



A

FY 2026 Educational Facilities Master Plan and Amendments to the FY 2025–2030 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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Montgomery County Public Schools

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

15 West Gude Drive
Rockville, Maryland 20850
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The County Council Adopted FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program



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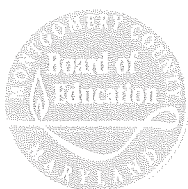
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for the Office of Facilities Management and the Division of Capital Planning and Real Estate

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MONTGOMERY COUNTY BOARD OF EDUCATION

Expanding Opportunity and Unleashing Potential

15 West Gude Drive ♦ Suite 100 ♦ Rockville, Maryland 20850

June 30, 2025

Dear Citizens:

The *FY 2026 Educational Facilities Master Plan* (Master Plan) reviews the issues that influenced the formulation and adoption of the Fiscal Year (FY) 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program (CIP). The Master Plan also outlines the agenda for future facilities planning and provides the community and the Board of Education with the necessary information as they work to resolve facility-related issues and establish school system priorities. Montgomery County Board of Education Policy FAA, *Educational Facilities Planning*, and the state of Maryland require that the Educational Facilities Master Plan be updated annually.

Montgomery County citizens approved a two-year capital programming cycle by referendum in November 1996. The biennial process for the six-year CIP mandates that the entire program be reviewed and approved for each odd-numbered fiscal year. Accordingly, the County Council comprehensively reviewed and approved the FY 2025–2030 CIP in May 2024. In even-numbered fiscal years, such as FY 2026, the county executive and the County Council only consider amendments to the approved six-year CIP. In addition, the County Council must approve an annual capital budget that outlines appropriations for projects approved in the CIP each year. Therefore, this Master Plan reflects the funding implications of the FY 2026 Capital Budget and the FY 2025–2030 CIP, as amended and adopted by the County Council on May 22, 2025.

The Board of Education's Requested FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program totaled \$1.853 billion, the same amount as the adopted CIP. While the total expenditure level remained the same, the Board requested \$21.6 million in new local funding to address project cost increases, complete build-out of major project elements, and compensate for a shortfall in state aid. Details of the Board's request follow.

- Increased expenditures for the following projects:
 - Charles W. Woodward High School: Increase of \$28 million to complete Phase III; the interior of the auditorium and other associated spaces.
 - Crown High School: Increase of \$20 million to complete Phase II; the interior of the auditorium, shelled classrooms and labs, as well as build the stadium as originally designed.
 - Northwood High School: Increase of \$5 million to upgrade stadium amenities.
 - Heating, Ventilation, and Air Conditioning: Increase of \$4.5 million to address the backlog of Heating, Ventilation, and Air-Conditioning (HVAC) projects that have been further impacted due to the rise in construction costs. This funding increase would enable the completion of one additional HVAC project.

- Reallocations of approved CIP expenditures from the following projects:
 - Early Childhood Centers Project: Reallocate \$36.5 million of placeholder funds for future projects. MCPS is in the process of finalizing its Early Childhood Center expansion plan to align with the *Blueprint for Maryland's Future*. A future CIP request most likely will occur once the expansion plan has been completed. The Board's request maintained funding for an East County Early Childhood Center at the existing Burtonsville Elementary School.
 - Major Capital Projects–Elementary Project: Reallocate \$12 million of placeholder funds pending completion of updated feasibility studies. Cold Spring, Damascus, Twinbrook, and Whetstone elementary schools currently have planning funds and placeholder construction dollars in the out-years of the CIP. In the request, \$3 million from each of those four schools were reallocated to other CIP projects. A future CIP request most likely will occur once MCPS has an anticipated completion date for these projects.
 - Sustainability Initiatives Project: Reallocate \$5 million to other CIP projects.
 - Building Modifications and Program Improvement Project: Reallocate \$4 million from the Building Modifications and Program Improvements Project to other CIP projects.


All other projects would remain at their previously approved funding levels.

On May 22, 2025, the County Council took final action on the FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program. The approved amended CIP totals to \$1.755 billion. This aligns with the Board of Education's requested funding level of \$1.853 billion. The approved funding level difference reflects more than \$98 million in spending that occurred ahead of schedule. The approved amended CIP also had minor technical adjustments in the out-years that will not impact MCPS' ability to complete projects on their approved timelines.

MCPS and the Board of Education are grateful for the extensive collaboration with our elected officials and continued support of the citizens of Montgomery County. We strive to improve aging school infrastructure and provide quality learning environments for all of our students in Montgomery County Public Schools. We encourage school and community organizations to evaluate the information in this document and share their ideas or concerns.

Sincerely,


Julie Yang
President


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

JY:TWT:AM:AS:DJC



Maryland DEPARTMENT OF PLANNING

5/16/2025

Dear Dr. Thomas W. Taylor,

Thank you for submitting Montgomery County enrollment projections for 2025-2034, in accordance with the regulations of the Interagency Commission on School Construction (IAC).

The Maryland Department of Planning reviewed your submission and compared your data to the school enrollment projections generated by the State Data & Analysis Center (see attached) and have found the difference to be less than five percent for the years 2025-2034. Therefore, your projections can be used to prepare your 2025 Educational Facilities Master Plan (EFMP) and 2026 Capital Improvement Program submissions.

When preparing your EFMP submission, please ensure the 2024 actual enrollment on your calculation worksheet is consistent with the official enrollment figure generated by the Maryland State Department of Education. The Maryland Department of Planning recognizes the Maryland State Department of Education's K-12 enrollment figure as the official enrollment for the 2024/2025 school year.

We look forward to receiving your EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have any questions or concerns, please don't hesitate to contact me at alfred.sundara@maryland.gov or (410) 767-4456.

Sincerely,

Alfred Sundara, AICP
Director, State Data & Analysis Center

cc: Alex Donahue, Executive Director, Interagency Commission on School Construction
Charles W. Boyd, AICP, Assistant Secretary of Planning Services
Jamie Bridges, Planning Manager, Interagency Commission on School Construction
Graham Twibell, Regional Planner, Interagency Commission on School Construction

Jurisdiction	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Montgomery	154,792	155,711	155,610	155,990	156,299	156,567	156,684	158,250	157,867	158,212	159,613
MDP	154,791	155,410	155,600	155,630	155,120	155,350	155,610	155,610	155,680	156,180	156,220
Diff	1	301	10	360	1,179	1,217	1,074	2,640	2,187	2,032	3,393
% Diff	0.00%	0.19%	0.01%	0.23%	0.76%	0.78%	0.69%	1.70%	1.40%	1.30%	2.17%



THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION



2425 Reedie Drive
Floor 14
Wheaton, MD 20902



MontgomeryPlanning.org

May 27, 2025

Julie Morris

Director, Division of Design and Construction
Montgomery County Public Schools
45 West Gude Drive, Suite 4300
Rockville, Maryland 20850

Subject: FY 2026 Capital Budget and Amendment to the FY 2025-2030 Capital Improvements Program for Educational Facilities

Dear Ms. Morris,

In response to your request, the Montgomery County Planning Department, on behalf of M-NCPPC, reviewed the FY 2026 Capital Budget and Amendment to the FY 2025-2030 Capital Improvements Program (CIP) for Educational Facilities.

The Planning Department commends Montgomery County Public Schools (MCPS) for diligently keeping approved capital projects on schedule and supports the boundary studies underway at the middle and high school levels. The Planning Department recommends MCPS explore opportunities to rebalance utilization at the elementary school level as well. Also, as the County's school enrollment starts to plateau and/or decline, the Planning Department suggests MCPS pivot its capital planning efforts from increasing capacity to addressing aging infrastructure.

We appreciate the Division of Design and Construction's assistance with our current planning efforts, including the Friendship Heights Sector Plan, the Germantown Sector Plan Amendment, the Clarksburg Gateway Sector Plan, the Eastern Silver Spring Communities Plan, and the University Boulevard Corridor Plan. We value the strong partnership between our agencies and look forward to continuing collaboration for upcoming plans and projects.

Sincerely,

A handwritten signature in black ink that reads "Jason K. Sartori".

Jason K. Sartori
Planning Director

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Cluster Service Areas 2024-2025



Introduction

In November 1996, the voters of Montgomery County approved by referendum an amendment to the County Charter that changed the County Council's review and approval cycle of the six-year Capital Improvements Program (CIP) from an annual to biennial cycle. The referendum specified that in odd-numbered fiscal years (on-years), the County Council would conduct a full review of the six-year CIP and in even-numbered fiscal years (off-years), the County Council only would consider amendments to the adopted CIP.

FY 2025 was a full CIP review year and resulted in the County Council adoption of the FY 2025–2030 CIP in May 2024. FY 2026 is an off-budget or amendment year. As a result, the county executive and County Council only considered amendments to the adopted FY 2025–2030 CIP that requested appropriations for the FY 2026 Capital Budget and that change expenditures for the FY2026–2030 out-years of the adopted CIP.

This document contains the following sections:

Chapter 1, "*The County Council Adopted FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program*," is a review of the major factors that have influenced the development of the approved projects in the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP. This chapter includes a table summarizing the approved amendments to the FY 2025–2030 CIP.

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

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

Chapter 4, "*Adopted Actions and Planning Issues*," is arranged by high school cluster and high school consortium. This chapter provides a bar graph that indicates school utilization within each cluster, tables with enrollment projections, school demographic profiles, building room use, capacity data, and other facility information. Planning issues are identified and adopted actions 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.

Chapter 6, "*Project Description Forms*," contains the individual MCPS Project Description Forms (PDFs) adopted by the County Council for the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP. Montgomery County uses the PDFs as the official capital budget documentation for all county agencies.

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

Chapter 1

The County Council Adopted FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program

The Impact of the Biennial CIP Process

In November 1996, the Montgomery County charter was amended by referendum to require a biennial, rather than annual, Capital Improvements Program (CIP) review and approval process. The total six-year CIP is now reviewed and approved for each odd-numbered fiscal year. For even-numbered fiscal years, only amendments are considered where changes are needed in the second year of the six-year CIP. Fiscal Year (FY) 2026 is an off-budget or amendment year. As a result, the biennial CIP process requires the county executive and County Council to consider amendments to the adopted FY 2025–2030 CIP that request appropriations for the FY 2026 Capital Budget and that changes expenditures for the FY 2025–2030 out-years of the adopted CIP.

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

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

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

The County Council Adopted Amendments to the Capital Improvements Program

This document contains the adopted FY 2026 Capital Budget appropriation amounts and amendments to the FY 2025–2030 CIP expenditure schedule. On May 22, 2025, the County Council took final action on the FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program. The approved amended CIP totals to \$1.755 billion. This aligns with the Board of Education's requested funding level of \$1.853 billion. The approved funding level difference reflects more than \$98 million in spending that occurred ahead of schedule. The approved amended CIP also had minor technical adjustments in the out-years that will not impact MCPS' ability to complete projects on their approved timelines.

The effects of the health pandemic continue to impact our capital improvements program. As a result, in order to maintain the completion dates of previously approved projects and address aging infrastructure, it was necessary to increase the adopted budgets for several individual capital projects, as well as an increase to the HVAC Replacement Project. While there are increases to multiple projects, the approved Amended FY 2025–2030 CIP reflects reallocations from various Countywide Projects that realign resources to current needs.

All projects were approved to remain on schedule at their approved funding levels except:

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

- \$12 million reallocation from the Major Capital Projects—Elementary Project.
- \$5 million reallocation from the Sustainability Initiatives Project.
- \$4 million reallocation from the Building Modifications for Program Improvements (BMPI) Project.

While the amended CIP was approved at the same funding level as the approved CIP, a shortfall of State aid in the Charles W. Woodward High School Reopening project resulted in a funding gap of \$39.3 million. To address this shortfall, \$17.7 million of balances from prior projects were transferred into the Woodward project, resulting in a funding gap of \$21.6 million. The prior projects and their amounts are as follows:

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

The summary table at the end of this chapter, titled “County Council Adopted FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program,” (page 1-6) summarizes the County Council action for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the Board of Education’s request, and the third column shows the County Council action for the Amended FY 2025–2030 CIP. It is important to note that many previously approved projects will be blank since they can proceed on their currently approved schedules. The last column shows the anticipated completion date for each project.

The next summary table includes all of the countywide projects approved by the County Council in the Amended FY 2025–2030 CIP (page 1-9). The final two tables contain summary information regarding the approved appropriation and expenditure schedules for the FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP (page 1-11) and the FY 2026 State CIP funding approved for MCPS (page 1-12).

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

Funding the Capital Improvements Program

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

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

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

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

Fiscal Years	Spending Affordability Guidelines
FY 2005–2010	\$1.14 billion
FY 2005–2010 Amended	\$1.22 billion*
FY 2007–2012	\$1.44 billion
FY 2007–2012 Amended	\$1.65 billion*
FY 2009–2014	\$1.8 billion
FY 2009–2014 Amended	\$1.84 billion
FY 2011–2016 CIP	\$1.95 billion
FY 2011–2016 Amended	\$1.91 billion*

Fiscal Years	Spending Affordability Guidelines
FY 2013–2018 CIP	\$1.77 billion
FY 2013–2018 Amended	\$1.77 billion*
FY 2015–2020 CIP	\$1.947 billion
FY 2015–2020 Amended	\$1.999 billion*
FY 2017–2022 CIP	\$2.040 billion
FY 2017–2022 Amended	\$2.04 billion*
FY 2019–2024 CIP	\$1.86 billion
FY 2019–2024 Amended	\$1.86 billion*
FY 2021–2026 CIP	\$1.77 billion
FY 2021–2026 Amended	\$1.77 billion*
FY 2023–2028 CIP	\$1.68 billion
FY 2023–2028 Amended	\$1.68 billion*
FY 2025–2030 CIP	\$1.68 billion
FY 2025–2030 CIP Amended	\$1.68 billion*

**Limits set during biennial process*

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

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

For FY 2023, the County Council set the SAG limits at \$300 million for FY 2023 and \$290 million for FY 2024, with a six-year total of \$1.68 billion, a decrease of \$90 million over the six-year period. In February 2022, the County Council upheld the SAG limit of \$1.68 billion that was set in October 2021.

In February 2023, the County Council upheld the SAG limit of \$1.68 billion for the amended six-year period. For FY 2025, the County Council set the SAG limit at \$280 million for FY 2025 and FY 2026, with a six-year total of \$1.68 billion, the same amount as the previous two CIP budget cycles. In February 2024, the County Council maintained the SAG limit of \$1.68 billion approved in October 2023. In February 2025, the County Council maintained the SAG limit of \$1.68 billion, the same as the previous three CIP budget cycles.

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.

Current Revenue

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

The Relationship between State and Local Funding

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

The amount of state aid received for a capital project varies due to the state formulas used to calculate “eligible” expenditures. The use of the word “eligible” refers to expenditures the state will reimburse, based on state capacity and square foot formulas. The state does not consider what is required to completely fund a construction project. For example, land acquisition and classroom and support space needs beyond the state square foot formula are not considered eligible for state funding. All of these costs must be borne locally. In addition, design fees, as well as furniture and equipment costs are considered eligible, but at a much lower cost share percentage. In addition, the state discounts its contributions to local school systems based on the wealth of each jurisdiction. In the case of Montgomery County, the state will pay only 50 percent of eligible state expenses for MCPS projects.

Capital Budget and Operating Budget Relationship

The relationship between the capital and the operating budgets is a critical consideration in the overall fiscal picture for MCPS. The capital budget affects the operating budget in three ways. First, GO bond debt, required for capital projects, creates the need to fund debt service payments in the Montgomery County Government operating budget. The County Council considers

this operating budget impact when it approves Spending Affordability Guidelines. Second, a portion of the capital budget request is funded through general current revenue receipts, drawing money from the same sources that fund the operating budget. Finally, decisions in the capital budget to build a new school or add to an existing school create operating budget impacts through additional costs for staff, utilities, and other services. Although the budget process separates the capital and operating budgets by creating different time lines for decision making, checks and balances have been incorporated into the review process to ensure compliance with Spending Affordability Guidelines.

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

Individual Projects	Board of Education Request	County Council Action May 2025	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Charles W. Woodward HS Reopening	Requested FY 2026 appropriation to complete the interior of the auditorium and associated spaces.	Approved FY 2026 appropriation to complete the interior of the auditorium and associated spaces.	8/24 8/27
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
Westbrook ES Addition	Requested transfer of funds from this project to go to Charles W. Woodward HS project to address local funding gap.	Approved transfer of funds from this project to go to Charles W. Woodward HS project to address local funding gap.	
Winston Churchill			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27
Clarksburg Cluster			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27
Damascus Cluster			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27
Damascus HS—Major Capital Project			TBD
Damascus ES—Major Capital Project	Requested a portion of the placeholder expenditures in the out-years be reallocated to other projects.	Approved a portion of the placeholder expenditures in the out-years be reallocated to other projects.	TBD
Downcounty Consortium			
Northwood HS Addition/Facility Upgrade	Requested FY 2026 appropriation for stadium improvements.	Approved FY 2026 appropriation for stadium improvements.	8/27
Charles W. Woodward HS Reopening	Requested FY 2026 appropriation to complete the interior of the auditorium and associated spaces.	Approved FY 2026 appropriation to complete the interior of the auditorium and associated spaces.	8/24 8/27
Eastern MS—Major Capital Project			TBD
Parkland MS Addition	Requested transfer of funds from this project to go to Charles W. Woodward HS project to address local funding gap.	Approved transfer of funds from this project to go to Charles W. Woodward HS project to address local funding gap.	
Silver Spring International MS Addition			8/25
Takoma Park MS Addition	Requested transfer of funds from this project to go to Charles W. Woodward HS project to address local funding gap.	Approved transfer of funds from this project to go to Charles W. Woodward HS project to address local funding gap.	
Highland View ES Addition			8/27
Piney Branch ES—Major Capital Project			TBD
Gaithersburg Cluster			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27

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

Individual Projects	Board of Education Request	County Council Action May 2025	Anticipated Completion Date
Walter Johnson Cluster			
Charles W. Woodward HS Reopening	Requested FY 2026 appropriation to complete the interior of the auditorium and associated spaces.	Approved FY 2026 appropriation to complete the interior of the auditorium and associated spaces.	8/24 8/27
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
Col. Zadok Magruder Cluster			
Richard Montgomery Cluster			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27
Twinbrook ES—Major Capital Project	Requested a portion of the placeholder expenditures in the out-years be reallocated to other projects.	Approved a portion of the placeholder expenditures in the out-years be reallocated to other projects.	TBD
Northeast Consortium			
Burtonsville ES Replacement			8/26
Greencastle ES Addition			8/25
JoAnn Leleck ES at Broad Acres Replacement			8/26
William T. Page ES Addition	Requested transfer of funds from this project to go to Charles W. Woodward HS project to address local funding gap.	Approved transfer of funds from this project to go to Charles W. Woodward HS project to address local funding gap.	
Northwest Cluster			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27
Poolesville Cluster			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27
Poolesville HS—Major Capital Project			8/24 8/25
Quince Orchard Cluster			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27
Rockville Cluster			
Seneca Valley Cluster			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27

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

Individual Projects	Board of Education Request	County Council Action May 2025	Anticipated Completion Date
Sherwood Cluster			
Watkins Mill Cluster			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27
Whetstone ES—Major Capital Project	Requested a portion of the placeholder expenditures in the out-years be reallocated to other projects.	Approved a portion of the placeholder expenditures in the out-years be reallocated to other projects.	TBD
Walt Whitman Cluster			
Charles W. Woodward HS Reopening	Requested FY 2026 appropriation to complete the interior of the auditorium and associated spaces.	Approved FY 2026 appropriation to complete the interior of the auditorium and associated spaces.	8/24 8/27
Burning Tree ES—Accessibility Modifications			TBD
Thomas S. Wootton Cluster			
Crown HS (New)	Requested FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.	8/27
Cold Spring ES—Major Capital Project	Requested a portion of the placeholder expenditures in the out-years be reallocated to other projects.	Approved a portion of the placeholder expenditures in the out-years be reallocated to other projects.	TBD
Other Educational Facilities			

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

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

Countywide Projects	Board of Education Request	County Council Action May 2025	Anticipated Completion Date
ADA Compliance	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Requested FY 2026 appropriation, below approved level, to be reallocated to other projects and to transfer funds to Charles W. Woodward HS project to address local funding gap.	Approved FY 2026 appropriation, below approved level, to be reallocated to other projects and to transfer funds to Charles W. Woodward HS project to address local funding gap.	Ongoing
CESC Modifications			TBD
Design and Construction Management	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Early Childhood Centers	Requested reallocation of funds from this project to other projects.	Approved reallocation of funds from this project to other projects.	Ongoing
Emergency Replacement of Major Building Components	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Facility Planning			Ongoing
Fire Safety Code Upgrades	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Healthy Schools	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
HVAC Replacement/IAQ Projects	Requested FY 2026 appropriation, beyond approved level, to continue this project.	Approved FY 2026 appropriation, beyond approved level, to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Major Capital Projects—Elementary	Requested a portion of the placeholder expenditures in the out-years for Cold Spring, Damascus, Twinbrook, and Whetstone elementary schools be reallocated to other projects.	Approved a portion of the placeholder expenditures in the out-years for Cold Spring, Damascus, Twinbrook, and Whetstone elementary schools be reallocated to other projects.	Ongoing
Major Capital Projects—Secondary			Ongoing
Outdoor Play Space Maintenance Project	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Relocatable Classrooms	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Restroom Renovations	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Roof Replacement/Moisture Protection Projects	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing

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

Countywide Projects	Board of Education Request	County Council Action May 2025	Anticipated Completion Date
School Security	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing
Sustainability Initiatives	Requested FY 2026 appropriation, below approved level, to be reallocated to other projects and to continue this project.	Approved FY 2026 appropriation, below approved level, to be reallocated to other projects and to continue this project.	Ongoing
Technology Modernization	Requested FY 2026 appropriation to continue this project.	Approved FY 2026 appropriation to continue this project.	Ongoing

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

**County Council Adopted FY 2026 Capital Budget
and Amendments to the FY 2025–2030 Capital Improvements Program**
(\$000s)

Project	FY 2026 Approp.	Total	Thru FY 2024	Remaining FY 2024	Total Six-Years	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Individual School Projects											
Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)		1,195			1,195					650	545
Burtonsville ES Replacement		59,061	1,517	4,215	53,329	15,455	20,338	17,536			
Crown HS (New)*	20,000	219,252	10,711	5,274	203,267	30,613	40,719	78,358	48,577	5,000	
Greencastle ES Addition		18,495	1,061	5,599	11,835	6,445	5,390				
Highland View ES Addition		16,775	177	874	15,724	1,825	6,394	7,505			
JoAnn Leleck ES @ Broad Acres Replacement		66,682	2,053	14,830	49,799	16,444	17,355	16,000			
Northwood HS Addition/Facility Upgrade*	5,000	213,076	9,511	32,511	171,054	43,909	40,891	46,254	40,000		
William Tyler Page ES Addition*	-5,000	20,168	18,124	44	2,000	2,000					
Parkland MS Addition*	-1,000	17,238	15,957	1,281							
Silver Spring International MS Addition		28,140	9,432	3,554	15,154	10,154	5,000				
Takoma Park MS Addition*	-1,300	23,886	23,766	120							
Westbrook ES Addition*	-3,400	991	885	106							
Charles W. Woodward HS Reopening*	28,000	224,095	127,376	0	96,719	2,761	11,958	37,000	30,000	15,000	
Countywide Projects											
ADA Compliance: MCPS	1,200	75,993	27,026	12,567	36,400	7,200	7,200	5,500	5,500	5,500	5,500
Asbestos Abatement	1,145	26,970	19,415	685	6,870	1,145	1,145	1,145	1,145	1,145	1,145
Building Modifications and Program Improvements*	-3,000	127,603	73,105	10,498	44,000	8,000	4,000	8,000	7,000	8,000	9,000
CESC Modifications		5,000			5,000	2,500	2,500				
Design and Construction Management	5,500	118,375	83,809	1,566	33,000	5,500	5,500	5,500	5,500	5,500	5,500
Early Childhood Centers*		21,000		10,000	11,000			5,000	6,000		
Emergency Replacement of Major Building Components	1,500	12,000	1,100	1,900	9,000	1,500	1,500	1,500	1,500	1,500	1,500
Facility Planning: MCPS		18,787	12,508	2,479	3,800	1,350	1,050	350	350	350	350
Fire Safety Upgrades	2,317	35,502	21,041	1,827	12,634	2,317	2,317	2,000	2,000	2,000	2,000
Healthy Schools	2,000	5,370			5,370	2,685	2,685				
HVAC Replacement*	39,500	380,521	121,695	44,326	214,500	35,000	39,500	35,000	33,000	35,000	37,000
Improved (Safe) Access to Schools/County Bicycle Initiative	3,500	47,510	19,605	6,905	21,000	3,500	3,500	3,500	3,500	3,500	3,500
Major Capital Projects Elementary*		288,914	179,958	3,417	105,539	8,252	2,287			35,000	60,000
Major Capital Projects Secondary	-104,502	401,993	154,161	23,923	223,909	46,278	32,728			42,267	102,636
Outdoor Play Space Maintenance	450	8,750	5,474	576	2,700	450	450	450	450	450	450
Planned Life-Cycle Asset Replacement (PLAR)	12,000	225,454	153,163	8,291	64,000	12,000	12,000	10,000	10,000	10,000	10,000
Relocatable Classrooms		114,561	83,970	591	30,000	5,000	5,000	5,000	5,000	5,000	5,000
Restroom Renovations	6,000	59,158	32,134	3,024	24,000	6,000	6,000	3,000	3,000	3,000	3,000
Roof Replacement: MCPS	12,000	151,575	75,657	19,918	56,000	12,000	12,000	8,000	8,000	8,000	8,000
School Security Systems	4,000	77,672	49,101	12,571	16,000	4,000	4,000	2,000	2,000	2,000	2,000
Stormwater Discharge and Water Quality Management: MCPS	1,200	19,615	11,533	882	7,200	1,200	1,200	1,200	1,200	1,200	1,200
Sustainability Initiatives*	5,000	45,331	2,594	7,737	35,000	10,000	5,000	5,000	5,000	5,000	5,000
Technology Modernization	27,248	599,506	413,992	17,018	168,496	27,248	27,248	28,500	28,500	28,500	28,500
Total Approved CIP	59,358	3,776,214	1,761,611	259,109	1,755,494	332,731	326,855	333,298	247,222	223,562	291,826

*Bold indicates amendment to the adopted CIP

Approved FY 2026 State Capital Improvements Program for Montgomery County Public Schools

(figures in thousands)

Priority No.	BTL - Y/N	PFA - Y/N		Total Estimated Costs	Non PSCP Funds	Prior IAC Funding Thru FY 2025	FY 2026 Request for Funding	FY 2026 IAC Approved Funding
1	N	Y	Westland MS HVAC Replacement	13,500	1,747	0	6,750	11,753
2	N	Y	Springbrook HS HVAC Replacement (Phase 2)	7,500	3,750	0	3,750	3,750
3	N	Y	Walt Whitman HS HVAC Replacement (Phase 3)	7,000	3,150	0	3,500	3,850
4	N	Y	Judith A. Resnik ES HVAC Replacement	7,000	3,500	0	3,500	3,500
5	N	Y	A. Mario Loiederman MS HVAC Replacement	4,500	2,025	0	2,250	2,475
6	N	Y	DuFief ES Roof Replacement	3,614	1,626	0	1,807	1,988
7	N	N	James Hubert Blake HS Roof Replacement	3,366	1,683	0	1,683	1,683
8	N	Y	Harmony Hills ES Roof Replacement	2,984	1,194	0	1,492	1,790
			Subtotal	49,464	18,675	0	24,732	30,789
			Construction Funding					
9	Y	Y	JoAnn Leleck ES at Broad Acres (Replacement)*	66,682	58,634	8,048	0	0
10	C**	Y	Crown HS (New)*	199,252	112,182	69,689	28,592	17,381
			Subtotal	265,934	170,816	77,737	28,592	17,381
			TOTAL	315,398	189,491	77,737	53,324	48,170

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

**Combined annual allocation and BTL funding.

Chapter 2

The Planning Environment

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

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

Official September 30th student enrollment is 159,182 for the 2024–2025 school year, a decrease of 1,041 students from the 2023–2024 school year. Enrollment grew by 2,735 students from the 2015–2016 to the 2024–2025 school year. Total school system enrollment is projected to increase to 162,178 students by the 2030–2031 school year. This represents a slowdown in growth, due to the continued decline in resident births, resulting in lower kindergarten classes, and the ripple effect as they progress through the system each year, as well as the anomalous 2020–2021 and 2021–2022 school year student enrollments due to the COVID-19 health pandemic.

Community Trends

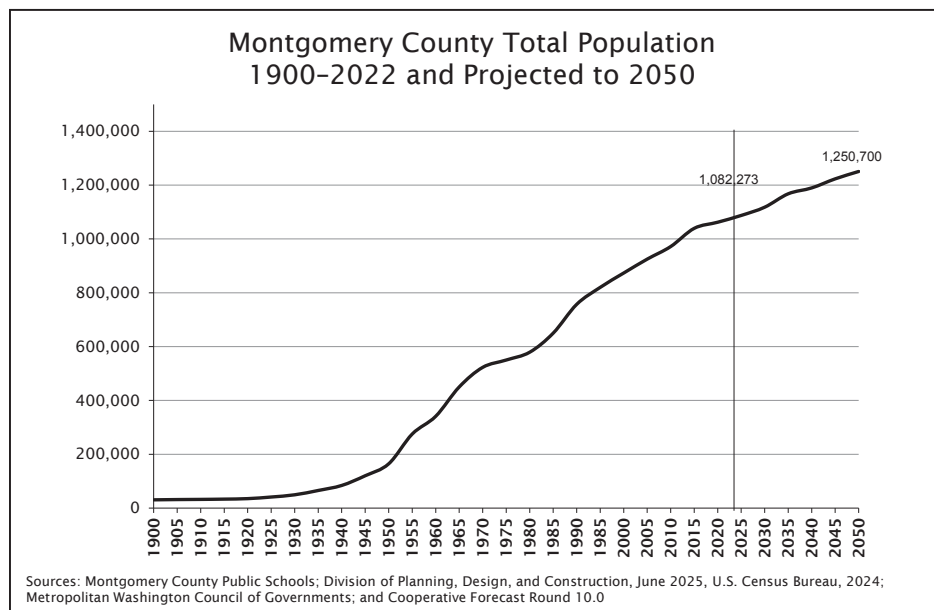
Population

Montgomery County’s overall population is growing and diversifying. According to the U.S. Census Bureau, from 2000 to 2024, the county’s total population has increased from 873,341

to 1,082,273 people. This is an increase of 208,932 people, or 23.9 percent. 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 2023 (the last year of available data), there have been 309,487 births compared to 141,838 deaths in the county, for a net natural population increase of 167,649 residents, accounting for 90.6 percent of the county’s overall population increase (Maryland Department of Health, 2023).

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

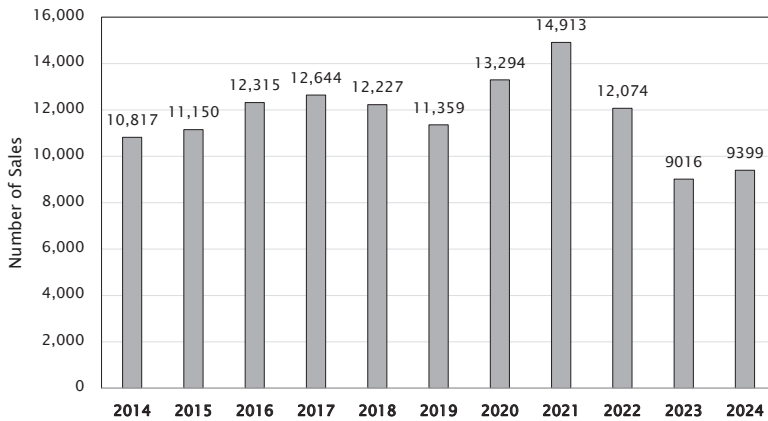
Montgomery County’s trend toward racial and ethnic diversification mirrors national demographic trends. According to U.S. Census Bureau data and Montgomery County Planning, between 2000 and 2023, the county’s White, non-Hispanic population decreased as a percentage of the total population by 23.4 percent to 41.4 percent. The African American population increased by 5.7 percent to 20.7 percent. The Asian population increased by 4.9 percent to 16.2 percent, and the Hispanic population (of any race) increased by 8.8 percent to 20.3 percent. Other categories, such as Native Hawaiian/Pacific Islander, Native American, and Alaskan Native and Two or More have a combined increase to 4.7 percent. The U.S. Census Bureau introduced the Two or More category in 2010. Also in 2010, the county measured its first year that racial and ethnic groups other than non-Hispanic Whites accounted for the majority of the county’s population.



Economy

Prior to the COVID-19 health pandemic, the unemployment rate in Montgomery County as of December 2019 was 2.4 percent, which was lower than the national unemployment rate of 3.5 percent. The national unemployment rate increased to 14.7 percent as of April 2020, as the COVID-19 health pandemic caused many businesses to shut down. The county unemployment rate peaked in May 2020 at 9.8 percent, but has since declined to 2.9 percent as of April 2025 (Economic Indicator; Montgomery County Department of Finance, April 2020; Maryland Department of Labor; and U.S. Bureau of Labor Statistics).

Montgomery County Total Sales of Existing Homes by Year



Sources: Economic Indicators Reports to County Council, Montgomery County Department of Finance, July 2019, Greater Capital Area Association of Realtors, Housing Market Reports 2020-2024

The county housing market has grown nearly continuously for years. In FY 2010, there were 1,056 new residential starts. By FY 2016, residential starts peaked at 5,230 units, and in FY 2019, after two years of lower starts, there were 5,429 units. The recent decline in units is mostly due to fewer multi-family units constructed. During the past 10 fiscal years, sales of existing homes grew from a low of 10,255 in 2013 to a peak of 12,644 in 2017, and another peak in 2021 of 14,913. The median sales price of housing was \$608,878 in 2024, according to the Greater Capital Area Association of Realtors.

Master Plans & Housing

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

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

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

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

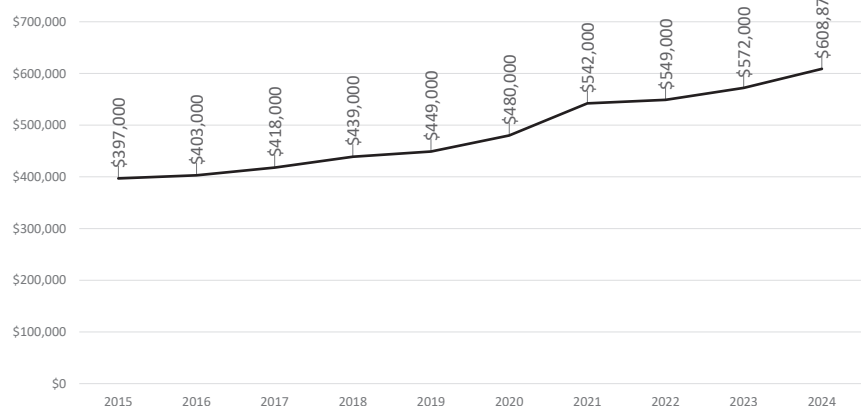
MCPS participates in county and city land use planning to ensure impacts on enrollment are considered and future school sites identified. (See Appendix C for further information on the role of MCPS in land use planning.) Moreover, MCPS monitors housing activity in all school service

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

County Growth and Infrastructure Policy

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

Montgomery County Median Home Sales Prices 2015-2024



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

Additional information on the role of MCPS with respect to the County Growth and Infrastructure is in Appendix C. The FY 2026 school test, based on the enrollment projections and capital projects included in the adopted *FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program*, will go into effect July 1, 2025. For results of the FY 2026 school test, see Appendix D.

Student Population Trends

The main contributing factors influencing student population include resident live births, the aging of the student population, and migration patterns. A percentage of the babies born to Montgomery County residents in one year show up in MCPS incoming kindergarten classes five years later. This is commonly referred to as a kindergarten capture rate. In both 2000 and 2016, birth figures were just over 13,000, growing, peaking in 2007 at 13,843, and then declining. In 2017, 2018, and 2019, total births were less than 13,000 at 12,634, 12,373, and 12,019, respectively. This downward trend continued in 2020 and 2021, however Births in 2022, were 11,738 for Montgomery County, 233 higher than 2021, marking a small post pandemic boom. The declining trend returned in 2023 (the last year available) with 10,896 births.

In the 2000–2001 school year, the kindergarten capture rate was 73.9 percent. By the 2006–2007 school year, the rate decreased to 68.1 percent, and had since increased to 87.2 percent for the 2019–2020 school year. The increases were likely due to economic factors as well as changes to all-day kindergarten programs. The 2020–2021 school year kindergarten enrollment was 78.7 percent and considered an anomaly due to the COVID-19 health pandemic. Kindergarten enrollment increased to 83.7 percent in the 2024–2025 school year. Future kindergarten classes will most likely return to approximately 87.0 percent of births five years earlier.

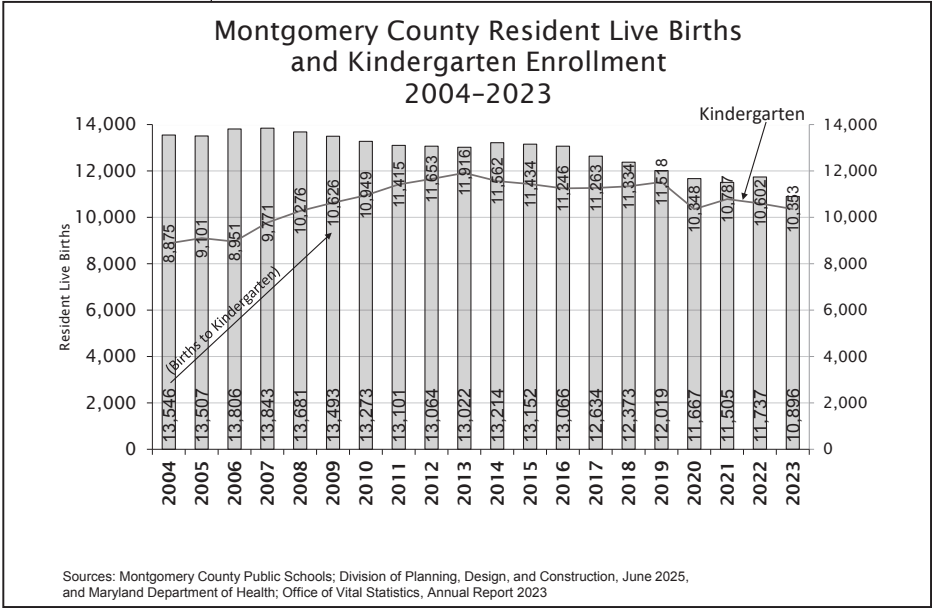
The movement up through the grades by students, termed the “aging of the student population,” is the second driver of enrollment change. When the size of the kindergarten class is different from that of Grade 12, then there is a natural change in total enrollment from one year to the next. The Grade 12 total for the 2023–2024 school year was 11,737, and the kindergarten class for the 2024–2025 school year is 10,059, or a difference between the two grades of 1,678 students. Without other factors, enrollment would naturally decline, however, students migrate into the system at all grade levels from other districts or from international locations, which have more than made up the difference. For example, there is traditionally an increase of students enrolled in ninth grade over the previous eighth grade. Prior to the COVID-19 pandemic, this increase averaged approximately 2,000 additional students. In the past three years, that number has averaged roughly 2,650 students.

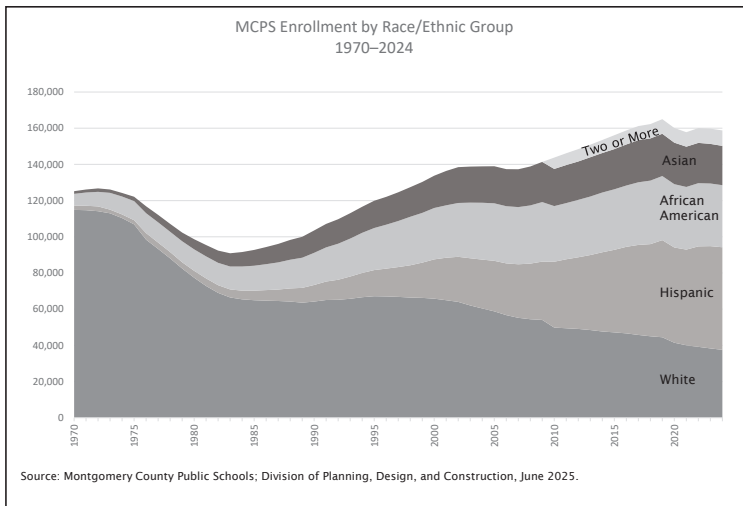
Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult to predict. Records of MCPS student entries and withdrawals show that there has been a decrease in migration from approximately 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 11,847 in the 2024–2025 school year. Withdrawals over the same time increased from 10,186 in the 2010–2011 school year to 13,737 in the 2024–2025 school year. There were 1,890 more students withdrawing to attend other public, private, foreign, or home schools than entering the system in the 2024–2025 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 2023, the latest available data, there were 3,286 White, non-Hispanic births, 2,177 African American births, 1,459 Asian births, and 3,664 Hispanic births, as well as 221 births in other categories. The general fertility rate for Hispanic women between the ages 15 and 49 is 78.0 (per 1,000) versus 49.3 for African American women, 44.6 for Asian or Pacific Islander, 32.0 for non-Hispanic multi-race, and 46.3 for non-Hispanic White women in the same age range (Vital Statistics, Maryland Department of Health).

The official total enrollment (159,182) is broken into the following racial/ethnic self-identified categories: 21.5 percent of students are African American, 13.6 percent are Asian, 35.6 percent are Hispanic, and 23.6 percent are White, non-Hispanic, and 5.4 percent are Two or More Races. The categories of Native Hawaiian/Pacific Islander and American Indian/Alaskan Native are each less than five percent of the total enrollment. The accompanying chart illustrates the trend of increasing student diversity since 1970, when the student population





was 92 percent White, non-Hispanic. Today, there is no longer a majority racial/ethnic group.

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

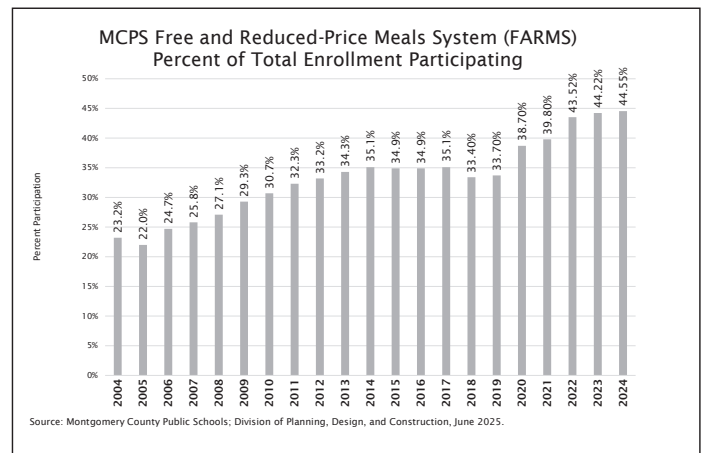
Student participation in the federal Free and Reduced-price Meals System (FARMS) Program is the school system’s primary measure of student socioeconomic levels. In the 2024–2025 school year, 44.6 percent of students participated in the FARMS Program. There has been an increase of 16,725 students participating in FARMS during the past 10 school years (2015–2016 to 2024–2025).

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 2015–2016 school year, 14.1 percent of students were in the ELD (previously known as ESOL) Program, and that has grown to 20.2 percent for the 2024–2025 school year. Emergent multilingual learners (EML) students in ELD represent approximately 150 countries of origin and speak an

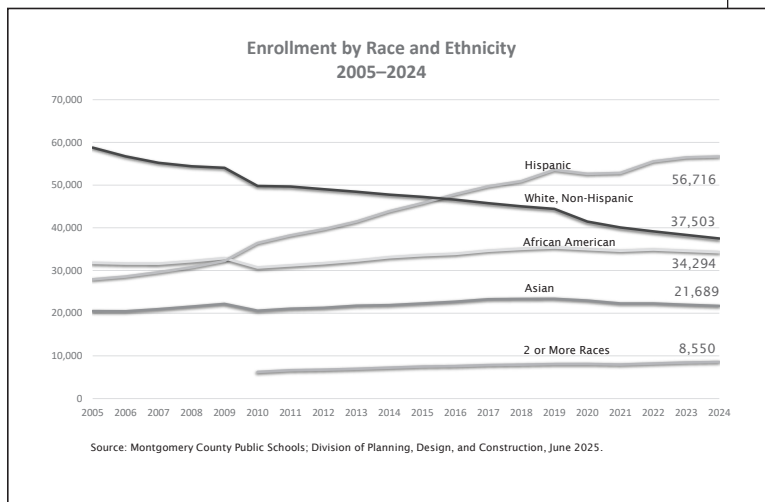
estimated 160 different languages. Although immigration to the United States does contribute program participants, a large proportion of EML students were born in the United States.

Class Size Reduction and Non Class Size Reduction Elementary Schools

There are 69 Class Size Reduction (CSR) elementary schools (including upper schools in the case of paired schools) for the 2024–2025 school year. Class Size Reduction schools include both Title 1 and Focus schools and have reduced class-sizes in order to address student needs and prepare the students for success in later grade levels. The 2024–2025 demographic composition of CSR and Non CSR schools is compared in the accompanying chart.



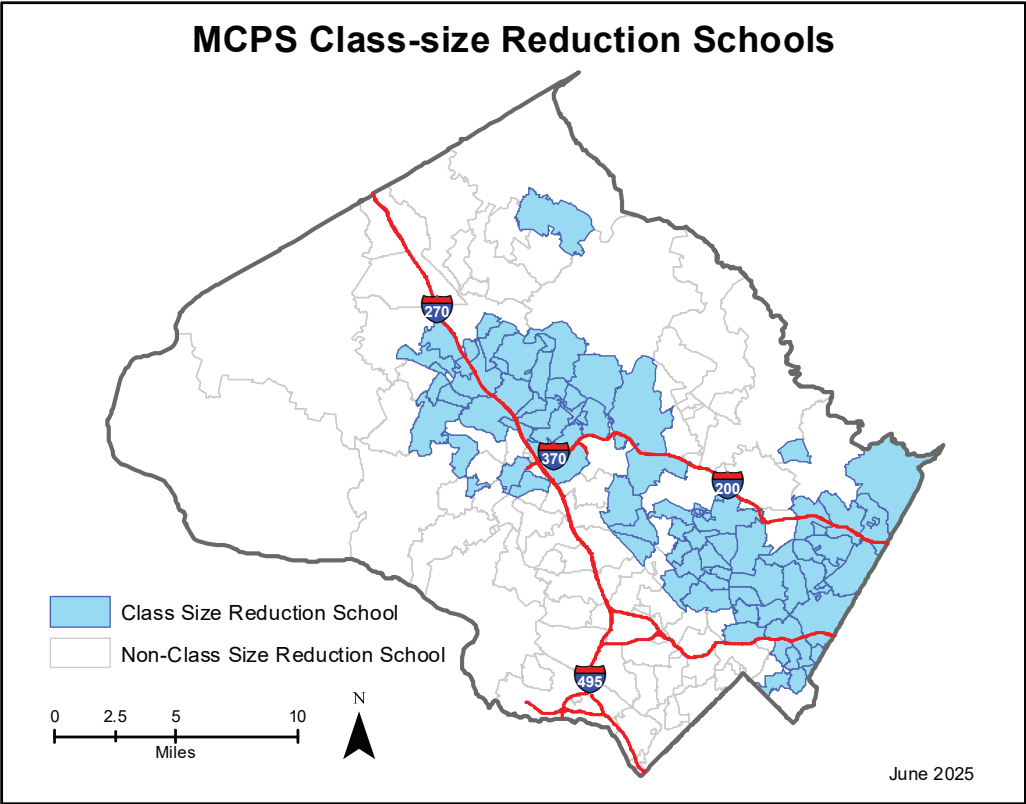
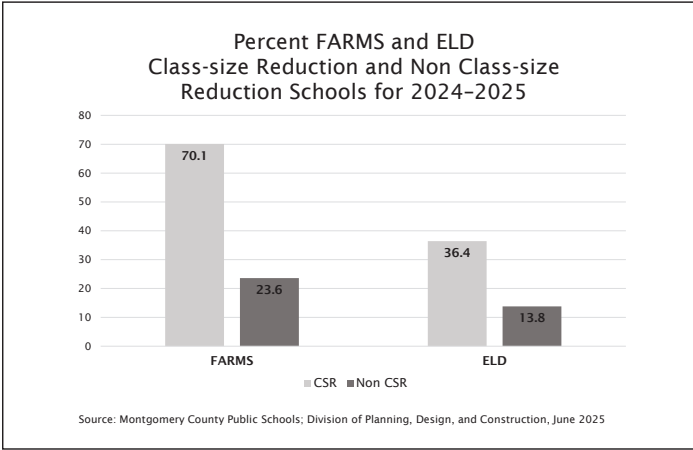
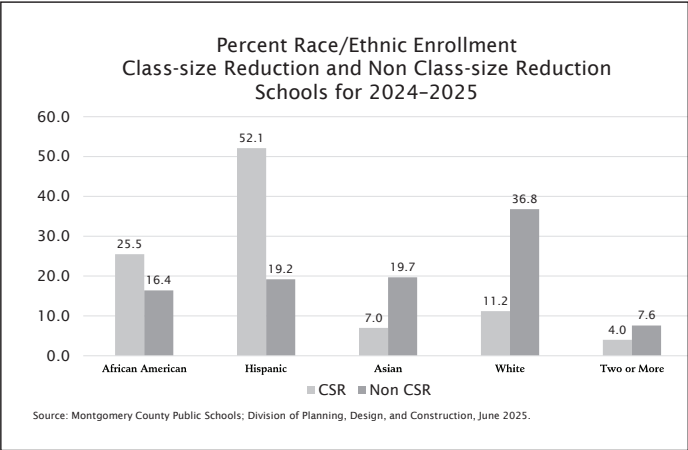
At one time, CSR elementary school service areas had little racial and ethnic diversity. The wave of in-migration over the past three decades has transformed these communities and the greatest concentration of student diversity and participation in the FARMS and ELD programs is now found in areas of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



MCPS Enrollment Forecast

The school enrollment forecasts are based mainly on county births, aging of the current student population, and migration patterns. As county births increased through 2007, more kindergarten students entered MCPS. The 2020–2021 kindergarten class was unusually low due to the COVID-19 health pandemic, and therefore considered anomalous. The 2021–2022 kindergarten class was larger than the 2020–2021 school year, but was still smaller than it was between the 2010–2019 school years. The 2024–2025 kindergarten class is smaller than 2023–2024 class. The capture rate (the percentage of resident births five years earlier to kindergarten enrollment) is 83.7 percent, which is approximately the same as the previous school year.

It is anticipated that there will be a return to 87 percent kindergarten capture. However, the decline in resident births will result in a decline in the kindergarten population that in turn will slow the growth of the total enrollment as students age from grade to grade. In addition, the unusually small kindergarten class of the 2020–2021 school year resulted in a smaller than anticipated 1st grade class in the 2022–2023 school year that may to some extent keep enrollment lower through the elementary years during the planning period. In some areas of the county, there will be 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.

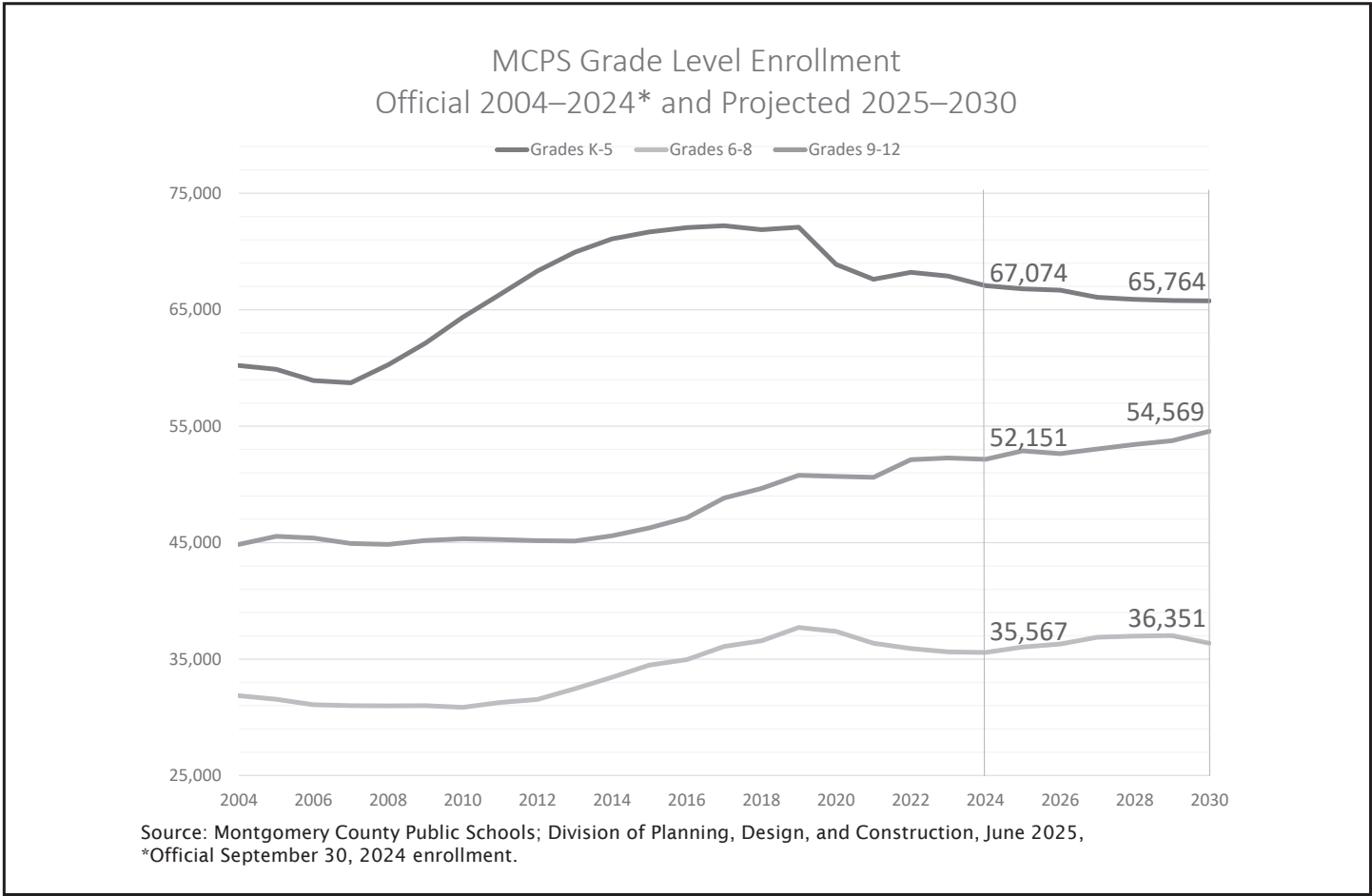


Summary

The last major period of enrollment increases at MCPS occurred during the 1950s, 1960s, and early 1970s, when children from the Baby Boom era, born between 1946 and 1964, enrolled in schools. Enrollment from this wave of growth peaked in 1972, at 126,912 students. Thereafter, the so-called Baby Bust era saw births decline and MCPS enrollment decrease to a low of 91,030 students in 1983. Since 1983, a much greater “baby boom” has occurred in the county. During the official Baby Boom years, the highest birth year in Montgomery County was 1963 when there were 8,461 resident births. While births have been declining in the county since 2014, with the exception of 2022, the 5-year resident births average (2019-2023) is approximately 11,565, and is 3,104 higher than the official Baby Boom years. Housing developments, turnover,

migration patterns, and economics, as well as kindergarten capture affect changes in enrollment.

Keeping pace with enrollment growth, and accommodating class-size reductions through Title 1 and Focus elementary schools have required a major investment in school facilities. In the 2024–2025 school year, MCPS operates 137 elementary schools, 40 middle schools, 25 high schools, 1 career and technology high school, 1 alternative education center with one satellite center, 5 special schools, and 2 Early Childhood Centers. Since 1985, MCPS has 37 elementary schools, 19 middle schools, and 6 high schools that are new or have been reopened. During the next six years, additional school capacity will be added through new school openings, major capital projects, and classroom additions.



Chapter 3

Facility Planning Objectives

MCPS Vision, Mission, and Core Values

The adopted *FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program (CIP)* is closely aligned with the core values outlined in the MCPS Strategic Plan. The strategic plan states that MCPS is committed to educating our students so that academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability. We will continue to strive until all gaps have been eliminated for all groups. Our students will graduate with deep academic knowledge and become prepared for tomorrow's complex world and workplace. Our work is guided by the following five core values:

- Learning
- Relationships
- Respect
- Excellence
- Equity

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

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

Capital Improvement Priorities

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

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

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

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

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

Educational Facilities Planning Policy Guidance

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

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

Preferred Range of Enrollment

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

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

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

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

School Capacity Calculations

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

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

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

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

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

School Facility Utilization

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

School Site Size

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

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

Facility Planning Objectives

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

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

OBJECTIVE 2: Meet long-term and interim space needs

OBJECTIVE 3: Sustain and upgrade facilities

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

OBJECTIVE 5: Support multipurpose use of schools

OBJECTIVE 6: Meet space needs of special education programs

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

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

2024–2025 Focus and Title I Schools	
Elementary Schools	
Arcola Lucy V. Barnsley *Bel Pre (K–2) Brookhaven Brown Station Burnt Mills Burtonsville Cannon Road Clearspring Clopper Mill *Cresthaven (3–5) Capt. James E. Daly Dr. Charles R. Drew East Silver Spring Fairland Fields Road Flower Hill Forest Knolls Fox Chapel Gaithersburg Galway Georgian Forest Germantown Glen Haven Glenallan Goshen Great Seneca Creek Greencastle Harmony Hills Highland Highland View Jackson Road Kemp Mill Lake Seneca JoAnn Leleck at Broad Acres	Thurgood Marshall Maryvale S. Christa McAuliffe Meadow Hall Mill Creek Towne *Montgomery Knolls (HS–2) *New Hampshire Estates (HS–2) *Roscoe R. Nix (K–2) *Oak View (3–5) William T. Page *Pine Crest (3–5) *Piney Branch (3–5) Judith A. Resnik Dr. Sally K. Ride Rock View Rolling Terrace Rosemont Sequoyah Sargent Shriver Flora M. Singer South Lake Stedwick *Strathmore (3–5) *Strawberry Knoll Summit Hall Harriet R. Tubman Twinbrook Viers Mill Washington Grove Waters Landing Watkins Mill Weller Road Wheaton Woods Whetstone
Middle Schools	
Benjamin Banneker Forest Oak Francis Scott Key	Montgomery Village Odessa Shannon White Oak
<p>All schools in this table are receiving additional staff to reduce class sizes in Grades K–2 except for the Grades 3–5 schools and the middle schools.</p> <p>*These schools are paired, either Grades K–2 or Grades 3–5.</p> <p>Schools in bold are also Title I schools in the 2024–2025 school year.</p>	

Class Size Reductions

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

language deficiency were reduced for the full instructional day to an average of 17 students per teacher in Grades 1–2 and 15 students per teacher in full-day kindergarten. Reducing class sizes in Grades K–2 had a dramatic impact on utilization levels in elementary schools, creating the need for additional classrooms to accommodate the increased number of teaching positions. Beginning in FY 2012, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2. In FY 2025, the staffing guidelines for focus schools increased to an average of 19 students per teacher in Grades K–2. Some schools also receive staffing to reduce class sizes in the upper grades. These schools are listed in the Focus and Title 1 Schools table.

Head Start and Prekindergarten Programs

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

Signature and Academy Programs

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

Information Technologies

MCPS has a strong commitment to prepare today’s students for life in the 21st century and to ensure a technologically literate citizenry and an internationally competitive work

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

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

OBJECTIVE 2: Meet Long-term and Interim Space Needs

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

Long-term Space Needs

A continued commitment to capital projects for the next six-years is necessary to address space needs. This year’s official September 30th enrollment was 159,182 students. Enrollment is projected to be 162,178 students by the 2030–2031 school year. The CIP identifies where space shortages are projected to occur and how the school system plans to address them. Due to the high level of school utilization throughout the school system, there may be some opportunities to address school space shortages through boundary changes among existing schools. However, additions to existing schools, the opening of new schools, and other major capital projects at schools will continue to be important strategies to address space needs. For a summary of recommended capital projects, see the table in Chapter 1, labeled *County Council Adopted FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program Summary Table*.

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

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

to accommodate the projected enrollment, additions could be considered at nearby schools and students would be reassigned to these schools. For a classroom addition to be considered for funding at an individual school, the following thresholds need to be met:

- Elementary school—the enrollment needs to exceed capacity by four classrooms or more (a minimum of 92 seats) in the sixth year of the CIP period
- Middle school—enrollment needs to exceed capacity by six classrooms or more (a minimum of 150 seats) in the sixth year of the CIP period
- High school—enrollment needs to exceed capacity by eight classrooms or more (a minimum of 200 seats) in the sixth year of the CIP period
- Consider the opening of a new school if reassignments and increasing capacity of existing schools is not sufficient to address the projected enrollment. Expanding schools to their maximum core capacity is considered before the opening of a new school.
 - A new elementary school may be considered if the cluster-wide deficit of space exceeds 500–600 seats.
 - A new middle school may be considered if deficits of space exceed 800 seats in one or more clusters.
 - For a new high school, the deficit would need to exceed approximately 1600 seats in one or more clusters.
- The impact of school utilization on the county’s Growth and Infrastructure Policy is also reviewed.
- To address growing enrollment in the county, the recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 CIP includes funds for two new schools: the reopening of Charles W. Woodward High School (opens August 2027) and Crown High School (opens August 2027).

In addition to new school openings, classroom addition projects and major capital projects are planned to address overutilization at schools. Planning and/or construction funds are planned for several classroom addition projects as part of the recommended FY 2026 Capital Budget and Amendments to the 2025–2030 CIP. All capital projects are listed on the following table, along with the number of additional classrooms and the completion dates.

Number of Additional Rooms Planned—Capital Projects

School	Number of Rooms Planned*	Completion Date
Silver Spring International MS (Addition)	5	8/25
Greencastle ES (Addition)	10	8/25
Highland View ES (Addition)	9	8/27
*The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary schools that are not counted in the capacity (art, music, and the dual purpose room).		

Interim Space Needs

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

Non-Capital Actions

On March 28, 2023, the Board of Education approved the boundary study scope to create the service area for the reopening of Charles W. Woodward High School. The scope of the boundary study includes the following high schools: Bethesda Chevy-Chase, Montgomery Blair, Albert Einstein, Walter Johnson, John F. Kennedy, Northwood, Wheaton, and Walt Whitman. The scope also includes the following middle schools: Argyle, Eastern, A. Mario Loiederman, Newport Mill, North Bethesda, Parkland, Thomas W. Pyle, Odessa Shannon, Silver Creek, Silver Spring International, Sligo, Takoma Park, Tilden, and Westland. No elementary schools are included in the boundary study.

As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was delayed one-year due to an extension of the construction timeline. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the approved completion date for the reopening of Charles W. Woodward High school was delayed until August 2027. On March 19, 2024, the Board of Education approved a revised timeline for the approved boundary study scope to align with the re-opening of Charles W. Woodward High School. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/WoodwardHSBoundaryStudy

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

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

OBJECTIVE 3: Sustain and Upgrade Facilities

The Board of Education, superintendent of schools, and school community recognize the necessity to maintain schools in good condition through a range of activities that includes routine daily maintenance to the systematic replacement of building systems. A number of capital projects provide funds for systematic life-cycle asset replacement, including the Roof Replacement Program, the Heating, Ventilation, and Air Conditioning (HVAC) Program, and the Planned Life Cycle Asset Replacement (PLAR) Program. Because schools built or modernized since 1985 are generally of higher construction quality than schools built prior to 1985, it is possible to extend the useful life through a high level of maintenance and replacement of building systems. In the coming years, more funds will be directed to major capital projects that sustain and upgrade facilities in good condition for longer periods than has been feasible in the past.

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

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

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

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

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

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

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

MCPS has deepened its commitment to sustainability and conservation of resources in the design and operation of all facilities by adopting an update to Policy ECA, "Energy Conservation" and renaming it "Sustainability." This policy can be seen in Appendix U. This revised policy sets a target

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

MCPS has implemented measures to reduce the environmental impact of its buildings through a comprehensive revision of its construction design guidelines. Beginning in 2006, schools were designed utilizing the practices from the Leadership in Energy and Environmental Design (LEED) rating system of the United States Green Building Council. Great Seneca Creek Elementary School, which opened in September 2006, was the first public school in Maryland to be "gold" certified under the LEED rating system for green buildings. From FY 2007 through FY 2019, all new schools were designed to achieve a LEED for Schools "silver" certification. Smaller green technology and conservation pilots were introduced at several schools to provide a healthy and effective learning environment for students and staff. Beginning in FY 2020, schools are being designed utilizing the Green Globes rating system for green building design.

OBJECTIVE 5: Support Multipurpose Use of Schools

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

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

DHHS arranges for the lease of the childcare classroom to a private childcare provider.

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

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

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

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

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

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

Community use of school facilities is another important way in which schools serve their communities. Outside of the

instructional day, schools are used for a wide range of community activities. The Interagency Coordinating Board (ICB) for Community Use of Public Facilities (CUPF) manages school use, collects fees for most community uses of schools, and maintains an Enterprise Fund to pay for the cost of utilizing schools after school hours

OBJECTIVE 6: Meet Special Education Program Space Needs

The Maryland State Department of Education established a target for local school systems to address the need for students receiving special education services in the general education environment. The Fiscal Year 2025 proposed target requires 71.25 percent of students to receive special education services in the general education environment. As a result of this mandate, the Department of Special Education Services (DSES) and the Division of Special Education, Prekindergarten, Programs, and Services (DSEPPS), in collaboration with the Department of Facilities Management and the Office of School Support, plan and coordinate the identification of services sites and locations to address the diverse needs of students receiving special education services. This process is designed to ensure the delivery of special education services to the maximum extent appropriate in the school the student would attend if nondisabled.

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

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

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

The following regional services are available to students as appropriate:

- Augmentative and Alternative Communication Services
- Autism Spectrum Disorders Services
- Autism Resource Services
- Autism Connections Services
- Comprehensive Autism Preschool Program
- Bridge Services
- Prekindergarten Physical Disabilities Services
- Elementary Learning Center
- Extensions Services
- Enhanced Social Emotional Special Education Services (E-SESES)
- Twice Exceptional (2e) Services
- Infants and Toddlers Program
- Learning for Independence (LFI) Services
- Preschool Education Program (PEP)
- Prekindergarten Language Classes
- School/Community-based (SCB) Services

- Social Emotional Special Education Services (SESES)
- Longview and Stephen Knolls schools
- Carl Sandburg Learning Center
- Deaf and Hard of Hearing Services
- Preschool Vision Class
- John L. Gildner Regional Institute for Children and Adolescents
- Rock Terrace School

Birth through 5 Years of Age Special Education Growth

The Montgomery County Infants and Toddlers Program (MC-ITP) provides services to children with developmental delays from birth to 3 years of age or until the start of the school year after turning age 4 under the Extended Individualized Family Service Plan. These services are provided in natural environments, such as home, childcare, or other community settings. Growth in the Infants and Toddlers Program has resulted in the location of five centers throughout the county.

MCPS provides a continuum of special education services for children ages 3 through 5. PEP services range from consultative and itinerant services for children in community-based childcare settings and preschools to itinerant instruction at home for medically fragile children. Classroom environments are provided for children who need a comprehensive approach to their learning needs in part- or full-day classes.

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

Chapter 4

Approved Actions and Planning Issues

Chapter 4 is organized alphabetically by high school cluster and consortia. Each section includes tables that contain enrollment, demographic, program capacity, and facilities information for individual schools. Capital projects approved for the *FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program (CIP)* are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning actions often cross cluster/consortia boundaries in order to meet program and facility needs for all students. Appendix V includes the maps for each cluster, special education centers, and other educational centers.

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

Information is presented within a common framework for each cluster and the Downcounty and Northeast consortia.

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

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

- **Approved**—Project has an approved FY 2026 appropriation in the amended FY 2025–2030 CIP for planning or construction funds.
- **Programmed**—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- **Proposed**—Project has facility planning funds approved for a feasibility study.

To assist readers, a glossary of abbreviations and terms used in the tables and notes is included below. For each cluster and the two consortia, four summary tables are presented. The “Projected Enrollment and Available Capacity” table reflects the projected enrollment six years into the future for elementary and secondary schools and to the years 2034 and 2039 at the secondary level. Space availability is shown with approved CIP projects. This table also has a “comments” section that

2e—Twice Exceptional

AAC—Augmentative and Alternative Communication

Add.—Addition

AUT—Autism Spectrum Disorders

BRIDGE—Bridge services

CSR—Class size reduction

DCC—Downcounty Consortium

DHOH—Deaf and Hard of Hearing

ELC—Elementary Learning Center

ELD—English Language Development

HS—Head Start

HSM—Home school model

LAD—Learning and Academic Disabilities

LANG—Speech/Language Services

LFI—Learning for Independence

LTL—Linkages to Learning

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

MCP—Major Capital Project

MSMC—Middle School Magnet Consortium

NEC—Northeast Consortium

PD—Physical Disabilities class

PEP—Preschool Education Program

pre-K—# of sessions of prekindergarten

pre-K Lang—Prekindergarten language class

Reg. Sec.—Regular secondary classroom

Reg. Elem.—Regular elementary classroom

Rev/Ex—Revitalization/Expansion

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

SBHC—School-based Health Center

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

SESES—Social and Emotional Special Education Services

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

SBWC—Wellness Center

TBD—To be determined

TS—# of Teaching Stations

VIS—Preschool or secondary Vision Services

contains a brief explanation of program or facility changes that will affect capacity within any given year.

