2027-2028 Program Regions
Candlewood ES
Carson ES
Cashell ES
Diamond ES
Flower Hill ES
Gaithersburg ES
Goshen ES
Harriett Tubman ES
Jones Lane ES
Marshall ES
Mill Creek Towne ES
Resnik ES
Rosemont ES
Sequoyah ES
South Lake ES
Stedwick ES
Strawberry Knoll ES
Summit Hall ES
Washington Grove ES
Watkins Mill ES
Whetstone ES
William B. Gibbs Jr.
Dr. Sally K. Ride
Laytonsville
Waters Landing
Lake Seneca
Goshen
Judith A Resnik
Belmont
Fox Chapel
Stedwick
Whetstone
Ronald McNair
Germantown
S. Christa McAuliffe
Watkins Mill
Strawberry Knoll
Greenwood
Clopper Mill
Flower Hill
South Lake
Spark M. Matsunaga
Harriet Tubman
Mill Creek Towne
Olney
Gaithersburg
Brown Station
Sequoyah
Washington Grove
Candlewood
Summit Hall
Rosemont
Thurgood Marshall
Rachel Carson
Fields Road
College Gardens
Flower Valley
Darnestown
Jones Lane
DuFief
Lucy V. Barnsley
Stone Mill
Maryvale
Lakewood
Beall
Meadow Hall
Rock Creek Valley
Brookhaven
Strathmore
Travilah
Fallsmead
Harmony Hills
Georgian Forest
Bayard Rustin
Twinbrook
Wheaton Woods
Weller Road
Ritchie Park
Sargent Shriver
Cold Spring
Beverly Farms
Wayside
Bells Mill
N
W
E
S
MCPS
Planning and Construction
October 2026
0
1
2
4
Miles

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

		Prelim.	Projections										
Central North Region Schools		**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**31-32**	**32-33**	**33-34**	**34-35**	**35-36**	**36-37**	**41-42**
Gaithersburg HS	Program Capacity	2413	2413	2413	2413	2413	2413	2413	2413	2413	2413	2413	2413
	Enrollment	**2150**	**2145**	**2048**	**1964**	**1921**	**1937**	**1918**	**1895**	**1843**	**1796**	**1760**	**1760**
	Available Space	*263*	*268*	*365*	*449*	*492*	*476*	*495*	*518*	*570*	*617*	*653*	*653*
	Comments		See Text										
Col. Zadok Magruder HS	Program Capacity	1860	1860	1860	1860	1860	1860	1860	1860	1860	1860	1860	1860
	Enrollment	**1523**	**1504**	**1533**	**1647**	**1807**	**1790**	**1759**	**1734**	**1697**	**1662**	**1644**	**1644**
	Available Space	*337*	*356*	*327*	*213*	*53*	*70*	*101*	*126*	*163*	*198*	*216*	*216*
	Comments		Feasibility Study										
Quince Orchard HS	Program Capacity	1807	1807	1807	1807	1807	1807	1807	1807	1807	1807	1807	1807
	Enrollment	**1803**	**1471**	**1451**	**1491**	**1611**	**1610**	**1578**	**1558**	**1511**	**1475**	**1445**	**1445**
	Available Space	*4*	*336*	*356*	*316*	*196*	*197*	*229*	*249*	*296*	*332*	*362*	*362*
	Comments		See Text										
Watkins Mill HS	Program Capacity	1847	1847	1847	1847	1847	1847	1847	1847	1847	1847	1847	1847
	Enrollment	**1487**	**1572**	**1496**	**1393**	**1403**	**1404**	**1385**	**1361**	**1326**	**1294**	**1267**	**1267**
	Available Space	*360*	*275*	*351*	*454*	*444*	*443*	*462*	*486*	*521*	*553*	*580*	*580*
	Comments		See Text										
Forest Oak MS	Program Capacity	944	944	944	944	944	944	944	944	944	944	944	944
	Enrollment	**764**	**997**	**959**	**941**	**911**	**893**	**870**	**868**	**871**	**878**	**857**	**857**
	Available Space	*180*	*(53)*	*(15)*	*3*	*33*	*51*	*74*	*76*	*73*	*66*	*87*	*87*
	Comments	See Text											
Gaithersburg MS	Program Capacity	1022	1022	1022	1022	1022	1022	1022	1022	1022	1022	1022	1022
	Enrollment	**847**	**998**	**1024**	**1033**	**1004**	**986**	**962**	**953**	**957**	**953**	**947**	**947**
	Available Space	*175*	*24*	*(2)*	*(11)*	*18*	*36*	*60*	*69*	*65*	*69*	*75*	*75*
	Comments	See Text											
Lakelands Park MS	Program Capacity	1136	1136	1136	1136	1136	1136	1136	1136	1136	1136	1136	1136
	Enrollment	**1000**	**640**	**677**	**690**	**670**	**658**	**641**	**636**	**637**	**636**	**632**	**632**
	Available Space	*136*	*496*	*459*	*446*	*466*	*478*	*495*	*500*	*499*	*500*	*504*	*504*
	Comments	See Text											
Montgomery Village MS	Program Capacity	842	842	842	842	842	842	842	842	842	842	842	842
	Enrollment	**743**	**767**	**759**	**720**	**695**	**682**	**666**	**659**	**662**	**660**	**655**	**655**
	Available Space	*99*	*75*	*83*	*122*	*147*	*160*	*176*	*183*	*180*	*182*	*187*	*187*
	Comments	See Text											
Redland MS	Program Capacity	713	713	713	713	713	713	713	713	713	713	713	713
	Enrollment	**576**	**601**	**578**	**556**	**534**	**524**	**511**	**505**	**508**	**507**	**504**	**504**
	Available Space	*137*	*112*	*135*	*157*	*179*	*189*	*202*	*208*	*205*	*206*	*209*	*209*
	Comments	See Text											
Ridgeview MS	Program Capacity	954	954	954	954	954	954	954	954	954	954	954	954
	Enrollment	**709**	**489**	**480**	**492**	**494**	**465**	**453**	**464**	**461**	**460**	**445**	**445**
	Available Space	*245*	*465*	*474*	*462*	*460*	*489*	*501*	*490*	*493*	*494*	*509*	*509*
	Comments	See Text											
Shady Grove MS	Program Capacity	841	841	841	841	841	841	841	841	841	841	841	841
	Enrollment	**565**	**595**	**557**	**544**	**524**	**514**	**500**	**496**	**498**	**496**	**493**	**493**
	Available Space	*276*	*246*	*284*	*297*	*317*	*327*	*341*	*345*	*343*	*345*	*348*	*348*
	Comments	See Text											

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Central North Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Candlewood ES	Program Capacity	546	546	546	546	546	546	546	546	546	546	546	
	Enrollment	**343**	**329**	**314**	**304**	**299**	**292**	**291**	**280**	**275**	**275**	**273**	
	Available Space	*203*	*217*	*232*	*242*	*247*	*254*	*255*	*266*	*271*	*271*	*273*	
	Comments	See Text											
Rachel Carson ES	Program Capacity	734	734	734	734	734	734	734	734	734	734	734	
	Enrollment	**640**	**654**	**657**	**667**	**683**	**674**	**674**	**667**	**663**	**661**	**659**	
	Available Space	*94*	*80*	*77*	*67*	*51*	*60*	*60*	*67*	*71*	*73*	*75*	
	Comments	See Text											
Cashell ES	Program Capacity	312	312	312	312	312	312	312	312	312	312	312	
	Enrollment	**381**	**378**	**382**	**367**	**355**	**355**	**358**	**354**	**351**	**351**	**348**	
	Available Space	*(69)*	*(66)*	*(70)*	*(55)*	*(43)*	*(43)*	*(46)*	*(42)*	*(39)*	*(39)*	*(36)*	
	Comments	See Text											
Diamond ES	Program Capacity	708	708	708	708	708	708	708	708	708	708	708	
	Enrollment	**620**	**614**	**622**	**640**	**621**	**622**	**618**	**613**	**606**	**604**	**599**	
	Available Space	*88*	*94*	*86*	*68*	*87*	*86*	*90*	*95*	*102*	*104*	*109*	
	Comments	See Text											
Flower Hill ES	Program Capacity	413	413	413	413	413	413	413	413	413	413	413	
	Enrollment	**424**	**387**	**382**	**379**	**368**	**360**	**362**	**359**	**353**	**353**	**351**	
	Available Space	*(11)*	*26*	*31*	*34*	*45*	*53*	*51*	*54*	*60*	*60*	*62*	
	Comments	See Text											
Gaithersburg ES	Program Capacity	793	793	793	793	793	793	793	793	793	793	793	
	Enrollment	**536**	**496**	**480**	**477**	**471**	**467**	**457**	**454**	**447**	**446**	**443**	
	Available Space	*257*	*297*	*313*	*316*	*322*	*326*	*336*	*339*	*346*	*347*	*350*	
	Comments	See Text											
Goshen ES	Program Capacity	591	591	591	591	591	591	591	591	591	591	591	
	Enrollment	**417**	**402**	**392**	**371**	**373**	**370**	**366**	**365**	**359**	**358**	**356**	
	Available Space	*174*	*189*	*199*	*220*	*218*	*221*	*225*	*226*	*232*	*233*	*235*	
	Comments	See Text											
Jones Lane ES	Program Capacity	526	526	526	526	526	526	526	526	526	526	526	
	Enrollment	**377**	**312**	**315**	**310**	**322**	**317**	**327**	**323**	**319**	**319**	**317**	
	Available Space	*149*	*214*	*211*	*216*	*204*	*209*	*199*	*203*	*207*	*207*	*209*	
	Comments	See Text											
Thurgood Marshall ES	Program Capacity	501	501	501	501	501	501	501	501	501	501	501	
	Enrollment	**440**	**413**	**394**	**367**	**361**	**363**	**367**	**363**	**360**	**360**	**356**	
	Available Space	*61*	*88*	*107*	*134*	*140*	*138*	*134*	*138*	*141*	*141*	*145*	
	Comments	See Text											
Mill Creek Towne ES	Program Capacity	338	338	338	338	338	338	338	338	338	338	338	
	Enrollment	**508**	**503**	**512**	**504**	**492**	**498**	**492**	**491**	**486**	**486**	**483**	
	Available Space	*(170)*	*(165)*	*(174)*	*(166)*	*(154)*	*(160)*	*(154)*	*(153)*	*(148)*	*(148)*	*(145)*	
	Comments	See Text											
Judith A. Resnik ES	Program Capacity	543	543	543	543	543	543	543	543	543	543	543	
	Enrollment	**459**	**440**	**435**	**438**	**429**	**441**	**428**	**424**	**418**	**417**	**413**	
	Available Space	*84*	*103*	*108*	*105*	*114*	*102*	*115*	*119*	*125*	*126*	*130*	
	Comments	See Text											

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

		Prelim.	Projections										
Central North Region Schools		**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**31-32**	**32-33**	**33-34**	**34-35**	**35-36**	**36-37**	**41-42**
Rosemont ES	Program Capacity	557	557	557	557	557	557	557	557	557	557	557	
	Enrollment	**558**	**527**	**521**	**538**	**539**	**520**	**523**	**519**	**513**	**512**	**509**	
	Available Space	*(1)*	*30*	*36*	*19*	*18*	*37*	*34*	*38*	*44*	*45*	*48*	
	Comments	See Text											
Sequoyah	Program Capacity	419	419	419	419	419	419	419	419	419	419	419	
	Enrollment	**429**	**428**	**424**	**407**	**397**	**404**	**406**	**404**	**398**	**397**	**394**	
	Available Space	*(10)*	*(9)*	*(5)*	*12*	*22*	*15*	*13*	*15*	*21*	*22*	*25*	
	Comments	See Text											
South Lake ES	Program Capacity	782	782	782	782	782	782	782	782	782	782	782	
	Enrollment	**662**	**676**	**646**	**609**	**575**	**577**	**583**	**579**	**570**	**569**	**564**	
	Available Space	*120*	*106*	*136*	*173*	*207*	*205*	*199*	*203*	*212*	*213*	*218*	
	Comments	See Text											
Stedwick ES	Program Capacity	640	640	640	640	640	640	640	640	640	640	640	
	Enrollment	**486**	**489**	**487**	**487**	**480**	**479**	**469**	**467**	**459**	**458**	**456**	
	Available Space	*154*	*151*	*153*	*153*	*160*	*161*	*171*	*173*	*181*	*182*	*184*	
	Comments	See Text											
Strawberry Knoll ES	Program Capacity	461	461	461	461	461	461	461	461	461	461	461	
	Enrollment	**409**	**383**	**372**	**363**	**355**	**347**	**349**	**348**	**345**	**344**	**341**	
	Available Space	*52*	*78*	*89*	*98*	*106*	*114*	*112*	*113*	*116*	*117*	*120*	
	Comments	See Text											
Summit Hall ES	Program Capacity	455	455	455	455	455	455	455	455	455	455	455	
	Enrollment	**393**	**362**	**358**	**346**	**337**	**327**	**337**	**335**	**330**	**329**	**329**	
	Available Space	*62*	*93*	*97*	*109*	*118*	*128*	*118*	*120*	*125*	*126*	*126*	
	Comments	See Text											
Harriet R. Tubman ES	Program Capacity	656	656	656	656	656	656	656	656	656	656	656	
	Enrollment	**555**	**527**	**493**	**477**	**471**	**462**	**468**	**462**	**457**	**456**	**452**	
	Available Space	*101*	*129*	*163*	*179*	*185*	*194*	*188*	*194*	*199*	*200*	*204*	
	Comments	See Text											
Washington Grove ES	Program Capacity	544	544	544	544	544	544	544	544	544	544	544	
	Enrollment	**466**	**525**	**550**	**550**	**517**	**504**	**504**	**501**	**496**	**495**	**492**	
	Available Space	*78*	*19*	*(6)*	*(6)*	*27*	*40*	*40*	*43*	*48*	*49*	*52*	
	Comments	See Text											
Watkins Mill ES	Program Capacity	712	712	712	712	712	712	712	712	712	712	712	
	Enrollment	**675**	**664**	**664**	**647**	**632**	**615**	**628**	**624**	**615**	**614**	**611**	
	Available Space	*37*	*48*	*48*	*65*	*80*	*97*	*84*	*88*	*97*	*98*	*101*	
	Comments	See Text											
Whetstone ES	Program Capacity	762	762	762	762	762	762	762	762	762	762	762	
	Enrollment	**683**	**675**	**668**	**655**	**643**	**645**	**648**	**646**	**637**	**635**	**632**	
	Available Space	*79*	*87*	*94*	*107*	*119*	*117*	*114*	*116*	*125*	*127*	*130*	
	Comments	See Text											
Region Information	HS Utilization	88%	84%	82%	82%	85%	85%	84%	83%	80%	79%	77%	77%
	HS Enrollment	6963	6692	6528	6495	6742	6741	6640	6548	6377	6227	6116	6116
	MS Utilization	81%	79%	78%	77%	75%	73%	71%	71%	71%	71%	70%	70%
	MS Enrollment	5204	5087	5034	4976	4832	4722	4603	4581	4594	4590	4533	4533
	ES Utilization	87%	85%	84%	83%	81%	80%	81%	80%	79%	79%	78%	
	ES Enrollment	10461	10184	10068	9903	9720	9639	9655	9578	9457	9439	9378	

Clarksburg, Damascus, Northwest, Poolesville, and Seneca Valley high school clusters

Major Capital Projects (Northern Region)

School	Project	Project Status*	Date of Completion
Damascus HS	Replacement	Approved	August 2031 for the building and August 2032 for the site

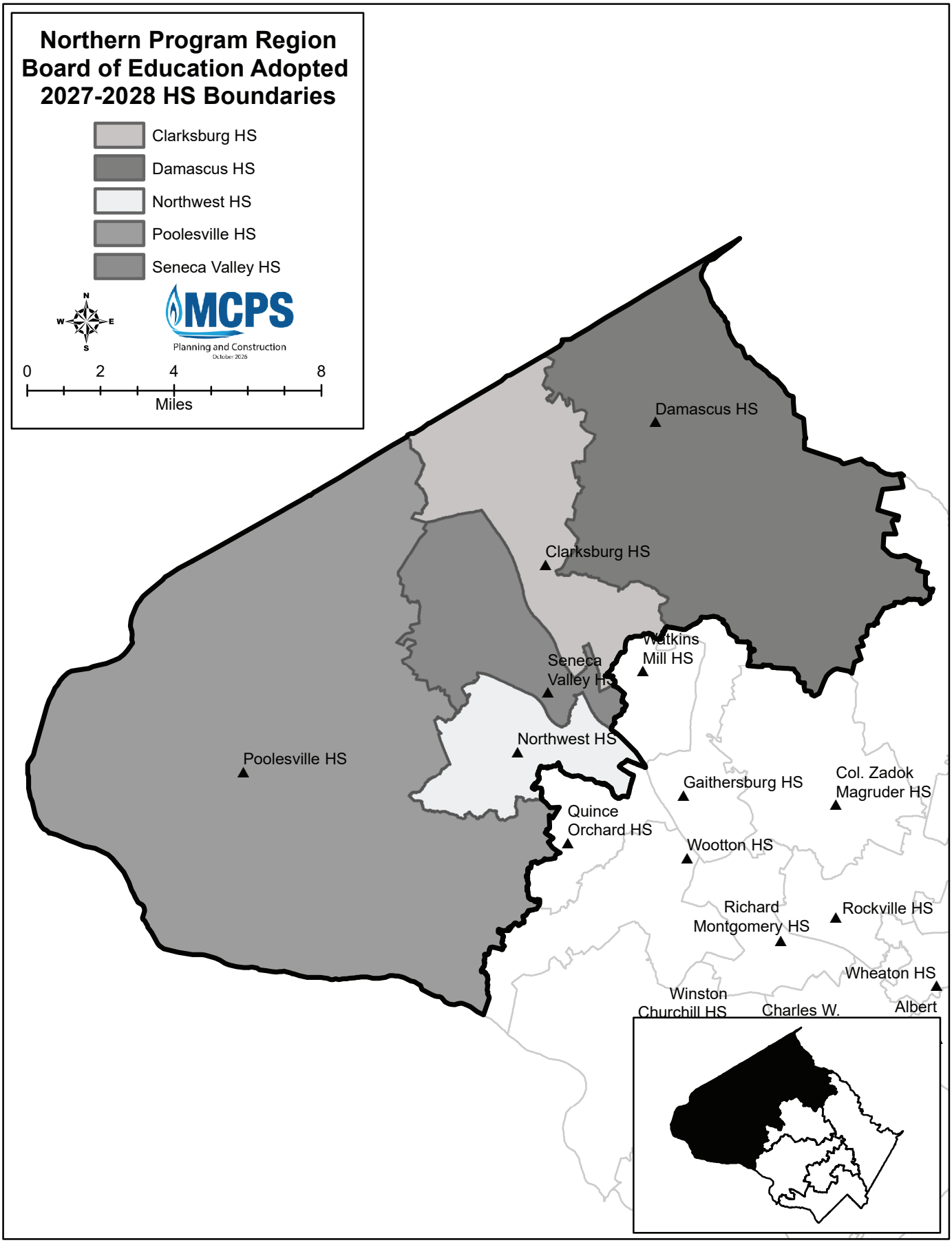
Approved—Project has an approved FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction funds.

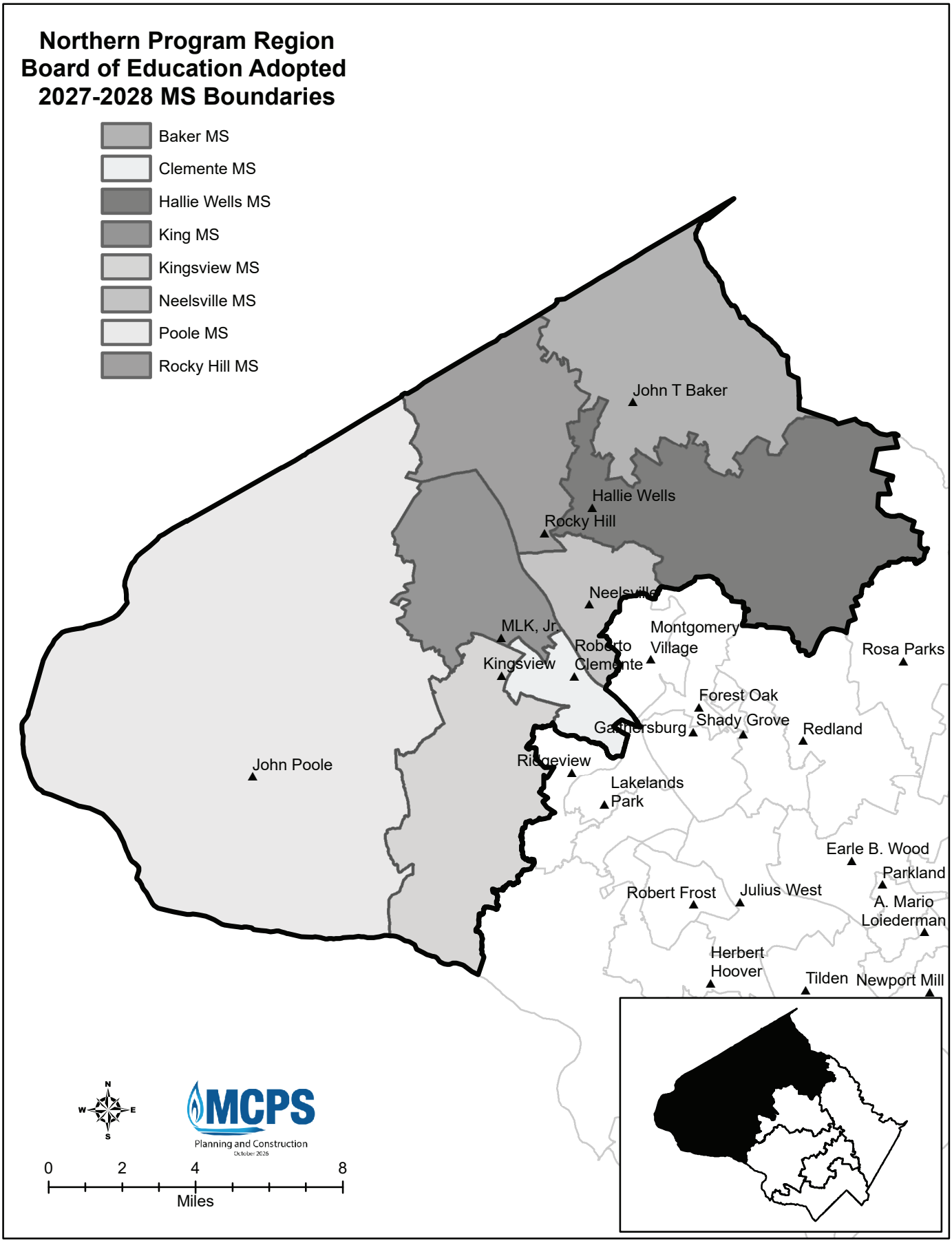
Recommended—Project has a recommended FY 2028 appropriation in the amended FY 2027–2032 CIP for planning or construction.

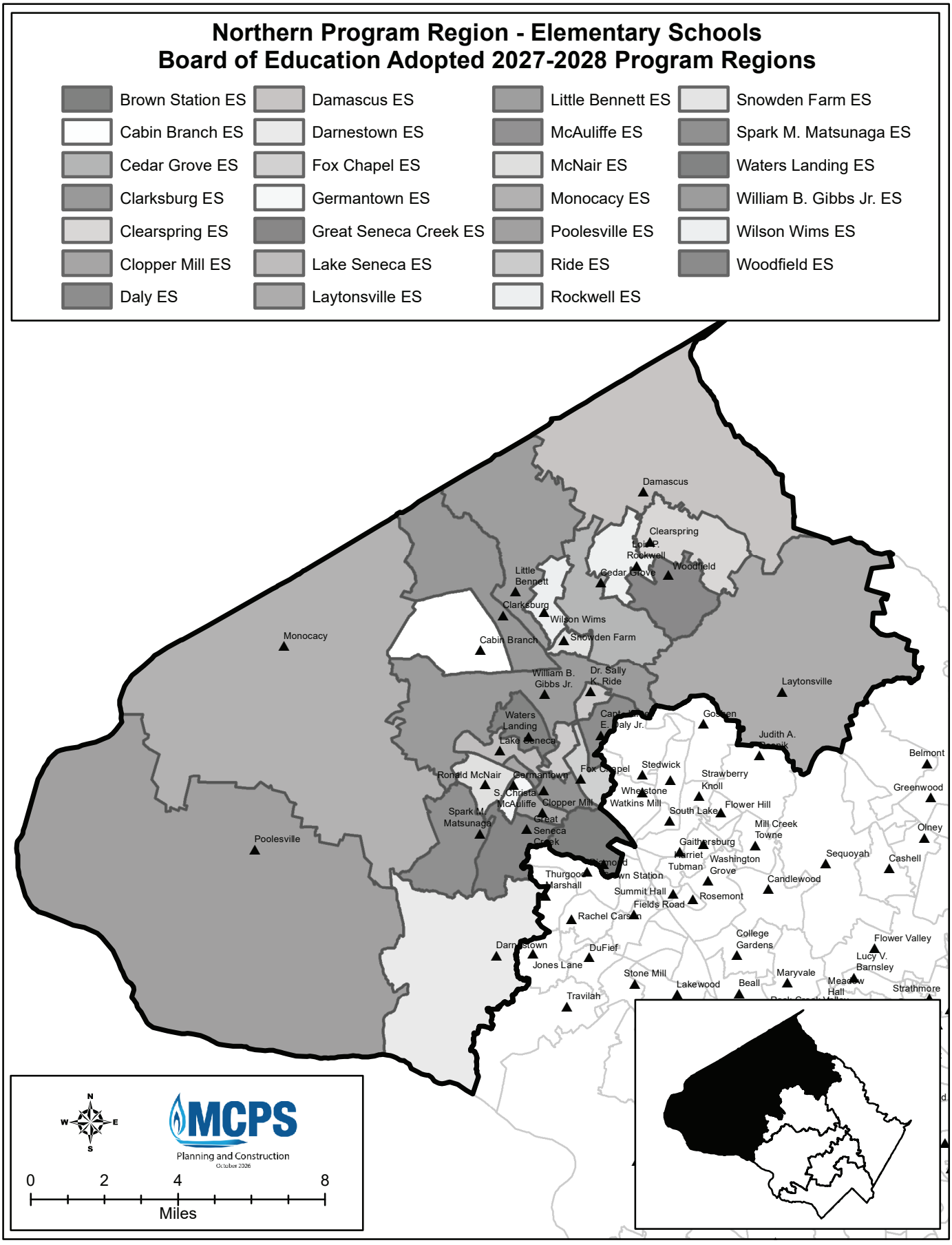
Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

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

NORTHERN REGION HIGH SCHOOL CLUSTERS




Northern Program Region
Board of Education Adopted
2027-2028 MS Boundaries
Baker MS
Clemente MS
Hallie Wells MS
King MS
Kingsview MS
Neelsville MS
Poole MS
Rocky Hill MS
John T Baker
Hallie Wells
Rocky Hill
Neelsville
MLK, Jr.
Kingsview
Roberto Clemente
Montgomery Village
Rosa Parks
Forest Oak
Shady Grove
Gaithersburg
Redland
Ridgeview
John Poole
Lakelands Park
Earle B. Wood
Parkland
Robert Frost
Julius West
A. Mario Loiederman
Herbert Hoover
Tilden
Newport Mill
N
W
E
S
MCPS
Planning and Construction
October 2026
0
2
4
8
Miles


Northern Program Region - Elementary Schools
Board of Education Adopted 2027-2028 Program Regions
Brown Station ES
Cabin Branch ES
Cedar Grove ES
Clarksburg ES
Clearspring ES
Clopper Mill ES
Daly ES
Damascus ES
Darnestown ES
Fox Chapel ES
Germantown ES
Great Seneca Creek ES
Lake Seneca ES
Laytonsville ES
Little Bennett ES
McAuliffe ES
McNair ES
Monocacy ES
Poolesville ES
Ride ES
Rockwell ES
Snowden Farm ES
Spark M. Matsunaga ES
Waters Landing ES
William B. Gibbs Jr. ES
Wilson Wims ES
Woodfield ES
Damascus
Clearspring
Rockwell
Woodfield
Cedar Grove
Little Bennett
Clarksburg
Wilson Wims
Monocacy
Cabin Branch
Snowden Farm
William B. Gibbs Jr.
Dr. Sally K. Ride
Laytonsville
Waters Landing
Lake Seneca
Gosnen
Judith A.
Belmont
Stedwick
Strawberry Knoll
Greenwood
Ronald McNair
Germantown
Fox Chapel
Wheatstone
Watkins Mill
Flower Hill
South Lake
Clopper Mill
Spark M. Matsunaga
Great Seneca Creek
Mill Creek Towne
Olney
Poolesville
Gaithersburg
Harriet Tubman
Washington Grove
Sequoyah
Cashell
Thurgood Marshall
Candlewood
Summit Hall
Rosemont
Fields Road
Rachel Carson
College Gardens
Flower Valley
Darnestown
DuFief
Lucy V. Barnsley
Jones Lane
Stone Mill
Maryvale
Lakewood
Beall
Meadow Hall
Strathmore
Travilah
MCPS
Planning and Construction
October 2026
0
2
4
8
Miles

NORTHERN REGION HIGH SCHOOL CLUSTERS

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

		Prelim.	Projections										
Northern Region Schools		**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**31-32**	**32-33**	**33-34**	**34-35**	**35-36**	**36-37**	**41-42**
Clarksburg HS	Program Capacity	2013	2013	2013	2013	2013	2013	2013	2013	2013	2013	2013	2013
	Enrollment	**2217**	**2142**	**2074**	**1966**	**1824**	**1762**	**1706**	**1615**	**1519**	**1476**	**1452**	**1452**
	Available Space	*(204)*	*(129)*	*(61)*	*47*	*189*	*251*	*307*	*398*	*494*	*537*	*561*	*561*
	Comments		See Text										
Damascus HS	Program Capacity	1511	1511	1511	1511	1511	2250	2250	2250	2250	2250	2250	2250
	Enrollment	**1458**	**1791**	**1675**	**1634**	**1637**	**1835**	**1901**	**1958**	**1942**	**1912**	**1896**	**1896**
	Available Space	*53*	*(280)*	*(164)*	*(123)*	*(126)*	*324*	*349*	*292*	*308*	*338*	*354*	*354*
	Comments	Planning for MCP	See Text				Building Complete	Site Complete					
Northwest HS	Program Capacity	2252	2252	2252	2252	2252	2252	2252	2252	2252	2252	2252	2252
	Enrollment	**2051**	**2420**	**2243**	**2005**	**1792**	**1817**	**1797**	**1774**	**1722**	**1673**	**1637**	**1637**
	Available Space	*201*	*(168)*	*9*	*247*	*460*	*435*	*455*	*478*	*530*	*579*	*615*	*615*
	Comments		See Text										
Poolesville HS	Program Capacity	1498	1498	1498	1498	1498	1498	1498	1498	1498	1498	1498	1498
	Enrollment	**1342**	**1326**	**1336**	**1488**	**1676**	**1562**	**1500**	**1480**	**1450**	**1425**	**1400**	**1400**
	Available Space	*156*	*172*	*162*	*10*	*(178)*	*(64)*	*(2)*	*18*	*48*	*73*	*98*	*98*
	Comments		See Text										
Seneca Valley HS	Program Capacity	2527	2527	2527	2527	2527	2527	2527	2527	2527	2527	2527	2527
	Enrollment	**2325**	**2175**	**2226**	**2310**	**2466**	**2439**	**2405**	**2357**	**2295**	**2240**	**2208**	**2190**
	Available Space	*202*	*352*	*301*	*217*	*61*	*88*	*122*	*170*	*232*	*287*	*319*	*337*
	Comments		See Text										
John T. Baker MS	Program Capacity	735	735	735	735	735	735	735	735	735	735	735	735
	Enrollment	**790**	**678**	**700**	**695**	**669**	**657**	**640**	**634**	**647**	**634**	**631**	**641**
	Available Space	*(55)*	*57*	*35*	*40*	*66*	*78*	*95*	*101*	*88*	*101*	*104*	*94*
	Comments	See Text											
Roberto W. Clemente MS	Program Capacity	1134	1134	1134	1134	1134	1134	1134	1134	1134	1134	1134	1134
	Enrollment	**913**	**1139**	**1155**	**1190**	**1153**	**1131**	**1102**	**1096**	**1101**	**1097**	**1085**	**1085**
	Available Space	*221*	*(5)*	*(21)*	*(56)*	*(19)*	*3*	*32*	*38*	*33*	*37*	*49*	*49*
	Comments	See Text											
Dr. Martin Luther King Jr. MS	Program Capacity	876	876	876	876	876	876	876	876	876	876	876	876
	Enrollment	**783**	**840**	**853**	**846**	**833**	**807**	**786**	**783**	**787**	**788**	**774**	**774**
	Available Space	*93*	*36*	*23*	*30*	*43*	*69*	*90*	*93*	*89*	*88*	*102*	*102*
	Comments	See Text											
Kingsview MS	Program Capacity	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033
	Enrollment	**880**	**1067**	**1005**	**965**	**934**	**916**	**893**	**885**	**890**	**886**	**880**	**880**
	Available Space	*153*	*(34)*	*28*	*68*	*99*	*117*	*140*	*148*	*143*	*147*	*153*	*153*
	Comments	See Text											
Neelsville MS	Program Capacity	956	956	956	956	956	956	956	956	956	956	956	956
	Enrollment	**796**	**806**	**777**	**758**	**730**	**716**	**697**	**691**	**693**	**690**	**686**	**686**
	Available Space	*160*	*150*	*179*	*198*	*226*	*240*	*259*	*265*	*263*	*266*	*270*	*270*
	Comments	See Text											
John Poole MS	Program Capacity	473	473	473	473	473	473	473	473	473	473	473	473
	Enrollment	**453**	**444**	**439**	**439**	**425**	**418**	**407**	**408**	**410**	**410**	**401**	**401**
	Available Space	*20*	*29*	*34*	*34*	*48*	*55*	*66*	*65*	*63*	*63*	*72*	*72*
	Comments	See Text											

NORTHERN REGION HIGH SCHOOL CLUSTERS

Northern Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Rocky Hill MS	Program Capacity	1003	1003	1003	1003	1003	1003	1003	1003	1003	1003	1003	1003
	Enrollment	**1027**	**822**	**823**	**843**	**814**	**800**	**779**	**772**	**776**	**772**	**768**	**768**
	Available Space	*(24)*	*181*	*180*	*160*	*189*	*203*	*224*	*231*	*227*	*231*	*235*	*235*
	Comments	See Text											
Hallie Wells MS	Program Capacity	977	977	977	977	977	977	977	977	977	977	977	977
	Enrollment	**878**	**892**	**888**	**853**	**821**	**807**	**787**	**779**	**783**	**781**	**776**	**776**
	Available Space	*99*	*85*	*89*	*124*	*156*	*170*	*190*	*198*	*194*	*196*	*201*	*201*
	Comments	See Text											
Brown Station ES	Program Capacity	696	696	696	696	696	696	696	696	696	696	696	
	Enrollment	**565**	**569**	**568**	**552**	**550**	**542**	**540**	**535**	**530**	**528**	**526**	
	Available Space	*131*	*127*	*128*	*144*	*146*	*154*	*156*	*161*	*166*	*168*	*170*	
	Comments	See Text											
Cabin Branch ES	Program Capacity	752	752	752	752	752	752	752	752	752	752	752	
	Enrollment	**706**	**760**	**791**	**806**	**816**	**812**	**813**	**805**	**795**	**794**	**791**	
	Available Space	*46*	*(8)*	*(39)*	*(54)*	*(64)*	*(60)*	*(61)*	*(53)*	*(43)*	*(42)*	*(39)*	
	Comments	See Text											
Cedar Grove ES	Program Capacity	434	434	434	434	434	434	434	434	434	434	434	
	Enrollment	**306**	**303**	**304**	**309**	**315**	**318**	**307**	**307**	**303**	**302**	**300**	
	Available Space	*128*	*131*	*130*	*125*	*119*	*116*	*127*	*127*	*131*	*132*	*134*	
	Comments	See Text											
Clarksburg ES	Program Capacity	368	368	368	368	368	368	368	368	368	368	368	
	Enrollment	**326**	**326**	**316**	**301**	**295**	**293**	**303**	**300**	**296**	**295**	**292**	
	Available Space	*42*	*42*	*52*	*67*	*73*	*75*	*65*	*68*	*72*	*73*	*76*	
	Comments	See Text											
Clearspring ES	Program Capacity	537	537	537	537	537	537	537	537	537	537	537	
	Enrollment	**539**	**532**	**525**	**512**	**511**	**510**	**503**	**503**	**498**	**498**	**496**	
	Available Space	*(2)*	*5*	*12*	*25*	*26*	*27*	*34*	*34*	*39*	*39*	*41*	
	Comments	See Text											
Clopper Mill ES	Program Capacity	492	492	492	492	492	492	492	492	492	492	492	
	Enrollment	**404**	**397**	**422**	**416**	**409**	**409**	**413**	**411**	**405**	**404**	**403**	
	Available Space	*88*	*95*	*70*	*76*	*83*	*83*	*79*	*81*	*87*	*88*	*89*	
	Comments	See Text											
Capt. James E. Daly Jr. ES	Program Capacity	494	494	494	494	494	494	494	494	494	494	494	
	Enrollment	**446**	**434**	**433**	**422**	**411**	**412**	**414**	**411**	**405**	**405**	**401**	
	Available Space	*48*	*60*	*61*	*72*	*83*	*82*	*80*	*83*	*89*	*89*	*93*	
	Comments	See Text											
Damascus ES	Program Capacity	280	280	280	280	280	280	280	280	280	280	280	
	Enrollment	**340**	**338**	**344**	**347**	**352**	**342**	**335**	**333**	**328**	**327**	**325**	
	Available Space	*(60)*	*(58)*	*(64)*	*(67)*	*(72)*	*(62)*	*(55)*	*(53)*	*(48)*	*(47)*	*(45)*	
	Comments	See Text											
Darnestown ES	Program Capacity	388	388	388	388	388	388	388	388	388	388	388	
	Enrollment	**304**	**281**	**285**	**272**	**268**	**269**	**270**	**266**	**262**	**262**	**261**	
	Available Space	*84*	*107*	*103*	*116*	*120*	*119*	*118*	*122*	*126*	*126*	*127*	
	Comments	See Text											

NORTHERN REGION HIGH SCHOOL CLUSTERS

Northern Region Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Fox Chapel ES	Program Capacity	645	645	645	645	645	645	645	645	645	645	645	
	Enrollment	**562**	**553**	**555**	**548**	**536**	**530**	**534**	**530**	**524**	**524**	**518**	
	Available Space	*83*	*92*	*90*	*97*	*109*	*115*	*111*	*115*	*121*	*121*	*127*	
	Comments	See Text											
Germantown ES	Program Capacity	295	295	295	295	295	295	295	295	295	295	295	
	Enrollment	**291**	**279**	**300**	**299**	**302**	**307**	**306**	**305**	**302**	**301**	**297**	
	Available Space	*4*	*16*	*(5)*	*(4)*	*(7)*	*(12)*	*(11)*	*(10)*	*(7)*	*(6)*	*(2)*	
	Comments	See Text											
William B. Gibbs, Jr. ES	Program Capacity	637	637	637	637	637	637	637	637	637	637	637	
	Enrollment	**545**	**531**	**540**	**538**	**517**	**513**	**519**	**502**	**496**	**494**	**492**	
	Available Space	*92*	*106*	*97*	*99*	*120*	*124*	*118*	*135*	*141*	*143*	*145*	
	Comments	See Text											
Great Seneca Creek ES	Program Capacity	582	582	582	582	582	582	582	582	582	582	582	
	Enrollment	**460**	**431**	**426**	**422**	**414**	**408**	**408**	**405**	**399**	**399**	**396**	
	Available Space	*122*	*151*	*156*	*160*	*168*	*174*	*174*	*177*	*183*	*183*	*186*	
	Comments	See Text											
Lake Seneca ES	Program Capacity	419	419	419	419	419	419	419	419	419	419	419	
	Enrollment	**390**	**346**	**329**	**311**	**311**	**296**	**305**	**303**	**298**	**298**	**297**	
	Available Space	*29*	*73*	*90*	*108*	*108*	*123*	*114*	*116*	*121*	*121*	*122*	
	Comments	See Text											
Laytonsville ES	Program Capacity	448	448	448	448	448	448	448	448	448	448	448	
	Enrollment	**354**	**350**	**348**	**341**	**338**	**326**	**327**	**324**	**320**	**320**	**316**	
	Available Space	*94*	*98*	*100*	*107*	*110*	*122*	*121*	*124*	*128*	*128*	*132*	
	Comments	See Text											
Little Bennett ES	Program Capacity	610	610	610	610	610	610	610	610	610	610	610	
	Enrollment	**539**	**543**	**530**	**517**	**492**	**483**	**492**	**486**	**479**	**477**	**474**	
	Available Space	*71*	*67*	*80*	*93*	*118*	*127*	*118*	*124*	*131*	*133*	*136*	
	Comments	See Text											
Spark M. Matsunaga ES	Program Capacity	622	622	622	622	622	622	622	622	622	622	622	
	Enrollment	**469**	**429**	**420**	**392**	**380**	**373**	**382**	**377**	**373**	**372**	**371**	
	Available Space	*153*	*193*	*202*	*230*	*242*	*249*	*240*	*245*	*249*	*250*	*251*	
	Comments	See Text											
S. Christa McAuliffe ES	Program Capacity	748	748	748	748	748	748	748	748	748	748	748	
	Enrollment	**484**	**486**	**483**	**490**	**456**	**446**	**454**	**449**	**443**	**444**	**440**	
	Available Space	*264*	*262*	*265*	*258*	*292*	*302*	*294*	*299*	*305*	*304*	*308*	
	Comments	See Text											
Dr. Ronald E. McNair ES	Program Capacity	812	812	812	812	812	812	812	812	812	812	812	
	Enrollment	**613**	**578**	**570**	**541**	**520**	**517**	**525**	**521**	**515**	**512**	**510**	
	Available Space	*199*	*234*	*242*	*271*	*292*	*295*	*287*	*291*	*297*	*300*	*302*	
	Comments	See Text											
Monocacy ES	Program Capacity	232	232	232	232	232	232	232	232	232	232	232	
	Enrollment	**162**	**167**	**155**	**157**	**155**	**157**	**156**	**156**	**155**	**156**	**153**	
	Available Space	*70*	*65*	*77*	*75*	*77*	*75*	*76*	*76*	*77*	*76*	*79*	
	Comments	See Text											

Cluster Articulation for 2026–2027 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 (pre-K–5) (non-Spanish Immersion)
  - Rosemary Hills ES (pre-K–2)*
- Westland MS (6–8)
  - Bethesda ES (K–5)
  - Rock Creek Forest ES (pre-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. Daly ES (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 (pre-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, Jr. 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 (pre-K–5)
  - Harmony Hills ES (HS and pre-K–5)
  - Sargent Shriver ES (pre-K–5)
  - Strathmore ES (3–5)
  - Viers Mill ES (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 (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 (pre-K–5)
  - Kemp Mill ES (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 (pre-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 (pre-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)

*Denotes schools with split articulation, i.e., some students feed into one school, while other students feed into another school in the same or different cluster.

Cluster Articulation for 2026–2027 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 (pre-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 (pre-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 and pre-K–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 (pre-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:
- Early Childhood Center @ Upcounty (pre-K)
- Early Childhood Center @ MacDonald Knolls (pre-K)
- Thomas Edison High School of Technology (9–12)
- Blair G. Ewing Center @ Avery (6–12)
- Blair G. Ewing Center (Temporarily housed at North Lake Center) (6–12)
- Stephen Knolls School (ages 3–21)
- Longview School (pre-K–3–5)
- RICA—Regional Institute for Children and Adolescents (6–12)
- Rock Terrace School (6–12)
- Carl Sandburg Learning Center (K–5)

*Denotes schools with split articulation, i.e., some students feed into one school, while other students feed into another school in the same or different cluster.

CLUSTER PLANNING ISSUES

The Bethesda-Chevy Chase Cluster includes the following adopted sector plans—Bethesda Downtown, adopted 2017 and Greater Lyttonsville, adopted 2017. 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.

Montgomery Planning is currently undertaking the Friendship Heights Sector Plan working draft update. The working draft will be transmitted to the County Council in fall 2026.

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 we-blink: *https://montgomeryplanning.org/planning/communities/downcounty/bethesda-downtown-plan/.*

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/.*

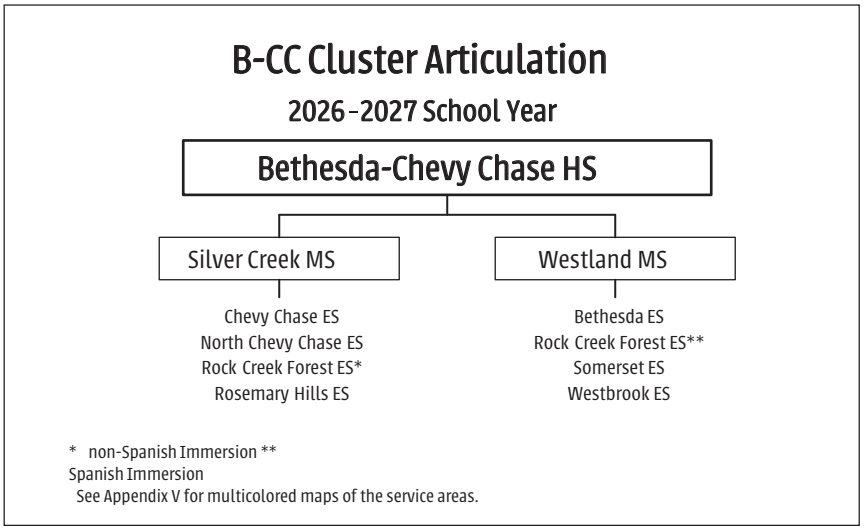
PLANNING ISSUE: On March 28, 2023, the Board of Education approved the boundary study scope to create the service area for the reopening of Charles W. Woodward High School. The scope of the boundary study included the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also included 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 were 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.

The Board of Education took action on March 26, 2026 to approve the boundaries which will begin implementation in the 2027-2028 school year, corresponding with the reopening date of Charles W. Woodward HS and completion date of the Northwood High School replacement.

The approved boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study/*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.



BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Bethesda–Chevy Chase HS	Program Capacity	2439	2439	2439	2439	2439	2439	2439	2439	2439	2439	2439	2439
	Enrollment	**2172**	**2208**	**2128**	**2074**	**1998**	**1975**	**1959**	**1928**	**1880**	**1836**	**1812**	**1812**
	Available Space	*267*	*231*	*311*	*365*	*441*	*464*	*480*	*511*	*559*	*603*	*627*	*627*
	Comments		See Text										
Silver Creek MS	Program Capacity	940	940	940	940	940	940	940	940	940	940	940	940
	Enrollment	**719**	**782**	**787**	**769**	**741**	**726**	**708**	**701**	**705**	**701**	**697**	**697**
	Available Space	*221*	*158*	*153*	*171*	*199*	*214*	*232*	*239*	*235*	*239*	*243*	*243*
	Comments	See Text											
Westland MS	Program Capacity	1045	1045	1045	1045	1045	1045	1045	1045	1045	1045	1045	1045
	Enrollment	**864**	**791**	**763**	**769**	**745**	**733**	**714**	**708**	**711**	**708**	**704**	**704**
	Available Space	*181*	*254*	*282*	*276*	*300*	*312*	*331*	*337*	*334*	*337*	*341*	*341*
	Comments	See Text											
Bethesda ES	Program Capacity	584	584	584	584	584	584	584	584	584	584	584	
	Enrollment	**603**	**620**	**632**	**631**	**637**	**624**	**620**	**616**	**609**	**607**	**604**	
	Available Space	*(19)*	*(36)*	*(48)*	*(47)*	*(53)*	*(40)*	*(36)*	*(32)*	*(25)*	*(23)*	*(20)*	
	Comments	See Text											
Chevy Chase ES	Program Capacity	504	504	504	504	504	504	504	504	504	504	504	
Grades (3–5)	**Enrollment**	**439**	**421**	**417**	**437**	**437**	**437**	**437**	**437**	**437**	**437**	**437**	
Paired With	Available Space	*65*	*83*	*87*	*67*	*67*	*67*	*67*	*67*	*67*	*67*	*67*	
Rosemary Hills ES	Comments	See Text											
North Chevy Chase ES	Program Capacity	408	408	408	408	408	408	408	408	408	408	408	
Grades (3–5)	**Enrollment**	**221**	**215**	**223**	**218**	**221**	**218**	**218**	**218**	**218**	**218**	**218**	
Paired With	Available Space	*187*	*193*	*185*	*190*	*187*	*190*	*190*	*190*	*190*	*190*	*190*	
Rosemary Hills ES	Comments	See Text											
Rock Creek Forest ES	Program Capacity	661	661	661	661	661	661	661	661	661	661	661	
	Enrollment	**646**	**635**	**633**	**626**	**617**	**621**	**618**	**614**	**608**	**605**	**602**	
	Available Space	*15*	*26*	*28*	*35*	*44*	*40*	*43*	*47*	*53*	*56*	*59*	
	Comments	See Text											
Rosemary Hills ES	Program Capacity	563	563	563	563	563	563	563	563	563	563	563	
Grades (pre-K–2)	**Enrollment**	**461**	**460**	**460**	**450**	**449**	**441**	**441**	**438**	**436**	**434**	**432**	
Paired With	Available Space	*102*	*103*	*103*	*113*	*114*	*122*	*122*	*125*	*127*	*129*	*131*	
Chevy Chase ES North Chevy Chase ES	Comments	See Text											
Somerset ES	Program Capacity	564	564	564	564	564	564	564	564	564	564	564	
	Enrollment	**285**	**271**	**297**	**293**	**295**	**290**	**290**	**288**	**285**	**284**	**281**	
	Available Space	*279*	*293*	*267*	*271*	*269*	*274*	*274*	*276*	*279*	*280*	*283*	
	Comments	See Text											
Westbrook ES	Program Capacity	626	626	626	626	626	626	626	626	626	626	626	
	Enrollment	**480**	**467**	**477**	**479**	**476**	**467**	**457**	**452**	**447**	**447**	**442**	
	Available Space	*146*	*159*	*149*	*147*	*150*	*159*	*169*	*174*	*179*	*179*	*184*	
	Comments	See Text											
Cluster Information	HS Utilization	89%	91%	87%	85%	82%	81%	80%	79%	77%	75%	74%	74%
	HS Enrollment	2172	2208	2128	2074	1998	1975	1959	1928	1880	1836	1812	1812
	MS Utilization	80%	79%	78%	77%	75%	74%	72%	71%	71%	71%	71%	71%
	MS Enrollment	1583	1573	1550	1538	1486	1459	1422	1409	1416	1409	1401	1401
	ES Utilization	80%	79%	80%	80%	80%	79%	79%	78%	78%	78%	77%	
	ES Enrollment	3135	3089	3139	3134	3132	3098	3081	3063	3040	3032	3016	

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	2026-2027						2025-2026		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%*	Mobility Rate%***
Bethesda-Chevy Chase HS	2172	6.0%	19.9%	8.8%	18.3%	46.8%	24.1%	10.6%	10.8%
Silver Creek MS	719	7.1%	29.9%	6.0%	19.2%	37.8%	34.7%	13.0%	8.9%
Westland MS	864	6.1%	17.2%	15.2%	20.6%	40.4%	18.7%	10.1%	10.4%
Bethesda ES	603	9.8%	20.1%	26.4%	12.6%	31.2%	29.8%	24.0%	26.0%
Chevy Chase ES	439	7.1%	29.4%	9.1%	13.9%	39.9%	34.0%	13.8%	7.5%
North Chevy Chase ES	221	5.4%	17.6%	8.6%	18.1%	50.2%	23.7%	11.4%	7.5%
Rock Creek Forest ES	646	5.7%	22.0%	8.7%	35.0%	28.3%	36.4%	20.6%	9.0%
Rosemary Hills ES	461	5.4%	29.1%	6.3%	19.7%	38.8%	37.4%	15.1%	16.4%
Somerset ES	285	7.0%	11.2%	13.3%	16.1%	52.3%	21.2%	17.6%	18.5%
Westbrook ES	480	8.3%	6.7%	9.6%	15.8%	59.4%	11.7%	11.3%	16.5%
Elementary Cluster Total	**3135**	**7.1%**	**20.1%**	**12.3%**	**19.6%**	**40.5%**	**30.0%**	**17.7%**	**12.3%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Bethesda-Chevy Chase HS	9-12	2439	110		106										3	1																
Silver Creek MS	6-8	940	46		43										1								2									
Westland MS	6-8	1045	52		47										2								3									
Bethesda ES	K-5	584	29	3		4	8	13													1											
Chevy Chase ES	3-5	504	24	3				21																								
North Chevy Chase ES	3-5	408	21	3				17									1															
Rock Creek Forest ES	K-5	661	40	5					5	10	14	1											3							1		1	
Rosemary Hills ES	PreK-2	563	36	4					7	18			1										6										
Somerset ES	K-5	564	27	3		2	4	18																								
Westbrook ES	K-5	626	33	3		4	7	15									1									3						

Facility Characteristics of Schools 2026–2027

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		6	
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		

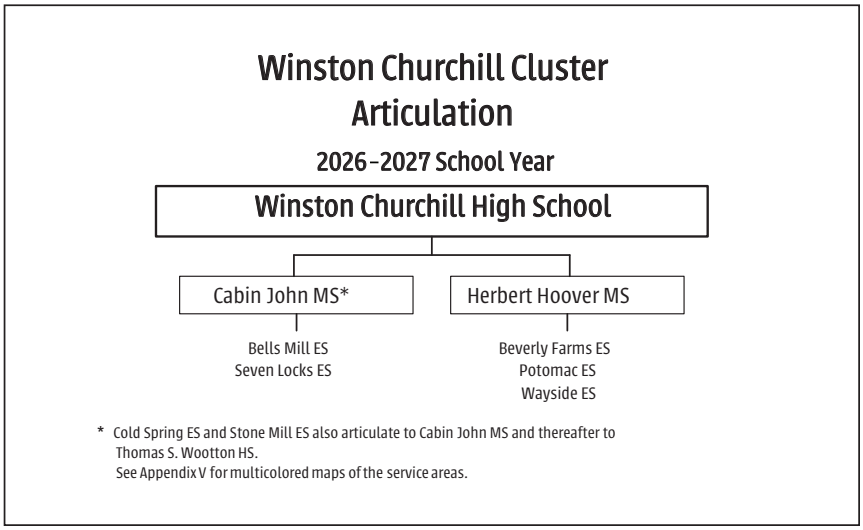
**See Appendix H for relocatable use.*

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 included 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 included 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 were 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. In the Adopted FY 2027–2032 CIP the completion date for the Damascus HS replacement is August 2031. On March 26, 2026 the Board of Education approved the boundaries with an implementation timeline beginning in the 2027-2028 school year. Based on declining enrollment a 27th high school is not needed to open at this time and the decision was that Thomas S. Wootton High School will be relocated to the Crown Farm facility site. Information regarding this boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.



Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Winston Churchill HS	Program Capacity	1930	1930	1930	1930	1930	1930	1930	1930	1930	1930	1930	1930
	Enrollment	**2108**	**2238**	**2229**	**2225**	**2152**	**2117**	**2092**	**2055**	**1999**	**1968**	**1923**	**1923**
	Available Space	*(178)*	*(308)*	*(299)*	*(295)*	*(222)*	*(187)*	*(162)*	*(125)*	*(69)*	*(38)*	*7*	*7*
	Comments		See Text										
Cabin John MS	Program Capacity	1102	1102	1102	1102	1102	1102	1102	1102	1102	1102	1102	1102
	Enrollment	**1055**	**1050**	**1029**	**1004**	**971**	**952**	**930**	**920**	**925**	**923**	**915**	**915**
	Available Space	*47*	*52*	*73*	*98*	*131*	*150*	*172*	*182*	*177*	*179*	*187*	*187*
	Comments	See Text											
Herbert Hoover MS	Program Capacity	1109	1109	1109	1109	1109	1109	1109	1109	1109	1109	1109	1109
	Enrollment	**959**	**1090**	**1063**	**1054**	**1018**	**1000**	**976**	**967**	**971**	**977**	**971**	**971**
	Available Space	*150*	*19*	*46*	*55*	*91*	*109*	*133*	*142*	*138*	*132*	*138*	*138*
	Comments	See Text											
Bells Mill ES	Program Capacity	622	622	622	622	622	622	622	622	622	622	622	
	Enrollment	**558**	**540**	**526**	**517**	**525**	**522**	**514**	**510**	**503**	**501**	**499**	
	Available Space	*64*	*82*	*96*	*105*	*97*	*100*	*108*	*112*	*119*	*121*	*123*	
	Comments	See Text											
Beverly Farms ES	Program Capacity	748	748	748	748	748	748	748	748	748	748	748	
	Enrollment	**532**	**506**	**501**	**500**	**512**	**501**	**498**	**492**	**487**	**486**	**483**	
	Available Space	*216*	*242*	*247*	*248*	*236*	*247*	*250*	*256*	*261*	*262*	*265*	
	Comments	See Text											
Potomac ES	Program Capacity	486	486	486	486	486	486	486	486	486	486	486	
	Enrollment	**424**	**423**	**411**	**412**	**409**	**407**	**409**	**407**	**401**	**401**	**398**	
	Available Space	*62*	*63*	*75*	*74*	*77*	*79*	*77*	*79*	*85*	*85*	*88*	
	Comments	See Text											
Seven Locks ES	Program Capacity	462	462	462	462	462	462	462	462	462	462	462	
	Enrollment	**367**	**357**	**362**	**365**	**360**	**359**	**360**	**357**	**353**	**351**	**349**	
	Available Space	*95*	*105*	*100*	*97*	*102*	*103*	*102*	*105*	*109*	*111*	*113*	
	Comments	See Text											
Wayside ES	Program Capacity	666	666	666	666	666	666	666	666	666	666	666	
	Enrollment	**466**	**445**	**454**	**447**	**445**	**434**	**445**	**443**	**437**	**437**	**434**	
	Available Space	*200*	*221*	*212*	*219*	*221*	*232*	*221*	*223*	*229*	*229*	*232*	
	Comments	See Text											
Cluster Information	HS Utilization	109%	116%	115%	115%	112%	110%	108%	106%	104%	102%	100%	100%
	HS Enrollment	2108	2238	2229	2225	2152	2117	2092	2055	1999	1968	1923	1923
	MS Utilization	91%	97%	95%	93%	90%	88%	86%	85%	86%	86%	85%	85%
	MS Enrollment	2014	2140	2092	2058	1989	1952	1906	1887	1896	1900	1886	1886
	ES Utilization	79%	76%	76%	75%	75%	74%	75%	74%	73%	73%	72%	
	ES Enrollment	2347	2271	2254	2241	2251	2223	2226	2209	2181	2176	2163	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Winston Churchill HS	2108	7.6%	11.9%	32.0%	9.1%	39.4%	10.5%	3.5%	4.2%
Cabin John MS	1055	7.9%	15.3%	30.4%	10.5%	35.7%	13.1%	5.1%	8.3%
Herbert Hoover MS	959	9.7%	9.0%	38.7%	7.8%	34.7%	12.5%	3.9%	5.5%
Bells Mill ES	558	7.3%	11.6%	26.0%	9.7%	44.8%	11.7%	7.8%	9.9%
Beverly Farms ES	532	8.5%	8.8%	28.0%	8.3%	46.1%	7.6%	9.3%	4.8%
Potomac ES	424	12.3%	9.0%	30.7%	8.5%	39.6%	8.4%	8.6%	15.0%
Seven Locks ES	367	11.2%	10.4%	18.8%	12.3%	46.9%	8.4%	3.5%	10.2%
Wayside ES	466	7.7%	9.7%	35.2%	11.8%	35.6%	9.5%	7.7%	6.0%
Elementary Cluster Total	**2347**	**9.2%**	**9.9%**	**28.0%**	**10.0%**	**42.7%**	**9.2%**	**7.7%**	**7.6%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Winston Churchill HS	9-12	1931	93		82										1								6	4									
Cabin John MS	6-8	1102	57		49										1					3	4												
Herbert Hoover MS	6-8	1109	56		50										1									5									
Bells Mill ES	HS-5	622	32	3		4	7	14				1											3										
Beverly Farms ES	K-5	748	35	3		3	7	22																									
Potomac ES	K-5	486	24	3		3	6	12																									
Seven Locks ES	K-5	462	23	3		3	6	11																									
Wayside ES	K-5	666	36	3		3	6	17									1				3									1	1	1	

Facility Characteristics of Schools 2026–2027

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.*

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.

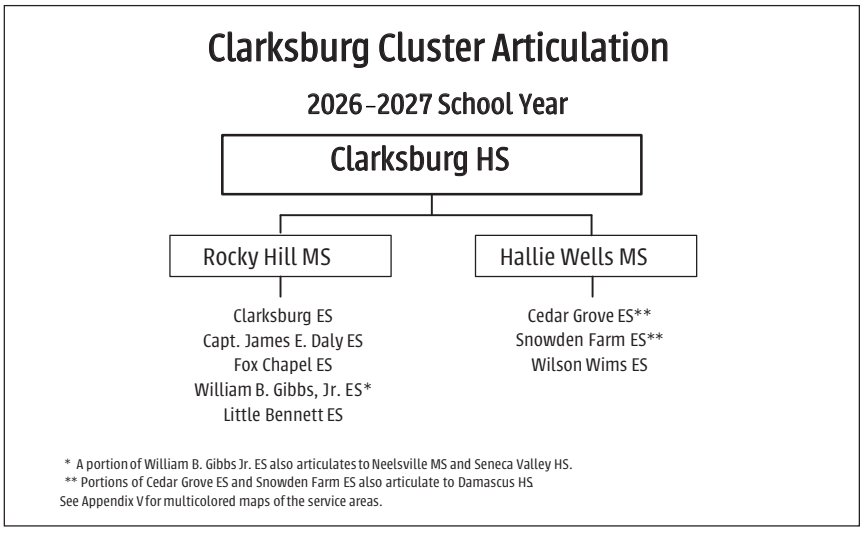
The approved and adopted 2026 Clarksburg Gateway Sector Plan adds capacity for more than 4,000 new residential units if the maximum allowable residential density of recommended zones is realized across all properties in the plan area.

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 link: *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 included 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 included 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 were 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. In the Adopted FY 2027–2032 CIP the completion date for the Damascus HS replacement is August 2031. On March 26, 2026 the Board of Education approved the boundaries with an implementation timeline beginning in the 2027-2028 school year. Based on declining enrollment a 27th high school is not needed to open at this time and the decision was that Thomas S. Wootton High School will be relocated to the Crown Farm facility site. Information regarding this boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.



Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Clarksburg HS	Program Capacity	2013	2013	2013	2013	2013	2013	2013	2013	2013	2013	2013	2013
	Enrollment	**2217**	**2142**	**2074**	**1966**	**1824**	**1762**	**1706**	**1615**	**1519**	**1476**	**1452**	**1452**
	Available Space	*(204)*	*(129)*	*(61)*	*47*	*189*	*251*	*307*	*398*	*494*	*537*	*561*	*561*
	Comments		See Text										
Rocky Hill MS	Program Capacity	1003	1003	1003	1003	1003	1003	1003	1003	1003	1003	1003	1003
	Enrollment	**1027**	**822**	**823**	**843**	**814**	**800**	**779**	**772**	**776**	**772**	**768**	**768**
	Available Space	*(24)*	*181*	*180*	*160*	*189*	*203*	*224*	*231*	*227*	*231*	*235*	*235*
	Comments	See Text											
Hallie Wells MS	Program Capacity	977	977	977	977	977	977	977	977	977	977	977	977
	Enrollment	**878**	**892**	**888**	**853**	**821**	**807**	**787**	**779**	**783**	**781**	**776**	**776**
	Available Space	*99*	*85*	*89*	*124*	*156*	*170*	*190*	*198*	*194*	*196*	*201*	*201*
	Comments	See Text											
Clarksburg ES	Program Capacity	368	368	368	368	368	368	368	368	368	368	368	
	Enrollment	**326**	**326**	**316**	**301**	**295**	**293**	**303**	**300**	**296**	**295**	**292**	
	Available Space	42	*42*	*52*	*67*	*73*	*75*	*65*	*68*	*72*	*73*	*76*	
	Comments	See Text											
Capt. James E. Daly, Jr. ES	Program Capacity	494	494	494	494	494	494	494	494	494	494	494	
	Enrollment	**446**	**434**	**433**	**422**	**411**	**412**	**414**	**411**	**405**	**405**	**401**	
	Available Space	48	*60*	*61*	*72*	*83*	*82*	*80*	*83*	*89*	*89*	*93*	
	Comments	See Text											
Fox Chapel ES	Program Capacity	645	645	645	645	645	645	645	645	645	645	645	
	Enrollment	**562**	**553**	**555**	**548**	**536**	**530**	**534**	**530**	**524**	**524**	**518**	
	Available Space	83	*92*	*90*	*97*	*109*	*115*	*111*	*115*	*121*	*121*	*127*	
	Comments	See Text											
Little Bennett ES	Program Capacity	610	610	610	610	610	610	610	610	610	610	610	
	Enrollment	**539**	**543**	**530**	**517**	**492**	**483**	**492**	**486**	**479**	**477**	**474**	
	Available Space	*71*	*67*	*80*	*93*	*118*	*127*	*118*	*124*	*131*	*133*	*136*	
	Comments	See Text											
Snowden Farm ES	Program Capacity	724	724	724	724	724	724	724	724	724	724	724	
	Enrollment	**487**	**445**	**442**	**429**	**415**	**425**	**422**	**421**	**416**	**415**	**413**	
	Available Space	*237*	*279*	*282*	*295*	*309*	*299*	*302*	*303*	*308*	*309*	*311*	
	Comments	See Text											
Wilson Wims ES	Program Capacity	724	724	724	724	724	724	724	724	724	724	724	
	Enrollment	**476**	**446**	**428**	**426**	**420**	**426**	**420**	**419**	**414**	**413**	**411**	
	Available Space	*248*	*278*	*296*	*298*	*304*	*298*	*304*	*305*	*310*	*311*	*313*	
	Comments	See Text											
Cluster Information	HS Utilization	110%	106%	103%	98%	91%	88%	85%	80%	75%	73%	72%	72%
	HS Enrollment	2217	2142	2074	1966	1824	1762	1706	1615	1519	1476	1452	1452
	MS Utilization	96%	87%	86%	86%	83%	81%	79%	78%	79%	78%	78%	78%
	MS Enrollment	1905	1714	1711	1696	1635	1607	1566	1551	1559	1553	1544	1544
	ES Utilization	80%	77%	76%	74%	72%	72%	73%	72%	71%	71%	70%	
	ES Enrollment	2836	2747	2704	2643	2569	2569	2585	2567	2534	2529	2509	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Clarksburg HS	2217	4.7%	28.5%	26.4%	26.7%	13.3%	34.8%	10.0%	10.7%
Rocky Hill MS	1027	4.5%	30.5%	20.7%	33.1%	10.6%	44.0%	16.1%	13.3%
Hallie Wells MS	878	5.2%	20.6%	40.0%	14.4%	19.5%	21.6%	5.0%	8.0%
Clarksburg ES	326	6.1%	32.5%	29.8%	17.2%	14.1%	31.4%	14.8%	12.5%
Capt. James E. Daly Jr. ES	446	4.7%	30.7%	7.4%	51.3%	5.6%	61.1%	36.9%	20.5%
Fox Chapel ES	562	4.3%	24.9%	17.1%	44.3%	9.3%	55.8%	29.2%	17.8%
Little Bennett ES	539	5.6%	25.6%	30.1%	16.5%	22.1%	29.9%	13.7%	15.7%
Snowden Farm ES	487	5.7%	23.2%	43.1%	14.4%	13.3%	22.7%	10.2%	11.7%
Wilson Wims ES	476	7.8%	22.3%	35.3%	13.9%	20.4%	19.8%	10.3%	16.3%
Elementary Cluster Total	**2836**	**5.6%**	**26.1%**	**27.0%**	**26.8%**	**14.2%**	**39.0%**	**20.3%**	**13.1%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFT @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Clarksburg HS	9-12	2013	93		87										2											4							
Rocky Hill MS	6-8	1003	48		46										2																		
Hallie Wells MS	6-8	977	48		45																					3							
Clarksburg ES	K-5	368	19	3		2	6	8																									
Capt. James E. Daly Jr. ES	PreK-5	494	32	5					4	8	9	1					2														1	2	
Fox Chapel ES	PreK-5	645	35	4					3	8	18	2																					
Little Bennett ES	K-5	610	34	3		3	8	13										7															
Snowden Farm ES	K-5	724	38	3		3	7	19															3			3							
Wilson Wims ES	K-5	724	37	3		3	7	19																						3	1	1	

Facility Characteristics of Schools 2026–2027

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	Yes	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.

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 included 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 included 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 were included in the boundary study.

On March 26, 2026 the Board of Education approved the boundaries with an implementation timeline beginning in the 2027-2028 school year. Based on declining enrollment a 27th high school is not needed to open at this time and the decision was that Thomas S. Wootton High School will be relocated to the Crown Farm facility site. Information regarding this boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.

SCHOOLS

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. The approved FY 2027-2032 CIP includes the design and construction of a major capital project, with design to begin in FY 2027. This replacement project will be built with additional capacity to relieve overutilization in adjacent clusters. The approved completion date for the building is August 2031, followed by sitework completion in August 2032. Students and staff will remain on-site during construction.

Major Capital Projects

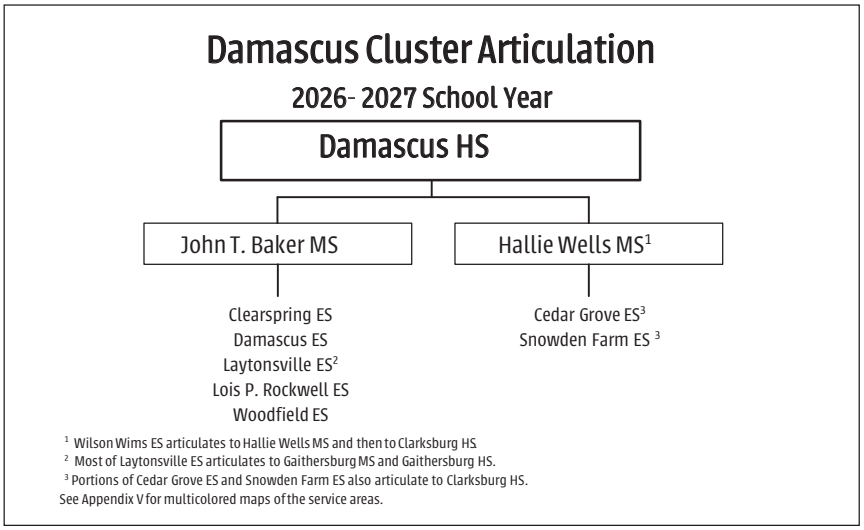
School	Project	Project Status*	Date of Completion
Damascus HS	Replacement	Approved	August 2031 for the building and August 2032 for the site

Approved—Project has an approved FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2028 appropriation in the amended FY 2027–2032 CIP for planning or construction.

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 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Damascus HS	Program Capacity	1511	1511	1511	1511	1511	2250	2250	2250	2250	2250	2250	2250
	Enrollment	**1458**	**1791**	**1675**	**1634**	**1637**	**1835**	**1901**	**1958**	**1942**	**1912**	**1896**	**1896**
	Available Space	*53*	*(280)*	*(164)*	*(123)*	*(126)*	*415*	*349*	*292*	*308*	*338*	*354*	*354*
	Comments	Planning for MCP	See Text				Building Complete	Site Complete					
John T. Baker MS	Program Capacity	735	735	735	735	735	735	735	735	735	735	735	735
	Enrollment	**790**	**678**	**700**	**695**	**669**	**657**	**640**	**634**	**647**	**634**	**631**	**641**
	Available Space	*(55)*	*57*	*35*	*40*	*66*	*78*	*95*	*101*	*88*	*101*	*104*	*94*
	Comments	See Text											
Hallie Wells MS	Program Capacity	977	977	977	977	977	977	977	977	977	977	977	977
	Enrollment	**878**	**892**	**888**	**853**	**821**	**807**	**787**	**779**	**783**	**781**	**776**	**776**
	Available Space	*99*	*85*	*89*	*124*	*156*	*170*	*190*	*198*	*194*	*196*	*201*	*201*
	Comments	See Text											
Cedar Grove ES	Program Capacity	434	434	434	434	434	434	434	434	434	434	434	
	Enrollment	**306**	**303**	**304**	**309**	**315**	**318**	**307**	**307**	**303**	**302**	**300**	
	Available Space	*128*	*131*	*130*	*125*	*119*	*116*	*127*	*127*	*131*	*132*	*134*	
	Comments	See Text											
Clearspring ES	Program Capacity	537	537	537	537	537	537	537	537	537	537	537	
	Enrollment	**539**	**532**	**525**	**512**	**511**	**510**	**503**	**503**	**498**	**498**	**496**	
	Available Space	*(2)*	*5*	*12*	*25*	*26*	*27*	*34*	*34*	*39*	*39*	*41*	
	Comments	See Text											
Damascus ES	Program Capacity	280	280	280	280	280	280	280	280	280	280	280	
	Enrollment	**340**	**338**	**344**	**347**	**352**	**342**	**335**	**333**	**328**	**327**	**325**	
	Available Space	*(60)*	*(58)*	*(64)*	*(67)*	*(72)*	*(62)*	*(55)*	*(53)*	*(48)*	*(47)*	*(45)*	
	Comments	See Text											
Lois P. Rockwell ES	Program Capacity	453	453	453	453	453	453	453	453	453	453	453	
	Enrollment	**479**	**473**	**431**	**423**	**408**	**403**	**393**	**391**	**385**	**384**	**383**	
	Available Space	*(26)*	*(20)*	*22*	*30*	*45*	*50*	*60*	*62*	*68*	*69*	*70*	
	Comments	See Text											
Snowden Farm ES	Program Capacity	724	724	724	724	724	724	724	724	724	724	724	
	Enrollment	**487**	**445**	**442**	**429**	**415**	**425**	**422**	**421**	**416**	**415**	**413**	
	Available Space	*237*	*279*	*282*	*295*	*309*	*299*	*302*	*303*	*308*	*309*	*311*	
	Comments	See Text											
Woodfield ES	Program Capacity	388	388	388	388	388	388	388	388	388	388	388	
	Enrollment	**271**	**250**	**239**	**233**	**230**	**230**	**225**	**226**	**224**	**223**	**222**	
	Available Space	*117*	*138*	*149*	*155*	*158*	*158*	*163*	*162*	*164*	*165*	*166*	
	Comments	See Text											
Cluster Information	HS Utilization	96%	119%	111%	108%	108%	82%	84%	87%	86%	85%	84%	84%
	HS Enrollment	1458	1791	1675	1634	1637	1835	1901	1958	1942	1912	1896	1896
	MS Utilization	97%	92%	93%	90%	87%	86%	83%	83%	84%	83%	82%	83%
	MS Enrollment	1668	1570	1588	1548	1490	1464	1427	1413	1430	1415	1407	1417
	ES Utilization	86%	83%	81%	80%	79%	79%	78%	77%	76%	76%	76%	
	ES Enrollment	2422	2341	2285	2253	2231	2228	2185	2181	2154	2149	2139	

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Damascus HS	1458	6.7%	13.9%	11.3%	32.0%	35.7%	29.1%	8.3%	8.5%
John T. Baker MS	790	6.5%	13.0%	7.3%	36.6%	36.2%	38.0%	10.6%	7.8%
Hallie Wells MS	878	5.2%	20.6%	40.0%	14.4%	19.5%	21.6%	5.0%	8.0%
Cedar Grove ES	306	5.2%	18.3%	35.6%	19.6%	20.6%	28.0%	10.8%	12.4%
Clearspring ES	539	8.0%	17.3%	15.0%	32.8%	26.5%	40.8%	13.0%	8.6%
Damascus ES	340	5.9%	12.6%	7.6%	38.8%	35.0%	43.5%	21.3%	16.9%
Lois P. Rockwell ES	479	7.5%	13.8%	9.0%	32.2%	37.0%	34.0%	9.2%	9.1%
Snowden Farm ES	487	5.7%	23.2%	43.1%	14.4%	13.3%	22.7%	10.2%	11.7%
Woodfield ES	271	6.6%	15.5%	9.2%	29.2%	39.1%	30.7%	9.6%	8.8%
Elementary Cluster Total	**2422**	**6.6%**	**17.1%**	**20.4%**	**27.7%**	**27.8%**	**33.9%**	**12.4%**	**9.0%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Damascus HS	9-12	1511	74		64										1		1			4	4												
John T. Baker MS	6-8	735	38		33															3	2												
Hallie Wells MS	6-8	977	48		45																					3							
Cedar Grove ES	K-5	434	25	3		2	5	10															5										
Clearspring ES	HS-5	537	33	4					3	6	13	2						5															
Damascus ES	K-5	280	21	4					3	5	4									2	3												
Lois P. Rockwell ES	PreK-5	453	29	4					3	6	8	1					1				1										2	3	
Snowden Farm ES	K-5	724	38	3		3	7	19															3			3							
Woodfield ES	K-5	388	24	3		2	4	7															5								1	2	

Facility Characteristics of Schools 2026–2027

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		6	
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.

On November 25, 1996 the Board of Education established the Northeast Consortium (Resolution No. 799-96) and on March 22, 2000, the Downcounty Consortium (Resolution No. 302-00). Pursuant to the interests of the Board of Education, the superintendent directed MCPS staff to analyze student access to countywide and regional high school interest and criteria-based programs throughout the school district. Based on that analysis, the superintendent directed the development of a regional program delivery model to expand equitable access and reduce scarcity and geographic barriers, with implementation in alignment with implementation of the concurrent high school boundary studies. Beginning In the 2027-2028 school year, MCPS will be organized into six geographic regions. Each region contains four to five high school clusters and will offer a range of academic programs aligned to student Interests and future opportunities, allowing more students to participate in specialized programs closer to home. Region boundaries were informed by transportation patterns, student demographics, and current program enrollment. Asset mapping was used to identify existing resources across schools, including theme-related Career and Technical Education pathways, fine arts facilities, regional and countywide programs, and less commonly taught language programs.

The Board of Education took action on March 26, 2026 to discontinue the Northeast and Downcounty Consortia school assignment processes effective with current Grade 8 students entering high school in the 2027-2028 school year. Students who are assigned through these Consortia prior to the 2027-2028 school year may continue in their assigned or selected program through graduation. In essence the new regional model will replace the consortia model and will serve students countywide.

CONSORTIUM PLANNING ISSUES

The Downcounty Consortium currently 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 V 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. As noted at the beginning of Chapter 4, the Downcounty Consortium will be phased out and replaced by the new regional model.

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 Eastern Silver Spring Communities Plan is currently in the preliminary recommendations phase. The working draft will be presented to the Planning Board in fall 2026 with final adoption of the plan and sectional map amendment in fall 2027.

The Wheaton Plan: A Georgia Avenue Community Plan recently kicked off. This plan is slated for fall 2028 approval from the County Council.

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 link: *https://montgomeryplanning.org/planning/communities/east-county/silver-spring/silver-spring-downtown-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 included the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also included 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 were 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.

The Board of Education took action on March 26, 2026 to approve the boundaries which will begin implementation in the 2027-2028 school year, corresponding with the reopening date of Charles W. Woodward HS and completion date of the Northwood High School classroom addition and facility upgrades.

The approved boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study/*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with

a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.

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 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 2,260 students at Northwood High School.

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 FY 2023–2028 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.

Downcounty Consortium Articulation

2026 –2027 School Year

Middle Schools articulating to High Schools within the consortium

Mongtomery Blair HS	Albert Einstein HS	John F. Kennedy HS	Northwood HS	Wheaton HS
Eastern MS Silver Spring International MS Takoma Park MS	Newport Mill MS Sligo MS	Argyle MS Parkland MS Odessa Shannon MS	Odessa Shannon MS Silver Spring International MS Sligo MS	A. Mario Loiederman MS Parkland MS

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

Argyle MS*	Eastern MS	A. Mario Loiederman MS*	Newport Mill MS	Parkland MS*	Odessa Shannon MS	Silver Spring International MS	Sligo MS	Takoma Park MS
Middle School Magnet Consortium	Montgomery Knolls ES New Hampshire Estates ES Oak View ES Pine Crest ES	Middle School Magnet Consortium	Highland ES Oakland Terrace ES Rock View ES	Middle School Magnet Consortium	Arcola ES Glenallan ES Kemp Mill ES	Forest Knolls ES Highland View ES Rolling Terrace ES Sligo Creek ES	Glen Haven ES Flora M. Singer ES Woodlin ES	East Silver Spring ES Piney Branch ES Takoma Park ES

* 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 V for multicolored maps of the service areas.

Downcounty Consortium Articulation

High School Base Areas

Montgomery Blair HS	Albert Einstein HS	John F. Kennedy HS	Northwood HS	Wheaton HS
East Silver Spring ES Forest Knolls ES* Montgomery Knolls ES New Hampshire Estates ES Oak View ES Pine Crest ES Piney Branch ES Rolling Terrace ES Sligo Creek ES* (eastern portion of service area) Takoma Park ES	Highland ES Oakland Terrace ES Rock View ES Flora M. Singer ES Woodlin ES	Bel Pre ES Georgian Forest ES Glenallan ES Harmony Hills ES* Strathmore ES	Arcola ES Forest Knolls ES Glen Haven ES Highland View ES Kemp Mill ES Sligo Creek ES* (western portion of service area)	Brookhaven ES Harmony Hills ES* Sargent Shriver ES Viers Mill ES Weller Road ES Wheaton Woods ES

2026–2027 School Year

* These elementary schools articulate to one middle school, however, articulate to two different high schools.
See Appendix V 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 2260 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. Therefore, the approved completion date for the addition/facility upgrade at Northwood High School is August 2027.

Eastern Middle School

PLANNING ISSUE: See text under Consortium Planning Issues.

CAPITAL PROJECT: A replacement project is approved with a completion date of August 2030 for the building and August 2031 for the site. Students will remain on site in the existing building while the replacement school is being constructed on another part of the existing site.

Highland View Elementary School

CAPITAL PROJECT: A classroom addition project was scheduled to be completed August 2027 however the project was removed due to an increased scope. Highland View ES Is now recommended for a replacement project with a completion date of August 2031 however the project funding was shifted out by three years moving the completion date to August 2034.

Oak View Elementary School

PLANNING STUDY: Projections indicate that enrollment will exceed 112 seats by the end of the six-year planning period. Therefore, enrollment will continue to be monitored.

Piney Branch Elementary School

CAPITAL PROJECT: Facility planning was completed during fiscal year 2025. Based on the ranking with the new CIP prioritization criteria the school was recommended for a replacement project to be completed in August 2031. However the project funding was shifted out by three years moving the completion date to August 2034.

Major Capital Projects

School	Project	Project Status*	Date of Completion
Northwood HS	Classroom addition and Facility upgrades	Approved	August 2027
Eastern MS	Replacement	Approved	August 2030 for the building, August 2031 for the sitework
Highland View ES	Replacement	Approved	August 2034
Piney Branch ES	Replacement	Approved	August 2034

Approved—Project has an approved FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2028 appropriation in the amended FY 2027–2032 CIP for planning or construction.

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.

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Montgomery Blair HS	Program Capacity	2902	2902	2902	2902	2902	2902	2902	2902	2902	2902	2902	2902
	Enrollment	**3144**	**2627**	**2531**	**2482**	**2481**	**2441**	**2396**	**2356**	**2289**	**2229**	**2188**	**2188**
	Available Space	*(242)*	*275*	*371*	*420*	*421*	*461*	*506*	*546*	*613*	*673*	*714*	*714*
	Comments		See Text										
Albert Einstein HS	Program Capacity	1602	1602	1602	1602	1602	1602	1602	1602	1602	1602	1602	1602
	Enrollment	**1865**	**1397**	**1432**	**1584**	**1679**	**1633**	**1599**	**1580**	**1581**	**1562**	**1564**	**1564**
	Available Space	*(263)*	*205*	*170*	*18*	*(77)*	*(31)*	*3*	*22*	*21*	*40*	*38*	*38*
	Comments		See Text										
John F. Kennedy HS	Program Capacity	2133	2133	2133	2133	2133	2133	2133	2133	2133	2133	2133	2133
	Enrollment	**1665**	**1821**	**1806**	**1752**	**1741**	**1719**	**1681**	**1650**	**1597**	**1552**	**1527**	**1527**
	Available Space	*468*	*312*	*327*	*381*	*392*	*414*	*452*	*483*	*536*	*581*	*606*	*606*
	Comments		See Text										
Northwood HS	Program Capacity	1512	2244	2244	2244	2244	2244	2244	2244	2244	2244	2244	2244
	Enrollment	**1590**	**1781**	**1734**	**1809**	**1829**	**1822**	**1804**	**1782**	**1744**	**1713**	**1685**	**1676**
	Available Space	*(78)*	*463*	*510*	*435*	*415*	*422*	*440*	*462*	*500*	*531*	*559*	*568*
	Comments		Opens See Text										
Wheaton HS	Program Capacity	2225	2225	2225	2225	2225	2225	2225	2225	2225	2225	2225	2225
	Enrollment	**2590**	**2493**	**2460**	**2448**	**2655**	**2618**	**2583**	**2531**	**2469**	**2411**	**2379**	**2379**
	Available Space	*(365)*	*(268)*	*(235)*	*(223)*	*(430)*	*(393)*	*(358)*	*(306)*	*(244)*	*(186)*	*(154)*	*(154)*
	Comments		See Text										
Argyle MS	Program Capacity	876	876	876	876	876	876	876	876	876	876	876	876
	Enrollment	**837**	**797**	**794**	**802**	**775**	**761**	**740**	**738**	**742**	**740**	**730**	**730**
	Available Space	*39*	*79*	*82*	*74*	*101*	*115*	*136*	*138*	*134*	*136*	*146*	*146*
	Comments	See Text											
Eastern MS	Program Capacity	1015	1015	1015	1015	1112	1112	1112	1112	1112	1112	1112	1112
	Enrollment	**943**	**766**	**781**	**812**	**784**	**770**	**749**	**741**	**744**	**741**	**737**	**737**
	Available Space	*72*	*249*	*234*	*203*	*328*	*342*	*363*	*371*	*368*	*371*	*375*	*375*
	Comments	Planning for MCP				Building Complete	Site Complete						
A. Mario Loiederman MS	Program Capacity	986	986	986	986	986	986	986	986	986	986	986	986
	Enrollment	**984**	**785**	**806**	**820**	**793**	**779**	**758**	**755**	**759**	**755**	**747**	**747**
	Available Space	*2*	*201*	*180*	*166*	*193*	*207*	*228*	*231*	*227*	*231*	*239*	*239*
	Comments	See Text											
Newport Mill MS	Program Capacity	799	799	799	799	799	799	799	799	799	799	799	799
	Enrollment	**641**	**783**	**772**	**783**	**757**	**742**	**724**	**717**	**721**	**718**	**713**	**713**
	Available Space	*158*	*16*	*27*	*16*	*42*	*57*	*75*	*82*	*78*	*81*	*86*	*86*
	Comments	See Text											
Parkland MS	Program Capacity	1207	1207	1207	1207	1207	1207	1207	1207	1207	1207	1207	1207
	Enrollment	**1108**	**859**	**878**	**847**	**818**	**804**	**784**	**776**	**779**	**776**	**771**	**771**
	Available Space	*99*	*348*	*329*	*360*	*389*	*403*	*423*	*431*	*428*	*431*	*436*	*436*
	Comments	See Text											
Odessa Shannon MS	Program Capacity	881	881	881	881	881	881	881	881	881	881	881	881
	Enrollment	**742**	**632**	**649**	**630**	**622**	**600**	**586**	**580**	**584**	**581**	**577**	**577**
	Available Space	*139*	*249*	*232*	*251*	*259*	*281*	*295*	*301*	*297*	*300*	*304*	*304*
	Comments	See Text											
Silver Spring International MS	Program Capacity	1173	1173	1173	1173	1173	1173	1173	1173	1173	1173	1173	1173
	Enrollment	**857**	**678**	**669**	**656**	**646**	**625**	**608**	**612**	**619**	**616**	**602**	**605**
	Available Space	*316*	*495*	*504*	*517*	*527*	*548*	*565*	*561*	*554*	*557*	*571*	*568*
	Comments	See Text											
Sligo MS	Program Capacity	915	915	915	915	915	915	932	932	932	932	932	932
	Enrollment	**722**	**932**	**885**	**854**	**826**	**812**	**791**	**784**	**786**	**784**	**780**	**780**
	Available Space	*193*	*(17)*	*30*	*61*	*89*	*103*	*141*	*148*	*146*	*148*	*152*	*152*
	Comments	See Text											
Takoma Park MS	Program Capacity	1255	1255	1255	1255	1255	1255	1255	1255	1255	1255	1255	1255
	Enrollment	**1208**	**1159**	**1189**	**1191**	**1147**	**1126**	**1097**	**1086**	**1090**	**1087**	**1079**	**1079**
	Available Space	*47*	*96*	*66*	*64*	*108*	*129*	*158*	*169*	*165*	*168*	*176*	*176*
	Comments	See Text											

Schools		Prelim. 26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37
Arcola ES	Program Capacity	648	648	648	648	648	648	648	648	648	648	648
	Enrollment	**691**	**682**	**680**	**654**	**650**	**647**	**644**	**643**	**627**	**627**	**623**
	Available Space	*(43)*	*(34)*	*(32)*	*(6)*	*(2)*	*1*	*4*	*5*	*21*	*21*	*25*
	Comments	See Text										
Bel Pre ES	Program Capacity	603	603	603	603	603	603	603	603	603	603	603
Grades (pre-K-2)	**Enrollment**	**509**	**509**	**502**	**500**	**502**	**500**	**490**	**490**	**487**	**485**	**482**
Paired With	Available Space	*94*	*94*	*101*	*103*	*101*	*103*	*113*	*113*	*116*	*118*	*121*
Strathmore ES	Comments	See Text										
Brookhaven ES	Program Capacity	457	457	457	457	457	457	457	457	457	457	457
	Enrollment	**367**	**358**	**349**	**352**	**344**	**360**	**355**	**355**	**348**	**348**	**346**
	Available Space	*90*	*99*	*108*	*105*	*113*	*97*	*102*	*102*	*109*	*109*	*111*
	Comments	See Text										
East Silver Spring ES	Program Capacity	580	580	580	580	580	580	580	580	580	580	580
	Enrollment	**487**	**478**	**493**	**482**	**485**	**463**	**478**	**479**	**468**	**469**	**465**
	Available Space	*93*	*102*	*87*	*98*	*95*	*117*	*102*	*101*	*112*	*111*	*115*
	Comments	See Text										
Forest Knolls ES	Program Capacity	552	552	552	552	552	552	552	552	552	552	552
	Enrollment	**470**	**463**	**454**	**439**	**426**	**439**	**435**	**434**	**425**	**425**	**423**
	Available Space	*82*	*89*	*98*	*113*	*126*	*113*	*117*	*118*	*127*	*127*	*129*
	Comments	See Text										
Georgian Forest ES	Program Capacity	628	628	628	628	628	628	628	628	628	628	628
	Enrollment	**574**	**602**	**586**	**551**	**504**	**467**	**457**	**457**	**448**	**448**	**445**
	Available Space	*54*	*26*	*42*	*77*	*124*	*161*	*171*	*171*	*180*	*180*	*183*
	Comments	See Text										
Glen Haven ES	Program Capacity	561	561	561	561	561	561	561	561	561	561	561
	Enrollment	**426**	**422**	**427**	**428**	**426**	**429**	**435**	**432**	**427**	**425**	**423**
	Available Space	*135*	*139*	*134*	*133*	*135*	*132*	*126*	*129*	*134*	*136*	*138*
	Comments	See Text										
Glenallan ES	Program Capacity	761	761	761	761	761	761	761	761	761	761	761
	Enrollment	**654**	**625**	**614**	**595**	**565**	**588**	**584**	**584**	**570**	**571**	**568**
	Available Space	*107*	*136*	*147*	*166*	*196*	*173*	*177*	*177*	*191*	*190*	*193*
	Comments	See Text										
Harmony Hills ES	Program Capacity	746	746	746	746	746	746	746	746	746	746	746
	Enrollment	**605**	**552**	**522**	**472**	**462**	**464**	**457**	**459**	**446**	**447**	**442**
	Available Space	*141*	*194*	*224*	*274*	*284*	*282*	*289*	*287*	*300*	*299*	*304*
	Comments	See Text										
Highland ES	Program Capacity	576	576	576	576	576	576	576	576	576	576	576
	Enrollment	**474**	**456**	**440**	**434**	**439**	**430**	**444**	**444**	**433**	**433**	**430**
	Available Space	*102*	*120*	*136*	*142*	*137*	*146*	*132*	*132*	*143*	*143*	*146*
	Comments	See Text										
Highland View ES	Program Capacity	347	347	347	347	347	347	347	347	542	542	542
	Enrollment	**312**	**312**	**310**	**291**	**272**	**269**	**276**	**267**	**264**	**259**	**259**
	Available Space	*35*	*35*	*37*	*56*	*75*	*78*	*71*	*80*	*278*	*283*	*283*
	Comments	See Text				Planning for MCP				MCP Complete		
Kemp Mill ES	Program Capacity	466	466	466	466	466	466	466	466	466	466	466
	Enrollment	**369**	**356**	**350**	**349**	**348**	**350**	**351**	**348**	**343**	**343**	**342**
	Available Space	*97*	*110*	*116*	*117*	*118*	*116*	*115*	*118*	*123*	*123*	*124*
	Comments	See Text										
Montgomery Knolls ES	Program Capacity	681	681	681	681	681	681	681	681	681	681	681
Grades (HS-2)	**Enrollment**	**402**	**390**	**394**	**391**	**389**	**382**	**383**	**380**	**379**	**377**	**377**
Paired With	Available Space	*279*	*291*	*287*	*290*	*292*	*299*	*298*	*301*	*302*	*304*	*304*
Pine Crest ES	Comments	See Text										
New Hampshire Estates ES	Program Capacity	519	519	519	519	519	519	519	519	519	519	519
Grades (HS-2)	**Enrollment**	**447**	**452**	**449**	**446**	**443**	**436**	**436**	**433**	**433**	**430**	**429**
Paired With	Available Space	*72*	*67*	*70*	*73*	*76*	*83*	*83*	*86*	*86*	*89*	*90*
Oak View ES	Comments	See Text										
Oak View ES	Program Capacity	308	308	308	308	308	308	308	308	308	308	308
Grades (3-5)	**Enrollment**	**406**	**398**	**415**	**419**	**419**	**419**	**419**	**419**	**419**	**419**	**419**
Paired With	Available Space	*(98)*	*(90)*	*(107)*	*(111)*	*(111)*	*(111)*	*(111)*	*(111)*	*(111)*	*(111)*	*(111)*
New Hampshire ES	Comments	See Text										

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	
Oakland Terrace ES	Program Capacity	596	596	596	596	596	596	596	596	596	596	596	
	Enrollment	**486**	**483**	**468**	**474**	**470**	**469**	**465**	**461**	**455**	**454**	**450**	
	Available Space	*110*	*113*	*128*	*122*	*126*	*127*	*131*	*135*	*141*	*142*	*146*	
	Comments	See Text											
Pine Crest ES	Program Capacity	624	624	624	624	624	624	624	624	624	624	624	
Grades (3–5)	**Enrollment**	**498**	**475**	**472**	**489**	**489**	**489**	**489**	**491**	**491**	**491**	**489**	
Paired With	Available Space	*126*	*149*	*152*	*135*	*135*	*135*	*135*	*133*	*133*	*133*	*135*	
Montgomery Knolls ES	Comments	See Text											
Piney Branch ES	Program Capacity	594	594	594	594	594	594	594	594	644	644	644	
Grades (3–5)	**Enrollment**	**568**	**568**	**586**	**562**	**562**	**562**	**562**	**562**	**562**	**562**	**562**	
Paired With	Available Space	*26*	*26*	*8*	*32*	*32*	*32*	*32*	*32*	*82*	*82*	*82*	
Takoma Park ES	Comments	See Text				Planning for MCP				MCP Complete			
Rock View ES	Program Capacity	612	612	612	612	612	612	612	612	612	612	612	
	Enrollment	**597**	**600**	**604**	**590**	**580**	**588**	**580**	**576**	**568**	**566**	**564**	
	Available Space	*15*	*12*	*8*	*22*	*32*	*24*	*32*	*36*	*44*	*46*	*48*	
	Comments	See Text											
Rolling Terrace ES	Program Capacity	691	691	691	691	691	691	691	691	691	691	691	
	Enrollment	**600**	**582**	**566**	**544**	**539**	**529**	**538**	**533**	**525**	**524**	**520**	
	Available Space	*91*	*109*	*125*	*147*	*152*	*162*	*153*	*158*	*166*	*167*	*171*	
	Comments	See Text											
Sargent Shriver ES	Program Capacity	613	613	613	613	613	613	613	613	613	613	613	
	Enrollment	**639**	**609**	**598**	**584**	**588**	**592**	**582**	**578**	**572**	**570**	**565**	
	Available Space	*(26)*	*4*	*15*	*29*	*25*	*21*	*31*	*35*	*41*	*43*	*48*	
	Comments	See Text											
Flora M. Singer ES	Program Capacity	570	570	570	570	570	570	570	570	570	570	570	
	Enrollment	**648**	**630**	**643**	**643**	**620**	**621**	**625**	**621**	**612**	**611**	**608**	
	Available Space	*(78)*	*(60)*	*(73)*	*(73)*	*(50)*	*(51)*	*(55)*	*(51)*	*(42)*	*(41)*	*(38)*	
	Comments	See Text											
Sligo Creek ES	Program Capacity	740	740	740	740	758	758	758	758	758	758	758	
	Enrollment	**604**	**596**	**592**	**575**	**564**	**550**	**549**	**546**	**537**	**535**	**532**	
	Available Space	*136*	*144*	*148*	*165*	*194*	*208*	*209*	*212*	*221*	*223*	*226*	
	Comments	See Text											
Strathmore ES	Program Capacity	420	420	420	420	420	420	420	420	420	420	420	
Grades (3–5)	**Enrollment**	**423**	**434**	**441**	**436**	**436**	**436**	**436**	**436**	**436**	**436**	**436**	
Paired With	Available Space	*(3)*	*(14)*	*(21)*	*(16)*	*(16)*	*(16)*	*(16)*	*(16)*	*(16)*	*(16)*	*(16)*	
Bel Pre ES	Comments	See Text											
Takoma Park ES	Program Capacity	648	648	648	648	648	648	648	648	648	648	648	
Grades (pre-K–2)	**Enrollment**	**505**	**506**	**486**	**484**	**483**	**472**	**473**	**469**	**468**	**463**	**461**	
Paired With	Available Space	*143*	*142*	*162*	*164*	*165*	*176*	*175*	*179*	*180*	*185*	*187*	
Piney Branch ES	Comments	See Text											
Viers Mill ES	Program Capacity	686	686	686	686	686	686	686	686	686	686	686	
	Enrollment	**507**	**490**	**494**	**480**	**465**	**468**	**474**	**470**	**465**	**463**	**461**	
	Available Space	*179*	*196*	*192*	*206*	*221*	*218*	*212*	*216*	*221*	*223*	*225*	
	Comments	See Text											
Weller Road ES	Program Capacity	734	734	734	734	734	734	734	734	734	734	734	
	Enrollment	**643**	**626**	**621**	**608**	**615**	**602**	**606**	**603**	**597**	**594**	**592**	
	Available Space	*91*	*108*	*113*	*126*	*119*	*132*	*128*	*131*	*137*	*140*	*142*	
	Comments	See Text											
Wheaton Woods ES	Program Capacity	666	666	666	666	666	666	666	666	666	666	666	
	Enrollment	**537**	**528**	**527**	**517**	**524**	**516**	**515**	**513**	**507**	**504**	**503**	
	Available Space	*129*	*138*	*139*	*149*	*142*	*150*	*151*	*153*	*159*	*162*	*163*	
	Comments	See Text											
Woodlin ES	Program Capacity	557	557	557	557	557	557	557	557	557	557	557	
	Enrollment	**664**	**664**	**662**	**641**	**625**	**628**	**616**	**612**	**603**	**600**	**598**	
	Available Space	*(107)*	*(107)*	*(105)*	*(84)*	*(68)*	*(71)*	*(59)*	*(55)*	*(46)*	*(43)*	*(41)*	
	Comments	See Text											
Cluster Information	HS Utilization	105%	91%	90%	91%	94%	92%	91%	89%	87%	85%	84%	84%
	HS Enrollment	10854	10119	9963	10075	10385	10233	10063	9899	9680	9467	9343	9343
	MS Utilization	88%	81%	82%	81%	78%	76%	74%	74%	74%	74%	73%	73%
	MS Enrollment	8042	7391	7423	7395	7168	7019	6837	6789	6824	6798	6736	6739
	ES Utilization	88%	86%	86%	84%	83%	82%	82%	82%	80%	80%	79%	
	ES Enrollment	15112	14846	14745	14430	14234	14165	14154	14095	13915	13879	13814	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Montgomery Blair HS	3144	5.2%	24.5%	11.1%	35.9%	23.1%	42.6%	19.3%	13.1%
Albert Einstein HS	1865	5.4%	18.0%	6.6%	44.1%	25.5%	41.7%	21.0%	12.6%
John F. Kennedy HS	1665	1.7%	23.1%	5.3%	65.5%	4.3%	54.0%	36.0%	21.1%
Northwood HS	1590	3.2%	25.0%	4.8%	53.7%	13.0%	55.5%	27.1%	18.3%
Wheaton HS	2590	3.2%	20.2%	9.2%	57.0%	10.0%	56.2%	24.5%	11.8%
Argyle MS	837	2.6%	28.9%	7.0%	52.9%	8.1%	59.4%	28.6%	15.0%
Eastern MS	943	5.2%	21.7%	8.4%	46.6%	18.0%	58.1%	21.7%	10.3%
A. Mario Loiederman MS	984	4.0%	9.2%	2.9%	67.1%	16.7%	56.9%	32.8%	10.2%
Newport Mill MS	641	3.0%	14.8%	5.6%	56.5%	19.7%	48.2%	27.3%	13.7%
Parkland MS	1108	3.2%	18.9%	11.5%	57.9%	8.0%	56.3%	25.9%	6.9%
Odessa Shannon MS	742	2.3%	22.4%	5.0%	65.6%	4.2%	52.1%	38.5%	19.4%
Silver Spring International MS	857	5.3%	22.2%	3.5%	42.0%	26.8%	45.6%	23.1%	11.1%
Sligo MS	722	5.7%	23.1%	6.0%	39.3%	25.5%	48.4%	23.4%	10.9%
Takoma Park MS	1208	6.5%	33.8%	8.1%	20.0%	31.6%	35.0%	12.0%	8.7%
Arcola ES	691	2.0%	26.3%	3.8%	62.1%	5.5%	54.5%	49.4%	55.5%
Bel Pre ES	509	3.3%	26.7%	4.7%	58.5%	6.7%	54.6%	43.9%	34.0%
Brookhaven ES	367	2.5%	21.3%	10.1%	60.8%	5.2%	54.3%	38.4%	22.1%
East Silver Spring ES	487	5.3%	55.2%	2.7%	19.3%	17.5%	53.1%	21.9%	26.8%
Forest Knolls ES	470	5.3%	20.0%	6.6%	38.9%	28.9%	41.2%	18.9%	9.2%
Georgian Forest ES	574	1.6%	18.3%	3.8%	71.8%	4.2%	57.0%	49.8%	33.6%
Glen Haven ES	426	5.9%	20.2%	4.5%	55.2%	14.3%	59.2%	34.2%	20.5%
Glenallan ES	654	8.4%	25.8%	7.6%	50.3%	7.3%	57.3%	30.9%	23.7%
Harmony Hills ES	605	0.0%	8.3%	2.3%	85.8%	2.5%	64.2%	62.4%	32.8%
Highland ES	474	2.3%	6.5%	5.1%	80.0%	5.9%	55.9%	47.6%	24.5%
Highland View ES	312	6.1%	32.7%	3.2%	31.4%	26.6%	56.9%	28.3%	14.8%
Kemp Mill ES	369	0.0%	12.2%	1.6%	82.4%	2.7%	66.2%	56.9%	30.6%
Montgomery Knolls ES	402	5.5%	20.6%	3.0%	52.2%	18.7%	57.2%	23.1%	15.4%
New Hampshire Estates ES	447	0.0%	20.1%	0.0%	73.6%	3.8%	66.9%	52.8%	35.0%
Oak View ES	406	4.4%	15.5%	1.5%	60.3%	18.2%	47.8%	46.1%	11.4%
Oakland Terrace ES	486	7.2%	13.8%	3.3%	39.7%	36.0%	27.0%	15.4%	10.2%
Pine Crest ES	498	6.8%	24.7%	4.6%	38.6%	24.9%	49.1%	29.4%	8.6%
Piney Branch ES	568	6.5%	27.8%	1.9%	23.1%	40.3%	36.9%	17.1%	7.0%
Rock View ES	597	5.4%	14.2%	6.7%	49.2%	24.1%	49.9%	35.9%	14.6%
Rolling Terrace ES	600	2.0%	8.0%	1.5%	83.8%	4.5%	65.7%	61.5%	16.5%
Sargent Shriver ES	639	1.4%	11.9%	5.9%	76.7%	4.1%	74.9%	55.3%	23.3%
Flora M. Singer ES	648	8.5%	18.8%	3.7%	36.7%	32.3%	37.5%	25.5%	10.8%
Sligo Creek ES	604	12.1%	28.5%	6.1%	13.2%	40.1%	24.5%	9.6%	11.0%
Strathmore ES	423	3.5%	29.8%	3.8%	55.6%	6.1%	63.1%	40.6%	20.2%
Takoma Park ES	505	7.1%	31.1%	1.8%	24.2%	35.6%	35.3%	17.6%	14.1%
Viers Mill ES	507	2.8%	10.8%	5.9%	65.7%	14.8%	63.8%	37.7%	17.4%
Weller Road ES	643	2.3%	6.1%	4.2%	82.0%	5.1%	61.6%	46.6%	18.7%
Wheaton Woods ES	537	0.0%	27.4%	4.1%	63.5%	3.7%	58.1%	48.8%	17.5%
Woodlin ES	664	9.2%	31.5%	6.2%	21.1%	31.8%	38.1%	21.4%	17.1%
Elementary Cluster Total	**15112**	**4.6%**	**21.0%**	**4.2%**	**53.6%**	**16.3%**	**54.8%**	**38.6%**	**15.8%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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.

Program Capacity Table

(School Year 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services															
																		Quad Cluster Based				County & Regional Based											
																		ELC @8	LANG @8	LFI @8	SCB @8	AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Montgomery Blair HS	9-12	2903	132		126										5		1															
Albert Einstein HS	9-12	1602	80		65										3	2				4	3						3					
John F. Kennedy HS	9-12	2133	104		88										6					4	2		4									
Northwood HS	9-12	1512	73		62										4	2										4		1				
Wheaton HS	9-12	2225	104		94										6					2	2											
Argyle MS	6-8	876	43		40										2		1															
Eastern MS	6-8	1015	51		45										2	1										3						
A. Mario Loiederman MS	6-8	986	48		44										3	1																
Newport Mill MS	6-8	799	41		36															5												
Parkland MS	6-8	1207	58		55										3																	
Odessa Shannon MS	6-8	881	45		39										2												3	1				
Silver Spring International MS	6-8	1173	56		54										2																	
Sligo MS	6-8	915	51		40										2	1	4				2		2									
Takoma Park MS	6-8	1255	63		56										2	1							4									
Arcola ES	HS-5	648	38	5					6	12	13	1					1															
Bel Pre ES	PreK-2	603	37	5					7	20		1	1				1													1	1	
Brookhaven ES	PreK-5	457	29	5					3	6	9	1																		2	2	1
East Silver Spring ES	HS-5	580	34	5					4	8	10		1	1														1	1	3		
Forest Knolls ES	PreK-5	552	34	4					4	8	11	1											3					1		1	1	
Georgian Forest ES	HS-5	628	36	5					4	10	13	1	1							2												
Glen Haven ES	PreK-5	561	35	4					3	6	14	1					1				4									1	1	
Glenallan ES	PreK-5	761	42	4					4	9	20	1																	1	1	2	
Harmony Hills ES	HS-5	746	41	5					5	9	20	1		1																		
Highland ES	HS-5	576	33	5					4	8	14	1		1																		
Highland View ES	K-5	347	21	4					3	6	8																					
Kemp Mill ES	PreK-5	466	28	5					4	8	9	2																				
Montgomery Knolls ES	PreK-2	681	43	5					5	22		3					1													3	4	
New Hampshire Estates ES	HS-2	519	32	5					6	15		2		4																		
Oak View ES	3-5	308	19	5							14																					
Oakland Terrace ES	K-5	596	32	3		4	8	10				1														3				1	2	
Pine Crest ES	3-5	624	33	4							28												1									
Piney Branch ES	3-5	594	31	4							27																					
Rock View ES	PreK-5	612	39	4					4	8	12		1					10														
Rolling Terrace ES	HS-5	691	40	5					6	11	14	1		2			1															
Sargent Shriver ES	PreK-5	613	37	5					5	10	14	1					2															
Flora M. Singer ES	PreK-5	570	37	4					4	10	10	1						8														
Sligo Creek ES	K-5	740	35	3		5	9	18																								
Strathmore ES	3-5	420	26	5							18										3											
Takoma Park ES	PreK-2	648	40	4					7	25		2					2															
Viers Mill ES	HS-5	686	42	5					4	8	14	3					2													1	1	4	
Weller Road ES	HS-5	734	42	5					4	10	16	2		2															1	1	1	
Wheaton Woods ES	HS-5	666	42	5					4	8	15	2		1			1						2				4					
Woodlin ES	PreK-5	557	34	4					5	10	10	1								4												

Facility Characteristics of Schools 2026–2027

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	154,386	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	102,198	8.9	Yes		
Brookhaven ES	1961	1995	81,320	8.57		2	
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		2	
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		4	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		3	SBHC
Wheaton Woods ES	1952	2017	120,154	8			LTL
Woodlin ES	1944	2023	98,861	10.97			

**See Appendix H for relocatable use.*

CLUSTER PLANNING ISSUES

The City of Gaithersburg is updating its Master Plan, Build Gaithersburg 2040 which gives a big picture look, defining visions and goals with land use and transportation elements. The overall recommendations for key areas of the City will be presented in June 2026 to the Mayor and City Council.

The Shady Grove Innovation Center site plan approval approved in October 2025 includes Phase 1 with 136 units and phase 2 with 360 units.

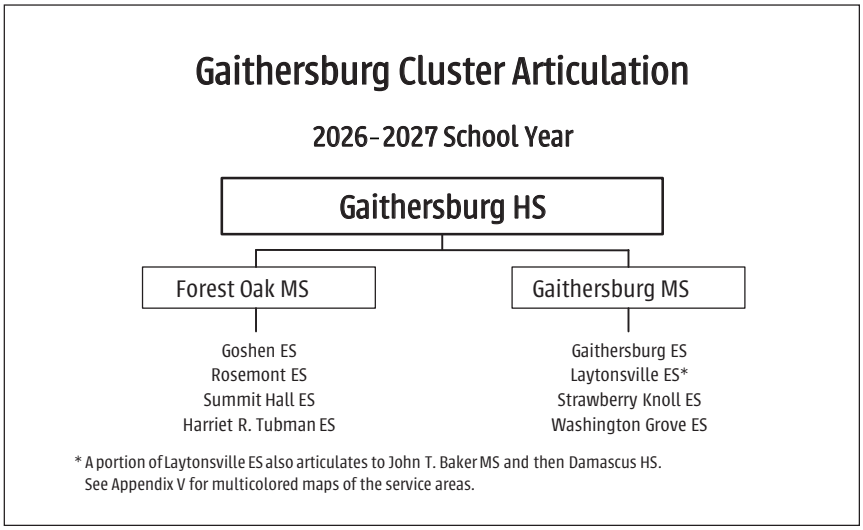
PLANNING ISSUE: There are three Master Plans—The Great Seneca Science Corridor Minor Master Plan, The Shady Grove Minor Master Plan Amendment, and The Montgomery Village Master Plan—that involve portions of the Gaithersburg Cluster. It is anticipated that these plans will take 20–30 years to build-out, 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.

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 included 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 included 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 were 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. In the Adopted FY 2027–2032 CIP the completion date for the Damascus HS replacement is August 2031. On March 26, 2026 the Board of Education approved the boundaries with an implementation timeline beginning in the 2027-2028 school year. Based on declining enrollment a 27th high school is not needed to open at this time and the decision was that Thomas S. Wootton High School will be relocated to the Crown Farm facility site.

Information regarding this boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.



GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Gaithersburg HS	Program Capacity	2413	2413	2413	2413	2413	2413	2413	2413	2413	2413	2413	2413
	Enrollment	**2150**	**2145**	**2048**	**1964**	**1921**	**1937**	**1918**	**1895**	**1843**	**1796**	**1760**	**1760**
	Available Space	*263*	*268*	*365*	*449*	*492*	*476*	*495*	*518*	*570*	*617*	*653*	*653*
	Comments		See Text										
Forest Oak MS	Program Capacity	944	944	944	944	944	944	944	944	944	944	944	944
	Enrollment	**764**	**997**	**959**	**941**	**911**	**893**	**870**	**868**	**871**	**878**	**857**	**857**
	Available Space	*180*	*(53)*	*(15)*	*3*	*33*	*51*	*74*	*76*	*73*	*66*	*87*	*87*
	Comments	See Text											
Gaithersburg MS	Program Capacity	1022	1022	1022	1022	1022	1022	1022	1022	1022	1022	1022	1022
	Enrollment	**847**	**998**	**1024**	**1033**	**1004**	**986**	**962**	**953**	**957**	**953**	**947**	**947**
	Available Space	*175*	*24*	*(2)*	*(11)*	*18*	*36*	*60*	*69*	*65*	*69*	*75*	*75*
	Comments	See Text											
Gaithersburg ES	Program Capacity	793	793	793	793	793	793	793	793	793	793	793	
	Enrollment	**536**	**496**	**480**	**477**	**471**	**467**	**457**	**454**	**447**	**446**	**443**	
	Available Space	*257*	*297*	*313*	*316*	*322*	*326*	*336*	*339*	*346*	*347*	*350*	
	Comments	See Text											
Goshen ES	Program Capacity	591	591	591	591	591	591	591	591	591	591	591	
	Enrollment	**417**	**402**	**392**	**371**	**373**	**370**	**366**	**365**	**359**	**358**	**356**	
	Available Space	*174*	*189*	*199*	*220*	*218*	*221*	*225*	*226*	*232*	*233*	*235*	
	Comments	See Text											
Laytonsville ES	Program Capacity	448	448	448	448	448	448	448	448	448	448	448	
	Enrollment	**354**	**350**	**348**	**341**	**338**	**326**	**327**	**324**	**320**	**320**	**316**	
	Available Space	*94*	*98*	*100*	*107*	*110*	*122*	*121*	*124*	*128*	*128*	*132*	
	Comments	See Text											
Rosemont ES	Program Capacity	557	557	557	557	557	557	557	557	557	557	557	
	Enrollment	**558**	**527**	**521**	**538**	**539**	**520**	**523**	**519**	**513**	**512**	**509**	
	Available Space	*(1)*	*30*	*36*	*19*	*18*	*37*	*34*	*38*	*44*	*45*	*48*	
	Comments	See Text											
Strawberry Knoll ES	Program Capacity	461	461	461	461	461	461	461	461	461	461	461	
	Enrollment	**409**	**383**	**372**	**363**	**355**	**347**	**349**	**348**	**345**	**344**	**341**	
	Available Space	*52*	*78*	*89*	*98*	*106*	*114*	*112*	*113*	*116*	*117*	*120*	
	Comments	See Text											
Summit Hall ES	Program Capacity	455	455	455	455	455	455	455	455	455	455	455	
	Enrollment	**393**	**362**	**358**	**346**	**337**	**327**	**337**	**335**	**330**	**329**	**329**	
	Available Space	*62*	*93*	*97*	*109*	*118*	*128*	*118*	*120*	*125*	*126*	*126*	
	Comments	See Text											
Harriet R. Tubman ES	Program Capacity	656	656	656	656	656	656	656	656	656	656	656	
	Enrollment	**555**	**527**	**493**	**477**	**471**	**462**	**468**	**462**	**457**	**456**	**452**	
	Available Space	*101*	*129*	*163*	*179*	*185*	*194*	*188*	*194*	*199*	*200*	*204*	
	Comments	See Text											
Washington Grove ES	Program Capacity	544	544	544	544	544	544	544	544	544	544	544	
	Enrollment	**466**	**525**	**550**	**550**	**517**	**504**	**504**	**501**	**496**	**495**	**492**	
	Available Space	*78*	*19*	*(6)*	*(6)*	*27*	*40*	*40*	*43*	*48*	*49*	*52*	
	Comments	See Text											
Cluster Information	HS Utilization	89%	89%	85%	81%	80%	80%	79%	79%	76%	74%	73%	73%
	HS Enrollment	2150	2145	2048	1964	1921	1937	1918	1895	1843	1796	1760	1760
	MS Utilization	82%	101%	101%	100%	97%	96%	93%	93%	93%	93%	92%	92%
	MS Enrollment	1611	1995	1983	1974	1915	1879	1832	1821	1828	1831	1804	1804
	ES Utilization	81%	79%	67%	66%	65%	64%	64%	63%	62%	62%	62%	
	ES Enrollment	3133	3572	3021	2986	3401	3323	3331	3308	3267	3260	3238	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Gaithersburg HS	2150	3.5%	21.2%	6.5%	61.1%	7.6%	55.6%	31.7%	20.4%
Forest Oak MS	764	2.4%	19.5%	4.6%	66.4%	6.3%	54.9%	29.6%	19.2%
Gaithersburg MS	847	4.3%	24.4%	5.8%	56.7%	8.5%	62.3%	28.6%	18.9%
Gaithersburg ES	536	1.5%	15.3%	2.2%	79.1%	1.5%	64.5%	63.5%	28.7%
Goshen ES	417	4.6%	23.5%	8.2%	52.3%	11.0%	49.7%	24.4%	21.2%
Laytonsville ES	354	8.8%	19.5%	7.1%	33.1%	31.6%	37.5%	14.2%	12.3%
Rosemont ES	558	5.7%	28.3%	10.8%	49.1%	5.6%	57.8%	37.6%	33.2%
Strawberry Knoll ES	409	4.9%	21.5%	10.0%	52.6%	10.8%	48.8%	17.9%	20.3%
Summit Hall ES	393	2.8%	18.1%	3.3%	74.0%	1.8%	64.9%	42.5%	29.6%
Harriet R. Tubman ES	555	4.1%	16.8%	4.7%	68.8%	5.4%	58.9%	45.4%	20.8%
Washington Grove ES	466	2.6%	27.9%	8.4%	49.1%	11.8%	48.1%	24.9%	33.1%
Elementary Cluster Total	**3688**	**4.2%**	**21.4%**	**6.8%**	**58.3%**	**9.0%**	**57.7%**	**37.7%**	**18.3%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Gaithersburg HS	9-12	2413	122		97										7	1				5	6			6									
Forest Oak MS	6-8	944	48		42										3		1				2												
Gaithersburg MS	6-8	1022	52		45										2	1								4									
Gaithersburg ES	PreK-5	793	44	5					4	9	21	1	1										3										
Goshen ES	K-5	591	34	5					4	7	17								1														
Laytonsville ES	K-5	448	27	4					3	7	11										2												
Rosemont ES	PreK-5	557	36	5					5	10	10	1					1						4										
Strawberry Knoll ES	HS-5	461	32	5					3	6	7	1		1			1						3							1	1	3	
Summit Hall ES	HS-5	455	28	5					3	6	7	4		1																	1	1	
Harriet R. Tubman ES	PreK-5	656	39	5					4	10	15	1											2						1			1	
Washington Grove ES	HS-5	544	34	5					4	8	8	3		1			1												1			3	

Facility Characteristics of Schools 2026–2027

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		3	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	16	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.

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 cluster also will see substantial amounts of new housing associated with the following land-use plans: Rock Spring Master Plan, White Flint 2 Sector Plan, and Grosvenor-Strathmore Metro Area Minor Master Plan.

PLANNING STUDY: Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted middle schools for implementation in the 2029-2030 school year.

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 included the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also included 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 were 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.

The Board of Education took action on March 26, 2026 to approve the boundaries which will begin implementation in the 2027-2028 school year, corresponding with the reopening date of Charles W. Woodward HS and completion date of the Northwood High School addition and facility upgrades.

The approved boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study/*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.

Major Capital Projects

School	Project	Project Status*	Date of Completion
Charles W. Woodward HS	Reopening	Approved	August 2027

Approved—Project has an approved FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction funds.

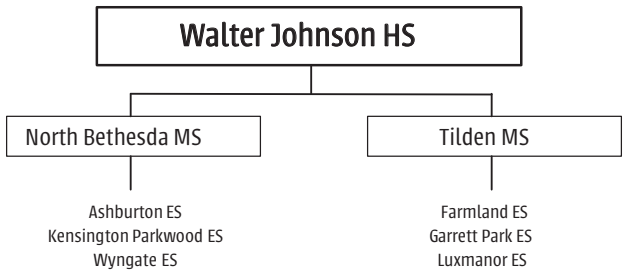
Recommended—Project has a recommended FY 2028 appropriation in the amended FY 2027–2032 CIP for planning or construction.

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 Articulation

2026- 2027 School Year



See Appendix V for multicolored maps of the service areas.

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Walter Johnson HS	Program Capacity	2266	2266	2266	2266	2266	2266	2266	2266	2266	2266	2266	2266
	Enrollment	**2903**	**2287**	**2011**	**1704**	**1642**	**1623**	**1590**	**1577**	**1534**	**1498**	**1467**	**1467**
	Available Space	*(637)*	*(21)*	*255*	*562*	*624*	*643*	*676*	*689*	*732*	*768*	*799*	*799*
	Comments		See Text										
North Bethesda MS	Program Capacity	1187	1187	1187	1187	1187	1187	1187	1187	1187	1187	1187	1187
	Enrollment	**1178**	**1132**	**1134**	**1162**	**1124**	**1103**	**1075**	**1065**	**1069**	**1066**	**1060**	**1060**
	Available Space	*9*	*55*	*53*	*25*	*63*	*84*	*112*	*122*	*118*	*121*	*127*	*127*
	Comments	See Text											
Tilden MS	Program Capacity	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250	1250
	Enrollment	**1141**	**1252**	**1224**	**1219**	**1188**	**1166**	**1138**	**1133**	**1137**	**1134**	**1122**	**1122**
	Available Space	*109*	*(2)*	*26*	*31*	*62*	*84*	*112*	*117*	*113*	*116*	*128*	*128*
	Comments	See Text											
Ashburton ES	Program Capacity	802	802	802	802	802	802	802	802	802	802	802	
	Enrollment	**838**	**848**	**856**	**861**	**881**	**884**	**868**	**853**	**841**	**841**	**833**	
	Available Space	*(36)*	*(46)*	*(54)*	*(59)*	*(79)*	*(82)*	*(66)*	*(51)*	*(39)*	*(39)*	*(31)*	
	Comments	See Text											
Farmland ES	Program Capacity	770	770	770	770	770	770	770	770	770	770	770	
	Enrollment	**771**	**784**	**758**	**736**	**735**	**732**	**737**	**709**	**700**	**699**	**693**	
	Available Space	*(1)*	*(14)*	*12*	*34*	*35*	*38*	*33*	*61*	*70*	*71*	*77*	
	Comments	See Text											
Garrett Park ES	Program Capacity	758	758	758	758	758	758	758	758	758	758	758	
	Enrollment	**709**	**743**	**747**	**748**	**744**	**734**	**741**	**712**	**704**	**701**	**699**	
	Available Space	*49*	*15*	*11*	*10*	*14*	*24*	*17*	*46*	*54*	*57*	*59*	
	Comments	See Text											
Kensington–Parkwood ES	Program Capacity	840	840	840	840	840	840	840	840	840	840	840	
	Enrollment	**559**	**547**	**557**	**553**	**540**	**538**	**537**	**536**	**530**	**529**	**524**	
	Available Space	*281*	*293*	*283*	*287*	*300*	*302*	*303*	*304*	*310*	*311*	*316*	
	Comments	See Text											
Luxmanor ES	Program Capacity	762	762	762	762	762	762	762	762	762	762	762	
	Enrollment	**647**	**656**	**622**	**603**	**598**	**581**	**580**	**574**	**565**	**565**	**562**	
	Available Space	*115*	*106*	*140*	*159*	*164*	*181*	*182*	*188*	*197*	*197*	*200*	
	Comments	See Text											
Wyngate ES	Program Capacity	816	816	816	816	816	816	816	816	816	816	816	
	Enrollment	**630**	**608**	**593**	**580**	**583**	**566**	**571**	**566**	**559**	**557**	**559**	
	Available Space	*186*	*208*	*223*	*236*	*233*	*250*	*245*	*250*	*257*	*259*	*257*	
	Comments	See Text											
Cluster Information	HS Utilization	128%	101%	89%	75%	72%	72%	70%	70%	68%	66%	65%	65%
	HS Enrollment	2903	2287	2011	1704	1642	1623	1590	1577	1534	1498	1467	1467
	MS Utilization	95%	98%	97%	98%	95%	93%	91%	90%	91%	90%	90%	90%
	MS Enrollment	2319	2384	2358	2381	2312	2269	2213	2198	2206	2200	2182	2182
	ES Utilization	87%	88%	87%	86%	86%	85%	85%	83%	82%	82%	82%	
	ES Enrollment	4154	4186	4133	4081	4081	4035	4034	3950	3899	3892	3870	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Walter Johnson HS	2903	7.1%	17.2%	14.8%	18.7%	41.8%	19.3%	8.4%	8.9%
North Bethesda MS	1178	7.8%	14.6%	14.3%	19.5%	43.7%	15.7%	7.2%	7.5%
Tilden MS	1141	7.2%	16.9%	17.0%	20.7%	37.8%	24.2%	15.5%	8.2%
Ashburton ES	838	9.3%	20.3%	18.1%	15.5%	36.5%	24.3%	15.8%	18.9%
Farmland ES	771	7.4%	12.2%	27.6%	15.0%	37.2%	22.3%	27.6%	21.7%
Garrett Park ES	709	8.3%	15.2%	16.9%	22.8%	36.2%	26.5%	21.6%	16.4%
Kensington-Parkwood ES	559	9.1%	11.3%	8.6%	14.5%	56.5%	11.6%	10.1%	5.5%
Luxmanor ES	647	6.3%	18.4%	17.3%	28.1%	29.4%	30.0%	23.0%	18.7%
Wyngate ES	630	11.7%	5.4%	15.2%	12.4%	55.2%	3.2%	6.2%	4.4%
Elementary Cluster Total	**4154**	**8.7%**	**14.2%**	**17.8%**	**18.0%**	**41.0%**	**20.7%**	**18.3%**	**12.6%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Walter Johnson HS	9-12	2266	106		97										3					3			2					1					
North Bethesda MS	6-8	1187	59		54										1								3					1					
Tilden MS	6-8	1250	63		56										2					3			2										
Ashburton ES	K-5	826	39	3		7	12	17																									
Farmland ES	K-5	770	40	4		5	10	17												4													
Garrett Park ES	PreK-5	758	37	4		5	10	17				1																					
Kensington-Parkwood ES	K-5	840	41	3		4	8	23															3										
Luxmanor ES	K-5	762	39	3		4	8	17													3										1	3	
Wyngate ES	K-5	816	38	3		3	9	23																									

Facility Characteristics of Schools 2026–2027

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*

CLUSTER PLANNING ISSUES

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.

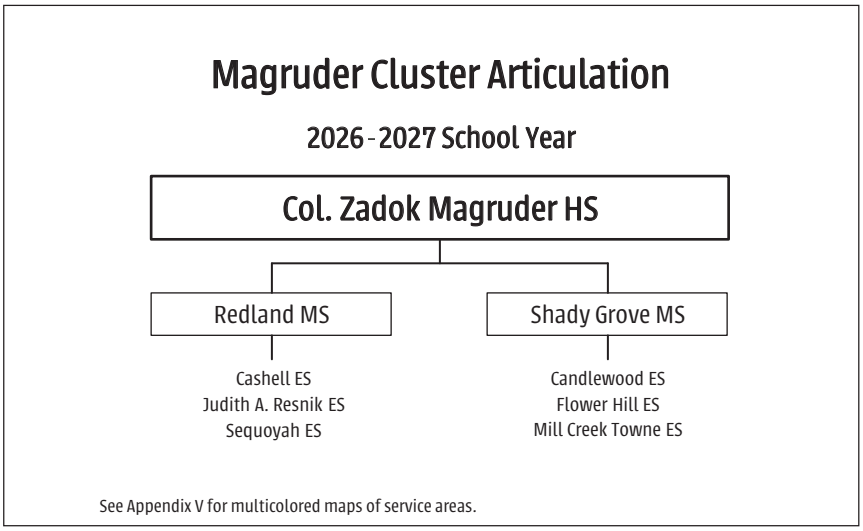
SCHOOLS

Col. Zadok Magruder High School

CAPITAL PROJECT: FY 2028 Facility planning is recommended for a feasibility study.

