

Zones of Attendance Community Meeting

November 20, 2025

Agenda



PROJECT
APPROACH



NEIGHBORHOOD
BOUNDARY
DEFINITIONS



DEMOGRAPHIC
PROJECTIONS



REVIEW OF
PROPOSED ZOA
CHANGES



BREAKOUT
SESSIONS



QUESTIONS AND
COMMENTS

A close-up, shallow depth-of-field photograph of a person's hands holding a light-colored tablet. The person is wearing a light blue blazer over a dark top. The background is blurred, showing other people in a professional setting. A semi-transparent teal banner is overlaid across the middle of the image.

Project Approach

Project Approach and Timeline

Establish Baselines July-Sept

- Enrollments disaggregated to school-by-school impacts
- Review Current ZOA
- Facility capacity and availability
- Transportation demands
- Transportation capacities
- Solicit stakeholder feedback

Model Impacts October

- Assess class size options
- Assess of facility capacity or surplus
- Development of neighborhood planning units
- Evaluate demographic impact boundary revisions

Evaluate Options November

- Incorporate ZOA Committee feedback
- Assess of neighborhood planning units that are viable for transition
- Model Transportation Impact
- Committee Feedback
- Community Feedback

Board Approval December

- Initial Recommendations

Board Approval January

- Board Approval

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Neighborhood Boundary Definitions

