

Responses to Question 3:

The Board of Education has a policy that addresses redistricting. It is called the "Balancing Enrollment Policy." Given that the Board must redistrict, what are the things that you as community members think should be considered by the Board as they review the options developed and presented by the Technical Advisory Committee?

Consideration	Location
Age-appropriate Division	
1. Stay away from middle school-high school combinations	AHS
2. Find the age group that would be appropriate for the grade levels of the school	BAHS
3. Should divide school earlier – feeder schools split in 5 th grade vs. 8 th grade because it's easier to make friends younger?	BAHS
4. Concern over mixing middle and high in new schools	BAHS
5. What impact would be had on intermingling the middle and high school students? The middle schoolers would grow up too fast or the high schoolers wouldn't grow up.	BAHS
6. Fluid placement – include 6 th grade with elementary. Suggested breakdowns: K-6, 7-9 and 10-12. Cheaper to build elementary schools than high schools	FMS
7. Transportation – not mixing high school students with elementary students	FMS
Boundary Exceptions	
1. New students in new developments may go to a school outside their district if the school in their district is overcrowded	FMS
2. Be liberal in allowing boundary exceptions	FMS
3. Optional to stay in old school if parents provide transportation	FMS
4. Boundary exceptions limited	FMS
5. Need a true, unbiased county-wide audit before any redistricting to find out what students are attending schools outside their district	JHS
BRAC (Base Realignment and Closure)	
1. Need some input on the projection of how BRAC will affect redistricting	AHS
2. Consider new residents from APG changes	AHS
3. Are we planning for BRAC?	BAHS
4. Need "BRAC" base realignment to consider this in balancing enrollment	BAHS
5. Moving BAHS to PMHS and rebuild BAHS; put off balanced enrollment closer to BRAC timing; use only 7 vs. 8 schools	BAHS
6. Let the state, BRAC, and whoever fund a new elementary, middle and high school complex for the anticipated jump in enrollment	BAHS
7. BRAC and its effect on enrollment	BAHS
8. Growth of jobs in Aberdeen – how many times will it change?	FMS
9. What is the role of the Federal government in assisting in building a school to support the growth of jobs at Aberdeen?	FMS
10. Take BRAC into consideration what will take place in the next couple of years	FMS
11. Consideration of BRAC and its impact	FMS
12. BRAC is a big test for the county and BOE - is now the best time to redistrict? Should you wait one year?	FMS
13. In light of the upcoming military influx, we need to build to prepare for our prospective students coming into our communities	JHS
14. BRAC?	JHS
Class Size	
1. Class size – smaller	BAHS
2. Teacher/student ratios	BAHS
3. Class size – overall school capacity	BAHS
4. Class sizes	BAHS
5. Student/teacher ratio	BAHS
6. Class size	BAHS
7. Class size big consideration	FMS
8. Would need to see a reduction in class size for students moved; would expect equivalent or better opportunities in sports and curriculum than available at home school	FMS

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9. Don't overpopulate (high needs) Title I schools	JHS
Communication	
• Requests for clarification	
1. We are an older community with high set standards and values for our children. We have stayed with the public school system and not moved our children to private school. Why do we have to move our children into an area that is totally different than what they are used to?	AHS
2. How many children generate from the Riverside community (does this include the Wexford, Holly Woods, Seven Trails)?	AHS
3. How many building permits have to be issued before the need is met to build a new school?	AHS
4. What will happen when Edgewood area builds up?	AHS
5. Has the decision already been made and is this just moot?	AHS
6. Explain why the Board must redistrict. (I've heard some parents who don't now why.)	AHS
7. Will all Patterson Mill Middle students attend Patterson Mill High?	BAHS
8. Where does Harford County get the numbers for student population at each school?	BAHS
9. How will they populate the new schools? Gradually? Phasing in?	BAHS
10. What will the county do to get BAHS in better physical condition?	BAHS
11. Who is the "Technical Advisory Committee?"	BAHS
12. Need community education after rezoning. How/what are you doing to improve schools? How do parents manage? How to comfort fears of parents?	BAHS
13. How do you increase parental involvement?	BAHS
14. Two hundred will be middle school capacity?	FMS
15. What are the boundaries; how are they determined? Zip codes?	FMS
16. Is there a way to redistrict without drawing a line?	FMS
17. How to handle exceptions?	JHS
18. What do other counties do (models)?	JHS
• Requests to increase communication	
19. Not living in the 21014 or 15 zip code is not a reason to find out after the decision has been made to redistrict our middle and high school children	AHS
20. Public opinion: listen to what the affected communities are saying	AHS
21. School info/data should be made available to parents so they can be informed about schools	AHS
22. Parents want opportunity to voice opinions and give their input on redistricting	AHS
23. We need an existing visual map of the boundaries for each school	AHS
24. Communication with county leaders – development, growth	BAHS
25. Policy on balanced enrollment policy. As community members, what do we think the Board should consider as they review options!	BAHS
26. Give parents as much advance planning time as possible	BAHS
27. Make sure parents have long advanced notice to be prepared where their kids are going to be slotted to go to school	FMS
28. Boundaries draft should be shared	FMS
29. Parents should be on Technical Advisory Committee/paper communication of plans	JHS
Community	
• Aberdeen/Belcamp/Riverside	
1. Going through transition period of waiting for school (AHS) to be built and community wants our children to reap the benefits of it	AHS
2. Moving 9 th grade to CEO Building to make more room for others and move Alt. Ed. elsewhere (at night)	AHS
3. Bel Camp – original Riverside development has always gone to Aberdeen schools	AHS

