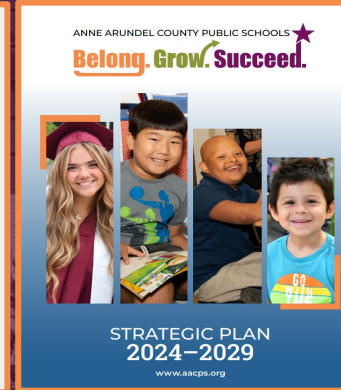


Stability is what Edgewater Kids Need to **Belong.** **Grow.** **Succeed.** ★



This report evaluates the impact of AACPS Phase II Redistricting Scenarios on Edgewater Students and provides simple solutions to keep Edgewater kids in Edgewater schools

The intended audiences are Superintendent Bedell, the AACPS Executive Leadership Team, the AACPS Board of Education, community officials, students, parents, teachers, administrators, and other stakeholders

Published on April 16, 2025

Visit keepourkidsinedgewater.com for a digital version with any updates

Contact: Kathleen Perry | kathleenmperry76@gmail.com

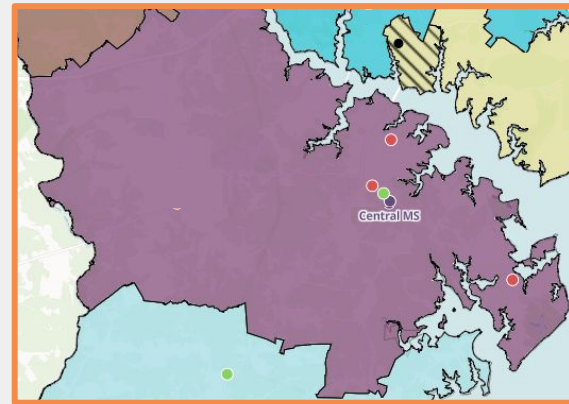
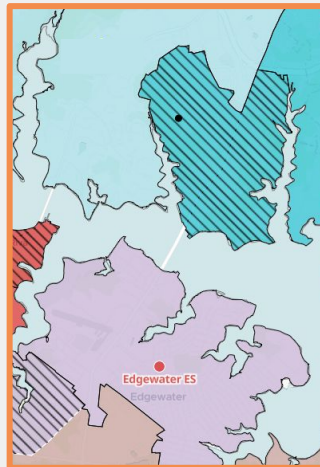
Agenda:

- **Overview & Summary** (Page 3-7)
- **Solutions** (Page 8-11)
- **Our Foundational Beliefs** (Page 12-17)
- **Priority Considerations** (Page 18-54)
- **Additional Considerations** (Page 55-65)
- **The Ping Pong Addendum** (Page 66-84)



Current Situation Overview - The Scenarios

| School Assignment | Elementary school | Middle school | High school |
|--------------------|-------------------|---------------|----------------|
| Current Assignment | Edgewater ES | Central MS | South River HS |
| Scenario 1 | Mills - Parole ES | Annapolis MS | No Change |
| Scenario 2 | Mills - Parole ES | Annapolis MS | No Change |
| Scenario 3 | Mills - Parole ES | Annapolis MS | No Change |



The scenarios are identical for our area. In all three scenarios:

- Our **elementary** students would **move** from **Edgewater** to **Mills-Parole**
- Our **middle school** students would **move** from **Central** to **Annapolis**
- Our **high school** students would **ping-pong** back to **South River**

Current Situation Overview - The Numbers



Our **71** elementary students would move from Edgewater Elementary to Mills-Parole Elementary



Our **47** middle school students would move from Central Middle to Annapolis Middle



Our group represents **100+ families** (not individuals) who **are actively engaged and support our proposal**. We continue to grow!

Introduction

This report evaluates the AACPS Phase II Redistricting Scenarios and outlines the Edgewater community's proposal. Our objective is to retain our current school assignments at Edgewater Elementary and Central Middle School. Our proposal is based on an analysis of the impacts of the proposed changes—educational, logistical, and community-based. We respectfully urge these solutions to be adopted in Dr. Bedell's recommendation. All three scenarios have identical outcomes for our students

Rooted in a spirit of collaboration with AACPS, our proposal supports the shared mission to ensure that every child belongs, grows, and succeeds throughout their educational journey. Our approach safeguards educational stability for the individual child without compromising county-wide pragmatism about meeting state requirements.

The report provides a balanced, well-supported alternative that:

- Aligns with the AACPS Strategic Plan and Board Policy;
- Avoids overburdening a Title I school already operating near capacity;
- Maintains vital connections and continuity across school clusters;
- Offers suggestions to reimagine utilization at Annapolis MS without compromising student well-being; and
- Takes into account logical factors around road safety and travel times.

This report presents a set of simple solutions that offer significant positive impact. We ask that AACPS meet this moment with mission-steadfast leadership by adopting solutions that honor both the system-wide objectives and people-centered nature of public education.

Summary of Key Considerations I & II

Our objective is to keep Edgewater students at Edgewater ES and Central MS. This report outlines a clear, practical proposal backed by solid evidence. We respectfully urge these solutions to be adopted in Dr. Bedell's recommendation. All three scenarios currently have identical outcomes for our students. To support this proposal, we've identified four key priorities that reflect the most important concerns of our community:

Priority Consideration I: Over-Utilization of Mills-Parole Elementary School

The scenarios harm Edgewater and Mills-Parole students. When our 71 elementary schoolers are relocated to Mills-Parole, this Title I and Community School becomes overcrowded, quickly. The utilization soars to over 99% by 2033, leading to bigger class sizes and less resources for everyone. This means more redistricting and instability for us.

Priority Consideration II: Loss of Stability for Edgewater Students - STOP the Ping Pong!

Meanwhile, the utilization rate at Annapolis MS rises marginally from 51% to 54%, falling short of any set goals. Uprooting our 47 middle schoolers doesn't solve the 759-seat deficit. These moves force our students to switch or "ping pong" between school clusters between 8th and 9th grade, denying them the sense of belonging, and the ability to grow and succeed. If we stay, Central MS is not even close to overcrowded today, in 2033, or with any scenario.

Summary of Key Considerations III & IV


Priority Consideration III: Annapolis MS State-Rated Capacity (SRC)

We recognize the need for improved utilization at Annapolis MS, but goals must be balanced. A mere 3% increase does not warrant overcrowding Mills-Parole and forcing students to ping pong at a developmentally critical time. Meet this moment and innovate to use Annapolis MS space in the best possible way. This is an opportunity to identify areas where needs and resources coalesce. Strategically reduce Annapolis MS State-Rated Capacity (SRC) while meeting community needs.

Priority Consideration IV: Road Safety & Travel Times

Among other concerns, this would be the largest delta for decreased route safety, across all Phase II redistricting changes. Forest Drive is categorically one of the most dangerous roads in the entire county. Also, the Edgewater ping pong puts siblings 33 times further apart than they are now- an unnecessary burden on families.

Additional considerations around community, board policy, and broader South River redistricting are addressed. Our proposal aligns with the AACPS Strategic Plan, Board Policy and Board of Education sentiments on redistricting.



What does Dr. Bedell's recommendation need to include?

*Simple solutions
with incredible impact*

Stability is what
Edgewater Kids Need
to Belong. Grow. Succeed. ★

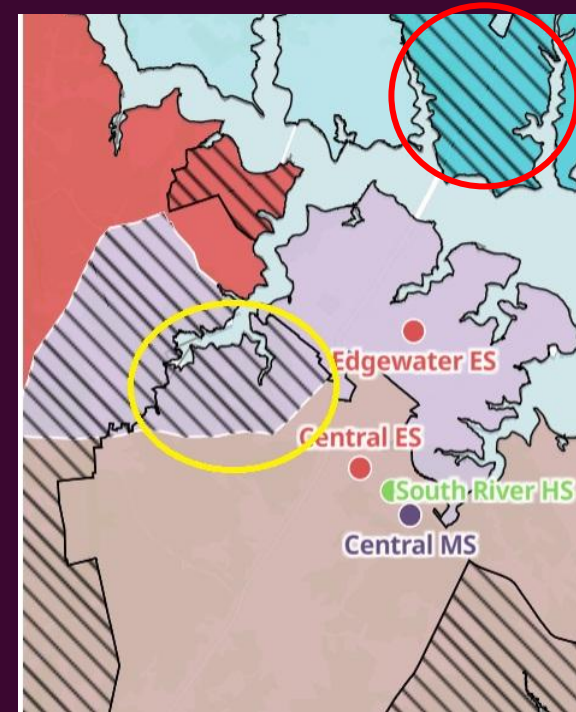
What does Dr. Bedell's recommendation need to include?

ELEMENTARY SCHOOL

STEP ONE: Keep the Edgewater Rt. 2 Corridor students in Edgewater ES.

STEP TWO: Keep the small yellow-circled area in Central ES. **This is a subtle and welcomed solution that benefits groups across South County.**

- Mills-Parole ES utilization eases down to 89% in 2033.
- Edgewater ES utilization is 95% in 2033 (estimated).
- Central ES utilization is 92% in 2033 (estimated).
- Important to Note: The yellow-circled community is in full support of this proposal and hopes to retain their assignment at Central ES.



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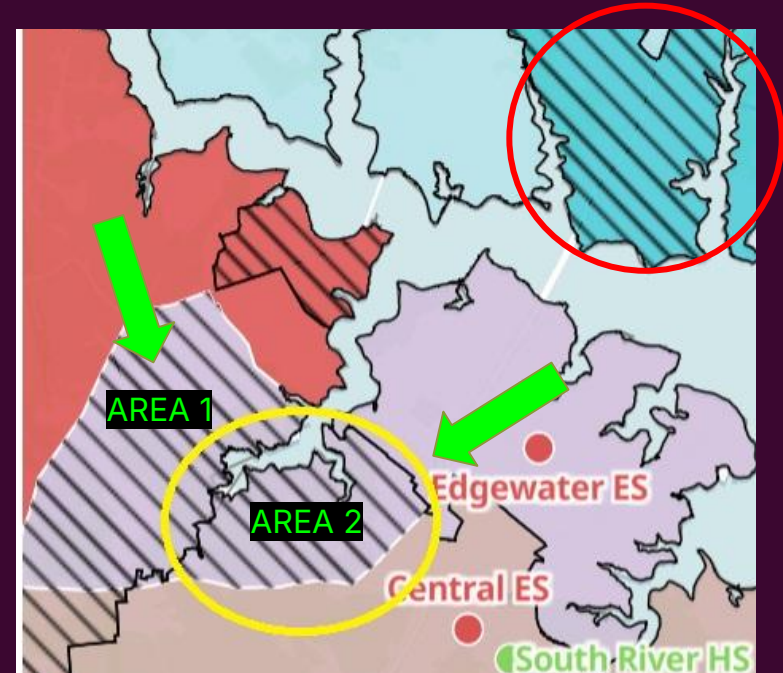
What does Dr. Bedell's recommendation need to include?

