

Amendment 72 to Council Bill No. 28 -2023

BY: Deb Jung

Legislative Day 11

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Amendment No. 72

(This Amendment makes the following changes to HoCo by Design Chapters 8 and 11:

*Chapter 8: Public
School Facilities*

- *Removes all quotes;*
- *Amends the Adequate Public Facilities Ordinance (APFO) section by striking “most recently”, referencing when elementary regions surpasses 105% utilization as a criteria to postpone development, and deletes the last sentence relating to the effect of delayed development on HCPSS planning to increase school capacity;*
- *Amends the first paragraph of the Sources of Student Growth subsection by adding two factors for the Office of School Planning to estimate enrollment growth;*
- *Amends the second paragraph of the Sources of Student Growth subsection by changing from six to eight the total number of components used by the Office of Student Planning to estimate enrollment projections;*
- *Amends the fourth paragraph of the Sources of Student Growth subsection by adding that “Although HCPSS may be able to project the future demand for school capacity, only the County and State have the authority to raise revenues for future school construction.”;*
- *Deletes PS-1 Policy Statement Implementing Action 1 and renumbers Action 2 to Action 1;*
- *Amends the first sentence of the second paragraph of the Co-locating Facilities subsection by substituting “may” for “can”, deletes language relating to the redevelopment of Gateway, and adds language relating to the future redevelopment of Gateway concerning the evaluation of school capacity and providing requisite school facilities;*
- *Deletes school buildings from the consideration of adaptive reuse of real estate in PS-3 Policy Statement Implementing Action 1; and*
- *Deletes the seventh paragraph of the Accommodating Future School Needs section relating to the impact of recent amendments to APFO that resulted in a stricter School Capacity Test.*

*Chapter 11:
Implementation*

- *Deletes PS-1 Policy Statement Implementing Action 1 and renumbers Action 2 to Action 1; and*

- *Deletes school buildings from the consideration of adaptive reuse of real estate in PS-3 Policy Statement Implementing Action 1.)*

1 In the *HoCo By Design* General Plan, attached to this Act as Exhibit A, amend the following
2 pages as indicated in this Amendment:

- 3 • Chapter 8: Public School Facilities: 8, 10, 11, 12, 18, 25, 26, and 28; and
- 4 • Chapter 11: Implementation: 51 and 52.

5

6 Correct all page numbers, numbering, and formatting within this Act to accommodate this
7 amendment.

8

Overview of Howard County Public School System Planning

Introduction

School-age children in Howard County attend public schools in the Howard County Public School System (HCPSS). HCPSS is governed by an independently-elected Board of Education (BOE), which consists of eight members and works collaboratively with the County Executive and County Council to develop and adopt HCPSS' operating and capital budgets. Decisions concerning school capacity and utilization, class size, attendance areas, new school construction, and facility maintenance and design are the purview of HCPSS and the BOE.

In 2023, there were 78 schools in Howard County, including 42 elementary schools, 20 middle schools, 13 high schools, and three education centers. There were 57,676 students enrolled in HCPSS schools for the 2022-2023 school year. The Covid-19 pandemic has resulted in a decrease in student enrollment in recent years, but student population growth is expected to rise annually and is stressing many Howard County schools.

Capital Budget and Long-Range Planning

Tied to the County's capital budget cycle, school planning in Howard County is an annual process that begins with the HCPSS Feasibility Study. This document provides a comprehensive review of school boundary options focused on capacity utilization targets, presents student enrollment projections and trends, and state and local capacities for each school, and develops capital improvement program strategies. This study is prepared by HCPSS' Office of School Planning and presented to the BOE each June. The Feasibility Study informs the HCPSS capital budget for the following fiscal year by providing detailed information on how many students are projected to attend each school in the system and recent attendance area changes. The projection horizon is over a 10-year period. The Feasibility Study is also used as the basis for the following year's Adequate Public Facilities Ordinance (APFO) school capacity chart that is presented to the BOE and adopted by the County Council each July.



