

GOALS, STANDARDS, POLICIES, AND GUIDELINES

A. Educational Program Vision: “Our Commitment to Students”

At the center of all the work of SMCPSS are our students. They enter our schools as toddlers and leave as young adults – and we are responsible for their preparation for adulthood – to succeed and contribute meaningfully to their community. Our Students are Our Future – and when we fully grasp this, commitment to action and excellence must define our work.

B. Strategic Planning Goals

Under the Blueprint for Maryland’s Future, each school system was required to develop, adopt, and implement a Consolidated Strategic Plan linking funding from federal, state, and local sources to strategies designed to improve student achievement and school performance. The plans are updated annually.

As we usher in a new era of educational reform with the implementation of the Blueprint for Maryland’s Future, we also prioritize a renewed commitment to our educational community. To encapsulate this fully, we recommit to the essential twenty-two words that have guided SMCPSS since 2006 – our mission statement:

Know the learner and the learning,
expecting excellence from both.
Accept no excuses, educating all with
rigor, relevance, respect, and positive relationships.

From this bedrock, we have framed our Master Plan based on five categories of commitment statements. They are: our commitments to students, our commitments to staff, our commitments to schools, our commitments to stakeholders, and our commitments to sustainability to move forward over the next four years. The logo below captures how each element supports one another - with students in the center of all our work, supported by staff, schools, and stakeholders - ultimately built upon a model of fiscal and organizational sustainability. Our commitments establish the framework for our five-year plan. Our path forward is predicated on a set of benchmarks set by the Maryland Comprehensive Assessment Program (MCAP) achievement levels and measures in the Maryland school accountability system.



Coupled with the commitments and community input, SMCPSS is well positioned to fulfill the goals of its Consolidated Strategic Plan.

C. Commitments

SMCPSS has made a commitment to work beyond the words we speak and to fully embrace the dedication to our students, staff, schools, and stakeholders.

Our commitment to students is our focus on teaching and learning in order to support students in achieving their goals.

- 1.1 Students have equitable access to rigorous and relevant learning.
- 1.2 Students are engaged in learning experiences that meet their needs and interests.
- 1.3 Students are safe and supported in their academic, social, and emotional growth.
- 1.4 Student learning is aligned to nationally recognized standards.
- 1.5 Student learning is measured in a fair, meaningful, and timely way.
- 1.6 Student learning is designed to support students' preparation for a balanced lifestyle.

Our commitment to staff is our engagement in and support of professional growth to meet the expectations of performance.

- 2.1 Staff have a deep understanding of factors that impact learning.
- 2.2 Staff are highly qualified, highly effective, and diverse.
- 2.3 Staff are engaged in an open, trusting, and solution-oriented environment.
- 2.4 Staff actively drive their learning and advancement.
- 2.5 Staff are supported and accountable in meeting expectations for performance.
- 2.6 Leadership is grown from within the school system.

Our commitment to schools is to create and maintain safe, engaging, learning environments for our students and staff.

- 3.1 Schools are well maintained, safe, and welcoming learning environments.
- 3.2 Schools support the social and emotional safety and well being of students.
- 3.3 School programs support the development of the whole child.
- 3.4 Schools support learning, effectiveness, and efficiency.

Our commitment to stakeholders is to inform and engage our parents and partners in the education of our children.

- 4.1 Family and community members are welcomed as supportive partners.
- 4.2 Two-way communication with stakeholders is open, honest, and timely.
- 4.3 Partnerships anchor our schools and students to the community we serve.

The final set of commitment statements ties to the four areas above, with specific attention to ensuring that our work can carry forward.

Our commitment to sustainability is to only invest in that which furthers our mission and is explicitly built into our budget.

- 5.1 We invest in instructional resources.
- 5.2 We invest in programs, experiences, and learning for students.
- 5.3 We invest in technology to engage, educate, and communicate.
- 5.4 We invest in our people.
- 5.5 We invest in technology to enhance efficiency and further productivity.
- 5.6 We invest in professional development, internal advancement, and growing our own.
- 5.7 We develop long-range plans for the growing needs of our school system.
- 5.8 We invest in our schools, classrooms, and work spaces.
- 5.9 We invest in our system infrastructure.

