

9-18-19 Testimony in Support of County Council Resolution C112-2019

Although I no longer have children in Howard County schools, as a citizen of Howard County and Columbia, I am appalled by the proposed redistricting plan that strengthens the economic segregation of FARM students. We are too far down this road of blind adherence to harmful policies to let this stand.

I understand the efficiency aspect of consolidating Free and Reduced Meal participants, but, basing a redistricting plan on such a consideration is shortsighted and a detriment to our children's education – proven by the school system's own June 2019, "Equity" report cited in this resolution. That report's "Strategic Call to Action" sounds positive and proactive, right? But, then they turn around and draft a redistricting plan that counters that same call to action.

Education is about exposing our children to a wide range of perspectives and experiences beyond just the *concrete* facts such as $2+2=4$, that is assuming you are working in base 10, because if you are working in base 3, you will discover that $2+2=11$. The point of that being, is that we box ourselves in by our assumptions and habits. We need to expand our children's thinking and understandings, not box them in to limit their lives.

Being clustered economically has a deep effect on each child's self-esteem and social identity within the community. These effects create ripples that extend through their families, neighborhoods, our county, and beyond.

Economic segregation is as wrong as racial segregation, and in many parts of our society, it is the same thing, the one being the excuse for the other, creating and entrenching systemic discrimination.

Columbia was founded upon the principle of inclusion and diversity. That's why my family moved here – because growing up within a diverse community, including economic diversity, is a key component to the quality education we wanted for our children.

Redistricting on such an economic basis, especially in one of the richest counties in America, is ridiculous! Especially when it undermines our children's education. The foundation of a school redistricting plan MUST BE the quality of our children's education, if nothing else!

We are better than this! Our children deserve better than this!

We all, need, a redistricting plan based on socioeconomic Desegregation!

I therefore, strongly support County Council Resolution C112-2019! and I ~~urge you to support it~~ as well.

Thank you.

I thank the County Council for the initiative of putting forward this vital resolution

Susan Tincher
5062 Summer Day Lane
Columbia, MD 21044

Fwd: county council testimony

deepak baskaran

Tue 9/17/2019 11:04 PM

To: deepak baskaran <dupont_23@hotmail.com>

Hello, My name is Deepak Baskaran. I graduated from Centennial High School, and have lived in Howard County for the past 30+ years. I don't oppose integration in our schools. What makes this country great is integration of people and their cultures and backgrounds. To say that this county is segregated and this is a civil rights issue is far from the truth. Facts state that Howard county is one of the most diverse counties in the state and even the country. Census stats have shown Caucasian percentages continue to fall while minorities go up. What also makes this country great is the freedom of choice that we are given as citizens. We all chose to live here!! But I do oppose this bill because it has no guidelines for the Superintendent and the Board of Education in the redistricting process and does not fix achievement gaps and equity. For instance this year's Superintendent plan moves students at will without following policy 6010. I live in Ellicott City and my 3 kids will be redistricted out of our neighborhood school that is UNDER CAPACITY and just 1.8 miles away, to a school that is 3-4 times the distance. There is already diversity in their school and the proposed school, no race has a percentage over 50% in either school. To move students out of their neighborhood school that is under capacity just to balance FARM rates is unconscionable. Imagine if this was one of your kids to move them out of your neighborhood school that is not even overcrowded. One of the perks of living in Howard county is that we have communities that revolve around schools and local shopping centers. That was the vision of James Rouse. It is a reasonable expectation when you move into a community that your children will be going to school that is close by. The reason why we have socio-economic disparities is from the mistakes of your predecessors. Concentrating low income housing in certain parts of the county and building large single family homes in other parts is why we have this problem. Moving kids around the county is not the answer. We can agree that there needs to be some form of redistricting because some schools are overcrowded and some are under capacity and balancing student: teacher ratios to maximize student learning and to prevent teacher burn out is necessary. But to displace kids at under capacity school will put undue harm and emotional stress. What kind of precedence does this set? In my profession, we live by the notion first do no harm. Politicians and Superintendent are making a huge assumption that this doesn't cause harm and stress for both groups of students that Superintendent wants to swap. There are 2 main reasons why people move into Howard County, location and great schools. How will the county attract new families when they are subject to school changes, not because of over crowding, not because of location, and not even due to lack of diversity but to move kids just based on family income- is that all it takes to move kids because that is what is happening now? The kids are innocent and should not be used as pawns. Politicizing kids is the most disrespectful thing you can do to your constituents. This redistricting plan puts kids' needs in the background instead of front and center. There needs to be more research and data to find the best solutions to close achievement gaps and improve equity. I know the intention of this resolution is good but I feel there needs to be more taken into consideration- guidelines and limitations of the Superintendent and the BOE to prevent what is happening now. Thank you for your time.

GO SLOW... Look in eye...

Hello Council. Please do not take any of my comments directed towards you individually. I know you are all very passionate and dedicated people beyond what I could ever know.

However, I find the language in this resolution divisive and frankly insulting to me as a Howard county resident. Howard county schools are in fact the least segregated in Maryland. We are a national model for diversity and inclusions. I moved here with my bi-racial family specifically for this reason.

And even though I am in support of bridging the achievement gap, I am extremely troubled by the way this resolution is written and how it is framed.

When I see mentions of slavery and other racially charged statements... I am made to feel that somehow this is directed at me and that I should feel some sort of shame ...

Then... These laundry list of WHEREAS statements (**show PROP!**) transition from race into other superfluous/random/and otherwise unrelated statements that never actually tie back to the final "ask" at the end of the document.

Essentially this is like the "sales pitch" before getting hit with the price... And similar to approach by any salesman, my antennas instinctively perk up ... Only in this case ... I get this sinking feeling that I am being **manipulated**...

The use of this intentionally incendiary and divisive language is a tactic appearing to be deployed to divert our attention from the factual content. It feels like it is being done to "play on" people's feelings and thus manipulate them into support based on "emotion rather than intellect"... If thoughtful discourse was the goal... there would be no need to infuse intentionally explosive comments to detract from factual content...

Sticking with my "sales pitch" metaphor, Now, at the end of the doc, we are hit with the "price" .. This is where the hidden fees, and deferred payment schemes kick in... Only in this case, it is done by using vague/non-specific language so that an "exact price" can never be computed...

Here it comes, and I quote :

"Approve Integration Plan to ensure integration by socioeconomic factors"

Let's dissect this statement...

Integration: A highly overloaded term (there are over 30 meanings on the Wikipedia disambiguation page)... This term is completely open to interpretation and almost always means different things to different people...

Socioeconomic factors: Which factors exactly? There are dozens... which ones are your referring to? Which ones are you "optimizing" for achieving?

So why would I reject this "price" estimate? Because I can't compute the cost, that's why!... Might as well hook up direct deposit to my bank account.

In Conclusion: Agreeing to this resolution is tantamount to giving the board a "blank check" to interpret this vague and non-specific language as they see fit. And given the incendiary and

uneasy language used to convey this resolution I can't help but feel that a pre-concluded agenda is simply being put in motion here... And it would be irresponsible for us Howard County citizens to give the board a "blank check" until this council and the board become more transparent in this process.

While I strongly reject this resolution as it is written today, I do believe in attempting to address the achievement gap disparity in HoCo schools, and so I would be in favor of constructing a more thoughtful Resolution, with less divisive language , less superfluous commentary, and more specifics about the shared definition of "equity" (**exactly** what it means).. and then... **exactly** which socioeconomic characteristics we are focusing on balancing in the name of equity.

Thank you for your time.

September 18, 2019

Jonathan Weiner
5007 Altogether Way
Clarksville, MD 21029

Re: CR112

I am a resident of Howard County, business owner, and volunteer in my community as a sports coach, Boy Scouts Den leader, and volunteer at my children's school.

I am testifying to inform the County Council that I find the language in Resolution No. 112-2019 to be inflammatory and unnecessary to achieve the goals of increasing racial diversity in schools and the integration of children from lower income families into schools with low participation rates in the Free and Reduced Meal (FARM) program.

I propose removing lines 1 to 21 from the first page of the resolution.

The County Council has the authority and power to effect legislation that changes policies relating to housing density, land use, taxation, and budgeting of county resources for schools, among other powers. It is my belief that the Council can legislate in tangible ways to enact laws to achieve its goals rather than directing the Board of Education (a group of elected citizens without expertise in social engineering and broad public policy) to rezone school polygons to make up for unfortunate periods in our nation's history, namely slavery and segregation. I hope the County Council can understand how citizens affected by the Board of Education's redistricting plan will view this resolution as Council members' over-reaching and grand-standing.

The Board of Education's redistricting plans are governed by written policies which the community trusts will guide their decision to rezone polygons to different schools. Resolution CR112 is unnecessary and muddies the community's understanding of this process.

Thank you for your time,

Jonathan Weiner

Janice Ford

13695 Old Rover Rd

West Friendship, Md. 21794

Janiceford2015@gmail.com

CR112-2019 FOR

Good evening, my name is Janice Ford and I have been a resident of western Howard County for 33 years. I am a retired Howard County teacher and taught at Swansfield Elementary for 20 years. After retiring, I spent three years substitute teaching in neighboring schools in the western part of the county. It is through these experiences that I feel qualified to speak to the state of education in our county. We are a county with two distinct school systems, not one! By way of the housing development in this county we have schools segregated by economic levels. As an example, my last year at Swansfield Elementary there was a kindergarten class that had 24 students in it and barely a handful spoke English! That fall I substituted at Bushy Park Elementary and there was a kindergarten class that had 19 students in it and most of them could already read! Can you guess which of these classes will post the better scores on the state mandated testing in three years!

People will say, well schools like Swansfield need more help, yes they do, however, that help costs money! We all know, no one wants their taxes to go up! Opponents of this bill will be the first to scream NO NEW TAXES when additional funding is requested from the school system. What to do? Well we could do nothing or we could better utilize the personnel and programs that are already in our school budget and spread the neediest populations to less burdened schools. The special education staff, the ESOL staff and the guidance staffs at the high FARMS schools are stretched to the limit trying to meet all the needs of a population that struggles financially. I worked under a great principal, Earl Slacum, that used to remind his faculty that as the end of the month nears to be patient with our students as their home situation becomes more tenuous as the money runs out, but the needs of the families do not.

By taking into consideration the socio-economic level of the student body when redistricting schools we will create a better balance of the student population and make better use of the personnel we already have in our county. I strongly believe that an fully integrated student body will only strengthen the high outcomes we as a county are known for!

Thank you.

September 18, 2019

A Call for Equal Dignity and a Measured Approach to Socioeconomic Integration II

Dear Members of the County Council of Howard County, Maryland:

Our names are Ryan Pollard and Jennifer Pollard. We are writing this letter to oppose Resolution No. 112 – 2019 (“Resolution”). We deliver this letter to you, the Members of the County Council of Howard County, Maryland (“Council”), with the support of our fellow community members. We thank you in advance for your time and consideration in reviewing this letter.

By calling upon the Howard County Board of Education (“BOE”) to adopt a multi-year Integration Plan (“Plan”), the Council ignores that the Council largely created achievement gaps and socioeconomic disparities in Howard County students and has the tools to fix such issues.

The Council’s policies largely created achievement gaps and socioeconomic disparities in Howard County students and has the tools to fix such issues. As noted in our attached letter to the BOE, titled A Call for Equal Dignity and a Measured Approach to Socioeconomic Integration (“Letter”), socioeconomic balancing or integration has undeniable positive and substantial effects with little-to-no measurable downside when carried out properly. In fact, socioeconomic integration has been shown to help Black or African American students academically and into adulthood, and, more specifically, causes high school dropout rates to be reduced by up to nearly 15% and decreases the likelihood of living in poverty after graduation by up to 11%.¹ Additionally, socioeconomic balancing has been shown to extend past simply improving graduation rates; it leads to students receiving Free and Reduced-Price Meals (“FARM”) meeting or exceeding the academic performance of the applicable county, with improvements in one study, being up to 32% improvement on test scores.²

As a community, we have no desire to ignore or prevent the improvements that can be gained from socioeconomic integration, and in the Letter we suggest the best approach to effect meaningful socioeconomic integration. We, however, oppose the Council’s involvement in this effort, and believe that the Council should lead by example rather than request that the BOE fix the issues created by the Council. It is well recognized that socioeconomic integration, and, as a result, narrowing achievement gaps, is best achieved through socioeconomic integration of housing.³ In fact one leading study in this area from Montgomery County, Maryland, found that

¹ Johnson, R.C. (August 2015). Long-Run Impacts of School Desegregation & School Quality on Adult Attainments, retrieved at https://gsppi.berkeley.edu/~ruckerj/johnson_schooldesegregation_NBERw16664.pdf.

