

JUNTA DE EDUCACIÓN DEL CONDADO DE HOWARD
TEMA DE LA AGENDA DE LA REUNIÓN

TÍTULO: Revisión de límites 2025

FECHA: 17 de julio del 2025

PRESENTADOR(ES): Daniel Lubeley, director ejecutivo, Planificación de Capital y Construcción
Timothy Rogers, gerente de Planificación Escolar

ALINEACIÓN DEL PLAN ESTRATÉGICO

Misión: El HCPSS crea una comunidad de aprendizaje innovadora y responsable donde ampliamos las oportunidades y el acceso, eliminamos barreras y fomentamos un entorno inclusivo.

Compromiso clave: crear entornos innovadores de aprendizaje y trabajo

Área Prioritaria: Prioridad 4: mejorar la planificación y los procedimientos sistémicos

Meta: Meta 3: asegurar la distribución equitativa de los recursos a las escuelas

VISIÓN GENERAL

Este informe incluye mapas y datos adjuntos que ilustran tres enfoques para abordar el alcance aprobado por la Junta en febrero del 2025.

- Todos los escenarios reducirían la utilización de la capacidad en la Escuela Primaria Bryant Woods y la Escuela Primaria Centennial Lane utilizando la capacidad disponible en las escuelas adyacentes, incluidas la Escuela Primaria Clemens Crossing, la Escuela Primaria Longfellow, la Escuela Primaria Running Brook y la Escuela Primaria Swansfield (pp.7-22)
- Se incluyen los resultados de la encuesta comunitaria de primavera (pp.26-76)
- Se incluyen mapas y cuadros que muestran las áreas reasignadas y los resultados
- La Oficina de Planificación Escolar buscará comentarios de la comunidad durante todo el verano
- La recomendación del superintendente se presentará en septiembre para la consideración de la Junta Directiva.

Después de la participación comunitaria de verano, el superintendente presentará una recomendación a la Junta en la reunión del 11 de septiembre del 2025. A partir de la recomendación del superintendente, la Junta llevará a cabo audiencias públicas y sesiones de trabajo, antes de tomar una decisión final sobre los cambios de límites en noviembre del 2025, para su implementación en el año escolar 2026-2027.

DIRECCIÓN FUTURA:

Continuar con el resto del proceso, incluida la recomendación del superintendente a la Junta en la reunión del 11 de septiembre del 2025, seguida de audiencias públicas y sesiones de trabajo de la Junta, y una decisión de la Junta el 20 de noviembre del 2025.

PRESENTADO Timothy Rogers,
POR: Gerente de Planificación Escolar

APROBACIÓN/ William J. Barnes
CONCURRENCIA: Superintendente

Daniel Lubeley
Director ejecutivo,
Planificación de Capital y Construcción

Dra. Karalee Turner-Little
Superintendente adjunta

Cornell S. Brown, Jr.
Director de Operaciones

Revisión de límites 2025



Howard County Public School System

Revisión de límites

Superintendente

William J. Barnes

Junta de Educación

Jolene Mosley, presidenta

Dr. Linfeng Chen, vicepresidente

Dra. Andrea Chamblee

Jennifer Swickard Mallo

Jacquelin (Jacky) McCoy

Meg Ricks

Antonia Watts

Vacante, miembro estudiantil

Liderazgo Ejecutivo

Dra. Karalee Turner-Little, superintendente adjunta

Cornell Brown, director de Operaciones

Jennifer Robinson, directora de Escuelas

Brian Hull, director financiero

Dra. Caroline Walker, directora de Equidad e Innovaciones

Dr. J. Stephen Cowles, asesor jurídico

T. Michael Carson, director ejecutivo de Recursos Humanos

Brian Bassett, director de Comunicaciones y Participación

Personal

Daniel Lubeley, director ejecutivo de Planificación de Capital y Construcción

Tim Rogers, gerente de Planificación Escolar

Galen Omerso, analista de planificación

Jennifer Bubenko, analista de planificación

Esta es una publicación del Sistema de Escuelas Públicas del Condado de Howard.

Office of Capital Planning and Construction
9020 Mendenhall Court Suite C Columbia, Maryland 21045
410-313-6600

La copia electrónica del Documento de revisión de límites puede encontrarse en el sitio web del sistema escolar en www.hcpss.org/school-planning/

Tabla de contenido

I	Resumen ejecutivo	I
	Introducción	2
	Norma 6010 - Sección B: consideraciones sobre el plan	3
2	Escenarios, datos y mapas	7
	Escenario 1: datos y mapas	8
	Escenario 2: datos y mapas	13
	Escenario 3: datos y mapas	18
3	Conclusión	23
4	Apéndice	25
	Comentarios del público - participación de primavera	26

Revisión de límites

Sección I Resumen ejecutivo

Resumen ejecutivo

Introducción

La Junta de Educación del Condado de Howard (Junta) inició la revisión de los límites el 13 de febrero del 2025 para abordar dos escuelas cuya utilización excede el 110 %. El alcance del proceso de revisión de límites incluye las escuelas primarias Bryant Woods, Running Brook, Swansfield, Longfellow, Clemens Crossing y Centennial Lane. Las escuelas intermedias (6º a 8º grado) Wilde Lake, Harper's Choice y Burleigh Manor, así como las escuelas secundarias (9º a 12º grado) Centennial y Wilde Lake están incluidas para permitir ajustes en las derivaciones [de escuelas].

El Sistema de Escuelas Públicas del Condado de Howard (HCPSS, por sus siglas en inglés) comenzó el proceso de revisión de límites con sesiones informativas comunitarias en abril. Estas sesiones brindaron una oportunidad para que los miembros de la comunidad se informaran sobre el proceso, futuras oportunidades para participar y aportaran comentarios al personal. Este aporte y la proyección de inscripciones presentada en el Plan Maestro de Instalaciones Educativas (EFMP, por sus siglas en inglés) de junio del 2025 respaldan los escenarios de límites presentados en este informe. Además, el EFMP incluyó recomendaciones para continuar con este proceso, considerando las inscripciones proyectadas actualizadas en las escuelas dentro del alcance.

Los pasos siguientes en el proceso incluyen:

- 17 de julio - presentación del Informe de revisión de límites - informe del personal con escenarios iniciales para revisión y consideración
- Julio y agosto - participación comunitaria de verano - reuniones públicas para responder preguntas y recibir comentarios de la comunidad sobre los escenarios incluidos en el documento de revisión de límites. Los comentarios recibidos informarán al superintendente en el desarrollo de su recomendación a la Junta.
- Septiembre - recomendación del superintendente a la Junta
- Septiembre a principios de noviembre - sesiones públicas de trabajo y audiencias públicas de la Junta
- Noviembre - decisión de la Junta
- Septiembre del 2026 - implementación de límites nuevos

Las opciones de límites incluidas en este informe se centran en abordar la alta utilización de la capacidad en dos escuelas que comparten escuelas adyacentes con tasas de utilización por debajo del rango meta del 90 al 100 %. Se consideraron otras escuelas o áreas del condado para su inclusión, pero no fueron incluidas debido a la recomendación de otras estrategias. Algunas tienen un proyecto de capital en proceso o planificado, mientras que otras carecían de la capacidad necesaria en las escuelas adyacentes.

Este informe no contiene, ni podría contener, todas las opciones posibles para el ajuste de límites entre las escuelas dentro del alcance. Las opciones exploradas en este documento representan la etapa inicial de prueba y refinamiento de escenarios. Presentan tres opciones para reducir la inscripción en las escuelas primarias Centennial Lane y Bryant Woods al utilizar la capacidad disponible en las escuelas primarias Clemens Crossing, Longfellow, Running Brook y Swansfield. Logran un mejor equilibrio en la utilización de la capacidad entre estas escuelas, afectando de manera limitada las otras consideraciones de la [Norma 6010: áreas de asistencia escolar](#). Estas opciones serán consideradas por la comunidad, con modificaciones y alternativas probadas por el personal y el consultor durante el verano. El superintendente propondrá un plan en septiembre que considera estos comentarios y los resultados de una revisión exhaustiva de las opciones del plan.

Consulte nuestra página web (<https://www.hcpss.org/school-planning/boundary-review-for-26-27/>) para conocer las últimas actualizaciones de las fechas y los datos.

Resumen ejecutivo

Norma 6010 - Sección B: consideraciones sobre el plan

Los planes de ajustes de áreas de asistencia deben evaluarse analíticamente, sobre la base de los factores identificados a continuación.

Utilización de las instalaciones. Cuando sea razonable, la utilización de áreas de asistencia escolar debe mantenerse dentro del rango de utilización de la capacidad del 90 al 100 % durante el mayor tiempo posible, al considerar los factores enumerados en la [Norma de la Junta](#).

Estabilidad de la comunidad. Cuando sea razonable, las áreas de asistencia escolar deben promover un sentido de comunidad tanto en el lugar geográfico (p. ej., vecindario o lugar en el que vive un estudiante) como en la promoción de un estudiante de cada nivel escolar al considerar los factores enumerados en la [Norma de la Junta](#).

Características demográficas de la población estudiantil. Cuando sea razonable, las áreas de asistencia escolar deben promover la creación de un alumnado diverso e inclusivo tanto en las escuelas de origen como en las receptoras, al considerar los factores enumerados en la [Norma de la Junta](#).



Resumen ejecutivo

Utilización y derivaciones [de escuelas] proyectadas

La consideración III.1.a de la norma de utilización de instalaciones indica el uso eficiente de la capacidad disponible. La consideración III.2.a. de la norma de estabilidad comunitaria indica las derivaciones [de escuelas] que alientan a mantener a los estudiantes juntos de una escuela a la siguiente. Por ejemplo, evitar derivaciones [de escuelas] de menos del 15 % en la escuela receptora. La información a continuación es la utilización de la capacidad proyectada y la información de derivaciones [de escuelas] basada en las áreas de asistencia existentes para el año escolar 2025-2026.

Condiciones existentes

Capacidades, inscripción proyectada, utilización de la capacidad y derivaciones [de escuelas] según los límites del año escolar 2025-2026

Nivel	Escuela	Cap 2026	2026	Util % 2026	2030	Util % 2030	2035	Util % 2035
Primaria	Bryant Woods ES	289	358	123.9	372	128.7	439	151.9
Primaria	Centennial Lane ES	603	712	118.1	714	118.4	711	117.9
Primaria	Clemens Crossing ES	521	471	90.4	458	87.9	457	87.7
Primaria	Longfellow ES	490	409	83.5	398	81.2	395	80.6
Primaria	Running Brook ES	449	380	84.6	391	87.1	438	97.6
Primaria	Swansfield ES	603	528	87.6	502	83.3	486	80.6
Intermedia	Burleigh Manor MS	721	802	111.2	789	109.4	756	104.9
Intermedia	Harpers Choice MS	506	466	92.1	433	85.6	431	85.2
Intermedia	Wilde Lake MS	740	611	82.6	611	82.6	626	84.6
Secundaria	Centennial HS	1360	1386	101.9	1341	98.6	1351	99.3
Secundaria	Wilde Lake HS	1424	1209	84.9	1159	81.4	1111	78

% de derivación [de escuelas] año escolar 2025-2026

Bryant Woods ES 29% of Wilde Lake MS
 Centennial Lane ES 55% of Burleigh Manor MS
 Clemens Crossing ES 12% of Harpers Choice MS
 Clemens Crossing ES 31% of Wilde Lake MS
 Longfellow ES 43% of Harpers Choice MS
 Running Brook ES 31% of Wilde Lake MS
 Swansfield ES 28% of Harpers Choice MS
 Swansfield ES 9% of Wilde Lake MS
 Burleigh Manor MS 37% of Centennial HS
 Harpers Choice MS 50% of Wilde Lake HS
 Wilde Lake MS 39% of Wilde Lake HS

Resumen ejecutivo

Programas regionales

La consideración III.1.e de la norma de utilización de instalaciones indica la ubicación de los programas regionales, con el objetivo de lograr una distribución equitativa de los programas regionales en todo el condado. La siguiente lista de programas regionales está actualizada a partir de la publicación del Plan Maestro de Instalaciones Educativas 2025. Es posible que se implementen cambios adicionales antes de que comience el año escolar 2025-2026, según el presupuesto, la dotación de personal y la inscripción.

Escuela	Programas de Educación Especial y Primera Infancia
Atholton ES	PreK, Preschool, MINC-PS
Bellows Spring ES	PreK, Preschool, MINC-PS, MINC-PK, PL/UL
Bollman Bridge ES	PreK, Preschool, MINC-PS, MINC-PK/MINC-EL, PL/UL
Bryant Woods ES	PreK, MINC-PK
Bushy Park ES	PreK, Preschool, MINC-PS, MINC-PK, MINC-EL, ALS
Centennial Lane ES	PreK, MINC-PK, ALS
Clarksville ES	
Clemens Crossing ES	
Cradlerock ES	PreK, MINC-PS, MINC-PK
Dayton Oaks ES	PreK, Preschool, MINC-PS, MINC-EL, PL/UL
Deep Run ES	PreK, Preschool, MINC-PK, MINC-EL
Ducketts Lane ES	PreK, Preschool, MINC-PS, MINC-PK, ALS
Elkridge ES	PreK, Preschool
Forest Ridge ES	PreK, Preschool, MINC-PK
Fulton ES	PreK, Preschool, MINC-PS, MINC-PK, MINC-FL
Gorman Crossing ES	PreK, Preschool, MINC-PS, MINC-PK, ALS, ITP, KinderFocus
Guilford ES	PreK
Hammond ES	
Hanover Hills ES	PreK, Preschool, MINC-PS, MINC-PK, ED
Hollifield Station ES	
Ilchester ES	PreK, Preschool, MINC-PS, MINC-PK, PL/UL
Jeffers Hill ES	PreK, MINC-PK
Laurel Woods ES	PreK, MINC-EL
Lisbon ES	
Longfellow ES	PreK, MINC-PK, ALS
Manor Woods ES	ITP
Northfield ES	
Phelps Luck ES	PreK, MINC-PS
Pointers Run ES	PreK, Preschool, MINC-PS, MINC-PK, PL/UL, GG
Rockburn ES	PreK, MINC-PS, MINC-PK, MINC-EL, ALS, ITP
Running Brook ES	PreK, Preschool, MINC-PS, MINC-PK, ITP
St Johns Lane ES	
Stevens Forest ES	PreK, Preschool
Swansfield ES	PreK, Preschool, MINC-PS, MINC-PK, ALS
Talbott Springs ES	PreK, Preschool, MINC-PS, MINC-PK, MINC-EL, TBD (new 2025)
Thunder Hill ES	ED, Special Education
Triadelphia Ridge ES	PreK, ED
Veterans ES	PreK, Preschool, MINC-PS, MINC-PK, MINC-EL, ITP
Waterloo ES	PreK, Preschool, MINC-PS, MINC-PK, ALS
Waverly ES	PreK, Preschool, MINC-PS, MINC-PK, ALS, PL/UL
West Friendship ES	
Worthington ES	PreK, MINC-PS, MINC-PK, ALS, GG

Escuela	Programas de Educación Especial
Bonnie Branch MS	
Burleigh Manor MS	
Clarksville MS	
Dunloggin MS	
Elkridge Landing MS	ALS
Ellicott Mills MS	Regional ED
Folly Quarter MS	ALS
Glenwood MS	Regional ED
Hammond MS	
Harpers Choice MS	
Lake Elkhorn MS	
Lime Kiln MS	Intensive Resource
Mayfield Woods MS	
Mount View MS	
Murray Hill MS	Regional ED
Oakland Mills MS	
Patapsco MS	
Patuxent Valley MS	
Thomas Viaduct MS	
Wilde Lake MS	ALS

Escuela	Programas de Educación Especial
Atholton HS	ALS
Centennial HS	
Genelg HS	
Guilford Park HS	Preschool
Hammond HS	Regional ED
Howard HS	Intensive Resource
Long Reach HS	
Marriotts Ridge HS	
Mt Hebron HS	Regional ED
Oakland Mills HS	ALS
Reservoir HS	Regional ED
River Hill HS	
Wilde Lake HS	

Frecuencia de la reasignación

La consideración III.2.c de la norma de estabilidad de la comunidad indica la consideración de limitar la frecuencia con la que se reasigna cualquier área geográfica, al intentar evitar la reasignación de cohortes más de una vez dentro de un nivel escolar. Los cambios de límites implementados para el año escolar 2023-2024 afectaron a algunas escuelas secundarias e intermedias al este de la Ruta 29. Ninguna de esas escuelas está dentro del alcance de este proceso. Los cambios de límites implementados en el año escolar 2020-2021 (seis años antes del año de implementación de este proceso) afectaron a las escuelas en todos los niveles a lo largo del condado, incluidas algunas dentro del alcance de este proceso. Ninguna de las cohortes de estudiantes impactados en el año escolar 2020-2021 estará en el mismo nivel escolar para el año escolar 2026-2027.

Revisión de límites

Sección 2

Escenarios, datos y mapas

Escenario 1, datos y mapas

Escenario 1

Este escenario utiliza la capacidad disponible en Longfellow (LoES, por sus siglas en inglés) para que Centennial Lane (CLES, por sus siglas en inglés) alcance aproximadamente el 102 % de utilización, reasignando vecindarios a lo largo de la Ruta 108 y Homewood Rd, Centennial Lake y a lo largo de Old Annapolis Rd. Los apartamentos de Harper's Forest serían reasignados a Swansfield (SES, por sus siglas en inglés), donde podrían ser incluidos en la zona sin transporte. Este vecindario también se reasigna en los niveles intermedio (6° a 8°) y secundario (9° a 12°) para alinear las derivaciones [de escuelas].

Bryant Woods (BWES, por sus siglas en inglés) recupera el rango meta hasta el 2034 mediante la reasignación de vecindarios a Clemens Crossing (CCES, por sus siglas en inglés), Running Brook (RBES, por sus siglas en inglés) y SES. CCES recibiría los vecindarios de Jerry's Drive y Woodleigh a lo largo de Owen Brown Rd, mientras que RBES recibiría el área inmediata de Columbia Town Center (centro comercial). Los apartamentos College Square, Bluffs at Hawthorn y Eaves Columbia serían reasignados a SES. Para equilibrar algunos de los impactos en SES, pequeñas áreas a lo largo de Watch Chain Way y en el extremo sur de Sunny Spring Ln se reasignan a CCES. La utilización de SES del año escolar 2026-2027 sería por encima del rango meta, pero luego disminuiría al nivel del rango meta.

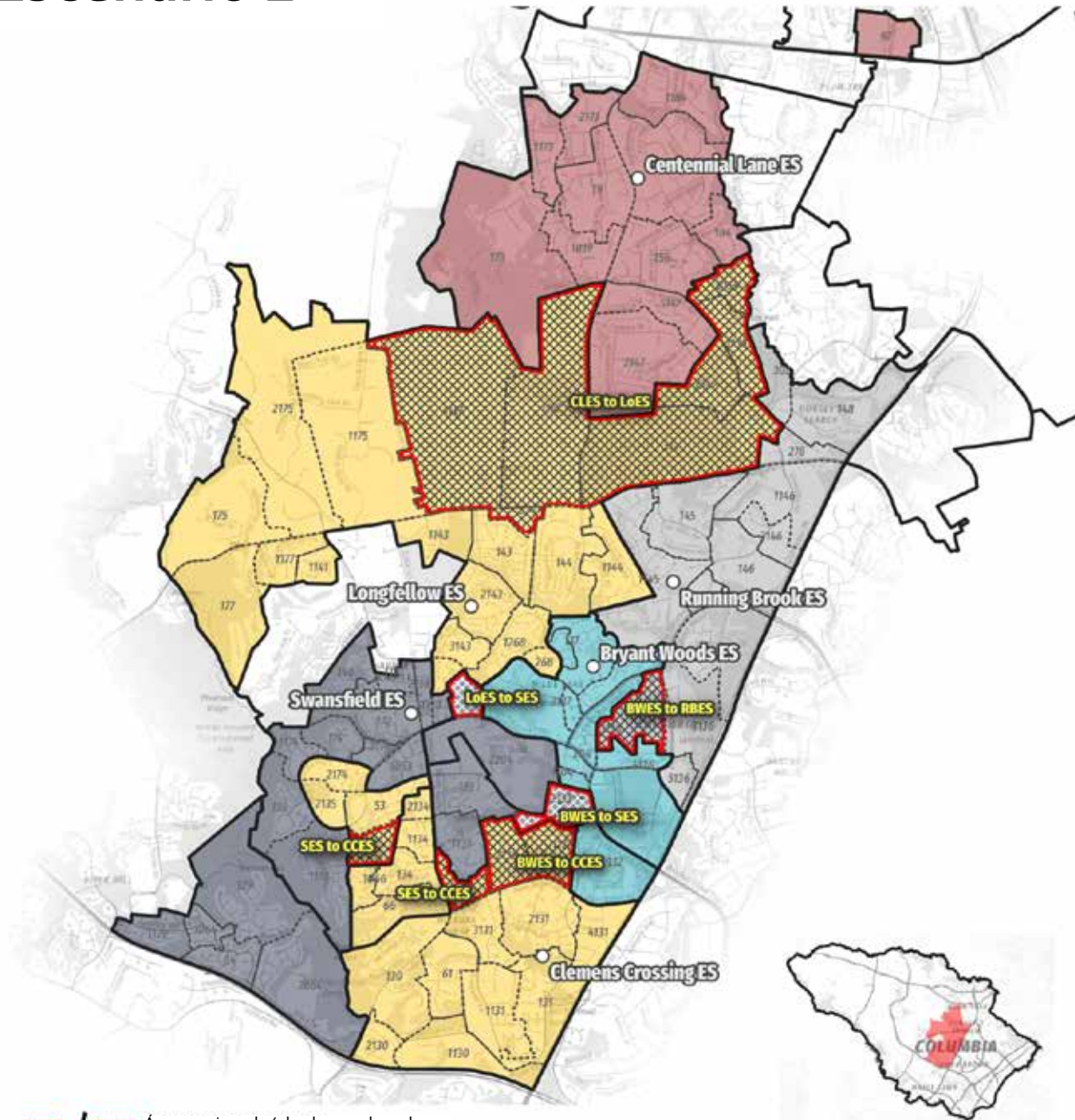
Las áreas reasignadas de CLES se reasignan al nivel de escuelas intermedias (6° a 8°) a la Escuela Intermedia Wilde Lake y en el nivel de escuelas secundarias (9° a 12°) a la Escuela Secundaria Wilde Lake. En total, se estima que 427 estudiantes son reasignados, mientras que la utilización en todas las escuelas incluidas se encuentra dentro o más cerca del rango meta. No se crean nuevas derivaciones pequeñas [de escuelas] y se corrige una derivación pequeña [de escuela] existente. Aproximadamente 10 o menos estudiantes de escuela intermedia (6° a 8°) y 78 estudiantes de escuela secundaria (9° a 12°) que actualmente caminan a la Escuela Intermedia Burleigh Manor (BMMS, por sus siglas en inglés) y Escuela Secundaria Centennial (CHS, por sus siglas en inglés) se convertirían en pasajeros de autobús a [la Escuela Intermedia] Harpers Choice (HCMS, por sus siglas en inglés) y [la Escuela Secundaria] Wilde Lake (WLHS, por sus siglas en inglés).

Se ve afectada la demografía de los estudiantes, incluida la raza/etnia, el porcentaje de estudiantes que califican para la certificación directa, el porcentaje de estudiantes que obtienen una calificación competente en las pruebas estandarizadas y los estudiantes de desarrollo del idioma inglés. Algunas escuelas se acercan más a los valores de todo el condado, mientras que otras se alejan. Ninguno de los cambios representa cambios demográficos importantes.

La principal fortaleza de esta opción es la mejor utilización de la capacidad en CLES y BWES con impactos mínimos en las derivaciones [de escuelas] y la demografía. Las consideraciones incluyen los impactos en el transporte y la cantidad de estudiantes reasignados.

Escenario 1, datos y mapas

Escenario 1

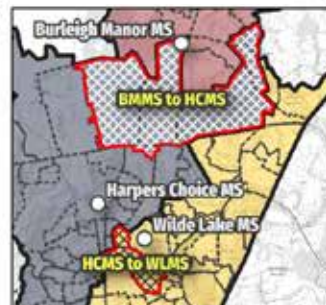


Área reasignada (el color sombreado varía para facilitar la lectura)

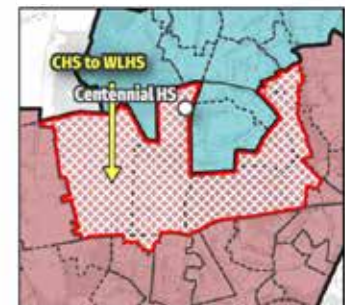
Nivel	Polígonos trasladados	Estudiantes trasladados
Primaria	16	258
Intermedia	9	85
Secundaria	7	84

En estos escenarios, el polígono 1147 se reconfigurará para separar la propiedad de BMMS y CHS.

Escuela Intermedia



Escuela Secundaria



Escenario 1, datos y mapas

Escenario 1

Polígonos reasignados

Asignación actual	Nueva asignación	Polígonos
Bryant Woods ES	Clemens Crossing ES	1132,2132
Bryant Woods ES	Running Brook ES	136
Bryant Woods ES	Swansfield ES	2133,3133,4133
Centennial Lane ES	Longfellow ES, Harpers Choice MS, Wilde Lake HS	147,1147,1156,2156,3147,4147,6147
Longfellow ES	Swansfield ES, Wilde Lake MS	138
Swansfield ES	Clemens Crossing ES	2053,5133
Harpers Choice MS	Wilde Lake MS	2204

Proyección y utilización

Nivel	Escuela	2026	Cap 2026	Util % 2026	2030	Util % 2030	2035	Util % 2035
Primaria	Bryant Woods ES	258	289	89.4	273	94.6	325	112.4
Primaria	Centennial Lane ES	617	603	102.3	619	102.6	615	102
Primaria	Clemens Crossing ES	510	521	97.9	497	95.3	500	95.9
Primaria	Longfellow ES	457	490	93.3	448	91.4	446	91
Primaria	Running Brook ES	396	449	88.2	407	90.6	459	102.2
Primaria	Swansfield ES	619	603	102.7	592	98.1	582	96.4
Intermedia	Burleigh Manor MS	741	721	102.8	729	101.1	699	96.9
Intermedia	Harpers Choice MS	503	506	99.4	471	93	466	92.2
Intermedia	Wilde Lake MS	635	740	85.8	633	85.6	648	87.6
Secundaria	Centennial HS	1302	1360	95.7	1260	92.6	1269	93.3
Secundaria	Wilde Lake HS	1293	1424	90.8	1240	87.1	1193	83.8

Derivaciones [de escuelas]

Nivel	Nuevas derivaciones pequeñas [de escuelas]	Derivaciones pequeñas [de escuelas] corregidas
Intermedia	0	1
Secundaria	0	0

Nuevas

No hay nuevas derivaciones pequeñas [de escuelas]

Debilitadas

Clemens Crossing ES 11.5% of Harpers Choice MS (from 11.7%)

Corregidas

Swansfield ES 15.9% of Wilde Lake MS (from 8.4%)

Fortalecidas

Swansfield ES 13.6% of Clarksville MS (from 12.7%)

Escenario 1, datos y mapas

Escenario 1

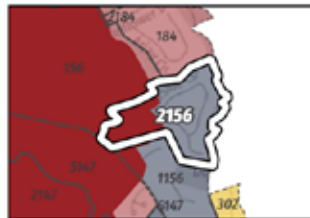
Consideraciones de transporte

La Norma 6010 requiere que se consideren los impactos en el transporte estudiantil y los estudiantes que pueden caminar a la escuela. Algunos vecindarios se encuentran a poca distancia de más de una escuela. Los estudiantes en los polígonos siguientes serían reasignados de una escuela donde son caminantes a una escuela donde recibirán servicio de autobús.

