



Frederick County Public Schools
Reach. Challenge. Prepare.

*Board of Education Approved
Educational Facilities Master Plan Annual Update
Including FY2025 Capital Budget*



June 28, 2023

BOARD OF EDUCATION APPROVED Educational Facilities Master Plan Annual Update

INCLUDING:
FY 2025 Capital Budget

June 28, 2023

Prepared for the Frederick County Board of Education by the
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June 28, 2023

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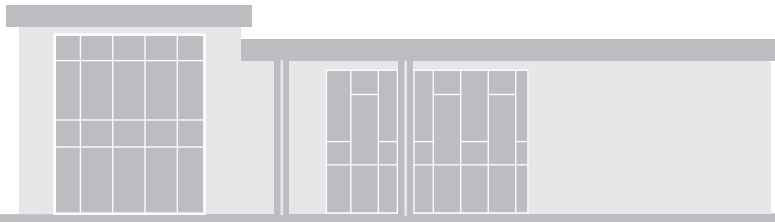
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2023 Frederick County Public Schools Educational Facilities Master Plan Board of Education Approved

Executive Summary

OUR MISSION

Public education is at the heart of our community. It shapes who we are. In Frederick County, our promise is to empower our young people no matter who they are, no matter their backgrounds or circumstances. We want them to be prepared to succeed in college and careers. Therefore, our mission is to:

- **Reach** our students with exceptional teaching and caring support,
- **Challenge** them to achieve their potential, and
- **Prepare** them for success in a global society.

Our schools belong to all of us and are used by the entire community. Frederick County Public Schools (FCPS) is committed to excellence at every level of our organization. It is our goal that the community will see that commitment when they walk in the front door of any of our facilities.

OUR PLAN

To guide us as we work to meet that goal, FCPS maintains a 10-year Educational Facilities Master Plan (EFMP). The EFMP is our blueprint to ensure that our schools meet our high standards for excellence. We update it every year to keep it current and to keep our focus squarely on the conditions of our buildings.

FCPS uses the EFMP regularly; it guides our facility plans. Among other things, it includes the enrollment projections for each of our 71 schools (including charter and special schools), coordinates facility needs with the county and municipal plans for residential growth, establishes our facility and funding priorities with state and local officials, and guides our plan for construction and modernization projects. However, the EFMP must also be accessible and useful to our many partners: elected officials, other state and local agencies, parents and the taxpayers of Frederick County. The EFMP includes information that is helpful to all of us—long-range enrollment projections and trends, school-by-school capacity data, descriptions of FCPS educational programs, Board of Education policies and regulations regarding school use, attendance boundaries, construction and maintenance, and other up-to-date information about all our county schools.

The 2023 EFMP is formatted with digital use in mind. Links throughout the document allow the reader to click between chapters or visit other reference documents and webpages. Many of the maps are now interactive maps online where users can search locations of interest and view layers of information. A [story map](#) of this executive summary is highlighted on page 4.

OUR PROCESS

In early June, FCPS staff presents the Superintendent's draft recommended EFMP to the Board of Education and also obtains a finding of consistency with the County Comprehensive Plan. The Board of Education (BOE) receives public comment during their regular BOE meeting in late June and adopts a final plan. The adopted EFMP is then the basis for capital funding requests made to the state and county governments in October.

Maryland leads the nation in public education—and Frederick County is a leader in our state. In Frederick County, we want all of our facilities to showcase the excellence that we strive for as a system while also demonstrating efficient stewardship of taxpayer dollars. FCPS seeks to maximize the lifespan of our facilities and keep pace with our students' changing educational requirements. The EFMP will help us do that in an efficient and effective manner. At FCPS we seek to plan, build and maintain excellent facilities to support the learning of every child, every day.

KEY ELEMENTS

Frederick County, and our state and world as a whole, are experiencing a moment of great change. More than ever, FCPS must rise to the challenge to continue to serve our students and prepare them for the future. In this 2023 update, FCPS addresses the following topics:

Enrollment Growth

Frederick County has been experiencing significant residential growth in several areas including Frederick City, the I-70 and I-270 corridors. The residential housing market has remained robust during the last year, with many builders exceeding their expectations on new dwelling unit construction. Issuance of housing permits in Frederick County remained high, reaching almost 2,600 in 2022, the majority of which were issued by the City of Frederick. FCPS is closely monitoring areas of growth and continues to evaluate where and when the next new capacity project will be required. In particular, the pace and pattern of housing growth is accelerating on the north and east side of Frederick City. Two new elementary school projects and a new high school have been included in this EFMP to address capacity issues. [Chapter 5](#) highlights the enrollment projections and [Chapter 7](#) outlines the 10-year plan.