Mill Towne Creek Elementary School

PLANNING STUDY: Projections indicate that enrollment will exceed 155 seats by the end of the six-year planning period. Therefore, enrollment will continue to be monitored.



See Appendix V for multicolored maps of service areas.

COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

		Prelim.	Projections										
Schools		**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**31-32**	**32-33**	**33-34**	**34-35**	**35-36**	**36-37**	**41-42**
Col. Zadok Magruder HS	Program Capacity	1860	1860	1860	1860	1860	1860	1860	1860	1860	1860	1860	1860
	Enrollment	**1523**	**1504**	**1533**	**1647**	**1807**	**1790**	**1759**	**1734**	**1697**	**1662**	**1644**	**1644**
	Available Space	*337*	*356*	*327*	*213*	*53*	*70*	*101*	*126*	*163*	*198*	*216*	*216*
	Comments		Feasibility Study										
Redland MS	Program Capacity	713	713	713	713	713	713	713	713	713	713	713	713
	Enrollment	**576**	**601**	**578**	**556**	**534**	**524**	**511**	**505**	**508**	**507**	**504**	**504**
	Available Space	*137*	*112*	*135*	*157*	*179*	*189*	*202*	*208*	*205*	*206*	*209*	*209*
	Comments	See Text											
Shady Grove MS	Program Capacity	841	841	841	841	841	841	841	841	841	841	841	841
	Enrollment	**565**	**595**	**557**	**544**	**524**	**514**	**500**	**496**	**498**	**496**	**493**	**493**
	Available Space	*276*	*246*	*284*	*297*	*317*	*327*	*341*	*345*	*343*	*345*	*348*	*348*
	Comments	See Text											
Candlewood ES	Program Capacity	546	546	546	546	546	546	546	546	546	546	546	
	Enrollment	**343**	**329**	**314**	**304**	**299**	**292**	**291**	**280**	**275**	**275**	**273**	
	Available Space	*203*	*217*	*232*	*242*	*247*	*254*	*255*	*266*	*271*	*271*	*273*	
	Comments	See Text											
Cashell ES	Program Capacity	312	312	312	312	312	312	312	312	312	312	312	
	Enrollment	**381**	**378**	**382**	**367**	**355**	**355**	**358**	**354**	**351**	**351**	**348**	
	Available Space	*(69)*	*(66)*	*(70)*	*(55)*	*(43)*	*(43)*	*(46)*	*(42)*	*(39)*	*(39)*	*(36)*	
	Comments	See Text											
Flower Hill ES	Program Capacity	413	413	413	413	413	413	413	413	413	413	413	
	Enrollment	**424**	**387**	**382**	**379**	**368**	**360**	**362**	**359**	**353**	**353**	**351**	
	Available Space	*(11)*	*26*	*31*	*34*	*45*	*53*	*51*	*54*	*60*	*60*	*62*	
	Comments	See Text											
Mill Creek Towne ES	Program Capacity	338	338	338	338	338	338	338	338	338	338	338	
	Enrollment	**508**	**503**	**512**	**504**	**492**	**498**	**492**	**491**	**486**	**486**	**483**	
	Available Space	*(170)*	*(165)*	*(174)*	*(166)*	*(154)*	*(160)*	*(154)*	*(153)*	*(148)*	*(148)*	*(145)*	
	Comments	See Text											
Judith A. Resnik ES	Program Capacity	543	543	543	543	543	543	543	543	543	543	543	
	Enrollment	**459**	**440**	**435**	**438**	**429**	**441**	**428**	**424**	**418**	**417**	**413**	
	Available Space	*84*	*103*	*108*	*105*	*114*	*102*	*115*	*119*	*125*	*126*	*130*	
	Comments	See Text											
Sequoyah ES	Program Capacity	419	419	419	419	419	419	419	419	419	419	419	
	Enrollment	**429**	**428**	**424**	**407**	**397**	**404**	**406**	**404**	**398**	**397**	**394**	
	Available Space	*(10)*	*(9)*	*(5)*	*12*	*22*	*15*	*13*	*15*	*21*	*22*	*25*	
	Comments	See Text											
Cluster Information	HS Utilization	82%	81%	82%	89%	97%	96%	95%	93%	91%	89%	88%	88%
	HS Enrollment	1523	1504	1533	1647	1807	1790	1759	1734	1697	1662	1644	1644
	MS Utilization	73%	77%	73%	71%	68%	67%	65%	64%	65%	65%	64%	64%
	MS Enrollment	1141	1196	1135	1100	1058	1038	1011	1001	1006	1003	997	997
	ES Utilization	99%	96%	95%	93%	91%	91%	91%	90%	89%	89%	88%	
	ES Enrollment	2544	2465	2449	2399	2340	2350	2337	2312	2281	2279	2262	

COL. ZADOK MAGRUDER CLUSTER

Demographic Characteristics of Schools

Schools	2026-2027						2025-2026		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%*	Mobility Rate%***
Col. Zadok Magruder HS	1523	6.3%	20.2%	11.1%	41.0%	21.3%	45.8%	18.5%	14.3%
Redland MS	576	6.1%	21.9%	11.3%	38.5%	22.2%	49.9%	16.8%	14.7%
Shady Grove MS	565	6.2%	19.3%	11.9%	44.1%	18.4%	50.7%	20.0%	11.2%
Candlewood ES	343	9.9%	20.1%	7.6%	23.9%	38.5%	33.0%	14.5%	15.1%
Cashell ES	381	6.0%	16.5%	5.0%	25.5%	46.7%	29.2%	10.3%	7.1%
Flower Hill ES	424	4.7%	20.8%	8.0%	58.5%	8.0%	54.5%	36.9%	27.3%
Mill Creek Towne ES	508	8.9%	18.1%	11.2%	42.7%	18.9%	42.7%	20.5%	14.0%
Judith A. Resnik ES	459	5.9%	30.5%	9.8%	44.4%	9.4%	54.9%	20.5%	23.2%
Sequoyah ES	429	6.1%	14.9%	8.4%	43.8%	26.8%	49.6%	29.1%	16.0%
Elementary Cluster Total	**2544**	**6.9%**	**20.3%**	**8.5%**	**40.7%**	**23.5%**	**47.1%**	**23.7%**	**14.3%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Col. Zadok Magruder HS	9-12	1860	90		78										3								5			4							
Redland MS	6-8	713	36		32										1								3										
Shady Grove MS	6-8	841	45		38										1		3									3							
Candlewood ES	K-5	546	28	3		3		19																			3						
Cashell ES	PreK-5	312	21	3		2	6	2				1									4									1	1	1	
Flower Hill ES	PreK-5	413	28	5					3	6	9	1					1									3							
Mill Creek Towne ES	HS-5	338	25	4					3	5	5	1						6	1														
Judith A. Resnik ES	PreK-5	543	31	5					4	7	13		1																1				
Sequoyah ES	K-5	419	30	4					3	6	8							9															

Facility Characteristics of Schools 2026–2027

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		129,206	20			
Candlewood ES	1968	2015	82,222	11.79			
Cashell ES	1969	2009	71,171	10.24		6	
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.*

CLUSTER PLANNING ISSUES

The Rockville Town Center Master Plan was adopted in January 2026 and provides a long-range document that establishes a vision for future growth and development.

The City of Rockville's 2040 Comprehensive Plan describes the broad vision for the city's future. Also of a visionary nature, the numbers of potential housing units mentioned in this plan are not included in the MCPS enrollment projections until site-specific development applications have been filed and are in the pipeline.

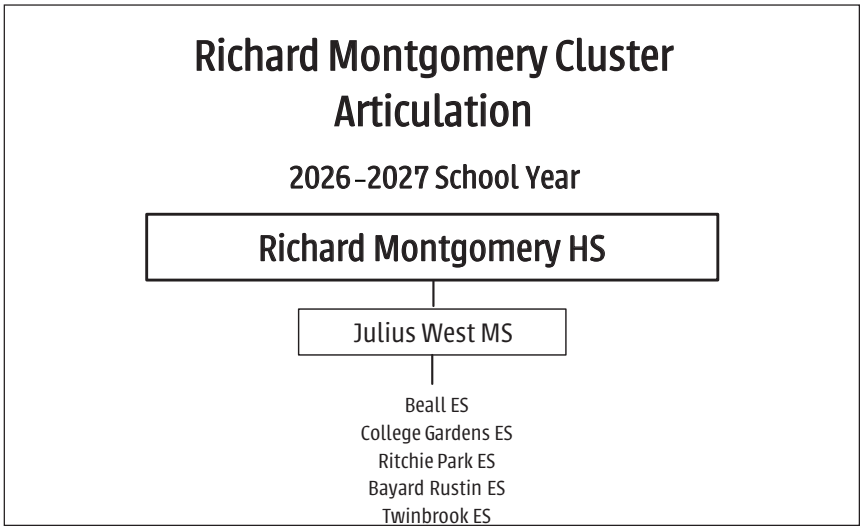
The City of Rockville adopted the Rockville Pike Neighborhood Plan in March 2016. Additional residential units, mostly multi-family units, are allowed in the Rockville Pike corridor. This development would occur on either side of Rockville Pike, from the intersection at Veirs Mill Road at the north to 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.

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 included 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 included 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 were 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. In the Adopted FY 2027–2032 CIP the completion date for the Damascus HS replacement is August 2031. On March 26, 2026 the Board of Education approved the boundaries with an implementation timeline beginning in the 2027-2028 school year. Based on declining enrollment a 27th high school is not needed to open at this time and the decision was that Thomas S. Wootton High School will be relocated to the Crown Farm facility site.

Information regarding this boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.



Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

		Prelim.	Projections										
Schools		**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**31-32**	**32-33**	**33-34**	**34-35**	**35-36**	**36-37**	**41-42**
Richard Montgomery HS	Program Capacity	2238	2238	2238	2238	2238	2238	2238	2238	2238	2238	2238	2238
	Enrollment	**2324**	**2019**	**2037**	**2087**	**2199**	**2147**	**2095**	**2074**	**2027**	**1985**	**1952**	**1952**
	Available Space	*(86)*	*219*	*201*	*151*	*39*	*91*	*143*	*164*	*211*	*253*	*286*	*286*
	Comments		See Text										
Julius West MS	Program Capacity	1427	1427	1427	1427	1427	1427	1427	1427	1427	1427	1427	1427
	Enrollment	**1257**	**1332**	**1322**	**1321**	**1287**	**1263**	**1232**	**1226**	**1231**	**1227**	**1214**	**1214**
	Available Space	*170*	*95*	*105*	*106*	*140*	*164*	*195*	*201*	*196*	*200*	*213*	*213*
	Comments	See Text											
Beall ES	Program Capacity	666	666	666	666	666	666	666	666	666	666	666	
	Enrollment	**485**	**513**	**524**	**524**	**485**	**583**	**580**	**600**	**596**	**593**	**568**	
	Available Space	*181*	*153*	*142*	*142*	*181*	*83*	*86*	*66*	*70*	*73*	*98*	
	Comments		See Text										
College Gardens ES	Program Capacity	722	722	722	722	722	722	722	722	722	722	722	
	Enrollment	**429**	**415**	**406**	**387**	**382**	**374**	**369**	**366**	**362**	**361**	**360**	
	Available Space	*293*	*307*	*316*	*335*	*340*	*348*	*353*	*356*	*360*	*361*	*362*	
	Comments	See Text											
Ritchie Park ES	Program Capacity	414	414	414	414	414	414	414	414	414	414	414	
	Enrollment	**360**	**414**	**415**	**409**	**376**	**368**	**365**	**362**	**358**	**357**	**355**	
	Available Space	*54*	*0*	*(1)*	*5*	*38*	*46*	*49*	*52*	*56*	*57*	*59*	
	Comments	See Text											
Bayard Rustin ES	Program Capacity	700	700	700	700	700	700	700	700	700	700	700	
	Enrollment	**670**	**644**	**649**	**624**	**630**	**619**	**613**	**609**	**601**	**599**	**594**	
	Available Space	*30*	*56*	*51*	*76*	*70*	*81*	*87*	*91*	*99*	*101*	*106*	
	Comments	See Text											
Twinbrook ES	Program Capacity	598	598	598	598	598	598	598	598	598	598	598	
	Enrollment	**445**	**465**	**493**	**490**	**461**	**451**	**451**	**448**	**443**	**442**	**440**	
	Available Space	*153*	*133*	*105*	*108*	*137*	*147*	*147*	*150*	*155*	*156*	*158*	
	Comments	See Text											
Cluster Information	HS Utilization	104%	90%	91%	93%	98%	96%	94%	93%	91%	89%	87%	87%
	HS Enrollment	2324	2019	2037	2087	2199	2147	2095	2074	2027	1985	1952	1952
	MS Utilization	88%	93%	93%	93%	90%	89%	86%	86%	86%	86%	85%	85%
	MS Enrollment	1257	1332	1322	1321	1287	1263	1232	1226	1231	1227	1214	1214
	ES Utilization	76%	79%	80%	79%	75%	77%	77%	77%	76%	76%	75%	
	ES Enrollment	2389	2037	2072	2025	1958	2027	2013	2023	2002	1995	1962	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Richard Montgomery HS	2324	6.6%	15.8%	22.6%	26.9%	27.7%	28.4%	13.0%	12.6%
Julius West MS	1257	6.3%	17.3%	17.6%	30.3%	28.3%	39.1%	17.6%	13.9%
Beall ES	485	9.5%	8.5%	12.4%	28.2%	41.2%	24.3%	15.0%	10.2%
College Gardens ES	429	11.9%	30.8%	15.9%	18.6%	22.4%	38.9%	12.6%	34.0%
Ritchie Park ES	360	6.1%	13.6%	20.6%	13.6%	45.6%	13.5%	5.2%	9.6%
Bayard Rustin ES	670	13.0%	11.5%	23.7%	29.7%	21.8%	43.3%	27.5%	16.4%
Twinbrook ES	445	4.5%	11.2%	10.8%	62.2%	11.2%	54.9%	41.9%	23.2%
Elementary Cluster Total	**2389**	**9.5%**	**14.6%**	**17.1%**	**31.1%**	**27.5%**	**37.0%**	**21.9%**	**15.1%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Richard Montgomery HS	9-12	2238	103		97										2											4							
Julius West MS	6-8	1427	70		65										2											3							
Beall ES	HS-5	666	33	3		3	8	15					1						2			1											
College Gardens ES	PreK-5	722	36	3		3	6	20				1											3										
Ritchie Park ES	K-5	414	21	3		3	6	9																									
Bayard Rustin ES	K-5	700	38	4					6	10	18																						
Twinbrook ES	HS-5	598	34	5					4	8	15	1		1																			

Facility Characteristics of Schools 2026–2027

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*			*LTL*

**See Appendix H for relocatable use.*

NORTHEAST CONSORTIUM

On November 25, 1996 the Board of Education established the Northeast Consortium (Resolution No. 799-96) and on March 22, 2000, the Downcounty Consortium (Resolution No. 302-00). Pursuant to the interests of the Board of Education, the superintendent directed MCPS staff to analyze student access to countywide and regional high school interest and criteria-based programs throughout the school district. Based on that analysis, the superintendent directed the development of a regional program delivery model to expand equitable access and reduce scarcity and geographic barriers, with implementation in alignment with implementation of the concurrent high school boundary studies. Beginning In the 2027-2028 school year, MCPS will be organized into six geographic regions. Each region contains four to five high school clusters and will offer a range of academic programs aligned to student Interests and future opportunities, allowing more students to participate in specialized programs closer to home. Region boundaries were informed by transportation patterns, student demographics, and current program enrollment. Asset mapping was used to identify existing resources across schools, including theme-related Career and Technical Education pathways, fine arts facilities, regional and countywide programs, and less commonly taught language programs.

The Board of Education took action on March 26, 2026 to discontinue the Northeast and Downcounty Consortia school assignment processes effective with current Grade 8 students entering high school in the 2027-2028 school year. Students who are assigned through these Consortia prior to the 2027-2028 school year may continue in their assigned or selected program through graduation. In essence the new regional model will replace the consortia model and will serve students countywide.

CONSORTIUM PLANNING ISSUES

The Northeast Consortium currently 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 V. As noted at the beginning of Chapter 4, the Northeast Consortium will be phased out and replaced by the new regional model.

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.

Viva White Oak will be a mixed-use development including nearly 5,000 housing units along with a reserved future elementary school site dedication.

The Fairland and Briggs Chaney Master Plan was approved in 2024.. Information regarding this master plan can be found at the following link: *https://montgomeryplanning.org/planning/communities/east-county/fairland/fairland-master-plan-1997/fairland-briggs-chaney-mp/*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.

Northeast Consortium Articulation

Middle Schools articulating to High Schools within the consortium

James H. Blake HS	Paint Branch HS	Springbrook HS
Benjamin Banneker MS*	Benjamin Banneker MS*	Briggs Chaney MS*
Briggs Chaney MS*	Briggs Chaney MS*	Francis Scott Key MS*
William H. Farquhar MS		White Oak MS*
Francis Scott Key MS*		
White Oak MS*		

2026- 2027 School Year

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

Benjamin Banneker MS	Briggs Chaney MS	William H. Farquhar MS	Francis Scott Key MS	White Oak MS
Burtonsville ES	Cloverly ES****	Cloverly ES****	Burnt Mills ES***	Jackson Road ES***
Fairland ES****	Dr. Charles R. Drew ES**	Sherwood ES***	Cannon Road ES***	JoAnn Leleck ES at Broad Acres
Greencastle ES	Fairland ES****	Stonegate ES**	Cresthaven ES***	Sherwood ES****
	Galway ES		Dr. Charles R. Drew ES**	Stonegate ES**
	William T. Page ES		Roscoe R. Nix ES***	Westover ES

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

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

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

See Appendix V for multicolored maps of service areas.

SCHOOLS

Springbrook High School

CAPITAL PROJECT: Systemic improvements will be made to the facility during school year 2028-2029. As a result, Springbrook HS will be temporarily relocated to the Secondary Holding School #1, existing Thomas S. Wootton HS, for the duration of the project.

CAPITAL PROJECT: A feasibility study for a standalone High School Wellness Center was completed in FY 25. The Department of Health and Human Services received funding for design and construction of this project however the completion date is TBD.

NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

		Prelim.	Projections										
Schools		**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**31-32**	**32-33**	**33-34**	**34-35**	**35-36**	**36-37**	**41-42**
James Hubert Blake HS	Program Capacity	1720	1720	1720	1720	1720	1720	1720	1720	1720	1720	1720	1720
	Enrollment	**1768**	**1874**	**1802**	**1764**	**1824**	**1794**	**1773**	**1735**	**1695**	**1657**	**1648**	**1648**
	Available Space	*(48)*	*(154)*	*(82)*	*(44)*	*(104)*	*(74)*	*(53)*	*(15)*	*25*	*63*	*72*	*72*
	Comments												
Paint Branch HS	Program Capacity	1999	1999	1999	1999	1999	1999	1999	1999	1999	1999	1999	1999
	Enrollment	**2024**	**2004**	**1884**	**1799**	**1577**	**1543**	**1515**	**1482**	**1432**	**1385**	**1360**	**1360**
	Available Space	*(25)*	*(5)*	*115*	*200*	*422*	*456*	*484*	*517*	*567*	*614*	*639*	*639*
	Comments												
Springbrook HS	Program Capacity	2105	2105	2105	2105	2105	2105	2105	2105	2105	2105	2105	2105
	Enrollment	**1677**	**1732**	**1643**	**1660**	**1547**	**1538**	**1515**	**1488**	**1447**	**1410**	**1378**	**1378**
	Available Space	*428*	*373*	*462*	*445*	*558*	*567*	*590*	*617*	*658*	*695*	*727*	*727*
	Comments		See Text	Systemic Upgrade									
Benjamin Banneker MS	Program Capacity	768	768	768	768	768	768	768	768	768	768	768	768
	Enrollment	**703**	**737**	**734**	**708**	**681**	**669**	**653**	**647**	**650**	**647**	**643**	**643**
	Available Space	*65*	*31*	*34*	*60*	*87*	*99*	*115*	*121*	*118*	*121*	*125*	*125*
	Comments	See Text											
Briggs Chaney MS	Program Capacity	909	909	909	909	909	909	909	909	909	909	909	909
	Enrollment	**812**	**925**	**838**	**783**	**773**	**739**	**721**	**713**	**717**	**715**	**710**	**710**
	Available Space	*97*	*(16)*	*71*	*126*	*136*	*170*	*188*	*196*	*192*	*194*	*199*	*199*
	Comments	See Text											
William H. Farquhar MS	Program Capacity	821	821	821	821	821	821	821	821	821	821	821	821
	Enrollment	**656**	**656**	**660**	**643**	**620**	**608**	**593**	**588**	**591**	**589**	**585**	**585**
	Available Space	*165*	*165*	*161*	*178*	*201*	*213*	*228*	*233*	*230*	*232*	*236*	*236*
	Comments	See Text											
Francis Scott Key MS	Program Capacity	952	952	952	952	952	952	952	952	952	952	952	952
	Enrollment	**886**	**961**	**905**	**863**	**832**	**817**	**795**	**788**	**791**	**789**	**783**	**783**
	Available Space	*66*	*(9)*	*47*	*89*	*120*	*135*	*157*	*164*	*161*	*163*	*169*	*169*
	Comments	See Text											
White Oak MS	Program Capacity	974	974	974	974	974	974	974	974	974	974	974	974
	Enrollment	**852**	**866**	**823**	**816**	**785**	**770**	**750**	**742**	**746**	**743**	**737**	**737**
	Available Space	*122*	*108*	*151*	*158*	*189*	*204*	*224*	*232*	*228*	*231*	*237*	*237*
	Comments	See Text											

NORTHEAST CONSORTIUM

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37
Burnt Mills ES	Program Capacity	678	678	678	678	678	678	678	678	678	678	678
	Enrollment	**636**	**604**	**607**	**591**	**602**	**597**	**604**	**599**	**592**	**589**	**586**
	Available Space	*42*	*74*	*71*	*87*	*76*	*81*	*74*	*79*	*86*	*89*	*92*
	Comments	See Text										
Burtonsville ES	Program Capacity	824	824	824	824	824	824	824	824	824	824	824
	Enrollment	**615**	**600**	**602**	**590**	**590**	**574**	**577**	**572**	**566**	**563**	**560**
	Available Space	*209*	*224*	*222*	*234*	*234*	*250*	*247*	*252*	*258*	*261*	*264*
	Comments	See Text										
Cannon Road ES	Program Capacity	461	461	461	461	461	461	461	461	461	461	461
	Enrollment	**350**	**313**	**303**	**292**	**279**	**279**	**275**	**273**	**268**	**266**	**265**
	Available Space	*111*	*148*	*158*	*169*	*182*	*182*	*186*	*188*	*193*	*195*	*196*
	Comments	See Text										
Cloverly ES	Program Capacity	400	400	400	400	400	400	400	400	400	400	400
	Enrollment	**397**	**378**	**375**	**356**	**355**	**343**	**350**	**348**	**344**	**343**	**342**
	Available Space	*3*	*22*	*25*	*44*	*45*	*57*	*50*	*52*	*56*	*57*	*58*
	Comments	See Text										
Cresthaven ES	Program Capacity	414	414	414	414	414	414	414	414	414	414	414
Grades (3-5)	**Enrollment**	**457**	**429**	**450**	**458**	**458**	**458**	**458**	**458**	**458**	**458**	**458**
Paired With	Available Space	*(43)*	*(15)*	*(36)*	*(44)*	*(44)*	*(44)*	*(44)*	*(44)*	*(44)*	*(44)*	*(44)*
Roscoe R. Nix ES	Comments	See Text										
Dr. Charles R. Drew ES	Program Capacity	442	442	442	442	442	442	442	442	442	442	442
	Enrollment	**415**	**403**	**396**	**393**	**389**	**394**	**386**	**384**	**381**	**381**	**379**
	Available Space	*27*	*39*	*46*	*49*	*53*	*48*	*56*	*58*	*61*	*61*	*63*
	Comments	See Text										
Fairland ES	Program Capacity	623	623	623	623	623	623	623	623	623	623	623
	Enrollment	**499**	**479**	**483**	**475**	**478**	**465**	**469**	**466**	**460**	**461**	**456**
	Available Space	*124*	*144*	*140*	*148*	*145*	*158*	*154*	*157*	*163*	*162*	*167*
	Comments	See Text										
Galway ES	Program Capacity	713	713	713	713	713	713	713	713	713	713	713
	Enrollment	**694**	**673**	**675**	**671**	**663**	**645**	**646**	**642**	**633**	**632**	**627**
	Available Space	*19*	*40*	*38*	*42*	*50*	*68*	*67*	*71*	*80*	*81*	*86*
	Comments	See Text										
Greencastle ES	Program Capacity	799	799	799	799	799	799	799	799	799	799	799
	Enrollment	**652**	**617**	**593**	**582**	**572**	**563**	**562**	**558**	**551**	**549**	**547**
	Available Space	*147*	*182*	*206*	*217*	*227*	*236*	*237*	*241*	*248*	*250*	*252*
	Comments	See Text										
Jackson Road ES	Program Capacity	673	673	673	673	673	673	673	673	673	673	673
	Enrollment	**562**	**535**	**537**	**549**	**541**	**534**	**540**	**535**	**528**	**527**	**525**
	Available Space	*111*	*138*	*136*	*124*	*132*	*139*	*133*	*138*	*145*	*146*	*148*
	Comments	See Text										

NORTHEAST CONSORTIUM

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	
JoAnn Leleck ES	Program Capacity	888	888	888	888	888	888	888	888	888	888	888	
at Broad Acres	**Enrollment**	**674**	**688**	**658**	**639**	**625**	**617**	**623**	**621**	**613**	**610**	**609**	
	Available Space	*214*	*200*	*230*	*249*	*263*	*271*	*265*	*267*	*275*	*278*	*279*	
	Comments	See Text											
Roscoe R. Nix ES	Program Capacity	509	509	509	509	509	509	509	509	509	509	509	
Grades (pre-K-2)	**Enrollment**	**449**	**471**	**464**	**460**	**458**	**449**	**449**	**446**	**444**	**442**	**440**	
Paired with	Available Space	*60*	*38*	*45*	*49*	*51*	*60*	*60*	*63*	*65*	*67*	*69*	
Cresthaven ES	Comments	See Text											
William Tyler Page ES	Program Capacity	663	663	663	663	663	663	663	663	663	663	663	
	Enrollment	**627**	**619**	**646**	**621**	**620**	**617**	**610**	**605**	**598**	**597**	**593**	
	Available Space	*36*	*44*	*17*	*42*	*43*	*46*	*53*	*58*	*65*	*66*	*70*	
	Comments	See Text											
Sherwood ES	Program Capacity	566	566	566	566	566	566	566	566	566	566	566	
	Enrollment	**465**	**463**	**453**	**457**	**456**	**459**	**468**	**465**	**458**	**458**	**457**	
	Available Space	*101*	*103*	*113*	*109*	*110*	*107*	*98*	*101*	*108*	*108*	*109*	
	Comments	See Text											
Stonegate ES	Program Capacity	596	596	596	596	596	596	596	596	596	596	596	
	Enrollment	**502**	**471**	**475**	**463**	**445**	**451**	**452**	**449**	**443**	**442**	**439**	
	Available Space	*94*	*125*	*121*	*133*	*151*	*145*	*144*	*147*	*153*	*154*	*157*	
	Comments	See Text											
Westover ES	Program Capacity	292	292	292	292	292	292	292	292	292	292	292	
	Enrollment	**273**	**254**	**262**	**265**	**261**	**264**	**263**	**262**	**258**	**258**	**255**	
	Available Space	*19*	*38*	*30*	*27*	*31*	*28*	*29*	*30*	*34*	*34*	*37*	
	Comments	See Text											
Cluster Information	HS Utilization	94%	96%	92%	90%	85%	84%	82%	81%	79%	76%	75%	75%
	HS Enrollment	5469	5610	5329	5223	4948	4875	4803	4705	4574	4452	4386	5900
	MS Utilization	88%	94%	90%	86%	83%	81%	79%	79%	79%	79%	78%	78%
	MS Enrollment	3909	4145	3960	3813	3691	3603	3512	3478	3495	3483	3458	4450
	ES Utilization	87%	84%	84%	82%	82%	81%	81%	81%	80%	79%	79%	
	ES Enrollment	8267	7997	7979	7862	7792	7709	7732	7683	7595	7576	7538	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
James Hubert Blake HS	1768	4.1%	41.1%	9.7%	35.4%	9.5%	49.2%	19.1%	14.4%
Paint Branch HS	2024	2.5%	56.0%	9.6%	28.7%	2.9%	47.7%	14.5%	15.1%
Springbrook HS	1677	2.7%	38.6%	11.7%	41.4%	5.3%	53.3%	27.0%	15.2%
Benjamin Banneker MS	703	2.4%	63.0%	8.4%	22.6%	3.6%	47.1%	15.1%	17.5%
Briggs Chaney MS	812	2.2%	50.6%	8.1%	30.9%	8.0%	57.7%	17.5%	18.1%
William H. Farquhar MS	656	8.8%	23.8%	12.5%	21.3%	32.9%	25.2%	6.7%	6.7%
Francis Scott Key MS	886	2.0%	40.2%	11.7%	41.2%	4.3%	56.0%	34.1%	19.3%
White Oak MS	852	3.9%	31.3%	5.9%	52.6%	6.1%	50.4%	27.6%	14.3%
Burnt Mills ES	636	5.0%	46.5%	17.8%	19.3%	11.2%	54.1%	33.3%	30.5%
Burtonsville ES	615	4.4%	55.8%	10.1%	23.9%	5.4%	55.8%	15.1%	12.2%
Cannon Road ES	350	2.9%	39.7%	5.4%	47.4%	4.0%	52.6%	21.6%	17.2%
Cloverly ES	397	7.8%	21.2%	12.1%	35.0%	23.9%	36.7%	19.1%	16.7%
Cresthaven ES	457	2.4%	36.1%	6.1%	52.7%	2.0%	56.7%	43.3%	17.3%
Dr. Charles R. Drew ES	415	6.0%	48.7%	9.4%	27.5%	8.2%	56.1%	12.2%	19.2%
Fairland ES	499	4.8%	54.1%	4.6%	30.9%	5.4%	53.2%	19.9%	29.3%
Galway ES	694	3.6%	54.6%	7.8%	31.7%	2.0%	52.9%	33.4%	25.1%
Greencastle ES	652	2.1%	67.8%	4.9%	21.2%	3.5%	57.9%	21.2%	23.3%
Jackson Road ES	562	3.2%	43.2%	7.1%	41.3%	4.8%	57.4%	34.4%	25.4%
JoAnn Leleck ES at Broad Acres ES	674	0.0%	10.7%	3.6%	85.5%	0.0%	67.2%	65.4%	23.4%
Roscoe R. Nix ES	449	2.0%	38.5%	7.1%	51.2%	0.0%	62.7%	31.9%	30.5%
William Tyler Page ES	627	7.3%	40.0%	6.1%	32.1%	14.4%	39.6%	11.8%	14.3%
Sherwood ES	465	7.5%	19.1%	13.3%	22.4%	37.4%	29.2%	6.9%	15.2%
Stonegate ES	502	7.8%	34.3%	10.8%	25.5%	21.1%	30.0%	13.6%	10.6%
Westover ES	273	9.2%	27.1%	9.9%	27.8%	26.0%	27.1%	10.6%	11.4%
Elementary Cluster Total	**8267**	**4.5%**	**41.1%**	**8.4%**	**36.2%**	**9.6%**	**52.1%**	**26.8%**	**16.0%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services														
																		Quad Cluster Based				County & Regional Based										
																		ELC @8	LANG @8	LFI @8	SCB @8	AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
James Hubert Blake HS	9-12	1720	79		74										3						2											
Paint Branch HS	9-12	1999	94		86										1					3				4								
Springbrook HS	9-12	2105	101		88										4	1				4	2		2									
Benjamin Banneker MS	6-8	768	40		34										2		1			3												
Briggs Chaney MS	6-8	909	46		40										3									3								
William H. Farquhar MS	6-8	821	40		38															1	1											
Francis Scott Key MS	6-8	952	46		43										3																	
White Oak MS	6-8	974	48		44										1	1					2											
Burnt Mills ES	PreK-5	678	40	6					5	11	15	1																	1		1	
Burtonsville ES	K-5	824	47	5					4	10	23	1								2			2									
Cannon Road ES	K-5	461	32	5					2	5	12									2		1	5									
Cloverly ES	K-5	400	27	4					2	6	8						1						3							1	2	
Cresthaven ES	3-5	414	27	5							17							5														
Dr. Charles R. Drew ES	PreK-5	442	29	4					2	4	10	1									5									1	2	
Fairland ES	HS-5	623	38	5					5	8	12	2													3					1	2	
Galway ES	PreK-5	713	45	5					5	10	16	1					1	7														
Greencastle ES	PreK-5	799	45	5					5	10	20	1																	1	1	2	
Jackson Road ES	PreK-5	673	40	5					5	10	14	1																	2	1	2	
JoAnn Leleck ES at Broad Acres	HS-5	888	48	5					5	11	22	3		2																		
Roscoe R. Nix ES	PreK-2	509	34	5					6	17		2											4									
William Tyler Page ES	PreK-5	663	38	4					5	10	14	2					1													1	1	
Sherwood ES	K-5	566	31	3		3	6	12													1		3							1	2	
Stonegate ES	PreK-5	596	31	3		4	7	12				1								2										1	1	
Westover ES	K-5	292	19	3		2	4	5											2				3									

Facility Characteristics of Schools 2026–2027

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		9	
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		2	
Burtonsville ES	1952	2026	99,499	10.95			
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		90,303	18.88		6	LTL
Jackson Road ES	1959	1995	91,465	8.76	Yes	3	
JoAnn Leleck ES at Broad Acres ES	1952	2026	113,294	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.*

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 link: *https://montgomeryplanning.org/planning/communities/upcounty/marc-rail-communities/*

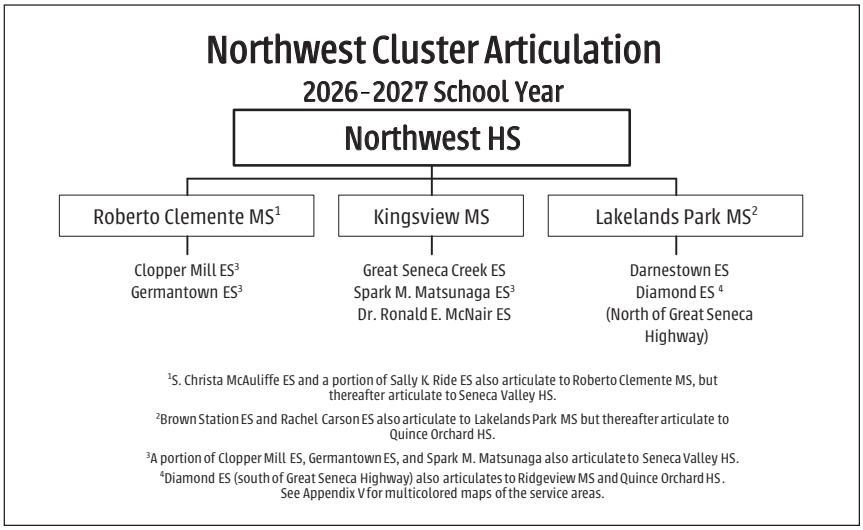
PLANNING ISSUE: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study included the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also included 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 were 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.

In the Adopted FY 2027–2032 CIP the completion date for the Damascus HS replacement is August 2031. On March 26, 2026 the Board of Education approved the boundaries with an implementation timeline beginning in the 2027-2028 school year. Based on declining enrollment a 27th high school is not needed to open at this time and the decision was that Thomas S. Wootton High School will be relocated to the Crown Farm facility site.

Information regarding this boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.



Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Northwest HS	Program Capacity	2252	2252	2252	2252	2252	2252	2252	2252	2252	2252	2252	2252
	Enrollment	**2051**	**2420**	**2243**	**2005**	**1792**	**1817**	**1797**	**1774**	**1722**	**1673**	**1637**	**1637**
	Available Space	*201*	*(168)*	*9*	*247*	*460*	*435*	*455*	*478*	*530*	*579*	*615*	*615*
	Comments		See Text										
Roberto W. Clemente MS	Program Capacity	1134	1134	1134	1134	1134	1134	1134	1134	1134	1134	1134	1134
	Enrollment	**913**	**1139**	**1155**	**1190**	**1153**	**1131**	**1102**	**1096**	**1101**	**1097**	**1085**	**1085**
	Available Space	*221*	*(5)*	*(21)*	*(56)*	*(19)*	*3*	*32*	*38*	*33*	*37*	*49*	*49*
	Comments	See Text											
Kingsview MS	Program Capacity	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033
	Enrollment	**880**	**1067**	**1005**	**965**	**934**	**916**	**893**	**885**	**890**	**886**	**880**	**880**
	Available Space	*153*	*(34)*	*28*	*68*	*99*	*117*	*140*	*148*	*143*	*147*	*153*	*153*
	Comments	See Text											
Lakelands Park MS	Program Capacity	1136	1136	1136	1136	1136	1136	1136	1136	1136	1136	1136	1136
	Enrollment	**1000**	**640**	**677**	**690**	**670**	**658**	**641**	**636**	**637**	**636**	**632**	**632**
	Available Space	*136*	*496*	*459*	*446*	*466*	*478*	*495*	*500*	*499*	*500*	*504*	*504*
	Comments	See Text											
Clopper Mill ES	Program Capacity	492	492	492	492	492	492	492	492	492	492	492	
	Enrollment	**404**	**397**	**422**	**416**	**409**	**409**	**413**	**411**	**405**	**404**	**403**	
	Available Space	*88*	*95*	*70*	*76*	*83*	*83*	*79*	*81*	*87*	*88*	*89*	
	Comments	See Text											
Darnestown ES	Program Capacity	388	388	388	388	388	388	388	388	388	388	388	
	Enrollment	**304**	**281**	**285**	**272**	**268**	**269**	**270**	**266**	**262**	**262**	**261**	
	Available Space	*84*	*107*	*103*	*116*	*120*	*119*	*118*	*122*	*126*	*126*	*127*	
	Comments	See Text											
Diamond ES	Program Capacity	708	708	708	708	708	708	708	708	708	708	708	
	Enrollment	**620**	**614**	**622**	**640**	**621**	**622**	**618**	**613**	**606**	**604**	**599**	
	Available Space	*88*	*94*	*86*	*68*	*87*	*86*	*90*	*95*	*102*	*104*	*109*	
	Comments	See Text											
Germantown ES	Program Capacity	295	295	295	295	295	295	295	295	295	295	295	
	Enrollment	**291**	**279**	**300**	**299**	**302**	**307**	**306**	**305**	**302**	**301**	**297**	
	Available Space	*4*	*16*	*(5)*	*(4)*	*(7)*	*(12)*	*(11)*	*(10)*	*(7)*	*(6)*	*(2)*	
	Comments	See Text											
Great Seneca Creek ES	Program Capacity	582	582	582	582	582	582	582	582	582	582	582	
	Enrollment	**460**	**431**	**426**	**422**	**414**	**408**	**408**	**405**	**399**	**399**	**396**	
	Available Space	*122*	*151*	*156*	*160*	*168*	*174*	*174*	*177*	*183*	*183*	*186*	
	Comments	See Text											
Spark M. Matsunaga ES	Program Capacity	622	622	622	622	622	622	622	622	622	622	622	
	Enrollment	**469**	**429**	**420**	**392**	**380**	**373**	**382**	**377**	**373**	**372**	**371**	
	Available Space	*153*	*193*	*202*	*230*	*242*	*249*	*240*	*245*	*249*	*250*	*251*	
	Comments	See Text											
Dr. Ronald E. McNair ES	Program Capacity	812	812	812	812	812	812	812	812	812	812	812	
	Enrollment	**613**	**578**	**570**	**541**	**520**	**517**	**525**	**521**	**515**	**512**	**510**	
	Available Space	*199*	*234*	*242*	*271*	*292*	*295*	*287*	*291*	*297*	*300*	*302*	
	Comments	See Text											
Cluster Information	HS Utilization	91%	107%	100%	89%	80%	81%	80%	79%	76%	74%	73%	73%
	HS Enrollment	2051	2420	2243	2005	1792	1817	1797	1774	1722	1673	1637	1637
	MS Utilization	85%	86%	86%	86%	83%	82%	80%	79%	80%	79%	79%	79%
	MS Enrollment	2793	2846	2837	2845	2757	2705	2636	2617	2628	2619	2597	2597
	ES Utilization	81%	77%	78%	76%	75%	75%	75%	74%	73%	73%	73%	
	ES Enrollment	3161	3009	3045	2982	2914	2905	2922	2898	2862	2854	2837	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Northwest HS	2051	5.5%	27.1%	21.0%	26.9%	19.5%	34.7%	10.6%	8.8%
Roberto W. Clemente MS	913	3.9%	32.3%	16.0%	38.2%	9.2%	52.0%	16.8%	15.3%
Kingsview MS	880	7.0%	27.6%	27.2%	22.3%	15.8%	31.6%	10.7%	10.6%
Lakelands Park MS	1000	4.9%	12.6%	19.4%	30.1%	32.7%	30.5%	14.5%	13.0%
Clopper Mill ES	404	4.0%	31.9%	6.9%	48.3%	8.9%	57.7%	30.5%	30.8%
Darnestown ES	304	8.9%	12.2%	19.7%	15.5%	43.1%	18.9%	10.4%	13.9%
Diamond ES	620	7.7%	11.1%	40.8%	16.6%	22.6%	12.9%	17.9%	15.9%
Germantown ES	291	5.8%	33.3%	16.8%	28.5%	14.4%	50.6%	13.9%	23.3%
Great Seneca Creek ES	460	8.0%	28.7%	11.7%	33.7%	17.2%	50.9%	22.2%	21.3%
Spark M. Matsunaga ES	469	9.6%	19.0%	37.1%	18.3%	15.8%	31.1%	16.3%	18.3%
Dr. Ronald E. McNair ES	613	8.6%	26.9%	26.9%	18.9%	18.3%	34.0%	11.0%	12.8%
Elementary Cluster Total	**3161**	**7.7%**	**22.7%**	**24.8%**	**24.8%**	**19.4%**	**37.1%**	**18.5%**	**15.1%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 school year compared to total enrollment.*

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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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Northwest HS	9-12	2252	104		97										3											4							
Roberto W. Clemente MS	6-8	1134	60		49										3					4			3					1					
Kingsview MS	6-8	1033	49		48										1																		
Lakelands Park MS	6-8	1136	57		51										2						2						2						
Clopper Mill ES	HS-5	492	29	5					3	7	11	2		1																			
Darnestown ES	K-5	388	25	3		2	4	8										8																
Diamond ES	K-5	708	35	3		4	9	16				1																		1	1		
Germantown ES	K-5	295	22	4					2	5	4										4									1		2	
Great Seneca Creek ES	K-5	582	34	4					4	8	15															3							
Spark M. Matsunaga ES	K-5	622	34	3		3	6	16									1						5										
Dr. Ronald E. McNair ES	PreK-5	812	38	3		3	9	22				1																					

Facility Characteristics of Schools 2026–2027

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

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 link: *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 included 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 included 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 were 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.

In the Adopted FY 2027–2032 CIP the completion date for the Damascus HS replacement is August 2031. On March 26, 2026 the Board of Education approved the boundaries with an implementation timeline beginning in the 2027-2028 school year. Based on declining enrollment a 27th high school is not needed to open at this time and the decision was that Thomas S. Wootton High School will be relocated to the Crown Farm facility site.

Information regarding this boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.

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Poolesville Cluster Articulation

2026–2027 School Year

Poolesville HS

John Poole MS

Monocacy ES
Poolesville ES

See Appendix V for multicolored maps of the service areas.

POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Poolesville HS	Program Capacity	1498	1498	1498	1498	1498	1498	1498	1498	1498	1498	1498	1498
	Enrollment	**1342**	**1326**	**1336**	**1488**	**1676**	**1562**	**1500**	**1480**	**1450**	**1425**	**1400**	**1400**
	Available Space	156	*172*	*162*	*10*	*(178)*	*(64)*	*(2)*	*18*	*48*	*73*	*98*	*98*
	Comments		See Text										
John Poole MS	Program Capacity	473	473	473	473	473	473	473	473	473	473	473	473
	Enrollment	**453**	**444**	**439**	**439**	**425**	**418**	**407**	**408**	**410**	**410**	**401**	**401**
	Available Space	20	*29*	*34*	*34*	*48*	*55*	*66*	*65*	*63*	*63*	*72*	*72*
	Comments	See Text											
Monocacy ES	Program Capacity	232	232	232	232	232	232	232	232	232	232	232	
	Enrollment	**162**	**167**	**155**	**157**	**155**	**157**	**156**	**156**	**155**	**156**	**153**	
	Available Space	70	*65*	*77*	*75*	*77*	*75*	*76*	*76*	*77*	*76*	*79*	
	Comments	See Text											
Poolesville ES	Program Capacity	578	578	578	578	578	578	578	578	578	578	578	
	Enrollment	**520**	**528**	**534**	**524**	**506**	**564**	**570**	**567**	**561**	**560**	**557**	
	Available Space	58	*50*	*44*	*54*	*72*	*14*	*8*	*11*	*17*	*18*	*21*	
	Comments	See Text											
Cluster Information	HS Utilization	90%	89%	89%	99%	112%	104%	100%	99%	97%	95%	93%	93%
	HS Enrollment	1342	1326	1336	1488	1676	1562	1500	1480	1450	1425	1400	1400
	MS Utilization	96%	94%	93%	93%	90%	88%	86%	86%	87%	87%	85%	85%
	MS Enrollment	453	444	439	439	425	418	407	408	410	410	401	401
	ES Utilization	84%	86%	85%	84%	82%	89%	90%	89%	88%	88%	88%	
	ES Enrollment	682	695	689	681	661	721	726	723	716	716	710	

POOLESVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Poolesville HS	1342	7.9%	7.2%	39.5%	9.9%	35.4%	11.0%	1.3%	2.4%
John Poole MS	453	6.4%	9.7%	12.8%	15.7%	55.4%	19.3%	2.3%	3.4%
Monocacy ES	162	11.1%	0.0%	4.9%	19.1%	64.2%	29.5%	9.6%	4.9%
Poolesville ES	520	9.4%	6.2%	13.1%	17.1%	53.8%	16.8%	8.0%	3.6%
Elementary Cluster Total	**682**	**9.8%**	**4.8%**	**11.1%**	**17.6%**	**56.3%**	**20.7%**	**8.8%**	**3.4%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 school year compared to total enrollment.*

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Program Capacity Table

(School Year 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Poolesville HS	9-12	1499	67		66										1																	
John Poole MS	6-8	473	24		21										1								2									
Monocacy ES	K-5	232	13	3		1	3	6																								
Poolesville ES	K-5	578	28	3		3	8	14																								

Facility Characteristics of Schools 2026–2027

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*	*2024*	*243,492*	*37.2*			
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.*

CLUSTER PLANNING ISSUES

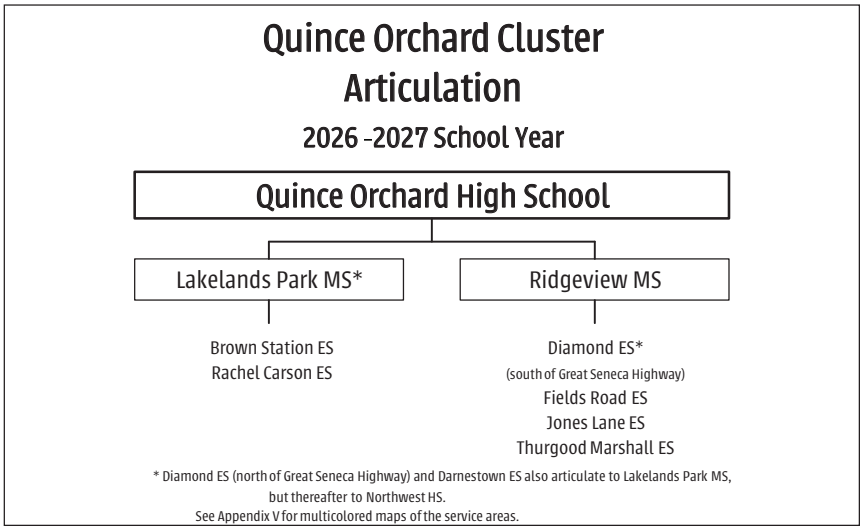
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Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Quince Orchard HS	Program Capacity	1807	1807	1807	1807	1807	1807	1807	1807	1807	1807	1807	1807
	Enrollment	**1803**	**1471**	**1451**	**1491**	**1611**	**1610**	**1578**	**1558**	**1511**	**1475**	**1445**	**1445**
	Available Space	*4*	*336*	*356*	*316*	*196*	*197*	*229*	*249*	*296*	*332*	*362*	*362*
	Comments		See Text										
Lakelands Park MS	Program Capacity	1136	1136	1136	1136	1136	1136	1136	1136	1136	1136	1136	1136
	Enrollment	**1000**	**640**	**677**	**690**	**670**	**658**	**641**	**636**	**637**	**636**	**632**	**632**
	Available Space	*136*	*496*	*459*	*446*	*466*	*478*	*495*	*500*	*499*	*500*	*504*	*504*
	Comments	See Text											
Ridgeview MS	Program Capacity	954	954	954	954	954	954	954	954	954	954	954	954
	Enrollment	**709**	**489**	**480**	**492**	**494**	**465**	**453**	**464**	**461**	**460**	**445**	**445**
	Available Space	*245*	*465*	*474*	*462*	*460*	*489*	*501*	*490*	*493*	*494*	*509*	*509*
	Comments	See Text											
Brown Station ES	Program Capacity	696	696	696	696	696	696	696	696	696	696	696	
	Enrollment	**565**	**569**	**568**	**552**	**550**	**542**	**540**	**535**	**530**	**528**	**526**	
	Available Space	*131*	*127*	*128*	*144*	*146*	*154*	*156*	*161*	*166*	*168*	*170*	
	Comments	See Text											
Rachel Carson ES	Program Capacity	734	734	734	734	734	734	734	734	734	734	734	
	Enrollment	**640**	**654**	**657**	**667**	**683**	**674**	**674**	**667**	**663**	**661**	**659**	
	Available Space	*94*	*80*	*77*	*67*	*51*	*60*	*60*	*67*	*71*	*73*	*75*	
	Comments	See Text											
Fields Road ES	Program Capacity	459	459	459	459	459	459	459	459	459	459	459	
	Enrollment	**425**	**415**	**419**	**412**	**399**	**403**	**397**	**394**	**389**	**388**	**386**	
	Available Space	*34*	*44*	*40*	*47*	*60*	*56*	*62*	*65*	*70*	*71*	*73*	
	Comments	See Text											
Jones Lane ES	Program Capacity	526	526	526	526	526	526	526	526	526	526	526	
	Enrollment	**377**	**312**	**315**	**310**	**322**	**317**	**327**	**323**	**319**	**319**	**317**	
	Available Space	*149*	*214*	*211*	*216*	*204*	*209*	*199*	*203*	*207*	*207*	*209*	
	Comments	See Text											
Thurgood Marshall ES	Program Capacity	501	501	501	501	501	501	501	501	501	501	501	
	Enrollment	**440**	**413**	**394**	**367**	**361**	**363**	**367**	**363**	**360**	**360**	**356**	
	Available Space	*61*	*88*	*107*	*134*	*140*	*138*	*134*	*138*	*141*	*141*	*145*	
	Comments	See Text											
Cluster Information	HS Utilization	100%	81%	80%	83%	89%	89%	87%	86%	84%	82%	80%	80%
	HS Enrollment	1803	1471	1451	1491	1611	1610	1578	1558	1511	1475	1445	1445
	MS Utilization	82%	54%	55%	57%	56%	54%	52%	53%	53%	52%	52%	52%
	MS Enrollment	1709	1129	1157	1182	1164	1123	1094	1100	1098	1096	1077	1077
	ES Utilization	84%	81%	81%	79%	79%	79%	79%	78%	78%	77%	77%	
	ES Enrollment	2447	2363	2353	2308	2315	2299	2305	2282	2261	2256	2244	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Quince Orchard HS	1803	5.2%	16.1%	11.0%	35.3%	32.2%	34.8%	17.6%	13.9%
Lakelands Park MS	1000	4.9%	12.6%	19.4%	30.1%	32.7%	30.5%	14.5%	13.0%
Ridgeview MS	709	5.6%	19.2%	10.3%	31.6%	33.0%	40.4%	15.4%	9.0%
Brown Station ES	565	3.9%	13.6%	7.1%	68.1%	7.3%	57.6%	45.4%	31.4%
Rachel Carson ES	640	7.3%	9.2%	14.7%	21.4%	47.3%	25.6%	15.8%	10.8%
Fields Road ES	425	7.5%	18.1%	13.2%	40.0%	20.7%	50.0%	26.6%	24.8%
Jones Lane ES	377	8.5%	8.2%	12.5%	33.7%	37.1%	32.1%	21.9%	8.2%
Thurgood Marshall ES	440	4.8%	21.1%	12.5%	28.4%	33.0%	42.9%	19.6%	20.4%
Elementary Cluster Total	**2447**	**6.3%**	**13.8%**	**11.9%**	**38.6%**	**29.3%**	**43.0%**	**27.1%**	**14.8%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Quince Orchard HS	9-12	1807	87		76										3	1	1						2				4						
Lakelands Park MS	6-8	1136	57		51										2						2						2						
Ridgeview MS	6-8	954	48		43										1								4										
Brown Station ES	HS-5	696	41	5					5	9	15	2					1													1		3	
Rachel Carson ES	PreK-5	734	35	3		5	10	16				1																					
Fields Road ES	PreK-5	459	30	4					3	6	10	1											6										
Jones Lane ES	K-5	526	27	3		3	6	13																		2							
Thurgood Marshall ES	K-5	501	32	4					3	6	12						3														1	3	

Facility Characteristics of Schools 2026–2027

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	2	
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	

CLUSTER PLANNING ISSUES

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.

Rockville Cluster Articulation

2026–2027 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 V for multicolored maps of the service areas.

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Rockville HS	Program Capacity	1500	1500	1500	1500	1500	1500	1500	1500	1500	1500	1500	1500
	Enrollment	**1407**	**1393**	**1394**	**1414**	**1499**	**1493**	**1473**	**1442**	**1404**	**1373**	**1355**	**1355**
	Available Space	*93*	*107*	*106*	*86*	*1*	*7*	*27*	*58*	*96*	*127*	*145*	*145*
	Comments												
Earle B. Wood MS	Program Capacity	942	942	942	942	942	942	942	942	942	942	942	942
	Enrollment	**982**	**995**	**976**	**946**	**914**	**896**	**873**	**868**	**872**	**870**	**859**	**859**
	Available Space	*(40)*	*(53)*	*(34)*	*(4)*	*28*	*46*	*69*	*74*	*70*	*72*	*83*	*83*
	Comments	See Text											
Lucy V. Barnsley ES	Program Capacity	679	679	679	679	679	679	679	679	679	679	679	
	Enrollment	**611**	**595**	**588**	**583**	**604**	**598**	**583**	**584**	**576**	**577**	**575**	
	Available Space	*68*	*84*	*91*	*96*	*75*	*81*	*96*	*95*	*103*	*102*	*104*	
	Comments	See Text											
Flower Valley ES	Program Capacity	458	458	458	458	458	458	458	458	458	458	458	
	Enrollment	**476**	**438**	**436**	**415**	**451**	**446**	**441**	**438**	**432**	**430**	**428**	
	Available Space	*(18)*	*20*	*22*	*43*	*7*	*12*	*17*	*20*	*26*	*28*	*30*	
	Comments	See Text											
Maryvale ES	Program Capacity	642	642	642	642	642	642	642	642	642	642	642	
	Enrollment	**607**	**574**	**580**	**582**	**577**	**578**	**577**	**572**	**567**	**566**	**563**	
	Available Space	*35*	*68*	*62*	*60*	*65*	*64*	*65*	*70*	*75*	*76*	*79*	
	Comments	See Text											
Meadow Hall ES	Program Capacity	374	374	374	374	374	374	374	374	374	374	374	
	Enrollment	**323**	**286**	**277**	**267**	**284**	**290**	**283**	**282**	**278**	**275**	**274**	
	Available Space	*51*	*88*	*97*	*107*	*90*	*84*	*91*	*92*	*96*	*99*	*100*	
	Comments	See Text											
Rock Creek Valley ES	Program Capacity	428	428	428	428	428	428	428	428	428	428	428	
	Enrollment	**361**	**360**	**352**	**350**	**354**	**348**	**345**	**343**	**337**	**337**	**335**	
	Available Space	*67*	*68*	*76*	*78*	*74*	*80*	*83*	*85*	*91*	*91*	*93*	
	Comments	See Text											
Cluster Information	HS Utilization	94%	93%	93%	94%	100%	100%	98%	96%	94%	92%	90%	90%
	HS Enrollment	1407	1393	1394	1414	1499	1493	1473	1442	1404	1373	1355	1355
	MS Utilization	104%	106%	104%	100%	97%	95%	93%	92%	93%	92%	91%	91%
	MS Enrollment	982	995	976	946	914	896	873	868	872	870	859	859
	ES Utilization	92%	87%	87%	85%	88%	88%	86%	86%	85%	85%	84%	
	ES Enrollment	2378	2253	2233	2197	2270	2260	2229	2219	2190	2185	2175	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Rockville HS	1407	6.8%	16.7%	10.6%	42.6%	22.5%	44.0%	15.4%	13.8%
Earle B. Wood MS	982	6.6%	15.7%	9.2%	44.8%	23.3%	47.0%	21.2%	13.0%
Lucy V. Barnsley ES	611	7.5%	15.4%	9.5%	39.9%	26.8%	48.3%	23.1%	17.5%
Flower Valley ES	476	7.6%	15.5%	9.5%	27.9%	39.5%	27.8%	16.9%	14.5%
Maryvale ES	607	10.4%	20.4%	8.2%	39.9%	20.9%	47.4%	15.7%	15.8%
Meadow Hall ES	323	5.9%	5.6%	4.6%	65.0%	18.3%	63.9%	44.0%	25.4%
Rock Creek Valley ES	361	6.6%	9.7%	11.6%	44.0%	27.4%	37.2%	23.7%	11.2%
Elementary Cluster Total	**2378**	**7.9%**	**14.5%**	**8.8%**	**41.5%**	**26.8%**	**44.9%**	**23.3%**	**13.4%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Rockville HS	9-12	1500	77		61										2					5			4		5							
Earle B. Wood MS	6-8	942	50		40										3	1							3		3							
Lucy V. Barnsley ES	K-5	679	40	4					4	7	18	1					1								3						1	1	
Flower Valley ES	K-5	458	25	3		4	7	8																		3						
Maryvale ES	HS-5	642	38	4					4	8	13	2		1									4								2	
Meadow Hall ES	K-5	374	25	5					3	5	9												3									
Rock Creek Valley ES	K-5	428	29	4					3	5	10												4		3							

Facility Characteristics of Schools 2026–2027

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	61,964	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

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 link: *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 link: *https://montgomeryplanning.org/planning/communities/upcounty/marc-rail-communities/*

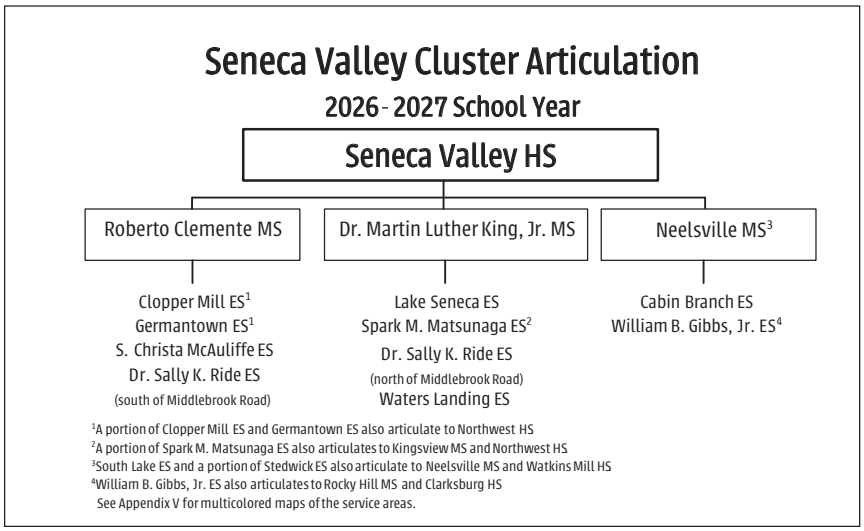
PLANNING ISSUE: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the expansion of Damascus High School. The scope of the boundary study included the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also included 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 were 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.

In the Adopted FY 2027–2032 CIP the completion date for the Damascus HS replacement is August 2031. On March 26, 2026 the Board of Education approved the boundaries with an implementation timeline beginning in the 2027-2028 school year. Based on declining enrollment a 27th high school is not needed to open at this time and the decision was that Thomas S. Wootton High School will be relocated to the Crown Farm facility site.

Information regarding this boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.



SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Seneca Valley HS	Program Capacity	2527	2527	2527	2527	2527	2527	2527	2527	2527	2527	2527	2527
	Enrollment	**2325**	**2175**	**2226**	**2310**	**2466**	**2439**	**2405**	**2357**	**2295**	**2240**	**2208**	**2190**
	Available Space	*202*	*352*	*301*	*217*	*61*	*88*	*122*	*170*	*232*	*287*	*319*	*337*
	Comments		See Text										
Roberto W. Clemente MS	Program Capacity	1134	1134	1134	1134	1134	1134	1134	1134	1134	1134	1134	1134
	Enrollment	**913**	**1139**	**1155**	**1190**	**1153**	**1131**	**1102**	**1096**	**1101**	**1097**	**1085**	**1085**
	Available Space	*221*	*(5)*	*(21)*	*(56)*	*(19)*	*3*	*32*	*38*	*33*	*37*	*49*	*49*
	Comments		See Text										
Dr. Martin Luther King Jr. MS	Program Capacity	876	876	876	876	876	876	876	876	876	876	876	876
	Enrollment	**783**	**840**	**853**	**846**	**833**	**807**	**786**	**783**	**787**	**788**	**774**	**774**
	Available Space	*93*	*36*	*23*	*30*	*43*	*69*	*90*	*93*	*89*	*88*	*102*	*102*
	Comments		See Text										
Neelsville MS	Program Capacity	956	956	956	956	956	956	956	956	956	956	956	956
	Enrollment	**796**	**806**	**777**	**758**	**730**	**716**	**697**	**691**	**693**	**690**	**686**	**686**
	Available Space	*160*	*150*	*179*	*198*	*226*	*240*	*259*	*265*	*263*	*266*	*270*	*270*
	Comments		See Text										
Cabin Branch ES	Program Capacity	752	752	752	752	752	752	752	752	752	752	752	
	Enrollment	**706**	**760**	**791**	**806**	**816**	**812**	**813**	**805**	**795**	**794**	**791**	
	Available Space	46	*(8)*	*(39)*	*(54)*	*(64)*	*(60)*	*(61)*	*(53)*	*(43)*	*(42)*	*(39)*	
	Comments		See Text										
Germantown ES	Program Capacity	295	295	295	295	295	295	295	295	295	295	295	
	Enrollment	**291**	**279**	**300**	**299**	**302**	**307**	**306**	**305**	**302**	**301**	**297**	
	Available Space	*4*	*16*	*(5)*	*(4)*	*(7)*	*(12)*	*(11)*	*(10)*	*(7)*	*(6)*	*(2)*	
	Comments		See Text										
William B. Gibbs, Jr. ES	Program Capacity	637	637	637	637	637	637	637	637	637	637	637	
	Enrollment	**545**	**531**	**540**	**538**	**517**	**513**	**519**	**502**	**496**	**494**	**492**	
	Available Space	*92*	*106*	*97*	*99*	*120*	*124*	*118*	*135*	*141*	*143*	*145*	
	Comments		See Text										
Lake Seneca ES	Program Capacity	419	419	419	419	419	419	419	419	419	419	419	
	Enrollment	**390**	**346**	**329**	**311**	**311**	**296**	**305**	**303**	**298**	**298**	**297**	
	Available Space	*29*	*73*	*90*	*108*	*108*	*123*	*114*	*116*	*121*	*121*	*122*	
	Comments		See Text										
S. Christa McAuliffe ES	Program Capacity	748	748	748	748	748	748	748	748	748	748	748	
	Enrollment	**484**	**486**	**483**	**490**	**456**	**446**	**454**	**449**	**443**	**444**	**440**	
	Available Space	*264*	*262*	*265*	*258*	*292*	*302*	*294*	*299*	*305*	*304*	*308*	
	Comments		See Text										
Dr. Sally K. Ride ES	Program Capacity	504	504	504	504	504	504	504	504	504	504	504	
	Enrollment	**368**	**350**	**337**	**335**	**334**	**330**	**336**	**333**	**328**	**327**	**324**	
	Available Space	*136*	*154*	*167*	*169*	*170*	*174*	*168*	*171*	*176*	*177*	*180*	
	Comments		See Text										
Waters Landing ES	Program Capacity	702	702	702	702	702	702	702	702	702	702	702	
	Enrollment	**685**	**710**	**696**	**693**	**680**	**673**	**680**	**675**	**666**	**664**	**661**	
	Available Space	*17*	*(8)*	*6*	*9*	*22*	*29*	*22*	*27*	*36*	*38*	*41*	
	Comments		See Text										
Cluster Information	HS Utilization	92%	86%	88%	91%	98%	97%	95%	93%	91%	89%	87%	87%
	HS Enrollment	2325	2175	2226	2310	2466	2439	2405	2357	2295	2240	2208	2190
	MS Utilization	84%	94%	94%	94%	92%	89%	87%	87%	87%	87%	86%	85%
	MS Enrollment	2492	2785	2785	2794	2716	2654	2585	2570	2581	2575	2545	1771
	ES Utilization	86%	85%	86%	86%	84%	83%	84%	83%	82%	82%	81%	
	ES Enrollment	2763	2702	2685	2666	2600	2565	2600	2567	2533	2528	2511	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Seneca Valley HS	2325	4.5%	36.4%	10.5%	37.7%	10.7%	47.6%	16.1%	14.6%
Roberto W. Clemente MS	913	3.9%	32.3%	16.0%	38.2%	9.2%	52.0%	16.8%	15.3%
Dr. Martin Luther King, Jr. M	783	4.3%	36.1%	13.2%	34.1%	12.1%	45.9%	16.4%	17.5%
Neelsville MS	796	4.8%	29.0%	15.3%	42.6%	7.9%	52.4%	23.2%	14.6%
Cabin Branch ES	706	6.9%	31.7%	38.2%	11.5%	11.0%	25.1%	10.6%	18.8%
Germantown ES	291	5.8%	33.3%	16.8%	28.5%	14.4%	50.6%	13.9%	23.3%
William B. Gibbs, Jr. ES	545	7.9%	34.1%	22.0%	20.7%	15.0%	39.9%	13.2%	21.9%
Lake Seneca ES	390	6.2%	38.7%	5.1%	44.1%	5.6%	55.0%	23.3%	30.1%
S. Christa McAuliffe ES	484	7.4%	35.1%	6.8%	43.2%	7.4%	53.1%	24.6%	21.8%
Dr. Sally K. Ride ES	368	6.5%	31.5%	13.0%	38.9%	9.8%	57.6%	23.3%	21.6%
Waters Landing ES	685	5.5%	35.6%	8.6%	39.0%	11.2%	54.2%	25.4%	23.7%
Elementary Cluster Total	**3469**	**6.7%**	**34.2%**	**17.3%**	**30.8%**	**10.8%**	**48.7%**	**20.1%**	**16.9%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@06	PEP @12	PEP @18	VISION (Elementary) @8
Seneca Valley HS	9-12	2527	121		107										3					7	4												
Roberto W. Clemente MS	6-8	1134	60		49										3					4			3					1					
Dr. Martin Luther King, Jr. MS	6-8	876	43		40										2		1																
Neelsville MS	6-8	956	47		42										3	2																	
Cabin Branch ES	K-5	752	37	4		6	12	14				1																					
Germantown ES	K-5	295	22	4					2	5	4										4									1		2	
William B. Gibbs, Jr. ES	PreK-5	637	37	4					3	8	13		1										3								2	3	
Lake Seneca ES	K-5	419	26	5					3	6	7		1																	1	1	2	
S. Christa McAuliffe ES	HS-5	748	43	5					3	9	20	1		1									2							1		1	
Dr. Sally K. Ride ES	HS-5	504	33	5					2	6	11	1		1				5													1	1	
Waters Landing ES	K-5	702	43	6					6	12	14	1								4													

Facility Characteristics of Schools 2026–2027

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	2024	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		7	
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		2	

**See Appendix H for relocatable use.*

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.

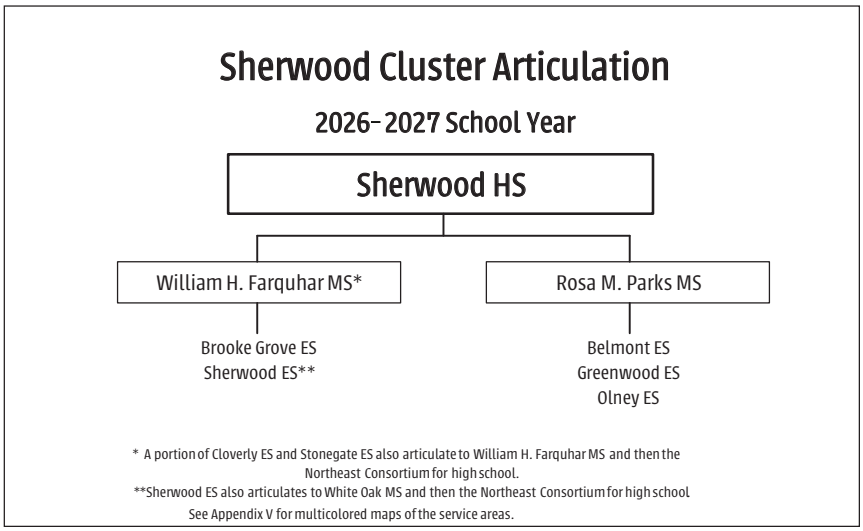
The Ashton Village Center Sector Plan was adopted in 2021. There are modest residential density increases include in the plan. Additional information can be found at the following link: *https://montgomeryplanning.org/planning/communities/upcounty/sandy-springashton/ashton-village-center-sector-plan/*

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/*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.

Sherwood High School

CAPITAL PROJECT: Systemic improvements will be made to the facility during school year 2029-2030. As a result, Sherwood HS will be temporarily relocated to the Secondary Holding School #1, existing Thomas S. Wootton HS, for the duration of the project.



Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Sherwood HS	Program Capacity	2134	2134	2134	2134	2134	2134	2134	2134	2134	2134	2134	2134
	Enrollment	**1641**	**1690**	**1632**	**1515**	**1421**	**1412**	**1392**	**1365**	**1327**	**1292**	**1263**	**1263**
	Available Space	*493*	*444*	*502*	*619*	*713*	*722*	*742*	*769*	*807*	*842*	*871*	*871*
	Comments	See Text			Systemic Upgrade								
William H. Farquhar MS	Program Capacity	821	821	821	821	821	821	821	821	821	821	821	821
	Enrollment	**656**	**656**	**660**	**643**	**620**	**608**	**593**	**588**	**591**	**589**	**585**	**585**
	Available Space	*165*	*165*	*161*	*178*	*201*	*213*	*228*	*233*	*230*	*232*	*236*	*236*
	Comments	See Text											
Rosa M. Parks MS	Program Capacity	934	934	934	934	934	934	934	934	934	934	934	934
	Enrollment	**838**	**848**	**842**	**814**	**787**	**772**	**753**	**761**	**764**	**763**	**742**	**742**
	Available Space	*96*	*86*	*92*	*120*	*147*	*162*	*181*	*173*	*170*	*171*	*192*	*192*
	Comments	See Text											
Belmont ES	Program Capacity	420	420	420	420	420	420	420	420	420	420	420	
	Enrollment	**313**	**299**	**290**	**286**	**287**	**293**	**284**	**284**	**280**	**279**	**277**	
	Available Space	*107*	*121*	*130*	*134*	*133*	*127*	*136*	*136*	*140*	*141*	*143*	
	Comments	See Text											
Brooke Grove ES	Program Capacity	414	414	414	414	414	414	414	414	414	414	414	
	Enrollment	**442**	**444**	**457**	**452**	**430**	**421**	**406**	**405**	**398**	**397**	**397**	
	Available Space	*(28)*	*(30)*	*(43)*	*(38)*	*(16)*	*(7)*	*8*	*9*	*16*	*17*	*17*	
	Comments	See Text											
Greenwood ES	Program Capacity	582	582	582	582	582	582	582	582	582	582	582	
	Enrollment	**478**	**458**	**453**	**436**	**440**	**441**	**441**	**439**	**434**	**432**	**430**	
	Available Space	*104*	*124*	*129*	*146*	*142*	*141*	*141*	*143*	*148*	*150*	*152*	
	Comments	See Text											
Olney ES	Program Capacity	602	602	602	602	602	602	602	602	602	602	602	
	Enrollment	**536**	**519**	**500**	**489**	**497**	**483**	**484**	**481**	**476**	**475**	**471**	
	Available Space	*66*	*83*	*102*	*113*	*105*	*119*	*118*	*121*	*126*	*127*	*131*	
	Comments	See Text											
Sherwood ES	Program Capacity	566	566	566	566	566	566	566	566	566	566	566	
	Enrollment	**465**	**463**	**453**	**457**	**456**	**459**	**468**	**465**	**458**	**458**	**457**	
	Available Space	*101*	*103*	*113*	*109*	*110*	*107*	*98*	*101*	*108*	*108*	*109*	
	Comments	See Text											
Cluster Information	HS Utilization	77%	79%	76%	71%	67%	66%	65%	64%	62%	61%	59%	59%
	HS Enrollment	1641	1690	1632	1515	1421	1412	1392	1365	1327	1292	1263	1263
	MS Utilization	85%	86%	86%	83%	80%	79%	77%	77%	77%	77%	76%	76%
	MS Enrollment	1494	1504	1502	1457	1407	1380	1346	1349	1355	1352	1327	1327
	ES Utilization	86%	84%	83%	82%	82%	81%	81%	80%	79%	79%	79%	
	ES Enrollment	2234	2183	2153	2120	2110	2097	2083	2074	2046	2041	2032	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Sherwood HS	1641	6.9%	17.9%	10.5%	17.7%	46.6%	21.7%	4.6%	8.6%
William H. Farquhar MS	656	8.8%	23.8%	12.5%	21.3%	32.9%	25.2%	6.7%	6.7%
Rosa M. Parks MS	838	7.4%	15.3%	9.4%	15.6%	51.8%	18.5%	4.9%	3.8%
Belmont ES	313	10.9%	13.4%	3.8%	12.1%	59.1%	16.5%	8.9%	4.4%
Brooke Grove ES	442	8.8%	31.0%	10.9%	22.6%	26.7%	34.2%	11.9%	13.3%
Greenwood ES	478	7.9%	11.3%	7.9%	13.2%	59.4%	13.1%	5.1%	4.3%
Olney ES	536	6.9%	17.2%	9.3%	19.0%	47.6%	19.9%	8.7%	7.2%
Sherwood ES	465	7.5%	19.1%	13.3%	22.4%	37.4%	29.2%	6.9%	15.2%
Elementary Cluster Total	**2234**	**8.2%**	**18.5%**	**9.4%**	**18.2%**	**45.5%**	**22.9%**	**8.3%**	**7.4%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Sherwood HS	9-12	2134	101		92										1		1			2	1					4						
William H. Farquhar MS	6-8	821	40		38															1	1											
Rosa M. Parks MS	6-8	934	46		43																		3									
Belmont ES	K-5	420	22	3		2	4	12									1															
Brooke Grove ES	PreK-5	414	30	4					3	7	6	1						9														
Greenwood ES	K-5	582	29	3		3	6	15																						1		1	
Olney ES	K-5	602	30	3		3	8	15									1																
Sherwood ES	K-5	566	31	3		3	6	12													1		3								1	2	

Facility Characteristics of Schools 2026–2027

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*			
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.*

CLUSTER PLANNING ISSUE

The 2016 adopted Montgomery Village Master Plan is located within the service areas of the Watkins Mill Cluster schools and identifies a potential future elementary school site. New residential units will be created as property redevelopment occurs. The former golf course property is likely to redevelop for residential use in the near term. The lifecycle of the plan is approximately 20–30 years. In addition, in April 2023, The Lakeforest Mall site was approved for rezoning to mixed use for up to 1,600 dwelling units and 1.2 million square feet of non-residential development.

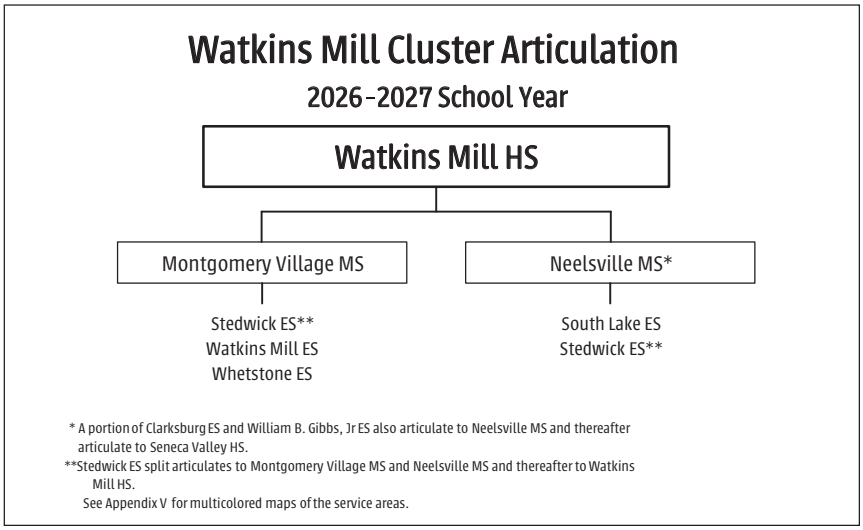
PLANNING ISSUE: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the expansion of Damascus High School. The scope of the boundary study included the following high schools: Winston Churchill, Clarksburg, Damascus, Gaithersburg, Richard Montgomery, Northwest, Poolesville, Quince Orchard, Seneca Valley, Watkins Mill, and Thomas S. Wootton. The scope also included 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 were 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.

In the Adopted FY 2027–2032 CIP the completion date for the Damascus HS replacement is August 2031. On March 26, 2026 the Board of Education approved the boundaries with an implementation timeline beginning in the 2027-2028 school year. Based on declining enrollment a 27th high school is not needed to open at this time and the decision was that Thomas S. Wootton High School will be relocated to the Crown Farm facility site.

Information regarding this boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.



WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Watkins Mill HS	Program Capacity	1847	1847	1847	1847	1847	1847	1847	1847	1847	1847	1847	1847
	Enrollment	**1487**	**1572**	**1496**	**1393**	**1403**	**1404**	**1385**	**1361**	**1326**	**1294**	**1267**	**1267**
	Available Space	*360*	*275*	*351*	*454*	*444*	*443*	*462*	*486*	*521*	*553*	*580*	*580*
	Comments		See Text										
Montgomery Village MS	Program Capacity	842	842	842	842	842	842	842	842	842	842	842	842
	Enrollment	**743**	**767**	**759**	**720**	**695**	**682**	**666**	**659**	**662**	**660**	**655**	**655**
	Available Space	*99*	*75*	*83*	*122*	*147*	*160*	*176*	*183*	*180*	*182*	*187*	*187*
	Comments	See Text											
Neelsville MS	Program Capacity	956	956	956	956	956	956	956	956	956	956	956	956
	Enrollment	**796**	**806**	**777**	**758**	**730**	**716**	**697**	**691**	**693**	**690**	**686**	**686**
	Available Space	*160*	*150*	*179*	*198*	*226*	*240*	*259*	*265*	*263*	*266*	*270*	*270*
	Comments	See Text											
South Lake ES	Program Capacity	782	782	782	782	782	782	782	782	782	782		
	Enrollment	**662**	**676**	**646**	**609**	**575**	**577**	**583**	**579**	**570**	**569**	**564**	
	Available Space	*120*	*106*	*136*	*173*	*207*	*205*	*199*	*203*	*212*	*213*	*218*	
	Comments	See Text											
Stedwick ES	Program Capacity	640	640	640	640	640	640	640	640	640	640	640	
	Enrollment	**486**	**489**	**487**	**487**	**480**	**479**	**469**	**467**	**459**	**458**	**456**	
	Available Space	*154*	*151*	*153*	*153*	*160*	*161*	*171*	*173*	*181*	*182*	*184*	
	Comments	See Text											
Watkins Mill ES	Program Capacity	712	712	712	712	712	712	712	712	712	712	712	
	Enrollment	**675**	**664**	**664**	**647**	**632**	**615**	**628**	**624**	**615**	**614**	**611**	
	Available Space	*37*	*48*	*48*	*65*	*80*	*97*	*84*	*88*	*97*	*98*	*101*	
	Comments	See Text											
Whetstone ES	Program Capacity	762	762	762	762	762	762	762	762	762	762	762	
	Enrollment	**683**	**675**	**668**	**655**	**643**	**645**	**648**	**646**	**637**	**635**	**632**	
	Available Space	*79*	*87*	*94*	*107*	*119*	*117*	*114*	*116*	*125*	*127*	*130*	
	Comments	See Text											
Cluster Information	HS Utilization	81%	85%	81%	75%	76%	76%	75%	74%	72%	70%	69%	69%
	HS Enrollment	1487	1572	1496	1393	1403	1404	1385	1361	1326	1294	1267	1267
	MS Utilization	86%	87%	85%	82%	79%	78%	76%	75%	75%	75%	75%	75%
	MS Enrollment	1539	1573	1536	1478	1425	1398	1363	1350	1355	1350	1341	
	ES Utilization	87%	86%	85%	83%	80%	80%	80%	80%	79%	79%	78%	
	ES Enrollment	2506	2504	2465	2398	2330	2316	2328	2316	2281	2276	2263	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Watkins Mill HS	1487	2.3%	24.5%	8.9%	58.8%	5.3%	48.8%	32.9%	28.7%
Montgomery Village MS	743	2.4%	22.1%	6.9%	64.6%	3.6%	56.5%	38.7%	18.8%
Neelsville MS	796	4.8%	29.0%	15.3%	42.6%	7.9%	52.4%	23.2%	14.6%
South Lake ES	662	2.0%	18.6%	6.9%	70.5%	2.0%	65.7%	57.9%	20.7%
Stedwick ES	486	4.7%	30.7%	6.4%	51.2%	6.8%	54.0%	30.0%	21.5%
Watkins Mill ES	675	2.1%	16.3%	6.8%	71.9%	3.0%	57.5%	57.6%	31.6%
Whetstone ES	683	3.4%	24.2%	6.0%	61.5%	4.5%	52.8%	40.4%	16.8%
Elementary Cluster Total	**2506**	**2.9%**	**21.8%**	**6.5%**	**64.7%**	**3.9%**	**60.7%**	**50.4%**	**17.8%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFT @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Watkins Mill HS	9-12	1847	91		75										5	2				2			6					1					
Montgomery Village MS	6-8	842	46		35										2	2				4			3										
Neelsville MS	6-8	956	47		42										3	2																	
South Lake ES	HS-5	782	43	5					6	10	19	2		1																			
Stedwick ES	PreK-5	640	39	5					4	8	16	1								4			1										
Watkins Mill ES	HS-5	712	41	6					5	13	15	1		1																			
Whetstone ES	PreK-5	762	43	5					5	11	16	2																			1	3	

Facility Characteristics of Schools 2026–2027

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	2024	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.

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 link: *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 included the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also included 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 were included in the boundary study.

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 included the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also included 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 were 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.

The Board of Education took action on March 26, 2026 to approve the boundaries which will begin implementation in the 2027-2028 school year, corresponding with the reopening date of Charles W. Woodward HS and completion date of the Northwood High School classroom addition and facility upgrades.

The approved boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study/*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.

SCHOOLS

Burning Tree Elementary School

PLANNING STUDY: Facility planning was conducted in FY 25 to evaluate either an ADA renovation project or a major capital project. The recommendation as part of the FY 2027-FY 2032 CIP was to design and construct a replacement school to be complete in August 2031. However the County Council delayed the project by three years and it is slated for completion in August 2034.

Major Capital Projects

School	Project	Project Status*	Date of Completion
Burning Tree ES	Replacement	Approved	August 2034

Approved—Project has an approved FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2028 appropriation in the amended FY 2027–2032 CIP for planning or construction.

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 Articulation

2026 -2027 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 V for multicolored maps of the service areas.

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Walt Whitman HS	Program Capacity	2216	2216	2216	2216	2216	2216	2216	2216	2216	2216	2216	2216
	Enrollment	**1919**	**1819**	**1842**	**1877**	**1986**	**1979**	**1958**	**1935**	**1895**	**1861**	**1842**	**1842**
	Available Space	*297*	*397*	*374*	*339*	*230*	*237*	*258*	*281*	*321*	*355*	*374*	*374*
	Comments		See Text										
Thomas W. Pyle MS	Program Capacity	1499	1499	1499	1499	1499	1499	1499	1499	1499	1499	1499	1499
	Enrollment	**1259**	**1290**	**1261**	**1224**	**1186**	**1164**	**1135**	**1129**	**1135**	**1130**	**1118**	**1118**
	Available Space	*240*	*209*	*238*	*275*	*313*	*335*	*364*	*370*	*364*	*369*	*381*	*381*
	Comments	See Text											
Bannockburn ES	Program Capacity	394	394	394	394	394	394	394	394	394	394	394	
	Enrollment	**399**	**373**	**379**	**385**	**360**	**363**	**366**	**363**	**359**	**360**	**356**	
	Available Space	*(5)*	*21*	*15*	*9*	*34*	*31*	*28*	*31*	*35*	*34*	*38*	
	Comments	See Text											
Bradley Hills ES	Program Capacity	702	702	702	702	702	702	702	702	702	702	702	
	Enrollment	**448**	**427**	**415**	**398**	**393**	**383**	**388**	**386**	**381**	**378**	**379**	
	Available Space	*254*	*275*	*287*	*304*	*309*	*319*	*314*	*316*	*321*	*324*	*323*	
	Comments	See Text											
Burning Tree ES	Program Capacity	386	386	386	386	386	386	386	386	612	612	612	
	Enrollment	**453**	**447**	**450**	**422**	**432**	**420**	**420**	**417**	**410**	**410**	**409**	
	Available Space	*(67)*	*(61)*	*(64)*	*(36)*	*(46)*	*(34)*	*(34)*	*(31)*	*202*	*202*	*203*	
	Comments	See Text				Planning for MCP				MCP Complete			
Carderock Springs ES	Program Capacity	440	440	440	440	440	440	440	440	440	440	440	
	Enrollment	**345**	**345**	**361**	**368**	**353**	**363**	**358**	**357**	**350**	**350**	**349**	
	Available Space	*95*	*95*	*79*	*72*	*87*	*77*	*82*	*83*	*90*	*90*	*91*	
	Comments	See Text											
Wood Acres ES	Program Capacity	766	766	766	766	766	766	766	766	766	766	766	
	Enrollment	**611**	**640**	**661**	**666**	**659**	**655**	**640**	**638**	**631**	**628**	**626**	
	Available Space	*155*	*126*	*105*	*100*	*107*	*111*	*126*	*128*	*135*	*138*	*140*	
	Comments	See Text											
Cluster Information	HS Utilization	87%	82%	83%	85%	90%	89%	88%	87%	86%	84%	83%	83%
	HS Enrollment	1919	1819	1842	1877	1986	1979	1958	1935	1895	1861	1842	1842
	MS Utilization	84%	86%	84%	82%	79%	78%	76%	75%	76%	75%	75%	75%
	MS Enrollment	1259	1290	1261	1224	1186	1164	1135	1129	1135	1130	1118	1118
	ES Utilization	84%	83%	84%	83%	82%	81%	81%	80%	73%	73%	73%	
	ES Enrollment	2256	2232	2266	2239	2197	2184	2172	2161	2131	2126	2119	

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Walt Whitman HS	1919	8.5%	7.0%	15.7%	13.8%	54.9%	7.1%	2.3%	6.7%
Thomas W. Pyle MS	1259	7.9%	5.6%	16.8%	11.7%	57.8%	6.4%	3.4%	6.2%
Bannockburn ES	399	10.5%	6.0%	16.8%	8.8%	57.9%	5.7%	3.7%	7.4%
Bradley Hills ES	448	10.0%	3.3%	15.4%	10.7%	60.5%	2.9%	3.3%	3.8%
Burning Tree ES	453	7.5%	12.6%	19.4%	10.4%	49.9%	9.6%	9.0%	9.3%
Carderock Springs ES	345	14.8%	5.5%	13.6%	10.4%	55.7%	4.6%	7.4%	6.3%
Wood Acres ES	611	7.2%	7.0%	10.0%	11.8%	64.0%	9.2%	6.7%	6.8%
Elementary Cluster Total	**2256**	**9.6%**	**7.0%**	**14.7%**	**10.5%**	**58.1%**	**6.7%**	**6.1%**	**5.7%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Walt Whitman HS	9-12	2216	105		95										1					3	2					4						
Thomas W. Pyle MS	6-8	1499	73		69										1											3						
Bannockburn ES	K-5	394	20	3		2	5	10																								
Bradley Hills ES	K-5	702	33	3		3	6	21																								
Burning Tree ES	K-5	386	24	3		4	7	4										6														
Carderock Springs ES	K-5	440	24	3		3	5	10															3									
Wood Acres ES	K-5	766	37	3		4	9	18																						1	2	

Facility Characteristics of Schools 2026–2027

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.*

CLUSTER PLANNING ISSUES

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 link: *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 included 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 included 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 were 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.

In the Adopted FY 2027–2032 CIP the completion date for the Damascus HS replacement is August 2031. On March 26, 2026 the Board of Education approved the boundaries with an implementation timeline beginning in the 2027-2028 school year. Based on declining enrollment a 27th high school is not needed to open at this time and the decision was that Thomas S. Wootton High School will be relocated to the Crown Farm facility site.

Information regarding this boundary study is available on the MCPS website at the following link: *www.montgomeryschoolsmd.org/departments/facilities/boundary-study*

Due to declining enrollment the Board of Education on March 26, 2026 approved a study for consolidation and closure along with a countywide elementary school boundary study along with any impacted secondary schools for implementation in the 2029-2030 school year.

SCHOOLS

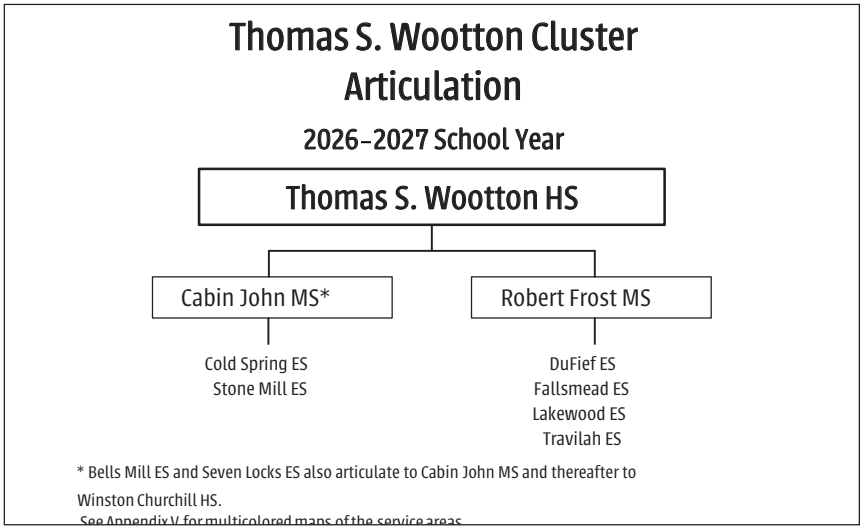
Thomas S. Wootton High School at the Crown Farm site

PLANNING ISSUE: See text under CLUSTER PLANNING ISSUES.

CAPITAL PROJECT: As a part of the March 26, 2026 Board of Education boundary study decision, Thomas S. Wootton High School will relocate to the building being constructed at the Crown Farm site. This relocation will occur in August 2027. 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 FY 2023–2028 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 FY 2025–2030 CIP, a Phase II for this project which includes the construction of the auditorium. This new facility is scheduled to be completed and open in August 2027.

Cold Spring Elementary School

CAPITAL PROJECT: As part of the adopted FY 2023–2028 CIP, this school was approved for a feasibility study for a major capital project 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 FY 2025–2030 CIP. Facility planning was completed in FY 25 and this school was recommended for a replacement project



with an estimated completion date of August 2031. However the County Council delayed the project by three years and the completion date shifted to August 2034.

Major Capitol Projects

School	Project	Project Status*	Date of Completion
Thomas S. Wootton High School at the Crown Farm site	New School	Approved	August 2027
Cold Spring ES	Replacement	Approved	August 2034

Approved—Project has an approved FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction funds.

Recommended—Project has a recommended FY 2028 appropriation in the amended FY 2027–2032 CIP for planning or construction.

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 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37	41-42
Thomas S. Wootton HS	Program Capacity	2089	2200	2200	2200	2200	2200	2200	2200	2200	2200	2200	2200
	Enrollment	**1773**	**2057**	**2048**	**2016**	**1988**	**2020**	**1997**	**1959**	**1914**	**1874**	**1863**	**1863**
	Available Space	*316*	*143*	*152*	*184*	*212*	*180*	*203*	*241*	*286*	*326*	*337*	*233*
	Comments		Relocated to New Site										
Cabin John MS	Program Capacity	1102	1102	1102	1102	1102	1102	1102	1102	1102	1102	1102	1102
	Enrollment	**1055**	**1050**	**1029**	**1004**	**971**	**952**	**930**	**920**	**925**	**923**	**915**	**915**
	Available Space	*47*	*52*	*73*	*98*	*131*	*150*	*172*	*182*	*177*	*179*	*187*	*187*
	Comments	See Text											
Robert Frost MS	Program Capacity	1032	1032	1032	1032	1032	1032	1032	1032	1032	1032	1032	1032
	Enrollment	**924**	**977**	**946**	**902**	**872**	**856**	**835**	**827**	**831**	**828**	**822**	**822**
	Available Space	*108*	*55*	*86*	*130*	*160*	*176*	*197*	*205*	*201*	*204*	*210*	*210*
	Comments	See Text											
Cold Spring ES	Program Capacity	396	396	396	396	396	396	396	396	465	465	465	
	Enrollment	**355**	**356**	**350**	**357**	**355**	**352**	**357**	**355**	**352**	**353**	**351**	
	Available Space	*41*	*40*	*46*	*39*	*41*	*44*	*39*	*41*	*113*	*112*	*114*	
	Comments	See Text				Planning for MCP				MCP Complete			
DuFief ES	Program Capacity	380	380	380	380	380	380	380	380	380	380	380	
	Enrollment	**266**	**274**	**282**	**290**	**299**	**298**	**289**	**291**	**288**	**286**	**281**	
	Available Space	*114*	*106*	*98*	*90*	*81*	*82*	*91*	*89*	*92*	*94*	*99*	
	Comments	See Text											
Fallsmead ES	Program Capacity	606	606	606	606	606	606	606	606	606	606	606	
	Enrollment	**480**	**479**	**473**	**463**	**463**	**478**	**469**	**466**	**460**	**459**	**456**	
	Available Space	*126*	*127*	*133*	*143*	*143*	*128*	*137*	*140*	*146*	*147*	*150*	
	Comments	See Text											
Lakewood ES	Program Capacity	570	570	570	570	570	570	570	570	570	570	570	
	Enrollment	**412**	**398**	**376**	**350**	**356**	**341**	**343**	**341**	**336**	**336**	**335**	
	Available Space	*158*	*172*	*194*	*220*	*214*	*229*	*227*	*229*	*234*	*234*	*235*	
	Comments	See Text											
Stone Mill ES	Program Capacity	714	714	714	714	714	714	714	714	714	714	714	
	Enrollment	**664**	**685**	**702**	**729**	**721**	**721**	**704**	**702**	**694**	**692**	**689**	
	Available Space	*50*	*29*	*12*	*(15)*	*(7)*	*(7)*	*10*	*12*	*20*	*22*	*25*	
	Comments	See Text											
Travilah ES	Program Capacity	536	536	536	536	536	536	536	536	536	536	536	
	Enrollment	**382**	**377**	**381**	**378**	**382**	**371**	**366**	**362**	**358**	**357**	**356**	
	Available Space	*154*	*159*	*155*	*158*	*154*	*165*	*170*	*174*	*178*	*179*	*180*	
	Comments	See Text											
Cluster Information	HS Utilization	85%	94%	93%	92%	90%	92%	91%	89%	87%	85%	85%	85%
	HS Enrollment	1773	2057	2048	2016	1988	2020	1997	1959	1914	1874	1863	1863
	MS Utilization	93%	95%	93%	89%	86%	85%	83%	82%	82%	82%	81%	81%
	MS Enrollment	1979	2027	1975	1906	1843	1808	1765	1747	1756	1751	1737	1737
	ES Utilization	80%	80%	80%	80%	80%	80%	79%	79%	76%	76%	75%	
	ES Enrollment	2559	2569	2564	2567	2576	2561	2528	2517	2488	2483	2468	

THOMAS S. WOOTTON CLUSTER

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Thomas S. Wootton HS	1773	7.2%	14.7%	38.8%	11.1%	27.9%	16.7%	4.1%	7.4%
Cabin John MS	1055	7.9%	15.3%	30.4%	10.5%	35.7%	13.1%	5.1%	8.3%
Robert Frost MS	924	8.5%	17.1%	39.1%	8.5%	26.4%	17.3%	5.0%	8.3%
Cold Spring ES	355	7.3%	5.1%	34.9%	9.6%	43.1%	6.0%	1.6%	2.4%
DuFief ES	266	11.7%	16.2%	23.7%	16.9%	31.6%	19.2%	13.6%	16.2%
Fallsmead ES	480	7.9%	11.7%	37.9%	11.9%	30.6%	19.0%	7.6%	12.1%
Lakewood ES	412	8.5%	18.0%	39.8%	12.4%	21.4%	18.6%	12.8%	17.7%
Stone Mill ES	664	8.6%	16.7%	44.7%	11.1%	18.5%	14.0%	13.6%	23.6%
Travilah ES	382	7.9%	10.7%	41.4%	8.9%	30.6%	14.1%	8.1%	13.9%
Elementary Cluster Total	**2559**	**8.5%**	**13.4%**	**38.6%**	**11.5%**	**27.8%**	**14.7%**	**9.3%**	**12.6%**
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	Special Education Services: County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Thomas S. Wootton HS	9-12	2089	98		90										1						4		3									
Cabin John MS	6-8	1102	57		49										1					3	4											
Robert Frost MS	6-8	1032	51		47										1								3									
Cold Spring ES	K-5	396	20	3		2	4	11																								
DuFief ES	K-5	380	25	3		2	4	8									1	7														
Fallsmead ES	K-5	606	30	3		3	6	17									1															
Lakewood ES	K-5	570	30	3		2	5	16												4												
Stone Mill ES	K-5	714	36	3		4	8	16																						1	2	2
Travilah ES	K-5	536	26	3		3	5	15																								

Facility Characteristics of Schools 2026–2027

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			

Longview School

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

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

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

Rock Terrace 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 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 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 MCPS 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 their classroom setting. Services also may include a behavior management system, psychological consultation, and crisis intervention.

Stephen Knolls School

The Stephen Knolls School services students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. ALOs aligned with the 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.

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027-2032 Capital Improvements Program

Schools		Prelim. 26-27	Projections 27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	36-37
Stephen Knolls School	Program Capacity	106	106	106	106	106	106	106	106	106	106	106
	Enrollment	**53**	**53**	**53**	**53**	**53**	**53**	**53**	**53**	**53**	**53**	**53**
	Available Space	*53*	*53*	*53*	*53*	*53*	*53*	*53*	*53*	*53*	*53*	*53*
	Comments											
Longview School	Program Capacity	64	64	64	64	64	64	64	64	64	64	64
	Enrollment	**64**	**64**	**64**	**64**	**60**	**64**	**64**	**64**	**64**	**64**	**64**
	Available Space	*0*	*0*	*0*	*0*	*4*	*0*	*0*	*0*	*0*	*0*	*0*
	Comments											
RICA	Program Capacity	144	144	144	144	144	144	144	144	144	144	144
	Enrollment	**73**	**73**	**73**	**73**	**68**	**73**	**73**	**73**	**73**	**73**	**73**
	Available Space	*71*	*71*	*71*	*71*	*76*	*71*	*71*	*71*	*71*	*71*	*71*
	Comments											
Rock Terrace School	Program Capacity	128	128	128	128	128	128	128	128	128	128	128
	Enrollment	**65**	**65**	**65**	**65**	**60**	**65**	**65**	**65**	**65**	**65**	**65**
	Available Space	*63*	*63*	*63*	*63*	*68*	*63*	*63*	*63*	*63*	*63*	*63*
	Comments											
Carl Sandburg Center	Program Capacity	160	160	160	160	160	160	160	160	160	160	160
	Enrollment	**50**	**50**	**50**	**50**	**45**	**50**	**50**	**50**	**50**	**50**	**50**
	Available Space	*110*	*110*	*110*	*110*	*115*	*110*	*110*	*110*	*110*	*110*	*110*
	Comments											
Cluster Information	Utilization	51%	51%	51%	51%	48%	51%	51%	51%	51%	51%	51%
	Enrollment	305	305	305	305	286	305	305	305	305	305	305

Demographic Characteristics of Schools

Schools	2026-2027 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2025-2026 FARMS%*	ELD%*	Mobility Rate%***
Stephen Knolls School SP	53	0.0%	30.2%	0.0%	39.6%	22.6%	31.1%	42.2%	15.8%
Longview School SP	64	0.0%	20.3%	10.9%	32.8%	28.1%	27.4%	32.3%	0.0%
RICA SP	73	12.3%	34.2%	0.0%	21.9%	30.1%	42.0%	9.9%	40.5%
Rock Terrace School SP	65	0.0%	27.7%	9.2%	38.5%	20.0%	0.0%	23.9%	16.9%
Carl Sandburg Learning Center SI	50	0.0%	46.0%	0.0%	38.0%	0.0%	0.0%	25.9%	28.6%
Elementary County Total	**67343**	**6.3%**	**21.7%**	**12.8%**	**36.0%**	**23.0%**	**41.6%**	**25.5%**	**14.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2025–2026 school year.*

***Percent of English Language Development students (ELD) during the 2025–2026 school year. High School students are served in regional ELD centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2025–2026 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 2026–2027)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Specials	Regular Secondary @25	Base & Tier 1 Kinder @ 22	Base & Tier 1 Grades 1-2 @ 22	Base & Tier 1 Grades 3-5 @ 24	Tier 2 + 3 Kindergarten @19	Tier 2 + 3 Grades 1-2 @19	Tier 2 + 3 Grades 3-5 @22	Pre-K @20	Pre-K @40	HS @20	ELD @15	SLIFE @15	OTHER	Special Education Services: Quad Cluster Based: ELC @8	LANG @8	LFI @8	SCB @8	County & Regional Based: AAC@8	AUT @8	BRIDGE @8	DHOH @8	SESES @8	EXTENSIONS @8	2e @8	PD @8	PEP@6	PEP @12	PEP @18	VISION (Elementary) @8
Stephen Knolls School SP	PreK-12	106	19	4													1			8										5	1		
Longview School SP	K-12	64	10	2																									8				
RICA SP	4-12	144	18																							18							
Rock Terrace School SP	6-12	128	20	4																8			8										
Carl Sandburg Learning Center SP	PreK-5	160	20	3								2										1	13			1							

Facility Characteristics of Schools 2026–2027

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

**See Appendix H for relocatable use.*

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

**** Rock Terrace School is colocated with Tilden MS*

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

ALTERNATIVE EDUCATION PROGRAMS

Montgomery County Public Schools operates an Alternative 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. 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.

Alternative Education Programs currently serves students in two locations in Rockville: Avery Road and the North Lake Center. It is anticipated that the North Lake Center site will be used until June 2027 at which time the program will relocate to the Fairland Center.

CAPITAL PROJECT: A recommendation to renovate the Spring Mill Center for Downcounty Alternative Education Programs to open in August 2029. However the County Council delayed this project by three years, shifting the completion date to August 2032. This program is being recommended to move to the Fairland Center until the Spring Mill Center is renovated.

EARLY CHILDHOOD CENTERS

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

The MacDonald Knolls Early Childhood Center is a regional early childhood center currently serving 100 Prekindergarten eligible four-year-olds including those with disabilities in a comprehensive, high quality, full-day program with a focus on early childhood education. The site is co-located with a community-based childcare partner in Silver Spring. In addition, the Up-county Early Childhood Center is housed at the Emory Grove Center in Gaithersburg serving approximately 90 Prekindergarten-eligible and 20 Pre-K Plus eligible four-year-olds in an inclusive setting.

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 Programs (OEEP). OEEP organizes and supports the delivery of the state mandated grade 6 Outdoor Education Residential programming for almost 12,000 students, and also delivers supplementary day programming to almost 6,000 elementary school students annually. The goals of OEEP 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 provides Meaningful Watershed Environmental Experiences (MWEE) for each Grade 6 student, including actions to help 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 Elementary Day Program primarily serves students in Grades K–5: 4,000 students participate at the Smith Center and 2,000 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 is also 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 continue to serve as workplace learning sites for students in several MCPS special programs.

CAREER TECHNOLOGY EDUCATION PROGRAMS

Career and Technical Education (CTE) Programs of Study (POS) prepares students for both postsecondary education and the workforce by providing hands-on, industry-aligned experiences and developing both academic and essential skills such as communication and teamwork. CTE POS equip students with the specific technical knowledge and practical skills needed to thrive in a variety of high-demand career fields, leading to industry certifications, college credit, and valuable work-based learning opportunities. MCPS currently offers 51 POS organized within the following 12 career clusters:

- Arts, Media, and Communications;
- Business Management and Finance

- Construction and Development
- Consumer Services, Hospitality, and Tourism
- Education, Training, and Child Studies
- Environmental, Agriculture, and Natural Resources
- Health Professions and Biosciences
- Information Technology and Computer Science
- Law, Government, Public Safety, and Administration
- Manufacturing, Engineering, and Technology
- Transportation Technologies
- Apprenticeship Maryland Program

On average, approximately 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 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 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. 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, 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 credentials. They also share input related to program planning, development, implementation, curriculum, and student work-based learning opportunities.

THOMAS EDISON HIGH SCHOOL OF TECHNOLOGY

Students in MCPS can access sixteen career readiness programs at Thomas Edison High School of Technology through a lottery-based application process run through the Department of Consortia and Application Program Services. Students from the following regions are able to apply: Southern (Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walt Whitman), Central South (John F. Kennedy, Walter Johnson, Wheaton, Woodward), Eastern (James Hubert Blake, Paint Branch, Sherwood, and Springbrook) and Central (Winston Churchill, Richard Montgomery, Rockville, Thomas S. Wootton). 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. Students from Wheaton High School can also access Thomas Edison High School of Technology for single and double period courses.

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

Thomas Edison High School of Technology Is the location for the evening Career Readiness Education Academy + (CREA+) program; an academic and career readiness education program for older English learners in MCPS. Students in CREA+ are provided with opportunities to prepare for the GED exam, learn valuable work skills, and earn industry certifications. Students are referred to CREA if they are at least 18 years old and unlikely to meet all graduation requirements prior to turning 21 and if they are interested In pursuing an alternative pathway to a high school diploma via GED preparation.

Facility Characteristics of Schools 2026–2027

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	*1973*		*20,345*	*9.78*	*Yes*	*2*	

**See Appendix H for relocatable use.*

HOLDING SCHOOL FACILITIES

Holding facilities are utilized for capital projects, such as major capital projects and large-scale capital 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 has recently utilized the following facilities as holding schools for revitalization/expansion projects and large-scale capital projects. The use of the holding centers is currently TBD due to the three year delays in the elementary school replacement projects.

Elementary Holding Facilities

- Fairland
- Grosvenor
- North Lake
- Radnor

Secondary School Holding Facilities

- Charles W. Woodward (through school year 2026-2027)
- Current Thomas S. Wootton facility (beginning in school year 2027-2028)

OTHER EDUCATIONAL FACILITIES

Expected Facility Use Schedule for Fiscal Years 2027–2032

Facility	School Year 2026–2027	School Year 2027–2028	School Year 2028–2029	School Year 2029–2030	School Year 2030–2031	School Year 2031–2032
Existing Burtonsville ES	TBD					
Emory Grove Center	Upcounty Early Childhood Center					
Grosvenor Center	TBD					
Radnor Center	TBD					
North Lake Center	Alt. Ed. Programs	TBD				
Fairland Center		Downcounty Alt Ed. Programs				
Spring Mill Center	Leased Tenants	TBD				
Woodward HS	Northwood HS	Woodward HS Reopens				
Existing Thomas S. Wootton HS (Secondary Holding School #1)	Thomas S. Wootton High School	Minor Modifications	Springbrook HS	Sherwood HS	TBD	

Facility Characteristics of Schools 2026–2027

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	
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	
Grosvenor Center	Elementary	5701 Grosvenor Lane	19	36,770	10.21	
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	
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 CRF Part 35, the 2010 ADA Design Standards for Accessible Design, and the State of Maryland Building Code sections related to accessibility. Summarized tables of the data collected can be found on the Department of Facilities Management website.

Alternative Education Programs

MCPS 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. The program currently operates out of two locations in Rockville: the Blair G. Ewing Center campus on Avery Road, as well as the North Lake Center, which is typically used as a holding school. This project would fund the planning and construction of a permanent location. The building on Avery Road, while larger than the program needs it to be, is outdated and will need to be addressed in a future CIP request.

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 including but not limited to modifications for regional programs and special education services.

Central Office Headquarters (CESC Replacement)

The existing Carver Educational Services Center (CESC) building is in need of major repairs. This project will fund the planning and construction of a new central office headquarters. Having all of central services on one campus will allow for a better end-user experience for families and staff members. This model aligns with many other school district's central services operations.

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.

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. This project will provide funds for any necessary contractors involving boundary studies, alternative financing models, and other districtwide planning initiatives.

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.

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 improvements that allow for safer multimodalaccess to schools on our sites particularly to separate and minimize an overlap in paths of travel between pedestrians and bike riders, cars, and busses. 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, often including programmatic and capacity considerations. There are two master projects—Elementary Major Capital Projects and Secondary Major Capital Projects.

Materials Management Relocation

This project would be used for the interior construction of a centralized warehouse space, specifically designed to meet the demands of serving the State's largest school system in a safe and efficient manner. The functions that would be incorporated into this one site would reduce delivery times and thousands of driving miles per year, save valuable operating resources, and reduce our carbon footprint.

Outdoor Play Space and Athletic Infrastructure

This project provides funds for updating playground equipment and surfaces, as well as aging athletic infrastructure such as synthetic turf, bleachers, stadium lights, tennis courts, etc.

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 a long-term solution is in place. Some are owned by MCPS 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. Schools were evaluated as part of the Facility Condition Assessments conducted over the past two years. Schools were rated based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials.

Roof Replacement

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

School Security Systems

This project 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 technology upgrades to existing security systems, installation of new security systems, updating electronic school access, installing interior/exterior 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 for maintaining a refresh cycle for technology including chromebooks and boxlights, 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.

Transportation and Regional Support Facilities

MCPS has been requested to vacate the Shady Grove bus depot site. This project would fund two new facilities that will provide replacement parking for most of the affected buses, enhance regionalized transportation operations, as well as have support space that would align with our regional services model.

Appendix A

Montgomery County Public Schools
Preliminary and Projected Enrollment: 2026–2027 to 2036–2037

Grade Level & Program	Preliminary Enrollment	Projected Enrollment									
	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031	2031–2032	2032–2033	2033–2034	2034–2035	2035–2036	2036–2037
Prekindergarten	2,250	2,625	2,853	2,777	2,641	2,647	2,712	2,642	2,642	2,642	2,642
Head Start	434	330	330	330	330	330	330	330	330	330	330
Grades K–5	63,411	62,111	61,801	60,782	60,039	59,687	59,616	59,187	58,416	58,272	57,912
Grades 6–8	34,918	34,917	34,471	34,024	32,970	32,294	31,479	31,268	31,418	31,323	31,019
Grades 9–12	49,388	49,570	48,808	48,788	48,944	48,728	48,045	47,302	46,109	45,065	44,457
Total K–12	147,717	146,598	145,080	143,594	141,953	140,709	139,140	137,757	135,943	134,660	133,388
Pre-K Special Education	1,566	1,290	1,566	1,543	1,297	1,297	1,297	1,297	1,297	1,297	1,465
GRAND TOTAL	151,967	150,843	149,829	148,244	146,221	144,983	143,479	142,026	140,212	138,929	137,825

Source: Montgomery County Public Schools, Department of Planning and Construction, October 2026

Appendix A

Montgomery County Public Schools
Preliminary and Projected Enrollment: 2026–2027 to 2036–2037

Grades	Preliminary Enrollment	Projected Enrollment									
	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031	2031–2032	2032–2033	2033–2034	2034–2035	2035–2036	2036–2037
Kindergarten	9,279	9,512	9,881	9,172	9,304	9,233	9,178	9,106	9,091	9,019	8,947
Grade 1	10,080	9,614	9,898	10,266	9,501	9,671	9,613	9,509	9,445	9,429	9,360
Grade 2	10,322	10,267	9,791	10,025	10,336	9,755	9,819	9,766	9,715	9,634	9,620
Grade 3	10,764	10,539	10,474	9,979	10,175	10,535	9,959	10,000	9,941	9,895	9,831
Grade 4	11,152	10,928	10,746	10,560	10,108	10,364	10,673	10,046	10,105	10,057	10,051
Grade 5	11,814	11,251	11,011	10,780	10,615	10,129	10,374	10,760	10,119	10,238	10,103
Grade 6	11,409	11,741	11,180	10,927	10,673	10,575	10,113	10,369	10,737	10,051	10,137
Grade 7	11,637	11,454	11,764	11,223	10,987	10,680	10,615	10,171	10,408	10,778	10,051
Grade 8	11,872	11,722	11,527	11,874	11,310	11,039	10,751	10,728	10,273	10,494	10,831
Grade 9	14,163	14,296	14,173	13,997	14,339	13,819	13,563	13,310	13,236	12,776	13,010
Grade 10	12,636	12,905	12,914	12,767	12,538	12,996	12,428	12,147	11,898	11,828	11,392
Grade 11	11,230	10,761	10,758	10,942	10,809	10,679	11,058	10,474	10,216	9,946	9,903
Grade 12	11,359	11,608	10,963	11,082	11,258	11,234	10,996	11,371	10,759	10,515	10,152
K–5 Total	63,411	62,111	61,801	60,782	60,039	59,687	59,616	59,187	58,416	58,272	57,912
6–8 Total	34,918	34,917	34,471	34,024	32,970	32,294	31,479	31,268	31,418	31,323	31,019
9–12 Total	49,388	49,570	48,808	48,788	48,944	48,728	48,045	47,302	46,109	45,065	44,457
K–12 Total	147,717	146,598	145,080	143,594	141,953	140,709	139,140	137,757	135,943	134,660	133,388
Prekindergarten	2,250	2,625	2,853	2,777	2,641	2,647	2,712	2,642	2,642	2,642	2,642
Head Start	434	330	330	330	330	330	330	330	330	330	330
Pre-K Special Education	1,566	1,290	1,566	1,543	1,297	1,297	1,297	1,297	1,297	1,297	1,465
GRAND TOTAL	151,967	150,843	149,829	148,244	146,221	144,983	143,479	142,026	140,212	138,929	137,825

Source: Montgomery County Public Schools, Department of Planning and Construction October 2026

Appendix A

Montgomery County Public Schools Enrollment
By Race/Ethnic Group: 1968–1969 to 2026–2027

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment
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	139	≤5%	291	≤5%	8,550	5.4%	21,689	13.6%	34,294	21.5%	56,716	35.6%	37,503	23.6%	159,182
2025–26	146	≤5%	282	≤5%	8,622	5.5%	21,480	13.8%	34,196	21.9%	54,883	35.2%	36,441	23.4%	156,050
2026–27	142	≤5%	256	≤5%	8,751	5.8%	20,711	13.6%	33,809	22.2%	52,990	34.9%	35,308	23.2%	151,967

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, as "Two of more races" and "Native Hawaiian/Pacific Islander".

Appendix A

Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Group: 1968–1969 to 2026–2027

School	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total	
Year	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	49,042	-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	139	-7	291	-12	8,550	135	21,689	-255	34,294	-305	56,716	233	37,503	-830	159,182	-1,041
2025–26	146	7	282	-9	8,622	72	21,480	-209	34,196	-98	54,883	-1,833	36,441	-1,062	156,050	-3,132
2026–27	142	-4	256	-26	8,751	129	20,711	-769	33,809	-387	52,990	-1,893	35,308	-1,133	151,967	-4,083

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, as "Two of more races" and "Native Hawaiian/Pacific Islander" .

Appendix B

Official and Projected English Language Development (ELD) Enrollment

Program	Official FY25 2024–2025	Official FY26 2025–2026	Budgeted FY27 2026–2027	Projected Enrollment FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031	FY32 2031–2032	FY33 2032–2033
Elementary School	17,928	17,083	17,044	17,044	17,044	17,044	17,044	17,044	17,044
Middle School	6,213	5,715	5,712	5,712	5,712	5,712	5,712	5,712	5,712
High School	8,307	7,828	7,476	7,476	7,476	7,476	7,476	7,476	7,476
Special Centers	95	101	102	102	102	102	102	102	102
Total Enrollment	32,543	30,727	30,334	30,334	30,334	30,334	30,334	30,334	30,334
(SLIFE) METS:									
Elementary	NA	NA	NA	NA	NA	NA	NA	NA	NA
Middle	79	32	59	59	59	59	59	59	59
High	205	101	160	160	160	160	160	160	160

Official ELD enrollment is based November 1, 2025 data from the Division of Multilingual Education.
Students with Limited or Interupted 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 Department of Planning and Construction and the Division of ELD/Bilingual Programs.

Official and Projected Head Start and Prekindergarten Enrollment

Program	Official FY25 2024–2025	Official FY26 2025–2026	Budgeted FY27 2026–2027	Projected Enrollment FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031	FY32 2031–2032	FY33 2032–2033
Head Start	558	291	434	434	434	434	434	434	434
Prekindergarten	2,274	2,387	2,250	2,345	2,345	2,345	2,445	2,545	2,545

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

Official and Projected Alternative Program Enrollment

Program	Official FY25 2024–2025	Official FY26 2025–2026	Budgeted FY27 2026–2027	Projected Enrollment FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031	FY32 2031–2032	FY33 2032–2033
Alternative Programs	90	250	391	391	391	391	391	391	391

Official 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. 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 AnnualSchool 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/planning/countywide/growth-and-infrastructure-policy/*

Utilization Standard or Seat Deficit Standard	School Service Area Status
< 105% or <74 for ES <120 for MS <160 for HS	No UPP
≥105% and ≥74 for ES ≥120 for MS ≥ 160 for HS	Tier 1 UPP
≥120% and ≥92 for ES ≥150 for MS ≥200 for HS	Tier 2 UPP
≥135% and ≥110 for ES ≥180 for MS 240 for HS	Tier 3 UPP

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

FY 2027 School Test, 2024-2028 Growth and Infrastructure Policy

Reflects the adopted FY 2027 Capital Budget and the FY 2027-2032 Capital Improvements Program

School Test Summary

Effective July 1, 2026

UPP Tier	High Schools	Middle Schools	Elementary Schools
TIER 1 UPP	13⅓% of Impact Tax	10% of Impact Tax	16⅔% of Impact Tax
Utilization: ≥105% Seat Deficit: ≥ 74 for ES ≥ 120 for MS ≥ 160 for HS Payment Level: 40% total	James Hubert Blake HS Winston Churchill HS	Francis Scott Key MS	Cashell ES
TIER 2 UPP	26⅔% of Impact Tax	20% of Impact Tax	33⅓% of Impact Tax
Utilization: ≥ 120% Seat Deficit: ≥ 92 for ES ≥ 150 for MS ≥ 200 for HS Payment Level: 80% total	(none)	(none)	Burning Tree ES Cabin Branch ES
TIER 3 UPP	40% of Impact Tax	30% of Impact Tax	50% of Impact Tax
Utilization: ≥135% Seat Deficit: ≥ 110 for ES ≥ 180 for MS ≥ 240 for HS Payment Level: 120% total	(none)	(none)	Mill Creek Towne ES

FY 2027 School Test, 2024-2028 Growth and Infrastructure Policy

Reflects the adopted FY 2027 Capital Budget and the FY 2027-2032 Capital Improvements Program

High School Test

Tier 1 UPP: ≥ 105% utilization and ≥ 160 seat deficit
Tier 2 UPP: ≥ 120% utilization and ≥ 200 seat deficit
Tier 3 UPP: ≥ 135% utilization and ≥ 240 seat deficit

Effective July 1, 2026

High School	2030-2031 Capacity Projection	2030-2031 Enrollment Projection	2030-2031 Utilization Rate Projection	2030-2031 Deficit/Surplus Projection	UPP Status	Tier 1 Adequacy Ceiling	Tier 2 Adequacy Ceiling	Tier 3 Adequacy Ceiling
Bethesda-Chevy Chase	2,475	2,238	90.4%	237		397	732	1,104
Montgomery Blair	2,889	2,599	90.0%	290		450	868	1,302
James Hubert Blake	1,743	2,031	116.5%	-288	Tier 1 UPP		61	323
Winston Churchill	1,936	2,179	112.6%	-243	Tier 1 UPP		145	435
Clarksburg	2,021	2,158	106.8%	-137		23	268	571
Damascus	1,543	1,643	106.5%	-100		60	209	441
Albert Einstein	1,598	1,436	89.9%	162		322	482	722
Gaithersburg	2,457	2,169	88.3%	288		448	780	1,148
Walter Johnson	2,251	1,809	80.4%	442		602	893	1,230
John F. Kennedy	2,186	1,831	83.8%	355		515	793	1,121
Col. Zadok Magruder	1,868	1,539	82.4%	329		489	703	983
Richard Montgomery	2,220	1,997	90.0%	223		383	667	1,000
Northwest	2,268	2,175	95.9%	93		253	547	887
Northwood	2,260	1,766	78.1%	494		654	946	1,285
Paint Branch	1,998	2,153	107.8%	-155		5	245	545
Poolesville	1,508	1,451	96.2%	57		217	359	585
Quince Orchard	1,783	1,695	95.1%	88		248	445	713
Rockville	1,542	1,362	88.3%	180		340	489	720
Seneca Valley	2,519	2,428	96.4%	91		251	595	973
Sherwood	2,152	1,706	79.3%	446		606	877	1,200
Springbrook	2,100	1,799	85.7%	301		461	721	1,036
Watkins Mill	1,831	1,584	86.5%	247		407	614	888
Wheaton	2,220	2,365	106.5%	-145		15	299	632
Walt Whitman	2,218	1,846	83.2%	372		532	816	1,149
Charles W. Woodward	2,249	2,015	89.6%	234		394	684	1,022
Thomas S. Wootton	2,219	2,133	96.1%	86		246	530	863

FY 2027 School Test, 2024-2028 Growth and Infrastructure Policy

Reflects the adopted FY 2027 Capital Budget and the FY 2027-2032 Capital Improvements Program

Middle School Test

Tier 1 UPP: ≥ 105% utilization and ≥ 120 seat deficit
Tier 2 UPP: ≥ 120% utilization and ≥ 150 seat deficit
Tier 3 UPP: ≥ 135% utilization and ≥ 180 seat deficit

Effective July 1, 2026

Middle School	2030-2031 Capacity Projection	2030-2031 Enrollment Projection	2030-2031 Utilization Rate Projection	2030-2031 Deficit/Surplus Projection	UPP Status	Tier 1 Adequacy Ceiling	Tier 2 Adequacy Ceiling	Tier 3 Adequacy Ceiling
Argyle	888	750	84.5%	138		258	316	449
John T. Baker	741	625	84.3%	116		236	266	376
Benjamin Banneker	803	786	97.9%	17		137	178	299
Briggs Chaney	922	1,002	108.7%	-80		40	105	243
Cabin John	1,108	997	90.0%	111		231	333	499
Roberto W. Clemente	1,141	1,023	89.7%	118		238	347	518
Eastern	1,112	713	64.1%	399		519	622	789
William H. Farquhar	800	648	81.0%	152		272	312	432
Forest Oak	971	915	94.2%	56		176	251	396
Robert Frost	1,027	959	93.4%	68		188	274	428
Gaithersburg	1,029	919	89.3%	110		230	316	471
Herbert Hoover	1,118	1,025	91.7%	93		213	317	485
Francis Scott Key	952	1,094	114.9%	-142	Tier 1 UPP		49	192
Dr. Martin Luther King, Jr.	905	822	90.8%	83		203	264	400
Kingsview	1,033	989	95.7%	44		164	251	406
Lakelands Park	1,122	621	55.3%	501		621	726	894
A. Mario Loiederman	969	693	71.5%	276		396	470	616
Montgomery Village	857	705	82.3%	152		272	324	452
Neelsville	956	770	80.5%	186		306	378	521
Newport Mill	812	744	91.6%	68		188	231	353
North Bethesda	1,187	1,118	94.2%	69		189	307	485
Parkland	1,207	787	65.2%	420		540	662	843
Rosa M. Parks	945	836	88.5%	109		229	298	440
John Poole	478	417	87.2%	61		181	211	241
Thomas W. Pyle	1,488	1,204	80.9%	284		404	582	805
Redland	708	586	82.8%	122		242	272	370
Ridgeview	955	429	44.9%	526		646	717	861
Rocky Hill	1,020	824	80.8%	196		316	400	553
Shady Grove	846	586	69.3%	260		380	430	557
Odessa Shannon	881	559	63.5%	322		442	499	631
Silver Creek	915	748	81.7%	167		287	350	488
Silver Spring International	1,173	668	56.9%	505		625	740	916
Sligo	926	875	94.5%	51		171	237	376
Takoma Park	1,257	1,114	88.6%	143		263	395	583
Tilden	1,251	1,153	92.2%	98		218	349	536
Hallie Wells	969	830	85.7%	139		259	333	479
Julius West	1,432	1,302	90.9%	130		250	417	632
Westland	1,064	743	69.8%	321		441	534	694
White Oak	971	861	88.7%	110		230	305	450
Earle B. Wood	951	1,064	111.9%	-113		7	78	220

FY 2027 School Test, 2024-2028 Growth and Infrastructure Policy

Reflects the adopted FY 2027 Capital Budget and the FY 2027-2032 Capital Improvements Program

Elementary School Test

Tier 1 UPP: ≥ 105% utilization and ≥ 74 seat deficit
Tier 2 UPP: ≥ 120% utilization and ≥ 92 seat deficit
Tier 3 UPP: ≥ 135% utilization and ≥ 110 seat deficit

