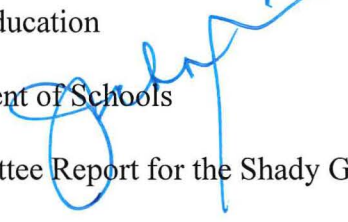


Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 6, 2017

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools 

Subject: Boundary Advisory Committee Report for the Shady Grove Sector Plan
Boundary Study

Please find attached the *Boundary Advisory Committee Report for the Shady Grove Sector Plan Boundary Study* for your review. The Boundary Advisory Committee (Committee) met from April 2017 through May 2017, and worked diligently in the review of boundary options to reassign the portion of the Shady Grove Sector Plan located east of Interstate 370 in the Washington Grove Elementary School, Forest Oak Middle School, and Gaithersburg High School attendance areas to the Col. Zadok Magruder Cluster schools. I commend Committee members for their thorough exploration and evaluation of the boundary options.

On August 31, 2017, the Board approved an elementary school site selection process to evaluate potential elementary school sites in the Gaithersburg Cluster. The purpose of this site selection process is to identify additional options for the Board to consider in determining the best approaches to alleviate overutilization at several elementary schools in the Gaithersburg Cluster. As a result, decisions regarding potential reassignments in the Shady Grove Sector Plan will not be considered until after the site selection process is complete. The Committee's work and report will provide important information and context in the next steps of this analysis. The site selection process will begin in fall 2017 with Board of Education action in March 2018.

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

JRS:AMZ:JS:lmt

Attachment

Copy to:
Executive Staff
Mr. Song
Mr. Ikheloa

Boundary Advisory Committee Report for the Shady Grove Sector Plan Boundary Study

September 2017

Background

On November 21, 2016, the Board of Education authorized a boundary study to reassign the portion of the Shady Grove Sector Plan located east of Interstate 370 in the Washington Grove Elementary School, Forest Oak Middle School, and Gaithersburg High School attendance areas to the Col. Zadok Magruder Cluster schools. The projected enrollment growth in the Gaithersburg Cluster, specifically at Washington Grove Elementary School, is a result of the development included in the Shady Grove Sector Plan. This boundary study follows the recommendation of the Tri-Cluster Roundtable Discussion Group (Roundtable), which examined enrollment and utilization levels at all schools in the Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton clusters. After a review of adjacent clusters, it was determined that the Col. Zadok Magruder Cluster was a viable option for reassignment of the portion of the Shady Grove Sector Plan in the Gaithersburg Cluster.

Scope of the Boundary Study

The Board of Education established the scope of the boundary study to include elementary, middle, and high school level assignments from the portion of the Shady Grove Sector Plan within the Washington Grove Elementary School service area in the Gaithersburg Cluster to Col. Zadok Magruder Cluster schools.

Advisory Committee Representatives

The Boundary Advisory Committee (Committee) comprised parent representatives from the Tri-Cluster Roundtable, the Col. Zadok Magruder Cluster schools, and the three Gaithersburg schools to which the Shady Grove Sector Plan area currently is assigned. Cluster coordinators from the two clusters and a member of the National Association for the Advancement of Colored People Parents' Council also participated. Invitations to the Latino Student Achievement Action Group, the Asian American Student Achievement Action Group, and the African American Student Achievement Action Group were extended. The role of Committee members was to represent the issues and concerns of their schools and communities. Committee members developed criteria that were used to evaluate boundary options. Committee members also served as liaisons to the communities they represented—obtaining feedback on the boundary options and sharing this feedback with the Committee. Appendix A provides the names of the representatives, and Appendix B summarizes the superintendent of schools' charge to the Committee.

Meetings

The Committee met on the following dates in 2017: April 26 and May 1, 15, and 31, 2017. Committee meetings were held in Café 45, located on the lower level of 45 West Gude Drive in Rockville. Spanish language translation services were made available at the meetings. All Committee meetings were open to the public and time was set aside to address questions and comments from observers. At the May 1, 2017, meeting, boundary options 1, 2, and 3 were presented.

Staff in the Division of Capital Planning, Department of Facilities Management, prepared the boundary options and other information requested by the Committee. Montgomery County Public Schools (MCPS) Department of Transportation provided information on school bus routes and estimated travel times for the Gaithersburg and Col. Zadok Magruder clusters' schools.

Two Public Information meetings were held—one at the beginning of the process on April 19, 2017, and the other on May 24, 2017. At the first Public Information meeting, MCPS staff explained the boundary study process and addressed questions. At the second Public Information meeting, MCPS staff presented the options that were developed for the Committee and addressed questions. Attendees at the second meeting were invited to complete input forms stating their views on the options.

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

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

Committee Criteria

At the first meeting of the Committee, held April 26, 2017, Committee members developed a list of criteria they believed were important in the development and evaluation of boundary options. The Committee also was apprised of guidelines presented in Board of Education Policy FAA, *Long-range Educational Facilities Planning*, and MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning*. MCPS Regulation FAA-RA specifies the following four factors to be considered in developing school boundaries:

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

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

Boundary Advisory Committee Criteria

- Optimize facility utilization 80–100 percent
- Consider demographic characteristics of student population
- Consider geographic proximity of communities to schools
- Optimize stability of school assignments over time
- Minimize island assignments and create contiguous boundaries
- Maintain student relationships by maximizing opportunities to remain together
- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize the amount of transportation and time including after-school activities
- Minimize relocation of students
- Reserve space and room for growth for approved plan development
- Consider likely future capital projects
- Consider effects, such as traffic, of future capital projects
- Consider future capacity at schools with future shell build out capability

Boundary Options and Evaluations

The Committee members reviewed this report at the May 15, 2017, meeting and subsequently submitted Committee member evaluations of the boundary options. In addition, five Parent Teacher Association position papers were submitted. Appendix C includes the three boundary options reviewed by the Committee, Appendix D includes the Committee member option evaluations, and Appendix E includes the position papers.

Appendices

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

Appendix A

Committee Roster

**Shady Grove Sector Plan
Boundary Advisory Committee Roster**

Oscar Alvarenga	Gaithersburg Cluster Coordinator
Deirdre Appel	Redland Middle School
Carrie Bohrer	Gaithersburg High School
Annie Foster Ahmed	Flower Hill Elementary School
Philip Groven	Col. Zadok Magruder Cluster
Tisshell Hall	Shady Grove Middle School
Houda Harilla	Shady Grove Middle School
David Hix	Washington Grove Elementary School
Kristin Mitas	Mill Creek Towne Elementary School
Leah Montas	Forest Oak Middle School
Michelle Neary	Washington Grove Elementary School
Rob Sharp	Col. Zadok Magruder High School
Tina Webb	Sequoyah Elementary School
Brad Wolvin	Candlewood Elementary School

Appendix B

Committee Charge

Shady Grove Sector Plan Boundary Advisory Committee Charge

Boundary Advisory Committee

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

Boundary Advisory Committee Responsibilities

The Board of Education has authorized a boundary advisory committee process to obtain community input on boundary options for the Shady Grove Sector Plan service area currently assigned to Washington Grove Elementary School in the Gaithersburg Cluster. The scope of the process is to look at options to reassign students from this zone to schools in the Col. Zadok Magruder Cluster at the elementary, middle, and high school levels.

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

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

At the conclusion of the process, a Boundary Advisory Committee report will be sent to the superintendent of schools and the members of the Board of Education. The report will provide a summary of the process, the committee criteria, any implementation issues, the boundary options that were developed, and committee member evaluations of the options. In addition, position papers from organizations represented on the committee—including school Parent Teacher Associations—may be submitted for inclusion in the report, if desired.

Facilitation of the Boundary Advisory Committee Process

Staff from the Montgomery County Public Schools (MCPS) Division of Capital Planning will facilitate the process over a period of six meetings from March through May 31, 2017. Staff will provide information requested by the Boundary Advisory Committee, and as necessary, invite other MCPS staff to meetings to address questions. All Boundary Advisory Committee materials will be posted on the Division of Capital Planning web site at the link below:

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

Appendix C

Options

Shady Grove Sector Plan Boundary Boundary
Advisory Committee

Boundary Options

Option # 1	Reassign Shady Grove Sector Plan area from Washington Grove Elementary, Forest Oak Middle, and Gaithersburg High school of the Gaithersburg Cluster to Candlewood Elementary, Shady Grove Middle, and Col. Zadok Magruder High schools of the Col. Zadok Magruder Cluster.
Option # 2	Reassign Shady Grove Sector Plan area from Washington Grove Elementary, Forest Oak Middle, and Gaithersburg High school of the Gaithersburg Cluster to Mill Creek Towne Elementary, Shady Grove Middle, and Col. Zadok Magruder High schools of the Col. Zadok Magruder Cluster. Reassign zones Mill Creek 5 and 6 to Sequoyah Elementary and Redland Middle schools.
Option # 3	Reassign Shady Grove Sector Plan area from Washington Grove Elementary, Forest Oak Middle, and Gaithersburg High school of the Gaithersburg Cluster to Sequoyah Elementary, Redland Middle, and Col. Zadok Magruder High school of the Col. Zadok Magruder Cluster.

Shady Grove Sector Plan Boundary Study Options 1-3

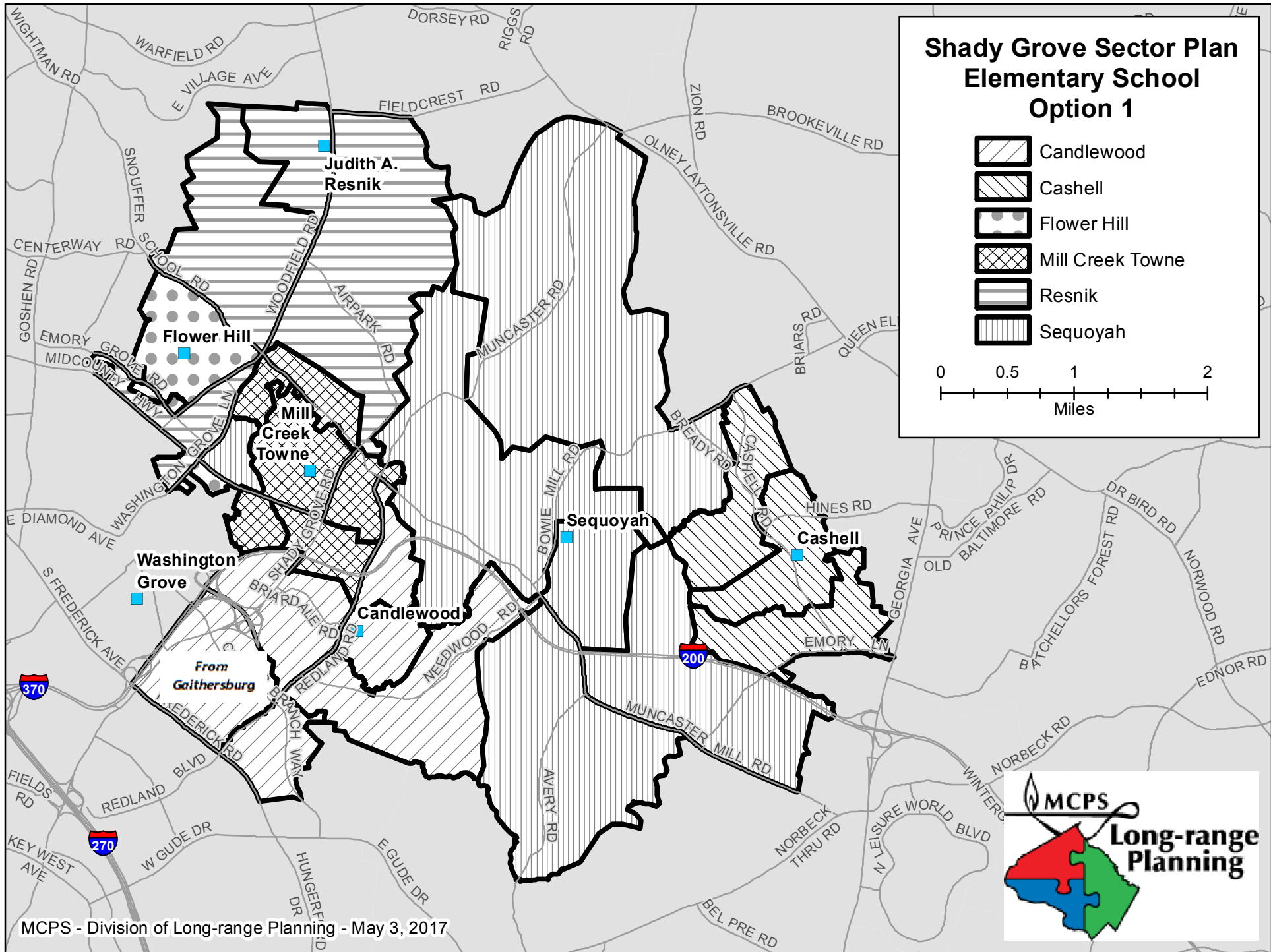
5/15/2017

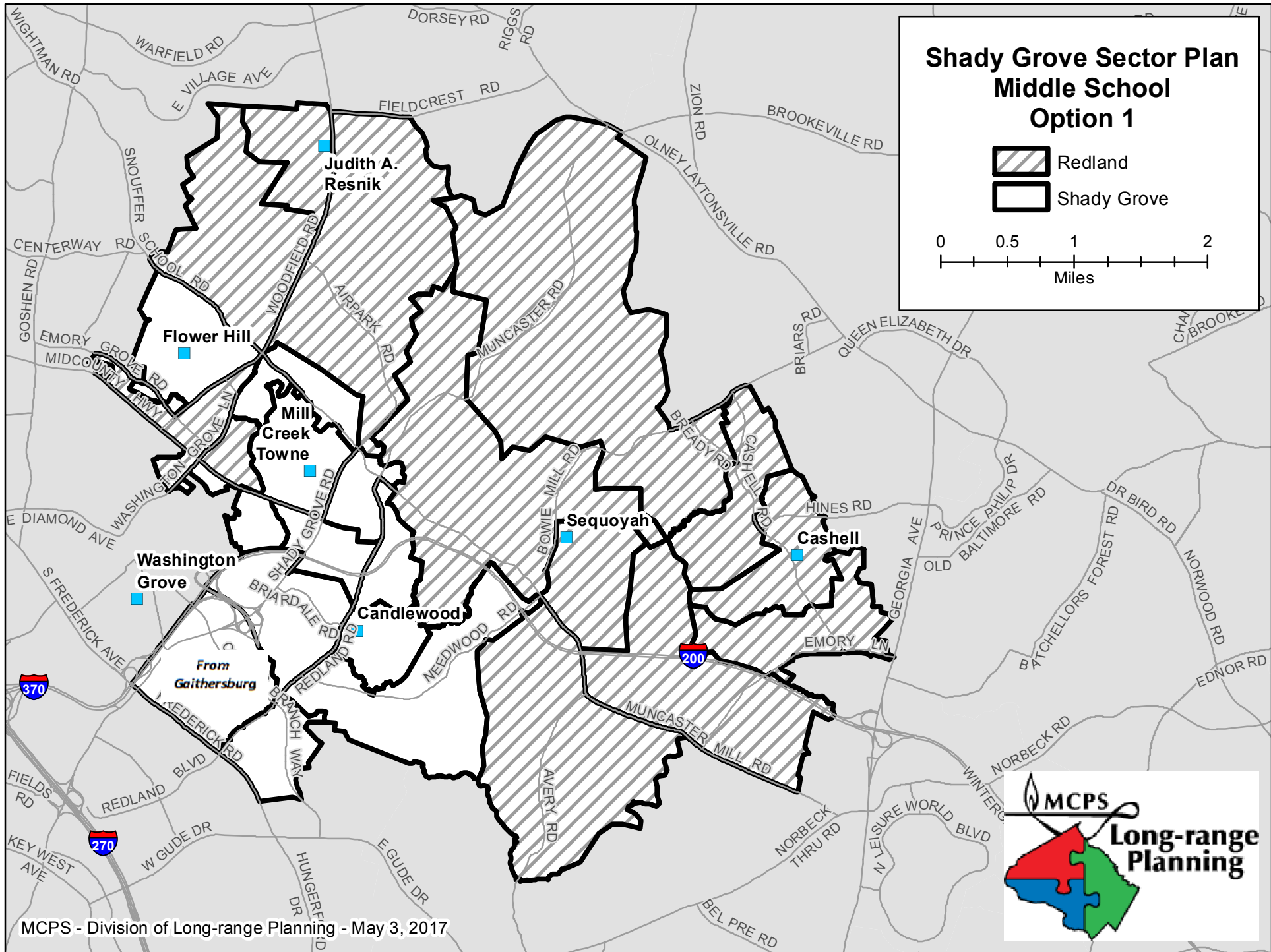
Gaithersburg Cluster Schools	Projected Number of Students						2016-2017 Race/Ethnic Composition						
	Boundary Implemented						% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023							
Gaithersburg High School													
Maximum Number of Seats = 2407													
<u>No Change:</u>													
Number of Students	2,480	2,496	2,524	2,539	2,590	2,736							
Percent of Building Occupied	103%	104%	105%	105%	108%	114%	25.0%	7.7%	49.6%	15.6%	<5%	42.5%	18.2%
Available Seats	(73)	(89)	(117)	(132)	(183)	(329)							
Analysis of Movement													
<u>With Change:</u>													
Number of Students	2,480	2,460	2,470	2,467	2,499	2,627							
Percent of Building Occupied	103%	102%	103%	102%	104%	109%	25.1%	7.7%	49.8%	15.5%	<5%	42.3%	18.1%
Available Seats	(73)	(53)	(63)	(60)	(92)	(220)							
Forest Oak Middle School													
Maximum Number of Seats= 790													
<u>No Change:</u>													
Number of Students	846	883	972	1022	1070	1064							
Percent of Building Occupied	89%	93%	102%	108%	113%	112%	25.0%	8.0%	51.5%	13.5%	<5%	58.5%	14.9%
Available Seats	103	66	(23)	(73)	(121)	(115)							
<u>With Change:</u>													
Number of Students	846	861	938	977	1025	1008							
Percent of Building Occupied	89%	91%	99%	103%	108%	106%	25.1%	7.8%	52.1%	13.1%	<5%	57.9%	14.5%
Available Seats	103	88	11	(28)	(76)	(59)							
Washington Grove Elementary School													
Maximum Number of Seats = 618													
<u>No Change:</u>													
Number of Students	483	526	556	602	645	694							
Percent of Building Occupied	78%	85%	90%	97%	104%	112%	22.1%	8.2%	58.5%	10.2%	<5%	73.0%	52.0%
Available Seats	135	92	62	16	(27)	(76)							
<u>With Change:</u>													
Number of Students	483	473	477	496	513	535							
Percent of Building Occupied	78%	77%	77%	80%	83%	87%	22.1%	7.8%	60.2%	9.1%	<5%	71.6%	51.1%
Available Seats	135	145	141	122	105	83							