Modernization of older facilities

As discussed in [Chapter 3](#), FCPS has many older facilities that have been well-maintained but are nearing or exceeding their useful life and need renewal. The top priority projects in the 10-year plan are replacement schools for buildings that have reached the end of their useful life. In addition, limited renovations extending the life of existing buildings are also included in the EFMP. The first limited renovation project will complete its second and final phase of construction in 2023 at Thurmont ES. Monocacy ES, Ballenger Creek ES, Spring Ridge ES, Twin Ridge ES and Hillcrest ES will receive limited renovations over the next four years. FCPS will also consider the consolidation of small older schools to better align our facilities with educational needs.

Expansion of Prekindergarten program

The Blueprint for Maryland's Future Act (Act), established in February 2021, broadened the availability of high-quality prekindergarten and school readiness services. The provisions of this Act were implemented beginning in the 2022-23 school year, with full implementation in 2025-26. FCPS will expand the prekindergarten program from 80 classrooms to 87 in the 2023-24 school year. To fully meet the need of the expanded prekindergarten program, FCPS will utilize available classroom space, high school-based classrooms, relocatable classrooms and attendance boundary adjustments where appropriate.

Completion of new projects improves learning for students

The replacement of Brunswick ES will open in the fall of 2023 with a state rated capacity of 725. This new larger elementary school will not only replace a 71-year-old building but will also add 218 elementary seats to relieve overcrowding in this growing community. An addition at Crestwood Middle School that will open in fall of 2024 adds capacity to the Frederick City area middle schools. A redistricting study is underway to rebalance enrollments at adjoining middle schools. See [Chapters 3](#) and [7](#) for additional details.

New state funding opportunities

The Built to Learn Act passed in March 2020 and provides up to \$2.2 billion in additional funding for school construction projects throughout the state. FCPS will receive approximately \$88-\$112 million in funding over several years and used this funding to accelerate the replacement of Green Valley and Valley elementary school projects. Built to Learn funding will also be used to pay back local forward funding for Waverley and Brunswick elementary school projects. [Chapter 1](#) provides more information on state and local funding.

HIGHLIGHTS OF THE 2023 ANNUAL UPDATE

The 10-year capital improvement plan includes the following but is subject to local and state funding:

3 New Schools



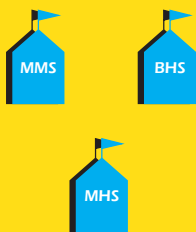
5 Limited Renovations



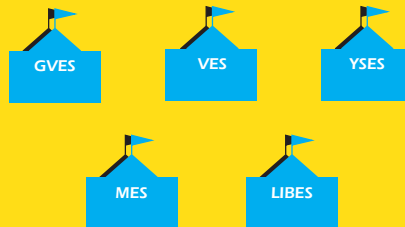
1 Addition



3 Replacements



5 Replacements With Additions



1 Modernization



See the EFMP [story map](#) for more details on the proposed projects.

