

**SECTION 6**  
**FACILITIES MASTER PLAN**



# FACILITY NEEDS ANALYSIS

The primary purpose of this Educational Facility Master Plan is to identify the present and future facility needs of Carroll County Public Schools. This plan addresses the need to provide capacity for projected student enrollments, the need to maintain and repair existing school buildings, and the need to provide a learning environment that meets the current instructional program of the school system. The following analysis will examine each of these factors to identify the facility needs for the 2022 to 2031 period.

## Capacity Analysis

In order to make sure that there is sufficient space provided within school facilities to accommodate student enrollments, a capacity analysis is performed annually after the enrollment projections are completed. This analysis is based on the Board of Education’s Policy on Adequate Facilities. The standards included in this policy are:

Adequate	Up to 100% of capacity
Approaching inadequate	101% - 105% of capacity (Elementary) 101% - 110% of capacity (Secondary*)
Inadequate	Greater than 105% (Elementary) Greater than 110% (Secondary*)

\*Functional Capacity is utilized when evaluating Middle School utilization percentages

## System Wide Capacity Needs

Total enrollment increased by 486 students in 2021, to 24,568 students. This increase was mostly due to the return of students who withdrew from public schools in 2020 during the COVID-19 pandemic. Based on higher historical grade succession ratios, the projections indicate enrollment will increase to 26,476 students by end of the projection period.

Comparing the projected 2031 total enrollment (12,033 elementary, 6,248 middle, and 8,228 high) with existing school capacities (12,720 elementary, 6,395 middle, and 9,653 high) there is sufficient capacity systemwide to handle projected enrollments.

## Elementary School Capacity Needs

Based on the current projections, overall elementary utilization is projected to increase from 89% to 94% in five years, and 94% by the tenth year. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected elementary enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have capacity concerns, elementary schools were grouped into five geographic clusters of schools. Utilizations for the 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine

areas of concern. Based on this analysis, the Southeast area is projected to be inadequate in 2026 and 2031.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2022	2026	2031
Northeast Area	86%	90%	91%
Northwest Area	83%	88%	88%
Westminster Area	91%	93%	94%
Southeast Area	100%	105%	106%
Southwest Area	83%	86%	86%

At the individual school level, Freedom Elementary is currently over 105% and projected to be over 120% utilization beginning in 2023. In addition to Freedom Elementary, the projections indicate that Linton Springs Elementary, Piney Ridge Elementary, and Sandymount Elementary will be over 105% sometime in the projection period.

The enrollment projection methodology uses historical enrollment trends to project future enrollment. Therefore, projections are more reliable when there is a consistent rate of growth. In order to identify areas where the growth rate is changing, a comparison of historical and projected permit activity is done for each elementary school. The table below compares the number of building permits issued for each school district over the past four years with the number of projected building permits for each school district for the next four years. Based on this analysis Elmer Wolfe, Hampstead, and Westminster Elementary Schools have the most potential for an increase in the number of permits over the next four years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY18	FY19	FY20	FY21	4 Yr. Total	FY22	FY23	FY24	FY25	4 Yr. Total	
Carrolltowne	3	1	8	0	12	0	1	0	0	1	-11
Cranberry Station	24	34	43	78	179	36	16	23	0	75	-104
Ebb Valley	13	7	14	14	48	6	20	8	0	34	-14
Eldersburg	1	3	4	3	11	1	0	5	0	6	-5
Elmer Wolfe	6	12	15	46	79	33	41	124	0	198	119
Freedom	26	38	12	5	81	1	7	57	32	97	16
Friendship Valley	12	1	4	3	20	1	10	0	0	11	-9
Hampstead	22	17	5	3	47	1	15	100	100	216	169
Linton Springs	12	6	3	5	26	10	9	26	25	70	44
Manchester	15	10	12	15	52	1	31	35	0	67	15
Mechanicsville	10	19	12	12	53	16	32	6	0	54	1
Mt. Airy*	3	11	15	47	76	14	19	0	0	33	-43
Piney Ridge	8	37	11	52	108	44	21	2	0	67	-41
Robert Moton	1	3	4	3	11	0	3	0	0	3	-8
Runnymede	31	22	24	46	123	19	45	2	0	66	-57
Sandymount	10	18	17	43	88	18	15	10	0	43	-45
Spring Garden	9	14	7	4	34	3	8	0	0	11	-23
Taneytown	5	35	89	152	281	81	74	68	0	223	-58
Westminster	2	1	5	37	45	35	1	189	0	225	180
William Winchester	53	29	13	5	100	14	12	36	31	93	-7
Winfield	17	11	10	14	52	25	29	14	0	68	16
<b>TOTALS</b>	<b>283</b>	<b>329</b>	<b>327</b>	<b>587</b>	<b>1526</b>	<b>359</b>	<b>409</b>	<b>705</b>	<b>188</b>	<b>1661</b>	<b>135</b>

