

SECTION 3
GOALS, STANDARDS, AND
GUIDELINES

PHILOSOPHY OF EDUCATION

MISSION, SCHOOL IMPROVEMENT BELIEFS, AND GOALS

MISSION STATEMENT

The mission of Carroll County Public Schools is to ensure that every student can thrive as a responsible citizen in a changing world by providing rigorous and challenging curriculum in partnership with quality staff, caring families, and supportive community members.

CORE VALUES

Never be satisfied in our pursuit of excellence.

All students can learn and succeed-- no excuses, no exceptions.

All students and staff are entitled to a safe and orderly learning environment.

Everyone's participation is paramount to our success.

Treat everyone in an open, fair, honest, and respectful manner.

VISION STATEMENT

The Carroll County Public School System plays a foundational role in the success of the community. Through a network of resources and supports, students participate in learning guided by rigorous, stimulating curricula which are augmented through a variety of educational opportunities for extended learning and success.

Our employees are at the heart of our educational efforts, and accordingly, they benefit from competitive salaries and a multitude of staff development opportunities for professional growth as educational leaders.

In an atmosphere of mutual trust and respect and an environment which is safe and orderly, students and staff learn, work, and grow together as individuals with shared goals. As participants in the system's success, each student is valued by staff and encouraged to share his or her unique ideas, talents, and abilities. Staff collectively strives to create a learning environment which challenges students to reach their maximum potential.

Graduates are effectively prepared to achieve their personal goals through higher education or as part of the business community. The community views students as its greatest resource and welcomes them as productive, caring, respectful, and responsible citizens. Individuals desiring to answer the call to service in public education choose to do so in the Carroll County Public Schools, where they can become an integral part of a diverse learning community which values and supports their efforts.

The community and its families support their schools and students. Members of the business community are willing participants in providing the support central to the system's success and are eager to celebrate student achievement. As responsible stewards of both human and fiscal resources, the Board of Education and staff acknowledge and appreciate the community's many contributions.

The Carroll County Public School System is proud to maintain an environment in which students, staff, families, and other community members participate in and contribute to the system's ongoing pursuit of excellence.

CARROLL COUNTY PUBLIC SCHOOLS
2009-2010 GOALS

GOAL I. IMPROVE STUDENT ACHIEVEMENT:

All students will achieve at or above grade level through a rigorous, articulated, and aligned instructional program, and all students will be provided the skills necessary to meet the challenges of the 21st Century Global Community.

GOAL II. OPTIMIZE RESOURCES:

Carroll County Public Schools will make maximum, effective, and efficient use of fiscal, human, and facility resources, which align and support student achievement.

GOAL III. PROVIDE A SAFE AND ORDERLY ENVIRONMENT:

All schools will provide a safe and orderly environment for all students and staff.

GOAL IV. STRENGTHEN COMMUNICATION AND UNDERSTANDING:

Carroll County Public Schools will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business and public officials, and to foster mutual appreciation and respect for the diversity and commonality of our students, staff, and community.

GOAL V. ENGAGE IN A PROCESS OF SCHOOL IMPROVEMENT:

Carroll County Public Schools will align all school and system actions with the Objectives and Indicators of the CCPS Comprehensive Master Plan, while continuing to measure performance and ensuring all actions and decisions are contributing to the attainment of the Objectives and Indicators.

INSTRUCTIONAL PROGRAM

The Carroll County Public Schools provide a general educational program for all eligible students of the county, beginning with Prekindergarten and continuing through a comprehensive high school program. In addition, special educational opportunities are available to those potential students who need such attention, beginning with early intervention (pre-school) and continuing through age 21.

The Prekindergarten Program (Prek) in the Carroll County Public School System is a locally-funded intervention program for 4-year olds who meet the eligibility requirements. The main goal of prekindergarten in the public schools is to provide learning experiences to help young children build skills so that they may be fully ready to learn when they enter kindergarten. Learning experiences focus on personal and social development, language and literacy, scientific thinking, mathematical thinking, social studies, fine arts, physical development and health education.

The Elementary School Program is described as a "developmental program" beginning with kindergarten, and continuing through grade 5. Current grade level alignment is K-5 for all elementary schools with the exception of Parr's Ridge (K-grade 2) and Mt. Airy (grades 3-5). An extensive course of study with prescribed goals for each grade level is published by the school system. Students are regularly assessed on their progress through the Carroll County Public Schools reporting system.

Although students are grouped and regrouped according to their achievement level, the basic class activities involve one teacher and about 23 pupils in a flexible classroom setting. Special instructors provide direct instruction in art, music, media, physical education, health, reading, English for Speakers of Other Languages (ESOL), gifted education, and special needs.

The Middle School Program for students in grades 6-8 is often described as a "transitional program" between elementary and high school. Students are instructed in interdisciplinary teams composed of four or five teachers each teaching a specific discipline. Students are exposed to a progressively more rigorous program of studies instructed by teachers who specialize in science, social studies, language arts, reading and mathematics. Students participate in exploratory programs in fine and practical arts. Appropriate support programs are available to identified students in the area of their specific needs. Accelerated academic programs are provided at each grade level for students who demonstrate an ability to be successful in a more rigorous program.

The High School Program for students in grades 9-12 is comprehensive; each student has the opportunity to supplement the basic core of courses that constitute the Maryland High School Diploma graduation requirements. As a part of the diploma requirement (25 credits in a balance of pre-determined fields of study), students must demonstrate competence in areas of human activity as defined by the Maryland State Department of Education. In the fields of the arts and physical education, the World of Work, and Survival Skills, students must participate in an approved program. They must also either meet the entrance requirements for the University of Maryland, or successfully finish a state-approved career completer program. Within each high school, intervention and support programs for diverse learners are also available.

