

Spring Information Session

2025 Redistricting Process for School Year 2026-2027

Daniel Lubeley, Executive Director, Capital Planning and Construction

Tim Rogers, Manager, Office of School Planning

HCPSS - 2024 Feasibility Study

March 2025

Agenda

- Introductions
- Why are we here?
- Roles and Responsibilities
- Timeline
- Community Engagement Opportunities
- Policy 6010 and Online Survey
- Next Steps

Introductions

Office of School Planning

- Tim Rogers, Manager of School Planning
- Galen Omeroso, Planning Analyst
- Jennifer Bubenko, Planning Analyst

Operations Leadership

- Cornell S. Brown, Jr., Chief Operating Officer
- Daniel Lubeley, Executive Director of Capital Planning and Construction

Roles and Responsibilities

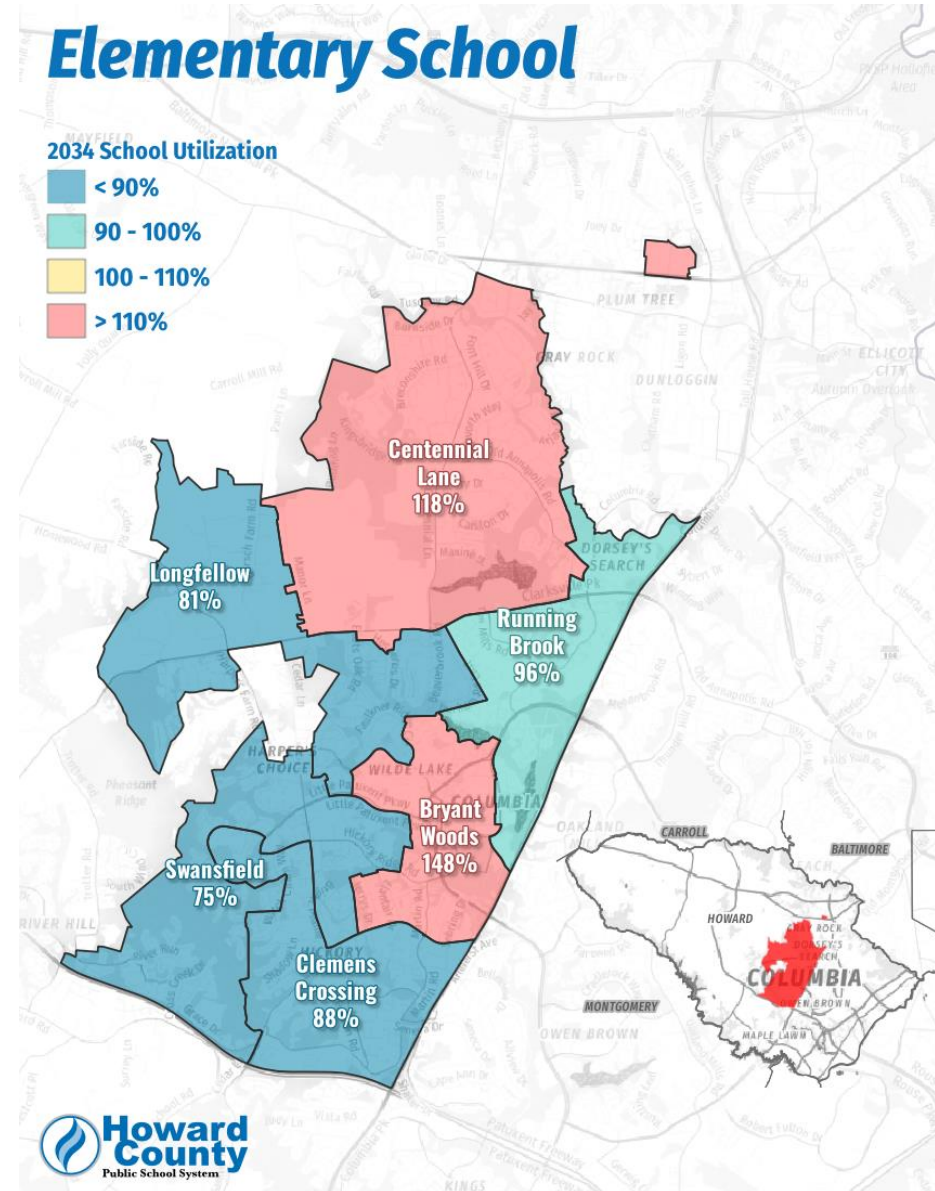
Department or Stakeholder Group	Roles and Responsibilities
Third Party Consultant – TBD	<ul style="list-style-type: none"> • Lead and coordinate engagement and analysis for boundary review • Lead development of Superintendent's recommendation • Facilitate Board of Education deliberations and decision making
HCPSS Office of School Planning	<ul style="list-style-type: none"> • Develop enrollment projections and Boundary Review Report • Support development of the Superintendent's Recommendations • Communicate with and provide support to stakeholders
Community Members	<ul style="list-style-type: none"> • Provide feedback throughout the process via community meetings, online surveys, and public hearing testimony
HCPSS Superintendent	<ul style="list-style-type: none"> • Make a recommendation to the Board of Education considering feedback from different stakeholder groups and alignment with the HCPSS mission and vision
Board of Education	<ul style="list-style-type: none"> • Final decision making body • Receive public testimony • Accept, Reject, or Modify Superintendent's Recommendations