FAST FACTS

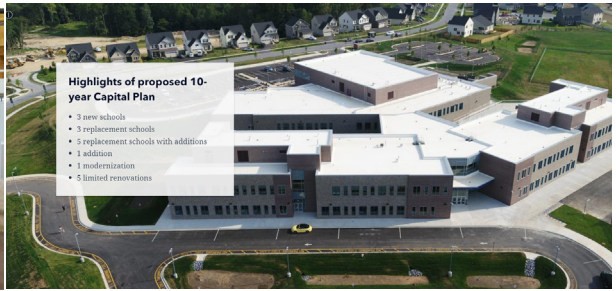
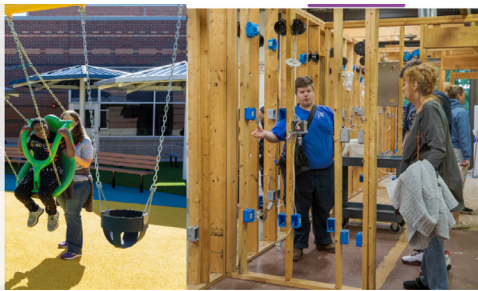
- Total enrollment of almost 47,000 students as of September 30, 2022
- Approximately 6.9 million square feet and 1,500 acres in our school portfolio
- FCPS operates 67 school buildings
- 34 school buildings are currently older than 35 years, with 7 older than 70 years
- 44 schools are projected to be operating within the state rated capacity in fall 2023
- 8 new or replacement schools and 2 additions were completed in the last 10 years
- 6 new or replacement schools, 1 addition and 4 limited renovations are currently in design or under construction

EFMP EXECUTIVE SUMMARY STORY MAP

The interactive story map online features quick facts about FCPS, state rated capacities over time, a tour of growth areas in Frederick County, prekindergarten program locations and the projects that FCPS is proposing in the 10-year capital plan. [Visit the story map.](#)

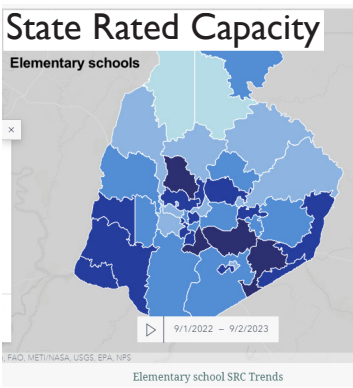
Quick Facts

- Nearly 47,000 Enrolled students
- ~6.9 million square feet/1,500 acres School properties
- 67 FCPS-operated school buildings
- 44 schools Expected to be operating within their state rated capacity in fall 2023



Highlights of proposed 10-year Capital Plan

- 3 new schools
- 3 replacement schools
- 5 replacement schools with additions
- 3 additions
- 1 modernization
- 5 limited renovations



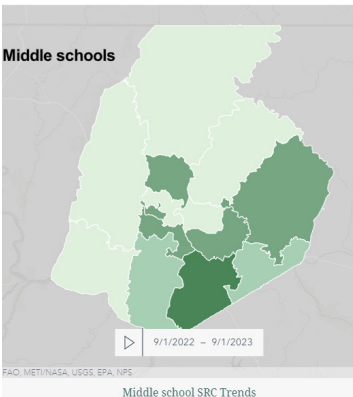
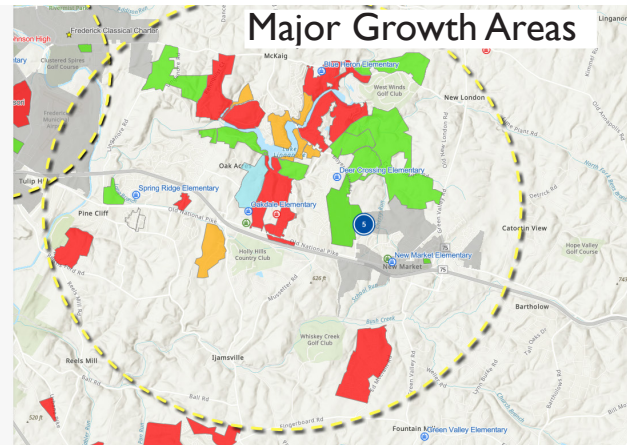
Approved developments (April 2023)

- Active
- Development plan approval only
- Inactive (paused)
- Finished
- Age restricted

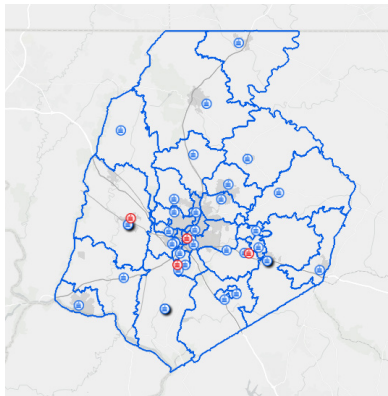
I-70 corridor/Lake Linganore

4,800 Remaining units
Includes Alpine, Aspen, Aspen North, Balmoral, Blentinger, Calumet, Casey PUD, Coldstream, Hamptons East and West, Landsdale, the Manor at Holly Hills, Nightingale, Oakdale Village, Overlook at Long Branch, Pinehurst, Resco Inv., Ridges at Long Branch, Tallyn Ridge, Town Center, Westridge, and Woodridge.

