

Report of the Walter Johnson Cluster Roundtable Discussion Group

June 15, 2016

Background

On November 16, 2015, the Board of Education authorized a Walter Johnson Cluster Roundtable Discussion Group process (Roundtable) that was charged to develop general approaches (possible solutions) to address the current, short- and long-term projected space deficits in the elementary, middle, and high schools in the Walter Johnson Cluster. Most of the schools in the cluster currently are at or over capacity. The Roundtable also was charged to evaluate those approaches against criteria that were established at the beginning of the process. The charge to the Roundtable is included in Appendix A.

Enrollment growth in the Walter Johnson cluster results from a combination of housing turnover and new development. With regard to new housing, the Division of Long-range Planning (DLRP) monitors the progress of county master plans, sector plans, and subdivisions that will generate additional students in the Walter Johnson Cluster. Long-range projections for schools in the Walter Johnson Cluster were prepared for the Roundtable process extending to the year 2045. These projections incorporate the nearly full build-out of the original White Flint Sector Plan (9,800 housing units), the Town of Kensington Master Plan (up to 977 housing units), and build-out of housing units that are not associated with these plans. It is important to note that these long-term projections become more tentative the further out the forecast extends into the future. Although the long-term projections are more tentative, the members of the Roundtable believed it was important to extend the usual 15 year MCPS enrollment projections to 30 years in order for long-term facility options to be considered and to align with the timeline of sector and master plans.

Two additional plans in the cluster are in the early stages of development and no estimates of new housing units for these plans were available during the roundtable process. The plans under development are the White Flint 2 Sector Plan and the Rock Spring Master Plan. Students generated by the residential development projects associated with these plans will be incorporated in school enrollment projections as information on planned housing units becomes available. A map of the cluster that shows the boundaries of these sector and master plans is presented in Appendix B.

Scope of the Walter Johnson Cluster Roundtable

The Board of Education established the scope of the Roundtable and limited its review of approaches to the Walter Johnson Cluster. The Roundtable was charged to consider a wide range of approaches that included classroom additions and reopening of one or more closed schools in the cluster. In addition to the charge, the Roundtable also considered new schools, grade reorganizations, and using nearby commercial buildings. Only general approaches that could reassign students were considered since the Roundtable is not a boundary study. If student reassignments are needed in the future, a separate community involvement process in the form of a boundary advisory committee will take place at that time. The Roundtable focused on how to address current and projected capacity needs in the six-year Capital Improvements Program (CIP) time frame, as well as the long-term

enrollment pressures anticipated from build-out of the master and sector plans and other developments in the cluster.

Roundtable Representation

The Roundtable was comprised of two representatives from each of the schools in the cluster and three cluster coordinators. The role of Roundtable representatives was to represent the issues and concerns of their school communities. Roundtable representatives developed criteria that were used to guide the development of the approaches as well as evaluate the approaches. Roundtable representatives also served as liaisons to the school communities they represented—obtaining feedback on the approaches and sharing this information with the Roundtable. Appendix C presents the names of the Roundtable representatives.

Roundtable Meetings

The Roundtable met on the following dates: January 20, 2016; February 17 and 24, 2016; March 2 and 16, 2016; April 6 and 21, 2016; and May 4 and 18, 2016. Roundtable meetings were held in the media center at Tilden Middle School and the cafeteria at Walter Johnson High School. In addition to the Roundtable meetings, two Public Information meetings were held—one at the onset of the process and the second at the end of the process. At the first Public Information meeting, the process, background, development information, and enrollment projections were presented. At the second Public Information meeting, the approaches were reviewed and attendees were given an opportunity to ask questions on the approaches. Attendees at this meeting also were invited to complete feedback forms stating their views on the approaches. The Montgomery County Public Schools (MCPS) executive director to the chief operating officer and the senior planner of the MCPS Division of Long-range Planning co-facilitated all of the meetings.

Roundtable Process

At the first Roundtable meeting on February 17, 2016, MCPS staff explained the roundtable process and background information with the Roundtable members. Due to the significant enrollment growth in the cluster, Mr. Bruce Crispell, director, Division of Long-range Planning, presented information on the components of enrollment change and the enrollment forecast in the Walter Johnson Cluster: the six-year forecast for elementary schools and the six-year and 10- and 15-year forecasts for the high school and middle schools, including the impact of housing developments on the enrollment forecasts. In addition, staff from the Montgomery County Planning Department—Ms. Andrea Gilles, Ms. Nancy Sturgeon, and Mr. Nkosi Yearwood—presented information on the White Flint Sector Plan and the Rock Spring Master Plan.

At the second meeting on February 24, 2016, the Roundtable established the criteria to be used to guide the development and evaluation of approaches. The Roundtable also brainstormed ideas to address the near-term and long-term space deficits at North Bethesda and Tilden middle schools and at Walter Johnson High School. The criteria that the Roundtable developed is listed below:

- Open schools/add capacity near population growth
- Keep current Walter Johnson Cluster together
- Address overutilization at all levels (beyond calculated capacity and enrollment)
- Consider impact of new and future development on capacity (beyond 20 years) and be more forward thinking with the plans and projections

- Ensure adequate play space and remove portables
- Maximize use of existing property in cluster
- Support environment conducive to high achievement and consider whole system effect on child learning/achievement and academic outcomes
- Consider cost effectiveness (capital and operation—including cost of land acquisition and relocation of county offices)
- Ensure no detrimental impact on property values
- Consider impact of overutilization on staff and school operating budget
- Consider safe routes to schools
- Focus on permanent structures
- Ensure socioeconomic diversity at schools
- Provide ideal high school size
- Look at alternative facilities for schools, such as commercial buildings
- No school should exceed state recommended guidelines for school size
- Provide state-of-the-art facilities (including the core facilities)
- Consider community impact and buy-in by the community
- Ensure minimal disruptions to students/families and community
- Consider short- and long-term conditions of the schools
- Maximize walkers and reduce buses
- Increase accessibility at schools with large special education populations
- Limit building-related disparities among schools
- Foster sense of community (especially if a new school is opened)
- Consider certainty of land acquisition
- Consider adequacy of site for revitalization/expansion
- Ensure students have opportunities to participate in extracurricular activities at high, middle, and elementary school levels
- Ensure diverse, high-quality educational programs
- Maintain high standard reputation of cluster
- Provide students with similar choice options as currently available

At the third meeting on March 2, 2016, the Roundtable was presented with eight approaches to address the near-term and long-term projected space deficits at North Bethesda and Tilden middle schools and Walter Johnson High School. As part of the presentation of the approaches, Mr. Scott W. Murphy, director, Department of Secondary Curriculum and Districtwide Programs, and Dr. Michael J. Zarchin, director of middle schools, Office of School Support and Improvement, provided information on the programmatic implications for each of the secondary school approaches and answered questions from Roundtable members about the approaches. All of the secondary school approaches that were developed during the Roundtable process are presented in Appendix D.

Between the third and fourth Roundtable meetings, Roundtable representatives met with their school communities to gather feedback on the approaches. At the fourth meeting on March 16, 2016, Roundtable representatives shared feedback they received on the first set of secondary

school approaches and requested that additional secondary school approaches be developed. In order to develop additional approaches, the Roundtable was given an opportunity to brainstorm additional secondary school approaches that MCPS staff would consider for further development. Following the discussion of secondary school approaches, the Roundtable brainstormed approaches to address the near-term and long-term projected space deficits at the elementary school in the Walter Johnson Cluster. No specific elementary school sites were discussed because of scope limitations (a site selection process would be required).

At the fifth meeting of the Roundtable on April 6, 2016, the first round of elementary and secondary school approaches and the second round of secondary approaches were presented to the Roundtable. A total of six elementary school approaches and two additional secondary school approaches were presented. To assist with the presentation of the elementary school approaches, Dr. Sarah E. Sirgo, director of elementary schools, Office of School Support and Improvement, provided information on programmatic implications associated with the elementary school approaches. She also addressed a number of questions from Roundtable representatives. All of the elementary school approaches are presented in Appendix E.

Between the fifth and sixth Roundtable meetings, Roundtable representatives met with their school communities to gather feedback on the elementary school and additional secondary school approaches. At the seventh meeting of the Roundtable on May 4, 2016, staff presented additional elementary school approaches. At the last meeting of the Roundtable on May 18, 2016, Roundtable members shared feedback on the final two elementary school approaches. Roundtable representatives also reviewed and finalized the narrative section of the Roundtable report. All Roundtable materials were posted on the MCPS website as they became available, at:

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

Development of Approaches

Based on the criteria developed by Roundtable members, MCPS staff from the Division of Long-range Planning developed approaches for consideration by the Roundtable representatives. For each approach, capacity and enrollment implications as well as programmatic implications were outlined, as well as tables that showed the approximate effect of each approach on enrollment at cluster schools. As requested by the Roundtable, to evaluate approaches for the long-term, Mr. Crispell provided long-term enrollment projections to the year 2045. Although the projections from 2035 to 2045 assumed the nearly complete build-out of the White Flint and Kensington sector plans, and proposed housing not associated with these sector plans, they did not include White Flint 2 Sector Plan and Rock Spring Master Plan development because residential unit count information for these plans were not yet available. Market conditions and the pace of redevelopment of existing properties could change the expected number of units and the timing of full build-out. More importantly, as the staff from the Montgomery County Planning Department noted, most master plans never reach full build-out. Therefore, the assumption used to develop the long-term forecast included a high percentage of planned development being constructed—but not full build-out. Furthermore, it is important to note the longer the forecast period, the more error possible in the forecast.

Evaluation of Approaches

Each representative on the Roundtable was requested to submit an evaluation form. The evaluation forms that were received appear in Appendix F. Some schools chose to include Parent Teacher Association, Inc. (PTA) position papers from the school communities they represent. These position papers appear in Appendix G.

Roundtable Implementation Issues

The Roundtable identified the following ideas and concerns regarding the implementation of the approaches:

- Ensure counselor-to-student ratios.
- Provide adequate play space and fields at all the schools required for a school.
- Consider access to all and increase accessibility at schools with large special education populations.
- Be forward thinking and out ahead of the enrollment growth.
- Provide equal access to technology for all schools, including existing schools.
- Consider the impact of a split campus on program and staff.
- Consider different staffing models to address the increasing enrollment at schools.
- Obtain land from developers with field space when possible.
- Review impact of Change of School Assignments on the Walter Johnson Cluster schools.
- Maintain the high quality of life for the Walter Johnson Cluster.

Community Input

Several opportunities were provided for community members to provide feedback and input on the approaches that were developed by the Roundtable. First, as part of the process, the Roundtable members attended PTA meetings to solicit feedback. At the second Public Information meeting, attendees were invited to complete feedback forms to state their views on the approaches. Lastly, MCPS developed a Google form to allow community members to provide feedback on the individual approaches. The Google form was available from May 13–27, 2016. A total of 159 responses were received. A summary of the feedback from the Public Information meetings and the Google forms feedback is included in Attachment H.

Summary

The Walter Johnson Cluster Roundtable Discussion Group submits its report to the interim superintendent of schools and Board of Education members. The Roundtable collaborated for many long meetings, diligently discussing the challenges and possible approaches to address the current and near- and long-term projected space deficits in the elementary, middle, and high schools in the Walter Johnson Cluster. Charged to be an advisory group, the Roundtable did not develop a recommendation. For most of the approaches, the discussion considered secondary and elementary schools separately. The Roundtable offers no opinion on the use of any of these approaches in a way that can reassign students outside of the cluster. As the incoming superintendent of schools and Board of Education review the information presented in this report, a combination of approaches may be considered in order to develop a comprehensive solution to address the space deficits in the Walter Johnson Cluster. Lastly, the Roundtable members believe that the Walter Johnson

Cluster is an excellent place to live and raise a family and agree that solutions to resolve the overcrowding in the cluster should maintain these principles and standards of this community.

APPENDICES

Appendix A	Roundtable Charge
Appendix B	Map of Walter Johnson Cluster
Appendix C	Roundtable Roster
Appendix D	Secondary School Approaches
Appendix E	Elementary School Approaches
Appendix F	Evaluation Forms
Appendix G	Parent Teacher Association Position Papers
Appendix H	Summary of Community Input



Walter Johnson Cluster Roundtable Discussion Group Charge

January 27, 2016

Roundtable Discussion

The Roundtable Discussion Group (Roundtable) is an advisory body to the superintendent of schools and is not a decision making body.

Charge of the Walter Johnson Cluster Roundtable Members

The Board of Education resolved that a Roundtable be conducted to gain community input about how best to address near-term and long-term enrollment increases at elementary, middle, and high schools in the Walter Johnson Cluster schools.

Roundtable members are charged to develop general approaches (possible solutions) to address the near-term and long-term enrollment increases and solve the projected space deficits in the elementary, middle, and high schools in the Walter Johnson Cluster and to evaluate those approaches against a criteria established at the beginning of the process. As part of the process, roundtable members will develop a list of criteria that will help guide the development of the approaches and will be used to evaluate the approaches at the end of the Roundtable process.

A wide range of approaches may be considered, including approaches that provide for classroom additions and the reopening of closed schools including four former elementary schools—Ayr lawn, Alta Vista, Kensington, and Montrose—and the former Charles W. Woodward High School facility. The review of approaches will be limited to the Walter Johnson Cluster. Only general approaches that may reassign students will be considered since the Roundtable is not a boundary study. If a boundary study is considered in the future, a separate community involvement process would take place.

Roundtable members will share information developed as part of the Roundtable process with the constituents they represent, collect feedback on the information from their constituents, and share the constituent feedback with the Roundtable.

Outcome of the Roundtable

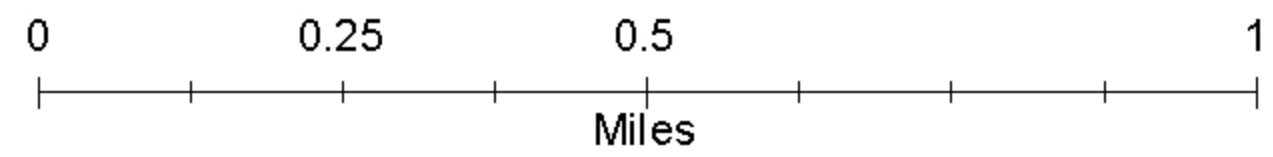
At the conclusion of the process, a Roundtable report will be sent to the interim superintendent of schools and Board of Education. The report will provide a summary of the process, the approaches that were developed, and Roundtable members' evaluations of the approaches. In addition, organizations represented by Roundtable members may submit position papers for inclusion in the report.

Facilitation of the Roundtable Discussions

Staff from the Montgomery County Public Schools (MCPS) Division of Long-range Planning will facilitate the process over a period of eight meetings from January to May 2016. Staff will provide information requested by the Roundtable, and, as necessary, invite other MCPS staff to meetings to address questions. All Roundtable materials will be posted on the [Division of Long-range Planning website](#).

Walter Johnson Cluster

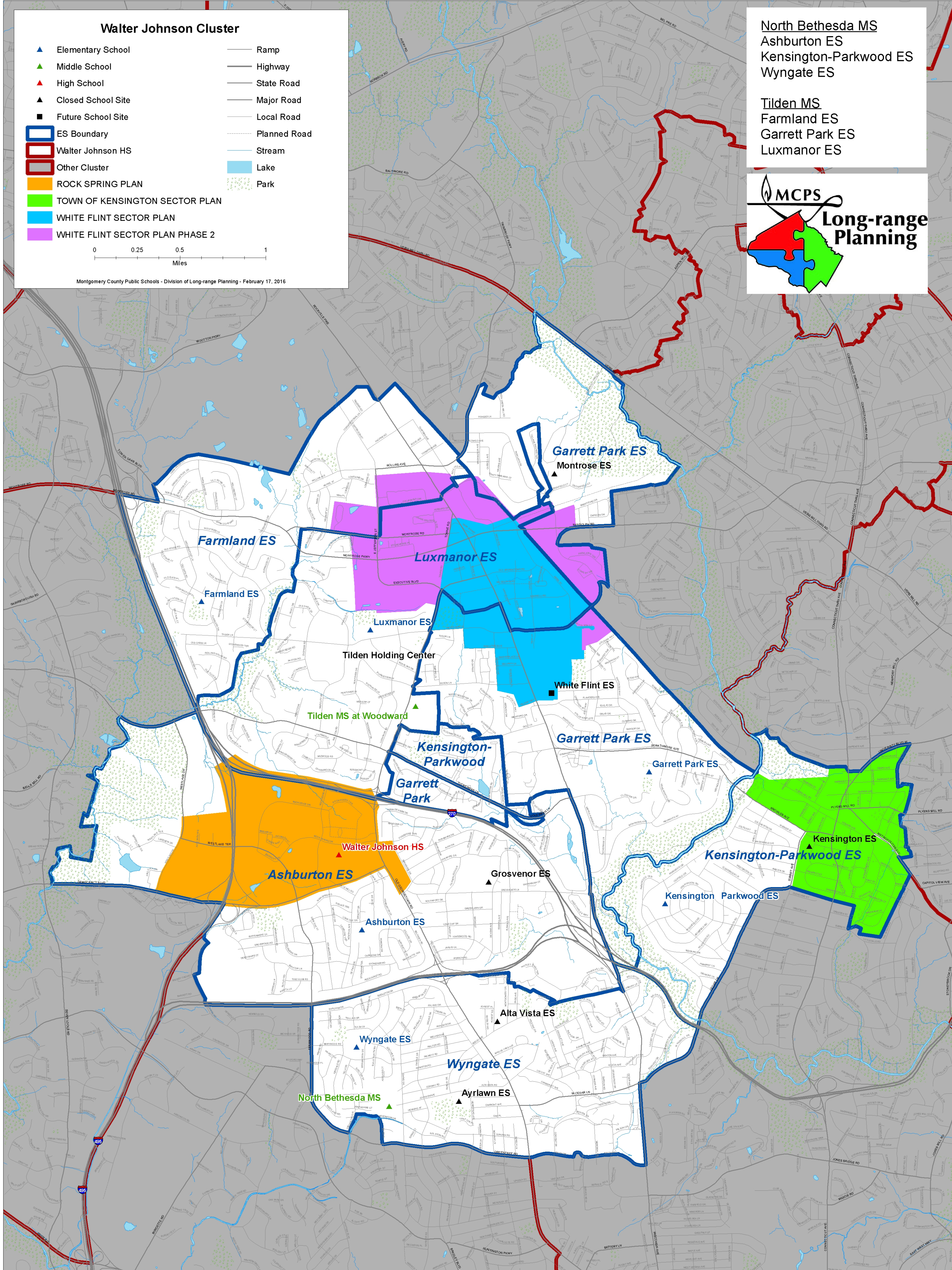
- | | |
|-----------------------------------|----------------|
| ▲ Elementary School | — Ramp |
| ▲ Middle School | — Highway |
| ▲ High School | — State Road |
| ▲ Closed School Site | — Major Road |
| ■ Future School Site | — Local Road |
| ▭ ES Boundary | — Planned Road |
| ▭ Walter Johnson HS | — Stream |
| ▭ Other Cluster | ▭ Lake |
| ▭ ROCK SPRING PLAN | ▭ Park |
| ▭ TOWN OF KENSINGTON SECTOR PLAN | |
| ▭ WHITE FLINT SECTOR PLAN | |
| ▭ WHITE FLINT SECTOR PLAN PHASE 2 | |



Montgomery County Public Schools - Division of Long-range Planning - February 17, 2016

North Bethesda MS
Ashburton ES
Kensington-Parkwood ES
Wyngate ES

Tilden MS
Farmland ES
Garrett Park ES
Luxmanor ES



Walter Johnson Cluster Roundtable Discussion Group

Representatives by School	
Carol Alderson	Walter Johnson HS
Thomas Biggs	Farmland ES
Jim Bradley	Garrett Park ES
Sindhu Blume	Ashburton ES
Mariella Cacho	North Bethesda MS
Wendy Calhoun	North Bethesda MS
Laura Chace	Ashburton ES
Nermine Demopoulos	Luxmanor ES
Kulika Frazier	Wyngate ES
Liz King	Cluster Coordinator
William Lester	Wyngate ES
Andy Martin	Kensington Parkwood ES
Angie Melton	Garrett Park ES
Howie Philips	Cluster Coordinator
Joe Piff	Cluster Coordinator
Debby Orsak	Luxmanor ES
Gustavo Schujman	Tilden MS
John Speer	Farmland ES
Elaine Thomas	Kensington Parkwood ES
Melvin Thomas	Tilden MS



Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at

Walter Johnson Cluster Secondary Schools

April 6, 2016

- Approach 1: Construct Additions
- Approach 2: Reopen Woodward as a Grades 9-12 High School
- Approach 3: Reopen Woodward as a Grades 9–10 High School
- Approach 4: Reopen Woodward as a Grades 8–9 School
- Approach 5: Use Nearby Commercial Space as a Grade 9 or 9/10 Annex
- Approach 6: Alternative Schedule
- Approach 7: Online Education
- Approach 8: New middle and high schools
- Approach 9: Collocate New High School and Middle School on Woodward Site
- Approach 10: Reassign Grade 9 Students to Middle School and Reopen Woodward as Grades 6–9 School

Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at

Walter Johnson Cluster Secondary Schools

March 2, 2016

Approach 1: Construct Additions

- Expand Walter Johnson HS for a capacity of 3000 students in six-year CIP
- Master plan Walter Johnson HS for a capacity of 3600 students to accommodate future enrollment
- Eventually expand North Bethesda MS for a capacity of 1350 students to accommodate future enrollment
- Eventually expand Tilden MS for a capacity of 1500 students to accommodate future enrollment
- Core spaces would be provided to accommodate the appropriate student enrollment

Program Considerations

- Consider academies or schools within a school at the high school to create smaller learning communities
- Consider smaller grade level teams at middle schools
- Increased course and program offerings at the high school level

SCHOOLS	Projected Enrollment*									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Walter Johnson HS										
Program Capacity	2335	2335	2335	3000	3000	3000	3000	3000	3600	3600
Enrollment	2356	2466	2649	2763	2865	3000	3100	3200	3350	3500
<i>space available</i>	-21	-131	-314	237	135	0	-100	-200	250	100
	<i>Begin Planning</i>			<i>Proposed Addition</i>					<i>Proposed Addition</i>	
North Bethesda MS										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1350	1350
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
<i>space available</i>	-319	29	23	35	48	-71	29	-21	50	50
		<i>Addition opens</i>							<i>Proposed Addition</i>	
Tilden MS										
Program Capacity	939	939	939	1200	1200	1200	1200	1500	1500	1500
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
<i>space available</i>	-20	-53	-85	106	68	-100	-100	150	100	50
				<i>Rev/Ex Comp.</i>				<i>Proposed Addition</i>		

Note: FY 2018 planning funds are currently included in the Walter Johnson HS Cluster Solution.

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

**The projection for 2045 considered peak enrollment. However, the projection for 2045 does not include White Flint II and Rock Spring sector plans, because housing unit counts for these plans are not known at this time. The longer the forecast period, the more error is possible. It is considered equally likely for enrollment to come in below the numbers as it is for enrollment to exceed them.

Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at

Walter Johnson Cluster Secondary Schools

March 2, 2016

Approach 2: Reopen Woodward as a Grades 9-12 High School

- Reopen Woodward High School as a Grades 9–12 school
- The earliest the project could open is 2022–23 after the Tilden Middle School revitalization/expansion is complete
- Eventually expand North Bethesda MS for a capacity of 1350 students to accommodate future enrollment
- Eventually expand Tilden MS for a capacity of 1500 students to accommodate future enrollment
- Funding required for replacement of Woodward Holding Center

Program Considerations

- Consider a special program to increase enrollment at Walter Johnson HS
- Consider choice between Walter Johnson and Woodward high schools
- Create smaller grade level teams at middle schools
- Reduced course and program offerings available at smaller sized high schools

SCHOOLS	Projected Enrollment									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Walter Johnson HS										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Enrollment	2356	2466	2649	2763	2865	1500	1550	1600	1675	1750
<i>space available</i>	-21	-131	-314	-428	-530	835	785	735	660	585
Woodward HS										
Program Capacity						1750	1750	1750	1750	1750
Enrollment						1500	1550	1600	1675	1750
<i>space available</i>						250	200	150	75	0
		<i>Begin Planning</i>				<i>Reopen 2022</i>				
North Bethesda MS										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1350	1350
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
<i>space available</i>	-319	29	23	35	48	-71	29	-21	50	50
		<i>Addition opens</i>							<i>Proposed Addition</i>	
Tilden MS										
Program Capacity	939	939	939	1200	1200	1200	1200	1500	1500	1500
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
<i>space available</i>	-20	-53	-85	106	68	-100	-100	150	100	50
				<i>Rev/Ex Comp.</i>				<i>Proposed Addition</i>		

Note: Woodward HS is not available until the revitalization/expansion of Tilden MS is complete.

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

**The projection for 2045 considered peak enrollment. However, the projection for 2045 does not include White Flint II and Rock Spring sector plans, because housing unit counts for these plans are not known at this time. The longer the forecast period, the more error is possible. It is considered equally likely for enrollment to come in below the numbers as it is for enrollment to exceed them.

Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at

Walter Johnson Cluster Secondary Schools

March 2, 2016

Approach 3: Reopen Woodward as a Grades 9–10 High School

- Reopen Woodward High School to serve Grades 9–10 students
- The earliest the project could open is 2022–23 after the Tilden Middle School revitalization/expansion is complete
- Eventually expand North Bethesda MS for a capacity of 1350 students to accommodate future enrollment
- Eventually expand Tilden MS for a capacity of 1500 students to accommodate future enrollment
- Funding required for replacement of Woodward Holding Center

Program Considerations

- Consider transportation when needed for students to attend specialty/singleton classes
- Course opportunities may be reduced with grades split between two campuses

SCHOOLS	Projected Enrollment									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Walter Johnson HS										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Current Enrollment	2356	2466	2649	2763	2865	3000	3100	3200	3350	3500
Gr 9-10 Enrollment	2356	2466	2649	2763	1471	1500	1550	1600	1675	1750
<i>space available</i>	-21	-131	-314	-428	-530	835	785	735	660	585
		<i>Begin Planning</i>				<i>Reorganize</i>				
Woodward HS										
Program Capacity						1750	1750	1750	1750	1750
Enrollment						1500	1550	1600	1675	1750
<i>space available</i>						250	200	150	75	0
		<i>Begin Planning</i>				<i>Reopen 2022</i>				
North Bethesda MS										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1350	1350
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
<i>space available</i>	-319	29	23	35	48	-71	29	-21	50	50
		<i>Addition opens</i>							<i>Proposed Addition</i>	
Tilden MS										
Program Capacity	939	939	939	1200	1200	1200	1200	1500	1500	1500
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
<i>space available</i>	-20	-53	-85	106	68	-100	-100	150	100	50
				<i>Rev/Ex Comp.</i>				<i>Proposed Addition</i>		

Note: Woodward HS is not available until the revitalization/expansion of Tilden MS is complete.

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

**The projection for 2045 considered peak enrollment. However, the projection for 2045 does not include White Flint II and Rock Spring sector plans, because housing unit counts for these plans are not known at this time. The longer the forecast period, the more error is possible. It is considered equally likely for enrollment to come in below the numbers as it is for enrollment to exceed them.

Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at

Walter Johnson Cluster Secondary Schools

March 2, 2016

Approach 4: Reopen Woodward as a Grades 8–9 School

- Reopen Woodward High School to serve Grades 8–9 students
- The earliest the project could open is 2022–23 after the Tilden Middle School revitalization/expansion is complete
- Walter Johnson High School would serve Grades 10–12 students; master plan addition for 2700 students long-term
- North Bethesda and Tilden middle schools would serve Grades 6–7 students
- Remove North Bethesda Middle School addition from current CIP as additional capacity would not be required
- The Tilden MS revitalization/expansion capacity would be designed for 1000 students
- Funding required for replacement of Woodward Holding Center

Program Considerations

- Provide transportation when needed for students to attend specialty/singleton classes
- Creates two schools (Grades 6–7 and Grades 8–9) with only two grade levels
- Staffing and program implications with the Grades 8–9 school (middle and high school level in one school)

SCHOOLS	PROJECTED ENROLLMENT									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Walter Johnson HS										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2700
Enrollment	2356	2466	2649	2763	2865	2250	2325	2400	2510	2625
<i>space available</i>	-21	-131	-314	-428	-530	85	10	-65	-175	75
					<i>Reor- ganize</i>	<i>Reor- ganize</i>				<i>Proposed Addition</i>
Woodward HS										
Program Capacity						1850	1850	1850	1850	1850
Enrollment						1610	1505	1670	1735	1785
<i>space available</i>						240	345	180	115	65
						<i>Reopen 2022</i>				
North Bethesda MS										
Program Capacity	864	864	864	864	864	864	864	864	864	864
Enrollment	1183	1200	1206	1194	764	870	900	830	870	870
<i>space available</i>	-319	-336	-342	-330	100	-6	-36	34	-6	-6
					<i>Reor- ganize</i>					
Tilden MS										
<i>Program Capacity</i>	939	939	939	1000	1000	1000	1000	1000	1000	1000
Enrollment	959	992	1024	1094	775	870	870	900	935	970
<i>space available</i>	-20	-53	-85	-94	225	130	130	100	65	30
				<i>Rev/Ex Comp.</i>	<i>Reor- ganize</i>					

Note: Woodward HS is not available until the revitalization/expansion of Tilden MS is complete.

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

**The projection for 2045 considered peak enrollment. However, the projection for 2045 does not include White Flint II and Rock Spring sector plans, because housing unit counts for these plans are not known at this time. The longer the forecast period, the more error is possible. It is considered equally likely for enrollment to come in below the numbers as it is for enrollment to exceed them.

Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at Walter Johnson Cluster Secondary Schools

March 2, 2016

Approach 5: Use Nearby Commercial Space as a Grade 9 or 9/10 Annex

- Lease or purchase commercial space in Rock Springs area for Grade 9 or Grades 9/10 students
- Walter Johnson High School would serve Grades 9/10–12 students
- Eventually expand North Bethesda MS for a capacity of 1350 students to accommodate future enrollment
- Eventually expand Tilden MS for a capacity of 1500 students to accommodate future enrollment
- Could be a short-term or long-term solution

Program Considerations

- Consider Grades 9/10 students attending the annex for half the day and the main campus for half the day; half the grade attends annex in morning and then walks back to main campus; students switch during lunch to walk to the other campus
- Consider Grade 9 attending annex for full day; walk to main campus for singleton classes

SCHOOLS	PROJECTED ENROLLMENT									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Walter Johnson HS										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2700
Enrollment	2356	2466	1848	2010	2090	2250	2325	2400	2510	2625
<i>space available</i>	-21	-131	487	325	245	85	10	-65	-175	75
			<i>Reor- ganize</i>							<i>Proposed Addition</i>
Commercial Annex										
Program Capacity			900	900	900	900	900	900	900	900
Enrollment			800	750	775	750	775	800	840	875
<i>space available</i>			100	150	125	150	125	100	60	25
North Bethesda MS										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1350	1350
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
<i>space available</i>	-319	29	23	35	48	-71	29	-21	50	50
		<i>Addition opens</i>							<i>Proposed Addition</i>	
Tilden MS										
Program Capacity	939	939	939	1200	1200	1200	1200	1500	1500	1500
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
<i>space available</i>	-20	-53	-85	106	68	-100	-100	150	100	50
				<i>Rev/Ex Comp.</i>				<i>Proposed Addition</i>		

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

**The projection for 2045 considered peak enrollment. However, the projection for 2045 does not include White Flint II and Rock Spring sector plans, because housing unit counts for these plans are not known at this time. The longer the forecast period, the more error is possible. It is considered equally likely for enrollment to come in below the numbers as it is for enrollment to exceed them.

Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at Walter Johnson Cluster Secondary Schools

March 2, 2016

Approach 6: Alternative Schedule

- Extend operating hours of school to provide split sessions to utilize building for two sessions
- Walter Johnson High School would serve Grades 9–12 students
- Provide a morning and an afternoon session
- Eventually expand North Bethesda MS for a capacity of 1350 students to accommodate future enrollment
- Eventually expand Tilden MS for a capacity of 1500 students to accommodate future enrollment

Program Considerations

- Impact on after school activities such as athletics and clubs
- Impact on specialty classes such as music and theater
- Implications for school operation such as transportation, exam schedules, school delays, and staffing
- Consider strategies to encourage significant enrollment online

SCHOOLS	PROJECTED ENROLLMENT									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Walter Johnson HS										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Enrollment	2356	2466	2649	1381	1433	1500	1550	1600	1675	1750
space available	-21	-131	-314	954	903	835	785	735	660	585
Split Session										
Enr. Per Session				1382	1433	1500	1550	1600	1675	1750
North Bethesda MS										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1350	1350
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
space available	-319	29	23	35	48	-71	29	-21	50	50
		Addition opens							Proposed Addition	
Tilden MS										
Program Capacity	939	939	939	1200	1200	1200	1200	1500	1500	1500
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
space available	-20	-53	-85	106	68	-100	-100	150	100	50
				Rev/Ex Comp.				Proposed Addition		

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

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Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at

Walter Johnson Cluster Secondary Schools

March 2, 2016

Approach 7: Online Education

- Encourage all Grade 12 students to take half their course load online; attend school half day
- Walter Johnson High School would serve Grades 9–12 students
- Begin implementation in 2018–19 with fewer students
- Expand Walter Johnson High School to 3200 students
- Eventually expand North Bethesda MS for a capacity of 1350 students to accommodate future enrollment
- Eventually expand Tilden MS for a capacity of 1500 students to accommodate future enrollment

Program Considerations

- Provide sufficient number of course offerings to accommodate student need

SCHOOLS	PROJECTED ENROLLMENT									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Walter Johnson HS										
Program Capacity	2335	2335	2335	2335	3200	3200	3200	3200	3200	3200
Enrollment	2356	2366	2449	2463	2507	2625	2710	2800	2930	3060
<i>space available</i>	-21	-31	-114	-128	693	575	490	400	270	140
	<i>Begin Planning</i>				<i>Addition Opens</i>					
Online Students										
Enrollment		100	200	300	358	375	390	400	420	440
North Bethesda MS										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1350	1350
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
<i>space available</i>	-319	29	23	35	48	-71	29	-21	50	50
		<i>Addition opens</i>							<i>Proposed Addition</i>	
Tilden MS										
Program Capacity	939	939	939	1200	1200	1200	1200	1500	1500	1500
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
<i>space available</i>	-20	-53	-85	106	68	-100	-100	150	100	50
				<i>Rev/Ex Comp.</i>				<i>Proposed Addition</i>		

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

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Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at Walter Johnson Cluster Secondary Schools

March 2, 2016

Approach 8: New middle and high schools

- Purchase site for a new middle school and a new high school
- Walter Johnson High School and the new high school would serve Grades 9–12
- Open new middle school with a capacity for 1000 students by 2025; utilize relocatables until new school opens
- Walter Johnson High School and the new high school would serve Grades 9–12
- Remove North Bethesda Middle School addition from current CIP as additional capacity would not be required
- The Tilden MS revitalization/expansion capacity would be designed to the current capacity of 939

Program Considerations

- Creates three smaller middle schools in the long-term
- Reduced course and program offerings available at smaller sized high schools

SCHOOLS	PROJECTED ENROLLMENT									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Walter Johnson HS										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Enrollment	2356	2466	2649	2763	1433	1500	1550	1600	1675	1750
<i>space available</i>	-21	-131	-314	-428	903	835	785	735	660	585
New High School										
Program Capacity					1750	1750	1750	1750	1750	1750
Enrollment					1433	1500	1550	1600	1675	1750
<i>space available</i>					318	250	200	150	75	0
	<i>Begin Planning</i>				<i>Open school</i>					
North Bethesda MS										
Program Capacity	864	864	864	864	864	864	864	864	864	864
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
<i>space available</i>	-319	-336	-342	-330	-317	-436	-336	-386	-436	-436
Tilden MS										
Program Capacity	939	939	939	939	939	939	939	939	939	939
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
<i>space available</i>	-20	-53	-85	-155	-193	-361	-361	-411	-461	-511
				<i>Rev/Ex Comp.</i>						
New Middle School										
Program Capacity						1000	1000	1000	1000	1000
Enrollment										
<i>space available</i>						1000	1000	1000	1000	1000
						<i>Open school</i>				

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Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at

Walter Johnson Cluster Secondary Schools

April 6, 2016

Approach 9: Collocate New High School and Middle School on Woodward Site

- Collocate Grades 9–12 high school and Grades 6–8 middle school on Woodward site
- Open collocated facility in 2022; utilize relocatables until new school opens
- Walter Johnson High School and the new high school would serve Grades 9–12
- Remove North Bethesda Middle School addition from current CIP as additional capacity would not be required
- The Tilden MS revitalization/expansion capacity would be designed to the current capacity of 939

Program Considerations

- Creates three smaller middle schools in the long-term
- Reduced course and program offerings available at smaller sized high schools
- Woodward site is only 29.8 acres; minimum acreage to accommodate full instructional program for high school is 35 acres and 15.5 acres for middle school for a total of 50.5 acres for both schools; approximately 5-6 acres of field space available in adjacent park

SCHOOLS	PROJECTED ENROLLMENT									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Walter Johnson HS										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Enrollment	2356	2466	2649	2763	2866	1500	1550	1600	1675	1750
<i>space available</i>	-21	-131	-314	-428	-531	835	785	735	660	585
Woodward HS										
Program Capacity						1750	1750	1750	1750	1750
Enrollment						1500	1550	1600	1675	1750
<i>space available</i>						250	200	150	75	0
	<i>Begin Planning</i>					<i>Opens 2022</i>				
North Bethesda MS										
Program Capacity	864	864	864	864	864	864	864	864	864	864
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
<i>space available</i>	-319	-336	-342	-330	-317	-436	-336	-386	-436	-436
Tilden MS										
Program Capacity	939	939	939	939	939	939	939	939	939	939
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
<i>space available</i>	-20	-53	-85	-155	-193	-361	-361	-411	-461	-511
				<i>Rev/Ex Comp.</i>						
Woodward MS										
Program Capacity						1000	1000	1000	1000	1000
Enrollment										
<i>space available</i>						1000	1000	1000	1000	1000
						<i>Opens 2022</i>				

Note: Woodward HS is not available until the revitalization/expansion of Tilden MS is complete.

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Walter Johnson Cluster Roundtable Discussion Group

Secondary School Approaches to Address Space Deficits at

Walter Johnson Cluster Secondary Schools

April 6, 2016

Approach 10: Reassign Grade 9 Students to Middle Schools and Reopen Woodward as Grades 6–9 School

- Reopen Woodward High School to serve Grades 6–9 students
- The earliest the project could open is 2022–23 after the Tilden Middle School revitalization/expansion is complete
- Walter Johnson High School would serve Grades 10–12 students; master plan addition for 2700 students long-term
- North Bethesda, Tilden, and Woodward middle schools would serve Grades 6–9 students
- Funding required for replacement of Woodward Holding Center

Program Considerations

- Staffing and program implications for Grade 9 students located at three middle schools
- Staffing and program implications with the Grades 6–9 school (middle and high school level in one building)

SCHOOLS	PROJECTED ENROLLMENT									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Walter Johnson HS										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2700
Enrollment	2356	2466	2649	2763	2865	2250	2325	2400	2510	2625
<i>space available</i>	-21	-131	-314	-428	-530	85	10	-65	-175	75
						<i>Reor- ganize</i>				<i>Proposed Addition</i>
Woodward MS										
Program Capacity						1200	1200	1200	1200	1200
Enrollment						1115	995	1135	1175	1200
<i>space available</i>						85	205	65	25	0
						<i>Reopen 2022</i>				
North Bethesda MS										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1229	1229
Enrollment	1183	1200	1206	1194	1181	1115	1060	1100	1150	1160
<i>space available</i>	-319	29	23	35	48	114	169	129	79	69
		<i>Addition Opens</i>				<i>Reor- ganize</i>				
Tilden MS										
<i>Program Capacity</i>	939	939	939	1200	1200	1200	1200	1200	1200	1200
Enrollment	959	992	1024	1094	1132	1115	1125	1165	1215	1260
<i>space available</i>	-20	-53	-85	106	68	185	175	185	185	190
				<i>Rev/Ex Comp.</i>		<i>Reor- ganize</i>				

Note: Woodward HS is not available until the revitalization/expansion of Tilden MS is complete.

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Walter Johnson Cluster Roundtable Discussion Group

Comparison of Approaches By School

April 6, 2016

Walter Johnson HS										
	Projected Enrollment*									
	2017-18	2018-19	2019-20	2020-21	2021-22	2025	2030	2035*	2040*	2045**
Current Enrollment/Projections										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Enrollment	2356	2466	2649	2763	2865	3000	3100	3200	3350	3500
<i>space available</i>	-21	-131	-314	-428	-530	-665	-765	-865	-1015	-1165
Approach #1										
Program Capacity	2335	2335	2335	3000	3000	3000	3000	3000	3600	3600
Enrollment	2356	2466	2649	2763	2865	3000	3100	3200	3350	3500
<i>space available</i>	-21	-131	-314	237	135	0	-100	-200	250	100
Approach #2										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Enrollment	2356	2466	2649	2763	2865	1500	1550	1600	1675	1750
<i>space available</i>	-21	-131	-314	-428	-530	835	785	735	660	585
Approach #3										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Enrollment	2356	2466	2649	2763	2865	1500	1550	1600	1675	1750
<i>space available</i>	-21	-131	-314	-428	-530	835	785	735	660	585
Approach #4										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2700
Enrollment	2356	2466	2649	2763	2865	2250	2325	2400	2510	2625
<i>space available</i>	-21	-131	-314	-428	-530	85	10	-65	-175	75
Approach #5										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2700
Enrollment	2356	2466	1848	2010	2090	2250	2325	2400	2510	2625
<i>space available</i>	-21	-131	487	325	245	85	10	-65	-175	75
Approach #6										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Enrollment	2356	2466	2649	1381	1433	1500	1550	1600	1675	1750
<i>space available</i>	-21	-131	-314	954	903	835	785	735	660	585
Approach #7										
Program Capacity	2335	2335	2335	2335	3200	3200	3200	3200	3200	3200
Enrollment	2356	2366	2449	2463	2507	2625	2710	2800	2930	3060
<i>space available</i>	-21	-31	-114	-128	693	575	490	400	270	140
Approach #8										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Enrollment	2356	2466	2649	2763	1433	1500	1550	1600	1675	1750
<i>space available</i>	-21	-131	-314	-428	903	835	785	735	660	585
Approach #9										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2335
Enrollment	2356	2466	2649	2763	1433	1500	1550	1600	1675	1750
<i>space available</i>	-21	-131	-314	-428	903	835	785	735	660	585
Approach #10										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2700
Enrollment	2356	2466	2649	2763	2865	2250	2325	2400	2510	2625
<i>space available</i>	-21	-131	-314	-428	-530	85	10	-65	-175	75

Woodward HS										
	Projected Enrollment*									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Approach #2										
Program Capacity						1750	1750	1750	1750	1750
Enrollment						1500	1550	1600	1675	1750
<i>space available</i>						250	200	150	75	0
Approach #3										
Program Capacity						1750	1750	1750	1750	1750
Enrollment						1500	1550	1600	1675	1750
<i>space available</i>						250	200	150	75	0
Approach #4										
Program Capacity						1850	1850	1850	1850	1850
Enrollment						1610	1505	1670	1735	1785
<i>space available</i>						240	345	180	115	65
Approach #9 (High School)										
Program Capacity						1750	1750	1750	1750	1750
Enrollment						250	200	150	75	0
<i>space available</i>						835	785	735	660	585
Approach #9 (Middle School)										
Program Capacity						1000	1000	1000	1000	1000
Enrollment										
<i>space available</i>						1000	1000	1000	1000	1000
Approach #10 (Middle School Grades 6–9)										
Program Capacity						1200	1200	1200	1200	1200
Enrollment						1115	995	1135	1175	1200
<i>space available</i>						85	205	65	25	0

North Bethesda MS										
	Projected Enrollment*									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Approaches #1, 2, 3, 5, 6, and 7										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1350	1350
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
<i>space available</i>	-319	29	23	35	48	-71	29	-21	50	50
Approach #4										
Program Capacity	864	864	864	864	864	864	864	864	864	864
Enrollment	1183	1200	1206	1194	764	870	900	830	870	870
<i>space available</i>	-319	-336	-342	-330	100	-6	-36	34	-6	-6
Approach #8										
Program Capacity	864	864	864	864	864	864	864	864	864	864
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
<i>space available</i>	-319	-336	-342	-330	-317	-436	-336	-386	-436	-436
Approach #9										
Program Capacity	864	864	864	864	864	864	864	864	864	864
Enrollment	1183	1200	1206	1194	1181	1300	1200	1250	1300	1300
<i>space available</i>	-319	-336	-342	-330	-317	-436	-336	-386	-436	-436
Approach #10										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1229	1229
Enrollment	1183	1200	1206	1194	1181	1115	1060	1100	1150	1160
<i>space available</i>	-319	29	23	35	48	114	169	129	79	69

Tilden MS										
	Projected Enrollment*									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035*	2040*	2045**
Approaches #1, 2, 3, 5, 6, and 7										
Program Capacity	939	939	939	1200	1200	1200	1200	1500	1500	1500
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
<i>space available</i>	-20	-53	-85	106	68	-100	-100	150	100	50
Approach #4										
<i>Program Capacity</i>	939	939	939	1000	1000	1000	1000	1000	1000	1000
Enrollment	959	992	1024	1094	775	870	870	900	935	970
<i>space available</i>	-20	-53	-85	-94	225	130	130	100	65	30
Approach #8										
Program Capacity	939	939	939	939	939	939	939	939	939	939
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
<i>space available</i>	-20	-53	-85	-155	-193	-361	-361	-411	-461	-511
Approach #9										
Program Capacity	939	939	939	939	939	939	939	939	939	939
Enrollment	959	992	1024	1094	1132	1300	1300	1350	1400	1450
<i>space available</i>	-20	-53	-85	-155	-193	-361	-361	-411	-461	-511
Approach #10										
<i>Program Capacity</i>	939	939	939	1200	1200	1200	1200	1200	1200	1200
Enrollment	959	992	1024	1094	1132	1115	1125	1165	1215	1260
<i>space available</i>	-20	-53	-85	106	68	185	175	185	185	190



Walter Johnson Cluster Roundtable Discussion Group
*Elementary School Approaches to Address Space Deficits at
 Walter Johnson Cluster Elementary Schools*

Revised May 4, 2016

Approach 1: Open a New Elementary School

Approach 1a: Open New Elementary School; Remove Ashburton Elementary
 School Addition

Approach 1b: Open New Elementary School; Remove Ashburton Elementary
 School Addition (Build Core Improvements Only)

Approach 2: Reorganize Schools for Grades K–4 in Conjunction with Secondary
 School Approach #4

Approach 3: Expand Some of the Elementary Schools for a Capacity of 850-890
 Students

Approach 4: Open and Early Childhood Center

Approach 5: Open a New Elementary School and Pair it With Ashburton
 Elementary School

Approach 6: Reorganize Schools for Grades K–4 Elementary Schools, Grades
 5–8 Middle Schools

Short-term Approaches

Walter Johnson Cluster Roundtable Discussion Group

Elementary School Approaches to Address Space Deficits at

Walter Johnson Cluster Elementary Schools

April 6, 2016

Approach 1: Open a New Elementary School

- Reopen a closed school or open a new school the cluster with a capacity of 740 students by 2035
- Boundary changes would be required to create the service area for the new school
- Maintain current addition project for Ashburton Elementary School of 881 students
- Maintain planned capacity for Luxmanor Elementary School revitalization/expansion project of 740 students

Program Considerations

- Ashburton Elementary School is built to a capacity above MCPS preferred range of enrollment

SCHOOLS	PROJECTED ENROLLMENT *									
	2017-18	2018-19	2019-20	2020-21	2021-22	2025	2030	2035	2040	2045 **
Ashburton										
Program Capacity	652	652	881	881	881					
Enrollment	926	917	895	890	886					
space available	-274	-265	-14	-9	-5					
			Addition opens							
Farmland										
Program Capacity	729	729	729	729	729					
Enrollment	762	755	744	747	745					
space available	-33	-26	-15	-18	-16					
Garrett Park										
Program Capacity	752	752	752	752	752					
Enrollment	874	902	904	902	880					
space available	-122	-150	-152	-150	-128					
Kensington-Parkwood										
Program Capacity	472	746	746	746	746					
Enrollment	672	685	688	706	715					
space available	-200	61	58	40	31					
		Addition opens								
Luxmanor										
Program Capacity	429	429	745	745	745					
Enrollment	457	472	500	512	542					
space available	-28	-43	245	233	203					
			Rev/Ex Comp. Jan. 2020							
Wyngate										
Program Capacity	778	778	778	778	778					
Enrollment	733	740	726	726	745					
space available	45	38	52	52	33					
New Elementary School								740	740	740
Program Capacity								740	740	740
Enrollment										
space available								Proposed Opening		
Total Elementary Schools										
Program Capacity	3812	4086	4631	4631	4631	4631	4631	5371	5371	5371
Enrollment	4424	4471	4457	4483	4513	4800	4800	5100	5300	5500
space available	-612	-385	174	148	118	-169	-169	271	71	-129

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

**The projection for 2045 considered peak enrollment. However, the projection for 2045 does not include White Flint II and Rock Spring sector plans, because housing unit counts for these plans are not known at this time. The longer the forecast period, the more error is possible. It is considered equally likely for enrollment to come in below the numbers as it is for enrollment to exceed them.

Walter Johnson Cluster Roundtable Discussion Group

Elementary School Approaches to Address Space Deficits at

Walter Johnson Cluster Elementary Schools

April 6, 2016

Approach 1a: Open a New Elementary School: Remove Ashburton Elementary School Addition

- Reopen a closed school or open a new school the cluster with a capacity of 550 students in 2022
- Boundary changes would be required to create the service area for the new school
- Remove Ashburton Elementary School addition from current Capital Improvements Program and continue to use relocatable classrooms until new school opens
- Maintain current capacity for Luxmanor Elementary School revitalization/expansion project
- Consider additions or new school in the future

Program Considerations

- All schools fall within MCPS preferred range of enrollment

SCHOOLS	PROJECTED ENROLLMENT *									
	2017-18	2018-19	2019-20	2020-21	2021-22	2025	2030	2035	2040	2045 **
Ashburton										
Program Capacity	652	652	652	652	652					
Enrollment	926	917	895	890	886					
space available	-274	-265	-243	-238	-234					
Farmland										
Program Capacity	729	729	729	729	729					
Enrollment	762	755	744	747	745					
space available	-33	-26	-15	-18	-16					
Garrett Park										
Program Capacity	752	752	752	752	752					
Enrollment	874	902	904	902	880					
	-122	-150	-152	-150	-128					
Kensington-Parkwood										
Program Capacity	472	746	746	746	746					
Enrollment	672	685	688	706	715					
space available	-200	61	58	40	31					
		Addition opens								
Luxmanor										
Program Capacity	429	429	745	745	745					
Enrollment	457	472	500	512	542					
space available	-28	-43	245	233	203					
			Rev/Ex Comp. Jan. 2020							
Wyngate										
Program Capacity	778	778	778	778	778					
Enrollment	733	740	726	726	745					
space available	45	38	52	52	33					
New Elementary School						550	550	740	740	740
Program Capacity						550	550	740	740	740
Enrollment						Proposed Opening 2022		Proposed Addition		
space available										
Total Elementary Schools										
Program Capacity	3812	4086	4402	4402	4402	4952	4952	5142	5142	5142
Enrollment	4424	4471	4457	4483	4513	4800	4800	5100	5300	5500
space available	-612	-385	-55	-81	-111	152	152	42	-158	-358

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

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Walter Johnson Cluster Roundtable Discussion Group

Elementary School Approaches to Address Space Deficits at

Walter Johnson Cluster Elementary Schools

May 4, 2016

Approach 1b: Open a New Elementary School; Remove Ashburton Elementary School Addition

(Build Core Improvements Only)

- Reopen a closed school or open a new school the cluster with a capacity of 550 students by 2022
- Boundary changes would be required to create the service area for the new school
- Build only core and support spaces at Ashburton Elementary School and continue to use relocatable classrooms until new school opens
- Maintain planned capacity for Luxmanor Elementary School revitalization/expansion project of 740 students

Program Considerations

- All schools fall within MCPS preferred range of enrollment

SCHOOLS	PROJECTED ENROLLMENT *									
	2017-18	2018-19	2019-20	2020-21	2021-22	2025	2030	2035	2040	2045 **
Ashburton										
Program Capacity	652	652	652	652	652					
Enrollment	926	917	895	890	886					
space available	-274	-265	-243	-238	-234					
Farmland										
Program Capacity	729	729	729	729	729					
Enrollment	762	755	744	747	745					
space available	-33	-26	-15	-18	-16					
Garrett Park										
Program Capacity	752	752	752	752	752					
Enrollment	874	902	904	902	880					
	-122	-150	-152	-150	-128					
Kensington-Parkwood										
Program Capacity	472	746	746	746	746					
Enrollment	672	685	688	706	715					
space available	-200	61	58	40	31					
		Addition opens								
Luxmanor										
Program Capacity	429	429	745	745	745					
Enrollment	457	472	500	512	542					
space available	-28	-43	245	233	203					
			Rev/Ex Comp. Jan. 2020							
Wyngate										
Program Capacity	778	778	778	778	778					
Enrollment	733	740	726	726	745					
space available	45	38	52	52	33					
New Elementary School						550	550	740	740	740
Program Capacity						550	550	740	740	740
Enrollment										
space available						Proposed Opening 2022		Proposed Addition		
Total Elementary Schools										
Program Capacity	3812	4086	4402	4402	4402	4952	4952	5142	5142	5142
Enrollment	4424	4471	4457	4483	4513	4800	4800	5100	5300	5500
space available	-612	-385	-55	-81	-111	152	152	42	-158	-358

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

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Walter Johnson Cluster Roundtable Discussion Group

Elementary School Approaches to Address Space Deficits at

Walter Johnson Cluster Elementary Schools

April 6, 2016, Revised April 14, 2016

Approach 2: Reorganize Schools for Grades K–4 Elementary Schools in Conjunction with Secondary School

Approach #4

- Reorganize elementary schools for Grades K–4 and middle schools for Grades 5–7, reopen Woodward as a Grades 8–9 school, and reorganize Walter Johnson High School for Grades 10–12 beginning in 2021–2022 school year.
- Reduce size of Ashburton Elementary School addition from 881 to 740 students.
- Build addition at North Bethesda Middle School with a capacity for 1229 students and master plan for 1350 students
- Design capacity of Tilden Middle School revitalization/expansion project for 1200 students with a master planned capacity for 1500 students

Program Considerations

- All elementary schools are built to MCPS preferred range of enrollment
- Grade reorganization impacts current elementary, middle, and high school instructional models and staffing allocations
- Core instruction for Grade 5 students would continue as elementary school

SCHOOLS	PROJECTED ENROLLMENT *									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035	2040	2045 **
Ashburton										
Program Capacity	652	652	740	740	740					
Enrollment	926	917	895	890	741					
space available	-274	-265	-155	-150	-1					
			Addition opens		Reor-ganize					
Farmland										
Program Capacity	729	729	729	729	729					
Enrollment	762	755	744	747	615					
space available	-33	-26	-15	-18	114					
					Reor-ganize					
Garrett Park										
Program Capacity	752	752	752	752	752					
Enrollment	874	902	904	902	720					
space available	-122	-150	-152	-150	32					
					Reor-ganize					
Kensington-Parkwood										
Program Capacity	472	746	746	746	746					
Enrollment	672	685	688	706	595					
space available	-200	61	58	40	151					
		Addition opens			Reor-ganize					
Luxmanor										
Program Capacity	429	429	745	745	745					
Enrollment	457	472	500	512	455					
space available	-28	-43	245	233	290					
			Rev/Ex Comp. Jan. 2020		Reor-ganize					
Wyngate										
Program Capacity	778	778	778	778	778					
Enrollment	733	740	726	726	620					
space available	45	38	52	52	158					
					Reor-ganize					
Total Elementary Schools										
Program Capacity	3812	4086	4490	4490	4490	4490	4490	4490	4490	4490
Enrollment					3746	4000	4000	4250	4420	4585
space available	-612	-385	33	-83	744	490	490	240	70	-95

SCHOOLS	PROJECTED ENROLLMENT *									
	2017-18	2018-19	2019-20	2020-21	2021-22	2025	2030	2035	2040	2045 **
North Bethesda MS										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1350	1350
Enrollment	1183	1200	1206	1194	1154	1270	1300	1255	1310	1325
space available	-319	29	23	35	75	-41	-71	-26	40	25
		Addition opens			Reor- ganize				Proposed Addition	
Tilden MS										
Program Capacity	939	939	939	1200	1200	1200	1200	1500	1500	1500
Enrollment	959	992	1024	1094	1152	1270	1270	1325	1375	1430
space available	-20	-53	-85	106	48	-70	-70	175	125	70
				Rev/Ex Comp.	Reor- ganize			Proposed Addition		
Walter Johnson HS										
Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335	2700
Enrollment	2356	2466	2649	2763	2865	2250	2325	2400	2510	2625
space available	-21	-131	-314	-428	-530	85	10	-65	-175	75
					Reor- ganize					Proposed Addition
Woodward HS										
Program Capacity						1850	1850	1850	1850	1850
Enrollment						1610	1505	1670	1735	1785
space available						240	345	180	115	65
						Reopen 2022				

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Walter Johnson Cluster Roundtable Discussion Group

Elementary School Approaches to Address Space Deficits at

Walter Johnson Cluster Elementary Schools

April 6, 2016, Revised April 14, 2016

Approach 3: Expand Some of the Elementary Schools for a Capacity of 850-890 Students

- Expand Kensington-Parkwood and Luxmanor Elementary School for a capacity of 850-890 students and consider boundary changes in the future
- Consider opening a new school in 2045; future boundary changes would be required to create the service area for the school

Program Considerations

- Ashburton, Kensington-Parkwood, and Luxmanor elementary schools are built to a capacity above MCPS preferred range of enrollment
- Possible site constraints at some schools may limit expansions; feasibility studies would be needed to confirm if all schools could be expanded

SCHOOLS	PROJECTED ENROLLMENT *									
	2017-18	2018-19	2019-20	2020-21	2021-22	2025	2030	2035	2040	2045 **
Ashburton										
Program Capacity	652	652	881	881	881					
Enrollment	926	917	895	890	886					
space available	-274	-265	-14	-9	-5					
			Addition opens							
Farmland										
Program Capacity	729	729	729	729	729					
Enrollment	762	755	744	747	745					
space available	-33	-26	-15	-18	-16					
Garrett Park										
Program Capacity	752	752	752	752	752					
Enrollment	874	902	904	902	880					
space available	-122	-150	-152	-150	-128					
Kensington-Parkwood										
Program Capacity	472	746	746	746	878					
Enrollment	672	685	688	706	715					
space available	-200	61	58	40	163					
		Addition Opens			Addition opens					
Luxmanor										
Program Capacity	429	429	877	877	877					
Enrollment	457	472	500	512	542					
space available	-28	-43	377	365	335					
			Rev/Ex Comp. Jan. 2020							
Wyngate										
Program Capacity	778	778	778	778	778					
Enrollment	733	740	726	726	745					
space available	45	38	52	52	33					
New Elementary School										740
Program Capacity										740
Enrollment										
space available										Proposed Opening
Total Elementary Schools										
Program Capacity	3812	4086	4763	4763	4895	4895	4895	4895	4895	5635
Enrollment	4424	4471	4457	4483	4513	4800	4800	5100	5300	5500
space available	-612	-385	306	280	382	95	95	-205	-405	135

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Walter Johnson Cluster Roundtable Discussion Group

Elementary School Approaches to Address Space Deficits at

Walter Johnson Cluster Elementary Schools

April 6, 2016, Revised April 14, 2016

Approach 4: Open an Early Childhood Center

- Open an early childhood center for Grades prekindergarten and kindergarten students and special education PEP students in the 2021–2022 school year
- Reassign prekindergarten and kindergarten students from Ashburton, Garrett Park, and Luxmanor elementary schools to
- Future boundary changes would be considered
- Consider opening a new school in 2045; future boundary changes would be required to create the service area for the

Program Considerations

- Ashburton Elementary School is built to a capacity above MCPS preferred range of enrollment
- Impact of reassigning kindergarten students to an early childhood center

SCHOOLS	PROJECTED ENROLLMENT *									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035	2040	2045 **
Ashburton										
Program Capacity	652	652	881	881	881					
Enrollment	926	917	895	890	685					
space available	-274	-265	-14	-9	196					
			Addition opens		Reassign pre-K and Kind.					
Farmland										
Program Capacity	729	729	729	729	729					
Enrollment	762	755	744	747	745					
space available	-33	-26	-15	-18	-16					
Garrett Park										
Program Capacity	752	752	752	752	752					
Enrollment	874	902	904	902	740					
space available	-122	-150	-152	-150	12					
					Reassign pre-K and Kind.					
Kensington-Parkwood										
Program Capacity	472	746	746	746	746					
Enrollment	672	685	688	706	715					
space available	-200	61	58	40	31					
		Addition opens								
Luxmanor										
Program Capacity	429	429	745	745	745					
Enrollment	457	472	500	512	435					
space available	-28	-43	245	233	310					
			Rev/Ex Comp. Jan. 2020		Reassign pre-K and Kind.					
Wyngate										
Program Capacity	778	778	778	778	778					
Enrollment	733	740	726	726	745					
space available	45	38	52	52	33					
Early Childhood Center										
Program Capacity					350					
Enrollment					313					
space available					37					
					Proposed Opening					
New Elementary School										
Program Capacity										740
Enrollment										740
space available										Proposed Opening
Total Elementary Schools										
Program Capacity	3812	4086	4631	4631	4981	4981	4981	4981	4981	5721
Enrollment	4424	4471	4457	4483	4826	4800	4800	5100	5300	5500
space available	-612	-385	174	148	155	181	181	-119	-319	221

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

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Walter Johnson Cluster Roundtable Discussion Group

Elementary School Approaches to Address Space Deficits at

Walter Johnson Cluster Elementary Schools

April 6, 2016

Approach 5: Open a New Elementary School and Pair It With Ashburton Elementary School

- Reopen a closed school or open a new school in the cluster and pair it with Ashburton Elementary School
- New school would serve Grades pre-K-2 and Ashburton Elementary School would serve Grades 3-5
- Remove Ashburton Elementary School addition from Capital Improvements Program because current facility could accommodate Grades 3-5 program
- Reassign students from Garrett Park Elementary School to the paired schools

Program Considerations

- Creates a set of paired schools with a primary school and upper grade school
- Transportation considerations with a paired school

SCHOOLS	PROJECTED ENROLLMENT *									
	2017-18	2018-19	2019-20	2020-21	2021-22	2025	2030	2035	2040	2045 **
Ashburton										
Program Capacity	652	652	652	652	713					
Enrollment	926	917	895	890	640					
space available	-274	-265	-243	-238	73					
					Reor- ganize					
New School										
Program Capacity					736					
Enrollment					684					
space available					52					
					Reor- ganize					
Farmland										
Program Capacity	729	729	729	729	729					
Enrollment	762	755	744	747	745					
space available	-33	-26	-15	-18	-16					
Garrett Park										
Program Capacity	752	752	752	752	752					
Enrollment	874	902	904	902	442					
space available	-122	-150	-152	-150	310					
					Reassign students					
Kensington-Parkwood										
Program Capacity	472	746	746	746	746					
Enrollment	672	685	688	706	715					
space available	-200	61	58	40	31					
Luxmanor										
Program Capacity	429	429	745	745	745					
Enrollment	457	472	500	512	542					
space available	-28	-43	245	233	203					
			Rev/Ex Comp. Jan. 2020							
Wyngate										
Program Capacity	778	778	778	778	778					
Enrollment	733	740	726	726	745					
space available	45	38	52	52	33					
Total Elementary Schools										
Program Capacity	3812	4086	4402	4402	5199	5199	5199	5199	5199	5199
Enrollment	4424	4471	4457	4483	4513	4800	4800	5100	5300	5500
space available	-612	-385	-55	-81	686	399	399	99	-101	-301

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

**The projection for 2045 considered peak enrollment. However, the projection for 2045 does not include White Flint II and Rock Spring sector plans, because housing unit counts for these plans are not known at this time. The longer the forecast period, the more error is possible. It is considered equally likely for enrollment to come in below the numbers as it is for enrollment to exceed them.

