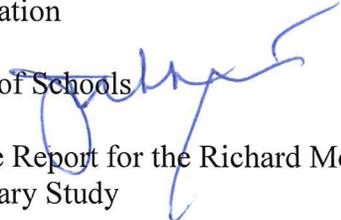


Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

August 30, 2017

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools 

Subject: Boundary Advisory Committee Report for the Richard Montgomery Elementary School #5 Service Area Boundary Study

Please find attached the report of the Richard Montgomery Elementary School #5 Boundary Advisory Committee (Committee) for your review. The Committee met from March 2017 through May 2017, and diligently worked in the review of eight boundary options for the creation of the Richard Montgomery Elementary School #5 service area. I commend Committee members for their thorough exploration and evaluation of the boundary options.

The timeline for review and action on the Richard Montgomery Elementary School #5 School Service Area Boundary Study is listed below.

| | |
|-------------------------|-----------------------------------------|
| October 2017 | Superintendent releases recommendations |
| October 23, 2017 | Board of Education Work Session |
| November 2 and 6, 2017 | Board of Education Public Hearings |
| November 8 and 16, 2017 | Board of Education Work Sessions |
| November 27, 2017 | Board of Education Action |

If you have any questions, please contact Dr. Andrew M. Zuckerman, chief operating officer, at 301-279-3627 or Mr. James Song, director, Department of Facilities Management, at 240-314-1064.

JRS:AMZ:JS:lm

Attachment

Copy to:
Executive Staff
Mr. Song
Mr. Ikheloa

Richard Montgomery Elementary School #5 Boundary Advisory Committee Report

July 2017

Background

On November 21, 2016, the Board of Education authorized a boundary study to establish the service area for the new Richard Montgomery Elementary School #5. The new school is located at 332 West Edmonston Drive, Rockville, Maryland, and will open in September 2018.

Scope of the Boundary Study

The Board of Education established the scope of the boundary study to include Beall, College Gardens, Ritchie Park, and Twinbrook elementary schools. The scope did not include any middle or high school boundary changes. Pursuant to the Board of Education action on November 21, 2016, the boundary study also explored options to reassign the Chinese Immersion Program currently located at College Gardens Elementary School.

Boundary Advisory Committee Representatives

The Boundary Advisory Committee (committee) was comprised of parent representatives from each of the four Richard Montgomery Cluster elementary schools, the Richard Montgomery Cluster Coordinators, and representatives from the Chinese Immersion Program. In addition, the committee included representatives from the Asian American Student Achievement Action Group (AASAAG), the Latino Student Achievement Action Group (LSAAG), and the National Association for the Advancement of Colored People (NAACP) Parents' Council. The African American Student Achievement Action Group was invited to serve on the committee, but they were not able to send a representative. The role of committee members was to represent the issues and concerns of their schools and communities. Committee members developed criteria that were used to evaluate boundary options. Committee members also served as liaisons to the communities they represented, obtaining feedback on the boundary options and sharing this feedback with the committee. Appendix A lists the names of the representatives, and Appendix B summarizes the superintendent of schools' charge of the committee.

Meetings

The committee met on the following dates in 2017: March 15 and 23; April 5 and 25; and May 3 and 17. Committee meetings and Public Information meetings were held either in the cafeteria or the media center at College Gardens Elementary School. Spanish language translation services were available at the meetings. All committee meetings were open to the public and were well attended. Time was set aside to address questions and comments from observers attending the meetings. At the March 23, 2017, meeting, boundary options #1–4 were presented. After committee members received feedback on these options, a second round of options was requested. On April 25, 2017, boundary options #5–7 were presented, and on May 3, 2017, option #8 was presented.

Staff in the Montgomery County Public Schools (MCPS) Division of Capital Planning, Department of Facilities Management, as well as the Office of Student and Family Support and Engagement, facilitated the meetings, prepared boundary options and other information requested by the committee. MCPS Department of Transportation staff provided information on school bus routes and estimated travel times for the Richard Montgomery Cluster elementary schools. World Languages staff in the Department of Secondary Curriculum and Districtwide Programs provided information on the Chinese Immersion Program.

In addition to committee meetings, two Public Information meetings were held—the first meeting was held at the beginning of the process on February 28, 2017, and the second meeting was held at the end of the process, on May 9, 2017. At the first Public Information meeting, MCPS staff explained the steps in the boundary study process and addressed questions. At the second Public Information meeting, MCPS staff presented the options that were developed for the committee and addressed questions. Attendees at the second meeting were invited to complete input forms stating their views on the options.

All boundary options and related materials were posted on the MCPS website at the link below:

www.montgomeryschoolsmd.org/departments/planning/rmes.aspx

Committee Criteria

At the first meeting of the committee, held on March 15, 2017, committee members developed a list of criteria they believed were important in the development and evaluation of boundary options. At the March 23, 2017, meeting, committee members finalized the criteria. The committee also was apprised of guidelines presented in Board of Education Policy FAA, *Long-range Educational Facilities Planning*, and MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning*. MCPS Regulation FAA-RA specifies the following four factors to be considered in developing school boundaries:

- Facility utilization
- Demographic characteristics of student population
- Geographic proximity of communities to schools
- Stability of school assignments over time

Each committee member had the opportunity to present criteria. The criteria listed below are not presented in any type of rank order.

Boundary Advisory Committee Criteria

- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100 percent utilization and eliminate relocatable classrooms
- Give consideration to community support mechanisms, such as community centers
- Promote a diverse student body
- Minimize relocation of students out of their home school
- Reserve space and room for growth for approved plan development

- Consider overcapacity at schools with future shell build-out capability
- Minimize a “domino effect,” meaning minimize one change that would cause additional changes
- Maximize walkers
- Minimize displacement of home school students by the Chinese Immersion Program
- Consider stability of school assignments over time for immersion students

Boundary Options and Evaluations

The committee members reviewed this report at the May 3, 2017, meeting and subsequently submitted committee member evaluations of the boundary options. In addition, four Parent Teacher Association position papers were submitted. Appendix C includes the eight boundary options reviewed by the committee, Appendix D includes the committee member option evaluations, and Appendix E includes the position papers.

Appendices

| | |
|------------|------------------|
| Appendix A | Committee Roster |
| Appendix B | Committee Charge |
| Appendix C | Options |
| Appendix D | Evaluation Forms |
| Appendix E | Position Papers |
| Appendix F | Community Input |

Appendix A

Committee Roster

**Richard Montgomery Elementary School #5
Boundary Advisory Committee Roster**

| | |
|------------------------|-------------------------------------------------------------------------------------------|
| Monique Ashton | Chinese Immersion Program |
| Michelle Chang | Ritchie Park Elementary School |
| Tao Chen | Asian Pacific Student Achievement Action Group (APSAAG) |
| Deborah Gredder | College Gardens Elementary School |
| Marquette Heaven | National Association for the Advancement of Colored People (NAACP) Parents' Council |
| Amy Ackerberg-Hastings | Twinbrook Elementary School |
| Colin Heitzmann | College Gardens Elementary School |
| Stephanie Hilwig | Ritchie Park Elementary School |
| Mike Kohut | Beall Elementary School |
| Rodney Peele | Cluster Co-coordinator |
| Vince Russo | Twinbrook Elementary School |
| Mallika Sastry | Cluster Co-coordinator |
| Karla Silvestre | Latino Student Achievement Action Group (LSAAG) |
| Matthew Swibel | Cluster Co-coordinator |
| Paula Tully | Beall Elementary School |

Appendix B

Committee Charge

Richard Montgomery Elementary School #5 Boundary Advisory Committee Charge

Boundary Advisory Committee

The Boundary Advisory Committee is an advisory body to the superintendent of schools and is not a decision-making body.

Boundary Advisory Committee Responsibilities

The Board of Education has authorized a boundary advisory committee process to obtain community input on boundary options for the new Richard Montgomery Elementary School #5 and associated boundary changes for the other Richard Montgomery Cluster elementary schools. The scope of the process is limited to boundary options for the elementary school level. No middle school or high school boundaries will change as a result of this process.

Boundary Advisory Committee members will develop criteria that will guide creation of boundary options and will be used by committee members to evaluate these options.

Committee members serve as liaisons to the communities they represent. During the process, committee members will meet with their communities to share options under review and to obtain feedback on these options. Committee members will share community feedback during committee meetings.

At the conclusion of the process, a Boundary Advisory Committee report will be sent to the superintendent of schools and members of the Board of Education. The report will provide a summary of the process, the committee criteria, any implementation issues, the boundary options that were developed, and committee member evaluations of the options. In addition, position papers from organizations represented on the committee—including school Parent Teacher Associations, National Association for the Advancement of Colored People (NAACP) Parents' Council, and the Latino Student Achievement Action Group—may be submitted for inclusion in the report, if desired.

Facilitation of the Boundary Advisory Committee Process

Staff from the Montgomery County Public Schools Division of Capital Planning will facilitate the process over a period of six meetings from February through May 30, 2017. Staff will provide information requested by the Boundary Advisory Committee, and as necessary, invite other MCPS staff to meetings to address questions. All Boundary Advisory Committee materials will be posted on the Division of Capital Planning website at the address below:

www.montgomeryschoolsmd.org/departments/planning/rmes5.aspx

Appendix C

Options

Richard Montgomery Elementary School #5

Boundary Advisory Committee

Boundary Options

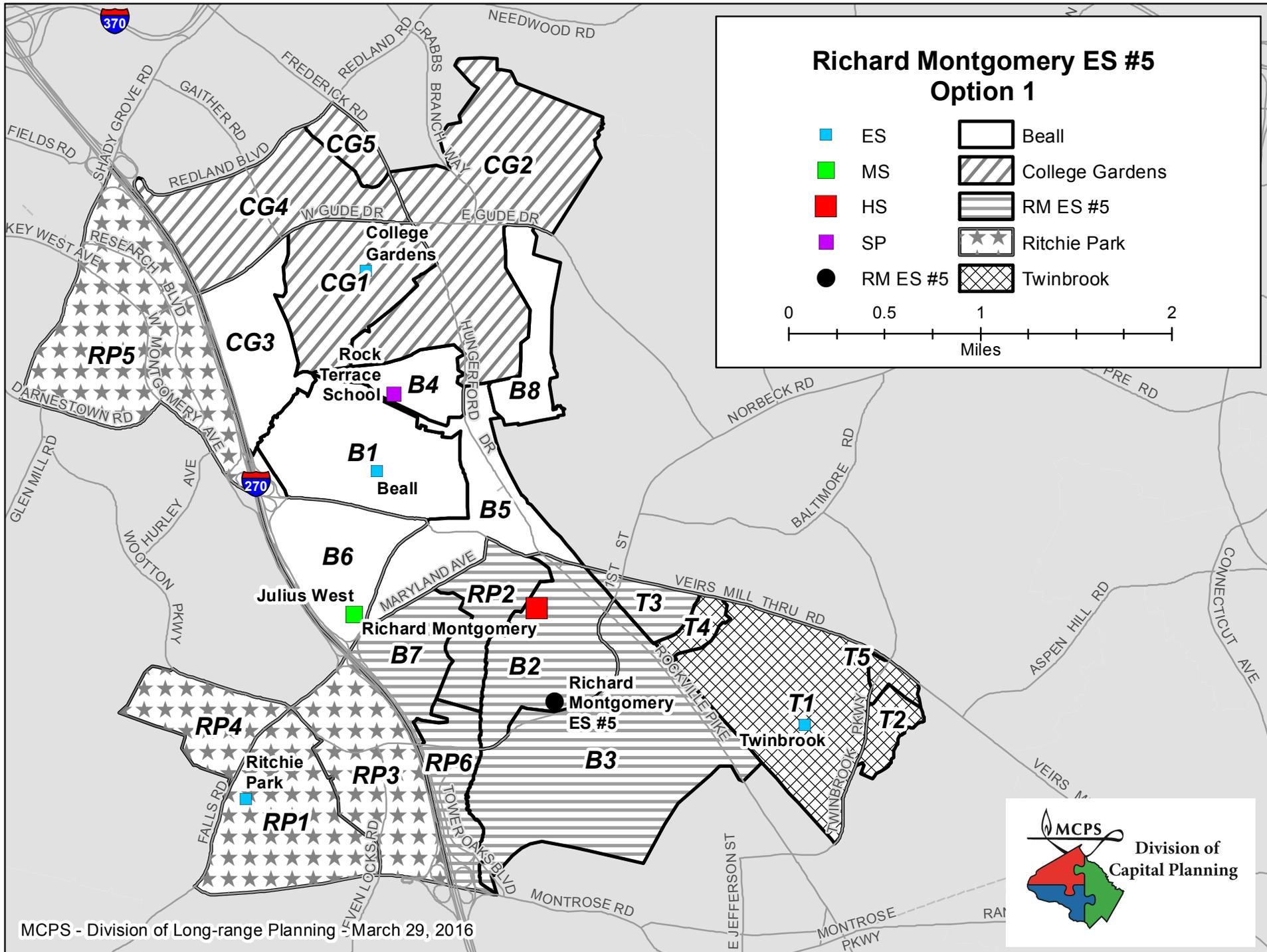
| | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Option #1 | Reassign zones B2, B3, and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Zone CG3 is reassigned from College Gardens Elementary School to Beall Elementary School. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone T3 from Twinbrook Elementary School to Richard Montgomery Cluster Elementary School #5. |
| Option #2 | Reassign zones B2, B3, and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Zone CG3 is reassigned from College Gardens Elementary School to Beall Elementary School. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. |
| Option #3 | Reassign zones B2, B3, and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Zone CG3 is reassigned from College Gardens Elementary School to Beall Elementary School. Chinese Immersion is moved from College Gardens Elementary School to Twinbrook Elementary School. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone T2 from Twinbrook Elementary School to Richard Montgomery Cluster Elementary School #5. |
| Option #4 | Reassign zones B2, B3, B5, B6 and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Zone CG2 is reassigned from College Gardens Elementary School to Beall Elementary School. Chinese Immersion is moved from College Gardens Elementary School to Beall Elementary School. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. |
| Option #5 | Reassign zones B2, B3, and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone T3 from Twinbrook Elementary School to Richard Montgomery Cluster Elementary School #5. |
| Option #6 | Reassign zones B2, B3, and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. |
| Option #7 | Reassign zones B2, B3, and B5 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone RP5 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone T3 from Twinbrook Elementary School to Richard Montgomery Cluster Elementary School #5. |
| Option #8 | Reassign zones B2, B3, and B5 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Zone CG3 is reassigned from College Gardens Elementary School to Beall Elementary School. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone RP5 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone T3 from Twinbrook Elementary School to Richard Montgomery Cluster Elementary School #5. |

Richard Montgomery Cluster Elementary #5—Option 1

4/25/2017

| | Projected Number of Students | | | | | | 2016–2017 Race/Ethnic Composition | | | | | | |
|-----------------------------------------------------------------------------------------------------------------|------------------------------|------------------|-----------|-----------|-----------|-----------|-----------------------------------|---------|------------|---------|--------------------------|---------|--------|
| | Boundary Implemented | | | | | | % Afr. Amer. | % Asian | % Hispanic | % White | % 2 or More | % FARMS | % ESOL |
| | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 | 2021–2022 | 2022–2023 | | | | | | | |
| Beall Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats = 638 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 849 | 855 | 865 | 872 | 871 | | | | | | | |
| Percent of Building Occupied | 127% | 133% | 134% | 136% | 137% | 137% | 12.1% | 24.1% | 22.0% | 35.4% | 6.4% | 25.0% | 15.4% |
| Available Seats | (175) | (211) | (217) | (227) | (234) | (233) | | | | | | | |
| Reassign zones B2, B3, and B7 to Richard Montgomery Cluster ES #5. Zone CG3 received from College Gardens ES. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 643 | 659 | 660 | 676 | 703 | | | | | | | |
| Percent of Building Occupied | 127% | 101% | 103% | 103% | 106% | 110% | 13.6% | 17.4% | 17.9% | 42.7% | 8.5% | 18.2% | 12.0% |
| Available Seats | (175) | (5) | (21) | (22) | (38) | (65) | | | | | | | |
| College Gardens Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 693 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 881 | 851 | 848 | 839 | 846 | | | | | | | |
| Percent of Building Occupied | 127% | 127% | 123% | 122% | 121% | 122% | 17.9% | 22.2% | 14.4% | 38.2% | 7.3% | 14.5% | 14.8% |
| Available Seats | (186) | (188) | (158) | (155) | (146) | (153) | | | | | | | |
| Zone CG3 is reassigned to Beall ES. Chinese Immersion is moved to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 650 | 649 | 662 | 658 | 653 | | | | | | | |
| Percent of Building Occupied | 127% | 94% | 94% | 96% | 95% | 94% | 18.4% | 24.0% | 14.9% | 35.4% | 7.3% | 16.2% | 19.4% |
| Available Seats | (186) | 43 | 44 | 31 | 35 | 40 | | | | | | | |
| Richard Montgomery Cluster Elementary School #5 | | | | | | | | | | | | | |
| Maximum Number of Seats= 602 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | | New School Opens | | | | | | | | | | | |
| Percent of Building Occupied | | 0 | | | | | | | | | | | |
| Available Seats | | 602 | | | | | | | | | | | |
| Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B7, T3, and Chinese Immersion | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 0 | 574 | 590 | 594 | 582 | 596 | | | | | | | |
| Percent of Building Occupied | 0% | 95% | 98% | 99% | 97% | 99% | 10.2% | 30.4% | 28.7% | 26.2% | < 5 % | 29.7% | 19.8% |
| Available Seats | 0 | 28 | 12 | 8 | 20 | 6 | | | | | *FARM is 37% without CI. | | |
| Ritchie Park Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 387 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 514 | 501 | 490 | 503 | 501 | | | | | | | |
| Percent of Building Occupied | 131% | 133% | 129% | 127% | 130% | 129% | 12.6% | 22.2% | 18.1% | 41.1% | 5.9% | 23.0% | 11.3% |
| Available Seats | (119) | (127) | (114) | (103) | (116) | (114) | | | | | | | |
| Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 373 | 379 | 375 | 379 | 379 | | | | | | | |
| Percent of Building Occupied | 131% | 96% | 98% | 97% | 98% | 98% | 10.5% | 19.6% | 12.3% | 50.5% | 7.1% | 11.9% | 6.9% |
| Available Seats | (119) | 14 | 8 | 12 | 8 | 8 | | | | | | | |
| Twinbrook Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 553 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | | | | | | | |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | 10.7% | 13.5% | 61.0% | 11.4% | < 5 % | 68.7% | 50.1% |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | | |
| Reassign zone T3 to Richard Montgomery Cluster ES # 5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 513 | 506 | 512 | 514 | 523 | | | | | | | |
| Percent of Building Occupied | 104% | 93% | 92% | 93% | 93% | 95% | 11.2% | 13.6% | 60.9% | 10.3% | < 5 % | 60.1% | 45.0% |
| Available Seats | (22) | 40 | 47 | 41 | 39 | 30 | | | | | | | |

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.

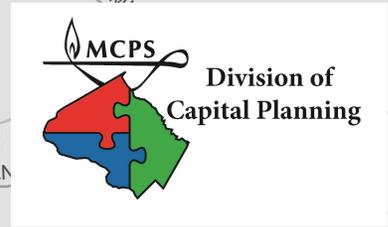
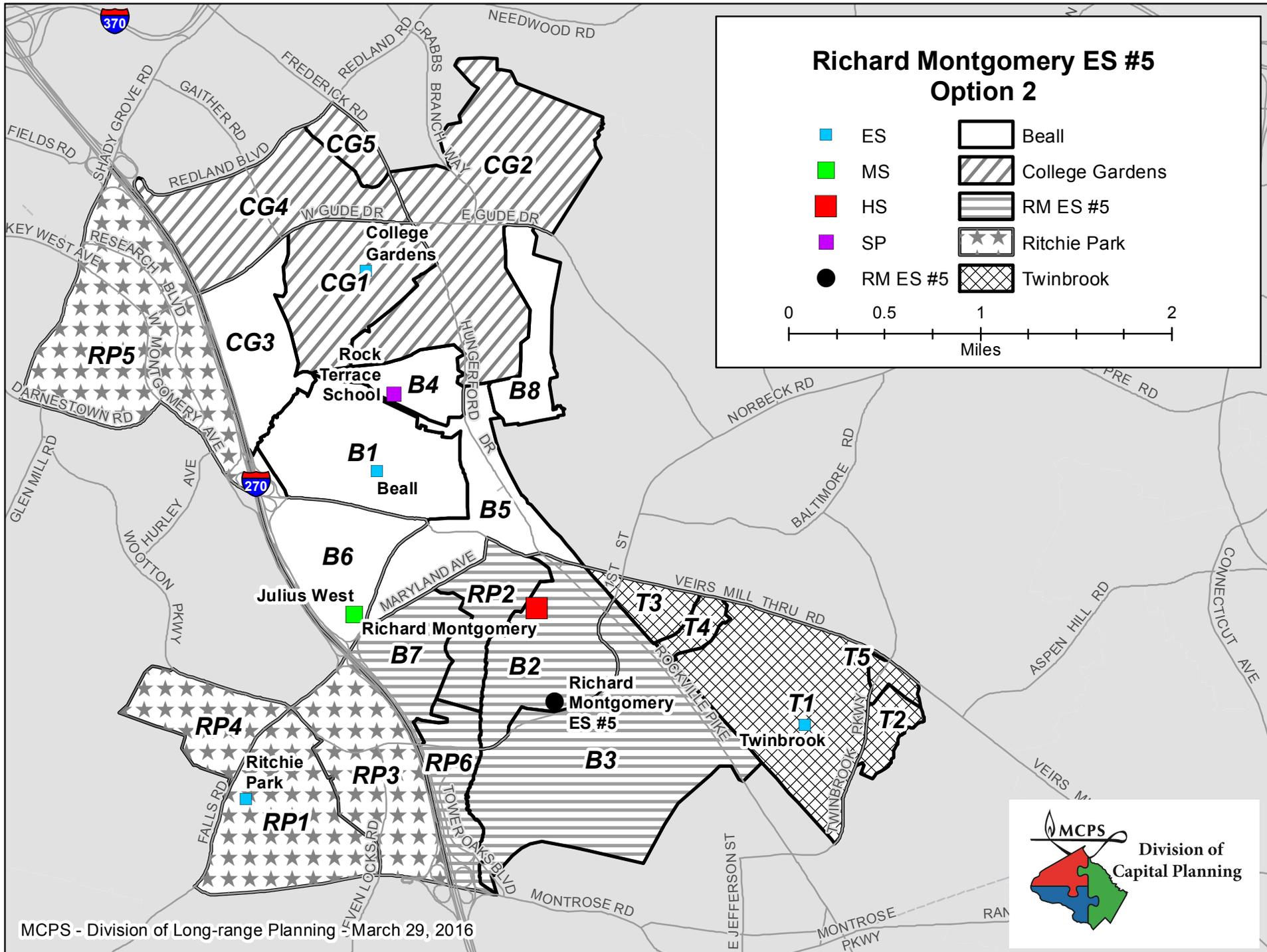


Richard Montgomery Cluster Elementary #5—Option 2

4/25/2017

| | Projected Number of Students | | | | | | 2016–2017 Race/Ethnic Composition | | | | | | |
|------------------------------------------------------------------------------------------------------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------------|---------|------------|---------|-------------|---------|--------|
| | Boundary Implemented | | | | | | % Afr. Amer. | % Asian | % Hispanic | % White | % 2 or More | % FARMS | % ESOL |
| | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 | 2021–2022 | 2022–2023 | | | | | | | |
| Beall Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats = 638 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 849 | 855 | 865 | 872 | 871 | | | | | | | |
| Percent of Building Occupied | 127% | 133% | 134% | 136% | 137% | 137% | 12.1% | 24.1% | 22.0% | 35.4% | 6.4% | 25.0% | 15.4% |
| Available Seats | (175) | (211) | (217) | (227) | (234) | (233) | | | | | | | |
| Reassign zones B2, B3, and B7 to Richard Montgomery Cluster ES #5. Zone CG3 is received from College Gardens ES. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 643 | 659 | 660 | 676 | 703 | | | | | | | |
| Percent of Building Occupied | 127% | 101% | 103% | 103% | 106% | 110% | 13.6% | 17.4% | 17.9% | 42.7% | 8.5% | 18.2% | 12.0% |
| Available Seats | (175) | (5) | (21) | (22) | (38) | (65) | | | | | | | |
| College Gardens Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 693 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 881 | 851 | 848 | 839 | 846 | | | | | | | |
| Percent of Building Occupied | 127% | 127% | 123% | 122% | 121% | 122% | 17.9% | 22.2% | 14.4% | 38.2% | 7.3% | 14.5% | 14.8% |
| Available Seats | (186) | (188) | (158) | (155) | (146) | (153) | | | | | | | |
| Zone CG3 is reassigned to Beall ES. Chinese Immersion is moved to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 650 | 649 | 662 | 658 | 653 | | | | | | | |
| Percent of Building Occupied | 127% | 94% | 94% | 96% | 95% | 94% | 18.4% | 24.0% | 14.9% | 35.4% | 7.3% | 16.2% | 19.4% |
| Available Seats | (186) | 43 | 44 | 31 | 35 | 40 | | | | | | | |
| Richard Montgomery Cluster Elementary School #5 | | | | | | | | | | | | | |
| Maximum Number of Seats = 602 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | | | | | | | | | | | | | |
| Percent of Building Occupied | | | | | | | | | | | | | |
| Available Seats | | | | | | | | | | | | | |
| New School Opens | | | | | | | | | | | | | |
| Number of Students | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| Percent of Building Occupied | 0% | 0% | 0% | 0% | 0% | 0% | | | | | | | |
| Available Seats | 602 | 602 | 602 | 602 | 602 | 602 | | | | | | | |
| Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B7, and Chinese Immersion. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | | 530 | 542 | 549 | 536 | 550 | | | | | | | |
| Percent of Building Occupied | | 88% | 90% | 91% | 89% | 91% | 11.9% | 33.2% | 22.5% | 26.8% | 5.7% | 29.9% | 19.6% |
| Available Seats | | 72 | 60 | 53 | 66 | 52 | | | | | | | |
| *FARM is 38% without CI. | | | | | | | | | | | | | |
| Ritchie Park Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 387 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 514 | 501 | 490 | 503 | 501 | | | | | | | |
| Percent of Building Occupied | 131% | 133% | 129% | 127% | 130% | 129% | 12.6% | 22.2% | 18.1% | 41.1% | 5.9% | 23.0% | 11.3% |
| Available Seats | (119) | (127) | (114) | (103) | (116) | (114) | | | | | | | |
| Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 373 | 379 | 375 | 379 | 379 | | | | | | | |
| Percent of Building Occupied | 131% | 96% | 98% | 97% | 98% | 98% | 10.5% | 19.6% | 12.3% | 50.5% | 7.1% | 11.9% | 6.9% |
| Available Seats | (119) | 14 | 8 | 12 | 8 | 8 | | | | | | | |
| Twinbrook Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 553 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | | | | | | | |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | 10.7% | 13.5% | 61.0% | 11.4% | < 5% | 68.7% | 50.1% |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | | |
| No Boundary Change | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | | | | | | | |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | 10.7% | 13.5% | 61.0% | 11.4% | < 5% | 68.7% | 50.1% |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | | |

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.