Source: Carroll County Bureau of Development Review

## Middle School Capacity Needs

Based on the current projections, overall middle utilization increases from 89% to 92% in five years, and then to 98% by the tenth year. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected middle enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have specific capacity concerns, middle schools were grouped into four geographic clusters of schools. Utilizations for the 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis, the Southern Area is projected to be inadequate in 2031.

MIDDLE SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2022	2026	2031
Southern Area	96%	104%	111%
Westminster Area	84%	85%	90%
Northeast Area	81%	86%	91%
Northwest Area	80%	86%	90%

At the individual school level Sykesville Middle is projected to be inadequate in 2026, and Oklahoma Road Middle is projected to be inadequate in 2031.

The enrollment projection methodology uses historical enrollment trends to project future enrollment. Therefore, projections are more reliable when there is a consistent rate of growth. In order to identify areas where the growth rate is changing, a comparison of historical and projected permit activity was done for each middle school. The table below compares the number of building permits issued for each school district for the past four years with the number of projected building permits for each school district for the next four years. Based on this analysis, Shiloh Middle has the most potential for an increase in the number of permits over the next four years.

SCHOOL						PROJECTED PERMITS					Difference
	FY18	FY19	FY20	FY21	4 Yr. Total	FY22	FY23	FY24	FY25	4 Yr. Total	
Mt. Airy	19	20	23	60	122	24	44	14	0	82	-40
North Carroll	28	17	22	21	88	4	49	43	0	96	8
Northwest	37	67	126	242	472	133	150	194	0	477	5
Oklahoma Road	30	41	24	8	103	2	8	62	32	104	1
Shiloh	38	49	29	49	165	20	35	110	100	265	100
Sykesville	20	46	16	58	140	70	34	28	25	157	17
Westminster East	82	67	68	96	313	54	41	248	31	374	61
Westminster West	29	22	19	53	123	52	48	6	0	106	-17
<b>TOTALS</b>	<b>283</b>	<b>329</b>	<b>327</b>	<b>587</b>	<b>1526</b>	<b>359</b>	<b>409</b>	<b>705</b>	<b>188</b>	<b>1661</b>	<b>135</b>

Source: Carroll County Bureau of Development Review

## High School Capacity Needs

Based on the current projections, overall high utilization is projected to decline from 82% to 79% in the next five years, and then increase to 85% by the end of the period. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected high enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have capacity concerns, high schools were grouped into four geographic clusters of schools. Utilizations for the 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis all regions have adequate capacity to handle projected enrollments.

HIGH SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2022	2026	2031
Southern Area	79%	79%	88%
Northwest Area	74%	66%	74%
Northeast Area	98%	93%	99%
Westminster Area	80%	77%	80%

At the individual school level, all schools have adequate capacity to handle projected enrollments.

