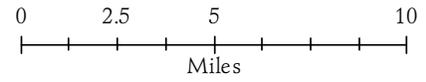


Other Educational Facilities

-  Alternative School
-  Environmental Education Center
-  Technical Career High School
-  Cluster Boundary



ALTERNATIVE PROGRAMS

In 2013, the superintendent of schools initiated a district-wide redesign of the Alternative Education Program (AEP) to provide specific supports and interventions to meet the needs of the unique student population so that the students can achieve success. The redesign is intended to ensure that academic performance is not predicted by race, ethnicity, or socioeconomic status. An AEP redesign committee comprised of central services and alternative education staff, that began meeting in the 2013–2014 school year, will continue to work collaboratively to develop a three-year phased plan of implementation. In February 2014, the Board of Education approved the redesign plan for the AEP.

The three major bedrocks of the redesign plan focus on:

- Creating Personalized Learning Plans (PLP) for each student
- Providing expanded social emotional learning and services
- Providing instructional focus through Universal Design of Learning (UDL), and PLATO online virtual pathway to learning

Montgomery County Public Schools operates two AEP programs—one for middle school students and one for high school students. The programs are intended to support students who have been unsuccessful in their home schools for a variety of reasons. AEP strives to provide positive and effective educational supports and services that address the academic, social, emotional and physical health of adolescents. Beginning in August 2014, all students attending AEP are located at the Blair Ewing Center.

The High School Program (grades 9–12) and the Middle School Program (grades 6–8) serves students who are not achieving at their potential for a wide variety of reasons. These reasons include behavior and/or attendance problems, as well as students who have been involved in a serious disciplinary action that warrants a recommendation for expulsion and placement by the Office of the Chief Operating Officer in lieu of expulsion.

In addition to the middle and high school programs, the 45-day Interim Placement Program serves students in grades 6–12 receiving special education services. Students are placed in the program after a central office review and as a result of their involvement with controlled substances, serious bodily injury, and/or weapons. Students remain enrolled in their home school, and the home school provides daily assignments and assessments.

Blair G. Ewing Center

Capital Project: Blair G. Ewing Center was assessed as part of the Facilities Assessment with Criteria and Testing (FACT) in FY 2012 to determine the condition of the facility. The facility was ranked in second worst condition of all the secondary schools assessed that year. As a result of the poor

condition of the facility, a feasibility study was conducted in the 2012–2013 school year to identify facility improvements to the current Blair G. Ewing Center. At that time, the Blair G. Ewing Center housed all of the high school Alternative Education Programs (AEP) and only some of the middle school AEP. The Glenmont and Hadley Farms facilities housed the other middle school AEP. Subsequent to the feasibility study, an AEP project team was charged to develop a new vision and design for the AEP in MCPS. A result of the new vision was to locate all of the middle and high school AEP at Blair G. Ewing Center, beginning in the 2014–2015 school year.

Although an FY 2015 appropriation was approved to begin the architectural design to make improvements at the Blair G. Ewing Center facility, the new vision for AEP required a second look at the current facility to ensure that the middle and high schools AEP were appropriately accommodated with the funds approved. The Blair G. Ewing Center facility, which was constructed in the early 1970s with a pod organization, does not have an ideal configuration to support the new vision for alternative education in MCPS. The building remains less than ideal to support the redesigned program for middle and high school students and it is difficult to supervise students due to the pod configuration. Furthermore, although the \$16.6 million approved in the CIP will address the systemic renovations in the facility, it will not be possible to address all of the configuration issues in the facility that make it a challenge to deliver the educational program.

Therefore, MCPS believes another option will better serve the students. In order to provide the AEP with a facility that will support the program and students, the superintendent of schools recommends that the AEP, currently housed at the Blair G. Ewing Center, be relocated to the former English Manor Elementary School site and the facility be renovated and expanded to accommodate the Blair G. Ewing Center AEP. The English Manor facility has two stories which will allow good separation of the middle and high school AEP. The design of the facility also allows for easier supervision of students and improved circulation throughout the facility. In addition to the benefits of an improved layout and circulation at English Manor, the facility is centrally located in the county in a residential community; whereas, the current Blair G. Ewing Center is located in a commercial area.