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4. Please don't redistrict Belcamp	AHS
5. Community involvement – Belcamp students participate in Aberdeen Rec. programs, shopping, phone numbers	AHS
6. Community – Aberdeen has strived to build a strong community bond	AHS
7. Riverside community has bonded with the Aberdeen community years ago on educational level, as well as sports level. We knew our children would be going to AMS/AHS, so we patronize the Aberdeen business community because we have not had the restaurants or other stores in our small community until only recently. We all go to Aberdeen! This is our home!	AHS
8. Parent involvement from Riverside parents is extremely high because we have supported this school for not only the current enrollment, but for the future of younger children	AHS
9. Riverside community has maintained a good relationship with Aberdeen schools and would like to keep our children at Aberdeen "Proud to be seen in Aberdeen"	AHS
10. Consider a community who has supported the growth and positive changes to Aberdeen High School	AHS
11. We don't want Belcamp taken away from Aberdeen school system	AHS
12. Belcamp is a small community that has become a family with the Aberdeen neighborhood. Belcamp children should remain in Aberdeen schools. This is why we bought our homes in Belcamp.....for Aberdeen schools.	AHS
13. We in Riverside/Belcamp are and have been part of Aberdeen and will be for the future (not Edgewood)	AHS
14. Riverside/Belcamp area has already made bonds with the Aberdeen area – don't separate them	AHS
15. Belcamp community members would like to stay in Aberdeen. Condition of school; the environment; children are currently in a nourishing environment.	AHS
• Edgewood/Joppatowne	
16. Edgewood students should be able to stay in own schools – come back from Joppatowne	JHS
• Zip Codes	
17. Consider zip codes.	BAHS
18. Not consider zip codes (in full).	BAHS
19. Zip code	FMS
20. Zip codes 21047 go to Fallston.	FMS
• General Community/Neighborhood Responses	
21. Relationships	AHS
22. Neighborhood and family ties, support system	AHS
23. Existing ties between students, for example, Parks and Recreation teams and leagues	AHS
24. Keeping the community together/security (safety): parents getting to their children in case of emergency	AHS
25. What effects will the redistricting have on the communities?	AHS
26. Most important – keeping the kids together in their community!!	AHS
27. Honor parents' pride and all the efforts put into their school community	AHS
28. Community school	BAHS
29. Keep neighborhoods together in same district – don't split up	BAHS
30. Give priority to keeping neighborhoods together	BAHS
31. Keep neighborhoods together	BAHS
32. Keep a community within one school district	BAHS
33. Keep a community within one school district with a definite feeder school	BAHS
34. Consider neighborhood	BAHS
35. Neighborhood population	BAHS

