

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 2021 to 2030 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 decreased by 777 students in 2020, to 24,568 students. This drop was due to the impact of the COVID-19 pandemic. A total of 798 students withdrew from public schools for homeschooling or to attend private schools. Based on the plan to reopen schools in the fall of 2021, the projections anticipate a percentage of these students will be returning to public schools. Based on the assumption that approximately 50% of students will return, the projections indicate total enrollment will be 27,634 in 2030.

Based on the system wide breakdown of the projected 2030 total enrollment (12,224 elementary, 6,499 middle, and 8,570 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 87% to 96% in five years, and 97% 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 1st, 5th year, and 10th 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 2025 and 2030.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2021	2025	2030
Northeast Area	89%	93%	93%
Northwest Area	83%	88%	89%
Westminster Area	90%	96%	97%
Southeast Area	102%	110%	110%
Southwest Area	81%	85%	88%

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, Linton Springs Elementary, Piney Ridge Elementary, Sandymount Elementary, and Westminster 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 Elmer Wolfe, Hampstead, and Westminster Elementary Schools have the most potential for an increase in the number of permits over the next four years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY17	FY18	FY19	FY20	4 Yr. Total	FY21	FY22	FY23	FY24	4 Yr. Total	
Carrolltowne	6	3	1	8	18	0	1	0	0	1	-17
Cranberry Station	9	24	34	43	110	6	48	21	0	75	-35
Ebb Valley	11	13	7	14	45	3	29	0	0	32	-13
Eldersburg	0	1	3	4	8	5	0	0	0	5	-3
Elmer Wolfe	7	6	12	15	40	62	61	73	0	196	156
Freedom	24	26	38	12	100	14	25	32	25	96	-4
Friendship Valley	6	12	1	4	23	0	11	0	0	11	-12
Hampstead	10	22	17	5	54	1	115	100	55	271	217
Linton Springs	32	12	6	3	53	15	55	0	0	70	17
Manchester	27	15	10	12	64	0	67	0	0	67	3
Mechanicsville	11	10	19	12	52	16	38	0	0	54	2
Mt. Airy*	5	3	11	15	34	0	33	0	0	33	-1
Piney Ridge	5	8	37	11	61	20	47	0	0	67	6
Robert Moton	4	1	3	4	12	0	3	0	0	3	-9
Runnymede	22	31	22	24	99	1	62	2	0	65	-34
Sandymount	21	10	18	17	66	15	32	0	0	47	-19
Spring Garden	2	9	14	7	32	3	8	0	0	11	-21
Taneytown	6	5	35	89	135	37	33	50	50	170	35
Westminster	0	2	1	5	8	75	41	109	0	225	217
William Winchester	37	53	29	13	132	4	25	35	31	95	-37
Winfield	21	17	11	10	59	27	40	0	0	67	8
TOTALS	266	283	329	327	1205	304	774	422	161	1661	456

Source: Carroll County Bureau of Development Review

Middle School Capacity Needs

Based on the current projections, overall middle utilization increases from 90% to 94% in five years, and then to 102% 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 1st, 5th year, and 10th 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 2030.

MIDDLE SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2021	2025	2030
Southern Area	97%	106%	114%
Westminster Area	89%	89%	96%
Northeast Area	83%	89%	95%
Northwest Area	80%	85%	92%

At the individual school level Sykesville Middle is projected to be inadequate in 2025, and Oklahoma Road Middle is projected to be inadequate in 2026.