ELEMENTARY SCHOOL

Area 1 and/or 2 could keep their current assignments in order for us to stay at Edgewater ES. Both areas hope to keep their assignments and not experience disruption.

Area 1 current assignment: Davidsonville ES
Area 2 current assignment: Central ES

For the sake of this report, we selected Area 2 in the yellow circle because they are currently assigned to Central ES, which has more available space compared to Davidsonville ES.



Stability is what
Edgewater Kids Need
to Belong. Grow. Succeed. ★

What does Dr. Bedell's recommendation need to include?

MIDDLE SCHOOL

STEP ONE: Keep the Edgewater Rt. 2 Corridor students in Central MS.

THAT'S IT!!! This is a simple solution with incredible impact.

- All scenarios can remain AS-IS with no further adjustments required. There is no ripple-effect.
- Central MS utilization is 87% in 2033 (estimated).



Stability is what
Edgewater Kids Need
to Belong. Grow. Succeed. ★

Our Foundational Beliefs

Belong.
Grow.
Succeed.

What **IS** bringing
us to the table

Being
Explicit

What **IS NOT**
bringing us to the
table

Community
As a Full
Partner

Let's
COLLABORATE
at the table

What **IS** bringing us to the table

We wholeheartedly support AACPS's commitment to help each child and educator belong, grow, and succeed. **We've joined this conversation to advocate for our students' academic and social success.**

We are here because...

- Our students deserve to have a **stable journey through the school system**, so that they may progress and prosper.
- Our students deserve to be guided by practices built on the **promise of academic excellence and social-emotional growth**.
- Bottomline, our students need stability to **Belong, Grow, and Succeed**.

We urge AACPS and the BOE to make strategic decisions as this mission calls them to. Our position is in direct alignment with these mission-critical objectives, where as the redistricting scenarios for the Edgewater Rt 2. Corridor are in opposition.



**Stability is what
Edgewater Kids Need
to Belong, Grow, Succeed.** ★

What **IS** bringing us to the table: Edgewater community belonging

"connection is why we are here. we are hardwired to connect with others, it is what gives purpose and meaning to our lives, and without it there is suffering"

- Brene Brown

WXY misperceived our area as an island territory.

The South River bridge has been referenced as a border dividing Route 2 neighborhoods and Edgewater.

This is a real misunderstanding of our home.

Multiple generations of adults and children have or are currently attending school in the SRHS cluster, our roots are deep here as is our love and support of this community.

The South River Bridge connects Edgewater. Edgewater is separated from Annapolis by: Gingerville Creek (no bridges), Church Creek (no bridges), Parole Industrial/Commercial Zone (no residential).

"Across the bridge" is where our neighborhoods get groceries, play kids sports, worship, work, visit the post office and library, and support small businesses. **We are Edgewater.**

Here, the water is as much a part of our neighborhoods as the land is. This misunderstanding demonstrates a disconnect in the understanding of our community.

What **IS NOT** bringing us to the table

Let us be **clear**.

For many of us, our beloved Edgewater ES was our chosen school **because of** the wide range of individuals and families that call it home and are in community together. In this capacity, it is an exemplar in the county. At Edgewater Elementary, all of our students are poured into and able to fully participate.

EES's heterogeneity represents a spectrum of individuals across race, socioeconomic status, languages used at home, family viewpoints, disabilities and learning differences, military families, Edgewater generational status, and more. *Source: [MSDE](#)*

Our rationale does NOT include the following items:

- Property values
- Peer demographics
- Self selection
- School safety
- Rankings/scores
- Individual convenience



Let's **COLLABORATE** at the table

HERE'S WHAT WE HEARD



Dr. Mark Bedell
Superintendent,
AACPS

“You will have the opportunity to weigh in and ultimately shape (the outcome).”

“As long as we do our due diligence, we take into account all of the feedback, and we operate with transparency, I think we will be in good shape.”



Dr. Joanna Tobin
District 6, AACPS Board of
Education

“I appreciate the transparency of the process and the opportunity that the public has to weigh in.”



“Our goal is to ensure the best possible educational opportunity for each and every one of our students no matter what their zip code.”

“We need involvement and input from all of our stakeholders, that is critical.”

Robert Silkworth
President, AACPS Board of Education



“We do take every comment seriously...(In Phase I) all Board members took a lot of time to make sure that we read through the comments and made sure that we do our due diligence in implementing those comments into the redistricting process.”

Gloria Dent
Vice President, AACPS Board of
Education

Let's COLLABORATE at the table

AACPS changes lives, improves the public good, and establishes core community hubs. As the county continues to change and grow, **AACPS strives to be phenomenal - Thank you for all you do for our children and community.**

Based on Board Policy KH - Parent, Family, and Community Involvement, and statements made at the Phase II Introductory Workshop we understand that:

- The Edgewater Rt. 2 Corridor community is not just a receiver of services from AACPS, but instead, a “full partner.”
- We can expect that our community be treated as a **full partner in developing solutions.**
- We can expect that the AACPS executive team and the BOE are ready and willing to **embrace a data-based proposal**, such as ours, and pivot to adopt simple solutions.

To that end, we urge you take this opportunity now, when the rationale is sound and the solutions are solid, to join us at the table and demonstrate your willingness to collaborate.

The image shows the exterior of Edgewater Elementary School, a modern building with large windows and a brick facade. The school's name and address are displayed on the building. An American flag and a checkered flag are flying on poles to the right. The entire image is covered with a semi-transparent purple overlay.

EDGEWATER
ELEMENTARY
SCHOOL
121

Priority Considerations

Stability is what
Edgewater Kids Need
to Belong. Grow. Succeed. ★

Priority Consideration I: Over-Utilization of Mills-Parole Elementary School

There is **NOT** enough room for us

HERE'S WHAT WE HEARD



Dr. Joanna Tobin

District 6, AACPS Board of Education

*Note: MPES is in District 6, as are we.

“We want to get this as right as we can get it with regard to space in the elementary schools... because we don’t want to have to upend the community any more often than we need to.”

“The goal here is to ensure that every student has the best possible setting for school, that children are not in situations where there’s terrible overcrowding.”

“I would put a plea in to leave openings for those changes and to make sure that we’re not cutting ourselves off at the knees.” (related to future growth in Annapolis feeder schools)

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Priority Consideration I: Over-Utilization of Mills-Parole Elementary School

There is **NOT** enough room for us

Impact of the Scenarios

The scenarios harm Edgewater and Mills-Parole students.

When our students are redistricted to MPES, **MPES utilization soars to a minimum of >99% by 2033**. It will most likely be 100%+, severely overutilized for a Title I school.

This was determined by looking at the projected status-quo number in 2033 (628) and adding in the Edgewater Rt. 2 Corridor Students (71) for a total of 699 with only 706 seats.

Source: 2033 Projected Enrollment & Phase 2 Boundary Explorer



89%

2033 STATUS-QUO
MPES UTILIZATION



>99%

2033 MPES SEVERE OVER-UTILIZATION
WITH OUR STUDENTS

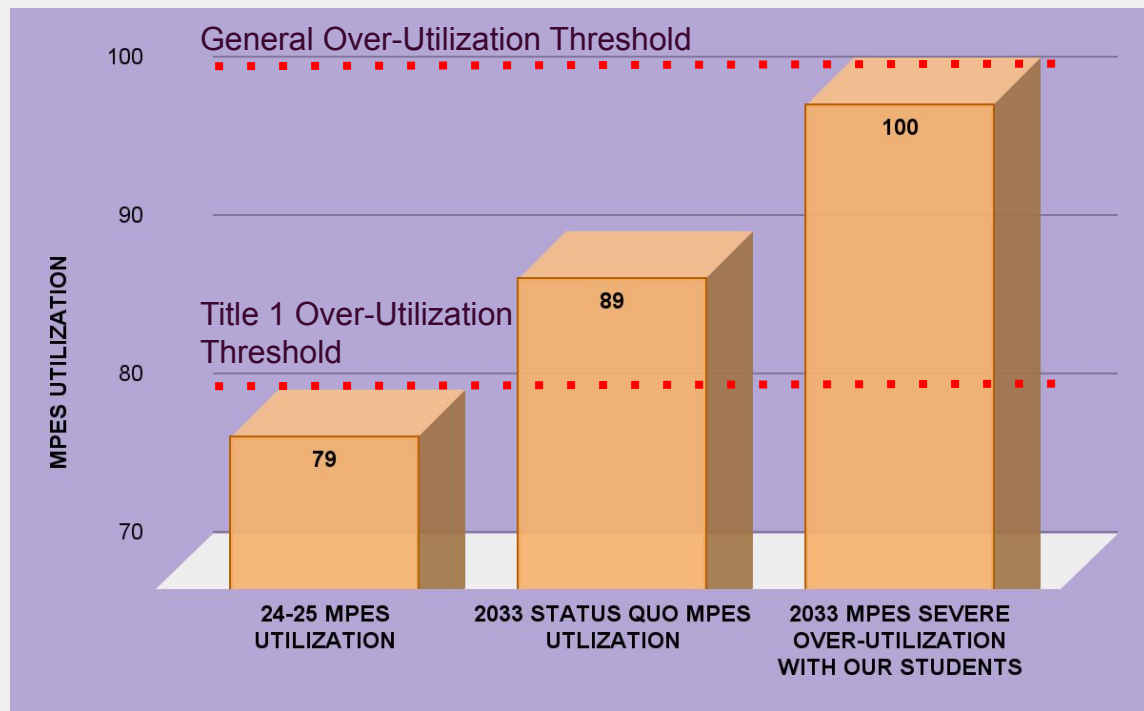


HARM

THE SCENARIOS HARM
EDGEWATER & PAROLE
STUDENTS

Priority Consideration I: Over-Utilization of Mills-Parole Elementary School

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EDGEWATER & PAROLE
STUDENTS

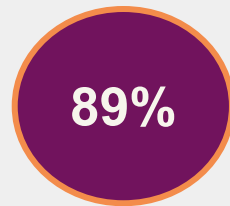
Priority Consideration I: Over-Utilization of Mills-Parole Elementary School

There is **NOT** enough room for us

Negative Implications for Students

Moving us will cause overcrowding, quickly. This will lead to bigger class sizes and less resources for everyone. For us, more instability in school assignments and more redistricting in the near future.