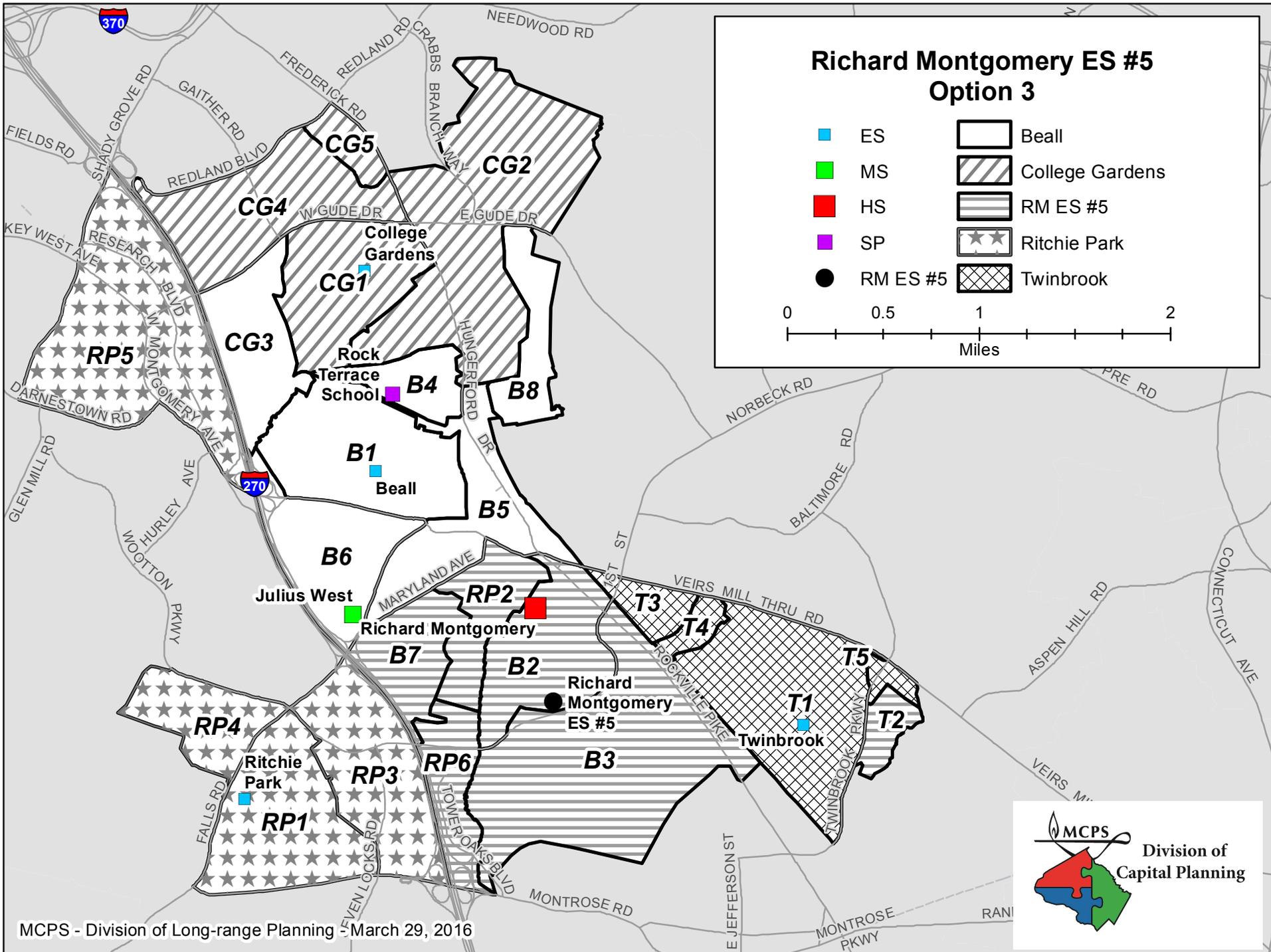
Richard Montgomery Cluster Elementary #5—Option 3

4/25/2017

| | Projected Number of Students | | | | | | 2016–2017 Race/Ethnic Composition | | | | | | |
|------------------------------------------------------------------------------------------------------------------|------------------------------|------------------|-----------|-----------|-----------|-----------|-----------------------------------|---------|------------|---------|-------------|---------|--------|
| | Boundary Implemented | | | | | | % Afr. Amer. | % Asian | % Hispanic | % White | % 2 or More | % FARMS | % ESOL |
| | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 | 2021–2022 | 2022–2023 | | | | | | | |
| Beall Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats = 638 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 849 | 855 | 865 | 872 | 871 | | | | | | | |
| Percent of Building Occupied | 127% | 133% | 134% | 136% | 137% | 137% | 12.1% | 24.1% | 22.0% | 35.4% | 6.4% | 25.0% | 15.4% |
| Available Seats | (175) | (211) | (217) | (227) | (234) | (233) | | | | | | | |
| Reassign zones B2, B3, and B7 to Richard Montgomery Cluster ES #5. Zone CG3 is received from College Gardens ES. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 643 | 659 | 660 | 676 | 703 | | | | | | | |
| Percent of Building Occupied | 127% | 101% | 103% | 103% | 106% | 110% | 13.6% | 17.4% | 17.9% | 42.7% | 8.5% | 18.2% | 12.0% |
| Available Seats | (175) | (5) | (21) | (22) | (38) | (65) | | | | | | | |
| College Gardens Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 693 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 881 | 851 | 848 | 839 | 846 | | | | | | | |
| Percent of Building Occupied | 127% | 127% | 123% | 122% | 121% | 122% | 17.9% | 22.2% | 14.4% | 38.2% | 7.3% | 14.5% | 14.8% |
| Available Seats | (186) | (188) | (158) | (155) | (146) | (153) | | | | | | | |
| Zone CG3 is reassigned to Beall ES. Chinese Immersion is moved to Twinbrook Elementary | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 650 | 649 | 662 | 658 | 653 | | | | | | | |
| Percent of Building Occupied | 127% | 94% | 94% | 96% | 95% | 94% | 18.4% | 24.0% | 14.9% | 35.4% | 7.3% | 16.2% | 19.4% |
| Available Seats | (186) | 43 | 44 | 31 | 35 | 40 | | | | | | | |
| Richard Montgomery Cluster Elementary School #5 | | | | | | | | | | | | | |
| Maximum Number of Seats = 602 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | | New School Opens | | | | | | | | | | | |
| Percent of Building Occupied | | 0 | | | | | | | | | | | |
| Available Seats | | 602 | | | | | | | | | | | |
| Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B7, and T2 | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | | 495 | 506 | 513 | 504 | 515 | | | | | | | |
| Percent of Building Occupied | | 82% | 84% | 85% | 84% | 86% | 11.1% | 29.0% | 34.0% | 21.5% | < 5% | 43.5% | 31.7% |
| Available Seats | | 107 | 96 | 89 | 98 | 87 | | | | | | | |
| Ritchie Park Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 387 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 514 | 501 | 490 | 503 | 501 | | | | | | | |
| Percent of Building Occupied | 131% | 133% | 129% | 127% | 130% | 129% | 12.6% | 22.2% | 18.1% | 41.1% | 5.9% | 23.0% | 11.3% |
| Available Seats | (119) | (127) | (114) | (103) | (116) | (114) | | | | | | | |
| Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 373 | 379 | 375 | 379 | 379 | | | | | | | |
| Percent of Building Occupied | 131% | 96% | 98% | 97% | 98% | 98% | 10.5% | 19.6% | 12.3% | 50.5% | 7.1% | 11.9% | 6.9% |
| Available Seats | (119) | 14 | 8 | 12 | 8 | 8 | | | | | | | |
| Twinbrook Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 553 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | | | | | | | |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | 10.7% | 13.5% | 61.0% | 11.4% | < 5% | 68.7% | 50.1% |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | | |
| Zone T2 is reassigned to Richard Montgomery Cluster ES #5 and Chinese Immersion is assigned to Twinbrook ES. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 592 | 590 | 593 | 592 | 604 | | | | | | | |
| Percent of Building Occupied | 104% | 107% | 107% | 107% | 107% | 109% | 11.7% | 18.5% | 47.5% | 17.3% | 5.1% | 46.0% | 32.3% |
| Available Seats | (22) | (39) | (37) | (40) | (39) | (51) | | | | | | | |

*FARM is 57.9% without CI.

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.

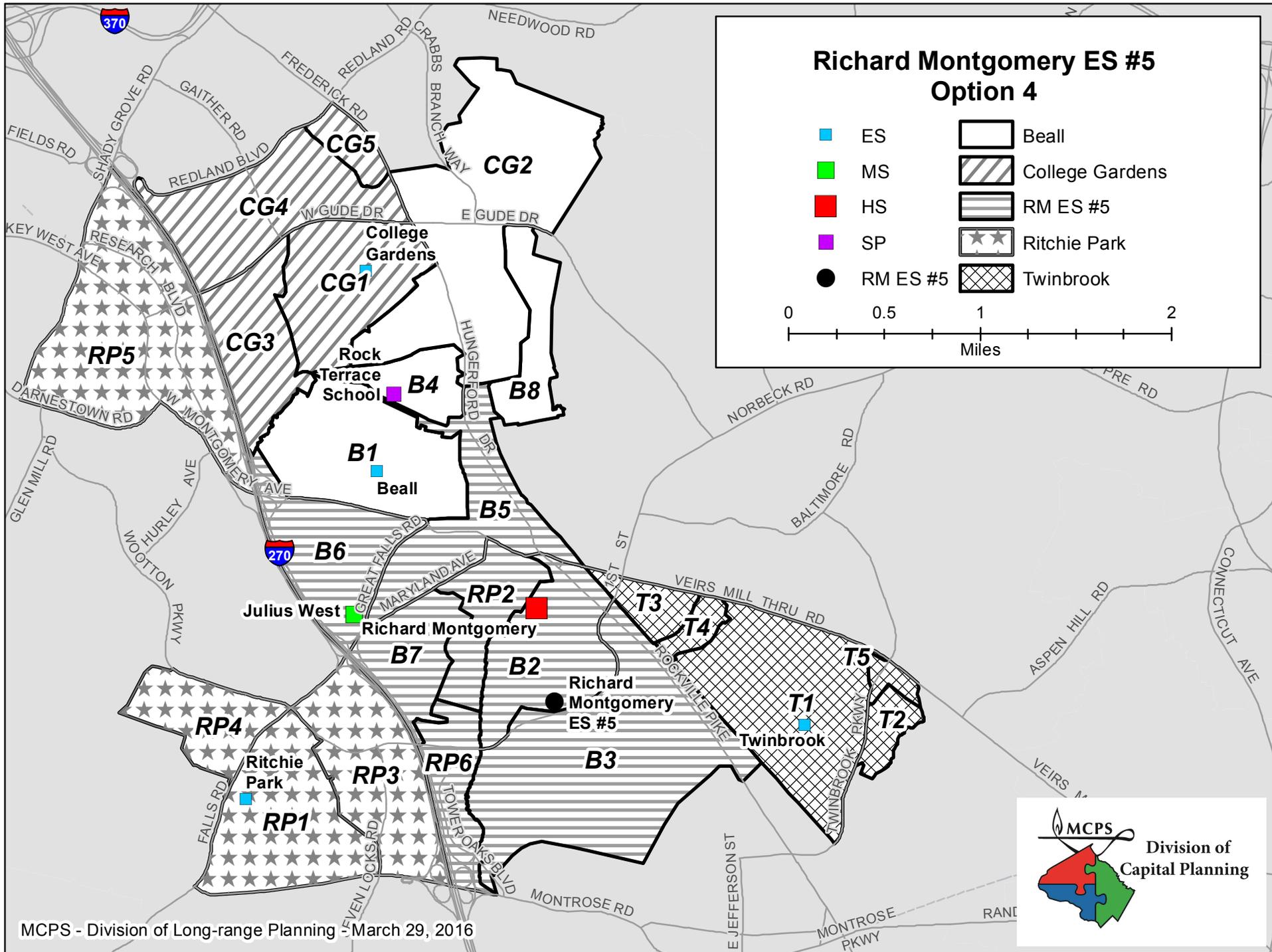


Richard Montgomery Cluster Elementary #5—Option 4

4/25/2017

| | Projected Number of Students | | | | | | 2016–2017 Race/Ethnic Composition | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------|-----------|-----------|-----------|-----------|-----------------------------------|---------|------------|---------|----------------------------|---------|
| | Boundary Implemented | | | | | | Race/Ethnic Composition | | | | | |
| | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 | 2021–2022 | 2022–2023 | % Afr. Amer. | % Asian | % Hispanic | % White | % 2 or More | % FARMS |
| Beall Elementary School | | | | | | | | | | | | |
| Maximum Number of Seats = 638 | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | |
| Number of Students | 813 | 849 | 855 | 865 | 872 | 871 | | | | | | |
| Percent of Building Occupied | 127% | 133% | 134% | 136% | 137% | 137% | 12.1% | 24.1% | 22.0% | 35.4% | 6.4% | 25.0% |
| Available Seats | (175) | (211) | (217) | (227) | (234) | (233) | | | | | | 15.4% |
| Reassign zones B2, B3, B5, B6, and B7 to Richard Montgomery Cluster ES #5. Zone CG2 is received from College Gardens ES. Chinese Immersion is assigned to Beall ES. | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | |
| Number of Students | 813 | 594 | 593 | 583 | 587 | 601 | 15.4% | 21.8% | 17.1% | 35.6% | 10.0% | 24.2% |
| Percent of Building Occupied | 127% | 93% | 93% | 91% | 92% | 94% | | | | | | 13.4% |
| Available Seats | (175) | 44 | 45 | 55 | 51 | 37 | | | | | *FARM is 29.9% without CI. | |
| College Gardens Elementary School | | | | | | | | | | | | |
| Maximum Number of Seats= 693 | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | |
| Number of Students | 879 | 881 | 851 | 848 | 839 | 846 | | | | | | |
| Percent of Building Occupied | 127% | 127% | 123% | 122% | 121% | 122% | 17.9% | 22.2% | 14.4% | 38.2% | 7.3% | 14.5% |
| Available Seats | (186) | (188) | (158) | (155) | (146) | (153) | | | | | | 14.8% |
| Zone CG2 is reassigned to Beall ES. Chinese Immersion is moved to Beall Elementary. | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | |
| Number of Students | 879 | 635 | 637 | 648 | 642 | 637 | 18.5% | 22.4% | 14.5% | 37.7% | 6.9% | 15.1% |
| Percent of Building Occupied | 127% | 92% | 92% | 94% | 93% | 92% | | | | | | 18.2% |
| Available Seats | (186) | 58 | 56 | 45 | 51 | 56 | | | | | | |
| Richard Montgomery Cluster Elementary School #5 | | | | | | | | | | | | |
| Maximum Number of Seats = 602 | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | |
| Number of Students | | New School Opens | | | | | | | | | | |
| Percent of Building Occupied | | 0 | | | | | | | | | | |
| Available Seats | | 602 | | | | | | | | | | |
| Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B5, B6, B7 | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | |
| Number of Students | | 594 | 620 | 640 | 641 | 668 | 10.3% | 30.3% | 23.4% | 31.2% | 5.0% | 27.1% |
| Percent of Building Occupied | | 99% | 103% | 106% | 106% | 111% | | | | | | 20.2% |
| Available Seats | | 8 | (18) | (38) | (39) | (66) | | | | | | |
| Ritchie Park Elementary School | | | | | | | | | | | | |
| Maximum Number of Seats= 387 | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | |
| Number of Students | 506 | 514 | 501 | 490 | 503 | 501 | | | | | | |
| Percent of Building Occupied | 131% | 133% | 129% | 127% | 130% | 129% | 12.6% | 22.2% | 18.1% | 41.1% | 5.9% | 23.0% |
| Available Seats | (119) | (127) | (114) | (103) | (116) | (114) | | | | | | 11.3% |
| Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | |
| Number of Students | 506 | 373 | 379 | 375 | 379 | 379 | 10.5% | 19.6% | 12.3% | 50.5% | 7.1% | 11.9% |
| Percent of Building Occupied | 131% | 96% | 98% | 97% | 98% | 98% | | | | | | 6.9% |
| Available Seats | (119) | 14 | 8 | 12 | 8 | 8 | | | | | | |
| Twinbrook Elementary School | | | | | | | | | | | | |
| Maximum Number of Seats= 553 | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | | | | | | |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | 10.7% | 13.5% | 61.0% | 11.4% | < 5% | 68.7% |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | 50.1% |
| No Boundary Change | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | 10.7% | 13.5% | 61.0% | 11.4% | < 5% | 68.7% |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | | | | | | 50.1% |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | |

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.

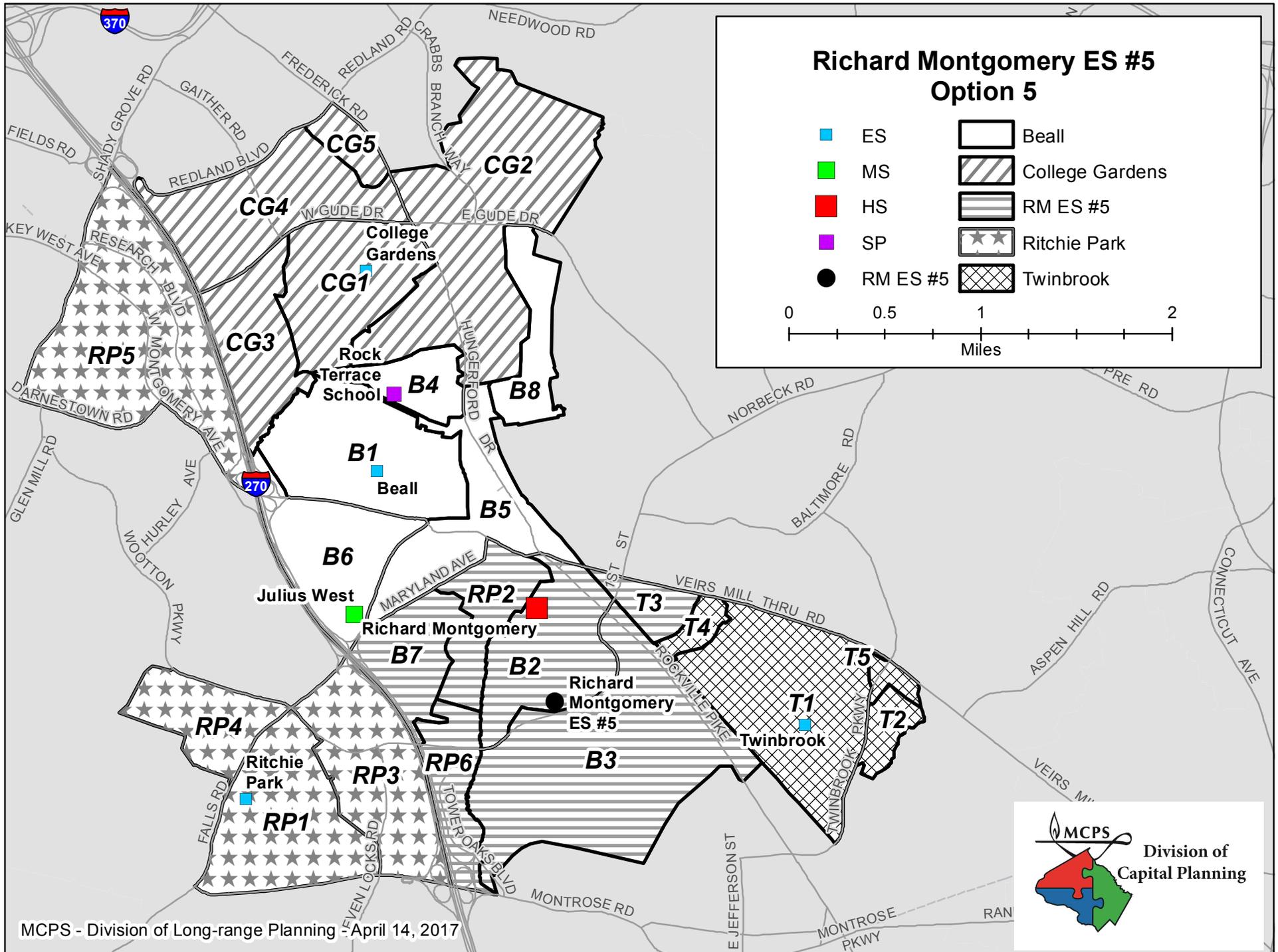


Richard Montgomery Cluster Elementary #5—Option 5

4/25/2017

| | Projected Number of Students | | | | | | 2016–2017 Race/Ethnic Composition | | | | | | |
|-----------------------------------------------------------------------------------------------------------------|------------------------------|------------------|-----------|-----------|-----------|-----------|-----------------------------------|---------|------------|---------|--------------------------|---------|--------|
| | Boundary Implemented | | | | | | % Afr. Amer. | % Asian | % Hispanic | % White | % 2 or More | % FARMS | % ESOL |
| | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 | 2021–2022 | 2022–2023 | | | | | | | |
| Beall Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats = 638 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 849 | 855 | 865 | 872 | 871 | | | | | | | |
| Percent of Building Occupied | 127% | 133% | 134% | 136% | 137% | 137% | 12.1% | 24.1% | 22.0% | 35.4% | 6.4% | 25.0% | 15.4% |
| Available Seats | (175) | (211) | (217) | (227) | (234) | (233) | | | | | | | |
| Reassign zones B2, B3, and B7 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 571 | 584 | 584 | 603 | 628 | | | | | | | |
| Percent of Building Occupied | 127% | 89% | 91% | 92% | 94% | 98% | 16.7% | 19.5% | 19.3% | 29.6% | 14.9% | 35.4% | 30.4% |
| Available Seats | (175) | 67 | 55 | 54 | 36 | 10 | | | | | | | |
| College Gardens Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 693 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 881 | 851 | 848 | 839 | 846 | | | | | | | |
| Percent of Building Occupied | 127% | 127% | 123% | 122% | 121% | 122% | 17.9% | 22.2% | 14.4% | 38.2% | 7.3% | 14.5% | 14.8% |
| Available Seats | (186) | (188) | (158) | (155) | (146) | (153) | | | | | | | |
| Chinese Immersion is moved to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 722 | 724 | 738 | 731 | 728 | | | | | | | |
| Percent of Building Occupied | 127% | 104% | 104% | 106% | 105% | 105% | 17.5% | 23.1% | 14.3% | 37.9% | 7.2% | 15.5% | 18.4% |
| Available Seats | (186) | (29) | (31) | (45) | (38) | (35) | | | | | | | |
| Richard Montgomery Cluster Elementary School #5 | | | | | | | | | | | | | |
| Maximum Number of Seats= 602 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | | New School Opens | | | | | | | | | | | |
| Percent of Building Occupied | | 0% | | | | | | | | | | | |
| Available Seats | | 602 | | | | | | | | | | | |
| Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B7, T3, and Chinese Immersion | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 0 | 574 | 590 | 594 | 582 | 596 | | | | | | | |
| Percent of Building Occupied | 0% | 95% | 98% | 99% | 97% | 99% | 10.2% | 30.4% | 28.7% | 26.2% | < 5 % | 29.7% | 19.8% |
| Available Seats | 0 | 28 | 12 | 8 | 20 | 6 | | | | | *FARM is 37% without CI. | | |
| Ritchie Park Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 387 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 514 | 501 | 490 | 503 | 501 | | | | | | | |
| Percent of Building Occupied | 131% | 133% | 129% | 127% | 130% | 129% | 12.6% | 22.2% | 18.1% | 41.1% | 5.9% | 23.0% | 11.3% |
| Available Seats | (119) | (127) | (114) | (103) | (116) | (114) | | | | | | | |
| Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 373 | 379 | 375 | 379 | 379 | | | | | | | |
| Percent of Building Occupied | 131% | 96% | 98% | 97% | 98% | 98% | 10.5% | 19.6% | 12.3% | 50.5% | 7.1% | 11.9% | 6.9% |
| Available Seats | (119) | 14 | 8 | 12 | 8 | 8 | | | | | | | |
| Twinbrook Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 553 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | | | | | | | |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | 10.7% | 13.5% | 61.0% | 11.4% | < 5 % | 68.7% | 50.1% |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | | |
| Reassign zone T3 to Richard Montgomery Cluster ES # 5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 513 | 506 | 512 | 514 | 523 | | | | | | | |
| Percent of Building Occupied | 104% | 93% | 92% | 93% | 93% | 95% | 11.2% | 13.6% | 60.9% | 10.3% | < 5 % | 60.1% | 45.0% |
| Available Seats | (22) | 40 | 47 | 41 | 39 | 30 | | | | | | | |

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.

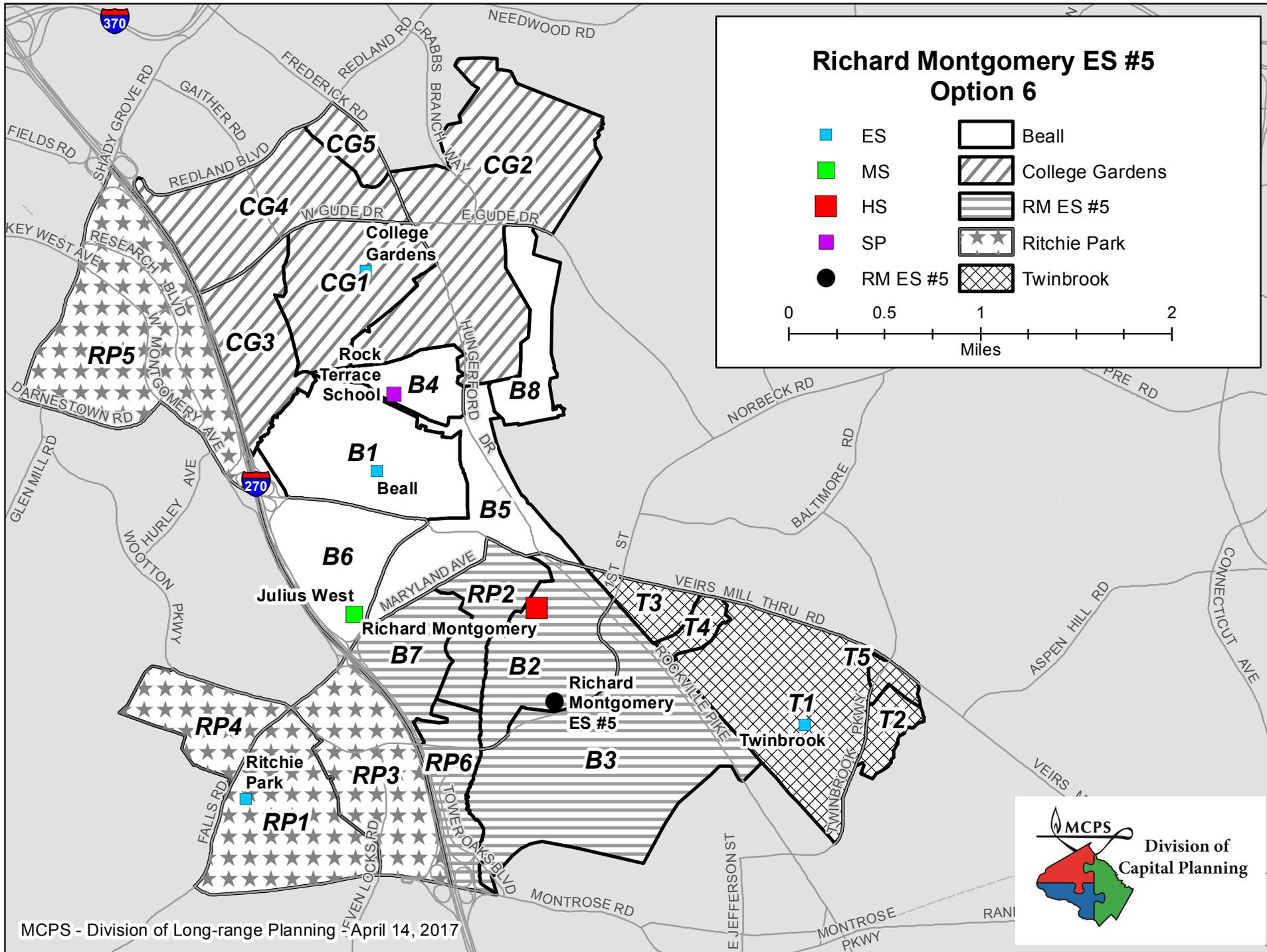


Richard Montgomery Cluster Elementary #5—Option 6

4/25/2017

| | Projected Number of Students | | | | | | 2016–2017 Race/Ethnic Composition | | | | | | |
|--------------------------------------------------------------------------------------------------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------------|---------|------------|---------|--------------------------|---------|--------|
| | Boundary Implemented | | | | | | % Afr. Amer. | % Asian | % Hispanic | % White | % 2 or More | % FARMS | % ESOL |
| | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 | 2021–2022 | 2022–2023 | | | | | | | |
| Beall Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats = 638 | | | | | | | | | | | | | |
| <u>No Change:</u> | | | | | | | | | | | | | |
| Number of Students | 813 | 849 | 855 | 865 | 872 | 871 | | | | | | | |
| Percent of Building Occupied | 127% | 133% | 134% | 136% | 137% | 137% | 12.1% | 24.1% | 22.0% | 35.4% | 6.4% | 25.0% | 15.4% |
| Available Seats | (175) | (211) | (217) | (227) | (234) | (233) | | | | | | | |
| Reassign zones B2, B3, and B7 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| <u>With Change:</u> | | | | | | | | | | | | | |
| Number of Students | 813 | 571 | 584 | 584 | 603 | 628 | 16.7% | 19.5% | 19.3% | 29.6% | 14.9% | 35.4% | 30.4% |
| Percent of Building Occupied | 127% | 89% | 91% | 92% | 94% | 98% | | | | | | | |
| Available Seats | (175) | 67 | 55 | 54 | 36 | 10 | | | | | | | |
| College Gardens Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 693 | | | | | | | | | | | | | |
| <u>No Change:</u> | | | | | | | | | | | | | |
| Number of Students | 879 | 881 | 851 | 848 | 839 | 846 | | | | | | | |
| Percent of Building Occupied | 127% | 127% | 123% | 122% | 121% | 122% | 17.9% | 22.2% | 14.4% | 38.2% | 7.3% | 14.5% | 14.8% |
| Available Seats | (186) | (188) | (158) | (155) | (146) | (153) | | | | | | | |
| Chinese Immersion is moved to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| <u>With Change:</u> | | | | | | | | | | | | | |
| Number of Students | 879 | 722 | 724 | 738 | 731 | 728 | 17.5% | 23.1% | 14.3% | 37.9% | 7.2% | 15.5% | 18.4% |
| Percent of Building Occupied | 127% | 104% | 104% | 106% | 105% | 105% | | | | | | | |
| Available Seats | (186) | (29) | (31) | (45) | (38) | (35) | | | | | | | |
| Richard Montgomery Cluster Elementary School #5 | | | | | | | | | | | | | |
| Maximum Number of Seats = 602 | | | | | | | | | | | | | |
| <u>No Change:</u> | | | | | | | | | | | | | |
| Number of Students | | | | | | | | | | | | | |
| Percent of Building Occupied | | | | | | | | | | | | | |
| Available Seats | | | | | | | | | | | | | |
| New School Opens | | | | | | | | | | | | | |
| Number of Students | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| Percent of Building Occupied | 0% | 0% | 0% | 0% | 0% | 0% | | | | | | | |
| Available Seats | 602 | 602 | 602 | 602 | 602 | 602 | | | | | | | |
| Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B7, and Chinese Immersion. | | | | | | | | | | | | | |
| <u>With Change:</u> | | | | | | | | | | | | | |
| Number of Students | | 530 | 542 | 549 | 536 | 550 | 11.9% | 33.2% | 22.5% | 26.8% | 5.7% | 29.9% | 19.6% |
| Percent of Building Occupied | | 88% | 90% | 91% | 89% | 91% | | | | | | | |
| Available Seats | | 72 | 60 | 53 | 66 | 52 | | | | | *FARM is 38% without CI. | | |
| Ritchie Park Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 387 | | | | | | | | | | | | | |
| <u>No Change:</u> | | | | | | | | | | | | | |
| Number of Students | 506 | 514 | 501 | 490 | 503 | 501 | | | | | | | |
| Percent of Building Occupied | 131% | 133% | 129% | 127% | 130% | 129% | 12.6% | 22.2% | 18.1% | 41.1% | 5.9% | 23.0% | 11.3% |
| Available Seats | (119) | (127) | (114) | (103) | (116) | (114) | | | | | | | |
| Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| <u>With Change:</u> | | | | | | | | | | | | | |
| Number of Students | 506 | 373 | 379 | 375 | 379 | 379 | 10.5% | 19.6% | 12.3% | 50.5% | 7.1% | 11.9% | 6.9% |
| Percent of Building Occupied | 131% | 96% | 98% | 97% | 98% | 98% | | | | | | | |
| Available Seats | (119) | 14 | 8 | 12 | 8 | 8 | | | | | | | |
| Twinbrook Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 553 | | | | | | | | | | | | | |
| <u>No Change:</u> | | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | | | | | | | |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | 10.7% | 13.5% | 61.0% | 11.4% | < 5% | 68.7% | 50.1% |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | | |
| No Boundary Change | | | | | | | | | | | | | |
| <u>With Change:</u> | | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | 10.7% | 13.5% | 61.0% | 11.4% | < 5% | 68.7% | 50.1% |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | | | | | | | |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | | |

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.