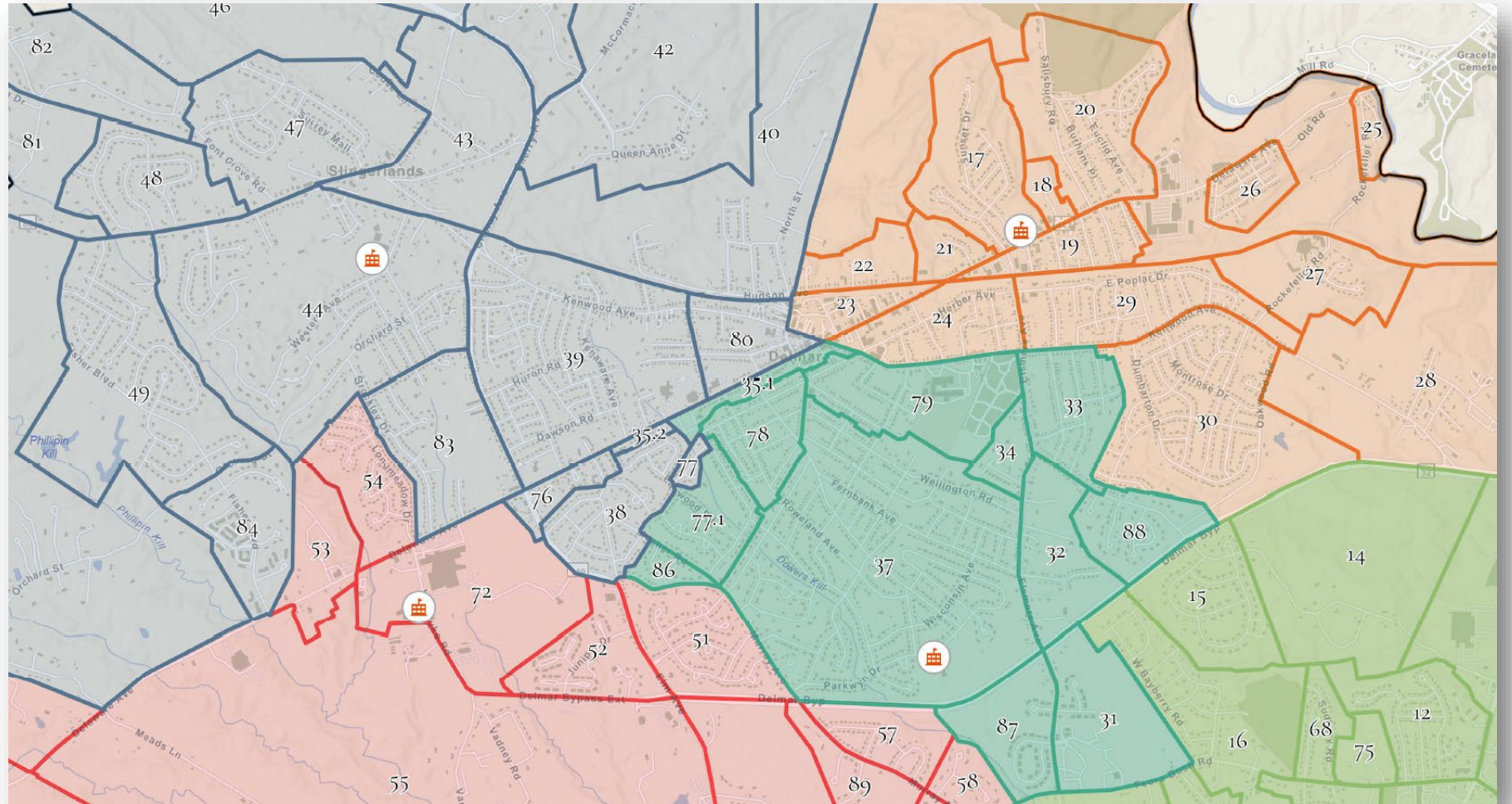
Planning Units

What defines a neighborhood boundary?

- Neighborhoods – subdivision that was constructed all at one time
- Highways, busy roads, water features
- Land Use Changes
- Changes in Housing Type

Building Blocks
for Zones of
Enrollment

Planning Units Build Enrollment Areas



Neighborhood Units

BUILDING BLOCKS FOR ENROLLMENT AREA

- More Units Are Better!
 - Smaller student counts, smaller changes
- Final Neighborhood Units Derived From:
 - Input from multiple groups
 - Resolving conflicting suggestions
 - Use of local knowledge

*ZOA Committee with
representatives from
Administration,
Teachers and Parents*

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Enrollment Projections

BCSD Enrollment Projections

GENERAL EDUCATION AND INTEGRATED CLASSROOM

Total							
Year	K	1	2	3	4	5	Total
2025-26	262	283	287	296	312	340	1,780
2026-27	276	278	289	293	302	312	1,750
2027-28	271	287	284	292	301	303	1,739
2028-29	272	284	295	289	301	302	1,742
2029-30	272	284	291	298	299	302	1,747
2030-31	271	284	292	295	307	300	1,750

Overall District enrollment is increasing, only in Grades 6-12

BCSD Enrollment Projections

GENERAL EDUCATION AND INTEGRATED CLASSROOM

Housing Development Impact							
