Montgomery County Public Schools
UNLEASHING POTENTIAL

Elementary & Middle Schools Boundary Study / Closures & Consolidations Study: Community Presentation – Round 1 Recap

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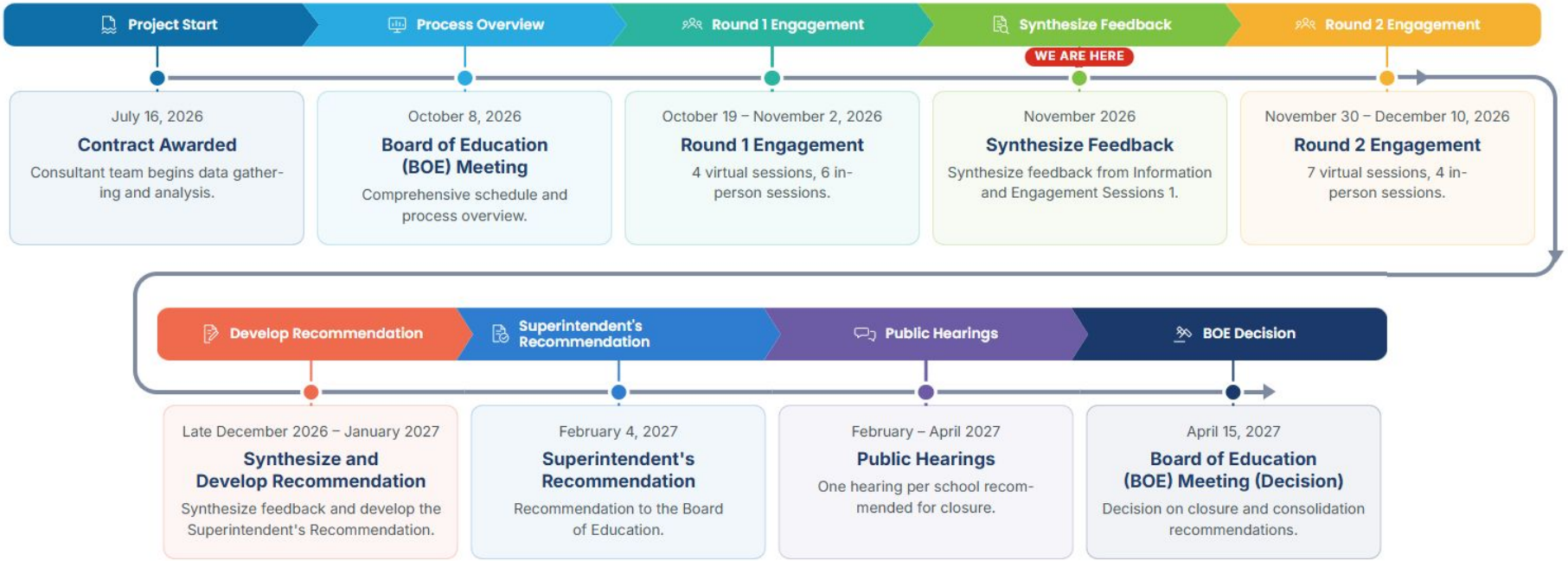
MCPS Future Ready

ES & MS Closures and Consolidations Study

- Reminder of the **timeline**: ES & MS Closures and Consolidations Study (Phase 1) and Boundary Study (Phase 2).
- Highlight key feedback from round 1 **community engagement sessions** (virtual and in-person) in Phase 1.
- Identify **early considerations for decision making** framework, including programs, recent construction, and new interactive web-based model.
- Highlight key aspects of the upcoming round 2 **community engagement sessions** (virtual and in-person) in Phase 1.

Phase I: Closures and Consolidations

JULY 2026 – APRIL 2027



Later phases

Phase II: Boundary Study School year 2027-2028 onwards, schedule to be determined

Implementation Potential closures, consolidations, and boundary changes will take effect at the start of the 2029–2030 school year

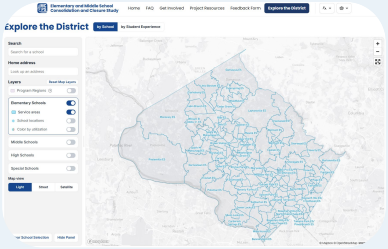
Fall Engagement – By The Numbers (as of Nov. 4)



In-person meetings

~320
community attendees

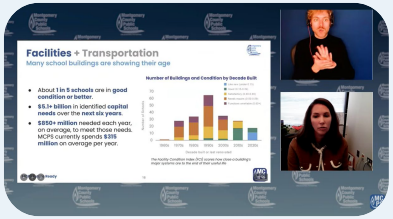
~120
staff attendees



Project website

74,600
total visits

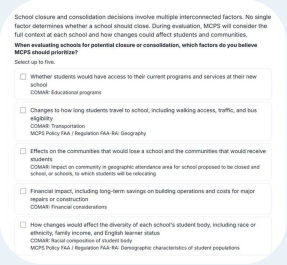
44,900
unique visitors



Virtual meetings

2,519
total attendees

857
Mentimeter participants



Feedback form

2,766
respondents

11,279
written comments

Fall Engagement – Access and Inclusion

Communication toolkits
Emails, texts, and social posts for schools and partners

Materials in 8 languages
Website, project guide, and community feedback form

Live interpretation
At all in-person and virtual meetings, plus ASL

Staff-only sessions
A dedicated in-person option at each site for any staff

On-site childcare
Provided at every in-person community meeting

Self-guided review
Meeting content and feedback questions online



In-Person Sessions - What We Heard

Common Themes

Proximity and student travel
Distance to school, travel time, and walking and bus access

Program and service access
Special programs and student support services

Understanding the data
How projections, capacity, and building condition are measured

Equity across communities
Considerations for schools serving high-need students

Potential costs and savings
Estimated savings and costs for staff, buildings, and transportation

Supporting MCPS staff
Teacher retention, workload, and support through any changes

Key Takeaways

Impacts are felt locally. Participants evaluated changes by their effect on their own school, its families, and its neighborhood.