- 5.10 We invest in communication systems to tell our story.
- 5.11 We develop and implement a budget that is understandable and transparent.
- 5.12 We are responsible and accountable to our stakeholders.

These commitments frame our work and our collective efforts for continuous improvement across all facets of SMCPs.

D. Organizational Plan

The Organizational Plan is divided into three levels:

- **Elementary schools** serve students in PreK, Kindergarten, and grades 1-5. Schools presently serve all income eligible four year olds up to 300% of the Federal Poverty Level (FPL) with a full day Pre-Kindergarten experience. Children with special needs, English language learners and homeless/foster care students are included in all partnership discussions to be enrolled, if possible.
- **Middle schools** serve students in grades 6 – 8. The middle school is designed for students during pre-adolescence and early adolescence and includes grades 6, 7, and 8. It is planned to accommodate the unique physical, intellectual, social, and psychological characteristics common to children of this age.
- **High schools** serve students in grades 9 – 12. Courses offered in grades 9 – 12 are varied to meet the individual needs of all students. Pillar Three of the Blueprint provides a focus on college and career readiness, and highlights the pathways students can take to prepare for their lives beyond high school. Coordinated sequences of academic and technology courses are offered allowing students a variety of options, including student apprenticeships as a companion to the Career and Technology Education (CTE) pathways. Coordinated sequences of academic and technology courses are offered allowing students a variety of options. To receive a high school diploma in SMCPs, students must select and complete a program pathway/completer sequence. Students must select a University System of Maryland Entrance Requirements Sequence or a Career and Technology Education Completer Sequence. All students are highly encouraged to take advantage of all SMCPs offers and to be a Dual Completer, meeting the requirements of both pathways. Further information on available clusters and requirements, as well as a description of courses, may be found in the current Program of Studies.
- **Chesapeake Public Charter School** serves students in Kindergarten – grade 8.
- **Virtual Academy** serves students in grades 9-12, as well as those students with itinerant learning options such as Home Hospital and others that pursue alternative instructional pathways.

E. Staffing Ratios

Elementary Schools

At the elementary school level, there is a difference between the state and local guidelines with regards to the student/teacher ratio for each grade level. The PSCP and MDP, in approving school construction projects, utilize the state-rated capacity. SMCPs constructs and staffs elementary schools at a lower student/teacher ratio. The additional

classrooms required to meet the lower class size are totally funded utilizing county funds. In existing schools, the difference in class size is accommodated with the use of relocatable classrooms. The difference between state and local class size calculations is listed below:

Grade Level	State Class Size	Local Class Size
PreKindergarten	20	20
Kindergarten	22	20
Grades 1 – 2	23	21
Grades 3 – 5	23	23
Special Education	10	8

Middle and High Schools

At the secondary level, there is no difference between state and local student/teacher ratios per classroom.

F. Transportation Policies

Per Board policy EEA Student Transportation Services, effective and efficient transportation to school by bus is available to every SMCPs student who:

- Lives more than one-half mile from an elementary school
- Lives more than one mile from a secondary school
- Lives within prescribed walking distance from school, but encounters unsafe walking conditions
- Attends special education classes and requires special transportation

In addition to transportation to and from school each day, program bus services are provided for field trips and special instructional programs, athletic functions, and music events. Transportation is also provided for before and after-school programs, and evening and summer programs.

Special needs transportation is available to all St. Mary's County special needs students. Currently the Department of Transportation transports special needs students to and from their home school and also outside of their district to attend specialized programs. Some of those programs are within St. Mary's County and other programs are out-of-county at special state schools. Transportation is also provided for homeless students and teen parents.

