

2020 Feasibility Study

An Annual Review of Long-Term Capital
Planning and Attendance Area Adjustment Options



Feasibility Study:
An Annual Review of Long-Term Capital
Planning and Attendance Area Adjustment Options

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Electronic copy of the 2020 Feasibility Study can be
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Section 1

Executive Summary

June 2020

Executive Summary

The Howard County Public School System's (HCPSS) annual Feasibility Study provides a comprehensive look at the ten-year K-12 student enrollment projections. The intent of this document is to provide the most updated student enrollment projection to the Board of Education, staff members and public to inform capital and operating decisions. This document contains specific information about K-12 student enrollment and projected enrollment for each school and county-wide. K-12 projections are produced each winter, predicting the number of students for September 30 for each year.

The projected K-12 enrollment for school year 2020-21 is 58,142 students, which is a projected gain of approximately 740 students, and represents 1.3 percent growth over last year. The Board of Education approved changes in the attendance areas for the school year 2020-21 on November 21, 2019. The newly developed student enrollment projections take into account the new boundaries. The projection shows an increase in enrollment of approximately 6,400 students over the next ten years (through SY 2029-30).

The projection is used to develop the Superintendent's Proposed Operating and Capital Budgets for the next fiscal year and the annual Feasibility Study. The enrollment projections inform short- and long-range facilities planning decisions, such as the need to relocate regional programs, implement school attendance area adjustments, assign relocatable classrooms, construct permanent classroom additions to existing schools, and replace or build new schools. Alternative resolutions to crowding can also be considered, for example grade reconfigurations, alternative settings or schedules, open enrollment, or programmatic options.

This document contains a comprehensive look at the ten-year student enrollment projections for all schools in the county, and is based on the most current available data by school geography. Inputs include student enrollment, birth data, cohort survival ratios, and out of district counts as well as students yielded from sales of existing housing, apartment turnover and projected new housing units.

As in previous projections, continued enrollment growth in Hanover, Turf Valley, Fulton/Laurel, and Downtown Columbia is expected. Boundary changes have shifted the schools impacted by this growth, such as reassignment of Downtown Columbia development from Running Brook ES to Bryant Woods ES. New development under review on land known as the Milk Producer's Property is projected to impact enrollment at Hammond ES, Hammond MS, and Atholton HS beginning in SY 2022-23. Similarly, new development expected at Laurel Park is expected to increase enrollment at Forest Ridge ES, Patuxent Valley MS, and Reservoir HS starting in SY 2023-24. At other schools enrollment will grow due to resales of existing housing, turnover of apartment units, grade progression rates, and higher incoming kindergarten cohorts. As long as Howard County remains a desirable place to live and raise families, enrollment is anticipated to continue to grow. However, as development policies restrict new housing and buildable land becomes more scarce, the annual rate of enrollment growth is expected to diminish. The economic impacts of the Coronavirus pandemic will have additional impacts that are difficult to predict at this time, but are being researched and tracked for future projections.

This Feasibility Study will explore the needs addressed by the opening of New HS #13 and the replacement of Talbott Springs ES. Changes in delivery of capacity projects are recommended for the upcoming capital budget and long-range master plan request and are outlined on page 16 of this document.

Additional information about the process and timeline, Frequently Asked Questions (FAQ), and details about public input opportunities are available on the HCPSS website at www.hcpss.org/school-planning/.

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Section 2

Planning Considerations

Planning assumptions and considerations regarding enrollment growth and other factors are addressed in this section. These factors are reviewed and updated on an annual basis. Implications of the factors discussed in this section include capital planning decisions. This section presents a discussion of the major components and adjustments included in this year's planning considerations.

Introduction

The Office of School Planning is pleased to present the 2020 Feasibility Study report for the HCPSS. The report provides detailed information on the number of students projected for each school at HCPSS on September 30th of each school year for the period beginning in school year 2020-21 and ending in school year 2031-32. Projection accuracy is reported annually to the Board of Education (Board) each January/February. To project future enrollment, HCPSS uses multiple sets of data, which include the number of births for Howard County, the five-year history of cohort survival (i.e., ratio of students moving from one grade to the next in the same school), first-time sales of newly-constructed homes, resales of existing homes, apartment turnover, and out of district enrollment at regional programs. Each data point is projected separately based on specific, appropriate methodologies for each category.

Enrollment projections are a valuable planning tool to help predict the need for new or expanded schools and determine how many teachers are needed each year in each school and grade. Enrollment projections are also used for facility planning purposes to estimate the expected needs for each school, including the potential for relocatables, new seats, removal/placement of regional programs.

Each year, the Board reviews the capital planning options and boundary adjustment considerations through a feasibility study. The report has four goals:

- Inform the long-term planning process.
- Facilitate discussion for decisions that may lay ahead.
- Provide strategic information to the school system.
- Prepare for school boundary adjustments.

The Office of School Planning presents the student enrollment projection, projection trends, comprehensive strategies for the capital improvement program (i.e., timing, location and number of seats in additions) and attendance area adjustments anticipated within the ten-year Long Range Master Plan. Any plans examined in this document may only be implemented through the Board's approval of the capital budget and/or attendance area changes. Funding constraints may not allow capital projects recommended in this document to proceed as recommended.

Additionally, this document contains County Council requirements under the Adequate Public Facilities Ordinance. These items include State and Local Capacities, each school's most recent boundary changes, factors contributing to growing enrollment, as well as funding and boundary adjustment assumptions for schools that are projected to be open to new residential development in the testing year due to a capital project or attendance area adjustments associated with a capital project.

Experience has shown that by presenting this report annually, assumptions and trends can be evaluated on a regular basis and appropriate adjustments can be made to the capital budget or attendance area plans. Changes may need to be considered to react to and plan for anticipated population shifts or new residential development.

Annual enrollment projections are also used in short-term decision-making, such as determining staffing, school supplies and allocating relocatables.

Enrollment Projections

HCPSS Current Enrollment

On September 30, 2019, the total K-12 enrollment was 57,518 students. This total includes students from kindergarten to twelfth grade. Figure 2.1 below is a waterfall chart that illustrates the net change of student enrollment over the last three years.

Figure 2.1 2017 - 2019 Waterfall Chart

Figure 2.1 illustrates the total "ins and outs" (increase and decrease) over the last three years. New students arrive in HCPSS each year, and are mainly from new homes, resales, and kindergarten students enrolling in HCPSS for the first time. The exiting student group includes graduating twelfth graders and families moving out of Howard County.

Student Groups	Counts
2017 Total Enrollment	55,485
2018 New Students	8533
2018 Exiting Students	-7448
2018 Total Enrollment	56,570
2019 New Students	8380
2019 Exiting Students	-7432
2019 Total Enrollment	57,518

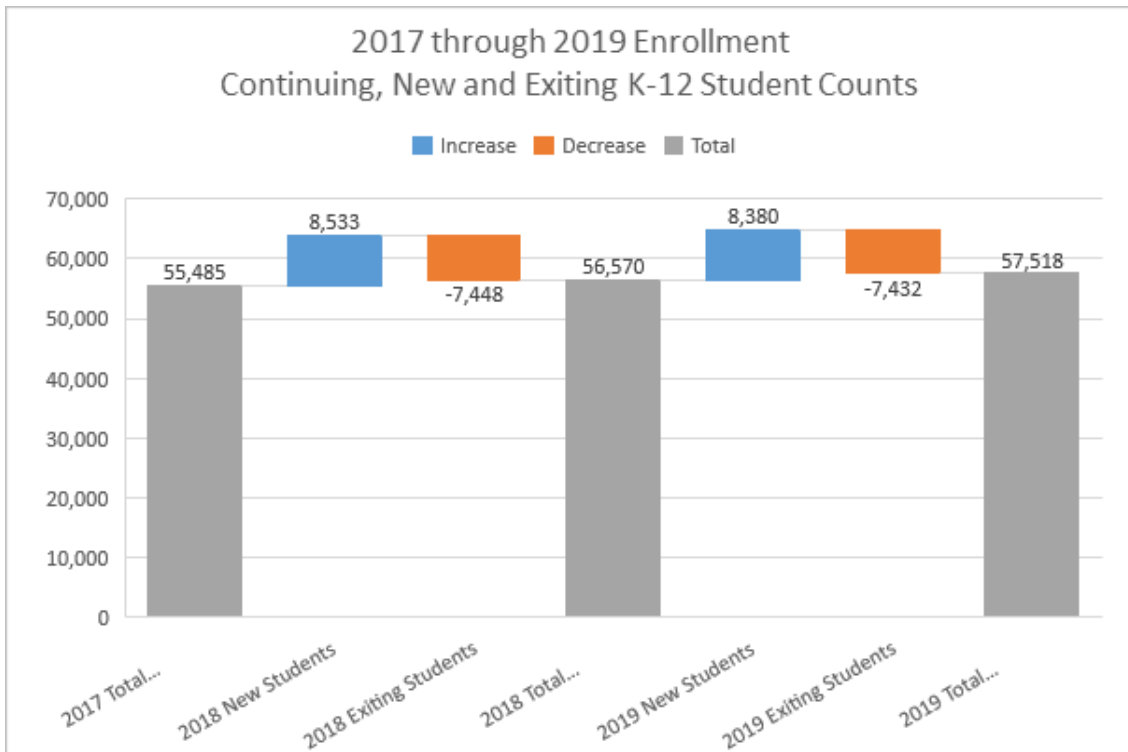


Table 2.1 By Grade Enrollment Projection for September 30, 2019

Projection by Grade					
Elementary	Projection	Middle	Projection	High	Projection
K	3,967	6th	4,663	9th	4,802
1st	4,219	7th	4,627	10th	4,675
2nd	4,153	8th	4,550	11th	4,304
3rd	4,342			12th	4,398
4th	4,340				
5th	4,478				

Enrollment Projections

Projection Methodology

HCPSS, as well as many other school districts, uses cohort survival ratio as a student enrollment projection methodology. For the purposes of the school system, a cohort is a group of students at a specific grade level.

The cohort survival ratios are calculated based on actual student data and are aggregated by school attendance area to maintain comparability regardless of any changes in school attendance area boundaries. Cohort-survival ratios project how many second graders will result from last year’s first graders, how many third graders will result from last year’s second graders, and continues until the number of twelfth graders from last year’s eleventh graders is predicted, based on recent historical student data. This calculation is done for each grade level, at each school, using the most recent three to five years of historical data to predict future enrollment. The most recent past is viewed as the best predictor of the near future.

Figure 2.2 Cohort Survival Ratio

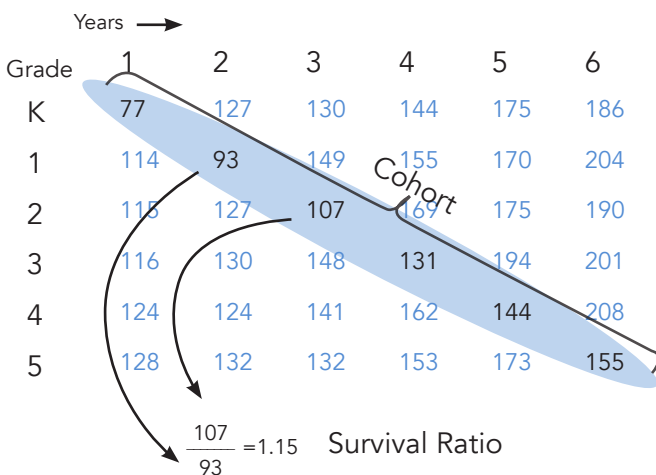


Figure 2.2 illustrates a cohort survival ratio. In the example, the rate of 1.15 can be used to predict how many second graders will result from the previous year’s first graders. A cohort survival rate that is greater than one (1), indicates more students entered the grade than progressed from the previous grade. A cohort survival rate of less than one (1) indicates there are fewer students moving to the next grade at that school than the count of students from the previous grade in the previous year.

In addition to cohort survival ratios, HCPSS uses Howard County birth data, student yields from first-time sales of newly-constructed homes, resales of existing homes, and apartment turnover, as well as enrollment in regional programs.

Cooperative Strategies, formerly known as DeJong Richter, reviewed the HCPSS projection methodology in 2013, 2015, and 2019 and has noted the high level of projection accuracy and recommended continued use the current methodology with updated software and process improvements. Most recently, Cooperative Strategies reviewed student enrollment projection accuracy and methodology for the HCPSS and presented their report to the Board on June 13, 2019. Their findings state that HCPSS follows “best practices with regards to methodology, data, and data usage as well as analysis of accuracy.” (<https://www.hcpss.org/school-planning/boundary-review/process/> for the 2019 Projection Analysis Report) Further, the report indicates that both the science (e.g., cohort survival with student yield from new housing) and art (e.g., local knowledge, historical accuracy) are integral in the accuracy of projections. Unforeseen changes in factors such as enrollment or live birth trends, boundary changes and changes and/or additions in program offerings can have impacts to the K-12 projected enrollment that may not be predictable.

Enrollment Projections

New Variables Impacting Projection Accuracy

All school enrollment projection methods attempt to predict choices families will make that impact future enrollment using historical data on those choices. This projection will be impacted by three factors that are unique to this year and are not reflected in our recent historical data. In November of 2019, the Board adopted new boundaries for all three levels that impacted 57 of our schools. Families will make housing and enrollment decisions based on these new boundaries that they may not have made previously, and will not be part of our historical data for those schools. Also in 2018, the County Council implemented a new APFO law that applies additional school capacity tests to proposed new developments as well as lower thresholds. These tests may delay more new construction than the previous law, and impacts on the new construction and existing home resale markets. In addition, during the writing of this report, the country came under the influence of a global pandemic, COVID-19. Experts are predicting an economic downturn, or recession, to follow. This will impact businesses and families across the country, possibly changing housing trends and school choices in Howard County.

Individually, each of these three events would have notable impacts on student enrollment projections, but combined, the impacts could be unprecedented and are unpredictable. The Office of School Planning will work with Howard County Department of Planning and Zoning, local real estate and homebuilder groups, and state agencies to track data related to these impacts. With the pandemic, in particular, there are many unknowns, and very little recent experience to inform predictions. Due to this event, and the others mentioned, staff anticipates the projection presented in this report to be less accurate than usual, and future annual projections to differ from this one for many schools.

HCPSS Projected Enrollment

The ten-year K-12 projected enrollment for school year 2020-21 through 2029-30 continues to show enrollment growth at all levels.

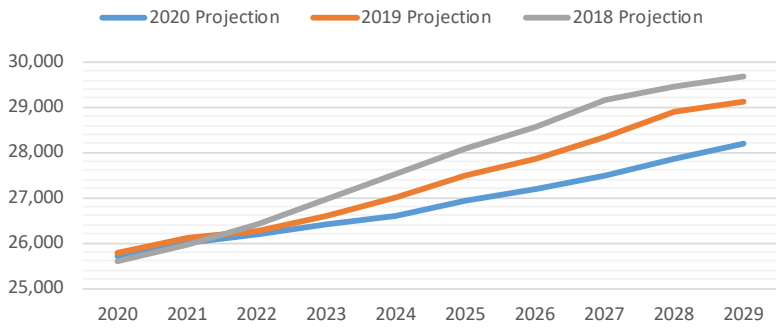
The projection is presented through school year 2031-32 in Section 3 of this document. Certain decisions such as site acquisition are appropriately informed by the latter part of the projection. Planning issues may become apparent by comparing the current projection to those made in previous years. The following charts use a ten-year series and present three consecutive annual projections.

It is anticipated that for school year 2020-21, we will receive a net increase of 740 students for a systemwide total of 58,142 students. This increase comes from a variety of migration patterns and includes sales of existing homes and new construction. It is important to know that new construction is only new construction for one year in the HCPSS projection. After the first year, the new students generated by homes constructed in previous years are counted through cohort survival or resales.

Enrollment Projections

Figure 2.3 Comparison of Three Enrollment Projections - Elementary

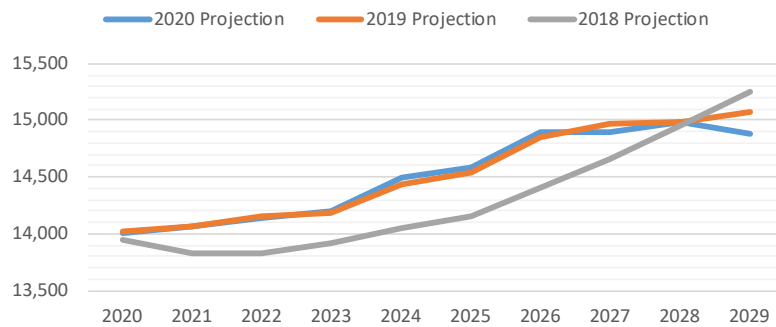
Comparison of Enrollment Projections – Elementary



The 2020 elementary projection includes a similar rate of enrollment growth in the near-term, while trending towards a lower enrollment in the long-term view. The trend in the 2020 projection is for elementary enrollment to increase by 2,700 students by 2029. As a result of this enrollment growth, the capacity utilization of all elementary schools combined will begin to exceed 110 percent by 2028 if new elementary school seats are not built.

Figure 2.4 Comparison of Three Enrollment Projections - Middle

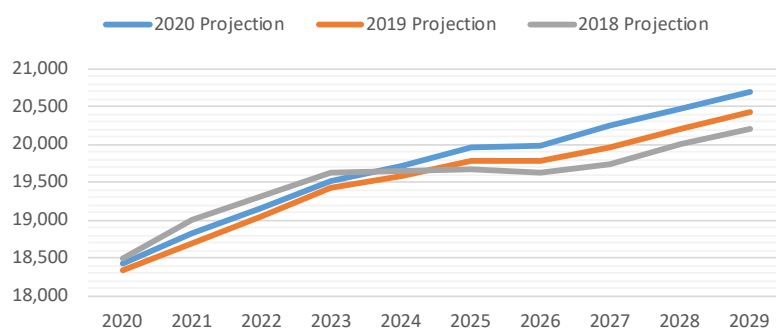
Comparison of Enrollment Projections – Middle



The middle school projected enrollment is expected to increase by nearly 1,100 students by 2029. The 2020 middle school enrollment growth trend rate is similar to the 2019 projection with lower long-term growth than both the 2018 and 2019 projections. As a result of this enrollment growth, the combined capacity utilization of all middle schools will begin to exceed 110 percent beyond 2026 if no new middle school seats are built. Most of the projected growth is in the northwest and southeast.

Figure 2.5 Comparison of Three Enrollment Projections - High

Comparison of Enrollment Projections – High



High school enrollment is projected to increase by nearly 2,600 student by 2029, as shown in Figure 2.5. As a result of this growth, the combined capacity utilization of all high schools will begin to exceed 110 percent beyond 2022. Most of this growth is within the Route 1 Corridor as well as in the northwest portions of the County.

Enrollment Projections

Projection Growth Factors

The Adequate Public Facilities Ordinance adopted by the County Council in 2018 requires that HCPSS report factors that contribute to growing enrollment. This chart compares the student enrollment from school year 2019-20 with the updated projection for school year 2020-21, identifying schools with a projected enrollment increase. The section of the chart labeled "Projected 2020 Student Yield" shows the estimated breakdown of the contribution of each housing factor on the number of students added to each school for school year 2020-21. Counted here are students projected to arrive at each school due to turnover of multi-family housing, resale of existing homes, and new construction. "Other factors" is the sum of all other contributing factors to change in enrollment between years for each school and includes projected change due to cohort size rising to next level, changes to cohort survival rates, changes in birth counts from 5 years ago, change to birth to kindergarten survival rates, adjustments to out of district counts (including known exemptions at time of projection), students who moved into an attendance area between birth and five years old, and adjustments based on previous projection accuracy. Tables 2.2, 2.3 and 2.4 below identify which portion of the projected enrollment growth is expected to come from new housing, resales, and other factors used to project student enrollment.

