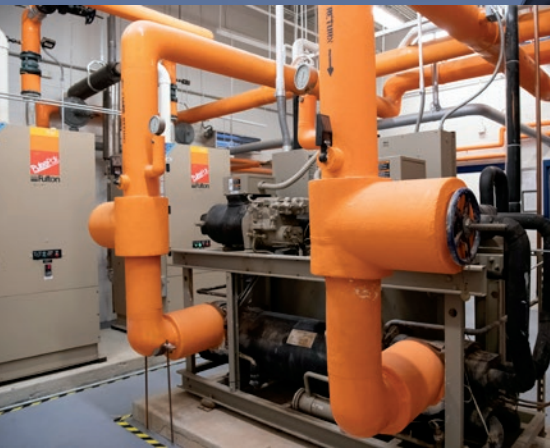


A large construction crane is lifting a long, dark metal beam into place against a blue sky with scattered white clouds. The crane's lattice structure is visible, and the beam is suspended by cables.

The Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program





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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Superintendent of Schools

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Rockville, Maryland 20850
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Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program



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October 13, 2025

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

Dear Ms. Yang and Members of the Board of Education,

As you are well aware, we have a serious problem. For some time, the infrastructure of the school system's facilities slowly has deteriorated and is now at a critical point in need of correction. Candidly, we have not kept pace with major system replacement and school replacements, renewals, and renovations. This has led to a significant backlog in projects that will take decades for us to catch up.

Previous strategies that have ranged from ignoring critical issues to only supporting partial projects or projects in isolated geographic areas has left the school system in a state of gross inequity. Compounding our challenges, critical centralized support infrastructure and holding schools have been neglected to the point where many of the facilities necessary to operate the school system are either at or near a condition that is no longer serviceable.

Knowing that these corrections will not happen overnight but rather will take us decades to correct, we must embark now on a proactive plan to catch up, to regain a state of equilibrium—where planned capital projects align with the replacement of assets based on planned useful life. This plan must extend beyond the six-year window of the Capital Improvements Program and look at a longer range of needs and how we might better utilize our facilities to optimize value for our community, while also providing a safe, welcoming, and inclusive learning environment for our students and working environment for our employees.

To this end, I am pleased to submit my *Recommended Fiscal Year (FY) 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program (CIP)* for your consideration and adoption. This submission marks a deliberate shift in our approach—from reactive, enrollment-driven construction toward a disciplined, data-informed framework that prioritizes lifecycle renewal, equitable access, and fiscal sustainability. Though it represents only a small fraction of the real needs in MCPS, this six-year CIP plan includes the expenditure recommendations for FY 2027–2032 and provides the recommended FY 2027 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2026, and ends June 30, 2027. The first year of the biennial CIP review process is FY 2027. In accordance with the Montgomery County charter, all CIP projects are considered in odd-numbered fiscal years; therefore, this recommended CIP will receive a full review by the county executive

and the Montgomery County Council during the coming months through the Montgomery County Council's final action on the FY 2027–2032 CIP in late May 2026.

The *Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program* totals \$2.704 billion, an increase of \$948.9 million more than the approved CIP. I fully acknowledge that the amount of funding requested in this CIP is significant in comparison with previous requests. Sadly, even at this rate, we are not remotely near meeting the level necessary to sustain our existing portfolio of facilities. We need to make a concerted effort to work with our funding partners to establish revenues that better align with demonstrated need.

Consequently, it is my responsibility as superintendent to present a complete picture of the state of the school system's capital infrastructure. Unfortunately, our present outlook is not a pretty one. In preparation for the first full, biennial CIP of my tenure, we have reviewed all components of the Board of Education's facility and property portfolio; begun the process of assessing the Facility Condition Index of each building; and mapped our operational infrastructure vulnerabilities across the district.

The more complete amount of funding that would be needed to bring the system to an equilibrium point ("on pace") in facility repairs would be nearly double the requested amount. Our analysis shows that to reach a point of doing the number of replacement and upgrade projects that a system of this size should do each year would require a six-year request of more than \$5 billion, approximately \$833 million per year. I put this fact forward not to be hyperbolic, but to illustrate the true extent of the infrastructure backlog within the school system, both in full transparency and with the awareness that this amount of funding truly is unreachable at this moment. While the \$2.704 billion request I put forward for your consideration is ambitious, it still represents only a fraction of the true cost of addressing the needs of our capital inventory.

I fully recognize that we will need to build over time to reach our desired state of sustainable equilibrium. This also will require significant partnership with our funding partners and the community to make this a reality.

We are very appreciative of the action the Montgomery County Council took on October 7, 2025, to increase the Spending Affordability Guidelines (SAG) for the FY 2027 Capital Budget and the FY 2027-2032 CIP for General Obligation (GO) bonds used to fund a significant portion of the county's CIP. The adopted SAG of \$1.8 billion for the six-year period is an increase of \$20 million per year and \$120 million over the six-year CIP period from the adopted level for the two previous CIP cycles. Even so, this new Spending Affordability level is at the same level that was approved in the FY 2009–2014 CIP cycle, and is less than the highest approved SAG level of \$2 billion in the FY 2017–2024 CIP cycle. Acknowledging that fiscal policies must balance numerous economic factors and considerations, we also must acknowledge that inflationary pressures alone exceed the funding levels approved within the recent trend toward reducing SAG. We have been going backwards in supporting our facility infrastructure and it shows. We need to reverse course.

This CIP submission comes in a time of transition for MCPS. Our preliminary September 30, 2025, enrollment signals a significant shift in enrollment patterns. The preliminary September 30 Prekindergarten–Grade 12 student enrollment is 156,541 for the 2025–2026 school year, a decrease of 2,641 students from the 2024–2025 school year. While our previous projections for the six-year period anticipated more moderate to level growth in enrollment, we now are projecting continued gradual decline in enrollment to an overall level of 149,706 students by the 2031–2032 school year.

The COVID-19 pandemic marked a turning point in our enrollment patterns as it did in so many ways for our region and our school system. Preliminary enrollment for this school year is 8,726 less than the recent high enrollment point in 2019. In the years leading up to 2020, MCPS was routinely adding net increases of 1,000 to 2,000 students annually. Our capital priorities reflected this growth pattern, as the system and our county leaders focused on building classrooms and seats for the incoming cohorts of students and families. While the MCPS CIP funding level in these years struggled to keep pace with enrollment, it did not even begin to approach the level needed to also address the systems and infrastructure underpinning our facilities and operations.

Thus, we find ourselves today facing an extensive and mounting backlog of Heating, Ventilation, and Air Conditioning (HVAC), roof, and renovation projects that require our attention, as well as the transportation, warehouse, and office structures that keep our school system operating. We know we must be strategic in our use of our facilities and properties; excellent stewards of the Board of Education's assets; and efficient in our use of resources.

These changes in circumstances require a change in strategy.

My Recommended FY2027–2032 CIP reflects these priorities:

1. **Complete projects in process:** Funds are requested to complete the major projects of Crown, Charles W. Woodward, and Northwood high schools, Burtonsville Elementary School (ES), and JoAnn Leleck ES at Broad Acres within the six-year period. We need to deliver these projects on-time and under-budget;
2. **Invest in systemic upgrades:** I recommend funding to increase the number of major system replacement projects to complete each year in areas such as HVAC, Roof Replacements, Emergency Replacement of Major Building Components, and Restroom Renovations. Though this will not remotely come close to matching the need, we need to incrementally increase the project capacity each year until we reach the necessary equilibrium to sustain our existing portfolio of facilities;
3. **Account for the true cost of time:** Each project includes an estimated inflation measure across the six-year period to reflect funds that will be needed to keep pace with cost increases, separate from scope increases. Ignoring this in the past has led to project overruns and supplemental requests for additional funds unnecessarily;
4. **Plan to sustain system operations:** Key operational facilities require project planning and funds to ensure continuity of service, including the Carver Educational Services Center, materials management warehouse, transportation service centers, and holding schools

to allow for seamless school construction and continuity of learning to occur. A critical chokepoint in this plan depends on our ability to centrally function to capitalize on economies of scope and scale;

5. **Address aging facilities:** Adhere to a process of renovating, renewing, and replacing schools according to weighted assessment criteria, with a strategic approach to project scopes, primarily based on facility useful life. Projects to be initiated in the CIP are: Burning Tree, Cold Spring, Highland View, Piney Branch, and Sligo Creek elementary schools; Eastern and Sligo middle schools; and Damascus High School.

Our inventory assessment took a hard look at facilities and system elements across the district and compared them to industry standards for lifecycle and replacement. Attached to this letter is a table that illustrates the hard truth: a \$5.15 billion total needed investment that reflects a planning approach that is much closer to meeting necessary industry standards. Though far from what is needed, the \$2.704 billion recommended request begins the process of bending the curve in the right direction. HVAC projects provide a useful illustration:

- The normal useful life of an HVAC system is 20 years.
- Across 238 facilities we should be replacing approximately 12 systems per year.
- Averaging costs for elementary and secondary system sizes yields an approximate annual HVAC replacement budget of \$127 million.
- In FY 2026, the system received \$39.5 million and completed 4 HVAC replacements.
- My FY 2027 recommendation is for \$55 million and 7 projects, increasing to \$88.3 million and 9 projects in FY 3032.

This model reflects a recommendation that still is not where we need to be to achieve the necessary equilibrium to meet our facilities portfolio's needs, but it does represent progress . . . if we stick to it.

We have taken a similar analytical approach to our facilities. Combining the Facility Condition Index review with additional factors such as student need and facility utilization give us a quantitative understanding of the current relative condition of each facility. The goal is to pursue a funding plan and strategic roadmap that incorporates the following lifecycle benchmarks; until we get "caught up", each project will be assessed on a project by project basis.

- **Renovation, every 25 years** – Upgrading at least five major systems (HVAC, roof, plumbing, electrical, flooring, life safety, windows, doors/hardware, etc.). Proactively addresses aging infrastructure, enhances comfort and functionality, and protects the asset's value.
- **Renewal, every 50 years** – A comprehensive interior reconstruction, down to the structural frame, retaining the slab and shell of the building when in good condition. The result is a facility that feels "like new", but can be more cost-effective than a replacement.

- **Replacement, every 50 years (if a Renewal will not work)** – Complete demolition and reconstruction when the slab or structure is in poor condition, or when the site cannot meet current or future needs by keeping the existing building in place.

Here again it is critical to note that the fundamental math of our buildings' ages and conditions far exceeds the funding I am requesting:

- Given the current age of our elementary school buildings, more than 60% of our elementary schools are eligible for a renovation, while 5% are eligible for a renewal or replacement. **To reach our long-term goals, we will need to renovate, renew, or replace 6–7 elementary schools per year for the next 20 years.**
- Given the current age of our secondary school buildings, almost 60% of our secondary schools are eligible for a renovation, while almost 10% are eligible for a renewal or replacement. **To reach our long-term goals, we will need to renovate, renew, or replace almost 3 secondary schools per year for the next 20 years.**
- My recommendation initiates 5 elementary school projects and 3 secondary school projects across the six-year FY 2027–2032 CIP period.

Adhering to a capital investment plan that prioritizes infrastructure and facility renewal requires discipline in decision-making to remain sustainable and fiscally responsible. It requires relying on data to determine what level of construction and project sequence is necessary, and it requires up-to-date project scope adjustments as conditions change over time. It requires a collective acknowledgement that our facility conditions together with our fiscal environment demand a “must do” approach to prioritizing capital investments rather than a “nice to have” request.

Strategic stewardship of resources will also require us to let go of and adjust our expectations in some cases. The “Old Blair” high school facility which for many years has housed two schools, Silver Spring International Middle School (SSIMS) and Sligo Creek Elementary School (SCES), increasingly is compromised as a building and as a site. Our best attempts to upgrade and address the building for many years have been thwarted by unforeseen building conditions, intractable structural issues, and, of course, the Purple Line construction. I cannot in good conscience recommend the level of investment in the building that would be required to facilitate continued use in its current form, for two permanent schools. Instead, I recommend the following:

- Build a new Sligo Creek Elementary School on a new site in the Silver Spring area. Depending on the selection of the new site, a boundary study may not be necessary.
- Accommodate Silver Spring International Middle School students through new construction at Eastern Middle School and Sligo Middle School, as well as other adjacent schools through a localized boundary study
- Initiate the process to close Silver Spring International Middle School as an MCPS school.
- Convert the existing SCES/SSIMS facility into a holding school for downcounty elementary and secondary projects.

This recommendation will be emotional for some in our community, and I appreciate and value the connections and bonds that our staff, students, and families have with their schools. This recommendation, however, is a prudent use of available properties to solve an increasingly frustrating and expensive experience for both schools, and to create flexibility for other secondary projects in the future.

I am pleased to put forward elements to make progress on several confounding but essential pieces of operational infrastructure.

- **Materials Management:** We are finalizing a lease agreement for a large warehouse property. This lease will allow us to vacate the primary warehouse on Stonestreet in Rockville, which has been a major priority for the City of Rockville and our Lincoln Park neighbors. The new warehouse also will allow us to consolidate operations from a variety of smaller locations in the county, creating operational efficiencies and freeing up additional spaces for regional needs.
- **Transportation:** We have identified several Board-owned properties to house regional transportation support services. Combined with the county's work on a new transportation maintenance facility on Gude Drive, these projects will position MCPS to significantly reduce its footprint on the current Shady Grove site and work toward a permanent solution.
- **Carver Educational Services Center:** This facility is an important piece of MCPS history; however, it has deteriorated severely. We plan to preserve the history and to rebuild a stronger, up to date facility that can accommodate the public facing and central service leadership functions of the school system.
- **Holding Schools:** With the re-opening of Charles W. Woodward High School, MCPS loses its only secondary holding school. This CIP includes funds to both expand our available holding schools, which will facilitate future projects, and to perform required maintenance and replacements in the existing holding schools to improve their working condition and the educational experience during use.

We will re-use available properties also to create the right program space where and when we need it. The Blair G. Ewing Center at Avery Road, formerly known as Mark Twain, has been in the CIP for more than a decade without forward progress, and the facility is in serious disrepair. The alternative education program currently is located at both Avery Road and at the North Lake Center. My recommendation begins the process of upgrading existing properties such as the Fairland Center and the Spring Mill Center to align with the program's needs and to provide the educational opportunities our students and staff deserve. As part of future planning, we will determine the combination of sites best suited to the program and students' needs, as well as review options for the best use of the Avery Road location.

Through our current boundary studies for reopening Charles W. Woodward High School and opening the new Crown High School, and through our work to envision regional programming structures that increase access and opportunity for all students across the district, we are laying a new foundation for the structure of MCPS. This CIP builds from that basis and begins the shift to supporting regional operations. We are planning for strategic facilities for early childhood centers, transportation services, cross-functional team office spaces, and other support services to serve each region. This approach will locate services closer to the schools, and reduce driving

times and distances. It also will continue the work begun with the cross-functional teams to more closely connect central services and central service staff to the schools they support.

As enrollment and housing patterns continue to shift, non-capital solutions also must be a part of right-sizing and upgrading the MCPS facility inventory. When the Board of Education takes up the recommendations for the Crown and Charles W. Woodward high schools boundary studies early next year, I plan to bring forward a proposal to follow this secondary level boundary work with a comprehensive boundary study for elementary schools. This next step will be important to improve facility utilization across schools, reduce split articulation and “island” assignments, and ensure alignment of elementary school patterns with new regional and secondary boundaries.

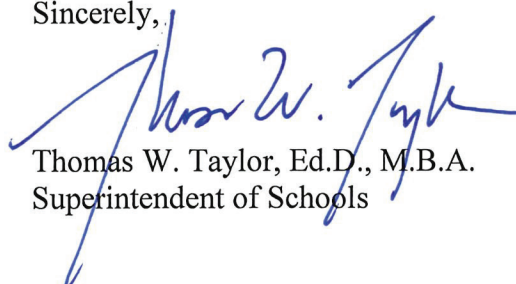
The work outlined here will take several CIP cycles to establish and move forward. We can—and we must—begin to change this trajectory by investing in the infrastructure and systems recommended in my FY 2027–2032 Capital Improvements Program. This plan follows decades of chasing seating capacity and adding space without a unified long-term strategy—decades in which short-term fixes, deferred maintenance, and patchwork solutions became the norm. The FY 2027–2032 CIP is designed to change that trajectory, setting MCPS on a path toward sustainable facilities planning, stronger equity of access, and better spaces for students and staff.

The *Superintendent's Recommended Fiscal Year 2027 Capital Budget and the FY 2027-2032 Capital Improvements Program* will be presented to the Board of Education on October 14, 2025. Following that presentation, the Board is scheduled to hold two public hearings on October 23 and 28, 2025. Following the public hearings, the Board will hold a work session on November 4, 2025. If necessary, there will be a third public hearing on November 6, with a third Board work session on November 11. The Board is scheduled to act on the *Superintendent's Recommended FY 2027 Capital Budget and the FY 2027-2032 Capital Improvements Program* on November 20, 2025.

The county executive will publish his CIP recommendations for all County agencies by mid-January 2026. The Montgomery County Council will hold hearings in early February 2026, conduct work sessions in March and April 2026, and adopt the FY 2027 Capital Budget and the FY 2027–2032 CIP in late May 2026.

Throughout this process, we will work together and with our community to align our investments with our values, and to ensure every student and staff member has the safe, appropriate spaces they must have to work and learn.

Sincerely,

A handwritten signature in blue ink, appearing to read "Thomas W. Taylor".

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

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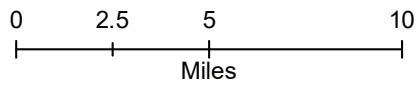
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Cluster Service Areas 2025-2026



Introduction

In November 1996, the voters of Montgomery County approved by referendum an amendment to the County Charter that changed the County Council's review and approval cycle of the six-year Capital Improvements Program (CIP) from an annual to biennial cycle. The referendum specified that in odd-numbered fiscal years (on-years), the County Council would conduct a full review of the six-year CIP and in even-numbered fiscal years (off-years), the County Council only would consider amendments to the adopted CIP. The FY 2027–2032 CIP falls in an odd-numbered fiscal year and will receive a full review by the County Council. The *FY 2027 Capital Budget and the FY 2027–2032 CIP* provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2027, and the expenditure schedule for the FY 2027–2032 CIP.

This document contains the following sections:

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

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

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

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

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

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

Chapter 1

The Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program

The Impact of the Biennial CIP Process

In November 1996, the Montgomery County charter was amended by referendum to require a biennial, rather than annual, Capital Improvements Program (CIP) review and approval process. The total six-year CIP is now reviewed and approved for each odd-numbered fiscal year. For even-numbered fiscal years, only amendments are considered where changes are needed in the second year of the six-year CIP. Fiscal Year (FY) 2027 is an odd-numbered fiscal year and, therefore, all CIP projects will be considered with a full review by the county executive and County Council.

Overview

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 previously approved CIP. While the total amount was the same as the approved FY 2025–2030 CIP, there were reallocations from multiple Countywide projects to address construction cost increases and maintain project completion dates for schools that were under construction. The county executive, in his *Recommended FY 2026 Capital Budget and Amendments to the FY 2025–2030 Capital Improvements Program* aligned with the Board of Education's request. The total, however, amounted to \$1.755 billion, which reflected more than \$98 million in spending that occurred ahead of schedule. On May 22, 2025, the County Council took final action and approved the amended CIP of \$1.755 billion. The approved amended CIP had minor technical adjustments in the out-years that didn't impact MCPS' ability to complete projects on their approved timelines.

The Superintendent's Recommended Capital Improvements Program

This document contains the recommended FY 2027 Capital Budget appropriation amounts and the FY 2027–2032 CIP expenditure schedules proposed by the superintendent of

schools for consideration and action by the Montgomery County Board of Education. As previously indicated, FY 2027 is an odd-numbered fiscal year and, therefore, all CIP projects will be considered with a full review by the county executive and County Council. On October 7, 2025, the Montgomery County Council adopted the Spending Affordability Guidelines (SAG) for the FY 2027–2032 CIP for General Obligation (GO) bonds used to fund a significant portion of the county's CIP. The adopted SAG of \$1.8 billion for the six-year period is \$120 million more than the previous two CIP cycles. While it is an increase from previous years, this level of GO bonds will have a significant impact on the funds available for capital projects for MCPS, as well as Countywide systemic projects.

The *Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program* totals \$2.704 billion, an increase of \$948.9 million over the approved CIP. For nearly three decades, MCPS experienced steady enrollment growth of approximately 2,000 students annually. Since the onset of the COVID-19 pandemic during the 2019-2020 school year, MCPS, like many other school districts around the country, has entered a period of declining enrollment. In response to these changing conditions, the recommended CIP represents a strategic transition from primarily capacity-driven projects to a balanced investment approach, centered on renovation, renewal, and operational efficiency. In preparing this budget, anticipated escalation and inflationary factors were carefully evaluated and incorporated to ensure accurate and sustainable fiscal planning. While the recommended CIP is significantly higher than the approved CIP, it does not address the full need of the extensive backlog of critical infrastructure and school replacement projects. The priorities of the recommended FY 2027–2032 CIP focus on renovating or replacing existing buildings, modernizing critical systems, and ensuring that capacity investments align with long-term enrollment trends and forecasts. Conventional Countywide projects such as roof and HVAC replacements, among other projects, remain central to this effort. While many of the Countywide projects have increases due to anticipated inflationary factors, the following projects have an increase due to additional scope:

- Emergency Replacement of Major Building Components
- Facility Planning

- Fire Safety Upgrades
- HVAC Replacement
- Roof Replacement
- School Security Systems

The superintendent's recommendation also includes several new Countywide Projects that reflect a more strategic, long-term approach to district operations. The goals of these projects are to enhance the service delivered to MCPS students and their families, increase operational efficiencies, and be better environmental stewards. These new projects include:

- **Central Office Headquarters (CESC Replacement)**—The existing CESC building is in need of major repairs. The intent of this project is to create a new central office headquarters located on the CESC and former Rock Terrace School site. Having all of central services on one campus will allow for a better end-user experience, such as having access to the Welcome Center, a variety of Special Education services, staff members needing to take care of financial or human resources matters, or need access to the superintendent's and Board of Education's office. This model aligns with many other school district's central services operations.
- **Holding School Improvements**—MCPS has not invested in our holding schools in decades. Since we do not have any elementary schools fully designed and permitted in the next two years, this is an ideal time to renovate these temporary swing spaces since they are vacant. Upgrades like restroom renovations, roof/HVAC replacements, and installing modular buildings are all under consideration for these upgrades. MCPS intends to increase the amount of holding schools in a future CIP.
- **Materials Management Relocation**—These capital expenditures would be used for the interior construction of a centralized warehouse space, specifically designed to meet the demands of serving the State's largest school system in a safe and efficient manner. The functions that would be incorporated into this one site would reduce delivery times and thousands of driving miles per year, save valuable resources, and reduce our carbon footprint.
- **Outdoor Play Space and Athletic Infrastructure**—MCPS has outdated playground equipment and surfaces, as well as aging athletic infrastructure such as field turf, bleachers, stadium lights, tennis courts, etc. Insufficient funding could present safety and operational challenges.
- **Transportation and Regional Support Facilities**—MCPS has been requested to vacate the Shady Grove bus depot site. The two new proposed facilities will provide replacement parking for most of the affected buses, enhance regionalized transportation operations, as well as have support space that would align with our regional services model.

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

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

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

- Burtonsville Elementary School Replacement—August 2026
- Crown High School (New)—August 2027
- JoAnn Leleck Elementary School @ Broad Acres Replacement—August 2026
- Northwood High School Addition/Facility Upgrade—August 2027
- Charles W. Woodward High School Reopening—August 2027

A new methodology for CIP prioritization was developed in the summer of 2025. Factors such as educational adequacy, enhanced student needs, and utilization were all elements in the prioritization. However, building condition, measured by the new facility condition index (FCI), served as the primary driver in project prioritization. Additional factors such as holding school availability and other districtwide challenges were also considered. Further details regarding the new CIP prioritization criteria are provided in Chapter 3. While most of the schools listed below have been included in previous CIPs, some schools have increased in scope or have newly established estimated completion dates. These schools, located under the Major Capital Projects project description form (PDF), include:

- Damascus High School Replacement—August 2031
- Eastern Middle School Replacement—August 2030
- Sligo Middle School Renewal/Addition—August 2031
- Burning Tree Elementary School Replacement—August 2031
- Cold Spring Elementary School Replacement—August 2031

- Highland View Elementary School Replacement—August 2031
- Piney Branch Elementary School Replacement—August 2031

With the new CIP prioritization methodology, some schools were removed from this year's CIP recommendation, as other schools were ranked higher in need. Those schools include:

- Damascus Elementary School
- Twinbrook Elementary School
- Whetstone Elementary School

To ensure our school buildings continue to meet the needs of every student, MCPS took a careful look at how each facility is used, long-term operational costs, and how future enrollment will shape space needs. This review helps make the best use of our existing buildings while aligning school and program sizes with their recommended future purpose. As MCPS transitions to completing more renovations rather than replacing them outright, the superintendent makes the following recommendations to support this next phase of facility improvements:

- **Silver Spring International Middle School**—Close the school in June 2030. The existing building at 313 Wayne Avenue will be used as a downcounty holding school. A scope for a localized boundary study will be recommended in a future CIP.
- **Sligo Creek Elementary School**—Perform a site selection and build a new Sligo Creek ES. MCPS would continue to use the existing building at 500 Schuyler Road as a downcounty holding school starting in August 2029, when the replacement school is built. Depending on where the site selection occurs will depend on whether or not a localized boundary study is required.
- **Alternative Education Programs**—These programs currently operate out of two locations in Rockville: the Blair G. Ewing Center campus on Avery Road, as well as the North Lake Center, which is typically used as a holding school. The recommendation is to move the program currently at the North Lake Center to the Fairland Center at the conclusion of the 2026-2027 school year. This relocation will last two years, while renovations at the Spring Mill Center occur. The recommendation is for this site to be permanently located at the Spring Mill Center starting in August 2029. The building on Avery Road, while larger than the program needs it to be, is outdated and will need to be addressed in a future CIP request.

The summary table at the end of this chapter, titled "Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program," (page 1-7) summarizes the superintendent's recommendations for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council's adopted action and the third column shows the superintendent's recommendations for the FY 2027–2032

CIP. It is important to note that many previously approved projects will be blank since they can proceed on their currently approved schedules. The last column shows the anticipated completion date for each project.

The next summary table includes all of the Countywide projects approved by the County Council in the FY 2025–2030 CIP (page 1-10). The table also includes the superintendent's recommendations for the FY 2027–2032 CIP for these projects. The final two tables contain summary information regarding the appropriation and expenditure schedule for the FY 2027 Capital Budget and the FY 2027–2032 CIP (page 1-11) and the FY 2027 State CIP funding request for MCPS (page 1-13)

You can find a six-year systemic HVAC/roof replacement plan on the last page of this chapter. It is important to note that the order of this list will change each year as systems may fail unexpectedly, priorities may shift, and larger, major capital projects are identified for certain schools..

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

Funding the Capital Improvements Program

The CIP is funded mainly from four types of revenue sources—county General Obligation (GO) bonds, state aid, current revenue, and Recordation and School Impact taxes. The amount of GO bond funding available for all county CIP projects is governed by Spending Affordability Guidelines (SAG) limits set by the County Council before CIP submissions are prepared. The amount of state aid available is governed by the rules, regulations, and procedures established by the state of Maryland Interagency Commission on School Construction (IAC) and by the amount of state revenues available to support the state school construction program. The amount of current revenue available to fund CIP projects is governed by county tax revenues and the need to balance capital and operating budget requests. In addition, the amount of Recordation and School Impact taxes is governed by the amount collected by the county from the sale and refinancing of existing homes and, the construction of new residential development. All four types of revenue sources are discussed below. MCPS will explore alternative financing mechanisms, such as a Public-Private Partnership (P3) model. A P3 financial model leverages private sector funding to deliver projects quicker with less upfront costs, however, would result in higher long-term costs.

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

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

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

Fiscal Years	Spending Affordability Guidelines
FY 2005–2010	\$1.14 billion
FY 2005–2010 Amended	\$1.22 billion*
FY 2007–2012	\$1.44 billion
FY 2007–2012 Amended	\$1.65 billion*
FY 2009–2014	\$1.8 billion
FY 2009–2014 Amended	\$1.84 billion
FY 2011–2016 CIP	\$1.95 billion
FY 2011–2016 Amended	\$1.91 billion*
FY 2013–2018 CIP	\$1.77 billion
FY 2013–2018 Amended	\$1.77 billion*
FY 2015–2020 CIP	\$1.947 billion
FY 2015–2020 Amended	\$1.999 billion*
FY 2017–2022 CIP	\$2.040 billion
FY 2017–2022 Amended	\$2.04 billion*
FY 2019–2024 CIP	\$1.86 billion
FY 2019–2024 Amended	\$1.86 billion*
FY 2021–2026 CIP	\$1.77 billion
FY 2021–2026 Amended	\$1.77 billion*
FY 2023–2028 CIP	\$1.68 billion
FY 2023–2028 Amended	\$1.68 billion*
FY 2025–2030 CIP Amended	\$1.68 billion
FY 2025–2030 CIP Amended	\$1.68 billion*
FY 2027–2032 CIP	\$1.80 billion

*Limits set during biennial process

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

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

For FY 2023, the County Council set the SAG limits at \$300 million for FY 2023 and \$290 million for FY 2024, with a six-year total of \$1.68 billion, a decrease of \$90 million over the six-year period. In February 2022, the County Council upheld the SAG limit of \$1.68 billion that was set in October 2021. In February 2023, the County Council upheld the SAG limit of \$1.68 billion for the amended six-year period. For FY 2025, the County Council set the SAG limit at \$280 million for FY 2025 and FY 2026, with a six-year total of \$1.68 billion, the same amount as the previous two years. In February 2024, the County Council maintained the SAG limit of \$1.68 billion approved in October 2023. In February 2025, the County Council maintained the SAG limit of \$1.68 billion approved in October 2024. On October 7, 2025, the County Council set the SAG limit at \$300 million for FY 2027 and FY 2028, with a six-year total of \$1.8 billion. In February 2026, the County Council will review the SAG limit. County Council can either increase FY 2027 and FY 2028 by a maximum of 10 percent or can reduce Years FY 2029-2032 without limitation.

Recordation Tax and School Impact Tax

The two bills approved by the County Council in the spring of 2004, Bill 24–03, Recordation Tax—Use of Funds, and Bill 9–03, Development Impact Tax—School Facilities, dedicated and created significant current revenue sources to supplement the GO bond

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

State Funding

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

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

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

\$33.8 million from the annual statewide allocation and \$25.9 million through the EGRC legislation for a total FY 2019 state aid allocation of \$59.7 million.

For FY 2020, the state aid request was \$113.8 million. The state aid approved for MCPS was \$32.8 million from the annual statewide allocation and \$25.9 million through the approved EGRC legislation for a total FY 2020 state aid allocation of \$58.7 million, \$55.1 million less than the amount requested. For FY 2021, the state aid request was \$110.4 million. The state aid approved for MCPS was \$54.13 million, \$56.27 million less than the amount requested. Of the \$54.13 million, \$31.8 million was from the annual statewide allocation and \$22.3 million was through the approved EGRC legislation. For FY 2022, the state aid request was \$76.05 million. The state aid approved for MCPS was \$44.78 million, \$31.27 million less than the amount requested. Of the \$44.78 million, \$29.55 million was from the annual statewide allocation and \$15.23 million was through the approved EGRC legislation.

For FY 2023, the state aid request was \$229.45 million. The state aid approved for MCPS was \$243.75 million—\$36.03 million from the statewide annual allocation and \$207.72 million from the BTL funding allocation. Of the \$36.03 million from the annual statewide allocation, \$13.16 million was through the EGRC legislation. For FY 2024, the revised state aid request was \$167.19 million. The FY 2024 state aid approved for MCPS was \$157.79 million, \$96.20 million from the statewide annual allocation and \$61.59 million from BTL funding. Of the \$96.20 million from the annual statewide allocation, \$13.15 million was through the EGRC legislation. For FY 2025, the revised state aid request was \$246.3 million. Of the \$246.3 million, \$18.50 million was for 8 systemic roof and HVAC replacement projects, \$8.4 million was for the balance of construction funding for 1 project, \$63.39 million was for 5 projects that require construction funding, and \$156.04 million was for 2 projects that require both planning approval and construction funding. The FY 2025 state aid approved for MCPS was \$93.67 million, \$56.04 million from the statewide annual allocation and \$37.63 million from BTL funding. Of the \$56.04 million from the annual statewide allocation, \$13.8 million was through the EGRC legislation.

For FY 2026, the state aid request was \$53.32 million. The state aid approved for MCPS was \$48.17 million, all from the statewide allocation. Of the \$48.17 million from the annual statewide allocation, \$10 million was through the EGRC legislation, along with \$561,000 from prior year EGRC funding. Of the \$48.17 million, \$28.59 million was for the balance of funding for one project, and \$30.79 million was for 8 systemic roofing and HVAC projects.

For FY 2027, the state aid request is \$49.26 million. Of the \$49.26 million, \$34.83 million is for 15 systemic roof and HVAC replacement projects, \$11.21 million is for the balance of construction funding for the Crown HS project, \$500,000 is for a project that requests planning approval and design funding, and \$2.71 million is for Net-Zero-Energy additional funding on the Burtonsville ES Replacement project. This is MCPS' first Net-Zero-Ready school project and the first time

applying for this additional funding. If approved, this funding will come from the Built To Learn program. A summary of the FY 2027 State CIP request can be found on page 1-13.

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 four such projects in the recommended CIP—Facility Planning, Materials Management Building Relocation, Relocatable Classrooms, and Technology Modernization. The same general current receipts are used to fund the county operating budget.

The Relationship between State and Local Funding

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

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

Capital Budget and Operating Budget Relationship

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

**Superintendent's Recommended FY 2027 Capital Budget
and the FY 2027–2032 Capital Improvements Program
Summary Table¹**

Individual Projects	County Council Action May 2025	Superintendent's Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Charles W. Woodward HS Reopening	Approved FY 2026 appropriation to complete the interior of the auditorium and associated spaces.		8/27
Bethesda-Chevy Chase / Walter Johnson Cluster ES		Recommend the approved planning funds in FY 2029 and FY 2030 be reallocated to other projects.	
Winston Churchill			
Crown HS (New)	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.		8/27
Clarksburg Cluster			
Crown HS (New)	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.		8/27
Damascus Cluster			
Crown HS (New)	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.		8/27
Damascus HS Replacement (Major Capital Project—Secondary)		Recommend an increase in funding due to construction cost increases.	8/31
Damascus ES (Major Capital Project—Elementary)	Approved a portion of the placeholder expenditures in the out-years be reallocated to other projects.	Recommend the approved appropriation and placeholder construction funds in FY 2029 and FY 2030 be reallocated to other projects.	
Downcounty Consortium			
Northwood HS Addition/Facility Upgrade	Approved FY 2026 appropriation for stadium improvements.		8/27
Charles W. Woodward HS Reopening	Approved FY 2026 appropriation to complete the interior of the auditorium and associated spaces.		8/27
Eastern MS Replacement (Major Capital Project—Secondary)		Recommend an FY 2027 appropriation for planning funds for a replacement project with an increased capacity due to the closure of Silver Spring International Middle School.	8/30
Silver Spring International MS (Closure)		Recommend to close Silver Spring International Middle School and reuse the existing building as a holding school.	7/30
Sligo MS Renewal/Addition (Major Capital Project—Secondary)		Recommend a renewal and addition project. The additional capacity will accommodate students from existing Silver Spring International Middle School when it closes.	8/31
Highland View ES Replacement (Major Capital Project—Elementary)		Recommend this project increase in scope from an individual additon project to a replacement project under the Major Capital Project—Elementary project.	8/31
Piney Branch ES (Major Capital Project—Elementary)		Recommend this school to be funded for a replacement project.	8/31
Sligo Creek ES Replacement		Recommend an FY 2027 appropriation for planning funds. Recommend this school to be funded for a replacement school on a new site.	8/29

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

Individual Projects	County Council Action May 2025	Superintendent's Recommendation	Anticipated Completion Date
Gaithersburg Cluster			
Crown HS (New)	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.		8/27
Walter Johnson Cluster			
Charles W. Woodward HS Reopening	Approved FY 2026 appropriation to complete the interior of the auditorium and associated spaces.		8/27
Bethesda-Chevy Chase / Walter Johnson Cluster ES		Recommend the approved planning funds in FY 2029 and FY 2030 be reallocated to other projects.	
Col. Zadok Magruder Cluster			
Col. Zadok Magruder HS (Major Capital Project—Secondary)		Recommend to remove all out-year expenditures for planning and construction funds. These funds will be requested in a future CIP.	
Richard Montgomery Cluster			
Crown HS (New)	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.		8/27
Twinbrook ES (Major Capital Project—Elementary)	Approved a portion of the placeholder expenditures in the out-years be reallocated to other projects.	Recommend the approved appropriation and placeholder construction funds in FY 2029 and FY 2030 be reallocated to other projects.	
Northeast Consortium			
Burtonsville ES Replacement			8/26
JoAnn Leleck ES at Broad Acres Replacement			8/26
Northwest Cluster			
Crown HS (New)	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.		8/27
Poolesville Cluster			
Crown HS (New)	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.		8/27
Quince Orchard Cluster			
Crown HS (New)	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)	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.		8/27
Sherwood Cluster			

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

Individual Projects	County Council Action May 2025	Superintendent's Recommendation	Anticipated Completion Date
Watkins Mill Cluster			
Crown HS (New)	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.		8/27
Whetstone ES (Major Capital Project—Elementary)	Approved a portion of the placeholder expenditures in the out-years be reallocated to other projects.	Recommend the approved appropriation and placeholder construction funds in FY 2029 and FY 2030 be reallocated to other projects.	
Walt Whitman Cluster			
Charles W. Woodward HS Reopening	Approved FY 2026 appropriation to complete the interior of the auditorium and associated spaces.		8/27
Burning Tree ES Replacement (Major Capital Project—Elementary)		Recommend this project be moved from the ADA Compliance project into the Major Capital Project—Elementary project.	8/31
Thomas S. Wootton Cluster			
Crown HS (New)	Approved FY 2026 appropriation to complete the interior of the auditorium, teaching spaces, and site amenities.		8/27
Thomas S. Wootton HS (Major Capital Project—Secondary)		Recommend to remove all out-year expenditures for planning and construction funds. These funds will be requested in a future CIP.	
Cold Spring ES Replacement (Major Capital Project—Elementary)	Approved a portion of the placeholder expenditures in the out-years be reallocated to other projects.	Recommend to fully fund a replacement project with an estimated completion date of August 2031.	8/31
Other Educational Facilities			
Blair G. Ewing Center (Funded through Alternative Education Programs in Countywide Projects)		Recommend a FY 2027 appropriation for planning funds to relocate the Alternative Education site that is currently at North Lake Center to move permanently to Spring Mill Center.	8/29

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

**Superintendent's Recommended FY 2027 Capital Budget
and the FY 2027–2032 Capital Improvements Program
Summary Table¹**

Countywide Projects	County Council Action May 2025	Superintendent's Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Alternative Education Programs		Recommend FY 2027 appropriation for this project.	8/29
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	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.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Central Office Headquarters (CESC Replacement)			Phase I FY 2032
Design and Construction Management	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Early Childhood Centers	Approved reallocation of funds from this project to other projects.		Ongoing
Emergency Replacement of Major Building Components	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Facility Planning		Recommend FY 2027 appropriation to continue this project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Holding School Improvements		Recommend FY 2027 appropriation for this project.	8/29
HVAC Replacement	Approved FY 2026 appropriation, beyond approved level, to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Major Capital Projects— Elementary	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.	Recommend appropriations and placeholder construction funds for Damascus, Twinbrook, and Whetstone elementary schools to be reallocated to other schools within this project.	Ongoing
Major Capital Projects— Secondary		Recommend FY 2027 appropriation for planning funds for Eastern MS. Recommend to remove all out-year expenditures for planning and construction funds for Magruder HS and Wootton HS. These funds will be requested in a future CIP.	Ongoing
Outdoor Play Space and Athletic Infrastructure		Recommend FY 2027 appropriation for this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Relocatable Classrooms	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Roof Replacement	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
School Security	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Sustainability Initiatives	Approved FY 2026 appropriation, below approved level, to be reallocated to other projects and to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Technology Modernization	Approved FY 2026 appropriation to continue this project.	Recommend FY 2027 appropriation to continue this project.	Ongoing
Transportation and Regional Support Facilities		Recommend FY 2027 appropriation for this project.	8/29

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

**Superintendent's Recommended FY 2027 Capital Budget
and the FY 2027–2032 Capital Improvements Program
(\$000s)**

Project	FY 2027 Approp.	Total	Thru FY 2025	Est. FY 2026	Total Six-Years	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	Beyond Six-Years
Individual School Projects												
Bethesda-Chevy Chase/Walter Johnson Clusters ES (New) ♦		-1,195			-1,195			-650	-545			
Burtonsville ES Replacement		59,061	6,565	34,960	17,536	17,536						
Crown HS (New)		219,252	53,762	33,555	131,935	72,500	59,435					
Highland View ES Addition ♦♦	-16,025	750	750	0								
JoAnn Leleck ES @ Broad Acres Replacement		66,682	16,064	34,618	16,000	16,000						
Northwood HS Addition/Facility Upgrade		213,076	55,810	71,012	86,254	48,754	37,500					
Sligo Creek ES Replacement ♦♦♦	6,615	70,516			70,516	6,615	34,729	29,172				
Charles W. Woodward HS Reopening		224,095	153,914		70,181	39,181	31,000					
Superintendent's Recommended Individual Projects	-9,410	852,237	286,865	174,145	391,227	200,586	162,664	28,522	-545			
Countywide Projects												
ADA Compliance ♦♦♦♦	1,900	66,283	28,166	25,827	12,290	1,900	1,957	2,016	2,076	2,138	2,203	
Alternative Education Programs ♦♦♦	1,500	31,629			31,629	1,500	9,000	21,129				
Asbestos Abatement ♦♦♦♦	1,050	29,182	20,774	1,616	6,792	1,050	1,082	1,114	1,147	1,182	1,217	
Building Modifications and Program Improvements (BMPI) ♦♦♦♦	6,000	127,603	79,420	16,183	38,810	6,000	6,180	6,365	6,556	6,753	6,956	
Central Office Headquarters (CESC Replacement) ♦♦♦		428,265	5,000		223,265			14,158	74,072	72,665	62,370	200,000
Design and Construction Management ♦♦♦♦	5,500	131,951	88,101	8,274	35,576	5,500	5,665	5,835	6,010	6,190	6,376	
Early Childhood Centers ♦♦♦		51,594	21,000		30,594				2,835	7,442	20,317	
Emergency Replacement of Major Building Components ♦♦♦♦	3,750	30,257	2,962	3,038	24,257	3,750	3,863	3,978	4,098	4,221	4,347	
Facility Planning ♦♦♦♦	5,000	30,387	13,634	3,753	13,000	3,500	3,500	1,500	1,500	1,500	1,500	
Fire Safety Upgrades ♦♦♦♦	3,750	51,759	21,902	5,600	24,257	3,750	3,863	3,978	4,098	4,221	4,347	
Holding School Improvements ♦♦♦	4,000	44,000			44,000	4,000	10,000	30,000				
HVAC Replacement ♦♦♦♦	55,600	637,921	148,111	92,410	397,400	55,600	52,000	61,000	69,000	71,500	88,300	
Improved (Safe) Access to Schools ♦♦♦♦	500	36,744	22,517	10,993	3,234	500	515	530	546	563	580	
Major Capital Projects—Elementary ♦♦♦	-8,409	200,175	-602		200,777		12,367	-3,161	91,352	100,219		
Major Capital Projects—Secondary ♦♦♦	5,816	602,818	25,244		577,574	12,613	31,322	201,310	184,873	147,456		
Materials Management Building Relocation ♦♦♦	10,605	13,105	30	2,470	10,605	8,400	2,205					
Outdoor Play Space and Athletic Infrastructure ♦♦♦♦	15,000	79,871	6,064	886	72,921	15,000	15,450	10,000	10,300	10,815	11,356	
Planned Life-Cycle Asset Replacement (PLAR) ♦♦♦♦	12,000	263,075	166,445	19,009	77,621	12,000	12,360	12,731	13,113	13,506	13,911	
Relocatable Classrooms ♦♦♦♦	4,500	115,061	89,003	5,558	20,500	4,500	4,000	3,500	3,500	2,500	2,500	
Restroom Renovations ♦♦♦♦	5,500	82,734	35,645	11,513	35,576	5,500	5,665	5,835	6,010	6,190	6,376	
Roof Replacement ♦♦♦♦	15,000	243,575	86,028	33,547	124,000	15,000	16,000	19,000	21,000	25,000	28,000	
School Security Systems ♦♦♦♦	8,000	105,672	53,659	16,013	36,000	8,000	8,000	6,000	6,000	4,000	4,000	
Stormwater Discharge and Water Quality Management ♦♦♦♦	1,100	22,176	12,439	2,376	7,361	1,100	1,133	1,190	1,249	1,312	1,377	
Sustainability Initiatives ♦♦♦♦	3,500	47,970	6,791	18,540	22,639	3,500	3,605	3,713	3,825	3,939	4,057	
Technology Modernization ♦♦♦♦	33,850	659,435	444,236	42,699	172,500	33,850	30,350	26,280	27,340	27,340	27,340	
Transportation and Regional Support Facilities ♦♦♦	10,000	70,000			70,000	5,000	15,000	25,000	15,000	10,000		
Superintendent's Recommended Countywide Projects	205,012	4,203,241	1,376,569	320,305	2,313,178	211,513	255,081	463,002	555,500	530,652	297,430	200,000
Superintendent's Recommended CIP	195,602	5,055,478	1,663,434	494,450	2,704,405	412,099	417,745	491,524	554,955	530,652	297,430	200,000

FOOTNOTES:

This six-year CIP does not reflect the true need for MCPS, rather, it was reduced to align closer to the Spending Affordability Guidelines (SAG) that the County Council sets each year.

♦ Bethesda-Chevy Chase/Walter Johnson Clusters ES (New) was removed from the six-year CIP due to decreased enrollment and a future boundary study.

♦♦ Highland View ES Addition project was removed due to an increased scope. Highland View ES is now a replacement project under Major Capital Projects—Elementary.

♦♦♦ These projects incorporate 5% escalation to reflect anticipated construction costs increases over the planning period.

♦♦♦♦ These projects incorporate 3% escalation to reflect anticipated construction cost increases over the planning period.

All projects in bold are new to the six-year CIP.

**Superintendent's Recommended FY 2027 Capital Budget
and the FY 2027–2032 Capital Improvements Program
(\$000s)**

Project	FY 2027 Approp.	Total	Thru FY 2025	Est. FY 2026	Total Six-Years	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	Beyond Six-Years
Superintendent's Recommended CIP	195,602	5,055,478	1,663,434	494,450	2,704,405	412,099	417,745	491,524	554,955	530,652	297,430	200,000
Elementary School Major Capital Projects												
Burning Tree ES (replacement) ♦		69,253			69,253		3,115	6,543	34,349	25,246		
Cold Spring ES (replacement)		59,550	1,607		57,943		2,607	5,474	28,739	21,123		
Damascus ES ♦♦	-2,339	-25,330	-1,580		-23,750			-8,750	-15,000			
Highland View ES (replacement) ♦♦♦		69,422			69,422		3,123	6,559	34,432	25,308		
Piney Branch ES (replacement)		78,293	2,884		75,409		3,522	4,513	38,832	28,542		
Twinbrook ES ♦♦	-2,948	-25,444	-1,694		-23,750			-8,750	-15,000			
Whetstone ES ♦♦	-3,122	-25,569	-1,819		-23,750			-8,750	-15,000			
Recommended Elementary Major Capital Projects Total	-8,409	200,175	-602		200,777		12,367	-3,161	91,352	100,219		
Secondary School Major Capital Projects												
Damascus HS (replacement, on-site)		306,118	21,309		284,809	9,237	10,005	108,179	92,758	64,630		
Eastern MS (replacement, on-site)	5,816	162,524	3,935		158,589	3,376	15,355	80,610	59,248			
Sligo MS (renewal/addition)		134,176			134,176		5,962	12,521	32,867	82,826		
Recommended Secondary Major Capital Projects Total	5,816	602,818	25,244		577,574	12,613	31,322	201,310	184,873	147,456		
Superintendent's Recommended Major Capital Projects Total	-2,593	802,993	24,642		778,351	12,613	43,689	198,149	276,225	247,675		

FOOTNOTES:

This six-year CIP does not reflect the true need for MCPS, rather, it was reduced to align closer to the Spending Affordability Guidelines (SAG) that the County Council sets each year.

All projects in the table above incorporate 5% escalation to reflect anticipated construction costs increases over the planning period.

♦ Burning Tree ES moved from the ADA Compliance project to the Major Capital Projects—Elementary project due to an increased scope. It is now a replacement project.

♦♦ Damascus ES, Twinbrook ES, and Whetstone ES were removed from the six-year CIP based on updated CIP prioritization data (building condition, educational adequacy, utilization, enhanced needs).

♦♦♦ Highland View ES Addition project was removed due to an increased scope. Highland View ES is now a replacement project under Major Capital Projects—Elementary.

All projects in bold are new to the six-year CIP.

Expected Facility Use Schedule for Fiscal Years 2027–2032

Facility	School Year 2026–2027	School Year 2027–2028	School Year 2028–2029	School Year 2029–2030	School Year 2030–2031	School Year 2031–2032
Existing Burtonsville ES	Opens as Early Childhood Center (ECC) #3					
Emory Grove Center	Permanent Location for Upcounty Early Childhood Center (renovations to occur in School Year 2031–2032)					
Grosvenor Center				Cold Spring ES		
Radnor Center				Burning Tree ES		
Potential Sligo Creek ES Site*				Permanent Location for Sligo Creek ES		
Existing Sligo Creek ES	Sligo Creek ES			Piney Branch ES		
North Lake Center	Alt. Ed. Programs					
Fairland Center		Downcounty Alt Ed. Programs		Highland View ES		
Spring Mill Center	Leased Tenants			Downcounty Alternative Education Programs		
Existing Blair G. Ewing Center	Upcounty Alternative Ed. Programs					
Woodward HS	Northwood HS	Woodward HS Reopens				
Existing Silver Spring Int. MS	Silver Spring International Middle School				Sligo MS	
CESC/Former Rock Terrace Site**	MCPS Staff					MCPS HQ (Ph. I)
Rocking Horse Road Center	MCPS Staff					Move to CESC
English Manor ES	MCPS Staff					Move to CESC
750 Progress Way (Warehouse)	Construction	New Warehouse Opens (consolidation of Stonestreet properties and other MCPS Operations)				
Stonestreet Properties	Staff	Move to New Warehouse				
Concord Center	Staff	MCPS Staff Move to New Warehouse; Future Use TBD				
Lynnbrook Center	Staff	MCPS Staff Move to New Warehouse; Future Use TBD				
Edward U. Taylor Center	Staff	Staff Move to Progress Way, Future Use TBD				
Former Carl Sandburg Center	Staff	Staff Move to Progress Way, Future Use TBD				
Montrose Center	Leased Tenants		Future Use TBD			
Former Forest Grove ES	Leased Tenants	Future Use TBD				
Former Parkside ES	Vacant	Future Use TBD				
Rollingwood Center	Vacant	Future Use TBD				
Tuckerman Center	Leased Tenants					
Northwest ES #8 Future Site	Vacant			Bus Depot/Regional Support Center		
Wootton ES # 7 Future Site	Vacant			Bus Depot/Regional Support Center		

*A site selection will need to be conducted in order to relocate Sligo Creek Elementary School onto a new site.

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

**Requested FY 2027 State Capital Improvements Program
for Montgomery County Public Schools
(figures in \$000s)**

Priority No.	BTL - Y/N	PFA - Y/N	Project	Total Estimated Costs	Non PSCP Funds	Prior State Funding	FY 2027 State Funding Request
Design, Balance of Construction, and Add-On Funding							
1	C*	Y	Crown HS (New)* (Balance of Construction)	219,252	120,971	87,070	11,211
2	Y	Y	Burtonsville ES Replacement (Net Zero Energy Add-On)	59,061	25,158	31,185	2,718
3	N	N	Early Childhood Center #3 (Design)	15,000	14,500		500
			Subtotal	293,313	160,629	118,255	14,429
Systemic Maintenance Projects							
4	N	Y	Spark M. Matsunaga ES/Longview School HVAC (cost increase)	9,500	4,519	2,831	2,150
5	N	N	Dr. Charles R. Drew ES HVAC (cost increase)	8,000	3,751	3,049	1,200
6	N	Y	Springbrook HS HVAC (Phase 3)	7,500	3,750		3,750
7	N	Y	New Hampshire Estates ES HVAC	2,200	1,100		1,100
8	N	N	Goshen ES HVAC	2,200	1,100		1,100
9	N	Y	Strawberry Knoll ES HVAC	8,500	4,250		4,250
10	N	N	Sherwood HS HVAC (Phase 1)	7,500	3,750		3,750
11	N	Y	Dr. Martin Luther King, Jr. MS HVAC	14,000	7,000		7,000
12	N	Y	Flower Valley ES HVAC	7,000	3,500		3,500
13	N	Y	Northwest HS Roof (Phase 2)	8,380	4,190		4,190
14	N	N	Darnestown ES Roof	2,108	1,054		1,054
15	N	Y	Takoma Park ES Roof	1,872	936		936
16	N	Y	Fairland ES Roof	810	405		405
17	N	Y	Olney ES Roof	490	245		245
18	N	Y	Gaithersburg HS Roof	408	204		204
			Subtotal	80,468	39,754	5,880	34,834
			TOTAL FY 2027 STATE CIP REQUEST	373,781	200,383	124,135	49,263

*Combined annual allocation and BTL funding.

Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program Six-Year Systemic HVAC/Roof Replacement Plan*

FY 2027

School Name/Type of Project
Dr. Charles R. Drew ES HVAC**
Spark M. Matsunaga ES HVAC**
Springbrook HS HVAC (Phase 3)
New Hampshire Estates ES HVAC
Sherwood HS HVAC (Phase 1)
Dr. Martin Luther King, Jr. MS HVAC
Flower Valley ES HVAC
Goshen ES
Strawberry Knoll ES HVAC
Northwest HS Roof Phase 2
Darnestown ES Roof
Takoma Park ES Roof
Fairland ES Roof
Olney ES Roof
Gaithersburg HS Roof

FY 2028

School Name/Type of Project
Springbrook HS HVAC (Phase 4)
Sherwood HS HVAC (Phase 2)
Takoma Park MS HVAC
Dr. Sally K. Ride ES HVAC
Rosa Parks MS HVAC
Dr. Charles Drew ES Roof
Matsunaga ES/Longview Roof
Walt Whitman HS Roof
Ridgeview MS Roof

FY 2029

School Name/Type of Project
Sherwood HS HVAC (Phase 3)
Georgian Forest ES HVAC
Kemp Mill ES HVAC
Rock View ES HVAC
Albert Einstein HS HVAC (Phase 1)
Bethesda ES HVAC
Montgomery Blair HS HVAC (Phase 1)
North Chevy Chase ES HVAC
Bethesda Chevy Chase HS Roof
Magruder HS Roof
Herbert Hoover MS Roof

FY 2030

School Name/Type of Project
Sherwood HS HVAC (Phase 4)
Albert Einstein HS HVAC (Phase 2)
Montgomery Blair HS HVAC (Phase 2)
John F. Kennedy HS HVAC (Phase 1)
Forest Knolls ES HVAC
Mill Creek Towne ES HVAC
Thurgood Marshall ES HVAC
Ritchie Park ES HVAC
Jackson Road ES HVAC
Blair G. Ewing Center Roof***
Oakland Terrace ES Roof
Gaithersburg ES Roof
Cedar Grove ES Roof
West Farm Depot Roof***

FY 2031

School Name/Type of Project
Montgomery Blair HS HVAC (Phase 3)
Albert Einstein HS HVAC (Phase 3)
John F. Kennedy HS HVAC (Phase 2)
Clopper Mill ES HVAC
Earle B. Wood MS HVAC
Rosemont ES HVAC
Forest Oak MS HVAC
Montgomery Village MS Roof
Lakewood ES Roof
Thomas S. Wootton HS Roof
Johnson, Walter HS Roof
Ashburton ES Roof
Dr. Sally Ride ES Roof

FY 2032

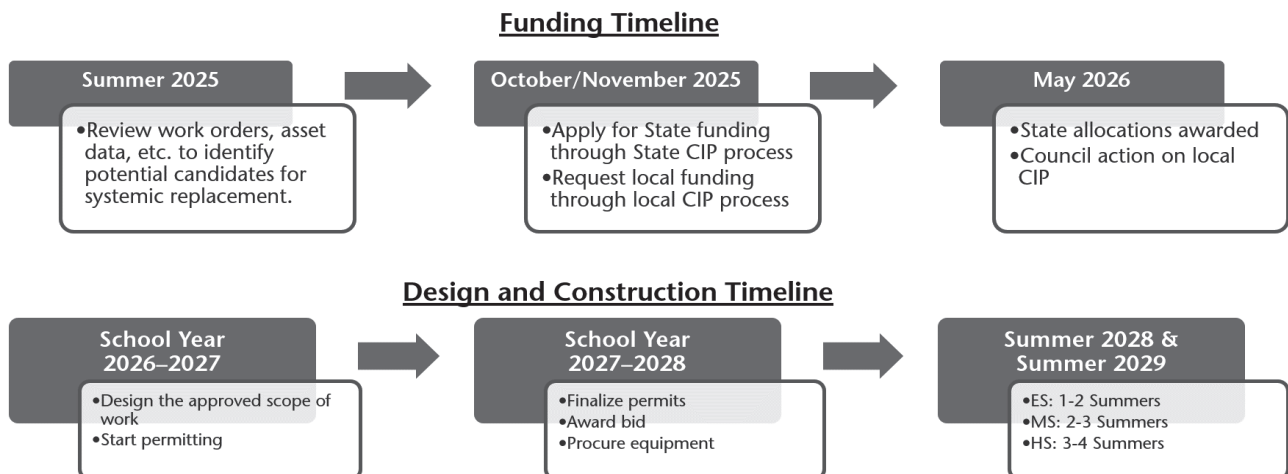
School Name/Type of Project
Albert Einstein HS HVAC (Phase 4)
Montgomery Blair HS HVAC (Phase 4)
John F. Kennedy HS HVAC (Phase 3)
Winston Churchill HS HVAC (Phase 1 and 2)
Travilah ES HVAC
Roberto W. Clemente MS HVAC
John Poole MS HVAC
Newport Mill MS HVAC
Mill Creek Towne ES Roof
Glen Haven ES Roof
S. Christa McAuliffe ES Roof
Winston Churchill HS Roof

*Project order will change due to approved funding levels and shifting priorities. These projects will be evaluated on an annual basis.

**These projects have approved funding already, however, not enough funding. An additional State CIP request has been created.

***These projects may be funded through other Countywide Projects.

Typical Timeline for a HVAC Replacement in the FY 2027 Capital Budget



Chapter 2

The Planning Environment

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

Enrollment growth since 2008 had been particularly strong until the COVID-19 health pandemic. Nationwide, school systems experienced lower enrollments in the 2020–2021 school year, particularly in the lower grades, as homeschooling and private schools with in-person instruction gained enrollment.

Preliminary September 30th student enrollment is 156,541 for the 2025–2026 school year, a decrease of 2,641 students from the 2024–2025 school year. Enrollment peaked in 2019 at 165,267, but has since declined to nearly the same as the 2015–2016 school year. Total school system enrollment is projected to decrease to 149,706 students by the 2031–2032 school year. This represents a shift in direction, due to the continued decline in resident births, resulting in lower kindergarten classes, and the ripple effect as they progress through the system each year. Additional declines in enrollment due in part to changes in the economic landscape of the region have shifted the direction of enrollment projections. Continued enrollment declines will result in the need for fewer relocatable classrooms and an exploration of non-capital solutions to address overutilization.

Community Trends

Population

Montgomery County’s overall population is growing and diversifying. According to U.S. Census Bureau, the county’s total population has increased by 208,932 people, or 23.9 percent since 2000 from 873,341 to 1,082,273 people (2024). 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.

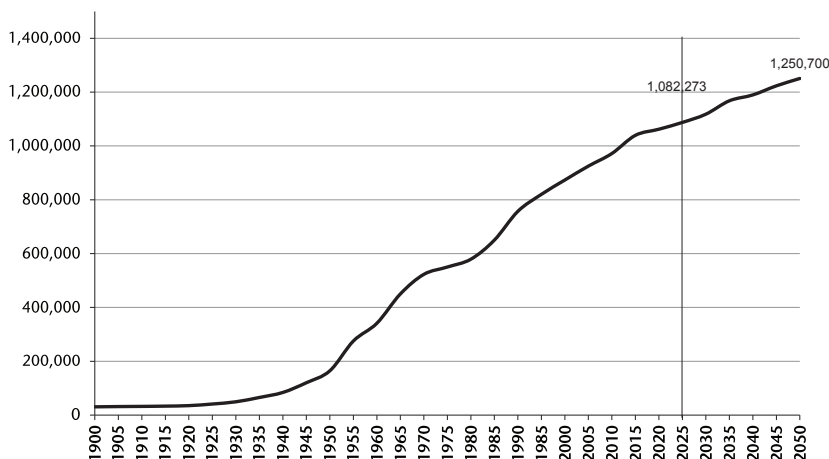
Montgomery County’s trend toward racial and ethnic diversification mirrors national demographic trends for suburbs of major metropolitan areas. According to U.S. Census Bureau data and Montgomery County Planning, between 2000 and 2023, the county’s White, non-Hispanic population decreased as a percentage 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

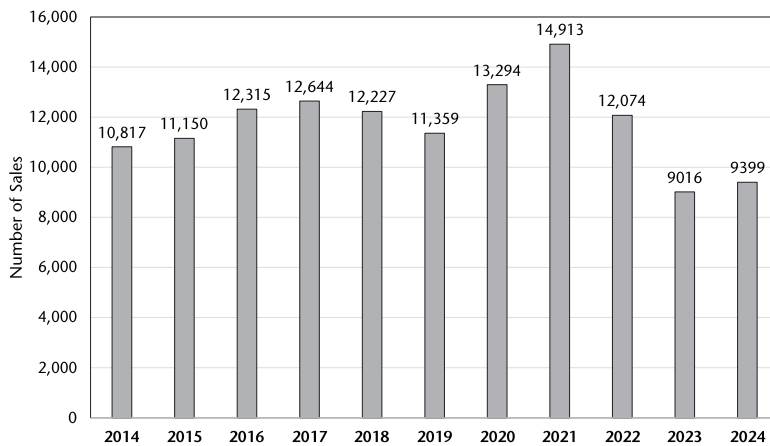
Montgomery County attracts families with its great schools, county resources, employment hubs, travel infrastructure, food and cultural experiences, and location within the DC Metro area. Prior to the COVID-19 health pandemic, the unemployment rate in

Montgomery County Total Population
1900–2022 and Projected to 2050



Sources: Montgomery County Public Schools; Department of Planning and Construction, October 2025, U.S. Census Bureau, 2024; Metropolitan Washington Council of Governments; and Cooperative Forecast Round 10.0

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

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 4.0 percent as of August 2025 (Economic Indicator; Montgomery County Department of Finance, April 2020; Maryland Department of Labor; and U.S. Bureau of Labor Statistics).

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

Master Plans & Housing

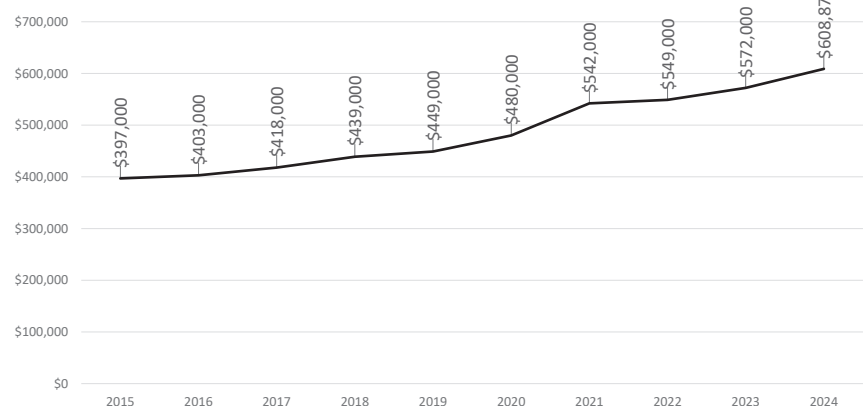
Traditional suburban residential development is becoming the exception in the county. Subdivisions in the Clarksburg area are among the last greenfield developments to be constructed in the county. The reopening of Charles W. Woodward High School as well as the opening of Crown High School in the 2027-2028 school year are in part due to the increased students from the housing developments in the North Bethesda Garrett Park Master Plan area, and Crown Farm developments in the City of Gaithersburg, respectively.

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

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

Montgomery County Median Home Sales Prices 2015-2024



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

County Growth and Infrastructure Policy

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

Additional information on the role of MCPS with respect to the County Growth and Infrastructure is in Appendix C. The FY 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*, went 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 (births), the aging of the student population, and migration patterns. A percentage of the babies born to Montgomery County residents in one year show up in MCPS incoming kindergarten classes five years later. This is commonly referred to as a kindergarten capture rate. Births peaked in 2007 at 13,843. Total births were less than 13,000 by 2017, and by 2020 dropped to 11,667. In 2022, births were 11,738 for Montgomery County, 233 higher than 2021, marking a small post pandemic boom. However, the declining trend returned in 2023 (the last year available) with 10,896 births.

In the 2000–2001 school year, the kindergarten capture rate was 73.9 percent. The rate decreased to 68.1 percent by the 2006–2007 school year, and by the 2019-2020 school year increased to 87.2 percent. The increases were likely due to economic factors as well as changes to all-day kindergarten programs. The 2020–2021 school year kindergarten enrollment was 78.7 percent and considered an anomaly due to the COVID-19 health pandemic. Kindergarten enrollment increased to 84.8 percent in the 2025–2026 school year. Future kindergarten classes will most likely return to approximately 87.0 percent of births five years earlier.

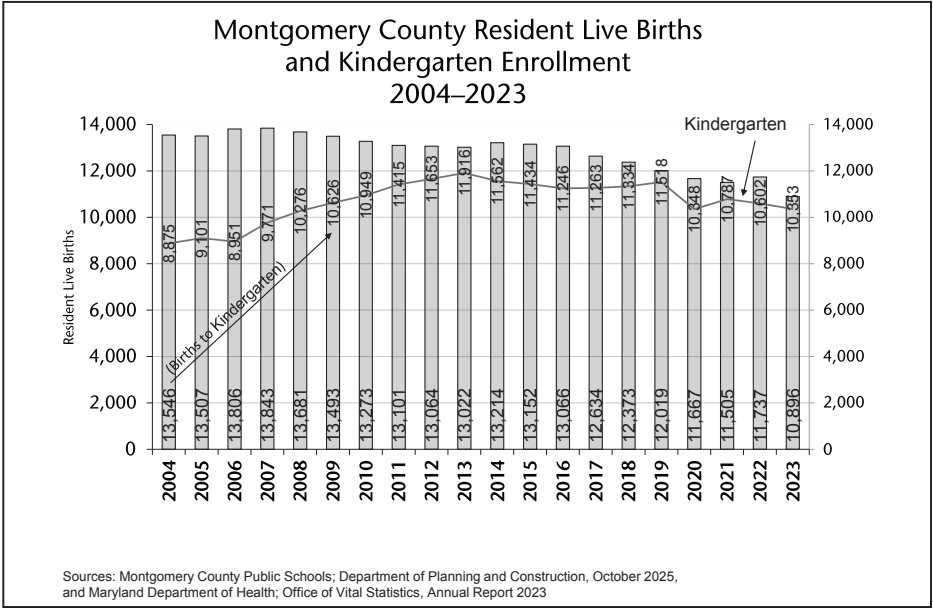
The movement up through the grades by students, termed the “aging of the student population,” is the second driver of enrollment change. When the size of the kindergarten class is different from that of Grade 12, then there is a natural change in total enrollment from one year to the next. The Grade 12 total for the 2024–2025 school year was 12,187, and the kindergarten

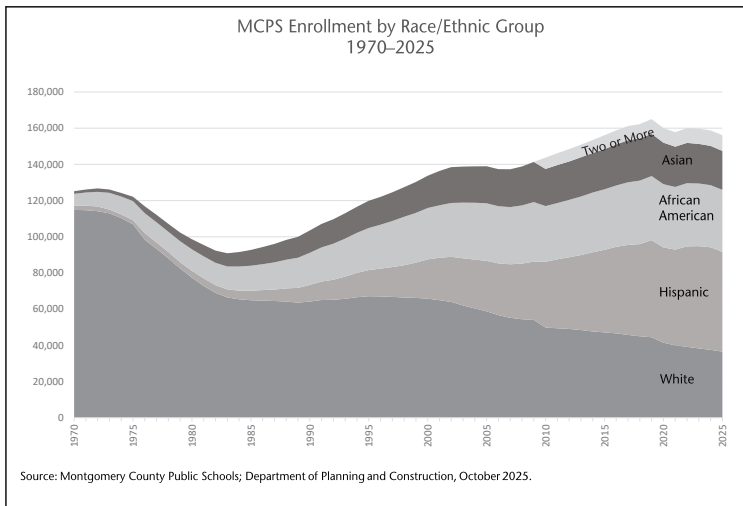
class for the 2025–2026 school year is 9,898, or a difference between the two grades of 2,289 students. Without other factors, enrollment naturally declines when the entering class is smaller than the graduating class. At all grade levels, students migrate into and out of the system to or from other districts, home schools, private schools, or international locations. For example, there is traditionally an increase of students enrolled in ninth grade over the previous eighth grade. Prior to the COVID-19 pandemic, this increase averaged approximately 2,000 additional students. In the past three years, that number has averaged approximately 2,500 students.

Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult to predict. Records of MCPS student entries and withdrawals show that there has been a decrease in the in-migration from approximately 12,328 new students from other public school districts in Maryland and throughout the United States, private schools, homeschooling, and from out of the country, in the 2010–2011 school year, to 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 preliminary total enrollment (156,541) is broken into the following racial/ethnic self-identified categories: 21.9 percent of students are African American, 13.8 percent are Asian, 35.2 percent are Hispanic, and 23.3 percent are White, non-Hispanic, and 5.5 percent are Two or More Races. The categories of Native Hawaiian/Pacific Islander and American Indian/Alaskan Native are each less than five percent of the total enrollment. The accompanying chart illustrates the trend of increasing student diversity since 1970, when the student population was 92 percent White, non-Hispanic. There has not been a majority racial/ethnic group since the 2000–2001 school year.

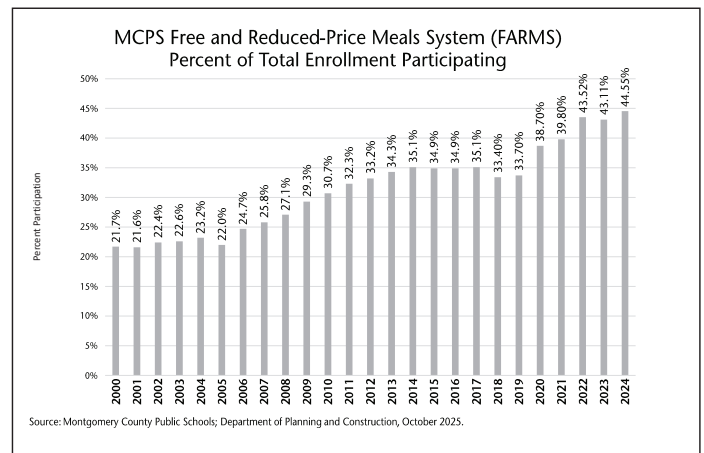
Also shown are enrollments in the four major racial and ethnic groups over the past two decades. It can be seen that the addition of a new category resulted in a dip in enrollment in 2010 in White, non-Hispanic, African American, and Asian students, as some identified with the “Two or More races” category. (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 2016–2017 school year, 14.7 percent of students were in the ELD (previously known as ESOL) Program, and that has grown to 19.4 percent for the 2025–2026 school year. Emergent multilingual learners (EML) students in ELD represent approximately 150 countries of origin and speak an estimated 160 different languages. Although immigration to the United States does contribute program participants, a large proportion of EML students were born in the United States.

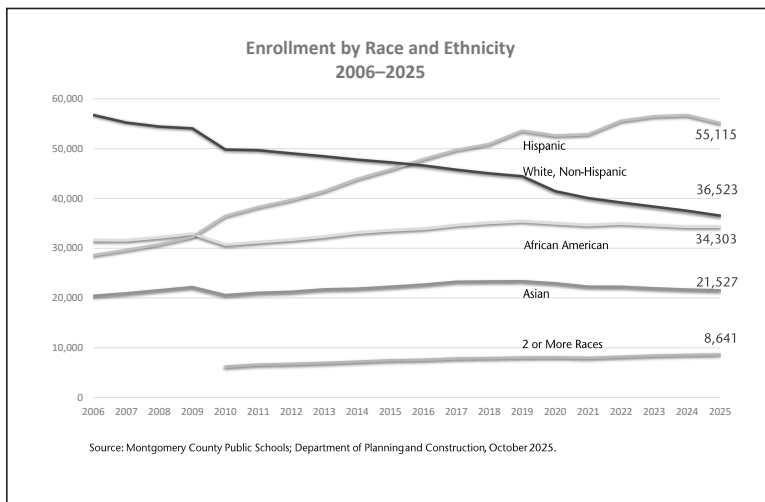
Class Size Reduction and



Non Class Size Reduction Elementary Schools

There are 77 Class Size Reduction (CSR) elementary schools (including upper schools in the case of paired schools) for the 2025–2026 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 2025–2026 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



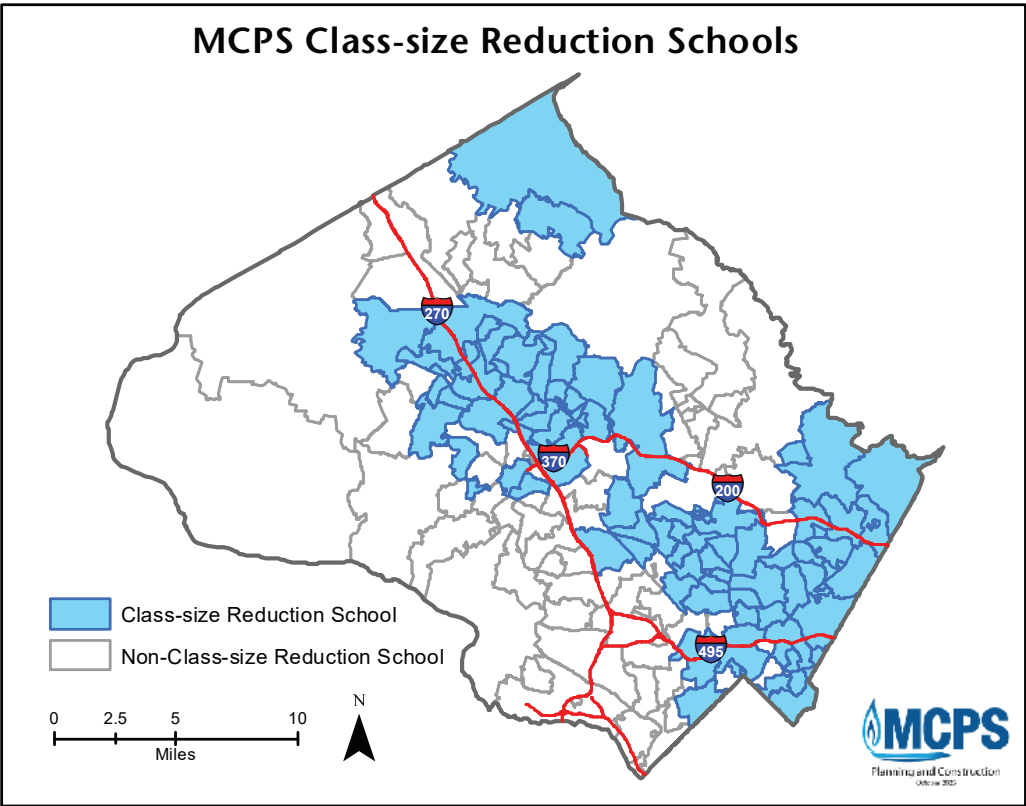
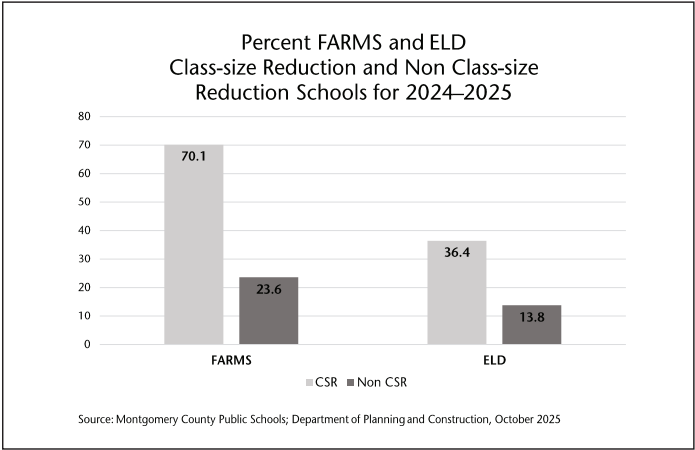
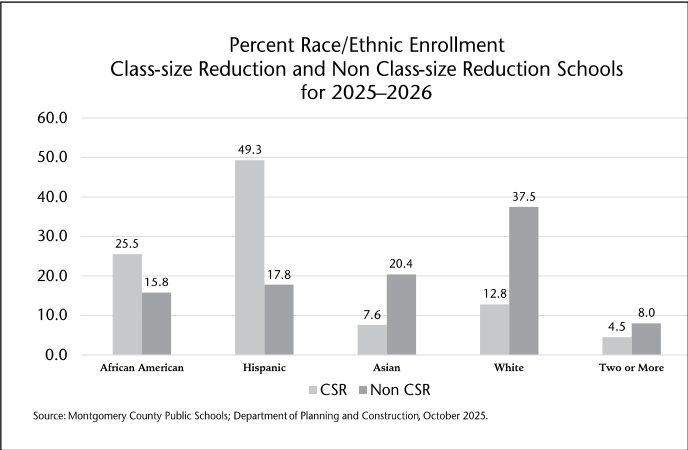
and earlier, as well as neighborhoods with older townhouses and single-family detached homes. Two or more families who share housing costs may occupy some of these homes. In these communities, enrollment growth has been largely driven by turnover of existing housing units.

MCPS Enrollment Forecast

The school enrollment forecasts are based mainly on county births, aging of the current student population, and migration patterns. As county births increased through 2007, more kindergarten students entered MCPS. The 2020–2021 kindergarten class was unusually low due to the COVID-19 health pandemic, and therefore considered anomalous. The 2021–2022 kindergarten class was larger than the 2020–2021 school year, but was still

smaller than it was between the 2010–2011 and 2019–2020 school years. The 2025–2026 kindergarten class is smaller than 2024–2025. The capture rate (the percentage of resident births five years earlier to kindergarten enrollment) is 84.8 percent.

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



due to new housing units or turnover in existing housing. (See appendices A and B for enrollment projections by grade level and Appendix C-2 for a description of the MCPS enrollment forecasting methodology.)

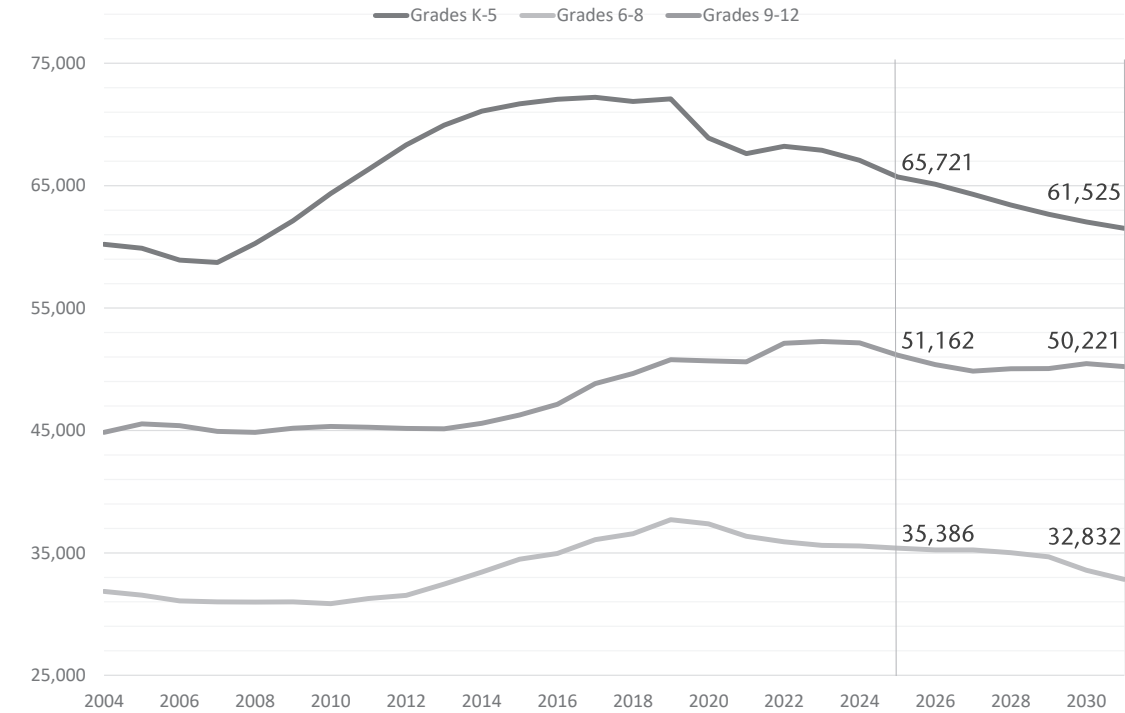
Summary

The period of enrollment increases during the 1950s, through the early 1970s, when children from the Baby Boom era, born between 1946 and 1964, enrolled in schools, resulted in opening 155 schools. Enrollment from this wave of growth peaked in 1972, at 126,912 students. Thereafter, the so-called Baby Bust era saw births decline and MCPS enrollment decrease to a low of 91,030 students in 1983. During that decline, 60 schools were closed. The period between 1983 and 2019 saw additional growth as a much greater “baby boom” occurred in the county, and 60 schools were built or reopened. During the official Baby Boom years, the highest birth year in Montgomery County was 1963 when there were 8,461 resident births. While births have been declining in the county since 2014, with the exception of 2022, the 5-year resident births average

(2019-2023) is approximately 11,565, which is 3,104 higher than the official Baby Boom years. Enrollment has declined by 8,726 students since the peak in 2019. Housing developments, turnover, migration patterns, and economics, births, and kindergarten capture, all affect changes in enrollment.

Keeping pace with prior enrollment growth, and accommodating class-size reductions through Title 1 and Focus elementary schools have required a major investment in school facilities. In the 2025–2026 school year, MCPS operates 137 elementary schools, 40 middle schools, 25 high schools, 1 career and technology high school, 1 alternative education center with 1 satellite center, 5 special schools, 1 charter school, and 2 Early Childhood Centers. Since 1985, MCPS has 37 elementary schools, 19 middle schools, and 6 high schools that are new or have been reopened. During the next six years, additional high school capacity will be added through the opening of Crown High School, reopening of Charles W. Woodward High School, and major capital projects. Since the enrollment is declining, the need for relocatable classrooms will be reduced, and there will be an effort to right size the portfolio.

MCPS Grade Level Enrollment
Official 2004–2025* and Projected 2026–2031



Source: Montgomery County Public Schools; Department of Planning and Construction, October 2025,
*Preliminary September 30, 2025 enrollment.

Chapter 3

Facility Planning Objectives

MCPS Vision, Mission, and Core Values

The recommended FY 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program (CIP) is closely aligned with the core values outlined in the MCPS Strategic Plan. The strategic plan states that MCPS is committed to educating our students so that academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability. We will continue to strive until all gaps have been eliminated for all groups. Our students will graduate with deep academic knowledge and become prepared for tomorrow's complex world and workplace. Our work is guided by the following five core values:

- Learning
- Relationships
- Respect
- Excellence
- Equity

More information regarding the MCPS Strategic Plan is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/strategic-plan-2025-2030/

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

Capital Improvement Priorities

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

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

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

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

- Priority #3—Capacity Projects. This includes funding for new schools and additions so facilities can operate within capacity. Given recent and projected enrollment shifts, the near-term focus will be on balancing capacity and utilization across schools. In areas with declining enrollment, MCPS will prioritize non-capital strategies—such as boundary adjustments and program realignments—before considering new school construction or building additions.
- Priority #4—Major Capital Projects. Funding in this area is important to sustain and upgrade building systems and address programmatic and capacity needs in schools. These projects will increasingly emphasize renovation and renewal of aging infrastructure to extend useful life and ensure safety, functionality, and sustainability before expanding overall system capacity.
- Priority #5—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 25, 2025 the Board of Education adopted technical revisions Policy FAA, *Educational Facilities Planning* to indicate that the *Facility Condition Index* (FCI) is now being used to determine the need for major capital projects.

See Appendix Q for Board of Education Policy FAA and MCPS Regulation FAA-RA.

Preferred Range of Enrollment

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

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

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

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

School Capacity Calculations

Unless otherwise specified by Board action, the program capacity of a facility is determined by the space requirements of the educational programs in the facility and student-to-classroom ratios. These ratios should not be confused with staffing ratios determined through the annual operating budget process. 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 on 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 during the years of steady enrollment growth. 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.

2025–2026 Focus and Title I Schools	
Elementary Schools	
Arcola Lucy V. Barnsley *Bel Pre (preK–2) Brookhaven Brown Station Burnt Mills Burtonsville Cannon Road Clearspring Clopper Mill Cloverly *Cresthaven (3–5) Capt. James E. Daly Damascus Dr. Charles R. Drew East Silver Spring Fairland Fields Road Flower Hill Forest Knolls Fox Chapel Gaithersburg Galway Georgian Forest Germantown William B. Gibbs, Jr. Glen Haven Glenallan Goshen Great Seneca Creek Greencastle Harmony Hills Highland Highland View Jackson Road Kemp Mill Lake Seneca JoAnn Leleck at Broad Acres	Maryvale Thurgood Marshall S. Christa McAuliffe Meadow Hall Mill Creek Towne *Montgomery Knolls (HS–2) *New Hampshire Estates (HS–2) *Roscoe R. Nix (preK–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 Rosemary Hills Rosemont Bayard Rustin Sequoyah Carl Sandburg Learning Center Sargent Shriver Flora M. Singer South Lake Stedwick *Strathmore (3–5) Strawberry Knoll Summit Hall *Takoma Park (preK–2) Harriet R. Tubman Twinbrook Viers Mill Washington Grove Waters Landing Watkins Mill Weller Road Wheaton Woods Whetstone Woodlin
Middle Schools	
Benjamin Banneker Forest Oak Francis Scott Key	Montgomery Village Odessa Shannon White Oak
All schools in this table are receiving additional staff to reduce class sizes in Grades K–2 except for the Grades 3–5 schools and the middle schools. *These schools are paired, either Grades K–2 or Grades 3–5. Schools in bold are also Title I schools in the 2025–2026 school year.	

Class Size Reductions

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class sizes in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2 in the focus schools most heavily impacted by poverty and language deficiency were reduced for the full instructional day to an average of 17 students per teachers in Grades 1-2 and 15 students per teacher in full-day kindergarten. Reducing class sizes in Grades K-2 had a dramatic impact on utilization levels in elementary schools, creating the need for additional classrooms to accommodate the increased number of teaching positions. Beginning in FY 2012, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2. Some schools also receive staffing to reduce class sizes in the upper grades. These schools are listed in the Focus and Title 1 Schools table. The State of Maryland does not contribute additional funding toward the MCPS Class Size Reduction initiative as it is not recognized across the state in terms of state-rated capacity.

Head Start and Prekindergarten Programs

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

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

MCPS will continue to invest strategically in capital projects that balance space needs with the renewal and modernization of existing facilities. This year’s official September 30th enrollment was 156,541 students. Based on current projections, enrollment is now expected to decrease to approximately 149,706 students by the 2031–2032 school year, a reduction from last year’s projection of 162,178 students. While the overall outlook shows declining enrollment, there may continue to be pockets of localized growth that require close monitoring. These areas may need to be addressed through both capital strategies—such as new schools and additions—and non-capital approaches, including boundary studies. Due to high utilization in some schools, boundary changes may help relieve specific overcrowding. For a summary of approved capital projects, see the table in Chapter 1.

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

considered to address the overutilization of a school. These strategies include:

- Determine if space is available at adjacent or nearby schools and reassign students to a school(s) with space available;
- Consider an addition at the school to accommodate the enrollment if possible. If the school cannot be expanded to accommodate the projected enrollment, additions could be considered at nearby schools and students would be reassigned to these schools. For a classroom addition to be considered for funding at an individual school, the following thresholds need to be met:
 - Elementary school—the enrollment needs to exceed capacity by four classrooms or more (a minimum of 92 seats) in the sixth year of the CIP period
 - Middle school—enrollment needs to exceed capacity by six classrooms or more (a minimum of 150 seats) in the sixth year of the CIP period
 - High school—enrollment needs to exceed capacity by eight classrooms or more (a minimum of 200 seats) in the sixth year of the CIP period
- Consider the opening of a new school if reassignments and increasing capacity of existing schools is not sufficient to address the projected enrollment. Expanding schools to their maximum core capacity is considered before the opening of a new school.
 - A new elementary school may be considered if the cluster-wide deficit of space exceeds 500–600 seats.
 - A new middle school may be considered if deficits of space exceed 800 seats in one or more clusters.
 - For a new high school, the deficit would need to exceed approximately 1600 seats in one or more clusters.
- The impact of school utilization on the county’s Growth and Infrastructure Policy is also reviewed.
- To address growing enrollment in the county, the recommended FY 2027 Capital Budget and the FY 2027–2032 CIP includes funds for the completion of construction of two new schools that are listed below:
 - Reopening of Charles W. Woodward High School (opens August 2027)
 - Crown High School (opens August 2027)

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

Interim Space Needs

The use of relocatable classrooms on a short-term basis has proven to be successful in providing schools the space necessary to deliver educational programs. Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms also enable the school system to avoid significant capital investment where building needs are only short term. The number of relocatable classrooms in use grew 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 projected opened. When enrollment started to increase again in 2008, the number of relocatable classrooms started to increase. Now MCPS is starting to experience another enrollment plateau which has the potential to decrease the number of portables again. 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 is August 2027. On March 19, 2024, the Board of Education approved a revised timeline for the approved boundary study scope to align with the reopening of Charles W. Woodward High School. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study/

On March 19, 2024, the Board of Education approved the boundary scope to create the service area for the new Crown High School and the expansion of Damascus High School. The scope of the boundary study 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. This replacement and expansion project are now recommended to have an August 2031 completion date. Information regarding this boundary study is available on the

MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study/

In the FY 2027–2032 CIP, funding has been allocated for an additional boundary study. This study is anticipated to start after the current boundary studies and would primarily focus on elementary schools.

OBJECTIVE 3: Sustain and Upgrade Facilities

The Board of Education, superintendent of schools, and school community recognize the necessity to maintain schools in good condition through a range of activities that includes routine daily maintenance to the systematic replacement of building systems. Over the next 20 years, the goal is to pursue a sustainable funding plan and strategic roadmap that incorporates the following lifecycle benchmarks, as newly defined below:

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

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

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

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

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

The CIP decision-making framework helps determine schools for a possible Major Capital Project (MCP) that will be either a renovation, a renewal, or a replacement. Once a school is identified, the scope for the project will be determined based on the individual building system and programmatic and capacity needs for each school. The following table identifies schools that have been approved or recommended for a MCP with planning and/or construction funding included in the Major Capital Projects—Elementary or Major Capital Projects—Secondary projects. The chart below also includes new school projects, as well as replacement projects for existing schools.

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

School	Number of Rooms Planned*	Completion Date
Burtonsville ES (Replacement)	47	8/26
JoAnn Leleck ES at Broad Acres (Replacement)	48	8/26
Crown High School (New)	106	8/27
Northwood HS (Replacement)	107	8/27
Charles W. Woodward HS (Reopening)	105	8/27
Sligo Creek ES (Replacement)	37	8/29
Eastern MS (Replacement with expansion)	77	8/30
Damascus HS (Replacement with expansion)	108	8/31
Sligo MS (Renewal/addition)	63	8/31
Burning Tree ES (Replacement)	34	8/31
Cold Spring ES (Replacement)	26	8/31
Highland View ES (Replacement)	32	8/31
Piney Branch ES (Replacement)	31	8/31
The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary schools that are not counted in the capacity (art, music, and dual purpose rooms).		

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

To maintain and extend the useful life of school facilities, MCPS follows a continuum of activities that begins the first day a new school is opened. A number of capital projects provide funds for systematic life-cycle asset replacement, including the Roof Replacement Program, the Heating, Ventilation, and Air Conditioning (HVAC) Program, and the Planned Life Cycle Asset Replacement (PLAR) Program.

MCPS has many systemic projects designed to address systems near or over their expected useful life. These countywide projects are described in Chapter 5. Countywide projects address environmental issues, safety and security, and major building system maintenance in schools. These projects require an assessment of each school relative to the needs of other schools and include scheduled major repairs and replacement activities. On some projects, local, state, and federal mandates affect the scope and cost of the effort required.

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

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

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

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

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

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

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

OBJECTIVE 5: Support Multipurpose Use of Schools

MCPS recognizes the role schools play as centers of community activity and affiliation. The school system supports multipurpose use of its schools, especially regarding uses that complement the educational program. Multipurpose uses of schools that promote family and community partnerships are also of great importance. Compatible uses of schools are factored into the facility planning process whenever possible.

A prime example of compatible uses in schools is the leasing of available space in elementary schools to childcare providers as guided by Board Policy KGA. Most of the elementary

schools in the system provide space for childcare providers through a mixture of full-day centers and before and after-school services.

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

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

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

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

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

A standalone Wellness Center at Springbrook High School is currently in the feasibility study stage.

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

Kingsview Middle School in Germantown adjoins a county-operated community center. The community center is a 23,000

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

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

OBJECTIVE 6: Meet Special Education Program Space Needs

The Maryland State Department of Education established a target for local school systems to address the need for students receiving special education services in the general education environment. The Fiscal Year 2024 proposed target requires 71.50 percent of students to receive special education services in the general education environment. As a result of this mandate, the Department of Special Education Services (DSES) and the Department of Special Education Prekindergarten and Related Services in collaboration with the Division of Facilities Management and the Division of Specialized Support Services plan and coordinate the identification of services sites and locations to address the diverse needs of students receiving special education services. This process is designed to ensure the delivery of special education services to the maximum extent appropriate in the school the student would attend if nondisabled.

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

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

- Special education Home School Model (HSM) services are offered in all elementary schools to students in Grades kindergarten–5.
- Secondary Learning and Academic Disabilities (LAD) Services and Transition Services are provided in all secondary schools for students in grades 6–12.
- Physical Disabilities Services including occupational therapy, physical therapy and assistive technology training
- Speech and Language Services

The following regional services are available to students as appropriate:

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

Birth through 5 Years of Age Special Education Growth

The Montgomery County Infants and Toddlers Program (MCITP) offers early intervention services to assist parents/caregivers of children between birth and the start of the school year following the fourth birthday with their efforts to address their child's developmental and special needs. Upon eligibility assessment, each family is assigned to one of MCITP's five regional sites in Montgomery County. Then, each family works with the team to discuss the child's strengths and needs.

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

Chapter 4

Recommended Actions and Planning Issues

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 2027 Capital Budget and the FY 2027–2032 Capital Improvements Program (CIP)* are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning actions often cross cluster/consortia boundaries in order to meet program and facility needs for all students. Appendix U includes the maps for each cluster, special education centers, and other educational centers.

MCPS staff evaluate all schools based on existing and planned program capacity. Enrollment growth since 2008 was particularly strong until the Covid-19 health pandemic. 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 and continues that decline into the 2025–2026 school year and is projected to continue a slight decline beyond. Due to the declining enrollment the recommendation is for a future elementary school boundary study.

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. Three 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.
- **Recommended**—Project has a recommended FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction.
- **Programmed**—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- **Proposed**—Project has facility planning funds approved for a feasibility study.

To assist readers, a glossary of abbreviations and terms used in the tables and notes is included below. For each cluster and the two consortia, four summary tables are presented. The “Projected Enrollment and Available Capacity” table reflects the projected enrollment six years into the future for elementary and secondary schools and to the years 2035 and 2040 at the secondary level. Space availability is shown with approved

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

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

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

as ESOL), and the Mobility Rate for schools. The “Program Capacity Table (School Year 2025–2026)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2025–2026,” illustrates facility information for each school.

Cluster Articulation for 2025–2026 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 2025–2026 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 (K–5) (*shared with Sherwood Cluster*)*
Stonegate ES (K–5)*
Francis Scott Key MS (6–8)
Burnt Mills ES (pre-K–5) (*Spanish Immersion*)
Cannon Road ES (K–5)
Cresthaven ES (3–5)
Dr. Charles R. Drew ES (pre-K–5)
Roscoe R. Nix ES (pre-K–2)
White Oak MS (6–8)
Jackson Road ES (pre-K–5)
JoAnn Leleck ES at Broad Acres (HS and pre-K–5)
Sherwood ES (K–5) (*Shared with Sherwood Cluster*)
Stonegate ES (K–5)*
Westover ES (K–5)

NORTHWEST CLUSTER

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

POOLESVILLE CLUSTER

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

QUINCE ORCHARD CLUSTER

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

ROCKVILLE CLUSTER

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

SENECA VALLEY CLUSTER

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

SHERWOOD CLUSTER

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

WATKINS MILL CLUSTER

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

WALT WHITMAN CLUSTER

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

THOMAS S. WOOTTON CLUSTER

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

OTHER EDUCATIONAL FACILITIES

Additionally, Montgomery County Public Schools operates the following facilities:

Early Childhood Center @ Upcounty
Early Childhood Center @ MacDonald Knolls
Thomas Edison High School of Technology
Blair G. Ewing Center @ Avery
Blair G. Ewing Center (*Temporarily housed at North Lake Center*)
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 the following adopted sector plans—Bethesda Downtown, adopted 2017; 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 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. 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 the planning funds are recommended to be reallocated to other projects and a future elementary school boundary study with an implementation date TBD is proposed to balance enrollment across cluster schools.

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: <https://sites.google.com/mcpsmd.net/boundarystudyoptions?usp=sharing/>

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

SCHOOLS

Bethesda-Chevy Chase High School

Planning Issue: See text under Cluster Planning Issues.

B-CC Cluster Articulation

2025–2026 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

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 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. As part of the FY 2025–2030 CIP the Board of Education approved Phase III for this project that includes the construction of the auditorium.

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. The recommendation is to reallocate these funds to other projects, as enrollment throughout the county is declining and a future boundary study will address localized overutilization.

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 2027

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

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

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

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

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Bethesda–Chevy Chase HS		Program Capacity	2475	2475	2475	2475	2475	2475	2475	2475	2475
		Enrollment	2285	2260	2230	2251	2259	2274	2260	2300	2300
		Available Space	190	215	245	224	216	201	215	175	175
		Comments	See Text								
Charles W. Woodward HS		Program Capacity			2249	2249	2249	2249	2249	2249	2249
		Enrollment			0	0	0	0	0	0	0
		Available Space			2249	2249	2249	2249	2249	2249	2249
		Comments	See Text		Opens						
Silver Creek MS		Program Capacity	915	915	915	915	915	915	915	915	915
		Enrollment	731	724	718	729	723	700	684	690	690
		Available Space	184	191	197	186	192	215	231	225	225
		Comments	See Text								
Westland MS		Program Capacity	1064	1064	1064	1064	1064	1064	1064	1064	1064
		Enrollment	841	866	873	848	842	816	798	810	810
		Available Space	223	198	191	216	222	248	266	254	254
		Comments	See Text								
Bethesda ES Grades (K–5)		Program Capacity	560	560	560	560	560	560	560		
		Enrollment	602	611	605	593	595	592	585		
		Available Space	(42)	(51)	(45)	(33)	(35)	(32)	(25)		
		Comments	See Text								
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	483	483	483	483	483	483	483		
		Enrollment	465	468	466	467	467	467	467		
		Available Space	18	15	17	16	16	16	16		
		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	211	213	203	217	217	217	217		
		Available Space	180	178	188	174	174	174	174		
		Comments	See Text								
Rock Creek Forest ES		Program Capacity	771	771	771	771	771	771	771		
		Enrollment	711	704	708	702	688	683	684		
		Available Space	60	67	63	69	83	88	87		
		Comments	See Text								
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES	CSR	Program Capacity	524	524	524	524	524	524	524		
		Enrollment	480	460	464	463	456	445	444		
		Available Space	44	64	60	61	68	79	80		
		Comments	See Text								
Somerset ES		Program Capacity	550	550	550	550	550	550	550		
		Enrollment	312	321	314	318	309	315	307		
		Available Space	238	229	236	232	241	235	243		
		Comments	See Text								
Westbrook ES		Program Capacity	648	648	648	648	648	648	648		
		Enrollment	463	462	446	445	443	443	430		
		Available Space	185	186	202	203	205	205	218		
		Comments	See Text								
Cluster Information		HS Utilization	92%	91%	90%	91%	91%	92%	91%	93%	93%
		HS Enrollment	2285	2260	2230	2251	2259	2274	2260	2300	2300
		MS Utilization	79%	80%	80%	80%	79%	77%	75%	76%	76%
		MS Enrollment	1572	1590	1591	1577	1565	1516	1482	1500	1500
		ES Utilization	83%	82%	82%	82%	81%	81%	80%		
		ES Enrollment	3244	3239	3206	3205	3175	3162	3134		

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2285	6.1%	19.2%	8.2%	20.8%	45.4%	23.9%	10.7%	11.0%
Silver Creek MS	731	6.8%	28.5%	7.0%	19.0%	38.7%	32.6%	12.5%	12.8%
Westland MS	841	6.5%	15.1%	13.6%	20.8%	43.6%	17.5%	9.4%	10.2%
Bethesda ES	602	8.6%	19.6%	23.6%	14.8%	33.4%	25.3%	22.6%	27.8%
Chevy Chase ES	465	6.9%	29.0%	8.4%	13.3%	41.7%	34.8%	13.8%	9.3%
North Chevy Chase ES	211	6.2%	21.3%	8.5%	15.6%	48.3%	20.7%	8.4%	8.3%
Rock Creek Forest ES	711	6.2%	21.0%	8.4%	37.3%	26.9%	33.2%	18.8%	13.6%
Rosemary Hills ES	480	3.3%	30.4%	5.4%	17.7%	42.1%	40.5%	14.2%	18.5%
Somerset ES	312	9.3%	11.5%	13.5%	15.7%	50.0%	20.1%	14.6%	17.5%
Westbrook ES	463	8.6%	5.8%	9.5%	17.1%	59.0%	13.0%	11.8%	15.5%
Elementary Cluster Total	3244	7.0%	20.2%	11.4%	20.4%	40.7%	28.3%	16.3%	14.1%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

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
Bethesda-Chevy Chase HS	9-12	2475	110		110												
Silver Creek MS	6-8	915	46		42							1		1			
Westland MS	6-8	1064	52		49							1					
Bethesda ES	K-5	560	29	3		20					4					2	
Chevy Chase ES	3-5	483	24	3		21											
North Chevy Chase ES	3-5	391	21	3		17								1			
Rock Creek Forest ES	K-5	771	40	3		27	1				4						
Rosemary Hills ES	PreK-2	524	36	4		2	15	1		7						7	
Somerset ES	K-5	550	27	3		22					2						
Westbrook ES	K-5	648	33	3		24					3						3

BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2025–2026

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Bethesda-Chevy Chase HS	1934	2001	392,833	16.36			
Silver Creek MS	2017		174,743	13.3			
Westland MS	1951	1997	146,006	25.1			
Bethesda ES	1952	1999	75,421	7.93		6	
Chevy Chase ES	1936	2000	70,976	3.78			
North Chevy Chase ES	1953	1995	65,982	7.9			
Rock Creek Forest ES	1950	2015	98,140	7.96			
Rosemary Hills ES	1956	1988	87,298	6.07			
Somerset ES	1949	2005	80,122	3.7			
Westbrook ES	1939	1990	91,359	12.46	Yes		

*See Appendix H for relocatable use.

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. In the Recommended FY 27-32 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

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 includes the construction of the auditorium. This new high school is scheduled to be completed and open in 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 amended FY 2025–2030 CIP for planning or construction funds.

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

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

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

Winston Churchill Cluster Articulation

2025–2026 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 Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Winston Churchill HS		Program Capacity	1936	1936	1936	1936	1936	1936	1936	1936	1936
		Enrollment	2167	2094	2058	2052	2051	2058	2046	2075	2075
		Available Space	(231)	(158)	(122)	(116)	(115)	(122)	(110)	(139)	(139)
		Comments	See Text								
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218
		Enrollment			0	0	0	0	0	0	0
		Available Space			2218	2218	2218	2218	2218	2218	2218
		Comments	See Text		Opens						
Cabin John MS		Program Capacity	1108	1108	1108	1108	1108	1108	1108	1108	1108
		Enrollment	1022	1000	996	996	984	953	932	975	975
		Available Space	86	108	112	112	124	155	176	133	133
		Comments	See Text								
Herbert Hoover MS		Program Capacity	1118	1118	1118	1118	1118	1118	1118	1118	1118
		Enrollment	961	964	956	943	934	903	884	900	900
		Available Space	157	154	162	175	184	215	234	218	218
		Comments	See Text								
Bells Mill ES		Program Capacity	627	627	627	627	627	627	627		
		Enrollment	540	542	524	503	499	494	488		
		Available Space	87	85	103	124	128	133	139		
		Comments									
Beverly Farms ES		Program Capacity	732	732	732	732	732	732	732		
		Enrollment	551	548	520	504	503	499	488		
		Available Space	181	184	212	228	229	233	244		
		Comments									
Potomac ES		Program Capacity	480	480	480	480	480	480	480		
		Enrollment	454	445	450	441	441	435	433		
		Available Space	26	35	30	39	39	45	47		
		Comments									
Seven Locks ES		Program Capacity	457	457	457	457	457	457	457		
		Enrollment	371	376	371	374	376	363	363		
		Available Space	86	81	86	83	81	94	94		
		Comments									
Wayside ES		Program Capacity	623	623	623	623	623	623	623		
		Enrollment	453	484	477	496	490	489	483		
		Available Space	170	139	146	127	133	134	140		
		Comments									
Cluster Information		HS Utilization	112%	108%	106%	106%	106%	106%	106%	107%	107%
		HS Enrollment	2167	2094	2058	2052	2051	2058	2046	2075	2075
		MS Utilization	89%	88%	88%	87%	86%	83%	82%	84%	84%
		MS Enrollment	1983	1964	1952	1939	1918	1856	1816	1875	1875
		ES Utilization	81%	82%	80%	79%	79%	78%	77%		
		ES Enrollment	2369	2395	2342	2318	2309	2280	2255		

WINSTON CHURCHILL CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Winston Churchill HS	2167	7.0%	11.7%	32.3%	9.7%	39.2%	10.9%	3.2%	4.6%
Cabin John MS	1022	7.1%	13.1%	32.9%	9.8%	37.0%	12.3%	4.1%	5.1%
Herbert Hoover MS	961	8.5%	9.7%	39.1%	7.9%	34.5%	11.8%	3.9%	5.1%
Bells Mill ES	540	8.0%	11.7%	26.9%	9.1%	43.9%	14.9%	8.8%	8.0%
Beverly Farms ES	551	9.3%	8.9%	29.9%	7.1%	44.3%	8.6%	8.9%	5.8%
Potomac ES	454	11.5%	9.7%	31.3%	7.9%	39.6%	7.6%	7.2%	7.6%
Seven Locks ES	371	8.9%	9.7%	19.1%	11.6%	49.9%	7.2%	4.8%	9.2%
Wayside ES	453	8.4%	8.8%	37.1%	10.2%	35.5%	9.9%	9.0%	8.0%
Elementary Cluster Total	2369	9.2%	9.8%	29.2%	9.0%	42.5%	10.1%	8.1%	6.4%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2025–2026

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

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the expansion of Damascus High School. The scope of the boundary study 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.

In the Recommended FY 27–32 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study/

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

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 includes the construction of the auditorium. This new high school is scheduled to be completed and open in August 2027.

Rocky Hill Middle School

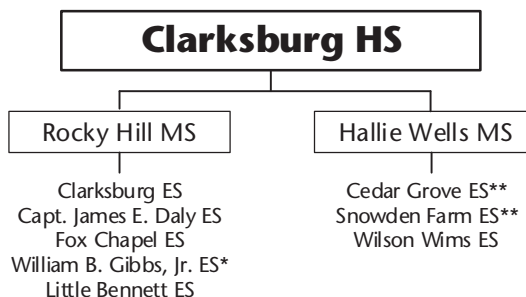
Planning Issue: See text under Cluster Planning Issues.

Hallie Wells Middle School

Planning Issue: See text under Cluster Planning Issues.

Clarksburg Cluster Articulation

2025–2026 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.

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 amended FY 2025–2030 CIP for planning or construction funds.