Adequate Public Facilities Ordinance (APFO)

Howard County has had an Adequate Public Facilities Ordinance (APFO) in place for decades. APFO was **most recently** amended in 2018 to impose stricter controls for pacing growth from new development in response to school utilization concerns. The adjusted APFO standards postpone new development in a particular school region if the local elementary schools surpass 105% utilization, **the elementary regions surpass 105% utilization**, the middle schools surpass 110% utilization, or the high schools surpass 115% utilization. New residential development is generally "on hold" in many areas of the County due to the APFO schools test, a point discussed further in the Managing Growth chapter. Development projects are retested each year after the County Council adopts a new school capacity chart, as provided by the BOE, and may be "on hold" or delayed for a maximum of four years. **This delay provides HCPSS time to plan for and increase capacity through new additions, new schools facilities, and/or redistricting.**

School Capacity Utilization

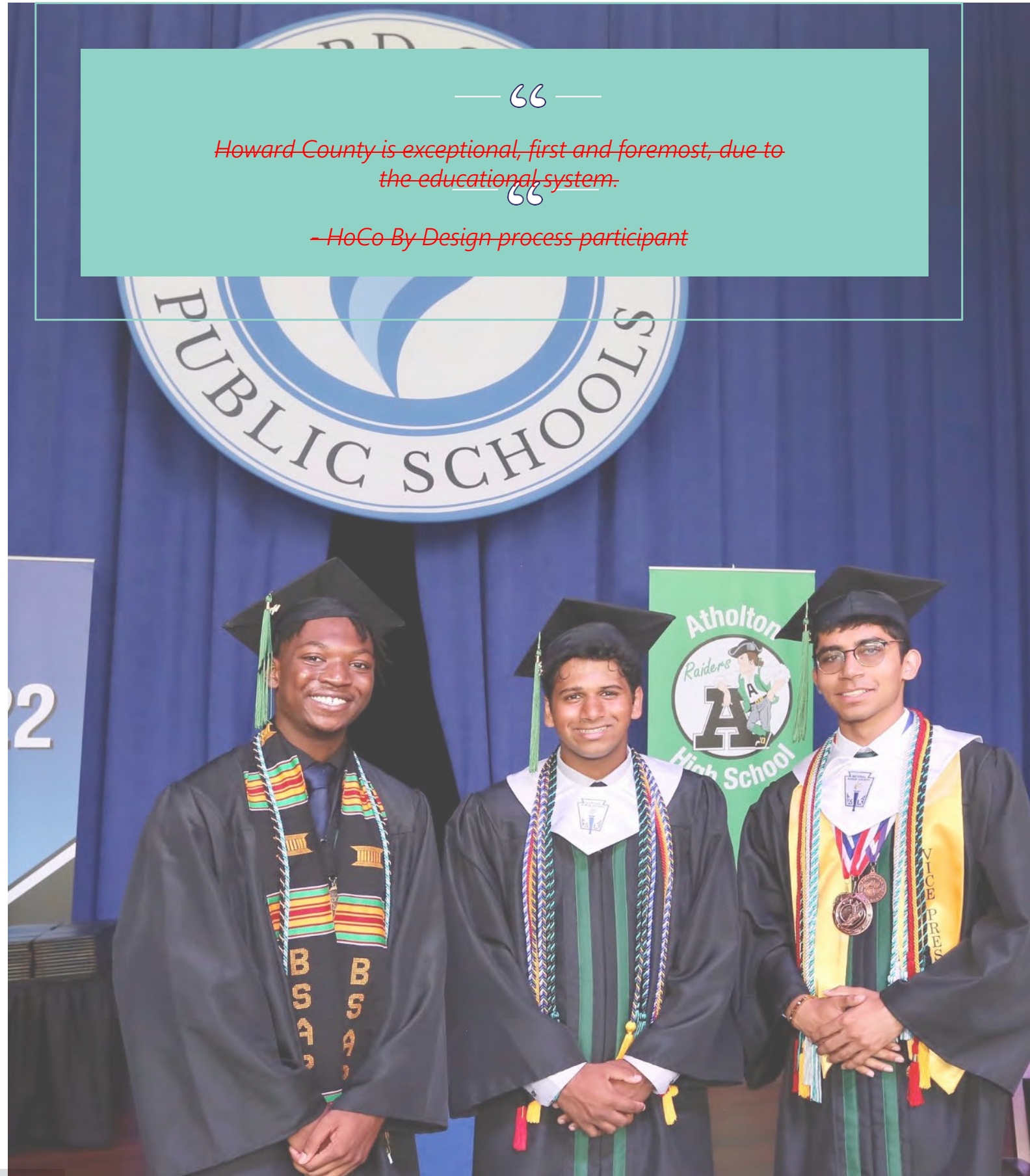
HCPSS measures school capacity utilization by weighing student populations against a specific school’s available space. The goal is to maintain a utilization rate between 90% and 100%. As per BOE policy, redistricting is considered if capacity utilizations are less than 90% or more than 110%. Capacity determinations for each school are revised periodically to reflect the realities of HCPSS’ changing use of buildings, priorities, and educational norms. The annual APFO school capacity chart adopted by the County Council is based on the capacity utilization calculations.