Effective July 1, 2026

Elementary School	2030-2031 Capacity Projection	2030-2031 Enrollment Projection	2030-2031 Utilization Rate Projection	2030-2031 Deficit/Surplus Projection	UPP Status	Tier 1 Adequacy Ceiling	Tier 2 Adequacy Ceiling	Tier 3 Adequacy Ceiling
Arcola	638	628	98.4%	10		84	138	234
Ashburton	823	848	103.0%	-25		49	140	264
Bannockburn	388	373	96.1%	15		89	107	151
Lucy V. Barnsley	703	588	83.6%	115		189	256	362
Beall	663	447	67.4%	216		290	349	449
Bel Pre/Strathmore	1,085	944	87.0%	141		215	358	521
Bells Mill	627	494	78.8%	133		207	259	353
Belmont	412	272	66.0%	140		214	232	285
Bethesda	560	592	105.7%	-32		42	80	164
Beverly Farms	732	497	67.9%	235		309	382	492
Bradley Hills	679	438	64.5%	241		315	377	479
Brooke Grove	510	383	75.1%	127		201	229	306
Brookhaven	451	371	82.3%	80		154	172	238
Brown Station	725	527	72.7%	198		272	343	452
Burning Tree	388	487	125.5%	-99	Tier 2 UPP			37
Burnt Mills	687	747	108.7%	-60		14	78	181
Burtonsville	796	554	69.6%	242		316	402	521
Cabin Branch	687	838	122.0%	-151	Tier 2 UPP			90
Candlewood	521	332	63.7%	189		263	294	372
Cannon Road	448	297	66.3%	151		225	243	308
Carderock Springs	429	327	76.2%	102		176	194	253
Rachel Carson	726	616	84.8%	110		184	256	365
Cashell	292	377	129.1%	-85	Tier 1 UPP		7	25
Cedar Grove	419	269	64.2%	150		224	242	297
Clarksburg	357	331	92.7%	26		100	118	151
Clearspring	557	501	89.9%	56		130	168	251
Clopper Mill	472	434	91.9%	38		112	133	204
Cloverly	395	428	108.4%	-33		41	59	106
Cold Spring	481	353	73.4%	128		202	225	297
College Gardens	702	426	60.7%	276		350	417	522
Capt. James E. Daly	558	426	76.3%	132		206	244	328
Damascus	269	336	124.9%	-67		7	25	43
Darnestown	387	308	79.6%	79		153	171	215
Diamond	650	612	94.2%	38		112	168	266
Dr. Charles R. Drew	483	379	78.5%	104		178	201	274
DuFief	369	270	73.2%	99		173	191	229
East Silver Spring	568	529	93.1%	39		113	153	238
Fairland	631	558	88.4%	73		147	200	294
Fallsmead	572	434	75.9%	138		212	253	339
Farmland	725	780	107.6%	-55		19	90	199

Elementary School	2030-2031 Capacity Projection	2030-2031 Enrollment Projection	2030-2031 Utilization Rate Projection	2030-2031 Deficit/Surplus Projection	UPP Status	Tier 1 Adequacy Ceiling	Tier 2 Adequacy Ceiling	Tier 3 Adequacy Ceiling
Fields Road	455	413	90.8%	42		116	134	202
Flower Hill	427	408	95.6%	19		93	111	169
Flower Valley	464	480	103.4%	-16		58	77	147
Forest Knolls	534	458	85.8%	76		150	183	263
Fox Chapel	632	556	88.0%	76		150	203	298
Gaithersburg	785	467	59.5%	318		392	475	593
Galway	766	649	84.7%	117		191	271	386
Garrett Park	774	797	103.0%	-23		51	132	248
Georgian Forest	631	547	86.7%	84		158	211	305
Germantown	279	315	112.9%	-36		38	56	74
William B. Gibbs, Jr.	664	548	82.5%	116		190	249	349
Glen Haven	572	474	82.9%	98		172	213	299
Glenallan	766	595	77.7%	171		245	325	440
Goshen	593	446	75.2%	147		221	266	355
Great Seneca Creek	591	434	73.4%	157		231	276	364
Greencastle	769	663	86.2%	106		180	260	376
Greenwood	572	504	88.1%	68		142	183	269
Harmony Hills	742	494	66.6%	248		322	397	508
Highland	563	467	82.9%	96		170	209	294
Highland View	333	267	80.2%	66		140	158	183
Jackson Road	666	598	89.8%	68		142	202	302
Jones Lane	510	386	75.7%	124		198	226	303
Kemp Mill	463	355	76.7%	108		182	201	271
Kensington-Parkwood	819	504	61.5%	315		389	479	602
Lake Seneca	402	362	90.0%	40		114	132	181
Lakewood	566	390	68.9%	176		250	290	375
Laytonsville	507	364	71.8%	143		217	245	321
JoAnn Leleck	894	667	74.6%	227		301	406	540
Little Bennett	618	528	85.4%	90		164	214	307
Luxmanor	739	643	87.0%	96		170	244	355
Thurgood Marshall	489	450	92.0%	39		113	137	211
Maryvale	645	550	85.3%	95		169	224	321
Spark M. Matsunaga	602	463	76.9%	139		213	260	350
S. Christa McAuliffe	691	458	66.3%	233		307	372	475
Dr. Ronald E. McNair	799	545	68.2%	254		328	414	534
Meadow Hall	387	279	72.1%	108		182	200	244
Mill Creek Towne	336	530	157.7%	-194	Tier 3 UPP			
Monocacy	229	166	72.5%	63		137	155	173
Montgomery Knolls/Pine Crest	1,357	912	67.2%	445		519	717	920
New Hampshire Estates/Oak View	843	827	98.1%	16		90	185	312
Roscoe R. Nix/Cresthaven	906	889	98.1%	17		91	199	335
Oakland Terrace	600	460	76.7%	140		214	260	350
Olney	618	500	80.9%	118		192	242	335
William Tyler Page	692	586	84.7%	106		180	245	349
Poolesville	571	586	102.6%	-15		59	100	185
Potomac	480	435	90.6%	45		119	141	213
Judith A. Resnik	573	396	69.1%	177		251	292	378
Dr. Sally K. Ride	509	364	71.5%	145		219	247	324

Elementary School	2030-2031 Capacity Projection	2030-2031 Enrollment Projection	2030-2031 Utilization Rate Projection	2030-2031 Deficit/Surplus Projection	UPP Status	Tier 1 Adequacy Ceiling	Tier 2 Adequacy Ceiling	Tier 3 Adequacy Ceiling
Ritchie Park	411	319	77.6%	92		166	184	236
Rock Creek Forest	771	683	88.6%	88		162	243	358
Rock Creek Valley	400	365	91.3%	35		109	127	175
Rock View	604	532	88.1%	72		146	193	284
Lois P. Rockwell	555	393	70.8%	162		236	273	357
Rolling Terrace	683	588	86.1%	95		169	232	335
Rosemary Hills/Chevy Chase	1,007	912	90.6%	95		169	297	448
Rosemary Hills/North Chevy Chase	915	662	72.3%	253		327	436	574
Rosemont	577	555	96.2%	22		96	138	224
Bayard Rustin	682	667	97.8%	15		89	152	254
Sequoyah	414	459	110.9%	-45		29	47	100
Seven Locks	457	363	79.4%	94		168	186	254
Sherwood	527	474	89.9%	53		127	159	238
Sargent Shriver	643	599	93.2%	44		118	173	270
Flora M. Singer	585	612	104.6%	-27		47	90	178
Sligo Creek	731	650	88.9%	81		155	228	337
Snowden Farm	763	435	57.0%	328		402	481	596
Somerset	550	315	57.3%	235		309	345	428
South Lake	768	633	82.4%	135		209	289	404
Stedwick	666	442	66.4%	224		298	358	458
Stone Mill	707	561	79.3%	146		220	288	394
Stonegate	575	493	85.7%	82		156	197	284
Strawberry Knoll	470	365	77.7%	105		179	199	270
Summit Hall	434	388	89.4%	46		120	138	198
Takoma Park/Piney Branch	1,228	1,086	88.4%	142		216	388	572
Travilah	526	367	69.8%	159		233	265	344
Harriet R. Tubman	633	591	93.4%	42		116	169	264
Twinbrook	596	428	71.8%	168		242	288	377
Viers Mill	740	545	73.6%	195		269	343	454
Washington Grove	552	498	90.2%	54		128	165	248
Waters Landing	703	768	109.2%	-65		9	76	182
Watkins Mill	722	732	101.4%	-10		64	135	243
Wayside	623	489	78.5%	134		208	259	353
Weller Road	756	628	83.1%	128		202	280	393
Westbrook	648	443	68.4%	205		279	335	432
Westover	277	266	96.0%	11		85	103	121
Wheaton Woods	652	558	85.6%	94		168	225	323
Whetstone	735	680	92.5%	55		129	202	313
Wilson Wims	712	442	62.1%	270		344	413	520
Wood Acres	749	588	78.5%	161		235	311	424
Woodfield	375	240	64.0%	135		209	227	267
Woodlin	570	612	107.4%	-42		32	72	158
Wyngate	801	595	74.3%	206		280	367	487

APPENDIX E

School Enrollment and Capacity

(2026–2027 and 2032–2033 School Years)

	School	2026–2027 School Year				2032–2033 School Year			
		Enrollment	Capacity	Utilization	Utilization (%)	Enrollment	Capacity*	Utilization	Utilization (%)
	Elementary Schools								
1	Arcola	691	648	(43)	107%	644	648	4	99%
2	Ashburton	838	802	(36)	104%	868	802	(66)	108%
3	Bannockburn	399	394	(5)	101%	366	394	28	93%
4	Lucy V. Barnsley	611	679	68	90%	583	679	96	86%
5	Beall	485	666	181	73%	580	666	86	87%
6	Bel Pre	509	603	94	84%	490	603	113	81%
7	Bells Mill	558	622	64	90%	514	622	108	83%
8	Belmont	313	420	107	75%	284	420	136	68%
9	Bethesda	603	584	(19)	103%	620	584	(36)	106%
10	Beverly Farms	532	748	216	71%	498	748	250	67%
11	Bradley Hills	448	702	254	64%	388	702	314	55%
12	Brooke Grove	442	414	(28)	107%	406	414	8	98%
13	Brookhaven	367	457	90	80%	355	457	102	78%
14	Brown Station	565	696	131	81%	540	696	156	78%
15	Burning Tree	453	386	(67)	117%	420	386	(34)	109%
16	Burnt Mills	636	678	42	94%	604	678	74	89%
17	Burtonsville	615	824	209	75%	577	824	247	70%
18	Cabin Branch	706	752	46	94%	813	752	(61)	108%
19	Candlewood	343	546	203	63%	291	546	255	53%
20	Cannon Road	350	461	111	76%	275	461	186	60%
21	Carderock Springs	345	440	95	78%	358	440	82	81%
22	Rachel Carson	640	734	94	87%	674	734	60	92%
23	Cashell	381	312	(69)	122%	358	312	(46)	115%
24	Cedar Grove	306	434	128	71%	307	434	127	71%
25	Chevy Chase	439	504	65	87%	437	504	67	87%
26	Clarksburg	326	368	42	89%	303	368	65	82%
27	Clearspring	539	537	(2)	100%	503	537	34	94%
28	Clopper Mill	404	492	88	82%	413	492	79	84%
29	Cloverly	397	400	3	99%	350	400	50	88%
30	Cold Spring	355	396	41	90%	357	396	39	90%
31	College Gardens	429	722	293	59%	369	722	353	51%
32	Cresthaven	457	414	(43)	110%	458	414	(44)	111%
33	Capt. James E. Daly Jr.	446	494	48	90%	414	494	80	84%
34	Damascus	340	280	(60)	121%	335	280	(55)	120%
35	Darnestown	304	388	84	78%	270	388	118	70%
36	Diamond	620	708	88	88%	618	708	90	87%
37	Dr. Charles R. Drew	415	442	27	94%	386	442	56	87%
38	DuFief	266	380	114	70%	289	380	91	76%
39	East Silver Spring	487	580	93	84%	478	580	102	82%
40	Fairland	499	623	124	80%	469	623	154	75%
41	Fallsmead	480	606	126	79%	469	606	137	77%
42	Farmland	771	770	(1)	100%	737	770	33	96%
43	Fields Road	425	459	34	93%	397	459	62	86%
44	Flower Hill	424	413	(11)	103%	362	413	51	88%
45	Flower Valley	476	458	(18)	104%	441	458	17	96%
46	Forest Knolls	470	552	82	85%	435	552	117	79%
47	Fox Chapel	562	645	83	87%	534	645	111	83%
48	Gaithersburg	536	793	257	68%	457	793	336	58%
49	Galway	694	713	19	97%	646	713	67	91%
50	Garrett Park	709	758	49	94%	741	758	17	98%
51	Georgian Forest	574	628	54	91%	457	628	171	73%
52	Germantown	291	295	4	99%	306	295	(11)	104%
53	William B. Gibbs, Jr.	545	637	92	86%	519	637	118	81%
54	Glen Haven	426	561	135	76%	435	561	126	78%
55	Glenallan	654	761	107	86%	584	761	177	77%
56	Goshen	417	591	174	71%	366	591	225	62%
57	Great Seneca Creek	460	582	122	79%	408	582	174	70%
58	Greencastle	652	799	147	82%	562	799	237	70%
59	Greenwood	478	582	104	82%	441	582	141	76%
60	Harmony Hills	605	746	141	81%	457	746	289	61%
61	Highland	474	576	102	82%	444	576	132	77%
62	Highland View	312	347	35	90%	276	347	71	80%
63	Jackson Road	562	673	111	84%	540	673	133	80%
64	Jones Lane	377	526	149	72%	327	526	199	62%
65	Kemp Mill	369	466	97	79%	351	466	115	75%
66	Kensington-Parkwood	559	840	281	67%	537	840	303	64%
67	Lake Seneca	390	419	29	93%	305	419	114	73%

**Includes capacity from approved capital projects.*

	School	2026–2027 School Year				2032–2033 School Year			
		Enrollment	Capacity	Utilization	Utilization %	Enrollment	Capacity*	Utilization	Utilization (%)
68	Lakewood	412	570	158	72%	343	570	227	60%
69	Laytonsville	354	448	94	79%	327	448	121	73%
70	JoAnn Leleck ES at Broad Acres	674	888	214	76%	623	888	265	70%
71	Little Bennett	539	610	71	88%	492	610	118	81%
72	Luxmanor	647	762	115	85%	580	762	182	76%
73	Thurgood Marshall	440	501	61	88%	367	501	134	73%
74	Maryvale	607	642	35	95%	577	642	65	90%
75	Spark M. Matsunaga	469	622	153	75%	382	622	240	61%
76	S. Christa McAuliffe	484	748	264	65%	454	748	294	61%
77	Dr. Ronald E. McNair	613	812	199	75%	525	812	287	65%
78	Meadow Hall	323	374	51	86%	283	374	91	76%
79	Mill Creek Towne	508	338	(170)	150%	492	338	(154)	146%
80	Monocacy	162	232	70	70%	156	232	76	67%
81	Montgomery Knolls	402	681	279	59%	383	681	298	56%
82	New Hampshire Estates	447	519	72	86%	436	519	83	84%
83	Roscoe R. Nix	449	509	60	88%	449	509	60	88%
84	North Chevy Chase	221	408	187	54%	218	408	190	53%
85	Oak View	406	308	(98)	132%	419	308	(111)	136%
86	Oakland Terrace	486	596	110	82%	465	596	131	78%
87	Olney	536	602	66	89%	484	602	118	80%
88	William Tyler Page	627	663	36	95%	610	663	53	92%
89	Pine Crest	498	624	126	80%	489	624	135	78%
90	Piney Branch	568	594	26	96%	562	594	32	95%
91	Poolesville	520	578	58	90%	570	578	8	99%
92	Potomac	424	486	62	87%	409	486	77	84%
93	Judith A. Resnik	459	543	84	85%	428	543	115	79%
94	Dr. Sally K. Ride	368	504	136	73%	336	504	168	67%
95	Ritchie Park	360	414	54	87%	365	414	49	88%
96	Rock Creek Forest	646	661	15	98%	618	661	43	93%
97	Rock Creek Valley	361	428	67	84%	345	428	83	81%
98	Rock View	597	612	15	98%	580	612	32	95%
99	Lois P. Rockwell	479	453	(26)	106%	393	453	60	87%
100	Rolling Terrace	600	691	91	87%	538	691	153	78%
101	Rosemary Hills	461	563	102	82%	441	563	122	78%
102	Rosemont	558	557	(1)	100%	523	557	34	94%
103	Bayard Rustin	670	700	30	96%	613	700	87	88%
104	Sequoyah	429	419	(10)	102%	406	419	13	97%
105	Seven Locks	367	462	95	79%	360	462	102	78%
106	Sherwood	465	566	101	82%	468	566	98	83%
107	Sargent Shriver	639	613	(26)	104%	582	613	31	95%
108	Flora M. Singer	648	570	(78)	114%	625	570	(55)	110%
109	Sligo Creek	604	740	136	82%	549	740	191	74%
110	Snowden Farm	487	724	237	67%	422	724	302	58%
111	Somerset	285	564	279	51%	290	564	274	51%
112	South Lake	662	782	120	85%	583	782	199	75%
113	Stedwick	486	640	154	76%	469	640	171	73%
114	Stone Mill	664	714	50	93%	704	714	10	99%
115	Stonegate	502	596	94	84%	452	596	144	76%
116	Strathmore	423	420	(3)	101%	436	420	(16)	104%
117	Strawberry Knoll	409	461	52	89%	349	461	112	76%
118	Summit Hall	393	455	62	86%	337	455	118	74%
119	Takoma Park	505	648	143	78%	473	648	175	73%
120	Travilah	382	536	154	71%	366	536	170	68%
121	Harriet R. Tubman	555	656	101	85%	468	656	188	71%
122	Twinbrook	445	598	153	74%	451	598	147	75%
123	Viers Mill	507	686	179	74%	474	686	212	69%
124	Washington Grove	466	544	78	86%	504	544	40	93%
125	Waters Landing	685	702	17	98%	680	702	22	97%
126	Watkins Mill	675	712	37	95%	628	712	84	88%
127	Wayside	466	666	200	70%	445	666	221	67%
128	Weller Road	643	734	91	88%	606	734	128	83%
129	Westbrook	480	626	146	77%	457	626	169	73%
130	Westover	273	292	19	93%	263	292	29	90%
131	Wheaton Woods	537	666	129	81%	515	666	151	77%
132	Whetstone	683	762	79	90%	648	762	114	85%
133	Wilson Wims	476	724	248	66%	420	724	304	58%
134	Wood Acres	611	766	155	80%	640	766	126	84%
135	Woodfield	271	388	117	70%	225	388	163	58%
136	Woodlin	664	557	(107)	119%	616	557	(59)	111%
137	Wyngate	630	816	186	77%	571	816	245	70%
	Elementary School Total	67,343	78,972	11,629	85%	63,553	78,972	15,419	80%

*Includes capacity from approved capital projects.

	School	2026–2027 School Year				2032–2033 School Year			
		Enrollment	Capacity	Utilization	Utilization (%)	Enrollment	Capacity*	Utilization	Utilization (%)
	Middle Schools								
1	Argyle	837	876	39	96%	740	876	136	84%
2	John T. Baker	790	735	(55)	107%	640	735	95	87%
3	Benjamin Banneker	703	768	65	92%	653	768	115	85%
4	Briggs Chaney	812	909	97	89%	721	909	188	79%
5	Cabin John	1,055	1,102	47	96%	930	1,102	172	84%
6	Roberto W. Clemente	913	1,134	221	81%	1,102	1,134	32	97%
7	Eastern	943	1,015	72	93%	749	1,112	363	67%
8	William H. Farquhar	656	821	165	80%	593	821	228	72%
9	Forest Oak	764	944	180	81%	870	944	74	92%
10	Robert Frost	924	1,032	108	90%	835	1,032	197	81%
11	Gaithersburg	847	1,022	175	83%	962	1,022	60	94%
12	Herbert Hoover	959	1,109	150	86%	976	1,109	133	88%
13	Francis Scott Key	886	952	66	93%	795	952	157	84%
14	Dr. Martin Luther King, Jr.	783	876	93	89%	786	876	90	90%
15	Kingsview	880	1,033	153	85%	893	1,033	140	86%
16	Lakelands Park	1,000	1,136	136	88%	641	1,136	495	56%
17	A. Mario Loiederman	984	986	2	100%	758	986	228	77%
18	Montgomery Village	743	842	99	88%	666	842	176	79%
19	Neelsville	796	956	160	83%	697	956	259	73%
20	Newport Mill	641	799	158	80%	724	799	75	91%
21	North Bethesda	1,178	1,187	9	99%	1,075	1,187	112	91%
22	Parkland	1,108	1,207	99	92%	784	1,207	423	65%
23	Rosa M. Parks	838	934	96	90%	753	934	181	81%
24	John Poole	453	473	20	96%	407	473	66	86%
25	Thomas W. Pyle	1,259	1,499	240	84%	1,135	1,499	364	76%
26	Redland	576	713	137	81%	511	713	202	72%
27	Ridgeview	709	954	245	74%	453	954	501	47%
28	Rocky Hill	1,027	1,003	(24)	102%	779	1,003	224	78%
29	Shady Grove	565	841	276	67%	500	841	341	59%
30	Odessa Shannon	742	881	139	84%	586	881	295	67%
31	Silver Creek	719	940	221	76%	708	940	232	75%
32	Silver Spring International	857	1,173	316	73%	608	1,173	565	52%
33	Sligo	722	915	193	79%	791	915	124	86%
34	Takoma Park	1,208	1,255	47	96%	1,097	1,255	158	87%
35	Tilden	1,141	1,250	109	91%	1,138	1,250	112	91%
36	Hallie Wells	878	977	99	90%	787	977	190	81%
37	Julius West	1,257	1,427	170	88%	1,232	1,427	195	86%
38	Westland	864	1,045	181	83%	714	1,045	331	68%
39	White Oak	852	974	122	87%	750	974	224	77%
40	Earle B. Wood	982	942	(40)	104%	873	942	69	93%
	Middle School Total:	34,851	39,637	4,786	88%	31,412	39,734	8,322	79%
	School	2026–2027 School Year				2032–2033 School Year			
		Enrollment	Capacity	Utilization	Utilization (%)	Enrollment	Capacity*	Utilization	Utilization (%)
	High Schools								
1	Bethesda-Chevy Chase	2,172	2,439	267	89%	1,959	2,439	480	80%
2	Montgomery Blair	3,144	2,902	(242)	108%	2,396	2,902	506	83%
3	James Hubert Blake	1,768	1,720	(48)	103%	1,773	1,720	(53)	103%
4	Winston Churchill	2,108	1,930	(178)	109%	2,092	1,930	(162)	108%
5	Clarksburg	2,217	2,013	(204)	110%	1,706	2,013	307	85%
6	Damascus	1,458	1,511	53	96%	1,901	2,250	349	84%
7	Albert Einstein	1,865	1,602	(263)	116%	1,599	1,602	3	100%
8	Gaithersburg	2,150	2,413	263	89%	1,918	2,413	495	79%
9	Walter Johnson	2,903	2,266	(637)	128%	1,590	2,266	676	70%
10	John F. Kennedy	1,665	2,133	468	78%	1,681	2,133	452	79%
11	Col. Zadok Magruder	1,523	1,860	337	82%	1,759	1,860	101	95%
12	Richard Montgomery	2,324	2,238	(86)	104%	2,095	2,238	143	94%
13	Northwest	2,051	2,252	201	91%	1,797	2,252	455	80%
14	Northwood	1,590	1,512	(78)	105%	1,804	2,244	440	80%
15	Paint Branch	2,024	1,999	(25)	101%	1,515	1,999	484	76%
16	Poolesville	1,342	1,498	156	90%	1,500	1,498	(2)	100%
17	Quince Orchard	1,803	1,807	4	100%	1,578	1,807	229	87%
18	Rockville	1,407	1,500	93	94%	1,473	1,500	27	98%
19	Seneca Valley	2,325	2,527	202	92%	2,405	2,527	122	95%
20	Sherwood	1,641	2,134	493	77%	1,392	2,134	742	65%
21	Springbrook	1,677	2,105	428	80%	1,515	2,105	590	72%
22	Watkins Mill	1,487	1,847	360	81%	1,385	1,847	462	75%
23	Wheaton	2,590	2,225	(365)	116%	2,583	2,225	(358)	116%
24	Walt Whitman	1,919	2,216	297	87%	1,958	2,216	258	88%
26	Charles W. Woodward					2,228	2,249	21	99%
25	Thomas S. Wootton	1,773	2,089	316	85%	1,997	2,220	223	90%
	High School Total:	48,926	50,738	1,812	96%	47,599	54,589	6,990	87%

*Includes capacity from approved capital projects.

APPENDIX F

Facilities Data and State Rated Capacity
School Year 2026–2027

	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	648
2	Ashburton	1957	1993	91,178	8.3	N	0	7	29	0	821	802
3	Bannockburn	1957	1988	54,234	8.3	N	0	2	15	0	389	394
4	Lucy V. Barnsley	1965	1998	97,524	10	N	1	4	25	5	733	679
5	Beall	1954	1991	79,477	8.4	Y	1	3	23	3	645	666
6	Bel Pre	1968	2014	102,198	8.9	Y	2	7	20	2	674	603
7	Bells Mill	1968	2009	77,244	9.59	N	1	4	21	3	621	622
8	Belmont	1974		49,279	10.5	N	0	2	16	0	412	420
9	Bethesda	1952	1999	75,421	7.93	N	0	4	21	1	581	584
10	Beverly Farms	1965	2013	98,916	4.98	Y	0	3	29	0	733	748
11	Bradley Hills	1951	1984	76,745	6.7	Y	0	3	27	0	687	702
12	Brooke Grove	1990		73,080	10.96	N	1	3	13	9	475	414
13	Brookhaven	1961	1995	81,320	8.57	N	1	3	15	5	481	457
14	Brown Station	1969	2017	113,998	9	Y	2	5	24	4	742	696
15	Burning Tree	1958	1991	68,119	6.79	Y	0	4	11	6	401	386
16	Burnt Mills	1964	2023	94,398	15.01	N	1	5	26	2	748	678
17	Burtonsville	2026		99,499	10.95	N	1	4	33	4	907	824
18	Cabin Branch	2023		95,327	9.61	Y	1	6	26	0	750	752
19	Candlewood	1968	2015	82,222	11.79	N	0	3	19	3	533	546
20	Cannon Road	1967	2012	83,377	4.4	Y	0	2	17	8	515	461
21	Carderock Springs	1966	2010	75,351	9	N	0	3	15	3	441	440
22	Rachel Carson	1990		78,547	12.4	N	1	5	26	0	728	734
23	Cashell	1969	2009	71,171	10.24	N	1	2	8	7	318	312
24	Cedar Grove	1960	1987	57,037	10.1	N	0	2	15	5	439	434
25	Chevy Chase	1936	2000	70,976	3.78	N	0	0	21	0	483	504
26	Clarksburg	1952	1993	54,983	9.97	N	0	2	14	0	366	368
27	Clearspring	1988		77,535	10	Y	2	3	19	5	593	537
28	Clopper Mill	1986		64,851	9	Y	3	3	18	0	540	492
29	Cloverly	1961	1989	61,991	10	Y	0	2	14	6	426	400
30	Cold Spring	1972		55,158	12.38	N	0	2	15	0	389	396
31	College Gardens	1967	2008	96,986	7.9	Y	1	3	26	3	714	722
32	Cresthaven	1962	2010	76,862	9.8	N	0	0	17	5	441	414
33	Capt. James E. Daly Jr.	1989		78,386	10	Y	1	4	17	3	529	494
34	Damascus	1934	1980	53,239	9.4	N	0	3	9	5	323	280
35	Darnestown	1954	1980	64,840	7.2	N	0	2	12	8	400	388
36	Diamond	1975		85,404	10	Y	1	4	25	2	703	708
37	Dr. Charles R. Drew	1991		73,975	12	N	1	2	14	8	466	442
38	DuFief	1975		59,013	9.99	Y	0	2	12	7	390	380
39	East Silver Spring	1929	1975	88,895	8.4	N	2	4	18	5	592	580
40	Fairland	1934	1992	92,227	11.79	N	2	5	20	6	670	623
41	Fallsmead	1974		67,472	8.93	Y	0	3	23	0	595	606
42	Farmland	1963	2011	89,988	4.75	Y	0	5	27	4	771	770
43	Fields Road	1973		72,302	10	N	1	3	16	6	514	459
44	Flower Hill	1985		58,770	10	Y	1	3	15	3	461	413
45	Flower Valley	1967	1996	61,567	9.28	N	0	4	15	3	463	458
46	Forest Knolls	1960	1993	89,850	7.77	N	1	4	19	6	605	552
47	Fox Chapel	1974		85,182	10.34	Y	2	3	26	0	704	645
48	Gaithersburg	1947	1983	94,468	8.39	N	2	4	30	3	848	793
49	Galway	1967	2009	103,170	9	Y	1	5	26	7	798	713
50	Garrett Park	1948	2012	96,348	4.38	Y	1	5	27	0	751	758
51	Georgian Forest	1961	1995	88,111	10.94	Y	2	4	23	2	677	628
52	Germantown	1935	1978	57,668	7.75	N	0	2	9	7	321	295
53	William B. Gibbs, Jr.	2009		88,042	10.75	N	1	3	21	8	649	637
54	Glen Haven	1950	2004	85,845	10	Y	1	3	20	6	606	561
55	Glenallan	1966	2013	98,700	12.1	N	1	4	29	4	815	761
56	Goshen	1988		76,740	10.48	N	0	4	24	1	650	591
57	Great Seneca Creek	2006		82,511	13.71	N	0	4	23	3	647	582
58	Greencastle	1988		90,303	18.88	N	1	5	30	4	860	799
59	Greenwood	1970		64,609	10	Y	0	3	21	2	569	582
60	Harmony Hills	1957	1999	85,648	10.2	Y	2	5	29	0	817	746
61	Highland	1950	1989	87,491	11	Y	2	4	22	0	634	576
62	Highland View	1953	1994	59,307	6.6	N	0	3	14	0	388	347
63	Jackson Road	1959	1995	91,465	8.76	Y	1	5	24	5	732	673
64	Jones Lane	1987		60,679	12.07	N	0	3	19	2	523	526
65	Kemp Mill	1960	1996	68,222	10	N	2	4	17	0	519	466
66	Kensington-Parkwood	1952	2006	102,382	9.86	N	0	4	31	3	831	840
67	Lake Seneca	1985		58,770	9.35	N	1	3	13	4	425	419
68	Lakewood	1968	2003	77,526	13.09	N	0	2	21	4	567	570

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	3	18	2	500	448
70	JoAnn Leleck ES at Broad Acres	1952	2026	113,294	6.14	Y	5	5	33	0	969	888
71	Little Bennett	2006		82,511	4.81	Y	0	3	21	7	619	610
72	Luxmanor	1966	2020	99,376	6.49	Y	0	4	25	7	733	762
73	Thurgood Marshall	1993		77,798	12	N	0	3	18	4	520	501
74	Maryvale	1969	2020	178,625	17.7	N	3	4	21	6	691	642
75	Spark M. Matsunaga	2001		90,718	11.8	N	0	3	22	5	622	622
76	S. Christa McAuliffe	1987		102,111	10.6	Y	2	3	29	4	813	748
77	Dr. Ronald E. McNair	1990		91,613	10	Y	1	3	31	0	799	812
78	Meadow Hall	1956	1994	61,964	8.38	Y	0	3	14	3	418	374
79	Mill Creek Towne	1966	2000	67,465	8.39	N	1	3	10	7	386	338
80	Monocacy	1961	1989	42,482	9.67	N	0	1	9	0	229	232
81	Montgomery Knolls	1952	1989	109,733	10.3	N	3	5	22	7	746	681
82	New Hampshire Estates	1954	1988	73,306	5.4	N	6	6	15	0	597	519
83	Roscoe R. Nix	2006		88,351	8.97	Y	2	6	17	4	603	509
84	North Chevy Chase	1953	1995	65,982	7.9	N	0	0	17	0	391	408
85	Oak View	1949	1985	57,560	11.26	N	0	0	14	0	322	308
86	Oakland Terrace	1950	1993	79,145	9.5	Y	1	4	18	6	582	596
87	Olney	1954	1990	68,755	9.88	N	0	3	23	0	595	602
88	William Tyler Page	1965	2003	93,514	9.75	N	2	5	24	2	722	663
89	Pine Crest	1941	1992	77,121	5.6	Y	0	0	28	1	654	624
90	Piney Branch	1973		99,706	1.97	Y	0	0	27	0	621	594
91	Poolesville	1960	1978	64,803	12.28	N	0	3	22	0	572	578
92	Potomac	1949	2020	86,550	9.02	N	0	3	18	0	480	486
93	Judith A. Resnik	1991		78,547	12.8	N	1	4	20	1	578	543
94	Dr. Sally K. Ride	1994		78,686	13.49	N	2	2	17	7	545	504
95	Ritchie Park	1966	1997	58,500	9.2	N	0	3	15	0	411	414
96	Rock Creek Forest	1950	2015	98,140	7.96	N	1	5	24	5	732	661
97	Rock Creek Valley	1964	2001	76,692	10.4	N	0	3	15	7	481	428
98	Rock View	1955	1999	91,977	7.4	N	1	4	20	10	668	612
99	Lois P. Rockwell	1992		75,520	10.57	N	1	3	14	6	468	453
100	Rolling Terrace	1950	1989	92,241	4.3	N	3	6	25	0	767	691
101	Rosemary Hills	1956	1988	87,298	6.07	N	1	7	18	6	648	563
102	Rosemont	1965	1995	88,764	8.9	N	1	5	20	4	630	557
103	Bayard Rustin	2018		97,397	10.9	N	0	6	28	0	776	700
104	Sequoyah	1990		73,080	10	Y	0	3	14	9	478	419
105	Seven Locks	1964	2012	66,915	9.9	N	0	3	17	0	457	462
106	Sherwood	1977		81,727	10.85	N	0	3	18	7	550	566
107	Sargent Shriver	1954	2006	91,628	9.17	N	1	5	24	0	682	613
108	Flora M. Singer	2012		95,831	12.67	Y	1	4	20	8	648	570
109	Sligo Creek	1934	1999	87,744	15.6	Y	0	5	27	0	731	740
110	Snowden Farm	2019		92,366	9.79	N	0	3	26	6	724	724
111	Somerset	1949	2005	80,122	3.7	N	0	2	22	0	550	564
112	South Lake	1972	2023	113,549	10.2	N	3	6	29	0	859	782
113	Stedwick	1974		109,677	10	N	1	4	24	5	710	640
114	Stone Mill	1988		78,617	11.76	N	0	4	24	5	690	714
115	Stonegate	1971	2023	84,094	10.27	N	1	4	19	4	585	596
116	Strathmore	1970		59,497	10.79	Y	0	0	18	3	444	420
117	Strawberry Knoll	1988		78,723	10.8	Y	2	3	13	8	485	461
118	Summit Hall	1971		68,059	10.17	Y	5	3	13	2	485	455
119	Takoma Park	1979		85,553	4.7	N	2	7	25	0	769	648
120	Travilah	1960	1992	65,378	9.3	N	0	3	20	0	526	536
121	Harriet R. Tubman	2022		99,893	5.72	Y	1	4	25	4	723	656
122	Twinbrook	1952	1986	79,818	10.45	N	2	4	23	0	657	598
123	Viers Mill	1950	1991	120,572	10.52	N	3	4	22	6	714	686
124	Washington Grove	1956	1984	86,266	10.66	N	4	4	16	4	576	544
125	Waters Landing	1988		101,352	10	N	1	6	26	4	790	702
126	Watkins Mill	1970		82,939	10	Y	2	5	28	0	794	712
127	Wayside	1969	2017	93,453	9.26	N	0	3	23	6	655	666
128	Weller Road	1953	2013	121,346	11.1	N	4	4	26	3	796	734
129	Westbrook	1939	1990	91,359	12.46	Y	0	4	22	3	624	626
130	Westover	1964	1998	54,645	7.58	N	0	2	9	5	301	292
131	Wheaton Woods	1952	2017	120,154	8	N	3	4	23	6	737	666
132	Whetstone	1968		96,946	8.8	Y	2	5	27	4	811	762
133	Wilson Wims	2014		91,931	9.29	Y	0	3	26	5	714	724
134	Wood Acres	1952	2002	96,358	4.78	Y	0	4	27	3	739	766
135	Woodfield	1962	1985	53,212	10	N	0	2	11	8	377	388
136	Woodlin	1944	2023	98,861	10.97	N	1	5	20	4	630	557
137	Wyngate	1952	1997	89,104	9.5	N	0	3	32	0	802	816
	Total Elementary Schools			11,320,714	1,296		127	486	2,835	453	82,967	78,972

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education and Tier 2 and 3 school capacity.
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 2026–2027

	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	42	0	892	876
2	John T. Baker	1971		120,532	21.65	Y	33	5	751	735
3	Benjamin Banneker	1974		117,035	20	N	36	3	795	768
4	Briggs Chaney	1991		115,000	29.37	N	43	3	944	909
5	Cabin John	1967	2011	159,514	18.2	N	50	7	1,132	1,102
6	Roberto W. Clemente	1992		148,246	19.87	N	52	8	1,185	1,134
7	Eastern	1951	1976	152,030	14.5	N	48	3	1,050	1,015
8	William H. Farquhar	1968	2016	135,626	20	N	38	2	828	821
9	Forest Oak	1999		132,259	41.2	N	45	2	976	944
10	Robert Frost	1971		143,757	24.78	N	48	3	1,050	1,032
11	Gaithersburg	1960	1988	157,694	22.82	N	48	4	1,060	1,022
12	Herbert Hoover	1966	2013	165,367	19.1	N	51	5	1,134	1,109
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	42	0	892	876
15	Kingsview	1997		140,398	18.45	Y	49	0	1,041	1,033
16	Lakelands Park	2005		153,588	8.11	Y	53	4	1,166	1,136
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	39	7	899	842
19	Neelsville	1981	2024	162,684	29.19	N	47	0	999	956
20	Newport Mill	1958	2002	109,011	8.4	Y	36	5	815	799
21	North Bethesda	1955	1999	178,252	19.11	N	55	4	1,209	1,187
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	43	3	944	934
24	John Poole	1997		85,669	20.5	N	22	2	488	473
25	Thomas W. Pyle	1962	1993	209,464	14.3	N	70	3	1,518	1,499
26	Redland	1971		112,297	20.64	Y	33	3	731	713
27	Ridgeview	1975		145,168	20	N	44	4	975	954
28	Rocky Hill	2004		148,065	23.3	N	48	0	1,020	1,003
29	Shady Grove	1999	1999	129,206	20	N	39	3	859	841
30	Odessa Shannon	1966	2022	164,307	16.45	Y	41	4	911	881
31	Silver Creek	2017		174,743	13.3	N	44	2	955	940
32	Silver Spring International	1934	1999	154,386	10.64	Y	56	0	1,190	1,173
33	Sligo	1959	1991	149,527	21.7	Y	43	4	954	915
34	Takoma Park	1939	1999	195,739	18.8	Y	59	4	1,294	1,255
35	Tilden	1967	2020	244,561	19.67	N	58	5	1,282	1,250
36	Hallie Wells	2016		150,089	22.37	N	45	3	986	977
37	Julius West	1961	1995	182,617	21.3	N	67	3	1,454	1,427
38	Westland	1951	1997	146,006	25.1	N	49	3	1,071	1,045
39	White Oak	1962	1993	141,163	17.3	N	46	2	998	974
40	Earle B. Wood	1965	2001	152,588	8.5	Y	44	6	995	942
	Total Middle Schools			5,986,815	773.13		1858	119	40,673	39,637
	High Schools								**(85% + Sp. Ed.)**	**(X 90%)**
1	Bethesda-Chevy Chase	1934	2001	392,833	16.36	N	110	0	2,338	2,439
2	Montgomery Blair	1998		386,567	29.71	Y	131	0	2,784	2,903
3	James Hubert Blake	1998		297,125	91.09	N	77	2	1,656	1,720
4	Winston Churchill	1964	2001	322,078	30.28	N	83	10	1,864	1,931
5	Clarksburg	1995	2006	344,574	62.73	Y	89	4	1,931	2,013
6	Damascus	1950	1978	235,986	32.66	N	65	8	1,461	1,511
7	Albert Einstein	1962	1997	276,462	26.67	Y	70	10	1,588	1,602
8	Gaithersburg	1951	2013	427,048	40.97	Y	105	17	2,401	2,413
9	Walter Johnson	1956	2009	365,138	30.86	N	100	6	2,185	2,266
10	John F. Kennedy	1964	1999	332,133	29.1	N	94	10	2,098	2,133
11	Col. Zadok Magruder	1970		295,478	30	N	81	9	1,811	1,860
12	Richard Montgomery	1942	2007	311,500	29.05	N	99	4	2,144	2,238
13	Northwest	1998		342,101	34.56	Y	100	4	2,165	2,252
14	Northwood	1956	2004	254,054	29.57	N	68	5	1,495	1,512
15	Paint Branch	1969	2012	347,169	45.76	N	87	7	1,919	1,999
16	Poolesville	1953	2024	243,492	37.2	N	67	0	1,424	1,499
17	Quince Orchard	1988		284,912	30.1	N	80	6	1,760	1,807
18	Rockville	1968	2004	317,731	29.61	N	63	14	1,479	1,500
19	Seneca Valley	1974	2020	457,600	29.37	N	110	11	2,448	2,527
20	Sherwood	1950	1991	333,154	49.3	N	93	7	2,046	2,134
21	Springbrook	1960	1994	305,006	25.13	Y	93	8	2,056	2,105
22	Watkins Mill	1989		305,288	50.99	Y	82	9	1,832	1,847
23	Wheaton	1954	2016	373,825	28.2	N	100	4	2,165	2,225
24	Walt Whitman	1962	1992	312,270	30.7	Y	96	9	2,130	2,216
25	Thomas S. Wootton	1970		295,620	27.37	N	91	7	2,004	2,089
	Total High Schools			8,159,144	897.34		2234	171	49,184	50,741
	Total Secondary Schools			14,145,959	1670.47		4092	290	89,857	90,378

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 program 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 Language Development (ELD), 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.

Capacity ratios were recently updated in Regulation FAA-RA to align with the Tiered model which has replaced the terms focus and non-focus schools. Program capacity is based on the current classroom ratios shown below. These updates took effect on September 24, 2026.

- Head Start and prekindergarten—2 sessions 40:1
- Head Start and prekindergarten—1 session 20:1
- Grade K—Base and Tier 1 22:1
- Grade K—Tier 2 and 3 19:1
- Grades 1–2—Base and Tier 1 22:1
- Grades 3–5—Base and Tier 1 24:1
- Grades 1-2—Tier 2 and 3 19:1
- Grades 3-5—Tier 2 and 3 22:1
- Grades 6–8 Middle 25:1*
- Grades 9–12 High 25:1**
- ELD (secondary) 15:1
- Discrete Special Education Services 8:1

*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.)

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 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: 2026–2027 School Year

Cluster/ School	Relocatables on site for 2026–2027 to Address: Overutilization	DC	Total
Bethesda-Chevy Chase			
Bethesda ES	6		6
Total	6	0	**6**
Winston Churchill			
Winston Churchill HS	4		4
Total	4	0	**4**
Clarksburg			
Clarksburg HS	13		13
Clarksburg ES	5		5
Captain James E. Daly ES	2		2
Total	20	0	**20**
Damascus			
John T. Baker MS	2		2
Clearspring ES	2		2
Damascus ES	6		6
Total	10	0	**10**
Downcounty Consortium*			
Montgomery Blair HS Albert	19		19
Einstein HS	15		15
Argyle MS	3		3
A. Mario Loiederman MS	2		2
Arcola ES	4		4
Brookhaven ES	2		2
Glenallan ES	2		2
Harmony Hills ES	4		4
Highland View ES	2		2
Kemp Mill ES	3		3
Oak View ES	4		4
Oakland Terrace ES	5		5
Rolling Terrace ES	6		6
Sargent Shriver ES	6		6
Flora Singer ES	3		3
Weller Road ES	3		3
Total	83	0	**83**
Gaithersburg			
Gaithersburg ES	3		3
Rosemont ES	4		4
Strawberry Knoll ES	2		2
Summit Hall ES**	16		16
Total	25	0	**25**
Walter Johnson			
Walter Johnson HS	19		19
Ashburton ES**	8		8
Farmland ES	4		4
Total	31	0	**31**

Cluster/ School	Relocatables on site for 2026–2027 to Address: Overutilization	DC	Total
Col. Zadok Magruder			
Cashell ES	6		6
Flower Hill ES	3		3
Mill Creek Towne ES	9		9
Judith A. Resnik ES	4		4
Sequoyah ES	2		2
Total	24	0	**24**
Richard Montgomery			
Richard Montgomery HS	9		9
Bayard Rustin ES	2		2
Total	11		**11**
Northeast Consortium*			
James H. Blake HS	9		9
Paint Branch HS	6		6
Benjamin Banneker MS	2		2
Burnt Mills	2		2
Cloverly ES	2		2
Cresthaven ES	2		2
Dr. Charles R. Drew ES	3		3
Fairland ES	3		3
Galway ES	2		2
Greencastle ES	6		6
Jackson Road ES	3		3
Westover ES	2		2
Total	42	0	**42**
Northwest			
Northwest HS	11		11
Clopper Mill ES	6		6
Germantown ES	4		4
Total	21	0	**21**
Poolesville			
Monocacy ES	1		1
Total	1	0	**1**
Quince Orchard			
Quince Orchard HS	15		15
Brown Station ES	2		2
Fields Road ES	4		4
Thurgood Marshall ES	5		5
Total	26	0	**26**
Rockville			
Flower Valley ES	5		5
Meadow Hall ES	4		4
Total	9	0	**9**
Seneca Valley			
Germantown ES	4		4
Lake Seneca ES	7		7
Sally K. Ride ES	2		2
Waters Landing ES	2		2
Total	15	0	**15**

Cluster/ School	Relocatables on site for 2026–2027 to Address: Overutilization	DC	Total
Sherwood			
Total	0	0	**0**
Watkins Mill			
Watkins Mill ES	4		4
Total	4	0	**4**
Walt Whitman			
Bannockburn ES	2		2
Burning Tree ES	4		4
Total	6	0	**6**
Thomas S. Wootton			
Cold Spring ES	1		1
Total	1	0	**1**
Grand Total by Use	**1**	**0**	**339**
SCHOOL TOTAL:	**339**		

Other Relocatable Uses	# Units	Comment
Other Uses at Schools		
Gaithersburg ES	1	Parent Resource
Monocacy ES	1	
Summit Hall ES	1	Judy Center
Total	**3**	
Non-school Locations		
Bethesda Depot	3	Offices
Clarksburg Depot	2	Transportation
Hadley Farms Center	1	Offices
Kingsley Center	5	Transitions
Lincoln Warehouse	1	Copy Plus
Randolph Depot	4	Offices
Rocking Horse Road	2	Offices
Shady Grove Depot	6	Offices
Smith Center	2	Outdoor Ed
Upcounty Service Center	1	Maintenance
Total	**27**	
OTHER TOTAL:	**30**	

DC: Paid for by day-care provider to enable a daycare center to operate inside the school.
* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters. **Ashburton ES (8) classrooms are in modular buildings. Summit Hall ES (16) classrooms are in modular buildings.

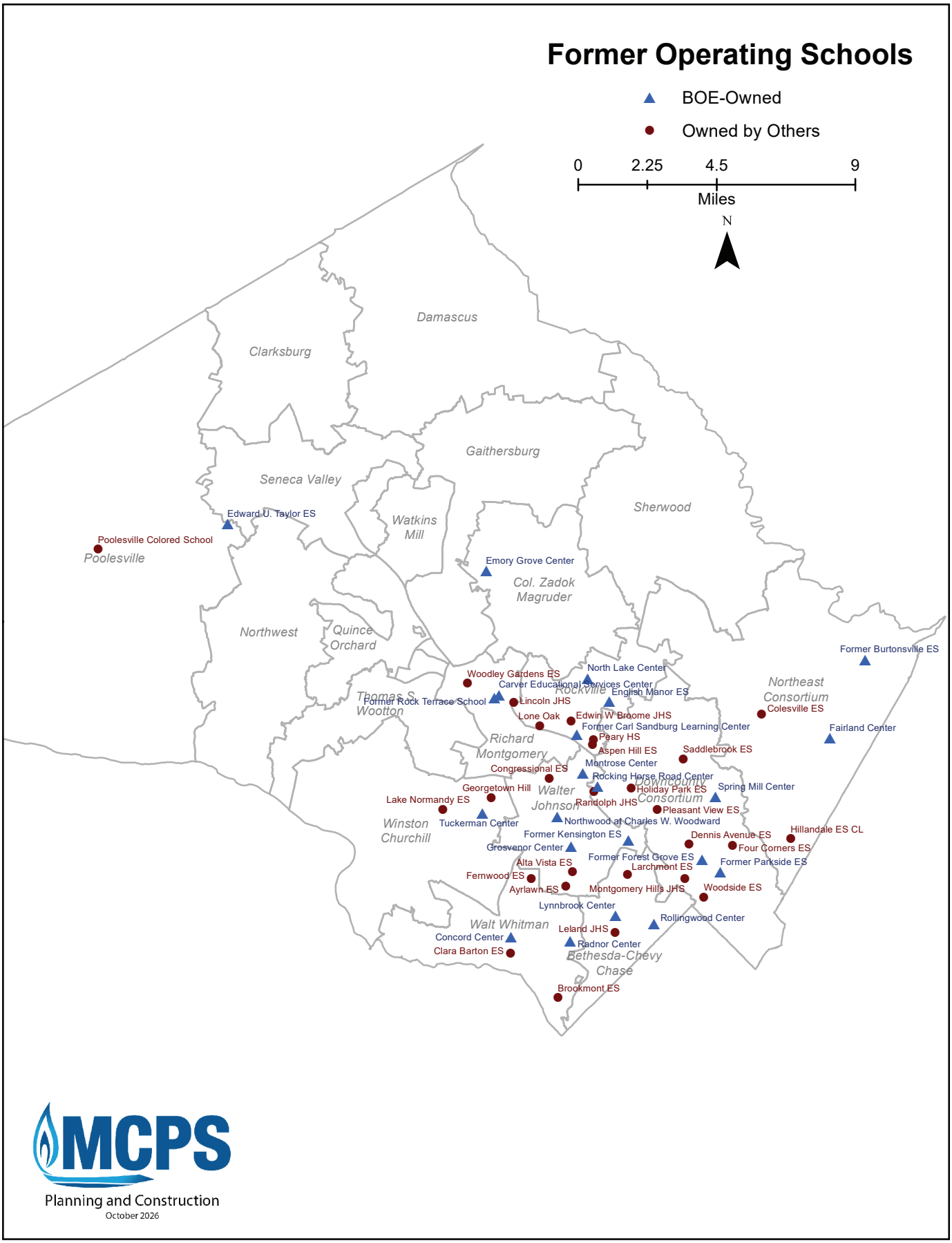
APPENDIX I

Former Operating Schools and Current Status

October 2026

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	CURRENT USE	SITE	ROOMS	SF
BOARD OF EDUCATION-OWNED FACILITIES							
Former Burtonsville ES	15516 Old Columbia Pike	Burtonsville ES	Northeast Consortium	Future Use TBD	11.77	30	71,349
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 provider	3.45	12	26,444
Emory Grove Center	18100 Washington Grove Lane	Judith A. Resnik ES	Col. Zadok Magruder	Upcounty Early Childhood Center	10.00	19	45,002
English Manor ES	4511 Bestor Drive	Lucy V. Barnsley ES	Rockville	MCPS staff	8.24	28	46,542
Fairland Center	13313 Old Columbia Pike	Fairland ES	Northeast Consortium	Holding Facility	9.20	26	45,082
Former Forest Grove ES	9805 Dameron Drive	Flora M. Singer ES	Downcounty Consortium	Leased to childcare providers	6.16	24	38,000
Grosvenor Center	5701 Grosvenor Lane	Ashburton ES	Walter Johnson	Holding Facility	10.21	18	36,770
Former Kensington ES	10400 Detrick Avenue	Kensington-Parkwood ES	Walter Johnson	MCPS staff	4.54	19	45,206
Lynnbrook Center	8001 Lynbrook Drive	Bethesda ES	Bethesda-Chevy Chase	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	Downcounty Alt. Ed Programs	9.66	22	40,378
Former Parkside ES	9500 Brunett Avenue	Sligo Creek ES	Downcounty Consortium	Future Use TBD	6.18	-	26,369
Radnor Center	7000 Radnor Road	Bradley Hills ES	Walt Whitman	Holding Facility	9.03	20	36,663
Former Rock Terrace School	390 Martins Lane	Beall ES	Richard Montgomery	Future Use TBD	*	12	48,024
Rocking Horse Road Center	4910 Macon Road	Viers Mill ES	Downcounty Consortium	Future Use TBD	18.70	28	57,639
Rollingwood Center	3200 Woodbine Street	Rosemary Hills ES/ Chevy Chase ES	Bethesda-Chevy Chase	Future Use TBD	4.07	12	26,624
Former Carl Sandburg Learning Center	451 Meadow Hall Drive	Meadow Hall ES	Rockville	Future Use TBD	7.60	16	31,252
Spring Mill Center	11721 Kemp Mill Road	Kemp Mill ES	Downcounty Consortium	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	27	88,562
Charles W. Woodward High School	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 non-profit organization	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 assisted living facilityl	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 adult disabilities facility	6.81	-	-
Holiday Park ES	3930 Ferrara Avenue	Viers Mill ES	Downcounty Consortium	Holiday Park Senior Center	5.62	-	-
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	In transition	1.78	-	100,865
Lone Oak ES	1010 Grandin Avenue	Meadow Hall ES	Rockville	Leased to various non-profits and county uses	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 non-profit as school and housing	6.22	-	58,283
Poolesville Colored School	19200 Jerusalem Road	Poolesville ES	Poolesville	MC DOT and leased to telecom provider	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
0
2.25
4.5
9
Miles
N
Damascus
Clarksburg
Gaithersburg
Seneca Valley
Sherwood
Watkins Mill
Edward U. Taylor ES
Poolesville Colored School
Poolesville
Emory Grove Center
Col. Zadok Magruder
Northwest
Quince Orchard
Former Burtonsville ES
North Lake Center
Woodley Gardens ES
Carver Educational Services Center
Rockville
English Manor ES
Northeast Consortium
Colesville ES
Thomas S. Wootton
Former Rock Terrace School
Lincoln JHS
Lone Oak
Edwin W. Broome JHS
Former Carl Sandburg Learning Center
Fairland Center
Peary HS
Richard Montgomery
Aspen Hill ES
Saddlebrook ES
Montrose Center
Congressional ES
Rocking Horse Road Center
Georgetown Hill
Walter Johnson
Holiday Park ES
Spring Mill Center
Lake Normandy ES
Randolph JHS
Downcounty Consortium
Pleasant View ES
Winston Churchill
Tuckerman Center
Northwood at Charles W. Woodward
Former Kensington ES
Dennis Avenue ES
Hillandale ES CL
Grosvenor Center
Four Corners ES
Alta Vista ES
Former Forest Grove ES
Former Parkside ES
Larchmont ES
Fernwood ES
Ayrlawn ES
Montgomery Hills JHS
Woodside ES
Lynnbrook Center
Rollingwood Center
Walt Whitman
Leland JHS
Concord Center
Radnor Center
Clara Barton ES
Bethesda-Chevy Chase
Brookmont ES
MCPS
Planning and Construction
October 2026

Closed Schools That Have Been Reopened*

October 2026

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.

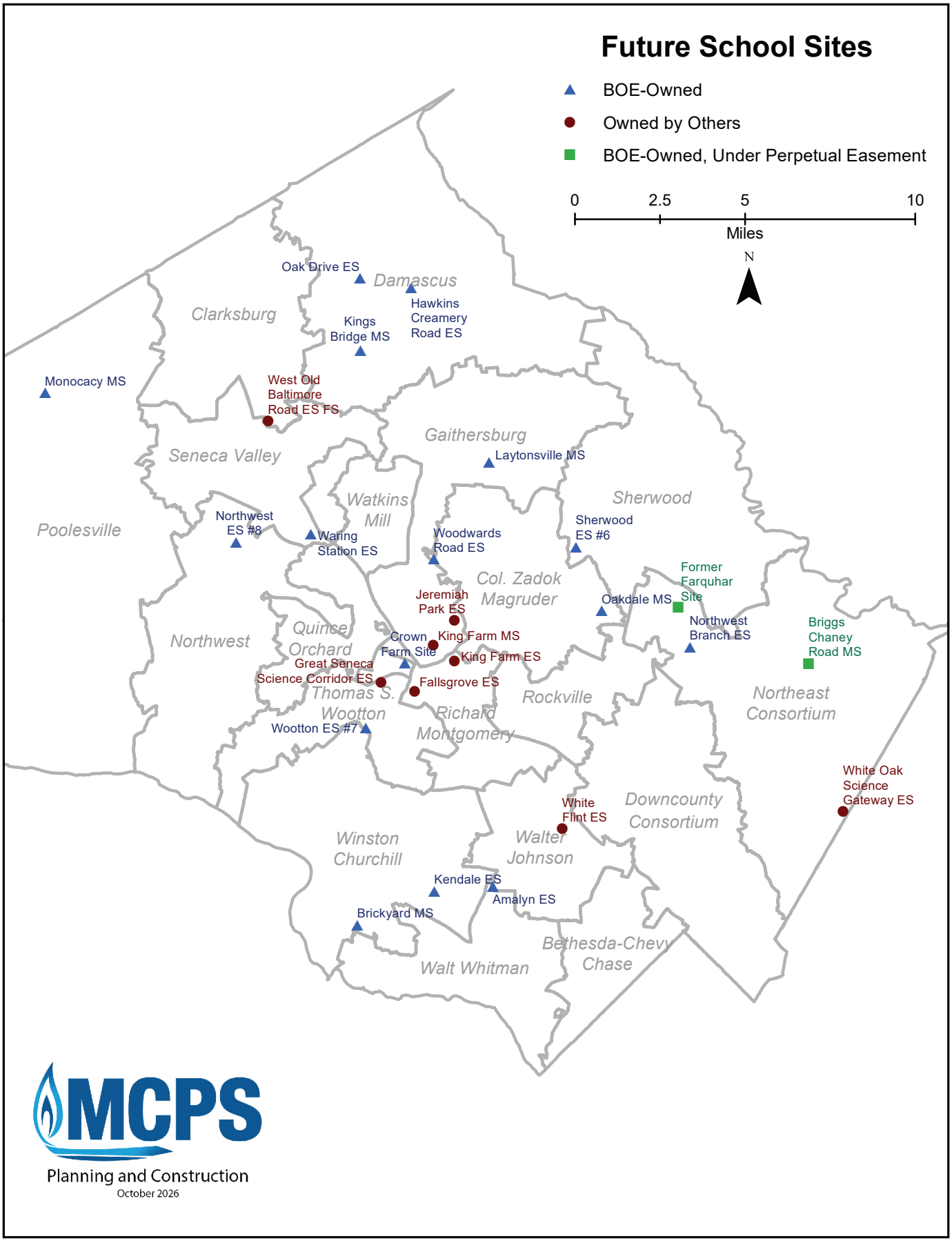
Future School Sites

October 2026

NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	ACREAGE
BOARD OF EDUCATION-OWNED SITES				
Amalyn ES	9720 Sanvitalia Street	Ashburton ES	Walter Johnson	4.30
Brickyard MS	Brickyard Road	Potomac ES	Winston Churchill	20.00
Crown Farm Site	9400 Fields Road	Rosemont ES	Gaithersburg	31.10
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.55
Kendale ES	9655 Kendale Road	Seven Locks ES	Winston Churchill	10.53
Kings Bridge MS	10110 Founders Way	Woodfield ES	Damascus	30.33
Laytonsville MS	Warfield Road	Laytonsville ES	Gaithersburg	22.74
Monocacy MS	18801 Barnesville Road	Monocacy ES	Poolesville	17.35
Northwest Branch ES	15900 Layhill Road	Stonegate ES	Northeast Consortium	11.41
Northwest ES #8	Schaeffer Road	Great Seneca Creek ES	Northwest	12.70
Oak Drive ES	Oak Drive	Damascus ES	Damascus	12.99
Oakdale MS	Cashell Road	Cashell ES	Col. Zadok Magruder	18.49
Sherwood ES #6	Wickham Road	Olney ES	Sherwood	17.10
Waring Station ES	18815 Waring Station Road	S. Christa McAuliffe ES	Seneca Valley	9.99
Woodwards Road ES	Emory Grove Road	Judith A. Resnik ES	Col. Zadok Magruder	11.05
Wootton ES # 7	Cavanaugh Drive	Stone Mill ES	Thomas S. Wootton	12.10
MASTER PLANNED SCHOOL SITES TITLED TO OTHERS				
Fallsgrove ES	Fallsgrove Road	Ritchie Park ES	Richard Montgomery	~2.33
Great Seneca Science Corridor ES	Great Seneca Highway and Key West Avenue	Stone Mill ES	Thomas S. Wootton	6.00
Jeremiah Park ES	Shady Grove Road and Crabbs Branch Way	Washington Grove ES	Gaithersburg	~4
King Farm ES	Watkins Pond Boulevard	College Gardens ES	Richard Montgomery	~2.5
King Farm MS	Piccard Drive	Rosemont ES	Gaithersburg	~3
West Old Baltimore Road ES	21830 Seneca Ayr Drive	William B. Gibbs, Jr. ES	Clarksburg	9.30
White Flint ES	South side of current White Flint Mall property	Garrett Park ES	Walter Johnson	~3.5
White Oak Science Gateway ES	FDA Boulevard	Galway ES	Northeast Consortium	4.21
BOARD OF EDUCATION-OWNED SITES UNDER PERPETUAL EASEMENT				
Briggs Chaney Road MS*	14910 Good Hope Road	Cloverly ES	Northeast Consortium	20.96
Former Farquhar, William H., MS**	16915 Batchellors Forest Road	Sherwood ES	Northeast Consortium	20.00

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

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


Future School Sites
BOE-Owned
Owned by Others
BOE-Owned, Under Perpetual Easement
0
2.5
5
10
Miles
N
Oak Drive ES
Damascus
Hawkins Creamery Road ES
Clarksburg
Kings Bridge MS
Monocacy MS
West Old Baltimore Road ES FS
Gaithersburg
Laytonsville MS
Seneca Valley
Watkins Mill
Sherwood
Poolesville
Northwest ES #8
Waring Station ES
Woodwards Road ES
Sherwood ES #6
Former Farquhar Site
Col. Zadok Magruder
Jeremiah Park ES
Oakdale MS
Northwest Branch ES
Briggs Chaney Road MS
Quince Orchard
Northwest
Crown Farm Site
King Farm MS
King Farm ES
Great Seneca Science Corridor ES
Fallsgrove ES
Thomas S. Wootton
Wootton ES #7
Rockville
Richard Montgomery
Northeast Consortium
White Oak Science Gateway ES
White Flint ES
Downcounty Consortium
Winston Churchill
Walter Johnson
Kendale ES
Amalyn ES
Brickyard MS
Bethesda-Chevy Chase
Walt Whitman
MCPS
Planning and Construction
October 2026

APPENDIX J

New and Reopened Schools, 1985 to 2026

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		
2025	None		
2026	Burtonsville		

37 Elementary Schools, 19 Middle Schools, and 6 High Schools Source: Montgomery County Public Schools, Department of Planning and Construction, October 2026

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, Department of Planning and Construction, October 2026

Major Capital Projects 2021 to 2026

School Year	Elementary Schools	Middle Schools	High Schools
2021	None		
2022		Odessa Shannon (replacement)	
2023	Burnt Mills, South Lake, Stonegate, Woodlin		
2024		Neelsville	
2025			Poolesville
2026	JoAnn Leleck ES at Broad Acres		

The Revitalization/Expansion Program transitioned to the Major Capital Project Program, in which 4 Elementary Schools, 2 Middle Schools, and 1 High School 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, Department of Planning and Construction, October 2026

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, Department of Planning and Construction, October 2026