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

known as ESOL), and the Mobility Rate for schools. The “Program Capacity Table (School Year 2024–2025)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2024–2025,” illustrates facility information for each school.

Cluster Articulation for 2024–2025 School Year

BETHESDA-CHEVY CHASE CLUSTER

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

WINSTON CHURCHILL CLUSTER

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

CLARKSBURG CLUSTER

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

DAMASCUS CLUSTER

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

DOWNCOUNTY CONSORTIUM

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

DOWNCOUNTY CONSORTIUM (continued)

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

GAITHERSBURG CLUSTER

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

WALTER JOHNSON CLUSTER

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

COL. ZADOK MAGRUDER CLUSTER

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

RICHARD MONTGOMERY CLUSTER

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

Cluster Articulation for 2024–2025 School Year

NORTHEAST CONSORTIUM

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

NORTHWEST CLUSTER

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

POOLESVILLE CLUSTER

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

QUINCE ORCHARD CLUSTER

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

ROCKVILLE CLUSTER

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

SENECA VALLEY CLUSTER

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

SHERWOOD CLUSTER

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

WATKINS MILL CLUSTER

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

WALT WHITMAN CLUSTER

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

THOMAS S. WOOTTON CLUSTER

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

OTHER EDUCATIONAL FACILITIES

Additionally, Montgomery County Public Schools operates the following facilities:

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

BETHESDA-CHEVY CHASE CLUSTER

CLUSTER PLANNING ISSUES

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

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

Planning Study: A study was approved in November 2017, to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. In the Walter Johnson Cluster, a Site Selection Committee held in spring 2018, identified possible sites for a new elementary school. However, the projected space deficits at the elementary school level in the Walter Johnson Cluster were not sufficient to recommend a new elementary school for the cluster at that time. Given that the adopted CIP in November 2018, included a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the Board of Education approved expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. The Board of Education also included a joint site selection process for the two clusters conducted in summer 2019. The adopted FY 2023–2028 CIP included planning funds in the out-years for this new elementary school with a TBD completion date. An FY 2025 appropriation was requested for planning funds, however, due to fiscal constraints, the County Council shifted those expenditures to

the out-years of the adopted FY 2025–2030 CIP. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

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

As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was delayed one-year due to an extension of the construction timeline. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the completion date for the reopening of Charles W. Woodward High School is August 2027. On March 19, 2024, the Board of Education adopted a revised timeline for the boundary study. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/woodwardhsboundarystudy/

SCHOOLS

Bethesda-Chevy Chase High School

Planning Issue: See text under Cluster Planning Issues.

Charles W. Woodward High School

Planning Issue: See text under Cluster Planning Issues.

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

B-CC Cluster Articulation

2024–2025 School Year

Bethesda-Chevy Chase HS

Silver Creek MS

Chevy Chase ES
North Chevy Chase ES
Rock Creek Forest ES*
Rosemary Hills ES

Westland MS

Bethesda ES
Rock Creek Forest ES**
Somerset ES
Westbrook ES

* non-Spanish Immersion

** Spanish Immersion

See Appendix V for multicolored maps of the service areas.

BETHESDA-CHEVY CHASE CLUSTER

high schools, an FY 2021 appropriation for construction was approved for the reopening of Charles W. Woodward High School. The Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY 2023-2028 CIP, delayed this project one year. The additional expenditures were approved, but the scheduled completion date for the reopening of Charles W. Woodward High School was August 2026. An FY 2024 appropriation was approved for construction cost increases. As part of the Board of Education's approved FY 2025–2030 CIP, the construction schedule for the Northwood High School project was extended one year, with a completion date of August 2027. Since Charles W. Woodward High School is the holding facility for Northwood High School, the completion date for the reopening of Charles W. Woodward High School is August 2027. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY 2025–2030 CIP, a Phase III for this project that will include the construction of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase III, the interior fit-out of the auditorium and other associated spaces, and keep the completion date of August 2027.

Silver Creek Middle School

Planning Issue: See text under Cluster Planning Issues.

Westland Middle School

Planning Issue: See text under Cluster Planning Issues.

Bethesda Elementary School

Planning Study: See text under Cluster Planning Issues.

Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: Projections indicate that enrollment will exceed capacity for some of the elementary schools in these two clusters. An FY 2025 appropriation was requested for planning funds, however, due to fiscal constraints, the County Council shifted those expenditures to the out-years of the adopted FY 2025–2030 CIP. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

Chevy Chase Elementary School

Planning Study: See text under Cluster Planning Study.

North Chevy Chase Elementary School

Planning Study: See text under Cluster Planning Study.

Rock Creek Forest Elementary School

Planning Study: See text under Cluster Planning Study.

Rosemary Hills Elementary School

Planning Study: See text under Cluster Planning Study.

Somerset Elementary School

Planning Study: See text under Cluster Planning Study.

Westbrook Elementary School

Planning Study: See text under Cluster Planning Study.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Bethesda–Chevy Chase HS		Program Capacity	2475	2475	2475	2475	2475	2475	2475	2475	2475
		Enrollment	2377	2384	2420	2389	2417	2429	2463	2475	2475
		Available Space	98	91	55	86	58	46	12	0	0
		Comments	See Text								
Charles W. Woodward HS		Program Capacity				2249	2249	2249	2249	2249	2249
		Enrollment				0	0	0	0	0	0
		Available Space				2249	2249	2249	2249	2249	2249
		Comments	See Text			Opens					
Silver Creek MS		Program Capacity	915	915	915	915	915	915	915	915	915
		Enrollment	751	760	757	773	776	776	762	765	765
		Available Space	164	155	158	142	139	139	153	150	150
		Comments	See Text								
Westland MS		Program Capacity	1064	1064	1064	1064	1064	1064	1064	1064	1064
		Enrollment	839	824	831	851	854	855	840	850	850
		Available Space	225	240	233	213	210	209	224	214	214
		Comments	See Text								
Bethesda ES Grades (K–5)		Program Capacity	560	560	560	560	560	560	560		
		Enrollment	645	653	637	623	667	642	631		
		Available Space	(85)	(93)	(77)	(63)	(107)	(82)	(71)		
		Comments	See Text								
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	483	483	483	483	483	483	483		
		Enrollment	434	451	467	481	485	488	471		
		Available Space	49	32	16	2	(2)	(5)	12		
		Comments	See Text								
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	391	391	391	391	391	391	391		
		Enrollment	237	236	251	258	261	263	250		
		Available Space	154	155	140	133	130	128	141		
		Comments	See Text								
Rock Creek Forest ES		Program Capacity	771	771	771	771	771	771	771		
		Enrollment	690	696	684	691	696	687	681		
		Available Space	81	75	87	80	75	84	90		
		Comments	See Text								
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES		Program Capacity	650	650	650	650	650	650	650		
		Enrollment	499	479	471	480	485	486	487		
		Available Space	151	171	179	170	165	164	163		
		Comments	See Text								
Somerset ES		Program Capacity	550	550	550	550	550	550	550		
		Enrollment	314	310	325	336	337	336	340		
		Available Space	236	240	225	214	213	214	210		
		Comments	See Text								
Westbrook ES		Program Capacity	648	648	648	648	648	648	648		
		Enrollment	468	441	428	420	405	404	415		
		Available Space	180	207	220	228	243	244	233		
		Comments	See Text								
Cluster Information		HS Utilization	96%	96%	98%	97%	98%	98%	100%	100%	100%
		HS Enrollment	2377	2384	2420	2389	2417	2429	2463	2475	2475
		MS Utilization	80%	80%	80%	82%	82%	82%	81%	82%	82%
		MS Enrollment	1590	1584	1588	1624	1630	1631	1602	1615	1615
		ES Utilization	81%	81%	81%	81%	82%	82%	81%		
		ES Enrollment	3287	3266	3263	3289	3336	3306	3275		

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2377	5.9%	18.4%	6.9%	21.4%	47.0%	23.9%	10.7%	10.1%
Silver Creek MS	751	6.9%	27.2%	7.7%	17.4%	40.7%	32.6%	12.5%	10.1%
Westland MS	839	7.2%	12.5%	11.8%	19.1%	49.1%	17.5%	9.4%	11.0%
Bethesda ES	645	8.8%	17.5%	22.8%	15.3%	35.5%	25.3%	22.6%	25.8%
Chevy Chase ES	434	6.5%	27.6%	9.2%	13.4%	43.1%	34.8%	13.8%	10.8%
North Chevy Chase ES	237	6.3%	22.4%	7.6%	16.9%	46.8%	20.7%	8.4%	10.3%
Rock Creek Forest ES	690	5.1%	20.7%	6.2%	38.8%	28.6%	33.2%	18.8%	10.5%
Rosemary Hills ES	499	5.0%	30.7%	5.2%	17.8%	40.3%	40.5%	14.2%	16.0%
Somerset ES	314	9.9%	12.1%	12.4%	17.2%	48.4%	20.1%	14.6%	10.0%
Westbrook ES	468	7.5%	5.8%	10.9%	15.6%	60.0%	13.0%	11.8%	8.4%
Elementary Cluster Total	3287	6.9%	19.7%	11.1%	20.7%	41.3%	27.9%	16.1%	11.4%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)															Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2024–2025

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

*See Appendix H for relocatable use.

WINSTON CHURCHILL CLUSTER

CLUSTER PLANNING ISSUES

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

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

SCHOOLS

Winston Churchill High School

Planning Issue: See text under Cluster Planning Issues.

Crown High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: The adopted CIP includes expenditures in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. As part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted 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 will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

Winston Churchill Cluster Articulation

2024–2025 School Year

Winston Churchill High School

Cabin John MS*

Bells Mill ES
Seven Locks ES

Herbert Hoover MS

Beverly Farms ES
Potomac ES
Wayside ES

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

WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Winston Churchill HS		Program Capacity	1940	1940	1940	1940	1940	1940	1940	1940	1940
		Enrollment	2185	2211	2175	2184	2217	2229	2259	2275	2275
		Available Space	(245)	(271)	(235)	(244)	(277)	(289)	(319)	(335)	(335)
		Comments	See Text								
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
Cabin John MS		Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125
		Enrollment	983	1025	1003	1012	1015	1017	998	1010	1010
		Available Space	142	100	122	113	110	108	127	115	115
		Comments	See Text								
Herbert Hoover MS		Program Capacity	1143	1143	1143	1143	1143	1143	1143	1143	1143
		Enrollment	930	942	940	944	947	948	931	940	940
		Available Space	213	201	203	199	196	195	212	203	203
		Comments	See Text								
Bells Mill ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	570	549	558	553	541	537	538		
		Available Space	56	77	68	73	85	89	88		
		Comments									
Beverly Farms ES		Program Capacity	733	733	733	733	733	733	733		
		Enrollment	526	525	529	519	513	521	526		
		Available Space	207	208	204	214	220	212	207		
		Comments									
Potomac ES		Program Capacity	480	480	480	480	480	480	480		
		Enrollment	475	482	472	477	467	467	464		
		Available Space	5	(2)	8	3	13	13	16		
		Comments									
Seven Locks ES		Program Capacity	457	457	457	457	457	457	457		
		Enrollment	376	372	382	383	391	400	386		
		Available Space	81	85	75	74	66	57	71		
		Comments									
Wayside ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	465	465	488	478	492	485	477		
		Available Space	161	161	138	148	134	141	149		
		Comments									
Cluster Information		HS Utilization	113%	114%	112%	113%	114%	115%	116%	117%	117%
		HS Enrollment	2185	2211	2175	2184	2217	2229	2259	2275	2275
		MS Utilization	84%	87%	86%	86%	87%	87%	85%	86%	86%
		MS Enrollment	1913	1967	1943	1956	1962	1965	1929	1950	1950
		ES Utilization	83%	82%	83%	82%	82%	82%	82%		
		ES Enrollment	2412	2393	2429	2410	2404	2410	2391		

WINSTON CHURCHILL CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Winston Churchill HS	2185	6.9%	11.2%	33.0%	8.8%	40.0%	10.9%	3.2%	4.2%
Cabin John MS	983	6.5%	11.2%	34.3%	10.9%	37.0%	12.3%	4.1%	5.2%
Herbert Hoover MS	930	8.5%	8.7%	38.1%	8.8%	35.8%	11.8%	3.9%	5.5%
Bells Mill ES	570	8.2%	13.0%	27.2%	9.6%	41.6%	14.9%	8.8%	7.3%
Beverly Farms ES	526	8.6%	7.6%	29.7%	7.2%	46.6%	8.6%	8.9%	5.7%
Potomac ES	475	10.3%	8.6%	33.5%	8.4%	39.2%	7.6%	7.2%	10.6%
Seven Locks ES	376	6.4%	6.6%	21.5%	12.0%	52.1%	7.2%	4.8%	6.9%
Wayside ES	465	7.3%	6.9%	40.2%	9.2%	36.3%	9.9%	9.0%	8.9%
Elementary Cluster Total	2412	8.3%	8.8%	30.6%	9.2%	42.8%	9.9%	7.9%	6.6%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

Special Education Services																															
Quad Cluster Based										County & Regional Based																					
OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7															
			3	3		5	5																								
							3																								
						2																									
2				2																							2	1	1		

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2024–2025

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

*See Appendix H for relocatable use.

CLARKSBURG CLUSTER

CLUSTER PLANNING ISSUES

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

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

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

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

SCHOOLS

Clarksburg High School

Planning Issue: See text under Cluster Planning Issues.

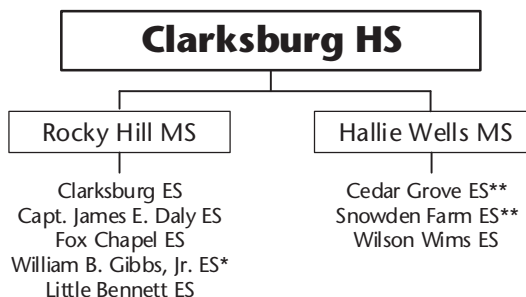
Crown High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: The adopted CIP includes expenditures in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. As part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted 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 will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Clarksburg Cluster Articulation

2024–2025 School Year



* A portion of William B. Gibbs Jr. ES also articulates to Neelsville MS and Seneca Valley HS.

** Portions of Cedar Grove ES and Snowden Farm ES also articulate to Damascus HS.

See Appendix V for multicolored maps of the service areas.

Rocky Hill Middle School

Planning Issue: See text under Cluster Planning Issues.

Hallie Wells Middle School

Planning Issue: See text under Cluster Planning Issues.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Clarksburg HS		Program Capacity	2020	2020	2020	2020	2020	2020	2020	2020	2020
		Enrollment	2242	2226	2233	2258	2261	2272	2306	2340	2340
		Available Space	(222)	(206)	(213)	(238)	(241)	(252)	(286)	(320)	(320)
		Comments	See Text								
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
Rocky Hill MS		Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020
		Enrollment	1010	1008	1030	1039	1042	1043	1025	1050	1050
		Available Space	10	12	(10)	(19)	(22)	(23)	(5)	(30)	(30)
		Comments	See Text								
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	931	925	915	948	950	952	935	950	950
		Available Space	51	57	67	34	32	30	47	32	32
		Comments	See Text								
Clarksburg ES		Program Capacity	365	365	365	365	365	365	365		
		Enrollment	365	366	385	395	403	417	417		
		Available Space	0	(1)	(20)	(30)	(38)	(52)	(52)		
		Comments									
Capt. James E. Daly, Jr. ES	CSR	Program Capacity	558	558	558	558	558	558	558		
		Enrollment	472	453	456	461	455	454	452		
		Available Space	86	105	102	97	103	104	106		
		Comments									
Fox Chapel ES	CSR	Program Capacity	665	665	665	665	665	665	665		
		Enrollment	617	610	626	621	626	635	636		
		Available Space	48	55	39	44	39	30	29		
		Comments									
Little Bennett ES		Program Capacity	630	630	630	630	630	630	630		
		Enrollment	614	590	576	585	581	588	586		
		Available Space	16	40	54	45	49	42	44		
		Comments									
Snowden Farm ES		Program Capacity	763	763	763	763	763	763	763		
		Enrollment	578	528	474	438	428	428	434		
		Available Space	185	235	289	325	335	335	329		
		Comments									
Wilson Wims ES		Program Capacity	717	717	717	717	717	717	717		
		Enrollment	484	482	474	462	450	458	458		
		Available Space	233	235	243	255	267	259	259		
		Comments									
Cluster Information		HS Utilization	111%	110%	111%	112%	112%	112%	114%	116%	116%
		HS Enrollment	2242	2226	2233	2258	2261	2272	2306	2340	2340
		MS Utilization	97%	97%	97%	99%	100%	100%	98%	100%	100%
		MS Enrollment	1941	1933	1945	1987	1992	1995	1960	2000	2000
		ES Utilization	85%	82%	81%	80%	80%	81%	81%		
		ES Enrollment	3130	3029	2991	2962	2943	2980	2983		

CLARKSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Clarksburg HS	2242	4.6%	27.9%	25.6%	27.4%	14.0%	36.8%	10.9%	11.7%
Rocky Hill MS	1010	5.7%	29.0%	19.3%	35.7%	9.6%	45.6%	16.7%	12.7%
Hallie Wells MS	931	5.2%	20.1%	43.8%	12.4%	18.3%	18.5%	4.1%	7.7%
Clarksburg ES	365	7.1%	32.1%	31.5%	17.5%	11.5%	35.1%	18.6%	21.7%
Capt. James E. Daly Jr. ES	472	3.0%	28.0%	5.3%	57.6%	5.5%	57.6%	43.2%	24.6%
Fox Chapel ES	617	3.6%	24.3%	13.8%	46.7%	11.2%	61.1%	32.9%	27.1%
Little Bennett ES	614	4.4%	25.1%	32.7%	16.1%	21.3%	29.3%	14.8%	13.0%
Snowden Farm ES	578	5.2%	20.6%	47.2%	11.9%	15.1%	20.8%	11.2%	16.6%
Wilson Wims ES	484	6.4%	22.5%	37.4%	13.8%	19.0%	19.0%	8.3%	13.7%
Elementary Cluster Total	3130	4.8%	25.0%	28.1%	27.4%	14.3%	37.3%	21.4%	16.3%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table. Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table
(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services																
																Quad Cluster Based	County & Regional Based															
																	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10
Schools	Clarksburg HS	9-12	2021	93		87							2												4							
	Rocky Hill MS	6-8	1020	48		48																										
	Hallie Wells MS	6-8	982	48		45																		3								
	Clarksburg ES	K-5	365	19	3		13					3																				
	Capt. James E. Daly Jr. ES	PreK-5	558	32	5		14	8	1			4																				
	Fox Chapel ES	PreK-5	665	35	4		17	9		1		4																				
	Little Bennett ES	K-5	630	34	3		20						5				6															
	Snowden Farm ES	K-5	763	38	3		29						3											3								
	Wilson Wims ES	K-5	717	37	3		25						4																3		2	

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Clarksburg HS	1995	2006	344,574	62.73		13	
Rocky Hill MS	2004		148,065	23.3			
Hallie Wells MS	2016		150,089	22.37			
Clarksburg ES	1952	1993	54,983	9.97		5	
Capt. James E. Daly, Jr. ES	1989		78,386	10	Yes	2	
Fox Chapel ES	1974		85,182	10.34	Yes		LTL
Little Bennett ES	2006		82,511	4.81	Yes		
Snowden Farm ES	2019		92,366	9.79			
Wilson Wims ES	2014		91,931	9.29	Yes		

*See Appendix H for relocatable use.

DAMASCUS CLUSTER

CLUSTER PLANNING ISSUES

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

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

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

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

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

Damascus High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: A Major Capital Project was approved to address various building systems and programmatic needs for this school. The Board of Education, in the requested FY 2021–2026 CIP, included expenditures in FY 2022 to continue the planning and design of this major capital project with a completion date of August 2025, the County Council delayed the expenditures by one-year. An FY 2023 appropriation was approved to begin the design of this Major Capital Project. An FY 2024 appropriation was approved for construction funds. Due to fiscal constraints, the County Council shifted the expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date.

John T. Baker Middle School

Planning Issue: See text under Cluster Planning Issues.

Hallie Wells Middle School

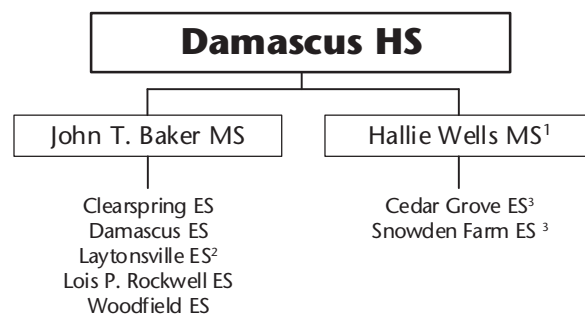
Planning Issue: See text under Cluster Planning Issues.

Damascus Elementary School

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

Damascus Cluster Articulation

2024–2025 School Year



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

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

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

DAMASCUS CLUSTER

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

Woodfield Elementary School

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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Approved	August 2027
Damascus HS	Major Capital Project	Programmed	TBD
Damascus ES	Major Capital Project	Proposed	TBD

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

DAMASCUS CLUSTER

Projected Enrollment and Space Availability Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Damascus HS		Program Capacity	1543	1543	1543	1543	1543	1543	1543	1543	1543
		Enrollment	1385	1482	1484	1519	1518	1527	1549	1590	1590
		Available Space	158	61	59	24	25	16	(6)	(47)	(47)
		Comments	See Text								
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
John T. Baker MS		Program Capacity	750	750	750	750	750	750	750	750	750
		Enrollment	841	840	851	858	859	861	846	865	865
		Available Space	(91)	(90)	(101)	(108)	(109)	(111)	(96)	(115)	(115)
		Comments	See Text								
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	931	925	915	948	950	952	935	950	950
		Available Space	51	57	67	34	32	30	47	32	32
		Comments	See Text								
Cedar Grove ES		Program Capacity	419	419	419	419	419	419	419		
		Enrollment	326	309	293	281	277	285	281		
		Available Space	93	110	126	138	142	134	138		
		Comments									
Clearspring ES	CSR	Program Capacity	557	557	557	557	557	557	557		
		Enrollment	541	524	524	511	498	492	492		
		Available Space	16	33	33	46	59	65	65		
		Comments									
Damascus ES		Program Capacity	334	334	334	334	334	334	334		
		Enrollment	331	327	323	307	303	297	301		
		Available Space	3	7	11	27	31	37	33		
		Comments	See Text								
Lois P. Rockwell ES		Program Capacity	575	575	575	575	575	575	575		
		Enrollment	518	511	508	513	499	495	501		
		Available Space	57	64	67	62	76	80	74		
		Comments									
Snowden Farm ES		Program Capacity	763	763	763	763	763	763	763		
		Enrollment	578	528	474	438	428	428	434		
		Available Space	185	235	289	325	335	335	329		
		Comments									
Woodfield ES		Program Capacity	375	375	375	375	375	375	375		
		Enrollment	314	310	304	291	283	278	281		
		Available Space	61	65	71	84	92	97	94		
		Comments	See Text								
Cluster Information		HS Utilization	90%	96%	96%	98%	98%	99%	100%	103%	103%
		HS Enrollment	1385	1482	1484	1519	1518	1527	1549	1590	1590
		MS Utilization	102%	102%	102%	104%	104%	105%	103%	105%	105%
		MS Enrollment	1772	1765	1766	1806	1809	1813	1781	1815	1815
		ES Utilization	86%	83%	80%	77%	76%	75%	76%		
		ES Enrollment	2608	2509	2426	2341	2288	2275	2290		

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Damascus HS	1390	6.8%	13.4%	10.9%	30.7%	37.9%	30.6%	7.8%	8.6%
John T. Baker MS	841	6.4%	13.4%	7.1%	34.8%	37.8%	37.1%	11.8%	7.4%
Hallie Wells MS	931	5.2%	20.1%	43.8%	12.4%	18.3%	18.5%	4.1%	7.7%
Cedar Grove ES	326	5.5%	16.0%	39.0%	17.2%	21.8%	27.0%	9.2%	14.0%
Clearspring ES	541	11.5%	16.8%	13.1%	29.4%	28.8%	42.3%	12.8%	11.1%
Damascus ES	331	4.5%	11.5%	4.5%	43.2%	36.0%	46.2%	23.6%	17.1%
Lois P. Rockwell ES	518	7.7%	16.2%	8.7%	31.1%	35.5%	33.0%	10.8%	14.5%
Snowden Farm ES	578	5.2%	20.6%	47.2%	11.9%	15.1%	20.8%	11.2%	16.6%
Woodfield ES	314	6.7%	15.3%	9.6%	30.6%	37.6%	32.2%	11.1%	7.5%
Elementary Cluster Total	2608	7.1%	16.6%	21.5%	26.2%	28.2%	33.1%	12.8%	11.3%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

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

DAMASCUS CLUSTER

Facility Characteristics of Schools 2024–2025

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

*See Appendix H for relocatable use.

DOWNCOUNTY CONSORTIUM

CONSORTIUM PLANNING ISSUES

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

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

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

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

The Silver Spring Downtown and Adjacent Communities Plan was adopted June 2022. This plan will allow for an additional 11,000 multifamily high-rise units. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/downcounty/silver-spring/silver-spring-downtown-plan/>.

The Takoma Park Minor Master Plan Amendment, currently in public hearing draft, would allow for 3,500 mostly multifamily housing units. The plan will require the redevelopment of existing land uses. Additional information can be found at the following weblink: TPMMA-Public-Hearing-Draft- Final-6.21.pdf (montgomeryplanning.org).

The Wheaton CBD and Vicinity Sector Plan, adopted in 2012, allows for up to 7,060 mostly multifamily residential units. The majority of these housing units require the redevelopment of the Westfield Wheaton Mall. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/midcounty/wheaton/>.

The Glenmont Sector Plan, adopted in 2013, allows for up to 5,800 mostly multifamily residential units. A future elementary school site is included in this plan and requires the redevelopment of existing land uses, including the Glenmont Shopping Center, to achieve build-out density. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/midcounty/glenmont/>.

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

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

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

As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was delayed one-year due to an extension of the construction timeline. As a result of Northwood High School remaining at Charles

W. Woodward High School, its holding facility, for one additional year, the completion date for the reopening of Charles W. Woodward High School is August 2027. On March 19, 2024, the Board of Education adopted a revised timeline for the boundary study. Information regarding this boundary study is available on the MCPS website at the following link www.montgomeryschoolsmd.org/departments/planning/woodwardhsboundarystudy/

SCHOOLS

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

DOWNCOUNTY CONSORTIUM

W. Woodward High School be used as a holding school for Northwood High School, starting in August 2023.

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

Montgomery Blair High School

Capital Project: See text under Consortium Planning Issues.

Albert Einstein High School

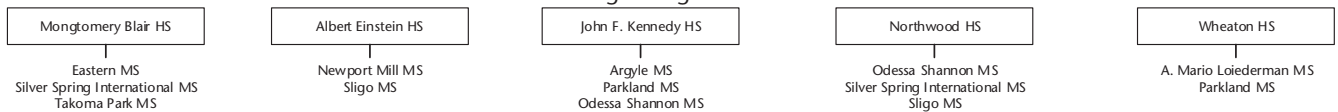
Capital Project: See text under Consortium Planning Issues.

John F. Kennedy High School

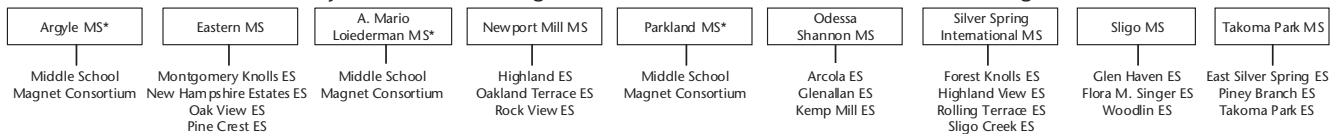
Capital Project: See text under Consortium Planning Issues.

Downcounty Consortium Articulation 2024–2025 School Year

Middle Schools articulating to High Schools within the consortium



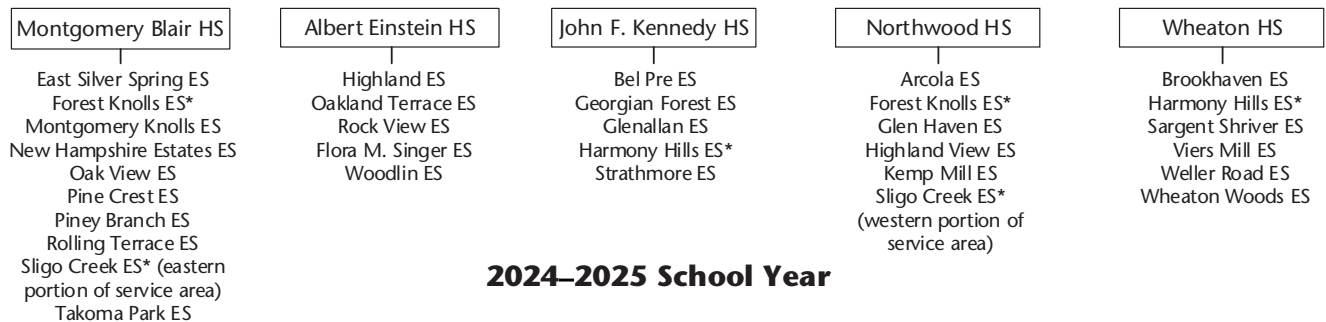
Elementary Schools articulating to Middle Schools within the consortium of High Schools



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

Downcounty Consortium Articulation

High School Base Areas



2024–2025 School Year

* These elementary schools articulate to one middle school, however, articulate to two different high schools. See Appendix 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 2,500 students at Northwood High School. An FY 2023 appropriation was requested for construction cost increases and construction funds. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP delayed the completion date for this project by one year. An FY 2024 appropriation was approved for construction funds. As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was delayed one-year due to an extension of the construction timeline. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to upgrade the stadium amenities. The approved completion date for Northwood High School is August 2027.

Wheaton High School

Planning Issue: See text under Consortium Planning Issues.

Charles W. Woodward High School

Planning Issue: See text under Consortium Planning Issues.

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2021 appropriation for construction was approved for the reopening of Charles W. Woodward High School. The Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed this project one year. The additional expenditures were approved, but the scheduled completion date for the reopening of Charles W. Woodward High School was August 2026. An FY 2024 appropriation was approved for construction cost increases. As part of the Board of Education’s approved FY 2025–2030 CIP, the construction schedule for the Northwood High School project is extended one year, with a completion date of August 2027. Since Charles W. Woodward High School is the holding facility for Northwood High School, the completion date for the reopening of Charles W. Woodward High School is August 2027. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY 2025–2030 CIP, a Phase III for this project that will include the construction of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase

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

Argyle Middle School

Planning Issue: See text under Consortium Planning Issues.

Planning Issue: Previous projections indicated that enrollment would exceed projections by 150 seats or more by the end of the six year planning period. Therefore, an FY 2021 appropriation was approved for facility planning to conduct a feasibility study for a possible addition. Although current projections exceed capacity, it does not meet the threshold of 150 seats or more by the end of the six-year planning period; therefore, enrollment will be monitored to determine the need for an addition in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Eastern Middle School

Planning Issue: See text under Consortium Planning Issues.

Capital Project: A revitalization/expansion project was previously programmed for this school. A new program was developed to identify large-scale renovations of facilities. While nine schools were identified as the first group of schools in the Major Capital Projects project, Eastern Middle School was identified as a school in the next round. An FY 2023 appropriation was approved to begin the architectural design for this major capital project; however no construction funds were included in the adopted CIP and, therefore, a TBD completion date was shown. Due to fiscal constraints, the expenditures for this project were shifted to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date.

A. Mario Loiederman Middle School

Planning Issue: See text under Consortium Planning Issues.

Newport Mill Middle School

Planning Issue: See text under Consortium Planning Issues.

Parkland Middle School

Planning Issue: See text under Consortium Planning Issues.

Odessa Shannon Middle School

Planning Issue: See text under Consortium Planning Issues.

Silver Spring International Middle School

Planning Issue: See text under Consortium Planning Issues.

Capital Project: Previous projections indicated that enrollment at Silver Spring International Middle School would exceed capacity by more than 150 seats throughout the six-year planning period. Based on these projections, an addition project was approved to address the enrollment growth, as well as to provide new gymnasiums and locker rooms. The physical education facilities are located in a separate building, down a steep hill, which affects the accessibility and administration

of the physical education program at the school. Also, the construction of the Purple Line will affect the school site and outdoor programmatic spaces that need to be addressed.

Sligo Creek Elementary School and Silver Spring International Middle School are co-located in the same facility and the elementary school utilizes classroom space in the middle school facility. To improve circulation in the middle school and access to the elementary school, the project included an addition to Sligo Creek Elementary School. To address these needs, an FY 2020 appropriation for construction funds was approved for this project. The scheduled completion date was August 2022.

As a result of the complexities of the addition project and a decrease in enrollment at the middle school, the Board of Education, as part of the FY 2021–2026 CIP, requested a reduction in the expenditures that reduced the scope of the project. The County Council approved the Board of Education’s request related to this project. MCPS staff has worked with the school and community to identify the new scope for this project. Due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed this project one year. An FY 2024 appropriation was approved for construction cost increases. The project is scheduled for completion in August 2025.

Sligo Middle School

Planning Issue: See text under Consortium Planning Issues.

Takoma Park Middle School

Planning Issue: See text under Consortium Planning Issues.

Highland View Elementary School

Capital Project: Projections indicate that enrollment at Highland View Elementary School will exceed capacity throughout the six-year planning period. A feasibility study for a classroom addition was conducted in FY 2010. An FY 2020 appropriation was approved for planning funds only to begin the architectural design for the classroom addition. As part of the FY 2021–2026 CIP, expenditures were reallocated from the Silver Spring International Middle School addition project to fund an addition at this school. Due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed this project by two years. This project is scheduled to be completed August 2027.

Oak View Elementary School

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

Oakland Terrace Elementary School

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

Piney Branch Elementary School

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

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

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Projected Enrollment and Space Availability Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Montgomery Blair HS		Program Capacity	2889	2889	2889	2889	2889	2889	2889	2889	2889
		Enrollment	3266	3358	3375	3365	3409	3429	3482	3500	3500
		Available Space	(377)	(469)	(486)	(476)	(520)	(540)	(593)	(611)	(611)
		Comments	See Text								
Albert Einstein HS		Program Capacity	1616	1616	1616	1616	1616	1616	1616	1616	1616
		Enrollment	1991	1963	1947	1969	1976	1987	2018	2030	2030
		Available Space	(375)	(347)	(331)	(353)	(360)	(371)	(402)	(414)	(414)
		Comments	See Text								
John F. Kennedy HS		Program Capacity	2173	2173	2173	2173	2173	2173	2173	2173	2173
		Enrollment	1880	1907	1937	1960	1961	1976	2012	2050	2050
		Available Space	293	266	236	213	212	197	161	123	123
		Comments	See Text								
Northwood HS		Program Capacity	1513	1513	1513	2260	2260	2260	2260	2260	2260
		Enrollment	1654	1602	1519	1513	1537	1546	1574	1600	1600
		Available Space	(141)	(89)	(6)	747	723	714	686	660	660
		Comments	See Text			Project Complete					
Wheaton HS		Program Capacity	2251	2251	2251	2251	2251	2251	2251	2251	2251
		Enrollment	2794	2849	2818	2806	2818	2836	2884	2900	2900
		Available Space	(543)	(598)	(567)	(555)	(567)	(585)	(633)	(649)	(649)
		Comments	See Text								
Charles W. Woodward HS		Program Capacity				2249	2249	2249	2249	2249	2249
		Enrollment				0	0	0	0	0	0
		Available Space				2249	2249	2249	2249	2249	2249
		Comments	See Text			Opens					
Argyle MS		Program Capacity	888	888	888	888	888	888	888	888	888
		Enrollment	868	856	872	909	912	914	897	900	900
		Available Space	20	32	16	(21)	(24)	(26)	(9)	(12)	(12)
		Comments	See Text								
Eastern MS		Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
		Enrollment	963	1015	1025	1034	1037	1039	1019	1035	1035
		Available Space	49	(3)	(13)	(22)	(25)	(27)	(7)	(23)	(23)
		Comments	See Text								
A. Mario Loiederman MS		Program Capacity	986	986	986	986	986	986	986	986	986
		Enrollment	978	972	994	1007	1010	1012	993	1000	1000
		Available Space	8	14	(8)	(21)	(24)	(26)	(7)	(14)	(14)
		Comments	See Text								
Newport Mill MS		Program Capacity	824	824	824	824	824	824	824	824	824
		Enrollment	652	676	666	668	670	670	658	665	665
		Available Space	172	148	158	156	154	154	166	159	159
		Comments	See Text								
Parkland MS		Program Capacity	1207	1207	1207	1207	1207	1207	1207	1207	1207
		Enrollment	1185	1244	1203	1207	1211	1212	1190	1200	1200
		Available Space	22	(37)	4	0	(4)	(5)	17	7	7
		Comments	See Text								
Odessa Shannon MS		Program Capacity	881	881	881	881	881	881	881	881	881
		Enrollment	784	767	774	794	796	796	782	790	790
		Available Space	97	114	107	87	85	85	99	91	91
		Comments	See Text								
Silver Spring International MS		Program Capacity	1130	1194	1194	1194	1194	1194	1194	1194	1194
		Enrollment	1015	1011	1009	1042	1045	1046	1026	1040	1040
		Available Space	115	183	185	152	149	148	168	154	154
		Comments	See Text	Addition Complete							
Sligo MS		Program Capacity	926	926	926	926	926	926	926	926	926
		Enrollment	685	703	695	703	705	706	693	700	700
		Available Space	241	223	231	223	221	220	233	226	226
		Comments	See Text								
Takoma Park MS		Program Capacity	1298	1298	1298	1298	1298	1298	1298	1298	1298
		Enrollment	1177	1231	1242	1253	1257	1259	1236	1250	1250
		Available Space	121	67	56	45	41	39	62	48	48
		Comments	See Text								

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Schools			Official	Projections					
			24-25	25-26	26-27	27-28	28-29	29-30	30-31
Arcola ES	CSR	Program Capacity	638	638	638	638	638	638	638
		Enrollment	747	712	719	728	717	721	722
		Available Space	(109)	(74)	(81)	(90)	(79)	(83)	(84)
		Comments							
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	598	598	598	598	598	598	598
		Enrollment	558	565	556	540	546	547	547
		Available Space	40	33	42	58	52	51	51
		Comments							
Brookhaven ES	CSR	Program Capacity	500	500	500	500	500	500	500
		Enrollment	436	451	451	453	449	455	452
		Available Space	64	49	49	47	51	45	48
		Comments							
East Silver Spring ES	CSR	Program Capacity	584	584	584	584	584	584	584
		Enrollment	540	553	539	535	558	551	545
		Available Space	44	31	45	49	26	33	39
		Comments							
Forest Knolls ES	CSR	Program Capacity	533	533	533	533	533	533	533
		Enrollment	472	478	493	494	478	479	484
		Available Space	61	55	40	39	55	54	49
		Comments							
Georgian Forest ES	CSR	Program Capacity	626	626	626	626	626	626	626
		Enrollment	600	643	648	627	633	609	609
		Available Space	26	(17)	(22)	(1)	(7)	17	17
		Comments							
Glen Haven ES	CSR	Program Capacity	562	562	562	562	562	562	562
		Enrollment	540	539	525	535	537	535	536
		Available Space	22	23	37	27	25	27	26
		Comments							
Glenallan ES	CSR	Program Capacity	772	772	772	772	772	772	772
		Enrollment	679	704	700	690	691	692	684
		Available Space	93	68	72	82	81	80	88
		Comments							
Harmony Hills ES	CSR	Program Capacity	732	732	732	732	732	732	732
		Enrollment	655	651	666	657	638	632	637
		Available Space	77	81	66	75	94	100	95
		Comments							
Highland ES	CSR	Program Capacity	563	563	563	563	563	563	563
		Enrollment	509	504	507	498	496	500	496
		Available Space	54	59	56	65	67	63	67
		Comments							
Highland View ES	CSR	Program Capacity	331	331	331	528	528	528	528
		Enrollment	334	331	341	342	337	333	344
		Available Space	(3)	0	(10)	186	191	195	184
		Comments				Addition Complete			
Kemp Mill ES	CSR	Program Capacity	457	457	457	457	457	457	457
		Enrollment	412	401	398	395	397	403	399
		Available Space	45	56	59	62	60	54	58
		Comments							
Montgomery Knolls ES Grades (HS-2) Paired With Pine Crest ES	CSR	Program Capacity	684	684	684	684	684	684	684
		Enrollment	477	455	454	462	466	466	467
		Available Space	207	229	230	222	218	218	217
		Comments							
New Hampshire Estates ES Grades (HS-2) Paired With Oak View ES	CSR	Program Capacity	498	498	498	498	498	498	498
		Enrollment	455	474	458	448	452	453	454
		Available Space	43	24	40	50	46	45	44
		Comments							
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	345	345	345	345	345	345	345
		Enrollment	423	426	448	450	458	453	443
		Available Space	(78)	(81)	(103)	(105)	(113)	(108)	(98)
		Comments	See Text						

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Schools			Official	Projections					
			24-25	25-26	26-27	27-28	28-29	29-30	30-31
Oakland Terrace ES		Program Capacity	501	501	501	501	501	501	501
		Enrollment	500	493	500	507	486	495	497
		Available Space	1	8	1	(6)	15	6	4
		Comments	See Text						
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	667	667	667	667	667	667	667
		Enrollment	493	502	512	493	493	493	493
		Available Space	174	165	155	174	174	174	174
		Comments							
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	621	621	621	621	621	621	621
		Enrollment	575	572	601	568	544	503	527
		Available Space	46	49	20	53	77	118	94
		Comments	See Text						
Rock View ES	CSR	Program Capacity	597	597	597	597	597	597	597
		Enrollment	588	592	597	602	600	605	601
		Available Space	9	5	0	(5)	(3)	(8)	(4)
		Comments							
Rolling Terrace ES	CSR	Program Capacity	678	678	678	678	678	678	678
		Enrollment	645	640	645	637	633	630	629
		Available Space	33	38	33	41	45	48	49
		Comments							
Sargent Shriver ES	CSR	Program Capacity	643	643	643	643	643	643	643
		Enrollment	697	743	698	700	716	701	689
		Available Space	(54)	(100)	(55)	(57)	(73)	(58)	(46)
		Comments							
Flora M. Singer ES	CSR	Program Capacity	585	585	585	585	585	585	585
		Enrollment	653	660	651	624	626	629	609
		Available Space	(68)	(75)	(66)	(39)	(41)	(44)	(24)
		Comments							
Sligo Creek ES		Program Capacity	731	731	731	731	731	731	731
		Enrollment	632	630	614	615	613	610	618
		Available Space	99	101	117	116	118	121	113
		Comments							
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	472	472	472	472	472	472	472
		Enrollment	464	446	463	484	490	481	466
		Available Space	8	26	9	(12)	(18)	(9)	6
		Comments							
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES		Program Capacity	791	791	791	791	791	791	791
		Enrollment	559	573	535	559	566	567	567
		Available Space	232	218	256	232	225	224	224
		Comments							
Viers Mill ES	CSR	Program Capacity	717	717	717	717	717	717	717
		Enrollment	556	579	572	578	598	594	582
		Available Space	161	138	145	139	119	123	135
		Comments							
Weller Road ES	CSR	Program Capacity	798	798	798	798	798	798	798
		Enrollment	691	658	656	646	652	650	654
		Available Space	107	140	142	152	146	148	144
		Comments							
Wheaton Woods ES	CSR	Program Capacity	661	661	661	661	661	661	661
		Enrollment	556	576	574	580	575	570	570
		Available Space	105	85	87	81	86	91	91
		Comments							
Woodlin ES		Program Capacity	653	653	653	653	653	653	653
		Enrollment	603	620	628	628	617	618	615
		Available Space	50	33	25	25	36	35	38
		Comments							
Cluster Information		HS Utilization	111%	112%	111%	104%	105%	105%	107%
		HS Enrollment	11585	11679	11596	11613	11701	11774	11970
		MS Utilization	91%	92%	92%	94%	94%	94%	93%
		MS Enrollment	8307	8475	8480	8617	8643	8654	8494
		ES Utilization	92%	92%	92%	91%	91%	90%	90%
		ES Enrollment	16049	16171	16149	16075	16062	15975	15936

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Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Montgomery Blair HS	3266	4.7%	24.7%	10.3%	38.1%	22.1%	43.6%	20.2%	13.6%
Albert Einstein HS	1991	4.8%	16.1%	6.8%	48.6%	23.3%	42.4%	22.5%	12.9%
John F. Kennedy HS	1880	1.4%	21.6%	4.6%	67.9%	4.3%	56.0%	36.9%	34.1%
Northwood HS	1654	2.4%	23.3%	3.7%	59.6%	10.8%	58.4%	28.8%	20.6%
Wheaton HS	2794	2.4%	19.3%	9.2%	59.3%	9.7%	56.6%	25.8%	12.9%
Argyle MS	868	3.0%	30.2%	7.1%	52.3%	7.0%	61.4%	28.7%	16.5%
Eastern MS	963	5.1%	20.2%	10.5%	46.9%	17.0%	52.4%	22.9%	12.4%
A. Mario Loiederman MS	978	4.4%	12.4%	4.3%	63.5%	15.1%	62.8%	33.8%	15.9%
Newport Mill MS	652	4.4%	10.6%	7.2%	58.7%	18.4%	53.1%	26.5%	16.7%
Parkland MS	1185	2.8%	19.4%	13.0%	57.6%	7.2%	60.0%	27.8%	11.1%
Odessa Shannon MS	784	2.2%	23.7%	6.0%	63.4%	4.6%	55.6%	34.8%	21.3%
Silver Spring International MS	1015	6.3%	20.7%	3.3%	43.8%	25.6%	43.7%	24.0%	10.7%
Sligo MS	685	5.5%	19.6%	5.3%	41.9%	27.7%	46.7%	23.8%	15.7%
Takoma Park MS	1177	6.0%	33.0%	11.6%	18.3%	30.8%	35.1%	12.2%	8.3%
Arcola ES	747	1.6%	23.3%	3.6%	66.1%	5.2%	57.4%	50.6%	43.7%
Bel Pre ES	558	3.2%	27.1%	4.3%	57.7%	7.7%	58.8%	43.5%	41.7%
Brookhaven ES	436	3.0%	20.6%	8.5%	62.4%	5.5%	60.8%	39.9%	27.1%
East Silver Spring ES	540	5.9%	52.0%	3.1%	19.1%	19.4%	52.6%	21.9%	30.0%
Forest Knolls ES	472	5.9%	20.1%	5.5%	40.3%	28.2%	41.1%	19.7%	12.8%
Georgian Forest ES	600	1.0%	16.3%	3.0%	75.2%	3.3%	57.8%	45.7%	33.7%
Glen Haven ES	540	5.4%	21.1%	4.1%	53.5%	15.4%	64.4%	36.3%	25.2%
Glenallan ES	679	6.5%	24.0%	10.0%	50.4%	8.7%	61.7%	30.5%	27.5%
Harmony Hills ES	655	0.0%	9.8%	2.1%	85.0%	2.1%	65.0%	67.5%	30.5%
Highland ES	509	1.4%	5.3%	5.5%	81.9%	5.9%	59.9%	50.9%	30.4%
Highland View ES	334	5.4%	31.4%	2.7%	33.8%	26.6%	51.5%	29.6%	18.9%
Kemp Mill ES	412	0.0%	11.4%	0.0%	85.2%	2.9%	70.9%	59.7%	30.6%
Montgomery Knolls ES	477	6.5%	25.2%	3.8%	44.9%	19.5%	56.4%	27.9%	25.9%
New Hampshire Estates ES	455	0.0%	21.5%	0.0%	70.5%	6.2%	69.2%	49.7%	38.4%
Oak View ES	423	2.8%	14.9%	2.6%	61.7%	18.0%	49.4%	47.5%	14.2%
Oakland Terrace ES	500	7.2%	15.2%	3.8%	36.4%	37.2%	30.2%	14.0%	13.7%
Pine Crest ES	493	4.9%	17.4%	5.5%	46.2%	25.8%	52.9%	32.5%	10.6%
Piney Branch ES	575	7.8%	27.3%	2.6%	18.4%	43.7%	34.8%	17.2%	7.7%
Rock View ES	588	3.9%	11.6%	8.0%	52.6%	23.6%	50.2%	38.3%	19.1%
Rolling Terrace ES	645	1.9%	10.7%	0.0%	81.6%	5.1%	68.8%	62.5%	20.8%
Sargent Shriver ES	697	0.0%	7.5%	4.9%	82.6%	4.2%	79.6%	59.1%	26.6%
Flora M. Singer ES	653	7.0%	13.8%	5.7%	39.4%	33.8%	37.2%	27.4%	13.6%
Sligo Creek ES	632	7.3%	31.6%	4.7%	11.9%	44.1%	22.5%	10.9%	18.8%
Strathmore ES	464	1.7%	26.9%	5.2%	56.9%	8.4%	73.5%	41.6%	19.2%
Takoma Park ES	559	7.3%	29.0%	2.1%	24.3%	37.0%	36.7%	19.9%	19.5%
Viers Mill ES	556	3.1%	10.1%	5.2%	67.8%	13.1%	69.6%	38.5%	23.3%
Weller Road ES	691	1.2%	6.9%	4.1%	83.9%	3.8%	65.3%	49.8%	19.8%
Wheaton Woods ES	556	1.4%	22.5%	2.5%	69.1%	4.1%	64.7%	53.6%	27.3%
Woodlin ES	603	9.3%	29.4%	7.8%	19.7%	33.7%	36.2%	21.2%	21.4%
Elementary Cluster Total	16049	4.0%	19.8%	4.3%	54.9%	16.7%	55.2%	38.6%	18.0%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

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Program Capacity Table
(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)															Special Education Services																
															Quad Cluster Based	County & Regional Based															
																Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10
Schools																															
Montgomery Blair HS	9-12	2889	132		123								7	2																	
Albert Einstein HS	9-12	1616	80		66								3	2				4	3							2					
John F. Kennedy HS	9-12	2173	104		91								5					4	2		2										
Northwood HS	9-12	1513	73		61								4	2										4		2					
Wheaton HS	9-12	2251	104		96								5					2	1												
Argyle MS	6-8	888	43		40								3																		
Eastern MS	6-8	1012	51		44								3	1										3							
A. Mario Loiederman MS	6-8	986	48		44								3	1																	
Newport Mill MS	6-8	825	41		37								1					3													
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	1131	54		52								2																		
Sligo MS	6-8	926	51		42									1	4				2		2										
Takoma Park MS	6-8	1298	63		60								1								2										
Arcola ES	HS-5	638	38	5		12	13	1		6					1																
Bel Pre ES	PreK-2	598	37	5			19	1	2	8					1														1		
Brookhaven ES	PreK-5	500	29	4		9	7		1	3																			1	3	1
East Silver Spring ES	HS-5	584	34	5		10	9		1	1	4																	1		3	
Forest Knolls ES	K-5	533	34	4		10	8	1		5											3						1	1		1	
Georgian Forest ES	HS-5	626	36	5		12	10	1	1	5							2														
Glen Haven ES	PreK-5	562	36	4		10	10	1		5					1			3											2		
Glenallan ES	HS-5	772	43	4		16	12	1		6																		1		3	
Harmony Hills ES	HS-5	732	41	5		16	12	1		1	6																				
Highland ES	HS-5	563	33	5		11	10	1		1	5																				
Highland View ES	K-5	331	21	4		5	8			4																					
Kemp Mill ES	PreK-5	457	28	5		7	8	4		4																					
Montgomery Knolls ES	HS-2	684	43	4		22	2		1	8																		1	2	3	
New Hampshire Estates ES	HS-2	498	32	5		14	2		4	7																					
Oak View ES	3-5	345	19	4		15																									
Oakland Terrace ES	K-5	501	32	4		5	10	1		6														3					1	2	
Pine Crest ES	3-5	667	33	4		29																									
Piney Branch ES	3-5	621	31	4		27																									
Rock View ES	PreK-5	597	39	4		5	13		1	6						10															
Rolling Terrace ES	HS-5	678	40	5		12	13	1		2	6				1																
Sargent Shriver ES	PreK-5	643	37	5		13	13	1		5																					
Flora M. Singer ES	PreK-5	585	38	4		7	12	1		6						8															
Sligo Creek ES	K-5	731	35	3		27					5																				
Strathmore ES	3-5	472	26	4		20												2													
Takoma Park ES	PreK-2	791	40	3		25		2			8				2																
Viers Mill ES	HS-5	717	42	5		15	9	2		1	4																	1	3	2	
Weller Road ES	HS-5	798	44	5		16	12	1	1	2	6																	1			
Wheaton Woods ES	HS-5	661	42	5		13	10	2		2	4				1					2					3						
Woodlin ES	K-5	653	34	3		21		1			5						4														

DOWNCOUNTY CONSORTIUM

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Montgomery Blair HS	1998		386,567	29.71	Yes	19	
Albert Einstein HS	1962	1997	276,462	26.67	Yes	15	
John F. Kennedy HS	1964	1999	332,133	29.1			HSWC
Northwood HS	1956	2004	254,054	29.57			HSWC
Wheaton HS	1954	2016	373,825	28.2			HSWC
Argyle MS	1971	1993	120,205	19.9		3	
Eastern MS	1951	1976	152,030	14.5			LTL
A. Mario Loiederman MS	1956	2005	148,718	17.08		2	LTL
Newport Mill MS	1958	2002	109,011	8.4	Yes		
Parkland MS	1963	2007	178,929	9.18	Yes		LTL
Odessa Shannon MS	1966	2022	164,307	16.45	Yes		LTL
Silver Spring International MS	1934	1999	152,731	10.64	Yes		LTL
Sligo MS	1959	1991	149,527	21.7	Yes		
Takoma Park MS	1939	1999	195,739	18.8	Yes		
Arcola ES	1956	2007	95,421	5	Yes	4	LTL
Bel Pre ES	1968	2014	95,330	8.9	Yes		
Brookhaven ES	1961	1995	81,320	8.57			
East Silver Spring ES	1929	1975	88,895	8.4			
Forest Knolls ES	1960	1993	89,850	7.77			
Georgian Forest ES	1961	1995	88,111	10.94	Yes		LTL
Glen Haven ES	1950	2004	85,845	10	Yes		
Glenallan ES	1966	2013	98,700	12.1		2	
Harmony Hills ES	1957	1999	85,648	10.2	Yes	4	SBHC
Highland ES	1950	1989	87,491	11	Yes		SBHC
Highland View ES	1953	1994	59,307	6.6		6	
Kemp Mill ES	1960	1996	68,222	10		3	LTL
Montgomery Knolls ES	1952	1989	109,733	10.3			LTL
New Hampshire Estates ES	1954	1988	73,306	5.4			SBHC
Oak View ES	1949	1985	57,560	11.26		3	LTL
Oakland Terrace ES	1950	1993	79,145	9.5	Yes	5	
Pine Crest ES	1941	1992	77,121	5.6	Yes		LTL
Piney Branch ES	1973		99,706	1.97	Yes		
Rock View ES	1955	1999	91,977	7.4			
Rolling Terrace ES	1950	1989	92,241	4.3		6	SBHC
Sargent Shriver ES	1954	2006	91,628	9.17		6	LTL
Flora M. Singer ES	2012		95,831	12.67	Yes	3	
Sligo Creek ES	1934	1999	87,744	15.6	Yes		
Strathmore ES	1970		59,497	10.79	Yes		
Takoma Park ES	1979		85,553	4.7			
Viers Mill ES	1950	1991	120,572	10.52			SBHC
Weller Road ES	1953	2013	121,346	11.1			SBHC
Wheaton Woods ES	1952	2017	120,154	8			LTL
Woodlin ES	1944	2023	98,861	10.97			

*See Appendix H for relocatable use.

GAITHERSBURG CLUSTER

CLUSTER PLANNING ISSUES

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

The Great Seneca Science Corridor Minor Master Plan—<https://montgomeryplanning.org/planning/communities/midcounty/great-seneca-science-corridor/>

The Shady Grove Minor Master Plan Amendment—<https://montgomeryplanning.org/planning/communities/midcounty/shady-grove/>

The Montgomery Village Master Plan—<https://montgomeryplanning.org/planning/communities/midcounty/montgomery-village/>

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

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

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2021 appropriation for construction was approved for the reopening of Charles W. Woodward High School. The Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed this project one year. The additional expenditures were approved, but the scheduled completion date for the reopening of Charles W. Woodward High School was August 2026. An FY 2024 appropriation was approved for construction cost increases. As part of the Board of Education’s approved FY 2025–2030 CIP, the construction schedule for the Northwood High School project is extended one year, with a completion date of August 2027. Since Charles W. Woodward High School is the holding facility for Northwood High School, the completion date for the reopening of Charles W. Woodward High School is August 2027. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY 2025–2030 CIP, a Phase III for this project that will include the construction of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase III, the interior fit-out of the auditorium and other associated spaces, and keep the completion date of August 2027.

Gaithersburg High School

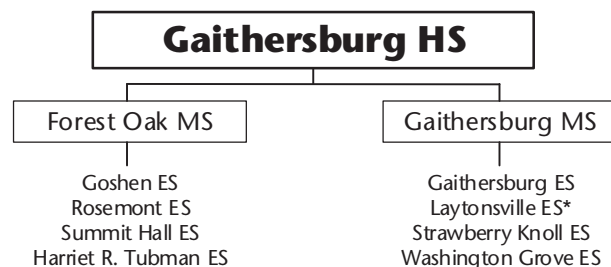
Planning Issue: See text under Cluster Planning Issues.

Forest Oak Middle School

Planning Issue: See text under Cluster Planning Issues.

Gaithersburg Cluster Articulation

2024–2025 School Year



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

Gaithersburg Middle School

Planning Issue: See text under Cluster Planning Issues.

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

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Gaithersburg HS		Program Capacity	2444	2444	2444	2444	2444	2444	2444	2444	2444
		Enrollment	2441	2461	2444	2440	2488	2505	2546	2575	2575
		Available Space	3	(17)	0	4	(44)	(61)	(102)	(131)	(131)
		Comments	See Text								
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
Forest Oak MS		Program Capacity	971	971	971	971	971	971	971	971	971
		Enrollment	828	829	844	866	869	869	854	870	870
		Available Space	143	142	127	105	102	102	117	101	101
		Comments	See Text								
Gaithersburg MS		Program Capacity	1028	1028	1028	1028	1028	1028	1028	1028	1028
		Enrollment	869	877	869	891	893	894	877	900	900
		Available Space	159	151	159	137	135	134	151	128	128
		Comments	See Text								
Gaithersburg ES	CSR	Program Capacity	770	770	770	770	770	770	770		
		Enrollment	603	588	563	533	513	515	523		
		Available Space	167	182	207	237	257	255	247		
		Comments									
Goshen ES	CSR	Program Capacity	609	609	609	609	609	609	609		
		Enrollment	494	494	475	472	469	456	465		
		Available Space	115	115	134	137	140	153	144		
		Comments									
Laytonsville ES		Program Capacity	497	497	497	497	497	497	497		
		Enrollment	355	350	342	338	340	337	343		
		Available Space	142	147	155	159	157	160	154		
		Comments									
Rosemont ES	CSR	Program Capacity	577	577	577	577	577	577	577		
		Enrollment	564	567	539	514	515	518	518		
		Available Space	13	10	38	63	62	59	59		
		Comments									
Strawberry Knoll ES	CSR	Program Capacity	482	482	482	482	482	482	482		
		Enrollment	448	454	422	397	392	400	403		
		Available Space	34	28	60	85	90	82	79		
		Comments									
Summit Hall ES	CSR	Program Capacity	442	442	442	442	442	442	442		
		Enrollment	413	398	389	369	370	369	369		
		Available Space	29	44	53	73	72	73	73		
		Comments									
Harriet R. Tubman ES	CSR	Program Capacity	633	633	633	633	633	633	633		
		Enrollment	571	593	611	601	593	584	592		
		Available Space	62	40	22	32	40	49	41		
		Comments									
Washington Grove ES	CSR	Program Capacity	550	550	550	550	550	550	550		
		Enrollment	480	490	508	509	512	508	500		
		Available Space	70	60	42	41	38	42	50		
		Comments									
Cluster Information		HS Utilization	100%	101%	100%	100%	102%	102%	104%	105%	105%
		HS Enrollment	2441	2461	2444	2440	2488	2505	2546	2575	2575
		MS Utilization	85%	85%	86%	88%	88%	88%	87%	89%	89%
		MS Enrollment	1697	1706	1713	1757	1762	1763	1731	1770	1770
		ES Utilization	85%	86%	71%	69%	68%	68%	68%		
ES Enrollment	3357	3934	3238	3132	3704	3687	3713				

GAITHERSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Gaithersburg HS	2441	2.9%	19.9%	5.9%	62.6%	8.5%	55.7%	32.7%	23.0%
Forest Oak MS	828	2.1%	23.7%	5.2%	62.0%	7.0%	58.3%	29.6%	19.7%
Gaithersburg MS	869	5.5%	21.4%	6.9%	58.0%	8.1%	63.2%	30.5%	22.8%
Gaithersburg ES	603	3.6%	15.8%	3.0%	75.6%	1.7%	67.5%	64.2%	38.1%
Goshen ES	494	3.8%	24.3%	8.9%	52.6%	10.1%	55.9%	25.3%	17.8%
Laytonsville ES	355	7.0%	16.3%	7.6%	39.4%	29.3%	34.4%	17.2%	14.1%
Rosemont ES	564	6.0%	29.4%	8.2%	48.2%	7.4%	59.0%	39.2%	33.1%
Strawberry Knoll ES	448	4.9%	23.4%	10.5%	48.9%	12.1%	57.8%	19.9%	17.5%
Summit Hall ES	413	2.2%	19.4%	3.9%	72.6%	1.9%	67.6%	41.9%	36.4%
Harriet R. Tubman ES	571	3.7%	19.1%	4.2%	68.5%	4.4%	61.6%	46.2%	33.3%
Washington Grove ES	480	3.5%	21.9%	5.8%	57.5%	10.8%	52.7%	31.0%	36.0%
Elementary Cluster Total	3928	4.3%	21.3%	6.4%	58.9%	8.8%	58.1%	37.4%	21.7%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services																
																Quad Cluster Based	County & Regional Based															
																	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10
Schools																																
Gaithersburg HS	9-12	2444	122		99								4	2				5	5				7									
Forest Oak MS	6-8	971	48		44								2						2													
Gaithersburg MS	6-8	1029	52		45								2	1								4										
Gaithersburg ES	PreK-5	770	44	5		16	12	1	1		6										3											
Goshen ES	K-5	609	34	4		15	9				5						1															
Laytonsville ES	K-5	497	27	3		17						4							3													
Rosemont ES	PreK-5	577	36	5		13	8	1			5										4											
Strawberry Knoll ES	HS-5	482	32	5		8	7	1		1	3										2								1	2	2	
Summit Hall ES	HS-5	442	28	5		6	7	4		1	3																			2		
Harriet R. Tubman ES	PreK-5	633	39	5		11	12	1			6										2								1		1	
Washington Grove ES	HS-5	550	34	5		10	7	2		2	4																		2	1	1	

GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2024–2025

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

*See Appendix H for relocatable use.

WALTER JOHNSON CLUSTER

CLUSTER PLANNING ISSUES

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

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

Rock Spring Master Plan—<https://montgomeryplanning.org/planning/communities/midcounty/rock-spring/>

White Flint 2 Sector Plan—<https://montgomeryplanning.org/planning/communities/midcounty/white-flint/white-flint-2-sector-plan/>

Grosvenor-Strathmore Metro Area Minor Master Plan—<https://montgomeryplanning.org/planning/communities/midcounty/grosvenor-strathmore-minor-master-plan-amendment/>

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster was not sufficient to recommend a new elementary school for the Walter Johnson Cluster at that time. In November 2018, the Board of Education adopted a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. Given the space deficits in the Walter Johnson Cluster, in November 2018, the Board of Education expanded the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. The Board of Education also included a joint site selection process for the two clusters conducted in summer 2019. The adopted FY 2023–2028 CIP included planning funds in the out-years for this new elementary school with a TBD completion date. An FY 2025 appropriation was requested, however, due to fiscal constraints, the County Council shifted planning expenditures to the out-years of the adopted FY 2025–2030 CIP. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

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

As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was delayed one-year due to an extension of the construction timeline. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the completion date for the reopening of Charles W. Woodward High School is August 2027. On March 19, 2024, the Board of Education adopted a revised timeline for the boundary study. Information regarding this boundary study is available on the MCPS website at the following link www.montgomeryschoolsmd.org/departments/planning/woodwardhsboundarystudy/

SCHOOLS

Walter Johnson High School

Planning Issue: See text under Cluster Planning Issues.

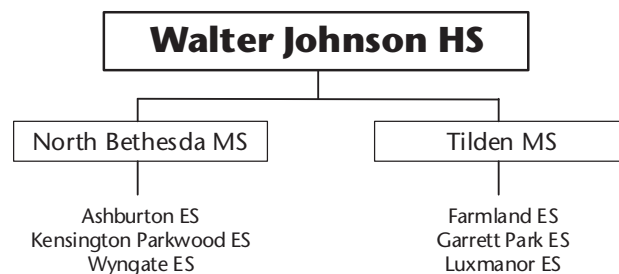
Charles W. Woodward High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2021 appropriation for construction was approved for the reopening of Charles W. Woodward High School. The Board of Education approved that Charles W. Woodward High School be used as a holding school, starting

Walter Johnson Cluster Articulation

2024–2025 School Year



See Appendix V for multicolored maps of the service areas.

WALTER JOHNSON CLUSTER

in August 2023, for Northwood High School. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed this project one year. The additional expenditures were approved, but the scheduled completion date for the reopening of Charles W. Woodward High School was August 2026. An FY 2024 appropriation was approved for construction cost increases. As part of the Board of Education's adopted FY 2025–2030 CIP, the construction schedule for the Northwood High School project was extended one year, with a completion date of August 2027. Since Charles W. Woodward High School is the holding facility for Northwood High School, the completion date for the reopening of Charles W. Woodward High School is August 2027. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY 2025–2030 CIP, a Phase III for this project that will include the construction of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase III, the interior fit-out of the auditorium and other associated spaces, and keep the completion date of August 2027.

North Bethesda Middle School

Planning Issue: See text under Cluster Planning Issues.

Tilden Middle School

Planning Issue: See text under Cluster Planning Issues.

Ashburton Elementary School

Planning Issue: See text under Cluster Planning Study.

Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

Planning Study: See text under Cluster Planning Study.

Capital Project: Projections indicate that enrollment will exceed capacity for some of the elementary schools in these two clusters. An FY 2025 appropriation was requested, however, due to fiscal constraints, the County Council shifted planning expenditures to the out-years of the adopted FY 2025–2030 CIP. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP.

Farmland Elementary School

Planning Issue: See text under Cluster Planning Study.

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

Garrett Park Elementary School

Planning Issue: See text under Cluster Planning Study.

Kensington-Parkwood Elementary School

Planning Issue: See text under Cluster Planning Study.

Luxmanor Elementary School

Planning Issue: See text under Cluster Planning Study.

Wyngate Elementary School

Planning Issue: See text under Cluster Planning Study.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the amended FY 2025–2030 CIP for planning or construction funds.