Career and Technology Education

The mission for the system of Career and Technology Education (CTE) for Carroll County is to prepare learners to begin careers and pursue lifelong learning through a process of career development, academic instruction, specific technical skills development, and work experience in order to meet the workforce preparation and economic development needs of Carroll County, the region, and the global economy. In order to achieve this mission, CTE programs are offered in middle schools, high schools, two technology centers, and one alternative school. Students are introduced to CTE programs in the Middle Schools through the Family and Consumer Science and Technology Education curriculum. High school students are offered opportunities in CTE programs in the following occupational areas:

Career and Technology Courses offered at all High Schools

Accounting	Education - Middle and High School** (Teacher Academy of MD)	Marketing
Administrative Assistant	Financial Services** (Academy of Finance)	Print Production (PrintEd)
Animal and Veterinary Science	Floral Design*	Textiles and Fashion Careers*
Building Maintenance*	Food Service and Hospitality Management***	Video Production*
Business Administration & Management	Horticulture	Wildlife/Natural Resource Management
Early Childhood Education	Landscape Design and Construction*	

* Introductory classes of these programs are offered at all high schools. Students who wish to continue in the program would go to higher level classes offered at other location.

** Some courses may be offered at a regional location.

*** Begins 2009-2010 school year

Carroll County Career and Technology Center Programs

Allied Health Careers	Culinary Arts/Baking and Pastry	Manufacturing and Machine Technologies
Auto Service Technology*	Drafting*	Masonry and Construction Technology
Biomedical Sciences (Project Lead the Way)	Electrical Construction	Print Production (PrintEd)
Building Maintenance	Emergency Services Technology	Technical Support and Networking
Carpentry	Engineering Technology (Project Lead the Way)	Textiles and Fashion Careers
Cisco Academy	Floral Design	Video Production
Collision Repair Technology	Heating, Ventilation, and Air Conditioning	Welding Technology
Computer Technology	Heavy Equipment and Truck Technology	
Cosmetology	Landscape Design and Construction	

*These programs are also offered at South Carroll High School for students attending Liberty, Century and South Carroll High Schools.

Special Education Services

Carroll County Public Schools provides Special Education programs and services to all children with disabilities (from birth to 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, and that the least restrictive program placement for each child is determined by based upon the child's unique needs rather than program availability.

In order to meet the needs of children who are not old enough to attend kindergarten in Carroll County Public Schools, there are two early intervention programs offered for children in need of special education services. These programs are:

Infants and toddlers: Ages 0-3: Children and their families receive services in their natural environments within a twelve month programming cycle based upon an approved Individual Family Service Plan. The domains of health, cognition, communication, and mobility are addressed.

Preschool: Ages 3-5: Children with disabilities receive services in the least restrictive environment in which their Individual Education Plans (IEP) can be implemented. These services include Specialized Instruction, Speech and Language, OT, PT, Vision and Hearing and Motor Development and are delivered within an itinerant setting (speech only), a setting for typically developing preschool students, a special education preschool setting, or a combination of settings. Students who require a special education preschool setting are provided services at one of the five elementary special education regional centers or Carroll Springs School.

Once a child is old enough to attend Kindergarten, special education services and programs are typically delivered in that student's geographic home school. Special Education and related services include Specialized Instruction, Speech/Language, OT, PT, Vision, Hearing, Counseling, Motor and Supplementary aids and services. These services are provided in all schools within the following continuum of environments: the general education classroom, a resource room and the general education classroom, and a special education classroom and general education classroom.

Elementary age students whose needs and approved IEP require that they are placed in a Structured Learning Environment, or Learning for Independence class receive most or all of their specialized instruction within a special education classroom. In order to maximize both staff and classroom resources, these students receive services at one of the five elementary special education regional centers. The following elementary schools are the regional centers for these services: Carrolltowne, Hampstead, Robert Moton, Runnymede, and Winfield.

Elementary age students that require specialized behavioral and counseling services as detailed in an IEP are placed in the countywide BEST program which is located at Robert Moton Elementary school.

Middle and High school students whose needs and approved IEP require that they are placed in a Structured Learning Environment, or Learning for Independence class receive most or all of their specialized instruction within a special education classroom. These services are provided at the student's home school.

Middle Schools students that require specialized behavioral and counseling services as detailed in an IEP are placed in the countywide BEST program which is located at Westminster East Middle school.

Middle and High school age students whose needs and approved IEP warrant service delivery within a Special Education Environment for most or all of the school day attend their neighborhood schools, with the exception of students who require service delivery within BEST at East and Gateway.

Carroll Springs School is the public separate day school within Carroll County for students with profound disabilities for whom the IEP Team has determined that services must be provided in this education environment.

For students with needs that no combination of service and supplementary aids can meet, services are provided within a full day non-public setting.

Alternative Education Services

Carroll County Public Schools offers a variety of alternative education programs that are designed to assist students who have not been successful in the traditional school setting.

Community Learning and Suspension Service (CLASS) – The CLASS program is a structured suspension program that provides students with counseling and community service while holding them responsible academically for missed class work.

Flexible Student Support – There are three major components that make up Flexible Student Support: the Student Support Center (SSC), the Distance Learning Lab (DLL), and Diversified Occupations (DO). The SSC serves students who need a small structured setting with direct instruction in order to complete their course work. The DLL serves students who can work independently through an online education program. The DO program serves students who need to meet the program “completer” graduation requirement. This program allows students to earn 1.0 credit for classroom instruction and 3.0 credits for supervised work experience. These support services are designed to serve both in-school youth who have not been successful in the regular high school program, and out-of-school youth who desire to return to the school system to complete the requirements for a high school diploma.

The Gateway School – The Gateway School is an alternative educational setting designed to assist middle and high school students so that they have successful school experiences. The Gateway School enrolls students for the following reasons: extended suspension from their home school, voluntary student placements for students failing to succeed in their home school environment, administrative placements for students who have a documented need for a small structured environment that cannot be met at the home school, students returning to school from withdrawn status, students needing special education services beyond those available at the home school, and transfers from out of county alternative programs.