Proximity and program access are top concerns. Families value schools close to home and the various academic programs MCPS offers.

Transparency builds trust. Participants want to understand the data, how it shapes the criteria, and how decisions will be made.

Virtual Sessions – Poll Results

What information shared today surprises you most?

Facilities + Transportation
847 responses



35%
1 in 5 schools in good condition or better



33%
4 in 10 students live closer to another school



19%
$850M+ a year in capital needs vs. $315M spent

Enrollment + Programs
774 responses



44%
51 schools below 80% full, 26 above 100%



20%
13,300 fewer students than in 2019–20



14%
More students qualify for FARMS, special ed., or EL support

Staffing + Budget
713 responses



34%
1 in 5 ES share an art, music, or PE teacher



26%
Smaller schools' operating costs take a bigger share of the budget



25%
39% of ES and 27.5% of MS are below target size

Virtual Sessions – What We Heard

Common Themes

Criteria and data
How factors will be selected, weighed, and applied

Potential costs and savings
Estimated savings and costs for staff, buildings, and transportation

Enrollment trends
Causes of decline and how projections account for growth

Class and school size
Individual class sizes and the target sizes for schools

Program and service access
Special programs and student support services

Proximity and student travel
Distance to school, travel time, and walking and bus access

Key Takeaways

Student experience comes first. Participants focused on how changes could affect class sizes, programs, and services.

Questions about the analysis. Participants asked how school data, enrollment projections, and savings are calculated.

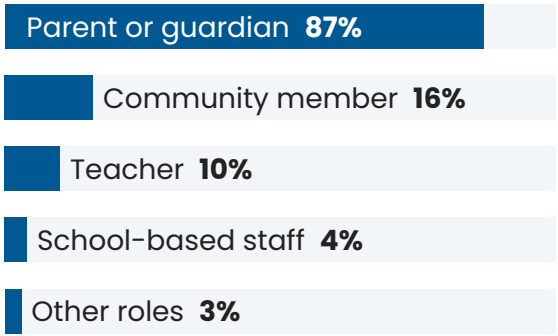
Interest in seeing all feedback. Participants want to see the questions and comments others shared, and how they are being addressed.

Feedback Form – Who Participated

2,766 total respondents | **11,279** total written comments

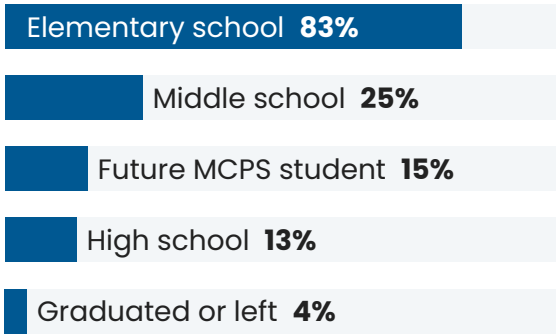
Respondents by role

All 2,766 respondents



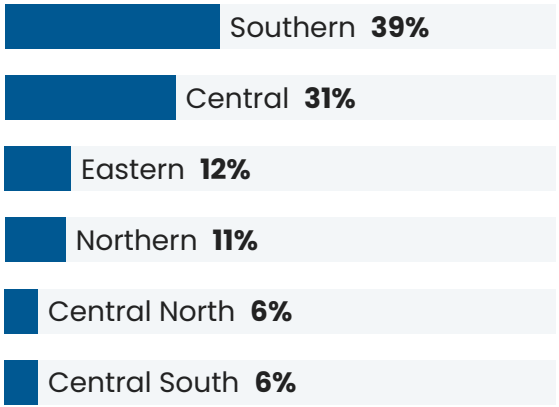
Parents' children by school level

Among 2,400 parents and guardians



Respondents by program region

Among 2,426 who named a school



Totals exceed 100%: respondents could choose more than one answer, and respondents connected to schools in multiple regions count in each.

Feedback Form – What We Heard

Common Themes

Program and service access
Special programs and student support services

Student stability
Repeated moves, transitions, and keeping students together

Proximity and student travel
Distance to school, travel time, and walking and bus access

Potential costs and savings
Estimated savings and costs for staff, buildings, and transportation

Community impact
What a school closure would mean for its neighborhood

Supporting MCPS staff
Teacher retention, workload, and support through any changes