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

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

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Walter Johnson HS		Program Capacity	2251	2251	2251	2251	2251	2251	2251	2251	2251
		Enrollment	3016	3048	3016	3030	3042	3058	3103	3125	3125
		Available Space	(765)	(797)	(765)	(779)	(791)	(807)	(852)	(874)	(874)
		Comments	See Text								
Charles W. Woodward HS		Program Capacity				2249	2249	2249	2249	2249	2249
		Enrollment				0	0	0	0	0	0
		Available Space				2249	2249	2249	2249	2249	2249
		Comments	See Text			Opens					
North Bethesda MS		Program Capacity	1203	1203	1203	1203	1203	1203	1203	1203	1203
		Enrollment	1224	1258	1306	1318	1321	1323	1299	1310	1310
		Available Space	(21)	(55)	(103)	(115)	(118)	(120)	(96)	(107)	(107)
		Comments	See Text								
Tilden MS		Program Capacity	1264	1264	1264	1264	1264	1264	1264	1264	1264
		Enrollment	1112	1133	1168	1178	1181	1182	1162	1170	1170
		Available Space	152	131	96	86	83	82	102	94	94
		Comments	See Text								
Ashburton ES		Program Capacity	822	822	822	822	822	822	822		
		Enrollment	871	903	920	904	909	915	902		
		Available Space	(49)	(81)	(98)	(82)	(87)	(93)	(80)		
		Comments	See Text								
Farmland ES		Program Capacity	724	724	724	724	724	724	724		
		Enrollment	847	844	838	862	836	848	839		
		Available Space	(123)	(120)	(114)	(138)	(112)	(124)	(115)		
		Comments	See Text								
Garrett Park ES		Program Capacity	778	778	778	778	778	778	778		
		Enrollment	724	770	776	768	766	761	757		
		Available Space	54	8	2	10	12	17	21		
		Comments	See Text								
Kensington–Parkwood ES		Program Capacity	819	819	819	819	819	819	819		
		Enrollment	535	541	527	508	509	513	504		
		Available Space	284	278	292	311	310	306	315		
		Comments	See Text								
Luxmanor ES		Program Capacity	746	746	746	746	746	746	746		
		Enrollment	684	657	657	655	630	616	617		
		Available Space	62	89	89	91	116	130	129		
		Comments	See Text								
Wyngate ES		Program Capacity	801	801	801	801	801	801	801		
		Enrollment	640	621	620	615	606	608	612		
		Available Space	161	180	181	186	195	193	189		
		Comments	See Text								
Cluster Information		HS Utilization	134%	135%	134%	135%	135%	136%	138%	139%	139%
		HS Enrollment	3016	3048	3016	3030	3042	3058	3103	3125	3125
		MS Utilization	95%	97%	100%	101%	101%	102%	100%	101%	101%
		MS Enrollment	2336	2391	2474	2496	2502	2505	2461	2480	2480
		ES Utilization	92%	92%	92%	92%	91%	91%	90%		
		ES Enrollment	4301	4336	4338	4312	4256	4261	4231		

WALTER JOHNSON CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Walter Johnson HS	3016	6.8%	15.8%	12.9%	19.2%	44.9%	19.8%	7.8%	8.9%
North Bethesda MS	1224	9.0%	13.3%	12.4%	18.5%	46.8%	15.9%	7.2%	6.1%
Tilden MS	1112	7.2%	15.2%	16.8%	21.2%	39.3%	24.1%	16.8%	9.7%
Ashburton ES	871	9.5%	20.3%	17.6%	19.2%	33.3%	21.5%	14.1%	19.4%
Farmland ES	847	6.6%	9.3%	29.9%	13.8%	39.8%	19.5%	27.5%	25.3%
Garrett Park ES	724	8.4%	15.5%	15.7%	21.0%	39.1%	24.9%	23.1%	19.3%
Kensington-Parkwood ES	535	8.6%	8.4%	10.8%	15.3%	56.8%	12.1%	11.0%	7.9%
Luxmanor ES	684	9.1%	18.3%	18.6%	25.3%	28.8%	27.5%	22.7%	19.7%
Wyngate ES	640	11.9%	5.0%	12.5%	15.0%	55.6%	3.4%	7.2%	6.8%
Elementary Cluster Total	4301	8.9%	13.3%	18.3%	18.3%	41.1%	18.8%	18.2%	14.5%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																	Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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WALTER JOHNSON CLUSTER

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Walter Johnson HS	1956	2009	365,138	30.86		19	
North Bethesda MS	1955	1999	178,252	19.11			
Tilden MS	1967	2020	244,561	19.67			
Ashburton ES	1957	1993	91,178	8.3		8	
Farmland ES	1963	2011	89,988	4.75	Yes	4	
Garrett Park ES	1948	2012	96,348	4.38	Yes		
Kensington-Parkwood ES	1952	2006	102,382	9.86			
Luxmanor ES	1966	2020	99,376	6.49	Yes		
Wyngate ES	1952	1997	89,104	9.5			

*See Appendix H for relocatable use.

**Tilden MS is colocated with Rock Terrace School

COL. ZADOK MAGRUDER CLUSTER

CLUSTER PLANNING ISSUES

Mill Creek Towne Elementary School

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

Magruder Cluster Articulation

2024–2025 School Year

Col. Zadok Magruder HS

Redland MS

Cashell ES
Judith A. Resnik ES
Sequoyah ES

Shady Grove MS

Candlewood ES
Flower Hill ES
Mill Creek Towne ES

See Appendix V for multicolored maps of service areas.

COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Col. Zadok Magruder HS		Program Capacity	1885	1885	1885	1885	1885	1885	1885	1885	1885
		Enrollment	1671	1661	1626	1669	1668	1679	1706	1750	1750
		Available Space	214	224	259	216	217	206	179	135	135
		Comments									
Redland MS		Program Capacity	724	724	724	724	724	724	724	724	724
		Enrollment	562	580	562	579	581	582	571	580	580
		Available Space	162	144	162	145	143	142	153	144	144
		Comments									
Shady Grove MS		Program Capacity	846	846	846	846	846	846	846	846	846
		Enrollment	514	537	509	518	520	520	511	520	520
		Available Space	332	309	337	328	326	326	335	326	326
		Comments									
Candlewood ES		Program Capacity	521	521	521	521	521	521	521		
		Enrollment	358	358	350	345	332	329	340		
		Available Space	163	163	171	176	189	192	181		
		Comments									
Cashell ES		Program Capacity	307	307	307	307	307	307	307		
		Enrollment	386	388	401	400	407	396	393		
		Available Space	(79)	(81)	(94)	(93)	(100)	(89)	(86)		
		Comments									
Flower Hill ES	CSR	Program Capacity	442	442	442	442	442	442	442		
		Enrollment	454	452	449	418	421	419	423		
		Available Space	(12)	(10)	(7)	24	21	23	19		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	354	354	354	354	354	354	354		
		Enrollment	528	523	527	532	532	522	525		
		Available Space	(174)	(169)	(173)	(178)	(178)	(168)	(171)		
		Comments	See Text								
Judith A. Resnik ES	CSR	Program Capacity	573	573	573	573	573	573	573		
		Enrollment	516	505	487	477	473	485	482		
		Available Space	57	68	86	96	100	88	91		
		Comments									
Sequoyah ES	CSR	Program Capacity	434	434	434	434	434	434	434		
		Enrollment	460	471	484	496	498	501	503		
		Available Space	(26)	(37)	(50)	(62)	(64)	(67)	(69)		
		Comments									
Cluster Information		HS Utilization	89%	88%	86%	89%	88%	89%	91%	93%	93%
		HS Enrollment	1671	1661	1626	1669	1668	1679	1706	1750	1750
		MS Utilization	69%	71%	68%	70%	70%	70%	69%	70%	70%
		MS Enrollment	1076	1117	1071	1097	1101	1102	1082	1100	1100
		ES Utilization	103%	103%	103%	101%	101%	101%	101%		
		ES Enrollment	2702	2697	2698	2668	2663	2652	2666		

COL. ZADOK MAGRUDER CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Col. Zadok Magruder HS	1671	4.2%	19.2%	11.7%	44.0%	20.7%	48.2%	20.1%	16.0%
Redland MS	562	6.2%	22.8%	10.1%	40.9%	19.9%	52.1%	20.6%	14.9%
Shady Grove MS	514	6.6%	17.9%	12.1%	44.2%	19.1%	52.3%	21.2%	17.7%
Candlewood ES	358	9.2%	15.1%	12.3%	25.7%	37.4%	33.2%	16.5%	19.2%
Cashell ES	386	7.5%	14.8%	5.7%	24.6%	46.9%	28.2%	11.7%	7.4%
Flower Hill ES	454	3.7%	20.5%	10.1%	58.1%	7.5%	54.8%	37.0%	30.9%
Mill Creek Towne ES	528	7.6%	18.8%	14.0%	39.4%	19.9%	48.5%	25.4%	18.4%
Judith A. Resnik ES	516	3.7%	28.1%	10.5%	45.2%	12.4%	58.3%	26.2%	28.4%
Sequoyah ES	460	5.4%	14.8%	8.7%	44.8%	26.1%	46.7%	28.7%	20.3%
Elementary Cluster Total	2702	6.0%	19.1%	10.4%	40.6%	23.6%	46.2%	24.9%	17.9%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table
(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services															
																Quad Cluster Based		County & Regional Based													
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7
Col. Zadok Magruder HS	9-12	1885	90		80								2								4			4							
Redland MS	6-8	724	36		33								1								2										
Shady Grove MS	6-8	846	45		38								1		3									3							
Candlewood ES	K-5	521	28	3		19						3													3						
Cashell ES	PreK-5	307	21	3		9		1				2						4										2			
Flower Hill ES	PreK-5	442	28	5		6	9		1		4												3								
Mill Creek Towne ES	HS-5	354	25	4		4	6	1			4					5	1														
Judith A. Resnik ES	PreK-5	573	31	4		13	9		1		4																				
Sequoyah ES	K-5	434	30	4		6	8				4					8															

COL. ZADOK MAGRUDER CLUSTER

Facility Characteristics of Schools 2024–2025

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

**See Appendix H for relocatable use.*

RICHARD MONTGOMERY CLUSTER

CLUSTER PLANNING ISSUES

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

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

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

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues

Capital Project: The approved CIP includes expenditures in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning

was requested by the Board of Education for this new school, the County Council delayed the funds by one year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. As part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted 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 will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Richard Montgomery High School

Planning Issue: See text under Cluster Planning Issues.

Julius West Middle School

Planning Issue: See text under Cluster Planning Issues.

Twinbrook Elementary School

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

Richard Montgomery Cluster Articulation

2024–2025 School Year

Richard Montgomery HS

Julius West MS

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

See Appendix V for multicolored maps of the service areas.

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

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Richard Montgomery HS		Program Capacity	2236	2236	2236	2236	2236	2236	2236	2236	2236
		Enrollment	2366	2393	2375	2381	2410	2424	2460	2500	2500
		Available Space	(130)	(157)	(139)	(145)	(174)	(188)	(224)	(264)	(264)
		Comments	See Text								
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	1365	1403	1440	1453	1456	1459	1433	1450	1450
		Available Space	67	29	(8)	(21)	(24)	(27)	(1)	(18)	(18)
		Comments	See Text								
Beall ES		Program Capacity	663	663	663	663	663	663	663		
		Enrollment	475	479	472	466	487	484	482		
		Available Space	188	184	191	197	176	179	181		
		Comments									
College Gardens ES		Program Capacity	702	702	702	702	702	702	702		
		Enrollment	506	500	494	495	500	527	529		
		Available Space	196	202	208	207	202	175	173		
		Comments									
Ritchie Park ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	342	333	325	324	323	327	327		
		Available Space	69	78	86	87	88	84	84		
		Comments									
Bayard Rustin ES		Program Capacity	790	790	790	790	790	790	790		
		Enrollment	757	757	767	740	744	738	737		
		Available Space	33	33	23	50	46	52	53		
		Comments									
Twinbrook ES	CSR	Program Capacity	616	616	616	616	616	616	616		
		Enrollment	459	478	454	440	447	441	434		
		Available Space	157	138	162	176	169	175	182		
		Comments	See Text								
Cluster Information		HS Utilization	106%	107%	106%	106%	108%	108%	110%	112%	112%
		HS Enrollment	2366	2393	2375	2381	2410	2424	2460	2500	2500
		MS Utilization	95%	98%	101%	101%	102%	102%	100%	101%	101%
		MS Enrollment	1365	1403	1440	1453	1456	1459	1433	1450	1450
		ES Utilization	79%	80%	79%	77%	79%	79%	79%		
		ES Enrollment	2539	2214	2187	2141	2178	2190	2182		

RICHARD MONTGOMERY CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Richard Montgomery HS	2366	6.1%	15.6%	23.5%	26.6%	27.9%	29.3%	13.6%	14.9%
Julius West MS	1365	5.7%	16.0%	16.0%	34.5%	27.6%	38.3%	16.3%	14.2%
Beall ES	475	9.3%	8.8%	12.6%	29.3%	39.8%	27.6%	14.9%	10.2%
College Gardens ES	506	9.1%	28.5%	17.0%	21.5%	23.9%	43.3%	11.7%	24.8%
Ritchie Park ES	342	6.4%	10.2%	21.3%	12.0%	49.1%	12.6%	6.1%	16.8%
Bayard Rustin ES	757	9.9%	12.0%	24.2%	32.4%	21.0%	41.6%	27.2%	13.4%
Twinbrook ES	459	4.6%	13.1%	10.2%	62.5%	9.6%	57.1%	42.9%	26.0%
Elementary Cluster Total	2539	8.2%	14.7%	17.7%	32.3%	26.8%	38.2%	21.8%	14.0%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services																
																Quad Cluster Based	County & Regional Based															
																	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10
Schools	Richard Montgomery HS	9-12	2237	103		96							2	1											4							
Julius West MS	6-8	1432	70		65								1	1											3							
Beall ES	HS-5	663	33	3		22			1	1		3					2				1											
College Gardens ES	HS-5	702	36	3		26				1		3									3											
Ritchie Park ES	K-5	411	21	3		15						3																				
Bayard Rustin ES	K-5	790	38	3		28						5																			2	
Twinbrook ES	HS-5	616	34	5		14	9		1	1	4																					

RICHARD MONTGOMERY CLUSTER

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Richard Montgomery HS	1942	2007	311,500	29.05		9	
Julius West MS	1961	1995	182,617	21.3			
Beall ES	1954	1991	79,477	8.4	Yes		
College Gardens ES	1967	2008	96,986	7.9	Yes		
Ritchie Park ES	1966	1997	58,500	9.2			
Bayard Rustin ES	2018		97,397	10.9		2	
Twinbrook ES	1952	1986	79,818	10.45			

*See Appendix H for relocatable use.

NORTHEAST CONSORTIUM

CONSORTIUM PLANNING ISSUES

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

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

The Fairland and Briggs Chaney Master Plan has been adopted as a Planning Board Draft (May 2023). Information regarding this master plan can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/fairland/fairland-master-plan-1997/fairland-briggs-chaney-mp/>

The White Oak Science Gateway Master Plan adopted in 2014 provides for up to 8,570 mostly multi-family residential units. A future elementary school site is included in the plan. Information regarding this master plan can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/midcounty/white-oak-science-gateway/>

SCHOOLS

James Hubert Blake High School

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

Banneker Middle School

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

White Oak Middle School

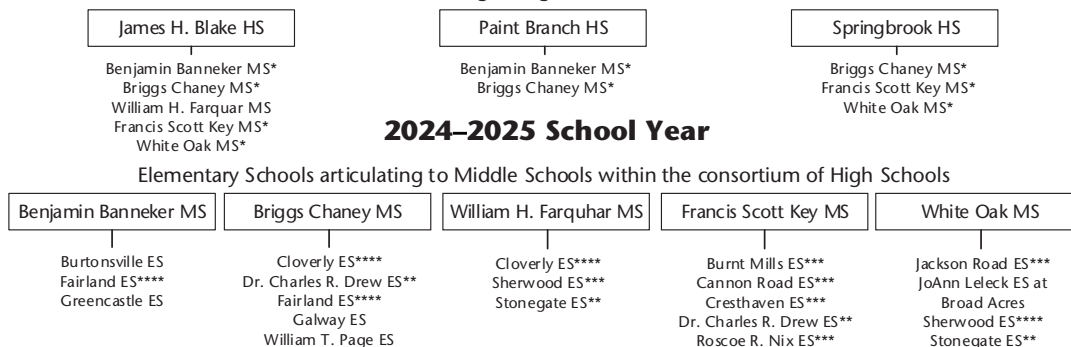
Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) were utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic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

Burtonsville Elementary School

Capital Project: Projections indicated enrollment at Burtonsville Elementary School would exceed capacity by the end of the six-year planning period. A feasibility study was conducted to determine the cost and scope of an addition project. An FY 2023 appropriation was requested to begin the architectural design for an addition project at this school, with a completion date of August 2025. Due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP,

Northeast Consortium Articulation

Middle Schools articulating to High Schools within the consortium



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

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

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

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

See Appendix V for multicolored maps of service areas.

delayed this project by two years, but maintained a portion of the planning funds. An amendment to the FY 2023–2028 CIP was approved to construct a new Burtonsville Elementary School at another location instead of building an addition at the existing school at the current location. An FY 2024 appropriation was approved for construction funds for this replacement elementary school. As a result of the relocation of this school to a new site, the completion date can be accelerated by one-year. An FY 2025 appropriation was approved to complete this project. The completion date for this project is now August 2026.

Greencastle Elementary School

Capital Project: Projections indicated enrollment at Greencastle Elementary School would exceed capacity by the end of the six-year planning period. A feasibility study was conducted to determine the cost and scope of an addition project. An FY 2023 appropriation was approved to begin the architectural design for an addition project at this school. An FY 2024 appropriation was approved for construction funds. This project is scheduled to be completed August 2025. Relocatable classrooms will be utilized until additional capacity can be added.

JoAnn Leleck Elementary School at Broad Acres

Planning Study: Projections indicated enrollment at JoAnn Leleck Elementary School at Broad Acres would exceed capacity by the end of the six-year planning period, with over 800 students. Currently, the school has 12 relocatable classrooms and, due to the site, it will be a challenge to place additional relocatable classrooms if necessary. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The outcome of the feasibility study determined that due to site limitations, it is difficult to expand the facility to meet the enrollment growth needs. Therefore, capacity studies were conducted during the 2016–2017 school year at Cresthaven and Roscoe R. Nix elementary schools, to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres. An FY 2019 appropriation for planning was approved for classroom addition projects at Cresthaven and Roscoe R. Nix elementary schools with scheduled completion dates of August 2022. Due to the complexities of the addition projects, along with escalating construction costs, the amended FY 2021–2026 CIP included the removal of all expenditures from these two projects and the reallocation of those funds to construct a Grades 3–5 elementary school to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. After an evaluation of the current school site, as well as the adjacent park site, it was determined that the current elementary school will be replaced

with a new elementary school on the same site and will serve the current Grades K-5 students.

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

CAPITAL PROJECTS

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

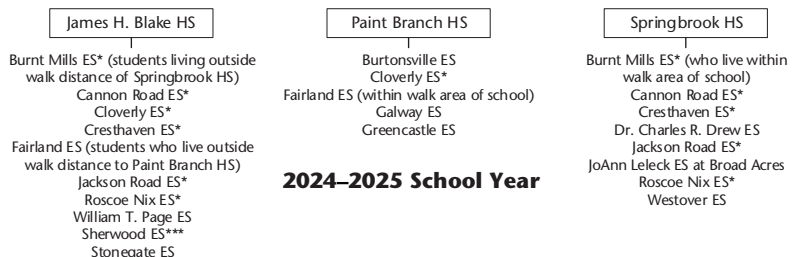
Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

Northeast Consortium Articulation

High School Base Areas



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

NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
James Hubert Blake HS		Program Capacity	1743	1743	1743	1743	1743	1743	1743	1743	1743
		Enrollment	1960	2080	2261	2361	2362	2376	2414	2420	2420
		Available Space	(217)	(337)	(518)	(618)	(619)	(633)	(671)	(677)	(677)
		Comments	See Text								
Paint Branch HS		Program Capacity	1998	1998	1998	1998	1998	1998	1998	1998	1998
		Enrollment	2038	2037	2017	2012	2051	2065	2098	2125	2125
		Available Space	(40)	(39)	(19)	(14)	(53)	(67)	(100)	(127)	(127)
		Comments									
Springbrook HS		Program Capacity	2100	2100	2100	2100	2100	2100	2100	2100	2100
		Enrollment	1838	1823	1783	1811	1817	1828	1858	1900	1900
		Available Space	262	277	317	289	283	272	242	200	200
		Comments									
Benjamin Banneker MS		Program Capacity	803	803	803	803	803	803	803	803	803
		Enrollment	705	711	709	731	733	735	720	730	730
		Available Space	98	92	94	72	70	68	83	73	73
		Comments	See Text								
Briggs Chaney MS		Program Capacity	939	939	939	939	939	939	939	939	939
		Enrollment	858	868	872	883	885	887	871	880	880
		Available Space	81	71	67	56	54	52	68	59	59
		Comments									
William H. Farquhar MS		Program Capacity	800	800	800	800	800	800	800	800	800
		Enrollment	682	694	732	738	740	741	729	740	740
		Available Space	118	106	68	62	60	59	71	60	60
		Comments									
Francis Scott Key MS		Program Capacity	952	952	952	952	952	952	952	952	952
		Enrollment	950	1002	979	992	995	997	979	990	990
		Available Space	2	(50)	(27)	(40)	(43)	(45)	(27)	(38)	(38)
		Comments									
White Oak MS		Program Capacity	987	987	987	987	987	987	987	987	987
		Enrollment	808	805	814	830	832	834	818	830	830
		Available Space	179	182	173	157	155	153	169	157	157
		Comments	See Text								

NORTHEAST CONSORTIUM

Schools			Official	Projections					
			24-25	25-26	26-27	27-28	28-29	29-30	30-31
Burnt Mills ES	CSR	Program Capacity	720	720	720	720	720	720	720
		Enrollment	747	778	801	789	789	762	759
		Available Space	(27)	(58)	(81)	(69)	(69)	(42)	(39)
		Comments							
Burtonsville ES	CSR	Program Capacity	508	508	796	796	796	796	796
		Enrollment	601	602	598	605	597	594	603
		Available Space	(93)	(94)	198	191	199	202	193
		Comments			Replace. Project Complete				
Cannon Road ES	CSR	Program Capacity	448	448	448	448	448	448	448
		Enrollment	388	392	385	381	376	377	385
		Available Space	60	56	63	67	72	71	63
		Comments							
Cloverly ES		Program Capacity	461	461	461	461	461	461	461
		Enrollment	429	438	435	435	428	424	433
		Available Space	32	23	26	26	33	37	28
		Comments							
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	441	441	441	441	441	441	441
		Enrollment	474	481	498	474	474	474	474
		Available Space	(33)	(40)	(57)	(33)	(33)	(33)	(33)
		Comments							
Dr. Charles R. Drew ES	CSR	Program Capacity	475	475	475	475	475	475	475
		Enrollment	485	481	479	483	470	471	477
		Available Space	(10)	(6)	(4)	(8)	5	4	(2)
		Comments							
Fairland ES	CSR	Program Capacity	631	631	631	631	631	631	631
		Enrollment	553	564	571	549	543	542	546
		Available Space	78	67	60	82	88	89	85
		Comments							
Galway ES	CSR	Program Capacity	754	754	754	754	754	754	754
		Enrollment	695	677	702	700	696	702	709
		Available Space	59	77	52	54	58	52	45
		Comments							
Greencastle ES	CSR	Program Capacity	579	769	769	769	769	769	769
		Enrollment	722	714	707	712	704	693	700
		Available Space	(143)	55	62	57	65	76	69
		Comments		Addition Complete					
Jackson Road ES	CSR	Program Capacity	661	661	661	661	661	661	661
		Enrollment	623	609	610	614	600	599	598
		Available Space	38	52	51	47	61	62	63
		Comments							

NORTHEAST CONSORTIUM

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31		
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	688	688	892	892	892	892	892		
		Enrollment	756	739	769	795	818	840	830		
		Available Space	(68)	(51)	123	97	74	52	62		
		Comments			Replace. Project Complete						
Roscoe R. Nix ES Grades (pre-K-2) Paired with Cresthaven ES	CSR	Program Capacity	478	478	478	478	478	478	478		
		Enrollment	437	440	452	441	445	446	447		
		Available Space	41	38	26	37	33	32	31		
		Comments									
William Tyler Page ES	CSR	Program Capacity	735	735	735	735	735	735	735		
		Enrollment	620	616	631	640	649	645	645		
		Available Space	115	119	104	95	86	90	90		
		Comments									
Sherwood ES		Program Capacity	518	518	518	518	518	518	518		
		Enrollment	498	487	498	491	490	490	503		
		Available Space	20	31	20	27	28	28	15		
		Comments									
Stonegate ES		Program Capacity	579	579	579	579	579	579	579		
		Enrollment	565	558	562	555	561	567	560		
		Available Space	14	21	17	24	18	12	19		
		Comments									
Westover ES		Program Capacity	276	276	276	276	276	276	276		
		Enrollment	294	301	297	290	288	296	288		
		Available Space	(18)	(25)	(21)	(14)	(12)	(20)	(12)		
		Comments									
Cluster Information		HS Utilization	100%	102%	104%	106%	107%	107%	109%	110%	110%
		HS Enrollment	5836	5940	6061	6184	6230	6269	6370	5900	5900
		MS Utilization	89%	91%	92%	93%	93%	94%	92%	93%	93%
		MS Enrollment	4003	4080	4106	4174	4185	4194	4117	4450	4450
		ES Utilization	99%	97%	93%	93%	93%	93%	93%		
		ES Enrollment	8887	8877	8995	8954	8928	8922	8957		

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
James Hubert Blake HS	1960	4.4%	38.9%	10.4%	35.3%	10.9%	53.7%	19.3%	19.6%
Paint Branch HS	2038	2.4%	57.9%	9.4%	26.7%	3.4%	52.2%	12.6%	13.2%
Springbrook HS	1838	2.8%	36.5%	10.2%	46.0%	4.4%	59.9%	27.4%	18.8%
Benjamin Banneker MS	705	1.8%	59.4%	9.1%	25.8%	3.4%	51.9%	14.6%	22.6%
Briggs Chaney MS	858	1.7%	51.7%	10.8%	29.1%	5.8%	62.0%	17.2%	15.9%
William H. Farquhar MS	682	9.4%	24.0%	10.4%	22.7%	32.8%	27.7%	6.9%	6.2%
Francis Scott Key MS	950	1.7%	37.7%	11.7%	42.8%	5.9%	63.3%	34.5%	29.2%
White Oak MS	808	4.1%	30.2%	6.2%	54.6%	4.5%	57.3%	28.1%	18.2%
Burnt Mills ES	747	4.4%	43.4%	19.4%	19.7%	13.1%	62.1%	34.0%	46.8%
Burtonsville ES	601	3.8%	56.1%	12.1%	22.8%	4.8%	54.9%	16.8%	19.6%
Cannon Road ES	388	3.9%	36.6%	8.2%	45.4%	5.4%	58.2%	24.5%	25.1%
Cloverly ES	429	5.4%	25.2%	10.7%	34.0%	24.5%	37.5%	22.4%	11.6%
Cresthaven ES	474	1.9%	39.7%	4.0%	51.1%	2.3%	62.7%	44.7%	18.6%
Dr. Charles R. Drew ES	485	3.5%	46.6%	10.3%	32.0%	7.6%	61.9%	17.3%	18.8%
Fairland ES	553	4.0%	58.2%	5.2%	27.3%	4.9%	58.6%	19.3%	34.3%
Galway ES	695	2.7%	56.1%	6.8%	31.1%	3.3%	58.6%	31.8%	19.8%
Greencastle ES	722	2.6%	66.2%	6.8%	20.6%	3.6%	60.4%	20.5%	28.9%
Jackson Road ES	623	4.3%	45.9%	5.5%	38.7%	5.6%	59.4%	32.9%	25.9%
JoAnn Leleck ES at Broad Acr	756	0.0%	7.9%	3.2%	88.4%	0.0%	69.2%	68.8%	28.8%
Roscoe R. Nix ES	437	1.6%	40.0%	5.7%	51.3%	1.4%	62.9%	31.4%	54.5%
William Tyler Page ES	620	5.6%	36.9%	8.5%	32.4%	16.1%	42.1%	11.6%	13.7%
Sherwood ES	498	7.2%	20.7%	11.4%	23.5%	36.5%	25.7%	8.0%	13.1%
Stonegate ES	565	7.3%	35.4%	12.6%	25.5%	18.6%	34.5%	14.3%	13.1%
Westover ES	294	8.8%	32.3%	9.5%	24.8%	24.5%	29.6%	10.9%	12.8%
Elementary Cluster Total	8887	4.0%	41.2%	8.8%	35.9%	9.9%	53.8%	27.1%	19.2%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

NORTHEAST CONSORTIUM

Program Capacity Table
(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services																	
																Quad Cluster Based				County & Regional Based													
																				Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15
Schools	James Hubert Blake HS	9-12	1743	79		77													2														
Paint Branch HS	9-12	1998	94		85								1					4				4											
Springbrook HS	9-12	2100	101		88								3	2	1			4	2		1												
Benjamin Banneker MS	6-8	803	40		36								1					3															
Briggs Chaney MS	6-8	939	46		43																	3											
William H. Farquhar MS	6-8	800	40		37										1			1	1														
Francis Scott Key MS	6-8	952	46		43								3																				
White Oak MS	6-8	987	48		45								1	1					1														
Burnt Mills ES	PreK-5	720	40	5		16	10		1		6																				1		1
Burtonsville ES	K-5	508	30	4		8	12				6																						
Cannon Road ES	K-5	448	32	5		9	7				3							3		1	4												
Cloverly ES	K-5	461	27	3		15						2									4										1		2
Cresthaven ES	3-5	441	27	5		17										5																	
Dr. Charles R. Drew ES	PreK-5	475	30	4		7	6	2	1		3							4													1		2
Fairland ES	HS-5	631	38	5		11	9	1	1		4													3					1	1		2	
Galway ES	PreK-5	754	45	5		12	14		1		7					6																	
Greencastle ES	PreK-5	579	35	5		7	12		1		6																			1	1		2
Jackson Road ES	PreK-5	661	40	5		13	11	1			5																			2	2		1
JoAnn Leleck ES at Broad Acres ES	HS-5	688	40	5		10	14	2		2	7																						
Roscoe R. Nix ES	PreK-2	478	34	5			17	1		1	6										4												
William Tyler Page ES	PreK-5	735	38	4		11	10		2		5	6																					
Sherwood ES	K-5	518	31	3		16						3						1			4									1	1		2
Stonegate ES	PreK-5	579	31	3		17		2				4						3													1		1
Westover ES	K-5	276	19	3		8						2					2				4												

NORTHEAST CONSORTIUM

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
James Hubert Blake HS	1998		297,125	91.09		4	
Paint Branch HS	1969	2012	347,169	45.76		6	
Springbrook HS	1960	1994	305,006	25.13	Yes		
Benjamin Banneker MS	1974		117,035	20		2	
Briggs Chaney MS	1991		115,000	29.37			
William H. Farquhar MS	1968	2016	135,626	20			
Francis Scott Key MS	1966	2009	147,424	20.59			
White Oak MS	1962	1993	141,163	17.3			
Burnt Mills ES	1964	2023	94,398	15.1			
Burtonsville ES	1952	1993	71,349	11.9		6	
Cannon Road ES	1967	2012	83,377	4.4	Yes		
Cloverly ES	1961	1989	61,991	10	Yes	2	
Cresthaven ES	1962	2010	76,862	9.8		2	
Dr. Charles R. Drew ES	1991		73,975	12		3	
Fairland ES	1934	1992	92,227	11.79		3	
Galway ES	1967	2009	103,170	9	Yes	2	
Greencastle ES	1988		78,275	18.88		12	LTL
Jackson Road ES	1959	1995	91,465	8.76		3	
JoAnn Leleck ES at Broad Acres ES	1952	1974	88,922	6.14	Yes		SBHC
Roscoe R. Nix ES	2006		88,351	8.97	Yes		
William Tyler Page ES	1965	2003	93,514	9.75			
Sherwood ES	1977		81,727	10.85			
Stonegate ES	1971	2023	84,094	10.27			
Westover ES	1964	1998	54,645	7.58		2	

*See Appendix H for relocatable use.

NORTHWEST CLUSTER

CLUSTER PLANNING ISSUES

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

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

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

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues

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

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

Northwest High School

Planning Issue: See text under Cluster Planning Issues.

Roberto W. Clemente Middle School

Planning Issue: See text under Cluster Planning Issues.

Kingsview Middle School

Planning Issue: See text under Cluster Planning Issues.

Lakelands Park Middle School

Planning Issue: See text under Cluster Planning Issues.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

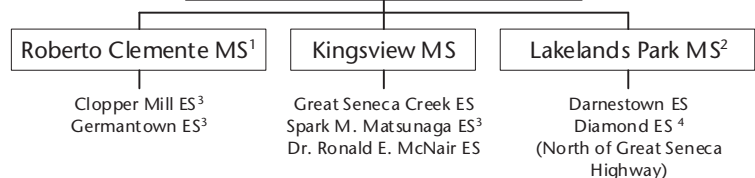
Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

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

Northwest Cluster Articulation

2024–2025 School Year

Northwest HS



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

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

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

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

NORTHWEST CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Northwest HS		Program Capacity	2268	2268	2268	2268	2268	2268	2268	2268	2268
		Enrollment	2300	2277	2213	2254	2269	2282	2314	2350	2350
		Available Space	(32)	(9)	55	14	(1)	(14)	(46)	(82)	(82)
		Comments	See Text								
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
Roberto W. Clemente MS		Program Capacity	1182	1182	1182	1182	1182	1182	1182	1182	1182
		Enrollment	888	947	980	989	991	993	974	980	980
		Available Space	294	235	202	193	191	189	208	202	202
		Comments	See Text								
Kingsview MS		Program Capacity	1033	1033	1033	1033	1033	1033	1033	1033	1033
		Enrollment	908	884	903	927	929	930	913	920	920
		Available Space	125	149	130	106	104	103	120	113	113
		Comments	See Text								
Lakelands Park MS		Program Capacity	1154	1154	1154	1154	1154	1154	1154	1154	1154
		Enrollment	993	997	999	1012	1015	1015	996	1000	1000
		Available Space	161	157	155	142	139	139	158	154	154
		Comments	See Text								
Clopper Mill ES	CSR	Program Capacity	498	498	498	498	498	498	498		
		Enrollment	458	487	473	467	472	465	459		
		Available Space	40	11	25	31	26	33	39		
		Comments									
Darnestown ES		Program Capacity	412	412	412	412	412	412	412		
		Enrollment	356	361	367	375	381	382	383		
		Available Space	56	51	45	37	31	30	29		
		Comments									
Diamond ES		Program Capacity	664	664	664	664	664	664	664		
		Enrollment	654	637	613	611	612	612	602		
		Available Space	10	27	51	53	52	52	62		
		Comments									
Germantown ES	CSR	Program Capacity	279	279	279	279	279	279	279		
		Enrollment	314	318	318	304	307	307	301		
		Available Space	(35)	(39)	(39)	(25)	(28)	(28)	(22)		
		Comments									
Great Seneca Creek ES	CSR	Program Capacity	586	586	586	586	586	586	586		
		Enrollment	487	478	475	469	457	458	459		
		Available Space	99	108	111	117	129	128	127		
		Comments									
Spark M. Matsunaga ES		Program Capacity	602	602	602	602	602	602	602		
		Enrollment	530	517	512	502	494	490	498		
		Available Space	72	85	90	100	108	112	104		
		Comments									
Dr. Ronald E. McNair ES		Program Capacity	797	797	797	797	797	797	797		
		Enrollment	673	654	652	632	640	634	635		
		Available Space	124	143	145	165	157	163	162		
		Comments									
Cluster Information		HS Utilization	101%	100%	98%	99%	100%	101%	102%	104%	104%
		HS Enrollment	2300	2277	2213	2254	2269	2282	2314	2350	2350
		MS Utilization	83%	84%	86%	87%	87%	87%	86%	86%	86%
		MS Enrollment	2789	2828	2882	2928	2935	2938	2883	2900	2900
		ES Utilization	90%	90%	89%	88%	88%	87%	87%		
		ES Enrollment	3472	3452	3410	3360	3363	3348	3337		

NORTHWEST CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Northwest HS	2300	5.7%	26.2%	20.5%	26.2%	21.2%	36.1%	10.4%	9.9%
Roberto W. Clemente MS	888	5.1%	31.3%	16.2%	36.0%	10.9%	55.0%	15.5%	14.0%
Kingsview MS	908	5.8%	26.8%	26.8%	22.7%	17.8%	35.6%	10.6%	8.2%
Lakelands Park MS	993	5.8%	13.4%	18.9%	28.5%	33.2%	34.0%	15.0%	13.5%
Clopper Mill ES	458	3.1%	30.6%	8.1%	50.9%	7.0%	60.9%	27.7%	32.2%
Darnestown ES	356	8.7%	9.6%	14.9%	14.6%	51.4%	17.7%	10.4%	15.0%
Diamond ES	654	5.5%	9.2%	44.6%	13.9%	25.1%	12.4%	18.8%	31.3%
Germantown ES	314	4.5%	35.7%	19.7%	26.4%	13.1%	52.2%	16.6%	29.9%
Great Seneca Creek ES	487	8.0%	30.2%	11.1%	33.1%	16.8%	54.2%	24.8%	22.7%
Spark M. Matsunaga ES	530	8.9%	22.1%	37.2%	15.5%	16.2%	28.7%	13.4%	22.8%
Dr. Ronald E. McNair ES	673	7.9%	25.6%	28.2%	19.9%	18.1%	33.6%	12.6%	15.3%
Elementary Cluster Total	3472	6.7%	22.5%	25.5%	24.1%	20.4%	35.4%	17.7%	19.4%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table
(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)															Special Education Services																	
															Quad Cluster Based	County & Regional Based																
																Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12
Schools	Northwest HS	9-12	2268	104		98							2												4							
	Roberto W. Clemente MS	6-8	1182	60		53							1					2			3					1						
	Kingsview MS	6-8	1033	49		48							1																			
	Lakelands Park MS	6-8	1154	57		53							1					1							2							
	Clopper Mill ES	HS-5	498	29	5		8	9		1	2	4																				
	Darnestown ES	K-5	412	25	3		12					3					7															
	Diamond ES	K-5	664	35	3		22					5									3									1	1	
	Germantown ES	K-5	279	22	4		3	5			3								4										1	2		
	Great Seneca Creek ES	K-5	586	34	4		14	9			4													3								
	Spark M. Matsunaga ES	K-5	602	34	3		22					3			1					5												
	Dr. Ronald E. McNair ES	PreK-5	797	38	3		29		1			5																				

NORTHWEST CLUSTER

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Northwest HS	1998		342,101	34.56	Yes	11	
Roberto W. Clemente MS	1992		148,246	19.87			
Kingsview MS	1997		140,398	18.45	Yes		
Lakelands Park MS	2005		153,588	8.11	Yes		
Clopper Mill ES	1986		64,851	9	Yes	6	
Darnestown ES	1954	1980	64,840	7.2			
Diamond ES	1975		85,404	10	Yes		
Germantown ES	1935	1978	57,668	7.75		4	
Great Seneca Creek ES	2006		82,511	13.71			
Spark M. Matsunaga ES	2001		90,718	11.8			
Dr. Ronald E. McNair ES	1990		91,613	10	Yes		

*See Appendix H for relocatable use.

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

POOLESVILLE CLUSTER

CLUSTER PLANNING ISSUES

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

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

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

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issue

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

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

Poolesville High School

Planning Issue: See text under Cluster Planning Issues.

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

John Poole Middle School

Planning Issue: See text under Cluster Planning Issues.

Poolesville Cluster Articulation

2024–2025 School Year

Poolesville HS

John Poole MS

Monocacy ES
Poolesville ES

See Appendix V for multicolored maps of the service areas.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Poolesville HS		Program Capacity	1508	1598	1598	1598	1598	1598	1598	1598	1598
		Enrollment	1351	1367	1365	1349	1346	1355	1371	1400	1400
		Available Space	157	141	233	249	252	243	227	198	198
		Comments	MCP Ph. 1 Complete See Text	MCP Phase 2 Complete							
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
John Poole MS		Program Capacity	494	494	494	494	494	494	494	494	494
		Enrollment	467	462	477	473	475	475	467	480	480
		Available Space	27	32	17	21	19	19	27	14	14
		Comments	See Text								
Monocacy ES		Program Capacity	229	229	229	229	229	229	229		
		Enrollment	164	169	172	177	169	177	178		
		Available Space	65	60	57	52	60	52	51		
		Comments									
Poolesville ES		Program Capacity	571	571	571	571	571	571	571		
		Enrollment	576	587	612	632	642	647	638		
		Available Space	(5)	(16)	(41)	(61)	(71)	(76)	(67)		
		Comments									
Cluster Information		HS Utilization	90%	86%	85%	84%	84%	85%	86%	88%	88%
		HS Enrollment	1351	1367	1365	1349	1346	1355	1371	1400	1400
		MS Utilization	95%	94%	97%	96%	96%	96%	95%	97%	97%
		MS Enrollment	467	462	477	473	475	475	467	480	480
		ES Utilization	93%	95%	98%	101%	101%	103%	102%		
		ES Enrollment	740	756	784	809	811	824	816		

POOLESVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Poolesville HS	1351	7.5%	8.1%	37.9%	9.6%	36.6%	12.1%	1.2%	3.1%
John Poole MS	467	6.2%	8.1%	11.6%	16.5%	57.6%	20.8%	2.1%	4.4%
Monocacy ES	164	9.1%	0.0%	3.7%	20.7%	65.9%	23.2%	11.6%	10.8%
Poolesville ES	576	8.2%	8.5%	11.5%	16.1%	55.4%	16.5%	8.2%	6.9%
Elementary Cluster Total	740	8.4%	6.8%	9.7%	17.2%	57.7%	18.0%	8.9%	6.7%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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Facility Characteristics of Schools 2024–2025

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

*See Appendix H for relocatable use.

QUINCE ORCHARD CLUSTER

CLUSTER PLANNING ISSUES

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

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

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and for construction funds. Due to fiscal constraints, the County Council, in the adopted 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 will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Quince Orchard High School

Planning Issue: See text under Cluster Planning Issues.

Lakelands Park Middle School

Planning Issue: See text under Cluster Planning Issues.

Ridgeview Middle School

Planning Issue: See text under Cluster Planning Issues.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

Quince Orchard Cluster Articulation

2024–2025 School Year

Quince Orchard High School

Lakelands Park MS*

Brown Station ES
Rachel Carson ES

Ridgeview MS

Diamond ES*
(south of Great Seneca Highway)
Fields Road ES
Jones Lane ES
Thurgood Marshall ES

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

QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Quince Orchard HS		Program Capacity	1783	1783	1783	1783	1783	1783	1783	1783	1783
		Enrollment	2100	2062	2015	2005	2059	2072	2105	2150	2150
		Available Space	(317)	(279)	(232)	(222)	(276)	(289)	(322)	(367)	(367)
		Comments	See Text								
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
Lakelands Park MS		Program Capacity	1154	1154	1154	1154	1154	1154	1154	1154	1154
		Enrollment	993	997	999	1012	1015	1015	996	1000	1000
		Available Space	161	157	155	142	139	139	158	154	154
		Comments	See Text								
Ridgeview MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	722	715	742	746	748	749	736	745	745
		Available Space	233	240	213	209	207	206	219	210	210
		Comments	See Text								
Brown Station ES	CSR	Program Capacity	725	725	725	725	725	725	725		
		Enrollment	572	582	604	608	609	610	614		
		Available Space	153	143	121	117	116	115	111		
		Comments									
Rachel Carson ES		Program Capacity	726	726	726	726	726	726	726		
		Enrollment	671	668	665	703	689	700	693		
		Available Space	55	58	61	23	37	26	33		
		Comments									
Fields Road ES	CSR	Program Capacity	455	455	455	455	455	455	455		
		Enrollment	453	447	446	441	435	434	436		
		Available Space	2	8	9	14	20	21	19		
		Comments									
Jones Lane ES		Program Capacity	510	510	510	510	510	510	510		
		Enrollment	428	420	422	375	372	379	382		
		Available Space	82	90	88	135	138	131	128		
		Comments									
Thurgood Marshall ES	CSR	Program Capacity	479	479	479	479	479	479	479		
		Enrollment	553	528	520	511	501	501	510		
		Available Space	(74)	(49)	(41)	(32)	(22)	(22)	(31)		
		Comments									
Cluster Information		HS Utilization	118%	116%	113%	112%	115%	116%	118%	121%	121%
		HS Enrollment	2100	2062	2015	2005	2059	2072	2105	2150	2150
		MS Utilization	81%	81%	83%	83%	84%	84%	82%	83%	83%
		MS Enrollment	1715	1712	1741	1758	1763	1764	1732	1745	1745
		ES Utilization	92%	91%	92%	91%	90%	91%	91%		
		ES Enrollment	2677	2645	2657	2638	2606	2624	2635		

QUINCE ORCHARD CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Quince Orchard HS	2100	5.9%	14.9%	10.7%	36.6%	31.7%	38.0%	17.4%	15.4%
Lakelands Park MS	993	5.8%	13.4%	18.9%	28.5%	33.2%	34.0%	15.0%	13.5%
Ridgeview MS	722	5.8%	18.7%	12.9%	33.0%	29.5%	41.7%	17.3%	14.5%
Brown Station ES	572	3.5%	13.1%	10.1%	66.4%	6.8%	57.5%	47.9%	33.6%
Rachel Carson ES	671	8.0%	8.2%	15.8%	22.5%	45.3%	27.0%	17.6%	9.9%
Fields Road ES	453	6.2%	18.5%	13.7%	38.6%	22.7%	51.0%	25.2%	23.3%
Jones Lane ES	428	7.7%	10.0%	11.4%	32.9%	37.9%	34.3%	23.1%	10.1%
Thurgood Marshall ES	553	5.4%	21.7%	9.9%	31.3%	31.1%	43.9%	18.8%	21.6%
Elementary Cluster Total	2677	6.2%	14.1%	12.3%	38.1%	29.1%	42.2%	26.5%	15.1%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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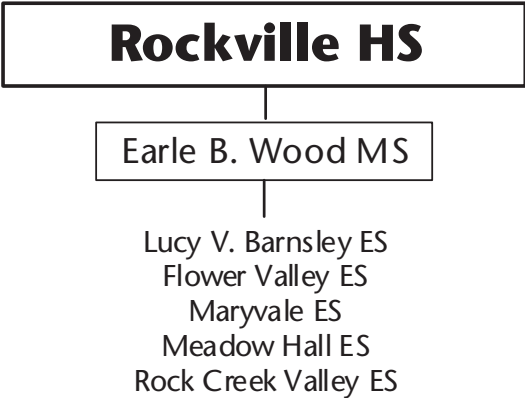
QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2024–2025

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

*See Appendix H for relocatable use.

Rockville Cluster Articulation
2024–2025 School Year



See Appendix V for multicolored maps of the service areas.

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Rockville HS		Program Capacity	1541	1541	1541	1541	1541	1541	1541	1541	1541
		Enrollment	1550	1575	1544	1579	1573	1584	1609	1630	1630
		Available Space	(9)	(34)	(3)	(38)	(32)	(43)	(68)	(89)	(89)
		Comments									
Earle B. Wood MS		Program Capacity	936	936	936	936	936	936	936	936	936
		Enrollment	1019	1024	1055	1043	1046	1047	1028	1030	1030
		Available Space	(83)	(88)	(119)	(107)	(110)	(111)	(92)	(94)	(94)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	700	700	700	700	700	700	700		
		Enrollment	621	596	578	586	578	580	584		
		Available Space	79	104	122	114	122	120	116		
		Comments									
Flower Valley ES		Program Capacity	463	463	463	463	463	463	463		
		Enrollment	524	523	513	501	501	502	513		
		Available Space	(61)	(60)	(50)	(38)	(38)	(39)	(50)		
		Comments									
Maryvale ES	CSR	Program Capacity	650	650	650	650	650	650	650		
		Enrollment	617	607	606	592	583	593	588		
		Available Space	33	43	44	58	67	57	62		
		Comments									
Meadow Hall ES	CSR	Program Capacity	337	337	337	337	337	337	337		
		Enrollment	348	340	346	331	319	316	321		
		Available Space	(11)	(3)	(9)	6	18	21	16		
		Comments									
Rock Creek Valley ES		Program Capacity	400	400	400	400	400	400	400		
		Enrollment	332	340	339	343	335	335	344		
		Available Space	68	60	61	57	65	65	56		
		Comments									
Cluster Information		HS Utilization	101%	102%	100%	102%	102%	103%	104%	106%	106%
		HS Enrollment	1550	1575	1544	1579	1573	1584	1609	1630	1630
		MS Utilization	109%	109%	113%	111%	112%	112%	110%	110%	110%
		MS Enrollment	1019	1024	1055	1043	1046	1047	1028	1030	1030
		ES Utilization	96%	94%	93%	92%	91%	91%	92%		
		ES Enrollment	2442	2406	2382	2353	2316	2326	2350		

ROCKVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Rockville HS	1550	5.2%	14.8%	11.2%	46.7%	21.8%	46.7%	19.2%	13.6%
Earle B. Wood MS	1019	6.5%	13.6%	8.4%	47.7%	23.3%	44.7%	19.7%	13.4%
Lucy V. Barnsley ES	621	6.9%	15.0%	8.7%	39.3%	29.8%	43.0%	24.2%	11.7%
Flower Valley ES	524	6.1%	15.8%	9.0%	30.7%	38.4%	30.0%	19.3%	17.1%
Maryvale ES	617	9.4%	24.6%	8.9%	37.0%	20.1%	49.4%	17.5%	19.8%
Meadow Hall ES	348	7.8%	6.6%	6.0%	63.2%	15.5%	66.1%	45.4%	34.3%
Rock Creek Valley ES	332	5.7%	9.0%	10.2%	45.2%	29.2%	37.0%	23.8%	13.9%
Elementary Cluster Total	2442	7.3%	15.6%	8.6%	41.1%	27.1%	44.3%	24.4%	15.3%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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ROCKVILLE CLUSTER

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Rockville HS	1968	2004	317,731	29.61			
Earle B. Wood MS	1965	2001	152,588	8.5	Yes		
Lucy V. Barnsley ES	1965	1998	97,524	10			
Flower Valley ES	1967	1996	61,567	9.28		5	
Maryvale ES	1969	2020	178,625	17.7			LTL
Meadow Hall ES	1956	1994	61,694	8.38	Yes	4	
Rock Creek Valley ES	1964	2001	76,692	10.4			

*See Appendix H for relocatable use.

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

SENECA VALLEY CLUSTER

CLUSTER PLANNING ISSUES

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

The Germantown Plan for the Town Sector Zone was adopted in 2020. Housing types allowed in the recommended zoning are single family, duplexes, townhouses, and multi-family units. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/germantown/germantown-plan-town-sector-zone/>

The Marc Rail Communities Plan was adopted in 2019. Seneca Valley, Northwest, Clarksburg, and Poolesville clusters serve the families within the plan area. Additional information can be found at the following weblink: <https://montgomeryplanning.org/planning/communities/upcounty/marc-rail-communities/>

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

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

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the Board of Education for this new school, the County Council delayed the funds by one year.

An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and for construction funds. Due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed the completion date by one year, but approved the additional expenditures. An FY 2024 appropriation was approved for construction funds. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY 2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Seneca Valley High School

Planning Issue: See text under Cluster Planning Issues.

Roberto W. Clemente Middle School

Planning Issue: See text under Cluster Planning Issues.

Dr. Martin Luther King, Jr. Middle School

Planning Issue: See text under Cluster Planning Issues.

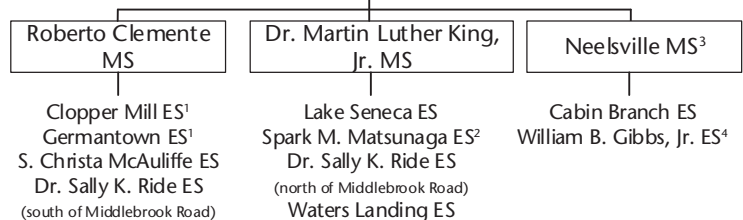
Neelsville Middle School

Planning Issue: See text under Cluster Planning Issues.

Seneca Valley Cluster Articulation

2024–2025 School Year

Seneca Valley HS



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

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

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

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

See Appendix V for multicolored maps of the service areas.

Lake Seneca Elementary School

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

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Seneca Valley HS		Program Capacity	2524	2524	2524	2524	2524	2524	2524	2524	2524
		Enrollment	2409	2465	2519	2601	2604	2620	2661	2675	2675
		Available Space	115	59	5	(77)	(80)	(96)	(137)	(151)	(151)
		Comments	See Text								
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
Roberto W. Clemente MS		Program Capacity	1182	1182	1182	1182	1182	1182	1182	1182	1182
		Enrollment	888	947	980	989	991	993	974	980	980
		Available Space	294	235	202	193	191	189	208	202	202
		Comments	See Text								
Dr. Martin Luther King Jr. MS		Program Capacity	914	914	914	914	914	914	914	914	914
		Enrollment	841	828	833	859	861	862	845	875	875
		Available Space	73	86	81	55	53	52	69	39	39
		Comments	See Text								
Neelsville MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	781	772	793	801	804	804	789	800	800
		Available Space	175	184	163	155	152	152	167	156	156
		Comments	MCP Complete See Text								
Cabin Branch ES		Program Capacity	693	693	693	693	693	693	693		
		Enrollment	645	704	712	728	726	722	718		
		Available Space	48	(11)	(19)	(35)	(33)	(29)	(25)		
		Comments									
Germantown ES	CSR	Program Capacity	279	279	279	279	279	279	279		
		Enrollment	314	318	318	304	307	307	301		
		Available Space	(35)	(39)	(39)	(25)	(28)	(28)	(22)		
		Comments									
William B. Gibbs, Jr. ES		Program Capacity	758	758	758	758	758	758	758		
		Enrollment	601	606	616	615	632	627	633		
		Available Space	157	152	142	143	126	131	125		
		Comments									
Lake Seneca ES	CSR	Program Capacity	402	402	402	402	402	402	402		
		Enrollment	437	467	480	477	480	487	496		
		Available Space	(35)	(65)	(78)	(75)	(78)	(85)	(94)		
		Comments	See Text								
S. Christa McAuliffe ES	CSR	Program Capacity	751	751	751	751	751	751	751		
		Enrollment	467	457	443	425	428	432	426		
		Available Space	284	294	308	326	323	319	325		
		Comments									
Dr. Sally K. Ride ES	CSR	Program Capacity	532	532	532	532	532	532	532		
		Enrollment	428	432	418	409	398	409	409		
		Available Space	104	100	114	123	134	123	123		
		Comments									
Waters Landing ES	CSR	Program Capacity	742	742	742	742	742	742	742		
		Enrollment	735	746	726	715	714	711	704		
		Available Space	7	(4)	16	27	28	31	38		
		Comments									
Cluster Information		HS Utilization	95%	98%	100%	103%	103%	104%	105%	106%	106%
		HS Enrollment	2409	2465	2519	2601	2604	2620	2661	2675	2675
		MS Utilization	78%	80%	83%	84%	84%	82%	83%	83%	83%
		MS Enrollment	1669	1719	1773	1790	1795	1797	1763	1780	1780
		ES Utilization	86%	87%	87%	85%	85%	86%	86%		
		ES Enrollment	2982	3026	3001	2945	2959	2973	2969		

SENECA VALLEY CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Seneca Valley HS	2409	4.4%	37.0%	11.2%	35.8%	11.5%	49.2%	14.5%	16.9%
Roberto W. Clemente MS	888	5.1%	31.3%	16.2%	36.0%	10.9%	55.0%	15.5%	14.0%
Dr. Martin Luther King, Jr. MS	841	3.4%	35.9%	11.2%	36.5%	12.7%	54.1%	17.2%	15.7%
Neelsville MS	781	3.6%	29.4%	15.9%	43.8%	6.9%	55.1%	26.4%	18.0%
Cabin Branch ES	645	6.0%	31.9%	37.7%	14.1%	9.8%	28.1%	12.4%	18.5%
Germantown ES	314	4.5%	35.7%	19.7%	26.4%	13.1%	52.2%	16.6%	29.9%
William B. Gibbs, Jr. ES	601	6.3%	28.0%	26.8%	22.1%	16.8%	40.1%	14.5%	22.7%
Lake Seneca ES	437	6.9%	40.0%	5.9%	42.1%	5.0%	61.3%	21.5%	35.6%
S. Christa McAuliffe ES	467	6.0%	36.6%	7.9%	41.3%	8.1%	55.0%	26.6%	27.2%
Dr. Sally K. Ride ES	428	6.3%	34.3%	10.7%	37.9%	10.3%	62.4%	24.1%	27.1%
Waters Landing ES	735	4.1%	36.3%	7.8%	39.7%	12.0%	56.3%	29.3%	29.4%
Elementary Cluster Total	3627	5.7%	34.4%	17.4%	31.4%	10.9%	49.4%	20.8%	20.3%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table
(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)															Special Education Services																															
															Quad Cluster Based	County & Regional Based																														
																Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	ELD @15	OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7
Schools																																														
Seneca Valley HS	9-12	2524	121		106								3	1				7	4																											
Roberto W. Clemente MS	6-8	1182	60		53								1					2				3					1																			
Dr. Martin Luther King, Jr. MS	6-8	914	43		43																																									
Neelsville MS	6-8	956	47		42								3	2																																
Cabin Branch ES	K-5	693	37	3		23	2					4									4										1															
Germantown ES	K-5	279	22	4		3	5				3							4											1		2															
William B. Gibbs, Jr. ES	K-5	758	37	3		24		1			4																			2	3															
Lake Seneca ES	K-5	402	26	5		4	9	1		3																		1	1	2																
S. Christa McAuliffe ES	HS-5	751	43	5		21	8		2	4					1						2																									
Dr. Sally K. Ride ES	HS-5	532	33	4		8	7	1	1	1	4						7																													
Waters Landing ES	K-5	742	43	5		18	10			6								4																												

SENECA VALLEY CLUSTER

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Seneca Valley HS	1974	2020	457,600	29.37			HSWC
Roberto W. Clemente MS	1992		148,246	19.87			
Dr. Martin Luther King, Jr. MS	1996		135,867	18.61			
Neelsville MS	1981		162,684	29.19			
Cabin Branch ES	2023		95,327	9.61	Yes		
Germantown ES	1935	1978	57,668	7.75		4	
William B. Gibbs, Jr. ES	2009		88,042	10.75			
Lake Seneca ES	1985		58,770	9.35		9	
S. Christa McAuliffe ES	1987		102,111	10.6	Yes		
Dr. Sally K. Ride ES	1994		78,686	13.49		2	
Waters Landing ES	1988		101,352	10			

**See Appendix H for relocatable use.*

SHERWOOD CLUSTER

CLUSTER PLANNING ISSUES

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

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

SCHOOLS

Belmont Elementary School

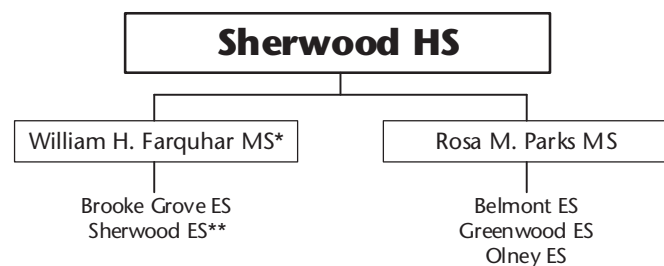
Planning Study: This school has been approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) is utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic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

Sherwood Elementary School

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

Sherwood Cluster Articulation

2024–2025 School Year



* A portion of Cloverly ES and Stonegate ES also articulate to William H. Farquhar MS and then the Northeast Consortium for high school.

**Sherwood ES also articulates to White Oak MS and then the Northeast Consortium for high school. See Appendix V for multicolored maps of the service areas.

SHERWOOD CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Sherwood HS		Program Capacity	2152	2152	2152	2152	2152	2152	2152	2152	2152
		Enrollment	1675	1719	1714	1719	1718	1727	1752	1775	1775
		Available Space	477	433	438	433	434	425	400	377	377
		Comments									
William H. Farquhar MS		Program Capacity	800	800	800	800	800	800	800	800	800
		Enrollment	682	694	732	738	740	741	729	740	740
		Available Space	118	106	68	62	60	59	71	60	60
		Comments									
Rosa M. Parks MS		Program Capacity	945	945	945	945	945	945	945	945	945
		Enrollment	863	861	865	889	891	892	876	900	900
		Available Space	82	84	80	56	54	53	69	45	45
		Comments									
Belmont ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	343	346	337	330	323	324	323		
		Available Space	68	65	74	81	88	87	88		
		Comments	See Text								
Brooke Grove ES		Program Capacity	512	512	512	512	512	512	512		
		Enrollment	390	390	383	373	375	360	367		
		Available Space	122	122	129	139	137	152	145		
		Comments									
Greenwood ES		Program Capacity	572	572	572	572	572	572	572		
		Enrollment	534	546	533	529	537	531	533		
		Available Space	38	26	39	43	35	41	39		
		Comments									
Olney ES		Program Capacity	617	617	617	617	617	617	617		
		Enrollment	585	555	560	553	532	534	545		
		Available Space	32	62	57	64	85	83	72		
		Comments									
Sherwood ES		Program Capacity	518	518	518	518	518	518	518		
		Enrollment	498	487	498	491	490	490	503		
		Available Space	20	31	20	27	28	28	15		
		Comments	See Text								
Cluster Information		HS Utilization	78%	80%	80%	80%	80%	80%	81%	82%	82%
		HS Enrollment	1675	1719	1714	1719	1718	1727	1752	1775	1775
		MS Utilization	89%	89%	92%	93%	93%	94%	92%	94%	94%
		MS Enrollment	1545	1555	1597	1627	1631	1633	1605	1640	1640
		ES Utilization	89%	88%	88%	87%	86%	85%	86%		
		ES Enrollment	2350	2324	2311	2276	2257	2239	2271		

SHERWOOD CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Sherwood HS	1675	5.9%	18.3%	11.2%	19.5%	45.1%	22.4%	5.1%	7.8%
William H. Farquhar MS	682	9.4%	24.0%	10.4%	22.7%	32.8%	27.7%	6.9%	6.2%
Rosa M. Parks MS	863	6.7%	13.7%	9.2%	16.5%	53.5%	16.5%	3.4%	4.8%
Belmont ES	343	7.9%	16.9%	5.2%	11.7%	58.0%	16.3%	9.6%	6.0%
Brooke Grove ES	390	7.7%	29.0%	12.6%	22.6%	28.2%	34.9%	14.1%	10.7%
Greenwood ES	534	8.4%	11.8%	6.4%	12.2%	60.9%	12.0%	5.2%	5.8%
Olney ES	585	5.5%	14.9%	13.3%	19.0%	47.0%	22.4%	11.1%	6.7%
Sherwood ES	498	7.2%	20.7%	11.4%	23.5%	36.5%	25.7%	8.0%	13.1%
Elementary Cluster Total	2350	7.2%	18.0%	10.0%	17.9%	46.4%	21.9%	9.4%	6.9%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services																
																Quad Cluster Based	County & Regional Based															
																	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10
Schools	Sherwood HS	9-12	2152	101		93										1		2	1						4							
	William H. Farquhar MS	6-8	800	40		37										1		1	1													
	Rosa M. Parks MS	6-8	945	46		44															2											
	Belmont ES	K-5	411	22	3		15					3				1																
	Brooke Grove ES	PreK-5	512	30	3		16		1			2					8															
	Greenwood ES	K-5	572	29	3		20					4																	1		1	
	Olney ES	K-5	617	30	3		23					4																				
	Sherwood ES	K-5	518	31	3		16					3							1		4								1	1	2	

Facility Characteristics of Schools 2024–2025

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

*See Appendix H for relocatable use.

WATKINS MILL CLUSTER

CLUSTER PLANNING ISSUE

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

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

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

as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and for construction funds. Due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed the completion date by one year, but approved the additional expenditures. An FY 2024 appropriation was approved for construction funds. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY 2025–2030 CIP, a Phase II for this project which will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities. This new high school is scheduled to be completed August 2027.

Watkins Mill High School

Planning Issue: See text under Cluster Planning Issues

Montgomery Village Middle School

Planning Issue: See text under Cluster Planning Issues

Neelsville Middle School

Planning Issue: See text under Cluster Planning Issues

Whetstone Elementary School

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

SCHOOLS

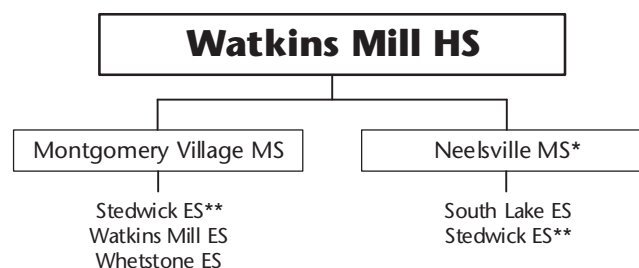
Crown High School

Planning Issue: See text under Cluster Planning Issues.

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

Watkins Mill Cluster Articulation

2024–2025 School Year



* A portion of Clarksburg ES and William B. Gibbs, Jr ES also articulate to Neelsville MS and thereafter articulate to Seneca Valley HS.

**Stedwick ES split articulates to Montgomery Village MS and Neelsville MS and thereafter to Watkins Mill HS.
See Appendix V for multicolored maps of the service areas.

WATKINS MILL CLUSTER

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

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Watkins Mill HS		Program Capacity	1831	1831	1831	1831	1831	1831	1831	1831	1831
		Enrollment	1577	1591	1547	1554	1572	1584	1613	1650	1650
		Available Space	254	240	284	277	259	247	218	181	181
		Comments	See Text								
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
Montgomery Village MS		Program Capacity	857	857	857	857	857	857	857	857	857
		Enrollment	780	794	785	814	816	817	803	825	825
		Available Space	77	63	72	43	41	40	54	32	32
		Comments	See Text								
Neelsville MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	781	772	793	801	804	804	789	800	800
		Available Space	175	184	163	155	152	152	167	156	156
		Comments	MCP Complete See Text								
South Lake ES	CSR	Program Capacity	778	778	778	778	778	778	778		
		Enrollment	746	711	714	691	695	685	690		
		Available Space	32	67	64	87	83	93	88		
		Comments									
Stedwick ES	CSR	Program Capacity	674	674	674	674	674	674	674		
		Enrollment	492	469	463	461	456	466	459		
		Available Space	182	205	211	213	218	208	215		
		Comments									
Watkins Mill ES	CSR	Program Capacity	719	719	696	696	696	696	696		
		Enrollment	734	728	728	725	730	724	719		
		Available Space	(15)	(9)	(32)	(29)	(34)	(28)	(23)		
		Comments									
Whetstone ES	CSR	Program Capacity	780	780	780	780	780	780	780		
		Enrollment	711	717	714	721	725	728	726		
		Available Space	69	63	66	59	55	52	54		
		Comments	See Text								
Cluster Information		HS Utilization	86%	87%	84%	85%	86%	87%	88%	90%	90%
		HS Enrollment	1577	1591	1547	1554	1572	1584	1613	1650	1650
		MS Utilization	86%	86%	87%	89%	89%	89%	88%	90%	90%
		MS Enrollment	1561	1566	1578	1615	1620	1621	1592	1625	1625
		ES Utilization	91%	89%	89%	89%	89%	89%	89%		
		ES Enrollment	2683	2625	2619	2598	2606	2603	2594		

WATKINS MILL CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Watkins Mill HS	1577	2.7%	22.5%	8.2%	60.6%	5.5%	51.7%	32.7%	38.7%
Montgomery Village MS	780	2.9%	21.9%	5.5%	65.9%	3.5%	59.2%	39.9%	19.6%
Neelsville MS	781	3.6%	29.4%	15.9%	43.8%	6.9%	55.1%	26.4%	18.0%
South Lake ES	746	2.0%	17.3%	4.3%	74.7%	1.3%	66.1%	59.9%	40.6%
Stedwick ES	492	4.1%	31.1%	6.5%	51.8%	6.1%	59.6%	33.5%	24.8%
Watkins Mill ES	734	2.2%	13.6%	6.1%	74.9%	2.7%	60.1%	57.9%	33.9%
Whetstone ES	711	3.1%	25.7%	7.9%	57.1%	5.9%	56.3%	41.8%	25.5%
Elementary Cluster Total	2683	2.7%	21.1%	6.1%	65.9%	3.8%	60.6%	49.7%	24.2%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services																
																Quad Cluster Based	County & Regional Based															
																	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10
Schools	Watkins Mill HS	9-12	1831	91		74							4	3				3				6					1					
Montgomery Village MS	6-8	857	46		36								2	2				3			3											
Neelsville MS	6-8	956	47		42								3	2																		
South Lake ES	HS-5	778	43	5		18	12	1		1	6																					
Stedwick ES	PreK-5	674	39	5		16	7		1		5							5														
Watkins Mill ES	HS-5	719	41	5		13	13	2		1	7																					
Whetstone ES	PreK-5	780	43	5		16	12		1		5																			1	3	

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Watkins Mill HS	1989		305,288	50.99	Yes		HSWC
Montgomery Village MS	1968	2003	141,615	15.1			
Neelsville MS	1981		162,684	29.19			
South Lake ES	1972	2023	113,549	10.2			SBHC
Stedwick ES	1974		109,677	10			
Watkins Mill ES	1970		82,939	10	Yes	4	
Whetstone ES	1968		96,946	8.8	Yes		

**See Appendix H for relocatable use.*

WALT WHITMAN CLUSTER

CLUSTER PLANNING ISSUES

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

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

As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was delayed one-year due to an extension of the construction timeline. As a result of Northwood High School remaining at Charles W. Woodward High School, its holding facility, for one additional year, the completion date for the reopening of Charles W. Woodward High School is August 2027. On March 19, 2024, the Board of Education adopted a revised timeline for the boundary study. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/woodwardhsboundarystudy/

SCHOOLS

Walt Whitman High School

Planning Issue: See text under Cluster Planning Issues.