We, once again, will be bounced around. We are the only Edgewater residents and the geographical outlier. This is not a sustainable solution and **our students will be the ones to pay the price, yet again!**



2033 STATUS-QUO
MPES UTILIZATION



2033 MPES SEVERE OVER-UTILIZATION
WITH OUR STUDENTS



THE SCENARIOS HARM
EDGEWATER & PAROLE
STUDENTS

Priority Consideration I: Over-Utilization of Mills-Parole Elementary School

There is **NOT** enough room for us

Other Information

This move is not necessary to balance the system. Edgewater ES is not overcrowded, and remains stable through 2033. Our students can stay at Edgewater ES and all scenarios can remain as-is with one minimal and welcomed adjustment.

AACPS maintains that Title I schools like MPES should be at 80% utilization. **This is minimally 20% over that threshold.** Also notable, this plan would overcrowd MPES, which represents the second highest in concentration of poverty (94%) in AACPS.

89%

2033 STATUS-QUO
MPES UTILIZATION

>99%

2033 MPES SEVERE OVER-UTILIZATION
WITH OUR STUDENTS

HARM

THE SCENARIOS HARM
EDGEWATER & PAROLE
STUDENTS

Priority Consideration I: Over-Utilization of Mills-Parole Elementary School

There is **NOT** enough room for us

Utilization at MPES will almost certainly be over 100%

Existing home turnover is the biggest driver in school utilization. Zip code 21401 (MPES) is turning over homes twice as fast as 21037 (Rt 2. Corridor, Edgewater ES, Central MS). Sources: AACPS Adequate Public Facilities Report & MD Dept of Planning

Annapolis plans to expand their city limits in two areas, both planned areas are currently in Mills-Parole zone. One area in particular will accommodate 270 new residential units. Source: AACP

These 13 infill and development projects in the Mills-Parole ES and/or Annapolis MS zones should be factored into utilization projections. Source: AACP

The City plans to continue developing aging commercial properties into residential housing as their primary way to increase housing supply, much of the buildings north of Aris T. Allen (the current boundary) in the Mills-Parole ES zone fall into this category. Source: AACP

Parole Town Center Growth Management Area is in the MPES zone. It is roughly 1,500 acres and will see significant change. Source: Parole Town Center Master Plan

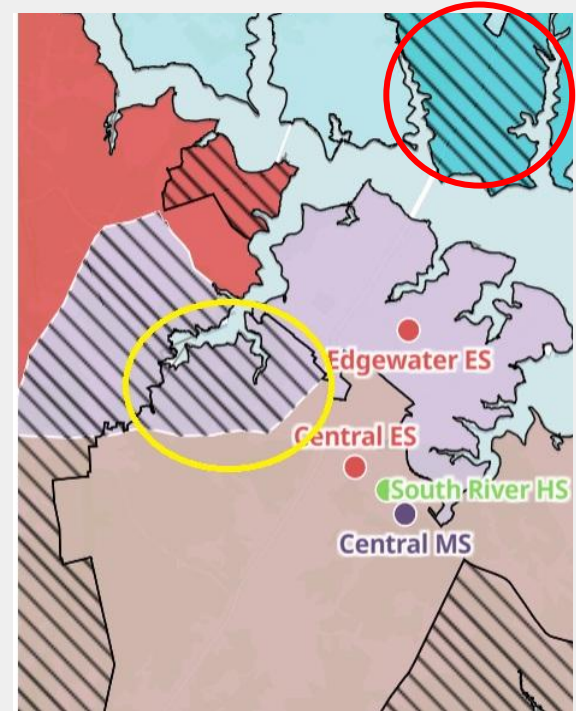
REMINDER: What does Dr. Bedell's recommendation need to include?

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- Edgewater ES utilization is 95 in 2033% (estimated).
- Central ES utilization is 92 in 2033% (estimated).
- Important to Note: The yellow-circled community is in full support of this proposal and hopes to retain their assignment at Central ES.



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Edgewater Kids Need
to **Belong**. **Grow**. **Succeed**. ★

REMINDER: What does Dr. Bedell's recommendation need to include?

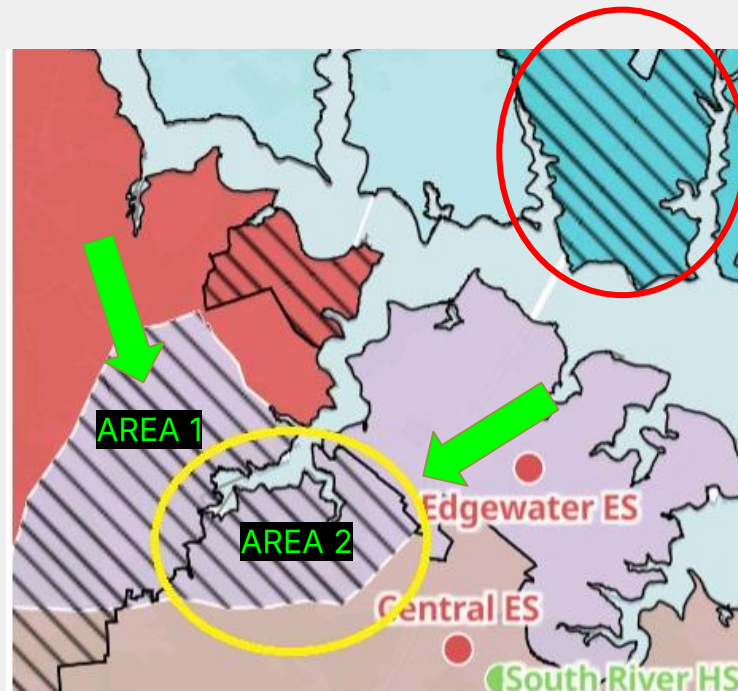
ELEMENTARY SCHOOL

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Area 2 current assignment: Central ES

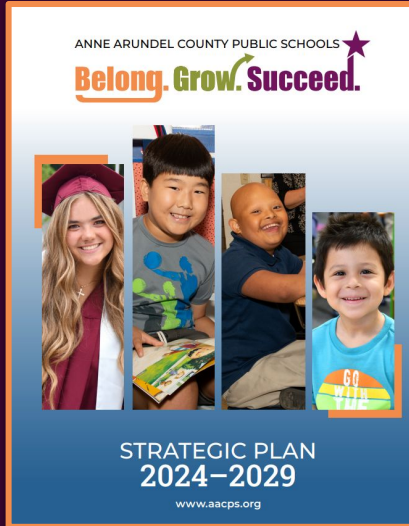
For the sake of this report, we selected Area 2 in the yellow circle because they are currently assigned to Central ES, which has more available space compared to Davidsonville ES.



Stability is what
Edgewater Kids Need
to Belong, Grow, Succeed. ★

Priority Consideration II: Loss of Stability for Edgewater Students STOP THE PING PONG!

HERE'S WHAT WE HEARD



AACPS Strategic Plan

“This is a community plan centered on fostering an environment where every student feels a sense of belonging, empowered to grow academically and socially, and ultimately equipped to succeed in whatever path they choose.”

“Our strategic priorities are to ensure:

- that all AACPS students are prepared to grow and prosper as they move through the system;
- the social, emotional, mental, physical, and behavioral health and well-being of all students; and
- that all students are exposed to an engaging learning environment to meet individual needs and continue to grow.”

“We are committed to nurturing strong bonds between students, staff, families, and community members so everyone feels connected, supported, and valued.”

Stability is what
Edgewater Kids Need
to Belong. Grow. Succeed. ★

Priority Consideration II: Loss of Stability for Edgewater Students STOP THE PING PONG!

Impact of the Scenarios

When our students are redistricted to Annapolis MS, AMS utilization is changed by an **insignificant margin of only 3% - from 51% to 54%. Uprooting our 47 middle schoolers doesn't solve a 759-seat deficit.**

This move falls short - it does not achieve any goals:

- The AACPS target is 90%, **this is still 36 points behind.**
- The AACPS minimum 70%, **this is still 16 points behind.**
- The State requirement is 60%, **this is still 6 points behind.**

Sources: Phase 2 Boundary Explorer, [Comprehensive Phase 1 Redistricting Report](#)



+3%

MARGINAL INCREASE IN AMS UTILIZATION



ZERO

NO GOALS ACHIEVED



PING
PONG

THE EDGEWATER PING-PONG
DENIES BELONGING, GROWTH,
AND SUCCESS

Priority Consideration II: Loss of Stability for Edgewater Students STOP THE PING PONG!

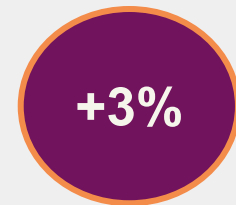
Impact of the Scenarios

Consequently, our students are **ping-ponged** throughout the county.

Our students are denied belonging and subsequent growth and success.

They live in and are part of the **Edgewater community**.
They attend Annapolis feeder schools sometimes.
They are **ping-ponged** back to South River between 8th and 9th grade with only a very small number of peers.

Source: Phase 2 Boundary Explorer



MARGINAL INCREASE IN AMS UTILIZATION

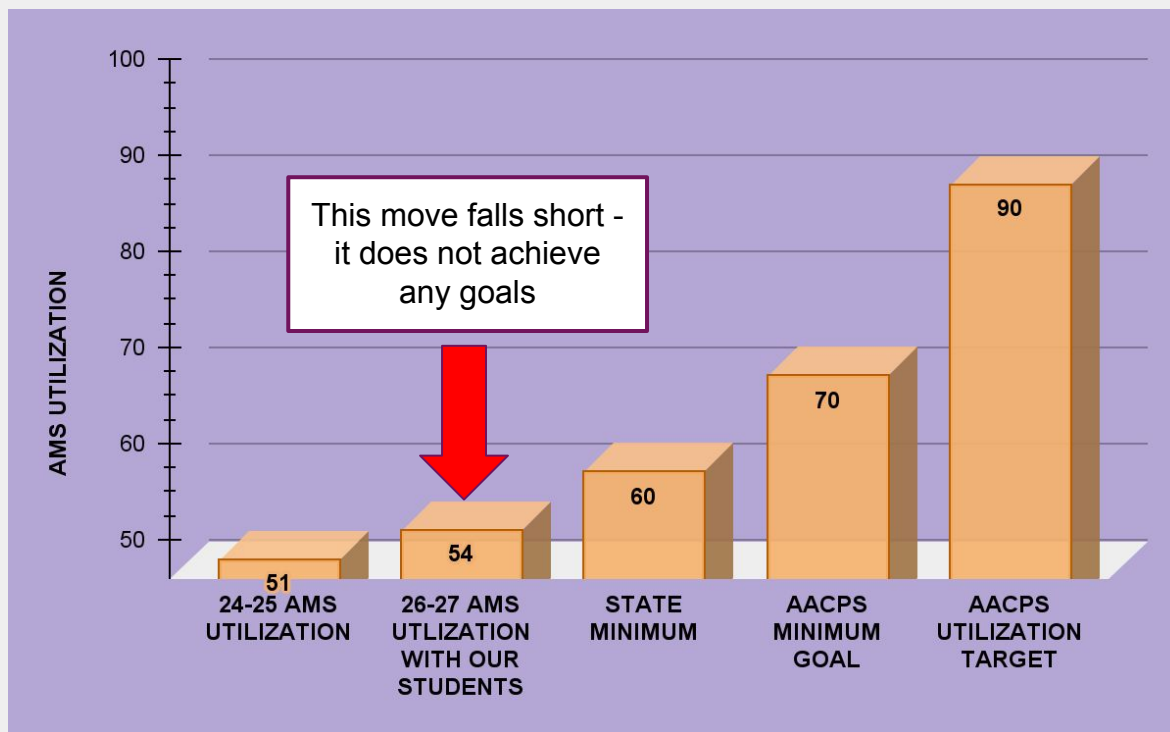


NO GOALS ACHIEVED



THE EDGEWATER PING-PONG
DENIES BELONGING, GROWTH,
AND SUCCESS

Priority Consideration II: Loss of Stability for Edgewater Students STOP THE PING PONG!