² Hanover Research (February 2013). Impact of Free/Reduced Lunch School Composition on Student Achievement, retrieved at <https://www.gssaweb.org/wp-content/uploads/2015/04/Impact-of-Free-Reduced-Lunch-School-Composition-on-Student-Achievement-1.pdf?fbclid=IwAR2GGH9AqjrlzOz-S10yReZJSLt5hhTZOqMFasH2nRxxe5AeULLOj7W4R4>.

³ Schwartz, H. (Oct. 16, 2010). Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland, retrieved from <https://tcf.org/content/commentary/housing-policy-is-school-policy/?agreed=1>; Chetty, R. & Hendren, N. (May 2015). The Impacts of Neighborhoods on Intergenerational Mobility: Childhood Exposure Effects and County-Level Estimates, retrieved from https://scholar.harvard.edu/files/hendren/files/nbhds_paper.pdf; Ihlanfeldt, Keith (June 26, 2018). Affordable Housing and the Socioeconomic Integration of Elementary Schools, retrieved at <https://link.springer.com/article/10.1007/s11146-018-9665-0>; U.S. Department of Housing and Urban Development

FARM students living in mixed-housing communities, which have schools with 20% or less FARM students overall, perform equally as well as their more affluent peers. It is within the Council's purview to create housing policies and initiatives that lead to such balanced communities.⁴

The Council's current plans, however, only exacerbate the issue as evinced in the PlanHoward 2030 adopted by the Council ("2030 Plan"). The 2030 Plan provides that diverse housing locations are directed inside the Howard County's growth boundary, referred to as the "Priority Funding Area."⁵ The Priority Funding Area is limited to the eastern 40% of Howard County,⁶ which contains the high schools with the highest percentage of FARM students and the largest achievement gaps in Howard County.⁷ Further, the Council's current plan is to increase the affordable housing options in these school districts heavily-concentrated with FARM students. In fact, the Council justifies this approach because these heavily concentrated school districts are "location efficient."⁸ More specifically, the Council believes that these areas provide "convenient access to employment, *schools*, services, and public transit and/or other low cost transportation alternatives to the automobiles such as walking, biking, or carpooling, etc." (emphasis added).⁹ In calling upon the BOE to prioritize socioeconomic integration, this may cause significantly longer bus rides, including some one way trips in excess of one hour,¹⁰ and defeat the model of efficiency that the Council is attempting to achieve.

The side effect of having a "location efficient" approach is that it necessarily concentrates affordable housing options to a limited number of areas. This is at least recognized by the Council. One recital in the Resolution provides that "past developments in Howard County have lacked diversity of housing types ... compounding socioeconomic inequalities" But, the 2030 Plan, which was amended as recently as February 5, 2018, does not demonstrate any change. The Council in the 2030 Plan highlights sample affordable housing projects as models for the future.¹¹ Among these projects, the Ellicott Gardens, Guilford Gardens, and Hilltop and Ellicott Terrace projects are slated to provide a total of 479 affordable housing units¹² in the Howard High School, Hammond High School, and Centennial High School districts. These three high school districts are among the most overcrowded high schools in Howard County, with capacity utilization rates of 136%, 116%, and 120%, respectively.¹³ Further, Hammond High School is one of the most concentrated FARM schools in Howard County with 40% FARM students.¹⁴ Adding FARM students to overcrowded Howard High School and Centennial High School, makes it difficult for these schools to absorb FARM students from neighboring schools such as Long Reach High School and Oakland Mills High School, which have 47% and 45% FARM

Office of Policy Development and Research (n.d.). How Housing Mobility Affects Education Outcomes for Low-Income Children, retrieved at <https://www.huduser.gov/portal/periodicals/em/fall14/highlight2.html>.

⁴Schwartz, *supra*.

⁵ See Page 125 of the Plan.

⁶ Id.

⁷ See Superintendent Michael Martirano's Attendance Area Adjustment Plan, dated August 20, 2019.

⁸ See Page 125 of the 2030 Plan.

⁹ Id.

¹⁰ See Letter.

¹¹ See Page 124 of the 2030 Plan.

¹² Id.

¹³ See Superintendent Michael Martirano's Attendance Area Adjustment Plan, dated August 20, 2019.

¹⁴ See Superintendent Michael Martirano's Attendance Area Adjustment Plan, dated August 20, 2019.

students, respectively. Because the schools in the eastern part of Howard County have overcrowding issues and excessively high percentage of FARM students, the BOE has limited options to address the issue. One option is to bus students from the western schools east and students from the eastern schools west, which is the approach taken in Superintendent Michael Martirano's Attendance Area Adjustment Plan, dated August 20, 2019. This approach will harm the residents of Howard County and has been shown to lead to excessive bus rides as well as:¹⁵

- Lowered academic performance;
- Drowsiness;
- Hyperactive, impulsive, and oppositional behaviors;
- Profoundly impacted ADHD symptoms;
- Increased sports injury in student athletes;
- Symptoms of depression;
- Limited ability to participate in extracurricular activities; and
- Increased driving accidents.

The BOE can only balance socioeconomics in Howard County schools to a limited extent if the Council will continue to exacerbate the problem. If the Council desires to balance socioeconomics and limit achievement gaps in Howard County, rather than continuing to permit affordable housing in a limited number of areas and compounding the issue in the name of "location efficiency," it can lead by example and take a more balanced approach to affordable housing in Howard County. The Resolution, however, simply pushes the problem to the BOE, a state agency that has less tools available to solve the issue.

The power to establish the attendance area of schools in Howard County is a Maryland State power retained through the BOE, and in the Resolution, the Council inappropriately attempts to exercise the power of the State of Maryland.

In attempting to pass the Resolution, the Council is inappropriately trying to exercise powers reserved to the State of Maryland. The BOE is empowered by the State of Maryland to determine the education policies of the Howard County school system and the attendance area for each school.¹⁶ In fact, in upholding the sovereign immunity of the county boards of education, Maryland courts have long recognized that county boards of education as agencies of the State and not the county.¹⁷ More specifically, courts have found that the "mission [of county boards of education] is to carry out a State, not a county, function."¹⁸ Accordingly, it is inappropriate for the Resolution to call upon the BOE to carry out the Council's county-desired function of integration.

The Council's attempt to pass the Resolution violates the separation of powers established in the State of Maryland. When looked at a national level, separation of powers is

¹⁵ See Letter.

¹⁶ See the Annotated Code of Maryland, Education Article, Sections 4-108 and 4-109.

¹⁷ Board of Educ. of Prince George's County v. Prince George's County Educators' Ass'n, Inc., 309 Md. 85, 95-96 n. 3, 522 A.2d 931 (1987); State v. Bd. of Educ. of Montgomery County, 346 Md. 633, 635 n. 1, 697 A.2d 1334 (1997); Board of Educ. of Prince George's County v. Town of Riverdale, 320 Md. 384, 387 n. 3, 578 A.2d 207; Board of Educ. of Prince George's County v. Secretary of Personnel, 317 Md. 34, 44, 44 n. 5, 562 A.2d 700 (1989).

¹⁸ Hornbeck v. Somerset Co. Bd. of Educ., 295 Md. 597, 458 A.2d 758 (1983).

one of the founding principles in the United States. In fact, separation of powers is what allowed the Supreme Court to find segregation laws unconstitutional and desegregate our nation in *Brown v. Board of Education* and other hallmark cases. Ironically, the Council is attempting to erode this very principle by passing the Resolution. This approach can lead to significant negative impacts.

The BOE already factors socioeconomic integration into its school area adjustment analysis. Specifically, the BOE's Policy 6010(IV)(B)(3)(b) requires the BOE to consider "the socioeconomic composition of the school population as measured by participation in the FARMs program." Accordingly, integration is already taken into account by the BOE, but the Council wants greater emphasis on integration. An over emphasis on socioeconomic integration in Howard County's school system as opposed to a balanced approach leads to harms to our students generally (including those outlined above), vitiating Howard County's communities, and providing little net value, all as outlined in the Letter.¹⁹ The Council conveniently does not contend with these negative impacts in the Resolution. Fortunately, however, the BOE, and not the Council, is charged with providing quality education and equal educational opportunities for *all* children,²⁰ further exemplifying the importance of the Council allowing the BOE to maintain its independence. The Council should nonetheless be well aware of the side effects of focusing on one or a few items without balance, because things like "location efficiency" have given rise to the achievement gap disparities and socioeconomic issues in Howard County.

The Resolution creates constitutional issues.

While the Council in the Resolution calls upon the BOE to "lawfully" implement a multi-year Integration Plan, the foundations for its request are unconstitutional. The United States Supreme Court in *Parents Involved in Community Schools v. Seattle School District No. 1*²¹ found that it is unconstitutional to rely upon race classifications in making school assignments. In its recitals, which provide the foundation for the request to implement an Integration Plan, the Resolution focuses on, among other things – the troubling history of "separate but equal," *Plessy v. Ferguson*, *Brown v. Board of Education*, the percentage of segregated schools, the decline of diversity in Howard County schools – and *all* of these factors focus on race. Said another way, the recitals in the Resolution focus heavily on race and only on FARM students to a limited degree. Accordingly, the Resolution asks that the BOE satisfy an unconstitutional motive under the veil of a "lawful multi-year Integration Plan." Such an approach is questionable at best, and does not exemplify good leadership to the students of Howard County.


¹⁹ See the Letter.


²⁰ BOE Policy 2000 (IV)(B)(2)(e).

²¹ Retrievable at 551 U.S. 701.

In closing, we are proponents of a socioeconomic integration plan that takes a balanced approach and accounts for the interests of *all* students in Howard County. For the reasons outlined above, however, we ask that the Council vote against the Resolution, lead by example through better housing policy, and allow the BOE to effect attendance area adjustments through its own policies and the powers granted to it by the State of Maryland as intended by the State.

Sincerely,

Signature: 
Name: Ryan Pollard
Street: Twelve Hills Rd.

Signature: 
Name: Jennifer Pollard
Street: Twelve Hills Rd.

Attachment

The Letter is attached hereto and begins on the following page.

September 11, 2019

A Call for Equal Dignity and a Measured Approach to Socioeconomic Integration

Dear Members of the Howard County Board of Education:

Our names are Ryan Pollard and Jennifer Pollard. We are writing this letter to oppose Superintendent Michael Martirano's ("Superintendent") Attendance Area Adjustment Plan, dated August 20, 2019 ("Superintendent's Plan"). We live in Polygon 1200 and deliver this letter to you, the Members of the Howard County Board of Education ("BOE"), with the support of our fellow community members set forth at the end of this letter. We thank you in advance for your time and consideration in reviewing this letter and reviewing the Superintendent's Plan.

Summary of letter discussion points.

While the Superintendent is well-intentioned, the Superintendent's Plan fails to achieve meaningful results in light of the substantial changes required, causes a number of significant negative impacts on our students, ignores the conditions established by the BOE to develop and adopt attendance area adjustments, and, as a result of the foregoing, strains the trust of the community. The Superintendent's Plan calls for redistricting 7,396 students and generally increases commuting times and distances, including more than doubling the school commuting travel times and distances for the students of Polygon 1200. The effects of this are shown to have a detrimental impact to students both mentally and physically.

We oppose the Superintendent's Plan as a whole and ask the BOE to take a more balanced approach to the attendance area adjustment plan, keeping the students of Polygon 1200 at River Hill High School ("RHHS"). Using "Option 1" in the 2019 Feasibility Study—An Annual Review of Long-Term Capital Planning and Attendance Area Adjustment Options (the "Feasibility Study") as a starting point is better because it presents a more balanced approach. Under the Superintendent's Plan, however, Polygon 1200 has no connecting roads with the neighboring polygons also being redistricted to Wilde Lake High School ("WLHS"), resulting in longer commute times for Polygon 1200 students and an inefficient use of the County's resources. Additionally, it is the only polygon from its elementary school that will be sent to WLHS.

If, however, the BOE is determined to proceed with the Superintendent's Plan with limited modification, Polygon 1200 should be redistricted from RHHS to Glenelg High School ("GHS") instead of Wilde Lake High School ("WLHS"). The Superintendent's Plan turns Polygon 1200 into a land island in that it clumps Polygon 1200 with polygons that do not have directly connecting roadways despite being geographic neighbors with Polygon 1200. By the same token, the Superintendent's Plan segregates Polygon 1200 from geographically-neighboring polygons that do have directly-connecting roads. This approach further exacerbates the travel times and distances for Polygon 1200 students in attending high school. The negative impacts can be limited by redistricting Polygon 1200 under the Superintendent's Plan to GHS. Further, because there is limited benefit in redistricting students in the near term, and because changing schools is associated with lower academic performance, we ask that the BOE exclude Polygon 1200 students currently attending RHHS from the Superintendent's Plan.

