

Bethesda-Chevy Chase Cluster

Westland MS, Bethesda ES, Chevy Chase ES, North Chevy Chase ES and Rosemary Hills ES

Roundtable Discussion Group

March 9, 2010

Meeting 1 Agenda

- I. Welcome/Introductions
 - Overview of agenda and packet
 - Group member introductions

- II. Charge/Timeline
 - Charge to the roundtable discussion group
 - Timeline for group meetings and CIP process
 - Role of group members/MCPS staff
 - Ground Rules

- III. Background
 - Enrollment history and projections
 - Current CIP requests
 - Cluster Planning Phases
 - Capacity studies—preliminary results

- V. Identification of Roundtable Discussion Group issues

- VI. Identification of approaches to resolving space deficits

- IV. Feedback/Adjourn

http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml

Bethesda-Chevy Chase Cluster Roundtable Discussion Group Charge

Westland MS, Bethesda ES, Chevy Chase ES, North Chevy Chase ES and Rosemary Hills ES

March 9, 2010

Background

Student enrollment at elementary schools in the Bethesda-Chevy Chase Cluster has increased dramatically over the past two school years. Additional capacity will be needed in several cluster schools in the future to accommodate the enrollment growth. In addition to the enrollment increases, the Bethesda Elementary School community has expressed concerns with its unique school pairing and articulation pattern. Although Bethesda Elementary School serves students in Grades K–5, students living in the neighborhoods east of Wisconsin Avenue attend Rosemary Hills Elementary School for Grades K–2 and attend Bethesda Elementary School for Grades 3–5. In addition to the Rosemary Hills/Bethesda elementary school pairing, Rosemary Hills also is paired with Chevy Chase and North Chevy Chase elementary schools that serve Grades 3–6 students. These are the only two elementary schools in the school system that serve Grade 6 students.

Roundtable Discussion Group Purpose

Montgomery County Public Schools (MCPS) Division of Long-range Planning (DLRP) staff will facilitate a roundtable discussion group to obtain input from the school communities. The roundtable discussion group will identify issues concerning the facility needs and articulation patterns and participate in the development of approaches to address these issues. The process provides the opportunity for the community to share its concerns and ideas in a thoughtful manner. Although boundary changes may be part of a long-term plan in the future, there will be no discussion of boundary changes during this roundtable discussion group process. Furthermore, the roundtable discussion group is not a decision-making forum and will not develop a recommendation; instead it serves in an advisory role to the superintendent as he develops recommendations for Board of Education consideration.

Timeline

Five meetings are scheduled for the roundtable discussion group from March 2010–June 2010. (See attachment for dates.) The roundtable meetings will be held in the Media Center at Bethesda Elementary School from 7:30 pm to 9:00 pm. A public information meeting will be held at the end of the process to present the issues and approaches that were identified by the roundtable discussion group in the Multipurpose Room at Bethesda Elementary School from 7:30 pm to 9:00 pm. The public will have an opportunity to provide feedback on the approaches at the public information meeting. At the conclusion of the process, the roundtable discussion group will prepare a report to the superintendent detailing the advantages and disadvantages of each approach that is developed during the process, as well as other issues and concerns.

Representation

Three representatives from each of the five schools as well as a cluster coordinator from the Bethesda-Chevy Chase cluster will serve on the roundtable discussion group. DLRP staff will serve as the facilitators and provide the group with information and prepare the approaches based on the roundtable members' input.

Questions

For questions concerning the roundtable discussion group please contact Deborah Szyfer, senior facility planner, or Bruce Crispell, director, Division of Long-range Planning at 240-314-4700.

Materials

All materials will be posted on the Division of Long-range Planning website at:

http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml

Bethesda-Chevy Chase Roundtable Discussion Group

Westland Middle School and Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills Elementary Schools

Community Involvement Process:

Purpose of the Process

The purpose of a roundtable discussion group process is to solicit community input for the superintendent to review prior to making a recommendation to the Board of Education concerning school facility issues. The process also provides community input for the Board of Education to consider before it makes a final decision. The process is consistent with the Board of Education Long-range Educational Facilities Policy Planning (FAA) and Regulation FAA RA.