+3%

MARGINAL INCREASE
IN AMS UTILIZATION

ZERO

NO GOALS ACHIEVED

**PING
PONG**

THE EDGEWATER PING-PONG
DENIES BELONGING, GROWTH,
AND SUCCESS

Priority Consideration II: Loss of Stability for Edgewater Students STOP THE PING PONG!

Negative Implications for Students

Goals must be balanced. This disruption takes place at a **known crucial time**, the transition between 8th and 9th grade. The 3% movement in utilization is **not worth the significant instability** that the split articulation creates. Moreover, with this disruption, no utilization goals are met - it is simply an imbalanced proposal.

This the most critical transition time for K-12 students, for both **academic and social success, with implications that extend into post-secondary.**

Source: See the Ping Pong Addendum at the end of this report for a look at what the literature tells us on the impacts of this isolation



MARGINAL INCREASE IN AMS UTILIZATION



NO GOALS ACHIEVED



THE EDGEWATER PING-PONG
DENIES BELONGING, GROWTH,
AND SUCCESS

Priority Consideration II: Loss of Stability for Edgewater Students STOP THE PING PONG!

Other Information

This move is not necessary to balance the system. Our students can stay at Central MS and all scenarios can remain as-is with no further adjustments required and no ripple-effect. You don't have to ping pong us, so don't.

In Phase I, there were 6 schools under 70% utilization in Dr. Bedell's recommendation to the BOE. Utilization of Annapolis MS under 70% can not be the sole driving factor for ping-ponging our students. 5 of those 6 were middle schools.



MARGINAL INCREASE IN AMS UTILIZATION



NO GOALS ACHIEVED



THE EDGEWATER PING-PONG
DENIES BELONGING, GROWTH,
AND SUCCESS

Priority Consideration II: Loss of Stability for Edgewater Students STOP THE PING PONG!

Other Information

The **cohort of uprooted Edgewater students** is too small to give them a stable environment across all the school & community changes they face with the proposed split articulation.

- At AMS there would be 15 Edgewater students per grade in the 1,549 seat school.
- At MPES there would be 10 Edgewater students per grade in the 706 seat school.
- At SRHS there would be 15 ping-ponged Edgewater students per grade in the 2,200 seat school.

This is not enough to offer stability, identity, and connection that they need every day, and they really need when returned to South River High.

+3%

MARGINAL INCREASE IN AMS UTILIZATION

ZERO

NO GOALS ACHIEVED

PING
PONG

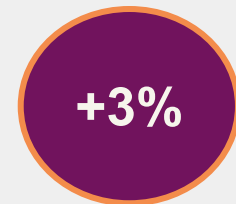
THE EDGEWATER PING-PONG
DENIES BELONGING, GROWTH,
AND SUCCESS

Priority Consideration II: Loss of Stability for Edgewater Students STOP THE PING PONG!

Other Information

Phase I development and implementation pre-dates the 2024 Strategic Plan, which definitively marks the time that AACPS established accountable goals and metrics for belong, grow, succeed.

Now, in Phase II, **the scorecard will track the plan's progress, and this move is in direct opposition.**



MARGINAL INCREASE IN AMS UTILIZATION



NO GOALS ACHIEVED



THE EDGEWATER PING-PONG
DENIES BELONGING, GROWTH,
AND SUCCESS

Priority Consideration II: Loss of Stability for Edgewater Students

Immediate, on the ground impact



Meet Lydia, here is what her journey AACPS could look like.

Some change is unavoidable and our students are resilient, but they should not be made to continually endure structurally-imposed instability if it can be avoided.

| Grade | Lydia's Journey With Any Scenario | Lydia's Journey With Our Proposal |
|----------|---|--|
| K | Schools closed in March as the world shut down due to the pandemic | Schools closed in March as the world shut down due to the pandemic |
| 1 | Virtual until Spring, partial in person restored | Virtual until Spring, partial in person restored |
| 2 | First "normal" school year | First "normal" school year |
| 3-5 | Stable school environment | Stable school environment |
| 6 | New school for middle, transition with the majority of peers | New school for middle, transition with the majority of peers |
| 7 | New middle school for redistricting, transition with only 15 peers | Stable school environment |
| 8 | Negative impacts of this lack of belonging and barriers to growth and success | Stable school environment |
| 9 | Ping-pong to new feeder system with only 15 peers. This the most critical transition time for K-12 students, for both academic and social success | New school for high, transition with the majority of peers |
| 10-12 | Negative impacts of this lack of belonging and barriers to growth and success | Stable school environment |
| Post-K12 | Split articulation implications extend into post-secondary | Post-secondary preparedness and self-efficacy |

—

REMINDER: What does Dr. Bedell's recommendation need to include?

MIDDLE SCHOOL

STEP ONE: Keep the Edgewater Rt. 2 Corridor students in Central MS.

THAT'S IT!!! This is a simple solution with incredible impact.

- All scenarios can remain AS-IS with no further adjustments required. There is no ripple-effect.
- Central MS utilization is 87% in 2033 (estimated).



Priority Consideration III: Annapolis MS State-Rated Capacity (SRC)

Innovate and use AMS space in the best possible way

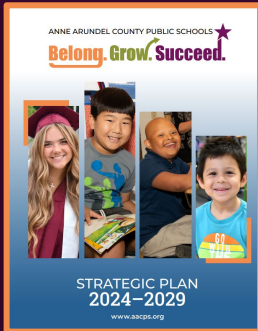
HERE'S WHAT WE HEARD



“We have a responsibility to our funding partners to **use the space in the best possible way and do our absolute best** with the taxpayer money we have.”

“Dr. Bedell is one of the most innovative superintendents in this country.”

- Dr. Joanna Tobin at the EES Redistricting Community Conversation



“**Innovation** is an AACPS Core Belief”

“We believe in transforming education through a culture of curiosity, creativity, and collaboration.”

- AACPS Strategic Plan

Stability is what
Edgewater Kids Need
to **Belong. Grow. Succeed.** ★

Priority Consideration III: Annapolis MS SRC

Innovate and use AMS space in the best possible way



ELEMENTARY

There is not enough room for us at Mills-Parole ES
Established by Priority Consideration I



HIGH

There is not enough room for us at Annapolis HS
Established by AACPS & WXY



MIDDLE

There is too much room in the Annapolis MS building. Uprooting 47 Edgewater kids doesn't solve 759 seat deficit at AMS. **This is the root of the issue...and an opportunity to identify areas where needs and resources coalesce.**

Priority Consideration III: Annapolis MS SRC

Innovate and use AMS space in the best possible way

47 OF 759



Moving and ping-ponging 47 Edgewater kids doesn't solve the 759 seat deficit at AMS.

IMBALANCE



The imbalance of AMS SRC within the AHS cluster should be addressed by strategically reducing the SRC.

INNOVATE



Innovate and use AMS space in the best possible way! Identify areas where needs and resources coalesce.

NOTES



#1 All scenarios propose that **only** our 47 students move to AMS.

#2 Regardless of what happens to space at AMS, our students can stay at Central MS and all scenarios can remain as-is with no further adjustments required.

Priority Consideration III: Annapolis MS SRC

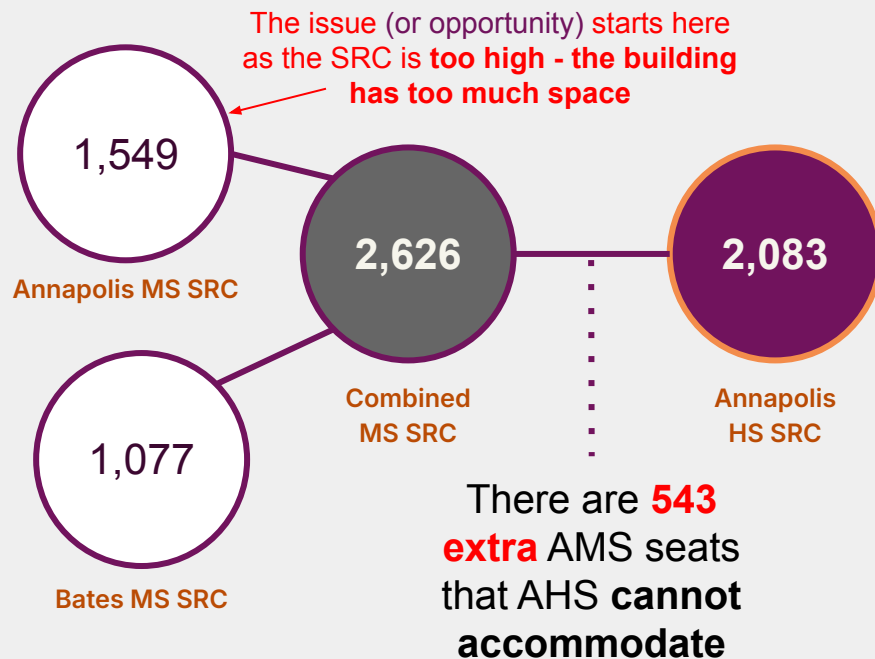
Innovate and use AMS space in the best possible way

The **underutilization** of Annapolis MS and **overutilization** of Annapolis HS creates a **dilemma**.

AACPS cannot substantially fill up the MS in a traditional way, without adding even more strain to the HS.