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

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

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

CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027-2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Clarksburg HS		Program Capacity	2020	2020	2020	2020	2020	2020	2020	2020	2020
		Enrollment	2210	2197	2195	2219	2224	2249	2236	2265	2265
		Available Space	(190)	(177)	(175)	(199)	(204)	(229)	(216)	(245)	(245)
		Comments	See Text								
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218
		Enrollment			0	0	0	0	0	0	0
		Available Space			2218	2218	2218	2218	2218	2218	2218
		Comments	See Text		Opens						
Rocky Hill MS		Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020
		Enrollment	1001	1026	1033	1028	1027	995	973	985	985
		Available Space	19	(6)	(13)	(8)	(7)	25	47	35	35
		Comments	See Text								
Hallie Wells MS		Program Capacity	969	969	969	969	969	969	969	969	969
		Enrollment	902	859	848	860	851	824	805	820	820
		Available Space	67	110	121	109	118	145	164	149	149
		Comments	See Text								
Clarksburg ES		Program Capacity	357	357	357	357	357	357	357		
		Enrollment	348	370	364	357	348	333	340		
		Available Space	9	(13)	(7)	0	9	24	17		
		Comments									
Capt. James E. Daly, Jr. ES	CSR	Program Capacity	558	558	558	558	558	558	558		
		Enrollment	462	453	445	439	434	428	425		
		Available Space	96	105	113	119	124	130	133		
		Comments									
Fox Chapel ES	CSR	Program Capacity	632	632	632	632	632	632	632		
		Enrollment	592	598	584	583	576	559	549		
		Available Space	40	34	48	49	56	73	83		
		Comments									
Little Bennett ES		Program Capacity	618	618	618	618	618	618	618		
		Enrollment	572	554	560	544	539	528	522		
		Available Space	46	64	58	74	79	90	96		
		Comments									
Snowden Farm ES		Program Capacity	763	763	763	763	763	763	763		
		Enrollment	541	497	466	451	442	435	439		
		Available Space	222	266	297	312	321	328	324		
		Comments									
Wilson Wims ES		Program Capacity	712	712	712	712	712	712	712		
		Enrollment	475	467	456	443	450	442	451		
		Available Space	237	245	256	269	262	270	261		
		Comments									
Cluster Information		HS Utilization	109%	109%	109%	110%	110%	111%	111%	112%	112%
		HS Enrollment	2210	2197	2195	2219	2224	2249	2236	2265	2265
		MS Utilization	96%	95%	95%	95%	94%	91%	89%	91%	91%
		MS Enrollment	1903	1885	1881	1888	1878	1819	1778	1805	1805
		ES Utilization	82%	81%	79%	77%	77%	75%	75%		
		ES Enrollment	2990	2939	2875	2817	2789	2725	2726		

Demographic Characteristics of Schools

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%.

Special Education Services	
Quad Cluster Based	County & Regional Based

Recommended Actions and Planning Issues • 4-17

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2025–2026

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. In the Recommended FY 27-32 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study/.

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

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. 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

Damascus High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: A Major Capital Project was approved to address various building systems and programmatic needs for this school. The Board of Education, in the requested FY 2021–2026 CIP, included expenditures in FY 2022 to continue the planning and design of this major capital project with a completion date of August 2025, the County Council delayed the expenditures by one-year. An FY 2023 appropriation was approved to begin the design of this Major Capital Project. An FY 2024 appropriation was approved for construction funds. Due to fiscal constraints, the County Council shifted the expenditures for the Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. The larger replacement facility with additional capacity to relieve other nearby schools is recommended for completion in August 2031.

John T. Baker Middle School

Planning Issue: See text under Cluster Planning Issues.

Hallie Wells Middle School

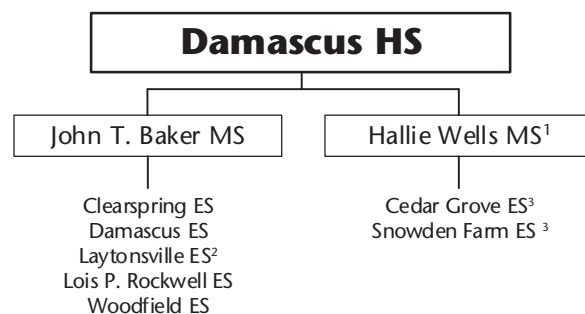
Planning Issue: See text under Cluster Planning Issues.

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

Damascus Cluster Articulation

2025–2026 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

capital project.. 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. However, based on the ranking with the new CIP prioritization criteria Damascus ES is not currently recommended in this CIP and a completion date for this project will be considered in a future CIP. The placeholder construction funds in FY 29 and FY30 will be reallocated to other projects.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Approved	August 2027
Damascus HS	Replacement	Recommended	August 2031

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

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

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

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

DAMASCUS CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Damascus HS		Program Capacity	1543	1543	1543	1543	1543	1543	2250	2250	2250
		Enrollment	1452	1477	1468	1458	1415	1420	1411	1425	1425
		Available Space	91	66	75	85	128	123	839	825	825
		Comments	See Text Planning for MCP						Maj. Cap. Project Complete		
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218
		Enrollment			0	0	0	0	0	0	0
		Available Space			2218	2218	2218	2218	2218	2218	2218
		Comments	See Text		Opens						
John T. Baker MS		Program Capacity	741	741	741	741	741	741	741	741	741
		Enrollment	821	819	800	788	769	744	727	740	740
		Available Space	(80)	(78)	(59)	(47)	(28)	(3)	14	1	1
		Comments	See Text								
Hallie Wells MS		Program Capacity	969	969	969	969	969	969	969	969	969
		Enrollment	902	859	848	860	851	824	805	820	820
		Available Space	67	110	121	109	118	145	164	149	149
		Comments	See Text								
Cedar Grove ES		Program Capacity	419	419	419	419	419	419	419		
		Enrollment	313	297	284	279	278	269	268		
		Available Space	106	122	135	140	141	150	151		
		Comments									
Clearspring ES	CSR	Program Capacity	557	557	557	557	557	557	557		
		Enrollment	537	538	523	510	502	501	495		
		Available Space	20	19	34	47	55	56	62		
		Comments									
Damascus ES	CSR	Program Capacity	269	269	269	269	269	269	269		
		Enrollment	341	344	340	336	332	336	325		
		Available Space	(72)	(75)	(71)	(67)	(63)	(67)	(56)		
		Comments	See Text								
Lois P. Rockwell ES		Program Capacity	555	555	555	555	555	555	555		
		Enrollment	477	454	445	413	406	395	396		
		Available Space	78	101	110	142	149	160	159		
		Comments									
Snowden Farm ES		Program Capacity	763	763	763	763	763	763	763		
		Enrollment	541	497	466	451	442	435	439		
		Available Space	222	266	297	312	321	328	324		
		Comments									
Woodfield ES		Program Capacity	375	375	375	375	375	375	375		
		Enrollment	280	269	257	246	242	240	242		
		Available Space	95	106	118	129	133	135	133		
		Comments									
Cluster Information		HS Utilization	94%	96%	95%	94%	92%	92%	63%	63%	63%
		HS Enrollment	1452	1477	1468	1458	1415	1420	1411	1425	1425
		MS Utilization	101%	98%	96%	96%	95%	92%	90%	91%	91%
		MS Enrollment	1723	1678	1648	1648	1620	1568	1532	1560	1560
		ES Utilization	85%	82%	79%	76%	75%	74%	74%		
		ES Enrollment	2489	2399	2315	2235	2202	2176	2165		

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Damascus HS	1452	7.6%	13.1%	11.4%	30.5%	37.2%	30.6%	7.8%	8.4%
John T. Baker MS	821	6.9%	13.0%	7.4%	36.2%	36.1%	37.1%	11.8%	7.3%
Hallie Wells MS	902	4.5%	22.3%	41.5%	13.1%	18.3%	18.5%	4.1%	8.4%
Cedar Grove ES	313	5.4%	14.4%	38.3%	19.8%	21.1%	27.0%	9.2%	17.0%
Clearspring ES	537	10.6%	15.1%	15.1%	30.2%	29.1%	42.3%	12.8%	7.8%
Damascus ES	341	4.7%	12.6%	6.7%	39.9%	35.8%	46.2%	23.6%	23.9%
Lois P. Rockwell ES	477	7.1%	16.1%	8.4%	29.8%	37.9%	33.0%	10.8%	11.1%
Snowden Farm ES	541	6.3%	22.0%	44.5%	12.9%	14.0%	20.8%	11.2%	20.6%
Woodfield ES	280	8.6%	15.0%	9.6%	30.4%	36.1%	32.2%	11.1%	12.8%
Elementary Cluster Total	2489	7.3%	16.4%	21.4%	26.4%	28.2%	34.6%	13.4%	12.5%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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DAMASCUS CLUSTER

Facility Characteristics of Schools 2025–2026

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Damascus HS	1950	1978	235,986	32.66			
John T. Baker MS	1971		120,532	21.65	Yes	2	
Hallie Wells MS	2016		150,089	22.37			
Cedar Grove ES	1960	1987	57,037	10.1			
Clearspring ES	1988		77,535	10	Yes	2	
Damascus ES	1934	1980	53,239	9.4		6	
Lois P. Rockwell ES	1992		75,520	10.57			
Snowden Farm ES	2019		92,366	9.79			
Woodfield ES	1962	1985	53,212	10			

*See Appendix H for relocatable use.

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.

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 link: <https://montgomeryplanning.org/planning/communities/east-county/silver-spring/silver-spring-downtown-plan/>

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: <https://sites.google.com/mcpsmd.net/boundarystudyoptions?usp=sharing/>

Due to declining enrollment the recommendation is for a future elementary school boundary study.

SCHOOLS

To address the urgent space needs at the Downcounty Consortium high schools and Walter Johnson High School, several high school projects were approved, that include an addition and facility upgrades to Northwood High School and the reopening of Charles W. Woodward High School. An FY 2019 appropriation was approved to begin planning that will provide the instructional support spaces needed for 2,260 students at Northwood High School.

An FY 2021 appropriation was approved to begin the architectural design for the Northwood High School project. An FY 2022 appropriation was approved to continue the construction for the reopening of Charles W. Woodward High School. An FY 2023 appropriation was requested for construction cost increases and construction funds for the Northwood High School project and an FY 2023 appropriation was requested for construction cost increases and for the balance of funds for the reopening of the Charles W. Woodward High School projects. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed the Northwood High School project and the reopening of Charles W. Woodward High School by one year. An FY 2024 appropriation was approved for construction funds and construction cost increases for Northwood High School and construction cost increases for the reopening of Charles W. Woodward High School.

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

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.

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

DOWNCOUNTY CONSORTIUM

appropriation was approved for planning for additional capacity and the instructional support spaces needed for 2260 students at Northwood High School. An FY 2023 appropriation was requested for construction cost increases and construction funds. While the additional expenditures were approved, due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP delayed the completion date for this project by one year. An FY 2024 appropriation was approved for construction funds. As part of the adopted FY 2025–2030 CIP, the completion date for the Northwood High School project was delayed one-year due to an extension of the construction timeline. Therefore, the approved completion date for the addition/facility upgrade at Northwood High School is August 2027.

Wheaton High School

Planning Issue: See text under Consortium Planning Issues.

Charles W. Woodward High School

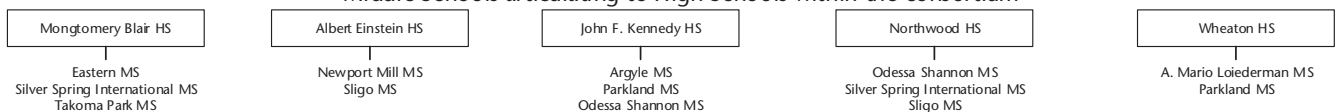
Planning Issue: See text under Consortium Planning Issues.

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 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.

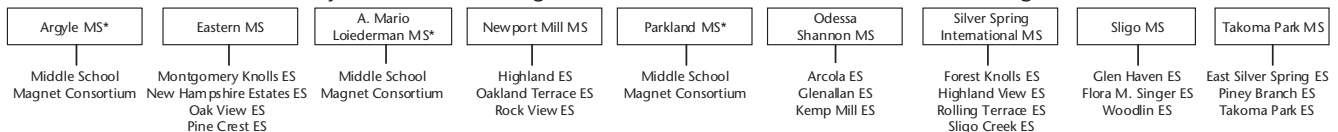
Since Charles W. Woodward High School is the holding facility for Northwood High School, the completion date for the reopening of Charles W. Woodward High School is August

Downcounty Consortium Articulation 2025–2026 School Year

Middle Schools articulating to High Schools within the consortium



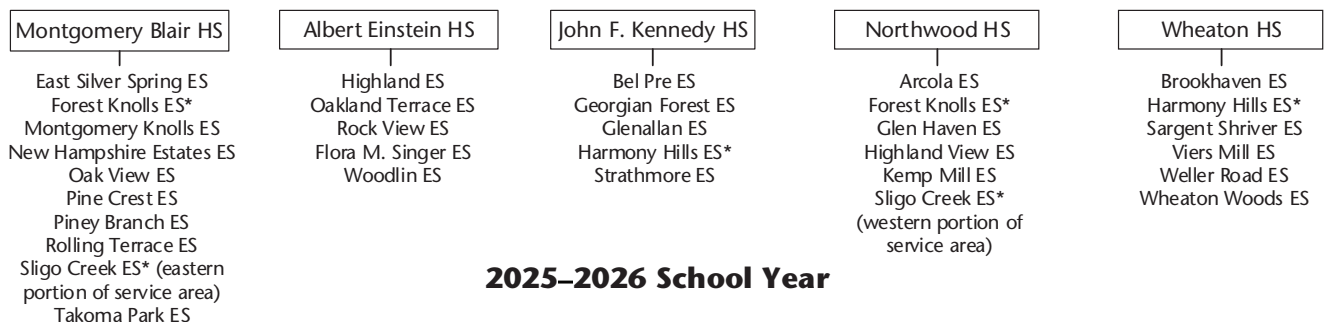
Elementary Schools articulating to Middle Schools within the consortium of High Schools



* 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



2025–2026 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.

2027. As part of the FY 2025–2030 CIP the Board of Education approved Phase III for this project that includes the construction of the auditorium.

Eastern Middle School

Planning Issue: See text under Consortium Planning Issues.

Capital Project: A replacement project is recommended with a completion date of August 2031. Students will remain on site in the existing building while the replacement school is being constructed on another part of the existing site.

As part of the replacement, a larger capacity is being proposed to accommodate a portion of students from the recommended closure of Silver Spring International Middle School.

A. Mario Loiederman Middle School

Planning Issue: See text under Consortium Planning Issues.

Newport Mill Middle School

Planning Study: 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.

Due to cost overruns exceeding the approved budget, the second phase of the previously approved addition project including science laboratories and a Linkages to Learning suite was paused for reconsideration as part of the FY 2027–2032 CIP.

Due to ongoing extensive maintenance costs, it is prohibitive to invest more capital dollars in the facility for use as a middle school. Additionally, to address the need for secondary swing space, this facility is needed to serve as a holding center. Therefore, as part of the recommended FY 27-32 CIP, closure of this school is recommended after the completion of the 2029–2030 school year. By that time a new proposed boundary study will go into effect to reassign students to the new expanded Eastern Middle School, and Sligo Middle School, and possibly other adjacent schools

Sligo Middle School

Planning Issue: See text under Consortium Planning Issues.

Capital Project: A renewal and addition project is recommended to be completed in August 2031. The addition will accommodate students from the existing Silver Spring International MS when it closes. The school is scheduled to move offsite for one year during construction.

Takoma Park Middle School

Planning Study: Issue: See text under Consortium Planning Issues.

Highland View Elementary School

Capital Project: A classroom addition project was scheduled to be completed August 2027 however the project was removed due to an increased scope. Highland View ES is now recommended for a replacement project with a completion date of August 2031.

Piney Branch Elementary School

Capital Project: Facility planning was completed during fiscal year 2025. Based on the ranking with the new CIP prioritization criteria the school is recommended for a replacement project to be completed in August 2031.

Sligo Creek Elementary School

Capital Project: The project will be a replacement located on another site with a completion date of August 2029. The existing building is programmed to be used as a holding center beginning in August 2029. A site selection is recommended to commence prior to design of the replacement 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 2027
Eastern MS	Replacement with Expansion	Recommended	August 2030
Sligo MS	Renewal with Addition	Recommended	August 2031
Highland View ES	Replacement	Recommended	August 2029
Piney Branch ES	Replacement	Recommended	August 2031
Sligo Creek ES	Replacement	Recommended	August 2029

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

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

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

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

DOWNCOUNTY CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027-2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Montgomery Blair HS		Program Capacity	2889	2889	2889	2889	2889	2889	2889	2889	2889
		Enrollment	3191	3152	3097	3046	3102	3119	3098	3200	3200
		Available Space	(302)	(263)	(208)	(157)	(213)	(230)	(209)	(311)	(311)
		Comments	See Text								
Albert Einstein HS		Program Capacity	1598	1598	1598	1598	1598	1598	1598	1598	1598
		Enrollment	1910	1911	1913	1893	1876	1886	1873	1900	1900
		Available Space	(312)	(313)	(315)	(295)	(278)	(288)	(275)	(302)	(302)
		Comments	See Text								
John F. Kennedy HS		Program Capacity	2186	2186	2186	2186	2186	2186	2186	2186	2186
		Enrollment	1766	1755	1714	1706	1738	1751	1737	1790	1790
		Available Space	420	431	472	480	448	435	449	396	396
		Comments	See Text								
Northwood HS		Program Capacity	1524	1524	2260	2260	2260	2260	2260	2260	2260
		Enrollment	1541	1538	1454	1442	1452	1460	1448	1450	1450
		Available Space	(17)	(14)	806	818	808	800	812	810	810
		Comments	See Text		Project Complete						
Wheaton HS		Program Capacity	2220	2220	2220	2220	2220	2220	2220	2220	2220
		Enrollment	2687	2689	2670	2677	2695	2713	2694	2700	2700
		Available Space	(467)	(469)	(450)	(457)	(475)	(493)	(474)	(480)	(480)
		Comments	See Text								
Charles W. Woodward HS		Program Capacity			2249	2249	2249	2249	2249	2249	2249
		Enrollment			0	0	0	0	0	0	0
		Available Space			2249	2249	2249	2249	2249	2249	2249
		Comments	See Text		Opens						
Argyle MS		Program Capacity	888	888	888	888	888	888	888	888	888
		Enrollment	843	824	833	823	816	788	771	780	780
		Available Space	45	64	55	65	72	100	117	108	108
		Comments	See Text								
Eastern MS		Program Capacity	1012	1012	1012	1012	1012	1516	1516	1516	1516
		Enrollment	953	934	942	948	936	905	883	925	925
		Available Space	59	78	70	64	76	611	633	591	591
		Comments	See Text								
A. Mario Loiederman MS		Program Capacity	969	969	969	969	969	969	969	969	969
		Enrollment	984	983	967	960	954	921	899	910	910
		Available Space	(15)	(14)	2	9	15	48	70	59	59
		Comments	See Text								
Newport Mill MS		Program Capacity	812	812	812	812	812	812	812	812	812
		Enrollment	681	669	672	655	647	626	611	630	630
		Available Space	131	143	140	157	165	186	201	182	182
		Comments	See Text								
Parkland MS		Program Capacity	1207	1207	1207	1207	1207	1207	1207	1207	1207
		Enrollment	1186	1145	1145	1170	1156	1119	1092	1095	1095
		Available Space	21	62	62	37	51	88	115	112	112
		Comments	See Text								
Odessa Shannon MS		Program Capacity	881	881	881	881	881	881	881	881	881
		Enrollment	765	753	744	733	725	701	685	690	690
		Available Space	116	128	137	148	156	180	196	191	191
		Comments	See Text								
Silver Spring International MS		Program Capacity	1173	1173	1173	1173	1173	0	0	0	0
		Enrollment	952	905	887	911	901	869	849	880	1040
		Available Space	221	268	286	262	272	0	0	0	0
		Comments	See Text					School Closure			
Sligo MS		Program Capacity	926	926	926	926	926	926	1208	1208	1208
		Enrollment	699	691	713	699	693	670	656	665	665
		Available Space	227	235	213	227	233	256	552	543	543
		Comments	See Text		Planning for MCP				Maj. Cap. Project Complete		
Takoma Park MS		Program Capacity	1257	1257	1257	1257	1257	1257	1257	1257	1257
		Enrollment	1196	1193	1201	1190	1176	1137	1111	1130	1130
		Available Space	61	64	56	67	81	120	146	127	127
		Comments	See Text								

DOWNCOUNTY CONSORTIUM

Schools			Prelim.	Projections					
			25-26	26-27	27-28	28-29	29-30	30-31	31-32
Arcola ES	CSR	Program Capacity	638	638	638	638	638	638	638
		Enrollment	701	692	688	659	640	628	620
		Available Space	(63)	(54)	(50)	(21)	(2)	10	18
		Comments							
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	636	636	636	636	636	636	636
		Enrollment	545	539	528	529	520	510	506
		Available Space	91	97	108	107	116	126	130
		Comments							
Brookhaven ES	CSR	Program Capacity	451	451	451	451	451	451	451
		Enrollment	409	389	384	371	376	371	369
		Available Space	42	62	67	80	75	80	82
		Comments							
East Silver Spring ES	CSR	Program Capacity	568	568	568	568	568	568	568
		Enrollment	519	528	537	545	538	529	530
		Available Space	49	40	31	23	30	39	38
		Comments							
Forest Knolls ES	CSR	Program Capacity	534	534	534	534	534	534	534
		Enrollment	480	492	488	467	462	458	450
		Available Space	54	42	46	67	72	76	84
		Comments							
Georgian Forest ES	CSR	Program Capacity	631	631	631	631	631	631	631
		Enrollment	623	622	614	593	561	547	503
		Available Space	8	9	17	38	70	84	128
		Comments							
Glen Haven ES	CSR	Program Capacity	572	572	572	572	572	572	572
		Enrollment	495	478	479	474	474	474	476
		Available Space	77	94	93	98	98	98	96
		Comments							
Glenallan ES	CSR	Program Capacity	766	766	766	766	766	766	766
		Enrollment	679	662	647	630	617	595	608
		Available Space	87	104	119	136	149	171	158
		Comments							
Harmony Hills ES	CSR	Program Capacity	742	742	742	742	742	742	742
		Enrollment	616	601	569	532	501	494	498
		Available Space	126	141	173	210	241	248	244
		Comments							
Highland ES	CSR	Program Capacity	563	563	563	563	563	563	563
		Enrollment	494	484	478	476	473	467	460
		Available Space	69	79	85	87	90	96	103
		Comments							
Highland View ES	CSR	Program Capacity	333	333	333	333	333	333	542
		Enrollment	310	304	299	282	266	267	269
		Available Space	23	29	34	51	67	66	273
		Comments	See Text		Planning for MCP				Maj. Cap. Project Complete
Kemp Mill ES	CSR	Program Capacity	463	463	463	463	463	463	463
		Enrollment	398	382	379	374	367	355	349
		Available Space	65	81	84	89	96	108	114
		Comments							
Montgomery Knolls ES Grades (HS-2) Paired With Pine Crest ES	CSR	Program Capacity	690	690	690	690	690	690	690
		Enrollment	442	423	425	434	428	420	418
		Available Space	248	267	265	256	262	270	272
		Comments							
New Hampshire Estates ES Grades (HS-2) Paired With Oak View ES	CSR	Program Capacity	498	498	498	498	498	498	498
		Enrollment	445	433	428	419	414	406	403
		Available Space	53	65	70	79	84	92	95
		Comments							
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	345	345	345	345	345	345	345
		Enrollment	423	429	417	421	421	421	421
		Available Space	(78)	(84)	(72)	(76)	(76)	(76)	(76)
		Comments							

DOWNCOUNTY CONSORTIUM

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32		
Oakland Terrace ES		Program Capacity	600	600	600	600	600	600	600		
		Enrollment	500	500	500	471	469	460	450		
		Available Space	100	100	100	129	131	140	150		
		Comments									
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	667	667	667	667	667	667	667		
		Enrollment	487	502	484	492	492	492	492		
		Available Space	180	165	183	175	175	175	175		
		Comments									
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	621	621	621	621	621	621	644		
		Enrollment	545	537	534	553	553	553	553		
		Available Space	76	84	87	68	68	68	91		
		Comments	See Text		Planning for MCP				Maj. Cap. Project Complete		
Rock View ES	CSR	Program Capacity	604	604	604	604	604	604	604		
		Enrollment	601	588	581	567	550	532	535		
		Available Space	3	16	23	37	54	72	69		
		Comments									
Rolling Terrace ES	CSR	Program Capacity	683	683	683	683	683	683	683		
		Enrollment	641	631	620	604	590	588	577		
		Available Space	42	52	63	79	93	95	106		
		Comments									
Sargent Shriver ES	CSR	Program Capacity	643	643	643	643	643	643	643		
		Enrollment	694	656	635	612	603	599	604		
		Available Space	(51)	(13)	8	31	40	44	39		
		Comments									
Flora M. Singer ES	CSR	Program Capacity	585	585	585	585	585	585	585		
		Enrollment	655	660	643	632	629	612	615		
		Available Space	(70)	(75)	(58)	(47)	(44)	(27)	(30)		
		Comments									
Sligo Creek ES		Program Capacity	731	731	731	731	735	735	735		
		Enrollment	659	647	651	653	646	650	627		
		Available Space	72	84	80	78	89	85	108		
		Comments	See Text	Planning for Replace.			Replacement Complete				
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	449	449	449	449	449	449	449		
		Enrollment	436	428	427	434	434	434	434		
		Available Space	13	21	22	15	15	15	15		
		Comments									
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES	CSR	Program Capacity	607	607	607	607	607	607	607		
		Enrollment	569	527	558	556	546	533	531		
		Available Space	38	80	49	51	61	74	76		
		Comments									
Viers Mill ES	CSR	Program Capacity	740	740	740	740	740	740	740		
		Enrollment	541	520	555	560	557	545	549		
		Available Space	199	220	185	180	183	195	191		
		Comments									
Weller Road ES	CSR	Program Capacity	756	756	756	756	756	756	756		
		Enrollment	668	661	654	648	634	628	620		
		Available Space	88	95	102	108	122	128	136		
		Comments									
Wheaton Woods ES	CSR	Program Capacity	652	652	652	652	652	652	652		
		Enrollment	565	566	566	563	558	558	554		
		Available Space	87	86	86	89	94	94	98		
		Comments									
Woodlin ES	CSR	Program Capacity	570	570	570	570	570	570	570		
		Enrollment	640	649	648	642	628	612	615		
		Available Space	(70)	(79)	(78)	(72)	(58)	(42)	(45)		
		Comments									
Cluster Information		HS Utilization	107%	106%	97%	97%	97%	98%	97%	99%	99%
		HS Enrollment	11095	11045	10848	10764	10863	10929	10850	11040	10850
		MS Utilization	91%	89%	89%	89%	88%	91%	86%	88%	90%
		MS Enrollment	8259	8097	8104	8089	8004	7736	7557	7705	7865
		ES Utilization	91%	90%	89%	88%	86%	85%	83%		
		ES Enrollment	15780	15530	15416	15193	14947	14738	14636		

DOWNCOUNTY CONSORTIUM

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Montgomery Blair HS	3191	4.8%	24.5%	10.7%	37.2%	22.6%	43.6%	20.2%	11.4%
Albert Einstein HS	1910	5.0%	17.2%	7.0%	45.8%	24.7%	42.4%	22.5%	11.0%
John F. Kennedy HS	1766	1.4%	22.4%	4.8%	66.8%	4.5%	56.0%	36.9%	19.4%
Northwood HS	1541	3.1%	23.8%	3.8%	56.9%	12.1%	58.4%	28.8%	21.6%
Wheaton HS	2687	2.8%	19.7%	9.4%	58.2%	9.7%	56.6%	25.8%	12.2%
Argyle MS	843	3.7%	27.2%	7.0%	53.5%	8.5%	61.4%	28.7%	14.5%
Eastern MS	953	4.8%	19.6%	10.6%	47.2%	17.6%	52.4%	22.9%	9.7%
A. Mario Loiederman MS	984	4.2%	11.7%	3.5%	65.1%	15.3%	62.8%	33.8%	11.1%
Newport Mill MS	681	3.8%	12.6%	6.2%	58.4%	18.4%	53.1%	26.5%	11.6%
Parkland MS	1186	3.5%	20.9%	11.1%	56.7%	7.6%	60.0%	27.8%	8.0%
Odessa Shannon MS	765	2.4%	21.7%	5.4%	65.4%	4.8%	55.6%	34.8%	21.7%
Silver Spring International MS	952	5.7%	22.6%	2.9%	42.5%	25.9%	43.7%	24.0%	13.5%
Sligo MS	699	6.0%	21.3%	6.3%	39.1%	27.0%	46.7%	23.8%	12.7%
Takoma Park MS	1196	6.4%	33.5%	10.3%	17.8%	31.8%	35.1%	12.2%	9.2%
Arcola ES	701	1.4%	22.8%	4.0%	65.3%	6.1%	57.4%	50.6%	36.0%
Bel Pre ES	545	3.7%	26.1%	5.9%	56.0%	8.3%	58.8%	43.5%	38.6%
Brookhaven ES	409	2.7%	20.8%	9.5%	63.3%	3.4%	60.8%	39.9%	21.7%
East Silver Spring ES	519	5.8%	53.0%	2.9%	21.4%	16.8%	52.6%	21.9%	26.8%
Forest Knolls ES	480	5.4%	20.0%	6.0%	41.2%	27.3%	41.1%	19.7%	21.0%
Georgian Forest ES	623	0.0%	17.2%	2.9%	73.7%	5.0%	57.8%	45.7%	43.1%
Glen Haven ES	495	4.6%	21.0%	5.5%	54.9%	13.7%	64.4%	36.3%	20.2%
Glenallan ES	679	7.8%	23.0%	9.4%	50.5%	8.8%	61.7%	30.5%	27.2%
Harmony Hills ES	616	0.0%	9.4%	2.1%	84.9%	2.6%	65.0%	67.5%	23.6%
Highland ES	494	1.6%	6.3%	5.3%	80.2%	6.5%	59.9%	50.9%	19.0%
Highland View ES	310	5.5%	31.6%	3.9%	33.2%	25.8%	51.5%	29.6%	15.0%
Kemp Mill ES	398	0.0%	11.6%	0.0%	84.2%	3.3%	70.9%	59.7%	23.9%
Montgomery Knolls ES	442	5.0%	23.5%	2.7%	49.5%	18.8%	56.4%	27.9%	19.5%
New Hampshire Estates ES	445	0.0%	19.3%	1.8%	72.6%	5.2%	69.2%	49.7%	31.9%
Oak View ES	423	3.5%	14.9%	1.9%	60.5%	19.1%	49.4%	47.5%	15.3%
Oakland Terrace ES	500	7.8%	14.0%	3.2%	38.6%	36.2%	30.2%	14.0%	11.5%
Pine Crest ES	487	7.0%	20.7%	5.1%	41.1%	25.7%	52.9%	32.5%	6.3%
Piney Branch ES	545	7.5%	28.8%	2.9%	20.0%	40.4%	34.8%	17.2%	7.9%
Rock View ES	601	4.7%	12.8%	7.5%	52.1%	22.8%	50.2%	38.3%	17.1%
Rolling Terrace ES	641	2.2%	9.4%	1.2%	82.4%	4.7%	68.8%	62.5%	18.5%
Sargent Shriver ES	694	1.0%	11.2%	5.8%	77.8%	4.2%	79.6%	59.1%	15.9%
Flora M. Singer ES	655	7.3%	15.9%	5.3%	38.8%	32.5%	37.2%	27.4%	13.1%
Sligo Creek ES	659	10.5%	31.1%	5.2%	12.3%	40.8%	22.5%	10.9%	12.7%
Strathmore ES	436	2.3%	28.7%	5.0%	55.7%	7.3%	73.5%	41.6%	18.7%
Takoma Park ES	569	7.0%	29.7%	1.8%	23.4%	38.0%	36.7%	19.9%	9.4%
Viers Mill ES	541	2.6%	11.3%	4.8%	66.9%	14.0%	69.6%	38.5%	14.2%
Weller Road ES	668	1.6%	6.9%	4.6%	81.9%	4.8%	65.3%	49.8%	15.8%
Wheaton Woods ES	565	1.2%	24.4%	4.2%	64.6%	5.1%	64.7%	53.6%	18.1%
Woodlin ES	640	8.6%	31.3%	6.7%	20.6%	32.7%	36.2%	21.2%	15.9%
Elementary Cluster Total	15780	4.2%	20.3%	4.5%	54.2%	16.5%	56.1%	39.3%	15.0%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 school year compared to total enrollment.

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

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

DOWNCOUNTY CONSORTIUM

Program Capacity Table

(School Year 2025–2026)

Program Capacity Table (School Year 2025–2026)																Special Education Services																	
																Quad Cluster Based				County & Regional Based													
																				ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12
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																		
Montgomery Blair HS	9-12	2889	132		123								7	2																			
Albert Einstein HS	9-12	1598	80		65								3	2				4	3						3								
John F. Kennedy HS	9-12	2186	104		92								5					3	2		2												
Northwood HS	9-12	1524	73		62								4	2										4		1							
Wheaton HS	9-12	2220	104		94								5					3	2														
Argyle MS	6-8	888	43		40								3																				
Eastern MS	6-8	1012	51		44								3	1										3									
A. Mario Loiederman MS	6-8	969	48		42								5	1																			
Newport Mill MS	6-8	812	41		36								1					4															
Parkland MS	6-8	1207	58		55								3																				
Odessa Shannon MS	6-8	881	45		39								2												3	1							
Silver Spring International MS	6-8	1173	56		54								2																				
Sligo MS	6-8	926	51		42									1	4					2		2											
Takoma Park MS	6-8	1257	63		57								2								4												
Arcola ES	HS-5	638	38	5		12	13	1			6				1																		
Bel Pre ES	PreK-2	636	39	5			19	2	2		9				1															1			
Brookhaven ES	PreK-5	451	29	5		8	6	1			3																			2	3	1	
East Silver Spring ES	HS-5	568	34	5		8	10		1	1	4																		1	1	3		
Forest Knolls ES	K-5	534	34	4		9	10	1			4										3					1				1	1		
Georgian Forest ES	HS-5	631	36	5		13	9	1	1		5						2					3											
Glen Haven ES	PreK-5	572	36	4		12	8	1			4				1				3											2	1		
Glenallan ES	HS-5	766	43	4		16	12	1			6																		1	1	2		
Harmony Hills ES	HS-5	742	41	5		18	11	1		1	5																						
Highland ES	HS-5	563	33	5		11	10	1		1	5																						
Highland View ES	K-5	333	21	4		6	7				3		1																				
Kemp Mill ES	PreK-5	463	28	5		9	8	2			4																						
Montgomery Knolls ES	HS-2	690	43	4			23	3			6																			3	4		
New Hampshire Estates ES	HS-2	498	32	5			15	2		4	6																						
Oak View ES	3-5	345	19	4		15																											
Oakland Terrace ES	K-5	600	32	3		18		1			4														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	604	39	4		7	11		1		5		1			10																	
Rolling Terrace ES	HS-5	683	40	5		13	12	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	449	26	5		19												2															
Takoma Park ES	PreK-2	607	39	3			20	2			9		3		2																		
Viers Mill ES	HS-5	740	43	5		16	9	3			4																		1	3	2		
Weller Road ES	HS-5	756	44	5		14	11	2		2	6																		1	2	1		
Wheaton Woods ES	HS-5	652	42	5		14	8	2		1	5				1					2					4								
Woodlin ES	K-5	570	34	4		12	8	1			5							4															

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.

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. In the Recommended FY 2027–2032 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study

Due to declining enrollment the recommendation is for a future elementary school boundary study.

An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. As part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed this project one year, but approved the additional expenditures. An FY 2024 appropriation was approved for construction funds. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY 2025–2030 CIP, a Phase II for this project which includes the construction of the auditorium. This new high school is scheduled to be completed and open in 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 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 amended FY 2025–2030 CIP for planning or construction funds.

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

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

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

SCHOOLS

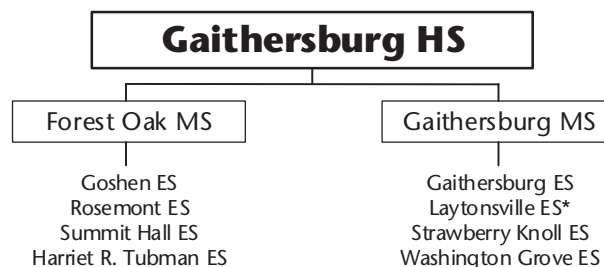
Crown High School

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.

Gaithersburg Cluster Articulation

2025–2026 School Year



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

GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections								
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040	
Gaithersburg HS		Program Capacity	2457	2457	2457	2457	2457	2457	2457	2457	2457	
		Enrollment	2363	2293	2243	2265	2268	2282	2266	2285	2285	
		Available Space	94	164	214	192	189	175	191	172	172	
		Comments	See Text									
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218	
		Enrollment			0	0	0	0	0	0	0	
		Available Space			2218	2218	2218	2218	2218	2218	2218	
		Comments	See Text		Opens							
Forest Oak MS		Program Capacity	971	971	971	971	971	971	971	971	971	
		Enrollment	763	751	742	747	738	713	696	700	700	
		Available Space	208	220	229	224	233	258	275	271	271	
		Comments	See Text									
Gaithersburg MS		Program Capacity	1028	1028	1028	1028	1028	1028	1028	1028	1028	
		Enrollment	881	867	866	865	858	830	812	830	830	
		Available Space	147	161	162	163	170	198	216	198	198	
		Comments	See Text									
Gaithersburg ES	CSR	Program Capacity	785	785	785	785	785	785	785			
		Enrollment	565	535	498	482	475	467	458			
		Available Space	220	250	287	303	310	318	327			
		Comments										
Goshen ES	CSR	Program Capacity	593	593	593	593	593	593	593			
		Enrollment	478	456	455	455	442	446	441			
		Available Space	115	137	138	138	151	147	152			
		Comments										
Laytonsville ES		Program Capacity	507	507	507	507	507	507	507			
		Enrollment	363	361	367	369	366	366	359			
		Available Space	144	146	140	138	141	141	148			
		Comments										
Rosemont ES	CSR	Program Capacity	577	577	577	577	577	577	577			
		Enrollment	592	575	556	547	554	557	527			
		Available Space	(15)	2	21	30	23	20	50			
		Comments										
Strawberry Knoll ES	CSR	Program Capacity	470	470	470	470	470	470	470			
		Enrollment	434	413	386	373	367	365	358			
		Available Space	36	57	84	97	103	105	112			
		Comments										
Summit Hall ES	CSR	Program Capacity	434	434	434	434	434	434	434			
		Enrollment	409	409	394	388	387	388	377			
		Available Space	25	25	40	46	47	46	57			
		Comments										
Harriet R. Tubman ES	CSR	Program Capacity	633	633	633	633	633	633	633			
		Enrollment	590	608	612	601	593	591	588			
		Available Space	43	25	21	32	40	42	45			
		Comments										
Washington Grove ES	CSR	Program Capacity	552	552	552	552	552	552	552			
		Enrollment	454	487	492	501	500	500	483			
		Available Space	98	65	60	51	52	52	69			
		Comments										
Cluster Information		HS Utilization	96%	93%	91%	92%	92%	93%	92%	93%	93%	
		HS Enrollment	2363	2293	2243	2265	2268	2282	2266	2285	2285	
		MS Utilization	82%	81%	80%	81%	80%	77%	75%	77%	77%	
		MS Enrollment	1644	1618	1608	1612	1596	1543	1508	1530	1530	
		ES Utilization	84%	84%	69%	68%	68%	68%	66%			
		ES Enrollment	3295	3844	3148	3115	3684	3680	3591			

GAITHERSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Gaithersburg HS	2363	3.2%	20.7%	7.3%	60.8%	7.8%	55.7%	32.7%	20.8%
Forest Oak MS	763	1.4%	22.0%	4.8%	65.5%	5.9%	58.3%	29.6%	15.4%
Gaithersburg MS	881	5.4%	22.2%	5.8%	56.0%	10.3%	63.2%	30.5%	19.9%
Gaithersburg ES	565	2.1%	14.5%	2.1%	78.9%	1.9%	67.5%	64.2%	30.5%
Goshen ES	478	4.6%	23.4%	9.0%	51.7%	10.9%	55.9%	25.3%	13.7%
Laytonsville ES	363	8.3%	18.2%	7.4%	34.4%	31.7%	34.4%	17.2%	13.9%
Rosemont ES	592	5.7%	29.4%	8.3%	49.0%	6.6%	59.0%	39.2%	29.7%
Strawberry Knoll ES	434	4.4%	22.4%	10.8%	50.7%	11.3%	57.8%	19.9%	15.3%
Summit Hall ES	409	2.2%	19.6%	3.4%	72.9%	2.0%	67.6%	41.9%	31.5%
Harriet R. Tubman ES	590	4.2%	16.1%	5.4%	69.8%	4.1%	61.6%	46.2%	28.6%
Washington Grove ES	454	2.4%	26.7%	7.0%	51.8%	11.9%	52.7%	31.0%	36.6%
Elementary Cluster Total	3885	4.2%	21.3%	6.6%	58.5%	9.1%	58.7%	37.8%	18.9%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Program Capacity Table (School Year 2025–2026)																Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2025–2026

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

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. Due to the declining enrollment the recommendation is for a future elementary school boundary study.

Planning Issue: On March 28, 2023, the Board of Education approved the boundary study scope to create the service area for the reopening of Charles W. Woodward High School. The scope of the boundary study 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: <https://sites.google.com/mcpsmd.net/boundarystudyoptions?usp=sharing/>

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

SCHOOLS

Walter Johnson High School

Planning Issue: See text under Cluster Planning Issues.

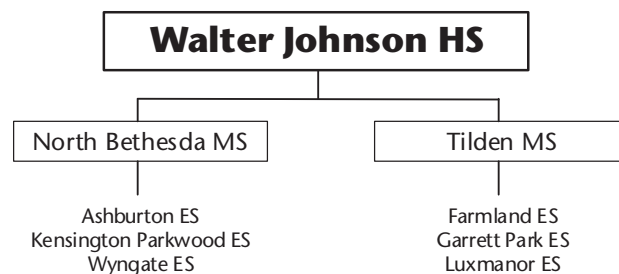
Charles W. Woodward High School

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 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.

Walter Johnson Cluster Articulation

2025–2026 School Year



See Appendix V for multicolored maps of the service areas.

WALTER JOHNSON CLUSTER

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. As part of the FY 2025–2030 CIP the Board of Education approved Phase III for this project that includes the construction of the auditorium.

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. The recommendation is to reallocate these funds to other projects, as enrollment throughout the county is declining and a future boundary study will address localized overutilization.

Farmland Elementary School

Planning Issue: See text under Cluster Planning Study.

Garrett Park Elementary School

Planning Issue: See text under Cluster Planning Study.

Kensington-Parkwood Elementary School

Planning Issue: See text under Cluster Planning Study.

Luxmanor Elementary School

Planning Issue: See text under Cluster Planning Study.

Wyngate Elementary School

Planning Issue: See text under Cluster Planning Study.

CAPITAL PROJECTS

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

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

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

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

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

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Walter Johnson HS		Program Capacity	2251	2251	2251	2251	2251	2251	2251	2251	2251
		Enrollment	3008	2981	3006	3025	3027	3055	3036	3050	3050
		Available Space	(757)	(730)	(755)	(774)	(776)	(804)	(785)	(799)	(799)
		Comments	See Text								
Charles W. Woodward HS		Program Capacity			2249	2249	2249	2249	2249	2249	2249
		Enrollment			0	0	0	0	0	0	0
		Available Space			2249	2249	2249	2249	2249	2249	2249
		Comments	See Text		Opens						
North Bethesda MS		Program Capacity	1187	1187	1187	1187	1187	1187	1187	1187	1187
		Enrollment	1229	1244	1241	1231	1220	1182	1156	1175	1175
		Available Space	(42)	(57)	(54)	(44)	(33)	5	31	12	12
		Comments	See Text								
Tilden MS		Program Capacity	1251	1251	1251	1251	1251	1251	1251	1251	1251
		Enrollment	1110	1140	1149	1122	1119	1083	1059	1070	1070
		Available Space	141	111	102	129	132	168	192	181	181
		Comments	See Text								
Ashburton ES		Program Capacity	823	823	823	823	823	823	823		
		Enrollment	820	823	817	866	853	848	841		
		Available Space	3	0	6	(43)	(30)	(25)	(18)		
		Comments	See Text								
Farmland ES		Program Capacity	725	725	725	725	725	725	725		
		Enrollment	826	823	820	788	788	780	781		
		Available Space	(101)	(98)	(95)	(63)	(63)	(55)	(56)		
		Comments	See Text								
Garrett Park ES		Program Capacity	774	774	774	774	774	774	774		
		Enrollment	765	808	804	804	798	797	779		
		Available Space	9	(34)	(30)	(30)	(24)	(23)	(5)		
		Comments	See Text								
Kensington–Parkwood ES		Program Capacity	819	819	819	819	819	819	819		
		Enrollment	540	532	520	522	521	504	499		
		Available Space	279	287	299	297	298	315	320		
		Comments	See Text								
Luxmanor ES		Program Capacity	739	739	739	739	739	739	739		
		Enrollment	643	681	678	652	641	645	642		
		Available Space	96	58	61	87	98	94	97		
		Comments	See Text								
Wyngate ES		Program Capacity	801	801	801	801	801	801	801		
		Enrollment	631	625	619	603	595	595	582		
		Available Space	170	176	182	198	206	206	219		
		Comments	See Text								
Cluster Information		HS Utilization	134%	132%	134%	134%	134%	136%	135%	135%	135%
		HS Enrollment	3008	2981	3006	3025	3027	3055	3036	3050	3050
		MS Utilization	96%	98%	98%	97%	96%	93%	91%	92%	92%
		MS Enrollment	2339	2384	2390	2353	2339	2265	2215	2245	2245
		ES Utilization	90%	92%	91%	90%	90%	89%	88%		
		ES Enrollment	4225	4292	4258	4235	4196	4169	4124		

WALTER JOHNSON CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Walter Johnson HS	3008	6.6%	16.5%	13.6%	18.9%	43.9%	19.8%	7.8%	8.0%
North Bethesda MS	1229	8.9%	12.4%	14.2%	19.1%	45.4%	15.9%	7.2%	7.0%
Tilden MS	1110	6.8%	16.5%	17.2%	20.2%	39.2%	24.1%	16.8%	12.6%
Ashburton ES	820	8.8%	20.7%	17.6%	17.6%	35.1%	21.5%	14.1%	20.1%
Farmland ES	826	6.7%	11.4%	28.2%	14.8%	38.4%	19.5%	27.5%	18.5%
Garrett Park ES	765	8.2%	15.6%	18.2%	20.1%	37.4%	24.9%	23.1%	18.6%
Kensington-Parkwood ES	540	8.0%	10.2%	8.9%	15.6%	57.4%	12.1%	11.0%	10.2%
Luxmanor ES	643	7.5%	16.8%	17.9%	28.9%	28.8%	27.5%	22.7%	16.2%
Wyngate ES	631	10.9%	4.6%	13.8%	13.9%	56.7%	3.4%	7.2%	5.5%
Elementary Cluster Total	4225	8.3%	13.6%	18.1%	18.4%	41.3%	19.1%	18.5%	13.1%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Program Capacity Table (School Year 2025–2026)																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																
Walter Johnson HS	9-12	2251	106		96								2					4			3										
North Bethesda MS	6-8	1187	59		54								1							3						1					
Tilden MS	6-8	1251	63		56								2					3			2										
Ashburton ES	K-5	823	39	3		31						5																			
Farmland ES	K-5	725	37	3		25						5						4													
Garrett Park ES	K-5	774	37	3		28		1				5																			
Kensington-Parkwood ES	K-5	819	41	3		31						4								3											
Luxmanor ES	K-5	739	39	3		24						4	1					3										1	3		
Wyngate ES	K-5	801	38	3		31						4																			

WALTER JOHNSON CLUSTER

Facility Characteristics of Schools 2025–2026

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	
Charles W. Woodward HS			339,164	27.75			
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 ES and Cashell ES indicates that they will be over capacity throughout the six year enrollment projection and 92 seats or more over capacity in the 2031-2032 school year. Due to declining enrollment throughout the cluster and the county as a whole the recommendation to address the overutilization at these schools is a future elementary school boundary study.

SCHOOLS

Col. Zadok Magruder High School

Capital Project: An FY 2025 appropriation was requested to begin the planning and design for this project. Due to fiscal constraints, the County Council, in the adopted FY 2025–2030 CIP, removed all expenditures for this project with a “to be determined” completion date. This facility was ranked with the new CIP prioritization criteria and design and funding will be proposed in a future CIP.

Magruder Cluster Articulation

2025–2026 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 Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Col. Zadok Magruder HS		Program Capacity	1868	1868	1868	1868	1868	1868	1868	1868	1868
		Enrollment	1601	1555	1524	1523	1521	1529	1518	1560	1560
		Available Space	267	313	344	345	347	339	350	308	308
		Comments									
Redland MS		Program Capacity	708	708	708	708	708	708	708	708	708
		Enrollment	570	565	589	564	557	538	526	535	535
		Available Space	138	143	119	144	151	170	182	173	173
		Comments									
Shady Grove MS		Program Capacity	846	846	846	846	846	846	846	846	846
		Enrollment	575	560	576	552	545	528	517	525	525
		Available Space	271	286	270	294	301	318	329	321	321
		Comments									
Candlewood ES		Program Capacity	521	521	521	521	521	521	521		
		Enrollment	352	352	347	333	331	332	329		
		Available Space	169	169	174	188	190	189	192		
		Comments									
Cashell ES		Program Capacity	292	292	292	292	292	292	292		
		Enrollment	380	393	399	396	385	377	384		
		Available Space	(88)	(101)	(107)	(104)	(93)	(85)	(92)		
		Comments	See Text								
Flower Hill ES	CSR	Program Capacity	427	427	427	427	427	427	427		
		Enrollment	454	446	418	407	408	408	399		
		Available Space	(27)	(19)	9	20	19	19	28		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	336	336	336	336	336	336	336		
		Enrollment	515	528	540	543	533	530	529		
		Available Space	(179)	(192)	(204)	(207)	(197)	(194)	(193)		
		Comments	See Text								
Judith A. Resnik ES	CSR	Program Capacity	573	573	573	573	573	573	573		
		Enrollment	486	455	439	417	416	396	398		
		Available Space	87	118	134	156	157	177	175		
		Comments									
Sequoyah ES	CSR	Program Capacity	414	414	414	414	414	414	414		
		Enrollment	478	411	409	410	410	408	408		
		Available Space	(64)	3	5	4	4	6	6		
		Comments									
Cluster Information		HS Utilization	86%	83%	82%	82%	81%	82%	81%	84%	84%
		HS Enrollment	1601	1555	1524	1523	1521	1529	1518	1560	1560
		MS Utilization	74%	72%	75%	72%	71%	69%	67%	68%	68%
		MS Enrollment	1145	1125	1165	1116	1102	1066	1043	1060	1060
		ES Utilization	104%	101%	100%	98%	97%	96%	95%		
		ES Enrollment	2665	2585	2552	2506	2483	2451	2447		

COL. ZADOK MAGRUDER CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Col. Zadok Magruder HS	1601	5.4%	19.1%	12.1%	43.0%	20.2%	48.2%	20.1%	12.4%
Redland MS	570	6.0%	23.2%	11.8%	39.1%	20.0%	52.1%	20.6%	18.3%
Shady Grove MS	575	5.9%	17.6%	11.5%	43.8%	21.0%	52.3%	21.2%	14.0%
Candlewood ES	352	10.2%	16.2%	9.4%	25.3%	38.6%	33.2%	16.5%	17.1%
Cashell ES	380	6.6%	15.3%	5.5%	24.5%	47.6%	28.2%	11.7%	10.3%
Flower Hill ES	454	4.8%	21.4%	9.7%	57.9%	6.2%	54.8%	37.0%	26.1%
Mill Creek Towne ES	515	7.8%	18.4%	14.0%	38.6%	20.8%	48.5%	25.4%	19.9%
Judith A. Resnik ES	486	5.6%	28.2%	11.5%	44.9%	9.9%	58.3%	26.2%	28.2%
Sequoyah ES	478	5.6%	15.9%	7.7%	43.7%	27.0%	46.7%	28.7%	21.8%
Elementary Cluster Total	2665	6.6%	19.5%	9.9%	40.2%	23.6%	46.9%	25.3%	17.4%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Program Capacity Table (School Year 2025–2026)																Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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COL. ZADOK MAGRUDER CLUSTER

Facility Characteristics of Schools 2025–2026

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		4	
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	
Sequoayah 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.

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. In the Recommended FY 2027–2032 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study

Due to declining enrollment the recommendation is for a future elementary school boundary study.

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 includes the construction of the auditorium. This new high school is scheduled to be completed and open in 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. Facility planning was completed in FY 25 however based on the rankings with the new CIP prioritization criteria design and construction funds will be recommended as part of a future CIP. It is recommended that the approved appropriation and placeholder construction funds in FY 2029 and FY 2030 be reallocated to other projects.

Richard Montgomery Cluster Articulation

2025–2026 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.

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 amended FY 2025– 2030 CIP for planning or construction funds.

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

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

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

RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Richard Montgomery HS		Program Capacity	2220	2220	2220	2220	2220	2220	2220	2220	2220
		Enrollment	2387	2321	2299	2313	2297	2315	2300	2335	2335
		Available Space	(167)	(101)	(79)	(93)	(77)	(95)	(80)	(115)	(115)
		Comments	See Text								
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218
		Enrollment			0	0	0	0	0	0	0
		Available Space			2218	2218	2218	2218	2218	2218	2218
		Comments	See Text		Opens						
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	1284	1263	1232	1268	1255	1214	1186	1215	1215
		Available Space	148	169	200	164	177	218	246	217	217
		Comments	See Text								
Beall ES		Program Capacity	663	663	663	663	663	663	663		
		Enrollment	453	450	448	449	449	447	447		
		Available Space	210	213	215	214	214	216	216		
		Comments									
College Gardens ES		Program Capacity	702	702	702	702	702	702	702		
		Enrollment	450	439	435	432	417	426	426		
		Available Space	252	263	267	270	285	276	276		
		Comments									
Ritchie Park ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	345	338	339	330	323	319	318		
		Available Space	66	73	72	81	88	92	93		
		Comments									
Bayard Rustin ES	CSR	Program Capacity	682	682	682	682	682	682	682		
		Enrollment	724	718	682	676	666	667	670		
		Available Space	(42)	(36)	0	6	16	15	12		
		Comments									
Twinbrook ES	CSR	Program Capacity	596	596	596	596	596	596	596		
		Enrollment	437	430	436	431	427	428	421		
		Available Space	159	166	160	165	169	168	175		
		Comments	See Text								
Cluster Information		HS Utilization	108%	105%	104%	104%	103%	104%	104%	105%	105%
		HS Enrollment	2387	2321	2299	2313	2297	2315	2300	2335	2335
		MS Utilization	90%	88%	86%	89%	88%	85%	83%	85%	85%
		MS Enrollment	1284	1263	1232	1268	1255	1214	1186	1215	1215
		ES Utilization	78%	78%	77%	76%	75%	75%	75%		
		ES Enrollment	2409	2037	2001	1988	1959	1968	1964		

RICHARD MONTGOMERY CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Richard Montgomery HS	2387	6.5%	15.3%	24.0%	26.2%	27.8%	29.3%	13.6%	14.7%
Julius West MS	1284	5.5%	14.8%	17.2%	33.9%	28.5%	38.3%	16.3%	12.4%
Beall ES	453	10.8%	9.1%	12.1%	28.0%	39.7%	27.6%	14.9%	11.2%
College Gardens ES	450	13.1%	25.1%	16.0%	20.7%	24.7%	43.3%	11.7%	19.3%
Ritchie Park ES	345	6.4%	13.6%	19.4%	12.8%	47.0%	12.6%	6.1%	8.1%
Bayard Rustin ES	724	12.0%	12.7%	23.9%	31.5%	19.6%	41.6%	27.2%	17.5%
Twinbrook ES	437	4.8%	12.4%	10.1%	62.9%	9.8%	57.1%	42.9%	32.8%
Elementary Cluster Total	2409	9.9%	14.4%	17.1%	31.8%	26.5%	40.3%	23.0%	14.5%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Program Capacity Table (School Year 2025–2026)																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
Richard Montgomery HS	9-12	2220	103		95								2	1									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	682	38	4		14	12				6																			2	
Twinbrook ES	HS-5	596	34	5		14	9	1		1	4																				

RICHARD MONTGOMERY CLUSTER

Facility Characteristics of Schools 2025–2026

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 link: <https://montgomeryplanning.org/planning/communities/east-county/fairland/fairland-master-plan-1997/fairland-briggs-chaney-mp/>

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

SCHOOLS

Burtonsville Elementary School

Capital Project: An amendment to the FY 2023–2028 CIP was approved to construct a new Burtonsville Elementary School at another location. An FY 2024 appropriation was approved for construction funds for this replacement elementary school. An FY 2025 appropriation was approved to complete this project. The completion date for this project is August 2026.