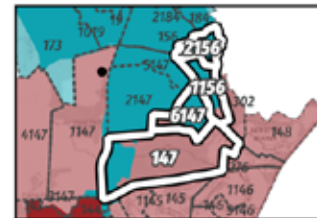
Nivel	Polígonos	Estudiantes
Interm.	1	<10
Secund.	4	77

2156 de la Esc. Interm. Burleigh Manor a la Esc. Interm. Harpers Choice
147, 1156, 2156, 6147 de la Esc. Secund. Centennial a la Esc. Secund. Wild Lake

Escuela Intermedia



Escuela Secundaria



**El sombreado en negrita indica un área sin transporte*

Escenario 1, datos y mapas

Escenario 1

Datos demográficos actuales y resultantes

School	Cur White	White	Cur Black	Black	Cur Asian	Asian	Cur Hisp	Hisp	Cur Multiple Races	Multiple Races	AmlInd	Cur HPac	HPac
Bryant Woods ES	22.4	24.9	47.7	49.8	7.4	6.3	14.8	12.3	7.7	6.7	< 5%	< 5%	< 5%
Centennial Lane ES	32.7	33.5	8.1	8.2	43.8	42.1	5.7	5.9	8.6	9.3	< 5%	< 5%	< 5%
Clemens Crossing ES	40.9	41.0	25.1	25.1	10.5	10.5	12.1	11.8	10.7	11.0	< 5%	< 5%	< 5%
Longfellow ES	23.2	25.8	34.8	28.4	5.4	15.0	24.8	18.9	11.3	11.0	< 5%	< 5%	< 5%
Running Brook ES	16.9	16.8	53.3	52.9	7.2	8.0	13.3	13.0	8.3	8.5	< 5%	< 5%	< 5%
Swansfield ES	30.0	25.7	36.0	38.0	11.6	11.0	11.9	16.1	10.3	9.1	< 5%	< 5%	< 5%
Burleigh Manor MS	29.1	30.0	10.7	11.1	44.8	43.7	7.9	7.8	7.1	7.1	< 5%	< 5%	< 5%
Harpers Choice MS	19.9	20.6	43.1	38.5	7.4	13.1	22.5	20.1	6.8	7.1	< 5%	< 5%	< 5%
Wilde Lake MS	30.3	29.1	41.8	42.3	5.7	5.7	13.0	14.1	9.1	8.7	< 5%	< 5%	< 5%
Centennial HS	32.5	33.8	13.9	14.6	40.0	38.1	8.0	8.0	5.3	5.3	< 5%	< 5%	< 5%
Wilde Lake HS	22.6	22.0	44.6	42.1	7.0	10.7	16.2	15.7	9.1	8.9	< 5%	< 5%	< 5%
Countywide Average	30.3	--	24.8	--	23.7	--	13.9	--	6.8	--	< 5%	< 5%	--

School	Cur Direct Cert	Direct Cert	Baseline English Req Met	English Req Met	Baseline Math Req Met	Math Req Met	Cur ELD	ELD
Bryant Woods ES	46.0	46.6	34.9	33.3	30.6	29.9	5.7	7.5
Centennial Lane ES	11.8	11.6	65.5	65.9	63.8	63.6	9.2	9.8
Clemens Crossing ES	19.3	18.7	57.6	58.2	52.1	53.3	8.2	7.8
Longfellow ES	32.2	27.1	35.5	43.2	32.0	41.1	12.1	8.1
Running Brook ES	45.3	45.5	28.9	28.8	29.0	28.2	6.4	6.1
Swansfield ES	25.6	30.3	42.6	38.8	42.8	37.8	< 5%	6.9
Burleigh Manor MS	12.5	13.2	75.9	75.6	59.5	58.2	< 5%	< 5%
Harpers Choice MS	36.8	32.1	40.6	46.1	25.9	32.2	8.9	6.9
Wilde Lake MS	32.8	33.9	51.9	50.7	26.6	25.9	< 5%	< 5%
Centennial HS	15.9	16.2	100.0	100.0	100.0	100.0	< 5%	< 5%
Wilde Lake HS	33.3	32.0	100.0	100.0	100.0	100.0	5.3	5.2
Countywide Average	21.4	--	63.9	--	63.5	--	7.2	--

Los informes incluyen los porcentajes existentes y los resultados posteriores al escenario para: Raza: blanca, negra, asiática, hispana, razas múltiples, indígena-americano y hawaiana/isleña del Pacífico
 Estado socioeconómico: certificación directa
 Pruebas: se cumplen los requisitos de inglés y matemáticas
 Participación de los estudiantes del idioma inglés

Escenario 2, datos y mapas

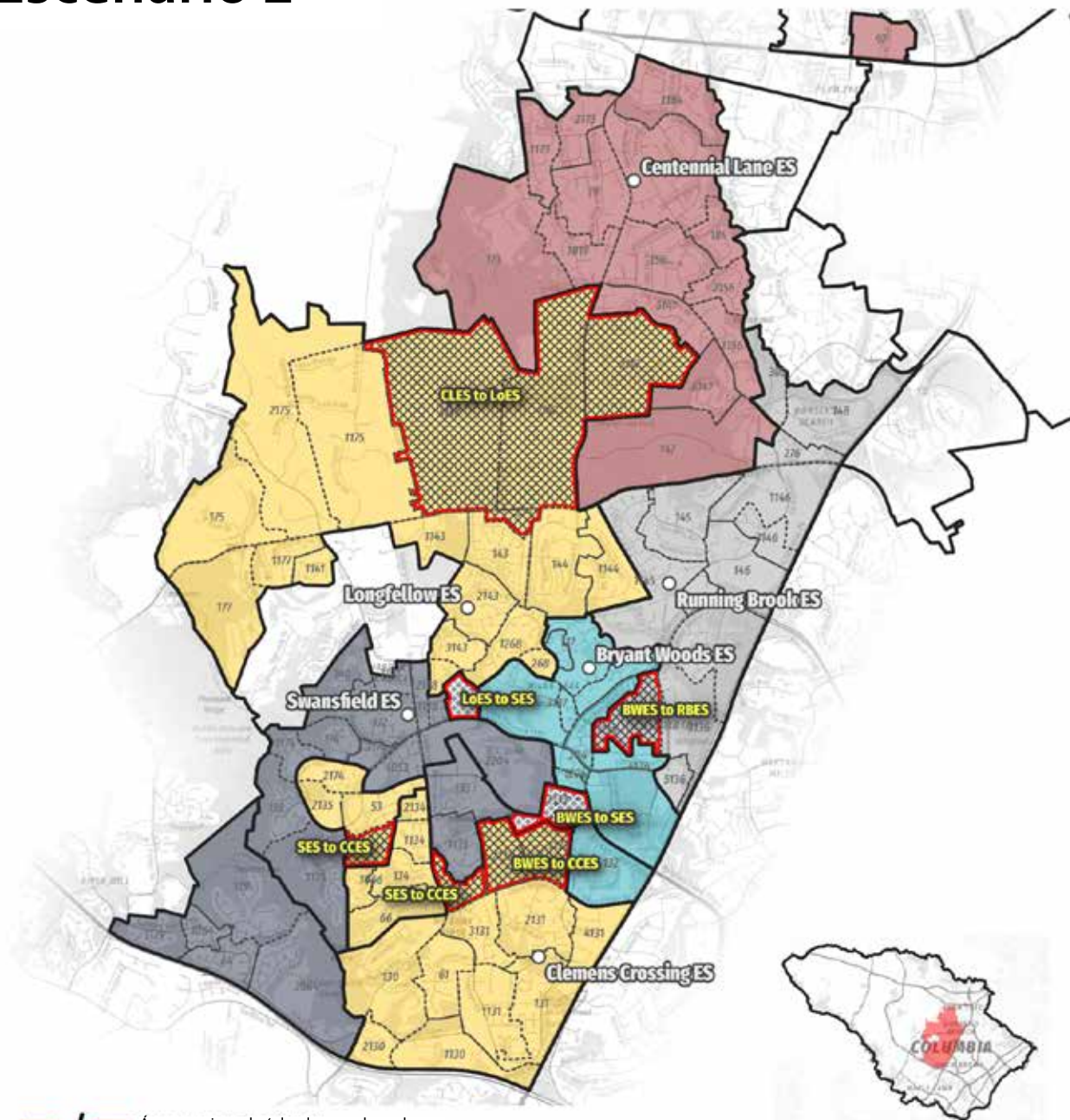
Escenario 2



Esta opción emplea una estrategia diferente para aliviar a CLES con la misma estrategia para aliviar a BWES. En lugar de reasignar los vecindarios a lo largo de Old Annapolis Rd de CLES a LoES, un vecindario a lo largo de Centennial Lane, incluidos Century Dr, Carillon Dr y Cross Country Dr, se reasigna a la Escuela Primaria Longfellow. Esto proporciona una mayor reducción en la utilización de CLES, llevándola al 100 % durante el período de diez años. Las áreas reasignadas de CLES también se reasignan en los niveles de escuela intermedia (6º a 8º) y secundaria (9º a 12º) a la Escuela Intermedia Harpers Choice y la Escuela Secundaria Wilde Lake. Las reasignaciones que involucran a las escuelas del Centro de Columbia (Downtown Columbia) son las mismas que en el Escenario 1. Aproximadamente 429 estudiantes serían reasignados.

La principal fortaleza de esta opción es que acerca a CLES al rango de utilización meta, a la vez que reasigna prácticamente la misma cantidad de estudiantes. También equilibra la utilización entre las escuelas del área del Centro de Columbia con impactos mínimos en el transporte, las derivaciones [de escuelas] y las consideraciones demográficas. La consideración principal para este plan es la reasignación de caminantes de la Escuela Intermedia Burleigh Manor y la Escuela Secundaria Centennial HS.

Escenario 2, datos y mapas

Escenario 2

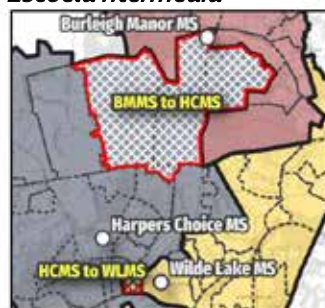


 /  Área reasignada (el color sombreado varía para facilitar la lectura)

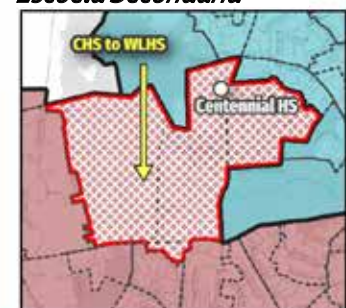
Nivel	Polígonos trasladados	Estudiantes trasladados
Primaria	13	270
Intermedia	5	87
Secundaria	4	72

En estos escenarios, el polígono 1147 se reconfiguraría para separar la propiedad de BMMS y CHS.

Escuela intermedia



Escuela Secundaria



Escenario 2, datos y mapas

Escenario 2

Polígonos reasignados

Asignación actual	Nueva asignación	Polígonos
Bryant Woods ES	Clemens Crossing ES	1132,2132
Bryant Woods ES	Running Brook ES	136
Bryant Woods ES	Swansfield ES	2133,3133,4133
Centennial Lane ES	Longfellow ES, Harpers Choice MS, Wilde Lake HS	1147,2147,3147,4147
Longfellow ES	Swansfield ES, Wilde Lake MS	138
Swansfield ES	Clemens Crossing ES	2053,5133

Proyección y utilización

Nivel	Escuela	2026	Cap 2026	Util % 2026	2030	Util % 2030	2035	Util % 2035
Primaria	Bryant Woods ES	258	289	89.4	273	94.6	325	112.4
Primaria	Centennial Lane ES	605	603	100.3	606	100.5	603	100
Primaria	Clemens Crossing ES	510	521	97.9	497	95.3	500	95.9
Primaria	Longfellow ES	469	490	95.8	461	94	458	93.5
Primaria	Running Brook ES	396	449	88.2	407	90.6	459	102.2
Primaria	Swansfield ES	619	603	102.7	592	98.1	582	96.4
Intermedia	Burleigh Manor MS	739	721	102.5	727	100.9	697	96.7
Intermedia	Harpers Choice MS	505	506	99.8	473	93.4	468	92.5
Intermedia	Wilde Lake MS	635	740	85.8	633	85.6	648	87.6
Secundaria	Centennial HS	1315	1360	96.7	1272	93.5	1281	94.2
Secundaria	Wilde Lake HS	1281	1424	89.9	1228	86.2	1181	82.9

Derivaciones [de escuelas]

Nivel	Nuevas derivaciones pequeñas [de escuelas]	Derivaciones pequeñas [de escuelas] corregidas
Intermedia	0	1
Secundaria	0	0

Nuevas

No hay nuevas derivaciones pequeñas [de escuelas]

Debilitadas

Clemens Crossing ES 11.4% of Harpers Choice MS (from 11.7%)

Corregidas

Swansfield ES 15.9% of Wilde Lake MS (from 8.4%)

Fortalecidas

Swansfield ES 13.6% of Clarksville MS (from 12.7%)

Escenario 2, datos y mapas

Escenario 2

Datos demográficos actuales y resultantes

School	Cur White	White	Cur Black	Black	Cur Asian	Asian	Cur Hisp	Hisp	Cur Multiple Races	Multiple Races	Cur Amlnd	Amlnd	Cur HPac	HPac
Bryant Woods ES	22.4	24.9	47.7	49.8	7.4	6.3	14.8	12.3	7.7	6.7	< 5%	< 5%	< 5%	< 5%
Centennial Lane ES	32.7	29.6	8.1	8.2	43.8	46.8	5.7	6.1	8.6	8.0	< 5%	< 5%	< 5%	< 5%
Clemens Crossing ES	40.9	41.0	25.1	25.1	10.5	10.5	12.1	11.8	10.7	11.0	< 5%	< 5%	< 5%	< 5%
Longfellow ES	23.2	31.0	34.8	27.9	5.4	9.7	24.8	18.4	11.3	12.6	< 5%	< 5%	< 5%	< 5%
Running Brook ES	16.9	16.8	53.3	52.9	7.2	8.0	13.3	13.0	8.3	8.5	< 5%	< 5%	< 5%	< 5%
Swansfield ES	30.0	25.7	36.0	38.0	11.6	11.0	11.9	16.1	10.3	9.1	< 5%	< 5%	< 5%	< 5%
Burleigh Manor MS	29.1	28.7	10.7	11.2	44.8	44.5	7.9	7.8	7.1	7.4	< 5%	< 5%	< 5%	< 5%
Harpers Choice MS	19.9	22.2	43.1	38.6	7.4	11.6	22.5	20.3	6.8	6.8	< 5%	< 5%	< 5%	< 5%
Wilde Lake MS	30.3	29.1	41.8	42.3	5.7	5.7	13.0	14.1	9.1	8.7	< 5%	< 5%	< 5%	< 5%
Centennial HS	32.5	32.4	13.9	14.4	40.0	39.5	8.0	7.7	5.3	5.5	< 5%	< 5%	< 5%	< 5%
Wilde Lake HS	22.6	23.1	44.6	42.6	7.0	9.0	16.2	16.1	9.1	8.7	< 5%	< 5%	< 5%	< 5%
Countywide Average	30.3	--	24.8	--	23.7	--	13.9	--	6.8	--	< 5%	--	< 5%	--

School	Cur Direct Cert	Direct Cert	Baseline English Req Met	English Req Met	Baseline Math Req Met	Math Req Met	Cur ELD	ELD
Bryant Woods ES	46.0	46.6	34.9	33.3	30.6	29.9	5.7	7.5
Centennial Lane ES	11.8	12.8	65.5	65.0	63.8	63.2	9.2	9.5
Clemens Crossing ES	19.3	18.7	57.6	58.2	52.1	53.3	8.2	7.8
Longfellow ES	32.2	25.2	35.5	44.8	32.0	42.1	12.1	8.5
Running Brook ES	45.3	45.5	28.9	28.8	29.0	28.2	6.4	6.1
Swansfield ES	25.6	30.3	42.6	38.8	42.8	37.8	< 5%	6.9
Burleigh Manor MS	12.5	13.5	75.9	75.6	59.5	59.1	< 5%	< 5%
Harpers Choice MS	36.8	31.9	40.6	45.7	25.9	30.5	8.9	7.0
Wilde Lake MS	32.8	33.9	51.9	50.7	26.6	25.9	< 5%	< 5%
Centennial HS	15.9	16.3	100.0	100.0	100.0	100.0	< 5%	< 5%
Wilde Lake HS	33.3	32.0	100.0	100.0	100.0	100.0	5.3	5.3
Countywide Average	21.4	--	63.9	--	63.5	--	7.2	--

Los informes incluyen los porcentajes existentes y los resultados posteriores al escenario para: Raza: blanca, negra, asiática, hispana, razas múltiples, indígena-americano y hawaiana/isleña del Pacífico
 Estado socioeconómico: certificación directa
 Pruebas: se cumplen los requisitos de inglés y matemáticas
 Participación de los estudiantes del idioma inglés

Escenario 3, datos y mapas

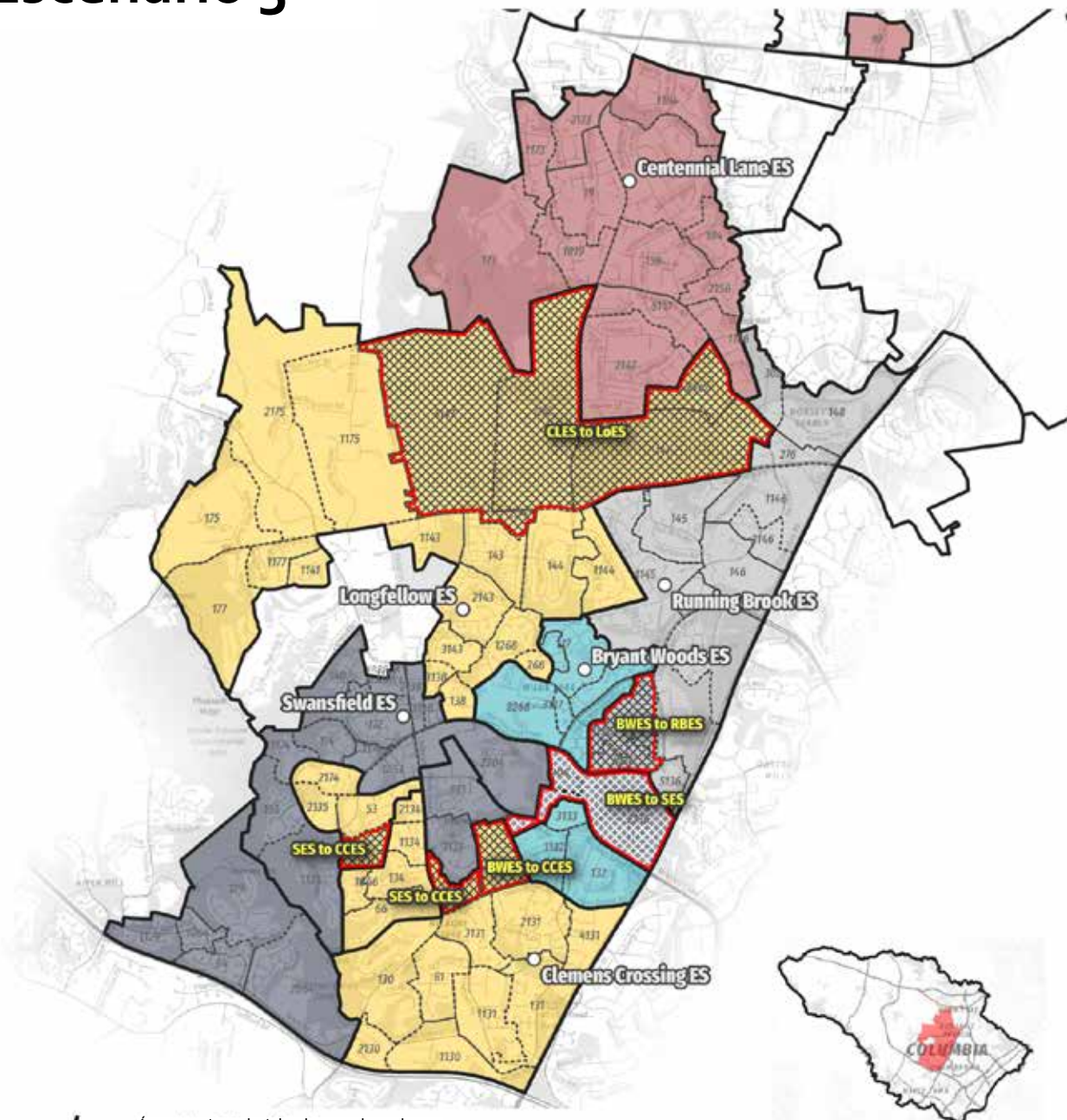
Escenario 3



Esta opción proporciona menos alivio para CLES, a la vez que emplea un enfoque único para BWES, creando un límite no contiguo. Los vecindarios alrededor de Centennial Lake, Route 108 y Homewood Rd se reasignan de CLES a LoES. Esto da como resultado una tasa de utilización esperada del 107 % para CLES, dejándola por encima del rango de utilización meta. En el Centro de Columbia, algunas de las reasignaciones son las mismas que las de los escenarios uno y dos, con la principal excepción de la reasignación del Distrito Merriweather a SES. Esto hace que BWES y las escuelas primarias circundantes estén por debajo o dentro del rango meta para los próximos diez años. Esta opción reasigna a 267 estudiantes, con menos reasignaciones necesarias en los niveles de escuelas intermedias (6º a 8º) y secundarias (9º a 12º). Hay pequeñas mejoras en las derivaciones [de escuelas] y el único impacto en las áreas sin transporte son aproximadamente 49 estudiantes de escuela secundaria reasignados de CHS a WLHS, quienes ahora recibirían servicio de autobús para asistir a WLHS.

La principal fortaleza de este plan es la reasignación del área que se espera que experimente el mayor crecimiento (Distrito Merriweather) fuera de BWES, estabilizando la inscripción en BWES dentro del rango meta. El plan también reasigna menos estudiantes en general. La consideración principal es que CLES no se encuentra dentro del rango meta, y posiblemente necesitará medidas adicionales (incluidos futuros ajustes de límites) para abordar la utilización elevada.

Escenario 3, datos y mapas

Escenario 3

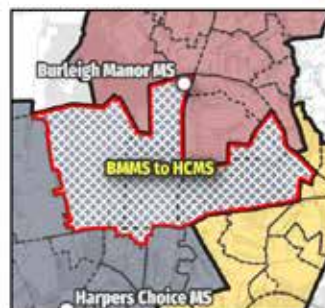


 /  Área reasignada (el color sombreado varía para facilitar la lectura)

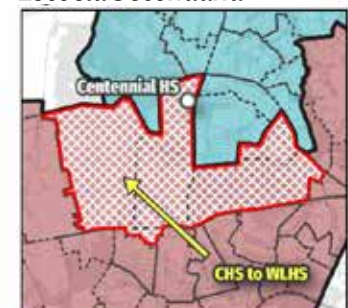
Nivel	Polígonos trasladados	Estudiantes trasladados
Primaria	15	171
Intermedia	5	41
Secundaria	5	55

En estos escenarios, el polígono 1147 se reconfiguraría para separar la propiedad de BMMS y CHS.

Escuela Intermedia



Escuela Secundaria



Escenario 3, datos y mapas

Escenario 3

Polígonos reasignados

Asignación actual	Nueva asignación	Polígonos
Bryant Woods ES	Clemens Crossing ES	2132
Bryant Woods ES	Running Brook ES	136,4136
Bryant Woods ES	Swansfield ES	204,1204,2133,2136,4133
Centennial Lane ES	Longfellow ES, Harpers Choice MS, Wilde Lake HS	147,1147,3147,4147,6147
Swansfield ES	Clemens Crossing ES	2053,5133

Proyección y utilización

Nivel	Escuela	2026	Cap 2026	Util % 2026	2030	Util % 2030	2035	Util % 2035
Primaria	Bryant Woods ES	267	289	92.5	263	91.1	289	99.9
Primaria	Centennial Lane ES	649	603	107.6	650	107.8	647	107.2
Primaria	Clemens Crossing ES	497	521	95.4	484	92.8	486	93.2
Primaria	Longfellow ES	472	490	96.4	462	94.2	459	93.7
Primaria	Running Brook ES	396	449	88.2	407	90.6	464	103.4
Primaria	Swansfield ES	577	603	95.6	569	94.4	581	96.4
Intermedia	Burleigh Manor MS	761	721	105.6	749	103.8	717	99.5
Intermedia	Harpers Choice MS	507	506	100.2	473	93.5	470	92.8
Intermedia	Wilde Lake MS	611	740	82.6	611	82.6	626	84.6
Secundaria	Centennial HS	1332	1360	97.9	1288	94.7	1298	95.4
Secundaria	Wilde Lake HS	1264	1424	88.7	1212	85.1	1164	81.7

Derivaciones [de escuelas]

Nivel	Nuevas derivaciones pequeñas [de escuelas]	Derivaciones pequeñas [de escuelas] corregidas
Intermedia	0	0
Secundaria	0	0

Nuevas

No hay nuevas derivaciones pequeñas [de escuelas]

Debilitadas

Clemens Crossing ES 11.4% of Harpers Choice MS (from 11.7%)

Corregidas

Fortalecidas

Swansfield ES 12.4% of Wilde Lake MS (from 8.4%)
Swansfield ES 13.6% of Clarksville MS (from 12.7%)

Escenario 3, datos y mapas

Escenario 3

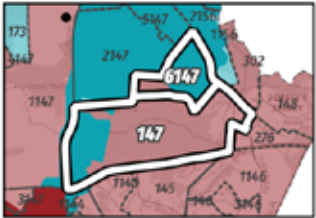
Consideraciones de transporte

La Norma 6010 requiere que se consideren los impactos en el transporte estudiantil y los estudiantes que pueden caminar a la escuela. Algunos vecindarios se encuentran a poca distancia de más de una escuela. Los estudiantes en los polígonos siguientes serían reasignados de una escuela donde son caminantes a una escuela donde recibirán servicio de autobús.

Nivel	Polígonos	Estudiantes
Intern.	2	48

147, 6147 de la Esc. Secund. Centennial a la Esc. Secund. Wilde Lake

Escuela Secundaria



*El sombreado en negrita indica un área sin transporte

Escenario 3, datos y mapas

Escenario 3

Datos demográficos actuales y resultantes

School	Cur White	White	Cur Black	Black	Cur Asian	Asian	Cur Hisp	Hisp	Cur Multiple Races	Multiple Races	Cur Amlnd	Amlnd	Cur HPac	HPac
Bryant Woods ES	22.4	24.7	47.7	49.4	7.4	6.7	14.8	13.9	7.7	5.2	< 5%	< 5%	< 5%	< 5%
Centennial Lane ES	32.7	33.3	8.1	8.1	43.8	42.3	5.7	6.3	8.6	9.2	< 5%	< 5%	< 5%	< 5%
Clemens Crossing ES	40.9	40.8	25.1	25.0	10.5	10.2	12.1	12.1	10.7	11.3	< 5%	< 5%	< 5%	< 5%
Longfellow ES	23.2	23.6	34.8	31.2	5.4	12.5	24.8	21.6	11.3	10.3	< 5%	< 5%	< 5%	< 5%
Running Brook ES	16.9	16.8	53.3	52.9	7.2	8.0	13.3	13.0	8.3	8.5	< 5%	< 5%	< 5%	< 5%
Swansfield ES	30.0	28.0	36.0	37.3	11.6	11.2	11.9	13.0	10.3	10.4	< 5%	< 5%	< 5%	< 5%
Burleigh Manor MS	29.1	30.0	10.7	10.9	44.8	43.7	7.9	7.8	7.1	7.4	< 5%	< 5%	< 5%	< 5%
Harpers Choice MS	19.9	19.3	43.1	40.4	7.4	11.8	22.5	21.5	6.8	6.4	< 5%	< 5%	< 5%	< 5%
Wilde Lake MS	30.3	30.3	41.8	41.8	5.7	5.7	13.0	13.0	9.1	9.1	< 5%	< 5%	< 5%	< 5%
Centennial HS	32.5	33.6	13.9	14.4	40.0	38.4	8.0	7.9	5.3	5.4	< 5%	< 5%	< 5%	< 5%
Wilde Lake HS	22.6	21.9	44.6	43.0	7.0	9.7	16.2	16.0	9.1	8.9	< 5%	< 5%	< 5%	< 5%
Countywide Average	30.3	--	24.8	--	23.7	--	13.9	--	6.8	--	< 5%	--	< 5%	--

School	Cur Direct Cert	Direct Cert	Baseline English Req Met	English Req Met	Baseline Math Req Met	Math Req Met	Cur ELD	ELD
Bryant Woods ES	46.0	47.9	34.9	35.6	30.6	32.0	5.7	6.7
Centennial Lane ES	11.8	11.5	65.5	65.3	63.8	62.5	9.2	9.6
Clemens Crossing ES	19.3	18.8	57.6	57.9	52.1	52.9	8.2	8.0
Longfellow ES	32.2	30.0	35.5	39.8	32.0	38.1	12.1	11.1
Running Brook ES	45.3	45.5	28.9	28.8	29.0	28.2	6.4	6.1
Swansfield ES	25.6	27.8	42.6	40.6	42.8	40.1	< 5%	< 5%
Burleigh Manor MS	12.5	13.1	75.9	76.0	59.5	58.6	< 5%	< 5%
Harpers Choice MS	36.8	34.2	40.6	43.3	25.9	29.6	8.9	8.3
Wilde Lake MS	32.8	32.8	51.9	51.9	26.6	26.6	< 5%	< 5%
Centennial HS	15.9	16.1	100.0	100.0	100.0	100.0	< 5%	< 5%
Wilde Lake HS	33.3	32.4	100.0	100.0	100.0	100.0	5.3	5.3
Countywide Average	21.4	--	63.9	--	63.5	--	7.2	--

Los informes incluyen los porcentajes existentes y los resultados posteriores al escenario para: Raza: blanca, negra, asiática, hispana, razas múltiples, indígena-americano y hawaiano/isleño del Pacífico
 Estado socioeconómico: certificación directa
 Pruebas: se cumplen los requisitos de inglés y matemáticas
 Participación de los estudiantes del idioma inglés

Revisión de límites

Sección 3 Conclusión

Conclusión

Los escenarios presentados en este informe representan el trabajo del personal, con el apoyo de nuestro consultor y en respuesta a los aportes de la comunidad. Los tres proporcionan reducciones en la utilización de la capacidad en CLES y BWES, con diferentes niveles de impacto en otras consideraciones. Una consideración clave con todas las opciones es la inclusión de ajustes en los niveles intermedio (6º a 8º) y secundario (9º a 12º) para alinear las derivaciones [de escuelas]. Algunos de estos cambios resultan en la reasignación de estudiantes que pueden caminar a su escuela intermedia y secundaria actual, a una escuela donde serán pasajeros de autobús. Si estos estudiantes no pueden ser incorporados a las rutas existentes, es posible que se necesiten autobuses adicionales.

Los escenarios uno y dos exploran diferentes opciones para el alivio de CLES, mientras que presentan los mismos ajustes en el área del Centro de Columbia para aliviar BWES. El tercero explora una opción única para el alivio de BWES, combinada con solo cambios menores para CLES que producen menos alivio que las otras dos opciones. Uno de los desafíos identificados con el alivio de CLES es la falta de opciones para proporcionar un alivio significativo y al mismo tiempo evitar afectar a los caminantes y las derivaciones [de escuelas]. Muchas de las áreas consideradas para la reasignación de CLES se encuentran dentro de las áreas sin transporte para BMMS y CHS. Dejar estas áreas en BMMS y CHS crearía una pequeña derivación [de escuelas] a BMMS desde LoES.

Para las opciones de BWES, es un desafío aliviar a BWES lo suficiente como para permanecer dentro de la meta durante 10 años mientras se mantiene el área sin transporte y un límite contiguo. Los escenarios uno y dos mantienen el límite contiguo, pero la utilización aumenta a más del 110 % en 2035 debido al desarrollo continuo en el Distrito Merriweather. La tercera opción explora la reasignación del Distrito Merriweather a SES (una escuela más grande y renovada recientemente), pero crea un límite no contiguo para BWES.

A pesar de estos desafíos, las opciones presentadas son escenarios razonables para comenzar la fase siguiente de este proceso, donde se recopilarán comentarios de la comunidad para respaldar la creación de la recomendación del superintendente. Esta participación comenzará inmediatamente después de la presentación de este informe, y buscará las reacciones y sugerencias de la comunidad en respuesta a estas opciones. Si bien no existe un plan que optimice todos los criterios y satisfaga plenamente las preocupaciones de todas las partes interesadas, las opciones presentadas en este informe ilustran algunas de las ventajas, concesiones y compensaciones posibles al equilibrar la utilización en esta área.

Revisión de límites

Sección 4 Apéndice

Public Feedback - Spring Engagement

The appendix summary and written feedback from the Spring 2025 community engagement sessions.

RESPONDENTS	COUNT
Parent/Guardian of a student at an HCPSS school	420
Community Member	80
HCPSS student	21
Parent/Guardian of a student at an HCPSS school;HCPSS Staff member	16
HCPSS staff member	4
TOTAL	541

Respondents may have identified one or more schools with which they are associated.

SCHOOLS	COUNT	SCHOOLS	COUNT	SCHOOLS	COUNT
ARL	2	Glenelg HS	0	Murray Hill MS	0
Atholton ES	2	Glenwood MS	0	Northfield ES	33
Atholton HS	26	Gorman Crossing ES	0	Oakland Mills HS	4
Bellows Spring ES	0	Guilford ES	0	Oakland Mills MS	3
Bollman Bridge ES	2	Guiford Park HS	1	Patapsco MS	1
Bonnie Branch MS	0	Hammond ES	6	Patuxent Valley MS	1
Bryant Woods ES	34	Hammond HS	1	Phelps Luck ES	1
Burleigh Manor MS	287	Hammond MS	1	Pointers Run ES	1
Bushy Park ES	0	Hanover Hills ES	0	Reservoir HS	1
Centennial HS	308	Harper's Choice MS	19	River Hill HS	1
Centennial Lane ES	271	Hollifield Station ES	2	Rockburn ES	0
Cedar Lane	0	Homewood	0	Running Brook ES	4
Clarksville ES	2	Howard HS	0	St. John's Lane ES	0
Clarksville MS	3	Ilchester ES	0	Stevens Forest ES	2
Clemens Crossing ES	26	Jeffers Hill ES	1	Swansfield ES	18
Cradlerock ES	1	Lake Elkhorn MS	3	Talbott Springs ES	2
Dayton Oaks ES	0	Laurel Woods ES	0	Thomas Viaduct MS	0
Deep Run ES	0	Lime Kiln MS	1	Thunder Hill ES	1
Ducketts Lane ES	0	Lisbon ES	0	Triadelphia Ridge ES	0
Dunloggin MS	25	Long Reach HS	0	Veterans ES	20
Elkridge ES	0	Longfellow ES	22	Waterloo ES	0
Elkridge Landing MS	0	Manor Woods ES	13	Waverly ES	6
Ellicott Mills MS	25	Marriotts Ridge HS	10	West Friendship ES	0
Folly Quarter MS	0	Mayfield Woods MS	0	Wilde Lake HS	48
Forest Ridge ES	0	Mount View MS	3	Wilde Lake MS	48
Fulton ES	1	Mt. Hebron HS	8	Worthington ES	2

Public Feedback - Spring Engagement

Survey responses of priorities of policy considerations.

