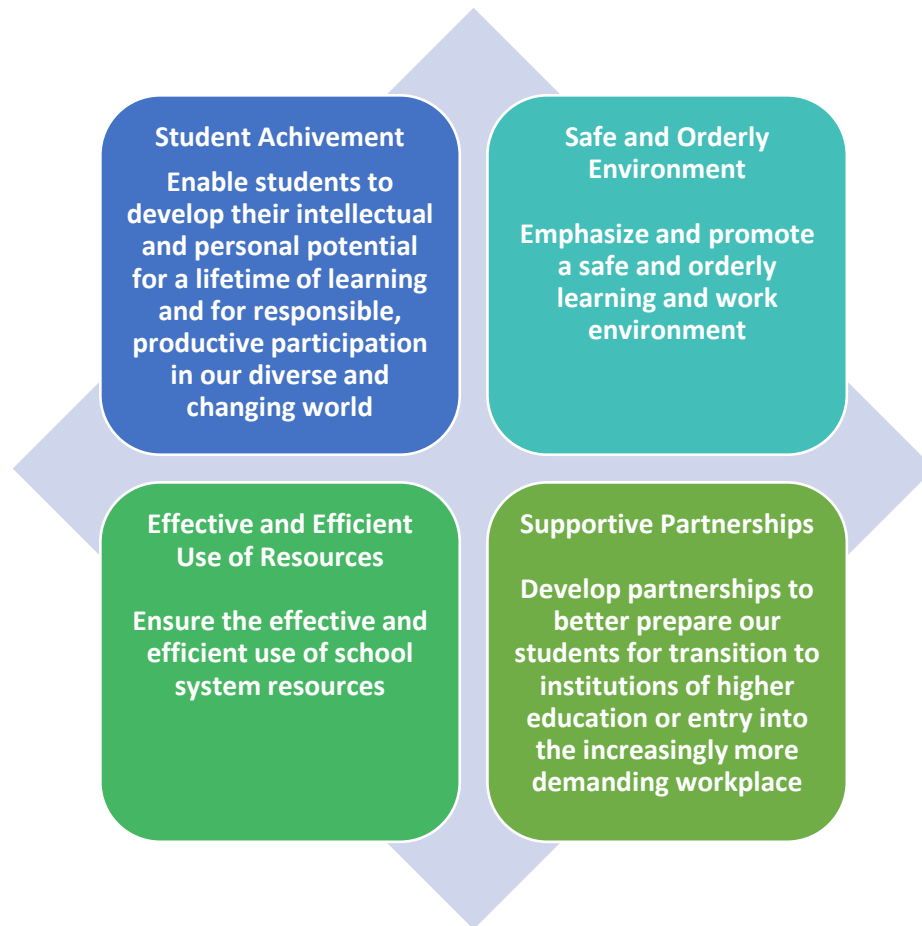# INTRODUCTION

A. Mission Statement

The mission of the SMCPS system is to "Know the learner and the learning, expecting excellence in both. Accept no excuses, educating ALL with rigor, relevance, respect, and positive relationships."

B. Board of Education Goals and Priorities

The Board of Education of St. Mary's County (Board) goals and priorities are as follows:

Student Achivement

Enable students to develop their intellectual and personal potential for a lifetime of learning and for responsible, productive participation in our diverse and changing world

Safe and Orderly Environment

Emphasize and promote a safe and orderly learning and work environment

Effective and Efficient Use of Resources

Ensure the effective and efficient use of school system resources

Supportive Partnerships

Develop partnerships to better prepare our students for transition to institutions of higher education or entry into the increasingly more demanding workplace

Teaching and learning will actively engage students in learning that is authentic, connected, relevant, and challenging. We will assure that teaching is based upon the individual needs of students and a standards-based curriculum. All instructional decisions will be guided by proven practices and ongoing assessment. As the COVID-19 pandemic struck our nation, our schools were impacted by altering our instructional model. Online and hybrid learning were implemented to ensure continuity of instruction and ensure the path to learning continued for our students. Investments in technology and infrastructure to support teaching and learning during distance learning provide tools for future instruction. Our classrooms and schools now

support 1:1 technology and curriculum is solidly in place across an online learning management system to provide 24/7 access to learning.