SMCPs continues to seek opportunities for walkable school environments. However, given the rural nature of many of the existing schools and road networks within St. Mary's County and the existing build out surrounding the more urban schools, we will need to continue working with our community partners to develop solutions. This includes communicating with developers through the county development review process to request designs to promote walkability. As we look to the future of our new school site development, we are afforded the greater opportunity to create walkable schools on multi-use sites that serve as a center of place within their community. Evergreen Elementary School and Captain Walter Francis Duke Elementary School serve high density

communities and walking and biking to school are an integral part of the culture of the school.

G. Districting and Redistricting Policies

Section 4-109 of the Education Article Maryland Annotated Code provides that: *With the advice of the county Superintendent, the county Board of Education shall determine the geographic attendance area for each school established under this section.*

In accordance with 13A.02.09 of COMAR, SMCPs hereby adopts the following policy to be applied to the redistricting and closing of schools.

1. *The Board of Education has the primary responsibility to provide school facilities that address changing enrollment patterns and that sustain high quality educational programs and equitable educational opportunities in a way that meets its instructional expectations. The Board of Education fulfills this responsibility through the facilities planning process. The academic achievement of all students in a safe and orderly learning environment through partnership with our community is of primary importance to the Superintendent of Schools and the Board of Education. Enrollment in St. Mary's County is not static. The fundamental basis of this policy is to provide a sound educational environment for a changing and growing community. The number of students, their geographic distribution, and demographic characteristics of this population are all a concern for the public school system. Enrollment changes are driven by factors including birth rates, movement in admissions, and withdrawals from the school system.*
2. *The Board of Education, upon the advice of the Superintendent of Schools, must address underutilized or overcrowded conditions in existing schools, the closing or opening of a school, and the impact of residential development which may require the redistricting of certain school sites. At those times, the Board of Education's primary basis for judgment must be equity of educational opportunities for all students rather than the personal desires of any one group. The Board of Education and the Superintendent of Schools shall hold a public hearing to hear suggestions and reactions from the community prior to the final decision.*
3. *The Superintendent of Schools will prepare student enrollment projections annually and report to the Board of Education any need for redistricting. The Superintendent of Schools will charge a committee to develop and recommend boundary proposals for redistricting and/or school closings.*
4. *In the event of an emergency, the decision to redistrict a school because of extenuating circumstances cannot be dependent upon the advice of the committee because immediate and temporary action must be taken.*

The Superintendent of Schools (Superintendent) has the authority and responsibility to recommend redistricting when needed to the Board. (See Annotated Code of Maryland.)

The Superintendent may request a longer study period based on the anticipated number of schools possibly impacted by the recommendations of the committee.

The Superintendent annually evaluates the need for redistricting, using the following timeline and procedure:

June	Refine five-year enrollment projections by school by grade. Prepare preliminary recommendations regarding the need for redistricting.
July	Assess school building capacities. Assess school utilization rates (enrollment measured against school building capacities). Identify schools over capacity and also those exceptionally under local-rated capacity, with and without relocatables. In years when redistricting has been determined to be required, staff will begin developing proposed redistricting plans.
October	Assess September 30 th official enrollment data and confirm that the need for redistricting exists. If redistricting is required, the School Boundary Advisory Committee will be charged to review and provide comments on boundary proposals and/or school closings.
November/December	The committee chair(s) will present recommended boundary proposals to the Superintendent. Upon approval, the Superintendent will present recommended boundary proposals to the Board.
January	The Board holds a public hearing regarding the recommended boundary proposals.
February	Present final boundary plans to the Board for final approval.
April	Distribute the final school assignment for students affected by the new boundary plans to parents.

There have been no redistricting or boundary changes implemented for the 2023-2024 school year. The current school boundary map for each school may be found in Section 4 Community Analysis.