Charles W. Woodward High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2021 appropriation for construction was approved for the reopening of Charles W. Woodward High School. The Board of Education approved that Charles W. Woodward High School be used as a holding school, starting in August 2023, for Northwood High School. An FY 2023 appropriation was requested for construction cost increases and the balance of construction funds. However, due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed this project

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

Thomas W. Pyle Middle School

Planning Issue: See text under Cluster Planning Issues.

Burning Tree Elementary School

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

Walt Whitman Cluster Articulation

2024–2025 School Year

Walt Whitman HS

Thomas W. Pyle MS

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

See Appendix V for multicolored maps of the service areas.

CAPITAL PROJECTS

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

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Walt Whitman HS		Program Capacity	2218	2218	2218	2218	2218	2218	2218	2218	2218
		Enrollment	2056	2036	2019	2040	2040	2050	2079	2100	2100
		Available Space	162	182	199	178	178	168	139	118	118
		Comments	See Text								
Charles W. Woodward HS		Program Capacity				2249	2249	2249	2249	2249	2249
		Enrollment				0	0	0	0	0	0
		Available Space				2249	2249	2249	2249	2249	2249
		Comments	See Text			Opens					
Thomas W. Pyle MS		Program Capacity	1498	1498	1498	1498	1498	1498	1498	1498	1498
		Enrollment	1259	1263	1269	1289	1293	1294	1272	1275	1275
		Available Space	239	235	229	209	205	204	226	223	223
		Comments	See Text								
Bannockburn ES		Program Capacity	389	389	389	389	389	389	389		
		Enrollment	446	422	419	398	412	412	402		
		Available Space	(57)	(33)	(30)	(9)	(23)	(23)	(13)		
		Comments									
Bradley Hills ES		Program Capacity	686	686	686	686	686	686	686		
		Enrollment	474	477	465	454	459	449	457		
		Available Space	212	209	221	232	227	237	229		
		Comments									
Burning Tree ES		Program Capacity	389	389	389	389	389	389	389		
		Enrollment	479	492	504	511	524	504	512		
		Available Space	(90)	(103)	(115)	(122)	(135)	(115)	(123)		
		Comments	See Text								
Carderock Springs ES		Program Capacity	429	429	429	429	429	429	429		
		Enrollment	363	373	377	377	388	397	382		
		Available Space	66	56	52	52	41	32	47		
		Comments									
Wood Acres ES		Program Capacity	757	757	757	757	757	757	757		
		Enrollment	609	613	622	634	639	638	637		
		Available Space	148	144	135	123	118	119	120		
		Comments									
Cluster Information		HS Utilization	93%	92%	91%	92%	92%	92%	94%	95%	95%
		HS Enrollment	2056	2036	2019	2040	2040	2050	2079	2100	2100
		MS Utilization	84%	84%	85%	86%	86%	86%	85%	85%	85%
		MS Enrollment	1259	1263	1269	1289	1293	1294	1272	1275	1275
		ES Utilization	89%	90%	90%	90%	91%	91%	90%		
		ES Enrollment	2371	2377	2387	2374	2422	2400	2390		

WALT WHITMAN CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Walt Whitman HS	2056	8.6%	5.9%	16.1%	12.5%	56.7%	7.0%	2.5%	6.3%
Thomas W. Pyle MS	1259	8.4%	5.6%	16.0%	15.0%	54.8%	6.4%	5.1%	7.3%
Bannockburn ES	446	8.3%	5.6%	15.7%	8.7%	61.7%	4.0%	5.4%	5.1%
Bradley Hills ES	474	9.7%	2.1%	14.3%	9.3%	64.6%	2.1%	2.7%	5.6%
Burning Tree ES	479	7.7%	9.4%	20.9%	10.4%	51.4%	8.6%	10.9%	17.8%
Carderock Springs ES	363	12.4%	5.0%	14.3%	11.8%	56.2%	5.5%	7.7%	11.8%
Wood Acres ES	609	5.9%	5.9%	10.3%	12.3%	65.5%	7.2%	6.1%	11.6%
Elementary Cluster Total	2371	8.5%	5.7%	14.9%	10.6%	60.3%	5.6%	6.5%	8.8%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table
(School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)																Special Education Services															
																Quad Cluster Based				County & Regional Based											
																				ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER																
Walt Whitman HS	9-12	2218	105		95													3	2	1					4						
Thomas W. Pyle MS	6-8	1498	73		69															1					3						
Bannockburn ES	K-5	389	20	3		15						2																			
Bradley Hills ES	K-5	686	33	3		26						4																			
Burning Tree ES	K-5	389	24	3		11						3				7															
Carderock Springs ES	K-5	429	24	3		15						3									3										
Wood Acres ES	K-5	757	37	3		27						4																	1	2	

WALT WHITMAN CLUSTER

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Walt Whitman HS	1962	1992	312,270	30.7	Yes		
Thomas W. Pyle MS	1962	1993	209,464	14.3			
Bannockburn ES	1957	1988	54,234	8.3		2	
Bradley Hills ES	1951	1984	76,745	6.7	Yes		
Burning Tree ES	1958	1991	68,119	6.79	Yes	4	
Carderock Springs ES	1966	2010	75,351	9			
Wood Acres ES	1952	2002	96,358	4.78	Yes		

**See Appendix H for relocatable use.*

THOMAS S. WOOTTON CLUSTER

CLUSTER PLANNING ISSUES

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

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

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

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

SCHOOLS

Crown High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was requested by the

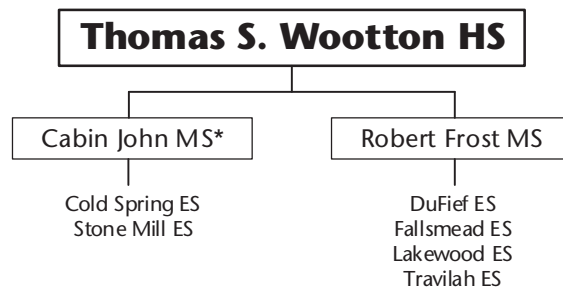
Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. However, as part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted 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 will include the construction of the auditorium. The build out of the shell, the outside structure, of the auditorium is part of the Phase I construction. An FY 2025 appropriation was approved for the balance of funding and to build out the outside structure of the auditorium. An FY 2026 appropriation and amendment to the FY 2025–2030 CIP was approved to complete Phase II, the interior fit-out of the auditorium, teaching spaces, and upgrade site amenities.. This new high school is scheduled to be completed August 2027.

Thomas S. Wootton High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: A Major Capital Project is planned for this school to address various building systems and programmatic needs. Although the Board of Education requested a completion date of August 2026, the County Council delayed the expenditures and completion date by one year to August 2027. An FY 2023 appropriation was approved to accelerate funds to address ADA and site related issues at this school prior to

Thomas S. Wootton Cluster Articulation 2024–2025 School Year



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

the construction of the project. Expenditures for this project are included in the Major Capital Projects–Secondary Project. Due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed this project two years. An FY 2025 appropriation was requested for planning and design funds for the building portion of the Major Capital Project. Due to fiscal constraints, the County Council shifted expenditures to the out-years in the adopted FY 2025–2030 CIP, with a “to be determined” completion date. The first phase of the ADA and site related work was completed in August 2024, with the second phase to be completed in August 2026.

Cabin John Middle School

Planning Issue: See text under Cluster Planning Issues.

Robert Frost Middle School

Planning Issue: See text under Cluster Planning Issues.

Cold Spring Elementary School

Capital Project: As part of the adopted FY 2023–2028 CIP, this school was approved for a feasibility study for a major capital project. The Key Facilities Indicators (KFI) were utilized to identify schools for possible major capital projects. The scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. An FY 2025 appropriation was approved to begin the planning and design for this project. Due to fiscal constraints, the County Council shifted construction placeholder expenditures to the out-years of the adopted FY 2025–2030 CIP. Once planning is complete, construction funds, along with a completion date, will be considered in a future CIP. It was approved that a portion of the out-year placeholder expenditures for this project be reallocated to other CIP projects in order to keep them on their approved schedules.

DuFief Elementary School

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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Approved	August 2027
Thomas S. Wootton HS	ADA and Site Project	Approved	August 2024 August 2026
Cold Spring ES	Major Capital Project	Proposed	TBD

Approved—Project has an approved FY 2026 appropriation in the FY 2025–2030 CIP for planning or construction funds.

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

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

THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Thomas S. Wootton HS		Program Capacity	2120	2120	2120	2120	2120	2120	2120	2120	2120
		Enrollment	1870	1889	1857	1863	1877	1888	1912	1950	1950
		Available Space	250	231	263	257	243	232	208	170	170
		Comments	See Text								
Crown HS		Program Capacity				2219	2219	2219	2219	2219	2219
		Enrollment				0	0	0	0	0	0
		Available Space				2219	2219	2219	2219	2219	2219
		Comments	See Text			Opens					
Cabin John MS		Program Capacity	1125	1125	1125	1125	1125	1125	1125	1125	1125
		Enrollment	983	1025	1003	1012	1015	1017	998	1010	1010
		Available Space	142	100	122	113	110	108	127	115	115
		Comments	See Text								
Robert Frost MS		Program Capacity	1035	1035	1035	1035	1035	1035	1035	1035	1035
		Enrollment	915	916	904	940	943	943	927	940	940
		Available Space	120	119	131	95	92	92	108	95	95
		Comments	See Text								
Cold Spring ES		Program Capacity	482	482	482	482	482	482	482		
		Enrollment	362	365	369	363	352	364	356		
		Available Space	120	117	113	119	130	118	126		
		Comments	See Text								
DuFief ES		Program Capacity	414	414	414	414	414	414	414		
		Enrollment	276	269	272	269	263	257	254		
		Available Space	138	145	142	145	151	157	160		
		Comments	See Text								
Fallsmead ES		Program Capacity	572	572	572	572	572	572	572		
		Enrollment	512	513	497	500	484	482	487		
		Available Space	60	59	75	72	88	90	85		
		Comments									
Lakewood ES		Program Capacity	566	566	566	566	566	566	566		
		Enrollment	406	404	413	409	411	408	414		
		Available Space	160	162	153	157	155	158	152		
		Comments									
Stone Mill ES		Program Capacity	713	713	713	713	713	713	713		
		Enrollment	516	524	529	522	521	536	520		
		Available Space	197	189	184	191	192	177	193		
		Comments									
Travilah ES		Program Capacity	526	526	526	526	526	526	526		
		Enrollment	372	370	374	364	368	363	371		
		Available Space	154	156	152	162	158	163	155		
		Comments									
Cluster Information		HS Utilization	88%	89%	88%	88%	89%	89%	90%	92%	92%
		HS Enrollment	1870	1889	1857	1863	1877	1888	1912	1950	1950
		MS Utilization	88%	90%	88%	90%	91%	91%	89%	90%	90%
		MS Enrollment	1898	1941	1907	1952	1958	1960	1925	1950	1950
		ES Utilization	75%	75%	75%	74%	73%	74%	73%		
		ES Enrollment	2444	2445	2454	2427	2399	2410	2402		

THOMAS S. WOOTTON CLUSTER

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Thomas S. Wootton HS	1870	6.0%	12.8%	37.4%	9.4%	34.2%	13.4%	4.0%	4.1%
Cabin John MS	983	6.5%	11.2%	34.3%	10.9%	37.0%	12.3%	4.1%	5.2%
Robert Frost MS	915	8.1%	13.1%	41.4%	10.3%	26.6%	16.4%	5.5%	8.2%
Cold Spring ES	362	5.2%	6.9%	36.2%	8.6%	43.1%	7.7%	2.8%	6.4%
DuFief ES	276	10.1%	16.7%	27.9%	14.5%	30.8%	20.7%	15.2%	16.3%
Fallsmead ES	512	8.6%	10.7%	34.0%	14.8%	31.8%	18.9%	8.8%	12.3%
Lakewood ES	406	7.6%	17.2%	43.8%	11.8%	19.5%	21.2%	13.8%	18.9%
Stone Mill ES	516	7.8%	10.7%	46.3%	12.2%	22.7%	14.1%	14.1%	10.0%
Travilah ES	372	6.7%	10.2%	43.8%	9.4%	29.6%	13.4%	8.1%	11.5%
Elementary Cluster Total	2444	7.7%	11.8%	39.4%	12.0%	29.1%	16.0%	10.5%	10.6%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table
(School Year 2024–2025)

Schools	Special Education Services																
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	Quad Cluster Based	County & Regional Based
Thomas S. Wootton HS	9-12	2120	98		93											ELC @10	
Cabin John MS	6-8	1125	57		51											LANG @12	
Robert Frost MS	6-8	1035	51		48											LFI @10	
Cold Spring ES	K-5	482	24	3		20						1				SCB @6	
DuFief ES	K-5	414	25	3		12						3				AAC@7	
Fallsmead ES	K-5	572	30	3		22						3			2	AUT @6	
Lakewood ES	K-5	566	30	3		20						3				BRIDGE @10	
Stone Mill ES	K-5	713	36	3		25						3				DHOH @7	
Travilah ES	K-5	526	26	3		20						3				SESES @10	
																EXTENSIONS @6	
																2e @13	
																PD @7	
																PEP@6	
																PEP @12	
																PEP @18	
																VISION (Elementary) @7	

THOMAS S. WOOTTON CLUSTER

Facility Characteristics of Schools 2024–2025

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

*See Appendix H for relocatable use.

SPECIAL EDUCATION CENTERS

SPECIAL EDUCATION CENTERS

Longview School

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

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

The John L. Gildner Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland State Department of Health, provides appropriate educational and treatment services to students Grades 5–12 and their families through highly structured intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential, and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full-time pediatrician, and a school community health nurse also are on staff.

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

Rock Terrace School

Rock Terrace School, collocated with Tilden Middle School, is a special education school that serves students in Grade 6 through age 21 with intellectual disabilities, autism spectrum disorders, or multiple disabilities. Students pursue instruction in the Maryland College and Career Ready Standards or ALOs aligned to the Maryland Alternate Academic Achievement Standards. Students participate in Real World Learning and employment experiences with the goal of preparing students for post-secondary college, career, independent living, and/or community participation.

Carl Sandburg Learning Center

Carl Sandburg Learning Center, collocated with Maryvale Elementary School, is a special education school that serves students with multiple disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the Maryland College and Career Ready Standards or Maryland Alternate Academic Achievement Standards. Emphasis is placed on the development of language, academic, and social skills provided through an in-class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in the classroom setting. Services also may include a behavior management system, psychological consultation, and crisis intervention.

Stephen Knolls School

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

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability

Effects of the Adopted FY 2025–2030 Amended CIP and Non-Capital Actions

Schools			Official	Projections							
			24-25	25-26	26-27	27-28	28-29	29-30	30-31	2034	2039
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122		
		Enrollment	51	51	51	51	51	51	51		
		Available Space	71	71	71	71	71	71	71		
		Comments									
Longview School		Program Capacity	56	56	56	56	56	56	56		
		Enrollment	59	59	59	59	59	59	59		
		Available Space	(3)	(3)	(3)	(3)	(3)	(3)	(3)		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	79	81	81	81	81	81	81		
		Available Space	101	99	99	99	99	99	99		
		Comments									
Rock Terrace School		Program Capacity	128	128	128	128	128	128	128		
		Enrollment	77	77	77	77	77	77	77		
		Available Space	51	51	51	51	51	51	51		
		Comments									
Carl Sandburg Center		Program Capacity	135	135	135	135	135	135	135		
		Enrollment	65	67	67	67	67	67	67		
		Available Space	70	68	68	68	68	68	68		
		Comments									
Cluster Information		Utilization	53%	54%	54%	54%	54%	54%	54%		
		Enrollment	331	335	335	335	335	335	335		

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

Schools	2024-2025								2023-2024
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Stephen Knolls School SP	51	0.0%	23.5%	0.0%	35.3%	31.4%	33.3%	35.3%	0.0%
Longview School SP	59	10.2%	22.0%	13.6%	28.8%	25.4%	28.8%	30.5%	9.8%
RICA SP	79	0.0%	39.2%	0.0%	20.3%	34.2%	40.5%	10.1%	54.5%
Rock Terrace School SP	77	0.0%	32.5%	13.0%	28.6%	23.4%	49.4%	26.0%	20.0%
Carl Sandburg Learning Center SP	65	0.0%	52.3%	0.0%	27.7%	12.3%	66.2%	29.2%	17.1%
Elementary County Total	71259	5.7%	21.2%	13.0%	36.6%	23.2%	41.8%	25.8%	16.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2024–2025 school year.

**Percent of English Language Development students (ELD) during the 2024–2025 school year. High School students are served in regional ELD centers.

***Mobility Rate is the number of entries plus withdrawals during the 2023–2024 school year compared to total enrollment.

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

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

Program Capacity Table (School Year 2024–2025)

Program Capacity Table (School Year 2024–2025)															Special Education Services																	
															Quad Cluster Based	County & Regional Based																
																Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12
Schools	Stephen Knolls School	PreK-12	122	19	4										1			8											5	1		
Longview School	K-12	56	10	2																							8					
RICA	4-12	180	18																					18								
Rock Terrace School	6-12	128	20	4														8			8											
Carl Sandburg Learning Center	PreK-6	135	20	3				2												1	13			1								

SPECIAL EDUCATION CENTERS

Facility Characteristics of Schools 2024–2025

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

*See Appendix H for relocatable use.

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

*** Rock Terrace School is colocated with Tilden MS

OTHER EDUCATIONAL FACILITIES

ALTERNATIVE EDUCATION PROGRAMS

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

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

During the 2018–2019 school year, Alternative Education Programs expanded to two additional sites—one at Cloverleaf in Germantown and one at Plum Orchard in Silver Spring, in addition to maintaining the Avery Road location. Providing students regional access to alternative learning and programming will better serve student needs. This school year, Alternative Education Programs moved the Cloverleaf site to the Avery Road campus. Plum Orchard operated out of the Silver Spring site for the 2024–2025 school year, but will be temporarily relocated to the North Lake Center until a permanent solution is decided. This relocation will start in the 2025–2026 school year.

Blair G. Ewing Center @ Avery Road

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

EARLY CHILDHOOD CENTERS

Early childhood programs in MCPS are targeted to children and families impacted by poverty, including children with disabilities, and provides them with additional time to acquire literacy, mathematics, and social/emotional skills for success in school and later learning in life. In MCPS, 68 elementary schools have locally funded Prekindergarten and/or federally funded Head Start classes. These programs provide opportunities for children to build school readiness skills by fostering early literacy and mathematics skills as well as increasing social interactions, building oral language skills, and nurturing vocabulary development.

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

Childhood Center in Gaithersburg is temporarily housed at the Emory Grove Center.

ENVIRONMENTAL EDUCATION CENTER

Lathrop E. Smith Center

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

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

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

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

CAREER AND TECHNICAL EDUCATION PROGRAMS

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

- Arts, Media, and Communications;

OTHER EDUCATIONAL FACILITIES

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

In the 2021–2022 school year, programs were added to include two innovative career opportunities: the Biomedicine Health Care Profession pathway and the Mobile Apps and Software Development (Apple) computer science pathway. On average, over 17,000 MCPS students enroll annually in at least one CTE POS pathway course at a comprehensive high school. In addition, the Wheaton High School (WHS) and Thomas Edison High School of Technology (TEHST) in Wheaton, as well as the Seneca Valley High School (SVHS) in Germantown, are new state of the art facilities serving students from each part of the county. CTE POS focus on rigorous and engaging instruction that provide students with the academic and technical knowledge as well as the career competencies needed for postsecondary success. Most POS provide opportunities for students to earn college credit through college courses or articulation agreements, or proficiency credit with select postsecondary institutions. These agreements allow students to earn college credit for identified high school courses that are successfully completed with a grade of ‘C’ or better. In addition, internship and apprenticeship experiences connect students with the world of work, enhancing the rigor and relevance of the POS. The programs provide students with a variety of opportunities to take and pass industry-credentialing examinations in areas such as automotive business, childcare, computer science, cosmetology, fire science, and medical professions.

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

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

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

Foundations Office Programs

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

Foundations programs include automotive (ATF), construction (CTF), computer science and information technology (ITF), and hospitality and restaurant management (FHRM) pathways with hands-on learning and entrepreneurial experiences through student-run businesses. The ATF reconditions donated cars and operates a mini car dealership with automotive technology and auto collision repair programs. The CTF operates a design/build business where students construct a single-family home with skills learned in architecture, carpentry, electricity, plumbing, masonry, and heating, ventilation, and air conditioning (HVAC) programs. The ITF runs a computer refurbishing business, using skills from the Network Operations program. The FHRM students run internship experiences where students perform in all aspects of the culinary and hospitality experiences, which include hosting, cooking, and serving many patrons. All Foundations program students have opportunities to earn industry credentials, workforce skills, articulated college credits, and advanced placement with local colleges. The local business partnerships ensure that all stakeholders monitor and invest their resources to promote effective and relevant career programs.

Facility Characteristics of Schools 2024–2025

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Thomas Edison HS of Tech.	1982	2018	171,527	28.2	Yes		
Blair G. Ewing Center	1970		85,400	22.5			
Lathrop E. Smith Center			20,345	9.78	Yes	2	

*See Appendix H for relocatable use.

OTHER EDUCATIONAL FACILITIES

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

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

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

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

THOMAS EDISON HIGH SCHOOL OF TECHNOLOGY

Students enrolled in MCPS comprehensive high schools may apply for one of 16 career readiness programs at the Thomas Edison High School of Technology. Students attend Edison every day for three class periods with transportation provided. In addition to offering valuable professional certifications and licenses, many programs are articulated with colleges and universities for college credit. There are several dual enrollment

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

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

At the start of the 2018 school year, all MCPS Grade 7 students will participate in the Junior Finance Park financial literacy curriculum and culminating field trip to the new Finance Park at the Thomas Edison High School of Technology. At the Junior Achievement Finance Park, students immerse themselves in a reality-based, decision-making process that addresses aspects of individual and family budgeting—housing, transportation, food, utilities, health care, investments, philanthropy, and banking.

The Career Readiness Education Academy for English Learners is led by the Foundations Office. Edison has a day program that provides GED and CTE instruction for a student population that are 18 years of age or older and their school records indicate they will not meet the requirements to graduate on time with a high school diploma.

HOLDING FACILITIES

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

Holding Facilities

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

Temporary Secondary School Holding Facility

- Charles W. Woodward

OTHER EDUCATIONAL FACILITIES

Holding Facility Schedule

Holding Facility	SY 24–25	SY 25–26	SY 26–27	SY 27–28	SY 28–29	SY 29–30
Emory Grove Center						
Fairland Center	JoAnn Leleck at Broad Acres ES					
Grosvenor Center		Highland View ES				
North Lake Center						
Radnor Center						
Woodward HS	Northwood HS					

Facility Characteristics of Schools 2024–2025

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site Size Acres	Relocatable Classrooms*
Emory Grove Center	Elementary	18100 Washington Grove Lane	22	45,002	10.17	31
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	23
Grosvenor Center	Elementary	5701 Grosvenor Lane	19	36,770	10.21	17
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	21
Radnor Center	Elementary	7000 Radnor Road	16	36,663	9.03	
Charles W. Woodward	High School	11211 Old Georgetown Road	106	315,080	27.75	

*See Appendix H for relocatable use

Chapter 5

Countywide Projects

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

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

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

A brief description of each countywide project follows.

Americans with Disabilities Act (ADA) Compliance

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

Asbestos Abatement

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

Building Modifications and Program Improvements

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

Carver Educational Services Center (CESC) Modifications

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

Design and Construction Management

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

Early Childhood Centers

Early childhood programs in MCPS are targeted to children and families affected by poverty, including children with disabilities, and provides them with additional time to acquire literacy, mathematics, and social/emotional skills for success in school and later learning in life. These programs provide opportunities for children to build school-readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development. These programs are located yearly, based on need in the community and transportation travel times. This project provides funding for MCPS to further expand early childhood programs throughout the county.

Emergency Replacement of Major Building Components

This project will provide funds for the emergency replacement of major building components throughout the school system. These funds will allow projects that are in other countywide systemic projects, such as HVAC Replacement, to maintain their schedules when emergency replacements arise.

Facility Planning

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

Fire Safety Code Upgrades

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

Healthy Schools

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

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

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

Improved (Safe) Access to Schools

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

Major Capital Projects

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

Outdoor Play Space Maintenance

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

these sites, and identify potential solutions to provide adequate and appropriate outdoor program/play areas, particularly at elementary schools with severely compromised sites.

Planned Life-cycle Asset Replacement (PLAR)

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

Relocatable Classrooms

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

Restroom Renovations

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

Roof Replacement

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

School Security Systems

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

Stormwater Discharge and Water Quality Management

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

Sustainability Initiatives

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

Technology Modernization

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

Chapter 6

Project Description Forms

SAMPLE FORM -- No. 999999

Category
Agency
Planning Area
Relocation Impact

MCPS
Public Schools
Bethesda-Chevy Chase
None.

Date Last Modified
Previous PDF Page Number
Required Adequate Public Facility

October 21, 1997
-
NO

EXPENDITURE SCHEDULE (\$000)

Cost Element	Total	Thru FY97	Estimate FY98	Total 6 Years	FY99	FY00	FY01	FY02	FY03	FY04	Beyond 6 Years
Planning, Design and Supervision	0	0	0	0	0	0	0	0	0	0	0
Land	0	0	0	0	0	0	0	0	0	0	0
Site Improvements and Utilities	0	0	0	0	0	0	0	0	0	0	0
Construction	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0

FUNDING SCHEDULE (\$000)

G.O. Bonds	0	0	0	0	0	0	0	0	0	0	0
State Aid	0	0	0	0	0	0	0	0	0	0	0

ANNUAL OPERATING BUDGET IMPACT (\$000)

Maintenance	0	0	0	0	0	0	0	0	0	0	0
Energy	0	0	0	0	0	0	0	0	0	0	0
Program-Staff	0	0	0	0	0	0	0	0	0	0	0
Program-Other	0	0	0	0	0	0	0	0	0	0	0
Net Impact	0	0	0	0	0	0	0	0	0	0	0
Workyears	0	0	0	0	0	0	0	0	0	0	0

DESCRIPTION

This is a sample form for a Project Description Form (PDF). This form is a summary of the project and provides costs information, description, and justification for the project.

STATUS

Planning

9

8

7

10

12

How to Read a Project Description Form

The following page provides a diagram of the PDF. Each section of the form is described as follows:

1. Initial Cost Estimate—The estimated cost at the time the project name first appears in the Capital Improvements Program (CIP). This cost remains the same regardless of any changes in the project, such as scope, timing, inflation, code changes, etc.
2. First Cost Estimate—Current Scope—The estimated cost of the project as currently planned.
3. Last Fiscal Year's Cost Estimate—The cost approved in last year's CIP.
4. Present Cost Estimate—The current cost based on a detailed review of construction costs, scope, design, and program of the project.
5. Appropriation Request—The legal authority for the total amount of funds needed to award an entire contract for goods/services. To award a contract, this authority is required, even though funds typically are spent year by year, as shown in the expenditure schedule.
6. Cumulative Appropriation—The Council-approved total appropriation from prior years.
7. Expenditure Schedule—Year One Total—The actual anticipated cash flow in the first year of the requested capital budget.
8. Expenditure Schedule—Total Six Years—The totals for the six-year CIP in current-year dollars.
9. Expenditure Schedule—Total—The grand total in current-year dollars.
10. Funding Schedule—County Bonds—The source of funding, including state, county, or other sources.
11. Description and Justification—The text that describes the project and why it is needed.
12. Operating Budget Impact—Displays new annual costs that represent additional operating budget expenditures required for a new or expanded school building.

APPROPRIATION AND EXPENDITURE DATA

Date First Appropriation	FY99	(\$000)
Initial Cost Estimate		0
First Cost Estimate		0
Current Scope	FY99	0
Last FY's Cost Estimate		0
Present Cost Estimate		0
Appropriation Request	FY99	0
Supplemental		
Appropriation Request	FY98	0
Cumulative Appropriation		0
Expenditures/		
Encumbrances		0
Unencumbered Balance		0
Capitalization Thru	FY96	0
New Capitalization	FY97	0
Total Capitalization		0

COORDINATION

MAP

1

2

3

4

5

6

Background

The Project Description Form (PDF) is the official, county-authorized budget form that is used for many purposes in the capital budget and the CIP. A PDF is assigned to a project in its earliest planning stages and remains the document of record until the project is closed out. The PDF is used for recommending planning, requesting and documenting appropriations and expenditure schedules, estimating operating budget impact, and providing a description and justification for the project. Because most projects span multiple years, from initial planning to project close out, the PDF may be revised many times by the County Council throughout all phases of the project.

Resolution No.:	<u>20-812</u>
Introduced:	<u>May 22, 2025</u>
Adopted:	<u>May 22, 2025</u>

**COUNTY COUNCIL
FOR MONTGOMERY COUNTY, MARYLAND**

Lead Sponsor: County Council

SUBJECT: Approval of Amendments to the Approved FY 2025-2030 Capital Improvements Program, and Approval of and Appropriation for the FY 2026 Capital Budget of the Montgomery County Public School System

Background

1. As required by the Education Article, Sections 5-101, 5-102, and 5-306 of the Maryland Code, the Board of Education sent to the County Executive an FY 2026 Capital Budget and amendments to the Approved FY 2025-2030 Capital Improvements Program (CIP) for the Montgomery County Public School system.
2. Section 302 of the County Charter requires the Executive to send to the County Council by January 15 (or the next business day if it falls on a weekend/holiday) in each even-numbered calendar year a 6-year CIP, which the Executive did on January 16, 2024 for the 6-year period FY 2025-2030. Section 302 requires the affirmative vote of at least 6 Councilmembers to approve or modify the Executive's Recommended CIP. On May 23, 2024, the Council approved the Board of Education's CIP for FY 2025-2030 in Resolution 20-518. After the Council approves a CIP, Section 302 permits the Council to amend it at any time with the affirmative vote of at least 6 Councilmembers.
3. Section 303 of the Charter requires the Executive to send to the Council by January 15 (or the next business day if it falls on a weekend/holiday) in each year a recommended capital budget, which the Executive did on January 15, 2025 for FY 2026. The Executive also sent to the Council his recommendations on amendments to the Approved FY 2025-2030 CIP.
4. As required by Section 304 of the Charter, the Council held public hearings on the Capital Budget for FY 2026 and on amendments to the Approved FY 2025-2030 CIP on February 5 and 6, April 8, and May 13, 2025.

Action

The County Council for Montgomery County, Maryland approves the following resolution for the Montgomery County Public Schools:

1. For FY 2026, the Council approves the Capital Budget for the Montgomery County Public Schools and appropriates the amounts by project, which are shown in Part I. The amounts reflected in the column labeled "FY 2026 Appropriation" represents the change in total appropriation for a specific project; the total appropriation as of FY 2026 is reflected in the column labeled "Total Appropriation."
2. The expenditure of funds for each item in the capital budget must comply with all restrictions and requirements in the project description form for that item, as the form is contained in the Approved CIP as amended by this resolution, and as the CIP is amended by the Council under Charter Section 302 after this resolution is adopted.
3. The Council reappropriates the appropriations made in prior years for all capital projects:
 - a) except as specifically reflected elsewhere in this resolution;
 - b) in the amounts and for the purposes specified in the Approved CIP for FY 2025-2030; and
 - c) to the extent that those appropriations are not expended or encumbered.
4. The Council approves those projects shown in Part II as amendments to the Approved FY 2025-2030 CIP.
5. The Council approves the close out of the projects in Part III.
6. The Council approves the partial closeout of the projects in Part IV.
7. If a sign recognizing the contribution of any Federal, State, or local government or agency is displayed at any project for which funds are appropriated in this resolution, as a condition of spending those funds, each sign must also expressly recognize the contribution of the County and the County's taxpayers.

This is a correct copy of Council action.



Sara R. Tenenbaum
Clerk of the Council

**PART I: FY26 Capital Budget for
Montgomery County Public Schools**

The appropriations for FY26 in this Part I are made to implement the projects in the Capital Improvements Program for FY25 - FY30. When the total appropriation for a project includes State funds, the total appropriation for the project is contingent on the availability of funds from the State.

Project Name (Project Number)	FY26 Appropriation	Cumulative Appropriation	Total Appropriation
ADA Compliance: MCPS (P796235)	1,200,000	52,793,000	53,993,000
Asbestos Abatement: MCPS (P816695)	1,145,000	21,245,000	22,390,000
Building Modifications and Program Improvements (P076506)	(3,000,000)	98,603,000	95,603,000
Design and Construction Management (P746032)	5,500,000	90,875,000	96,375,000
Emergency Replacement of Major Building Components (P652304)	1,500,000	4,500,000	6,000,000
Fire Safety Code Upgrades (P016532)	2,317,000	25,185,000	27,502,000
Healthy Schools (P652504)	2,000,000	2,000,000	4,000,000
HVAC (Mechanical Systems) Replacement: MCPS (P816633)	39,500,000	201,021,000	240,521,000
Improved (Safe) Access to Schools (P975051)	3,500,000	30,010,000	33,510,000
Major Capital Projects - Secondary (P652102)	(104,502,000)	361,592,000	257,090,000
Outdoor Play Space Maintenance Project (P651801)	450,000	6,500,000	6,950,000
Planned Life Cycle Asset Repl: MCPS (P896586)	12,000,000	176,332,000	188,332,000
Restroom Renovations (P056501)	6,000,000	41,158,000	47,158,000
Roof Replacement: MCPS (P766995)	12,000,000	107,575,000	119,575,000
School Security Systems (P926557)	4,000,000	65,672,000	69,672,000
Stormwater Discharge & Water Quality Mgmt: MCPS (P956550)	1,200,000	13,615,000	14,815,000
Sustainability Initiatives (P652306)	5,000,000	20,331,000	25,331,000
Technology Modernization (P036510)	27,248,000	458,258,000	485,506,000
Charles W. Woodward HS Reopening (P651908)	28,000,000	196,095,000	224,095,000
Crown HS (New) (P651909)	20,000,000	199,252,000	219,252,000
Northwood HS Addition/Facility Upgrades (P651907)	5,000,000	208,076,000	213,076,000
Parkland MS Addition (P651911)	(1,000,000)	18,238,000	17,238,000
Takoma Park MS Addition (P651706)	(1,300,000)	25,186,000	23,886,000
Westbrook ES Addition (P652107)	(3,400,000)	4,391,000	991,000
William T. Page ES Addition (P652105)	(5,000,000)	25,168,000	20,168,000
Total - Montgomery County Public Schools	59,358,000	2,453,671,000	2,513,029,000

PART II: Amended Projects

Project Number	Project Name
Montgomery County Public Schools/Countywide	
P076506	Building Modifications and Program Improvements
P652303	Early Childhood Center
P816633	HVAC (Mechanical Systems) Replacement: MCPS
P652101	Major Capital Projects - Elementary
P652306	Sustainability Initiatives
P036510	Technology Modernization
Montgomery County Public Schools/Individual Schools	
P651908	Charles W. Woodward HS Reopening
P651909	Crown HS (New)
P651907	Northwood HS Addition/Facility Upgrades
P651911	Parkland MS Addition
P651706	Takoma Park MS Addition
P652107	Westbrook ES Addition
P652105	William T. Page ES Addition
Montgomery County Public Schools/Miscellaneous Projects	
P076510	MCPS Funding Reconciliation
P896536	State Aid Reconciliation

Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)

(P652104)

Category	Montgomery County Public Schools	Date Last Modified	05/21/24
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Bethesda-Chevy Chase and Vicinity	Status	Preliminary Design Stage

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,195	-	-	1,195	-	-	-	-	650	545	-
TOTAL EXPENDITURES	1,195	-	-	1,195	-	-	-	-	650	545	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	1,195	-	-	1,195	-	-	-	-	650	545	-
TOTAL FUNDING SOURCES	1,195	-	-	1,195	-	-	-	-	650	545	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	-	Year First Appropriation	
Cumulative Appropriation	-	Last FY's Cost Estimate	1,195
Expenditure / Encumbrances	-		
Unencumbered Balance	-		

PROJECT DESCRIPTION

Projections indicated enrollment would exceed capacity for some of the elementary schools in the Bethesda-Chevy Chase and Walter Johnson clusters. Planning expenditures for a new elementary school were programmed in the out-years of the approved FY 2021-2026 CIP. An FY 2025 appropriation was requested to begin the planning for this new elementary school. Due to an overall decline in the elementary school enrollment in these two clusters, the expenditures were shifted to the outyears of the CIP. Once the planning funds are appropriated and the scope and cost of this project is determined, construction funding and a completion date will be considered.

Burtonsville ES (Replacement)
(P652301)

Category	Montgomery County Public Schools	Date Last Modified	05/12/25
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Fairland-Beltsville and Vicinity	Status	Preliminary Design Stage

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	3,098	1,515	6	1,577	889	688	-	-	-	-	-
Site Improvements and Utilities	5,260	-	3,510	1,750	1,750	-	-	-	-	-	-
Construction	49,378	2	699	48,677	12,816	18,325	17,536	-	-	-	-
Other	1,325	-	-	1,325	-	1,325	-	-	-	-	-
TOTAL EXPENDITURES	59,061	1,517	4,215	53,329	15,455	20,338	17,536	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	26,359	-	4,215	22,144	8,764	10,716	2,664	-	-	-	-
Recordation Tax	1,517	1,517	-	-	-	-	-	-	-	-	-
State Aid	31,185	-	-	31,185	6,691	9,622	14,872	-	-	-	-
TOTAL FUNDING SOURCES	59,061	1,517	4,215	53,329	15,455	20,338	17,536	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	-	Year First Appropriation	FY23
Cumulative Appropriation	59,061	Last FY's Cost Estimate	59,061
Expenditure / Encumbrances	-		
Unencumbered Balance	59,061		

PROJECT DESCRIPTION

Projections indicate that student enrollment at Burtonsville Elementary School will exceed capacity by the end of the six-year planning period. An FY 2023 appropriation was requested for planning funds to begin this project. Due to fiscal constraints, the County Council delayed the completion date for this project by two years, but maintained a portion of the planning funds. As part of the adopted FY2023-2028 CIP, an additional \$3.0 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. An FY 2024 appropriation and an amendment to the FY2023-2028 CIP was approved to construct a new Burtonsville ES at another location instead of building an addition at the existing school at the current location. An FY 2025 appropriation was approved for construction cost increases and for the balance of funding for this project. As a result of the relocation of Burtonsville ES, the completion date was accelerated one year, therefore, the scheduled completion date is August 2026.

FISCAL NOTE

State Aid projected under the Built To Learn Act for school construction program. FY25 supplemental in State Aid for the amount of \$1,285,000 from the Decarbonizing Public Schools Program.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

Crown HS (New)

(P651909)

Category	Montgomery County Public Schools	Date Last Modified	05/16/25
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Gaithersburg and Vicinity	Status	Under Construction

	Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	6,306	5,227	1,079	-	-	-	-	-	-	-	-
Site Improvements and Utilities	9,577	4,942	900	3,735	3,735	-	-	-	-	-	-
Construction	199,069	542	3,295	195,232	23,728	39,569	78,358	48,577	5,000	-	-
Other	4,300	-	-	4,300	3,150	1,150	-	-	-	-	-
TOTAL EXPENDITURES	219,252	10,711	5,274	203,267	30,613	40,719	78,358	48,577	5,000	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bond Premium	12,388	-	-	12,388	12,388	-	-	-	-	-	-
G.O. Bonds	102,397	4,525	5,274	92,598	10,984	27,564	24,194	24,856	5,000	-	-
Schools Impact Tax	6,186	6,186	-	-	-	-	-	-	-	-	-
State Aid	98,281	-	-	98,281	7,241	13,155	54,164	23,721	-	-	-
TOTAL FUNDING SOURCES	219,252	10,711	5,274	203,267	30,613	40,719	78,358	48,577	5,000	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	20,000	Year First Appropriation	FY20
Cumulative Appropriation	199,252	Last FY's Cost Estimate	199,252
Expenditure / Encumbrances	-		
Unencumbered Balance	199,252		

PROJECT DESCRIPTION

High schools in the mid-county region will continue to be over capacity through the six-year planning period. Therefore, the Board of Education's requested FY 2019-2024 CIP included funding for a new high school in the mid-county region located on the Crown site in the City of Gaithersburg. An FY 2019 appropriation was requested to begin planning this new high school. Due to fiscal constraints, the County Council approved a one-year delay for this project. During the County Council's review of the FY 2019-2024 Amended CIP, the Council approved including the following language in this project to keep two clusters from going into housing moratoria in FY 2020: "Based on the Board of Education's proposed yearly spending in this project, the Council anticipates that Crown HS will open in September 2024. The new school will relieve overcrowding by at least 150 students at Quince Orchard HS and by at least 120 students at Richard Montgomery HS." An FY 2020 appropriation was approved for planning funds. Due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP delayed this project one year. An FY 2023 appropriation was requested to provide additional funding for this project to address increases in construction costs and for construction funds. While the County Council approved the additional expenditures for this project as requested by the Board of Education, due to fiscal constraints, the County Council delayed this project by one year in the adopted FY2023-2028 CIP. An FY 2024 appropriation was approved for construction funds and an amendment to the FY 2023-2028 CIP was approved for additional funds due to the impact on the construction industry as a result of the Covid-19 pandemic. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project is insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025-2030 CIP, a Phase II for this project which will include the construction of the auditorium. In order to save additional design costs, \$5 million was transferred to this project to build out the shell, the outside structure, of the auditorium as part of Phase I. Funding to construct the fit-out of the auditorium, Phase II, will be considered in the next CIP budget cycle. An FY 2025 appropriation was approved for the balance of funding. This new high school is scheduled to be completed August 2027. An FY 2026 appropriation of \$20 million was approved to complete Phase II; to construct the interior of the auditorium, shelled classroom spaces, and add stadium turf.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program and/or the Built To Learn Act for school construction program. FY25 funding switch between GO Bond and GO Bond Premium to program \$12,388,000 in GO Bond Premium.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

COORDINATION

Mandatory Referral - Maryland-National Capital Park and Planning Commission, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Water Permits

Greencastle ES Addition

(P652302)

Category	Montgomery County Public Schools	Date Last Modified	10/16/24
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Fairland-Beltsville and Vicinity	Status	Preliminary Design Stage

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,550	813	508	229	229	-	-	-	-	-	-
Site Improvements and Utilities	1,875	215	1,235	425	425	-	-	-	-	-	-
Construction	14,520	33	3,856	10,631	5,241	5,390	-	-	-	-	-
Other	550	-	-	550	550	-	-	-	-	-	-
TOTAL EXPENDITURES	18,495	1,061	5,599	11,835	6,445	5,390	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	9,798	319	5,599	3,880	2,400	1,480	-	-	-	-	-
Recordation Tax	742	742	-	-	-	-	-	-	-	-	-
State Aid	7,955	-	-	7,955	4,045	3,910	-	-	-	-	-
TOTAL FUNDING SOURCES	18,495	1,061	5,599	11,835	6,445	5,390	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	-	Year First Appropriation	FY23
Cumulative Appropriation	18,495	Last FY's Cost Estimate	18,495
Expenditure / Encumbrances	-		
Unencumbered Balance	18,495		

PROJECT DESCRIPTION

Projections indicate that student enrollment at Greencastle Elementary School will exceed capacity by the end of the six-year planning period. As part of the FY2023-2028 CIP, an additional \$2.5 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. An FY 2023 appropriation was approved for planning funds. An FY 2024 appropriation was approved for construction funds and an amendment to the FY 2023-2028 CIP was approved for additional funds due to the impact on the construction industry as a result of the Covid-19 pandemic. This addition project is scheduled to be completed August 2025.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program or the Built To Learn Act for school construction program.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

Highland View ES Addition (P652001)

Category	Montgomery County Public Schools	Date Last Modified	05/16/24
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Silver Spring and Vicinity	Status	Planning Stage

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,051	177	874	-	-	-	-	-	-	-
Site Improvements and Utilities	1,950	-	-	1,950	950	1,000	-	-	-	-
Construction	13,214	-	-	13,214	875	5,394	6,945	-	-	-
Other	560	-	-	560	-	-	560	-	-	-
TOTAL EXPENDITURES	16,775	177	874	15,724	1,825	6,394	7,505	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	16,275	177	874	15,224	1,765	6,183	7,276	-	-	-
State Aid	500	-	-	500	60	211	229	-	-	-
TOTAL FUNDING SOURCES	16,775	177	874	15,724	1,825	6,394	7,505	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	-	Year First Appropriation	FY20
Cumulative Appropriation	16,775	Last FY's Cost Estimate	16,775
Expenditure / Encumbrances	-		
Unencumbered Balance	16,775		

PROJECT DESCRIPTION

Enrollment projections indicate that Highland View Elementary School will continue to exceed capacity through the six-year planning period. This is a small elementary school and is projected to be 139% overutilized by the end of the six-year period. Currently, there are six relocatable classrooms on-site, and it will be a challenge to place additional relocatable classrooms if needed in the future. A feasibility study for a classroom addition was conducted in FY 2010. An FY 2020 appropriation was approved to begin the architectural design for this addition project. As part of the *Board of Education's Requested FY 2022 Capital Budget and Amendments to the FY 2021-2026 CIP*, funds were reallocated from the Silver Spring International Middle School addition project to this project to construct the addition at Highland View Elementary School with a completion date of August 2025. The FY 2022 approved appropriation reflects the previously appropriated funds from the Silver Spring International Middle School addition project. The County Council, as part of the adopted FY2023-2028 CIP, delayed the construction expenditures for this project by two years. Therefore, this addition project is scheduled to be completed August 2027.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program or the Built To Learn Act for school construction program.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

JoAnn Leleck at Broad Acres ES Replacement (P652201)

Category	Montgomery County Public Schools	Date Last Modified	12/03/24
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Silver Spring and Vicinity	Status	Planning Stage

	Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	2,455	1,940	515	-	-	-	-	-	-	-	-
Site Improvements and Utilities	3,580	-	3,580	-	-	-	-	-	-	-	-
Construction	59,466	57	10,735	48,674	15,319	17,355	16,000	-	-	-	-
Other	1,181	56	-	1,125	1,125	-	-	-	-	-	-
TOTAL EXPENDITURES	66,682	2,053	14,830	49,799	16,444	17,355	16,000	-	-	-	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	56,974	344	14,830	41,800	13,892	14,545	13,363	-	-	-	-
Recordation Tax	1,709	1,709	-	-	-	-	-	-	-	-	-
State Aid	7,999	-	-	7,999	2,552	2,810	2,637	-	-	-	-
TOTAL FUNDING SOURCES	66,682	2,053	14,830	49,799	16,444	17,355	16,000	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 26 Request	-	Year First Appropriation	FY22
Cumulative Appropriation	66,682	Last FY's Cost Estimate	66,682
Expenditure / Encumbrances	-		
Unencumbered Balance	66,682		

PROJECT DESCRIPTION

Projections indicate that enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity throughout the six-year planning period. Due to site limitations, it would be difficult to expand the facility to meet the enrollment growth needs. Therefore, to address the space deficit, feasibility studies were conducted during the 2016-2017 school year at Cresthaven and Roscoe Nix elementary schools (paired schools), to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres. The Board of Education's requested FY 2019-2024 CIP included funding for additions at both Cresthaven and Roscoe Nix elementary schools to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. An FY 2019 appropriation was requested to begin planning this addition. The project was scheduled to be completed September 2021. However, due to fiscal constraints, the County Council approved a one-year delay for these two projects. An FY 2020 appropriation was approved for planning funds and an FY 2021 appropriation was approved for construction funds for both projects. These projects were scheduled to be completed September 2022. As a result of the continued enrollment growth at JoAnn Leleck Elementary School at Broad Acres and the scope and cost of the additions at both Cresthaven and Roscoe Nix elementary schools, the *Board of Education's Requested FY 2022 Capital Budget and Amendments to the FY 2021-2026 CIP*, removed all expenditures from this project and reallocated those funds for a new Grades 3-5 elementary school for JoAnn Leleck Elementary School at Broad Acres. The FY 2022 appropriation for this project reflects the previously approved appropriation from the two addition projects. An FY 2023 appropriation was approved to address construction cost increases for this project. An FY 2024 appropriation and amendment to the FY2023-2028 CIP was approved for additional funding due to the impact on the construction industry as a result of the Covid-19 pandemic. An FY 2025 appropriation was approved to provide additional funds for this project to construct a replacement school on the same site. Due to the change in scope for this project, the construction timeline for this project is extended one year. Therefore, the scheduled completion date for this project is August 2026.

FISCAL NOTE

State Aid projected under the IAC Capital Improvement Program or the Built To Learn Act for school construction program.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

Northwood HS Addition/Facility Upgrades (P651907)

Category	Montgomery County Public Schools	Date Last Modified	05/17/25
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Kemp Mill-Four Corners and Vicinity	Status	Under Construction

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	9,873	5,471	4,402	-	-	-	-	-	-	-
Site Improvements and Utilities	17,267	3,746	13,521	-	-	-	-	-	-	-
Construction	181,376	294	14,588	166,494	42,774	37,466	46,254	40,000	-	-
Other	4,560	-	-	4,560	1,135	3,425	-	-	-	-
TOTAL EXPENDITURES	213,076	9,511	32,511	171,054	43,909	40,891	46,254	40,000	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	122,449	2,567	32,413	87,469	21,882	23,856	15,344	26,387	-	-
Recordation Tax	2,622	2,622	-	-	-	-	-	-	-	-
School Facilities Payment	98	-	98	-	-	-	-	-	-	-
Schools Impact Tax	4,322	4,322	-	-	-	-	-	-	-	-
State Aid	83,585	-	-	83,585	22,027	17,035	30,910	13,613	-	-
TOTAL FUNDING SOURCES	213,076	9,511	32,511	171,054	43,909	40,891	46,254	40,000	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	5,000	Year First Appropriation	FY19
Cumulative Appropriation	208,076	Last FY's Cost Estimate	208,076
Expenditure / Encumbrances	-		
Unencumbered Balance	208,076		

PROJECT DESCRIPTION

In order to address the overutilization at the high school level in the Downcounty Consortium and at Walter Johnson High School, the Board of Education's approved FY 2019-2024 CIP included three capital projects to address the overutilization in these areas. The approved CIP includes an expansion of Northwood High School, the reopening of Charles W. Woodward High School, and an addition at John F. Kennedy High School. The expansion of Northwood High School would increase the capacity to a 2,700 student capacity. The expansion of approximately 1,200 seats will require not only additional classrooms, but also reconfiguration of existing spaces and upgrades to building systems to accommodate the new student population. Therefore, an FY 2019 appropriation was approved to begin planning for this expansion and facility upgrade. On March 25, 2019, the Board of Education approved that this project would be constructed with students off-site and that Northwood High School operate at the Charles W. Woodward High School as a temporary holding facility during the construction period. Therefore, based on the Board's approval, this addition and facility upgrade was scheduled to be completed September 2025. Additional funding is included in the requested FY 2021-2026 CIP for this construction project. An FY 2022 appropriation was approved to begin the site work for this project. An FY 2023 appropriation was requested for construction funds and to address increases in construction costs. Due to fiscal constraints, the County Council, as part of the adopted FY2023-2028 CIP, delayed this project one year. Therefore, the school will be relocated to the Charles W. Woodward High School in August 2024, for two years. An FY 2024 appropriation was approved for construction funds and an amendment to the FY 2023-2028 CIP was approved for additional funds due to the impact on the construction industry as a result of the Covid-19 pandemic. As part of the Board of Education's Requested FY25-30 CIP, the construction schedule for this project is extended one year. An FY 2025 appropriation was requested for the balance of funding for this project. However, to address cost increases and the need to enter into a construction contract prior to July 1, 2024, an FY2024 supplemental appropriation was requested by the Board and approved by the County Council to accelerate the FY2025 appropriation of \$4.56 million and \$5 million to provide additional construction funds for this project. As a result of the one-year construction extension, this project is scheduled to be completed August 2027. An FY 2026 appropriation of \$5 million was approved to upgrade the stadium amenities.

FISCAL NOTE

State Aid approved under the IAC Capital Improvement Program. FY24 supplemental to reflect cost increase in the project of \$5,000,000 with the acceleration of FY25 appropriation request early in G.O. Bonds for \$1,159,000, and State Aid for \$8,401,000.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

William T. Page ES Addition (P652105)

Category	Montgomery County Public Schools	Date Last Modified	12/03/24
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Colesville-White Oak and Vicinity	Status	Preliminary Design Stage

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	474	474	-	-	-	-	-	-	-	-	-
Site Improvements and Utilities	1,475	1,475	-	-	-	-	-	-	-	-	-
Construction	17,090	15,090	-	2,000	2,000	-	-	-	-	-	-
Other	1,129	1,085	44	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	20,168	18,124	44	2,000	2,000	-	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	11,304	9,260	44	2,000	2,000	-	-	-	-	-	-
Recordation Tax	3,861	3,861	-	-	-	-	-	-	-	-	-
State Aid	5,003	5,003	-	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	20,168	18,124	44	2,000	2,000	-	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	(5,000)	Year First Appropriation	FY21
Cumulative Appropriation	25,168	Last FY's Cost Estimate	25,168
Expenditure / Encumbrances	-		
Unencumbered Balance	25,168		

PROJECT DESCRIPTION

In September 2018, the Spanish Immersion Program located at Rolling Terrace Elementary School was relocated to William T. Page Elementary School. Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2021 appropriation was requested to begin the architectural planning and design for this addition project. The FY 2021 planning appropriation was approved by the County Council, however, due to fiscal constraints, the construction expenditures were approved one year beyond the Board of Education's request. An FY 2022 appropriation and amendment to the FY 2021-2026 CIP is requested to accelerate the construction of this addition project to the completion date requested by the Board of Education in the FY 2021-2026 CIP. The FY 2022 appropriation was approved for construction funds. As part of the FY2023-2028 CIP, an additional \$4.554 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. An FY 2023 appropriation was approved to complete this project. This addition is scheduled to be completed August 2023. A transfer of \$5 million from this project will go towards the Charles W. Woodward High School reopening project to address a local funding gap due to reduced state aid eligibility. This transfer will not affect this project's scope of work.

FISCAL NOTE

State Aid approved from the County's allocation of the Built To Learn Act school construction program.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

Parkland MS Addition

(P651911)

Category	Montgomery County Public Schools	Date Last Modified	12/10/24
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Aspen Hill and Vicinity	Status	Under Construction

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,107	1,107	-	-	-	-	-	-	-	-
Site Improvements and Utilities	1,320	1,320	-	-	-	-	-	-	-	-
Construction	13,860	12,579	1,281	-	-	-	-	-	-	-
Other	951	951	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	17,238	15,957	1,281	-	-	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	5,545	4,264	1,281	-	-	-	-	-	-	-
Schools Impact Tax	5,000	5,000	-	-	-	-	-	-	-	-
State Aid	6,693	6,693	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	17,238	15,957	1,281	-	-	-	-	-	-	-

OPERATING BUDGET IMPACT (\$000s)

Maintenance	348	58	58	58	58	58	58
Energy	132	22	22	22	22	22	22
NET IMPACT	480	80	80	80	80	80	80

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	(1,000)	Year First Appropriation	FY21
Cumulative Appropriation	18,238	Last FY's Cost Estimate	18,238
Expenditure / Encumbrances	-		
Unencumbered Balance	18,238		

PROJECT DESCRIPTION

Projections indicate that enrollment at Parkland Middle School will exceed capacity by 180 seats by the end of the six-year planning period. Therefore, the Board of Education's requested FY 2019-2024 CIP included funds for an addition project at this school. An FY 2019 appropriation was requested to begin planning this project. This project was scheduled to be completed September 2021. However, due to fiscal constraints, the County Council approved a one-year delay for this project. The Board of Education, in the amended FY 2019-2024 CIP, requested an FY 2020 appropriation for planning funds. Due to fiscal constraints, the County Council approved a one-year delay for this project. An FY 2021 appropriation was approved for planning funds. An FY 2022 appropriation was approved for construction funds. As part of the FY2023-2028 CIP, an additional \$3.6 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. An FY 2023 appropriation was approved to complete this project. This project is scheduled to be completed August 2023. A transfer of \$1 million from this project will go towards the Charles W. Woodward High School reopening project to address a local funding gap due to reduced state aid eligibility. This transfer will not affect this project's scope of work.

FISCAL NOTE

State Aid approved under the Built To Learn Act for school construction program.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits:, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

Silver Spring International MS Addition

(P651912)

Category	Montgomery County Public Schools	Date Last Modified	12/07/24
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Silver Spring and Vicinity	Status	Planning Stage

	Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	2,637	2,637	-	-	-	-	-	-	-	-	-
Site Improvements and Utilities	2,020	1,118	902	-	-	-	-	-	-	-	-
Construction	22,498	5,677	1,667	15,154	10,154	5,000	-	-	-	-	-
Other	985	-	985	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	28,140	9,432	3,554	15,154	10,154	5,000	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	21,226	2,518	3,554	15,154	10,154	5,000	-	-	-	-	-
Recordation Tax	4,248	4,248	-	-	-	-	-	-	-	-	-
Schools Impact Tax	2,666	2,666	-	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	28,140	9,432	3,554	15,154	10,154	5,000	-	-	-	-	-

OPERATING BUDGET IMPACT (\$000s)

Maintenance			438	73	73	73	73	73	73
Energy			162	27	27	27	27	27	27
NET IMPACT			600	100	100	100	100	100	100

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	-	Year First Appropriation	FY19
Cumulative Appropriation	28,140	Last FY's Cost Estimate	28,140
Expenditure / Encumbrances	-		
Unencumbered Balance	28,140		

PROJECT DESCRIPTION

Projections indicate that enrollment at Silver Spring International Middle School is increasing and will exceed capacity throughout the six-year planning period. In addition to the enrollment growth, the gymnasiums and locker rooms are located in a separate building, down a steep hill, which impacts the accessibility and administration of the physical education program at the school. Also, the construction of the Purple Line will impact the school site and outdoor programmatic spaces that will need to be addressed. Therefore, the Board of Education's requested FY 2019-2024 CIP included funding for an addition at this school. An FY 2019 appropriation was approved to begin the planning for this project. An FY 2020 appropriation was approved for construction funds. This addition project not only will affect the middle school, but also the Sligo Creek Elementary School, since both are on the same site. After considering a number of factors including the cost and operational considerations for this project, the requested FY 2021-2026 CIP includes a one-year delay of this project to allow the school system and the school community an opportunity to explore additional options to address the capacity needs at both schools, as well as the programmatic needs at the middle school. This project, with the one-year delay, is scheduled to be completed September 2023. After careful consideration regarding the scope of this project, the fiscal challenges facing the county and state, and the substantial budget for the approved project, the *Board of Education's Requested FY 2022 Capital Budget and Amendments to the FY 2021-2026 CIP* includes a reduction of scope and cost of this addition project and to reevaluate the scope of the project to specifically address the programmatic and safety needs of the school as it relates to the location and administration of the physical education program, as well as the overall safety of the school community with the construction of the new Purple Line. With the approved change in scope, the completion date for this project was August 2024. In addition, the County Council approved the Board of Education's requested Amended CIP that included the reallocation of funds (\$16 million) from this project to the Highland View Elementary School addition project. As part of the FY2023-2028 CIP, an additional \$4.0 million from the county executive's Prevailing Wage and Built to Learn Act PDFs was included in this project to maximize state aid. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed this project one year. An FY2023 appropriation was approved for the additional funding for this project. An FY 2024 appropriation was approved for construction funds and an amendment to the FY 2023-2028 CIP was approved for additional funds due to the impact on the construction industry as a result of the Covid-19 pandemic. The scheduled completion date for this project is August 2025.

FISCAL NOTE

This project is not eligible for State Aid.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

Takoma Park MS Addition

(P651706)

Category	Montgomery County Public Schools	Date Last Modified	12/10/24
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Takoma Park	Status	Planning Stage

	Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	1,987	1,987	-	-	-	-	-	-	-	-	-
Site Improvements and Utilities	5,465	5,465	-	-	-	-	-	-	-	-	-
Construction	15,350	15,230	120	-	-	-	-	-	-	-	-
Other	1,084	1,084	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	23,886	23,766	120	-	-	-	-	-	-	-	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	18,929	18,809	120	-	-	-	-	-	-	-	-
State Aid	4,957	4,957	-	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	23,886	23,766	120	-	-	-	-	-	-	-	-

OPERATING BUDGET IMPACT (\$000s)											
Maintenance				1,344	224	224	224	224	224	224	
Energy				534	89	89	89	89	89	89	
NET IMPACT				1,878	313	313	313	313	313	313	

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 26 Request	(1,300)	Year First Appropriation	FY21
Cumulative Appropriation	25,186	Last FY's Cost Estimate	25,186
Expenditure / Encumbrances	-		
Unencumbered Balance	25,186		

PROJECT DESCRIPTION

Projections indicate enrollment at Takoma Park Middle School will exceed capacity by 150 seats or more by the end of the six-year period. An FY 2017 appropriation was approved to begin the planning for this 25 classroom addition. An FY 2019 appropriation was approved for construction funds. An FY 2020 appropriation was approved for the balance of funding for this addition. This project is scheduled to be completed by September 2020. A transfer of \$1.3 million from this project will go towards the Charles W. Woodward High School reopening project to address a local funding gap due to reduced state aid eligibility. This transfer will not affect this project's scope of work.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

COORDINATION

Mandatory Referral -- M-NCPPC Department of Environmental Protection Building Permits Code Review Fire Marshal Department of Transportation Inspections Sediment Control Stormwater Management WSSC Permits.

Westbrook ES Addition

(P652107)

Category	Montgomery County Public Schools	Date Last Modified	12/10/24
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Bethesda-Chevy Chase and Vicinity	Status	Planning Stage

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	447	407	40	-	-	-	-	-	-	-	-
Construction	334	334	-	-	-	-	-	-	-	-	-
Other	210	144	66	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	991	885	106	-	-	-	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	991	885	106	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	991	885	106	-	-	-	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	(3,400)	Year First Appropriation	FY22
Cumulative Appropriation	4,391	Last FY's Cost Estimate	4,391
Expenditure / Encumbrances	-		
Unencumbered Balance	4,391		

PROJECT DESCRIPTION

Projections indicate that enrollment will exceed capacity throughout the six-year planning period at Somerset Elementary School. Due to the small site size and site limitations at Somerset Elementary School, an addition at Westbrook Elementary School is requested to relieve the overutilization at Somerset Elementary School. When Westbrook Elementary School was modernized, a classroom shell was included in the construction project. This request is to build-out the classroom shell to accommodate students from Somerset Elementary School. An FY 2021 appropriation was requested for the build-out of the classroom shell. Due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP removed all expenditures for this project. The Bethesda Elementary School service area is adjacent to the Somerset Elementary School service area and will remain overutilized for the six-year planning period. The adopted CIP included funds for an addition at Bethesda Elementary School to address the overutilization. As part of the *Board of Education's Requested FY 2022 Capital Budget and Amendments to the FY 2021-2026 CIP* process, the Board of Education reexamined the available capacity at Westbrook Elementary School and the additional capacity gained with the addition at this school. As a result, the Board of Education's requested amended CIP included removal of the planning and construction funds from the Bethesda Elementary School addition project and a reallocation of a portion of those funds for the shell build-out to address the overutilization at both Bethesda and Somerset elementary schools. An FY 2022 appropriation and amendment to the FY2021-2026 CIP was approved to construct this shell build-out. An FY 2023 appropriation was approved to complete this project. This project is scheduled to be completed August 2022. A transfer of \$3.4 million from this project will go towards the Charles W. Woodward High School reopening project to address a local funding gap due to reduced state aid eligibility. This transfer will not affect this project's scope of work.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

Charles W. Woodward HS Reopening (P651908)

Category	Montgomery County Public Schools	Date Last Modified	05/16/25
SubCategory	Individual Schools	Administering Agency	Public Schools
Planning Area	Rockville	Status	Under Construction

	Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	9,064	9,064	-	-	-	-	-	-	-	-	-
Site Improvements and Utilities	21,352	20,602	-	750	750	-	-	-	-	-	-
Construction	191,166	95,197	-	95,969	2,011	11,958	37,000	30,000	15,000	-	-
Other	2,513	2,513	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	224,095	127,376	-	96,719	2,761	11,958	37,000	30,000	15,000	-	-

FUNDING SCHEDULE (\$000s)											
G.O. Bond Premium	5,500	5,500	-	-	-	-	-	-	-	-	-
G.O. Bonds	101,688	7,730	-	93,958	-	11,958	37,000	30,000	15,000	-	-
Recordation Tax	58,268	58,268	-	-	-	-	-	-	-	-	-
Recordation Tax Premium (MCPS)	16,212	16,212	-	-	-	-	-	-	-	-	-
Schools Impact Tax	3,129	3,129	-	-	-	-	-	-	-	-	-
State Aid	39,298	36,537	-	2,761	2,761	-	-	-	-	-	-
TOTAL FUNDING SOURCES	224,095	127,376	-	96,719	2,761	11,958	37,000	30,000	15,000	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)											
Appropriation FY 26 Request	28,000			Year First Appropriation							
Cumulative Appropriation	196,095			Last FY's Cost Estimate							
Expenditure / Encumbrances	-										
Unencumbered Balance	196,095										

PROJECT DESCRIPTION

In order to address the overutilization at the high school level in the Downcounty Consortium and at Walter Johnson High School, the Board of Education's approved FY 2019-2024 CIP included three capital projects to address the overutilization in these areas. The approved CIP includes an expansion of Northwood High School, the reopening of Charles W. Woodward High School, and an addition at John F. Kennedy High School. The expansion of Northwood High School would increase the capacity to a 2,700 student capacity. The expansion of approximately 1,200 seats will require not only additional classrooms, but also reconfiguration of existing spaces and upgrades to building systems to accommodate the new student population. On March 25, 2019, the Board of Education approved that the Northwood High School project would be constructed with students off-site and that Northwood High School would operate at the Charles W. Woodward High School site as a temporary holding facility during the construction period. Therefore, based on the Board's approval, the Woodward facility would be used as a holding center for two years following initial construction of the new Charles W. Woodward High School facility, starting in August 2023. The addition/facility upgrades for Northwood High School were scheduled to be completed August 2025. At that time, the Woodward High School facility would be reopened as a new high school. An FY 2021 appropriation was approved for construction funds. An FY 2022 appropriation was approved to continue this project. An FY 2022 supplemental appropriation and transfer of funds of \$4 million from the current revitalization/expansion project to this project was approved to address construction cost increases. An FY 2023 appropriation was requested for construction cost increases and construction funds to complete this project. While the increase in expenditures were approved, due to fiscal constraints, the County Council, as part of the adopted FY2023-2028 CIP, delayed this project one year. Therefore, Northwood High School will be relocated to the Charles W. Woodward High School site in August 2024, for two years. An FY 2024 appropriation and amendment to the FY 2023-2028 CIP was approved for additional funds due to the impact on construction costs as a result of the Covid-19 pandemic. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project is insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY2025-2030 CIP, a Phase III for this project which will include the construction of the auditorium. Funding to construct the auditorium will be considered in the next CIP budget cycle. As part of the Board of Education's Requested FY25-30 CIP, the construction schedule for the Northwood HS capital project is extended one-year, with a completion date of August 2027. Since Woodward HS is the holding facility for Northwood HS, the completion date for the reopening of Woodward HS is now August 2027. An FY 2026 appropriation of \$28 million was approved to complete Phase III; the construction of the interior of the auditorium and other associated spaces. The County Council approved \$17.7 million be transferred from other prior projects to compensate for reduced state aid eligibility.

FISCAL NOTE

State Aid approved under the County's allocation of the Built To Learn Act school construction program.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

ADA Compliance: MCPS

(P796235)

Category	Montgomery County Public Schools	Date Last Modified	10/16/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	16,830	6,713	1,387	8,730	1,975	1,975	1,195	1,195	1,195	1,195	-
Construction	59,163	20,313	11,180	27,670	5,225	5,225	4,305	4,305	4,305	4,305	-
TOTAL EXPENDITURES	75,993	27,026	12,567	36,400	7,200	7,200	5,500	5,500	5,500	5,500	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	75,993	27,026	12,567	36,400	7,200	7,200	5,500	5,500	5,500	5,500	-
TOTAL FUNDING SOURCES	75,993	27,026	12,567	36,400	7,200	7,200	5,500	5,500	5,500	5,500	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	1,200	Year First Appropriation	FY79
Cumulative Appropriation	52,793	Last FY's Cost Estimate	75,993
Expenditure / Encumbrances	-		
Unencumbered Balance	52,793		

PROJECT DESCRIPTION

Federal and State laws require MCPS to provide program accessibility for all of its activities and to consider various forms of accessibility improvements at existing facilities on a continuing basis. While MCPS provides program accessibility in a manner consistent with current laws, a significant number of existing facilities not scheduled for a capital project in the current six-year CIP are at least partially inaccessible for a variety of disabling conditions. Some combination of elevators, wheelchair lifts, restroom modifications, and other site-specific improvements are required at many of these facilities. Since disabilities of eligible individuals must be considered on a case-by-case basis, additional modifications such as automatic door openers, access ramps, and curb cuts may be required on an ad hoc basis even in facilities previously considered accessible. The increased mainstreaming of special education students has contributed to modifications to existing facilities. Certain ADA modifications results in significant cost avoidance, since transportation may have to be provided for individuals to other venues or programs. On September 15, 2010, the Department of Justice approved revisions to Title II of the Americans with Disabilities Act (ADA), that will require local and state government agencies to comply with theses revisions. An FY 2021 appropriation was approved to address the findings of a comprehensive accessibility evaluation of all MCPS schools conducted by an independent engineering firm over the past two years to assess facilities and collect data. Summarized tables of the data collected can be found on the Department of Facilities Management website. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was requested to continue this level of effort project; however, additional funding was requested in the first two years of the six-year plan to address the findings of the self-evaluation process required of state and local agencies to comply with the requirements of Title II of the Americans with Disabilities Act (ADA) and applicable state regulations contained in the accessibility and related chapters of the Maryland Building Code. The appropriation request also will fund a new Facilities ADA Compliance Manager to manage the program, plan improvements, and the coordination of the projects. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP reduced expenditures in FY23 and FY24, therefore, the number of ADA projects will be reduced to align with approved expenditures. An FY 2024 appropriation was approved to continue this level of effort project. An FY 2025 appropriation was approved to continue this level of effort project and also for the planning, design and construction of accessibility modifications to remove existing barriers at Burning Tree ES. As part of the County Council approved FY2025-2030 CIP, additional expenditures were included in the out-years to reflect a level of effort funding through the six-year CIP.