In 2019, the BOE took proactive steps to address HCPSS’ capacity issues by initiating a systemwide school boundary review, which revised the County’s school attendance areas. The goals of the attendance area revisions were to balance school capacity utilization, provide relief to schools most impacted by overcrowding, and address inequities in the distribution of students participating in the Free and Reduced Meal Program. More recently, in November 2022 the BOE adopted new school boundaries to accommodate the County’s newly built Guilford Park High School. As a result of the added capacity of the new high school and the recent boundary line adjustments, all high schools are projected to be under 110% capacity through 2030, with most of the 13 high schools projected to be around or below 100% capacity for the next 10 years.

For school year 2022-23, HCPSS elementary schools were utilized at close to 97% of capacity, with underutilized schools in the West balancing some of the high utilization rates at schools in the Central and Eastern areas. Middle schools were utilized at 98% and high school capacity utilization rates were over 105% countywide. This rate will be reduced with the opening of Guilford Park High School in 2023. The highest utilization for both middle and high school levels were in the Eastern and Northern schools. Table 8-1 shows these capacity utilization rates at each grade level. The capacities are from the June 2022 Feasibility Study. As discussed on page 17 of the Feasibility Study, the target capacity utilization range for schools is between 90 and 110%. Rates for each school are included in the study. A number of projects have been approved for funding or are planned in the BOE’s latest proposed FY24 capital budget that will add seats to increase capacity in the areas of high-capacity utilization. When it opens in the fall of 2023, Guilford Park High School will add 1,658 high school seats in an area of the County with three high schools utilized at over 110%. The Oakland Mills Middle and Dunloggin Middle School renovation and addition projects will add 428 middle school seats. A renovation and addition is planned for Oakland Mills High School to add 400 seats, with an expected completion date of 2029. Further, a 289-seat addition at Hammond High School will be opening in the fall of 2023. Additional renovation and addition projects are planned with 2030 through 2032 completion dates. All of these projects will help to alleviate school crowding in certain areas of the County, based on projected enrollment growth.

Table 8-1: HCPSS Official Capacity Utilization (2022)			
Level	Capacity	9/30/2022 Enrollments	Capacity Utilization
Elementary	25,457	24,575	96.5%
Middle	13,496	13,167	97.6%
High	17,206	18,362	106.7%
Total	56,159	56,104	99.9%

Source: Howard County Public School System, Office of School Planning



Enrollment Trends

Sources of Student Growth

To project future enrollment, the HCPSS Office of School Planning estimates enrollment growth based on the following factors: 1) the prior year official enrollment; 2) pre-K move ins; 3) the number of births in Howard County; 4) the five-year history of cohort survival (the ratio of students moving from one grade to the next in the same school); 5) first-time sales of newly-constructed homes; 6) resales of existing homes; 7) apartment turnover; and 8) out-of-district enrollment at regional programs. Each data point is analyzed for each school attendance area based on specific methodologies for each factor.