Year	K	1	2	3	4	5	Total
2025-26	0	0	0	0	0	0	0
2026-27	5	3	2	2	2	2	16
2027-28	0	5	3	2	2	2	14
2028-29	0	0	5	3	2	2	12
2029-30	0	0	0	5	3	2	10
2030-31	0	0	0	0	5	3	8

*Approved / Under Housing Development Impacts Beginning in 2026-27
Housing Development impacts two Enrollment Zones: Slingerlands & Elsmere*

BCSD Enrollment Projections

GENERAL EDUCATION AND INTEGRATED CLASSROOM

Revised Totals							
Year	K	1	2	3	4	5	Total
2025-26	262	283	287	296	312	340	1,780
2026-27	281	281	291	295	304	314	1,766
2027-28	271	292	287	294	303	305	1,753
2028-29	272	284	300	292	303	304	1,754
2029-30	272	284	291	303	302	304	1,757
2030-31	271	284	292	295	312	303	1,758

Shaded cells highlight “Covid Bubble”

K enrollment will grow in 2026-27, contained to a few enrollment zones

Housing patterns continues to exasperate enrollment inequities

BCSD Enrollment Projections

GENERAL EDUCATION AND INTEGRATED CLASSROOM

Revised Totals with Housing Development Impact							
	Target Enrollment	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Eagle	418	462	452	459	458	459	454
Elsmere	228	225	218	210	209	211	206
Glenmont	361	401	420	416	425	429	438
Hamagrael	380	281	264	267	272	272	274
Slingerlands	456	411	412	401	390	386	386
Grand Total	1843	1780	1766	1753	1754	1757	1758

