

# Red Flag Changes to MCPS's Program Model: Essential Improvements to Protect Students

On March 26, the Board of Education will vote on MCPS's proposed changes to our schools' programs and curricula. We strongly agree that Montgomery County's education system should be reformed as quickly as possible, with an emphasis on choice, equity, access and quality.

But without serious changes to MCPS's proposed program model, the Board will be voting into place changes that are likely to leave unaddressed the [system-wide racial and economic inequities](#) identified in the County Council's recent OLO report. That is an unacceptable outcome for our children and our community – one that no responsible elected official should allow to happen.

MCPS's proposal can still be salvaged if MCPS commits to make **9 red-flag changes**, so that the proposed program and regional models include:

- 1. Transparent, Itemized and Justified Budgets**  
*MCPS needs to show in detail how much the new program model will cost and how it will be paid for.*
- 2. A Substantive Evaluation of Current Programs**  
*How can we know if the new model is better without data on how the current programs are working?*
- 3. Proof of Demand for Proposed Program Changes**  
*MCPS needs to prove that students actually want the proposed programs in the suggested locations.*
- 4. A System to Ensure Continuous Improvement and Accountability**  
*MCPS must have a full system in place to evaluate & improve the proposed programs on an ongoing basis.*
- 5. Facilitated Cross-Regional Cooperation**  
*MCPS must make sure that programs operate equitably across the county and share resources and learnings.*
- 6. Centralized Community Partnership Management**  
*MCPS should strive to eliminate disparities across program sites by connecting potential community partners.*
- 7. Clarified Staffing Impacts**  
*MCPS must work with teachers to ensure full program staffing without decreasing existing school staffing levels.*
- 8. A Sensible Curriculum Development Process**  
*MCPS must follow existing regulations as they develop these programs to ensure quality curricula for all students.*
- 9. Justification for the Proposed Number of Regions**  
*MCPS must provide an externally reviewed assessment of why its six region model is the most cost-effective, beneficial to students and teachers, and efficient.*

We call on the members of the Board of Education to raise these changes with Superintendent Taylor, and if MCPS is unwilling or unable to commit to improve its program model accordingly, to **vote the program model down on March 26.** Details are below.