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Consideration	Location
36. Consider keeping neighborhoods together	BAHS
37. Neighborhood connections	BAHS
38. Divided: feeder schools vs. neighborhoods	BAHS
39. Don't divide developments and send students to different schools	BAHS
40. Not split communities	BAHS
41. Keeping neighborhoods intact	BAHS
42. Anyone who can walk to a school should go. Make it the center of the community.	BAHS
43. Most important: school should be center of community	BAHS
44. Keeping communities together	BAHS
45. Communities close to schools stay	BAHS
46. Keep communities together!!!	BAHS
47. Keep the locations of the previous school in general areas so neighborhoods aren't broken up	BAHS
48. Current neighborhoods	BAHS
49. Old community – established – should not be shifted out	BAHS
50. New communities – they should be shipped to Edgewood. We could not accommodate them to begin with.	BAHS
51. Existing subdivisions should have priority	BAHS
52. Weighted based on the age of the community	BAHS
53. Concern about removing students from their existing community to a new and different community/a different world where they have no local ties	FMS
54. Communities keeping things cohesive	FMS
55. History – long time communities have strong ties to their schools	FMS
56. Access to community and school community events, rec leagues; consider location of students, their friends, church, etc. Taxes support this Fallston area; kids should remain in their communities.	FMS
57. Parents plan on their children going to school with the other children in their neighborhood where they live. (That's why parents buy a house in a particular neighborhood.)	FMS
58. Keep neighborhoods together	FMS
59. Consider the need to maintain the integrity as well as continuity of the neighborhood and greater community as a child ages and goes through elementary, middle and high school and all related activities. These should occur with other children of families who share the same community. Why? It provides children with their first dependable support network outside of their immediate family and gives us as families a sense of belonging. These kinds of feelings and values are core to producing stable productive safe communities.	FMS
60. Do not break up neighborhoods	FMS
61. Sense of community – want to go to school where I live	FMS
62. Adolescent aged children in particular look to their peer group as much as their family for guidance (sometimes more so). When families share their community it provides for successful communication among the adults and children at community events; sports, library, church, pool and community sponsored events (e.g., FMS Youth Center and Be True To Your Schools run, just to name a few)	FMS
63. We chose the community to raise our children – we should be able to keep them there	FMS
64. Community based	JHS
65. Keeping development together	JHS
66. Don't break up neighborhoods	JHS
Diversity	
1. Make boundaries more vertical than horizontal – diversify county	JHS

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Consideration	Location
2. Cultural balance	JHS
3. Diversity balance	JHS
4. Socioeconomic balance	JHS
5. Pull from various types of housing communities that will fulfill balance	JHS
Equality	
1. Consistency	AHS
2. Equalizing program	BAHS
3. Make sure the curriculum is in line with the existing programs so nothing is lost	BAHS
4. Equalize programs	BAHS
5. Allow boundaries to have equal population size	BAHS
6. Recognize differences in schools, i.e., curriculum, resources, testing	FMS
7. Equal school and facility	FMS
8. Are programs and facilities equal/similar?	FMS
9. Even redistricting on both sides of the County	JHS
10. Should try to create a level playing field for all schools, not based on socioeconomic factors	JHS
11. Avoid elitism	JHS
12. All schools should be affected in the redistricting – meaning a total county redistrict plan	JHS
Facilities	
• Capacity/Overcrowding	
1. Re-open old buildings, put on additions	AHS
2. Utilize the older building to alleviate the overcrowding	AHS
3. What is the possibility of building on to current buildings to accommodate numbers?	AHS
4. Overcrowding	AHS
5. Need to balance enrollment to ease overcrowding, i.e., hallways, classes	BAHS
6. Safety issues/Fire Marshal due to overcrowding?	BAHS
7. Reconsider the state rated capacity to include only teaching space	BAHS
8. Physical plant (not including portables)	BAHS
9. Portables isolated from school and school services	BAHS
10. Consider additions to schools vs. portables	BAHS
11. Portable – not unless necessary for temporary use – except less noise	BAHS
12. No portables	BAHS
13. Lunch/hallways/larger music room/larger computer rooms/larger libraries	BAHS
14. Capacity	BAHS
15. Limiting portables/class sizes	BAHS
16. Relieve overcrowding of some schools	BAHS
17. State change how they view overcrowding	FMS
18. Taking students from under capacity schools defeats the purpose of redistricting	FMS
19. Middle schools are overcrowded	FMS
20. No real problem with relocatables, but space and security is issue	FMS
21. Do not add portables to a school without increasing the size of the cafeteria	FMS
22. No more portable classrooms; small sizes; sufficient facilities; do not exceed capacity; APF – get rid of sunset clause	FMS
23. Overcrowding – equal out enrollment	JHS
• Construction/Renovation	
24. Aberdeen High – great new facility	AHS
25. Edgewood – needs renovated	AHS
26. School improvements at other schools to make redistricting more acceptable for those not going into the newer school	AHS