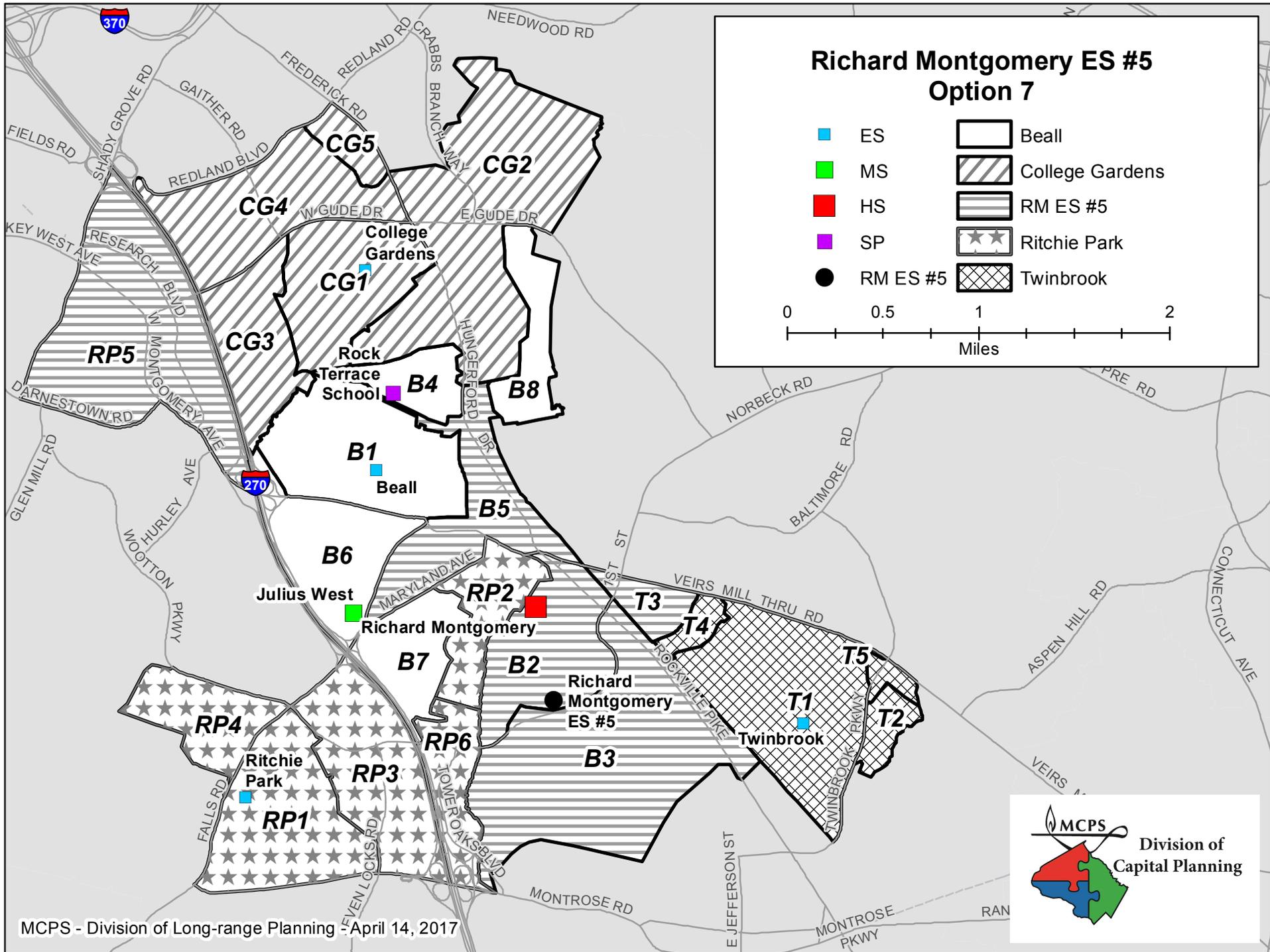


Richard Montgomery Cluster Elementary #5—Option 7

4/25/2017

| | Projected Number of Students | | | | | | 2016–2017 Race/Ethnic Composition | | | | | | |
|-------------------------------------------------------------------------------------------------------------|------------------------------|------------------|-----------|-----------|-----------|-----------|-----------------------------------|---------|------------|---------|----------------------------|---------|--------|
| | Boundary Implemented | | | | | | % Afr. Amer. | % Asian | % Hispanic | % White | % 2 or More | % FARMS | % ESOL |
| | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 | 2021–2022 | 2022–2023 | | | | | | | |
| Beall Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats = 638 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 849 | 855 | 865 | 872 | 871 | | | | | | | |
| Percent of Building Occupied | 127% | 133% | 134% | 136% | 137% | 137% | 12.1% | 24.1% | 22.0% | 35.4% | 6.4% | 25.0% | 15.4% |
| Available Seats | (175) | (211) | (217) | (227) | (234) | (233) | | | | | | | |
| Reassign zones B2, B3, and B5 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 536 | 548 | 542 | 552 | 575 | | | | | | | |
| Percent of Building Occupied | 127% | 84% | 86% | 85% | 86% | 90% | 16.1% | 20.2% | 19.2% | 29.5% | 15.1% | 35.6% | 30.2% |
| Available Seats | (175) | 102 | 90 | 96 | 86 | 63 | | | | | | | |
| College Gardens Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 693 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 881 | 851 | 848 | 839 | 846 | | | | | | | |
| Percent of Building Occupied | 127% | 127% | 123% | 122% | 121% | 122% | 17.9% | 22.2% | 14.4% | 38.2% | 7.3% | 14.5% | 14.8% |
| Available Seats | (186) | (188) | (158) | (155) | (146) | (153) | | | | | | | |
| Chinese Immersion is moved to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 722 | 724 | 738 | 731 | 728 | | | | | | | |
| Percent of Building Occupied | 127% | 104% | 104% | 106% | 105% | 105% | 17.5% | 23.1% | 14.3% | 37.9% | 7.2% | 15.5% | 18.4% |
| Available Seats | (186) | (29) | (31) | (45) | (38) | (35) | | | | | | | |
| Richard Montgomery Cluster Elementary School #5 | | | | | | | | | | | | | |
| Maximum Number of Seats = 602 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | | New School Opens | | | | | | | | | | | |
| Percent of Building Occupied | | 0 | | | | | | | | | | | |
| Available Seats | | 0 | | | | | | | | | | | |
| | | 602 | 602 | 602 | 602 | 602 | | | | | | | |
| Richard Montgomery Cluster ES #5 attending area is comprised of RP5, B2, B3, B5, T3, and Chinese Immersion. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | | 609 | 620 | 632 | 635 | 643 | | | | | | | |
| Percent of Building Occupied | | 101% | 103% | 105% | 105% | 107% | 12.3% | 29.8% | 19.7% | 32.7% | 5.6% | 22.9% | 18.0% |
| Available Seats | | (7) | (18) | (30) | (33) | (41) | | | | | *FARM is 28.1% without CI. | | |
| Ritchie Park Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 387 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 514 | 501 | 490 | 503 | 501 | | | | | | | |
| Percent of Building Occupied | 131% | 133% | 129% | 127% | 130% | 129% | 12.6% | 22.2% | 18.1% | 41.1% | 5.9% | 23.0% | 11.3% |
| Available Seats | (119) | (127) | (114) | (103) | (116) | (114) | | | | | | | |
| Reassign zone RP5 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 373 | 385 | 379 | 377 | 385 | | | | | | | |
| Percent of Building Occupied | 131% | 96% | 99% | 98% | 97% | 99% | 11.2% | 20.1% | 20.6% | 41.4% | 6.7% | 25.9% | 12.2% |
| Available Seats | (119) | 14 | 2 | 8 | 10 | 2 | | | | | | | |
| Twinbrook Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 553 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | | | | | | | |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | 10.7% | 13.5% | 61.0% | 11.4% | < 5% | 68.7% | 50.1% |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | | |
| Reassign zone T3 to Richard Montgomery Cluster ES # 5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 513 | 506 | 512 | 514 | 523 | | | | | | | |
| Percent of Building Occupied | 104% | 93% | 92% | 93% | 93% | 95% | 11.2% | 13.6% | 60.9% | 10.3% | < 5% | 60.1% | 45.0% |
| Available Seats | (22) | 40 | 47 | 41 | 39 | 30 | | | | | | | |

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.



Richard Montgomery ES #5 Option 7

- ES
- MS
- HS
- SP
- RM ES #5
- Beall
- College Gardens
- RM ES #5
- Ritchie Park
- Twinbrook

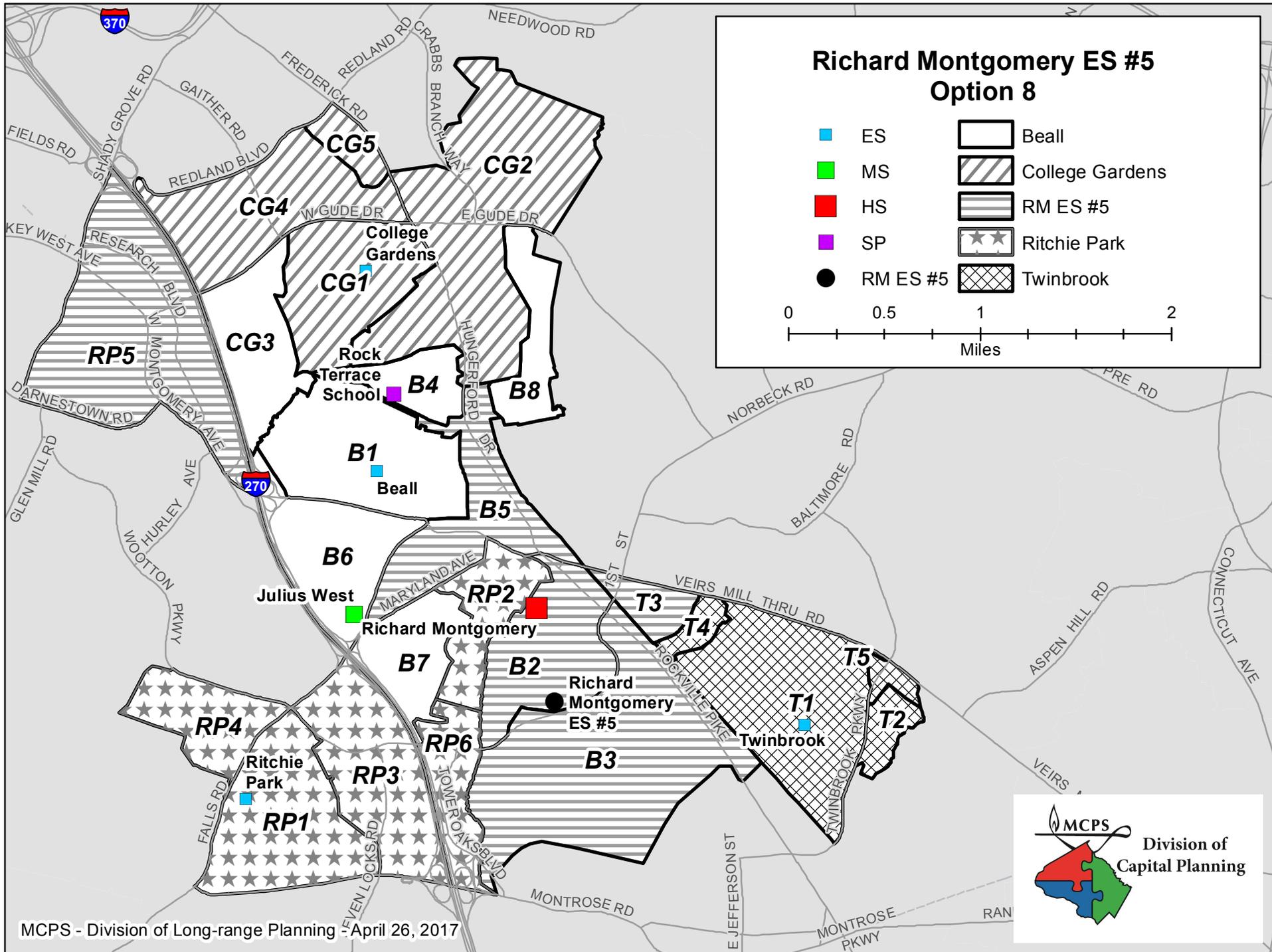


Richard Montgomery Cluster Elementary #5—Option 8

4/26/2017

| | Projected Number of Students | | | | | | 2016–2017 Race/Ethnic Composition | | | | | | |
|-------------------------------------------------------------------------------------------------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------------|---------|------------|---------|----------------------------|---------|--------|
| | Boundary Implemented | | | | | | % Afr. Amer. | % Asian | % Hispanic | % White | % 2 or More | % FARMS | % ESOL |
| | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 | 2021–2022 | 2022–2023 | | | | | | | |
| Beall Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats = 638 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 849 | 855 | 865 | 872 | 871 | | | | | | | |
| Percent of Building Occupied | 127% | 133% | 134% | 136% | 137% | 137% | 12.1% | 24.1% | 22.0% | 35.4% | 6.4% | 25.0% | 15.4% |
| Available Seats | (175) | (211) | (217) | (227) | (234) | (233) | | | | | | | |
| Reassign zones B2, B3, and B5 to Richard Montgomery Cluster ES #5. Receive CG3 from College Gardens ES. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 813 | 608 | 623 | 618 | 625 | 650 | | | | | | | |
| Percent of Building Occupied | 127% | 95% | 98% | 97% | 98% | 102% | 15.5% | 19.7% | 18.4% | 32.1% | 14.4% | 32.3% | 27.6% |
| Available Seats | (175) | 30 | 15 | 20 | 13 | (12) | | | | | | | |
| College Gardens Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 693 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 881 | 851 | 848 | 839 | 846 | | | | | | | |
| Percent of Building Occupied | 127% | 127% | 123% | 122% | 121% | 122% | 17.9% | 22.2% | 14.4% | 38.2% | 7.3% | 14.5% | 14.8% |
| Available Seats | (186) | (188) | (158) | (155) | (146) | (153) | | | | | | | |
| Chinese Immersion is moved to Richard Montgomery Cluster ES #5. CG3 is sent to Beall ES. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 879 | 650 | 649 | 662 | 658 | 653 | | | | | | | |
| Percent of Building Occupied | 127% | 94% | 94% | 96% | 95% | 94% | 18.4% | 24.0% | 14.9% | 35.4% | 7.3% | 16.2% | 19.4% |
| Available Seats | (186) | 43 | 44 | 31 | 35 | 40 | | | | | | | |
| Richard Montgomery Cluster Elementary School #5 | | | | | | | | | | | | | |
| Maximum Number of Seats = 602 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | | | | | | | | | | | | | |
| Percent of Building Occupied | | | | | | | | | | | | | |
| Available Seats | | | | | | | | | | | | | |
| New School Opens | | | | | | | | | | | | | |
| Number of Students | | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| Percent of Building Occupied | | 0% | 0% | 0% | 0% | 0% | | | | | | | |
| Available Seats | | 602 | 602 | 602 | 602 | 602 | | | | | | | |
| Richard Montgomery Cluster ES #5 attending area is comprised of RP5, B2, B3, B5, T3, and Chinese Immersion. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | | 609 | 620 | 632 | 635 | 643 | | | | | | | |
| Percent of Building Occupied | | 101% | 103% | 105% | 105% | 107% | 12.3% | 29.8% | 19.7% | 32.7% | 5.6% | 22.9% | 18.0% |
| Available Seats | | (7) | (18) | (30) | (33) | (41) | | | | | *FARM is 28.1% without CI. | | |
| Ritchie Park Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 387 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 514 | 501 | 490 | 503 | 501 | | | | | | | |
| Percent of Building Occupied | 131% | 133% | 129% | 127% | 130% | 129% | 12.6% | 22.2% | 18.1% | 41.1% | 5.9% | 23.0% | 11.3% |
| Available Seats | (119) | (127) | (114) | (103) | (116) | (114) | | | | | | | |
| Reassign zone RP5 to Richard Montgomery Cluster ES #5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 506 | 373 | 385 | 379 | 377 | 385 | | | | | | | |
| Percent of Building Occupied | 131% | 96% | 99% | 98% | 97% | 99% | 11.2% | 20.1% | 20.6% | 41.4% | 6.7% | 25.9% | 12.2% |
| Available Seats | (119) | 14 | 2 | 8 | 10 | 2 | | | | | | | |
| Twinbrook Elementary School | | | | | | | | | | | | | |
| Maximum Number of Seats= 553 | | | | | | | | | | | | | |
| No Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 593 | 587 | 599 | 596 | 581 | | | | | | | |
| Percent of Building Occupied | 104% | 107% | 106% | 108% | 108% | 105% | 10.7% | 13.5% | 61.0% | 11.4% | < 5% | 68.7% | 50.1% |
| Available Seats | (22) | (40) | (34) | (46) | (43) | (28) | | | | | | | |
| Reassign zone T3 to Richard Montgomery Cluster ES # 5. | | | | | | | | | | | | | |
| With Change: | | | | | | | | | | | | | |
| Number of Students | 575 | 513 | 506 | 512 | 514 | 523 | | | | | | | |
| Percent of Building Occupied | 104% | 93% | 92% | 93% | 93% | 95% | 11.2% | 13.6% | 60.9% | 10.3% | < 5% | 60.1% | 45.0% |
| Available Seats | (22) | 40 | 47 | 41 | 39 | 30 | | | | | | | |

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.



Appendix D

Evaluation Forms

Richard Montgomery Elementary School #5 Boundary Advisory Evaluation of Boundary Options May 2017

| Representative: Tao Chen | Meets Criterion | Does not Meet Criterion | School or Group Represented: Asian Student Achievement Action Group |
|----------------------------------------------------------------------------------|--------------------|-------------------------------|------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | | | |
| Minimize travel time | | | |
| Keep schools below 100% utilization and eliminate relocatable classrooms | | | |
| Give consideration to community support mechanisms such as community centers | | | |
| Promote a diverse student body | | | |
| Minimize relocation of students out of their home school | | | |
| Reserve space and room for growth for approved plan development | | | |
| Consider overcapacity at schools with future shell build out capability | | | |
| Minimize a domino effect | | | |
| Maximize walkers | | | |
| Minimize displacement of home school students by the Chinese Immersion program | | | |
| Consider stability of school assignments over time for immersion students | | | |

Additional Comments:
 Thank you very much for inviting the Asian Student Achievement Action Group to be part of the boundary study. By participating in the boundary study group, we have learned a great deal about the complexity and scope of a boundary study. We really appreciate the multi-dimensional considerations and effort that your office and MCPS have invested to come up with 8 feasible options for the community. We also appreciated the detailed and organized information that was shared and the numerous questions you and your team have answered.

Through discussion with our group leaders, we found that we did not have enough time to collect community feedback on these options. Thus we were unable to submit an evaluation reflecting our community's opinions. Nonetheless this has been a good learning experience. We are looking forward to reading the final committee report.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

| Representative: Paula Tully | Meets Criterion | Does not Meet Criterion | School or Group Represented: Beall Elementary PTA |
|----------------------------------------------------------------------------------|--------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 1,2, 5-8 | 3,4 | Movement between the communities is necessary but Option 4 essentially decimates the Beall community with roughly 60% of Beall moving to RMES5. I love the idea of more Beall families moving with me to RMES5 but it isn't what is best for Beall. |
| Minimize travel time | 1-3,5,6 | 4,7,8 | CG2 moving to Beall in Option 4 could easily add more time than has been estimated by Transportation for those in the Derwood area. The buses would be traveling with traffic and the stretch of 355 between Mannakee (where the bus might turn to go to Beall) and College Pkwy may not be lengthy but it clogs quickly without any bail-out options. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | | 1-8 | In all of the options, at least one school is on the cusp of being or is overutilized within five years. Beall has the greatest growth projected year over year and is unlikely to lose portables for more than a couple of years in most of the options. This is a disservice to all schools when RMES5 will have capacity for more than 130 additional students. If the shell is built out from the beginning, it will allow each school to have a better cushion for growth. |
| Give consideration to community support mechanisms such as community centers | 2,4,6 | 1,3,5,7,8 | Twinbrook has an active community center that provides aftercare for students so options moving any zone within Twinbrook can have a negative impact on those families. |
| Promote a diverse student body | 7,8 | 1-6 | Twinbrook has expressed a desire to be left untouched in an effort to maintain federal funding related to their Title I status so I am bypassing them. Ritchie Park went from being a well-balanced school with ethnic and socio-economic diversity to losing much of their diversity in Options 1-6. |
| Minimize relocation of students out of their home school | 1,2,5-8 | 3,4 | While some members of CG3, and College Gardens (CG) in general, may be OK with not changing the dynamics by staying at CG, as shown in Options 5-7, these boundary changes will be in place for decades. That is thousands of families that the opinions of a hundred or so families are impacting. A City of Rockville council member listed off at least three locations within the current (and likely future) CG boundaries that could be developed into mixed use that includes residential. CG is near the maximum capacity for an elementary school so they could maintain portables until another solution is developed 10+ years down the road. |

| | | | |
|--------------------------------------------------------------------------------|---------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reserve space and room for growth for approved plan development | | | Growth from development is frequently underestimated so leaving little to no margin for variance is a negative. Beall is estimated to be at or above capacity within five years for most options. |
| Consider overcapacity at schools with future shell build out capability | 4,7,8 | 1-3,5,6 | |
| Minimize a domino effect | 1,2,5-8 | 3,4 | I want to again voice my objection to leaving CG overcapacity. I do not believe it is what is best for the community long-term. Given the divisiveness this issue has brought CG, I question it being a good idea for the short-term. |
| Maximize walkers | 1,2,5,6 | 3,4,7,8 | Several families in B6 walk to Beall as it is only a block from the intersection at Laird and W. Montgomery. The students / families utilize the crosswalk at this intersection. Concerns from several members of the community have been shared with our PTA about the walkability of all parts of RP2. Those in the northern part are the biggest concern. |
| Minimize displacement of home school students by the Chinese Immersion program | 1-2,5-8 | 3,4 | By moving the Chinese Immersion (CI) program to RMES5, it minimizes displacement of home school students. |
| Consider stability of school assignments over time for immersion students | 1-2,4-8 | 3 | Twinbrook is LONG overdue for a revitalization so putting the Chinese Immersion (CI) program there would require temporary relocation of students within all of Twinbrook. |

Additional Comments:

Overall, I do not believe that any of these options are in the best interests of Beall. Only a few are in the best interests of Twinbrook (Options 2, 4, and 6) and RMES5 (Options 4, 7 and 8).

I believe that many of these options fail for simply not ensuring that socio-economic and ethnic diversity are better balanced with Ritchie Park and College Gardens. The achievement gap is related, in part, to socio-economic factors - a reason given by the BOE last year when it was agreed to reduce class sizes, especially for focus schools which Beall and RMES5 would likely qualify for in some capacity under most options - <http://news.montgomeryschoolsmd.org/mcps-board-of-education/investing-to-reduce-class-size-and-close-the-achievement-gap/>. By not properly addressing this, the community, as a whole, is negatively impacted long-term. This includes, but is not limited to, school performance and real-estate value.

While the committee looked at approved development, it is likely to be several decades before another boundary study is considered for this cluster. In that time, there is a strong probability that additional development will be approved and impact utilization. Allowing for a healthy cushion for as many of the schools as is possible is ideal. Building out the shell for RMES5 and taking that into consideration during deliberations for these boundaries is strongly recommended.