Table 2.2 Elementary School Student Yield Data

	Official 2019 Enrollment	Projected 2020 Enrollment	Projected Enrollment Change	Projected 2020 Utilization	Projected 2020 Student Yield			
					Apt Turnover	Resale	New Construction	Other Factors
Atholton ES	464	486	22	115%	2.0	11.0	0.0	9.0
Bellows Spring ES	701	616	-85	85%	13.8	7.2	2.2	-108.3
Bollman Bridge ES	676	694	18	104%	55.0	6.3	0.0	-43.3
Bryant Woods ES	425	422	-3	117%	29.5	9.0	4.2	-45.7
Bushy Park ES	585	593	8	82%	0.0	29.7	6.5	-28.1
Centennial Lane ES	718	690	-28	107%	10.0	31.0	2.5	-71.5
Clarksville ES	434	558	124	103%	24.3	21.5	3.9	74.3
Clemens Crossing ES	506	548	42	105%	15.2	8.2	2.5	16.1
Cradlerock ES	455	437	-18	110%	6.5	3.0	0.0	-27.5
Dayton Oaks ES	639	644	5	92%	0.0	39.2	12.2	-46.4
Deep Run ES	688	702	14	94%	16.5	0.7	2.1	-5.3
Ducketts Lane ES	520	590	70	91%	19.0	8.0	4.2	38.8
Elkridge ES	883	821	-62	108%	18.8	13.0	13.8	-107.7
Forest Ridge ES	687	690	3	97%	10.8	14.5	4.8	-27.2
Fulton ES	1019	864	-155	105%	5.8	18.2	23.8	-202.8
Gorman Crossing ES	787	801	14	109%	3.5	18.2	9.6	-17.3
Guilford ES	435	504	69	108%	15.3	7.0	2.1	44.5
Hammond ES	603	724	121	111%	5.7	26.6	3.4	85.3
Hanover Hills ES	693	733	40	110%	14.5	3.3	58.8	-36.6
Hollifield Station ES	868	781	-87	107%	37.3	12.4	16.6	-153.4
Ilchester ES	587	552	-35	95%	11.6	10.6	5.7	-62.9
Jeffers Hill ES	414	413	-1	98%	13.5	4.6	0.0	-19.1
Laurel Woods ES	597	593	-4	97%	20.0	16.0	0.0	-40.0
Lisbon ES	441	451	10	86%	0.6	11.9	7.1	-9.6
Longfellow ES	418	485	67	95%	19.0	10.7	0.7	36.6
Manor Woods ES	625	747	122	110%	11.1	35.9	8.2	66.8
Northfield ES	699	783	84	112%	8.5	28.7	0.7	46.1
Phelps Luck ES	583	659	76	110%	21.2	12.6	0.4	41.8
Pointers Run ES	867	793	-74	107%	0.0	28.2	31.1	-133.3
Rockburn ES	581	599	18	103%	0.0	13.0	7.0	-2.0
Running Brook ES	435	427	-8	83%	33.8	3.0	0.0	-44.8
St Johns Lane ES	726	686	-40	112%	16.6	16.7	0.0	-73.3
Stevens Forest ES	386	336	-50	88%	8.0	5.3	0.0	-63.3
Swansfield ES	541	534	-7	77%	13.8	13.4	0.0	-34.2
Talbot Springs ES	470	466	-4	124%	15.0	-0.8	0.0	-18.2
Thunder Hill ES	472	513	41	101%	26.5	5.0	0.0	9.5
Triadelphia Ridge ES	553	540	-13	89%	0.0	24.6	16.8	-54.4
Veterans ES	875	912	37	114%	31.0	23.4	0.7	-18.1
Waterloo ES	539	597	58	99%	16.7	8.9	3.0	29.5
Waverly ES	889	864	-25	110%	2.6	30.1	24.9	-82.6
West Friendship ES	393	397	4	96%	0.0	20.5	2.3	-18.9
Worthington ES	454	460	6	89%	1.6	13.0	2.1	-10.7

Impacted by changes in boundaries for SY 2020-21

Enrollment Projections

Table 2.3 Middle School Student Yield Data

	2019 Enrollment	Projected 2020 Enrollment	Projected Enrollment Change	Projected 2020 Utilization	Projected 2020 Student Yield			
					Apt Yield	Resale Yield	NC Yield	Other Factors
Bonnie Branch MS	702	713	11	102%	-4.3	11.0	2.5	1.8
Burleigh Manor MS	809	871	62	112%	-5.3	11.5	2.7	53.2
Clarksville MS	710	713	3	111%	1.0	6.1	9.7	-13.8
Elkridge Landing MS	759	727	-32	93%	-2.5	10.9	7.9	-48.3
Ellicott Mills MS	905	785	-120	112%	-0.3	10.0	1.7	-131.4
Folly Quarter MS	699	720	21	109%	0.0	20.1	12.1	-11.3
Glenwood MS	515	514	-1	94%	0.0	10.1	3.5	-14.6
Hammond MS	601	689	88	114%	0.4	10.2	4.4	73.0
Harpers Choice MS	505	475	-30	94%	-6.0	6.0	0.3	-30.3
Lake Elkhorn MS	563	586	23	91%	-2.0	7.2	0.0	17.8
Dunloggin MS	626	621	-5	110%	-14.2	1.5	0.4	7.3
Lime Kiln MS	658	671	13	93%	0.0	13.1	6.9	-7.0
Mayfield Woods MS	787	837	50	105%	-6.6	1.4	3.1	52.1
Mount View MS	850	870	20	109%	0.9	21.3	15.0	-17.2
Murray Hill MS	732	714	-18	108%	-7.0	7.8	2.4	-21.2
Oakland Mills MS	497	509	12	101%	-3.4	2.8	0.0	12.6
Patapsco MS	746	707	-39	110%	-9.7	5.6	5.1	-40.0
Patuxent Valley MS	696	800	104	105%	-2.2	3.8	1.8	100.6
Thomas Viaduct MS	730	810	80	116%	2.0	9.0	17.1	51.9
Wilde Lake MS	685	676	-9	94%	1.3	11.4	1.9	-23.6

Impacted by changes in boundaries for SY 2020-21

Table 2.4 High School Student Yield Data

	Official 2019 Enrollment	Projected 2020 Enrollment	Projected Enrollment Change	Projected 2020 Utilization	Projected 2020 Student Yield			
					Apt Turnover	Resale	New Construction	Other Factors
Atholton HS	1457	1492	35	102%	-7.3	12.0	1.1	29.2
Centennial HS	1594	1489	-105	109%	-5.7	7.7	0.8	-107.9
Glenelg HS	1195	1308	113	92%	0.0	5.1	7.6	100.3
Hammond HS	1387	1329	-58	109%	-6.5	7.3	1.0	-59.8
Howard HS	1899	1799	-100	127%	3.0	8.4	7.4	-118.8
Long Reach HS	1695	1690	-5	114%	1.0	5.2	12.6	-23.8
Marriotts Ridge HS	1466	1624	158	101%	-2.7	6.1	8.1	146.4
Mt Hebron HS	1567	1674	107	120%	-2.4	9.5	5.1	94.8
Oakland Mills HS	1239	1297	58	93%	-10.0	10.6	3.4	54.0
Reservoir HS	1619	1800	181	116%	-6.5	6.4	8.2	172.8
River Hill HS	1374	1460	86	98%	-0.8	7.2	7.9	71.7
Wilde Lake HS	1348	1467	119	103%	-1.0	6.0	2.9	111.1

Impacted by changes in boundaries for SY 2020-21

These projected student yields were generated prior to the onset of the COVID-19 pandemic. Impacts to these factors are expected and are being researched throughout the spring and summer 2020.

Relationship to Capital Budget

Figure 2.6 Capital Budget and Boundary Review Flow Chart

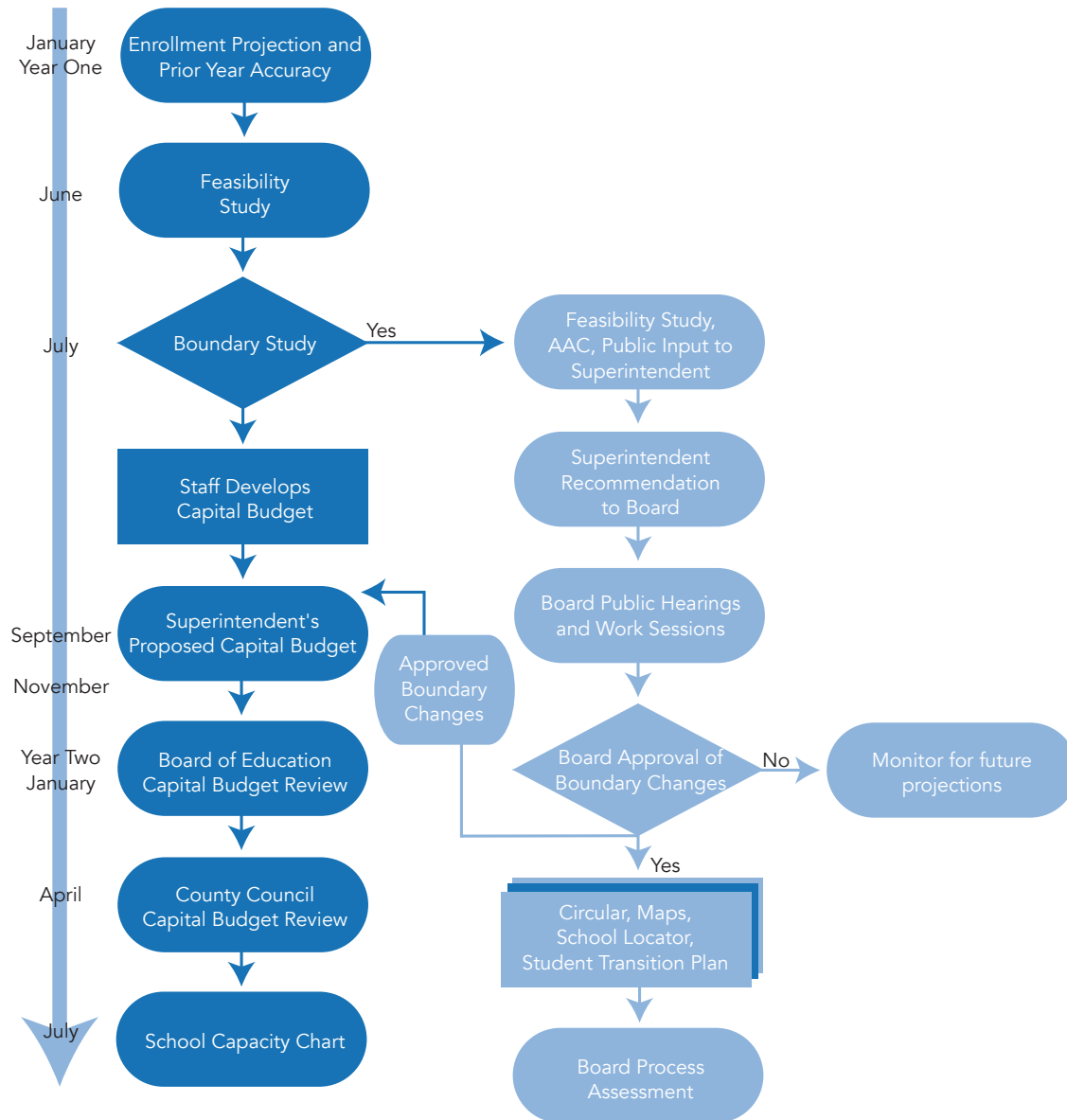


Figure 2.6 shows the school boundary adjustment process in the context of the capital budget cycle. The feasibility study is presented as the capital budget is being prepared. The graphic shows that while school boundary adjustments may not take place annually, they are given consideration annually in the feasibility study. There are a number of ways to address enrollment growth. In some cases, new capacity or a capital project is the best solution. In other cases, school boundary adjustments consistent with policy may allow better use of existing capacity. Sometimes changes to regional program locations can open capacity. Relocatable buildings can also be used to temporarily relieve crowding. The process is ongoing but may be tracked through this document and the capital budget process.

Relationship to Capital Budget

The annual capital budget contains a Capital Improvement Program (5-year plan) and Long-Range Master Plan (ten-year plan). Table 2.5 is a copy of the FY 2021–2030 Long-Range Master Plan from FY 2021 Board Requested Capital Budget. Capital projects are shown with anticipated funding phased out over future fiscal years. The Feasibility Study evaluates enrollment trends and discusses adjustments and changes that may be reflected in the Capital Improvement Program (CIP) and Long-Range Master Plan.

The Adequate Public Facilities Ordinance adopted by the County Council in 2018 requires that HCPSS reports funding and attendance area adjustment assumptions for projects that are open due to a capital project or attendance area adjustments associated with a capital project. The Board Requested FY 2021 – 2030 Long-Range Master Plan as approved by the Board on February 13, 2020, is below. The final adoption of the FY 2021 Capital Budget is scheduled for May 28, 2020.

State funding eligibility for new capacity is based on utilization rates of adjacent schools, and may be affected if available seats at nearby schools are not more fully utilized.

Table 2.5 FY 2021-2030 Board of Education Requested Long Range Master Plan

FY 2021-2030 Long-Range Master Plan

Board of Education's Requested

(In Thousands)

February 13, 2020

Capacity	Project	County Project	Occupancy	Approved Appropriations	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	Total Approp. plus FY21-FY30 Request
540	Talbot Springs ES Replacement	E1043	Sept 2022	\$ 17,550	\$ 15,129	\$ 10,788	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 43,467
1,658	New HS #13	E1035	Sept 2023	15,732	34,817	34,837	34,816	19,920	-	-	-	-	-	-	140,122
200	Hammond HS Renovation/Addition	E1024	Sept 2023	16,500	27,955	28,075	28,156	14,673	-	-	-	-	-	-	115,359
600	New ES #43	E1039	Sept 2027	-	-	-	-	4,000	15,500	14,500	12,439	4,710	-	-	51,149
97	Dunloggin MS Renovation/Addition	E1049	Sept 2028	-	-	-	-	-	2,800	9,579	12,555	12,418	5,884	-	43,236
156	Oakland Mills MS Renovation/Addition	E1036	Sept 2030	-	-	-	-	-	-	-	3,500	9,918	17,919	14,919	46,256
600	New ES #44	E1040	Sept 2031	-	-	-	-	-	-	-	-	4,820	15,320	18,370	38,510
260	Centennial HS Renovation/Addition	E1025	TBD	-	-	-	-	-	-	-	-	-	-	-	-
155	Patapsco MS Renovation/Addition	TBD	TBD	-	-	-	-	-	-	-	-	-	-	-	-
490	New ES #45	E1041	TBD	-	-	-	-	-	-	-	-	-	-	-	-
TBD	New HS #14	E1052	TBD	-	-	-	-	-	-	-	-	-	-	-	-
	Systemic Renovations/Modernizations	E1044		43,073	13,900	26,865	30,051	26,575	29,449	18,543	18,000	19,000	20,000	21,000	266,456
	Roofing Projects	E1046		16,997	1,000	5,000	1,000	1,000	5,000	5,000	5,000	5,000	5,000	5,000	54,997
	Playground Equipment	E0990		2,930	250	250	250	250	500	500	500	500	500	500	6,930
	Relocatable Classrooms	E1045		4,800	1,700	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	20,000
	Site Acquisition & Construction Reserve	E1047		-	-	-	-	-	-	-	2,000	2,000	2,000	2,000	8,000
	Technology	E1048		3,750	3,750	3,750	5,500	5,500	7,500	7,500	5,500	5,500	5,500	5,500	59,250
	School Parking Lot Expansions	E1012		4,200	-	-	-	-	600	600	600	600	600	600	7,800
	Planning and Design	E1038		700	400	300	300	300	300	300	300	300	300	300	3,800
	Barrier Free	E0989		5,753	200	200	200	200	200	200	200	200	200	200	7,753
	TOTALS			\$ 131,985	\$ 99,101	\$ 111,565	\$ 101,773	\$ 73,918	\$ 63,349	\$ 58,222	\$ 62,094	\$ 66,466	\$ 74,723	\$ 69,889	\$ 913,085

Ten-Year Long-Range Master Plan = \$781,100

Capacities

Equitable evaluation of the impact of projected enrollment growth requires calculation of school capacities. Capacities are not necessarily fixed to the capacity designed when a building first opened. Change in space usage, program location, and building or program specifications can change capacity. Capacity methodologies have been reviewed at all three levels. The results from the capacity studies are integrated into any recalculation of capacities due to relocation of regional programs, additions or renovations. The Feasibility Study expresses the projected enrollment by level and by school as a function of capacity utilization. Utilization is the comparison of a facility's program capacity and its enrollment or projected future enrollment. In the Pre-Measure (Section 3) and Post-Measure Tables (Section 4), the effects of potential capacity projects, or regional program moves on utilization are depicted.

The example below from the 2015 Feasibility Study, illustrates how capacity is shown in these tables. Table 2.6 shows the effect of the larger capacity of the Wilde Lake MS replacement school. The capacity columns show the number of seats, which changes from 467 to 760 in 2017 when the replacement school opened. The corresponding calculation of the percentage utilization also changes, dropping from 128.3 percent to 85.3 percent in 2017.

Table 2.6 Capacity Chart Example

Post-Measures									
Aggregate Plan									
Chart reflects May 2015 Projections, Board of Education's FY 2017 Requested capacities and estimate									
	Capacity				2016-17		2017-18		
	2016	2017	2018	2019	Proj	% Util.	Proj	% Util.	
Columbia - East									
Lake Elkhorn MS	643	643	643	643	503	78.2	548	85.2	
Oakland Mills MS	506	506	506	506	434	85.8	438	86.6	
Region MS Totals	1149	1149	1149	1149	937	81.5	986	85.8	
Columbia - West									
Harpers Choice MS	506	506	506	506	574	113.4	595	117.6	C
Wilde Lake MS	R 467	760	760	760	599	128.3	C 648	85.3	
Region MS Totals	973	1266	1266	1266	1173	120.6	C 1243	98.2	

High school program capacities are a product of either 80 or 85 percent of the total number of teaching stations multiplied by 25 students. The minimum square footage for a teaching space is 660 square feet at all levels. This calculation excludes special education classrooms and special use rooms. The varying utilization percentage of 80 percent or 85 percent are applied because not all teaching stations can be scheduled for every period of the school day and not all schools meet the general education specifications for space requirements. Many of these rooms are designed for a specific class and cannot be adapted for other uses, leaving them unused for a portion of the day.

Middle school program capacities are a product of 95 percent of the total number of teaching stations multiplied by 20.5 students, exclusive of special education classrooms. Like high schools, not all teaching stations can be scheduled for use every period of the school day.

Capacities

Elementary school program capacities are based on 22 students for each Kindergarten classroom, 19 students for each classroom in Grades 1 and 2, and 25 students for each classroom in Grades 3–5. Not included in the capacities for elementary schools are resource/instructional spaces that are utilized on a schoolwide basis where no one group of students is assigned exclusively. Some examples of spaces not included in the capacity are gymnasiums, cafeteriums, art rooms, music rooms, media centers, gifted and talented rooms, rooms dedicated to Special Education, or regional programs such as Regional Early Childhood Centers or Pre-Kindergarten.

Another constraint on facilities is the usage restrictions for schools that are not on public sewer. The HCPSS currently has on-site waste water treatment systems at Manor Woods ES, Lisbon ES, West Friendship ES, Glenelg HS, Marriotts Ridge HS/Mount View MS, Glenwood MS/Bushy Park ES, Folly Quarter MS/Triadelphia Ridge ES, and Dayton Oaks ES.

Schools with Title I status receive additional staffing and administration may need to adjust room usage to best allocate these additional resources. For school year 2020-2021, schools with Title I schoolwide program include Bollman Bridge ES, Bryant Woods ES, Cradlerock ES, Deep Run ES, Ducketts Lane ES, Guilford ES, Laurel Woods , Longfellow ES, Phelps Luck ES, Running Brook ES, Stevens Forest ES, Swansfield ES, and Talbott Springs ES.