The enrollment projection methodology uses historical enrollment trends to project future enrollment. Therefore, projections are more reliable when there is a consistent rate of growth. In order to identify areas where the growth rate is changing, a comparison of historical and projected permit activity was done for each high school. The table below compares the number of building permits issued for each school district for the past four years with the number of projected building permits for each school district for the next four years. Based on this analysis, Manchester Valley High has the most potential for an increase in the number of permits over the next four years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY18	FY19	FY20	FY21	4 Year Total	FY22	FY23	FY24	FY25	4 Year Total	
Century	20	46	16	58	140	70	34	28	25	157	17
Francis Scott Key	37	67	125	242	471	133	150	194	0	477	6
Liberty	30	41	24	8	103	2	8	62	32	104	1
Manchester Valley	56	48	34	27	165	8	69	143	100	320	155
South Carroll	19	20	23	60	122	24	44	14	0	82	-40
Westminster	33	40	39	96	208	68	63	16	0	147	-61
Winters Mill	88	67	66	96	317	54	41	248	31	374	57
<b>TOTALS</b>	<b>283</b>	<b>329</b>	<b>327</b>	<b>587</b>	<b>1526</b>	<b>359</b>	<b>409</b>	<b>705</b>	<b>188</b>	<b>1661</b>	<b>135</b>

Source: Carroll County Bureau of Development Review

Based on this Capacity Needs Analysis, the following capacity concerns should be addressed:

### **Elementary Schools**

- Southeast Area Elementary schools (Carrolltowne, Eldersburg, Freedom, Linton Springs, and Piney Ridge) are projected to be inadequate by BOE policy in 2025. **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.**

- Freedom Elementary is currently Inadequate by BOE Policy, and projected be Inadequate based on the County’s Concurrency Management and Adequate Public Facilities Ordinance. **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.**
- Linton Springs Elementary is projected to be inadequate by Board of Education Policy in 2024. **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.**
- Piney Ridge Elementary is projected to be inadequate by Board of Education Policy in 2025. **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.**
- Sandymount Elementary is projected to be inadequate by Board of Education Policy in 2024. **Continue to request the kindergarten addition for Sandymount to accommodate the move to full day kindergarten that occurred in 2007.**

## Middle Schools

- Southern Area Middle schools (Mt. Airy, Oklahoma Road, and Sykesville) are projected to be inadequate by BOE policy in 2030 **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.**
- Sykesville Middle is projected be inadequate by Board of Education Policy in 2026 **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.**
- Oklahoma Road Middle is projected to be inadequate by Board of Education Policy in 2031. **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.**

## Modernization Needs Analysis

In addition to providing school capacity to house student enrollments, another essential part of this Facilities Master Plan is to ensure that older facilities nearing the end of their useful life are meeting the demands of the current educational program, as well as county, state, and federal codes and requirements. Schools that are not meeting these standards are candidates for modernization, and are therefore scheduled for renovation or replacement in the Facilities Master Plan. Modernizations have historically taken a back seat to new schools due to the requirement to provide capacity relief to accommodate the enrollment growth. As a result, there are several schools that were constructed in fifties, sixties, and seventies which are at the end of their useful life and are in need of modernization.

The term “Modernization” refers to the “design, construction, and equipping process through which an aging facility is brought up to current educational standards and through which its systems are renewed and updated to meet current system, county, state and federal codes and requirements. Modernizations may be accompanied by additions or redesign of existing spaces to meet educational program requirements.”

In order to accurately assess a school buildings ability to meet today’s standards; both physical and functional educational evaluations are required.

### Physical Assessment

In 2005 the Board of Education hired the firm of EMG to do building condition assessments of all school facilities in the system. EMG observed the major building components and assessed their physical condition. Estimated repair and replacement costs were developed and compared against the replacement value of the school to develop a Facilities Condition Index (FCI). The 2008 FCI number was then used to compare and rank the physical condition of school facilities. In order to update the physical assessment scores for these schools, a new FCI score is calculated every three years.

Although the work of EMG was valuable in helping to document the physical condition of our schools, the information is over ten years old. In order to provide more current facility condition information and link it with our maintenance work order system, CCPS contracted with Schooldude to provide a more comprehensive solution. Utilizing Schooldude’s Capital Forecast web application and its Life Cycle Modeling, FCI scores are updated annually for school facilities. The FCI scores for schools constructed prior to 1980 are converted to a 1,000 point scale and added to the functional scores to create a combined assessment score.

### Functional Assessment

In 2008, Carroll County Public Schools staff conducted an Educational Assessment of all school facilities that were constructed prior to 1980. This assessment included evaluations done for specific program areas of the school buildings conducted by the appropriate Instructional Area Supervisors. In order to keep the functional assessment scores up to date, schools that receive capital improvements are reevaluated. The last update, which included a reevaluation of Eldersburg Elementary related to the Open Space Enclosure project, was completed in 2017.