Walter Johnson Cluster Roundtable Discussion Group

Elementary School Approaches to Address Space Deficits at

Walter Johnson Cluster Elementary Schools

May 4, 2016

Approach 6: Reorganize Schools for Grades K–4 Elementary Schools, Grades 5–8 Middle Schools

- Reorganize elementary schools for Grades K–4 and middle schools for Grades 5–8, reopen Woodward as a Grades 5–8 beginning in 2021–2022 school year.
- Reduce size of Ashburton Elementary School addition from 881 to 740 students.
- Build addition at North Bethesda Middle School with a capacity for 1229 students
- Design capacity of Tilden Middle School revitalization/expansion project for 1200 students
- Boundary reassignments would be required at the middle school

Program Considerations

- All elementary school and middle schools are built to MCPS preferred range of enrollment
- Grade reorganization impacts current elementary and middle instructional models and staffing allocations
- Core instruction for Grade 5 students would continue as elementary school model

SCHOOLS	PROJECTED ENROLLMENT *									
	2017–18	2018–19	2019–20	2020–21	2021–22	2025	2030	2035	2040	2045 **
Ashburton										
Program Capacity	652	652	740	740	740					
Enrollment	926	917	895	890	886					
space available	-274	-265	-155	-150	-146					
			Addition opens							
Farmland										
Program Capacity	729	729	729	729	729					
Enrollment	762	755	744	747	745					
space available	-33	-26	-15	-18	-16					
Garrett Park										
Program Capacity	752	752	752	752	752					
Enrollment	874	902	904	902	880					
space available	-122	-150	-152	-150	-128					
Kensington-Parkwood										
Program Capacity	472	746	746	746	746					
Enrollment	672	685	688	706	715					
space available	-200	61	58	40	31					
		Addition opens								
Luxmanor										
Program Capacity	429	429	745	745	745					
Enrollment	457	472	500	512	542					
space available	-28	-43	245	233	203					
			Rev/Ex Comp. Jan. 2020							
Wyngate										
Program Capacity	778	778	778	778	778					
Enrollment	733	740	726	726	745					
space available	45	38	52	52	33					
Total Elementary Schools										
Program Capacity	3812	4086	4490	4490	4490	4490	4490	4490	4490	4490
Enrollment						4000	4000	4250	4420	4585
space available	-612	-385	33	-83	4490	490	490	240	70	-95
						Reorganize				

SCHOOLS	PROJECTED ENROLLMENT *									
	2017-18	2018-19	2019-20	2020-21	2021-22	2025	2030	2035	2040	2045 **
North Bethesda MS										
Program Capacity	864	1229	1229	1229	1229	1229	1229	1229	1229	1229
Enrollment	1183	1200	1206	1194	1181	1133	1057	1140	1182	1207
space available	-319	29	23	35	48	96	172	89	47	22
		Additio n opens				Reor- ganize				
Tilden MS										
Program Capacity	939	939	939	1200	1200	1200	1200	1200	1200	1200
Enrollment	959	992	1024	1094	1132	1133	1057	1140	1182	1207
space available	-20	-53	-85	106	68	67	143	60	18	-7
				Rev/Ex Comp.		Reor- ganize				
Woodward MS										
Program Capacity						1200	1200	1200	1200	1200
Enrollment						1133	1057	1140	1182	1207
space available						67	143	60	18	-7
						Reopen 2022				
Walter Johnson HS										
Program Capacity	2335	2335	2335	3000	3000	3000	3000	3000	3600	3600
Enrollment	2356	2466	2649	2763	2865	3000	3100	3200	3350	3500
space available	-21	-131	-314	237	135	0	-100	-200	250	100
	Begin Planning			Proposed Addition					Proposed Addition	

* Projections from 2035 to 2045 assume complete build-out of White Flint and Kensington sector plans and proposed housing not associated with these sector plans. Total build-out includes 115 single-family detached units, 115 townhouse units, 350 multi-family mid-rise units, and 14,334 multi-family high-rise units. Market conditions and the pace of redevelopment of existing properties could change the number of units built and the timing of full build-out. Most master plans never reach full build-out.

**The projection for 2045 considered peak enrollment. However, the projection for 2045 does not include White Flint II and Rock Spring sector plans, because housing unit counts for these plans are not known at this time. The longer the forecast period, the more error is possible. It is considered equally likely for enrollment to come in below the numbers as it is for enrollment to exceed them.

Walter Johnson Cluster Roundtable Discussion Group

Elementary School Approaches to Address Space Deficits at

Walter Johnson Cluster Elementary Schools

May 4, 2016

Short-Term Elementary School Solutions

1. Reassign students to Luxmanor Elementary School after the revitalization/expansion project is complete

Consider reassignment of students from one or more schools where the enrollment exceeds capacity to Luxmanor Elementary School after the revitalization/expansion project is complete

2. Create a grade level annex at a closed school for Ashburton Elementary School

Consider moving a grade level (such as Kindergarten or Grade 5) temporarily from Ashburton to another facility (such as a closed school or commercial building) until permanent space can be constructed.

Walter Johnson Roundtable Discussion Group
Secondary Approaches Evaluation Form
May 25, 2016

Representative Name and Affiliation: Carol Alderson Walter Johnson HS PTSA
This evaluation considered the Roundtable criteria and reflects the WJHS PTSA meeting of March 15, April 19 & May 17, 2016, and WJHS PTSA survey results from the cluster survey.

Approach #1 Construct Additions to WJHS: Approach #1 was received with enthusiasm from the WJHS PTSA (it is viewed as the third favored approach). There was support for keeping the cluster/community together. However there are specific concerns about the size of the school: it would exceed state and MCPS guidelines for recommended maximum enrollment. Slots for sports, extracurricular opportunities and leadership positions would be highly competitive and concerns about reductions to green space and available parking and increases to traffic were noted.

Approach #2 Reopen Woodward as a Grades 9 – 12 High School: This approach received the most support from the Walter Johnson PTSA as a solution for the high school. The cluster would have two high schools that meet the state and MCPS guidelines for recommended maximum enrollment. The Woodward site has the space to accommodate a high school. And the high school experience for students could be a more personal experience. The PTSA notes that this approach would require redistricting within the WJHS school cluster, and the new high school would be expected to meet WJHS's excellent standards and environment.

Approach #3 Reopen Woodward as a Grades 9 – 10 High School: The PTSA notes that this approach would result in smaller schools. However the resulting school would not "match" the K-5, 6-8 & 9-12 programs at other MCPS schools. There are several concerns mentioned about not corresponding with other schools in the county. These include limited opportunities for student activities, including athletics and competitive clubs. Also of concern is the program limitation for 9th & 10th grade students not having access to higher-level classes.

Walter Johnson Roundtable Discussion Group

Secondary Approaches Evaluation Form

May 25, 2016

Representative Name and Affiliation: Carol Alderson Walter Johnson HS PTSA

This evaluation considered the Roundtable criteria and reflects the WJHS PTSA meeting of March 15, April 19 & May 17, 2016, and WJHS PTSA survey results from the cluster survey.

Approach #4 Reopen Woodward as a Grades 8-9 School: This approach keeps the middle schools at a reasonable size. However the resulting school would not “match” the K-5, 6-8 & 9-12 programs at other MCPS schools. There are several concerns mentioned about not corresponding with other schools in the county. These include limited opportunities for student activities, including athletics and competitive clubs. Also of concern is the program limitation for 9th grade students not having access to higher-level classes.

Approach #5 Use Nearby Commercial Space as a Grade 9 or Grades 9 – 10 Annex The PTSA noted that this would keep the WJHS cluster together. However, students may need more time to walk between the high school and the nearby commercial space. The time between classes may need to be considered as well as bell times and bus schedules. There would be duplication of administrative and safety resources in the annexed space.

Approach #6 Alternative Schedule The PTSA did not see a strong reason to pursue this approach. The impact on home life, extracurricular activities and transportation were noteworthy enough for the PTSA to not consider this a viable approach.

Approach #7 Online Education The PTSA did not see a strong reason to pursue this approach. It is not clear how this will reduce the number of students in the building. It also isn’t clear how students with 504s & IEPs would be served. The PTSA to not consider this a viable approach.

Approach #8 Construct New Middle and High Schools. The PTSA is very supportive of the construction of a new high school and middle school within the cluster. It gives us two smaller high schools and three smaller middle schools and those options are viewed with support by the PTSA. The PTSA notes that this approach would require redistricting within the WJHS cluster, and the new high school would be expected to meet WJHS’s excellent standards and environment. Concern was expressed on how three middle schools would feed into two high schools: it is not clear how students from a single middle school feeding into two separate high schools.

Walter Johnson Roundtable Discussion Group

Secondary Approaches Evaluation Form

May 25, 2016

Representative Name and Affiliation: Carol Alderson Walter Johnson HS PTSA

This evaluation considered the Roundtable criteria and reflects the WJHS PTSA meeting of March 15, April 19 & May 17, 2016, and WJHS PTSA survey results from the cluster survey.

Approach #9 Collocate New High School and Middle School on Woodward Site The PTSA is enthusiastic about this approach (it is viewed as the second of the more favored approaches) and notes this would give the cluster a new middle school and a new high school on MCPS property, within the cluster. It gives us two smaller high schools and three smaller middle schools and those options are viewed with support by the PTSA. The PTSA notes that this approach would require redistricting within the WJHS cluster, and the new high school would be expected to meet WJHS's excellent standards and environment. Concern was expressed on how three middle schools would feed into two high schools: it is not clear how students from a single middle school feeding into two separate high schools. Also noted by the PTSA is the notable change in physical and emotional development between 6th and 12th grade students, and how the building would accommodate this age/grade range.

Approach #10 Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School This approach would keep the cluster together and all students would graduate from Walter Johnson High School. However the resulting school would not "match" the K-5, 6-8 & 9-12 programs at other MCPS schools. There are several concerns mentioned about not corresponding with other schools in the county. These include limited opportunities for student activities, including athletics and competitive clubs. Also of concern is the program limitation for 9th grade students not having access to higher-level classes, and the notable change in physical and emotional development between 6th and 9th grade students.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 27, 2016

Representative Name and Affiliation: Thomas Biggs, Farmland PTA

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

A viable option, but not the best.

Creates a super school with potential for 3500 kids. Not highly supported. Takes away remaining green space from WJ. Does not consider need for additional parking. Adds to congestion of the office park area. More programs could be added to the curriculum, but more students would vie for places in them. Too many good students and athletes and leaders would be overshadowed or ignored in the competition for a few select places within a desired program. The addition could be built early to account for the current crowding. A school size of over 3000 concerns most parents. The kids would be lost in a sea of moving arms and legs. Whole cluster criterion pro: Approach 1 has the benefit of keeping the whole WJ cluster together in WJHS. Recommended guidelines/Impact on new and future development con: Could lead to a 3500 student HS. Community buy-in con: Supported by fewer than 5 PTAs.

Approach #2 – Reopen Woodward as a Grades 9-12 High School

Best Option. But, only when limited to the scope presented for the Roundtable - with all neighborhoods within the cluster being districted within the current boundary area. Whole cluster criterion con: Approach 2 divides the WJ cluster into WJHS and Woodward HS.

Recommended guidelines/Impact on new and future development con: Results in 2 HSs that meet County guidelines (2400 maximum) for HSs.

Community buy-in pro: Supported by all 9 PTAs at related cluster meeting - the only HS approach supported by a majority of the families from 9 schools in the cluster.

Cost effectiveness neutral: Even though this approach would have a greater initial cost, it creates space for more students, and the cost per student is comparable.

More teams and places on those teams. Drama and music programs along with student government would have more opportunity for more kids to participate. Educational programs could be maintained at roughly their current level at WJ, but now in two locations, so that there would be enough spaces for kids to seek the special studies or educational track they desire.

Electing this approach would keep all other schools in the cluster going along the same track. There would be no need to consider grade rearrangements.

If a third middle school becomes the best alternative, then placing it on this site would work with option 9 below. Space could also be added for relocating the Rock Terrace School from the current planned renovation at original Tilden to a better transportation hub and central location for a student and teacher population requiring significant ease of movement. It would also put kids of the same age range together.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 27, 2016

Representative Name and Affiliation: Thomas Biggs, Farmland PTA

Approach #3 – Reopen Woodward as a Grades 9-10 High School

No. Not a viable option.

Creative. Reduces overcrowding, but creates many issues: split campus, traffic, curriculum schedules, bell times, teams, music, theatre and virtually any other extracurricular. Hard to relate it to other clusters which progress at similar rates. Kids would have a difficult time participating in extra-curricular activities at WJ and the opportunities would not be there at Woodward because of the unique approach to the grades as compared to other schools in the county.

Approach #4 –Reopen Woodward as a Grade 8-9 School

No. Not a viable option.

Has many of the problems of #3. Additionally, adds two markedly different curricula plans under one roof – but only for a limited group. The kids would not have the possibility of taking advanced classes along with other older students. It would be a unique situation in the county and working in parallel with other schools for things like sports would seem to be impossible or in the least very difficult.

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

No. Not a solution

Short term solution. Not sustainable long term. Potential for many pedestrian accidents. Would require intricate bell and bus schedules. Ultimately would preclude students from participation in some activities/classes.

Approach #6 – Alternative Schedule

No. Not a solution.

Implausible. No discussion.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 27, 2016

Representative Name and Affiliation: Thomas Biggs, Farmland PTA

Approach #7 – Online Education

No. Not a solution.

Not viable for creating a thinking human being who can integrate into society. Really only benefits a small number so provides no true relief to overcrowding.. No buy-in from community.

Approach #8 – Construct New Middle and High Schools

No. Not a solution.

Does nothing to address the current immediate issue of overcrowding. New is always better, though, isn't it? Except there is little land to acquire for such an endeavor. The cost would be high when added to construction costs. Conceptually, address issues but at what cost another urgent plea to the state or county council for more funding? It would provide the programs desired at locations which make sense without have to reformat the entire progressions from K-12. Why do it when there is already a site and school available which could address the situation decades sooner. Better Option is #2 above or #9 below.

Approach #9 – Collocate New High School and Middle School on Woodward Site

Yes, viable, but not the best.

Includes a new approach that is unfamiliar elsewhere in the county. It would allow students to matriculate as normal, albeit in one school and location. Programs would allow for the same advancement and opportunity as elsewhere. There would still be two separate administrations. Traffic patterns and bus schedules may be disrupted, but the site seemingly could handle the new traffic patterns and be coordinated.

It would allow Tilden, North Bethesda, and Woodward MS to be more manageable sizes – at or under 1000 students. The high schools would also be in the 1500 - 1750 range and thus have the current or better opportunities for study and after school participation.

The site could accommodate this approach. Assuring adequate space and field time could be at issue. It would likely mean a third story or a longer, deeper footprint than exists on the current Woodward structure. Collocating here might also allow for a more convenient and the same student age range to co-habit with Rock Terrace. Certainly, if the original Tilden site could accommodate Rock Terrace, then an expanded Woodward site could do it more easily. And Rock Terrace remains within the bounds of the current community.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 27, 2016

Representative Name and Affiliation: Thomas Biggs, Farmland PTA

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

No. Not a viable option.

Has three different curricula – 6th, 7th and 8th, and 9th. The school would include children of various levels of social development. Bell and traffic schedules would be difficult to coordinate.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

Walter Johnson HS is one of the finest high schools in the County, and thus in America. Many of us live within the Cluster precisely because we want our children to have the opportunity to attend WJHS. It has superb course offerings and it has faculty, and staff beyond comparison. What it doesn't have is enough space for all of the children whose parents moved here so that they can attend this school.

Construction of an addition to WJHS would allow the Cluster to remain together and would not trigger a boundary study. For that reason, it is the least divisive option because it would not pit neighborhoods against each other. Construction of an addition will allow children and families accustomed to the excellence of WJ to continue to have access to the school and its wealth of academic offerings.

Further, the addition to WJHS is already in the preliminary stages and it could move forward relatively quickly, in concurrence with the re-ex of Tilden MS, rather than sequentially. The addition could be in place sooner than any other option to alleviate overcrowding at WJHS.

But carrying out this approach does not come without a cost. It is clear that there are certainly drawbacks to a large school: it can be difficult for special needs populations; there are limited opportunities for participation in varsity sports and performing arts; there is an increased likelihood that children could fall through the cracks. There is a reason that MCPS sets guidelines for the maximum size of schools, and a 3,000 student WJHS will far exceed those guidelines.

In general, I think Approach 1 may be the best of a series of bad options: it's fast, it's cheap (at least in terms of upfront costs), it does not trigger a boundary study, thus maintaining a relatively popular status quo. But it is by no means a good alternative to the prior planning which should have taken place to accommodate growth in the Cluster.

Criteria met:

Open schools/add capacity near population growth
Keep current Walter Johnson whole cluster together
Support environment conducive to high achievement and consider whole system effect on child learning/achievement and academic outcomes
Consider cost effectiveness (capital and operation—including cost of land acquisition and relocation of county offices)
Ensure no detrimental impact on property values
Focus on permanent structures
Ensure socioeconomic diversity at schools
Ensure minimal disruptions to student/families and community
Foster sense of community (especially if a new school is opened)
Ensure diverse high quality educational programs
Maintain high standard reputation of cluster
Provide students with similar choice options as currently available

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Approach #2 – Reopen Woodward as a Grades 9-12 High School

Reopening Woodward as a rev/exed new Grades 9-12 High School could be an exciting new opportunity for families and communities within the WJ Cluster, as well as Clusters beyond WJ's boundaries. Or it could be a divisive step guaranteed to bring strife and discord by pitting neighborhoods against one another through a contentious boundary study process.

On the one hand, the opportunity for some of our children to attend a brand new high school is an exciting opportunity. But will it be as good as the existing WJ? Schools are more than just brick and mortar. WJ is an excellent school, one of the best in the nation, not because of its physical plant, but because of the teachers and administrators who make it so. Woodward will be a brand new facility with a brand new faculty and staff. That worries me.

I will admit that I am intrigued by a school that will still have a diverse set of course offerings, and potentially more opportunities for students to participate in varsity athletics or performing arts. I also like the possibility of reducing overcrowding now and in the future by opening a rev-exed Woodward. And I appreciate that re-opening Woodward would mean that both WJHS and Woodward HS would be within the bounds of MCPS recommended school sizes.

And yet, this is a challenging approach to make a recommendation for because there are still too many unknowns about how this would be implemented. Reopening Woodward could bring great promise to the families of the WJ Cluster, but it is not without some risk. Overall, I think this is an approach that could make a great deal of sense if, and only if, it is properly implemented.

Criteria met:

Open schools/add capacity near population growth

Address overutilization at all levels (beyond calculated capacity and enrollment)

Consider impact of new and future development on capacity (beyond 20 years) and be more forward thinking with the plans and projections

Maximize use of existing property in cluster

Support environment conducive to high achievement and consider whole system effect on child learning/achievement and academic outcomes

Focus on permanent structures

Provide ideal high school size

Provide state-of-the-art facilities (including the core facilities)

Consider short and long term conditions of the schools

Consider certainty of land acquisition

Consider adequacy of site for revitalization/expansion

Ensure students have opportunities to participate in extracurricular activities at high, middle, and elementary school levels

Ensure diverse high quality educational programs

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Approach #3 – Reopen Woodward as a Grades 9-10 High School

While this approach has the merit of keeping the Cluster together, it does so by creating a logistically challenging situation which is not utilized anywhere else within MCPS. It would be especially challenging for students who wish to take upper level classes in their first two years. MCPS should be striving to give students who are seeking more advanced work all of the opportunities that they can. Further, it is likely that this model would be problematic for students participating in sports at one campus or another. While this is an intriguing model, the potential benefits of this approach are not exceeded by the operational and logistical challenges. I do not favor this approach and would prefer that it is not considered.

Criteria Met

Open schools/add capacity near population growth
Keep current Walter Johnson whole cluster together
Focus on permanent structures
Ensure socioeconomic diversity at schools

Approach #4 –Reopen Woodward as a Grade 8-9 School

I oppose this idea. MCPS has a capacity and infrastructure problem, not an instructional model problem. I see no need to throw out the way that high schools are operated throughout the nation, upending our curriculum, and creating staffing and operational challenges in order to solve our space issues. The costs are great, and the benefits are not even close in comparison. This approach should be rejected.

Criteria met:

Open schools/add capacity near population growth
Keep current Walter Johnson whole cluster together
Focus on permanent structures
Ensure socioeconomic diversity at schools

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

This is an intriguing option that could make sense if the commercial building were located in *very* close proximity (walking distance) to the WJHS building. While unusual in public high schools, multiple buildings on a campus is a common structure to private high schools and liberal arts colleges of equivalent capacity to WJHS. I am concerned about the operational and logistical challenges that would be presented by this approach. But what troubles me most is that this is really a short-term band aid solution to what is clearly a long range systemic problem in Montgomery County. Therefore I do not believe that this approach makes sense.

Criteria met:

Open schools/add capacity near population growth
Keep current Walter Johnson whole cluster together
Ensure socioeconomic diversity at schools
Look at alternative facilities for schools such as commercial buildings

Approach #6 – Alternative Schedule

This approach is used both in other countries and in American jurisdictions where schools are being rebuilt and there are no dedicated holding facilities. Nonetheless, I do not believe that it is appropriate for MCPS. The logistical challenges for faculty, staff and parents would be enormous. Sports and other extracurricular activities would be nearly impossible to schedule and participate in. And utilizing this approach would be a serious hardship for those students who need to work to save money for college, or to support their families. This approach should not be considered.

Criteria met:

Open schools/add capacity near population growth
Keep current Walter Johnson whole cluster together
Ensure socioeconomic diversity at schools

Approach #7 – Online Education

I oppose this approach. How do students participate in classes like band or theater? The operational challenges are immense. And in my opinion, by forcing some of our students to remain at home while others are at school balkanizes our community. It also creates two classes of students: those wealthy enough to have high end telecommunications service and those who do not. Transportation for extracurricular activities would be an enormous challenge; in effect, extracurricular activities would be open only to those telecommuting students who have a non-working parent, or who are wealthy enough to own an automobile. Not to mention the security concerns inherent in having teenagers on their own at home unsupervised. This approach is impractical, discriminatory, and undermines the sense of community.

Criteria met:

Open schools/add capacity near population growth
Keep current Walter Johnson whole cluster together

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Approach #8 – Construct New Middle and High Schools

As far as constructing a new high school, I assume that the site would be Woodward, and thus all of the comments that I wrote for Approach 2 would be relevant here. Please see them, above.

With respect to a new middle school, I have two major concerns. First, there is currently no site available for a new middle school. So in order to build a new school, a site needs to be secured. While I hope for, pray for, and will be fiercely advocating for land to be reserved in the Rock Spring area for a new middle school, such an approach is uncertain. Further, the use of relocatable classrooms until land becomes available could place many classes of students in a disadvantaged position in their middle school years.

All that having been said, I think it is preferable to have smaller middle schools, and would welcome an approach that guarantees smaller middle schools in the cluster. I hope the conditions necessary to achieve Approach 8 will come to pass.

Criteria met:

Open schools/add capacity near population growth

Address overutilization at all levels (beyond calculated capacity and enrollment)

Consider impact of new and future development on capacity (beyond 20 years) and be more forward thinking with the plans and projections

Maximize use of existing property in cluster

Support environment conducive to high achievement and consider whole system effect on child learning/achievement and academic outcomes

Consider cost effectiveness (capital and operation—including cost of land acquisition and relocation of county offices)

Consider impact of overutilization on staff and school operating budget

Focus on permanent structures

Provide ideal high school size

No school should exceed state recommended guidelines for school size

Provide state-of-the-art facilities (including the core facilities)

Ensure students have opportunities to participate in extracurricular activities at high, middle, and elementary school levels

Ensure diverse high quality educational programs

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Approach #9 – Co-locate New High School and Middle School on Woodward Site

My comments for Approaches 1 and 8 apply here with the following exceptions:

In discussion of Approach 8, I commented that I had concern about the potential for land for a new middle school. Clearly if the Woodward site is used that concern falls away. Unfortunately it is replaced with another concern: is the Woodward site, even with co-location and shared facilities, large enough to accommodate the needs of both schools? That is a design question but it is a critical one for figuring out whether or not this approach makes sense.

I know that some parents are concerned about co-locating a middle school and a high school. I do not share those concerns; I attended a co-located school and the shared use of facilities was not a problem and at times was a benefit to both school populations.

Criteria met:

Open schools/add capacity near population growth

Address overutilization at all levels (beyond calculated capacity and enrollment)

Consider impact of new and future development on capacity (beyond 20 years) and be more forward thinking with the plans and projections

Maximize use of existing property in cluster

Support environment conducive to high achievement and consider whole system effect on child learning/achievement and academic outcomes

Consider cost effectiveness (capital and operation—including cost of land acquisition and relocation of county offices)

Consider impact of overutilization on staff and school operating budget

Focus on permanent structures

Ensure socioeconomic diversity at schools

Provide ideal high school size

No school should exceed state recommended guidelines for school size

Provide state-of-the-art facilities (including the core facilities)

Consider short and long term conditions of the schools

Limit building disparity among schools

Foster sense of community (especially if a new school is opened)

Consider certainty of land acquisition

Ensure students have opportunities to participate in extracurricular activities at high, middle, and elementary school levels

Ensure diverse high quality educational programs

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

This is a bad idea. As I stated in my comments on Approach 4, MCPS has a capacity and infrastructure problem, not an instructional model problem. I see no need to throw out the way that high schools are operated throughout the nation, upending our curriculum, and creating staffing and operational challenges in order to solve our space issues. The costs are great, and the benefits are not even close in comparison.

In addition to the criticisms I have raised, above, both here and with respect to Approach 4, Approach 10 has an additional mark against it because it not only upends the high school curriculum and national model, it also upends the middle school curriculum and model.

This approach should be rejected.

Criteria met:

Open schools/add capacity near population growth
Keep current Walter Johnson whole cluster together
Focus on permanent structures
Ensure socioeconomic diversity at schools
.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Mariella Cacho, North Bethesda MS

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

As a HS Approach

Makes the HS larger than the state and MCPS guidelines;
Students will have less opportunities to participate in school/community building activities like playing on sports teams, participating in the band/orchestra/chorale ensembles and in school plays. This has an economic impact as well, in terms of scholarships for our HS graduates;
Adversely affects students with IEPs (ADHD, anxiety, depression, etc.) to navigate such a large school;
Student safety will be compromised in overcrowded hallways and buildings, as well as overcrowded parking lots, and drop-off and pick-up points for teen pedestrians and drivers;
The community cannot support the increased traffic not only during drop-off and pick-up, but also during community events;
As HS is already bigger than some colleges, the increase in size diminishes the sense of community within the school;
Nowhere to hold the entire community (from music, drama and sporting activities to graduation);
Students have a greater opportunity to become lost in the crowd;
Less leadership opportunities for students;
Not enough green-space/fields for WJ as it is, the addition removes green-space and adds students, making this a larger problem than it already is;

As a MS Approach

Does not solve Middle School overcrowding;
Makes the Middle Schools larger than state and MCPS guidelines.

Approach #2 – Reopen Woodward as a Grades 9-12 High School

The ONLY VIABLE OPTION, which has support from all 9 PTAs in the cluster and the only HS approach supported by a majority of the families from 9 schools in the cluster;
Only long-term solution for over-crowded down-county high schools that keeps the High Schools within MCPS guidelines for size;
Takes future capacity into consideration;
Maximizes use of existing property within the cluster;
More opportunities for students in terms of participating in their HS community (sports teams, music, drama, etc.), which will lead to additional opportunities for college scholarships;
More access to faculty, administration and counselors;
Maintains sense of community within the WJ Cluster;

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Mariella Cacho, North Bethesda MS

Reasonable school size is better for students with IEPs (ADHD, anxiety, depression, etc.) to navigate;
Won't compromise student safety because hallways and buildings won't be overcrowded, nor will parking lots and drop-off and pick-up points for teen pedestrians and drivers;
The community streets and thoroughfares can support the traffic at the two different locations;
Opportunity to help relieve overcrowding at some of our neighboring clusters (BCC and Whitman).

Approach #3 – Reopen Woodward as a Grades 9-10 High School

Size exceeds state and MCPS guidelines;
An oddity among MCPS schools;
Adversely affects students with IEPs (ADHD, anxiety, depression, etc.) to navigate such a large school;
Student safety will be compromised as students go back and forth between campuses and in overcrowded hallways and buildings, as well as overcrowded parking lots, and drop-off and pick-up points for teen pedestrians and drivers;
Loss of opportunity for kids in 9th and 10th grade who are in upper level courses (math and language), plus a scheduling challenge for courses that are open to all grade levels;
Students will have even less opportunities to participate in school/community building activities like playing on sports teams, participating in the band/orchestra/chorale ensembles and in school plays.
This has an economic impact as well, in terms of scholarships for our HS graduates;
No Cluster, PTA or Community support.

Approach #4 – Reopen Woodward as a Grade 8-9 School

An oddity among MCPS schools;
Grade 9 students miss out on HS opportunities/experiences;
Different teacher certificates for grades 8 and 9 (limiting their opportunities for movement within the school);
Grade 8 and Grade 9 students miss out on afterschool sports competitions with other middle and high schools;
Difficult for students taking upper level courses in both 8th and 9th grade;
No Cluster, PTA or Community support.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Mariella Cacho, North Bethesda MS

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

Size exceeds state and MCPS guidelines;
Students will have less opportunities to participate in school/community building activities like playing on sports teams, participating in the band/orchestra/chorale ensembles and in school plays. This has an economic impact as well, in terms of scholarships for our HS graduates;
Adversely affects students with IEPs (ADHD, anxiety, depression, etc.) to navigate such a large school;
Student safety will be compromised in terms of getting from one campus to the other;
Scheduling difficulties;
Nowhere to hold the entire community (from music, drama and sporting activities to graduation).
No Cluster, PTA or Community support.

Approach #6 – Alternative Schedule

Difficult to schedule for faculty;
Difficult schedule for families;
Difficult schedule in terms of after school (or before school) activities;
Difficult for those with jobs working for family income and/or saving for college;
Difficult for families with older kids who watch younger kids;
Difficult to schedule for busses;
No Cluster, PTA or Community support.