A focus on Policy 6010 of the BOE shows that the three primary factors used to review or develop any attendance area plan—(1) Facility Utilization, (2) Community Stability, and (3) Demographic Characteristics of Student Population—are largely ignored in the Superintendent’s Plan and that, as a result, the Superintendent’s Plan produces significant adverse impact, such as disruption to the community, with little positive benefit. “Equity” is used to justify the adverse effects to many students caused by the approach taken in the Superintendent’s Plan, but this equity is primarily focused on balancing students receiving Free and Reduced-Price Meals (“FARM”) across schools. A core responsibility of the BOE, however, is providing quality education and equal educational opportunities for *all* children. It is in this vein that we ask that the BOE maintain equal dignity for all students in Howard County.

Lastly, we focus on the driving force for the Superintendent’s Plan—FARM balancing. While we welcome FARM students to our community to achieve the many positive impacts it provides to them, the forced-busing approach adopted under the Superintendent’s Plan will not achieve those results but will negatively impact our students. A choice-based approach to socioeconomic balancing is a more measured approach and has been shown to achieve positive results with little downside impact. It is in this vein that we ask for a measured approach to socioeconomic integration.

The Superintendent’s Plan will have a significant negative impact on students.

The Superintendent’s Plan will create significant adverse effects on the students of Polygon 1200, which is in direct contradiction to one of the BOE’s core responsibilities—providing quality education and equal educational opportunities for *all* children.¹

According to Google Maps,² the approximate average distance from Polygon 1200 to RHHS is 4.1 miles using highways and 4.7 miles without using highways. HCPSS provides that the current bus route from Polygon 1200 to RHHS is 38 minutes, with the bus slated to arrive at the first stop of Polygon 1200 at 6:27 a.m. and at RHHS at 7:05 a.m. A transition from RHHS to WLHS will more than double the travel distance. If it is assumed that the bus goes directly from Polygon 1200 to WLHS, which is admittedly an unrealistic assumption for reasons discussed later, the approximate average distance from Polygon 1200 to WLHS is 9.8 miles using highways and 9.9 miles without using highways.³ The additional distance translates to an increased bus time of between 49 minutes and 68 minutes.⁴ The figures in Attachment A at the end of this letter provide an illustration of the information presented in this paragraph.

¹ BOE Policy 2000 (IV)(B)(2)(e).

² Unless otherwise noted, all distances, travel times, and routes in this letter are determined using Google Maps.

³ This is likely an underestimate because it assumes using the most efficient routes which cannot occur given the land-locked nature of Polygon 1200. See discussion in next section.

⁴ The low-end estimate adds the additional time using the most efficient route, which underestimates the total bus ride. The high-end time extrapolates the total time using a conversion factor determined by dividing the current mileage to RHHS by the current bus route time and applying that factor to the added distance to WLHS. The high-end time is also likely an underestimate due to the landlocked nature of Polygon 1200. See the discussion in the next two sections.

Increasing the distance and commuting time for the students of Polygon 1200 has specific and measurable adverse impacts on the students. A one-way commute time of 49 to 68 minutes well exceeds the general United States average commute time of 26.1 minutes as set forth by the United States Census Bureau⁵ and the approximate average commute time of students 15 to 19 years of age of 18 minutes.⁶ Further, studies show that increased student commute times have a profoundly negative impact on sleep and exercise. Students with commutes under 30 minutes have been shown to exercise an hour and 15 minutes more than those with commutes over 30 minutes.⁷ The Superintendent's Plan causes the Polygon 1200 students to well exceed this 30-minute threshold. In fact, one study found that each additional minute of commuting correlates to a 1.3 minute loss of sleep.⁸ To put this in perspective, redistricting Polygon 1200 students to WLHS can cause a loss of sleep of 14.3 to 39 minutes,⁹ with the actual loss of sleep likely being toward or in excess of the higher end of the spectrum due to the unique land island nature of Polygon 1200 discussed below. This loss of sleep is exacerbated by the fact that general sleep trends show that inadequate sleep begins as young as age 6 and increases as children age without the additional stressor of significant commute times.¹⁰

Inadequate sleep among school-age children can lead to significant harm to our children. Inadequate sleep has been linked to the following, among other things:

- Lowered academic performance;¹¹
- Drowsiness;¹²
- Hyperactive, impulsive, and oppositional behaviors;¹³
- Profoundly impacted ADHD symptoms;¹⁴
- Increased sports injury in student athletes;¹⁵ and

⁵ U.S. Census Bureau (Dec. 7, 2017). Average One-Way Commuting Time by Metropolitan Area, retrieved from <https://www.census.gov/library/visualizations/interactive/travel-time.html>.

⁶ Voulgaris, C.T., et. Al (Aug. 23, 2017). Tired of Commuting? Relationships among Journeys to School, Sleep, and Exercise among American Teenagers; Florida, R. (May 7, 2019). Long School Commutes Are Terrible for Kids, retrieved from <https://www.citylab.com/life/2019/05/high-school-commute-drive-sleep-exercise-children-teens/588850/>.

⁷ Florida, *supra*.

⁸ *Id.*

⁹ Extrapolated by using the time range of 49 and 68 minutes over the current 38-minute commute and multiplying by 1.3.

¹⁰ Hawkins, S.S. & Takeuchi, D.T. (May 17, 2016). Social determinants of inadequate sleep in US children and adolescents, retrieved at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5012907/>.

¹¹ Pagel, J.F. & Kwiatkowski, C.F. (Nov. 16, 2010). Sleep Complaints Affecting School Performance at Different Educational Levels, retrieved at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2995620/>; Bugueno, M, et al. (Sept. 14, 2017). Quality of sleep and academic performance in high school students, retrieved at <https://www.ncbi.nlm.nih.gov/pubmed/29424396>; Hangouche, A., et al. (Sept. 7, 2018). Relationship between poor quality sleep, excessive daytime sleepiness and low academic performance in medical students, retrieved at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6135210/>.

¹² American Sleep Association (n.d.). Drowsiness: Causes, Treatments, and Prevention, retrieved at <https://www.sleepassociation.org/sleep-disorders/more-sleep-disorders/drowsiness-causes-treatments-prevention/>.

¹³ National Sleep Foundation (n.d.). ADHD and Sleep [article], retrieved at <https://www.sleepfoundation.org/articles/adhd-and-sleep>.

¹⁴ *Id.*

¹⁵ Minnesota Sleep Society (n.d.). Sports Related Injury and Performance [article], retrieved at <https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/evidence-confirms-link-between-teen-sleep-biology-and-improved-outcomes/sports-related-injury-and-performance/>; Milewski, et al.,

- Symptoms of depression.¹⁶

Increasing commuting distances and reducing sleep also exacerbates the risks associated with teenage driving. According to the Centers for Disease Control and Prevention (“CDC”), driving accidents are the leading cause of death among teenagers. The fatal crash rate per mile driven is nearly twice as high for 16 and 17 year-olds (i.e., new drivers in high school) compared with 18 and 19 year-olds.¹⁷ In addition to inexperienced drivers, the CDC lists drowsiness among the leading causes of teen crashes.¹⁸ This concern is only compounded when extracurricular activities, many of which can have students involved well into the evening hours, are taken into account. Accordingly, the current Superintendent’s Plan, which more than doubles driving distances and significantly increases commute times, can cause serious and permanent physical harm, including death, to the new teenage drivers of Polygon 1200.

Moreover, the longer commute time essentially precludes some students from being able to participate in extracurricular activities. It is well proven that participation in extracurricular activities has a positive impact on high school academic achievement;¹⁹ it prevents dropping out of high school²⁰ and increases the incidence of college admission²¹ and success.²² Increasing our students’ school commute times to up to over two hours per day effectively limits, at best, and cuts off, at worst, their ability to participate in these important, enriching activities.

The harms that the Superintendent’s Plan places on our students is too great and is unnecessary when other viable options are readily available.

Polygon 1200 becomes a land island with the Superintendent’s Plan and therefore should remain at RHHS for community stability, resource efficiency, and positive FARM impact reasons.

As described in detail below, Polygon 1200 should remain at RHHS to maintain community stability, avoid excessively long bus rides, and efficiently use county resources. In the Superintendent’s Plan, as well as each of the options set forth in the Feasibility Study,

(Mar. 2014). Chronic lack of sleep is associated with increased sports injuries in adolescent athletes, retrieved at <https://www.ncbi.nlm.nih.gov/pubmed/25028798>.

¹⁶ Barahona-Correa, J.E., et. Al (Jul.-Aug. 2018). Sleep disturbances, academic performance, depressive symptoms and substance use among medical students in Bogota, Colombia, retrieved at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6361310/>; Yasutaka, O, et. Al (Aug. 1, 2016). Sleep Duration Associated with the Lowest Risk of Depression/Anxiety in Adolescents, retrieved at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4945315/>.

¹⁷ Centers for Disease Control (n.d.). Motor Vehicle Safety Get the Facts [Fact Sheet], retrieved at https://www.cdc.gov/motorvehiclesafety/teen_drivers/teendrivers_factsheet.html.

¹⁸ *Id.*

¹⁹ Eccles, J.S., and Templeton, “Chapter 4: Extracurricular and other after-school activities for youth.” *Review of research in education* 26.1 (2002): 113-180, retrieved at <https://journals.sagepub.com/doi/10.3102/0091732X026001113>.

²⁰ McNeal Jr, R. "Extracurricular activities and high school dropouts." *Sociology of education* 68.1 (1995): 62, retrieved at <https://search.proquest.com/docview/216485750?accountid=11752>.

²¹ Bound, J., et al. "Playing the admissions game: Student reactions to increasing college competition." *Journal of Economic Perspectives* 23.4 (2009): 119-46.

²² Sciarra, D.T., et al. "High School Predictors of College Persistence: The Significance of Engagement and Teacher Interaction." *Professional Counselor* 6.2 (2016): 189-202, retrieved at <https://eric.ed.gov/?id=EJ1114072>.

Polygon 1200 is assigned to remain in its current elementary school district, Dayton Oaks Elementary School (“DOES”). Polygon 1200, however, is the only DOES polygon slated to go to WLHS. As a result of this, DOES is one of the few elementary schools slated to feed to 3 different high schools under the Superintendent’s Plan, leaving the DOES community to suffer great community instability. This is in direct contravention of BOE’s Policy 6010(IV)(B)(2) – Community Stability. As you are aware, pursuant to BOE Policy 6010, the BOE must consider Facility Utilization, Community Stability, and Demographic Characteristics of Student Population in its redistricting efforts. When considering the Community Stability factor, there are three subfactors to measure, two of which—“[k]eeping feeds of students together ...” and “[m]aintaining contiguous communities ...,”—received, by a large margin, the highest number of votes from the Howard County community in prioritizing all of the Policy 6010 subfactors, as set forth in the Superintendent’s Plan itself.²³ Accordingly, the public data collected by the Superintendent shows that Community Stability is the most important factor to the residents of Howard County in regard to redistricting. Moving Polygon 1200 to WLHS and making it the only DOES polygon to do so certainly does not maintain feeds of students together.

Polygon 1200 has no direct access to its neighboring polygons slated to attend WLHS under the Superintendent’s Plan. Thus, the Superintendent’s Plan turns Polygon 1200 into a land island. Despite being physically next to Polygons 2183, 1183, 183, 176, and 3176, which are North and East of Polygon 1200 and slated to go to WLHS under the Superintendent’s Plan, there are no roads directly connecting Polygon 1200 to these neighboring polygons. Because of this, the Superintendent’s Plan does not maintain a contiguous community and subjects Polygon 1200 to even longer bus rides and inefficiently uses resources. The travel times from Polygon 1200 to WLHS discussed earlier are further worsened by the fact that Polygon 1200 does not fill even half of a standard school bus, and thus will need to travel to one or more neighboring polygons districted to WLHS before proceeding to WLHS. Due to the limited roads leading out of Polygon 1200, picking up additional children from neighboring polygons significantly increases the travel time that children in Polygon 1200 will have to endure. Under the Superintendent’s Plan, the polygons that are most likely to share a bus with Polygon 1200 are Polygons 2183, 1183, 183, 176, or 3176. Polygon 2183, though, is approximately 7.7 miles and 12 minutes²⁴ in the opposite direction from WLHS. A bus traveling from Polygon 1200 to 2183 would likely continue past Polygons 1183, 183, 176, and finally 3176 before travelling to WLHS. Alternatively, the bus could travel from Polygon 1200 to Polygon 3176, a distance of 5.9 miles and 11 minutes, that would take the bus just shy of RHHS, to reach the Polygons to the East to attempt to fill the bus. This route, though, would necessitate that the bus double back on its route in order to head to WLHS. Because of the lack of internal roads from Polygon 1200 to the polygons to its North and East, the additional stops and mileage necessary to include Polygon 1200 on a WLHS bus creates major inefficiencies in bus usage and travel, exacerbating the County’s budget issues and depleting the children of Polygon 1200 of their most precious resource—time.