H. Site Selection Criteria

Elementary school sites acquired during the first half of the 1950 decade range from seven to ten acres, while school sites of more recent acquisition range from ten to 15 acres. Most sites occupied by the county's middle and high schools range from 20 to 65 acres. In searching for land for new school sites, several major issues play into the amount of acreage required. These issues include topography, reforestation requirements, stormwater management, access, and environmental issues such as wetlands. In reviewing site requirements, it is important to remember that each site must be evaluated individually; however, based on existing and proposed school capacity and site ranges, the target size of school sites shall be as listed below. These site ranges must take into account a wide variety of environmental issues that may be encountered on a site including wetlands, steep slopes, endangered plants and animals, afforestation and reforestation, existing easements, utilities, and availability for adequate septic disposal whether from public facilities or on-site septic. Each site investigated must meet all applicable federal, state, and local rules and regulations and must be considered separately, when determining the amount of acreage required for the construction of the school.

The school system currently has three sites on which to construct future schools. The Evergreen Elementary School site in California, MD was master planned for an additional smaller elementary school facility, if needed in the future.

The CSMC purchased a multi-use site in 2009 in Leonardtown known as the Leonardtown Educational and Recreational Site. This 170+/- acre multi-use site is located within the Leonardtown Development District (LDD). This site is home to Captain Walter Francis Duke Elementary School. The master plan for the site also includes the possibility for a future primary building and middle school site, if required. The new Leonardtown library and Garvey Senior Activity Center are also located on the site and opened in 2020 and 2021 respectively. Other potential uses include an all-weather stadium, environmental study areas, joint recreational field usage, and a trail system. This site highlights the ability to master plan a highly functional community-oriented site that meets the objectives of the MDP Smart Growth Principles. This site has connectivity to the neighboring communities and students have the ability to walk to school and other community facilities.

School Level	Acreage
Elementary School (400 – 644 students)	25 – 30 acres
Middle School (790 – 1,060 students)	35 – 45 acres
High School (1,575 – 1,695 students)	60 – 75 acres

In April of 2016 the Board purchased the site known as the Eliff property. This is a 65 acre site located within the LPDD, just south of Great Mills. This site has been identified as a potential site for a future elementary school or other improvements, when required.

The CSMC accepted the donation of the St. Mary’s Crossing site from a developer in 2015. The CSMC has not identified its plans for the site at this time. The option to use the property to house new secondary capacity was explored prior to acquisition, however no plans are currently in place to use the site for this purpose.

I. Schools As Community Facilities

The Board supports the use of public school facilities and grounds for community activities and events, provided these activities and events are of a public nature, they do not interfere with the regular school session, and are legitimate school activities and/or the activity or event is appropriate for a public school building.

Student related activities will be given priority over community usage. Similarly, community activities benefiting school age participants shall be given priority over other community usage. Private events and occasions such as weddings, funerals, family reunions, etc., are not deemed to be activities for which use of a public school building is appropriate. Such uses are prohibited.



The use of these facilities and/or grounds shall be available by application in the prescribed manner. Organizations may be charged a user fee as provided in state law. The Board directs the Superintendent to develop appropriate regulations and procedures for the use of school facilities for reasons other than school purposes. It is recognized that the use of public school facilities and grounds in St. Mary's County shall be devoted primarily to instructional programs and other school approved

activities. The use of public schools and grounds in St. Mary's County for community purposes shall be encouraged in accordance with the public school law of Maryland (Education Article 7-108, 7-109, & 7-110) and Board policy KF Community Use of School Facilities and Grounds.

The Board accepts the responsibility for making facilities available to responsible organizations, associations, and individuals of the community for appropriate education, welfare, or recreational activities that do not interfere with the conduct and best interest of the school system. Examples of student and staff activities include school sports team activities, fine arts rehearsals and performances, professional development for staff, school related clubs/organizations, and training exercises with local law enforcement. Examples of community uses/activities include church services, parking for commercial events at adjacent properties, and private sports organization activities. The Board has an agreement with the St. Mary's County, Department of Recreation and Parks (R&P) regarding the use of school facilities. Where possible, when new facilities are constructed they are designed with the maximum amount of community use space permitted under state funding guidelines with a partnership agreement with R&P for the use of the space. Typical R&P activities in the schools include various sports practices and games, school age care centers, and summer camps. A summary of the R&P activities located at each of the schools can be found in Appendix A.