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
	FY17	FY18	FY19	FY20	4 Yr. Total	FY21	FY22	FY23	FY24	4 Yr. Total	
Mt. Airy	26	19	20	23	88	14	67	0	0	81	-7
North Carroll	35	28	17	22	102	2	94	0	0	96	-6
Northwest	34	37	67	126	264	100	146	125	50	421	157
Oklahoma Road	30	30	41	24	125	19	27	32	25	103	-22
Shiloh	32	38	49	29	148	19	152	100	55	326	178
Sykesville	37	20	46	16	119	49	108	0	0	157	38
Westminster East	52	82	67	68	269	50	126	165	31	372	103
Westminster West	20	29	22	19	90	51	54	0	0	105	15
TOTALS	266	283	329	327	1205	304	774	422	161	1661	456

Source: Carroll County Bureau of Development Review

High School Capacity Needs

Based on the current projections, overall high utilization is projected to decline from 82% to 80% in the next five years, and then increase to 89% 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 1st, 5th year, and 10th 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)		
	2021	2025	2030
Southern Area	79%	79%	91%
Northwest Area	73%	67%	75%
Northeast Area	97%	97%	107%
Westminster Area	79%	79%	84%

At the individual school level, Manchester Valley High is approaching inadequate in 2030.

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 and Manchester Valley High have the most potential for an increase in the number of permits over the next four years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY17	FY18	FY19	FY20	4 Year Total	FY21	FY22	FY23	FY24	4 Year Total	
Century	37	20	46	16	119	49	108	0	0	157	38
Francis Scott Key	35	37	67	125	264	100	146	125	50	421	157
Liberty	30	30	41	24	125	19	27	32	25	103	-22
Manchester Valley	46	56	48	34	184	6	214	100	55	375	191
South Carroll	24	19	20	23	86	14	67	0	0	81	-5
Westminster	41	33	40	39	153	66	86	0	0	152	-1
Winters Mill	53	88	67	66	274	50	126	165	31	372	98
TOTALS	266	283	329	327	1205	304	774	422	161	1661	456

Source: Carroll County Bureau of Development Review

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

Elementary Schools

Southeast Area Elementary schools (Carrolltowne, Eldersburg, Freedom, Linton Springs, and Piney Ridge) are projected to be inadequate by BOE policy in 2025. **Recommendation – Re-evaluate enrollment projections based on the September 30, 2021 actual enrollments to verify that COVID related assumptions are accurate and make a recommendation at that time.**

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- Freedom Elementary is currently Inadequate by BOE Policy, and projected be Inadequate based on the County’s Concurrency Management and Adequate Public Facilities Ordinance. **Re-evaluate enrollment projections based on the September 30, 2021 actual enrollments to verify that COVID related assumptions are accurate and make a recommendation at that time.**
- 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.**
- Sandymount 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.**
- Westminster 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 (Mt. Airy, Oklahoma Road, and Sykesville) are projected to be inadequate by BOE policy in 2030
Recommendation – Due to the fact that countywide utilization for middle schools is projected to be 102% in 2030, options for adding middle school capacity in the future should be explored.

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.

School	Physical Assessment Score	Functional Assessment Score	Total Score
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 2019, the Board of Education decided to move ahead with the Replacement of the existing East Middle building on the existing site. This project has been designed and is scheduled to begin construction in the summer of 2021.

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
Winfield Elementary	Single Ply	75,515	1992	28	2021	29
North Carroll Middle	Shingle	68,000	2005	15	2023	18
Spring Garden Elementary	Single Ply	63,500	1991	29	2024	33
Oklahoma Road Middle	Single Ply	116,399	1997	23	2025	28
Century High	Single Ply	135,000	2000	20	2026	26
Shiloh Middle	TPO	116,250	2000	20	2027	27
Gateway	Shingle	30,300	2003	17	2028	25

- HVAC** – Due to the significant impact of temperature and indoor air quality on the learning environment, the HVAC system plays a critical role in the daily operation of a school building. Replacement of aging systems and equipment is required to continue to provide a comfortable and healthy learning environment. The industry standard for the replacement of most HVAC system components is in the 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	2022	31
Oklahoma Road Middle	System Replacement	1997	2023	26
Mt. Airy Elementary	System Replacement	1987	2024	37
Carroll Springs	System Replacement	1981	2024	43
Liberty High	System Replacement	1980	2025	45
Carrolltowne Elementary	System Replacement	1976	2026	50
Northwest Middle	System Replacement	1976	2026	50
Piney Ridge Elementary	System Replacement	1991	2027	36
Friendship Valley Elementary	System Replacement	1992	2027	35
Mechanicsville Elementary	System Replacement	1994	2028	34
Runnymede Elementary	System Replacement	1994	2028	34
Taneytown Elementary	System Replacement	1995	2029	34
Elmer Wolfe Elementary	System Replacement	1998	2029	31
South Carroll High	System Replacement	1998	2030	32
Eldersburg Elementary	System Replacement	1999	2031	32

- 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 2020-2021 school year.