Key Takeaways

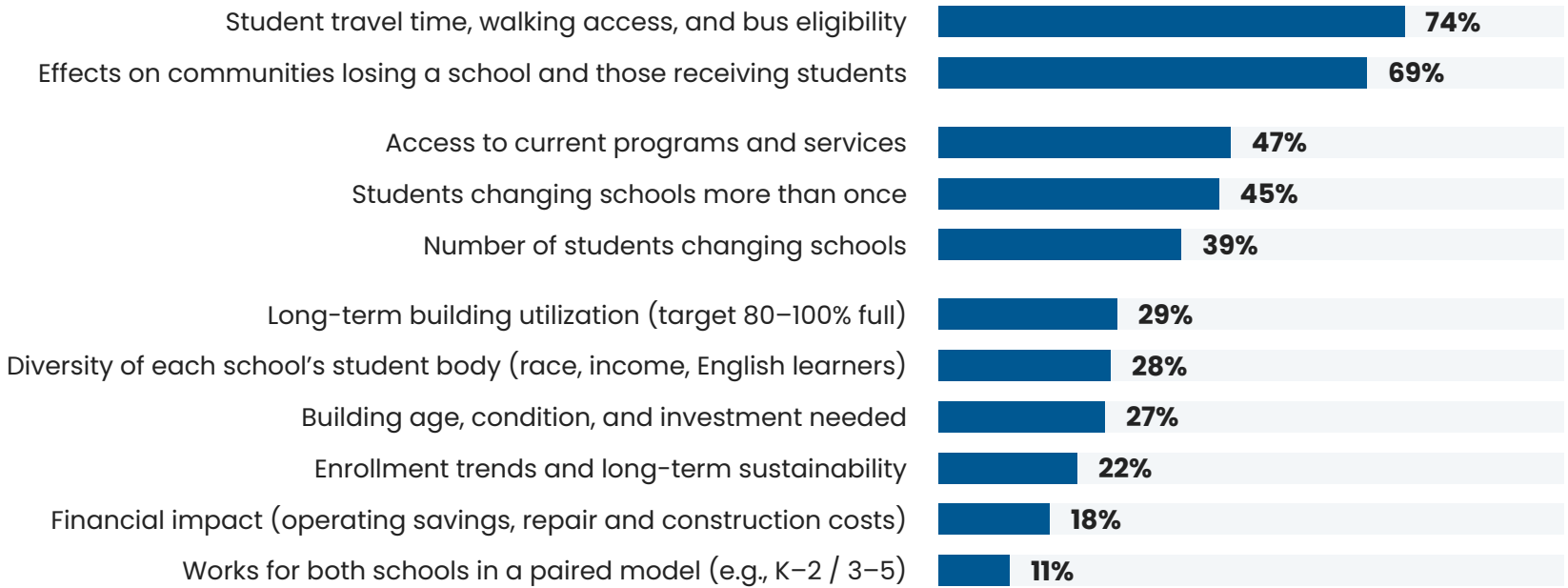
Continuity matters for students.
Many concerns centered on stability in students' travel, programs, and communities.

Interest in the financial picture.
Respondents want to understand the financial considerations and impacts of potential changes.

Input should be visible.
Respondents want to see how community feedback shapes the criteria and informs the decisions that follow.

Feedback Form – What Matters Most

Question: Which factors should MCPS prioritize? Respondents chose up to five.



Note: Percent of all 2,766 respondents. Respondents could choose up to five factors, so totals exceed 100%.

Early Considerations: Elementary & Middle School Programs

In general, existing programs would move rather than end if a school closes. At the same time, there could be structural changes to programs as part of larger system educational alignments.

Elementary

- Expanding regional program model to include elementary schools
- If an elementary school closes, the program will move and the location will be determined during the boundary study process (which will take place during SY27-28)

Middle

- Prioritize program continuity
- If a middle school closes, the program will move and the location will be determined during the boundary study process (which will take place during SY27-28)

Early Consideration: Removing Recent Construction

New/Replacement schools with low FCIs, that received state capital funding (debt) within 15 years of SY 2029–30 closure year (2014 or later):

2014 Wilson Wims ES
2014 Bel Pre ES
2014 Candlewood ES
2014 Rock Creek Forest ES
2016 Hallie Wells MS
2016 William H. Farquhar MS
2017 Silver Creek MS
2017 Brown Station ES
2017 Wayside ES
2017 Wheaton Woods ES
2018 Bayard Rustin ES
2019 Snowden Farm ES
2020 Luxmanor ES
2020 Maryvale ES
2020 Potomac ES
2020 Tilden MS
2022 Harriet R. Tubman ES
2022 Odessa Shannon MS
2023 Cabin Branch ES
2023 Burnt Mills ES
2023 South Lake ES
2023 Stonegate ES
2023 Woodlin ES
2024 Neelsville MS
2026 Burtonsville ES
2026 JoAnn Leleck ES at Broad Acres

Data Informs the Direction. Context Shapes the Recommendation.

Evaluating schools with consistent metrics doesn't mean every school will have the same outcome. Each recommendation should consider the needs of the whole school system as well as local impacts.

- **No one-size-fits-all approach:** Consistent metrics help evaluate schools, but no single formula determines the right outcome.
- **Context matters:** Schools facing similar challenges may need different solutions depending on location, nearby school capacity, and community needs.
- **Grounded in requirements and feedback:** Recommendations should follow COMAR, Board policy, and MCPS regulations, and reflect community feedback.

Requirements and Criteria

What guides this work?

We must align this work to the Code of Maryland Regulations (COMAR 13A.02.09.01) and our Board policy (FAA) and Regulation (FAA-RA).

What else is important for us to consider from the perspective of the student experience, family priorities, and staff considerations?

COMAR - 13A.02.09.01

- Student enrollment trends
- Age or condition of school buildings
- Transportation
- Educational programs
- Racial composition of student body
- Financial considerations
- Student relocation
- Impact on community in geographic attendance area for school to be closed and schools to which students will relocate

FAA, FAA-RA

- Demographic characteristics of student population
- Geography
- Stability of school assignment over time
- Facility utilization

Additional Considerations

- Paired school review
- Those elevated by students, staff, and families in the October sessions

Winter Engagement – What to Expect

November 30 – December 10



What we heard from Fall Engagement

A summary of fall feedback and how it's guiding next steps



Criteria development

How elements reviewed in the fall are informing the planning process



Shaping the approach

How potential criteria could help identify schools for review



Your input

What questions you have and what refinements to consider

Winter Engagement – What to Expect

November 30 – December 10

In-person open houses
6:30–8:30 pm

- Same drop-in format as the fall
- ~15 minute presentation to start
- Facilitated small-group discussions at large interactive screens
- Multiple opportunities to share feedback throughout