*Does not reflect OOZ students moving back to their school of enrollment
Target Enrollment assumes one empty classroom per building for flexibility*

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Zone of Attendance Options

Development of Zone of Attendance Options

PROCESS REVIEW

- Students moved for “overcrowding” placed back into their home schools
- School projections adjusted per changes in counts and construction
- Students geo-coded, Neighborhood Unit counts reviewed
- Classroom counts verified
- Class size targets incorporated
- Identify zones for adjustment
- Run model

Neighborhood Units

CRITERIA FOR MINIMIZING DISRUPTION

- Maintain contiguous ZOA boundaries
- Move whole Neighborhood Units; not parts
- Minimize number of students impacted
- Minimize transportation impact(s)
- Create capacity for future growth

School Equity

GUIDELINES FOR MINIMIZING DISRUPTION

- Minimum of two sections (classrooms) for each grade in each building
- Minimize impact of over crowding in each building
 - Hallways, Classes, etc.
- Opportunity for programs in each building
- Transportation: Ride Times, Capacity

Class	Class Size Target
K	18
1	18
2	19
3	20
4	21
5	22

Tier / Type	Avg Ride Time
AM REG	31 min
AM SN/OOZ	45 min
PM REG	30 min
PM SN/OOZ	41 min

ELSMERE SAMPLE



BETHLEHEM
CENTRAL

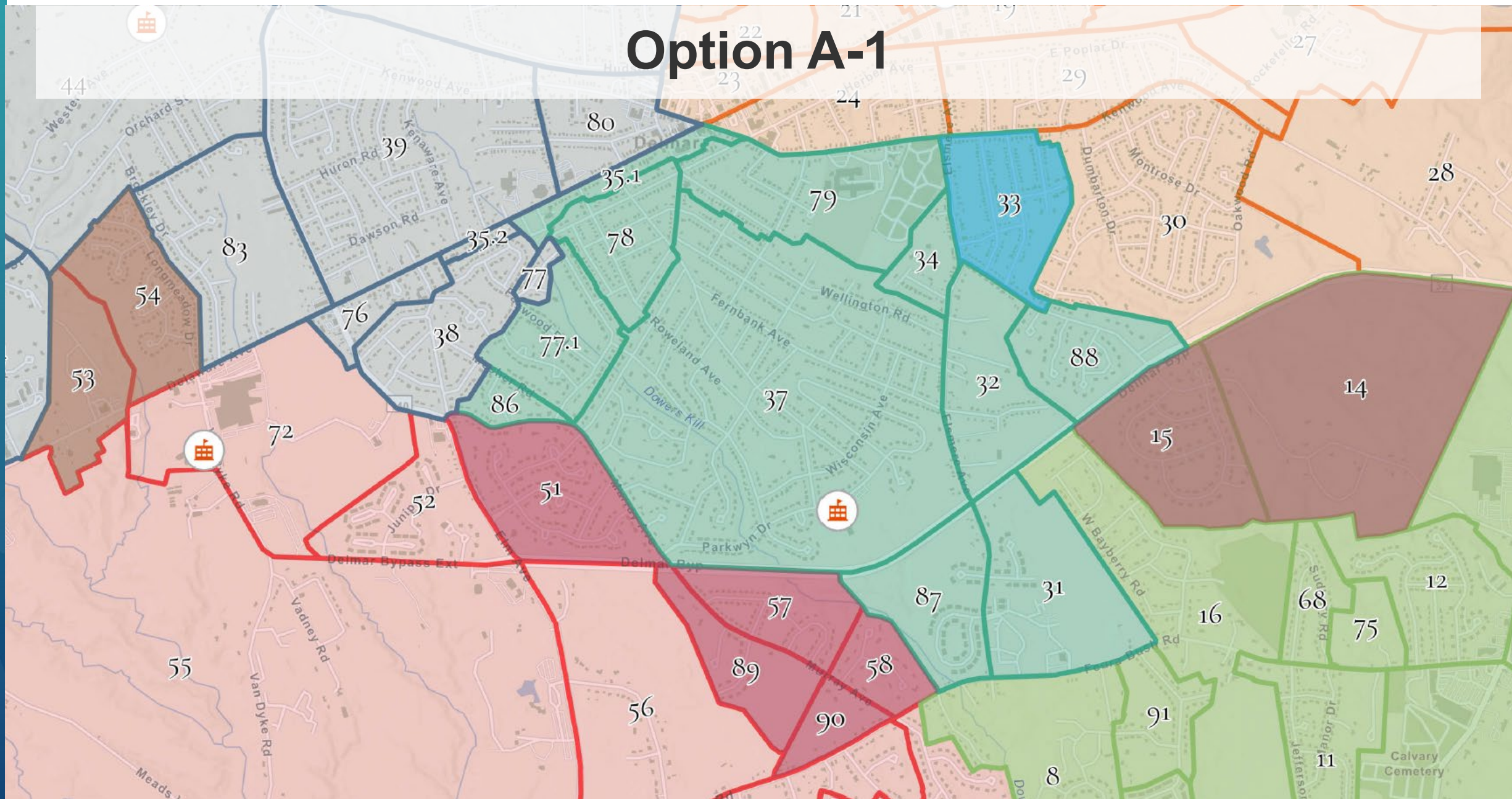
Elsmere Enrollment and Projections

Elsmere	25-26 Enrollment	OOZ Returning to Home School	Sections Needed	Likely Sections	26-27 Projection inc. Dev Impact	Total Moving In	Total Moving Out	Total After Moves	Sections to Meet Target	Likely Sections
K	38	27	2	2	38	2	0	40	3	2
1	40	39	3	3	30	3	0	33	2	2
2	36	31	2	2	39	7	0	46	3	3
3	35	35	2	2	32	5	0	37	2	2
4	43	43	3	2	36	3	0	39	2	2
5	49	50	3	3	43	2	0	45	3	2
Total	241	225	15	14	218	22	0	240	15	13
Avail Rooms			13	13					13	13
Delta			-2	-1					-2	0

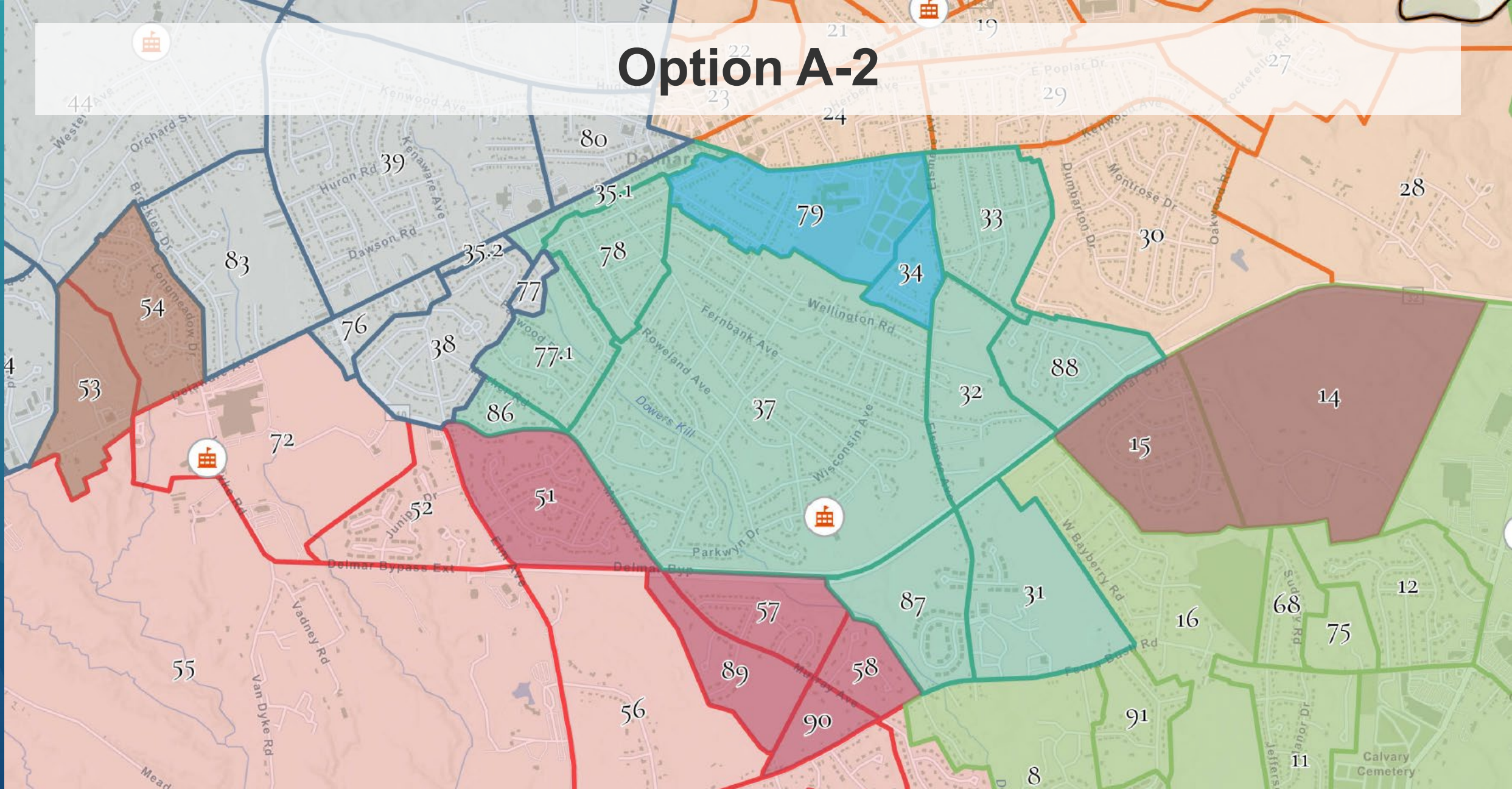
A close-up photograph of a person's hands holding a white tablet. The person is wearing a light blue blazer over a dark top. A teal-colored horizontal band is superimposed over the middle of the image, containing the text 'Initial Proposals' in white. The background is blurred, showing other people in a professional setting.