Community Representation

Cluster coordinators work with their PTA leaders to identify representatives to serve on a roundtable discussion group. The composition of the committee is determined in consultation with cluster coordinators, PTA leadership, and Division of Long-range Planning (DLRP) staff. There is a degree of flexibility in terms of roundtable discussion group size and representation.

Discussion Group Responsibilities

The role of roundtable discussion groups is to advise the superintendent on community issues and desires regarding the approaches to facility issues. Representatives on the group are responsible for participating in discussions, sharing group activities with the communities they represent, fairly representing the views of their communities during the process, and transmitting a report on the group work at the end of the process to the superintendent and the Board of Education. School PTAs also may attach position papers to the discussion group report.

DLRP Staff Responsibilities

DLRP staff facilitates the roundtable discussion group and prepares information on the approaches to facility issues that are raised by the group. DLRP staff also responds to requests for information and assists the group in compiling its report to the superintendent at the end of the process.

Public Information Meeting

Following the completion of the discussion group process, DLRP staff conducts a public information meeting for the community. The meeting is held to advise the broader community of the approaches to facility issues that have been discussed and to gather community feedback on the approaches.

Discussion Group Meetings

The roundtable discussion group process is conducted over the course of four or five structured meetings. Discussion group meetings are scheduled to allow time for group members to get back to their constituents through PTA meetings and special community meetings. A description of the activities for each meeting follows.

Meeting #1

At the first roundtable meeting the purpose of the roundtable is presented, ground rules are established, group member roles and staff member roles are clearly defined, an explanation of the process and timeline for meetings is discussed, and data on enrollment trends and school utilizations is provided. DLRP staff facilitates the group in a process to identify general concerns and issues that members of the group have with the school issues under review. Following this, DLRP staff facilitates a brainstorming session on possible approaches to resolving school issues.

After the first meeting, DLRP staff summarizes the discussion group approaches and, where possible, prepares tables showing the impact of the approaches on enrollment and school utilizations.

Meeting #2

At the second group meeting, DLRP staff presents a summary of approaches and, where possible, the impact of the approaches on enrollment and school utilizations. In addition, a feedback sheet for group members to write the pros and cons of the approaches is handed out. Discussion group members are then advised to share the approaches with their communities between this meeting and the third meeting, and to use the input they receive to write the pros and cons of the approaches on the feedback sheets.

Meeting #3

At the third group meeting, members report out on the feedback they have received on the various approaches—describing the pros and cons of each approach. The discussion group then determines whether additional approaches need to be developed. If so, another brainstorming session is facilitated to develop a second round of approaches to the facility issues.

After the third meeting—if a second round of approaches is developed—DLRP staff summarizes the discussion group approaches and, where possible, prepares tables showing the impact of the approaches on enrollment and school utilizations. If the group determines that no additional approaches are needed, then they are directed to finalize the feedback forms and bring them to the final discussion group meeting.

Meeting #4

If a second round of approaches was developed, then DLRP staff presents a summary of them and the impact of the approaches on enrollment and school utilizations. Discussion group members are then advised to share the approaches with their communities between this meeting and the final meeting, and to use the input they receive to fill in the pros and cons of the approaches on the feedback sheets. (If a second round of approaches was not desired, then this fourth meeting is not necessary.)

Final Meeting

At the fifth group meeting, members report out on the feedback they have received on the second round of approaches—describing the pros and cons of each approach. A draft report, which is prepared by the DLRP staff, is reviewed and modified as necessary. One of the appendices to this report will include the feedback forms that each group member has prepared. Another appendix will include any PTA position papers that have been submitted. Other appendices will include a roster of committee members and all of the approaches that have been considered in the process.

Superintendent and Board of Education Process:

The roundtable discussion group meets in the spring and submits its report to the superintendent before the end of the school year in June. After reviewing the approaches and the group's input, the superintendent prepares a recommendation to the Board of Education for inclusion in the Capital Improvements Program (CIP) that is released in late October. The Board of Education conducts a work session in early November during which Board of Education members review the superintendent's recommendation and may request alternatives be developed for their review and for public comment. The Board work session is followed in mid-November by a public hearing on the superintendent's recommendation and any Board of Education requested alternatives. After the public hearing, the Board of Education takes action in late November.