Shady Grove Sector Plan Boundary Study Option 1

5/1/2017

	Projected Number of Students						2016-2017 Race/Ethnic Composition						
	Boundary Implemented						% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023							
Magruder High School													
Maximum Number of Seats = 1941													
<u>No Change:</u>													
Number of Students	1,584	1,604	1,707	1,711	1,775	1,872	18.7%	13.3%	38.5%	27.5%	<5%	33.6%	8.6%
Percent of Building Occupied	82%	83%	88%	88%	91%	96%							
Available Seats	357	337	234	230	166	69							
Receive zone WashingtonGrove1 from Gaithersburg HS.													
<u>With Change:</u>													
Number of Students	1,584	1,640	1,761	1,783	1,866	1,981	18.7%	13.3%	38.4%	27.5%	<5%	33.9%	8.8%
Percent of Building Occupied	82%	85%	91%	92%	96%	102%							
Available Seats	357	301	180	158	75	(40)							
Shady Grove Middle School													
Maximum Number of Seats= 846													
<u>No Change:</u>													
Number of Students	629	659	623	659	640	632	19.9%	12.1%	40.2%	22.1%	5.6%	40.3%	8.6%
Percent of Building Occupied	74%	78%	74%	78%	76%	75%							
Available Seats	217	187	223	187	206	214							
Receive zone WashingtonGrove1 from Forest Oak MS.													
<u>With Change:</u>													
Number of Students	629	681	657	704	685	688	20.0%	12.1%	40.0%	22.3%	5.6%	41.1%	9.1%
Percent of Building Occupied	74%	81%	78%	83%	81%	81%							
Available Seats	186	165	189	142	161	158							
Candlewood Elementary													
Maximum Number of Seats= 499													
<u>No Change:</u>													
Number of Students	353	349	356	356	350	360	15.9%	22.1%	13.8%	46.0%	<5%	22.8%	14.5%
Percent of Building Occupied	71%	70%	71%	71%	70%	72%							
Available Seats	146	150	143	143	149	139							
Receive zone WashingtonGrove1 from Washington Grove ES.													
<u>With Change:</u>													
Number of Students	353	402	435	462	482	519	16.3%	21.4%	15.2%	44.5%	<5%	24.5%	15.6%
Percent of Building Occupied	71%	81%	87%	93%	97%	104%							
Available Seats	146	97	64	37	17	(20)							





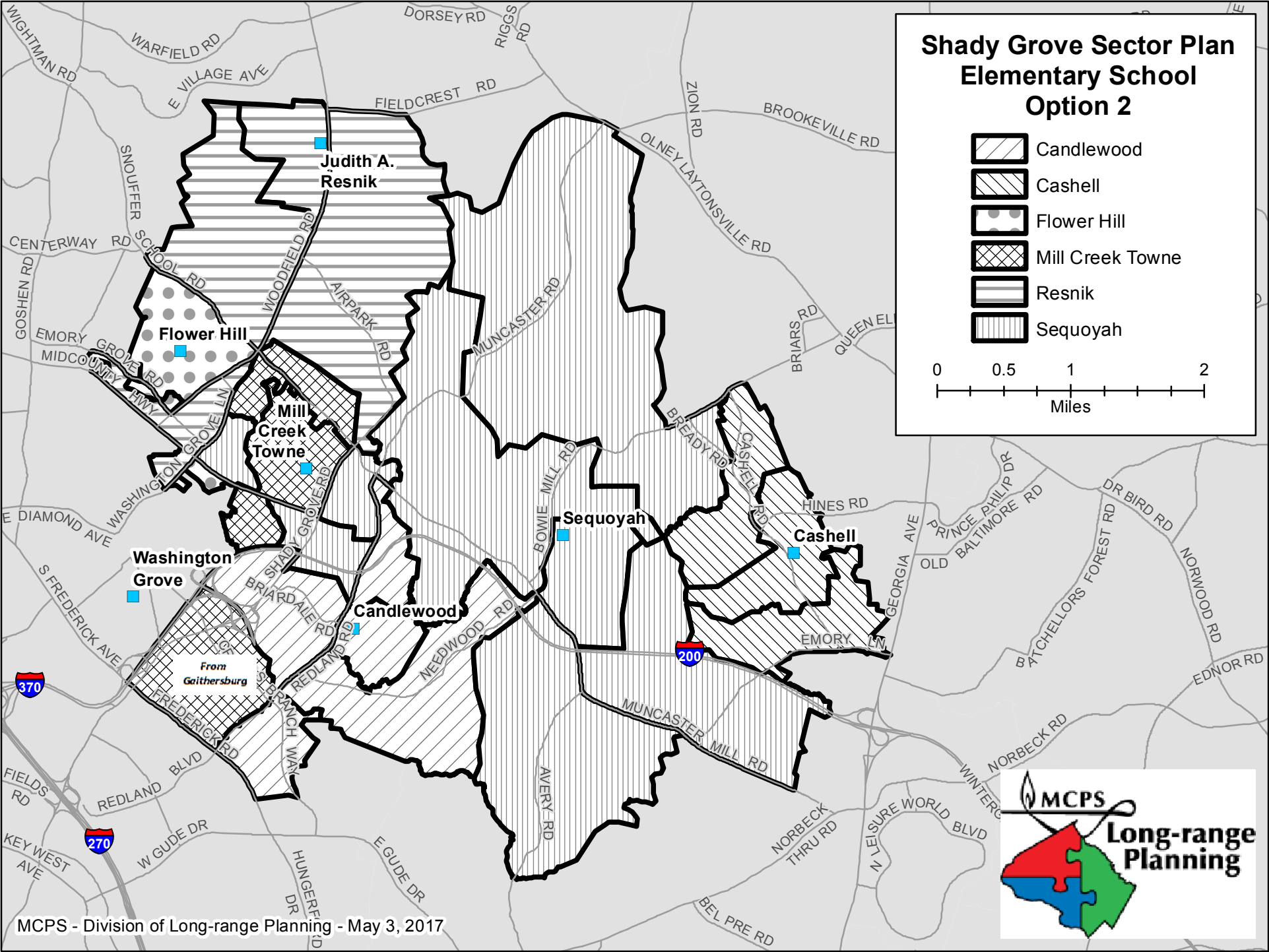
Shady Grove Sector Plan Boundary Study Option 2

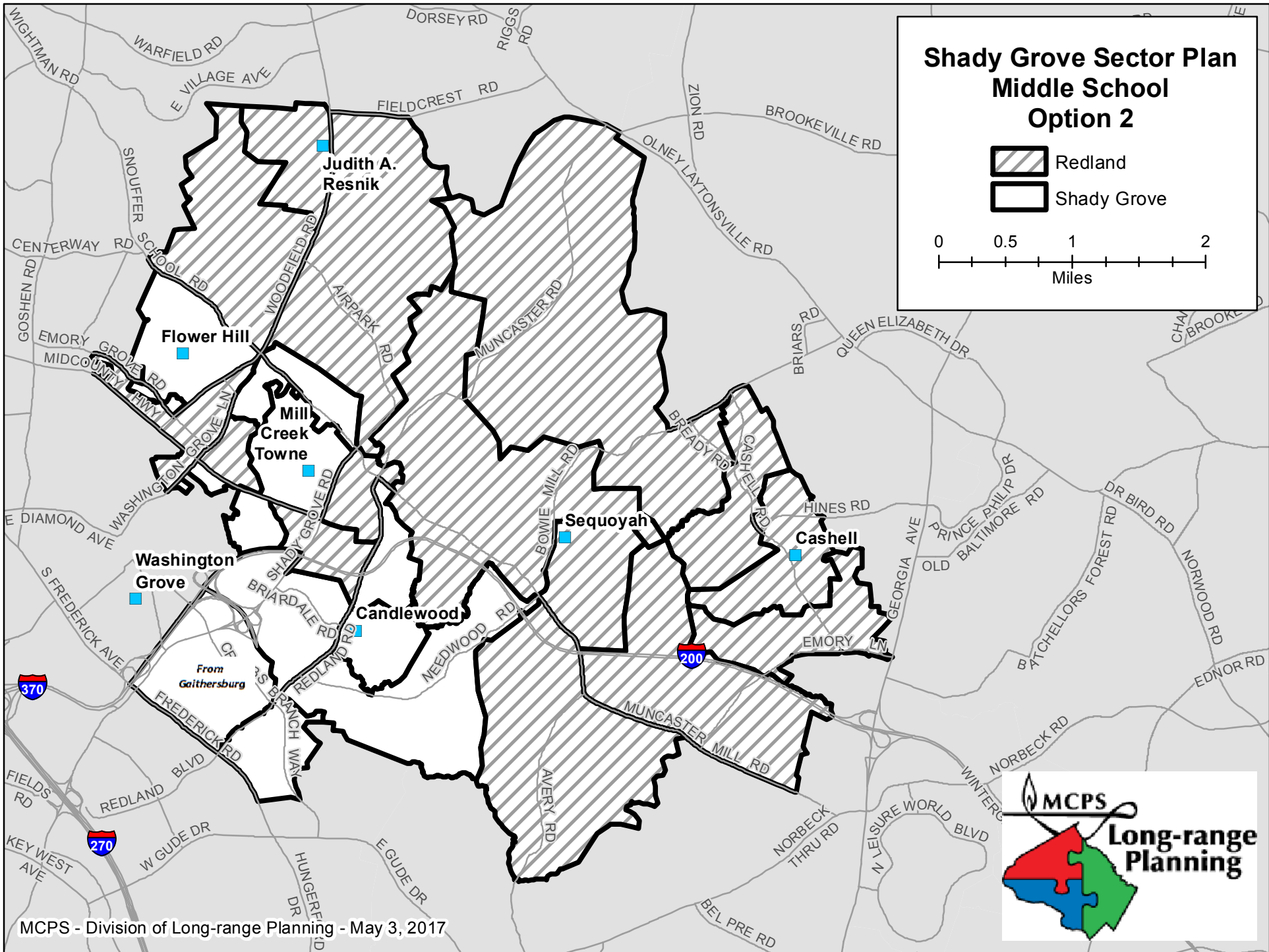
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	Projected Number of Students						2016-2017 Race/Ethnic Composition						
	Boundary Implemented						% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023							
Magruder High School													
Maximum Number of Seats = 1941													
<u>No Change:</u>													
Number of Students	1,584	1,604	1,707	1,711	1,775	1,872	18.7%	13.3%	38.5%	27.5%	<5%	33.6%	8.6%
Percent of Building Occupied	82%	83%	88%	88%	91%	96%							
Available Seats	357	337	234	230	166	69							
Receive zone WashingtonGrove1 from Gaithersburg HS.													
<u>With Change:</u>													
Number of Students	1,584	1,640	1,761	1,783	1,866	1,981	18.7%	13.3%	38.4%	27.5%	<5%	33.9%	8.8%
Percent of Building Occupied	82%	85%	91%	92%	96%	102%							
Available Seats	357	301	180	158	75	(40)							
Redland Middle School													
Maximum Number of Seats= 757													
<u>No Change:</u>													
Number of Students	571	623	678	682	704	651	18.0%	15.0%	35.9%	29.1%	<5%	37.2%	10.7%
Percent of Building Occupied	75%	82%	90%	90%	93%	86%							
Available Seats	186	134	79	75	53	106							
Receive zones MillCreekTowne4 and MillCreekTowne5 from Shady Grove MS													
<u>With Change:</u>													
Number of Students	571	676	733	736	759	705	17.7%	15.0%	35.4%	29.6%	<5%	38.3%	11.0%
Percent of Building Occupied	75%	89%	97%	97%	100%	93%							
Available Seats	186	81	24	21	(2)	52							
Shady Grove Middle School													
Maximum Number of Seats= 846													
<u>No Change:</u>													
Number of Students	629	659	623	659	640	632	19.9%	12.1%	40.2%	22.1%	5.6%	40.3%	8.6%
Percent of Building Occupied	74%	78%	74%	78%	76%	75%							
Available Seats	217	187	223	187	206	214							
Receive zone WashingtonGrove1 from Forest Oak MS.													
<u>With Change:</u>													
Number of Students	629	628	602	650	630	634	20.4%	12.3%	40.8%	21.1%	5.5%	38.2%	8.3%
Percent of Building Occupied	74%	74%	71%	77%	74%	75%							
Available Seats	217	218	244	196	216	212							
Candlewood Elementary													
Maximum Number of Seats= 499													
<u>No Change:</u>													
Number of Students	353	349	356	356	350	360	15.9%	22.1%	13.8%	46.0%	<5%	22.8%	14.5%
Percent of Building Occupied	71%	70%	71%	71%	70%	72%							
Available Seats	146	150	143	143	149	139							
No Boundary Change													
<u>No Change:</u>													
Number of Students	353	349	356	356	350	360	15.9%	22.1%	13.8%	46.0%	<5%	22.8%	14.5%
Percent of Building Occupied	71%	70%	71%	71%	70%	72%							
Available Seats	146	150	143	143	149	139							
Cashell Elementary													
Maximum Number of Seats= 341													
<u>No Change:</u>													
Number of Students	378	395	389	394	389	392	12.2%	8.2%	26.2%	44.4%	9.0%	23.1%	9.1%
Percent of Building Occupied	111%	116%	114%	116%	114%	115%							
Available Seats	(37)	(54)	(48)	(53)	(48)	(51)							
No Boundary Change													
<u>No Change:</u>													
Number of Students	378	395	389	394	389	392	12.2%	8.2%	26.2%	44.4%	9.0%	23.1%	9.1%
Percent of Building Occupied	111%	116%	114%	116%	114%	115%							
Available Seats	(37)	(54)	(48)	(53)	(48)	(51)							
Flower Hill Elementary													
Maximum Number of Seats= 460													
<u>No Change:</u>													
Number of Students	492	486	485	465	455	458	31.5%	10.9%	48.9%	6.6%	<5%	64.1%	34.3%
Percent of Building Occupied	107%	106%	105%	101%	99%	100%							
Available Seats	(32)	(26)	(25)	(5)	5	2							
No Boundary Change													
<u>No Change:</u>													
Number of Students	492	486	485	465	455	458	31.5%	10.9%	48.9%	6.6%	<5%	64.1%	34.3%
Percent of Building Occupied	107%	106%	105%	101%	99%	100%							
Available Seats	(32)	(26)	(25)	(5)	5	2							

Option 2
5/1/2017

	Projected Number of Students						2016-2017						
	Boundary Implemented						Race/Ethnic Composition						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Mill Creek Towne Elementary													
Maximum Number of Seats= 321													
<u>No Change:</u>													
Number of Students	378	376	375	365	373	373							
Percent of Building Occupied	118%	117%	117%	114%	116%	116%	7.3%	52.5%	24.6%	12.1%	<5%	49.6%	29.8%
Available Seats	(57)	(55)	(54)	(44)	(52)	(52)							
Receive WashingtonGrove1													
<u>With Change:</u>													
Number of Students	575	318	344	363	399	422							
Percent of Building Occupied	104%	99%	107%	113%	124%	131%	7.2%	54.6%	24.4%	10.5%	<5%	27.0%	16.8%
Available Seats	(22)	3	(23)	(42)	(78)	(101)							
Judith A. Resnik Elementary													
Maximum Number of Seats= 498													
<u>No Change:</u>													
Number of Students	614	616	593	596	573	581							
Percent of Building Occupied	123%	124%	119%	83%	82%	83%	32.0%	11.1%	41.0%	14.0%	<5%	56.5%	30.4%
Available Seats	(116)	(118)	(95)	121	128	120							
<u>No Change:</u>													
Number of Students	614	616	593	596	573	581							
Percent of Building Occupied	123%	124%	119%	83%	82%	83%	32.0%	11.1%	41.0%	14.0%	<5%	56.5%	30.4%
Available Seats	(116)	(118)	(95)	121	128	120							
Sequoyah Elementary													
Maximum Number of Seats= 490													
<u>No Change:</u>													
Number of Students	406	415	415	441	437	448							
Percent of Building Occupied	83%	85%	85%	90%	89%	91%	14.1%	11.8%	51.5%	22.6%	<5%	58.0%	32.2%
Available Seats	84	75	75	49	53	42							
Receive zones MillCreekTowne4 and MillCreekTowne5 from Mill Creek Townes ES													
<u>With Change:</u>													
Number of Students	406	526	525	549	543	558							
Percent of Building Occupied	83%	107%	107%	112%	111%	114%	14.6%	11.4%	47.4%	25.0%	<5%	51.4%	28.3%
Available Seats	84	(36)	(35)	(59)	(53)	(68)							