Potentially generating:
2,603 total students

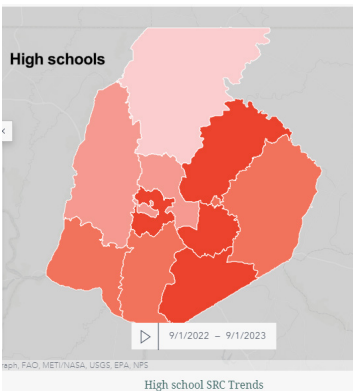


Prekindergarten Programs



Planned Capital Projects

- Crestwood MS Addition
- Green Valley ES Replacement
- Valley ES Replacement
- Yellow Springs ES Replacement
- Middlebrook ES MS Co-located Building
- Future east Frederick area ES
- Liberty ES Replacement
- Mossy ES Limited Renovation
- Ballenger Creek ES Limited Renovation
- Spring Ridge ES Limited Renovation
- Twin Ridge ES Limited Renovation
- Hillwood ES Limited Renovation
- Walkersville MS Modernization





1. Planning Context

With highly ranked educational programs, Frederick County Public Schools (FCPS) is a fundamental part of Frederick County and one factor that makes Frederick County a highly desirable place in which to live. The Department of Capital Programs is charged with long-range planning for public facilities that support the educational program.

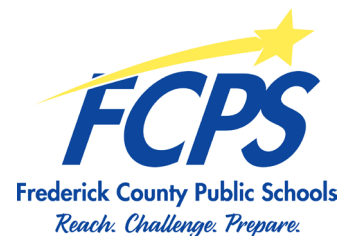
BOARD OF EDUCATION MANDATE

BOE Policy 202.1 requires FCPS to maintain a long-term facilities master plan (see [Appendix Q](#)). It states:

The Board of Education (Board) will maintain long-term facilities master plans for constructing, renovating and maintaining public school facilities in Frederick County. The master plans shall attempt to balance the need for new seats with the need for renovations to existing buildings. The Board will review these plans annually and adopt a plan after considering public comment. The Board will work cooperatively with the State of Maryland, Frederick County Executive and County Council, and other elected officials to obtain adequate state and local funding and to implement the plans.

BOARD OF EDUCATION STRATEGIC PLAN

The mission of FCPS is to “Reach our students with exceptional teaching and caring support, Challenge them to achieve their potential, and Prepare them for success in a global society.” To this end, FCPS continues to provide opportunities for new and innovative educational programs as well as educational services mandated by the state.



The BOE developed a strategic plan to guide all facets of FCPS operation toward meeting the mission statement. Five goals were developed and adopted along with correlating priorities (see [Table 1A](#) below). Beginning in the 2022-2023 school year, systemic goal areas were established by new superintendent, Dr. Dyson, of Frederick County Public Schools (FCPS). These goal areas—organizational culture of achievement, operational excellence, safety and wellbeing, stakeholder engagement, and student and staff experience—are aligned to the existing five FCPS strategic goals (see below). Furthermore, for each of the goal areas, key performance indicators (KPIs) were established. KPIs are used to measure progress on specific outcomes over a period of time (e.g., increasing student performance on assessments). These general performance targets (KPIs) were established in collaboration with the Board of Education, Superintendent, FCPS staff, and the community. Throughout the school year, staff will be collaborating on presenting data on the progress of each of these performance targets.

FCPS’ Educational Facilities Master Plan (EFMP) speaks directly to these goals. The projects included in this 10-year plan maximize limited capital funding to plan, design and construct new and renewed facilities that will enable students to achieve their potential, support staff in their roles, promote safety and wellbeing, allow for engagement with parent and community stakeholders and provide a positive experience for all building occupants. In addition, this plan also outlines potential redistricting studies that may be necessary as new or enlarged facilities are planned in order to rebalance student populations and make the best use of scarce resources.