Bethesda-Chevy Chase Cluster Roundtable Discussion Group

Westland MS, Bethesda ES, Chevy Chase ES, North Chevy Chase ES and Rosemary Hills ES

Timeline

<u>Meeting #</u>	<u>Date</u>	<u>Topic</u>
1	3/9/10	Discussion group purpose; Overview of process; Timeline; Background; Identification of issues and suggestions for resolving space deficits
2	3/23/10	Review of approaches
-		Individual school PTA meetings (First two weeks of April)
3	4/21/10	Sharing of advantages and disadvantages for each approach and discussion of community concerns by discussion group members—Issues Grid; Request for additional approaches, if needed
-		Individual school PTA meetings (First two weeks of May)
4	5/19/10	If additional approaches were requested, sharing of pluses and minuses of new approaches. Review and clarification of items to be included in the discussion group's summary of issues and review of discussion group report.
-	5/26/10	Public Information Meeting
5	6/2/10	Finalize report to superintendent (If no additional approaches were requested then report will be finalized at Meeting #4)
	6/10/10	Discussion group summary sent to superintendent and Board of Education
-	Oct. 2010	The superintendent will review the group's work and make a recommendation for the Board of Education's consideration
-	Nov. 2010	The Board of Education will hold a work session to discuss the superintendent's recommendation
-	Nov. 2010	Board of Education public hearing
-	Nov. 2010	Board of Education action on long-term plan for these schools

All Roundtable Discussion Group meetings will be held in the Media Center at Bethesda Elementary School beginning at 7:30 p.m. The public information meeting will be held in the multipurpose room at Bethesda Elementary School.

Bethesda-Chevy Chase Roundtable Discussion Group

Westland Middle School and Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills Elementary Schools

Role of Roundtable Discussion Group Members

The role of the roundtable discussion group is:

- To generate the approaches that will address facility utilization and articulation patterns in the Bethesda-Chevy Chase cluster;
- To share information with school PTAs and the general community as committee criteria and options are presented; and
- To evaluate the advantages and disadvantages of the approaches.

And, if necessary after reviewing the first round of approaches:

- To identify a second round of approaches.

The roundtable discussion group as a body will not vote on or rank approaches.

- The report will contain the member's evaluations of all approaches considered by the roundtable discussion group. Optional reports from PTAs, to be included in the appendix of the report.

Individual community members will be given the opportunity to comment and provide feedback on approaches at the community information meeting.

Role of MCPS

- Facilitate committee meetings
- Develop approaches
- Provide information requested by the group

Roundtable Discussion Group

Ground Rules

1. Be true to the charge
2. Share openly
3. Participate enthusiastically
4. Give and receive constructive feedback
5. Appreciate everyone's ideas
6. Suspend judgment
7. Limit discussions to the topic
8. Do homework and be prepared
9. Abide by decisions made by the facilitator
10. Cell phones—turn off, vibrate, or answer on first ring
11. Start and end meetings on time