Repurposing space is timely, given recent budget constraints - **why not find areas where needs and resources, problems and opportunities, can coalesce?**

MSDE says the ideal MS SRC is 1,200. If AMS SRC was strategically reduced to 1,200, this year's utilization would well exceed the 60% state requirement. *Source: [APF Workgroup](#)*



Priority Consideration III: Annapolis MS SRC

Innovate and use AMS space in the best possible way

To meet state requirement of 60% utilization at AMS, AACPS must *innovate and use AMS space in the best possible way*. Here are some **EXISTING** programs:



Your Best Option!

House the Carver Staff Development Center

The district's primary training facility needs a new home. Severn Run is being considered, but that's a bad plan - it will soon be over 95% capacity! Solve two problems and utilize AMS as a much better, long-term homebase for these now displaced training rooms and offices. Funds are set aside for this transition, but have not been spent yet - make this pivot now!

AMS SRC & Utilization Impact: -225 | +15%



Much Better Than:

The unnecessary ping pong of 47 Edgewater students to fill a 759 seat deficit - Remember - this doesn't even get AMS to 60%

**AMS SRC Impact:
+3%**

Priority Consideration III: Annapolis MS SRC

Innovate and use AMS space in the best possible way

To meet state requirement of 60% utilization at AMS, AACPS must *innovate and use AMS space in the best possible way*. Here are some **MORE EXISTING** programs:



House the Office of School Improvement

Overcrowded CrHS currently houses this office, so it should be relocated to an underutilized location like AMS. This is in-line with Crofton community recommendations in "Option 4."

AMS SRC & Utilization Impact: -64 | +5%



House the Student-Parent Program

Continue to serve student-parents through the Kingdom Kare program where they are able to persist & complete. Move the Annapolis program out of the Social Services building and into a school, AMS.


AMS SRC Impact: Unknown



House Operation School Bell

Operation School Bell utilizes warehouses for storage. AACPS would see cost savings when they use space in AMS.

AMS SRC Impact: Unknown



Much Better Than:
The unnecessary ping pong of 47 Edgewater students to fill a 759 seat deficit - Remember - this doesn't even get AMS to 60%

AMS SRC Impact: +3%

Priority Consideration III: Annapolis MS SRC

Innovate and use AMS space in the best possible way

To meet state requirement of 60% utilization at AMS, AACPS must *innovate and use AMS space in the best possible way*. Here are some **NEW** programs:



Your Best Option! Early Childhood Expansion

This particular idea has gained traction with board members, local officials, and activists as it meets Annapolis community needs. As the only city in the county with public housing, study after study show that access to quality early childhood programs will be truly life-changing for families and students. To serve the public good in this way, would help take AACPS from **good/great** to **phenomenal**. This is not easy, especially with the current state and federal budget challenges. But it is the kind of **innovative solution that meets this moment**. The good news is, there is a pathway as AACPS already has begun to survey upper school locations for Pre-K.

In a best-case scenario, AACPS creates a loop by piloting a companion future educators program. First of its kind, MS students in the building can work with the Pre-K students and teachers. You get in at an earlier level to establish a pipeline to “grow your own” future educators, particularly those that share similar backgrounds and lived experiences as the students they’d ultimately teach. This builds self-efficacy and interest in pursuing a postsecondary degree.

Moreover, it is in direct alignment with the county’s priorities, state legislator sentiment, and Governor Moore’s position on early childhood programs that serve this population. *Sources: [1](#), [2](#), [3](#), [4](#)*

SRC Impact: To pose an example, if 25% of AMS is used for early childhood and these classrooms average a modest 75% enrollment, the school-wide utilization would be 70% (1015 student for 1450 seats - Note this estimate uses 24-25 data)

Priority Consideration III: Annapolis MS SRC

Innovate and use AMS space in the best possible way

To meet state requirement of 60% utilization at AMS, AACPS must *innovate and use AMS space in the best possible way*. Here are some **MORE NEW** programs:



Magnet Programs

A magnet program will draw MS students that would not automatically feed into Annapolis HS. You can do this in two ways.

A. Build on what you have

A1. AI

An expansion of Meade programming

A2. STEAM

A new blend of existing, popular magnet programs

A3. BMAH

There is currently no MS program

B. Fill gaps for college and career pathways

B1. Future Educators

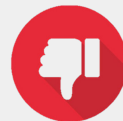
Create a pipeline to grow your own

B2. Civic Education

Utilize proximity to State Capital

B3. Environmental Science

Local relevance: Flooding, bay and river protection, farming, food insecurities, weather



Much Better Than:

The unnecessary ping pong of 47 Edgewater students to fill a 759 seat deficit - Remember - this doesn't even get AMS to 60%

**AMS SRC Impact:
+3%**

Priority Consideration III: Annapolis MS SRC

Innovate and use AMS space in the best possible way

To meet state requirement of 60% utilization at AMS, AACPS must *innovate and use AMS space in the best possible way*. Here are some **INITIATIVES FROM OUR PEERS**:

In Maryland, several underutilized schools have adopted **dual-use strategies**, functioning both as educational institutions and community centers. This approach optimizes facility usage and fosters community engagement. **These dual-use models exemplify how underutilized school spaces can be transformed into vibrant community hubs, enhancing resource efficiency and fostering stronger community ties.** Notable examples include:

- **Baltimore's 21st Century School Buildings Program:** This initiative integrates cooperative-use spaces within school facilities, allowing for recreational and community activities alongside regular educational functions. Spaces are designated as either "Community-Use" or "Shared," accommodating various programs and services identified through community input.
Source: [Cooperative Use Space | 21st Century Schools - Baltimore](#)
- **Prince George's County Public Schools (PGCPS):** In collaboration with the Maryland-National Capital Park & Planning Commission (M-NCPPC), PGCPS has established community centers physically connected to several schools. These centers feature shared-use areas such as gymnasiums, multi-purpose rooms, and computer labs, serving both students during school hours and the broader community during evenings and weekends. Examples include Baden Elementary School and Community Center, Columbia Park Elementary School and Community Center, and Vansville Elementary School and Community Center.

Source: [Shared Use of a School Can Boost Community Health - Salud America](#)

Priority Consideration III: Annapolis MS SRC

Innovate and use AMS space in the best possible way

A look at SRC and yield imbalances between AMS and AHS

Problem 1: AMS vs AHS SRC

1549

Annapolis MS SRC

1077

Bates MS SRC

2626

Combined MS SRC

2626

Combined MS SRC

2083

Annapolis HS SRC

543

Extra AMS seats
that AHS cannot
accommodate

Problem 2: MS vs HS yield

756

Annapolis MS 2024
Students Enrolled

721

Bates MS 2024
Students Enrolled

1477

Combined MS 2024
Students Enrolled

1477

Combined MS 2024
Students Enrolled

2143

Annapolis HS 2024
Students Enrolled

666

Extra AHS students yield
not feeding from MS

Result of 1 & 2 Combined

543

Extra AMS seats that AHS
cannot accommodate

666

Extra AHS students yield
not feeding from MS

1209

Potential swing at AHS if AMS
SRC is not reduced

Priority Consideration IV: Road Safety & Travel Times

This would be the largest delta in decreased route safety across all Phase II redistricting changes

HERE'S WHAT WE HEARD



“The Board of Education of Anne Arundel County recognizes the need to provide safe, reliable, and efficient transportation services to students for educational and extracurricular programs.” (Policy - EAF-RA)

“AACPS is responsible for the safe transportation of students.” (Policy - EAA)

“We believe that every individual needs to have physical, social-emotional and mental safety and security as a foundation in our community.”
(AACPS Strategic Plan)

**Stability is what
Edgewater Kids Need
to Belong, Grow, Succeed.** ★

Priority Consideration IV: Road Safety & Travel Times

Road Safety

Among other concerns, this would be the largest delta in decreased route safety, across all Phase II redistricting changes. Birdsville Rd and Mayo Rd (Rt 214) present concerns, but they are not at the categorical level as Forest Drive. Rt 3 in Crofton is, at best, a close second.

According to a PIA response, **no traffic data was considered in the development of the three scenarios.**

The route is much less safe than our current route, objectively. **It is among the top ten for highest crash rate for all roads in the county.**

The scenarios increase bus travel time, while decreasing safety, adding undue stress to students and families.

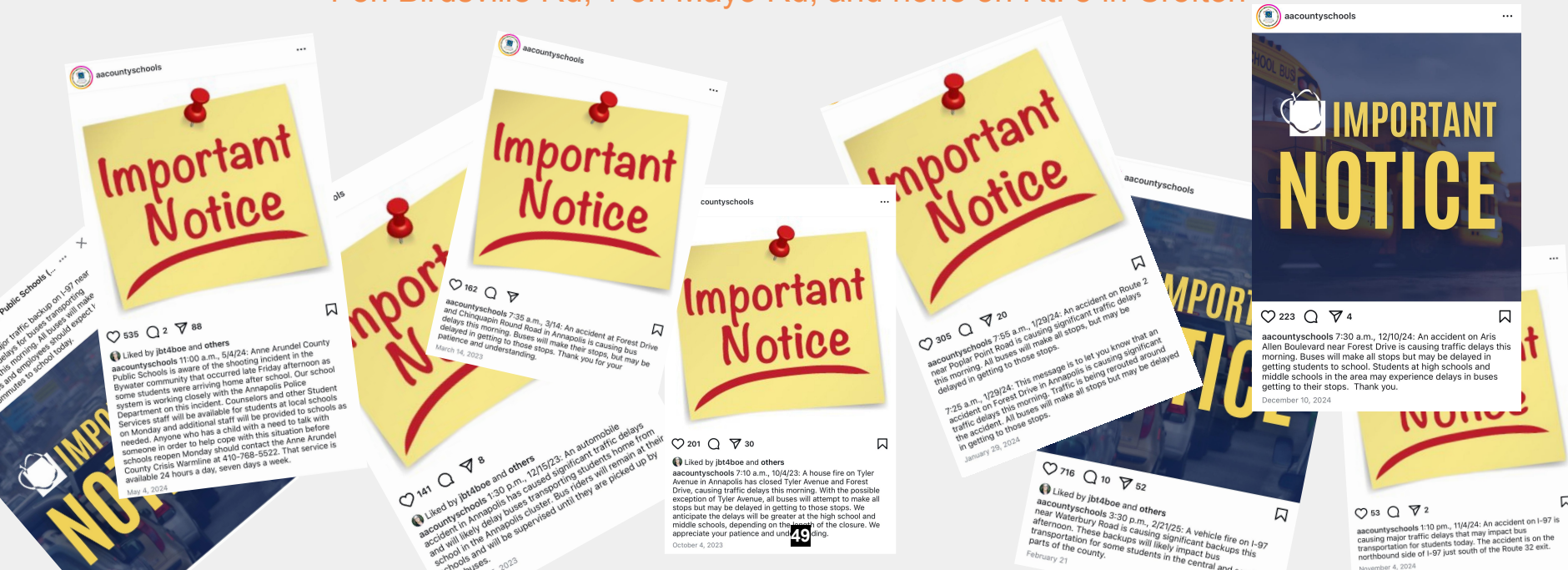
Sources: Forest Drive Safety Study, It's time to fix Forest Drive, Anne Arundel's most dangerous road, Another day, another accident on Forest Drive, Annapolis' most dangerous roadway