Over the years there has been a close association between R&P and SMCPS. Shared facilities are located at Lettie Marshall Dent Elementary School, Margaret Brent Middle School, and Leonardtown Middle School. In addition, leases have been provided for open-space activities or parks on some school sites. Throughout the year there are recreational activities sponsored by R&P at school facilities during non-school hours. During the 2021-2022 school year R&P activities totaled over 4,400 instances of facility use over 13,000 total hours. There are also many other community uses of school facilities. These include: Boy Scouts/Girl Scouts, church services, civic organizations, and various county government activities. In total, there were over 5,200 occurrences of community use of school facilities totaling nearly 16,000 in FY 2022. These statistics are still significantly lower than they were pre-COVID-19; however, they are about double what they were in FY 2021 and indicative of a return to full usage of facilities. All FY 2022 community use of school facilities is summarized in a chart which may be found in Appendix A.

J. Special Education

The primary focus for the Department of Special Education is to ensure that all students with disabilities, from birth through 21 years, are provided a free, appropriate, public education. Special education services are provided at every public school in St. Mary's County. To ensure

that every child has access to the general education curriculum, every child's educational program is implemented in the Least Restrictive Environment (LRE). SMCPs offers a range of general education and special education services in a continuum of educational placements. To the maximum extent possible, students receive instruction in the general education environment, with the necessary accommodations and support, provided by general education and special education staff. This age appropriate instruction integration in the general education environment allows for maximum access and support for students with disabilities in the general education curriculum.

Elementary School Special Education Teachers

- General Education enrollment with an average of 1 special education teacher for every 200 general education students enrolled in grades K-5;
- Average caseloads of 18 students per special education teacher; and
- Assignment of one full time paraeducator to support LRE or specific needs as identified on student IEPs (Individualized Education Plan).

Recommendations for Scheduling Students with Disabilities (SWD) in Elementary Schools

- Concentrate resources for co-teaching in reading/language arts and mathematics;
- Class enrollment should be reflective of proportional representation, as closely as possible by limiting the number of SWD to approximately no more than 12 percent SWD in the general education classes;
- Limit classes that include SWD and supported instruction to no more than 25 students per class with proportional representation; and
- Provide evidence-based interventions beyond the core curriculum during guided practice or designated intervention times in order to maximize the time SWD are directly engaged with a professional.

Middle School Special Education Teachers

- General Education enrollment with an average of 1 special education teacher for every 150 general education students enrolled in grades 6-8;
- Average caseloads of 15 students per special education teacher; and
- Assignment of one full time paraeducator to support LRE or specific needs as identified on student IEPs.

Recommendations for Scheduling SWD in Middle Schools

- Concentrate resources for co-teaching in reading/language arts and mathematics;
- Class enrollment should be reflective of proportional representation, as closely as possible by limiting the number of SWD to approximately no more than 12 percent SWD in the general education classes;
- Limit classes that include SWD and supported instruction to no more than 25 students per class with proportional representation; and
- Provide evidence-based interventions beyond the core curriculum during guided practice or designated intervention times in order to maximize the time SWD are directly engaged with a professional.

High School Special Education Teachers

- General Education enrollment with an average of 1 special education teacher for every 200 general education students enrolled in high school;

- Average caseloads of 15 students per special education teacher; and
- Assignment of one full time paraeducator to support LRE or specific needs as identified on student IEPs.

Infant and Toddler (I/T) Programs

To the maximum degree possible, all infants and toddlers receive services in their natural environments for their first year. In addition to natural environments, children have the opportunity to receive services at regionalized programs located in two elementary schools; one in the northern area and one in the southern area of the county.