## **Signed By:**

**Beatriz Leon Ruiz**, MCPS parent, 1st and 4th grade

**Keishana Myrie-Smith**, MCPS parent, 7th and 10th grade

**Alemayehu Belay**, MCPS parent, 6th, 4th, and 2nd grade

**Grace Liu**, MCPS parent, 4th and 6th grade

**Rajesh Nayak**, MCPS parent, 3rd and 6th grade

**Angela Drumm**, MCPS parent, 4th and 6th grade

**Christine Reklaitis**, MCPS parent, 1st and 4th grade

**Jenny Lipford**, MCPS parent, 5th and 9th grade

**Natalia Pishchulina**, MCPS parent, 4th and 8th grade

**Ha Le**, MCPS parent, 7th and 4th grade

**Lisa White**, MCPS parent, 8th and 10th grade

**Yonghong Chen**, MCPS parent, 3rd grade

**Michael Purifoy**, MCPS parent, 5th and 7th grade

**Andre Butters**, MCPS parent, 6th grade

**Emily Butler**, MCPS parent, 6th grade

**Amy Lai**, MCPS parent, 12th grade

**Minal Amin**, MCPS parent, 9th and 6th grade

**Kirstin Goldston**, MCPS parent, 12th grade

**Allison Frayer**, MCPS parent, 7th, 5th and 2nd grade

**Lora Elinoff**, MCPS parent, 10th, 9th, and 7th grade

**Antoinette Doherty**, MCPS parent, 11th grade

**Priya Srinivasan**, MCPS parent, 1st grade

**Luis Fernandez**, MCPS parent, 10th, 6th, and 4th grade

**LaShanda Adams**, MCPS parent, 5th grade

**Sahra I Torres-Rivera**, MCPS parent, 6th grade

**Iddil Bekirov-Davis**, MCPS parent, 9th grade

**Saara Khadir**, MCPS parent, K

**Nathaniel Grier**, MCPS parent, 4th and 8th grade

**Sungje Byun**, MCPS parent, 4th grade

**Mara Greengrass**, MCPS parent, 11th grade

**Darryl Ngai**, MCPS parent, 1st grade

**Melanie Travers**, MCPS parent, 9th and 7th grade

**Rissa Monzano**, MCPS parent, 5th and 7th grade

**Amanda Patton**, MCPS parent, 3rd, 5th, and 10th grade

**Sarita Gupta**, MCPS parent, 10th grade

**Carol Lin**, MCPS parent, 3rd and 5th grade

**Anne Marie Wissman**

**Rongde Qiu**, MCPS parent, 1st and 9th grade

**Elyce Brauerman**, MCPS parent, 9th and 7th grade

**Katie McMurry**, MCPS parent, 9th grade

**Robert Stolz**, MCPS parent

**Hilary Woodward**, MCPS parent, 5th and 7th grade

**Michelle Tebor**, MCPS parent, 9th and 2nd grade

**Ashley W Smith**, MCPS parent, 7th and 9th grade

**Nubia Medrano Rivera**, MCPS parent, 3rd and 9th grade

**Fengkai Zhang**, MCPS parent, 12th grade

**Emily Neuhausen**, MCPS parent, 1st grade

**Joan Chen-Main**, MCPS parent, 6th and 10th grade

**David Miller**, MCPS parent, 7th grade

**Ibrahim Ergen**, MCPS parent, 4th and 7th grade

**Catherine Zhu**, MCPS parent, 12th grade  
**Melissa Carle**, MCPS parent, 9th and 12th grade  
**Laurel Kennedy**, MCPS parent, 6th and 8th grade  
**Katie Pinkham**, MCPS parent, 3rd grade  
**Rennie Smith**, MCPS parent, 7th and 10th grade  
**Suzanne Ryan**, MCPS parent, two in 10th grade  
**Laura Ruddy**, MCPS parent, 9th grade  
**Karin Fleschner**, MCPS parent, 7th and 12 grade  
**George Malas**, MCPS parent, 5th and 7th grade  
**Leslie Umberger**, MCPS parent, 10th grade  
**Prakash Bhagav**  
**Corinna Burnham**, MCPS parent, 5th and 7th grade  
**Amy Roberts**, MCPS parent, 7th and 10th grade  
**Andrea Widener**  
**Jessica Braider**, MCPS parent 10th and 12 grade  
**Ling Zhang**, MCPS parent, 11th grade  
**Grace Li**, MCPS parent, 5th grade  
**Derek Willis**  
**Shari Liu**, MCPS parent, 7th grade  
**Kristy Daphnis**, MCPS parent, 7th and 11th grade  
**Ashley Del Sole**, MCPS parent, 11th grade  
**Anke Mann**, MCPS parent, 6th and 12th grade  
**Tracy Willis**, MCPS parent, 7th, 3rd, and K  
**Christine Alden**, MCPS parent, 11th and 12 grade  
**Melissa Polito**, MCPS parent, children are alumni  
**Teresita Clay**, MCPS parent, K and 2nd grade

**Joe Adamo**, MCPS parent, 1st grade  
**Andrea Gehman**, MCPS parent, 10th grade  
**Josh Frayer**, MCPS parent, 7th, 5th, and 2nd grade  
**Bret Shaw**, MCPS parent, 6th grade  
**Raymond Heinsman**, MCPS parent, 3rd, 4th, and 7th grade  
**Victoria H**, MCPS parent, 4th and 7th grade  
**Maury Demner**, MCPS parent, 4th and 7th grade  
**Rachel Metz**  
**Roxana Finkelberg**, MCPS parent, 7th grade  
**Laura Rawls**, MCPS parent, 1st grade  
**Ezra Towne**, MCPS parent, 7th and 12th grade  
**Celia Washington**, MCPS parent, 9th grade  
**Juli Swissman**  
**Nadia Hughes**, MCPS parent, 10th grade  
**Jingqi Lei**  
**Jared Kavlock**, MCPS parent, 2nd and 9th grade  
**Gloria Plawner**, MCPS parent, two in 8th grade  
**Joe Zou**, MCPS parent, 8th grade  
**Hong Ye**, MCPS parent  
**Conni Nevills**, MCPS parent, 5th and 10th grade  
**Malcolm Wilson**, MCPS alumnus  
**Nathaniel Byrd**, MCPS parent, 9th grade  
**Jason Elinoff**, MCPS parent, 7th, 9th, and 10th grade  
**Gabriella Wood**, MCPS parent, 5th and 7th grade  
**Barbara C G Wood**, MCPS parent, 8th grade  
**Laura Contreras**, MCPS parent, K and 3rd grade

**Sarah Gayoso**, MCPS parent, 7th grade  
**Claire Barry**, MCPS parent, 6th and 9th grade  
**Juan Du**, MCPS parent, 11th grade  
**Sharon Jiang**, MCPS parent, K  
**Haijing Hu**  
**Narissa Johnson**, MCPS parent, 5th grade  
**Elaine Ferrell**  
**Ashley Blakemore**, MCPS parent, 3rd, 7th, 10th, and 12th grade  
**Gigi Wilson**  
**Bryan Patton**, MCPS parent, 3rd and 5th grade  
**Sally Moorhead**  
**Lisa Menter**, MCPS parent, 7th grade  
**Fudong Wang**, MCPS parent, 7th and 9th grade  
**Ha Nguyen**, MCPS parent, 7th grade  
**Terri Fagan**  
**Erin Whaley**, MCPS parent, 6th grade  
**Jaclyn Hamner**, MCPS parent, K  
**Chen Lai**, MCPS parent, 5th, 9th, and 12 grade  
**Wei Wang**, MCPS parent, 11th grade  
**Jacqueline Miller**, future MCPS parent  
**Catherine Coelho**, MCPS parent, 8th and 12th grade  
**Andrey Kuzmichev**, MCPS parent, 1st grade  
**Catherine Klein**  
**Ruofan Wang**, MCPS parent, 5th and 8th grade  
**Simone Brutsché**, MCPS teacher  
**Taryn Queen**, MCPS parent, 1st grade  
**Alexander Ochoa**, MCPS teacher  
**Carlos Ascacivar**, MCPS parent, 5th and 7th grade  
**Stacy Farrar**, MCPS teacher  
**Amanda Bolgiano**  
**Farah Nageer-Kanthor**, MCPS parent, 9th and 6th grade  
**Laura Petito**, MCPS teacher