DPZ provides new housing unit projections to the Office of School Planning each December for use in their enrollment projections and Feasibility Study. The housing unit projections are one of the six eight components outlined above used by the Office of School Planning for their student enrollment projection estimates. The housing unit projections include all recently approved plans not yet constructed, plans currently under review, and future development potential based on zoning capacity for each parcel. The housing unit projections provide a detailed account of when and how much housing may be built in a particular school district up to 20 years in advance. The immediate year projections, based on subdivision and site plans, are more precise indicators of near-term housing unit growth, whereas the out years provide an indication of new unit potential based on zoning capacity. The targeted activity center locations in HoCo By Design will strengthen the outer year projections by providing HCPSS a clear indication of where to expect future growth once zoning consistent with HoCo By Design is in place. Continued coordination between the County and HCPSS is essential to ensure that school capacity projects are planned in activity center areas identified for transformation on the Future Land Use Map (FLUM).

It is important to note that while new development may impact a crowded school, a significant impact to enrollment each year also comes from turnover of existing housing. This is housing that adds new students to the system upon resale of owner-occupied homes or apartment turnover. For example, an older home occupied by “empty nesters” may not have had school children living there for many years. Upon resale, however, a younger family with school children may move in.



Additionally, as mentioned above, the County provides HCPSS data on new development in the pipeline annually. On average, it takes three years for a project to reach occupancy stage and generate students. Therefore, HCPSS knows the impacts on a particular school or region at least three years in advance or more, if the schools are closed and the project is postponed due to APFO. Although HCPSS may be able to project the future demand for school capacity, only the County and State have the authority to raise revenues for future school construction. While APFO can manage enrollment growth from new development by delaying the construction of new units, it does not control student generation from housing turnover that occurs naturally over time.

Tables 8-2 and 8-3 show projected enrollment growth due to new construction, apartment turnover, and resales by school level for the last two years. When comparing these three factors, new construction was projected to account for 17.0% of new student growth in 2021 and 17.5% in 2022. There is also turnover in apartment units, often with younger families moving into larger townhomes or single-family homes as the children age. New students from resales and apartment turnover were projected to account for 83.0% and 82.5% of student growth in 2021 and 2022, respectively, when compared against growth from new home construction. Historical student yield rates from these three housing factors are used to project the future enrollment impact of these factors for each school.

Other factors that impact changes in enrollments include birth rates, cohort survival, and enrollment at regional programs. The HCPSS enrollment projection model includes these additional factors when determining future enrollment estimates.

Table 8-2: HCPSS Student Growth: New Construction vs. Resales of Existing Units & Apartment Turnover (2021)

Level	Apartment Turnover	Resales	New Construction	Total
Elementary	617	689	188	
Middle	(30)	175	81	
High	(10)	97	46	
Total	577	961	315	1,853
Percent	31.1%	51.9%	17.0%	

Source: Howard County Public School System, Office of School Planning

Table 8-3: HCPSS Student Growth: New Construction vs. Resales of Existing Units & Apartment Turnover (2022)

Level	Apartment Turnover	Resales	New Construction	Total
Elementary	587	759	212	
Middle	(70)	193	83	
High	40	144	56	
Total	557	1,096	351	2,004
Percent	27.8%	54.7%	17.5%	

Source: Howard County Public School System, Office of School Planning

Implementation of the Blueprint for Maryland's Future

Another future trend to consider is the implementation of the statewide Blueprint for Maryland's Future (Blueprint)—a set of policies and dedicated funding that is intended to transform Maryland's early childhood, elementary, and secondary school system to the level of high-performing school systems around the world. Blueprint is based on the recommendations of the Commission on Innovation and Excellence in Education. The Commission made policy recommendations to the Maryland General Assembly (MGA) and thereafter the MGA passed legislation annually from 2018 through 2021.