As mentioned previously, capacities can change with the placement of regional programs, renovations and additions. In many instances local capacities differ from the state rated capacity. Local K-12 program capacity calculations do not include rooms used for Pre-Kindergarten programs. For school year 2020-21, several regional special education and Pre-Kindergarten programs will be expanded or added and school floor plans were studied to determine the impact on K-5 capacity. As such, rooms will be either added to or subtracted from the capacity and the changes are noted below:

Table 2.7 School Capacity and Regional Program Changes for School Year 2020-21

School	Change	Reasons
Bellows Spring ES	-41	Added Preschool/Pre-Kindergarten and Upper Learner
Bushy Park ES	13	Added MINC-EL, expanded Regional Academic Life Skills
Deep Run ES	0	Added MINC-Preschool
Forest Ridge ES	-22	Added Pre-Kindergarten/Preschool
Fulton ES	-91	Added Regional Early Childhood Center continuum
Gorman Crossing ES	0	Added Infants and Toddler Program office space
Hanover Hills ES	0	Added MINC-Preschool
Ilchester ES	-25	Added MINC-Pre-Kindergarten
Laurel Woods ES	0	Removed Primary Learner, Added Preschool
Running Brook ES	-22	Added MINC-Preschool
Swansfield ES	-22	Added Preschool
Triadelphia Ridge ES	-22	Added Regional Emotional Disabilities
Waverly ES	0	Added MINC-Pre-Kindergarten
Worthington ES	-47	Added Regional Academic Life Skills
Glenwood MS	0	Added Regional Emotional Disabilities
Wilde Lake MS	19	Expanded Regional Academic Life Skills

Capacities

The Adequate Public Facilities Ordinance adopted by the County Council in 2018 requires that HCPSS report State and Local Capacities. State rated capacities are calculated based on a minimum square footage of 550 square feet per elementary teaching station and 500 square feet per middle or high school teaching station. Relocatable classrooms are excluded from the calculation. The formula to calculate state rated capacity is based on the number of the rooms used for a specific purpose (Pre-Kindergarten, Kindergarten, Grade 1-5, Special Education, Grade 6-12 [General], Career and Technology, Alternative Education) multiplied by the number of seats, and then summed:

$$ES = (\# \text{ Pre-Kindergarten} \times 20) + (\# \text{ Kindergarten} \times 22) + (\# \text{ Grade 1-5} \times 23) + (\# \text{ Special Education} \times 10)$$

$$MS = 85\% \times (\# \text{ General} \times 25) + (\# \text{ Career} \times 20) + (\# \text{ Special Education} \times 10) + (\# \text{ Alternative} \times 15)$$

$$HS = 85\% \times (\# \text{ General} \times 25) + (\# \text{ Career} \times 20) + (\# \text{ Special Education} \times 10) + (\# \text{ Alternative} \times 15)$$

Review and update of State Rated Capacities occur individually on an as needed basis (ex. after additions, new schools). Additionally, the Interagency Commission on School Construction has a committee reviewing SRCs statewide. Elementary schools have been reviewed and updated. The methodology to calculate middle and high school SRCs and/or the SRCs may also be updated.

Table 2.8 Local Capacity and State Rated Capacity as of June 2020

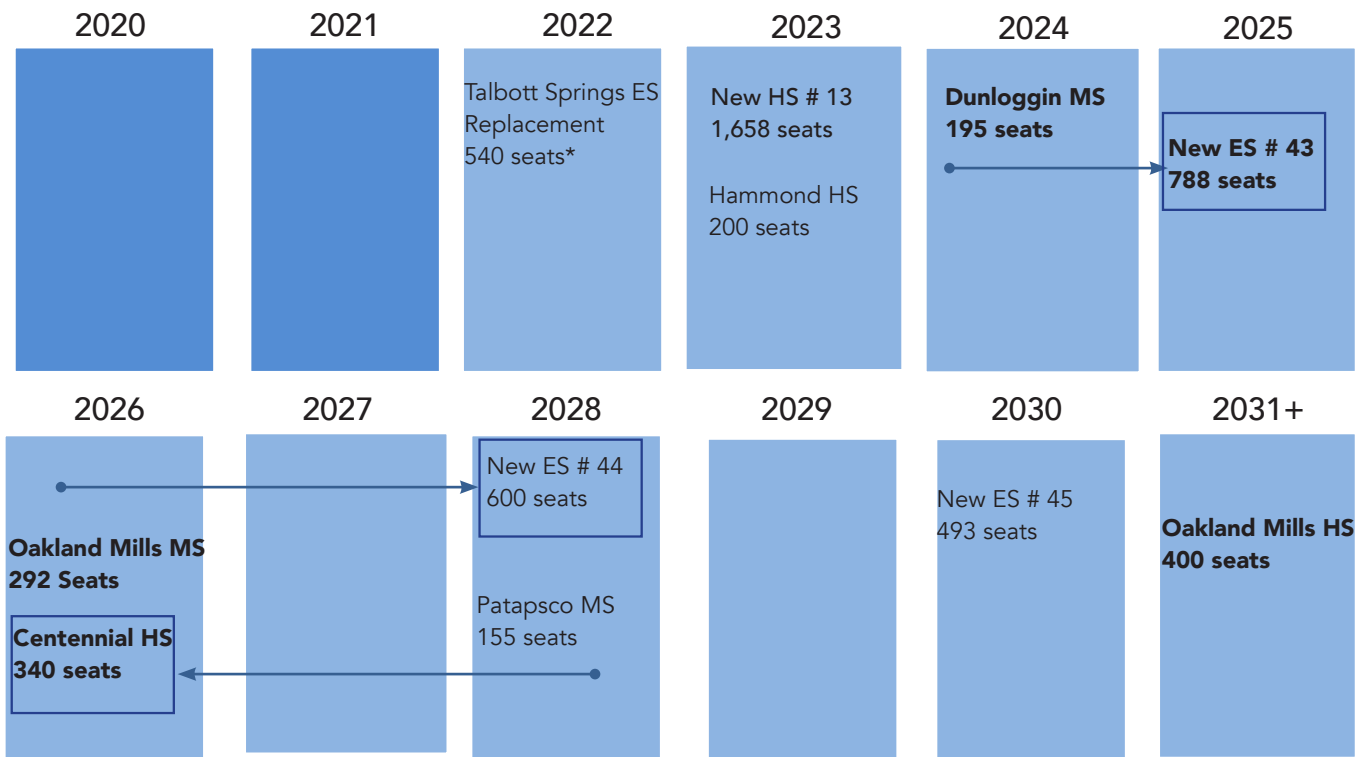
Elementary	Local	State	Middle	Local	State
Atholton ES	424	463	Bonnie Branch MS	701	732
Bellows Spring ES	685	767	Burleigh Manor MS	779	795
Bollman Bridge ES	666	775	Clarksville MS	643	619
Bryant Woods ES	361	438	Dunloggin MS	565	619
Bushy Park ES	738	727	Elkridge Landing MS	779	760
Centennial Lane ES	647	731	Ellicott Mills MS	701	816
Clarksville ES	543	517	Folly Quarter MS	662	732
Clemens Crossing ES	521	525	Glenwood MS	545	640
Cradlerock ES	398	573	Hammond MS	604	679
Dayton Oaks ES	700	793	Harpers Choice MS	506	619
Deep Run ES	750	798	Lake Elkhorn MS	643	765
Ducketts Lane ES	650	709	Lime Kiln MS	721	732
Elkridge ES	760	842	Mayfield Woods MS	798	773
Forest Ridge ES	691	662	Mount View MS	798	760
Fulton ES	735	762	Murray Hill MS	662	685
Gorman Crossing ES	735	902	Oakland Mills MS	506	598
Guilford ES	465	464	Patapsco MS	643	598
Hammond ES	653	681	Patuxent Valley MS	760	770
Hanover Hills ES	810	958	Thomas Viaduct	701	754
Hollifield Station ES	732	727	Wilde Lake MS	740	590
Ilchester ES	559	686			
Jeffers Hill ES	421	412			
Laurel Woods ES	609	680			
Lisbon ES	527	513			
Longfellow ES	512	556			
Manor Woods ES	681	593			
Northfield ES	700	731			
Phelps Luck ES	597	617			
Pointers Run ES	744	780			
Rockburn ES	584	716			
Running Brook ES	493	582			
St Johns Lane ES	612	593			
Stevens Forest ES	380	450			
Swansfield ES	672	681			
Talbott Springs ES	377	434			
Thunder Hill ES	509	532			
Triadelphia Ridge ES	584	614			
Veterans ES	799	914			
Waterloo ES	603	660			
Waverly ES	788	948			
West Friendship ES	414	422			
Worthington ES	468	562			

High	Local	State
Atholton HS	1460	1543
Centennial HS	1360	1091
Glenelg HS	1420	944
Hammond HS	1220	1434
Howard HS	1420	1051
Long Reach HS	1488	1434
Marriotts Ridge HS	1615	1434
Mt Hebron HS	1400	1408
Oakland Mills HS	1400	1135
Reservoir HS	1551	1339
River Hill HS	1488	1483
Wilde Lake HS	1424	1434

Capacities

The FY 2022 Capital Budget will include updates to the long-range plan. Figure 2.7 below shows recommended timing of planned and proposed capacity projects, noting changes from the 2019 Feasibility Study. The year shown represents the school year in which occupancy is recommended.

Figure 2.7 Capacity Projects



Key

- Bold- New projects or # of seats changed from 2019 Feasibility Study
- Opening date is changed from 2019 Feasibility Study
- Estimated FY22 Long-Range Plan

* 540 is the total number of planned K-5 seats in the Talbott Springs ES replacement school.

Policy Guidance

This document is guided by Board Policy 6010. Projects in the Capital Improvement Program that increase student capacity can be tested in a feasibility study with an attendance area adjustment plan consistent with stated policy goals. Plans will be linked within and across organizational levels to form a short- and long-range attendance area adjustment plan. The Board will review the plan and set direction, as appropriate, during the attendance area adjustment and/or capital budget presentations each year. Policy 6010 discusses consideration of boundary adjustments under certain conditions such as the opening of a school or adjusting to some other change. When school capacity utilization projections fall outside the target capacity utilization range of 90 – 110 percent over a period of time, attendance area adjustments may be considered. When boundary line changes are planned, staff will refine the goal-directed short- and long-range plan in the Feasibility Study based on the most current set of projections that conform to Policy 6010 Implementation Procedures. The Superintendent will appoint an advisory committee to provide feedback on the Feasibility Study consistent with the direction set by the Board and the standards and factors in Policy 6010. Various methods will be used to collect additional input from the public. A Superintendent's plan that takes into account the Feasibility Study, as well as committee and community input, is presented to the Board.

The Board evaluates the Superintendent's plan according to the standards of Policy 6010, which are found in Standards Section B in Appendix A. In the Board's deliberations, new scenarios using these considerations may be reviewed, assessed, and considered. It is unlikely that one plan can fully satisfy all considerations.

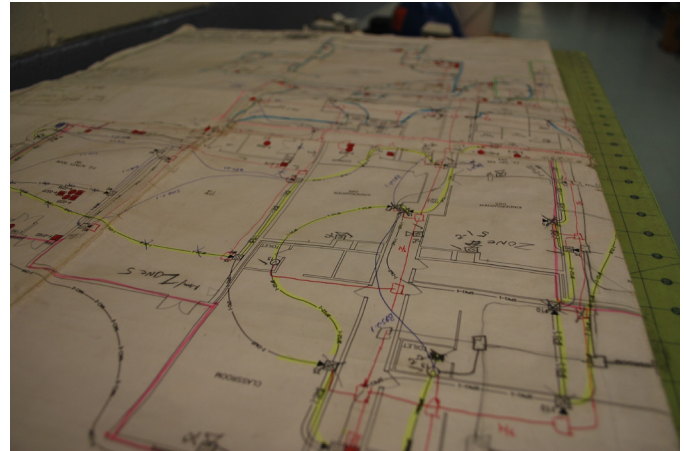
The Board reviewed and updated Policy 6010 in 2016, 2018 and in 2019. Changes implemented after the 2017 boundary review included a modified schedule that included the development of a scope early in the process, shortened Attendance Area Committee (AAC) deliberations, adjusted the role of the AAC (review and audit the Feasibility Study considerations and scenario, but no longer receive public input or develop alternative scenarios), changed the delivery date of the Superintendent's Recommendation to the Board, and provided the Board with more time to hold public hearings and work sessions and added flexibility to adapt with changes in proposed scope during the process. The current version of the policy can be found in Appendix A (Section 5).

The Board initiated a review of Policy 6010 beginning in the fall of 2020. Changes in the process will be implemented upon the Board's approval of a revised policy.



Alignment with Strategic Call to Action

The Strategic Call to Action, a vision built on equity, is fueled by the belief that every student possesses the skills, knowledge and confidence to lead a successful life and positively influence the larger community. The anticipation of growth trends and planning for adequate permanent or temporary space is needed to serve student needs. When attendance area changes are necessary, a student-centered transition process is provided to welcome the students to their new school. These efforts are made to ensure every student achieves academic excellence in an inspiring, engaging, and supportive environment.



Crucial decisions about budget and attendance areas must be the result of an open process that includes many stakeholders. Board decisions need to be informed by both the technical guidance of staff, and the concerns and desires of families and the community. For this reason, the Office of School Planning maintains an extensive web presence and supports many meetings of committees, parent-teacher-associations (PTAs), and other community groups. It is also necessary that the Office of School Planning serves as a liaison to various county and state agencies to communicate agency direction. These efforts ensure that families and the community are engaged and supported as partners in education.

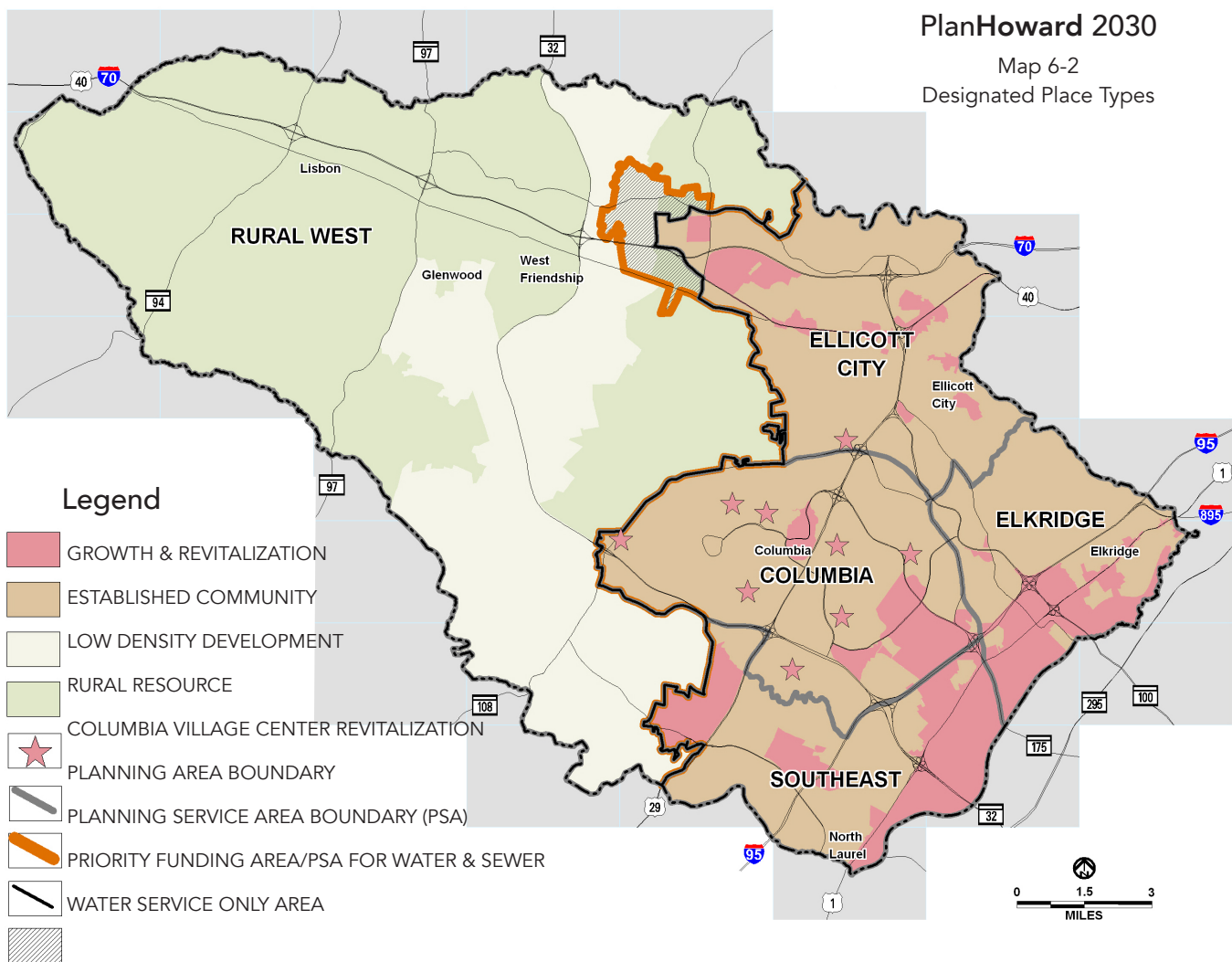


Land Use

The Howard County General Plan, PlanHoward 2030 guides development. This plan sets forth priorities for growth and redevelopment for the County. It was adopted by the County Council in July 2012, and took effect in October 2013. The General Plan is further implemented by zoning. Zoning tells property owners two things 1) what is permissible to build; and 2) the rules to place buildings on the property.

The General Plan included the adoption of a designated places map. Figure 2.8 depicts the Plan Howard Designated Places map. Most future development, and anticipated school needs, are planned where the map shows "Growth and Revitalization" areas in pink. Generally these are in the eastern part of the county and Columbia's Village Centers. Projected enrollment growth provided in this Feasibility Study is associated with the future development.

Figure 2.8 Plan Howard 2030 Designated Places Map



Land Use

The Department of Planning and Zoning provides the Office of School Planning with the number of existing and projected housing units in the county. Future housing is calculated using a software tool that simulates the residential build-out of the County’s remaining undeveloped, residentially-zoned properties under real-world conditions. Constraints imposed by current zoning of properties, the logistics of residential construction, and the growth limits of the County’s General Plan are included in the housing projection. The output from this simulation informs the enrollment projection.

The FY 2021-2030 Long-Range Master Plan includes funding requested for new construction of two new elementary schools, one replacement elementary school, one high school, the renovation/ addition to a high school, and strategically placed middle school additions. The timing of residential development depends upon actual land development applications, which can change. Projections are adjusted yearly to account for phasing of the new residential development.

A new general plan is adopted in Howard County about every ten years. The County is soon to begin the development of the next general plan. It is anticipated that this new plan will be completed at the end of 2021 or the first part of 2022. This new plan will provide updated growth projections and establish the pace of future residential growth in the county and will be primarily focused on redevelopment opportunities given the amount of remaining undeveloped land is diminishing.

Figure 2.9 Residential Development



Oxford Square construction.



Verde apartments at Howard Square.



Maple Lawn section shown in 2013 (left) and 2015 (right).

HCPSS Facilities and Land Bank

HCPSS maintains well over seven million square feet of school facilities and other buildings in service of delivering the educational program and for use by the community. This document examines utilization of the 74 elementary, middle, and high schools, and anticipates future schools.

HCPSS maintains sites for future school construction, commonly known as the "Land Bank." Most planned school sites result from agreements made during Columbia's planning and development. Howard County has aided the school system in the past through exchanges of county land where needed. Opportunities for additions to the land bank in eastern Howard County are under consideration. HCPSS is working with Howard County Government to acquire land in Turf Valley. The site will be added to the HCPSS Land Bank, once purchase is finalized, through the County's process. Figure 2.9 shows the inventory of school sites as presented in the annual capital budget.

HCPSS School Facilities

77 schools

- 42 elementary schools
- 20 middle schools
- 12 high schools
- 3 education centers

Table 2.9 Land Bank

Owned Sites	Acreage	Location	Date Acquired	Cost
Sunny Spring Drive (aka Hawthorne Park)	10	Sunny Spring Drive, between Cricket Pass and Golden Hook	1974	\$1.00
Future Middle School Site	41	2865 Marriottsville Road	2007	\$1,700,000
Faulkner Ridge Center	9.01	10598 Marble Faun Lane	1968	\$1.00
Clary's Forest	10	Little Patuxent Parkway, at its intersection with Bright Passage	2018	\$0.00
Dickinson Park	11	Eden Brook Drive, between Sweet Hours Way and Weather Worn Way	2019	\$0.00
Huntington Park	11	Vollmerhausen Road, between Murray Hill Road and Polished Stone	2019	\$0.00
Mission Road	79	Mission Road across from Concord Drive	2019	Purchased by county

Feasibility Study: An Annual Review of Long-Term Capital Planning and Attendance Area Adjustment Options

Section 3

Needs and Strategies

The HCPSS Office of School Planning reviews updated enrollment projections and studies the feasibility of boundary changes, and other means of addressing capacity utilization issues, each year. In years where boundary changes are anticipated, or when the Superintendent has provided direction to review boundary change options, this document serves as the report for the analysis of options.