Why are we here? Scope of the process

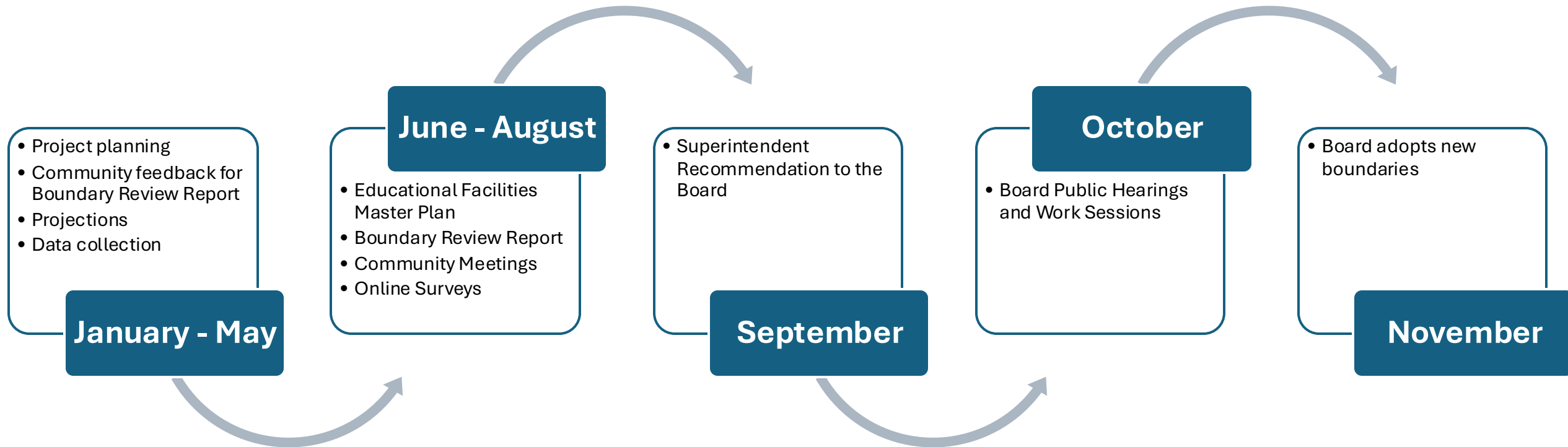
Initiate the boundary review process outlined in Policy 6010 during calendar year 2025 to consider redistricting schools that are outside the capacity utilization range of 90-110%.