**Qianqian Shi**, MCPS parent, K  
**Richard Willis**, MCPS parent, K, 3rd, and 7th grade  
**Lin Jia**, MCPS parent, 3rd grade  
**Rebecca DeStefanis**  
**Richard Yan**  
**Rebekah Kuschmider**, MCPS parent, 8th and 12th grade  
**Jennifer Ballard**  
**Lori Murphy**, MCPS parent, 11th and 9th grade  
**Susan Jones**, MCPS parent, 5th grade  
**Anita Thompson**  
**Therese Gibson**  
**Sally**, retired MCPS teacher and current MCPs grandparent, K, 1st, 3rd, and 5th grade  
**Emily Tai**, MCPS parent, 10th grade  
**DeAnna Coon**, MCPS parent, 2nd and 6th grade  
**Lauren Hansford**, MCPS parent, 6th grade  
**Nicole Vincent**  
**Daniel Gottesman**, MCPS parent, 4th grade  
**Brittany Frassetto**, MCPS parent, K, 3rd, and 5th grade  
**Mark Weisbrot**, MCPS parent, 5th, 9th, and 12th grade  
**Guijing Xiong**, MCPS parent, K  
**William Chou**, MCPS parent, 6th grade  
**Andre Ballesteros**, MCPS parent, 4th and 1st grade  
**Duo Chen**, MCPS parent, 6th grade  
**Jessica F. Lubetsky**, MCPS parent, 4th and 7th grade  
**Maggie Flowers**, MCPS parent, 3rd grade  
**Heidi**, MCPS parent, 6th grade  
**Ryan Cunningham**, MCPS parent, 9th grade  
**Marguerite Baty Lucea**, MCPS parent, 7th and 10th grade

**Maureen Rieras**, MCPS parent, 1st grade  
**Adva Priso**, MCPS parent, 6th and 10th grade  
**Nina Fedalen**, MCPS parent  
**Craig Readler**  
**Anand Merchant**, MCPS parent, 3rd and 7th grade  
**Antoinette Doherty**, MCPS parent, 11th grade  
**Tara Guretzky**  
**Stacy Xu**, MCPS parent, 7th grade  
**Stephanie Bozzo**, MCPS parent, K, 5th, and 6th grade  
**Joanna**, MCPS teacher and parent, K  
**Jessica Dodson**, MCPS parent, K and 2nd grade  
**Laura Minassian-Kiefel**, MCPS parent, 10th grade  
**Erica Werfel**, MCPS parent, 3rd grade  
**Alissa Crispino**, MCPS parent, 3rd and 8th grade  
**Jennifer Webb**, MCPS parent, 4th and 7th grade  
**Giovanni Antico**  
**Rebecca Holtzman**, MCPS Parent, 4th grade  
**Antonella Sassano**  
**William Bolgiano**, future MCPS parent  
**Amy Ackerberg-Hastings**, MCPS parent, 12th grade  
**Jason Hanley**, MCPS parent, 1st, 4th, and 7th grade  
**Dara Demner**, MCPS parent, 4th and 7th grade  
**Molly Lauer**, MCPS parent, 2nd and 5th grade  
**Julia Arranaga Todhunter**, MCPS parent, 2 in 3rd grade  
**Yubo Zhang**, MCPS parent, 5th grade  
**Laurel McKnight**, MCPS parent, 1st and 3rd grade  
**Richard Lashford**, MCPS parent, 2nd and 5th grade  
**Alix Boucher**, MCPS parent, 4th grade