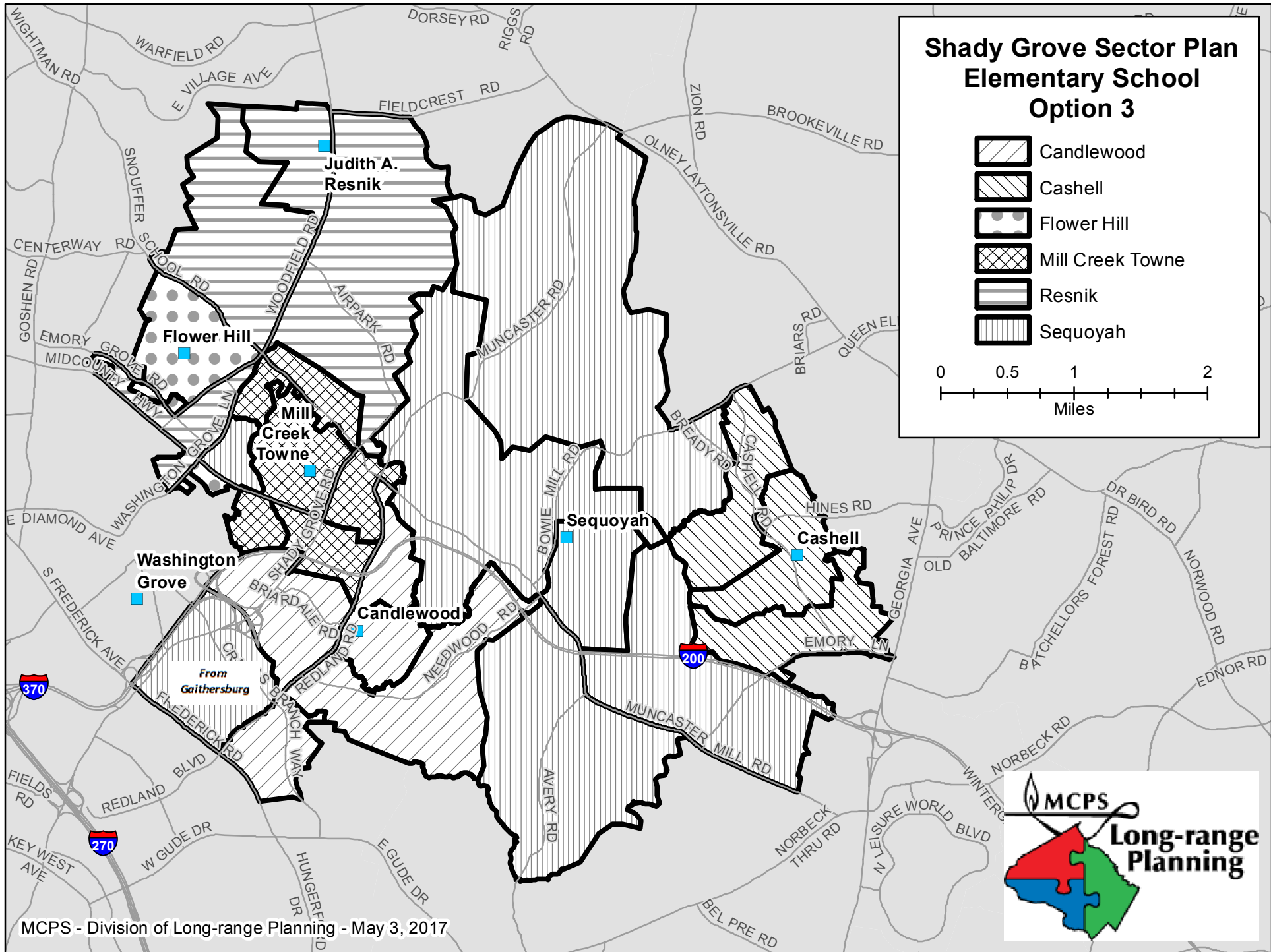


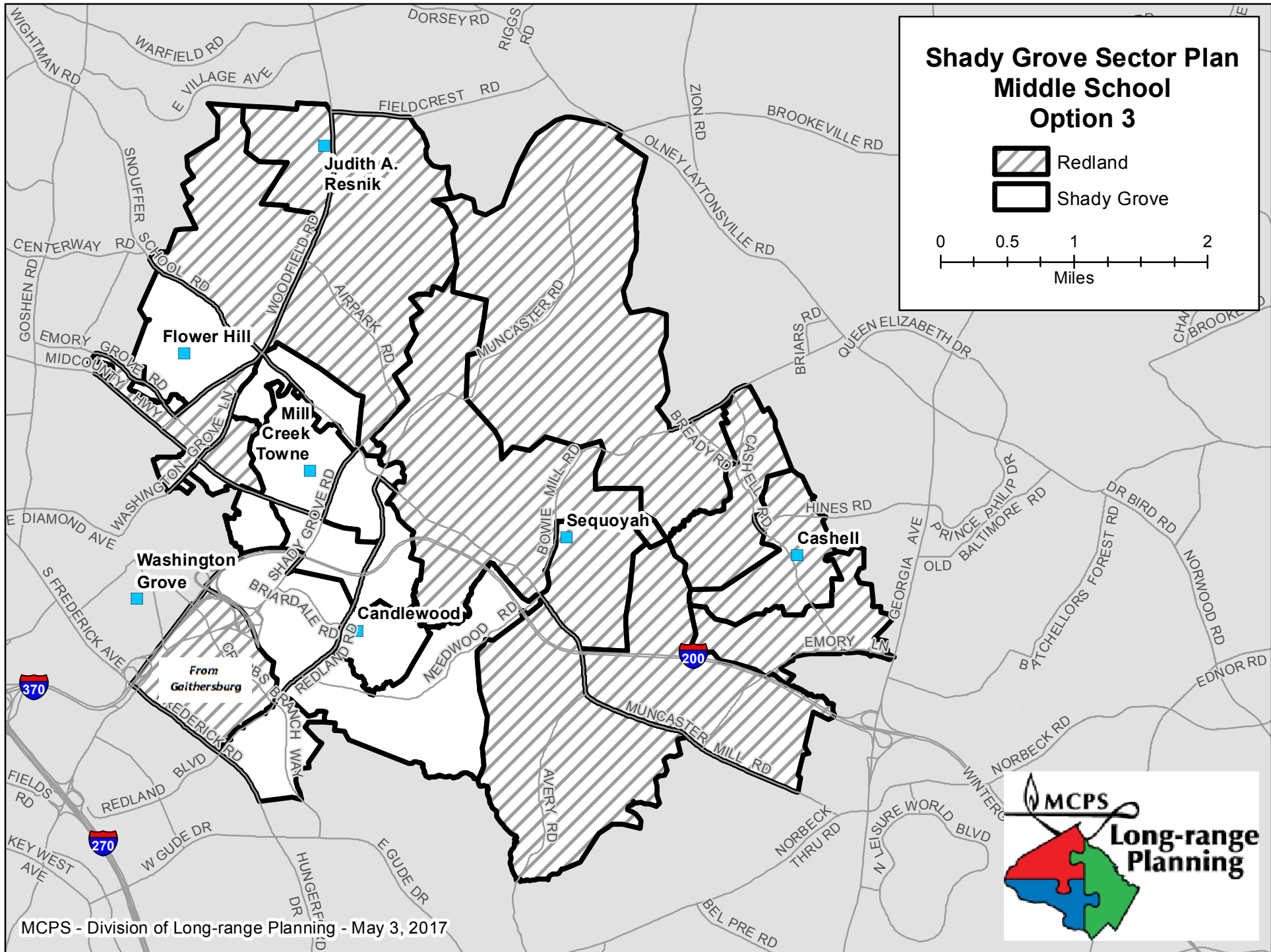


Shady Grove Sector Plan Boundary Study Option 3

5/1/2017

	Projected Number of Students						2016-2017 Race/Ethnic Composition						
	Boundary Implemented						% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023							
Magruder High School													
Maximum Number of Seats = 1941													
<u>No Change:</u>													
Number of Students	1,584	1,604	1,707	1,711	1,775	1,872	18.7%	13.3%	38.5%	27.5%	<5%	33.6%	8.6%
Percent of Building Occupied	82%	83%	88%	88%	91%	96%							
Available Seats	357	337	234	230	166	69							
Receive zone WashingtonGrove1 from Gaithersburg HS.													
<u>With Change:</u>													
Number of Students	1,584	1,640	1,761	1,783	1,866	1,981	18.7%	13.3%	38.4%	27.5%	<5%	33.9%	8.8%
Percent of Building Occupied	82%	85%	91%	92%	96%	102%							
Available Seats	357	301	180	158	75	(40)							
Redland Middle School													
Maximum Number of Seats= 757													
<u>No Change:</u>													
Number of Students	571	623	678	682	704	651	18.0%	15.0%	35.9%	29.1%	<5%	37.2%	10.7%
Percent of Building Occupied	75%	82%	90%	90%	93%	86%							
Available Seats	186	134	79	75	53	106							
Receive zone WashingtonGrove1 from Forest Oak MS.													
<u>With Change:</u>													
Number of Students	571	645	678	682	704	651	18.1%	15.0%	35.7%	29.0%	<5%	38.1%	11.3%
Percent of Building Occupied	75%	85%	90%	90%	93%	86%							
Available Seats	186	112	79	75	53	106							
Sequoyah Elementary													
Receive WashingtonGrove1 from Washington Grove ES.													
<u>No Change:</u>													
Number of Students	406	415	415	441	437	448	14.1%	11.8%	51.5%	22.6%	<5%	58.0%	32.2%
Percent of Building Occupied	83%	85%	85%	90%	89%	91%							
Available Seats	84	75	75	49	53	42							
<u>With Change:</u>													
Number of Students	406	468	494	547	569	607	14.5%	11.9%	50.3%	22.9%	<5%	54.1%	32.1%
Percent of Building Occupied	83%	95%	101%	112%	116%	124%							
Available Seats	84	22	(4)	(57)	(79)	(117)							





Shady Grove Sector Plan Boundary Study — Options 1-3

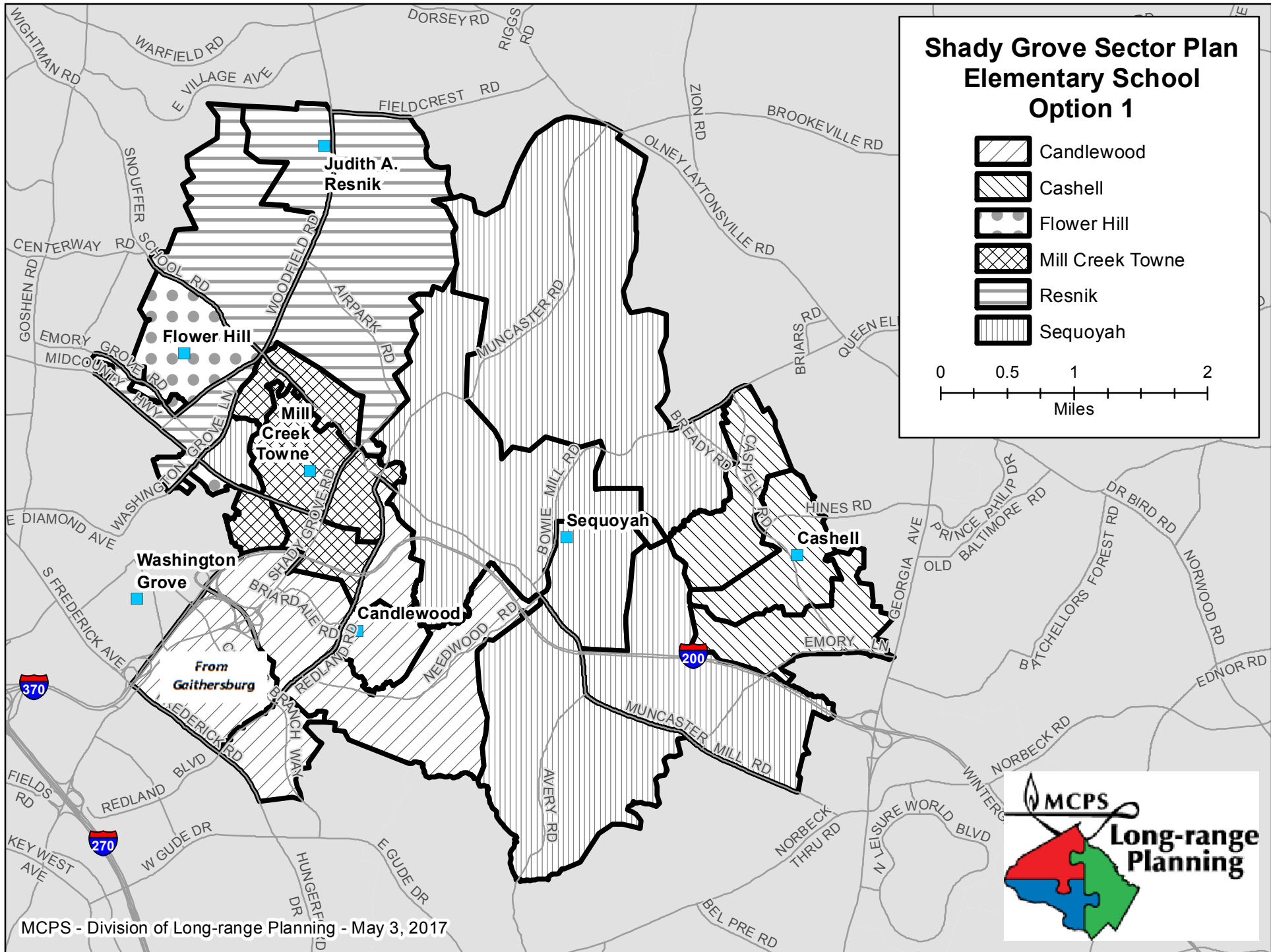
5/15/2017

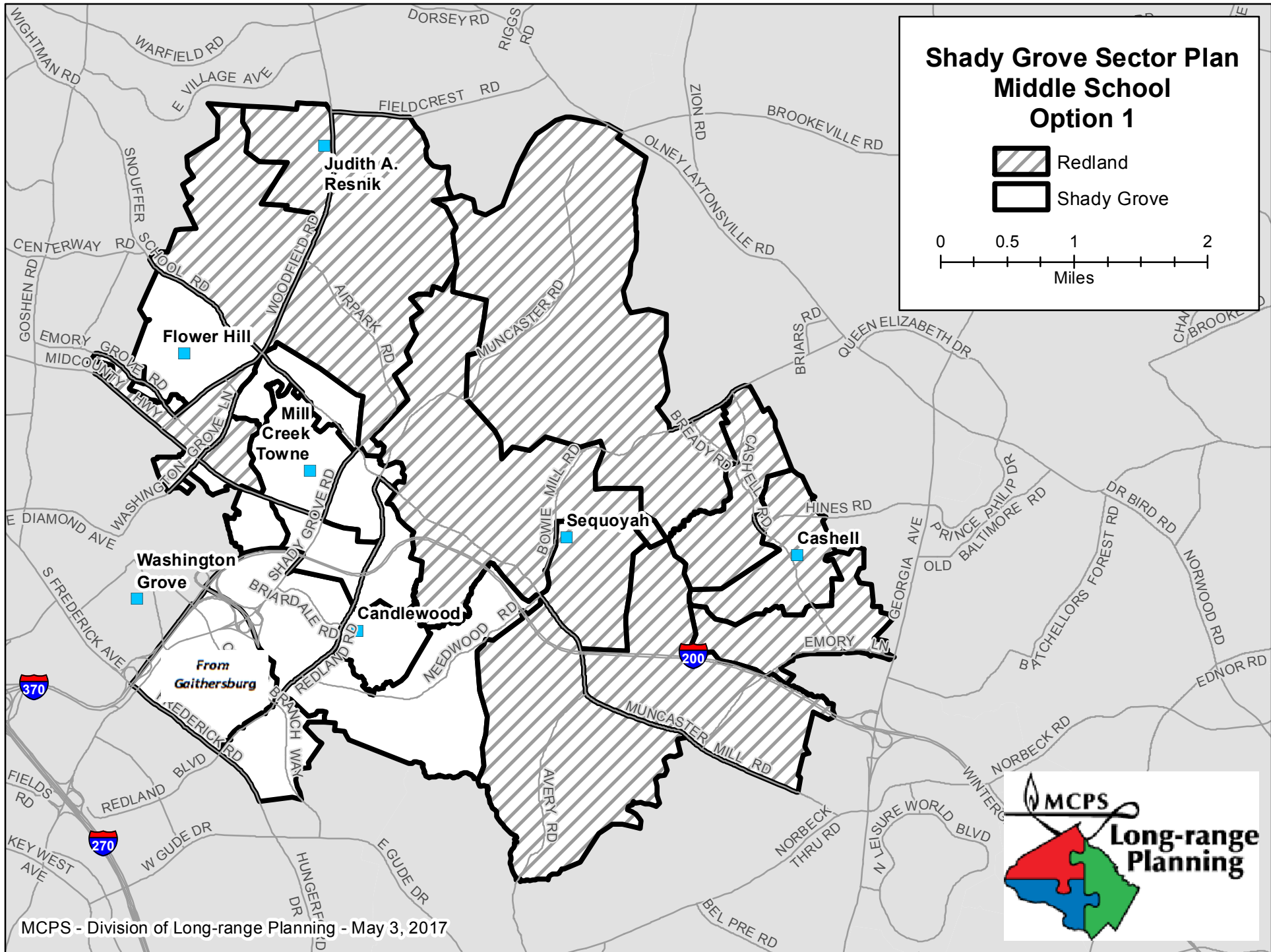
Gaithersburg Cluster Schools	Projected Number of Students						2016–2017 Race/Ethnic Composition						
	Boundary Implemented						% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023							
Gaithersburg High School													
Maximum Number of Seats = 2393													
<u>No Change:</u>													
Number of Students	2,480	2,496	2,524	2,539	2,590	2,736							
Percent of Building Occupied	104%	104%	105%	106%	108%	114%	25.0%	7.7%	49.6%	15.6%	<5%	42.5%	18.2%
Available Seats	(87)	(103)	(131)	(146)	(197)	(343)							
Analysis of Movement													
<u>With Change:</u>													
Number of Students	2,480	2,460	2,470	2,467	2,499	2,627							
Percent of Building Occupied	104%	103%	103%	103%	104%	110%	25.1%	7.7%	49.8%	15.5%	<5%	42.3%	18.1%
Available Seats	(87)	(67)	(77)	(74)	(106)	(234)							
Forest Oak Middle School													
Maximum Number of Seats= 949													
<u>No Change:</u>													
Number of Students	846	883	972	1022	1070	1064							
Percent of Building Occupied	89%	93%	102%	108%	113%	112%	25.0%	8.0%	51.5%	13.5%	<5%	58.5%	14.9%
Available Seats	103	66	(23)	(73)	(121)	(115)							
<u>With Change:</u>													
Number of Students	846	861	938	977	1025	1008							
Percent of Building Occupied	89%	91%	99%	103%	108%	106%	25.1%	7.8%	52.1%	13.1%	<5%	57.9%	14.5%
Available Seats	103	88	11	(28)	(76)	(59)							
Washington Grove Elementary School													
Maximum Number of Seats = 618													
<u>No Change:</u>													
Number of Students	483	526	556	602	645	694							
Percent of Building Occupied	78%	85%	90%	97%	104%	112%	22.1%	8.2%	58.5%	10.2%	<5%	73.0%	52.0%
Available Seats	135	92	62	16	(27)	(76)							
<u>With Change:</u>													
Number of Students	483	473	477	496	513	535							
Percent of Building Occupied	78%	77%	77%	80%	83%	87%	22.1%	7.8%	60.2%	9.1%	<5%	71.6%	51.1%
Available Seats	135	145	141	122	105	83							