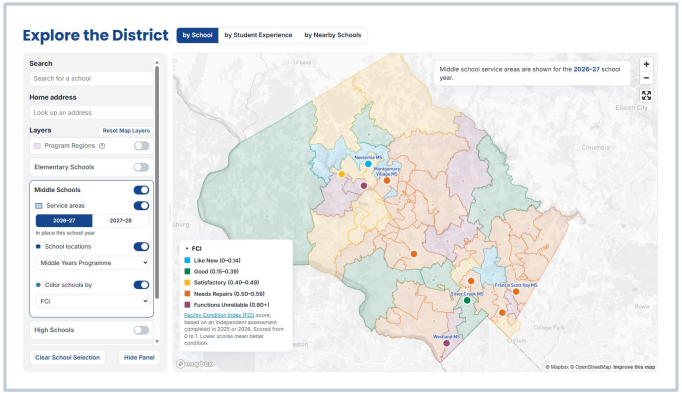
Virtual sessions on Zoom
60 minutes

- ~15 minute presentation to start
- Similar content to in person, adapted for a virtual format
- Multiple opportunities to share feedback throughout

Online Feedback Form: Complements both formats and is open to everyone, whether or not they attend a meeting

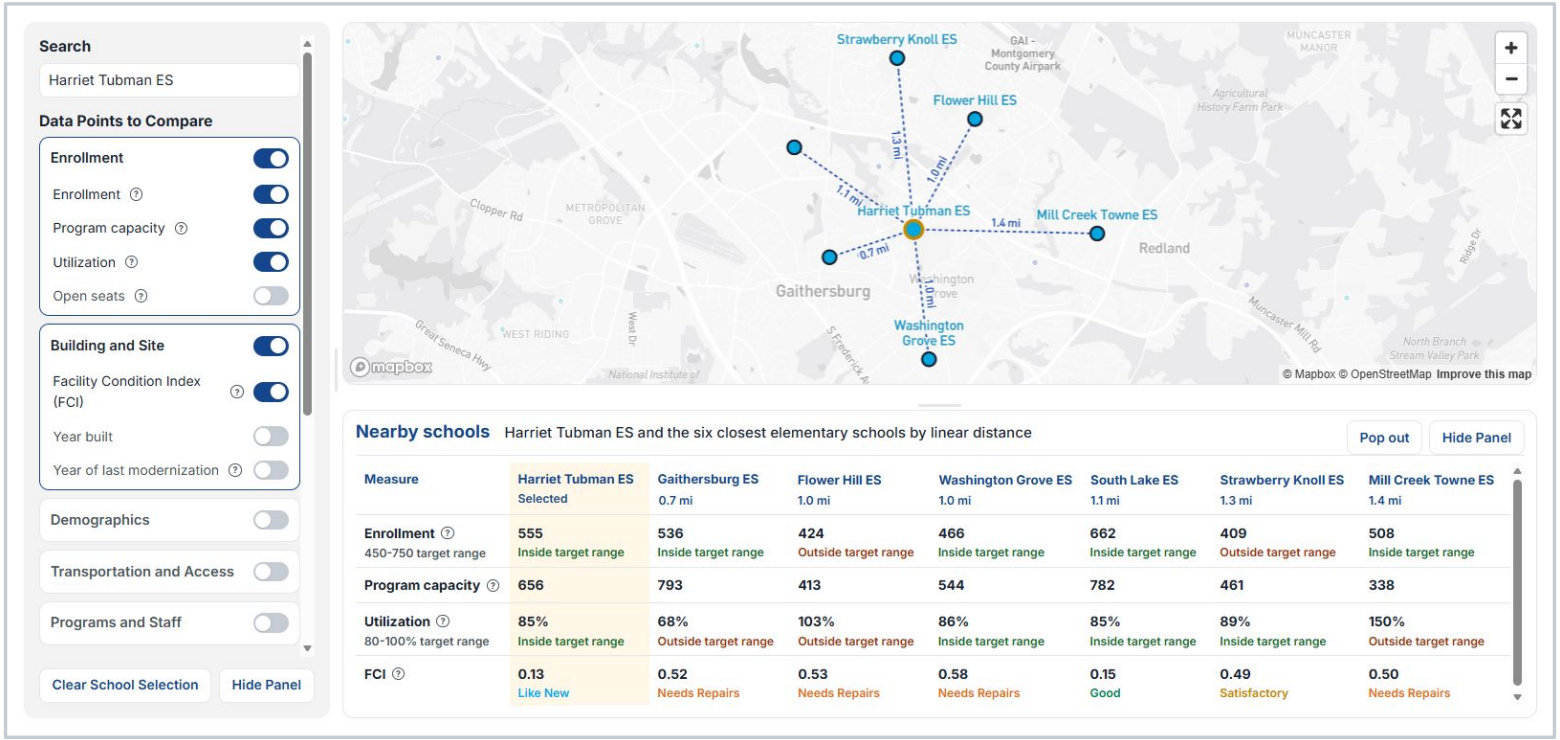
Website Updates from Feedback

- New FAQ Section from Fall Engagement
- Added “Teaching Stations” per school to the “Explore the District” tab (aligns with Program Capacity tables in Chapter 4 of the CIP)
- Updated features in the “Explore the District”
  - Interactive versions of in-person map boards from Round 1 (e.g., FCI)
  - Program location filters
  - Existing “walk zones”
  - 1 mile (ES) and 1.5 mile (MS) radius
  - Comparisons to nearby schools