**Carol da Silva**, MCPS parent, 10th grade  
**Adam Ambrogi**, MCPS parent, 7th grade  
**Gladys Chi**, MCPS parent, 4th and 10th grade  
**Jason Garbic**, MCPS parent, 4th and 6th grade  
**Liesl Geier**, MCPS parent, 3rd grade  
**Richard Goldstein**  
**Rodney Peele**, MCPS parent, 12th grade  
**Yufeng Wen**, MCPS parent, 12th grade  
**Shijun Zhu**, MCPS parent, 10th grade  
**Julia Li**, MCPS parent, K  
**Mary Anne Mount**  
**Nicole Nicas Rovner**, MCPS parent, 8th and 9th grade  
**Julie Liu**  
**Michelle Kuldell**, MCPS alumna  
**Ed Jentsch**  
**Cindy Wang**, MCPS parent, 7th grade  
**Kristy Foley**, MCPS parent, 4th and 9th grade  
**Amber Lesniewicz**, MCPS teacher and MCPS parent, 8th grade  
**Marie-Louise Huth**, MCPS parent, 7th and 10th grade  
**Jen Holtz**, MCPS parent, 7th grade  
Michele Good, MCPS parent, K  
**Rachel Lanman**, MCPS parent, 6th and 8th grade  
**Kalil Kane**, MCPS parent, 1st and 3rd grade  
**Wyman Stone, Jr.**, MCPS parent, 6th and 9th grade  
**Kimberly Kane**, MCPS parent, 1st and 3rd grade  
**Tuan Nguyen**, MCPS parent, 9th grade  
**Evan Witten**, MCPS parent, 1st grade  
**Joe Goldman**, MCPS parent, 8th and 4th grade  
**Yan Liu**, MCPS parent, 2nd grade

**Cindy Velazquez**, MCPS parent, 2nd and 5th grade  
**Larry Legates**, MCPS parent, 9th and 6th grade  
**Roxana Finkelberg**, MCPS parent, 7th grade  
**Lisa Ngo**, MCPS parent, 1st, 6th and 8th grade  
**Kathy Hong**, MCPS parent, 10th grade  
**Denise Diaz**, MCPS parent, 6th and 12th grade  
**Zhenyi Yang**, MCPS parent, 2nd grade  
**Melissa Wiley**, MCPS parent, 7th grade  
**Melissa Downs**, MCPS parent, 10th and 7th grade  
**Doug Bailey**, MCPS parent, 10th grade  
**Christine Koy**, MCPS parent, 5th and 7th grade  
**Jennifer Striegel**, MCPS parent, 9th grade  
**Dong Zhou**, MCPS parent, 9th grade  
**Laura McFarland**, MCPS parent, 7th and 10th grade  
**Yingxi Shi**, MCPS parent, 6th grade  
**Melissa Reichley**, MCPS parent, 9th and 12th grade  
**Jenny Wilson**, MCPS parent, 5th grade  
**Meaghan Driscoll-Avilla**, MCPS parent, 3rd and 6th grade  
**Elizabeth McAllister**, MCPS parent, 9th grade  
**Sari Levin**, MCPS parent, 5th grade  
**Jessica Rotem**, MCPS parent, 1st grade  
**Zhitao Hou**, MCPS parent, 11th grade  
**Nancy Ortiz**, MCPS parent, 5th grade  
**Sunetra Mahajan**, MCPS parent, 9th and 11th grade  
**Elizabeth Christenson**, MCPS parent, 7th and 9th grade  
**Daniel Kane**  
**Benjamin Lauer**, MCPS parent, 5th grade and 2nd grade

**Chau Nguyen**, MCPS parent, 10th, 7th, and 1st grade  
**Sarah Elwell**, MCPS parent, 6th and 7th grade  
**Andrew Wiley**, MCPS parent, 7th grade  
**Melanie Topper**, MCPS parent, 5th and 8th grade  
**Paul Roszko**, MCPS parent, 5th and 1st grade  
**Christine C Stone**, MCPS alumni parent and current MCPS grandparent, 7th and 9th grade  
**Erin Inlek**, MCPS parent, K  
**Grace Gu**, MCPS parent, 7th grade  
**April Wu**  
**Todd Christiansen**, MCPS parent, 9th and 11th grade  
**Helen Winder**, MCPS parent, 12th, 9th, and 5th grade  
**Joshua Rovner**, MCPS parent, 9th and 8th grade  
**Jennifer Sieh**  
**Deirdre Schifeling**, MCPS parent, 11th grade  
**Julia Ye**  
**Rebecca Pikofsky**, MCPS parent, 9th and 11th grade  
**Rachael Sondak**, MCPS parent, 4th and 9th grade  
**Wendy King**, MCPS parent, 10th grade  
**Michele Gibbs**  
**Issie Resti**, MCPS parent, 10th and 12th grade  
**Claudia Miranda**, MCPS parent, 10th grade  
**Steve Neeley**, MCPS parent, 10th, 7th, and 1st grade  
**Peter Colavito**, MCPS parent, 11th grade  
**Priya Lingam**  
**Michal Komlosh**, MCPS parent, 11th grade

