

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



# FACILITY NEEDS ANALYSIS

The primary purpose of this Educational Facility Master Plan is to identify the present and future facility needs of Carroll County Public Schools. This plan addresses the need to provide capacity for projected student enrollments, the need to maintain and repair existing school buildings, and the need to provide a learning environment that meets the current instructional program of the school system. The following analysis will examine each of these factors to identify the facility needs for the 2020 to 2029 period.

## Capacity Analysis

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

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

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

## System Wide Capacity Needs

Total enrollment increased by 166 students in 2019, to 25,345 students. Based on higher birth numbers starting in 2015 and higher historical survival ratios, the projections indicate enrollment will increase to 27,614 students by end of the projection period.

Based on the system wide breakdown of the projected 2029 total enrollment (12,162 elementary, 6,604 middle, and 8,470 high) and existing school capacities (12,644 elementary, 6,395 middle, and 9,653 high) there may be a need for additional middle school capacity in the future.

## Elementary School Capacity Needs

Based on the current projections, overall elementary utilization is projected to increase from 88% to 96% in five years, and 96% by the tenth year. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected elementary enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have capacity concerns, elementary schools were grouped into five geographic clusters of schools. Utilizations for the 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine

areas of concern. Based on this analysis, the Southeast area is projected to be inadequate in 2024 and 2029.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2020	2024	2029
Northeast Area	87%	92%	93%
Northwest Area	85%	91%	91%
Westminster Area	91%	96%	97%
Southeast Area	97%	105%	105%
Southwest Area	84%	90%	90%

At the individual school level, Freedom Elementary is currently over 105% and projected to be over 120% utilization beginning in 2021. In addition to Freedom Elementary, the projections indicate that Carrolltowne Elementary, Ebb Valley Elementary, and Runnymede Elementary will be over 105% sometime in the next five years.

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

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY16	FY17	FY18	FY19	4 Yr. Total	FY20	FY21	FY22	FY23	4 Yr. Total	
Carrolltowne	15	6	3	1	25	1	0	0	0	1	-24
Cranberry Station	5	9	24	34	72	77	47	40	21	185	113
Ebb Valley	5	11	13	7	36	34	0	0	0	34	-2
Eldersburg	2	0	1	3	6	4	5	0	0	9	3
Elmer Wolfe	6	7	6	12	31	99	71	39	0	209	178
Freedom	20	24	26	38	108	22	23	0	0	45	-63
Friendship Valley	6	6	12	1	25	13	0	0	0	13	-12
Hampstead	0	10	22	17	49	16	100	100	55	271	222
Linton Springs	37	32	12	6	87	9	7	0	0	16	-71
Manchester	17	27	15	10	69	37	0	0	0	37	-32
Mechanicsville	21	11	10	19	61	26	20	0	0	46	-15
Mt. Airy*	12	5	3	11	31	55	23	0	0	78	47
Piney Ridge	6	5	8	37	56	124	0	0	0	124	68
Robert Moton	2	4	1	3	10	4	0	0	0	4	-6
Runnymede	11	22	31	22	86	65	33	0	0	98	12
Sandymount	13	21	10	18	62	93	0	0	0	93	31
Spring Garden	2	2	9	14	27	13	3	0	0	16	-11
Taneytown	4	6	5	35	50	53	66	29	146	294	244
Westminster	1	0	2	1	4	1	40	40	109	190	186
William Winchester	16	37	53	29	135	82	33	0	0	115	-20
Winfield	10	21	17	11	59	41	25	0	0	66	7
<b>TOTALS</b>	<b>211</b>	<b>266</b>	<b>283</b>	<b>329</b>	<b>1089</b>	<b>869</b>	<b>496</b>	<b>248</b>	<b>331</b>	<b>1944</b>	<b>855</b>

Source: Carroll County Bureau of Development Review

## Middle School Capacity Needs

Based on the current projections, overall middle utilization increases from 91% to 94% in five years, and then to 103% by the tenth year. These projections indicate that there may be a need for additional middle school capacity at the end of the projection period. In order to evaluate what areas of the County may have specific capacity concerns, middle schools were grouped into four geographic clusters of schools. Utilizations for the 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis, the Southern Area is projected to be inadequate in 2029.

