

Richard Montgomery Elementary School #5

Boundary Advisory Committee Agenda Kick Off Meeting

Meeting 4 & 5 Evaluation Discussion

Members of the committee were engaged in a facilitated discussion of the options and how the options may be evaluated on the form by each individual committee member. Materials used in the process included flip charts and a slide show with references like the committee criteria, option data displays, and option maps. These comments do not represent consensus of the committee since the committee does not choose an option. Each member is responsible for producing an evaluation and being a liaison to their PTA, which may submit a position paper. This experience was intended to help prepare them for these responsibilities.

Option	Comment
1 & 2 <i>(Combined on one chart page)</i>	<ul style="list-style-type: none"> + Proximity, but T3 becomes a bit of an island - Utilization of Beall ES, may need relocatable classrooms +/- FARMS rate in RM5 up but lower in others - Less movement of students with Chinese Immersion relocation accomplished - Loss of community identity for T3 +/- Bus times - Twinbrook ES FARMS Rate + College Gardens ES utilization rates reserve space for growth + Maximize walkers at all schools + Minimize domino effect except CG3 + Meeting most criteria for Ritchie Park ES - Stability over time as it relates to capacity - Diversity at Ritchie Park ES for all options - Option 2 overutilization at Twinbrook ES + All criteria met for Ritchie Park ES
3	<ul style="list-style-type: none"> - Concerns about displacement of Twinbrook ES community +/- Loss of resources for Twinbrook ES due to lower concentration of FARM - Twinbrook ES capacity (in the RevEX queue as well as Beall ES and relocatable classrooms) + Minimize relocation of students - Increased travel time for T2 - Addressing diversity and ESOL ● Same College Gardens ES comments - Twinbrook ES loss of T2 as island - community identity - Utilization rate at RM ES #5 + All criteria are met for Ritchie Park ES - Does not minimize displacement of home students by Chinese Immersion

4	<ul style="list-style-type: none"> - Tries sending a different zone from College Gardens ES - A lot of movement - Travel time and driving past College Gardens ES to Beall ES for CG2 - Geographic Proximity - Minimize relocation of students in and out of College Gardens ES - Domino effect + Close on maximizing walkers + All criteria met for Ritchie Park ES - Does not minimize displacement of home school students by Chinese immersion
5	<ul style="list-style-type: none"> - Twinbrook ES criteria for community support not met - Similar pro or con to six except Twinbrook ES - Utilization at College Gardens ES + Chinese Immersion perspective that they don't displace home school students in this option and go to the new school
6	<ul style="list-style-type: none"> + Meets all criteria for Ritchie Park ES + Low movement + Low average capacity utilization + Lowest level of over capacity + Lowest net travel time + Minimize splits of community identity + Maximizes walkers + Promotes diverse student body + Significantly reduces College Gardens ES overutilization and perhaps eliminates relocatable classrooms + Minimizes domino - College Gardens ES is over utilized - RM ES has a high FARM rate in non-Chinese Immersion population - Beall ES FARM rate increases - Low utilization of RMES 5 does not lead to build out of shell + Twinbrook ES remaining together supports community identity as services are available at Twinbrook ES + Chinese Immersion perspective that they don't displace home school students in this option and go to the new school
7&8	<ul style="list-style-type: none"> - Increases travel time - Less walkers + Geographic proximity of communities to schools + Improves Beall ES and College Gardens ES utilization + Percent utilization one of the lowest of options + Existing schools will be within target utilization + Positive impact on socioeconomic factors + RMES 5 improves utilization supporting build-out of shell - RMES is over utilized and Beall in one year - Does not minimize relocation of students - Splits communities in areas like CG3, T3, RP2 and RP6 - T3, RP2, and RP6 assignments more distant from community resources + Chinese Immersion perspective that they don't displace home school students in this option and go to the new school