Website Updates from Feedback

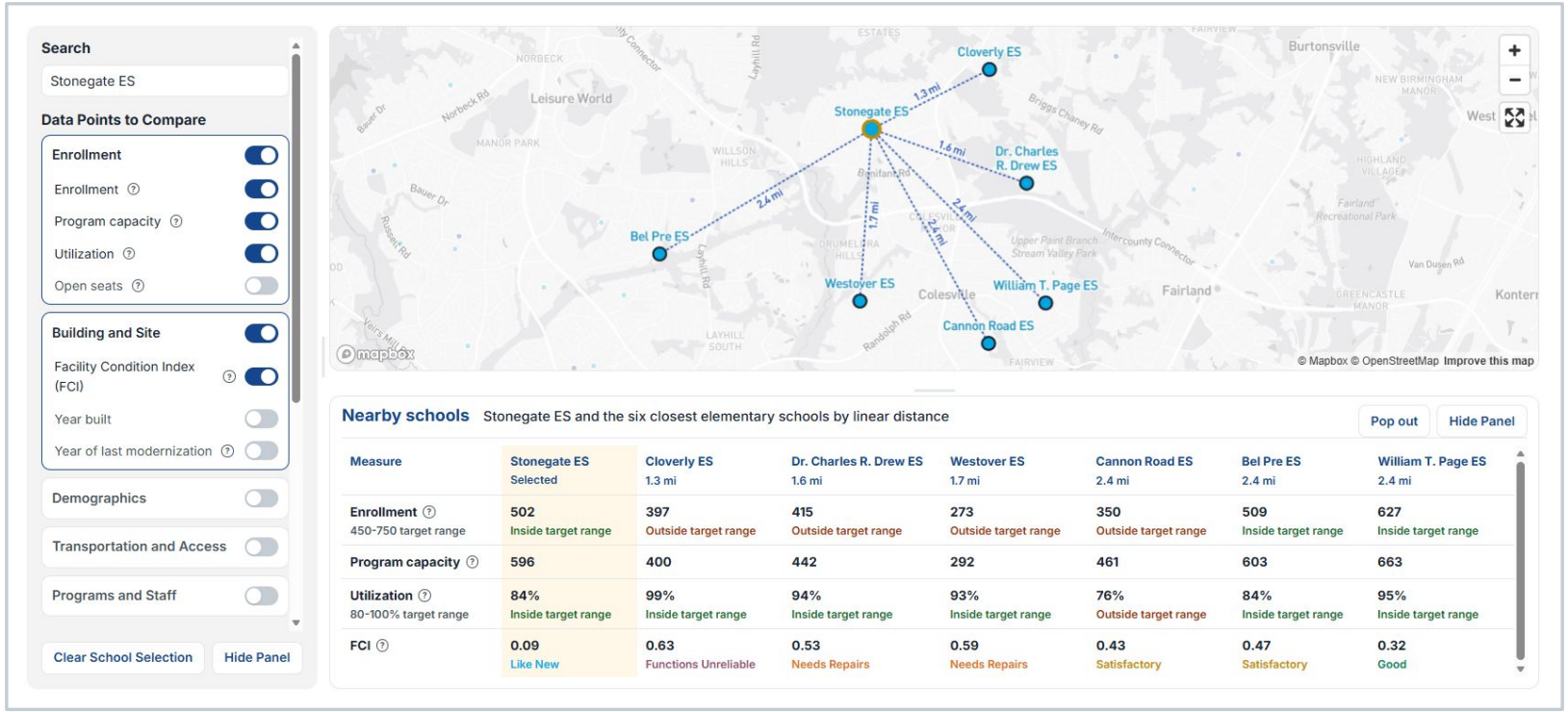
Compare Nearby Schools - Harriet Tubman ES



Measure	Harriet Tubman ES (Selected)	Gaithersburg ES (0.7 mi)	Flower Hill ES (1.0 mi)	Washington Grove ES (1.0 mi)	South Lake ES (1.1 mi)	Strawberry Knoll ES (1.3 mi)	Mill Creek Towne ES (1.4 mi)
Enrollment (450-750 target range)	555 Inside target range	536 Inside target range	424 Outside target range	466 Inside target range	662 Inside target range	409 Outside target range	508 Inside target range
Program capacity	656	793	413	544	782	461	338
Utilization (80-100% target range)	85% Inside target range	68% Outside target range	103% Outside target range	86% Inside target range	85% Inside target range	89% Inside target range	150% Outside target range
FCI	0.13 Like New	0.52 Needs Repairs	0.53 Needs Repairs	0.58 Needs Repairs	0.15 Good	0.49 Satisfactory	0.50 Needs Repairs