MIDDLE SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2020	2024	2029
Southern Area	96%	102%	114%
Westminster Area	90%	92%	100%
Northeast Area	85%	89%	95%
Northwest Area	86%	87%	96%

At the individual school level, Oklahoma Road Middle and Sykesville Middle are projected to be over 110% in 2025 and 2026, respectively. Additionally, Mt. Airy Middle is projected to be approaching inadequate in 2025, and East Middle is projected to be approaching inadequate in 2029.

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

SCHOOL						PROJECTED PERMITS					Difference
	FY16	FY17	FY18	FY19	4 Yr. Total	FY20	FY21	FY22	FY23	4 Yr. Total	
Mt. Airy	15	26	19	20	80	92	35	0	0	127	47
New Windsor	13				13					0	-13
North Carroll	18	35	28	17	98	67	0	0	0	67	-31
Northwest	14	34	37	67	152	207	170	68	146	591	439
Oklahoma Road	37	30	30	41	138	27	28	0	0	55	-83
Shiloh	15	32	38	49	134	119	103	100	55	377	243
Sykesville	43	37	20	46	146	137	20	0	0	157	11
Westminster East	26	52	82	67	227	174	80	40	21	315	88
Westminster West	30	20	29	22	101	46	60	40	109	255	154
<b>TOTALS</b>	<b>211</b>	<b>266</b>	<b>283</b>	<b>329</b>	<b>1089</b>	<b>869</b>	<b>496</b>	<b>248</b>	<b>331</b>	<b>1944</b>	<b>855</b>

Source: Carroll County Bureau of Development Review

## High School Capacity Needs

Based on the current projections, overall high utilization is projected to decline from 83% to 81% in the next five years, and then increasing to 88% by the end of the period. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected high enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have capacity concerns, high schools were grouped into four geographic clusters of schools. Utilizations for the 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis the Northeast area is projected to be approaching inadequate at the end of the projection period.

HIGH SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2020	2024	2029
Southern Area	81%	79%	88%
Northwest Area	70%	70%	75%
Northeast Area	97%	97%	105%
Westminster Area	82%	81%	85%

At the individual school level, Manchester Valley High is approaching inadequate in 2029.

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

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY16	FY17	FY18	FY19	4 Year Total	FY20	FY21	FY22	FY23	4 Year Total	
Century	43	37	20	46	146	137	20	0	0	157	11
Francis Scott Key	22	35	37	67	161	207	170	68	146	591	430
Liberty	37	30	30	41	138	27	28	0	0	55	-83
Manchester Valley	21	46	56	48	171	93	103	100	55	351	180
South Carroll	20	24	19	20	83	92	35	0	0	127	44
Westminster	41	41	33	40	155	137	60	40	109	346	191
Winters Mill	27	53	88	67	235	176	80	40	21	317	82
<b>TOTALS</b>	<b>211</b>	<b>266</b>	<b>283</b>	<b>329</b>	<b>1089</b>	<b>869</b>	<b>496</b>	<b>248</b>	<b>331</b>	<b>1944</b>	<b>855</b>

Source: Carroll County Bureau of Development Review

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

### **Elementary Schools**

- Southeast Area Elementary schools are projected to be over 105% beginning in 2024. **Recommendation – Freedom Area Redistricting Committee activities have been suspended due to the COVID-19 pandemic and options to address the region’s overcrowding will be examined when it reconvenes.**

- Freedom Elementary is currently Inadequate by Board of Education Policy, and projected be Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance.  
**Recommendation – Freedom Area Redistricting Committee activities have been suspended due to the COVID-19 pandemic and options to address the region's overcrowding will be examined when it reconvenes.**
- Carrolltowne Elementary is projected to be inadequate by Board of Education Policy in 2021, and projected to be Approaching Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance beginning in 2023.  
**Recommendation – Freedom Area Redistricting Committee activities have been suspended due to the COVID-19 pandemic and options to address the region's overcrowding will be examined when it reconvenes.**
- Ebb Valley Elementary is projected to be inadequate by Board of Education Policy in 2023.  
**Recommendation – Continue to monitor enrollment to determine if future capacity relief options should be evaluated.**
- Runnymede Elementary is projected to be inadequate by Board of Education Policy in 2023.  
**Recommendation – Continue to monitor enrollment to determine if future capacity relief options should be evaluated.**