Approach #7 – Online Education

Does not relieve capacity issues;
Size exceeds state and MCPS guidelines;
No supervision;
Less student engagement;
Students will have less opportunities to participate in school/community building activities like playing on sports teams, participating in the band/orchestra/chorale ensembles and in school plays. This has an economic impact as well, in terms of scholarships for our HS graduates;
Adversely affects students with IEPs (ADHD, anxiety, depression, etc.) to navigate such a large school;
Student safety will be compromised in overcrowded hallways and buildings, as well as overcrowded parking lots, and drop-off and pick-up points for teen pedestrians and drivers;
Nowhere to hold the entire community (from music, drama and sporting activities to graduation);
No Cluster, PTA or Community support.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Mariella Cacho, North Bethesda MS

Approach #8 – Construct New Middle and High Schools

Excellent long-term solution, and only solution that solves our capacity issues for the HS and MS and keeps both within state and MCPS guidelines for size;

Has support from all 9 cluster schools;

Takes future capacity into consideration;

More opportunities for students in terms of participating in their HS community (sports teams, music, drama, etc.), which will lead to additional opportunities for college scholarships;

More access to faculty, administration and counselors;

Reasonable school size is better for students with IEPs (ADHD, anxiety, depression, etc.) to navigate;

Won't compromise student safety because hallways and buildings won't be overcrowded, nor will parking lots and drop-off and pick-up points for teen pedestrians and drivers;

The community streets and thoroughfares can support the traffic at the two different locations;

Opportunity to help relieve overcrowding at some of our neighboring clusters (BCC and Whitman). Allows for both future growth and reduction (although that is decades off);

Community buy-in is clear. Every PTA in the cluster supports this option. However, we would not want to postpone/minimize the addition and rev/ex and North Bethesda and Tilden, and then find that we didn't obtain a third site for a MS;

While it's clear that the new HS site is at Woodward, what's not clear is where MCPS could obtain land for the new MS. The only option as I see it is to obtain a large enough site is Rock Spring.

Approach #9 – Collocate New High School and Middle School on Woodward Site

Land, even with adjacent park, is too small to accommodate both a HS and MS;

No Cluster, PTA or Community support.

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

An oddity among MCPS schools;

Grade 9 students miss out on HS opportunities/experiences (from music and sports to upper level courses and other leadership opportunities);

Different teacher certificates for grades 6-8 and 9 (limiting their opportunities for movement within the school);

No Cluster, PTA or Community support.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Wendy Calhoun, North Bethesda MS

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

As a HS Approach

Makes the HS larger than the state and MCPS guidelines;

Future development will make the HS even larger and therefore lose efficiency advantage, which “is diminished by the increasing costs of administration and of the need for greater coordination across a larger, more complex school organization” (Stiefel, Berne, Latorola, and Frutcher, 2000; Walberg & Walberg, 1994);

Students will have less opportunities to participate in school/community building activities like playing on sports teams, participating in the band/orchestra/chorale ensembles and in school plays. This has an economic impact as well, in terms of scholarships for our HS graduates;

Adversely affects students with IEPs (ADHD, anxiety, depression, etc.) to navigate such a large school;

Student safety will be compromised in overcrowded hallways and buildings, as well as overcrowded parking lots, and drop-off and pick-up points for teen pedestrians and drivers;

The community cannot support the increased traffic not only during drop-off and pick-up, but also during community events (the WJ parking lot is already over-crowded most evenings, plus nearby streets filled with WJ students parking);

As HS is already bigger than some colleges, the increase in size diminishes the sense of community within the school;

Nowhere to hold the entire community (from music, drama and sporting activities to graduation);

Students have a greater opportunity to become lost in the crowd;

Less leadership opportunities for students;

Not enough green-space/fields for WJ as it is, the addition removes green-space and adds students, making this a larger problem than it already is;

As a MS Approach

Does not solve Middle School overcrowding;

Makes the Middle Schools larger than state and MCPS guidelines.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Wendy Calhoun, North Bethesda MS

Approach #2 – Reopen Woodward as a Grades 9-12 High School

The ONLY VIABLE OPTION, which has support from all 9 PTAs in the cluster and the only HS approach supported by a majority of the families from 9 schools in the cluster;
Only long-term solution for over-crowded down-county high schools that keeps the High Schools within MCPS guidelines for size;
Takes future capacity into consideration;
Maximizes use of existing property within the cluster;
More opportunities for students in terms of participating in their HS community (sports teams, music, drama, etc.), which will lead to additional opportunities for college scholarships;
More access to faculty, administration and counselors;
Maintains sense of community within the WJ Cluster;
Reasonable school size is better for students with IEPs (ADHD, anxiety, depression, etc.) to navigate;
Won't compromise student safety because hallways and buildings won't be overcrowded, nor will parking lots and drop-off and pick-up points for teen pedestrians and drivers;
The community streets and thoroughfares can support the traffic at the two different locations;
Opportunity to help relieve overcrowding at some of our neighboring clusters (BCC and Whitman).

Approach #3 – Reopen Woodward as a Grades 9-10 High School

Size exceeds state and MCPS guidelines;
An oddity among MCPS schools;
Adversely affects students with IEPs (ADHD, anxiety, depression, etc.) to navigate such a large school;
Student safety will be compromised as students go back and forth between campuses and in overcrowded hallways and buildings, as well as overcrowded parking lots, and drop-off and pick-up points for teen pedestrians and drivers;
Loss of opportunity for kids in 9th and 10th grade who are in upper level courses (math and language), plus a scheduling challenge for courses that are open to all grade levels;
Students will have even less opportunities to participate in school/community building activities like playing on sports teams, participating in the band/orchestra/chorale ensembles and in school plays.
This has an economic impact as well, in terms of scholarships for our HS graduates;
No Cluster, PTA or Community support.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Wendy Calhoun, North Bethesda MS

Approach #4 – Reopen Woodward as a Grade 8-9 School

An oddity among MCPS schools;
Grade 9 students miss out on HS opportunities/experiences;
Different teacher certificates for grades 8 and 9 (limiting their opportunities for movement within the school);
Grade 8 and Grade 9 students miss out on afterschool sports competitions with other middle and high schools;
Difficult for students taking upper level courses in both 8th and 9th grade;
No Cluster, PTA or Community support.

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

Size exceeds state and MCPS guidelines;
Students will have less opportunities to participate in school/community building activities like playing on sports teams, participating in the band/orchestra/chorale ensembles and in school plays. This has an economic impact as well, in terms of scholarships for our HS graduates;
Adversely affects students with IEPs (ADHD, anxiety, depression, etc.) to navigate such a large school;
Student safety will be compromised in terms of getting from one campus to the other;
Scheduling difficulties;
Nowhere to hold the entire community (from music, drama and sporting activities to graduation).
No Cluster, PTA or Community support.

Approach #6 – Alternative Schedule

Difficult to schedule for faculty;
Difficult schedule for families;
Difficult schedule in terms of after school (or before school) activities;
Difficult for those with jobs working for family income and/or saving for college;
Difficult for families with older kids who watch younger kids;
Difficult to schedule for busses;
No Cluster, PTA or Community support.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Wendy Calhoun, North Bethesda MS

Approach #7 – Online Education

Does not relieve capacity issues;
Size exceeds state and MCPS guidelines;
No supervision;
Less student engagement;
Students will have less opportunities to participate in school/community building activities like playing on sports teams, participating in the band/orchestra/chorale ensembles and in school plays. This has an economic impact as well, in terms of scholarships for our HS graduates;
Adversely affects students with IEPs (ADHD, anxiety, depression, etc.) to navigate such a large school;
Student safety will be compromised in overcrowded hallways and buildings, as well as overcrowded parking lots, and drop-off and pick-up points for teen pedestrians and drivers;
Nowhere to hold the entire community (from music, drama and sporting activities to graduation);
No Cluster, PTA or Community support.

Approach #8 – Construct New Middle and High Schools

Excellent long-term solution, and only solution that solves our capacity issues for the HS and MS and keeps both within state and MCPS guidelines for size;
Has support from all 9 cluster schools;
Takes future capacity into consideration;
More opportunities for students in terms of participating in their HS community (sports teams, music, drama, etc.), which will lead to additional opportunities for college scholarships;
More access to faculty, administration and counselors;
Reasonable school size is better for students with IEPs (ADHD, anxiety, depression, etc.) to navigate;
Won't compromise student safety because hallways and buildings won't be overcrowded, nor will parking lots and drop-off and pick-up points for teen pedestrians and drivers;
The community streets and thoroughfares can support the traffic at the two different locations;
Opportunity to help relieve overcrowding at some of our neighboring clusters (BCC and Whitman). Allows for both future growth and reduction (although that is decades off);
Community buy-in is clear. Every PTA in the cluster supports this option. However, we would not want to postpone/minimize the addition and rev/ex and North Bethesda and Tilden, and then find that we didn't obtain a third site for a MS;
While it's clear that the new HS site is at Woodward, what's not clear is where MCPS could obtain land for the new MS. The only option as I see it is to obtain a large enough site is Rock Spring.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Wendy Calhoun, North Bethesda MS

Approach #9 – Collocate New High School and Middle School on Woodward Site

Land, even with adjacent park, is too small to accommodate both a HS and MS.

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

An oddity among MCPS schools;

Grade 9 students miss out on HS opportunities/experiences (from music and sports to upper level courses and other leadership opportunities);

Different teacher certificates for grades 6-8 and 9 (limiting their opportunities for movement within the school);

No Cluster, PTA or Community support.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Laura Chace, Ashburton Elementary School, PTA President

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

I do not support this approach because I think a school of this large size is a negative for many reasons. It limits extracurricular activities for children - one sports team, one school play, etc., a school of this size does not foster a sense of community, it does not provide an adequate safety net for the kids who need it in such a large school, it can be a stressful environment for many student (notwithstanding the special education population who would have great difficulty in such a large school), it create problems for the neighborhood with 3500 kids going offsite for lunch, parking etc. Also, such a large school is a turn off for parents, potential home buyers and is WAY over State regulations for optimal size. It is also significantly over the average high school size for MCPS of approx. 2000. There are many challenges that come with such a large school for both students and staff. To me, this is NOT a responsible approach for the future.

Approach #2 – Reopen Woodward as a Grades 9-12 High School

I fully support this approach as it would create two optimally sized high schools. It also would allow for a magnet or other program to be brought to WJ which is long overdue - currently we have to send our kids across the county to SS to attend a magnet. I believe the sense of community, range of activities and ability to participate in those activities, are greatly increased in schools of this size - closer to a 2000 student body. This size school would allow for the growth which we know continues in our cluster. This size school provides a better safety net for students and also a better environment for special needs students as well as ALL students. To me, this is the only approach that both creates an optimal sized high school that will serve students the best, while ALSO leaving room for more growth down the road without it becoming oversized.

Approach #3 – Reopen Woodward as a Grades 9-10 High School

I do not support this option as there are too many programmatic considerations and logistical concerns with transporting kids between these two buildings. There are significant safety issues associated with this model. Additionally, it does not solve the problem of having limited spaces for extracurricular activities similar to Approach 1, because you still have a school of 3500 kids with one soccer team, one jazz band, and one school play.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Laura Chace, Ashburton Elementary School, PTA President

Approach #4 – Reopen Woodward as a Grade 8-9 School

I do not support this approach because it poses too many logistical concerns and involves grade re-assignment. We would be the only cluster with this model. This takes the 9th grade out of HS and poses issues for both the middle and high schools with regard to sports teams and taking advanced classes. This model does not make sense.

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

I do not support this approach because it is unnecessary when you can just open Woodward as stated in Approach 2. To me, this is only useful as a possible short-term solution if needed during the time frame to open Woodward as a 9-12 High school. This approach also does not solve the issues associated with a 3500 student HS.

Approach #6 – Alternative Schedule

Words cannot describe how much I despise this approach. It makes no sense, it is utterly ridiculous and irresponsible. Students would suffer, teachers would suffer, and it severely impacts extracurricular activities.

Approach #7 – Online Education

I do not support this approach because I did not move to Montgomery County to have my children take online classes as their high school experience - even in grade 12. This does not solve the capacity problems and only creates new problems for the 12th graders. This is not good for any teenager, most of all those who have special needs or are shy and benefit from the socialization of school with their peers and teachers.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Laura Chace, Ashburton Elementary School, PTA President

Approach #8 – Construct New Middle and High Schools

I support this option as we would benefit from both a new middle and high school. Having a new middle and high school would ensure that our secondary schools are within the MD state guidelines for size and would ensure more opportunity for students across the board. It would foster communities at each of these schools. This approach would benefit all students, including special needs students, and would allow for future growth within our cluster.

Approach #9 – Collocate New High School and Middle School on Woodward Site

I support this option as we would benefit from both a new middle and high school. Having a new middle and high school would ensure that our secondary schools are within the MD state guidelines for size and would ensure more opportunity for students across the board. This approach would benefit all students, including special needs students, and would allow for future growth within our cluster.

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

I do not support this approach because it poses too many logistical concerns and involves grade re-assignment. We would be the only cluster with this model. This takes the 9th grade out of HS and poses issues for both the middle and high schools with regard to sports teams and taking advanced classes. Also the spread of 6th graders to 9th graders is too large a social spread for one school and is not in the best interests of our children. There is a reason that most middle schools are either 2 or 3 grade levels, and not 4. This model does not make sense nor serve our children well.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Nermine Demopoulos

 Luxmanor Elementary School

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

This approach keeps the WJ cluster together, but it was not the preferred approach for Luxmanor. The potential size of the additions far exceeds both the state and county recommended levels. There are negative aspects of creating a larger school. The size of the schools will continue to grow (possibly to 3500 student for high school and 1500 for middle school) and therefore could require consistent additions – this seems short sighted, more costly over time, and could limit future growth.

High School: For the high school, as development in the cluster continues, WJHS (and neighboring high schools) is in need of long term capacity relief. Opening another high school seems like the best long term, cost effective solution for WJHS and neighboring clusters. Constructing additions at WJHS is the most polarizing approach based on the feedback from the cluster PTAs, with less than 5 of the PTAs supporting the WJHS additions.

Middle School: While middle school additions would be supported by 9 PTAs within the cluster, the preferred option is a new middle school. The cost of the 4 rev/ex and additions to Tilden and North Bethesda should be compared to the \$48-\$55 million cost, as outlined by MCPS's Chief Operating Officer, for a new middle school.

Approach #2 – Reopen Woodward as a Grades 9-12 High School

This approach is ranked highest and is the preferred high school approach for Luxmanor and all 9 schools within the cluster. When limited to the scope of the round table (with all neighborhoods within the cluster being districted within the current boundary area) this approach is ranked 1st for Luxmanor with approximately 80% of the families supporting this approach. While this approach divides the WJ cluster into WJHS and Woodward, it does result in two high schools that meet the county guideline for high school size. This option also gives MCPS more flexibility in programing and frees up space for specialty academies or programs. Finally, while the short term costs are higher, it fixes a long term problem and the cost per student is comparable. This is the most fiscally prudent, long term option.

Approach #3 – Reopen Woodward as a Grades 9-10 High School

Less than 50% of the Luxmanor survey respondents supported this approach. It does not alleviate the size concerns that apply to approach #1 and creates additional logistical issues that would not exist on the same campus.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: ____Nermine Demopoulos

____Luxmanor Elementary School____

Approach #4 –Reopen Woodward as a Grade 8-9 School

This is a creative approach that should be considered when looking at “outside the box” options. This might also be the most cost effective option because the middle school additions and HS expansion may not be necessary. While I recognize the concerns of a split campus, this option could relieve both MS and HS overcrowding and offers 9th graders the ability to be in an “academy” type atmosphere. This is supported by more than 60% of the Luxmanor survey respondents and was ranked next in line after Reopening Woodward as the preferred approach from Luxmanor.

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

Less than 35% of the Luxmanor survey respondents supported this approach. This does not alleviate the size concerns that apply to approach #1 and creates additional logistical and safety issues that would not exist on the same campus.

Approach #6 – Alternative Schedule

This approach is not supported and it creates additional logistical issues that would be difficult to overcome.

Approach #7 – Online Education

This should be a supplement to any other approach considered. This approach alone does not alleviate the overcapacity. Online education could be a good supplemental option for high school seniors in preparation for college.

Approach #8 – Construct New Middle and High Schools

This would be the preferred option when land in the cluster is dedicated for a high school or middle school site.

High School: While a new high school would also be supported, I recognize that the Woodward site is the more reasonable solution.

Middle School: From a middle school perspective, this approach results in three middle schools that would meet county guidelines (1200 student maximum). Construction of a new middle school is supported by all 9 PTAs. The cluster needs land for a third middle school and we support and will continue to press for such land to come out of one of the new development plans being considered since the new projects are projected to generate more than 700 middle school students. MCPS reports the cost of a new MS build is \$48-55 million, so it is important to compare that cost to what is projected to complete Approach #1 (Construct Additions) above.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: ____Nermine Demopoulos

____Luxmanor Elementary School____

Approach #9 – Co-locate New High School and Middle School on Woodward Site

This approach should be considered. While in total (with the neighboring park) the acreage is less than the preferred amount, there are several benefits to a co-located facility including construction costs, ability to build a campus that could adapt for capacity changes in the high school and middle school, and create a third middle school and second high school for the cluster allowing the high school and middle school to meet the county recommended size. This is supported by more than 50% of Luxmanor survey respondents.

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

This option is supported by almost 60% of Luxmanor. While I understand the curriculum issues, many high schools in Montgomery County were 10-12 schools years ago. The 9th grade could be structured similar to the 9th grade academy at Blair HS. There are logistical issues that would need to be considered and resolved.

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Liz King, Cluster Coordinator

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Please note - I'm preparing my evaluation from the perspective of a cluster coordinator, not as a representative of a school.

My evaluation relies on Roundtable information, data tables, and criteria (underlined). It's not based on the views of a single school or PTA; I've tried to base it on the views of all of them. I often rely on the responses of our cluster representatives at our May meeting – when they were stating the views of their schools on the Roundtable's secondary school approaches. In our discussion, they considered the Roundtable process, the views of school parents in PTA meetings and our cluster survey, their own knowledge of their PTAs, and their knowledge of PTA and cluster needs.

Approach #1 – Construct Additions

As a High School (HS) approach:

The addition approach has the benefit of keeping the whole current WJ cluster together- and various PTAs in the cluster would rather have a 3000-student HS than split into 2 HSs. It would enable us to maintain the high standard reputation of WJ. It would allow us to retain our sense of community, including the community bonds and hardworking parent groups that enable WJHS and all cluster schools to excel. Certainly we would have enough students to warrant very diverse high quality educational programs.

However, a 3000-student HS is not enough to house our eventual 3500 students (plus Rock Spring and White Flint 2 students), considering the impact of new and future development. And, if we go beyond 3000 students, we would be miles above the County recommended guidelines for school size. The HS might well be split when it exceeds 3000 students rather than growing to 3500 students. If we're going to need to split the high school eventually, several advocates in the cluster feel it would be better to do so now. (See discussion under approach 2).

It's worth noting that this option will have limited buy-in by the Walter Johnson community. It's a very divisive choice: Several schools that favor it do so emphatically, and several other schools oppose it actively and at every opportunity. The approach did not win support from a majority of school PTAs, during a May cluster meeting called to discuss the secondary school approaches (May cluster meeting). For that reason, the WJ cluster will be unable to propose it as a cluster option.

The addition approach is cost-effective, but additions are not necessarily more cost-effective than new schools. Consider: The cost of building a roughly 700-student addition at nearby BCC HS was \$40,000,000. The first addition for this approach could be about the same, since it would serve 670 students. If so, that's \$59,700 per student. That's comparable to or higher than the per-student cost for approach 2, although it doesn't require as big an outlay up front. (And, this doesn't count the cost of the proposed second addition.)

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Liz King, Cluster Coordinator

As a Middle School (MS) approach: The addition approach has the benefit of familiarity – keeping community groups together and maintaining a sense of community in Tilden and North Bethesda MS, at least until the cluster is redistricted to adjust for a 7th elementary school. We do not have very much diversity of courses in our high quality MS programs just at present, so perhaps having more students would enable us to obtain that.

However, the addition approach would mean that the cluster would eventually have at least 1400 students in each middle school (counting the White Flint 2 and Rock Spring students, who are unavoidably absent from the Roundtable projections). That is a huge number of students in a school, at a transformational stage of their lives. It exceeds the County recommended guidelines for school size. We are, however, the beneficiaries of knowledge from parents at Pyle MS in the Whitman cluster (with about 1500 MS students), and we understand how the school size has been managed through team scheduling.

The cluster believes that this idea has buy-in from the community. Every PTA in the cluster supported this option at the May cluster meeting. It also seems like a surer MS option because, at present, there is no middle school site available for a third MS, unless we use Woodward for a MS rather than a HS. This does not mean that land is unobtainable, however, and (as discussed for approach 8), the idea of building a third MS also has buy-in from the community. We would not want to lose a possible third site by endorsing this option alone.

The MS additions will be cost-effective. However, they may or may not be more cost-effective than building a third middle school. The MCPS Chief Operating Officer estimated that a new MS would cost \$48-55 million dollars. The 4 MS additions and rev/exes that would be required to carry out Approach 1 might well cost that amount, and serve the same number (about 1000) extra students.

Approach #2 – Reopen Woodward as a Grades 9-12 High School

Approach number 2 allows the cluster to keep its high schools at (or close to) the county recommended guidelines for school size – even taking into account that new and future development will take us to 3500 HS students (or more, with the Rock Spring and White Flint 2 developments). Using this approach, we eventually get to 2 HSs of 1750 – a level at which at least reasonably diverse high quality educational programs could be offered.

And, as noted, if we're going to need to split the HS in coming years, there are advantages to doing so now, using this approach. That would give us the best chance of keeping the cluster together in 2 adjacent HSs in the current cluster area. It would also give us time to foster a sense of community, including rebuilding those essential community bonds and parent groups within 2 high schools – and ensuring minimal disruptions to students, family, and the community. It increases the odds that some of WJ's excellent faculty would wind up at Woodward. Those 3 benefits—keeping current neighborhoods in the 2 schools, fostering community, and retaining excellent teachers—would enable us to build a high standard reputation at Woodward, as well.

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Representative Name and Affiliation: Liz King, Cluster Coordinator

Please note, however, that the community buy-in for this option by the Walter Johnson cluster depends largely on whether the County is willing to consider it with the same scope as the Roundtable did – as an option that does not district students out of the Walter Johnson boundaries. In establishing the Roundtable, the Acting Superintendent thoughtfully and deliberately set up the Roundtable in this manner, and the Board adopted it. In favoring this approach, the cluster - and I - favor it only under that scope. It is quite clear that all of the WJ PTAs are significantly more favorable towards this option if limited to the scope the Roundtable established, and most of them can only support it if limited to this scope.

At first blush, one would assume that reopening Woodward is not a cost-effective option, because the MCPS Chief Operating Officer has informed the cluster (before the Roundtable) that a HS built with a rev/ex, to MCPS's current standards, would be \$95 – 115,000,000. That is a major cost. However, let's consider cost-effectiveness, or cost per student served. For a 1750-student school, which I'll assume to have a mid-range cost of \$105,000,000, that's \$60,000 per student. For a 2500-student school (with room to grow), which I'll assume to have a high-range cost of \$115,000,000, that's \$46,000 per student.

And, clearly, there is no issue with certainty of land acquisition.

Approach #3 – Reopen Woodward as a Grades 9-10 High School

None of our cluster representatives asked to include this option in our cluster discussion.

Approach #4 – Reopen Woodward as a Grade 8-9 School

Although this option was discussed at our May cluster meeting, it did not receive the support of a majority of the cluster schools.

The cluster representatives did not wish to pursue a high school solution that involved nonstandard grade ranges in HSs and MSs. Also, this approach would not allow MCPS to use Woodward as an additional HS, which is our preferred option.

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

None of our cluster representatives asked to include this option in our cluster discussion.

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Representative Name and Affiliation: Liz King, Cluster Coordinator

Approach #6 – Alternative Schedule

None of our cluster representatives asked to include this option in our cluster discussion (and only 1 Roundtable representative supported it in Roundtable discussions, after our initial brainstorming session).

Approach #7 – Online Education

None of our cluster representatives asked to include this option in our cluster discussion (and only 1 Roundtable representative supported it in Roundtable discussions, after our initial brainstorming session).

The data table for this option shows that it is only projected to save 440 spaces. Since we're projected to add about 1200 HS students over the 30-year period we discussed, in my personal view that's not enough of an impact on addressing overutilization. (I have no concerns about that criterion for any other approach.). It could certainly be used on a voluntary basis in conjunction with other approaches, though.

Approach #8 – Construct New Middle and High Schools

HS Approach: In this case we must consider the certainty of land acquisition. There is no land available to build a new HS for our students, other than the land under the Woodward building. It doesn't seem feasible that we could obtain a new HS site from development.

MS Approach: Acquiring land for a new middle school won't be easy, but it's an idea whose time has come. There is a present opportunity for acquiring land for that purpose, so there's a higher certainty of land acquisition.

The Walter Johnson cluster is (along with part of the DCC) impacted by the upcoming White Flint 2 and Rock Spring developments. Since 1992, the Walter Johnson cluster has received no land from developers for a secondary school in the cluster. During that time, development that has been projected to yield about 1400 students (about 700 MS, 700 HS) for secondary schools has been approved in the cluster. Surely that is a sufficient number of students to warrant a combined dedication-and-purchase of land for a 1000-student MS from the combined Rock Spring and White Flint 2 plans. After all, the cluster is unlikely to receive any land from a developer for a HS.

Construction of a third MS is desirable from a school size position. As noted for approach 1, at the end of the period covered by the Roundtable, we expect at least 2800 MSs in the cluster. With students allocated as indicated in the data tables, we would have room for 864 students at NB, 939 students at Tilden, and 1000 students at the MS – for a total of over 2800 students. All schools

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would be within County recommended guidelines for school size. Certainly this puts us in the best position to address new and future development. That will help to maintain the high standard reputation of the cluster.

Community buy-in is clear. Every PTA in the cluster supported this option at the May cluster meeting – if land is available. However, we would not want to postpone/minimize the addition and rev/ex and North Bethesda and Tilden, and then find that we didn't obtain a third site for a MS.

With respect to cost-effectiveness: MCPS's Chief Operating Officer reports that cost of a new MS, built to MCPS standards, would be \$48-55 million. So, the cost-effectiveness of this option depends on whether that cost is less than the cost of the 4 construction projects involved in option 1. The number of students to be served is about 1000 in each case.

[Note that the cost of land should not be counted against the Board of Ed CIP, given that the County has not required dedication or purchase of land for a MS while plans have been approved that will generate more than 700 MS students.]

Approach #9 – Collocate New High School and Middle School on Woodward Site

Although this option was discussed at our May cluster meeting, it did not receive the support of a majority of the cluster schools. The concerns stated mainly addressed the adequacy of the site, at 30-35 acres (assuming co-location with an adjacent park) to serve both a HS and a MS, which normally require about 50 acres. Other parents expressed dismay at the thought of 6th and 12th graders sharing the same school site.

The following thoughts are solely my own, and not the cluster's: This approach does offer some interesting advantages: Because of the likelihood that Woodward needs a total rev/ex, the County could take down the Woodward building and start fresh with a 30-acre site (or, a 35-acre site). The certainty of land acquisition is 100 percent, and there are few places (if any) in the County where we could rely on acquisition of a parcel that large. While 35 acres is not an ideal size for a HS and a MS, one could fit a HS the size of Bethesda-Chevy Chase HS in that area, with a normal-sized MS.

It's likely that the MS would mostly use the fields during daytime gym classes and the HS (which has few PE classes) mostly during the late afternoon and evening, so there would be some economies of scale there. With a clever architect, it may well be possible to ensure adequate field space.

Since these are my personal thoughts, I should reveal a personal bias: I attended a grade 7 -12 school. This was during the 1970's - an era when society was already encountering many of the social issues that make parents uncomfortable collocating MS and HS students. Thus, I have seen a collocated school that had completely separate core academic classes, and elective classes, and almost entirely separate extracurricular activities, for MS and HS students. I would only be

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comfortable with such an arrangement today if the school buildings could be completely separate (perhaps back-to-back) and the field activities completely supervised. However, it could be done.

This approach has the advantages of any 3-MS approach with respect to recommended guidelines for school size (see Approach 8).

The costs should be similar to those discussed for a 1750-student HS and a 1000-student MS, so I would expect it to be cost-effective.

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

None of our cluster representatives asked to include this option in our cluster discussion.

One final observation – Debbie Szyfer, Bruce Crispell, and the rest of the Division of Long-Range Planning staff have worked tirelessly to get quality data and information for the Roundtable, and to respond to our many questions. They are champions. Dana Davison of the Chief Operating Officer's Office did a masterful job of ensuring fairness and keeping us focused, and was very helpful to our cluster in many ways. I would like to thank all of them for improving the Roundtable process.

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Representative Name and Affiliation: Andrew Martin (Kensington-Parkwood)

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

Constructing additions to alleviate overcrowding is not an adequate solution for long term growth in the Walter Johnson Cluster if it is to maintain its high education standards. This is a diverse community that values education, demonstrated by the high proportion of university and post-graduate degrees among the population.

We can view the elementary schools as a case study; the additions are locking in an era of large schools, fewer in number and scattered throughout the district. This has left little to no room for improvement when those old, and now much larger, facilities need to be upgraded. Fewer students can walk to their school, exacerbating traffic problems. Introducing this unforgiving cycle at the middle and high school levels is not in the best interest of our children.

This is not a solution to the capacity needs as future additions are already being mooted as a part of this plan; and while it may help keep the community together in the short term, it may be the need for future additions which will bring us right back where we are today but with even less land available at higher cost in an even more densely populated district.

Approach #2 – Reopen Woodward as a Grades 9-12 High School

Reopening Woodward as a 9-12 High School will address the overcrowding issue and keep the Walter Johnson cluster community together. At the high school level, sufficient capacity will be in place for the long term. Excess capacity could even be utilized by the county to relieve population pressures in neighboring districts while maintaining our community's high standards. This option may also facilitate eventual renovations and upgrades at Walter Johnson, itself, to be less disruptive to the student population. This approach would need to be paired with another solution as it does not address the middle schools. If a new facility is needed for middle schools, the Woodward facility would be unavailable.

Approach #3 – Reopen Woodward as a Grades 9-10 High School

Splitting the high school in this manner would be highly disruptive to academic programs and student life. It will also create substantial travel problems for 9th and 10th graders as well as teachers and staff who need to attend classes or extracurricular activities at the main WJ campus, particularly if they still need to finish their day at back at the home school. This would be an unprecedented upheaval with the burden shared by students, staff, administrators, parents, and the local community.

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Representative Name and Affiliation: Andrew Martin (Kensington-Parkwood)

Approach #4 –Reopen Woodward as a Grade 8-9 School

This Junior High approach will help with capacity issues at both middle and high school levels. It maintains the Walter Johnson community for the medium term but seems to make the Tilden addition redundant immediately. It also may still require a new high school or WJ addition in the long term if the cluster continues to grow.

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

This approach addresses the WJ overcrowding issue quickest. However, it is not sufficient on its own to fully address the problem at WJ and it does nothing to help the middle schools. This could be an effective, if still undesirable, temporary stop-gap while the community awaits another solution. It would need to be handled in a well-thought out, well-communicated, well-controlled fashion as many parents may be uncomfortable with their younger high schoolers in an environment with older office workers. Perhaps it makes more sense for the older graduating seniors who may be interested in networking and internships?