Table 1A: Systemic Goal Areas and BOE Strategic Goals

Goal Area	BOE Goal
Organizational Culture of Achievement	FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.
Operational Excellence	FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.
Safety & Wellbeing	FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.
Stakeholder Engagement	FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.
Student & Staff Experience	FCPS will promote a culture fostering wellness and civility for students and staff.

PURPOSE OF THE EFMP

FCPS projects enrollments and identifies facility needs 10 years into the future to allow the time necessary to plan, design and construct new or renovated facilities. Included in this 10-year EFMP is the FY25 FCPS Proposed Capital Budget that serves as the basis for annual capital funding requests to the state and county (see [Appendix A](#)).

Our 10-year EFMP is designed to:

- Inform the community, and state and county officials about FCPS' long-range plans for educational facility improvements,
- Document FCPS' long-range enrollment projections and future facility needs,
- Provide a common point of reference to allow FCPS to coordinate future new educational facility locations with county and municipal officials and coordinate future facility needs and funding requirements with state officials,
- Document FCPS' schedule of major construction, replacement, renovation and maintenance projects, and
- Comply with state regulations that require FCPS, and all local educational authorities, to update its EFMP annually.

EFMP APPROVAL PROCESS

FCPS updates the EFMP each year in accordance with the requirements in the Maryland Public School Construction Program Administrative Procedures Guide (APG). While FCPS prepares its own master plan, it is guided by the state's administrative procedures guide which defines the required content of the plan. The annual EFMP update process includes several steps that help to ensure our facilities' needs and recommendations are as current as possible. These steps are:

Table 1B: EFMP Process

1. Update 10-year enrollment projections	April-May
2. Prepare draft EFMP update	March-May
3. Present Superintendent's Recommended EFMP to the BOE	June
4. BOE accepts public comment on Superintendent's Recommended EFMP and Capital Budget	June
5. BOE adopts final EFMP and Capital Budget	June
6. Submit EFMP to Interagency Commission on School Construction (IAC)	July 1

FCPS submits capital project funding requests (identified in the approved EFMP) to state and county agencies in October (see [Appendix A](#)). Individual county and state agencies maintain procedures for evaluating the BOE-approved capital project funding requests (See [Appendix D](#) and [Appendix E](#)). Close cooperation among state, county and FCPS officials is essential to ensure that FCPS successfully updates and executes the EFMP. Public review and comments are encouraged by the BOE during the approval process.

FUNDING

Funding for major new school construction, additions, and renovations is programmed through the capital budget of the county and state. At the state level, the governor establishes a total funding pool available for major school construction projects as part of the governor's proposed capital budget. Local jurisdictions, such as Frederick County Public Schools, then request capital funds in accordance with Interagency Commission on School Construction (IAC) procedures.

The process involves a review by the IAC staff and approval by the IAC. Capital budget requests are submitted to IAC staff in October. Final capital budget decisions are made in May. Public school construction projects are funded through several programs administered by the IAC, including:

1. *Capital Improvement Program*: Provides State funding for eligible new, replacement, additions, renovations and capital maintenance (or systemic) public school construction projects approved by the IAC. The State's share of an eligible school construction project is periodically reviewed and updated. Currently, the State's share of a school construction project in Frederick County is 65%. The Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms (EGRC) was established in 2015 and is distributed through the CIP as supplemental funds to the traditional CIP funds. Frederick County was eligible for EGRC funding in FY21, FY22, FY23 and FY24.
2. *Built to Learn Program*: Provides for up to \$2.2 billion in school construction project funding through Maryland Stadium Authority (MSA)-issued special revenue bonds and provides for management of the projects by MSA. Frederick County may be allocated up to \$112 million through this program. The allocation amount can vary broadly based on interest rates, and current estimated allocation to FCPS is approximately \$88 million.
3. *Aging School Program (ASP)*: Provides State funds to address the needs of aging school buildings. This program was established in 1997. From FY98 to FY23, a little over \$5.1 million for 82 projects have been approved for Frederick County. FY24 funding allocation has not been determined. The ASP program will end following FY24.
4. *School Safety Grant Program*: Provides grants to address the need for school security improvements. Established in 2018, the Governor is required to provide an annual allocation of \$10 million for the program beginning in fiscal year 2019. From FY19 to FY23, a total of \$2,026,382 was approved for 63 projects in Frederick County. FY24 funding allocation has not been determined.
5. *Healthy School Facilities Fund (HSFF)*: Provides funds to address health and safety needs in public school facilities. Frederick County was allocated \$291,000 in FY21.