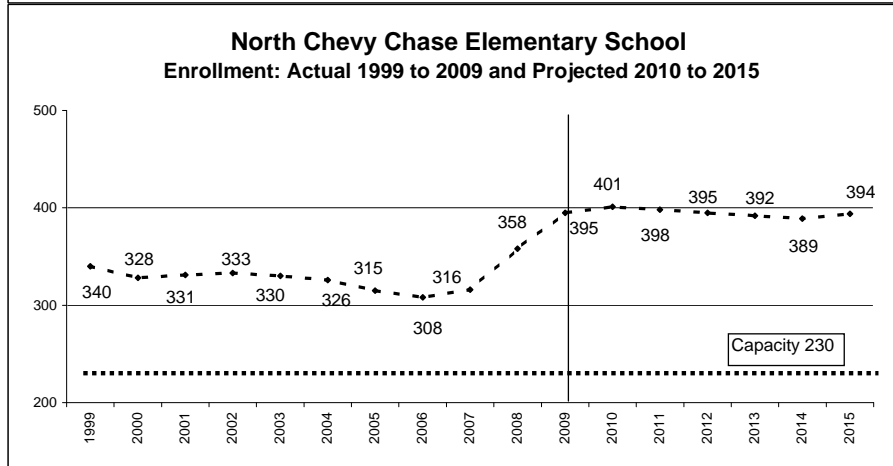
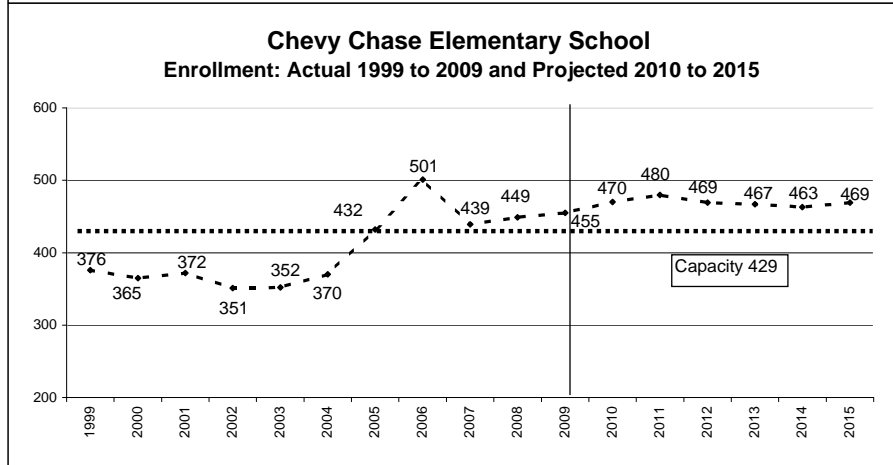
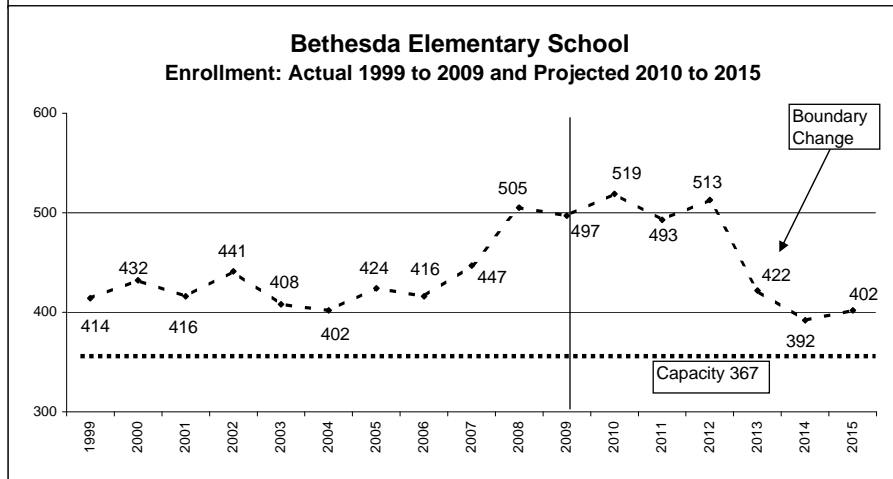
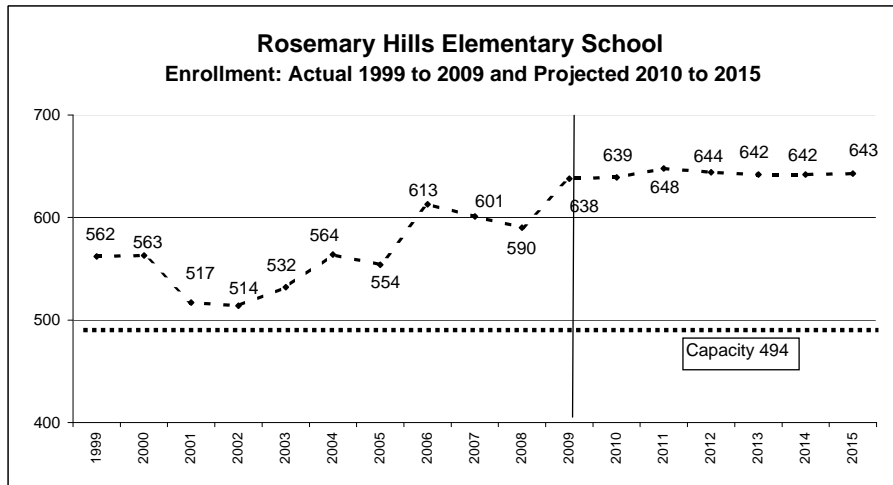
Bethesda-Chevy Chase Cluster Roundtable