Approach #6 – Alternative Schedule

This approach may put serious strain on families as their schedules would be completely up-ended. Sleep patterns and added stress would devastate those not lucky enough to have a more normal schedule. It may be effective for a small group of students who want or need to work during the day and can do some coursework in the evenings. In a university environment this works for a class or two a week but not for a full-time, four-year environment. Further, it does nothing for middle schoolers, except motivate them to begin looking early for program opportunities in other clusters.

Approach #7 – Online Education

Online classes are a reality, but so is the need for adult supervision. Some classes offered online may help high performing students get an edge on college coursework and may help supplement learning for those needing tutors to keep pace. Either way, it is not a widespread enough solution to keep kids out of the facilities and combat overcrowding. It is also too dependent on technology available in individual homes and can make the achievement gap worse for those who don't have the fastest Wi-Fi or latest kit.

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Representative Name and Affiliation: Andrew Martin (Kensington-Parkwood)

Approach #8 – Construct New Middle and High Schools

This is the best long term solution for both high school and middle school levels. Our community recognizes the value of a high quality education. Opening new, modern facilities as early as possible will prevent children from getting lost in the crowd and provide an environment capable of maintaining success. It could also make overhaul of current facilities an easier proposition. For example, if WJ sustained substantial damage due to hurricane, or another earthquake, it would not be as devastating if it were the only high school. A new middle school could create difficulty when some kids from the same MS go to WJ and others go to the new school. However, that doesn't mean the community fractures. Fostering friendly rivalry may even help preserve ties to the community. I may be biased, though, as at UNC we had friends at NC State - and even Duke.

Approach #9 – Collocate New High School and Middle School on Woodward Site

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

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Representative Name and Affiliation: Debby Orsak – Luxmanor ES

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

While this is a feasible approach on paper, I do not believe WJ HS should be that large. WJ HS should not exceed the state and county recommended size guidelines and the majority of PTA's within the cluster do not support this approach.

Approach #2 – Reopen Woodward as a Grades 9-12 High School

I believe that this is the most responsible approach and I hope that MCPS will find a way to keep all of the students that are currently in the WJ cluster at either WJ or Woodward. Both high schools would then meet the county recommended size guidelines for a high school. This option could also relieve overcrowding at neighboring high schools. All 9 PTA's in the cluster also support this approach.

Approach #3 – Reopen Woodward as a Grades 9-10 High School

I believe that this approach will be too difficult to manage and I do not believe this approach will do enough to relieve the overcrowding at the high school grade levels.

Approach #4 – Reopen Woodward as a Grade 8-9 School

I believe that this approach is impractical and I do not believe that it will do enough to relieve the overcrowding at the high school grade levels.

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

I believe that this approach is imprudent and unsafe and too difficult to manage and I do not believe that it will do enough to relieve the overcrowding at the high school grade levels.

Approach #6 – Alternative Schedule

I believe that this approach is impractical and too difficult to manage and should not in any way be considered as a serious possibility to relieve the overcrowding at WJ HS.

Approach #7 – Online Education

I believe that this approach is impractical and too difficult to manage and will not relieve the overcrowding at WJ HS.

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Representative Name and Affiliation: Debby Orsak – Luxmanor ES

Approach #8 – Construct New Middle and High Schools

I believe that we will need a new middle school and we need to find a suitable site on which to build it, but I believe that we should reopen Woodward as a high school instead of trying to find another suitable site on which to build a new HS.

Approach #9 – Collocate New High School and Middle School on Woodward Site

I believe that this approach is not feasible and that it will adversely limit the abilities of both the high school and middle school to perform at an optimum level.

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

I believe that this approach is unwise and I do not believe that it will do enough to relieve the overcrowding at the high school grade levels.

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Representative Name and Affiliation: Howie Philips, Cluster Coordinator

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

Makes the HS larger than the state and MCPS guidelines, however, it has the benefit of keep the whole WJ cluster together in WJHS;
Supported by fewer than 5 PTAs in the cluster;
Students will have fewer opportunities to participate in school/community-building activities, such as sports teams, band/orchestra/chorale ensembles, and school plays;
Student safety may be compromised in overcrowded hallways and buildings, as well as overcrowded parking lots, and drop-off and pick-up points for teen pedestrians and drivers;
Insufficient green-space/fields for WJ is a current problem - the addition removes green-space and adds students, making this an ever bigger issue; and
Does not solve Middle School overcrowding.

Approach #2 – Reopen Woodward as a Grades 9-12 High School

Preferred Option - has support from all 9 PTAs in the cluster and the only HS approach supported by a majority of the families from 9 schools in the cluster;
Only long-term solution for over-crowded, down-county high schools that keeps the HS within MCPS guidelines for size;
Takes future capacity into consideration;
Maximizes use of existing property within the cluster;
More opportunities for students in terms of participating in their HS community (sports teams, music, drama, etc.), which will lead to additional opportunities for college scholarships;
More access to faculty, administration and counselors;
The community streets and thoroughfares can support the traffic at the two different locations; and
Opportunity to help relieve overcrowding at some of our neighboring clusters (BCC and Whitman).

Approach #3 – Reopen Woodward as a Grades 9-10 High School

Size exceeds state and MCPS guidelines;
An oddity among MCPS schools;
Student safety may be compromised as students go back and forth between campuses;
Loss of opportunity for kids in 9th and 10th grade who are in upper-level courses (math and language), plus a scheduling challenge for courses that are open to all grade levels; and
Students will have even less opportunities to participate in school/community-building activities.

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Representative Name and Affiliation: Howie Philips, Cluster Coordinator

Approach #4 –Reopen Woodward as a Grade 8-9 School

An oddity among MCPS schools;
Grade 9 students miss out on HS opportunities/experiences;
Different teacher certificates for grades 8 and 9 (limiting teacher opportunities for movement within the school);
Grade 8 and Grade 9 students miss out on afterschool sports competitions with other middle and high schools; and
Difficult for students taking upper level courses in both 8th and 9th grade.

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

Students will have fewer opportunities to participate in school/community-building activities;
Student safety may be compromised in terms of getting from one campus to the other; and
Scheduling difficulties.

Approach #6 – Alternative Schedule

Difficult to schedule for faculty;
Difficult schedule for families;
Difficult schedule in terms of after school (or before school) activities;
Difficult for those with after school jobs;
Difficult for families with older kids who watch younger kids; and
Difficult to schedule for buses.

Approach #7 – Online Education

Does not relieve capacity issues;
Less supervision;
Less student engagement; and
Students will have fewer opportunities to participate in school/community-building activities.

Approach #8 – Construct New Middle and High Schools

Excellent long-term solution, and only solution that solves our capacity issues;
Only long-term solution for over-crowded down-county HS and MS that keeps both within state and MCPS guidelines for size;
Has support from all 9 cluster schools if land for a third MS is available;
Takes future capacity into consideration;
More opportunities for students in terms of participating in their HS community (sports teams, music, drama, etc.), which will lead to additional opportunities for college scholarships;
More access to faculty, administration and counselors; and
Opportunity to help relieve overcrowding at some of our neighboring clusters (BCC and Whitman).

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Representative Name and Affiliation: Howie Philips, Cluster Coordinator

Approach #9 – Collocate New High School and Middle School on Woodward Site

Land, even with adjacent park, is too small to accommodate both a HS and MS.

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

An oddity among MCPS schools;

Grade 9 students miss out on HS opportunities/experiences (from music and sports to upper level courses and other leadership opportunities); and

Different teacher certificates for grades 6-8 and 9 (limiting teacher opportunities for movement within the school).

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Representative Name and Affiliation: Joseph Piff, Cluster Coordinator

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

Because the projections for the size of the student body at WJHS exceed the interior space available by a significant amount, I expect there to be a need in the near term for portable classrooms on campus. I dislike the use of portable classrooms because (1) they take up more physical space than a school addition, exacerbating student use of limited outside space, (2) they are leased, not owned, so they provide no longer term benefit to the County budget, (3) because each trailer has its own HVAC system, it may be more expensive to operate a series of stand-alone systems than one central, large HVAC system, and (4) if there should be an incident in the school area requiring a lock down, they are not as safe as being inside the school building and provide hiding places for the person or persons causing the incident. Since the feasibility study for a proposed addition indicated a preference for that addition to be placed at the end of the building nearest the Giant Food, the trailers would have to be located in a different campus location than the one that was used during school reconstruction that was completed in 2010. While this will be very inconvenient for the years that pass while we are waiting for either the addition or an alternate solution that lowers the size of the student body, I see no alternative at this time.

When considering the academic program at WJHS, it is clear that the large size of the student body allows the administration to offer more special classes than would be possible with a smaller student body. This is because each class must have a minimum number of students enrolled for it to be practical to staff the classroom. Specialty classes include more AP courses and courses of special interest to individual teachers. However, since this academic course diversity is currently being achieved with a student body of around 2400 students, it is pretty clear that growth to 3000 or more students is NOT a necessary condition. I'm not sure exactly where the "sweet spot" is – the personnel who schedule the classes would be the people most likely to have a feel for that.

MCPS should NOT consider adding classrooms to WJHS without also adding core space. The high school experience is an important part of becoming an adult in our society. Students need places to exercise (auxiliary gymnasiums), congregate, converse, study, and, yes, have fun with each other. WJHS's 1000 seat auditorium cannot be used for whole-school assemblies, and even placing some of the students in the cafeteria, a whole-school assembly cannot be accommodated. Classes by grade level alternate with the 75% remainder of the student body located in classrooms. The only on-campus site that can hold the whole student body is the stadium, and weather conditions keep it from being used for that purpose most of the school year. Increasing the number of students on campus without core space increases is not recommended.

For determining the maximum size of the middle schools, the criteria are not as clear. Core space, e.g., gymnasiums, cafeterias, media centers, fields, etc., are an issue as a school is expanded to accommodate a larger student body. Additionally, the social-emotional growth of middle school age students MUST be considered in sizing a school, e.g., how will students form relationships with teachers and peers in a student body approaching 1500 students? Suggestions made by the Roundtable members for "smaller grade level teams" may be a solution. I think we are pressed to use our knowledge of the development of the adolescent brain to determine what works best for the social-emotional development of middle school students. We don't want our students to be the "test subjects" although that is really the case each time a curriculum change is made. Because of the significant transition from child to young adult that is beginning to occur during the middle school years, it is important that MCPS understand and implement a school sizing approach that works best for the students, teachers and administrators.

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Representative Name and Affiliation: Joseph Piff, Cluster Coordinator

Unfortunately, a large student body limits the availability of some extracurricular activities at both the middle school and high school levels. At Walter Johnson High School some extra effort is made to ensure that students get to participate in some of the activities that high school students expect during their high school years. For example, all plays have two casts so that twice as many students get to participate in this activity. But there is only one set of scenery developed. Many county-sanctioned sports have a maximum team size, so students that would get to play that sport at a smaller school cannot at a larger school. In other words, large secondary schools limit opportunities to some students in comparison to smaller secondary schools, and ingrained inequality.

Finally, using data from the Montgomery County Subdivision Staging Policy for 2012 – 2016, it seems that housing growth within the boundaries of the Walter Johnson Cluster will continue to increase, not only because of the quality of each of our schools, but also because of the proximity to high volume, fast service (once it is properly maintained) public transportation, i.e., METRO Rail. (We have three METRO stops within our boundaries.) The reality is that all of our schools will continue to be stressed over the next two or three decades by the number of school-age children whose parents will find our area a highly desirable place to live. Additionally, the high school clusters that border our boundaries are included in that area of continued population growth.

Approach #2 – Reopen Woodward as a Grades 9-12 High School

Over the next two decades, having both Walter Johnson and Woodward High Schools available will be a necessity, not an option. The availability of a high school-size lot owned by MCPS in an area of the county where that is rare is too appealing for any other option. Since Woodward has been planned as a holding school for renovations in other areas of the county, we know that this will force changes in MCPS planning. However, it does not make sense to house a holding school in an area that is already overcrowded.

The main issue is the difference in the high school experience for students on the Woodward site versus students on the Walter Johnson site, and they are significant. First, during the Roundtable process, Woodward was planned to be a smaller school – a maximum of around 1750 students. How would this affect the academic offerings compared to those at Walter Johnson? Secondly, there is no possibility for “open lunch” at the Woodward site – there is no nearby infrastructure for that purpose. That may seem like a minor difference, but it is not. Walter Johnson has only one lunch period per day, and almost all teachers (by their own preference) are available for student meetings during that lunch period. With the multiple lunch periods that would be necessary at Woodward, teachers would not have a common mid-day availability period, making this valuable time unavailable and unworkable.

The only negative that I see in this approach is the fact that Woodward has not been a MCPS high school in a long time. Therefore, it no longer has a “reputation” with the colleges and universities to which our graduates will apply. This will take time! The academic program will have to be established from nothing – no Principal, no administrators, no counselors, and especially no teachers exist until the decision is made to open the school and the facility is ready for occupancy. Some WJHS teachers and staff may move to Woodward (they may have no choice if a smaller WJHS becomes a reality and their WJHS jobs are eliminated!), but it is really a BRAND NEW high school!

This approach does not change anything about the middle school approaches mentioned in Approach #1.

Approach #3 – Reopen Woodward as a Grades 9-10 High School

While this approach would maintain a much smaller total student body at both school locations, it is not really a practical solution. While some classes are restricted to grade level, e.g., English, many others are not, e.g., electives, AP courses, etc. Scheduling may allow accommodations in some courses, but total interest,

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Representative Name and Affiliation: Joseph Piff, Cluster Coordinator

especially in electives, may not allow the teaching of that class unless students are bussed between campuses, which seems like a very impractical option. Alternatively, teachers may have to travel between campuses, which again may be impractical. Additionally, I don't see that the students retain the opportunity to participate in extracurricular activities to the same extent as students who attend a regular 9 to 12 high school.

Approach #4 –Reopen Woodward as a Grade 8-9 School

The program considerations are the primary reason that this approach just won't work over the long term. Ninth grade classes go on the students' high school report cards, but some students may not get the "high school" feeling. Teachers may feel that their career options are limited in a school system that is different from the one experienced by their peers.

While this option has many CIP financial benefits, we were clearly told that MCPS designs buildings to support the curriculum, rather than designing the least expensive building option and forcing the curriculum to work inside that option.

Finally, we were told that other MCPS school clusters that had temporarily adjusted their buildings to house grade-level classes that were different from the rest of the MCPS district were relieved, happy, etc., to return to the overall schooling model used by the rest of the county schools.

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

Classroom scheduling seems to me to be the biggest issue with this approach. Basically, we are expanding Walter Johnson High School into a two-building model. If the two buildings were separated by a small distance on the same piece of land, this may be practical. (I went to a high school in the Midwest that used the model, basically a college campus model.) However, this approach uses land somewhere within the Rock Spring office complex, a building that has not been identified. Having a whole grade (600+ students) or more responsible for traversing the busy streets in the area of Walter Johnson High School may be impractical, although some may argue that open lunch allows the whole student body to do that. The only way that I see to make this work is to relocate the streets (either Rock Spring or Rockledge or both) to allow another building to be built "on campus." Obviously, this is not reuse of an existing office building, and would be a highly expensive approach. Over the long term, I see the County wanting to reverse a decision that selects this approach.

Approach #6 – Alternative Schedule

This approach causes too many inequities for students, teachers and administrators. How do you staff a longer work day? How do you accommodate after school activities for students and their MCPS coaches and leaders? Do you add a fifth bus schedule, but only for this high school? Are most high school students ready for on-line courses? Would the school really be smaller all day, i.e., would there be a need for overlapping the "morning" and "afternoon" students? How would you schedule AP exams?

My bottom line on this approach is that it is way too complicated and, therefore, impractical.

Approach #7 – Online Education

I don't see how this approach has a real effect on the overall size of the student body all day long. Some high school classes require in-class time because of the facilities needed, e.g., technical education classes, art classes requiring special equipment, etc.

Additionally, being in the building with classmates is part of the social-emotional developmental process that is necessary at this age. Our 21st century students already spend too much "screen time" – let's not increase it just to solve an overpopulation problem.

There is movement in industry toward on-line learning. It is self-paced, can be structured to employ more practice to an area where the student shows weaknesses and be accelerated where students show mastery. It

Walter Johnson Roundtable Discussion Group

Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Joseph Piff, Cluster Coordinator

is a good idea for MCPS to explore the options and opportunities for on-line learning for 21st Century students. But I don't see it as a means of reducing the number of students in a school building.

Approach #8 – Construct New Middle and High Schools

I have two issues with this approach: (1) Identifying the land for either the middle school or high school (I am assuming the Woodward site would be used for at least one of the two buildings), and (2) There is a long time delay until this option could be accomplished, and a lot of relocatable classrooms would be necessary at the secondary school level within the cluster while this option was being planned, funded and built. Most likely the Woodward site will be one of the two pieces of land for this approach. Finding an affordable 15.5 acre site for a middle school within the Walter Johnson Cluster boundaries that also has practical siting away from the two existing middle schools for effective boundary lines will be a huge challenge.

Approach #9 – Collocate New High School and Middle School on Woodward Site

The Woodward site is already smaller than the desired acreage for a high school – 29.8 acres versus the desired 35 acres. Maybe this could be accommodated by keeping the high school small, but 1750 is NOT small! Then, if we add 750 middle school students, we are further complicating the educational issue. We were told that there is a five acre park called “Cedar Wood” adjacent to the Woodward property, but I can't find it in any Montgomery Parks listing. Therefore, I can't say that Montgomery County owns that piece of land, which is totally tree covered, and so I don't know if the school could actually use it.

I don't have a problem with both middle school and high school students sharing a campus. I think a well thought out campus design will go a long way to alleviate any such issues. I just think that this piece of property is too small for this approach.

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

While this approach possibly saves MCPS some CIP dollars, it greatly, negatively affects both the academics and social-emotional learning of our students. While every other ninth grader in the County enters high school, Walter Johnson Cluster ninth graders stay in a middle school. Again, the issue of ninth grade class grades showing up on a high school transcript is an issue if these students are not participating in the high school experience. And there is the issue of after school activities like sports, theater, clubs, etc. I don't believe I agree with putting our cluster students in a situation that could be detrimental to their development and enjoyment of their high school years. The Roundtable members also were advised that there may be staffing certification issues with ninth grade teachers working in a middle school facility.

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Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Elaine Thomas, Kensington Parkwood Elementary

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Construct Additions

Support: Because this approach does not invoke a boundary study with its inherent risk of removing neighborhoods from the WJ cluster, the Kensington Parkwood Community strongly favors this option. This approach aligns with our Roundtable criteria of keeping the WJ Cluster together, ensuring no detrimental impact on property values, and focusing on permanent structures.

However, the KP community recognizes this is not an ideal solution to our overcrowding issues and is in direct contradiction to several of our Roundtable criteria. When the WJ student population grows to more than 3,000 students, the school will far exceed – by almost double - the recommendations set forth in the Maryland State Final School Size Study Report. An exceedingly large student population has great potential to negatively impact the quality of education offered to its students, in particular students with learning differences. An exceedingly large student population will also severely limit student opportunities for participation in extracurricular activities that enrich a student's learning and life experiences.

If MCPS opts to build an addition to WJ, all options, such as creating academies for learning, must be evaluated and the best option(s) implemented to offset the negative impact a very large student body has on the learning environment.

Approach #2 – Reopen Woodward as a Grades 9-12 High School

Support with caveats: The KP community prefers this option, but ONLY if our neighborhoods are guaranteed to remain a part of either the WJ or Woodward clusters. Splitting the 3,000 student WJ population in half between WJ and Woodward creates two school populations that are in line with the state's recommendation of a maximum high school population of 1,700 students.

A second caveat in our support for this approach is to ensure that MCPS completes a substantial rev-ex to the Woodward building to meet a Roundtable criterion of limiting building-related disparities among schools.

Approach #3 – Reopen Woodward as a Grades 9-10 High School

Moderate support with caveats: This approach received moderate support from our KP community, as it, too, does not invoke a boundary study and keeps our neighborhoods within the WJ cluster. However, we are concerned about the negative impact this split will have on students' access to all of the course, extracurricular, and sports offerings. Support is dependent on MCPS devising a system to arrange schedules and shuttles for students to have access to the course offerings at the main WJ campus and to arrange transportation back to the main campus for afterschool offerings.

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Secondary Approach Evaluation Form

May 25, 2016

Representative Name and Affiliation: Elaine Thomas, Kensington Parkwood Elementary

Approach #4 –Reopen Woodward as a Grade 8-9 School

Moderate support with concerns: The KP community offered moderate support for this option. However, there are serious deficiencies with this approach. It creates two islands of students and teachers who are both isolated from their own communities. It alleviates overcrowding only moderately (at best) on the WJ campus and creates a second-class citizen status for the 9th grade students, who are isolated from the main high school campus and its course offerings, in-school club activities, and afterschool activities. Its effects ripple down to 6th and 7th grade students who will no longer have the option to take upper level courses that only 8th grade teachers can offer.

If MCPS chooses this option, they must devise a system to arrange schedules and shuttles for 9th grade students to have access to the course offerings at the main WJ campus and to arrange transportation back to the main campus for afterschool offerings and must ensure that 8th grade students have equal on-site afterschool opportunities as are offered to other 8th graders across the county.

Approach #5 – Use Nearby Commercial Space as a Grade 9 or Grades 9-10 Annex

Not favored: This is a temporary solution at best as the Rock Spring Master Plan moves forward and property owners tear down their buildings to redevelop. To build out the space for only a temporary solution does not seem to be a cost effective approach. This approach also produces the same potential negative impact on students' access to all of the course, extracurricular, and sports offerings.

Approach #6 – Alternative Schedule

No support: An alternative schedule would be extremely disruptive in every way to students, their families, teachers and administrators.

Approach #7 – Online Education

No support: This approach does little to alleviate overcrowding and offers students less supervision than their families may believe is appropriate.

Approach #8 – Construct New Middle and High Schools

Support with caveat: As previously stated, the KP community views each approach through the lens of the potential for a boundary study pushing our neighborhoods out of the WJ cluster. We strongly offer our support for this approach if MCPS commits to keeping our neighborhoods within either the WJ or new school clusters. The success of this approach is dependent on meeting a few Roundtable criteria: consider the certainty of land acquisition and the adequacy of site size.

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Representative Name and Affiliation: Elaine Thomas, Kensington Parkwood Elementary

Approach #9 – Collocate New High School and Middle School on Woodward Site

Moderate support with caveat: If MCPS can ensure that the KP community remains within the boundaries of the new school, that the site can offer adequate indoor and outdoor facilities, and that middle school students are well separated from the high school students on both the bus (i.e., not riding the same bus) and during the school day (i.e., not using common spaces at the same time), then KP offers its support.

Approach #10 – Reassign Grade 9 Students to Middle School and Reopen Woodward as a Grades 6-9 School

Moderate support with caveat: This option presents the same limitations to 9th graders (and their teachers) as approach 4, as well as removes the option of using Woodward to create a new high school to truly alleviate the WJ overcrowding. However, the KP community recognizes that this approach maintains the current WJ boundaries and so supports the option if MCPS can offer transportation and scheduling support for 9th graders to attend classes at WJ when needed.

**Walter Johnson Roundtable Discussion Group
Elementary School Approaches Evaluation Form
June 6, 2016**

Representative Name and Affiliation: Carol Alderson WJHS PTSA Roundtable Representative
***This evaluation considered the Roundtable criteria and reflects the WJHS PTSA meetings of
March 15, April 19 & May 17, 2016***

Approach #1 Open a New Elementary School The WJHS PTSA support the construction of a new elementary school within the WJHS cluster. The PTSA noted that this approach would require a boundary study, within the WJHS cluster.

Approach #1a Open a New Elementary School; Remove the Ashburton ES Addition The WJHS PTSA support the construction of a new elementary school within the WJHS cluster. The PTSA noted that this approach would require a boundary study. However this option would result in Ashburton E.S. being overcrowded for a longer period of time.

Approach #1b Open a New Elementary School; Remove the Ashburton ES Addition (Build Core Improvements Only) The WJHS PTSA is most enthusiastic about this approach in order to keep the elementary schools to be within appropriate sizes. The WJHS supports the construction of a new elementary school within the WJHS cluster. They noted that this approach would require a boundary study within the WJHS cluster.

Approach #2 Reorganize Schools for Grades K -4 in Conjunction with Secondary School Approach #4
The WJHS PTSA is not enthusiastic about this approach and the corresponding grade 8-9 option that accompanies this (see MS/HS approach #4).

Approach #3 Expand Some of the Elementary Schools for a Capacity of 850 -890 students The WJHS PTSA is not supportive of this approach. While we note that this approach would eliminate the need for a boundary study within the cluster, the PTSA feels that this is not a long-term, permanent solution.

**Walter Johnson Roundtable Discussion Group
Elementary School Approaches Evaluation Form
June 6, 2016**

Representative Name and Affiliation: Carol Alderson WJHS PTSA Roundtable Representative
***This evaluation considered the Roundtable criteria and reflects the WJHS PTSA meetings of
March 15, April 19 & May 17, 2016***

Approach #4 Open an Early Childhood Center While the PTSA support early childhood programs, and appreciates the idea of freeing space in the elementary schools, it is not clear how this approach would benefit the cluster. A solo early childhood center for the cluster would be difficult for many families. Families with children in both ES and the early childhood center could have lengthened school commute times and difficulty picking up both children.

Approach #5 Open an Elementary School and Pair it with Ashburton Elementary School While this is a viewed as an “early” solution to Ashburton’s immediate overcrowding, it’s considered to be a complicated approach by our PTSA. During transition years, families could have children at two elementary schools. This was not viewed with enthusiasm by our PTSA.

Approach #6 Reorganize Schools for Grades K-4 Elementary Schools, Grades 5 -9 Middle Schools The WJHS PTSA does not support an approach that does not “match” the K-5, 6-8 & 9-12 programs at other MCPS schools.

Short – Term Approach #1 Reassign Students to Luxmanor ES after the Revitalization/Expansion Project is Complete The WJHS PTSA the PTSA feels that this is not a long-term, permanent solution.

Short-Term Approach #2 Create a Grade Level Annex at a Closed School for Ashburton ES The WJHS PTSA the PTSA feels that this is not a long-term, permanent solution. Families with more than one child may have children at Ashburton ES and the annex at the same time, which could be difficult for family logistics, drop-off, pickup and bus schedules.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Thomas Biggs, Farmland ES

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

No. This is not an option in this form and timetable. It happens years from now and a solution is needed now.

*****HOWEVER**, the concept is the only option for this problem. We simply can't wait until 2035 or even 2022 for another elementary school. In the future, I would hope that recommendations would not make it all the way to the superintendent and school board for consideration without considering their long term effects. Stupid choices years ago put us in this position today. Simply saying: "This is a down year so we need to close a school" has put us in this position with several closed elementary schools, one closed high school within the cluster, plus another junior high which was re-purposed as well. Congressional Elementary should also be in discussion but because it was vacated, demolished, and then sold for the creation of Ring House, we are left with trafficking the children in Montrose/Congressional to overflow Farmland Elementary. Instead, they should remain safe and in walking distance of their own homes in their community. This should never have happened to us. We cannot allow poor planning to create such a situation for other elementary schools within the community EVER again. Similarly, Woodward should never have been closed – it was at capacity! If it had not been closed, we would not have been discussing the options and ramifications of re-opening and it would not play into the discussion for alternative elementary school discussion. The school board and superintendent must think long term and actually plan. ***

Adding an elementary school is the right answer, but not building until 2035 is 20 years too far out. If the answer were instituted now, then it would be the right choice. Really, the school system should not plan for such overages in a school and say it is okay because the number of kids at the elementary level is not overcrowded when considering the entire cluster.

In some way, a new elementary school is mandatory. That MCPS can permit schools to be over-crowded by more than 200 students and close to 50% above capacity is unconscionable, unacceptable, and very poor planning. Portables are not a long term solution. Once placed they often remain far into the future.

To that end, building a new elementary school which does not open until 2035 but adding onto Ashburton creates a supersized Ashburton Elementary School, far exceeding state guidelines and the recommended maximum size of 740 children Montgomery County feels is even tolerable. The addition to Ashburton required by following this approach would ensure there is no new school until 2035. That is not tolerable.

----The smartest solution would be to change the timetable on a new build elementary school. Take back the building at Fernwood Elementary. If significant changes and improvements are necessary there, then do them. Build the school to no more than 740. Keep Ashburton at its current size with the core improvements it needs to serve its current population. Make the improvements necessary to maintain Garret park at its current intended level and send to another school (likely Luxmanor) only those kids closest to the disruption. All planned additions to Luxmanor and Kensington-Parkwood would need to continue as scheduled with Luxmanor receiving the maximum build under states guidelines. At the same time, take the overflow from Garret Park and Ashburton and use Grosvenor or Ayrlawn as overflow holding schools until the renovation on Fernwood can be completed. All of this is conjecture since we aren't trying to identify other sites or provide

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June 6, 2016

Representative Name and Affiliation: Thomas Biggs, Farmland ES

comment on additional scenarios. While some degree of inner cluster re-districting would be required, this solution is simply a way of immediately dealing with the overcrowded elementary schools (Garret Park and Ashburton) with the nearest and cheapest resources nearby their sites.

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

No. Not the option.

This approach works better in getting a needed school online in 6 years. It does not provide the core spaces that Ashburton and Garret Park still require for their students. And it demands that both those schools remain well above state mandated guidelines for at least 5 years.

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition
(Build Core Improvements Only)

Has possibilities.

Since the core construction would be done but no classrooms added, the timetable moves up to 2022. It also provides the areas most in need for the currently sized Ashburton.

The drawbacks are that the work still is not done until 2022. That leaves two schools overpopulated by outlandish numbers for the foreseeable future. Boundary surveys would still be required and some re-districting within the cluster would occur. It would also preclude the planned addition at Ashburton and the new project might not receive a bid MCPS likes.

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Elementary Approach Evaluation Form

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Representative Name and Affiliation: Thomas Biggs, Farmland ES

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

No. Not an option. No traction. Not supported by parents.

This version would create school transitions not found anywhere else. If those transitions were planned elsewhere in the county and this cluster were just the first instituting them, then this option might have stronger legs. That's not the plan, so it doesn't work.

The plan would also require some form of acceptance of option 4 in the secondary school arena. As stated in earlier evaluations that is not an acceptable pairing of students at a school not designed the elementary student and there could be social adjustment issues and personal safety issues unintended and unplanned.

Also, it is clear that fifth graders are barely able to handle the responsibilities of being the oldest in elementary school (I have a sixth grader, two third graders, and a kindergartner, so I have been watching fifth graders for many years as I am required to personally take and receive my kids at school each day.) If we remove fifth graders from the elementary school designed for 5th and 6th graders, the 4th graders remaining will have to shoulder some responsibility currently not theirs and they may not be ready for it or the effects it has on their school performance.

The benefits are that the timetable could be adjusted and would accelerate the planned additions at Tilden and NB. Also, Woodward is already being used as a middle school by Tilden, so renovations would appear to be less demanding. That would allow the process to move faster.

The negatives vastly outweigh the positives for this option: logistics, transitions, programming, bell schedules, buses, social development, and curriculum tracking. The list goes on.

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

No. Not an Option.

Too large. We're trying to reduce overcrowding not institutionalize it.

Approach #4 – Open an Early Childhood Center

No. Not an option.

Places a new elementary in the cluster in 30 years. Re-assigns the littlest kids from their home community to another environment not populated by other elementary aged kids. Would require significant re-districting without the benefit of a full-service elementary school being built. There would be more transitions than usual, creating a lack of unity as the kids progress through the cluster. Logistics would again be awful for families with multiple little kids and who attempt to comply with county regulations for pick-up and drop-off. The early childhood center would only be the size of half of an elementary school.