The level of state funding available to FCPS each year has varied considerably. During the last 20 years, state funding varied from a low of \$14 million in FY2011 to a high of \$25.7 million (including EGRC funds) in FY2023. Over the past five years, state funding has averaged approximately \$20.9 million each year. [Appendix E](#) outlines State funding priorities.

Frederick County Government also provides funding for major new school construction projects. Sources of County capital funds for school projects are general fund dollars, general fund bonds, impact fees, impact fee bonds and school mitigation fees. School capital projects usually include both state and county funding, although some capital projects may not qualify for state funding and are funded only with

county capital funds. The entire amount of eligible state funds for school capital projects are rarely given to the County in one fiscal year. This requires the County government to forward fund the state's share of capital funding to keep the project on schedule. The state's share of the school construction project costs is then reimbursed to the County over several fiscal years.

Each year, the County Executive prepares a 6-year Capital Improvement Program (CIP) for all county agencies and several independent entities, including FCPS (see [Appendix B](#) for the most recent proposed and approved County CIP for FCPS and [Appendix D](#) for the County's CIP policies). Once the County Executive releases a proposed capital budget in April, the County Council reviews and approves a final capital budget following a public hearing in May or June. The County CIP establishes the funding levels and sources as well as schedules for capital improvement projects. All FCPS capital projects must conform to the requirements of the CIP.

Finally, developers also contribute to new funding for school construction. To meet the requirements of the County's Adequate Public Facilities Ordinance (APFO), a developer has the option to fund the improvements needed to meet the County's APFO standards or to wait until the improvement is funded by the County and/or the State. A few previously approved developments have the option to pay a school mitigation fee to move forward after failing the APFO schools test (see [Chapter 2](#) for additional details). School mitigation fees were allocated to pay, in part, for the addition to Urbana MS in FY16. They were also used to construct the addition to Oakdale in FY20 and will be used to construct the addition to Crestwood MS in FY23. In 2005, the developer of the Linton property agreed to fund the addition to Tuscarora HS in order to meet the County's school adequacy standards. BOE policy 202.7 offers guidelines for considering similar projects in the future (see [Appendix Q](#)).

RELATED FCPS PROCESSES

Comprehensive Maintenance Plan

The FCPS Maintenance and Operations Department publishes [Comprehensive Maintenance Plan for Educational Facilities](#) (CMP). Approved annually by the BOE, this plan establishes a system-wide evaluation of facility conditions and a maintenance management system to increase the life expectancy of building systems.

Operating Budget

The [operating budget](#) process takes place each year separately from the capital budget process established by this EFMP. Starting in October, the BOE discusses priorities and individual departments begin to identify their needs. In December FCPS hosts a community budget forum. The Superintendent releases the recommended operating budget in January, and the BOE holds work sessions to review it. A public hearing on the FCPS operating budget is held in February. Once the BOE approves their operating budget request, it is forwarded to the County Executive for consideration and inclusion in the County Executive's proposed County budget. The County Executive releases a recommended draft operating and capital budget in April, including proposed FCPS funding. If necessary, the BOE adjusts its proposed operating budget in April or May. The final operating budget approved by the BOE and the County Council in May/June goes into effect on July 1.

Board of Education Policy and Regulations

The EFMP is guided by two other foundational documents that govern the administration of FCPS. These are the [BOE Policies and Regulations](#). These documents cover a wide range of specific instructional and program objectives related to such topics as organizational patterns, staffing ratios, transportation, and redistricting guidelines (see [Appendices N-R](#) for policies and regulations related to the capital program).

INTERGOVERNMENTAL CONTEXT

This EFMP is also guided by the goals established in other planning documents prepared by the Frederick County Government, municipalities and the state. While not all these planning documents focus on educational facilities, their goals depend in part on meeting school facility needs. See [Chapter 2](#), [Appendix F](#) and [Appendix G](#) for additional details on comprehensive plans.