The General Assembly established priorities and funding provisions, including dedicated funding to support the Blueprint's implementation. Overall, the State of Maryland will invest an additional \$3.9 billion (45% increase) in Maryland's public schools by FY 2034 to assist local governments with implementing Blueprint. Additionally, local governments will also need to increase their investments to meet Blueprint goals. However, investment levels will vary by jurisdiction depending on historical spending levels.

Blueprint policies are grouped in five pillars: 1) Early Childhood Education; 2) High-Quality and Diverse Teachers and Leaders; 3) College and Career Readiness; 4) More Resources for Students to be Successful; and 5) Governance and Accountability. Policies advancing each pillar are phased in over time, with the goal of strengthening the entire educational system through improved student performance. Additional resources will be directed to students who need them the most to close achievement gaps and expand student opportunities.

Implementation of the Blueprint will occur over 10 years and will have both operating and capital budget impacts. Operationally, it is not intended to create an unfunded state mandate but rather to help local school systems refocus and reprioritize programs. Future cost estimates indicate that funding for Blueprint implementation will not exceed net local costs or typical annual growth rates. According to the State Department of Legislative Services, Howard County is one of nine counties that has consistently funded local schools above the required annual Maintenance of Effort (MOE) levels and is not expected to incur any additional local costs beyond historical trends to meet Blueprint mandates since "projected appropriations under current practices exceed the amount required under the Blueprint legislation."



The State's legislative analysis also indicates that Blueprint implementation, when coupled with the significant increases of nearly \$4 billion in state aid to school systems over the next 10 years, is intended to help local school systems enhance and reprioritize programs to enrich student experiences and accelerate improved student outcomes.

Given the County's historic high levels of spending, which are significantly above the MOE, and given additional state funding available, local fiscal impacts are not expected to exceed annual budgetary growth rates. The FY 24 Spending Affordability Advisory Committee reviewed these assumptions as part of their thorough review of the HoCo By Design fiscal analysis and found that "the final fiscal impact analysis is sound in methodology and presents reasonable conclusions."

Implementation of the prekindergarten requirement under Pillar 1 (Early Childhood Education) will require additional capacity beyond what can be accommodated in existing school buildings. However, the Blueprint allows for private academic institutions that meet prescribed quality standards to receive state funding for prekindergarten programs. This will help defray capital and programming costs and reduce the public share of capacity needed to provide voluntary full-day prekindergarten services. HCPSS is in early planning stages and has been exploring a variety of strategies, including converting half-day classrooms to full-day, construction of regional early childhood centers, additions to existing elementary schools, and/or leasing commercial space. Guidance regarding implementation is still evolving, and further study and planning will be necessary. Alternative strategies could include additions to elementary schools, renting or leasing commercial space, or other space solutions.

The Schools SAG discussions emphasized the need for school facilities, particularly to support regional early childhood programs required by the Blueprint. They acknowledged that the availability of large parcels suitable to school site requirements is extremely limited and recommended a more proactive approach to property identification, evaluation, and acquisition of sites for public use. Strategies they discussed included, a right of first refusal to purchase properties in certain geographies and partnering with the private sector to acquire and amass small parcels into sites large enough for school use.

PS-1 Policy Statement

The County, Howard County Public School System (HCPSS), and private sector should work collaboratively to identify school sites that meet the needs of the student population and anticipate future growth patterns.

Implementing Actions

1. ~~Examine alternatives to the Adequate Public Facilities Ordinance waiting periods whereby a development proposal offsets the potential impact to zoned schools through an additional voluntary mitigation payment.~~
2. 1. Ensure coordination of HoCo By Design and the HCPSS capital planning so that school capacity projects are planned in activity center areas identified for transformation on the Future Land Use Map.