This section contains a review of the implications of the new projections and identifies needs and potential strategies. When school capacity utilization is outside of the target utilization range per Board Policy (90 - 110 percent), school boundary adjustments may be considered. This section of the document has been simplified to include a review by level of the seat needs and the multiple strategies that could be implemented through a long-range plan.

Implementation strategies could include boundary studies, capacity projects in conjunction with systemic renovations, as well as new schools.

Pre-measures charts are included in this section, showing the effect of projected enrollment without any attendance area adjustments. The pre-measures format shows FY 2021 capital projects as requested by the Board in March 2020.

Post-measures charts are included in this section, also showing the effect of projected enrollment without any attendance area adjustments. The post-measures format shows capacities recommended for consideration for the upcoming FY 2022 Capital Budget request.

Needs and Strategies

Systemwide Needs and Strategies: Board Policy 6010, identifies the standards by which the Board of Education is prompted to consider boundary studies and the standards by which any changes to boundaries are made. One standard that prompts the consideration of boundary studies is whether a school is outside of target utilization. Target utilization is enrollment or projected enrollment between 90 percent and 110 percent of the program capacity of a permanent school facility. When the projected population is below or above the target utilization, the Board may prompt a boundary review process. The goal of the Board’s policy is to maintain a building’s utilization at 100 percent capacity for as long as possible. This discussion of needs and strategies uses 100 percent capacity utilization as the goal for any recommended action.

This discussion of capacity needs relies on a projection methodology that has produced a five year average countywide accuracy of 98 percent and a 94 percent ten-year average accuracy. For the elementary school level projection, the average year five accuracy is 97 percent, while the ten-year average accuracy is 92 percent. The middle and high school level ten-year accuracy is 95 percent and 96 percent, respectively. This margin of error is important to note as the evaluation of needs and recommended strategies are based on the latter years of the projection. The year one countywide projection has averaged 99.4 percent accuracy since 2004.

In 2019, the Board of Education requested that the Superintendent comprehensively review school attendance boundaries and offer a comprehensive plan to relieve crowding. The result of the 10-month process was reassignment of approximately 5,400 students at the elementary, middle and high school levels, which impacted 57 of the 74 schools. Consideration of capital improvements at the elementary and high school levels, over- and under-utilized schools and socioeconomic needs of the student population were prioritized with the boundary review.

School Year 2019/20 - Actual

	<i>Lowest</i>	<i><90%</i>	<i>90-110%: Target</i>	<i>>110%</i>	<i>Highest</i>
Overall	78%	12	42	20	135%

School Year 2020/21 (Spring 2020 Projection)

	<i>Lowest</i>	<i><90%</i>	<i>90-110%: Target</i>	<i>>110%</i>	<i>Highest</i>
Overall	79%	6	50	18	127%

Needs and Strategies

The 2020 Feasibility Study does not contain boundary change options for implementation in SY 2021-22. Based on the anticipated capital improvement schedule, with the completion of Talbott Springs ES in SY 2022-23, a boundary study should occur in the summer of 2021. With the opening of New HS #13 in SY 2023-24, a boundary study to open the high school would occur in the summer of 2022. However, with the Board's request to review Policy 6010 in SY 2020-21, the impacts of the policy review on the boundary process is currently unknown.

Projections show that HCPSS could have nine elementary schools, five middle schools, and four high schools above 110 percent capacity utilization in SY 2020-21. All of these schools have relocatable classrooms, and many will be receiving additional relocatable classrooms prior to the start of SY 2020-21. Nine of these schools are planned for capacity-adding projects, or have a planned new school or project near the attendance area. Several of these projects will be accompanied by boundary adjustments to extend relief to nearby schools.

The Feasibility Study typically focuses on the projected K-12 student enrollment and the needs related to the general growth of the school system; however, Pre-Kindergarten and special education program needs have risen steadily, requiring more classroom space. An additional 21 capacity sized classrooms, and two undersized rooms, will be used for these programs in SY 2020-21 over SY 2019-20. Additionally, with the recent state legislature approval of the Blueprint for Maryland's Future Act (House Bill 1300), based on the recommendations of the Kirwan Commission, a proactive approach regarding Pre-Kindergarten needs should be considered and balanced with K-5 growth.

Currently, there are seven elementary schools with all-day Pre-Kindergarten, and 19 schools with classrooms used for half-day Pre-Kindergarten. This allows for approximately 1,300 total seats available for Pre-Kindergarten students. Continuing growth of early childhood programs, rises in the number of families meeting income criteria, and planning for Kirwan recommendations necessitate the need for new strategies to meet the needs of these programs.

The strategies found in this section are driven by projections based on historical data for many factors affecting enrollment at each school. Events such as boundary changes and the global pandemic may shift these factors in unforeseen ways, necessitating changes to strategies in subsequent reports.

Elementary Schools Needs and Strategies

Elementary School Needs: In SY 2020-21, many elementary schools will remain within the acceptable target utilization range per Board Policy 6010 School Attendance Areas; however, there are several schools that are projected to be above 110 percent capacity utilization throughout the county. These include Atholton ES, Bryant Woods ES, Fulton ES, Hammond ES, Northfield ES, Phelps Luck ES, St. Johns Lane ES, Talbott Springs ES and Veterans ES. Residential development in the areas of Turf Valley, Maple Lawn, Laurel, and Ellicott City has outpaced school capacity in recent years. Capacity projects at Swansfield ES, Longfellow ES, and Running Brook ES have added needed seats in western Columbia, while the opening of Ducketts Lane ES and Hanover Hills ES have accommodated the enrollment growth in the northern Route 1 area.

In the northwest area of the county, Turf Valley and Chapelgate Woods are projected to add over 1,000 planned and potential units over the next ten years. This residential growth will bring additional increases of enrollment to Manor Woods ES and Waverly ES, which are both projected at 110 percent utilization for SY 2020-21. Additionally, St. Johns Lane ES, which is adjacent to these schools, continues to see enrollment growth through in-migration and increasing birth rates. The nearest school with available capacity is Bushy Park ES, which is projected to be utilized near 80 percent over the next ten years. Plans to utilize the nearly 150 seats available at Bushy Park ES through boundary adjustments were proposed in 2017 and 2019, but were not adopted. Another concern in this area is the oldest elementary school, West Friendship ES, which is projected to be between 95 percent to 105 percent capacity utilization over the next ten years. These four schools are projected to collectively exceed 110 percent utilization by 2022. By 2030 projections show only West Friendship ES under 110 percent. The area needs approximately 400 additional seats to reach 100 percent capacity utilization by 2030, and at minimum, 150 seats to stay within target utilization.

The 2019 boundary adjustments improved crowding at the Ellicott City area's two highest-utilized elementary schools: Hollifield Station ES and St. John's Lane ES. However, this area of Ellicott City is anticipated to continue growing in its projected student population. In SY 2020-21, Hollifield Station ES and Northfield ES projected utilization are 107 percent and 112 percent, respectively. Similarly, St. Johns Lane ES and Veterans ES are anticipated to have 112 percent and 114 percent utilization, respectively. It is anticipated that all schools will increase in enrollment, with a peak between SY 2024-25 and SY 2025-26. It is projected that Veterans ES and St. John's Lane ES remain at or above 110 percent capacity utilization through the 10-year projection. Recent residential development has outpaced school capacity in this area, and it continues to see high rates of new students coming from re-sales of existing homes.

With over 4,500 new apartments and condos planned for Downtown Columbia, utilization at Bryant Woods ES, Running Brook ES, and Clemens Crossing ES remains a concern. Boundary adjustments adopted in 2019 reassigned the Crescent and Symphony Woods areas of Columbia Downtown to Bryant Woods ES, with Running Brook ES retaining the Lakefront area. Updated projections show enrollment growth at Bryant Woods ES from 2020 through 2030, with Running Brook ES remaining within target utilization through 2028 and experiencing steady enrollment growth through the late 2030s. Swansfield ES will also experience some enrollment growth with new development in the Robinson Overlook area beginning in 2021. Following boundary adjustments adopted in 2019, Clarksville ES now serves this area as well. Clarksville ES and Longfellow ES do not show significant enrollment growth in the ten-year projection, with Longfellow ES remaining within target utilization and Clarksville consistently between 112 percent and 116 percent through 2030. Due to the projected

Elementary Schools Needs and Strategies

new construction, in-migration, and other factors, it is anticipated that this area of the county may need over 650 seats to maintain 100 percent capacity utilization in the region through 2030. At a minimum, it is projected that 350 seats are needed to stay within target utilization. Capacity utilization for this group of schools is projected to exceed 110 percent by 2026, with five out of the six over 110 percent capacity by 2030.

In Eastern Columbia, Atholton ES, Phelps Luck ES, and Talbott Springs ES are projected to exceed 110 percent utilization for SY 2020-21. Cradlerock ES is projected at 110 percent utilization for SY 2020-21, with an increase to 116 percent by 2024. Enrollment growth in this area of the county is not influenced by major residential construction projects. These school boundaries include stable, affordable neighborhoods that are attractive to young families. This area also has a higher proportion of multi-family and rental units, which can make projecting enrollment difficult due to mobility. Boundary changes adopted in 2019 resulted in some crowding relief for this area using available capacity at Thunder Hill ES. An addition in 2013 at Phelps Luck ES, and planned replacement school for Talbott Springs ES (SY 2022-23) represent investments in additional capacity for this region. Despite these investments, projections show capacity may need to increase by 275 seats to bring this area to 100 percent utilization through 2030. At a minimum it is projected that 100 seats may be needed to bring this area within target utilization.

Elementary schools in the Fulton, Laurel, and Savage areas experienced recent enrollment growth, which will continue as one development completes, and two new developments begin. Maple Lawn has pushed enrollment at Fulton ES over 1,000 students in 2019. The enrollment projections include an additional 400 homes to be built in the Fulton area through 2030, but the placement of a nine-classroom relocatable and boundary changes adopted in 2019 improved crowding at Fulton ES. Hammond ES and Forest Ridge ES have over 1,800 units of new housing projected through 2030. This includes projects known as Milk Producer’s Property and Laurel Park Station. Updated projections show a need for 500 additional seats by 2024, up to 900 by 2030. Fulton ES and Gorman Crossing ES are projected to decline slightly in enrollment after spending the next 5 years between 104 percent and 113 percent. The slight decline in enrollment at these two schools will not balance the projected enrollment increase for this area. Three of the five schools in this area are projected to exceed 110 percent in 2030, with two (Forest Ridge ES and Hammond ES) over 150 percent.

School Year 2019/20 - Actual

	<i>Lowest</i>	<i><90%</i>	<i>90-110%: Target</i>	<i>>110%</i>	<i>Highest</i>
ES	78%	10	22	10	125%

School Year 2020/21 (Spring 2020 Projection)

	<i>Lowest</i>	<i><90%</i>	<i>90-110%: Target</i>	<i>>110%</i>	<i>Highest</i>
ES	79%	6	27	9	124%

Elementary Schools Needs and Strategies

Elementary School Strategies: Multiple strategies are available at the elementary school level, including continuation of planning new schools New ES #43 and New ES #44 as well as boundary adjustments for SY 2022-23 with the opening of Talbott Springs ES replacement school. Relocatables provide interim capacity to serve current enrollment needs. The FY 2021 Capital Budget and FY 2021-25 Capital Improvement Program continue many of the previously identified capital improvements needed to relieve crowding; however, available funding remains constrained, delaying the construction of needed seats further into the future.

The school system should continue capital planning projects for new elementary schools. Based on the updated projections with new boundaries instituted, the long-range capital plan changes slightly due to the availability of open seats and shifts in the areas where projected enrollment will continue to grow. The summary of the planned capital projects includes:

- Replacement of Talbott Springs ES in SY 2022-23 will provide capacity to balance utilization in the eastern portions of Columbia. A boundary study should be completed in 2021-22 in order to utilize the seats gained by the additional capacity.
- Utilize existing and projected capacity at Bushy Park ES and Triadelphia Ridge ES to balance utilization in the northwest areas of the county for the near-term.
- Continue planning for New ES #43 for the southeast region for SY 2025-26.
- Continue planning for New ES #44 in the western Columbia region of the county for SY 2028-29.
- Complete negotiations with the County to acquire a site at Turf Valley for New ES #45 for opening in SY 2030-31.

The Feasibility Study typically does not analyze regional program placement for early childhood programs. Both K-5 and early childhood enrollment continue to grow and it is important to discuss these programs in terms of available capacity at the elementary school level. A comprehensive study of space needs for early childhood programs should occur. This study should include consideration of relocating early childhood programs/supports to regional program centers, in order to regain K-5 capacity rooms and offer centralized, more efficient implementation of early childhood programs. Funding for either site acquisition or a lease is a limiting factor to this discussion, but nonetheless, it should be explored to identify a long-range plan.

The Talbott Springs ES replacement school should continue as planned for SY 2022-23. Boundaries should be reviewed and adjusted with the completion of the Talbott Springs project, in order to utilize the estimated 160 seats of capacity added to Talbott Springs ES through this project, along with approximately 40 available seats at Stevens Forest ES. This boundary review should be localized to the Eastern Columbia region, and include Talbott Springs ES, Stevens Forest ES, Phelps Luck ES, Cradlerock ES, Atholton ES, and Thunder Hill ES. The main goal of this boundary study should be to utilize the new capacity to relieve crowding in the immediate area.

The enrollment projections show that by 2030 the Laurel and Downtown Columbia areas will be adding the most students. With multiple schools projected to exceed 110 percent for SY 2020-21, two major residential developments, and no nearby schools with available capacity, the need in this area is the most urgent at the elementary level. For these reasons, it is recommended to continue prioritizing the construction of New ES #43 in the Laurel/Savage area, as recommended in previous

Elementary Schools Needs and Strategies

studies. While the Board's Requested FY 2021 Capital Budget and FY 2021-25 Capital Improvement Program includes this school opening with 600 (K-5) seats in SY 2027-28, it should be noted that both Forest Ridge ES and Hammond ES alone have projected utilization greater than 130 percent by 2027, with most of the increase related to new development. If these residential developments continue as planned, New ES #43 will be needed by 2025. Consideration should be given to increasing the capacity of this new school to 788 seats.

HCPSS and the Board are in a good position with elementary school needs for the southeast with the addition of three sites in the land bank. Prior to construction of New ES #43 a scope study could be performed to determine the location needs in the southeast region based on enrollment growth. Evaluation of sites in the southeast should consider the early childhood needs, K-5 projected growth, and potential boundaries for the new elementary school to relieve crowding in both southeastern Howard County and potential relief of crowding at some eastern Columbia schools. An additional consideration in this study should be the potential location of a regional early childhood center, which includes both Pre-Kindergarten and birth to five special education needs. Boundary review associated with opening ES #43 in the southeast is likely to impact Guilford ES, Bollman Bridge ES, Forest Ridge ES, Hanover Hills ES, and Hammond ES. Depending on projections and location of the school, boundary impacts could extend to Ducketts Lane ES, Deep Run ES, Laurel Woods ES, Cradlerock ES, Fulton ES, and/or Gorman Crossing ES.

While it was suggested in the 2019 Feasibility Study that New ES #44 be planned for the northwest portion of the county, with projected capacity available at Bushy Park ES, Lisbon ES and Triadelphia Ridge ES, most of the crowding concerns could be alleviated using existing capacity in the near-term. The schools in Columbia will have the highest utilization rates, with several schools over 110 percent capacity utilization, as well as two schools with greater than 120 percent capacity utilization. The schools serving the Downtown Columbia area are projected to exceed capacity by over 500 students in SY 2028-29. Enrollment is anticipated to grow and exceed target utilization for the foreseeable future; therefore, New ES #44 should be planned for this region for SY 2028-29. Recent development in this area has generated fewer new students than once predicted, but future development includes a variety of unit types with additional affordable housing. In addition, the Columbia region continues to have a growing need for many early childhood programs. HCPSS and the Board have three potential sites available in the Land Bank: Clary's Forest, Sunny Spring, and Faulkner Ridge. Exploration should continue regarding future uses of the Faulkner Ridge Center and site, as well as Clary's Forest and Sunny Spring, including the potential use as a regional early childhood center or elementary school. The creation of a regional early childhood center in the area could add 200-250 seats of capacity across several schools by repurposing existing Pre-Kindergarten and preschool rooms in existing elementary schools to K-5 classrooms.

The school system should continue to plan for ES #45 in northwestern Howard County to provide relief for Manor Woods ES, Waverly ES, West Friendship ES, and St. John's Lane ES. Negotiations with County Government and property owners should continue towards acquisition of a site in the Turf Valley community. Three of the four schools in this area are projected over 110 percent utilization by 2030, with the four schools a combined 400 students over capacity in the same timeframe. Available capacity at nearby Bushy Park ES and Triadelphia Ridge ES should be used to accommodate some of this enrollment growth. Adjacent to West Friendship ES, Bushy Park ES is projected to have at least 150 seats of available capacity through SY 2030-31. When a new school is being planned for

Elementary Schools Needs and Strategies

this area, consideration for accommodating the regional early childhood and birth to five special education programs should be included. Exploring options for accommodating both K-5 and birth to five regional program needs should include a combination of seats from a new school, projected capacity, and possible consideration of re-purposing of existing facilities for a regional center. A scope study could be performed to determine the birth to grade 5 needs in the area and possible program locations and grade configurations to best serve the population.

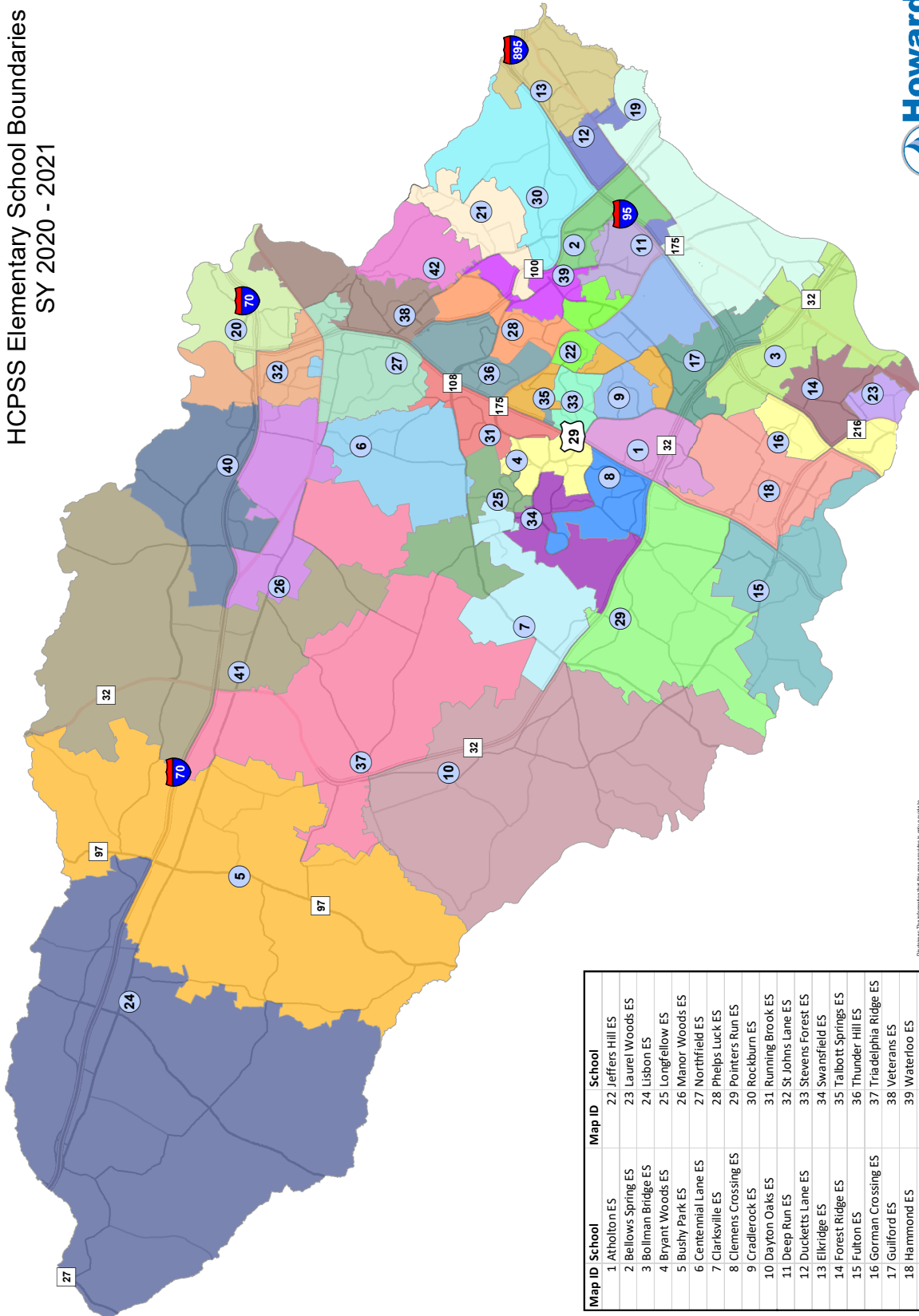
Elementary School Summary

Schools	SY2020-21 Utilization	SY2030-31 Utilization	Approx. seats needed for 100% through 2030 (seats to be in target)	Strategies
Bollman Bridge ES, Forest Ridge ES, Fulton ES, Hammond ES	108	126	900 (550)	Relocatables; ES #43
Bryant Woods ES, Clarksville ES, Clemens Crossing ES, Longfellow ES, Running Brook ES, Swansfield ES	96	121	650 (350)	Relocatables; ES #44; regional early childhood center
Manor Woods ES, St. John's Lane ES, Waverly ES, West Friendship ES	108	116	400 (150)	Existing relocatables; Bushy Park ES capacity; ES #45; regional early childhood center
Atholton ES, Cradlerock ES, Phelps Luck ES, Talbott Springs ES	114	125	300 (100)	Additional relocatables; TSES replacement; SFES available capacity; renovate, addition, or replacement of CrES

All utilizations and estimated seat counts are from HCPSS 2020 enrollment projection presented in this report. These projections are updated every year, requiring re-evaluation of needs and strategies. This is a summary, other factors may be considered in developing strategies for addressing crowded schools.