Positive Response to Issues of Discipline with Elementary Students (PRIDE) – The PRIDE program is an alternative educational setting for pre-kindergarten and elementary students. PRIDE is committed to enhance the educational progress of students demonstrating difficulties in areas of behavioral and emotional adjustment in a comprehensive school setting.

PRIDE serves a diverse population, consisting of students exhibiting severe behavioral issues resulting in disciplinary consequence and placement, students transferring into Carroll County from alternative schools in other systems, and students needing a transition from a hospitalization. Students can also be referred to PRIDE after evidencing resistance to behavioral interventions from their home school.

Minority Achievement and Intervention Services

The Department of Minority Achievement and Intervention Programs advocates for equity in learning opportunities and provide services that empower learners in our schools and communities to reach their full academic and personal potential. These programs address issues of equity and diversity through instruction, professional development, and multicultural education initiatives. The following minority achievement and intervention programs are offered in Carroll County Public Schools.

Prekindergarten - The Maryland Bridge to Excellence in Public Schools Act of 2002 required all local boards of education to provide, by school year 2007-2008, prekindergarten to all four-year olds from “economically disadvantaged backgrounds.” In order to meet this mandate, Carroll County Public Schools currently offers 14 half-day classes at the following elementary schools: Charles Carroll, Eldersburg, Elmer Wolfe, Manchester, Parr’s Ridge, Robert Moton, Spring Garden, Taneytown, and William Winchester. Due to the fact that this program is for 4-year old children who are from economically disadvantaged families, this program could expand in the future as the needs of the county’s population changes over time.

Title I - Title I is a federally funded program designed to help children succeed in the regular education program, attain and maintain grade level proficiency, and improve achievement in reading and math. Title I funds are used to provide supplementary educational services to students, professional development for staff, and opportunities that foster parental involvement. Carroll County Public Schools has Targeted Assistance Title I Programs at the following elementary schools: Cranberry Station, Elmer Wolfe, Robert Moton, Runnymede, Taneytown, and William Winchester.

English for Speakers of Other Languages (ESOL) - Carroll County Public Schools offers specialized instructional services to students in grades PreK-12 whose native language is not English and/or meets program requirements. These services are provided by an ESOL teacher at the student’s home school. In addition, interpreters translate written information and interpret conversations to improve and enhance communication.

Gifted and Talented Education Program (GTEP) - As all of Carroll County's public schools strive to meet the individual needs of its students, so does the Gifted and Talented Education Program (GTEP). Differentiation within the regular classroom, in special and fine arts areas, and in the GT Education Program itself, is crucial to improved teaching, student learning, and school performance. Teachers differentiate content, processes and products in response to student readiness, interests and learning styles. Curriculum can be accelerated, enriched and extended to meet learner needs. Strategies employed and activities implemented are purposeful, rigorous and motivating. Students demonstrate their learning in a variety of ways. In the elementary schools, gifted and talented resource teachers provide supplemental services to identified students.

Judith P. Hoyer Early Child Care and Family Education Center (Judy Center) – The Judy Center at Robert Moton Elementary School promotes school readiness for children, birth through age 5 by fostering skills that help them to become successful learners. Families have access to a wide variety of programs through collaboration and coordination among community-based agencies and organizations.

Judy Center Partnership – The Parents As Teachers program has replaced the Families Learning Together Program and is funded and supported through the Judy Center. Parents As Teachers is a research-based national curriculum for parents and their children. Parents As Teachers (PAT) Educators deliver personal home visits to parents of children ages 0 – 5 using the curriculum that shares age-appropriate child development and parenting information. Parent Group Meetings, Screenings, and a Resource Network are also parts of the program. PAT Educators are located at Ebb Valley Elementary, Manchester Elementary, Taneytown Elementary, and Sykesville Middle Schools.

SCHOOL ORGANIZATION AND SIZE

The recommendations in this report are built on the premise that "bigger is not better when it comes to school size." Though some may argue that economy and efficiency may be better achieved in larger schools, it may only be at the expense of such "values of smallness" as: Local control, more effective administration, greater student participation, and close relations among students and staff. In the end, school officials "need to be as concerned with parent and community perceptions of the quality of the schools as they are with such issues as comprehensiveness and costs per pupil."

The Carroll County Public School System subscribes to a grade organization as follows:

Elementary Schools	-	Pre-K-5 *
Middle Schools	-	6-8
High Schools	-	9-12

* Parr's Ridge ES has a grade organization of Pre-K –2, and Mount Airy ES has a grade organization of grades 3-5.

Recommendations

Elementary - Optimum size: 600 + Sp. Ed. component & Pre K
 Current range: 350-745 + Sp. Ed. component & Pre K

School size at the elementary level relates directly to the number of student sections at each grade level and the support services needed in physical education, music, art, guidance, media, administration, etc. to provide for the students. An enrollment of 600 is ideal as it provides the equivalent of full-time services in those support areas, including an Assistant principal and guidance counselor. It also equates to an average of four classes, grades 1-5, and four classes of kindergarten, with two (2) rooms for overflow classes. Pre-kindergarten classes are included as appropriate.

An enrollment of 600 also makes maximum use of the facility, including the gymnasium and cafeteria, without overextending or requiring supplemental use of other areas not designed for that purpose. In an elementary school of this size, children feel comfortable and confident as they are easily recognized and identified by the administrative, instructional, and support staff.

Middle - Optimum size: 750 +Sp. Ed. component
 Current range: 500-1045 +Sp. Ed. component

Middle school organization provides for interdisciplinary teams of either four or five teachers. This organizational pattern determines the functional capacity of the building, which is the recommended optimum school size.

As with the elementary school, the recommended school size is large enough to provide necessary programs and the staff needed for those programs while not being so large that student identity and participation opportunities suffer.

High School - Optimum size: 1200 +Sp. Ed. component
 Current range: 1000-1800 +Sp. Ed. Component

Research indicates that smaller schools (1200 or less) provide more personal educational experiences for students. Students in smaller high schools tend to participate in more school activities and are better known by their teachers.