JoAnn Leleck Elementary School at Broad Acres

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
JoAnn Leleck ES at Broad Acres	Replacement	Approved	August 2026

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

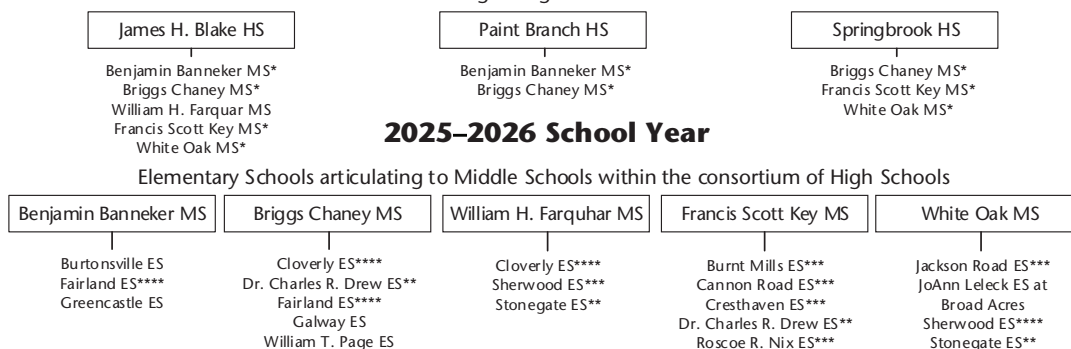
Recommended—Project has a recommended FY 2027 appropriation in the FY 2027–2032 CIP for planning or construction.

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

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

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.

NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
James Hubert Blake HS		Program Capacity	1743	1743	1743	1743	1743	1743	1743	1743	1743
		Enrollment	1917	1843	1864	1869	1886	1894	1880	1915	1915
		Available Space	(174)	(100)	(121)	(126)	(143)	(151)	(137)	(172)	(172)
		Comments									
Paint Branch HS		Program Capacity	1998	1998	1998	1998	1998	1998	1998	1998	1998
		Enrollment	2015	2018	1963	1992	1959	1969	1955	2000	2000
		Available Space	(17)	(20)	35	6	39	29	43	(2)	(2)
		Comments									
Springbrook HS		Program Capacity	2100	2100	2100	2100	2100	2100	2100	2100	2100
		Enrollment	1788	1731	1730	1725	1725	1735	1722	1750	1750
		Available Space	312	369	370	375	375	365	378	350	350
		Comments									
Benjamin Banneker MS		Program Capacity	803	803	803	803	803	803	803	803	803
		Enrollment	707	689	688	689	681	657	643	650	650
		Available Space	96	114	115	114	122	146	160	153	153
		Comments									
Briggs Chaney MS		Program Capacity	922	922	922	922	922	922	922	922	922
		Enrollment	856	869	857	846	838	811	793	800	800
		Available Space	66	53	65	76	84	111	129	122	122
		Comments									
William H. Farquhar MS		Program Capacity	800	800	800	800	800	800	800	800	800
		Enrollment	659	672	652	644	636	616	603	615	615
		Available Space	141	128	148	156	164	184	197	185	185
		Comments									
Francis Scott Key MS		Program Capacity	952	952	952	952	952	952	952	952	952
		Enrollment	953	942	967	957	947	916	895	910	910
		Available Space	(1)	10	(15)	(5)	5	36	57	42	42
		Comments									
White Oak MS		Program Capacity	971	971	971	971	971	971	971	971	971
		Enrollment	834	856	866	820	809	781	763	770	770
		Available Space	137	115	105	151	162	190	208	201	201
		Comments									

NORTHEAST CONSORTIUM

Schools			Prelim.	Projections					
			25-26	26-27	27-28	28-29	29-30	30-31	31-32
Burnt Mills ES	CSR	Program Capacity	687	687	687	687	687	687	687
		Enrollment	708	729	736	751	738	747	737
		Available Space	(21)	(42)	(49)	(64)	(51)	(60)	(50)
		Comments							
Burtonsville ES	CSR	Program Capacity	518	796	796	796	796	796	796
		Enrollment	593	584	588	572	560	554	543
		Available Space	(75)	212	208	224	236	242	253
		Comments		Replace- ment Complete					
Cannon Road ES	CSR	Program Capacity	448	448	448	448	448	448	448
		Enrollment	360	346	329	305	305	297	306
		Available Space	88	102	119	143	143	151	142
		Comments							
Cloverly ES	CSR	Program Capacity	395	395	395	395	395	395	395
		Enrollment	450	447	446	440	430	430	425
		Available Space	(55)	(52)	(51)	(45)	(35)	(35)	(30)
		Comments							
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	428	428	428	428	428	428	428
		Enrollment	451	468	439	457	457	457	457
		Available Space	(23)	(40)	(11)	(29)	(29)	(29)	(29)
		Comments							
Dr. Charles R. Drew ES	CSR	Program Capacity	483	483	483	483	483	483	483
		Enrollment	428	417	417	389	383	379	383
		Available Space	55	66	66	94	100	104	100
		Comments							
Fairland ES	CSR	Program Capacity	631	631	631	631	631	631	631
		Enrollment	562	575	556	551	555	558	540
		Available Space	69	56	75	80	76	73	91
		Comments							
Galway ES	CSR	Program Capacity	766	766	766	766	766	766	766
		Enrollment	686	696	683	682	669	649	640
		Available Space	80	70	83	84	97	117	126
		Comments							
Greencastle ES	CSR	Program Capacity	769	769	769	769	769	769	769
		Enrollment	694	677	681	665	663	663	659
		Available Space	75	92	88	104	106	106	110
		Comments	Addition Complete						
Jackson Road ES	CSR	Program Capacity	666	666	666	666	666	666	666
		Enrollment	618	614	621	605	602	598	585
		Available Space	48	52	45	61	64	68	81
		Comments							

NORTHEAST CONSORTIUM

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32		
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	688	894	894	894	894	894	894		
		Enrollment	685	707	687	676	671	667	666		
		Available Space	3	187	207	218	223	227	228		
		Comments		Replace- ment Complete							
Roscoe R. Nix ES Grades (pre-K-2) Paired with Cresthaven ES	CSR	Program Capacity	478	478	478	478	478	478	478		
		Enrollment	438	458	457	449	441	432	429		
		Available Space	40	20	21	29	37	46	49		
		Comments									
William Tyler Page ES	CSR	Program Capacity	692	692	692	692	692	692	692		
		Enrollment	608	601	601	604	587	586	578		
		Available Space	84	91	91	88	105	106	114		
		Comments									
Sherwood ES		Program Capacity	527	527	527	527	527	527	527		
		Enrollment	465	475	474	469	467	476	480		
		Available Space	62	52	53	58	60	51	47		
		Comments									
Stonegate ES		Program Capacity	575	575	575	575	575	575	575		
		Enrollment	537	520	511	507	506	496	499		
		Available Space	38	55	64	68	69	79	76		
		Comments									
Westover ES		Program Capacity	277	277	277	277	277	277	277		
		Enrollment	295	285	280	276	280	266	269		
		Available Space	(18)	(8)	(3)	1	(3)	11	8		
		Comments									
Cluster Information		HS Utilization	98%	96%	95%	96%	95%	96%	95%	97%	97%
		HS Enrollment	5720	5592	5557	5586	5570	5598	5557	5900	5900
		MS Utilization	90%	91%	91%	89%	88%	85%	83%	84%	84%
		MS Enrollment	4009	4028	4030	3956	3911	3781	3697	4450	4450
		ES Utilization	95%	90%	89%	88%	87%	87%	86%		
		ES Enrollment	8578	8599	8506	8398	8314	8255	8196		

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
James Hubert Blake HS	1917	4.2%	39.6%	10.3%	36.0%	9.8%	53.7%	19.3%	17.6%
Paint Branch HS	2015	2.4%	55.9%	9.7%	28.0%	3.6%	52.2%	12.6%	14.4%
Springbrook HS	1788	2.5%	38.2%	11.6%	42.6%	4.9%	59.9%	27.4%	18.4%
Benjamin Banneker MS	707	3.0%	61.7%	8.8%	22.8%	3.7%	51.9%	14.6%	18.1%
Briggs Chaney MS	856	1.9%	52.8%	9.5%	29.9%	5.6%	62.0%	17.2%	18.7%
William H. Farquhar MS	659	9.0%	27.2%	11.2%	20.8%	31.1%	27.7%	6.9%	6.7%
Francis Scott Key MS	953	1.6%	38.6%	14.2%	40.2%	5.2%	63.3%	34.5%	30.4%
White Oak MS	834	3.6%	30.1%	6.8%	52.9%	6.0%	57.3%	28.1%	18.9%
Burnt Mills ES	708	4.1%	45.1%	18.5%	20.3%	11.9%	62.1%	34.0%	38.0%
Burtonsville ES	593	4.2%	57.8%	10.3%	22.6%	4.7%	54.9%	16.8%	20.5%
Cannon Road ES	360	3.3%	38.6%	6.4%	46.7%	4.7%	58.2%	24.5%	25.2%
Cloverly ES	450	6.7%	23.1%	11.8%	33.1%	25.1%	37.5%	22.4%	16.9%
Cresthaven ES	451	2.7%	37.9%	5.1%	51.9%	1.6%	62.7%	44.7%	19.2%
Dr. Charles R. Drew ES	428	4.2%	45.6%	11.4%	31.1%	7.7%	61.9%	17.3%	20.6%
Fairland ES	562	4.4%	57.3%	5.7%	26.2%	5.9%	58.6%	19.3%	28.6%
Galway ES	686	2.3%	55.0%	7.3%	32.4%	2.9%	58.6%	31.8%	26.1%
Greencastle ES	694	2.7%	66.3%	5.6%	21.0%	4.2%	60.4%	20.5%	24.3%
Jackson Road ES	618	4.0%	44.0%	7.3%	38.3%	5.8%	59.4%	32.9%	27.3%
JoAnn Leleck ES at Broad Acr	685	0.0%	9.1%	3.1%	87.7%		69.2%	68.8%	22.2%
Roscoe R. Nix ES	438	1.4%	38.8%	7.3%	50.5%	1.8%	62.9%	31.4%	39.3%
William Tyler Page ES	608	5.8%	38.5%	7.9%	31.4%	16.1%	42.1%	11.6%	10.5%
Sherwood ES	465	8.6%	20.2%	13.5%	21.5%	35.5%	25.7%	8.0%	10.2%
Stonegate ES	537	7.6%	35.4%	11.4%	24.4%	20.7%	34.5%	14.3%	12.8%
Westover ES	295	10.2%	29.8%	8.1%	27.8%	24.1%	29.6%	10.9%	14.4%
Elementary Cluster Total	8578	4.2%	41.3%	8.8%	35.4%	9.9%	55.8%	28.0%	17.6%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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%.

[illegible]

Schools

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
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	922	46		41								2									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	971	48		44								1	1					2												
Burnt Mills ES	PreK-5	687	40	5		14	11	1			6		1															1		1	
Burtonsville ES	K-5	518	30	4		10	11				5																				
Cannon Road ES	K-5	448	32	5		9	7				3							3		1	4										
Cloverly ES	K-5	395	27	4		7	6				3										4								1	2	
Cresthaven ES	3-5	428	27	5		16										6															
Dr. Charles R. Drew ES	PreK-5	483	30	4		9	5	1	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	766	45	5		16	11		1		5					7															
Greencastle ES	PreK-5	769	45	5		13	15	1			7																	1	1	2	
Jackson Road ES	PreK-5	666	40	5		14	10	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	2			6										4										
William Tyler Page ES	PreK-5	692	38	4		14	10	2			2	3																	1	2	
Sherwood ES	K-5	527	31	3		16						3	1						1		4								1	2	
Stonegate ES	PreK-5	575	31	3		18		1				3	1					3											1	1	
Westover ES	K-5	277	19	3		7						2					3				3									1	

NORTHEAST CONSORTIUM

Facility Characteristics of Schools 2025–2026

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
James Hubert Blake HS	1998		297,125	91.09		9	
Paint Branch HS	1969	2012	347,169	45.76		6	
Springbrook HS	1960	1994	305,006	25.13	Yes		
Benjamin Banneker MS	1974		117,035	20		2	
Briggs Chaney MS	1991		115,000	29.37			
William H. Farquhar MS	1968	2016	135,626	20			
Francis Scott Key MS	1966	2009	147,424	20.59			
White Oak MS	1962	1993	141,163	17.3			
Burnt Mills ES	1964	2023	94,398	15.1			
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		90,303	18.88		6	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 link: <https://montgomeryplanning.org/planning/communities/upcounty/marc-rail-communities/>

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study 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. In the Recommended FY 2027–2032 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

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 includes the construction of the auditorium. This new high school is scheduled to be completed and open in 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

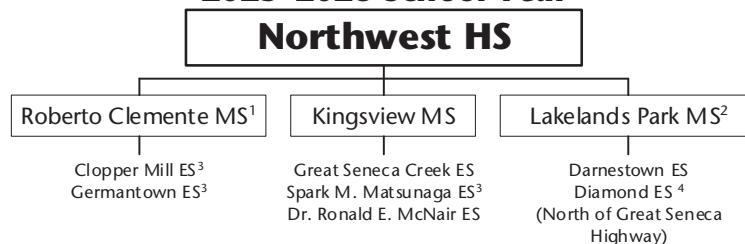
Approved—Project has an approved FY 2026 appropriation in the amended FY 2025–2030 CIP for planning or construction funds.

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

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

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

Northwest Cluster Articulation 2025–2026 School Year



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

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

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

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

NORTHWEST CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Northwest HS		Program Capacity	2268	2268	2268	2268	2268	2268	2268	2268	2268
		Enrollment	2204	2162	2141	2158	2114	2122	2109	2150	2150
		Available Space	64	106	127	110	154	146	159	118	118
		Comments	See Text								
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218
		Enrollment			0	0	0	0	0	0	0
		Available Space			2218	2218	2218	2218	2218	2218	2218
		Comments	See Text		Opens						
Roberto W. Clemente MS		Program Capacity	1141	1141	1141	1141	1141	1141	1141	1141	1141
		Enrollment	909	909	891	895	884	855	836	850	850
		Available Space	232	232	250	246	257	286	305	291	291
		Comments	See Text								
Kingsview MS		Program Capacity	1033	1033	1033	1033	1033	1033	1033	1033	1033
		Enrollment	870	859	868	848	838	811	793	825	825
		Available Space	163	174	165	185	195	222	240	208	208
		Comments	See Text								
Lakelands Park MS		Program Capacity	1122	1122	1122	1122	1122	1122	1122	1122	1122
		Enrollment	994	984	974	973	963	931	911	915	915
		Available Space	128	138	148	149	159	191	211	207	207
		Comments	See Text								
Clopper Mill ES	CSR	Program Capacity	472	472	472	472	472	472	472		
		Enrollment	440	436	440	449	443	436	430		
		Available Space	32	36	32	23	29	36	42		
		Comments									
Darnestown ES		Program Capacity	387	387	387	387	387	387	387		
		Enrollment	338	331	327	319	312	310	316		
		Available Space	49	56	60	68	75	77	71		
		Comments									
Diamond ES		Program Capacity	650	650	650	650	650	650	650		
		Enrollment	662	638	645	629	631	612	610		
		Available Space	(12)	12	5	21	19	38	40		
		Comments									
Germantown ES	CSR	Program Capacity	279	279	279	279	279	279	279		
		Enrollment	316	321	314	317	315	315	320		
		Available Space	(37)	(42)	(35)	(38)	(36)	(36)	(41)		
		Comments									
Great Seneca Creek ES	CSR	Program Capacity	591	591	591	591	591	591	591		
		Enrollment	466	465	458	443	441	434	432		
		Available Space	125	126	133	148	150	157	159		
		Comments									
Spark M. Matsunaga ES		Program Capacity	602	602	602	602	602	602	602		
		Enrollment	503	498	486	475	461	463	461		
		Available Space	99	104	116	127	141	139	141		
		Comments									
Dr. Ronald E. McNair ES		Program Capacity	799	799	799	799	799	799	799		
		Enrollment	643	613	591	578	556	545	553		
		Available Space	156	186	208	221	243	254	246		
		Comments									
Cluster Information		HS Utilization	97%	95%	94%	95%	93%	94%	93%	95%	95%
		HS Enrollment	2204	2162	2141	2158	2114	2122	2109	2150	2150
		MS Utilization	84%	83%	83%	82%	81%	79%	77%	79%	79%
		MS Enrollment	2773	2752	2733	2716	2685	2597	2540	2590	2590
		ES Utilization	89%	87%	86%	85%	84%	82%	83%		
		ES Enrollment	3368	3302	3261	3210	3159	3115	3122		

NORTHWEST CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Northwest HS	2204	5.4%	27.1%	21.4%	26.7%	19.1%	36.1%	10.4%	10.5%
Roberto W. Clemente MS	909	4.2%	32.0%	16.3%	38.2%	8.9%	55.0%	15.5%	13.7%
Kingsview MS	870	5.5%	28.4%	25.4%	22.0%	18.6%	35.6%	10.6%	8.8%
Lakelands Park MS	994	4.5%	12.8%	19.0%	30.0%	33.5%	34.0%	15.0%	11.7%
Clopper Mill ES	440	3.9%	31.4%	8.0%	48.9%	8.0%	60.9%	27.7%	29.9%
Darnestown ES	338	8.6%	10.7%	18.0%	16.6%	45.9%	17.7%	10.4%	12.2%
Diamond ES	662	6.3%	8.9%	44.3%	15.7%	23.4%	12.4%	18.8%	29.2%
Germantown ES	316	4.7%	36.1%	19.6%	26.6%	12.0%	52.2%	16.6%	22.4%
Great Seneca Creek ES	466	7.5%	29.8%	10.7%	35.0%	16.3%	54.2%	24.8%	16.9%
Spark M. Matsunaga ES	503	8.9%	20.7%	36.4%	17.5%	16.1%	28.7%	13.4%	14.5%
Dr. Ronald E. McNair ES	643	9.0%	26.9%	26.9%	19.6%	17.3%	33.6%	12.6%	15.2%
Elementary Cluster Total	3368	7.2%	22.7%	25.4%	24.8%	19.3%	36.5%	18.3%	16.4%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

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
Northwest HS	9-12	2268	104		98							2					
Roberto W. Clemente MS	6-8	1141	60	50								1				4	4
Kingsview MS	6-8	1033	49	48								1					
Lakelands Park MS	6-8	1122	57	51								1				2	
Clopper Mill ES	HS-5	472	29	5		8	8	2		1	4						
Darnestown ES	K-5	387	25	3		11					2				9		
Diamond ES	K-5	650	35	3		22		1			4					3	
Germantown ES	K-5	279	22	4		3	6			2						4	
Great Seneca Creek ES	K-5	591	34	4		15	8			4							3
Spark M. Matsunaga ES	K-5	602	34	3		22					3			1		5	
Dr. Ronald E. McNair ES	PreK-5	799	38	3		31		1			3						

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

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the Expansion of Damascus High School. The scope of the boundary study 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. In the Recommended FY 2027–2032 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study

Due to declining enrollment the recommendation is for a future elementary school boundary study.

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 includes the construction of the auditorium. This new high school is scheduled to be completed and open in August 2027.

John Poole 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 amended FY 2025–2030 CIP for planning or construction funds.

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

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

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

Poolesville Cluster Articulation

2025–2026 School Year

Poolesville HS

John Poole MS

Monocacy ES
Poolesville ES

See Appendix V for multicolored maps of the service areas.

POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Poolesville HS		Program Capacity	1508	1508	1508	1508	1508	1508	1508	1508	1508
		Enrollment	1376	1376	1365	1381	1350	1355	1347	1375	1375
		Available Space	132	132	143	127	158	153	161	133	133
		Comments	Maj. Cap. Project Complete								
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218
		Enrollment			0	0	0	0	0	0	0
		Available Space			2218	2218	2218	2218	2218	2218	2218
		Comments	See Text		Opens						
John Poole MS		Program Capacity	478	478	478	478	478	478	478	478	478
		Enrollment	443	454	441	435	430	415	406	420	420
		Available Space	35	24	37	43	48	63	72	58	58
		Comments	See Text								
Monocacy ES		Program Capacity	229	229	229	229	229	229	229		
		Enrollment	166	168	174	164	169	166	167		
		Available Space	63	61	55	65	60	63	62		
		Comments									
Poolesville ES		Program Capacity	571	571	571	571	571	571	571		
		Enrollment	550	561	581	590	591	586	593		
		Available Space	21	10	(10)	(19)	(20)	(15)	(22)		
		Comments									
Cluster Information		HS Utilization	91%	91%	91%	92%	90%	90%	89%	91%	91%
		HS Enrollment	1376	1376	1365	1381	1350	1355	1347	1375	1375
		MS Utilization	93%	95%	92%	91%	90%	87%	85%	88%	88%
		MS Enrollment	443	454	441	435	430	415	406	420	420
		ES Utilization	90%	91%	94%	94%	95%	94%	95%		
		ES Enrollment	716	729	755	754	760	752	760		

POOLESVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Poolesville HS	1376	7.3%	7.8%	37.9%	10.4%	36.3%	12.1%	1.2%	2.2%
John Poole MS	443	6.8%	9.9%	12.4%	13.8%	57.1%	20.8%	2.1%	4.5%
Monocacy ES	166	7.8%	0.0%	6.0%	21.7%	63.9%	23.2%	11.6%	0.0%
Poolesville ES	550	8.4%	7.6%	13.1%	16.7%	53.8%	16.5%	8.2%	10.4%
Elementary Cluster Total	716	8.2%	6.0%	11.5%	17.9%	56.1%	18.6%	9.2%	7.2%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Program Capacity Table (School Year 2025–2026)																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
Poolesville HS	9-12	1508	67		67																										
John Poole MS	6-8	478	24		22																2										
Monocacy ES	K-5	229	13	3		9						1																			
Poolesville ES	K-5	571	28	3		21						4																			

Facility Characteristics of Schools 2025–2026

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	2025	243,492	37.2			
John Poole MS	1997		85,669	20.5			
Monocacy ES	1961	1989	42,482	9.67		1	
Poolesville ES	1960	1978	64,803	12.28			

*See Appendix H for relocatable use.

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. Due to fiscal constraints, the County Council shifted the expenditures for Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. In the Recommended FY 2027–2032 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

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 includes the construction of the auditorium. This new high school is scheduled to be completed and open in 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 amended FY 2025–2030 CIP for planning or construction funds.

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

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

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

Quince Orchard Cluster Articulation

2025–2026 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 Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Quince Orchard HS		Program Capacity	1783	1783	1783	1783	1783	1783	1783	1783	1783
		Enrollment	1989	1944	1896	1879	1901	1913	1899	1900	1900
		Available Space	(206)	(161)	(113)	(96)	(118)	(130)	(116)	(117)	(117)
		Comments	See Text								
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218
		Enrollment			0	0	0	0	0	0	0
		Available Space			2218	2218	2218	2218	2218	2218	2218
		Comments	See Text		Opens						
Lakelands Park MS		Program Capacity	1122	1122	1122	1122	1122	1122	1122	1122	1122
		Enrollment	994	984	974	973	963	931	911	915	915
		Available Space	128	138	148	149	159	191	211	207	207
		Comments	See Text								
Ridgeview MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	684	721	734	709	700	677	663	670	670
		Available Space	271	234	221	246	255	278	292	285	285
		Comments	See Text								
Brown Station ES	CSR	Program Capacity	725	725	725	725	725	725	725		
		Enrollment	558	553	549	539	534	527	532		
		Available Space	167	172	176	186	191	198	193		
		Comments									
Rachel Carson ES		Program Capacity	726	726	726	726	726	726	726		
		Enrollment	648	627	618	599	622	619	605		
		Available Space	78	99	108	127	104	107	121		
		Comments									
Fields Road ES	CSR	Program Capacity	455	455	455	455	455	455	455		
		Enrollment	445	434	436	431	428	415	411		
		Available Space	10	21	19	24	27	40	44		
		Comments									
Jones Lane ES		Program Capacity	510	510	510	510	510	510	510		
		Enrollment	430	427	383	381	386	386	375		
		Available Space	80	83	127	129	124	124	135		
		Comments									
Thurgood Marshall ES	CSR	Program Capacity	489	489	489	489	489	489	489		
		Enrollment	489	475	464	451	446	450	454		
		Available Space	0	14	25	38	43	39	35		
		Comments									
Cluster Information		HS Utilization	112%	109%	106%	105%	107%	107%	107%	107%	107%
		HS Enrollment	1989	1944	1896	1879	1901	1913	1899	1900	1900
		MS Utilization	81%	82%	82%	81%	80%	77%	76%	76%	76%
		MS Enrollment	1678	1705	1708	1682	1663	1608	1574	1585	1585
		ES Utilization	88%	87%	84%	83%	83%	83%	82%		
		ES Enrollment	2570	2516	2450	2401	2416	2397	2377		

QUINCE ORCHARD CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Quince Orchard HS	1989	5.4%	15.8%	11.6%	35.5%	31.5%	38.0%	17.4%	12.5%
Lakelands Park MS	994	4.5%	12.8%	19.0%	30.0%	33.5%	34.0%	15.0%	11.7%
Ridgeview MS	684	5.8%	17.7%	10.7%	32.7%	32.9%	41.7%	17.3%	11.3%
Brown Station ES	558	2.9%	14.3%	7.2%	68.6%	6.8%	57.5%	47.9%	30.1%
Rachel Carson ES	648	7.6%	9.3%	13.9%	22.7%	46.6%	27.0%	17.6%	10.2%
Fields Road ES	445	6.3%	16.4%	13.7%	41.6%	21.6%	51.0%	25.2%	23.5%
Jones Lane ES	430	5.8%	9.1%	13.0%	32.1%	40.0%	34.3%	23.1%	13.4%
Thurgood Marshall ES	489	3.1%	24.1%	10.6%	31.1%	30.7%	43.9%	18.8%	21.4%
Elementary Cluster Total	2570	5.2%	14.4%	11.6%	39.1%	29.5%	44.0%	27.6%	15.1%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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Other	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					</

QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2025–2026

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Quince Orchard HS	1988		284,912	30.1		15	
Lakelands Park MS	2005		153,588	8.11	Yes		
Ridgeview MS	1975		145,168	20			
Brown Station ES	1969	2017	113,998	9	Yes	2	
Rachel Carson ES	1990		78,547	12.4			
Fields Road ES	1973		72,302	10		4	
Jones Lane ES	1987		60,679	12.07			
Thurgood Marshall ES	1993		77,798	12		5	

**See Appendix H for relocatable use.*

ROCKVILLE CLUSTER

CLUSTER PLANNING ISSUES

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

Rockville Cluster Articulation 2025–2026 School Year

Rockville HS

Earle B. Wood MS

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

See Appendix V for multicolored maps of the service areas.

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Rockville HS		Program Capacity	1542	1542	1542	1542	1542	1542	1542	1542	1542
		Enrollment	1534	1500	1483	1475	1462	1468	1458	1475	1475
		Available Space	8	42	59	67	80	74	84	67	67
		Comments									
Earle B. Wood MS		Program Capacity	951	951	951	951	951	951	951	951	951
		Enrollment	1000	1022	993	985	972	941	920	950	950
		Available Space	(49)	(71)	(42)	(34)	(21)	10	31	1	1
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	703	703	703	703	703	703	703		
		Enrollment	617	592	599	583	580	588	580		
		Available Space	86	111	104	120	123	115	123		
		Comments									
Flower Valley ES		Program Capacity	464	464	464	464	464	464	464		
		Enrollment	504	494	486	479	472	480	481		
		Available Space	(40)	(30)	(22)	(15)	(8)	(16)	(17)		
		Comments									
Maryvale ES	CSR	Program Capacity	645	645	645	645	645	645	645		
		Enrollment	595	593	579	562	559	550	543		
		Available Space	50	52	66	83	86	95	102		
		Comments									
Meadow Hall ES	CSR	Program Capacity	387	387	387	387	387	387	387		
		Enrollment	327	329	304	289	281	279	277		
		Available Space	60	58	83	98	106	108	110		
		Comments									
Rock Creek Valley ES	CSR	Program Capacity	400	400	400	400	400	400	400		
		Enrollment	381	376	382	366	359	365	346		
		Available Space	19	24	18	34	41	35	54		
		Comments									
Cluster Information		HS Utilization	99%	97%	96%	96%	95%	95%	95%	96%	96%
		HS Enrollment	1534	1500	1483	1475	1462	1468	1458	1475	1475
		MS Utilization	105%	107%	104%	104%	102%	99%	97%	100%	100%
		MS Enrollment	1000	1022	993	985	972	941	920	950	950
		ES Utilization	93%	92%	90%	88%	87%	87%	86%		
		ES Enrollment	2424	2384	2350	2279	2251	2262	2227		

ROCKVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Rockville HS	1534	6.1%	16.0%	10.6%	43.2%	23.5%	46.7%	19.2%	15.4%
Earle B. Wood MS	1000	6.9%	14.7%	8.3%	47.4%	22.4%	44.7%	19.7%	12.3%
Lucy V. Barnsley ES	617	6.2%	15.9%	9.1%	40.8%	27.6%	43.0%	24.2%	12.8%
Flower Valley ES	504	6.7%	14.9%	10.1%	29.0%	39.3%	30.0%	19.3%	10.9%
Maryvale ES	595	10.6%	23.9%	8.9%	36.1%	20.5%	49.4%	17.5%	13.2%
Meadow Hall ES	327	6.7%	6.4%	4.6%	62.4%	18.3%	66.1%	45.4%	18.1%
Rock Creek Valley ES	381	6.8%	7.3%	10.5%	47.5%	27.0%	37.0%	23.8%	12.4%
Elementary Cluster Total	2424	7.5%	15.0%	8.9%	41.2%	26.9%	44.6%	24.6%	11.0%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

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ROCKVILLE CLUSTER

Facility Characteristics of Schools 2025–2026

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Rockville HS	1968	2004	317,731	29.61			
Earle B. Wood MS	1965	2001	152,588	8.5	Yes		
Lucy V. Barnsley ES	1965	1998	97,524	10			
Flower Valley ES	1967	1996	61,567	9.28		5	
Maryvale ES	1969	2020	178,625	17.7			LTL
Meadow Hall ES	1956	1994	61,964	8.38	Yes	4	
Rock Creek Valley ES	1964	2001	76,692	10.4			

*See Appendix H for relocatable use.

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

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 link: <https://montgomeryplanning.org/planning/communities/upcounty/germantown/germantown-plan-town-sector-zone/>

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

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the expansion of Damascus High School. The scope of the boundary study 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. In the Recommended FY 2027–2032 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study

Due to declining enrollment the recommendation is for a future elementary school boundary study.

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 includes the construction of the auditorium. This new high school is scheduled to be completed and open in 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.

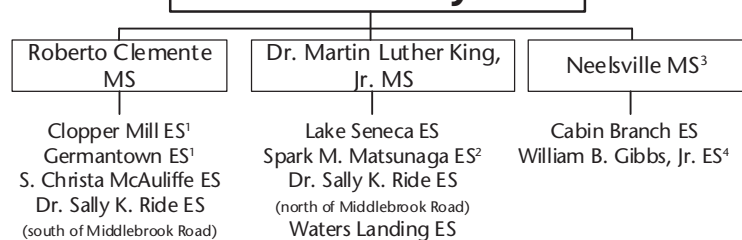
Dr. Martin Luther King, Jr. Middle School

Planning Issue: See text under Cluster Planning Issues

Seneca Valley Cluster Articulation

2025–2026 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.

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 amended FY 2025– 2030 CIP for planning or construction funds.

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

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

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

SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027-2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Seneca Valley HS		Program Capacity	2519	2519	2519	2519	2519	2519	2519	2519	2519
		Enrollment	2374	2304	2320	2357	2364	2390	2372	2400	2400
		Available Space	145	215	199	162	155	129	147	119	119
		Comments	See Text								
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218
		Enrollment			0	0	0	0	0	0	0
		Available Space			2218	2218	2218	2218	2218	2218	2218
		Comments	See Text		Opens						
Roberto W. Clemente MS		Program Capacity	1141	1141	1141	1141	1141	1141	1141	1141	1141
		Enrollment	909	909	891	895	884	855	836	850	850
		Available Space	232	232	250	246	257	286	305	291	291
		Comments	See Text								
Dr. Martin Luther King Jr. MS		Program Capacity	905	905	905	905	905	905	905	905	905
		Enrollment	773	736	735	756	751	725	707	0	0
		Available Space	132	169	170	149	154	180	198	905	905
		Comments	See Text								
Neelsville MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	759	756	750	751	748	722	705	750	750
		Available Space	197	200	206	205	208	234	251	206	206
		Comments	See Text								
Cabin Branch ES		Program Capacity	744	744	744	744	744	744	744		
		Enrollment	717	781	825	838	842	839	812		
		Available Space	27	(37)	(81)	(94)	(98)	(95)	(68)		
Germantown ES	CSR	Program Capacity	279	279	279	279	279	279	279		
		Enrollment	316	321	314	317	315	315	320		
		Available Space	(37)	(42)	(35)	(38)	(36)	(36)	(41)		
		Comments									
William B. Gibbs, Jr. ES	CSR	Program Capacity	664	664	664	664	664	664	664		
		Enrollment	568	573	564	559	549	548	547		
		Available Space	96	91	100	105	115	116	117		
		Comments									
Lake Seneca ES	CSR	Program Capacity	402	402	402	402	402	402	402		
		Enrollment	408	397	375	361	363	362	357		
		Available Space	(6)	5	27	41	39	40	45		
		Comments									
S. Christa McAuliffe ES	CSR	Program Capacity	691	691	691	691	691	691	691		
		Enrollment	509	495	487	480	481	461	450		
		Available Space	182	196	204	211	210	230	241		
		Comments									
Dr. Sally K. Ride ES	CSR	Program Capacity	509	509	509	509	509	509	509		
		Enrollment	408	384	378	369	371	366	372		
		Available Space	101	125	131	140	138	143	137		
		Comments									
Waters Landing ES	CSR	Program Capacity	703	703	703	703	703	703	703		
		Enrollment	745	789	796	784	782	773	764		
		Available Space	(42)	(86)	(93)	(81)	(79)	(70)	(61)		
		Comments									
Cluster Information		HS Utilization	94%	91%	92%	94%	94%	95%	94%	95%	95%
		HS Enrollment	2374	2304	2320	2357	2364	2390	2372	2400	2400
		MS Utilization	80%	79%	78%	78%	78%	75%	73%	76%	76%
		MS Enrollment	1668	1665	1641	1646	1632	1577	1541	1600	1600
		ES Utilization	91%	91%	90%	88%	88%	87%	87%		
		ES Enrollment	2954	2959	2914	2870	2861	2825	2810		

SENECA VALLEY CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Seneca Valley HS	2374	4.3%	35.9%	11.0%	37.1%	11.5%	49.2%	14.5%	15.9%
Roberto W. Clemente MS	909	4.2%	32.0%	16.3%	38.2%	8.9%	55.0%	15.5%	13.7%
Dr. Martin Luther King, Jr. MS	773	3.8%	35.1%	12.5%	36.1%	12.3%	54.1%	17.2%	16.0%
Neelsville MS	759	4.6%	29.9%	13.7%	43.7%	7.8%	55.1%	26.4%	16.0%
Cabin Branch ES	717	6.6%	30.4%	39.6%	13.0%	9.8%	28.1%	12.4%	25.0%
Germantown ES	316	4.7%	36.1%	19.6%	26.6%	12.0%	52.2%	16.6%	22.4%
William B. Gibbs, Jr. ES	568	7.9%	30.8%	26.2%	19.7%	15.1%	40.1%	14.5%	23.5%
Lake Seneca ES	408	6.1%	38.0%	5.1%	44.6%	5.6%	61.3%	21.5%	30.8%
S. Christa McAuliffe ES	509	6.5%	35.2%	6.9%	43.4%	8.1%	55.0%	26.6%	27.0%
Dr. Sally K. Ride ES	408	4.7%	34.3%	11.8%	38.5%	10.5%	62.4%	24.1%	21.9%
Waters Landing ES	745	5.2%	36.9%	6.8%	38.7%	12.2%	56.3%	29.3%	19.8%
Elementary Cluster Total	3671	6.1%	34.2%	17.7%	31.0%	10.7%	48.8%	20.6%	18.0%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Program Capacity Table (School Year 2025–2026)																	Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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SENECA VALLEY CLUSTER

Facility Characteristics of Schools 2025–2026

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Seneca Valley HS	1974	2020	457,600	29.37			HSWC
Roberto W. Clemente MS	1992		148,246	19.87			
Dr. Martin Luther King, Jr. MS	1996		135,867	18.61			
Neelsville MS	1981	2024	162,684	29.19			
Cabin Branch ES	2023		95,327	9.61	Yes		
Germantown ES	1935	1978	57,668	7.75			
William B. Gibbs, Jr. ES	2009		88,042	10.75			
Lake Seneca ES	1985		58,770	9.35		7	
S. Christa McAuliffe ES	1987		102,111	10.6	Yes		
Dr. Sally K. Ride ES	1994		78,686	13.49		2	
Waters Landing ES	1988		101,352	10			

*See Appendix H for relocatable use.

SHERWOOD CLUSTER

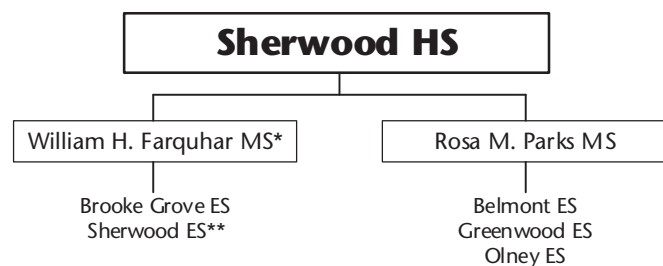
CLUSTER PLANNING ISSUES

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

Due to declining enrollment the recommendation is for a future elementary school boundary study.

Sherwood Cluster Articulation 2025–2026 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 Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Sherwood HS		Program Capacity	2152	2152	2152	2152	2152	2152	2152	2152	2152
		Enrollment	1677	1670	1670	1674	1645	1651	1641	1650	1650
		Available Space	475	482	482	478	507	501	511	502	502
		Comments									
William H. Farquhar MS		Program Capacity	800	800	800	800	800	800	800	800	800
		Enrollment	659	672	652	644	636	616	603	615	615
		Available Space	141	128	148	156	164	184	197	185	185
		Comments									
Rosa M. Parks MS		Program Capacity	945	945	945	945	945	945	945	945	945
		Enrollment	833	817	815	812	803	777	759	775	775
		Available Space	112	128	130	133	142	168	186	170	170
		Comments									
Belmont ES		Program Capacity	412	412	412	412	412	412	412		
		Enrollment	327	312	299	285	279	272	278		
		Available Space	85	100	113	127	133	140	134		
		Comments									
Brooke Grove ES		Program Capacity	510	510	510	510	510	510	510		
		Enrollment	423	413	403	400	382	383	374		
		Available Space	87	97	107	110	128	127	136		
		Comments									
Greenwood ES		Program Capacity	572	572	572	572	572	572	572		
		Enrollment	524	511	512	518	506	504	508		
		Available Space	48	61	60	54	66	68	64		
		Comments									
Olney ES		Program Capacity	618	618	618	618	618	618	618		
		Enrollment	553	544	530	504	498	500	491		
		Available Space	65	74	88	114	120	118	127		
		Comments									
Sherwood ES		Program Capacity	527	527	527	527	527	527	527		
		Enrollment	465	475	474	469	467	476	480		
		Available Space	62	52	53	58	60	51	47		
		Comments									
Cluster Information		HS Utilization	78%	78%	78%	78%	76%	77%	76%	77%	77%
		HS Enrollment	1677	1670	1670	1674	1645	1651	1641	1650	1650
		MS Utilization	86%	85%	84%	83%	82%	80%	78%	80%	80%
		MS Enrollment	1492	1489	1467	1456	1439	1393	1362	1390	1390
		ES Utilization	87%	85%	84%	82%	81%	81%	81%		
		ES Enrollment	2292	2255	2218	2176	2132	2135	2131		

SHERWOOD CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Sherwood HS	1677	6.2%	18.5%	11.1%	18.4%	45.7%	22.4%	5.1%	8.5%
William H. Farquhar MS	659	9.0%	27.2%	11.2%	20.8%	31.1%	27.7%	6.9%	6.7%
Rosa M. Parks MS	833	7.3%	13.6%	9.6%	15.8%	53.1%	16.5%	3.4%	5.4%
Belmont ES	326	8.0%	17.5%	4.6%	12.3%	57.1%	16.3%	9.6%	4.4%
Brooke Grove ES	423	8.0%	31.2%	10.9%	22.2%	27.7%	34.9%	14.1%	19.2%
Greenwood ES	524	7.8%	11.6%	7.4%	12.4%	60.3%	12.0%	5.2%	8.1%
Olney ES	553	5.4%	15.6%	11.2%	19.2%	48.6%	22.4%	11.1%	11.3%
Sherwood ES	465	8.6%	20.2%	13.5%	21.5%	35.5%	25.7%	8.0%	10.2%
Elementary Cluster Total	2291	7.5%	18.8%	9.8%	17.7%	46.0%	22.5%	9.6%	9.0%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

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Facility Characteristics of Schools 2025–2026

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

*See Appendix H for relocatable use.

WATKINS MILL CLUSTER

CLUSTER PLANNING ISSUE

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

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. In the Recommended FY 2027–2032 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

An FY 2020 appropriation was approved for planning to begin the architectural design for this project with a completion date of August 2025. As part of the FY 2021–2026 CIP, the County Council delayed the expenditures and completion date to August 2026. An FY 2023 appropriation was requested for construction cost increases and construction funds. Due to fiscal constraints, the County Council, in the adopted FY 2023–2028 CIP, delayed this project one year, but approved the additional expenditures. An FY 2024 appropriation was approved for construction funds. Due to the continued effects of Covid-19 pandemic on construction cost increases, the budget for this project was insufficient to complete the construction scope as originally intended. Therefore, to move forward with the construction and remain on schedule, the Board of Education approved, as part of the FY 2025–2030 CIP, a Phase II for this project which includes the construction of the auditorium. This new high school is scheduled to be completed and open in 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

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. Based on the ranking with the new CIP prioritization criteria this school will be considered for a major capital project in a future CIP.

SCHOOLS

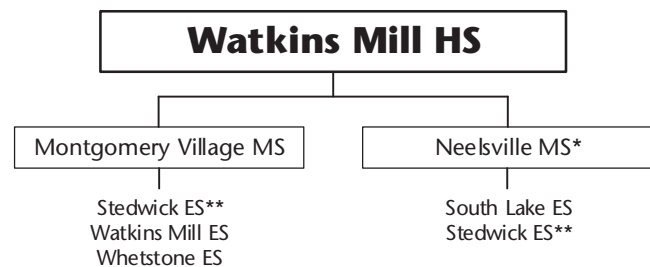
Crown High School

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.

Watkins Mill Cluster Articulation

2025–2026 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.

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 amended FY 2025–2030 CIP for planning or construction funds.

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

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

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

WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Watkins Mill HS		Program Capacity	1831	1831	1831	1831	1831	1831	1831	1831	1831
		Enrollment	1544	1519	1474	1464	1452	1462	1450	1475	1475
		Available Space	287	312	357	367	379	369	381	356	356
		Comments	See Text								
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218
		Enrollment			0	0	0	0	0	0	0
		Available Space			2218	2218	2218	2218	2218	2218	2218
		Comments	See Text		Opens						
Montgomery Village MS		Program Capacity	857	857	857	857	857	857	857	857	857
		Enrollment	755	726	723	735	728	704	687	700	700
		Available Space	102	131	134	122	129	153	170	157	157
		Comments	See Text								
Neelsville MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	759	756	750	751	748	722	705	750	750
		Available Space	197	200	206	205	208	234	251	206	206
		Comments	See Text								
South Lake ES	CSR	Program Capacity	768	768	768	768	768	768	768		
		Enrollment	680	667	643	663	637	633	637		
		Available Space	88	101	125	105	131	135	131		
		Comments									
Stedwick ES	CSR	Program Capacity	666	666	666	666	666	666	666		
		Enrollment	476	468	466	454	454	442	441		
		Available Space	190	198	200	212	212	224	225		
		Comments									
Watkins Mill ES	CSR	Program Capacity	722	722	722	722	722	722	722		
		Enrollment	733	754	751	748	736	732	722		
		Available Space	(11)	(32)	(29)	(26)	(14)	(10)	0		
		Comments									
Whetstone ES	CSR	Program Capacity	735	735	735	735	735	735	735		
		Enrollment	740	729	727	709	694	680	684		
		Available Space	(5)	6	8	26	41	55	51		
		Comments	See Text								
Cluster Information		HS Utilization	84%	83%	81%	80%	79%	80%	79%	81%	81%
		HS Enrollment	1544	1519	1474	1464	1452	1462	1450	1475	1475
		MS Utilization	84%	82%	81%	82%	81%	79%	77%	80%	80%
		MS Enrollment	1514	1482	1473	1486	1476	1426	1392	1450	1450
		ES Utilization	91%	91%	89%	89%	87%	86%	86%		
		ES Enrollment	2629	2618	2587	2574	2521	2487	2484		

WATKINS MILL CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Watkins Mill HS	1544	2.5%	24.9%	8.7%	58.5%	5.1%	51.7%	32.7%	27.6%
Montgomery Village MS	755	2.3%	23.4%	4.6%	66.4%	3.2%	59.2%	39.9%	16.5%
Neelsville MS	759	4.6%	29.9%	13.7%	43.7%	7.8%	55.1%	26.4%	16.0%
South Lake ES	680	2.4%	17.8%	6.0%	72.1%	1.3%	66.1%	59.9%	21.4%
Stedwick ES	476	5.0%	29.6%	6.5%	51.3%	6.9%	59.6%	33.5%	26.4%
Watkins Mill ES	733	2.5%	16.4%	6.5%	71.8%	2.5%	60.1%	57.9%	31.4%
Whetstone ES	740	3.4%	25.3%	7.7%	58.0%	5.3%	56.3%	41.8%	22.7%
Elementary Cluster Total	2629	3.2%	21.6%	6.7%	64.2%	3.8%	61.9%	50.7%	19.6%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Program Capacity Table (School Year 2025–2026)		Special Education Services																														
		Quad Cluster Based	County & Regional Based																													
			Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18
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	768	43	5		16	13	1		1	7																					
Stedwick ES	PreK-5	666	39	5		15	8		1		4		1					5														
Watkins Mill ES	HS-5	722	41	5		14	13	1		1	7																					
Whetstone ES	PreK-5	735	43	5		13	12	2			6																			3	2	

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2025–2026

Schools	Year Facility Opened	Year Reopened/ Revitalized/ Maj. Cap. Proj.	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Watkins Mill HS	1989		305,288	50.99	Yes		HSWC
Montgomery Village MS	1968	2003	141,615	15.1			
Neelsville MS	1981	2024	162,684	29.19			
South Lake ES	1972	2023	113,549	10.2			SBHC
Stedwick ES	1974		109,677	10			
Watkins Mill ES	1970		82,939	10	Yes	4	
Whetstone ES	1968		96,946	8.8	Yes		

*See Appendix H for relocatable use.

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 link: <https://montgomeryplanning.org/planning/communities/downcounty/planwestbard/>.

Planning Issue: On March 28, 2023, the Board of Education approved the boundary study scope to create the service area for the reopening of Charles W. Woodward High School. The scope of the boundary study 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 approved completion date for the new Crown High School is August 2027. Due to fiscal constraints, the County Council shifted the expenditures for Damascus High School Major Capital Project to the out-years of the adopted FY 2025–2030 CIP with a “to be determined” completion date. In the Recommended FY 2027–2032 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study.

Due to declining enrollment the recommendation is for a future elementary school boundary study.

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 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. As part of the FY 2025–2030 CIP the Board of Education approved Phase III for this project that includes the construction of the auditorium.

Thomas W. Pyle Middle School

Planning Issue: See text under Cluster Planning Issues.

Burning Tree Elementary School

Planning Study: Facility planning was conducted in FY 25 to evaluate either an ADA renovation project or a major capital project. The recommendation as part of the FY 2027–FY 2032 CIP is to design and construct a replacement school to be complete in August 2031.

Walt Whitman Cluster Articulation

2025–2026 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 2027
Burning Tree ES	Replacement	Recommended	August 2031

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

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

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

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

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Walt Whitman HS		Program Capacity	2218	2218	2218	2218	2218	2218	2218	2218	2218
		Enrollment	2005	1967	1962	1982	1952	1962	1951	2000	2000
		Available Space	213	251	256	236	266	256	267	218	218
		Comments	See Text								
Charles W. Woodward HS		Program Capacity			2249	2249	2249	2249	2249	2249	2249
		Enrollment			0	0	0	0	0	0	0
		Available Space			2249	2249	2249	2249	2249	2249	2249
		Comments	See Text		Opens						
Thomas W. Pyle MS		Program Capacity	1488	1488	1488	1488	1488	1488	1488	1488	1488
		Enrollment	1233	1252	1280	1252	1238	1199	1172	1200	1200
		Available Space	255	236	208	236	250	289	316	288	288
		Comments	See Text								
Bannockburn ES		Program Capacity	388	388	388	388	388	388	388		
		Enrollment	402	401	376	390	387	373	381		
		Available Space	(14)	(13)	12	(2)	1	15	7		
		Comments									
Bradley Hills ES		Program Capacity	679	679	679	679	679	679	679		
		Enrollment	486	469	453	453	436	440	434		
		Available Space	193	210	226	226	243	239	245		
		Comments									
Burning Tree ES		Program Capacity	388	388	388	388	388	388	612		
		Enrollment	469	475	483	497	476	490	490		
		Available Space	(81)	(87)	(95)	(109)	(88)	(102)	122		
		Comments	See Text		Planning for MCP				Maj. Cap. Project Complete		
Carderock Springs ES		Program Capacity	429	429	429	429	429	429	429		
		Enrollment	349	342	339	343	347	327	334		
		Available Space	80	87	90	86	82	102	95		
		Comments									
Wood Acres ES		Program Capacity	749	749	749	749	749	749	749		
		Enrollment	587	587	597	601	594	588	578		
		Available Space	162	162	152	148	155	161	171		
		Comments									
Cluster Information		HS Utilization	90%	89%	88%	89%	88%	88%	88%	90%	90%
		HS Enrollment	2005	1967	1962	1982	1952	1962	1951	2000	2000
		MS Utilization	83%	84%	86%	84%	83%	81%	79%	81%	81%
		MS Enrollment	1233	1252	1280	1252	1238	1199	1172	1200	1200
		ES Utilization	87%	86%	85%	87%	85%	84%	78%		
		ES Enrollment	2293	2274	2248	2284	2240	2218	2217		

WALT WHITMAN CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Walt Whitman HS	2005	8.9%	6.6%	15.7%	13.3%	55.4%	7.0%	2.5%	6.2%
Thomas W. Pyle MS	1233	8.7%	5.0%	16.9%	12.9%	56.4%	6.4%	5.1%	6.7%
Bannockburn ES	402	10.9%	4.7%	15.7%	9.0%	59.7%	4.0%	5.4%	6.3%
Bradley Hills ES	486	9.1%	2.9%	15.2%	10.5%	62.1%	2.1%	2.7%	5.0%
Burning Tree ES	469	7.5%	10.7%	21.5%	9.8%	50.3%	8.6%	10.9%	14.2%
Carderock Springs ES	349	13.5%	5.4%	14.3%	10.3%	56.4%	5.5%	7.7%	7.2%
Wood Acres ES	587	6.0%	6.6%	9.7%	12.4%	65.2%	7.2%	6.1%	5.8%
Elementary Cluster Total	2293	8.9%	6.1%	15.0%	10.6%	59.2%	5.8%	6.7%	6.5%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Program Capacity Table (School Year 2025–2026)																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	1488	73		68																					5					
Bannockburn ES	K-5	388	20	3		14						3																			
Bradley Hills ES	K-5	679	33	3		26						3	1																		
Burning Tree ES	K-5	388	24	3		10						4				7															
Carderock Springs ES	K-5	429	24	3		15						3								3											
Wood Acres ES	K-5	749	37	3		26						4	1																	1	2

WALT WHITMAN CLUSTER

Facility Characteristics of Schools 2025–2026

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

Planning Issue: On March 19, 2024, the Board of Education approved the boundary study scope to determine the service area for the new Crown High School and the expansion of Damascus High School. The scope of the boundary study 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. In the Recommended FY 2027–2032 CIP the proposed completion date for the Damascus HS replacement is August 2031. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/facilities/boundary-study

Due to the declining enrollment the recommendation is for a future elementary school boundary study.

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 includes the construction of the auditorium. This new high school is scheduled to be completed and open in August 2027.

Thomas S. Wootton High School

Planning Issue: See text under Cluster Planning Issues.

Capital Project: Based on the ranking with the new CIP prioritization criteria this school will be considered for a major capital project in an upcoming CIP.