Enrollment Projections and Space at Study Schools

School	Capacity	Official Enrollment 2009-10	Projected Enrollment					
			2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Westland M.S. <i>space</i>	1,037	987 50	965 72	999 38	1,054 -17	1,120 -83	1,150 -113	1,192 -155
Bethesda E.S.* <i>space</i>	367	497 -130	519 -152	493 -126	513 -146	422 -55	392 -25	402 -35
Chevy Chase E.S. <i>space</i>	429	455 -26	470 -41	480 -51	469 -40	467 -38	463 -34	469 -40
North Chevy Chase E.S. <i>space</i>	230	395 -165	401 -171	398 -168	395 -165	392 -162	389 -159	394 -164
Rosemary Hills E.S. <i>space</i>	494	638 -144	639 -145	648 -154	644 -150	642 -148	642 -148	643 -149

*Enrollment from 2013 to 2015 reflects adopted boundary change by Board of Education on March 9, 2010.

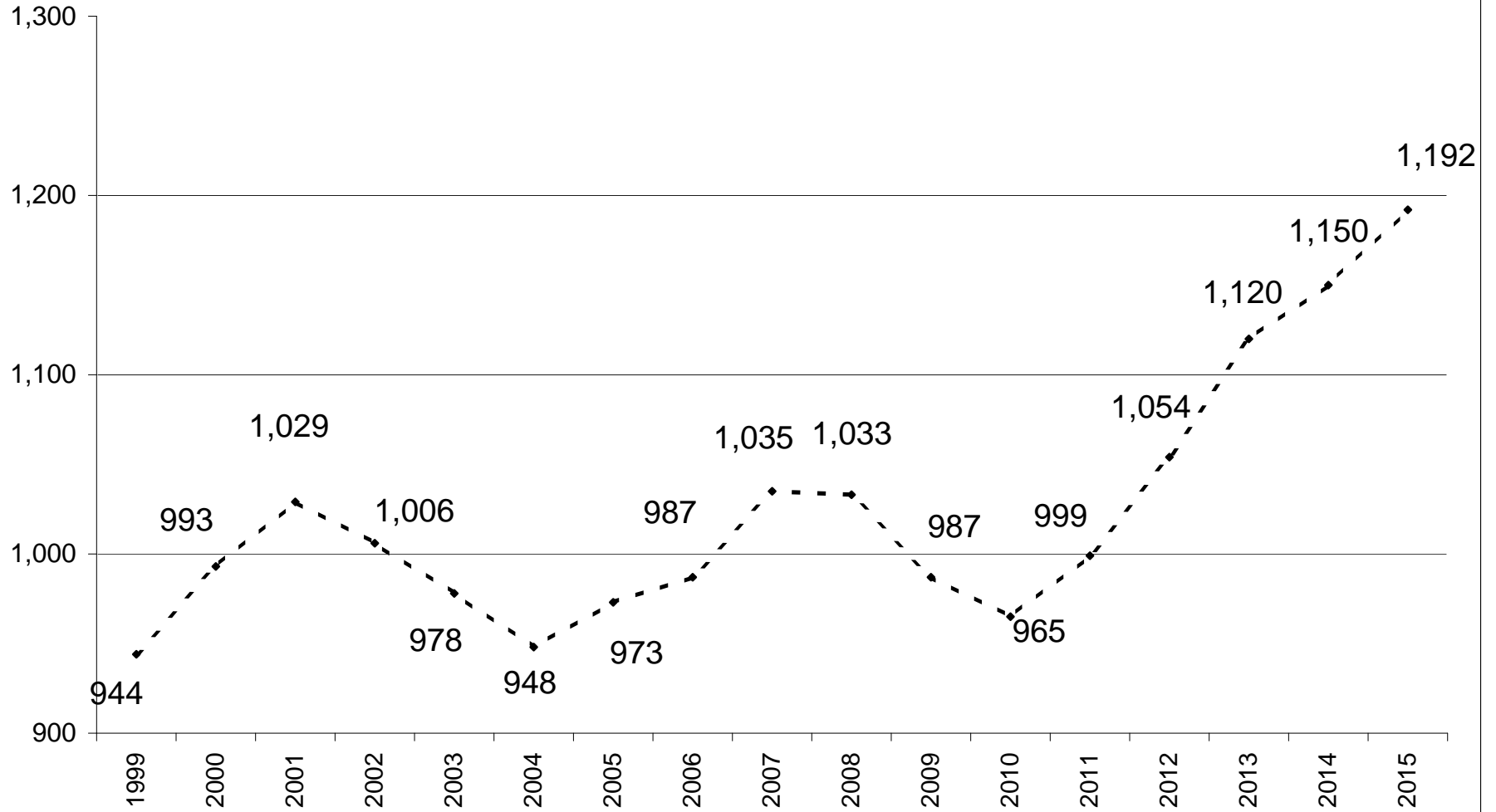
B-CC Roundtable: Enrollment Trends at Elementary Schools