- One teacher for an average of 25 infants/toddlers
- One full-time equivalent paraeducator to the I/T program

Preschool Special Education

Three-year-old students recommended to receive classroom instructional services receive their instruction in half-day programs clustered in one of two elementary schools and community pre-school programs. Students receiving single services may receive them in their home schools. Services may include a combination of classroom service and services in natural environments. Four and five-year-old children (not yet in kindergarten) who require preschool special education are provided a full day program at one of the two regional program sites.

The following guidelines are considered when assigning staff:

- One full-time equivalent (FTE) special education teacher and two FTE paraeducators for an average of nine students per session for intense needs students;
- Additional paraeducators/Enhanced Support Providers (ESP) may be assigned to classrooms based on student needs and IEP Team recommendations.

Regionalized Programs

Supporting Academics and Independent Living (SAIL) Programs

The SAIL Program is designed to provide special education services to students who have documented significant cognitive disabilities and have been identified as being in need of an alternative, adapted, and functional curriculum. SAIL classes are located in each high school, middle school, and in two regionalized programs at the elementary level (Green Holly and Benjamin Banneker). In all settings, students have opportunities to interact with their typical peers. The following guidelines are considered when assigning staff:

- One FTE special education teacher and one FTE paraeducator for an average of nine students
- Additional paraeducators/ESPs may be assigned to classrooms based on student needs and IEP Team recommendations

Teaching Independence and Developmental Skills to Early Elementary Students (TIDES)

The TIDES Program encompasses teaching independence and developmental skills to students in the primary grades in an environment with multiple opportunities for repetition and

spiraling of foundational early academic skills along with embedded behavioral supports for students in grades K-2. Students will have access to a classroom with a smaller teacher to student ratio and opportunities for inclusion in the general education environment with support. The TIDES program supports implementing best practice strategies and interventions through professional development, consultation, and direct services both inside and outside of the general education setting. To the maximum extent, all services to students are delivered in their least restrictive environment according to the needs in the student's IEP.

- One FTE special education teacher and one FTE paraeducator for an average of nine students
- Additional paraeducators/ESPs may be assigned to classrooms based on student needs and IEP Team recommendations

Learning Adjustment Program (LAP)

The LAP program is designed to meet the intensive social/emotional and behavioral needs of students who require a more restrictive therapeutic learning environment. The highly structured program has a small student-to-staff ratio, SMCPs maintains one LAP class in elementary (BBES), two classes in middle school (EMS), and one class in each of the high schools. At all sites, SWDs are provided opportunities to interact in the general education setting with typical peers. The following guidelines are considered when assigning staff:

- One FTE special education teacher and one FTE paraeducator for an average of nine students
- Additional paraeducators/ESPs may be assigned to classrooms based on student needs and IEP Team recommendations

Students with Autism Spectrum Disorders Community Promoting Academic and Social Success (COMPASS)

The majority of students (6-21) with autism spectrum disabilities (ASD) receive their special education services within a continuum of services provided at their home schools. For those students who require a highly structured behavioral, academic, and socially engineered program, SMCPs maintains a continuum of services that includes cluster classes at each level. These classes provide services for behavior, communication, and social needs. Currently there are specialized classroom programs at elementary (Greenview Knolls and Duke), middle (Margaret Brent and Esperanza), and all high schools. Specialized support is available across the system. Additionally, central office based staff in the form of a Supervisor of Special Education and Behavior Specialists provide system-wide services and embedded staff development for school based teams.

- One FTE special education teacher and one FTE paraeducator for an average of nine students
- Additional paraeducators/ESPs may be assigned to classrooms based on student needs and IEP Team recommendations

Deaf and Hard of Hearing

Students with hearing impairments are served primarily in their home schools.