POLICY	RANK 1	RANK 2	RANK 3	RANK 4	RANK 5	RANK 6	RANK 7	RANK 8
Limiting frequency with which any one geographic area is reassigned, by trying to avoid reassigning cohorts more than once within a school level.	44	62	75	144	87	72	39	18
Maintaining contiguous communities or neighborhoods.	206	106	105	42	23	22	21	16
Efficient use of available capacity. Long-range enrollment projections, capital plans and capacity needs of school infrastructures (e.g., cafeterias, restrooms and other shared core facilities).	36	43	56	89	101	120	59	37
Minimizing impacts to programmatic initiatives.	16	80	46	65	86	98	97	53
Feeds that encourage keeping students together from one school to the next. For example, avoiding feeds of less than 15% at the receiving school.	79	99	117	66	102	42	20	16
The number of students that walk or receive bus service and the distance and time based students travel.	127	124	93	53	41	37	38	28
Number of students reassigned, taking into account the correlation between the number of students reassigned, the outcomes of other standards achieved in Section III.B. and the length of time those results are expected to be maintained.	10	16	26	54	64	85	170	116
Demographic Characteristics of Student Population, considering the racial/ethnic and socioeconomic composition of the student population, academic performance.	23	11	23	28	37	65	97	257

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Transferring schools can have several negative effects on a child. It may disrupt their social connections, causing feelings of loneliness or anxiety as they struggle to make new friends. Academically, different curriculums or teaching styles can lead to confusion or gaps in learning. Children may also experience a loss of routine and stability, which can affect their confidence and emotional well-being. In some cases, the pressure to adapt quickly to a new environment can result in stress or behavioral changes. Overall, frequent school changes can impact a child's academic performance and social development if not carefully managed.

We are living in Kingsley woods community, we are so close to centennial lane elementary school, we bought the house and pay high home tax just want our kids to go to that school. If for any reason our community rezoned, then we will let our kids go to private schools instead.

We recently relocated here solely for the schools we are currently enrolled in. We paid exorbitant property taxes solely for the schools. We are conveniently located near the schools, and it is unacceptable to pass our school and attend a further one. If we were to change schools, we would all seek private education, and we would take legal action.
we all search for private school, and we will sue.

I am super frustrated as we moved here for our schools. I don't want my children moved when we bought our house specifically where we did for the schools.

I'm not in support of any redistricting at this time.

Please ensure there are exemptions for rising 5th, 8th, and 12th graders, to allow those students to finish their last year at their current school.

Regarding demographics, particularly related to socioeconomic composition and academic performance: instead of breaking up neighborhoods or having to travel further distances, I believe more funding should be put towards schools that need it (ie low-performance school should get more resources to assist improve performance, not just move some students to a higher-performing school to "even" things out; provide extra funding to schools with a lower socioeconomic composition).

Please get some clipboards and go out to communities to seek input from people where they are. ☒ Not PTA meetings. ☒ Football games. ☒ Church.

Some schools on this list are within the 90-110% range. Are they included because it is expected that these schools will receive students from schools above the 110% threshold? Would students from schools within the 90-110% range be moved?

Minimize the time the kids have on the bus. Walkers should not become bus riders.

If transportation is an issue (which it has been) then keeping students who are within walking range of their schools should be a priority. This aligns with keeping communities and neighbors together. Adding new bus routes seems counter productive. Additionally, adding in another bus route increases the time it takes to get to school and results in the child having to wake up earlier which is counter productive to the school time changes we just went through. I would ask that the Board take into consideration that those who are already walkers remain at their current schools.

It would be great to not move kids in their final year of elementary, middle, or high school.

The persistent use of temp buildings at elementary schools makes it difficult to keep small children safe on school grounds and to provide bathroom access.

seems to be poor planning?

Howard County suffers from poor community cohesion because of gerrymandered school attendance areas. The gerrymandering is obvious and has gone too far. For example, in neighborhoods of Clary's Forest, the closest high school is Atholton, so the assigned voting location for parents is Atholton High School, but the assigned high school for their kids is Wilde Lake.

ALL students from an elementary school should feed the SAME middle school, and ALL students from a middle school should feed the SAME high school. The board of education should work towards the goal of eliminating its gerrymandered school attendance areas during this upcoming boundary review process.

Please do not redistrict those in walking distance to their school. Many of these students participate in after school activities, and it would be VERY difficult to have to pick up kids from a further school. Many parents moved to houses where the students would be walkers for that very reason.

Are there exemptions to redistricting? For example, if someone is a senior in the 2026-27 school year. I think it's more difficult as a junior or senior to switch schools, because a student may already have school-related commitments like sports and clubs, especially Student Government Associations, Honour Societies, or Mentoring-related clubs (Tri-M, Music Mentors, etc).
Also people with accommodations (like 504s or IEPs), such as myself, may have trouble adjusting to a completely new environment and may be detrimental to education and performance.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Thank you for this opportunity for input. As the parent of a sixth grader, we were delighted that our daughter traveled to middle school with a large cohort of classmates from her elementary school. This sense of community, connecting our neighborhood and our public schools is important to us and part of what we love about living in Howard County and sending our child to its public schools. We are hopeful that this will continue when she transitions to high school.

My pocket of about 30 students was the edge of all of our assigned schools. There are two high schools closer to us than the one we attended. In elementary there was a 1/5 chance a friend would attend the same high school. The social disruption and impact on children's ability to make and keep friends was large and has continued to follow them into college. It was the worst part of our hcpss experience. They could never walk or bike to school. Hcpss should commit to districting changes at entry and exit ages to each school level and not mid stream. I also feel neighborhoods with high levels of rental house are moved most often because they have a less organized response.

The top priority for HCPSS should be to keep walkers to attend their local schools. Students can gain tremendous benefits from walking to/from schools which improves mental health, builds independence and relationships with their neighbors.

During this very challenging period of federal, state and county budget cuts and economic uncertainty, it is imperative that HCPSS not waste any money on bus transportation which is detrimental to the quality of education.

Where are the plans to upgrade the existing schools?

Marriotts ridge high school seems to be headed for a major overcrowding as well with all the new developments.

Please don't redistrict walkers

Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to our students' education and community stability especially since Burleigh Manor Middle and Centennial High Schools are not overcrowded. In addition, ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. Being able to walk home from school allows my son and his friends to participate in multiple school clubs which is especially important for high school students. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education.

Why has the redistricting in Howard County been so frequent? How does this compare to other counties in Maryland? What is the primary driver? People purchase their homes in specific neighborhoods on purpose because of the schools.

Prioritizing students' ability to walk to their neighborhood schools should be a central focus for HCPSS. Walking offers significant advantages—supporting mental well-being, encouraging independence, and nurturing a strong sense of community. In an era of tightening federal, state, and county budgets, it is crucial that HCPSS allocates resources thoughtfully. Redirecting limited funds toward unnecessary bus transportation not only diminishes these benefits but also detracts from the district's core goal of delivering a high-quality education. Redistricting at the elementary, middle, and high school levels must be avoided, as it causes major disruption to students' learning experiences.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education*.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education.

I think it is important to build community through local and neighborhood schools, and to continue that community from elementary through high school

HCPSS must make it a top priority to ensure that students can continue walking to their local schools. This isn't just about convenience—walking to and from school profoundly impacts students' mental health, builds confidence and independence, and strengthens the very fabric of our communities. At a time when budgets at every level—federal, state, and county—are under intense pressure, it's absolutely vital that every dollar is spent with care and purpose. Wasting limited resources on unnecessary bus transportation not only strips students of these powerful benefits, but also takes critical funding away from what matters most: delivering an exceptional education. Redistricting at any school level—elementary, middle, or high—would cause devastating disruption to students' lives and learning, and it must be avoided at all costs.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Ensuring that student walk to and from Their local schools should be the top priority for HCPSS. Walking to, and from the school offers, several benefits to the students – boosting their mental health, fostering independence, Strengthening connections within the community. At a time when the county state and Federal Budget are facing Constraints, it's very important for HCPSS to invest wisely. Spending limited funding on transportation not only undermines these benefits but also diverts resources away from the core value of high class education. The redistricting should be avoided at all costs which disrupts the environment the student learns.

Keep walkers walk. Given the best budget, reduce bus usage not only save cost, but also keep community integrity.

Keeping communities together and distance from school. We currently have two high schools geographically closer to us than the school we are assigned to.

Given HCPSS is short on budget, emphasis should be given to lower the costs without impacting the quality of education including keeping music programs and such. One such area is letting communities keep their walker status. No need to bus those kids who are already walking to school.

Walking to school offers numerous benefits, including reduced county costs through decreased busing needs and improved health and safety for students. These benefits extend to the wider community by reducing traffic congestion and increasing neighborhood walkability, ultimately leading to a healthier and more vibrant environment.

The demographic characteristics point is confusing - I don't know if putting it higher or lower shows that I value diversity and also value neighbors staying together and not having lines across small roads.

Walkers to attend their local schools. Period.

I am concerned that the neighborhoods surrounding Old Main Street will get re-zoned out of Centennial H.S. for the sole reason of increasing its already elite academic performance.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS, especially in this economic environment. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting should be avoided at ALL COSTS due to severe disruption to students' education.

Please move polygons 2332 from Bryant woods to Clemens crossing.

When you disrupt contiguous neighborhoods, it takes a lot of effort to form a cohesive school, putting these polygons at a school other than Clemens will necessitate these polygons joining non-continuous neighborhoods with established social and geographical bonds.

2332 Clemens polygons reassigned to Bryant woods in 2020 have found it difficult due to geographic separation of parks, walking trails, and tot lots. Children can not independently interact with 80% of their classmates due to the distance that is unsafe for elementary school children to navigate. Further, summer break activities like swimming at CA pools are differentiated by neighborhood fourth exacerbating issues for interacting with peers, carpooling, and informal get togethers. Finally, the kids are on the bus for almost a half hour which is a bit long.

If these areas must be redistricted, restore contiguous neighborhoods. Sending these neighborhoods to new non contiguous schools will be difficult for the parents and children.

The Sebring neighborhood keeps getting shuffled around. Figure out where we belong and keep us there.

Although my kids are adults now, I can completely empathize w my neighbors' frustrations about having their elementary aged kids go to BWES rather than the closest school (CCES).

Use data from the tax records, Census updates and actual attendance records (not enrollment) for student headcount.

Howard county schools need budget for multiple programs- academic, sports, special needs etc. Please do not allocate walkers to new schools and pay for new bus routes. Keep our kids within geographically close communities.

Keeping communities & neighborhoods together. Avoiding small feeds. If kids from CLES that are walkers to BMMS & CHS are moved to RBES, they will be a tiny feed into BMMS. Middle school is a hard enough adjustment for kids & it's preferred they would have a larger group of peers from elementary school. I think looking at the bigger picture & a polygon's full trajectory is a best practice.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education.

Maintaining walkers as walkers plays a crucial role in the redistricting process. Considering the current economic climate, this approach is the most efficient way to cut costs and optimize the use of our educational budget, which is the ultimate goal of school redistricting.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence and strengthening connections within the community. At a time when federal, state and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 school levels should be avoided at ALL COSTS due to severe disruption to students' education

Students who can walk to school should not be moved from their school, to be bused to a school that is far away and not walkable. Walking to school benefits the students health and well-being, the community, and the county by reducing costs. In this time of budget reductions, it's important to consider where the limited funds should be spent. Spending on unnecessary bus transportation by turning walkers into bus riders does not make any sense. Similarly, bus riders traveling short distances to school should not be moved to another school that significantly extends the students' time on the bus. Unnecessary travel time on the bus added to students' day wastes precious time for our students and elevates risk of car accidents. To the extent possible, bus routes should try to avoid highways and large roads while students are on board. In addition, redistricting always severely impacts the students, families and communities of those being moved. We should not move all three levels (ES, MS and HS) for one community.

Minimize the impact of schools, communities and students should be the number one factor for consideration:

1. Keep walkers as walkers to minimize traffic and avoid budget increase;
2. Assign kids to their neighborhood schools to keep the community together;
3. Avoid moving students at all three levels to keep the disruption low;
4. Move the Pre-K students from high capacity schools to low capacity schools to optimize capacity usage;
5. Plan for longer term 5 or more years, not the near term capacity.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 school levels should be avoided at ALL COSTS due to severe disruption to student's education

Policy 6010 was originally designed to keep students in their neighborhood schools. The Howard County Public school system has continued to rewrite policy 6010 to the detriment of neighborhoods. Leave students in their area schools. Do not move Ellicott City students to Columbia and Columbia students to Ellicott City. Neighbourhood schools always needs to be number one.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education.

First please avoid using government-speak that appears to be intentionally confusing to drive a predestined outcome, e.g. "minimizing impacts of programmatic initiatives". If that is removing GT classes, AP classes, and generally dumbing down the HoCo school system to an even level of mediocrity then yes it should be minimized. Second, please end the program to bus children (also called bussing) as it terrifically inconveniences parents of bused kids while doing nothing to help the children and only pushes parents away from supporting public schools. If all high schools get equal funding (we are a County based system) then all high schools should have equal resources. Third please have the courage to say no occasionally to the monolithic public teacher's union. Those of us who have to work till at least 67 and don't get a pension in our retirement have to pay for their benefits, summers off and "training days". To the good teachers, give them recognition and bonuses. To the bad ones, first seek to help them improve then fire them if they don't. Oh, wait.....its all seniority based regardless of quality or work ethic. Never mind.

Centennial HS capacity concerns would be mitigated by long overdue renovations with an expansion.

My children currently enjoy being able to walk to school. Adjusting the middle school walk zone back to 1 mile (instead of 1.5) seems unnecessary. I would rather my child walk 1.5 miles than take the bus. (To either their current school, or a different school.)

What was the rationale for changing school walk zones? To slow for more shuffling of polygons among schools without getting rid of walkers?

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

School attendance area projections are outside the capacity utilization range of 90-110% and available capacity exists. Feeds that encourage keeping students together from one school to the next.

The redistricting proposal is a community and development planning problem, not a HCPSS problem. Why are some schools underenrolled? What are the future projections? Why is the county allowing a huge development project at Columbia at 108 that feeds to RBES and is still trying to take kids from Centennial schools?

The Centennial schools have long maintained community and cohesiveness in this area, and provided a sense of safety and security for our families. Any neighborhood that is able to walk to one or more of these schools should not have kids pulled from any of these schools. They should be able to feed into each school as part of the community in which they are growing up.

Making sure students can still walk to their neighborhood schools should be a top priority for HCPSS. Walking to and from school isn't just about convenience—it helps kids stay active, feel more independent, and stay connected to their communities.

Right now, budgets are tight at every level—federal, state, and county. That means we need to be smart about where the money goes. Spending on unnecessary bus routes doesn't make sense when those funds could be used to improve classrooms, support teachers, or invest in programs that directly benefit students.

And let's be real—redistricting creates a lot of unnecessary stress for families and students. Uprooting kids from their schools, friends, and routines can seriously disrupt their learning and emotional well-being. It's just not worth it.

HCPSS should focus on keeping students close to home, walking to school, and learning in a stable, familiar environment.

Honestly, being able to walk to your neighborhood school should be a top priority for HCPSS. Walking to school isn't just easier—it helps us stay active, be more independent, and feel more connected to where we live.

Everyone knows money's tight right now, from the federal level all the way down to the county. So it doesn't make sense to spend on extra bus routes when that money could go toward things that actually help us—like better classrooms, more support for teachers, or programs we actually use.

Plus, redistricting is super stressful. It pulls kids away from their schools, friends, and routines, and that can really mess with how we learn and feel. It's just not fair.

HCPSS should focus on keeping students in their own neighborhoods, walking to school, and learning in a place that feels stable and familiar.

Ensuring walkers to continue walking to their local schools should be a top priority in the Howard County school system. Walking helps benefit mental health and physical health. It also strengthens connections within the community. Especially during budget constraints Howard County schools should spend their money wisely. Limit unnecessary cost bus services.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education and their friendships that they foster over the years!

I feel like more students from Folly Quarter should go to River Hill High School such as the Westmount neighborhood since their large population of students can overflow Glenelg High School so sending them to River Hill (a depopulated school) could be a lot better for less crowding.

My son just began Swansfield Elementary this year and I would hate to have to see him switch schools already. He has begun making the friendships and knowing the teachers which makes him comfortable and excited to go. Not to mention the administration at Swansfield is incredible and we would not want to have to go to another school because of redistricting.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education.

The priority of HCPSS should be not to move walkers into a school where they will have to board a bus daily which is not only extra burden on county resources and also tough for kids emotionally and physically.

THE top priority for HCPSS should be to keep walkers to attend their local school.

While it is nice to keep students within communities together, it's not always possible. Especially with the over building in the Columbia Town Center and Merriwether District! Let's get the kids to the appropriate resources so that they can receive the best education possible in Howard County!

Clearances need to be stopped being provided to builders for new development till they pay their fair share to develop school capacity for increased burdens.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

neighborhoods surrounding a school where students can walk to get to school should not be redistricted to an area that is miles away from the students home

The choice of how to redistrict students should be made with consideration for the nearby development of apartment complexes and townhomes and they additional children they will send to the schools in the future. We should also consider the impact breaking apart communities has on the social lives of the children. They don't get to know the kids who live just down the street from them. It's much more difficult to maintain friendships with someone who lives on the other side of town. I realize the goal of the last redistricting was to bring together children from different socioeconomic backgrounds - but please share the evidence that proves this was effective. It would be better to provide additional resources to the communities and schools with lower performance rather than bus the children around and hope that they will have a positive influence. The higher performing children get separated into different math classes and reading groups anyway, so I don't see the benefit of redistricting this way.

I'd like focus to be on travel distance - having students able to walk/ride bike and/or not travel farther to school should be a top priority.

Ensuring our children are in walking distance to their schools should be top priority. Walking provides numerous benefits such as, independence, fostering relationships with other classmates and boosting mental health. At a time where federal, state budgets are limited, HCPSSs should invest wisely. Spending limited funds on unnecessary transportation undermines benefits of other resources that can profit from these funds. These resources includes music programs, Gt programs and other specialized programs. It is imperative that hcpss allocate funding for important programs and not on unnecessary transportative means.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education*.

students should be walking to their local schools should be a top priority. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at all cost due to severe disruption to students education.

Students in the underprivileged area of Jessup should be bussed and distributed to areas that receive higher ratings. Our children do not stand a chance at succeeding in life when the playing field of public schooling, which should be equitable, is so severely skewed in favor of the ultra-wealthy. Socio-economic status should not be a factor in public schooling, but it clearly is as you have to pay \$800,000+ for a simple home in an area with highly rated public schools. An expensive house is unattainable for those who lack wealth and resources. All children deserve the best, but it seems as if Howard County favors the wealthy.

Would consider balance of parent/community support (PTA, fundraising) to avoid having redistricting that offers less community support

Keeping walking status is of the highest priority to help keep transportation costs down for the county. Also, to maintain healthy mental health for students walking to school. As walkers or bike riders, this helps to maintain, support and grow their independence.

Offer current numbers of capacity at the schools, not projected numbers that are estimates. The school you are zoned for should be the CLOSEST school, period.

Maintaining contingency communities. We have been established in the Centennial community for 15+ years while new communities have built around us. However, our steet is the one being redistricted while new construction neighborhoods stay. We are an established neighborhood, invested 100% in our school community & 1 street away from the polygon line. We are less than 10 kids on our steet.

Students walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits: boosting mental health, fostering independence, and strengthening connections with the community. Additionally, having no bus service will save Howard County's money.

We hope to remain in our current district, as our child feels very at home with the teachers and the extracurricular activities offered by his school. He is also not eager to be moved out of the environment where he is comfortable.

Reassigning feeds is always a disruptive process. My opinion is that consideration needs to be given towards 1) avoiding reassignment of students away from the school they currently attend and 2) jeopardizing investments that current homeowners have already made in a particular location based upon school planning. Ignoring both of these considerations is not governing in good faith.

Please keep walkers to attend their local school and spending limited funds on unnecessary bus transportation. Redistricting at all three school levels should be avoided at all costs due to severe disruption to students' education

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

The list of priorities option while informative does not cover true prioritization wants and needs as it doesn't provide weighting to those priorities. In addition some of the priorities themselves are not self-defined well enough to understand what the underlying consideration is for a persons prioritization. For myself establishing a contiguous community is by far of most importance while maximizing the number of walkable students. The other priorities would be weighted significantly less. The previous re-districting achieved the opposite of those priorities by fragmenting our neighborhood and requiring bussing to distant schools from previously walkable ones for portions of our neighborhood.

My main concern for Wilde Lake HS and Harper's Choice MS through this process is that we will lose neighborhoods that contribute to the diversity of our school community. Our programs (athletics, arts, activities) rely on interest from students, parent volunteers and funding from families to run. In recent years, the socioeconomic disparity between schools in HCPSS has become even more obvious to everyone, especially those of us who attend a wonderful, but misunderstood, school like WLHS. We can barely field JV teams for many sports, while other schools hold tryouts for 60+ students for each sport. The same schools consistently lead the county in many sports due to the parents' ability to pay for travel programs and private instruction for their kids. We have smaller budgets and less parent involvement for our Athletics and Music Boosters programs. We cannot run certain classes that many other schools have b/c of lack of student interest.

I would like to suggest NOT removing any current students/communities from WLHS (to avoid disrupting students from our underutilized school), but instead ADDING bigger feeds from areas such as Dunloggin MS, which currently sends a small feed to WLHS. Although small, this feed from Dunloggin is an amazing addition to our WLHS community and it would be even better if there were more students from the Dorsey/Dunloggin area to make these students more comfortable with the transition to HS by having more peers to move with. It would also provide a more equitable, diverse, and enjoyable school experience for everyone at WLHS.

It is time for HCPSS to stand up for "The Poor Four" and protect the diversity and equity initiatives that the district preaches about. The BOE was not willing to do this during the 2020 redistricting process due to ugly protests and legal threats from parents from neighboring high schools, and therefore, WLHS boundary areas have been left unchanged for many years. Bringing in more upper middle class/affluent neighborhoods to the WLHS school community would be a positive step in the right direction towards evening out the disparities between the high schools in HCPSS.

I want to ensure my children are attending schools with inclusive and diverse populations. I also am concerned that they attend schools in buildings that are not crumbling in infrastructure.

Redistricting is always a short sighted solution to the true underlying problem, county overpopulation. Punishing students for the failure of the county to curve growth knowing full well the history of the county is not the answer. Students and families should remain in the schools they are always zoned too, especially at the 9-12 level when it matters most for development as a functioning adult. I recommend redistricting as needed in the lower levels but maintaining the high school county lines.

Stop all this redistricting and changing every few years. Make a limit of kids for school and stick with it. Don't change every year. Some people move cause of the school assigned to home area. Now you change area can cause thousands of dollars lost or gained. That's not right.

We have always prided ourselves in the excellence and rigor in Howard County public school systems, especially Centennial, High School, where our children would be attending.

Maintaining the highest level of rigor and proficiency is what we desire to keep consistent. Therefore, we are against any redistricting

Maintain neighborhoods historic ties to schools. Limit splitting of student cohorts from Elementary -> Middle -> High School.

I strongly disapprove of moving the Centennial Lane Elementary school kids in the Centennial Woods neighborhood (Colonial dr, Century dr Carilion dr, Maxine rd and adjacent) from CLES.

The kids who are 1.2 miles from the school (almost walkers) would be put on a bus to the next town over almost 3 times the distance away. They would be the only kids going to Burleigh Manor Middle and Centennial High, fragmenting the community. The disruption at this time for the high-immigrant, high-federal worker community would be highly destabilizing to the health and well-being of the kids in these tumultuous times. Breaking apart the community and putting undo travel stress on the students would be an undue burden.

I strongly disapprove moving kids that go to Centennial Lane Elementary School from the Centennial neighborhood (Century dr, Carilion dr, Maxine dr, Cross country dr) to another school. This change will significantly increase the travel time to another school for the children. As most parents are back to work in person, it will disrupt their schedules. It fragments the community as these kids will be going to Burleigh Manor Middle School and Centennial High School. We need to keep the kids that will be going to same middle school and high school together to maintain sense of community.

I think limiting the frequency in which one area is reassigned is well intended however it currently only takes into consideration a student and not the full dynamic of a family. In case of those polygons moved in 2020, the children moved that year will NOT be moved again at their current LEVEL however many of those students have siblings who are being yanked around. Care needs to be taken to avoid having to do these moves once immediately out of the "avoid reassigning cohorts more than once within a school level" which seems to be about 5 years. Planning should be taken so that redistricting is much more infrequent as it's a lot of pain on both the moved family and the school community that remains when it comes to rebuilding relationships, rebuilding PTAs, disrupting routines. Also not considered in this policy is the effect of students who are exempted. It might seem initially good for a student with an IEP or other reason for an exemption to stay at the school and remain in their "least restricted environment" but depending on how long the exemption goes on, it could present a hardship when that tiny cohort of exempted students finally moves on to the next school level and the only are moving with a handful of classmates when everyone else is moving to the same middle school. This was the case with some polygons that were redistricted from Bryant Woods to Longfellow. Due to Longfellow only sending students to HCMS, the kids exempted from that move in 2nd grade eventually moved to middle school this current school year as a cohort of only around 4 students going to HCMS instead of WLMS. To add insult to injury, they practically look at WLMS while journeying to HCMS for school away from the classmates they grew up with. Oddly, the same treatment was not given to the polygons who were moved from BWES to Swansfield as now that group is the only portion of Swansfield to go to WLMS instead of HCMS. Perhaps there is good reason for that but it seems poorly planned.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Please leave central EC/Columbia alone. As a proud Wildecats parent, it is utterly exhausting listening to students, parents and community members of nearby schools continue to hate on WLHS, spreading false rumors and continue to put our students and community down. Please leave CHS students where they are, they do not want to move to WLHS - they are happy in an overcrowded run down building - so just let them stay - we do not need the negativity drawn to our community anymore. It is utterly exhausting for our community.

I saw that a longer-term relief for Bryant Woods could include the Pre-K program moving to Faulkner Ridge Center. In the meantime could the Bryant Woods/Lisbon Pre-K students go to other nearby schools with excess capacity instead of redistricting?

Hello,

I am a 32 year resident of Ellicott City, Howard County and my children will soon be enrolled in HCPSS. I would like to request the consideration of redistricting the neighborhoods off 108 near Dorsey and Centennial. Our community is districted for Wilde lake high school which is at the corner of Columbia which is over 15 minutes away. When our entire community is 8 minutes from Centennial, 9 minutes from Howard and 9 minutes from River Hill. It just seems very inefficient especially considering HCPSS had challenges with bus routes the past few years. Our kids could even bike to Centennial or Burleigh which is only 2 miles away with side walks paved all the way there. Multiple parents seem to share the same sentiment here and you may hear from them as well. So please if one more review could be done. We thank you for your time and efforts.

Regards,
Peter Lee

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education.

It's upsetting that some kindergarten classes have reasonable class sizes of around 15 children, while others (Hammond) have 22 children. There should be more balance.

Please keep communities together and reduce the amount of children that are moved.

My daughter was extremely anxious when she heard about the possibility of redistrict. Please try not to interrupt their friendship built through the 5-6 years and redistrict those who are not outside the capacity utilization rate!

Hammond Elementary is well above acceptable capacity and is not anticipated to naturally go down anytime soon.
Gorman crossing is under capacity.

Wellington Farms is a new development that is continuing to grow, and students could easily go to either Gorman or Hammond (actually Gorman is a safer walk for them). They have been distracted to Hammond, despite Hammond being over capacity.

It makes NO sense that Hammond is not being considered in this redistricting process when it is such a simple solution to move at least some of Wellington Farms to Gorman. Why is Hammond not being considered at all??

Our class sizes are well over what is acceptable, and the school is understaffed. We need help!

My kid and most of his friends would be going to Centennial HS next year. Centennial HS is convenient for my kid and our community. Please keep the communities north of MD rt 108 assigned to Centennial HS

My primary concern regarding the Policy 6010 considerations is the risk of inaction or delayed response to severe capacity imbalances—such as the one currently affecting Hammond Elementary. While the listed considerations are important for long-term planning and equitable distribution, the current reality at Hammond—with enrollment at 110% capacity and overcrowded classrooms—constitutes an immediate crisis that demands timely and decisive intervention.

Although the other factors outlined in the policy are valid, they should not override the fundamental need to ensure that ALL students and staff are supported in a safe, equitable, and effective learning environment. Policy 6010 should include a clear prioritization plan that allows for swift action when overcrowding compromises the quality of education and teaching conditions.

BOE should be able to listen and resolve to urgent school capacity related issues, if possible they should be able to go and see to assess the gravity of the situation

By moving around several students my concern is you will create central pockets of lower socioeconomic groups. You may also by pushing in so many families from higher cause schools to lose programs and community benefits that directly support and are needed for many families and students within the building.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

We were moved from CCES to BWES during the last redistricting despite the fact that MANY parents provided evidence that this move would add to the BWES overcrowding. It is absolutely shameful that because of the shortsighted choices by the board, the families in the Sebring community are likely to have to leave our school community AGAIN. This is not fair. My children love BWES and we do not want to leave. We are integrated within the community. As a Title I school serving a high-needs community, PTA fundraising and organizing is so critical to community building. Approximately 75% of the BWES PTA leadership are parents from this neighborhood; what will happen if we leave? I invite members of the Board of Education to attend our Intercultural night in May, to see how vibrant our community is and how much we support each other. Is there no other way to address this except to redistrict?

BWES deserves better. A school succeeds when it's part of a community, a hub for the neighborhood. And community cannot grow when it is sliced into pieces every few years. Sadly, what's done is done, and it looks like the BWES community will suffer once again. If this is inevitable, please let me remind those involved that we can walk to CCES - so why are Longfellow and Swansfield being considered?

The policies that need to be reconsidered are those allowing more and more building in this already dense area, when there is no corresponding investment in schools. Because time after time after time, it is the schools with the highest need who suffer the most.

Class size

CHS is closer and more easily accessible than Wild Lake HS. A shorter commute improves student safety, reduces travel-related fatigue, and increases time available for rest, study, and extracurricular involvement.

Students have already built strong academic foundations and social relationships at CHS. Maintaining their school assignment avoids disruption to their learning progress and peer networks—factors essential for academic and emotional stability.