Website Updates from Feedback

Compare Nearby Schools - Stonegate ES



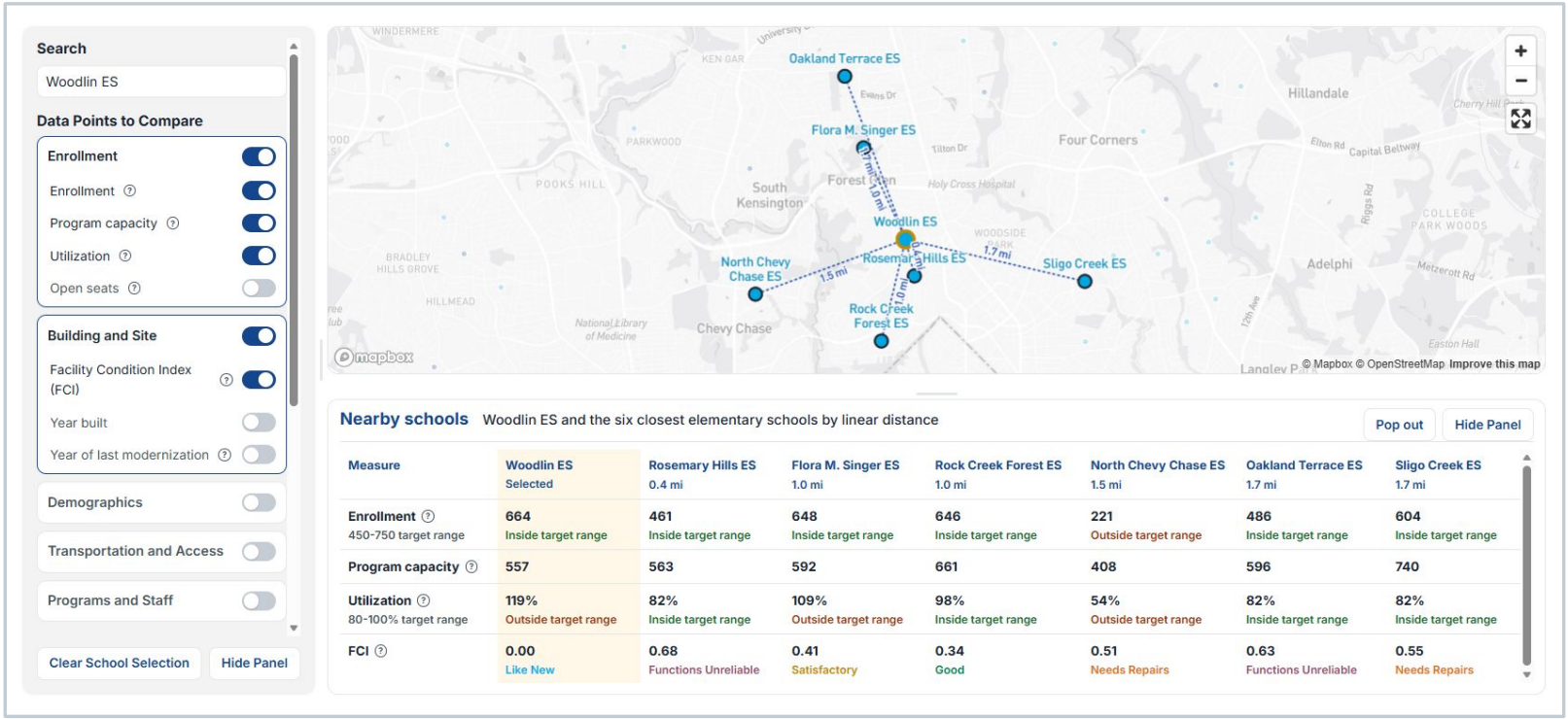
Website Updates from Feedback

Compare Nearby Schools - JoAnn Leleck ES



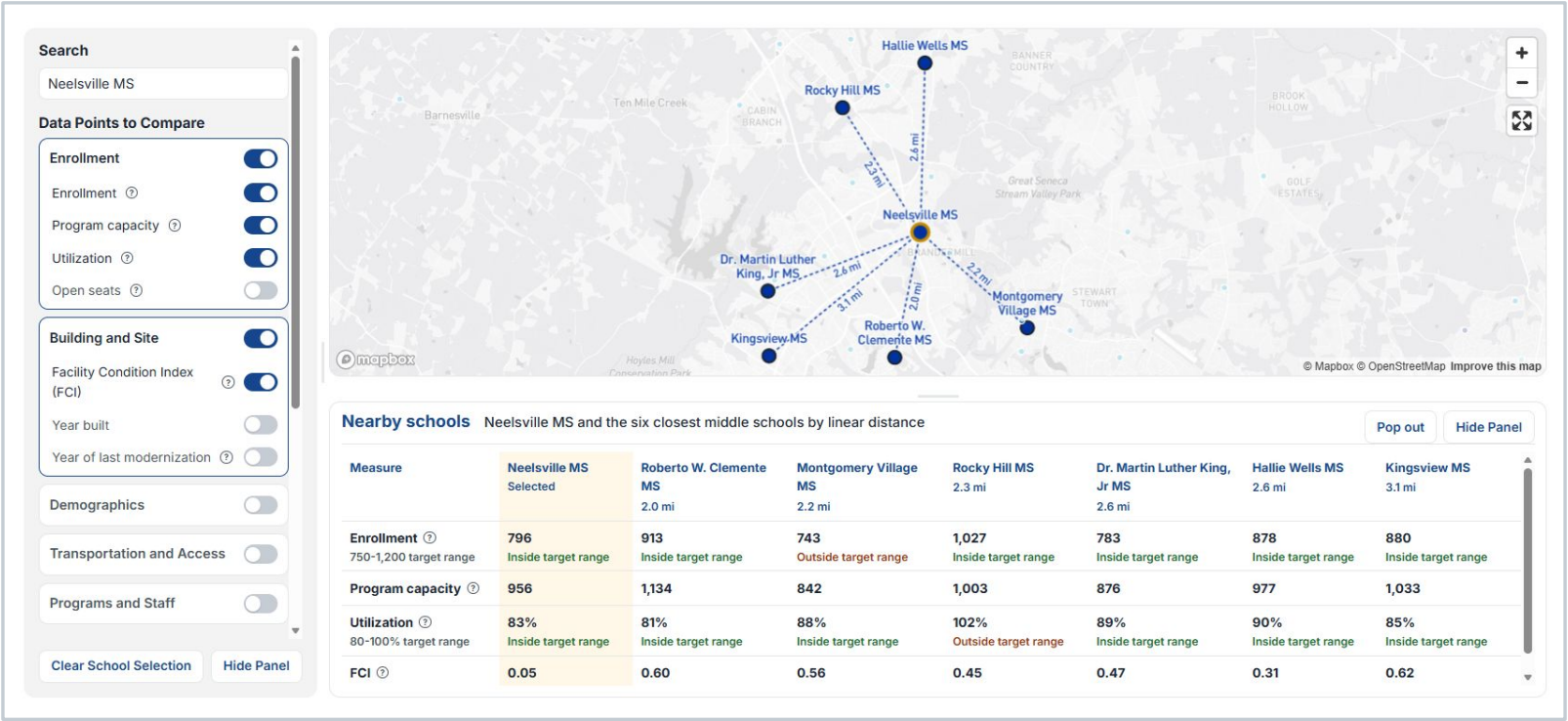
Website Updates from Feedback