APPENDIX K

Planned Life-cycle Asset Replacement (PLAR) Projects
Completed Summer 2026

	Facility	Project Scope
1	Arcola ES	Concrete Steps
2	Argyle MS	Stage Lighting and Sound
3	Ashburton ES	Retaining Wall, Fencing
4	Belmont ES	Serving Line Replacement
5	Bethesda ES	Serving Line Replacement
6	Bethesda-Chevy Chase HS	Painting (Interior & Exterior)
7	Bethesda-Chevy Chase HS	Door Hardware
8	Montgomery Blair HS	Floor Covering
9	James Hubert Blake HS	Repair/Replace Sidewalks
10	Brooke Grove ES	Refinish Gym Floor
11	Brooke Grove ES	Backboards
12	Brooke Grove ES	Gym Lights
13	Brookhaven ES	Window Replacement
14	Brookhaven ES	Generator
15	Burning Tree ES	Gym Flooring
16	Burning Tree ES	Changing Table
17	Burning Tree ES	Asphalt Resurfacing
18	Cedar Grove ES	Floor Covering
19	Chevy Chase ES	Courtyard Waterproofing
20	Roberto W. Clemente MS	Floor Covering
21	College Gardens ES	Swing Hook
22	Damascus ES	Painting (Interior & Exterior)
23	Damascus HS	Office Door
24	Fallsmead ES	Serving Line Replacement
25	Farmland ES	Changing Table
26	Flower Valley ES	Gym Floor Refinishing
27	Flower Valley ES	Office Door
28	Flower Valley ES	Gym Backboards & Rims
29	Robert Frost MS	Serving Line Replacement
30	Galway ES	Gym Floor
31	Galway ES	Gym Lights
32	Galway ES	Gym Backboards
33	Georgian Forest ES	Floor Covering
34	Germantown ES	Floor Covering
35	Germantown ES	Door Hardware
36	Great Seneca Creek ES	Floor Covering
37	Jones Lane ES	Floor Covering
38	John F. Kennedy HS	Rigging/Dimming Stage
39	John F. Kennedy HS	Serving Line Replacement
40	John F. Kennedy HS	Concrete Steps
41	Kensington Center	Door Replacement
42	Kensington Center	Painting
43	Lakelands Park MS	Theatre Lighting
44	Dr. Martin Luther King, Jr. MS	Generator Replacement
45	Dr. Martin Luther King, Jr. MS	Gym Bleachers
46	Dr. Martin Luther King, Jr. MS	Partition Wall Replacement
47	Lincoln Center	Drywall & Insulation
48	A. Mario Loiederman MS	Floor Covering
49	Ronald McNair ES	Serving Line Replacement
50	Richard Montgomery HS	Fence
51	Richard Montgomery HS	Floor Covering
52	Richard Montgomery HS	Sound System
53	Montgomery Village MS	Trash Compactor
54	North Chevy Chase ES	Floor Covering
55	Olney ES	Gym Lights
56	Olney ES	Gym Floor (Refinishing)
57	Olney ES	Gym Backboards and Rims
58	Paint Branch HS	Auditorium Lighting
59	Poolesville ES	PA System Replacement
60	Poolesville ES	Casework
61	Poolesville HS	Tennis Court Renovation
62	Quince Orchard HS	Door Hardware
63	Quince Orchard HS	Restroom Renovation
64	Judith A. Resnik ES	Serving Line Replacement
65	Lois P. Rockwell ES	Floor Covering
66	Rocky Hill MS	Floor Covering
67	Rosa M. Parks MS	Gym Floor (Refinishing)
68	Rosa M. Parks MS	Gym Lights
69	Ridgeview MS	Ceiling Replacement
70	Ritchie Park ES	Floor Covering
71	Ritchie Park ES	Gym Floor (Refinishing)
72	Ritchie Park ES	Gym Backboards
73	Rock Terrace School	Safety Guardrail
74	Rockville HS	Auditorium Lighting
75	Dr. Sally K. Ride ES	PA System Replacement
76	Shady Grove MS	Generator Replacement
77	Sherwood HS	Foundation Repairs
78	Sherwood HS	PA System Replacement
79	Stedwick ES	Switchgear Replacement
80	Sligo Creek ES	Painting (Interior & Exterior)
81	Sligo Creek ES	Generator Replacement
82	Sligo MS	Floor Covering
83	Silver Spring International MS	Painting (Interior & Exterior)
84	Silver Spring International MS	Restroom Renovation
85	Sligo Creek ES	Restroom Renovation
86	Springbrook HS	Floor Covering
87	Springbrook HS	Water Fountains
88	Strawberry Knoll ES	Water Fountains
89	Stone Mill ES	Serving Line Replacement
90	Summit Hall ES	Serving Line Replacement
91	Takoma Park MS	Gym Floor (Refinishing)
92	Takoma Park MS	Gym LED Lighting
93	Viers Mill ES	Floor Covering
94	Viers Mill ES	Marker Boards
95	Walter Johnson HS	Spiral Stairs, Ladder
96	Watkins Mill HS	Auditorium Lighting
97	Watkins Mill HS	Auditorium Flooring
98	Westbrook ES	Storefront Guardrail
99	Westbrook ES	Retaining Walls
100	Westland MS	Gym Floor (Refinishing)
101	Westland MS	Gym Lights
102	Walt Whitman HS	Tennis Courts
103	Winston Churchill HS	Marker Boards
104	Wood Acres ES	Gym Floor (Refinishing)
105	Wood Acres ES	Gym Lights
106	Wood Acres ES	Backboard Replacement
107	Thomas S. Wootton HS	Generator Replacement
108	Thomas S. Wootton HS	Eye Wash Station

Building Modification and Program Improvement (BMPI) Projects
Completed Summer 2026

	Facility	Project Scope
1	Benjamin Banneker MS	Conference Room
2	Bannockburn ES	Room Re-numbering
3	Bayard Rustin ES	Office Door
4	Belmont ES	Kiln Room
5	Bethesda ES	HVAC, PA System
6	Montgomery Blair HS	Training Room Upgrades
7	Montgomery Blair HS	Electrical Outlets, Floor Drops
8	James Hubert Blake HS	SCB Expansion
9	James Hubert Blake HS	Career Center
10	Brooke Grove ES	Classroom Signage
11	Briggs Chaney MS	Science Classroom
12	Capt. James E. Daly ES	Convert Office to Classroom
13	Diamond ES	Metal Stairs w/ Platform
14	DuFief ES	Replace Classroom Ceiling, PA Electrical
15	East Silver Spring ES	Music Room Modification
16	Albert Einstein HS	Extension Program Modification
17	Albert Einstein HS	Remove Cafeteria Half Walls
18	Farmland ES	Changing Table
19	Fields Road ES	Add Washer/Dryer
20	Robert Frost MS	Science Classroom Renovation
21	Gaithersburg ES	Additional Outlets, Staff Lounge, Principal's Office
22	Gaithersburg ES	Secretary's Office Heat
23	Gaithersburg MS	Bridge Suite
24	Gaithersburg HS	Auditorium Backstage Sink
25	Georgian Forest ES	Acoustical Wall Panel, Ceiling Baffles
26	John F. Kennedy HS	Prep Area Shower
27	Pine Crest ES	Autism Restroom
28	S. Christa McAuliffe ES	Autism and PEP Classrooms
29	Richard Montgomery HS	Classroom Ceiling Tiles
30	Newport Mill MS	Partition Wall Repair
31	Poolesville ES	Classroom Signage
32	Quince Orchard HS	Restroom Renovation
33	Lois P. Rockwell ES	Marker Boards
34	Lois P. Rockwell ES	SCB Bathroom
35	Rosa M. Parks MS	Autism Classroom Modification
36	Sherwood HS	Kiln Room
37	Lathrop E. Smith Center	Acoustical Panels
38	Springbrook HS	Autism Classroom, SPED Toilet
39	Sligo Creek ES	Staff Lounge
40	Watkins Mill HS	Autism Classroom Modification
41	Julius West MS	Music Room Renovation

APPENDIX L

Head Start and Prekindergarten Locations 2026–2027

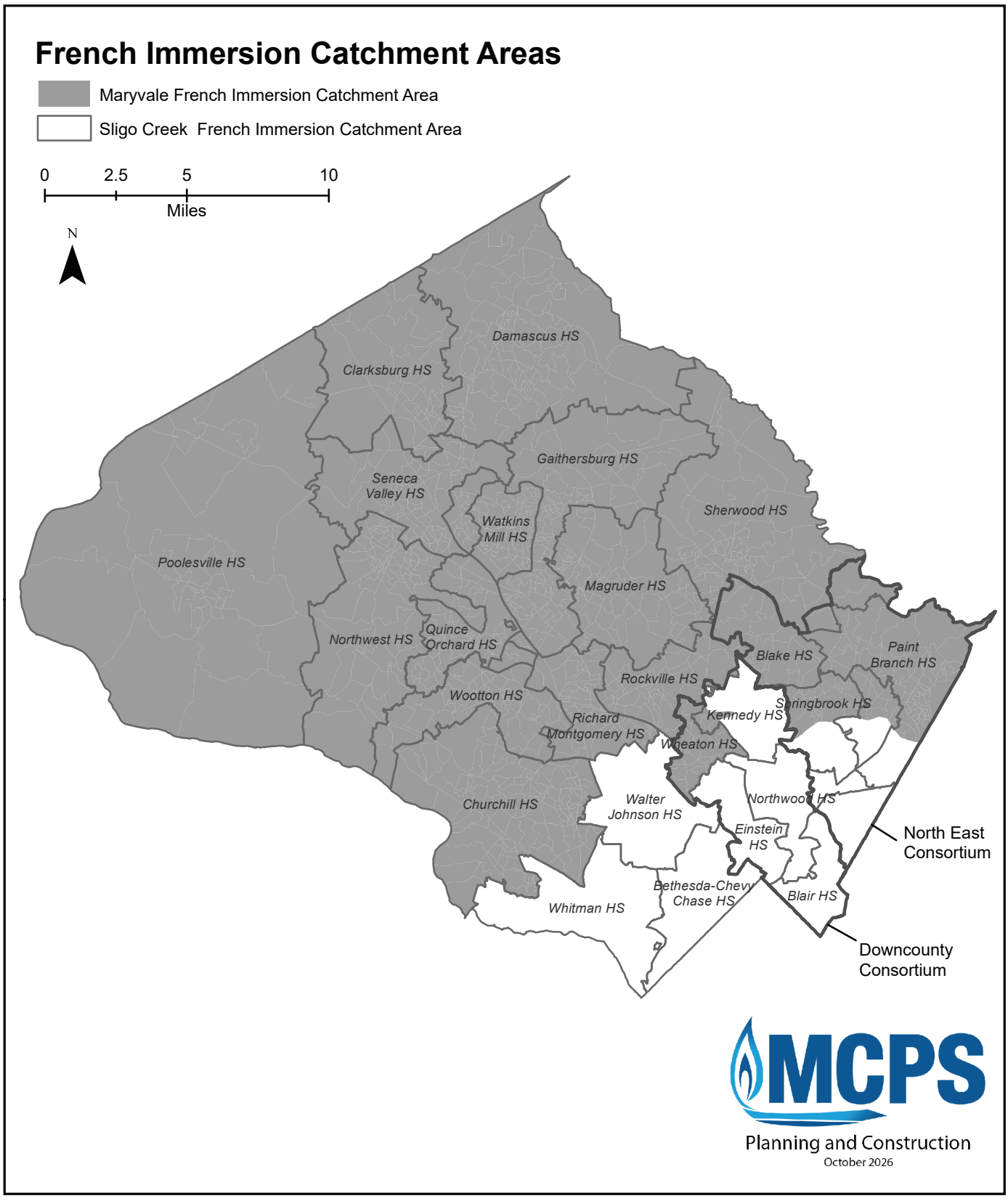
	Federal Head Start Sessions			Pre-K	
Elementary School	Part Day 3-Year-Old Program @15	Full Day 3-Year-Old Program @20	Full Day Sessions @20	Part Day Sessions @20	Full Day Sessions @20
Arcola					1
Lucy V. Barnsley					1
Beall				1	
Bel Pre				2	2
Bells Mill					1
Brooke Grove					1
Brookhaven					1
Brown Station					2
Burnt Mills					1
Burtonsville					1
Cabin Branch					1
Rachel Carson					1
Cashell					1
Clearspring					2
Clopper Mill			1		2
College Gardens					1
Diamond					1
Capt. James E. Daly (Judy Center)					1
Dr. Charles R. Drew				2	1
East Silver Spring ES		1		2	
Fairland					2
Fields Road					1
Flower Hill					1
Forest Knolls					1
Fox Chapel					2
Gaithersburg				1	1
Galway (Judy Center)					1
Garrett Park					1
Georgian Forest				2	1
William B. Gibbs, Jr.				2	
Glen Haven					1
Glenallan					1
Greencastle					1
Harmony Hills			1		1
Harriet R. Tubman					1
Highland			1		1
Jackson Road					1
Kemp Mill					2
Lake Senaca				2	
JoAnn Leleck at Broad Acres			2		3
Maryvale	1				2
S. Christa McAuliffe			1		1
Dr. Ronald E. McNair					1
Mill Creek Towne					1
Montgomery Knolls					3
New Hampshire Estates		1	3		2
Roscoe R. Nix					2
Oakland Terrace					1
William Tyler Page					2
Judith A. Resnik				2	
Dr. Sally K. Ride	1				1
Rock Creek Forest					1
Rock View				2	
Lois P. Rockwell					1
Rolling Terrace (Judy Center)			2		1
Rosemary Hills				2	
Rosemont					1
Sargent Shriver					1
Flora M. Singer					1
South Lake			1		2
Stedwick					1
Stonegate					1
Strawberry Knoll		1			1
Summit Hall (Judy Center) (mixed age)			1		4
Takoma Park					2
Twinbrook			1		1
Viers Mill					3
Washington Grove			1		3
Waters Landing					1
Watkins Mill			1		1
Weller Road (Judy Center)		1	1		2
Wheaton Woods			1		2
Whetstone					2
Woodlin					1
Other					
Macdonald Knolls Early Childhood Center					5
Upcounty Early Childhood Center					5
Total Capacity Per Program	**30**	**80**	**360**	**400**	**2060**
Total Overall Capacity	**2930**				

◆ Preschool Special Education Collaboration

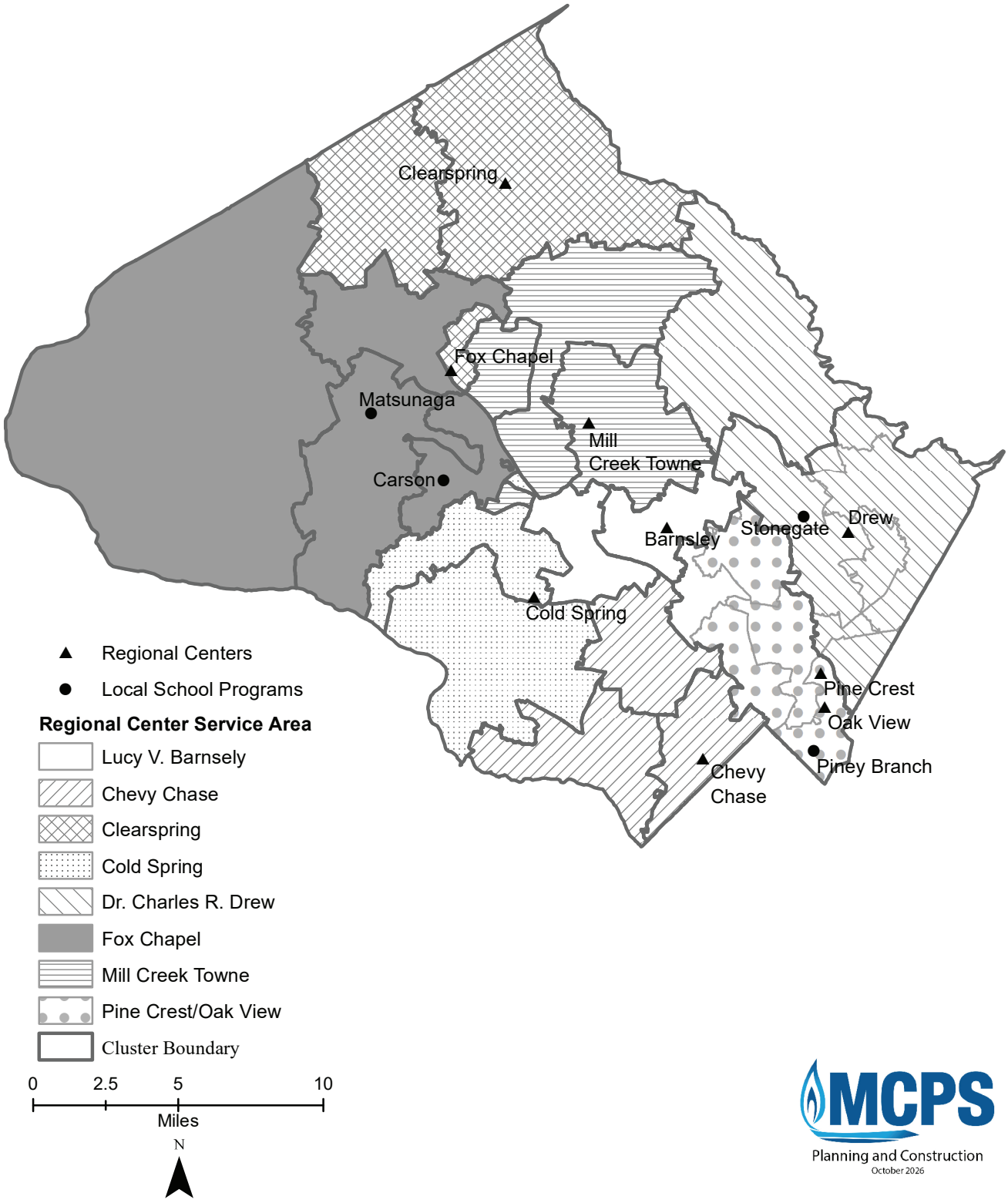
Preschool Special Education Service Locations 2026-2027

	Preschool Education Program (PEP)				Other Special Education PreK Services					
Elementary School	Half Day Services @12 (6 in each section)	Half Day Services @18 (9 in each section)	Full Day Sessions @6	Full Day Sessions @9	CAPP Full Day Sessions @8	Pre-K DHOH Services Full Day Sessions @8	Pre-K Vision Services Full Day Sessions @8	Pre-K Language Services Five Day 1/2 day Sessions @8	Pre-K Language Services Two Day 1/2 day Sessions @8	Physical Disabilities Fully Included Pre-K 1/2 day Sessions @8
Lucy V. Barnsley	2	2								
Beall (PreK Language Services)								2	2	
Bel Pre	1	1								
Brookhaven	3	3		1			1			
Brown Station		4	1	1						
Burnt Mills		2	1							
Cashell	1	1	1							
Cloverly	3	3								
Daly	1	3								
Diamond	2		1							
Drew	3	3								
East Silver Spring	2	6	1							
Fairland	1	3	1	1						
Fields Road					2					
Forest Knolls	2	2								2
Germantown		4	1							
William B. Gibbs, Jr.	5	7								
Glen Haven	2	2								
Glenallan	1	3	1	1						
Goshen (PreK Language Services)									4	
Greencastle	2	2	1	1						
Greenwood		2	1							
Harriet R. Tubman		2	1							
Jackson Road	3	1	2	1						
Lake Seneca	2	4	1							
Luxmanor	2	6								
Thurgood Marshall	3	5								
Maryvale		4			4					
S. Christa McAuliffe		2	1							
Mill Creek Towne (PreK Language Services)								2		
Montgomery Knolls	5	7		1						
Roscoe R. Nix					2					
Oakland Terrace	1	3		1						
William Tyler Page	2	2								
Rock Creek Forest		2	1							
Rock Creek Valley (PreK DHOH Services)						3				
Lois P. Rockwell	5	5								
Rosemary Hills					2					
Rosemont					4					
Sherwood	2	4								
Snowden Farms					3					
Strawberry Knoll	2	4	1	1						
Stonegate	3	1								
Stone Mill	3	3	1							
Summit Hall	2	2								
Viers Mill	2	4	1	2						
Washington Grove		4	1	1						
Wayside	2	2	1							
Weller Road	3	1	1							
Westover (PreK Language Services)								2	4	
Whetstone	3	3		1						
Wilson Wims	1	3	3							
Wood Acres	3	3								
Woodfield	2	4			2					
Other										
Macdonald Knolls Early Childhood Center			1							
Stephen Knolls			2							
Total Capacity Per Program	**960**	**2376**	**168**	**117**	**152**	**24**	**8**	**48**	**80**	**16**
Total Overall Capacity	**3949**									

APPENDIX M

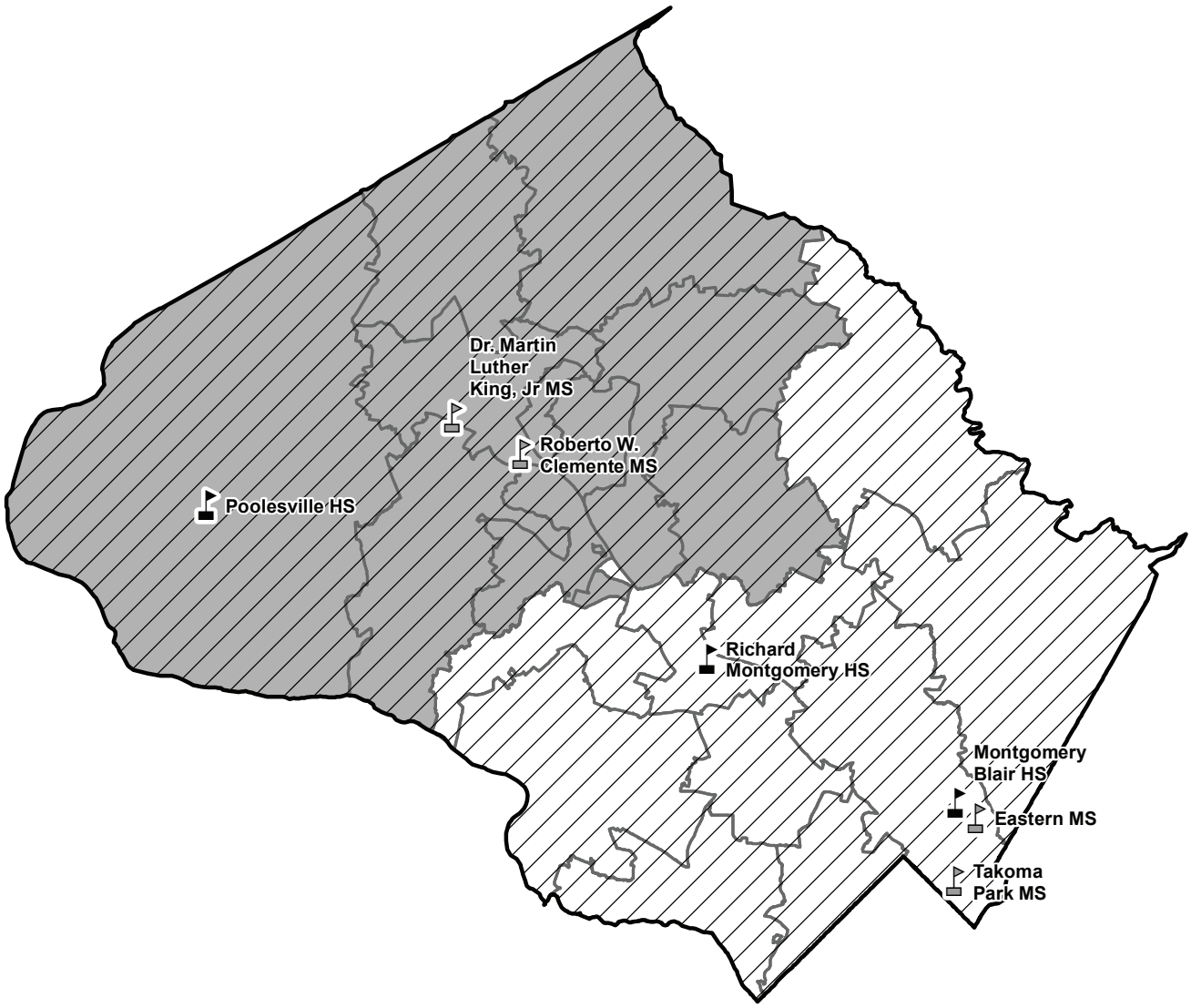

French Immersion Catchment Areas
Maryvale French Immersion Catchment Area
Sligo Creek French Immersion Catchment Area
0
2.5
5
10
Miles
N
Damascus HS
Clarksburg HS
Gaithersburg HS
Seneca Valley HS
Watkins Mill HS
Sherwood HS
Poolesville HS
Magruder HS
Northwest HS
Quince Orchard HS
Blake HS
Paint Branch HS
Rockville HS
Wootton HS
Springbrook HS
Kennedy HS
Richard Montgomery HS
Wheaton HS
Churchill HS
Walter Johnson HS
Northwood HS
Einstein HS
North East Consortium
Bethesda-Chevy Chase HS
Blair HS
Whitman HS
Downcounty Consortium
MCPS
Planning and Construction
October 2026

Centers for Enriched Studies



Secondary Magnet School Catchment Areas

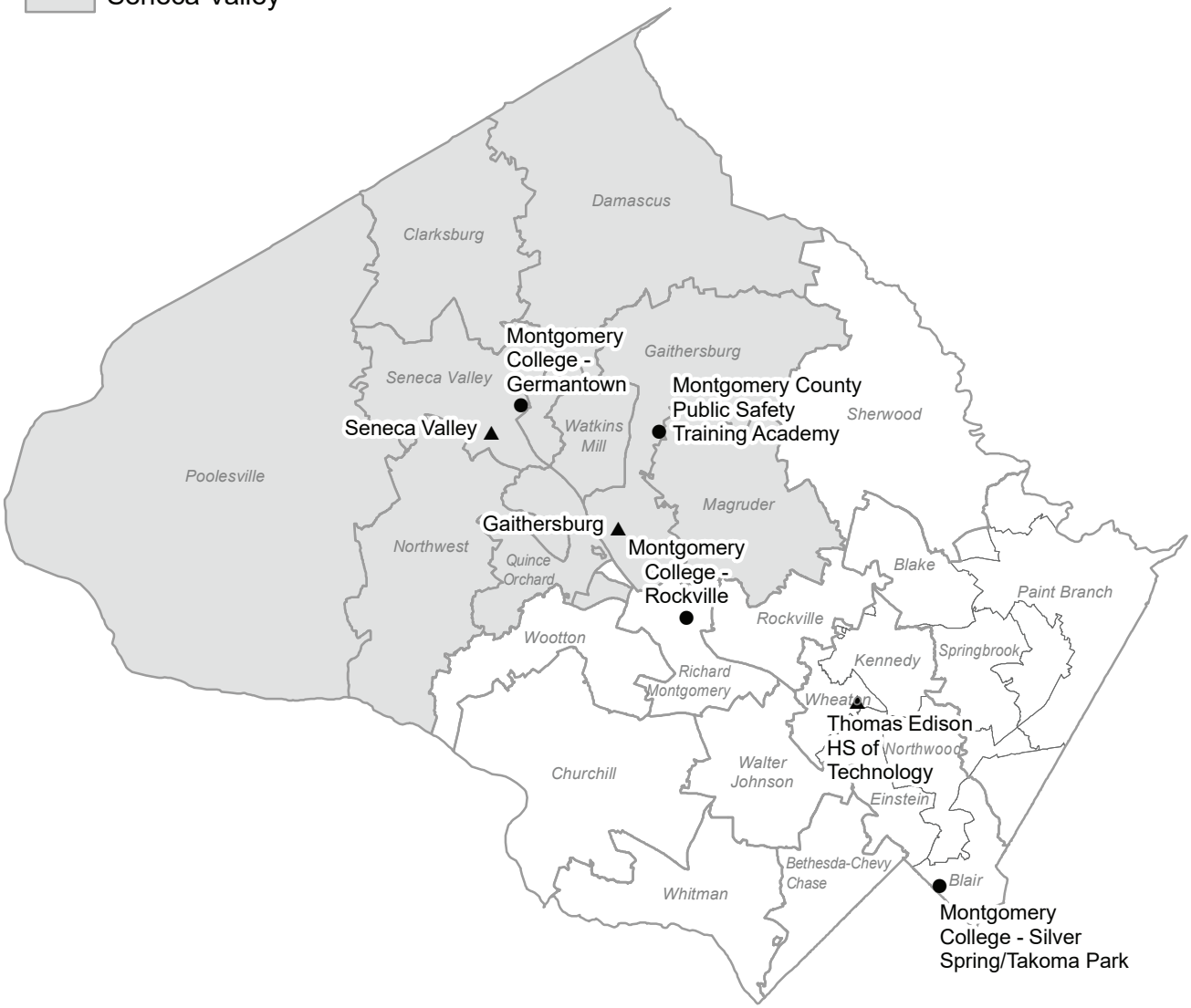
- Middle School
- High School
- Montgomery Blair HS, Eastern MS & Takoma Park MS
- Poolesville HS, Roberto W. Clemente MS, & Dr. Martin Luther King Jr. MS
- Richard Montgomery HS (Countywide Catchment Area)



MCPS
Planning and Construction
October 2026

Countywide College and Career High Schools

- ● Non-MCPS Program Sites
- ▲ Career High School
- Thomas Edison High School of Technology/Wheaton High School Partnership
- Seneca Valley



MCPS
Planning and Construction
October 2026

APPENDIX N

Special Education Services Descriptions

School-based Service Delivery Model

These descriptions summarize MCPS special education services and settings. Each child's IEP team determines the special education, related services, supplementary aids and services, and placement needed based on individual needs. The team considers how the child can be educated with nondisabled peers to the maximum extent appropriate. A service description does not establish eligibility or predetermine placement.

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. The team considers the full continuum of appropriate service option for preschool students.

Elementary Home School Model (HSM)

Elementary Home School Model services are provided in all Montgomery County Public Schools (MCPS) elementary schools. Students receive specially designed instruction and supports identified in their IEPs, including services in the general education classroom and, when needed, other settings. General and special education teachers collaborate to plan and deliver instruction, with paraeducator support as specified. The IEP team determines the services and setting for each student, considering education with nondisabled peers to the maximum extent appropriate.

Secondary Learning and Academic Disabilities (LAD) Services

Secondary Learning Academic Disability services are provided in MCPS middle and high schools. Students receive specially designed instruction and supports identified in their IEPs, including services in general education classes and, when needed, other settings. General and special education teachers collaborate through co-teaching and other service delivery approaches, with paraeducator support as specified. The IEP team determines the services and setting for each student, considering education with nondisabled peers to the maximum extent appropriate.

Transition Services

Beginning no later than the first IEP in effect when a student turns 14, and earlier when appropriate, the IEP includes measurable post-secondary goals based on age-appropriate transition assessments and the transition services and course of study needed to support those goals. The IEP team reviews and updates this information annually. Transition planning addresses education or training, employment, and independent living when appropriate, and may include school, community, and agency experiences and supports. A transition support teacher may assist the team in coordinating services and agency connections.

Regionally-based Service Delivery Model

Elementary Learning Center (ELC)

Elementary Learning Center (ELC) services provide specially designed instruction and evidence-based supports for elementary students with significant academic needs, which may occur alongside needs in social, behavioral, or executive functioning. Students with a range of disabilities may receive these services. Instruction may be provided in a special education classroom and in general education settings, as determined by each student's IEP team. The team considers supplementary aids and services and opportunities to learn with nondisabled peers.

Learning for Independence (LFI) Services

Learning For Independence services are designed for students in kindergarten through age 21 with significant cognitive disabilities. Students participate in school and community learning and have opportunities to learn with nondisabled peers as appropriate to their IEPs. The IEP team determines each student's goals, services, and educational setting.

School/Community-based (SCB) Services

School/Community-based (SCB) services provide individualized instruction and supports for students with significant needs in communication, personal management, social interaction, and other areas of functioning. For students whose IEP teams determine participation in the alternate assessment is appropriate, instruction is aligned with the Maryland Alternate Academic Achievement Standards. Students participate in learning in the classroom, school, and community, with opportunities to learn with nondisabled peers as appropriate to their IEPs.

Montgomery County Infants and Toddlers Program (MCITP)

The Montgomery County Infants and Toddlers Program (MCITP) provides early intervention services to eligible children from birth until the start of the school year following their fourth birthday. Families and providers develop an Individualized Family Service Plan (IFSP) that reflects the family's priorities and the child's strengths and needs. MCITP serves families through regional sites across Montgomery County. Early intervention services are provided in natural environments, including home and community settings, to the extent appropriate. Services are based on the child and family's individual needs and may include special instruction, speech-language services, occupational or physical therapy, and family counseling.

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

PEP provides a continuum of special education services for eligible preschool children. Depending on the child's IEP, services may be provided in community early childhood settings, MCPS general education prekindergarten classes, or specialized preschool classes. The IEP team determines the services and setting needed for each child, with opportunities to learn alongside children without disabilities to the maximum extent appropriate. Specific service models and schedules are described in current MCPS preschool guidance.

Prekindergarten Language Classes

Pre-K Language Classes serve students ages 3 through 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 regions.

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 intensive, individualized instruction and behavioral supports for preschool students who need a full-day service model. Evidence-based practices address communication, learning, adaptive skills, and participation across school settings. Each child's IEP determines the specific services, supports, and opportunities to learn with peers.

Classic Autism services provide intensive, structured instruction for students whose IEPs identify a need for this service model. Instruction addresses communication, learning, adaptive skills, and participation in school and community settings, using evidence-based practices that may include principles of Applied Behavior Analysis. For students whose IEP teams determine participation in the alternate assessment is appropriate, instruction is aligned with alternate academic standards. Students have opportunities to learn with nondisabled peers as appropriate to their IEPs, and secondary students receive individualized transition supports.

Secondary Autism Resource Services

Secondary Autism Resource Services (ARS) support middle and high school students with autism who are working toward a high school diploma and need specially designed instruction and accommodations to access the general education curriculum. Services may include an adjusted instructional pace and support for academic, communication, social, and executive functioning needs. The IEP team determines the instruction, supports, and settings needed for each student.

Autism Connections Services

Autism Connections services support students in Grades 1–12 who access grade-level or advanced curriculum and need specially designed instruction related to social communication, executive functioning, or other individual needs. Services and accommodations support access to instruction in the least restrictive environment, including enrichment or acceleration when appropriate. The IEP team determines the services and setting for each student.

Augmentative and Alternative Communication (AAC)

The Augmentative and Alternative Communication services 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)

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

Extensions Services

Extensions services are designed for students in kindergarten through 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 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 (2e)

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 least restrictive environment (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 alternate learning outcomes (ALO) 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 alternate learning outcomes (ALO) 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 kindergarten through Grade 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 with 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 alternate learning outcomes (ALO) 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 (DHOH)

Deaf and Hard of Hearing 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 (PD)

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 least restrictive environment (LRE).

MAJOR SERVICES

Occupational and Physical Therapy Services

Occupational and physical therapy services are provided to qualified students in Montgomery County Infants and Toddlers Program through the Individualized Family Service Plan or through the Individualized Education Program 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 L. Gildner Regional Institute for Children and Adolescents (RICA in collaboration with the Maryland Department of Health, provides an integrated educational and therapeutic setting for students who require intensive special education and clinical supports. An interdisciplinary team coordinates instruction, treatment, and related services based on each student's IEP and treatment plan. Day and residential services may be available as appropriate. Students access the general education curriculum and individualized academic, vocational, social, and emotional supports.

APPENDIX O

School/Program Sites and Political Districts

School	Board of Education District	Council District	Legislative District
Elementary Schools			
Arcola	4	6	18
Ashburton	3	4	16
Bannockburn	3	1	16
Lucy V. Barnsley	5	6	19
Beall	2	3	17
Bel Pre	4	6	19
Bells Mill	3	1	15
Belmont	5	7	14
Bethesda	3	1	16
Beverly Farms	3	1	15
Bradley Hills	3	1	16
Brooke Grove	5	7	14
Brookhaven	5	6	19
Brown Station	2	3	17
Burning Tree	3	1	16
Burnt Mills	5	5	20
Burtonsville	5	5	14
Candlewood	5	7	19
Cannon Road	5	5	20
Carderock Springs	3	1	16
Rachel Carson	2	3	17
Cabin Branch	1	2	15
Cashell	5	7	14
Cedar Grove	1	7	14
Chevy Chase	3	1	18
Clarksburg	1	2	15
Clearspring	1	7	09A
Clopper Mill	2	2	39
Cloverly	5	5	14
Cold Spring	2	1	15
College Gardens	2	3	17
Cresthaven	5	5	20
Captain James Daly	1	2	39
Damascus	1	7	09A
Darnestown	2	2	15
Diamond	2	3	17
Dr. Charles R. Drew	5	5	14
DuFief	2	2	15
East Silver Spring	4	4	20
Fairland	5	5	14
Fallsmead	2	3	17
Farmland	3	4	16
Fields Road	2	3	17
Flower Hill	1	7	19
Flower Valley	5	6	19
Forest Knolls	4	5	19
Fox Chapel	1	2	39
Gaithersburg	1	3	17
Galway	5	5	14
Garrett Park	3	4	18
Georgian Forest	4	6	19
Germantown	2	2	15
William B. Gibbs, Jr.	1	2	39
Glen Haven	4	6	18
Glenallan	4	6	19
Goshen	1	7	14
Great Seneca Creek	2	2	39
Greencastle	5	5	14
Greenwood	5	7	14
Harmony Hills	4	6	19
Highland	4	6	18
Highland View	4	4	20
Jackson Road	5	5	20
Jones Lane	2	2	15
Kemp Mill	4	6	19
Kensington-Parkwood	3	4	18
Lake Seneca	1	2	15
Lakewood	2	3	17
Laytonsville	1	7	14

School	Board of Education District	Council District	Legislative District
Elementary Schools			
JoAnn Leleck at Broad Acres	5	5	20
Little Bennett	1	2	09A
Luxmanor	3	4	16
Thurgood Marshall	2	3	39
Maryvale	5	3	17
Spark M. Matsunaga	2	2	39
S. Christa McAuliffe	1	2	39
Dr. Ronald E. McNair	2	2	15
Meadow Hall	5	3	17
Mill Creek Towne	1	7	19
Monocacy	1	2	15
Montgomery Knolls	4	4	20
New Hampshire Estates	4	4	20
Roscoe R. Nix	5	5	20
North Chevy Chase	3	4	18
Oak View	4	4	20
Oakland Terrace	4	6	18
Olney	5	7	14
William Tyler Page	5	5	14
Pine Crest	4	5	20
Piney Branch	4	4	20
Poolesville	1	2	15
Potomac	3	1	15
Judith A. Resnik	1	7	39
Dr. Sally K. Ride	1	2	39
Ritchie Park	2	3	17
Rock Creek Forest	3	4	18
Rock Creek Valley	5	6	19
Rock View	4	6	18
Lois P. Rockwell	1	7	14
Rolling Terrace	4	4	20
Rosemary Hills	3	4	18
Rosemont	2	3	17
Bayard Rustin	2	3	17
Sequoyah	5	7	19
Seven Locks	3	1	16
Sherwood	5	7	14
Sargent Shriver	4	6	18
Flora M. Singer	4	6	18
Sligo Creek	4	4	20
Snowden Farm	1	2	39
Somerset	3	1	16
South Lake	1	7	39
Stedwick	1	7	39
Stone Mill	2	2	15
Stonegate	5	5	14
Strathmore	4	6	19
Strawberry Knoll	1	7	39
Summit Hall	2	3	17
Takoma Park	4	4	20
Travilah	2	2	15
Harriet R. Tubman	1	3	39
Twinbrook	2	3	17
Viers Mill	4	6	18
Washington Grove	2	3	19
Waters Landing	1	2	15
Watkins Mill	1	7	39
Wayside	3	1	15
Weller Road	4	6	19
Westbrook	3	1	16
Westover	5	5	14
Wheaton Woods	4	6	19
Whetstone	1	7	39
Wilson Wims	1	2	15
Wood Acres	3	1	16
Woodfield	1	7	14
Woodlin	4	4	18
Wyngate	3	1	16

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	Natalie Zimmerman
3	Julie Yang
4	Laura Stewart
5	Brenda Wolff
At-large	Rita Montoya
At-large	Karla Silvestre
Student	Leul Dawit

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

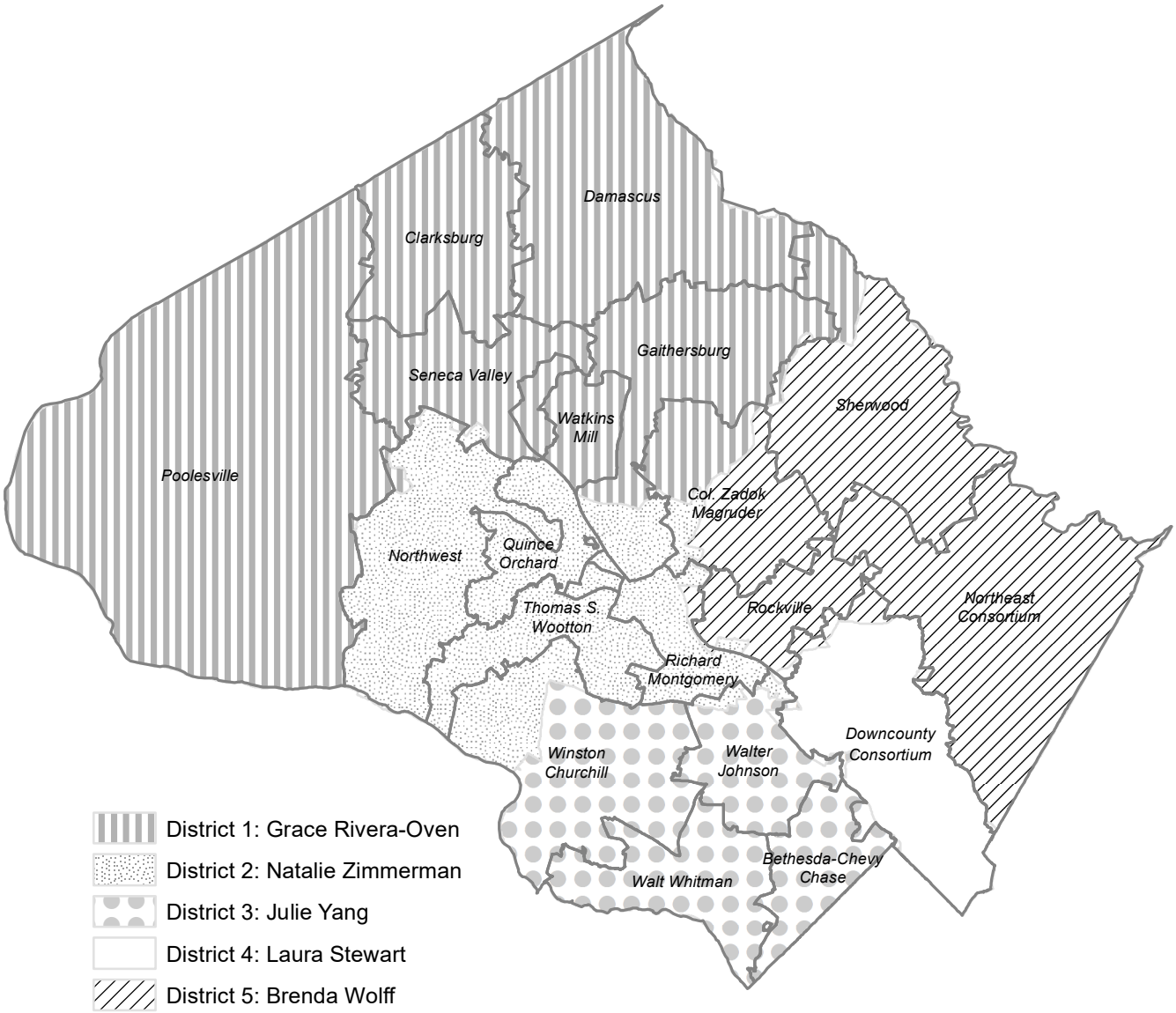
Legislative District 18	
Senator	Jeffrey D. Waldstreicher
Delegate	Aaron M. Kaufman
Delegate	Emily K. Shetty
Delegate	Jared Solomon

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: Natalie Zimmerman
District 3: Julie Yang
District 4: Laura Stewart
District 5: Brenda Wolff

BOE Members at Large:
Rita Montoya
Karla Silvestre

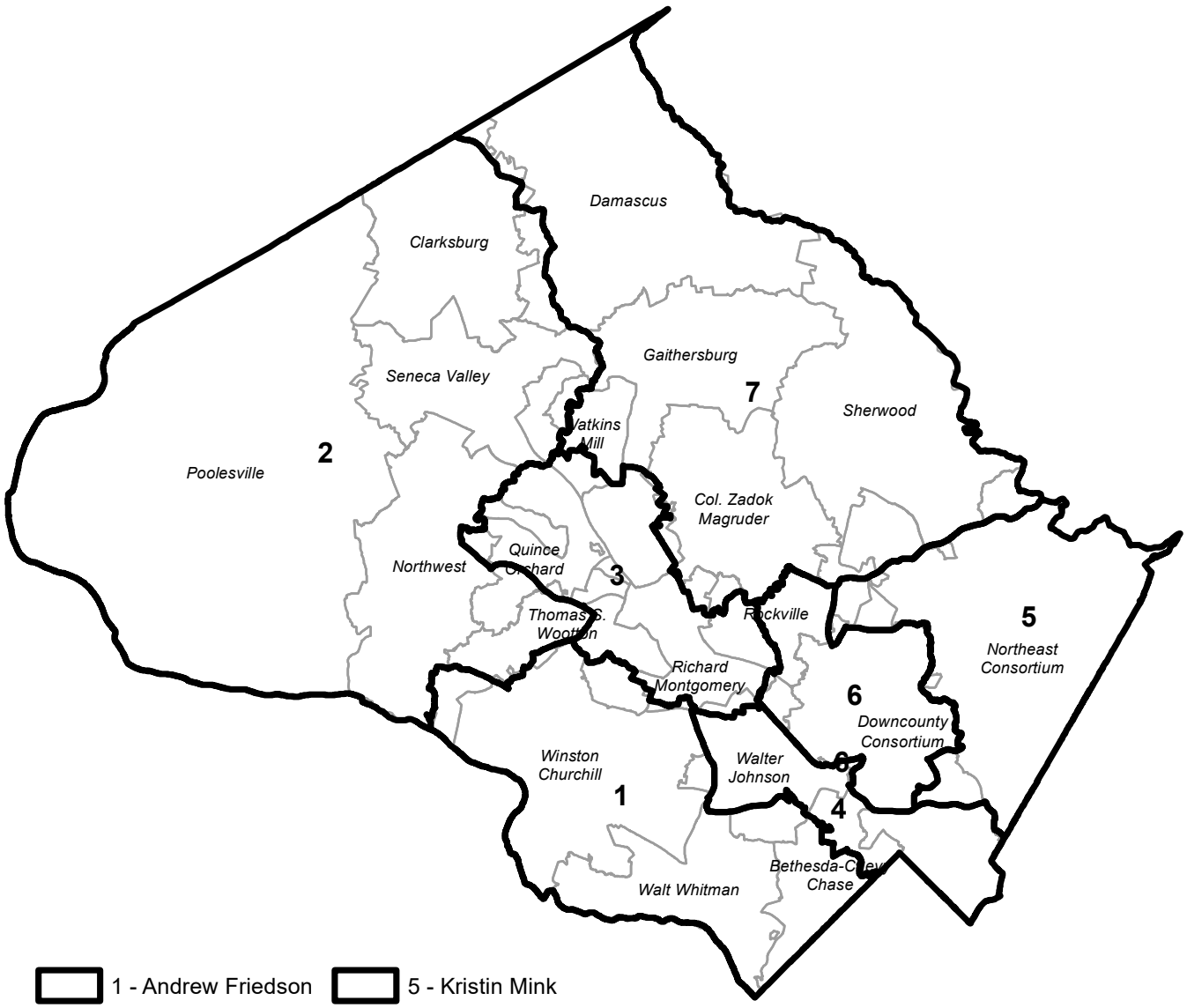
BOE Student Member:
Leul Dawit

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Miles

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MCPS
Planning and Construction
October 2026

County Council Districts



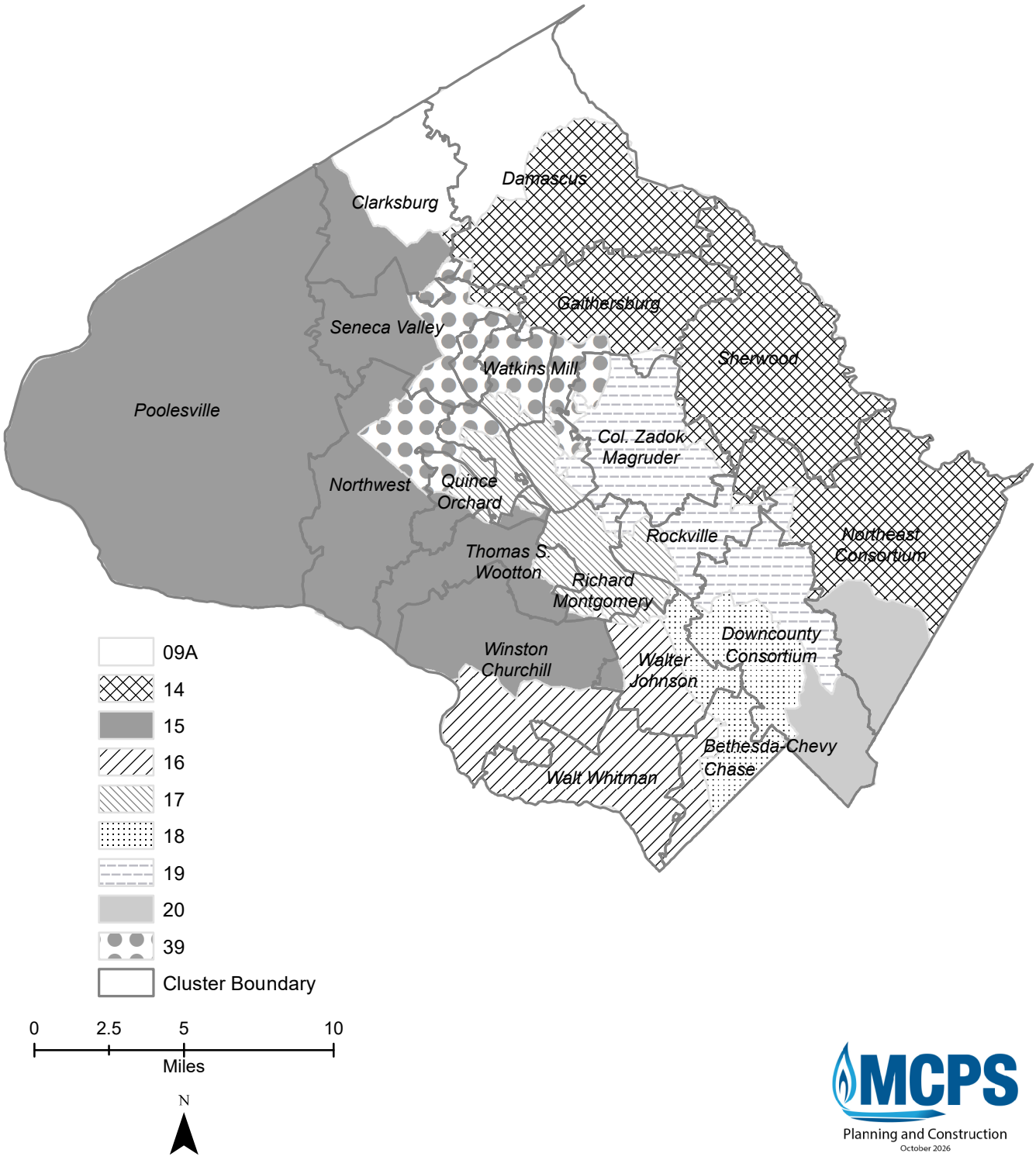
1 - Andrew Friedson
2 - Marilyn Balcombe
3 - Sidney A. Katz
4 - Kate Stewart
5 - Kristin Mink
6 - Natali Fani-González
7 - Dawn Luedtke

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Miles

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MCPS
Planning and Construction
October 2026

Legislative Districts

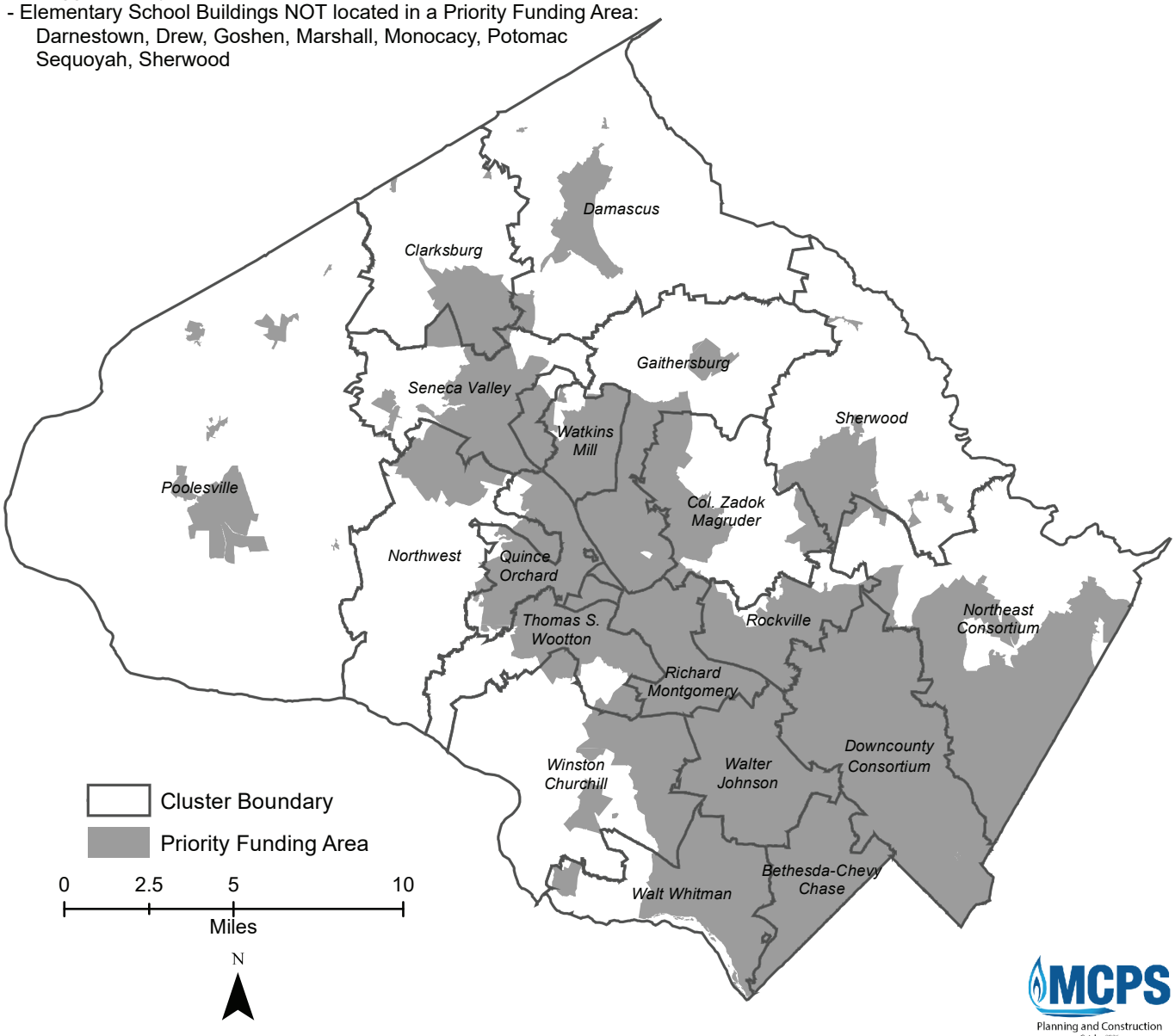


APPENDIX P

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:
  Darnestown, Drew, Goshen, Marshall, Monocacy, Potomac
  Sequoyah, Sherwood



APPENDIX Q

FAA

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: Division of District Operations; Division of Facilities Management

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 Facilities Condition Index 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) The Facilities Condition Index (FCI) quantifies the depleted life and value of a facility's primary building systems, such as roofs; walls; windows; and heating, ventilation, and air conditioning (HVAC). The FCI is used to evaluate a building's overall condition – one of the factors that can influence the learning and working experience.

    d) The Capital Improvements Program decision-making framework 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, renew, 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; amended by Resolution No. 425-25, September 25, 2025.

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: Division of District Operations

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 noncapital strategies to address capacity requirements and facility needs, to include site selection, school boundaries, regional 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 countywide 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. The 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. *Regional 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 within the student's region.

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 Engagement,* 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 Language Development (ELD) 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 Division of Facilities Management will work closely with educational program staff members in the Division of School Leadership and Improvement and the Division of Teaching and Learning 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 classrooms, also referred to as 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-Teaching Station Ratio Guidelines

Level	*Student-to-Classroom Ratios*
Head Start & prekindergarten	40:1 (2 sessions per day)
Head Start & prekindergarten	20:1 (1 session per day)
Grades K-2—Base Tier, Tier 1	22:1
Grades K-2—Tier 2, Tier 3	19:1
Grades 3-5—Base Tier, Tier 1	24:1
Grades 3-5—Tier 2, Tier 3	22:1
Grades: 6-8 Middle School Grades: 9-12 High School	25:1[a] 25:1[b]
K-12 Special Education Services	8:1
Prekindergarten Special Education, ELD, Alternative Programs	See “c” below

Elementary School "Specials" (Art, Music, etc.)	0:1 (See "d" below)
Base Tier, Tier 1 Specials Quantity	3 (see "e" below)
Tier 2, Tier 3 Specials Quantity	4 (see "e" below)
Additional Specials for Elementary Schools with enrollment over 700 students	+1 (see "f" below)
Additional Specials for Elementary Schools that are a Community Schools	+1 (see "g" 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) Prekindergarten special education, ELD, alternative programs, and other special programs may require classroom ratios different from those listed.

d) "Specials" are teaching stations that do not carry any capacity at the elementary school level. These classroom-sized spaces typically house classes such as Art, Music, etc. They do not carry capacity, as students rotate through these spaces as part of their instructional schedule.

e) Base Tier and Tier 1 elementary schools will be allotted three teaching stations, or classroom-sized spaces, that do not carry capacity. Tier 2 and Tier 3 elementary schools will be allotted four teaching stations that do not carry capacity. Tier 2 and Tier 3 schools are typically higher impacted schools that have more sets of services than Base Tier and Tier 1 schools.

f) Elementary schools that have an enrollment of 700 students or more will receive an additional Specials teaching station, or one more classroom-sized space, that does not carry capacity. Most schools of this size have more than 1.0 FTE Art teacher and 1.0 FTE Music teacher, therefore needing an additional teaching station.

g) Elementary schools that are community schools will receive an

additional Specials teaching station, or classroom-sized space that does not carry capacity. This is to reflect the additional sets of services these schools have at their buildings that wouldn't be able to fit into an office-sized space.

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 usable 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 usable 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. The *Facility Condition Index (FCI)* quantifies the depleted life and value of a facility's primary building systems, such as roofs, walls, windows, and heating, ventilation, and air conditioning (HVAC). The FCI is used to evaluate a building's overall condition; one of the factors that can influence the learning and working experience. MCPS will establish an FCI baseline in the 2025-2026 calendar year. Once the baseline year has been completed, periodic FCI updates will occur on a recurring basis. 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 projects to address evolving facility needs. The CIP decision-making framework will incorporate multiple factors to ensure equitable and effective investment of resources. Together, these criteria provide a framework for making informed, transparent, and strategic decisions about capital investments across the school system. Key factors include The following:

1. The Facility Condition Index: the physical condition of a building and its major systems as defined above.

2. Educational Adequacy: The extent to which the facility supports modern instructional practices and program requirements.

3. Enhanced Student Needs: The unique requirements of student populations, including specialized programs and support services.

4. Facility Utilization: Enrollment projections as compared to program capacity.

B. Once priorities have been established, staff shall determine the best option for responding to facility needs and capacity requirements, as set forth in Board Policy FAA, *Educational Facilities Planning*. Options for responding to facility needs and capacity requirements may include—

1. countywide 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, renew, 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 noncapital 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. regional student choice assignment plans; 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, regional 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, the MCCPTA president and 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, regional 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 to M-NCPPC for information purposes.

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 noncapital strategies to address capacity requirements and facility needs. This document, the Educational Facilities Master Plan (hereafter referred to as 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 noncapital 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, regional student choice assignment plans, school closures and/or consolidations, or other changes that are 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 uses 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 and beyond. The superintendent of schools appoints the members 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) Regional 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 Engagement*, 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.

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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 Regional 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 regional student choice assignment plans in terms of the geographical area(s) of the county that are 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 regional 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 that increases the school's capacity by less than 20 percent or a minor alteration of an attendance area) may be addressed by the 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 the 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 regional 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, aligned 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 family engagement 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 regional student choice assignment plan changes and/or school closings and consolidations that may have affected the same students.

d) Facility utilization

School boundary and regional 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 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 is 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 that are 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 and 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 and 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.

XI. SCHOOL CLOSURES AND CONSOLIDATION

A. Pursuant to the Code of Maryland Regulations (COMAR), 13A.02.09, MCPS and the Board shall, at a minimum, consider the impact of any school closure on the following factors:

1. Student enrollment trends;

2. Age or condition of school buildings;

3. Transportation;

4. Educational programs;

5. Racial composition of student body;

6. Financial considerations;

7. Student relocation;

8. Impact on community in geographic attendance area for school proposed to be closed and school, or schools, to which students will be relocating.

B. Additional Factors -

C. MCPS will ensure that community engagement occurs in alignment with section X.(A)(2) of this regulation. Community engagement shall include a public hearing(s) schedule and notice, as determined by the Board.

XII. 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 develop alternative recommendations for site selection, school boundaries, regional 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 that is 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: CIP, Boundary, Site Selection, and Choice Decisions

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, and regional student choice assignment plans.

    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. 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.

4. The Board office is responsible for scheduling those interested in testifying at public hearings.

    a) For CIP hearings, students and municipalities shall be accorded the opportunity to testify first.

    b) Elected officials are given the courtesy of being placed on the agenda at the time of their choice.

XIII. 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, regional 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, regional 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, regional 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, any site selection, school boundaries, regional 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 the CIP or amendments to County Council.	January 15
The County Council holds public hearings on the 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, regional student choice assignment plans, school closures and/or consolidations, 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, regional 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, regional 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 to take place.

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; revised September 24, 2026.

APPENDIX R

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA-RA, ABA-EA, ABC, ACA, BFA, BFA-RA, BMA, IOD, IOD-RA, KBA

Responsible Offices: Office of the Chief of Staff; Chief of Strategic Initiatives; Chief of School Support and Well-being

Community Engagement

A. PURPOSE

To affirm the Board's commitment to the development and promotion of inclusive, culturally responsive, and antiracist engagement guidelines, structures, and practices to be implemented to engage the Montgomery County Public Schools (MCPS) community in Montgomery County Board of Education (Board) decisions that impact children

To affirm the Board's strongly held belief that equitable educational outcomes, success, and well-being for all students require the engagement of the students, families, staff, and other interested members of the Montgomery County community

To establish research-based guidelines for levels of community engagement in Board decision-making practices and processes that strengthen relationships between students, staff, families, schools, and the broader community

To acknowledge that engaging stakeholders who reflect the community's diversity and experiences requires intentional and culturally responsive engagement practices and structures

B. ISSUE

1. Understanding and valuing the ideas, interests, expectations, and concerns of the diverse students, families, staff, and other stakeholders of Montgomery County is necessary to ensure the district's goal that all students are prepared for college, career, and community.

2. The Board recognizes the complexity of effective, inclusive, and equitable engagement practices, and the need for guidelines and structures for stakeholders and staff. Clear expectations, guidelines, and resources, are needed so that engagement efforts do not exclude stakeholders who may be most adversely

affected by certain decisions or whose viewpoints have been traditionally marginalized

3. Research-based models of public participation and engagement shall inform the processes below and promote clearly stated objectives for the public's role, appropriate commitment of resources and time to design meaningful and inclusive engagement and public participation activities, and ongoing efforts to create culturally responsive environments where diverse views may be heard and considered in an atmosphere of mutual respect.

4. Certain operational processes may require additional engagement protocols, and this policy is not intended to supercede those processes, including, but not limited to, Policy FAA, *Educational Facilities Planning*, and Regulation FAA-RA, *Educational Facilities Planning*.

C. DEFINITIONS

1. A community engagement *goal* is the purpose for which community members are brought together. For the purposes of this policy, the goals shall be clearly communicated as follows:

   a) *Inform* means to provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions; or

   b) *Consult* means to obtain public feedback on analyses, alternatives, and/or decisions; or

   c) *Involve* means to work directly with the public throughout a process to ensure that public concerns and aspirations are consistently understood and considered; or

   d) *Collaborate* means to partner with the public for advice and innovation in formulating recommended solutions and incorporate their recommendations into the decisions to the maximum extent possible.

2. *Community members* refers to the constituents with a vested interest in a high-quality public school system for the education of all Montgomery County students. These will include, as appropriate, MCPS students, parents/guardians, and staff as well as those who advocate on behalf of students, parents/guardians, and staff, including, but are not limited to, Montgomery County residents; community-based organizations; or groups who advocate on behalf of students on the basis of race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status,

sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations; business, civic, and nongovernment organizations; local pre-kindergarten and postsecondary educational institutions; and local, state, and federal agencies.

3. *Engagement* means to provide experiences that strengthen trusting relationships between students, families, staff, schools, and the Board, and between the Board and the broader community.

D. POSITION

The Board seeks engagement of community members representative of the breadth of experiences, interests, and values of stakeholders who seek a high-quality education for all MCPS students.