Lower student participation in school activities results in a higher percentage of detached students who are less invested in their school. This alienation also has a negative effect on academic achievement and attendance thus directly affecting the number of potentially unsuccessful students.

Schools where enrollments would fall below 1000 students will experience constraints in scheduling, cost effectiveness, and range of available student activities.

Special Education Components

While the majority of all students requiring special education services attend their home school, regional special education program space is provided in one elementary, one middle and at each high school in a high school feeder area allowing for students to be served nearest to their home school. The number and type of classes placed at each school shall be determined by program need and enrollment.

4/18/94
rev: 6/26/97
rev: 7/1/2000
rev. 4/24/02
rev. 7/1/05
rev.7/1/06

SCHOOL CAMPUS CONCEPT

Several school systems throughout the State of Maryland have taken advantage of the School Campus Concept as they have built new schools to accommodate their student populations. The School Campus Concept refers to the situation where an elementary and middle school; or a middle school and high school; or even an elementary, middle, and high school might be physically contiguous.

School systems in Maryland utilizing the School Campus Concept include, but are not limited to Anne Arundel, Howard, Montgomery, Frederick, and Washington County. In some of these systems, different levels of schools (e.g., elementary and middle in Howard County) may actually be housed within the same facility.

Advantages to School Campus Concept arrangements include:

- a. Improved articulation and transition between school levels.
- b. Advanced study opportunities.
- c. Cafeteria proximity fosters satelliting.
- d. Sharing facilities (e.g., larger high school gym and/or auditorium) for special program needs.
- e. Department chairpersons and faculties work closely in coordinated program and curricular offerings.
- f. Use of athletic fields and facilities.
- g. Older students may be used as tutors and mentors.
- h. Enhances opportunities for cultural programs.
- i. Improves efficiency of support services such as transportation and itinerant staff.
- j. Generally enhances communication and benefits to the students and community.
- k. Land acquisition costs should be reduced.

Disadvantages to this arrangement often relate to the mixing of age groups during non-school hours particularly where high school students may venture onto a middle or elementary campus and/or where students are driving and additional safety/parking problems might arise.

The continuation of the school campus concept, where more than one school is located on a campus, should be viewed as an acceptable practice as we address the need for planning new facilities and the procurement of future school sites in the next decade.

4/18/88

SCHOOL COMMUNITY CONCEPT

In addition to, and in direct correlation with, the feeder school concept is the community based school concept. In years past, each town had its own school because growth in Carroll County centered around the various municipalities. As population has increased, school sites have been acquired in areas of current and projected growth. In some cases, this has meant a new community school while, in other cases, the older community school has been abandoned or modified.

Currently, the Carroll County Master Plan calls for controlled growth limiting major development to those areas of the county with available water and sewer. As a result, increases in population will continue to center around those municipalities and planned growth environs having public water and sewer.

Plans for the placement of new or replacement schools throughout the county should take into consideration the Carroll County Master Plan objectives. Although the desire for community schools exists, the driving forces behind the selection of school sites should be the Master Plan, projected school enrollment and recommended grade organization. The majority of the municipalities in Carroll County which have historically had schools within their community will continue to have schools because they are in planned growth areas with water and sewer.

4/6/8

SCHOOL SITE STANDARDS

The selection criteria for school sites in Carroll County includes generally accepted standards for the size of each school campus. Older facilities throughout the county do not enjoy the benefit of the current standards and in some cases; campuses are significantly smaller than currently desired.

Extensive use of school facilities and grounds by the Department of Recreation and Parks contributes significantly to the justification for these standards. Additionally, it must be stressed that these size guidelines are defined as usable acreage for buildings, roadways, parking, and playfields. Recent environmental mandates and policies, including afforestation, reforestation, wetland delineation, and stormwater management, and the widely variable topography and geology in Carroll County, may increase the total size of the required acreage substantially.

Elementary School Sites: Until 1953, the guideline for elementary school sites was five (5) acres plus an additional acre for each hundred students to be accommodated (i.e., a 300-student elementary school required eight (8) acres). By current national guidelines an elementary site requirement should be calculated at 15 acres plus an additional acre for each 100 students to be ultimately accommodated, plus additional space for recreational use by the community, if such use is desired.

Middle School Sites: The guideline for middle school sites is twenty (20) acres plus an additional acre per hundred students. At 750 students, a middle school site should include at least 28 usable acres for buildings and fields.

High School Sites: The guideline for high schools is 40 acres plus an additional acre for each hundred students; at 1,200 students, the site needed for a senior high school would be 52 acres.

Physical features such as wetlands, and man-made features such as stormwater management facilities, while not part of the usable acreage, may be considered for use as environmental education tools on the school campus.

6/6/94

DEVELOPMENT OF THE EDUCATIONAL FACILITIES MASTER PLAN AND SIX-YEAR CAPITAL IMPROVEMENT PROGRAM

I. PURPOSE

To establish a procedure and timeline to be employed in the annual update of the Educational Facilities Master Plan, and compilation of the six-year Capital Improvement Program.

II. DEFINITIONS**III. POLICY STATEMENT**

Each local education agency has the responsibility to develop, approve and submit an Educational Facilities Master Plan (EFMP) to the Maryland Department of Planning on or before July 1 of each year. The annual Capital Budget request and five-year Capital Improvement Program request must be in accordance with the current Educational Facilities Master Plan of record.

IV. EXCEPTIONS

There are no exceptions to this policy.

V. GUIDELINES

Section 101.1 and Appendix A of the Public School Construction Program Administrative Procedures Guide.

VI. REPORTS

The board of education will be provided the educational facilities master plan and capital improvement program annually for approval.

VII. EXPIRATION/REVIEW

The policy will be reviewed as needed.

VIII. DELEGATION OF AUTHORITY

The Superintendent/designee has the responsibility for enforcing this policy.