## Middle Schools

- Southern Area Middle schools are projected to be over 110% starting in 2027.  
**Recommendation – Due to the fact that countywide utilization for middle schools is projected to be over 100% in 2027, options for adding middle school capacity in the future should be explored.**
- Oklahoma Road Middle is projected to be inadequate by Board of Education Policy in 2025, and projected to be Approaching Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance in 2025. **Recommendation – Continue to monitor enrollment to determine if future capacity relief options should be evaluated.**
- Sykesville Middle is projected to be inadequate by Board of Education Policy in 2026.  
**Recommendation – Continue to monitor enrollment to determine if future capacity relief options should be evaluated.**

## Modernization Needs Analysis

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

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

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

### Physical Assessment

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

Although the work of EMG was valuable in helping to document the physical condition of our schools, the information is over ten years old. In order to provide more current facility condition information and link it with our maintenance work order system, CCPS contracted with Schooldude to provide a more comprehensive solution. Utilizing Schooldude’s Capital Forecast web application and its Life Cycle Modeling, new FCI scores were developed for school facilities. These 2017 FCI scores for schools constructed prior to 1980 were then converted to a 1,000 point scale so that they could be added to the functional scores to create a combined assessment score.

### Functional Assessment

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



## Combined Assessment Score

In order to get a comprehensive view of how well a building is meeting the current building and instructional needs both the physical and functional scores are combined into one overall score. The 2017 combined scores for schools constructed prior to 1980 are included in the following table.

<b>School</b>	<b>Physical Assessment Score</b>	<b>Functional Assessment Score</b>	<b>Total Score</b>
Westminster East MS	257	579	836
William Winchester ES	513	524	1037
Westminster HS	492	654	1146
Northwest MS	436	723	1159
Carrolltowne ES	480	747	1227
Westminster West MS	678	578	1256
South Carroll HS	678	725	1403
Eldersburg ES	695	729	1424
Freedom ES	650	810	1460
Westminster ES	657	809	1466
Robert Moton ES	658	859	1517

Based on the combined assessment, East Middle School is in the most need of modernization. Several of the building systems are well past their useful lives and are in critical need of replacement. Additionally, the building presents several functional obstacles to the current middle school instructional program. The best way to address both needs in a comprehensive way is for the school to go through the modernization process. The school with the second lowest combined score is William Winchester Elementary. William Winchester also has aging building systems and functional deficiencies that should be addressed with a modernization.

In the fall of 2018, the Board of Education decided to hire an architect to conduct a Feasibility Study exploring several different options to address the aging East Middle and William Winchester Elementary buildings. The five options explored were:

- Renovation of the existing East Middle building
- Replacement of the existing East Middle building on the existing site
- Replacement of the existing East Middle building on the Friendship Valley Elementary site
- Construction of a K-8 building to replace East Middle and William Winchester Elementary on existing East Middle site
- Construction of a K-8 building to replace East Middle and William Winchester Elementary on Friendship Valley Elementary site

In the fall of 2019, the Board of Education decided to move ahead with the Replacement of the existing East Middle building on the existing site.

## Capital Renewal Analysis

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

- Roofs** - Replacement of aging roofs is necessary to protect building structure, and to preserve the learning environment. Without a roof replacement program, aging roofs will continue to deteriorate allowing water to infiltrate building envelopes. This water infiltration will damage the structural roof deck, interior ceilings, floor and wall finishes, and building contents. Water infiltration can also create conditions which could lead to air quality issues within the building. Additionally, persistent leaks disrupt learning areas and interfere with the learning environment in the school. Due to the large number of roofs constructed and replaced during the 1990's, there is currently a backlog of roofing projects that need to be replaced. The plan includes a total of 5 single-ply roofs that need to be replaced over the next decade. These types of roofs have an expected useful life of 15- 20 years. This plan is based on replacing these roofs between 20-25 years, except in cases where there is a major HVAC project scheduled at a school. In those cases, the roof project is scheduled after the HVAC project to avoid damage to the new roof installations.

SCHOOL	ROOF TYPE	SQUARE FEET	DATE OF INSTALL	CURRENT AGE	EFMP SCHEDULED REPLACEMENT	AGE AT REPLACEMENT
Cranberry Station Elementary	Single Ply	61,500	1999	21	2020	21
Winfield Elementary	Single Ply	75,515	1992	28	2021	29
North Carroll Middle	Shingle	68,000	2005	15	2022	17
Spring Garden Elementary	Single Ply	63,500	1991	29	2023	32
Oklahoma Road Middle	Single Ply	116,399	1997	23	2024	27
Century High	Single Ply	135,000	2000	20	2025	25
Shiloh Middle	TPO	116,250	2000	20	2026	26
Gateway	Shingle	30,300	2003	17	2027	24

- HVAC** – Due to the significant impact of temperature and indoor air quality on the learning environment, the HVAC system plays a critical role in the daily operation of a school building. Replacement of aging systems and equipment is required to continue to provide a comfortable and healthy learning environment. The industry standard for the replacement of most HVAC system components is in the 15-20 year timeframe. Most of these systems have exceeded their useful lives by over 10 -20 years.

School	HVAC Scope	Date of Installation	Scheduled Replacement (Summer)	Age at Replacement
Winfield Elementary	System Replacement	1993	2019	26
Spring Garden Elementary	System Replacement	1991	2021	30
Oklahoma Road Middle	System Replacement	1997	2022	25
Mt. Airy Elementary	System Replacement	1987	2023	36
Carroll Springs	System Replacement	1981	2023	42
Liberty High	System Replacement	1980	2024	44
Carrolltowne Elementary	System Replacement	1976	2025	49
Northwest Middle	System Replacement	1976	2025	49
Piney Ridge Elementary	System Replacement	1991	2026	35
Friendship Valley Elementary	System Replacement	1992	2026	34
Mechanicsville Elementary	System Replacement	1994	2027	33
Runnymede Elementary	System Replacement	1994	2027	33
Taneytown Elementary	System Replacement	1995	2028	33
Elmer Wolfe Elementary	System Replacement	1998	2028	30
South Carroll High	System Replacement	1998	2029	31
Eldersburg Elementary	System Replacement	1999	2030	31

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

ES, Winfield ES, Liberty HS, Runnymede ES, Mechanicsville ES, Mt. Airy ES, Sykesville MS, Northwest MS, and Shiloh MS.

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

### **Instructional Program Needs Analysis**

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

#### **Special Education**

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

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

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

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

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

### **Alternative Education**

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

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

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

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

### **Full Day Kindergarten**

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

## Pre-Kindergarten Program

Pre- Kindergarten services to all economically disadvantaged four year olds were also mandated in the State of Maryland through the 2002 Bridge to Excellence Act. Carroll County Public Schools was required to provide a minimum of fourteen half day sessions by the 2007-2008 school year to meet this mandate. Due to the fact that the population served by Pre-Kindergarten changes as the countywide demographics change, future Pre-Kindergarten needs will be evaluated on an annual basis. The table below lists the elementary schools that offered Pre-Kindergarten services in the 2019-2020 school year.

Pre-K Sessions for 2019 -2020 School Year	
<u>School</u>	<u>Program Type</u>
Carrolltowne ES	Half Day (a.m.)
Cranberry Station ES	Full Day
Ebb Valley ES	Half Day (a.m.)
Eldersburg ES	Half Day (a.m.)
Elmer Wolfe ES	Full Day
Hampstead ES	Half Day (a.m.)
Linton Springs ES	Half Day (a.m.)
Manchester ES	Half Day (a.m.)
Mechanicsville ES	Half Day (a.m.)
Parr's Ridge ES	Half Day (a.m.)
Piney Ridge ES	Half Day (a.m.)
Robert Moton ES	Full Day
Runnymede ES	Half Day (a.m.)
Sandymount ES	Half Day (a.m.)
Spring Garden ES	Half Day (a.m.)
Taneytown ES	Full Day
Westminster ES	Half Day (a.m.)
William Winchester ES	Half Day (a.m.)
Winfield ES	Half Day (a.m.)

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

MODERNIZATIONS	COMPLETION DATE											NOTES
		21	22	23	24	25	26	27	28	29	30	
<p><b>Career &amp; Technology Center Modernization</b>                      This project involves a 90,000 square foot addition to the current building, and the renovation of 90,000 square feet of the existing building. Planning is currently underway and the project is scheduled to start construction in the summer of 2020.</p>	Aug. 2024	C	C	C	C	O						
<p><b>East Middle Replacement</b>                      This project involves the design and construction of a new East Middle school to replace the aging facility.</p>	Aug. 2023	P	C	C	O							
<p><b>William Winchester ES Modernization</b>                      This project involves the modernization of William Winchester Elementary. The original building was constructed in 1962. Additions were constructed in 1980, 1986, 1990, and 2010.</p>	TBD					FS		P	C	C	O	

FS = Feasibility Study  
 P = Planning  
 C= Construction



# CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		21	22	23	24	25	26	27	28	29	30	
<b>Roof Replacement Projects</b>												
Cranberry Station Elementary	Aug. 2020	C										
Winfield Elementary	Aug. 2021	P	C									
North Carrol Middle	Aug. 2022		P	C								
Spring Garden Elementary	Aug. 2023			P	C							HVAC Project - 2022
Oklahoma Road Middle	Aug. 2024				P	C						HVAC Project - 2023
Century High	Aug. 2025					P	C					
Shiloh Middle	Aug. 2026						P	C				
Gateway	Aug. 2027							P	C			
<b>HVAC Replacement Projects</b>												
Spring Garden Elementary	Aug. 2022	P	C									Roof Project
Oklahoma Road Middle	Aug. 2023		P	C								Roof Project
Mt. Airy Elementary	Aug. 2024			P	C							
Carroll Springs	Aug. 2024			P	C							
Liberty High	Aug. 2025				P	C						
Carrolltown Elementary	Aug. 2026					P	C					
Northwest Middle	Aug. 2026					P	C					
Piney Ridge Elementary	Aug. 2027						P	C				
Friendship Valley Elementary	Aug. 2027						P	C				
Mechanicsville Elementary	Aug. 2028							P	C			
Runnymede Elementary	Aug. 2028							P	C			
Taneytown Elementary	Aug. 2029								P	C		
Elmer Wolfe Elementary	Aug. 2029								P	C		
South Carroll High	Aug. 2030									P	C	
Eldersburg Elementary	Aug. 2031										P	

P = Planning  
C= Construction

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

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		21	22	23	24	25	26	27	28	29	30	
<b>Fire Alarm Replacement</b>												
Carrolltowne Elementary	Aug. 2026					P	C					w/ HVAC Project
Runnymede Elementary	Aug. 2028							P	C			w/ HVAC Project
Elmer Wolfe Elementary	Aug. 2029								P	C		w/ HVAC Project
Taneytown Elementary	Aug. 2029								P	C		w/ HVAC Project
<b>Window Replacement</b>												
South Carroll High	2021	P	C									
Westminster High	2021	P	C									
<b>Paving Replacement</b>	On-going	C	C	C	C	C	C	C	C	C	C	
<b>Technology Improvements</b>	On-going	C	C	C	C	C	C	C	C	C	C	

P = Planning  
C = Construction

# CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

INSTRUCTIONAL PROGRAM	COMPLETION DATE											NOTES	
		21	22	23	24	25	26	27	28	29	30		
<b>Westminster High Science Room Renovations</b> This project involves 6 original science rooms that have not been renovated.	Aug. 2020	C											
<b>Robert Moton BEST Addition</b> This addition is needed to expand the BEST program	Aug. 2023		P	C									
<b>Friendship Valley PRIDE Addition</b> This addition is needed to accommodate the PRIDE program	Aug. 2023		P	C									
<b>Friendship Valley Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2023		P	C									
<b>Cranberry Station Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2023		P	C									
<b>Taneytown Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2024			P	C								
<b>Sandymount Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2024			P	C								

P = Planning  
C = Construction