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

Advisory Committee for the Handicapped

FY 2025--Salaries and Wages: \$103K, Fringe Benefits \$26K, Workyears: 1, FY2026-2030--Salaries and Wages: \$540, Fringe Benefits \$138K, Workyears: 5

Asbestos Abatement: MCPS

(P816695)

Category	Montgomery County Public Schools	Date Last Modified	05/16/25
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	18,296	13,062	398	4,836	806	806	806	806	806	806	-
Construction	8,674	6,353	287	2,034	339	339	339	339	339	339	-
TOTAL EXPENDITURES	26,970	19,415	685	6,870	1,145	1,145	1,145	1,145	1,145	1,145	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	26,970	19,415	685	6,870	1,145	1,145	1,145	1,145	1,145	1,145	-
TOTAL FUNDING SOURCES	26,970	19,415	685	6,870	1,145	1,145	1,145	1,145	1,145	1,145	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	1,145	Year First Appropriation	FY81
Cumulative Appropriation	21,245	Last FY's Cost Estimate	26,970
Expenditure / Encumbrances	-		
Unencumbered Balance	21,245		

PROJECT DESCRIPTION

Comprehensive asbestos management services for all facilities in the school system ensure compliance with the existing Federal Asbestos Hazard Emergency Response Act (AHERA). MCPS has produced major cost savings for asbestos abatement by an innovative plan with an in-house team of licensed abatement technicians for its numerous small abatement projects and required semi-annual inspections. Cost containment measures, a more competitive bidding environment, and development of a comprehensive database and management plan also have contributed to significant expenditure reductions. This project is based on the approved management plan for all facilities in the system. Actual abatement and the subsequent restoration of facilities are funded through this project. The County Council has approved this level of effort project to continue asbestos abatement at various facilities throughout the school system since FY 2011.

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

Maryland Department of the Environment, Department of Environmental Protection, State Department of Education, Department of Health FY 2025 -- Salaries and Wages: \$789K, Fringe Benefits \$342K, Workyears: 9 FY 2026-2030 -- Salaries and Wages: \$4.0M, Fringe Benefits: \$1.8M, Workyears 45

Building Modifications and Program Improvements (P076506)

Category	Montgomery County Public Schools	Date Last Modified	05/16/25
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	15,192	4,292	1,000	9,900	1,800	900	1,800	1,800	1,575	2,025	-
Construction	112,165	68,567	9,498	34,100	6,200	3,100	6,200	5,200	6,425	6,975	-
Other	246	246	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	127,603	73,105	10,498	44,000	8,000	4,000	8,000	7,000	8,000	9,000	-

FUNDING SCHEDULE (\$000s)

Contributions	3,816	2,463	1,353	-	-	-	-	-	-	-	-
G.O. Bonds	123,787	70,642	9,145	44,000	8,000	4,000	8,000	7,000	8,000	9,000	-
TOTAL FUNDING SOURCES	127,603	73,105	10,498	44,000	8,000	4,000	8,000	7,000	8,000	9,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	(3,000)	Year First Appropriation	FY07
Cumulative Appropriation	98,603	Last FY's Cost Estimate	138,603
Expenditure / Encumbrances	-	Partial Closeout Thru FY24	6,847
Unencumbered Balance	98,603	New Partial Closeout	-
		Total Partial Closeout	6,847

PROJECT DESCRIPTION

This project will provide facility modifications to support program offerings at schools that are not scheduled for capital improvements in the six-year CIP. These limited modifications to instruction and support spaces are needed to provide adequate space for new or expanded programs, administrative support space for schools, and changes to meet requirements for special education services. An FY 2023 appropriation was requested for modifications to schools due to special education program changes and relocations; science and multipurpose laboratory upgrades at secondary schools; and space modifications for program requirements at the secondary level. In addition, the appropriation will provide funding for overutilized schools where existing spaces require modifications to provide additional classroom space. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, decreased the FY2023 and FY2024 expenditures, therefore, the number of projects will be reduced to align with the approved expenditures. An FY 2024 appropriation and amendment to the FY 2023-2028 CIP was approved to continue this level of effort project and also to provide funding to implement the new *Blueprint for Maryland's Future* through modifications to existing facilities to provide classroom spaces; to modify existing facilities to provide inclusive student restrooms; and, to modify existing facilities due to special education program changes and relocations. As part of the County Council approved FY2025-2030 CIP, additional expenditures were included in the out-years to reflect a level of effort funding through the six-year CIP. An FY 2025 appropriation was approved to address program and special education modifications, as well as to implement the *Blueprint for Maryland's Future* through modifications to existing facilities to accommodate pre-kindergarten students. Upon the FY 2026 Board's request, the County Council reallocated \$4 million to other projects. Also, \$7 million from this project was transferred towards the Charles W. Woodward High School reopening project to address a local funding gap due to reduced state aid eligibility.

COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits

CESC Modifications

(P652505)

Category	Montgomery County Public Schools	Date Last Modified	05/07/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Rockville	Status	Preliminary Design Stage

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	3,250	-	-	3,250	2,500	750	-	-	-	-	-
Construction	1,750	-	-	1,750	-	1,750	-	-	-	-	-
TOTAL EXPENDITURES	5,000	-	-	5,000	2,500	2,500	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	5,000	-	-	5,000	2,500	2,500	-	-	-	-	-
TOTAL FUNDING SOURCES	5,000	-	-	5,000	2,500	2,500	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	-	Year First Appropriation	FY25
Cumulative Appropriation	5,000	Last FY's Cost Estimate	5,000
Expenditure / Encumbrances	-		
Unencumbered Balance	5,000		

PROJECT DESCRIPTION

Funds included in this project will begin the planning and design to address needed facility renovations at the Carver Educational Services Center (CESC) to create a county Welcome Center for parents, students, and the community. An evaluation, during the planning and design phase, will determine what functions and services could be located at CESC. Functions and services to be considered include the International Admissions and Enrollment Office, Employee and Retiree Services Center, and the Background Screening Office. Once the design is complete, additional funds will be requested in a future CIP for implementation. An FY 2025 appropriation was approved to begin the planning and design phase of this project.

Design and Construction Management

(P746032)

Category	Montgomery County Public Schools	Date Last Modified	10/16/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	118,086	83,520	1,566	33,000	5,500	5,500	5,500	5,500	5,500	5,500	-
Construction	95	95	-	-	-	-	-	-	-	-	-
Other	194	194	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	118,375	83,809	1,566	33,000	5,500	5,500	5,500	5,500	5,500	5,500	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	113,913	79,347	1,566	33,000	5,500	5,500	5,500	5,500	5,500	5,500	-
PAYGO	4,462	4,462	-	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	118,375	83,809	1,566	33,000	5,500	5,500	5,500	5,500	5,500	5,500	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	5,500	Year First Appropriation	FY74
Cumulative Appropriation	90,875	Last FY's Cost Estimate	118,375
Expenditure / Encumbrances	-		
Unencumbered Balance	90,875		

PROJECT DESCRIPTION

This project funds positions essential for implementation of the multi-year capital improvements program. Personnel provide project administration, in-house design, and engineering services in the Department of Facilities Management and the Division of Construction. An FY 2021 appropriation was approved to continue this level of effort project for salaries of current staff, legal fees and other non-reimbursable costs for MCPS real estate issues. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was approved for salaries of current staff, legal fees and other non-reimbursable costs for MCPS real estate issues. An FY 2024 appropriation was approved to continue this level of effort project. An FY 2025 appropriation was approved to continue this project and provide funds for salaries of current staff, legal fees and other non-reimbursable costs for MCPS real estate issues. The approved FY 2025-2030 CIP reflects a level of effort increase for this project, which has not been increased for a number of years.

FISCAL NOTE

State Reimbursement: Not eligible

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

Mandatory Referral - M-NCPPC, Department of Environmental Protection, Building Permits, Code Review, Fire Marshall, Department of Transportation, Inspections, Sediment Control, Stormwater Management, WSSC Permits
FY 2025 -- Salaries and Wages: \$4.8M, Fringe Benefits: \$1.0M, Workyears: 45; FY 2026-2030 -- Salaries and Wages \$24M, Fringe Benefits: \$5M, Workyears: 225

Early Childhood Center

(P652303)

Category	Montgomery County Public Schools	Date Last Modified	05/16/25
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Preliminary Design Stage

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	2,410	-	1,960	450	-	-	450	-	-	-	-
Site Improvements and Utilities	1,225	-	1,225	-	-	-	-	-	-	-	-
Construction	16,615	-	6,465	10,150	-	-	4,150	6,000	-	-	-
Other	750	-	350	400	-	-	400	-	-	-	-
TOTAL EXPENDITURES	21,000	-	10,000	11,000	-	-	5,000	6,000	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	21,000	-	10,000	11,000	-	-	5,000	6,000	-	-	-
TOTAL FUNDING SOURCES	21,000	-	10,000	11,000	-	-	5,000	6,000	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	-	Year First Appropriation	FY23
Cumulative Appropriation	21,000	Last FY's Cost Estimate	57,500
Expenditure / Encumbrances	-		
Unencumbered Balance	21,000		

PROJECT DESCRIPTION

Early childhood programs in MCPS are targeted to children and families affected by poverty, including children with disabilities, and provides them with additional time to acquire literacy, mathematics, and social/emotional skills for success in school and later learning in life. These programs provide opportunities for children to build school-readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development. In MCPS, 65 elementary schools have locally funded Prekindergarten and/or federally funded Head Start classes. MCPS has two regional early childhood centers, one at the MacDonald Knolls Early Childhood Center in Silver Spring, serving 100 Prekindergarten students and the other at the Up-county Early Childhood Center, temporarily housed at the Emory Grove holding facility in Gaithersburg, serving 80 Prekindergarten students. This project will provide funding for MCPS to construct a stand alone building for the Up-county center, as well as begin planning to further expand early childhood centers throughout the county. An FY 2023 appropriation was approved for planning funds. An FY 2024 appropriation was approved for construction funds to build the stand alone Upcounty Center. An FY 2025 appropriation was approved for construction cost increases to construct a stand alone facility, as well as to address facility modifications at the former Parkside ES, as well as the existing Burtonsville ES, once that school is relocated to its new facility and site. As MCPS finalizes its Early Childhood Center expansion plan to align with the goals set in the *Blueprint for Maryland's Future*, the Board's FY 2026 Request and County Council's action was to reallocate \$36.5 million to other projects. This reallocation maintains funding for an east county early childhood center at the existing Burtonsville Elementary School. The scheduled completion date for the Burtonsville Elementary School replacement project is August 2026. A future CIP request will most likely occur once the expansion plan has been completed.

Emergency Replacement of Major Building Components

(P652304)

Category	Montgomery County Public Schools	Date Last Modified	05/07/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,200	-	300	900	150	150	150	150	150	150	-
Construction	10,800	1,100	1,600	8,100	1,350	1,350	1,350	1,350	1,350	1,350	-
TOTAL EXPENDITURES	12,000	1,100	1,900	9,000	1,500	1,500	1,500	1,500	1,500	1,500	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	12,000	1,100	1,900	9,000	1,500	1,500	1,500	1,500	1,500	1,500	-
TOTAL FUNDING SOURCES	12,000	1,100	1,900	9,000	1,500	1,500	1,500	1,500	1,500	1,500	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	1,500	Year First Appropriation	FY23
Cumulative Appropriation	4,500	Last FY's Cost Estimate	12,000
Expenditure / Encumbrances	-		
Unencumbered Balance	4,500		

PROJECT DESCRIPTION

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. An FY 2023 appropriation was approved for this project. An FY 2024 appropriation was approved to continue this level of effort project. An FY 2025 appropriation was approved for emergency replacement of building components systemwide. As part of the County Council approved FY2025-2030 CIP, additional expenditures were included in the out-years to reflect a level of effort funding through the six-year CIP.

DISCLOSURES

Expenditures will continue indefinitely.

Facility Planning: MCPS

(P966553)

Category	Montgomery County Public Schools	Date Last Modified	12/03/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	18,527	12,248	2,479	3,800	1,350	1,050	350	350	350	350	-
Construction	260	260	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	18,787	12,508	2,479	3,800	1,350	1,050	350	350	350	350	-

FUNDING SCHEDULE (\$000s)

Current Revenue: General	8,255	5,646	601	2,008	904	704	100	100	100	100	-
G.O. Bonds	6,722	3,052	1,878	1,792	446	346	250	250	250	250	-
Recordation Tax	3,810	3,810	-	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	18,787	12,508	2,479	3,800	1,350	1,050	350	350	350	350	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	-	Year First Appropriation	FY96
Cumulative Appropriation	17,387	Last FY's Cost Estimate	18,787
Expenditure / Encumbrances	-		
Unencumbered Balance	17,387		

PROJECT DESCRIPTION

The facility planning process provides preliminary programs of requirements (PORs), cost estimates, and budget documentation for selected projects. This project serves as the transition stage from the conceptual stage to inclusion of a stand-alone project in the CIP. There is a continuing need for the development of accurate cost estimates and an exploration of alternatives for proposed projects. Implementation of the facility planning process results in realistic cost estimates, fewer and less significant cost overruns, fewer project delays, and improved life-cycle costing of projects. In the past, this project was funded solely by current revenue; however, as a result of new environmental regulation changes, design of site development concept plans must be done during the facility planning phase in order to obtain necessary site permits in time for the construction phase. Therefore, the funding sources shown on this PDF reflect the appropriate portions for both current revenue and GO bonds. An FY 2022 appropriation was approved for the pre-planning of capital projects included in the amended FY 2021-2026 CIP. An FY 2023 appropriation was approved to conduct feasibility studies for 9 elementary schools--Belmont, Cold Spring, Damascus, DuFief, Oakland Terrace, Sherwood, Twinbrook, Whetstone, and Woodfield and 3 middle schools--Banneker, Gaithersburg, and White Oak to determine the scope and cost of these future Major Capital projects. In addition, the appropriation will fund the pre-planning of capital projects included in the FY 2023-2028 CIP. An FY 2025 appropriation was approved to fund the pre-planning of capital projects included in the FY 2025-2030 CIP. Also, the appropriation will fund anticipated consultants necessary to conduct approved studies.

DISCLOSURES

Expenditures will continue indefinitely.

Fire Safety Code Upgrades

(P016532)

Category	Montgomery County Public Schools	Date Last Modified	05/07/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	4,674	1,969	373	2,332	480	480	343	343	343	343	-
Construction	30,828	19,072	1,454	10,302	1,837	1,837	1,657	1,657	1,657	1,657	-
TOTAL EXPENDITURES	35,502	21,041	1,827	12,634	2,317	2,317	2,000	2,000	2,000	2,000	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	35,502	21,041	1,827	12,634	2,317	2,317	2,000	2,000	2,000	2,000	-
TOTAL FUNDING SOURCES	35,502	21,041	1,827	12,634	2,317	2,317	2,000	2,000	2,000	2,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	2,317	Year First Appropriation	FY01
Cumulative Appropriation	25,185	Last FY's Cost Estimate	35,502
Expenditure / Encumbrances	-	Partial Closeout Thru FY24	4,249
Unencumbered Balance	25,185	New Partial Closeout	-
		Total Partial Closeout	4,249

PROJECT DESCRIPTION

This project addresses sprinklers, escape windows, exit signs, fire alarm devices, exit stairs, and hood and fire suppression systems to comply with annual Fire Marshal inspections. An FY 2020 appropriation was approved to continue this level of effort project. An FY 2021 appropriation was approved to continue this project to address code compliance issues systemwide. An FY 2022 appropriation was approved to continue this level of effort project to maintain life safety code compliance and life-cycle replacement of equipment systemwide. An FY 2023 appropriation was approved to continue this level of effort project and to maintain life safety code compliance through equipment replacement such as fire alarm systems that will be over 20 years old and will have exceeded their anticipated life-cycle. An FY 2024 appropriation was approved to continue this level of effort project. An FY 2025 appropriation was approved to continue this level of effort project to maintain life safety code compliance and life-cycle replacement of equipment systemwide. The increase in expenditures in the first two years of the approved CIP will allow for the purchase and implementation of bi-directional amplifiers (BDAs) in order to support two-way communication and amplify signals to improve building communication coverage. As part of the County Council approved FY2025-2030 CIP, additional expenditures were included in the out-years to reflect a level of effort funding through the six-year CIP.

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

Fire Marshal

Healthy Schools

(P652504)

Category	Montgomery County Public Schools	Date Last Modified	05/21/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Preliminary Design Stage

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	484	-	-	484	242	242	-	-	-	-	-
Construction	4,886	-	-	4,886	2,443	2,443	-	-	-	-	-
TOTAL EXPENDITURES	5,370	-	-	5,370	2,685	2,685	-	-	-	-	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	4,000	-	-	4,000	2,000	2,000	-	-	-	-	-
State Aid	1,370	-	-	1,370	685	685	-	-	-	-	-
TOTAL FUNDING SOURCES	5,370	-	-	5,370	2,685	2,685	-	-	-	-	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	2,000	Year First Appropriation	FY25
Cumulative Appropriation	2,000	Last FY's Cost Estimate	5,370
Expenditure / Encumbrances	-		
Unencumbered Balance	2,000		

PROJECT DESCRIPTION

That State of Maryland has established a Healthy School Facility Fund program to provide grants to schools systems for capital projects to improve the health of school facilities. Projects eligible for these funds will improve the conditions related to air conditioning, heating, indoor air quality, mold remediation, temperature regulations, plumbing, roofs and windows. Matching funds from the school system is required for approval. In addition, the work-years reflected in this project are shifted from the HVAC Replacement project to align the coordination of work performed. An FY 2025 appropriation was approved to address various schools throughout the system through this program.

OTHER

FY 2025 -- Salaries and Wages: \$283K, Fringe Benefits: \$123K, Workyears: 3 FY2026-2030 -- Salaries and Wages: \$1.5M, Fringe Benefits: \$613K, Workyears: 15

FISCAL NOTE

State Aid will be appropriated when awarded.

DISCLOSURES

Expenditures will continue indefinitely. MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

HVAC (Mechanical Systems) Replacement: MCPS (P816633)

Category	Montgomery County Public Schools	Date Last Modified	05/17/25
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	62,200	15,234	12,766	34,200	5,700	5,700	5,700	5,700	5,700	5,700	-
Construction	315,321	106,086	28,935	180,300	29,300	33,800	29,300	27,300	29,300	31,300	-
Other	3,000	375	2,625	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	380,521	121,695	44,326	214,500	35,000	39,500	35,000	33,000	35,000	37,000	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	237,687	100,167	17,976	119,544	19,972	14,172	21,350	20,350	21,350	22,350	-
Recordation Tax	3,000	3,000	-	-	-	-	-	-	-	-	-
State Aid	139,834	18,528	26,350	94,956	15,028	25,328	13,650	12,650	13,650	14,650	-
TOTAL FUNDING SOURCES	380,521	121,695	44,326	214,500	35,000	39,500	35,000	33,000	35,000	37,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	39,500	Year First Appropriation	FY81
Cumulative Appropriation	201,021	Last FY's Cost Estimate	376,021
Expenditure / Encumbrances	-	Partial Closeout Thru FY24	64,581
Unencumbered Balance	201,021	New Partial Closeout	-
		Total Partial Closeout	64,581

PROJECT DESCRIPTION

This project provides for the systematic replacement of heating, ventilating, air conditioning, automated temperature controls, and plumbing systems for MCPS facilities. This replacement approach is based on indoor environmental quality (IEQ), energy performance, and maintenance data. Qualifying systems and/or components are selected based on the above criteria and are prioritized within the CIP through a rating system formula. MCPS is participating in interagency planning and review to share successful and cost effective approaches. The Indoor Air Quality and Energy Conservation projects are now merged with this project to better reflect the coordination of work performed. The work-years reflected in this project are from that merger. An FY 2023 appropriation was approved for mechanical systems upgrades and/or replacements at various schools throughout the county. However, the County Council, in the adopted FY2023-2028 CIP decreased expenditures in FY2023, therefore, the number of projects to be completed were reduced to align with the approved expenditures. Implementation of this program will also be based on implications of construction cost increases and supply chain interruptions. An FY 2024 appropriation and amendment to the FY 2023-2028 CIP was requested to address the backlog of HVAC projects and provide additional funding due to the impact on construction costs as a result of the COVID-19 pandemic. An FY2023 supplemental appropriation of \$25 million was approved to accelerate a portion of the FY2024 request to be able to order materials earlier due to supply chain interruptions. As part of the FY2025-230 CIP, work-years previously shown in this project have been shifted to the Healthy Schools project to align with the work performed. As part of the County Council approved FY2025-2030 CIP, additional expenditures were included in the out-years to reflect a level of effort funding through the six-year CIP. An FY 2025 appropriation was approved to address the backlog of HVAC projects and provide mechanical systems upgrades and/or replacement for facilities throughout the school system. The appropriation will also fund replacement of automatic temperature controls at schools throughout the county. An FY 2026 appropriation of \$39.5 million was approved by the County Council. This amendment, an increase of \$4.5 million to the approved CIP, will allow for the completion of one more HVAC project.

OTHER

Master Plan for School Facilities, Department of Environmental Protection, Department of Health and Human Services, American Lung Association, County Government, Interagency Committee--Energy and Utilities Management, MCPS Resource Conservation Plan, County Code 8-14a

FISCAL NOTE

Reflects MCPS correction for funding allocations prior to FY19. FY20 supplemental in State Aid for \$367,850 from the Maryland's Healthy Schools Facility Fund. FY21 supplemental in Recordation Tax for the amount of \$3,000,000 to enhance the HVAC systems and improve indoor air quality to support COVID-19 recovery planning. FY23 State Aid award for \$19.250 million for multiple years. FY23 supplemental in G.O. Bonds and State Aid for the amount of \$25,000,000 to accelerate FY24 appropriation. The cost of the project and cumulative appropriation were reduced by \$14.698 million due to FY21 & FY22 reversions. Additional reversions from FY23 had no impact in the cost of the project. In FY26, funding switch to increase State Aid and reduce GO Bonds to reflect the Enrollment Growth and Relocatable Classrooms Supplemental Grant Program without requiring a local match as approved by the General Assembly (HB351) and additional traditional State Aid awarded in FY26 for \$578,000.

DISCLOSURES

Improved (Safe) Access to Schools (P975051)

Category	Montgomery County Public Schools	Date Last Modified	12/03/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	8,539	1,180	2,559	4,800	800	800	800	800	800	800	-
Site Improvements and Utilities	16,170	15,918	252	-	-	-	-	-	-	-	-
Construction	18,707	2,507	-	16,200	2,700	2,700	2,700	2,700	2,700	2,700	-
Other	4,094	-	4,094	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	47,510	19,605	6,905	21,000	3,500	3,500	3,500	3,500	3,500	3,500	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	47,510	19,605	6,905	21,000	3,500	3,500	3,500	3,500	3,500	3,500	-
TOTAL FUNDING SOURCES	47,510	19,605	6,905	21,000	3,500	3,500	3,500	3,500	3,500	3,500	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	3,500	Year First Appropriation	FY97
Cumulative Appropriation	30,010	Last FY's Cost Estimate	47,510
Expenditure / Encumbrances	-	Partial Closeout Thru FY24	1,100
Unencumbered Balance	30,010	New Partial Closeout	-
		Total Partial Closeout	1,100

PROJECT DESCRIPTION

This project addresses vehicular and pedestrian access to schools. It may involve the widening of a street or roadway, obtaining rights-of-way for school access or exit, or changing or adding entrance/exits at various schools. These problems may arise at schools where there are no construction projects or DOT road projects that could fund the necessary changes. An FY 2023 appropriation was approved to continue this project to address access, circulation, and vehicular and pedestrian traffic issues at various schools, as well as support the county's bicycle initiative through available funds in this project. An FY 2024 appropriation was approved to continue this level of effort project. An FY 2025 appropriation was approved to continue this level of effort project to address access, circulation, and vehicular and pedestrian traffic issues at various schools in the county. As part of the County Council approved FY2025-2030 CIP, additional expenditures were included in the out-years to reflect a level of effort funding through the six-year CIP.

FISCAL NOTE

State Reimbursement: not eligible

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

STEP Committee

Major Capital Projects - Elementary (P652101)

Category	Montgomery County Public Schools	Date Last Modified	05/16/25
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	

	Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	22,492	8,749	2,674	11,069	4,623	2,287	-	-	2,762	1,397	-
Site Improvements and Utilities	58,501	19,501	-	39,000	-	-	-	-	23,320	15,680	-
Construction	195,505	144,897	138	50,470	3,629	-	-	-	8,918	37,923	-
Other	12,416	6,811	605	5,000	-	-	-	-	-	5,000	-
TOTAL EXPENDITURES	288,914	179,958	3,417	105,539	8,252	2,287	-	-	35,000	60,000	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	118,167	50,191	3,417	64,559	8,252	2,287	-	-	35,000	19,020	-
Recordation Tax	52,119	52,119	-	-	-	-	-	-	-	-	-
State Aid	118,628	77,648	-	40,980	-	-	-	-	-	40,980	-
TOTAL FUNDING SOURCES	288,914	179,958	3,417	105,539	8,252	2,287	-	-	35,000	60,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 26 Request	-	Year First Appropriation	
Cumulative Appropriation	198,073	Last FY's Cost Estimate	300,914
Expenditure / Encumbrances	-		
Unencumbered Balance	198,073		

PROJECT DESCRIPTION

MCPS contracted with an external entity to conduct full facility assessments of all schools during the spring and summer of 2018. This provided an important baseline of facility condition information across all school facilities to inform decision making about capital projects, systemic replacements, and other work needed to address facility infrastructure challenges. The Key Facility Indicator (KFI) data was compiled into a public facing website in the spring of 2019. As part of the amended FY 2019-2024 CIP, the superintendent identified the first set of schools to be included in the Major Capital Project project. At the elementary level, the first set of schools identified are Burnt Mills, South Lake, Woodlin, and Stonegate elementary schools. An FY 2021 appropriation was requested to begin the architectural planning and design for these first four projects. Burnt Mills, South Lake and Woodlin elementary schools have scheduled completion dates of August 2023 and Stonegate Elementary School has a scheduled completion date of January 2024. However, due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP, approved the completion dates for South Lake, Woodlin, and Stonegate elementary schools one year beyond the Board of Education's request, but maintained the planning funds. South Lake and Woodlin elementary schools had scheduled completion dates of August 2024 and Stonegate had a scheduled completion date of January 2025. An FY 2022 appropriation and amendment to the FY 2021-2026 CIP was approved to accelerate the completion dates of the four elementary school major capital projects to August 2023. The requested completion dates aligned with the Board of Education's request in the FY 2021-2026 CIP. Based on the request to accelerate the completion dates, an FY 2022 appropriation was approved for construction funds for all of the four elementary major capital projects. An FY 2022 supplemental appropriation and transfer of funds of \$33.941 million in total for four elementary schools (Burnt Mills, South Lake, Stonegate, and Woodlin) was approved, in September 2021, for increases in construction costs. An FY 2022 supplemental appropriation of \$16.725 in total for four elementary schools (Burnt Mills, South Lake, Stonegate, and Woodlin) was approved, in December 2021, to maximize state aid. An FY 2023 appropriation was approved for Burnt Mills, Stonegate, and Woodlin elementary schools to complete these projects. The approved appropriation also will fund architectural planning and design for Piney Branch ES, the next school identified for a major capital project. Construction funds will be considered in a future CIP, and therefore, the completion date for the Piney Branch ES project is to be determined. Due to construction delays and challenges, the approved FY2023-2028 amended CIP includes a six-month delay for Woodlin ES, now with a completion date of January 2024. As part of the approved FY2025-2030 CIP, the Piney Branch ES project is postponed until the Takoma Park Minor Master Plan Amendment process is complete. FY25 funding includes continued planning funds for Piney Branch ES. In addition, the approved CIP includes planning funds and placeholder construction funds for the following elementary schools—Cold Spring, Damascus, Twinbrook and Whetstone. An FY 2025 appropriation was approved to begin the planning and design for these four elementary school projects. However, due to fiscal constraints, as part of the County Council's approved FY 2025-2030 CIP, the placeholder construction expenditures were shifted to the out-years of the CIP. Upon the Board's FY 2026 Request, the County Council reallocated \$3 million of placeholder construction dollars from Cold Spring, Damascus, Twinbrook, and Whetstone elementary schools, totaling \$12 million, from FY 2030 for other projects. Once planning is complete and the scopes and the costs of these projects are determined, construction funds, along with a completion date, will be considered in a future CIP.

FISCAL NOTE

FY21 supplemental in G.O. Bonds for the amount of \$5,853,000 to accelerate completion date to 2023 in the South Lake ES. FY22 Supplemental for \$16,725,000 in GO Bonds for Burnt Mills ES (\$5.2 million); South Lake ES (\$2.057 million); Stonegate ES (\$3.528 million); and Woodlin ES (\$5.940 million).

Major Capital Projects - Secondary (P652102)

Category	Montgomery County Public Schools	Date Last Modified	05/07/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	

	Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	25,261	9,327	10,907	1,870	1,642	228	-	-	-	-	3,157
Site Improvements and Utilities	66,115	22,113	8,100	21,094	3,571	4,808	-	-	9,536	3,179	14,808
Construction	549,389	118,903	4,916	196,596	38,710	27,692	-	-	32,076	98,118	228,974
Other	15,563	3,818	-	4,349	2,355	-	-	-	655	1,339	7,396
TOTAL EXPENDITURES	656,328	154,161	23,923	223,909	46,278	32,728	-	-	42,267	102,636	254,335

FUNDING SCHEDULE (\$000s)											
G.O. Bond Premium	5,000	5,000	-	-	-	-	-	-	-	-	-
G.O. Bonds	393,036	32,087	23,923	168,001	46,278	32,728	-	-	19,400	69,595	169,025
Recordation Tax	34,574	34,574	-	-	-	-	-	-	-	-	-
State Aid	223,718	82,500	-	55,908	-	-	-	-	22,867	33,041	85,310
TOTAL FUNDING SOURCES	656,328	154,161	23,923	223,909	46,278	32,728	-	-	42,267	102,636	254,335

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 26 Request	(104,502)	Year First Appropriation	
Cumulative Appropriation	361,592	Last FY's Cost Estimate	656,328
Expenditure / Encumbrances	-		
Unencumbered Balance	361,592		

PROJECT DESCRIPTION

MCPS contracted with an external entity to conduct full facility assessments of all schools during the spring and summer of 2018. This provided an important baseline of facility condition information across all school facilities to inform decision making about capital projects, systemic replacements, and other work needed to address facility infrastructure challenges. The Key Facility Indicator (KFI) data was compiled into a public facing website in the spring of 2019. At the secondary level, the first set of schools identified were Neelsville MS; and, Poolesville, Damascus, Thomas S. Wootton, and Col. Zadok Magruder high schools. An FY 2023 appropriation was approved to complete the projects at Poolesville HS and Neelsville MS, for planning funds for Damascus HS, and funding for site modifications at Thomas S. Wootton HS. In addition, the FY 2023 appropriation will fund the architectural planning and design for Eastern MS. Construction funds will be considered in a future CIP for Eastern MS, therefore, this project has a TBD completion date. Due to fiscal constraints, the County Council, in the adopted FY2023-2028 CIP, delayed the major capital projects for Thomas S. Wootton and Col. Zadok Magruder high schools by two years. Therefore, the new completion date for these two projects is August 2029. An FY 2023 supplemental appropriation in the amount of \$12 million was approved for Neelsville MS due to increases in construction costs. An FY 2024 appropriation and amendment to the FY2023-2028 CIP was approved for additional funds for the Poolesville HS project due to the impact on construction costs as a result of the Covid-19 health pandemic. In addition, an FY 2024 appropriation was approved for construction funds for the Damascus HS project. As part of the Board of Education's Requested FY2025-2030 CIP, the construction timeline for Damascus HS was extended one-year, with a completion date of August 2027. In addition, as part of the FY2025-2030 CIP, construction funds were included for the Eastern MS project, with a completion date of August 2028. An FY 2025 appropriation was requested for construction cost increases for Damascus HS and planning funds for Wootton and Magruder high schools. Due to fiscal constraints, as well as the inclusion of expenditures in the outyears of the CIP for some countywide projects to reflect level of effort funding, the County Council approved FY 2025-2030 CIP shifted construction funding for the Damascus, Magruder, and Wootton high school projects and the Eastern MS project. These expenditure shifts also resulted in "to be determined" completion dates. With respect to Wootton HS, the ADA site modifications will remain on schedule. Appropriations for planning and construction funds will be considered in a future CIP based on the approved expenditure schedules.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

Outdoor Play Space Maintenance Project

(P651801)

Category	Montgomery County Public Schools	Date Last Modified	12/03/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Planning Stage

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	1,728	612	576	540	90	90	90	90	90	90	-
Construction	7,022	4,862	-	2,160	360	360	360	360	360	360	-
TOTAL EXPENDITURES	8,750	5,474	576	2,700	450	450	450	450	450	450	-

FUNDING SCHEDULE (\$000s)

Current Revenue: General	375	375	-	-	-	-	-	-	-	-	-
G.O. Bonds	8,375	5,099	576	2,700	450	450	450	450	450	450	-
TOTAL FUNDING SOURCES	8,750	5,474	576	2,700	450	450	450	450	450	450	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	450	Year First Appropriation	FY18
Cumulative Appropriation	6,500	Last FY's Cost Estimate	8,750
Expenditure / Encumbrances	-		
Unencumbered Balance	6,500		

PROJECT DESCRIPTION

Many school sites, especially at the elementary school level, face site constraints and limitations due to school overutilization, the need to place relocatable classrooms on paved play and field areas, as well as site size and other conditions. Funds included in this project will allow MCPS to more fully integrate outdoor play areas into maintenance practices and create solutions when individual schools present challenges to a conventional approach. Initial funding was approved to develop a pilot program to evaluate the outdoor program/play areas of MCPS schools, establish improved maintenance practices for these sites, and identify potential solutions to provide adequate and appropriate outdoor program/play areas, particularly at elementary schools with severely compromised sites. This project has been transform into a level of effort project to address this ongoing need. An FY 2023 appropriation was approved to continue this level of effort project, however, the County Council, in the adopted FY2023-2028 CIP, decreased expenditures in FY23, therefore, the number of projects to be completed were reduced to align with the approved expenditures. An FY2024 appropriation was approved to continue this level of effort project. An FY 2025 appropriation was approved to continue this level of effort project and address outdoor program/play areas at various schools throughout the county.

Planned Life Cycle Asset Repl: MCPS (P896586)

Category	Montgomery County Public Schools	Date Last Modified	04/24/25
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

	Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	25,302	11,740	3,722	9,840	1,920	1,920	1,500	1,500	1,500	1,500	-
Site Improvements and Utilities	16,445	11,445	2,000	3,000	500	500	500	500	500	500	-
Construction	183,526	129,797	2,569	51,160	9,580	9,580	8,000	8,000	8,000	8,000	-
Other	181	181	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	225,454	153,163	8,291	64,000	12,000	12,000	10,000	10,000	10,000	10,000	-

FUNDING SCHEDULE (\$000s)											
Aging Schools Program	6,578	5,836	742	-	-	-	-	-	-	-	-
G.O. Bonds	214,342	143,224	7,118	64,000	12,000	12,000	10,000	10,000	10,000	10,000	-
Qualified Zone Academy Funds	4,142	3,939	203	-	-	-	-	-	-	-	-
State Aid	392	164	228	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	225,454	153,163	8,291	64,000	12,000	12,000	10,000	10,000	10,000	10,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 26 Request	12,000	Year First Appropriation	FY89
Cumulative Appropriation	176,332	Last FY's Cost Estimate	225,454
Expenditure / Encumbrances	-	Partial Closeout Thru FY24	10,705
Unencumbered Balance	176,332	New Partial Closeout	-
		Total Partial Closeout	10,705

PROJECT DESCRIPTION

This project funds a comprehensive and ongoing plan to replace key facility and site components based on an inventory of their age and conditions. A comprehensive inventory of all such components has been assembled so that replacements can be anticipated and accomplished in a planned and orderly manner. Facility components included in this project are code corrections, physical education facility/field improvements, school facility exterior resurfacing, partitions, doors, lighting, media center security gates, bleachers, communication systems, and flooring. An FY 2022 appropriation and amendment to the FY2021-2026 CIP was approved to continue this level of effort project and reinstate the expenditures removed from FY 2022 in the adopted FY2021-2026 CIP. An FY 2023 appropriation was approved to continue this project to address building systems, school facility exterior resurfacing, partitions, doors, lighting, bleachers, communication systems, and flooring; however, the County Council, in the adopted FY2023-2028 CIP, decreased expenditures in FY23 and FY24, therefore, the number of projects to be completed will be reduced to align with the approved expenditures. An FY 2024 appropriation was approved to continue this level of effort project. An FY 2025 appropriation was approved to continue this level of effort project to replace many building systems and components at various schools throughout the county. A list of summer PLAR projects can be found in Appendix K of the FY 2025 Educational Facilities Master Plan.

FISCAL NOTE

Reflects MCPS correction for funding allocations prior to FY19. FY20 supplemental for \$96,000 in Qualified Zone Academy Funds. FY21 supplemental in Aging Schools Program for the amount of \$602,651. FY21 supplemental in Qualified Zone Academy Funds for the amount of \$216,204. FY22 supplemental in Aging Schools Program for the amount of \$602,651. FY23 Supplemental in Aging Schools Program for the amount of \$602,651 (Res. #19-1397). FY24 supplemental in Aging Schools Program for the amount of \$602,651. FY24 supplemental in State Aid for the amount of \$392,083.

DISCLOSURES

Expenditures will continue indefinitely. MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

COORDINATION

FY 2025 -- Salaries and Wages: \$600K, Fringe Benefits: \$240K, Workyears: 6 FY 2026-2030 -- Salaries and Wages: \$3M Fringe Benefits: \$1.2M, Workyears: 30

Relocatable Classrooms

(P846540)

Category	Montgomery County Public Schools	Date Last Modified	05/09/25
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	10,090	6,499	591	3,000	500	500	500	500	500	500	-
Construction	104,023	77,023	-	27,000	4,500	4,500	4,500	4,500	4,500	4,500	-
Other	448	448	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	114,561	83,970	591	30,000	5,000	5,000	5,000	5,000	5,000	5,000	-

FUNDING SCHEDULE (\$000s)

Current Revenue: General	108,406	77,815	591	30,000	5,000	5,000	5,000	5,000	5,000	5,000	-
Recordation Tax	6,155	6,155	-	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	114,561	83,970	591	30,000	5,000	5,000	5,000	5,000	5,000	5,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	-	Year First Appropriation	FY84
Cumulative Appropriation	94,561	Last FY's Cost Estimate	114,561
Expenditure / Encumbrances	-		
Unencumbered Balance	94,561		

PROJECT DESCRIPTION

MCPS utilizes relocatable classrooms on an interim basis to accommodate student enrollment in overutilized facilities. Units around 15-20 years old require general renovation if they are to continue in use as educational spaces. An FY 2021 supplemental appropriation was approved for \$5 million to accelerate the FY 2022 appropriation request to provide relocatable classroom placement for the 2021-2022 school year. An FY 2022 supplemental appropriation was approved to accelerate the FY 2023 appropriation request to provide relocatable classroom placement for the 2022-2023 school year. An FY 2022 supplemental appropriation of \$3 million was approved to implement the Wellness Program Initiative and provide Wellness spaces at high schools in Montgomery County that currently do not have a Wellness Center. An FY2023 supplemental appropriation was approved to accelerate the FY2024 appropriation for the placement of relocatable classrooms for the 2023-2024 school year to address enrollment growth and overutilization at schools throughout the county, to address increases in construction costs, as well as to implement the new *Blueprint for Maryland's Future* for schools that are currently overutilized. An FY 2025 appropriation was approved for the placement of relocatable classrooms for the 2024-2025 school year as a result of overutilization at schools throughout the county, as well as to fund the placement of relocatable classrooms for pre-kindergarten as a result of the *Blueprint for Maryland's Future*. As part of the County Council approved FY2025-2030 CIP, additional expenditures were included in the out-years to reflect a level of effort funding through the six-year CIP.

FISCAL NOTE

FY18 supplemental appropriation was approved for \$5.0 million in Current Revenue: General to accelerate the FY2019 request to enter into contracts to allow for the placement of relocatable classrooms by the start of the 2018-2019 school year. Funding switch in FY19 and in FY20 to reduce Current Revenue: General and increase Recordation Tax. FY23 supplemental in Current Revenue: General for the amount of \$7,500,000 to amend the project and to accelerate FY24 appropriation. FY24 supplemental in Current Revenue: General for the amount of \$5,000,000. FY25 supplemental appropriation for \$5.0 million in Current Revenue: General to accelerate the FY26 appropriation request to enter into contracts to allow for the placement of relocatable classrooms by the start of the 2025-2026 school year

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

CIP Master Plan for School Facilities

Restroom Renovations

(P056501)

Category	Montgomery County Public Schools	Date Last Modified	12/03/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	9,608	2,184	3,024	4,400	1,100	1,100	550	550	550	550	-
Construction	49,550	29,950	-	19,600	4,900	4,900	2,450	2,450	2,450	2,450	-
TOTAL EXPENDITURES	59,158	32,134	3,024	24,000	6,000	6,000	3,000	3,000	3,000	3,000	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	59,158	32,134	3,024	24,000	6,000	6,000	3,000	3,000	3,000	3,000	-
TOTAL FUNDING SOURCES	59,158	32,134	3,024	24,000	6,000	6,000	3,000	3,000	3,000	3,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	6,000	Year First Appropriation	FY05
Cumulative Appropriation	41,158	Last FY's Cost Estimate	59,158
Expenditure / Encumbrances	-	Partial Closeout Thru FY24	3,070
Unencumbered Balance	41,158	New Partial Closeout	-
		Total Partial Closeout	3,070

PROJECT DESCRIPTION

This project will provide needed modifications to specific areas of restroom facilities. A study was conducted in FY 2004 to evaluate restrooms for all schools that were built or renovated before 1985. Ratings were based upon visual inspections of the existing materials and fixtures as of August 1, 2003. Ratings also were based on conversations with the building services managers, principals, vice principals, and staffs about the existing conditions of the restroom facilities. The numeric rating for each school was based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials. In FY 2010, a second round of assessments were completed, which included a total of 110 schools, including holding facilities. BY FY 2018 all 110 schools assessed were completed. An FY 2019 appropriation was approved for the next phase of this project. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was approved to address restroom facilities throughout the school system including plumbing fixtures, accessories, and room finish materials. An FY2024 appropriation was approved to continue this level of effort project. An FY 2025 appropriation was approved to continue this project and address restroom facilities throughout the school system. In addition, the appropriation will fund modifications to provide single-user restrooms at various schools throughout the county.

Roof Replacement: MCPS

(P766995)

Category	Montgomery County Public Schools	Date Last Modified	05/16/25
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	14,100	2,768	5,732	5,600	1,200	1,200	800	800	800	800	-
Construction	137,475	72,889	14,186	50,400	10,800	10,800	7,200	7,200	7,200	7,200	-
TOTAL EXPENDITURES	151,575	75,657	19,918	56,000	12,000	12,000	8,000	8,000	8,000	8,000	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	100,387	62,747	5,434	32,206	7,067	6,539	4,650	4,650	4,650	4,650	-
State Aid	51,188	12,910	14,484	23,794	4,933	5,461	3,350	3,350	3,350	3,350	-
TOTAL FUNDING SOURCES	151,575	75,657	19,918	56,000	12,000	12,000	8,000	8,000	8,000	8,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	12,000	Year First Appropriation	FY76
Cumulative Appropriation	107,575	Last FY's Cost Estimate	151,575
Expenditure / Encumbrances	-	Partial Closeout Thru FY24	19,764
Unencumbered Balance	107,575	New Partial Closeout	-
		Total Partial Closeout	19,764

PROJECT DESCRIPTION

The increasing age of buildings has created a backlog of work to replace roofs on their expected 20 year life cycle. Roofs are replaced when schools are not in session, and are scheduled during the summer. This is an annual request, funded since FY 1976. An FY 2022 appropriation and amendment to the FY 2021-2026 CIP was approved to continue this level of effort project for partial and full roof replacement projects at various schools throughout the county. The approved amendment for FY 2022 reinstates the expenditures that were removed as part of the adopted FY 2021-2026 CIP. An FY 2023 appropriation was approved to continue this level of effort project for partial and full roof replacement projects at 3 high schools and 9 elementary schools. An FY2024 appropriation was approved to continue this level of effort project for partial and full roof replacement projects at various schools throughout the county. An FY 2025 appropriation was approved to continue this level of effort project.

FISCAL NOTE

Reflects MCPS correction for funding allocations prior to FY19. FY23 State aid award for \$10.275 million for multiple years. The cost of this project and the cumulative appropriation were reduced by \$2.9 million due to FY21 & FY22 reversions in State Aid. FY23 reversions had no impact in the cost of this project. FY26 funding switch to reflect additional State Aid received.

DISCLOSURES

Expenditures will continue indefinitely. MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

COORDINATION

FY 2025-- Salaries and Wages: \$100K, Fringe Benefits: \$40K, Workyears: 1 FY 2026-2030 -- Salaries and Wages: \$500K, Fringe Benefits: \$200K, Workyears:5

School Security Systems

(P926557)

Category	Montgomery County Public Schools	Date Last Modified	12/03/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	5,565	4,145	520	900	250	250	100	100	100	100	-
Construction	71,981	44,830	12,051	15,100	3,750	3,750	1,900	1,900	1,900	1,900	-
Other	126	126	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	77,672	49,101	12,571	16,000	4,000	4,000	2,000	2,000	2,000	2,000	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	70,252	43,685	10,567	16,000	4,000	4,000	2,000	2,000	2,000	2,000	-
State Aid	7,420	5,416	2,004	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	77,672	49,101	12,571	16,000	4,000	4,000	2,000	2,000	2,000	2,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	4,000	Year First Appropriation	FY92
Cumulative Appropriation	65,672	Last FY's Cost Estimate	77,672
Expenditure / Encumbrances	-		
Unencumbered Balance	65,672		

PROJECT DESCRIPTION

This project addresses four aspects of security throughout Montgomery County Public Schools, and will serve to protect not only the student and community population, but also the extensive investment in educational facilities, equipment, and supplies in buildings. An FY 2020 supplemental appropriation of \$1.772 million was approved from the State as part of the School Safety Grant program. An FY 2020 appropriation and amendment to the adopted FY2019-2024 CIP was approved to address technology upgrades to various existing security systems, as well as provide secure entrance vestibules and guided building access for schools that currently do not have these features. An FY 2021 appropriation was approved to continue the work in this project. An FY 2022 appropriation was approved to continue to provide secure entrance vestibules and guided building access for schools that currently don't have these features. An FY 2023 appropriation was approved to complete the secure entrance vestibules and guided building access projects, as well as to continue to replace/upgrade and install security technology at various schools throughout the county. An FY2024 appropriation and amendment to the FY 2023-2028 CIP was approved to continue this level of effort project and to update electronic school access and install new and/or update security technology at schools throughout the county. An FY 2025 appropriation was approved to continue this level of effort project and provide new or replacement interior/exterior cameras as well as new and updated indoor/outdoor protective measures at various schools throughout the county.

FISCAL NOTE

State Reimbursement: not eligible. FY20 state grant in the amount of \$1,772,000 from the State of Maryland School Safety Grant Program. Additional FY20 state grant in the amount of \$1,462,000 from the State of Maryland School Safety Grant Program - round II.

DISCLOSURES

MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

Stormwater Discharge & Water Quality Mgmt: MCPS

(P956550)

Category	Montgomery County Public Schools	Date Last Modified	12/03/24
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

	Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
EXPENDITURE SCHEDULE (\$000s)											
Planning, Design and Supervision	14,108	6,506	882	6,720	1,120	1,120	1,120	1,120	1,120	1,120	-
Site Improvements and Utilities	2,047	2,047	-	-	-	-	-	-	-	-	-
Construction	2,560	2,560	-	-	-	-	-	-	-	-	-
Other	900	420	-	480	80	80	80	80	80	80	-
TOTAL EXPENDITURES	19,615	11,533	882	7,200	1,200	1,200	1,200	1,200	1,200	1,200	-

FUNDING SCHEDULE (\$000s)											
G.O. Bonds	19,615	11,533	882	7,200	1,200	1,200	1,200	1,200	1,200	1,200	-
TOTAL FUNDING SOURCES	19,615	11,533	882	7,200	1,200	1,200	1,200	1,200	1,200	1,200	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)			
Appropriation FY 26 Request	1,200	Year First Appropriation	FY07
Cumulative Appropriation	13,615	Last FY's Cost Estimate	19,615
Expenditure / Encumbrances	-		
Unencumbered Balance	13,615		

PROJECT DESCRIPTION

This project will provide funds to meet the State of Maryland requirements that all industrial sites be surveyed and a plan developed to mitigate stormwater runoff. Work under this project includes concrete curbing to channel rainwater, oil/grit separators to filter stormwater for quality control, modifications to retention systems, the installation of a surface pond for stormwater management quality control at the Randolph Bus and Maintenance Depot, and other items to improve stormwater management systems at other depot sites. This project is reviewed by the interagency committee for capital programs that affect other county agencies to develop the most cost effective method to comply with state regulation. This project also will address pollution prevention measures that were formally addressed in the County Water Quality PDF. Federal and State laws require MCPS to upgrade and maintain stormwater pollution prevention measures at schools and support facilities. The State of Maryland, Department of the Environment, through the renewal of Montgomery County's National Pollutant Discharge Elimination System (NPDES) Permit, has included MCPS as a co-permittee under its revised current Municipal Separate Storm Sewer System MS4 permit, subject to certain pollution prevention regulations and reporting requirements not required in the past. As a co-permittee, MCPS will be required to develop a system-wide plan for complying with MS4 permit requirements. The plan could include infrastructure improvements that reduce the potential for pollution to enter into the stormwater system and area streams. A portion of the plan also will include surveying and documenting, in a GIS mapping system, the stormwater systems at various facilities. An FY 2022 appropriation was approved to continue this level of effort project. An FY 2023 appropriation was approved to address stormwater runoff at various MCPS facilities throughout the school system. An FY2024 appropriation and amendment to the FY 2023-2028 CIP was approved to continue this level of effort project and to provide funding to upgrade/replace water fixtures throughout the school system to comply with the *Safe School Drinking Water Act* legislation. An FY 2025 appropriation was approved to continue this level of effort project.

DISCLOSURES

Expenditures will continue indefinitely.

COORDINATION

FY 2025 -- Salaries and Wages: \$118K, Fringe Benefits: \$51K, Workyears: 1 FY 2026-2030 -- Salaries and Wages: \$588K, Fringe Benefits: \$255K, Workyears: 5

Sustainability Initiatives

(P652306)

Category	Montgomery County Public Schools	Date Last Modified	05/16/25
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	4,775	320	780	3,675	1,050	525	525	525	525	525	-
Construction	40,556	2,274	6,957	31,325	8,950	4,475	4,475	4,475	4,475	4,475	-
TOTAL EXPENDITURES	45,331	2,594	7,737	35,000	10,000	5,000	5,000	5,000	5,000	5,000	-

FUNDING SCHEDULE (\$000s)

G.O. Bonds	45,000	2,594	7,406	35,000	10,000	5,000	5,000	5,000	5,000	5,000	-
State Aid	331	-	331	-	-	-	-	-	-	-	-
TOTAL FUNDING SOURCES	45,331	2,594	7,737	35,000	10,000	5,000	5,000	5,000	5,000	5,000	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	5,000	Year First Appropriation	FY23
Cumulative Appropriation	20,331	Last FY's Cost Estimate	50,151
Expenditure / Encumbrances	-		
Unencumbered Balance	20,331		

PROJECT DESCRIPTION

Maryland State law (Annotated Code of Maryland, *Education Article*, §5-312.1-School district energy policies) encourages school systems such as MCPS to set targets to reduce greenhouse gas emissions. The Montgomery County Climate Action Plan, released in June 2021, is a multi-year plan that includes many new requirements for construction, including electrification and restrictions on the use of natural gas. This project will provide funds to implement a variety of new capital projects to improve energy and utility use efficiency, reduce greenhouse gas emissions, improve resiliency, and align with other sustainability priorities for MCPS. An FY 2023 appropriation was approved to begin the evaluation of and provide funding for various sustainability features including: upgrades to automated building automation systems, building retrofits to improve energy efficiency, solar panel installations, renovating greenhouses, and support towards integrating sustainability features into academics. Due to fiscal constraints the amended FY23-FY28 CIP reflects a reduction in approved FY24 expenditures from \$7.5 million to \$5.0 million. The County Council approved additional expenditures in the outyears of the 2025-2030 CIP to reflect a level of effort funding. An FY 2025 appropriation was approved to continue this project and fund various sustainability features at schools and also focus on photovoltaic installations to align with the county's climate action goals. As MCPS analyzes its holistic sustainability initiatives approach throughout the school system, the Board's FY 2026 Request and County Council action was to reallocate \$5 million to other projects. This reallocation will not impact current initiatives.

FISCAL NOTE

FY24 supplemental for \$151,003 in State Aid.

DISCLOSURES

Expenditures will continue indefinitely. MCPS asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

COORDINATION

FY 2025 -- Salaries and Wages: \$98K, Fringe Benefits: \$43K, Workyears 1, FY 2026-2030: Salaries and Wages: \$490K, Fringe Benefits: \$213K, Workyears 5

Technology Modernization

(P036510)

Category	Montgomery County Public Schools	Date Last Modified	05/15/25
SubCategory	Countywide	Administering Agency	Public Schools
Planning Area	Countywide	Status	Ongoing

Total	Thru FY24	Rem FY24	Total 6 Years	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30	Beyond 6 Years
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EXPENDITURE SCHEDULE (\$000s)

Planning, Design and Supervision	560,142	374,628	17,018	168,496	27,248	27,248	28,500	28,500	28,500	28,500	-
Other	39,364	39,364	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	599,506	413,992	17,018	168,496	27,248	27,248	28,500	28,500	28,500	28,500	-

FUNDING SCHEDULE (\$000s)

Current Revenue: General	280,596	122,430	17,018	141,148	25,479	20,792	25,901	22,992	22,992	22,992	-
Current Revenue: MCPS	750	750	-	-	-	-	-	-	-	-	-
Federal Aid	29,919	29,919	-	-	-	-	-	-	-	-	-
Recordation Tax	288,241	260,893	-	27,348	1,769	6,456	2,599	5,508	5,508	5,508	-
TOTAL FUNDING SOURCES	599,506	413,992	17,018	168,496	27,248	27,248	28,500	28,500	28,500	28,500	-

APPROPRIATION AND EXPENDITURE DATA (\$000s)

Appropriation FY 26 Request	27,248	Year First Appropriation	FY03
Cumulative Appropriation	458,258	Last FY's Cost Estimate	599,082
Expenditure / Encumbrances	-		
Unencumbered Balance	458,258		

PROJECT DESCRIPTION

The Technology Modernization (Tech Mod) project is a key component of the Montgomery County Public School strategic technology plan, Educational Technology for 21st Century Learning. This plan builds upon the following four goals: students will use technology to become actively engaged in learning, schools will address the digital divide through equitable access to technology, staff will improve technology skills through professional development, and staff will use technology to improve productivity and results. An FY 2019 appropriation was approved to continue this project and the technology modernization program to our schools throughout the system. However, due to fiscal constraints, the County Council approved a reduction of \$3.622 million in FY 2019 from the Board of Education's request. An FY 2020 appropriation was approved to continue this project; however, due to fiscal constraints, the County Council shifted expenditures from FY 2021 and FY 2022 to FY 2023 and FY 2024. An FY 2021 appropriation was approved to continue this project and provide technology modernization to schools throughout the system. However, due to fiscal constraints, the County Council, in the adopted FY2021-2026 CIP, reduced the FY2021 and FY2022 expenditures for this project with respect the Board of Education's request. An FY 2022 appropriation was approved to continue this level of effort project and provide technology modernization to schools throughout the system. An FY 2023 appropriation was approved to continue this level of effort project and provide technology modernization to schools systemwide. An FY2024 appropriation was approved to continue this level of effort project. An FY 2025 appropriation was requested to continue this project and provide technology modernization to schools throughout the system, as well as to provide funding for the Mid-Atlantic Innovation Center (MAIC) space. The County Council, as part of the adopted FY2025-2030 CIP, removed all funding for the MAIC space, and increased expenditures in the out-years of the CIP to reflect a level of effort funding for this project.

FISCAL NOTE

FY19 and FY20 funding switch between Recordation Tax and Current Revenue General for \$10,296,000 and \$6,280,000 respectively. FY21 reduction in requested Current Revenue: General for \$3.616 million and in FY22 for \$1.0 million with assumption in FY21 there will be \$1.2 million in Federal E-Rate. FY21 supplemental for \$1,815,267 under Federal E-Rate Reimbursement. FY23 supplemental in Federal Aid for the amount of \$2,077,854.96. FY23 supplemental in Current Revenue for the amount of \$750,000 from MCPS fund balance. FY23 supplemental in Federal Aid for the amount of \$623,758.

FY24 supplemental in Federal Aid for the amount of \$1,522,037.57. FY26 Funding switch between Recordation Tax and Current Revenue General.

COORDINATION

FY 2025 -- Salaries and Wages: \$5M, Fringe Benefits: \$893K, Workyears: 36.5 FY 2026-2030 -- Salaries and Wages \$24M, Fringe Benefits \$5M, Workyears: 182.5.

Appendix A

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

Grade Level & Program	Official Enrollment	Projected Enrollment					
	2024–2025	2025–2026	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031
Prekindergarten	2,274	2,298	2,373	2,543	2,757	2,757	2,857
Head Start	558	686	686	686	686	686	686
Grades K–5	67,074	66,795	66,680	66,067	65,894	65,798	65,764
Grades 6–8	35,567	36,029	36,286	36,871	36,974	37,020	36,351
Grades 9–12	52,151	52,887	52,644	53,052	53,431	53,749	54,569
Total K–12	154,792	155,711	155,610	155,990	156,299	156,567	156,684
Pre-K Special Education	1,558	1,820	1,801	1,851	1,901	1,901	1,951
GRAND TOTAL	159,182	160,515	160,470	161,070	161,643	161,911	162,178

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

Appendix A

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

Grades	Official Enrollment	Projected Enrollment					
	2024–2025	2025–2026	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031
Kindergarten	10,059	9,797	10,116	10,053	10,148	10,144	10,128
Grade 1	10,721	10,631	10,327	10,665	10,631	10,725	10,722
Grade 2	11,182	11,052	10,873	10,590	10,936	10,880	10,968
Grade 3	11,781	11,506	11,315	11,181	10,892	11,208	11,128
Grade 4	11,540	12,092	11,791	11,613	11,493	11,170	11,488
Grade 5	11,791	11,717	12,258	11,965	11,794	11,671	11,330
Grade 6	11,860	12,052	11,949	12,481	12,158	11,995	11,813
Grade 7	11,772	11,998	12,160	12,052	12,583	12,262	12,100
Grade 8	11,935	11,979	12,177	12,338	12,233	12,763	12,438
Grade 9	14,655	14,835	14,858	15,120	15,258	15,151	15,682
Grade 10	13,429	13,707	13,683	13,727	13,962	14,108	14,000
Grade 11	11,880	11,762	11,888	11,867	11,891	12,145	12,290
Grade 12	12,187	12,583	12,215	12,338	12,320	12,345	12,597
K–5 Total	67,074	66,795	66,680	66,067	65,894	65,798	65,764
6–8 Total	35,567	36,029	36,286	36,871	36,974	37,020	36,351
9–12 Total	52,151	52,887	52,644	53,052	53,431	53,749	54,569
K–12 Total	154,792	155,711	155,610	155,990	156,299	156,567	156,684
Prekindergarten	2,274	2,298	2,373	2,543	2,757	2,757	2,857
Head Start	558	686	686	686	686	686	686
Pre-K Special Education	1,558	1,820	1,801	1,851	1,901	1,901	1,951
GRAND TOTAL	159,182	160,515	160,470	161,070	161,643	161,911	162,178

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

Appendix A

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

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total Enrollment
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
1968–69			75	≤5%			1,208	≤5%	4,872	≤5%	1,673	≤5%	113,621	93.6%	121,449
1969–70			123	≤5%			1,401	≤5%	5,716	≤5%	1,832	≤5%	115,899	92.7%	124,971
1970–71			131	≤5%			1,476	≤5%	6,454	5.1%	2,438	≤5%	114,845	91.6%	125,344
1971–72			113	≤5%			1,640	≤5%	7,292	5.8%	2,475	≤5%	114,687	90.9%	126,207
1972–73			194	≤5%			1,904	≤5%	8,013	6.3%	2,688	≤5%	114,113	89.9%	126,912
1973–74			77	≤5%			1,849	≤5%	9,264	7.3%	1,996	≤5%	112,990	89.5%	126,176
1974–75			113	≤5%			1,929	≤5%	9,928	8.0%	2,050	≤5%	110,299	88.7%	124,319
1975–76			122	≤5%			2,438	≤5%	10,578	8.7%	2,234	≤5%	106,900	87.4%	122,272
1976–77			822	≤5%			3,758	≤5%	11,012	9.4%	3,668	≤5%	98,370	83.6%	117,630
1977–78			545	≤5%			4,084	≤5%	11,201	9.9%	3,517	≤5%	93,278	82.8%	112,625
1978–79			334	≤5%			4,360	≤5%	11,192	10.4%	3,486	≤5%	88,058	82.0%	107,430
1979–80			209	≤5%			4,774	≤5%	11,648	11.4%	3,442	≤5%	82,446	80.4%	102,519
1980–81			187	≤5%			5,598	5.7%	11,912	12.1%	3,760	≤5%	77,386	78.3%	98,843
1981–82			161	≤5%			6,291	6.6%	12,175	12.7%	4,122	≤5%	72,838	76.2%	95,587
1982–83			156	≤5%			6,791	7.3%	12,345	13.3%	4,231	≤5%	68,994	74.6%	92,517
1983–84			166	≤5%			7,266	8.0%	12,714	14.0%	4,388	≤5%	66,496	73.0%	91,030
1984–85			136	≤5%			8,024	8.7%	13,327	14.5%	4,807	5.2%	65,410	71.3%	91,704
1985–86			140	≤5%			8,759	9.4%	13,765	14.8%	5,273	5.7%	64,934	69.9%	92,871
1986–87			142	≤5%			9,471	10.0%	14,342	15.2%	5,845	6.2%	64,660	68.5%	94,460
1987–88			194	≤5%			10,229	10.6%	14,984	15.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89			223	≤5%			10,960	11.1%	15,900	16.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90			294	≤5%			11,565	11.5%	16,612	16.6%	8,199	8.2%	63,589	63.4%	100,259
1990–91			268	≤5%			12,352	11.9%	17,721	17.1%	9,202	8.9%	64,189	61.9%	103,732
1991–92			293	≤5%			12,983	12.1%	18,867	17.6%	10,189	9.5%	65,067	60.6%	107,399
1992–93			323	≤5%			13,521	12.3%	19,938	18.1%	11,071	10.1%	65,184	59.2%	110,037
1993–94			397	≤5%			14,014	12.4%	21,009	18.5%	12,260	10.8%	65,749	58.0%	113,429
1994–95			464	≤5%			14,440	12.3%	22,170	18.9%	13,439	11.5%	66,569	56.9%	117,082
1995–96			400	≤5%			15,016	12.5%	23,265	19.3%	14,437	12.0%	67,173	55.8%	120,291
1996–97			440	≤5%			15,384	12.6%	24,281	19.8%	15,348	12.5%	67,052	54.7%	122,505
1997–98			442	≤5%			15,904	12.7%	25,420	20.3%	16,502	13.2%	66,767	53.4%	125,035
1998–99			428	≤5%			16,380	12.8%	26,820	21.0%	17,815	13.9%	66,409	51.9%	127,852
1999–00			385	≤5%			17,093	13.1%	27,490	21.0%	19,485	14.9%	66,236	50.7%	130,689
2000–01			407	≤5%			17,895	13.3%	28,426	21.2%	21,731	16.2%	65,849	49.0%	134,308
2001–02			414	≤5%			19,042	13.9%	28,928	21.1%	23,517	17.2%	64,931	47.5%	136,832
2002–03			428	≤5%			19,765	14.2%	29,755	21.4%	24,915	17.9%	64,028	46.1%	138,891
2003–04			429	≤5%			19,908	14.3%	30,736	22.1%	26,058	18.7%	62,072	44.6%	139,203
2004–05			396	≤5%			20,118	14.4%	31,446	22.6%	27,011	19.4%	60,366	43.3%	139,337
2005–06			402	≤5%			20,458	14.7%	31,816	22.8%	27,931	20.0%	58,780	42.2%	139,387
2006–07			418	≤5%			20,452	14.8%	31,620	22.9%	28,582	20.7%	56,726	41.2%	137,798
2007–08			403	≤5%			20,931	15.2%	31,597	22.9%	29,602	21.5%	55,212	40.1%	137,745
2008–09			399	≤5%			21,551	15.5%	32,173	23.1%	30,738	22.1%	54,415	39.1%	139,276
2009–10			433	≤5%			22,177	15.6%	32,883	23.2%	32,236	22.7%	54,048	38.1%	141,777
2010–11	82	≤5%	233	≤5%	6,228	≤5%	20,573	14.3%	30,720	21.3%	36,433	25.3%	49,795	34.6%	144,064
2011–12	95	≤5%	256	≤5%	6,519	≤5%	20,984	14.3%	31,106	21.2%	38,102	26.0%	49,435	33.7%	146,497
2012–13	88	≤5%	274	≤5%	6,770	≤5%	21,240	14.3%	31,714	21.3%	39,651	26.7%	49,042	33.0%	148,779
2013–14	86	≤5%	272	≤5%	6,969	≤5%	21,742	14.4%	32,336	21.4%	41,445	27.4%	48,439	32.0%	151,289
2014–15	82	≤5%	280	≤5%	7,202	≤5%	21,832	14.2%	33,031	21.5%	43,761	28.4%	47,664	31.0%	153,852
2015–16	68	≤5%	275	≤5%	7,483	≤5%	22,217	14.2%	33,472	21.4%	45,601	29.1%	47,331	30.3%	156,447
2016–17	77	≤5%	287	≤5%	7,610	≤5%	22,680	14.3%	33,902	21.3%	47,855	30.1%	46,599	29.3%	159,010
2017–18	88	≤5%	274	≤5%	7,836	≤5%	23,253	14.4%	34,620	21.4%	49,720	30.8%	45,755	28.3%	161,546
2018–19	112	≤5%	300	≤5%	7,931	≤5%	23,325	14.3%	35,078	21.6%	50,908	31.3%	45,026	27.7%	162,680
2019–20	122	≤5%	309	≤5%	8,054	≤5%	23,369	14.1%	35,391	21.4%	53,586	32.4%	44,436	26.9%	165,267
2020–21	133	≤5%	317	≤5%	8,097	5.0%	22,941	14.3%	34,993	21.8%	52,628	32.8%	41,455	25.8%	160,564
2021–22	149	≤5%	316	≤5%	7,999	5.0%	22,304	14.0%	34,822	21.9%	53,210	33.5%	40,205	25.3%	159,005
2022–23	145	≤5%	318	≤5%	8,191	5.1%	22,257	13.9%	34,923	21.8%	55,563	34.6%	39,157	24.4%	160,554
2023–24	146	≤5%	303	≤5%	8,415	5.3%	21,944	13.7%	34,599	21.6%	56,483	35.3%	38,333	23.9%	160,223
2024–25	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

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 2024–2025

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

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 ELD Enrollment

Program	Official			Projected Enrollment					
	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031
Elementary School	17,996	18,046	17,928	17,928	17,928	17,928	17,928	17,928	17,928
Middle School	5,498	6,147	6,213	6,213	6,213	6,213	6,213	6,213	6,213
High School	6,808	7,441	8,307	8,307	8,307	8,307	8,307	8,307	8,307
Special Centers	97	80	95	95	95	95	95	95	95
Total Enrollment	30,399	31,714	32,543	32,543	32,543	32,543	32,543	32,543	32,543
(SLIFE) METS:									
Elementary	NA	NA	NA	NA	NA	NA	NA	NA	NA
Middle	85	101	79	79	79	79	79	79	79
High	360	382	205	205	205	205	205	205	205

Official ELD enrollment is based October 31, 2024, Office of Shared Accountability

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

SLIFE enrollment is included in the middle, and high school numbers. SLIFE is no longer in elementary schools.