The approved \$16.6 million is sufficient to make the systemic renovations to English Manor as well as the programmatic improvements and expansion to support the redesigned AEP. A feasibility study will be conducted during the 2014–2015 school year to determine the scope of the improvements and expansion. Planning for the relocation of Blair G. Ewing Center to the English Manor site would begin the following year in FY 2016 with a scheduled completion date of August 2017. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

The Blair G. Ewing Center is located on a large 22.5-acre site that can accommodate other MCPS functions. The County Executive's Smart Growth Initiative and the Shady Grove Sector Plan require that all facilities located on Crabbs Branch Way be relocated by January 2017. The Shady Grove Transportation Depot, currently located at this location, must vacate this property and no location has been identified to date for the relocation. After careful analysis of programmatic and facility needs to ensure the most efficient use of existing MCPS property, the superintendent of schools recommends that the existing Blair G. Ewing Center site be redeveloped to accommodate the Shady Grove Transportation Depot. A feasibility study will be conducted during the 2014–2015 school year to determine the scope and cost for the relocation of the Shady Grove Transportation Depot to the Blair G. Ewing site. The relocation is recommended to occur in January 2019. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Lathrop E. Smith Center

The Lathrop E. Smith Center is owned and operated by Montgomery County Public Schools and hosts the Outdoor Environmental Education Programs (OEEP) that includes the Grade 6 residential program and Grades K–5 day program. The programs provide outdoor learning experiences through the MCPS curriculum that increase students' content and process knowledge; nurture awareness, appreciation, and stewardship for the natural environment; and build the capacity of MCPS educators to teach environmental education using the outdoors as a classroom.

Grade 6 students at each middle school in MCPS participate in a three-day, two-night residential outdoor environmental education program. While in residence, students study various aspects of the local watershed as they participate in outdoor field investigations that are directly connected to the Grade 6 curriculum and the MSDE environmental education standards. The teaching and learning that occurs at school and during the residential program create a meaningful watershed environmental experience for each Grade 6 student, which culminates in an environmental student service learning project. Students are accompanied by their teachers, who, in collaboration with an OEEP staff member, provide instruction and supervision during their stay. The environment is used as an integrating context for learning; therefore, instruction incorporates many content areas as students explore and investigate the local watershed.

The day program serves students in Grades K–5. Each program is directly linked to the school curriculum at each grade level with a focus on STEM relationships. Schools also may request an in-school visit from an environmental educator to provide assistance and guidance in the integration of environmental education at the local school site. The center also provides professional development to teachers in the content and pedagogy of environmental education.

CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|-----------------------|-----------------------|-----------------|--------------------|
| Blair G. Ewing Center | Facility Improvements | Approved | Aug. 2018 |

*Approved"—Project has an FY 2015 appropriation approved in the FY 2015–2020 CIP.

*Deferred"—Funds have been deferred for a future CIP.

*Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

*Proposed"—Project has facility planning funds approved for FY 2015 or recommended for FY 2016 for a feasibility study.

*Recommended"—Project has FY 2016 appropriation recommended for the FY 2016 Capital Budget.

Career Technology Education Programs

Career and Technology Education (CTE) Programs of Study (POS) prepare students for college, careers, and lifelong learning. Montgomery County Public Schools currently offers College/Career Research Development in addition to over 35 POS organized within the following 11 career clusters:

- Arts, Humanities, Media, and Communications;
- Biosciences, Health Science, and Medicine;
- Business Management and Finance;
- Construction and Development;
- Education, Training, and Child Studies;
- Engineering, Scientific Research, and Manufacturing Technologies;
- Environmental, Agricultural, and Natural Resources;
- Human and Consumer Services, Hospitality, and Tourism;
- Information Technology;
- Law, Government, Public Safety, and Administration; and
- Transportation, Distribution, and Logistics.