Compare Nearby Schools - Woodlin ES



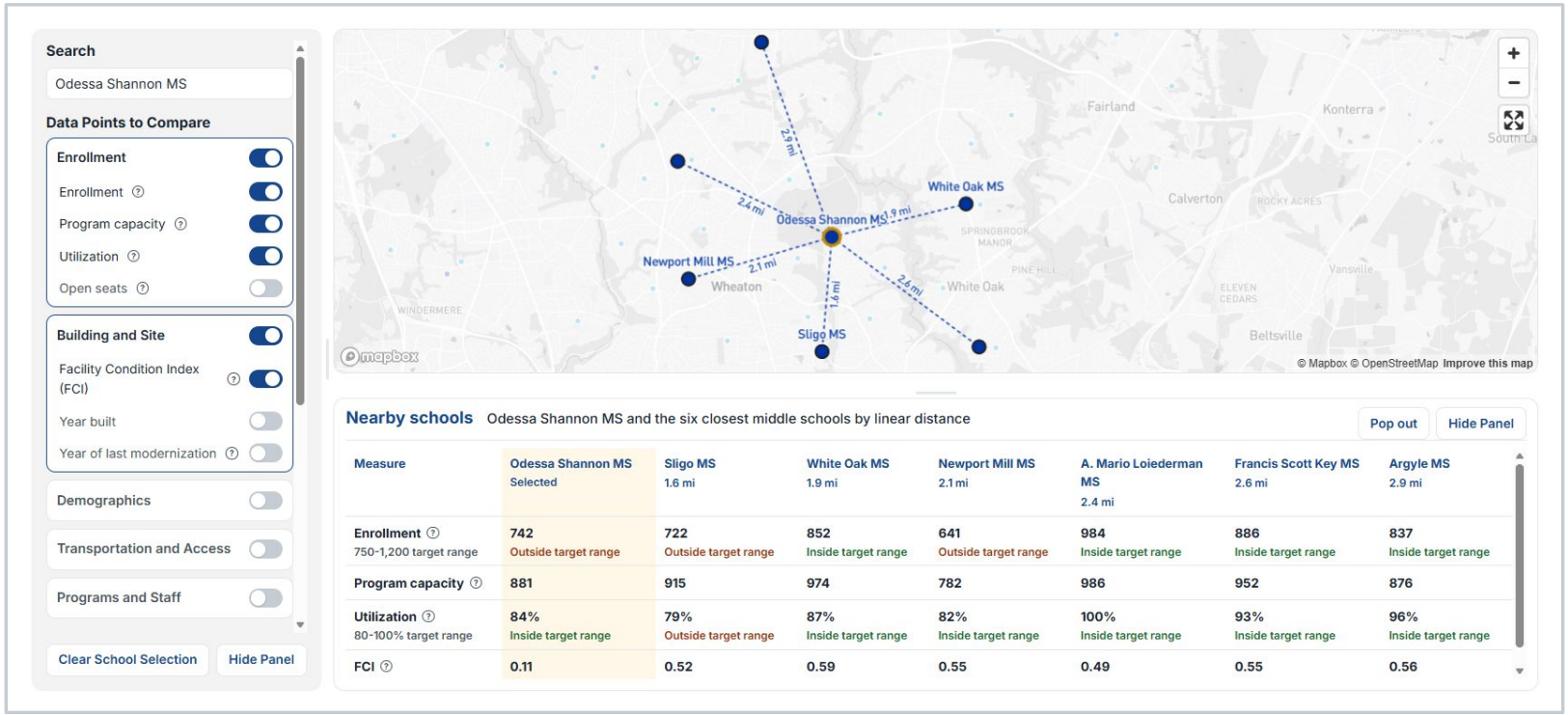
Website Updates from Feedback

Compare Nearby Schools - Neelsville MS



Website Updates from Feedback

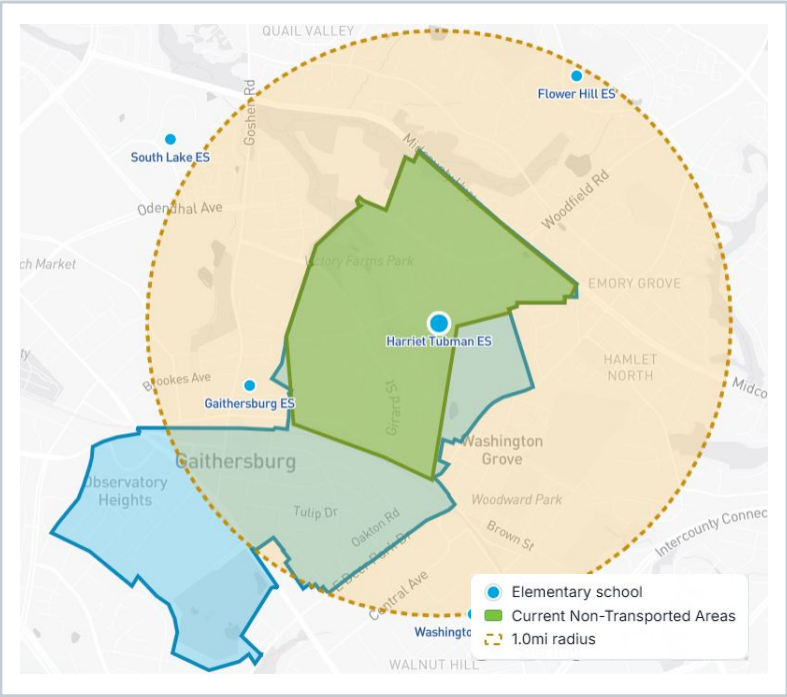
Compare Nearby Schools - Odessa Shannon MS