Initial Proposals

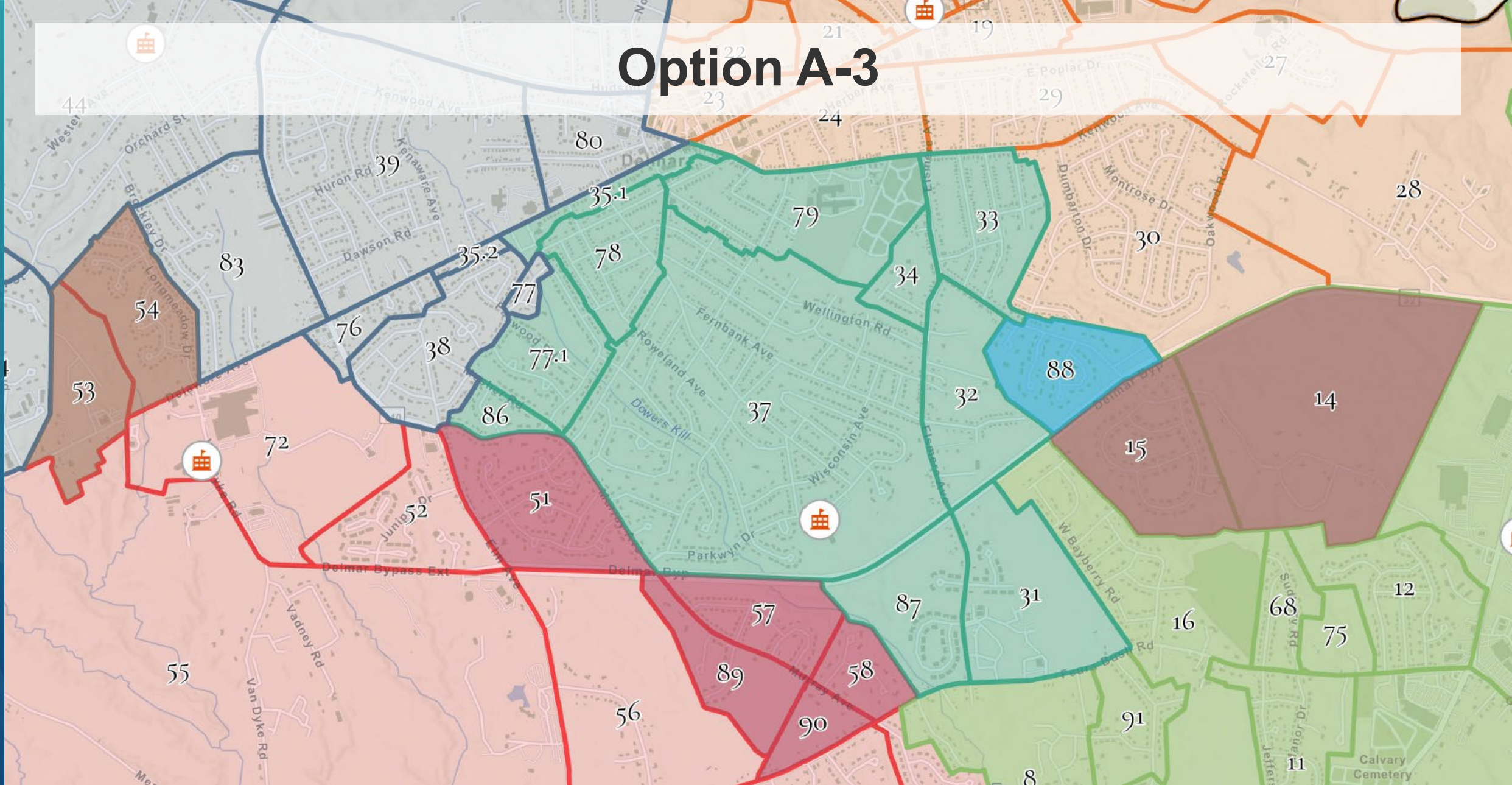
Option A-1



Option A-2



Option A-3



Option A

S U M M A R Y

Base Moves

ID	Move From	Move To	Total Count
14	Glenmont	Hamagrael	20
15	Glenmont	Hamagrael	26
51	Eagle	Hamagrael	31
53	Eagle	Slingerlands	0
54	Eagle	Slingerlands	33
57	Eagle	Hamagrael	8
58	Eagle	Hamagrael	1
89	Eagle	Hamagrael	11
90	Eagle	Hamagrael	2
Total			132

+ Option A-1 (154)

ID	Move From	Move To	Total Count
33	Hamagrael	Elsmere	22

+ Option A-2 (148)

ID	Move From	Move To	Total Count
34	Hamagrael	Elsmere	4
79	Hamagrael	Elsmere	12

+ Option A-3 (150)

ID	Move From	Move To	Total Count
88	Hamagrael	Elsmere	18

Option B

Option B

S U M M A R Y

Neighborhood ID	Move From	Move To	Total Count
14	Glenmont	Hamagrael	20
15	Glenmont	Hamagrael	26
16	Glenmont	Hamagrael	35
51	Eagle	Hamagrael	31
57	Eagle	Hamagrael	8
58	Eagle	Hamagrael	1
62	Eagle	Glenmont	33
88	Hamagrael	Elsmere	18
89	Eagle	Hamagrael	11
90	Eagle	Hamagrael	2
Total			185

Option C

Option C

S U M M A R Y

Neighborhood ID	Move From	Move To	Total Count
8	Glenmont	Hamagrael	42
51	Eagle	Hamagrael	31
53	Eagle	Slingerlands	0
54	Eagle	Slingerlands	33
57	Eagle	Hamagrael	8
58	Eagle	Hamagrael	1
89	Eagle	Hamagrael	11
90	Eagle	Hamagrael	2
Total			128

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Breakout Sessions

Breakout Sessions & Next Steps

Room for each Elementary School

Map of District Neighborhoods

Map for each Option

Review

Neighborhood Boundaries

Options for Changing Zones of Attendance

Kiosk for Submitting Questions

Return for Questions



Elementary School	Room
Eagle	MS Library
Elsmere	MS Library
Glenmont	MS 157
Hamagrael	MS 147
Slingerlands	MS 148

Return in 45 Minutes

Questions and Comments

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