Richard Montgomery Elementary School #5 Boundary Advisory Evaluation of Boundary Options May 2017

| | | | |
|----------------------------------------------------------------------------------|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Representative: Colin Heitzmann | Meets Criterion | Does not Meet Criterion | School or Group Represented: College Gardens Elementary School |
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 5, 6, 7 | 1, 2, 3, 4, 8 | Options 5-7 minimize splits to the College Gardens service area, as all communities remain intact. |
| Minimize travel time | 1, 2, 3, 5, 6, 7, 8 | 4 | Although Options 1-3 and 8 create a disruption to the College Gardens service area (removal of CG3 zone), the travel times for CG3 in options 1-3 and 8 are identical as identified by MCPS staff. However, the travel time for CG2 in option 4 is greater as identified by MCPS staff. Options 5-7 keep the College Gardens service area intact, so there is no impact on travel times. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 1, 2, 3, 4, 8 | 5, 6, 7 | Options 1, 2, 3, 4, and 8 keep College Gardens utilization below 100%, while Options 5-7 have facility utilization rates above 100%. |
| Give consideration to community support mechanisms such as community centers | 5, 6, 7 | 1, 2, 3, 4, 8 | Many community members expressed a desire to keep the College Gardens community intact, stating that there are a variety of long-standing community support mechanisms in place that are central to community identity with College Gardens. Options 5-7 keep the College Gardens service area intact. |
| Promote a diverse student body | 1-8 | | All options maintain the existing diversity at College Gardens. |
| Minimize relocation of students out of their home school | 5, 6, 7 | 1, 2, 3, 4, 8 | Options 5-7 work to keep the College Gardens service area intact, thereby minimizing the relocation of students out of their home school. This does not take into account the relocation of the Chinese Immersion program. |
| Reserve space and room for growth for approved plan development | 1, 2, 3, 4, 8 | 5, 6, 7 | Options 5-7 do not reserve space for growth at College Gardens, since College Gardens was built out to its core capacity when it was modernized in 2008. Options 5-7 have facility utilization rates above 100%. |
| Consider overcapacity at schools with future shell build out capability | 1, 2, 3, 4, 8 | 5, 6, 7 | While all schools should achieve the ideal facility utilization ratio of between 80-100%, it became apparent during this process that it was not possible in any option. No classroom addition is feasible at College Gardens because the school was built out to the core capacity when it was modernized in 2008. In Options 5-7, College Gardens is overutilized (over 100% capacity). |
| Minimize a domino effect | 1, 2, 5, 6, 7, 8 | 3, 4 | In options 3 and 4, the Chinese Immersion program is placed at schools other than the new elementary school ("RM #5"), which results the highest number of student movement (both greater than 700 students). Other options result in movements of between mid-500 to mid-600 students, per MCPS staff statistics. |
| Maximize walkers | 5,6,7 | 1, 2, 3, 4, 8 | The designated walkable zone for College Gardens was not addressed in any option. However, many community |

| | | | |
|--------------------------------------------------------------------------------|------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | members expressed a desire to keep the College Gardens service area together due to the walkability of the neighborhoods within the College Gardens service area. |
| Minimize displacement of home school students by the Chinese Immersion program | 1, 2, 5, 6, 7, 8 | 3, 4 | Options 1, 2, 5, 6, 7, 8 relocate Chinese Immersion students to the new elementary school ("RM #5"), which would not displace any home school students. |
| Consider stability of school assignments over time for immersion students | 1, 2, 5, 6, 7, 8 | 3, 4 | Options 1, 2, 5, 6, 7, 8 relocate Chinese Immersion students to the new elementary school ("RM #5"), which has core spaces designed to accommodate additional students. Options 3 and 4 would relocate Chinese Immersion students to schools that are already overutilized schools (Beall and Twinbrook, respectively). |

Additional Comments:

College Gardens is in a unique position. Overall, the school community voiced two strong opinions throughout the boundary study process. These feelings centered on Facility Utilization and Geographic Proximity to Schools.

1. Facility Utilization

Some community members expressed strong support for proper facility utilization at College Gardens, in line with MCPS's Facility Utilization goal of 80-100% utilization. Members expressed that, per the MCPS FY 2012 Capital Budget and the FY 2011-2016 CIP, no classroom addition is feasible at College Gardens Elementary School because it was built out to the core capacity when it was modernized in 2008. They also noted that classroom additions were studied (and thus are possible) at Beall, Ritchie Park, and Twinbrook elementary schools. Additionally, RM #5 has core spaces designed to accommodate additional students.

Thus, they noted that College Gardens is the only school in the Richard Montgomery Cluster that is unable to address overutilization through classroom additions to the existing school. It was mentioned that expensive, relocatable classrooms at College Gardens are the only option to address excess student enrollment for the foreseeable future should overcapacity concerns arise.

These community members emphasized that boundary decisions that are made should ensure that there is sufficient capacity at College Gardens to ensure facility utilization to minimize capital and operating costs, while preserving as much stability in school assignments as possible. This will help ensure that College Gardens can accommodate long term growth.

2. Geographic Proximity to Schools

Other community members voiced strong support for keeping the College Gardens community intact. This is in line with MCPS' Geographic Proximity of Communities to Schools core evaluation criterion. Here MCPS places emphasis on community involvement in schools, in which boundary and student choice area plans should consider the creation of service areas that are, as much as practical, made up of contiguous communities surrounding the school.

These members of the College Gardens community voiced concerns that several of the options relocated portions of the College Gardens service area, thereby splitting the College Gardens community. They stated that these options would disrupt longstanding community identities (some of which have been together for almost 40 years), walkability to the home school, and result in increased travel times. Therefore, they urged that any boundary decisions consider the lasting impacts that such a decision would have to the existing College Gardens geographic identity, as well as the longstanding community bond between College Gardens and the community at large.

**Richard Montgomery Elementary School #5 Boundary Advisory
Evaluation of Boundary Options
May 2017**

| Representative: Monique Ashton | Meets Criterion | Does not Meet Criterion | School or Group Represented: Chinese Immersion Program |
|----------------------------------------------------------------------------------|--------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 6 | 1-5; 7, 8 | At cluster level, Option 6 minimizes and in some cases eliminating splits referenced in the criterion |
| Minimize travel time | 6 | 1-5; 7, 8 | At a cluster level, Option 6 has the lowest movement and reduces travel changes, the need for bus reassignments, net travel time and maintains walkers at all schools. For CGES, travel time is maintained in several options, minus option 4. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 5, 6, 8 | 1-4; 7 | Without the shell build out, none of the options effectively satisfies this criteria at the cluster level. but 5, 6, and 8 are the closet options to meeting this criteria. |
| Give consideration to community support mechanisms such as community centers | 6 | 1-5; 7, 8 | |
| Promote a diverse student body | 5-7 | | Options 5-7 would maintain diversity at CGES with respect to all categories (racial/ethnic, FARMS and ESOL). There is a moderate increase in ESOL rates in nearly all of the options. There are variances for the RM cluster as a whole. For Option 6, Beall ESOL rates nearly double. At Ritchie Park the FARMS and ESOL rates are reduced). Beall ESOL rates nearly double and the FARMS rate increase by 7 percent in option 8. Please be mindful of making changes to Twinbrook that would reduce their opportunity for funding to support their population. Moving CI to Twinbrook would mask their Title I needs, while not giving the students who need those services the support their needs. |
| Minimize relocation of students out of their home school | 5- 7 | 1-4, 8 | |
| Reserve space and room for growth for approved plan development | 6 | 1-5; 7, 8 | All options demonstrate need to build out shell of RMES#5 given future development. |
| Consider overcapacity at schools with future shell build out capability | 5-7 | 1-4; 8 | |
| Minimize a domino effect | 6, 5, 7 | 1-4, 8 | Options 3 and 4 have the worst domino effect because of the displacement of students proposed by relocating CI to an existing school vs RMES5 |

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| Maximize walkers | 6, 7 | 1-4, 8 | |
| Minimize displacement of home school students by the Chinese Immersion program | 1, 2, 5-8 | 3, 4 | Moving CI to Twinbrook or Beall do not minimize displacement of current home school students by the Chinese Immersion program. Both of those schools are currently overcapacity and moving more students who are not home school students does not meet most of the criteria set forth by the boundary study process. |
| Consider stability of school assignments over time for immersion students | 5-8 | 1-4 | Moving CI to Richard Montgomery where there is shell capacity would help consider stability for the program. |

Additional Comments:

Almost all of the options leave most of the schools in our cluster near or at overcapacity. Decision on the shell build out would help to more proactively plan for utilization, given that our communities are experiencing substantial development.

Please consider placing the Chinese program at Richard Montgomery ES #5. Putting it at any other school would displace a significant number of students and leave those schools overcapacity, while destabilizing the program.

Please consider expanding IB to more elementary schools. Families of CGES who will be displaced value access to this program, and IB attitudes, interdisciplinary, foreign language access help with student success and be prepared for today's world. It would also provide another feeder to JW and RM.

Please consider ensuring that CGES maintains its IB status, but ensuring that there is a replacement in place for language instruction if/ when CI is moved.

Richard Montgomery Elementary School #5 Boundary Advisory Evaluation of Boundary Options May 2017

| Representative: Matt Swibel | Meets Criterion | Does not Meet Criterion | School or Group Represented: Cluster Coordinator |
|----------------------------------------------------------------------------------|--------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 6 | 1-5; 7, 8 | Option 6 is indisputably the preferred option for this criterion by minimizing and in some cases eliminating splits referenced in the criterion |
| Minimize travel time | 6 | 1-5; 7, 8 | Option 6 is indisputably the preferred option based on number of bus reassignments, net travel time and correlated high rate of walkers at all schools |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 5, 6 | 1-4; 7, 8 | No option presented satisfies this criterion but 5 and 6 come closest to the end goal. Option 6 delivers the lowest rate of over-utilization on a cluster and school basis at a level that will likely result in no relocatable classrooms. |
| Give consideration to community support mechanisms such as community centers | 6 | 1-5; 7, 8 | |
| Promote a diverse student body | 1-8 | | All options achieve this criterion as a result of broad diversity already evident at RM cluster elementary schools |
| Minimize relocation of students out of their home school | 6 | 1-5; 7, 8 | This is highly correlated to first listed criterion |
| Reserve space and room for growth for approved plan development | 6 | 1-5; 7, 8 | All options demonstrate need to build out shell of RMES#5 given future development. |
| Consider overcapacity at schools with future shell build out capability | 5-7 | 1-4; 8 | |
| Minimize a domino effect | 6 | 1-5, 7, 8 | This is highly correlated to first listed criterion |
| Maximize walkers | 6 | 1-5; 7, 8 | This is highly correlated to first listed criterion |
| Minimize displacement of home school students by the Chinese Immersion program | 5-7 | 1-4, 8 | |
| Consider stability of school assignments over time for immersion students | 5-7 | 1-4, 8 | |

Additional Comments:

Option 6 enjoys the broadest statistical and sentimental support based on committee criteria and community feedback from affected constituencies.

Richard Montgomery Elementary School #5 Boundary Advisory Evaluation of Boundary Options May 2017

| Representative: Mike Kohut | Meets Criterion | Does not Meet Criterion | School or Group Represented: |
|----------------------------------------------------------------------------------|-----------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 1,2,3,4,5,6,7,8 | | All options keep neighborhoods together and do a good job of using natural or manmade boundaries. |
| Minimize travel time | 1,2,3,4,5,6,7,8 | | None of the options have a bus time over 15 minutes and none increase current travel times more than 5 minutes. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 4,8 | 1,2,3,5,6,7 | Options 4 and 8 do the best job of keeping utilization rates down at existing schools for the 5-year projection period. |
| Give consideration to community support mechanisms such as community centers | 1,2,3,4,5,6,7,8 | | There are no cases of splitting schools for neighborhoods that share a community center. |
| Promote a diverse student body | | 1,2,3,4,5,6,7,8 | None of the options we were given maintain or increase socioeconomic diversity in the cluster. Options 4 and 8 come the closest to meeting this criteria objective. |
| Minimize relocation of students out of their home school | 1,2,5,6,7,8 | 3,4 | While some students will have to move to the new school it is minimized in most of the options. The only instances where this goal is not meet is options that move the Chinese Immersion program to an existing school rather than RMES#5. |
| Reserve space and room for growth for approved plan development | | 1,2,3,4,5,6,7,8 | None of the options really give us room to grow because even with the new school we still do not have enough capacity in the cluster. Building out the shell at RMES#5 would help. If that is not done it is likely that portables will be required at some schools within the 5-year projection period. |
| Consider overcapacity at schools with future shell build out capability | 4,8 | 1,2,3,5,6,7 | Many options leave current schools over utilized and leave RMES#5 under capacity. |
| Minimize a domino effect | 1,2,5,6,7,8 | 3,4 | Options 3 and 4 create a domino effect by moving the Chinese Immersion program to an existing school. |
| Maximize walkers | 1,2,3,4,5,6 | 7,8 | Every option we have increases the number of walkers in the cluster compared to not having RMES#5. There are no cases where a current walker is switched to being a bus rider. |
| Minimize displacement of home school students by the Chinese Immersion program | 1,2,5,6,7,8 | 3,4 | Options 3 and 4 create a domino effect by moving the Chinese Immersion program to an existing school. |

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| Consider stability of school assignments over time for immersion students | 4,8 | 1,2,3,5,6,7 | This really applies to all students. The biggest thing that could be done to promote stability would be to build out the shell at RMES#5 and allocate more students there so that the cluster is not left with most schools near or above 100% utilization. Most of the options created during the process leave at least one school over capacity. |
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Additional Comments:

Overall the options created are largely driven by geography. While no option can meet all criteria to perfection the final boundaries should reflect stability over time, utilization and diversity to a greater extent. All of the options presented create a bigger socioeconomic divide between schools in the cluster. All options presented leave some schools overcapacity within the 5-year projected period. Building out the shell at RMES#5 would help give a little more flexibility to reach the goals of all 4 of the criteria established by the county.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

| Representative: Amy Ackerberg- Hastings | Meets Criterion | Does not Meet Criterion | School or Group Represented: Twinbrook Elementary |
|----------------------------------------------------------------------------------|--------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 2,6 | 1,3,4, 5,7,8 | Options 2 and 6 keep Twinbrook together, permitting overlap of the school, recreation center, and civic association service areas. Besides identity-building, this allows T3 residents to utilize existing programs such as before- and after-school care at Twinbrook Rec Center. Option 6 also permits Woodley Gardens to stay with College Gardens, an expressed preference for many of those residents. Option 3 requires T2 residents to circumnavigate Twinbrook and its community organizations to reach RMES#5. Options 7 and 8 separate the neighborhood park (Elwood Smith) and assigned school for RP2 and RP6 residents. |
| Minimize travel time | 1,2,5,6 | 3,4,7,8 | Twinbrook strongly opposes doubling T2 bus times in option 3. Option 4 greatly increases travel times for CG2, most of whose residents live at the top end of the zone. Options 7 and 8 put multiple zones in the position of having to drive past multiple schools to reach their assigned school. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | | 1-8 | Constraints were put on MCPS staff and committee members before the boundary study process even began by previous BOD decisions to locate the new school in the southern quarter of the RMHS cluster, where two cluster elementary schools are already located, and to build RMES#5 to an interim capacity of 602 students instead of the full build-out of 740 students. This made it impossible to generate any options that showed any school at less than 84% capacity on RMES#5's opening day. While I realize Rockville does not have the skyrocketing population growth of some areas of the county, it still has steadily increased from 45,000 to 65,000 in the 20 years I have lived here. Our kids deserve adequate school capacity. |
| Give consideration to community support mechanisms such as community centers | 2,6 | 1,3,4, 5,7,8 | In addition to the comments on the "Minimize splits . . ." criterion, the options that move T2 or T3 leave Twinbrook with a genuinely high FARMS rate (approx. 60%), but one that is not high enough to qualify the school for ESSA Title I funds. While I greatly appreciate the assistance the county provides focus schools and see firsthand how hard our teachers and staff work to ensure that every child succeeds, the extra resources make a difference for those of our kids who are at risk. Meanwhile, children from T2 or T3 who might thrive with the extra staffing and resources provided in a Title I or MCPS focus school could be moved to a school in the upper half of MCPS FARMS rates and lose access to those services. Similarly, it is not yet known whether RMES#5 will offer Head Start and preK programs that currently benefit Twinbrook children. In my opinion, options 2 and 6 are thus the best of the provided options for the entirety of Twinbrook students. |
| Promote a diverse student body | 1,2,4-8 | 3 | As a whole, the RMHS cluster is right at the MCPS median for racial, socioeconomic, and language diversity. Generally, the options seem to balance that diversity throughout the cluster as much as possible, given existing residential distributions. Option 3, however, removes T2 students from their neighborhood school and buses them further to RMES#5 without any discernable benefit to the entire cluster. |

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| Minimize relocation of students out of their home school | 2,5,6 | 1,3,4,7,8 | Besides the zones that appear proximate to RMES#5 on a map and so seem like logical candidates to populate the new school, the only options that move zero or one zones are options 2 (CG3), 5 (T3), and 6 (none). |
| Reserve space and room for growth for approved plan development | | 1-8 | See comments under "Keep schools under 100% utilization . . .". |
| Consider overcapacity at schools with future shell build out capability | 1,4,5,7,8 | 2,3,6 | Options 1, 4, 5, 7, and 8 open RMES#5 at or over its current slated capacity of 602 students. Options 2, 3, and 6 leave enough students in their home schools that the build-out of RMES#5 may not be immediately necessary, although the cluster as a whole will remain on the verge of being overcrowded. |
| Minimize a domino effect | 5-7 | 1-4,8 | Options 1-3 and 8 send CG3 students to Beall. Option 4 sends CG2 students to Beall. In all the options, Twinbrook students either stay with their home school or move to RMES#5. |
| Maximize walkers | 1-6 | 7,8 | Current Ritchie Park students who live within walking distance of RMES#5 should be able to walk to school (options 1-6). |
| Minimize displacement of home school students by the Chinese Immersion program | 1,2,5-8 | 3,4 | Moving Chinese Immersion (CI) to Twinbrook (option 3) or to Beall (option 4) displaces 24% or 17% of the current student population. In Beall's case, that means having to move 315 students instead of 175 to get the school to its actual maximum number of seats. Sending CI to RMES#5 is the least disruptive solution for the entire cluster. |
| Consider stability of school assignments over time for immersion students | 1,2,5-8 | 3,4 | If CI is sent to RMES#5, then there is room in the build-out for the population of home school students to grow, making it possible to keep CI in one place for a longer period of time. |

Additional Comments:
Option 6 addresses 9 of the 12 criteria and appears to be the best overall choice for the cluster. Besides keeping Twinbrook together, which is advantageous to us for the funding/resources reasons stated above as well as giving us a full school and unified voice to continue to advocate for our long-delayed renovation/expansion, throughout the cluster it maximizes walkers, minimizes the domino effect and displacement caused by moving the Chinese Immersion program, and maintains existing communities. The boundaries will also appear logical to new residents who move into the cluster in coming decades, reinforcing MCPS's goal of fostering neighborhood schools. Option 8, in particular, seems like it would be difficult to explain to parents after the institutional memory of this boundary study is gone. Options 2 and 5 meet 8 of the 12 criteria, but I prefer option 6 overall because it keeps Twinbrook and College Gardens together, while parents from both schools have expressed a willingness to remain slightly over capacity since our entire cluster remains so packed even with the very welcome arrival of a new elementary school.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

| Representative: Deborah Gredder | Meets Criterion | Does not Meet Criterion | School or Group Represented: College Gardens Elementary School |
|----------------------------------------------------------------------------------|------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 5, 6,7, | 1, 2, 3, 4, 8 | Options 5-7 do not relocate any CGES zones |
| Minimize travel time | 1, 2, 3, 5, 6, 7, 8 | 4 | Options 1-3 and 8 remove CG3 but this zone is an equal distance to Beall and CGES. Option 4 increases CG2 travel time. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 1, 2, 3, 4, 8 | 5, 6, 7 | Options 1, 2, 3, 4 and 8 keep CGES below 100% utilization for all projected time periods. Options 5, 6 and 7 cause utilization to exceed 100% for all projected time periods. |
| Give consideration to community support mechanisms such as community centers | 5, 6, 7 | 1, 2, 3, 4, 8 | Options 5-7 do not relocate any CGES zones |
| Promote a diverse student body | 1-8 | N/A | All options maintain diversity at CGES |
| Minimize relocation of students out of their home school | 5, 6, 7 | 1, 2, 3, 4, 8 | Options 5-7 do not relocate any CGES zones. In all options, Chinese Immersion is relocated. |
| Reserve space and room for growth for approved plan development | 1, 2, 3, 4, 8 | 5, 6, 7 | Options 1, 2, 3, 4 and 8 keep CGES below 100% utilization for all projected time periods and therefore reserve space and provide room for CGES to grow. Options 5, 6 and 7 cause utilization to exceed 100% for all projected time periods. Because CGES fully built out its core capacity in 2008, Options 5, 6 and 7 provide no room for growth at CGES. |
| Consider overcapacity at schools with future shell build out capability | 1, 2, 3, 4, 8 | 5, 6, 7 | CGES fully built out its core capacity in 2008 and therefore only can expand through portable classrooms. Options 5, 6 and 7 cause CGES utilization to exceed 100% for all projected time periods and therefore may require ongoing use of portable classrooms at CGES. All other elementary schools have shell or permanent add on capacity and therefore Options 1, 2, 3, 4 and 8 best satisfy this criteria. |
| Minimize a domino effect | 1, 2, 5, 6, 7, 8 | 3, 4 | Options 3 and 4 do not place Chinese Immersion at RMES #5 and cause a significant displacement of home school students. All other options have comparable student relocation. |
| Maximize walkers | 1-8 | N/A | Options 1-3 and 8 remove CG3 but this zone is an equal distance to Beall and CGES. |
| Minimize displacement of home school students by the Chinese Immersion program | 1, 2, 5, 6, 7, 8 | 3, 4 | Options 3 and 4 do not place Chinese Immersion at RMES #5 and cause a significant displacement of home school students. All other options have comparable student relocation. |

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| Consider stability of school assignments over time for immersion students | 1, 2, 4, 5, 6, 7, 8 | 3, 4 | All Options, other than Options 3 and 4 would place Chinese Immersion at RMES #5. Many of these options project RMES #5 to have under 100% utilization. For the options where RMES #5 would exceed 100% utilization, RMES #5 has future shell build out potential. |
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Additional Comments:

The CGES community has not come to a consensus on the options.

The two main themes of the feedback from the CGES community are the desire to have the Board of Education adopt an option that (i) does not perpetuate the overcrowding of CGES and uses the construction of RMES #5 as an opportunity to reduce CGES facility utilization below 100% and (ii) does not relocate any CGES zones. Unfortunately, none of the options can satisfy both preferences as a reduction in CGES facility utilization below 100% requires the movement of one CGES zone (in all options the movement is to Beall Elementary School).

Utilization

The community members who support options to reduce CGES facility utilization below 100% voiced many concerns about adopting options that result in perpetual overcrowding of CGES, including the detrimental effects to all CGES students that can occur due to overcrowded facilities, the many safety and student isolation concerns of portable classrooms and the waste of MCPS assets that could occur through the continued use of portable classrooms at CGES when options exist to solve this issue for the long term. These community members also noted that the only options that fully satisfy the Board of Education’s Policy and Regulation FAA-RA requirements for CGES are the options that reduce CGES utilization below 100% as these result in (i) Facility Utilization between 80-100%, (ii) increased Demographic Characteristics, (iii) little to no changes to Geographic Proximity (noting the majority of proposed CGES zone movements to Beall do not increase travel time) and (iv) Stability of School Assignments over Time (noting that CGES has no expansion capacity, has the largest student population, and MCPS has continuously and significantly under projected the actual student population of CGES). These community members also noted that these options satisfy the committee created criteria.

No Relocation

The community members who do not want any relocation of CGES zones focused on the desire to preserve community identity and bonds that have been built through 40 years of common attendance at CGES. These community members put emphasis on maintaining subdivisions and civic association areas and giving consideration to community support mechanisms. The desire to remain in the IB program was also cited as a factor to remain at CGES. These community members also noted that these options satisfy the committee created criteria.

Richard Montgomery Elementary School #5 Boundary Advisory Evaluation of Boundary Options May 2017

| Representative: Rodney Peele | Meets Criterion | Does not Meet Criterion | School or Group Represented: Richard Montgomery Cluster Coordinator |
|----------------------------------------------------------------------------------|------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 6 | 1, 2, 3, 4, 5, 7, 8 | Options 1, 2, 3, 4, and 8 split zones CG2 or CG3 from identity with College Gardens. Options 1, 3, 5, 7, 8, split zones T2 or T3 from Twinbrook identity and civic association area. Options 4, 7 and 8 split zones B5 or B6 from Beall identity and/or West End Civic Association. Options 7-8 split zones RP2 and RP6 from Hungerford and RMES#5 identity. |
| Minimize travel time | 1, 2, 5, 6 | 3, 4, 7, 8 | Option 1, 2, 5, 6 shorten travel time for more zones than increase time. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 4 | 1, 2, 3, 5, 6, 7, 8 | Only Option 4 puts all excess capacity in the new school, but does so with the most student displacement from Chinese Immersion and the maximum domino effect. |
| Give consideration to community support mechanisms such as community centers | 2, 4, 6 | 1, 3, 5, 7, 8 | Option 1 and 5 separate T3 from community center. Option 3 separates T2 from community center. Options 7 and 8 separate RP2 and RP6 from recreation facility. |
| Promote a diverse student body | 1, 2, 3, 4, 5, 6, 7, 8 | | All of the schools have a diverse student body, and there's no reasonable combination of zones that would make all four schools equally diverse. |
| Minimize relocation of students out of their home school | 6 | 1, 2, 3, 4, 5, 7, 8 | Option 6 is about 10% less movement than the best of the other options. |
| Reserve space and room for growth for approved plan development | 4 | 1, 2, 3, 5, 6, 7, 8 | Only Option 4 puts all excess capacity at the new school, but does so with the most student displacement from Chinese Immersion and the maximum domino effect. While the capacity calculations include estimated growth for approved plan development, only the new school has room for additional growth beyond the projections by building out the shell. |
| Consider overcapacity at schools with future shell build out capability | 4 | 1, 2, 3, 5, 6, 7, 8 | Only Option 4 puts all excess capacity in the new school, but does so with the most student displacement from Chinese Immersion and the maximum domino effect. |
| Minimize a domino effect | 1, 2, 3, 5, 6 | 4, 7, 8 | Option 4 has CG2 pushing more students out of Beall. Options 7-8 has RP5 pushing RP2 and RP6 out of RMES#5. |
| Maximize walkers | 1, 2, 3, 4, 5, 6 | 7, 8 | Options 7-8 do not maximize walkers in RP2 and RP6. |
| Minimize displacement of home school students by the Chinese Immersion program | 1, 2, 5, 6, 7, 8 | 3, 4 | Options that put Chinese Immersion in RMES#5 (all but options 3 and 4) minimize displacement. |

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| Consider stability of school assignments over time for immersion students | 1, 2, 5, 6, 7, 8 | 3, 4 | Options that put Chinese Immersion in RMES#5 (all but options 3 and 4) will be more stable for CI students because the new school has more room for growth. If CI is reassigned to another school as in options 3 and 4, then future overcapacity at those schools might cause CI to move again. |
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Additional Comments:

(1) Responses above are based on whether the option meets the criterion or does not meet the criterion for the entire cluster.

(2) Mandatory criteria under RAA-FA:

VII(A)(1): Facility Utilization: None of the options results in facility utilizations in the 80 percent to 100 percent efficient range whenever possible unless the new shell is built at RMES#5. Building the new shell is also the most fiscally responsible step to preserve as much stability in school assignments as possible.

VII(A)(2): Demographic Characteristics of Student Population: All options promote a diverse student body when balancing the racial/ethnic composition, the socioeconomic composition as measured by participation in the federal FARMS program, the level of English language learners as measured by enrollment in the ESOL program, and student mobility rates. MCPS ESOL enrollment numbers tend to overstate the actual number of English language learners.

VII(A)(3): Geographic Proximity of Communities to Schools: Boundary options 1, 2, 5 and 6 maximize geographic proximity based on contiguous communities surrounding the school, maximized walking access and minimized transportation distances.

VII(A)(4): Stability of School Assignments over Time: Options that put all existing schools under 100% capacity and assign excess capacity to RMES#5 best ensure the stability of school assignments by focusing future growth where capacity can be added most easily.