**Carol Petrov**, MCPS parent, 12th grade  
**Lisa Paulo**, MCPS parent, 10th, 7th, and 7th grade  
**Debra DeRuyver**, MCPS parent, 2 in 8th grade  
**Sandra Master**, MCPS parent, 5th and 7th grade  
**David Adamson**  
**Lauren Mooney**, MCPS employee and parent, 5th and 8th grade  
**Renee Lahr**, MCPS parent, 5th grade  
**Orlando Davy**, MCPS parent, 7th grade  
**Kelly Spampata**  
**Robin Burke**, MCPS parent, 9th and 7th grade  
**Carol Kurtz**  
**Lona Stoll**, MCPS parent, 8th and 5th grade  
**Scott Camillo**  
**Taylor Stager**, MCPS parent, 6th and 9th grade  
**Jihong ma**, MCPS parent, 12th grade  
**Kelly Zhou**, MCPS parent, 12th grade  
**Christine Lourie**  
**Emily Bleimund**, MCPS parent, 8th and 10th grade  
**Nicole Salgado**, MCPS parent, 9th grade  
**Sarah Woodruff**, MCPS parent, 8th grade  
**Kate Waybright**, MCPS parent, 9th and 6th grade  
**Ying Lio**, MCPS parent, 10th grade  
**Rebecca Aicher**, MCPS parent, 5th and 7th grade  
**Katie Milone**, MCPS parent, 6th grade  
**Laura Kravis**, MCPS parent, 8th and 10th grade  
**Angie Kronenberg**, MCPS Community Member  
**Andrew Stager**, MCPS parent, 6th and 9th grade

**Lenice Smith**, MCPS parent, 7th grade  
**Leticia Molina**, MCPS parent, 6th grade  
**Annie Nlate**, MCPS parent, 8th grade  
**Ellen Parkhurst**, MCPS parent, 12th and 9th grade  
**Alice Enz**, MCPS parent, 5th and 9th grade  
**Kelly McCullough**, MCPS parent, 6th and 9th grade  
**June Zhou**, MCPS alumni parent  
**Samaya Powell**, MCPS parent, 3rd and 7th grade  
**Clay Powell**, MCPS parent, 3rd and 7th grade  
**Alexa Spencer**, MCPS parent, 8th grade  
**Keith Hudolin**, MCPS parent, 2nd and 6th grade  
**Megan Lanham**  
**Grant MacIntyre**, MCPS parent, 1st grade  
**Joanna DeLucia**, MCPS parent, 8th and 5th grade  
**Robin Gaster**  
**Allison Hamilton-Rohe**, MCPS parent, 12th grade  
**Shuishu Wang**, MCPS parent, 12th grade  
**Tiffany Liu**, MCPS parent, 6th grade  
**Albert Chou**, MCPS parent, 5th grade  
**James Ehrman**  
**Troy Jacobs**, MCPS parent, 9th grade  
**Rachel Sylvan**, MCPS parent, 10th grade  
**Jennifer Field**, MCPS parent, 11th grade  
**Dorthea Anderson**, MCPS parent, 1st, 4th and 7th grade  
**Julia Strassburger**, MCPS parent, 6th grade  
**Beth Jewell**, MCPS alumni parent  
**Brian M Corrado**, MCPS parent, 11th and 12th grade  
**Lisa Rodriguez**, MCPS parent, 10th and 7th grade

**Alice Jobard**, MCPS parent, 4th and 2nd grade  
**Dianne Dumais**, MCPS alumni parent and community member  
**Derek Griffing**, MCPS parent, 3rd and 7th grade  
**Yan Wang**, MCPS parent, 11th grade  
**Cathy Kristiansen**  
**James Ulrich**, MCPS parent, 10th grade  
**Donald Yeung**, MCPS parent, 12th and 10th grade  
**Quinn Ma**, MCPS parent, 8th grade  
**Hailey Yang**, MCPS parent, 9th grade  
**Mikhail Neyman**  
**Tiandong Li**, MCPS parent, 8th grade  
**Hailan Wei**, MCPS parent, 12th grade  
**Steve Ashurst**  
**Qi Shi**, MCPS parent, 12th grade  
**Melanie Tarutani**, MCPS parent, 9th and 10th grade  
**Amy Young**, MCPS parent, 12th grade and alumni  
**Sai Majji**, MCPS parent, 6th and 11th grade  
**Lauren Messina**, MCPS parent, 1st grade  
**Jill Fulmer**, MCPS parent, 9th and 12th grade  
**Luke Chenevert**, MCPS parent, 5th and 7th grade  
**Dennis Lucarelli**, MCPS parent  
**Jeff Karton**, MCPS parent, 10th grade  
**Qing Song**, MCPS parent, 10th grade  
**Alycia Weinberger**, MCPS parent, 12th grade and alumni  
**Kawsar Talaat**, MCPS parent, 9th grade  
**Renee LeVine**, MCPS parent, 8th and 12th grade  
**Kendall Sutton**, future MCPS parent