Forecasts are developed cooperatively by the Division of Capital Planning and Division of ELD/Bilingual Programs.

Official and Projected Head Start and Prekindergarten Enrollment

Program	Official			Projected Enrollment					
	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031
Head Start	517	510	558	686	686	686	686	686	686
Prekindergarten	2,333	2,310	2,274	2,298	2,373	2,543	2,757	2,757	2,857

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

Official and Projected Alternative Program Enrollment

Program	Official			Projected Enrollment					
	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031
Alternative Programs	94	96	90	96	96	96	96	96	96

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 Annual School Test will evaluate projected utilization in the 2025–2026 school year). If a school's projected utilization rate (enrollment divided by capacity) is below 105% or if the school's projected seat deficit (the number of students over capacity) is below the applicable adequacy standard, the school facility is considered adequate. If a school's projected utilization is found to exceed the standards indicated below, the facility is considered inadequate and new residential development will be required to make mitigation payments in the form of Utilization Premium Payments." source: <https://montgomeryplanning.org/planning/countywide/growth-and-infrastructure-policy/>

Utilization Standard		Seat Deficit Standard	School Service Areas 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 2026 School Test, 2024-2028 Growth and Infrastructure Policy

Reflects the Adopted FY 2026 Capital Budget and Amendments to the FY 2025-2030 Capital Improvements Program

School Test Summary

Effective July 1, 2025

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	(none)	North Bethesda MS	Arcola ES Ashburton ES Bethesda ES Cashell ES Farmland ES Lake Seneca ES Poolesville 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	(none)	(none)	Burning Tree 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	James Hubert Blake HS	(none)	Mill Creek Towne ES

FY 2026 School Test, 2024-2028 Growth and Infrastructure Policy

Reflects the Adopted FY 2026 Capital Budget and Amendments to the FY 2025-2030 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, 2025

High School	2029-2030 Capacity Projection	2029-2030 Enrollment Projection	2029-2030 Utilization Rate Projection	2029-2030 Deficit/Surplus Projection	UPP Status	Tier 1 Adequacy Ceiling	Tier 2 Adequacy Ceiling	Tier 3 Adequacy Ceiling
Bethesda-Chevy Chase ¹	2,475	2,345	94.7%	130		290	625	997
Montgomery Blair ¹	2,889	2,737	94.7%	152		312	730	1,164
James Hubert Blake	1,743	2,376	136.3%	-633	Tier 3 UPP			
Winston Churchill ²	1,940	1,807	93.1%	133		293	521	812
Clarksburg ²	2,020	1,881	93.1%	139		299	543	846
Crown ²	2,219	2,067	93.2%	152		312	596	929
Damascus ²	1,543	1,437	93.1%	106		266	415	647
Albert Einstein ¹	1,616	1,531	94.7%	85		245	409	651
Gaithersburg ²	2,444	2,276	93.1%	168		328	657	1,024
Walter Johnson ¹	2,251	2,133	94.8%	118		278	569	906
John F. Kennedy ¹	2,173	2,059	94.8%	114		274	549	875
Col. Zadok Magruder	1,885	1,679	89.1%	206		366	583	866
Richard Montgomery ²	2,236	2,082	93.1%	154		314	602	937
Northwest ²	2,268	2,112	93.1%	156		316	610	950
Northwood ¹	2,260	2,141	94.7%	119		279	571	910
Paint Branch	1,998	2,065	103.4%	-67		93	333	633
Poolesville ²	1,508	1,404	93.1%	104		264	406	632
Quince Orchard ²	1,783	1,661	93.2%	122		282	479	747
Rockville	1,541	1,584	102.8%	-43		117	266	497
Seneca Valley ²	2,524	2,351	93.1%	173		333	678	1,057
Sherwood	2,152	1,727	80.3%	425		585	856	1,179
Springbrook	2,100	1,828	87.0%	272		432	692	1,007
Watkins Mill ²	1,831	1,705	93.1%	126		286	493	767
Wheaton ¹	2,251	2,133	94.8%	118		278	569	906
Walt Whitman ¹	2,218	2,101	94.7%	117		277	561	894
Charles W. Woodward ¹	2,249	2,131	94.8%	118		278	568	906
Thomas S. Wootton ²	2,120	1,974	93.1%	146		306	570	888

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

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

FY 2026 School Test, 2024-2028 Growth and Infrastructure Policy

Reflects the Adopted FY 2026 Capital Budget and Amendments to the FY 2025-2030 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, 2025

Middle School	2029-2030 Capacity Projection	2029-2030 Enrollment Projection	2029-2030 Utilization Rate Projection	2029-2030 Deficit/Surplus Projection	UPP Status	Tier 1 Adequacy Ceiling	Tier 2 Adequacy Ceiling	Tier 3 Adequacy Ceiling
Argyle	888	914	102.9%	-26		94	152	285
John T. Baker	750	861	114.8%	-111		9	39	152
Benjamin Banneker	803	735	91.5%	68		188	229	350
Briggs Chaney	939	887	94.5%	52		172	240	381
Cabin John	1,125	1,017	90.4%	108		228	333	502
Roberto W. Clemente	1,182	993	84.0%	189		309	426	603
Eastern	1,012	1,039	102.7%	-27		93	176	328
William H. Farquhar	800	741	92.6%	59		179	219	339
Forest Oak	971	869	89.5%	102		222	297	442
Robert Frost	1,035	943	91.1%	92		212	299	455
Gaithersburg	1,028	894	87.0%	134		254	340	494
Herbert Hoover	1,143	948	82.9%	195		315	424	596
Francis Scott Key	952	997	104.7%	-45		75	146	289
Dr. Martin Luther King, Jr.	914	862	94.3%	52		172	235	372
Kingsview	1,033	930	90.0%	103		223	310	465
Lakelands Park	1,154	1,015	88.0%	139		259	370	543
A. Mario Loiederman	986	1,012	102.6%	-26		94	172	320
Montgomery Village	857	817	95.3%	40		160	212	340
Neelsville	956	804	84.1%	152		272	344	487
Newport Mill	824	670	81.3%	154		274	319	443
North Bethesda	1,203	1,323	110.0%	-120	Tier 1 UPP		121	302
Parkland	1,207	1,212	100.4%	-5		115	237	418
Rosa M. Parks	945	892	94.4%	53		173	242	384
John Poole	494	475	96.2%	19		139	169	199
Thomas W. Pyle	1,498	1,294	86.4%	204		324	504	729
Redland	724	582	80.4%	142		262	292	396
Ridgeview	955	749	78.4%	206		326	397	541
Rocky Hill	1,020	1,043	102.3%	-23		97	181	334
Shady Grove	846	520	61.5%	326		446	496	623
Odessa Shannon	881	796	90.4%	85		205	262	394
Silver Creek	915	776	84.8%	139		259	322	460
Silver Spring International	1,194	1,046	87.6%	148		268	387	566
Sligo	926	706	76.2%	220		340	406	545
Takoma Park	1,298	1,259	97.0%	39		159	299	494
Tilden	1,264	1,182	93.5%	82		202	335	525
Hallie Wells	982	952	96.9%	30		150	227	374
Julius West	1,432	1,459	101.9%	-27		93	260	475
Westland	1,064	855	80.4%	209		329	422	582
White Oak	987	834	84.5%	153		273	351	499
Earle B. Wood	936	1,047	111.9%	-111		9	77	217

FY 2026 School Test, 2024-2028 Growth and Infrastructure Policy

Reflects the Adopted FY 2026 Capital Budget and Amendments to the FY 2025-2030 Capital Improvements Program

Elementary School Test

Tier 1 UPP: $\geq 105\%$ utilization and ≥ 74 seat deficit

Tier 2 UPP: $\geq 120\%$ utilization and ≥ 92 seat deficit

Tier 3 UPP: $\geq 135\%$ utilization and ≥ 110 seat deficit

Effective July 1, 2025

Elementary School	2029-2030 Capacity Projection	2029-2030 Enrollment Projection	2029-2030 Utilization Rate Projection	2029-2030 Deficit/Surplus Projection	UPP Status	Tier 1 Adequacy Ceiling	Tier 2 Adequacy Ceiling	Tier 3 Adequacy Ceiling
Arcola	638	721	113.0%	-83	Tier 1 UPP		45	141
Ashburton	822	915	111.3%	-93	Tier 1 UPP		72	195
Bannockburn	389	412	105.9%	-23		51	69	114
Lucy V. Barnsley	700	580	82.9%	120		194	260	365
Beall	663	484	73.0%	179		253	312	412
Bel Pre/Strathmore	1,070	1,028	96.1%	42		116	256	417
Bells Mill	626	537	85.8%	89		163	215	309
Belmont	411	324	78.8%	87		161	179	231
Bethesda	560	642	114.6%	-82	Tier 1 UPP		30	114
Beverly Farms	733	521	71.1%	212		286	359	469
Bradley Hills	686	449	65.5%	237		311	375	478
Brooke Grove	512	360	70.3%	152		226	255	332
Brookhaven	500	455	91.0%	45		119	145	220
Brown Station	725	610	84.1%	115		189	260	369
Burning Tree	389	504	129.6%	-115	Tier 2 UPP			22
Burnt Mills	720	762	105.8%	-42		32	102	210
Burtonsville	796	594	74.6%	202		276	362	481
Cabin Branch	693	722	104.2%	-29		45	110	214
Candlewood	521	329	63.1%	192		266	297	375
Cannon Road	448	377	84.2%	71		145	163	228
Carderock Springs	429	397	92.5%	32		106	124	183
Rachel Carson	726	700	96.4%	26		100	172	281
Cashell	307	396	129.0%	-89	Tier 1 UPP		3	21
Cedar Grove	419	285	68.0%	134		208	226	281
Clarksburg	365	417	114.2%	-52		22	40	76
Clearspring	557	492	88.3%	65		139	177	260
Clopper Mill	498	465	93.4%	33		107	133	208
Cloverly	461	424	92.0%	37		111	130	199
Cold Spring	482	364	75.5%	118		192	215	287
College Gardens	702	527	75.1%	175		249	316	421
Capt. James E. Daly	558	454	81.4%	104		178	216	300
Damascus	334	297	88.9%	37		111	129	154
Darnestown	412	382	92.7%	30		104	122	175
Diamond	664	612	92.2%	52		126	185	285
Dr. Charles R. Drew	475	471	99.2%	4		78	99	171
DuFief	414	257	62.1%	157		231	249	302
East Silver Spring	584	551	94.3%	33		107	150	238
Fairland	631	542	85.9%	89		163	216	310
Fallsmead	572	482	84.3%	90		164	205	291
Farmland	724	848	117.1%	-124	Tier 1 UPP		21	130

Elementary School	2029-2030 Capacity Projection	2029-2030 Enrollment Projection	2029-2030 Utilization Rate Projection	2029-2030 Deficit/Surplus Projection	UPP Status	Tier 1 Adequacy Ceiling	Tier 2 Adequacy Ceiling	Tier 3 Adequacy Ceiling
Fields Road	455	434	95.4%	21		95	113	181
Flower Hill	442	419	94.8%	23		97	115	178
Flower Valley	463	502	108.4%	-39		35	54	124
Forest Knolls	533	479	89.9%	54		128	161	241
Fox Chapel	665	635	95.5%	30		104	163	263
Gaithersburg	770	515	66.9%	255		329	409	525
Galway	754	702	93.1%	52		126	203	316
Garrett Park	778	761	97.8%	17		91	173	290
Georgian Forest	626	609	97.3%	17		91	143	237
Germantown	279	307	110.0%	-28		46	64	82
William B. Gibbs, Jr.	758	627	82.7%	131		205	283	397
Glen Haven	562	535	95.2%	27		101	140	224
Glenallan	772	692	89.6%	80		154	235	351
Goshen	609	456	74.9%	153		227	275	367
Great Seneca Creek	586	458	78.2%	128		202	246	334
Greencastle	769	693	90.1%	76		150	230	346
Greenwood	572	531	92.8%	41		115	156	242
Harmony Hills	732	632	86.3%	100		174	247	357
Highland	563	500	88.8%	63		137	176	261
Highland View	528	333	63.1%	195		269	301	380
Jackson Road	661	599	90.6%	62		136	195	294
Jones Lane	510	379	74.3%	131		205	233	310
Kemp Mill	457	403	88.2%	54		128	146	214
Kensington-Parkwood	819	513	62.6%	306		380	470	593
Lake Seneca	402	487	121.1%	-85	Tier 1 UPP		7	56
Lakewood	566	408	72.1%	158		232	272	357
Laytonsville	497	337	67.8%	160		234	260	334
JoAnn Leleck	892	840	94.2%	52		126	231	365
Little Bennett	630	588	93.3%	42		116	168	263
Luxmanor	746	616	82.6%	130		204	280	392
Thurgood Marshall	479	501	104.6%	-22		52	74	146
Maryvale	650	593	91.2%	57		131	187	285
Spark M. Matsunaga	602	490	81.4%	112		186	233	323
S. Christa McAuliffe	751	432	57.5%	319		393	470	582
Dr. Ronald E. McNair	797	634	79.5%	163		237	323	442
Meadow Hall	337	316	93.8%	21		95	113	139
Mill Creek Towne	354	522	147.5%	-168	Tier 3 UPP			
Monocacy	229	177	77.3%	52		126	144	162
Montgomery Knolls/Pine Crest	1,351	959	71.0%	392		466	663	865
New Hampshire Estates/Oak View	843	906	107.5%	-63		11	106	233
Roscoe R. Nix/Cresthaven	919	920	100.1%	-1		73	183	321
Oakland Terrace	501	495	98.8%	6		80	107	182
Olney	617	534	86.5%	83		157	207	299
William T. Page	735	645	87.8%	90		164	237	348
Poolesville	571	647	113.3%	-76	Tier 1 UPP		39	124
Potomac	480	467	97.3%	13		87	109	181
Judith A. Resnik	573	485	84.6%	88		162	203	289
Dr. Sally K. Ride	532	409	76.9%	123		197	230	310

Elementary School	2029-2030 Capacity Projection	2029-2030 Enrollment Projection	2029-2030 Utilization Rate Projection	2029-2030 Deficit/Surplus Projection	UPP Status	Tier 1 Adequacy Ceiling	Tier 2 Adequacy Ceiling	Tier 3 Adequacy Ceiling
Ritchie Park	411	327	79.6%	84		158	176	228
Rock Creek Forest	771	687	89.1%	84		158	239	354
Rock Creek Valley	400	335	83.8%	65		139	157	205
Rock View	597	605	101.3%	-8		66	112	201
Lois P. Rockwell	575	495	86.1%	80		154	195	282
Rolling Terrace	678	630	92.9%	48		122	184	286
Rosemary Hills/Chevy Chase	1,133	974	86.0%	159		233	386	556
Rosemary Hills/North Chevy Chase	1,041	749	72.0%	292		366	501	657
Rosemont	577	518	89.8%	59		133	175	261
Bayard Rustin	790	738	93.4%	52		126	210	329
Sequoyah	434	501	115.4%	-67		7	25	85
Seven Locks	457	400	87.5%	57		131	149	217
Sherwood	518	490	94.6%	28		102	132	210
Sargent Shriver	643	701	109.0%	-58		16	71	168
Flora M. Singer	585	629	107.5%	-44		30	73	161
Sligo Creek	731	610	83.4%	121		195	268	377
Snowden Farm	763	428	56.1%	335		409	488	603
Somerseset	550	336	61.1%	214		288	324	407
South Lake	778	685	88.0%	93		167	249	366
Stedwick	674	466	69.1%	208		282	343	444
Stone Mill	713	536	75.2%	177		251	320	427
Stonegate	579	567	97.9%	12		86	128	215
Strawberry Knoll	482	400	83.0%	82		156	179	251
Summit Hall	442	369	83.5%	73		147	165	228
Takoma Park/Piney Branch	1,412	1,070	75.8%	342		416	625	837
Travilah	526	363	69.0%	163		237	269	348
Harriet R. Tubman	633	584	92.3%	49		123	176	271
Twinbrook	616	441	71.6%	175		249	299	391
Viers Mill	717	594	82.8%	123		197	267	374
Washington Grove	550	508	92.4%	42		116	152	235
Waters Landing	742	711	95.8%	31		105	180	291
Watkins Mill	719	724	100.7%	-5		69	139	247
Wayside	626	485	77.5%	141		215	267	361
Weller Road	798	650	81.5%	148		222	308	428
Westbrook	648	404	62.3%	244		318	374	471
Westover	276	296	107.2%	-20		54	72	90
Wheaton Woods	661	570	86.2%	91		165	224	323
Whetstone	780	728	93.3%	52		126	208	325
Wilson Wims	717	458	63.9%	259		333	403	510
Wood Acres	757	638	84.3%	119		193	271	384
Woodfield	375	278	74.1%	97		171	189	229
Woodlin	653	618	94.6%	35		109	166	264
Wyngate	801	608	75.9%	193		267	354	474

Appendix E

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

	School	2024–2025 School Year			2030–2031 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Elementary Schools						
1	Arcola	747	638	(109)	722	638	(84)
2	Ashburton	871	822	(49)	902	822	(80)
3	Bannockburn	446	389	(57)	402	389	(13)
4	Lucy V. Barnsley	621	700	79	584	700	116
5	Beall	475	663	188	482	663	181
6	Bel Pre	558	598	40	547	598	51
7	Bells Mill	570	626	56	538	626	88
8	Belmont	343	411	68	323	411	88
9	Bethesda	645	560	(85)	631	560	(71)
10	Beverly Farms	526	733	207	526	733	207
11	Bradley Hills	474	686	212	457	686	229
12	Brooke Grove	390	512	122	367	512	145
13	Brookhaven	436	500	64	452	500	48
14	Brown Station	572	725	153	614	725	111
15	Burning Tree	479	389	(90)	512	389	(123)
16	Burnt Mills	747	720	(27)	759	720	(39)
17	Burtonsville	601	508	(93)	603	796	193
18	Cabin Branch	645	693	48	718	693	(25)
19	Candlewood	358	521	163	340	521	181
20	Cannon Road	388	448	60	385	448	63
21	Carderock Springs	363	429	66	382	429	47
22	Rachel Carson	671	726	55	693	726	33
23	Cashell	386	307	(79)	393	307	(86)
24	Cedar Grove	326	419	93	281	419	138
25	Chevy Chase	434	483	49	471	483	12
26	Clarksburg	365	365	0	417	365	(52)
27	Clearspring	541	557	16	492	557	65
28	Clopper Mill	458	498	40	459	498	39
29	Cloverly	429	461	32	433	461	28
30	Cold Spring	362	482	120	356	482	126
31	College Gardens	506	702	196	529	702	173
32	Cresthaven	474	441	(33)	474	441	(33)
33	Capt. James E. Daly Jr.	472	558	86	452	558	106
34	Damascus	331	334	3	301	334	33
35	Darnestown	356	412	56	383	412	29
36	Diamond	654	664	10	602	664	62
37	Dr. Charles R. Drew	485	475	(10)	477	475	(2)
38	DuFief	276	414	138	254	414	160
39	East Silver Spring	540	584	44	545	584	39
40	Fairland	553	631	78	546	631	85
41	Fallsmead	512	572	60	487	572	85
42	Farmland	847	724	(123)	839	724	(115)
43	Fields Road	453	455	2	436	455	19
44	Flower Hill	454	442	(12)	423	442	19
45	Flower Valley	524	463	(61)	513	463	(50)
46	Forest Knolls	472	533	61	484	533	49
47	Fox Chapel	617	665	48	636	665	29
48	Gaithersburg	603	770	167	523	770	247
49	Galway	695	754	59	709	754	45
50	Garrett Park	724	778	54	757	778	21
51	Georgian Forest	600	626	26	609	626	17
52	Germantown	314	279	(35)	301	279	(22)
53	William B. Gibbs, Jr.	601	758	157	633	758	125
54	Glen Haven	540	562	22	536	562	26
55	Glenallan	679	772	93	684	772	88
56	Goshen	494	609	115	465	609	144
57	Great Seneca Creek	487	586	99	459	586	127
58	Greencastle	722	579	(143)	700	769	69
59	Greenwood	534	572	38	533	572	39
60	Harmony Hills	655	732	77	637	732	95
61	Highland	509	563	54	496	563	67
62	Highland View	334	331	(3)	344	528	184
63	Jackson Road	623	661	38	598	661	63
64	Jones Lane	428	510	82	382	510	128
65	Kemp Mill	412	457	45	399	457	58
66	Kensington-Parkwood	535	819	284	504	819	315
67	Lake Seneca	437	402	(35)	496	402	(94)

*Includes capacity from approved capital projects.

	School	2024–2025 School Year			2030–2031 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Lakewood	406	566	160	414	566	152
69	Laytonsville	355	497	142	343	497	154
70	JoAnn Leleck ES at Broad Acres	756	688	(68)	830	892	62
71	Little Bennett	614	630	16	586	630	44
72	Luxmanor	684	746	62	617	746	129
73	Thurgood Marshall	553	479	(74)	510	479	(31)
74	Maryvale	617	650	33	588	650	62
75	Spark M. Matsunaga	530	602	72	498	602	104
76	S. Christa McAuliffe	467	751	284	426	751	325
77	Dr. Ronald E. McNair	673	797	124	635	797	162
78	Meadow Hall	348	337	(11)	321	337	16
79	Mill Creek Towne	528	354	(174)	525	354	(171)
80	Monocacy	164	229	65	178	229	51
81	Montgomery Knolls	477	684	207	467	684	217
82	New Hampshire Estates	455	498	43	454	498	44
83	Roscoe R. Nix	437	478	41	447	478	31
84	North Chevy Chase	237	391	154	250	391	141
85	Oak View	423	345	(78)	443	345	(98)
86	Oakland Terrace	500	501	1	497	501	4
87	Olney	585	617	32	545	617	72
88	William Tyler Page	620	735	115	645	735	90
89	Pine Crest	493	667	174	493	667	174
90	Piney Branch	575	621	46	527	621	94
91	Poolesville	576	571	(5)	638	571	(67)
92	Potomac	475	480	5	464	480	16
93	Judith A. Resnik	516	573	57	482	573	91
94	Dr. Sally K. Ride	428	532	104	409	532	123
95	Ritchie Park	342	411	69	327	411	84
96	Rock Creek Forest	690	771	81	681	771	90
97	Rock Creek Valley	332	400	68	344	400	56
98	Rock View	588	597	9	601	597	(4)
99	Lois P. Rockwell	518	575	57	501	575	74
100	Rolling Terrace	645	678	33	629	678	49
101	Rosemary Hills	499	650	151	487	650	163
102	Rosemont	564	577	13	518	577	59
103	Bayard Rustin	757	790	33	737	790	53
104	Sequoayah	460	434	(26)	503	434	(69)
105	Seven Locks	376	457	81	386	457	71
106	Sherwood	498	518	20	503	518	15
107	Sargent Shriver	697	643	(54)	689	643	(46)
108	Flora M. Singer	653	585	(68)	609	585	(24)
109	Sligo Creek	632	731	99	618	731	113
110	Snowden Farm	578	763	185	434	763	329
111	Somerset	314	550	236	340	550	210
112	South Lake	746	778	32	690	778	88
113	Stedwick	492	674	182	459	674	215
114	Stone Mill	516	713	197	520	713	193
115	Stonegate	565	579	14	560	579	19
116	Strathmore	464	472	8	466	472	6
117	Strawberry Knoll	448	482	34	403	482	79
118	Summit Hall	413	442	29	369	442	73
119	Takoma Park	559	791	232	567	791	224
120	Travilah	372	526	154	371	526	155
121	Harriet R. Tubman	571	633	62	592	633	41
122	Twinbrook	459	616	157	434	616	182
123	Viers Mill	556	717	161	582	717	135
124	Washington Grove	480	550	70	500	550	50
125	Waters Landing	735	742	7	704	742	38
126	Watkins Mill	734	719	(15)	719	719	0
127	Wayside	465	626	161	477	626	149
128	Weller Road	691	798	107	654	798	144
129	Westbrook	468	648	180	415	648	233
130	Westover	294	276	(18)	288	276	(12)
131	Wheaton Woods	556	661	105	570	661	91
132	Whetstone	711	780	69	726	780	54
133	Wilson Wims	484	717	233	458	717	259
134	Wood Acres	609	757	148	637	757	120
135	Woodfield	314	375	61	281	375	94
136	Woodlin	603	653	50	615	653	38
137	Wyngate	640	801	161	612	801	189

*Includes capacity from approved capital projects.

	School	2024–2025 School Year			2030–2031 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Middle Schools							
1	Argyle	868	888	20	897	888	(9)
2	John T. Baker	841	750	(91)	846	750	(96)
3	Benjamin Banneker	705	803	98	720	803	83
4	Briggs Chaney	858	939	81	871	939	68
5	Cabin John	983	1,125	142	998	1,125	127
6	Roberto W. Clemente	888	1,182	294	974	1,182	208
7	Eastern	963	1,012	49	1,019	1,012	(7)
8	William H. Farquhar	682	800	118	729	800	71
9	Forest Oak	828	971	143	854	971	117
10	Robert Frost	915	1,035	120	927	1,035	108
11	Gaithersburg	869	1,028	159	877	1,028	151
12	Herbert Hoover	930	1,143	213	931	1,143	212
13	Francis Scott Key	950	952	2	979	952	(27)
14	Dr. Martin Luther King, Jr.	841	914	73	845	914	69
15	Kingsview	908	1,033	125	913	1,033	120
16	Lakelands Park	993	1,154	161	996	1,154	158
17	A. Mario Loiederman	978	986	8	993	986	(7)
18	Montgomery Village	780	857	77	803	857	54
19	Neelsville	781	956	175	789	956	167
20	Newport Mill	652	824	172	658	824	166
21	North Bethesda	1,224	1,203	(21)	1,299	1,203	(96)
22	Parkland	1,185	1,207	22	1,190	1,207	17
23	Rosa M. Parks	863	945	82	876	945	69
24	John Poole	467	494	27	467	494	27
25	Thomas W. Pyle	1,259	1,498	239	1,272	1,498	226
26	Redland	562	724	162	571	724	153
27	Ridgeview	722	955	233	736	955	219
28	Rocky Hill	1,010	1,020	10	1,025	1,020	(5)
29	Shady Grove	514	846	332	511	846	335
30	Odessa Shannon	784	881	97	782	881	99
31	Silver Creek	751	915	164	762	915	153
32	Silver Spring International	1,015	1,130	115	1,026	1,194	168
33	Sligo	685	926	241	693	926	233
34	Takoma Park	1,177	1,298	121	1,236	1,298	62
35	Tilden	1,112	1,264	152	1,162	1,264	102
36	Hallie Wells	931	982	51	935	982	47
37	Julius West	1,365	1,432	67	1,433	1,432	(1)
38	Westland	839	1,064	225	840	1,064	224
39	White Oak	808	987	179	818	987	169
40	Earle B. Wood	1,019	936	(83)	1,028	936	(92)
High Schools							
1	Bethesda-Chevy Chase	2,377	2,475	98	2,463	2,475	12
2	Montgomery Blair	3,266	2,889	(377)	3,482	2,889	(593)
3	James Hubert Blake	1,960	1,743	(217)	2,414	1,743	(671)
4	Winston Churchill	2,185	1,940	(245)	2,259	1,940	(319)
5	Clarksburg	2,242	2,020	(222)	2,306	2,020	(286)
6	Damascus	1,390	1,543	153	1,549	1,543	(6)
7	Albert Einstein	1,991	1,616	(375)	2,018	1,616	(402)
8	Gaithersburg	2,441	2,444	3	2,546	2,444	(102)
9	Walter Johnson	3,016	2,251	(765)	3,103	2,251	(852)
10	John F. Kennedy	1,880	2,173	293	2,012	2,173	161
11	Col. Zadok Magruder	1,671	1,885	214	1,706	1,885	179
12	Richard Montgomery	2,366	2,236	(130)	2,460	2,236	(224)
13	Northwest	2,300	2,268	(32)	2,314	2,268	(46)
14	Northwood	1,654	1,513	(141)	1,574	2,260	686
15	Paint Branch	2,038	1,998	(40)	2,098	1,998	(100)
16	Poolesville	1,351	1,508	157	1,371	1,508	137
17	Quince Orchard	2,100	1,783	(317)	2,105	1,783	(322)
18	Rockville	1,550	1,541	(9)	1,609	1,541	(68)
19	Seneca Valley	2,409	2,524	115	2,661	2,524	(137)
20	Sherwood	1,675	2,152	477	1,752	2,152	400
21	Springbrook	1,838	2,100	262	1,858	2,100	242
22	Watkins Mill	1,577	1,831	254	1,613	1,831	218
23	Wheaton	2,794	2,251	(543)	2,884	2,251	(633)
24	Walt Whitman	2,056	2,218	162	2,079	2,218	139
25	Thomas S. Wootton	1,870	2,120	250	1,912	2,120	208

*Includes capacity from approved capital projects.

Appendix F

Facilities Data and State Rated Capacity School Year 2024–2025

	Schools	Year Built	Year Reopen/ Revital./ MCP*	Existing Sq. Ft.	Site Size	Adj. Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
							Pre-K	Kind.	Reg.	Sp. Ed.		
							@20	@22	@23	@10		
Elementary Schools												
1	Arcola	1956	2007	95,421	5	Y	1	6	25	0	727	638
2	Ashburton	1957	1993	91,178	8.3	N	0	6	30	0	822	822
3	Bannockburn	1957	1988	54,234	8.3	N	0	2	15	0	389	389
4	Lucy V. Barnsley	1965	1998	97,524	10	N	0	4	28	4	772	700
5	Beall	1954	1991	79,477	8.4	Y	2	3	22	3	642	663
6	Bel Pre	1968	2014	95,330	8.9	Y	3	8	19	1	683	598
7	Bells Mill	1968	2009	77,244	9.59	N	1	4	22	2	634	626
8	Belmont	1974		49,279	10.5	N	0	3	15	0	411	411
9	Bethesda	1952	1999	75,421	7.93	N	0	4	20	2	568	560
10	Beverly Farms	1965	2013	98,916	4.98	Y	0	3	29	0	733	733
11	Bradley Hills	1951	1984	76,745	6.7	Y	0	4	26	0	686	686
12	Brooke Grove	1990		73,080	10.96	N	1	2	16	8	512	512
13	Brookhaven	1961	1995	81,320	8.57	N	1	3	16	5	504	500
14	Brown Station	1969	2017	113,998	9	Y	2	6	25	3	777	725
15	Burning Tree	1958	1991	68,119	6.79	Y	0	3	11	7	389	389
16	Burnt Mills	1964	2023	94,398	15.1	N	1	6	26	2	770	720
17	Burtonsville	1952	1993	71,349	11.9	N	0	6	20	0	592	508
18	Cabin Branch	2023		95,327	9.61	Y	2	4	23	5	707	693
19	Candlewood	1968	2015	82,222	11.79	N	0	3	19	3	533	521
20	Cannon Road	1967	2012	83,377	4.4	Y	0	3	16	8	514	448
21	Carderock Springs	1966	2010	75,351	9	N	0	3	15	3	441	429
22	Rachel Carson	1990		78,547	12.4	N	1	4	26	0	706	726
23	Cashell	1969	2009	71,171	10.24	N	1	2	9	6	331	307
24	Cedar Grove	1960	1987	57,037	10.1	N	0	2	15	5	439	419
25	Chevy Chase	1936	2000	70,976	3.78	N	0	0	21	0	483	483
26	Clarksburg	1952	1993	54,983	9.97	N	0	3	13	0	365	365
27	Clearspring	1988		77,535	10	Y	1	4	20	4	608	557
28	Clopper Mill	1986		64,851	9	Y	3	4	17	0	539	498
29	Cloverly	1961	1989	61,991	10	Y	0	2	15	7	459	461
30	Cold Spring	1972		55,158	12.38	N	0	1	20	0	482	482
31	College Gardens	1967	2008	96,986	7.9	Y	1	3	26	3	714	702
32	Cresthaven	1962	2010	76,862	9.8	N	0	0	17	5	441	441
33	Capt. James E. Daly Jr.	1989		78,386	10	Y	1	4	22	0	614	558
34	Damascus	1934	1980	53,239	9.4	N	0	3	10	5	346	334
35	Darnestown	1954	1980	64,840	7.2	N	0	3	12	7	412	412
36	Diamond	1975		85,404	10	Y	0	5	22	5	666	664
37	Dr. Charles R. Drew	1991		73,975	12	N	3	3	13	7	495	475
38	DuFief	1975		59,013	9.99	Y	0	3	12	7	412	414
39	East Silver Spring	1929	1975	88,895	8.4	N	2	4	19	4	605	584
40	Fairland	1934	1992	92,227	11.79	N	2	4	20	7	658	631
41	Fallsmead	1974		67,472	8.93	Y	0	3	22	0	572	572
42	Farmland	1963	2011	89,988	4.75	Y	0	6	24	4	724	724
43	Fields Road	1973		72,302	10	N	1	3	17	5	527	455
44	Flower Hill	1985		58,770	10	Y	1	4	15	3	483	442
45	Flower Valley	1967	1996	61,567	9.28	N	0	4	15	3	463	463
46	Forest Knolls	1960	1993	89,850	7.77	N	1	5	18	6	604	533
47	Fox Chapel	1974		85,182	10.34	Y	1	4	26	0	706	665
48	Gaithersburg	1947	1983	94,468	8.39	N	2	6	28	3	846	770
49	Galway	1967	2009	103,170	9	Y	1	7	26	6	832	754
50	Garrett Park	1948	2012	96,348	4.38	Y	0	4	30	0	778	778
51	Georgian Forest	1961	1995	88,111	10.94	Y	2	5	22	2	676	626
52	Germantown	1935	1978	57,668	7.75	N	0	3	8	7	320	279
53	William B. Gibbs, Jr.	2009		88,042	10.75	N	1	4	24	5	710	758
54	Glen Haven	1950	2004	85,845	10	Y	1	5	20	5	640	562
55	Glenallan	1966	2013	98,700	12.1	N	1	6	28	4	836	772
56	Goshen	1988		76,740	10.48	N	0	5	24	1	672	609
57	Great Seneca Creek	2006		82,511	13.71	N	0	4	23	3	647	586
58	Greencastle	1988		78,275	18.88	N	1	6	19	4	629	579
59	Greenwood	1970		64,609	10	Y	0	4	20	2	568	572
60	Harmony Hills	1957	1999	85,648	10.2	Y	2	6	28	0	816	732
61	Highland	1950	1989	87,491	11	Y	2	5	21	0	633	563
62	Highland View	1953	1994	59,307	6.6	N	0	4	13	0	387	331
63	Jackson Road	1959	1995	91,465	8.76	N	1	5	24	5	732	661
64	Jones Lane	1987		60,679	12.07	N	0	3	18	3	510	510
65	Kemp Mill	1960	1996	68,222	10	N	4	4	15	0	513	457
66	Kensington-Parkwood	1952	2006	102,382	9.86	N	0	4	31	3	831	819
67	Lake Seneca	1985		58,770	9.35	N	1	3	13	4	425	402
68	Lakewood	1968	2003	77,526	13.09	N	0	3	20	4	566	566

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

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

	Schools	Year Built	Year Reopen/ Revital./ MCP*	Existing Sq. Ft.	Site Size	Adj. Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
							Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
69	Laytonsville	1951	1989	64,160	10.4	N	0	4	17	3	509	497
70	JoAnn Leleck ES at Broad Acre	1952	1974	88,922	6.14	Y	4	7	24	0	786	688
71	Little Bennett	2006		82,511	4.81	Y	0	5	20	6	630	630
72	Luxmanor	1966	2020	99,376	6.49	Y	0	5	24	7	732	746
73	Thurgood Marshall	1993		77,798	12	N	0	4	17	4	519	479
74	Maryvale	1969	2020	178,625	17.7	N	3	5	22	4	716	650
75	Spark M. Matsunaga	2001		90,718	11.8	N	0	3	22	5	622	602
76	S. Christa McAuliffe	1987		102,111	10.6	Y	2	4	29	2	815	751
77	Dr. Ronald E. McNair	1990		91,613	10	Y	1	5	29	0	797	797
78	Meadow Hall	1956	1994	61,694	8.38	Y	0	4	12	4	404	337
79	Mill Creek Towne	1966	2000	67,465	8.39	N	1	4	10	6	398	354
80	Monocacy	1961	1989	42,482	9.67	N	0	1	9	0	229	229
81	Montgomery Knolls	1952	1989	109,733	10.3	N	3	8	22	6	802	684
82	New Hampshire Estates	1954	1988	73,306	5.4	N	6	7	14	0	596	498
83	Roscoe R. Nix	2006		88,351	8.97	Y	2	6	17	4	603	478
84	North Chevy Chase	1953	1995	65,982	7.9	N	0	0	17	0	391	391
85	Oak View	1949	1985	57,560	11.26	N	0	0	15	0	345	345
86	Oakland Terrace	1950	1993	79,145	9.5	Y	1	6	15	6	557	501
87	Olney	1954	1990	68,755	9.88	N	0	4	23	0	617	617
88	William Tyler Page	1965	2003	93,514	9.75	N	2	11	21	0	765	735
89	Pine Crest	1941	1992	77,121	5.6	Y	0	0	29	0	667	667
90	Piney Branch	1973		99,706	1.97	Y	0	0	27	0	621	621
91	Poolesville	1960	1978	64,803	12.28	N	0	4	21	0	571	571
92	Potomac	1949	2020	86,550	9.02	N	0	3	18	0	480	480
93	Judith A. Resnik	1991		78,547	12.8	N	1	4	22	0	614	573
94	Dr. Sally K. Ride	1994		78,686	13.49	N	3	4	15	7	563	532
95	Ritchie Park	1966	1997	58,500	9.2	N	0	3	15	0	411	411
96	Rock Creek Forest	1950	2015	98,140	7.96	N	1	4	27	5	779	771
97	Rock Creek Valley	1964	2001	76,692	10.4	N	0	3	11	12	439	400
98	Rock View	1955	1999	91,977	7.4	N	1	6	18	10	666	597
99	Lois P. Rockwell	1992		75,520	10.57	N	1	3	17	5	527	575
100	Rolling Terrace	1950	1989	92,241	4.3	N	3	6	25	0	767	678
101	Rosemary Hills	1956	1988	87,298	6.07	N	1	7	18	7	658	650
102	Rosemont	1965	1995	88,764	8.9	N	1	5	21	4	653	577
103	Bayard Rustin	2018		97,397	10.9	N	0	5	28	2	774	790
104	Sequoayah	1990		73,080	10	Y	0	4	14	8	490	434
105	Seven Locks	1964	2012	66,915	9.9	N	0	3	17	0	457	457
106	Sherwood	1977		81,727	10.85	N	0	3	16	9	524	518
107	Sargent Shriver	1954	2006	91,628	9.17	N	1	5	26	0	728	643
108	Flora M. Singer	2012		95,831	12.67	Y	1	6	19	8	669	585
109	Sligo Creek	1934	1999	87,744	15.6	Y	0	5	27	0	731	731
110	Snowden Farm	2019		92,366	9.79	N	0	3	29	3	763	763
111	Somerset	1949	2005	80,122	3.7	N	0	2	22	0	550	550
112	South Lake	1972	2023	113,549	10.2	N	2	6	30	0	862	778
113	Stedwick	1974		109,677	10	N	1	5	23	5	709	674
114	Stone Mill	1988		78,617	11.76	N	0	3	25	5	691	713
115	Stonegate	1971	2023	84,094	10.27	N	2	4	17	5	569	579
116	Strathmore	1970		59,497	10.79	Y	0	0	20	2	480	472
117	Strawberry Knoll	1988		78,723	10.8	Y	2	3	15	7	521	482
118	Summit Hall	1971		68,059	10.17	Y	5	3	13	2	485	442
119	Takoma Park	1979		85,553	4.7	N	2	8	25	0	791	791
120	Travilah	1960	1992	65,378	9.3	N	0	3	20	0	526	526
121	Harriet R. Tubman	2022		99,893	5.72	Y	1	6	23	4	721	633
122	Twinbrook	1952	1986	79,818	10.45	N	2	4	23	0	657	616
123	Viers Mill	1950	1991	120,572	10.52	N	3	4	24	6	760	717
124	Washington Grove	1956	1984	86,266	10.66	N	4	4	17	4	599	550
125	Waters Landing	1988		101,352	10	N	0	6	28	4	816	742
126	Watkins Mill	1970		82,939	10	Y	3	7	26	0	789	719
127	Wayside	1969	2017	93,453	9.26	N	0	3	22	6	632	626
128	Weller Road	1953	2013	121,346	11.1	N	4	6	28	1	866	798
129	Westbrook	1939	1990	91,359	12.46	Y	0	3	24	3	648	648
130	Westover	1964	1998	54,645	7.58	N	0	2	8	6	288	276
131	Wheaton Woods	1952	2017	120,154	8	N	4	4	23	5	747	661
132	Whetstone	1968		96,946	8.8	Y	1	5	28	4	814	780
133	Wilson Wims	2014		91,931	9.29	Y	0	4	25	5	713	717
134	Wood Acres	1952	2002	96,358	4.78	Y	0	4	27	3	739	757
135	Woodfield	1962	1985	53,212	10	N	0	2	11	8	377	375
136	Woodlin	1944	2023	98,861	10.97	N	1	5	21	4	653	653
137	Wyngate	1952	1997	89,104	9.5	N	0	4	31	0	801	801
Total Elementary Schools				11,249,026	1,297		128	554	2,797	436	83,439	79,433

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

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

Facilities Data and State Rated Capacity School Year 2024–2025

	Schools	Year Built	Year Reopen/ Revital./ MCP*	Existing Sq. Ft.	Site Size	Adj. Park	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)	
							Reg. @25	Sp. Ed. @10			
Middle Schools									(85% + Sp. Ed.)	(X 85%)	
1	Argyle	1971	1993	120,205	19.9	N	43	0	914	888	
2	John T. Baker	1971		120,532	21.65	Y	34	4	762	750	
3	Benjamin Banneker	1974		117,035	20	N	37	3	816	803	
4	Briggs Chaney	1991		115,000	29.37	N	43	3	944	939	
5	Cabin John	1967		159,514	18.2	N	51	6	1,144	1,125	
6	Roberto W. Clemente	1992	2016	148,246	19.87	N	54	6	1,208	1,182	
7	Eastern	1951		152,030	14.5	N	48	3	1,050	1,012	
8	William H. Farquhar	1968		135,626	20	N	37	2	806	800	
9	Forest Oak	1999		132,259	41.2	N	46	2	998	971	
10	Robert Frost	1971		143,757	24.78	N	48	3	1,050	1,035	
11	Gaithersburg	1960	1988	157,694	22.82	N	48	4	1,060	1,029	
12	Herbert Hoover	1966		165,367	19.1	N	53	3	1,156	1,143	
13	Francis Scott Key	1966		147,424	20.59	N	46	0	978	952	
14	Dr. Martin Luther King, Jr.	1996		135,867	18.61	N	43	0	914	914	
15	Kingsview	1997		140,398	18.45	Y	49	0	1,041	1,033	
16	Lakelands Park	2005	2005	153,588	8.11	Y	54	3	1,178	1,154	
17	A. Mario Loiederman	1956		148,718	17.08	N	48	0	1,020	986	
18	Montgomery Village	1968		141,615	15.1	N	40	6	910	857	
19	Neelsville	2024		162,684	29.19	N	47	0	999	956	
20	Newport Mill	1958		109,011	8.4	Y	38	3	838	825	
21	North Bethesda	1955	1999	178,252	19.11	N	56	3	1,220	1,203	
22	Parkland	1963		178,929	9.18	Y	58	0	1,232	1,207	
23	Rosa M. Parks	1992		137,469	24.05	Y	44	2	955	945	
24	John Poole	1997		85,669	20.5	N	23	1	499	494	
25	Thomas W. Pyle	1962		209,464	14.3	N	69	4	1,506	1,498	
26	Redland	1971		112,297	20.64	Y	34	2	742	724	
27	Ridgeview	1975		145,168	20	N	44	4	975	955	
28	Rocky Hill	2004		148,065	23.3	N	48	0	1,020	1,020	
29	Shady Grove	1995		129,206	20	N	39	3	859	846	
30	Odessa Shannon	1966		2022	164,307	16.45	Y	41	4	911	881
31	Silver Creek	2017	1999	174,743	13.3	N	43	2	934	915	
32	Silver Spring International	1934		152,731	10.64	Y	54	0	1,148	1,131	
33	Sligo	1959		149,527	21.7	Y	43	4	954	926	
34	Takoma Park	1939		195,739	18.8	Y	61	2	1,316	1,298	
35	Tilden	1967		2020	244,561	19.67	N	59	4	1,294	1,264
36	Hallie Wells	2016	1995	150,089	22.37	N	45	3	986	982	
37	Julius West	1961		182,617	21.3	N	67	3	1,454	1,432	
38	Westland	1951		146,006	25.1	N	50	2	1,082	1,064	
39	White Oak	1962		141,163	17.3	N	47	1	1,009	987	
40	Earle B. Wood	1965		2001	152,588	8.5	Y	43	7	984	936
Total Middle Schools				5,985,160	773.13		1875	102	40,866	40,062	
High Schools									(85% + Sp. Ed.)	(X 90%)	
1	Bethesda-Chevy Chase	1934	2001	392,833	16.36	N	110	0	2,338	2,475	
2	Montgomery Blair	1998		386,567	29.71	Y	132	0	2,805	2,889	
3	James Hubert Blake	1998		297,125	91.09	N	77	2	1,656	1,743	
4	Winston Churchill	1964		322,078	30.28	N	83	10	1,864	1,940	
5	Clarksburg	1995		2006	344,574	62.73	N	89	4	1,931	2,021
6	Damascus	1950	1978	235,986	32.66	N	66	8	1,482	1,543	
7	Albert Einstein	1962		276,462	26.67	Y	71	9	1,599	1,616	
8	Gaithersburg	1951		427,048	40.97	Y	105	17	2,401	2,444	
9	Walter Johnson	1956		365,138	30.86	N	98	8	2,162	2,251	
10	John F. Kennedy	1964		1999	332,133	29.1	N	96	8	2,120	2,173
11	Col. Zadok Magruder	1970	2007	295,478	30	N	82	8	1,822	1,885	
12	Richard Montgomery	1942		311,500	29.05	N	99	4	2,144	2,237	
13	Northwest	1998		342,101	34.56	Y	100	4	2,165	2,268	
14	Northwood	1956		254,054	29.57	N	67	6	1,484	1,513	
15	Paint Branch	1969		2012	347,169	45.76	N	86	8	1,908	1,998
16	Poolesville	1953	2024	165,056	37.2	N	67	0	1,424	1,508	
17	Quince Orchard	1988		284,912	30.1	N	79	6	1,739	1,783	
18	Rockville	1968		317,731	29.61	N	66	13	1,532	1,541	
19	Seneca Valley	1974		2020	457,600	29.37	N	110	11	2,448	2,524
20	Sherwood	1950		1991	333,154	49.3	N	93	7	2,046	2,152
21	Springbrook	1960	1994	305,006	25.13	Y	93	7	2,046	2,100	
22	Watkins Mill	1989		305,288	50.99	Y	81	10	1,821	1,831	
23	Wheaton	1954		373,825	28.2	N	101	3	2,176	2,251	
24	Walt Whitman	1962		312,270	30.7	Y	95	10	2,119	2,218	
25	Thomas S. Wootton	1970		295,620	27.37	N	93	5	2,026	2,120	
Total High Schools				8,080,708	897.34		2239	168	49,258	51,024	
Total Secondary Schools				14,065,868	1670.5		4114	270	90,124	91,086	

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

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

Appendix G

Capacity Calculations

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

MCPS Program Capacity

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

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

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

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

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

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

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

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

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

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

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

State-rated Capacity

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

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

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

Appendix H

Montgomery County Public Schools Relocatable Classrooms: 2024–2025 School Year

Cluster/ School	Relocatables on site for 2024–2025 to Address:		
	Overutilization	DC	Total
Bethesda-Chevy Chase			
Bethesda ES	4		4
Total	4	0	4
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	4		4
Total	8	0	8
Downcounty Consortium*			
Montgomery Blair HS	19		19
Albert Einstein HS	15		15
Argyle MS	3		3
A. Mario Loiederman MS	2		2
Arcola ES	4		4
Glenallan ES	2		2
Harmony Hills ES	4		4
Highland View ES	6		6
Kemp Mill ES	3		3
Oak View ES	3		3
Oakland Terrace ES	5		5
Rolling Terrace ES	6		6
Sargent Shriver ES	6		6
Flora Singer ES	3		3
Total	81	0	81
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 2024–2025 to Address:		
	Overutilization	DC	Total
Col. Zadok Magruder			
Cashell ES	2		2
Flower Hill ES	3		3
Mill Creek Towne ES	9		9
Judith A. Resnik ES	4		4
Sequoayah ES	2		2
Total	20	0	20
Richard Montgomery			
Richard Montgomery HS	9		9
Rustin, Bayard ES	2		2
Total	11		11
Northeast Consortium*			
James H. Blake HS	4		4
Paint Branch HS	6		6
Benjamin Banneker MS	2		2
Burtonsville ES	6		6
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	12		12
Jackson Road ES	3		3
Total	45	0	45
Northwest			
Northwest HS	11		11
Clopper Mill ES	6		6
Germantown ES	4		4
Total	21	0	21
Quince Orchard			
Quince Orchard HS	15		15
Fields Road ES	4		4
Thurgood Marshall ES	5		5
Total	24	0	24
Rockville			
Flower Valley ES	5		5
Meadow Hall ES	4		4
Total	9	0	9
Seneca Valley			
Lake Seneca ES	9		9
Sally K. Ride ES	2		2
Total	11	0	11
Sherwood			
Total	0	0	0

Cluster/ School	Relocatables on site for 2024–2025 to Address:		
	Overutilization	DC	Total
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	325
SCHOOL TOTAL:	325		

Other Relocatable Uses		
	# Units	Comment
Construction		
Greencastle ES	2	
Poolesville HS	6	
Total	8	
Holding Schools		
Emory Grove Center	31	
Fairland Center	24	
Grosvenor Center	17	
North Lake Center	21	
Total	93	
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:	131	

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

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

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

Montgomery County Public Schools

Relocatable Classrooms: 2025–2026 School Year

Cluster/ School	Relocatables on site for 2025–2026 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
Clarkspring 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	19		19
Albert Einstein HS	15		15
Argyle MS	3		3
A. Mario Loiederman MS	2		2
Arcola ES	4		4
Brookhaven ES	2		2
Glenallen ES	2		2
Harmony Hills ES	4		4
Highland View ES	6		6
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	2		2
Total	86	0	86
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 2025–2026 to Address:		
	Overutilization	DC	Total
Col. Zadok Magruder			
Cashell ES	4		4
Flower Hill ES	3		3
Mill Creek Towne ES	9		9
Judith A. Resnik ES	4		4
Sequoyah ES	2		2
Total	22	0	22
Richard Montgomery			
Richard Montgomery HS	9		9
Rustin, Bayard ES	2		2
Total	11		11
Northeast Consortium*			
James H. Blake HS	9		9
Paint Branch HS	6		6
Benjamin Banneker MS	2		2
Burtonsville ES	6		6
Cloverly ES	2		2
Creethaven 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
Total	44	0	44
Northwest			
Northwest HS	11		11
Clopper Mill ES	6		6
Germantown ES	4		4
Total	21	0	21
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			
Lake Seneca ES	7		7
Sally K. Ride ES	2		2
Total	9	0	9
Sherwood			
Total	0	0	0

Cluster/ School	Relocatables on site for 2025–2026 to Address:		
	Overutilization	DC	Total
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	335
SCHOOL TOTAL:	335		

Other Relocatable Uses		
	# Units	Comment
Construction		
Total	0	
Holding Schools		
Fairland Center	24	
Grosvenor Center	17	
North Lake Center	21	
Total	62	
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:	92	

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

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

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

Appendix I

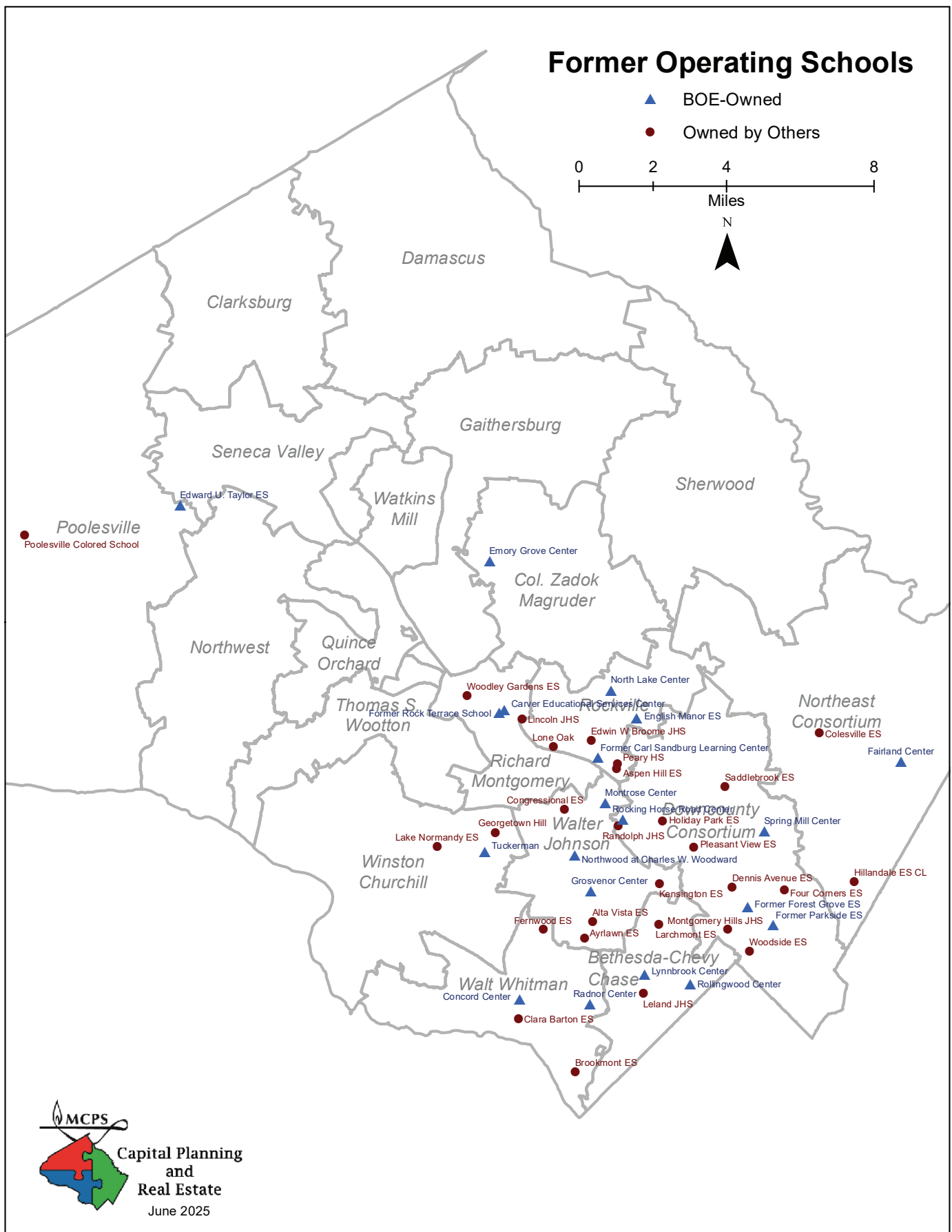
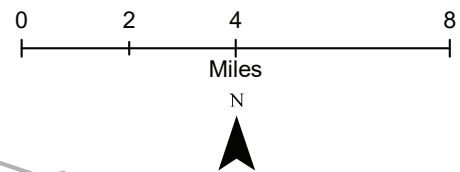
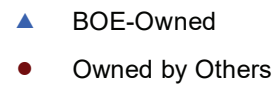
Former Operating Schools and Current Status

June 2025

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

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

Former Operating Schools



Closed Schools That Have Been Reopened*

June 2025

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

June 2025

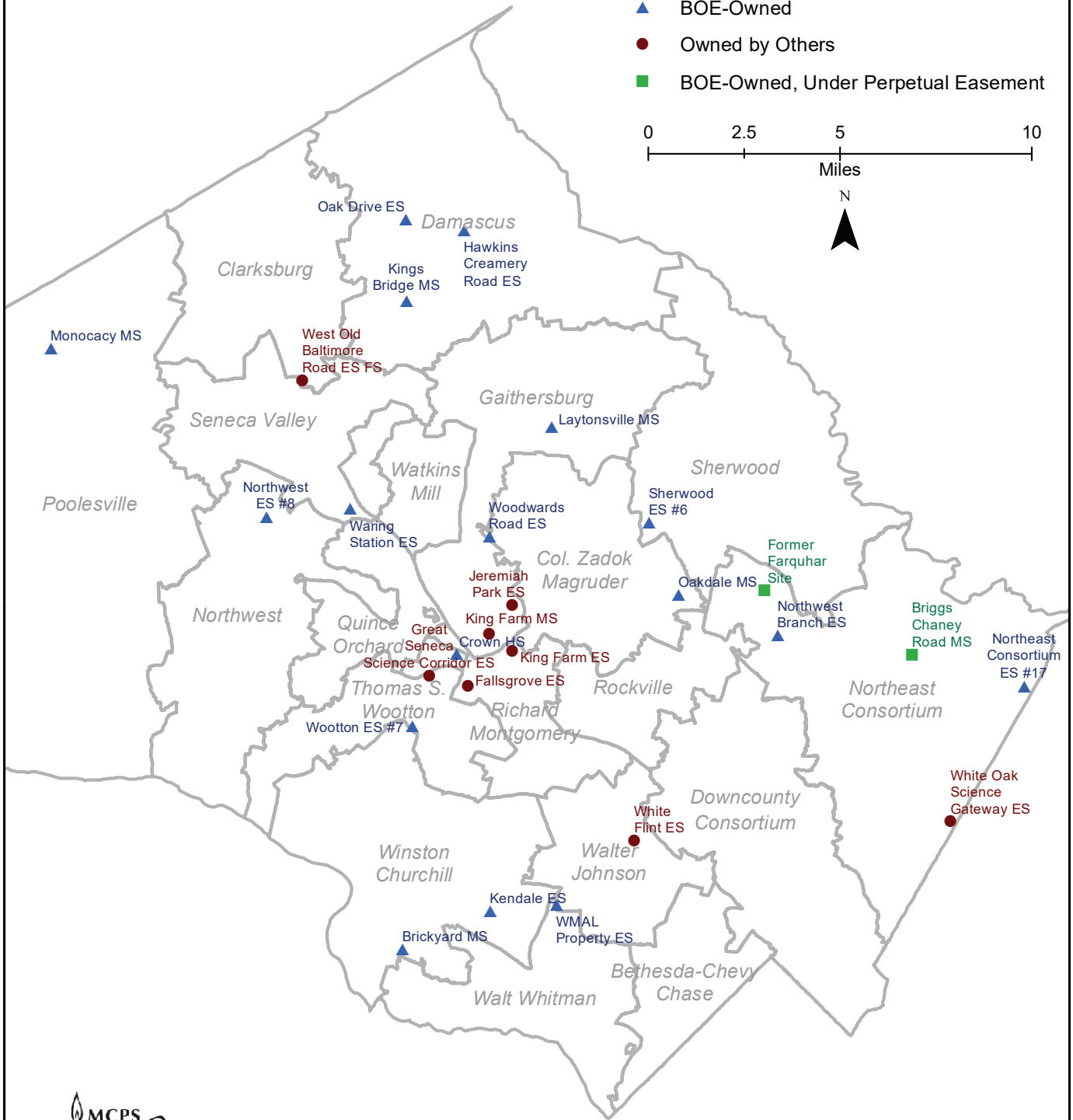
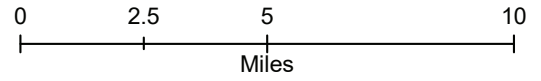
NAME	ADDRESS	ELEMENTARY SCHOOL SERVICE AREA	CLUSTER	ACREAGE
BOARD OF EDUCATION-OWNED SITES				
Brickyard MS	Brickyard Road	Potomac ES	Winston Churchill	20.00
Crown HS	9400 Fields Road	Rosemont ES	Gaithersburg	31.1
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.55
Kendale ES	9655 Kendale Road	Seven Locks ES	Winston Churchill	10.53
Kings Bridge MS	10110 Founders Way	Woodfield ES	Damascus	30.33
Laytonsville MS	Warfield Road	Laytonsville ES	Gaithersburg	22.74
Monocacy MS	18801 Barnesville Road	Monocacy ES	Poolesville	17.35
Northeast Consortium ES #17	14709 Saddle Creek Drive	Burtonsville ES	Northeast Consortium	10.95
Northwest Branch ES	15900 Layhill Road	Stonegate ES	Northeast Consortium	11.41
Northwest ES #8	Schaeffer Road	Great Seneca Creek ES	Northwest	12.70
Oak Drive ES	Oak Drive	Damascus ES	Damascus	12.99
Oakdale MS	Cashell Road	Cashell ES	Col. Zadok Magruder	18.49
Sherwood ES #6	Wickham Road	Olney ES	Sherwood	17.10
Waring Station ES	18815 Waring Station Road	S. Christa McAuliffe ES	Seneca Valley	9.99
WMAL Property ES	9720 Sanvitalia Street	Ashburton ES	Walter Johnson	4.30
Woodwards Road ES	Emory Grove Road	Judith A. Resnik ES	Col. Zadok Magruder	11.05
Wootton ES # 7	Cavanaugh Drive	Stone Mill ES	Thomas S. Wootton	12.10
MASTER PLANNED SCHOOL SITES TITLED TO OTHERS				
Fallsgrove ES	Fallsgrove Road	Ritchie Park ES	Richard Montgomery	TBD
Great Seneca Science Corridor ES	Great Seneca Highway and Key West Avenue	Stone Mill ES	Thomas S. Wootton	TBD
Jeremiah Park ES	Shady Grove Road and Crabbs Branch Way	Washington Grove ES	Gaithersburg	TBD
King Farm ES	Watkins Pond Boulevard	College Gardens ES	Richard Montgomery	TBD
King Farm MS	Piccard Drive	Rosemont ES	Gaithersburg	TBD
West Old Baltimore Road ES	21830 Seneca Ayr Drive	William B. Gibbs, Jr. ES	Clarksburg	9.30
White Flint ES	South side of current White Flint Mall property	Garrett Park ES	Walter Johnson	TBD
White Oak Science Gateway ES	FDA Boulevard	Galway ES	Northeast Consortium	TBD
BOARD OF EDUCATION-OWNED SITES UNDER PERPETUAL EASEMENT				
Briggs Chaney Road MS*	14910 Good Hope Road	Cloverly ES	Northeast Consortium	20.96
Former Farquhar, William H., MS**	16915 Batchellors Forest Road	Sherwood ES	Northeast Consortium	20.00

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

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

Future School Sites

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



Capital Planning
and
Real Estate

June 2025

Appendix J

New and Reopened Schools, 1985 to 2024

School Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill, Lake Seneca		
1986	Clopper Mill		
1987	Jones Lane, S. Christa McAuliffe		
1988	Clearspring, Goshen, Greencastle, Stone Mill, Strawberry Knoll, Waters Landing		Quince Orchard
1989	Cloverly, Capt. James E. Daly	Cabin John	Watkins Mill
1990	Brooke Grove, Burnt Mills, Rachel Carson, Dr. Ronald E. McNair, Sequoyah	Francis Scott Key	
1991	Dr. Charles R. Drew, Judith A. Resnik	Briggs Chaney	
1992	Lois P. Rockwell	Roberto W. Clemente, Rosa M. Parks	
1993	Thurgood Marshall	Argyle	
1994	Dr. Sally K. Ride		
1995		Forest Oak, Rocky Hill	
1996		Neelsville	
1997		Kingsview, John Poole	
1998			James Hubert Blake, Northwest
1999	Sligo Creek	North Bethesda, Shady Grove, Silver Spring International	
2000	None		
2001	Spark M. Matsunaga		
2002		Newport Mill	
2003	None		
2004			Northwood
2005		Lakelands Park, A. Mario Loiederman	
2006	Great Seneca Creek, Little Bennett, Roscoe R. Nix, Sargent Shriver		Clarksburg
2007	Arcola		
2008	None		
2009	William B. Gibbs, Jr.		
2010	None		
2011	None		
2012	Flora M. Singer		
2013	None		
2014	Wilson Wims		
2015	None		
2016		Hallie Wells	
2017		Silver Creek	
2018	Bayard Rustin		
2019	Snowden Farm		
2020	None		
2021	None		
2022	Harriet R. Tubman		
2023	Cabin Branch		
2024	None		

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

Source: Montgomery County Public Schools, Division of Planning, Design, and Construction, June 2025

Revitalized/Expanded Schools, 1985 to 2020

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

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

Source: Montgomery County Public Schools, Division of Planning, Design, and Construction, June 2025

Major Capital Projects 2021 to 2024

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

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

Source: Montgomery County Public Schools, Division of Planning, Design, and Construction, June 2025

Schools Reopened and Extent of Improvements Made When Reopened

School	Year Facility Originally Opened	Year Facility Closed	Year Facility Improvement	Year Fully Revitalized/Expanded or Replaced
Elementary Schools				
Arcola (on site of former Arcola ES)	1956	1982		2007
Burnt Mills	1964	1977	1990	2023
Cloverly	1961	1983	1989	
Roscoe R. Nix (on site of former Brookview ES)	1955	1982		2006
Bayard Rustin (on site of former Hungerford Park ES)	1960	1982		2018
Sargent Shriver (former Connecticut Park ES)	1954	1983		2006
Flora M. Singer (on site of former McKenney Hills ES)	1950	1977		2012
Sligo Creek (part of former Montgomery Blair HS)	1935	1998		1999
Middle Schools				
Argyle	1971	1981	1993	
Cabin John	1968	1987	1989	2011
Francis Scott Key	1966	1983	1990	2009
A. Mario Loiederman (former Belt JHS)	1956	1983	2005	
Newport Mill	1958	1982	2002	
North Bethesda	1955	1981	1999	
Silver Creek (on site of former Kensington Jr HS)	1938	1979		2017
Silver Spring International (part of former Montgomery Blair HS)	1935	1998	1999	
Tilden (Relocation from Tilden Lane to Woodward HS)	1969	1991		Moved back to Tilden Lane (2020)
High Schools				
Clarksburg (originally opened as Rocky Hill MS)	1995	2004		2006 expanded to HS
Northwood	1956	1985	2004	
Woodward	1967	1986	1991	

Source: Montgomery County Public Schools, Division of Planning, Design, and Construction, June 2025

Appendix K

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

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

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

Appendix L

Head Start and Prekindergarten Locations 2024–2025

Elementary School	Federal Head Start Sessions			Pre-K		Braided (10 HS/10 Pre-K)
	Half Day 3-Year-Old Program @15	Half Day 4-Year-Old Program @17	Full Day Sessions @20	Half Day Sessions @20	Full Day Sessions @20	Full Day Sessions @20
Arcola					1	
Beall	1			1		
Bel Pre				4	1	
Bells Mill					1	
Brooke Grove					1	
Brookhaven ♦ (am/pm)				2		
Brown Station ♦ (pm)			1	2		
Burnt Mills				2		
Cabin Branch					1	
Rachel Carson				2		
Cashell					1	
Clearspring					2	
Clopper Mill			2	2		
College Gardens (mixed age)			1			
Capt. James E. Daly					1	
Dr. Charles R. Drew				2	1	
East Silver Spring (mixed age) ♦ (pm)		1		2		
Fairland					2	
Fields Road					1	
Flower Hill				2		
Forest Knolls					1	
Fox Chapel				2		
Gaithersburg (3-Year-Old Pre-K)				1 (@15)	1	
Galway				2		
Georgian Forest				2	1	
William B. Gibbs, Jr. ♦ (am/pm)				2		
Glen Haven ♦					1	
Glenallan ♦					1	
Greencastle ♦ (pm)				2		
Harmony Hills			1		1	
Harriet R. Tubman					1	
Highland			1		1	
Jackson Road ♦ (pm)					1	
Kemp Mill					4	
Lake Senaca ♦ (pm)				2		
JoAnn Leleck at Broad Acres			2		2	
Maryvale	1			2	1	
S. Christie McAuliffe			2			
Dr. Ronald E. McNair					1	
Mill Creek Towne					1	
Montgomery Knolls ♦			1		2	
New Hampshire Estates	1		3		2	
Roscoe R. Nix			1		1	
Oakland Terrace ♦					1	
William Tyler Page				4		
Judith A. Resnik				2		
Dr. Sally K. Ride	1			2	1	
Rock Creek Forest					1	
Rock View				2		
Rockwell					1	
Rolling Terrace (Judy Ctr)			2		1	
Rosemary Hills				2		
Rosemont					1	
Sargent Shriver					1	
Flora M. Singer					1	
South Lake			1		1	
Stedwick				2		
Stonegate					1	
Strawberry Knoll ♦			1 (full day @17)		1	
Summit Hall (Judy Ctr) (mixed age)			1		4	1
Takoma Park					2	1
Twinbrook			1	2		
Viers Mill ♦					3	
Washington Grove ♦ (pm)			2		2	
Watkins Mill			1		1	
Weller Road ♦ (pm)			2	2	1	
Wheaton Woods			2		2	
Whetstone ♦ (pm)				2		
Other	3-Year-Old Program @15	4-Year-Old Program @17	Full Day Sessions @20	Half Day Prek Sessions @20	Full Day PreK Sessions @20	Braided (10 HS/10 Pre-K) @20
Macdonald Knolls Early Childhood Center			1		3	2
Up-County Early Childhood Center					5	
Total Capacity Per Program	60	17	557	1115	1400	80
Total Overall Capacity	3229					