Priority Consideration IV: Road Safety & Travel Times

There were **9 AACPS** reported traffic incidents on roads on our new route in the last 18 months

In that same time frame, there was 1 on our current route,
1 on Birdsville Rd, 1 on Mayo Rd, and none on Rt. 3 in Crofton



Priority Consideration IV: Road Safety & Travel Times

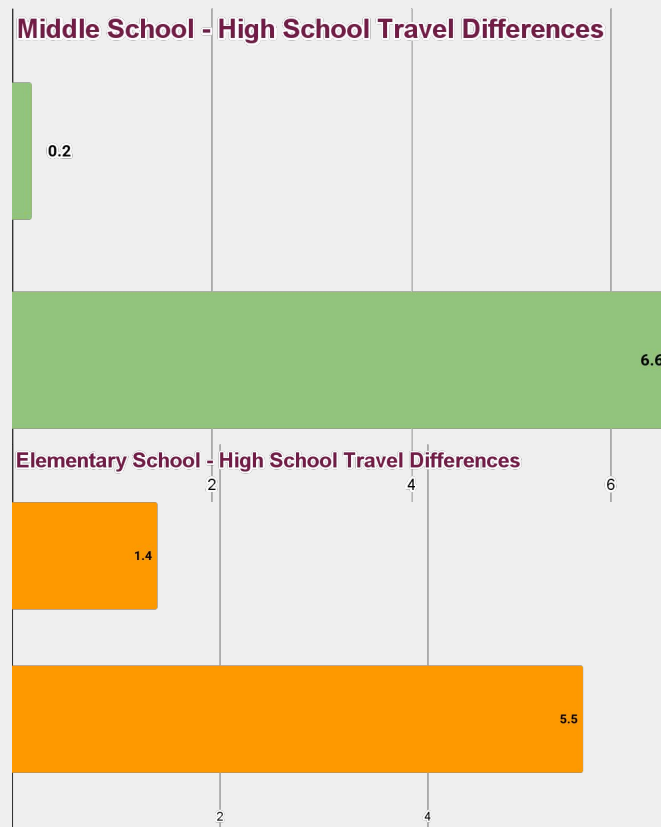
Travel Times

The Edgewater ping pong puts siblings 33 times further apart than they are now - an unnecessary burden on families.

In defying the Board's adjacent schools principle and introducing a split articulation, **required travel from MS to HS will increase a whopping 33x** and from ES to HS will increase 4x.

Regular, required travel would take place on those same, dangerous and congested roads referenced on the previous slide.

When surveyed, the average family with school-age children attending public schools in the Edgewater Rt. 2 Corridor has 2+ children.



EDGEWATER
ELEMENTARY
SCHOOL
121

Okay, I'm convinced! Remind me,
what does Dr. Bedell's
recommendation need to include?

*Simple solutions
with incredible impact*

Stability is what
Edgewater Kids Need
to Belong, Grow, Succeed. ★

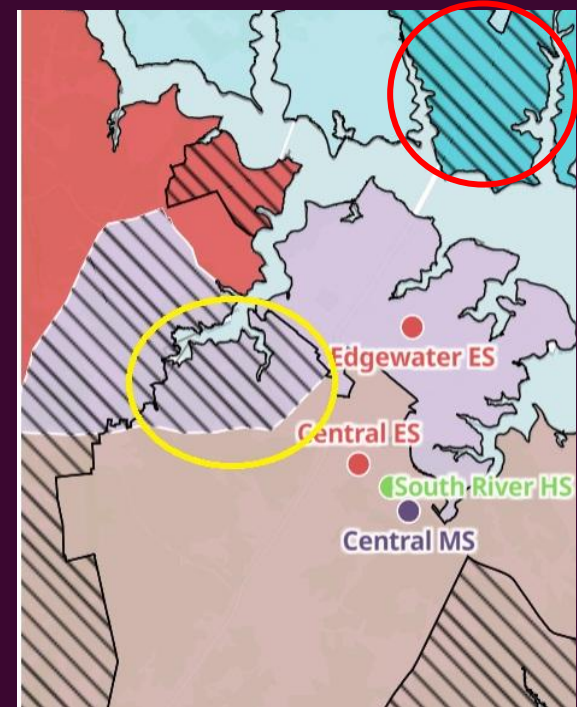
What does Dr. Bedell's recommendation need to include?

ELEMENTARY SCHOOL

STEP ONE: Keep the Edgewater Rt. 2 Corridor students in Edgewater ES.

STEP TWO: Keep the small yellow-circled area in Central ES. **This is a subtle and welcomed solution that benefits groups across South County.**

- Mills-Parole ES utilization eases down to 89% in 2033.
- Edgewater ES utilization is 95% in 2033 (estimated).
- Central ES utilization is 92% in 2033 (estimated).
- Important to Note: The yellow-circled community is in full support of this proposal and hopes to retain their assignment at Central ES.



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What does Dr. Bedell's recommendation need to include?

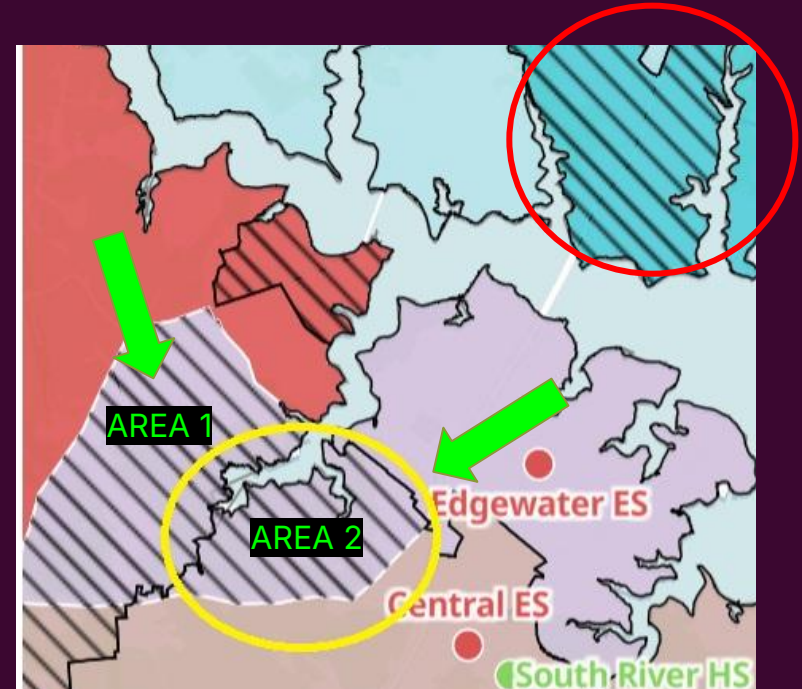
ELEMENTARY SCHOOL

Area 1 and/or 2 could keep their current assignments in order for us to stay at Edgewater ES. All of these areas hope to keep their assignments and not experience disruption.

Area 1 current assignment: Davidsonville ES

Area 2 current assignment: Central ES

For the sake of this report, we selected Area 2 in the yellow circle because they are currently assigned to Central ES, which has more available space compared to Davidsonville ES.



Stability is what
Edgewater Kids Need
to Belong. Grow. Succeed. ★

What does Dr. Bedell's recommendation need to include?

MIDDLE SCHOOL

STEP ONE: Keep the Edgewater Rt. 2 Corridor students in Central MS.

THAT'S IT!!! This is a simple solution with incredible impact.

- All scenarios can remain AS-IS with no further adjustments required. There is no ripple-effect.
- Central MS utilization is 87% in 2033 (estimated).



EDGEWATER
ELEMENTARY
SCHOOL
121

Additional Considerations

Additional Considerations: Stability for the Parole Students & Community

The Annapolis Ahead Comprehensive Plan (AACP) explicitly calls for a more seamless identity for Parole. The plan also states that when projects are advanced without deep regard for neighborhood differences, they are “vilified.” They caution that greater subtlety is needed to guide its development. Specific outreach must be done to engage the Parole community in the current feedback process.

At the time this report was published, no speakers from Parole or Annapolis were represented at community feedback sessions.

Source: AACP

Additional Considerations: Board Policy

| Policy Name | Policy Details | Alignment With Our Proposal | Misalignment With Scenarios |
|--|--|---|--|
| Policy JAA-RA : Redistricting and Attendance Areas | The policy calls for use of the Adjacent Schools Principle. | Our proposal aligns with this principle. EES, CMS, and SRHS are all within 1.5 miles of each other. | The scenario proposes a middle school that is 33 times further from the high school compared to our current, adjacent middle school. Our MS is not overcrowded, so this violates the policy's directive to use adjacent schools <u>whenever</u> possible. |
| | The policy calls for maintaining feeder school patterns from elementary to middle and middle to high school to keep students from the same communities together. | Our proposal allows the community of Edgewater students to maintain their current South River feeder pattern. | The scenarios disrupt the natural feeder school patterns from elementary to middle and middle to high school, fragmenting established communities. Students in the Route 2 corridor are being shuffled between clusters, harming their sense of belonging, growth, and academic success. |
| | The policy calls for minimizing the number of times any one student is reassigned. | Our proposal recognizes the decades-long Edgewater community ties and keeps our students fully integrated with Edgewater schools. | The scenarios are flawed in that if we are moved to MPES, it will become overcrowded very quickly and we will be bounced around again in the near future. Our students will continue to be reassigned. Also, many students in our community have already faced potential redistricting. Kindergarteners then are middle schoolers now. Our community needs stability and continuity. Minimize disruption, minimize harm. |