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Representative Name and Affiliation: Thomas Biggs, Farmland ES

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

Possible option. Parents provided little support.

It reduces over-crowding. It largely keeps the schools in the cluster on the tracks they already follow.

The negatives are that it sets not simply the cluster apart from other clusters, but Ashburton apart from all other elementary schools. It would be an anomaly. There is no immediate relief for the student population at Ashburton or Garret Park. There would have to be significant re-assignment of Garret Park for this option to work. There would be significant logistical issues as cited in other options: bells, buses, traffic, pick-up/drop-off, and curriculum. The schools would encounter another transition not found elsewhere.

A likely site would have to be identified - Fernwood or perhaps Grosvenor. The overcrowding would cease. The overall track could be followed within the cluster. If Woodward is re-opened as 9-12high school as appears to be the smartest choice, then this option might encounter further issues, unless both Ashburton and Garret Park remained in the same cluster.

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 Middle Schools

No. Not an answer.

There is little parent buy-in for this solution. No other cluster has this set-up. There would be a mixing of two levels of school. Social adjustments would be required of children not prepared to interact with those further along the maturity scale. There would be bus, traffic, and parental scheduling issues.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

No. Not an answer.

Assuming the addition remains on Ashburton, it would open in 4 years. If there is no addition at Ashburton until 2022, there really remains no benefit because it is four years out and would only benefit the community for two years with major disruption of grade, schedules, buses, and more limited home life.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

No. Not a solution – short or long term.

Requires available space not currently in existence. There is no space available at Ashburton. Also is not intended to address more than immediate short term need students would be separated from their peers. Property would have to be purchased just to do the annex. Then would have attendant bus and bell issues.

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Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

I strongly favor this approach. It seems to me that with projected population growth and the desirability of Montgomery County as a place to live, work, and do business, that our school age population will continue to grow. Now more than ever, with the development plans underway, is the time to secure land and build a new elementary school to alleviate the existing and future overcrowding in the Cluster. In particular, a 7th elementary school will help manage the overcrowding problems at Ashburton ES and Garrett Park ES, and to a lesser extent, Kensington-Parkwood ES. Montgomery County must get ahead of the problem of over utilized public facilities, rather than backfilling after development and school enrollments increase.

Criteria met:

Open schools/add capacity near population growth

Keep current Walter Johnson whole cluster together

Address overutilization at all levels (beyond calculated capacity and enrollment)

Consider impact of new and future development on capacity (beyond 20 years) and be more forward thinking with the plans and projections

Ensure adequate play space and remove portables

Maximize use of existing property in cluster

Support environment conducive to high achievement and consider whole system effect on child learning/achievement and academic outcomes

Consider cost effectiveness (capital and operation—including cost of land acquisition and relocation of county offices)

Ensure no detrimental impact on property values

Consider impact of overutilization on staff and school operating budget

Consider safe routes to schools

Focus on permanent structures

Ensure socioeconomic diversity at schools

Provide state-of-the-art facilities (including the core facilities)

Consider community impact and buy in by the community

Ensure minimal disruptions to student/families and community

Consider short and long term conditions of the schools

Maximize walkers and reduce buses

Limit building disparity among schools

Foster sense of community (especially if a new school is opened)

Consider certainty of land acquisition

Ensure students have opportunities to participate in extracurricular activities at high, middle, and elementary school levels

Ensure diverse high quality educational programs

Maintain high standard reputation of cluster

Provide students with similar choice options as currently available

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Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

This seems to me to be an impractical solution. Regardless of whether a new school is built, Ashburton ES will still have a large school population and its core needs are significant enough to warrant the addition. This approach should be rejected.

Criteria met:

Keep current Walter Johnson whole cluster together
Ensure socioeconomic diversity at schools
Provide students with similar choice options as currently available

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition (Build Core Improvements Only)

My comments on Approach 1(a) largely apply to Approach 1(b). I see no reason to move forward on an addition that does not add classroom capacity. This approach is impractical and should be rejected.

Criteria met:

Keep current Walter Johnson whole cluster together
Ensure socioeconomic diversity at schools
Provide students with similar choice options as currently available

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

As I noted in my comments on Secondary School Approach 4, I oppose this idea. MCPS has a capacity and infrastructure problem, not an instructional model problem. I see no need to throw out the way that schools are operated throughout the nation, upending our curriculum, and creating staffing and operational challenges in order to solve our space issues. The costs are great, and the benefits are not even close in comparison. This approach should be rejected.

Criteria met:

Open schools/add capacity near population growth
Keep current Walter Johnson whole cluster together
Focus on permanent structures
Ensure socioeconomic diversity at schools

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Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

I far prefer Approach 1 to Approach 3. There are some legitimate concerns about how well large schools meet the needs of ESOL, FARMS, and other special needs populations. MCPS and the State have recommended and preferred ranges of enrollment for a reason. I worry about what the impact on our children would be if we were to build schools beyond those ranges.

Nonetheless, we desperately need seats in the WJ Cluster. If it is not feasible to open a new elementary school (which for the record, I believe is most certainly feasible and preferred), then I would prefer larger elementary schools to redistricting.

Criteria met:

Open schools/add capacity near population growth

Keep current Walter Johnson whole cluster together

Address overutilization at all levels (beyond calculated capacity and enrollment)

Consider impact of new and future development on capacity (beyond 20 years) and be more forward thinking with the plans and projections

Ensure adequate play space and remove portables

Maximize use of existing property in cluster

Focus on permanent structures

Ensure socioeconomic diversity at schools

Ensure minimal disruptions to student/families and community

Consider short and long term conditions of the schools

Maintain high standard reputation of cluster

Approach #4 – Open an Early Childhood Center

This is a terrible idea. Approach 4 seems untested, complicated, logistically challenging for parents of elementary school children and uses Garrett Park's kindergarteners as guinea pigs to solve the overcrowding of WJ Cluster schools. This approach is untenable and unacceptable and should be rejected.

Criteria met:

None

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

I oppose this Approach. If MCPS determines that a new elementary school should be opened (which they should!), then MCPS should simply open a new K-5 school. To pair a grades 3-5 elementary school with Ashburton ES might solve some overcrowding issues at Ashburton and Garrett Park, in the short run, but it will lead to multiple transitions, the widespread splitting of the community, and logistical challenges. I understand that MCPS utilizes paired schools, but I don't particularly care for the model and have heard from parents of children in paired schools that the transitions are difficult and that the community is fragmented. Further, I have serious concerns that this approach will actually help us keep pace with development pressures within the Cluster.

Criteria met:

Keep current Walter Johnson whole cluster together

Walter Johnson Roundtable Discussion Group

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Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 Middle Schools

My comments on Approach 6 are virtually identical to my comments on Approach 2. I oppose this idea. MCPS has a capacity and infrastructure problem, not an instructional model problem. I see no need to throw out the way that high schools are operated throughout the nation, upending our curriculum, and creating staffing and operational challenges in order to solve our space issues. The costs are great, and the benefits are not even close in comparison. This approach should be rejected.

Criteria met:

Open schools/add capacity near population growth
Keep current Walter Johnson whole cluster together
Focus on permanent structures
Ensure socioeconomic diversity at schools

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

I strongly support this approach as the most feasible way to address overcrowding at GPES. However, I am concerned that this Approach (ST-1) is indeed short term and short-sighted if not paired with the construction of a seventh elementary school because Luxmanor's increased capacity is intended to account for population growth anticipated as part of the White Flint development. (Of course, so was Garrett Park's rev-ex...)

Regardless of the long term implications of a reassignment of GPES students to Luxmanor, I strongly prefer Approach ST-1 to any solution that would look beyond the Cluster to solve GPES' overcrowding problems. But I will note that such a reassignment will be a bitter disappointment to many in the GPES community.

Criteria met:

Keep current Walter Johnson whole cluster together
Ensure adequate play space and remove portables
Maximize use of existing property in cluster
Support environment conducive to high achievement and consider whole system effect on child learning/achievement and academic outcomes
Consider cost effectiveness (capital and operation—including cost of land acquisition and relocation of county offices)
Ensure no detrimental impact on property values
Consider impact of overutilization on staff and school operating budget
Focus on permanent structures
Ensure socioeconomic diversity at schools

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Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Jim Bradley, Garrett Park ES PTA

Provide state-of-the-art facilities (including the core facilities)
Consider community impact and buy in by the community
Ensure minimal disruptions to student/families and community
Ensure students have opportunities to participate in extracurricular activities at high, middle, and elementary school levels
Ensure diverse high quality educational programs
Maintain high standard reputation of cluster
Provide students with similar choice options as currently available

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

The Roundtable did not perform much of an analysis or have much of a discussion of Approach ST-2, so I have limited information and analysis to draw upon. With those caveats, let me say that I have similar concerns about Approach ST-2 that I do about Approach 5. If MCPS decides to open a closed school, then why just one grade and why just to solve one school's overcrowding? In my opinion, MCPS should either open a closed school as a 7th elementary school, or build a new 7th elementary school. But to put in all of the resources that would be necessary to bring a closed school up to code just to then utilize it only for one grade of one school makes no sense to me. Therefore, based on admittedly limited understanding of Approach ST-2, I oppose it and recommend its rejection.

Criteria met:

Keep current Walter Johnson whole cluster together

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Mariella Cacho, North Bethesda MS

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

The ONLY VIABLE OPTION, which also has support from all 9 PTAs in the cluster, if Ashburton's addition is capped at 750;
Long-term solution for over-crowded down-county elementary schools that keeps the Elementary Schools within MCPS guidelines for size;
Takes future capacity into consideration;
Keeps the current Walter Johnson Cluster together, which maintains a sense of community;
No negative impact on property values;
Good solution for staff and administration;
More access to faculty, administration and counselors;
Reasonable school size is better for students with IEPs (ADHD, anxiety, depression, etc.) to navigate;
Won't compromise student safety because hallways and buildings won't be overcrowded;
Won't compromise student safety because parking lots and drop-off and pick-up points for walkers and busses won't be overcrowded;
The community streets and thoroughfares can support the traffic at the two different locations.

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

Ashburton cannot continue without the addition;
No Cluster, PTA or Community support.

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition (Build Core Improvements Only)

No support from Ashburton;
No Cluster, PTA or Community support.

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

An oddity among MCPS schools;
No Cluster, PTA or Community support.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Mariella Cacho, North Bethesda MS

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

Makes expanded Elementary Schools in the WJ Cluster larger than the state and MCPS guidelines; Adversely affects students with IEPs (ADHD, anxiety, depression, etc.) to navigate such large schools;

Student safety will be compromised in overcrowded hallways and buildings, as well as overcrowded parking lots, and drop-off and pick-up points for walkers and bussers;

The communities at these extra-large schools cannot support the increased traffic not only during drop-off and pick-up, but also during community events;

An Elementary School with this large size diminishes the sense of community within the school; Cafeterias/All Purpose Rooms cannot be expanded large enough to accommodate this number of students;

Students have a greater opportunity to become lost in the crowd;

Less leadership opportunities for students (Student Government Association);

No Cluster, PTA or Community support.

Approach #4 – Open an Early Childhood Center

No Cluster, PTA or Community support.

No MCPS Support

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

No support from Ashburton;

An oddity among MCPS schools;

No Cluster, PTA or Community support.

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 MS

An oddity among MCPS schools;

No Cluster, PTA or Community support.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

An excellent short-term solution until the seventh ES can be built, but it doesn't solve the problem soon enough: Ashburton is significantly overcrowded now.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

An excellent short-term solution until the seventh ES can be built.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Wendy Calhoun, North Bethesda MS

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

The ONLY VIABLE OPTION, which also has support from all 9 PTAs in the cluster, if Ashburton's addition is capped at 750;
Long-term solution for over-crowded down-county elementary schools that keeps the Elementary Schools within MCPS guidelines for size;
Takes future capacity into consideration;
Keeps the current Walter Johnson Cluster together, which maintains a sense of community;
No detrimental impact on property values (because Ashburton is not a gigantic, overcrowded ES);
Good solution for staff (with a school within MCPS Guidelines for an ES, teachers from each grade-level should be able to have team meetings and planning time, whereas at an over-utilized/over-capacity school they can't, because there are so many students in each grade they can't all have specials at the same time);
More access to faculty, administration and counselors;
Reasonable school size is better for students with IEPs (ADHD, anxiety, depression, etc.) to navigate;
Won't compromise student safety because hallways and buildings won't be overcrowded, nor will parking lots and drop-off and pick-up points for walkers and busses;
The community streets and thoroughfares can support the traffic at the two different locations;
Opportunity to help relieve overcrowding at some of our neighboring clusters (BCC and Whitman);
Strongly suggest opening new ES at 550 and building to 750 when necessary (which I believe will be sooner rather than later).

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

Ashburton cannot continue in its current state of crisis for much longer (6 lunch periods, students who are supposed to have an extra 10 minutes of recess instead sit and read/have snacks in the hallway, while being supervised by Paraeducators, which pulls them from the classrooms where they are needed);
No Cluster, PTA or Community support.

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition (Build Core Improvements Only)

No support from Ashburton;
No Cluster, PTA or Community support.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Wendy Calhoun, North Bethesda MS

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

An oddity among MCPS schools;
No Cluster, PTA or Community support.

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

Makes expanded Elementary Schools in the WJ Cluster larger than the state and MCPS guidelines; Future development will make the Elementary Schools even larger and therefore lose efficiency advantage, which “is diminished by the increasing costs of administration and of the need for greater coordination across a larger, more complex school organization” (Stiefel, Berne, Latorola, and Frutcher, 2000; Walberg & Walberg, 1994);

Adversely affects students with IEPs (ADHD, anxiety, depression, etc.) to navigate such large schools;

Student safety will be compromised in overcrowded hallways and buildings, as well as overcrowded parking lots, and drop-off and pick-up points for walkers and busses;

The communities at these extra-large schools cannot support the increased traffic not only during drop-off and pick-up, but also during community events (the Ashburton parking and local streets are already over-crowded during school-wide events (Back-to-School Night, Back-to-School Picnic, Fall Festival, Spring Fling etc.;

An Elementary School with this large size diminishes the sense of community within the school; Cafeterias/All Purpose Rooms cannot be expanded large enough on some sites to host an appropriate number of lunches so that the children aren't eating lunch at 10:30 in the morning or 1:30 in the afternoon;

Cafeterias/All Purpose Rooms cannot be expanded large enough on some sites to host half the school for an assembly (what is already costing extra to host two assemblies, becomes cost prohibitive to hold three; and logistically is impossible to complete in one day because of all the lunches that have to also happen in these rooms);

Cafeterias/All Purpose Rooms cannot be expanded large enough on some sites to host one grade for their Promotion Ceremonies (example – Ashburton this year had to move their promotion ceremony to WJ because the current fifth grade class and their families can't fit at Ashburton);

Students have a greater opportunity to become lost in the crowd;

Less leadership opportunities for students (Student Government Association);

No Cluster, PTA or Community support.

Approach #4 – Open an Early Childhood Center

No Cluster, PTA or Community support.
No MCPS Support

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Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Wendy Calhoun, North Bethesda MS

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

No support from Ashburton;
An oddity among MCPS schools;
No Cluster, PTA or Community support.

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 MS

An oddity among MCPS schools;
No Cluster, PTA or Community support.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

An excellent short-term solution until the seventh ES can be built, but it doesn't solve the problem soon enough: Ashburton is significantly overcrowded now.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

An excellent short-term solution until the seventh ES can be built.

Walter Johnson Roundtable Discussion Group
Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Laura Chace, PTA President Ashburton Elementary

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

I support this approach ONLY if Ashburton's addition is reduced to 750 capacity and not the 881. 881 is too large for an elementary school. Ashburton currently faces many challenges that will only get worse if we add capacity to this magnitude - space does not solve the problems. We need a new elementary school as soon as possible, while also relieving Ashburton's 145% over capacity with a modest addition of 750 and re-assigning students within the cluster to get to the 750 enrollment. All 5 other elementary schools are at or will be built to the 750 range, Ashburton should NOT be different. The continually climbing enrollment shows that we need a NEW school, not a ridiculously huge school that the community does not support.

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

I do not support this approach because Ashburton is struggling and this would put us in a HORRIBLE position for the next 6 years with absolutely no relief. This solution would be a disaster for the Ashburton community.

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition (Build Core Improvements Only)

I somewhat support this approach but I think it would entail difficult short-term consequences such as putting one or two grades off-site for a time period because Ashburton cannot keep limping along as it has been for much longer.

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Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Laura Chace, PTA President Ashburton Elementary

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

I strongly oppose this approach because I do not support WJ being the only cluster with this model for elementary and middle schools. This creates too many transitions for kids and programming challenges for students as well as limited opportunities for teachers to switch grades and more accreditation. This solution just does not make sense. Our middle schools are already overcrowded.

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

I strongly oppose this approach because no elementary school should be build beyond the 750 range, which is the guideline from the state of Maryland for elementary schools. Having experienced the challenges of a LARGE school first-hand for many years, I do NOT support this approach.

Approach #4 – Open an Early Childhood Center

I do not support this approach because it does not solve the larger overcrowding problem. Also, it creates a disparity in experience since it pulls kids from only a few schools and not all. It also creates some extra transitions for kids at a young age.

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

I support this approach because it can be done quickly and it is a natural division of primary and secondary grades in elementary school. However, the day it opens, the schools will all be full and there would not be any extra capacity, so it does not solve the long term problem of adding capacity for growth.

Walter Johnson Roundtable Discussion Group
Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Laura Chace, PTA President Ashburton Elementary

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 Middle Schools

I strongly oppose this approach because I do not support WJ being the only cluster with this model for elementary and middle schools. This creates too many transitions for kids and programming challenges for students as well as limited opportunities for teachers to switch grades and more accreditation. This solution just does not make sense. Our middle schools are already overcrowded.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

I support this tactic if option 1 is selected to build Ashburton's addition to 750 and re-assign the remaining children to Luxmanor permanently. I am not in favor of a temporary re-assignment of students.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

I support this tactic for a short time frame, ONLY if it is due to a new school is being built. I do not support this tactic for any other reason. Solve our problems, do not make them worse.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: _____Nermine Demopoulos _____
 _____Luxmanor Elementary School _____

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

Luxmanor and the cluster as a whole support the opening of a 7th elementary school. Below is the preferred approach from all 9 cluster schools. Under this approach all schools fall within MCPS preferred range of enrollment.

Luxmanor PTA supports the WJ cluster request that MCPS as soon as possible (i) pursue all means to acquire land within the cluster for a 7th elementary school and (ii) open the new elementary school within the cluster. The cluster adamantly opposes any solution to elementary school overcrowding that would redistrict any of our neighborhoods outside of the WJ cluster. No elementary school, including Ashburton, should be built or expanded beyond the capacity of 750 students; the upper limit of the MCPS preferred range of enrollment.

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

I support Ashburton's request to be built to a capacity of approximately 750; the upper limit of the MCPS preferred range. Therefore, I do not support removing the addition entirely, simply adjusting the size of the addition.

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition
(Build Core Improvements Only)

I support Ashburton's request to be built to a capacity of approximately 750; the upper limit of the MCPS preferred range. Therefore, I do not support removing the addition entirely, simply adjusting the size of the addition – including the building of additional core space.

Walter Johnson Roundtable Discussion Group
Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: _____Nermine Demopoulos _____

Luxmanor Elementary School _____

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

This approach results in too many transitions between grades and schools and would be very difficult to manage logistically. In addition, the curriculum and differences in maturity levels between the ages is a concern.

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

Luxmanor does NOT SUPPORT being built to a capacity of 850 to 890. We support our elementary schools being built to fall within MCPS preferred range of enrollment.

Furthermore, this could be a very controversial approach and is likely to raise community concerns regarding traffic and infrastructure due to the proximity between Luxmanor and Tilden Middle School (especially given the secondary school approach to expand Tilden to between 1200-1500 students).

Approach #4 – Open an Early Childhood Center

This would result in differences between elementary schools within the cluster and is not supported.

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

From the roundtable discussions, it is my understanding that Ashburton prefers to not have a divided campus. It divides families and communities. It is my understanding this type of approach exists in other parts of the county and therefore MCPS should evaluate the lessons learned and pros and cons of this approach from past experiences.

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Elementary Approach Evaluation Form

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Representative Name and Affiliation: _____Nermine Demopoulos _____
 _____Luxmanor Elementary School _____

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 Middle Schools

This is likely only possible if a third middle school is built, but one middle school is already overcapacity and both are scheduled to be built to the higher range of the county recommended size. Therefore, even with a third middle school, I do not feel this option is feasible. In addition, the maturity level and curriculum between 5th grade and 8th grade are too different.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

Luxmanor supports helping neighboring schools with overcapacity issues once the Luxmanor revitalization is complete and the school has additional capacity. But, during the roundtable discussions a number of concerns were raised with short term solutions that would divide communities. In addition, the Luxmanor PTA suggested, as another short term solution, to reassign Ashburton PEP and pre-k students temporarily to Luxmanor. The roundtable was advised that MCPS does not support such short term changes as both programs are part of the culture of the school.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

From the roundtable discussions, it is my understanding that Ashburton prefers to not have a divided campus. It divides families and communities. If this type of approach exists in other parts of the county or even other MD school systems, then MCPS should evaluate the lessons learned and pros and cons of this approach from the experiences of others.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Liz King, Cluster Coordinator

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

Please note - I'm preparing my evaluation from the perspective of a cluster coordinator (2015-16), not as a representative of a school.

My evaluation relies on Roundtable information, data tables, and criteria (underlined). It's not based on the views of a single school or PTA. I often rely on the responses of our cluster representatives at our June meeting – when they were stating the views of their schools on the Roundtable's elementary school approaches. In our discussion, they considered the Roundtable process, the views of school parents in PTA meetings and the Ashburton survey, their own knowledge of their PTAs, and their knowledge of PTA and cluster needs.

This approach received considerable debate during the most recent meeting of cluster representatives. We balanced competing needs.

It was clear that cluster representatives wanted to address overutilization, including meeting some of Ashburton's current needs soon with an addition and core space. Approach 1 clearly does that.

Another consideration was the desire to keep the whole cluster together (within the current boundary lines). People were unsure about what might happen to other overcrowded schools if Ashburton wasn't somewhat expanded. Cluster representatives were concerned that students at those schools could be districted outside the boundary lines. Approach 1 addressed that concern, too.

However, the cluster also took a longer view, considering the impact of new and future development on capacity. To prepare for the long-term needs, the cluster definitely favored a 7th elementary school, as soon as the cluster qualifies. (In fact, if the 7th school could be built to 550 (or so) initially, to enable it to open sooner, all the better.) Approach 1 was unhelpful in this regard, because the 7th elementary school would open relatively late under this approach.

And, one very strong consideration during the debate was consideration of recommended guidelines for school size – keeping all schools under or about at 750 students. There was concern that, if we advocated for a school of 881, that school would someday go even larger – perhaps to 1000 students, miles above the guidelines. The opposition to overlarge elementary schools made many people question the large Ashburton addition in Approach 1.

Here's an alternative that balances all those needs and goals:

The WJ cluster requests that MCPS as soon as possible (i) pursue all means to acquire land within the cluster for a 7th elementary school and (ii) open the new elementary school within the cluster.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Liz King, Cluster Coordinator

The cluster adamantly opposes any solution to elementary school overcrowding that would redistrict any of our neighborhoods outside of the WJ cluster. No elementary school, including Ashburton, should be built or expanded beyond the capacity of 750 students; the upper limit of the MCPS preferred range of enrollment.

This alternative has buy-in from the community. Every PTA in the cluster supported this alternative at the June cluster meeting.

My own comments:

With respect to cost-effectiveness: MCPS's Chief Operating Officer reports that reopening a closed ES, built to MCPS standards, would be \$28-35 million. However, the top figure presumably represents a school with a capacity of 740. So, opening a 7th ES relatively soon might have a substantial upfront cost but a very reasonable per-student cost, making it cost-effective. (Or, with an initial capacity of 550 – a less substantial upfront cost and a reasonable per-student cost).

The existing properties in the cluster mentioned during the course of the Roundtable where a new elementary school (including a closed school) could be opened are (1) the sites of the former Alta Vista, Ayr lawn, Grosvenor, Kensington, and Montrose schools, and (2) the White Flint South site in the first White Flint sector plan (reserved although not yet County-owned). We also mentioned the cluster efforts to get a site on the WMAL/Toll Brothers property. It's possible that the cluster could get land from the White Flint 2/Rock Spring plans, but the cluster needs a MS site from those.

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

This approach was developed to try to meet Ashburton's needs but was not supported by the school community. So, none of our cluster representatives asked to include this option in our cluster discussion.

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition (Build Core Improvements Only)

This approach was developed to try to meet Ashburton's needs but was not supported by the school community. So, none of our cluster representatives asked to include this option in our cluster discussion.

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Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Liz King, Cluster Coordinator

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

None of our cluster representatives asked to include this option in our cluster discussion.

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

We did discuss this approach, but it received almost no support.

One very strong consideration during the debate was consideration of recommended guidelines for school size – this would not keep all schools under or about at 750 students. There was concern that, if we advocated for a school of 850-890, that school would someday go even larger – perhaps to 1000 students, miles above the guidelines. And, we definitely want a 7th elementary school, within those guidelines, as soon as the cluster qualifies.

Another factor mentioned is that expanding schools doesn't fully address overutilization - because on some sites/in certain circumstances the core facilities can't be enlarged so are still overutilized. This could also be an issue for overutilization of parking lots/bus areas.

My own view is that we've already lost a great deal of sense of community with larger elementary schools, and I would not want to lose more.

Approach #4 – Open an Early Childhood Center

None of our cluster representatives asked to include this option in our cluster discussion.

My own view: The closed schools include some very small schools with leases. (The Roundtable did not have a discussion about any of them, because of the belief that that would have constituted a boundary study. We did not determine if any would have resulted in a net increase in usable land.) So, considering the adequacy of the site for revitalization/expansion – this could actually work at our smallest sites. This is one of the few ways in which we could make good use of [those] existing properties in the cluster.

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

We did consider this approach, but no schools supported it.

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Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Liz King, Cluster Coordinator

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 Middle Schools

None of our cluster representatives asked to include this option in our cluster discussion.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

None of our cluster representatives asked to include this option in our cluster discussion. However, from related conversation, there was not agreement among the cluster representatives about which students would be reassigned to Luxmanor.

My own view is that the cluster will need to do this for an overcrowded school (such as Ashburton or Garrett Park) while we wait to become eligible for a 7th elementary school.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

None of our cluster representatives asked to include this option in our cluster discussion.

My own view is that the closed schools include (1) very small schools with leases and (2) larger schools that have government functions in them. (The Roundtable did not have a discussion about any of them, because of the belief that that would have constituted a boundary study. We did not determine if any would have resulted in a net increase in usable land.) I find it very hard to believe that we could move a government office for a temporary use, but it may be possible to break a lease or use a facility that is currently a school for a temporary use.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Andrew Martin (Kensington-Parkwood)

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

The title of this approach is a bit of a misnomer; the proposed permanent increases to capacity at three schools, particularly at Ashburton, will delay the construction of a new school for more than a decade. Enrollment in the cluster is more than 600 over capacity with more residential development coming to the area. This approach will not bring a new elementary school online until 2035. At that point, acquiring necessary land will likely be more difficult and more costly since population and retail density will only increase. By then, the youngest of our current students will have college degrees and most MCPS staff will have long retired before ground breaks.

As an exercise, the Round Table examined how quickly a new school could be opened and the answer was 2022, thirteen years faster than this approach. The addition at KP and rev/ex at Luxmanor are cost-effective methods to relieve some overcrowding in the short-term without kicking the can too far down the road. Both schools can help relieve some of the pressure at Garrett Park. The Ashburton community may have found a responsible solution by modifying this approach and decreasing the size of their proposed addition, adding needed core space and bringing it in line with the other schools' mid-700 capacity. The full Round Table should have explored this alternative, perhaps paired with programmatic changes to bring Pre-K or other programs to a different site with more capacity?

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

While this option accelerates the timeline for building a new school, compared to the prior approach, the space deficit at Ashburton is dangerous and not conducive to a high quality, healthy learning environment. KP will get relief and Ashburton needs it, too. Building some extra capacity is prudent but it should not exceed MCPS guidelines, nor should our community wait until our County Executive is 90 years old for a new elementary school. There must be a middle ground.

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition (Build Core Improvements Only)

This option provides minimal relief to the Ashburton community. They need more help than this provides. Their counter-proposal is more intriguing.

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Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Andrew Martin (Kensington-Parkwood)

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

Reorganization in this way will bring relief to elementary schools but will create programmatic and curriculum challenges in the cluster. Many of our parents are skeptical of this change and do not believe 5th graders are ready for a middle school environment. It may also be difficult to retain and train teachers with this mixed approach, and keeping and attracting great teachers is critical to maintaining the cluster's standard of excellence.

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

The KP community is skeptical that mega-schools can be administered effectively and to maintain the cluster's dedication to quality. We do not want any elementary schools this large. It paints MCPS into a corner if there is a demographic shift the other way. In the past, MCPS closed its small elementary schools but back then, the schools were not near this size. It also makes it more challenging if something renders a school unsafe, such as flood or contamination. It is very risky and could only be considered as a last resort to keep the cluster together.

Approach #4 – Open an Early Childhood Center

Since a single early childhood center would serve a dispersed community, transportation challenges will be significant. As the site has not been identified, why not just open an elementary school, even if it's a smaller one.

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

This approach, according to the projections, leaves Garrett Park and Luxmanor staggeringly under capacity. This may be wise if substantial growth is anticipated in new developments around White Flint, in numbers and at a speed far beyond the county's current projections. Given the transportation issues this would create, especially for families with kids in both, separate schools, why not just open a regular elementary school?

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 Middle Schools

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Andrew Martin (Kensington-Parkwood)

Reorganization in this way will bring relief to elementary schools but will create programmatic and curriculum challenges to the cluster. Many of our parents are skeptical of this change and do not believe 5th graders are ready for a middle school environment. It may also be difficult to retain and train teachers with this mixed approach, and keeping and attracting great teachers is critical to maintaining the cluster's standard of excellence. This model is not unprecedented, however. But it would only shift the problem to the secondary schools, requiring a new middle school to be built quickly, on top of the need to reopen of Woodward.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

This could be an appropriate solution, especially to address the dangerous overcrowding at Garrett Park since portables are not an option.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

Why not just open it as a new elementary school, even if it's on the small end of MCPS guidelines, with an addition planned for the near future?

Walter Johnson Roundtable Discussion Group
Elementary Approach Evaluation Form

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Representative Name and Affiliation: Angie Melton, Garrett Park ES

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

This approach meets all of the criteria except for minimal disruption to families and neighborhoods. While GPES supports the construction of a new elementary school as soon as possible, the timeline of this approach would require an interim boundary study to address the current overcrowding at GPES and then a subsequent boundary study to populate the new elementary school.

Additionally, this approach would create an elementary school (Ashburton) that is well over the upper limit supposedly preferred by MCPS.

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

The GPES Community is aware that Ashburton would prefer that they have an addition built but that it take the capacity only to 750, not the 881 currently planned. The GPES community is in support of a solution that does not result in elementary schools larger than 750 student capacity, but we are also aware that the reality of the fiscal considerations would make it unlikely for MCPS to choose to build a smaller addition. So while we support Ashburton's position in theory, we would also support approach #1a because it results in the construction of a new elementary school as soon as practicable given the constraints of the CIP.