## Combined Assessment Score

In order to get a comprehensive view of how well a building is meeting the current building and instructional needs both the physical and functional scores are combined into one overall score. The combined scores for schools constructed prior to 1980 are included in the following table.

School	Physical Assessment Score	Functional Assessment Score	Total Score
Westminster East MS	177	579	756
William Winchester ES	513	524	1037
Westminster HS	470	654	1124
Northwest MS	419	723	1142
Westminster West MS	650	578	1228
Carrolltowne ES	504	747	1251
South Carroll HS	587	725	1312
Eldersburg ES	619	729	1348
Westminster ES	657	809	1466
Freedom ES	690	810	1500
Robert Moton ES	658	859	1517

According to the combined scores, the top two candidates for modernization are East Middle and William Winchester Elementary. A replacement school project is currently under construction to address East Middle School, therefore the next modernization project to be included in the plan is William Winchester Elementary.

**Since the time of the original functional assessment, Liberty High School's FCI score has changed dramatically. Liberty High currently has the second highest FCI score (81.1%) behind East Middle (82.5%), but it is not currently a candidate for modernization because it was not included in the original assessment. In order to understand how Liberty High compares to the schools on the current list, a new functional assessment must be conducted. It has been almost 15 years since the original functional assessment was conducted, therefore it is time for a new functional assessment to evaluate the schools based on today's instructional requirements.**

## Capital Renewal Analysis

The average school building is expected to last a minimum of forty years before it receives a modernization. Although many of the systems that make up a school building may last for forty years, there are certain systems that must be replaced prior to modernization to keep the school in operation. Two of the larger systems that typically need replacing and are critical to the operation of a school are the roof and the heating, ventilation and air conditioning (HVAC) systems. Due to the size of these systems, the replacement costs are too large to be able to adequately fund them in the operating budget. Therefore these projects are prioritized annually based on age and condition and included in the annual capital budget requests to the County and State.

- Roofs** - Replacement of aging roofs is necessary to protect building structure, and to preserve the learning environment. Without a roof replacement program, aging roofs will continue to deteriorate allowing water to infiltrate building envelopes. This water infiltration will damage the structural roof deck, interior ceilings, floor and wall finishes, and building contents. Water infiltration can also create conditions which could lead to air quality issues within the building. Additionally, persistent leaks disrupt learning areas and interfere with the learning environment in the school. The plan includes three single-ply roofs that need to be replaced over the next decade. These types of roofs have an expected useful life of 15- 20 years. This plan is based on replacing these roofs between 20-25 years, except in cases where there is a major HVAC project scheduled at a school. In those cases, the roof project is scheduled after the HVAC project to avoid damage to the new roof installations.

SCHOOL	ROOF TYPE	SQUARE FEET	DATE OF INSTALL	CURRENT AGE	EFMP SCHEDULED REPLACEMENT	AGE AT REPLACEMENT
North Carroll Middle	Shingle	68,000	2005	15	2023	18
Spring Garden Elementary	Single Ply	63,500	1991	29	2024	33
Oklahoma Road Middle	Single Ply	116,399	1997	23	2025	28
Century High	Single Ply	135,000	2000	20	2026	26
Shiloh Middle	TPO	116,250	2000	20	2027	27
Gateway	Shingle	30,300	2003	17	2028	25

- HVAC** – Due to the significant impact of temperature and indoor air quality on the learning environment, the HVAC system plays a critical role in the daily operation of a school building. Replacement of aging systems and equipment is required to continue to provide a comfortable and healthy learning environment. The industry standard for the replacement of most HVAC system components is in the 20–25-year timeframe. Most of these systems have exceeded their useful lives by over 10 -20 years.