IX. EFFECTIVE DATE**APPROVED:**

CARROLL COUNTY PUBLIC SCHOOLS ADMINISTRATIVE REGULATIONS

BOARD POLICY FA: DEVELOPMENT OF THE EDUCATIONAL FACILITIES MASTER PLAN AND SIX YEAR CAPITAL IMPROVEMENT PROGRAM

INTRODUCTION

Each local education agency has the responsibility to develop, approve and submit an Educational Facilities Master Plan (EFMP) to the Maryland Department of Planning on or before July 1 of each year pursuant to Section 101.1 and Appendix A of the Public School Construction Program Administrative Procedures Guide as adopted and approved by The Maryland Board of Public Works. The annual Capital Budget request and five-year Capital Improvement Program request must be in accordance with the current Educational Facilities Master Plan of record.

PURPOSE

To establish a procedure and timeline to be employed in the annual update of the Educational Facilities Master Plan, and compilation of the six-year Capital Improvement Program.

PROCEDURE

The required components of the Educational Facilities Master Plan are listed below.

- A. Written verification that the Maryland Department of Planning and Carroll County Public Schools agree on the county-wide population and enrollment data on which the plan is predicated.
- B. A letter from the Carroll County Planning and Zoning Commission stating that the Educational Facilities Master Plan is consistent with the current adopted Carroll County comprehensive plan.
- C. A letter or resolution from the Board of Education certifying that it accepts the plan as a working document.
- D. The following statement must appear at either the beginning or the end of the plan:

“The public school system of Carroll County does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting the provision of access to educational programs, and nothing in this Educational Facilities Master Plan of Carroll County is intended to or will be allowed to institute, reinstate, maintain, or further such discrimination.”

E. Goals, Standards, and Guidelines

This section of the plan is vital to the development of the EFMP because it defines the standards to be achieved by the plan. The following pieces of information are to be included:

- a. Carroll County Public School Goals
- b. Staffing Analysis and Class Size Report
- c. Administrative Procedures for School Boundary Adjustments
- d. Administrative Procedures for Public School Closings
- e. Board Policy on Adequate Schools
- f. Carroll County Adequate Public Facilities and Concurrency Management Ordinance
- g. Board Policy on Eligibility for School Bus Transportation
- h. Provisions for Special Education
- i. Provisions for Career & Technology Education
- j. School Organization and Size
- k. School Campus Concept
- l. Feeder School Concept
- m. School Community Concept
- n. School Site Standards
- o. Other relevant education program policies

F. Community Analysis

This section of the plan should include an analysis of the current population distribution and the planned future growth based on the current adopted County Comprehensive Plan. The following should be considered when conducting this analysis:

- a. Current population distribution
- b. Adopted county and municipal comprehensive plans
- c. Current Carroll County Department of Planning development pipeline
- d. Carroll County Buildable Land Inventory report

G. Inventory and Evaluation

This section should provide the following information on each educational facility:

- a. Name and Address
- b. Grade Organization
- c. State Rated and Local Capacities
- d. Enrollment (previous September 30)
- e. Acreage
- f. The age and square footage of the original construction, additions, renovations, and demolition
- g. Total square footage
- h. Utilization rate
- i. General physical condition

The results of the Building Condition Assessments conducted by EMG in the 2006-2007 school year (and updated by the Facilities Department) will be utilized in combination with the Instructional Assessments performed in 2008 to determine the schools in the most need of modernization. The schedule for modernizations included in the Educational Facilities Master Plan will be based on these combined building and instructional assessment scores.

H. Enrollment Data

Enrollment Projections shall be developed to correspond to the ten year EFMP. Both county-wide and individual school projections are developed. Enrollment Projections are developed annually in October. Projection figures for budget preparation shall be supplied to the Superintendent/Designee prior to November 1. Updated enrollment projections for State Capital Improvement Program justification shall be supplied to the Maryland Public School Construction Program Office when complete. Enrollment Projections are calculated using the following methodology:

1. The projections are developed using the cohort survival methodology. The enrollment figures from the last school day in September are utilized to develop the projections. Typically four years of actual enrollments are used to develop average cohort survival ratios for each grade level which are then used to project future enrollments.
2. Carroll County live birth data from the Maryland Department of Health and Mental Hygiene is utilized to project future Kindergarten Students.
3. County development pipeline data is considered when determining the average cohort survival ratios that will be used to project future enrollments.
4. Both headcount and full-time equivalent (FTE) enrollments are included in the enrollment projections.
5. In addition to the county-wide and individual school projections, enrollment and projection data shall be organized into geographic clusters of schools.

I. Facility Needs Analysis

Projected enrollments, facility inventory data, and attendance area information are utilized to determine future facility needs. The following steps are a part of this determination:

1. Analyze the physical condition of existing facilities to determine if there are future renovation, replacement, addition, or systemic renovation projects.
2. Compare existing capacity to projected enrollments to determine if additional capacity projects or boundary adjustments are necessary. The need for relocatable classroom placements for short term capacity relief will also be considered.
3. Examine utilization rates. The utilization rate of a building is established by comparing the State or Local Capacity to the current FTE enrollment and calculating the percentage of the building currently being utilized.
 - a. Develop a ten year construction calendar of projects and describe each project identified.

The annual six year Capital Improvement Program Request is developed using the first six years of the construction calendar included in the Educational Facilities Master Plan. In order to create the Capital Improvement Program Request project budgets must be developed. The first year is the actual Capital Budget Request for the next fiscal year, and the last five years are the Capital Improvement Program of planned projects.