Shady Grove Sector Plan Boundary Study—Option 1

5/1/2017

Magruder Cluster Schools	Projected Number of Students						2016–2017						
							Race/Ethnic Composition						% Afr. Amer.
	Boundary Implemented	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023						
Col. Zadok Magruder High School													
Maximum Number of Seats = 1941													
<u>No Change:</u>													
Number of Students	1,584	1,604	1,707	1,711	1,775	1,872	18.7%	13.3%	38.5%	27.5%	<5%	33.6%	8.6%
Percent of Building Occupied	82%	83%	88%	88%	91%	96%							
Available Seats	357	337	234	230	166	69							
Receive zone WashingtonGrove1 from Gaithersburg HS.													
<u>With Change:</u>													
Number of Students	1,584	1,640	1,761	1,783	1,866	1,981	18.7%	13.3%	38.4%	27.5%	<5%	33.9%	8.8%
Percent of Building Occupied	82%	85%	91%	92%	96%	102%							
Available Seats	357	301	180	158	75	(40)							
Shady Grove Middle School													
Maximum Number of Seats= 846													
<u>No Change:</u>													
Number of Students	629	659	623	659	640	632	19.9%	12.1%	40.2%	22.1%	5.6%	40.3%	8.6%
Percent of Building Occupied	74%	78%	74%	78%	76%	75%							
Available Seats	217	187	223	187	206	214							
Receive zone WashingtonGrove1 from Forest Oak MS.													
<u>With Change:</u>													
Number of Students	629	681	657	704	685	688	20.0%	12.1%	40.0%	22.3%	5.6%	41.1%	9.1%
Percent of Building Occupied	74%	81%	78%	83%	81%	81%							
Available Seats	186	165	189	142	161	158							
Candlewood Elementary School													
Maximum Number of Seats= 499													
<u>No Change:</u>													
Number of Students	353	349	356	356	350	360	14.3%	19.9%	20.9%	42.8%	<5%	22.8%	14.5%
Percent of Building Occupied	71%	70%	71%	71%	70%	72%							
Available Seats	146	150	143	143	149	139							
Receive zone WashingtonGrove1 from Washington Grove ES.													
<u>With Change:</u>													
Number of Students	353	402	435	462	482	519	14.8%	19.5%	21.7%	41.7%	<5%	24.5%	15.6%
Percent of Building Occupied	71%	81%	87%	93%	97%	104%							
Available Seats	146	97	64	37	17	(20)							





Shady Grove Sector Plan Boundary Study—Option 2

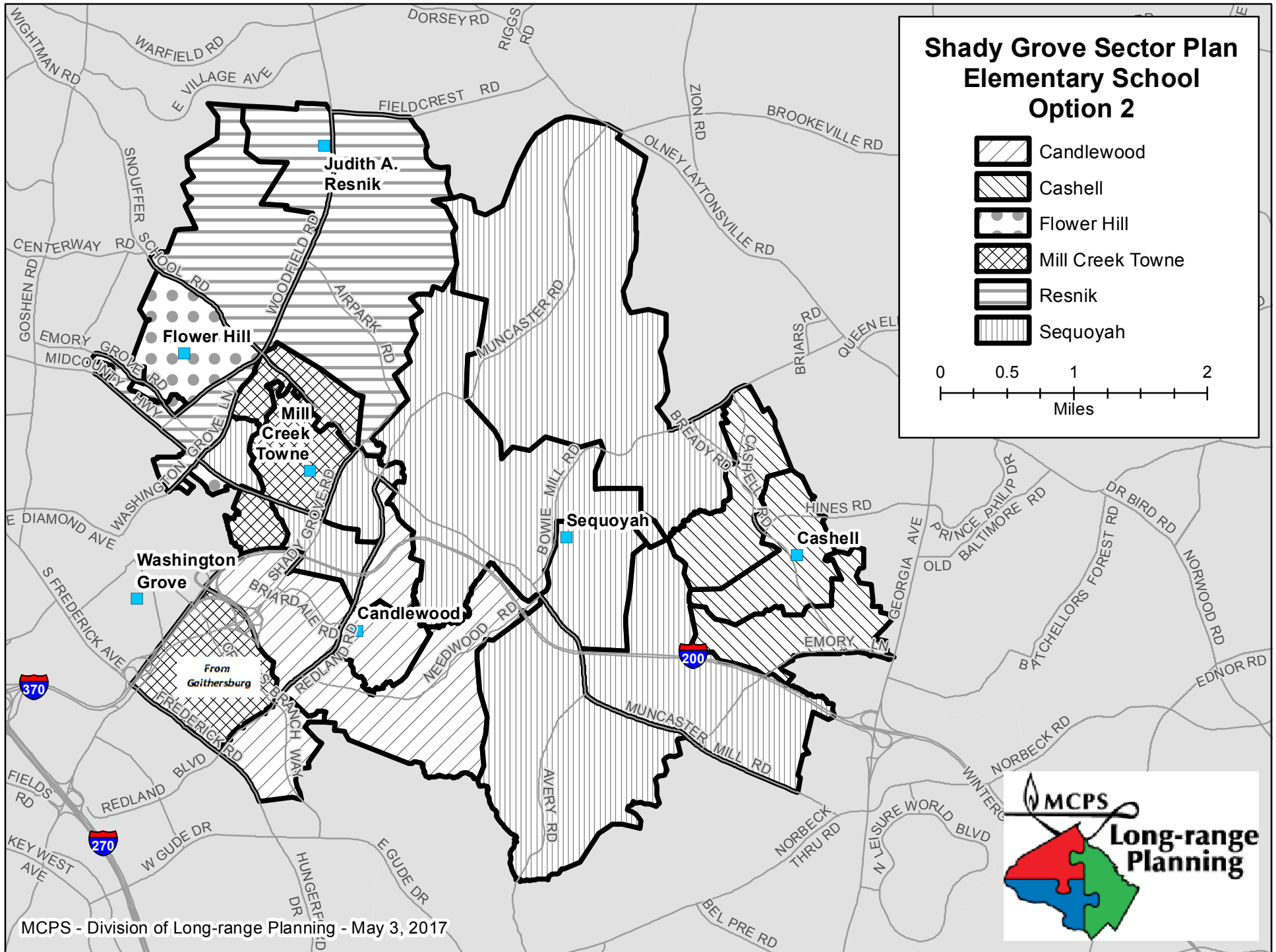
5/1/2017

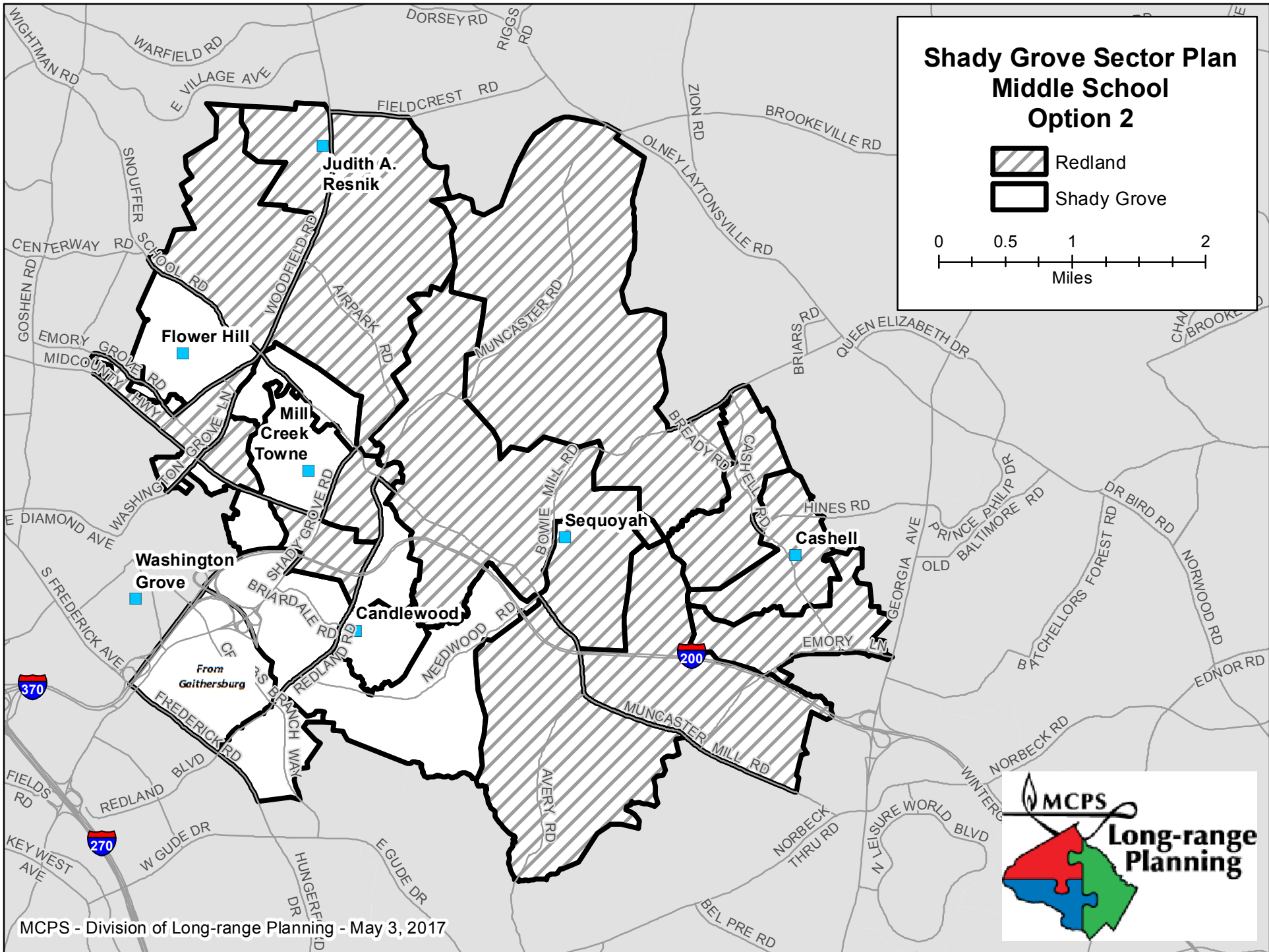
	Projected Number of Students						2016–2017						
	Boundary Implemented						Race/Ethnic Composition						
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Col. Zadok Magruder High School													
Maximum Number of Seats = 1941													
<u>No Change:</u>													
Number of Students	1,584	1,604	1,707	1,711	1,775	1,872	18.7%	13.3%	38.5%	27.5%	<5%	33.6%	8.6%
Percent of Building Occupied	82%	83%	88%	88%	91%	96%							
Available Seats	357	337	234	230	166	69							
Receive zone WashingtonGrove1 from Gaithersburg HS.													
<u>With Change:</u>													
Number of Students	1,584	1,640	1,761	1,783	1,866	1,981	18.7%	13.3%	38.4%	27.5%	<5%	33.9%	8.8%
Percent of Building Occupied	82%	85%	91%	92%	96%	102%							
Available Seats	357	301	180	158	75	(40)							
Redland Middle School													
Maximum Number of Seats= 757													
<u>No Change:</u>													
Number of Students	571	623	678	682	704	651	18.0%	15.0%	35.9%	29.1%	<5%	37.2%	10.7%
Percent of Building Occupied	75%	82%	90%	90%	93%	86%							
Available Seats	186	134	79	75	53	106							
Receive zones MillCreekTowne4 and MillCreekTowne5 from Shady Grove MS													
<u>With Change:</u>													
Number of Students	571	676	733	736	759	705	17.7%	15.0%	35.4%	29.6%	<5%	38.3%	11.0%
Percent of Building Occupied	75%	89%	97%	97%	100%	93%							
Available Seats	186	81	24	21	(2)	52							
Shady Grove Middle School													
Maximum Number of Seats= 846													
<u>No Change:</u>													
Number of Students	629	659	623	659	640	632	19.9%	12.1%	40.2%	22.1%	5.6%	40.3%	8.6%
Percent of Building Occupied	74%	78%	74%	78%	76%	75%							
Available Seats	217	187	223	187	206	214							
Receive zone WashingtonGrove1 from Forest Oak MS.													
<u>With Change:</u>													
Number of Students	629	628	602	650	630	634	20.4%	12.3%	40.8%	21.1%	5.5%	38.2%	8.3%
Percent of Building Occupied	74%	74%	71%	77%	74%	75%							
Available Seats	217	218	244	196	216	212							
Candlewood Elementary School													
Maximum Number of Seats= 499													
<u>No Change:</u>													
Number of Students	353	349	356	356	350	360	14.3%	19.9%	20.9%	42.8%	<5%	22.8%	14.5%
Percent of Building Occupied	71%	70%	71%	71%	70%	72%							
Available Seats	146	150	143	143	149	139							
No Boundary Change													
<u>No Change:</u>													
Number of Students	353	349	356	356	350	360	14.3%	19.9%	20.9%	42.8%	<5%	22.8%	14.5%
Percent of Building Occupied	71%	70%	71%	71%	70%	72%							
Available Seats	146	150	143	143	149	139							
Cashell Elementary School													
Maximum Number of Seats= 341													
<u>No Change:</u>													
Number of Students	378	395	389	394	389	392	12.2%	8.2%	26.2%	44.4%	9.0%	23.1%	9.1%
Percent of Building Occupied	111%	116%	114%	116%	114%	115%							
Available Seats	(37)	(54)	(48)	(53)	(48)	(51)							
No Boundary Change													
<u>No Change:</u>													
Number of Students	378	395	389	394	389	392	12.2%	8.2%	26.2%	44.4%	9.0%	23.1%	9.1%
Percent of Building Occupied	111%	116%	114%	116%	114%	115%							
Available Seats	(37)	(54)	(48)	(53)	(48)	(51)							
Flower Hill Elementary School													
Maximum Number of Seats= 460													
<u>No Change:</u>													
Number of Students	492	486	485	465	455	458	31.5%	10.9%	48.9%	6.6%	<5%	64.1%	34.3%
Percent of Building Occupied	107%	106%	105%	101%	99%	100%							
Available Seats	(32)	(26)	(25)	(5)	5	2							
<u>No Change:</u>													
Number of Students	492	486	485	465	455	458	31.5%	10.9%	48.9%	6.6%	<5%	64.1%	34.3%
Percent of Building Occupied	107%	106%	105%	101%	99%	100%							
Available Seats	(32)	(26)	(25)	(5)	5	2							

Shady Grove Sector Plan Boundary Study—Option 2

5/1/2017

	Projected Number of Students						2016–2017						
	Boundary Implemented						Race/Ethnic Composition						
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Col. Zadok Magruder High School													
Maximum Number of Seats = 1941													
<u>No Change:</u>													
Number of Students	1,584	1,604	1,707	1,711	1,775	1,872	18.7%	13.3%	38.5%	27.5%	<5%	33.6%	8.6%
Percent of Building Occupied	82%	83%	88%	88%	91%	96%							
Available Seats	357	337	234	230	166	69							
Receive zone WashingtonGrove1 from Gaithersburg HS.													
<u>With Change:</u>													
Number of Students	1,584	1,640	1,761	1,783	1,866	1,981	18.7%	13.3%	38.4%	27.5%	<5%	33.9%	8.8%
Percent of Building Occupied	82%	85%	91%	92%	96%	102%							
Available Seats	357	301	180	158	75	(40)							
Redland Middle School													
Maximum Number of Seats= 757													
<u>No Change:</u>													
Number of Students	571	623	678	682	704	651	18.0%	15.0%	35.9%	29.1%	<5%	37.2%	10.7%
Percent of Building Occupied	75%	82%	90%	90%	93%	86%							
Available Seats	186	134	79	75	53	106							
Receive zones MillCreekTowne4 and MillCreekTowne5 from Shady Grove MS													
<u>With Change:</u>													
Number of Students	571	676	733	736	759	705	17.7%	15.0%	35.4%	29.6%	<5%	38.3%	11.0%
Percent of Building Occupied	75%	89%	97%	97%	100%	93%							
Available Seats	186	81	24	21	(2)	52							
Shady Grove Middle School													
Maximum Number of Seats= 846													
<u>No Change:</u>													
Number of Students	629	659	623	659	640	632	19.9%	12.1%	40.2%	22.1%	5.6%	40.3%	8.6%
Percent of Building Occupied	74%	78%	74%	78%	76%	75%							
Available Seats	217	187	223	187	206	214							
Receive zone WashingtonGrove1 from Forest Oak MS.													
<u>With Change:</u>													
Number of Students	629	628	602	650	630	634	20.4%	12.3%	40.8%	21.1%	5.5%	38.2%	8.3%
Percent of Building Occupied	74%	74%	71%	77%	74%	75%							
Available Seats	217	218	244	196	216	212							
Candlewood Elementary School													
Maximum Number of Seats= 499													
<u>No Change:</u>													
Number of Students	353	349	356	356	350	360	14.3%	19.9%	20.9%	42.8%	<5%	22.8%	14.5%
Percent of Building Occupied	71%	70%	71%	71%	70%	72%							
Available Seats	146	150	143	143	149	139							
No Boundary Change													
<u>No Change:</u>													
Number of Students	353	349	356	356	350	360	14.3%	19.9%	20.9%	42.8%	<5%	22.8%	14.5%
Percent of Building Occupied	71%	70%	71%	71%	70%	72%							
Available Seats	146	150	143	143	149	139							
Cashell Elementary School													
Maximum Number of Seats= 341													
<u>No Change:</u>													
Number of Students	378	395	389	394	389	392	12.2%	8.2%	26.2%	44.4%	9.0%	23.1%	9.1%
Percent of Building Occupied	111%	116%	114%	116%	114%	115%							
Available Seats	(37)	(54)	(48)	(53)	(48)	(51)							
No Boundary Change													
<u>No Change:</u>													
Number of Students	378	395	389	394	389	392	12.2%	8.2%	26.2%	44.4%	9.0%	23.1%	9.1%
Percent of Building Occupied	111%	116%	114%	116%	114%	115%							
Available Seats	(37)	(54)	(48)	(53)	(48)	(51)							
Flower Hill Elementary School													
Maximum Number of Seats= 460													
<u>No Change:</u>													
Number of Students	492	486	485	465	455	458	31.5%	10.9%	48.9%	6.6%	<5%	64.1%	34.3%
Percent of Building Occupied	107%	106%	105%	101%	99%	100%							
Available Seats	(32)	(26)	(25)	(5)	5	2							
No Boundary Change													
<u>No Change:</u>													
Number of Students	492	486	485	465	455	458	31.5%	10.9%	48.9%	6.6%	<5%	64.1%	34.3%
Percent of Building Occupied	107%	106%	105%	101%	99%	100%							
Available Seats	(32)	(26)	(25)	(5)	5	2							