Preschool Special Education Service Locations 2024-2025

Elementary School	Preschool Education Program (PEP)				Other Special Education PreK Services					
	Half Day Services @12 (6 in each half day section)	Half Day Services @18 (9 in each half day section)	Full Day Sessions @6	Full Day Sessions @12	Comprehensive Autism Preschool Program (CAPP) Full Day Sessions @6	Pre-K DHOH Services Full Day Sessions @6	Pre-K Vision Services Full Day Sessions @7	Pre-K Language Services Five Day 1/2 day Sessions @9	Pre-K Language Services Two Day 1/2 day Sessions @9	Physical Disabilities Fully Included Pre-K 1/2 day Sessions @5
Beall (PreK Language Services)		3						2	2	
Bells Mill	4		1							
Brookhaven (PreK Vision Services)	3	5					1			
Brown Station		4	2							
Burnt Mills		4	1							
Cabin Branch	2				2					
Cashell			2							
Clopper Mill										
Cloverly	2	4								
East Silver Spring	1	5	1							
Fairland		4	1	1						
Fields Road					2					
Forest Knolls	1	1	1							2
Germantown		4	1							
William B. Gibbs, Jr.	4	6								
Glen Haven	4									
Glenallen		2	1	1						
Goshen (PreK Language Services)		2							4	
Greencastle	2	4	1							
Greenwood		2	1							
Harriet R. Tubman		2	1							
Jackson Road	3	1	2	1						
Judith E. Resnik (Physical Disabilities Inclusion)										2
Lake Seneca	2	4	1							
Luxmanor	2	6								
Thurgood Marshall	3	5								
Maryvale					4					
Mill Creek Towne (PreK Language Services)		2						2		
Montgomery Knolls	3	5		1						
Roscoe R. Nix					2					
Oakland Terrace	2	2		1						
Rock Creek Forest		2	1							
Rock Creek Valley (PreK DHOH Services)						3				
Rockwell	5	5								
Rosemary Hills					3					
Rosemont					4					
Bayard Rustin		4								
Sherwood	3	3	1							
Strawberry Knoll	2	4	1	1						
Stonegate	1	1								
Stone Mill	3	5	1							
Viers Mill	2	4	1	2						
Washington Grove		2	2	1						
Wayside	3	1	2							
Weller Road			1							
Westover (PreK Language Services)		2						2	4	
Whetstone	3	5								
Wilson Wims		2	3							
Wood Acres	3	3								
Woodfield	2	4			3					
Other										
Macdonald Knolls Early Childhood Center			1							
Up-County Early Childhood Center			3							
Total Capacity Per Program	780	2232	204	108	120	18	7	54	90	20
Total Overall Capacity	3633									

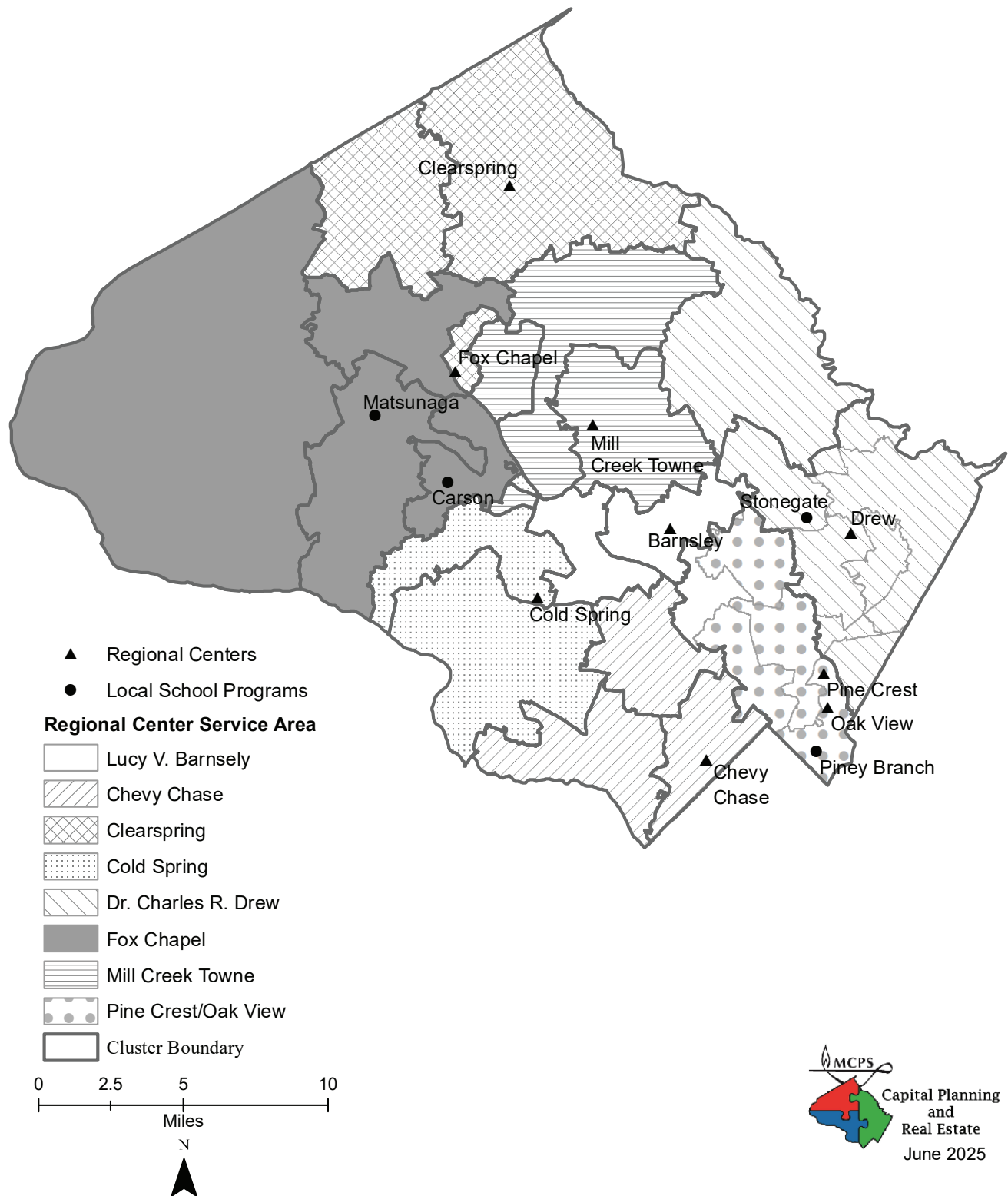
Appendix M

French Immersion Catchment Areas






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

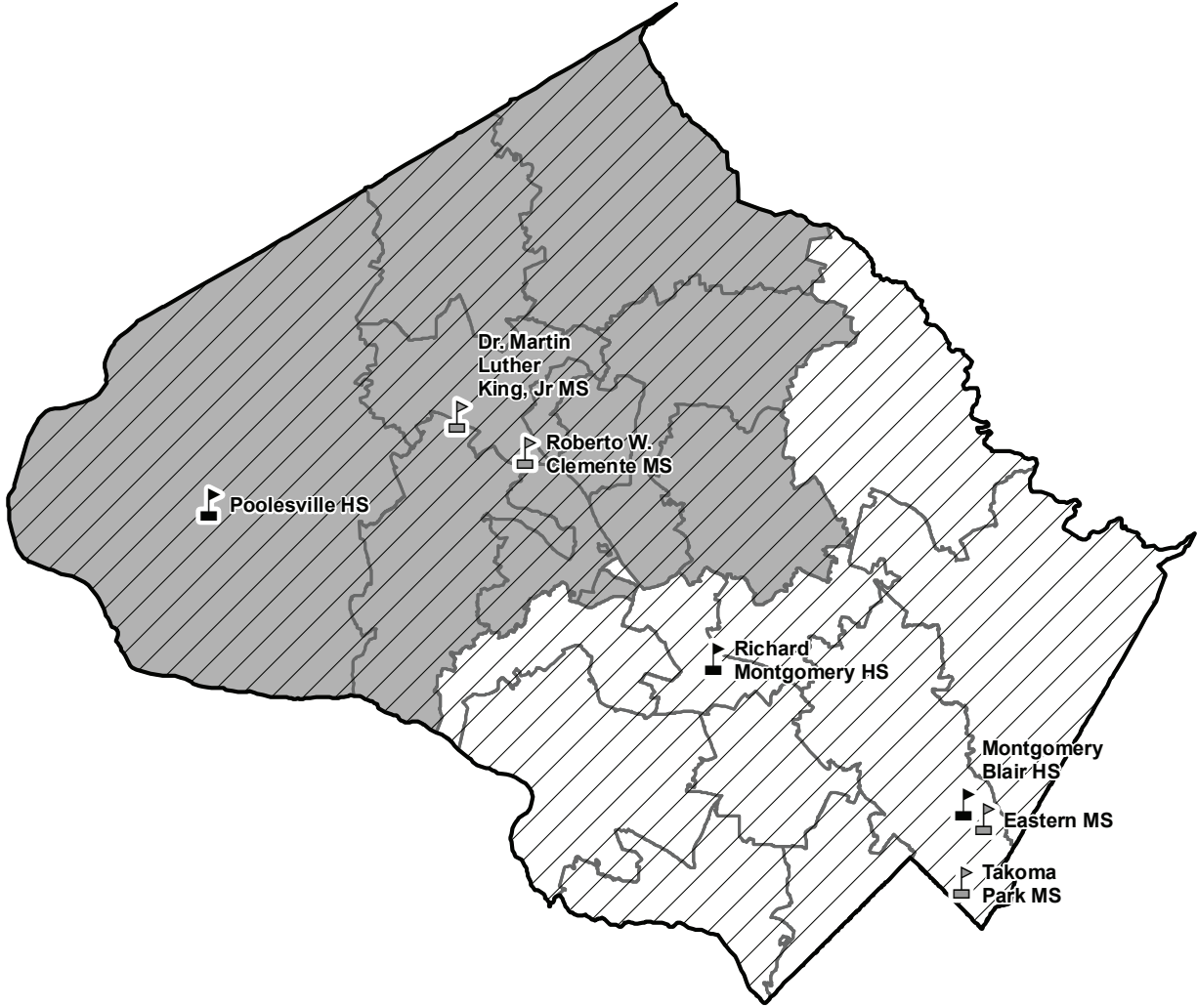


Centers for Enriched Studies



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)



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



Appendix N

Special Education Services Descriptions

School-based Service Delivery Model

Speech and Language Services

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

Elementary Home School Model (HSM)

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

Secondary Learning and Academic Disabilities (LAD) Services

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

Transition Services

Transition services are provided to students receiving special education services, age 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities include, but are not limited to, postsecondary education, workforce experiences, continuing and adult education, adult services, independent living, and/or community participation. Services are based on the individual student's needs, and consider the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.

Regionally-based Service Delivery Model

Elementary Learning Center (ELC)

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

Learning for Independence (LFI) Services

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

School/Community-based (SCB) Services

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

Montgomery County Infants and Toddlers Program (MCITP)

MCITP offers early intervention services to assist parents/caregivers of children between birth and the start of the school year following the fourth birthday with their efforts to address their child's developmental and special needs. Upon eligibility assessment, each family is assigned to one of MCITP's five regional sites in Montgomery County. Then, each family works with the team to define the priorities, learn about available resources, and discuss the child's strengths and needs.

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

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

PEP offers pre-K classes and services for children with disabilities ages 3–5. PEP serves children with delays in multiple developmental domains that impact the child's ability to learn. The continuum of services includes an itinerant model for children in community-based child care settings and preschools, an inclusive model in selected MCPS general education pre-K classes, and self-contained classes. Classes are provided for children who need a comprehensive approach to their learning.

Prekindergarten Language Classes

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

Prekindergarten Physical Disabilities Classes

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

Autism Spectrum Disorders Services

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3–5 who require a full-day of evidence-based instructional practices and behavioral support. The service focuses to increasing language, learning and adaptive skills to ultimately provide access to a variety of school-aged services, and to maximize independence in all domains.

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

Secondary Autism Resource Services

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

Augmentative and Alternative Communication (AAC)

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

Social Emotional Special Education Services (SESES)

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

Extensions Services

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

while accessing instruction aligned with the Maryland Alternate Academic Achievement Standards.

Bridge Services

Bridge Services

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

Twice Exceptional Services

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

Longview School

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

Stephen Knolls School

The Stephen Knolls School provides services to students ages 5–21 with severe to profound intellectual disabilities and multiple disabilities pursuing ALOs aligned with the Maryland Alternate Academic Achievement Standards. Students participate in Real World Learning in the school and community settings to develop skills in the areas of communication, mobility, self-help, functional academics, and transition services.

Carl Sandburg Learning Center

Carl Sandburg Learning Center, collocated with Maryvale Elementary School, is a special education school that serves students in Grades kindergarten–5 with intellectual disabilities, Autism Spectrum Disorder, or multiple disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the Maryland College and Career Ready or Maryland Alternate Academic Achievement Standards. Emphasis is placed on the development of language, academic, and social skills provided

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

Rock Terrace School

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

Countywide Service Delivery Model

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

Services for the Visually Impaired

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

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

Deaf and Hard of Hearing Services

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

Physical Disabilities Services

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

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

MAJOR SERVICES

Occupational and Physical Therapy Services

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

Assistive Technology Services

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

High Incidence Accessible Technology Team (HIAT)

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

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

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

Appendix O

School/Program Sites and Political Districts

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

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

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

Political Districts

Board of Education

District	Name
1	Grace Rivera-Oven
2	Natalie Zimmerman
3	Julie Yang
4	Laura Stewart
5	Brenda Wolff
At-large	Rita Montoya
At-large	Karla Silvestre
Student	Praneel Suvarna

County Council

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

General Assembly

Legislative District 9A

Senator	Katie Fry Hester
Delegate	Chao Wu
Delegate	Natalie C. Ziegler

Legislative District 14

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

Legislative District 15

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

Legislative District 16

Senator	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

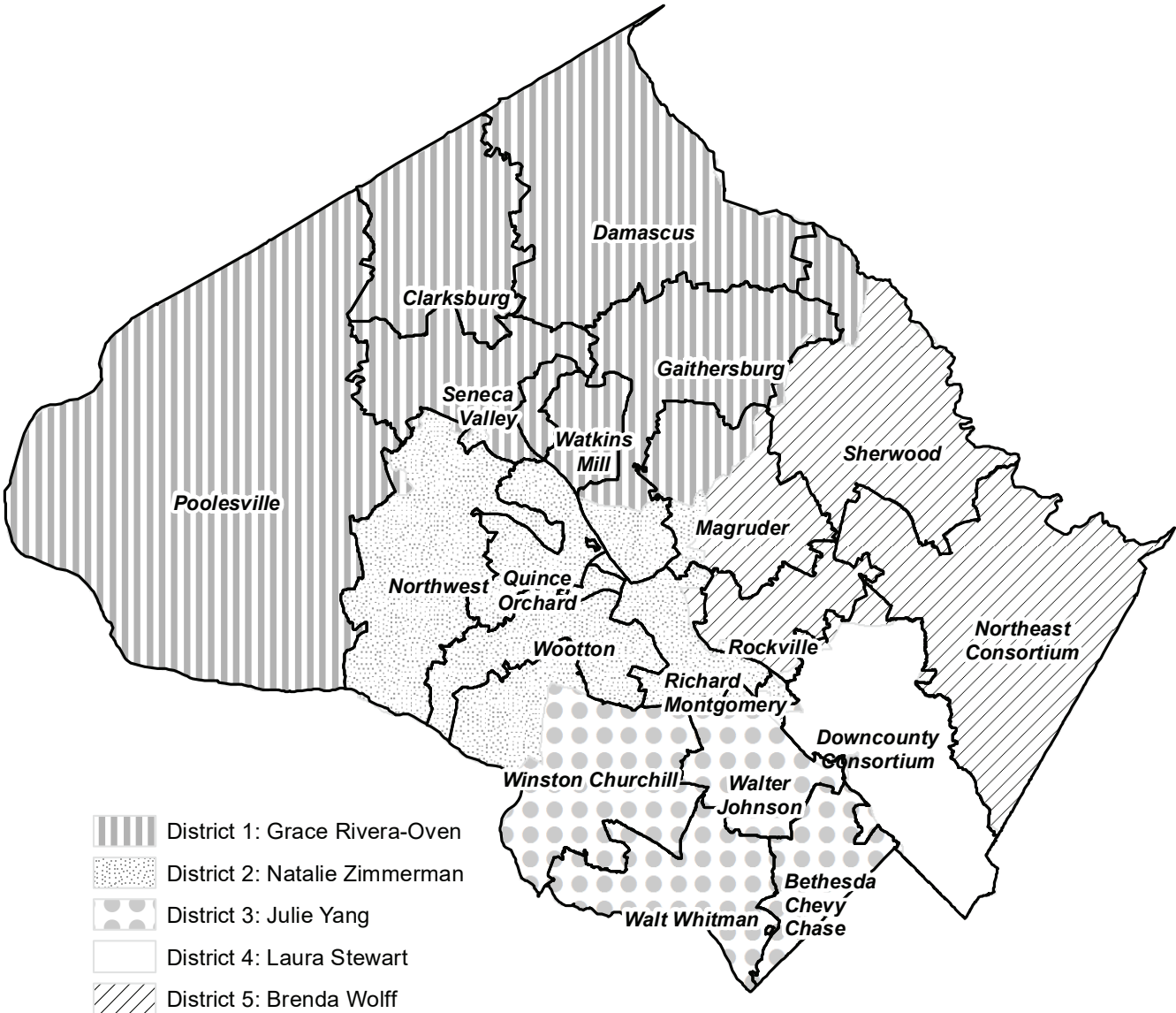
Legislative District 20

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

Legislative District 39

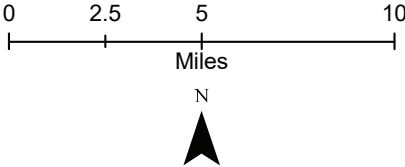
Senator	Nancy J. King
Delegate	Gabriel Acevero
Delegate	Lesley J. Lopez
Delegate	W. Gregory Wims

Board of Education Districts

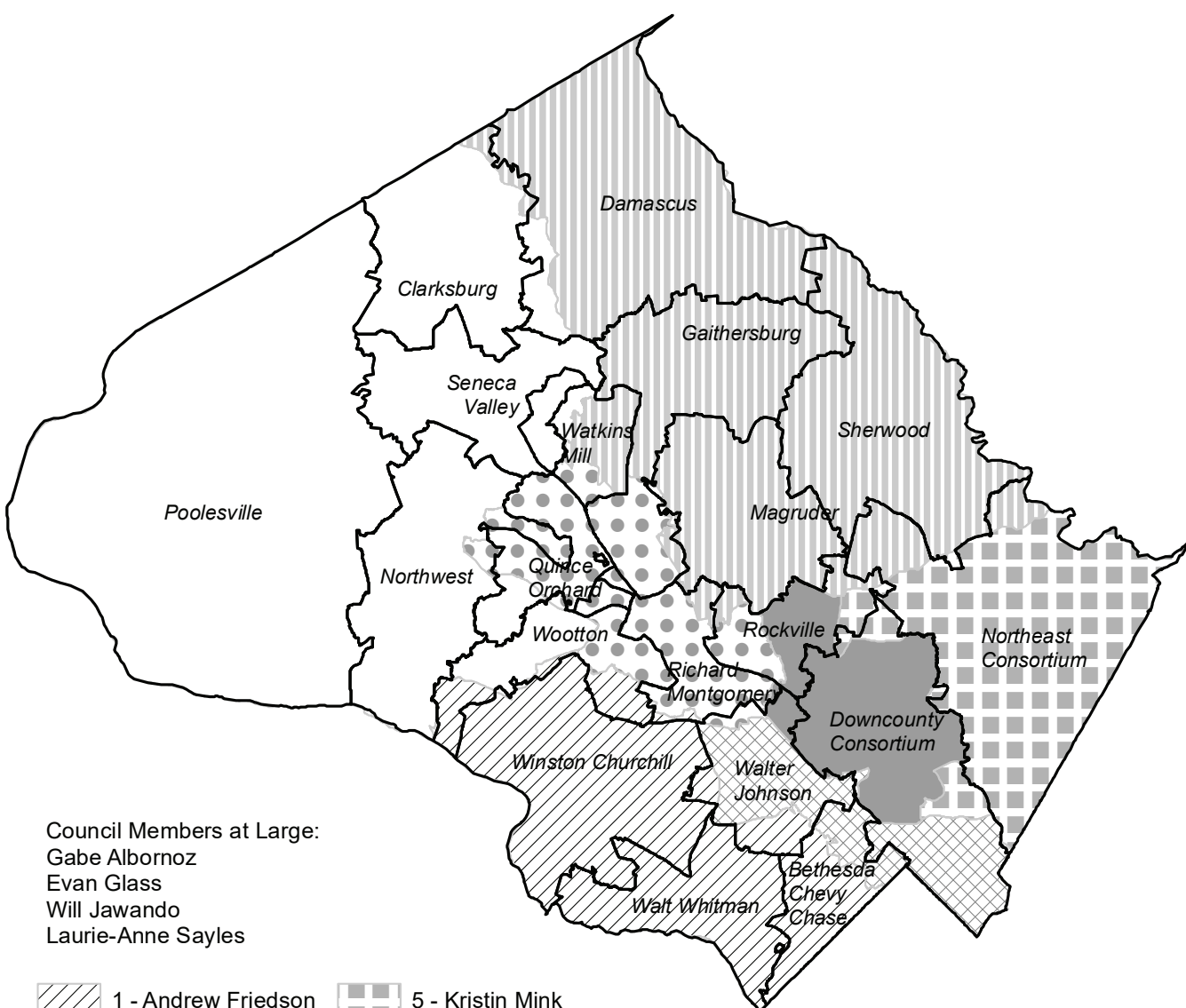


BOE Members at Large:
Rita Montoya
Karla Silvestre








BOE Student Member:
Praneel Suvarna

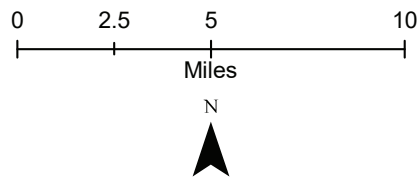


County Council Districts

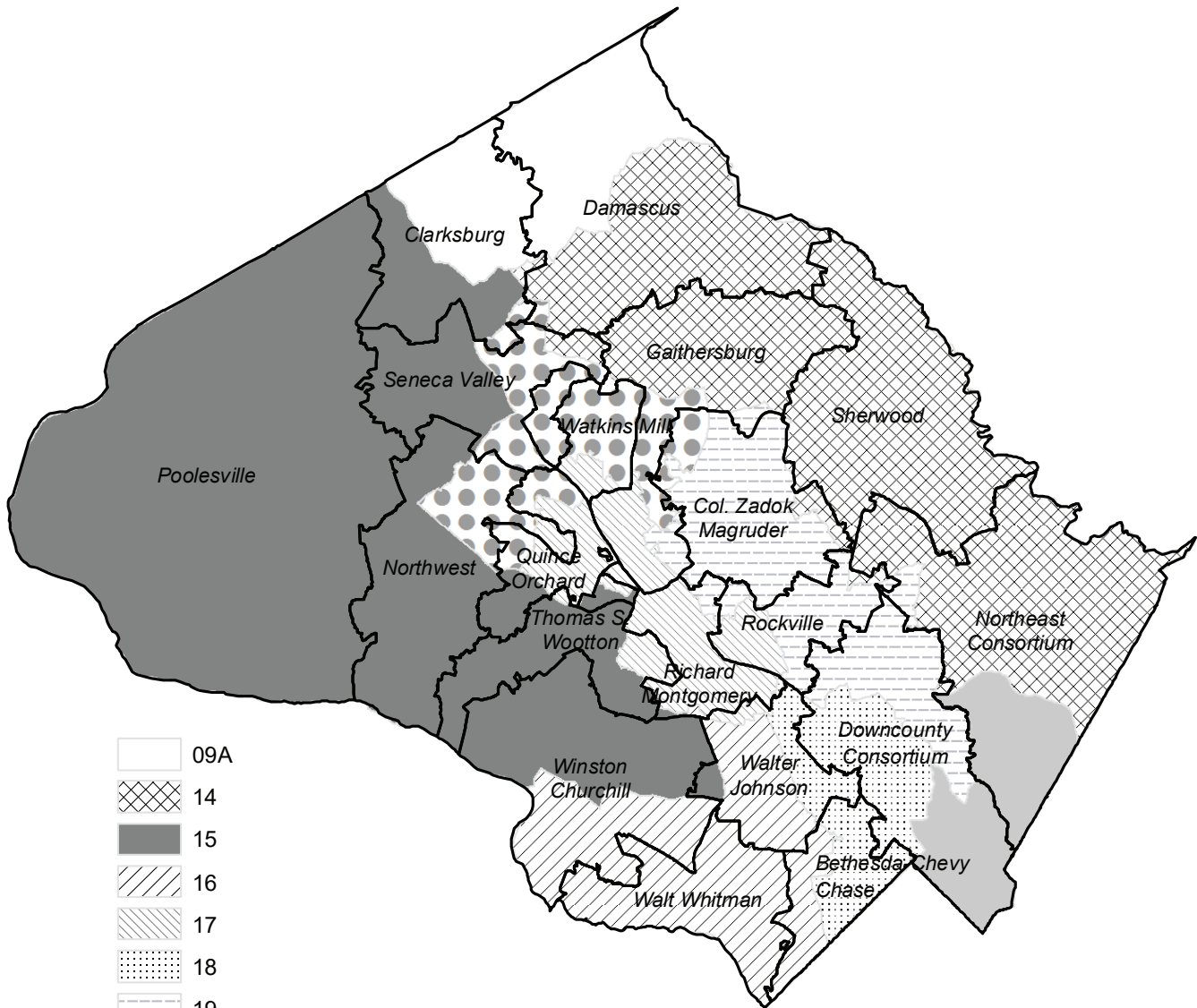


Council Members at Large:
 Gabe Alborno
 Evan Glass
 Will Jawando
 Laurie-Anne Sayles

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



Legislative Districts



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

Cluster Boundary

0 2.5 5 10
Miles



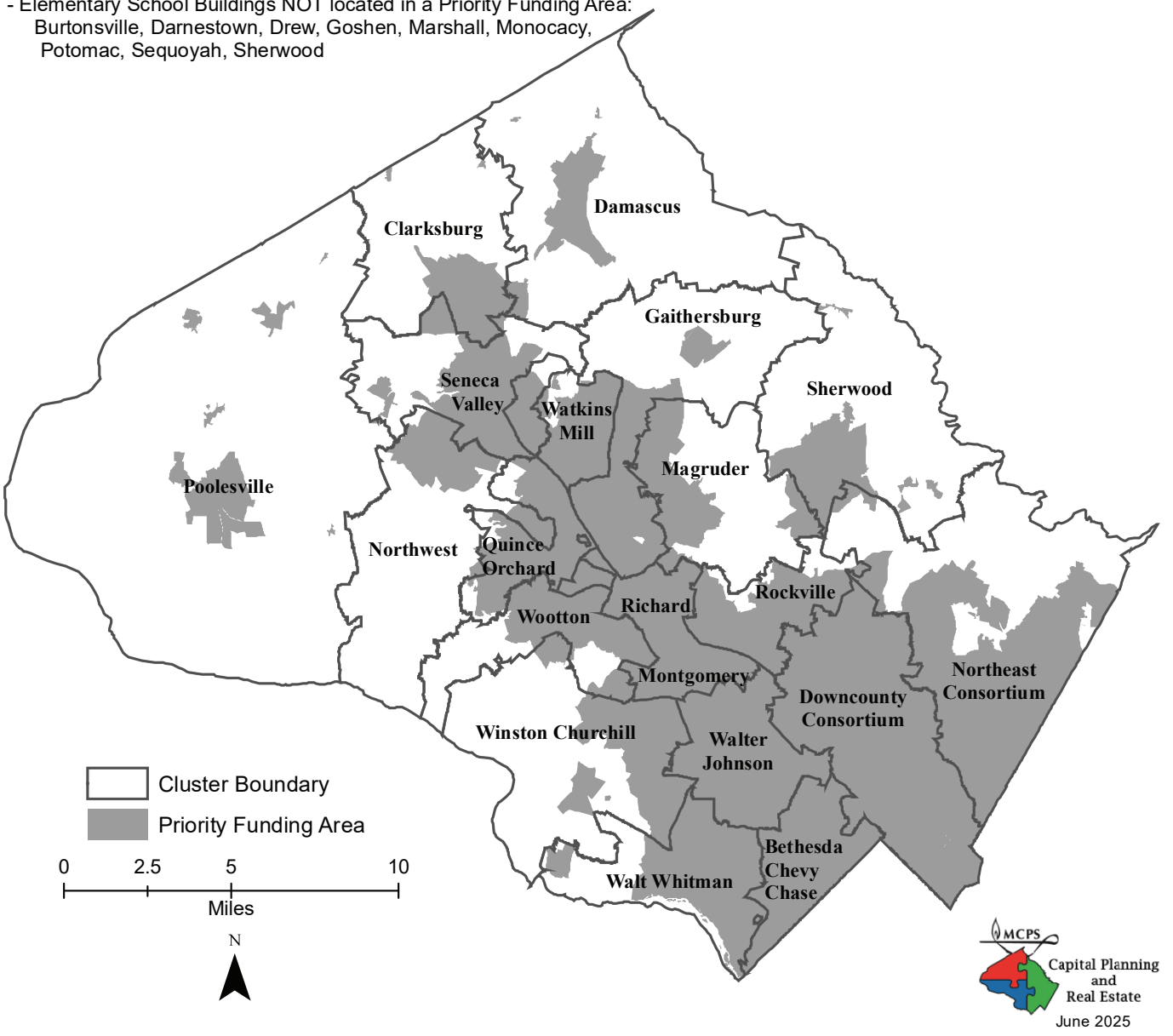
Appendix P

Priority Funding Areas

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

Priority Funding Areas in MCPS

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



POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

Educational Facilities Planning

A. PURPOSE

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

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

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

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

B. BACKGROUND

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

C. ISSUE

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

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

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

D. POSITION

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

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

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

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

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

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

E. STAKEHOLDER INPUT

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

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

F. BOARD OF EDUCATION DELIBERATIONS AND PUBLIC HEARINGS

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

G. FACTORS TO BE CONSIDERED

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

a) Demographic characteristics of student population

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

b) Geography

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

c) Stability of school assignments over time

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

d) Facility utilization

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

3. Site selection

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

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

4. Facility design

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

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

H. DESIRED OUTCOMES

1. The educational facilities planning process will deliver high quality educational facilities to all students by –
 - a) identifying the infrastructure and other available options necessary,
 - b) responding to current and projected conditions,
 - c) incorporating the input of parents/guardians, students, as appropriate, staff, and the community and,
 - d) taking a balanced approach to decisions to maintain, upgrade, renovate, or replace building systems and facilities.
2. The Board expects all recommendations and decision making regarding selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, or closing or consolidating schools, to take into account the equity implications of Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.
3. Over time, facility planning processes will create increased opportunities for students to attend schools where they may attain the significant educational benefits of the broad diversity of students in Montgomery County.
4. The superintendent of schools will develop regulations with stakeholder input to guide implementation of this policy.

I. REVIEW AND REPORTING

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

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

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

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

REGULATION **MONTGOMERY COUNTY PUBLIC SCHOOLS**

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

Educational Facilities Planning

I. PURPOSE

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

To set forth processes for the development of the Capital Improvement Program (CIP), the Educational Facilities Master Plan (Master Plan), and non-capital strategies to address capacity requirements and facility needs, to include site selection, school boundaries, geographic student choice assignment plans, and school closures and/or consolidations

II. BACKGROUND

As set forth in Board Policy FAA, *Educational Facilities Planning*, the components of educational facilities planning include –

- A. ongoing analyses of student enrollment projections and the physical condition of educational facilities and building systems;
- B. stakeholder engagement and input into facility decision making; and
- C. a decision-making framework that generates responsive options and leads to equitable and fiscally responsible and educationally sound decisions, in compliance with all local, state, and federal requirements, taking into account the equity implications of Board Policy, ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.

III. DEFINITIONS

- A. *Adjacent schools* are, at a minimum, schools with catchment areas that are

contiguous.

- B. The *Capital Budget* is the annual budget adopted for capital project appropriations.
- C. The *Capital Improvements Program (CIP)* is a comprehensive six-year spending plan for capital improvements. The CIP focuses on the acquisition, planning, construction, and maintenance of public school facilities, including county-wide systemic replacement projects and major capital projects. The CIP is reviewed and approved through a biennial process that takes effect for the six-year period that begins in each odd-numbered fiscal year. For even-numbered fiscal years, amendments are considered to the adopted CIP for changes needed in the second year of the six-year CIP period.
- D. *Civic groups* are civic, homeowner, neighborhood, or citizen associations listed with the Maryland-National Capital Park and Planning Commission (M-NCPPC) or Montgomery Regional Service Centers.
- E. *Cluster* is a geographic grouping of schools within a defined attendance area that includes a high school and the elementary and middle schools that send students to that high school. In some circumstances, MCPS elementary schools have split articulation patterns to middle schools, and some middle schools have split articulation patterns to high schools in one or more clusters.
- F. *Consortium* is a grouping of high schools or middle schools within proximity to one another that provides students the opportunity to express their preferences for attending one of the schools based on a specific instructional program or emphasis.
- G. *Facility design* encompasses all the planning and design processes that lead up to construction of a school facility. In order of events, the milestones of facility design are as follows:
 - 1. Educational specifications describe the spaces needed to support the instructional program and guide the architect in developing the building layout and design.
 - 2. Feasibility study determines the scope and estimated cost of a project, but does not develop a detailed design of the facility.
 - 3. Schematic design is part of the initial design phase that evaluates and develops concepts into a preliminary plan for the school.
 - 4. Preliminary plan defines the general scope, scale, functional relationship, traffic flow, and cost of project components. The conceptual design

conveys a clear and comprehensive image of the intended facility improvements including conceptual organization of exterior and interior spaces, usage of interior and exterior materials, and selection of structural, mechanical, plumbing, and electrical system concepts. The preliminary plan is presented to the Board for approval.

5. Design development is the phase of the design process that refines the architectural plans and develops the infrastructure of the project including mechanical, electrical, and plumbing systems.
 6. Construction documents provide the details of construction that are incorporated into the drawings and specifications for use as contract documents to construct the facility.
- H. *Geographic student choice assignment plans* identify the geographic area(s) wherein students may express a preference for a school assignment, based on program offerings or emphasis. These geographic areas may include areas known as “base areas,” where students may be guaranteed attendance at the school under certain criteria; or, the area may be a single unified area with no base areas for individual schools.
- I. *Parent Teacher (Student) Associations (PT(S)As)* are member groups of the Montgomery County Council of Parent Teacher Associations, Inc. (MCCPTA). Also, in the absence of a PT(S)A, an organization of parents/guardians, teachers, and students that operate at a school in lieu of a PT(S)A.
- J. *Stakeholder Engagement*, for the purposes of Board Policy FAA, *Educational Facilities Planning*, and this regulation, refers to processes designed to seek input to inform the superintendent of schools and the Board regarding the impact of facility planning options, by engaging a broad variety of stakeholders, including but not limited to parents/guardians, students, staff, community members and organizations, and local government agencies, in accordance with Board Policy ABA, *Community Involvement*, and Board Policy FAA, *Educational Facilities Planning*.

IV. FACILITIES PLANNING ANALYSES

The facilities planning process starts with the following:

- A. *Student Enrollment Projections*
 1. Student enrollment projections are developed in coordination with the Montgomery County Planning Department’s county population forecast

and other relevant planning sources.

2. Each fall, enrollment projections for each school are developed for a six-year period. Long-range forecasts project enrollment to the subsequent 10th and 15th year. The units of analysis for long-range forecasts are secondary school level, and the cluster or consortium level for elementary schools.
3. By April of each year, revisions to school enrollment projections for the next school year are developed to refine the projections and to reflect any changes in service areas, programs, or staffing.
4. The student enrollment projection methodology utilized is provided in an appendix to the CIP and Master Plan documents.
5. *Preferred ranges of enrollment* for schools includes all students attending a school.
 - a) The preferred ranges of enrollment for schools are —
 - (1) 450 to 750 students in elementary schools,
 - (2) 750 to 1,200 students in middle schools, and
 - (3) 1,600 to 2,400 students in high schools.
 - (4) Enrollment in special and alternative program centers may differ from the above ranges and generally is lower.
 - b) The preferred ranges of enrollment are considered when planning new schools or when recommending changes to existing schools. Departures from the preferred ranges may occur if circumstances warrant.
6. *School demographic profile and facility profile*
 - a) School demographic profile includes the racial/ethnic composition of a school's student population, the percentage of students participating in the Free and Reduced-price Meals System (FARMS) and English for Speakers of Other Languages (ESOL) programs, and school mobility rates.
 - b) *Facility Profiles* include room use by program and facility

characteristics such as square footage, site size, year of opening, adjacency to parks, and number of relocatable classrooms.

B. *Educational Program Requirements*

1. MCPS staff members in the Office of the Chief Operating Officer will work closely with educational program staff members in the Office of the Chief Academic Officer and the Office of School Support and Improvement to identify facility requirements for educational programs.
2. Projected program requirements take into account the effect of class size changes and other relevant factors, such as existing, new, and proposed changes to educational programs.

C. *Program Capacity Calculations*

1. Program capacity refers to the number of students that can be accommodated in a facility based on the educational programs at the facility. The MCPS program capacity is calculated as the product of the number of teaching stations in a school and the student-to-classroom ratio for each grade and program in each classroom.
2. Student-to-classroom ratios should not be confused with staffing ratios that are determined through the annual operating budget process.
3. Unless otherwise specified by Board action, the *program capacity* and the associated student-to-classroom ration guidelines are as follows:

Student-to Classroom Ratio Guidelines

<i>Level</i>	<i>Student-to-Classroom Ratios</i>
Head Start & prekindergarten	40:1 (2 sessions per day)
Head Start & prekindergarten	20:1 (1 session per day)
Grade K	22:1
Grade K-reduced class size	18:1
Grades 1-2—reduced class size	18:1
Grades 1-5 Elementary	23:1
Grades: 6-8 Middle School	25:1 ^a
Grades: 9-12 High School	25:1 ^b
Special Education, ESOL, Alternative Programs	See “c” below

- a) Program capacity is adjusted at the middle school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a middle school facility (equivalent to 21.25 students per classroom).
 - b) Program capacity is adjusted at the high school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .90 to reflect the optimal utilization of a high school facility (equivalent of 22.5 students per classroom).
 - c) Special education, ESOL, alternative programs, and other special programs may require classroom ratios different from those listed.
- D. *Facility utilization* refers to an analysis of current and projected student enrollment as compared to program capacity, state-rated capacity, and preferred ranges of enrollment.
 - 1. A school is considered to be underutilized if the facility utilization rate is less than 80 percent.
 - 2. A school is considered to be overutilized if the facility utilization rate is more than 100 percent.
 - 3. Unless otherwise specified by Board action, elementary, middle, and high schools should operate in an efficient facility utilization range of 80 to 100 percent of program capacity.
 - a) In the case of overutilization, an effort to evaluate the long-range need for permanent space is made prior to planning for new construction.
 - b) Underutilization of facilities also is evaluated in the context of long-range enrollment projections.
 - 4. Relocatable classrooms may be used on an interim basis to provide program space for enrollment growth until permanent capacity is available.
 - 5. Relocatable classrooms also may be used to enable child care programs to be housed in schools, and may be used to accommodate other complementary uses. Relocatable classrooms should have health and safety standards that are comparable to other MCPS classrooms.

- E. *State-rated Capacity (SRC)* is defined by the state of Maryland as the number of students who can be accommodated in a school, based on the product of state-determined student-to-classroom ratios and the number of teaching stations in a school. SRC is used by the state to determine state budget eligibility for capital projects. SRCs are provided for schools in appendices to the CIP and the Master Plan.

- F. *School site size* is the acreage desired to accommodate the full instructional program, as follows:
 - 1. Elementary schools—a preferred useable site size of 7.5 acres that is capable of fitting the instructional program, including site requirements. The 7.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.

 - 2. Middle schools—a preferred useable site size of 15.5 acres that is capable of fitting the instructional program, including site requirements. The 15.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.

 - 3. High schools—a minimum preferred site size of 35 acres that is capable of fitting the instructional program, including site requirements. The 35 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.

- G. *Key Facility Indicators (KFI)* are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics. MCPS established during the 2018-2019 school year a baseline for each factor in each school, and KFI data will be reviewed and updated periodically. Those updates will be made available publicly.

V. CLUSTER COMMENTS

- A. In June of each year, cluster representatives may submit to the superintendent of schools any facility-based concerns, priorities, or proposals that they have identified for their schools in consultation with local PT(S)A leadership, principals, and the community.
- B. Cluster comments are to be considered in the development of facilities recommendations made by the superintendent of schools in the CIP.

VI. FACILITY PLANNING DECISION-MAKING FRAMEWORK

- A. Each year, after new student enrollment projections are developed and other analyses set forth above are completed, and taking into account cluster comments, MCPS staff identifies and prioritizes options to respond to changing facility needs using the KFI approach set forth in Board Policy FAA, *Educational Facilities Planning*. Options for responding to facility needs and capacity requirements may include—
 - 1. county-wide systemic replacement projects required to sustain schools in good condition and extend their useful life, such as replacement of heating, ventilation, air conditioning, and mechanical systems, roofs, and numerous other building and infrastructure projects; and
 - 2. major capital projects which include facility-specific projects to add capacity; renovate, adapt, repurpose, or replace existing facilities; or reuse or upgrade existing space in other facilities as appropriate. Such project options also include construction of new facilities or additions to existing facilities.
- B. Options for responding to facility needs and capacity requirements also may include, as appropriate, adjustments of capacity through non-capital strategies to increase enrollment at under-capacity schools and/or encourage transfers from over-capacity schools, which may include, but are not limited to—
 - 1. boundary changes, or
 - 2. geographic student choice assignment plans (such as consortia); and/or
 - 3. school closures and/or consolidations.
- C. The decision-making framework also may include consideration of architect

selection, facility design, and other facility-related issues, as identified by the superintendent of schools.

VII. CAPITAL IMPROVEMENTS PROGRAM

- A. In the fall of each year, the superintendent of schools publishes recommendations for an annual Capital Budget and a six-year CIP or amendments to the previously adopted CIP.
- B. In addition, recommendations for site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and any other facility planning recommendations identified by the superintendent of schools as requiring more time for public review, may be released.
- C. The six-year CIP includes the following:
 - 1. Standards for Board review and action:
 - a) Preferred range of school enrollments
 - b) Program capacity and facility utilization calculations
 - c) School site size
 - 2. Background information on the student enrollment projection methodology
 - 3. Current student enrollment figures, school demographic profiles, and facility profiles
 - 4. Program capacity and facility utilization analyses
 - 5. Elementary, middle, and high school enrollment projections for each of the next six years and long-range projections for the 10th and 15th year for middle and high schools
 - 6. Recommended actions, such as changes in school capacities, new facilities, major capital projects, program locations, and/or the service area of the schools.
 - 7. A schedule of countywide systemic projects by category, major capital projects at specific schools, and new facilities as identified in Chapter 1 of the CIP and the Master Plan.

8. A line item summary of Capital Budget appropriation recommendations by the superintendent of schools
-
- D. Supplements to the CIP may be published to provide more information on issues when deemed advisable by the superintendent of schools
 - E. The superintendent of schools' recommended CIP is posted on the MCPS website. CIP documents are made available to Board members and Board staff, MCPS executive staff, and the MCCPTA president, area MCCPTA vice presidents, and cluster coordinators. In addition, notification of the CIP's publication and availability online is sent to principals, PT(S)A leadership, municipalities, and civic groups. This notification includes the Board schedule for work sessions, public hearings, and action on the CIP.
 - F. The Board timeline for review and action on the CIP consists of one or more work sessions and one or more hearings in early to mid-November, and action in mid to late November of each year. (See Section XI.B. for the public hearing process and Section XII for the annual calendar.)
 - G. The superintendent of schools' recommendations on any deferred planning issues and/or amendments to the CIP are made in mid-February. The Board timeline for these items consists of one or more work sessions and one or more public hearings in February/March, and action by April. If necessary, the timeline for deferred planning issues may be modified by the superintendent of schools to allow more time for stakeholder engagement processes.
 - H. In cases where the Board determines an unusual circumstance exists, the superintendent of schools may develop an alternative time schedule to make recommendations regarding the CIP, facility planning activities, site selection, school boundaries, geographic student choice assignment plans, or school closures and/or consolidations.
 - I. After review and Board action, the Board-requested CIP, including official Project Description Forms (PDFs) for all requested capital projects, is submitted to the Montgomery County Council (County Council) and the Montgomery County Executive for their review and for County Council action. The Board-requested CIP also is sent for information purposes to M-NCPPC.
 - J. The county executive's recommendations are forwarded to the County Council on January 15 for inclusion in the overall county CIP. The County Council timeline for review and action on the Board-requested CIP is from February to May.

- K. The County Council adopts the biennial six-year CIP, and amendments to the CIP, in late May.

VIII. EDUCATIONAL FACILITIES MASTER PLAN (MASTER PLAN)

- A. By July of each year, the superintendent of schools publishes a summary of all County Council-adopted capital and Board-adopted non-capital strategies to address capacity requirements and facility needs. This document, the Master Plan, is required under the rules and regulations of the State Public School Construction Program.
 - 1. The Master Plan incorporates the projected impact of all capital projects approved for funding by the County Council and any non-capital strategies to address capacity requirements and facility needs approved by the Board.
 - 2. Similar to the CIP, the Master Plan includes the following:
 - a) The following standards:
 - (1) Preferred range of school enrollments
 - (2) Program capacity and facility utilization calculations
 - (3) School site size
 - b) Background information on the enrollment projection methodology
 - c) Current student enrollment figures, school demographic profiles, and facility profiles
 - d) Program capacity and facility utilization calculations
 - e) Elementary, middle, and high school enrollment projections for each of the next six years, and long-range projections for the 10th and 15th years for middle and high schools. This information reflects projections made the previous fall with an updated one-year projection in the spring, and any changes in projected enrollment that result from boundary changes, geographic student choice assignment plans, school closures and/or consolidations, or other changes adopted by the Board

- f) County Council-adopted PDFs for all capital projects with schedules, estimated costs, and funding sources

IX. LONGER TERM PLANNING

- A. MCPS utilizes a longer-term (i.e., beyond the six-year CIP interval) scenario planning framework to inform the development of the CIP and further allow MCPS to be forward-thinking and identify facility options that align with advances in pedagogy and be innovative in its approaches to educational programming, as well as class size changes, use of nontraditional sites, and other relevant approaches.
- B. This longer-term scenario planning framework explores growth management at the regional or cluster level, considering four growth management scenarios that could impact facility planning:
 - 1. High enrollment growth
 - 2. Moderate/low enrollment growth
 - 3. No enrollment growth
 - 4. Declining enrollment
- C. For any scenario, the analysis then determines the degree to which a school or set of schools is or may become, in the future, overutilized, or underutilized. Options generated from these analyses then suggest longer-term approaches that may include, but are not limited to, the following:
 - 1. Changes to the delivery, location, or number of programs; enrollment practices and class sizes; grade level configurations; or master schedules
 - 2. Additions to physical capacity
 - 3. Consideration of nontraditional sites or nontraditional uses of existing sites
- D. Tapping into the wealth of experience and knowledge that members of the Montgomery County community have regarding long-term facility planning issues and strategies, the superintendent of schools has established a Facilities Advisory

Committee to advise MCPS on a wide variety of topics related to the community's vision for school facilities and planning that are outside the six-year CIP time frame but that may require attention in the 10-15 year time frame or beyond. The superintendent of schools appoints the membership of the Facilities Advisory Committee, with input from community stakeholders.

X. GUIDELINES FOR STAKEHOLDER ENGAGEMENT PROCESSES FOR SPECIFIED FACILITIES-RELATED ISSUES

A. Stakeholder Engagement Guidelines

1. Stakeholder involvement is especially critical to the success of the following MCPS facility-related planning processes:
 - a) Site selection for new schools
 - b) School boundaries
 - c) Geographic student choice assignment plans
 - d) School closures and/or consolidations
 - e) Facility design
 - f) Other facility-related issues as identified by the superintendent of schools
2. Consistent with Board Policy ABA, *Community Involvement*, and Board Policy FAA, *Educational Facilities Planning*, MCPS will seek stakeholder engagement for the purpose of advising the superintendent of schools regarding the impact on the community of staff-developed facility-related options for the processes specified in Section V.A.1.
 - a) The superintendent of schools will publicize opportunities to provide input and direct staff to seek –
 - (1) input from multiple stakeholders,
 - (2) broad representation from affected communities, and
 - (3) a variety of viewpoints.
 - b) The primary stakeholders in the planning process are

parents/guardians, staff, and students in affected communities. Additional stakeholders may include representatives of MCCPTA, local PT(S)As, or other parent/guardian or student groups; along with representatives of MCPS employees; affected municipalities; local government agencies; civic groups; and other countywide organizations, as appropriate.

- c) Staff will conduct broad outreach using multiple strategies for obtaining stakeholder engagement.
 - (1) Stakeholder engagement strategies may vary, as appropriate, according to the nature, size and scope of the process.
 - (2) Stakeholder engagement strategies may include, but are not limited to, systemwide committees or advisory groups, focus groups, task forces, work groups, roundtable discussion groups, surveys, technologically-facilitated communications, and/or other public planning sessions, such as charrettes that are designed for collaboration among all interested or impacted parties and provides information and feedback to staff.
 - (3) At any point, the superintendent of schools may direct MCPS staff to use a public forum, survey, or technologically-facilitated communication in conjunction with or in lieu of other methods.

B. Additional Guidelines for Developing Options for School Boundaries and Geographic Student Choice Assignment Plans

- 1. Prior to the development of specific options to be put forward for stakeholder engagement, the superintendent of schools recommends to the Board the potential scope of changes to school boundaries and/or geographic student choice assignment plans in terms of the geographical area(s) of the county potentially impacted.
- 2. The superintendent of schools develops recommendations for the scope through a multi-step process which considers first the minimum unit of analysis that could address the immediate concern, then considers the maximum extent of the potentially affected geographic area(s) that may need to be considered to effectively address the four factors established in Board Policy FAA, *Educational Facilities Planning*.

- a) Typically, the potential scope of a change of school boundaries and/or a geographic student choice assignment plan in response to a capital project recommendation that is anticipated to have a limited effect on a school's enrollment (e.g., an addition which increases the school's capacity by less than 20 percent or a minor alteration of an attendance area) may be addressed by consideration of options that impact only the cluster in which the school is located as well as any immediately adjacent schools outside the cluster.
 - b) Concerns potentially affecting broader communities may require the scope to extend to consideration of options involving communities in adjacent clusters.
3. The superintendent of schools will identify potentially affected communities prior to making recommendations to the Board regarding the scope of facility-related efforts.
 4. Once the Board establishes the scope of changes of school boundaries and/or geographic student choice assignment plans that are under consideration, MCPS staff develop a range of options for stakeholder engagement, based on the four factors below, as set forth in Policy FAA, *Educational Facilities Planning*, and provides a rationale that demonstrates the extent to which any option advances each of these four factors:
 - a) Demographic characteristics of student populations

Pursuant to Board Policy FAA, *Educational Facilities Planning*, analyses of options take into account the impact of various options on the overall populations of affected schools. Options should especially strive to create a diverse student body in each of the affected schools in alignment with Board Policy ACD, *Quality Integrated Education*. This means that a key consideration is significant disparity in the demographic characteristics between schools in the affected geographic areas that cannot be justified by any other factor. Demographic data showing the impact of various options include the following: racial/ethnic composition of the student population, the socioeconomic composition of the student population, the level of English language learners, and other reliable demographic indicators and participation in specific educational programs. Options should also take into consideration the intersection between and among these categories of

demographic data.

b) Geography

In accordance with MCPS's emphasis on community involvement in schools, options should, unless otherwise required, take into account the geographic proximity of communities to schools, as well as articulation, traffic, transportation patterns (including public transit), and topography. As part of this analysis, walking access to the school and transportation distances should be considered. In addition, options should consider, at a minimum, not only schools within a high school cluster but also other adjacent schools.

c) Stability of school assignments over time

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

d) Facility utilization

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

5. At the conclusion of the stakeholder engagement phase, MCPS staff will prepare a report for the superintendent of schools that will include, but is not limited to, a summary of the stakeholder engagement processes utilized, staff-developed options, and stakeholder feedback.
6. In addition, as appropriate, the superintendent of schools may consider any individual PT(S)A position papers.
7. When developing recommendations for the Board, the superintendent of schools provides a rationale for each recommendation that demonstrates

the extent to which it feasibly and reasonably advances the factors above in Section X.B.2 and X.B.4. While each of the factors are considered, it may not be feasible to reconcile each and every recommendation with each and every factor.

8. These guidelines also may be applied to other facility-related issues identified by the superintendent of schools, as appropriate.

C. Additional Guidelines for Developing Options for New School Sites

The following factors are considered, in addition to those established in Board Policy FAA, *Educational Facilities Planning*, when evaluating potential new school sites, including those acquired through dedication or purchase and placed in the Board's inventory:

1. The geographic location relative to existing and future student populations and existing schools
2. Size in acreage
3. Topography and other environmental characteristics
4. Availability of utilities
5. Physical condition
6. Availability and timing to acquire
7. Cost to acquire if private property

D. Facility Design

Educational facility designs provide for a healthy, safe, and secure environment in alignment with the principles of environmental stewardship and consistent with current educational program needs, as well as anticipated future program needs. Stakeholder engagement is sought at key milestones in the processes leading to the construction of new schools, or additions to existing schools, as follows:

1. Educational specifications describe the spaces needed to support the instructional program and guide the architect in developing the building layout and design. Educational specifications for proposed projects are developed by MCPS capital planning staff in collaboration with instructional program staff, and principals and staff from affected schools.

2. Design options are developed by the selected architect(s) who evaluates the educational specifications and uses them to create preliminary designs. Stakeholder engagement is gathered as follows:
 - a) MCPS staff engage in broad outreach using multiple strategies for obtaining stakeholder engagement on the facility design of capital projects.
 - b) Representatives of civic groups, municipal, county government (including Montgomery County Planning Department and Montgomery County Parks Department), and adjacent property owners, if any, may provide input into the designs of new schools and additions, or major capital projects for existing schools.
3. A preliminary plan, which includes the preliminary design, is presented to the Board for approval.

E. School Closures and Consolidations

In addition to the factors set forth in section X.B.4 above, the requirements of Maryland law are followed when seeking stakeholder engagement for school closures and consolidations.

XI. BOARD ACTION ON SUPERINTENDENT OF SCHOOLS' RECOMMENDATIONS

- A. The Board holds one or more work sessions to review the superintendent of schools' recommendations as referenced in Section VII above.
 1. The Board may request, by majority vote, that the superintendent of schools develops alternative recommendations for site selection, school boundaries geographic student choice assignment plans, or school closures and/or consolidations of schools.
 2. Any significant modification to the superintendent of schools' recommendation requires an alternative supported by a majority of Board members. Any modification that impacts any or all of a school community that has not previously been included in the superintendent of schools' recommendation should be considered a significant modification. Alternatives put forward by the Board will advance one or more of the factors set forth in Section G of Board Policy FAA, *Educational Facilities Planning*.

3. Recommendations from the superintendent of schools and Board-requested alternatives are subject to a public hearing prior to final Board action. When an alternative is identified by the Board at any work session, a public hearing must be held following that work session to receive public comment on the alternative.
4. The Board has the discretion to adopt minor modifications to the superintendent of schools' recommendation or Board-requested alternative(s) if this action will not have a significant impact on a plan that has received public review. Alternatives will not be considered after a Board work session without adequate notification and opportunity for comment by the affected communities.

B. Board Public Hearing Process

1. Public hearings are conducted annually following publication of the superintendent of schools' CIP recommendations. In addition, public hearings are conducted prior to actions affecting site selection, school boundaries, geographic student choice assignment plans, or school closures and/or consolidations.
 - a) Public hearings are conducted in November following publication of the superintendent of schools' recommended Capital Budget and six-year CIP.
 - b) Public hearings also may be conducted in late February or March for any superintendent of schools' recommendations not previously subject to public hearings.
 - c) Public hearings also may be conducted at other times during the year if the Board determines an unusual circumstance exists and the superintendent of schools has developed a different and/or condensed schedule for making recommendations.
2. In addition to other avenues of engagement, community members have opportunities to provide input to the superintendent of schools and the Board through written correspondence, public comments, and public testimony.
3. Civic groups, countywide organizations, municipalities, and elected officials may testify at public hearings.

4. MCCPTA cluster coordinators, in consultation with the local PT(S)A presidents, may coordinate testimony at the hearing on behalf of cluster schools and are encouraged to present a variety of opinions when scheduling testimony. Testimony time for each cluster is scheduled and organized by the PT(S)A organizational units (“quad-clusters”) and/or consortium whenever possible.
5. Written comments from the community are accepted at any point but, in order to be considered, comments must reach the Board at least 48 hours before action is scheduled by the Board.
6. The Board office is responsible for scheduling those interested in testifying at public hearings.
 - a) As set forth in the *Board of Education Handbook*, for CIP hearings, students, municipalities, and MCCPTA shall be accorded the opportunity to testify first, followed by PT(S)As, and then on a first come, first served basis, individuals and civic and countywide organizations.
 - b) Elected officials are given the courtesy of being placed on the agenda at the time of their choice.
 - c) Unless otherwise specified in the Board hearing notice, organizations, municipalities, and elected officials shall be limited to five minutes for testimony at Board hearings.

XII. CALENDAR

The facilities planning process is conducted according to the Montgomery County biennial CIP process and adheres to the following calendar adjusted annually to account for holidays and other anomalies.

MCPS staff members meet with MCCPTA, area vice presidents, cluster coordinators, and PT(S)A representatives to exchange information about the adopted CIP and consider issues for the upcoming CIP or amendments to the CIP.	Summer
The County Council adopts Spending Affordability Guidelines for the new CIP cycle, based on debt affordability.	Early-October of odd numbered fiscal years

MCPS staff members present enrollment trends and planning issues to the Board.	Fall
The superintendent of schools publishes and sends to the Board any recommendations for site selection, school boundaries, geographic student choice assignment plans, school closings and/or consolidations, or other facility-related issues requiring more time for public review.	Fall
The superintendent of schools publishes and presents to the Board recommendations for the annual Capital Budget and the six-year CIP or amendments to the CIP. The Board may hold a work session in conjunction with this presentation where Board members may suggest alternatives.	Fall
The Board holds one or more work sessions on the CIP and to consider alternatives to the superintendent of schools' recommended site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues.	Early to mid-November
The Board holds one or more public hearings on the recommended CIP and site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and other facility-related recommendations. When an alternative is identified by the Board at any work session, a public hearing must be held following that work session to receive public comment on the alternative.	Mid November
The Board acts on Capital Budget, CIP, amendments, and any site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues.	Mid to Late November
The county executive and County Council receive Board-requested capital budget and CIP for review.	December 1
The county executive transmits recommended Capital Budget and CIP or amendments to County Council.	January 15
The County Council holds public hearings on CIP.	February - March
The County Council reviews Board requested and county executive recommended Capital Budget and CIP.	March - April

The superintendent of schools' recommendations on any deferred planning issues, site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and other facility-related issues, and/or recommended amendment(s) to the CIP are published for Board review, if needed.	Mid-February*
The Board holds one or more work sessions and identifies any alternatives to site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related recommendations, if needed.	February/ early-to mid-March*
The Board holds one or more public hearings if needed and if any alternatives are identified by the Board.	Late-February
The Board acts on deferred CIP recommendations and/or site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues, if needed.	April
The County Council approves six-year Capital Budget and CIP.	Late-May
Cluster PT(S)A representatives submit comments to the superintendent of schools about issues affecting their schools for the upcoming CIP or amendments to the CIP.	June
The superintendent of schools publishes a summary of all actions to date affecting schools (Master Plan) and identifies future needs.	July

*If necessary the timeline for deferred planning issues may be modified to allow more time for stakeholder engagement processes.

Related Sources: *Code of Maryland Regulations* §13A.01.05.07 and §13A.02.09.01-.03; *Charter of Montgomery County, Maryland*, Section 305; *Montgomery County Code*, Chapter 20, Article X, §§20-55 through 20-58

Regulation History: Interim Regulation, June 1, 2005; revised March 21, 2006; revised October 17, 2006; revised June 8, 2008; revised June 6, 2015; revised October 11, 2017; revised May 2, 2019.

Appendix R

ABA

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries:	ABA-RA, ABA-EA, ABC, ACA, BFA, BFA-RA, BMA, IOD, IOD-RA, KBA
Responsible Offices:	Office of the Chief of Staff; Chief of Strategic Initiatives; Chief of School Support and Well-being

Community Engagement

A. PURPOSE

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

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

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

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

B. ISSUE

1. Understanding and valuing the ideas, interests, expectations, and concerns of the diverse students, families, staff, and other stakeholders of Montgomery County is necessary to ensure the district's goal that all students are prepared for college, career, and community.
2. The Board recognizes the complexity of effective, inclusive, and equitable engagement practices, and the need for guidelines and structures for stakeholders and staff. Clear expectations, guidelines, and resources, are needed so that engagement efforts do not exclude stakeholders who may be most adversely

affected by certain decisions or whose viewpoints have been traditionally marginalized

3. Research-based models of public participation and engagement shall inform the processes below and promote clearly stated objectives for the public's role, appropriate commitment of resources and time to design meaningful and inclusive engagement and public participation activities, and ongoing efforts to create culturally responsive environments where diverse views may be heard and considered in an atmosphere of mutual respect.
4. Certain operational processes may require additional engagement protocols, and this policy is not intended to supercede those processes, including, but not limited to, Policy FAA, *Educational Facilities Planning*, and Regulation FAA-RA, *Educational Facilities Planning*.

C. DEFINITIONS

1. A community engagement *goal* is the purpose for which community members are brought together. For the purposes of this policy, the goals shall be clearly communicated as follows:
 - a) *Inform* means to provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions; or
 - b) *Consult* means to obtain public feedback on analyses, alternatives, and/or decisions; or
 - c) *Involve* means to work directly with the public throughout a process to ensure that public concerns and aspirations are consistently understood and considered; or
 - d) *Collaborate* means to partner with the public for advice and innovation in formulating recommended solutions and incorporate their recommendations into the decisions to the maximum extent possible.
2. *Community members* refers to the constituents with a vested interest in a high-quality public school system for the education of all Montgomery County students. These will include, as appropriate, MCPS students, parents/guardians, and staff as well as those who advocate on behalf of students, parents/guardians, and staff, including, but are not limited to, Montgomery County residents; community-based organizations; or groups who advocate on behalf of students on the basis of race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status,

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

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

D. POSITION

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

1. In alignment with Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, the Board affirms the importance of applying an equity lens and culturally responsive and antiracist approaches that address the impact on all students of any program, practice, decision, or action, with a strategic focus on marginalized student groups.
2. The Board may seek community engagement to inform its decision-making processes and provide opportunities to hear and consider community concerns, comments, and recommendations regarding the development of Board policies, as set forth in Board Policy BFA, *Policysetting*, and other decisions, using the best interest of students as a guiding principle. Although the Board will consider carefully community input gathered through community engagement strategies, the final responsibility for Board-designated decisions rests with the Board.
 - a) This policy aligns with Board Policy ABC, *Parent and Family Involvement*, Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, and Board Policy KBA, *Policy on Public Information*, which promotes accessibility of public information to the broadest community possible and provides interpretation and translation services.
 - b) As a substantial portion of Board decisions affect students directly, public engagement activities set forth in this policy shall intentionally include students who reflect the diversity of the student body as much as possible.
3. The Board encourages community-initiated engagement to inform its decision-making processes and welcomes multiple and varied opportunities for the

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

4. The Board, central office, and school-based staff will show evidence of using culturally responsive engagement planning and implementation guides and resources in the initial planning, implementation, and evaluation of all community engagement. Engagement goals (e.g., to inform, involve, consult, or collaborate) shall be clearly stated and appropriate to the task, and engagement practitioners shall be mindful of the guiding questions below when designing engagement activities:
 - a) Participants (Who will be most impacted by this decision? Who needs to be involved to make the most effective decision?)
 - b) Students (How will students who reflect the diversity of MCPS be included in ways that they feel heard?)
 - c) Outreach (What are the best strategies to engage the participants)
 - d) Process (How will the engagement process be organized and facilitated to ensure that the participants can participate effectively?)
 - e) Evaluation (How do we know that our efforts were effective?)
5. The Board, central office, and school-based staff will implement and evaluate all community engagement with guiding questions such as the following:
 - a) Whom does this practice or decision serve or neglect?
 - b) Whose voices are dominating or lacking from the conversation?
 - c) What adverse impacts or unintended consequences could result from this decision?
 - d) What steps are in place for ongoing data collection and reflection of the outcomes?
 - e) Are diverse identities and perspectives represented and informing the implementation of the practice/decision?
6. Participation techniques may include any method(s) appropriate to the participation goals, such as, but not limited to the following:
 - a) Community-initiated methods of engagement, including public testimony

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

- b) Broad public outreach through surveys, public comment data capture, community events, door-to-door contact, or other methods of receiving and analyzing public input on a large scale.
 - c) Dialogue in facilitated small-group discussions, in person, or in virtual space, where members of the public may introduce topics of interest, raise questions, or discuss content or questions prepared by presenters, including—
 - (1) public meetings where participants are provided the opportunity to engage in facilitated small-group discussions;
 - (2) study circles, which provide training to both leaders and participants to engage in challenging topics and seek common ground;
 - (3) focus groups of participants, typically selected on the basis of some common interest or experience; or
 - (4) task forces or charrettes, typically composed of participants selected on the basis of their technical expertise to analyze technical issues.
 - d) Presentations or large-group meetings where participants receive information in a public forum, provide testimony or ask questions, or may be provided opportunities for facilitated small-group discussions.
6. The Board is committed to providing appropriate time, financial support, professional learning, and MCPS staff to design, facilitate, and conduct community engagement activities.
7. Prior to its action on decisions about which the Board has requested community engagement, the following information shall be included in materials provided for the Board's deliberation:
- a) A summary of community engagement activities conducted, which should include a description of the participants, the participation goals, the participation results, and the techniques used to reach community members;
 - b) A summary of how students were engaged or an explanation as to why students were not engaged; and

- c) A summary of focus areas and/or preferences identified, even if consensus recommendations are not obtained.
- 8. Regarding Board decisions about issues specific to local school communities, the Board will make every effort to ascertain and respect the preferences of students, families, and staff of that school.
 - a) The Board affirms the primacy of engagement through local schools communicating directly with their own communities.
 - b) The superintendent of schools/designee is responsible for providing support and technical assistance as needed to local administrators to design and implement robust participation goals and activities consistent with this policy.

E. DESIRED OUTCOME

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

F. IMPLEMENTATION STRATEGIES

- 1. The superintendent of schools will–
 - a) create and maintain a cross-office committee responsible for supporting culturally responsive community engagement, and developing and updating implementation guides and/or resources, and
 - b) provide training and support for staff at all levels on how to implement inclusive, culturally responsive, and antiracist strategies for community engagement.
- 2. The Board will seek community input, involvement, consultation, or collaboration, as appropriate, on Board decisions related to policies, including curriculum, facilities, and funding issues, from a broad spectrum of our culturally and linguistically diverse community.

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

G. REVIEW AND REPORTING

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

Policy History:

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

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: JEE-RA, KLA, KLA-RA
Responsible Office: Chief Operating Officer

Student Transfers

A. PURPOSE

To explain the limited circumstances under which students may be granted a transfer, referred to as a Change of School Assignment (COSA), to attend a school other than their home school or the school assigned in accordance with their Individualized Education Program (IEP)

B. ISSUE

Students are expected to attend the school within the established area in which they reside (home school) or assigned in accordance with their IEP. Students may submit applications for COSAs from the home school or the school assigned through the IEP process in cases of documented unique hardship, a recent family move within Montgomery County, and in certain circumstances to permit a sibling to attend the same school as another sibling.