The attendance area adjustment process will include Bryant Woods, Running Brook, Swansfield, Longfellow, Clemens Crossing, and Centennial Lane Elementary Schools. Wilde Lake, Harper's Choice, and Burleigh Manor Middle Schools and Centennial and Wilde Lake High Schools will also be included to allow adjustments to feeds.

The plan will be implemented for school year 2026/27.



Process Timeline



Community Engagement Opportunities

Process Step	Subject of Feedback	Feedback Medium
Spring Community Information Sessions (March)	<ul style="list-style-type: none"> Feedback and Policy 6010 Planning Considerations Feedback for OSP to consider during Boundary Review Report Development 	<ul style="list-style-type: none"> In-Person Community Meetings Online Survey
Boundary Review Report (June)	<ul style="list-style-type: none"> Plans and options in Boundary Review Report Feedback on report to inform Superintendent's Recommendation to Board of Education 	<ul style="list-style-type: none"> In-Person Community Meetings Online Survey
Superintendent's Recommendation (Aug. – Sept.)	<ul style="list-style-type: none"> Testimony to Board on Superintendent's Recommendation 	<ul style="list-style-type: none"> Public Hearing Online/Written Testimony
Public Hearings (Sept. – Oct.)	<ul style="list-style-type: none"> Preliminary plan(s) voted on by the Board 	<ul style="list-style-type: none"> Public Hearing Online/Written Testimony
Process Website / FAQ (Throughout)	<ul style="list-style-type: none"> Single source of information related to the process FAQ page related to the process 	<ul style="list-style-type: none"> Online

Policy 6010

Policy 6010 is the foundational policy for this process. It can be found in its entirety here:

- [https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/CBAJ3E4B3351/\\$file/6010.pdf](https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/CBAJ3E4B3351/$file/6010.pdf)

Section B of this policy outlines parameters that must be considered throughout the process.

- The Board, Superintendent/Designee and the AAC will consider the impact of the following factors in the review or development of any school attendance area adjustment plan. **While each of these factors will be considered, it may not be feasible to reconcile each and every school attendance area adjustment with each and every factor.**

Policy 6010 – III Standards B: Facility Utilization

Facility Utilization. Where reasonable, school attendance area utilization should stay within the capacity utilization range of 90-100% for as long a period of time as possible through the consideration of:

- A. Efficient use of available capacity.
- B. Long-range enrollment projections, capital plans and capacity needs of school infrastructures (e.g., cafeterias, restrooms and other shared core facilities).
- C. Fiscal responsibility through optimized use of capital and operating costs.
- D. The number of students that walk or receive bus service and the distance and time bused students travel.
- E. Location of regional programs, with the goal of achieving an equitable distribution of regional programs across the county.
- F. The condition of school facilities based on state and local assessments of school facilities

Policy 6010 – III Standards B: Community Stability

Community Stability. Where reasonable, school attendance areas should promote a sense of community in both the geographic place (e.g., neighborhood or place in which a student lives) and the promotion of a student from each school level through the consideration of:

- A. Feeds that encourage keeping students together from one school to the next.
- B. For example, avoiding feeds of less than 15% at the receiving school.
- C. Limiting frequency with which any one geographic area is reassigned, by trying to avoid reassigning cohorts more than once within a school level.

Policy 6010 – III Standards B: Demographic Characteristics

Demographic Characteristics of Student Population. Where reasonable, school attendance areas should promote the creation of a diverse and inclusive student body at both the sending and receiving schools through the consideration of:

- A. The racial/ethnic composition of the student population.
- B. Socioeconomic composition of each school's student population.
- C. Academic performance of students in both the sending and receiving schools.
- D. Distribution of English language learners.
- E. Number of students reassigned, taking into account the correlation between the number of students reassigned, the outcomes of other standards achieved in Section III.B. and the length of time those results are expected to be maintained.
- F. Other reliable demographic indicators.

Next Steps

- Complete this brief online survey to help guide our planning
- Survey results will be included in the Boundary Review Report in June



ENGLISH



SPANISH



CHINESE



KOREAN