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27. More schools need to be built in the Aberdeen/Belcamp area	AHS
28. Seriously consider a middle and high school in the Riverside area to carry the load from Belcamp/Harford Town, etc.	AHS
29. Plenty of land – build a new school	AHS
30. Build high schools and middle schools to meet rising numbers from elementary and incoming residents. Approximately 32 elementary to 9 middle and high schools – ratio seems that we need to develop more high schools and middle schools to support growing population.	BAHS
31. Keep enrollment down at BAHS during renovation	BAHS
32. Fix what you have before new schools are built	BAHS
33. New schools and additions	BAHS
34. Focus on building new schools to accommodate students rather than rearranging them	BAHS
35. Build, build, build more middle and high schools	FMS
36. Build another technical high school	FMS
37. Why just build a small school that will be inefficient?	FMS
Families	
1. Splitting of families as well as communities – example – siblings attending different schools	AHS
2. Families may be separated with siblings attending difference schools	AHS
3. Keep families in the same feeder system	AHS
4. Do the redistricting so that it's comprehensive, long reaching so there aren't many layers of redistricting which splits siblings	FMS
5. Grandfather families. If you have a 12 th grader at one high school and a sibling entering 9 th grade don't split the family. The grandfather clause should extend through a family. Grandfather students in middle school now to stay on the existing path to high school.	FMS
6. Sibling issues???	FMS
7. Should not split up families	FMS
8. Students who are already in a particular school should continue in that school; particularly where there are families with several children – don't want them to split school loyalties	FMS
9. All family in same school system – continuity	FMS
10. Don't split families	JHS
11. Keeping families together, i.e., grandfathering students, i.e., keeping them in previous schools (example – prevent siblings, same family from attending different middle/high schools). Should this be limited to "rising" seniors only? What grade level should be the demarcation point? Are there differences between 2 tier redistricting? Example – being redistricted into a new school; example – being redistricted from an existing school to another school.	JHS
Government	
1. Don't let politics interfere with the decision making	AHS
2. Adopt Pennsylvania's way of allocating tax dollars for education (your tax dollars stay in your district – if you need a school you build a school)	AHS
3. What possibility is there of getting more federal dollars to support schools needed to support the students of federal employees?	AHS
4. Please decide the issue by ballot from the Belcamp voters	AHS
5. Let the issue be decided by a ballot by the Belcamp voters	AHS
6. Poll community that it directly affects	AHS
7. Do developers contribute to school system when building new neighborhoods?	BAHS
8. Put money into schools, not to County raises	BAHS

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Consideration	Location
9. Moratorium on new building!!! (all building)	BAHS
10. How do you draw the lines? How do you compensate for someone moving? Control growth.	BAHS
11. Stop over-development, transfer tax to pay for new schools; catch up on school building program	BAHS
12. Add "impact fees" to all builders to cover infrastructure costs required by growth	BAHS
13. State or federal funding?	BAHS
14. Impact fee or excise fuel tax if will help?	BAHS
15. Education funds need to stay in the pot for education – not used for other services	BAHS
16. Taxes vs. the school area your child shifted too. Will taxes being adjusted?	BAHS
17. School Board should have a voice in restricting developing	FMS
18. Ask developers to fund infrastructure adaptation to growth	FMS
19. There's no connection between State, contractors and School Board; contractors don't care if schools are over capacity	FMS
20. Developers have to provide <u>nothing</u> to school districts but pocket millions	FMS
21. Build more schools, stop overdevelopment and make builders pay their share	FMS
22. Developers should not have power	FMS
23. More funding for capacity	FMS
24. County and school system work together so school communities are representative of community councils and vice versa (alignment of communities dynamics)	JHS
25. Keep politics out!	JHS
Grandfathering	
• Juniors and Seniors	
1. Shifting students who have attended two years in a high school isn't a good idea	AHS
2. Students already in a school should be grandfathered	AHS
3. Do not move seniors	BAHS
4. Senior exemption when redistricting	BAHS
5. How will seniors be affected – will they look at boundaries?	BAHS
6. Grandfathering 11 th and 12 th grades (at least) in their current school so they graduate with their peer group	BAHS
7. Where will my current junior or senior attend school?	BAHS
8. 11 th and 12 th graders should <u>not</u> (student input) have to leave current school (if they don't want to)	BAHS
9. Rising seniors should not be redistricted	BAHS
10. Keep juniors and seniors at same school or give them a choice to move	FMS
11. Consider grandfathering of senior students to original/home school	FMS
12. Grandfathering the policy, i.e., 4 th and 5 th graders, 8 th , 11 th and 12 th	FMS
13. Seniors/juniors grandfathered	JHS
14. Don't redistrict 3 rd and 4 th year high school students	JHS
• General Grandfathering Responses	
15. Grandfathering middle and high	AHS
16. Consider "new building" areas for school zoning; grandfathering established community members for pre-established schools; established ties with schools	AHS
17. People in the area and coming into the area should stay in area or grandfather them in for a period of time	AHS
18. Interrupting students who have been in the same school/feeder, etc. throughout their school careers	AHS
19. Redistrict as students enter the school – grandfather students who currently attend a school – at least give the option	AHS
20. Possibly redistrict students who are in "transition" state (students entering middle or	AHS