Students are already enrolled in specialized programs or extracurricular activities at CHS. A reassignment disrupts access to these opportunities, hindering progress toward academic goals and reducing student engagement.

Our community has been in the centennial district for over 20 years. Keeping our neighborhood (Stonecrest/autumn hill and wheatfield) in centennial maintains consistency and community. We have families that would like to keep their children in one school together. We have been eagles from elementary school thru middle school and high school. (Veterans, Ellicott mills, and centennial). We want to keep our students in cohorts they have developed and the sports teams in which they have grown up with. Students mental health, academic success and sense of community are our highest priority. Our cohort is small and doesn't negatively impact the feed numbers. We would like to request to continue as a part of the centennial eagles family and not divide our families into multiple high schools.

Please keep the Stonecrest cohort at Centennial.

It's so difficult for kids to form friendships sometimes and then to have accomplished that and their cohorts split mid middle school or high school especially is tough, mentally and emotionally.

Don't move students in high school!

Please do not change any feeds to centennial HS. Our neighborhood was redistricted in 2020, please leave our kids alone from redistricting. Keep current school feeds.

It is important that our children stay in their assigned schools as they are transitioning from middle to high school. Interruptions to high school programming are very concerning when thinking about post secondary goals for our children.

HCPSS must prioritize keeping walkers in their local schools. Walking to and from school offers significant advantages that enhance mental health, foster independence, and strengthen community ties. Given the current difficulties posed by federal, state, and county budget cuts along with economic uncertainty, it is essential for HCPSS to avoid unnecessary spending on bus transportation, which negatively impacts educational quality.

I urge you not to proceed with redistricting. It is deeply disruptive to students' education and emotional well-being, and it places an unfair burden on families. These changes uproot students from their communities, forcing them to adapt to new environments unnecessarily.

Stop allowing unchecked development in the area if our schools cannot support the growth. Our children should not bear the consequences of poor planning and developer-driven decisions.

Most of my children's friends from Dunloggin will attend Centennial HS while my kids go to Wilde Lake HS. We all live a couple of streets away and our children should continue to be able to go to school together as a community.

The majority of students at dunloggin middle go to centennial HS. A small number from the Dorsey Hall neighborhood are districted to Wilde Lake disrupting friendships formed since kindergarten. If a way could be found to move Dorsey hall to centennial as part of the redistricting it would achieve the years long goal of keeping dunloggin students together. That was the case many years ago before the neighborhoods were split. Thank you.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Dear members of the Board of Education,
Please do not redistrict students who are walkers. Our daughters are looking forward to walking to and from school. It is a great opportunity for kids to grow in their independence and learn about safety and self awareness. Most of all, it's a healthy way for our kids to start and end their school day. I have learned from neighbors that this community have dedicated countless hours to ensure that my daughters have a safe and kid friendly route to school.
I specifically heard from neighbors that during the school start time and school walk zone change time, the HCPSS Office of Student Transportation and many County/State organizations spent countless hours and tax dollars on improving the current walking routes. Please do not redistrict students who can walk to school. Let's instead show respect to all the families and communities that came together for those efforts.
Thank you for consideration.

Dear members of the Board of Education,
Please do not redistrict students who are walkers. Our daughters are looking forward to walking to and from school. It is a great opportunity for kids to grow in their independence and learn about safety and self awareness. Most of all, it's a healthy way for our kids to start and end their school day. We have learned from neighbors that this community have dedicated countless hours to ensure that my daughters have a safe and kid friendly route to school.
We specifically heard from neighbors that during the school start time and school walk zone change time, the HCPSS Office of Student Transportation and many County/State organizations spent countless hours and tax dollars on improving the current walking routes. Please do not redistrict students who can walk to school. Let's instead show respect to all the families and communities that came together for those efforts.
Thank you for consideration.

As a resident of Columbia, I am writing to urge you to center fairness and clarity in your upcoming redistricting process. In recent years, schools like Atholton High School and Clemens Crossing Elementary have been impacted heavily, while top-performing schools in Columbia have slowly disappeared from that status. We still remember the last redistricting cycle. While Columbia schools were restructured, other communities were able to avoid change — in part because some residents hired private attorneys to protect their boundaries. River Hill was left untouched, despite being geographically interchangeable with Wild Lake HS. This is not equity. This is imbalance.
Columbia deserves a high-performing school too. Our students deserve the same opportunities and consistency as those in western Howard County. If you want families to believe in this process, you must treat every community equally — not just the ones with more political or financial leverage.
You say this new plan is about equity — then show us. Prove it by ensuring all schools are on the table. Don't repeat the mistakes of 2018 by shifting boundaries only where it's convenient.
And please remember: silence doesn't mean yes. Many families have grown tired, but that does not mean they agree. They are frustrated, unheard, and feeling left behind. We ask that you:
Clearly present the goals and expected outcomes of this redistricting process.
Share data on the impact of previous changes — especially on Atholton HS and Columbia schools.
Apply changes fairly and transparently across all schools and regions.
You have a responsibility to every student, not just to protect reputations or rankings. Columbia is watching, and this time, we expect more.

Before starting the redistricting process, please confirm the accuracy of student residency. I have seen students walking to bus stops to attend specific schools. These students may live outside of school district. Thank you.

I am a parent and resident of the centennial community. I'm writhing to respectfully urge you to consider student interest as the foremost consideration in the proposed redistricting plan.
CLES/BMMS/CHS are not just our local school — it is the heart of our continuous, walkable neighborhood. Our families chose to live in this area because of the direct access to the schools. Our children walk or bike to school safely each day, building independence, friendships, and a strong sense of community. This kind of neighborhood-school connection is rare and deeply valuable.
Moving our children to another school would disrupt that connection. It would force them onto buses for longer commutes, separate them from the friends and neighbors they've grown up with, and weaken the fabric of a neighborhood that truly supports its school.
Redistricting should prioritize stability, safety, and neighborhood cohesion. Removing our children undermines all three. I ask the board to preserve the current zoning for walkers and keep our community — and our children — together.
In this time of uncertainty and budget cuts board should consider to operate with only necessary services and avoid unnecessary transportation.
Thank you for your time and your service.

- 1) Consider building new schools to reduce the strain on current schools. In 2021, Howard County spent \$6M on a plot of land to build Turf Valley Elementary School that has yet to break ground and is not included on ANY capital project plan.
- 2) Please take into consideration continuing capital development that will increase the number of students in a given neighborhood / district. That is, do not redistrict children TO a school that will cause overutilization due to overdevelopment in a given area.
- 3) Maximum utilization should be reduced to 100%.

Keep walkers at schools. But not the crazy 2 mile HS walk zones.

Maintaining neighborhoods should be a priority. Bussing kids to other neighborhoods should not happen. Walkers must remain walkers. It increases costs to hcpss which already is facing budget cuts.

Do not waste money bussing walkers at the expense of paras, music education, and improved technology that our students NEED!

I do not like the idea of frequent reassignments. This impacts children's ability to form friendships and emotional development. The school system should be as equally concerned about this as they are about capacity.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Keeping walkers to attend local school should be the top priority for the school system. This is key for kids from a physical and mental health standpoint. In addition, in these distressing and uncertain economic times with budget cuts at the federal, state and county levels, it is even more critical that no incremental adds to spending by adding transportation costs via conversion of walkers to bus riders are implemented.

With today's distressing economic environment, there are cuts to budgets being planned at the federal, state and county levels. From this angle, it is most critical that additional costs to transportation via moving walkers to bus riders and not to shrink walk zones. Kids that are walkers really benefit from a mental and physical health standpoint and I request that the BOE hence keep walkers as walkers.

I don't understand why students would take the risk of taking a bus to a different school when there is knee closer to their community.

Minimize community impact. Maintain contiguous communities. Avoid increasing transportation costs in these trying times. Keep walkers as walkers (preserving walker zones). Avoid redistricting at all three levels.

Stop the development of every single inch of land

It is most important to keep students at the schools closest to their homes. This allows them to stay with their neighborhood friends and participate in after school activities which helps build strong communities. Neighborhood schools make it easier for parents to get to school for activities, volunteering, PTA and other important school related activities. It also reduces the need for busses and helps reduce traffic.

My primary concern is moving children who started kindergarten the year before.

Fewest changes as possible

- I live in Pointers Run, and there is an elementary school in the Pointers Run community. Rather than attending Pointers Run, now I have to drive down to the Swansfield Elementary School, which is far away compared to our neighborhood school (Pointers Run), and we have to drive through a highly accident-prone and heavy traffic area (Cedar Lane). Also, some students living in Pointers Run go to Pointers Run, and some go to Swansfield, which is very weird. I wanted to reemphasize how stressful the drive is for our community to go to SES through Cedar Lane, especially in the morning. We appreciate your consideration of our concerns.

walkers should not be redistricted. It makes no financial or practical sense.

In favor of close proximity to school

In order to be fiscally responsible, any walkers should be maintained and not moved to another school that will require them to be transported/bused to school.

Related to this effort, it is possible for HCPSS to look at moving pre-K from one over-crowded ES to another that is less crowded to restore capacity?

Communities that were moved in 2020 should not be moved again. It takes years after redistricting for families to feel like they have built ties and are a part of the school community. Moving a family a second time, even if it is a different student in the family who is being moved is disruptive and prohibits the moved community from feeling like they have a home school.

In our community, many of the families work for the Federal Government, the largest employer in Maryland. We have already seen the lives of families in our community negatively impacted by job loss, threats of job loss, discontinuation of telework, and other policy changes. This has put an unprecedented level of stress and potential financial burden on families in our community. Any effort by HCPSS to change feeds to local schools, especially for kids moved out of CLES that would increase the travel time for parents utilizing after school services, would put an unnecessary and detrimental stress on parents and children. These changes run counter to HCPSS initiatives for improving mental health in the student population given unprecedented changes negatively impacting the households of so many students in this community.

Per Charlie "I don't want to change schools because it will separate friends."

1) Consider better long range planning for new building of developments. It seems that the long time neighborhoods are often affected for school redistribution, rather than coordinating new facilities in the new development areas.
2) We are in a walk able distance to the middle and high school. This is invaluable for students with after-school activities to not have to rely on transport from working parents (or be unable to participate.) It is not logical to be able to see a school from your house and be transported to another school.

I am all for keeping the capacity of the schools as our number 1 priority.

Keep community together and classmate.

The most important criteria to consider is to keep walkers to attend to their local school which will provide health benefits for students.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

The top goal of Howard county public School systems is to maintain walk zones to promote physical and mental well-being among our students. Maintaining the current walk zones and not shrinking it as proposed will save the county money in these financially difficult times and provide mental and physical health amongst our children.

Students remain in close proximity to their homes and stay walkers. This will minimize disruptions and wasted time commuting and spending time in activities and with their cohorts.

It was brought to my attention by my principal that the Howard county board of education are shrinking the walk zones in the county. This will increase transportation costs and potentially take away money from educational programs. To save money it is best to not shrink the walk zones and potentially take money away from educational programs. Please reconsider shrinking the walk zones and allow walkers walk to their school. This is also good for mental and physical health.

Please stop dividing our community with the ridiculous redistricting

Keep walkers as walkers. Keep communities together.

At a time when federal, state, and county budgets are under immense pressure, it is more important than ever to use resources wisely.

HCPSS should prioritize keeping walkers at their local schools. Walking supports mental and physical health and community ties. In a time of financial uncertainty, stability and local connections should be a priority.

Reassigning students and neighborhoods is very disruptive and upsetting, so I am in favor of limiting reassignments to the extent possible given school capacity limits.

Consider grandfather clauses for kids who have already begun the school or at least 1-2 years remaining in the school.

Efficient use of available capacity is most important to me.

- Top priority should be proximity to school. Reducing bus costs helps the overall budget for the county. Also, students should be close to their schools to attend school with neighbors and friends they've always gone to school with. Moves need to make logical sense.

Don't reassign polygons that were already reassigned in the last redistricting.

It is ridiculous that our kids are districted for a high school (Wilde Lake) that is twice the distance from our house as the closer high school (Atholton). Geographic distance should be at the top of the criteria for assignment.

I think all schools in the county should have an even distribution of performance, race and socioeconomic composition. forming silos of types of students increases de-integration. Students should have equal opportunity to access high quality teachers and be surrounded by a mixture of peers and those who are not like them to increase tolerance and acceptance of others. Schools should be at equal capacity if possible, Clemens Crossing is underutilized.

I would like to keep my kids in their current schools Northfield Elementary, Burleigh Manor Middle School and Centennial High School. These schools are closest to our house and, from efficiency perspective, the best use of taxpayer resources as well as my kids spend less time commuting to and from school and everyone benefits from that. As a taxpayer, I am concerned that my tax dollars are not being used efficiently and trying to achieve County official's social goals. I purchased my home and paid a premium so my kids could attend these specific schools. I understand that school attendance is not guaranteed but these schools are the closest to my house and it does not make sense to randomly reallocate students to different schools. County should focus on new constructions and how they approve building of new developments without first assessing the impact of those new homes will have on school capacity.

Appropriate planning is essential, and realistic projections and accurate data are necessary. Children need stability and predictability, that includes knowing where they will go to school and in large part with whom. Build schools before and when they are needed, not as an afterthought. Delaying construction increases construction costs and increases existing maintenance expense, stop kicking the can down the road in order to promote other initiatives and build the needed schools. Neighborhood schools (e.g. proximity to one's school) is important, not only for commute time, but for after school social engagements which are also part of development. Destroying walk zones increases transportation costs.

New housing projects that impact school utilization MUST be taken into consideration. Bryant Woods ES is a SMALL school. We have recently had new building projects in our area that increased the number of residents and families, which in turn affect the utilization of our schools, including the MS and HS. Future new projects WILL affect the school(s) utilization across Columbia and may increase capacity throughout our schools again, forcing the need for yet another redistricting process. Be mindful that these are CHILDREN you continue to upset and rearrange. They thrive on stability and structure. Have enough foresight to make the change that supports longevity so we do not need to do this again.

Please don't reassign walkers

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

This is necessary to keep our school at a reasonable capacity.

The problem of too few students attending WLHS might be better addressed by limiting the transfer opportunities to Atholton HS. It's not really a redistricting issue -- the problem is that parents who believe that Atholton is "better" are able to very easily send their children there through the JROTC transfer. End the transfers (or limit them) and more students who are assigned to the WLHS area will go there instead of Atholton. Redistricting will not address this, and if there's a new redistricting plan that still allows for the JROTC transfers, then the imbalances will continue to exist. The transfers are the problem. WLHS is great, but too many parents will continue to opt out if the option exists.

Schools work really hard to develop and instill a sense of community and belonging for students and families, because it improves outcomes for students and increases engagement for families. This should be a carefully considered when making changes to school boundary districts and feeders.

Make sure that all students who are able to walk to school are assigned to the school within walking distance rather than reassigning to a more distant school and requiring a bus.

Since I have high schoolers, I am concerned about the impact of my children possibly having to switch schools. Would there be an option for high schoolers to remain at their current school, especially juniors and seniors?

Community building and belonging are an integral part of the elementary school educational experience. Ideally, no students are moved from their elementary school where they have formed friendships and community collaborations. To me, I would rather have my students continue to attend school in portables at Centennial Lane Elementary School than see them lose friendships and peer groups because some of their peers are relocated to a different school. There has not been significant new construction in the Centennial Elementary School attendance area in the last several years, and it does not seem valid to move children who live so close to the elementary school when the projected student population in the current attendance area is expected to decline over the next 10 years. Similarly, I would rather the community come together and find funding for much-needed renovations and an addition at Centennial High School that has been long-promised and delayed by over a decade than I would have students bussed to high schools that are further away. All of Centennial Elementary School K-5 students feed directly into Burleigh Manor Middle School. Many of these are walkers. All of Centennial Elementary School K-5 grade students then feed into Centennial High School with the exception of Polygon 97, the Chatham Garden Apartments Neighborhood that is districted to Marriotts Ridge High School (As the most northern of the Centennial Lane Elementary School attendance area, it does not make sense to bus this neighborhood south to Wilde Lake High School). Of the students who are districted to attend Centennial High School after attending Centennial Lane Elementary School, a large majority are inside of the walk zone or very close to being in the walk zone. Being in the walk zone or the near walk zone contributes greatly to the ability to participate in after school activities as many students do not have access to private transportation, and after school activity bussing is not provided in Howard County (nor is funding for this currently available). If Centennial High School needs to be redistricted, consideration should be made to redistrict from areas that are far from the walk zone; these are not areas that are in the current Centennial Lane Elementary School attendance area that has very close proximity to both Burleigh Manor Middle School and Centennial High School.

My wife and I finally settled on our home due to the school districts. Although we were not pleased with our children's MS assignment, we greatly appreciated their ES and HS and having the opportunity to have them in the same school especially at the same time. We are worried that the redistricting will have detrimental effect on our daughter who is currently in 2nd grade and loves her school, teachers, and classmates. Our son will soon be joining her and having them at their current ES is important to us and the fact we have built a community with the other families at CCEs, especially those of us who work out of Ft. Meade. This constant change in school lines is unacceptable, especially if it puts communities at a disadvantage at multiple grade levels.

My child was designated as a walker for the 2024-2025 school year and would be considered a walker for each level of schooling. However, due to updates that increased the number of buses, she has been classified as a bus rider for the 2025-2026 school year, which I do not intend to utilize. Consequently, approximately 25 houses, including mine, have been incorporated into school area 1173, grouping these houses with an adjacent neighborhood. Should this school area be redistricted or its boundaries altered, 20+ houses from our neighborhood would be reassigned, necessitating us to drive through our current neighborhood to reach another school, effectively bypassing the schools we currently attend or would attend.

I request that maintaining accurate contiguous neighborhoods be highly considered, as the current arrangement does not seem efficient or the best use of county resources.

While examining the initial middle school assignment map during the public meeting, I noticed that the boundary separating the two middle school districts followed a winding, serpentine path rather than a straight one.

Given their proximity to Wilde Lake Middle School, along with considerations of maintaining contiguous neighborhoods and the time students would spend walking versus using bus service, might it be worthwhile to reevaluate the assignment of Faulkner Ridge Circle and Alta Vista Lake Apartments, which are currently designated for Harpers Choice Middle?

I sincerely appreciate your dedication and effort to invest in supporting our students in a constantly evolving environment.
Thank you for everything you do!

My kids have been restricted once already and our feed is less than 15% from MS to HS so it would be pretty crappy to pick on our polygon again

Respectfully request that students in areas north of centennial park not be redistricted to schools south of route 108 in support of maintaining contiguous communities or neighborhoods. Thank you.

Overall comment is that we would like to keep our kids at their current schools. If the number of students is exceeding the 110% ideal allocation, add trailers. People pay a tone of money to buy houses to send their kids to specific schools. This is a significant commitment and if reassigned to another school, we have to consider moving or sending our kids to a private school, which will be unfair given that we pay high property taxes as it is. This will be the one topic we will pay attention to when local elections come around.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

It is not clear to me how Columbia Association maintained paths are considered when determining walk v bus zones. These paths are not maintained by the county but by a private organization so are they not considered when deciding if a student can walk v be eligible for the bus?

As a parent of two children in Centennial Schools, I would like to again express my concern about redistricting that could potentially affect my neighborhood. Our children should be allowed to remain in their existing community schools.

My concern lies in keeping apartment communities in Centennial schools as opposed to long-term residents. Why are the Chatham Gardens kids not going to SJLES, which is literally within a 1-mile walking distance for them? It makes zero sense.

And the recent influx of Pre-K students in CLES? Why isn't Howard County building public pre-Ks in the areas where they are most needed? While I am all a public Pre-K initiative, we should not have implemented it without the facilities to manage it.

Require developers to provide better forecasting when putting new communities in place. Long-term residents in long-standing communities should not be pushed out in favor of newer homes. Ever.

Putting kids on a bus to take them further away from home puts unnecessary stress on them and on parents. The Centennial neighborhoods have long collaborated to build community with each other. Severing those ties is a huge mistake that will have long-term, negative impact on this area.

Look at why some neighborhood schools have lower enrollments? What can we do to improve those communities? What is the aging population and the opportunity for new families to move into those homes in the next 10 years.

It would be nice to see a logical approach in what students are moved. There was a push for cost savings in reducing bus routes and expanding the walking distance but at the same time, during the last proposal our polygon was considered to move from CLES to longfellow and from Burleigh manor to wilde lake middle which would increase the time on a bus and distance substantially. It seems like many proposals are contradictory of one another.

The Font Hill and Burleigh Manor neighborhoods are very close knit, diverse, and harmonious. All care should be taken to ensure that students from these neighborhoods are kept together and at their neighborhood schools. The social fabric that parents and students have stitched together over time should not be unraveled.

1. Oppose redistricting as a policy. This is not how government funds are best spent to support our children and it causes more pain than benefit. I am specifically opposing the redistricting of children that live in the Centennial neighborhood. This is the neighborhood that is across the street from Centennial High School and Burleigh Manor Middle School and children walk to Centennial High School and Burleigh Manor Middle School. I am also opposing redistricting children in this neighborhood away from Centennial Lane Elementary School. It is not logical, economical or reasonable for a school district that already has budget constraints and capacity issues to redistrict children who walk to Centennial High School and Burleigh Manor Middle School, to then increase the amount of buses and costs of driving (e.g. fuel, road impact) needed to bus children away from their local school.

2. Redistricting hurts children and relationships. School administrations today more than any other period of time face the management of social-emotional issues and lowering negative impacts to our children to reduce the amount of stress and psychological damage happening to our children daily in schools, including professors being arrested during the school day, violent school threats and shootings. Redistricting hurts our students, and it is being done by the very people who are expected to support our children. Our children develop friendships that help them get through each day. Of course they have their families, but parents are not allowed to be with the student during the school day. Redistricting rips friends away from each other. Friends are a social network of support for everyone, children and adults alike, and friends are often the first ones to alert families or schools when a child is in crisis. Children often only have one or two friends and separating friends causes undue pressure and harm on children, especially for children who struggle with finding relationships and maintaining them.

3. Children prepare themselves for attending certain schools when they enter Elementary school because they see where their older siblings attend. Redistricting hurts children within the same family who cannot benefit from the same education and experiences of their older siblings. If you must proceed with redistricting, I strongly suggest you begin with incoming kindergarteners and do not change children who have already started kindergarten and are in an existing school cohort structure.

4. Redistricting homes to school zones with a smaller school population is not your only solution for managing the large populations of the schools. Resources, including the resources devoted to developing a redistricting plan, should be repurposed to find alternative solutions for managing school populations instead of hurting people and children in the impacted communities that provide the funding to support the schools to begin with.

I'm concerned that the polygons assigned to BWES in the last redistricting (ie north of Owen Brown) will be split up. This is our neighborhood and community that we've built because we all go to BWES, and these are the few school families close to us. Also, I'm concerned that mistakes will be repeated like not accounting for future higher enrollment due to redeveloped properties near the school. Swansfield seems under capacity now, but what happens if you move us there and then all the new/old families move into the new property across the street and it's suddenly over capacity. If you're aware of such housing developments, take that into consideration. I feel suggest not moving polygons in two consecutive redistricting processes is the only fair thing to do. We are happy at Bryant Woods.

My preference is not to change the school for my kids at this time.
Thanks

Please do not split our community.

My main concern is avoiding small feeds or having a school split to more than 2 or 3 schools at the next level.

It is very important to keep neighborhoods and communities together and reduce the number of times a community needs to undergo a reassignment. It is incredibly disruptive and detrimental to the students' education, emotional, and psychological health to be forced to change schools once they are already established in a school.

It's very important to me to keep elementary school feeds together as they transition to middle school. Additionally, if you are going to make schools more diverse, you ABSOLUTELY NEED staff to represent this diverse change. Wilde Lake Middle School has a huge problem with this.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

My top concern is having children change schools in the middle of their tenure at a school.

Hello! Thank you for the consideration. I reside in polygon 217, in the Historic District of Old Ellicott City, which has a feeder system plan different than our immediate neighbors. Would like to request consideration to follow our neighboring polygons 1103, 103, and 102, which follow a Veterans Elem > Ellicott Mills Middle > Centennial High plan. We're an incredibly small polygon with very few children, and would love the opportunity to maintain the peer relationships built as our children age in this school system.

Please consider the overwhelming needs of the population at BWES and the demands put on the teachers in a very SMALL school that hasn't been updated or renovated since the 1990s.

My students are CRES -> LEMS -> OMHS. Because of the redistricting several years ago that reassigned an entire enclosed section of our community to move from OMHS to Atholton HS, our strong close knit community is fractured when our students move on to high school. I think it's more important to keep communities who geographically live together as a continued community throughout their school progression than it is to balance out demographics or student population.

My neighborhood goes from Northfield to Burleigh to Marriotts. If Marriotts has to be our feeder school (which is 17 minutes from our house compared to Centennial which is 10) then our middle school should be Mount View Middle, so it's close to the high school. Our family is not the only one with kids in elementary, middle, and high school at the same time and there should be some consideration of parents who have to take kids from very far away schools. But there has been so much change already. We live in Plumtree and there's a lot of families in the townhouses and apartments and it's hard going to Marriotts Ridge which is so far away.

keeping students at the closest schools to their homes should be the most important factor when redistricting

I feel very strongly that students should be reassigned infrequently as possible affecting as few students and families as possible. I strongly assert that neighborhoods should stay together in the same school to foster a sense of community which is so important in Howard County. I feel strongly that students in Elementary School should continue to feed together into Middle School and High School to continue community.

We want our kids to go to school within walking distance and build the membership and comfort feeling with their friends. Walking should not be routed to "hazardous factors" such as a crossing major road, busy traffic area, near high way entrance, and etc. Howard county education department should do their best to avoid this. Also re zoning should be avoid to minimize the confusion on kids education and their mental health. I appreciate you guys continuing efforts on our kids education. Education is our future and most important matter in our generation. Thanks

Trying to minimize impact to a rising junior in high school - try not to have them change schools so late in academic career.
Also try to minimize disparity between high performing and under performing schools if they are within a short distance (example: Burleigh or Clarksville middle with Harpers choice middle).

Our kids were redistricted in the middle of virtual learning and the pandemic. They're settled and happy. Redistricting again is going to disrupt their lives again, they are neurodivergent and tend to feel these changes really hard.

Frankly, no schools should be overcrowded. Even 110%, which my school (Dunloggin) is within, is far too much. Also, instead of a crazed cutting up of boundaries, schools should be merged into higher level school with a consistent ratio. In a sense, 2 Elementary Schools per one Middle Schools. Such merges will take the school into account as one singular block, keeping every single student from being split from their friends or whatnot.

As an elementary educator, I used to think that moving students around from Title 1 Schools to non-Title-1 schools was a positive idea. However, as a former staff member of Clemens Crossing Elementary (and current educator at Centennial Lane Elementary), I witnessed firsthand how redistricting students from Swansfield to Clemens Crossing brought it's own set of challenges. Despite our best efforts to welcome students, grow cultural sensitivity and become trauma-informed educators, we didn't have the benefit of more resources that a Title-1 school might have, including added staff members, more training, and programs to enhance classroom instruction, including a lack of adequate math and reading interventions for students if necessary. This has contributed to staff burnout and other challenges within the school.

Additionally, I am also a parent in the Clemens Crossing Community, and have concerns about the school feeds; our neighborhood (Harmel Drive) is across Cedar Lane from most of the rest of the CCES community. We are districted to Clemens Crossing Elementary, Wilde Lake Middle School & Wilde Lake High School. However, Wilde Lake High School is much further for us than Atholton (which is walkable) - and the WLHS feed also separates us from so many in our community with whom our students have grown up with in Elementary and Middle School. Due to this reason, many students in our neighborhood end up joining JROTC at Atholton to attend the closer high school with many of their friends - whether or not JROTC is their desire or passion. (It's a great program! However, it might not be every student's #1 choice in our neighborhood if they were already able to stay with their friends through high school.) It just seems unnatural for us to be bussed to the high school further away, when we could just be walkers and stay in the high school feed with most of our established community. It is for this same reason that I feel the group of houses off Owen Brown/Sebring should return to Clemens Crossing from Bryant Woods. Living, working, and teaching in Howard County & knowing that "belonging" is one of the main priorities of HCPSS - I think this needs to be taken into account when redistricting. Priorities must include: ensuring that students attend the schools which adequately source their needs; taking into account contiguous community; and establishing continuous school feeds.

I think to minimize costs and traffic strong consideration should be given to keeping kids able to walk to a particular school at that school.

Consider reducing class size in all grade levels.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Duplicative/inefficient bus routes ie. boundary lines on Little Patuxent Parkway Loop.

The modernization of Centennial High School keeps getting postponed. It is long overdue and essential to the continued academic excellence of this school. Why have the needs of our students been ignored?

Keeping students in the same neighborhood in the same schools is very important to all families we know.

Keeping communities together is very important to us. Our kids are growing up with the children in their neighborhood and part of the desire to live here is so they can go to school together through high school.

Encourage school/group loyalty over ethnic identity.

As a student I really want to walk to my current schools. This is important to maintain good physical activity and mental well-being. Shrinking walk zones will just increase transportation costs and a potentially take away money from valuable school programs.

So hard for children to have to move schools while in the middle of attending. Please consider keeping children that live within 2-miles of a school still attending that school.

I have filled this out previously but have more to add. I am concerned about my students being shifted from a higher rated to school to a lower rated school. This will impact home values. We have been Howard county residents for 9 years and bought our home where it is for the schools. We cannot relocate financially should our home value or school change. Additionally, there is no information on the HCPSS website regarding student reassignment due to redistricting. If families move, they are afforded this privilege but not if the schools make this decision for families. What are the options for families who wish to seek student reassignment to stay in their original district schools? What are our financial and legal options, as homes changing to lower rated schools will see a drop in house values. Our home was built in the 1970s and I have concerns we will be pushed out for these newer, much more expensive homes that are closer to school and more recently built- see the homes at Kingsley Woods, Centennial Woods, and Maner Lane off of Centennial Road. No parent wants their child to switch schools to a lower rated school and my fear is we have no choice in the matter. There are many more implications than this. Commutes change, timing needed to leave work to get children changes. Also, we FINALLY got into the aftercare program at our school, if we switch schools we may have to start that process all over again, which is another financial burden. My children will be in first grade and kindergarten starting in the fall- I don't want them to have to change schools when they have already gone through a major adjustment period at this young age.

When choosing our current house we took into account the centennial high school district for our children. We would be impacted by the change and do not think it is fair to redistrict especially with a newly built neighborhood such as we had.

Changing HS from Centennial to WL would expose students to a riskier and longer and commute. Besides that, academic programs on top of regular classes will be disrupted.

1. Educational and Social Continuity Students in this area have already built strong academic foundations and social relationships at CHS. Maintaining their school assignment avoids disruption to their learning progress and peer networks—factors essential for academic and emotional stability. 2. Program Continuity and Academic Planning Students may already be enrolled in specialized programs or extracurricular activities at CHS. A reassignment could disrupt access to these opportunities, hindering progress toward academic goals and reducing student engagement. 3. Mental Health and Well-Being Transitions between schools—especially during critical developmental years—can negatively affect student mental health. Remaining at current supports emotional security by preserving familiar routines, trusted staff relationships, and established support systems. 4. Community and Parental Engagement Families in this neighborhood have built strong ties with CHS through school activities and community involvement. Maintaining this connection encourages active parental participation, which is linked to higher student achievement and well-being. 5. Safe and Logical Commute CHS is closer and more easily accessible from Dorsey's Ridge than Wild Lake HS. A shorter commute improves student safety, reduces travel-related fatigue, and increases time available for rest, study, and extracurricular involvement.

1. Educational and Social Continuity Students in this area have already built strong academic foundations and social relationships at CHS. Maintaining their school assignment avoids disruption to their learning progress and peer networks—factors essential for academic and emotional stability. 2. Program Continuity and Academic Planning Students may already be enrolled in specialized programs or extracurricular activities at CHS. A reassignment could disrupt access to these opportunities, hindering progress toward academic goals and reducing student engagement. 3. Mental Health and Well-Being Transitions between schools—especially during critical developmental years—can negatively affect student mental health. Remaining at current supports emotional security by preserving familiar routines, trusted staff relationships, and established support systems. 4. Community and Parental Engagement Families in this neighborhood have built strong ties with CHS through school activities and community involvement. Maintaining this connection encourages active parental participation, which is linked to higher student achievement and well-being. 5. Safe and Logical Commute CHS is closer and more easily accessible from Dorsey's Ridge than Wild Lake HS. A shorter commute improves student safety, reduces travel-related fatigue, and increases time available for rest, study, and extracurricular involvement.

I highly encourage the board of education to keep the walker to the walk zone as it really promotes the healthy lifestyle and allow them to walk to and from school and make them independent to manage their time appropriately. I also not understanding the decrease of the walk zone as it will increase the county expenses to have bus the kids rather than creating the walking environment.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

The three schools in our neighborhood have become increasingly overcrowded year after year since we moved here in 2012.

Burleigh Manor: the fact that the students can only walk one direction in the hallways between classes is just the tip of the iceberg of how overcrowded this school is. They also have several portables for classes - which consistently have mold, mice and other health issues - because aren't enough classrooms for the students and teachers. Which also leads to problems about students having to walk in the rain, snow, cold, heat to get to class and to use the bathroom. The bathrooms are also inconsistently functional and in a state of disrepair. Should we also talk about the water? Consistently having high levels of lead and other chemicals. These are all indications of over population in the schools and neglect from the board, the council and the county executive of taking care of their students and school buildings and facilities.

Centennial Lane high school: they don't have enough classrooms for all the students so they ship them out to various places such as HCC, ARL, etc. trying to push these as "benefits." The classrooms and portables consistently have problems with mold, leaking, dirt, mice, and other critters that have detrimental effects on the students mental and physical health.

Centennial Lane Elementary school: The school is consistently had problems with overcrowding even before we moved here and they recently added a preschool program which adds to the over capacity issue. At one point, my daughter said she thought the preschoolers were learning in a hallway. What does that tell you about the state of our education in Howard county?

This school also has issues with mold, mice, critters, bad water just like being BMMS and CHS. The portables are so old and cause allergies and health issues to several students and teachers. They are in a serious state of disrepair.

It is a crime that these three schools are considered some of the best in the county when they are overcrowded, neglected, and cause physical and mental problems to the students. The only time the school is considered in anyway is how much money can the county and executive get out of a builders pocket while the school sees none of this money.

I want my kids to walk to school. I want them to have this extra exercise each day and the corresponding boost to their mental health.

The top priority for HCPSS should be to keep walkers to attend their local schools. Students can gain tremendous benefits from walking to/from schools, including improving mental health, building independence and building relationships with their neighbors. During this very challenging period of federal, state and county budget cuts and economic uncertainty, it is imperative that HCPSS not waste any money on bus transportation which is detrimental to the quality of education.

Transporting students to a school that is further not only costs money, but creates a separation from the surrounding areas. HCPSS should consider the mental impact of changing schools for students and parents who are rooted in a school community.

Make minimal moves. Kids have been through enough recently and there was a MAJOR redistricting just a couple years ago.

Special education/IEP my child could be negatively impacted by the change in school and team. We don't want to cause any undue stress on my child or other children with a move. Transitioning has proven to take a toll.

Have students finished in the school where they started.

I believe that people are more likely to be part of a school community if they live nearby. Family involvement makes a big difference in student success, fund raising, and general happiness. I firmly believe that students should not be bussed to schools that are far from their homes. Infrastructure has not kept up with housing developments. Perhaps newer neighborhoods can be looked at for bussing before neighborhoods that have a thirty-year history of attending a certain school. I would also appreciate it if building inadequacies were addressed now so that we do not need to keep redistricting. For example, perhaps a new Centennial Highschool could be built where the current fields are, the current CHS building could become the new BMMS, and new fields could go where BMMS currently stands. Change is difficult and it would be nice to not have to look at redistricting as often.

I can believe these redistricting is happening to include diversity and equity. We chose this area and school hoping to provide good and safe environment for our kids. We certainly don't approve any redistricting happening to accommodate DEI.

The year this is implemented, I will have a junior at CHS and an incoming freshman. How has this been handled in the past with families who have more than one high school student? My son would like to complete his high school career at the school he began at. We already have 5 kids in school and don't wish to add multiple high school locations to the logistics of our day to day. How has this been handled in the past? Where will students be sent to? I either missed these details or am unaware of where students will be reallocated.

I would also like to see more about fundraising initiatives or campaigns to build more schools. Residential development continues at a fast rate but schools do not. I am not informed on the details for how this occurs, but we are not doing well to keep up with infrastructure to meet the needs of our population. How does the superintendent advocate for this with our county executive to prioritize this need? I know Dr. Chao saw this as an important need in his campaign but am unaware of other efforts to prioritize this need as well as adding windows to older school buildings like CHS. I cannot imagine going to school every day with a majority of the school building existing without windows. The lack of windows must be such a challenge for so many, especially our neurodivergent friends.

Instead of having to redo every so often, maybe do one clear change that accomodates now and the next 6+ years (half a student's k-12 years, for example) w consideration for upcoming additions

I strongly disapprove of moving the Centennial Lane Elementary school kids in the Centennial Woods neighborhood (Colonial dr, Century dr Carilion dr, Maxine rd, Lakeside Ct. and adjacent) from CLES.

The kids who are 1.2 miles from the school (almost walkers) would be put on a bus to the next town over almost 3 times the distance away. They would be the only kids going to Burleigh Manor Middle and Centennial High, fragmenting the community. The disruption at this time for the high-immigrant, high-federal worker community would be highly destabilizing to the health and well-being of the kids in these tumultuous times. Breaking apart the community and putting undo travel stress on the students would be an undue burden.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Centennial lane elementary preschool program is out of scope and is squeezing the school capacity— forcing 5th graders as a result to be outside in unsafe, unhealthy portables is unacceptable. For instance, my children aren't allowed to use paper towels after washing their hands in the bathrooms because of pre-K... many things are being compromised because of preschool students. I hear complaints about preschool students daily for my children.

Also, Toll brothers development of puddling lane/kingsley woods and assignment of schools was a political decision and additional student count was not considered per my understanding in past school capacity surveys. I'm aware that this was a hot button issue as well as where the entrance road was going to be cut. These things should be part of the

I live 100 feet from CLES, I would like to avoid ferrying my 2025 enrollee across the county.

Ensuring the process is fair, equitable and reduces harm to students, families and neighborhoods.

Important to keep neighborhoods in the same school to encourage community

The timeline for redistricting appears short given the current economic upheaval in the community - changes in school districts affect ability to sell homes among people who have recently lost jobs and need to leave the area.

Maintaining neighborhood continuity is of utmost importance given its high impact on social health of the child.

1) The District needs a true feeder plan. The redistricting frequency is illogical, and even a 15% feed seems too small. The projections for this current decision to redistrict seem unstable based on the intense growth in the middle of Columbia as well as the insecurity of the region based on federal job losses.

2) Students should not be moved once they have entered high school. The first-year of high school is a significant time for maturation and development. They bond, choose activities that will shape their growth into adulthood, and become independent. Moving them in the middle of their high school years will reduce their trust in adults, break apart support networks, and cause undue anxiety and instability. Mental health is a priority for the district, so I hope you take into account the harm you may cause young adults.

3) Based on #2 above, the timeline to make this decision should be accelerated so that children and families can start the 2025 school year knowing their longevity at that current school. Getting the news they may be moved in the middle of the second quarter could damage their ability to focus and sacrifice their academic success.

4) The "time students travel" and walking versus busing has been changed a few times over the last few years. Can you share a clear definition of what that means?

5) Will you please consider providing information sessions to the students, not only the parents? It will help for them to understand Policy 6010. I'm not sure I'll be very good at explaining it.

I'm writing as a concerned parent regarding the proposed redistricting of our school boundaries. I respectfully urge you to consider the impact these changes will have on students and families like mine.

I have a daughter who will be a rising 9th grader this fall. If the redistricting moves forward as proposed, she will begin high school in one building, only to be reassigned to a different one the following year. That kind of disruption during such a formative transition is deeply concerning. High school should be a time of consistency, where students can build meaningful relationships, participate in long-term academic programs, and feel a sense of stability.

Additionally, I have a son who will be entering 7th grade this fall. He has ADHD and thrives in environments where routine, familiarity, and structure are consistent.

Transitioning to high school will already be a big adjustment for him in a couple of years, and I strongly believe that redistricting would introduce unnecessary changes that could be particularly challenging for his learning and emotional development.

I respectfully ask the board to prioritize minimizing disruption to students who are currently enrolled and already preparing for these academic transitions. Stability and community continuity matter, especially for children who rely on consistency to succeed.

So far our community doesnot have a bus service and is within the walking distance to distance which is now labelled as not.We moved to the community given the close proximity of the schools and better education. I disagree with the new considerations.

We moved to this area 1 year ago specifically for Centennial High. Changing schools would involve a change between sophomore and junior year, which would be disruptive.

The choices above lack clarity and are esoteric. Maintaining community cohesion via geographic considerations and their associated schools should be priority. Bussing in more students and/or the building of new housing only creates more problems. The schools associated with a neighborhood/property are a significant deciding factor for families when choosing where to reside. These decisions to consider redistricting create considerable ambiguity for families and their ability to ensure they are able to plan and make the best decisions for their children. The reasons presented during the information sessions do not clearly demonstrate a reasonable justification.

It seems ridiculous to think that a child who is a walker for middle and high school and barely outside the walking area for ES would be assigned to a school several neighborhoods away. It takes away the importance of keeping neighborhoods together and getting your children outside so they get to know other friends. If everyone is coming from different area, there will be no more after school play dates, walking to each other's houses and bumping into each other down the street at the park. Not to mention kids that have already established a friend group, then having them go to a different school and then MS and HS being even further away. Instead, maybe consider that when expansion and renovations are supposed to happen, keep that in place instead of pushing it off for multiple years when the schools are already so outdated for decades. Not just years or even a decade, but decades.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Maintaining neighborhoods around schools is an essential component of community and driving children past their neighborhood school to go to a school miles away is disruptive and tears communities apart. Priority should be to keep kids close to their neighborhood schools. Many parents in our community work outside of the home and moving kids farther away impacts the ability for them to attend after school activities due to challenges in transportation. Balancing Socioeconomic factors should not be a consideration. There is already a variety of socioeconomic levels in the county and kids have the opportunity to have classmates with diverse experiences already. There will always be shifts in economic standings and we can't shift kids around to different school to try to balance this whenever this evolves. Capacity considerations are important but should start earlier with elementary school placement. Moving a high school student in 10th or 11th grade does not help long term capacity concerns and just disrupts those students.

STOP REDISTRICTING. STOP BUILDING. KEEP OUR NEIGHBORHOODS TOGETHER.

It's not easy to make friends and every couple of years hear we might be moved. It makes me really anxious and makes me feel depressed.

Kids shouldn't be redirected to schools farther away than their original schools

The ideas are not enough to represent all of the concerns of the community . Revising the boundary of schools affects and disrupts entire family and community in general please don't do this at all . School enrollment changes through time . Let at least be three years trial to implement any new plan

Would really appreciate my children not to be redistricted for the second time as with their feed now from middle to high school which is under 10 percent and will gravely effect my daughter transitioning to high school. Just remember these polygon numbers actually have children and families attached to them before you go moving and breaking up friendships and neighborhoods again.

It's better to consider the student's strengths or talents and match them with the specialties of the school. For example, BMMS and CHS have professional music teaching environments and are home to many excellent music bands. Students at these schools are actively involved in these bands and perform well. Therefore, there is no reason to reassign these students to other schools that lack the resources or capability to nurture students' musical talents.

Student Safety is number one priority. We have to have spent a lot of efforts to send our kids to the safe school, no bullying, no violent, no drug, no substance abuse, and no racism.

My child was moved in the middle of elementary school and is one of a small number of kids in her fifth grade that went to Burleigh Manor. The rest went to Patapsco. Now at Burleigh, most kids will go to Centennial HS, while she will come back to Mount Hebron. The small feed aspect has made it hard for her to make friends, and she's already worried about it for high school. Redistricting kids who have already been through this once would be very stressful for them.

Students within a 1 mile walk radius of a school should not be redistributed to any further school that they would need to be bussed to

Our neighborhood is always on the chopping block:at risk for redistricting. Last time, someone proposed we move ES from Manor Woods to Tridelphia ES which is 16 mins away without traffic at 9:35pm at night (so longer with traffic). We have CLES (closest), St. John's lane, waverly and, MWES and west friendship ES all closer than tridelphia. Thankfully, someone realized and we were safe the last round. Our kids have to separate from their ES (mainly goes to mount view Ms) to go to BMMS. Then after fostering friendships there, are split again to return to Marriotts ridge with people they have not seen in 3 years since ES. Please take into consideration how often our kids are made to switch and split from the majority of their class.

Our house is less than 1 mile from all 3 schools: CLES, BMMS, and CHS. How is it that our polygon is up for redistricting? How is it an efficient use of resources to potentially put our kids on a bus to the next school over when there's a school within reach of our house?

Our children in our neighborhoods close to school should not be sacrificed for lack of planning of the county and mis uses of funds. Centennial high school should have been renovated to accommodate the population of this neighborhood. We have kids bused in from different schools district to accommodate their needs yet you are expecting kids in this area to attend another school district for lack if space. They should not suffer for any reasons.

Might have helped to explain these items in clearer plain language.

My top priorities are not listed here: (1) if you are already denied bus transportation (ie live in a walk zone) then you should not be redistricted, and (2) newer built communities that were recently added to a school feed should be redistricted first (or new communities should be initially districted to the closest school that has capacity to enroll students).

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

As walkers to the middle and high school it would be extremely disruptive to move our elementary school.

Having children go to one elementary school and then have to be bounced around to different middle and high schools or moving schools in the middle of their tenure at a school is terrible for their wellness and mental well being. School is already difficult enough as it is and now with this uncertainty it's mental anguish. Mental health concerns are a significant problem for younger children and this WILL unnecessarily increase it to have to move schools from where they are accustomed to going, the friendships they have made, the relationships and sense of belonging they have. Shame on HCPSS for doing this.

Capacity at CLES is projected to increase to 118% which is not far from goal and may never occur.

Consider moving the CLES pre-k to a different school as that will decrease the concern for capacity. It is unlikely that in the next 5-6 years (frequency of redistricting) that pre-k will be established at all schools.

Redistricting is unnecessary for "possible reasons" If a new school is opening then it makes sense but just for potential unsubstantiated, unconfirmed reasons to disrupt the plans and lives of so many people is entirely unnecessary.

It's also a considerable unnecessary cost to HCPSS to waste OUR tax payer money on consultants for something that not a single community member wants. Committing to hiring a consultant to do work that is not desired by the tax payers is unwarranted.

It would not be right and completely unfair that people have moved to neighborhoods to ensure their children will be going to Centennial HS. We just moved to Pudding Lane with a soon to be elementary student at Centennial with the expectation our children will be attending all Centennials schools in Ellicott City. To separate children who have grown up together during elementary school and middle school and then separating them in high school can be a difficult transition and unnecessary emotional stress for our children at that age. It's a hard enough age as it is for children entering HS. Changing them Wild lake can impair their education and ability to go to college they been preparing for through their education experience due to high stress change . Centennial HS is ranked a far better school and we have paid for that in cost of living in moving to this new neighborhood. I am begging the administration not to follow this path. Please consider expanding the High school for greater capacity or relocating the school all together so the children can be together for the duration of their schooling.

By far, the priority should be that students should not be bused to another school when they can walk to another.

Take proximity of schools to neighborhoods into consideration.

No reassigning students

For CLES redistrict, there are possible solutions even not making big changes to the whole area.

1/ The small area above route 40 (not connecting to the whole school area) is geographically separated from the whole community. It makes more sense to relocate them to their closer schools.

2/ With knowing CLES is over capacity and have the full time PREK program was a totally wrong decision. Many parents are voting moving PREK to other schools where under capacity to avoid relocating current students to different schools.

3/ Understood that the main purpose is redistrict CLES and BMMS and CHS are impacted by that, but it doesn't make any sense to the family who is within the walking distance to MS and HS but will redistrict to different schools. If that happens, how do you validate bus in the students on the other side of Route 29 but not taking the kids are in walking distance to schools?!

Diversity of the student body should be considered and, where possible, increased. That said, I would also hope to see students allowed to grow up together without frequent changes to schools and expectations for the future.

It is not cost efficient to redistrict students in walking distance of a particular school. We also rely on close proximity to the school and living within walking distance to allow for our competitive athlete student to both have time to study for her classes and to make it to practice on time (our daughter is a competitive gymnast).

We believe that it is important for kids who are within walking distance of their home school be able to stay at that school given the budget constraints of HCPSS.

We live within walking distance (1/2 mile) of both the middle school and the high school that we are going to, Centennial, high school and Burleigh Manor middle school. Our children should be allowed to go to their neighborhood school and not be bused anywhere.

Our children were originally scheduled to attend SJLES to BMMS to Mt Hebron. We were redistricted out of our neighborhood in an extremely tiny feed to Manor Woods, BMMS and then back to Mt Hebron during the last redistricting. It was really hard. Most of the kids in our neighborhood do not attend our school, but even though my kids made friends at the new school, they have to start all over again at Hebron. Our feed is <15%, and even worse, moving us didn't help the capacity issue as now only a few years later, BMMS is over capacity. I propose keeping the Valleymede neighborhood together and moving them back to local neighborhood schools. Thank you for consideration.

Keep communities together

Minimizing the distance from the students to the schools maximizes engagement between families the those schools.

Please consider community integrity. Do not send students to other cities or schools that is not belonging to the community. Community integrity is very important for kids to grow up. Capacity number does not mean anything. Thank you.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Centennial Lane ES population was increased this year with the preschool program that was just included, bringing in more students from outside of the school's attendance area. The schools with a smaller attendance population should be considered for these programs so as not to increase the population number at schools already close to capacity.

There have been new neighborhoods built - and that are being built - that were originally considered for other school attendance areas, and should be reconsidered and assigned to a different school if needed to adjust school capacities.

The children that are already assigned to their schools, especially in middle and high school, should not be impacted by this redistricting consideration for two elementary schools. This discussion and redistricting consideration is beginning to, and will impact, their well being and mental health.

Please do not redistrict walkers. We have found walking to and from school is the most safe, environmentally friendly and healthy way for our children to grow and learn. During the school start time and school walk zone change time, the HCPSS Office of Student Transportation and multiple County/State peer offices have spent countless efforts and tax dollars on improving current walking routes and enhancing safety to the point that our school walk routes are adapted by the students and families. Please do not redistrict walkers and respect all your colleagues' hard working efforts and taxpayers' money when you look at the redistricting plans.

I am deeply concerned about the potential impact of redistricting elementary students away from their current school communities. While I understand the intent of Policy 6010 to promote equitable access and manage capacity, it is critical that we weigh these goals against the developmental and emotional needs of young children.

Elementary-aged students thrive on consistency, trusted relationships, and a strong sense of belonging, all of which are disrupted by boundary changes. Redistricting can break apart peer groups, separate siblings, and sever the meaningful connections students have built with educators who know and support them.

Additionally, neighborhood schools are an essential part of strong communities. When students attend school close to home, families are more likely to be involved, children feel a stronger sense of identity and safety, and schools become community hubs. Redistricting that sends students out of their own neighborhoods can lead to feelings of disconnection, transportation challenges, and decreased engagement from both students and families.

I am also very concerned by what was shared during the spring community meetings- that this redistricting effort will likely be followed by additional boundary changes in the near future. This is unacceptable. Students and families deserve some assurance of stability. The idea that children may be moved repeatedly in just a few years' time contradicts the core values of community stability and student well-being outlined in Policy 6010.

Rather than redistrict, I urge the Board to explore alternative solutions such as targeted program investments, capital improvements, or gradual enrollment balancing strategies that minimize student displacement, preserve neighborhood schools, and prioritize continuity for our youngest learners.

We live in Burleigh Manor but our planning polygon has been grouped with Chateau Ridge. It would make no sense for our daughter to go from a 15 minute walk to school to a lengthy bus commute and to be separated from the remainder of our neighborhood this way. By doing so you would be dividing our neighborhood community and disrupting the lives of the children who live here. I am vehemently opposed to any redistricting but to do so when we live so close to these schools and along the lines drawn is entirely arbitrary- it makes no sense and serves no purpose. Our children should not be at risk of being torn from their neighborhood and school just because parents in other polygons donated more money to Calvin Ball.

I strongly object to taking students from the heart of Centennial Neighborhood, particularly the preserve and Kingsley Woods community, and placing them on the other side of the county, into a school district that is 180 degrees different. Frankly, this consideration is absurd.

Keeping the students at schools where it geographically makes sense based on their home should be a priority.

Maintaining contiguous communities or neighborhoods is the most important matter for us.

Rather than redistrict and reassign to fill capacity, put additional resources into the schools with capacity to make them more attractive to people looking to move into or within the school district with school-age kids. For example, special curricular activities, unique programs (language or STEM), additional before and after care options, free tutoring, etc. Additionally, to fill excess capacity the district could offer the option to voluntarily enroll your student in an underutilized school (district would not provide transportation) to take advantage of potential new programs at those schools. (JROTC at Atholton High School is a great example.)

I really dislike that student cohorts get split up when shifting to middle and high school. Feeder-school models reduce social stress and keep everyone in the school on the same footing instead of creating tiers of who will go to the better next school vs not. I also think maintaining communities and neighborhoods is very important.

"Neighborhood schools" create community. I believe that instead of redistricting to engineer changes to enrollment to better allocate resources and increase test scores creates more harm than good. Moreover, there are so many dynamics at play in predicting enrollment that trying to alleviate a problem in one area, inevitably creates a different problem as is now being experienced at Bryant Woods.

Please create a feeder system model that prizes neighborhoods and school communities that is predictable and does not involuntarily require students to be sent to a different school. Base resource allocation to enhance attractiveness of all schools and support communities with large young populations versus trying to split them up. Finally, if there is redistricting, the reassignment should be optional and incentivized vs mandatory.

Schools are underfunded.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Dear Superintendent and Members of the Board of Education,
It is my sincere hope that you can truly understand the anxiety and pain our community is feeling amid the ongoing uncertainty brought by the new government administration. Our families and children deserve the stability of a strong, reliable educational system and the steady support of the community they call home. As you may know, the recent government layoffs and funding cuts have added significant stress to many families in Howard County. In such a fragile time, redrawing school boundaries feels not only unnecessary but also disruptive. As a parent in this county, I vividly remember the redistricting process right before the pandemic in 2019–2020. Now, just as we are recovering from those difficult years, we are faced with yet another round of potential redistribution. This leads me to question whether the Board of Education should consider a formal evaluation of the long-term impacts of these repeated redistricting efforts. Minimizing harm and avoiding unnecessary panic is crucial to supporting our children's healthy development and well-being. If redistribution is truly unavoidable, I respectfully suggest a more focused approach—perhaps by separating out only the Pre-K programs at Centennial Elementary School. Many of these Pre-K students do not reside in the Centennial school district and may not attend Burleigh Manor Middle School in the future. This could be a less disruptive alternative that still addresses capacity concerns.
Thank you for your time and consideration.

Please consider maintaining the current policy as the new policy may cause disruption to students and family as well

Community building and belonging are an integral part of anyone's school educational experience. All of Centennial Elementary School K-5 grade students feed into Burleigh Manor Middle school and Centennial High School with the exception of Polygon 97, which feed into Marriotts Ridge High School. There has not been significant new construction in the Centennial Elementary School attendance area in the last several years, and it does not seem valid to move children who live so close to the elementary school, middle school or high school when the projected student population in the current attendance area is expected to decline over the next 10 years. Being in the walk zone or the near walk zone contributes greatly to the ability to participate in after school activities as many students do not have access to private transportation, and after school activity bussing is not provided in Howard County (nor is funding for this currently available). If Burleigh Manor Middle school and Centennial High School need to be redistricted, priority should be made to redistrict from areas that are far from the walk zone.

Highly object reassign walking distance neighborhood to other schools that will need to waste otherwise won't be needed bus resources.

Residents of the county align themselves, financials, and life, purchasing homes in particular neighborhoods with particular school districts. For you to diminish all those efforts with such actions to simply compensate for the deficiencies that you have failed to properly address is unjust, will be met with resistance, and resilient legal action not matter the amount of monies it would take.

Please keep CLES BMMS and CHS feeds together. Sending CLES students to another MS would violate the 15% minimum feed per Policy 6010. Same logic for sending those same kids back to CHS. Same logic for sending BMMS students to another HS (instead of CHS).
Solutions:
-Manor Woods has capacity. Can we send kids there?
-CLES has preschool capacity with kids not from the Centennial area. Can we remove that so that 5th graders at CLES have proper classrooms instead of portable rooms?
Please keep our community together and stop redistricting. All this moving is so disruptive especially for families who try kids in multiple grades. I don't see any other county in the country doing this every 5yrs.

There should be no scenario where students who can walk to a school less than a mile from their home are instead required to bus to a school farther away. That would be an unacceptable waste of resources and taxpayer dollars, as well as an added burden on children and families.

It is imperative that schools remain local. The concept of the neighborhood school is a solidifying factor in school communities and neighborhoods. It brings the community together over the course of a child's 13 years of school. Families get to know each other. They volunteer with each other, support each other, and work as a community to solve common problems. This also ensures that children have continuity from school to school and do not have to start over with a new student populations at each school level.

Keep communities together. Patchwork districting divides communities.

Some of the statements above in Question 4 are a bit vague, hard to understand, and can be misinterpreted. With that said, it is understandable that given certain areas in HoCo are over capacity and there is a new high school built, borders for redistricting will shift. My main concern is being redistricted to a school that does not make sense geographically, in terms of distance and time to get there from our home. As someone who lives practically next to the schools my children are currently districted to attend, it only makes sense for them to attend these schools. Our neighborhood has been considered a "walker" neighborhood for decades. Please consider making redistricting decisions that make sense regarding proximity to the schools for these neighborhoods and families and not decisions that are political.

Students within walking distance of a suitable school should not be reassigned to another school where they must be bused.

The most critical factor that needs to be taken into consideration is geography (distance to school from their home). Students should spend the least amount of time possible going to/from school so students have time with their families, time for homework and time for other activities. The second factor should be overcrowding. The other factors are insignificant compared to those two.

Please consider the students, families, and neighborhoods that were redistricted during the COVID pandemic. Being redistricted during virtual learning had a huge negative impact on our family. I am writing to encourage that the redistricting process carefully considers moving that cohort of students again.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

I can't speak to communities outside of CHS - but the core neighborhoods are more or less walkable to BMMS & CHS, well established and tightly knit (Burleigh Manor, Font Hill, Willows, Preserve, etc). I'm obviously biased but it feels incredibly unfair for anyone to be re-districted from any of these neighborhoods. Thanks

It is troubling to hear of the potential breaking up of communities once again. This approach in moving students from school to school is not sustainable and creates stress and chaos for families, particularly the children. There must be a way to address the capacity issues without constantly shuffling neighborhoods every five years. The continuity for children's development and cohesion within their communities is critical.

With the number of after school activities where parents may have to provide transportation, the school should be the closest to the student's home. This is most important with high schools.

With the number of after school activities where parents may have to provide transportation, the school should be the closest to the student's home. This is most important with high schools.

I live in the Kingsley Wood community. Reassigning us from Centennial HS which is literally in our backyard to another district is not only unfair, it goes against the marketing done by the builder when we bought the home.

Students in this area have already built strong academic foundations and social relationships at CHS. Maintaining their school assignment avoids disruption to their learning progress and peer networks—factors essential for academic and emotional stability.

The Policy 6010 does not take into consideration the intent of a parent or parents to purchase in a certain district for a specific school. The process takes away a parent's right to choose the public school that they want their children to attend based on something out of the control of the parent (attendance of others). The district should focus on improving schools that are underutilized which will encourage people to want to attend those schools by choice (e.g. magnet school) rather than pushing people to those schools to meet quotas. My kid is more than a number, and should not be pushed into an environment based on numbers when I as the parent know what is needed for my child to grow, learn, and be productive.

Consider trying to increase the area that can be considered for walking students by adding crosswalks and other methods to increase safe street crossing.

Additional considerations for our specific polygon 173/neighborhood (Pudding Lane)

- 1) Disruption and movement of students who have a cohesive community of peers and are engaged in school activities such as marching band is detrimental to student well-being, social development and mental health
- 2) Also additional concern for student well-being is potential for targeting for physical and mental harassment at redistricted schools
- 3) Maintaining the pipeline for students to be able to follow their siblings into feeder schools should be considered
- 4) Given our proximity to BMMS and CHS, transportation would be more costly and traffic would worsen if our children were redistricted to other schools; our neighborhood (Pudding Lane) is physically adjacent to BMMS and CHS and direct physical egress passing these school entrances would be required to transport our children to redistricted destinations.
- 5) Redistricted students from our polygon would not constitute 15% of the student body which would violate policy 6010
- 6) Increased distance between home and school would negatively impact working parents and ability of students to participate in after or before-school activities
- 7) Our community is already racially and ethnically diverse and therefore, redistricting for this purpose is not necessary
- 8) Overall community cohesiveness and engagement would be directly impacted
- 9) Concerned families may move to private schools which would negatively impact funding for public school by decreasing enrollment numbers

I am deeply concerned about the proposed redistricting process would result:

Mental health and wellness of our students

Being able to follow a sibling in school

Creating a situation where redistricted students would become targets for mental and physical harassment at the receiving school

Transportation for redistricted students would worsen the traffic directly in front of the schools, jeopardizing the safety of the students

Redistricted students would not constitute 15% of the student body, which would violate Policy 6010

Increase in the distance between home and school would directly decrease the amount of participation in after school activities

Diversity in our community currently already exists

Splitting the neighborhood would separate our students from their closest friends, causing detriment to their social development

The direct physical egress from our neighborhood is Breconshire and Centennial Lane. A redistricting bus would literally take the redistricted students directly past the entrances of their current schools in order to get to their redistricted destinations. There is no other road to take.

Redistricting would cause a rift in our neighborhood and destroy the cohesiveness of the community

Moving our kids out of the public school system - private school vouchers, as issued by Executive Order would facilitate leaving the public school system, which would decrease funding for the public schools

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

I am deeply concerned about the proposed redistricting process would result:

Mental health and wellness of our students
 Being able to follow a sibling in school
 Creating a situation where redistricted students would become targets for mental and physical harassment at the receiving school
 Transportation for redistricted students would worsen the traffic directly in front of the schools, jeopardizing the safety of the students
 Redistricted students would not constitute 15% of the student body, which would violate Policy 6010
 Increase in the distance between home and school would directly decrease the amount of participation in after school activities
 Diversity in our community currently already exists
 Splitting the neighborhood would separate our students from their closest friends, causing detriment to their social development
 The direct physical egress from our neighborhood is Breconshire and Centennial Lane. A redistricting bus would literally take the redistricted students directly past the entrances of their current schools in order to get to their redistricted destinations. There is no other road to take.
 Redistricting would cause a rift in our neighborhood and destroy the cohesiveness of the community
 Moving our kids out of the public school system - private school vouchers, as issued by Executive Order would facilitate leaving the public school system, which would decrease funding for the public schools

I am deeply concerned about the proposed redistricting process would result:

Mental health and wellness of our students
 Being able to follow a sibling in school
 Creating a situation where redistricted students would become targets for mental and physical harassment at the receiving school
 Transportation for redistricted students would worsen the traffic directly in front of the schools, jeopardizing the safety of the students
 Redistricted students would not constitute 15% of the student body, which would violate Policy 6010
 Increase in the distance between home and school would directly decrease the amount of participation in after school activities
 Diversity in our community currently already exists
 Splitting the neighborhood would separate our students from their closest friends, causing detriment to their social development
 The direct physical egress from our neighborhood is Breconshire and Centennial Lane. A redistricting bus would literally take the redistricted students directly past the entrances of their current schools in order to get to their redistricted destinations. There is no other road to take.
 Redistricting would cause a rift in our neighborhood and destroy the cohesiveness of the community
 Moving our kids out of the public school system - private school vouchers, as issued by Executive Order would facilitate leaving the public school system, which would decrease funding for the public schools

I'm now coming up on my second year of middle school at Burleigh Manor. I have made incredibly strong friendships and bonds with teachers. Redistricting my polygon (#173) would have a major impact on my life. I'm having huge success in band and may be on my path to the highest ensemble. My band director knows me well so if I make a mistake in my audition, he knows that I'm capable of still playing it really well. Meanwhile a new band director at the new school I get redistricted to may not know me as well and not understand that. It also means a lot to me to go to the same high school (Centennial HS) as my older brother. Many of my friends would be heartbroken to find out I was going to a separate school than them. Since the first day of middle school, I promised them I was going to be at the same schools as them. Now, that promise could get broken. So, ultimately getting redistricted would change my life as a student in a highly unwanted way.

I am deeply concerned that the proposed redistricting will have a number of negative impacts on our community, children and students, including:

Mental health and wellness of our students
 Being able to follow a sibling in school
 Moving our kids out of the public school system - private school vouchers, as issued by Executive Order would facilitate leaving the public school system, which would decrease funding for the public schools
 Creating a situation where redistricted students would become targets for mental and physical harassment at the receiving school
 Transportation for redistricted students would worsen the traffic directly in front of the schools, jeopardizing the safety of the students
 Redistricted students would not constitute 15% of the student body, which would violate Policy 6010
 Increase in the distance between home and school would directly decrease the amount of participation in after school activities
 Diversity in our community currently already exists
 Splitting the neighborhood would separate our students from their closest friends, causing detriment to their social development
 The direct physical egress from our neighborhood is Breconshire and Centennial Lane. A redistricting bus would literally take the redistricted students directly past the entrances of their current schools in order to get to their redistricted destinations. There is no other road to take.
 Redistricting would cause a rift in our neighborhood and destroy the cohesiveness of the community

Having students that can continue to walk to their local schools should be a top priority for the school system. Walking promotes a health lifestyle and encourages responsibility.

At this time when budgets are impacted it is important that HCPSS be judicious with funds. Using limited funds for unnecessary bus transportation diverts resources away from the needs of high-quality education.

Redistricting at all 3 schools levels is a severe disruption to student education and community bonds.

I have recently heard talks of redistricting in my community. At first, I only thought they were rumors, but now I have found them to be true. I currently live in Polygon #173 and attend Burleigh Manor Middle School. I am in 8th grade and approaching the end of my middle school journey. As the beginning of high school gets closer, I have really started to think about who I am as a person and what I envision myself doing in the future. I have already been accepted into the marching band at Centennial High School and plan on making more long-term commitments in 9th grade. If I get redistricted to another high school, I would be unable to maintain those long-term commitments. In addition, I have friends who I imagined going to Centennial High School with. If I were to get redistricted, then I would lose important, social connections that I have established over time. Lastly, my family moved before 7th grade. I have experienced the disruption of going to a new school. It has taken me 2 years to nail down solid friendships for high school. I definitely would not want to go through that process again, especially in the middle of high school. To conclude, I do not believe that it is fair to redistrict my community.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

As a parent of a middle school and high school student from Polygon 173, I would like to add some additional points to be considered in the upcoming redistricting decisions:

- 1) Impact to our children social and emotional learning, they have both recently started at new schools 20 months ago and taken time to adjust to their new community of friends and teachers, a change again would require them to re-start this process and strain their ability to maintain consistent longer-term relationships with a sense of stability
- 2) Add a longer commute to school which would reduce sleep time due to waking up at an earlier time
- 3) Increase the time required by parents in attending after school events/activities due to longer drive from our home
- 4) De-motivate parents to stay in the public school system, opting instead for private schools
- 5) Keep siblings experiences in tact so that households can pass along best practices and tips along with memories to younger siblings.
- 6) Keep proximity as a key factor, we are essentially in walking distance of our current schools BMMS and CHS
- 7) Our school is diverse and removal of households such as ours would create a potential imbalance, therefore maintain the current balance which provides an excellent environment for our kids to feel safe and included, whereas a new school environment could take this away from our kids.

I know this isn't about the redistribution but I feel HCPSS needs to invest in intramural sports at the middle school level.

Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community.

Structural capacity of the specific school buildings and realistic expectations of renovations/expansions (ie centennial high school hallways are reported to be so crowded that students can't use/open their lockers and that they are stuck walking in very crowded hallways)

As a teacher and a parent, I am really very cognizant of the fact that we have schools of two kinds in this county -- rich schools and poor schools. This is an opportunity to really positively affect the school climate of HCMs, a two-star school, and WLHS. Please keep this in mind as we embark on this effort.

Redistricting students should NEVER be an option. It's time to get more creative with your planning, budgets, etc. It is not the students fault that the county allows overdevelopment. Any development or construction that could impact student populations should have to invest into the local schools for expansion. There are options to never again redistrict students. This is not a thing in neighboring counties and states. Do better.

I think it makes most sense for distance to schools and continuous neighborhoods be kept together be prioritized. It would also help with transportation to stop bussing kids past their closer schools! It is so disruptive and destructive for this to keep happening.

Moving these kids over and over again is horrible for their mental and emotional state. Board of Ed should be ashamed of themselves. Leave the kids in Swansfield alone, youve already made it so that they lose 80% of their friends to Clarksville and now you want to move them around more??? Leave our kids be and bus in some from Bryant Woods to equal numbers and let it go. I went to Howard County Schools and my entire elementary school went into middle and high together. You are ruining these kids friendships, social factors and putting a giant rift between 5-6 grade when its already a hard transition. Just all around awful way to handle all of this. THE KIDS ARE THE ONLY ONES WHO LOSE IN THIS OVER AND OVER AGAIN.

If students are close enough to be walkers to their current school, please consider the disruption it will cause to the lives of students and parents alike (not to mention logistical challenges for already chaotic bus routes) if they are forced to become bus riders to a new school.

Since elementary school kids are so young, if redistricting must be done, you should ensure their success by ensuring that a large enough group of children in the existing neighborhood are moved, so there is a sense of community for them at their bus stop and at the new school. Parents are already feeling picked on as a school district. No need for that to transfer to the kids. If my child got moved with only a handful of friends, that would make it hard for them to adjust. The moves also make sports, after school activities, school events all the more burdensome for everyone. If families are already walkers, they should remain walkers. Changes for walkers will incur new costs, which as I understand it, there's no funding for redistricting. Also, families that do get moved to far away schools should get priority in after school care. Additionally in general, if bus rides are more than 20-min, buses should require adult supervision beyond the bus driver (maybe that's already the case) and allocate the front rows to the younger kids.

Community stability is extremely important for students and their families. Allowing students to progress with the same group of students allows for deeper and more meaningful relationships and friendships than if they are uprooted and put in a completely new environment with a new group of students and faculty. This may also lead to insecurity regarding permanency of relationships.

Additionally by uprooting then and forcing them to travel longer distances they lose significant time for other activities and makes it more difficult to develop friendships where a longer distance and greater time commitment is required for after school/out of school interactions.

I'm strictly against reassigning children to a new school ripping them out of the established circle of friends and environment they are used to. Also, any "re-balancing" of any school population based on race or income is prohibitively unconstitutional and can never be tolerated.

Any decisions to redistrict in West Columbia should take into account how moving neighborhoods out of a high school will impact not only academic outcomes, but sports participation, PTSA and booster membership, and other important non-academic components of a high school experience. Additionally, these communities were just redistricted prior to COVID and with the impacts of school closures during COVID, it has taken time for students and families to build connections to their schools, I would urge caution in moving neighborhoods while additional developments are being added to this area and perhaps look at enrollment numbers over the next few years before making wholesale changes. I understand the pressures facing some schools but without having complete information about enrollment patterns from the new developments, HCPSS could be redistricting every 5 years, which is unacceptable to creating stable and well functioning school communities.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Moving students from over capacity schools into others is a necessity, however, the normal capacity schools should not be forced to relocate to other schools as a result of boundary manipulation. The best thing for students is to have minimal impact to changing schools that they currently attend, especially when there is no issue with their school in regard to capacity.

While I understand that redistricting is sometimes necessary to balance enrollment and resources, I am deeply concerned about the emotional and developmental impact this may have on students, especially those who have attended their current school since pre-k. Longfellow has been more of just a place of learning, it has been a second home. We have built strong relationships with teachers, developed social bonds with peers and grown comfortable in an environment that has been constant throughout early development. Disrupting this stability, at such a crucial time in 4th grade can have significant emotional toll, potentially academic performance, behavior and overall well being. Children at this age thrive on routine and familiarity. Transitioning to a new school environment, with new staff, new classmates and unfamiliar surroundings, can be confusing and stressful. I urge the district to consider alternatives that minimize disruption for long standing students, such as grandfathering provisions for those who have been enrolled since pre-k or phasing in redistricting overtime. If redistricting must proceed, I hope that steps will be taken to provide ample emotional support and transition planning for all affected students and families. Thank you for your time and commitment to our students education.

There should be options for students to attend the school with the closest physical proximity to their home.

The Gaither Farm Neighborhood would be an easy neighborhood to reassign/feed into a different high school- For instance River Hill is the closest high school and Burleigh Manor and Centennial aren't much further. Also, reassigning this neighborhood would have of an less impact compared to other schools since 1/2 the families living there send their children to private school (e.g., Glenelg Country or McDonough). You might actually increase public school registration if you reassign it this neighborhood. Further, it is an Ellicott City neighborhood yet assigned to Columbia schools-- where we don't have the same neighborhood makeup which creates a bit of social isolation from other classmates who live right next to each other and right next to the school--as opposed to the other schools who are used to having a good mix of dense and non-dense neighborhoods.

My house is within two miles of all three schools. I would hate to have my children travel past all three of these schools to attend a school with a longer commute time. My children also have established friend groups, and splitting kids from the neighborhood into different schools would be a difficult transition for them at a pivotal developmental time. My oldest will be starting middle school in fall 2025. If she is redistricted that would mean that she would have to adjust to a new middle school twice in two years. Middle school is hard enough as it is. Adding a school change for my anxiety prone child is not the middle school experience I am hoping for. I would rather have my children in classes of larger sizes than have to transition to new schools with longer commute times that split the neighborhood.

I would love to see Centennial High School moved up in the Capital Plans as a renovation to this school could increase capacity and alleviate some of the crowding that is occurring at present.

Swansfield ES went through a reassignment not too many years ago. Perhaps minimize impact to students and staff and reduce Bryant Woods boundaries.

Thank you for considering what is in the best interest of students and their social emotional needs

We live in the 1157 / 157 Polygon area. We already have a disjointed feeder school setup from Manor Woods to Burleigh Manor to Marriotts Ridge. I would hope that during this year's boundary review process we are not moved out of Burleigh Manor to one of the other Middle Schools that are to the south of Burleigh, which would create an even smaller feed as there are currently no Manor Woods students who attend Wilde Lake or Harper's Choice MS.

I am the father of two wonderful children currently enrolled in Burleigh Manor Middle. I am writing to urge you to reconsider the proposed redistricting plans that would deeply disrupt not just their education, but their overall well-being.

My daughter is finishing her 8th-grade year and eagerly looking forward to starting high school this fall. Forcing her to transition to a high school for only one year, only to move her again, would strip her of the stability she needs during these critical years. The freshman year sets the foundation for academic success and social belonging in high school. A midstream move would jeopardize both.

More urgently, my son, currently a 6th grader, has ADHD and has just finally adjusted to the structure and expectations at middle school. For children with ADHD, routine and familiarity are critical to success. Uprooting him now would not only disrupt his academic progress but would also significantly impact his mental health and emotional well-being.

The redistricting plan violates several important principles that the district itself has laid out:

- It unnecessarily forces our community to undergo multiple reassignments (Priority #5).
- It breaks apart established feeder patterns, which are essential for academic and social stability (Priority #6).
- It severely disrupts educational and mental health programs in place (Priority #4).
- It disproportionately impacts students with special learning needs and vulnerabilities (Priority #7).

Our children's development should be prioritized over logistical convenience. I urge you to think beyond enrollment projections and remember that every reassignment represents real children — with real struggles, real needs, and real futures at stake.

Please reconsider this proposal for the sake of stability, mental health, and the educational success of all our students.

Thank you for your time and consideration.

Consistency within their journey (Elem, Middle or High) is appreciated by the students!

keep kids from the same neighborhoods together.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Attendance area review and change is always hard no matter what side you are sitting on! I think it's important to minimize change for students during their school years and make sure students are not moved more than once due to attendance area adjustments. It's also important for neighborhoods to remain together to allow for friendships to remain intact and for friends/neighbors to help one another out. When you break up neighborhoods you also remove a built in community of parents who rely on one another for childcare help, driving help, etc. Long term thinking must be applied in order to ensure stability for students and communities. Short term shifting to "balance" school populations and numbers is not helpful for students or families. It is disruptive and jarring. The amount of new builds are having a huge impact on our schools and long-term home owners should not be pushed out of their home schools to allow new builds in a school that may be near capacity.

I have 3 kids, without changing their address will most likely attend 3 different middle schools (Patapsco, Burleigh, ?). I have a 7th grader who has zero friends attending Hebron from Burleigh. Need to focus on the students and what is best for them and when they transition. Redistricting during COVID had significant impacts on my now 7th graders mental health. If asking them to relocate, wait until a new starting class vs disrupt them mid-school cycle. These transitions have long term impacts that need to be taken into consideration. Exceptions also need to be considered for those most impacted or have IEPs to make sure their best interests in learning is the priority.

Availability of above-grade classes and GT in any new school reassignments.

Avoid redistributing of schools that harm students and kids social and academic wellbeing. Must consider stopping new development of houses

It is vital to keep communities together, because these are the families that help each other raise children into adults. We have the personal experience of building community all the way from Northfield through Dunloggin only to see our community's ties loosening when most of the community sends their children on to Centennial HS but our children are sent to Wilde Lake HS. We all do our best to maintain those ties, but performances, trips, exams, etc. are all on different schedules and those close friends (children and parents alike) drift apart. We live 1.1 miles from Centennial HS and 3.5 miles from Wilde Lake HS, so the choices made by the board in the past were deliberate. Our hope moving forward is that our community can see a larger group of students moving together from NES to DMS to WLHS, as we know the overcrowding of Centennial means that more students will need to be moved to WLHS.

Unethical way redistricting took place (last minute change and pressuring board member to change initial vote) at last redistricting forcing us to Bryant Woods, no where near Clemens Crossing school where she grew up playing. So most of our neighbors on Jerry's Drive moved or send child to private school like we now do. Stop the creating traffic congestion and forcing kids away from their neighborhoods.

Reassigning our community (Briarcliffe neighborhood), considering it is a very small community, would not help with capacity issues. It also has a great deal of updating and renovations that are needed before more students are added to our schools

Centennial High School has been in need of renovations for years. Given that this school has had the best academic performances, it should be considered reasonable renovations to accommodate its student population.

My neighborhood (Briarcliffe) has been a part of the CLES,BMMS,CHS feed since its inception in the early 1990's. We are a small community with just a few school age children and are within about a mile of BMMS and CHS. There are several large million dollar developments that have gone into the district in the last decade who have escaped redistricting, reportedly by making large political donations. These neighborhoods have a large percentage of school age children and contributed to significant overcrowding over the past few years. I propose these new neighborhoods are the first to be considered for redistricting.

Also, CHS has been on the table for capital improvements for many, many years. How about we spend money on that including size expansion of the school instead of redistricting.

Please stop adding housing when HCPSS does not have the capacity for the current population. Developers should be required to fund school renovations and new school builds, to be able to build in Howard County- full stop.

There needs to be more structure on the boundaries and what can be considered as part of the changes. It seems every year all schools are at risk of redistricting with no rhyme or reason for the results. This constant change or constant threat to change is not ideal for all families involved especially the children. If the idea is to balance out and make up for the over development of certain areas then my fear is that this process of musical chairs will never end.

As captured above, consideration for redistricting and the impact on our student communities is important. As an educator myself, I have concerns about the impact redistricting has on the already established student communities. The challenges of building relationships and community in a new environment and then being forced, once they have established those friendships and support systems within a school community, to then change them will have adverse impact on our students and their attention to our education system. I think there are unforeseen challenges of asking groups of students to leave their support systems and asking them to acclimate to a new school community, especially our youngest students. Taking elementary school students away from their friend groups and places that have allowed them to feel safe and open to learning will negatively impact student achievement in both school communities.

The Bryant Woods community was affected by redistricting in 2020, and that did not solve any of the capacity problems. The same families should not have to pay for those mistakes, that were made after an impromptu meeting recess and then a re-vote. Please treat this community with fairness and respect we did not receive last time.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

We have close proximity to all Centennial schools: Our neighborhood is a 1.7 mile walk to Centennial Lane, a 1.4 mile walk to Burleigh Manor, and a 1.5 mile walk to Centennial HS.

- We are part of the Old Annapolis Road community. Our children and families are part of that community. The sole point of egress from our community is from Briardcliffe Lane onto Old Annapolis Road. All the Old Annapolis Road neighborhoods use the facilities, playgrounds and paths at Centennial Park. Families along Old Annapolis often walk or carpool together to school, especially to/from extracurricular school activities and events. Our children share study groups, sports, and music lessons all along the Old Annapolis Road corridor. To redistrict any part of that corridor out of the Centennial School System would break up our larger Old Annapolis Road community.

Please do not split up the children who have been together for years in Centennial Lane Elementary. thanks!

Given that our neighborhood has experienced minimal new housing development for decades affecting school enrollment and has a relatively lower number of school-aged children, redistricting this type of area is unlikely to significantly alleviate broader school utilization concerns. A more effective approach would likely involve focusing on areas with recent housing growth.

Furthermore, Centennial Lane Elementary and Centennial High School have not undergone significant renovations in decades, despite the fact that they were expected to be highly utilized over the same period of time. We believe prioritizing these overdue renovations and potential expansions should precede any disruptive redistricting within established communities like ours. Repeated redistricting without addressing these fundamental needs can negatively impact our students' well-being.

Please don't change schools for Polygon 173. We strongly oppose the proposed redistricting that would move our children to a different school. We ask you to consider the following critical concerns:

Mental Health and Wellness: Stability is essential for student mental health. Forcing students to leave their schools, teachers, and friends would create unnecessary emotional distress, harming their overall wellness.

Sibling Continuity: Families depend on siblings attending the same schools for emotional support, logistical coordination, and family unity. Redistricting would sever these crucial ties.

Loss to Public Schools: Families displaced by redistricting may choose to exit the public school system altogether, especially given the Executive Order enabling private school vouchers. This would decrease public school enrollment and funding, weakening the schools for everyone.

Safety and Harassment Risks: Redistricted students risk becoming targets for harassment — both mental and physical — at unfamiliar schools where they are a small, isolated minority.

Transportation and Safety Concerns: The traffic around our schools is already problematic. Adding redistricted students would worsen congestion at peak hours, jeopardizing the safety of all students.

Violation of Policy 6010: Redistricted students would not represent at least 15% of the receiving school's population, directly violating Policy 6010.

Reduced Extracurricular Participation: Increased distance between home and school would severely reduce student participation in after-school activities, which are vital to their academic and social development.

Existing Diversity: Our community already enjoys robust diversity. Redistricting would not meaningfully increase diversity but would instead cause unnecessary disruption.

Neighborhood Fragmentation: Splitting our neighborhood apart would separate close friends and harm the social development of our students, while also destroying the cohesion of a strong, supportive community.

Inefficient Routing: Due to our neighborhood's physical layout, a redistricted bus would literally pass the entrances of our current schools just to transport students farther away. This inefficiency is wasteful and frustrating for families.

In sum, this redistricting plan would hurt students academically, emotionally, and socially, while also undermining school safety, community cohesion, and public school stability. We respectfully urge you to prioritize the best interests of our children and allow them to remain in their current schools. Please don't change schools for Polygon 173.

As a member of the Briardcliffe neighborhood off of Old Annapolis Road, I cannot overstate how critical it is for my family and our neighborhood to remain part of the Centennial Lane Elementary community. Because that is what it is — a community.

We have been invested in the community for years, and regularly engage with friends and neighbors along the Old Annapolis Road and Centennial Lane Corridors. THIS is our community. Any change to our current alignment to the Centennial Schools would be unbelievably detrimental to us.

As part of the Old Annapolis Road community, the sole point of egress from our community is from Briardcliffe Lane onto Old Annapolis Road. All the Old Annapolis Road neighborhoods use the facilities, playgrounds and paths at Centennial Park. Families along Old Annapolis often walk or carpool together to school, especially to/from extracurricular school activities and events. Our children share study groups, sports, and music lessons all along the Old Annapolis Road corridor. To redistrict any part of that corridor out of the Centennial School System would break up our larger Old Annapolis Road community to its significant detriment.

Our Briardcliffe neighborhood has long benefited from its proximity and near walking distance to ALL Centennial schools: It is a 1.7 mile walk to Centennial Lane, a 1.4 mile walk to Burleigh Manor, and a 1.5 mile walk to Centennial HS. This has fostered necessary stability over decades.

Given that our neighborhood has experienced no new housing development affecting school enrollment and has a relatively lower number of school-aged children, redistricting our area is unlikely to significantly alleviate broader school utilization concerns. A more effective approach would likely involve focusing on areas with recent housing growth.

Furthermore, Centennial Lane Elementary and Centennial High School have not seen significant renovations in years. I believe prioritizing these overdue renovations and potential expansions should precede any disruptive redistricting within established communities like ours. Repeated redistricting without addressing these fundamental needs can negatively impact our students' well-being and diminish the value of our properties.

Please, please hear these concerns of ours, and keep the Briardcliffe neighborhood within the Centennial school community. I can't tell you what it means to us and our families. Thank you.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Please do not change schools for polygon 173. We are deeply concerned about the proposal to redistrict our children out of their current schools. We urge you to reconsider for the sake of their well-being, development, and future.

- **Mental Health and Stability:** Our children have built trusting relationships with their teachers, counselors, and peers. Uprooting them would cause significant emotional distress, harming their mental health at a time when stability is more important than ever.

- **Keeping Siblings Together:** For families, having siblings attend the same school provides critical emotional support. Redistricting would separate brothers and sisters, placing an unnecessary burden on both children and parents.

- **A Push Out of Public Schools:** Families who feel betrayed by the system may look to private school vouchers, recently expanded by Executive Order, to leave the public school system altogether — leading to decreased funding and resources for the schools they leave behind.

- **Risk of Harassment:** Forcing a small group of students into a new, unfamiliar environment puts them at serious risk of social isolation and even bullying. No child should have to endure that.

- **Transportation and Student Safety:** Increased traffic congestion from redistricted students would create real dangers for children walking, biking, or being dropped off at school each day. Our roads cannot safely handle this burden.

- **Violation of Policy 6010:** This plan would move a group that does not meet the 15% threshold required under Policy 6010. Our children should not be treated as numbers — but even the numbers make it clear this plan is flawed.

- **Loss of After-School Opportunities:** The greater distance would mean fewer chances to participate in after-school clubs, sports, and activities — key parts of a child's growth, confidence, and friendships.

- **Diversity Already Exists:** Our community is already beautifully diverse. Redistricting would not bring meaningful change, only unnecessary hardship.

- **Tearing Apart Friendships:** Splitting up our neighborhood would sever deep childhood friendships, isolating students from their closest emotional supports and making their daily school experience lonelier and harder.

- **Inefficient and Harmful Routing:** There is no other road from our neighborhood. Redistricted buses would literally drive past our current schools to reach new ones — wasting time, money, and causing frustration.

- **Breaking Our Community:** Redistricting threatens not just our children's schooling, but the very heart of our neighborhood — the bonds between neighbors, friends, and families who rely on each other every day.

Please — do not underestimate the impact of this decision. It is not just about boundary lines; it is about children's lives, mental health, safety, and futures. We beg you to let our children stay in the schools and communities they love and depend on. Please don't move Polygon 173.

Dear School Board,

My name is Emily Sinnen, and I am a student at Burleigh Manor. I recently heard that I might have to change schools, and I wanted to write to you personally to ask if there's any way I can stay.

This school means so much to me. It's not just a building or a place where I go to classes — it feels like home. I've made friends here who I trust and care about. My teachers know me, understand how I learn, and help me when I struggle. I feel safe, supported, and like I belong.

Changing schools would mean leaving behind people who have become a second family to me. It would mean starting over when I've finally started feeling confident in who I am and where I fit in. I know sometimes changes have to happen, but I just want you to know that this change would be really hard for me — emotionally, socially, and even academically.

Please consider letting me stay. This school is where I've grown, where I've found my voice, and where I'm building a future. I'm not just asking because I don't like change. I'm asking because I love it here — and that kind of feeling is rare and special.

Thank you for listening and for everything you do to support students like me. I've already switched schools twice please don't put me through that again. Burleigh is my place where I belong.

Sincerely,
Emily Sinnen
Grade 6

Please don't make me leave my school. I love my teachers and my friends. If I have to go to a different school, I will be really sad and scared. I won't know anybody, and I might get picked on for being the new kid.

If we have to change schools, my mom and dad said it would take a lot longer to get there, and I might not be able to stay for after-school clubs that I really love. Also, my best friends live in my neighborhood, and if we go to different schools, we won't get to see each other as much and that would make me really sad.

Our neighborhood is already full of all different kinds of people, and we all get along great. We don't need to be split up.

Also, the bus would have to drive right past my school to get to the new one. That doesn't make any sense.

Please don't break up our neighborhood and my friends. Please let me stay at my school.

Thank you. Please don't move Polygon 173.

Our Briarcliffe community has long benefited from its proximity and near walking distance to these schools, fostering stability over decades. Given that our neighborhood has experienced minimal new housing development affecting school enrollment and has a relatively lower number of school-aged children, redistricting our area is unlikely to significantly alleviate broader school utilization concerns. A more effective approach would likely involve focusing on areas with recent housing growth.

Furthermore, Centennial Lane Elementary and Centennial High School have not seen significant renovations in years. We believe prioritizing these overdue renovations and potential expansions should precede any disruptive redistricting within established communities like ours. Repeated redistricting without addressing these fundamental needs can negatively impact our students' well-being and diminish the value of our properties.

We have close proximity to all Centennial schools: Our neighborhood is a 1.7 mile walk to Centennial Lane, a 1.4 mile walk to Burleigh Manor, and a 1.5 mile walk to Centennial HS.

We are part of the Old Annapolis Road community. Our children and families are part of that community. The sole point of egress from our community is from Briarcliffe Lane onto Old Annapolis Road. All the Old Annapolis Road neighborhoods use the facilities, playgrounds and paths at Centennial Park. Families along Old Annapolis often walk or carpool together to school, especially to/from extracurricular school activities and events. Our children share study groups, sports, and music lessons all along the Old Annapolis Road corridor. To redistrict any part of that corridor out of the Centennial School System would break up our larger Old Annapolis Road community.

I believe that children should attend the school which is closest to their home. Slicing up communities and making children attend a school which is much farther away for the purpose of diversity, inclusion and averaging out test scores is manipulative and harmful to the mental and physical wellbeing of a child. We fail our children when we allow the desire for more property tax income to take priority over the continuum of school community for our children. Why not incentivize developers to build in areas where the schools are under capacity and enlarge the schools that are taxed by the overdevelopment in their area? Redistricting should not be the go-to answer every time new housing developments get built.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

This process and policy are NOT a long term, sustainable way to approach school student dispersion and population balance. This is a band aid that is, and will continue to be, a stain on this otherwise stellar county. Stop breaking up communities, stop causing parents and student undue stress, stop disrupting our kids' nascent and fragile social environments. With so many dire statistics about school attendance, kids mental health and well being and general happiness, forcing them to change schools is the absolute last thing this board should be doing. Start making long term plans to build new and expand existing schools to accommodate populations. Make a case for the funds that are required. The residents of the county live here in part because of the schools--put our tax dollars to good use. If it is not a mandate already (which it should be), start mandating that the county require school impact studies prior to any new residential development and that developers contribute funds to offset school expansion and new school development.

As a parent of two CLES students who are early in their elementary careers, this boundary review (which comes on the heels of a highly controversial review and adjustment made just a few short years ago that made national news) is causing distress to my family. I live within walking distance of the Burleigh Manor Middle and Centennial High schools which I presumed my children would attend. Yesterday my eight year old asked "Mom, is that going to be my middle school?" when we passed Burleigh Manor. I said "I don't know" and was forced to try to explain why she may have to be separated from her friends and school as early as 2026. Every parent I talk to is unhappy, angry, and stressed about this.

As a long-term Howard County resident and parent of children that have graduated from Centennial Elementary, Burleigh Manor MS, and Centennial HS, we have long been part of the Centennial school system and our continued inclusion in Centennial is central to our neighborhood and our community.

- We live in the Briardcliffe Community off of Old Annapolis Road and have close proximity to ALL Centennial schools. Our neighborhood is ~ 1.5 mile walk to Centennial Lane ES, Burleigh Manor MS, and Centennial HS. Logistically, Centennial schools remain the best and closest option for our children and community.

- We are part of the Old Annapolis Road community, this is extremely important to us. Our children and families are part of that community. The sole point of egress from our community is from Briardcliffe Lane onto Old Annapolis Road. All the Old Annapolis Road neighborhoods use the facilities, playgrounds and paths at Centennial Park. Families along the Old Annapolis Road corridor often walk or carpool together to school, especially to/from extracurricular school activities and events. Our children share study groups, sports, and music lessons all along the Old Annapolis Road corridor. To redistrict any part of that corridor out of the Centennial School System would unnecessarily break up our greater Old Annapolis Road community.

- Centennial schools are highly-rated (kudos to the teachers, students, and parents). This has resulted in our Centennial community being a "draw" for developers. The current residents should not be disadvantaged and re-districted because the county failed to manage housing development growth in conjunction with nearby school access.

- Centennial school teachers, students and parents are committed, diligent, and engaged. This has resulted in, among other things, Centennial schools being ranked with some of the highest in the county. Centennial HS is consistently ranked in the top 3 high schools in the county, while Wilde Lake HS is consistently ranked in the bottom 3 high schools. Because of this, a re-districting of Centennial HS students to Wilde Lake HS is significantly unfair and not in the best interests of current or future Centennial HS students residing in the district.

I oppose the Attendance Area Adjustment Plan because of the demographic characteristics of the student population, minimizing impacts to programing initiatives, and maintaining continuous communities. First of all, Policy 6010 III.B.3 recognizes racial/ethnic composition, socioeconomic composition, academic performance, and distribution of English Learners as factors that contribute to the the Boards Final Attendance Area Adjustment Plan. Centennial High School and Wilde Lake High School have drastic differences among all of these factors which would result in an incohesive adjustment among students. For example, Centennial High Schools music program (ie. Wind Ensemble) is a prestigious musical group which students in middle and elementary school work towards to be able to play their rigorous music. It would not be equitable for these students to have to play music at a lower level than what they have prepared for nor would it be fair to the Centennial High School program as they would lose several students. This principle translates into academics as well. For example, according to the 2023-2024 HCPSS profile for WLHS, only 37.2% of students scored in the "proficient" category for English in state tests, and only 42.3% in math. CHS on the other hand had 88.1% of students score proficient in English and 77.2% in math. It is unfair to the rising CHS students who would be districted for WLHS to have their academic potential stripped from them and their success deprived of them because they could not receive an education which was at their level or because they were surrounded by peers who were not focused on academic success. Secondly, it is important to minimize impacts to programmatic initiatives and the Attendance Area Adjustment Plan should therefore not be carried out. I am a rising 9th grader at CHS and am currently enrolled in marching band for next year. In the fall I intend to join several clubs including but not limited to Mock Trial, Speech and Debate, Music Mentors, and the South Asian Student Association (SASA). Wilde Lake only offers 2 of these clubs, Mock Trial, and Speech and Debate. Music Mentors is a unique opportunity to play and teach music to younger students which poses valuable skills such as leadership, creativity, and teaching, Music Mentors is possible only because of the strong music community at BMMS and CHS which is not reciprocated and WLHS or WLMS. Additionally, WLHS does not have a SASA, in fact, only 6.5% of their student body is Asian, a fraction of which are South Asian, compared to Centennial High School's 41.7% Asian Population, relocation would not be cohesive. Furthermore, I have spoken to my classmates who will join me next year a CHS about the Attendance Area Adjustment Plan and we feel that not only will we lose our on unique experiences if relocated, but our ability to thrive in and out of the classroom will be hindered due to our late start at WLHS. We would have to join clubs, make friends, and build a foundation as freshman, only to reach sophomore year and do it all again. Essentially, we would lose a year by repeating these processes and will therefore have one less year to start clubs, take on leadership roles, and achieve success in these clubs. Lastly, maintaining contiguous communities is of my utmost importance as well as that of my peers. Policy 1060 III.B.2(b.) highlights the importance of school attendance areas promoting a sense of community in both the neighborhood where a student lives and in the schools which a student advances through by maintaining contiguous communities. My neighbors and I may be divided by schools, my new school friends may live 15 miles away, and regardless, sacred community connections between CHS/BMMS and my neighborhood such as the pie sale which is responsible for much of Burleigh Manor Middle Schools' music budget would be shattered. These bonds have spent years in the making and deserve to remain in place.

Staying at a school within my community that I can get to in a couple minutes.

Staying at a school that is closest to me so that I can attend after school activities, weekend activities, overall community engagement

Not having to transfer schools in the middle because that will impact my ability to maintain friendships, my social and emotional learning as well as my engagement in the curriculum.

Not having to ride the bus for a long time to get to school every day or have to be driven over 20 minutes back and forth to my school.

I am concerned that there does not seem to be a plan to "right-size" HCMS. As such a small school, there are compromises made in the schedules, teacher collaboration, and program offerings that does not seem equitable.

We are just entering the school district in preK and live close to the school so don't think this will have a great impact on our family at this time.

Students who are entering the last year of ES,MS or HS should be allowed to finish their run at that original school if they are reassigned to a different district.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

All the Old Annapolis Road neighborhoods use the facilities, playgrounds and paths at Centennial Park. Families along Old Annapolis often walk or carpool together to school, especially to/from extracurricular school activities and events. Our children share study groups, sports, and music lessons all along the Old Annapolis Road corridor. To redistrict any part of that corridor out of the Centennial School System would break up our larger Old Annapolis Road community.

Our Briarcliffe community has long benefited from its proximity and near walking distance to the current assigned schools, fostering stability over decades. We are also part of the Old Annapolis Road community. All the Old Annapolis Road neighborhoods use the facilities, playgrounds and paths at Centennial Park. Families along Old Annapolis often walk or carpool together to school, especially to/from extracurricular school activities and events. Our children share study groups, sports, and music lessons all along the Old Annapolis Road corridor. To redistrict any part of that corridor out of the Centennial School System would break up our larger Old Annapolis Road community. Please don't disturb our peaceful community by redistricting which students and families would suffer from.

I would rather see the increasingly limited school budgets focused on providing education to students and not paying for more buses. I also want accurate data to be used so the best decisions are made.

Please consider the following while proposing scenarios.

Mental health and wellness of our students in a new school/friends/teachers and setup.

Increase in the distance between home and school would directly decrease the amount of participation in after school activities.

The direct physical way out from our neighborhood is Breconshire and Centennial Lane. A redistricting bus would literally take the redistricted students directly past the entrances of their current schools in order to get to their redistricted destinations.

Please consider the following factors.

Mental health and wellness of our students.

Splitting the neighborhood would separate our students from their closest friends, causing detriment to their social development

Increase in the distance between home and school would directly decrease the amount of participation in after school activities

Transportation for redistricted students would worsen the traffic directly in front of the schools, jeopardizing the safety of the students

Please do not redistrict school every few years. It is very disruptive.

I want to stay at CLES because it's where my friends are. I would feel very sad and surprised and nervous to move to another school. I would miss my teachers. I love CLES. I can't wait until I'm in 5th grade and then I can walk to Burleigh Manor.

It is essential that we keep in mind the fact that Centennial HS pulls from a fairly small demographic area and the Board refuses to allow the school to be updated. It's ridiculous to redistrict Centennial students before the school is redone.

Is potentially devastating for mental health and wellness of students. Has the Board studied the impact past redistricting has had on student mental health?

Transportation for redistricted students would worsen traffic directly in front of schools, compromising the safety of the students and community.

Added time and transportation costs represent an economic burden on the school system, county, and state.

The frequency and severity in which the policy is utilized undermines any sense of community stability. As a result, I am increasingly hearing of Howard County parents seeking private school options. The observed decline in HCPS enrollment - and particularly those schools and communities impacted by previous redistricting efforts - would seem to validate parental concerns. Further redistricting is likely to exacerbate this issue.

The Gray Rock Farm community (Polygon 153) is a stable, long-established neighborhood with strong feeder alignment through Northfield ES, Burleigh Manor MS, and Centennial HS. Our students benefit from consistent academic pathways and social continuity, which would be disrupted by redistricting.

Our neighborhood is geographically compact, located near the schools we currently attend, minimizing both travel time and transportation costs. Reassigning us would break up a cohesive community and likely result in longer, less efficient bus routes.

We strongly urge the Board to prioritize maintaining contiguous communities, stable feeds, and limiting the frequency of reassignments—especially for neighborhoods like Gray Rock Farm that have not caused recent capacity strain and are deeply rooted in their current school communities.

Rearranging school districts can be highly disruptive to families, students, and communities. The county should explore alternative solutions such as building additional facilities or utilizing modular classrooms to reduce overcrowding. Prioritizing creative, flexible solutions demonstrates a commitment to both educational quality and community well-being.

I'd also like to see future planning, like having new housing developments in over capacity areas be assigned to under census schools.

And I think a priority should be placed on keeping contiguous communities at the same schools, to foster a tight-knit community.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

1. Student Wellness and Safety • Mental Health and Wellness: Uprooting students from familiar environments would significantly harm their mental health and emotional well-being. • Risk of Harassment: Redistricted students could become targets for mental and physical harassment at the receiving schools. There have been documented cases of individuals outside the community being targeted while traveling from a far away school in the county. • Transportation and Traffic Safety: Increased transportation needs would worsen traffic directly in front of the schools, putting all students' safety at risk.

2. Family Impact and Continuity • Sibling Continuity: Redistricting would separate siblings who would otherwise attend the same school, causing unnecessary family stress. • Reduced After-School Participation: Longer commutes would reduce participation in after-school programs, extracurricular activities, and sports. This will directly reduce community participation of not just students, but entire families. This will directly lead to reduction of volunteer activity of impacted families.

3. Community and Neighborhood Cohesion • Damage to Community Cohesion: Redistricting would fracture established neighborhoods and destroy community ties. • Social Development Harm: Splitting neighborhoods would separate students from their closest friends, negatively impacting their social growth and emotional security.

4. Equity, Diversity, and Policy Compliance • Existing Diversity: Our community already has strong diversity; redistricting is not necessary to achieve this goal.

5. Logistical and Financial Inefficiencies • Inefficient Bus Routing: Redistricting my children would have to literally pass the entrances of their current schools to reach more than 20 minutes travel time to distant destinations, creating unnecessary costs and disruptions, stress, mental well being, reduction of community participation, increasing environmental damage from costs of multiple buses traveling further distances. • Loss of Public School Enrollment and Funding: Private school options could encourage families to leave the public system, resulting in a loss of funding critical for all students.

This redistricting plans places an unfair burden on our students, families, and community. It undermines mental health, educational access, community integrity, and district policy — while offering no meaningful improvements. I urge decision-makers to prioritize student well-being, equity, and common sense. I believe a better way forward is to increase resources without displacing students away from their homes, families, communities to ensure the wellbeing of the future of our community is not continuously neglected for the sake of meeting short-term feasibility goals.

1. It disrupts neighborhood cohesion. Schools often serve as gathering points for neighborhoods. Redistricting splits established social ties between neighbors, weakening the sense of local identity and trust.

2. It reduces community investment. When people feel disconnected from their local school, they are less likely to volunteer, donate, or attend school events — all of which are crucial for a vibrant, supportive community.

3. It can lower property values. Even if a resident has no children, the perceived quality and stability of local schools often impacts property values. Frequent redistricting introduces uncertainty, which can deter potential buyers.

4. It creates instability and uncertainty. Constant changes to school boundaries make it harder for residents to plan long-term, eroding confidence in local governance and making the area less attractive to newcomers.

5. It threatens historical and cultural ties. Some schools have deep historical significance to their neighborhoods. Redistricting can break those long-standing ties, erasing traditions that contribute to the community's unique character.

6. It can lead to economic segregation. Redistricting sometimes unintentionally clusters communities by socioeconomic status, increasing inequality and limiting diverse interactions that make communities stronger.

7. It strains local resources. Changing school boundaries often requires new transportation routes, traffic pattern changes, and additional public services, putting extra stress on municipal budgets and infrastructure.

8. It reduces civic pride. A strong connection to a beloved local school often fosters broader pride in the community. Disrupting that connection can leave residents feeling detached and less motivated to participate in civic life.

9. It fosters resentment and division. Redistricting decisions can create winners and losers, leading to resentment between different parts of the community and even within neighborhoods.

10. It undermines community planning efforts. Long-term community development projects often assume stable school zoning. Redistricting can upend those plans, complicating efforts to build cohesive, thriving neighborhoods.

1. It disrupts the stability that children and families depend on. As a grandparent helping raise kids, stability is critical. Redistricting forces children to change schools, routines, and support systems — making it harder for us to provide steady, reliable care.

2. It complicates caregiving logistics. Many grandparents help with school pickups, drop-offs, after-school care, and activities. If the school suddenly changes to one farther away or with different hours, it makes caregiving much harder or even impossible.

3. It weakens relationships built with teachers and school staff. Grandparents often work closely with school staff to support their grandchildren. Redistricting breaks those relationships and forces families to start over, which can be stressful and disruptive for the child's emotional and educational support.

4. It adds emotional strain on both children and caregivers. Moving children to a new school can be emotionally difficult — especially when they've formed friendships and bonds. Grandparents, already balancing many responsibilities, must manage and soothe the emotional fallout.

5. It risks the loss of special programs or services. Some schools offer critical programs (like reading support, therapy, or aftercare) that children rely on. Redistricting might move children to a school without those services, making caregiving more complicated and putting children at a disadvantage.

6. It affects our ability to stay involved in their education. When schools are farther away or unfamiliar, grandparents have a harder time attending meetings, volunteering, and staying actively engaged in their grandchildren's education.

7. It causes financial strain. Additional transportation costs (gas, after-school programs, babysitters) often fall on grandparents too. Redistricting can make caregiving more expensive — especially for those living on fixed incomes.

8. It creates more stress for multi-generational households. Many grandparents live in multi-generational homes. School redistricting adds another layer of stress in homes that are already juggling complex family needs.

9. It breaks apart neighborhood peer groups. Neighborhood friendships are important not just for kids but also for the support systems grandparents rely on — like carpools, shared childcare, and informal neighborhood help.

10. It discourages long-term investment in the community.

As grandparents, we invest our time, energy, and care into helping raise the next generation. Redistricting sends the message that these relationships — and our efforts — are not valued or considered.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

1. Redistricting removes familiar daily patterns that children and grandparents rely on. Predictable routines — like the morning walk to school or afternoon bus stops — are essential for children's sense of security and for grandparents managing tight daily schedules.
2. It ignores the role extended family plays in a child's success. Grandparents aren't just backup caregivers — we're active participants in their schooling. Redistricting treats families like they're only nuclear households, ignoring the broader, critical support system.
3. It forces children to adapt to unfamiliar environments unnecessarily. Young children being raised by grandparents often already face challenges; adding a new school environment demands a level of resilience that isn't fair to expect over and over again.
4. It cuts off nearby family support networks. Grandparents often choose homes close to schools to stay involved. Redistricting moves children away from those schools, isolating them from immediate family assistance when needed.
5. It undermines years of community-building work. Grandparents often volunteer at schools, help organize events, and serve as trusted adults. When redistricting happens, the relationships we've spent years building are broken, weakening school and community ties.
6. It forces older caregivers to navigate unfamiliar systems and processes. New schools mean new procedures, new technology platforms, and new policies. For grandparents, who might already face tech or system barriers, this creates unnecessary confusion and added stress.
7. It overlooks the importance of walking-distance schools for non-driving caregivers. Many grandparents cannot easily drive due to health or financial reasons. Having a school within walking distance is essential — redistricting can eliminate that accessibility, forcing reliance on costly or unavailable transportation.
8. It can expose vulnerable children to inconsistent academic support. Children being raised by grandparents often need extra academic or emotional support. Moving them to a different school risks interruptions in specialized programs, individualized plans, and trusted mentoring relationships.
9. It deepens feelings of displacement and instability in already fragile situations. Children living with grandparents sometimes come from difficult backgrounds. Redistricting adds yet another layer of displacement that can worsen emotional insecurity.
10. It signals that older community members' voices aren't valued. Grandparents play a crucial role in school communities, but redistricting decisions often proceed without consulting those who are deeply invested — making us feel invisible despite our contributions.

If centennial lane elementary school is redistricted so that then our neighborhood kids go to another middle school and high school will mean that they spend more time getting to those schools and will be in classrooms with kids not from their local neighborhoods. Right now our kids go to the middle school and high school that is the closest which makes sense time wise, availability of walking or biking to school and staying with the neighborhoods where they spend their time with friends.

I feel that seniors should be grandfathered into their school, especially high school. It does the student a disservice to go to a school 3 years and then in their 4th and last year have to move.

Communities are only just now recovering from the poorly executed redistricting of 2020 that did not use recommendations given by consultants and ignored public commentary with decisions made in a two week span right before a holiday. None of this respected Policy 6010 considerations and so I, (and many others), am concerned the same thing will be done this time with no regard for data and community continuity. I hope to be proved wrong.

As a parent at Longfellow, with students most likely being redistricted to LoES, how will that impact class sizes? Will more teachers be allocated to go to LoES with an increase of students?

Our community at Briarcliffe Lane has long been served by CLES, BMMS and CHS located within close and safe proximity to our homes. One of the primary reasons many of us chose to reside in this neighborhood was the direct access to these schools, which has fostered a strong sense of community, stability, and academic continuity for our children. The potential redistricting of our neighborhood would negatively impact students' academic and emotional well-being, as they would be uprooted from established support systems, teachers, and peer groups. This potential redistricting would increase commuting times and traffic congestion, posing logistical burdens and safety concerns for families and students. I strongly against the redistricting of our neighborhood.

Schools should not be at capacity or overcrowded if there are other school in the county with space available. This is a small county with decent schools. Definitely bus the kids! But, you have to be able to provide reliable transportation with ample routes and drivers. I'm considering moving my last child out of HCPSS because I'm tired of asking to get a reasonably bus stop change. It's just stupid and there's no logic behind making the change or adding a stop. It's unnecessary stress I no longer need every single school year.

I do not think students should have to travel far to receive an education. Students should be assigned to neighborhoods schools. If those schools are at capacity then housing development should pause until a plan is established to cover those students. Families choose to live near schools that they want their children to attend. I understand that some redistricting will be necessary but should be happening as frequent as it does now. Population growth/shifts, establishment of a new school are valid reasons for redistricting but should be looked at thoughtfully so that it does not cause capacity problems in the future.

If redistricting is necessary, high school student should have the option to stay in their current school. High schoolers are developing relationships with teachers, joining clubs, sport teams, etc. These relationships and activities are an important part of high school, college applications, and other post college endeavors. I understand transportation can be a problem, it may be that families will need to provide transportation if they elect to stay at the current school. I believe that siblings should stay together, meaning that if the current high schooler is electing to stay at their original high school incoming siblings from the middle school should be able to go to that high school as well.

All the Old Annapolis Road neighborhoods use the facilities, playgrounds and paths at Centennial Park. Families along Old Annapolis often walk or carpool together to school, especially to/from extracurricular school activities and events. Our children share study groups, sports, and music lessons all along the Old Annapolis Road corridor. To redistrict any part of that corridor out of the Centennial School System would break up our larger Old Annapolis Road community.

Availability of GT and above grade classes

If a student lives very close to a school, they shouldn't have to travel far to another school.

Maintaining contiguous communities or neighborhoods is extremely important.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Increase in distance between home and school would directly decrease amount of participation in after school activities.

We are tired of being worried about our kids being reassigned to different High Schools every couple of years. A long term solution is necessary. We made our home purchase based on school assignment and the thought of having our kids reassigned is unnecessary stress.

Thanks!

It is important for kids to attend schools in their neighborhoods to maintain a sense of community.

Our polygon, 132, was reassigned due to a last minute re-vote during the last redistricting process. This impromptu vote moved us from our neighborhood school, Clemens Crossing Elementary School, where we were walkers to Bryant Woods Elementary School as bus riders. It separated our small polygon from the rest of the Clemens Crossing neighborhood. Our son has had an excellent experience at Bryant Woods Elementary School. However, since the capacity of Bryant Woods Elementary will reach 148%, we understand that redistricting may be necessary. We hope that if we are required to be redistricted again that it would be back to the contiguous neighborhood elementary school, Clemens Crossing Elementary.

Our polygon, 132, was reassigned due to a last minute re-vote during the last redistricting process. This impromptu vote moved us from our neighborhood school, Clemens Crossing Elementary School, where we were walkers to Bryant Woods Elementary School as bus riders. It separated our small polygon from the rest of the Clemens Crossing neighborhood. Our son has had an excellent experience at Bryant Woods Elementary School. However, since the capacity of Bryant Woods Elementary will reach 148%, we understand that redistricting may be necessary. We hope that if we are required to be redistricted again that it would be back to the contiguous neighborhood elementary school, Clemens Crossing Elementary.

I believe that the Wooded Run and Landfair neighborhoods off of Owen Brown Rd. should be districted to Clemens Crossing instead of Bryant Woods. We are so much closer, even within a short walking distance. It doesn't make sense to us why to have the bus or drive kids all the way to an overcrowded school so far away. (Our address is on Shaded Leaf Ct). Thanks so much for the consideration

Neighborhoods and walk zones should remain intact.

1. Please consider postponing the boundary review since federal government are cutting, reorganizing, and making many changes, causing problems. Postponing the consideration would be more accurate and cause less anxiety in the community.
2. Second choice would be move the Pre-K program at Centennial Lane ES to other school, minimize the impact to the community.

Neighborhoods must be kept together. Given all of the issues with busses, maintaining walk zones should be a top priority. Instead of redistricting and causing turmoil for families, move the pre-K program from Centennial Lane Elementary to Longfellow Elementary.

Our Briarcliffe Ln neighborhood is a small and tightly knit neighborhood that is deeply integrated with the community at Centennial Park, Centennial Elementary, Burleigh Manor Middle, and Centennial High. We drive past these schools, (not others), on a daily basis and our children have grown up being told that's where they'll go to school. Our neighborhood has a low number of school aged children and has not undergone any recent housing development. It may be more effective and less disruptive to focus on redistricting areas with recent new housing development.

You need to maintain communities and feeder schools.

I would like to offer the following comments regarding the current boundary review process:

1. I respectfully urge you to consider postponing the boundary review. The federal government's ongoing budget cuts, reorganizations, and policy changes are creating significant uncertainty and disruption. Delaying the review would allow for a more stable and accurate assessment of community needs and help reduce anxiety among families during this period of instability.

2. If postponement is not feasible, I recommend relocating the Pre-K program currently housed at Centennial Lane Elementary School to another nearby school. This adjustment could help minimize disruption and preserve continuity for the broader school community.

Thank you for your attention and thoughtful consideration of these concerns.

- We have close proximity to all Centennial schools: Our neighborhood is a 1.7 mile walk to Centennial Lane, a 1.4 mile walk to Burleigh Manor, and a 1.5 mile walk to Centennial HS.

- We are part of the Old Annapolis Road community. Our children and families are part of that community. The sole point of egress from our community is from Briarcliffe Lane onto Old Annapolis Road. All the Old Annapolis Road neighborhoods use the facilities, playgrounds and paths at Centennial Park. Families along Old Annapolis often walk or carpool together to school, especially to/from extracurricular school activities and events. Our children share study groups, sports, and music lessons all along the Old Annapolis Road corridor. To redistrict any part of that corridor out of the Centennial School System would break up our larger Old Annapolis Road community.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

The items in question 4 are certainly difficult to rank since they are all important. Thank you for your work on this.

For my neighborhood and family, it's important to note that the exit from our street and neighborhood are onto Centennial Lane, at the traffic light right next to Burleigh Manor Middle School. We are currently walkers to both the middle school and high school. Changing our kids from walkers to being bused would put additional economic strain on the school system. If our polygon were to be redistricted, this would add to the number of buses needed, add to the traffic directly in front of those schools affecting safety of the students, add 45 minutes to an hour to our children's school days because of transport, and add to the county's cost of getting our children to and from school. If our children had to get bused to another school, those buses would be driving right by their current schools. Our backyards almost share a border with the school grounds. If the distance between our homes and the school were to increase, our participation in after school activities would decrease. So, geographically, keeping our neighborhood in the districts of Burleigh Manor Middle School and Centennial High School would be the most logical and most economical.

Also, because of the way our neighborhoods are situated, my children's closest friends are in the adjacent neighborhoods. Tearing them away from their current schools would be disruptive to their friendships and social bonds, which are so important for their development and psychological well-being. If we are not able to stay at our current schools, then my family will be electing to attend private school in order to obtain a sense of stability and security.

One of the things we love is the diversity in race, ethnicity and people's backgrounds that we have right on our street. I hope that we can continue to keep that sense of connection between our neighbors and neighborhoods. Splitting our polygon could destroy that. Redistricting our polygon would also cause a social separation from the neighborhood that we share roads with, since so much of our family interactions with the community arises within the schools and the connections that our children develop with their classmates and their friends.

Howard County has traditionally been a desirable place to live for families because of the great schools. When that becomes unstable, one of the biggest reasons to live here disappears.

Hello, I live on Briarcliffe Lane and Old Annapolis Road is the sole road to get into and out of my neighborhood. My husband and I specifically moved to a neighborhood that is located within Ellicott City before we even had children because we wanted our future children to go to Ellicott City schools, not Columbia schools. We now have two young children, the oldest of which will start kindergarten in the fall of 2026, and we have very much engrained ourselves in the Old Annapolis community and are very invested in our neighborhood remaining where we are currently zoned, with children going to Ellicott City schools (Centennial Lane ES, Burleigh Manor MS, Centennial HS). All three schools are less than 2 miles from our home and a 5 minute drive or less, with there being only one stop light between us and all three schools. We could walk or bike there with our kids if we really needed to. Our family and neighbors frequently use the Centennial Park paths, playgrounds and facilities, along with the other neighborhoods along Old Annapolis Road. We are a community- we shop at the same grocery store, I know of kids from our neighborhood who carpool to school with children in other Old Annapolis neighborhoods and the Font Hill neighborhood- and we do not want to be broken up by being redistricted to Columbia schools. Although my children are not yet in school, we have already attended multiple events/activities at Centennial Lane ES with them, including the annual Spring Fair and basketball camps through Howard County Parks and Recs. When my son was not even 2 years old we took his picture in the lobby of Centennial Lane ES with the dolphin mascot and told him this was his future school. We are proud to live in Ellicott City and this identity would change if our kids were moved to Columbia schools. Please listen to our neighborhood and fellow Old Annapolis neighbors and do not change our school district! Thank you.

It is a joy for the communities along the Old Annapolis Road to walk to the sporting events at Burleigh Manor MS and Centennial High.

We had three children that went to Centennial ES, Burleigh Manor MS and Centennial HS.

Two of those years we had a child in each school concurrently. As a stay-at-home mom, I frequently volunteered at all three schools and living in close proximity afforded me the time and convenience to do this. Living within the boundaries of the Little Patuxent River made it more accessible to the schools as well as their friends from the schools over the years.

1. Emphasis should be on keeping neighborhoods together and kids close to their local school. Many of the kids had to deal with the challenges of COVID, and more disruption is the last thing they need. In a resource-strained environment which will only become more challenging, introducing more bused students will only compound the challenges in terms of economic, and mental health. We should be aiming for more walkers, than fewer.
2. We are a truly highly diverse community - that is what makes this a great place to live, and is reflected in EVERY school in our district. I fail to see how any of the schools have a problem with diversity, and would challenge anyone who says otherwise.
3. A more comprehensive assessment of all the schools should be conducted, including impacts from the planned school in Turf Valley, rather than focusing on the two clusters in scope.
4. A plan which results in more students being sent to a school further from home, will lead to more parents exercising other options (e.g. private school), which is becoming more feasible, and will lead to further decreased enrollment for HCPSS, and hence less funds from the state.

Redistricting has a profound impact on children and families that is both seen and unseen. When redistricting happens, some children are reassigned from their neighborhood schools to ones in distant areas. This transition can be extremely difficult. A walkable, familiar school can be replaced by a long bus ride, separating children from their friends and the community they know. These changes disrupt the social connections that are vital to a child's development and sense of belonging. Most significantly, redistricting often breaks the bond between children and their local peers. When a neighborhood is redistricted to a geographically distant school, children may become socially isolated. They may be unable to safely walk to a friend's house or participate in community play without a parent driving them—something not always feasible due to work or other responsibilities. This isolation can result in children having few, if any, friends—impacting their mental health in ways that may last for years.

Our family was personally affected during the last redistricting, and we saw firsthand how these changes can deeply hurt children. Mental health challenges among children are real and must be taken seriously.

We strongly urge you to minimize the number of students redistricted, and not redistrict families that recently had to endure it in the last 7 years. If redistricting is necessary, please prioritize keeping children in schools within or near their local communities so they can interact and build friendships with peers in nearby neighborhoods. Avoid reassigning children to schools where they would be geographic outliers—this creates undue social and emotional hardship.

One of the primary reasons we chose to live in Columbia is the rich diversity—racial, ethnic, and socioeconomic—that enriches our schools, activities, and daily lives. We believe it is possible to maintain this diversity across the school system without placing undue strain on young children by uprooting them from their local communities. All of the considerations in the question above are equally important.

Thank you.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

We are within walking distance to BMMS and Centennial HS. To move my children into another school would necessitate a new bus line which doesn't make sense as we are so close to CLES, BMMS and CHS and we would have to drive passed 2 of those schools to get to any other. I am also very concerned about how this may impact my children's social groups. We were residents of the Burleigh Manor community before moving into Kingsley Woods, my children's friends live in the Preserves and Burleigh Manor. I believe they'd suffer negatively in a different school and struggle to maintain friends.

Thank you for this opportunity. As a member of the Kingsley Woods development we have a strong connection to both the Preserves and Burleigh Manor with children regularly traveling among these areas of a close knit community. We are concerned that any redistricting of these areas would greatly harm the community that exists here. Our development, if redistricted would also become locked and surrounded on all sides by those attending alternate schools, isolating our few numbered children. It's also important to note we are walkers to centennial high school currently, an alternate high school would incur unnecessary bussing. An alteration in elementary or middle school leveling only would spit our feeders with significant detriment to our students as they move through school levels. Lastly, our development is extremely diverse racially and ethnically adding to the often sought diversity in the centennial school system. I greatly appreciate the time spent reviewing our concerns as community members. Thank you.

Find less disruptive alternatives to redistricting.

I respectfully ask the Superintendent and the Chair of the Board of Education—both of whom, to my understanding, were involved in the previous round of redistricting—to carefully evaluate whether that effort has truly achieved its intended goals over the past five years. If the answer is yes, then why are we undergoing this process again? Shouldn't redistricting be designed to last closer to ten years? The constant disruption of changing schools is harmful to a student's development and well-being during their critical growth years. If the answer is no—because, for instance, a school's enrollment has exceeded projections—then this demonstrates that the current approach, based on outdated or inaccurate forecasts, is not effective. In that case, it's clear we need a new, more sustainable strategy to replace the current redistricting model. For example, instead of spending the budget on the redistricting process, those funds could be better used to expand over-utilized schools by investing in more sustainable facilities. When my daughter was attending Northfield Elementary School, the previous redistricting resulted in our area losing school bus service. Although we lived just across the street from families whose children still had bus access, my daughter had to walk to school every day for the last four years of her elementary education. Now, five years later—after enduring the challenges of the pandemic, inflation, and federal government layoffs—we are facing yet another round of redistricting? Please focus your time and efforts on making meaningful and impactful improvements to the HCPSS education system. Avoid repeating tasks without thoroughly evaluating the outcomes of your previous work. Thank you!

I experienced this once before in elementary school, and I really don't want to go through it again in middle or high school. I want to stay with my friends and attend the same school as them. We enjoy going to school together and studying together. Please don't go through with the redistricting for Burleigh Manor Middle School.

Being able to follow a sibling in school
Mental health and wellness
Getting used to new friends , teachers and schools creates anxiety and stress. It takes a toll on education as well.

PLEASE take into consideration the demographic characteristics of the student population. This is my #1 and main concern. I would like to see a diverse racial/ethnic population (meaning we do not have the majority of the school being one race), which is not the case at the school my children attend, particularly the elementary school. I also hope consideration of the socioeconomic population of the school also be considered. We are a title one school that already has a high FARMS population, and we do not need this to be increased. I have been so impressed with the teachers at all of these schools, but there is a bias in the community toward them, and I know many people who will move or put their children in private school to avoid having to go to these schools. My children have shared many concerns that student behavior interrupts learning for them. My teenage neighbor has shared that WLHS is considered by other high school students as one of the "poor four" in the county, meaning one of the poorest school. I'm strongly hoping this redistricting will help take the burden off some of our title 1 schools, and help diversify the population so we can have a more well-rounded school, and lose the stigma that some schools are "bad" and some are "good".

As a member of the Briarcliffe community, we have close proximity to all Centennial schools: Our neighborhood is a 1.6 mile walk to Centennial Lane, a 1.3 mile walk to Burleigh Manor, and a 1.4 mile walk to Centennial HS. Our families are deeply rooted in the Old Annapolis Road community. It's not just where we live, it's where our children grow, learn, and build lifelong friendships. Families throughout this area regularly use the facilities, playgrounds, and trails at Centennial Park, and many walk or carpool together to school and extracurricular activities. Our children share study groups, sports teams, and music lessons with others along Old Annapolis Road. To split our neighborhood from the Centennial School System would tear apart a community that has grown strong through years of shared experiences and support. It would separate children from their friends, disrupt established support systems, and break the bonds that make Old Annapolis Road more than just a place to live - it's our home. Beyond the current redistricting initiative, I would also strongly urge the county to prioritize expanding the capacity of Centennial Lane Elementary School so that all students within the existing district boundaries can continue to be accommodated. Families choose to move to this area for the quality of the schools. It feels counterintuitive, even unfair, to now deny students access to the very facilities and education their families sought out and invested in.

The kids that feed to Centennial High and Burleigh Manor Middle School should remain at the Centennial Elementary School. Also, I strongly recommend moving pre K/ pre school to a more early childhood fitting school where they don't take up the classrooms that were planned for the school aged kids. The county can find this effort. But they don't belong with older kids and especially where there was no planning implemented for them to have a great learning environment- they are basically pushed into classes that were allocated to elementary school kids. BOE may consider working with other preschools and get the county to fund the selected children while they are in the preschool.

Briarcliffe neighborhood is part of the centennial community and students from this community have been attending Centennial Lane Elementary for many years. It is the closest school; students should not be bussed additional miles to go to another school.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Please have surveys and feedback from public at every step in this process

My family lives in the Briarcliffe neighborhood, in Ellicott City. Our only means of access to the neighborhood is Old Annapolis Road, and we are a single stop light and 1.5 miles away from Centennial High School, Burleigh Manor Middle, and Centennial Lane Elementary. Our neighborhood has adjacency to Centennial Park North, which is accessed via crosswalk, and is the common community area for all families in this corridor. Friendships and community bonds have been built around community use of the park and the children of families continue these bonds by attending the same schools. Even though my children are too young to attend school (ages 2 and 4) we have participated in many community events (Spring Fair at Centennial Lane, pancake breakfast and homecoming at the CHS, etc). We have made friends and bonds with other families around events such as this, and our children play together at the park. Re-districting the Briarcliffe neighborhood will be detrimental to these bonds and the community friendships that have been established. In addition, the address of the Old Annapolis corridor community is Ellicott City and our identity is that we live in Ellicott City. Dividing the community and re-districting the Briarcliffe neighborhood to Columbia schools will undermine the community identity and cohesiveness, as well as break up key community ties.

I hope keeping neighborhoods & communities together is prioritized as well as avoiding small feeds. For neighborhoods that are walkable to schools, the school is part of the community and I hope efforts are made to keep walkers at their schools - not just for these elementary schools, but for the middle & high schools too.

Families often choose to buy homes based on the quality of the school district. Changing district boundaries after they've paid a premium for the property and continue to pay higher property taxes for the top quality of instruction and programs would be unfair to those families.

It's frequent for School redistricting. Overcrowded school problem has not really resolved yet.

Ranking the above issues is almost impossible. Ranking more than three things is impossible for people to do. However, with that said, all of the above is important and I trust the committee to prioritize what is best for our students. But it's hard to determine what that is. Certainly no one wants to ride a bus across town and if funding busses across town will take away money from programming, then it's not worth it. Certainly we want to balance the schools to the extent possible so that we do not have "poor" and "rich" schools but we also want schools that build communities and for everyone to feel welcome and valued in their schools. All of this takes work regardless of the decision about boundaries, but the boundary decision will inform what investments need to be made to ensure each school has the resources they need and each school welcomes all students.

We personally live in a neighborhood that is very small yet is divided down the center for elementary school and as a result, no one knows each other. Then it happens again in middle school. Then high school comes and everyone in our neighborhood is zoned for Wilde Lake HS but almost all of their peers from and friends from elementary and middle on our side of the neighborhood because we were zoned for Clemens, go to Atholton. As a result, everyone in our side of the neighborhood seems to (except our kids) enroll in JROTC, not because they want to do JROTC, but because they want to go to Atholton. As a result of the possible transfer, the point of having our neighborhood zoned to WLHS is pointless. We love WLHS but it is really hard on our kids that all their friends from elementary and middle left to go to Atholton. Our youngest is considering the JROTC application just to stay with her friends. I can't blame her. She's torn b/c she rightfully has Wilde Lake pride but also, understandably, would like to stay with her friends and go to a school that is not talked about so negatively. But most importantly, my older daughter chose to go to WLHS and then every single one of her friends from our neighborhood took a JROTC transfer. She was rightfully frustrated to be the only person she knew going into high school even though our whole neighborhood was zoned there. In short, as long as there is the ability to transfer for JROTC, dividing up our neighborhood only hurts the kids ability to get to know each other and have community schools. So, we can either have zoned schools or we can have transfers. As long as there is the ability to transfer to Atholton, apparently, it won't matter how you zone our neighborhood.

I respectfully request that children who live within close proximity (school walkers) to the affected schools are allowed to continue attending their currently assigned schools (i.e. Centennial High School and Burleigh Manor). Thank you.

I am writing to express strong concerns regarding the potential redistricting of students in the Kingsley Wood and Breconshire area. We respectfully request that this community be kept within its current school district. There are several critical reasons for this, aligned with the guiding principles of Policy 6010 and centered on the well-being of our students and community:

Mental Health and Wellness: Disrupting students' established environments can negatively impact mental health, especially when friendships and support systems are severed.

Sibling Continuity: Families with multiple children may be forced to manage separate school schedules, which is burdensome and negatively impacts family unity and student success.

Community Disengagement from Public Schools: Redistricting could push some families to seek private school options, as supported by current Executive Orders for school vouchers—potentially reducing public school funding and weakening community support.

Risk of Harassment: Students moved into new schools in small numbers (below the 15% threshold outlined in Policy 6010) may be at greater risk for bullying or feeling like outsiders, which compromises their emotional and physical safety.

Transportation and Safety: Increased busing through already congested areas will worsen traffic, particularly in front of schools, endangering both redistricted and current students.

Reduced Participation in Activities: Longer travel distances will limit students' ability to engage in extracurricular programs, impacting their overall development and connection to school.

Current Diversity Exists: Our neighborhood already represents a diverse mix of backgrounds, and further redistricting will not significantly alter or improve demographic representation.

Social Disruption: Splitting this tight-knit neighborhood will isolate students from their closest friends and damage the social fabric that supports their healthy growth.

Logistical Inefficiency: Our neighborhood's only exit points—Breconshire and Centennial Lane—lead directly to the current schools. Any proposed redistricting would illogically require students to pass by their current school to reach another, increasing commute time and cost.

Community Unity: Redistricting would fracture a well-connected and engaged neighborhood, reducing the sense of unity and collective investment in our local schools. We urge the committee to consider these impacts thoughtfully and prioritize stability, safety, and cohesion for the Kingsley Wood and Breconshire area. Maintaining our current school alignment honors both the intent and letter of Policy 6010 and ensures the best outcomes for our children and community. Thank you for your time and consideration.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

My son, now a 1st grader at Longfellow, is *so happy* going to school. (This is a boy who used to cry every day when getting dropped off at his preschool, where there was a very high staff turnover.) I truly believe his flourishing academic and social growth is because, at Longfellow, we have found a community that truly cares about each other: teachers, staff, students, parents. Consistency, I believe, is also key in providing a safe and nurturing environment. My hope would be to keep a student cohort together as long as possible.

Overcrowding is a concern, and we need to avoid having schools that lack racial and socioeconomic diversity, because they lead to academic underperformance.

I have strong concern regarding any potential redistricting that would divide the Wheatfield neighborhood. Wheatfield is a small, close-knit community within Howard County and has long been regarded by its residents as a single, cohesive neighborhood. Unfortunately, during the 2020 school boundary review, several proposals suggested dividing Wheatfield at the small creek that runs through the area. This division would be arbitrary and does not reflect the lived reality of the neighborhood. There is no clear or logical separation within Wheatfield that would justify splitting it into different districts, and any such action would undermine the integrity of our community.

In 2020, Wheatfield was impacted by boundary changes, which reassigned us from Waterloo Elementary to Veterans Elementary. While this change made practical sense—Veterans had the capacity and is within walking distance of our homes—it was still a significant adjustment for our families and students. Since then, our children have worked hard to establish new friendships, adapt to new environments, and recover from the educational and social disruptions caused by the COVID-19 pandemic. To subject our children to another round of cohort changes—just five years later—would be incredibly disruptive. Many of them are still regaining their academic footing and rebuilding their emotional resilience. Forcing them to start over again by reassigning their peers and splitting up their support systems would only set back their progress and further burden their mental health.

I respectfully urge the county to preserve the unity of the Wheatfield community in any upcoming redistricting plans. Keeping our neighborhood together honors the principles of community integrity, educational stability, and student well-being.

Living in an area where there are literally 3 possible different options to be reassigned - we are 1/4 mile from 3 different assignments, it would be helpful to understand how the borders are drawn. It seems as though new developments should not automatically assign to a closer school, cutting us out from the current community we have built (K and 2nd grader...2nd and 4th when this change occurs). As stated at the Swansfield open session on 4/28 where I was present, the data points should be weighted, not arbitrarily assigned to make decisions. There were stated examples that entire apartment complexes are all sent to the same school to avoid disruption of all the factors (community, bussing, etc). What makes an apartment complex unique from a condos or single family homes who are split literally across a street to different schools? My husband and I bought our home 7 years ago, whereby this is the 2nd reassignment. The more this happens, the more likely we are to look at moving elsewhere.

We live in Polygon 173. We are concerned with how redistricting will cause create logistical issues with bus transport. There are only 2 exits out of the neighborhood via Breconshire Rd to Centennial Lane. At one exit is CLES, the other is BMMS and CHS. Transporting kids out of Breconshire to other schools will LITERALLY PASS EITHER CLES/BMMS/CHS. This would cause school buses to criss-cross and stop for each other at each bus stop. This is highly inefficient.

Secondly, have we considered that redistricted families may choose to go to private schools instead? the 2019 redistricting led to less public school enrollment, while private schools gained share. HoCo school enrollment is flat, when it was projected to grow. This led to less state funding for school programs. Is this what we want? Redistricted students do not automatically enroll in their new school.

1) The southern end of CLES district that seems like the focus area in this review process is also end closest to Burleigh Mannor Middle and Centennial High School. Boundary adjustments that would remove areas right around BMMS/CHS from CLES feed into those schools would not be inappropriate and inconsistent with Board policy 6010.

2) There appears to be capacity of < 100% in some of the elementary districts in northern side of CLES district. If goal is to get CLES below 100% in most logical fashion, why aren't those districts also in scope?

3) Part of the reason that CLES appears over capacity by so much was the reduction in CLES' capacity rating a couple of years ago. Using the old capacity number, CLES would be close to 110% capacity limit in outer years with project small decline. It feels like CLES redistricting process is a bureaucratic creation, with the old capacity rating more consistent with the reality of the past 10 years of CLES.

I am in sixth grade at Burleigh Manor Middle School. I am really hoping I don't have to switch schools. That would mean that I wouldn't get to see my best friends anymore. I like walking home from school with my friends, and I am also looking forward to biking to school next year. One of my favorite teachers is Mr. Dubbs. He teaches band, and he already knows me. I would like to continue to be in band with him as my teacher.

I think keeping as many neighbors together to their closest schools is most important.

And look into how to prevent changes from happening in the near future.

Provide more funding/staff/resources to schools that need it more (ie those with low socioeconomic profiles) as opposed to just moving households around to make things more equal.

Please keep the children together

We just moved to Howard County in August and to a particular neighborhood for the sole reason of the schools. I understand that the boundaries change. However, it seems that in the last boundary change some voices had unfair advantages based upon privilege. I trust that all teachers, administrators, and staff are doing their best to create effective learning environments, but the differences among the schools (particularly the high schools) make this process highly contentious. I hope efforts will be made to not only change boundaries but equalize schools in other outcomes.

We live in burleigh manor neighborhood and we are walking distance to centennial es, burleigh manor middle and centennial high school. Have the kids in burleigh manor neighborhoods be walkers but don't redistrict us to schools farther away when we are so close to these particular schools

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

We are literally a 12 house walk to centennial lane elementary. When my kids went there they took a bus so them didn't have to cross centennial lane. Now there is a cross walk and all of the kids on Bristol Channel are happy to walk the dozen houses to school.
Thank you for your consideration

Student Well-Being and Development

Disruption of Support Systems: Many students have formed strong bonds with teachers, counselors, and peers. Moving them now risks emotional stress and loss of academic momentum.

Loss of Access to Activities: A longer commute may limit after-school participation in sports, clubs, and tutoring — all key to social and personal growth.

Family and Safety Impact

Sibling Separation: Splitting siblings across schools adds stress and logistical strain to families already managing complex schedules.

Loss of Community Walkability: Taking children who currently walk to their local community school and busing them to a school in a different neighborhood is not just inefficient — it imposes a real burden. In an area where many families have two working parents, this change makes daily routines harder, increases reliance on childcare, and adds unnecessary costs.

Transportation and Safety Risks: Increased traffic around reassigned schools raises safety concerns for walkers, bikers, and drop-offs. Some bus routes would even pass current schools to reach new ones, creating inefficiencies and frustration.

Policy and Community Concerns

Policy 6010 Threshold: The plan affects a group below the 15% threshold required for redistricting, suggesting it may not meet the district's own criteria.

Community Disruption: Schools are at the heart of our neighborhoods. This plan would fracture long-standing relationships and community support systems.

Public System Impact: Some families, feeling displaced, may turn to private options — a shift that could reduce public school enrollment and funding over time.

It seems vague how these factors are individually and collectively applied. Seems like it provides enough flexibility to support any outcome.

Thank you for your efforts to achieve the best outcomes possible for the students and families of HCPSS.

I support both the efficient use of available resources county wide, and efforts to achieve socioeconomic equity in the public school system. That said, my understanding is that the public school system has been losing students to private schooling in recent years, as is true in many parts of the country, and I fear that redistricting has the potential to accelerate that process in Howard County - which won't serve the interests of a strong public school system.

I know that many families in my neighborhood will seriously consider the private school route, if we are redistricted from walking to our local middle and high schools this year, to being bussed to significantly more distant schools. The busses would literally need to pass right in front of our current schools in order to take our children anywhere else, increasing traffic congestion, creating additional risk, making after school activities more difficult. Probably other downsides that I'm not even considering. For my family, on a more personal note - my son is first chair on his instrument in band, and would be heartbroken to be forced to leave the outstanding BMMS/CHS band and orchestra programs. And, of course, my children have many friends, including their best friends, who are just far enough away in our district to make it unlikely that they will all get redistricted, causing horrible disruptions to our community ties.

There are no easy answers to the problems facing public education, but I would encourage you to minimize disruption through the use of redistricting as a solution.

I have a couple opinions about redistricting for students in HCPSS. First, for me and many students, getting redistricted is going to a farther school from their home. This means they have to wake up much earlier to make it to school on time. This could affect how much students are sleeping every day. This time consuming ride to the school will force many students to cancel their after school activities and leave them little time to study. This may lead to students not performing well in school academically and they may not have time to do things that make them happy or give them rest.

Second, many students already have groups of friends at their current schools. Moving could mean they have to make new friends and this will be hard to some people.

Being alone at a new school is a challenge for lots of kids including me. Starting fresh at a new school will mean navigating a brand new place. This is challenging for many students and it will take a while for them to adjust to a new place.

I think demographic characteristics of geographic areas, and the value of preserving them so they are reflective in local school representation, should not be overlooked.

It is important to have students in the areas surrounding school to continue to go to that school. Students within a 2-3 mile radius should remain at the "local" school. This helps to maintain neighborhoods and builds communities.

Some of the above options seem vague and run counter to what is the definition of a neighborhood school -- a stable, contiguous community. After having attended numerous birthday parties, extracurricular activities, and school functions with other families across our cluster, it would be a shame to be forcibly removed. Please don't redistrict us.

We moved to Columbia in 2019, and we were eager to better know the community once we got settled in. Then the pandemic hit, and getting to know the community better wasn't really something we could do much of. Once restrictions were eased, we were practically starting from scratch. So when our son started attending Longfellow in 2023 and we got to know the teachers and other families, we began to feel like we were part of a community. He's thrived at Longfellow, making friends and excelling at school, a stark contrast to his frustrating and disjointed Pre-K experience. He even joined the Harper's Choice Challenge swim team, the first sports team he's really been on, and we met more wonderful families in our community. We were so excited to move to Columbia, and after 6 years, we now finally feel like we're part of a community. I know you're dealing with capacities and efficiencies, but I would ask you to consider the situations of families like ours. Longfellow is our son's community, is our community, and we'd hate for him to have to start over somewhere new, yet again. Thank you.

This "redistricting" process always reminds me of the days when I was bussed 45 minutes to school only to try and force the white students to integrate with the African American students.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

I am a child and adolescent psychologist working in Howard County. Over the past decade I have been a champion of equity in our community, especially in the healthcare domain. I have been a member of the Howard County Mental Health Advisory Council since 2018. In partnership with the Horizon Foundation I established integrated primary care services in numerous pediatric practices in our county and by 2023 approximately 42,700 youth had access to a behavioral health provider in their pediatrician's office. I am a member of the Local Children's Board and volunteered many hours of my time this week to participate in a workgroup focused on mental wellness of black and brown boys in our county. I fully agree with BoE that every student deserves a school that is fair and inclusive and that balancing enrollment is important. However, we disagree about the best way to achieve these goals. There are many paths to ensuring all students have the resources they need to graduate prepared for success after high school AND many paths (many of which are systemic) to eliminating oppressive systems contributing to the spread of poverty in concentrated areas of our community. I strongly recommend redistricting not be one of them.

A major flaw in the redistricting approach is the need for periodic redistricting, to reduce resegregation. In the past 7 years alone HCPSS redistricted 62 schools (in 2018, 2020, and 2023). If my math and research are correct, this involves redistricting 10,200 youth. Now the board is planning to redistrict for the fourth time within a decade. Children should not be moved from one attendance area to another like pawns on a chessboard. ALL children need and have a right to stability. In my role as a child and adolescent psychologist I repeatedly see firsthand the negative impact of redistricting on youth mental health. Just last week I saw a patient who was redistricted in 2020 and is still suffering socially and emotionally as a result. Since 2018 I have treated approximately 2,000 youth. The vast majority are HCPSS students and I can say not a single one shared positive feelings about redistricting in the past seven years. For a school system that claims to value student mental health through school-based mental health services and initiatives meant to foster a sense of belonging, I have difficulty comprehending the extent to which redistricting is viewed as a solution to our community's challenges.

At the very least, youth social networks are significantly disrupted by redistricting. Countless times youth sought my support because they developed a close and healthy friendship (which is difficult for many young people to develop and maintain) only to lose that friendship because their school was a sending school. Although 10,200 children have been redistricted in recent years, the impact on youth is much wider because nearly every student at a sending school is being separated from at least one friend. That friend might have been their go-to recess buddy or the classmate they like to partner with for group work or their first romantic partner or their best friend since kindergarten or a new friendship that started after unhealthy friendships ended (I'm alluding here to social aggression often seen among girls in 4th to 10th grade). I cannot stress enough the value of positive peer relationships in child and adolescent development. I was unable to find a published scientific study specifically evaluating psychosocial outcomes of redistricting, but studies on expected school transition periods (such as the 2023 systematic review article by Sundqvist et al examining the transition from elementary to middle school) recommend preventing disruptions in social networks.

I would like to share one more paragraph regarding anxiety. I didn't realize there is a space limit. Please look for my additional thoughts in a second survey, either under my name (Jessica Winkles) or daughter (Naomi Lawton). Thank you!

Just moments ago I submitted the majority of my thoughts as a child and adolescent psychologist in Howard County. I did not realize there is a space limit, so I'm submitting my final thoughts here. Thank you for your time and consideration.

Redistricting not only causes a major disruption to social networks, but also leads to a feeling of loss of control because the school change is forced upon youth. I see a very wide range of behavioral health concerns within pediatric primary care ranging from sleep issues to suicide attempts to ADHD to trauma. The most frequent reason youth in our primary care practice of 13,500 seek a behavioral health consult is anxiety. Anxiety is at the highest level psychologists have ever seen among kids and teens. Nationally, 1/3 of youth will have an anxiety disorder prior to their 13th birthday. THIRTY-EIGHT percent of all girls develop an anxiety disorder. The most common forms of anxiety in youth are separation anxiety (concerns that harm may occur to themselves or the people they care about when apart), generalized anxiety (wide range of worries often about the unknown or future events), social anxiety (worries about negative evaluation and judgement by others), and specific phobia (such as fear of vomiting or fear of vaccines). At the root of any form of anxiety is the thought "something bad is going to happen." It would be unusual for someone with generalized anxiety, social anxiety, or separation anxiety to be forced into a new situation beyond their control (whether a new camp by their parents or a new school by the school board) and not suffer from high levels of distress. For some youth, this distress leads to absenteeism. Child psychologists often refer to school absenteeism as "school avoidance" because while many factors may influence absenteeism, MOST situations involve anxiety and a hallmark sign of anxiety is avoidance. If HCPSS wants to reduce absenteeism and address the "youth mental health crisis," they should focus on educational equity solutions beyond redistricting.

At the very least, HCPSS should conduct a study on the psychosocial impacts of redistricting prior to any further redistricting. May is Mental Health Awareness Month and next week is Children's Mental Health Awareness Week. Please remember the importance of stability for the social-emotional wellness of ALL youth in Howard County while developing your plans this month. I would be happy to discuss my thoughts and lived experiences as a psychologist in the community with anyone on the board.

I do not understand "more than once within a school level". Please limit frequency of reassignments by top long-range projections; my daughter (and likely many, many other students) does not adjust well academically to change.

I like walking to school with my friends from around my neighborhood. We want to stay together. It's a 3 minute walk to school.

As the parent of a student who currently attends Centennial High School as well as a rising freshman who will also be attending Centennial High School (coming from a local private school) I would have to say that it would be heart breaking to have our kids continuity of community stripped from them. As we are residents in the Kingsley Woods neighborhood our kids are all within walking distance to their respective schools CLES, BMMS and CHS. We feel that there has to be better options for addressing the capacity needs of the community and CLES. We have seen that another ES is to be built (Turf Valley ES) which could possibly help with potential capacity issues. Our community is very diverse I would venture to say it is likely one of the most diverse in the county. Our kids also participate in after school activities all of which would be drastically compromised if redistricting is approved. Thank you for allowing us to share a little bit about perspective on the possibility of redistricting.

As the parent of a current Centennial High School student and a rising freshman who will soon join from a local private school, I would find it heartbreaking to see our children's sense of community disrupted by redistricting. Living in the Kingsley Woods neighborhood, our children are fortunate to be within walking distance of their schools—CLES, BMMS, and CHS. This close-knit connection fosters stability, friendships, and active participation in school life. We believe there must be better solutions to address capacity challenges at CLES. With the planned construction of Turf Valley Elementary, there is an opportunity to alleviate some of the pressure without impacting established communities. Our neighborhood is also one of the most diverse in the county, and this diversity enriches the school environment. Furthermore, our children's involvement in after-school activities would be significantly affected by redistricting. Thank you for allowing us to share our perspective on this important issue.

The consideration above that begins "Number of students reassigned" is unclear to me, but in general I feel that it would be best to reassign as few students as possible so as to maintain the sense of community that schools work hard to develop.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Don't relieve high performing schools unless the relief is significant. Going from 118% to 110% doesn't justify the disruption. The disruption to the school will negatively impact school performance and cohesion. Plus the long term estimates don't indicate that CLES needs to be adjusted.

I live in the Briarcliffe neighborhood. All three kids benefitted from attending CLES, BMMS and CHS and made lifelong friends as this is our COMMUNITY. We live close enough to walk, and we feel that these schools are located where we live, bike and grocery shop and it is important to keep our kids in our community school. Also, our Briarcliffe neighborhood is in Ellicott City, and we should not be redistricted to a Columbia school as we are not a part of the Columbia community. Please do not redistrict the Briarcliffe neighborhood. Thank you.

We are a mixed race, mixed religion family of 5 with 3 middle and high school kids in Kingsley Woods. We have been in the CLES, BMMS, CHS community for more than 10 years. We stuck with the community through military deployments and transition from active duty to retired military. We bought our home, at great expense and following significant financial planning, in Kingsley Woods in 2023 in order to continue our participation in this community and lock our kids on their path through BMMS and CHS. We had put two kids in private school and brought them all back to HCPSS because of the high quality of BMMS and CHS education, sports and music programs and the wonderful diversity of families enrolled. We value the feeling of community and safety here and assumed that being closer to the schools would help us retain that. It makes no sense for us to own a home in walking distance to these schools and pay the taxes we do and accept our kids spending hours per week being bussed to another community. Faced with that outcome, we definitely would look to go back to the private school but before that, we would seek legal counsel to maintain the access to our local school which we've earned and to protect our home equity. In speaking with our neighbors, many are of a very similar mind. We understand the difficult situation for all HCPSS schools and neither the board nor the families should accept having kids learn in overcapacity conditions. Solving this problem should be the focus of all activities. The desires of higher diversity and socioeconomic balance are valid desires, but these should not be driving changes that affect the safety, sense of community and quality of life of our students and families. We encourage the board to use the community engagement to establish a proper planning cycle for a 50 year school plan. This plan should identify the proper capital investments that are needed and orient the property tax collection program to achieve this. Approvals to build out neighborhoods should then follow. It seems the process is running in the opposite direction and every single family is subsequently negatively impacted. I believe most communities would accept a change in their tax obligation and more stability and predictability as a ready alternative to this too frequent redistricting activity. It is maddening that HCPSS is redistricting every 5 years. How can any community accept this level of disorganization and change which affects the health and safety of our children and the value of our greatest financial investment? As far as the current problem of forecast overcrowding and some facilities quickly going to overcapacity, I think the board should seek temporary commercial solutions. There is unused commercial office space in the community. Use your powers to transfer and bus kids who's families are willing to accept temporary changes to put them in safe, secure, climate controlled environments. The families who can accept this would be pre-K and early elementary school kids as well as early middle school kids. These are kids who must make a transition so please make use of that must. You must give deference and reduce the impact to latter middle and high school kids who go through a great deal of social and performance pressure and are preparing to become adults in our world. The frequent redistricting is turning communities against one another, creating a competitive structure which favors the wealthy and those who can organize political and legal arguments. This is not the making of a properly diverse and responsible school system focused first on education. Please take your difficult responsibility head on with proper long-term planning and use the community engagement for this purpose. Otherwise, we will have no choice but to leverage our own powers within a wealthy community to see our kids and home are properly protected. We look forward to assisting the HCPSS to find the least disruptive and best longterm solution.

Hardship of having to move again because your child is redistributed to a different school

Better mental/health/time control for students and help parents with financial and stress need.

Demographic Characteristics should have no bearing on a redistricting process. If the schools feel that they are over capacity they should work to efficiently relocate to neighboring schools. Busing kids around to support equity goals diminishes outcomes for the impacted students.

The district should consider moving the pre-k program from Centennial ES as many of the kids are not from the Centennial community. This would free up additional classroom space which will allow the community to stay together and not be redistricted.

We have close proximity to All centennial school. Our neighborhood is a 1.4 mile walk to Burleigh manor middle school, 1.5 mile walk to centennial High school and 1.7 mile walk to Centennial lane elementary school.

Our neighborhood has experienced minimal new housing development affecting school enrollment and has a relatively lower number of school aged children, so redistricting our neighborhood is unlikely to significantly alleviate broader school utilization concerns.

The sole point of egress from our community is onto Old Annapolis road. We are part of the community and our children share study groups, sports and extra curricular lessons together all along the Old Annapolis Corridor. To redistrict any part would break up our larger community.

We believe prioritizing renovations in the Centennial lane elementary and High schools should precede any disruptive redistricting.

We specifically purchase older, less desirable and more expensive homes in these areas with the expectation that we will have a return on investment on education.

We are located within 1.2 miles of the Elementary school and 0.2 miles of the middle and high school. All of these are walkable. We should not be impacted by redistricting and vehemently oppose it.

I would argue, islands outside of our neighborhoods that are in these school districts should be bussed to other districts instead of breaking up our close knit communities. Thank you for your support!

I respectfully ask that the Centennial Woods neighborhood remain zoned for Centennial Lane Elementary School. We live just 1.2 miles from CLES—almost walking distance—and our children benefit from attending school with neighborhood friends and older students they look up to. Our neighborhood is tightly knit, and the kids here grow up walking to school together and moving through the same school system—CLES, Burleigh Manor Middle, and Centennial High—all of which are within walking distance from our homes. This change would disrupt a close, diverse community and place an unnecessary burden on families. Please kindly consider keeping our neighborhood at CLES.

To effectively address the root cause of the school capacity issue, it is imperative to firmly advocate against the county's overdevelopment, even though this may not fall directly under HCPSS's purview.

Public Feedback - Spring Engagement

Survey responses: other concerns.

Please list any other thoughts or concerns about the Policy 6010 considerations.

Students that are in walking distance of their current school should not be re-zoned to a school that requires them to wake up earlier and travel further to take a bus, which also impacts the transportation budget.

Ensuring that students can continue walking to their local schools should be a top priority for HCPSS. Walking to and from school offers invaluable benefits—boosting mental health, fostering independence, and strengthening connections within the community. At a time when federal, state, and county budgets are facing serious constraints, it's more important than ever for HCPSS to invest wisely. Spending limited funds on unnecessary bus transportation not only undermines these benefits but also diverts resources away from the core mission of providing a high-quality education. Redistricting at all 3 schools levels should be avoided at ALL COSTS due to severe disruption to students' education.

I looked for a place live based on schools. We were already redistricted 3 years ago in the area that now goes to Marriott's Rode High school. I don't want my daughter to have go through more changes when school is hard enough. I do not want my child's school to be redistricted.