Over 22,000 MCPS students are enrolled in at least one CTE POS pathway course at comprehensive high schools throughout the county or at Thomas Edison High School of Technology (TEHST). CTE POS focus on challenging and engaging instruction that provide academic and technical knowledge and skills and prepare students for college and careers. Most POS provide opportunities for students to earn college credit through college courses or articulation agreements with select postsecondary institutions. These agreements allow students to earn college credit for identified high school courses that are successfully completed with a grade of 'B' or better. Internship experiences connect students with the world of work, enhancing the rigor and relevance of the POS. Students take and pass industry credentialing examinations in areas, such as business, information technology, hospitality, and cosmetology.

There are regional hubs, like the TEHST location, that give students from all high schools equitable access to select POS. Students report to the identified location for half a day and spend the other half of the school day at their home high school. To ensure relevance to college and industry, CTE staff

members have established a Program Advisory Committee (PAC) for each career cluster. The PAC includes representatives from the business community and secondary and postsecondary institutions. PACs strive to provide seamless experiences for students as they move from middle school to high school and postsecondary experiences.

Foundations Office Programs

The Montgomery County Student Trades Foundations Office is composed of the following three separate non-profit educational foundations: Automotive Trades Foundation (ATF), Construction Trades Foundation (CTF), and Information Technology Foundation (ITF). The Foundations Office is a liaison between the business/professional community in these three industry areas and MCPS. This relationship promotes the advancement of college and career education and prepares students for a full range of careers within each industry. In MCPS, there are currently 15 POS supervised by staff in the Foundations Office. Articulation agreements are in place for all Foundation programs with select postsecondary institutions; however, students may also earn college credit by enrolling in and successfully completing pre-approved college courses that align with their respective POS.

The ATF operates as a licensed used-car dealership. ATF programs are located at Damascus, Gaithersburg, and Seneca Valley high schools in addition to TEHST. The programs are nationally certified by the National Automotive Technicians Education Foundation (NATEF), an affiliation of Automotive Service of Excellence (ASE). The programs also are affiliated with Automotive Youth Education System (AYES), which is the highest level of achievement for automotive technology programs. Automotive instructors maintain industry standard certifications in ASE areas relevant to their programs.

The CTF operates as a licensed Residential Home Builder and supports a variety of construction industry trades that include the following: Carpentry, Electricity, Masonry, Plumbing, HVAC, Principles of Architecture and CAD Technology, Interior Design, and Foundations of Building and Construction Technology. The CTF programs are located at Damascus High School and TEHST. The Foundation also has established a partnership with Associated Builders and Contractors, Metro Washington Chapter (ABC Metro). ABC Metro has certified the instructors, accredited the facility, and formalized articulation agreements. This program provides a nationally recognized apprenticeship from the National Center for Construction Education and Research (NCCER). The CTF also has aligned with the construction programs at Montgomery College, allowing students further opportunities for professional development and advancement in the construction industry.

The ITF provides a POS in Network Operations at Clarksburg High School and TEHST, both of which are Computing Technology Industry Association (CompTIA) Academy and Microsoft DreamSpark member programs. The ITFs unique public/private partnership promotes computer education and

provides entrepreneurial experiences to high school students throughout Montgomery County, preparing students for seamless transitions into the computer technology industry and college or other postsecondary education.

Additional POS pathways in information technology and/or computer science are provided at Bethesda-Chevy Chase, Damascus, Gaithersburg, John F. Kennedy, Northwest, Northwood, Paint Branch, Rockville, Quince Orchard, Seneca Valley, Springbrook, Wheaton, and Thomas S. Wootton high schools. Two additional high schools are slated to begin offering programs next school year. Programs offered include computer science, programming, networking and web development. Each program is aligned with national partners and/or national academies. These include the National Academy Foundations' Academy of Information Technology, Cisco Networking Academy, and a partnership program with Code.org.