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Consideration	Location
high school for the first time)	
21. Disruption to the kids (kids going to a new school after number of years in one)	BAHS
22. Grandfathering	BAHS
23. Continue grandfathering in high school – very important to not change kids during final years	BAHS
24. Kids in high school now should be able to "finish" out their term in the same school	BAHS
25. Grandfathering	BAHS
26. Will there be grandfathering?	BAHS
27. Will students be able to stay and finish in their current high school as of June 2007?	BAHS
28. Wherever they start high school you graduate from that school	BAHS
29. If a child is already in a school they should be "grandfathered" and be able to finish out their years there: Five years elementary, 3 years middle and 4 years high school	BAHS
30. Grandfathering	BAHS
31. Grandfathering students	BAHS
32. Grandfathering rule is essential; if you started at a school stay there	FMS
33. Will there be grandfathered boundary exceptions?	FMS
34. Grandfathering – all the way to the end of student's school career	FMS
35. Grandfather in	FMS
Growth	
1. Population has increased all over the place – how will redistricting help?	AHS
2. Balancing capacity using knowledge of future development (meaning developments – houses in progress, but not completed)	AHS
3. Look at demographics, i.e., birth rates for the area	AHS
4. Develop a plan for school building commensurate with the population growth and is forward thinking rather than "catch-up"	BAHS
5. Future development	BAHS
6. Make the tough decision now! Do not come back and change more boundaries	BAHS
7. Concern over developing a plan after the land was chosen where location may not have been optimal; too much time between evaluation need to implementation	BAHS
8. Spend more time planning for the future	BAHS
9. What's the population projection for five years from now?	BAHS
10. Let's start here – planned growth	BAHS
11. Focus on future growth areas – anticipate traffic patterns near new high school – should be forced out to a red light rather than back into neighborhood	BAHS
12. Consider the future look of Harford County	BAHS
13. Look at projected growth so that students won't be redistricted again	BAHS
14. Plan ahead for possible influxes	BAHS
15. Not to overlook or forget "needs" current vs. new influx	BAHS
16. Consider growth	BAHS
17. Growth rate of area	BAHS
18. Future of land use – additional homes and number of students	BAHS
19. Growth of area	BAHS
20. Population	BAHS
21. Poll for stats about kids who are under school age in area (most children from Harford County are born in Baltimore) for projections about future needs	BAHS
22. Take future development into account to keep overcrowding down	BAHS
23. How is projected enrollment utilized?	BAHS
24. Building permits/demographics	BAHS
25. Build schools before you build the houses	BAHS
26. Consider future growth	BAHS

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27. Make sure that all ancillary needs are carefully considered	BAHS
28. Do not redistrict every few years	FMS
29. Existing versus new development priority	FMS
30. New developments in Joppa	FMS
31. Look at real projected growth for accuracy in redistricting	FMS
32. Focus on areas of high growth; not just lines and roads	FMS
33. Minimize future redistricting and movement of students	FMS
34. Look ahead at permit and planning	FMS
35. Coordinate with Planning and Zoning to plan for future – consider what is in the pipeline	FMS
36. Be thorough – make the plan effective for as far into the future as possible	FMS
37. Uncontrolled growth is the real problem for need for all new schools	JHS
38. Future development (what's on P&Z agenda)?	JHS
Innovative Scheduling	
• Year Round Schooling	
1. Year round school	AHS
2. Year round schooling	BAHS
3. No year round school	BAHS
4. Year round schooling – not enough	BAHS
5. Year round schooling – first week August – last week May – no real benefit seen to enrollment issues	FMS
6. Year round schooling – rotating quarters	FMS
• Split Shift Scheduling	
7. Incorporate split shift scheduling	BAHS
8. Look at split shifts	BAHS
9. No one on split shifts	BAHS
10. Split shift or staggered days in week	FMS
• Other Scheduling Options	
11. Option buildings for night classes	FMS
12. Explore different calendar options/scheduling	FMS
13. Offer half day programs to children who are going the vocational end of it (identify children who are going to college vs. not)	FMS
14. Use time factor to determine length of school day	JHS
Magnet Programs	
1. Joint venture with business and colleges to house magnet programs	AHS
2. Magnet schools at middle school to provide attendance options	AHS
3. Focus attention and money on improving Edgewood and Aberdeen schools instead of ignoring them (create magnet program there)	BAHS
4. Use magnet schools to help defray population	BAHS
5. Move Vo Tech/not necessarily magnet. We are turning away kids who know what they want to do. We know kids out there have a passion for certain vocations, but we are focusing on unknown passions (i.e., visual arts)	BAHS
6. Quality of education available including magnet programs	FMS
7. Make lesser performing schools become the magnet schools of the future	FMS
Miscellaneous	
1. Stability	AHS
2. Change the school that the elementary students are fed into	AHS
3. Will redistricting cause more home schooling? More applications for Harford Tech?	AHS
4. Start – go – finish	BAHS
5. School population	BAHS