**Deborah Guinnessy**, MCPS parent, 10th grade  
**Elizabeth Davenport**  
**Chris Richardson**, MCPS parent, 11th grade  
**Artur Bonifaciuk**, MCPS parent, 5th and 9th grade  
**Maoyi Huang**, MCPS parent, 6th grade  
**Heidi Ashton Yoon**, MCPS parent, 9th and 12th grade  
**Mimi Langley**, MCPS parent, 10th grade  
**Greg Barnhart**  
**Nan Zhai**, MCPS parent, 7th grade  
**Kristy Park**, MCPS parent, 5th grade  
**Erin Hudolin**, MCPS parent, 2nd and 6th grade  
**Lei Wang**  
**Katharine Gordon**, MCPS parent, 5th, 7th, and 9th grade  
**Amanda Innes**, MCPS parent, 9th grade  
**Mary-Margaret**, MCPS parent, 9th grade  
**Doreen Reilly**  
**Kristin O'Planick**, MCPS parent, 3rd and 6th grade  
**Catherine Greene**, MCPS parent, 4th grade  
**Jian Ye**  
**Holly Denniston-Chase**, MCPS parent, 7th grade  
**Stefani Klinedist**, MCPS parent, 4th and 7th grade  
**Kun Xu**, MCPS parent  
**Shannon Ingram**, MCPS parent, 4th and 11th grade  
**Victoria Villator**, MCPS parent, 2nd grade

As of 9:30 a.m. ET, 3/19/26

## **Details: Red Flag Changes to MCPS's Program Model**

### **1. Transparent, Itemized and Justified Budgets**

To date, MCPS has provided only high-level, unrealistic estimates of the likely cost of its proposed program changes, with no clarity around how the changes will be paid for, including whether there will be tax implications for Montgomery County residents. Without a much clearer answer to these questions, MCPS is putting the Board of Education and the County Council in a precarious budget position with no clear sense of the financial impacts of these changes.

Before the Board of Education approves its plan, MCPS must provide a year-by-year, itemized budget that details expected costs for staffing, materials, transportation and administration. This should include a breakdown of where the revenue will come from to pay for these changes, including an analysis of at least three potential funding models and a clear justification for the funding model selected. MCPS must provide evidence that funding for these changes will be available before FY28, and not ask the Board to simply believe that funding will be available when the time comes.

MCPS's budgets should also demonstrate an equitable distribution of resources among all affected MCPS schools, with no harm to high-FARMS populations.

### **2. A Substantive Evaluation of Current Programs**

The program analysis initiated in 2025 did not evaluate the content, efficacy, or educational value of existing programs. Before making any new changes to its programs, MCPS should assess the educational value of the curriculum and make thoughtful adjustments.

The most recent external comprehensive assessment of magnet programs was the [Metis study from 2016](#). There are no more recent independent third-party evaluations of current magnet programs, academies, signature programs, local programs or CTE pathways – though the recent OLO report did highlight racial and economic inequities in both access to and participation in AP programs, language classes and CTE courses.

While there is data on enrollment, there is no published third party information on program curriculum, impact on graduation rates, impact on test scores, impact on staffing, impact on electives, or post-MCPS educational achievement. There has been no published third party examination of the curriculum, extracurricular, or cocurricular activities associated

with current academic or CTE programs. There also does not appear to be any published third party data on student or parent feedback on programs.

No new program changes should be implemented without a clear, independent and credible assessment of these factors.

### **3. Proof of Demand for Proposed Program Changes**

MCPS has shared data on applications to existing magnet programs, and along with feedback from the 2016 Metis Report this data corroborates MCPS's claims that demand exists for more programs like IB, Humanities, SMCS, Global Ecology, the Visual Art Center, and Leadership for Social Justice.

However, the data does not support MCPS's premise that demand will naturally translate to new programs, and it won't unless MCPS ensures comparable quality of instruction and cohort. When MCPS has added additional regional IB programs in the past they have struggled to fill all the seats, and demand has varied in proportion to the success of the program as measured by number of students taking and passing the IB exam. MCPS has not published data confirming why demand has not transferred over from RMIB to the regional IBs.

In addition, MCPS still has not published data evaluating the changes to middle school magnets, which has resulted in a shift of demand and students deciding to stay in their local schools over the middle school magnets, which would also shed more light on what students are actually seeking.

MCPS has also not provided an adequate justification for many of its proposed regional CTE programs. These pathways currently operate in multiple schools, and according to MCPS's CTE program enrollment data, most of the existing pathways attract very few students. ([See tables on pages 73-5 of the attachments to Staff Report provided to County Council members regarding MCPS CTE programs.](#))

For example, in '24-25, there were a total of 112 students enrolled in the Certified Nursing Assistant pathway. This is an average of 24 students per site, across all four grades. Two of the schools offering the CNA pathway are part of the DCC and NEC, and a third site is the regional program at Edison. Even in the consortia, where students are guaranteed transportation, this program doesn't draw significant enrollment. These numbers are extremely problematic for staffing reasons, and there has been little guidance from MCPS about the level of interest needed to keep a program open.

That same pattern reveals itself in other health professions pathways, as well as for pathways such as JROTC, computer network operations, and law enforcement and leadership. All of these pathways are available to the majority of MCPS students via regional access through the DCC, NEC or at Seneca Valley, Edison and Gaithersburg. Regardless, these programs currently only enroll a few dozen students per year.

We suspect that the low enrollment in some CTE pathways reflects a lack of understanding among students and families about the availability of these courses. This is supported by [the recent OLO report's finding](#) that especially in lower-income schools, inconsistencies and outdated information across course catalogs and websites lead to parents and students potentially missing out on courses that are available, or trying to sign up for courses that aren't offered.