Elementary Schools - SY 2020-2021 Boundaries

HCPSS Elementary School Boundaries SY 2020 - 2021

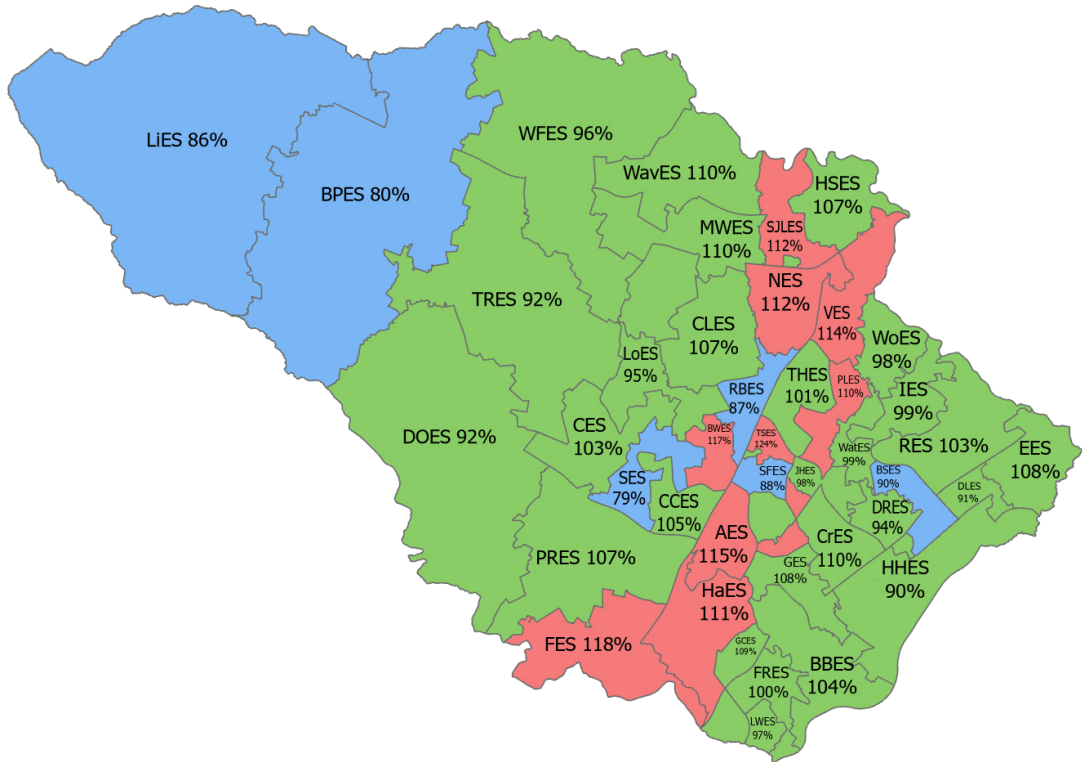


Map ID	School	Map ID	School
1	Atholton ES	22	Jeffers Hill ES
2	Bellows Spring ES	23	Laurel Woods ES
3	Bollman Bridge ES	24	Lisbon ES
4	Bryant Woods ES	25	Longfellow ES
5	Bushy Park ES	26	Manor Woods ES
6	Centennial Lane ES	27	Northfield ES
7	Clarksville ES	28	Phelps Luck ES
8	Clemens Crossing ES	29	Pointers Run ES
9	Cradlerock ES	30	Rockburn ES
10	Dayton Oaks ES	31	Running Brook ES
11	Deep Run ES	32	St Johns Lane ES
12	Ducketts Lane ES	33	Stevens Forest ES
13	Elkridge ES	34	Swansfield ES
14	Forest Ridge ES	35	Talbot Springs ES
15	Fulton ES	36	Thunder Hill ES
16	Gorman Crossing ES	37	Triadelphia Ridge ES
17	Guilford ES	38	Veterans ES
18	Hammond ES	39	Waterloo ES
19	Hanover Hills ES	40	Waverly ES
20	Hollfield Station ES	41	West Friendship ES
21	Ilchester ES	42	Worthington ES

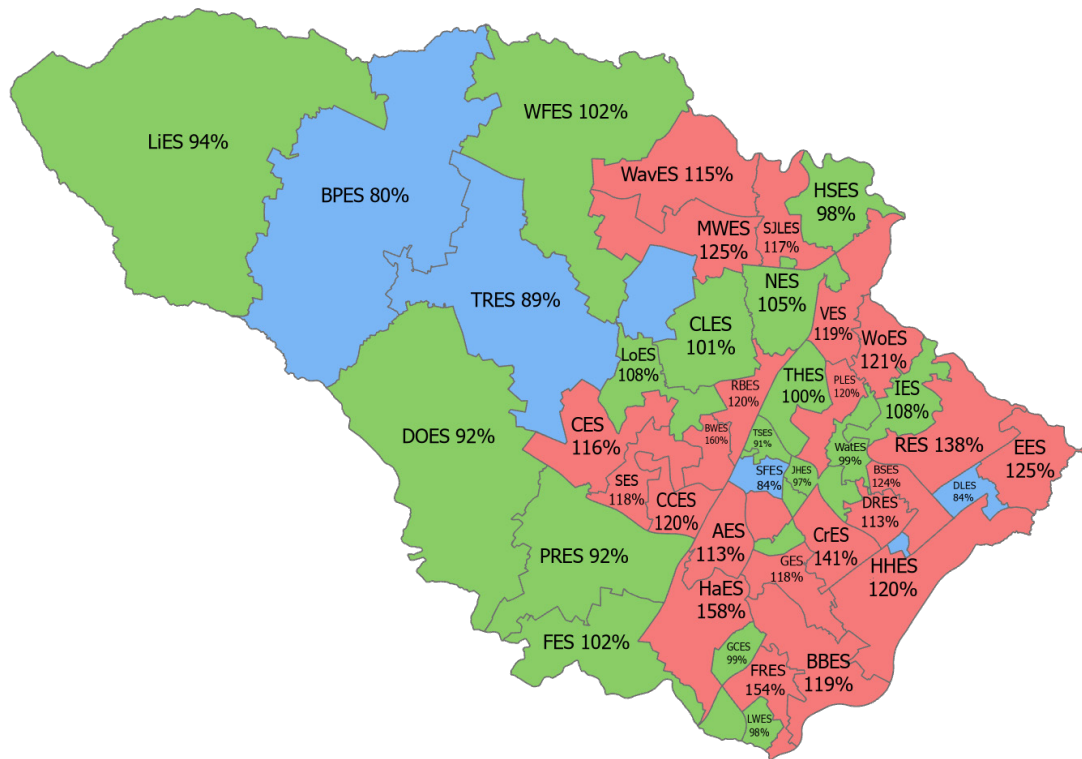
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Elementary Schools Utilization Map

Elementary Utilization Map - 2020



Elementary Utilization Map - 2030



2030 utilization map includes proposed additions to existing schools, as recommended in the strategies, but does not include new schools or potential future boundary changes.

Middle Schools Needs and Strategies

Middle School Needs: In SY 2020-21, many middle schools will remain within an acceptable target utilization range per Board Policy 6010 School Attendance Areas; however, there are several schools that are projected to be above 110 percent capacity utilization throughout the county. These include Burleigh Manor MS, Clarksville MS, Ellicott Mills MS, Hammond MS and Thomas Viaduct MS. The opening of Thomas Viaduct MS has accommodated some of the enrollment growth in the Route 1 area.

Thomas Viaduct MS serves several communities along Route 1 between Elkrigde and Savage, in the eastern part of the county. This school opened in 2014 and quickly filled to capacity due to rapid (and dense) redevelopment of former commercial and industrial properties. Neighborhoods such as Oxford Square, Bluestream, and Howard Square have grown quickly and are attractive to young families. In SY 2020-21, Thomas Viaduct MS is projected at 116 percent utilization. The placement of two relocatable classrooms in summer 2020 will provide interim relief, however utilization is expected to increase by as much as 15 percent for SY 2021-22. Projections show this school would need over 300 seats of additional capacity by 2030 to maintain 100 percent utilization and at a minimum, 250 additional seats to stay within target utilization.

Enrollment growth at Hammond MS has followed the overall population growth in the southeastern part of the county. Updated projections show enrollment for SY 2020-21 approaching 690 students, with a capacity utilization of 114 percent. This utilization is projected to increase to 135 percent by 2024 and continue to rates above 140 percent through 2030 due, in part, to the same residential development impacting Hammond ES. Three relocatable classrooms provide interim relief from crowding. Hammond MS would need approximately 275 additional seats to reach 100 percent utilization through 2030 and at a minimum 225 seats to stay within target utilization.

The three middle schools serving the Ellicott City and West Friendship areas are projected for a combined 110 percent capacity utilization for SY 2020-21. Burleigh Manor MS, Mount View MS, and Folly Quarter MS have seen slow, but steady enrollment growth in recent years. New residential development at Turf Valley and the Westmount subdivisions has increased enrollment at Mount View MS and Folly Quarter MS, and neither development is complete. Enrollment at Burleigh Manor MS is projected to decline slightly after a peak of 888 (114 percent capacity utilization) in 2022, and two relocatable classrooms are being placed in summer 2020. Enrollment at Folly Quarter MS is projected to increase to 775 (117 percent capacity utilization) by 2023 and then maintain between 775 and 790 (119 percent capacity utilization) through 2030. Enrollment at Mount View MS is projected to increase to over 1,000 students by 2022 (127 percent capacity utilization) and maintain utilization between 125 percent and 130 percent through 2030.

Patapsco MS in Ellicott City is projected to be utilized at 110 percent in SY 2020-21 with steady growth to a peak of 120 percent by 2027. This growth is driven by sales of existing homes in established neighborhoods, and is fed by three growing elementary schools: Hollifield Station ES, St. John's Lane ES, and Waverly ES. Projections show a need of 100 additional seats to accommodate anticipated enrollment.

Boundary adjustments adopted in 2019 will provide relief for some schools, and re-ordered the priority list for middle schools. Ellicott Mills MS, the highest-utilized middle school for many years, is now projected to be within target utilization nine of the next ten years. The available capacity at Patuxent

Middle Schools Needs and Strategies

Valley MS (following an addition in 2017) was utilized to provide relief to Hammond MS. Sixteen out of twenty middle schools have different boundaries for SY 2020-21 than in SY 2019-20. Approved boundary adjustments provided relief from crowding to the five most crowded middle schools.

School Year 2019/20 - Actual

	<i>Lowest</i>	<i><90%</i>	<i>90-110%: Target</i>	<i>>110%</i>	<i>Highest</i>
MS	88%	1	14	5	130%

School Year 2020/21 (Spring 2020 Projection)

	<i>Lowest</i>	<i><90%</i>	<i>90-110%: Target</i>	<i>>110%</i>	<i>Highest</i>
MS	91%	0	15	5	116%

Middle School Strategies: While there is certainly enough enrollment growth projected countywide to warrant a new middle school, the availability of suitable land, location of schools needing renovation, and geography of the seat need indicate renovation/additions as the better strategy to address high utilization. Unlike the elementary level, where crowding is concentrated in clusters of schools, the need is more dispersed at the middle school level.

There are schools with planned or proposed renovations and adding new seats to these schools is timely, fiscally prudent, and accommodates the projected needs. The strategy should include additions at Dunloggin MS, Oakland Mills MS and Patapsco MS. These additions with an accompanying boundary review could bring these schools, as well as Burleigh Manor MS, Mount View MS and Thomas Viaduct, into target utilization.

Due to anticipated residential development, additional measures to address crowding at Hammond MS should be considered. In conjunction with future new elementary schools, exploration of the conversion of either Hammond ES/MS or Cradlerock ES/Lake Elkhorn MS to a large middle school may yield additional seats in this area. Hammond MS has three relocatable classrooms, and will be evaluated for placement of additional units for SY 2021-22. Additional boundary adjustments could be considered during the boundary review for the opening of HS #13 in 2023, however there are no nearby middle schools with available capacity at this time.

The FY 2021-2030 Board Requested Long-Range Master Plan includes one middle school addition in the Ellicott City area: 97 seats at Dunloggin MS. The project for 155 seats at Patapsco MS was delayed beyond the Long-Range Master Plan based on funding constraints. These two projects together would meet some of the projected need for this region. Consideration should be given to increasing the capacity of the Dunloggin MS capital project to at least 200 seats to help address crowding at Burleigh Manor MS and Mount View MS. Consideration should also be given to addressing crowding in these schools, including Folly Quarter MS, as a systemic renovation at Glenwood MS rises into the long-range master plan in the capital budget. Glenwood MS is the smallest and oldest middle school and was identified as having several educational program area deficiencies in the 2012 capacity review performed by Gilbert Architects. If projected enrollments continue to increase, or the timing or size of these projects is impacted, consideration of a new middle school at the Marriottsville Road land bank property may be necessary. In the interim, additional relocatable classrooms are being placed or will

Middle Schools Needs and Strategies

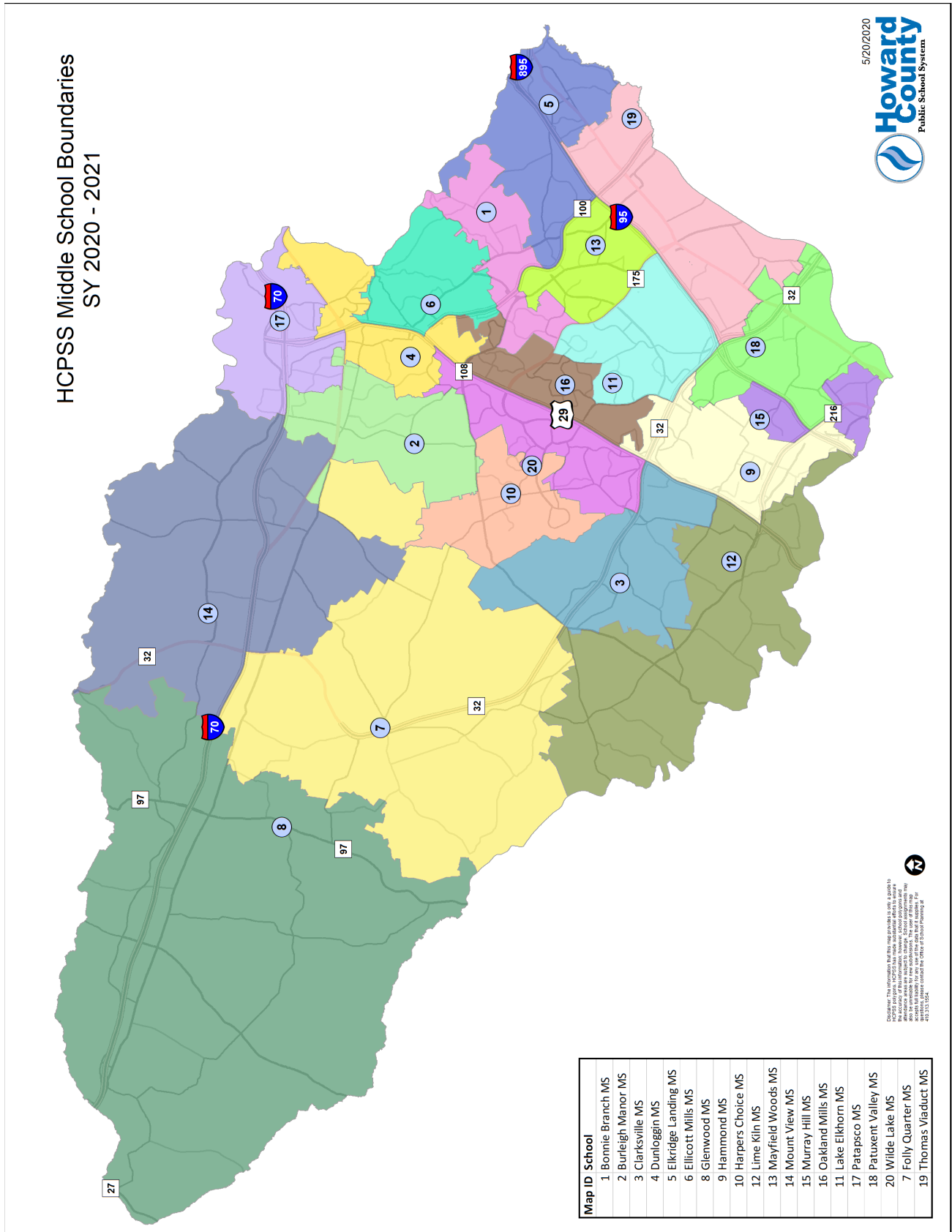
be evaluated for placement in summer of 2021 at Burleigh Manor MS, and Mount View MS and Folly Quarter MS.

At Thomas Viaduct MS two new relocatable classrooms will be in place for SY 2020-21. Additionally, Planning staff is working with all stakeholders to ensure maximization of all spaces within the building, as the site will not easily support additional relocatable classrooms. The planned addition at Oakland Mills MS could provide relief through boundary adjustments. This project should be reviewed for the potential of increasing added capacity of at least 300 seats. In prior studies, this project was discussed as the relief to crowding at Ellicott Mills MS, but adopted boundary changes have addressed that concern. This project is now well-positioned to provide relief to Thomas Viaduct MS. Additionally, depending on timing of systemic renovations at nearby Lake Elkhorn MS, Hammond MS, Mayfield Woods ES or Elkridge Landing MS, consideration should be given to planning additions to address any projected enrollment needs beyond the Oakland Mills MS addition.