State of Maryland

Kirwan Commission and Blueprint for Maryland's Future Act:

The Kirwan Commission on Innovation and Excellence in Education was initiated by the State of Maryland in the fall of 2016 to develop recommendations for adequate funding for school programs and policy initiatives to create a competitive educational system. The commission focused on five areas: early childhood education, high-quality and diverse teachers and leaders, college and career readiness pathways, more resources to ensure all students are successful, and governance and accountability. A bill including the policy and funding recommendations of the Kirwan Commission, titled "The Blueprint for Maryland's Future Act", was passed by the Maryland General Assembly in April 2020 but was vetoed by Governor Hogan. The General Assembly overrode the veto in February 2021. House Bill 1372 then revised the Blueprint for Maryland's Future in April 2021 by establishing, in part, the requirement that certain data be collected, funding be allocated for technology improvements, reporting requirements due to the Legislature, and altering certain dates for the implementation of the Blueprint for Maryland's Future.

Highlights of the Blueprint for Maryland's Future Act include:

- Major reforms to high school instruction by requiring that every school system provide access to high quality career and technical education (CTE) programs as well as to early childhood education instruction by requiring the phasing in of full-day prekindergarten for three and four-year old students.
- Expanded annual school-based budget reporting and new definitions and funding formulas for existing programs as well as the new programs created by the Act.
- Establishment of target per pupil foundation amounts ensuring that state and local funds are distributed to schools on a per pupil basis.
- The goal that all public school students will meet the college and career readiness standards before the end of the 10th grade and no later than the time the student graduates.
- Expanded family support services.
- Requirement for the public school system to pay 75% of the tuition for dual enrolled public school students.
- Creation of educator preparation and licensure programs, a career ladder program and leadership training for state and local superintendents, boards of education and lead staff.

Built to Learn Act:

The Built to Learn Act was passed during the 2020 legislative session but was stopped by the Governor's veto of the Blueprint for Maryland's Future Act. Once the General Assembly overrode the Governor's veto in 2021, the Built to Learn Act automatically became law. The Built to Learn Act has a significant impact on school construction in Maryland and includes, in part, the following:

- Establishes Prince George's County Public Schools public-private-partnership.
- Establishes the Supplemental Public School Construction Financing Fund, the Supplemental Public School Construction Facilities Fund, and the Public School Facilities Priority Fund as continuing, non-lapsing funds.
- Allows Maryland Stadium Authority to issue up to \$2.2 billion in revenue bonds to fund school construction projects (up to \$112.2 million for Frederick County) and provides an option for MSA to manage school construction projects

- Makes design and furniture/equipment funding eligible for State participation.
- Mandates an increase to Enrollment Growth and Relocatable Classroom funding beginning in FY2026.
- Extends the Assessment and Funding Workgroup to December 2021.
- Extends the Healthy School Facility Fund and adds \$40 million dollars in both FY23 and FY24.
- Requires MSDE, IAC and MSA to collaborate with LEAs and community colleges to establish a CTE program or apprenticeship pathways in school building maintenance that will lead to a recognized certificate or credential.

State School Sufficiency Standards:

The Interagency Commission on School Construction (IAC) established the Maryland Public School Facilities Educational Sufficiency Standards in May 2018 to provide acceptable minimum levels for the physical attributes, capacity, and educational suitability of existing school buildings. See [Chapter 4](#) for additional details.

State Facility Assessment Study:

Following the creation of the Educational Sufficiency Standards, the IAC hired a consultant to evaluate all public school facilities in Maryland as required by the Blueprint for Maryland's Future Act. The study was completed in 2021. The committee voted to delay implementation of changes to school construction funding regulations that are based on the results of the facilities assessment for 2 years. See [Chapter 4](#) for additional details. The IAC is required to review and update the school facility assessment for one-third of the schools in each county annually. In 2023, the IAC will update the assessment of 16 FCPS schools.

Maryland "Smart and Sustainable Growth Act" (2009) and "Sustainable Communities Act" (2010):

These state bills and other related legislation directed growth to areas identified as consistent with local comprehensive plans and established requirements for components of comprehensive plans. Tax credits were directed towards rehabilitation of existing communities and a sustainable growth commission was created.