(3) Option 6 is the best of the options presented. Overall capacity in the cluster remains an issue until RMES#5 is built to full capacity.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

| Representative: Mallika Sastry | Meets Criterion | Does not Meet Criterion | School or Group Represented: Cluster Coordinator |
|----------------------------------------------------------------------------------|-----------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 6 | 1-5,7,8 | Options 1-5,7 and 8 move zones from within Twinbrook, Ritchie Park, Beall and College Gardens resulting in a split in community identity and civic association areas. |
| Minimize travel time | 1,2,5,6* | 3-4,7-8 | Options 1,2,5,6 cause less increase in projected travel time, of these, *option 6 is the most optimal as it results in the lowest net travel time. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 5,6 | 1-4,7-8 | None of the options presented satisfy this criterion in its entirety; however, options 5 and 6 meet the requirement, of these option 6 presents a lower average utilization. |
| Give consideration to community support mechanisms such as community centers | 6 | 1-4,5,7,8 | Option 6 maintains the community identity and support the best, whereas the other options results in separation of zones from their community centers. |
| Promote a diverse student body | 1-8 | | All elementary schools within the RM cluster are diverse |
| Minimize relocation of students out of their home school | 6 | 1-4,5,7,8 | Option 6 results in the least relocation of students |
| Reserve space and room for growth for approved plan development | 6 | 1-5,7,8 | Option 6 results in generating capacity in areas with planned development |
| Consider overcapacity at schools with future shell build out capability | 6 | 1-5,7,8 | |
| Minimize a domino effect | 6 | 1,2,3,4,5,7,8 | Option 6 has the least number of students moving whereas the other options result in a domino effect. |
| Maximize walkers | 6 | 1-4, 5*,7,8 | Option 6 maintains geographic proximity, thus maximizing walkers, option5 is similar by this criterion however, T3 becomes an island. |
| Minimize displacement of home school students by the Chinese Immersion program | 1,2,5,6 | 3,4,7,8 | CI at RMES#5 minimizes displacement of home school students in options 1 and 2 however, 5 and 6 result in the least displacement. |
| Consider stability of school assignments over time for immersion students | 1,2,5,6 | 3,4,7,8 | CI at RM ES #5 is the most stable |

Additional Comments:

Option 6 is the most appropriate as it maintains geographic proximity and thus maximizes walkers, minimizes net travel time, maintains community identity, has the lowest percentage of student movement among the eight options and meets all the criterion developed by the committee.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

| Representative: Michelle Chang | Meets Criterion | Does not Meet Criterion | School or Group Represented: Ritchie Park ES |
|----------------------------------------------------------------------------------|-----------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 2,4,6 | 1,3,5,7,8 | Options 7-8 split RP2 community from its local community, Option 3 splits T2 from its community, Options 1,5,7,3 splits T3 from its local community. |
| Minimize travel time | 1,2,4,5,6 | 3,7,8 | Options 3 increase travel time greatly for T2, Options 7,8 increase travel time for RP5 and add buses for RP2 and RP6 where they would not be needed at all in Options 1-6. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 1-8 | | All options leave high utilization for the cluster. None are perfect but all are better than we stand currently. |
| Give consideration to community support mechanisms such as community centers | 2,4,6 | 1,3,5,7,8 | Options that move T2, T3, RP2, and RP6 away from their local communities does not support this criterion. |
| Promote a diverse student body | 7-8 | 1-6 | While options 7 and 8 help to promote a diverse population at Ritchie Park, I think preventing the children who would have a walkable experience from having that experience would be a disservice to those children and families |
| Minimize relocation of students out of their home school | 1,2,3,5,6,7,8 | 4 | Moving Chinese Immersion to Beall seems to move too many children out of their home school to accommodate the Chinese Immersion students. |
| Reserve space and room for growth for approved plan development | 1-8 | | |
| Consider overcapacity at schools with future shell build out capability | 1-8 | | |
| Minimize a domino effect | 1,2,3,5,6,7,8 | 4 | Option 4 has a bit of a domino effect moving around students from Beall to accommodate the Chinese Immersion students. |
| Maximize walkers | 1-6 | 7-8 | Options 7 and 8 do not meet this criterion. In fact, it takes potential walkers to the new school and puts them on a bus along with putting kids from RP5 on a longer bus ride. |
| Minimize displacement of home school students by the Chinese Immersion program | 1,2,5,6,7,8 | 3,4 | The only options that meet this criterion are the options that put CI at the new school. Options 3 and 4 do not do this. |
| Consider stability of school assignments over time for immersion students | 1-8 | | |

Additional Comments:
 I believe that Option 6 is the best option out of the 8 presented for the cluster. In my opinion, it meets the most criteria for all schools in the cluster and seems to align the most with the FAA-RA Policy and Regulation document. I also believe that options 7 and 8 do a disservice to the population of students in the RP2, RP5 and RP6 zones by increasing their travel times and eliminating a walkable experience for some of those in RP2 and RP6. Removing RP2 and RP6 from their local neighborhood school could inhibit their ability to take part in after school activities and other school functions.

**Richard Montgomery Elementary School #5 Boundary Advisory
Evaluation of Boundary Options
May 2017**

| Representative: Vincent Russo, Twinbrook | Meets Criterion | Does not Meet Criterion | School or Group Represented: Twinbrook ES |
|----------------------------------------------------------------------------------|-----------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 2, 6 | 1, 3, 4, 5, 7, 8 | Options 2 and 6 preserve neighborhood identities in the Twinbrook service area. Option 4 also does this, but it is too disruptive for the Beall service area. |
| Minimize travel time | 1, 2, 5, 6 | 3, 4, 7, 8 | While MCPS projects a comparable travel time for T3 at either school, crossing Rockville Pike at Edmonston during morning rush hours is a concern for some if T3 goes to RMES#5. The community strongly opposes Option 3, in part because of the increased travel time for T2. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 1, 5, 7, 8 | 2, 3, 4, 6 | All the options keep Twinbrook within 6 to 8 percent of full capacity (some above, some below) so I see little variation in the options for this criterion in terms of impact on Twinbrook. |
| Give consideration to community support mechanisms such as community centers | 2, 4, 6 | 1, 3, 5, 7, 8 | Options 2, 4, and 6 keep T3 and T2 in proximity to Twinbrook Community Recreation Center and the support services it offers. |
| Promote a diverse student body | 1-8 | | The cluster remains diverse under any scenario; any variance in the options is a matter of degrees. However, I generally favor options that preserve Twinbrook's eligibility for Title I status by keeping a high FARMS rate. |
| Minimize relocation of students out of their home school | 2, 6 | 1, 3, 4, 5, 7, 8 | Option 6 relocates the fewest students and still puts the new school at 90 percent capacity. |
| Reserve space and room for growth for approved plan development | | 1-8 | Under any scenario the cluster is basically at full capacity, even with the addition of the new school. Schools with low utilization will eventually attract development because of Rockville and MoCo ordinances governing adequate public facilities. New construction is more likely to occur where school capacity is available. |
| Consider overcapacity at schools with future shell build out capability | 1-8 | | With the addition of the new school, each scenario improves the cluster's capacity profile. |
| Minimize a domino effect | 2, 6 | 1, 3, 4, 5, 7, 8 | Options 3 and 4 especially violate this. Options that place CI at RMES#5 perform better. Option 2 and 6 do this best for Twinbrook. Moving RP5 in options 7 and 8 also violates this. It should not be further isolated by moving to RMES #5. |
| Maximize walkers | 1, 2, 3, 5, 6 | 4, 7, 8 | Options 7 and 8 especially violate this important criterion by moving RP2 out of the RMES#5 service area as well as parts of RP6 that could walk. Placing RP2 and RP6 at the new school satisfies this criterion. |

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| Minimize displacement of home school students by the Chinese Immersion program | 1, 2, 5, 6, 7, 8 | 3, 4 | CI at the new school best meets this criterion. Placing it at Twinbrook forces T2 to move to RMES #5, making it a discontinuous island assignment. |
| Consider stability of school assignments over time for immersion students | 1, 2, 5, 6, 7, 8 | 3, 4 | The most stable long-term placement for CI students is the new school where it can be an integral part of the school's culture from its inception. |

Additional Comments:
Twinbrook's current boundaries yield a student population roughly equal to its capacity. Twinbrook has not been plagued by overcrowding to the degree seen at the other elementary schools in the cluster and the reason for which RMES #5 was constructed. Furthermore, Twinbrook's current service area is contiguous; minimizes crossing of natural and physical barriers, like MD-355; and overlaps with community support mechanisms and institutions like the Twinbrook Community Recreation Center, Twinbrook Community Pool, and the Twinbrook Citizens Association. Twinbrook is the quintessential neighborhood school. Options 2 and 6 meet ten out of the twelve criteria for Twinbrook, **but in my view Option 6 performs best** for the entire cluster because it minimizes the domino effect, achieves good occupancy results, and keeps together communities as much as possible.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

| Representative: Stephanie Hilwig | Meets Criterion | Does not Meet Criterion | School or Group Represented: Ritchie Park PTA |
|----------------------------------------------------------------------------------|------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 2, 4, 6 | 1, 3, 5, 7, 8 | <p>Option 7 & 8 split RP2 (which is walking distance RMES#5) from the rest of the RMES#5 community and splits RP5 from Ritchie Park unnecessarily.</p> <p>Option 3 splits T2 from their surrounding community. Options 1, 5, 7, and 8 split T3 from all other communities east of Rockville Pike. Options 7 & 8 split B5 and B7 from surrounding communities.</p> |
| Minimize travel time | 1, 2, 4, 5, 6 | 3, 7, 8 | <p>Options 1 – 6 allow RP2 (walkers to RMES#5) to go to the new school in their community and leaves most everyone else at Ritchie Park intact. Options 7 & 8 increase travel time for RP2 by putting walkers on 3 buses and sending them out of the RMES#5 community. Options 7 & 8 increase travel time for RP6. Options 7 & 8 increase travel for 4 busloads of kids in RP5 to an unacceptable level and sends these kids a much farther distance. Increased travel time in options 7 & 8 create a barrier for kids in RP2 and RP5 from participating in after school programs and activities. Increased travel time in options 7 & 8 will reduce RP5 parent volunteering.</p> <p>Option 3 increases travel time for T2, relocating them past Twinbrook to RMES#5. Options 7 & 8 increase travel time for B5.</p> |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 1, 2, 3, 4, 5, 6, 7, 8 | | <p>Within a few % points, all schools are close.</p> |
| Give consideration to community support mechanisms such as community centers | 2, 4, 6 | 1, 3, 5, 7, 8 | <p>Options 7 & 8 don't do this for RP2 and RP5.</p> <p>Options 1, 5, 7 & 8 don't do this for T3. Option 3 doesn't do this for T2.</p> |
| Promote a diverse student body | 1, 2, 3, 4, 5, 6, 7, 8 | | <p>All options promote diversity. However, the FAA-RA policy and regulation doc states on page 14, section 2B, that "where reasonable" school boundaries should promote the creation of a diverse student body. For Ritchie Park, options 1- 6 achieve this, but options 7 & 8 are "unreasonable" since the attempt to balance socioeconomic diversity by increasing the FARMS % at Ritchie Park causes several other criteria to no longer be met as shown throughout this evaluation and all criteria are equally weighted.</p> |

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| Minimize relocation of students out of their home school | ? | | |
| Reserve space and room for growth for approved plan development | 1, 2, 3, 4 5, 6, 7, 8 | | |
| Consider overcapacity at schools with future shell build out capability | 1, 2, 3, 4, 5, 6, 7, 8 | | |
| Minimize a domino effect | 1, 2, 3, 5, 4 6, 7, 8 | | |
| Maximize walkers | 1, 2, 3, 4, 5, 6 | 7, 8 | Option 7 & 8 takes RP2, which is in the walk area for RMES#5, and uses 3 buses to transport them out of their community to Ritchie Park. |
| Minimize displacement of home school students by the Chinese Immersion program | 1, 2, 4, 5, 6, 7, 8 | 3, 4 | |
| Consider stability of school assignments over time for immersion students | 1, 2, 3, 4, 5, 6, 7, 8 | | |

Additional Comments:

For Ritchie Park, options 1-6 meet all 12 evaluation criteria, while options 7 & 8 have many pitfalls as explained above and fail to meet several of the evaluation criteria.

By looking at all criteria for all schools, option 6 best meets the evaluation criteria for the cluster as a whole. For the cluster, option 6 does the best job at addressing utilization, relocating the least number of students, maximizing walkers, minimizing travel time, promoting diversity, minimizing splits to communities while giving consideration to community support mechanisms, and has the additional advantage of not moving any zone to another already existing school.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

| Representative: Marquette Heaven | Meets Criterion | Does not Meet Criterion | School or Group Represented: NAACP Rep AND RPES parent |
|----------------------------------------------------------------------------------|------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation Criteria | Option Number | Option Number | Narrative Evaluation Statement |
| Minimize splits to community identity, subdivisions, and civic association areas | 1, 2, 4, 5, 6, 7, 8 | 3 | I do not think that any of the proposed boundary options split the current communities, subdivisions, civic associations any more than they are currently split with the exception of any option that moves T2 from Twinbrook to RMES5. Removing T2 from the Twinbrook boundary seems to be the most disruptive geographically. |
| Minimize travel time | 1, 2, 4, 5, 6, | 3, 7, 8 | Based on the estimated transportation times, all of the options seem to be reasonable in the proposed addition or reduction of current times. Options 3, 7, 8 and seem to be the worst in maximizing distance/travel time but I do not think that those options, would adversely impact students with the additional travel time, although it was clear from the boundary meetings that RP5 parents feel otherwise. |
| Keep schools below 100% utilization and eliminate relocatable classrooms | 8 | 1, 2, 3, 4,5, 6, 7 | The only option that meets this criteria is option 8, where all of the schools are under 100% utilization except for RMES5 (which is over 100% but has the shell build out capability.) |
| Give consideration to community support mechanisms such as community centers | 1, 2, 3, 4, 5, 6, 7, 8 | | I do not think that any of the proposed boundary options would negatively impact the communities ability to be able to use their neighborhood resources. |
| Promote a diverse student body | | 1, 2, 3, 4, 5, 6, | With options 1-6 for RPES the FARMS rate is significantly reduced. While the race/ethnic composition is not altered in a dramatic way (from what I can tell,) I do feel it I important to note that the impact of the FARMS rate changes quite a bit. The fluxuations for the FARMS rate at Twinbrook is important to note as it has been made clear in all of the boundary meetings that the community there would not like the FARMS rate to dip below 68% because of the resources that they receive and value. Considering this community opinion |

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| | | | (although it seems counter intuitive to the goal of trying to increase socio economic diversity,) keeps the options for rezoning very limited. I think that it is also important to note that options 5-8 increases significantly the FARMS rate for Beall. |
| Minimize relocation of students out of their home school | 1, 2, 3, 4, 5, 6, 7, 8 | | The introduction of a new school into our cluster means that some students will have to be relocated. I think that all of the options that are presented are reasonable in trying to minimize relocation as much as possible while still trying to keep schools under or close to 100% utilization. |
| Reserve space and room for growth for approved plan development | 1, 2, 6 | 3, 4, 5 | . |
| Consider overcapacity at schools with future shell build out capability | 8 | 1, 2, 3, 4, 5, 6, 7 | I think that the best scenario would be to leave all of the schools under capacity and to build out the shell immediately of RMES. Because the shell build out has not been approved yet, I think that the only option that meets this criteria is option 8 as it leaves all of the schools under capacity except for RMES5. |
| Minimize a domino effect | 1, 2, 3, 5, 6, 7, 8 | 4 | Although parents and the community seem to be very opposed to domino effects, I feel that realistically there may have to be some shifting of boundaries to the new school and/or an existing schools in our cluster in order to use this new school opportunity to restructure zones that possibly should have been created differently. |
| Maximize walkers | 1, 2, 3, 4, 5, 6 | 7-8 | None of the criteria is supposed to be weighted more than others, however I do support having those neighborhoods who are in close proximity to RMES5 be able to be walkers. |
| Minimize displacement of home school students by the Chinese Immersion program | | | I think that the best option is to move the Chinese Immersion program to RMES#5. |
| Consider stability of school assignments over time for immersion students | | | I think that the best option is to move the Chinese Immersion program to RMES#5. |

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Additional Comments:

There are pros and cons to all of the options presented. Trying to find the best option for all 5 schools, keeping all of the criteria in mind, and without using personal opinions was challenging but I did my best to do those things. Given the options presented, I think that option 2 is the best of the options presented. I say that with the caveat that it is not ideal that in this option both Beall and Twinbrook will both be over 100% utilization and RMES5 will be under utilized. Having listened to the community, I think that an option where RP5 goes to Beall (which is closer in proximity than RPES and parents were very vocal about travel distance) and B6 goes to RPES (these changes could address the increase in FARMS that Beall parents commented on) could be viable option given the feedback that came out of several of the boundary meetings, while this scenario does have a domino effect it could be a good option in the long run for our cluster and one that makes sense geographically. I know it is not my job to come up with additional options but after studying the options I thought of that scenario.

May 16, 2017

Our LSAAG representative was able to make one meeting but subsequently became ill and was not able to complete the evaluation form. We did reach out and offer to meet in person to review the options and criteria over the phone but she declined.

JG

Appendix E

Position Papers

May 30, 2017

Dr. Jack Smith, Superintendent
Members of the Montgomery County Public Schools Board of Education
850 Hungerford Drive
Rockville, Maryland 20850

Re: Richard Montgomery Elementary School #5 Boundary Study

Dear Dr. Smith and Members of the Board of Education:

The College Gardens Elementary School (CGES) PTA Board members thank you for the opportunity to be a part of the boundary study process to represent our community. We appreciate your efforts to expand capacity in our cluster through the development of Richard Montgomery Elementary School #5 (RMES#5).

All the elementary schools in our cluster have been long over capacity, and 3 out of the 4 have been over capacity by 175-186 students. Without this important new addition, MCPS has estimated that **all schools** would continue to be over capacity and the range of over capacity for 3 out of the 4 elementary schools would grow to 153-233 students.

The task of evaluating the options presented by the dedicated MCPS boundary study leaders has been difficult as nearly all the options leave at least 1-2 of the schools in our cluster near or at over capacity. We would be remiss if we did not respectfully request help in proactively addressing this issue by building out the shell at RMES #5.

As part of our work to represent our community, we held several PTA meetings to share updates and collect feedback, supported the development of a cluster survey of which our school had over 300 respondents, collected and analyzed feedback forms and emails from members of our community, and we also held 2-3 targeted Chinese Immersion meetings. As a PTA, we believe that we need to represent all of our diverse community members. We have three emerging perspectives, which we outline in this position paper.

I. Chinese Immersion Program

II. Focus on bringing CGES Utilization Below Capacity

III. Focus on Reducing over capacity, While Keeping the CGES Community Together

Please note that the items two and three above represent divergent perspectives.

I. Chinese Immersion Program

The Board of Education called upon the MCPS Boundary Study leaders to explore options to move the Chinese Immersion Program from CGES to help alleviate over capacity. The program currently represents 140 students, of which 24 live within the homeschool boundary of CGES. While the Chinese Immersion families will deeply miss being a part of the CGES community and value the access to the International Baccalaureate program, many have come to terms that the Board will likely move in this direction given that CGES is over capacity and there is need to reduce the utilization rate. Doing so would also help to minimize displacing CGES students out of their home school, a key boundary study criteria.

The overwhelming majority of Chinese Immersion Program families note that moving the program to the new school RMES#5 would align with nearly all the stated boundary study criteria. Chinese Immersion families **do not support** options 3 and 4, which would move the

program to Twinbrook or Beall Elementary because doing so would not meet the criteria of minimizing displacement of current home school students by the Chinese Immersion program. Both of those schools are currently over capacity and moving more students who are not home school students does not meet most of the criteria set forth by the boundary study process. Families would be moving from one school that is over capacity to another school that is over capacity, with no immediate opportunity for addressing the condition for which they are told they would be moving. They cite the following rationale:

- **In Option 3**, both Twinbrook and Beall Elementary would remain over capacity by 9 and 10 percent respectively, we would not minimize the domino effect, we would not reserve space and room for growth, we would not maximize walkers, we would not minimize the displacement of home school students, and it does not consider the stability of the Chinese Immersion Program over time. Twinbrook would be over capacity by 51 students. In addition, Beall is slated to have some of the most significant development projects and the school would be over capacity by 65 students in this scenario. RMES would be the least utilized in the cluster and is the only school that will have shell build out capacity over the next 6 years.
- **In Option 4**, the Chinese Immersion program would move to Beall. Feedback received from all families (minus two families) note that would cause a major domino effect and would not minimize displacement. CGES has the highest capacity rate in the cluster, and Beall has the second highest utilization rates. In option 4, upwards of 400 students who currently attend Beall would be moved out of their home school. RMES#5 is also projected to be over capacity by 151 students with a utilization rate of 125 percent according to data shared by MCPS on March 23 and 30, which would exceed the slated capacity of the planned build and even the potential shell build out capacity of 740.

Additional considerations from families: If the program moves, the families requested that MCPS consider the long-term stability of the program, and consider expanding the IB curriculum access at the school to which the program is moved. In addition, CGES families requested that MCPS consider the need for a dedicated language instructor as it is a requirement of the IB program designation, which families seek to maintain.

II. Reducing CGES Utilization and Overcrowding

CGES has long been concerned about over capacity. The actual student population of CGES has greatly exceeded the MCPS projections for the school. CGES was over capacity two years after opening and will be over capacity by 186 students in 2017-18. The purpose of this study and for building RMES #5 was to bring schools under capacity, where feasible. A portion of the CGES community supports options that bring CGES under capacity to leave room for growth, and believes the long-term interests of CGES students are best served by adopting options that brings CGES below 100 percent utilization when RMES #5 opens and keeps utilization below 100% for the foreseeable future. A portion of the community is concerned that leaving CGES over capacity will leave it susceptible to needing another boundary study in the future.

According to the MCPS FY 2012 Capital Budget and the FY 2011-2016 CIP, “no addition is feasible at College Gardens Elementary School because it was built out to the core capacity of 740 when it was modernized in 2008.” Furthermore, classroom additions were studied (and thus are possible) at Beall, Ritchie Park, and Twinbrook. Therefore, a portion of the CGES community supports options 1-4 and 8, which do not place CGES over capacity from Day 1 of the opening of RMES #5. The **only** options for expansion at CGES in the future will be additional relocatable classrooms. Parents expressed concerns about safety and the additional

cost of relocatable classrooms. They note that these options meet the Regulation FAA-RA criteria set forth below:

- Improve Facility Utilization – The regulation states that facility utilization should be between 80-100% whenever possible. Options 1-4 and 8 meet this criteria for CGES, whereas Options 5-7 do not meet this criteria for CGES with some options leaving RMES #5 underutilized, and RMES #5 is the only school that will have a shell structure that can expand the school.
- Maintain Demographic Characteristics – The options that bring CGES under capacity reasonably maintain diversity at CGES with respect to all categories (racial/ethnic, FARMS and ESOL). There is a moderate increase in ESOL rates in nearly all the options.
- Maintain Geographic Proximity of Communities to School/Minimize Travel Time and Maximize Walkers: – In Options 1-3 and 8, where CG3 is relocated to Beall ES, there is no change in travel times as CG3 is equidistant to Beall ES and CGES. Some parents did express concern CG2 would have increased travel times in Option 4 from 8 to 11 minutes.
- Ensure Stability of School Assignments Over Time – Options 1-4 and 8, which keep our school under capacity will lead to the greatest stability of school assignments at CGES over time.

With a capacity of 740, CGES will remain the largest school in the cluster even after the opening of RMES #5. With no capacity for a build out, any option that leaves CGES utilization above 100 percent will create school assignment instability for CGES.

III. Focus on Reducing Over Capacity, While Keeping the CGES Community Together

The CGES PTA and MCPS leadership received several emails and feedback from CGES community members predominantly from CG2 and CG3 asking that the Superintendent and the Board consider keeping CGES communities together. As a result, MCPS created Options 5-7. Of these options, a portion of the community provided feedback noting that Option 6 is most beneficial in terms of meeting most of the criteria established by the Boundary Study Committee and the Regulation FAA-RA criteria, citing the following:

- Improve Facility Utilization: CGES will already be shifting a large number of students to another school to reduce capacity given that 140 students from CGES will likely be moved to another school. Community members note that the CI Program currently occupies six classrooms, which may contribute to the likelihood that the 6 relocatable classrooms can be removed from CGES. In terms of the utilization criteria, CGES would be about 5 percent over-utilized in Option 6. According to MCPS enrollment projections shared February 28 and on April 25, the rapid growth of CGES is predicted to level off when factoring planned developments. While Option 6 would put CGES over 100 percent capacity, in every option offered by MCPS, at least one of the schools within the RM Cluster will be over capacity and the remainder of the schools very close to the 100 percent threshold for capacity.

A portion of the community opposes Options 1-4 and 8. CG2/CG3 families would be shifted out of CGES to help reduce overcrowding and they believe they would put an undue burden on Beall while also contributing to that school becoming overcrowded. They would also be giving up access to the IB curriculum, without the benefit of being in a school that is less

overcrowded. Options 1, 2, 3 would leave Beall at 10 percent over capacity. Under Option 8, CGES students will be moved to a school projected to be 102 percent over capacity by Year 5 of the boundary study being implemented—at just 3 percent less over capacity than CGES would be under Option 6. According to MCPS data shared, Beall is one of the schools that has higher growth potential in the cluster due to development.

- Maintain Demographic Characteristics – Options 5-7 would maintain diversity at CGES with respect to all categories (racial/ethnic, FARMS and ESOL).
- Maintain Geographic Proximity of Communities to School/Minimize Travel Time and Maximizes Walkers: – Keeping CG2 and CG3 as in Options 5-7 would maintain geographic proximity for CGES students and families. CG2 would become an isolated island in Option 4 and would pass CGES to go to another school.
- Minimize splits to community identity and give consideration to community support mechanisms such as community centers and civic association areas. Options 5-7 would keep both Woodley Gardens and Derwood as part of the CGES community. These communities have strong civic and social bonds with College Gardens. Woodley Gardens families have also noted the communities are in the same precinct, their civic associations are connected, they share a pool, a swim team, and daycares that offer before and after care to many CGES students. Options 1-4 do not meet this criterion.
- Minimize Domino Effect: According to data presented by MCPS boundary leaders on May 3, options 5-7 have the least amount of movement among all the options and minimize the domino effect. Option 6 is the least disruptive of all options—relocating about 540 students. Option 8, 3, and 4 have the worst domino effect respectively. Option 4 involves relocating almost 800 students.

Conclusion:

On behalf of the CGES community, we appreciate your efforts to expand capacity in our cluster. CGES represents a very diverse community of 899 students. We were hopeful that our community could align on a single option. However, we have divergent views that need to be represented. With the current options, it has been difficult to find a single option that meets the needs of all our community. CGES either remains over capacity or a portion of our community is moved to another school that is also over capacity.

We do have alignment among our community on recommending that our Chinese Immersion program is moved to a school that can be a stable location for our current families. For the reasons stated above, it is our position that if the program must move, it should be relocated to the Richard Montgomery Elementary School #5. In addition, our community requests that IB be maintained at CGES.

We thank you for allowing us to present you with the CGES community's perspectives.

May 17, 2017

Dear Superintendent Smith and the Montgomery County Board of Education,

At Ritchie Park, we understand our school is overcapacity, a brand new elementary school is being built in our cluster, and that relocation is necessary for the benefit of our students. We appreciate the boundary study process, which has allowed boundary study committee members and all of Ritchie Park the opportunity to take part in meetings and provide feedback on the boundary options through meetings, comment cards, an online feedback form, verbal feedback directly to MCPS at community meetings, a committee member evaluation form, and now this PTA position paper.

The new school elementary school (RMES#5) will be located in a community where many of our Ritchie Park students currently live and is in an area deemed walkable by MCPS. While change can be emotionally difficult, we understand the advantages and positive impact that comes along with students attending a neighborhood school with adequate capacity. This is why Ritchie Park supports the boundary options where primarily only walkers to the new school are reassigned to the new school and all other students remain at Ritchie Park. Additionally, we support options that do not move any RP zone to another already existing school.

For Ritchie Park, there were two boundary scenarios presented by MCPS. In options 1–6, zones east of 270, which are RP2 (designated as walkable to RMES#5) and RP6 (Tower Oaks), are reassigned to the new school, RMES#5. In options 7 & 8, RP5 (Fallsgrove) is reassigned to RMES#5 instead.

Ritchie Park supports options 1–6, since these 6 options allow RP2 and RP6 to attend the new school in their community, while leaving all other students in place. This is the best case scenario for Ritchie Park.