TIMELINE

The development of the Educational Facilities Master Plan and Capital Improvement Program Request follows the timeline listed below:

1. Once the actual enrollment from the last school day of September becomes official, the Facilities Planner develops the enrollment projections for the next ten year period. The completed Enrollment Projection document is distributed to all recipients of the EFMP in November.
2. Between November and March, the Facilities Planner collects any information regarding changes to the goals, standards, and guidelines utilized by the school system. The Facilities Planner also updates the facility inventory and community analysis sections during this time period. This information along with the enrollment projections is then utilized by the Facilities Planner to conduct the facility needs analysis. This analysis results in the development of the “Ten Year Facilities Master Plan Calendar”, any recommendations for boundary line adjustments, and any recommendations to provide relocatable classrooms for capacity relief.
3. If, after conducting the facility needs analysis, the Facilities Planner determines that a boundary line adjustment is necessary, a recommendation will be made to the Superintendent. Upon agreement with the recommendation, the Director of Transportation will be directed to develop options for the boundary adjustment.
4. In April, the Facilities Planner presents the Ten Year Facilities Master Plan Calendar to the Superintendent/Designee for distribution to their staff for comment.
5. The Educational Facilities Master Plan is presented as a report at the regular meeting of the Board of Education in May of each year.
6. A public hearing on the Educational Facilities Master Plan is held in subsequent to the presentation of the EFMP to the Board of Education.
7. The Board of Education shall vote to approve the Educational Facilities Master Plan with or without amendments at its regular meeting in June of each year.
8. The approved Educational Facilities Master Plan shall be presented to the Carroll County Planning Commission each year.
9. By or on July 1, three copies of the complete Educational Facilities Master Plan shall be delivered to the Maryland Department of Planning.
10. All recipients of the Educational Facilities Master Plan shall receive their copy or be provided the web address by July 31 of each year.
11. In order to develop the Capital Improvement Program Request, the Facilities Planner develops a budget for each project planned to occur in the first six years of the “Ten Year Facilities Master Plan Calendar”.
12. The six year Capital Improvement Program Request is presented as a report at the regular meeting of the Board of Education in August of each year.
13. A public hearing on the Capital Improvement Program Request is held

subsequent to the presentation of the Capital Improvement Program Request to the Board of Education.

14. The Board of Education shall vote to approve the Capital Improvement Program Request with or without amendments at its regular meeting in September of each year. Copies of the approved Capital Improvement Program Request are due to the Carroll County Department of Management and Budget by October 1st and to the Maryland Public School Construction Program by the first Friday in October

ADEQUATE FACILITIES

I. PURPOSE

To establish a threshold by which facility adequacy for student enrollment is determined.

To establish a uniform process by which information on student enrollment and projected enrollments and facility capacity is distributed to local jurisdictions.

II. DEFINITIONS**A. Adequacy of Facilities:**

Design capacity of the facility as compared to student enrollment

B. Capacity:

Middle School – Functional Capacity

Elementary and High School – State Rated Capacity

C. Adequate:

Up to 100% of capacity

D. Approaching Inadequacy:

Elementary Schools – 101% - 105% of capacity

Secondary Schools – 101% - 110% of capacity

E. Inadequate:

Elementary Schools – Greater than 105% of capacity

Secondary Schools – Greater than 110% of capacity

F. Local jurisdiction:

County or municipal corporation, located in Carroll County, and the territory within which its powers may be exercised.

III. POLICY STATEMENT

The Board of Education is committed to providing local jurisdictions the following information for each school: adequacy, capacity, enrollment, and the ten (10) year projected enrollment. Upon request by a local jurisdiction, the Superintendent of Schools will complete any form(s) concerning the effect a housing development will have on the capacity of local schools.

IV. EXCEPTIONS

There are no exceptions to this policy

V. GUIDELINES

This policy is consistent with State and local ordinances on facility adequacy and other Board of Education policies.

VI. REPORTS

The Board of Education will receive current and projected students enrollment information and facility capacity level in both the Facilities Master Plan and the Enrollment Projection Report.

VII. EXPIRATION/REVIEW

The definitions in this policy will be reviewed as needed

VIII. DELEGATION OF AUTHORITY

The Superintendent/designee has the responsibility for enforcing this policy.

IX. EFFECTIVE DATE

November 13, 2002

APPROVED: November 13, 2003

BALANCING ENROLLMENT WITH CAPACITY

I. PURPOSE

To establish a policy that balances enrollments with capacities while maintaining quality educational programs, and the efficient use of school facilities and resources.

II. DEFINITIONS

Capacities: The capacities for all school facilities are examined on an annual basis to reflect anticipated program(s) changes. Therefore, the capacity of a school may change from one year to the next, even though the physical plant remains the same.

- **Elementary** State school capacities are based on 22 students per kindergarten classroom and 23 students for each classroom, Grades 1 through 5. Elementary school special education classroom capacities are established by the mandated state student/teacher ratios for the various programs. Not included in the capacities for elementary schools are resource/instructional spaces that are utilized on a school wide basis but in which no one group of students is assigned exclusively. Some examples of spaces not included in the capacity are gymnasiums or multipurpose rooms, cafeterias, music rooms, media centers, computer rooms, and art rooms.
- **Middle** school capacities:
 - State - The state determines the capacity for middle schools by multiplying 25 students by the number of teaching stations, and then multiplying that number by a utilization factor of 85%. Teaching stations include all teaching areas, classrooms, gymnasium, art, music, etc.
 - Carroll County Public Schools - The school system determines the “functional” capacity of middle schools by multiplying the number of core subject classrooms by 25. Carroll County Public Schools does not count the area teaching stations (gymnasium, music, art, etc.). Also, Carroll County Public Schools does not use a utilization factor.
- **High** school capacities - Both the state and the school system use the same formula for determining capacity. The number of teaching stations (classrooms, gymnasium, music, art, etc.) is multiplied by 25, and the resultant number is multiplied by an 85% utilization factor.
- Program capacity is reconsidered annually.

Full Time Equivalency (FTE) is the counting of students for comparison purposes by counting kindergarten students each .5; (1.0 for full day kindergarten programs), first through fifth grade each 1.0; and special education each 1.0 or 1.5 for those special education students who receive services in two different classrooms.

Enrollments:-the number of students (FTE.) attending a school and projected to attend a school.

III. POLICY STATEMENT

The Board of Education will provide school facilities that address changing enrollments while sustaining high quality educational programs.

It is the goal of the Board of Education of Carroll County to match the student-projected enrollments with school capacities. Short term, as well as long-term solutions will provide a uniform and efficient use of school facilities and resources.

The public will be informed through the use of public meeting(s) and the media.

IV. EXCEPTIONS

There are no exceptions to this policy. The policy will comply with all federal and state laws.

V. GUIDELINES

The Superintendent/designee will ensure that all federal, state and related Board policies are followed.

VI. REPORTS

Enrollment Projections will be prepared annually.
Attendance Reports will be prepared monthly.

VII. EXPIRATION/REVIEW

This policy will be in effect from the date approved. It will be reviewed on a regular basis and revised/updated as necessary.

VIII. DELEGATION OF AUTHORITY

The Superintendent/Designee shall work closely with various departments and agencies to ensure a cooperative effort to enforce the policy. The Superintendent/designee has the responsibility for communicating this policy to all relevant parties and for the development of administrative regulations.

IX. EFFECTIVE DATE

APPROVED: December 18, 2002

REVISED: January 12, 2005

REVISED: February 9, 2005

ADMINISTRATIVE PROCEDURES FOR SCHOOL BOUNDARY ADJUSTMENTS

INTRODUCTION

Section 4-109(c) of the Education Article, Maryland Code Annotated provides that:

With the advice of the County Superintendent, the County Board shall determine the geographic attendance area for each school established under this section.

PURPOSE

To establish a specific administrative procedure for the adjustment of school attendance boundaries due to over-capacity situations, the opening or closing of a school, or changes in community subdivisions.

PROCEDURE

A. MAJOR BOUNDARY ADJUSTMENTS

1. Major boundary adjustments are necessary at various times to address the demands of a growing or shrinking school population. The opening of a new school constructed to relieve overcrowding, the consolidation of school(s) with declining enrollment(s) or an imbalance in enrollment and available capacity between existing schools are cause for considering a boundary adjustment.
2. When a boundary adjustment is required affecting existing residences and/or students, the Director of Transportation Services develops options for the boundary adjustment. Factors to be considered in developing these options shall include, but are not limited to:
 - a. Geographic location of eligible students in relation to the affected schools.
 - b. School bus riding time.
 - c. Existing road conditions as related to safety and efficiency.
 - d. School capacities and enrollment trends
 - e. Subdivision location.
 - f. Whenever possible, establishment of districts should allow room for growth in each affected school, balancing enrollments.
 - g. Other factors may be developed by the staff based on specific charge by the Board of Education.
3. Transportation Services shall review and refine the preliminary option(s) for redistricting. Independent consultants may be used to assist in this process.
4. The option(s) shall be analyzed and reviewed by the appropriate Director of Elementary Schools, the Director of Middle Schools, the Director of High Schools, and the principal(s) and PTA/PTO representative(s) of the affected schools. Modifications of the redistricting option(s) may occur as a result of this review. A timeline shall be established for presentation of the option(s), public meetings, and approval by the Board of Education.

5. Redistricting option(s) shall be presented to the Board of Education at a regularly scheduled or special meeting and released at the same time to the public.
6. At least one public meeting shall be held to share option(s) and receive input. Summaries of all public comment shall be forwarded to the Board of Education along with any written correspondence.
7. The staff shall make a recommendation to the Board of Education at a regularly scheduled or special Board of Education meeting. The recommendation may be for one of the options initially proposed, or for a modified option, based on public comment or additional information received.
8. A special Board of Education meeting may be held to hear final public comment and to approve a redistricting plan. If no special Board of Education meeting is scheduled, the Board will be requested to take approval action at its next regularly scheduled meeting after receiving staff recommendation.
9. After final approval, computer boundary files shall be prepared by the Department of Transportation Services for all affected schools.
10. The Department of Transportation Services, assisted by the Information Technologies department, shall prepare a list of current pupils living within the new attendance area/areas. These lists shall be reviewed by the affected schools, the data confirmed and returned to the Department of Transportation Services. Finalized lists shall be re-distributed to the schools along with notices to parents of affected children. This notification of change in school assignment shall be mailed to affected parents no later than 60 days prior to the start of the school year. When multiple schools are affected, notices shall be mailed on the same day to all parents. Principals shall place announcements of pending notification in school newsletters one month prior to official notification.

B. MINOR BOUNDARY ADJUSTMENTS

1. Periodically it is of benefit to the Board of Education to consider a minor boundary adjustment between school districts. A minor boundary adjustment shall be defined as a change in a school attendance area, which does not affect existing students. These adjustments generally relate to future development or a phased section of a development underway.
2. Recommendations involving minor boundary adjustments shall be made by the Department of Transportation Services to the Superintendent and presented to the Board of Education for final approval.
3. Factors to be considered when reviewing a request for consideration and making a staff recommendation include but are not limited to:
 - a. Impact of planned developments.
 - b. Future enrollment trends for the receiving school should be considered.
 - c. Receiving and sending schools shall have contiguous geographic boundaries.
 - d. The affected area should be adjacent to existing boundary lines.
 - e. Egress into and out of the proposed area shall be examined.
 - f. Other factors specific to the area(s) in question may be developed as determined by the Director of Transportation Services.

4. Staff may initiate minor boundary adjustments and will give serious consideration to requests from citizens and county agencies.

6/29/92

Rev. 3/2/95

Rev. 4/10/95

Rev. 5/8/96

Rev. 1/19/99

Rev. 10/14/99

Rev. 3/15/01,

Rev. 3/22/04

Rev. 3/09/09

ADMINISTRATIVE PROCEDURES FOR PUBLIC SCHOOL CLOSINGS

INTRODUCTION

The Code of Maryland Regulations (COMA) Title 13A State Board of Education (13A.02.09.01 - 13A.02.09.03) requires that local board's of education adopt procedures which govern school closings, specifies dates for decision making, and establishes an appeals process for school closing decisions. This administrative procedure satisfies COMAR requirements.

PURPOSE

To establish a specific administrative procedure for meeting all of the requirements as stated in COMAR 13AS.02.09.01 - 13A.02.09.03.

PROCEDURE

I. Facilities Master Plan

The Facilities Master Plan for the Carroll County Board of Education is updated and approved by the Board on an annual basis. Listed in the plan are new schools, renovations and additions to existing facilities, and the closing of obsolete or surplus facilities. The plan covers a ten (10) year period and provides a total system perspective of facilities needs.

Anticipated school closings should be highlighted in the plan as far in advance as possible.

The Facilities Master Plan shall be presented to the Board of Education at the April meeting of the Board to report format and presented for Board approval at the regular meeting of the board in June. This allows one month for public comment and questions related to the plan prior to adoption.

II. State Mandates

A. Factors to be Considered: Consideration shall be given, at a minimum, to the impact of the proposed closing on the following:

Student enrollment trends;

Age or condition of school buildings;

Transportation;

Education programs;

Racial composition of student body;

Financial considerations;

Student relocation;

Impact on community in geographic attendance area for school or schools, to which students will be relocating.

- B. Public Hearing: Concerned citizens shall be permitted to submit their views at a public hearing or to submit written testimony or data on the proposed school closing.
- C. Date of Decision: Except in emergency circumstances, the decision to close a school shall be announced at least ninety (90) days before the date the school is scheduled to be closed, but not later than April 30 of any school year.

III. Local Assumptions

- A. Decisions about utilization of public educational facilities should concentrate on equitable delivery of educational services and/or safety. Minimal disruption to all established educational programs should be sought.
- B. In addition to public educational program considerations, the percentage of utilization of a public school building should be considered.
- C. The closing of a public school should not be considered unless the building is not essential to the system-wide provision of educational opportunity.
- D. Expenditures related to support services and to the equitable delivery of educational program should be kept in balance.
- E. Except in cases of emergency all school closings should be scheduled to occur on July 31 of any year.

IV. Implementation

If the Superintendent of Schools determines that it is appropriate to consider the closing of a public school facility, the following steps shall be employed:

- A. The Director of School Support Services shall, by February 15, prepare a report to the Board of Education advising the Board of the proposed school closing and the rationale for the recommendation.
- B. A public hearing shall be held to afford citizens the opportunity to express their views orally or to submit written testimony or data on the proposed school closing.
- C. Notification of the public hearing date, deadline for submission of written testimony, and the procedures to be followed by the Board of Education in making the final decision shall be given through school newsletter and shall be advertised in at least two (2) newspapers having general circulation in the geographic area for the school proposed to be closed and the school or schools to which students will be relocating. This notification shall appear at least two (2) weeks in advance of the public hearing.
- D. The public hearing shall be held no later than March 15.
- E. The deadline for written testimony or data shall be no later than March 31.
- F. Announcement of the school closing will be made by the Board of Education no later than April 15.
- G. The final decision of the Board of Education shall be announced at a public session and in writing. This final decision notification shall include the rationale for the closing and address the impact on the State mandated considerations listed in Section II. The final decision shall include notification of the right to appeal to the State Board of Education within thirty (30) days after the decision of the Carroll County Board of Education. Notification will take place as described above in Section IV, Item C.

ELIGIBILITY FOR SCHOOL BUS TRANSPORTATION

I. PURPOSE

To establish the conditions that determine a pupil eligible for school bus transportation.

II. DEFINITION

Non-transported area: applies to middle and high school students residing up to one mile from the school driveway or walking entrance measured to the property line of the pupil=s residence.

III. POLICY STATEMENT

Pupils shall be eligible for school bus transportation under the following conditions:

- A. All elementary school students are eligible for school bus transportation.
- B. Pupils enrolled in public middle and high school who reside more than one (1) mile from the school which they attend are eligible. Distance in all disputed cases shall be measured by the most direct traveled route, from the end of the property line at the pupil=s residence to the nearest driveway or walking entrance of the school. Exceptions to these distance requirements may be made where unusual conditions exist, such as unsafe walking conditions. Other exceptions may be recommended by the Superintendent and must be approved by the Board of Education. Transportation provided for middle and high school pupils without disabilities residing less than one (1) mile from the school attended shall be considered temporary and reviewed annually. Efforts shall be made to reduce such temporary transportation with planning and corrections. Round trip transportation shall be provided for eligible pupils from established bus stops to the appropriate public schools. Each school facility shall have an exclusively designated attendance area. Each middle and high school facility shall have an exclusively designated non-transported area. Students with a physical, mental, or emotional disability shall be provided regular transportation. The Transportation Services Department, in cooperation with the Special Education Department, shall make the necessary transportation arrangements.
- C. Following are the distance limitations for the transportation of children with disabilities:
 - (1) Children with disabilities attending a State Department of Education approved school outside the county may be provided daily school bus transportation.
 - (2) Children with disabilities may be eligible for two (2) round trips each school year at tourist class air flight fare, rail coach fare, or commercial bus fare if the services cannot be provided by vehicle transportation.

It is the responsibility of the parent or guardian to provide supervision for their child(ren) while walking to, from or waiting at the designated bus stop, or while walking to and from school if they reside in the designated non-transported area.

IV. EXCEPTIONS

As outlined in policy statement

V. GUIDELINES

The Board of Education is authorized to establish local policies.

VI. REPORTS

None

VII. EXPIRATION/REVIEW

This policy will be reviewed every three (3) years

VIII. DELEGATION OF AUTHORITY

The Director of Transportation Services is responsible to ensure compliance with the policy.

IX. EFFECTIVE DATE

Approved: 1972
Revised: August 8, 1979
Revised: April 14, 1982
Revised: November 14, 1990
Revised: February 5, 1992
Revised: January 12, 2002
Revised: October 10, 2002
Revised: March 10, 2004