Regulatory Process

The County's Subdivision and Land Development Regulations allow for land in a subdivision or building development to be reserved for public facilities, such as schools, if it is not being used as open space. The SAG explored this process as a tool to increasing the Land Bank. The SAG's discussions revealed that the regulations are not aligned well to current development patterns, HCPSS facilities and budget planning timelines, and the County's development review process. The SAG concluded that the reservation process should be evaluated, and regulation changes recommended to increase use of this tool. Further, these regulations were recently expanded to allow for reservation of buildings. If properly timed, such building reservations could allow HCPSS to purchase available properties in the near term with leaseback options to tenants to hold land or buildings for future school needs. Activity center redevelopment and Route 1 redevelopment provide excellent opportunities to exercise building reservations, especially in areas where existing commercial is struggling.

Finally, HCPSS staff have reported challenges with regulations, such as setback, height limits, and other bulk regulations, that limit the developable footprint for buildings, athletic fields, and other site amenities. The Zoning Regulations should be updated to allow for administrative approval of variances to bulk regulations as they relate to school facility development.

Co-locating Facilities

In the face of dwindling land supply, opportunities to co-locate school facilities with other public amenities, like libraries, park and recreational facilities, community centers, affordable housing, police or fire stations, and athletic fields, allow for optimal use of limited greenfield space and leverage additional funding opportunities. As Blueprint implementation is evaluated, government and commercial centers should be considered to house mandatory prekindergarten programs that are conveniently located, accessible, and/or create opportunities to provide wrap-around services to families and students. These options should be considered during the capital planning process and coordinated with HCPSS to ensure educational programming standards are maintained.

Finally, educational facilities ~~can~~ may be integrated into mixed-use activity centers and can serve nearby residences through safe convenient pedestrian connections. ~~Specifically, redevelopment of Gateway into a Regional Activity Center must thoroughly evaluate impacts to school capacity and ensure that the requisite number of schools are integrated and appropriately phased into the redevelopment program. Future redevelopment of Gateway into a Regional Activity Center must include a thorough evaluation of school capacity, and any deficiencies created through its redevelopment must be mitigated by providing requisite school facilities.~~ A public-private partnership model may be considered as part of an innovation district design.



PS-3 Policy Statement

The County and Howard County Public School System (HCPSS) should collaborate on future school siting and develop tools that provide the flexibility needed to allow for alternative school designs, flexible site requirements, and adaptive reuse of underutilized properties.

Implementing Actions

1. Consider adaptive reuse of commercial real estate for ~~school buildings or~~ HCPSS office space.
2. Consider leasing space for early childhood or other HCPSS programming.
3. Evaluate integrating public prekindergarten into government and commercial centers that encourage convenience for working parents, increase access to communities, and/or create opportunities to provide wrap-around services to families and students.
4. Evaluate the efficacy of using smaller existing HCPSS-owned properties for regional programs and/or shared athletic facilities.
5. Examine alternative school design models that establish a variety of forms to maximize available land resources. This may include higher capacity buildings, smaller footprints, shared site amenities, modular design, and/or vertical construction.
6. Explore opportunities for co-location of school facilities with other public amenities, like libraries, parks, affordable housing, and athletic fields, to make use of limited greenfield space and leverage additional funding opportunities.
7. Ensure future redevelopment of Gateway into a Regional Activity Center includes a thorough evaluation of school capacity and that any deficiencies created through its redevelopment are mitigated by providing requisite school facilities.
8. Ensure development of activity centers includes a review of school capacity needs and opportunities to address those needs within the activity center.

PS-4 Policy Statement

Revisions to the County's Zoning Regulations and Subdivision and Land Development Regulations should provide more flexibility for school site development and remove barriers to efficient use of school site property.

Implementing Actions

1. The Zoning Regulations update should allow administrative approval of zoning variances as they relate to school facility development.
2. Evaluate the applicability of the Subdivision and Land Development Regulations governing reservations of land for public facilities to determine appropriate changes that would increase utilization.