School	HVAC Scope	Date of Installation	Scheduled Replacement (Summer)	Age at Replacement
Spring Garden Elementary	System Replacement	1991	2023	32
Oklahoma Road Middle	System Replacement	1997	2024	27
Mt. Airy Elementary	System Replacement	1987	2025	38
Carroll Springs	System Replacement	1981	2025	44
Carrolltowne Elementary	System Replacement	1976	2025	49
Northwest Middle	System Replacement	1976	2025	49
Liberty High	System Replacement	1980	2026	46
Piney Ridge Elementary	System Replacement	1991	2027	36
Friendship Valley Elementary	System Replacement	1992	2027	35
Mechanicsville Elementary	System Replacement	1994	2028	34
Runnymede Elementary	System Replacement	1994	2028	34
Taneytown Elementary	System Replacement	1995	2029	34
Elmer Wolfe Elementary	System Replacement	1998	2029	31
South Carroll High	System Replacement	1998	2030	32
Eldersburg Elementary	System Replacement	1999	2031	32
Linton Springs	System Replacement	1998	2032	34

- Electrical Systems** – The electrical systems in older schools are starting to have pieces of equipment that need to be replaced. At the same time, the dramatic increase of the use of technology equipment has created electrical demands that were not present when these older schools were designed. This increasing dependence on technology has also created certain emergency and stand-by power requirements that did not exist when these schools were constructed. The following schools have electrical systems that require a comprehensive solution beyond the scope of typical maintenance: East Middle, & Career & Technology Center.
- Fire Alarm Systems** – As fire alarm systems age it becomes increasingly difficult to purchase replacement parts, make repairs and maintain communication between the components of the separate systems. The replacement of the system includes the central alarm panel, annunciator panel, pull stations, heat and duct detectors, signaling devices and other peripheral devices. The Maintenance Department has identified fire alarm systems in need of replacement at the following schools: Carrolltowne Elementary, Taneytown Elementary, Elmer Wolfe Elementary, Runnymede Elementary, Career & Technology Center, and East Middle.
- Window Replacements** – Replacement of old single-pane windows is required to protect building structure and building components, to maintain good indoor air quality, and to improve the energy efficiency of these aging facilities. As these old windows fail, the exterior building envelop will continue to be compromised. Windows that have failed or are near failure are located at the following schools: Career & Technology Center, South Carroll High, East Middle, and Westminster High.
- Paving** – Maintaining the paved areas at 40 school locations delays or eliminates more costly parking and driveway reconstruction projects. It also prevents damage to school buses; maintenance vehicles during snow removal activities; and prevents damage to staff and parent vehicles. Without proper funding to adequately maintain paved areas, the quality of the paved surface will continue to deteriorate and ultimately fail. Due to the lack of adequate capital funding to maintain these areas, several schools have large areas where the paving has failed and now require total reconstruction. These schools include: Liberty HS, Shiloh MS,

Northwest MS, Runnymede ES, Winfield ES, Mechanicsville ES, Manchester ES, Sykesville MS, and Mount Airy ES.

- **Technology Infrastructure** - A systematic replacement and upgrading of technology infrastructure is critical to preventing Carroll County Public Schools from slipping into technological obsolescence. Further, critical infrastructure upgrades are necessary to meet the requirements of the MSDE Technology Plan, the Federal No Child Left Behind Act, Maryland's Race-To-The Top initiative, Financial and the State Legislative Audits, other legislation including Sarbanes Oxley and CALEA, and the expectations of public agencies in regards to Business Continuity/Disaster Recovery. Adequate capital funding for technology infrastructure assures that the school system's computing hardware will keep pace with technological advances that will prepare students for the rapidly changing workforce. Without a planned program of server and switch replacements the school system will realize a degradation of its ability to support instructional programs and services. Further, technology investments are required to realize the cost savings and benefit of the Carroll County Public Network.

### **Instructional Program Needs Analysis**

In addition to changing enrollments and aging facilities, school facilities must also be able to respond to changes in instructional programs offered by the school system. These changes in instruction result from changes in federal or state requirements, and/or changes due to local initiatives. Since educational facilities exist to serve the needs of educators and students, they must be designed or renovated for these purposes. The following is a list of some specific instructional programs that school facilities must support:

#### **Special Education**

Carroll County Public Schools provides Special Education programs and services to all eligible children with disabilities (from birth through their twenty-first birthday) who reside in the county. Special Education services include diagnostic, instructional, and related services. Programs and services are provided on a continuum ranging from consultation with regular education teachers, up through residential placement seven days a week. These programs and services are designed to ensure that appropriate programs are available to all children with disabilities in the least restrictive environment for each child. This is determined based upon the child's unique needs and not program availability.