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition
(Build Core Improvements Only)

The GPES Community is aware that Ashburton would prefer that they have an addition built but that it take the capacity only to 750, not the 881 currently planned. The GPES community is in support of a solution that does not result in elementary schools larger than 750 student capacity, but we are also aware that the reality of the fiscal considerations would make it unlikely for MCPS to choose to build only core expansions without additional student capacity. So while we support Ashburton's position in theory, we would also support approach #1b because it results in the construction of a new elementary school as soon as practicable given the constraints of the CIP.

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Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Angie Melton, Garrett Park ES

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

The GPES Community does not support this approach as it would make grade organization in the WJ Cluster an anomaly and present curriculum issues.

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

The GPES Community does not support this approach. While it would not affect GPES directly because our school cannot be expanded, we do not support large elementary schools. Invariably, some of GPES's current catchment area would end up attending one of these larger schools after a boundary study to address our overcrowding.

Approach #4 – Open an Early Childhood Center

The GPES community does not support this approach because it creates an anomaly in the WJ Cluster. Additionally, it would create multiple transitions as children go to Kindergarten at one school and then first grade at another. Finally, this approach would have a negative impact on families with multiple children of elementary school age.

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

The GPES Community does not consider approach #5 to be a long-term solution. While it could be a short-term remedy to overcrowding before a new elementary school could be built, we do not consider it a favorable approach long-term. We feel that it is beneficial for younger elementary school aged children to see the upper elementary grades as role models. The upper and lower grades work together as reading buddies, and the 5th grade safety patrols form relationships with the younger children.

Additionally, this approach would have a negative impact on families with multiple children of elementary school age in that they would be dealing with multiple school locations.

Walter Johnson Roundtable Discussion Group
Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Angie Melton, Garrett Park ES

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 Middle Schools

The GPES Community does not support this approach as it would make grade organization in the WJ Cluster an anomaly and present curriculum issues.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

With reservation, the GPES community supports this short-term approach. We have concerns that it would result in multiple boundary studies and multiple transitions for the same neighborhoods as we await the construction of a new elementary school.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

With reservation, the GPES community supports this short-term approach. We have concerns that it would result in multiple boundary studies and multiple transitions for the same neighborhoods as we await the construction of a new elementary school.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Debby Orsak – Luxmanor ES

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

I believe that this is the most responsible approach. All 9 PTA's in the cluster also support this approach.

I support the WJ cluster recommendation that MCPS, as soon as possible, (i) pursue all means to acquire land within the cluster for a 7th elementary school and (ii) open the new elementary school within the cluster. The cluster adamantly opposes any solution to elementary school overcrowding that would redistrict any of our neighborhoods outside of the WJ cluster. No elementary school, including Ashburton, should be built or expanded beyond the capacity of 750 students; the upper limit of the MCPS preferred range of enrollment.

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

I believe that this approach is impractical.

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition (Build Core Improvements Only)

I believe that this approach is impractical.

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

I believe that this approach is impractical and I do not believe that it will do enough to relieve the overcrowding at the elementary or secondary school grade levels. None of the PTA's in the cluster support this approach.

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

The program considerations for this approach state that "Possible site constraints may limit expansions", so it is not even clear if this approach is feasible. I do not believe that elementary schools should be that large. Elementary schools should not exceed the state and county recommended size guidelines and the vast majority of PTA's in the cluster do not support this approach.

Approach #4 – Open an Early Childhood Center

I believe that this approach is impractical and I do not believe that it will do enough to relieve the overcrowding at the elementary school grade levels. None of the PTA's in the cluster support this approach.

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

I believe that this approach is impractical and I do not believe that it will do enough to relieve the overcrowding at the elementary school grade levels. None of the PTA's in the cluster support this approach.

Walter Johnson Roundtable Discussion Group
Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Debby Orsak – Luxmanor ES

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 Middle Schools

I believe that this approach is impractical and I do not believe that it will do enough to relieve the overcrowding at the elementary school grade levels. None of the PTA's in the cluster support this approach.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

I believe that MCPS should look to long-term solutions and that this short-term solution would be detrimental to the elementary school communities affected by shifting some of their families out of their home school in the short-term.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

I believe that MCPS should look to long-term solutions and that this short-term solution would cause too many hardships for families with children in multiple grade levels at Ashburton. If families have elementary school children at 2 different locations to transport and attend parent-teacher conferences for and it would make the children that were sent away feel isolated and disconnected from the school community.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Joseph Piff, Cluster Coordinator

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

Continued population and student growth within the Walter Johnson (WJ) Cluster is expected over the next several decades if the area Master Plans and 2016 – 2020 Subdivision Staging Policy are to be believed. Therefore, I recommend that we not build any elementary schools within the WJ Cluster to accommodate more than 750 students, in accordance with the Montgomery County “Long-range Educational Facilities Planning Policy and Regulation (FAA-RA),” which states that the preferred ranges of enrollment for schools is “450 to 750 students in elementary schools.” Ashburton ES is already approved for an addition that will allow inside-the-building enrollment of 881 students, but the community is now against an addition that large. The problem is that additions don’t significantly modify the overall core structure of the building. The hallways, gymnasium, stage, all-purpose room, etc., are not significantly enlarged, and most are not enlarged at all. This puts the overly large student body at a disadvantage when compared to other elementary schools within the Cluster and within the County.

Instead, we want the County to identify a location, preferably with a minimum of 7.5 acres as also required by FAA-RA, and Rev/Ex or build a seventh elementary school that students within the WJ Cluster attend. Additionally, we would like this to happen as soon as all of the minimum conditions for opening a new elementary school are met. We understand that a boundary study is one of the requirements for the opening of a new school, and that most, if not all, of the elementary schools within the WJ Cluster will be involved in that boundary study. Although the change in school will probably not be welcomed by families that are required to send their children to a different school than the one they use now, we feel that the long-term benefit of schools properly sized according the Montgomery County specifications is in the best interest of everyone involved - students, teachers, staff, and administrators included.

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

Most of my comments on Approach #1 apply to Approach #1a. The difference is that, this approach does not add classroom space to Ashburton ES, and the Ashburton community has decided that they are comfortable with an elementary school that can house up to 750 students within the walls of a permanent structure, as long as the planned core space also is expanded as currently planned.

The biggest issue with all of the elementary school approaches is the conduct of the boundary study. We all know that these studies are traumatic for the families involved, and that may include most of the WJ Cluster since many of our schools are at, or predicted to be at, capacity over the next six years, and that Montgomery County Public Schools (MCPS) does not want to perform multiple boundary studies within a single cluster. Added student capacity will be available at Luxmanor ES in 2020 if the current (2017 – 2022) CIP Rev/Ex schedule is maintained. This added capacity could be used to reduce or eliminate the overcrowding at Ashburton and Garrett Park ESs once it is available. However, continued population growth in the WJ Cluster will soon overwhelm the capacity of those three schools and the opening of a seventh elementary school will become necessary. This would require another boundary study, unless the first boundary study included the consideration of the opening of this seventh elementary school. MCPS will need to develop a plan to get the greatest value out of the next boundary study to be conducted in the WJ Cluster. (I suspect that this boundary study will include consideration of which middle and, possibly WJHS or Woodward HS, the students from these elementary schools would attend.)

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Joseph Piff, Cluster Coordinator

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition (Build Core Improvements Only)

My comments for Approach #1 and #1a apply here. I have nothing additional to add.

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

As the Roundtable members discussed alternative grade structures from those used throughout Montgomery County, it became clear that these ideas were not viable long-term solutions. MCPS is a very structured organization, and major variations are not going to be well managed within that structure, or, maybe a better way of stating this, they will cost extra to manage. In my opinion, this is not a viable, affordable, long-term approach and should not be further considered.

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

This is another approach that (1) takes the WJ Cluster outside the limits established for elementary schools within the County, and (2) is proving to be difficult to operate at Ashburton, where the student enrollment already exceeds these numbers. For these two reasons alone, I would state that this is an unworkable long-term solution. Additionally, not all of our elementary school sites within the WJ Cluster have sufficient acreage to accommodate schools with this capacity, and, therefore, the seventh elementary school would eventually be needed, anyway. Therefore, I don't recommend further consideration of this approach.

Approach #4 – Open an Early Childhood Center

If this approach became available in the very near-term, it would be a viable short-term approach to reduce the current overcrowding at Ashburton ES. However, again, the WJ Cluster does not desire to operate outside of the standard operating practice of MCPS for the long-term. Therefore, other approaches (those listed above) are more appropriate for the long-term for our families and students.

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

The potential costs of implementing and maintaining this approach for the long-term seem excessive. I see multiple boundary studies, teacher mobility issues, and excess transportation and central MCPS office costs resulting from this approach. Also, depending on how far apart these "paired" schools are, there could be morning drop off and afternoon pick up issues for the families whose elementary students attend elementary school at different locations, but at schools that could potentially start and end at the same time of day. This approach is an added complication to an already difficult situation that should not be seriously considered.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Joseph Piff, Cluster Coordinator

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 Middle Schools

This is another approach that differs from the standard MCPS operating model. As stated above, straying from standard practice is not advisable in the long-term as it could cause MCPS to incur additional operating budget expenses. I don't see this as a viable long-term approach to resolving the overcrowding at the WJ Cluster elementary, middle and high school levels.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

As Ashburton ES continues to look for a solution for current students who only have one opportunity to attend elementary school, almost any solution looks viable. Since MCPS does not desire to conduct multiple boundary studies within the WJ Cluster, this short-term approach may not be viable for cost reasons. And, MCPS prefers to avoid multiple short-term school reassignments for particular neighborhoods. Finally, nothing is really "near-term" or "short-term" when considering the regulations for boundary studies and other actions required to make this work.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

This is a difficult one for someone like me who does not have current students at Ashburton to evaluate. I know that the current overcrowding is big concern for the parents of current Ashburton students, and, as stated above, each student only gets one elementary school experience. If this is viable, and the parents of the affected students (how many classes would be affected?) agree, this could be a good, very short-term solution to the current overcrowding problem.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Elaine Thomas, Kensington Parkwood ES

Considering the Roundtable criteria, please provide your evaluation of the approaches:

Approach #1 – Open a new Elementary School

Support with caveat: Most of the elementary schools in our cluster have student enrollment over their building's capacity. This overcrowding will only continue as new development and existing housing turnover continues to draw more young families into our cluster. A new elementary school, whether a rev/ex of an existing MCPS property (such as those currently used as a holding school) or a new school on land obtained from developers, will keep our student populations within the recommended 700-750 upper limit.

The KP community support, however, is predicated on an understanding that all neighborhoods currently districted for WJ will remain so after the necessary new-school boundary study is completed.

Approach #1a – Open New Elementary School; Remove Ashburton Elementary School Addition

No support: The Kensington Parkwood (KP) community applauds any approaches that provide a 7th elementary school in our cluster and that keep KP in the cluster. However, given the influx of families predicted from development within its boundaries, it seems that Ashburton will still need an addition to absorb the current overcrowding and to maintain school communities that do not exceed the county and state recommendations for school size. Opening a new school *and* building onto Ashburton will meet the criteria of considering the impact of new and future development on capacity (beyond 20 years) and be more forward thinking with the plans and projections.

Approach #1b – Open New Elementary School; Remove Ashburton Elementary School Addition (Build Core Improvements Only)

No support: The KP community applauds any approach that provides a 7th elementary school in our cluster and that keeps KP in the cluster. However, only building core space does not meet the criteria of considering cost effectiveness.

Approach #2 – Reorganize Schools for Grades K—4 in Conjunction with Secondary School Approach 4

No support: Our cluster should not be asked to create a split grade structure that does not exist in any other MCPS cluster.

Walter Johnson Roundtable Discussion Group

Elementary Approach Evaluation Form

June 6, 2016

Representative Name and Affiliation: Elaine Thomas, Kensington Parkwood ES

Approach #3 – Expand Some of the Elementary Schools for a Capacity of 850-890 Students

No support: The solution to our cluster's overcrowding is not to make school populations that exceed the 700-student maximum recommended by the state of Maryland. The real solution to our cluster's overcrowding is to open a 7th elementary school within our cluster's boundaries. Schools that are larger than the recommended size do not meet the criteria of supporting an environment conducive to high achievement and consider the whole system effect on child learning/achievement and academic outcomes.

Approach #4 – Open an Early Childhood Center

No support: This approach presents some special challenges for administrators and teachers that would need to be carefully addressed to maintain the safety of a population of several hundred very young students. As well, it splits families across two school communities, causing difficulty for families who have children in both schools.

Approach #5 – Open a New Elementary School and Pair it With Ashburton Elementary School

No support: Rather than opening a single new school, assigning entire neighborhoods, and creating one community, this approach splits families across two school communities, causing difficulty for families who have children in both schools. Opening a new K-5 elementary school (still keeping all currently districted elementary school neighborhoods within the cluster) is a far preferable option to relieve overcrowding at Garrett Park and Ashburton.

Approach #6 – Reorganize Schools for Grades K—4 Elementary School, Grades 5—8 Middle Schools

No support: Our cluster should not be asked to create a split grade structure that does not exist in any other MCPS cluster.

Short-Term Approach #1 – Reassign Students to Luxmanor Elementary School after the Revitalization/Expansion Project is Complete

Support: This approach seems to be a cost effective solution to relieve some overcrowding at Ashburton.

Short-Term Approach #2 – Create a Grade Level Annex at a Closed School for Ashburton Elementary School

No support: If a closed school is available to accept students from Ashburton, then the school should instead be opened in its entirety as a K-5 school.

**Ashburton Elementary School Position Paper
In Conjunction with the
Walter Johnson Roundtable Discussion Group**

June 5, 2016

Dear Superintendent Bowers and Montgomery County Board of Education:

The Ashburton Elementary Parent Teacher Association and community were actively involved in and contributed to the Walter Johnson Roundtable Discussion Group this year. In addition to the comments and solutions provided throughout the Roundtable process, we submit this position paper on behalf of our community.

Challenges and Constraints

Ashburton faces extreme challenges with a student body of 952 in a building designed to hold only 652 students, bringing us to a staggering 145% capacity. As you can imagine, the administration, staff, and students live day-to-day with incredible challenges, some of which include:

- Six lunch periods, the first beginning at 10:35 a.m. and the last ending close to 2pm.
- The hallways at Ashburton are bursting and sometimes impassable at dismissal time when more than 600 students are loading onto buses.
- Every possible nook in the building is converted into a learning space: closets are used for reading rooms and used for conducting instrumental music instruction.

At Ashburton, we have a unique perspective on how an abnormally large school can impact families, teachers and administrators. Have you ever tried to fit a square peg into a round hole? It is not an easy task yet this is what we ask of our administrators, staff, teachers, and students every day. Even the most routine tasks become challenging in a school with close to 1000 elementary-aged students.

Bring Elementary Schools to 750-Student Capacity

With regard to the elementary school approaches put forth by the Roundtable, the Ashburton community strongly supports:

- **Opening an additional elementary school within the cluster as soon as possible and keeping all current neighborhoods within the cluster; and**
- **Building an addition at Ashburton to a capacity of 750, commensurate with the five other elementary schools in our cluster. We oppose building Ashburton or any elementary school in our cluster over the 750 range, as that is inconsistent with the Maryland state guidelines for school size.**

Overcrowding Will Continue

Our elementary-aged children are in an overcrowded school now, and eventually will move to an overcrowded middle school and overcrowded high school. Our community does not want middle schools the size of high schools, or high schools with 3,000+ students or more.

With regard to the secondary school approaches put forth by the Roundtable, the Ashburton community strongly supports:

- **Opening a new middle school within our cluster if land can be acquired and keeping all current neighborhoods within our cluster. If no site is available for a third middle school, we support the proposed additions to North Bethesda and Tilden middle schools.**
- **Opening Woodward as a grades 9-12 high school and keeping all current neighborhoods within our cluster.**

We stand with our WJ cluster in support of these recommendations and believe these solutions will provide much-needed relief for current and future overcrowding.

Bigger is Not Better

One truth Ashburton families have learned and agree on is that bigger is not better. There are day-to-day logistical realities which everyone at

Ashburton faces and is forced to work around. Beyond the logistical, however, there are long-term consequences to overcrowded schools. These are just a few:

- Teachers have to manage a crowd and behavior while trying to provide quality instruction;
- Students in need of extra instruction may fall behind and/or fall through the cracks;
- Overcrowding can affect student concentration in the classroom with more distractions and fewer resources.

Over time, these consequences will diminish the quality and reputation of Montgomery County Public Schools. We don't want that and believe all children deserve better.

We implore you to examine closely the problems we face at every grade level and choose solutions with long-term fixes. Montgomery County Public Schools have provided the best for its students and we ask that current and future students get the same quality of education and positive experience as previous generations.

We are happy to answer questions you may have or provide any additional information.

Thank you for your consideration.

On Behalf of the Ashburton Elementary PTA,

Laura Chace
Ashburton PTA President and Walter Johnson Roundtable Member

Sindhu Blume
Ashburton PTA Vice President and Walter Johnson Roundtable Member

Amanda Michalowicz
Farmland Elementary School
7000 Old Gate Road
Rockville, MD 20852

June 6, 2016

Larry Bowers
Interim Superintendent of Schools
Montgomery County Public School
850 Hungerford Drive
Rockville, MD 20850

Re: Walter Johnson Roundtable – Farmland Elementary School PTA Position Paper

Dear Larry Bowers:

On behalf of our community at Farmland Elementary School, we thank you for commissioning the Walter Johnson Roundtable for 2016. We believe that it is critical to begin discussions about ways in which we can prepare for the future in the WJ Cluster.

Farmland has been an anchor to our community on both sides of Montrose Road and throughout our corner of Rockville for over 50 years. Throughout the Roundtable process, our school has maintained a dialogue to better understand how we want our preferences to be represented. We are pleased that through our dialogue our community's goals for the future of our cluster are unified.

As we take a pulse on the issue of our current High school situation, we share the priorities of the broader cluster that the Woodward site be re-opened as a high school as soon as possible to avoid continued overcrowding at Walter Johnson. Our parents and school leadership believe that it is paramount to keep all current schools and corresponding neighborhoods at either Walter Johnson or the New Woodward. We do recognize that there could potentially be limited redistricting which would bring students from other nearby overcrowded clusters into our schools.

We believe that MCPS and the Board of Education, through its capital development procedures, will ultimately determine if either a new build or revitalization/expansion will be optimal, should the decision to re-open Woodward be made.

Our alternate option, which is preferred over any redistricting, is to further expand Walter Johnson.

At the middle school level, we believe that there are two options that are best for the Farmland community. First, we hope that expansions are promptly approved as necessary for the future

Tilden/Rock Terrace Middle School (scheduled to open in 2020). In addition, we hope that MCPS continues to search for any available sites in our cluster for a potential third middle school.

Today's Farmland is one that is full of energetic students, passionate teachers and a community that is unified its love for the facility and future of the school. The Farmland PTA supports the WJ cluster recommendation that MCPS as soon as possible (i) pursue all means to acquire land within the cluster for a 7th elementary school and (ii) open the new elementary school within the cluster. The cluster adamantly opposes any solution to elementary school overcrowding that would redistrict any of our neighborhoods outside of the WJ cluster. No elementary school, including Ashburton, should be built or expanded beyond the capacity of 750 students; the upper limit of the MCPS preferred range of enrollment.

In conclusion, we request that MCPS and the Board of Education work to solve the issues brought up in the Roundtable while keeping the WJ Cluster and our community at Farmland together. We are pleased that MCPS and the Board are looking at a "once in a lifetime" opportunity to re-open a school on a high school-capable site in our cluster.

Thank you for providing our school communities an opportunity to present our preferred approach.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amanda Michalowicz', written in a cursive style.

Amanda Michalowicz

PTA President 2015-2017

Cc: Howard Mann, Co-Cluster Representative
Michele Stein, Co-Cluster Representative
Thomas Biggs, Farmland Elementary Roundtable Co-Representative
John Symer, Farmland Elementary School Roundtable Co-Representative

June 6, 2016

Mr. Larry Bowers, Interim Superintendent of Schools
Mr. Michael Durso, President, Montgomery County Board of Education
Montgomery County Public Schools
850 Hungerford Drive, Rockville, MD 20850

Dear Mr. Bowers and Mr. Durso:

The Garrett Park Parent Teacher Association (GPES PTA) appreciates the opportunity to submit its reaction to the Walter Johnson Roundtable Discussion Group (Roundtable) formed by Montgomery County Public Schools (MCPS). The purpose of the Roundtable was to explore solutions to the current and future overcrowding that plagues, or will plague, our schools throughout the cluster. We also appreciate that MCPS appointed two representatives from the GPES PTA to the Roundtable: Jim Bradley and Angie Melton.

Overview

Before delving into the specific approaches examined by the Roundtable, the GPES PTA wishes to express its frustration at the poor planning and coordination which has led to the present circumstances. GPES received a rev-ex in 2012 and yet our school is already well over its expanded capacity, and our numbers are projected to climb even higher. Over the life of the current Capital Improvement Plan (CIP) GPES will be overcrowded by more than 150 students. Surely there could have been better coordination and planning in the permitting of development within the Garrett Park catchment area. Failure to adequately prepare for the growth that our area is experiencing has led to overcrowding and strained resources; it is only through the herculean effort of our outstanding teachers and staff, led by our principal Elaine Chang-Baxter, that our children have not suffered more due to this failure in planning and leadership by our County leaders.

GPES will lose its computer labs in 2016-17. It is impossible to teach our children how to thrive in the 21st century workforce without adequate access to technology. GPES will likely lose significant field/play space if we are forced to move students to relocatable classrooms. It contradicts all scientific and medical data and literature to reduce the opportunity and availability of physical exercise in young children. GPES also suffers from core space that is not designed to handle the volume of students who need to use it daily. The result: early and late as well as shortened lunch periods, which place a severe strain on students who purchase school lunch, and especially children who are enrolled in the Free And Reduced-Price Meals (FARMS) program.

The strain placed upon our school due to its overcrowding is having impacts on English Speakers of Other Languages (ESOL) students, gifted and talented students, special needs students, and all

kids who need more dedicated attention from staff and classroom teachers. Overcrowding is having impacts on students in the FARMS program, students who want to participate in extracurricular activities, and students who just want to be able to run around the playground at recess.

At GPES, our slogan is “One Band, One Sound.” As a community, we will not leave any of these children behind. We will do everything we can to make sure that every child who walks through the doors of Garrett Park Elementary School gets the fullest possible experience imaginable, and the resources that he or she needs to excel and reach his or her potential.

Unfortunately, many if not all of the solutions for overcrowding at the elementary school level anticipate that our community will be broken up and distributed elsewhere throughout the Cluster. If that situation comes to pass, we will grieve the loss of our neighbors and friends as they are sent to other schools, and some of us will bitterly resent the way that our school has fared as development has burgeoned in our part of the County. We may still be One Band, but our Band’s Sound will be diminished due to the changes required in our school boundaries.

High School

With respect to High School overcrowding, the GPES PTA supports the Cluster’s position of reopening Woodward High School, with limited redistricting. However, the GPES community has concerns and caveats that we want taken into consideration as MCPS considers the Cluster’s position. The term “limited redistricting” gives us great pause. Our families have grave questions about what this term actually means. Will Woodward and Walter Johnson operate as a consortium? Will our students who are now currently districted to Walter Johnson continue to have the opportunity to attend WJ if they and their parents feel like that school is the right fit? Can we with any sort of assurance say to our families that they will continue to reside in the Walter Johnson Cluster?

These questions are important to our parents because they have made choices about where to live, and in some cases where to work, based on a desire to live in the Walter Johnson Cluster. Walter Johnson is one of the premier high schools in the nation. Its academic resources are truly exceptional, its faculty and administration are superb, and the WJHS community that many of our families already belong to is the envy of the region. If Woodward is to be reopened, our parents want a guarantee that Woodward High School will be at the level of quality that Walter Johnson is known for, in the community and in college admissions offices. Woodward High School will be a blank slate, an unknown, and that concerns our parents.

Therefore, while we support the Cluster’s position conceptually, without answers to some of our questions and concerns, that support is qualified, and we reserve the right to withdraw our support for the Cluster’s approach pending further details on the proposal.

At a minimum, GPES parents insist that Woodward be given a full rev-ex, as anticipated by the Roundtable documents from the Division of Long Range Planning, before students matriculate to it. The existing Tilden Middle School is dilapidated, in need of serious renovation, and in any case inappropriate both in size and physical plant for a 21st century high school.

Given our skepticism, one might be tempted to ask why the GPES PTA supports reopening Woodward High School, and why it does not instead advocate for an addition to Walter Johnson. The short answer is that we also support the consideration of an addition to WJHS, although with that approach, we also have serious concerns.

GPES parents share the concerns of nearly all of the parents in the Cluster with respect to the size of an expanded WJHS. Three thousand or more students is a very large number, and we are rightly concerned about how some of the more vulnerable populations among our student body, those with special needs, disabilities, ESOL students, and FARMS students, will fare in a school that far exceeds State and County specifications for high school size. Quite frankly, the information presented at the Roundtable did little to assuage our concerns. While we appreciate the potential for expanded course offerings at a larger high school, many of us feel like WJHS is big enough to provide superior course offerings, and a larger school fills many of us with some trepidation. We also are concerned about the impact of a larger school population on students' ability to access extracurricular activities, particularly varsity sports and performing arts.

However, there is enough concern about the potential divisiveness of redistricting if Woodward is reopened, and the sense from the parents at GPES (many of whom have children in or entering WJHS), that Walter Johnson HS is a superior school and that an addition will not change those circumstances in such a way as to fatally undermine the school, that an addition is a potentially acceptable approach to solve the overcrowding, pending our concerns being addressed.

With respect to other approaches considered by the Roundtable, the GPES PTA categorically rejects any solution that deviates from the normalized and regular MCPS curriculum; we especially oppose splitting grades in a way that is not generally done at other MCPS schools. While we appreciate the creativity displayed by MCPS staff and Roundtable members in developing "outside the box" approaches, we feel that they are untenable and unacceptable. Therefore the only solutions that we feel that MCPS should consider are the addition at WJHS or reopening Woodward with limited redistricting. We would note that this position extends to those approaches that overlap the middle school and elementary levels.

In summary, the GPES PTA supports the Cluster position, with concerns and caveats. The GPES PTA also supports an addition at WJHS, again with concerns and caveats. The GPES PTA states no preference between the two approaches. The GPES PTA is disappointed that poor planning and coordination with respect to development within the Cluster's boundaries has led us as a community to this place where we are forced to make a decision between a suite of imperfect options.

Middle Schools

The GPES PTA strongly supports the rev-ex of Tilden Middle School, and urges MCPS to maintain the current time frame for that rev-ex's completion, and even to consider accelerating the timeline for construction. The reconstruction of Tilden MS is important not only for freeing the Woodward site for potential use, but also for improving the capacity that we know that we will need at the middle school level throughout the Cluster. Further, expediting the rev-ex of Tilden Middle School will ensure that our children attend middle school in a facility that meets modern standards. The current Tilden site is dilapidated, suffers from inadequacies in nearly all aspects of its physical plant, and has clearly reached the end of its useful life as an educational building.

There has been some discussion of to what size the core space at Tilden MS should be built. The GPES PTA firmly believes that adequate core space at Tilden MS is essential. Therefore if MCPS is considering at any time in the future a potential addition to Tilden MS we recommend immediately building the core space out to the maximum feasible level to ensure appropriate core space is available.

The GPES PTA takes no formal position on similar discussions with respect to North Bethesda Middle School (NBMS), as our children are not slated to attend the school. However, in the event that redistricting occurs and some of our neighborhoods are assigned to NBMS, we will remain concerned about core space and we hope MCPS will consider our thoughts about Tilden MS when planning the NBMS addition.

Elementary Schools

As noted above, GPES is overcrowded, and will become even more so under MCPS projections. Within several years, our school will exceed 20 percent overcrowding with no relief in sight. This overcrowding is despite our recent rev-ex and it does not include projected growth from development at either White Flint or at the WMATA property located on Tuckerman Lane. Given the small footprint of GPES, there is limited area for relocatable classrooms, which according to MCPS staff will likely lead to a need to redraw the boundaries of GPES.

That makes us angry, and here's why: The Garrett Park Elementary School community has grown closer as we've grown in numbers. Our children and our families love being part of this school, and we love being part of the Walter Johnson Cluster. And while we appreciate MCPS' goal to solve our overcrowding within the Walter Johnson Cluster boundaries, we are disappointed that there are no solutions for GPES that will guarantee that all of our families will continue to attend our school.

We are deeply disappointed at the choices made by the Planning Department, MCPS, and the County Council that have led us to this place. No solution to our problems will do anything other than break up our community. Had plans been drawn up to permit new development in

conjunction with the construction of new public facilities to handle that growth, then many of our families would have started out assigned to another school, but that was not the case. Instead, we will all undergo the often traumatic and always divisive boundary study process. It did not need to be this way.

With that context in mind, we appreciate the opportunity to give you our thoughts on proposed approaches to solving the overcrowding at the elementary school level throughout the Cluster.

Most importantly to our families and neighborhoods, the GPES PTA supports the position of the Cluster that we will adamantly oppose any solution to elementary school overcrowding that would redistrict any of our neighborhoods outside of the WJ cluster.

With respect to specific solutions, we categorically reject any approaches that reorganize elementary school grades in a manner that deviates from prescribed MCPS standards for schools and impacts instructional models and staffing allocations. There is no need to revolutionize the way elementary schools are designed and operated in Montgomery County; we have space issues not instructional issues. We should not create new problems in an attempt to solve current problems.

Similarly, we categorically reject Approach 4, the opening of an Early Childhood Center. This approach seems untested, complicated, logistically challenging for parents of elementary school children and uses our kindergarteners as guinea pigs to solve the overcrowding of our schools. While we appreciate the creativity displayed by MCPS staff and Roundtable members in developing “outside the box” approaches, we feel that this approach is untenable and unacceptable.

While we appreciate that paired schools are used on occasion throughout MCPS, we are generally skeptical of the idea. If MCPS determines that a new elementary school should be opened, then we believe MCPS should simply open a new K-5 school. To pair a grades 3-5 elementary school with Ashburton ES might solve our overcrowding issues, in the short run, but it will lead to multiple transitions, the widespread splitting of the community, and logistical challenges. Therefore the GPES PTA rejects Approach 5.

We are thus left with those approaches that contemplate opening a new school in relatively different time frames, extending from 2022 if Ashburton’s addition is not built, to beyond 2045 if Ashburton, Kensington-Parkwood and Luxmanor are expanded to a capacity of 850-890 students.

The GPES PTA is loath to make a recommendation about the specific physical plant of schools that are not our own or into which our students will not be assigned at a future date. However, given that there are space needs at GPES that we cannot solve within the footprint of our school, we reluctantly give our thoughts on the permutations of Approach 1, and on Approach 3.

Our overriding concern is that additional elementary school seats be added within the WJ Cluster so as to make certain that current GPES neighborhoods will be assigned to another school within the WJ Cluster. We recommend that new seats be added as expeditiously as possible and in the maximum amount practicable. However, given that the Roundtable did not (due to limitations on its scope) consider sites for a potential new elementary school, and due to the lack of potentially available existing sites within the catchment area necessary to accommodate growth, we are concerned about the short-term feasibility of opening a new school. Therefore while we support the position of the Cluster that a seventh elementary school be opened as soon as possible, we insist that MCPS will put forward a roadmap in response to the Roundtable to explain exactly how that will be done.

Regardless of what choices are made about a new school, we endorse the position of the Cluster that MCPS and the County Council to pursue all means to secure as much land for schools as possible from developers of the WMAL property and within the Rock Spring Master Plan Area. Many of our parents believe that we will need more than just one new school within the time frame the Roundtable examined, and if current growth patterns continue that indeed seems quite likely.