The figures in Attachment A at the end of this letter provide an illustration of the information presented in the foregoing paragraph.

²³ Page 7 of the Superintendent’s Plan.

²⁴ This route involves using Highway 32 because the non-highway route requires using the Triadelphia Bridge, which is currently closed due to the dualization on Highway 32.

Additionally, transportation resources are not the only school system resource optimized by not redistricting students out of RHHS. Without any redistricting, RHHS is at 98% utilization and therefore has the capacity to receive students. Similarly, WLHS is at 95% utilization. In fact, three of the high schools that are currently above 110% utilization, Centennial High School, Hammond High School, and Howard High School, border WLHS. Rather than moving 478 students out of RHHS, and 741 students to RHHS, to achieve only a net increase of 263 students at RHHS, as the Superintendent's Plan suggests, expanding RHHS eastward to include some of the WLHS polygons opens WLHS to receive students from these over-utilized schools. This more sensible approach is utilized in Option 1 of the Feasibility Study. Moreover, with RHHS having the capacity to take on additional students, we propose that a portion of the WLHS students participating in FARM be moved into RHHS. As discussed in greater detail later, the optimal percentage of FARM students in a school to see a positive impact on academic performance is less than 30%. Moving WLHS FARM students to RHHS helps WLHS move toward this goal while increasing the number of FARM students at RHHS.

Furthermore, the Superintendent's Plan creates minimal change to the number of students receiving FARM at RHHS. Thus, keeping Polygon 1200 and, for efficiency sake, its neighbor, Polygon 200, which shares all external roads with Polygon 1200, at RHHS will have minimal measurable change in the FARM percentages at RHHS, and therefore, still permit the BOE to implement a choice-based approach to socioeconomic balancing, as discussed in detail below, a more favorable approach with a greater likelihood of success.

Keeping the children of Polygon 1200 and 200 at RHHS maintains the most efficient use of the transportation system and high school buildings and minimizes the amount of time Polygon 1200 children must commute to and from school by almost half the time. Furthermore, it maintains community stability by keeping Polygon 1200 from being the only members of the DOES community to attend WLHS.

If the BOE is determined to use the Superintendent's Plan as its starting point and foreclose Polygon 1200 from attending RHHS, Polygon 1200 better fits with the Glenelg High School District than WLHS.

Although the best solution overall is for Polygon 1200 to remain in the RHHS district (as we discussed above and in more detail below), if the BOE determines that the Superintendent's Plan should be implemented, Polygon 1200 fits more appropriately within the GHS zone than within the WLHS zone. Among the current RHHS polygons being redistricted to WLHS under the Superintendent's Plan, Polygon 1200 suffers the greatest burden and much of this burden is alleviated by redistricting Polygon 1200 to GHS with no substantive impact to the Superintendent's Plan overall. Redistricting Polygon 1200 to GHS would largely prevent the previously discussed issue of splitting the DOES community and avoid feeding DOES students into 3 different high schools.

Furthermore, under the Superintendent's Plan, moving Polygon 1200 to GHS instead of WLHS makes sense geographically and from an efficiency perspective. As discussed, there are

no roadways directly connecting Polygon 1200 to the polygons to the North and East. There are, however, roadways directly connecting Polygon 1200, to neighboring polygons to the West and South, Polygons 208, 203, 202, and 200, all of which are slated to feed to GHS. These roadways are Linden Church Road, Greenberry Lane, Broadwater Lane, and Ten Oaks Road. In fact, to travel to the neighboring Polygon 2183 (slated to attend WLHS) by road, residents of Polygon 1200 need to drive past Polygons 208, 203, 202, 200, 1208, 209, and 182. To get to neighboring Polygon 3176 (slated to attend WLHS) by road, residents of Polygon 1200 need to travel past Polygons 202, 1202, and 201, which route runs approximately 0.1 miles from the RHHS entrance. Further, to get to other polygons slated to go to WLHS under the Superintendent's Plan, including neighboring Polygons 1183, 183, and 176, residents of Polygon 1200 must generally drive through or past Polygons 2183 and 3176. Accordingly, as previously discussed, as constructed, Polygon 1200 sits on a land island when districted to attend WLHS. Additionally, Polygon 1200 students, using the most efficient route, will have to commute past or through 3 other high school districts, including RHHS, to get to WLHS.

Districting Polygon 1200 to feed into GHS instead of WLHS largely eliminates the land island effect. The approximate distance and travel times from Polygon 1200 to GHS-districted Polygons 208, 203, 202 and 200 are approximately 2.2 miles and 5 minutes, 1.1 miles and 3 minutes, 0.6 miles and 2 minutes, and 0.4 miles and 1 minute, respectively. In fact, the current RHHS bus route for Polygon 1200, accounts for the efficiency of grouping Polygon 1200 with these polygons because all the aforementioned polygons are currently districted for RHHS, and the current bus makes stops at Chamblis Drive in Polygon 200, Harris Farm Lane in Polygon 202, and Highland Road in Polygon 1202, all of which are slated to attend GHS under the Superintendent's Plan. Further, Polygon 1200 is approximately 4.9 miles and 7 minutes away from GHS using highways and 4.7 miles and 8 minutes away from GHS not using highways. Under the current Superintendent's Plan, moving Polygon 1200 to GHS instead of WLHS is clearly the best alternative to RHHS from a geographic perspective and a bus efficiency perspective. Additionally, the lessened travel time and distance will reduce a number of the negative impacts set forth above.

The figures in Attachment A at the end of this letter provide an illustration of the information presented in the two foregoing paragraphs.

Shifting Polygon 1200 to GHS under the Superintendent's Plan will reduce the negative impact and will also slightly improve the balance of facility utilization at the high school level. There are expected to be 31 high school students in Polygon 1200. The net effect to each of GHS and WLHS is roughly 2%.²⁵ That is, the anticipated utilization of GHS in the Superintendent's Plan for the 2020-21 school year will be increased from 102% to 104%, leaving GHS among the lowest utilized high schools in Howard County. Further, a relocation of Polygon 1200 to GHS will reduce the utilization of WLHS from 110% to 108%, further balancing the utilization of WLHS and removing WLHS from the edge of the undesired utilization thresholds in excess of 110%. With reduced downside and significant numerous positive benefits, if our students cannot stay at RHHS, moving Polygon 1200 to GHS is the clear better alternative approach within the current Superintendent's Plan.

²⁵ This is calculated using 31 high school students in Polygon 1200 and the capacities of 1,449 and 1,567 for GHS and WLHS, respectively, as set forth on Page 14 of the Superintendent's Plan.

Further, if the BOE is determined to proceed with the Superintendent's Plan with limited modification, the students currently attending RHHS should not be redistricted; the redistricting should occur in phases. As discussed, the driving force for the Superintendent's Plan is equity in balancing FARM students across schools. It has been shown that the positive academic effects gained through socioeconomic integration, however, do not appear in the first two years following integration, and that meaningful results appear in years 5 and 7.²⁶ While this supports socioeconomic integration in the elementary and middle schools, it also demonstrates that redistricting high school students next year or the year after will have little effect on the academic success of FARM students. Further, simply moving students has downside effects in and of itself. According to the United States Government Accountability Office, lower performance on math and reading tests have been shown to be associated with students changing high schools,²⁷ which is a critical period for students looking to continue their education at universities. Therefore, redistricting high school students in the near term on the basis of socioeconomic balancing will have limited upside with meaningful downside for high school students.

There are broader issues with the Superintendent's Plan.

We request that the BOE vote against adopting the Superintendent's Plan and revisit researching a plan, such as Option 1 under the Feasibility Study, that reasonably takes into account all of the Policy 6010 factors and takes a measured approach to socioeconomic integration. Doing so will provide equal dignity to all students by balancing the educational interests of all Howard County students and will provide FARM students with the best long-term opportunities for educational success.

The Superintendent's Plan largely ignores Policy 6010 and, as a result, does not produce clear, positive benefits.

The Superintendent's Plan largely ignores Policy 6010 and, as a result, it does not produce clear positive benefits within the standards set forth by the BOE. Each BOE Policy guides the development and implementation of educational programs and system operations.²⁸ As set forth in Policy 6010, the purpose of Policy 6010 is to define the conditions and process by which school attendance area adjustments will be developed and adopted. In Section IV(A), Policy 6010 sets forth the factors that permit the BOE to consider school attendance area adjustments, including school attendance area projections being outside of the target utilization and a new school being scheduled to open. In Section IV(B), Policy 6010 sets forth three primary factors to be considered in any school attendance area adjustment plan. As stated previously, those factors are: (1) Facility Utilization, (2) Community Stability, and (3)

²⁶ Schwartz, H. (Oct. 16, 2010). Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland, retrieved from <https://tcf.org/content/commentary/housing-policy-is-school-policy/?agreed=1>.

²⁷ U.S. Government Accountability Office (November 2010). Many Challenges Arise in Educating Students Who Change Schools Frequently, retrieved from <https://www.gao.gov/assets/320/312480.pdf>.

²⁸ BOE Policy 2020.

Demographic Characteristics of Student Population. Each of these factors include additional subfactors to help guide and quantify the factors.

The Superintendent's Plan inappropriately focuses on one subfactor in the name of equity, largely to the exclusion of other primary factors. As set forth in the Superintendent's Plan, the driving priorities for the plan are:

- (1) Balancing capacity utilization among schools throughout HCPSS, cost effectively;
- (2) Advancing equity by addressing the distribution of FARM students to the extent feasible; and
- (3) Planning ahead for the High School #13 redistricting by minimizing double moves as much as possible.

Items (1) and (3) largely restate factors that permit the BOE to consider school attendance area adjustments. Item (2) essentially restates one subfactor in Policy 6010, specifically 6010(IV)(B)(3)(b)—the socioeconomic composition of the school population as measured by participation in the FARMs program. In support of providing recommendations to the BOE that were significantly different from the Feasibility Study, the Superintendent in his presentation to the BOE and in his letter to the HCPSS Community²⁹ indicated that equity is the driving force and guides all decisions and strategies. The equity to which the Superintendent is referring is the equity achieved by focusing on subfactor (3)—the socioeconomic composition of the school population as measured by participation in the FARMs program. More specifically, the Superintendent states that the Superintendent's Plan "advances equity by making progress towards leveling FARM proportions across schools."³⁰

Before focusing on more specific issues, it is important to note that the Superintendent's view of equity does not fit with one of the BOE's core responsibilities: "to provide quality education and equal educational opportunities for *all* children" (emphasis added).³¹ While balancing FARM participation among schools is important, using that as the guiding principle above all other factors leads to limited benefits with significant adverse consequences, as is the case with the Superintendent's Plan.

The Superintendent's Plan does not achieve success with Facility Utilization.

On balance, the Superintendent's Plan does not achieve successful Facility Utilization, one of the primary considerations under Policy 6010 to be considered in any school attendance area adjustment plan. Under the Superintendent's Plan, there would be 5 schools with less than 90% capacity utilization, 53 schools with 90% to 100% capacity utilization, and 16 schools in excess of 110% capacity utilization. By way of comparison, Option 1 under the Feasibility Study provides for 11 schools with less than 90% capacity utilization, 45 schools with 90% to 100% capacity utilization, and 18 schools in excess of 110% capacity utilization. Note that the Superintendent's Plan has three schools exactly at 110% of capacity utilization, Hollifield Station Elementary School, WLHS, and Marriotts Ridge High School. This means that any

²⁹ Letter by the Superintendent, titled My Recommended Attendance Area Adjustment Plan, dated August 22, 2019.

³⁰ *Id.*

³¹ BOE Policy 2000(IV)(B)(2)(e).

growth at these schools will push them into the category of schools having in excess of 110% of capacity utilization, and, in such case, the Superintendent's Plan would have 50 schools with 90% to 100% capacity utilization and 19 schools in excess of 110% capacity. Despite having an astronomical 7,396 reassignments, the Superintendent's Plan provides at best a marginal, if any, benefit as compared to the Feasibility Study, which moves approximately less than half the number of students depending on the elementary school option(s) utilized.

The failure of the Superintendent's Plan to achieve successful Facility Utilization is exacerbated by the required substantial increase in transportation costs.³² In June 2019, Howard County Public School System had a nearly \$38 million dollar shortfall in its Fiscal Year 2020 Operating Budget.³³ Such a shortfall resulted in, among other things, the loss of certain teaching and paraprofessional positions, as well as transfers of funds, freezing of salaries, holding open unfilled positions, and delaying technology and instructional materials investments.³⁴ If transportation costs are expected to increase a substantial amount, and an operating budget without the Superintendent's Plan's degree of busing fell well short of what was needed to provide the ongoing level of support for the County's students, it is clear that the Superintendent's Plan cannot go forward without significant and unreasonable strain on the resources of the county schools. Should the Superintendent's Plan go forward, this could likely lead to additional cuts of educational professionals; it is difficult to see how losing more talented professionals can improve the education of all students, let alone maintain the same quality education Howard County currently provides. Rather, any additional room in the student transportation budget can be used to bring FARM students to high schools such as RHHS through a choice-based socioeconomic integration model, which is the better approach as discussed below.