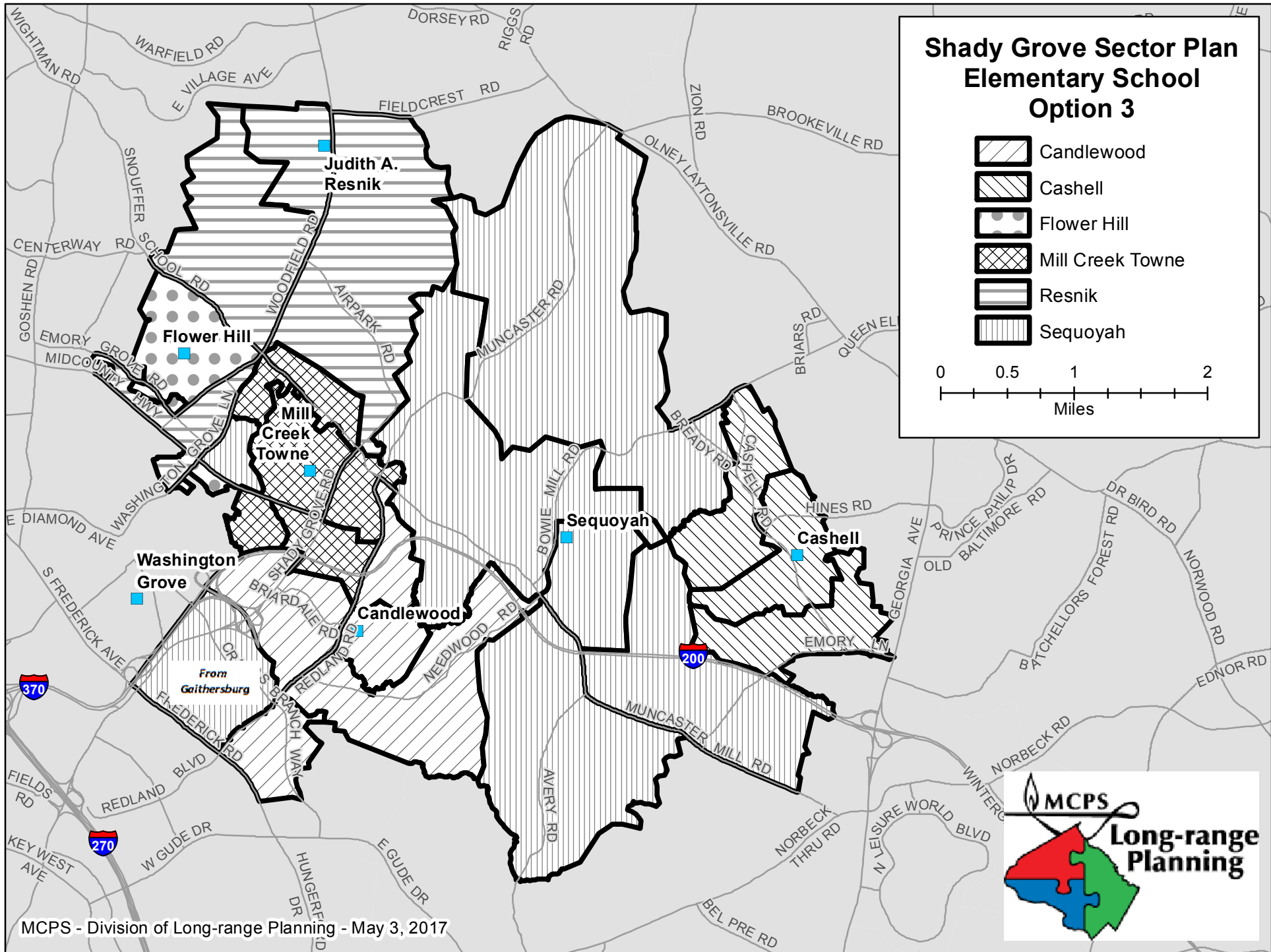


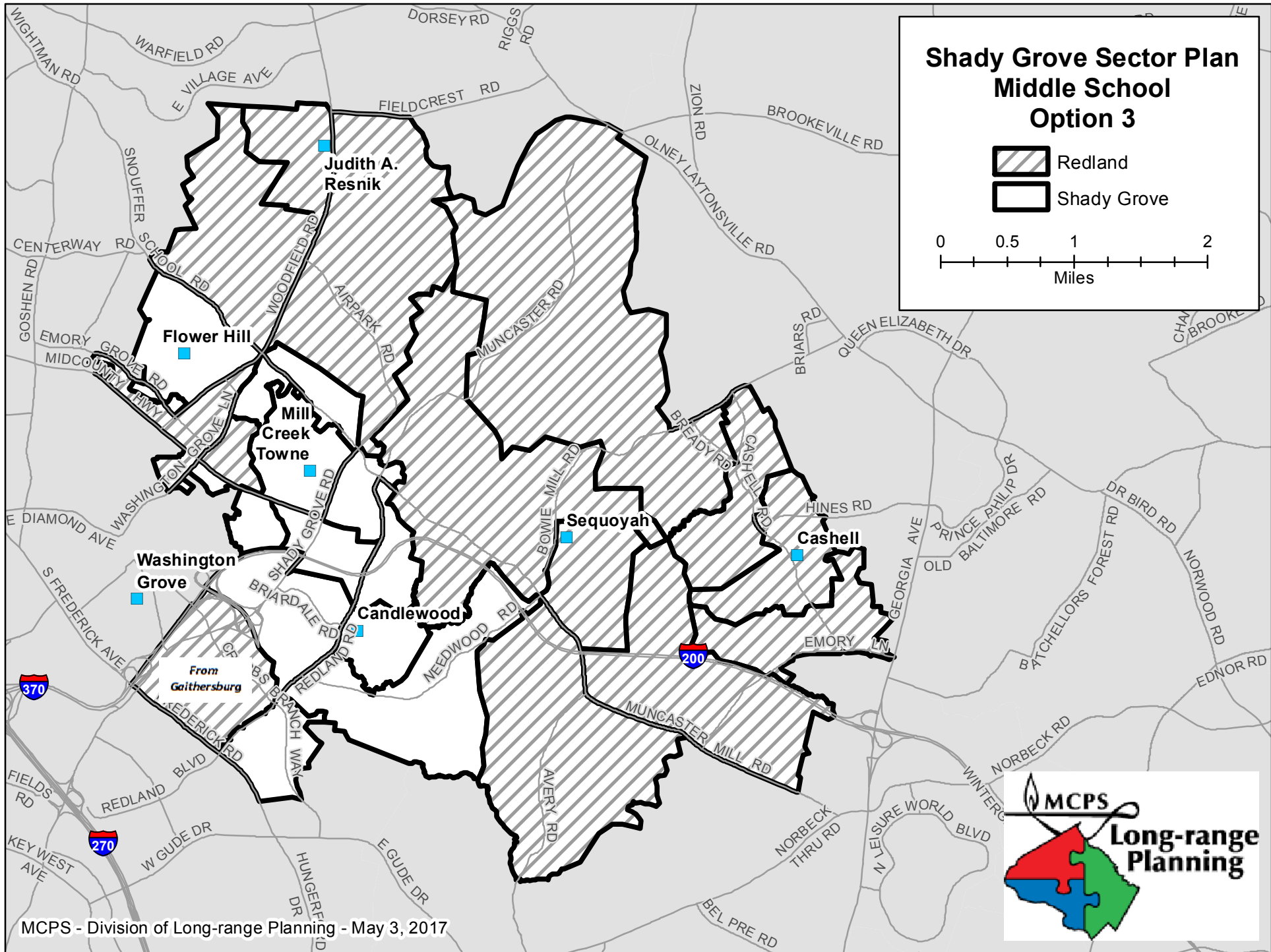
Shady Grove Sector Plan Boundary Study—Option 3

5/1/2017

	Projected Number of Students						2016–2017 Race/Ethnic Composition						
	Boundary Implemented						% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023							
Col. Zadok Magruder High School													
Maximum Number of Seats = 1941													
<u>No Change:</u>													
Number of Students	1,584	1,604	1,707	1,711	1,775	1,872	18.7%	13.3%	38.5%	27.5%	<5%	33.6%	8.6%
<i>Percent of Building Occupied</i>	82%	83%	88%	88%	91%	96%							
<i>Available Seats</i>	357	337	234	230	166	69							
Receive zone WashingtonGrove1 from Gaithersburg HS.													
<u>With Change:</u>													
Number of Students	1,584	1,640	1,761	1,783	1,866	1,981	18.7%	13.3%	38.4%	27.5%	<5%	33.9%	8.8%
<i>Percent of Building Occupied</i>	82%	85%	91%	92%	96%	102%							
<i>Available Seats</i>	357	301	180	158	75	(40)							
Redland Middle School													
Maximum Number of Seats= 757													
<u>No Change:</u>													
Number of Students	571	623	678	682	704	651	18.0%	15.0%	35.9%	29.1%	<5%	37.2%	10.7%
<i>Percent of Building Occupied</i>	75%	82%	90%	90%	93%	86%							
<i>Available Seats</i>	186	134	79	75	53	106							
Receive zone WashingtonGrove1 from Forest Oak MS.													
<u>With Change:</u>													
Number of Students	571	645	712	727	749	707	18.1%	15.0%	35.7%	29.0%	<5%	38.1%	11.3%
<i>Percent of Building Occupied</i>	75%	85%	94%	96%	99%	93%							
<i>Available Seats</i>	186	112	45	30	8	50							
Sequoyah Elementary													
Maximum Number of Seats= 490													
<u>No Change:</u>													
Number of Students	406	415	415	441	437	448	14.1%	11.8%	51.5%	22.6%	<5%	58.0%	32.2%
<i>Percent of Building Occupied</i>	83%	85%	85%	90%	89%	91%							
<i>Available Seats</i>	84	75	75	49	53	42							
Receive WashingtonGrove1 from Washington Grove ES.													
<u>With Change:</u>													
Number of Students	406	468	494	547	569	607	14.5%	11.9%	50.3%	22.9%	<5%	54.1%	32.1%
<i>Percent of Building Occupied</i>	83%	95%	101%	112%	116%	124%							
<i>Available Seats</i>	84	22	(4)	(57)	(79)	(117)							

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





Appendix D

Evaluation Forms

Shady Grove Boundary Study Evaluation of Boundary Options May 2017

Representative: Michelle Neary	Meets Criterion	Does not Meet Criterion	School or Group Represented: Washington Grove ES / Gaithersburg Cluster
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Optimize Facility Utilization 80-100%	-	-	<p>WGES is already slightly underutilized and predicted enrollment numbers do not account for loss in enrollment due to Spanish Immersion program. It is unclear whether the reassignment + WGES's 17.7% mobility rate + reduction in enrollment/transfers due to the immersion program will leave WGES underutilized in the short and long terms. Also unclear whether WGES would be overutilized absent reassignment as students may opt-out of immersion program or be precluded from enrolling in WGES.</p> <p>Option 1 best optimizes facility utilization within the Magruder Cluster, but may result in underutilization of WGES.</p>
Consider Demographic Characteristics of Student Population	0	1,2,3	Reassignment takes opportunity for diversity away from WGES, perhaps unnecessarily. See comments and position paper.
Consider Geographic Proximity of Communities to Schools	0	1, 2, 3	None of the options result in students travelling far to reach schools. Option 1 best considers geographic proximity to schools within the Magruder Cluster as net bus travel times are shorter than in other options. However, there is still a net increase in distance and travel times when compared to no reassignment.
Optimize Stability of School Assignments over Time	-	-	<p>See facility utilization above. The effect on WGES enrollment is unclear. Effect on cluster is unclear as students opting- out of immersion program may opt-in to Mill Creek Towne. See comments and position paper.</p> <p>Option 1 has most stable school assignments w/i Magruder Cluster over time. Mill Creek Towne and Sequoyah end up significantly overcrowded in the CIP in Option 2. Sequoyah ends up significantly overcrowded in Option 3.</p>
Minimize island assignments and create contiguous boundaries	0,1	2,3	Options 2 and 3 create islands. There are no islands with no reassignment or reassignment to Candlewood.
Maintain student relationships by maximizing opportunities to remain together through high school.	0	1,2,3	Option 2 will clearly disrupt existing students at Mill Creek Towne as some will be reassigned to Sequoyah. All students reassigned to Sequoyah will be separated from their current school friends until they reach high school.

			All options to reassign development to Magruder Cluster will disrupt relationships of students from new development who matriculate to Gaithersburg Cluster before implementation of reassignment. Any future reassignment between elementary schools within the Gaithersburg Cluster will also disrupt relationships at the elementary school level.
Minimize splits to community identity, subdivisions, and civic association areas	0	1,2,3	Obviously, the status quo results in no new splits. Options 1-3 will result in a split to the Gaithersburg Cluster identity as some students from the new development will have already enrolled in schools. Option 2 will split the Mill Creek Towne community with domino effect. Options 1 and 3 minimize splits within Magruder Cluster
Minimize the amount of transportation and time that students travel to school including after school activities	0	1,2,3	None of the options result in students travelling far to reach schools. Option 1 best considers geographic proximity to schools within the Magruder Cluster as net bus travel times are shorter than in other options. However, there is still a net increase in distance and travel times when compared to no reassignment.
Minimize relocation of students	0	1,2,3	All options to reassign development to Magruder Cluster will relocate students from new development who have matriculated to Gaithersburg Cluster before implementation of reassignment in Fall 2018. Any future reassignment between elementary schools within the Gaithersburg Cluster will also disrupt relationships at the elementary school level. Option 2 requires greatest amount of relocations due to domino effect.
Reserve space and room for growth for approved plan development	0,1,2,3		Space will be reserved at either WGES or Candlewood in ALL options.
Consider likely future capital projects	0,1,2,3		Same as above.
Consider effects, such as traffic, of future capital projects	0,2,3	1	Reassignment to Candlewood will compound existing traffic concerns.
Consider future capacity at schools with future shell build out capability	1	0,2,3	I believe only Candlewood has a shell that can be built out.

Additional Comments:

Although no option was presented that allowed WGES to keep the new development, I've allowed for an "Option 0" to capture the status quo. It allows one to look at the middle two columns of the chart and see the effect on the giving and receiving schools/clusters. WGES seems to be better off under the status quo, and I think they're getting the short-end of the stick with respect to any reassignment.

However, should the new development be reassigned at all, I believe Option 1 is the most reasonable of the three options. I therefore fully support Candlewood's requests that MCPS help it obtain:

- 1) a direct outlet road to Redland
- 2) traffic lights on Redland at Grande Vista and Panorama that will operate during school hours
- 3) more sidewalks and speedbumps in Candlewood neighborhoods
- 4) "No Parking" signs on bus route streets (Grande Vista, Panorama, Killdeer (for MS buses), Kipling, and Osprey)) that limit parking during peak commute hours

Shady Grove Boundary Study Evaluation of Boundary Options May 2017

Representative: David Hix	Meets Criterion	Does not Meet Criterion	School or Group Represented: WGES
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Optimize Facility Utilization 80-100%	1	2, 3	Candlewood is the logical choice to meet this criterion. Options two and three are projected to result in overcrowding in two years or less at the receiving elementary schools. Assuming the conversion of WGES to a dual language immersion model does not cause difficulties with using its excess capacity, option one optimally utilizes existing elementary school capacity in the area.
Consider Demographic Characteristics of Student Population	none	1, 2, 3	I do not feel that the county provided a convincing defense of the validity of the demographic data used to evaluate this criterion. Using demographic data for Candlewood (in general an older, lower density area) and stating that the county demographer says it is "good enough" without any rationale to justify its use is unacceptable. The area under consideration for reassignment is being developed into a mixed-use high-density zone that more closely resembles recent nearby developments in the Gaithersburg Cluster. Data for buildout rates and occupational demographics for those developments should be evaluated for use in this boundary study with a more robust justification criteria documented.
Consider Geographic Proximity of Communities to Schools	1	2, 3	By creating islands, options two and three do not meet the criterion as well as option one.
Optimize Stability of School Assignments over Time	1	2, 3	Options two and three will likely trigger further reassignment studies to resolve overcrowding in the receiving schools.
Minimize island assignments and create contiguous boundaries	1	2, 3	By creating islands, options two and three do not meet the criterion as well as option one.
Maintain student relationships by maximizing opportunities to remain together through high school.	1	2, 3	All options still feed the same middle and high schools even if further rezoning within Magruder Cluster is required to address elementary school overcrowding in options two and three. Since further rezoning is likely needed for two and three, they do not meet the criterion as well as option one.
Minimize splits to community identity, subdivisions, and civic association areas	1	2, 3	By creating islands options two and three do not meet the criterion.

Minimize the amount of transportation and time that students travel to school including after school activities	1, 2, 3	none	None of the options seem to result in significant changes in bus ride time. After school activity distances would probably experience a similar change in commute times.
Minimize relocation of students	1, 3	2	Option two causes an immediate domino effect at the elementary school level in Magruder Cluster.
Reserve space and room for growth for approved plan development	1	2, 3	Candlewood has ability to expand. The receiving elementary schools in options two and three are physically constrained from practical expansion.
Consider likely future capital projects	none	1, 2, 3	Option one is likely to cause serious traffic safety problems at Candlewood that have not been planned or budgeted for by the county. All options will result in more pressure to replace/expand Magruder, a capital project that is not yet in planning. Options two and three place expansion pressure on the receiving elementary schools.
Consider effects, such as traffic, of future capital projects	none	1, 2, 3	See previous comment. A traffic study should be initiated immediately at Candlewood to make sure this rezone should, if adopted, become effective on the current schedule. If a safety issue is determined to exist with additional students it may be prudent to resolve that issue first.
Consider future capacity at schools with future shell build out capability	1	2, 3	Candlewood obviously satisfies this criterion.