Ritchie Park strongly opposes options 7 & 8, since these options deprive RP2 and RP6 of attending a school in their community and forces RP5 out of Ritchie Park unnecessarily.

The boundary study process looked at the 4 criteria listed in Regulation FAA-RA as well as 12 additional criteria set forth by the committee by which boundary options were created and evaluated.

Below are some of the pros for options 1 - 6 that are not met by other options:

- Meets all evaluation criteria referenced above.
- Primarily only relocates those students who are designated to be walkers of the new school.
- Allows those students to attend a new school located in their community.
- Minimizes travel time for both RP2 and RP6, since they are both closer to RMES#5 than Ritchie Park.
- Closer geographic proximity is more convenient and allows students to more easily participate in after school programs.
- Closer geographic proximity allows students and families to more easily attend school activities and events.
- A neighborhood school helps students and families to feel more connected to their school community.
- Going to a neighborhood school builds connections that foster participation in other neighborhood city programs thus bringing the community closer together.

Below are some of the numerous pitfalls of options 7 & 8 for Ritchie Park:

- Fail to meet several evaluation criteria including: maximize walkers, minimize travel time, minimize splits to community identity, give consideration to community support mechanisms, and geographic proximity of communities to schools.
- Buses kids in RP2 out of their neighborhood where RMES#5 will be located back to Ritchie Park, instead of letting them walk to RMES#5.

- Buses kids in RP6 farther to school, since Ritchie Park is farther from Tower Oaks than RMES#5.
- Buses kids in RP5 farther to school, since RMES#5 is farther from Falls Grove than Ritchie Park.
- 3 buses will be needed to transport RP2 to Ritchie Park versus zero buses in option 1-6.
- 4 existing buses will need to drive farther to transport RP5 to RMES#5.
- Travel time is increased for RP2, RP6, and RP5 as compared to options 1-6.
- Travel time from RP5 to RMES#5 is excessive. (May be upwards of 25 minutes in traffic, twice a day, which is unacceptable, especially for young children.)
- Geographic proximity (ranked the number one factor of importance on the cluster parent boundary survey) is not met for RP2, RP5, and RP6 as all three would be farther from school as compared to option 1-6.
- RP5 student participation in after school programs will likely decrease due to increased distance and travel time.
- RP5 student and family participation in school activities will likely decrease due to increased distance and travel time.
- RP5 parent volunteering will likely decrease due to increased distance and travel time.
- Deprives RP2 from attending the new school built in their neighborhood.
- Options 7 & 8, created as an attempt to balance socioeconomic diversity by increasing the FARMS % at Ritchie Park, clearly does so at an unacceptable cost to all affected Ritchie Park zones (RP2, RP5, and RP6) as described above and with no benefit to these zones. Regulation FAA-RA states on p. 14, section 2B, that where “reasonable”, schools should promote the creation of a diverse student body. Diversity is cherished and celebrated at Ritchie Park and options 1 - 6 do promote diversity and without disadvantaging any zones. Options 7 & 8 prove that attempting to increase the FARMS % creates a patchwork boundary map and disconnects RP2 and RP6 from their community and rips 150 students in RP5 from Ritchie Park in the process. This result is not “reasonable”.

For all these reasons, Ritchie Park supports the options that allow students that live in the RMES#5 community to attend RMES#5 and leaves all other students at Ritchie Park. These are options 1–6 only.

Thank you,

Ritchie Park Elementary School PTA



May 17, 2017

Dr. Jack Smith, Superintendent and
Members of the Montgomery County Board of Education
850 Hungerford Drive
Rockville, MD 20850

Re: Boundary Study for Richard Montgomery Elementary School #5 (RMES #5)

The construction of RMES #5 brings welcome relief to the overcrowded elementary schools within the Richard Montgomery cluster. While current enrollment at the three other elementary schools exceeds capacity by 20 percent or more, Twinbrook has not faced capacity constraints to the same degree. In fact, MCPS had not engaged Twinbrook in the planning for RMES #5 until November 2016, when the Board of Education voted to include it in the scope of the boundary study. While we are grateful for the opportunity to participate in the boundary study process, Twinbrook PTA favors retaining the school's current boundaries. In our view, **option 6** accomplishes this best for the cluster because it minimizes dislocations, achieves reasonably balanced occupancy results, and preserves community identity as much as possible.

Twinbrook's current boundaries yield a student enrollment roughly equal to its capacity and do not exceed 108 percent utilization in MCPS projections. Its boundaries are contiguous and well-defined by clear physical and natural markers (e.g., MD-355, Veirs Mills Rd, and Rock Creek). The service area also includes a balanced mix of single- and multiple-family dwelling units. Thus, Twinbrook's current boundaries already meet several important utilization, geographic, and demographic criteria.

Our school service area overlaps with other community-serving institutions that partner with and support Twinbrook Elementary School. These include the City of Rockville Twinbrook Community Recreation Center; the Twinbrook Community Pool where PTA hosts its back-to-school pool party; and the Twinbrook Citizens Association whose members collect box tops and participate in our fundraisers. Twinbrook is a model neighborhood school, a characteristic that would be diminished by options that move zones T2 and T3 to RMES #5. Proximity to the school and the recreation center is particularly important to low-income families who depend heavily on public transportation and pedestrian access. This sentiment is especially strong within zone T2. Within zone T3, evaluation of the geographic proximity criterion was more mixed with some families expressing an openness to moving to the new school, viewing it as closer than Twinbrook, while others prefer not to cross Rockville Pike at Edmonston Drive.

The Recreation Center, in particular, offers essential support services to parents and students, including those in zones T2 and T3. For example, MCPS provides transportation services for Twinbrook students

enrolled in before- and after-care activities located at the Recreation Center on Twinbrook Parkway. It is unclear whether demand would be sufficient for an equivalent arrangement if either T2 or T3 moved to RMES #5. If not, families located in these zones would lose an important neighborhood-based convenience. Furthermore, the Recreation Center receives grant money to provide healthy snacks and programming on the basis of Twinbrook's FARMS rate. Options that reduce the FARMS participation—moving zones T2 or T3 do this—jeopardize this support.

The FARMS rate is an important consideration for Twinbrook in other ways. For the first time in three years, Twinbrook will enjoy Title I status for the 2017-18 academic year under the Every Student Succeeds Act (ESSA); in years we do not have Title I, Twinbrook is an MCPS focus school. The importance to our community of these additional resources for student support and parental engagement cannot be overstated. Twinbrook PTA favors options that maintain our eligibility for these essential funds. Reducing Twinbrook's FARMS participation to 60 percent or lower (as in options 1, 3, 5, 7, and 8) will result in the loss of Title I status, assuming eligibility criteria remain similar to previous years. In our view, our FARMS and ESOL families are better served at schools like Twinbrook where resources and services can be concentrated to meet our specific needs.

Twinbrook PTA strongly opposes relocation of the Chinese Immersion program (CI) to Twinbrook, i.e., option 3. This option triggers the dislocation of zone T2 to RMES #5, thus creating an unnecessary "island" assignment and doubling bus travel times for some routes, according to MCPS projections. We note that this zone contains a high percentage of FARMS and ESOL families who benefit from services offered at Twinbrook and the nearby recreation center. Placing the CI program at the new school avoids this "domino" relocation effect and is the most plausible outcome of this boundary study. For this reason we do not support option 3 (CI at Twinbrook) or option 4 (CI at Beall).

Options 2 and 6 meet nearly all of the twelve committee-generated criteria from the Twinbrook perspective, including the ones most important to our community: (1) minimizing travel time, (2) minimizing splits to existing communities, and (3) consideration for community support mechanisms. From a cluster perspective, option 6 has the added benefit of moving the fewest students while still achieving 90 percent occupancy at the new school. Indeed, all five elementary schools will be over 90 percent occupied and at least one is over 100 percent capacity in all eight boundary options, which reinforces the need to build out the shell at RMES #5 in the original construction to increase capacity in the cluster now.

Twinbrook PTA sees no compelling reason to alter the school's current service area. While keeping our boundaries intact does leave us over 100 percent capacity in MCPS projections, our greatest capital need is revitalization of a structure built in 1952 (with a poorly designed renovation in 1986) so that it meets modern standards expected of public buildings and is a source of pride for the community. We look forward to advocating for this outcome under the evolving capital planning criteria.

Sincerely,

Vincent Russo
President, Twinbrook Elementary PTA (2016-17)

Beall Elementary Parent Teacher Association

Richard Montgomery Cluster

2017-May-17

Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
Attn: Dr. Jack Smith, Superintendent, and
Board of Education members

RE: Boundary Study for Richard Montgomery Elementary School #5

To Whom it May Concern:

Montgomery County Public Schools (MCPS) requires that boundary studies look at Facility Utilization (utilization), Demographic Characteristics of Student Population (diversity), Geographic Proximity of Communities to Schools (geography), Stability of School Assignments over Time (stability). The Committee used these key criteria when coming up with more specific criteria from which boundary options were created. While we appreciate the efforts put forth by the team and we believe in the overall criteria that the Committee agreed to, we feel that some criteria hold greater importance to ensure long-term success of the new school, Richard Montgomery Elementary School #5 (RMES5), and the other elementary schools in this cluster, including Beall. **As such, of the options provided by the MCPS Long Range Planning team, we believe none of them can be supported.**

Overall, it is our interpretation that the eight options presented consider geography and stability as the primary factors ahead of utilization and diversity. We feel strongly that the purpose of building the new school is to address overcrowding, so options that do a poor job of reducing utilization should not be considered. Additionally, a new school should be used to strengthen the cluster and not weaken it, particularly by maintaining socio-economic diversity throughout the cluster and not create disparities around specific schools.

Utilization

Development is expected to continue in the Rockville area and no school within the cluster is immune from the impacts of increased student enrollments. Our concern with the options presented is that many do not address the issue of overutilization even before the initial five-year forecast concludes. This is leaving some schools in as bad a situation as they are currently facing, or in the event that the estimates are too conservative (under projected) a worse situation.

Additionally, we believe that MCPS should seek to build out the currently unused shell for RMES5 allowing the starting school capacity to grow from 602 to 740 students. Not only is this fiscally responsible, it can enable boundary options that have lower utilization numbers for the short-term across the cluster. Development will continue in this area for the foreseeable future and distributing the room for growth so that each school can better manage the influx that is expected would be beneficial. This would also lend to better stability over time.

Diversity

Rockville prides itself on diversity (ethnic and socio-economic) and our cluster celebrates our successful elementary schools. We believe that balancing diversity and proper utilization will continue to provide successful schools in this cluster. The Board of Education (BOE) was faced with a boundary study for this cluster 30 years ago with the closing of Hungerford Park Elementary. We owe our current success to the forethought they employed when they set out to create balance amongst the remaining schools

MCPS and the BOE recognize that high Free and Reduced Meals (FARMS) rates have an impact on performance and have taken steps to shrink class sizes as recently as last year with the goal of reducing the achievement gap¹. In addition to these necessary steps, MCPS uses a sliding scale (based on funding available) to assign additional resources to schools that have a high FARMS rate but do not qualify for Title I. This program is referred to as the Focus Schools program. Focus Schools can receive additional resources and/or lower class sizes. Schools with FARMS rates around 30% can find additional resources assigned to them and lower class sizes occur at higher FARMS rates through this program with the goal of further lowering the achievement gap in those schools².

At this time, Twinbrook is home to a high concentration of FARMS and English for speakers of other languages (ESOL) students in this cluster. In 2017-18, Twinbrook will be a Title I school, receiving Federal funding that will help them to ensure each student is offered a positive educational experience and the opportunity for a successful tenure, all the while maintaining the continuity of their community. Twinbrook has made great strides over the years to improve performance and the Federal funding will go a long way to driving their initiatives. The Twinbrook PTA is requesting that their boundaries remain as-is despite overutilization, as relocating even a small number of students will negatively impact their ability to qualify for the additional funding, leaving the students who remain at risk with less programming options.

Our PTA has taken this into consideration and we believe there are two choices to consider when it comes to balancing diversity for Twinbrook and the rest of the cluster:

1. Balance **all** schools when it comes to diversity, especially socio-economic.
2. Leave Twinbrook untouched and ensure balanced socio-economic diversity across the other four elementary schools in the cluster.

In this matter, we are supporting Twinbrook PTA's request to be left untouched by the reassessment of boundaries and recommend the 2nd choice. This leaves four schools to balance diversity and alleviate the overutilization. Three of the schools (Beall, College Gardens, and Ritchie Park) would be providing the students for the fourth, RMES5, with the likelihood of additional rebalancing beyond what will move to RMES5. These are all sought-after schools so it is important to protect each and maintain balance.

Please note that at our request, the Long-Range Planning team included the FARMS percentages for the non-CI classes. The community felt that it was essential for this part of the picture to be shared. Chinese Immersion, as with most specialized programs like it, has a very low FARMS rate and presents a misleading picture as to what is really displayed in the majority of classrooms within the host school. We ask that you continue to look at this, too, and not just the summary when rendering a decision.

We have looked at two major driving forces behind our position. Taking a look at each option that was present, we breakdown some of our concerns and highlight a few successes:

¹ Articles written by members of the Board of Education and MCPS in support of reducing class sizes:

<http://news.montgomeryschoolsmd.org/mcps-board-of-education/investing-to-reduce-class-size-and-close-the-achievement-gap/> and <http://www.montgomeryschoolsmd.org/uploadedFiles/departments/budget/fy2017/Budget-FastFacts-June.pdf>.

² MCPS Budget Questions provides:

<http://www.montgomeryschoolsmd.org/departments/budget/archiveDetail.aspx?id=125>.

- Options #1 and #2 –
 - These options leave Beall overcrowded on day one with projections to have it 10% over capacity within 5 years.
 - It creates a high FARMS rate at RMES5 (37% in non- CI classes) and reduces the diversity at Ritchie Park.
- Option #3 –
 - This option leaves RMES5 with a FARMS rate of 43% as well as leaving Beall and Twinbrook overcrowded.
 - It displaces a large number of students from Twinbrook. RMES5 is left underutilized.
- Option #4 –
 - Beall needs to move about 30% of its students and staff to get under capacity under normal circumstances.
 - Adding the Chinese Immersion program requires another 140 students to move.
 - In all, Beall loses roughly 60% of its current student body under this option (as additional kids from College Gardens are accommodated) and is left with very little of its identity.
 - This option does demonstrate that is it possible to have diversity and good utilization in the cluster but there are better ways to get there.
- Options #5 and 6 –
 - These options do not provide stability over time, good utilization or diversity.
 - They leave College Gardens overcrowded at the start. This is the only school in the cluster without room for an addition so it is the last school that should be left overcrowded.
 - FARMS rate at RMES5 is high 37% in non-CI classrooms.
 - Beall also increases FARMS rate to 35% and ESOL doubles to 30%.
 - These options fail on 3 of the 4 criteria. (Stability over time, Utilization, Diversity).
- Option #7 –
 - This option again leaves Beall with a FARMS rate of 35% and 30% ESOL. There is no reason to concentrate these numbers versus spreading them out more equitably across the cluster.
 - RMES5 looks reasonable with this option.
 - This again leaves College Gardens overcrowded.
- Option #8 –
 - This is an improvement over option 7 as it removed the overutilization at College Gardens and provides better socio-economic diversity in the cluster.
 - Beall, however, is still at a 32% FARMS rate and 27% ESOL.

We recognize that the task before you is neither simple nor easy. We are trusting you to do what is right for the long-term success of all five schools within this cluster. We appreciate your time and thoughtful consideration.

Sincerely,

Beall Elementary PTA

Appendix F

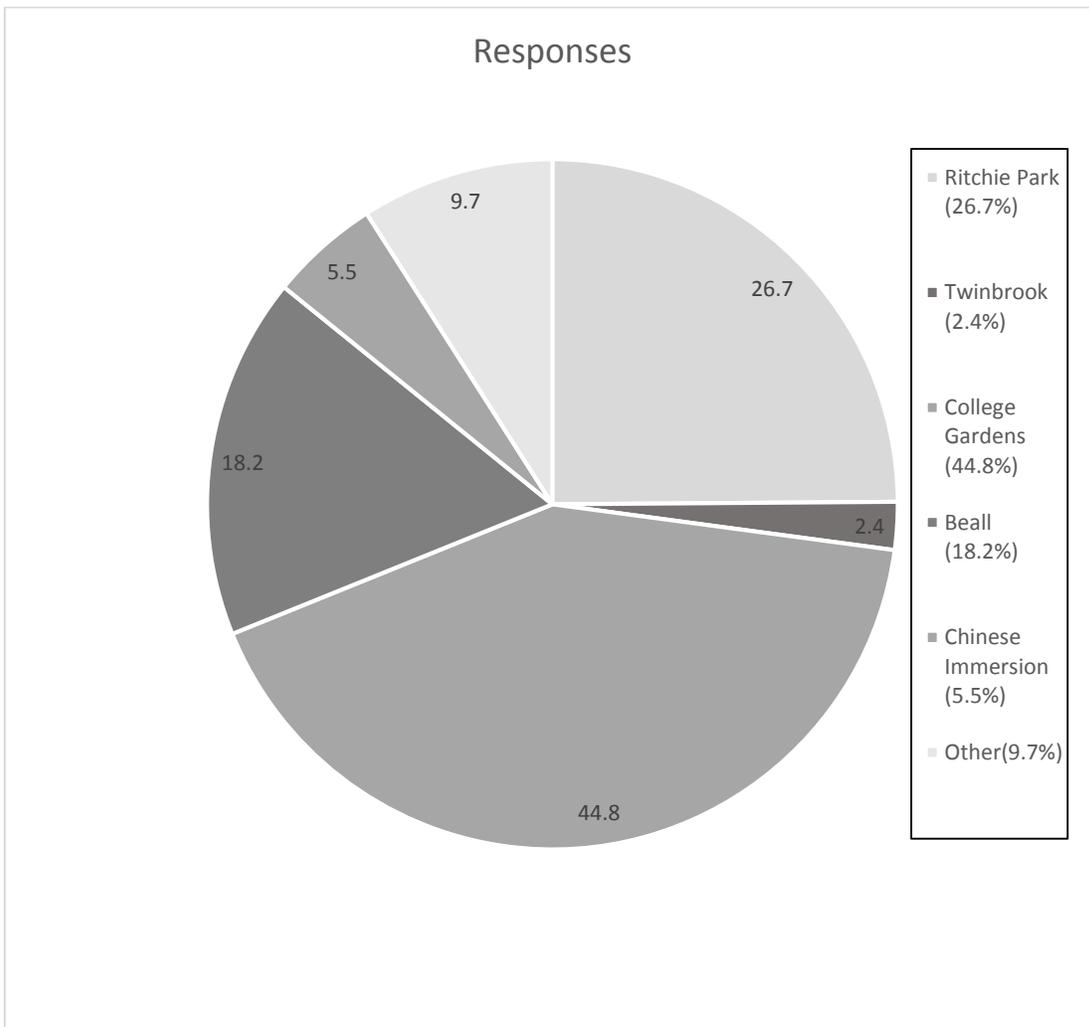
Community Input

Richard Montgomery Elementary School #5 Boundary Study

Google Community Input Form Summary (May 1–May 17, 2017)

The Google community input form results summarized in this document should not be interpreted as a statistically representative sample of public opinion in the Richard Montgomery Cluster. Instead, the results simply reflect the voices of community members who chose to provide input via the online Google community input form provided by Montgomery County Public Schools.

- 167 Total Responses Received (via Google Forms)
- Top Concerns Mentioned:
 - Lessen number of students changing schools, particularly moving from their current school to another existing school
 - Importance of neighborhood school context for parent and family engagement
 - Move Chinese Immersion Program to RMES #5



Options

Option #1:

Support/Approval:

- Minimal impact on each school community; keeps communities together
- Demographic diversity and geographic proximity criteria are met
- Students living close to the new school are assigned to the new school, maximizing walkers
- Minimizes travel time
- Lower operating cost for busses
- Capacity utilization is met well
- Most even distribution of students in the cluster
- CG3 neighborhood proximity to Beall and relationship with neighborhood south of Nelson Street
- Stability of school assignment over time
- Minimizes displacement of home school students by Chinese Immersion

Concerns/Opposition:

- The established community CG3 is moved to Beall
- Beall is over capacity and there are concerns about space for future development
- Moving zone T3 out of Twinbrook may hinder the ability for Twinbrook to receive Title 1 resources
- Splits Twinbrook neighborhood
- Concern about FARMS rate at RMES 5
- Less diversity at Ritchie Park ES
- Stability of school assignment over time
- RMES 5 and College Gardens will be under capacity

Option #2:

Support/Approval:

- Capacity utilization is met at College Gardens, RMES5 and Ritchie Park
- Geographic proximity is met and the option promotes a diverse student body
- Maximizes walkers
- Minimal displacement of home school students by the Chinese Immersion program
- Stability of school assignments over time
- Decreased travel time
- Chinese Immersion site proximity to the high school for resources
- Keeps Twinbrook and its community support mechanisms intact
- Maintains similar levels of diversity for existing schools

Concerns/Opposition:

- Capacity utilization is not met at Beall ES
- Concern about future development growth at Beall
- Established community CG3 is moved to Beall and CG3 students miss out on the IB program
- CG3 split from CG1 community: pool and swim club, mothers group, and other community events
- CG3 moved from one over capacity school to another

- Twinbrook capacity concerns
- FARMS rate is not spread out among the cluster
- Low utilization rate at RMES 5; does not take advantage of future shell build out capability
- Chinese Immersion should move to a current school, not a new one
- RP5 does not attend the closest school
- Distance for families in the Immersion program
- Ritchie Park ES decrease in racial/ethnic composition

Option #3:

Support/Approval:

- Keeps capacity under 100% at College Gardens, RMES 5 and Ritchie Park
- Satisfies the demographics and geographic proximity criteria
- Keeps FARMS and ESOL fairly unchanged
- Maximizes walkers
- May help performance at Twinbrook
- Keeps communities together
- Minimizes travel distances and puts students in greater proximity to their assigned school
- Lower cost of needed busses and bus drivers
- Minimizes displacement of home school students by Chinese Immersion
- Considers stability of school assignments over time for Chinese Immersion
- Minimizes domino effect

Concerns/Opposition:

- Moves zone CG3, an established neighborhood and splits it from CG1
- Beall ES capacity is a concern both immediately and also due to permitted future development
- Chinese Immersion parents may pull their kids out of Chinese Immersion
- High disruption from numerous school reassignments
- Creates undue hardship on Twinbrook families with a lot of displacement and longer bus ride
- Concerns about Twinbrook losing Title 1 status
- Allows RP2 to walk to school and have a more local school community
- The capacity is low at RMES 5, the school that has shell space for future buildout
- T2 is far from the new school and becomes an “island” geographically separated from the rest of the service area of RMES 5
- FARMS and ESOL rate high at RMES5
- Decrease in racial/ethnic composition of Ritchie Park

Option#4:

Support/Approval:

- Keeps capacity under 100% at Beall, College Gardens and Ritchie Park
- RMES 5 is overcapacity but has future shell build out potential
- Maintains community identity of CG3 by keeping it at College Gardens
- Moves students close to the school and places them in the new school
- Keeps communities together
- Diverse student body throughout the cluster
- Favorable demographic distribution
- Increases walkers and minimizes travel time
- Provides stability of school assignment over time
- Minimizes displacement of home school students to move Chinese Immersion

Concerns/Opposition:

- Numerous reassignments across Beall, College Gardens, Ritchie Park and Twinbrook would be disruptive; the most zones of any option impacted with reassignments
- Utilization not addressed at Twinbrook
- RMES 5 would start out over capacity and the shell would need to be built out in the long term
- Does not minimize the domino effect
- Diversity decreases at Ritchie Park
- T2 is far from the new school and would have a longer travel time
- Moving CG2 to Beall would isolate it and increase travel time
- B5 and B6 are not in proximity of their reassigned school
- Leaves Beall with only a small proportion of its original student population

Option #5:

Support/Approval:

- Minimizes splits to community identity and keeps neighborhoods aligned
- Promotes sense of community by keeping those that will attend the new school in close living proximity to each other
- Lower cost of needed busses and bus drivers
- Maintains diversity
- Keeps the College Gardens community together
- Reserves space in Beall where there is the greatest development potential
- Minimizes domino effect
- Maximizes walkers
- Balanced capacity for all schools
- Minimizes relocation of students out of their home schools
- Stability of school assignment over time

Concerns/Opposition:

- Slight overcapacity at College Gardens
- Diversity and FARMS rate concern at RMES 5
- Significant increases to FARMS and ESOL at Beall

- Decrease in racial/ethnic composition of Ritchie Park
- Utilization and FARMS rates at Twinbrook
- Increases splits and displacement to Twinbrook community

Option #6:

Support/Approval:

- Minimizes travel time
- Maximizes walkers
- Facility utilization is generally well managed
- Promotes a sense of community by keeping those that attend the new school in close living proximity to each other
- Maintains diversity
- Keeps the College Gardens community together
- Minimizes displacement of home school students by the Chinese Immersion program
- Stability of school assignment over time
- Does not affect Twinbrook
- Reserve space and room for growth for approved plan development in Beall
- Allows RP2 to walk to school
- Does not increase commute times
- Minimize domino effect
- Minimizes splits to community identity
- Primarily only reassigns Ritchie Park students who can walk to the new school

Concerns/Opposition:

- Slight overcapacity at College Gardens
- Twinbrook is over capacity
- Concern about FARMS rate at RMES 5
- FARMS and ESOL rate increase at Beall
- Decrease in racial/ethnic composition at Ritchie Park

Option #7:

Support/Approval:

- Maintains community identity at College Gardens and keeps neighborhoods aligned
- Maximizes walkers
- Keeps school utilization levels at or below 100% except for the new school
- Promotes diversity at all schools
- Keeps Twinbrook's FARMS rate higher to keep funding
- Stability of school assignment over time
- Maintains the current racial/ethnic diversity at Ritchie Park
- Minimal displacement of students for Chinese Immersion program
- Reserves space and room for growth for approved plan development
- Students in T3 attend RMES5 and enhance the diversity of the school

Concerns/Opposition:

- Children leave Falls Grove community (RP5); concern about after school activities
- Bus distance and time for Falls Grove; traffic concerns

- Twinbrook loses high concentration of FARMS which endangers Title 1 funding
- Significant increases to FARMS and ESOL at Beall
- Fewer walkers to the new school
- College Gardens ES will not be below 100% utilization
- Capacity concern for RMES 5
- Decrease in geographic proximity to school
- Not optimal for community identity for RP2 and RP6
- A lot of movement away from home schools

Option #8:

Support/Approval:

- Minimizes displacement of home school students by the Chinese Immersion program
- Maintains racial/ethnic diversity at Ritchie Park
- Maximizes walkers
- Keeps school utilization at or below 100% except for RMES5, which has future buildout potential
- Keeps Twinbrook's FARMS rate high enough to not lose funding
- Considers stability of school assignment over time for immersion students
- Addresses overcrowding at College Gardens
- Better handles demographics for Beall than options 5-7

Concerns/Opposition:

- Children leave Falls Grove community; difficulties for families for after school activities, volunteer time, etc.
- Longer bus distance and time for Falls Grove community (RP5) and must pass several other elementary schools
- Students who could walk to the new school are bussed to Ritchie Park
- College Gardens capacity
- Movement of CG3, Woodley Gardens, from one over capacity school to another
- Fails to maximize walkers and minimize travel time
- Communities are not kept together
- Too many students displaced from their current school assignment
- Disruption to Beall service area
- Costs of additional bus transportation
- Island assignments; isolated neighborhoods
- Does not reserve space for room and growth at Beall
- Beall FARMS rate increase
- Chinese Immersion would be at a school that would be overcrowded
- Moves the second most zones out of any option

From: Polman, William]
Sent: Monday, April 03, 2017 1:30 PM
To: Gallihue, Joel A
Subject: Boundary Study Committee for RM ES #5

Good afternoon Joel. By way of introduction, I am currently managing the Before and After Care Child Care program at CUPF for Montgomery County in MCPS facilities. I have 1 child currently attending 1st grade at College Gardens ES with a second beginning kindergarten this September. I am a resident of the Derwood Station area which is designated as CG3 in the boundary study maps. I have submitted a Boundary Study Input Form through Google Forms with my opinions on the 4 current options being considered.