There are situations where a child is placed in a regional program due to the types of services they require. Typically, these specialized resources are only located at certain schools. The regional program centers listed below have specific facility needs due to the number and types of services provided.

- **Elementary Regional Centers** - There are five regional special education centers at the elementary level which provide Learning for Independence (LFI) and PreKindergarten (PREP) services to students. These five schools serve a geographic area and receive students from feeder schools. These five regional centers are: Carrolltowne Elementary,

Hampstead Elementary, Robert Moton Elementary, Runnymede Elementary, and Winfield Elementary. **Based on the current special education projections, the current school facilities are sufficient.**

- **County-wide Autism** – There are currently two elementary school (Hampstead, Winfield) autism program centers, one middle school (Shiloh) autism program center, and one high school (Winters Mill) autism program center. These centers provide specialized resources for students identified along the Autism spectrum. **Based on the projected needs of the programs, the current school facilities are sufficient.**
- **Behavioral Educational Support Team (BEST) Program** – There is currently one elementary school (Robert Moton) BEST program center, one middle school (East) BEST program center, and one high school (Westminster) BEST program center. These centers provide specialized resources for students who require specialized behavioral supports not found in their home schools. **Based on the projected needs of the elementary school program, the current facility at Robert Moton needs to be expanded. Although the projected needs of the middle school program does not indicate that the size of the program should grow, the current facility does not adequately meet the needs of the program. The BEST classrooms should be located in the same building as the general education classrooms to promote mainstreaming of students as they progress along their IEP. Based on the projected needs of the high school program, the current location at Westminster high is sufficient.**
- **Central Intensive Behavior Unit (IBU)** – Special Education law requires each school system to have programs that are gradually more restrictive in nature for placements as required by individualized education plans. This program provides an additional placement for students who require behavioral support as part of their individualized education plan. There is currently an IBU program available for middle and high school students at East Middle, and Westminster High. However, there is no IBU that offers these services to elementary school students. **This program should be located next to the BEST program at Robert Moton Elementary, and be included as part of the BEST program expansion needed to serve elementary school students.**

### **Alternative Education**

CCPS is proud to offer a variety of programs designed to assist students who have not been successful in a traditional, comprehensive school setting. Students attend Alternate Education programs for a variety of reasons including Voluntary Placements, Superintendent Transfers, Extended Suspension and Administrative Placements. The goal of all alternative education programs is to teach students academic, social/emotional, and behavioral skills that will improve their educational success and lead to a successful transition back to his/her comprehensive school.

- **Positive Response to Issues of Discipline with Elementary Students (PRIDE) Program** PRIDE is an elementary therapeutic intervention program; part of the CCPS general education continuum of supports. PRIDE is designed to help students gain self-control and insight into their behavior in order to reduce disruptive behaviors and increase positive school behavior/adjustment and achievement. PRIDE is also designed to provide parents

with the supports needed to initiate and maintain productive changes in their homes. Students receive instruction aligned with CCPS curriculum at their instructional level. Students also receive instruction in behavior management through a structured behavior support system and direct teaching of social skills. PRIDE is supported by CCPS teachers, assistants, a school psychologist, and an intervention specialist at a ratio of approximately 3:1. The program is currently located in a portable classroom building at Friendship Valley Elementary. **This current facility does not adequately meet the needs of the program. The PRIDE classrooms should be located inside of an elementary school to provide a safe environment, and to promote mainstreaming of students as they get closer to returning to their home school.**