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. 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

Thomas S. Wootton Cluster Articulation

2025–2026 School Year

Thomas S. Wootton HS

Cabin John MS*

Robert Frost MS

Cold Spring ES
Stone Mill ES

DuFief ES
Fallsmead ES
Lakewood ES
Travilah ES

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

expenditures to the out-years of the adopted FY 2025–2030 CIP. Facility planning was completed in FY 25 and this school is recommended for a replacement project with an estimated completion date of August 2031.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Approved	August 2027
Cold Spring ES	Replacement	Recommended	August 2031

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

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

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

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

THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections							
			25-26	26-27	27-28	28-29	29-30	30-31	31-32	2035	2040
Thomas S. Wootton HS		Program Capacity	2120	2120	2120	2120	2120	2120	2120	2120	2120
		Enrollment	1818	1801	1789	1790	1783	1790	1780	1800	1800
		Available Space	302	319	331	330	337	330	340	320	320
		Comments	See Text								
Crown HS		Program Capacity			2218	2218	2218	2218	2218	2218	2218
		Enrollment			0	0	0	0	0	0	0
		Available Space			2218	2218	2218	2218	2218	2218	2218
		Comments	See Text		Opens						
Cabin John MS		Program Capacity	1108	1108	1108	1108	1108	1108	1108	1108	1108
		Enrollment	1022	1000	996	996	984	953	932	975	975
		Available Space	86	108	112	112	124	155	176	133	133
		Comments	See Text								
Robert Frost MS		Program Capacity	1027	1027	1027	1027	1027	1027	1027	1027	1027
		Enrollment	915	883	898	888	878	850	831	850	850
		Available Space	112	144	129	139	149	177	196	177	177
		Comments	See Text								
Cold Spring ES		Program Capacity	481	481	481	481	481	481	465	Maj. Cap. Project Complete	
		Enrollment	367	371	365	356	362	353	349		
		Available Space	114	110	116	125	119	128	116		
		Comments	See Text		Planning for MCP						
DuFief ES		Program Capacity	369	369	369	369	369	369	369		
		Enrollment	265	270	277	277	276	270	267		
		Available Space	104	99	92	92	93	99	102		
		Comments									
Fallsmead ES		Program Capacity	572	572	572	572	572	572	572		
		Enrollment	500	477	470	445	439	434	441		
		Available Space	72	95	102	127	133	138	131		
		Comments									
Lakewood ES		Program Capacity	566	566	566	566	566	566	566		
		Enrollment	414	413	402	396	375	390	378		
		Available Space	152	153	164	170	191	176	188		
		Comments									
Stone Mill ES		Program Capacity	707	707	707	707	707	707	707		
		Enrollment	550	561	563	564	581	561	549		
		Available Space	157	146	144	143	126	146	158		
		Comments									
Travilah ES		Program Capacity	526	526	526	526	526	526	526		
		Enrollment	382	378	370	374	364	367	356		
		Available Space	144	148	156	152	162	159	170		
		Comments									
Cluster Information		HS Utilization	86%	85%	84%	84%	84%	84%	84%	85%	85%
		HS Enrollment	1818	1801	1789	1790	1783	1790	1780	1800	1800
		MS Utilization	91%	88%	89%	88%	87%	84%	83%	85%	85%
		MS Enrollment	1937	1883	1894	1884	1862	1803	1763	1825	1825
		ES Utilization	77%	77%	76%	75%	74%	74%	73%		
		ES Enrollment	2478	2470	2447	2412	2397	2375	2340		

THOMAS S. WOOTTON CLUSTER

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Thomas S. Wootton HS	1818	6.6%	13.6%	38.6%	10.6%	30.4%	13.4%	4.0%	5.1%
Cabin John MS	1022	7.1%	13.1%	32.9%	9.8%	37.0%	12.3%	4.1%	5.1%
Robert Frost MS	915	8.0%	15.6%	40.9%	9.0%	26.1%	16.4%	5.5%	6.4%
Cold Spring ES	367	6.3%	6.0%	35.4%	9.5%	42.8%	7.7%	2.8%	3.1%
DuFief ES	265	11.3%	15.1%	26.0%	13.2%	34.3%	20.7%	15.2%	13.9%
Fallsmead ES	500	8.8%	12.0%	35.2%	11.6%	32.4%	18.9%	8.8%	14.6%
Lakewood ES	414	7.7%	15.0%	40.8%	13.8%	22.7%	21.2%	13.8%	15.7%
Stone Mill ES	550	7.8%	12.5%	47.1%	9.8%	22.5%	14.1%	14.1%	13.6%
Travilah ES	382	6.8%	9.4%	43.2%	9.9%	30.1%	13.4%	8.1%	9.3%
Elementary Cluster Total	2478	8.0%	11.7%	39.1%	11.2%	30.0%	15.8%	10.3%	10.2%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Program Capacity Table (School Year 2025–2026)																Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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THOMAS S. WOOTTON CLUSTER

Facility Characteristics of Schools 2025–2026

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

Longview School

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

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

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

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

Rock Terrace School

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

Carl Sandburg Learning Center

Carl Sandburg Learning Center, collocated with Maryvale Elementary School, is a special education school that serves students in Grades kindergarten-5 with intellectual disabilities Autism Spectrum Disorder, or multiple disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the MCPS College and Career Ready or Maryland Alternate Academic Achievement Standards. Emphasis is placed on the development of language, academic, and social skills provided through an in-class transdisciplinary model of service delivery

in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. Services also may include a behavior management system, psychological consultation, and crisis intervention.

Stephen Knolls School

The Stephen Knolls School services students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. ALOs aligned with the Maryland Alternate Academic Achievement Standards. Students participate in Real World Learning in the school and community settings to develop skills in the areas of communication, mobility, self-help, functional academics, and transition.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2027 Capital Budget and the FY 2027–2032 CIP

Schools			Prelim.	Projections						2035		2040
			25-26	26-27	27-28	28-29	29-30	30-31	31-32			
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122			
		Enrollment	46	46	46	46	46	46	46			
		Available Space	76	76	76	76	76	76	76			
		Comments										
Longview School		Program Capacity	56	56	56	56	56	56	56			
		Enrollment	62	62	62	62	62	62	62			
		Available Space	(6)	(6)	(6)	(6)	(6)	(6)	(6)			
		Comments										
RICA		Program Capacity	180	180	180	180	180	180	180			
		Enrollment	82	82	82	82	82	82	82			
		Available Space	98	98	98	98	98	98	98			
		Comments										
Rock Terrace School		Program Capacity	128	128	128	128	128	128	128			
		Enrollment	71	71	71	71	71	71	71			
		Available Space	57	57	57	57	57	57	57			
		Comments										
Carl Sandburg Center	CSR	Program Capacity	135	135	135	135	135	135	135			
		Enrollment	55	55	55	55	55	55	55			
		Available Space	80	80	80	80	80	80	80			
		Comments										
Cluster Information		Utilization	51%	51%	51%	51%	51%	51%	51%			
Enrollment	316	316	316	316	316	316	316					

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

Schools	2025-2026						2024-2025		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ELD%**	Mobility Rate%***
Stephen Knolls School SP	46	0.0%	28.3%	0.0%	34.8%	32.6%	33.3%	35.3%	14.3%
Longview School SP	62	9.7%	21.0%	11.3%	32.3%	25.8%	28.8%	30.5%	0.0%
RICA SP	82	7.3%	37.8%	0.0%	20.7%	31.7%	40.5%	10.1%	47.6%
Rock Terrace School SP	71	0.0%	32.4%	11.3%	29.6%	23.9%	49.4%	26.0%	12.8%
Carl Sandburg Learning Center SP	55	0.0%	52.7%	0.0%	36.4%	0.0%	66.2%	29.2%	23.5%
Elementary County Total	69752	6.0%	21.5%	12.9%	36.3%	23.1%	42.7%	26.3%	14.6%

*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 2024–2025 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 2025–2026)

Program Capacity Table (School Year 2025–2026)		Special Education Services																														
		Quad Cluster Based	County & Regional Based																													
			Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ELD @15	METS @15	OTHER	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	2e @13	PD @7	PEP@6	PEP @12	PEP @18
Schools																																
Stephen Knolls School SP	PreK-12	122	19	4											1			8														
Longview School SP	K-12	56	10	2																							8		5	1		
RICA SP	4-12	180	18																					18								
Rock Terrace School SP	6-12	128	20	4														8			8											
Carl Sandburg Learning Center SP	PreK-5	135	20	3				2												1	13			1								

SPECIAL EDUCATION CENTERS

Facility Characteristics of Schools 2025–2026

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

*See Appendix H for relocatable use.

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

*** Rock Terrace School is colocated with Tilden MS

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

OTHER EDUCATIONAL FACILITIES

ALTERNATIVE EDUCATION PROGRAMS

Montgomery County Public Schools operates an Alternative Program that supports students in Grades 6–12. The program is intended to support students who have been unsuccessful in their home schools for a variety of reasons. Alternative Education Programs (AEP) strives to provide positive and effective educational supports and services that address the academic, social, emotional, and physical health of adolescents. In addition, the AEP provides a 45-day Interim Placement Program that serves students in Grades 6–12 receiving special education services. Providing students regional access to alternative learning and programming better serves student needs, reduces bus times, and provides for better learning outcomes.

This school year, after consolidation of sites that had been located in office buildings without the appropriate educational infrastructure, Alternative Education Programs serves students in two locations in Rockville: Avery Road and the North Lake Center. It is anticipated that the North Lake Center site will be used until June 2027.

Capital Project: A recommendation to renovate the Spring Mill Center for Downcounty Alternative Education Programs to open in August 2029. During construction, it is anticipated that the program will relocate to the Fairland Center in August of 2027 for two years until construction at the permanent location is complete.

EARLY CHILDHOOD CENTERS

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

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

It is recommended that the Emory Grove Center be the permanent location for the Up-county Early Childhood Center. It is recommended that planning and construction take place within the six-year CIP, with construction to be completed in August 2032.

ENVIRONMENTAL EDUCATION CENTER

Lathrop E. Smith Center

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

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

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

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

CAREER TECHNOLOGY EDUCATION PROGRAMS

Career and Technical Education (CTE) Programs of Study (POS) prepares students for both postsecondary education and the workforce by providing hands-on, industry-aligned experiences and developing both academic and essential skills such as communication and teamwork. CTE POS equip students with the specific technical knowledge and practical skills needed to thrive in a variety of high-demand career fields,

OTHER EDUCATIONAL FACILITIES

leading to industry certifications, college credit, and valuable work-based learning opportunities. MCPS currently offers 51 POS organized within the following 12 career clusters:

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

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

There are a few additional regional hubs, like the ones at TEHST and SVHS, which give students from all high schools access to select POS. Students may report to the identified location for half a day and spend the other half of the school day at their home high school. To ensure relevance to college and industry, CTE staff members have established a Program Advisory Committee (PAC) for each career cluster.

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

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 singlefamily 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 2025–2026

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	1974		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 all MCPS comprehensive high schools may apply for one of 16 career readiness programs at the Thomas Edison High School of Technology. Students attend Edison every day for three class periods with transportation provided. In addition to offering valuable professional certifications and licenses, many programs are articulated with colleges and universities for college credit.

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

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

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.

OTHER EDUCATIONAL FACILITIES

CHARTER SCHOOL

Montgomery County Public Schools Board of Education approved the MECCA Business Learning Institute (MBLI) Public Charter School to begin in school year 2025-2026 for rising Grade 6 and 7 students. Over time, this charter school will include Grades 6 -12 students. The curriculum includes:

- Business-focused career academy
- Integrates business principles, entrepreneurship, and career readiness into the core curriculum
- Hands-on learning, business-centered projects, and career development opportunities
- MBLI is the only authorized charter school in Montgomery County. MBLI, like all charter schools, is a public school open to all eligible students. It is publicly funded and does not charge tuition, providing a free education option that operates independently from traditional school districts while remaining accountable for academic performance and financial management.

The MBLI is temporarily being housed at the Radnor Center until their permanent facility located at 20261 Goldenrod Lane in Germantown is completed.

HOLDING SCHOOL 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

- Fairland
- Grosvenor
- North Lake
- Radnor

Temporary Secondary School Holding Facility

- Charles W. Woodward

OTHER EDUCATIONAL FACILITIES

Expected Facility Use Schedule for Fiscal Years 2027–2032

Facility	School Year 2026–2027	School Year 2027–2028	School Year 2028–2029	School Year 2029–2030	School Year 2030–2031	School Year 2031–2032
Existing Burtonsville ES	Opens as Early Childhood Center (ECC) #3					
Emory Grove Center	Permanent Location for Upcounty Early Childhood Center (renovations to occur in School Year 2031–2032)					
Grosvenor Center				Cold Spring ES		
Radnor Center				Burning Tree ES		
Potential Sligo Creek ES Site*				Permanent Location for Sligo Creek ES		
Existing Sligo Creek ES	Sligo Creek ES			Piney Branch ES		
North Lake Center	Alt. Ed. Programs					
Fairland Center		Downcounty Alt Ed. Programs		Highland View ES		
Spring Mill Center	Leased Tenants			Downcounty Alternative Education Programs		
Existing Blair G. Ewing Center	Upcounty Alternative Education Programs					
Woodward HS	Northwood HS	Woodward HS Reopens				
Existing Silver Spring Int. MS	Silver Spring International Middle School				Sligo MS	

*A site selection will need to be conducted in order to relocate Sligo Creek Elementary School onto a new site.

Facility Characteristics of Schools 2025–2026

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site Size Acres	Relocatable Classrooms*
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	24
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.

Alternative Education Programs

MCPS operates a program that supports students in Grades 6-12. The program is intended to support students who have been unsuccessful in their home schools for a variety of reasons. The program currently operates out of two locations in Rockville: the Blair G. Ewing Center campus on Avery Road, as well as the North Lake Center, which is typically used as a holding school. This project would fund the planning and construction of a permanent location located at the Spring Mill Center. The building on Avery Road, while larger than the program needs it to be, is outdated and will need to be addressed in a future CIP request.

Asbestos Abatement

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

Building Modifications and Program Improvements

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

Central Office Headquarters (CESC Replacement)

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

Design and Construction Management

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

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

Fire Safety Code Upgrades

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

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

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

Holding School Improvements

This project provides upgrades like restroom renovations, roof/HVAC replacements, and installing modular buildings at our multiple holding schools. MCPS intends to increase the amount of holding schools in a future CIP.

Improved (Safe) Access to Schools

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

Major Capital Projects

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

Materials Management Relocation

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

Outdoor Play Space and Athletic Infrastructure

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

Planned Life-cycle Asset Replacement (PLAR)

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

Relocatable Classrooms

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

Restroom Renovations

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

Roof Replacement

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

School Security Systems

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

Stormwater Discharge and Water Quality Management

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

Sustainability Initiatives

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

Technology Modernization

This project provides 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.

Transportation and Regional Support Facilities

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

Appendix A

Montgomery County Public Schools Preliminary and Projected Enrollment: 2025–2026 to 2031–2032

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2025–2026	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031	2031–2032
Prekindergarten	2,209	2,345	2,345	2,345	2,445	2,545	2,545
Head Start	384	519	519	519	519	519	519
Grades K–5	65,721	65,120	64,299	63,430	62,664	62,030	61,525
Grades 6–8	35,386	35,249	35,238	35,023	34,683	33,575	32,832
Grades 9–12	51,162	50,377	49,852	50,040	50,057	50,461	50,221
Total K–12	152,269	150,746	149,389	148,493	147,404	146,066	144,578
Pre-K Special Education	1,679	1,764	1,864	1,864	1,964	2,064	2,064
GRAND TOTAL	156,541	155,374	154,117	153,221	152,332	151,194	149,706

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

Appendix A

Montgomery County Public Schools Preliminary and Projected Enrollment: 2025–2026 to 2031–2032

Grades	Preliminary Enrollment	Projected Enrollment					
	2025–2026	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031	2031–2032
Kindergarten	9,898	9,903	10,050	9,478	9,356	9,330	9,288
Grade 1	10,294	10,289	10,318	10,495	9,934	9,808	9,813
Grade 2	10,792	10,536	10,501	10,538	10,688	10,118	10,020
Grade 3	11,253	10,958	10,757	10,751	10,750	10,877	10,373
Grade 4	11,873	11,439	11,131	10,926	10,907	10,896	11,048
Grade 5	11,611	11,995	11,542	11,242	11,029	11,001	10,983
Grade 6	11,720	11,489	11,832	11,400	11,088	10,726	10,650
Grade 7	11,877	11,789	11,521	11,937	11,498	11,189	10,827
Grade 8	11,789	11,971	11,885	11,686	12,097	11,660	11,355
Grade 9	14,306	14,311	14,486	14,523	14,360	14,707	14,267
Grade 10	13,111	12,983	12,903	13,169	13,214	13,049	13,393
Grade 11	11,371	11,087	10,863	10,877	11,072	11,098	10,934
Grade 12	12,374	11,996	11,600	11,471	11,411	11,607	11,627
K–5 Total	65,721	65,120	64,299	63,430	62,664	62,030	61,525
6–8 Total	35,386	35,249	35,238	35,023	34,683	33,575	32,832
9–12 Total	51,162	50,377	49,852	50,040	50,057	50,461	50,221
K–12 Total	152,269	150,746	149,389	148,493	147,404	146,066	144,578
Prekindergarten	2,209	2,345	2,345	2,345	2,445	2,545	2,545
Head Start	384	519	519	519	519	519	519
Pre-K Special Education	1,679	1,764	1,864	1,864	1,964	2,064	2,064
GRAND TOTAL	156,541	155,374	154,117	153,221	152,332	151,194	149,706

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

Appendix A

Montgomery County Public Schools Enrollment By Race/Ethnic Group: 1968–1969 to 2025–2026

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	145	≤5%	310	≤5%	7,968	5.0%	22,266	14.1%	34,627	21.9%	52,854	33.4%	40,062	25.3%	158,232
2022–23	145	≤5%	318	≤5%	8,191	5.1%	22,257	13.9%	34,923	21.8%	55,563	34.6%	39,157	24.4%	160,554
2023–24	146	≤5%	303	≤5%	8,415	5.3%	21,944	13.7%	34,599	21.6%	56,483	35.3%	38,333	23.9%	160,223
2024–25	139	≤5%	291	≤5%	8,550	5.4%	21,689	13.6%	34,294	21.5%	56,716	35.6%	37,503	23.6%	159,182
2025–26	147	≤5%	284	≤5%	8,642	5.5%	21,527	13.8%	34,303	21.9%	55,115	35.2%	36,523	23.3%	156,541

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 2025–2026

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	145	12	310	-7	7,968	-129	22,266	-675	34,627	-366	52,854	226	40,062	-1,393	158,232	-2,332
2022–23	145	0	318	8	8,191	223	22,257	-9	34,923	296	55,563	2,709	39,157	-905	160,554	2,322
2023–24	146	1	303	-15	8,415	224	21,944	-313	34,599	-324	56,483	920	38,333	-824	160,223	-331
2024–25	139	-7	291	-12	8,550	135	21,689	-255	34,294	-305	56,716	233	37,503	-830	159,182	-1,041
2025–26	147	8	284	-7	8,642	92	21,527	-162	34,303	9	55,115	-1,601	36,523	-980	156,541	-2,641

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 or more races" and "Native Hawaiian/Pacific Islander".

Appendix B

Official and Projected ELD Enrollment

Program	Official		Budgeted	Projected Enrollment					
	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031	FY32 2031–2032
Elementary School	18,046	17,928	16,793	16,793	16,793	16,793	16,793	16,793	16,793
Middle School	6,147	6,213	5,659	5,659	5,659	5,659	5,659	5,659	5,659
High School	7,441	8,307	7,819	7,819	7,819	7,819	7,819	7,819	7,819
Special Centers	80	95	86	86	86	86	86	86	86
Total Enrollment	31,714	32,543	30,357	30,357	30,357	30,357	30,357	30,357	30,357
(SLIFE) METS:									
Elementary	NA	NA	18	18	18	18	18	18	18
Middle	101	79	34	34	34	34	34	34	34
High	382	205	108	108	108	108	108	108	108

Budgeted is based on preliminary September 30, 2025.

Official ELD enrollment is based October 31 data. 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		Budgeted	Projected Enrollment					
	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031	FY32 2031–2032
Head Start	510	558	384	519	519	519	519	519	519
Prekindergarten	2,310	2,274	2,345	2,345	2,345	2,345	2,445	2,545	2,545

Budgeted is based on preliminary September 30, 2025.

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

Official and Projected Alternative Program Enrollment

Program	Official		Budgeted	Projected Enrollment					
	FY24 2023–2024	FY25 2024–2025	FY26 2025–2026	FY27 2026–2027	FY28 2027–2028	FY29 2028–2029	FY30 2029–2030	FY31 2030–2031	FY32 2030–2031
Alternative Programs	96	90	97	97	97	97	97	97	97

Budgeted is based on preliminary September 30, 2025.

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: ≥ 105% utilization and ≥ 74 seat deficit

Tier 2 UPP: ≥ 120% utilization and ≥ 92 seat deficit

Tier 3 UPP: ≥ 135% utilization and ≥ 110 seat deficit

Effective July 1, 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 (2025–2026 and 2031–2032 School Years)

	School	2025–2026 School Year			2031–2032 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Elementary Schools						
1	Arcola	701	638	(63)	620	638	18
2	Ashburton	820	823	3	841	823	(18)
3	Bannockburn	402	388	(14)	381	388	7
4	Lucy V. Barnsley	617	703	86	580	703	123
5	Beall	453	663	210	447	663	216
6	Bel Pre	545	636	91	506	636	130
7	Bells Mill	540	627	87	488	627	139
8	Belmont	327	412	85	278	412	134
9	Bethesda	602	560	(42)	585	560	(25)
10	Beverly Farms	551	732	181	488	732	244
11	Bradley Hills	486	679	193	434	679	245
12	Brooke Grove	423	510	87	374	510	136
13	Brookhaven	409	451	42	369	451	82
14	Brown Station	558	725	167	532	725	193
15	Burning Tree	469	388	(81)	490	612	122
16	Burnt Mills	708	687	(21)	737	687	(50)
17	Burtonsville	593	518	(75)	543	796	253
18	Cabin Branch	717	687	(30)	812	687	(125)
19	Candlewood	352	521	169	329	521	192
20	Cannon Road	360	448	88	306	448	142
21	Carderock Springs	349	429	80	334	429	95
22	Rachel Carson	648	726	78	605	726	121
23	Cashell	380	292	(88)	384	292	(92)
24	Cedar Grove	313	419	106	268	419	151
25	Chevy Chase	465	483	18	467	483	16
26	Clarksburg	348	357	9	340	357	17
27	Clearspring	537	557	20	495	557	62
28	Clopper Mill	440	472	32	430	472	42
29	Cloverly	450	395	(55)	425	395	(30)
30	Cold Spring	367	481	114	349	465	116
31	College Gardens	450	702	252	426	702	276
32	Cresthaven	451	428	(23)	457	428	(29)
33	Capt. James E. Daly Jr.	462	558	96	425	558	133
34	Damascus	341	269	(72)	325	269	(56)
35	Darnestown	338	387	49	316	387	71
36	Diamond	662	650	(12)	610	650	40
37	Dr. Charles R. Drew	428	483	55	383	483	100
38	DuFief	265	369	104	267	369	102
39	East Silver Spring	519	568	49	530	568	38
40	Fairland	562	631	69	540	631	91
41	Fallsmead	500	572	72	441	572	131
42	Farmland	826	725	(101)	781	725	(56)
43	Fields Road	445	455	10	411	455	44
44	Flower Hill	454	427	(27)	399	427	28
45	Flower Valley	504	464	(40)	481	464	(17)
46	Forest Knolls	480	534	54	450	534	84
47	Fox Chapel	592	632	40	549	632	83
48	Gaithersburg	565	785	220	458	785	327
49	Galway	686	766	80	640	766	126
50	Garrett Park	765	774	9	779	774	(5)
51	Georgian Forest	623	631	8	503	631	128
52	Germantown	316	279	(37)	320	279	(41)
53	William B. Gibbs, Jr.	568	664	96	547	664	117
54	Glen Haven	495	572	77	476	572	96
55	Glenallan	679	766	87	608	766	158
56	Goshen	478	593	115	441	593	152
57	Great Seneca Creek	466	591	125	432	591	159
58	Greencastle	694	769	75	659	769	110
59	Greenwood	524	572	48	508	572	64
60	Harmony Hills	616	742	126	498	742	244
61	Highland	494	563	69	460	563	103
62	Highland View	310	333	23	269	542	273
63	Jackson Road	618	666	48	585	666	81
64	Jones Lane	430	510	80	375	510	135
65	Kemp Mill	398	463	65	349	463	114
66	Kensington-Parkwood	540	819	279	499	819	320
67	Lake Seneca	408	402	(6)	357	402	45

*Includes capacity from approved capital projects.

	School	2025–2026 School Year			2031–2032 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Lakewood	414	566	152	378	566	188
69	Laytonsville	363	507	144	359	507	148
70	JoAnn Leleck ES at Broad Acres	685	688	3	666	894	228
71	Little Bennett	572	618	46	522	618	96
72	Luxmanor	643	739	96	642	739	97
73	Thurgood Marshall	489	489	0	454	489	35
74	Maryvale	595	645	50	543	645	102
75	Spark M. Matsunaga	503	602	99	461	602	141
76	S. Christa McAuliffe	509	691	182	450	691	241
77	Dr. Ronald E. McNair	643	799	156	553	799	246
78	Meadow Hall	327	387	60	277	387	110
79	Mill Creek Towne	515	336	(179)	529	336	(193)
80	Monocacy	166	229	63	167	229	62
81	Montgomery Knolls	442	690	248	418	690	272
82	New Hampshire Estates	445	498	53	403	498	95
83	Roscoe R. Nix	438	478	40	429	478	49
84	North Chevy Chase	211	391	180	217	391	174
85	Oak View	423	345	(78)	421	345	(76)
86	Oakland Terrace	500	600	100	450	600	150
87	Olney	553	618	65	491	618	127
88	William Tyler Page	608	692	84	578	692	114
89	Pine Crest	487	667	180	492	667	175
90	Piney Branch	545	621	76	553	644	91
91	Poolesville	550	571	21	593	571	(22)
92	Potomac	454	480	26	433	480	47
93	Judith A. Resnik	486	573	87	398	573	175
94	Dr. Sally K. Ride	408	509	101	372	509	137
95	Ritchie Park	345	411	66	318	411	93
96	Rock Creek Forest	711	771	60	684	771	87
97	Rock Creek Valley	381	400	19	346	400	54
98	Rock View	601	604	3	535	604	69
99	Lois P. Rockwell	477	555	78	396	555	159
100	Rolling Terrace	641	683	42	577	683	106
101	Rosemary Hills	480	524	44	444	524	80
102	Rosemont	592	577	(15)	527	577	50
103	Bayard Rustin	724	682	(42)	670	682	12
104	Sequoayah	478	414	(64)	408	414	6
105	Seven Locks	371	457	86	363	457	94
106	Sherwood	465	527	62	480	527	47
107	Sargent Shriver	694	643	(51)	604	643	39
108	Flora M. Singer	655	585	(70)	615	585	(30)
109	Sligo Creek	659	731	72	627	735	108
110	Snowden Farm	541	763	222	439	763	324
111	Somerset	312	550	238	307	550	243
112	South Lake	680	768	88	637	768	131
113	Stedwick	476	666	190	441	666	225
114	Stone Mill	550	707	157	549	707	158
115	Stonegate	537	575	38	499	575	76
116	Strathmore	436	449	13	434	449	15
117	Strawberry Knoll	434	470	36	358	470	112
118	Summit Hall	409	434	25	377	434	57
119	Takoma Park	569	607	38	531	607	76
120	Travilah	382	526	144	356	526	170
121	Harriet R. Tubman	590	633	43	588	633	45
122	Twinbrook	437	596	159	421	596	175
123	Viers Mill	541	740	199	549	740	191
124	Washington Grove	454	552	98	483	552	69
125	Waters Landing	745	703	(42)	764	703	(61)
126	Watkins Mill	733	722	(11)	722	722	0
127	Wayside	453	623	170	483	623	140
128	Weller Road	668	756	88	620	756	136
129	Westbrook	463	648	185	430	648	218
130	Westover	295	277	(18)	269	277	8
131	Wheaton Woods	565	652	87	554	652	98
132	Whetstone	740	735	(5)	684	735	51
133	Wilson Wims	475	712	237	451	712	261
134	Wood Acres	587	749	162	578	749	171
135	Woodfield	280	375	95	242	375	133
136	Woodlin	640	570	(70)	615	570	(45)
137	Wyngate	631	801	170	582	801	219

*Includes capacity from approved capital projects.

	School	2025–2026 School Year			2031–2032 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Middle Schools						
1	Argyle	843	888	45	771	888	117
2	John T. Baker	821	741	(80)	727	741	14
3	Benjamin Banneker	707	803	96	643	803	160
4	Briggs Chaney	856	922	66	793	922	129
5	Cabin John	1,022	1,108	86	932	1,108	176
6	Roberto W. Clemente	909	1,141	232	836	1,141	305
7	Eastern	953	1,012	59	883	1,516	633
8	William H. Farquhar	659	800	141	603	800	197
9	Forest Oak	763	971	208	696	971	275
10	Robert Frost	915	1,027	112	831	1,027	196
11	Gaithersburg	881	1,028	147	812	1,028	216
12	Herbert Hoover	961	1,118	157	884	1,118	234
13	Francis Scott Key	953	952	(1)	895	952	57
14	Dr. Martin Luther King, Jr.	773	905	132	707	905	198
15	Kingsview	870	1,033	163	793	1,033	240
16	Lakelands Park	994	1,122	128	911	1,122	211
17	A. Mario Loiederman	984	969	(15)	899	969	70
18	Montgomery Village	755	857	102	687	857	170
19	Neelsville	759	956	197	705	956	251
20	Newport Mill	681	812	131	611	812	201
21	North Bethesda	1,229	1,187	(42)	1,156	1,187	31
22	Parkland	1,186	1,207	21	1,092	1,207	115
23	Rosa M. Parks	833	945	112	759	945	186
24	John Poole	443	478	35	406	478	72
25	Thomas W. Pyle	1,233	1,488	255	1,172	1,488	316
26	Redland	570	708	138	526	708	182
27	Ridgeview	684	955	271	663	955	292
28	Rocky Hill	1,001	1,020	19	973	1,020	47
29	Shady Grove	575	846	271	517	846	329
30	Odessa Shannon	765	881	116	685	881	196
31	Silver Creek	731	915	184	684	915	231
32	Silver Spring International	952	1,173	221	849		
33	Sligo	699	926	227	656	1,208	552
34	Takoma Park	1,196	1,257	61	1,111	1,257	146
35	Tilden	1,110	1,251	141	1,059	1,251	192
36	Hallie Wells	902	969	67	805	969	164
37	Julius West	1,284	1,432	148	1,186	1,432	246
38	Westland	841	1,064	223	798	1,064	266
39	White Oak	834	971	137	763	971	208
40	Earle B. Wood	1,000	951	(49)	920	951	31
High Schools							
1	Bethesda-Chevy Chase	2,285	2,475	190	2,260	2,475	215
2	Montgomery Blair	3,191	2,889	(302)	3,098	2,889	(209)
3	James Hubert Blake	1,917	1,743	(174)	1,880	1,743	(137)
4	Winston Churchill	2,167	1,936	(231)	2,046	1,936	(110)
5	Clarksburg	2,210	2,020	(190)	2,236	2,020	(216)
6	Damascus	1,452	1,543	91	1,411	2,250	839
7	Albert Einstein	1,910	1,598	(312)	1,873	1,598	(275)
8	Gaithersburg	2,363	2,457	94	2,266	2,457	191
9	Walter Johnson	3,008	2,251	(757)	3,036	2,251	(785)
10	John F. Kennedy	1,766	2,186	420	1,737	2,186	449
11	Col. Zadok Magruder	1,601	1,868	267	1,518	1,868	350
12	Richard Montgomery	2,387	2,220	(167)	2,300	2,220	(80)
13	Northwest	2,204	2,268	64	2,109	2,268	159
14	Northwood	1,541	1,524	(17)	1,448	2,260	812
15	Paint Branch	2,015	1,998	(17)	1,955	1,998	43
16	Poolesville	1,376	1,508	132	1,347	1,508	161
17	Quince Orchard	1,989	1,783	(206)	1,899	1,783	(116)
18	Rockville	1,534	1,542	8	1,458	1,542	84
19	Seneca Valley	2,374	2,519	145	2,372	2,519	147
20	Sherwood	1,677	2,152	475	1,641	2,152	511
21	Springbrook	1,788	2,100	312	1,722	2,100	378
22	Watkins Mill	1,544	1,831	287	1,450	1,831	381
23	Wheaton	2,687	2,220	(467)	2,694	2,220	(474)
24	Walt Whitman	2,005	2,218	213	1,951	2,218	267
25	Thomas S. Wootton	1,818	2,120	302	1,780	2,120	340

*Includes capacity from approved capital projects.

Appendix F

Facilities Data and State Rated Capacity School Year 2025–2026

	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	5	31	0	823	823
3	Bannockburn	1957	1988	54,234	8.3	N	0	3	14	0	388	388
4	Lucy V. Barnsley	1965	1998	97,524	10	N	1	4	24	7	730	703
5	Beall	1954	1991	79,477	8.4	Y	2	3	22	3	642	663
6	Bel Pre	1968	2014	102,198	8.9	Y	4	9	19	1	725	636
7	Bells Mill	1968	2009	77,244	9.59	N	1	3	23	2	635	627
8	Belmont	1974		49,279	10.5	N	0	2	16	0	412	412
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	4	28	0	732	732
11	Bradley Hills	1951	1984	76,745	6.7	Y	0	3	27	0	685	679
12	Brooke Grove	1990		73,080	10.96	N	1	4	14	8	510	510
13	Brookhaven	1961	1995	81,320	8.57	N	1	3	14	6	468	451
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	4	10	7	388	388
16	Burnt Mills	1964	2023	94,398	15.1	N	1	6	26	2	768	687
17	Burtonsville	1952	1993	71,349	11.9	N	0	5	21	0	593	518
18	Cabin Branch	2023		95,327	9.61	Y	2	4	23	5	707	687
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	8	7	314	292
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	363	357
27	Clearspring	1988		77,535	10	Y	1	4	20	4	608	557
28	Clopper Mill	1986		64,851	9	Y	3	4	16	1	526	472
29	Cloverly	1961	1989	61,991	10	Y	0	3	13	7	435	395
30	Cold Spring	1972		55,158	12.38	N	0	2	19	0	481	481
31	College Gardens	1967	2008	96,986	7.9	Y	1	3	26	3	714	702
32	Cresthaven	1962	2010	76,862	9.8	N	0	0	16	6	428	428
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	9	5	323	269
35	Darnestown	1954	1980	64,840	7.2	N	0	2	11	9	387	387
36	Diamond	1975		85,404	10	Y	1	4	22	5	664	650
37	Dr. Charles R. Drew	1991		73,975	12	N	2	3	14	7	498	483
38	DuFief	1975		59,013	9.99	Y	0	4	9	8	373	369
39	East Silver Spring	1929	1975	88,895	8.4	N	2	4	18	5	592	568
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	5	25	4	725	725
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	427
45	Flower Valley	1967	1996	61,567	9.28	N	0	3	16	3	464	464
46	Forest Knolls	1960	1993	89,850	7.77	N	1	4	19	6	605	534
47	Fox Chapel	1974		85,182	10.34	Y	2	5	24	0	702	632
48	Gaithersburg	1947	1983	94,468	8.39	N	2	5	29	3	847	785
49	Galway	1967	2009	103,170	9	Y	1	5	27	7	821	766
50	Garrett Park	1948	2012	96,348	4.38	Y	1	5	28	0	774	774
51	Georgian Forest	1961	1995	88,111	10.94	Y	2	5	22	2	676	631
52	Germantown	1935	1978	57,668	7.75	N	0	2	9	7	321	279
53	William B. Gibbs, Jr.	2009		88,042	10.75	N	1	5	22	5	686	664
54	Glen Haven	1950	2004	85,845	10	Y	1	4	20	6	628	572
55	Glenallan	1966	2013	98,700	12.1	N	1	6	28	4	836	766
56	Goshen	1988		76,740	10.48	N	0	5	22	3	646	593
57	Great Seneca Creek	2006		82,511	13.71	N	0	4	23	3	647	591
58	Greencastle	1988		90,303	18.88	N	1	7	28	4	858	769
59	Greenwood	1970		64,609	10	Y	0	4	20	2	568	572
60	Harmony Hills	1957	1999	85,648	10.2	Y	2	5	29	0	817	742
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	3	14	0	386	333
63	Jackson Road	1959	1995	91,465	8.76	N	1	5	24	5	732	666
64	Jones Lane	1987		60,679	12.07	N	0	3	18	3	510	510
65	Kemp Mill	1960	1996	68,222	10	N	2	4	17	0	519	463
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	4	12	4	424	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	3	19	2	521	507
70	JoAnn Leleck ES at Broad Ac	1952	1974	88,922	6.14	Y	4	7	24	0	786	688
71	Little Bennett	2006		82,511	4.81	Y	0	4	20	7	618	618
72	Luxmanor	1966	2020	99,376	6.49	Y	0	4	25	7	731	739
73	Thurgood Marshall	1993		77,798	12	N	0	4	17	4	519	489
74	Maryvale	1969	2020	178,625	17.7	N	3	4	23	4	717	645
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	26	5	772	691
77	Dr. Ronald E. McNair	1990		91,613	10	Y	1	3	31	0	799	799
78	Meadow Hall	1956	1994	61,964	8.38	Y	0	3	15	3	441	387
79	Mill Creek Towne	1966	2000	67,465	8.39	N	1	3	9	8	373	336
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	6	23	7	791	690
82	New Hampshire Estates	1954	1988	73,306	5.4	N	6	6	15	0	597	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	4	18	6	582	600
87	Olney	1954	1990	68,755	9.88	N	0	3	24	0	618	618
88	William Tyler Page	1965	2003	93,514	9.75	N	2	5	24	3	732	692
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	619	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	14	7	540	509
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	5	19	10	665	604
99	Lois P. Rockwell	1992		75,520	10.57	N	1	3	17	5	527	555
100	Rolling Terrace	1950	1989	92,241	4.3	N	3	6	25	0	767	683
101	Rosemary Hills	1956	1988	87,298	6.07	N	1	7	17	7	635	524
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	6	26	2	750	682
104	Sequoyah	1990		73,080	10	Y	0	6	12	8	488	414
105	Seven Locks	1964	2012	66,915	9.9	N	0	3	17	0	457	457
106	Sherwood	1977		81,727	10.85	N	0	3	17	8	535	527
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	7	29	0	861	768
113	Stedwick	1974		109,677	10	N	1	4	24	5	708	666
114	Stone Mill	1988		78,617	11.76	N	0	3	25	5	691	707
115	Stonegate	1971	2023	84,094	10.27	N	1	3	19	5	571	575
116	Strathmore	1970		59,497	10.79	Y	0	0	19	2	457	449
117	Strawberry Knoll	1988		78,723	10.8	Y	2	3	14	8	508	470
118	Summit Hall	1971		68,059	10.17	Y	5	3	12	3	470	434
119	Takoma Park	1979		85,553	4.7	N	2	9	23	0	762	607
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	596
123	Viers Mill	1950	1991	120,572	10.52	N	3	4	25	6	783	740
124	Washington Grove	1956	1984	86,266	10.66	N	4	5	16	4	598	552
125	Waters Landing	1988		101,352	10	N	1	6	27	4	810	703
126	Watkins Mill	1970		82,939	10	Y	2	7	27	0	815	722
127	Wayside	1969	2017	93,453	9.26	N	1	3	21	6	629	623
128	Weller Road	1953	2013	121,346	11.1	N	4	6	25	4	827	756
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	7	7	275	277
131	Wheaton Woods	1952	2017	120,154	8	N	3	5	22	6	736	652
132	Whetstone	1968		96,946	8.8	Y	2	6	25	5	797	735
133	Wilson Wims	2014		91,931	9.29	Y	0	3	26	5	714	712
134	Wood Acres	1952	2002	96,358	4.78	Y	0	4	27	3	737	749
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	20	4	630	570
137	Wyngate	1952	1997	89,104	9.5	N	0	4	31	0	801	801
Total Elementary Schools				11,268,192	1,297		130	535	2,788	466	83,154	78,473

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 2025–2026

	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	741
3	Benjamin Banneker	1974		117,035	20	N	37	3	816	803
4	Briggs Chaney	1991		115,000	29.37	N	43	3	944	922
5	Cabin John	1967	2011	159,514	18.2	N	50	7	1,132	1,108
6	Roberto W. Clemente	1992		148,246	19.87	N	51	9	1,174	1,141
7	Eastern	1951	1976	152,030	14.5	N	48	3	1,050	1,012
8	William H. Farquhar	1968	2016	135,626	20	N	37	2	806	800
9	Forest Oak	1999		132,259	41.2	N	46	2	998	971
10	Robert Frost	1971		143,757	24.78	N	48	3	1,050	1,027
11	Gaithersburg	1960	1988	157,694	22.82	N	48	4	1,060	1,029
12	Herbert Hoover	1966	2013	165,367	19.1	N	51	5	1,134	1,118
13	Francis Scott Key	1966	2009	147,424	20.59	N	46	0	978	952
14	Dr. Martin Luther King, Jr.	1996		135,867	18.61	N	43	0	914	905
15	Kingsview	1997		140,398	18.45	Y	49	0	1,041	1,033
16	Lakelands Park	2005		153,588	8.11	Y	52	5	1,155	1,122
17	A. Mario Loiederman	1956	2005	148,718	17.08	N	48	0	1,020	969
18	Montgomery Village	1968	2003	141,615	15.1	N	40	6	910	857
19	Neelsville	1981	2024	162,684	29.19	N	47	0	999	956
20	Newport Mill	1958	2002	109,011	8.4	Y	37	4	826	812
21	North Bethesda	1955	1999	178,252	19.11	N	55	4	1,209	1,187
22	Parkland	1963	2007	178,929	9.18	Y	58	0	1,232	1,207
23	Rosa M. Parks	1992		137,469	24.05	Y	44	2	955	945
24	John Poole	1997		85,669	20.5	N	22	2	488	478
25	Thomas W. Pyle	1962	1993	209,464	14.3	N	68	5	1,495	1,488
26	Redland	1971		112,297	20.64	Y	33	3	731	708
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	1999	1999	129,206	20	N	39	3	859	846
30	Odessa Shannon	1966	2022	164,307	16.45	Y	41	4	911	881
31	Silver Creek	2017		174,743	13.3	N	43	2	934	915
32	Silver Spring International	1934	1999	154,386	10.64	Y	56	0	1,190	1,173
33	Sligo	1959	1991	149,527	21.7	Y	43	4	954	926
34	Takoma Park	1939	1999	195,739	18.8	Y	59	4	1,294	1,257
35	Tilden	1967	2020	244,561	19.67	N	58	5	1,282	1,251
36	Hallie Wells	2016		150,089	22.37	N	44	4	975	969
37	Julius West	1961	1995	182,617	21.3	N	67	3	1,454	1,432
38	Westland	1951	1997	146,006	25.1	N	50	2	1,082	1,064
39	White Oak	1962	1993	141,163	17.3	N	46	2	998	971
40	Earle B. Wood	1965	2001	152,588	8.5	Y	44	6	995	951
Total Middle Schools				5,986,815	773.13		1860	119	40,716	39,790
High Schools									(85% + Sp. Ed.)	(X 90%)
1	Bethesda-Chevy Chase	1934	2001	392,833	16.36	N	110	0	2,338	2,475
2	Montgomery Blair	1998		386,567	29.71	Y	132	0	2,805	2,889
3	James Hubert Blake	1998		297,125	91.09	N	77	2	1,656	1,743
4	Winston Churchill	1964	2001	322,078	30.28	N	83	10	1,864	1,936
5	Clarksburg	1995	2006	344,574	62.73	N	89	4	1,931	2,021
6	Damascus	1950	1978	235,986	32.66	N	66	8	1,482	1,543
7	Albert Einstein	1962	1997	276,462	26.67	Y	70	10	1,588	1,598
8	Gaithersburg	1951	2013	427,048	40.97	Y	106	16	2,412	2,457
9	Walter Johnson	1956	2009	365,138	30.86	N	98	8	2,162	2,251
10	John F. Kennedy	1964	1999	332,133	29.1	N	97	7	2,131	2,186
11	Col. Zadok Magruder	1970		295,478	30	N	81	9	1,811	1,868
12	Richard Montgomery	1942	2007	311,500	29.05	N	98	5	2,132	2,220
13	Northwest	1998		342,101	34.56	Y	100	4	2,165	2,268
14	Northwood	1956	2004	254,054	29.57	N	68	5	1,495	1,524
15	Paint Branch	1969	2012	347,169	45.76	N	86	8	1,908	1,998
16	Poolesville	1953	2025	243,492	37.2	N	67	0	1,424	1,508
17	Quince Orchard	1988		284,912	30.1	N	79	6	1,739	1,783
18	Rockville	1968	2004	317,731	29.61	N	66	13	1,532	1,542
19	Seneca Valley	1974	2020	457,600	29.37	N	109	12	2,436	2,519
20	Sherwood	1950	1991	333,154	49.3	N	93	7	2,046	2,152
21	Springbrook	1960	1994	305,006	25.13	Y	93	7	2,046	2,100
22	Watkins Mill	1989		305,288	50.99	Y	81	10	1,821	1,831
23	Wheaton	1954	2016	373,825	28.2	N	99	5	2,154	2,220
24	Walt Whitman	1962	1992	312,270	30.7	Y	95	10	2,119	2,218
25	Thomas S. Wootton	1970		295,620	27.37	N	93	5	2,026	2,120
Total High Schools				8,159,144	897.34		2236	171	49,223	50,970
Total Secondary Schools				14,145,959	1670.5		4096	290	89,939	90,760

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 Language Development (ELD), is based on MCPS policy, regulation, and budget guidelines. Many jurisdictions in Maryland, including Montgomery County, strive to reduce class sizes. State and federal regulations mandate a maximum class size limit for preschool programs.

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 Elementary	23:1
Grades 6–8 Middle	25:1*
Grades 9–12 High	25:1**
ELD (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 (20×23) 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 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: 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
Clarksburg ES	5		5
Captain James E. Daly ES	2		2
Total	20	0	20
Damascus			
John T. Baker MS	2		2
Clearspring ES	2		2
Damascus ES	6		6
Total	10	0	10
Downcounty Consortium*			
Montgomery Blair HS	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
Cresthaven ES	2		2
Dr. Charles R. Drew ES	3		3
Fairland ES	3		3
Galway ES	2		2
Greencastle ES	6		6
Jackson Road ES	3		3
Westover ES	2		2
Total	46	0	46
Northwest			
Northwest HS	11		11
Clopper Mill ES	6		6
Germantown ES	4		4
Total	21	0	21
Poolesville			
Total		0	0
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

Cluster/ School	Relocatables on site for 2025–2026 to Address:		
	Overutilization	DC	Total
Sherwood			
Total	0	0	0
Watkins Mill			
Watkins Mill ES	4		4
Total	4	0	4
Walt Whitman			
Bannockburn ES	2		2
Burning Tree ES	4		4
Total	6	0	6
Thomas S. Wootton			
Cold Spring ES	1		1
Total	1	0	1
Grand Total by Use	1	0	337
SCHOOL TOTAL:	337		

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	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

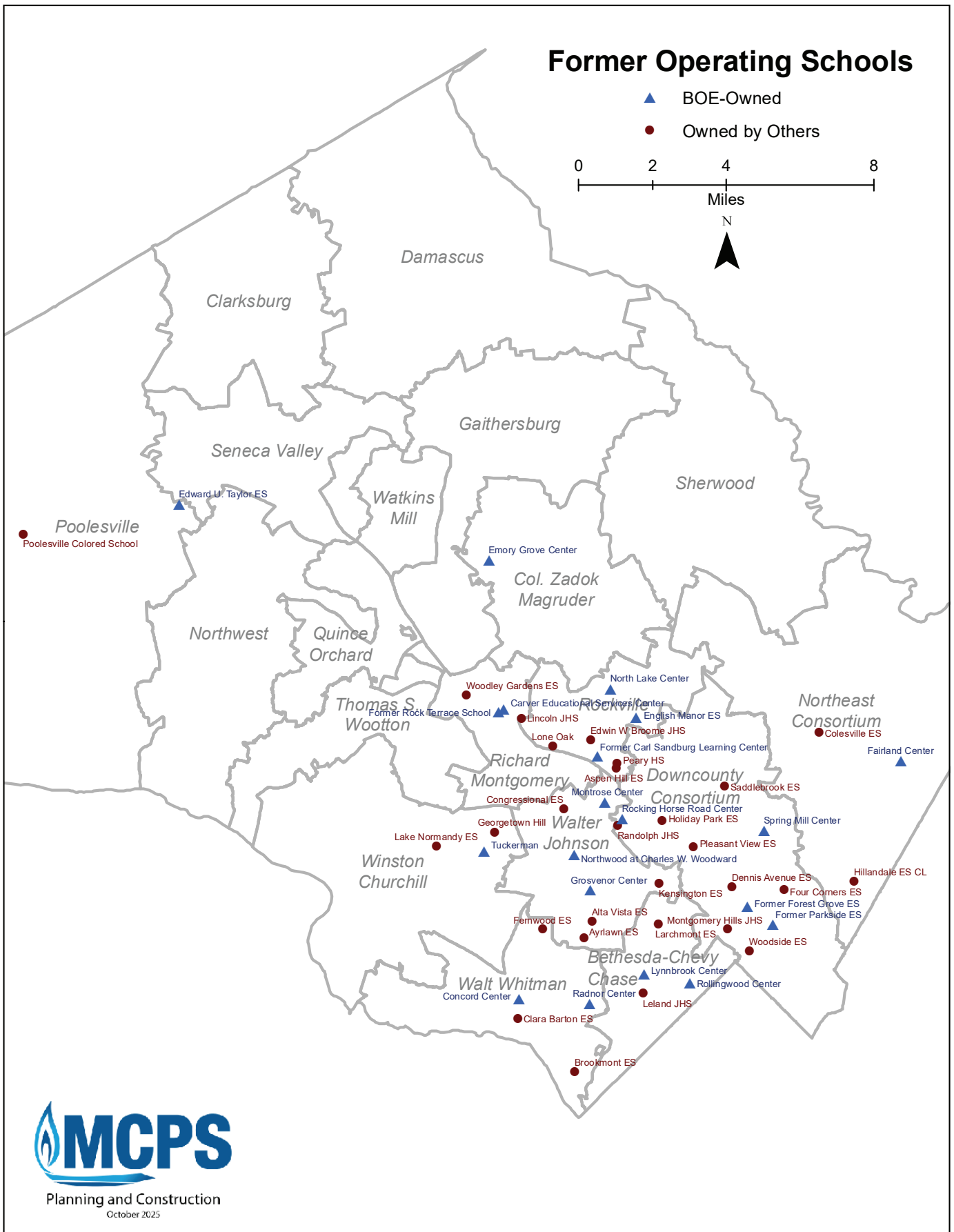
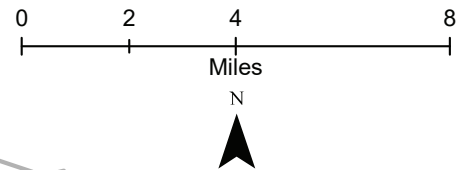
Former Operating Schools and Current Status October 2025

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	-	193,553
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
Ayr lawn 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	TBD	1.78	-	100,865
Lone Oak ES	1010 Grandin Avenue	Meadow Hall ES	Rockville	County staff, and 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	Glenallen 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

▲ BOE-Owned

- Owned by Others



Closed Schools That Have Been Reopened*

October 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

October 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	≈2.33
Great Seneca Science Corridor ES	Great Seneca Highway and Key West Avenue	Stone Mill ES	Thomas S. Wootton	6.00
Jeremiah Park ES	Shady Grove Road and Crabbs Branch Way	Washington Grove ES	Gaithersburg	≈4
King Farm ES	Watkins Pond Boulevard	College Gardens ES	Richard Montgomery	≈2.5
King Farm MS	Piccard Drive	Rosemont ES	Gaithersburg	≈3
West Old Baltimore Road ES	21830 Seneca Ayr Drive	William B. Gibbs, Jr. ES	Clarksburg	9.30
White Flint ES	South side of current White Flint Mall property	Garrett Park ES	Walter Johnson	≈3.5
White Oak Science Gateway ES	FDA Boulevard	Galway ES	Northeast Consortium	4.21
BOARD OF EDUCATION-OWNED SITES UNDER PERPETUAL EASEMENT				
Briggs Chaney Road MS**	14910 Good Hope Road	Cloverly ES	Northeast Consortium	20.96
Former Farquhar, William H., MS***	16915 Batchellors Forest Road	Sherwood ES	Northeast Consortium	20.00

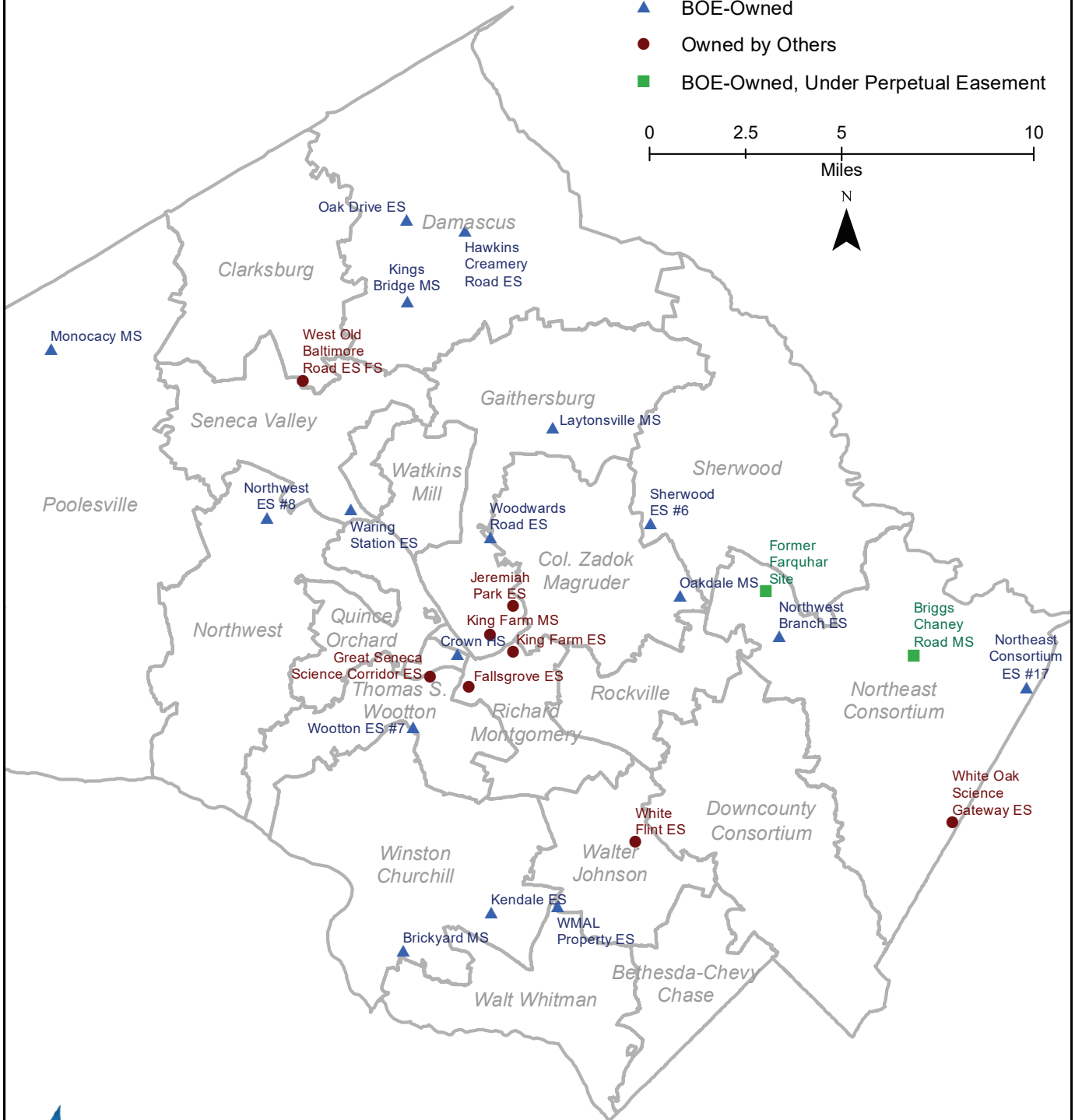
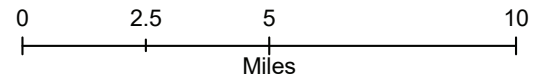
* Crown HS and Northeast Consortium ES #17 future sites are currently under construction.