I did want to inquire regarding some information that is being passed around throughout the communities. Per this information, it has been indicated, by one of the members of the study committee that seems to favor option 4, that MCPS and the Facilities Management division have approved the build out of the potential shell for the new Richard Montgomery ES#5 prior to it's opening next year. I am scheduled to have a meeting with James Song, Director of the Department of Facilities Management on Wednesday morning and will inquire about this with him given the opportunity. As we will be focusing on other topics in that meeting, I wanted to reach out to you to find out if this is in fact something that has been discussed and approved by MCPS and the Department of Facilities Management, or if it may just be some political gamesmanship by one group in favor of one proposal over another. If you could give me any insight into the possibility of the shell build out being approved by MCPS I would appreciate it. I know how these processes work, and appreciate that you are most likely being bombarded by many parents with concerns. I would just like some clarification on this specific issue regarding the new building and its capacity.

Regarding the actual boundary study itself, below is a summary of my interpretation of the 4 options (you can ignore this if you are reviewing the online input forms because I covered this in the form I submitted along with more details for all the options):

Overall option 2 seems to be the choice that fits the most criteria. Option 1 is just behind that choice but not quite as ideal because of the move of TP3 from its home school. Option 3 and especially option 4 are overly disruptive to current populations with much larger domino effects that don't utilize the future space in a balanced and logical manner with especially poor geographic proximity.

Pros for option 2: This option along with option 1 aligns the most with all the criteria. Minimizes splits. Minimizes travel time. Keeps all schools at close to the 100% utilization level. Minimizes relocation of

students from home school. Minimizes domino effect for moving current students. Minimizes displacement of home school students by Chinese Immersion.

Cons for option 4: Poor Geographic Proximity. Much longer travel time by moving CG3 instead of CG2 to Beall ES. Bus time from CG3 would be increased by up to 20 minutes each direction. Bus time from B5, B6 and T2 would also be increased. This option has the largest domino effect with the most movement of current students to new locations. Chinese immersion at Beall ES will force more of the current population at Beall to move to RM ES #5. It is illogical to move a neighborhood that is so far north (CG3) and transport them to Beall ES when the similarly sized CG2 neighborhood is in almost walkable distance to the school and would have no change to their commute time. While parts of CG3 may appear to be near Beall ES, the parts of CG3 that have actual population are in the extreme Northeast section. Commute time and proximity to the schools in question indicate that the best solution is to leave CG3 at College Gardens ES and shift CG2 to Beall ES. Opening the new school at 115% capacity in its first year with that growing to 125% in 5 years is illogical. In 5 years, the new school will find itself in the same situation that Beall, College Gardens and Ritchie Park currently find themselves.

BILL POLMAN

Program Specialist II

Childcare & Special Projects

Montgomery County Government

Office of Community Use of Public Facilities

Ms. Bracalilly Stultz,

I, as a resident of CG2 zone boundary, am strongly opposed to Option 4 of the boundary study options as presented by MCPS at March 23rd Committee meeting.

Option 4 will not only deprive children in our neighborhood of IB curriculum, but will also add significant travel time (up to 20 min each way in traffic) to the already long school day. Additionally, CG3 neighborhood is significantly closer to Beall, wouldn't require rush hour bus travel on major highway (355) to get to school AND part of the Woodley Gardens neighborhood is already zoned to Beall (south of Nelson Street). Furthermore, looking at big picture, Option 4 immediately overloads new school to 114% capacity and leaves Beall with less very small part of it's original population.

Therefore, **not choosing Option 4** will be more in line with most of the criteria outlined by the Committee, namely:

- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100% utilization
- Minimize relocation of students out of their home school
- Minimize a domino effect
- Minimize displacement of home school students by the Chinese Immersion program

As an alternative, I support Option 2. This option allows for the most even distribution of students in the cluster and conforms to all of the criteria outlined by the committee.

Thank you,

Steven Lefferts
7101 Grinnell Dr
Derwood, MD 20855

Dear Joel and Julie:

I am a parent of Alexa Chiochankitmun in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Finally, I also believe that zones CG2 and CG3 should stay at CGES. It is my understanding that enrollment numbers show little or no growth in the CGES area between 2018 through 2022. When the CI program is moved, CGES should be able to retain these 50 students without risking overcrowding.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Unna Chiochankitmun

Parent of Alexa Chiochankitmun Grade 2 Chinese Immersion program

Thank you for all you are doing to represent the views of the CGES community throughout this process.

I am a parent of a CGES student in Grade 4 and a resident of the CG4 zone area. While none of the options presented by the Boundary Advisory Committee remove CG4 from College Gardens Elementary School, I would like ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school
- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Keep schools below 100% utilization and eliminate relocatable classrooms
- Minimize displacement of home school students by the Chinese Immersion program
- Consider stability of school assignments over time for immersion students
- Maximize walkers
- Minimize a domino effect
- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build out capability

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. Many of our children can walk to College Gardens Elementary School. Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. Thus, we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is my opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Thank you again for all your work on this committee. We appreciate all you do!

Regards,

Wendy Baber

Dear Joel, Denise and Julie:

I am a parent of two students in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when Richard Montgomery Elementary School #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options. Also, as your office has published in the Capital Improvements long range plan, Twinbrook is slated for a major capital improvement project within the next several years (completed by 2023/2024) meaning some of the families in the CI program will be displaced twice in only a few years - a significant (and negative) impact on those children.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, **I want to advocate for the new school to be an IB Elementary School like College Gardens currently is.** *This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School.* **Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program (it was out first choice and we were thrilled to get in on the lottery)** – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary

level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

I hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Thank you for Your Time,

Jennifer and Jeremy Buzzell

Parents of Zoe and Myles Buzzell (CGES CI Grades 1 and 4)

To: Boundary Study Committee

Re: Parent Feedback regarding RM Cluster Zone Changes

Dear Joel and Julie:

I am a parent of Zoey Lee in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Finally, I also believe that zones CG2 and CG3 should stay at CGES. It is my understanding that enrollment numbers show little or no growth in the CGES area between 2018 through 2022. When the CI program is moved, CGES should be able to retain these 50 students without risking overcrowding.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved.

Thank you for your time and attention to this letter!

With respect,

Lin Lee & Randy Lee

Parents of Zoey Lee, CI 1st Grade & Kaitlin Lee, upcoming CI Kindergarten

Dear Joel and Julie:

We are parents of two children in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and are writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, we want to state that our first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. Additionally, we are concerned that moving the CI program further south in the county discriminates against the north county population. The immersion programs are all located in the southern part of the county, making it more difficult for students who live further north to access the programs. However, we do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

We understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **We write to you today to express that if the CI program absolutely must move, we strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.**

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, we do not support either of these options.

Additionally, while we know this is not part of the scope of the Boundary Study Committee, we want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons we chose to live in Montgomery County, and were specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Thank you for your time and attention to this letter.

Sincerely,

MaryLynn and Stephen Gonsalves

Parents of Liena and Ethan Gonsalves (1st and 2nd grade)

Dear Boundary Study Parent Representatives and Staff,

I am a parent of three children that will attend College Gardens Elementary School next year and reside in the CG4, section of King Farm. I strongly support the committee's current options that do not propose a split of CG4 or CG5 and keep King Farm together at College Gardens Elementary School. King Farm is a geographically coherent and strong neighborhood with shared a community center, pool and civic association and any split of CG4 and CG5 or will greatly degrade the King Farm community.

As you all have likely experienced, parents' and students' involvement in the community starts or greatly increases once they begin to attend elementary school. Lifetime bonds and friendships between families occur through school activities and are greatly strengthened when neighbors and communities, such as King Farm, attend a common elementary school. Strong and successful neighborhoods with a common community identity, lead to strong and successful elementary schools, and vice versa. These bonds and benefits, continue into middle and high school and therefore improve the entire Richard Montgomery cluster and by extension, the City of Rockville, Montgomery County and MCPS.

In addition to the reasons above, keeping CG4 and CG5 together also would meet all of the boundary study criteria, including

- Minimizing relocation of students out of their home school as CG4 and CG5 have attended College Gardens Elementary School for almost 20 years;
- Minimizing splits to the King Farm community identity and civic association;
- Giving consideration to community support mechanisms such as King Farm's community center, pool and other shared resources;
- Maximizing walkers (many King Farm students currently walk to CGES and the substantial majority of CG4 and CG5 are walkable on safe sidewalks and large paths in approximately one mile or less;
- Minimizing a domino effect.

With respect to the proposed options, I believe that Option 1 is the best option for CGES and the Richard Montgomery cluster and meets the foregoing criteria, the other boundary study criteria that I did not list, and Board of Education Regulation FAA-RA. Moving CG3, commonly known as Woodley Gardens, to Beall Elementary School would have the least disruptive effect on the current and proposed CGES zoning. Woodley Gardens and Beall 1 have many current commonalities, including Woodley Gardens Park, Woodley Gardens pool and the Woodley Gardens shopping area, all of which are between CG3 (Woodley Gardens) and B1. Woodley Gardens is also equidistant from Beall Elementary School and College Gardens Elementary School. Moving CG2 to Beall does not seem efficient as it would require the CG2 students to be bused/driven past CGES to get to Beall.

Thank you for your work on this project and your consideration of my views.

Sincerely,

Brian F. Gredder

From: Hilliard, Natalia
Sent: Thursday, March 16, 2017 2:10 PM
To: Gallihue, Joel A; Morris, Julie A
Subject: Boundary meeting March 15, 2017 feedback

Joel and Julie,

Thank you very much for holding an open meeting yesterday. I was one of the observers at the meeting. We appreciate a chance to be a part of the process and a voice in the discussion.

If I may make a suggestion, there was a lot of contention and discussion about the subdivided feeder map. I personally, as well as members of my community (we are in CG2), have no problem with map per se, however it might be helpful to note industrial or otherwise non residential areas on the next iteration of map. For people not familiar with geography of the area, it is not clear that the only inhabited part of CG2 for example is far right corner or that RP5 is mostly non residential area with one development in the west. Same goes to why walking area for new school is only north of it and not centered to it.

Such change might help better visualize where neighborhoods are geographically and somewhat eliminate the size disparity between subgroups.

Thank you again,

Natalia Hilliard

Dear Joel, Julie, and Denise,

I am a parent of a student in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School (CGES), and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Sincerely,

Wendy Knosp

Parent of Penelope Knosp, 1st grader in the CI program at CGES

Dear Mr. Gallihue, Ms. Morris and Ms. Bracalilly-Stultz:

I am a parent of Xavier Reyman in the Chinese Immersion program at College Gardens. I'm writing in regard to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

My strong preference would be to have the program remain at College Gardens as it is a wonderful community and fit with the IB Curriculum. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to advocate that if the CI program absolutely must move, I strongly prefer moving it to the new elementary school - Richard Montgomery Elementary School #5 - as the only viable option.** In addition, if the program must move, the CGES CI family would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4 of the Boundary Study, where the proposal is for the CI program to move into Beall or Twinbrook would result in displacing a significant portion of the current population of either of those schools. Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options. Further, through my conversations in the community, I have learned that the Twinbrook and Beall PTAs apparently do not support CI moving into their schools as they would stress existing resources. We want our children to be welcomed into their new school - not resented. Integration into the new school would be least disruptive or all concerned.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, **I want to advocate for the new school to also become an IB Elementary School.** This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

I hope that you will strongly consider moving the CI program to the new school if it must be moved.

Thank you for your time and attention to this letter.

Respectfully,

Christina Lachance

Parent of Xavier Reyman, Grade 1, CGES/CI

From: Lisa Lefferts

Sent: Monday, April 3, 2017 9:47 AM

To: Bracalilly Stultz, Denise <Denise_BracalillyStultz@mcpsmd.org>

Subject: RM Boundary Study

Ms. Bracalilly Stultz,

I, as a resident of CG2 zone boundary, am strongly opposed to Option 4 of the boundary study options as presented by MCPS at March 23rd Committee meeting.

Option 4 will not only deprive children in our neighborhood of IB curriculum, but will also add significant travel time (up to 20 min each way in traffic) to the already long school day. Additionally, CG3 neighborhood is significantly closer to Beall, wouldn't require rush hour bus travel on major highway (355) to get to school AND part of the Woodley Gardens neighborhood is already zoned to Beall (south of Nelson Street). Furthermore, looking at big picture, Option 4 immediately overloads new school to 114% capacity and leaves Beall with less very small part of it's original population.

Therefore, **not choosing Option 4** will be more in line with most of the criteria outlined by the Committee, namely:

- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100% utilization
- Minimize relocation of students out of their home school
- Minimize a domino effect
- Minimize displacement of home school students by the Chinese Immersion program

As an alternative, I support Option 2. This option allows for the most even distribution of students in the cluster and conforms to all of the criteria outlined by the committee.

Thank you,

Lisa Lefferts

7101 Grinnell Dr

Derwood, MD 20855

Dear Joel and Julie:

I am a parent of Hugo Cheung in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. **The sense of belonging to the same school is also very important to the development of our children.** However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5. Since the current CI families are the “end-users” of the program and the relocation of the program has the biggest impact on us, we hope our preference in the option will be put at high priority.**

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. **The competition in the enrollment of CI program at CGES has already demonstrated that the demand and attractiveness of the combination of CI program and IB program in the same school.** Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Regards,

Chris Leung

Parent of Hugo Cheung, Grade K

April 4, 2017

Dear Boundary Advisory Committee Members:

As residents of the King Farm community, we would like to thank you for all you are doing to represent the views of the College Gardens Elementary School community throughout the boundary study process.

We are residents of the CG5 zone area with young children. While none of the options presented by the Boundary Advisory Committee remove CG5 from College Gardens Elementary School, we would like ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school.
- Minimize splits to community identity, subdivisions, and civic association areas.
- Give consideration to community support mechanisms such as community centers.
- Keep schools below 100% utilization and eliminate relocatable classrooms.
- Minimize displacement of home school students by the Chinese Immersion program.
- Consider stability of school assignments over time for immersion students.
- Maximize walkers.
- Minimize a domino effect.
- Reserve space and room for growth for approved plan development.
- Consider overcapacity at schools with future shell build out capability.

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. Many of our children can walk to College Gardens Elementary School. Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. Our children and our family are strongly connected to other children and families living in CG4 and CG5 zones with children currently attending, and young children planning to attend, College Gardens Elementary School. Thus, we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is our opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Thank you again for all your work on this committee and for your consideration of our comments. We appreciate all you do and look forward to hearing from you if we can be a resource.

Regards,

Anurag and Kathy Mehta

Mr. Gallihue,

As a resident of the CG2 zone and the parent of a second-grader at College Gardens, I am strongly opposed to Option 4 of the boundary study options presented by MCPS at the March 23 Boundary Advisory Committee meeting. I am writing you directly, as CG2 was denied representation on the Boundary Advisory Committee.

Option 4 would add significant travel time to the already long school day. Our children would have to sit through 355 rush hour traffic in order to arrive at Beall for its 9 a.m. start. That section of 355 is notorious for bottlenecks during the morning rush hour and in the afternoon. Moving CG2 to Beall would more than double the time it takes for our children to get to school. This would be an inefficient and costly transportation move for MCPS.

“Geographic Proximity of Communities to Schools” is one of the four main criteria for setting MCPS service area boundaries. Moving CG2 to Beall **does not** fit this criterion. The move would make the current CG2 neighborhood an island removed from the rest of Beall’s population. The overwhelming majority of CG2 residents are north of Gude Dr. and east of 355, as you can see looking at the aerial map, making us far removed from Beall’s population.

It makes much more sense to move the CG3 neighborhood, which is significantly closer to Beall, as proposed in Options 1, 2, and 3. The distance from these houses to Beall is about the same as their distance to College Gardens, where they currently attend. Furthermore, busing the CG3 students to Beall doesn’t require traveling through rush hour traffic on a major road (355). It is instead a quick trip on back roads.

In addition, one of the neighborhoods adjacent to CG3 is already zoned to Beall (south of Nelson Street). Moving Woodley Gardens (CG3) to Beall would make the boundary one continuous area, minimizing splits to the community.

Looking at the big picture, Option 4 immediately overloads the new school to 115% capacity, and in a few years it would be at 125% capacity. Of the four choices, Option 4 maximizes the domino effect—so it obviously does not meet the criterion that aims to minimize this effect.

Therefore, **not choosing Option 4** will be more in line with the criteria outlined by the Committee, namely:

- Geographic proximity of communities to schools
- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100% utilization
- Minimize relocation of students out of their home school
- Minimize a domino effect

Thank you,

Beth Panitz 7205 Bettendorf Ct. Rockville, MD 20855

Good Evening,

Thank you for all you are doing to represent the views of the CGES community throughout this process. I know there are so many variables and criteria to consider as part of this process and I can't imagine how difficult this is. That being said, I thought it would be helpful to provide some input and thank you in advance for your consideration. I am reaching out to show my support and concern for my neighborhood as it relates to the boundary study decision.

I am a parent of CGES students in Grades 5 and 2 and a resident of the CG4 zone area. While none of the options presented by the Boundary Advisory Committee remove CG4 from College Gardens Elementary School, I would like ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school
- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Keep schools below 100% utilization and eliminate relocatable classrooms
- Minimize displacement of home school students by the Chinese Immersion program
- Consider stability of school assignments over time for immersion students
- Maximize walkers
- Minimize a domino effect
- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build out capability

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. Many of our children can walk to College Gardens Elementary School. Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. This is one of the main reasons we have made our home here. We carpool, share babysitters and tutors and participate in after-school activities together. To echo the sentiment of an overused quote, it really does "Take A Village". I am a working mom and count on my fellow neighbors and college gardens families for support. I give this support back to many different families in both CG4 and CG5 zones. All these reasons are why we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is my opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Many thanks for taking the time to read this. Thank you again for all your work on this committee. We appreciate all you do.

Sincerely,

Tracy Smith

King Farm Resident

To: Boundary Study Committee

Re: Parent Feedback regarding RM Cluster Zone Changes

Dear Joel and Julie and Denise:

First, I wanted to thank you for leading the committee and working with our communities. I appreciate your professionalism and willingness to listen to everyone's concerns and questions. From attending the meetings, first the public one and then the committee meetings as an observer, I see that people are having difficulty with change, but I also see the potential for transformation too.

I am a parent of a second grader in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee that include the move of CI to another school when RM ES #5 opens in the fall of 2018.

I want to state that I would love to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that CI must move out of CGES to alleviate the overcrowding and this has been stated by the BOE.

From what I have learned from the previous meetings, re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, I would like to request that the 4th and 5th grade students also move to the new school at the 2018-2019 school year so they may start afresh as well. I think it's important to keep all of the CI teachers and program together and intact at one school.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options. Additionally, if one were to move CI to yet another overcrowded school, it would defeat the purpose of removing it from CGES. Why even move it at all then?

Finally, I also would advocate that zones CG2 and CG3 stay at CGES. It is my understanding that enrollment numbers show little or no growth in the CGES area between 2018 through 2022. When the CI program is moved, CGES should be able to retain these 50 students without risking overcrowding.

We hope that that you will consider moving the CI program to the new school. We also believe that there should be an allocation of a language instructor for CGES to maintain its IB status. Thank you for your time and attention to this letter.

Sincerely,

Trang Duong

Parent of Jolee Duong, 2nd grader, CGES Chinese Immersion Program

Trang Duong

To: Boundary Study Committee

Re: Parent Feedback regarding RM Cluster Zone Changes

Dear Joel, Julie and Denise:

I am a parent of a second grader in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

My first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students also be moved to the new school so they may start afresh with the rest of the program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved.

Thank you for your time and attention to this letter.

Kimberly Wing

Parent of Jolee Duong, Grade 2, CGES CI Program

P.S. I happen to be an alumni of College Gardens Elementary School (Class of 1972) – it has changed a lot since then, but I still have fond memories!

Dear Joel and Julie:

Boundary Study Committee

I am a parent of a student in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

My son is one of the CI student that, although living in the walking zone area to College Gardens, he is part of the CI. I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5. In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Finally, I also believe that zones CG2 and CG3 should stay at CGES. It is my understanding that enrollment numbers show little or no growth in the CGES area between 2018 through 2022. When the CI program is moved, CGES should be able to retain these 50 students without risking overcrowding.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Best Regards,

Yari Aponte & Efrain Hernandez

Student: Jeremy Hernandez-Aponte

Good afternoon,

Because Derwood Station was denied a College Gardens spot on the committee by the cluster chair, I feel the need to contact you directly to voice my **opposition to RM ES #5 option 4.**

I, as a parent of CGES student in Grade 2 and a resident of CG2 zone boundary, am strongly opposed to Option 4 of the boundary study options as presented by MCPS at March 23rd Committee meeting.

Option 4 will add significant travel time (up to 20 min each way in traffic) to the already long school day. Additionally, the **CG3** neighborhood is significantly closer to Beall, wouldn't require rush hour bus travel on major highway (355) to get to school AND part of the Woodley Gardens neighborhood is already zoned to Beall (south of Nelson Street).

Not choosing Option 4 will be more in line with most of the criteria outlined by the Committee, namely:

- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100% utilization
- Minimize relocation of students out of their home school
- Minimize a domino effect
- Minimize displacement of home school students by the Chinese Immersion program

As an alternative, I support Option 2. This option allows for the most even distribution of students in the cluster and conforms to all of the criteria outlined by the committee.

Thank you,

Martin Benavides

Dear Joel, Denise and Julie:

I am a parent of Sarrah Fahmy in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and I am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

I would like to start by expressing my feelings regarding the CI program moving from college Gardens to another school. When we applied to the program for our daughter and got accepted we were extremely happy. At that time we were not told that there was even a remote possibility that the program would be moving to another school. We have arranged our daily life to accommodate for our daughter being in college gardens and now that we don't even know where she might going has filled our lives with great uncertainty and anxiety. Another very crucial factor that has us very worried is that our daughter loves her school and the IB community that College Gardens provides and perfects. Please give the CI parents a priority voice regarding the program's future, since this will affect our children emotionally and academically.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Sincerely yours, Sophia Chang Parent of Sarrah Fahmy, Kindergarten

To: Boundary Study Committee

Re: Parent Feedback regarding RM Cluster Zone Changes

Dear Joel and Julie:

I am a parent of Rome Gibson Bhola in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved.

Thank you for your time and attention to this letter.

Sincerely,

Onyel Gibson Bhola

Parent of Rome Gibson Bhola, CGES, Grade 1

Thank you for all you are doing to represent the views of the CGES community throughout this process.

I am a parent of 2 young CGES students and a resident of the CG4 zone area. While none of the options presented by the Boundary Advisory Committee remove CG4 from College Gardens Elementary School, I would like ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school
- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Keep schools below 100% utilization and eliminate relocatable classrooms
- Minimize displacement of home school students by the Chinese Immersion program
- Consider stability of school assignments over time for immersion students
- Maximize walkers
- Minimize a domino effect
- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build out capability

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. Many of our children can walk to College Gardens Elementary School. Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. Thus, we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is my opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Thank you again for all your work on this committee. We appreciate all you do.

Sincerely,

Vinita Gotting

To Whom It May Concern:

I am a parent of two students in the Chinese Immersion program at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

My first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students. I understand that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.**

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of those schools. Since one of the stated goals of the re-zoning is to have as minimal as possible an impact on each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens. This would allow for continuity of curriculum and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. It would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Thank you for your time and attention to this letter.

Laurel Harrington

Parent of Bryce (Grade 5) and Cailey (Grade 3)

From: Hilliard, Natalia
Sent: Monday, March 27, 2017 5:54 PM
To: Gallihue, Joel A; Morris, Julie A
Subject: Boundary Study feedback

Dear Joel and July,

I have been attending all the meeting so far as an observer and would like to personally thank you for all the effort you are putting into this and making the process transparent to all.

I am a parent of second grader in CG2 zone (Derwood Station). I have reviewed all the options currently on the table by MCPS and would like to register my opposition to Option 4.

In my opinion, Option 4 fails to meet most of the criteria outlined by the committee and specified by MCPS, namely:

- Minimize splits to community identity, subdivisions, and civic association areas.

Part of CG3 zone (South of Nelson) is already zoned to Beall and therefore it would make sense to merge the Woodley Gardens community in one school boundary

- Minimize travel time

Furthest part of CG2 is 3 miles away from Beall and furthest part of CG3 is only 1.8 miles away from Beall. While not that significant in itself, travel time for students from CG2 will be additionally severely impacted by traveling along one of the most congested corridors in the area (355), while CG3 student will be traveling on less congested side streets. Overall estimated of additional travel time for average student from CG2 zone will be about 20 minutes one way, which is 40 min during the day of additional bus time.

- Keep schools below 100% utilization

Option 4 immediately puts new school 114%-122% of capacity. They will need portables at new school given that dynamic.

- Minimize relocation of students out of their home school

Option 4 directly contradicts this criteria, as it has most of the groups shifting around from home schools AND leaves Beall with almost none of the original student population

- Minimize a domino effect

Again, Option 4 has maximum domino effect out of all options presented

- Minimize displacement of home school students by the Chinese Immersion program

More than 50% of Beall students will have to be displaced by Option 4

As an alternative, I would like to support Option 2. This option conforms to all the criteria outlined in the first committee meeting and gives the most relief to overcrowded schools in the cluster.

Additionally, CI program will be relocated to brand new facility. If they have to be relocated, at least they will get a nice and new building.

Thank you for devoting your time to this and we truly appreciate your efforts,

Natalia Hilliard

Dear Joel and Julie:

I am a parent of Lala Toure in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5. In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Kadi Kone

Parent of Lala Toure, Grade 1

Dear Joel and Julie:

I am a parent of a student in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

v/r,

Randy Lee Parent of Zoey Lee, Grade 1

From: Peele, Rodney

Sent: Thursday, March 16, 2017 11:49 PM

To: Durso, Michael A

Subject: school capacity concern

Mike,

I hope all is well. I get to a fair amount of PTA and school/education events in Montgomery County, and it's always a delight when we cross paths. I recently attended the release of a landmark report by the National Academies of Science, Engineering and Medicine on English language learners and dual language learners, but I'm not writing to you about ESOL this time. Tonight I want to tell you about some developments in the Richard Montgomery cluster. I am one of the PTA cluster coordinators, and you'll recall that a new elementary school is being built in the cluster, and a boundary study has just started.

When my oldest child entered MCPS, the kindergarten grade at his elementary school (Ritchie Park) was approximately 200% (my estimate) of capacity. He will be in high school before MCPS reduces overcrowding at his and other elementary schools in the cluster. I understand capital improvements take time to decide, and the plans are made with deliberation and thought. However, I am concerned that MCPS staff has not carefully considered the consequences of a decision regarding the student capacity at the new school, temporarily known as Richard Montgomery Elementary School #5. As a result, I think it is highly likely that at least one and maybe all three of the grossly overcrowded elementary schools in the RM cluster will remain overcrowded even after the new school is built.

The new school is slated to be built to a capacity of 602 students, with a shell that would enable easy expansion to 740 students. I can appreciate the flexibility that the shell theoretically provides, but it's a mirage in this instance. The shell undermines the boundary study process and prevents the new school from solving the overcrowding that has long plagued the City of Rockville. Finally, a decade later, relief is in sight. It would be unfortunate not to opt for the full capacity solution.

According to my analysis of the latest MCPS projections, as presented by the Director of Long-range Planning last month:

Without a new school, the four RM cluster elementary schools are collectively at 125% capacity.

If RMES#5 opens in 2018-19 with openings for only 602 students, the five RM cluster elementary schools will be collectively at 99% capacity.

If RMES#5 opens in 2018-19 with a capacity of 740 students, the five RM cluster elementary schools will be collectively at 94% capacity.

By 2022-23, with a reduced size RMES#5, the five cluster elementary schools will be at 97% capacity.

By 2022-23, with a full capacity RMES#5, the five cluster elementary schools will be at 93% capacity.

We all understand the projections are an inexact science, but there are a couple of atypical circumstances in Rockville that could easily lead to greater enrollment than what's currently projected. I do not believe the enrollment projections include the impact of population increases as families move to a newly built elementary school. If the College Gardens Chinese Immersion program is reassigned to another school in the cluster, more families may move into the cluster, as they have done in previous years to live close to College Gardens. A new school seems likely to spark the construction of at least some of the uninitiated 500 housing units approved in the cluster, particularly with built up demand following a period of moratorium in Rockville.