1. In alignment with Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, the Board affirms the importance of applying an equity lens and culturally responsive and antiracist approaches that address the impact on all students of any program, practice, decision, or action, with a strategic focus on marginalized student groups.

2. The Board may seek community engagement to inform its decision-making processes and provide opportunities to hear and consider community concerns, comments, and recommendations regarding the development of Board policies, as set forth in Board Policy BFA, *Policysetting*, and other decisions, using the best interest of students as a guiding principle. Although the Board will consider carefully community input gathered through community engagement strategies, the final responsibility for Board-designated decisions rests with the Board.

    a) This policy aligns with Board Policy ABC, *Parent and Family Involvement,* Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency,* and Board Policy KBA, *Policy on Public Information*, which promotes accessibility of public information to the broadest community possible and provides interpretation and translation services.

    b) As a substantial portion of Board decisions affect students directly, public engagement activities set forth in this policy shall intentionally include students who reflect the diversity of the student body as much as possible.

3. The Board encourages community-initiated engagement to inform its decision-making processes and welcomes multiple and varied opportunities for the

community to raise its aspirations, concerns, and analyses of issues facing MCPS.

4. The Board, central office, and school-based staff will show evidence of using culturally responsive engagement planning and implementation guides and resources in the initial planning, implementation, and evaluation of all community engagement. Engagement goals (e.g., to inform, involve, consult, or collaborate) shall be clearly stated and appropriate to the task, and engagement practitioners shall be mindful of the guiding questions below when designing engagement activities:

   a) Participants (Who will be most impacted by this decision? Who needs to be involved to make the most effective decision?)

   b) Students (How will students who reflect the diversity of MCPS be included in ways that they feel heard?)

   c) Outreach (What are the best strategies to engage the participants)

   d) Process (How will the engagement process be organized and facilitated to ensure that the participants can participate effectively?)

   e) Evaluation (How do we know that our efforts were effective?)

5. The Board, central office, and school-based staff will implement and evaluate all community engagement with guiding questions such as the following:

   a) Whom does this practice or decision serve or neglect?

   b) Whose voices are dominating or lacking from the conversation?

   c) What adverse impacts or unintended consequences could result from this decision?

   d) What steps are in place for ongoing data collection and reflection of the outcomes?

   e) Are diverse identities and perspectives represented and informing the implementation of the practice/decision?

6. Participation techniques may include any method(s) appropriate to the participation goals, such as, but not limited to the following:

   a) Community-initiated methods of engagement, including public testimony

at Board meetings, correspondence with Board members, or invitations to Board members or MCPS administrators to attend meetings of community organizations.

b) Broad public outreach through surveys, public comment data capture, community events, door-to-door contact, or other methods of receiving and analyzing public input on a large scale.

c) Dialogue in facilitated small-group discussions, in person, or in virtual space, where members of the public may introduce topics of interest, raise questions, or discuss content or questions prepared by presenters, including–

(1) public meetings where participants are provided the opportunity to engage in facilitated small-group discussions;

(2) study circles, which provide training to both leaders and participants to engage in challenging topics and seek common ground;

(3) focus groups of participants, typically selected on the basis of some common interest or experience; or

(4) task forces or charettes, typically composed of participants selected on the basis of their technical expertise to analyze technical issues.

d) Presentations or large-group meetings where participants receive information in a public forum, provide testimony or ask questions, or may be provided opportunities for facilitated small-group discussions.

6. The Board is committed to providing appropriate time, financial support, professional learning, and MCPS staff to design, facilitate, and conduct community engagement activities.

7. Prior to its action on decisions about which the Board has requested community engagement, the following information shall be included in materials provided for the Board's deliberation:

a) A summary of community engagement activities conducted, which should include a description of the participants, the participation goals, the participation results, and the techniques used to reach community members;

b) A summary of how students were engaged or an explanation as to why students were not engaged; and

c) A summary of focus areas and/or preferences identified, even if consensus recommendations are not obtained.

8. Regarding Board decisions about issues specific to local school communities, the Board will make every effort to ascertain and respect the preferences of students, families, and staff of that school.

a) The Board affirms the primacy of engagement through local schools communicating directly with their own communities.

b) The superintendent of schools/designee is responsible for providing support and technical assistance as needed to local administrators to design and implement robust participation goals and activities consistent with this policy.

E. DESIRED OUTCOME

There will be an actively engaged community that is reflective of all residents. Students will benefit from the diverse community's contribution of skills, knowledge, ideas, experiences, and time to support the equitable education success and well-being of all students, in partnership with MCPS. Community stakeholders will be well-informed and will understand the issues, opportunities, alternatives, and potential solutions that shape Board decisions; and community stakeholders will have multiple and varied opportunities for their aspirations, concerns, and analyses to be heard.

F. IMPLEMENTATION STRATEGIES

1. The superintendent of schools will–

a) create and maintain a cross-office committee responsible for supporting culturally responsive community engagement, and developing and updating implementation guides and/or resources, and

b) provide training and support for staff at all levels on how to implement inclusive, culturally responsive, and antiracist strategies for community engagement.

2. The Board will seek community input, involvement, consultation, or collaboration, as appropriate, on Board decisions related to policies, including curriculum, facilities, and funding issues, from a broad spectrum of our culturally and linguistically diverse community.

3. Further, the Board will seek appropriate strategies to inform engagement participants of how community input was considered and/or used in decisions resulting from their engagement.

G. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board policy review process.

***Policy History*:** Adopted by Resolution No. 287-74, May 28, 1974; amended by Resolution No. 268-76, May 11, 1976; amended by Resolution No. 346-06, July 18, 2006; amended by Resolution No. 327-13, June 13, 2013; amended by Resolution No. 47-23, February 7, 2023.

APPENDIX S

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, COA-RB, COA-RC, IOI-RA, JEE, JGA, JGA-RA, JGA-RB, JGA-RC, FAA

Responsible Offices: Office of School Support and Improvement; Office of the Chief Academic Officer

Student Transfers and Administrative Placements

I. PURPOSE

To establish procedures concerning within-county Changes of School Assignments (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 to which 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 (i.e., a 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 making a decision.

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 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 consider whether the principal/designee has notified the parent/guardian/eligible student of any concerns and whether 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. The Office of School Support and Improvement (OSSI) 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 on placement.

C. Administrative Placement Requested by OSSI

1. A principal may request the administrative placement of a student for safety reasons through the appropriate OSSI area superintendent.

2. Consistent with Board Policy JGA, *Behavior Intervention, Safety, and Well-being Plan*, the OSSI 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 OSSI 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 OSSI 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 OSSI-initiated administrative placement request; and

   b) if the request is approved, the DPPAS director selects the school where 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 DPPAS director's decision to administratively place the student. The appeal must be submitted to the Office of District Operations/Division of Appeals 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

MCPS Regulation COA-RC, *Responding to Reportable Offenses by Students,* sets forth the requirements and procedures for developing an educational program and safety plan for a student who has been arrested for a reportable offense, which means an offense that occurred off MCPS property and involved certain crimes of violence defined in COMAR.13A.08.01.17.A.(8)(c). 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.

School of Assignment for Administrative Placements

1. The DPPAS director assigns the school where 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. The PPW may schedule a conference 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 OSSI	Administrative Placement by Superintendent	School of Assignment (for Administrative Placements)
To superintendent within 15 calendar days of the denial decision	To superintendent within 15 calendar days of the rescission decision	To superintendent 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 superintendent/ designee's decision	To Board within 30 calendar days of the superintendent/ designee's decision	To Board within 10 calendar days of the superintendent/ designee's decision	To Board within 10 calendar days of the superintendent/ designee's decision	To Board within 30 calendar days of the superintendent/ 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 superintendent of schools/designee 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 reasons for seeking a review of the decision and include any additional information 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 based on the documents received and telephone conferences, in-person conferences may be arranged by the superintendent of schools/designee'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 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; revised November 21, 2024.

MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.*

It is the policy of the state of Maryland that all public and publicly funded schools and school programs operate in compliance with:

(1) Title VI of the federal Civil Rights Act of 1964; and

(2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not

(a) discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;

(b) refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or

(c) discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.**

Please note that contact information and federal, state, or local content requirements may change between editions of this document and shall supersede the statements and references contained in this version. Please see the online version for the most up-to-date information at *www.montgomeryschoolsmd.org/info/nondiscrimination*.

For inquiries or complaints about discrimination against MCPS students* **	**For inquiries or complaints about discrimination against MCPS staff*** **
Director of Student Welfare and Compliance Office of District Operations Student Welfare and Compliance 15 West Gude Drive, Suite 200, Rockville, MD 20850 240-740-3215 | SWC@mcpsmd.org	Human Resource Compliance Officer Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888 | DCI@mcpsmd.org
For student requests for accommodations under *Section 504 of the Rehabilitation Act of 1973*	**For staff requests for accommodations under the *Americans with Disabilities Act***
Section 504 Coordinator Office of School Support and Improvement Well-Being and Student Services 850 Hungerford Drive, Room 257, Rockville, MD 20850 240-740-3109 | 504@mcpsmd.org	ADA Compliance Coordinator Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888 | DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff* **	
Title IX Coordinator Office of District Operations Student Welfare and Compliance 15 West Gude Drive, Suite 200, Rockville, MD 20850 240-740-3215 | TitleIX@mcpsmd.org	

**This notification complies with the federal Elementary and Secondary Education Act, as amended.*

***This notification complies with the Code of Maryland Regulations Section 13A.01.07.*

****Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mccr@maryland.gov; Agency Equity Officer, Office of Equity Assurance and Compliance, Office of the Deputy State Superintendent of Operations, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201-2595, oeac.msde@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.*

This document is available, upon request, in languages other than English and in an alternate format under the *Americans with Disabilities Act*, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or PIO@mcpsmd.org. Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) mcpsinterpretingservices@mcpsmd.org, or MCPSInterpretingServices@mcpsmd.org.

APPENDIX T

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

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: DIE-RC, DJA, DJA-RA, ECF-RB, ECF-RC, ECG-RA, EEA, EEA-RA, EEB-RA, ISB-RA, JPG, JPG-RA, KGA-RA

Responsible Division: Division of Facilities Management

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 intensity[1] 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 MCPS FY24 Energy Use Intensity (EUI) was 51.7 thousand British thermal units, per square foot, per year (kBtu/sf), a reduction from 57.1 kBtu/sf in the baseline year FY18. Reductions from the baseline year followed in FY19 (55.5 kBts/sf) and FY20 (55.4 kBts/sf). (Facility shutdowns during the Covid-19 pandemic render data for intervening years unreliable for comparison purposes.)

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 0sound, 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 –

1) locally sourced products;

2) maximized waste reduction; and

3) 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.

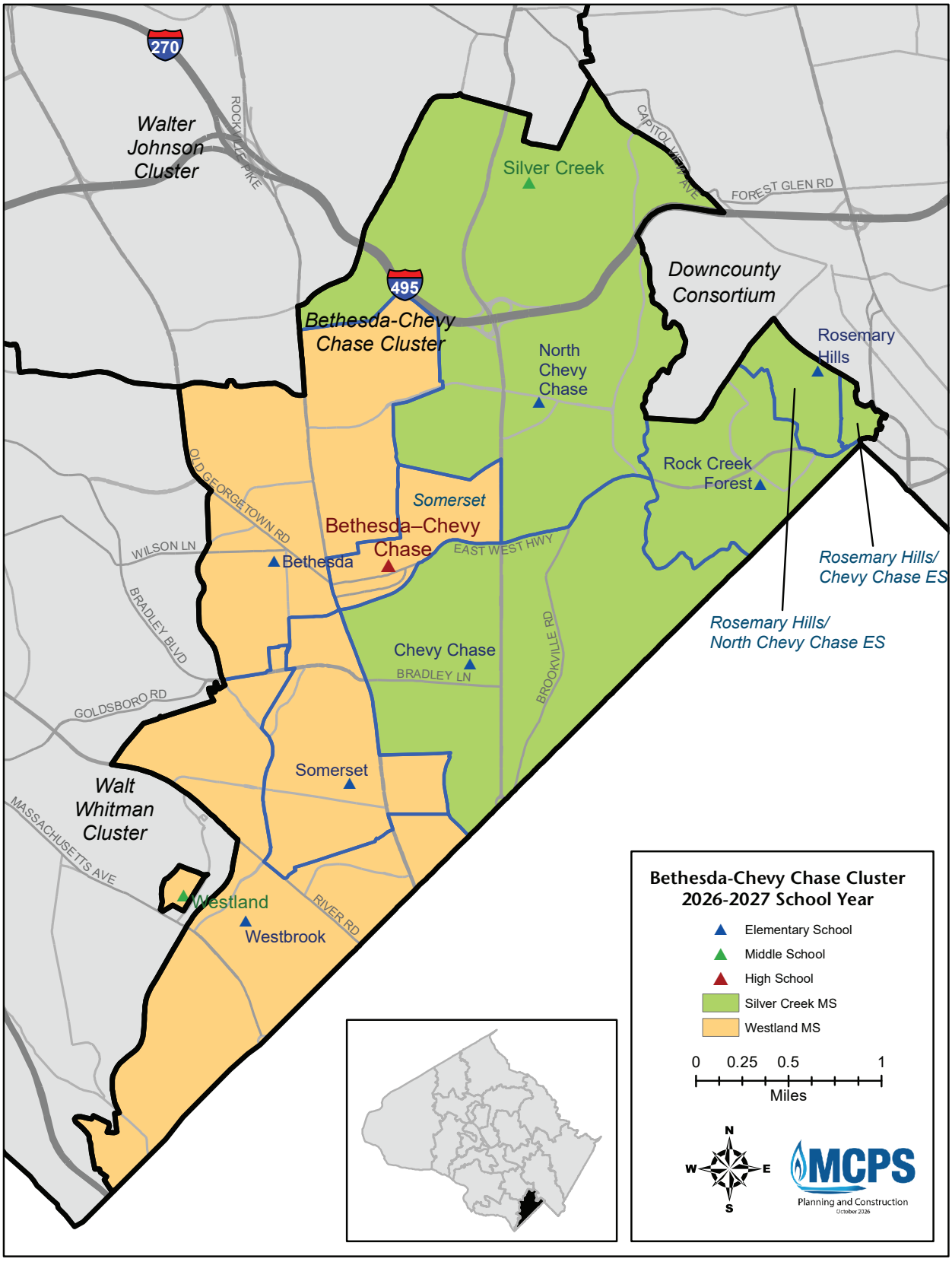
4. This policy and related documents will be updated and shared in alignment with federal, state, and local requirements.

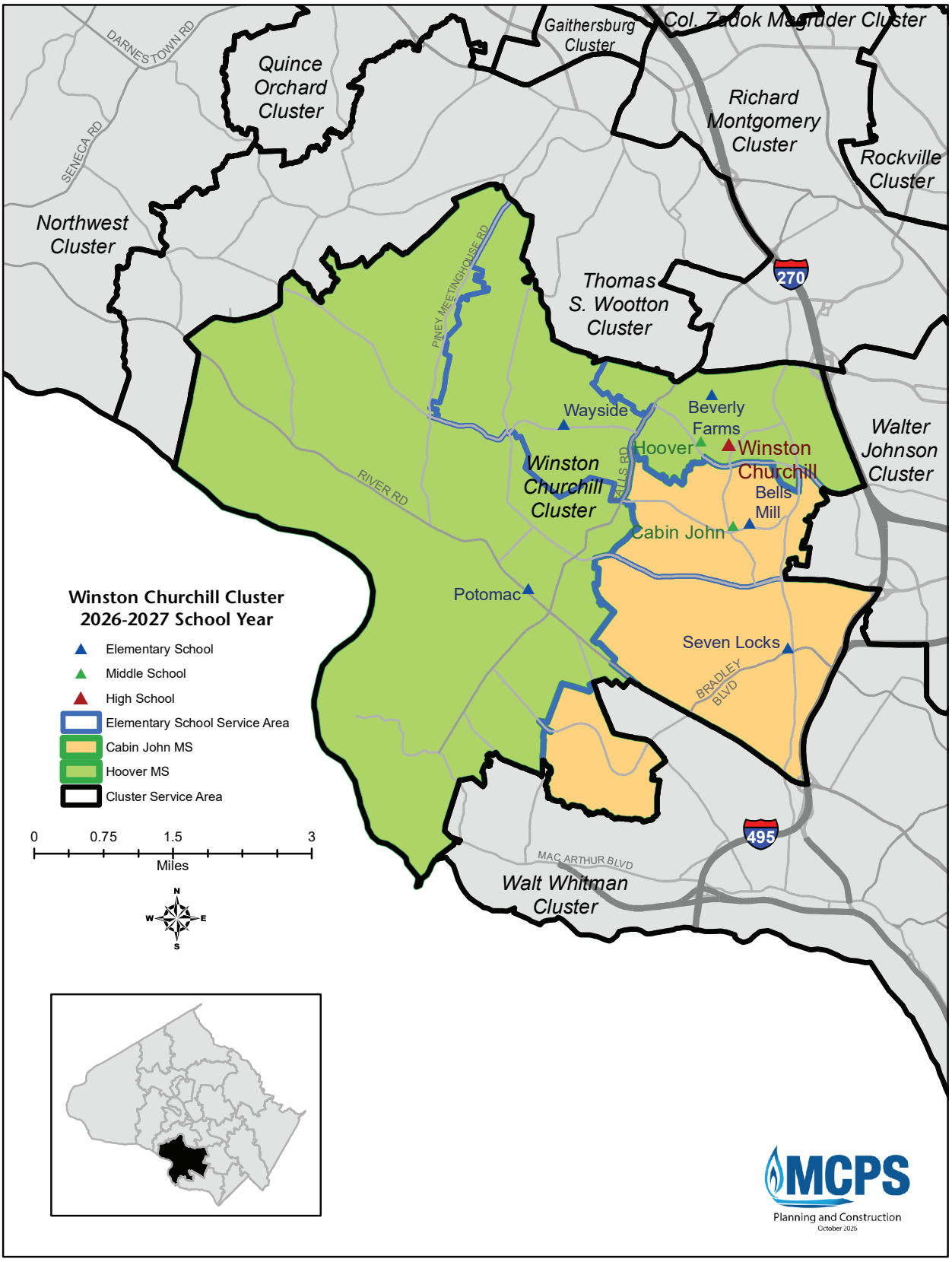
5. This policy will be reviewed on an ongoing basis, in accordance with the Board's policy review process.

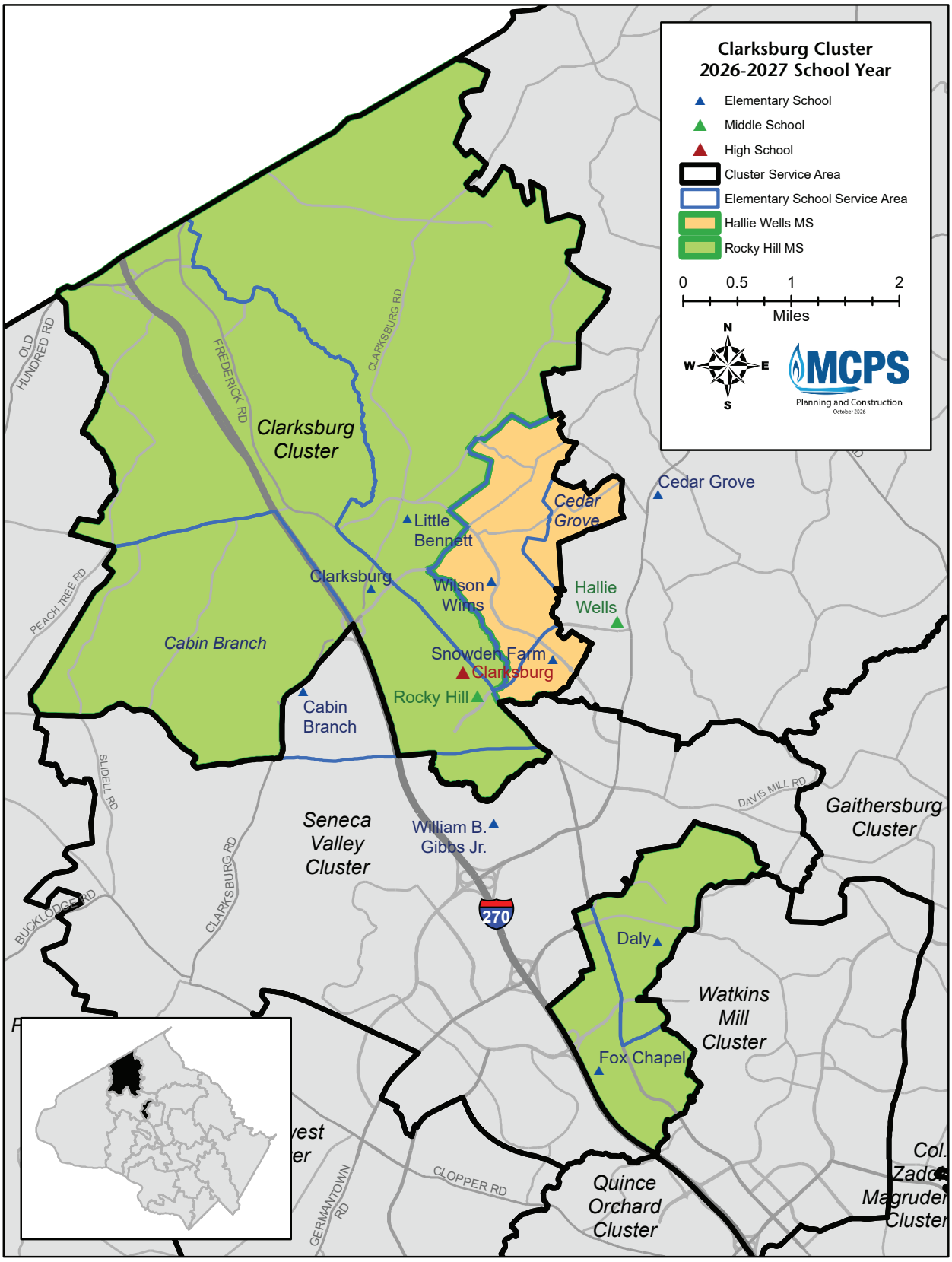
Related Sources: Annotated Code of Maryland (Md. Code Ann.), Education Article, §5-303(k), *Public school construction and capital projects*; 8-1920, §75-312.1, *School district energy policies*; §7-117, *Increasing the number of green schools in the state*; Md. Code Ann., Environment Article, §2-1501 and 2-1505; Md Code Ann., Natural Resources Article, 8-1913; Md. Code Ann., Public Utilities Article, §7-217; 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

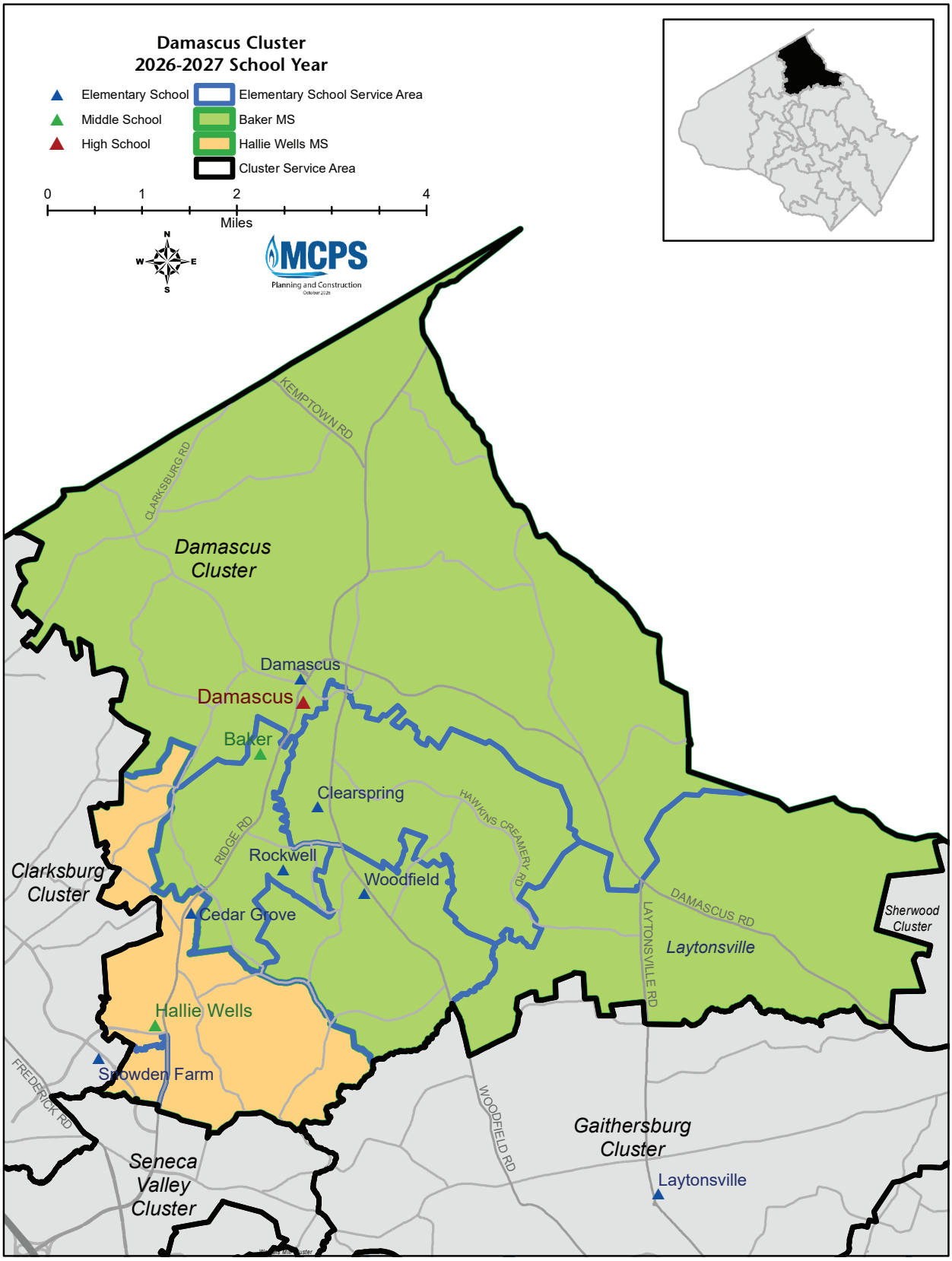
Policy History: Adopted by Resolution No. 654-73, November 13, 1973; amended by Resolution No. 285-97, May 13, 1997; reviewed April 19, 2002; amended by Resolution No. 323-22, June 28, 2022; technical amendments by Resolution No. 560-25, December 11, 2025.

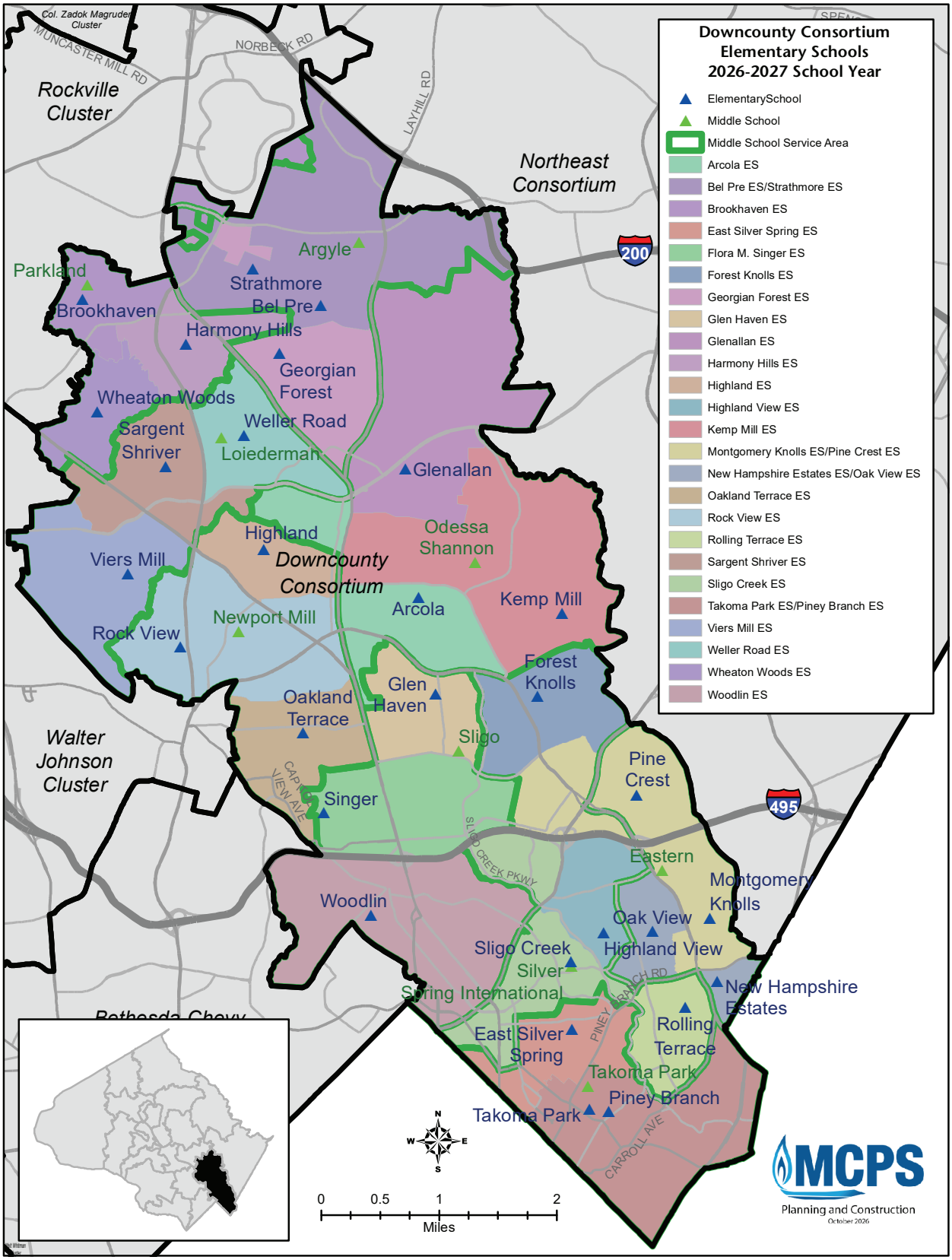
APPENDIX V

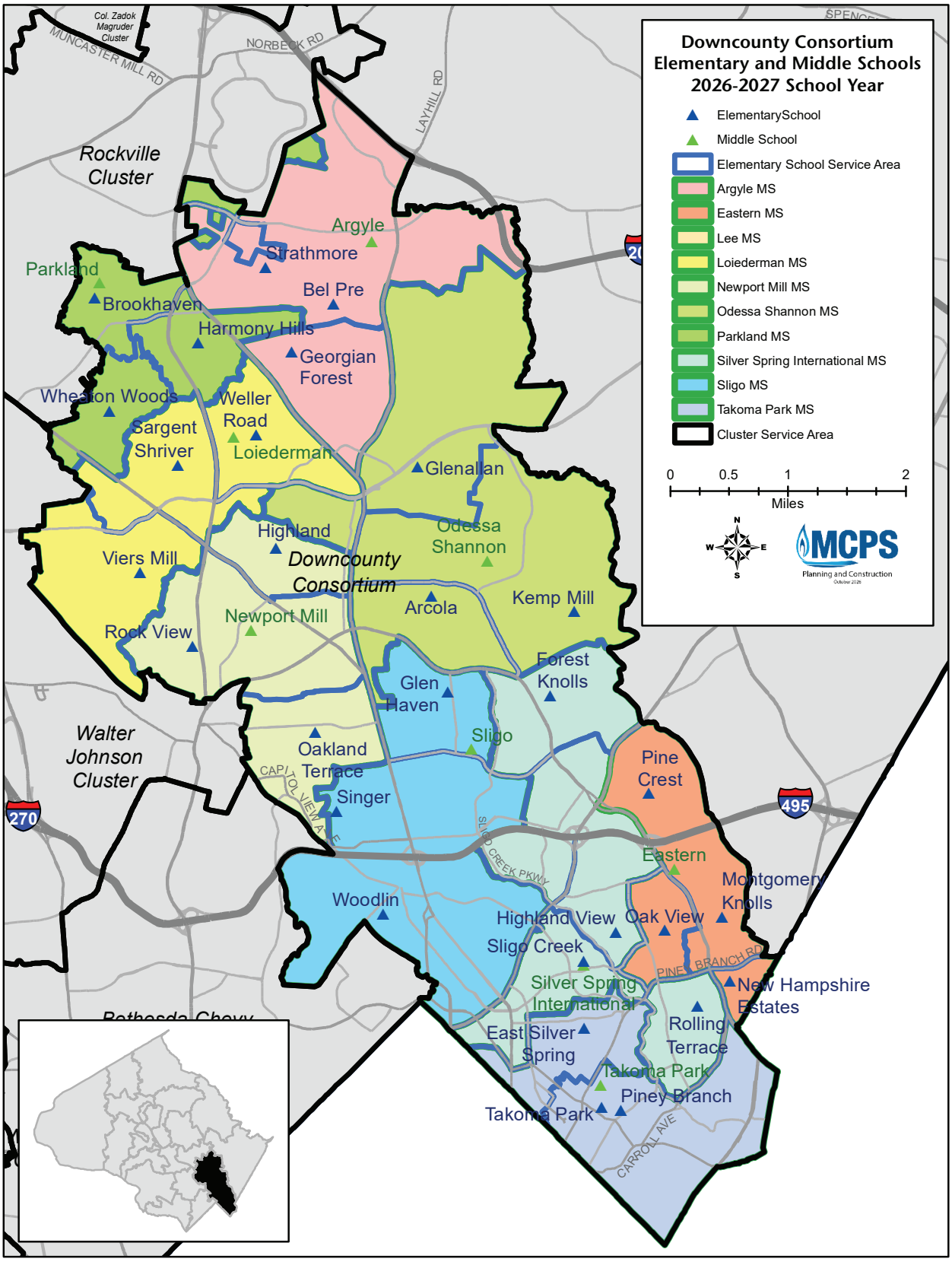

270
495
Walter Johnson Cluster
Bethesda-Chevy Chase Cluster
Downcounty Consortium
Walt Whitman Cluster
Silver Creek
North Chevy Chase
Rosemary Hills
Rock Creek Forest
Somerset
Bethesda–Chevy Chase
Bethesda
Chevy Chase
Somerset
Westland
Westbrook
Rosemary Hills/ Chevy Chase ES
Rosemary Hills/ North Chevy Chase ES
ROCKVILLE PIKE
CAPITOL VIEW AVE
FOREST GLEN RD
OLD GEORGETOWN RD
WILSON LN
EAST WEST HWY
BRADLEY BLVD
BRADLEY LN
BROOKVILLE RD
GOLDSBORO RD
MASSACHUSETTS AVE
RIVER RD
Bethesda-Chevy Chase Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Silver Creek MS
Westland MS
0 0.25 0.5 1
Miles
N
W
E
S
MCPS
Planning and Construction
October 2026

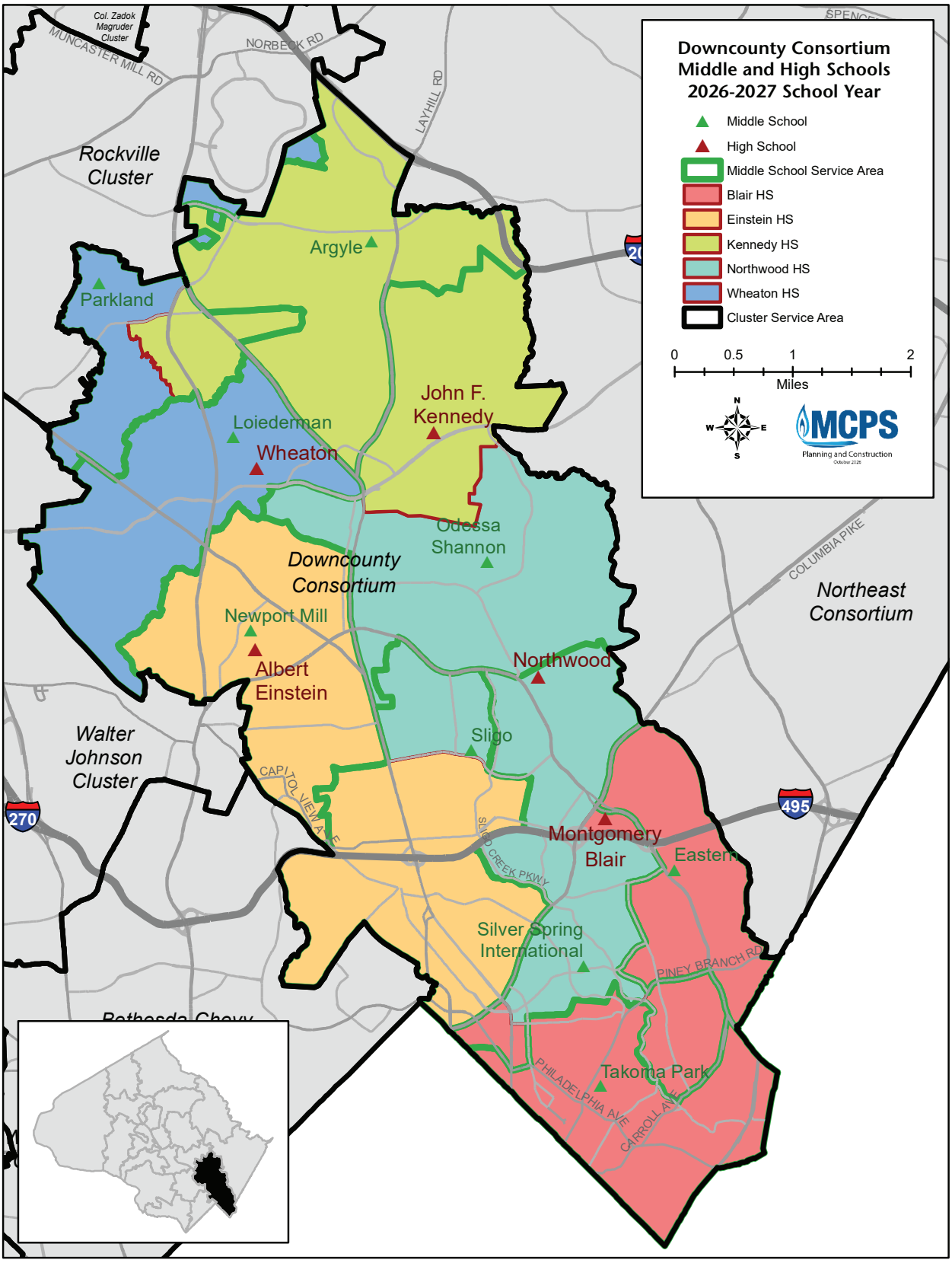

Quince Orchard Cluster
Gaithersburg Cluster
Col. Zadok Magruder Cluster
Richard Montgomery Cluster
Rockville Cluster
Northwest Cluster
Thomas S. Wootton Cluster
Walter Johnson Cluster
Winston Churchill Cluster
Walt Whitman Cluster
DARNESTOWN RD
SENECA RD
PINEY MEETINGHOUSE RD
RIVER RD
FALLS RD
MAC ARTHUR BLVD
BRADLEY BLVD
270
495
Wayside
Beverly Farms
Hoover
Winston Churchill
Bells Mill
Cabin John
Potomac
Seven Locks
Winston Churchill Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Cabin John MS
Hoover MS
Cluster Service Area
0
0.75
1.5
3
Miles
N
W
E
S
MCPS
Planning and Construction
October 2025

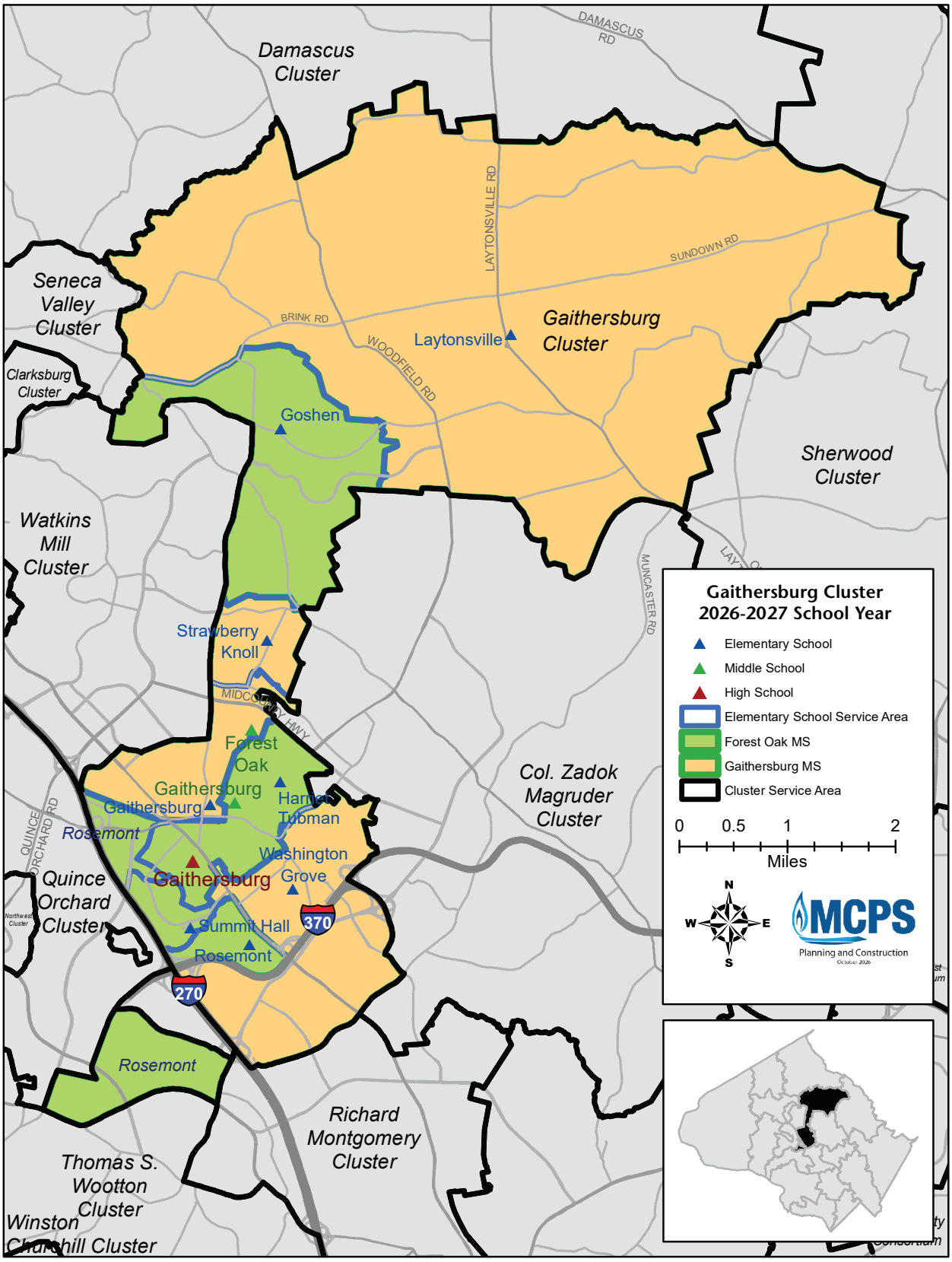

Clarksburg Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Cluster Service Area
Elementary School Service Area
Hallie Wells MS
Rocky Hill MS
0 0.5 1 2
Miles
N
W
E
S
MCPS
Planning and Construction
October 2026
Clarksburg Cluster
Seneca Valley Cluster
Gaithersburg Cluster
Watkins Mill Cluster
Quince Orchard Cluster
Col. Zadok Magruder Cluster
Cedar Grove
Little Bennett
Clarksburg
Wilson Wims
Hallie Wells
Snowden Farm
Clarksburg
Rocky Hill
Cabin Branch
William B. Gibbs Jr.
Daly
Fox Chapel
OLD HUNDRED RD
FREDERICK RD
CLARKSBURG RD
PEACH TREE RD
SLIDELL RD
BUCKLODGE RD
DAVIS MILL RD
CLOPPER RD
GERMANTOWN RD
270

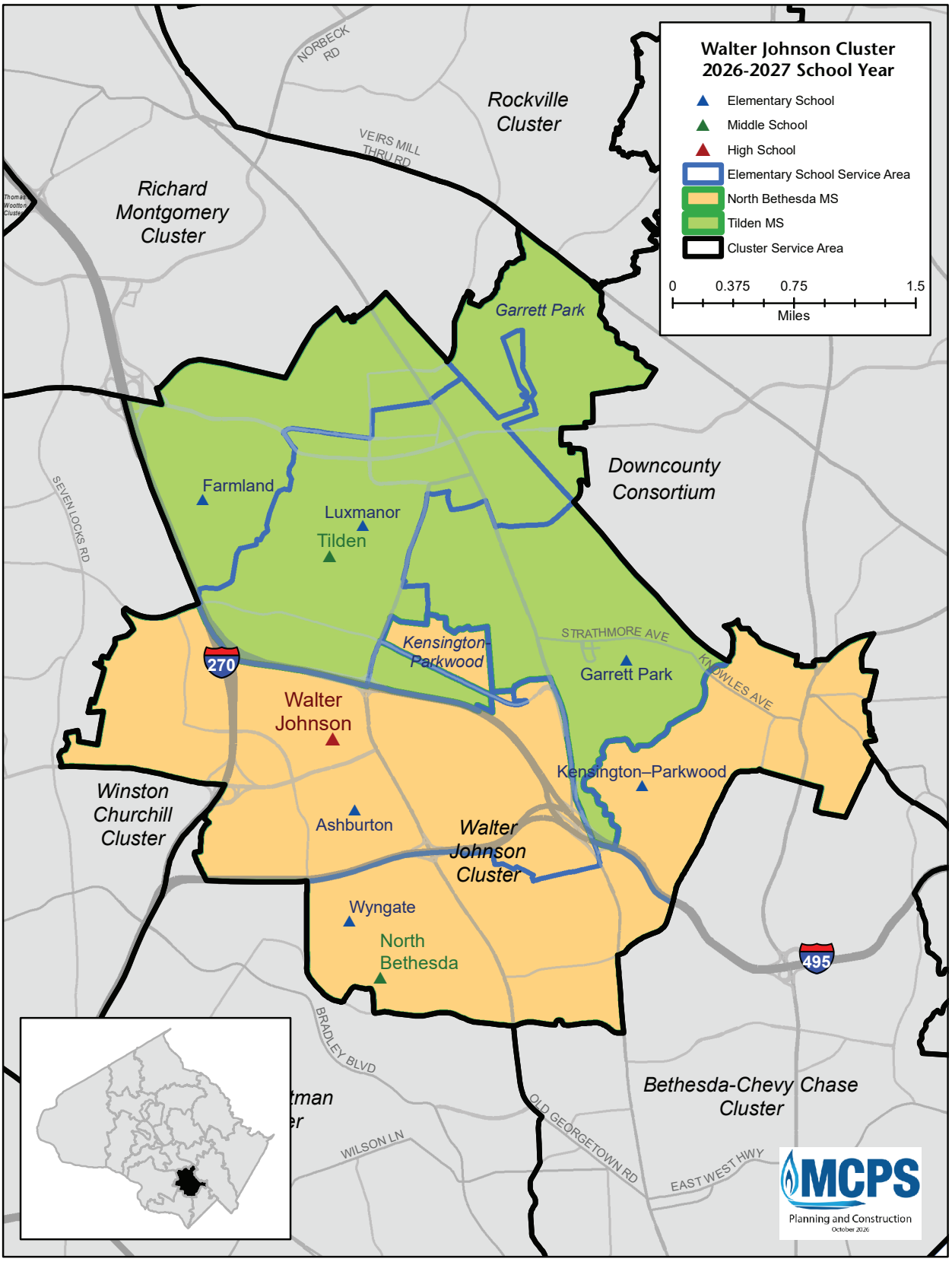

Damascus Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Baker MS
Hallie Wells MS
Cluster Service Area
0
1
2
4
Miles
N
W
E
S
MCPS
Planning and Construction
KEMPTOWN RD
CLARKSBURG RD
Damascus Cluster
Damascus
Damascus
Baker
Clearspring
HAWKINS CREAMERY RD
RIDGE RD
Rockwell
Woodfield
Clarksburg Cluster
Cedar Grove
DAMASCUS RD
LAYTONSVILLE RD
Laytonsville
Sherwood Cluster
Hallie Wells
Snowden Farm
FREDERICK RD
WOODFIELD RD
Gaithersburg Cluster
Laytonsville
Seneca Valley Cluster

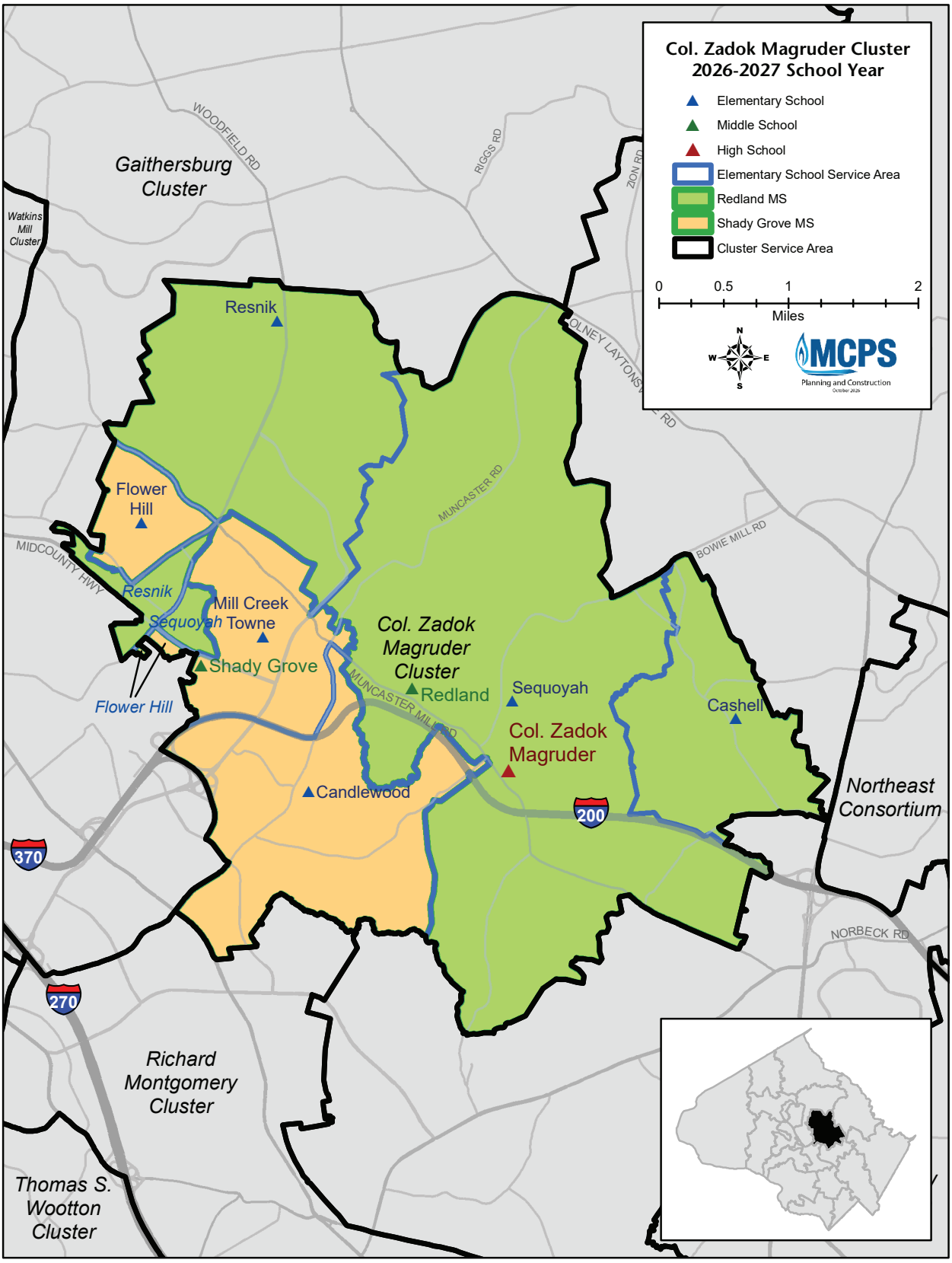

Downcounty Consortium
Elementary Schools
2026-2027 School Year
ElementarySchool
Middle School
Middle School Service Area
Arcola ES
Bel Pre ES/Strathmore ES
Brookhaven ES
East Silver Spring ES
Flora M. Singer ES
Forest Knolls ES
Georgian Forest ES
Glen Haven ES
Glenallan ES
Harmony Hills ES
Highland ES
Highland View ES
Kemp Mill ES
Montgomery Knolls ES/Pine Crest ES
New Hampshire Estates ES/Oak View ES
Oakland Terrace ES
Rock View ES
Rolling Terrace ES
Sargent Shriver ES
Sligo Creek ES
Takoma Park ES/Piney Branch ES
Viers Mill ES
Weller Road ES
Wheaton Woods ES
Woodlin ES
Rockville Cluster
Northeast Consortium
Downcounty Consortium
Walter Johnson Cluster
Col. Zadok Magruder Cluster
Parkland
Brookhaven
Argyle
Strathmore
Bel Pre
Harmony Hills
Georgian Forest
Wheaton Woods
Sargent Shriver
Weller Road
Loiederman
Glenallan
Highland
Odessa Shannon
Viers Mill
Arcola
Kemp Mill
Newport Mill
Rock View
Oakland Terrace
Glen Haven
Forest Knolls
Sligo
Pine Crest
Singer
Eastern
Montgomery Knolls
Woodlin
Oak View
Sligo Creek
Highland View
Silver Spring International
New Hampshire Estates
East Silver Spring
Rolling Terrace
Takoma Park
Piney Branch
Takoma Park
MUNCASTER MILL RD
NORBECK RD
LAYHILL RD
CAPITAL VIEW AVE
SLIGO CREEK PKWY
PINEY BRANCH RD
CARROLL AVE
200
495
0 0.5 1 2
Miles
MCPS
Planning and Construction
October 2026

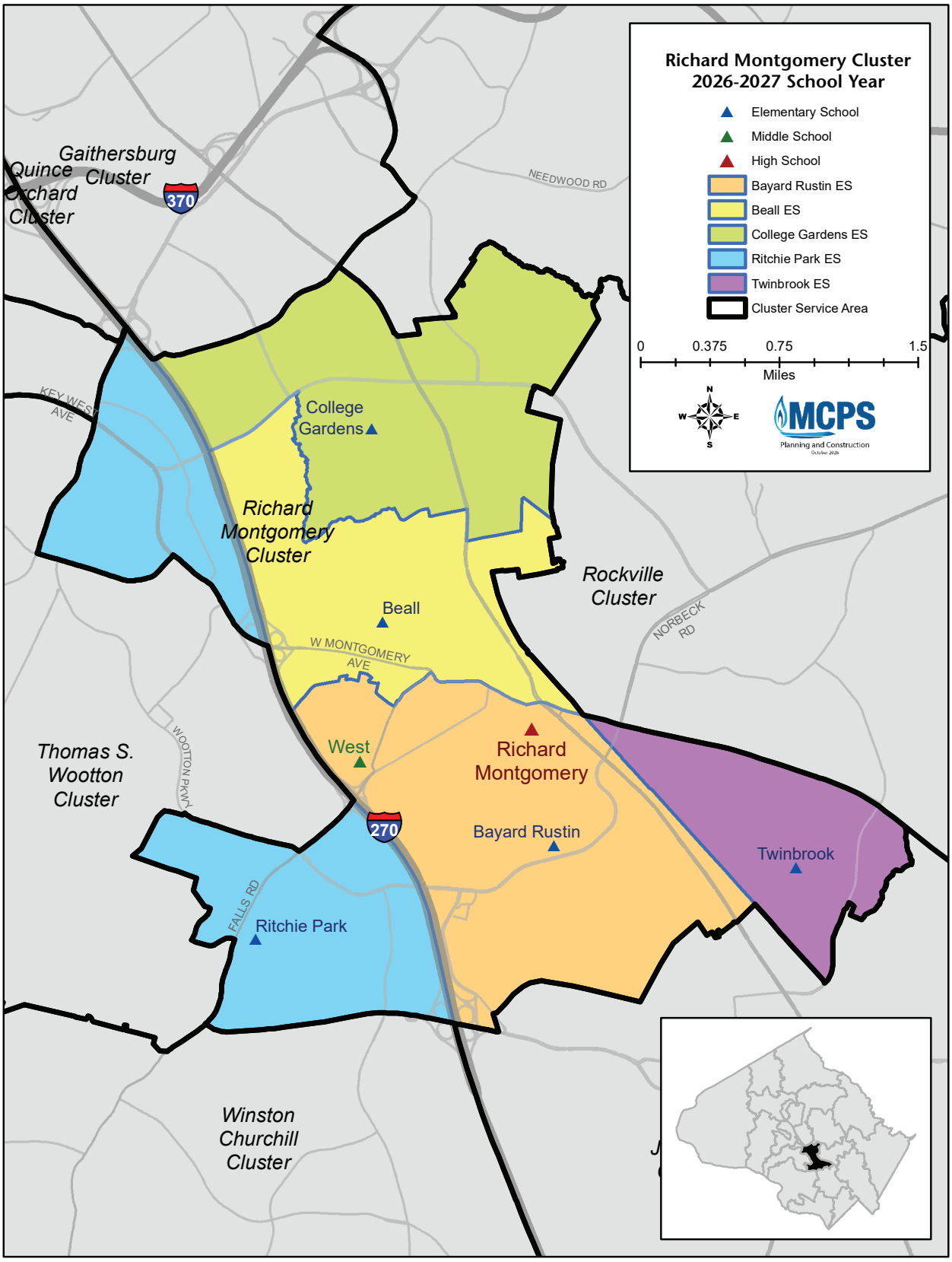

Downcounty Consortium Elementary and Middle Schools 2026-2027 School Year
ElementarySchool
Middle School
Elementary School Service Area
Argyle MS
Eastern MS
Lee MS
Loiederman MS
Newport Mill MS
Odessa Shannon MS
Parkland MS
Silver Spring International MS
Sligo MS
Takoma Park MS
Cluster Service Area
0 0.5 1 2
Miles
MCPS
Planning and Construction
Col. Zadok Magruder Cluster
Rockville Cluster
Walter Johnson Cluster
Downcounty Consortium
Argyle
Strathmore
Parkland
Brookhaven
Bel Pre
Harmony Hills
Georgian Forest
Wheaton Woods
Weller Road
Sargent Shriver
Loiederman
Glenallan
Highland
Odessa Shannon
Viers Mill
Arcola
Kemp Mill
Newport Mill
Rock View
Forest Knolls
Glen Haven
Sligo
Oakland Terrace
Pine Crest
Singer
Eastern
Montgomery Knolls
Woodlin
Highland View
Oak View
Sligo Creek
Silver Spring International
New Hampshire Estates
East Silver Spring
Rolling Terrace
Takoma Park
Piney Branch
Takoma Park
NORBECK RD
LAYHILL RD
MUNCASTER MILL RD
CAPITOL VIEW AVE
SLIGO CREEK PKWY
PINEY BRANCH RD
CARROLL AVE
270
495

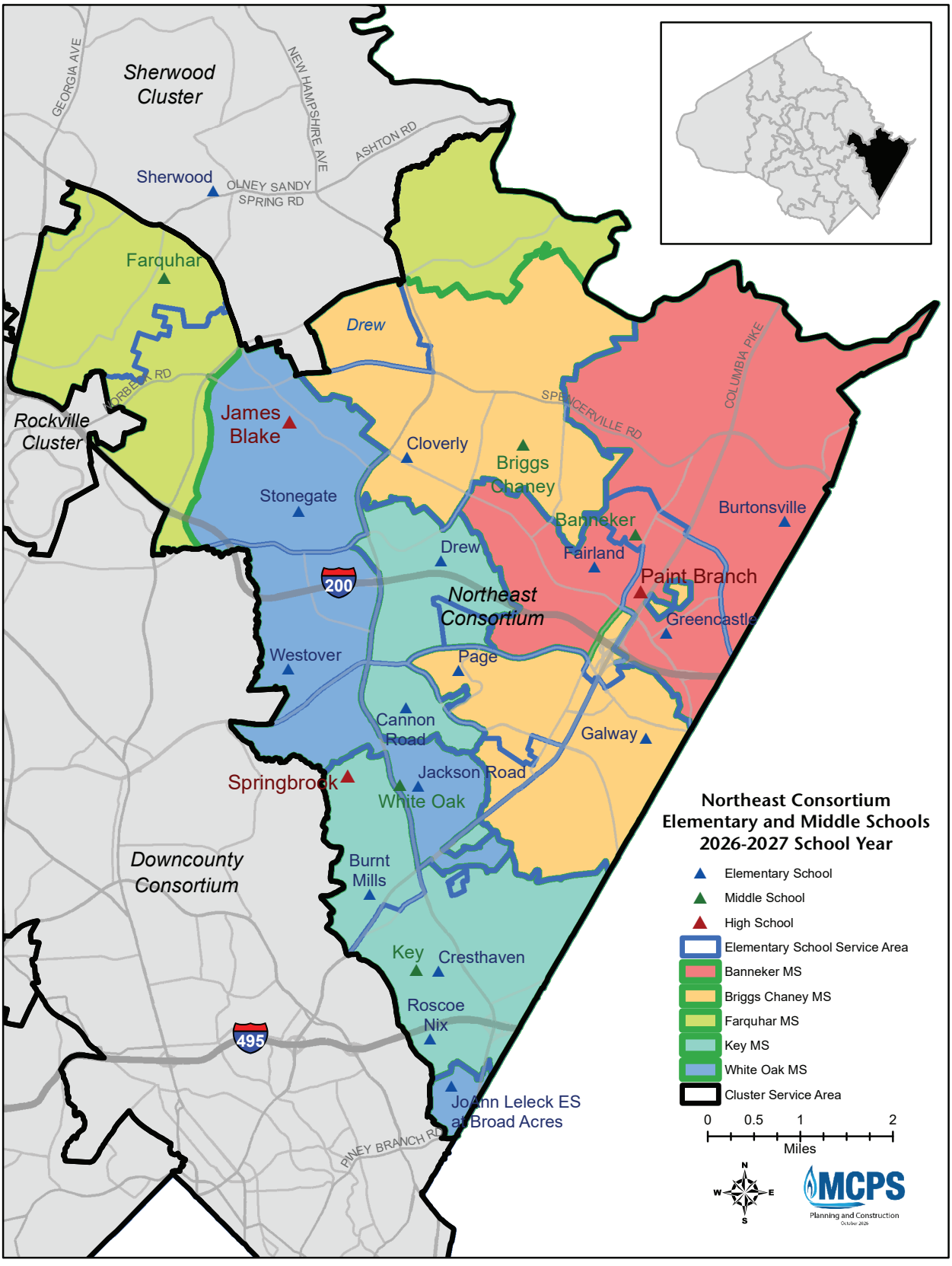

Downcounty Consortium
Middle and High Schools
2026-2027 School Year
Middle School
High School
Middle School Service Area
Blair HS
Einstein HS
Kennedy HS
Northwood HS
Wheaton HS
Cluster Service Area
0
0.5
1
2
Miles
N
W
E
S
MCPS
Planning and Construction
Col. Zadok Magruder Cluster
MUNCASTER MILL RD
NORBECK RD
LAYHILL RD
Rockville Cluster
Argyle
Parkland
John F. Kennedy
Loiederman
Wheaton
Odessa Shannon
Downcounty Consortium
Newport Mill
Albert Einstein
Northwood
Sligo
Walter Johnson Cluster
CAPITOL VIEW AVE
SLIGO CREEK PKWY
Montgomery Blair
Eastern
Silver Spring International
PINEY BRANCH RD
PHILADELPHIA AVE
CARROLL AVE
Takoma Park
COLUMBIA PIKE
Northeast Consortium
270
495