Seneca Valley High school has a revitalization/expansion project scheduled that includes the Automotive Technology Dealership/Training POS, Cisco Academy, and the Academy of Information Technology pathways in Programming, Networking and Information Resource Design.

Thomas Edison High School of Technology

Planning Study: Wheaton High School and Thomas Edison High School of Technology (TEHST) are located on the same site and share one facility. These schools are scheduled for revitalization/expansion projects. During the past several years, two major planning studies were conducted to prepare for the revitalization/expansion projects of these schools. During the fall and winter 2010–2011, a Roundtable Discussion Group, with broad stakeholder involvement, met to explore various approaches for the future relationship between the two schools. Following the Roundtable Discussion Group review, the Board of Education took action on March 28, 2011, to keep the two schools separate with distinct identities and directed staff to conduct a feasibility study to review two options—a one-building option and a two-building option. At the conclusion of the feasibility study, on September 13, 2011, the Board of Education adopted a two-building option for the revitalization/expansion projects of Wheaton High School and Thomas Edison High School of Technology.

Capital Project: An FY 2014 appropriation for construction funds was approved to construct the replacement facilities for Wheaton High School. An FY 2015 appropriation is recommended to begin the construction for to begin the construction of Thomas Edison High School of Technology. The completion dates for these schools are scheduled for January 2016 for the Wheaton High School facility, August 2017 for the Thomas Edison High School of Technology facility, and August 2018 for restoration of the site. In order for these projects to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Capital Project: On September 22, 2014, the Board of Education approved a plan to offer a financial literacy program

at Thomas Edison High School of Technology to all Grade 7 students in Montgomery County Public Schools (MCPS). An agreement between MCPS and Junior Achievement of Greater Washington has been reached to proceed with the construction of a Junior Achievement Finance Park at Thomas Edison High School of Technology. A fourth floor will be added to Thomas Edison High School of Technology to accommodate the Junior Achievement Finance Park. Grade 7 students not only will benefit from the lifelong knowledge and skills gained at Junior Achievement Finance Park, they also will have the opportunity to learn about the exciting programs available at Thomas Edison High School of Technology.

The Junior Achievement Finance Park experience begins in the classroom with four weeks of classroom curriculum and culminates with a day at the Junior Achievement Finance Park. At Junior Achievement Finance Park, students immerse themselves in a reality-based, decision-making process that addresses aspects of individual and family budgeting-including housing, transportation, food, utilities, health care, investments, philanthropy, and banking. The on-site activities are designed to allow students the opportunity to “put into action” what they learned in the classroom and to understand the basic steps of maintaining a realistic personal budget. Two weeks of classroom follow-up activities will allow students to use their new financial knowledge to explore career options and to set future goals.

Junior Achievement of Greater Washington has agreed to contribute up to \$2,500,000 for the construction of the Junior Achievement Finance Park. An FY 2015 supplemental appropriation has been requested for the amount of \$2,500,000 to be expended over a period of three fiscal years. The scheduled completion date for the Junior Achievement Finance Park will coincide with the completion of Thomas Edison High School of Technology, which is scheduled for August 2017.

CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|--------------------------------|--------------------------|-----------------|-------------------------------------|
| Thomas Edison HS of Technology | Revitalization/expansion | Recommended | Aug. 2017, Building Aug. 2018, Site |

*Approved—Project has an FY 2015 appropriation approved in the FY 2015–2020 CIP.

*Deferred—Funds have been deferred for a future CIP.

*Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

*Proposed—Project has facility planning funds approved for FY 2015 or recommended for FY 2016 for a feasibility study.

*Recommended—Project has FY 2016 appropriation recommended for the FY 2016 Capital Budget.

Facility Characteristics of Schools 2014–2015

| Schools | Year Facility Opened | Year Reopened/ Revitalized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|--------------------------------|----------------------|----------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Thomas Edison HS of Technology | 1982 | | 114,310 | 28.2 | Yes | | | |
| Blair G. Ewing Center | 1970 | | 85,400 | 22.5 | | | | |