MCPS is not just proposing that RMES#5 be built to 99% capacity with the smaller structure, but that the entire RM cluster will be at 99% capacity across five elementary schools the day the new school opens. As you know, by regulation, MCPS aims for elementary schools to be at 80-100% capacity. For boundary studies, one of the four mandatory criteria to review options is seeking 80-100% capacity. Another of the four mandatory criteria is stability of school assignments over time. By regulation, if a school is projected to be overutilized (more than 100 percent), then a boundary study, noncapital action, or a capital project may be considered.

It's extremely likely that one of the elementary schools will be over 100% capacity if RMES#5 is not built to capacity. The cluster-wide 99% capacity reflects a projected 41 open seats across the cluster in 2018-2019. That's 41 open seats across five schools (eight seats per school). I suggest it will be nearly impossible for the new boundaries to be drawn across 5 elementary schools within a margin of eight open seats per school. That's just one open seat per grade at each school! The margin of error is too small. And if several cluster schools have more than eight open seats when RMES#5 opens, then the remaining schools will have fewer than eight open seats. For example, if RMES#5 opens at 92% capacity with 50 open seats, all four of the other cluster schools could be overcapacity. Considering that geographic proximity and demographic consistency will also be factors in determining the boundaries, I strongly doubt the lines will be drawn so precisely to ensure that none of the schools is over capacity for the first day of school in 2018-19. This fine line will make the boundary study process significantly more difficult, and less satisfactory to the community, because there will be little flexibility. Boundaries will need to be adjusted street by street or house by house, not neighborhood by neighborhood, to balance the enrollment expectations with the classroom space available.

On the other hand, building RMES#5 to full capacity would mean a 94% capacity across the cluster on the day the new school opens. The elementary schools will still be crowded, but manageable. It's unlikely any would be over 100 percent of capacity. Even with a slight decline projected across the cluster, enrollment would be at 93% by 2023 with a full capacity new school. If enrollment across the county will noticeably decline, as MCPS staff has suggested, then that confirms the wise choice to put capital funds into good use here and now, by properly building RMES#5 to capacity.

DLRP staff suggests the shell could be built out later. But it is taking more than a decade to build new capacity in the cluster, and we would not want to wait another decade to get the shell built out, particularly when the buildout will probably be necessary on day one. It reminds me of the folly of College Gardens going overcapacity within 2 years of opening. And even if the shell could be built at once the school opens, by that point it is no longer an effective solution.

It's my understanding that keeping neighborhoods and communities together, reducing overcrowding, and limiting travel time to elementary schools are the highest priorities for local parents. The community will consider these and other factors when we give input to MCPS staff about options for the service area of the new elementary school, and the resulting impact on the other four elementary schools in the cluster. This week, MCPS staff presented some zones within each school's current boundaries, which will form the pieces of the redistricting puzzle. MCPS staff made clear that we want to avoid revising the zones street by street, house by house, throughout the boundary study to find the sweet spot that best satisfies the outlined criteria.

If schools get overcrowded again (a strong possibility), then MCPS staff praised the planned shell as a preferred strategy instead of, say, going through the process to create a new addition. The shell might make later expansion easier, but it doesn't account for the decisions that need to be made now, decisions that are better made with a full capacity new school. Consider that we do not want to go back and redraw the school boundaries in a couple of years, so we are asked to find the right boundaries this year, based on current projections, and we want those boundaries to reasonably account for future changes (some unknown) in the local student population. Either we set the boundaries so that all of the growth in Rockville would occur only in the service area for the new school (an impossible gerrymandering, I believe) that can be accommodated by building out the RMES#5 shell, or we make the new school overcrowded on day one so that the rest of the schools can have some cushion of open seats to avoid immediately relapsing into overcrowded status. If we are going to have an overcrowded RMES#5 on day one, then it's imperative to build the new school to full capacity from the beginning. Why go through the charade of forcing the new school to be overcrowded, which is the only problem the shell can solve? Put another way, the shell would be built out only if the new school is overcapacity. The shell does not help if the overcrowding occurs at other schools in the cluster, unless we redraw the boundaries again. That's why I consider the shell to be a mirage.

Finally, school capacity is only one of the factors we balance in the redistricting process. The shell cannot rebalance other factors, such as proximity and demographic consistency across the cluster. We will immediately undermine the difficult work immediately ahead to find the right balance among all factors in the new school boundaries. By building just the shell instead of the whole school, we severely limit our options on the best boundaries, and the options to keep schools within capacity in the future will be even more restricted because building out the shell only helps the one school.

With the smaller school, I think we are recklessly close to being overcapacity already. The current building plans will reduce flexibility and increase frustration with the boundaries. We are cutting too fine a line here by counting on the shell, and it's unnecessary. I urge MCPS not to gamble with our schools and our students.

Rodney Peele

Dear Joel and Julie:

I am a parent of a student in the Chinese Immersion program at College Gardens Elementary School. He is currently in kindergarten and enjoying his experience at College Gardens. We are an out of bounds family. I am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

My first preference would be to have the CI program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program.

However, I do understand there are concerns about overcrowding at College Gardens and **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the least disruptive and most sensible option is moving CI program to the new elementary school – Richard Montgomery Elementary School #5.** CI parents have been notified that other options include moving the CI program to Twinbrook ES where the principal advocates for this change but Twinbrook's PTA strongly disagrees. The Twinbrook PTA represents the interests of the families and teachers of that school. It is their desire to **not displace children currently enrolled at Twinbrook to make way for the CI program population. Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.**

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Thank You for your consideration and efforts

Donna Martin

Chevy Chase, MD

Donna Merrifield
7436 Oskaloosa Drive
Rockville, MD 20855

April 3, 2017

Joel Gallihu, MCPS

Julie Morris, MCPS

Denise Bracalilly, MCPS

Montgomery County, MD

Dear Sir/Madam,

I, as a resident of CG2 zone boundary, am strongly opposed to Option 4 of the boundary study options as presented by MCPS at the March 23rd Committee meeting.

Option 4 will displace the children of our neighborhood out of the IB curriculum, add significant travel time (up to 20 min each way in traffic) to all students, and increase traffic unnecessarily between CG2 and the proposed school, Beall ES. This seems folly, when the CG3 neighborhood is significantly closer to Beall ES, and wouldn't require rush hour bus travel on a major highway (355) to get to school. Further, part of the Woodley Gardens neighborhood is already zoned to Beall (south of Nelson Street). Option 4 immediately overloads the new school to 114% capacity and leaves Beall with less than 20% of its original population.

Therefore, **not choosing Option 4** will be more in line with most of the criteria outlined by the Committee, namely:

- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100% utilization
- Minimize relocation of students out of their home school
- Minimize a domino effect
- Minimize displacement of home school students by the Chinese Immersion program

As an alternative, I support Option 1 which allows for the most even distribution of students in the cluster and conforms to all of the criteria outlined by the committee. It will return College Gardens ES to an operating capacity of 100%, without displacing students in the CG2 Derwood Station neighborhood from their home school.

Sincerely yours,

Donna Merrifield

Homeowner, Derwood Station HOA #2

Dear Joel, Denise & Julie:

My son is currently in the Chinese Immersion (CI) program at CGES, and I am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

My first preference would be to have the program remain at CGES – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for the school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program.

I understand that change is hard for everyone, and that re-zoning may be necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer moving it to the new elementary school – Richard Montgomery Elementary School #5.** Of all the options – **relocating CI to the new school is the only option that minimizes displacement and equalizes utilization** – which to my understanding are the main goals. Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have the least amount of impact on each of the school communities; I do not support either of these options.

We hope that you will consider keeping CI at CGES or moving it to the new school if it must be moved. Thank you for your time and attention to my email.

Best Regards,

Kit Moy

Parent of Colin Moy, 1st Grade CGES

Kit Moy

Manager, Clinical Operations

To: Boundary Study Committee
Re: Parent Feedback regarding RM Cluster Zone Changes

Dear Joel and Julie:

I am a parent of two students in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Shelly Ogata Romm and Vitaly Romm
Parents of Eisleigh Romm Grade 5

Gracyn Romm Grade 2

From: Robin Shepherd
Sent: Monday, April 03, 2017 11:42 PM
To: Gallihue, Joel A; Bracalilly Stultz, Denise; Morris, Julie A
Subject: Richard Montgomery ES Boundary Study

Dear Mr Gallihue, Ms. Bracalilly Stultz, and Ms. Morris:

My name is Robin Shepherd and I am a parent of a student in the Chinese Immersion program at College Gardens Elementary School. I am responding to the options presented by the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

I am disappointed that you have not included an option for the program to remain in it's current school College Gardens Elementary. Since CGES is an IB school one would think it would make sense to have a language program within the school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program.

If the Chinese Immersion program must move I am hoping that it will move to the new school RM #5. This seems like it would be the least disruptive to the existing Chinese Immersion students as well as students at the already existing schools. It does not make sense to redraw boundaries for existing schools or put these schools over capacity as this is what they are currently dealing with at CGES.

I also want to advocate for the new school to be an IB Elementary. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. It would be wonderful for Montgomery County to have more IB World programs at the elementary level

Sincerely,

Robin Shepherd

Parent of Cori Chou, Grade 2

I am a parent of CGES students in first and fifth grades and a resident of the CG4 zone area. While none of the options presented by the Boundary Advisory Committee remove CG4 from College Gardens Elementary School, I would like ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school
- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Keep schools below 100% utilization and eliminate relocatable classrooms
- Minimize displacement of home school students by the Chinese Immersion program
- Consider stability of school assignments over time for immersion students
- Maximize walkers
- Minimize a domino effect
- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build out capability

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. Many of our children (including mine) can walk to College Gardens Elementary School. Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. Thus, we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is my opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Thank you again for all your work on this committee,

Eric Sophir

From: WeiJao Family
Sent: Monday, April 03, 2017 11:11 AM
To: Gallihue, Joel A; Morris, Julie A; Bracalilly Stultz, Denise
Cc:
Subject: Parent Feedback regarding RM Cluster Zone Changes

Dear Mr. Gallihue, Mrs. Morris, and Mr. Stultz,

We are parents of Lance Wei in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and we are writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, we want to state that our first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, we do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

We understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **We write to you today to express that if the CI program absolutely must move, We strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5. In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there.** As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, we do not support either of these options.

Additionally, while we know this is not part of the scope of the Boundary Study Committee, we want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. The IB program is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Finally, we also believe that zones CG2 and CG3 should stay at CGES. It is our understanding that enrollment numbers show little or no growth in the CGES area between 2018 through

2022. When the CI program is moved, CGES should be able to retain these 50 students without risking overcrowding.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you very much for your time and attention to this letter.

Best regards,

Feng Wei and Jamie Jao

(Parents of Lance Wei, Grade 4 student in CI program at College Gardens ES)

Dear Representatives,

Thank you for all you are doing to represent the views of the CGES community throughout this process.

We are parents of CGES students in Grades 2 and 4 who have been attending CGES since their Kindergarten years.

We are residents of the CG5 zone area. While none of the options presented by the Boundary Advisory Committee remove CG5 from College Gardens Elementary School, I would like to ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school
- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Keep schools below 100% utilization and eliminate relocatable classrooms
- Maximize walkers
- Minimize a domino effect
- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build out capability

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. King Farm neighborhood children can walk to College Gardens Elementary School.

Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. Thus, we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is our opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Thank you again for all your work on this committee. We appreciate all you do.

Sincerely,

Marina Zolotova and Vahan Grigoryan

Dear Mr. Gallihue,

My wife and I moved to Woodley Gardens in 2012, prior to having children, with the goal of sending our children to College Gardens. After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Brad M. Matanin
635 Crocus Dr.
Woodley Gardens Resident (zone CG3)

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years. The College and Woodley Gardens communities are particularly close knit, due to the geographic location.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering the request, and I look forward to your response.

Catharine Gray and Seth Denbo
1535 Baylor Ave
Rockville MD 20850

College Gardens residents (zone CG1) and parents of a current CGES student

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on [April 5, 2017](#), **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on [April 25, 2017](#).

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Ozlem Seyhan
809 Woodley Dr
Woodley Gardens CG3 resident

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that MCPS may not be presenting such an option at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, I strongly encourage you to prepare and present an “Option 5” at next week’s meeting with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

College Gardens residents (zone CG1)

Kathy and Dart Alsmeyer

Dear Ms. Smondrowski, Mr. Gallihue, and Ms. Aston:

We are writing to voice our strong opposition to the possible re-assignment of Woodley Gardens children from College Gardens Elementary School to Beall Elementary School, as proposed by the RM Boundary Study. We have lived in the Woodley Gardens neighborhood since 1999; both of our children attended

College Gardens ES. Not only did they benefit greatly from the school's IB program, but they built lasting friendships with classmates from the College Gardens neighborhood. Our two neighborhoods share many social, civic, and community service activities, most of which have grown out of relationships forged through the College Gardens ES community. Cub Scout Pack 1450, which has been affiliated with College Gardens ES for nearly 40 years, is but one example of a highly active and visible community service organization that unites children from both neighborhoods.

Woodley Gardens students comprised less than 12 percent of the overall College Gardens ES population in the 2016-2017 school year. With no land available for future residential development, it is highly unlikely that the Woodley Gardens student population will increase in future years. Is the relocation of so few students really worth disrupting the community bonds forged over the past four decades that our two neighborhoods have shared College Gardens ES?

We urge you to consider an alternative option, and to present it for discussion at the next Advisory Committee meeting on Tuesday, April 25. The so-called "Option 5" leaves in place the existing geographical boundaries for College Gardens ES, and moves only the Chinese Immersion program (as previously mandated by the MCPS Board). "Option 5" has been identified to meet the boundary study criteria to improve facility utilization rates at Beall ES (which is projected to be over-utilized from Day One in three of the four current options); and to maintain the stability of CGES enrollment numbers over time while accommodating Woodley Gardens' small and stable student population.

Thank you for keeping the best interests of our students at heart.

Susan and Rick Barror
1039 Carnation Drive
Rockville, MD 20850
(Zone CG3)

I want to ask your help regarding College Gardens Elementary School and the plans to shift kids from Woodley Gardens to Beall Elementary.

As a you know, this is a very closely knit community. I have sold many townhouses in Regent Square to parents who specifically wanted their children to go to CGES for the programs it provides. To suddenly have their children shifted to a different school has to be both disappointing and updating to them as well as to the kids.

I urge you to do everything possibly to keep the kids where they are. Also, having taught in the county for some 22 years, I know how important it is for kids to have as little change in their lives and routines as possible.

Please consider the importance of community as you make your voice heard. Thank you!

Christine Malich
556 Azalea Dr
Rockville, MD 20850

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Amy Heitzman
636 Crocus Drive, Rockville MD 20850
Woodley Gardens Resident (zone CG3)

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **We strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you,

Claire and Gary Funkhouser

1037 Carnation Drive

Rockville, Maryland 20850

Woodley Gardens Resident (zone CG3)

From: Ozlem Seyhan
Sent: Monday, April 24, 2017 9:37 AM
To: Gallihue, Joel A
Subject: College Gardens Elementary School boundary study

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on [April 5, 2017](#), **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on [April 25, 2017](#).

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Ozlem Seyhan
809 Woodley Dr

Woodley Gardens CG3 resident

From: Annie Matanin

Sent: Monday, April 24, 2017 10:34 AM

To: Annie Genevish

Subject: Consider Option 5!

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week’s meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Annie Matanin, 635 Crocus Drive, Rockville MD 20850
Woodley Gardens Resident (zone CG3)

On Apr 23, 2017, at 2:56 PM, Brad Stelzer wrote:

Dear RMES #5 Boundary Committee Members and Board of Education Members,

I am writing regarding the RM Boundary Study to request that you prepare a fifth option for consideration - one that maintains the existing geographical boundaries for College Gardens ES but that moves the Chinese Immersion Program ("Option 5").

As a member of the Woodley Gardens community (CG3), I have the following concerns about the existing options/recommendations:

- Options 1-3 have the CG3 community assigned to Beall. There are several problems with this: a) Beall facility utilization is over capacity (> 100%), even in 2018 when the new assignment takes effect; b) Beall is located in a neighborhood that is dramatically growing - while projections include planned (known) growth, this area is in a period of significant change, and uncertainty/variability in projections for this specific area is likely to be high such that having room for growth in facility utilization at Beall is critical; c) other schools, such as CGES, located in more established and stable neighborhoods are projected to be underutilized.
- Student assignment stability - one of the key considerations for the study - is impaired in 3 of the 4 options (options 1-3), particularly within the College Gardens boundary in which students located in CG3 (Woodley Gardens) are moved to Beall. Since the communities of College Gardens (CG1) and Woodley Gardens (CG3) act as an integrated neighborhood for all intents and purposes, student assignment stability is particularly important for this community. In other words, moving CG3 to Beall fractures a tight community.
- Similarly, many members of the Derwood (CG2) community maintain a tight bond with the CGES community. In 1 of the 4 options (option 4), CG2 is separated.

"Option 5" appears to alleviate many of the issues identified above. Others have requested that you prepare Option 5. However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that MCPS may not be presenting such an option at the next Advisory Committee meeting on April 25, 2017.

Thus, I would like to reiterate my request to have Option 5 on the table for full analysis and consideration by the Boundary Committee, the Board of Education, and members of the community.

Thank you for considering my request, and I look forward to your response.

Brad Stelzer

623 Aster Blvd, Rockville, MD

Woodley Gardens Resident (zone CG3)

On Apr 23, 2017, at 1:24 PM, Emily Stelzer wrote:

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries for College Gardens

ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that MCPS may not be presenting such an option at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, I strongly encourage you to prepare and present an “Option 5” at next week's meeting with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Emily Stelzer
Woodley Gardens Resident (zone CG3)
District 2 BOE voter

Dear All:

I am writing to please strongly urge the committee to please consider another option for redistricting. Please provide an option that would include the Woodley Gardens community remaining at CGES.

I have had three children go through CGES and it was a wonderful experience. The IB program was fantastic. To ask our neighbors to give up this experience, I truly think is unfair. Many of my neighbors specifically bought in this neighborhood to attend the only IB elementary school.

There has to be another solution in which we don't lose our beloved home school.

Please, please. please reconsider and propose an Option #5 that would keep Woodley Gardens at CGES.

Thank you,

Angie Caulfield

1031 Wintergreen Terrace

Rockville, MD 20850

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option - some parents are calling it "Option 5"—that would leave in place the existing geographical boundaries for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This "Option 5" was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden's student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that MCPS may not be presenting such an option at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, I strongly encourage you to prepare and present an "Option 5" at next week's meeting with the Boundary Advisory Committee- one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

--

Bratislav Djordjevic
Woodley Gardens Resident (zone CG3)

Dear RMES #5 Boundary Committee Members and Board of Education Members,

As a parent in the Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. As a parent in the Woodley Gardens (zone CG3) - I realize that Beall is also a great school but would like to remain in the CGES community, which our neighborhood has been a part of for almost 40 years.

From my conversations with parents in the Beall neighborhoods, they are also feeling great concern that Beall will remain over capacity under any option that would move CG3 to Beall.

The current plans proposed are not responsive to the main goal of the boundary study - to relieve overcrowding. In fact, the current plans proposed ensure that we will be having this same conversation again in a few years. We find it irresponsible to develop any plans that include overcrowding on day one at schools with no capability for build out space.

For these reasons, as well as many others that are being presented to MCPS and the CGES PTA, I strongly encourage you to prepare and present additional options at the next week's meeting with the Boundary Advisory Committee - including one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, as well as dedicating the countless hours we know that you have already and will continue to devote to this issue.

Stacia Fleisher

Woodley Gardens Resident (zone CG3)

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting [on April 25, 2017](#).

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3) - the two CGES neighborhoods currently being considered for reassignment - know that Beall is also a great school, we would like to remain in the CGES community, which we have been part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week’s meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Marusya Lazo
632 Crocus Drive
Woodley Gardens Resident (zone CG3)

Dear Mr. Gallihue,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to Montgomery County Public Schools (MCPS) at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option, that some parents are calling "Option 5", which would leave in place the existing geographical boundaries for College Gardens Elementary School (CGES), and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This "Option 5" was identified to meet the boundary study criteria to improve facility utilization rates at Beall Elementary School (which is projected to be over utilized from day 1 in three of the four options).

As you know, the College Gardens Elementary School community is very proud of its school, and, while parents in Woodley Gardens know that Beall Elementary School is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall Elementary School will remain over capacity under any viable option that would move Woodley Gardens children to Beall.

I strongly encourage you to prepare and present "Option 5" at next weeks meeting with the Boundary Advisory Committee, one that would keep the existing geographical boundaries for CGES and optimize facility utiiztion with Beall Elementary and College Gardens Elementary Schools.

Thank you in advance for your support. It is your commitment to our children and this community that makes Woodley Gardens a very special lace to live.

Sincerely,

Nancy Schulze, 764 Azalea Drive

Woodley Gardens Resident (zone CG#3)

Dear RMES #5 Boundary Committee Members and Board of Education Members,

I am deeply about the current status of the RM Boundary Study. I live in Woodley Gardens (Zone CG3) and my children attended College Gardens Elementary School. At the last Boundary Advisory Committee meeting on April 5, 2017, a number of different neighborhoods instructed that MCPS prepare another option. **This option, "Option 5" as its being called in Woodley Gardens, College Gardens, and Derwood Station neighborhoods, would leave in place the existing geographical boundaries for College Gardens Elementary School and move only the Chinese Immersion program.** This "Option 5" was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden's student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017. My husband and I are proud College Gardens Elementary School parents, and while we know Beall is also a great school, I believe its important for the Derwood (zone CG2) and Woodley Garden (zone CG3) to remain in the CGES community, a community that has been together for 40 years.

I'd like to note that "Option 5" is consistent with the information provided to the College Gardens Elementary School community when MCPS first decided to add a fifth elementary school to the RM cluster years ago. Back then when all three of my children attended CGES, we were concerned about the boundary studies. We were assured that the over capacity situation at CGES would be addressed by moving the Chinese Immersion Program to the fifth school in the cluster.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall. For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an "Option 5" at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Adelaide Giantelli
625 Blossom Drive
Rockville, MD 20850
Woodley Garden Resident (zone CG3)

From: Laura Hall

Date: April 23, 2017 at 7:15:27 AM EDT

To: rebecca_k_smondrowski@mcpsmd.org

Subject: College Gardens

Hello Rebecca

I was surprised and saddened to learn that our neighborhood is being considered to move to another school district. I have lived here for over 30 years and my daughter grew up here and attended College Gardens Elementary School. It is a hallmark to living in this neighborhood and I strongly disagree with the option to move the children who live here to overcrowded Beall Elementary. Please consider option 5 as an alternative.

Thank you

Laura and Michael Hall

811 Nelson St

Rockville 20850

Dear Joel,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Eunkyung An, 821 Aster Blvd Rockville MD 20850
Woodley Gardens Resident (zone CG3)

From: Gloria Gasasira-Manzi
Sent: Monday, April 24, 2017 9:49 AM
To: Smondrowski, Rebecca K; Gallihue, Joel A; president@cgespta.org
Subject: Boundary Advisory - Option 5

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week’s meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Gloria Gasasira Manzi
CGES Resident
916 College Pkwy, Rockville MD 20850

From: Jennie Gomon
Sent: Monday, April 24, 2017 10:42 AM
To: Smondrowski, Rebecca K; Gallihue, Joel A; presidentespta.org
Subject: RM Boundary Study - Option #5

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Evgeniya Gomon
1098 Larkspur Ter
Rockville, MD 20850
Woodley Gardens Resident (zone CG3)

From: Jocelyn Lewandowski
Sent: Monday, April 24, 2017 10:41 AM
To: Smondrowski, Rebecca K; Gallihue, Joel A; president@cgespta.org
Subject: RM Boundary Study Concerns

Good morning,

I wanted to write to you regarding the RM Boundary Study. I'm sure you are getting flooded with emails and calls at this point from concerned parents across the area, and I recognize the difficult position that you are in - trying to make the necessary adjustments while keeping the impacts minimal. I also recognize the hard work that went into developing the four options that are already under consideration.

That said, after reviewing the study results in detail, it is evident that none of the options effectively address the overcrowding issues across the effected schools, so I urge you to consider additional options in an effort to mitigate the need to revisit the issue again in a few years and once again shuffle students from their schools. For example, in three of the four options presented, Beall Elementary would be at 101% capacity on day one, and is projected to be at 110% capacity within six years - once again resulting in the need for our students to deal with the results of overcrowding. This is not a reasonable solution, particularly when you are uprooting students and families from the schools in which they have LONG established relationships to be in another overcrowded school, once again, with little gain. I know you are on a tight timeline to get the issue resolved, but the timeline allows for the opportunity to develop another round of alternative options, and I plead with you take advantage of that time.

Elementary schools are the foundation of our children's education and it is critical that this issue be addressed thoughtfully. **There are alternative solutions to this problem that better address the overcrowding issue while further minimizing the impact to students.** For example, by moving only the Chinese Immersion Program from College Gardens (CGES) to the new elementary school, both CGES and Beall could be under capacity - without the need to relocate any of the CGES existing neighborhoods into the Beall school zone.

Despite this option being presented by parents to MCPS several weeks ago - some of us are calling it "Option #5" - and receiving no data or counterarguments as to why this would not be a strong solution, it does not seem as though MCPS is presenting this as an option or even considering it, which is GREATLY concerning. We urge you to take the time to identify the BEST solution to this issue, not just pick one of the current options to save time. Sacrificing the "right solution" for the "quick solution" would not reflect the thoughtfulness and strong commitment to education and community for which our great County strives.

I strongly encourage you to prepare and present alternative options to this issue - INCLUDING an "Option 5" that would keep the existing geographical boundaries for CGES and optimize facility utilization within BOTH Beall and CGES.

Thank you for considering my request, and I look forward to your response.
Jocelyn Lewandowski

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week’s meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Tracy Forrest

804 Blossom Drive

Rockville, MD 20850

Woodley Gardens Resident (zone CG3)

Dear Mr. Gallihue,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that MCPS may not be presenting such an option at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like both Woodley Gardens and Derwood to remain in the CGES community, which they have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, I strongly encourage you to prepare and present an “Option 5” at next week’s meeting with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Kate Lemery
College Gardens resident (zone CG1)

Dear Representative Smondrowski, Mr. Gallihue, and President Aston,

I live in Woodley Gardens and the children in our neighborhood have been attending College Gardens Elementary School for nearly 40 years. My children are graduates of Richard Montgomery High School and attended all three RMHS Cluster schools.

I served on PTA/PTSA Boards for many years at CGES, JWMS, and RMHS. Our family, along with many families in Woodley Gardens worked very hard for many years pushing for funding for a replacement school for the CGES students. Parents and residents of Woodley Gardens have worked very hard to make CGES a top-notch elementary school and now it appears that most options to deal with redistricting would remove Woodley Gardens children from CGES.

It is hard to believe that removing Woodley Gardens children from CGES after all the work our neighborhood has done to advocate for our new school. There is a fifth option for consideration - leave the existing geographical boundaries in place for CGES, and move the Chinese Immersion program to another school.

We are taxpayers. We are invested in this neighborhood and in the RMHS Cluster. We have worked hard on behalf of our children to ensure they have a new school. Why is MCPS not offering this fifth option as a viable option to the Advisory Committee?

In all my years of working on behalf of school students and as a former Montgomery County employee I am well aware of the way the County makes decisions. Too often MCPS has pushed an agenda that adhered to a timeline of their making, without truly listening to the people who will be impacted by their decisions. This has been an issue time and again. When the CGES building plans were being approved our PTA was stunned that MCPS knew the new school would be overcrowded in no time at all. Rather than seek the funding for the full project, MCPS stuck with the plan they had and within a short period of time CGES had portable classrooms - and it wasn't because they didn't know the projected student population estimates.

Please keep Woodley Gardens students in the CGES boundaries. Please listen to the taxpayers who have worked very hard to make CGES a great school.

Sincerely,

Jeanine Gould-Kostka

(Woodley Gardens Resident)

1011 Aster Blvd

Rockville, MD 20850

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

<Elena Agafitei, 889 Azalea Drive>

<Woodley Gardens Resident (zone CG3)>

Thank you in advance for your support. It is your commitment to our children and this community that makes Woodley Gardens a very special place to live.