- **Crossroads Program** – Crossroads Middle is an alternative educational setting designed to assist middle school students to have successful school experiences. Students receive academic instruction and counseling services to improve school achievement. Classrooms are staffed by certified teachers and instructional assistants, who deliver CCPS curriculum and provide academic assistance to the students. School counselors, a school psychologist, an intervention specialist, and other support staff are available and may be assigned to assist students on specific lessons or to help manage and improve behavior. The program is currently located at the Gateway School. **Based on the current increase in mental health needs in our community, additional space may be necessary in the future to continue to support students.**
- **Gateway School** – The Gateway School is an alternative educational setting designed to assist high school students to have successful school experiences. Students who are enrolled at the Gateway School are eligible to earn credits that apply toward promotion and graduation. Classrooms are staffed by certified teachers who develop specific assignments, assistance, and requirements for students. Instructional assistants and other support staff are also on duty and may be assigned to assist students on specific lessons or to help manage and improve behavior. The program is currently located at the Gateway School. **Based on the current increase in mental health needs in our community, additional space may be necessary in the future to continue to support students.**

### **Full Day Kindergarten**

Full-day Kindergarten was mandated in the State of Maryland through the 2002 Bridge to Excellence Act. In order to address this mandate, Carroll County Public Schools made the decision to construct permanent classroom additions to provide the additional classrooms required. A total of fourteen elementary schools received these kindergarten additions. Some schools did not receive additions because they were a lower priority due to available classrooms in other grades. Although these schools have been able to accommodate the additional Kindergarten classes due to available capacity in other grades, there are a number of issues they deal with on a daily basis. These include: smaller classrooms that cannot accommodate the learning centers or provide room for young children to move; classrooms without restrooms; classrooms without sinks; and inability to have effective and continuous collaboration. The schools without an adequate number of early childhood classrooms are: Cranberry Station ES, Friendship Valley ES, Sandymount ES, and Taneytown ES.

**Pre-Kindergarten Program**

Under the Blueprint for Maryland’s Future (HB-1300), beginning in FY 2023, Carroll County Public Schools will need to expand voluntary prekindergarten for all three- and four-year-old children from families earning incomes at or below 300% Federal Poverty Level (FPL), which is \$79,500 for a family of four in 2021. In FY 2025 a sliding scale will be implemented for families earning more than 300% FPL, but not more than 600% FPL. Families above 600% FPL will be required to pay the total per pupil funding rate to access PreK services.

Carroll County Public Schools currently serves 362 prekindergarten students at 20 elementary schools. Current program eligibility is based on the Free and Reduced Meal (FARM) program requirements. The new eligibility criteria required by the Blueprint for Maryland’s Future will result in additional children qualifying for prekindergarten services. However, since prekindergarten will remain voluntary, it is difficult to project how many additional students will need to be served. Another complicating factor is that the Blueprint for Maryland’s Future envisions that both public and private prekindergarten programs will serve eligible families. Due to the complicated public/private partnership structure and voluntary nature of the program, it is currently not possible to accurately project how many additional students Carroll County Public Schools will need to serve. **However, since almost all of the current PreK locations are near their maximum capacity of 20 seats, it is reasonable to assume that additional prekindergarten classrooms will be necessary to serve any increase in students. Including a general project for Prekindergarten Expansion in this plan will allow time for planning to be completed ahead of the FY 2025 sliding scale implementation for families earning between 300% and 600% FPL.**

The table below lists the elementary schools that currently offer prekindergarten programs.

<b>Pre-K (2021-2022)</b>			
<b>School</b>	<b>Capacity</b>	<b>Enrollment (9/30/21)</b>	<b>Program Type</b>
Carrolltowne ES	20	17	Half Day (a.m.)
Cranberry Station ES	20	16	Full Day
Ebb Valley ES	20	19	Full Day
Eldersburg ES	20	18	Half Day (a.m.)
Elmer Wolfe ES	20	20	Full Day
Friendship Valley ES	20	19	Full Day
Hampstead ES	20	18	Full Day
Linton Springs ES	20	16	Half Day (a.m.)
Manchester ES	20	14	Half Day (a.m.)
Mechanicsville ES	20	17	Half Day (a.m.)
Parr's Ridge ES	20	20	Full Day
Piney Ridge ES	20	20	Half Day (a.m.)
Robert Moton ES	20	19	Full Day
Runnymede ES	20	15	Full Day
Sandymount ES	20	20	Half Day (a.m.)
Spring Garden ES	20	20	Full Day
Taneytown ES	20	21	Full Day
Westminster ES	20	15	Full Day
William Winchester ES	20	19	Full Day
Winfield ES	20	19	Half Day (a.m.)
<b>Totals</b>	<b>400</b>	<b>362</b>	

## CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

MODERNIZATIONS	COMPLETION DATE											NOTES	
		23	24	25	26	27	28	29	30	31	32		
<b>Career &amp; Technology Center Modernization</b> This project involves a 90,000 square foot addition to the current building, and the renovation of 90,000 square feet of the existing building.	Aug. 2024	C	C	O									
<b>East Middle Replacement</b> This project involves the design and construction of a new East Middle school to replace the aging facility.	Aug. 2023	C	O										
<b>William Winchester ES Modernization</b> This project involves the modernization of William Winchester Elementary. The original building was constructed in 1962. Additions were constructed in 1980, 1986, 1990, and 2010.	TBD			FS	P	P	C	C	O				

FS = Feasibility Study  
 P = Planning  
 C= Construction



# CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		23	24	25	26	27	28	29	30	31	32	
<b>Roof Replacement Projects</b>												
North Carrol Middle	Aug. 2023	P	C									
Spring Garden Elementary	Aug. 2024		P	C								HVAC Project - 2023
Oklahoma Road Middle	Aug. 2025			P	C							HVAC Project - 2024
Century High	Aug. 2026				P	C						
Shiloh Middle	Aug. 2027					P	C					
Gate way	Aug. 2028						P	C				
<b>HVAC Replacement Projects</b>												
Spring Garden Elementary	Aug. 2023	C										Roof Project
Oklahoma Road Middle	Aug. 2024	P	C									Roof Project
Mt. Airy Elementary	Aug. 2025		P	C								
Carroll Springs	Aug. 2025		P	C								
Carrolltown Elementary	Aug. 2025		P	C								
Northwest Middle	Aug. 2025		P	C								
Liberty High	Aug. 2026			P	C							
Piney Ridge Elementary	Aug. 2027				P	C						
Friendship Valley Elementary	Aug. 2027				P	C						
Mechanicsville Elementary	Aug. 2028					P	C					
Runnymede Elementary	Aug. 2028					P	C					
Taneytown Elementary	Aug. 2029						P	C				
Elmer Wolfe Elementary	Aug. 2029						P	C				
South Carroll High	Aug. 2030							P	C			
Eldersburg Elementary	Aug. 2031								P	C		
Linton Springs Elemetnary	Aug. 2032									P	C	

P = Planning  
C= Construction

# CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		23	24	25	26	27	28	29	30	31	32	
<b>Fire Alarm Replacement</b>												
Carrolltowne Elementary	Aug. 2027		P	C								w/ HVAC Project
Runnymede Elementary	Aug. 2029					P	C					w/ HVAC Project
Elmer Wolfe Elementary	Aug. 2030						P	C				w/ HVAC Project
Taneytown Elementary	Aug. 2030						P	C				w/ HVAC Project
<b>Window Replacement</b>												
South Carroll High	2023	C										
Westminster High	2023	C										
<b>Paving Replacement</b>	On-going	C	C	C	C	C	C	C	C	C	C	
<b>Technology Improvements</b>	On-going	C	C	C	C	C	C	C	C	C	C	

P = Planning  
C= Construction

# CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

INSTRUCTIONAL PROGRAM	COMPLETION DATE											NOTES
		23	24	25	26	27	28	29	30	31	32	
<b>Robert Moton BEST Addition</b> This addition is needed to expand the BEST program	Aug. 2024		P	C								
<b>Cranberry Station Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
<b>Friendship Valley PRIDE Addition</b> This addition is needed to accommodate the PRIDE program	Aug. 2024		P	C								
<b>Friendship Valley Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
<b>Sandymount Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
<b>Taneytown Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
<b>Prekindergarten Additions at Multiple Schools</b> The Bluepring for Maryland's Future requires an expansion of the PreK program. Exact size and locations of additions will be determined as more information becomes available regarding struture of private/public partnership	TBD		FS	P	C							

P = Planning  
 C = Construction