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6. Black power!	BAHS
7. Timing – don't split up classes	BAHS
8. Feeder system	BAHS
9. Feeder system	BAHS
10. I live in Abingdon. I will not go to Edgewood. Keep us in Bel Air school district!	BAHS
11. Children's best interests should come first	BAHS
12. Development of boundaries	BAHS
13. What impacts smallest group of people	BAHS
14. Feeder systems	BAHS
15. Efficiency	BAHS
16. Stats	BAHS
17. Life is not always fair!!!	BAHS
18. Relative sizes of schools – huge adjustment if going from a class of 500 to one of 200	FMS
19. All schools may offer the same academic program, <u>but</u> they <u>do not</u> offer the same student body	FMS
20. Although we have considerably less control over world events that impact our future we are more likely to have an impact on decisions made locally on our behalf as part of a grass roots effort	FMS
21. Feeder schools	FMS
22. Avoid redistricting of elementary school children – most disruptive	FMS
23. Geography	FMS
24. You can't attack just one aspect or one issue at a time	FMS
25. Overcrowding/funding/laws/development all affects these issues interdependently	FMS
26. 800 middle; 800 high. First year 9 th and 10 th grade; 6 th and 7 th grade	JHS
27. Consider extra-curricular activities	JHS
28. Fix feeder systems	JHS
Patterson Mill	
1. Patterson Mill would be acceptable to Riverside parents	AHS
2. Patterson Mill – start 9 th or 10 th grade; grow into them	BAHS
3. Patterson Mill – redistricting as a result...	BAHS
4. Gradual enrollment into the new school – we don't have to have a full school the first day	BAHS
5. What impact would be had on the students being uprooted into Patterson Mill Middle High? Standardized testing? Losing friends?	BAHS
6. Shift with Patterson Mill plan to open with F/S only	BAHS
7. By giving Patterson to Abingdon and moving Edgewood out of Joppatowne back to Edgewood, you help three schools	JHS
8. Abingdon should be given own schools in Patterson Mill Schools; audit students who claim to reside in Bel Air, but reside elsewhere; Abingdon still growing	JHS
Perceived School Quality	
• Safety/Discipline	
1. Edgewood has gangs, bad press lately	AHS
2. Rivalry between both schools	AHS
3. Existing student body rivalries	AHS
4. Look at geographical statistics; police calls	AHS
5. Safety of children	AHS
6. Sense of security	AHS
7. Does the Board look at crime in the school and surrounding community? Putting children at risk, where they are, not used to this kind of setting? Who makes the decision of which child to put at risk?	AHS