Additional Comments:

The conclusion of the Roundtable Study was that shifting load off WGES allowed it to accept overcrowding from elementary schools to the west within the Gaithersburg Cluster. In the context of managing facility overutilization, it isn't clear to me that the county fully evaluated the impact of selecting WGES to move to a dual language immersion model of instruction. With WGES converting to this model it will be difficult to accept new students to the upper grades who lack existing ability with both languages. If this rezone is adopted (any of the three options) WGES may end up underutilized in the out years due to upper grade students moving to the area being unable to attend their home school. A Gaithersburg Cluster magnet school that only accepts Gaithersburg Cluster applicants along with students from our normally assigned area is one potential way to manage this issue and help with the overcrowding to the west.

I am also disappointed by the narrow scope of this study. WGES shares its eastern border with the Magruder Cluster. Since the idea of the Roundtable Study was to shed some Gaithersburg Cluster load to the east, the study should have been scoped to study options along the entire boundary. This would have provided more ability to balance educational load between the neighboring schools in the clusters.

Shady Grove Boundary Study Evaluation of Boundary Options May 2017

Representative: Carrie Bohrer	Meets Criterion	Does not Meet Criterion	School or Group Represented: Gaithersburg High School
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Optimize Facility Utilization 80-100%	1 3	2	
Consider Demographic Characteristics of Student Population			I am not in agreement with how the demographics were compiled for this study. I believe a better comparison for the future demographics should have been pulled from other similar locations (King and Crown Farm and even the Archstone community demographics could have been included.
Consider Geographic Proximity of Communities to Schools	1 2	3	
Optimize Stability of School Assignments over Time	1	2, 3	
Minimize island assignments and create contiguous boundaries	2	1, 3	
Maintain student relationships by maximizing opportunities to remain together through high school.	1 2 3		

Minimize splits to community identity, subdivisions, and civic association areas	1	2 3	
Minimize the amount of transportation and time that students travel to school including after school activities	2	1 3	
Minimize relocation of students	1 3	2	
Reserve space and room for growth for approved plan development	1	2 3	
Consider likely future capital projects	1	2 3	
Consider effects, such as traffic, of future capital projects	1	2 3	VERY CONCERNED about the stress of the extra students and bus and parent traffic at Candlewood elementary. Candlewood must receive help in the surrounding neighborhood to accommodate this increase in foot and motor traffic. The streets impacted would be Grande Vista, Panoama, Kipling and Osprey. Please see the picture below

just as an example.



Consider future capacity at
schools with future shell
build out capability

1

2 3

Additional Comments:

- I am concerned that Washington Grove Elementary school was not adequately represented thru the Tri Cluster Roundtable last year, therefore putting the WGES community at a disadvantage thru this Shady Grove Sector Boundary Study. There is no need to rush this study and with the impending Spanish Immersion program that will be starting up at WGES, I feel as though there are more questions that need to be answered.
- I'm also concerned with the representation of the demographics. I do not feel as though enough fact finding was done to have an adequate comparison of the future community of the Shady Grove Sector.
- The Gaithersburg Cluster definitely needs help in alleviating its capacity issue. I would like to suggest that Gaithersburg High School's shell area to provide four more classrooms be moved up on the list of projects to help with the capacity issue, alongside of these studies being conducted.
- We also need to be weary of the strain that will be put on the Magruder Cluster. I feel as though Magruder High School will need to be revitalized very soon and feel as though a Feasibility study is necessary to begin for Magruder. Especially with the upcoming Crown and King Farm areas.

Shady Grove Boundary Study Evaluation of Boundary Options May 2017

Representative: AA KRISTIN MITAL	Meets Criterion	Does not Meet Criterion	School or Group Represented: MILL CREEK TOWNE ELS
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Optimize Facility Utilization 80-100%	1	2	ALIGNS BEST FOR OPTIMIZING FACILITY UTILIZATION AT MOST SCHOOLS
Consider Demographic Characteristics of Student Population	1	2	WOULD ALLOW FOR THE LEAST AFFECT ON DEMOGRAPHICS
Consider Geographic Proximity of Communities to Schools	1	2,3	WASHINGTON GROVE IS CLOSEST TO CANDLEWOOD
Optimize Stability of School Assignments over Time	1	2	MINIMIZES STABILITY OF SCHOOLS
Minimize island assignments and create contiguous boundaries	1	2	OPTION 1 DOES NOT CREATE ISLAND ASSIGNMENTS
Maintain student relationships by maximizing opportunities to remain together through high school.	1	2	OPTION 1 IMPACTS THE LEAST AMOUNT OF STUDENTS BEING MOVED + MAINTAINS CURRENT RELATIONSHIPS
Minimize splits to community identity, subdivisions, and civic association areas	1	2	ONLY ADDS SMALL ADDITION OF STUDENTS TO CANDLEWOOD

Minimize the amount of transportation and time that students travel to school including after school activities	1	2,3	KEEPS DISTANCES + TRAVEL TIME TO A MINIMUM
Minimize relocation of students	1	2,3	RELOCATES LEAST AMOUNT OF STUDENTS
Reserve space and room for growth for approved plan development	1		CANDLEWOOD HAS CAPACITY TO EXPAND
Consider likely future capital projects	-	-	WOULD LIKE TO INCLUDE MAGRUDER ^{BR} FOR RENOVATIONS
Consider effects, such as traffic, of future capital projects	1	2	MINIMAL TRAFFIC EFFECT TO CANDLEWOOD
Consider future capacity at schools with future shell build out capability	1	2,3	CANDLEWOOD ALREADY HAS SHELL OPTION FOR FUTURE BUILD OUT CAPACITY

Additional Comments:

OPTION 1 IS THE BEST RESOLUTION TO CONSIDER, IT REDUCES THE EFFECT OF MANY CRITERIA TO THE LEAST AMOUNT OF STUDENTS

Shady Grove Boundary Study Evaluation of Boundary Options May 2017

Representative: Houda Harilla	Meets Criterion	Does not Meet Criterion	School or Group Represented: Shady Grove MS
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Optimize Facility Utilization 80-100%	1	2, 3	It is good to note that in option 1, candlewood elementary will be overcapacity after 5 years. This is without considering the demographic changes that the area is having: aged people moving out and new families with kids are moving in. so the numbers for candlewood could be even higher. And there is a risk of overcapacity.
Consider Demographic Characteristics of Student Population	?	?	For the three options, Gaithersburg schools demographic will be the same. However, the same thing could not be said for the affected schools in option 1 as the demographic of the new area is unknown as of today.
Consider Geographic Proximity of Communities to Schools	1	2,3	Schools in option 1 are definitely the closest.
Optimize Stability of School Assignments over Time	1,3	2	As option 1 and 3 allow to send new students to same schools.
Minimize island assignments and create contiguous boundaries	1	2	
Maintain student relationships by maximizing opportunities to remain together through high school.	1,3	2	In option 2 people from same neighborhood could find themselves assigned to different schools

Minimize splits to community identity, subdivisions, and civic association areas	1,3	2	Options 1 and 3 offer communities to stay together.
Minimize the amount of transportation and time that students travel to school including after school activities	1,2	3	To go to Sequoyah elementary will be a longer ride.
Minimize relocation of students	1,3	2	New kids assigned to one school straight.
Reserve space and room for growth for approved plan development	1	3	
Consider likely future capital projects	1		
Consider effects, such as traffic, of future capital projects	1		
Consider future capacity at schools with future shell build out capability	1		

Additional Comments:

The three options offered and the criteria used could lead to option 1 as the best option out of these three options offered. However the traffic issues at candlewood elementary school are considerable security issues for the kids who walk to school and for the parents dropping off their kids and picking them up. Furthermore, there will be overcapacity over time in both Candlewood elementary and Magruder high school. This will make this cluster overcapacity as well as keeping the Gaithersburg cluster overcapacity. So we will end up with 2 clusters overcapacity and the real problem not really solved since this changes will not relieve the Gaithersburg cluster. The option 1 could well be a temporary solution until the county thinks of another solution to avoid the overcapacity of its clusters.

Shady Grove Boundary Study Evaluation of Boundary Options May 2017

Representative: D\ J]d'; fcj Yb	Meets Criterion	Does not Meet Criterion	School or Group Represented:
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Optimize Facility Utilization 80-100%	1*	2 ¹ ,3 ¹	<p>1* 2022-2023 Projected to be over 108% utilization rate @ Magruder and Candlewood. This has been an area of significant concern across the Magruder cluster that the Gaithersburg overcrowding will be transferred from Gaithersburg Cluster to Magruder Cluster.</p> <p>2¹ Mill creek Town is expected to rise to 131% and Sequoyah to be 114% yet Magruder is only expected to rise to 102%?</p> <p>3¹ Sequoyah expected to rise to 124% yet Magruder is only expected to rise to 102%?</p>
Consider Demographic Characteristics of Student Population	1,2,3		The Magruder cluster is diverse, and the population of the Shady Grove West development is expected to remain as diverse if not more so per the county demographer. This should be viewed as satisfied at every option.
Consider Geographic Proximity of Communities to Schools	1,2,3		While option 1 remains the most proximate geographically, options 2 and 3 are also proximate enough to be considered satisfactory.
Optimize Stability of School Assignments over Time	1	2,3	Options 1 should be considered the most stable, as it has the least amount of change. Options 2 and 3 are not as stable and should not be considered satisfactory in meeting the criterion.
Minimize island assignments and create contiguous boundaries	1	2,3	Option 1 is the only option to create contiguous boundaries.
Maintain student relationships by maximizing opportunities to remain together through high school.	1	2,3	Options 1 should be considered the most stable, as it has the least amount of change. Options 2 and 3 are not able to meet the criterion as school assignments will change over time.

Minimize splits to community identity, subdivisions, and civic association areas			
Minimize the amount of transportation and time that students travel to school including after school activities	1,2,3		While option 1 remains the most proximate geographically, options 2 and 3 are also proximate enough to be considered satisfactory in meeting the criterion. The time increase for options 2 and 3 are not significant enough to warrant discount
Minimize relocation of students	1,2,3		All three options will impact very few students as this is currently a very small percentage of affected students.
Reserve space and room for growth for approved plan development	1	2,3	Candlewood Elementary has the existing infrastructure to allow for the increase in capacity to accommodate the growth in students in the Shady Grove West move from the Gaithersburg cluster. Two main areas of concern are 1, there currently no funding allocated to the buildout of the Candlewood Elementary school to 770, and the current road infrastructure is not adequate to manage the current school footprint, and the additional students added to the existing capacity will likely exacerbate the current safety concerns. Please consider moving the driveway to Redland Road directly to avoid the major traffic and safety concerns in the neighborhood.
Consider likely future capital projects		1,2,3	It is of GRAVE concern to the Magruder cluster that the transfer of students from Gaithersburg will quickly result in overcrowding in Magruder cluster schools. Additionally, there is disparity between the two clusters – Gaithersburg has received capital expenditures on a new high school, and Magruder has a 45-year-old high school with no planned rebuild or renovation. The movement of students from the Shady Grove West Side development should trigger the rebuild of Magruder prior to projected overcrowding.
Consider effects, such as traffic, of future capital projects	2,3	1	The lack of direct access to Redland Road from Candlewood elementary has created a very dangerous situation – the roads are very narrow in the Candlewood subdivision (I expect never designed to manage the traffic for a school with the capacity for 770 students and its associated staff.) School access directly to Redland Road should be revisited. The County is aware of the issue at current capacity (I testified before the schoolboard during the tri-cluster roundtable on the same topic where I highlighted the inability for a car, bus and

			pedestrian to fit in the roadway. There is currently no barrier between the sidewalk and the roadway, not even a curb. My concern is that elementary age students are walking while busses and cars are travelling in vey close proximity to one another. Please find the attached documentation for your consideration.
Consider future capacity at schools with future shell build out capability	1	2,3	Candlewood is the only known school to have the existing infrastructure in place to add future capability.
Additional Comments:			

Shady Grove Boundary Study Evaluation of Boundary Options May 2017

Representative: Brad Wolvin	Meets Criterion	Does not Meet Criterion	School or Group Represented: Candlewood
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Optimize Facility Utilization 80-100%	1	2,3	Option 1 (sending the kids to Candlewood) is the only viable option for this boundary study. The other schools do not have sufficient unused capacity.
Consider Demographic Characteristics of Student Population	N/A	N/A	Almost no current student population exists for the Shady Grove Sector since families are just starting to move in.
Consider Geographic Proximity of Communities to Schools	1	2,3	Mill Creek students should not be transported out of their own neighborhood. Sequoyah is the furthest away. Option 1 Candlewood is again the only viable option.
Optimize Stability of School Assignments over Time	1	2,3	Current Mill Creek students should not be pulled from their current school to go to Sequoyah. Also, projections show that Sequoyah would go over capacity in Option 3, which might subsequently necessitate more of these shifting boundaries. So, Option 1 is again the only viable option.
Minimize island assignments and create contiguous boundaries	1	2,3	Option 2 splits a current community. Option 3 creates a geographic split.
Maintain student relationships by maximizing opportunities to remain together through high school.	1	2,3	I believe the projections of overcapacity for Options 2 and 3 would subsequently impact this, as subsequent redistricting could become necessary.
Minimize splits to community identity, subdivisions, and civic association areas	1	2,3	Option 2 splits a current community. Option 3 creates a geographic split.

Minimize the amount of transportation and time that students travel to school including after school activities	1	2,3	The current Mill Creek students who would be redistricted out of their neighborhood to Sequoyah might have more difficult transport for Option 2. Option 3 is the most transportation time for the Shady Grove Sector students.
Minimize relocation of students	1	2,3	Option 1 is again the only viable option. Option 2 relocates the most number of students. Option 3 relocates Shady Grove students to a school far away that then goes over capacity.
Reserve space and room for growth for approved plan development	1	2,3	Candlewood was designed to add additional capacity
Consider likely future capital projects	1	2,3	Candlewood was designed to add additional capacity
Consider effects, such as traffic, of future capital projects	1	2,3	Please see Candlewood's PTA position paper
Consider future capacity at schools with future shell build out capability	1	2,3	Candlewood was designed to be expanded

Additional Comments: Option 1 is the only viable solution, but PLEASE read the Candlewood PTA position paper because two items need to be addressed please: Magruder HS modernization and dangerous Candlewood traffic conditions that will be exacerbated as the school's unused capacity is filled. The position paper is repasted below for emphasis:

Candlewood Elementary School PTA New Boundary Position Paper

We welcome the Shady Grove Sector students to Candlewood, per Option 1. We also note a few serious caveats below.

Thank you for allowing the Candlewood Elementary School PTA to provide input for the

boundary study process. This Option 1 border plan seems reasonable to us, with a few serious caveats that will be described in this paper. Overall, though, we thank MCPS and Joel Gallihue for offering an Option 1 plan that provides a net benefit to all affected students and communities, despite a few significant tradeoffs. Also, we appreciate the choice of Options, but the alternatives to Option 1 seem much less beneficial, given the established criteria.

There are three main points we wish to convey to the Superintendent, which we will also testify to the Board of Education:

- 1) Candlewood ES PTA sees the benefit in filling our excess capacity specifically with the students from the defined Shady Grove Sector, per Option 1**
- 2) Magruder HS should be modernized to accommodate the new utilization projections**
- 3) Candlewood's neighborhood needs alleviation of pre-existing traffic woes that otherwise could be exacerbated to potentially dangerous levels when more students commute to the area**

Benefits: Most of all, our representatives were pleased that the specifics offered from MCPS in this Border Study stage identified only students from the nearby Shady Grove sector as defined around the Metro station. If MCPS's projections at the elementary school level are correct, this proposal would satisfy two main criteria for Candlewood: 1) A reasonable number of students that does not simply shift overcrowding from the Gaithersburg Cluster to the Magruder Cluster; 2) Students from a reasonably nearby distance that would not make Candlewood a "commuter school," as it had been when we bussed to the Emory Grove holding school. Therefore, we see the benefit that the students from the specifically-defined area would offer to Candlewood, including the increased staffing that would elastically occur at Candlewood to accommodate these new students.

Given that Candlewood ES has excess capacity, we are pleased to fill the capacity with the students from the defined nearby neighborhood, per Option 1.

Action Items: There are drawbacks to the plan that we would please like addressed, though, so that the Magruder Cluster can better accommodate these new students.

First, we would like Magruder HS modernized. While the MCPS utilization projections have changed, it is clear that the current high school building will at least fill capacity. Moreover, redistricted students should be provided facilities as nice as their original Gaithersburg HS, which is more than 40 years newer than Magruder HS. We hope that MCPS will invest in these redistricted students by committing resources to Magruder HS's modernization. If so, please announce that Magruder HS can move up in the CIP queue so that the high school is prepared for the influx of new students.

Second, when the new building for Candlewood was originally proposed, neighbors were apparently assured that a direct traffic outlet to Redland Rd would be created. This would have ensured that additional traffic would not need to travel our narrow roadways and numerous turns, all of which are required to be traversed deep into a residential neighborhood to finally reach the school. In fact, the current route forces large school busses to lurch through a minimum of five sharp turns on narrow roads against both pedestrians and oncoming traffic. We acknowledge that these are pre-existing conditions, but we also request that they be alleviated before additional traffic joins our dangerous roads. We offer the following specific steps, though we would certainly welcome any additional ideas from actual traffic experts:

- 1) Please revisit the direct outlet to Redland. Please try to overcome whatever environmental and/or gradation issues that were raised subsequent to our new school's buildout.
- 2) Please put traffic lights on Redland Road at Grande Vista and Panorama that would operate during school hours to ensure safety and alleviate traffic backups in the neighborhood. The turn is not safe

during peak hours, as cars on Redland hurtle at high speeds towards school busses and cars turning out of our neighborhood. Further, it often takes long periods before breaks in the Redland traffic allow for left turns out of our neighborhood, so HUGE backups throughout the neighborhood can occur. Please remember that this was a major reason why the summer school at Candlewood did not work.

- 3) Please install more sidewalks and some speed bumps. It is simply not safe in our neighborhood for kids who walk to school.
- 4) Please post No Parking signs on our bus route streets, in effect during peak commute hours

Conclusion: Thank you again for offering a reasonable plan that allows for the gradual incorporation to Candlewood of new students from the Shady Grove Sector as their new development is inhabited. We welcome these students. And we hope that MCPS will continue to look out for their well-being by modernizing Magruder HS and by addressing the serious, pre-existing traffic issues in the Candlewood neighborhood.