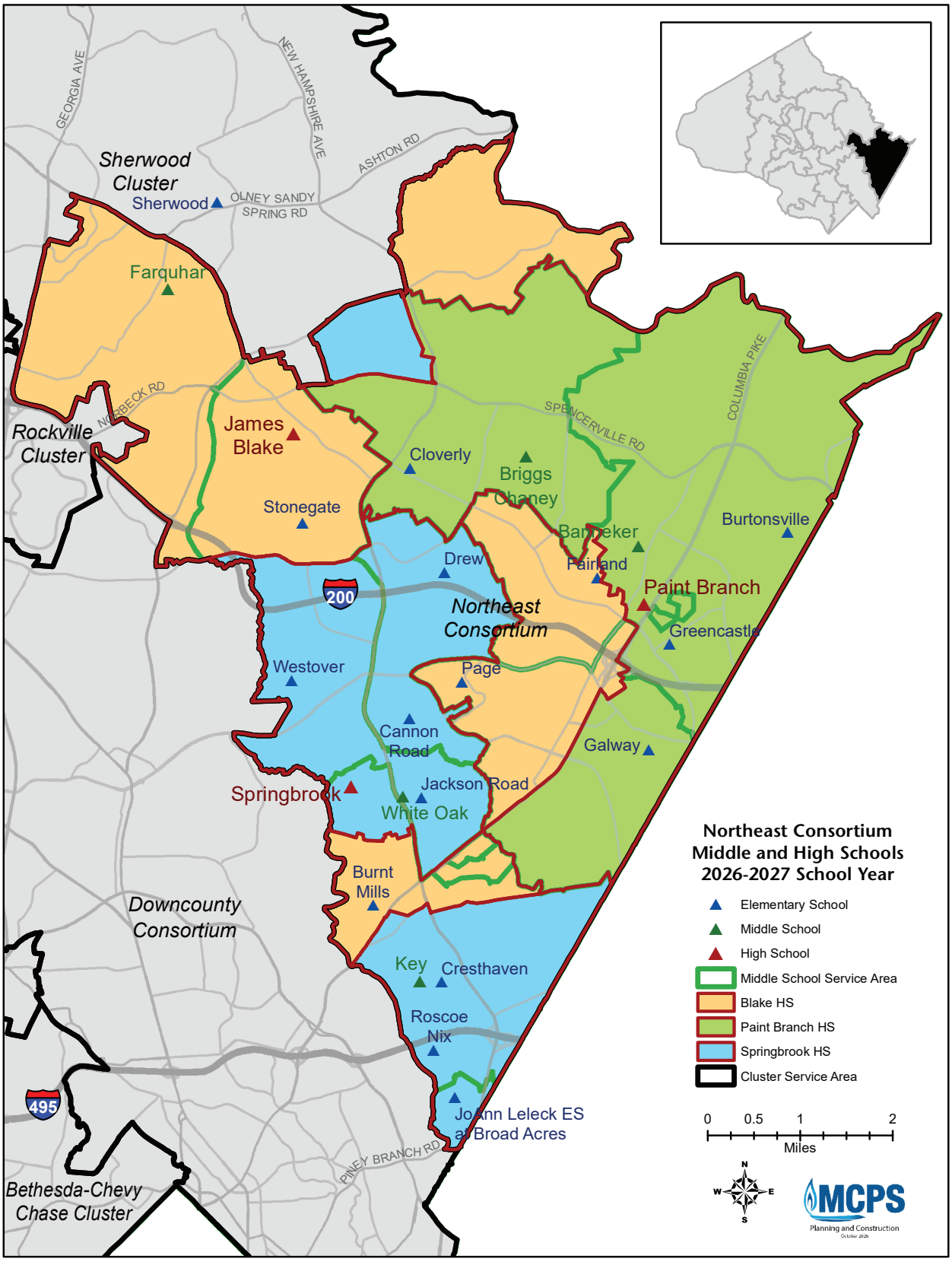

Damascus Cluster
DAMASCUS RD
LAYTONSVILLE RD
SUNDOWN RD
Seneca Valley Cluster
BRINK RD
WOODFIELD RD
Laytonsville
Gaithersburg Cluster
Clarksburg Cluster
Goshen
Sherwood Cluster
Watkins Mill Cluster
MUNCASTER RD
Strawberry Knoll
MIDCOUNTY HWY
Forest Oak
Gaithersburg
Gaithersburg
Harriet Tubman
Rosemont
Washington Grove
Gaithersburg
Quince Orchard Cluster
Summit Hall
Rosemont
370
270
Col. Zadok Magruder Cluster
Rosemont
Richard Montgomery Cluster
Thomas S. Wootton Cluster
Winston Churchill Cluster
Gaithersburg Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Forest Oak MS
Gaithersburg MS
Cluster Service Area
0 0.5 1 2
Miles
N
W
E
S
MCPS
Planning and Construction
October 2026

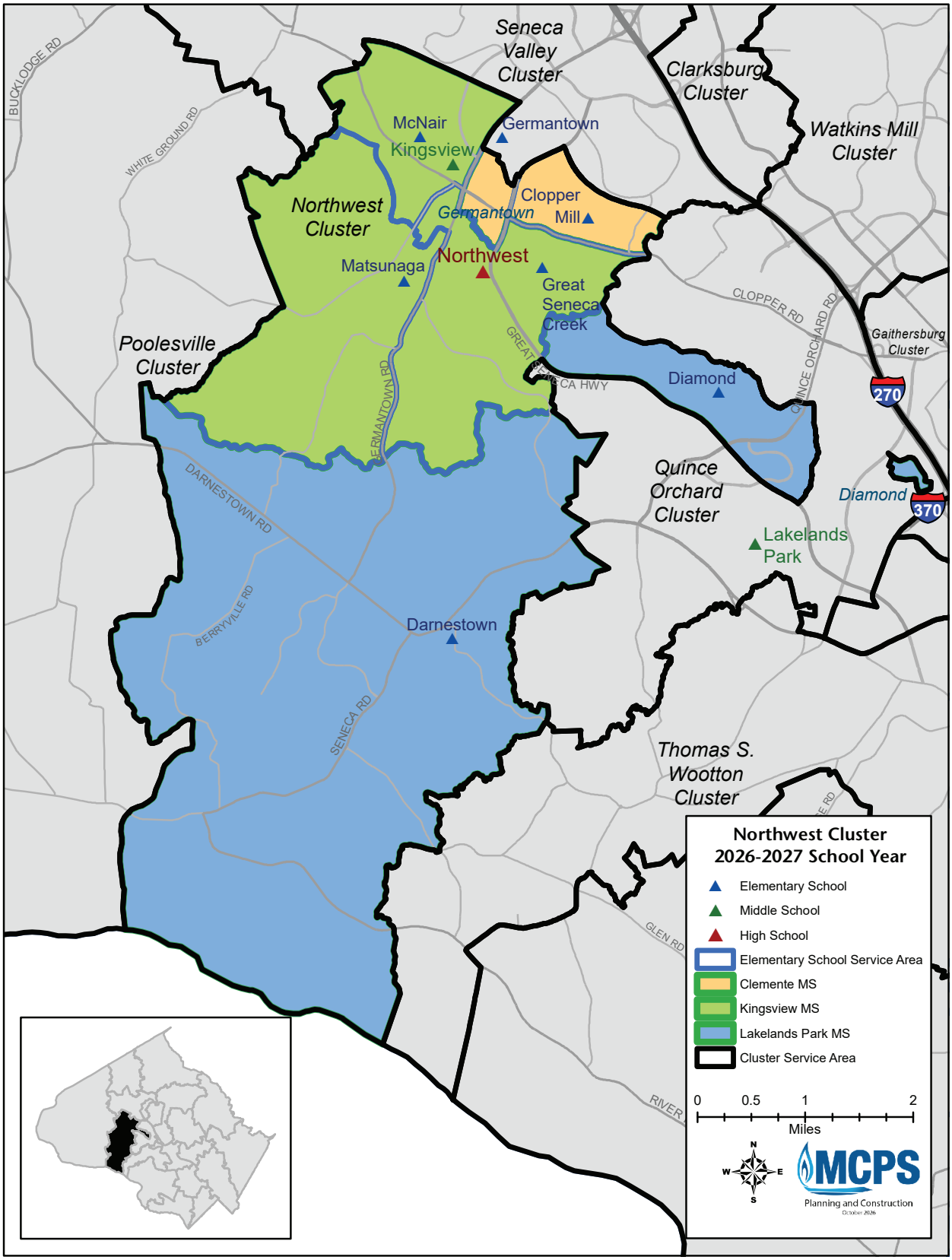

Walter Johnson Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
North Bethesda MS
Tilden MS
Cluster Service Area
0
0.375
0.75
1.5
Miles
Rockville Cluster
Richard Montgomery Cluster
Downcounty Consortium
Winston Churchill Cluster
Walter Johnson Cluster
Bethesda-Chevy Chase Cluster
Garrett Park
Farmland
Luxmanor
Tilden
Kensington-Parkwood
Walter Johnson
Ashburton
Wyngate
North Bethesda
Garrett Park
Kensington–Parkwood
NORBECK RD
VEIRS MILL THRU RD
SEVEN LOCKS RD
STRATHMORE AVE
KNOWLES AVE
BRADLEY BLVD
WILSON LN
OLD GEORGETOWN RD
EAST WEST HWY
270
495
MCPS
Planning and Construction
October 2026

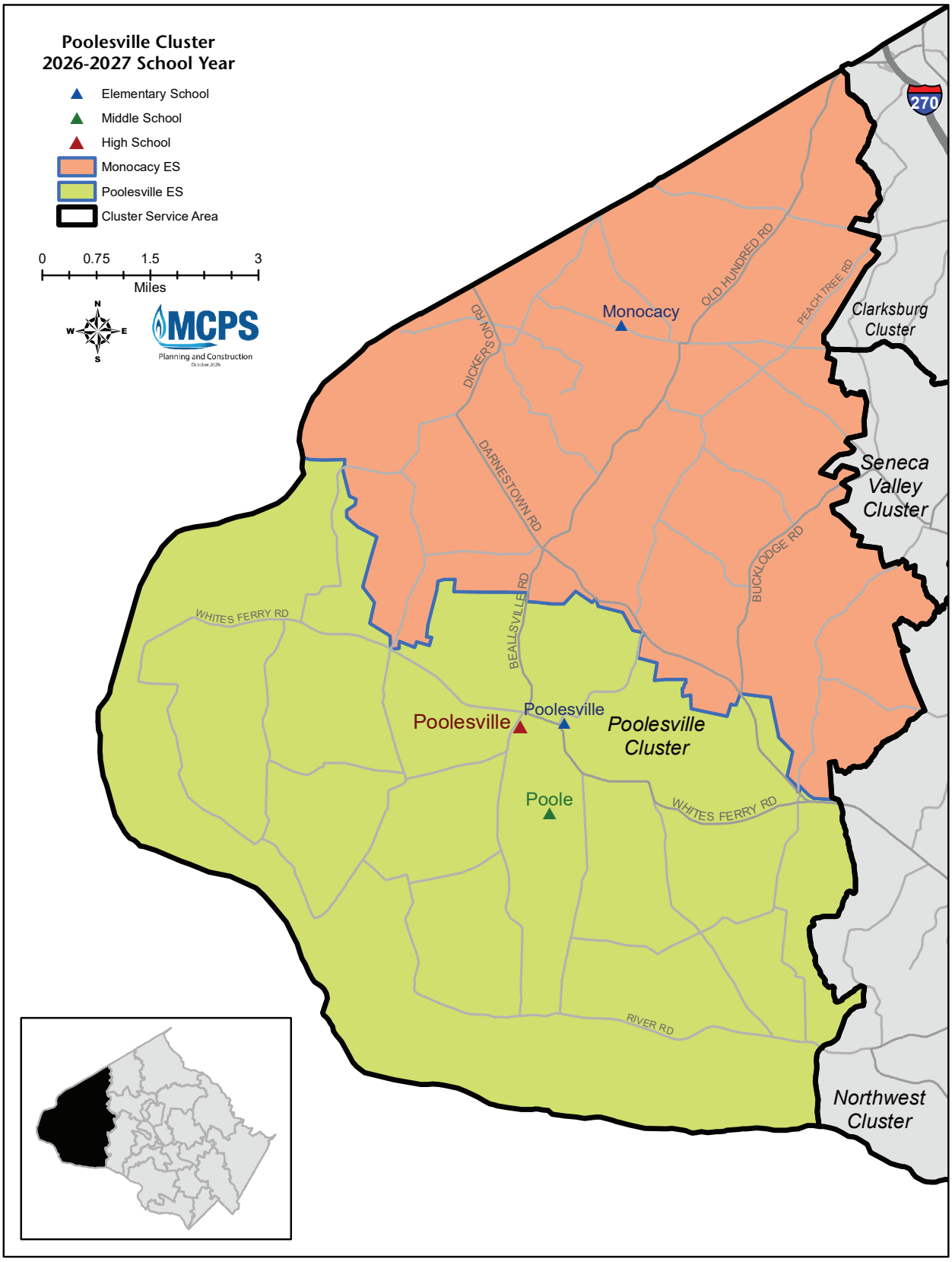

Col. Zadok Magruder Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Redland MS
Shady Grove MS
Cluster Service Area
0
0.5
1
2
Miles
N
W
E
S
MCPS
Planning and Construction
Gaithersburg Cluster
Watkins Mill Cluster
Resnik
Flower Hill
Mill Creek Towne
Shady Grove
Col. Zadok Magruder Cluster
Redland
Sequoyah
Cashell
Col. Zadok Magruder
Candlewood
Northeast Consortium
Richard Montgomery Cluster
Thomas S. Wootton Cluster
WOODFIELD RD
RIGGS RD
ZION RD
OLNEY LAYTONSVILLE RD
MUNCASTER RD
BOWIE MILL RD
MIDCOUNTY HWY
MUNCASTER MILL RD
NORBECK RD
370
270
200

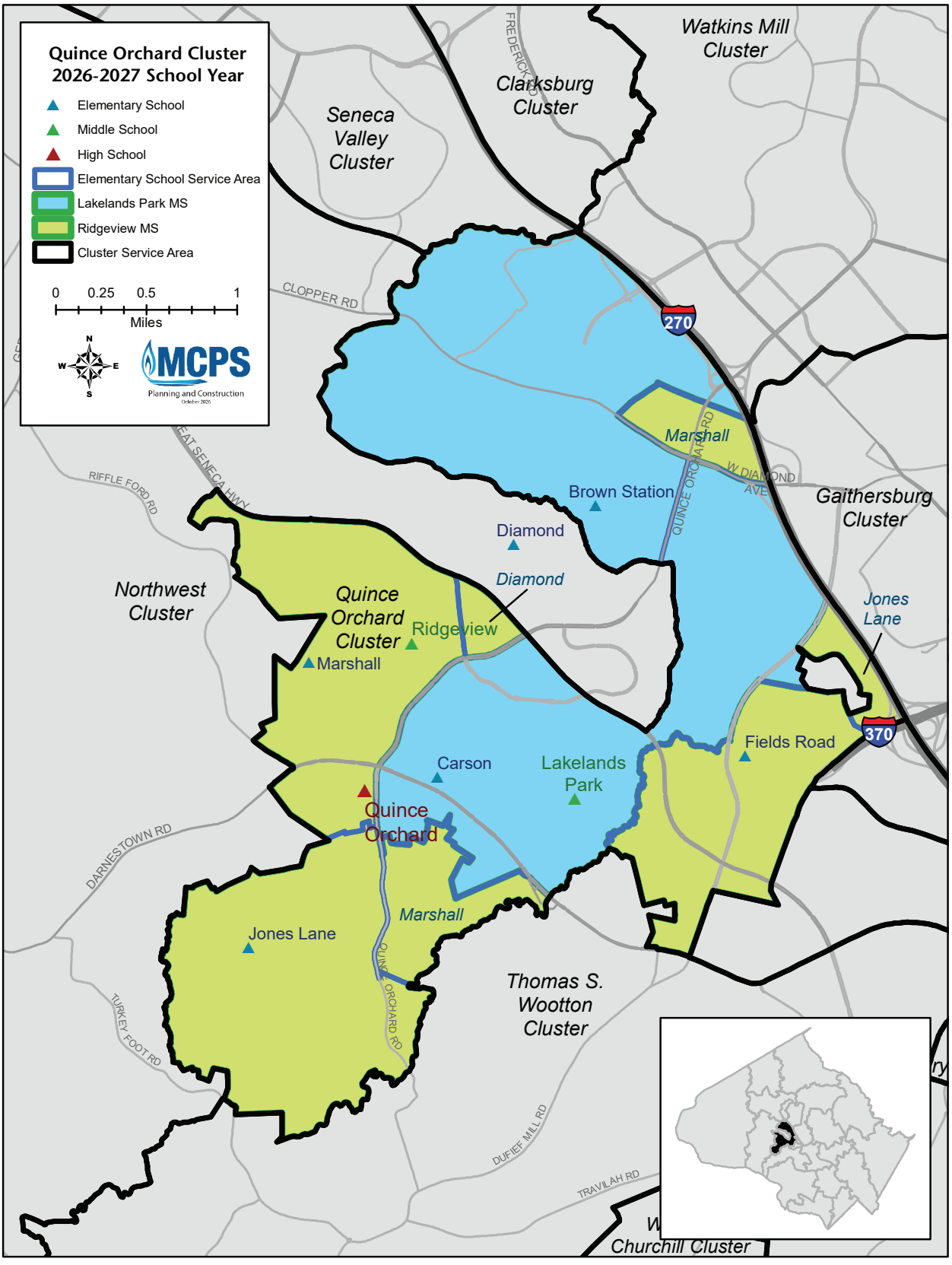

Richard Montgomery Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Bayard Rustin ES
Beall ES
College Gardens ES
Ritchie Park ES
Twinbrook ES
Cluster Service Area
0
0.375
0.75
1.5
Miles
N
W
E
S
MCPS
Planning and Construction
Gaithersburg Cluster
Quince Orchard Cluster
370
NEEDWOOD RD
KEY WEST AVE
College Gardens
Richard Montgomery Cluster
Rockville Cluster
Beall
W MONTGOMERY AVE
NORBECK RD
Thomas S. Wootton Cluster
WOOTTON PKWY
West
Richard Montgomery
270
Bayard Rustin
Twinbrook
FALLS RD
Ritchie Park
Winston Churchill Cluster

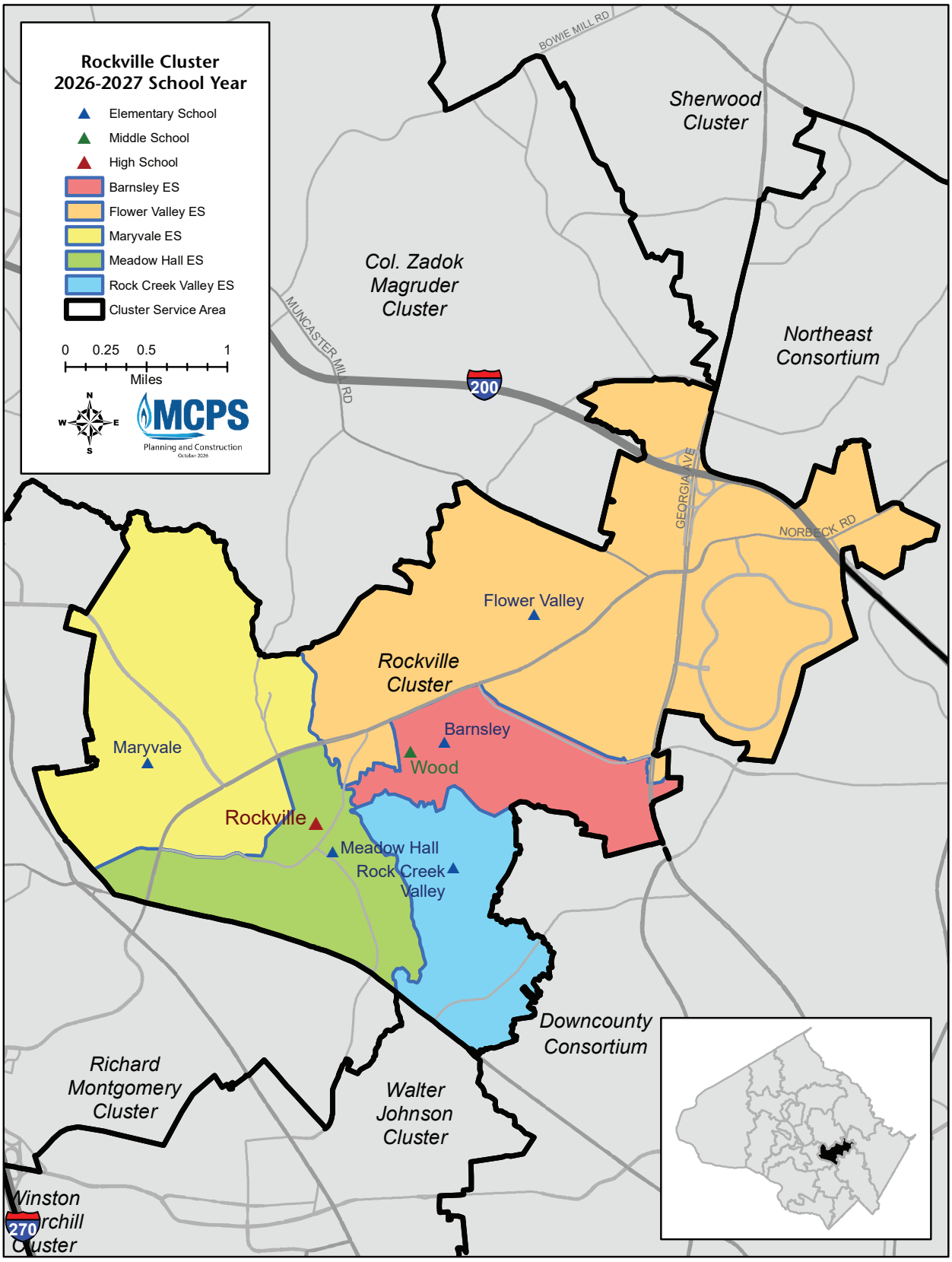

Sherwood Cluster
GEORGIA AVE
NEW HAMPSHIRE AVE
ASHTON RD
Sherwood
OLNEY SANDY SPRING RD
Farquhar
Drew
LORBERRY RD
SPENCERVILLE RD
COLUMBIA PIKE
Rockville Cluster
James Blake
Cloverly
Briggs Chaney
Stonegate
Banneker
Burtonsville
Drew
Fairland
200
Paint Branch
Northeast Consortium
Greencastle
Westover
Page
Cannon Road
Galway
Springbrook
Jackson Road
White Oak
Downcounty Consortium
Burnt Mills
Key
Cresthaven
Roscoe Nix
495
JoAnn Leleck ES at Broad Acres
PINEY BRANCH RD
Northeast Consortium
Elementary and Middle Schools
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Banneker MS
Briggs Chaney MS
Farquhar MS
Key MS
White Oak MS
Cluster Service Area
0
0.5
1
2
Miles
N
W
E
S
MCPS
Planning and Construction

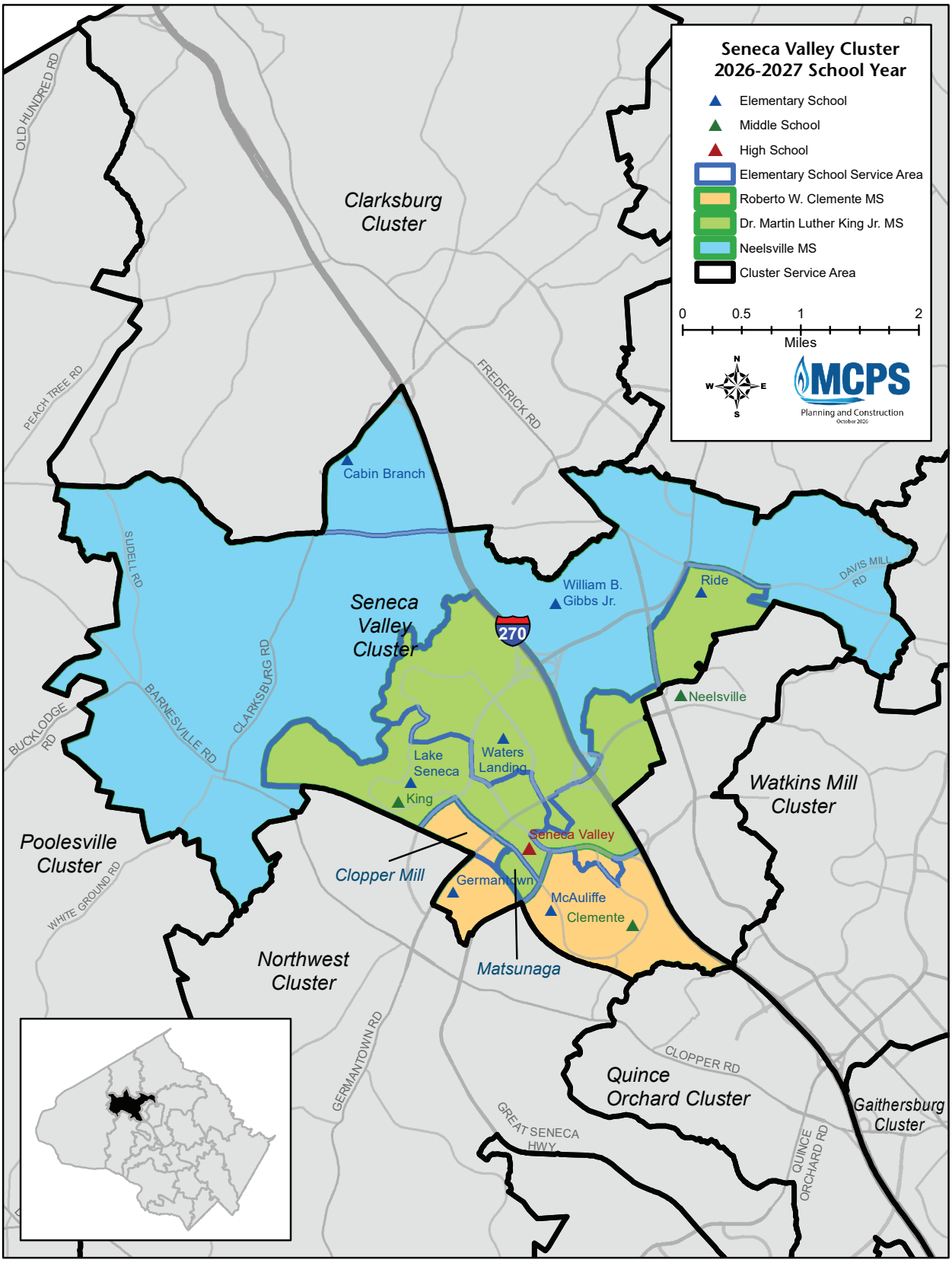

Sherwood Cluster
Sherwood
Farquhar
Rockville Cluster
James Blake
Stonegate
Cloverly
Briggs Chaney
Burtonsville
Banneker
Fairland
Drew
Paint Branch
Northeast Consortium
Greencastle
Westover
Page
Cannon Road
Galway
Springbrook
Jackson Road
White Oak
Burnt Mills
Downcounty Consortium
Key
Cresthaven
Roscoe Nix
JoAnn Leleck ES at Broad Acres
Bethesda-Chevy Chase Cluster
GEORGIA AVE
NEW HAMPSHIRE AVE
ASHTON RD
OLNEY SANDY SPRING RD
NORBECK RD
SPENCERVILLE RD
COLUMBIA PIKE
PINEY BRANCH RD
200
495
Northeast Consortium
Middle and High Schools
2026-2027 School Year
Elementary School
Middle School
High School
Middle School Service Area
Blake HS
Paint Branch HS
Springbrook HS
Cluster Service Area
0 0.5 1 2
Miles
N
W
E
S
MCPS
Planning and Construction

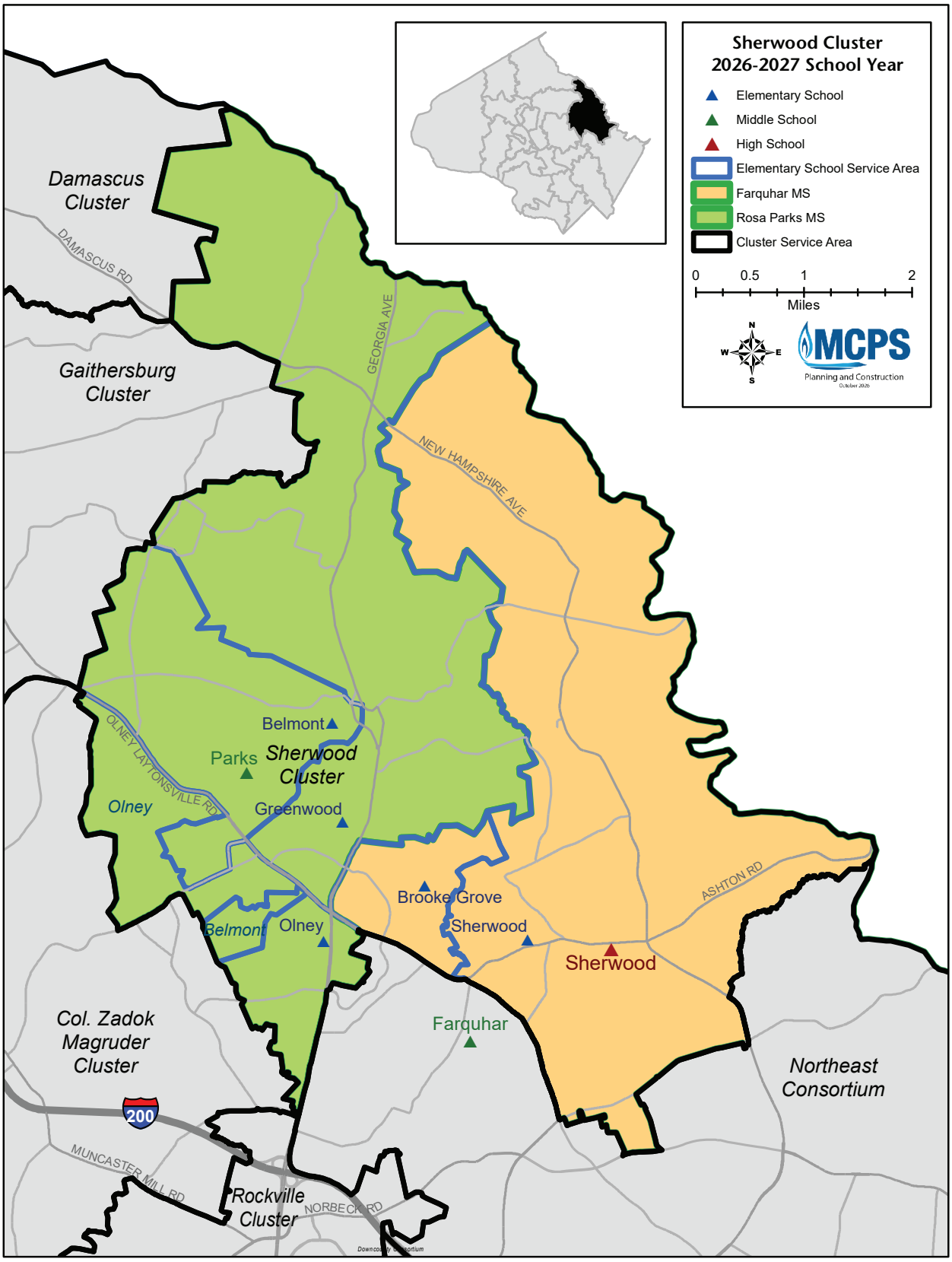

Seneca Valley Cluster
Clarksburg Cluster
Watkins Mill Cluster
Northwest Cluster
Poolesville Cluster
Quince Orchard Cluster
Gaithersburg Cluster
Thomas S. Wootton Cluster
McNair
Kingsview
Germantown
Clopper Mill
Germantown
Matsunaga
Northwest
Great Seneca Creek
Diamond
Diamond
Lakelands Park
Darnestown
BUCKLODGE RD
WHITE GROUND RD
CLOPPER RD
QUINCE ORCHARD RD
GERMANTOWN RD
DARNESTOWN RD
BERRYVILLE RD
SENECA RD
GLEN RD
RIVER
270
370
Northwest Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Clemente MS
Kingsview MS
Lakelands Park MS
Cluster Service Area
0
0.5
1
2
Miles
N
W
E
S
MCPS
Planning and Construction

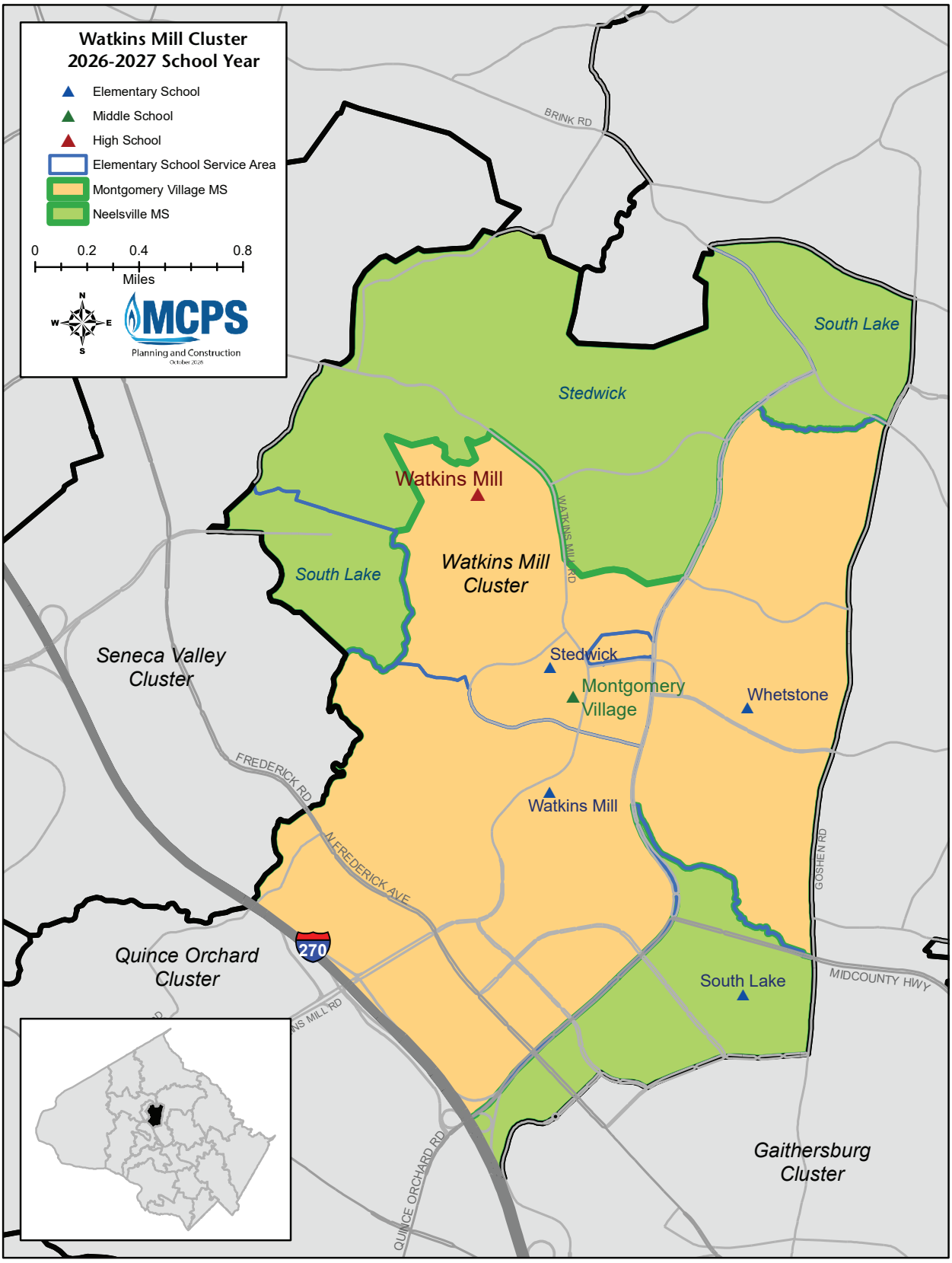

Poolesville Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Monocacy ES
Poolesville ES
Cluster Service Area
0 0.75 1.5 3
Miles
MCPS
Planning and Construction
Monocacy
Poolesville
Poolesville
Poole
Clarksburg Cluster
Seneca Valley Cluster
Poolesville Cluster
Northwest Cluster
270
OLD HUNDRED RD
PEACH TREE RD
DICKERSON RD
DARNESTOWN RD
BUCKLODGE RD
BEALLSVILLE RD
WHITES FERRY RD
WHITES FERRY RD
RIVER RD

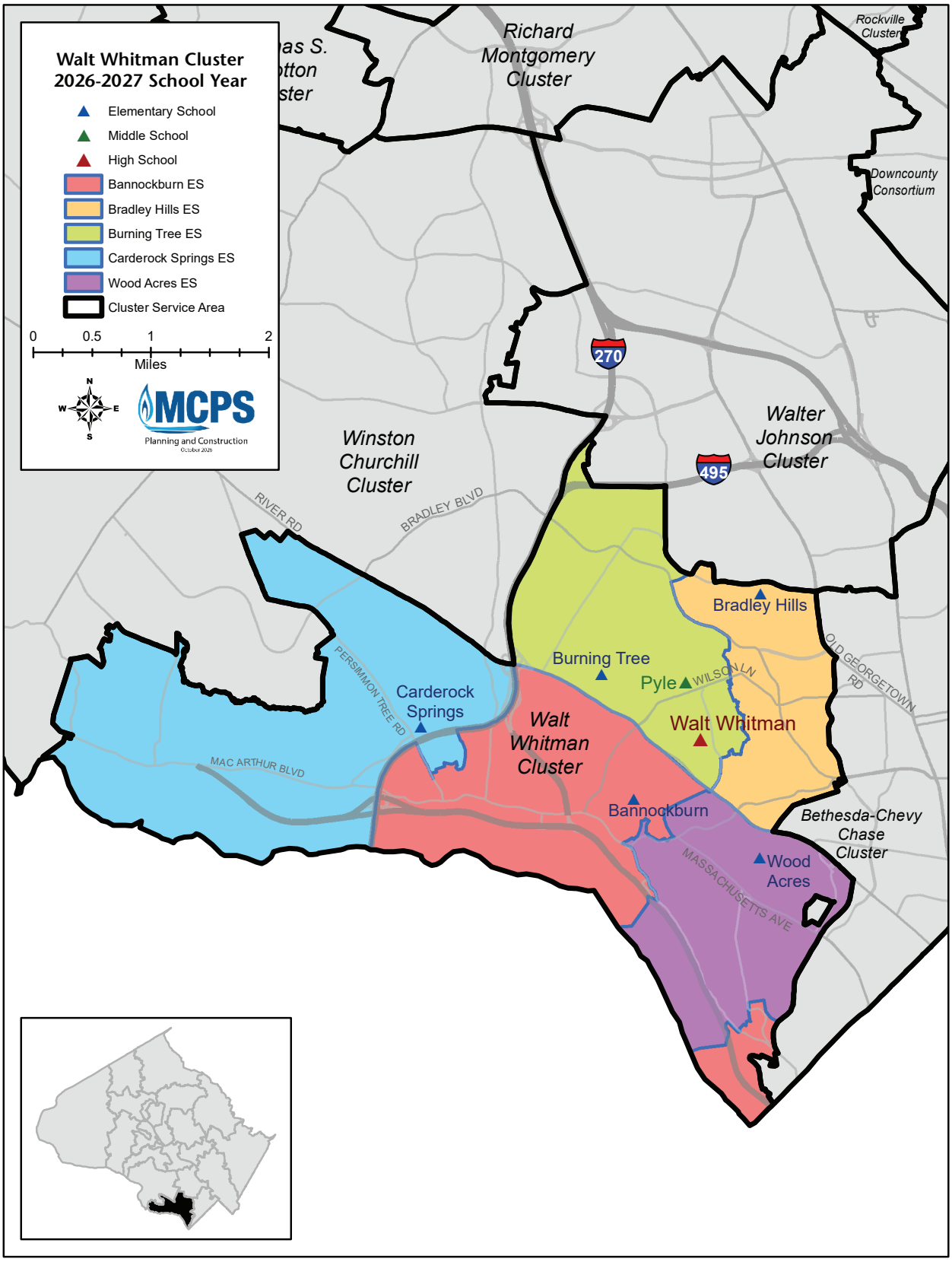

Quince Orchard Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Lakelands Park MS
Ridgeview MS
Cluster Service Area
0 0.25 0.5 1
Miles
MCPS
Planning and Construction
Watkins Mill Cluster
Clarksburg Cluster
Seneca Valley Cluster
Gaithersburg Cluster
Northwest Cluster
Thomas S. Wootton Cluster
Churchill Cluster
CLOPPER RD
FREDERICK RD
GREAT SENECA HWY
RIFFLE FORD RD
DARNESTOWN RD
TURKEY FOOT RD
DUFIEF MILL RD
TRAVILAH RD
QUINCE ORCHARD RD
W DIAMOND AVE
270
370
Marshall
Brown Station
Diamond
Diamond
Ridgeview
Quince Orchard Cluster
Marshall
Jones Lane
Fields Road
Carson
Lakelands Park
Quince Orchard
Marshall
Jones Lane

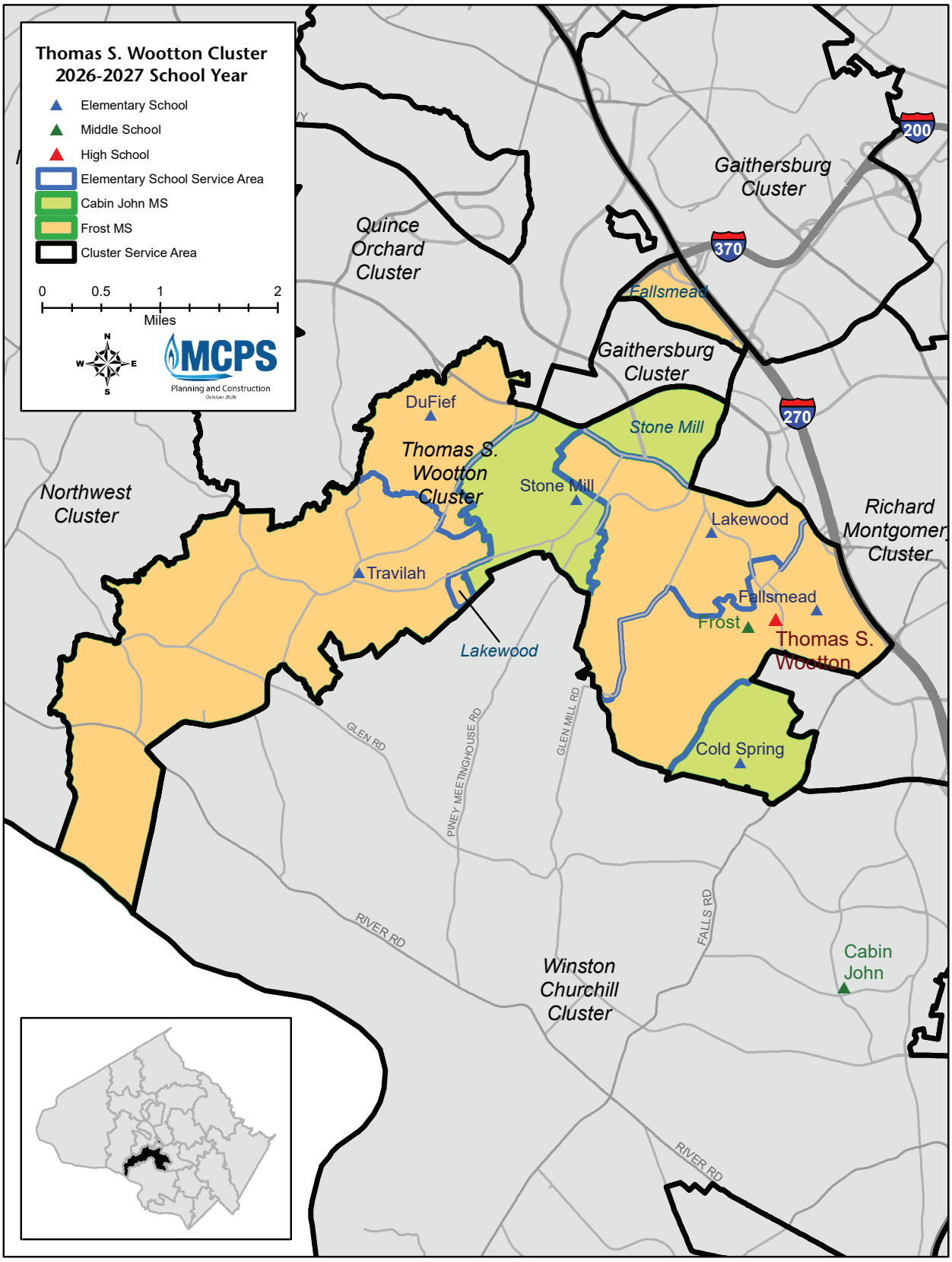

Rockville Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Barnsley ES
Flower Valley ES
Maryvale ES
Meadow Hall ES
Rock Creek Valley ES
Cluster Service Area
0 0.25 0.5 1
Miles
N
W
E
S
MCPS
Planning and Construction
October 2026
BOWIE MILL RD
Sherwood Cluster
Col. Zadok Magruder Cluster
MUNCASTER MILL RD
200
Northeast Consortium
GEORGIA AVE
NORBECK RD
Flower Valley
Rockville Cluster
Barnsley
Wood
Maryvale
Rockville
Meadow Hall
Rock Creek Valley
Downcounty Consortium
Richard Montgomery Cluster
Walter Johnson Cluster
270


Seneca Valley Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Roberto W. Clemente MS
Dr. Martin Luther King Jr. MS
Neelsville MS
Cluster Service Area
0
0.5
1
2
Miles
N
W
E
S
MCPS
Planning and Construction
October 2025
Clarksburg Cluster
Seneca Valley Cluster
Poolesville Cluster
Northwest Cluster
Watkins Mill Cluster
Quince Orchard Cluster
Gaithersburg Cluster
Cabin Branch
William B. Gibbs Jr.
Ride
Neelsville
Lake Seneca
Waters Landing
King
Seneca Valley
Clopper Mill
Germantown
McAuliffe
Clemente
Matsunaga
270
OLD HUNDRED RD
PEACH TREE RD
FREDERICK RD
SUDELL RD
CLARKSBURG RD
BARNESVILLE RD
BUCKLODGE RD
WHITE GROUND RD
DAVIS MILL RD
GERMANTOWN RD
CLOPPER RD
GREAT SENECA HWY
QUINCE ORCHARD RD

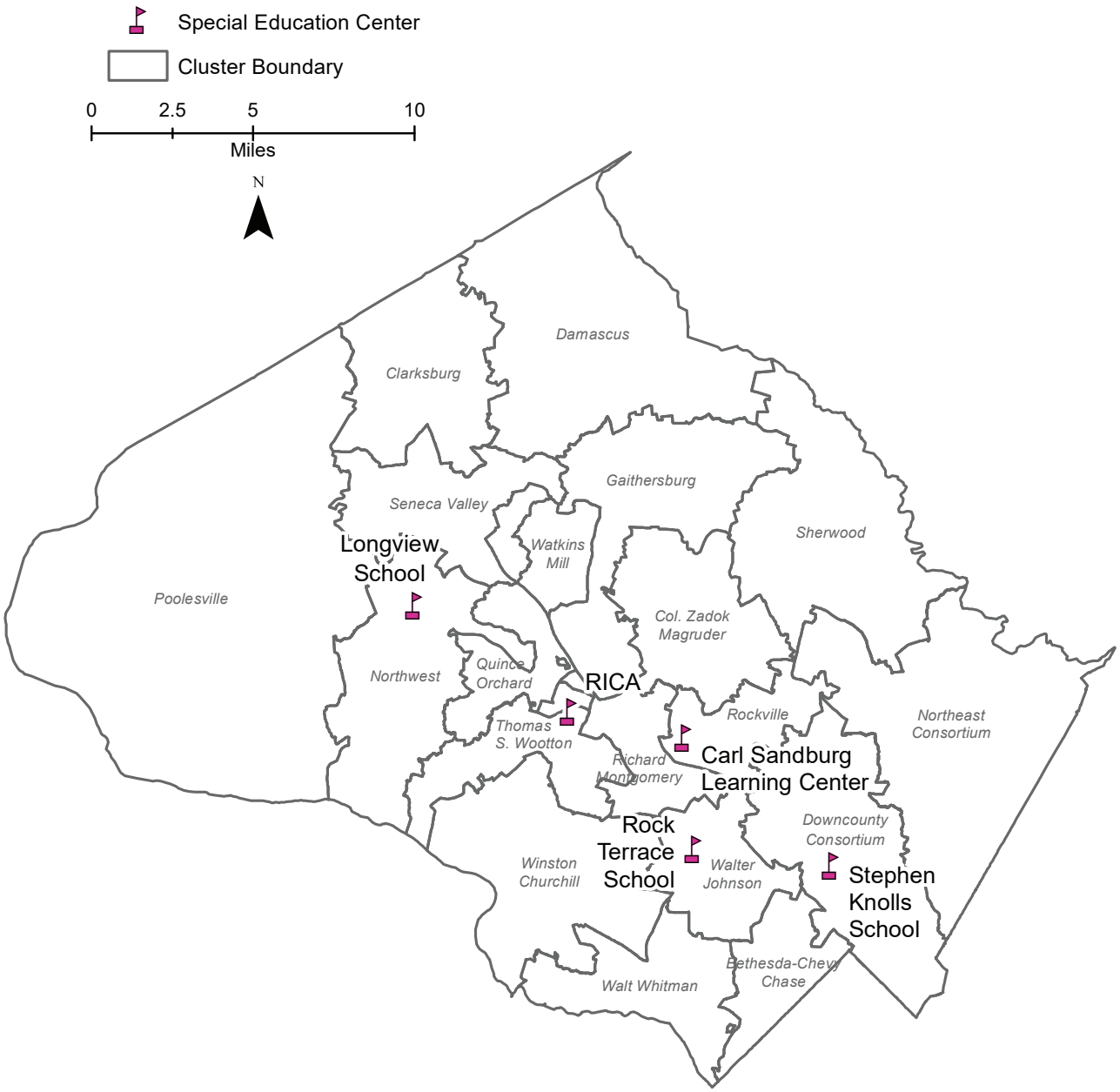

Sherwood Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Farquhar MS
Rosa Parks MS
Cluster Service Area
0 0.5 1 2
Miles
N
W
E
S
MCPS
Planning and Construction
October 2026
Damascus Cluster
DAMASCUS RD
Gaithersburg Cluster
GEORGIA AVE
NEW HAMPSHIRE AVE
Belmont
Parks
Sherwood Cluster
Olney
OLNEY LAYTONSVILLE RD
Greenwood
Brooke Grove
Sherwood
Belmont
Olney
ASHTON RD
Sherwood
Farquhar
Col. Zadok Magruder Cluster
Northeast Consortium
200
MUNCASTER MILL RD
Rockville Cluster
NORBECK RD


Watkins Mill Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Montgomery Village MS
Neelsville MS
0 0.2 0.4 0.8
Miles
MCPS
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October 2026
BRINK RD
South Lake
Stedwick
Watkins Mill
WATKINS MILL RD
South Lake
Watkins Mill Cluster
Seneca Valley Cluster
Stedwick
Montgomery Village
Whetstone
FREDERICK RD
Watkins Mill
N FREDERICK AVE
GOSHEN RD
270
Quince Orchard Cluster
South Lake
MIDCOUNTY HWY
QUINCE ORCHARD RD
Gaithersburg Cluster


Walt Whitman Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Bannockburn ES
Bradley Hills ES
Burning Tree ES
Carderock Springs ES
Wood Acres ES
Cluster Service Area
0
0.5
1
2
Miles
MCPS
Planning and Construction
Richard Montgomery Cluster
Rockville Cluster
Downcounty Consortium
Winston Churchill Cluster
Walter Johnson Cluster
Walt Whitman Cluster
Bethesda-Chevy Chase Cluster
270
495
RIVER RD
BRADLEY BLVD
PERSIMMON TREE RD
MAC ARTHUR BLVD
WILSON LN
OLD GEORGETOWN RD
MASSACHUSETTS AVE
Bradley Hills
Burning Tree
Pyle
Walt Whitman
Carderock Springs
Bannockburn
Wood Acres

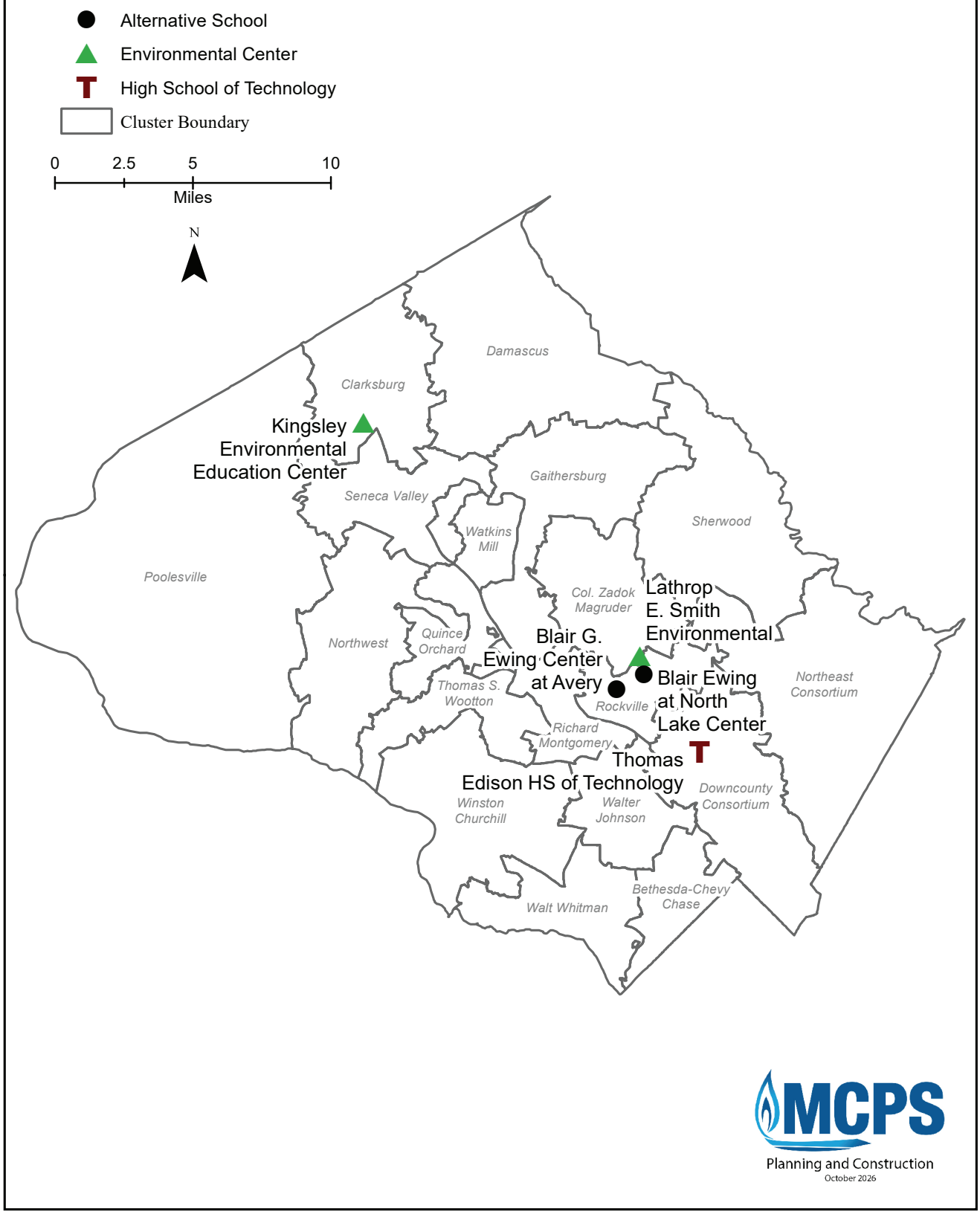

Thomas S. Wootton Cluster
2026-2027 School Year
Elementary School
Middle School
High School
Elementary School Service Area
Cabin John MS
Frost MS
Cluster Service Area
0
0.5
1
2
Miles
MCPS
Planning and Construction
Quince Orchard Cluster
Gaithersburg Cluster
Fallsmead
Gaithersburg Cluster
DuFief
Stone Mill
Thomas S. Wootton Cluster
Stone Mill
Northwest Cluster
Lakewood
Richard Montgomery Cluster
Travilah
Fallsmead
Frost
Thomas S. Wootton
Lakewood
Cold Spring
GLEN RD
PINEY MEETINGHOUSE RD
GLEN MILL RD
RIVER RD
FALLS RD
Cabin John
Winston Churchill Cluster
RIVER RD
200
370
270

Special Education Centers



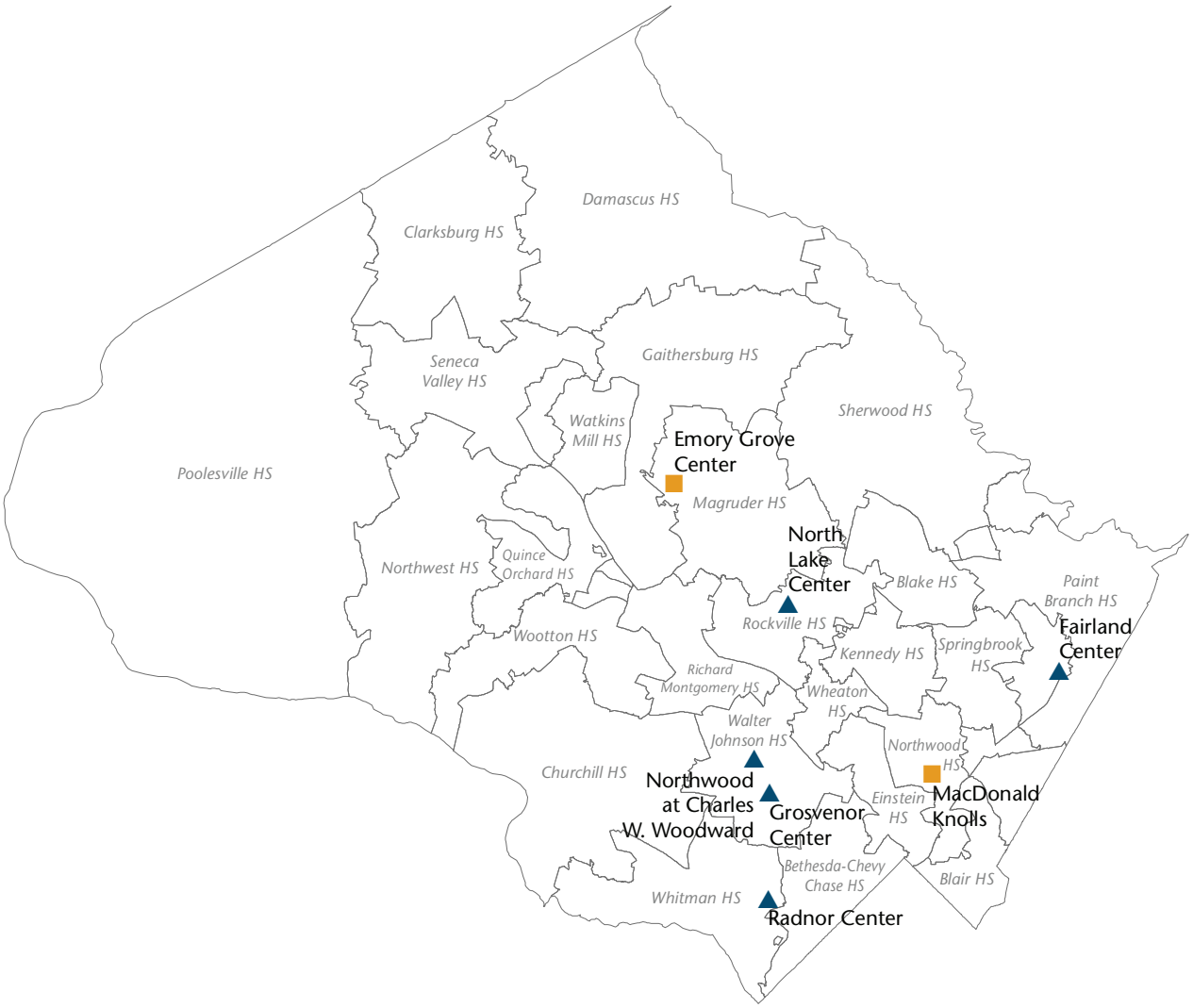
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October 2026

Other Educational Facilities



Early Childhood and Holding Centers

- Early Childhood Center
- Holding Center
- High School Service Area



0 2.5 5 10

Miles

N

MCPS

Planning and Construction

October 2026

Planning Calendar

The following is the planning calendar for the *Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027–2032 Capital Improvements Program* (CIP). **Dates listed below are subject to change.**

Date	Activity
June 30, 2026	Cluster PTAs submit comments and proposals about issues for consideration in the upcoming CIP to the superintendent
July 1, 2026	Superintendent publishes a summary of all actions to date that have affected schools (FY 2027 Educational Facilities Master Plan)
Summer 2026	Department of Planning and Construction staff meets with cluster representatives to discuss issues related to the upcoming CIP development
Early-October 2026	MCPS FY 2028 State CIP request to the Interagency Commission on Public School Construction (IAC)
October 14, 2026	Superintendent publishes recommendations for the FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP
October 15, 2026	Presentation to Board of Education on Superintendent's Recommended FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP and preliminary work session
October 15, 2026	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
October 26 and 27, 2026	Public hearings #1 and #2 on the superintendent's recommendations for the FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP
Early-November 2026	IAC staff recommendations on FY 2028 State CIP
November 2, 2026	Board of Education work session #2 on superintendent's recommendations on the FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP
November 5, 2026	Board of Education work session #3, if necessary, on superintendent's recommendations on the FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP
November 12, 2026	Public hearing #3, if necessary, on the superintendent's recommendations for the FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP
November 19, 2026	Board of Education action on the FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP
Late-November 2026	Final revisions on FY 2028 state aid request due to IAC
December 1, 2026	Board of Education submits Requested FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP to the County Executive
Early-December 2026	IAC appeal hearing on FY 2028 State CIP
Mid-January 2027	County Executive publishes recommendations for the FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP
February–May 2027	County Council reviews requested FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP
February 4, 2027	Superintendent's Recommendation and Presentation to Board of Education on closures/consolidations
February 16, 2027	Public hearing #1 on superintendent's recommendations for spring boundary and/or planning studies and deferred CIP items (if any)
February 22, 2027	Public hearing regarding closures/consolidations
March 10, 2027	Public hearing regarding closures/consolidations
April 15, 2027	Board of Education action on closures/consolidations
May 2027	IAC decisions on FY 2028 State CIP
Late May 2027	County Council approves the FY 2028 Capital Budget and Amendments to the FY 2027–2032 CIP

All CIP and Master Plan documents are accessible on the MCPS website at:
https://www.montgomeryschoolsmd.org/departments/planning/

MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.*

It is the policy of the state of Maryland that all public and publicly funded schools and school programs operate in compliance with:

(1) Title VI of the federal *Civil Rights Act of 1964*; and

(2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not

(a) discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;

(b) refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or

(c) discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.**

Please note that contact information and federal, state, or local content requirements may change between editions of this document and shall supersede the statements and references contained in this version. Please see the online version for the most up-to-date information at *www.montgomeryschoolsmd.org/info/nondiscrimination*.

For inquiries or complaints about discrimination against MCPS students* **	**For inquiries or complaints about discrimination against MCPS staff*** **
Department of Student Conduct and Appeals Student Welfare and Compliance Team Division of Equity and Organizational Development 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 | SWC@mcpsmd.org	Human Resource Compliance Officer Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 | DCI@mcpsmd.org
For student requests for accommodations under *Section 504 of the Rehabilitation Act of 1973*	**For staff requests for accommodations under the** *Americans with Disabilities Act*
Section 504 Coordinator Division of Specialized Support Services, Department of School Counseling 850 Hungerford Drive, Room 170, Rockville, MD 20850 240-987-8031 | 504@mcpsmd.org	ADA Compliance Coordinator Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 | DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff* **	
Department of Student Conduct and Appeals, Title IX Team Division of Equity and Organizational Development 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 | TitleIX@mcpsmd.org	

**This notification complies with the federal Elementary and Secondary Education Act, as amended.*

***This notification complies with the Code of Maryland Regulations Section 13A.01.07.*

****Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mccr@maryland.gov; Agency Equity Officer, Office of Equity Assurance and Compliance, Office of the Deputy State Superintendent of Operations, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201-2595, oeac.msde@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), 61 Forsyth St. S.W., Suite 19T10, Atlanta, GA 30303, 404-974-9406 and TDD: 800-877-8339, OCR.Atlanta@ed.gov, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.*

This document is available, upon request, in languages other than English and in an alternate format under the *Americans with Disabilities Act*, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or PIO@mcpsmd.org. Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) mcpsinterpretingservices@mcpsmd.org, or MCPSInterpretingServices@mcpsmd.org.





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