C. POSITION

1. A student may apply for a COSA based on any of the following criteria:

a) **Unique Hardship**

Students may apply for a COSA when extenuating circumstances related to their specific physical, mental, or emotional well-being or their family's individual or personal situation that could be mitigated by a change of school environment. However, problems that are common to large numbers of families do not constitute a unique hardship, absent other compelling factors. Documentation that can be independently verified must accompany all hardship requests, or the request will be denied. Examples of such unique hardships include, but are not limited to, the following:

(1) **Child care**

Parents/guardians must demonstrate extenuating circumstances, in obtaining age-appropriate supervision of school students before and/or after school because –

- (a) their work hours extend significantly beyond the typical hours for available child care programs and activities located within the home school or otherwise easily accessible child care programs; and /or
 - (b) significant financial constraints limit the family's ability to otherwise access child care, or other student specified needs. The extenuating circumstances must be extremely significant for students beyond the elementary level.
- (2) When there are extenuating circumstances involving the physical, mental, or emotional well-being of the student.
- (a) Parents/guardians seeking COSAs for this reason should provide documentation of –
 - (i) ongoing treatment by a health care provider of issues related to the student's physical, mental, or emotional well-being that are directly related to or significantly impacted by the school environment; and/or
 - (ii) a significant health issue with unique care requirements (e.g., frequent medical appointments far from the student's home school and/or the parent/guardian's work location).

In the absence of such documentation, evidence of such extenuating circumstances may be obtained through consultation with school staff.

b) Family Moves

Students whose families have moved within Montgomery County, during the school year, who wish their student to continue attending their former home school may request a COSA without demonstrating a unique hardship. Such requests should be submitted immediately after the family moves, and such requests will be granted for the remainder of the current

school year only, with the exception that students in Grades 11 or 12 may be granted a COSA to stay through high school graduation.

c) Siblings

- (1) When a sibling seeks to attend the school where a sibling will be enrolled in the regular/general school program, or a special education program, during the year the sibling seeks to enroll
- (2) For elementary school students only, when a sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for siblings on a case-by-case basis
- (3) Such approvals require consideration of available classroom space, grade-level enrollment staffing allocations, or other factors that impact the schools involved.
- (4) Section (1), (2) and (3) above do not apply if a boundary change has occurred.
- (5) For the purpose of this policy, siblings include step-brothers and sisters, and half-brothers and sisters.

d) MCPS Staff

- (1) Consistent with MCPS strategic priorities to encourage and support school-based staff who work in Title I Schools, Innovative School Year Calendar Schools, or Focus Schools, staff based in any one of those schools may request a transfer for their own child to attend the school which they work under the following conditions:
 - (a) The staff member is assigned to work in one of the above referenced schools for the upcoming school year in a budgeted full-time equivalent (FTE) position that is eligible for leave, retirement, and health benefits coverage; and
 - (b) The staff member is a Montgomery County resident, and the student is otherwise eligible to enroll in MCPS; and

- (c) The request is accompanied by a plan for childcare or other supervision during all times during the staff member's duty day.
 - (2) If the student's enrollment in the school in which the staff member works becomes an impediment to the staff member's ability to perform their duties satisfactorily, the student transfer may be rescinded.
 - (3) The superintendent of schools may establish a process and timeline for consideration of such requests, as well as limit eligibility based on staff performance or conduct concerns.
 - (4) MCPS staff who do not work in one of the schools identified in this section may otherwise apply for COSAs for their children in accordance with requirements of this policy and related regulations.
2. COSAs are subject to the following procedures:
- a) COSA applications are to be submitted between the first school day in February and the first school day in April of the school year preceding the year of the desired transfer. Every effort will be made to notify parents/guardians and students of the decision regarding their COSA request by May 31. COSA requests submitted after the first school day in April will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to the first school day in April. Documentation supporting this situation must be supplied.
 - b) High school students who receive an approved COSA out of their current feeder pattern must attend the new school for one calendar year to be eligible to participate in athletics. A waiver from this restriction may be requested.
 - c) Parents/guardians accepting a COSA assume responsibility for transportation, and recognize that student parking is regulated on a school-by-school basis.
 - d) Reassignment from one consortium school to another after lottery assignments are finalized for that year are handled through the Division of Consortia Choice and Application Program Services, based on a unique hardship.

- e) The COSA application will be approved or denied after considering –
 - (1) the reasons for the request;
 - (2) for students receiving special education services, whether the IEP can be implemented at the requested school;
 - (3) applicable staffing and services available at the requested school;
 - (4) school capacity, including grade level and cluster capacity, and other issues that implicate the ability of the school to admit new students; and
 - (5) if the requested school has a utilization rate of less than 80 percent, the request may receive special consideration after factoring in any issues of capacity at the grade or cluster level.
- 3. Students attending an elementary school on a COSA must reapply for a COSA to attend a middle school other than their home middle school. Starting with students who enter 6th grade during school year 2021-2022, a student attending a middle school on a COSA seeking to attend the high school in that middle school's feeder pattern will have to reapply for a COSA. Starting with students who enter 3rd grade in 2021-2022, students in a middle school immersion program must apply for a COSA in order to attend a high school other than their home school, including the high school in that middle school's feeder pattern.
- 4. Students who have been admitted to countywide programs, regional programs, or programs specifically identified by the superintendent of schools in a publication that will be issued annually and distributed broadly to promote equitable access to these programs are not required to obtain a COSA to attend a school other than their home school. MCPS reserves the right to require students to return to their home school if they cease participation in the program.
- 5. MCPS shall implement a process, separate from the COSA process described in this policy, for the purpose of considering certain academic transfer requests for high school students as described below.
 - a) Students may request academic transfers to participate in either –
 - (1) a multi-year sequence of related courses, as defined in the district or school course catalog, that is not available at the student's home school, or

- (2) a multi-year single course sequence, as defined in the district or school course catalog, that is not available at the student's home school.
 - b) Such a process will include deadlines for submission of academic transfer requests that align with MCPS timelines for course registration and staffing needs.
 - c) Such transfers will be permitted only if space is available after local students enroll.
 - d) Consistent with the district's strategic priorities, MCPS may also consider adjustments to academic programming at the student's home school in lieu of granting the academic transfer request.
 - e) MCPS reserves the right to require students to return to their home school if they withdraw from the course-sequence for which the academic transfer request was granted.
6. Any child who has an older sibling who is currently enrolled in a language immersion program, and will continue to be enrolled in that language immersion program the year the younger sibling seeks to enroll, may participate in a lottery established by the superintendent of schools for admission into the language immersion program. Such lottery shall include a weighting process that takes into consideration factors to include: (a) students who have an older sibling who is currently enrolled in a language immersion program and will continue to be enrolled in that language immersion program in the year the younger sibling seeks to enroll; (b) socio-economic status and poverty; and, (c) other factors as identified by the superintendent of schools, such as, in specific circumstances, a catchment area. Any child who has an older sibling who was enrolled in a language immersion program during the 2017-2018 school year and has an older sibling who will continue to be enrolled in the language immersion program the year the younger sibling seeks to enroll, may enroll in the language immersion program without the necessity of participating in the lottery conducted for admission into that program.

D. DESIRED OUTCOMES

- 1. To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations and staffing allocations of the individual schools
- 2. To provide a process for students to receive a COSA when circumstances arise regarding a documented unique hardship, a recent family move within Montgomery

County, or certain circumstances to permit a sibling to attend the same school as another sibling

3. To provide clarity that the COSA process is distinct from the admissions processes for countywide programs, academic transfer requests, and administrative placements initiated by MCPS staff, the criteria for which are established by the superintendent of schools through administrative regulation

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

F. REVIEW AND REPORTING

This policy will be reviewed on an annual basis in accordance with the Board of Education policy review process.

Policy History: Resolution No. 288-72, April 11, 1972, amended by Resolution No. 825-72, December 12, 1972, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. 517-86, September 22, 1986; reviewed February, 1995; amended by Resolution No. 92-02, March 12, 2002; non-substantive modification, November 16, 2006; amended by Resolution No. 124-17, March 17, 2017; amended by Resolution No. 457-20 and Resolution No. 458-20 on October 6, 2020.

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACA, IOI-RA, JEE, JGA, JGA-RA, JGA-RB, JGA-RC, FAA

Responsible Offices: Chief Operating Officer; Chief Academic Officer

Student Transfers and Administrative Placements

I. PURPOSE

To establish procedures concerning within-county Changes of School Assignment (student transfers) and administrative placements

II. BACKGROUND

Students are expected to attend the school for the established attendance area in which they reside or the school that they are assigned in accordance with an Individualized Education Program (IEP). As set forth in Montgomery County Board of Education Policy JEE, *Student Transfers*, a Change of School Assignment (COSA) request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (student who has reached 18 (the age of majority) or is emancipated prior to the age of 18), or Montgomery County Public Schools (MCPS) staff.

III. DEFINITIONS

A. The *assigned school* is a school other than the student's home school. The assigned school is the school assigned in accordance with the student's Individualized Education Program (IEP); participation in a countywide, regional, or other program established by the superintendent of schools; or administrative placement. When a student is granted a COSA, the requested school becomes the assigned school.

B. The *home school* is the school within the established attendance area in which the student resides.

IV. TIMELINES AND APPLICATION PROCEDURES FOR REQUESTING A CHANGE OF SCHOOL ASSIGNMENT (COSA)

A. Application Procedures

1. To request a transfer to a school other than a student's home school, parents/guardians/eligible students may locate the annual COSA booklet, which contains student transfer procedures, deadlines, and the transfer request form, on the MCPS website or from their home school.
2. MCPS Form 335-45, *Request for COSA*, is available at every MCPS school and on the MCPS website, in multiple languages.

B. Timelines

1. Timelines for COSA requests are established and updated each year in the COSA booklet, in compliance with Board Policy JEE, *Student Transfers*, and shared with schools and the community in late January every year.
2. Students must enroll in and attend their home school while a COSA request is being processed.
3. The completed MCPS Form 335-45 must be submitted to the principal/designee of the student's home school by the deadline stated in the COSA booklet.
 - a) The principal/designee of the student's home school will sign the form to signify verification of residency and acknowledge the request. Such a signature does not constitute agreement or disagreement with the request.
 - b) The student's home school will forward the completed form to the Division of Pupil Personnel and Attendance Services (DPPAS) for processing.
 - c) The DPPAS will complete a review prior to a decision being made.
4. Students receiving special education services available in all schools (for example, Speech and Language, Home School Model, Hours-based Staffing, or Learning and Academic Disabilities Services) should follow the regular COSA process.
 - a) If the student's Individualized Education Program (IEP) requires special education services that are not offered in all schools, the parent/guardian/eligible student should indicate on the COSA form that the student receives special education services in a specialized

program, in addition to submitting appropriate documentation indicating the reason for the COSA request.

- b) Decisions regarding requests for students receiving special education services that are not available in all schools will be made after July 1.
- 5. The parent/guardian/eligible student will receive written notification of approval or denial of a COSA request from the DPPAS.
- 6. The home and requested schools will be notified that the request has been approved or denied.

V. STUDENT TRANSFERS SUBJECT TO AUTOMATIC APPROVAL

The following student transfers are automatically approved but require submission of MCPS Form 335-45, *Request for a COSA*, for record-keeping purposes:

- A. Paired schools are considered one school for COSA purposes. However, if students attend a paired elementary school on an approved COSA, they must submit a new MCPS Form 335-45, *Request for a COSA* (which will automatically be approved), to attend the upper elementary grade school. Each pairing has unique characteristics that can impact the implementation of transfers.
- B. Students who are assigned to Poolesville Elementary School who wish to attend Monocacy Elementary School must submit MCPS Form 335-45, *Request for a COSA*, which will automatically be approved.
- C. Out-of-area students in Downcounty Consortium middle school special programs are guaranteed enrollment in a Downcounty Consortium high school by participating in the Choice Process lottery.

VI. RETURNING TO THE STUDENT'S HOME SCHOOL

- A. A parent/guardian/eligible student may elect for a student to return to their home school at any time if the student–
 - 1. is attending a school on an approved COSA; or
 - 2. attends a countywide or regional program, or a program specifically identified by the superintendent of schools.

3. Students who are attending a school other than their home school because they are participating in a countywide or regional program will be required to return to their home school if they discontinue participation in such program.
- B. A student's return to their home school is determined by the appropriate MCPS administrator as follows:
1. Returning to a home school from a school assigned through a student's IEP is determined on a case-by-case basis by the Office of Special Education.
 2. Returning to a home school from a school assigned through an administrative placement as set forth in section VII.
 3. A principal may request the DPPAS director to rescind a student's COSA with proper cause. Where safety is not a concern, the DPPAS director will give consideration to whether the principal/designee has notified the parent/guardian/eligible student of any concerns, and available supports and appropriate behavior intervention strategies have been considered and attempted to allow the student to remain and either failed or were determined to be inappropriate for the maintenance of a safe, positive learning environment.
 4. COSA requests after an extended suspension generally are not approved and will be addressed by the DPPAS director, in consultation with the school principals involved.
- C. When a student must reapply for a COSA
1. In certain circumstances, COSAs may be limited to one year only.
 - a) In cases where a family moves during a school year, a COSA may be granted to complete the school year (with certain exceptions set forth in Board Policy JEE, *Student Transfers*, section C.1.b).
 - b) In such cases, students must enroll in their home school for the next school year, unless parents/guardians/eligible students reapply for and receive a COSA to continue in the assigned school the next year.
 2. Unless otherwise set forth above, COSAs are granted for sufficient years to allow the student to complete grades at that school, and students must reapply for a COSA to attend the next school in that feeder pattern. See Board Policy JEE, *Student Transfers*, section C.3.

VII. ADMINISTRATIVE PLACEMENTS

- A. MCPS has the authority and reserves the right to reassign a student to a different school or alternative instructional program for safety reasons.
- B. OSSWB staff members are responsible for monitoring the academic progress, student engagement, and social adjustment of students with administrative placements. Students who are administratively placed have the right to participate in athletics and other extracurricular activities upon placement.
- C. Administrative Placement Requested by the Office of School Support and Well-being (OSSWB)
 - 1. A principal may request the administrative placement of a student for safety reasons through the appropriate OSSWB area superintendent.
 - 2. Consistent with Board Policy JGA, *Behavior Intervention, Safety, and Well-being Plan*, the OSSWB area superintendent is responsible for reviewing the request to consider the student's age, previous conduct impacting school safety, cultural or linguistic factors that may provide context to understand student behavior, circumstances surrounding any relevant incidents, and imminent threat of serious harm.
 - 3. The OSSWB area superintendent submits the request to the DPPAS director, who will, in consultation with the principal, the pupil personnel worker (PPW) assigned to the student's home school, and the appropriate OSSWB area associate superintendent review—
 - a) the student's educational, medical, and behavioral record; and
 - b) the request, to determine if appropriate behavior intervention strategies have been considered, attempted, and either failed or were determined to be inappropriate for the maintenance of a safe, positive learning environment.
 - 4. The DPPAS director—
 - a) approves or denies the OSSWB-initiated administrative placement request; and

- b) if the request is approved, the DPPAS director selects the school to which the student will be placed.
- 5. A conference may be scheduled by the PPW with the principal, the parent/guardian, and the student to review the reason(s) for the administrative placement.
- 6. The parent/guardian or eligible student may appeal the director of DPPAS's decision to administratively place the student. The appeal must be submitted to the Office of the Chief Operating Officer within 15 calendar days, following procedures set forth in section VIII.
- 7. The parent/guardian or eligible student may request a review of the school assignment following procedures set forth in section VII.F.
 - a) If the parent/guardian/eligible student is also seeking an appeal of the decision to administratively place the student, the review of school assignment will wait until the resolution of that appeal.
 - b) See also section VIII.D, 3-4.
- D. Administrative Placement Initiated by the Superintendent of Schools/Designee
 - 1. An administrative placement may be initiated by the superintendent of schools/designee.
 - 2. The parent/guardian or eligible student may appeal the superintendent of schools/designee's decision to administratively place the student. The appeal must be submitted to the Board of Education within 10 calendar days, following procedures set forth in section VIII.
- E. Administrative Placement Involving a Reportable Offense

Maryland law requires that if a student is removed or excluded from the student's regular school program for a reportable offense, the principal or superintendent of schools/designee shall invite the student's attorney, if the student has an attorney, to participate in the conference between the student and the student's parent/guardian and the principal/superintendent of schools' designee, and the manifestation determination review team, if applicable.

 - 1. "Reportable offense" shall have the meaning as defined in Maryland law (Annotated Code of Maryland, Education Article, section 7-303(a)(6)) to refer to offenses that occurred off school premises, that did not occur at

events sponsored by the school, and that involved certain crimes of violence. These crimes of violence include, but are not limited to, arson; assault; burglary; criminal organization activity; offenses related to controlled dangerous substances and noncontrolled substances; offenses related to destructive devices and weapons; and using a minor to manufacture, deliver, or distribute a controlled dangerous substance.

2. Additional procedures shall be followed, as set forth in Code of Maryland Regulations (COMAR) 13A.08.01.17.B:
 - a) Promptly, upon receipt of information from a law enforcement agency of an arrest of a student for a reportable offense, the superintendent of schools/designee shall provide the principal of the school in which the student is enrolled with the arrest information, including the charges. If the student who has been arrested is an identified student with disabilities who has been enrolled by MCPS in a nonpublic school program, the superintendent of schools/designee shall provide the principal of the nonpublic school with the arrest information, including the charges.
 - b) The school principal, with appropriate staff members, shall immediately develop a plan that addresses appropriate educational programming and related services for the student and that maintains a safe and secure school environment for all students and school personnel. The school principal shall request that the student's parent/guardian—
 - (1) participate in the development of the plan; and
 - (2) submit information that is relevant to developing the plan.
 - c) If the plan results in a change to the student's educational program, the school principal shall promptly schedule a conference to inform the parent/guardian of the plan. The plan shall be implemented no later than five school days after receipt of the arrest information.
 - d) The school principal and appropriate staff shall review the plan and the student's status and make adjustments as appropriate:
 - (1) Immediately on notification from the state's attorney of the disposition of the reportable offense; or

(2) Pending notification from the state's attorney, at a minimum, on a quarterly basis.

e) The parent/guardian shall be informed of any adjustments to the plan.

F. School of Assignment for Administrative Placements

1. The DPPAS director assigns the school to which a student will be administratively placed. The school assignment will take into consideration school capacity, transportation, and opportunities for the student's overall school success, including positive peer relationships and engagement in the school community.
2. A conference may be scheduled by the PPW with the parent/guardian and the student to consider possible schools to which the student may be assigned.
3. When the superintendent of schools/designee determines an administrative placement is necessary following an extended suspension, the DPPAS director will—
 - a) notify the parents/guardians/eligible student in writing that the student will be administratively placed in a new school at the conclusion of the extended suspension, and
 - b) inform the parents/guardians/eligible student of the new school assignment, in writing, no fewer than five work days prior to the end of the suspension period.
4. Request for a review of the school assignment

Once notified of the new school assignment, the parent/guardian/eligible student may request a review of the school assignment if they believe the assignment creates an undue hardship for the family or precludes opportunities for the student's overall school success, including positive peer relationships and engagement in the school community.

- a) That request should be made in writing to the DPPAS director, who will review the request.
- b) If the DPPAS director reviews the request and determines that the new school assignment does not create an undue hardship for the

family or preclude opportunities for overall school success, the parent/guardian/eligible student should follow the process for appealing a change of school assignment (COSA) under section VIII C. of this regulation.

VIII. APPEALS

COSA Denial	COSA Rescission	Administrative Placement by OSSWB	Administrative Placement by Superintendent	School of Assignment (for Administrative Placements)
To super-intendent within 15 calendar days of the denial decision	To super-intendent within 15 calendar days of the rescission decision	To super-intendent within 15 calendar days of the placement decision	See below (appeal directly to the Board)	Request a review of the assigned school by the director of DPPAS. If unsatisfied with DPPAS decision, appeal to the superintendent within 15 calendar days of DPPAS decision.
To Board within 30 calendar days of the super-intendent/ designee's decision	To Board within 30 calendar days of the super-intendent/ designee's decision	To Board within 10 calendar days of the super-intendent/ designee's decision	To Board within 10 calendar days of the super-intendent/ designee's decision	To Board within 30 calendar days of the super-intendent/ designee's decision

A. Appeals to the Superintendent of Schools

1. The chief of the Office of District Operations serves as the superintendent of schools' designee for appeals of COSA decisions and administrative placements (except for administrative placements initiated by the superintendent of schools).
2. Appeals of a COSA denial, COSA rescission, or administrative placement must be made in writing and must be received by the Office of the Chief Operating Officer within 15 calendar days of the date of the decision letter (except when the administrative placement was initiated by the superintendent of schools, see section VIII.E.1).

3. The appeal should state the reason(s) for seeking review of the decision and include any additional information they want to be considered.
4. The superintendent of schools/designee will review all available information before issuing a decision.
5. Although the matter is usually considered on the basis of the documents received and telephone conferences, in-person conferences may be arranged by the chief operating officer's hearing officer.
6. Decisions will be made promptly, given the number, complexity, and timing of appeals being handled at the same time.

B. Appeal of a Denied COSA Request

1. A COSA request that is denied may be appealed to the superintendent of schools/designee.
2. The student must enroll in and attend the home school while the appeal of a COSA denial is in process, except in the case of administrative placements.
3. Appeals of COSA denials received by the superintendent of schools/designee before July 1 will be decided prior to the beginning of school.

C. Appeal of a Rescinded COSA

1. If a student's COSA is rescinded, the rescission may be appealed to the superintendent of schools/designee.
2. The student may remain enrolled in the assigned school (i.e., the school to which the student had received a COSA) during the appeal.
3. If the superintendent of schools/designee upholds the rescission, the student returns to their home school. The student remains in their home school if the parent/guardian/eligible student chooses to appeal to the Board of Education.

D. Appeal of an Administrative Placement

1. The decision to administratively place a student may be appealed to the superintendent of schools/designee, except when the administrative

placement was initiated by the superintendent of schools (see section VIII.E.1).

2. The school to which a student was administratively placed may be appealed to the superintendent of schools/designee, after first requesting a review by the DPPAS director (see section VII.F).
3. The student must remain in the assigned school to which the student was administratively placed during the appeal, except as specified in VIII.C.3.
4. When an administrative placement follows an extended suspension, the student may stay at the school attended during the extended suspension, or they may attend the school to which they were assigned following the suspension.

E. Appeal to the Board of Education

1. An appeal of the decision of the superintendent of schools/designee must be made in writing and received by the Board—
 - a) within 30 calendar days of the date on the superintendent of schools' decision letter regarding a COSA denial or COSA rescission.
 - b) within 10 calendar days of the date on the superintendent of schools' decision letter regarding a decision to administratively place the student.
2. Appellants are strongly encouraged to file any appeal as soon as possible.
3. As set forth in Board Policy BLB, *Rules of Procedure in Appeals and Hearings*, the superintendent of schools/designee will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal.
4. During the Board appeal process, the student should be enrolled in the school stipulated in the decision made by the superintendent of schools/designee.
5. The Board's decision will be rendered in writing, based on procedures set forth in Board Policy BLB, *Rules of Procedure in Appeals and Hearings*.

Regulation History: Formerly Regulation 265-2, February 22, 1980, revised January 23, 1992, revised April 25, 1994; revised

December 23, 1994; revised December 30, 1997; revised July 20, 1998; revised December 2, 1999; updated office titles June 1, 2000; revised December 6, 2000; revised January 7, 2002; revised January 10, 2003; revised November 29, 2006; non-substantive revision, November 27, 2007; non-substantive revision, November 17, 2008; revised January 04, 2010; revised November 18, 2010; revised .December 12, 2011; revised December 20, 2012; revised November 6, 2013; revised December 13, 2013; revised April 5, 2018; revised January 7, 2019; revised September 28, 2023.

Appendix T

EEA

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: EEA-RA, EBH-RA, JEE, JEE-RA, JFA-RA, KLA

Related Sources: *Annotated Code of Maryland, Education Article, §3-903(c); Code of Maryland Regulations §13A.06.07.09 Instructional Content Requirements; Montgomery County Code, Article II, §44-7 Denominational and parochial school students entitled to transportation; and Montgomery County Code, Article II, §44-8, Cost of transportation of students; levy and appropriation; charge to students.*

Responsible Office: Chief Operating Officer
Department of Transportation

Student Transportation

A. PURPOSE

To establish safe, responsive, and accountable operation of the Montgomery County Public Schools (MCPS) student transportation system, in partnership with parents and students, and to delineate the services provided.

B. ISSUE

MCPS is authorized by the regulations of the State of Maryland to provide safe and efficient transportation to the students residing within Montgomery County. The Montgomery County Board of Education is responsible for establishing the operational expectations and eligibility criteria for its student transportation services. It is the responsibility of the Montgomery County Board of Education to work with other agencies when needed and to consider the safety of students when designing school site plans including pedestrian and vehicular traffic patterns; assessing routes for walking to and from school and school bus stops; and, establishing bus routes and locations of school bus stops.

C. POSITION

1. Eligibility for Transportation

- a) The Board of Education adopted attendance areas for each school are the basis upon which transported areas are defined. Students attending their home school who reside beyond the distances defined below will receive transportation services.

- (1) Transported areas surrounding MCPS schools are as follows:
 - Elementary Schools—beyond 1 mile
 - Middle Schools—beyond 1.5 miles
 - High Schools—beyond 2.0 miles
 - (2) The superintendent of schools is authorized to extend these distances by one-tenth of a mile to establish a reasonable line of demarcation between transported and non-transported areas.
 - (3) Transportation may be provided for distances less than that authorized by Board policy if a condition is considered hazardous to the safety of students walking to or from school, or to establish a reasonable boundary consistent with the safety criteria outlined in C.2.
- b) The Board of Education may establish transportation services for certain consortia schools, magnet, gifted and talented, International Baccalaureate, language immersion, alternative, or other programs based on the purposes of the programs, attendance areas, and available funding.
 - c) Enhanced levels of transportation services will be provided to those students, such as special education students, who meet the eligibility requirements of federal and state laws. Commercial carriers may be used to provide required services.
 - d) Students who attend denominational and parochial schools may be transported as specified under provisions of the Montgomery County Code. This service will be provided only on a space-available basis along established bus routes designed to serve public schools in keeping with the terms and conditions as set forth in this policy.
 - e) Under special circumstances, students may ride established bus routes across attendance boundaries for valid educational reasons.
 - f) Mixed grade/age level student loads are permitted.
 - g) Every effort is made to balance ride times and resources.
 - h) Buses may be used for educationally valuable purposes other than transporting students to and from the regular school day, such as field trips, extracurricular events, interscholastic sports, and outdoor education or

academic programs. Unless otherwise approved by the superintendent or his or her designee, use of MCPS buses is limited to MCPS and other governmental agencies. MCPS will establish criteria and rates for the use of MCPS transportation services for purposes other than transporting students to and from school on the regular school day.

- i) In exigent circumstances, the superintendent may apply to the Board of Education for a waiver to temporarily adjust transported distances. Board action on the waiver request can be taken after allowing at least 21 days for public comment following publication of the waiver request. If the Board deems an emergency exists, this notification provision may be waived without notice if all Board members are present and there is unanimous agreement.

2. Student Safety

- a) MCPS is responsible for routing buses in a manner that maximizes safety and efficiency.
- b) MCPS buses will not cross a main line railroad at grade crossing while in Montgomery County.
- c) MCPS is responsible for designing traffic control patterns for new and renovated schools prior to the completion of construction. MCPS will assess the safety of proposed traffic control patterns taking into consideration safe approaches by pedestrians, bicyclists, and motorists.
- d) MCPS is responsible for conducting safety evaluations of bus stops and recommended walking routes. The following criteria will apply to students walking to schools or school bus stops:
 - (1) Students are expected to walk in residential areas along and across streets, with or without sidewalks.
 - (2) Students are expected to walk along primary roadways with sidewalks or shoulders of sufficient width to allow walking off the main road.
 - (3) Middle and high school students are expected to cross all controlled intersections where traffic signals, lined crosswalks, or other traffic control devices are available.

- (4) Elementary school students may be required to cross primary roadways where an adult crossing guard is present.
- (5) Elementary and middle school students are not expected to cross mainline railroad tracks unless a pedestrian underpass, overpass or adult crossing guard is present.
- (6) Students are expected to walk along public or private pathways or other pedestrian routes.
- e) MCPS will follow an effective process for handling and investigating accidents so that injured students and staff are cared for promptly, further injury is prevented, and correct and timely information is disseminated to all necessary parties.
- f) Student safety, security, and comfort depend on appropriate behavior on MCPS buses identical to that expected of students in school. The Board of Education affirms that, while riding the bus, students are on school property, and disciplinary infractions are handled in accordance with Regulation JFA-RA: *Student Rights and Responsibilities* and other related policies and regulations.

3. Community Partnerships

- a) MCPS will encourage a partnership of students, parents, and school staff to teach and enforce safe transportation practices.
 - (1) MCPS will implement a systemwide outreach and education program to teach safe walking practices en route to and from school, encourage safe bus-riding behavior, and reinforce appropriate student conduct while riding the bus.
 - (2) School staffs will encourage parents to teach their students safe walking practices en route to and from school.
 - (3) Bus operators and attendants are responsible for maintaining safe conditions for students boarding, riding, and exiting the bus. MCPS will provide preservice and in-service instruction to bus operators and attendants, consistent with COMAR 13A.06.07.09.
 - (4) Parents will be responsible for their child's safety along their walking route and at the bus stop. While waiting at bus stops, students should

observe safe practices, respect persons and private property, and stand well off the traveled portion of the road.

- b) Principals and the leadership of PTAs or parent teacher organizations at special programs located at special centers that operate in lieu of nationally affiliated PTAs will be notified in advance of routing changes that involve reductions of service, as described in Regulation EEA-RA.

4. Identification and Resolution of Transportation and Safety Issues

Members of the public are encouraged to address inquiries, concerns, or complaints regarding student transportation as set forth in Policy KLA: *Responding to Inquiries and Complaints from the Public*. Complaints not resolved through the cluster transportation supervisor or other department staff, including the director of transportation may be appealed to the chief operating officer who will render a decision on behalf of the superintendent of schools, advising the appellant of the right to further appeal to the Board of Education consistent with the Education Article, *Annotated Code of Maryland*, Section 3-903(c).

5. Environmental and Economic Considerations

MCPS will balance environmental and economic factors when operating and maintaining its vehicles.

D. DESIRED OUTCOME

MCPS will have an efficient system of student transportation that provides an appropriate means of travel to and from school, is responsive to community input, and, in partnership with parents and students, coordinates effective community participation in the safe movement of students on a daily basis.

E. IMPLEMENTATION STRATEGIES

The superintendent will develop regulations to implement this policy as needed.

F. REVIEW AND REPORTING

This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

Policy History: Adopted by Resolution No. 89-78, February 13, 1978; amended by Resolution No. 219-78, March 14, 1978, Resolution No. 718-78, October 10, 1978, and Resolution No. 725-79, August 20, 1979; amended by Resolution No. 403-84, July 23, 1984; reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 438-86, August 12, 1986, and accepted by Resolution No. 147-87, February 25, 1987; amended by Resolution No. 284-97, May 13, 1997; amended by Resolution No. 616-01, November 13, 2001; amended by Resolution No. 252-08, June 23, 2008.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

Sustainability

A. PURPOSE

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

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

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

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

B. ISSUE

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

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

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

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

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

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

C. POSITION

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

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

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

D. DESIRED OUTCOMES

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

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

E. IMPLEMENTATION STRATEGIES

1. The superintendent of schools/designee will maintain and enhance procedures to promote environmental sustainability at all levels of the school system, which shall include the following practices:
 - a) Develop processes to establish and foster an organizational culture and operational procedures that foster creativity, collaboration, and innovation across departments and at the local school level to implement systemic climate solutions.
 - b) Infuse sustainability concepts across school curricula and professional development to allow students and staff to gain an understanding of individual, collective, and societal responses to human-induced environmental change.
 - c) Provide opportunities for students and staff to engage in actions that contribute to climate solutions, preparedness/adaptation responses, and environmentally sustainable practices, and explore related career paths.
2. The superintendent of schools/designee will identify actions that can be taken immediately and in the longer term to reduce the generation of GHG and consumption of nonrenewable resources and increase efficiency, including, but not limited to, the following:
 - a) Actively manage energy and water consumption by using technology that can be viewed and monitored by building occupants and responsible operational personnel.
 - b) Use a wholesale managed approach for utility procurement and participate in coordinated efforts with federal, state, and local government agencies to establish appropriate resource conservation plans.
 - c) Develop and implement behavior-based sustainability programs at local schools, including strategies to support and increase the number of Maryland-certified Green Schools and other programs.
 - d) Replace MCPS diesel and gasoline vehicles, as appropriate, with electric, hybrid, or other more efficient or cleaner-fuel vehicles.

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

F. REVIEW AND REPORTING

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

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

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

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

MONTGOMERY COUNTY PUBLIC SCHOOLS*Expanding Opportunity and Unleashing Potential***2024–2025 LIST OF SCHOOLS**

ELEMENTARY SCHOOLS			
No.	Name and Address	Principal	Telephone
790.....	Arcola , 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Philippe	301-287-8585
425.....	Ashburton , 6314 Lone Oak Dr., Bethesda 20817	Monique Reese	240-740-1300
420.....	Bannockburn , 6520 Dalroy Lane, Bethesda 20817	Alison L. Serino	240-740-1270
505.....	Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853	Christine (Chris) L. Robertson	240-740-3260
207.....	Beall , 451 Beall Ave., Rockville 20850	Elliot M. Alter	240-740-1220
780.....	Bel Pre , 13801 Rippling Brook Dr., Silver Spring 20906	Dara Brooks	301-287-8870
607.....	Bells Mill , 8225 Bells Mill Rd., Potomac 20854	Dr. Stacy L. Smith	240-740-0480
513.....	Belmont , 19528 Olney Mill Rd., Olney 20832	Evan J. Pinkowitz	240-740-5705
401.....	Bethesda , 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	240-204-5300
226.....	Beverly Farms , 8501 Postoak Rd., Potomac 20854	Laura M. Swerzewski	240-740-0200
410.....	Bradley Hills , 8701 Hartsdale Ave., Bethesda 20817	Karen E. Caroscio	240-204-5210
518.....	Brooke Grove , 2700 Spartan Rd., Olney 20832	Travis A. Payne	240-722-1800
807.....	Brookhaven , 4610 Renn St., Rockville 20853	Xavier Kimber	240-740-0500
559.....	Brown Station , 851 Quince Orchard Blvd., Gaithersburg 20878	Marquetta (Renee) Singleton	240-740-0260
419.....	Burning Tree , 7900 Beech Tree Rd., Bethesda 20817	Jennifer Redden	240-740-1750
309.....	Burnt Mills , 415 Prelude Dr., Silver Spring 20901	Dr. Stacy A. Ashton	240-740-7320
302.....	Burtonsville , 15516 Old Columbia Pike, Burtonsville 20866	Kimberly L. Lloyd	240-740-5700
348.....	Cabin Branch , 14129 Dunlin St., Clarksburg 20841	Stephanie Dinga	240-740-7670
508.....	Candlewood , 7210 Osprey Dr., Rockville 20855	Carolynn Walsleben	301-284-4200
310.....	Cannon Road , 901 Cannon Rd., Silver Spring 20904	Kristine L. Donohue	240-740-0520
604.....	Carderock Springs , 7401 Persimmon Tree Lane, Bethesda 20817	Ryan T. Graves	240-740-0540
159.....	Rachel Carson , 100 Tschiffely Square Rd., Gaithersburg 20878	Mindy D. Reeves	240-740-1840
511.....	Cashell , 17101 Cashell Rd., Rockville 20853	Courtney M. Jones	240-740-0560
703.....	Cedar Grove , 24001 Ridge Rd., Germantown 20876	Christopher A. Wynne	240-740-6190
403.....	Chevy Chase , 4015 Rosemary St., Chevy Chase 20815	Arienne Clark-Harrison	301-657-4994
101.....	Clarksburg , 13530 Redgrave Pl., Clarksburg 20871	Carl R. Bencal	240-740-3530
706.....	Clearspring , 9930 Moyer Rd., Damascus 20872	Jessica Bay Graber	240-740-2580
100.....	Clopper Mill , 18501 Cinnamon Dr., Germantown 20874	Lawrence D. Chep	240-740-2180
308.....	Cloverly , 800 Briggs Chaney Rd., Silver Spring 20905	Michael D. Bayewitz	240-740-4660
238.....	Cold Spring , 9201 Falls Chapel Way, Potomac 20854	Natalie M. Hambrecht	240-740-4390
229.....	College Gardens , 1700 Yale Pl., Rockville 20850	Yvonne L. Sanya	301-279-8470
808.....	Cresthaven , 1234 Cresthaven Dr., Silver Spring 20903	Sherri A. Gorden	240-740-0580
111.....	Capt. James E. Daly , 20301 Brandermill Dr., Germantown 20876	Pedro R. Cedeño	240-740-0600
702.....	Damascus , 10201 Bethesda Church Rd., Damascus 20872	Spencer Delisle	240-740-6180
351.....	Darnestown , 15030 Turkey Foot Rd., Gaithersburg 20878	Darshan K. Jain	301-284-4260
570.....	Diamond , 4 Marquis Dr., Gaithersburg 20878	Daniel Walder	240-740-2120
747.....	Dr. Charles R. Drew , 1200 Swingingdale Dr., Silver Spring 20905	Meredith A. Casper	240-740-5670
241.....	DuFief , 15001 DuFief Dr., Gaithersburg 20878	Gregg R. Baron	240-740-1600
756.....	East Silver Spring , 631 Silver Spring Ave., Silver Spring 20910	Iraida A. Bodre-Woods	240-740-0620
303.....	Fairland , 14315 Fairdale Rd., Silver Spring 20905	Dr. Lakeisha D. Lashley	240-740-0640
233.....	Fallsmead , 1800 Greenplace Terr., Rockville 20850	Shauntae F. Spaugh	240-740-3545
219.....	Farmland , 7000 Old Gate Rd., Rockville 20852	April D. Longest	240-740-0660
566.....	Fields Road , 1 School Dr., Gaithersburg 20878	Dr. Joshua A. Williams	240-740-7000
549.....	Flower Hill , 18425 Flower Hill Way, Gaithersburg 20879	Dr. Joshua (Josh) S. Fine	240-740-5820
506.....	Flower Valley , 4615 Sunflower Dr., Rockville 20853	Dr. Angie L. Fish	240-740-1780
803.....	Forest Knolls , 10830 Eastwood Ave., Silver Spring 20901	Dr. Jennifer Taylor-Cox	240-740-1640
106.....	Fox Chapel , 19315 Archdale Rd., Germantown 20876	Lita M. Yates	240-740-0680
553.....	Gaithersburg , 35 North Summit Ave., Gaithersburg 20877	Paula G. Summers	240-740-4900
313.....	Galway , 12612 Galway Dr., Silver Spring 20904	Dorothea A. Fuller	240-740-0140
204.....	Garrett Park , 4810 Oxford St., Kensington 20895	Daniel K. Tucci	240-740-0700
786.....	Georgian Forest , 3100 Regina Dr., Silver Spring 20906	Dr. Mary Jane (Jane) Ennis	240-740-0720
102.....	Germantown , 19110 Liberty Mill Rd., Germantown 20874	Kimberly Henriquez	240-740-6490
337.....	William B. Gibbs, Jr. 12615 Royal Crown Dr., Germantown 20876	Tamisha Sampson	240-740-0740
767.....	Glen Haven , 10900 Inwood Ave., Silver Spring 20902	Tara M. Strain	240-740-7960
817.....	Glenallan , 12520 Heurich Rd., Silver Spring 20902	Ann Hefflin	240-740-0760
546.....	Goshen , 8701 Warfield Rd., Gaithersburg 20882	Nichola A. Wallen	240-740-6170
340.....	Great Seneca Creek , 13010 Dairymaid Dr., Germantown 20874	Scott T. Curry	240-740-4380
334.....	Greencastle , 13611 Robey Rd., Silver Spring 20904	Kurshanna J. Dean	240-740-1420
512.....	Greenwood , 3336 Gold Mine Rd., Brookeville 20833	Jennifer A. Seidel	240-740-3420
797.....	Harmony Hills , 13407 Lydia St., Silver Spring 20906	Dr. Carole E. Rawlison	240-740-0780
774.....	Highland , 3100 Medway St., Silver Spring 20902	Scott R. Steffan	240-740-1770
784.....	Highland View , 9010 Providence Ave., Silver Spring 20901	Hanna Yim	240-740-1990

No.	Name and Address	Principal	Telephone
305.....	Jackson Road , 900 Jackson Rd., Silver Spring 20904	Rosario P. Velasquez	240-740-0800
360.....	Jones Lane , 15110 Jones Lane, Gaithersburg 20878	Ron Morris	240-740-4260
805.....	Kemp Mill , 411 Sisson St., Silver Spring 20902	Dr. Bernard X. James	240-740-5970
783.....	Kensington Parkwood , 4710 Saul Rd., Kensington 20895	Candace M. Ross	240-740-3700
108.....	Lake Seneca , 13600 Wanegarden Dr., Germantown 20874	Raythorne Henderson	240-740-0280
209.....	Lakewood , 2534 Lindley Terr., Rockville 20850	Ebony-Nicole Kelly	240-740-5750
51.....	Laytonville , 21401 Laytonville Rd., Gaithersburg 20882	Maria D. Watson	240-740-1660
304.....	JoAnn Leleck ES at Broad Acres , 710 Beacon Rd., Silver Spring 20903 <i>(Temporarily located at Fairland Center: 13313 Old Columbia Pike, Silver Spring 20904)</i>	Dr. Harold A. Barber	240-740-1900
336.....	Little Bennett , 23930 Burdette Forest Rd., Clarksburg 20871	Evan H. Bernstein	240-740-5660
220.....	Luxmanor , 6201 Tilden Lane, Rockville 20852	Maureen C. Turner	240-740-0820
244.....	Thurgood Marshall , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	240-740-5990
210.....	Maryvale , 1010 First Ave., Rockville 20850	Olivia K. Bailey	240-740-4330
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	240-740-7820
110.....	S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874	Wanda P. Coates	240-740-4920
158.....	Ronald McNair , 13881 Hopkins Rd., Germantown 20874	Sherilyn R. Moses	240-740-6830
212.....	Meadow Hall , 951 Twinbrook Pkwy., Rockville 20851	Desmond Mackall	240-740-5260
556.....	Mill Creek Towne , 17700 Park Mill Dr., Rockville 20855	Robyn A. Shinn	240-740-1820
652.....	Monocacy , 18801 Barnesville Rd., Dickerson 20842	Kristin A. Alban	240-740-5790
776.....	Montgomery Knolls , 807 Daleview Dr., Silver Spring 20901	Pamela R. Parker	240-740-0840
791.....	New Hampshire Estates , 8720 Carroll Ave., Silver Spring 20903	Robert S. Geiger	240-740-1580
307.....	Roscoe R. Nix , 1100 Corliss St., Silver Spring 20903	Elkin J. Pineda	240-740-6550
415.....	North Chevy Chase , 3700 Jones Bridge Rd., Chevy Chase 20815	Stacey F. Rogovoy	240-204-5280
766.....	Oak View , 400 East Wayne Ave., Silver Spring 20901	Jeffrey L. Cline	240-740-6540
769.....	Oakland Terrace , 2720 Plyers Mill Rd., Silver Spring 20902	Elissa M. Royall	240-740-4880
502.....	Olney , 3401 Queen Mary Dr., Olney 20832	Carla Glawe	240-740-5940
312.....	William Tyler Page , 13400 Tamarack Rd., Silver Spring 20904	Stacey M. Brown	240-740-7560
761.....	Pine Crest , 201 Woodmoor Dr., Silver Spring 20901	Jamila W. Denney	240-740-1970
749.....	Piney Branch , 7510 Maple Ave., Takoma Park 20912	Christine D. Oberdorf	240-740-7780
153.....	Poolesville , 19565 Fisher Ave., Poolesville 20837	Douglas M. Robbins	240-740-5870
601.....	Potomac , 10311 River Rd., Potomac 20854	Nadia J. Kline-Taylor	240-740-4360
514.....	Judith A. Resnik , 7301 Hadley Farms Dr., Gaithersburg 20879	LaTricia D. Thomas	240-740-3240
242.....	Dr. Sally K. Ride , 21301 Seneca Crossing Dr., Germantown 20876	Elise M. Burgess	240-740-5980
227.....	Ritchie Park , 1514 Dunster Rd., Rockville 20854	Cassandra Heife	240-740-6310
773.....	Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815	Lavina Carrillo	240-839-3201
819.....	Rock Creek Valley , 5121 Russett Rd., Rockville 20853	Kimberly A. Henriquez	240-740-1240
795.....	Rock View , 3901 Denfeld Ave., Kensington 20895	Kilsys Batista	240-740-0920
156.....	Lois P. Rockwell , 24555 Cutsail Dr., Damascus 20872	Cheryl Clark	240-740-5180
771.....	Rolling Terrace , 705 Bayfield St., Takoma Park 20912	Rosa I. Mensah	240-740-1950
794.....	Rosemary Hills , 2111 Porter Rd., Silver Spring 20910	Rebecca A. Irwin Kennedy	301-920-9990
555.....	Rosemont , 16400 Alden Ave., Gaithersburg 20877	Keely R. Cooke	240-740-7180
346.....	Bayard Rustin , 332 West Edmonston Dr., Rockville 20852	Kathryn C. West	240-740-4320
565.....	Sequoyah , 17301 Bowie Mill Rd., Derwood 20855	Megan H. Murphy	240-740-5880
603.....	Seven Locks , 9500 Seven Locks Rd., Bethesda 20817	Ilana S. Carr	240-740-0940
501.....	Sherwood , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Jason A. Jefferson	240-740-0960
779.....	Sargent Shriver , 12518 Greenly Dr., Silver Spring 20906	Zoraida E. Brown	240-740-6330
770.....	Flora M. Singer , 2600 Hayden Dr., Silver Spring 20902	Kyle J. Heatwole	240-740-0330
517.....	Sligo Creek , 500 Schuyler Rd., Silver Spring 20910	Katherine A. Schwartz	240-740-2800
347.....	Snowden Farm , 22500 Sweetspire Dr., Clarksburg 20871	Michelle L. Fortune	240-740-5800
405.....	Somerset , 5811 Warwick Pl., Chevy Chase 20815	Travis J. Wiebe	240-740-1100
564.....	South Lake , 18201 Contour Rd., Gaithersburg 20877	Celeste D. King	240-740-7330
568.....	Stedwick , 10631 Stedwick Rd., Montgomery Village 20886	Natasha D. Bolden	240-740-7190
653.....	Stone Mill , 14323 Stonebridge View Dr., North Potomac 20878	Dr. Kimberly A. Williams Cascio	240-740-5450
316.....	Stonegate , 14811 Notley Rd., Silver Spring 20905	Linda M. Jones	240-740-7340
822.....	Strathmore , 3200 Beaverwood Lane, Silver Spring 20906	Tivinia G. Nelson	240-740-5760
569.....	Strawberry Knoll , 18820 Strawberry Knoll Rd., Gaithersburg 20879	Patrick E. Scott	240-740-5140
563.....	Summit Hall , 101 West Deer Park Rd., Gaithersburg 20877	Lisa J. Henry	301-284-4150
754.....	Takoma Park , 7511 Holly Ave., Takoma Park 20912	Dr. Zadia T. Gadsden	240-740-0980
216.....	Travilah , 13801 DuFief Mill Rd., North Potomac 20878	Dr. Karin M. Wade	240-740-4300
580.....	Harriet R. Tubman , 400 Victory Farm Dr., Gaithersburg 20877	Dr. Cavena J. Griffith	240-740-6770
206.....	Twinbrook , 5911 Ridgway Ave., Rockville 20851	Matthew A. Devan	240-740-3450
772.....	Viers Mill , 11711 Joseph Mill Rd., Silver Spring 20906	Matthew D. Hawkins	240-740-1000
552.....	Washington Grove , 8712 Oakmont St., Gaithersburg 20877	Dr. Amy J. Alonso	240-740-0300
109.....	Waters Landing , 13100 Waters Landing Dr., Germantown 20874	M. Deneise Hammond	240-740-1020
561.....	Watkins Mill , 19001 Watkins Mill Rd., Montgomery Village 20886	Brooke L. Simon	240-740-5280
235.....	Wayside , 10011 Glen Rd., Potomac 20854	Holly A. Hill	240-740-0240
777.....	Weller Road , 3301 Weller Rd., Silver Spring 20906	Brent T. Mascott	301-287-8601
408.....	Westbrook , 5110 Allan Terr., Bethesda 20816	Karen M. Cox	240-740-1040
504.....	Westover , 401 Hawkesbury Lane, Silver Spring 20904	Audra M. Wilson	240-740-5740
788.....	Wheaton Woods , 4510 Faroe Pl., Rockville 20853	Nora E. Collins	240-740-0220
558.....	Whetstone , 19201 Thomas Farm Rd., Gaithersburg 20879	Loretta A. Woods	240-740-1060
341.....	Wilson Wims , 12520 Blue Sky Dr., Clarksburg 20871	Kevin M. Burns	240-406-1670
417.....	Wood Acres , 5800 Cromwell Dr., Bethesda 20816	Dr. Sweta Zaks	240-740-1120

No.	Name and Address	Principal	Telephone
704.....	Woodfield , 24200 Woodfield Rd., Gaithersburg 20882	Cynthia Houston	240-207-2550
764.....	Woodlin , 2101 Luzerne Ave., Silver Spring 20910	Craig O. Jackson	240-740-7350
422.....	Wyngate , 9300 Wadsworth Dr., Bethesda 20817	S. Peter Young II	240-740-1080
MIDDLE SCHOOLS			
823.....	Argyle , 2400 Bel Pre Rd., Silver Spring 20906	James K. Allrich	240-740-6370
705.....	John T. Baker , 25400 Oak Dr., Damascus 20872	Samuel G. Levine	240-207-2440
333.....	Benjamin Banneker , 14800 Perrywood Dr., Burtonsville 20866	Ahmed Adelekan	240-740-6250
335.....	Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20905	Stephanie W. Nesmith	301-288-8300
606.....	Cabin John , 10701 Gainsborough Rd., Potomac 20854	Somer Snider	240-406-1600
157.....	Roberto W. Clemente , 18808 Waring Station Rd., Germantown 20874	Jeffrey T. Brown	301-284-4750
775.....	Eastern , 300 University Blvd. East, Silver Spring 20901	Lisa N. Shorts	240-740-6280
507.....	William H. Farquhar , 17017 Batchellors Forest Rd., Olney 20832	Angelica L. Rivas-Smith	240-740-1200
248.....	Forest Oak , 651 Saybrooke Oaks Blvd., Gaithersburg 20877	Dr. Dacia F. Smith	240-740-7570
237.....	Robert Frost , 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	240-740-7610
554.....	Gaithersburg , 2 Teachers Way, Gaithersburg 20877	Dr. Sofia M. Grant-Dewitt	240-740-4950
228.....	Herbert Hoover , 8810 Postoak Rd., Potomac 20854	Dr. Yong-Mi Kim	301-968-3740
311.....	Francis Scott Key , 910 Schindler Dr., Silver Spring 20903	Dr. Norman L. Coleman	301-422-5700
107.....	Dr. Martin Luther King, Jr. , 13737 Wisteria Dr., Germantown 20874	Brandi K. Overton	240-740-6350
708.....	Kingsview , 18909 Kingsview Rd., Germantown 20874	Dyan L. Harrison	240-740-7130
522.....	Lakelands Park , 1200 Main St., Gaithersburg 20878	Rose S. Alvarez	240-740-6450
787.....	A. Mario Loiederman , 12701 Goodhill Rd., Silver Spring 20906	Megan M. McLaughlin	240-740-5830
557.....	Montgomery Village , 19300 Watkins Mill Rd., Montgomery Village 20886	Vincent (Roy) Liburd	240-740-6720
115.....	Neelsville , 11700 Neelsville Church Rd., Germantown 20876	Barbara M. Escobar	240-740-6630
792.....	Newport Mill , 11311 Newport Mill Rd., Kensington 20895	Kiera D. Butler	240-740-7160
413.....	North Bethesda , 8935 Bradmoor Dr., Bethesda 20817	Dr. AnneMarie K. Smith	240-740-2100
812.....	Parkland , 4610 West Frankfort Dr., Rockville 20853	Aaron K. Shin	240-740-6800
155.....	Rosa M. Parks , 19200 Olney Mill Rd., Olney 20832	Stephen Reck	240-740-3300
247.....	John Poole , 17014 Tom Fox Ave., Poolesville 20837	Jon Green	240-740-4200
428.....	Thomas W. Pyle , 6311 Wilson Lane, Bethesda 20817	Christopher B. Nardi	240-740-3500
562.....	Redland , 6505 Muncaster Mill Rd., Rockville 20855	Matthew T. Niper	240-740-0900
105.....	Ridgeview , 16600 Raven Rock Dr., Gaithersburg 20878	Daniel Miller	240-740-3330
707.....	Rocky Hill , 22401 Brick Haven Way, Clarksburg 20871	Darryl V. Johnson	240-740-6670
521.....	Shady Grove , 8100 Midcounty Hwy., Gaithersburg 20877	Shenice N. Brevard	240-740-1440
818.....	Odessa Shannon , 11800 Monticello Ave., Silver Spring 20902	Dr. Natasha H. Booms	240-740-4150
835.....	Silver Creek , 3701 Saul Rd., Kensington 20895	Dr. Tiffany N. Awkard	240-740-2200
647.....	Silver Spring International , 313 Wayne Ave., Silver Spring 20910	Patrick H. Bilock	240-740-2750
778.....	Sligo , 1401 Dennis Ave., Silver Spring 20902	Peter V. Crable	301-287-8890
755.....	Takoma Park , 7611 Piney Branch Rd., Silver Spring 20910	Erin L. Martin	240-740-5220
232.....	Tilden , 6300 Tilden Lane, Rockville 20852	Sapna Hopkins	240-740-6700
345.....	Hallie Wells , 11701 Little Seneca Pkwy., Clarksburg 20871	Dr. Carla M. McNeal	301-284-4800
211.....	Julius West , 651 Great Falls Rd., Rockville 20850	Craig W. Staton	301-337-3400
412.....	Westland , 5511 Massachusetts Ave., Bethesda 20816	Nicole M. Walker	240-740-5850
811.....	White Oak , 12201 New Hampshire Ave., Silver Spring 20904	Virginia A. de los Santos	301-288-8200
820.....	Earle B. Wood , 14615 Bauer Dr., Rockville 20853	Heidi L. Slatcoff	240-740-7640
HIGH SCHOOLS			
406.....	Bethesda-Chevy Chase , 4301 East-West Hwy., Bethesda 20814	Dr. Shelton L. Mooney	240-740-0400
757.....	Montgomery Blair , 51 University Blvd. East, Silver Spring 20901	Kevin Yates (Acting)	240-740-7200
321.....	James Hubert Blake , 300 Norwood Rd., Silver Spring 20905	Shanay A. Snead	240-740-1400
602.....	Winston Churchill , 11300 Gainsborough Rd., Potomac 20854	John W. Taylor	240-740-5400
249.....	Clarksburg , 22500 Wims Rd., Clarksburg 20871	Anita R. O'Neill	240-740-6000
701.....	Damascus , 25921 Ridge Rd., Damascus 20872	Bradley W. Rohner	240-207-2400
789.....	Albert Einstein , 11135 Newport Mill Rd., Kensington 20895	Mark A. Brown Jr.	240-740-2700
551.....	Gaithersburg , 101 Education Blvd., Gaithersburg 20877	Brittany T. Love-Campbell	301-284-4500
424.....	Walter Johnson , 6400 Rock Spring Dr., Bethesda 20814	Nicole J. Morgan	240-740-6900
815.....	John F. Kennedy , 1901 Randolph Rd., Silver Spring 20902	Vickie P. Adamson	240-740-0100
510.....	Col. Zadok Magruder , 5939 Muncaster Mill Rd., Rockville 20855	Christopher J. Ascienzo	240-740-5550
201.....	Richard Montgomery , 250 Richard Montgomery Dr., Rockville 20852	Alicia M. Deeny	240-740-6100
246.....	Northwest , 13501 Richter Farm Rd., Germantown 20874	Scott E. Smith	240-740-7100
796.....	Northwood , 919 University Blvd. West, Silver Spring 20901	Dr. Jonathan L. Garrick	240-740-6950
<i>(Temporarily located at Woodward HS, 11211 Old Georgetown Rd., Rockville 20852)</i>			
315.....	Paint Branch , 14121 Old Columbia Pike, Burtonsville 20866	Dr. Shawaan T. Robinson	301-388-9900
152.....	Poolesville , 17501 West Willard Rd., Poolesville 20837	Mark A. Carothers	240-740-2400
125.....	Quince Orchard , 15800 Quince Orchard Rd., Gaithersburg 20878	Elizabeth (Beth) L. Thomas	240-740-3600
230.....	Rockville , 2100 Baltimore Rd., Rockville 20851	Rhoshanda M. Pyles	240-740-6600
104.....	Seneca Valley , 19401 Crystal Rock Dr., Germantown 20874	Ricardo E. Hernandez	240-740-6400
503.....	Sherwood , 300 Olney-Sandy Spring Rd., Sandy Spring 20860	Timothy D. Britton	240-740-8110
798.....	Springbrook , 201 Valleybrook Dr., Silver Spring 20904	Stephanie P. Valentine	240-740-3800
545.....	Watkins Mill , 10301 Apple Ridge Rd., Gaithersburg 20879	Vilma C. Nájera	301-284-4400
782.....	Wheaton , 12401 Dalewood Dr., Silver Spring 20906	Pamela W. Krawczel	301-321-3400
427.....	Walt Whitman , 7100 Whittier Blvd., Bethesda 20817	Gregory Miller	240-740-4800
234.....	Thomas S. Wootton , 2100 Wootton Pkwy., Rockville 20850	Douglas E. Nelson	240-740-1500

No.	Name and Address	Principal	Telephone
TECHNICAL CAREER HIGH SCHOOL			
748.....	Thomas Edison High School of Technology 12501 Dalewood Dr., Silver Spring 20906	Heather B. Carias (supervisor) ..	240-740-2000
ENVIRONMENTAL EDUCATION CENTER			
990.....	Lathrop E. Smith Environmental Education Center 5110 Meadowside Lane, Rockville 20855	Lee F. Derby	240-740-1404
SPECIAL SCHOOLS			
951.....	Longview School , 13900 Bromfield Rd., Germantown 20874	Sarah C. Starr	240-740-7830
965.....	John L. Gildner Regional Institute for Children and Adolescents (RICA) 15000 Broschart Rd., Rockville 20850	Jada Langston	301-251-6900
916.....	Rock Terrace School , 11400 Marcliff Rd., Rockville 20852	Dr. Lisa M. Gaillard-Jones	240-740-4650
215.....	Carl Sandburg Learning Center , 1002 First St., Rockville 20850	Elizabeth Lacoursiere	240-740-4340
799.....	Stephen Knolls School , 10731 St. Margaret's Way, Kensington 20895	Abby L. Brandt	240-740-0050
ALTERNATIVE EDUCATION PROGRAMS			
Alternative Education Programs , Blair G. Ewing Center, 14501 Avery Rd., Rockville 20853			
239.....	Blair G. Ewing Center @ Avery Road (Rockville) , 14501 Avery Rd., Rockville 20853	Damien B. Ingram	240-740-5000
611.....	Blair G. Ewing Center @ Plum Orchard (Silver Spring) , 12120 Plum Orchard Dr., Suite 110, Silver Spring 20904 ..		240-740-5100
EARLY CHILDHOOD CENTERS			
793.....	MacDonald Knolls Early Childhood Center , 10611 Tenbrook Dr., Silver Spring 20901 ...	Sheri L. Anderson	240-740-5150
918.....	Upcounty Early Childhood Center (UCECC) at Emory Grove , 18100 Washington Grove Lane, Gaithersburg 20877	Tonya L. Williams Walker. ...	240-740-5960
CENTERS, FACILITIES, AND OFFICES			
15 W. Gude Drive , 15 W. Gude Dr., Rockville 20850			
	Center for Skillful Teacher and Leading (Room 310).....	240-740-5770	
	Center for Technology Innovation (3rd Floor)	240-740-5710	
	Blueprint for Maryland's Future	240-740-5643	
	Board of Education (Suite 100)	240-740-3030	
	Department of Communications (Suite 400)	240-740-2837	
	Department of Public Information and Web Services (Suite 400).....	240-740-2837	
	Division of Management and Budget (Suite 200)	240-740-3150	
	Office of District Operations	240-740-6245	
	Office of the Chief Financial Officer (Suite 200)	240-740-3050	
	Office of the Chief of Staff (MCPS) (Suite 400).....	240-740-3015	
	Office of the Superintendent of Schools (Suite 400).....	240-740-3020	
	Office of Systemwide Safety and Emergency Management (Suite 200)	240-740-3066	
45 W. Gude Drive , 45 W. Gude Dr., Rockville 20850			
	Consulting Teachers Team (Suite 2400)	301-217-5120	
	Department of Compliance and Investigations (Suite 2500).....	240-740-2888	
	Department of Professional Growth Systems (Suite 2125)	301-217-5123	
	Department of Talent Acquisition	240-740-8015	
	Division Capital Planning and Real Estate (Suite 4100)	240-740-7720	
	Division of Controller (Suite 3200)	240-740-7500	
	Division of Design and Construction (Suite 4300)	240-740-7700	
	Employee and Retiree Service Center (Suite 1200)	301-517-8100	
	Employee Assistance Program (Suite 1300).....	240-740-6500	
	Office of Facilities Management (Suite 4000).....	240-740-7700	
	Office of Human Resources and Development (Suite 2100)	240-740-7010	
	Procurement Unit (Suite 3100)	240-740-7600	
	Systemwide Safety Programs (Suite 4000)	240-740-7752	
	Sustainability and Compliance (Suite 4000)	240-740-3210	
	Technical Help Desk (Suite 3500)	301-517-5800	
Carver Educational Services Center , 850 Hungerford Dr., Rockville 20850 ..			
	Department of Labor Relations	240-740-6320	
	Division of Appeals and Transfers	240-740-4130	
	English Learner and Multilingual Education	Elementary 240-740-4083 Secondary 240-740-4004	
	Office of Curriculum and Instructional Programs	240-740-3970	
	Office of School Support and Improvement	240-740-3100	
	Office of Special Education	240-740-3042	
	Office of Strategic Initiatives	240-740-5652	
	Office of Technology and Innovation	240-740-2900	
	Office of the Chief Academic Officer	000-000-0000	
	Office of Well-Being and Student Services	240-740-5630	
	Partnerships Unit	240-740-5599	
	Pupil Personnel and Attendance Services	240-740-5620	
	School Library Media Programs	240-740-4040	
	Shared Accountability	240-740-2930	
	Student Leadership and Extracurricular Activities	240-740-3977	
	Study Circles Program	240-314-4830	
Central Records ,			
	Concord Center , 7210 Hidden Creek Rd., Bethesda 20817	240-740-5270	
County Service Park , 16651 Crabbs Branch Way, Rockville 20855			
	Department of Transportation, Central Administration	240-740-2600	
	Field Trip Unit (Room 306)	240-740-2828	
Division of Food and Nutrition Services ,			
	8401 Turkey Thicket Dr., Gaithersburg 20879.....	240-740-7400	
Division of Maintenance and Operations			
	8301 Turkey Thicket Dr., Gaithersburg 20879.....	240-740-2300	
English Manor Center , 4511 Bestor Dr., Rockville 20853			
	Child Find/Early Childhood Disabilities Unit (Room 146)	240-740-2170	
	Deaf and Hard of Hearing Program/Vision Program	240-740-1810	
	Infants and Toddlers	240-740-2150	
Holding Centers			
	Emory Grove Center, 18100 Washington Grove Lane, Gaithersburg 20877		
	Fairland Center, 13313 Old Columbia Pike, Silver Spring 20904		
	Grosvenor Center, 5701 Grosvenor Lane, Bethesda 20814		
	North Lake Center, 15101 Bauer Dr., Rockville 20853		
	Radnor Center, 7000 Radnor Rd., Bethesda 20817		
	Woodward HS, 11211 Old Georgetown Rd., Rockville 20852		
Infants and Toddlers Program Sites			
	Down County Site: Sligo MS, 1401 Dennis Ave., Silver Spring 20902	240-740-3290	
	East County Site: 19190 Olney Mill Road, Olney 20832	240-740-3400	
	Emory Grove Site: 18100 Washington Grove Lane, Gaithersburg 20877	301-947-6000	
	Mid County Site: English Manor, 4511 Bestor Dr., Rockville 20853	240-740-2150	
Up County Site: Upcounty Regional Services Center ,			
	12900 Middlebrook Rd., Third Floor, Suite 3300, Germantown 20874	301-353-0972	
Lincoln Center , 502-560 North Stonestreet Ave., Rockville 20850			
	Supply and Property Management	240-740-5160	
Lincoln Center , 570 North Stonestreet Ave., Rockville 20850			
	Evaluation and Selection	301-279-3272	
	Instructional Materials	240-740-5170	
	Media Processing Unit	240-740-5170	
Lincoln Center , 580 North Stonestreet Ave., Rockville 20850			
	Department of Materials Management	240-740-5160	
	Digital and Video Services	301-279-3346	
Lincoln Center , 660 North Stonestreet Ave., Rockville 20850			
	Editorial, Graphics & Publishing Services	240-740-6534	
Lynnbrook Center , 8001 Lynnbrook Dr., Bethesda 20814			
	High Incidence Accessible Technology Services	240-740-5500	
	InterACT	240-740-5480	
	Physical Disabilities Program	240-740-5500	
Rocking Horse Road Center , 4910 Macon Rd., Rockville 20852			
	Division of Early Childhood, Title I Programs, and Recovery Funds (Room 204) ..	240-740-4600	
	International Admissions and Enrollment (Room 147)	240-740-4500	
	Prekindergarten and Head Start (Suite 141)	240-740-4530	
	Student, Family, and School Services (Room 115)	240-740-4620	
Spring Mill Offices , 11721 Kemp Mill Rd., Silver Spring 20902			
	Autism Spectrum Disorders Services	240-740-5930	
	Division of Consortia Choice and Application Program Services	240-740-2540	
	Speech and Language Services	240-740-5920	
	Transition Services Unit	240-740-5900	
Taylor Science Materials Center , 19501 White Ground Rd., Boyds 20841			
	Upcounty Regional Services Center , 12900 Middlebrook Rd., Germantown 20874 ..	301-601-0300	
	Transportation Support Services Unit	301-444-8580	

Planning Calendar

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

Date	Activity
June 30, 2025	Cluster PTAs submit comments and proposals about issues for consideration in the upcoming CIP to the superintendent
July 1, 2025	Superintendent publishes a summary of all actions to date that have affected schools (FY 2026 Educational Facilities Master Plan)
Summer 2025	Division of Planning, Design, and Construction staff meets with cluster representatives to discuss issues related to the upcoming CIP development
Early-October 2025	MCPS FY 2027 State CIP request to the Interagency Commission (IAC) on Public School Construction
October 13, 2025	Superintendent publishes recommendations for the FY 2027 Capital Budget and the FY 2027–2032 CIP
October 14, 2025	Presentation to Board of Education on <i>Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP</i> and preliminary work session
Mid-October 2025	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
October 23 and 28, 2025	Public hearings #1 and #2 on the superintendent's recommendations for the FY 2027 Capital Budget and the FY 2027–2032 CIP
Early-November 2025	IAC staff recommendations on FY 2027 State CIP
November 4, 2025	Board of Education work session #2 on superintendent's recommendations on the FY 2027 Capital Budget and the FY 2027–2032 CIP
November 6, 2025	Public hearing #3, if necessary, on the superintendent's recommendations for the FY 2027 Capital Budget and the FY 2027–2032 CIP
November 11, 2025	Board of Education work session #3, if necessary, on superintendent's recommendations on the FY 2027 Capital Budget and the FY 2027–2032 CIP
November 20, 2025	Board of Education action on the FY 2027 Capital Budget and the FY 2027–2032 CIP
Late-November 2025	Final revisions on FY 2027 state aid request due to IAC
December 1, 2025	Board of Education submits Requested FY 2027 Capital Budget and the FY 2027–2032 CIP to the County Executive
Early-December 2025	IAC appeal hearing on FY 2027 State CIP
Mid-January 2026	County Executive publishes recommendations for the FY 2027 Capital Budget and the FY 2027–2032 CIP
Late-January 2026	Superintendent releases recommendations on spring boundary and/or planning studies and deferred CIP items (if any)
February–May 2026	County Council reviews requested FY 2027 Capital Budget and the FY 2027–2032 CIP
February 5, 2026	Presentation to Board of Education on winter boundary and/or planning studies and deferred CIP items (if any) and preliminary work session
February 23 and 24, 2026	Public hearings #1 and #2 on superintendent's recommendations for spring boundary and/or planning studies and deferred CIP items (if any)
March 3, 2026	Board of Education facilities work session #2 for spring boundary and/or planning studies and deferred CIP items (if any)
March 9 and 10, 2026	Public hearings #3 and #4, if necessary, on superintendent's recommendations for spring boundary and/or planning studies and deferred CIP items (if any)
March 12, 2026	Board of Education facilities work session #3, if necessary, for spring boundary and/or planning studies and deferred CIP items (if any)

continued

March 26, 2026 Board of Education action on spring boundary and/or planning studies and deferred CIP items (if any)

May 2026 IAC decisions on FY 2027 State CIP

Late May 2026 County Council approves the FY 2027 Capital Budget 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.**

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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, 6H 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.

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B



C



D



E



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