Shady Grove Boundary Study Evaluation of Boundary Options May 2017

Representative: Annie Foster Ahmed	Meets Criterion	Does not Meet Criterion	School or Group Represented: Mill Creek ES, Shady Grove MS, and NAACP Parents Council
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Optimize Facility Utilization 80-100%	1	2&3	However, with option 1 both Candlewood and Magruder HS will become over capacity in year 6, unless facility adjustments are made.
Consider Demographic Characteristics of Student Population	All		The demographics are not changing much with any of the options.
Consider Geographic Proximity of Communities to Schools	1 and 2	3	It appears that option 1 and 2 are in close proximity to the zone 1. However, in option 1 the community is adjacent to a community already zoned to attend the same school, Candlewood.
Optimize Stability of School Assignments over Time	1	2&3	School over-capacity projections at Mill Creek and Sequoyah could lead to instability over time.
Minimize island assignments and create contiguous boundaries	1	2&3	It appears that both option 2&3 would cause an island for zone 1 which is not ideal for students who are living adjacent to a community that is attending Candlewood.
Maintain student relationships by maximizing opportunities to remain together through high school.	1&3	2	Option 2 would create over-capacity at Mill Creek and Sequoyah which could cause instability because the community zones would need to be readjusted. If this occurs, students could then be relocated from one middle school to another decreasing the opportunity to stay together.
Minimize splits to community identity, subdivisions, and civic		All	Recommendations of additional projects in the new development could impact this criterion. The new zone 1 could be reassigned and with option 2 there is a break up in communities that have traditionally attended Mill Creek and would be adjacent to those

association areas			still attending that ES.
Minimize the amount of transportation and time that students travel to school including after school activities	1&2	3	It appears that the travel time from zone 1 to either Mill Creek or Candlewood is reasonable. However, the travel in option 3 is longer and cuts across communities zoned for other ES. Transportation could also be a burden to parents who are likely to travel in the opposite direction of school
Minimize relocation of students	All		None of the options recommends relocation of current students, however Option 2 recommends Mill Creek Zone 5& 6 be reassigned to Sequoyah, which is not ideal.
Reserve space and room for growth for approved plan development	?	?	It seems like all options reserved space at Washington grove ES but not in the Magruder Cluster of schools. With all options, the elementary schools will be over capacity at some point and Magruder HS will be at greater than 100% capacity in year 6.
Consider likely future capital projects		All	There is no consideration in the capital budget to expand Magruder HS or affected schools to meet the demands of the incoming population. This should be considered to address the eventual over-capacity concerns. Although Candlewood has a shell, there are no plans in the capital projects to build it out and consider traffic flow. This should be considered to address the eventual over-capacity concerns.
Consider effects, such as traffic, of future capital projects		All	There are no future capital projects that take into account the increased traffic that will impact the increased number of cars traveling to the affected areas. This should be considered and included in the capital budget to address.
Consider future capacity at schools with future shell build out capability.	1	2&3	With option 1, Candlewood has a future shell that could be built out to accommodate the additional space and increasing population.

Additional Comments:
It seems as if option 1 would be the better option, however we do not want to transfer the issue of over-crowding from one high school to another. The county would need to make some commitments to Candlewood ES, such as building out the shell to avoid the over-capacity issue that would occur in year 6. Also, Magruder HS will become over-capacity with any of the options, so in this case it would be a positive move to begin plans to include Magruder in the capital budget for possible expansion. The least favorable option is Option 2 because it does not meet many of the criterion.

Shady Grove Boundary Study Evaluation of Boundary Options May 2017

Representative: Deirdre Appel	Meets Criterion	Does not Meet Criterion	School or Group Represented: Redland Middle School
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Optimize Facility Utilization 80-100%	1	3, 2	
Consider Demographic Characteristics of Student Population	1, 2	3	
Consider Geographic Proximity of Communities to Schools	1	2, 3	
Optimize Stability of School Assignments over Time	1	2, 3	
Minimize island assignments and create contiguous boundaries	1, 2	3	
Maintain student relationships by maximizing opportunities to remain together through high school	1, 2	3	
Minimize splits to community identity, subdivisions, and civic association areas	1	2, 3	
Minimize the amount of transportation and time that students travel to school including after school activities	1	2, 3	
Minimize relocation of students	1	2, 3	
Reserve space and room for growth for approved plan development		2, 3	
Consider likely future capital projects	1	2, 3	
Consider effects, such as traffic, of future capital projects		1, 2, 3	
Consider future capacity at schools with future shell build out capability	1	2, 3	
Additional Comments:			

Shady Grove Boundary Study Evaluation of Boundary Options May 2017

Representative: Rob Sharp	Meets Criterion	Does not Meet Criterion	School or Group Represented: Magruder
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Optimize Facility Utilization 80-100%	1	2,3	
Consider Demographic Characteristics of Student Population	2,3	1	
Consider Geographic Proximity of Communities to Schools	1	2,3	
Optimize Stability of School Assignments over Time	1	2,3	
Minimize island assignments and create contiguous boundaries	1,2	3	
Maintain student relationships by maximizing opportunities to remain together through high school.	1,3	2	
Minimize splits to community identity, subdivisions, and civic association areas	1	2,3	
Minimize the amount of transportation and time that students travel to school including after school activities	1,2	3	
Minimize relocation of students	1	2,3	
Reserve space and room for growth for approved plan development	1	2,3	

Consider likely future capital projects	1	2,3	
Consider effects, such as traffic, of future capital projects	2	1,3	
Consider future capacity at schools with future shell build out capability	1	2,3	

Additional Comments:

Regarding the boundary study process... better tools should be provided to study groups to allow real-time mapping evaluations portraying the impact of the various options. In the Excel versions of the Options, a visual display of the comparisons would make it easier to see the impacts of different choices (rather than poring over rows and columns of numbers).

More time spent on the process of the study (for those unfamiliar) might have speeded up the discussions.

Appendix E

Position Papers

Mill Creek Towne Elementary School PTA Shady Grove Sector Boundary Plan

Position Statement

May 31, 2017

Thank you for allowing the Mill Creek Towne Elementary School (MCTES) PTA to provide input for the Shady Grove Sector boundary study process. With collaboration from the MCTES PTA and the Mill Creek Towne Community we believe that the Option 1 border plan is best suited to the Criteria set forth and provides the clearest and best choice among the options. We also strongly oppose Option 2, both reasons for which we will detail out below.

We believe Option 1 should be chosen for the following reasons:

- Optimize Facility Utilization 80-100% - Option 1 meets the facility optimization criteria now and projected out over 5 years.
- Consider Geographic Proximity of Communities to Schools - The Washington Grove section is closest to the Candlewood ES boundary lines.
- Maintain student relationships by maximizing opportunities to remain together - Option 1 impacts the least amount of students being moved and thus is the best option for maintaining existing student relationships.
- Minimize splits to community identity, subdivisions, and civic association areas - Option 1 effectively minimizes splits to community identity as there is only a small addition to the Candlewood community.
- Minimize the amount of transportation and time including for after school activities - Option 1 would have the least amount of transportation time and also impacting the least amount of children.
- Minimize relocation of students - Option 1 relocates the least amount of students.
- Consider future capacity at schools with future shell build out capability - Candlewood ES is a new facility with the capacity and future build out capability if needed.

The Mill Creek Towne Elementary School PTA strongly opposes Option 2 as it does not meet the criteria for the following reasons:

- Optimize Facility Utilization 80-100% - Under option 2 Mill Creek Towne ES would not meet the facility optimization criteria and the projected facility utilization would be further above capacity than it is today. This could lead to instability of school assignments.
- Consider Geographic Proximity of Communities to Schools - The 2 communities Mill Creek Towne 5 and 6 that would be moved under option 2 are much closer proximity to Mill Creek Towne ES than Sequoyah ES. Bus travel times, which currently are minimal for the affected students would increase dramatically (the projected 3 min average increase is incorrect). From the last bus stop in Mill Creek Towne, MCTES is .5 miles. From that same bus stop, Sequoyah Elementary is 2 miles. During the scheduled bus pick up times, this would clearly take more than the projected 3 minute average.

- Maintain student relationships by maximizing opportunities to remain together - Option 2 forces more children to move schools and break relationships that have been formed than any other option presented.
- Minimize splits to community identity, subdivisions, and civic association areas - Mill Creek Towne 5 and 6 are active contributors and participants in the greater community and most of the PTA leadership at Mill Creek ES comes from these two sections.
- Minimize the amount of transportation and time including for after school activities - Option 2 would require much longer transportation time for the students of Mill Creek Towne 5 and 6 to travel to and from Sequoyah ES. Parent access to Sequoyah ES would present challenges especially for after school activities. Muncaster Mill Road west bound is heavily traveled during that time.
- Minimize relocation of students - Of all three presented options; Option 2 relocates the most students.

Conclusion:

Thank you again for giving our community the opportunity to provide input to the Shady Grove Boundary Sector Plan. We feel that option 1 is the best plan for our children and our communities.

The Mill Creek Towne ES PTA would like the Board to consider creating a capital project to modernize and revitalize Magruder High School a 40+ year old building. All three options show an increase to capacity at Magruder HS. MCPS utilization projections show that Magruder HS will surpass its current capacity. Moreover, redistricted students should be provided facilities as updated as their original Gaithersburg HS, which is more than 40 years newer than Magruder HS. We hope that MCPS will invest in these redistricted students by committing resources to Magruder HS's modernization.

Thank you,

Mill Creek Towne ES PTA

Candlewood Elementary School PTA New Boundary Position Paper

We welcome the Shady Grove Sector students to Candlewood, per Option 1. We also note a few serious caveats below.

Thank you for allowing the Candlewood Elementary School PTA to provide input for the boundary study process. This Option 1 border plan seems reasonable to us, with a few serious caveats that will be described in this paper. Overall, though, we thank MCPS and Joel Gallihue for offering an Option 1 plan that provides a net benefit to all affected students and communities, despite a few significant tradeoffs. Also, we appreciate the choice of Options, but the alternatives to Option 1 seem much less beneficial, given the established criteria.

There are three main points we wish to convey to the Superintendent, which we will also testify to the Board of Education:

- 1) Candlewood ES PTA sees the benefit in filling our excess capacity specifically with the students from the defined Shady Grove Sector, per Option 1**
- 2) Magruder HS should be modernized to accommodate the new utilization projections**
- 3) Candlewood's neighborhood needs alleviation of pre-existing traffic woes that otherwise could be exacerbated to potentially dangerous levels when more students commute to the area**

Benefits: Most of all, our representatives were pleased that the specifics offered from MCPS in this Border Study stage identified only students from the nearby Shady Grove sector as defined around the Metro station. If MCPS's projections at the elementary school level are correct, this proposal would satisfy two main criteria for Candlewood: 1) A reasonable number of students that does not simply shift overcrowding from the Gaithersburg Cluster to the Magruder Cluster; 2) Students from a reasonably nearby distance that would not make Candlewood a "commuter school," as it had been when we bussed to the Emory Grove holding school. Therefore, we see the benefit that the students from the specifically-defined area would offer to Candlewood, including the increased staffing that would elastically occur at Candlewood to accommodate these new students.

Given that Candlewood ES has excess capacity, we are pleased to fill the capacity with the students from the defined nearby neighborhood, per Option 1.

Action Items: There are drawbacks to the plan that we would please like addressed, though, so that the Magruder Cluster can better accommodate these new students.

First, we would like Magruder HS modernized. While the MCPS utilization projections have changed, it is clear that the current high school building will at least fill capacity. Moreover, redistricted students should be provided facilities as nice as their original Gaithersburg HS, which is more than 40 years newer than Magruder HS. We hope that MCPS will invest in these redistricted students by committing resources to Magruder HS's modernization. If so, please

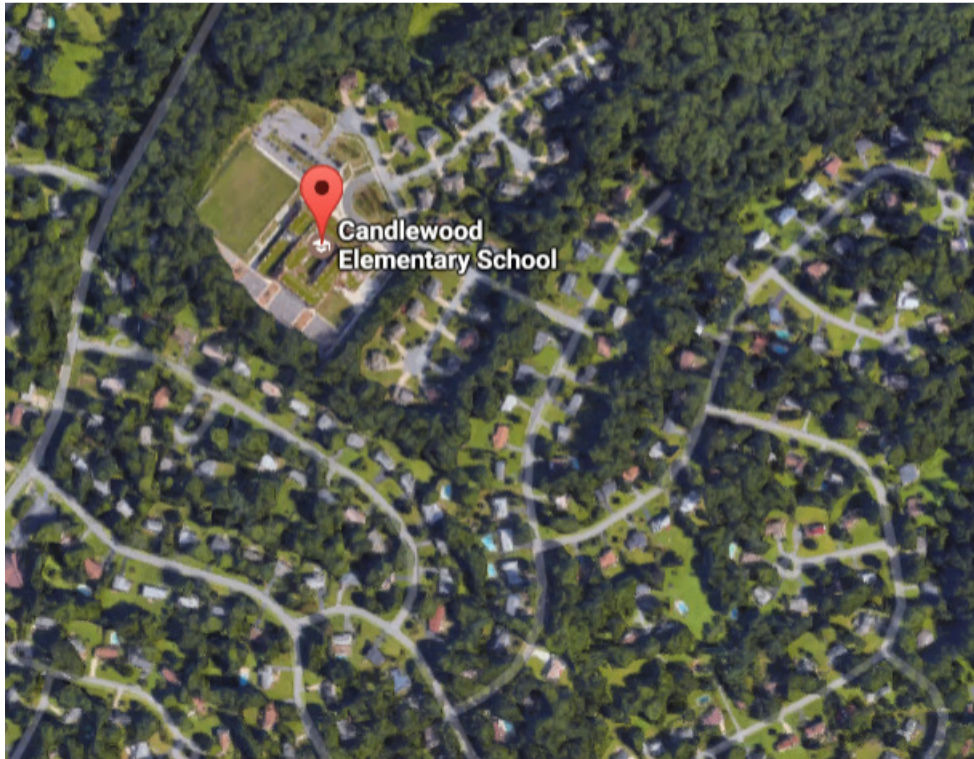
announce that Magruder HS can move up in the CIP queue so that the high school is prepared for the influx of new students.

Second, when the new building for Candlewood was originally proposed, neighbors were apparently assured that a direct traffic outlet to Redland Rd would be created. This would have ensured that additional traffic would not need to travel our narrow roadways and numerous turns, all of which are required to be traversed deep into a residential neighborhood to finally reach the school. In fact, the current route forces large school busses to lurch through a minimum of five sharp turns on narrow roads against both pedestrians and oncoming traffic. We acknowledge that these are pre-existing conditions, but we also request that they be alleviated before additional traffic joins our dangerous roads. We offer the following specific steps, though we would certainly welcome any additional ideas from actual traffic experts:

- 1) Please revisit the direct outlet to Redland. Please try to overcome whatever environmental and/or gradation issues that were raised subsequent to our new school's buildout.
- 2) Please put traffic lights on Redland Road at Grande Vista and Panorama that would operate during school hours to ensure safety and alleviate traffic backups in the neighborhood. The turn is not safe during peak hours, as cars on Redland hurtle at high speeds towards school busses and cars turning out of our neighborhood. Further, it often takes long periods before breaks in the Redland traffic allow for left turns out of our neighborhood, so HUGE backups throughout the neighborhood can occur. Please remember that this was a major reason why the summer school at Candlewood did not work.
- 3) Please install more sidewalks and some speed bumps. It is simply not safe in our neighborhood for kids who walk to school.
- 4) Please post No Parking signs on our bus route streets, in effect during peak commute hours

Conclusion: Thank you again for offering a reasonable plan that allows for the gradual incorporation to Candlewood of new students from the Shady Grove Sector as their new development is inhabited. We welcome these students. And we hope that MCPS will continue to look out for their well-being by modernizing Magruder HS and by addressing the serious, pre-existing traffic issues in the Candlewood neighborhood.

APPENDIX: TRAFFIC MAP



Magruder High School (HS) PTSA Position Paper - Shady Grove Boundary Study

Background

- Elementary school enrollment in Gaithersburg cluster has resulted in several schools exceeding capacity
- Magruder cluster is adjacent and has available capacity (or capacity that can be added)
- The study looked at several alternatives for reassigning portions of the Shady Grove Sector Plan to the Magruder cluster
- Link: <http://www.montgomeryschoolsmd.org/departments/planning/shadygrove.aspx>

Option 1: Send Zone Washington Grove 1

- FROM Washington Grove Elementary, Forest Oak Middle, and Gaithersburg HS
- TO Candlewood Elementary, Shady Grove Middle School and Magruder HS

Option 2: Send Zone Washington Grove 1

- FROM Washington Grove Elementary, Forest Oak Middle, and Gaithersburg HS
- TO Mill Creek Towne Elementary, Shady Grove Middle School and Magruder HS
- and-
- Send Mill Creek 5 & 6
- TO Sequoyah ES, Redland MS, and Magruder HS

Option 3: Send Zone Washington Grove 1

- FROM Washington Grove Elementary, Forest Oak Middle, and Gaithersburg HS
- TO Sequoyah ES, Redland MS, and Magruder HS

Position

Magruder High School's PTSA concurs with the consensus of working group representatives participating in the study: Option 1. The group (and in particular, the Candlewood Elementary School PTA) noted and debated the benefits and challenges of this solution.

Challenges

- Magruder's infrastructure in many areas is dire, and should be modernized *ahead of the current schedule* to permit expanded utilization
- Candlewood's traffic patterns and capacities need reengineering – without improving already challenging traffic flows and safety, the area will become too unsafe

Summary

The Pros/Cons of Option 1 offer the most reasonable approach. Still, there is work to be done to alleviate traffic problems that will be exacerbated with the expansion of Candlewood, and upgrades (or a complete renovation) required to bring Magruder in line with peer schools.

Shady Grove Middle School, PTA

Position Paper: Shady Grove Sector Plan, Boundary Study

First, we would like to thank the Superintendent and Board of Education for the opportunity to engage with MCPS on this topic. We recognize the Gaithersburg Cluster has experienced overcrowding for a long period of time and appreciate that MCPS is not simply “rushing to solution” but thoughtfully addressing the impacts of the elementary, middle, and high school communities so this is a “win-win” for all students for the duration of their school years.