We also note that, in respect of Policy 6010(IV)(B)(1)(e), up to 574 walkers are reassigned to buses with no students moving in the reverse direction, further increasing the negative impact of Facility Utilization. Accordingly, by all known measures, after reasonable inquiry, the Superintendent's Plan causes a downgrade in Facility Utilization.³⁵

The Superintendent's Plan creates significant community instability.

The next primary factor in determining any attendance area adjustment plan under Policy 6010 is Community Stability.³⁶ The Superintendent's Plan shows no positive benefit to Community Stability, but rather varying degrees of community instability.

Community stability is an important factor to the educational and general success of students. The value of the community in education and general student growth is well

³² Superintendent's presentation of the Superintendent's Plan to the BOE on Aug. 22, 2019.

³³ Howard County Public School System (June 10, 2019). Board of Education Adopts FY 2020 Operating and Capital Budgets [news release], retrieved at <https://news.hcpss.org/news-posts/>.

³⁴ *Id.*

³⁵ We do not discuss the other subfactors of Facility Utilization because the Superintendent's Plan does not provide any information that shows any improvement on such subfactors.

³⁶ BOE Policy 6010.

recognized.³⁷ It is difficult to see how redistricting 7,396 students can have any positive impact on Community Stability.

Generally speaking, residents of the current RHHS district spend time shopping, dining, exercising, and socializing in Clarksville, with local grocery stores, farmers' markets, hardware stores, pools, dining establishments, churches, practice fields, and other establishments on or near Route 108. Within a mile or two of most of these establishments is RHHS. This network of people, establishments, and schools form the basis of the Clarksville/River Hill community, which supports the RHHS students and lends to the current academic achievement and success of RHHS as a whole. The Superintendent's Plan proposes to redistrict 478 students from RHHS to GHS and WLHS and to redistrict 741 students to RHHS from Reservoir High School ("RHS"), WLHS, and Atholton High School ("AHS").³⁸ This is a net movement of 1,219 students. To put this in perspective, this number comprises 81.9% of the RHHS student capacity of 1488 students. Said another way, this changes the RHHS community by a factor of nearly 82%, increasing distance to school and commute times for a substantial number of students currently districted for RHHS, RHS, and AHS. Accordingly, the Superintendent's Plan tears apart not only the fabric of the RHHS community, but also neighboring communities in RHS and AHS. Many of the other communities in the Superintendent's Plan experience the same negative result.

Additionally, the community issues presented toward the beginning of this letter, including Polygon 1200 being the only DOES polygon to go to WLHS, serve as further examples of the significant detriments to Community Stability caused by the Superintendent's Plan.

The Superintendent's Plan also fails under another subfactor for Community Stability – frequency with which any one student is reassigned.³⁹ The Superintendent's Plan does not clearly identify how many double moves will be necessary with the opening of High School #13, but surely at least some will be necessary, especially if FARM participation is going to continue to drive school attendance decisions. By negative implication, the Superintendent makes clear that the Superintendent's Plan will not actually balance the FARM proportions across high schools. Rather, the Superintendent states that the Superintendent's Plan makes "progress towards leveling FARM proportions across schools ... and all high schools would be [comprised of] 42% [or less FARM students]." Notably, one study involving Montgomery County, Maryland, finds that optimal results are achieved when there are 20% or less FARM students attending a school, with positive but diminishing returns with up to 30% FARM students. Once the percentage of FARM students reaches or exceeds 35%, there is no improvement.⁴⁰

³⁷ Jacobson, R., et al (December 2013). The Growing Convergence of Community Schools and Expanded Learning Opportunities, retrieved at http://www.communityschools.org/assets/1/AssetManager/ELORReport_TheGrowingConvergenceofCommunitySchoolsandExpandedLearningOpportunities.pdf; Blank, M., et. Al (January 2012). Achieving Results Through Community School Partnerships: How District and Community Leaders Are Building Effective, Sustainable Relationships, retrieved at https://cdn.americanprogress.org/wp-content/uploads/issues/2012/01/pdf/community_schools.pdf

³⁸ Page 12 of the Superintendent's Plan.

³⁹ BOE Policy 6010(IV)(B)(2)(c).

⁴⁰ Schwartz, *supra*.

Currently, there are 4 high schools in Howard County that are above 35%. The Superintendent's Plan does not reduce those high schools' FARM numbers to below 35%.

Additionally, under the Superintendent's Plan at the high school level, there will be 4 high schools with 38% or higher FARM students, 2 high schools between 25% and 28% (inclusive) FARM students, 3 high schools between 12% and 15% (inclusive) FARM students, and 3 high schools at or below 8% FARM students.⁴¹ Further, in redistricting 7,396 students, the net change in FARM students is only a 5% or less change for 10 of the 12 Howard County high schools, with 2 schools experiencing no measurable change and another 3 schools experiencing only 1% change.⁴² Given that the FARM numbers may not be entirely accurate and used for planning purposes only,⁴³ the net change in FARM students may be even more negligible. Accordingly, there is significantly more redistricting to be done if the driving force in determining attendance area adjustment plans continues to be balancing FARM students among schools. Such efforts will require moving even more than 7,396 students to achieve more balanced results, further vitiating our communities. With such negligible net changes, the driving force of equity in the Superintendent's Plan fails in its essential purpose. Moreover, the Superintendent's Plan places more barriers in front of students than it removes, violating the definition of equity set forth under the Strategic Call to Action—"providing the access, opportunities and supports needed to help students ... by removing barriers to success..."⁴⁴

Outside of FARM, the Superintendent's Plan has limited effect on the Demographic Characteristics of Howard County students.

The final primary factor in determining any attendance area adjustment plan under Policy 6010 is Demographic Characteristics of Student Population.⁴⁵ While balancing FARM participation among schools is indeed an important subfactor under Demographic Characteristics of Student Population, we will first address the other subfactors at the high school level before focusing in depth on FARM balancing.⁴⁶ In viewing the Superintendent's Plan through the other subfactors, there is limited effect, especially in light of the large number of students redistricted to generate such results:

- (1) The racial/ethnic composition of the student population⁴⁷—When evaluating the impact of the Superintendent's Plan, it is seen that racial composition for each race measured at each high school generally remains within 3% of the base, with the exception being "Asian" at AHS, RHHS and WLHS, "Black or African American" at AHS, Long Reach High School, and WLHS, and "White" at AHS and Oakland Mills High School.

⁴¹ Page 14 of the Superintendent's Plan.

⁴² Page 14 of the Superintendent's Plan.

⁴³ Page 5 of the Superintendent's Plan.

⁴⁴ Howard County Public School System (n.d.). Strategic Call to Action, retrieved at <https://www.hcpss.org/scta>.

⁴⁵ BOE Policy 6010(IV)(B)(3).

⁴⁶ We do not address BOE Policy 6010(IV)(B)(3)(f) because the Superintendent's Plan does not provide substantive information or data on this subfactor.

⁴⁷ BOE Policy 6010(IV)(B)(3)(a)

- (2) Academic performance of students in both the sending and receiving schools as measured by current standardized testing results⁴⁸ —When evaluating the impact of the Superintendent’s Plan, it is seen that Reading and Math PSATs measured at each high school generally remain within 3% of the base, with the exception of AHS, RHHS and WLHS, with AHS dropping 13% and 16%, respectively, RHHS dropping 6% and 9%, respectively, and WLHS increasing 7% and 9% respectively, indicating that the net substantive drop negatively outweighs the net substantive gain among these three schools.
- (3) The level of English learners as measured by enrollment in the English for Speakers of Other Languages (ESOL) program⁴⁹—All proposed percentages measured at each high school show no change from the base.
- (4) Number of students moved, taking into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained⁵⁰—We do not focus on this subfactor in detail here because the entire focus on Policy 6010 in this letter supports the proposition that the number of students moved does not justify the results, and because the length of time positive results can be maintained is relatively uncertain due to the need for additional redistricting if FARM balancing remains a driving factor.

While FARM balancing can provide positive benefits, those benefits are tempered by the characteristics of Howard County Public Schools and not likely to be achieved with a forced-busing approach.

In turning to the FARM balancing subfactor,⁵¹ we want to stress that balancing FARM students among schools (i.e., socioeconomic balancing) is extremely important and can lead to many significant and positive results. The approach taken in the Superintendent’s Plan, however, negates those positive results.

When done under the optimal factors, socioeconomic balancing or integration has undeniable positive and substantial effects with little to no measurable downside. In fact socioeconomic integration has been shown to help Black or African American students academically and into adulthood, and, more specifically, causes high school dropout rates to be reduced by up to nearly 15% and decreases the likelihood of living in poverty after graduation by up to 11%.⁵² Additionally, socioeconomic balancing has been shown to extend past simply improving graduation rates; it leads to FARM students meeting or exceeding the academic performance of the applicable county, with improvements, in one study, being up to 32%

⁴⁸ BOE Policy 6010(IV)(B)(3)(c)

⁴⁹ BOE Policy 6010(IV)(B)(3)(d)

⁵⁰ BOE Policy 6010(IV)(B)(3)(e)

⁵¹ BOE Policy 6010(IV)(B)(3)(b).

⁵² Johnson, R.C. (August 2015). Long-Run Impacts of School Desegregation & School Quality on Adult Attainments, retrieved at https://gsppi.berkeley.edu/~ruckerj/johnson_schooldesegregation_NBERw16664.pdf.

improvement on test scores.⁵³ As a community, Polygon 1200 has no desire to ignore or prevent the improvements that can be gained from socioeconomic integration.

The forced-busing approach proposed through the Superintendent's Plan, however, will not achieve the optimal or desired results of socioeconomic integration. Accordingly, the BOE must adopt a more measured approach to socioeconomic integration if it truly desires to effect positive change with limited negative impact. Studies showing such positive benefits from socioeconomic balancing attribute such success to better quality teachers and resourced schools with smaller class sizes.⁵⁴ All schools in Howard County, however, are excellent, including those having higher FARM rates, as noted by the Superintendent, and all schools have highly, dedicated teachers, comparable opportunities, small class sizes, and excellent rankings.⁵⁵ Further, WLHS, one of the lowest performing high schools in Howard County, has a low student to teacher ratio of 13:1,⁵⁶ which is better than the student to teacher ratio of 16:1 at RHHS, one of the highest performing high schools in Howard County.⁵⁷ Therefore, the high end results of socioeconomic integration will be tempered in the case of Howard County. This is also an important factor for keeping the RHHS community whole and allowing FARM students to join our community.

Forced busing has significant consequences. The beginning of this letter addresses the increased adverse impacts to students associated with longer commute times. While affluent families being redistricted long distances will suffer these effects, so too will FARM students being bused away from community schools in the name of equity. Additionally, the community instability caused by additional travel distances and commute times will further temper positive results. Additional distances and commute times will create a strain on parental involvement; parental involvement has been shown to be a key factor to successful socioeconomic integration.⁵⁸ Further, forced integration causes more affluent families to send their children to private schools and move to other neighborhoods,⁵⁹ further negatively impacting the community and balance of FARM students across high schools.

Recent case studies in La Crosse, Wisconsin and Wake County, North Carolina show that both districts took a forced-busing approach that led to significant controversy within those

⁵³ Hanover Research (February 2013). Impact of Free/Reduced Lunch School Composition on Student Achievement, retrieved at <https://www.gssaweb.org/wp-content/uploads/2015/04/Impact-of-Free-Reduced-Lunch-School-Composition-on-Student-Achievement-1.pdf?fbclid=IwAR2GGH9AqjrlzOz-SI0yReZJSLt5hhTZOqMFasH2nRxxe5AeULLOj7W4R4>.

⁵⁴ Johnson, *supra*; Hanover Research, *supra*; Reber, S. (June 2007). School Desegregation and Educational Attainment for Blacks [working paper], retrieved at <https://www.nber.org/papers/w13193>

⁵⁵ Superintendent Presentation to the BOE on Aug. 22, 2019.

⁵⁶ Best High Schools Rankings: River Hill High School, retrieved at <https://www.usnews.com/education/best-high-schools/maryland/districts/howard-county-public-schools/river-hill-high-9131>.

⁵⁷ Best High Schools Rankings: Wilde Lake High School, retrieved at <https://www.usnews.com/education/best-high-schools/maryland/districts/howard-county-public-schools/wilde-lake-high-9130>.

⁵⁸ Kahlenberg, R. et al (2017). Socioeconomic Integration from an Equity Perspective, retrieved at <https://files.eric.ed.gov/fulltext/ED585403.pdf>.