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Consideration	Location
8. Discipline, security	BAHS
9. How do you make schools safer? More disciplined?	BAHS
10. Consider safety with child being moved around and entering new school	JHS
• Performance	
11. Simply bring other schools up to the standards of the school that the student is in already and the parents won't have the same concerns	AHS
12. Test scoring of children	AHS
13. Parents look at scoring in particular schools and purchase homes in certain districts accordingly	AHS
14. Test scores – look at performance of schools; don't want to move children from school with higher scores to school with lower scores	BAHS
15. An equally equivalent testing (MSA) scores school	BAHS
16. Test scores	BAHS
17. Test scores	BAHS
18. Many people moved to certain existing districts because of their schools' performance. They don't want their kids shipped to a lesser quality, lesser performing school.	FMS
19. Parallel redistricting move based on school performance	FMS
20. Great concern about redistricting children from a well performing school to a lesser performing school	FMS
21. Teacher qualifications and parental involvement critical in all schools – affects performance, test scores	FMS
22. Diversity – don't move from a highly performing school to a lesser performing school	FMS
• General School Quality Responses	
23. People bought houses in this area so that their kids can go to certain schools	AHS
24. People bought homes based on school districts	AHS
25. Parents buy homes in an area with certain schools in mind for their children	AHS
26. Aberdeen has better facilities, reputation than Edgewood.	AHS
27. Concerns of reputations of schools (unknown of new school)	AHS
28. Move your redistricting line for Edgewood west, not north	AHS
29. You will drive people from the area so their children can go to a better school or opt for private education	AHS
30. Do the redistricting in 2015 when you have raised the Edgewood school standards	AHS
31. Match quality of education (Edgewood)	AHS
32. Perception is Aberdeen is better and people want children to go to new school	AHS
33. #1 criterion to purchase a house is "where would my children go to school?"	BAHS
34. "No one wants their child to be the 'first ones' to enter a "less desirable" school district." Yet we understand in the long run educational levels may "equal out."	BAHS
35. Real estate purchases were made based on current districting	BAHS
36. Develop plans to address the negative problems in some school districts; security, discipline, parental involvement, etc. educational level, school test scores	BAHS
37. People are trying to avoid the poor quality schools. However, we shouldn't be as concerned with re-zoning as much as what are we doing to improve the poor schools? If they were all up to par, parents wouldn't be scared of being redistricted.	BAHS
38. Kids should not be redistricted to less desirable schools if currently zoned to attend Bel Air, etc.	BAHS
39. Maybe redistrict based on socioeconomic issues to give some schools a better reputation	BAHS
40. People moved to certain areas specifically for the schools and don't want to go elsewhere	FMS
41. Don't want my kids going to a school with a weaker parent support system	FMS

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Consideration	Location
42. Focus on making all schools equal in quality	FMS
Property Value	
1. Property and community value	AHS
2. Homes were purchased for existing educational system; property values may decrease	AHS
3. Redistricting will diminish the home value in the area. Why do that to those who bought a home in a community zoned for Aberdeen?	AHS
4. Property values	BAHS
5. Be sensitive to property values and taxpayers' perspective	BAHS
6. Should not depreciate home values because school district has changed	BAHS
7. People do buy homes in school district and zip codes that are "desirable." Property values <u>are</u> related to school areas.	BAHS
8. Property values	BAHS
9. Property values as related to quality of education	FMS
10. Decrease in property values	FMS
11. Do not focus on property values	JHS
Proximity/Transportation	
1. Bussing – students traveling greater distances	AHS
2. Transportation time to school	AHS
3. How will it affect the students? (Times to leave for bus stop; extra distances to drive for school activities)	AHS
4. Economically – does this make sense? Transportation – extra costs	AHS
5. Distance of commute/time of commute	AHS
6. Transportation	AHS
7. Distance from Riverside to Edgewood High is a lot longer than from Riverside to Aberdeen High	AHS
8. Proximity to schools within area	AHS
9. Communities attend the neighborhood schools nearest – not bussed	AHS
10. Distance from home should be considered	AHS
11. Try to bus least distance as an objective	BAHS
12. Consider transportation issues – buses vs. walkers	BAHS
13. Distance – how far is it to the school? Cost of transportation? Walking and riding bikes to school?	BAHS
14. Reduce bussing costs when possible	BAHS
15. Bus ride time	BAHS
16. Consider transportation issues	BAHS
17. Bus ride times	BAHS
18. Distance bus travels to school	BAHS
19. Based on previous experience, try not to split neighborhoods and proximity to schools	BAHS
20. Community schools – closeness to home and school	BAHS
21. School is central to community and people in their community should go to that school; should not have someone travel far	BAHS
22. Practical issues regarding bussing – what is a reasonable time frame to ride a bus? Let bus drivers provide practical information on time, traffic, best (efficient) routes.	BAHS
23. Walking distance to school	BAHS
24. Location of students	BAHS
25. Should go to school closest to you	BAHS
26. Should not pass schools that are close to your home to get to the school you attend	BAHS
27. Consider distances to take student	BAHS