Additional Considerations: Board Policy

| Policy Name | Policy Details | Alignment With Our Proposal | Misalignment With Scenarios |
|--|---|---|---|
| Policy JAA-RA : Redistricting and Attendance Areas | The policy calls for fiscal responsibility to minimize capital and operating costs whenever feasible. | Our proposal is a fiscally responsible choice in terms of transportation costs. | The scenarios propose busing Edgewater Route 2 corridor students through congested Annapolis areas is inefficient, increasing fuel consumption, wear and tear on vehicles, and exacerbating bus driver shortages. This plan does not align with fiscal responsibility principles. |
| | The policy calls for areas that are made up of contiguous communities surrounding the school. | Our proposal calls for Edgewater students to attend their community schools in Edgewater. | The scenarios disregard both our geographical and community alignment. They disrupt long-standing community ties in the Route 2 corridor. |
| | The policy calls for considerations on impact on the distance bused students travel. | Our proposal presents a much more safe and timely travel route. | The scenarios increase bus travel time, while decreasing safety, adding undue stress to students and families. As an additional consideration on travel distance, the Edgewater ping pong puts siblings 33 times further apart than they are now. |

Additional Considerations: Board Policy

| Policy Name | Policy Details | Alignment With Our Proposal | Misalignment With Scenarios |
|---|--|---|---|
| Policy KH: Parent, Family, and Community Involvement | The Board acknowledges that parents/guardians and families are full partners in the decisions that affect children and families. The Board encourages parents/guardians to advocate for the unique needs of their child. | Our proposal is born out of collaboration with students, teachers, parents, AACPS leaders, board members, community members, and local officials and thought leaders. We expect that our community be treated as a full partner and that the AACPS executive team and the BOE are ready and willing to embrace a data-based proposal, such as ours, and pivot to adopt simple and subtle solutions. | If a scenario is implemented without our amendment, the Board's acknowledgement as parents and families as full partners will not be reflected in the redistricting process. The feedback from Route 2 corridor families has been clear, logical, and resounding. |
| Policy AA - Board Philosophy and Mission | The Board aims to promote community collaboration and hold itself accountable for the results. | | If a scenario is implemented without our amendment, the Board would fail to work collaboratively and incorporate sufficient feedback from the Rt. 2 Corridor. |
| | The Board is committed to developing student skills and attitudes that will promote success in college and careers. | Our proposal provides stability and sense of belonging which are the foundation for growth and success that transcend the K12 system. | If a scenario is implemented without our amendment, the split articulation introduced between 8th and 9th grade would be detrimental to students' ability to belong, grow, and succeed, with academic and social implications that extend into postsecondary. |

Additional Considerations: Board Policy

| Policy Name | Policy Details | Alignment With Our Proposal | Misalignment With Scenarios |
|--|--|---|--|
| Policy AE: Wellness | The Board promotes the Whole Child model which is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices. | Our proposal allows our students to learn in stable, long-term educational communities, where they feel safe, connected, and empowered to develop the social, emotional, and academic skills essential for success. | If a scenario is implemented without our amendment, community fragmentation will heighten stress and trauma for students, negatively affecting their mental health and academic performance. The split articulation and short-term nature of the scenarios fail to create an environment where students feel safe, connected, and empowered. |
| Policy DA: Financial Management | The Board supports the development of prudent financial management policies and procedures. | Our proposal is a fiscally responsible choice. | The scenarios do not align with Board's financial management goals. Increased transportation costs, inefficient bus routes, and potential loss of Title I/Community School funding represent poor fiscal management, especially during a time of budgetary uncertainty. |
| Policy EAD-RA: Bus Scheduling and Routing | The Board is charged with consideration of suitability of roads for school bus operation. | Our proposal presents a much more safe option for bus travel. | The scenarios fail to consider road safety and suitability and efficient routes. There were 9 AACPS reported traffic incidents on roads on our new route in the last 18 months. Among other concerns, this would be the largest delta in decreased route safety, across all Phase II redistricting changes. |

Additional Considerations: Broader South River Redistricting

Redistricting at the Pre-K level within SR Cluster

Although not necessary to accomplish our objective to retain our current assignments, in our research we see a clear need for future-proofing the South River cluster to withstand significant growth in Pre-K enrollment.

Across the cluster, elementary schools have the least amount of available space. Therefore, we recommend that you future-proof and stabilize school assignments for years to come by adapting the Lil' Seahawks Preschool at SRHS to be a homebase for full-time Pre-K across the cluster.

Expanding Pre-K countywide is going to be expensive. With this strategy, AACPS will see cost savings around consolidated renovation expenses, transportation costs, and use of existing space.

Bulk up the program that is already an integral part of the SRHS child development course of study and strengthen the pipeline of home-grown future educators. This builds self-efficacy and interest in pursuing a postsecondary degree.



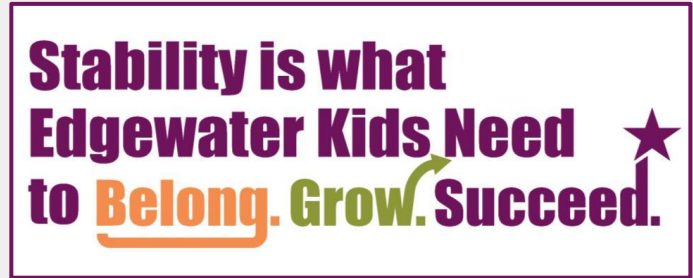
Additional Considerations: Broader South River Redistricting

Redistricting at the Elementary School level within SR Cluster

We support both AACPS and local parent groups in their advocacy. We have been a good-faith partner to both. The community coalitions have decided to advocate individually, in order to preserve the nuance of our positions. This decision was not born out of tribalism.

If presented with logical and long-term alternatives to the scenarios, we urge the Superintendent and the Board to consider and implement them.

The system needs to be balanced and so redistricting must happen. We expect that the plan that is implemented be strategic, thoughtful, and sustainable.



Additional Considerations: Broader South River Redistricting

Redistricting at the High School level within SR Cluster

We welcome Annapolis students into the South River cluster. We also defer to the Annapolis community and AACPS to determine what is best for these students. It is not our choice to make, but we will back you up.

The redistricting process and the delivery of public education at large cannot be taken from a race-neutral stance. Where we've been cannot be extracted from where we are today. To that end, we've learned so much about the long and ugly past of redistricting in the County. Those insights have informed this report, but more importantly, our actions and conversations with our peers and children.

Our priority is the children, all of them – and specifically, the academic and social success of the children impacted by redistricting. We want to see their needs met and to see them succeed. We want to set a good example for them, not reinforce ugly patterns.



Acknowledging a gap in this report: Impact on MPES/AMS Stability

In preparing this report, **it's been a priority for us to determine the scope of impact on MPES or AMS students, educators, and community.**

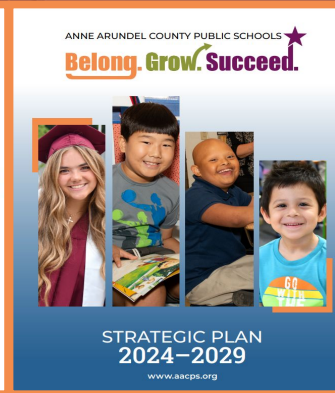
We have spoken with the following individuals that represent or work with this group in attempt to learn more:

- Senator Shaneka Henson, District 30
- Lisa Rodvien, County Council District 6
- Delegate Dana Jones, District 30
- Delegate Dylan Behler, District 30
- Vincent Moulden & James Jones, Office of the County Executive
- Eric Leshinsky, City of Annapolis, Chief of Comprehensive Planning
- Dr. Joanna Tobin, BOE District 6
- Rhonda Pindell Charles, Alderwoman, Ward 3
- Thornell Jones, President, WCG-MD

Despite our efforts, this gap persists. We do not have definitive data on what the scenarios do to:

- Title I funding/programs/resources
- Community School funding/programs/resources
- Blueprint - required expansion of early education programs
- Other programs and resources
- Sense of belonging
- The ability to grow and succeed

Stability is what Edgewater Kids Need to **Belong. Grow. Succeed.** ★



This report outlines a clear, practical proposal backed by solid evidence. We respectfully urge these solutions to be adopted in Dr. Bedell's recommendation. Our proposal is supported by four key priorities.

Contact: Kathleen Perry | kathleenmperry76@gmail.com

The Ping Pong Addendum

**Stop the
Ping-Pong.**
**Keep Edgewater Kids
in Edgewater Schools.**

keepourkidsinedgewater.com



ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
Belong. Grow. Succeed.



STRATEGIC PLAN
2024-2029

www.aacps.org

What creates the Ping-Pong?

When a student transitions from one school-feeder system for elementary and middle school to a different school-feeder system for high school, it is often referred to as split articulation or split feeder pattern. This term describes the process where students from one set of feeder schools (elementary and middle) move to multiple different high schools, rather than continuing with the same cohort.

For the well-being of every student, feeder systems should not be broken.

Mills-Parole Elementary → Annapolis Middle → South River High
should **not** be an option for our students

Edgewater Elementary → Central Middle → South River High
should be the pattern for our students

Split-articulation Effects on Students

Social Effects

1. Disruption of Friendships: Moving to a different school-feeder system can disrupt existing friendships. Students may feel isolated and struggle to form new social connections, which can impact their emotional well-being.
2. Challenges in Social Integration: Students may face difficulties integrating into new social groups and navigating established social hierarchies, leading to feelings of being an outsider.

Academic Effects

1. Inconsistent Academic Expectations: Differences in teaching methods between feeder systems can create academic gaps. Students may struggle to adapt to new academic expectations and catch up with their peers.
2. Performance Pressure: The need to prove themselves in a new academic environment can increase stress and anxiety, potentially affecting academic performance.

Emotional Effects

1. Increased Anxiety and Stress: The uncertainty and challenges associated with transitioning to a new feeder system can lead to increased anxiety and stress. This can affect students' overall mental health and ability to focus on learning.
2. Loss of Stability: Frequent changes in school environments can disrupt students' sense of stability and security, which are crucial for emotional and academic well-being.
3. Social-Emotional Development: Frequent transitions can negatively impact social-emotional development, making it harder for students to form long-term relationships and develop a strong sense of community.
4. Mental Health: Studies have shown that students who experience frequent moves are at a higher risk of developing mental health issues such as depression and anxiety.

Maslow's Hierarchy of Needs and Student Learning

Maslow's **Hierarchy of Needs** is a psychological theory that **every educator studies**.



Maslow's Hierarchy of Needs highlights the importance of **addressing students' basic, emotional, and psychological needs** before they can fully engage in learning. Schools that create a **safe, supportive, and motivating environment** help students **thrive academically and personally**.

Esteem Needs (Self-Worth and Recognition)

Includes: Achievement, self-respect, recognition from others, and confidence.

Effect on Learning:

Students with **low self-esteem** may avoid challenges, fear failure, or lack motivation.

Positive reinforcement, encouragement, and opportunities for success help build student confidence and resilience.

Love and Belonging Needs (Social Connection)

Includes: Friendships, family support, and a sense of belonging in social groups.

Effect on Learning:

Students who feel **isolated or rejected** may struggle with motivation and engagement.