⁵⁹ Clotfelter, C.T. (August 1999). "Are White Still 'Fleeing'? Racial Patterns and Enrollment Shifts in Urban Public Schools, 1987-1996, retrieved at <https://www.nber.org/papers/w7290>; Rossell, C.H., Applied Social Science Research: What Does It Say About the Effectiveness of School Desegregation Plans?, 12 J. Legal Stud. 69, 81 (1983).

communities.⁶⁰ While Wake County ultimately failed to achieve an integration plan, La Crosse was ultimately successful after significant community turmoil. La Crosse, however, was limited to redistricting just two high schools, and, therefore, cannot be a guiding light for Howard County and its 12 high schools. Accordingly, the forced-busing approach proposed by the Superintendent's Plan stands to cause significant turmoil to our community. Equal dignity for all Howard County students demands that the BOE take meaningful steps to limit this downside. Further, based on the community opposition we have seen from Polygon 1200 and other neighboring or nearby polygons to the Superintendent's Plan, it is a safe assumption that forced busing to achieve socioeconomic balancing will cause significant community and political unrest in Howard County.

Choice-based FARM balancing will yield the optimal results while limiting downside risk and supports keeping Polygon 1200 at RHHS.

Choice-based FARM integration, a more measured approach, gives the FARM students of Howard County the best path to achieving the positive benefits with limited downside. Including FARM students in more affluent communities on a choice basis, without busing children away from those communities, has been shown to achieve the positive results of socioeconomic integration without the downside.⁶¹ More specifically, the Cambridge Public School Board of Education found⁶² that choice:

- Promotes academic excellence in all schools;
- Does not limit parents to their neighborhood school, and provides parents with the ability to seek out a location, structure, schedule, and teaching approach that fits with the needs of their students;
- Eliminates the need to redraw boundaries due to changes in housing and demographic patterns;
- Offers parents and students an assurance that if they move to another residence, they will not need to switch schools; and
- Allows the district to monitor class size at each building.

Since its adoption of the "controlled choice" plan, Cambridge has achieved significant improvement in racial balance (84% of students attending racially-balanced schools as of the 2011-2012 school year, an increase from 66%), and strong student achievement (including 90.5% and 88.7% graduation rates for Black or African American students and Hispanic students, respectively).⁶³ Moreover, Cambridge has seen an increased enrollment in public schools from the private school population,⁶⁴ negating the risk of affluent families moving away. Numerous other case studies support the approach taken with Cambridge and show a smooth path to positive socioeconomic integration with little political turmoil through choice-based integration.⁶⁵ Additionally, one study done in Montgomery County, Maryland, illustrates that

⁶⁰ Hanover Research, *supra*.

⁶¹ *Id.*

⁶² *Id.*

⁶³ Learned-Miller, C. (Oct. 14, 2016). Cambridge Public Schools: Pioneers of Equitable Choice, retrieved at <https://tcf.org/content/report/cambridge-public-schools/?agreed=1>.

⁶⁴ *Id.*

⁶⁵ Kahlenberg, R.D. (Oct. 14, 2016). School Integration in Practice: Lessons from Nine Districts, retrieved at <https://tcf.org/content/report/school-integration-practice-lessons-nine-districts/>.

success generated from socioeconomic integration is achieved through placing FARM students in stable and well-performing communities.⁶⁶ The foregoing clearly demonstrates that the best socioeconomic balancing results are achieved by FARM students from high percentage FARM school districts joining strong intact schools and communities with lower FARM percentages, such as RHHS, and not by breaking up communities to give the appearance of balancing on the surface. Accordingly, the desired results of socioeconomic integration start with keeping communities whole and, therefore, keeping Polygon 1200 at RHHS.

Given the benefits of socioeconomic integration through a choice-based model without the downside impact of forced busing, we ask that the BOE reject the Superintendent's Plan, and re-review boundary area adjustments with a more measured approach. Recognizing the benefit of integrating FARM students, we welcome such students into our community and at RHHS with open arms.

A review of Policy 6010 shows that the Superintendent's Plan does more harm than good, and the BOE should make clear its approach to school attendance area adjustments in order to rebuild community trust.

As a review of Policy 6010 demonstrates, the Superintendent's Plan largely fails to achieve its goals and creates significant negative effects to the students of Howard County; it is this net effect that vitiates the community's trust in the Superintendent. The Superintendent claims that trust, as well as equity, are two of the four overriding themes of the boundary review process.⁶⁷ Trust is earned and maintained through an open process that is based on clear goals. Policy 6010 clearly sets forth the factors to be considered in school attendance area adjustments. As shown in this letter and as indicated by the Superintendent, the Superintendent's Plan is driven by so-called equity to FARM students. According to Policy 6010, this equity is but one subfactor among 14 other subfactors; each subfactor is only to be considered "[w]here reasonable."⁶⁸ First, this approach is an effective rewrite of Policy 6010 without going through the public and transparent process of amending Policy 6010 in line with Policy 2020—Development and Adoption. There cannot be trust from the community without transparency. Second, the focus on FARM balancing as done in the Superintendent's Plan is anything but reasonable given the numerous and significant negative impacts that are created and the failure to achieve a meaningful FARM balance. There cannot be trust from the community without reasonableness. Lastly, the Superintendent's version of equity focuses on FARM students and not providing quality education and equal educational opportunities for all children.⁶⁹ There cannot be trust from the community without equal dignity for all children.

⁶⁶ Schwartz, *supra*. Note that in this case socioeconomic integration for the students studied was achieved through housing. We do not spend time discussing the positive benefits of socioeconomic integration through housing as it is outside of the BOE's purview. This study is nonetheless relevant because it shows the benefits of placing FARM students in a stable community. Further given the positive effects of community stability, it cannot be assumed that recreating communities through statistics can yield the same results.


⁶⁷ Boundary Review Overview Transcript, available at <https://www.hcpss.org/videos/boundary-review-overview/>.

⁶⁸ BOE Policy 6010(IV)(B).

⁶⁹ BOE Policy 2000 (IV)(B)(2)(e).

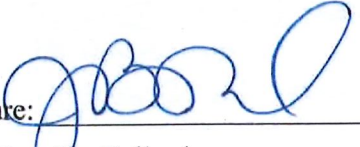
We ask that the BOE reject the Superintendent's Plan, restore the trust of the community, take a reasonable and measured approach in the boundary review process in line with the stated BOE Policies, and maintain equal dignity for all Howard County students.

Signed by the following residents of Polygon 1200:

Signature: 

Name: Ryan Pollard

Street: Twelve Hills Rd.

Signature: 

Name: Jennifer Pollard

Street: Twelve Hills Rd.

[Additional Signatures Follow]

Signature: [Signature]
Name: Ruy Garcia-Zamor
Linden Church Rd.
Street: Clarksville, MD 21029

Signature: [Signature]
Name: Sandra S. August
Street: Linden Church

Signature: [Signature]
Name: Diane Levy
Twelve Trees Ct.
Street: Clarksville, MD 21029

Signature: [Signature]
Name: Barry August
Street: Linden Church

Signature: [Signature]
Name: Michelle Reuster
LINDEN CHURCH RD
Street: CLARKSVILLE, MD 21029

Signature: [Signature]
Name: DEBBIE MCHALE
TWELVE HILLS RD
Street: CLARKSVILLE MD 21029

Signature: [Signature]
Name: Lifeng Pu
Twelve Hills Rd
Street: Clarksville, MD 21029

Signature: [Signature]
Name: PAT MCHALE
TWELVE HILLS RD
Street: CLARKSVILLE, MD 21029

Signature: [Signature]
Name: WenJie Bai
Street: Twelve Hills Rd
Clarksville, MD 21029

Signature: [Signature]
Name: Jolene Williams
Street: Greenberry Lane
Clarksville, MD 21029

Signature: Melissa Lala

Name: Melissa Lala

Street: Twelve Trees Ct.

Signature: [Signature]

Name: Bohne Silber

Street: Twelve Hills Rd.

Signature: Jennifer Johnson

Name: [Signature]

Street: Twelve Trees Ct.

Signature: [Signature]

Name: Glen M. Silber

Street: Twelve Hills Rd.

Signature: Denise L. Marcotte

Name: Denise L. Marcotte

Street: Linden Church Rd.

Signature: JN Patel

Name: Jigish Patel

Street: Twelve Hills Rd.

Signature: Frank J. Marcotte

Name: Frank J. Marcotte

Street: Linden Church Rd.

Signature: Thach Tran

Name: Thach Tran

Street: Twelve Hills Rd.

Signature: Naina Patel by Patel

Name: Naina PATEL

Street: Twelve Hills Rd

Signature: Bichloan Nguyen

Name: Bichloan Nguyen

Street: Twelve Hills Rd.

Signature: E. J. Chapin
Name: Edward J. Chapin
Street: Linden Church

Signature: Anne Marcotte
Name: ANNE MARCOTTE
Street: LINDEN CHURCH

Signature: Thu Nguyen
Name: Thu Nguyen
Street: Linden Church Rd.

Signature: Tishna Dhalwal
Name: Tishna Dhalwal
Street: Twelve Oaks Ct.

Signature: Tim Drayson
Name: Tim Drayson
Street: 12 OAKS CT

Signature: David E. Barlow
Name: DAVID E BARLOW
Street: 12 OAKS CT

Signature: Kathryn Radmer
Name: Kathryn Radmer
Street: Twelve Oaks Ct

Signature: Richard Radmer
Name: RICHARD RADMER
Street: TWELVE OAKS CT

Signature: Sharon Aehrlein
Name: Sharon Aehrlein
Street: 12 Oaks Ct

Signature: Emmanuel Agorwedo
Name: Emmanuel Agorwedo
Street: Altogether Way

Signature: [Handwritten Signature]

Name: Kristi Sawicki

Street: Northern Bell Way

Signature: [Handwritten Signature]

Name: Edward Sawicki

Street: Northern Bell Way

Signature: [Handwritten Signature]

Name: Cecilia Paek

Street: Catherine Close Rd.

Signature: [Handwritten Signature]

Name: MARK LEE

Street: CATHERINE CLOSE

Signature: [Handwritten Signature]

Name: DAVID KIM

Street: NORTHERN BELL WAY

Signature: [Handwritten Signature]

Name: JULIA KIM

Street: Northern Bell Way

Signature: [Handwritten Signature]

Name: Mark Mishra

Street: Northern Bell Way

Signature: [Handwritten Signature]

Name: DEEPIKA SHUKLA

Street: NORTHERN BELL WAY

Signature: [Handwritten Signature]

Name: Jonathan T. Weiner

Street: Altogether Way

Signature: [Handwritten Signature]

Name: Kate Benjamin

Street: Altogether Way

Signature: [Signature]

Name: Vivica Williams

Street: Greenberry Lane

Signature: [Signature]

Name: Burnsley Williams

Street: Greenberry Lane

Signature: [Signature]

Name: ERIC Lapinski

Street: Greenberry Lane

Signature: [Signature]

Name: Carol Myers

Street: Greenberry Ln. 21029

Signature: [Signature]

Name: Sherry Slade

Street: Northern Bell Way Clarksville MD 21029

Signature: [Signature]

Name: MICHAEL EUSACK GREENBERRY, MD

Street: CLARKSVILLE, MD 21029

Signature: [Signature]

Name: William Slad

Street: Northern Bell Way Clarksville MD 21029

Signature: [Signature]

Name: Elin Bahen

Street: Greenberry Lane Clarksville, MD 21029

Signature: [Signature]

Name: Robert B. Williams

Street: Greenberry Clarksville 21029

Signature: [Signature]

Name: Jeffrey Bahen

Street: Greenberry Ln Clarksville, MD 21029

Signature: Joe A. Levy

Name: Joe A. Levy

Street: Twelve Trees Ct.

Signature: Chris Lee

Name: Chris Lee

Street: Twelve Trees Ct

Signature: Kevin McLaughlin

Name: Kevin McLaughlin

Street: Twelve Trees Ct

Signature: Jennifer Rodell

Name: Jennifer Rodell

Street: Twelve Hills Rd.

Signature: Penny McLaughlin

Name: Penny McLaughlin

Street: Twelve Trees Ct

Signature: Matthew Rodell

Name: Matthew Rodell

Street: Twelve Hills Rd.

Signature: Kevin McLaughlin

Name: Kevin McLaughlin

Street: Twelve Trees Ct

Signature: Robert Flack

Name: Robert Flack

Street: Linden Church Rd.

Signature: Justin Rosenberg

Name: Justin Rosenberg

Street: Twelve Trees Ct.