Accommodating Future School Needs

To effectively accommodate future school needs, three important “legs of the stool” must all work together: 1) effective land use planning and growth management; 2) adequate school funding and strategic acquisition and construction methods; and 3) attendance area redistricting to efficiently use systemwide capacity.

The General Plan and APFO establish the land use plan, policies, and growth management tools for the first component. HoCo By Design proposes updated policies to better integrate school planning needs, particularly given the limited land available for new schools. As required in the current APFO, a review committee is to be convened within one year of the enactment of HoCo By Design to recommend changes. Continuous review and updates to policies and regulatory tools should occur to adapt to changing demographics, market conditions, and land use patterns. Guidance for the APFO committee is described in the Managing Growth chapter.

Fulfilling the second component is a continuous challenge, particularly in light of increasing levels of service delivery. The issue is compounded by the growing capital needs to replace or renovate older schools that are near the end of their useful lives and that had been designed based on decades-old service level expectations. Furthermore, in recent years school construction costs have increased faster than the general rate of inflation. These challenges call for new and proactive approaches to property identification, evaluation, and acquisition for public school use. In response to these challenges, the SAG discussed various market based approaches that foster public-private partnerships including; establishing a right of first refusal to purchase properties in certain priority geographies for school sites, researching models for government and/or private sector partners to acquire and assemble small parcels to achieve desirable acreages for school sites, using real estate data to monitor leasing and sale opportunities for site or building acquisition, and considering leaseback options as a mechanism to hold land for future school needs.

Fulfilling the third leg is complex and challenging. HCPSS strives to achieve important policy goals including balancing socio-economic equity among schools, keeping neighborhoods together, having a logical feeder system from elementary to middle school and from middle to high school, implementing a fair and efficient pupil transportation system, and other important factors. With limited funding and land availability for new schools, redistricting is a necessary tool to use available systemwide capacity.

Over the last several years, actions have been taken to address each of these three items. APFO has been amended to reduce the amount of development allowed to proceed in a given year, and HoCo By Design recommends further changes to adapt to anticipated growth patterns. To address funding, recent increases in the Transfer Tax and the Public Schools Facility Surcharge will help to pay for school capital needs. However, further funding solutions will be necessary in the years ahead, including working with our state and federal partners.



Finally, the Howard County Board of Education completed a comprehensive redistricting for the 2020/21 school year and high school redistricting in November 2022 in anticipation of the opening of the new Guilford Park High School in the fall of 2023.

~~Recent amendments to APFO resulting in a stricter School Capacity Test have placed more new residential subdivisions and infill projects in a holding pattern. This may serve as an impediment to housing affordability and lead to reduced capital revenues for schools. Without increased funding from new development, new school construction will be limited. The challenge is to find a balance that works, where growth can generate revenue for the County, while occurring in a predictable and gradual manner. Cutting off one leg of the stool will not solve the problem and could lead to further imbalance. All three legs need to work together to ensure Howard County maintains the superior quality of public education for which it is known.~~

PS-5 Policy Statement

The need for school facilities—particularly to support regional early childhood programs in the near term—warrants a more proactive approach to property identification, evaluation, and acquisition for public use.

Implementing Actions

1. Continue to review and update policies and regulatory tools to better align school planning needs to changing demographics, market conditions, and land use patterns.
2. Consider a right of first refusal strategy to purchase properties proposed for sale in certain priority geographies.
3. Research models for government and private sector partners to acquire and amass small parcels into sites large enough for school use.
4. Use data/intelligence from the real estate industry to monitor leasing and sale opportunities for site acquisition.
5. Consider purchasing available properties in the near term with leaseback options to tenants as a means to hold land for future school needs.