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Consideration	Location
28. Keep schools community oriented; kids going to school close to home.	BAHS
29. Mileage	BAHS
30. If in walking distance to a school, they should not be redistricted	BAHS
31. Keep school in middle of district	BAHS
32. Mileage/distance	BAHS
33. Proximity	BAHS
34. No more than 30 minutes on a bus	BAHS
35. Limit bus ride times – especially for elementary school-aged children	BAHS
36. Travel time	BAHS
37. Transportation costs should be considered as well as total time on bus	BAHS
38. Go to school closest to your home	BAHS
39. Bussing issues	FMS
40. Consider bus routes	FMS
41. Consider transport time	FMS
42. Commutes cannot be so long; extra curricular activities will be difficult to attend	FMS
43. Travel time	FMS
44. Proximity to the school and neighborhood	FMS
45. Location – neighborhood schools – how long is the bus trip? How many miles from school?	FMS
46. Community based proximity to campus – building community support	FMS
47. Mileage consideration	FMS
48. The children who live in a particular zip code should go to the school in their zip code area that is close by	FMS
49. Consider travel times and how it lengthens school day	FMS
50. Logistics and geography – families with children attending community schools typically have more than 1 child all of whom may attend different community schools given the age spread. Additionally our children also usually participate in extracurricular activities and/or before or after school care in that community. It is appropriate to maintain the proximity of all of those activities.	FMS
51. Geographical considerations – consider actual distance in miles between home and school	FMS
52. Based on proximity	FMS
53. Energy conservation, logistics shorter bus routes	JHS
54. Transportation	JHS
55. Traffic routes, avoid major traffic intersection at 924/24 and 95	JHS
56. Economics of transportation	JHS
School Alignment	
1. Keep as "clean" as possible the relationship of elementary schools feeding middle school and feeding high school	BAHS
2. From a social standpoint, keep feeder schools together	BAHS
3. From personal experience of the group, feeder schools that are split, divide early on and create separations and less team work	BAHS
4. Consider feeder school options, i.e., Homestead/Wakefield, Fallston Middle School, and Fallston High School)	BAHS
5. Elementary schools feed to same	BAHS
6. Consider elementary school being feeder school to one high school – not different schools	BAHS
7. Elementary school as a whole be moved into the same feeder school and so on throughout high school	BAHS
8. Consider elementary schools going to middle/high schools as a whole group	BAHS

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Consideration	Location
9. Definite feeder schools	BAHS
10. Feeder schools should not be split – move kids in block	BAHS
11. Don't split classes from feeder schools	FMS
12. Wouldn't you go from Fallston MS to Fallston HS and Bel Air MS to Bel Air HS?	FMS
13. Align elementary, middle and high school	FMS
14. A path of continuity should be present from elementary through high school; large chunks of students should all go together (Feeder schools)	FMS
15. Like continuity of feeder – elementary to middle school to high school	FMS
16. Important – continuity of feeder schools	FMS
17. Keep elementary feeders to one school, do not split them	FMS
18. Maintaining integrity of feeder schools, i.e., elementary – middle – high	JHS
19. Elementary schools need to be 100% fed to middle schools and high schools	JHS
20. Feeder schools – elementary to high	JHS
Sports	
1. Sports programs – a follow through with established relationships with coaches	AHS
2. Sports/community programs serving community school	AHS
3. Sports teams being torn apart	AHS
4. Consider the effect on the sports programs	BAHS
5. Sports – make sure new school has all the same sports and programs as other high schools	BAHS
6. Capacity of schools affect sports programs	BAHS
Staffing	
• Leadership	
1. Choose administration carefully so scores do not drop – maintain the scores at all cost	BAHS
2. Consistent discipline policy (implemented) across schools (from top down) (principal)	BAHS
3. Increase leadership training to administrators	BAHS
4. Rotate leadership throughout county	BAHS
5. Improving leadership at all schools	BAHS
• Teachers	
6. Make sure that the teachers in the new school are not all new – an even distribution of experienced vs. new	BAHS
7. Not all new teachers	BAHS
8. Concern about new school would get the best teachers	JHS
9. Staffing	JHS
10. Staffing should be the same balance as above and also balance the resources, i.e., years of service	JHS
Student Emotional Impact	
1. Do you realize what happens to the children who have developed friendships when moving to outside community schools? The damage it does to their emotional needs?	AHS
2. Students will be combined with students who have been historically rivals – stress on social life	AHS
3. Consider "emotional stability" of middle school students than expecting them to transition well to a new school	AHS
4. Emotional impact on students being redistricted (especially sophomores) or (7 th graders)	FMS
5. Seventh grade – 8 th grade uprooting socially	FMS
6. Disrupt children's friendships	FMS