Signature: Nora Flack

Name: Nora Flack

Street: Linden Church Road

Signature: [Signature]

Name: Brandy Naecker

Street: Linden Church Rd
Clarksville MD 21029

Signature: [Signature]

Name: Rachel Skolnick

Street: Red Maple Way

Signature: [Signature]

Name: Aaron Skolnick

Street: Red Maple Way

Signature: [Signature]

Name: James Reuster

Street: Linden Church Rd
Clarksville MD 21029

Signature: [Signature]

Name: NINA STEDMAN

Street: Twelve Oaks Ct.
Clarksville, MD 21029

Signature: [Signature]

Name: C. Douglas White

Street: Linden Church Rd
Clarksville, MD 21029

Signature: [Signature]

Name: Carol S. White

Street: Linden Church Rd.
Clarksville, MD 21029

Signature: [Signature]

Name: Ramanbir Dhaliwal

Street: Twelve Oaks Ct.
Clarksville, MD 21029

Signature: [Signature]

Name: KHEZIR AHMED

Street: LINDEN CHURCH RD, CLARKSVILLE MD
21029

Signature: [Signature]

Name: Edward Lee

Street: Northern Bell Way
Clarksville MD 21029

Signature: Lynn W. Trench

Name: Lynn W. Trench

Street: Linden Church Rd

Signature: _____

Name: _____

Street: _____

Signature: Anna Trench

Name: Kamela Trench

Street: Linden Church Road

Signature: DOP

Name: DAMIAN DOUAND

Street: Greenberry Road

Signature: Joanna Benedict

Name: Joanna Benedict

Street: Red Maple Way

Signature: Garet E. Pearson

Name: GARET E. Pearson

Street: Catherine Close Rd

Signature: Robert Williams

Name: Robert Williams

Street: Greenberry la.

Signature: Jason Hefferzinger

Name: Jason Hefferzinger

Street: Chapel Chase Dr

Signature: Douglas Freeland

Name: DOUGLAS FREESLAND

Street: 12 HILLS RD

Signature: Zohreh Freeland

Name: Zohreh Freeland

Street: 12 HILLS RD

Signature: Kelly Dive

Name: Kelly Dive

Street: Bee Frances Way

Signature: [Signature]

Name: GEORGE L. DIVE

Street: BEE FRANCES WAY

Signature: [Signature]

Name: SAJID ARAIN

Street: NORTHERN BELL WAY

Signature: [Signature]

Name: NAUSHEEN ARAIN

Street: NORTHERN BELL WAY

Signature: [Signature]

Name: Tejas Patel

Street: Northern Bell Way

Signature: [Signature]

Name: Khyati Gaudalia

Street: Northern Bell Way

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Name: DEHONG KONG

Street: Northern Bell Way

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Name: WENDY WANG

Street: Northern Bell Way

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Signature: Will Slade

Name: Will Slade, Sr.

Street: Greenberry Ln

Signature: Megan Preisinger

Name: Megan Preisinger

Street: Greenberg Ln 21029

Signature: Douglas G. Preisinger

Name: Douglas G. Preisinger

Street: Greenberry Lane

Signature: Zita Slade

Name: Zita Slade

Street: Greenberry Ln

Signature: Joanna Benedict

Name: Joanna Benedict

Street: Red Maple Way

Signature: Rachel Skolnick

Name: Rachel Skolnick

Street: Red Maple Way

Signature: Jonathon L. Murrell

Name: Jonathon L. Murrell

Street: Altogether Way 21029

Signature: Sylvie Murrell

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Signature: [Signature]

Name: Jeffrey S. Gesell

Street: Chapel Chase

Signature: [Signature]

Name: Kadie Derby

Street: Chapel Chase Dr.

Signature: [Signature]

Name: Crystal Jenkins

Street: Chapel Chase Dr

Signature: [Signature]

Name: MATTHEW DERBY

Street: CHAPEL CHASE DR

Signature: [Signature]

Name: Erkan Hassan

Street: Chapel Chase Dr

Signature: [Signature]

Name: CHRISTOPHER Geseell

Street: Chapel Chase Dr

Signature: [Signature]

Name: Cynthia Sambataro

Street: Chapel Chase Dr

Signature: [Signature]

Name: Alan Weiner

Street: Twelve H.M Rd

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Name: Eugene A. Sambataro

Street: Chapel Chase DR

Signature: _____

Name: _____

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Signature: [Signature]

Name: FRANCIS BURNS

Street: CATHERINE CLOSE RD

Signature: [Signature]

Name: Stephanie Burns

Street: Catherine Close Rd

Signature: [Signature]

Name: Kathy Kaberle

Street: Linden Church

Signature: [Signature]

Name: Jim Kaberle

Street: Linden Church

Signature: [Signature]

Name: Anna Fink

Street: Linden Church Rd

Signature: [Signature]

Name: Harry Fink

Street: Linden Church Rd

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Name: Michael J. Mantua

Street: Twelve Trees Ct

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Name: Cathy L. Mantua

Street: Twelve Trees Ct

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Signature: Cindy Prengler

Name: CINDY PRENGLER

Street: TWELVE HILLS RD

Signature: Denise Bowman

Name: Denise Bowman

Street: Twelve Hills Rd

Signature: Andrew Hlasko

Name: Andrew Hlasko

Street: Red Maple Way

Signature: Blandyna Hlasko

Name: BLANDYNA HLASKO

Street: Red Maple Way

Signature: Jeffrey Rogers

Name: JEFFREY ROGERS

Street: CHAPEL CHASE DR

Signature: Kathleen Rogers

Name: KATHLEEN ROGERS

Street: CHAPEL CHASE DR

Signature: A. Emadi

Name: ASHKAN EMADI

Street: Red Maple way

Signature: Leili Parsa

Name: Leili Parsa

Street: Red maple way

Signature: Mina Agomedo

Name: Mina Agomedo

Street: Altogether Way

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Signature: [Signature]
Name: Brandy Naecker

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Clarksville MD 21029

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Signature: [Signature]

Name: Ramankir Dhaliwal

Street: Twelve Oaks Ct.
Clarksville, MD 21029

Signature: _____

Name: _____

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Signature: Lynne W. Trench

Name: Lynne W. Trench

Street: Linden Church Rd

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Signature: Anna Trench

Name: Randolph Trench

Street: Linden Church Road

Signature: _____

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Signature: Joanna Benedict

Name: Joanna Benedict

Street: Red Maple Way

Signature: _____

Name: _____

Street: _____

Signature: Robert Williams

Name: Robert Williams

Street: Greenberry Ln

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Signature: WJN
Name: Marius Julian Nefflin
Street: Linden Church Rd

Signature: mbromy
Name: Maggie A. Bromy
Street: Twelve Hills Rd.

Signature: MN
Name: MARCELA NEFLIU
Street: LINDEN CHURCH Rd.

Signature: SB
Name: Sally Bromy
Street: Twelve Hills Rd

Signature: TN
Name: TEO NEFLIU
Street: Linden Church Rd

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Name: Adam August
Street: Linden Church Rd.

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Signature: Mr M

Signature: _____

Name: BRUCE BRYANT

Name: _____

Street: Linden Church Rd.

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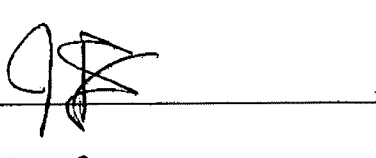
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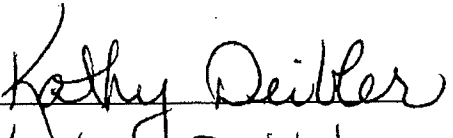
Name: Robert Zatkowski

Street: Chapel Chase Drive

Signature: 

Name: Jennifer Zatkowski

Street: Chapel Chase Dr

Signature: 

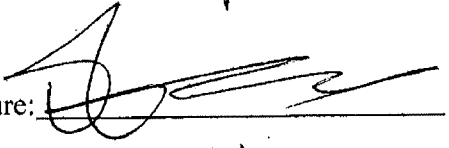
Name: Kathy Deibler

Street: Chapel Chase

Signature: 

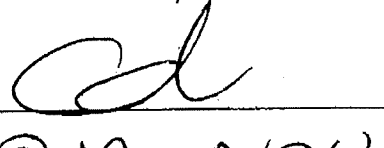
Name: Kenneth Deibler

Street: Chapel Drive

Signature: 

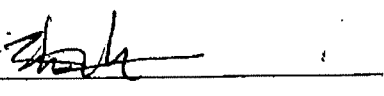
Name: Okika Ndu

Street: Chapel Chase Drive

Signature: 

Name: OWA NDU

Street: Chapel Chase Drive

Signature: 

Name: Shankar Kuppuswamy

Street: CHAPEL CHASE DR

Signature: _____

Name: _____

Street: _____

Signature: _____

Name: _____

Street: _____

Signature: _____

Name: _____

Street: _____

Attachment A

There are four Figures following this Attachment A. Each Figure utilizes a section of the Superintendent's proposed boundary area map and Polygon 1200 is outlined in red. A summary of the Figures is as follows:

- Figure 1 – Depicts the fastest route using highways from Polygon 1200 to WLHS. This route requires the students of Polygon 1200 to drive through three other school districts to get to WLHS, and requires a driving distance of 9.8 miles and an estimated bus time of over one hour.
- Figure 2 – Depicts the fastest route without using highways from Polygon 1200 to WLHS. This route requires the students of Polygon 1200 to drive directly in front of the entrance to RHHS, and requires a driving distance of 9.9 miles and an estimated bus time of over one hour.
- Figure 3 – Depicts the land island effect on Polygon 1200 under the Superintendent's Plan. Driving to neighboring Polygons 1183 or 2183, which are to the North of Polygon 1200 and slated to go to WLHS, using the fastest route requires using highways, and requires a driving distance of 7.7 miles and estimated drive time of 12 minutes. Driving to neighboring Polygon 3176, which is to the South East of Polygon 1200 and slated to go to WLHS, using the fastest route requires using highways, and requires a driving distance of 5.9 miles and estimated drive time of 11 minutes.
- Figure 4 – Depicts the land island effect on Polygon 1200 under the Superintendent's Plan. Driving to neighboring Polygons 208, 203, 202 and 200, which are to the West of Polygon 1200 and slated to go to GHS, requires using directly connecting roads, and requires driving distances and times of approximately 2.2 miles and 5 minutes, 1.1 miles and 3 minutes, 0.6 miles and 2 minutes, and 0.4 miles and 1 minute, respectively.