** 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



Appendix J

New and Reopened Schools, 1985 to 2025

School Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill, Lake Seneca		
1986	Clopper Mill		
1987	Jones Lane, S. Christa McAuliffe		
1988	Clearspring, Goshen, Greencastle, Stone Mill, Strawberry Knoll, Waters Landing		Quince Orchard
1989	Cloverly, Capt. James E. Daly	Cabin John	Watkins Mill
1990	Brooke Grove, Burnt Mills, Rachel Carson, Dr. Ronald E. McNair, Sequoyah	Francis Scott Key	
1991	Dr. Charles R. Drew, Judith A. Resnik	Briggs Chaney	
1992	Lois P. Rockwell	Roberto W. Clemente, Rosa M. Parks	
1993	Thurgood Marshall	Argyle	
1994	Dr. Sally K. Ride		
1995		Forest Oak, Rocky Hill	
1996		Neelsville	
1997		Kingsview, John Poole	
1998			James Hubert Blake, Northwest
1999	Sligo Creek	North Bethesda, Shady Grove, Silver Spring International	
2000	None		
2001	Spark M. Matsunaga		
2002		Newport Mill	
2003	None		
2004			Northwood
2005		Lakelands Park, A. Mario Loiederman	
2006	Great Seneca Creek, Little Bennett, Roscoe R. Nix, Sargent Shriver		Clarksburg
2007	Arcola		
2008	None		
2009	William B. Gibbs, Jr.		
2010	None		
2011	None		
2012	Flora M. Singer		
2013	None		
2014	Wilson Wims		
2015	None		
2016		Hallie Wells	
2017		Silver Creek	
2018	Bayard Rustin		
2019	Snowden Farm		
2020	None		
2021	None		
2022	Harriet R. Tubman		
2023	Cabin Branch		
2024	None		
2025	None		

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

Source: Montgomery County Public Schools, Department of Planning and Construction, October 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, Department of Planning and Construction, October 2025

Major Capital Projects 2021 to 2025

School Year	Elementary Schools	Middle Schools	High Schools
2021	None		
2022		Odessa Shannon (replacement)	
2023	Burnt Mills, South Lake, Stonegate, Woodlin		
2024		Neelsville	
2025			Poolesville

The Revitalization/Expansion Program was completed in 2020. The Revitalization/Expansion Program transitioned to the Major Capital Project Program, in which 4 Elementary Schools, 2 Middle Schools, and 1 High School have been completed. During the transition period, some schools were considered "Replacement" projects, which are noted in the table above.

Source: Montgomery County Public Schools, Department of Planning and Construction, October 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, Department of Planning and Construction, October 2025

Appendix K

Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2025

Facility	Project Scope	Facility	Project Scope
1 John T. Baker MS	Floor Covering Replacement	37 Quince Orchard HS	Aux. Gym Floor Refinish
2 Benjamin Banneker MS	PA System Replacement	38 Quince Orchard HS	Concrete Replacement
3 Briggs Chaney MS	Exterior Wall Light Fixture Replacement	39 Quince Orchard HS	Floor Covering Replacement
4 Winston Churchill HS	Aux. Gym Floor Refinish	40 Quince Orchard HS	Stage Rigging Replacement
5 Winston Churchill HS	Expansion Joints	41 Redland MS	Instrument Storage Cabinets
6 Winston Churchill HS	PA System Replacement	42 Dr. Sally K. Ride ES	Emergency Generator Replacement
7 Winston Churchill HS	Painting (Interior & Exterior)	43 Rock Creek Forest ES	Locker (Additional)
8 Winston Churchill HS	Tectum Panel Replacement	44 Rock View ES	Emergency Generator Replacement
9 Clarksburg ES	Main Gym Floor	45 Rockville HS	Asphalt Replacement (Basketball Courts)
10 Clarksburg ES	Walk-In Cooler & Freezer Replacement	46 Shady Grove MS	Aux. Gym Floor Refinish
11 Clopper Mill ES	Painting (Interior & Exterior)	47 Sherwood ES	Asphalt Resurfacing
12 Cold Spring ES	Floor Covering Replacement	48 Sherwood ES	Gym Bleacher Modifications
13 Damascus HS	Doors (Exterior)	49 Sherwood ES	Lobby Lighting
14 Albert Einstein HS	Running Track Refurbishment	50 Sligo Creek ES	Emergency Generator Replacement
15 Albert Einstein HS	Stage Floor Replacement	51 Springbrook HS	Auditorium Carpet Replacement
16 Forest Oak MS	Floor Covering Replacement	52 Springbrook HS	Concrete Steps & Landing Replacement
17 Gaithersburg MS	Floor Covering Replacement	53 Strathmore ES	Floor Covering Replacement
18 Garrett Park ES	Play Area Repairs / Basketball Court	54 Summit Hall ES	Walk-In Cooler & Freezer Replacement
19 Greencastle ES	Elevator Modernization	55 Viers Mill ES	Floor Covering Replacement
20 Greenwood ES	Floor Covering Replacement	56 Waters Landing ES	Window Shades
21 Harmony Hills ES	Floor Covering Replacement	57 Watkins Mill HS	Floor Covering Replacement
22 Herbert Hoover MS	Floor Covering Replacement	58 Julius West MS	PA System Replacement
23 Herbert Hoover MS	Operable Gym Partition	59 Westover ES	Floor Covering Replacement
24 John F. Kennedy HS	Fire Alarm System Replacement	60 Westover ES	Main Gym Floor (Refinishing)
25 Dr. Martin Luther King MS	Emergency Generator Replacement	61 White Oak MS	PA System Replacement
26 Kingsview MS	Main Gym Floor (Refinishing)	62 Walt Whitman HS	Gym Floor (Refinishing)
27 Lynbrook Center	Ceiling & Light Replacement	63 Walt Whitman HS	Gym Partition Replacement
28 Col. Zadok Magruder HS	Auditorium Ceiling Repairs	64 Walt Whitman HS	Kitchen Floor Trenching
29 Col. Zadok Magruder HS	Auditorium Ceiling Replacement (LED)	65 Walt Whitman HS	Serving Line Electric
30 Matsunaga ES & Longview School	Paint (Interior & Exterior)	66 Walt Whitman HS	Elevator Modernization
31 Dr. Ronald McNair ES	Asphalt Resurfacing	67 Wood Acres ES	Exterior Wall Repairs
32 Montgomery Village MS	Painting (Interior & Exterior)	68 Wood Acres ES	Painting (Interior & Exterior)
33 Northwest HS	Emergency Generator Replacement	69 Earle B. Wood MS	Emergency Generator Replacement
34 Rosa M. Parks MS	Kitchen Serving Line	70 Earle B. Wood MS	Floor Replacement
35 Poolsville ES	Chain Link Fence	71 Thomas S. Wootton HS	Floor Covering Replacement
36 Quince Orchard HS	Auditorium House Lighting	72 Thomas S. Wootton HS	PA System Replacement

Building Modification and Program Improvement (BMPI) Projects Completed Summer 2025

Facility	Facility	Facility	Facility
1 Argyle MS	Band Room Renovation	21 Walter Johnson HS	Art Classroom Modifications
2 Argyle MS	Washer and Dryer Hookup	22 Lake Seneca ES	Special Education Classroom Modifications
3 Argyle MS	Workroom Conversion to Office	23 A. Mario Loiederman MS	Gymnasium Dividing Wall Replacement and Mirrors
4 Argyle MS	Improved Safe Access Sidewalk and Ramp	24 Col. Zadok Magruder HS	Science Lab Modification
5 Bethesda ES	Playground Equipment Replacement	25 North Lake Center	Program Modifications for Alternative Education
6 Montgomery Blair HS	Kilns	26 Poolsville ES	Support Rooms Conversion
7 James Hubert Blake HS	Child Development Classroom Conversion	27 Dr. Sally K. Ride ES	Personal Care Bathroom for Learning Center
8 Briggs Chaney MS	Bus Loop Striping	28 Ridgeview MS	ADA Ramp
9 Burtonsville ES (for Early Childhood Ctr)	Restroom Modifications	29 Rockville HS	Computer Lab Modifications
10 Carver Educational Services Center	Office Modifications	30 Rosemont ES	Roof Access Modification
11 Winston Churchill HS	Special Education Classroom Modifications	31 Sequoyah ES	Special Education Classroom Modifications
12 Clearspring ES	ADA Ramp	32 Seven Locks ES	Play Equipment Replacement
13 Clopper Mill ES	Library Media Center Renovation	33 Sherwood HS	Field Improvements
14 Damascus HS	Computer Lab Conversion	34 Somerset ES	Security Vestibule Modification
15 Thomas Edison HS	Locker Room Conversion	35 Summit Hall ES	PEP Classroom Modifications
16 Albert Einstein HS	ADA Ramp	36 Watkins Mill HS	Computer Lab Conversion
17 Albert Einstein HS	Special Education Classroom Modifications	37 Wayside ES	Special Education Classroom Modifications
18 Fairland ES	Digital Sign	38 Weller Road ES	Judy Center Modifications
19 Fairland Center	Improved Safe Access	39 Woodfield ES	Classroom Modifications
20 Fields Road ES	Restroom Door Modification by Security Vestibule	40 Woodlin ES	Build Out Shell Classrooms

Appendix L

Head Start and Prekindergarten Locations 2025–2026					
Elementary School	Federal Head Start Sessions			Pre-K	
	Part Day 3-Year-Old Program @15	Full Day 3-Year-Old Program @20	Full Day Sessions @20	Part Day Sessions @20	Full Day Sessions @20
Arcola					1
Lucy V. Barnsley					1
Beall				1	
Bel Pre				2	2
Bells Mill					1
Brooke Grove					1
Brookhaven					1
Brown Station					2
Burnt Mills					1
Cabin Branch					1
Rachel Carson ♦ (am/pm)				2	
Cashell					1
Clearspring					2
Clopper Mill			1		2
College Gardens					1
Diamond					1
Capt. James E. Daly					1
Dr. Charles R. Drew				2	1
East Silver Spring ES ♦ (am/pm) / (3's Cap:		1		2	
Fairland					2
Fields Road					1
Flower Hill					1
Forest Knolls					1
Fox Chapel					2
Gaithersburg (3's Cap: 15)				1	1
Galway ♦ (am/pm)				2	
Garrett Park					1
Georgian Forest				2	1
William B. Gibbs, Jr. ♦ (am/pm)				2	
Glen Haven					1
Glenallan					1
Greencastle ♦ (am/pm)				2	
Harmony Hills			1		1
Harriet R. Tubman					1
Highland			1		1
Jackson Road					1
Kemp Mill					2
Lake Seneca ♦ (am/pm)				2	
JoAnn Leleck at Broad Acres			2		2
Maryvale (3's Cap: 15)	1				2
S. Christa McAuliffe			1		1
Dr. Ronald E. McNair					1
Mill Creek Towne					1
Montgomery Knolls					3
New Hampshire Estates (3's Cap: 15)		1	3		2
Roscoe R. Nix					2
Oakland Terrace					1
William Tyler Page					2
Judith A. Resnik				2	
Dr. Sally K. Ride (3's Cap: 15)	1			2	1
Rock Creek Forest					1
Rock View				2	
Lois P. Rockwell					1
Rolling Terrace (Ludy 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 (3's Cap: 15)		1			1
Summit Hall (Ludy Ctr) (mixed age)			1		4
Takoma Park					2
Twinbrook			1		1
Viers Mill					3
Washington Grove			1		3
Waters Landing					1
Watkins Mill			1		1
Weller Road (3's Cap: 15)		1	1		2
Wheaton Woods			1		2
Whetstone					2
Woodlin					1
Other	3-Year-Old	3-Year-Old	Full Day	Half Day	Full Day
Macdonald Knolls Early Childhood Center					5
Up-County Early Childhood Center					5
Total Capacity Per Program	30	60	360	615	1920
Total Overall Capacity	2985				

♦ Preschool Special Education Collaboration

Preschool Special Education Service Locations 2025-2026

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
Lucy V. Barnsley	2	2								
Beall (PreK Language Services)		3						2	2	
Bel Pre	1	1								
Bells Mill	4		1							
Brookhaven	3	5		1			1			
Brown Station		4	1	1						
Burnt Mills		2	1							
Cabin Branch	1	1			2					
Cashell	1	1	1							
Clopper Mill										
Cloverly	2	4								
Daly	1	3								
Diamond	2		1							
Drew	2	4								
East Silver Spring	1	6	1							
Fairland	1	3	1	1						
Fields Road					2					
Forest Knolls	2	2								2
Germantown		4	1							
William B. Gibbs, Jr.	4	6								
Glen Haven	3	1								
Glenallen	1	3	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					
S. Christa McAuliffe		2	1							
Mill Creek Towne (PreK Language Services)		2						2		
Montgomery Knolls	5	7		1						
Roscoe R. Nix					2					
Oakland Terrace	1	3		1						
William Tyler Page	1	3								
Rock Creek Forest		2	1							
Rock Creek Valley (PreK DHOH Services)						3				
Lois P. Rockwell	5	5								
Rosemary Hills					3					
Rosemont					4					
Bayard Rustin		4								
Sherwood	2	4								
Strawberry Knoll	2	4	1	1						
Stonegate	3	1								
Stone Mill	3	3	1							
Summit Hall	3	1								
Viers Mill	2	4	1	2						
Washington Grove		4	1	1						
Wayside	2	2	1							
Weller Road	3	1	1							
Westover (PreK Language Services)		2						2	4	
Whetstone	3	3		1						
Wilson Wims	1	2	3							
Wood Acres	3	3								
Woodfield	2	4			3					
Other										
Macdonald Knolls Early Childhood Center			1							
Stephen Knolls			2							
Up-County Early Childhood Center			3							
Total Capacity Per Program	984	2610	192	144	120	18	7	54	90	20
Total Overall Capacity	4239									

Appendix M

French Immersion Catchment Areas

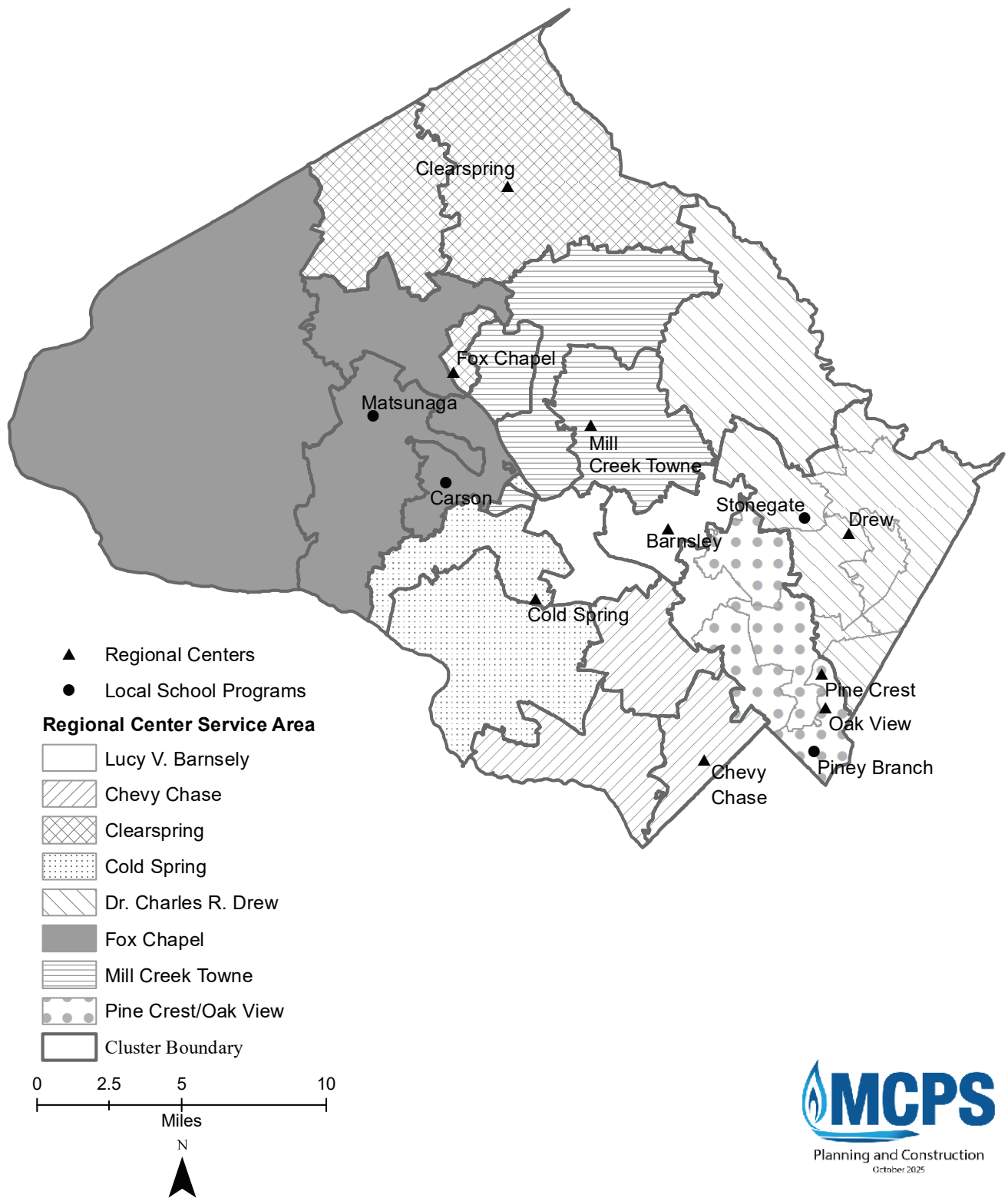
- Maryvale French Immersion Catchment Area
- Sligo Creek French Immersion Catchment Area

0 2.5 5 10
Miles



Planning and Construction
October 2025

Centers for Enriched Studies



Secondary Magnet School Catchment Areas

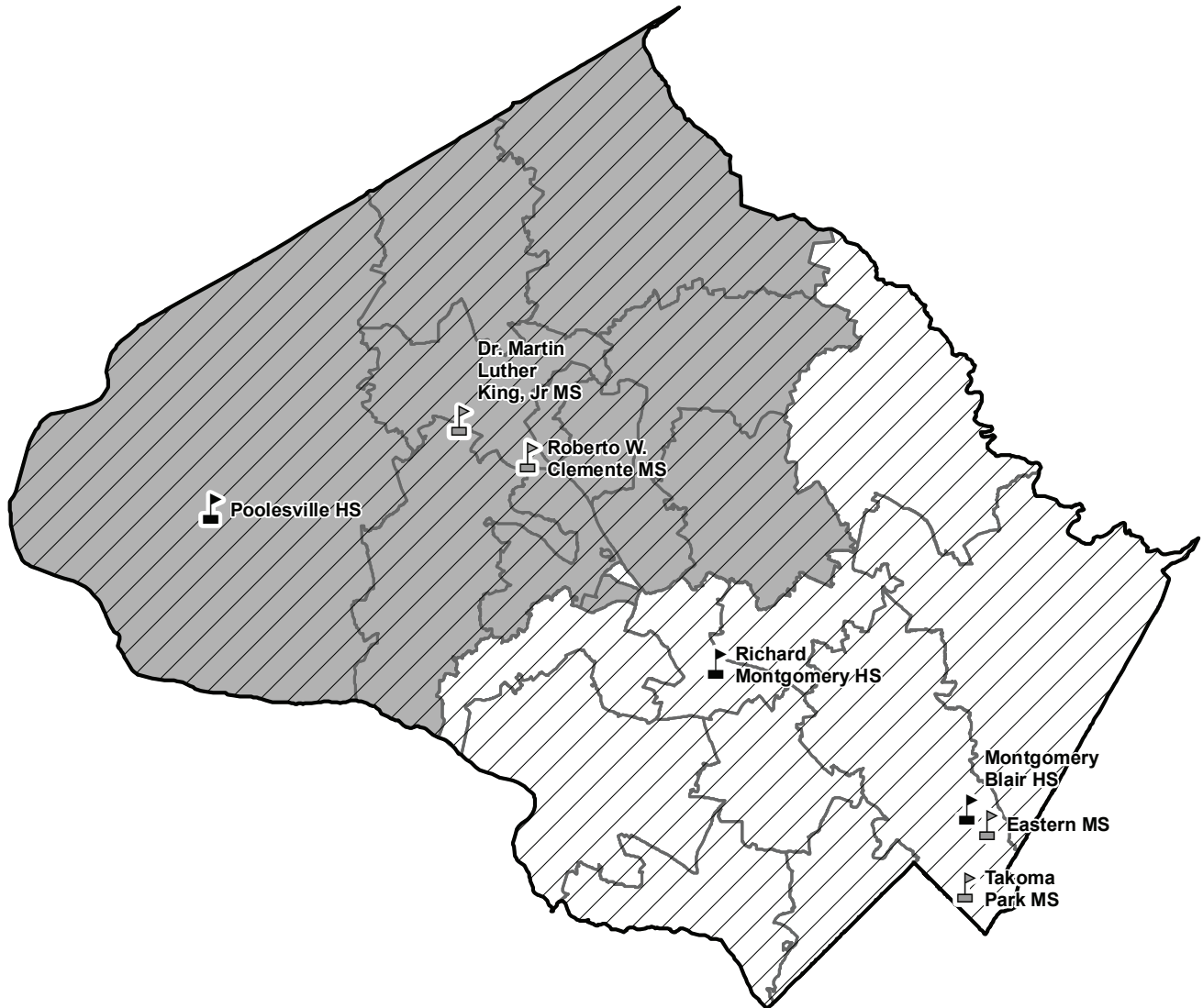
 Middle School

 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.

Autism Connections Services

Autism Connections Services, formerly Asperger's services, are designed for students who are accessing the general education curriculum at or above grade level and require specialized instruction to address social and/or executive functioning needs. Students receive instruction in a continuum of settings to include self-contained classrooms and opportunities for inclusion in the general education environment and participate in enrichment and acceleration as needed.

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 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	Anuva Maloo

County Council

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

General Assembly

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

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

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

Legislative District 16	
Senator	Sara Love
Delegate	Marc A. Korman
Delegate	Sarah S. Wolek
Delegate	Teresa Woorman

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

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

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

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

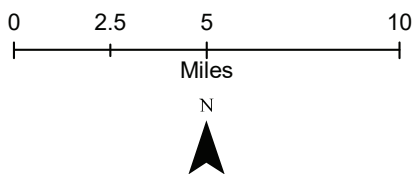
Legislative District 39	
Senator	Nancy J. King
Delegate	Gabriel Acevero
Delegate	Lesley J. Lopez
Delegate	W. Gregory Wims

Board of Education Districts

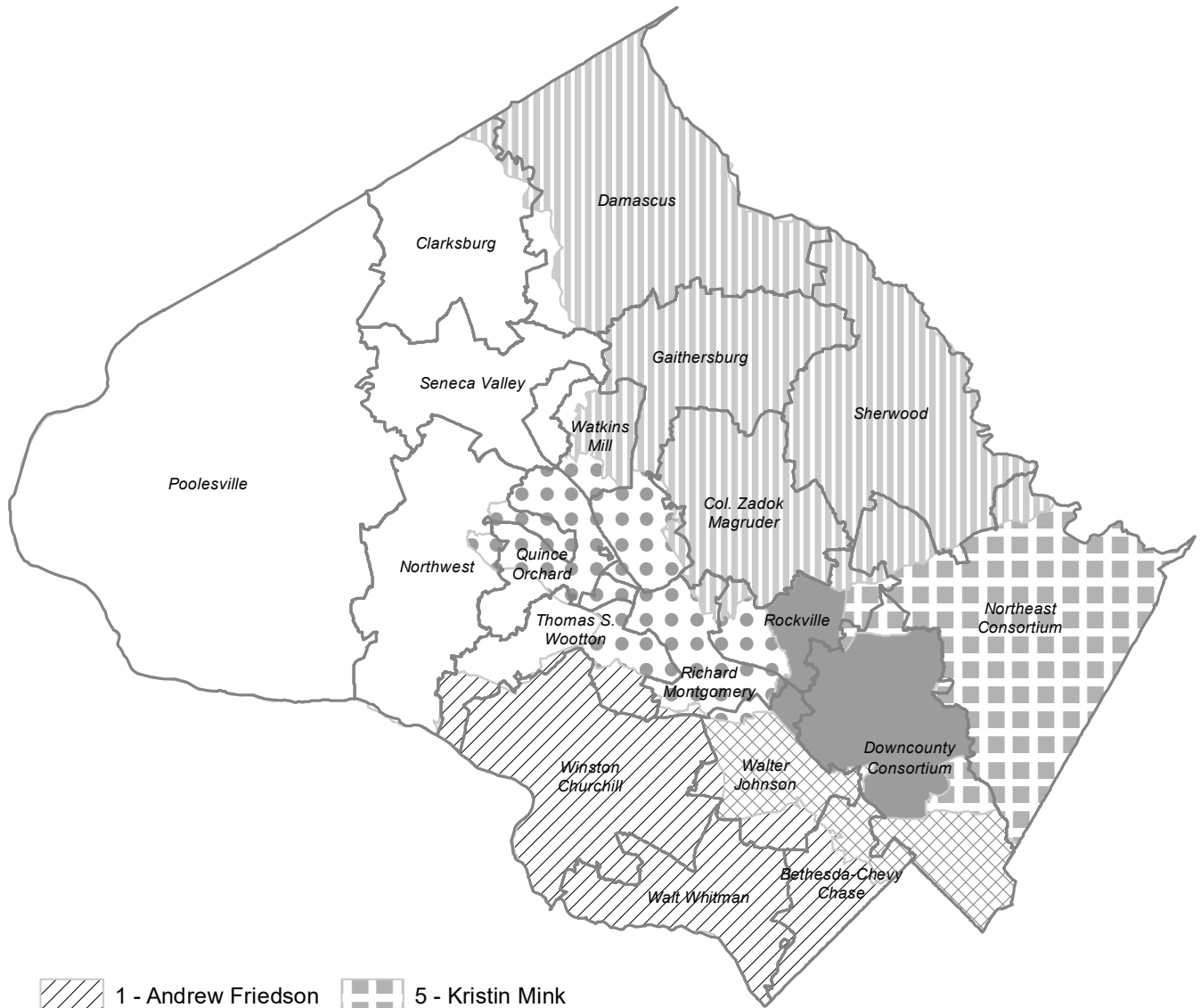


BOE Members at Large:
Rita Montoya
Karla Silvestre

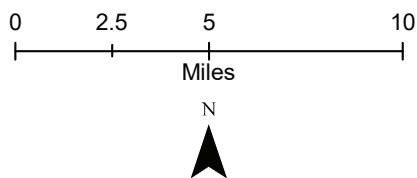
BOE Student Member:
Anuva Maloo



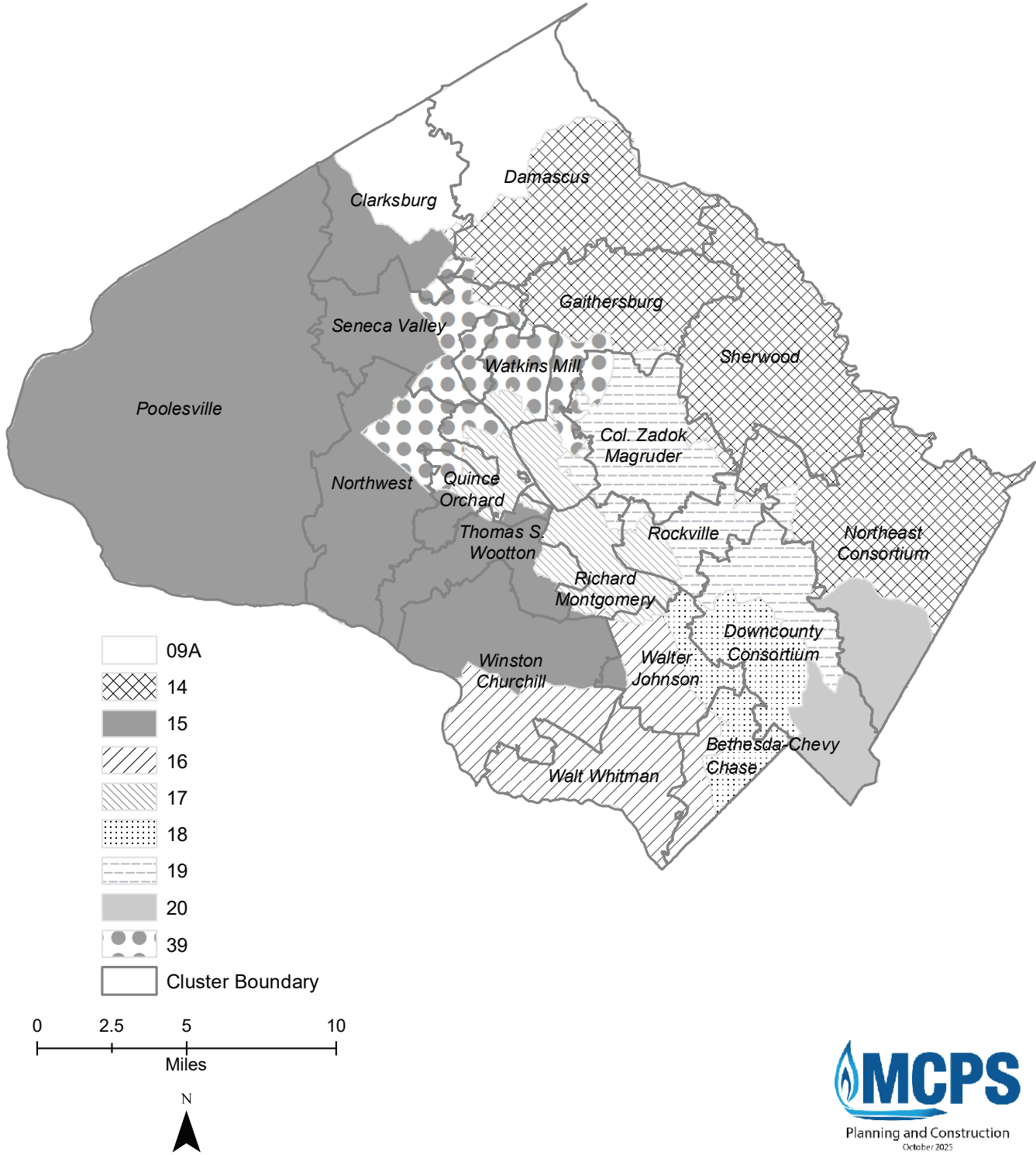
County Council Districts



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



Legislative Districts



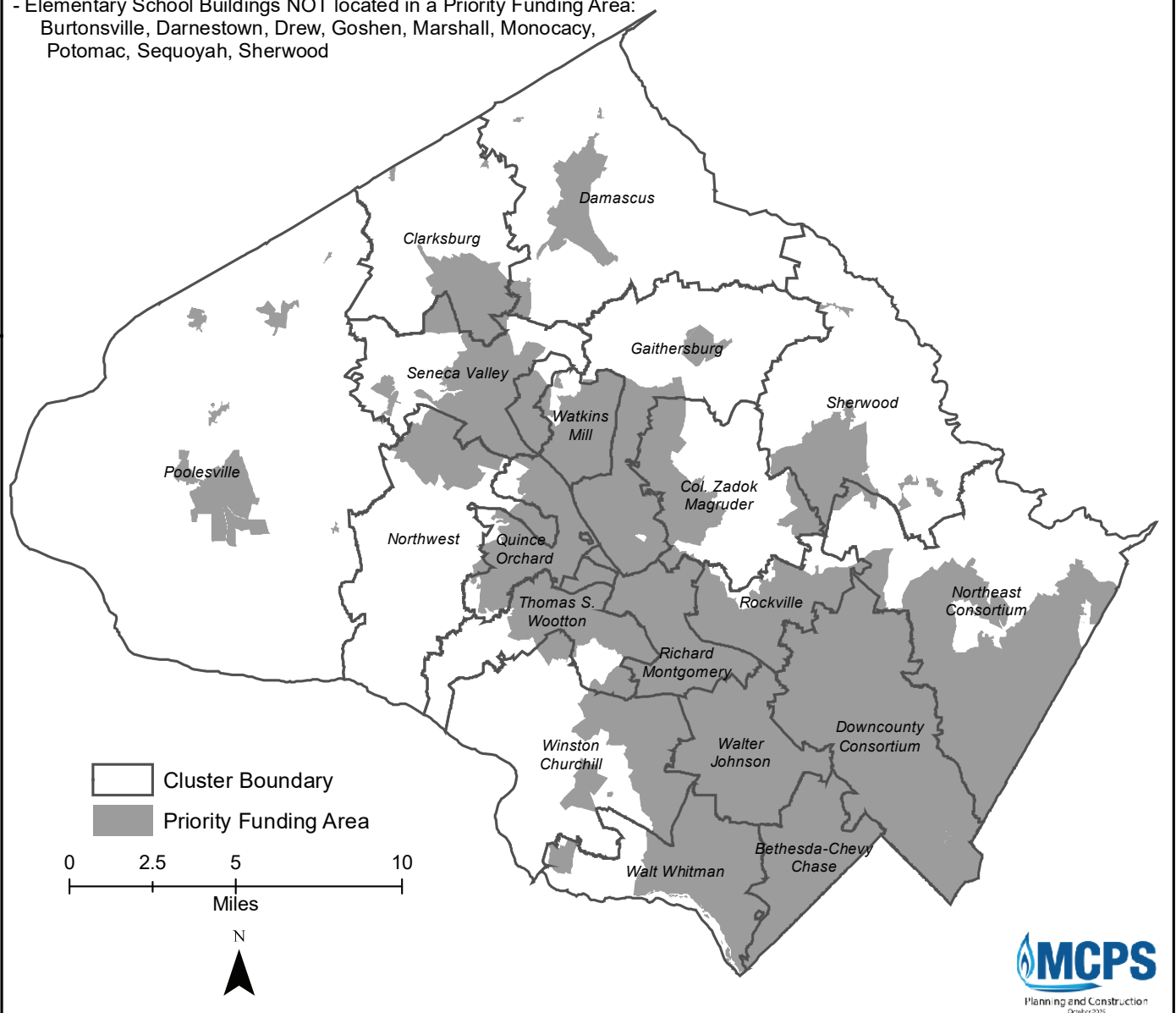
Appendix P

Priority Funding Areas

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

Priority Funding Areas in MCPS

- All MCPS Schools' Service Areas serve students from Priority Funding Areas
- High School Buildings NOT located in a Priority Funding Area:
Blake, Magruder, Sherwood
- Middle School Buildings NOT located in a Priority Funding Area:
Briggs Chaney, Farquhar, Redland, Rosa Parks
- Elementary School Buildings NOT located in a Priority Funding Area:
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: Division of District Operations; Division of Facilities Management

Educational Facilities Planning

A. PURPOSE

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

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

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

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

B. BACKGROUND

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

C. ISSUE

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

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

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

D. POSITION

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

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

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

1. Facility planning starts with an analysis of student enrollment projections; educational program requirements; facility utilization rates; school site size; capacity calculations; the impact of county planning as well as trends in development, land use, transportation, and housing patterns; and Facilities Condition Index as described in section D.1.c below.
 - a) Student enrollment projections take into consideration shifting demographics, while projected educational program requirements take into consideration existing and new program offerings.
 - b) School site size and capacity calculations comply with established guidelines adopted as part of the Board review of the superintendent of schools' recommended Capital Improvements Program.
 - c) The Facilities Condition Index (FCI) quantifies the depleted life and value of a facility's primary building systems, such as roofs; walls; windows; and heating, ventilation, and air conditioning (HVAC). The FCI is used to evaluate a building's overall condition – one of the factors that can influence the learning and working experience.
 - d) The Capital Improvements Program decision-making framework approach is used to identify and provide a basis for prioritizing options responsive to changing facility needs. A schedule of county-wide systemic replacement projects and major capital projects at specific schools shall be adopted and revised as appropriate as part of the Board review of the superintendent of schools' recommended Capital Improvements Program based on the analysis described above. These options may include –
 - (1) county-wide systemic replacement projects required to sustain schools in good condition and extend their useful life, such as replacement of heating, ventilation, air conditioning, and mechanical systems, roofs, and numerous other building and infrastructure projects; and

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

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

E. STAKEHOLDER INPUT

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

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

F. BOARD OF EDUCATION DELIBERATIONS AND PUBLIC HEARINGS

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

G. FACTORS TO BE CONSIDERED

1. When developing recommendations for the Board, the superintendent of schools will provide a rationale for each recommendation that demonstrates the extent to which any recommendation advances the factors below. While each of the factors will be considered, it may not be feasible to reconcile each and every recommendation with each and every factor.

2. Factors to be considered in selecting sites for new schools, changing school boundaries, or establishing geographic student choice assignment plans

a) Demographic characteristics of student population

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

b) Geography

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

c) Stability of school assignments over time

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

d) Facility utilization

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

3. Site selection

In addition to the foregoing factors, when evaluating potential new school sites, including nontraditional sites and those acquired through dedication or purchase and placed in the Board's inventory, the following factors should be considered: the geographic location relative to existing and future student populations and existing schools; size in acreage; topography and other environmental characteristics; availability of utilities; physical condition; availability and timing to acquire, and cost to acquire, if private property.

4. Facility design

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

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

H. DESIRED OUTCOMES

1. The educational facilities planning process will deliver high quality educational facilities to all students by –
 - a) identifying the infrastructure and other available options necessary,
 - b) responding to current and projected conditions,
 - c) incorporating the input of parents/guardians, students, as appropriate, staff, and the community and,
 - d) taking a balanced approach to decisions to maintain, upgrade, renovate, or replace building systems and facilities.
2. The Board expects all recommendations and decision making regarding selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, or closing or consolidating schools, to take into account the equity implications of Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.
3. Over time, facility planning processes will create increased opportunities for students to attend schools where they may attain the significant educational benefits of the broad diversity of students in Montgomery County.

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

I. REVIEW AND REPORTING

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

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

Policy History: Adopted by Resolution No. 257-86, April 28, 1986; amended by Resolution No. 271-87, May 12, 1987; amended by Resolution No. 831-93, November 22, 1993; amended by Resolution No. 679-95, October 10, 1995; amended by Resolution No. 581-99 September 14, 1999; updated office titles June 1, 2000; updated November 4, 2003; amended by Resolution No. 268-05, May 23, 2005; amended by Resolution No. 282-14, June 17, 2014; amended by Resolution No.436-18, September 24, 2018; amended September 25, 2025.

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

REGULATION **MONTGOMERY COUNTY PUBLIC SCHOOLS**

Related Entries: ABA, ABC, ABC-RA, ACA, ACD, ACG, ACG-RA, ACG-RB, DNA, ECM, ECM-RA, FAA, JEE, JEE-RA
Responsible Office: Division of District Operations

Educational Facilities Planning

I. PURPOSE

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

To set forth processes for the development of the Capital Improvement Program (CIP), the Educational Facilities Master Plan (Master Plan), and 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. The preliminary plan defines the general scope, scale, functional relationship, traffic flow, and cost of project components. The conceptual design conveys a clear and comprehensive image of the intended facility

improvements including conceptual organization of exterior and interior spaces, usage of interior and exterior materials, and selection of structural, mechanical, plumbing, and electrical system concepts. The preliminary plan is presented to the Board for approval.

5. Design development is the phase of the design process that refines the architectural plans and develops the infrastructure of the project including mechanical, electrical, and plumbing systems.
 6. Construction documents provide the details of construction that are incorporated into the drawings and specifications for use as contract documents to construct the facility.
- H. *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 Engagement*, and Board Policy FAA, *Educational Facilities Planning*.

IV. FACILITIES PLANNING ANALYSES

The facilities planning process starts with the following:

- A. *Student Enrollment Projections*
 1. Student enrollment projections are developed in coordination with the Montgomery County Planning Department’s county population forecast and other relevant planning sources.

2. Each fall, enrollment projections for each school are developed for a six-year period. Long-range forecasts project enrollment to the subsequent 10th and 15th year. The units of analysis for long-range forecasts are secondary school level, and the cluster or consortium level for elementary schools.
3. By April of each year, revisions to school enrollment projections for the next school year are developed to refine the projections and to reflect any changes in service areas, programs, or staffing.
4. The student enrollment projection methodology utilized is provided in an appendix to the CIP and Master Plan documents.
5. *Preferred ranges of enrollment* for schools includes all students attending a school.
 - a) The preferred ranges of enrollment for schools are —
 - (1) 450 to 750 students in elementary schools,
 - (2) 750 to 1,200 students in middle schools, and
 - (3) 1,600 to 2,400 students in high schools.
 - (4) Enrollment in special and alternative program centers may differ from the above ranges and generally is lower.
 - b) The preferred ranges of enrollment are considered when planning new schools or when recommending changes to existing schools. Departures from the preferred ranges may occur if circumstances warrant.
6. *School demographic profile and facility profile*
 - a) School demographic profile includes the racial/ethnic composition of a school's student population, the percentage of students participating in the Free and Reduced-price Meals System (FARMS) and English Language Development (ELD) programs, and school mobility rates.
 - b) *Facility Profiles* include room use by program and facility characteristics such as square footage, site size, year of opening,

adjacency to parks, and number of relocatable classrooms.

B. Educational Program Requirements

1. MCPS staff members in the Division of Facilities Management will work closely with educational program staff members in the Division of School Leadership and Improvement and the Division of Teaching and Learning to identify facility requirements for educational programs.
2. Projected program requirements take into account the effect of class size changes and other relevant factors, such as existing, new, and proposed changes to educational programs.

C. Program Capacity Calculations

1. Program capacity refers to the number of students that can be accommodated in a facility based on the educational programs at the facility. The MCPS program capacity is calculated as the product of the number of 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, ELD, 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, ELD, 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 usable site size of 7.5 acres that is capable of fitting the instructional program, including site requirements. The 7.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
 - 2. Middle schools—a preferred usable site size of 15.5 acres that is capable of fitting the instructional program, including site requirements. The 15.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.
 - 3. High schools—a minimum preferred site size of 35 acres that is capable of fitting the instructional program, including site requirements. The 35 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.

- G. The *Facility Condition Index (FCI)* quantifies the depleted life and value of a facility's primary building systems, such as roofs, walls, windows, and heating, ventilation, and air conditioning (HVAC). The FCI is used to evaluate a building's overall condition; one of the factors that can influence the learning and working experience. MCPS will establish a FCI baseline in the 2025-2026 school year. Once the baseline year has been completed, periodic FCI updates will occur on a recurring basis. Those updates will be made available publicly.

V. CLUSTER COMMENTS

- A. In June of each year, cluster representatives may submit to the superintendent of schools any facility-based concerns, priorities, or proposals that they have

identified for their schools in consultation with local PT(S)A leadership, principals, and the community.

- B. Cluster comments are to be considered in the development of facilities recommendations made by the superintendent of schools in the CIP.

VI. FACILITY PLANNING DECISION-MAKING FRAMEWORK

- A. Each year, after new student enrollment projections are developed and other analyses set forth above are completed, and taking into account cluster comments, MCPS staff identifies and prioritizes projects to address evolving facility needs. The CIP decision-making framework will incorporate multiple factors to ensure equitable and effective investment of resources. Together, these criteria provide a framework for making informed, transparent, and strategic decisions about capital investments across the school system. Key factors include:
 - 1. The Facility Condition Index: the physical condition of a building and its major systems as defined above.
 - 2. Educational Adequacy: The extent to which the facility supports modern instructional practices and program requirements.
 - 3. Enhanced Student Needs: The unique requirements of student populations, including specialized programs and support services.
 - 4. Facility Utilization: Enrollment projections as compared to program capacity.
- B. Once priorities have been established, staff shall determine the best option for responding to facility needs and capacity requirements 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, renew, adapt, repurpose, or replace existing facilities; or reuse or upgrade existing space in other facilities as appropriate. Such project options also include construction of new facilities or additions to existing facilities.

- B. Options for responding to facility needs and capacity requirements also may include, as appropriate, adjustments of capacity through 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 ; 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 Educational Facilities Master Plan (hereafter referred to as 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 Engagement*, and Board Policy FAA, *Educational Facilities Planning*, MCPS will seek stakeholder engagement for the purpose of advising the superintendent of schools regarding the impact on the community of staff-developed facility-related options for the processes specified in Section V.A.1.
 - a) The superintendent of schools will publicize opportunities to

provide input and direct staff to seek –

- (1) input from multiple stakeholders,
 - (2) broad representation from affected communities, and
 - (3) a variety of viewpoints.
- b) The primary stakeholders in the planning process are parents/guardians, staff, and students in affected communities. Additional stakeholders may include representatives of MCCPTA, local PT(S)As, or other parent/guardian or student groups; along with representatives of MCPS employees; affected municipalities; local government agencies; civic groups; and other countywide organizations, as appropriate.
- 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 family engagement in their children's schools, options should, unless otherwise required, take into account the geographic proximity of schools to the communities served, 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 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 develop 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	Summer

the adopted CIP and consider issues for the upcoming CIP or amendments to the CIP.	
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	January 15

or amendments to County Council.	
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; revised October 8, 2025.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries:	ABA-RA, ABA-EA, ABC, ACA, BFA, BFA-RA, BMA, IOD, IOD-RA, KBA
Responsible Offices:	Office of the Chief of Staff; Chief of Strategic Initiatives; Chief of School Support and Well-being

Community Engagement

A. PURPOSE

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

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

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

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

B. ISSUE

1. Understanding and valuing the ideas, interests, expectations, and concerns of the diverse students, families, staff, and other stakeholders of Montgomery County is necessary to ensure the district's goal that all students are prepared for college, career, and community.
2. The Board recognizes the complexity of effective, inclusive, and equitable engagement practices, and the need for guidelines and structures for stakeholders and staff. Clear expectations, guidelines, and resources, are needed so that engagement efforts do not exclude stakeholders who may be most adversely

affected by certain decisions or whose viewpoints have been traditionally marginalized

3. Research-based models of public participation and engagement shall inform the processes below and promote clearly stated objectives for the public's role, appropriate commitment of resources and time to design meaningful and inclusive engagement and public participation activities, and ongoing efforts to create culturally responsive environments where diverse views may be heard and considered in an atmosphere of mutual respect.
4. Certain operational processes may require additional engagement protocols, and this policy is not intended to supercede those processes, including, but not limited to, Policy FAA, *Educational Facilities Planning*, and Regulation FAA-RA, *Educational Facilities Planning*.

C. DEFINITIONS

1. A community engagement *goal* is the purpose for which community members are brought together. For the purposes of this policy, the goals shall be clearly communicated as follows:
 - a) *Inform* means to provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions; or
 - b) *Consult* means to obtain public feedback on analyses, alternatives, and/or decisions; or
 - c) *Involve* means to work directly with the public throughout a process to ensure that public concerns and aspirations are consistently understood and considered; or
 - d) *Collaborate* means to partner with the public for advice and innovation in formulating recommended solutions and incorporate their recommendations into the decisions to the maximum extent possible.
2. *Community members* refers to the constituents with a vested interest in a high-quality public school system for the education of all Montgomery County students. These will include, as appropriate, MCPS students, parents/guardians, and staff as well as those who advocate on behalf of students, parents/guardians, and staff, including, but are not limited to, Montgomery County residents; community-based organizations; or groups who advocate on behalf of students on the basis of race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status,

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

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

D. POSITION

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

1. In alignment with Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, the Board affirms the importance of applying an equity lens and culturally responsive and antiracist approaches that address the impact on all students of any program, practice, decision, or action, with a strategic focus on marginalized student groups.
2. The Board may seek community engagement to inform its decision-making processes and provide opportunities to hear and consider community concerns, comments, and recommendations regarding the development of Board policies, as set forth in Board Policy BFA, *Policysetting*, and other decisions, using the best interest of students as a guiding principle. Although the Board will consider carefully community input gathered through community engagement strategies, the final responsibility for Board-designated decisions rests with the Board.
 - a) This policy aligns with Board Policy ABC, *Parent and Family Involvement*, Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, and Board Policy KBA, *Policy on Public Information*, which promotes accessibility of public information to the broadest community possible and provides interpretation and translation services.
 - b) As a substantial portion of Board decisions affect students directly, public engagement activities set forth in this policy shall intentionally include students who reflect the diversity of the student body as much as possible.
3. The Board encourages community-initiated engagement to inform its decision-making processes and welcomes multiple and varied opportunities for the

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

4. The Board, central office, and school-based staff will show evidence of using culturally responsive engagement planning and implementation guides and resources in the initial planning, implementation, and evaluation of all community engagement. Engagement goals (e.g., to inform, involve, consult, or collaborate) shall be clearly stated and appropriate to the task, and engagement practitioners shall be mindful of the guiding questions below when designing engagement activities:
 - a) Participants (Who will be most impacted by this decision? Who needs to be involved to make the most effective decision?)
 - b) Students (How will students who reflect the diversity of MCPS be included in ways that they feel heard?)
 - c) Outreach (What are the best strategies to engage the participants)
 - d) Process (How will the engagement process be organized and facilitated to ensure that the participants can participate effectively?)
 - e) Evaluation (How do we know that our efforts were effective?)
5. The Board, central office, and school-based staff will implement and evaluate all community engagement with guiding questions such as the following:
 - a) Whom does this practice or decision serve or neglect?
 - b) Whose voices are dominating or lacking from the conversation?
 - c) What adverse impacts or unintended consequences could result from this decision?
 - d) What steps are in place for ongoing data collection and reflection of the outcomes?
 - e) Are diverse identities and perspectives represented and informing the implementation of the practice/decision?
6. Participation techniques may include any method(s) appropriate to the participation goals, such as, but not limited to the following:
 - a) Community-initiated methods of engagement, including public testimony

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

- b) Broad public outreach through surveys, public comment data capture, community events, door-to-door contact, or other methods of receiving and analyzing public input on a large scale.
 - c) Dialogue in facilitated small-group discussions, in person, or in virtual space, where members of the public may introduce topics of interest, raise questions, or discuss content or questions prepared by presenters, including—
 - (1) public meetings where participants are provided the opportunity to engage in facilitated small-group discussions;
 - (2) study circles, which provide training to both leaders and participants to engage in challenging topics and seek common ground;
 - (3) focus groups of participants, typically selected on the basis of some common interest or experience; or
 - (4) task forces or charettes, typically composed of participants selected on the basis of their technical expertise to analyze technical issues.
 - d) Presentations or large-group meetings where participants receive information in a public forum, provide testimony or ask questions, or may be provided opportunities for facilitated small-group discussions.
6. The Board is committed to providing appropriate time, financial support, professional learning, and MCPS staff to design, facilitate, and conduct community engagement activities.
7. Prior to its action on decisions about which the Board has requested community engagement, the following information shall be included in materials provided for the Board's deliberation:
- a) A summary of community engagement activities conducted, which should include a description of the participants, the participation goals, the participation results, and the techniques used to reach community members;
 - b) A summary of how students were engaged or an explanation as to why students were not engaged; and

- c) A summary of focus areas and/or preferences identified, even if consensus recommendations are not obtained.
- 8. Regarding Board decisions about issues specific to local school communities, the Board will make every effort to ascertain and respect the preferences of students, families, and staff of that school.
 - a) The Board affirms the primacy of engagement through local schools communicating directly with their own communities.
 - b) The superintendent of schools/designee is responsible for providing support and technical assistance as needed to local administrators to design and implement robust participation goals and activities consistent with this policy.

E. DESIRED OUTCOME

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

F. IMPLEMENTATION STRATEGIES

- 1. The superintendent of schools will–
 - a) create and maintain a cross-office committee responsible for supporting culturally responsive community engagement, and developing and updating implementation guides and/or resources, and
 - b) provide training and support for staff at all levels on how to implement inclusive, culturally responsive, and antiracist strategies for community engagement.
- 2. The Board will seek community input, involvement, consultation, or collaboration, as appropriate, on Board decisions related to policies, including curriculum, facilities, and funding issues, from a broad spectrum of our culturally and linguistically diverse community.

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

G. REVIEW AND REPORTING

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

Policy History:

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

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: JEE-RA, KLA, KLA-RA
Responsible Office: Chief Operating Officer

Student Transfers

A. PURPOSE

To explain the limited circumstances under which students may be granted a transfer, referred to as a Change of School Assignment (COSA), to attend a school other than their home school or the school assigned in accordance with their Individualized Education Program (IEP)

B. ISSUE

Students are expected to attend the school within the established area in which they reside (home school) or assigned in accordance with their IEP. Students may submit applications for COSAs from the home school or the school assigned through the IEP process in cases of documented unique hardship, a recent family move within Montgomery County, and in certain circumstances to permit a sibling to attend the same school as another sibling.

C. POSITION

1. A student may apply for a COSA based on any of the following criteria:

a) **Unique Hardship**

Students may apply for a COSA when extenuating circumstances related to their specific physical, mental, or emotional well-being or their family's individual or personal situation that could be mitigated by a change of school environment. However, problems that are common to large numbers of families do not constitute a unique hardship, absent other compelling factors. Documentation that can be independently verified must accompany all hardship requests, or the request will be denied. Examples of such unique hardships include, but are not limited to, the following:

(1) **Child care**

Parents/guardians must demonstrate extenuating circumstances, in obtaining age-appropriate supervision of school students before and/or after school because –

- (a) their work hours extend significantly beyond the typical hours for available child care programs and activities located within the home school or otherwise easily accessible child care programs; and /or
 - (b) significant financial constraints limit the family’s ability to otherwise access child care, or other student specified needs. The extenuating circumstances must be extremely significant for students beyond the elementary level.
- (2) When there are extenuating circumstances involving the physical, mental, or emotional well-being of the student.
- (a) Parents/guardians seeking COSAs for this reason should provide documentation of –
 - (i) ongoing treatment by a health care provider of issues related to the student’s physical, mental, or emotional well-being that are directly related to or significantly impacted by the school environment; and/or
 - (ii) a significant health issue with unique care requirements (e.g., frequent medical appointments far from the student’s home school and/or the parent/guardian’s work location).

In the absence of such documentation, evidence of such extenuating circumstances may be obtained through consultation with school staff.

b) Family Moves

Students whose families have moved within Montgomery County, during the school year, who wish their student to continue attending their former home school may request a COSA without demonstrating a unique hardship. Such requests should be submitted immediately after the family moves, and such requests will be granted for the remainder of the current

school year only, with the exception that students in Grades 11 or 12 may be granted a COSA to stay through high school graduation.

c) Siblings

- (1) When a sibling seeks to attend the school where a sibling will be enrolled in the regular/general school program, or a special education program, during the year the sibling seeks to enroll
- (2) For elementary school students only, when a sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for siblings on a case-by-case basis
- (3) Such approvals require consideration of available classroom space, grade-level enrollment staffing allocations, or other factors that impact the schools involved.
- (4) Section (1), (2) and (3) above do not apply if a boundary change has occurred.
- (5) For the purpose of this policy, siblings include step-brothers and sisters, and half-brothers and sisters.

d) MCPS Staff

- (1) Consistent with MCPS strategic priorities to encourage and support school-based staff who work in Title I Schools, Innovative School Year Calendar Schools, or Focus Schools, staff based in any one of those schools may request a transfer for their own child to attend the school which they work under the following conditions:
 - (a) The staff member is assigned to work in one of the above referenced schools for the upcoming school year in a budgeted full-time equivalent (FTE) position that is eligible for leave, retirement, and health benefits coverage; and
 - (b) The staff member is a Montgomery County resident, and the student is otherwise eligible to enroll in MCPS; and

- (c) The request is accompanied by a plan for childcare or other supervision during all times during the staff member's duty day.
 - (2) If the student's enrollment in the school in which the staff member works becomes an impediment to the staff member's ability to perform their duties satisfactorily, the student transfer may be rescinded.
 - (3) The superintendent of schools may establish a process and timeline for consideration of such requests, as well as limit eligibility based on staff performance or conduct concerns.
 - (4) MCPS staff who do not work in one of the schools identified in this section may otherwise apply for COSAs for their children in accordance with requirements of this policy and related regulations.
2. COSAs are subject to the following procedures:
- a) COSA applications are to be submitted between the first school day in February and the first school day in April of the school year preceding the year of the desired transfer. Every effort will be made to notify parents/guardians and students of the decision regarding their COSA request by May 31. COSA requests submitted after the first school day in April will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to the first school day in April. Documentation supporting this situation must be supplied.
 - b) High school students who receive an approved COSA out of their current feeder pattern must attend the new school for one calendar year to be eligible to participate in athletics. A waiver from this restriction may be requested.
 - c) Parents/guardians accepting a COSA assume responsibility for transportation, and recognize that student parking is regulated on a school-by-school basis.
 - d) Reassignment from one consortium school to another after lottery assignments are finalized for that year are handled through the Division of Consortia Choice and Application Program Services, based on a unique hardship.