Rather than increase CTE offerings across the board, MCPS should conduct a clearer assessment of which pathways are in the highest demand at which campuses, and also initiate a program to make students and families more aware of those course offerings. These steps are far more likely to increase CTE participation than a blanket uptick in offerings regardless of student interest or awareness.

Meanwhile, the CTE pathway with the highest enrollment is the PLTW engineering program, which operates at 13 schools and has over 4,000 students enrolled. Despite the popularity of this program, MCPS is not adding the program at any new sites, merely reallocating access to regional or local programs. For the majority of students, access to regional engineering pathways won't increase; they will just be applying to a different location. Indeed, in the last two years, MCPS has been expanding the PLTW engineering program to more high schools, so the proposed decision to instead pivot to regional engineering programs in effect is a decision to shortcut this expansion and instead invest in regional programs with a higher per pupil cost of transportation and administration, and miss the opportunity to attract students who wish to remain at their local school.

Finally, MCPS has not addressed the often-raised complaint that the reason why students are seeking out programs elsewhere is that their home schools do not offer sufficient opportunities for advanced coursework, especially in ninth and tenth grade English and Science, or access to AP courses. MCPS has not made the case for creating new programs rather than strengthening existing local courses and programs. Given MCPS's continuing decision not to fund new high school Science and English instructional materials and training, and its continuing lack of Honors Science and English courses in local schools, the decision to fund regional programs at a cost of \$10 million amounts to a choice to fund programs rather than local schools.

#### 4. A System to Ensure Continuous Improvement and Accountability

[On November 20](#), MCPS published an overview of program pathways that included metrics for evaluation. In the section that detailed proposed metrics for evaluation of the Visual Art Center program at Einstein, MCPS suggests annual walk-throughs to ensure “fidelity of program, course, and curriculum implementation.”

This is the bare minimum that MCPS should do to ensure equity and fidelity in program delivery across all of the affected campuses. Classroom data from programs must be collected routinely and analyzed to inform improvements, learning and to ensure equity and accountability. This process must continue for the life of the program to ensure that improvements and changes are delivered as needed.

MCPS also needs to develop a comprehensive system of “equity monitoring” ahead of implementation. There needs to be regular examination of programs to identify and remediate any disparities between program sites. The results of these audits should be published for general access and disseminated directly to the families of students enrolled in programs. Audits must occur on a planned schedule in perpetuity.

This system must include:

- Inventories of physical equipment (texts, computers, lab equipment, software, storage space, libraries of music and scripts, art supplies, etc.);
- Shared training opportunities for staff to create a similar foundational approach to program material. This process may require significant training needs for program teachers. For example, in the specialized science programs, science educators may need to pursue additional certification to be qualified to teach a wider range of topics. This may require teachers to take course work or sit for the Praxis test to become certified in new subject areas;
- Identical or materially comparable course offerings, with classes offered at the same frequency in all program sites;
- Centralized budgeting for program resources: MCPS should pay for program materials, including texts, software licensing, lab supplies, musical instrument purchase and repair, costume rentals, etc. These costs should not come out of school operating budgets;
- Comparative assessment of student outcomes (IB/AP and IRC exam results, college acceptance data, etc.) with implementation of remediation plans to increase support for programs falling below a clearly delineated achievement metric, so students in every region achieve similar outcomes, including evaluation of student outcomes by school; student outcomes for students in a program vs. not in the program, at each school; and SAT scores and MCAP scores;

- Assessment of program admissions data to ensure parity in admissions between clusters. If one or more clusters are underrepresented in program admissions, MCPS should undertake an audit of subject-matter curriculum delivery in grades K-8 and provide necessary support to ensure all students in a region meet or exceed program eligibility requirements; and
- Program admissions procedures that consider availability of courses and programs at the middle school level. For example, not all students have access to middle school level MYP programs, which could negatively affect their applications to IB programs. Students should be held harmless for disparities between elementary and middle school offerings.

To the best of our knowledge, MCPS has yet to meaningfully consult with current program staff for advice on program design. Coordinators from existing programs and subject matter experts should advise MCPS on the minimum standards for every program and mitigations to promptly address shortfalls.

This framework for continuous improvement and accountability in program implementation should be synthesized on a regular schedule and shared with principals, cluster leaders, and other stakeholders.

There should be no end date to continuous improvement practices. Each cohort of students should be able to enter a program knowing it is a high-quality, topically relevant pathway, delivered with fidelity to all goals and standards.

## **5. Facilitated Cross-Regional Cooperation**

As [the recent OLO report](#) showed, one of the most stubborn realities of MCPS is income inequality that persists across the county and its impact on our schools. Communities with greater financial resources and more time to devote to volunteerism are able to provide greater support for both curricular and extracurricular school activities. Disparities like this manifest in the quality of senior class t-shirts, SAT prep, artist in residence programs, or hiring a band instead of a DJ for a school dance. For specialty programs in particular, the existence of alumni Foundations is a major driving force behind this inequity.