Schools	SY2020-21 Utilization	SY2030-31 Utilization	Approx. seats needed for 100% through 2030 (seats to be in target)	Strategies
Thomas Viaduct MS	116	148	300 (250)	Relocatables; maximize buildings; OMMS addition; K-8 renovations; MWMS or ELMS additions; boundary changes w/ HS#13
Hammond MS	114	147	275 (225)	Relocatables; K-8 renovations; boundary changes w/ HS#13; OMMS addition
Burleigh Manor MS, Folly Quarter MS, Mount View MS	112	109	425 (200)	Relocatables; DMS and PMS additions; Marriottsville Rd site
Patapsco MS	110	116	100 (50)	Relocatables; addition/renovation

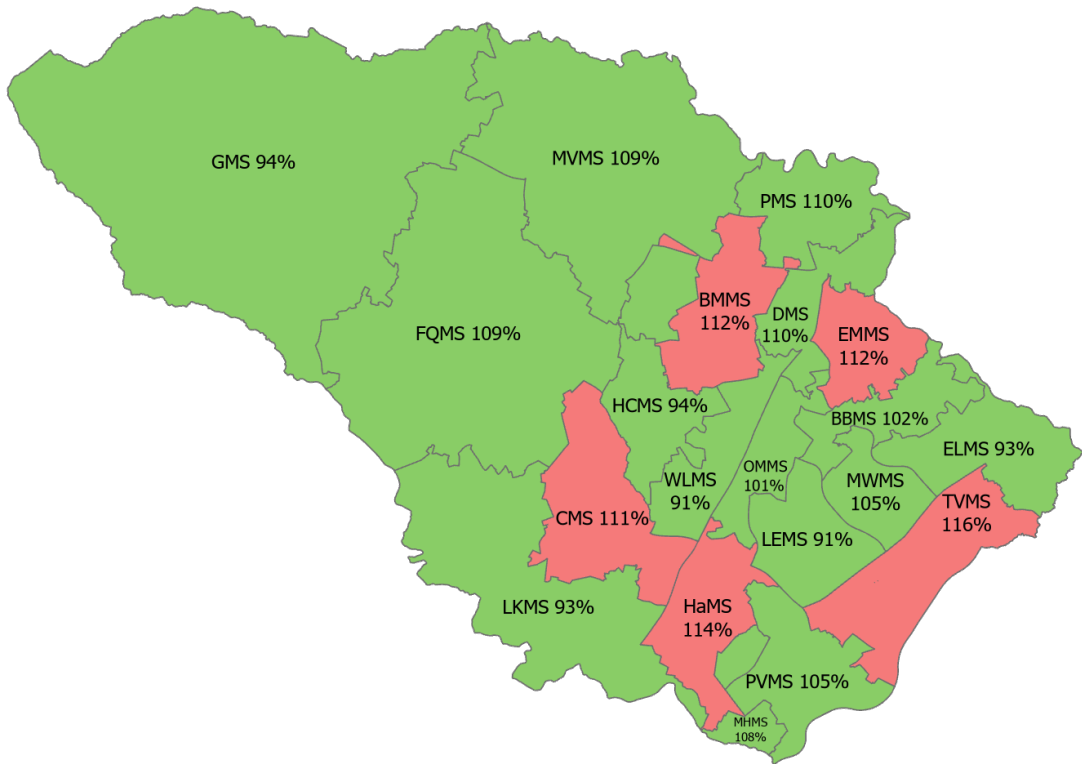
All utilizations and estimated seat counts are from HCPSS 2020 enrollment projection presented in this report. These projections are updated every year, requiring re-evaluation of needs and strategies. This is a summary, other factors may be considered in developing strategies for addressing crowded schools.

Middle Schools - SY 2020-2021 Boundaries

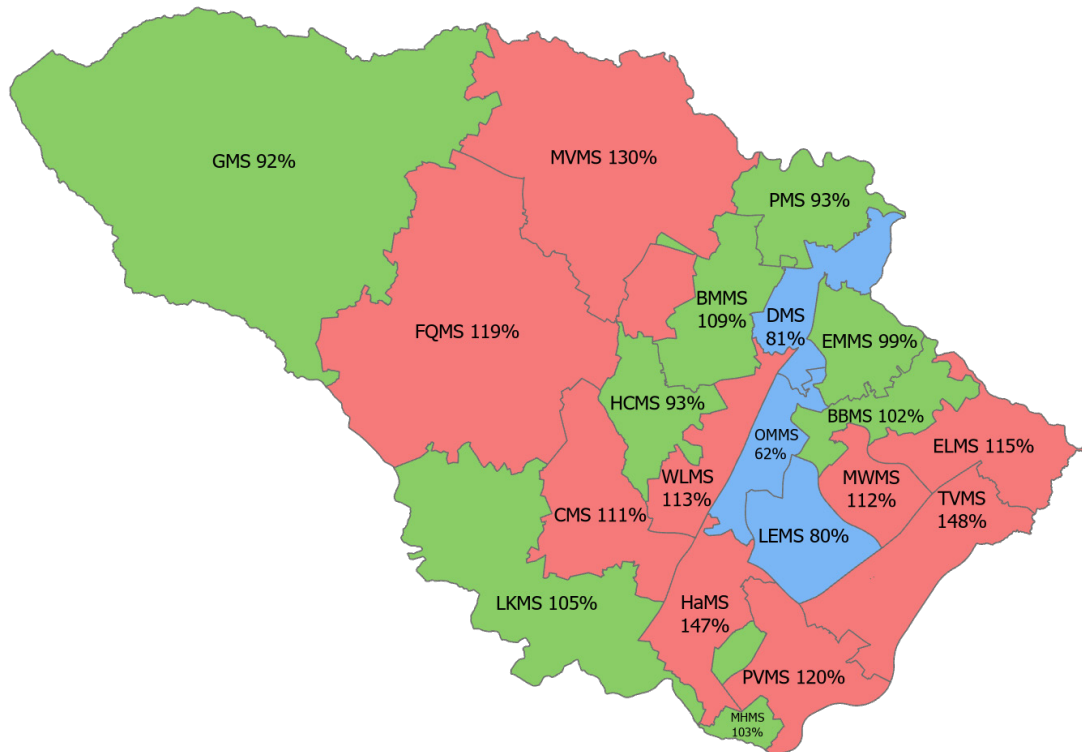


Middle Schools Utilization Map

Middle Utilization Map - 2020



Middle Utilization Map - 2030



2030 utilization map includes proposed additions to existing schools, as recommended in the strategies, but does not include new schools or potential future boundary changes.

Middle Schools - Pre-Measures Chart

MIDDLE SCHOOLS - Data for Demonstrative Purposes Only
 Capacity Utilization Rates with Board of Education's Requested FY 2021 Capital Budget Projects - Not Test for APFO
 Chart reflects May 2020 Projections, Board of Education's FY 2021 requested capacities, and Board Approved School Boundaries for School Year 2020-21.

School	Capacity		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31		2031-32				
	2020	2021	2022	2023	2024	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2027	2028	2029	2030	2031	2032	2029	2030	2031	2032		
Bonnie Branch MS	701	701	701	701	701	713	101.7	683	98.9	688	99.6	714	101.9	733	104.6	722	103.0	725	103.4	709	101.1	717	102.3	712	101.6	716	102.1	740	105.6
Burleigh Manor MS	779	779	779	779	779	871	111.8	888	113.2	888	114.0	852	109.4	858	110.1	839	107.7	855	109.8	830	106.5	840	107.8	838	107.6	846	108.6	848	108.9
Clarksville MS	643	643	643	643	643	713	110.9	697	108.4	670	104.2	653	101.6	692	107.6	709	110.3	734	114.2	726	112.9	729	113.4	719	111.8	711	110.6	699	108.7
Dunboggin MS	565	565	565	565	565	621	109.9	627	111.0	631	111.7	633	112.0	616	109.0	614	108.7	623	110.3	617	93.2	618	93.4	617	93.4	619	93.5	619	93.5
Elkridge Landing MS	779	779	779	779	779	727	93.3	718	92.2	754	96.8	762	97.8	787	101.0	798	102.4	841	108.0	867	111.3	878	112.7	868	111.4	899	115.4	912	117.1
Ellicott Mills MS	701	701	701	701	701	785	112.0	725	103.4	678	96.7	693	98.9	688	98.1	700	99.9	706	100.7	703	100.3	688	98.1	677	96.6	691	98.6	724	103.3
Folly Quarter MS	662	662	662	662	662	720	108.8	758	114.5	766	115.7	775	117.1	789	119.2	788	119.0	791	119.5	779	117.7	788	119.0	781	118.0	785	118.6	788	119.0
Glenwood MS	545	545	545	545	545	514	94.3	492	90.3	463	85.0	477	87.5	478	87.7	497	91.2	494	90.6	494	90.6	493	90.5	501	91.9	503	92.3	501	91.9
Hammond MS	604	604	604	604	604	689	114.1	725	120.0	819	135.6	798	132.1	817	135.3	822	136.1	855	141.6	849	140.6	867	143.5	855	141.6	888	147.0	910	150.7
Harpers Choice MS	506	506	506	506	506	475	93.9	451	89.1	427	84.4	431	85.2	470	92.9	456	90.1	465	91.9	459	90.7	468	92.5	467	92.3	472	93.3	501	99.0
Lake Elkhorn MS	643	643	643	643	643	586	91.1	546	84.9	532	82.7	518	80.6	531	82.6	521	81.0	524	81.5	510	79.3	509	79.2	506	78.7	514	79.9	525	81.6
Lime Kiln MS	721	721	721	721	721	671	93.1	678	94.0	713	98.9	743	103.1	762	105.7	789	109.4	808	112.1	825	114.4	811	112.5	788	109.3	756	104.9	729	101.1
Mayfield Woods MS	798	798	798	798	798	837	104.9	826	103.5	809	101.4	809	101.4	843	105.6	843	105.6	876	109.8	873	109.4	896	112.3	857	107.4	893	111.9	931	116.7
Mount View MS	798	798	798	798	798	870	109.0	974	122.1	1010	126.6	997	124.9	988	123.8	1003	125.7	1063	132.0	1039	130.2	1037	129.9	1033	129.4	1034	129.6	1049	131.5
Murray Hill MS	662	662	662	662	662	714	107.9	688	100.9	658	99.4	679	102.6	706	106.6	726	109.7	719	108.6	735	111.0	720	108.8	703	106.2	684	103.3	684	103.3
Oakland Mills MS	506	506	506	506	506	509	100.6	513	101.4	527	104.2	521	103.0	526	104.0	514	101.6	522	103.2	502	99.2	502	99.2	490	96.6	491	96.2	492	96.3
Palapasco MS	643	643	643	643	643	707	110.0	690	107.3	717	111.5	730	113.5	744	115.7	754	117.3	753	117.1	769	119.6	760	118.2	760	118.2	745	115.9	730	113.5
Patuxent Valley MS	760	760	760	760	760	800	105.3	814	107.1	821	108.0	799	105.1	792	104.2	805	105.9	848	111.6	887	116.7	896	117.9	903	118.8	914	120.3	955	125.7
Thomas Viaduct MS	701	701	701	701	701	810	115.5	918	131.0	888	126.7	911	130.0	906	129.2	919	131.1	918	131.0	931	132.8	952	135.8	979	139.7	1035	147.6	1085	154.8
Wild Lake MS	721	721	721	721	721	676	93.8	669	92.8	677	93.9	708	98.2	765	106.1	769	106.7	794	110.1	793	110.0	821	113.9	820	113.7	835	115.8	869	120.5
Countywide Totals	13438	13438	13438	13438	13438	14008	104.2	14064	104.7	14146	105.3	14203	105.7	14491	107.8	14590	108.6	14895	110.8	14903	110.9	14989	110.7	14875	109.9	15029	109.8	15291	111.7

*A includes additions as reflected in FY 2021 CIP for grades 6-8
 Color coding has been updated to align with the definition of target utilization (between 90-110% utilization) as outlined in Policy 6010. Blue is under target utilization, green is within target utilization and red is over target utilization.

Middle Schools - Post-Measures Chart

MIDDLE SCHOOLS - Data for Demonstrative Purposes Only
Capacity Utilization Rates with Proposed FY 2022 Capital Budget Projects - Not Test for APFO

Chart reflects May 2020 Projections, potential FY 2022 requested capacities and Board of Education approved school boundaries for school year 2020-21.

Post-Measures

School	2020		2021		2022		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31		2031-32			
	Capacity	% Util.	Capacity	% Util.	Capacity	% Util.	Capacity	% Util.	Capacity	% Util.	Capacity	% Util.	Capacity	% Util.	Capacity	% Util.	Capacity	% Util.	Capacity	% Util.	Capacity	% Util.	Capacity	% Util.		
Bonnie Branch MS	701	701	701	701	693	98.9	698	99.6	714	101.9	733	104.6	722	103.0	709	101.1	717	102.3	712	101.6	716	102.1	740	105.6		
Burleigh Manor MS	779	779	779	779	882	113.2	888	114.0	852	109.4	858	110.1	839	107.7	855	109.8	830	106.5	840	107.8	838	107.6	848	108.9		
Clarksville MS	643	643	643	643	697	108.4	670	104.2	653	101.6	692	107.6	709	110.3	734	114.2	726	112.9	729	113.4	719	111.8	699	108.7		
Dunleavin MS	565	565	565	565	627	111.0	631	111.7	633	112.0	616	108.1	616	108.1	614	107.8	623	111.2	618	108.3	617	107.8	619	108.4		
Ekridge Landing MS	779	779	779	779	718	92.2	754	96.8	762	97.8	787	101.0	798	102.4	841	108.0	867	111.3	878	112.7	868	111.4	899	115.4		
Ellicott Mills MS	701	701	701	701	725	103.4	678	96.7	693	98.9	688	98.1	700	99.9	706	100.7	703	100.3	688	98.1	677	96.6	724	103.3		
Folly Quarter MS	662	662	662	662	758	114.5	766	115.7	775	117.1	789	119.2	788	119.0	791	119.5	779	117.7	788	119.0	781	118.0	788	119.0		
Glenwood MS	545	545	545	545	492	90.3	463	85.0	477	87.5	478	87.7	497	91.2	494	90.6	494	90.6	493	90.5	501	91.9	503	92.3		
Hammond MS	604	604	604	604	725	120.0	819	135.6	798	132.1	817	135.3	822	136.1	855	141.6	849	140.6	867	143.5	855	141.6	888	147.0		
Harpers Choice MS	506	506	506	506	451	89.1	427	84.4	431	85.2	470	92.9	456	90.1	465	91.9	459	90.7	468	92.5	467	92.3	501	99.0		
Lake Ekhorn MS	643	643	643	643	546	84.9	532	82.7	518	80.6	531	82.6	521	81.0	524	81.5	510	79.2	509	79.2	506	78.7	514	79.9		
Lime Kiln MS	721	721	721	721	678	94.0	713	98.9	743	103.1	762	105.7	789	109.4	808	112.1	825	114.4	811	112.5	788	109.3	756	104.9		
Mayfield Woods MS	798	798	798	798	826	103.5	809	101.4	809	101.4	843	105.6	843	105.6	876	109.8	873	109.4	896	112.3	857	107.4	893	111.9		
Mount View MS	798	798	798	798	974	122.1	1010	126.6	997	124.9	988	123.8	1003	125.7	1053	132.0	1039	130.2	1037	129.9	1033	129.4	1034	129.6		
Murray Hill MS	662	662	662	662	668	100.9	658	99.4	679	102.6	706	106.6	726	109.7	719	108.6	735	111.0	720	108.8	703	106.2	684	103.3		
Oakland Mills MS	506	506	506	506	513	101.4	527	104.2	521	103.0	526	104.0	514	101.6	522	103.2	502	99.2	502	99.2	490	96.4	481	94.5		
Palapasco MS	643	643	643	643	690	107.3	717	111.5	730	113.5	744	115.7	754	117.3	753	117.1	769	119.6	760	117.9	760	117.9	745	115.4		
Paluxent Valley MS	760	760	760	760	814	107.1	821	108.0	799	105.1	792	104.2	805	105.9	848	111.6	887	116.7	896	117.9	903	118.8	914	120.3		
Thomas Voaduct MS	701	701	701	701	918	131.0	888	126.7	911	130.0	906	129.2	919	131.1	918	131.0	931	132.8	952	135.8	979	139.7	1035	147.6		
Wild Lake MS	740	740	740	740	669	90.4	677	91.5	708	95.7	765	103.4	769	103.9	794	107.3	793	107.2	821	110.9	820	110.8	869	117.4		
Countywide Totals	13457	13457	13457	13457	14064	104.5	14146	105.1	14203	105.5	14491	106.1	14590	106.9	14895	106.8	14903	106.9	14989	106.3	14875	105.5	15029	106.6	15291	106.5

A* includes additions as proposed for FY 2022 OIP for grades 6-8
Color coding has been updated to align with the definition of target utilization (between 90-110% utilization), green is within target utilization, blue is under target utilization, and red is over target utilization.

High Schools Needs and Strategies

High School Needs: In SY 2020-21, most high schools will remain within an acceptable target utilization range per Board Policy 6010 School Attendance Areas; however, there are four schools that are projected to be above 110 percent capacity utilization throughout the county. These include Howard HS, Long Reach HS, Mt Hebron HS, and Reservoir HS. The opening of New HS #13 and Hammond HS renovation/addition are planned to accommodate enrollment growth in the Route 1 area.

Boundary adjustments adopted in 2019 will provide some crowding relief to the most crowded high schools, utilizing available capacity in western schools. Crowding still exists, as projections indicate the county would need an additional 1,100 seats to have all schools at 100 percent utilization for SY 2020-21. With a goal of 100 percent utilization, the system would need approximately 3,600 additional seats by 2030 countywide. Planned construction and renovation projects include 1,854 seats at HS #13 and Hammond HS and are planned for completion for SY 2023-24. To bring all high schools within target utilization would require approximately 1,900 additional seats by 2030 countywide.

The fastest-growing area of the County is served by four high schools: Hammond HS, Howard HS, Long Reach HS, and Oakland Mills HS. The eastern third of the county, aka the Route 1 Corridor, has seen tremendous residential development over the last ten years due to rezoning, orientation to transit, and proximity to major commuter routes and employment. Recent capital investment has added over 1,400 seats at the elementary level, and over 800 seats at the middle level. The most recent high school investment was an addition to Howard HS completed in 2007. Boundary adjustments adopted in 2019 for implementation in SY 2020-21 reduced crowding at Hammond HS, Howard HS, and Long Reach HS by better utilizing Oakland Mills HS and other schools to the west. Excluding planned capacity for HS #13 and the Hammond HS addition, this region of schools is projected to be utilized at 129 percent by 2030, with approximately 1,600 seats of capacity needed to reach the goal of 100 percent utilization and a minimum of 1,000 seats to reach target utilization.

Reservoir HS is projected to increase in capacity utilization following boundary adjustments adopted in 2019. Updated projections show Reservoir HS utilized at 116 percent for SY 2020-21, increasing to 134 percent by SY 2023-24, and 153 percent for SY 2030-31. Enrollment increases are driven by a combination of new development and in-migration. Reservoir HS would need approximately 800 additional seats to remain at or below 100 percent utilization through 2030. At a minimum, 650 seats would be needed to remain within target utilization through 2030.

Marriotts Ridge HS and Mt. Hebron HS serve part of Ellicott City and West Friendship. Marriotts Ridge HS is one of the schools used to provide relief for crowding in the east. The updated projection shows 100-300 additional students per year when compared to previous projections developed before the 2019 boundary adjustments. Updated projections for Mt. Hebron HS depict the effects of relief from the adopted boundary adjustments. However, like Marriotts Ridge HS, the projected enrollment is anticipated to increase through the ten-year planning period. Enrollment increase at Marriotts Ridge HS will be driven by new development at Turf Valley and Westmount, as well as in-migration. Both schools are projected to be utilized over 120 percent, with as many as 800 seats needed to achieve 100 percent utilization, and a minimum of 550 seats to bring this grouping of schools within target utilization through 2030.

High Schools Needs and Strategies

School Year 2019/20 - Actual

	<i>Lowest</i>	<i><90%</i>	<i>90-110%: Target</i>	<i>>110%</i>	<i>Highest</i>
HS	84%	1	6	5	135%

School Year 2020/21 (Spring 2020 Projection)

	<i>Lowest</i>	<i><90%</i>	<i>90-110%: Target</i>	<i>>110%</i>	<i>Highest</i>
HS	92%	0	8	4	127%

High School Strategies: The below high school strategies include over 2,600 seats of high school capacity to bring county-wide high school utilization within the target range, and address the projected seat need through 2030. It also includes renovations to three schools, leveraging existing buildings and sites to provide needed crowding relief.

Projections through 2030 indicate continued enrollment increases and the possible need for a fourteenth high school in the early 2030s. The tenth year of the projection can have a five percent error rate; the most effective way to use this information is in continued long-range planning efforts to identify and acquire needed land and to inform the timing of other projects. Additionally, due to land costs and site requirements for a high school, new and innovative prototypes with ancillary spaces will need to be considered to reduce the acreage requirements of a high school.