- e) The COSA application will be approved or denied after considering –
 - (1) the reasons for the request;
 - (2) for students receiving special education services, whether the IEP can be implemented at the requested school;
 - (3) applicable staffing and services available at the requested school;
 - (4) school capacity, including grade level and cluster capacity, and other issues that implicate the ability of the school to admit new students; and
 - (5) if the requested school has a utilization rate of less than 80 percent, the request may receive special consideration after factoring in any issues of capacity at the grade or cluster level.
- 3. Students attending an elementary school on a COSA must reapply for a COSA to attend a middle school other than their home middle school. Starting with students who enter 6th grade during school year 2021-2022, a student attending a middle school on a COSA seeking to attend the high school in that middle school's feeder pattern will have to reapply for a COSA. Starting with students who enter 3rd grade in 2021-2022, students in a middle school immersion program must apply for a COSA in order to attend a high school other than their home school, including the high school in that middle school's feeder pattern.
- 4. Students who have been admitted to countywide programs, regional programs, or programs specifically identified by the superintendent of schools in a publication that will be issued annually and distributed broadly to promote equitable access to these programs are not required to obtain a COSA to attend a school other than their home school. MCPS reserves the right to require students to return to their home school if they cease participation in the program.
- 5. MCPS shall implement a process, separate from the COSA process described in this policy, for the purpose of considering certain academic transfer requests for high school students as described below.
 - a) Students may request academic transfers to participate in either –
 - (1) a multi-year sequence of related courses, as defined in the district or school course catalog, that is not available at the student's home school, or

- (2) a multi-year single course sequence, as defined in the district or school course catalog, that is not available at the student's home school.
 - b) Such a process will include deadlines for submission of academic transfer requests that align with MCPS timelines for course registration and staffing needs.
 - c) Such transfers will be permitted only if space is available after local students enroll.
 - d) Consistent with the district's strategic priorities, MCPS may also consider adjustments to academic programming at the student's home school in lieu of granting the academic transfer request.
 - e) MCPS reserves the right to require students to return to their home school if they withdraw from the course-sequence for which the academic transfer request was granted.
6. Any child who has an older sibling who is currently enrolled in a language immersion program, and will continue to be enrolled in that language immersion program the year the younger sibling seeks to enroll, may participate in a lottery established by the superintendent of schools for admission into the language immersion program. Such lottery shall include a weighting process that takes into consideration factors to include: (a) students who have an older sibling who is currently enrolled in a language immersion program and will continue to be enrolled in that language immersion program in the year the younger sibling seeks to enroll; (b) socio-economic status and poverty; and, (c) other factors as identified by the superintendent of schools, such as, in specific circumstances, a catchment area. Any child who has an older sibling who was enrolled in a language immersion program during the 2017-2018 school year and has an older sibling who will continue to be enrolled in the language immersion program the year the younger sibling seeks to enroll, may enroll in the language immersion program without the necessity of participating in the lottery conducted for admission into that program.

D. DESIRED OUTCOMES

- 1. To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations and staffing allocations of the individual schools
- 2. To provide a process for students to receive a COSA when circumstances arise regarding a documented unique hardship, a recent family move within Montgomery

County, or certain circumstances to permit a sibling to attend the same school as another sibling

3. To provide clarity that the COSA process is distinct from the admissions processes for countywide programs, academic transfer requests, and administrative placements initiated by MCPS staff, the criteria for which are established by the superintendent of schools through administrative regulation

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

F. REVIEW AND REPORTING

This policy will be reviewed on an annual basis in accordance with the Board of Education policy review process.

Policy History: Resolution No. 288-72, April 11, 1972, amended by Resolution No. 825-72, December 12, 1972, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. 517-86, September 22, 1986; reviewed February, 1995; amended by Resolution No. 92-02, March 12, 2002; non-substantive modification, November 16, 2006; amended by Resolution No. 124-17, March 17, 2017; amended by Resolution No. 457-20 and Resolution No. 458-20 on October 6, 2020.

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACA, COA-RB, COA-RC, IOI-RA, JEE, JGA, JGA-RA, JGA-RB, JGA-RC, FAA

Responsible Divisions: Division of School Leadership and Improvement; Division of Teaching and Learning

Student Transfers and Administrative Placements

I. PURPOSE

To establish procedures concerning within-county Changes of School Assignments (student transfers) and administrative placements

II. BACKGROUND

Students are expected to attend the school for the established attendance area in which they reside or the school to which they are assigned in accordance with an Individualized Education Program (IEP). As set forth in Montgomery County Board of Education Policy JEE, *Student Transfers*, a Change of School Assignment (COSA) request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (i.e., a student who has reached 18 (the age of majority) or is emancipated prior to the age of 18), or Montgomery County Public Schools (MCPS) staff.

III. DEFINITIONS

- A. The *assigned school* is a school other than the student's home school. The assigned school is the school assigned in accordance with the student's Individualized Education Program (IEP); participation in a countywide, regional, or other program established by the superintendent of schools; or administrative placement. When a student is granted a COSA, the requested school becomes the assigned school.
- B. The *home school* is the school within the established attendance area in which the student resides.

IV. TIMELINES AND APPLICATION PROCEDURES FOR REQUESTING A CHANGE OF SCHOOL ASSIGNMENT (COSA)

A. Application Procedures

1. To request a transfer to a school other than a student's home school, parents/guardians/eligible students may locate the annual COSA booklet—which contains student transfer procedures, deadlines, and the transfer request form—on the MCPS website or from their home school.
2. MCPS Form 335-45, *Request for COSA*, is available at every MCPS school and on the MCPS website in multiple languages.

B. Timelines

1. Timelines for COSA requests are established and updated each year in the COSA booklet, in compliance with Board Policy JEE, *Student Transfers*, and shared with schools and the community in late January every year.
2. Students must enroll in and attend their home school while a COSA request is being processed.
3. The completed MCPS Form 335-45 must be submitted to the principal/designee of the student's home school by the deadline stated in the COSA booklet.
 - a) The principal/designee of the student's home school will sign the form to signify verification of residency and acknowledge the request. Such a signature does not constitute agreement or disagreement with the request.
 - b) The student's home school will forward the completed form to the Student Support and Attendance Services (SSAS) for processing.
 - c) The SSAS will complete a review prior to making a decision.
4. Students receiving special education services available in all schools (for example, Speech and Language, Home School Model, Hours-based Staffing, or Learning and Academic Disabilities Services) should follow the regular COSA process.
 - a) If the student's Individualized Education Program (IEP) requires special education services that are not offered in all schools, the

parent/guardian/eligible student should indicate on the COSA form that the student receives special education services in a specialized program, in addition to submitting appropriate documentation indicating the reason for the COSA request.

- b) Decisions regarding requests for students receiving special education services that are not available in all schools will be made after July 1.
- 5. The parent/guardian/eligible student will receive written notification of approval or denial of a COSA request from the SSAS.
- 6. The home and requested schools will be notified that the request has been approved or denied.

V. STUDENT TRANSFERS SUBJECT TO AUTOMATIC APPROVAL

The following student transfers are automatically approved but require submission of MCPS Form 335-45, *Request for a COSA*, for record-keeping purposes:

- A. Paired schools are considered one school for COSA purposes. However, if students attend a paired elementary school on an approved COSA, they must submit a new MCPS Form 335-45, *Request for a COSA* (which will automatically be approved), to attend the upper elementary grade school. Each pairing has unique characteristics that can impact the implementation of transfers.
- B. Students assigned to Poolesville Elementary School who wish to attend Monocacy Elementary School must submit MCPS Form 335-45, *Request for a COSA*, which will automatically be approved.
- C. Out-of-area students in Downcounty Consortium middle school special programs are guaranteed enrollment in a Downcounty Consortium high school by participating in the *Choice* Process lottery.

VI. RETURNING TO THE STUDENT'S HOME SCHOOL

- A. A parent/guardian/eligible student may elect for a student to return to their home school at any time if the student–
 - 1. is attending a school on an approved COSA; or
 - 2. attends a countywide or regional program, or a program specifically identified by the superintendent of schools.

3. Students who are attending a school other than their home school because they are participating in a countywide or regional program will be required to return to their home school if they discontinue participation in such program.
- B. A student's return to their home school is determined by the appropriate MCPS administrator as follows:
1. Returning to a home school from a school assigned through a student's IEP is determined on a case-by-case basis by the Office of Special Education.
 2. Returning to a home school from a school assigned through an administrative placement as set forth in section VII.
 3. A principal may request the SSAS director to rescind a student's COSA with proper cause. Where safety is not a concern, the SSAS director will consider whether the principal/designee has notified the parent/guardian/eligible student of any concerns and whether available supports and appropriate behavior intervention strategies have been considered and attempted to allow the student to remain and either failed or were determined to be inappropriate for the maintenance of a safe, positive learning environment.
 4. COSA requests after an extended suspension generally are not approved and will be addressed by the SSAS director, in consultation with the school principals involved.
- C. When a student must reapply for a COSA
1. In certain circumstances, COSAs may be limited to one year only.
 - a) In cases where a family moves during a school year, a COSA may be granted to complete the school year (with certain exceptions set forth in Board Policy JEE, *Student Transfers*, section C.1.b).
 - b) In such cases, students must enroll in their home school for the next school year, unless parents/guardians/eligible students reapply for and receive a COSA to continue in the assigned school the next year.
 2. Unless otherwise set forth above, COSAs are granted for sufficient years to allow the student to complete grades at that school, and students must

reapply for a COSA to attend the next school in that feeder pattern. See Board Policy JEE, *Student Transfers*, section C.3.

VII. ADMINISTRATIVE PLACEMENTS

- A. MCPS has the authority and reserves the right to reassign a student to a different school or alternative instructional program for safety reasons.
- B. The Division of School Leadership and Improvement (DSLII) staff members are responsible for monitoring the academic progress, student engagement, and social adjustment of students with administrative placements. Students who are administratively placed have the right to participate in athletics and other extracurricular activities on placement.
- C. Administrative Placement Requested by DSLII
 - 1. A principal may request the administrative placement of a student for safety reasons through the appropriate DSLII area superintendent.
 - 2. Consistent with Board Policy JGA, *Behavior Intervention, Safety, and Well-being Plan*, the DSLII 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 DSLII area superintendent submits the request to the SSAS director, who will, in consultation with the principal, the pupil personnel worker (PPW) assigned to the student's home school, and the appropriate DSLII 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 SSAS director—
 - a) approves or denies the DSLI-initiated administrative placement request; and
 - b) if the request is approved, the SSAS director selects the school where the student will be placed.
 5. A conference may be scheduled by the PPW with the principal, the parent/guardian, and the student to review the reason(s) for the administrative placement.
 6. The parent/guardian or eligible student may appeal the SSAS director's decision to administratively place the student. The appeal must be submitted to the Division of District Operations/Student Conduct and Appeals within 15 calendar days, following procedures set forth in section VIII.
 7. The parent/guardian or eligible student may request a review of the school assignment following procedures set forth in section VII.F.
 - a) If the parent/guardian/eligible student is also seeking an appeal of the decision to administratively place the student, the review of school assignment will wait until the resolution of that appeal.
 - b) See also section VIII.D, 3-4.
- D. Administrative Placement Initiated by the Superintendent of Schools/Designee
1. An administrative placement may be initiated by the superintendent of schools/designee.
 2. The parent/guardian or eligible student may appeal the superintendent of schools/designee's decision to administratively place the student. The appeal must be submitted to the Board of Education within 10 calendar days, following procedures set forth in section VIII.
- E. Administrative Placement Involving a Reportable Offense
- MCPS Regulation COA-RC, *Responding to Reportable Offenses by Students*, sets forth the requirements and procedures for developing an educational program and safety plan for a student who has been arrested for a reportable offense, which means an offense that occurred off MCPS property and involved certain crimes of

violence defined in COMAR.13A.08.01.17.A.(8)(c). These crimes of violence include, but are not limited to, arson; assault; burglary; criminal organization activity; offenses related to controlled dangerous substances and noncontrolled substances; offenses related to destructive devices and weapons; and using a minor to manufacture, deliver, or distribute a controlled dangerous substance.

School of Assignment for Administrative Placements

1. The SSAS director assigns the school where a student will be administratively placed. The school assignment will take into consideration school capacity, transportation, and opportunities for the student's overall school success, including positive peer relationships and engagement in the school community.
2. The PPW may schedule a conference with the parent/guardian and the student to consider possible schools to which the student may be assigned.
3. When the superintendent of schools/designee determines an administrative placement is necessary following an extended suspension, the SSAS 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 SSAS director, who will review the request.
- b) If the SSAS 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 DSLI	Administrative Placement by Superintendent	School of Assignment (for Administrative Placements)
To superintendent within 15 calendar days of the denial decision	To superintendent within 15 calendar days of the rescission decision	To superintendent within 15 calendar days of the placement decision	See below (appeal directly to the Board)	Request a review of the assigned school by the director of SSAS. If unsatisfied with SSAS decision, appeal to the superintendent within 15 calendar days of SSAS decision.
To Board within 30 calendar days of the superintendent/designee's decision	To Board within 30 calendar days of the superintendent/designee's decision	To Board within 10 calendar days of the superintendent/designee's decision	To Board within 10 calendar days of the superintendent/designee's decision	To Board within 30 calendar days of the superintendent/designee's decision

A. Appeals to the Superintendent of Schools

1. The chief of the Division of District Operations serves as the superintendent of schools' designee for appeals of COSA decisions and administrative placements (except for administrative placements initiated by the superintendent of schools).
2. Appeals of a COSA denial, COSA rescission, or administrative placement must be made in writing and must be received by the superintendent of schools/designee within 15 calendar days of the date of the decision letter (except when the administrative placement was initiated by the superintendent of schools, see section VIII.E.1).

3. The appeal should state the reasons for seeking a review of the decision and include any additional information to be considered.
4. The superintendent of schools/designee will review all available information before issuing a decision.
5. Although the matter is usually considered based on the documents received and telephone conferences, in-person conferences may be arranged by the superintendent of schools/designee's hearing officer.
6. Decisions will be made promptly, given the number, complexity, and timing of appeals being handled at the same time.

B. Appeal of a Denied COSA Request

1. A COSA request that is denied may be appealed to the superintendent of schools/designee.
2. The student must enroll in and attend the home school while the appeal of a COSA denial is in process, except in the case of administrative placements.
3. Appeals of COSA denials received by the superintendent of schools/designee before July 1 will be decided prior to the beginning of school.

C. Appeal of a Rescinded COSA

1. If a student's COSA is rescinded, the rescission may be appealed to the superintendent of schools/designee.
2. The student may remain enrolled in the assigned school (i.e., the school to which the student had received a COSA) during the appeal.
3. If the superintendent of schools/designee upholds the rescission, the student returns to their home school. The student remains in their home school if the parent/guardian/eligible student chooses to appeal to the Board of Education.

D. Appeal of an Administrative Placement

1. The decision to administratively place a student may be appealed to the superintendent of schools/designee, except when the administrative

placement was initiated by the superintendent of schools (see section VIII.E.1).

2. The school to which a student was administratively placed may be appealed to the superintendent of schools/designee, after first requesting a review by the SSAS director (see section VII.F).
3. The student must remain in the assigned school to which the student was administratively placed during the appeal, except as specified in VIII.C.3.
4. When an administrative placement follows an extended suspension, the student may stay at the school attended during the extended suspension, or they may attend the school to which they were assigned following the suspension.

E. Appeal to the Board of Education

1. An appeal of the decision of the superintendent of schools/designee must be made in writing and received by the Board—
 - a) within 30 calendar days of the date on the superintendent of schools' decision letter regarding a COSA denial or COSA rescission.
 - b) within 10 calendar days of the date on the superintendent of schools' decision letter regarding a decision to administratively place the student.
2. Appellants are strongly encouraged to file any appeal as soon as possible.
3. As set forth in Board Policy BLB, *Rules of Procedure in Appeals and Hearings*, the superintendent of schools/designee will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal.
4. During the Board appeal process, the student should be enrolled in the school stipulated in the decision made by the superintendent of schools/designee.
5. The Board's decision will be rendered in writing, based on procedures set forth in Board Policy BLB, *Rules of Procedure in Appeals and Hearings*.

Regulation History: Formerly Regulation 265-2, February 22, 1980, revised January 23, 1992, revised April 25, 1994; revised

December 23, 1994; revised December 30, 1997; revised July 20, 1998; revised December 2, 1999; updated office titles June 1, 2000; revised December 6, 2000; revised January 7, 2002; revised January 10, 2003; revised November 29, 2006; non-substantive revision, November 27, 2007; non-substantive revision, November 17, 2008; revised January 04, 2010; revised November 18, 2010; revised, December 12, 2011; revised December 20, 2012; revised November 6, 2013; revised December 13, 2013; revised April 5, 2018; revised January 7, 2019; revised September 28, 2023; revised November 21, 2024; technical update of directory information October 9, 2025.

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

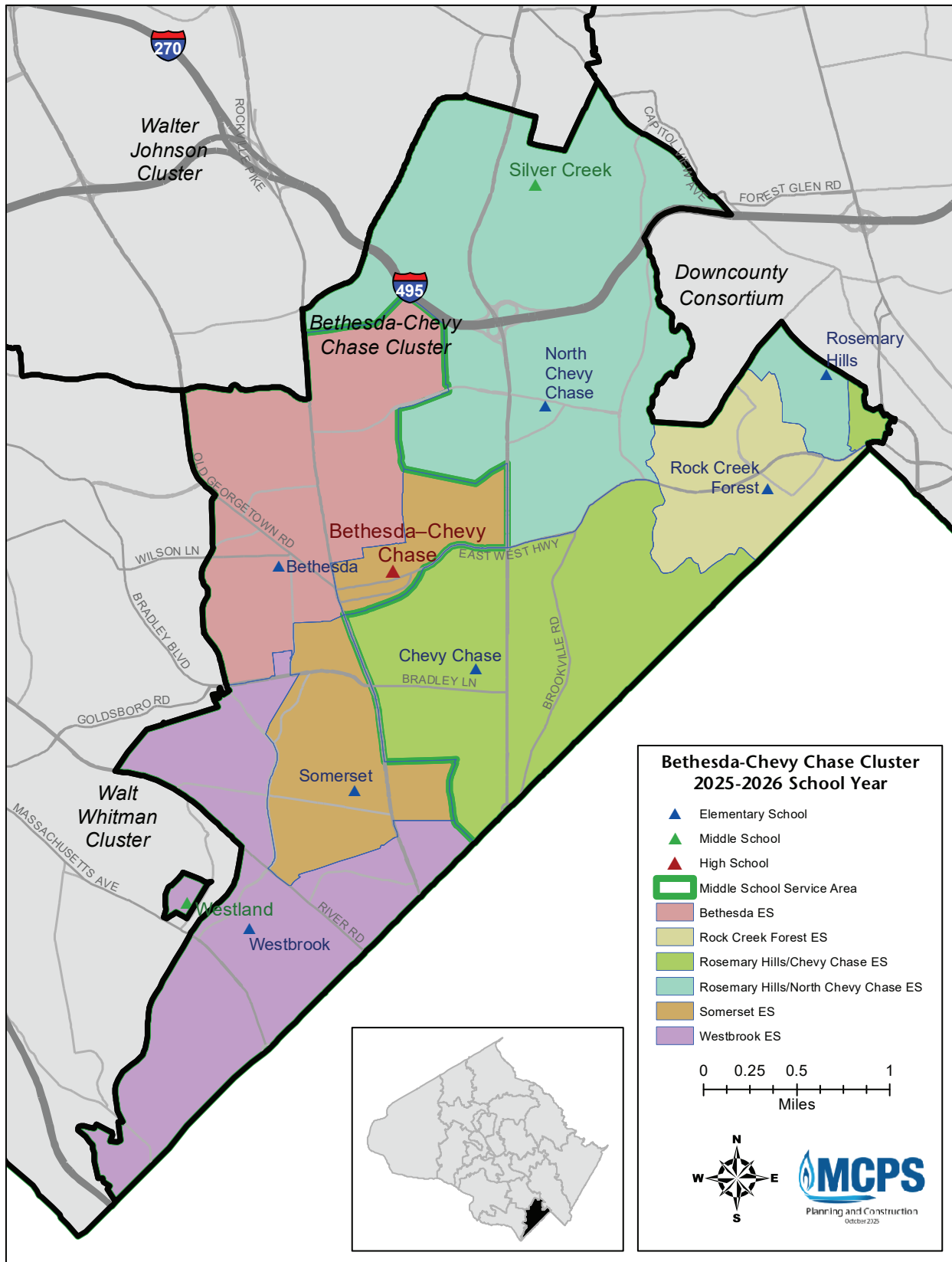
1. MCPS will update the inventory of GHG emissions for its facilities at regular intervals, using updates aligned with local reporting requirements.
2. MCPS will develop periodic systemwide reports that outline goals, objectives, and results of sustainability efforts, in alignment with all federal, state, 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.

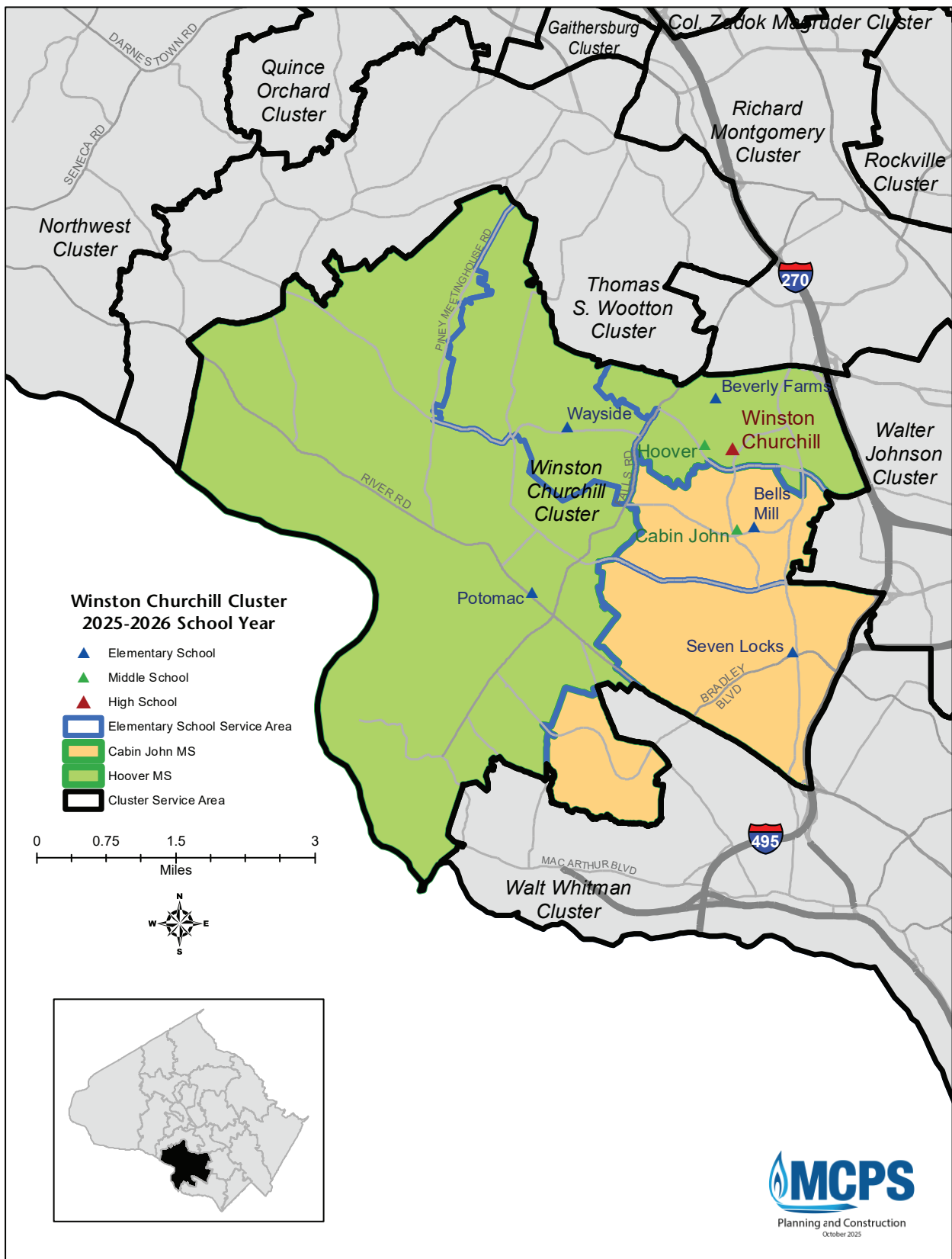
4. This policy and related documents will be updated and shared in alignment with federal, state, and local requirements.
5. This policy will be reviewed on an ongoing basis, in accordance with the Board's policy review process.

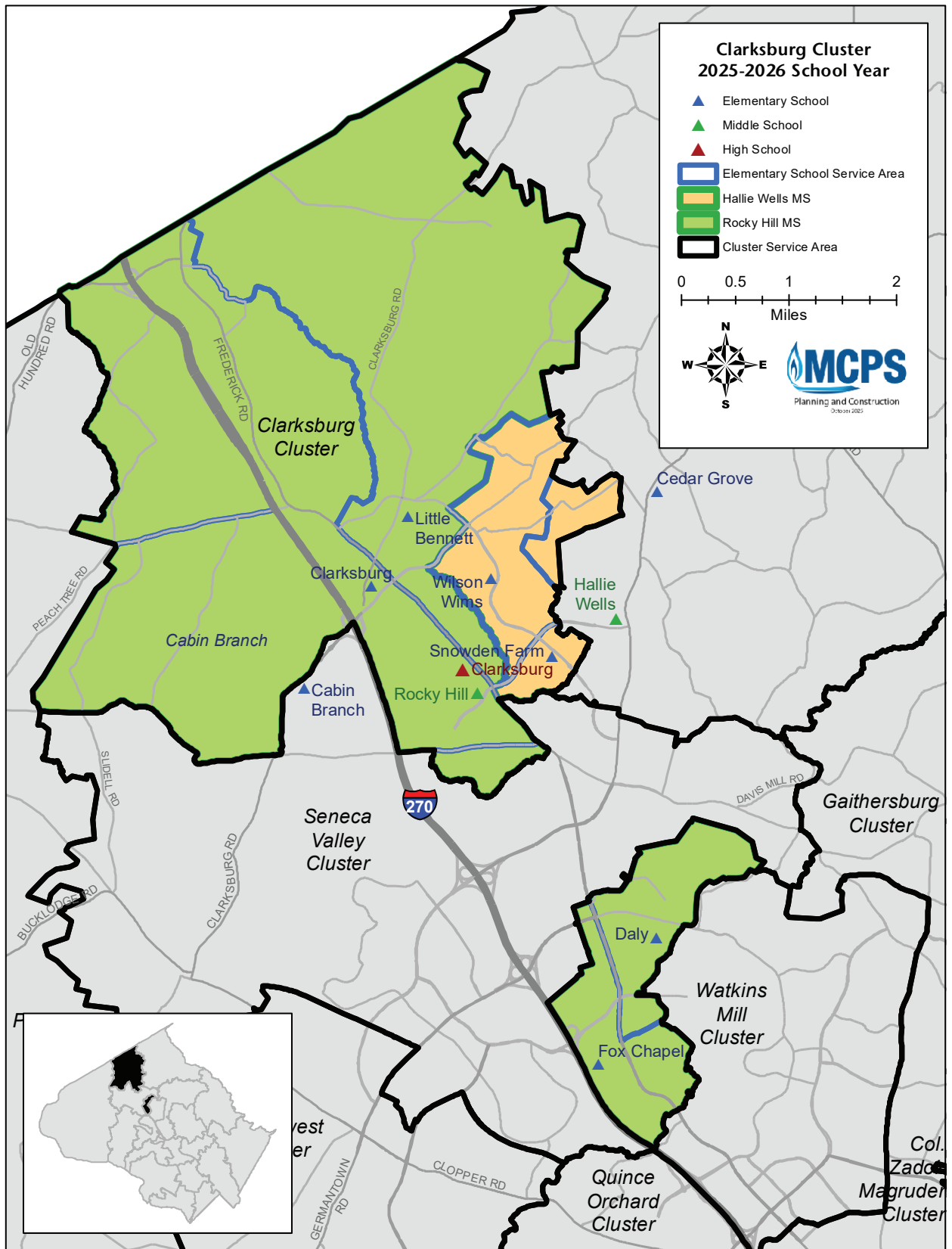
Related Sources: Annotated Code of Maryland, Education Article, §75-312.1, *School district energy policies*; Annotated Code of Maryland, Education Article, §7-117, *Increasing the number of green schools in the state*; Code of Maryland Regulations, 13A.04.17.01, Environmental Literacy Instructional 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

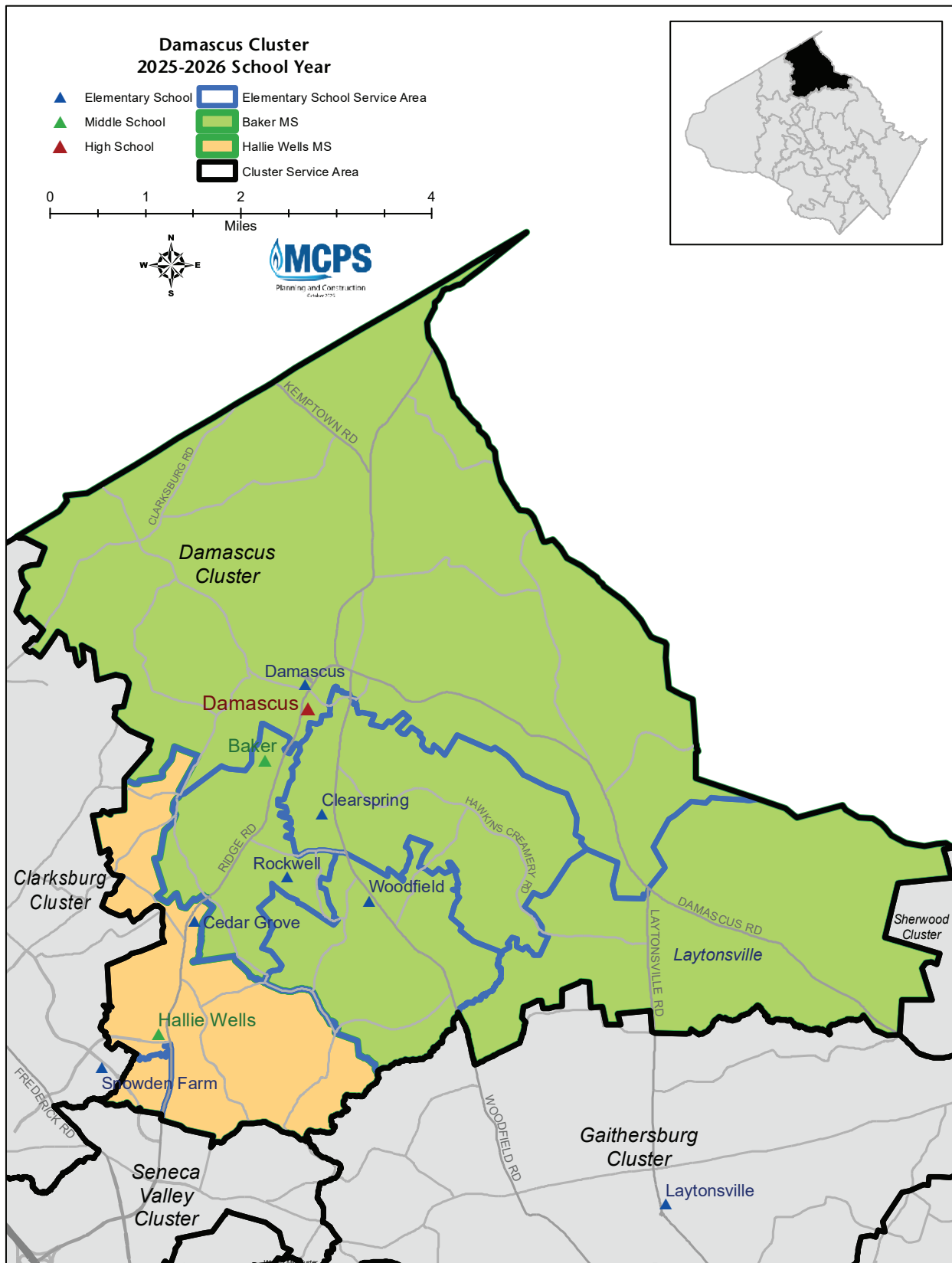
Policy History: Adopted by Resolution No. 654-73, November 13, 1973; amended by Resolution No. 285-97, May 13, 1997; reviewed April 19, 2002; amended by Resolution No. 323-22, June 28, 2022.