Positive relationships with teachers and peers improve confidence, participation, and academic success.

AACPS Prioritizes Supporting the Whole Child



4

Supporting the Whole Child

Ensuring the social, emotional, mental, physical, and behavioral health and well-being of all students.

GOAL A: Increase student and family awareness of, access to, and use of available social, emotional, behavioral, and mental health supports.

GOAL B: Increase the percent of students not chronically absent for all student groups.

GOAL C: Increase behavioral health supports in schools by reducing the student to student-service-staff ratio.

Equity commitment

We believe each student deserves to thrive in a learning environment that prioritizes their social, emotional, mental, physical, and behavioral health and well-being alongside academic achievement. By integrating these supports and fostering a positive school climate, we aim to create equitable access to opportunities for students to succeed in school and life.

Why is this urgent?

Schools that support the whole child address not only academic achievement, but also mental, physical, and behavioral health.

This comprehensive approach creates a sense of belonging and helps develop the social and emotional skills needed for lifelong success and responsible citizenship.

AACPS believes in:

In order to ensure that we are creating an environment built on the promise of academic excellence and social-emotional growth, we must take action through the following core beliefs:

Belonging



We believe that genuine connections and relationships are the foundation of a successful community. We are committed to nurturing strong bonds between students, staff, families, and community members so everyone feels connected, supported, and valued.

AACPS believes in:

Equity



We believe that the promise of public education is for every child to succeed in school and life. We are committed to maximizing every student's academic growth and social-emotional well being by providing access to rigorous learning, differentiated resources, and eliminating obstacles to accessing educational opportunities and academic success.

If a student's **Belonging** and **Esteem** needs are not met, their **Learning can be Impacted**

1. Lack of Motivation and Engagement

- Students who feel **isolated or unaccepted** may withdraw from classroom activities.
- Without a sense of **belonging**, they may see school as unimportant or irrelevant.
- They might **avoid participation**, fearing rejection or embarrassment.

2. Low Confidence and Fear of Failure

- Without **positive reinforcement** or encouragement, students may **doubt their abilities**.
- **Fear of failure** can cause **test anxiety, perfectionism, or reluctance to try new challenges**.
- Students may **give up easily** when faced with difficult tasks.

3. Poor Social Skills and Behavioral Issues

- A lack of **friendships or teacher support** can lead to **social withdrawal or acting out**.
- Some students may **seek negative attention** through disruptive behavior or aggression.
- Feelings of rejection can result in **bullying, defiance, or avoidance of school**.

If a student's **Belonging** and **Esteem** needs are not met,
their **Learning can be Impacted**

4. Mental Health Struggles (Stress, Anxiety, Depression)

- **Loneliness and lack of self-worth** can contribute to **anxiety, depression, or low self-esteem**.
- Chronic stress may lead to **difficulty concentrating, memory problems, and emotional exhaustion**.
- Students may become **passive learners**, lacking the energy or motivation to engage.

5. Academic Decline and Lack of Achievement

- Without social and emotional support, **students struggle to stay focused**.
- They may experience **decreased effort, lower grades, and a lack of goal-setting**.
- Students might feel **incapable of success**, leading to long-term academic struggles.

Difficulties a Child Might Face When Moving to a New Community for High School

1. Social Challenges

♦ Struggling to Make New Friends

- The child **leaves behind established friendships** and has to start over in an unfamiliar environment.
- **Existing social circles in high school may already be formed**, making it harder to break in.

♦ Feeling Like an Outsider

- The student may **not understand the local culture, slang, or traditions** of the new community.
- They might struggle with **fitting in socially** or feel left out of inside jokes, school traditions, or social events.

♦ Increased Anxiety and Loneliness

- Without familiar faces, the child may feel **socially isolated and disconnected**.
- Increased stress about making friends can lead to **shyness, withdrawal, or fear of rejection**.

2. Academic Difficulties

Adjusting to Different Curriculum and Teaching Styles

- The new school may have **different academic expectations**.
- **Gaps in learning or different pacing** could make some subjects harder to keep up with.

Falling Behind Due to Adjustment Stress

- Emotional stress can affect **concentration, motivation, and academic performance**.
- The student might **struggle to balance schoolwork while adjusting socially**.

Less Access to Supportive Teachers and Peers

- In the old school, teachers knew the child's **learning style, strengths, and challenges**.
- In a new school, the student has to **build relationships with teachers from scratch**, which may affect academic support.

Difficulties a Child Might Face When Moving to a New Community for High School

3. Emotional and Psychological Impact

Loss of Stability and Comfort

- Moving disrupts the **sense of familiarity and routine**, leading to feelings of insecurity.
- The child may **miss their old home, friends, and teachers**, creating **grief or nostalgia**.

Increased Stress and Self-Doubt

- A new environment can lead to **self-consciousness, fear of failure, or social anxiety**.
- If they struggle socially or academically, they may **start doubting their abilities or self-worth**.

Difficulty Finding Trusted Adults for Support

- In their old school, the student may have had **trusted teachers, counselors, or mentors**.
- In a new school, they might feel **hesitant to ask for help or not know who to turn to**.

4. Extracurricular and Sports Disruptions

Limited Opportunities to Join Established Groups

- Many **sports teams, clubs, and leadership positions are already filled** by students who have been at the school longer.
- The student might **feel like they are at a disadvantage** when trying to get involved.

Loss of Previous Achievements or Reputation

- If they were a **leader, athlete, or top student in their old school**, they may feel like they are **starting over with no recognition**.
- Having to **prove themselves again** can be frustrating or discouraging.

Risk of Falling Behind or Losing Motivation

Academic Struggles Can Have Long-Term Effects

- **Failing or struggling early in high school** can lower GPA, making it harder to recover for college admissions.
- Poor academic performance can **limit access to scholarships, AP classes, or future career opportunities**.

Higher Dropout Risks

- Studies show that **students who struggle socially or academically in 9th grade are at a higher risk of dropping out** before graduation.
- The transition period is **critical for setting strong habits and developing resilience**.

Finding Purpose & Engagement Matters

- High schoolers who **feel disconnected from school, lack motivation, or don't see the relevance of their education** may become disengaged.

Advantages of Keeping a Student in the Same Neighborhood Community for All Grades (K-12)

1. Strong Social Connections & Lasting Friendships

Stable Peer Relationships:

- Staying in the same community allows students to **develop deep, long-term friendships** that provide emotional support throughout their school years.
- Strong friendships **reduce feelings of isolation, improve social skills, and boost self-confidence.**

Established Social Networks:

- Students already **know their classmates, teachers, and school staff**, creating a sense of comfort and belonging.
- They don't have to **start over socially** at crucial transition points (middle or high school).

Less Social Anxiety and Easier Transitions:

- Familiar classmates **reduce social stress** when transitioning from elementary to middle school and middle to high school.
- They **understand school culture, traditions, and expectations**, making each transition smoother.

2. Academic Consistency & Stronger Teacher Relationships

Continuity in Education:

- The student benefits from **consistent teaching methods, and academic expectations.**
- There is **less risk of curriculum gaps** that can happen when moving between different school districts.

Long-Term Teacher Relationships:

- Teachers are **familiar with the student's learning style, strengths, and areas of improvement**, allowing for **more personalized support.**
- Having consistent relationships with educators over time **builds trust and academic confidence.**

Smoother Academic Transitions:

- Students don't have to **relearn school policies or adapt to new educational standards.**
- Familiarity with **school culture, extracurricular opportunities, and advanced coursework** helps students plan their academic path more effectively.

Advantages of Keeping a Student in the Same Neighborhood Community for All Grades (K-12)

3. Stronger Sense of Community and Belonging



Deep Connection to the Neighborhood:

- Students feel a **greater sense of pride and investment** in their school and local community.
- They develop a **sense of identity and belonging** that can boost motivation and school spirit.



Participation in Local Traditions & Events:

- Students engage in **community traditions, school spirit activities, and local events** that create lifelong memories.
- Long-term involvement in **clubs, sports teams, and leadership roles** helps them feel rooted in their community.

4. Emotional and Mental Well-Being



Reduced Stress & Anxiety:

- Moving schools can cause stress, uncertainty, and social anxiety.
- Staying in the same community reduces the emotional toll of frequent adjustments.



Higher Confidence & Self-Esteem:

- Students feel secure and supported when surrounded by familiar faces.
- They develop a positive self-image and stronger identity by being part of a stable peer group.



Support from a Trusted Network:

- Counselors, teachers, and staff already know the student's background and challenges, making it easier to provide academic and emotional support.
- A strong support system helps students navigate life's challenges more effectively.

Advantages of Keeping a Student in the Same Neighborhood Community for All Grades (K-12)

5. Logistical & Practical Benefits for Families

Shorter & More Predictable Commutes:

- Attending schools within the same community **reduces travel time and transportation challenges.**
- Families can maintain a **consistent routine for drop-offs, pick-ups, and after-school activities.**

Easier Parent Involvement:

- Parents who **build relationships with teachers, staff, and other parents** can **stay actively involved** in their child's education.
- **Familiarity with school policies, PTA meetings, and volunteer opportunities** makes it easier for parents to engage in their child's school life.

By remaining in the same **neighborhood schools from Kindergarten through 12th grade**, students **benefit from stability, stronger support networks, and a greater connection to their community** – all of which set them up for **academic success and personal growth.**

Edgewater Neighborhoods are Part of the Edgewater Community

When a student's **family is actively involved in the neighborhood community**, it provides **social, academic, emotional, and practical benefits** that contribute to the child's **success and well-being**. A strong community connection offers **stability, resources, and a sense of belonging**, which can positively impact a student's education and personal growth.



A Network of Trusted Adults

- Students **build relationships with trusted neighbors, mentors, and community leaders**.
- Having **positive adult influences** beyond parents—such as teachers, coaches, and local leaders—provides extra **guidance and encouragement**.



More Supervision & Safety

- A **tight-knit community helps look out for students**, ensuring their safety while playing outside, or attending events.
- Parents can rely on **neighbors, family friends, or local organizations** for support if needed.



Stronger Sense of Belonging & Identity

- Feeling part of a **community fosters pride, confidence, and emotional security**.
- Students who know their **neighbors, community traditions, and local history** develop a stronger **sense of identity and connection**.



More Friendships & Social Opportunities

- Families involved in community activities expose students to **social events, sports teams, and extracurricular groups**.
- This helps students **build friendships, improve social skills, and feel included**.

For the well-being of every student, feeder systems should not be broken.

Mills-Parole Elementary → Annapolis Middle → South River High
should **not** be an option for our students

Edgewater Elementary → Central Middle → South River High
should be the pattern for our students

Sources

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