Table 10-1: Implementation Matrix		
Policy and Implementing Actions	Lead Agency	Timeframe (Mid-Term five-year,
QBD-8 - Expand documentation, protection, and education regarding the County's diverse historic resources.		
1. Research and create a mechanism similar to a historic landmarks program that can be used as a tool for identifying valuable historic resources and efforts to protect them.	DPZ	Long-term
2. Expand documentation efforts to include "recent past" buildings, such as those of significance in Columbia and other maturing areas.	DPZ	Long-term
3. Continue to update the Historic Sites Inventory through updated inventory forms for properties added in the 1970s-1990s and for new sites.	DPZ	Ongoing
4. Create more thorough inventories of the County's historic resources and expand documentation of ethnicity, cultural context, and historic relevance to the County's history.	DPZ Non-profit Partners	Long-term
5. Work with nonprofit organizations to create opportunities for the Howard County community to learn about its historic sites, including telling all stories in the County.	DPZ DRP	Long-term
6. Explore grants for documentation of archeological resources, museum collections, and oral histories, and partner on this initiative with local preservation nonprofit organizations.	DPZ	Ongoing
7. Participate in a statewide effort to create one master state map of all known cemeteries.	DPZ	Long-term
PS-1 - The County, Howard County Public School System (HCPSS), and private sector should work collaboratively to identify school sites that meet the needs of the student population and anticipate future growth patterns.		
1. Examine alternatives to the Adequate Public Facilities Ordinance waiting periods whereby a development proposal offsets the potential impact to zoned schools through an additional voluntary mitigation payment.	DPZ	Mid-Term
2. <u>1.</u> Ensure coordination of HoCo By Design and the HCPSS capital planning so that school capacity projects are planned in activity center areas identified for transformation on the Future Land Use Map.	DPZ HCPSS	Ongoing

Table 10-1: Implementation Matrix		
Policy and Implementing Actions	Lead Agency	Timeframe Mid-Term five-year, Long-Term six+ years, Ongoing)
PS-2 - The County and Howard County Public School System should partner to leverage additional public and private resources to meet school facility needs and timing.		
1. Examine the costs and benefits of public-private partnership models to address near-term school facility acquisition, construction, and renovation needs, including long-term financial commitments and considerations.	HCPSS Private Partners	Mid-Term
2. Evaluate a trust fund for school site acquisition or partnerships with philanthropic organizations to purchase property and hold it for a short term until school facilities can be built.	HCPSS Private Property Owners	Mid-Term
PS-3 - The County and Howard County Public School System (HCPSS) should collaborate on future school siting and develop tools that provide the flexibility needed to allow for alternative school designs, flexible site requirements, and adaptive reuse of underutilized properties.		
1. Consider adaptive reuse of commercial real estate for school buildings of HCPSS office space.	HCPSS	Mid-Term
2. Consider leasing space for early childhood or other HCPSS programming.	HCPSS	Mid-Term
3. Evaluate integrating public prekindergarten into government and commercial centers that encourage convenience for working parents, increase access to communities, and/or create opportunities to provide wrap-around services to families and students.	HCPSS	Mid-Term
4. Evaluate the efficacy of using smaller existing HCPSS-owned properties for regional programs and/or shared athletic facilities.	HCPSS	Mid-Term
5. Examine alternative school design models that establish a variety of forms to maximize available land resources. This may include higher capacity buildings, smaller footprints, shared site amenities, modular design, and/or vertical construction.	HCPSS	Long-term
6. Explore opportunities for co-location of school facilities with other public amenities, like libraries, parks, affordable housing, and athletic fields, to make use of limited greenfield space and leverage additional funding opportunities.	HCPSS All Agencies	Ongoing
7. Ensure future redevelopment of Gateway into a Regional Activity Center includes a thorough evaluation of school capacity and that any deficiencies created through its redevelopment are mitigated by providing requisite school facilities.	DPZ HCPSS Private Partners	Mid-Term
8. Ensure development of activity centers includes a review of school capacity needs and opportunities to address those needs within the activity center.	DPZ HCPSS Private Partners	Mid-Term