MCPS's proposed model places similar programs at schools with vastly different socioeconomic profiles. That sets up a situation where a program in one region can offer more expensive field trips, more prestigious guest speakers, or more free and available tutoring than its peers in other regions. The programs in less affluent schools will suffer by comparison, potentially affecting public opinion about the entire region and subsequent enrollment in the programs. That public opinion can in turn have repercussions on sector

development goals and business investment in particular zip codes.

MCPS should put systems in place to bring like-programs together to build shared support structures to benefit all students pursuing a particular pathway, and to better ensure equivalent quality and content across regions. Specifically, MCPS should work with MCEA to establish and financially support cross-regional Professional Learning Communities (PLCs) for each program so that teachers within each program can work with their cross-regional counterparts. These PLCs should meet quarterly.

By establishing cross-regional structures that provide strategic and financial benefits, as well as regular oversight and annual evaluation of all subject-matter programs, all students in that pathway can count on community support.

## **6. Centralized Community Partnership Management**

Various drafts of MCPS's program proposal have referenced "community partnerships." Like community support, community partnerships can vary dramatically depending on the community surrounding a school building.

When it comes to opportunities for internships, apprenticeships, guest speakers, and other outside resources, MCPS should strive to eliminate disparities between program sites. MCPS should work with individual programs to connect with potential community partners to develop county-wide opportunities so all students in like-programs have the same set of opportunities.

For example, in all of the magnet programs (STEM, Arts, Humanities, Engineering, CTE), MCPS should maintain and distribute shared databases of where students in the past have secured internships, and of research positions that are valuable to developing independent projects and publications. MCPS should cultivate more formal programs with regional partners such as NIH, biomedical labs, tech companies and the University of Maryland, as well as provide lists of competition opportunities relevant to the program. Teachers should be trained to distribute these lists and MCPS should develop informational sessions for students to learn how to apply for opportunities.

Schools can do more than simply teach content in the classroom; they can level the playing field for outside opportunities that only some are aware of.

## **7. Clarified Staffing Impacts**

The concurrent implementation of boundary and program changes is going to affect staffing allocations in ways that MCPS has clearly not thought through. In particular, several schools are going to have a smaller overall population, while also adding new programs that require increasing staff with specialized subject matter knowledge. In a worst-case scenario, the need to increase staff in a program-specific subject will lead to cuts in staff teaching subjects or electives that benefit the whole student body.

To avoid such situations, MCPS should work with the MCEA and MCAAP to define the role of program teachers and the scope of their work. If actionable, programs should be staffed with positions that do not count against the per-student staffing formula that applies to the allocation of classroom teacher positions. In other words, program staffing should be additive to comprehensive programming, not a replacement to extant programming.

## **8. A Sensible Curriculum Development Process**

The current program proposal does not appear to follow the existing regulations for curriculum development, which on its own should give the Board adequate reason to reject it.

To address this, MCPS's program proposal must include a clear and enforceable requirement to follow all published regulations pertaining to new curriculum (Policy IFA, Regulation IFA-RA). Multiple pathways will require new course work or updates to CTE courses per MSDE guidelines.

Adoption of new curriculum should undergo proper vetting and opportunity for public comment, including:

- All programs should be clearly defined with published instructional goals, course sequences, program requirements, and academic prerequisites.
- MCPS should issue an RFP to source externally created and vetted curricula and high-quality instructional materials for every grade level, and every subject matter.

MCPS should have a protocol for curriculum selection that includes:

- Developing and publishing rubrics for their curriculum reviews, with the same rubrics for culturally inclusive materials and parent engagement, but with other rubrics tied to the specific goals of the program;
- Even where MCPS is selecting open-source curriculum or developing curriculum in-house, it should have a similar review process to invite stakeholders to offer

feedback, including current and past students and parents from the program and current teachers;

- Where an external curriculum is not available, MCPS should fully develop pathways that have clear parameters and implementation plans;
- MCPS should develop or purchase curriculum for *all four years of each pathway prior to implementation*;
- Program curricula must be coherent and sequenced - curricula cannot be created piecemeal, because students need progressive instruction to develop skills necessary for end-of-program capstone projects, portfolios or exams. In most if not all cases, the programs are also interdisciplinary, and curricula need to be designed considering all parts of the program and opportunities for shared projects; and
- Curriculum development must follow all regulations related to public input and Board approval, even in cases where curriculum is a revision or adaptation of existing materials.

## **9. Justification for the Proposed Number of Regions**

MCPS created the proposed regional model without any clear justification for the number of regions proposed. No credible third party assessment was done to evaluate the best number of regions for academic outcomes, protecting student choice, avoiding breaking up existing communities, protecting teachers or using resources as efficiently as possible. MCPS should therefore provide a clear, externally reviewed justification for its proposed number of regions, which includes an assessment of other regional number options (e.g. [a recent proposal for a 3-region model](#)).

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