Shady Grove Middle School is prepared to welcome the students of WG1 to join our student body. Our school has sufficient capacity to support this increased enrollment and we see tremendous value in this growth.

Below are our comments on the three options presented by the Division of Long Range Planning.

Option 1: This is the SGMS preferred option. From our perspective, this option most closely aligns with the criteria developed by the committee. We support this option for the following reasons:

- The 6 year forecast will put SGMS at 81% capacity in 2022-23 school year (up from current 74%), putting the school in the preferred 80-100% range.
- Shady Grove is the closest middle school to the new construction (though admittedly, this is a minor consideration as all three middle school options are within minutes of one another).
- This option does not project immediate overcrowding nor a need for changing assignments in the near future.
- We create contiguous boundaries as the closest residential neighborhoods to the Westside development are currently tracking to Candlewood-Shady Grove–Magruder.
- There is only “relocation” involved for the few families that might move in prior to the approved boundary change. This option creates a stable and long-term, sustainable pathway.

Option 2: While this option would add students from WG1, this is done at the expense of our current community. This option would require students that currently walk to our Shady Grove campus to be bussed to Redland. **We vigorously oppose this option.** Most notably, we oppose this option for the following reasons:

- This option does not consider the geographic proximity of the students that currently attend SGMS. Students that currently walk to school would be bussed to Redland, in this scenario.
- This option would bus students past neighborhoods that attend Shady Grove in an attempt to move students to Redland. This creates an “island” effect that is not in keeping with community building.
- Longtime community bonds are severed in this option. Students that are close enough to be able to walk or bike to one another’s homes (a bedrock aspect of neighborhoods) are slated to attend different schools in this option.
- Students that are currently able to walk home after sports/drama/after school activities would now have to rely on county-provided transportation services that may or may not be available for all activities.

- This relocates a significant number of students from both the MCTES and SGMS, creating broken matriculation pathways.

We urge the Superintendent to reject Option 2.

Option 3: This option does not have direct effect on the SGMS community as all students from WG1 would be matriculating through the other feeder middle school. We find Option 3 an acceptable option, though not as closely aligned with the committee's criteria as Option 1.

Conclusion: The SGMS community recognizes there are many facets considered in making decisions that impact a child's matriculation pathway. We appreciate the time and energy committed by the volunteers from the Magruder and Gaithersburg clusters in creating the criteria and communicating with the planners on the options being presented.

Our middle school recognizes the benefits that would come to our school by increasing our student body. **We fully support Option 1, believing this is in the best interest of the current community and the transferring students.**

Appendix F

Community Input

Shady Grove Sector Plan
Boundary Study
Google Community Input Form Summary (May 1–17, 2017)

The Google community input form results summarized in this document should not be interpreted as a statistically representative sample of public opinion. 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. Due to technical difficulties, the form was taken down early and input was collected via e-mail. Twenty one total responses were received via Google Forms.

Options

Option #1:

Support/Approval:

- Optimizes facility utilization at the receiving Magruder Cluster schools
- Reasonable travel times and distances for the reassigned community
- Stability of school assignments over time is met
- Creates contiguous boundaries
- Minimizes splits to the new community
- Minimizes relocation of students
- Considers shell capacity at Candlewood
- Does not create an island

Concerns/Opposition:

- Demographic characteristics of student population at Washington Grove ES
- Leaves Washington Grove ES underutilized for a couple of years
- Does not significantly alleviate capacity at Forest Grove MS or Gaithersburg HS
- Traffic in the Candlewood neighborhood and safety of students walking to school
- Distance and time is almost the same as to the Gaithersburg Cluster schools

Option #2:

Support/Approval:

- Benefits to the demographic characteristics at Mill Creek Towne ES
- Utilization rates at the secondary schools
- Reserves space at Washington Grove and Candlewood elementary schools for future capital projects
- Does not add to traffic problems at Candlewood ES
- Reasonable travel time and closer middle school assignment

Concerns/Opposition:

- Utilization is not met well at the receiving schools
- Mill Creek Towne and Sequoyah elementary schools will be overutilized
- Stability of school assignment over time not met well
- Longer bus rides for the youngest students
- Geographic proximity is not met well
- School is in the opposite direction for most parents for their commute to work

- Moves current families and disrupts student relationships at Mill Creek Towne ES and Shady Grove MS
- Creates an island of the new development with respect to elementary school assignments and boundaries that are not contiguous
- Does not minimize splits to community identity, subdivisions and civic association areas
- Moves students who can walk to Shady Grove MS to Redland MS

Option #3:

Support/Approval:

- Does not add to traffic problems at Candlewood ES
- Reserves space at Washington Grove and Candlewood elementary schools for future capital projects
- Redland MS utilization
- Causes minimal disruptions to student relationships
- Travel times to and from school do not dramatically increase
- No community splits

Concerns/Opposition:

- Longer distances and commute times
- Creates an island of the new development with respect to elementary and middle school assignments
- Capacity utilization at Sequoyah ES
- Stability of school assignments over time
- Commute is in the opposite direction for most parents
- Demographic characteristics of student population at Washington Grove ES
- Does not minimize splits to community identity, subdivisions and civic association areas

Comments and Position Re: Shady Grove Sector Boundary Study

Position: I am opposed to moving forward with any of the three options at this time and urge the Superintendent to postpone any reassignment of WGES's service area, because none of the reassignment options adequately consider the demographic characteristics of the student population or facility utilization at WGES. This is a direct consequence of: (1) WGES not being represented in the tri-cluster roundtable discussions; and, (2) the enrollment numbers not accounting for any decrease in enrollment due to WGES's new two-way Spanish immersion program. I urge the Superintendent and Board of Education to delay any reassignment of WGES's service area, and consider alternative options that prioritize increasing diversity at WGES and decreasing socioeconomic disparity between neighboring schools.

Initially, I would like to note that I sought feedback regarding this boundary study from my HOA listserv;¹ parents at my children's daycare who are in Gaithersburg HS's service area, and colleagues from work who live in Gaithersburg. Nobody I spoke to liked reassigning "the portions of the Shady Grove Sector Plan located east of Interstate 370" in WGES's service area. The three largest concerns that I heard were: (1) WGES should have been represented on last year's Tri-Cluster Roundtable; (2) none of the options adequately consider racial and socioeconomic diversity at WGES;² and, (3) none of the options consider the effect of WGES's new Spanish Immersion program on enrollment. I address each concern in turn.

A few people expressed concern that the decision to reassign WGES's service area appears to have been made for WGES by representatives from other schools with conflicting interests. Indeed, the Roundtable's roster, feedback evaluation forms, and PTA position papers evidence a lack of representation for WGES. This is disconcerting as the FAA-RA specifically mandates that, where a boundary change is at issue, the Superintendent "shall ensure that the potentially affected areas are represented" on the roundtable. (FAA-RA, Section VII A C 1 a) (1)). This point may be moot given that the November 21, 2016 resolution does not appear to bind WGES to reassigning this portion of its service area,³ and that the WGES community, as affected stakeholders in this process, now has opportunity to provide input. However, to the extent that the November 21, 2016 resolution does mandate reassignment of WGES's service area, or to the extent it allows any of the community's concerns to be disregarded now, the point is not moot. And I agree that, absent any representation for WGES, such mandate resulted from a fundamentally deficient process that

¹ There are 62 homes in my HOA community, and 77 emails on the listserv. All homes are assigned to WGES, Forest Oak MS, and Gaithersburg HS. There are currently a handful of students enrolled in each school, but there are many young children who will reach school age in the next couple years.

² This was the most frequently raised concern.

³ On November 21, 2016, the Board of Education resolved that the Superintendent would "obtain viewpoints of affected stakeholders regarding the **possibility** to reassign the portions of the Shady Grove Sector Plan located east of Interstate 370 in the Washington Grove Elementary School, Forest Oak Middle School, and Gaithersburg High School attendance areas to the Col. Zadok Magruder Cluster schools..." (emphasis added).

Michelle Neary
parent to rising students to Washington Grove Elementary School

does not comport with Section VII A C 1 a) (1) of FAA-RA. I, therefore, fully support the community’s requests that their interests now be considered.⁴

Additionally, everyone I heard from expressed concern that reassigning this portion of WGES’s service area takes opportunity for increased diversity away from WGES. Using the FARMS% and ESOL% predictions provided by MCPS,⁵ it is clear that reassigning this area would be a missed opportunity at reducing socioeconomic disparity between WGES and neighboring schools. Further, if the demographic numbers are more on par with those of the similar and nearby King Farm community, the reassignment is also a missed opportunity for increased racial diversity at WGES.

⁴ Although there was talk at our third committee meeting about WGES having opportunity to voice concerns at the November 2016 public hearing, the significance of these assertions is unclear given that WGES was not represented at the roundtable and that it remains an affected school in this boundary study.

5

School Enrollment in/from	2016-2017						2015-2016		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian %	Hispanic %	White %	FARMS %	ESOL%	Mobility Rate %
Candlewood ES	354	≤ 5.0%	13.8%	19.2%	20.1%	41.2%	22.8%	14.5%	12.0%
WGES	445	≤ 5.0%	21.8%	8.1%	57.8%	10.1%	73.0%	52.0%	17.7%
New Development	53 ₂₀₁₈₋₂₀₁₉	5.4%	20.8%	11.5%	39.0%	22.9%	22.8%	14.5%	?
	79 ₂₀₁₉₋₂₀₂₀								
	106 ₂₀₂₀₋₂₀₂₁								
	132 ₂₀₂₁₋₂₀₂₁								
	159 ₂₀₂₂₋₂₀₂₃								

MCPS approximated the FARMS and ESOL rates for the new development by using the Candlewood numbers, and it approximated the race demographics using the Magruder Cluster averages for the elementary schools. Note: I suspect the demographics of the community will be more similar to those of King Farm, and that the Asian and 2+ races variables may be more than twice what is predicted here, which could then put the other race numbers on par with those of Candlewood. Joel was unable to provide the King Farm demographic numbers on short notice, but he provided the numbers for College Gardens Elementary School (without the Chinese immersion program) for the sake of comparison. The numbers are: Two or More races 7.2%; Black or Afr. Amer. 23.1%; Asian 23.1%; Hispanic 14.3%; White 37.9%; FARMS 15.5%; and ESOL 18.4%. (I still suspect the King Farm demographic numbers would better approximate those of the new development.)

Michelle Neary
parent to rising students to Washington Grove Elementary School

Moreover, at 73% FARMS and at 78% capacity, WGES is currently underutilized and has room to accommodate added economic diversity before it approaches losing its Title 1 status. Although MCPS's enrollment numbers suggest overcrowding and loss of Title 1 status as possibilities within several years, it is unclear that either suggestion is realistic where the enrollment numbers and resulting FARMS rate do not account for any loss in enrollment due to the new two-way Spanish Immersion program at WGES.⁶ As students will opt-out of / be precluded from transferring into the immersion program, the unadjusted enrollment numbers may significantly overstate the impact of the new development on WGES's capacity and FARMS rate.⁷ Further, the boundary reassignment, in conjunction with the 17.7% mobility rate and any decrease in enrollment, could leave WGES school underutilized in both the short and long terms.⁸ Absent some accounting for the immersion program on enrollment numbers, it is unclear what the effects of the reassignment are on WGES's capacity, FARMS rate, and race demographics.

Lastly, I am aware that the Magruder Cluster has excess capacity and that reassigning this area has been touted as "least disruptive" because the homes in the EYA development are still being built.⁹ However, it will always be the case that another school has more capacity. If MCPS waits until the last minute to address overcrowding and boundary reassignments, it will also always be said that moving the newest luxury development is "least disruptive."¹⁰ And this will invariably result in diversity taking a back seat to other concerns. Personally, I find this method of prioritizing concerns to be thoughtless and weak. I find the absence of an option with any clear benefit to WGES to be completely dismissive of its status as an affected school. And I believe our kids and schools deserve better.

⁶ Beginning in Fall 2017, WGES will begin to implement a new two-way Spanish Immersion program. 100% of the incoming kindergarten class will participate in the immersion program. In Fall 2018, 100% of the kindergarten and first grade classes will participate in the immersion program, and the program will continue to take over a new grade level every year until the school is running the immersion at all grade levels by Fall 2022. Note: The success of the program is premised on neither the English or Spanish speaking population exceeding 2/3 of the students in a class. Students who do not wish to participate in the program, or do not have the language skills to transfer into it, may opt-out via COSA and be reassigned to Rosemont or Mill Creek Towne elementary schools (the sister schools that are currently paired with WGES to accept reassignments due to the immersion program). Moreover, given that WGES was selected to implement this program, in part, because other schools vehemently opposed it, I think it is fair to assume that the program will not appeal to everyone.

⁷ Q: What percentage of similar demographics/the Magruder cluster apply to the county's existing immersion programs?

⁸ Moreover, the new immersion program frustrates the roundtable's stated intent of reserving space at WGES so that it could absorb students from the overcrowded schools. The reassignment will do little-to-nothing to alleviate current overcrowding because the boundary studies between WGES and overcrowded elementary schools are several years away from being conducted and implemented. Several years out, the Spanish Immersion program will have taken over half-to-all of the grade levels at WGES, and many/most transfer students will be precluded from transferring into WGES.

⁹ This only looks least disruptive because MCPS separated this boundary reassignment from any reassignments within the Gaithersburg Cluster. Assuming MCPS intends to follow through with the plans of the Roundtable to shift students east from overcrowded Gaithersburg Cluster elementary schools, this plan is highly disruptive.

¹⁰ Q: Does any reassignment have to be disruptive? The Gaithersburg Cluster will need trailers regardless of how any boundary lines are drawn. Seeing as the greatest impact from the new development is to be realized in the future, could MCPS minimize disruption by grandfathering-in enrolled students, and their siblings, who do not wish to transfer? Are there other mechanisms for minimizing disruption that do not sacrifice diversity?

Michelle Neary
parent to rising students to Washington Grove Elementary School

In light of all of the above, I am opposed to moving forward with any of the three options at this time. I urge the Superintendent and Board of Education to give due regard to the concerns that the WGES community now raises, delay any reassignment of WGES's service area, and consider alternative options that prioritize increasing diversity at WGES and decreasing socioeconomic disparity between neighboring schools. If a boundary is to be adjusted in the future, I hope it will be done with input from all affected schools and that any reassignment will be done to the mutual benefit of both the giving and receiving schools.

Thank you for allowing me to provide input for the Shady Grove Sector Boundary Study process. I enjoyed working with MCPS and all the representatives on the committee, and I very much appreciate everyone's efforts and input.

As the President of Resnik ES PTA, this is to confirm I have been made aware of the options the committee is currently evaluating and acknowledge my elementary school was not selected to be a possible solution to the Gaithersburg overcrowding.

Thanks,
Tara Green

Dear Planning Staff-

I'm writing to express a concern with the Shady Grove Sector Plan and the potential redistricting that will affect students at Mill Creek Towne Elementary School and Shady Grove Middle School. My husband and I have just this morning learned that boundary issues impacting our neighborhood are being discussed. I have reviewed the information on the MCPS website and I believe we live in Mill Creek Towne section 4 (MCT4 on the maps) and would be negatively impacted by Options 2 and 3 that are being considered.

We have two children in Montgomery County Public Schools: a 3rd grader at Mill Creek Towne ES and a 6th grader at Shady Grove Middle School. Under the proposed options, my 3rd grader would potentially be redistricted to Candlewood for 5th grade, her final year of elementary school, while my 6th grader would potentially be moved to Redland Middle School for his final year of middle school. I hope you can appreciate the upheaval this would cause all of the students during these formative years of their education. In even the best circumstances the middle school years are some of the most difficult years for children even without moving an entire cohort to a new school for the final year. The same is true for moving a cohort of rising 5th graders, taking them away from an environment in which they have been nurtured for five years and moving them to a new location for their final year of elementary school education; this would be an extremely difficult move for even the most resilient of children.

We are active members of the school community, and I serve on the MCTES PTA board of directors. Having said that, we have received virtually no information regarding the proposed plans nor has our MCTES PTA delegate been informed of the issue. Now that we are aware of this discussion we'd like to receive information on how we can attend meetings and be a part of the discussion. Having said that, if the goal of the sector plan is to maximize efficiency with respect to capacity, minimizing splits within communities and neighborhoods, impact the fewest number of students, etc., then it would appear as if Option 1 would be the most viable.

I hope you'll consider the feedback of the families affected during your decision making process. Thank you for your attention to our concerns.

Sincerely,

Kelly Metz

--

Kelly Metz

Consultant

O'Connor Consulting Services, LLC

301 651 7441

Kelly@oconnorcs.com

Visit our website at www.oconnorcs.com



I'm hoping someone can tell me who to speak with regarding the Shady Grove Sector Plan. My wife and I just learned that boundary issues impacting our neighborhood were being discussed. We have reviewed the information on the site and based on how the map is subdivided, we believe we live in Mill Creek Towne (section 5) which would be negatively impacted by Options 2 and 3 on the table.

We have 4 children, 1 of whom went through Mill Creek Towne Elementary and is now at Shady Grove, 1 who is currently at Mill Creek Towne and if Option 2 or 3 were to be selected as the option, he would be shifted to different schools in the middle of elementary school. We have another starting kindergarten in the fall at Mill Creek Towne and one in nursery school. My wife has been PTA treasurer of Mill Creek Towne for the last 3 years. We are active members of our school and community and now that we have awareness of this boundary discussion we would like to receive information on how we can attend meetings and be a part of this discussion.

If the agenda is to maximize efficiency in terms of capacity, minimize splits to community and neighborhoods, minimized relocation of students, etc. then it is pretty clear that the only option on the table that accounts for these is Option 1.

Thank you for your attention to my concerns,

Sam Erdheim
17105 Flatwood Drive
Derwood, MD 20855
240-631-0731

From: Courtney Brinkman [<mailto:cbrinks13@gmail.com>]

Sent: Tuesday, May 30, 2017 2:04 PM

To: Gallihue, Joel A; Cashell PTA Shared

Subject: Magruder redistricting

As the President of Cashell ES PTA, this is to confirm I have been made aware of the options the committee is currently evaluating and acknowledge my elementary school was not selected to be a possible solution to the Gaithersburg overcrowding. Further, I have shared this information with our school community via our parents Facebook page and listserv. I've asked families to direct questions/concerns to your attention.

Thank you,

Courtney Brinkman

Cashell ES PTA President 2016-2017