A Better Maryland Plan:

The Maryland Department of Planning completed work on this plan in 2019. This plan provides a framework for supporting the economy and environmental stewardship and advocates collaboration among state and local governments. The plan includes the 12 Planning Visions initially adopted in 2009. Some of the plan's objectives include improving collaboration and coordination among state agencies and improving the delivery of programs and services to local jurisdictions.

County Planning

Livable Frederick Master Plan:

The County adopted a new comprehensive plan, Livable Frederick Master Plan (LFMP), in September 2019. The LFMP is a broad, strategic plan that provides a vision for Frederick County's future and goes beyond the traditional focus on land use and development. The LFMP is organized around four themes: Our Community, Our Health, Our Economy, and Our Environment. See [Chapter 2](#) for additional details and excerpts from the plan in [Appendix F](#).

Area Plans:

The County began area planning efforts following the adoption of the LFMP. The Sugarloaf Treasured Landscape Management Plan was adopted in October 2022. The South Frederick Corridors plan is underway. Additional details are found in [Chapter 2](#).

Zoning Regulations:

The LFMP did not change the official County comprehensive plan map or zoning map which were adopted as part of the 2010 comprehensive planning process and amended in 2012. The maps can be found in [Appendix F](#). It is anticipated that comprehensive plan and zoning map changes will occur as area plans are approved as was done with the Sugarloaf Treasured Landscape Management Plan.

2. Community Analysis

BACKGROUND

As a satellite community to two major metropolitan areas (Baltimore and Washington, D.C.), Frederick County has seen significant demographic and economic growth. Our need for school facilities and services is growing along with our population.

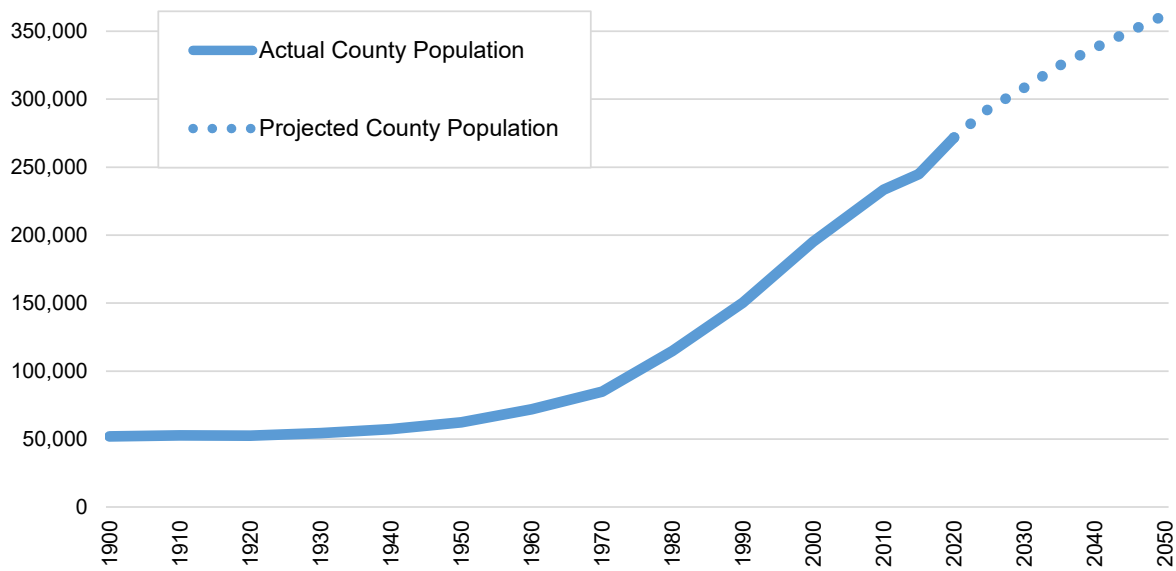
Geographically, Frederick County is the largest county in Maryland. It stretches north-south from the Mason-Dixon Line to the Potomac River and east-west from the rolling Piedmont along Sam's Creek, across Catoclin Mountain to South Mountain. The county has 12 incorporated municipalities ranging in population from about 150 to over 70,000 along with many small, rural communities and large growing communities. The City of Frederick is the county seat and commercial and population hub.

Historically, