DATE: September 25, 2025

TITLE: Superintendent's Proposed Attendance Area Adjustment Plan

PRESENTER(S): Daniel Lubeley, Executive Director, Capital Planning and Construction; Timothy Rogers, Manager

of School Planning

STRATEGIC PLAN ALIGNMENT:

Mission: HCPSS creates an innovative and accountable learning community where we expand opportunities and access, remove barriers, and foster an inclusive environment.

Key Commitment: Creating innovative learning and working environments.

Priority Area: Priority 4: Enhance Systemic Planning & Procedures **Goal:** Goal 3: Ensure equitable distribution of resources to schools.

OVERVIEW:

On February 13, 2025, the Board of Education initiated boundary review for selected schools that are outside the capacity utilization range of 90-110%. Spring community engagement efforts were followed by a Boundary Review Report on July 17. That report presented three scenarios which prompted robust community participation at several face-to-face meetings, and feedback via email and a survey, as well as additional comments from the Attendance Area Committee. Community feedback has been reviewed and considered, and additional scenario testing conducted.

This report includes the Superintendent's Proposed Attendance Area Adjustment plan with associated data.

- Boundary changes proposed for Bryant Woods ES, impacting Clemens Crossing ES, Running Brook ES, Swansfield ES
- Defer changes to boundaries for Centennial Lane ES
- Continue process with Board work sessions and public hearings with the support of staff and consultant, to make a decision by November 20, 2025, for implementation in SY 2026-27. Proposed dates:
 - Oct 9 Public Hearing and Work Session
 - Oct 23 Work Session
 - Nov 6 Public Hearing
 - O Nov 13 Work Session & straw vote (to allow for staff preparation of detailed motions)
 - Nov 20 Board Approval

RECOMMENDATION/FUTURE DIRECTION:

Proceed with the remainder of the process, including Board public hearings and work sessions, and a Board decision on November 20, 2025.

Submitted

by:

Timothy Rogers

Manager of School Planning

Daniel Lubeley Executive Director,

Capital Planning and Construction

Approval/

Concurrence: William J. Barnes

Superintendent

Karalee Turner-Little, Ph.D. Deputy Superintendent

Cornell S. Brown, Jr. Chief Operating Officer

SUPERINTENDENT'S PROPOSED ATTENDANCE AREA ADJUSTMENT PLAN

Howard County Public School System

September 25, 2025

Table of Contents

Table of Contents

Exec	cutive Summary	1
Proc	ess and Schedule	2
Com	nmunity Feedback	2
Sp	ring Community Input	2
Su	ımmer Community Meetings	3
Su	ımmer Community Survey	3
Att	tendance Area Committee	3
Exis	ting Conditions and Background	4
Prop	oosed Plan	6
App	endix	13
A.	Citygate GIS – Attendance Area Committee (AAC) Summary	13
В.	Citygate GIS Community Feedback Summaries and Statistics – Summer Meetings .	17
C.	Citygate GIS Community Feedback Summaries and Statistics - Survey	19

Executive Summary

Introduction

On Feb. 13, 2025, the Board of Education (Board) directed Howard County Public School System (HCPSS) Superintendent Barnes to initiate the boundary review process outlined in Policy 6010 School Attendance Areas to consider redistricting selected schools that are outside the capacity utilization range of 90-110%. The announced scope would include Bryant Woods, Running Brook, Swansfield, Longfellow, Clemens Crossing, and Centennial Lane elementary schools. Wilde Lake, Harper's Choice, and Burleigh Manor middle schools, as well as Centennial and Wilde Lake high schools, are also included to allow adjustments to feeds. Following this initial announcement, the Office of School Planning developed an enrollment projection and Educational Facilities Master Plan (EFMP). The EFMP reinforced the recommendation to pursue redistricting in this area of the county, supported by updated enrollment projections and analysis of feasible strategies to alleviate high capacity utilization.

The redistricting plan outlined in this report represents analysis by staff and our consultants, following community feedback received during the two rounds of engagement. Hundreds of attendees at in-person events asked questions and provided general and specific plan feedback. In addition, over two thousand survey responses were received. All feedback has been collected and analyzed to inform this recommendation.

No redistricting plan can satisfy every concern and policy consideration in a way that is satisfactory to every stakeholder. However, this plan presents a viable option to address the scope announced by the Board in February while considering community feedback, professional experience, and all considerations outlined in Policy 6010. It redistributes enrollment among West Columbia elementary schools to relieve Bryant Woods ES and proposes an alternative strategy to address high utilization at Centennial Lane ES in the near future, using capacity expected to be available at nearby schools to the North and West. The recommendation for Bryant Woods ES includes sending approximately 74 Bryant Woods ES students to Clemens Crossing ES and 16 to Running Brook ES. In corresponding adjustments, Clemens Crossing ES would send approximately 125 students to SES, while Swansfield ES sends 38 to Clemens Crossing ES. These changes improve the utilization balance among all schools in the area.

The results of this plan are positive for capacity utilization, bringing utilization at Bryant Woods ES within the target range of 90-100% for the next ten years. The capacity at Clemens Crossing ES, Running Brook ES, and Swansfield ES is utilized to a greater extent while remaining within the target range for most of the ten-year planning period. An estimated 253 elementary students are reassigned, with no middle or high school students reassigned. With the attendance areas of Bryant Woods ES, Clemens Crossing ES, and Swansfield ES becoming more compact, improvements in bus mileage are possible. Also, approximately 35 students currently receiving bus transportation to Clemens Crossing ES would be included within the non-transported area (NTA) for Swansfield ES, resulting in savings or reallocation of resources. These improvements do come with impacts on other considerations, such as student demographics and school feed patterns. Those impacts are included in this report.

This proposed plan is provided for the Board's consideration as the recommended strategy to address the scope identified in February 2025, providing relief for high capacity utilization at Bryant Woods ES and Centennial Lane ES. The Office of School Planning and our consultant, Cropper GIS, will continue to support the Board of Education as they deliberate, with a final decision scheduled for November 20, 2025.

Process and Schedule

The Board initiated a robust boundary review process in February 2025, including community engagement, data development, and scenario testing. This effort has resulted in the Superintendent's proposal included in the report. The remainder of the process is Board-driven with work sessions, public hearings, and their final decision in November implementation for SY 2026-27.

2024/2025 Process - Completed

- June 2024 2024 Feasibility Study (included projections and strategy recommendations)
- September 30 School year 2024 official enrollment
- February 13 Board initiates boundary review process
- April 15, 24, 28 Spring information sessions
- June 12 Educational Facilities Master Plan (included projections and strategy recommendations)
- July 17 Boundary Review Report
- July 21, 30, and Aug 13 Summer Community Engagement meetings
- August 7, 11 Attendance Area Committee

2025 Process - Next steps*

- September 25 Superintendent Recommendation to Board and written public testimony begins
- October 9 Public Hearing and Work Session
- October 23 Work Session
- November 6 Public Hearing
- November 13 Work Session & straw vote (to allow for staff preparation of detailed motions)
- November 20 Board Approval

*The Board schedule may evolve if additional work sessions or public hearings are needed. Please continue to check the website for updates: https://www.hcpss.org/school-planning/boundary-review-for-26-27/ as well as BoardDocs at https://www.boarddocs.com/mabe/hcpssmd/Board.nsf/Public for meetings, reports, and votes.

Community Engagement

Spring Community input

HCPSS staff hosted meetings and made available a survey for community input. The meetings were held on April 15 at Wilde Lake Middle School, April 24 at Burleigh Manor Middle School, and April 28 at Swansfield Elementary School. Interpretation services were provided in Spanish, Korean, and Chinese. These engagement efforts announced that the process was initiated, alerted families from the potentially impacted geographies based on the Board approved scope, identified the steps in the schedule, and provided a platform for discussion of priorities with community members. The feedback received was summarized and also included in full in the July 2025 Boundary Review Report which can be viewed here: https://www.hcpss.org/school-planning/boundary-review-for-26-27/#boundary-review-report.

Summer Community Meetings

Following the Boundary Review Report on July 17, HCPSS staff and Citygate GIS hosted three meetings for community input. The meetings were held on July 21 at Wilde Lake Middle School, July 30 at Burleigh Manor Middle School, and August 13 at Wilde Lake Middle School. Interpretation services were provided in Spanish, Korean, and Chinese. The meetings were scheduled to run for 1 hour each, but due to high participation, each meeting was approximately 3 hours.

Each meeting included a brief presentation, with a description of the three scenarios in the Boundary Review Report. The meetings allowed community members to comment and ask questions. In the second and third meetings, a revised format encouraged attendees to share their thoughts with one another and record their ideas in small groups. While each group was given an opportunity to report out, staff also collected written comments on group worksheets to review following the meetings.

Each of these sessions was attended by more than 150 community members, with the first and second hosting more than 200 each. Board Members Andrea Chamblee, Jacquelin (Jacky) McCoy, and Dr. Linfeng Chen each attended a community meeting. The HCPSS staff present at one or more of the meetings included: Cornell Brown, Daniel Lubeley, Timothy Rogers, Jennifer Bubenko, Galen Omerso, and Alison Cuomo. Staff from Citygate GIS, included Fred Hejazi and BreeAnn Currie. Summaries of the meeting discussions are available in Appendix B.

Summer Community Survey

HCPSS staff and Citygate GIS made available a survey for community input. Citygate GIS developed and hosted the survey using their MyDistricting commenting tool to allow users to identify their geographic location and to submit comments regarding specific scenarios. The tool allowed community members to see scenario maps and place a pin on the map to identify their home address, so comments can be reviewed geographically. More than 500 individual responses were received. The survey pages were available in English, Spanish, Korean, and Chinese.

The initial survey proved to be cumbersome, and users shared a variety of feedback for improvement. The survey was updated to include an option to "submit your own idea," so feedback did not have to be associated with any of the scenarios. Other improvements included removing the requirement to choose a preferred plan of the three Boundary Review Report scenarios and removing pre-populated responses to any of the multiple-choice answers. Those who completed the survey before these changes were implemented were provided an opportunity to update their survey responses via individualized email invitations. Summaries of the survey feedback can be found in Appendix C.

Attendance Area Committee

The Attendance Area Committee (AAC) was developed with volunteers representing each of the six elementary schools involved in the boundary review process. Virtual meetings were held on August 7 and 11. The committee was tasked to review the scenarios developed for the Boundary Review Report in terms of the considerations in Policy 6010 School Attendance Areas and provide overarching feedback on the plans to inform the Superintendent in the development of his proposal to the Board of Education.

Meetings included discussions on the committee's goals/purpose, considerations listed in the policy, projections, prompts for redistricting, and scenarios outlined in the Boundary Review Report. Members discussed scope limitations, postponing boundary changes, walk areas, Title I and special education

impacts, PreK program placement, the remaining process, exemptions, feeds, crowding impact on schools, relocatable classrooms, contiguous neighborhoods, and challenges in the development of scenarios. Citygate GIS compiled a summary of the survey feedback provided by each member. Summaries of the meeting discussions and survey feedback are available in Appendix A.

Existing Conditions and Background

Per <u>Policy 6010 – School Attendance Areas</u>, where reasonable, school attendance area utilization should stay within the capacity utilization range of 90-100% for as long a period of time as possible through the consideration of various factors. Using the projection presented in the 2025 EFMP, the chart below shows the capacity utilization for the schools within the scope of this project. Existing condition data for other considerations is shown with the results of the proposed plan.

Capacities, projected enrollment, capacity utilization, and feeds based on SY2025-26 boundaries

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

Location of regional programs

Facility Utilization policy consideration III.1.e indicates location of regional programs, with the goal of achieving an equitable distribution of regional programs across the county. The following regional program list is up to date as of the publishing of the 2025 Educational Facilities Master Plan.

School	Early Childhood & Special Education Programs	School	Special Education Programs
Atholton ES	PreK, Preschool, MINC-PS	Bonnie Branch MS	
Bellows Spring ES	PreK, Preschool, MINC-PS, MINC-PK, PL/UL	Burleigh Manor MS	
Bollman Bridge ES	PreK, Preschool, MINC-PS, MINC-PK MINC-EL, PL/UL	Clarksville MS	
Bryant Woods ES	PreK, MINC-PK	Dunloggin MS	
Bushy Park ES	PreK, Preschool, MINC-PS, MINC-PK, MINC-EL, ALS	Elkridge Landing MS	ALS
Centennial Lane ES	PreK , MINC-PK , ALS	Ellicott Mills MS	Regional ED
Clarksville ES		Folly Quarter MS	ALS
Clemens Crossing ES		Glenwood MS	Regional ED
Cradlerock ES	PreK, MINC-PS, MINC-PK	Hammond MS	
Dayton Oaks ES	PreK, Preschool, MINC-PK, MINC-EL, PL/UL	Harpers Choice MS	
Deep Run ES	PreK, Preschool, MINC-PK, MINC-EL	Lake Elkhorn MS	
Ducketts Lane ES	PreK, Preschool, MINC-PS, MINC-PK , ALS	Lime Kiln MS	Intensive Resource
Elkridge ES	PreK, Preschool	Mayfield Woods MS	
Forest Ridge ES	PreK, Preschool, MINC-PK	Mount View MS	
Fulton ES	PreK, Preschool, MINC-PS, MINC-PK, MINC-FL	Murray Hill MS	Regional ED
Gorman Crossing ES	PreK, Preschool, MINC-PS, MINC-PK, ALS, ITP, KinderFocus	Oakland Mills MS	
Guilford ES	PreK	Patapsco MS	
Hammond ES		Patuxent Valley MS	
Hanover Hills ES	PreK, Preschool, MINC-PS, MINC-PK, ED	Thomas Viaduct MS	
Hollifield Station ES		Wilde Lake MS	ALS
Ilchester ES	PreK, Preschool, MINC-PS, MINC-PK, PL/UL		
Jeffers Hill ES	PreK , MINC-PK		
Laurel Woods ES	PreK , MINC-EL		
Lisbon ES	·	School	Special Education Programs
Longfellow ES	PreK, MINC-PK, ALS	Atholton HS	ALS
Manor Woods ES	ITP	Centennial HS	
Northfield ES		Glenelg HS	
Phelps Luck ES	PreK, MINC-PS	Guilford Park HS	Preschool
Pointers Run ES	PreK, Preschool, MINC-PS, MINC-PK, PL/UL, GG	Hammond HS	Regional ED
Rockburn ES	PreK, MINC-PS, MINC-PK, MINC-EL, ALS, ITP	Howard HS	Intensive Resource
Running Brook ES	PreK, Preschool, MINC-PS, MINC-PK, ITP	Long Reach HS	
St Johns Lane ES		Marriotts Ridge HS	
Stevens Forest ES	PreK, Preschool	Mt Hebron HS	Regional ED
Swansfield ES	PreK, Preschool, MINC-PS, MINC-PK, ALS	Oakland Mills HS	ALS
Talbott Springs ES	PreK, Preschool, MINC-PS, MINC-PK, MINC-EL, TBD (new 2025)	Reservoir HS	Regional ED
Thunder Hill ES	ED, Special Education	River Hill HS	
Triadelphia Ridge ES	PreK, ED	Wilde Lake HS	
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		
* Early childhood progr	rams often a combination of regional and local students.		

School facility condition

School facility condition information is included in the EFMP for reference. All schools with boundary changes in this proposal are rated adequate or better in the State Facilities Inventory.

School Feed Patterns

Policy 6010 directs consideration of feeds in terms of the % of the upper level that came from the lower level. In other words, "29% of Wilde Lake MS attended Bryant Woods ES".

School Year 2025-26 Estim	ated Feed %	
Wilde Lake MS from:	Bryant Woods ES	29%
	Clemens Crossing ES	31%
	Running Brook ES	31%
	Swansfield ES	9%
Harper's Choice MS from:	Clemens Crossing ES	12%
	Longfellow ES	43%
	Swansfield ES	28%

Frequency of change for a specific geography

Community Stability policy consideration III.2.c indicates consideration of limiting the frequency with which any one geographic area is reassigned, by trying to avoid reassigning cohorts more than once within a school level. Boundary changes implemented for the 2023-24 school year affected some high schools and middle schools East of Rt 29. None of those schools are within the scope of this process. Boundary changes implemented in school year 2020-21 (six years prior to the implementation year for this process) affected schools at all levels across the county, including some within the scope of this process. None of the student cohorts impacted in SY2020-21 will be at the same school level for SY2026-27.

Demographic Characteristics of Student Population

Per Policy 6010 – School Attendance Areas, III.B.3, where reasonable, school attendance areas should promote the creation of a diverse and inclusive student body at both the sending and receiving schools through the consideration of: The racial/ethnic composition of the student population; Socioeconomic composition of each school's student population; Academic performance of students in both the sending and receiving schools; Distribution of English language learners; 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. Current Direct Certification percentages, testing pass rates, English Language participation, and race/ethnicity are included side-by-side in the results charts in the next section.

Proposed Plan

Overview

The Superintendent's Proposal presented in this report includes a plan to redistrict in West Columbia to balance utilization among elementary schools in the area. Additionally, the recommendation is to defer any action to change Centennial Lane ES boundaries. Projections show that capacity may become available at Hollifield Station ES, facilitating alternative methods for relieving Centennial Lane ES through future redistricting. This boundary review should coincide with the completion of the capital project at Dunloggin MS, and associated redistricting to utilize added and existing middle school capacity in the area. No middle or high school students are reassigned for SY 2026-27 in the recommended plan.

Exemptions

The Board should consider any group exemptions as early in their deliberations as possible. The recommendation is to consider announcing exemptions for students rising into 5th grade, students with IEP/504 plans, and students who have an active-duty military parent/guardian. The rising 5th grader exemption allows students to complete elementary school at their SY 2025-26 school of attendance. Students with IEP/504 plans or active-duty military parents who are reassigned are permitted to register for an exemption to reassignment under Policy 9000, with no additional action required by the Board. Announcing the exemption early makes it clear to all stakeholders the Board's intent. It is recommended that transportation be offered to the rising 5th grade exempted group. Making transportation available to exempted students has the potential to increase transportation costs unless these students can be accommodated within existing routes.

The Superintendent's proposal includes a recommendation to exempt:

- Rising 5th graders- approximately 42 students
 - o 12 staying at Bryant Woods ES (reassigned to Clemens Crossing ES)
 - Less than ten staying at Bryant Woods ES (reassigned to Running Brook ES)
 - o 21 staying at Clemens Crossing ES (reassigned to Swansfield ES)
 - Less than ten staying at Swansfield ES (reassigned to Clemens Crossing ES)
- Students with IEPs, 504s, and active-duty military families
 - 42 students have IEPs
 - o 18 students have 504s

Other potentially relevant data points:

Using current student counts, approximately 18 trailing siblings could qualify for an exemption

Details, Tables, and Map

The plan recommended in this report reassigns an estimated 253 elementary students, balancing utilization among West Columbia schools to provide needed relief for Bryant Woods ES. The changes to each school are outlined below, and in the following chart:

- 1. Reassigned from Bryant Woods ES to Clemens Crossing ES:
 - a. Neighborhoods along the north side of Owen Brown Rd in polygons 132, 1132, 2132
 - b. The Merriweather, Symphony Woods, and Crescent districts of Downtown Columbia within polygon 2136
- 2. Reassigned from Bryant Woods ES to Running Brook ES:
 - a. The Mall (Town Center) and Symphony Overlook districts of Downtown Columbia in polygons 136 and 4136
- 3. Reassigned from Clemens Crossing ES to Swansfield ES:
 - a. Portions of the Clary's Forest neighborhood along Hickory Ridge Rd and Little Patuxent Pkwy in polygons 53, 2134, 2135, and 2174
- 4. Reassigned from Swansfield ES to Clemens Crossing ES:
 - a. A portion of the Hawthorn neighborhood along Sunny Spring in polygons 1133 and 5133

Reassigned Polygons

Current Assignment	New Assignment	Polygons	Students Moved		
Bryant Woods ES	Clemens Crossing ES	132, 1132, 2132, 2136	74		
Bryant Woods ES	Running Brook ES	136, 4136	16		
Clemens Crossing ES	Swansfield ES	53, 2134, 2135, 2174	125		
Swansfield ES	Clemens Crossing ES	1133, 5133	38		

This plan brings Bryant Woods ES within the target utilization range for SY2026-27 through SY2035-36, when it is estimated to reach 100%. Clemens Crossing ES is estimated to be utilized just below the target range at 88%, slowly increasing to 95%. Running Brook ES is expected to increase from 88% to 103% over the next ten years following implementation of the plan, mainly due to the future development of the Downtown Columbia Lakefront District. Swansfield ES is estimated to begin at 102% in the implementation year, decreasing to 95% in SY2035-36.

This chart below shows the expected resulting utilization in the implementation year, year five, and year ten.

Projection & Utilization

Level	School	2026	Cap 2026	Util % 2026	2030	Util % 2030	2035	Util % 2035
Elementary	Bryant Woods ES	268	289	92.8	264	91.5	290	100.2
Elementary Centennial Lane ES		712	603	118.1	714	118.4	711	117.9
Elementary	Elementary Clemens Crossing ES		521	87.8	465	89.2	496	95.2
Elementary Longfellow ES		409	490	83.5	398	81.2	395	80.6
Elementary Running Brook ES		396	449	88.2	407	90.6	464	103.4
Elementary Swansfield ES		615	603	102	587	97.4	570	94.6

As a result of the reassignments from Swansfield ES to Clemens Crossing ES, an existing small feed at Wilde Lake MS from Swansfield ES is reduced from 9.5% to 6.6%. The remaining polygon in the feed is #133, which is assigned to Swansfield ES, Wilde Lake MS, and Atholton HS. The Wilde Lake MS feed from Swansfield ES could be increased (to approximately 9%) by reassigning polygons 1138 and 2138 from Harper's Choice MS to Wilde Lake MS. These polygons are within the Harper's Choice MS non-transported area, and could also be within the non-transported area for Wilde Lake MS.

Feeds

Level	New Small Feeds	Corrected Small Feeds	Strengthened Small Feeds	Weakened Small Feeds
Middle School	0	0	0	1

New

No new small feeds

Weakened

Swansfield ES 6.6% of Wilde Lake MS (from 9.5%)

Additionally, the reassignment of polygons 53, 2134, and 2174 results in an estimated 40 students who previously received bus transportation to Clemens Crossing ES being added to the non-transported area for Swansfield ES. The Student Transportation Office will determine the exact demarcation line and non-transported area. In addition, with more students attending their closest school, ride times should improve as well. These improvements help to offset the addition of one bus due to reassignment between scheduling tiers. This addition will come with a cost of approximately \$100k. Inclusion of any grade-level exemptions with transportation services will increase the cost of transportation for the duration of the exemption.

Elementary



*Bold shading indicates non-transported area

Bus Riders Converted to Walkers

Level	Polygons	Students
Elementary	3	37

School	Cur Direct Cert	Direct Cert
Bryant Woods ES	46 %	52.6 %
Centennial Lane ES	11.8 %	11.8 %
Clemens Crossing ES	19.3 %	13.2 %
Longfellow ES	32.2 %	32.2 %
Running Brook ES	45.3 %	45.5 %
Swansfield ES	25.6 %	29.2 %
Focus Area ES	30.5 %	
Countywide ES	22.3 %	

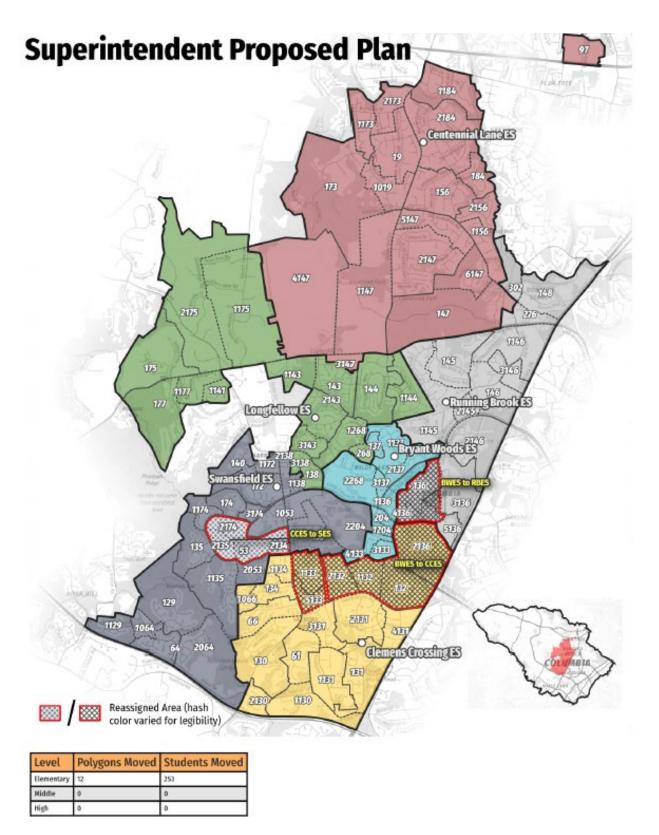
Baseline English Req Met	English Req Met	Baseline Math Req Met	Math Req Met
34.9 %	30.1 %	30.6 %	25.6 %
65.5 %	65.5 %	63.8 %	63.8 %
57.6 %	63.7 %	52.1 %	59.6 %
35.5 %	35.5 %	32 %	32 %
28.9 %	28.8 %	29 %	28.2 %
42.6 %	39.8 %	42.8 %	38.6 %
45.9 %		43.7 %	
49.3 %		47.5 %	

Cur ELD	ELD
5.7 %	6 %
9.2 %	9.2 %
8.2 %	6.5 %
12.1 %	12.1 %
6.4 %	6.1 %
< 5 %	6.2 %
8.2 %	
9.5 %	

Current & Resulting Demographics

School	Cur White	White	Cur Black	Black	Cur Asian	Asian	Cur Hisp	Hisp	Cur Multiple Races	Multiple Races	Cur Amind	Amind	Cur HPac	HPac
Bryant Woods ES	22.4 %	15.3 %	47.7 %	54.5 %	7.4 %	5.2 %	14.8 %	17.5 %	7.7 %	7.5 %	< 5 %	< 5 %	< 5 %	< 5 %
Centennial Lane ES	32.7 %	32.7 %	8.1 %	8.1 %	43.8 %	43.8 %	5.7 %	5.7 %	8.6 %	8.6 %	< 5 %	< 5 %	< 5 %	< 5 %
Clemens Crossing ES	40.9 %	47.5 %	25.1 %	17.9 %	10.5 %	11.7 %	12.1 %	11.4 %	10.7 %	11 %	< 5 %	< 5 %	< 5 %	< 5 %
Longfellow ES	23.2 %	23.2 %	34.8 %	34.8 %	5.4 %	5.4 %	24.8 %	24.8 %	11.3 %	11.3 %	< 5 %	< 5 %	< 5 %	< 5 %
Running Brook ES	16.9 %	16.8 %	53.3 %	52.9 %	7.2 %	8 %	13.3 %	13 %	8.3 %	8.5 %	< 5 %	< 5 %	< 5 %	< 5 %
Swansfield ES	30 %	28.1 %	36 %	39.4 %	11.6 %	10.7 %	11.9 %	11.8 %	10.3 %	9.7 %	< 5 %	< 5 %	< 5 %	< 5 %
Focus Area ES	25 %		31.5 %		20.8 %		13.4 %	-	8.7 %		< 5 %		< 5 %	
Countywide ES	29.8 %		24.3 %		23 %		14.8 %		7.7 %		< 5 %		< 5 %	

The charts above display the current, "Cur", and resulting race/ethnicity, percent of students qualifying for direct certification, percent of students receiving "proficient" scores on standardized tests, and percent of students receiving English language development services. For reference, an average for each metric is shown using the schools within scope, as well as the elementary countywide average. This proposed plan does result in changes to some of these data points among the schools involved. For example, the direct certification percentage at Bryant Woods ES is expected to increase by approximately 7% while the rate at Clemens Crossing moves in the opposite direction, with a 6% reduction. In both cases the values move away from the countywide and focus area averages.



This map shows the proposed SY 2026-27 attendance areas with reassigned areas represented with a crosshatch.

Deferred Action for Centennial Lane ES

This proposal recommends no redistricting for Centennial Lane ES at this time. Many attendance area options were reviewed in the development of this recommendation, including those presented in the Boundary Review Report, and several submitted by community members. When evaluating these options against Policy 6010 considerations, three considerations became challenging to rectify:

- Relieving Centennial Lane ES to within the target range of 90-100% capacity utilization
- Avoidance of creating new small feeds
- Avoidance of reassigning students who can walk to their middle and/or high school

Other concerns with options to utilize available capacity within this scope to relieve Centennial Lane ES included: transportation costs, impacts to options available to relieve Bryant Woods ES, and neighborhood connections and stability.

Additionally, the updated projection in the July 2025 EFMP affirmed the expectation that available capacity may increase at Hollifield Station ES and Manor Woods ES to a suitable level to begin planning for future use of this capacity in relief of Centennial Lane ES. This alternative redistricting possibility was included in the EFMP as a contingency plan. The lack of ideal options within the current scope, combined with the affirmation of future capacity at Hollifield Station ES, makes this contingency even more viable as the recommended strategy. The potential scope of this boundary review overlaps with the attendance areas of middle schools likely considered during the planned boundary review to accompany completion of the capital project at Dunloggin MS. This review would take place in 2029 for implementation in SY 2030-31.

Conclusion

This proposed plan includes redistricting to relieve high capacity utilization at Bryant Woods ES, recommended exemptions, and deferral of redistricting action for Centennial Lane ES. This report includes supporting data, including community feedback, as well as staff and consultant analysis. Staff in the Office of School Planning, and our consultant, Cropper GIS, will be available to support Board deliberations as you work toward a final decision by November 20, 2025.

Appendix A

Citygate GIS - Attendance Area Committee (AAC) Summary

The staff present at the AAC meetings included Mr. Daniel Lubeley, Ms. Jennifer Bubenko, Mr. Adam Downes, and Mr. David Larner. Staff from Citygate GIS (the project consultant), included Mr. Fred Hejazi, and Ms. BreeAnn Currie. The AAC members included: Ms. Seriki, Ms. Johnson, Mrs. Nsereko, Mrs. Rieger, Mr. Thronson, Ms. Pantano, Ms. Stevens-Morrison, Ms. Lohin, Ms. Ahn, Ms. Patel, Ms. Cogdell, Ms. Emmanual, and Ms. Buisch.

Summary of the topics discussed

During the August 7 meeting, the committee's role in evaluating redistricting scenarios based on Policy 6010, which prioritizes facility utilization, community stability, and demographic considerations was discussed. The redistricting process was explained as being data-driven using enrollment projections and school capacities. The three specific scenarios from the Boundary Review Report developed to address overutilization at Centennial Lane and Bryant Woods elementary schools by shifting populations to adjacent underutilized schools were reviewed. AAC members raised questions regarding walk zones, Title I schools, new developments, and the committee's influence on the final recommendations to the Superintendent and Board of Education.

During the August 11 meeting, HCPSS personnel provided information on how school overcrowding impacts classroom spaces, student movement, and facility use. There was additional discussion on challenges with portable classrooms, noting their lower lifespan and higher maintenance needs. AAC members discussed the impact of overcrowding on special education and remedial services and the potential loss of Title I funding for Swansfield Elementary. Members also discussed the importance of contiguous communities, avoiding the creation of "islands" for walkers, and ensuring "strong feeds" between schools. AAC members also discussed the importance of not changing the status of students that currently walk to school, noting adverse effects on transportation costs and to the student's ability to take advantage of after school activities.

A number of AAC members expressed interest in exploring alternative scenarios, such as the one proposed by the Alliance for Neighborhood Schools. Other potential options for consideration included limiting redistricting to redistricting to Elementary level only or limiting the project to only redistricting related to Bryant Woods ES.

Recommendations

Since this AAC was not tasked with the development of scenarios, the members reviewed and discussed each of the three scenarios developed by the Office of Planning staff for the June 2025 Boundary Review Document. Additionally, the group discussed alternative approaches beyond the three scenarios. Recommendations were also made regarding Policy 6010 and other issues that potentially impact school capacities and utilization.

- 1. Scenario Preferences All Three Scenarios Rejected by some AAC members, stating
 - Violation of Policy 6010 by:
 - Breaking contiguous communities
 - Moving walkers to distant schools
 - Centennial Lane is separated from Columbia schools by parks and farmland proposals are geographically illogical.

Scenario 2:

- Seen as most aligned with policy and capacity projections
- Keeps all school utilizations at or below 102%
- Appears to reflect neighborhood contiguity

Scenario 3:

- Better at distributing overcapacity equitably
- This plan moves fewer than 10 students from BWES to CCES

Members acknowledged that given the current boundaries of Centennial Lane ES, Burleigh Manor MS, and Centennial HS, any proposed scenario for Centennial Lane ES likely cannot meet all critical criteria in terms of:

- Addressing the utilization issue
- Not impacting walk zones
- Not creating small elementary-to-middle school "feeds"
- Not disrupting longstanding communities

2. Alternative Solutions Proposed

A. Utilize Northern Schools

- Community members support **redistricting north of Centennial Lane** (not currently considered).
- Benefits:
 - o Relieves overcrowding
 - Solves attendance islands
 - Cuts travel time and costs

B. Elementary-Only Redistricting

- Avoid redistricting middle and high school walkers.
- Instead, create a **strong ES-to-MS feed** (especially to Burleigh Manor MS).

C. Redistrict in Phases

- Phase 1: Bryant Woods ES
- Phase 2: Centennial Lane ES
- Suggests focused redistricting effort rather than broad geographic redistricting.

Scenario Recommendation

While acknowledging there is likely no scenario that will address utilization without negatively impacting walk zones, feeds, or longstanding communities, the AAC's most frequent comment was rejection of all three scenarios in favor of a phased redistricting, Elementary only, or use of northern schools (e.g. assigning Polygon 97 to one of the northern elementary schools).

If the Superintendent's choice is to move forward with one of the three scenarios, scenario two was seen as most aligned with policy and capacity projections.

- **3. Policy 6010 Alignment Priorities.** The AAC outlined the following as its recommended top three Policy 6010 considerations.
 - 1. Community Stability
 - 2. Maintaining Walk Zones
 - 3. Avoiding Small Feeds

AAC members also mentioned the following considerations as important

- Avoid concentrating poverty through redistricting.
- Equity outcomes are more affected by socioeconomic balance than walk zones.

4. Recommendations for Redistricting Implementation included support for Vulnerable Students

- Policy 6010 exemptions should be **respected** for:
 - Students with IEPs/504s
 - Children of active-duty military
- Special transition support is essential for these students.

5. Other Recommendations Impacting redistricting

- **Population Growth Pressure**: Rapid population increase in Howard County is stressing existing school infrastructure.
- Policy Recommendations:
 - HCPSS should lobby for new school construction in high-growth areas.
 - Howard County government should restrict new housing development permits until school capacity catches up.
- **Mapping Process Start Time**: Maps should be released earlier to give the public sufficient time for review and alternative proposals.
- AAC Committee Delays:
 - The committee should have been formed earlier in the summer to avoid delays and allow in-person meetings.
 - o Lack of early meetings reduced availability and input quality.
- **Transparency**: Background on how scenarios were created by individuals involved would help to explain decisions.
- Online maps were useful but should show:
 - Current ES student counts per polygon.
 - o Optionally, include MS and HS data.

Take away from the process

In past redistricting projects, the AAC's tasks included developing and recommending scenarios. However, due to adverse response from the community towards AAC, the decision was made to limit the AAC's tasks to making recommendations regarding the three scenarios created by the HCPSS staff. Given the nature of the community's response observed during the community meetings, this was likely a correct decision. However, it left some AAC members without clarity on how their feedback would be used.

The primary focus of the AAC meetings was in educating the members on the reasons why redistricting was initiated for the specific schools in the project area, the data that went into the process, and the factors from Policy 6010 that affect redistricting. It was expected that with additional information, AAC could provide more nuanced recommendations to the Superintendent beyond those received during community meetings. This approach had mixed results, with some members spending extensive personal time reviewing and understanding the scenarios in order to provide detailed feedback, while others simply reflected the comments received from the community.

Lessons learned

- 1. The delay in organizing the AAC resulted in a compressed meeting schedule. It is recommended that the process of identifying volunteers be started earlier and include backups in case selected individuals are unable to participate.
- 2. Although some AAC members expressed concern over the meeting formats (in-person versus virtual). The change from in-person to virtual meetings did not seem to affect participation or negatively affect the process. While members of the public did attend, they remained quiet and did not interfere in the proceedings.
- 3. Although included in the initial training meeting, additional time should have been devoted to familiarizing AAC members with the details of how redistricting is performed, projections are computed, and feeders are calculated. The lack of a clear understanding of these topics led to assumptions being made by AAC members regarding scenarios which were ultimately not helpful.

Appendix B

Citygate GIS Community Feedback Summaries and Statistics – Summer Meetings

Citygate GIS Summary of questions and comments received

- **Pre-K Relocation:** Suggestions to move Pre-K from CLES to schools like Longfellow ES to reduce overcrowding and gain Title I funding. Concerns that placing Pre-K in already overcapacity schools worsens utilization.
- **Portable Classrooms:** Repeated questions about why portables are not included in capacity calculations. Many argue that Centennial Lane ES portables (up to 150 seats) should be considered permanent or a short-term solution, as the portables have been there for many years.
- Walkability vs. Busing: Strong opposition to changing walkers into bus riders due to financial inefficiency and environmental impact.
- Community Stability, Transparency & Process Critiques: Concerns about frequent redistricting
 disrupting communities, negatively affecting students' mental health, and calls for preserving
 existing feeder patterns. Complaints about limited access to scenarios, and requests for more
 inclusive communication.
- Capacity Planning & Alternative Solutions: Suggestions include adding permanent capacity, moving only new students, or phasing redistricting. Questions about long-term planning, developer accountability, and funding equity.
- **Scenario-Specific Concerns:** Polygon 2147 is frequently mentioned as unfairly targeted, and criticism of scenarios that create geographic "islands."
- Moving polygon 97 out of Centennial Lane Elementary school. A number of community members
 asked why polygon 97 that is already disconnected from CLES cannot be reassigned to another
 school.

Citygate GIS Selected individual comments representing recurring questions and comments:

- Portable Classrooms: Many individuals questioned why portables are not counted in capacity, especially given their long-term presence at CLES.
- **Pre-K Relocation:** Several comments suggest moving Pre-K from CLES to Longfellow ES to free up space and obtain Title I funding.
- Walkers Becoming Bussers: Strong opposition to this concept is prevalent.
- **Community Stability & Redistricting Impact:** Concerns about disrupting communities, students' mental health, and social cohesion are repeatedly raised.
- Transparency & Alternative Scenarios: Many ask for more scenarios to be made public, better graphics, and increased transparency in the redistricting process.
- **Financial Impact & Developer Accountability:** Questions are raised about the cost of busing, the lack of long-term planning, and holding developers accountable for school overcrowding.
- **Polygon-Specific Concerns:** Polygon 2147 is frequently mentioned, with requests for its removal from redistricting or to keep it within the Centennial schools. Other polygons like 97, 1157, 1156, 2053, 6147, 4147, 1147, 1132, 2132, and 132 are also mentioned with specific concerns.

Citygate GIS Takeaways from the Community Meetings

The most vocal community members were from Centennial Lane ES, Burleigh Manor MS, and Centennial HS, with the majority of questions focused on the need for redistricting, limiting redistricting to elementary only, and the use of portables in the capacity calculation. There were additional questions regarding the difference

between the capacity numbers used by the state versus those used by HCPSS. The community comments were most often focused on not redistricting students who are in walk zones. Suggesting a variety of reasons why these students would be adversely affected, including: the benefits of walking, flexibility of accessing after-school programs, and sports.

While the majority of comments and questions were regarding the boundary adjustments related to Centennial Lane ES, there were comments affirming the need for redistricting at Bryant Woods ES. There were also comments regarding the need for more engagement with parents who may not be aware of the ongoing redistricting project. To that end, a multi-language poster was developed after the first community meeting for placement in the registration office of each affected school.

Citygate GIS Lessons learned

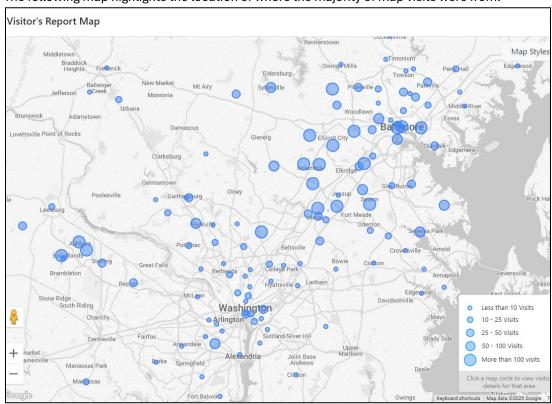
- 1. The specific reasons why redistricting was necessary and portables were not a long-term solution was not clear to the community.
- 2. Stating that there were many solutions to any redistricting was interpreted by many as there were scenarios that were not being shared with the community.
- 3. The free form Q/A format used during the first meeting was not effective. Using one question and one comment per table allowed for more opportunities for participation during the community meetings.
- 4. The presence of the individuals that created the scenarios at the meeting proved valuable as there were a significant number of questions regarding specific portions of different scenarios and how they were developed.
- 5. There were multiple questions regarding why specific areas were moved. While Policy 6010 provides general guidelines, a targeted list of priorities for each redistricting project could help clarify how the redistricting process considers each assignment.
- 6. The slide describing meeting norms proved necessary. Additionally, the presence of Mr. Cornel Brown allowed the attendees to feel their concerns were being heard by the HCPSS management.

Appendix C

Citygate GIS Community Feedback Summaries and Statistics - Survey

Citygate GIS Statistics on number map visits and comments.

The following map highlights the location of where the majority of map visits were from.



The commenting site was accessed a total of **7,060** times by **2,684** individuals. This represents all individuals that visited all pages (both mapping and non-mapping) on the commenting site. The following table highlights the breakdown of page visits across scenarios and school levels.

	Elementary	Middle	High
Current	455	141	217
Scenario 1	511	311	427
Scenario 2	619	330	473
Scenario 3	667	351	462
Total	2252	1133	1579

Visits with no view of maps: 2096

Citygate GIS Summary of the comments received

Total comments submitted: between 7/18/25 and 8/18/25: **1,978 from 526 individuals, averaging 66 comments per day**

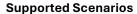
Opinions on Plans

• **Dislike**: 1,003

• Own Opinion (Submit your own opinion): 683

Like: 244

• No Opinion: 52



• Scenario 3: 697 (most supported)

• Do not support any: 683

None Selected: 414

• Scenario 2: 116

• Scenario 1: 72

Answers provided to which school does your child attend

1. Other: 709

2. Centennial Lane ES: 560

3. Centennial HS: 318

4. Burleigh Manor MS: 285

5. Bryant Woods ES: 40

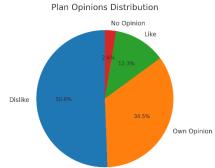
6. Wilde Lake HS: 9

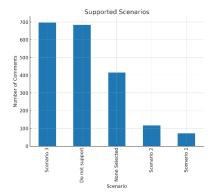
7. Swansfield ES: 9

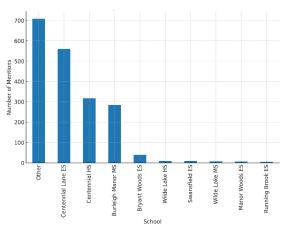
8. Wilde Lake MS: 8

9. Manor Woods ES: 6

10. Running Brook ES: 5







6010 Policies selected

Facility Utilization – Walk zones & transportation times: 1,011

 Community Stability – Maintaining communities/neighborhoods: 318

None Selected: 167Fiscal responsibility: 67

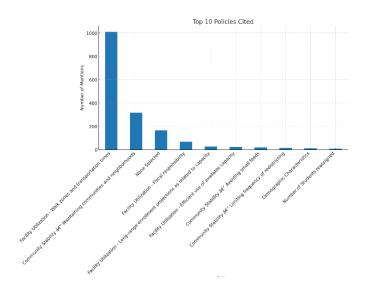
Long-range enrollment projections: 28

Efficient use of capacity: 24Avoiding small feeds: 19

• Limiting frequency of redistricting: 15

Demographic characteristics: 14

• Number of students reassigned: 10



Summary of Statistics:

- 1. **Plan Opinions Distribution** majority are **Dislike**, followed by **Own Opinion**.
- 2. Supported Scenarios Scenario 3 is most supported, with nearly as many "Do not support."
- 3. Top Schools Mentioned Centennial Lane ES, Centennial HS, and Burleigh Manor MS.
- 4. **Top Policies Cited** Walk zones & transportation times.

Summary of comments:

1. Strong Opposition to Scenario 2

- Seen as the most disruptive: forces walkers onto buses, adds "\$400K-\$500K+" in transportation costs per year, increases traffic, and splits communities.
- Many complain about bussing children who live directly across the street from Centennial schools (BMMS and CHS).
- Parents stress that it would harm student stability, extracurricular participation, and community identity.

2. Preference for Scenario 3

- Viewed as the least disruptive option.
- o Keeps the most walkers, preserves communities, and costs less long term.
- Helps relieve overcrowding at Bryant Woods ES through 2035 without excessive transportation costs.
- Many say it "minimizes shocks" and should be prioritized.

3. Mixed Opinions on Scenario 1

- Some see it as less expensive and moderately disruptive, but others note it ignores natural community boundaries.
- o Generally preferred over Scenario 2, but not as widely supported as Scenario 3.

4. Arguments Against All Three Scenarios

- o Many residents reject all options, stating "none of the above".
- Suggestions include:
 - Keeping walkers as walkers.
 - Using portables instead of redistricting.
 - Building sidewalks or a new elementary school.
 - Phasing redistricting by grade level to reduce impact.

5. Community Identity & Stability

- Families emphasize long-standing ties to Centennial Lane ES, Burleigh Manor MS, and Centennial HS.
- Polygon 2147 (Centennial neighborhood) receives repeated mention: residents highlight that they can see the schools from their homes, making busing illogical and damaging.
- Concerns about loss of friendships, after-school activities, and neighborhood cohesion dominate.

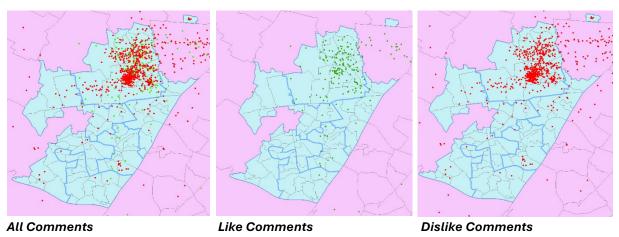
In addition to the comments placed on maps, 367 files were uploaded and referenced in comments submitted. 119 files were PDF copies of the plan created by the "Alliance for Neighborhood Schools". 77 files were PDF copies of "Howard County Public School System Community Companion Report on Redistricting Scenarios SY 2026-27 Redistricting Prepared for Superintendent Barnes and the Howard County Board of Education by members of Polygon 2147" and 20 copies of "Request to Keep Polygon 2147 with Nearby Schools".

There were also a number of personal appeals to exclude specific polygons from redistricting (most often Polygon 2147). Additionally, there were other uploads containing various suggestions for a limited scope redistricting. The more complete ones acknowledge that their plan would create small feeds, stating, however, that the Board has allowed this in the past.

Citygate GIS Key Concerns Expressed in the Online Surveys

- **Financial**: Redistricting walkers to bus riders wastes money.
- Equity: Moving children from top-performing schools to lower-performing ones is seen as unfair.
- **Logistics**: Increases commute times (5 min to 30+ min), reduces student independence, and adds traffic.
- **Policy & Transparency**: Residents argue plans defy Policy 6010 (proximity & stability) and lack transparency in how scenarios were chosen.

Citygate GIS Takeaway from the process



The data collected confirms that the survey and maps were widely used. Additionally, 367 documents were uploaded as a part of the feedback process, indicating that users made use of all of the features of the system.

The analysis of the number of map views indicates that residents of the redistricting project area and the County took the opportunity to review the proposed scenarios. The majority of the comments placed are, however, related to the Centennial Lane ES, Burleigh Manor MS, and Centennial HS, placed by individuals living in close proximity to these schools. This pattern matches the comments received during the community meetings and the opinions expressed by AAC members.

Citygate GIS Lessons learned

- 1. Adequate time was not spent at the beginning of the project in designing the surveys. This resulted in changes having to be made to the surveys after the comment period had started. Emails had to be sent to early respondents to update their previously provided answers.
- Use of the maps as part of collecting surveys worked. While community meeting questions and AAC
 member comments indicated the community's sentiments, the surveys collected with geolocations
 delivered the data empirically.