Given our overarching interest in adding as many new seats as is practicable in as expeditious a manner as is possible, we recommend maintaining the additions currently in the CIP, with one exception. We understand that the Ashburton ES community is proposing that their addition be limited to 750 students so as not to build their school beyond MCPS preferred guidelines. While we have reservations about taking elementary school seats for the Cluster out of the CIP, we yield to the wishes of the Ashburton community that their school be built no larger than 750 students, thus supporting the Cluster's position.

We do not take this position on Approach 1 because we think that it is the best way to increase seats within the Cluster; in fact, we are skeptical that will be the case. Rather we support the Cluster position because we acknowledge that it would be regrettable for the GPES PTA to demand physical plant changes at Ashburton ES that the Ashburton community does not support. Likewise, we are grateful that the Ashburton community has agreed to oppose redistricting neighborhoods outside the Cluster in response to the concerns of GPES and other school communities.

In conjunction with our position on Approach 1, we request that the rev-ex of Luxmanor ES be advanced as quickly as is practicable. The capacity increases anticipated at Luxmanor are essential to relieve overcrowding at GPES. However it is worth noting that the rev-ex of Luxmanor ES is designed to create the capacity necessary to accommodate the growth in school-age children that will come from the build out of the White Flint development. Using its capacity to solve current overcrowding at GPES is merely a band-aid solution to a growing problem. Failure on the part of MCPS and the County Government to account for this growth by building another elementary school will leave this community scrambling to backfill

overcrowded schools in just a few years. Now more than ever, it is time for the County to get serious about planning for growth.

As for Approach 3, the GPES PTA received numerous comments from parents both in support and in opposition to this approach. While some worry about the impact of schools built to a capacity well above 800 students, others believe based on the current experience at GPES that a school built out to more than 800 students can still serve a community very well.

Further, those supporting Approach 3 believe that further additions to existing schools is the fastest and most practicable way to add seats in the elementary schools in the WJ Cluster and to begin to address the potential for overcrowding inherent in the White Flint, Rock Spring, and WMAL plans. In effect those supporting Approach 3 are skeptical that MCPS will open a seventh elementary school in the WJ Cluster, and are willing to sacrifice the size of schools (850-890 being well above even MCPS guidelines, which are themselves well above State of Maryland guidelines) for at least some guarantee of students learning in permanent classrooms.

The GPES PTA reluctantly supports the Cluster's position in opposition to Approach 3. However we reserve the right to change our mind should the County fail to acquire land and expedite construction of a seventh elementary school.

Conclusion

As you have no doubt noted in the above pages, we are tremendously disappointed in Montgomery County for failing so spectacularly to account for the growth in school populations that has happened due to the growth and development policies of the County. We note this not only to justify the recommendations we make, but also to serve as a cautionary tale for future growth and planning. We at GPES welcome students from all walks of life into our community. All of the kids who make up our "One Band" contribute to making our beautiful "One Sound." We just wish that our Band could be guaranteed to be learning in a permanent classroom, with adequate core and play space.

We want to clearly and emphatically state that we are NOT opposed to growth. We are not opposed to development. What we are opposed to is failing to plan. Our children deserve better. As MCPS and County officials look forward into the next two decades, please remember that while ten years seems like a long time away, it is just a blink of an eye to our parents who in that time will watch their second graders graduate from high school. And while fifteen years seems like a lifetime, the children entering the Garrett Park Nursery School will in fifteen years be entering college. As a young parent said at one of our meetings: "I'm saving for my three year-old son's college education. Why wouldn't I be concerned about where he's going to high school?" Parents are doing their part to plan for their children's future. We expect no less from our County government.

Our recommendations contained above have one theme: build as much capacity within the WJ Cluster as you can, as quickly as you can because we want GPES-assigned neighborhoods (and indeed all WJ Cluster neighborhoods) to remain within the WJ (or WJ/Woodward) Cluster. We want to minimize the disruption inherent in boundary studies and reassignments. And we want our children to have a learning environment that is conducive to giving them the academic and social experiences that will prepare them for entering adulthood.

On behalf of the families of the Garrett Park Elementary School Parent Teacher Association, we thank you for the opportunity to present our views on the Walter Johnson Roundtable Discussion Group.

Sincerely,

Katie P. Mason
Garrett Park ES PTA President

Luxmanor Elementary School PTA
6201 Tilden Lane
Rockville, Maryland 20852

June 5, 2016

Larry A. Bowers, Interim Superintendent of Schools
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

Dear Mr. Bowers,

Thank you for conducting a Walter Johnson Roundtable Discussion Group to develop Secondary School and Elementary School approaches to deal with the large enrollment increases the WJ Cluster is currently facing and will continue to face in the coming years. We further appreciate that the Roundtable was limited to the Walter Johnson cluster and was not to consider specific cluster boundary changes as part of the process, as this continues to be important to the school communities of all nine schools within the cluster.

The Luxmanor PTA supports the cluster position as outlined below.

High School Preferred Option – Reopen Woodward as a new 9 – 12 High School – Supported by all Nine (9) schools within the Cluster

When limited to the scope presented for the Roundtable, with all neighborhoods within the cluster being districted within the current boundary area, Luxmanor PTA supports the reopening of Woodward as a new 9 – 12 high school.

This approach has PTA community buy-in as it is the only High School approach supported by a majority of the families from all nine (9) schools in the cluster. Even though this approach would have a greater initial cost than an addition to WJ, it creates space for more students, and the cost per student is comparable to an addition. This solution can also help neighboring clusters as they face similar overcrowding issues and the WJ cluster wants to help and welcome families from other clusters.

Middle School Preferred Options – Open a new Middle School and Construction of Middle School Additions – Supported by all Nine (9) schools within the Cluster

Option 1 - When limited to the scope presented for the Roundtable, with all neighborhoods within the cluster being districted within the current boundary area, Luxmanor PTA supports opening a third middle school, once land for a third middle school can be secured.

This approach has PTA community buy-in as it is supported by a majority of the families from all nine (9) schools in the cluster. This solution can also help neighboring clusters as they face similar overcrowding issues and the WJ cluster wants to help and welcome families from other clusters.

Option 2 - When limited to the scope presented for the Roundtable, with all neighborhoods within the cluster being districted within the current boundary area, if land for a third middle school cannot be secured, then Luxmanor PTA supports the construction of additions to Tilden and North Bethesda Middle Schools.

This approach has PTA community buy-in as it is supported by all nine (9) schools in the cluster, but the preferred approach is Option 1, if land can be secured. The concern with the construction of middle school additions is that the schools would be built above the MCPS preferred range of enrollment.

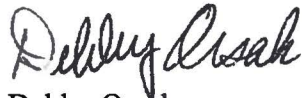
**Elementary School Preferred Option - Open a 7th Elementary School –
Supported by all Nine (9) schools within the Cluster**

Luxmanor PTA supports the WJ cluster position that MCPS, as soon as possible, (i) pursue all means to acquire land within the cluster for a 7th elementary school and (ii) open the new elementary school within the cluster. The cluster adamantly opposes any solution to elementary school overcrowding that would redistrict any of our neighborhoods outside of the WJ cluster. No elementary school, including Ashburton, should be built or expanded beyond the capacity of 750 students; the upper limit of the MCPS preferred range of enrollment.

With respect to the Approach #3 - Expand Some of the Elementary Schools for a Capacity of 850-890 Students, **Luxmanor does NOT support an expansion beyond the current revitalization/expansion project of 740-750 students.** The school community advocates that it be constructed to fall within MCPS preferred range for enrollment.

Again, thank you for providing our school communities an opportunity to present our preferred approaches. The overcrowding in the WJ cluster continues to be a concern for all the families in the WJ cluster communities.

Sincerely,

A handwritten signature in black ink, appearing to read 'Debby Orsak', written in a cursive style.

Debby Orsak
PTA President

*North Bethesda Middle School PTSA
8935 Bradmoor Drive
Bethesda, MD 20817*

June 6, 2016

Mr. Larry Bowers
Interim Superintendent of Schools
Montgomery County Public School
850 Hungerford Drive
Rockville, MD 20850

Re: Walter Johnson Roundtable – North Bethesda Middle School PTSA Position Paper

Dear Mr. Bowers:

Thank you for conducting a Walter Johnson Roundtable Discussion Group to develop Secondary School and Elementary School approaches to deal with the large enrollment increases the WJ Cluster is currently facing and will continue to face in the coming years. We further appreciate that the Roundtable was limited to the Walter Johnson cluster and was not to consider specific cluster boundary changes as part of the process as this continues to be important to the school communities of all nine schools within the cluster.

North Bethesda Middle School PTSA supports the cluster position as outlined below.

High School Preferred Option – Reopen Woodward as a new High School – Supported by all Nine (9) schools within the Cluster

When limited to the scope presented for the Roundtable, with all neighborhoods within the cluster being districted within the current boundary area, North Bethesda Middle School PTSA supports the reopening of Woodward as a high school.

This approach has community buy-in as it is the only high school approach supported by a majority of the families from all nine (9) schools in the cluster. Even though this approach would have a greater initial cost than an addition at Walter Johnson High School, it creates space for more students, and the cost per student is comparable to an addition. This solution can also help neighboring clusters as they face similar overcrowding issues and the WJ cluster wants to help and welcome other clusters.

Middle School Preferred Options – Open a new Middle School and Construction of Middle School Additions – Supported by all Nine (9) schools within the Cluster

Option 1 - When limited to the scope presented for the Roundtable, with all neighborhoods within the cluster being districted within the current boundary area, North Bethesda Middle School PTSA supports opening a third middle school, once land for a third middle school can be secured.

June 6, 2016

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This approach has community buy-in as it is supported by a majority of the families from all nine (9) schools in the cluster. This solution can also help neighboring clusters as they face similar overcrowding issues and the WJ cluster wants to help and welcome clusters.

Option 2 - When limited to the scope presented for the Roundtable, with all neighborhoods within the cluster being districted within the current boundary area, if land for a third middle school cannot be secured, then North Bethesda Middle School PTSA supports the construction of additions to Tilden and North Bethesda Middle Schools.

This approach has community buy-in as it is supported by all nine (9) schools in the cluster, but the preferred approach is Option 1 if land can be secured. The concern with the construction of middle school additions is that the schools would be built above the MCPS preferred range of enrollment.

**Elementary School Preferred Option - Open a 7th Elementary School –
Supported by all Nine (9) schools within the Cluster**

North Bethesda Middle School PTSA supports the WJ cluster recommendation that MCPS as soon as possible (i) pursue all means to acquire land within the cluster for a 7th elementary school and (ii) open the new elementary school within the cluster. The cluster adamantly opposes any solution to elementary school overcrowding that would redistrict any of our neighborhoods outside of the WJ cluster. No elementary school, including Ashburton, should be built or expanded beyond the capacity of 750 students; the upper limit of the MCPS preferred range of enrollment.

Again, thank you for providing our school communities an opportunity to present our preferred approach. The overcrowding in the WJ cluster continues to be a concern for all the families in the WJ cluster communities.

Sincerely,

A handwritten signature in black ink that reads "Howard R. Philips". The signature is written in a cursive, flowing style.

Howard R. Philips

Vice President

North Bethesda Middle School PTSA

June 6, 2016

Mr. William J. Lester
Ms. Kulika Frazier
Wyngate Elementary PTA
c/o Wyngate Elementary School
9300 Wadsworth Drive
Bethesda, MD 20817

Mr. Bowers
Interim Superintendent of Schools
Montgomery County Public School
850 Hungerford Drive
Rockville, MD 20850

Re: Walter Johnson Roundtable Wyngate Elementary PTA Position Paper

Dear Mr. Bowers:

We are writing as the Wyngate Elementary PTA representatives to the Walter Johnson Roundtable Discussion Group to develop Secondary School and Elementary School approaches to deal with WJ Cluster enrollment issues. On behalf of our board and the Wyngate Elementary PTA as well as our community and ourselves, we appreciate the Roundtable process. We understand that the Roundtable discussions were a structured process and this led to some viable approaches, which our PTA supports. We continue to believe, however, that the solutions to these challenges will involve even broader approaches than those we were permitted to discuss as part of the Roundtable.

That said, we are pleased that one limitation of the discussion was not to consider specific cluster boundary changes as part of the process. The Wyngate community firmly stands with all nine schools within the WJ cluster that boundary changes are not a supported solution to this particular challenge.

We support the following positions as outlined below:

Elementary School Preferred Option - Open a 7th Elementary School – Supported by all Nine (9) schools within the Cluster

As a preliminary point, we wanted to provide you with our perspective about the process used to reach these consensus positions. All nine schools sent representatives to several meetings for over a year. Each school—as we are sure you are aware and can appreciate—has its own unique interests. Yet, these diverse factions were able to reach a consensus—something that often is the most difficult part—on workable, practicable solutions to a real community challenge. After health and safety, one of a parent’s primary concerns is the education of their children—particularly in the early years. A true strength of our community is our public schools. We must do the hard work necessary to ensure that our public education infrastructure can meet the enrollment needs of our community.

The Wyngate PTA supports the WJ cluster recommendation that MCPS as soon as possible (i) pursue all means to acquire land within the cluster for a 7th elementary school and (ii) open the new elementary school within the cluster.

The cluster adamantly opposes any solution to elementary school overcrowding that would redistrict any of our neighborhoods outside of the WJ cluster.

No elementary school, including Ashburton, should be built or expanded beyond the capacity of 750 students; the upper limit of the MCPS preferred range of enrollment.

Middle School Preferred Options – Open a new Middle School and Construction of Middle School Additions – Supported by all Nine (9) schools within the Cluster

Recognizing the limits placed on the Roundtable, the Wyngate PTA supports opening a third middle school, once land for such a facility can be secured, for use within the WJ Cluster without altering the boundaries. This is by far the preferred approach by a majority of families from all nine schools within the cluster.

If it becomes infeasible to secure the necessary land, then we would support construction projects at the existing middle schools so that the physical structure can accommodate the current and projected enrollment. This solution, however, would build capacity (and enrollments) above the MCPS preferred range of enrollment.

From our perspective, building a third middle school is by far the better solution and may have the additional benefit of helping neighboring clusters as they face similar overcrowding issues. We support, and believe our entire cluster supports, and welcomes students from other clusters to our new middle-school to ease overcrowding throughout the County.

**High School Preferred Option – Reopen Woodward as a new High School –
Supported by all Nine (9) schools within the Cluster**

Once again, given the limitations of the Roundtable discussions, the Wyngate PTA supports reopening Woodward as a second high school within our cluster, while maintaining the present boundaries of the cluster. This is the only high school approach supported by a majority of families from all nine schools. Similar to our proposed approach for the middle schools, a second high school could also help neighboring clusters as they face similar enrollment challenges and we would welcome other students from outside the cluster into our new facilities.

We are cognizant that this approach has a higher cost than an addition to Walter Johnson and that all of these approaches will require substantial funds. The Wyngate PTA and our broad community—for the most part—were encouraged by the County Council’s recent passage of the recordation tax, which should generate approximately \$200 million over six years, with \$175 million dedicated to school construction issues. This is a positive development; yet it will not be enough. Even though we were not permitted to raise these issues as part of the Roundtable process, our PTA and community firmly believe that all viable funding sources must be considered—in addition to the local tax base. We include developers, the State, and even federal dollars to support solutions to these challenges.

Thank you for providing our school communities an opportunity to present our views. Enrollment is a real challenge in the WJ cluster.

Respectfully submitted,

William J. Lester
Ms. Kulika Frazier
Co-Representatives to WJ Cluster Roundtable

cc: Wyngate Elementary PTA

June 6, 2016

Mr. Larry Bowers, Interim Superintendent of Schools
Mr. Michael Durso, President, Montgomery County Board of Education
Montgomery County Public Schools
850 Hungerford Drive, Rockville, MD 20850

Dear Mr. Bowers and Mr. Durso:

Thank you for conducting a Walter Johnson Roundtable Discussion Group to develop Secondary School and Elementary School approaches to deal with the large enrollment increases the WJ Cluster is currently facing and will continue to face in the coming years. We further appreciate that the Roundtable was limited to the Walter Johnson cluster and was not to consider specific cluster boundary changes as part of the process as this continues to be important to the school communities of all 9 schools within the cluster.

The Walter Johnson cluster submits, in this letter, a summary of the cluster position on the approaches. We developed this position at the May 16 and June 1 meetings of the cluster. Our position is based on many factors, including information received through the Roundtable, surveys of the cluster schools, PTA views on the approaches, and our understanding of individual school and cluster wide capital needs.

We will submit a more detailed report in several weeks, but wanted to submit this as part of the Roundtable report.

High School Approaches

As a cluster we support **Approach 2 – Reopen Woodward as a Grades 9 - 12 High School**. This approach is supported by all 9 schools within the cluster. However, it is supported only when limited to the scope presented for the Roundtable, with all neighborhoods within the cluster being districted within the current boundary area.

We emphasize that we cannot support a version of Approach 2 without that limited scope. In fact, more than half the schools in the cluster oppose Approach 2, if it is not limited to the scope in the Roundtable. Certainly it would not achieve the near-consensus we seek in our cluster.

Furthermore, no other high school approach was supported by even a majority of the schools at our cluster meetings.

We are aware that Approach 2 would have a greater initial cost than an addition. However, it creates space for more students, and the cost per student is comparable to an addition. This solution can also help neighboring clusters as they face similar overcrowding issues and the WJ cluster wants to help and welcome other clusters.

Middle School Approaches

The Walter Johnson cluster can support both **Approach 8 - New Middle School** and **Approach 1 - Construct Middle School Additions**. Each approach is supported by all 9 schools within the cluster.

Approach 8: When limited to the scope presented for the Roundtable, we support opening a third middle school, if land for a third middle school can be secured. And, if the land can be secured, this is our preferred approach. This solution can also help neighboring clusters as they face similar overcrowding issues and the WJ cluster wants to help and welcome other clusters. This approach addresses the true long-term need of the cluster given the amount of future development and housing turnover, therefore the cluster will continue to look for opportunities to obtain land for a middle school from the Rock Spring/White Flint 2 plans.

Approach 1: When limited to the scope presented for the Roundtable, if land for a third middle school cannot be secured, then the Walter Johnson cluster supports the construction of additions to Tilden and North Bethesda Middle Schools. The concern with the construction of middle school additions is that the schools would be built above the MCPS preferred range of enrollment.

No other middle school approach was supported by even a majority of the schools at our cluster meetings.

Elementary School Approaches

The approach supported by the Walter Johnson cluster is a variation of Approach 1, which we call **Approach 1c – Open New Elementary School; Limit Ashburton Addition (Total 750-Student Capacity)**. This approach is supported by all 9 schools within the cluster.

Larry Bowers

June 6, 2016

Page 3

The WJ cluster recommends that MCPS as soon as possible (i) pursue all means to acquire land within the cluster for a 7th elementary school and (ii) open the new elementary school within the cluster. The cluster adamantly opposes any solution to elementary school overcrowding that would redistrict any of our neighborhoods outside of the WJ cluster. No elementary school, including Ashburton, should be built or expanded beyond the capacity of 750 students; the upper limit of the MCPS preferred range of enrollment.

No other elementary school approach was supported by even a majority of the schools at our cluster meetings.

Again, thank you for providing our school communities an opportunity to present our preferred approaches. The overcrowding in the WJ cluster continues to be a concern for all the families in the WJ cluster communities.

Sincerely,

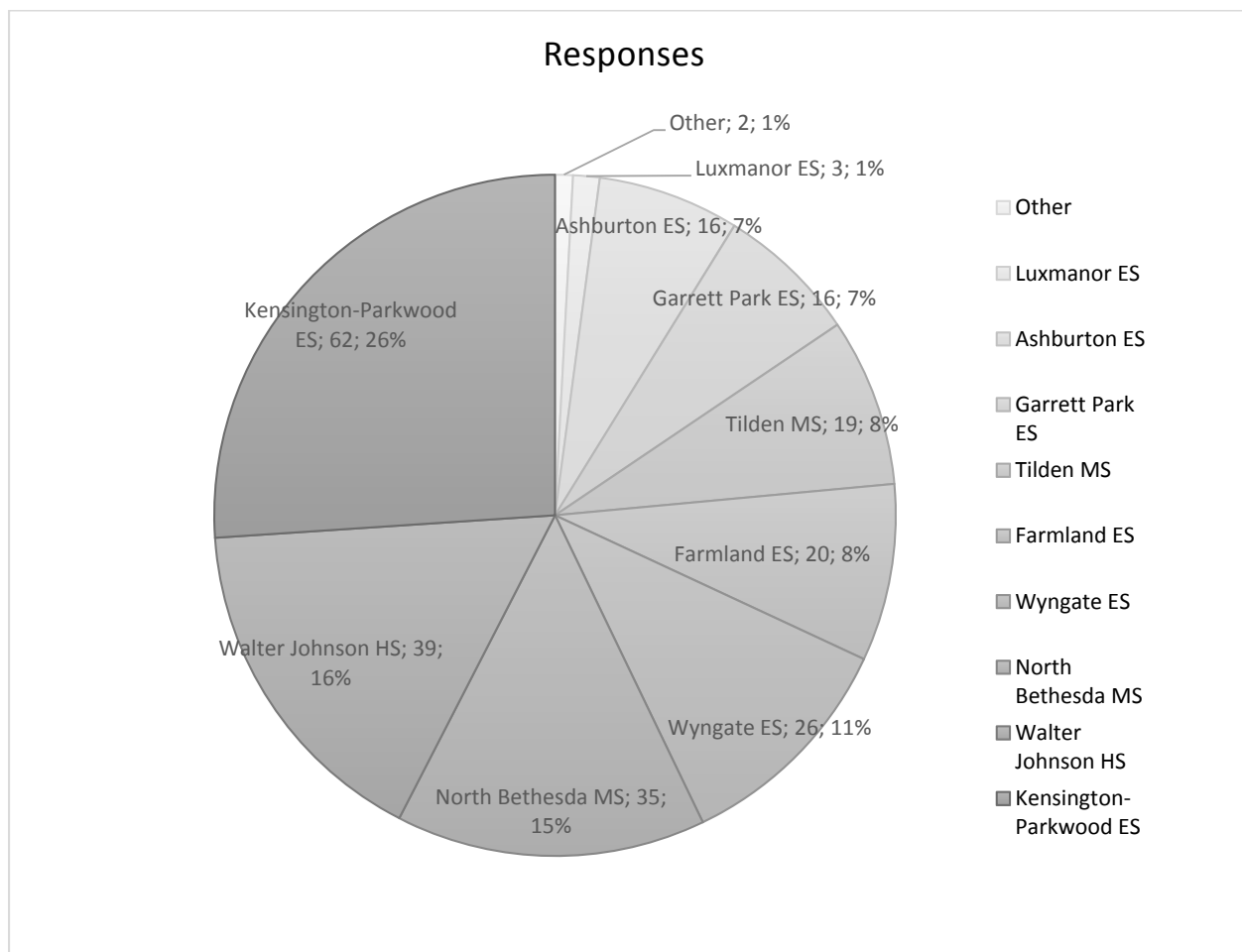
Liz King, Howie Philips, and Joe Piff, 2015-16 Cluster Coordinators

Jim Bradley, Wendy Calhoun, and Nermine Demopoulos, 2016-17 Cluster Coordinators

Walter Johnson Cluster Roundtable Discussion Group Google Community Input Form Summary (May 13–May 27, 2016)

The Google community input form results summarized in this document should not be interpreted as a statistically representative sample of public opinion in the Walter Johnson 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.

- 159 Total Responses Received (via Google Forms)
- Top Concerns Mentioned:
 - Possible future school reassignments
 - Adequacy and accessibility of extracurricular activities
 - New or unorthodox grade configurations and grade-level transitions
 - School and grade-level size



Secondary School Approaches

APPROACH #1: Construct Additions at all Secondary Schools

Support/Approval:

- 31% of comments expressed general approval for additions
- 18% expressed support due to specific concerns about possible future school reassignments

Concerns/Opposition:

- 26% expressed opposition to large high schools (3,000+ students) in general
- 12% expressed opposition because they believe schools are already too large
- 12% expressed concerns about competition for and exclusion from extracurricular activities at large schools (sports, arts, academic honors)

APPROACH #2: Reopen Woodward High School

Support/Approval:

- 26% of comments expressed general support for the reopening
- 18% expressed support for the reopening because it creates smaller high schools

Concerns/Opposition:

- 31% expressed opposition due to concerns about possible future school reassignments
- 10% expressed concerns about adequate academic and extracurricular opportunities at a new high school
- 8% expressed general opposition to the reopening
- 7% expressed disapproval of the outcomes for middle schools under this approach

APPROACH #3: Reopen Woodward High School for Grades 9–10

Support/Approval:

- 13% of comments expressed general approval
- 7% expressed support due to specific concerns about possible future school reassignments

Concerns/Opposition:

- 31% expressed concerns about adequate academic and extracurricular opportunities at two-year high schools
- 21% expressed opposition to the new transition required of students and the disruption of the traditional high school experience
- 18% expressed general opposition
- 8% expressed concerns about overall grade-levels remaining too large
- 3% expressed disapproval of the outcomes for middle schools under this approach

APPROACH #4: Reopen Woodward for Grades 8–9

Support/Approval:

- 15% of comments expressed general approval
- 7% expressed support due to specific concerns about possible future school reassignments

Concerns/Opposition:

- 17% expressed general opposition
- 17% expressed concerns about adequate academic and extracurricular opportunities with this grade configuration
- 15% opposed this grade configuration
- 11% expressed opposition to the new transition required of students
- 9% expressed concern about the removal of the planned North Bethesda Middle School addition

APPROACH #5: Utilize Commercial Space for Grade 9 or Grades 9–10

Support/Approval:

- 8% of comments expressed general approval
- 4% expressed support due to specific concerns about possible future school reassignments

Concerns/Opposition:

- 31% expressed general opposition
- 18% expressed opposition to the disruption of the traditional high school experience
- 11% expressed concerns about student safety at a commercial annex
- 11% expressed concerns about the short-term nature of this approach
- 9% expressed concerns about adequate academic and extracurricular opportunities for grades separated from the rest of the high school
- 7% expressed concerns about overall grade-levels remaining too large
- 3% expressed disapproval of the outcomes for middle schools under this approach

APPROACH #6: Alternative School Schedule

Support/Approval:

- 1% of comments expressed general approval
- 1% expressed support due to specific concerns about possible future school reassignments

Concerns/Opposition:

- 39% expressed general opposition
- 30% expressed concerns about logistics for students, families, and staff
- 23% expressed concerns about the amount and quality of extracurricular activities that would be available
- 7% expressed concerns about amount and quality of classroom/instruction time for students

APPROACH #7: Online Education Options

Support/Approval:

- 2% of comments expressed general approval

Concerns/Opposition:

- 44% expressed general opposition
- 22% expressed concerns about the quality of online instruction
- 18% expressed concerns about limiting opportunities for social interaction and development
- 9% expressed concerns about burdening parents and families with student supervision
- 3% expressed concerns about adequate extracurricular opportunities for online learners
- 1% expressed disapproval of the outcomes for middle schools under this approach

APPROACH #8: Build a New High School and a New Middle School

Support/Approval:

- 32% of comments expressed general approval
- 6% expressed support because it creates smaller schools

Concerns/Opposition:

- 27% expressed opposition due to concerns about possible future school reassignments
- 16% expressed general opposition
- 11% expressed concerns about the relative cost of this approach and its financial feasibility
- 4% expressed concerns about adequate academic and extracurricular opportunities at the new schools
- 4% expressed concern about the removal of the planned North Bethesda Middle School addition

APPROACH #9: Collocate a New High School and Middle School at Woodward

Support/Approval:

- 18% of comments expressed general approval
- 4% expressed support because it creates smaller schools

Concerns/Opposition:

- 26% expressed opposition due to concerns about possible future school reassignments
- 17% expressed general opposition
- 13% expressed concerns about the Woodward site adequately accommodating two schools and their outdoor facilities
- 13% expressed opposition to mixing the Middle School and high school age groups
- 6% expressed concerns about adequate academic and extracurricular opportunities at the new schools
- 3% expressed concern about the removal of the planned North Bethesda Middle School addition

APPROACH #10: Reassign Grade 9 to Middle Schools and Reopen Woodward for Grades 6–9

Support/Approval:

- 16% of comments expressed general approval

Concerns/Opposition:

- 29% expressed opposition to this grade configuration
- 17% expressed opposition due to concerns about possible future school reassignments
- 15% expressed general opposition
- 12% expressed opposition to the disruption of the traditional high school experience
- 12% expressed concerns about overall grade-levels remaining too large

Elementary School Approaches

APPROACH #1: Open a New Elementary School, Keeping Ashburton ES Addition

Support/Approval:

- 51% of comments expressed general approval
- 6% expressed approval due to concerns about possible future school reassignments

Concerns/Opposition:

- 10% expressed general opposition
- 22% expressed opposition or concerns about large school size
- 11% expressed dissatisfaction or dismay about the timeframe of construction projects

APPROACH #1a: Open a New Elementary School, Removing Ashburton ES Addition

Support/Approval:

- 47% of comments expressed general approval
- 10% expressed approval due to the smaller planned size of Ashburton Elementary School
- 2% expressed approval due to the earlier school opening date

Concerns/Opposition:

- 14% expressed general opposition
- 9% expressed opposition due to concerns about possible future school reassignments
- 9% expressed opposition or concerns related to school sizes
- 3% expressed concerns about the use of portable classrooms
- 7% expressed dissatisfaction or dismay about the timeframe of construction projects

APPROACH #1b: Open a New Elementary School, Keeping Core Improvements at Ashburton ES

Support/Approval:

- 50% of comments expressed general approval
- 8% expressed approval due to the smaller planned size of Ashburton Elementary School

Concerns/Opposition:

- 13% expressed general opposition
- 12% expressed opposition due to concerns about possible future school reassignments
- 8% expressed opposition or concerns related to school sizes
- 4% expressed concerns about the use of portable classrooms

APPROACH #2: Reorganize Schools to Create Grades K–4 and 5–7 Schools

Support/Approval:

- 6% of comments expressed general approval

Concerns/Opposition:

- 45% expressed opposition to this grade configuration
- 32% expressed general opposition
- 11% expressed opposition to the new transition required of students
- 3% expressed opposition or concerns related to school sizes
- 3% questioned the efficacy of this approach with respect to overutilization

APPROACH #3: Expand Elementary Schools for Capacities of 850-890 Students

Support/Approval:

- 21% of comments expressed general approval
- 8% expressed approval due to concerns about possible future school reassignments

Concerns/Opposition:

- 43% expressed opposition to schools of this size
- 24% expressed general opposition
- 4% expressed dissatisfaction or dismay about the timeframe of construction projects

APPROACH #4: Open an Early Childhood Center

Support/Approval:

- 30% of comments expressed general approval

Concerns/Opposition:

- 35% expressed general opposition
- 19% expressed opposition to the new transition required of some Kindergarten students
- 12% expressed opposition or concerns related to school sizes
- 3% expressed opposition to inconsistent Kindergarten arrangements across cluster schools

APPROACH #5: Open a New Prek-2 School, Paired with Ashburton ES

Support/Approval:

- 27% of comments expressed general approval

Concerns/Opposition:

- 40% expressed general opposition
- 16% expressed opposition to the new transition required of students
- 11% expressed opposition on behalf of the Garrett Park Elementary School community
- 7% expressed opposition to this grade configuration

APPROACH #6: Reorganize Schools to Create Grades K–4 and 5–8 Schools

Support/Approval:

- 8% of comments expressed general approval

Concerns/Opposition:

- 42% expressed opposition to this grade configuration
- 36% expressed general opposition
- 10% expressed opposition to the new transition required of students