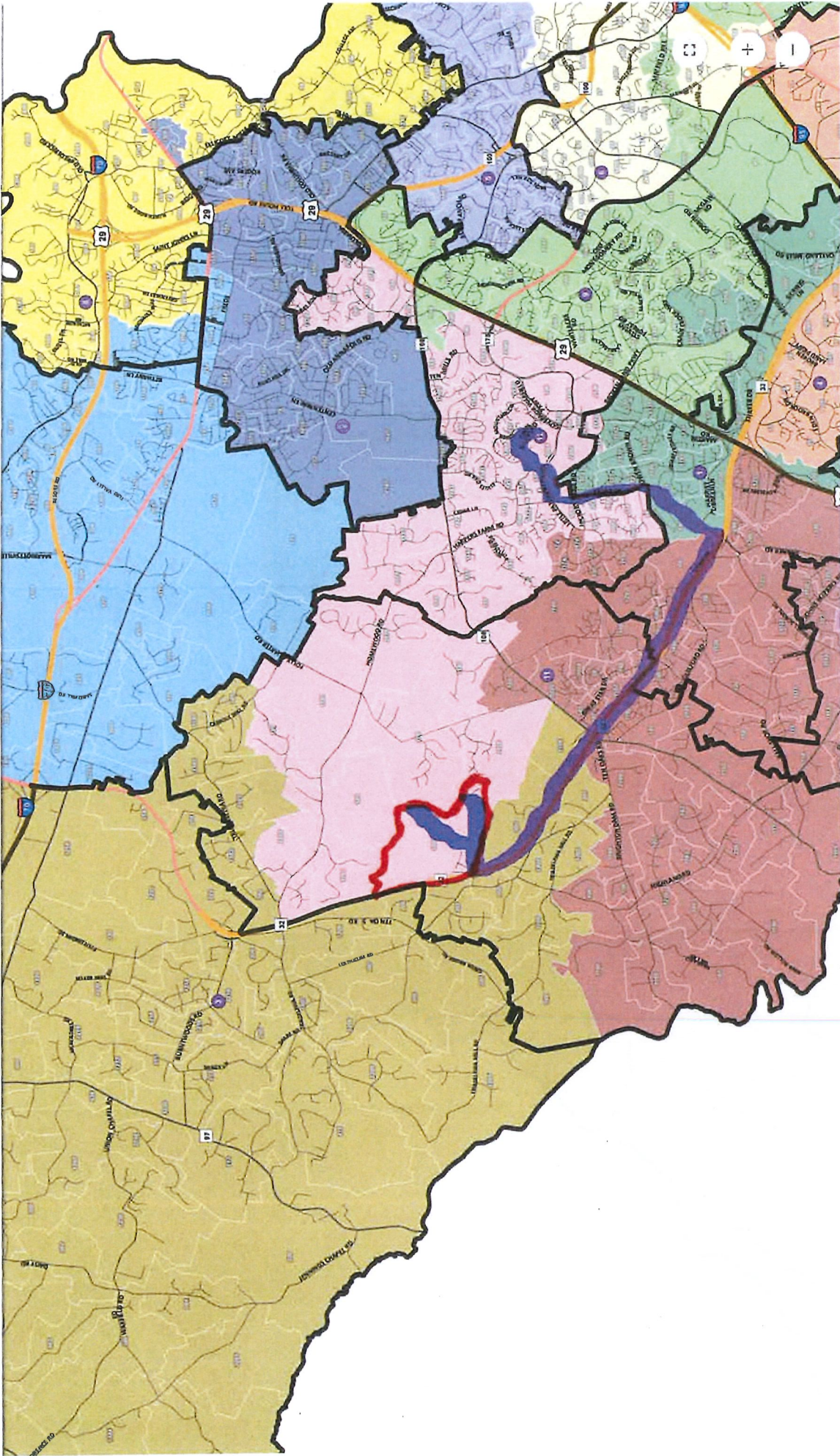


Figure 1

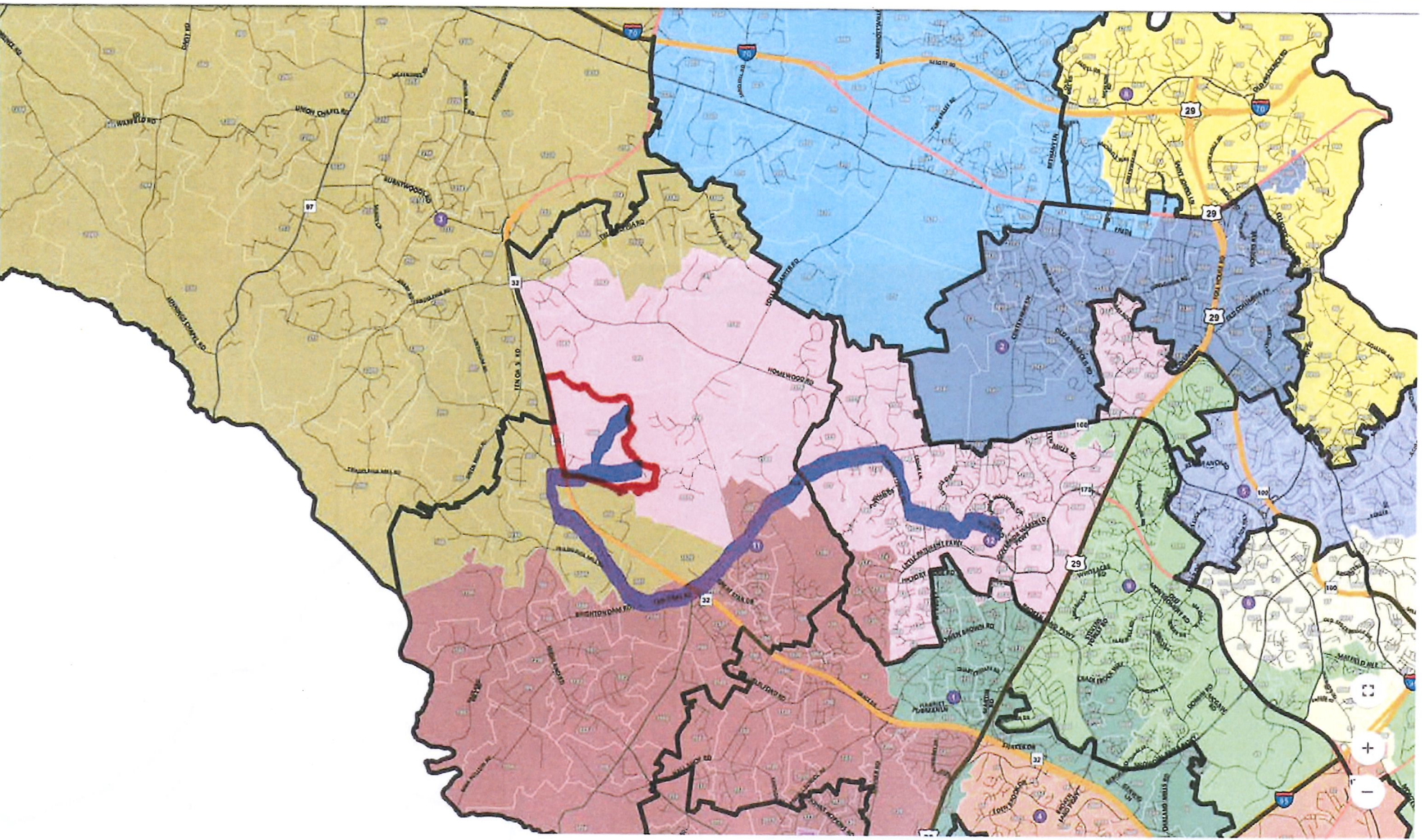


Figure 2

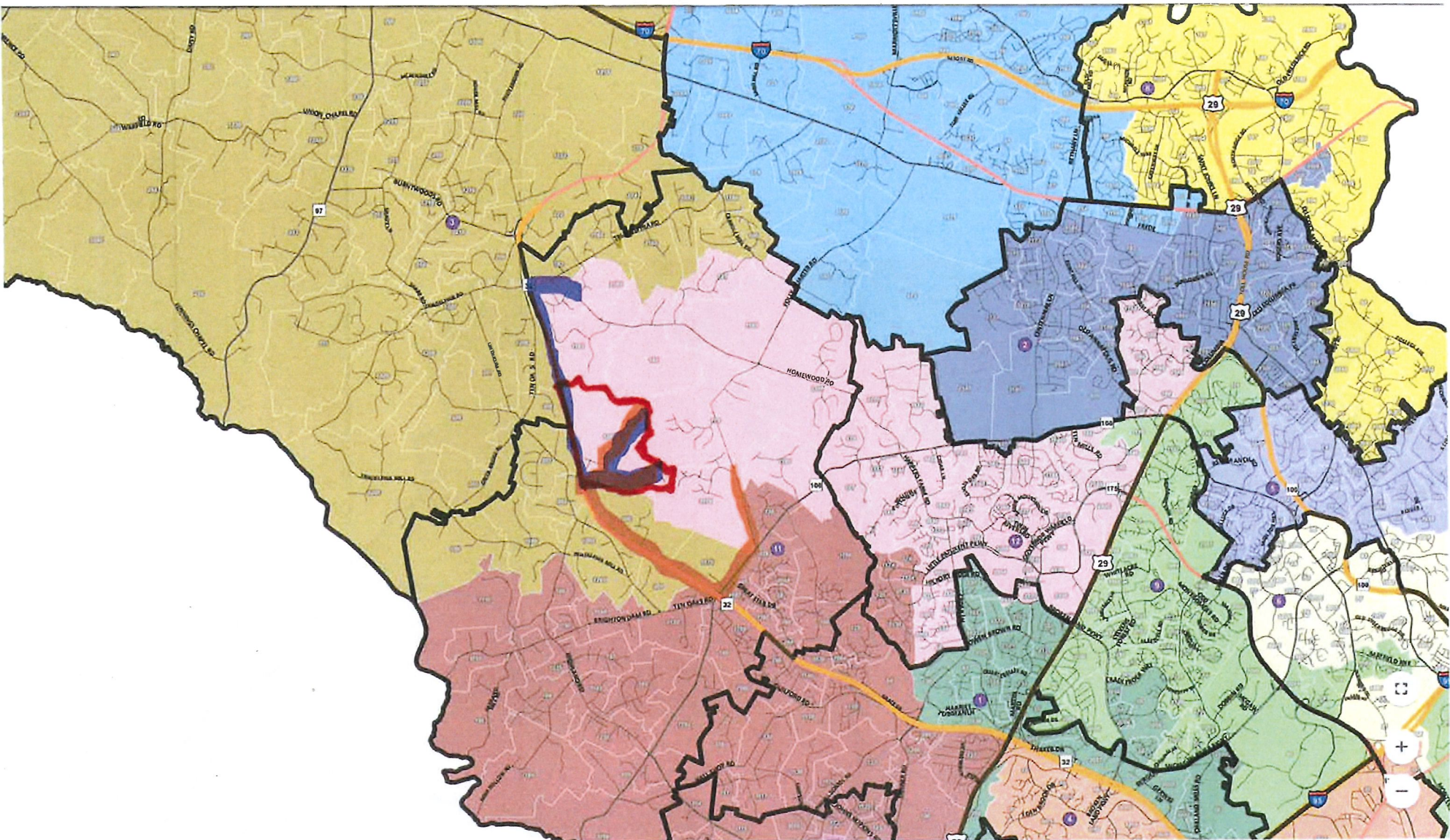


Figure 3

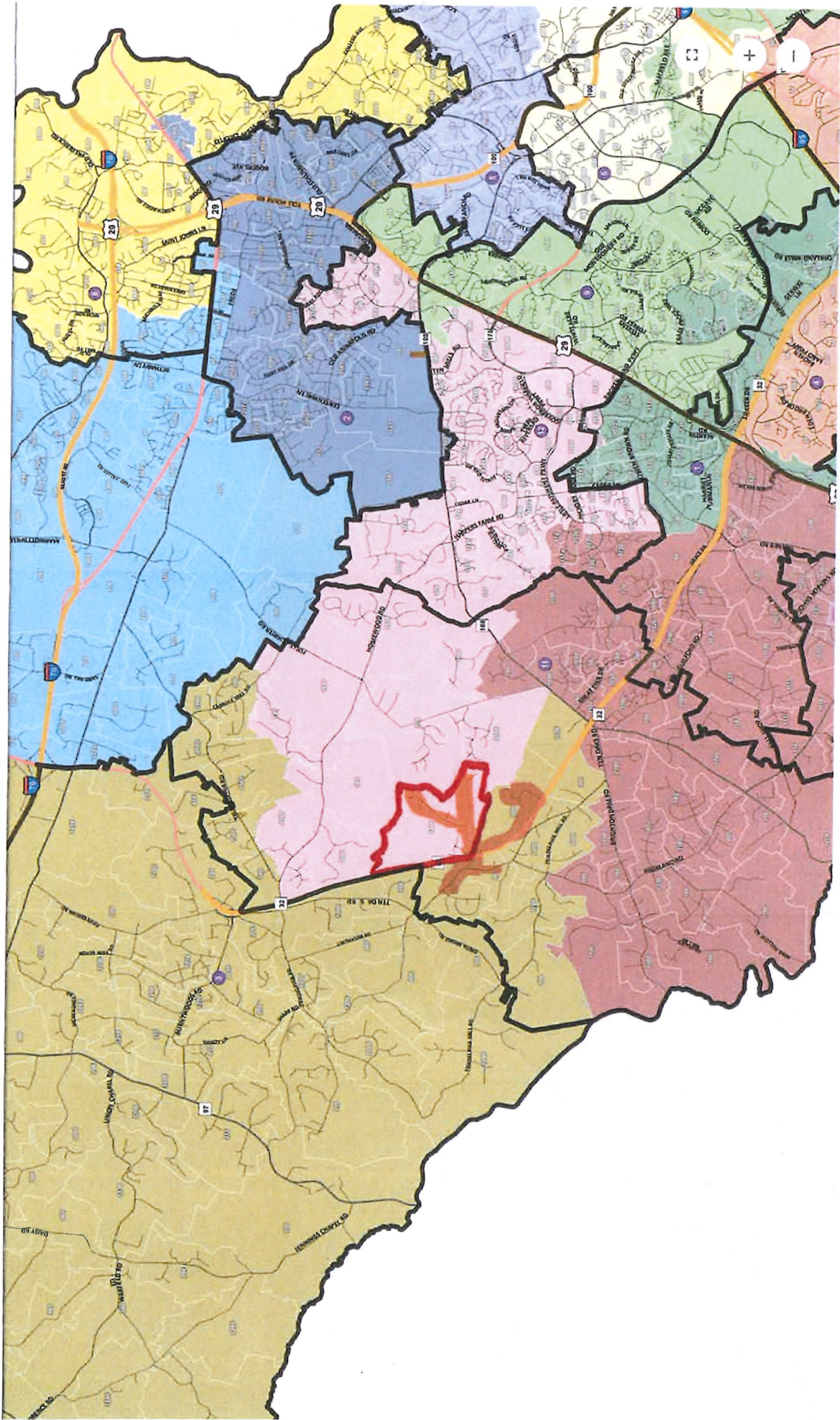


Figure 4