Continue the construction of the New HS #13 in Jessup and Hammond HS addition for opening in SY 2023-24. The boundary review process to open HS #13 would occur in the summer of 2022, for implementation in SY 2023-24. The projected high school enrollment for SY 2023-24 is 19,521 students, resulting in a projected capacity utilization of 102 percent countywide, which includes capacity from New HS #13 and Hammond HS. New HS #13 is planned to open for SY 2023-24, adding 1,658 seats in the southeastern part of the county. Additionally, 200 seats are planned for a 2023 opening in an addition to Hammond HS. This brings the total seats added in this area to 1,858 by SY 2023-24. During the 2019 boundary study, many alternatives exist for a possible boundary scenario to best utilize this new capacity. A map depicting the areas likely to be affected by the boundary study is included identifying the school boundaries likely to be involved in the 2022 study as Hammond HS, Howard HS, Long Reach HS, and Oakland Mills HS; however, consideration should be given to providing relief to Reservoir HS during this review as well.

Absent a boundary study that is aggressive in alleviating crowding north towards Elkridge, projections indicate a need may still exist at Long Reach HS and Howard HS. To address this concern, consideration should be given to providing an additional 400-500 seats of capacity. Oakland Mills HS should be considered for this addition, as its eastern Columbia location makes it well-positioned to provide the needed relief from projected crowding through boundary adjustments. This school was constructed in 1973 with the most recent (partial) renovation in 2005. The additional capacity at Oakland Mills HS is recommended in SY 2032-33.

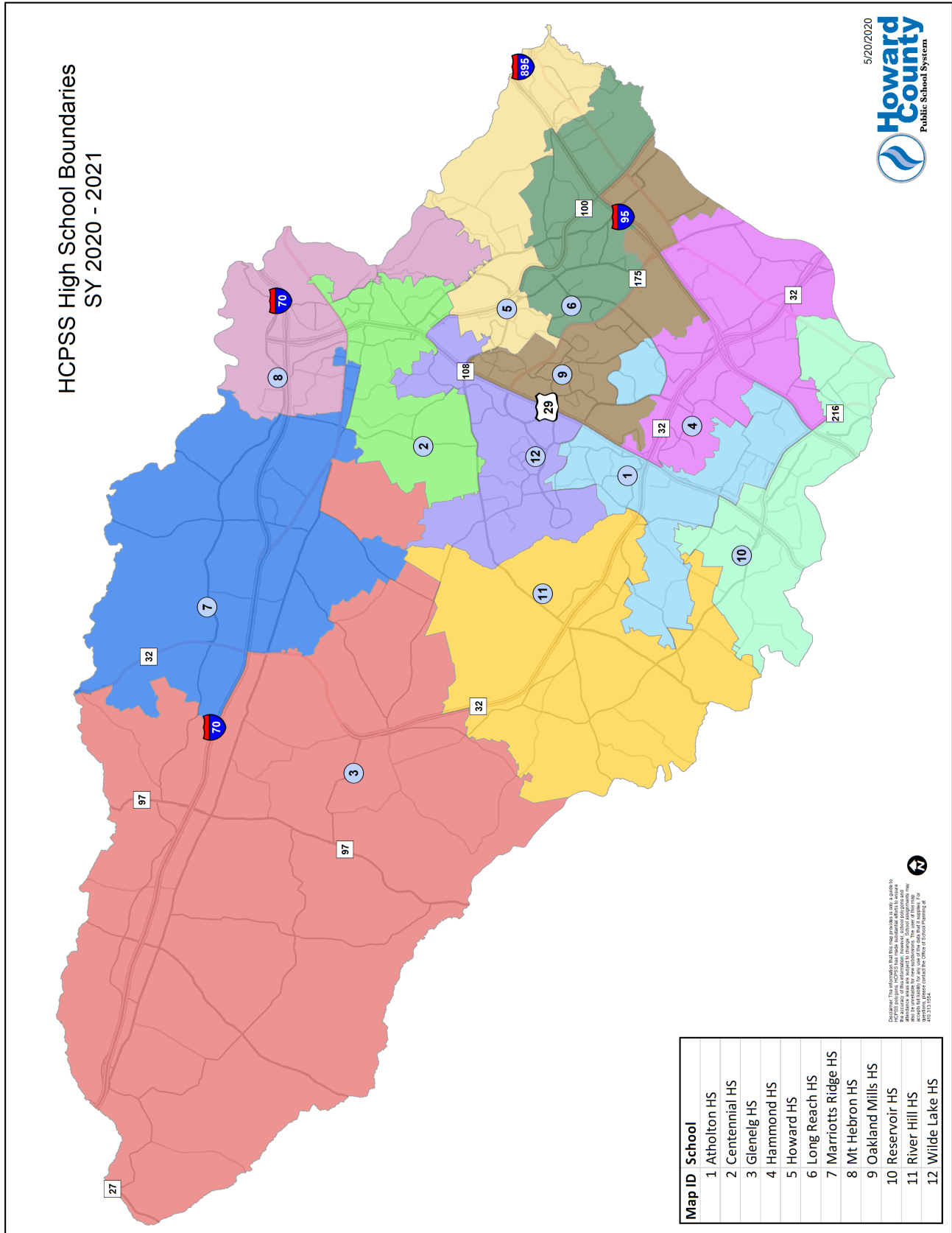
High Schools Needs and Strategies

Boundary adjustments to Centennial HS attendance area in 2019 assisted with the projected crowding for this high school; however, coupled with continued enrollment growth at Marriotts Ridge HS and Mt. Hebron HS, an addition at Centennial HS is still recommended. The additional seats to Centennial HS should be planned for opening by SY 2026-27 however, the previous capital budget indicated 260 seats of capacity, and consideration should be given to increasing the added capacity to 340 seats from the 260 seats recommended previously. The capacity of this project should be evaluated to ensure enough seats are added to provide the needed relief for this area. Until these seats are completed, projections will continue to be closely monitored, and additional relocatable classrooms will be placed if needed.

Schools	SY2020-21 Utilization	SY2030-31 Utilization	Approx. seats needed for 100% through 2030 (seats to be in target)	Strategies
Hammond HS, Howard HS, Long Reach HS, Oakland Mills HS	111	129	1600 (1000)	Relocatables; HS #13; HaHS addition; OMHS addition
Reservoir HS	116	153	800 (650)	Relocatables; HS #13
Marriotts Ridge HS, Mt Hebron HS	109	129	900 (600)	Relocatables; CHS addition

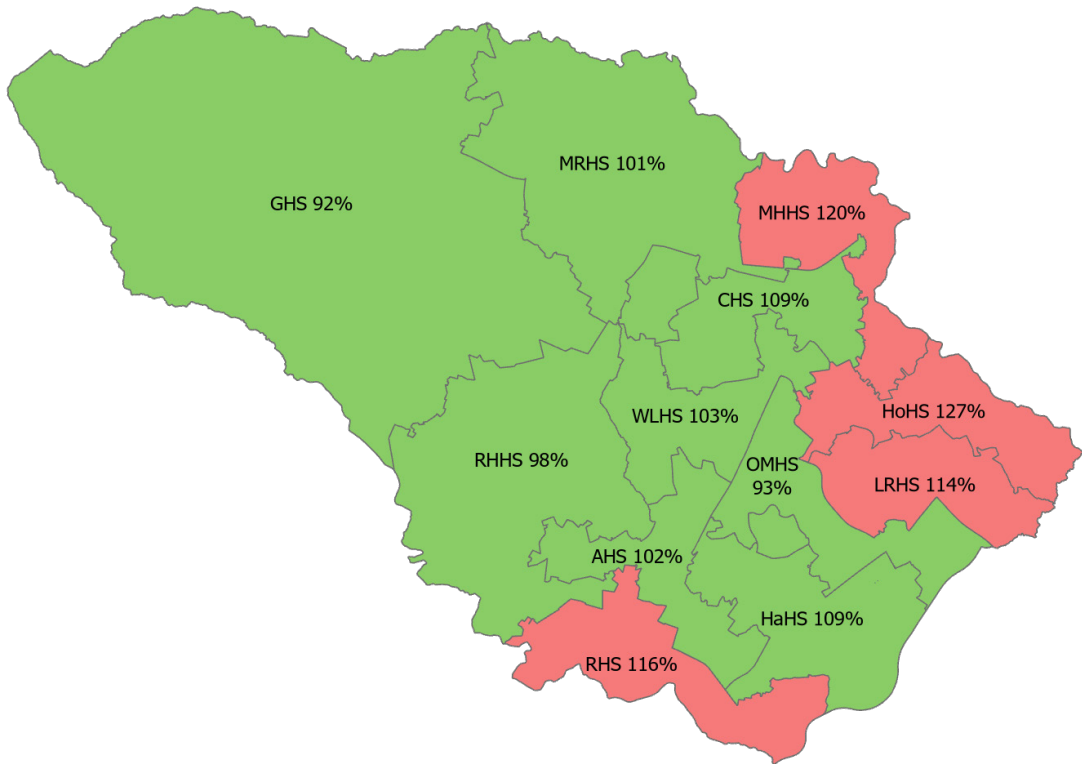
All utilizations and estimated seat counts are from HCPSS 2020 enrollment projection presented in this report. These projections are updated every year, requiring re-evaluation of needs and strategies. This is a summary, other factors may be considered in developing strategies for addressing crowded schools.

High Schools - SY 2020-2021 Boundaries

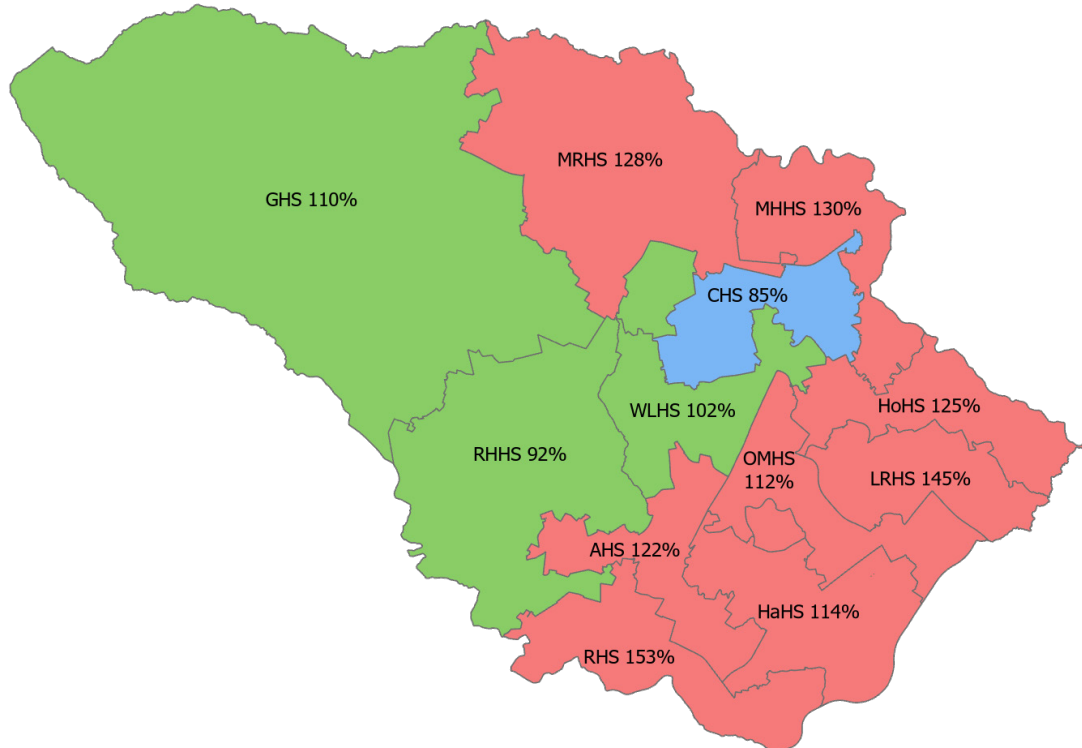


High Schools Utilization Map

High Utilization Map - 2020



High Utilization Map - 2030



2030 utilization map includes proposed additions to existing schools, as recommended in the strategies, but does not include new schools or potential future boundary changes.

Feasibility Study:
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Section 4

Foreseeable Attendance Area Adjustments

This report includes considerations for review of boundary adjustments for the future years in which new schools are opening.

June 2020

Foreseeable Attendance Area Adjustments Summary

Boundary Study and Foreseeable Redistricting Plan

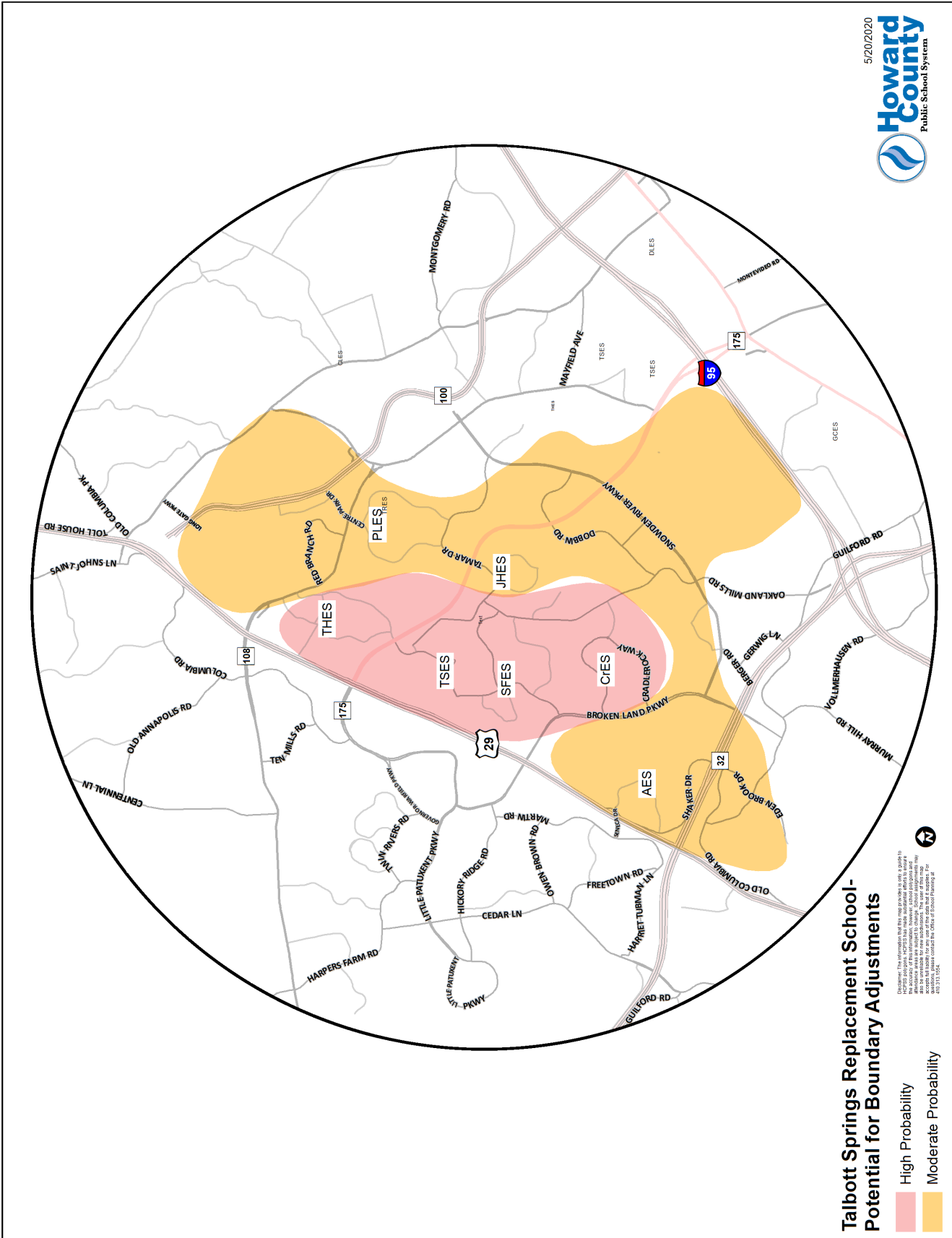
The transition process is underway to implement the Board's approved boundaries for SY 2020-21. Staff does not recommend any further changes in boundaries until the opening of Talbott Springs ES in SY 2022-23 and New HS #13 in SY 2023-24. Based on the current Board Policy 6010, the boundary study processes would begin following the 2021 and 2022 Feasibility Studies.

Opening of the Talbott Springs ES replacement school will allow relief at Talbott Springs ES, and multiple schools within the Columbia region. The boundary study may involve a combination of schools including Atholton ES, Cradlerock ES, Phelps Luck ES, Stevens Forest ES, Talbott Springs ES, and Thunder Hill ES and may be impacted by regional program assignments. The Talbott Springs ES review should be localized to schools in Eastern Columbia, with the main goal of using the new capacity to relieve crowding in the immediate area.

Opening of New HS #13 will allow for relief along the US 1/I-95 Corridor from Elkridge to Laurel. Since 2017, potential boundaries for the new high school have been discussed. Several possible boundary scenarios were developed during the 2019 boundary study and can be viewed on BoardDocs under the October 30, 2019 Board meeting. The purpose of these discussions was to estimate areas that might be reassigned for the opening of the new high school and to avoid reassigning students twice at any level as best as possible.

While it may not be possible to avoid reassignment of the geographies that were impacted in the 2019 boundary review, which could impact some of the same students, avoiding reassignment of the same geographies set the stage for the "probability map" below. This map identifies the most likely areas to be affected from the high school redistricting. The boundary study planned for 2022 could involve Hammond HS, Howard HS, Long Reach HS, Oakland Mills HS and Reservoir HS. A secondary level of high schools could be involved in order to balance capacity utilizations, as well as middle and elementary schools in the impacted areas to maintain strong feeds.

Talbott Springs ES Probability Map

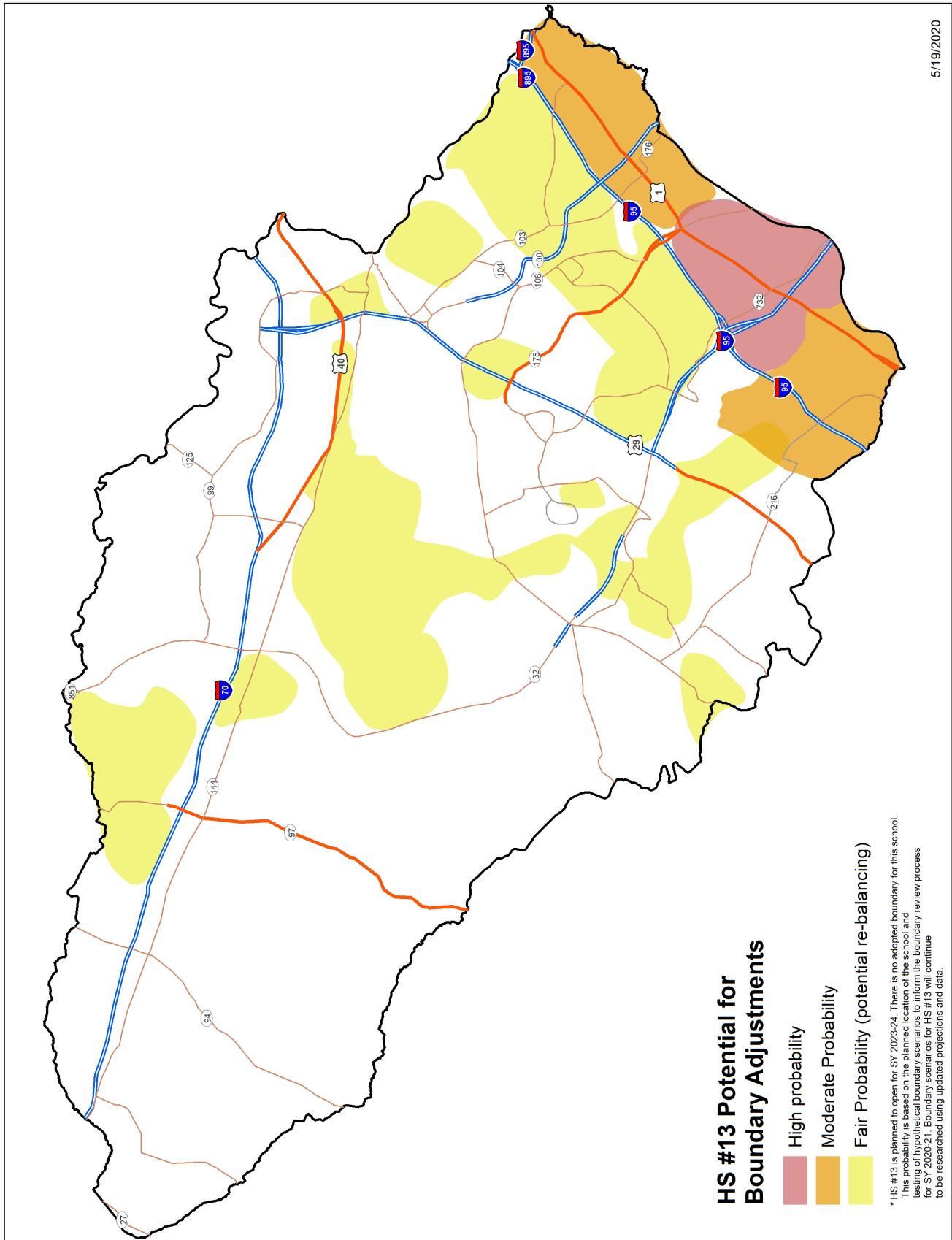


**Talbott Springs Replacement School-
Potential for Boundary Adjustments**

- High Probability
- Moderate Probability

Disclaimer: This information that this map provides is only a guide to the location of the information. It is not intended to be used as a substitute for professional advice. The user of this map is responsible for any errors or omissions. The user of this map is advised to always contact the Office of School Planning at 410-331-1054.