- One FTE teacher of the hearing impaired
- Two educational interpreters

Gateway to Independence Program

Students who are working toward a Maryland Certificate of Completion have program entitlements through the age of 21. As part of their transition planning, they may be considered for the Gateway to Independence program. These students meet at the College of Southern Maryland for the classroom component and spend the second half of their day on job sites with the support of a job coach as appropriate. Students who have transitioned from this program have all been employed, with or without job coaches, in community job sites, and have received travel training. The following guidelines are considered when assigning staff:

- One FTE special education teacher and two job coaches for an average of 18 students
- Additional job coaches assigned based on student needs

Staffing for Related Service Providers

Staffing for speech/language pathologists, occupational therapists, physical therapists, teachers of the visually impaired, educational interpreters, LAP counselors, Orientation and Mobility Specialists and itinerant teachers of the hearing impaired is based on the following considerations: number of students, number of sites served, frequency of services, and professional duties and responsibilities.

K. Alternative Education

In recognition of the fact that four-year enrollment in a public high school may not serve the best interests of some students, the following alternatives are made available:

Early College Admission Program
Early Admission to Approved Vocational, Technical, or other Post-Secondary School
Dual Enrollment Program
Work Experience Program
Released Time Program
General Educational Development Testing Program

L. Career and Technology Education

Career and technology education is available to students in grades 9-12 in SMCPS. CTE in SMCPS offers 26 programs as well as numerous electives to meet the needs of our high school students. Each program enables students to blend their academic knowledge with career interests. In each program, the students focus on integrating their emerging technical skills with their academic proficiency preparing them for a successful college and career experience. All of our programs offer an added value through industrial recognized certifications, technical skills assessments, and/or college credits. For additional information about a specific program, please refer to the current Program of Studies.

In addition, CTE programs include a Junior Reserve Officer Training program at select high schools. This program enables students to experience a unique educational opportunity in military leadership. Benefits include the opportunity for direct application to military academies or college credit for university Reserve Officer Training Corps (ROTC) programs.

M. School Closing Procedures

Per Board policy FC School Facilities, the Board may close a school if it has determined that any land, school site, or school building is no longer needed for school purposes. However, the facility may continue to be used by SMCPs for other support purposes, such as offices or warehousing. Closed schools or facilities not being used should be transferred to the county government. All changes in the use of a facility must be reported to the IAC.

The Board closed Great Mills Elementary School at the end of the 1979 - 1980 school year and transferred the property to the county government in 1989. The school system utilized the annex in the past to provide temporary housing of all or portions of the student body for schools in the adjacent area during construction. Piney Point Elementary School, Esperanza Middle School, Lexington Park Elementary School, and George Washington Carver Elementary School have all utilized this facility. Beginning with the 2008 - 2009 school year and lasting until the FY 2020-2021 school year, the annex housed the Fairlead Academy I. Beginning with the 2021-2022 school year, the annex houses the school system's Virtual Academy.

The Board closed Frank Knox Elementary School at the end of the 1988 - 1989 school year; Green Holly Elementary School replaced the building. The facility currently houses the Frank Knox Training Center in support of the Patuxent River NAS.

The Board closed Bethune Elementary School at the end of the 1991 - 1992 school year. The student population was transferred to Dynard Elementary School upon completion of the addition/renovation. Until February 2019 the facility housed the Department of Information Technology. At that time staff was re-located to a newly leased office space adjacent to the Moakley Street Central Administration facility and additional space renovated at the Division of Supporting Services facility in conjunction with the construction of a new warehouse facility at the Division of Supporting Services site. The Bethune facility was transferred to the county government who sold the property to a private owner in December 2021.

The Board closed the old Hollywood Elementary School building at the end of the 1992 - 1993 school year; Hollywood Elementary School was relocated to a new building on Joy Chapel Road. The old property was transferred to the county government in 1995 and is utilized by R&P as the Hollywood Recreation Center.

The Board closed the former George Washington Carver Elementary School building at the end of the 2002 - 2003 school year. The building has been replaced with a new school located outside of the AICUZ. The new facility opened for the 2006 - 2007 school year. The Board transferred the property to the county government in 2008. It is currently being utilized as a recreation center by R&P and also houses a Sheriff's Department outpost.

The facility utilization study which was recently completed includes recommendations for consideration regarding school utilization.