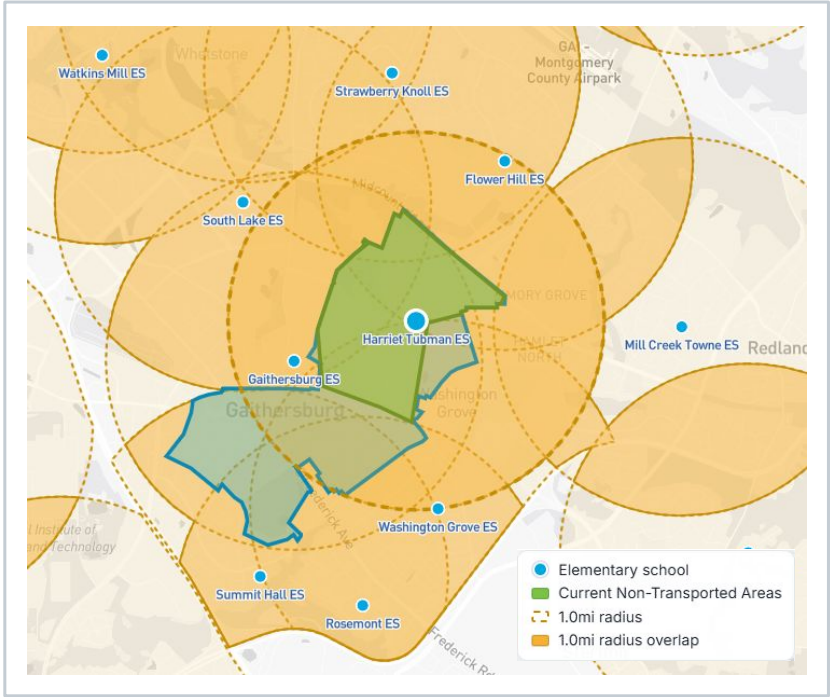


Measure	Odessa Shannon MS (Selected)	Sligo MS (1.6 mi)	White Oak MS (1.9 mi)	Newport Mill MS (2.1 mi)	A. Mario Loiederman MS (2.4 mi)	Francis Scott Key MS (2.6 mi)	Argyle MS (2.9 mi)
Enrollment (750-1,200 target range)	742 Outside target range	722 Outside target range	852 Inside target range	641 Outside target range	984 Inside target range	886 Inside target range	837 Inside target range
Program capacity	881	915	974	782	986	952	876
Utilization (80-100% target range)	84% Inside target range	79% Outside target range	87% Inside target range	82% Inside target range	100% Inside target range	93% Inside target range	96% Inside target range
FCI	0.11	0.52	0.59	0.55	0.49	0.55	0.56

Website Updates from Feedback

Current Non-Transported Area ("Walk Zones") and 1 Mile (ES) / 1.5 Mile (MS) Radius



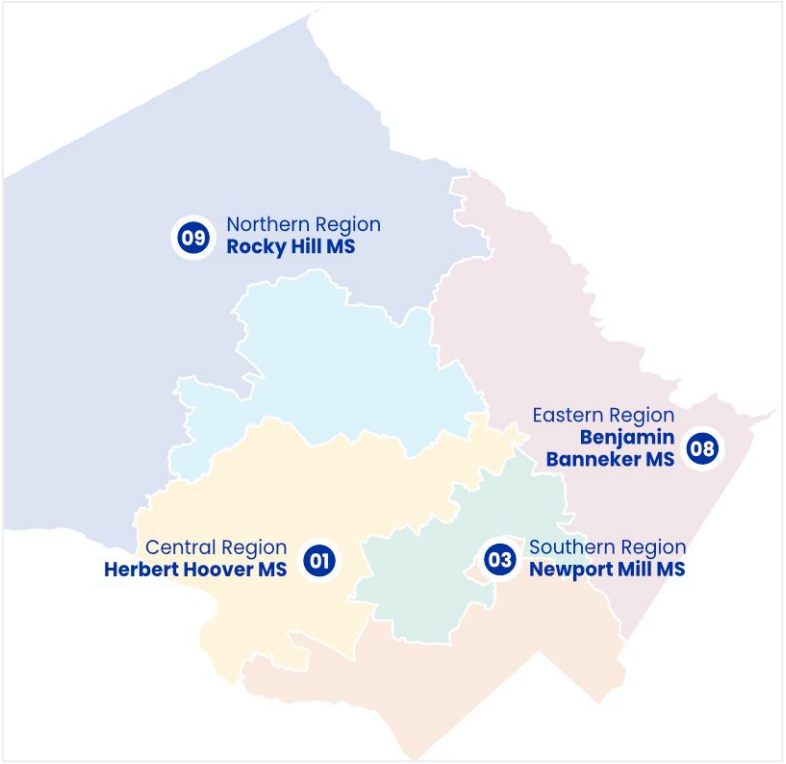


Circles show a straight-line radius for scale only. They do not represent eligibility for MCPS transportation services.

Winter Engagement Schedule (Updated)

December 2026

SUN	MON	TUE	WED	THU	FRI	SAT
NOV. 29	30	DEC. 01	02	03	04	05
No Engagements	Virtual 12:00PM Virtual 6:00PM	In-Person 6:30PM Herbert Hoover MS (Central)	Virtual 6:00PM	In-Person 6:30PM Newport Mill MS (Southern)	Virtual 12:00PM	
06	07	08	09	10	11	12
Virtual 6:00PM	Virtual 12:00PM BOE + Planning Joint Meeting	In-Person 6:30PM Benjamin Banneker MS (Eastern)	In-Person 6:30PM Rocky Hill MS (Northern)	Virtual 6:00PM BOE Meeting	No Engagements	



Families can attend any session regardless of region.

Next Steps

Nov 30 – Dec 10, 2026
Winter Engagement (Round 2)

Late Dec 2026 – Jan 2027
Synthesize feedback and develop recommendation

Feb 4, 2027
Superintendent's recommendation

Feb – Apr 2027
Public hearings for each school recommended for closure

Apr 15, 2027
Board decisions on potential closures and consolidations

Scan or visit MCPSstudy.org

Learn more about the study, explore data and resources, and find meeting dates and updates.


MULTIPURPOSE ROOM
EXIT
EXIT
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Welcome
Back!
STONEGATE
ELEMENTARY SCHOOL

Appendix

Attachments

A. Detailed Website Analytics by school
B. Virtual Session - Mentimeter responses
C. In-person Session - Sticky notes
D. Feedback Form - responses