In order to be effective and ensure all students learn, the school system is committed to collaborative practices, including clear and consistent communication systems and shared ownership, responsibility, and accountability for student performance.

Every school must commit to setting high expectations for all students and to delivering instruction, based on best practices, that meets the individual needs of a diverse population in a climate of respect and responsibility. This will be accomplished through effective leadership that makes research-based data-driven decisions and considers staff and community input.

Coupled with these goals is the vision and philosophy of schools as centers of our community. This is based on the foundation that schools are community schools and should meet the needs of students, staff, and the community. Facilities will be designed to be an extension of the learning environment.

C.   EFMP Goals

In order to pursue the mission and goals outlined by the Board, quality learning environments in the form of adequate physical infrastructure are required. The short and long-term plans, outlined in the CIP, are used to promote justification for the construction of new facilities and modernization of existing facilities. There is critical path coordination between facility infrastructure and the educational program delivery approaches. Four key goals guide the development of each capital project. The capital plan is articulated with the SMCPS Consolidated Strategic Plan by identifying projects, which assist with the implementation of those strategic planning goals. The goals for the master plan are:

Goal 1 Meet interim and long-term capacity needs	Plan and construct space for the long-term needs of students and programs and plan the use of temporary space, where the need may be of limited duration, for the housing of students during periods of rapid growth or construction.
Goal 2 Maintain a systemic addition, renovation, and modernization schedule	Continue modernizing our aging infrastructure on a systematic schedule to ensure that safe and up-to-date facilities, with a variety of instructional support spaces, are available to deliver a challenging curriculum.
Goal 3 Ensure schools are environmentally safe, secure, efficient, and comfortable	Provide for major maintenance and building system rehabilitation on a schedule that ensures our facilities will remain environmentally safe and secure and will function efficiently.
Goal 4 Meet the educational program requirements, ensuring equity for all	Provide for additions, renovations, and modernizations of existing and future spaces ensuring that all of our facilities meet the changing educational program requirements of our students.

D. Purpose of the EFMP

The EFMP is designed to guide the process of achieving the Board's goals, by providing:

- A tool for managing short and long-term facility needs and the integration of infrastructure projects identified in the Comprehensive Maintenance Plan for Educational Facilities (CMP);
- Documentation of priorities as identified by school system staff, parents, and community members;
- A roadmap to guide the school system in solving facility problems, based on pre-established priorities; and
- A description of the types of projects to be undertaken, along with a timeline, overall costs, and funding source.

The EFMP is an ongoing process that results in the creation of an evolving document that changes to meet the needs of a thriving community and an expanding school facility inventory. In addition, the document serves as a resource on school facilities for both staff and community members.

E. Review Process

The planning process is facilitated and supported by the gathering of all relevant data and analysis. The following areas are considered during the review process:

Defining Capacity Needs
When enrollment increases, the school system will meet capacity needs through new schools, additional buildings at existing schools, or addition/modernization projects at existing schools. During periods of rapid enrollment, relocatables will be utilized to meet student housing needs during construction of permanent facilities. Capacity needs are determined based on the school system's ten-year enrollment projections, housing data trend analysis, and other relevant information.

Defining Educational Program Needs
As current educational programs change or as new educational programs are implemented, instructional methods and the facilities that support them need refining. These spaces may vary from small group instruction areas to large group lecture areas. It is important to analyze the full range of spaces and equipment needed to facilitate current and future educational programs that are adaptable to changes in instructional delivery methods.

Defining Educational Space Environments
As new buildings are constructed or existing buildings are modernized, sustainable and energy efficient building design concepts are encouraged for inclusion based on providing high performance learning environments that promote energy conservation and renewable energy sources as a teaching tool. Per the IAC Facilities Planning Guide for Maryland Public Schools, all new schools must meet the requirements for the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) silver rating or a comparable nationally recognized numeric rating or standard as approved by the

Secretaries of Budget and Management and General Services (IAC Facilities Planning Guide 7.C Building Performance).