High School #13 Probability Map



Feasibility Study:
An Annual Review of Long-Term Capital
Planning and Attendance Area Adjustment Options

Section 5

Appendices

Most Recent Attendance Area Adjustments

The new Adequate Public Facilities Ordinance adopted by the County Council in 2018 requires that HCPSS reports the most recent attendance area adjustments for each school.

Table 6.1 Most Recent Attendance Area Adjustments Chart

Most Recent Redistricting

	In effect		In effect
Atholton ES	2012	Bonnie Branch MS	2020
Bellows Spring ES	2020	Burleigh Manor MS	2020
Bollman Bridge ES	2012	Clarksville MS	2018
Bryant Woods ES	2020	Dunloggin MS	2020
Bushy Park ES	2002	Elkridge Landing MS	2020
Centennial Lane ES	2007	Ellicott Mills MS	2020
Clarksville ES	2020	Folly Quarter MS	2020
Clemens Crossing ES	2020	Glenwood MS	2004
Cradlerock ES	2020	Hammond MS	2020
Dayton Oaks ES	2012	Harpers Choice MS	2020
Deep Run ES	2018	Lake Elkhorn MS	2020
Ducketts Lane ES	2020	Lime Kiln MS	2018
Elkridge ES	2020	Mayfield Woods MS	2020
Forest Ridge ES	2012	Mount View MS	2020
Fulton ES	2020	Murray Hill MS	2020
Gorman Crossing ES	2012	Oakland Mills MS	2020
Guilford ES	2020	Patapsco MS	2020
Hammond ES	2020	Patuxent Valley MS	2020
Hanover Hills ES	2018	Thomas Viaduct MS	2020
Hollifield Station ES	2020	Wilde Lake MS	2020
Ilchester ES	2020		
Jeffers Hill ES	2020		
Laurel Woods ES	2012		
Lisbon ES	1998		
Longfellow ES	2020		
Manor Woods ES	2020		
Northfield ES	2020		
Phelps Luck ES	2020	Atholton HS	In effect 2020
Pointers Run ES	2020	Centennial HS	2020
Rockburn ES	2018	Glenelg HS	2020
Running Brook ES	2020	Hammond HS	2020
St Johns Lane ES	2020	Howard HS	2020
Stevens Forest ES	2020	Long Reach HS	2020
Swansfield ES	2020	Marriotts Ridge HS	2020
Talbott Springs ES	2020	Mt Hebron HS	2020
Thunder Hill ES	2020	Oakland Mills HS	2020
Triadelphia Ridge ES	2020	Reservoir HS	2020
Veterans ES	2020	River Hill HS	2020
Waterloo ES	2020	Wilde Lake HS	2004
Waverly ES	2020		
West Friendship ES	2020		
Worthington ES	2007		



POLICY 6010
SCHOOL ATTENDANCE AREAS

BOARD OF EDUCATION

Effective: February 28, 2019

I. Policy Statement

The Board of Education of Howard County, with the advice of the Superintendent, establishes school attendance areas to provide quality, equitable educational opportunities to all students and to balance the capacity utilization of all schools. The Board recognizes that school openings, closings, additions, program changes, population growth and other demographic changes may require that school attendance areas be adjusted. The Board also recognizes the value of diverse and inclusive school populations when establishing attendance areas. The Board believes that employees' analyses and recommendations, as well as public advice and comment, are integral to its deliberations and decisions related to school attendance areas.

II. Purpose

The purpose of this policy is to define the conditions and process by which school attendance area adjustments will be developed and adopted.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. Attendance Area Committee (AAC) – Committee comprised of community members appointed by the Superintendent to provide feedback to the Superintendent on the proposed attendance area adjustment considerations in the Feasibility Study.
- B. Continuity of Operations Plan (COOP) – Procedures to ensure that the capability exists to continue essential functions during and after an extended emergency.
- C. Demographic Characteristics – Features in the composition of a school's population that includes, but is not limited to the racial/ethnic composition of a school's student population, as well as the percentage of students participating in Free and Reduced-Priced Meals (FARMS) and English for Speakers of Other Languages (ESOL) programs.
- D. Diversity – Recognizing, accepting, and respecting that individuals come from many different life experiences with various frames of reference and perspectives. While diversity values unique perspectives and individual differences, it also values the commonalities we all share. Diversity includes, but is not limited to race/ethnicity, gender, gender identity, socioeconomic status, sexual orientation, language, culture, religion/beliefs, mental and physical ability, age, and national origin.

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- E. Equitable – Just or fair access, opportunities, and supports needed to help students, families, and employees reach their full potential by removing barriers to success that individuals face. It does not mean equal or everyone having the same things.
- F. Extended Emergency – A severe or long-term emergency that affects an individual school, multiple schools, or the entire school system.
- G. Feed – The flow of students from one school level to the next.
- H. Free and Reduced-Priced Meals (FARMS) – A federal program available to students whose households meet the federal income eligibility guidelines to receive free or reduced-priced meals.
- I. Howard County Emergency Operations Plan – A comprehensive emergency management plan incorporating all aspects of pre-emergency preparedness and post-emergency response, recovery, and mitigation.
- J. HCPSS System-Level Emergency Operations Plan (EOP) – A multi-hazard approach for the school system to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk to the people, property, and operations of the school system.
- K. Inclusive – Making sure all individuals have the opportunity to be engaged participants in the learning environment and community. All students, families, and employees feel valued, respected, appreciated and involved. Individuals see their unique identities reflected in all facets of education including staffing, curriculum, instruction, and activities.
- L. Long-Range Enrollment – Each school’s student population projections for the upcoming 10 years.
- M. Permanent School Facility – School building that is constructed with brick, concrete and steel, with a wooden or fabricated steel frame; a lasting structure designed and intended for support, enclosure, shelter or protection of people and for the delivery of instruction. Excluded from this definition are relocatables which are temporary and can be moved to alternative locations.
- N. Planning Region – A geographic area of Howard County made up of one or more schools used by the HCPSS Office of School Planning for long-range planning purposes.
- O. Program Capacity – The number of students that can be reasonably accommodated in a school, based on the permanent school facility (relocatables are excluded) and the educational program offered (pre-kindergarten regional programs are excluded). Program capacity is calculated based at the below rates:

POLICY 6010

1. Elementary schools: the product of the Board-approved student-to-teacher ratio and the number of teaching stations identified in the capital budget.
 2. Middle schools: 95% of the product of the Board-approved student-to-teacher ratio and the number of teaching stations identified in the capital budget.
 3. High schools: 80% or 85% of the product of the Board-approved student-to-teacher ratio and the number of teaching stations in the capital budget.
- P. Projections – Estimated student enrollment for future school years.
- Q. Regional Program – A countywide educational program located at one or more, but not all schools that is designed to provide a particular type of educational leadership or intervention to students. Regional programs may include, but are not limited to Regional Academic Life Skills, Preschool Program, including Parent-Assisted Learning at Schools, Pre-Kindergarten, Elementary School Model Full-day Pre-Kindergarten, Early Beginnings, Regional Emotional Disabilities, Multiple Intensive Needs Classroom, Junior Reserve Officer Training Course (JROTC) and Elementary School Primary Learner Program.
- R. Relocatables – Prefabricated, stand-alone buildings providing temporary capacity for a school and that are excluded from program capacity.
- S. School Attendance Area – Geographic area from which a school’s students are drawn.
- T. Target Utilization – Enrollment between 90% and 110% utilization of the program capacity of a permanent school facility.
- U. Teaching Stations – Rooms that are at least 660 square feet in size and are or could be used for delivery of the educational program. Rooms that are excluded include, but are not limited to, rooms assigned to administrative purposes, regional programs, prekindergarten, special education, cooperative use areas, and elementary related arts.
- V. Utilization – The comparison of a permanent school facility’s program capacity and its enrollment or projected future enrollment.

IV. Standards

- A. The Board will consider school attendance area adjustments whenever one or more of the following conditions exist:
1. A new school or addition is scheduled to open.
 2. An existing permanent school facility is significantly damaged, deemed unusable, or otherwise scheduled to close.

3. School attendance area projections are outside the target utilization.
 4. The program capacity of a school building is altered.
 5. The road network(s) within one or more school attendance areas is altered.
 6. A unique circumstance that prompts adjustments to promote efficiencies, provide for the welfare of students, or adapt for shifts in program delivery.
- B. The Board, Superintendent/designee and the AAC will consider the impact of the following factors in the review or development of any school attendance area adjustment plan. While each of these factors will be considered, it may not be feasible to reconcile each and every school attendance area adjustment with each and every factor.
1. Facility Utilization. Where reasonable, school attendance area utilization should stay within the target utilization for as long a period of time as possible through the consideration of:
 - a. Efficient use of available space. For example, maintain a building's program capacity utilization between 90% and 100%.
 - b. Long-range enrollment, capital plans and capacity needs of school infrastructures (e.g., cafeterias, restrooms and other shared core facilities).
 - c. Fiscal responsibility by minimizing capital and operating costs.
 - d. The number of students that walk or receive bus service and the distance and time based students travel.
 - e. Location of regional programs, maintaining an equitable distribution of programs across the county.
 2. Community Stability. Where reasonable, school attendance areas should promote a sense of community in both the geographic place (e.g., neighborhood or place in which a student lives) and the promotion of a student from each school level through the consideration of:
 - a. Feeds that encourage keeping students together from one school to the next. For example, avoiding feeds of less than 15% at the receiving school.
 - b. Areas that are made up of contiguous communities or neighborhoods.
 - c. Frequency with which any one student is reassigned, making every attempt to not move a student more than once at any school level or the same student more frequently than once every five years.

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3. Demographic Characteristics of Student Population. Where reasonable, school attendance areas should promote the creation of a diverse and inclusive student body at both the sending and receiving schools through the consideration of:
 - a. The racial/ethnic composition of the student population.
 - b. The socioeconomic composition of the school population as measured by participation in the federal FARMS program.
 - c. Academic performance of students in both the sending and receiving schools as measured by current standardized testing results.
 - d. The level of English learners as measured by enrollment in the English for Speakers of Other Languages (ESOL) program.
 - e. Number of students moved, taking into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
 - f. Other reliable demographic and diversity indicators, where feasible.
- C. Board of Education's Deliberations
 1. The Superintendent/designee will submit attendance area considerations to the Board for discussion and recommendation.
 2. If attendance area adjustments are considered under Section IV.A., the Board will notify the public of its decision for the Superintendent to proceed or not to proceed with the formation of the AAC and attendance area adjustment recommendations.
 3. The Superintendent/designee will submit to the Board attendance area adjustment recommendations, which include data on each of the factors in Section IV.B. for which measurement can be obtained.
 4. The Board, in accordance with Policy 2040 Public Participation in Meetings of the Board, will hold a public hearing(s) regarding the school attendance area adjustment plan(s) submitted by the Superintendent. In addition, and as necessary, work session(s) will be scheduled to consider public hearing testimony. The Board may schedule additional hearings and/or work sessions at its discretion.
 5. The Board may direct the Superintendent to provide additional information and/or develop other alternative plans for its consideration at any time. The Board may also propose alternative plans at any time.

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6. The Board may consider exemptions for rising fifth, eighth, and eleventh grade students to continue attending schools in an area that is proposed for attendance area adjustments. Attendance area adjustments will not affect rising twelfth grade students.
 7. The Board will take final action on school attendance area adjustments at a public meeting. The Board reserves the right to adopt or to modify any alternatives and/or recommendations presented to it by the Superintendent/designee or the residents of Howard County proposed previously or during the Board's deliberations and vote.
- D. Community Input
1. The Superintendent will, when directed by the Board, form an AAC in accordance with the Implementation Procedures of this policy for the purpose of advising the Superintendent during the planning phase of the attendance area adjustment process. In the case of an extended emergency situation, the Superintendent/designee will propose an attendance area adjustment.
 2. The Board will provide opportunities for public input in accordance with Policy 2040 Public Participation in Meetings of the Board.
 3. Members of the public may submit school attendance area adjustment plans to the Board and/or the Superintendent/designee.
- E. The Board may alter these provisions, upon a majority vote of the Board, when an extended emergency as defined by Policy 3010 Emergency Preparedness and Response occurs or other extraordinary circumstances warrant such an alternation.

V. Responsibilities

- A. The Superintendent/designee will prepare and provide enrollment projections and attendance area considerations on an annual basis to the Board.
- B. The Board will determine whether any conditions exist that prompt the consideration of school attendance area adjustments and, when applicable, recommend formation of the AAC. The Superintendent/designee will assist the AAC in completing its review and comment process.
- C. All AAC meetings are subject to the Maryland Open Meetings Act. Employees will take summary notes of the AAC meeting and make these summary notes available to the public.
- D. The Superintendent/designee will communicate the Board's action on attendance area adjustments to the principals, PTA presidents and SGA presidents of each affected

school, the president of the PTA Council of Howard County and the chairman of the Community Advisory Council to the Board.

- E. Principals will communicate attendance area adjustments to the parents of students in areas affected by the Board's action.

VI. Delegation of Authority

The Superintendent is authorized to develop appropriate procedures for the implementation of this policy.

VII. References

- A. Legal
 - The Annotated Code of Maryland, Education Article, Section 4-109, Establishment of Public School
 - Maryland Open Meetings Act
- B. Other Board Policies
 - Policy 2040 Public Participation in Meetings of the Board
 - Policy 2050 Advisory Committees to Staff and Schools
 - Policy 3010 Emergency Preparedness and Response
 - Policy 5200 Pupil Transportation
 - Policy 6000 Site Selection and Acquisition
 - Policy 6020 School Planning/School Construction Programs
 - Policy 6070 Discontinuation of School Use
 - Policy 9000 Student Residency, Eligibility, Enrollment, and Assignment
- C. Relevant Data Sources
- D. Other

VIII. History

ADOPTED: April 15, 2004
 REVIEWED: July 1, 2011
 MODIFIED: November 29, 2018
 February 28, 2019
 REVISED: April 28, 2005
 April 16, 2009
 January 26, 2017
 EFFECTIVE: February 28, 2019



**POLICY 6010-IP
IMPLEMENTATION PROCEDURES**

SCHOOL ATTENDANCE AREAS

Effective: February 28, 2019

I. Development and Consideration of School Attendance Area Adjustment Plans

The long-range school facilities planning process is conducted on an annual basis according to the county's and state's capital budget process. The timing, sequence, and/or steps may be adjusted based on budgetary and operational needs, to account for holidays and other considerations. The development and consideration of proposed school attendance area adjustment plans will take place in the following manner:

Determine Proposed Scope:

- A. **Calendar Year 1 - June-November**
After the presentation of the Feasibility Study or after any approval of changes in the attendance areas, the Superintendent and the Board of Education will consult with each other to define the proposed scope (i.e. open a new school only or comprehensive plan for all three levels) of the upcoming year's attendance area adjustments and develop a communication plan. The proposed scope may be adjusted during the review and approval process.

Review and Approval Process:

- B. **Calendar Year 2 - January/February**
The Office of School Planning will provide the Superintendent with enrollment projections by school annually and develop attendance area considerations per Policy 6010. The considerations will address capacity projects in the capital budget and will be the basis for short- and long-range attendance area plans.
- C. **Calendar Year 2 - April**
The Office of School Planning may solicit and interview candidates for the potential Attendance Area Committee (AAC) and nominate candidates for appointment by the Superintendent.
- D. **Calendar Year 2 - June**
The Superintendent/designee presents projections, attendance area considerations and planning issues to the Board and interested residents.

If the Board approves proceeding with attendance area adjustments, the Superintendent will charter such a committee to review attendance area adjustment considerations. The Board will notify the public of its decision for the

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Superintendent to proceed or not to proceed with the formation of the AAC and attendance area adjustment recommendations.

- E. Calendar Year 2 - June
If an AAC is created, Office of School Planning employees will provide training to the AAC. Training will include, but is not limited the following:
1. Review of Policy 6010 and its standards used to establish an attendance area adjustment plan.
 2. Review the AAC's responsibilities in the attendance area adjustment plan process, including training on the Maryland Open Meetings Act.
- F. Calendar Year 2 - June/July
With assistance from the Office of School Planning, the AAC will review any attendance area adjustment considerations in the Feasibility Study, and make a committee recommendation to the Superintendent to assist the Superintendent in developing a recommendation to the Board.
- G. Calendar Year 2 - July
The Office of School Planning will facilitate regional meetings to obtain public comment regarding attendance area adjustments. The Office of School Planning will solicit public input through various mechanisms.
- H. Calendar Year 2 - July/August
The Office of School Planning will advise the Superintendent on capacity needs for the upcoming budget process during capital budget preparations.
- I. Calendar Year 2 - August
After receipt of input from the AAC and the public, the Superintendent will propose attendance area adjustments to the Board.
- J. Calendar Year 2 - August-November
Board public hearing(s), work session(s) and adoption of attendance area adjustments.
- K. Calendar Year 2 - December
The Superintendent/designee and Board will assess the attendance area adjustment process. Modifications to this process will be made, as needed, prior to the beginning of the next attendance area adjustment.

Implementation

- L. Calendar Year 2 - December – Year 3 - January
After the Board has made any final decision(s) regarding attendance area adjustments, the approved attendance area maps are developed, the school locator is updated, and transportation routes are updated. The Superintendent will

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communicate the Board's action to the principals, PTA presidents and SGA presidents of each affected school, the president of the PTA Council of Howard County and the chairman of the Community Advisory Council to the Board. The Superintendent/designee will assist school-based administrators and employees with articulating students affected by attendance area adjustments. Principals will communicate attendance area adjustments to the parents of students in areas affected by the Board's action.

- M. Calendar Year 3 - January
Capital Budget review by the Board.
- N. Calendar Year 3 - May
Capital Budget review and approval by County Council.
- O. Calendar Year 3 - September
Attendance Area Adjustment effective.

III. Attendance Area Committee Make-up and Responsibilities

- A. The AAC shall consist of 10 to 15 members. Consideration will be given to providing representation from each of the Howard County Public School System's (HCPSS) planning regions. Representation may include, but is not limited to the following:
 1. At least one member from the Howard County Association of Student Councils.
 2. At least one member from each of the HCPSS six planning regions.
 3. At least three, but no more than eight at-large community members, with consideration toward identifying members of the community based on the attendance area/planning region(s) that may be affected by attendance area adjustments.
 4. Of those AAC members selected, no more than six members will have been members of a previous AAC.
 5. Members may not serve on more than two consecutive AACs.
- B. The AAC, after receiving training, will work in collaboration with the Office of School Planning employees and the Superintendent/designee to provide feedback on attendance area considerations. The basis for the review will be enrollment projections and the Policy 6010 Standards set forth in Section IV.B.

IV. History

ADOPTED: April 28, 2005

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REVIEWED: July 1, 2011
MODIFIED: November 29, 2018
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