Pre-K Sessions for 2020 -2021 School Year	
<u>School</u>	<u>Program Type</u>
Carrolltowne ES	Half Day (a.m.)
Cranberry Station ES	Full Day
Ebb Valley ES	Full Day
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	Full Day
Sandymount ES	Half Day (a.m.)
Spring Garden ES	Full Day
Taneytown ES	Full Day
Westminster ES	Full Day
William Winchester ES	Full Day
Winfield ES	Half Day (a.m.)

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

MODERNIZATIONS	COMPLETION DATE											NOTES
		22	23	24	25	26	27	28	29	30	31	
Career & Technology Center Modernization This project involves a 90,000 square foot addition to the current building, and the renovation of 90,000 square feet of the existing building.	Aug. 2024	C	C	C	O							
East Middle Replacement This project involves the design and construction of a new East Middle school to replace the aging facility.	Aug. 2023	C	C	O								
William Winchester ES Modernization This project involves the modernization of William Winchester Elementary. The original building was constructed in 1962. Additions were constructed in 1980, 1986, 1990, and 2010.	TBD				FS		P	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
		22	23	24	25	26	27	28	29	30	31	
Roof Replacement Projects												
Winfield Elementary	Aug. 2021	C										
North Carrol Middle	Aug. 2023		P	C								
Spring Garden Elementary	Aug. 2024			P	C							HVAC Project - 2023
Oklahoma Road Middle	Aug. 2025				P	C						HVAC Project - 2024
Century High	Aug. 2026					P	C					
Shiloh Middle	Aug. 2027						P	C				
Gateway	Aug. 2028							P	C			
HVAC Replacement Projects												
Spring Garden Elementary	Aug. 2023		C									Roof Project
Oklahoma Road Middle	Aug. 2024		P	C								Roof Project
Mt. Airy Elementary	Aug. 2025			P	C							
Carroll Springs	Aug. 2025			P	C							
Liberty High	Aug. 2026				P	C						
Carrolltown Elementary	Aug. 2027					P	C					
Northwest Middle	Aug. 2027					P	C					
Piney Ridge Elementary	Aug. 2028						P	C				
Friendship Valley Elementary	Aug. 2028						P	C				
Mechanicsville Elementary	Aug. 2029							P	C			
Runnymede Elementary	Aug. 2029							P	C			
Taneytown Elementary	Aug. 2030								P	C		
Elmer Wolfe Elementary	Aug. 2030								P	C		
South Carroll High	Aug. 2031									P	C	
Eldersburg Elementary	Aug. 2032										P	

P = Planning
C = Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		22	23	24	25	26	27	28	29	30	31	
Fire Alarm Replacement												
Carrolltowne Elementary	Aug. 2027					P	C					w/ HVAC Project
Runnymede Elementary	Aug. 2029							P	C			w/ HVAC Project
Elmer Wolfe Elementary	Aug. 2030								P	C		w/ HVAC Project
Taneytown Elementary	Aug. 2030								P	C		w/ HVAC Project
Window Replacement												
South Carroll High	2022		C									
Westminster High	2022		C									
Paving Replacement	On-going	C	C	C	C	C	C	C	C	C	C	
Technology Improvements	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
		22	23	24	25	26	27	28	29	30	31	
Robert Moton BEST Addition This addition is needed to expand the BEST program	Aug. 2024		P	C								
Friendship Valley PRIDE Addition This addition is needed to accommodate the PRIDE program	Aug. 2024		P	C								
Friendship Valley Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
Cranberry Station Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
Taneytown Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2025			P	C							
Sandymount Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2025			P	C							

P = Planning
 C = Construction