Notes: Center for Highly Gifted established at Chevy Chase ES in 2005-06.
Bethesda ES boundary change (western area to Bradley Hills ES) effective 2013-14.

Westland Middle School

Enrollment: Actual 1999 to 2009 and Projected 2010 to 2015



Bethesda-Chevy Chase Cluster Planning Phases

Activity	Timing
<p><u>PHASE 1</u></p> <p><u>FY 2011–2106 CIP Capacity Recommendations:</u></p> <ul style="list-style-type: none"> • <u>Bradley Hills ES</u> <ul style="list-style-type: none"> ○ Recommend funding for larger addition to accommodate boundary change, open Aug. 2013. • <u>Somerset ES</u> <ul style="list-style-type: none"> ○ Recommend funding to build-out four room addition, open school year 2010–11. • <u>Westbrook ES</u> <ul style="list-style-type: none"> ○ Recommend funding for 12 classroom addition, open Aug. 2013. • <u>Rock Creek Forest ES</u> <ul style="list-style-type: none"> ○ Keep modernization on schedule, with expansion, open in January 2015. 	<p style="text-align: center;"><u>Supt. Recommendation</u> October 28, 2009</p> <p style="text-align: center;"><u>Board of Education Action</u> November 19, 2010</p> <p style="text-align: center;"><u>County Council Action</u> May 2010</p>
<p><u>PHASE 2</u></p> <p><u>Boundary Study:</u></p> <ul style="list-style-type: none"> • Review reassignment of western portion of Bethesda ES to Bradley Hills ES. 	<p style="text-align: center;"><u>Community Process</u> December & January 2009</p> <p style="text-align: center;"><u>Superintendent Recommendation</u> February 18, 2010-02-24</p> <p style="text-align: center;"><u>Board of Education Action</u> March 9, 2010</p>
<p><u>PHASE 3</u></p> <p><u>Capacity studies to determine feasibility of additions at:</u></p> <ul style="list-style-type: none"> • Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. 	<p style="text-align: center;"><u>Capacity Studies</u> February – April 2010</p>
<p><u>PHASE 4</u></p> <p><u>Roundtable Discussion Group in Spring 2010</u></p> <ul style="list-style-type: none"> • Develop approaches to addressing space deficits at four elementary schools. • Include representatives from Westland Middle School and Bethesda, Chevy Chase, North Chevy Chase and Rosemary Hills elementary schools. 	<p style="text-align: center;"><u>Community Process</u> March – May 2010</p>
<p><u>PHASE 5</u></p> <p><u>Superintendent Recommended Amendments to FY 2011–2016 CIP</u></p> <ul style="list-style-type: none"> • Next steps recommended for addressing space deficits, and associated articulation issues, at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. 	<p style="text-align: center;"><u>Superintendent’s Recommendation</u> November 1, 2010</p>

Bethesda-Chevy Chase Cluster Capacity Studies—Preliminary Results

	Current Capacity	Proposed Capacity for Current Service Area		Maximum Capacity that Can be Constructed**	
		Capacity	# of Classrooms	Capacity	# of Classrooms
Bethesda ES*	367	NA	NA	550	8
Chevy Chase ES*	429	NA	NA	567	6
North Chevy Chase	230	460	10	598	16
Rosemary Hills ES	494	632	6	632	6

*Current projected enrollment for Bethesda and Chevy Chase elementary schools does not support the need for a classroom addition at this time. The chart indicates the maximum number of classrooms that can be constructed without negatively impacting the school sites.

**These figures are preliminary and will be finalized at the conclusion of the individual capacity studies.

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Analysis of Approaches

<u>Approach 1</u>	<u>Approach 2</u>	<u>Approach 3</u>	<u>Approach 4</u>
<u>Advantages</u>			
<u>Disadvantages</u>			