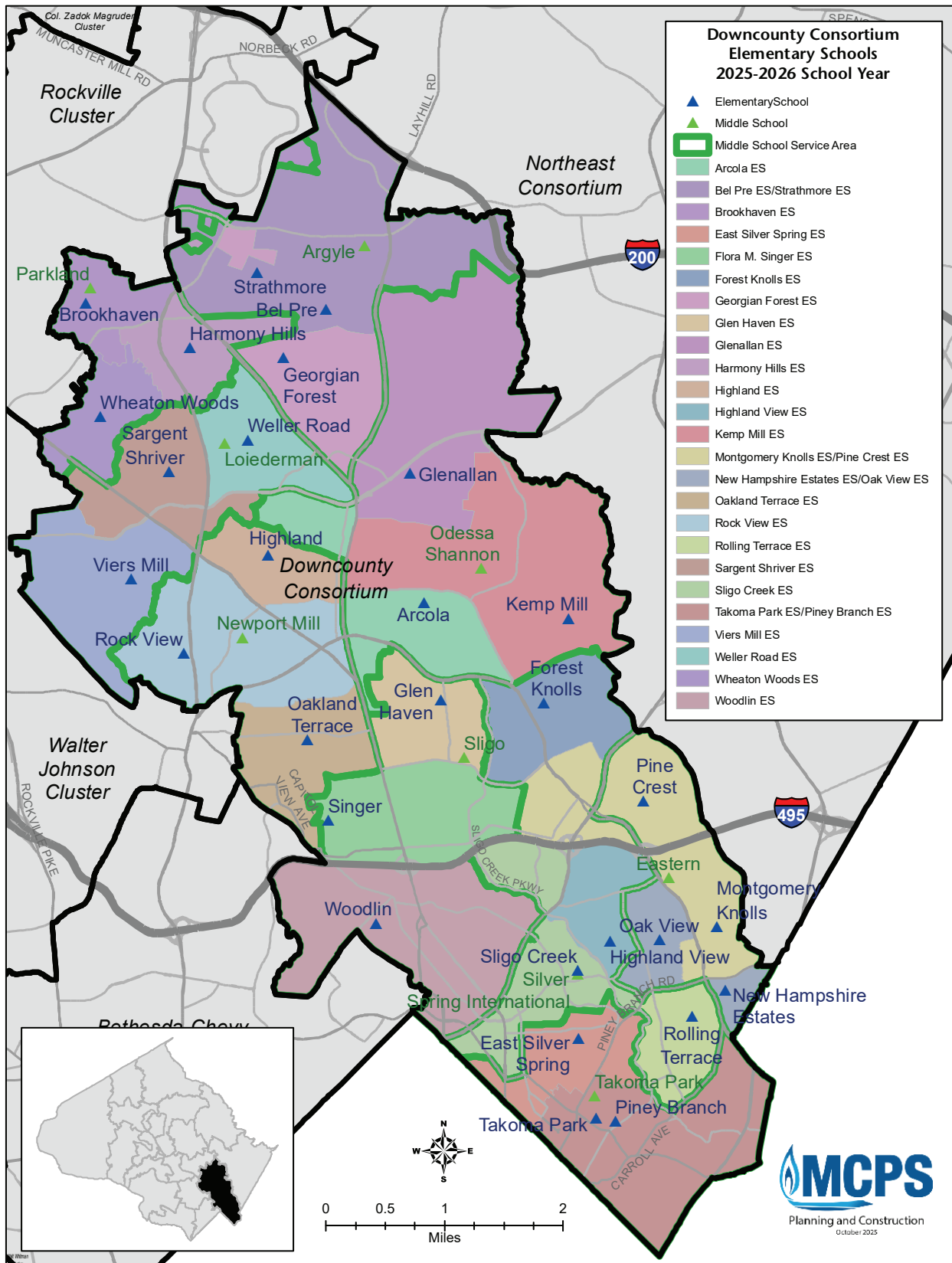
Appendix V

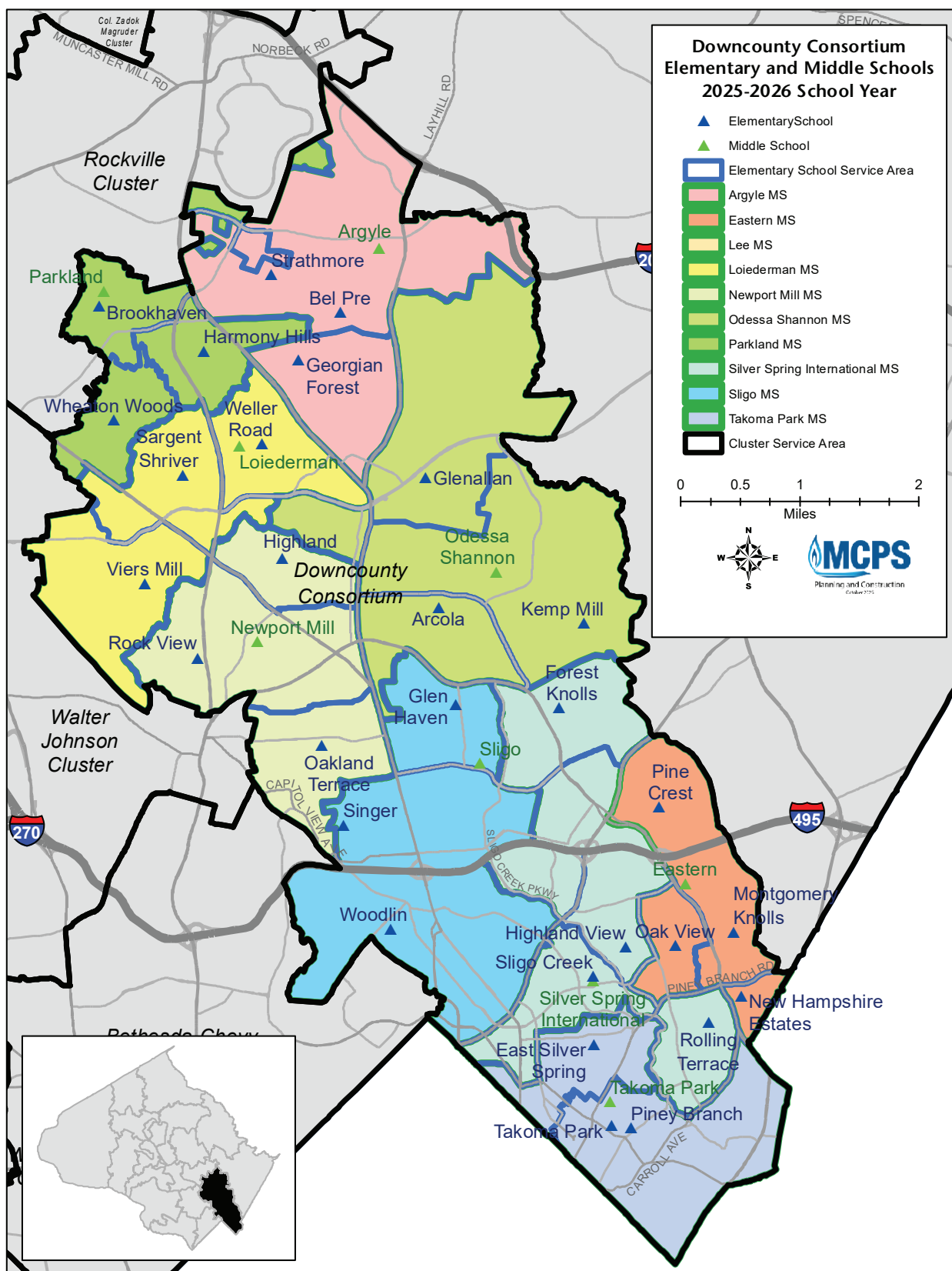


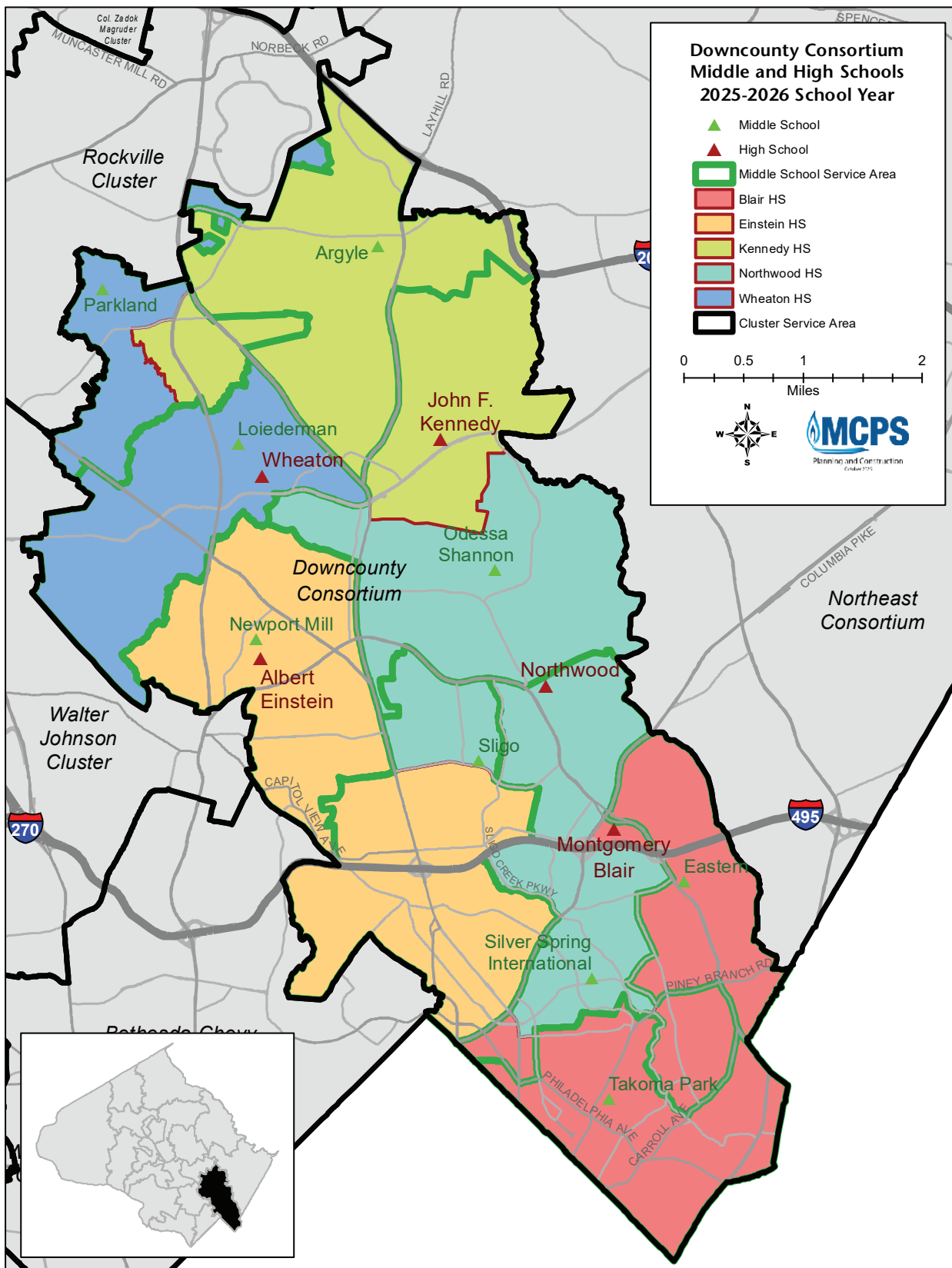


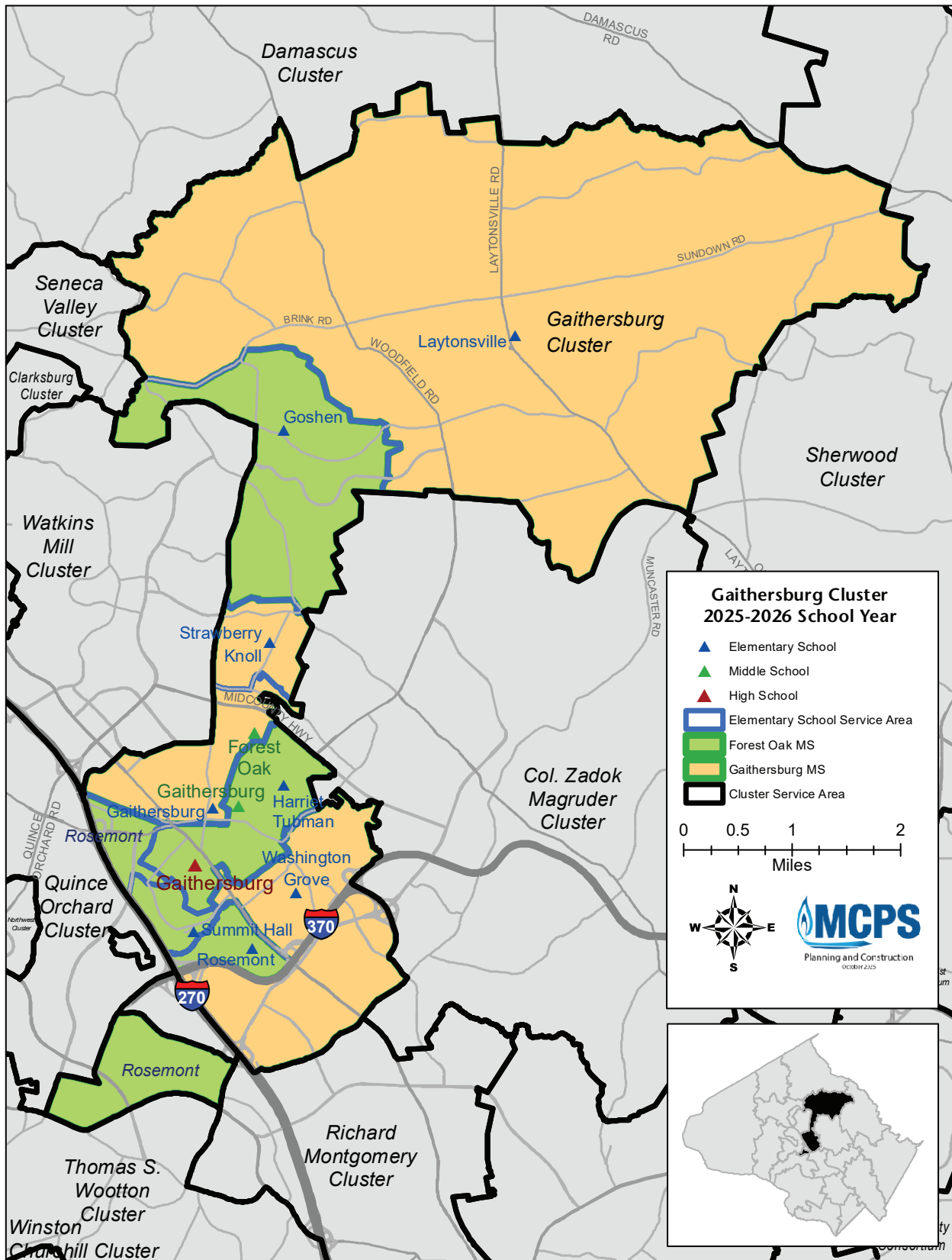


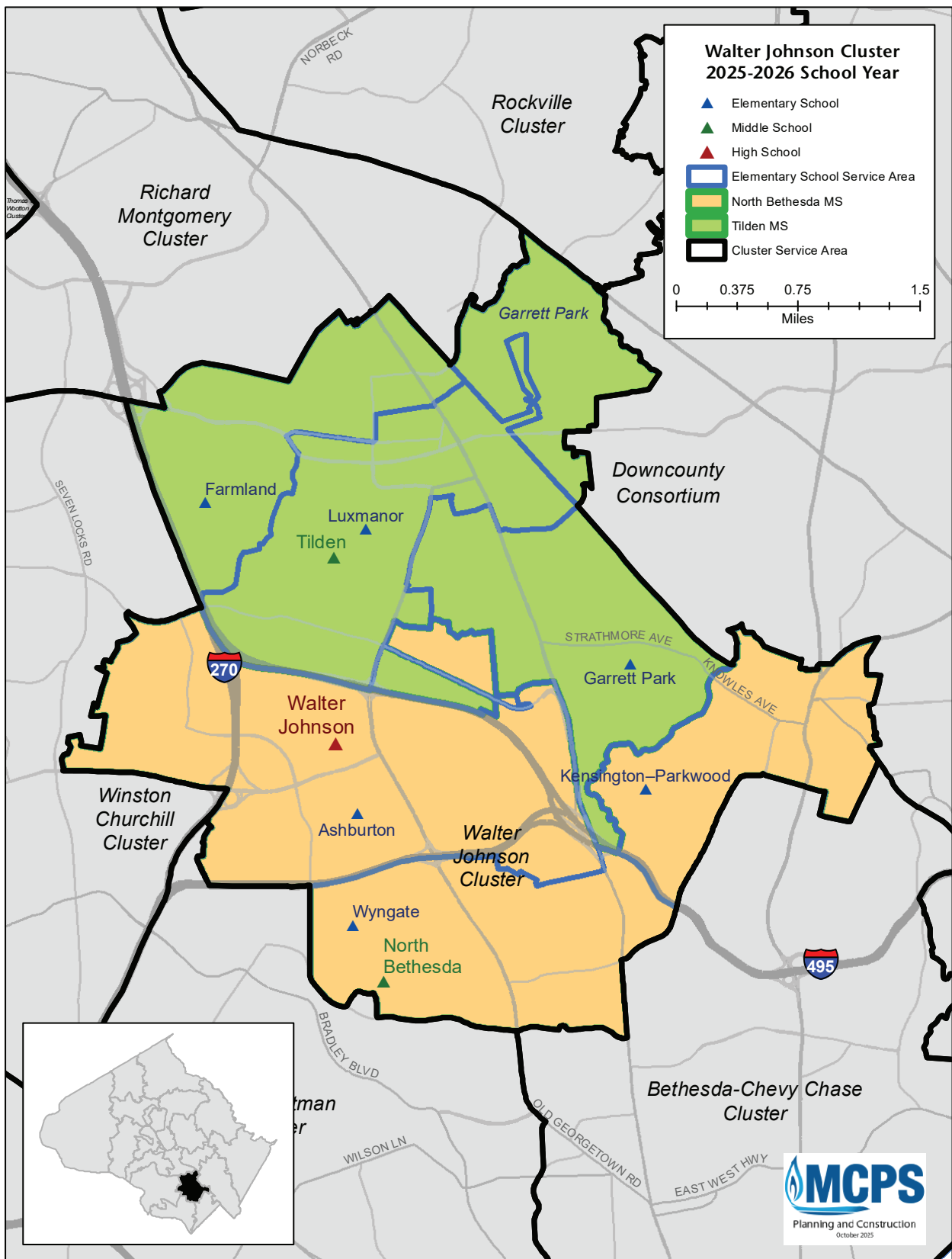


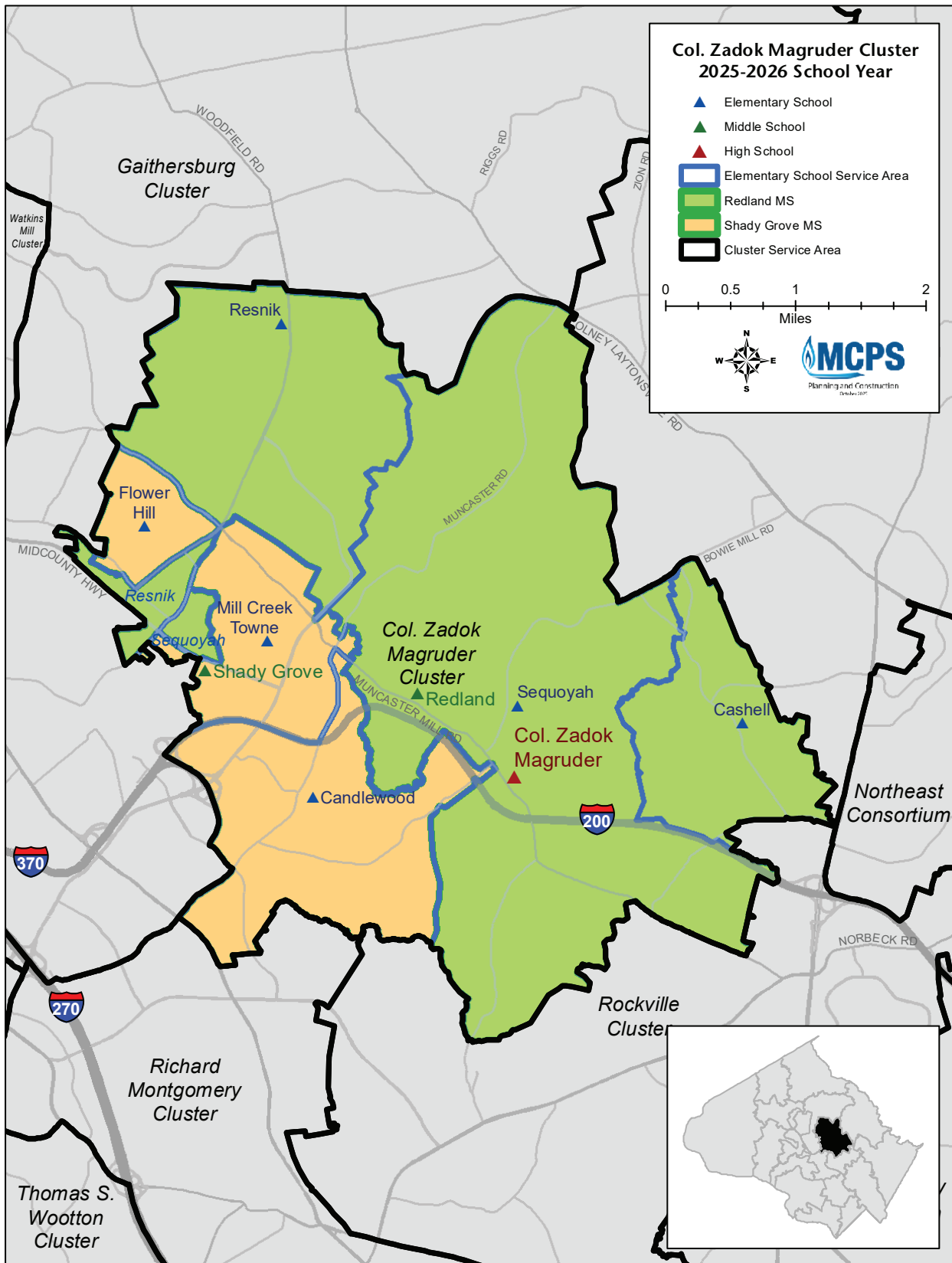


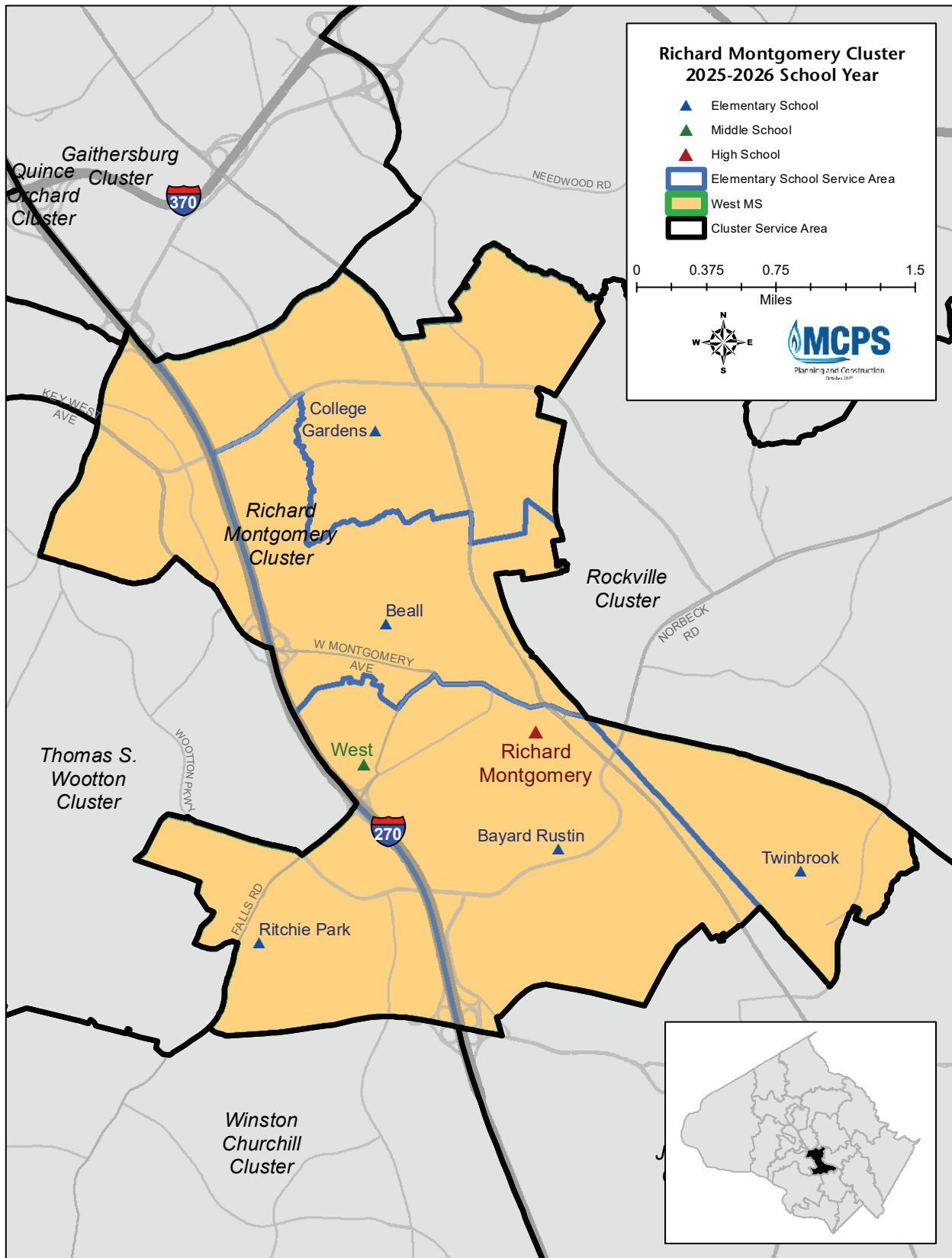


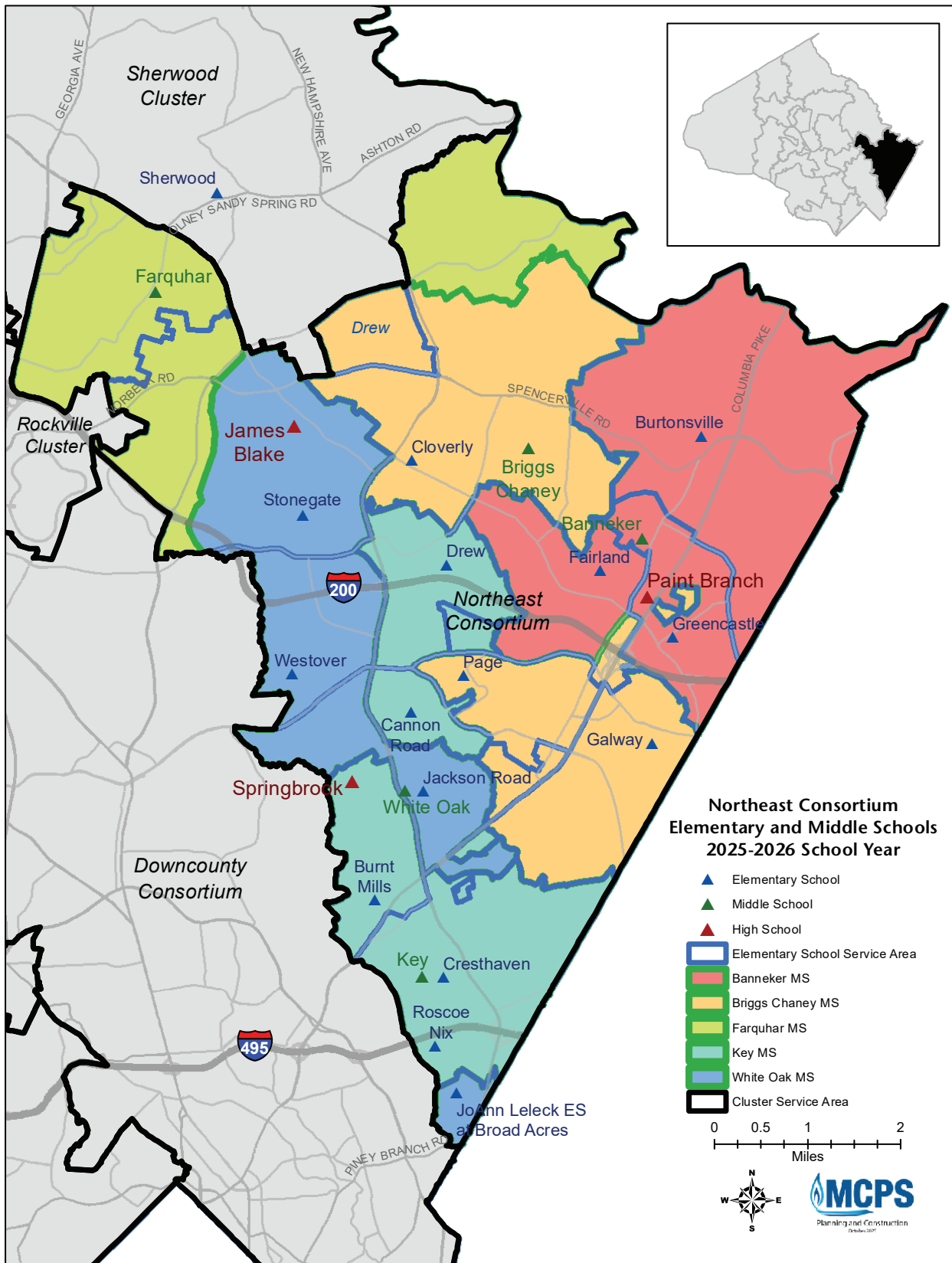


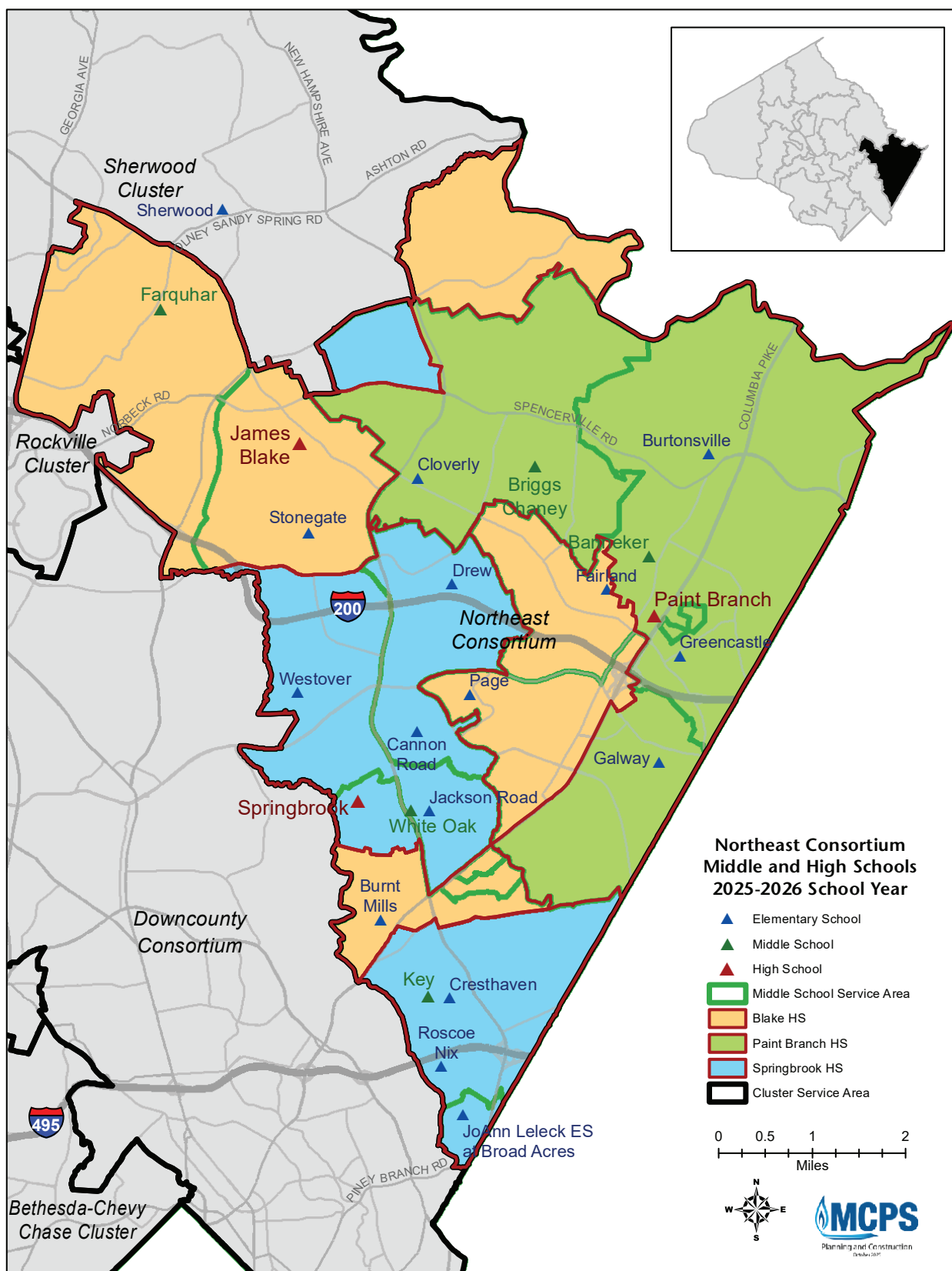


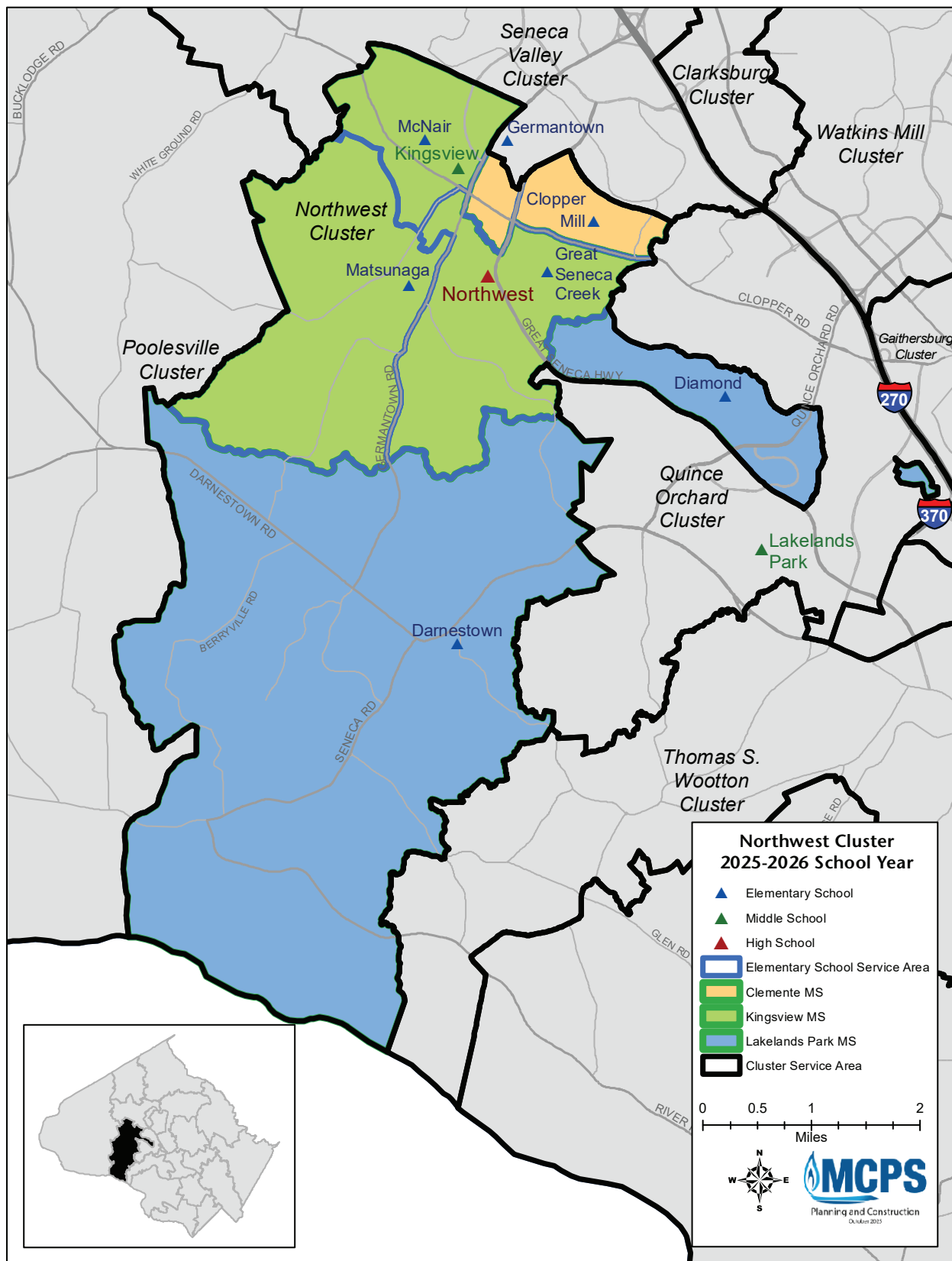


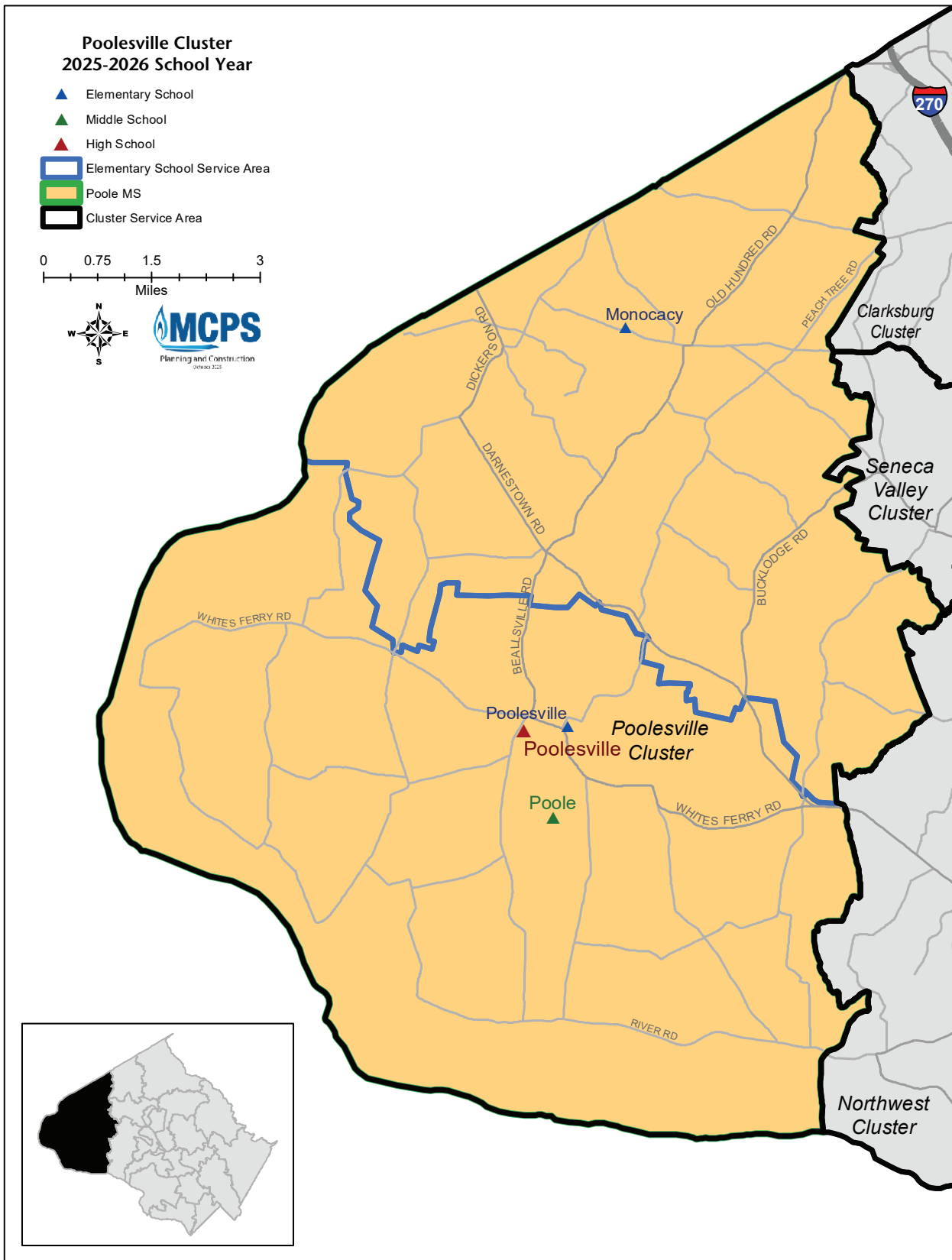


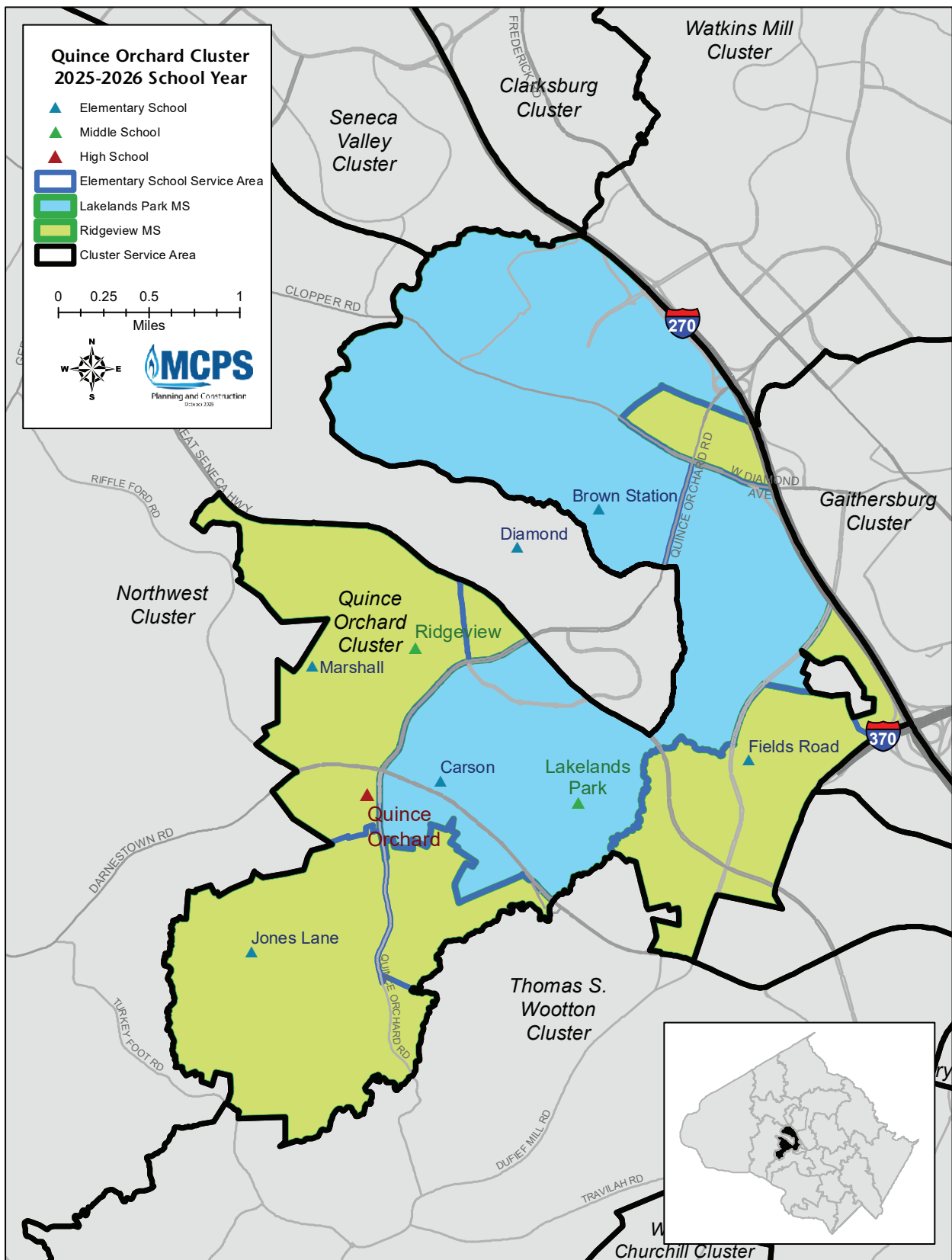


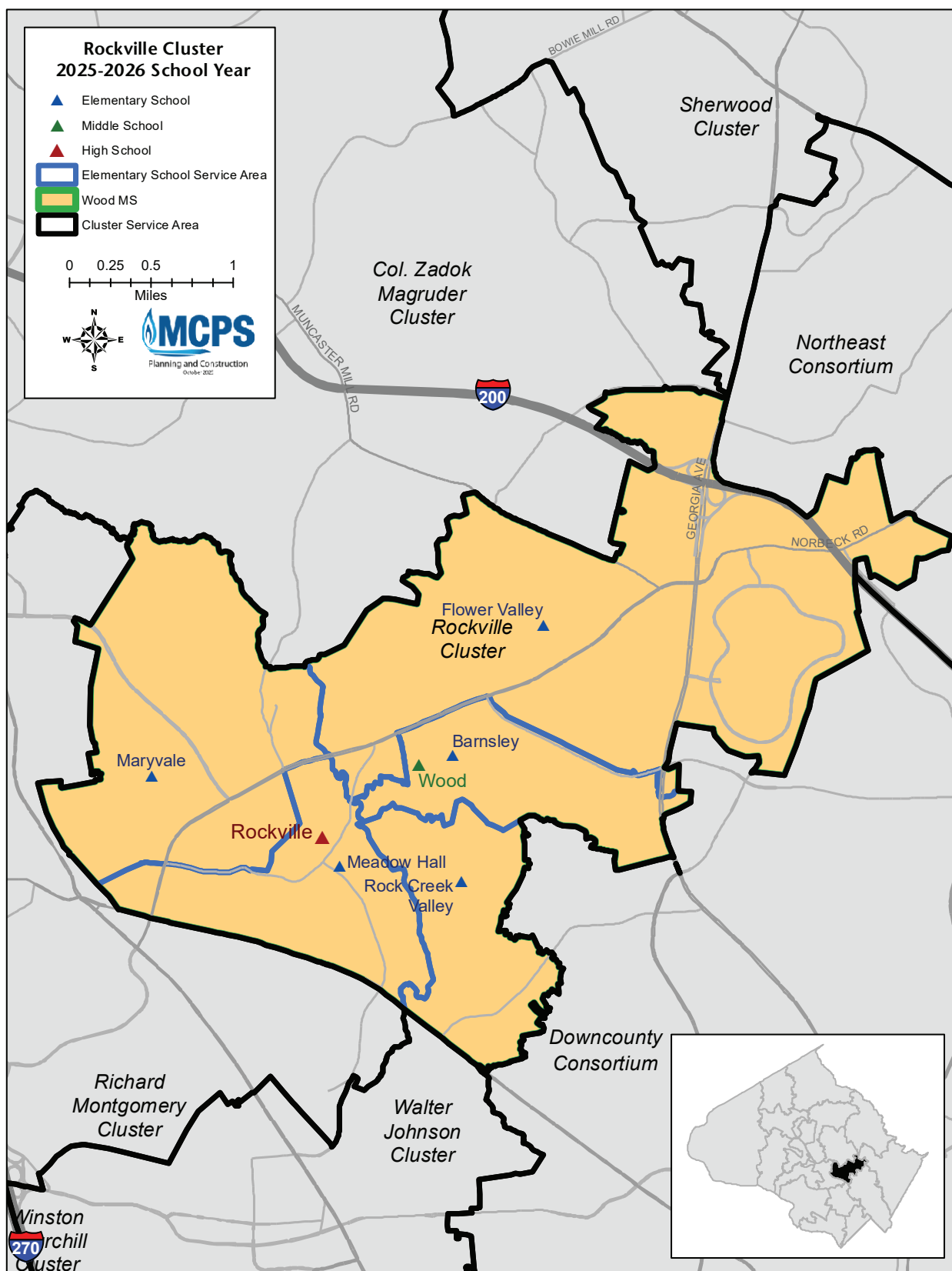


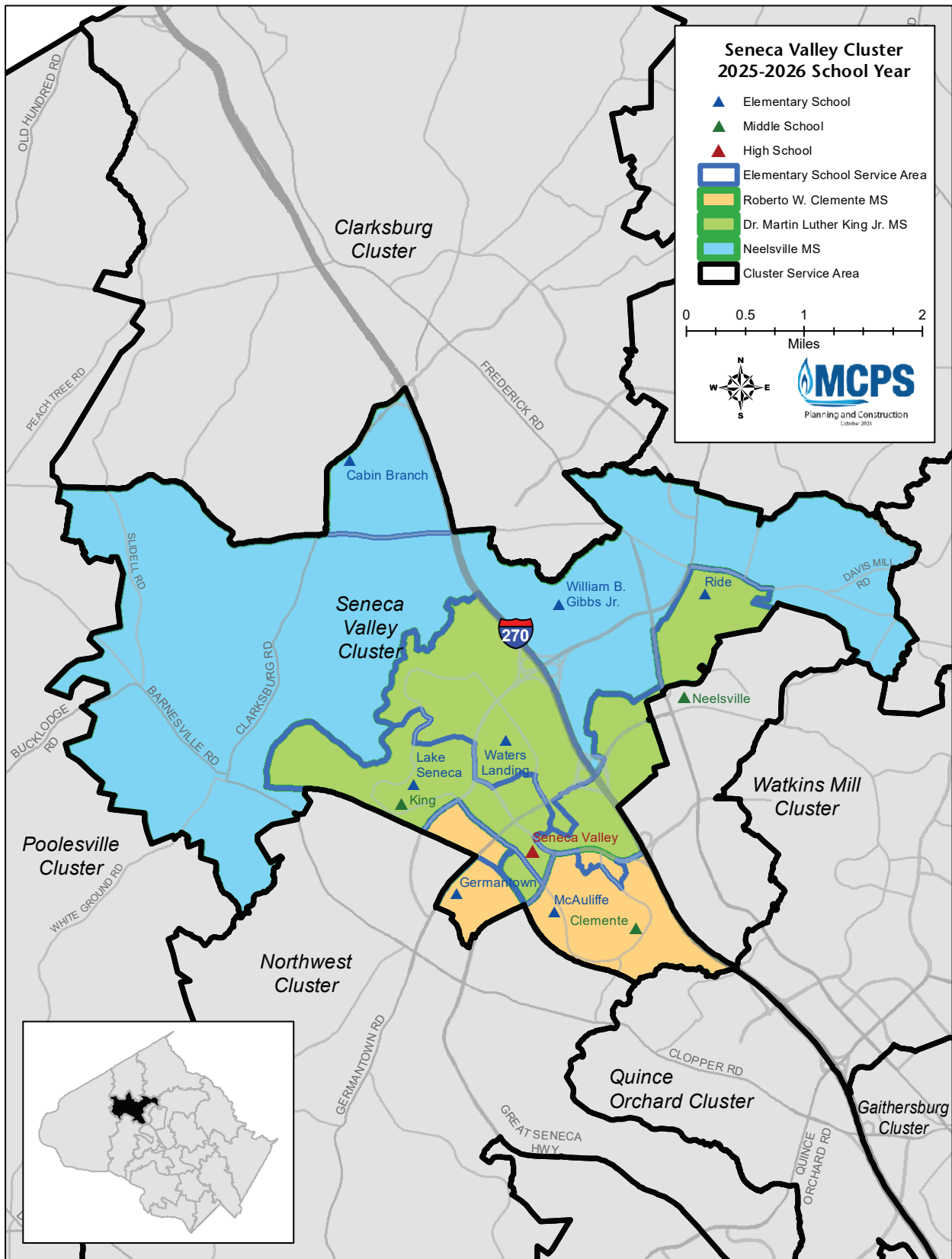


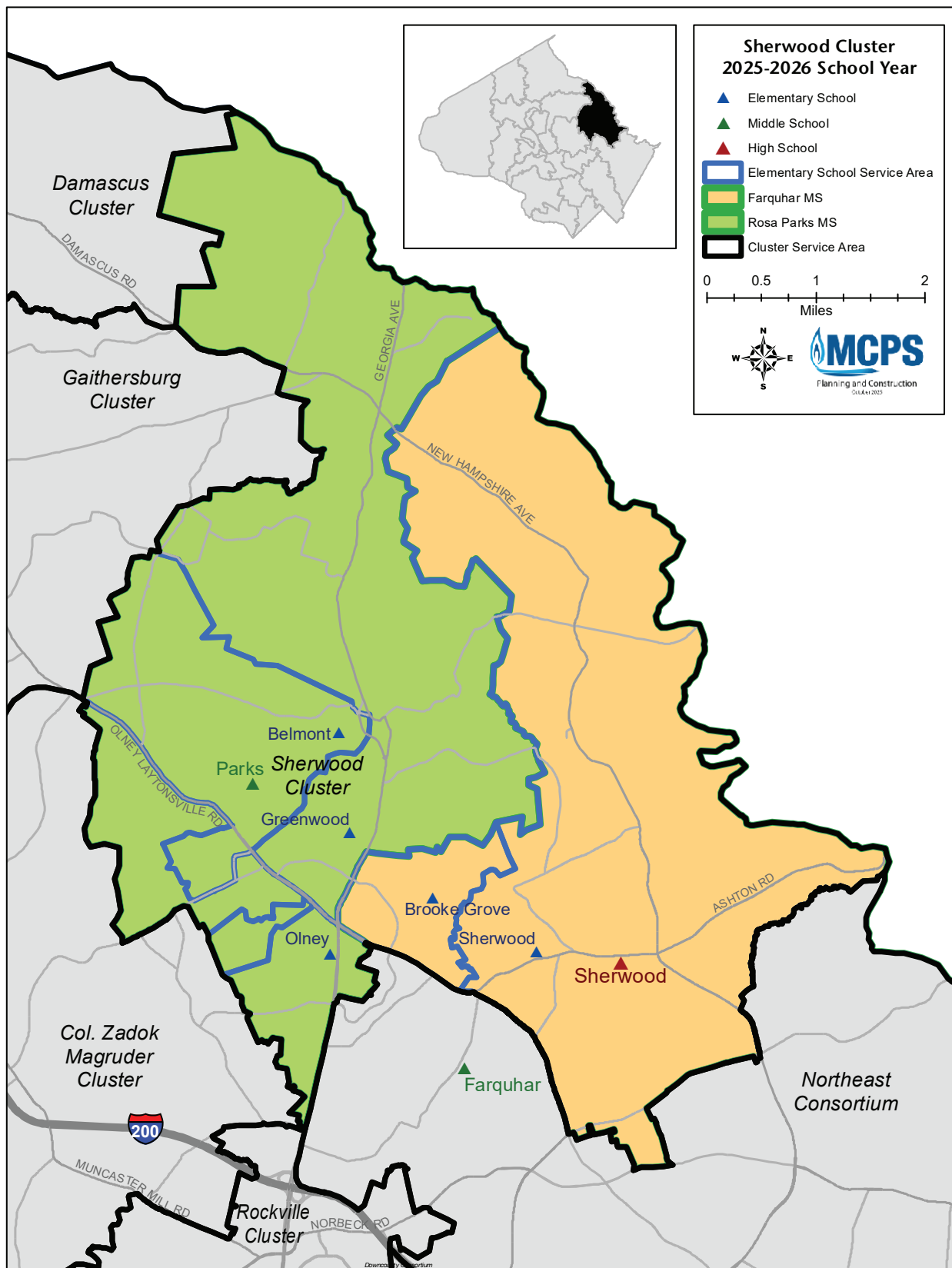


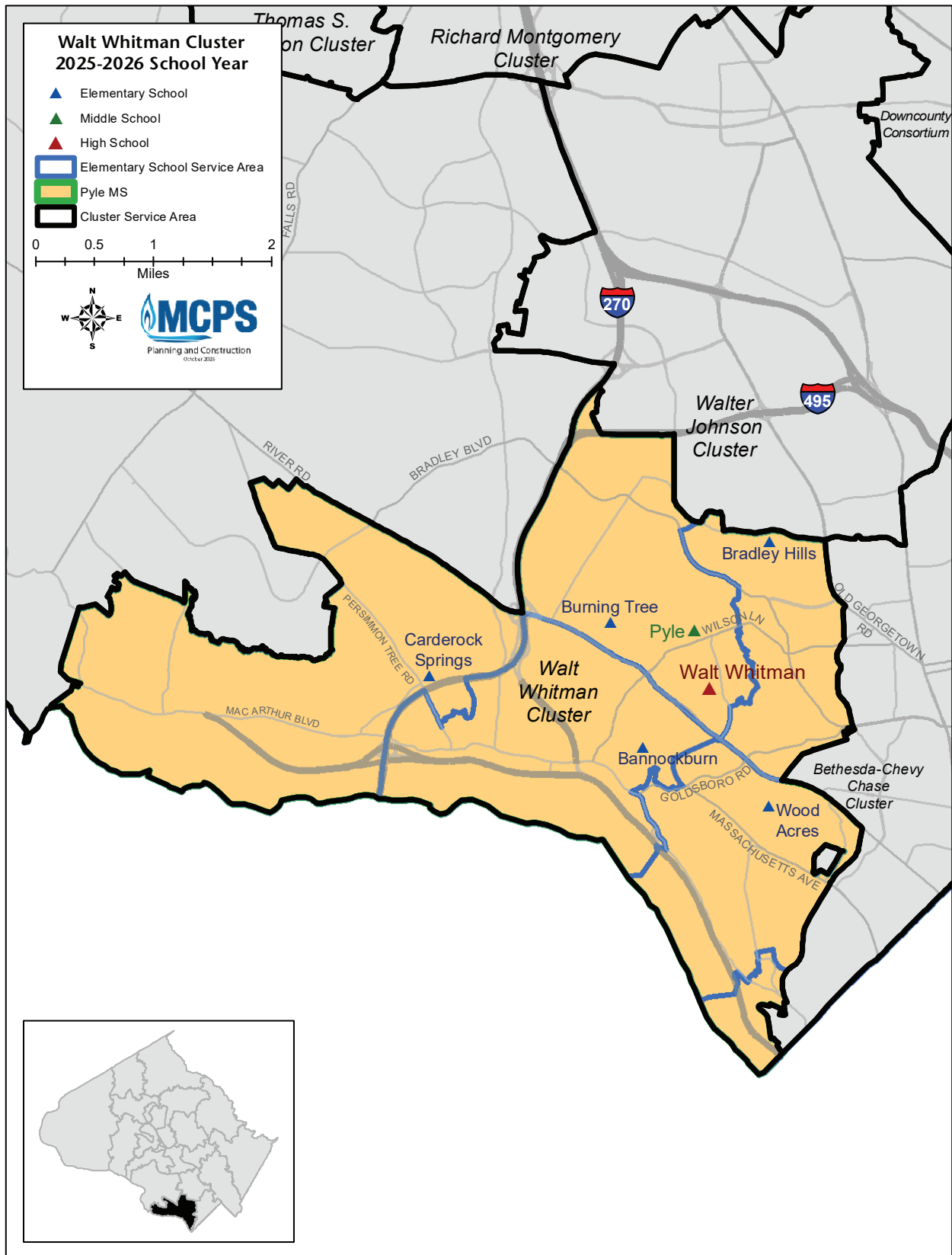










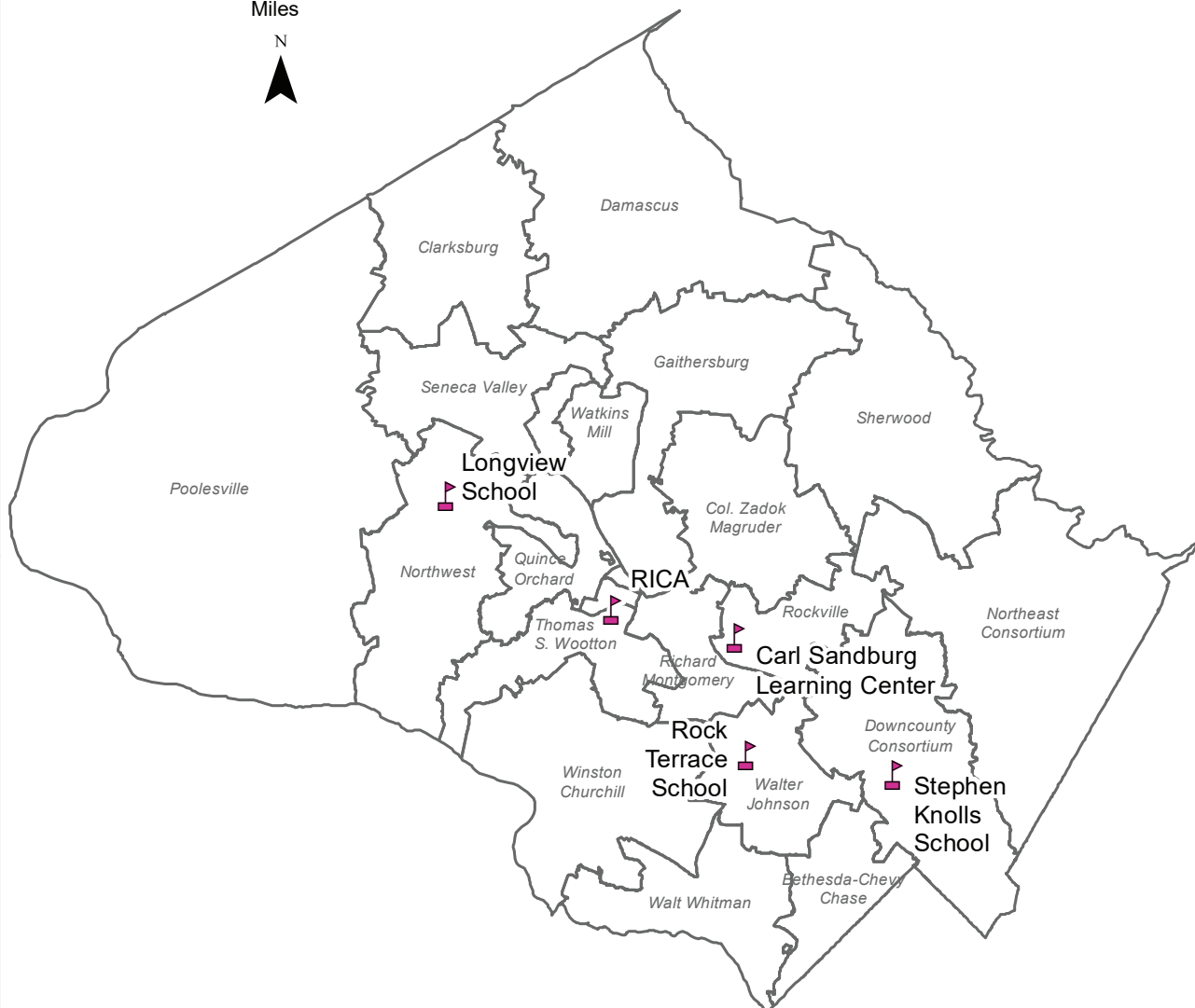


Special Education Centers

 Special Education Center

 Cluster Boundary

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Miles

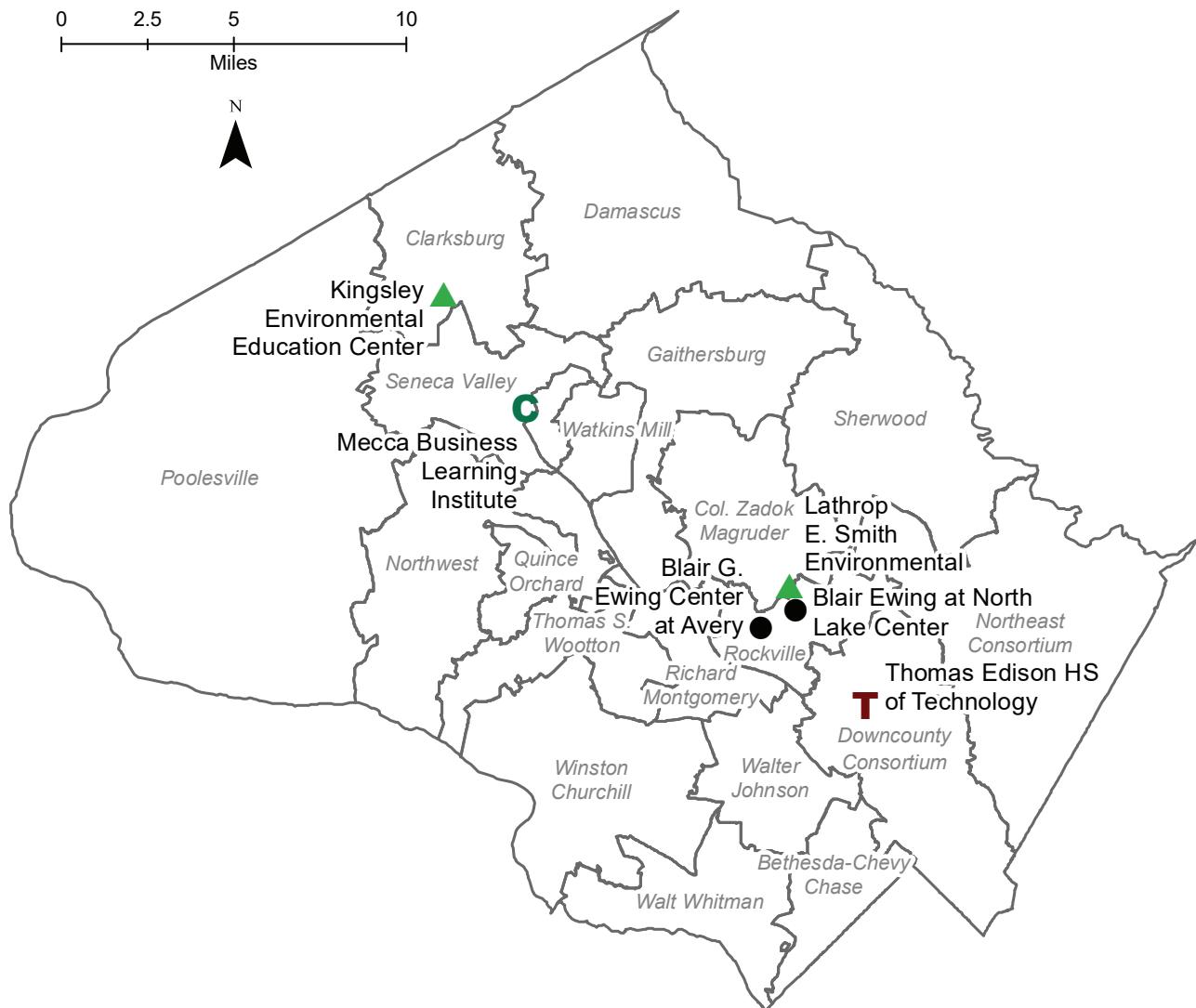


Planning and Construction
October 2025

Other Educational Facilities

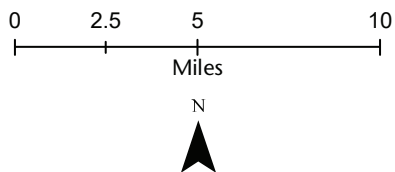
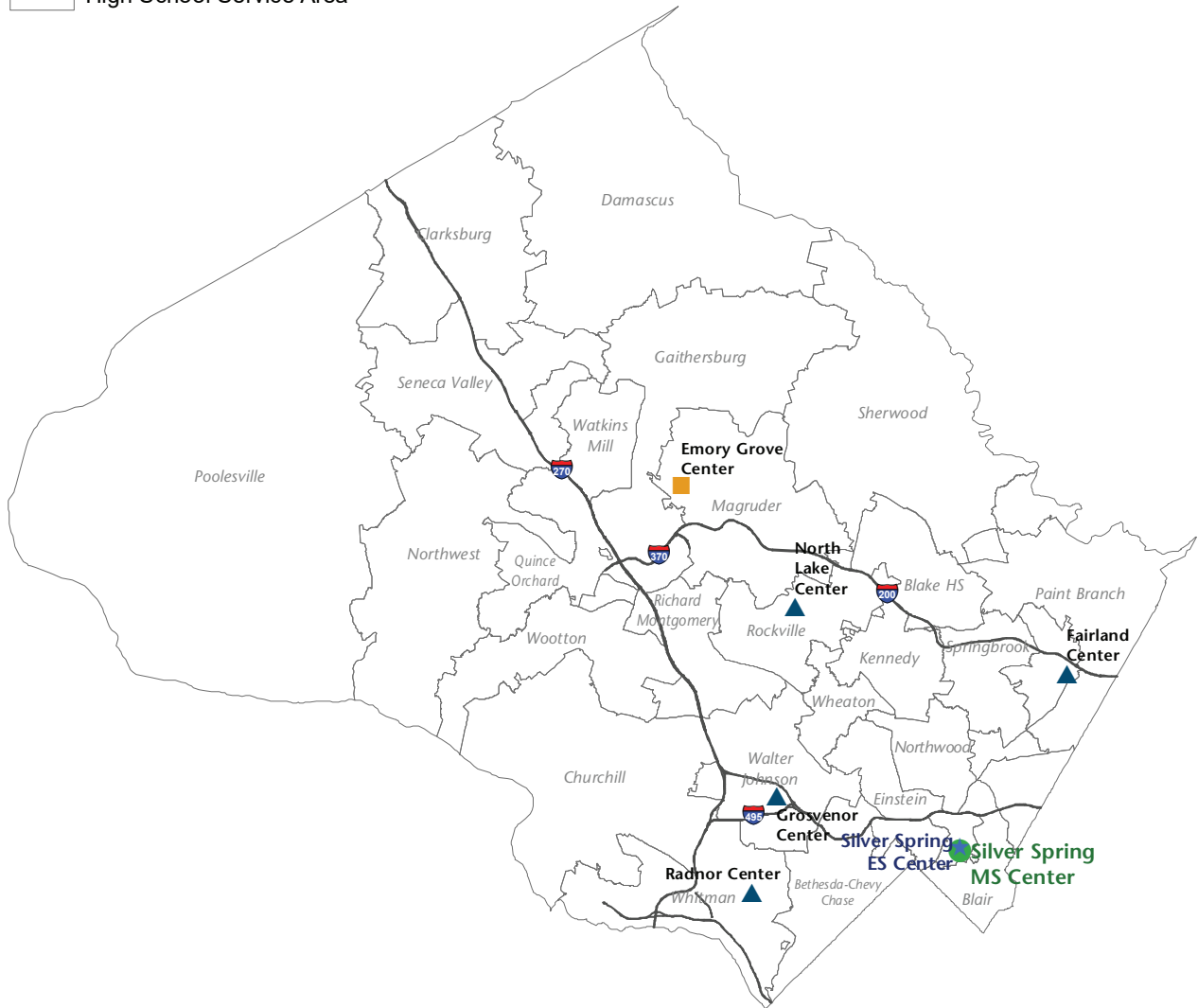
- Alternative School
- C Charter School
- ▲ Environmental Center
- T High School of Technology
- Cluster Boundary

0 2.5 5 10
Miles



Holding Centers

- Existing Holding Center, Recommended Early Childhood Center
- ▲ Holding Center
- ★ Recommended Silver Spring ES Center
- Recommended Silver Spring MS Center
- High School Service Area



2025–2026 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	Brooks P. Kemp	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	Loretta A. Woods	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	Saanura J. James	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

No.	Name and Address	Principal	Telephone
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
305.....	Jackson Road , 900 Jackson Rd., Silver Spring 20904	Rosario P. Velasquez	240-740-0800
360.....	Jones Lane , 15110 Jones Lane, Gaithersburg 20878	Ron Morris	240-740-4260
805.....	Kemp Mill , 411 Sisson St., Silver Spring 20902	Dr. Bernard X. James	240-740-5970
783.....	Kensington Parkwood , 4710 Saul Rd., Kensington 20895	Candace M. Ross	240-740-3700
108.....	Lake Seneca , 13600 Wanegarden Dr., Germantown 20874	Raythorne Henderson	240-740-0280
209.....	Lakewood , 2534 Lindley Terr., Rockville 20850	Ebony-Nicole Kelly	240-740-5750
51.....	Laytonsville , 21401 Laytonsville Rd., Gaithersburg 20882	Maria D. Watson	240-740-1660
304.....	JoAnn Leleck ES at Broad Acres , 710 Beacon Rd., Silver Spring 20903 <i>(Temporarily located at Fairland Center: 13313 Old Columbia Pike, Silver Spring 20904)</i>	Dr. Harold A. Barber	240-740-1900
336.....	Little Bennett , 23930 Burdette Forest Rd., Clarksburg 20871	Evan H. Bernstein	240-740-5660
220.....	Luxmanor , 6201 Tilden Lane, Rockville 20852	Maureen C. Turner	240-740-0820
244.....	Thurgood Marshall , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	240-740-5990
210.....	Maryvale , 1010 First Ave., Rockville 20850	Olivia K. Bailey	240-740-4330
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	240-740-7820
110.....	S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874	Marie U. Gasaway	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	Brooke L. Simon	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	Lisa M. Rosado	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

No.	Name and Address	Principal	Telephone
563.....	Summit Hall , 101 West Deer Park Rd., Gaithersburg 20877	Alejandra F. Olavarrieta	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	Monica G. Kellner	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	Eric G. Stancell	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	Edith U. Lee	240-740-1060
341.....	Wilson Wims , 12520 Blue Sky Dr., Clarksburg 20871	Kevin M. Burns	240-406-1670
417.....	Wood Acres , 5800 Cromwell Dr., Bethesda 20816	Dr. Sweta Zaks	240-740-1120
704.....	Woodfield , 24200 Woodfield Rd., Gaithersburg 20882	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	Catherine R. Guenthner	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	??	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 Post oak Rd., Potomac 20854	Dr. Yong-Mi Kim	301-968-3740
311.....	Francis Scott Key , 910 Schindler Dr., Silver Spring 20903	??	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	Shanay A. Snead	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

No.	Name and Address	Principal	Telephone
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	Damon A. Monteleone	240-740-7200
321.....	James Hubert Blake , 300 Norwood Rd., Silver Spring 20905	Ahmed A. Adelekan	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	Karla Lopez-Arias	240-740-0100
510.....	Col. Zadok Magruder , 5939 Muncaster Mill Rd., Rockville 20855	Christopher J. Ascienzo	240-740-5550
201.....	Richard Montgomery , 250 Richard Montgomery Dr., Rockville 20852	Alicia M. Deeny	240-740-6100
246.....	Northwest , 13501 Richter Farm Rd., Germantown 20874	Scott E. Smith	240-740-7100
796.....	Northwood , 919 University Blvd. West, Silver Spring 20901 <i>(Temporarily located at Woodward HS, 11211 Old Georgetown Rd., Rockville 20852)</i>	Dr. Jonathan L. Garrick	240-740-6950
315.....	Paint Branch , 14121 Old Columbia Pike, Burtonsville 20866	Dr. Shawaan T. Robinson	301-388-9900
152.....	Poolesville , 17501 West Willard Rd., Poolesville 20837	Mark A. Carothers	240-740-2400
125.....	Quince Orchard , 15800 Quince Orchard Rd., Gaithersburg 20878	Dr. Irina LaGrange	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

TECHNICAL CAREER HIGH SCHOOL

748.....	Thomas Edison High School of Technology 12501 Dalewood Dr., Silver Spring 20906	Heather B. Carias (supervisor)	240-740-2000

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	Stacey L. Heintze	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 @ North Lake Center (Rockville) , 15101 Bauer Dr., Rockville 20853		240-740-4185

EARLY CHILDHOOD CENTERS

793.....	MacDonald Knolls Early Childhood Center , 10611 Tenbrook Dr., Silver Spring 20901	Sheri L. Anderson (coordinator)	240-740-5150
918.....	Upcounty Early Childhood Center (UCECC) at Emory Grove , 18100 Washington Grove Lane, Gaithersburg 20877	Tonya L. Williams Walker (coordinator)	240-740-5960

PUBLIC CHARTER SCHOOL

MECCA Business Learning Institute Charter School 20261 Goldenrod Ln., Germantown 20876 (Temporarily located at Radnor Center, 7000 Radnor Rd., Bethesda 20817)			
		Shiree Slade	

ENVIRONMENTAL EDUCATION CENTER

990.....	Lathrop E. Smith Environmental Education Center 5110 Meadows Lane, Rockville 20855	Lee F. Derby (supervisor)	240-740-1404

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.**

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

For inquiries or complaints about discrimination against MCPS students***	For inquiries or complaints about discrimination against MCPS staff***
Director of Student Compliance and Appeals Division of Equity and Organizational Development 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org	Human Resource Compliance Officer Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973	For staff requests for accommodations under the Americans with Disabilities Act
Section 504 Coordinator Division of Specialized Support Services, School Counseling Services Unit 850 Hungerford Drive, Room 257, Rockville, MD 20850 240-987-8031 504@mcpsmd.org	ADA Compliance Coordinator Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff***	
Title IX Coordinator Division of Equity and Organizational Development, Student Compliance and Appeals 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

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

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

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

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



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