Utilization of Facilities
Schools within SMCPS are designed to house elementary, middle, and high school grade configurations. When preparing the EFMP, it is important to consider the grades to be served, the enrollment levels expected, and the maximum capacity the school could be expected to house if expansion were necessary. A summary of the present utilization and capacity for each school is developed and reviewed.

Physical Condition
Each facility is reviewed in conjunction with the development of the CMP. This plan outlines the life cycle maintenance or replacement required for key infrastructure components. The IAC Facility Condition Index (FCI) and the SFA will be utilized in addition to our local data. The IAC conducts a 25% facility refresh of the SFA on an annual basis.

Code Compliance/Life Safety
Older facilities were designed using codes and ordinances that were applicable to the time of construction and which may be different than current codes. Codes and guidelines from the IAC are reviewed. Projects are added to address the modifications required to address new code compliances.

Safety/Security
As times have changed, so have the needs for security measures in public school facilities. Projects have been completed to install cameras, communication systems, locking systems, and public address systems in recent years. Monitoring and the implementation of appropriate security measures are an on-going process. In the past several years, there has been an infusion of funding at both the local and state levels to address school safety. Planned and on-going projects include access control systems, replacement of door locks, bringing all existing and new camera systems onto one platform, installing camera systems, replacing communication systems, installing exterior and interior security window film, and security vestibules.

Public Use
SMCPS facilities not only house educational programs, but also serve the community as public resources through a variety of community-based activities. The playfields and courts serve the community as supplemental parks and recreational facilities. Community organizations, both public and private, use the buildings for meetings and other activities.

Demographics
The demographic analysis includes a detailed review of the county's population and the housing inventory. The basis for the demographic analysis is the historical trends of population growth, private and home school enrollment, birthrate, employment, and housing. The demographic analysis is enhanced through the utilization of a Geographic Information System (GIS), which utilizes a computerized map of the county. This map provides a basis for analyzing study areas and/or school boundaries, projecting enrollments, and forecasting future development. It helps to define areas of population and housing from which students are generated for school enrollment. Demographic studies present data and information in simple, easy-to-read tables and charts. Comparisons are easily made to determine when school capacity will be exhausted by

future enrollment growth and when enrollment decline may permit the reorganization of facilities.

Funding
A variety of funding sources are considered, including federal, state, and local funds. Consideration is given to the scope of projects that may be reasonably accomplished within available funds.

F.   Community Input

The school system receives input from a large variety of community organizations and groups, with specific input provided by the school improvement teams. To encourage community participation, the program is shared with civic organizations, parent teacher associations/organizations, and school improvement teams. Regular presentations are also made to county agencies, such as the St. Mary's County Planning Commission (SMCPC), as well as the Board, and the CSMC. The process of providing education on our CIP and receiving community input is an on-going process.

G.   Data Collection

The EFMP addresses the critical issues of the school system's educational facilities. The school system collects data from various county and state agencies including the departments of Economic & Community Development (DECD), Land Use & Growth Management (LUGM), MDP, Maryland Department of Health and Mental Hygiene Vital Statistics Administration, and the United States Bureau of Census, along with individual and total school system enrollment data. The vast array of data and research analyzed includes:

- enrollment projections
- birth rates
- residential development and trends
- Smart Growth Initiatives
- effects of the Naval Air Station (NAS) Patuxent River
- changes in educational programs and class size reduction initiatives
- private, parochial, and home school enrollments
- migration in and out of the county
- economic data and trends

H.   Recommendations

The planning process culminates in a comprehensive list of required school improvements, including an estimate of new school facilities required to meet current and projected enrollment growth, along with cost estimates for each project.

The projects proposed in the EFMP guide the direction of the development of the local and state CIP in the fall of each year, with approval for funding being completed in the spring of each year by the IAC and CSMC.

It should be noted that the program is reviewed again in the fall, based on new enrollment projection data and on an on-going basis to meet the educational program needs of the school communities. The current program was updated to reflect the capacity needs of the school system

balanced with the numerous systemic renovation projects coming due, as well as the available funding sources through the IAC. Projects have been included in the six-year capital plan to address current and projected enrollment needs at both the elementary and secondary levels at this time.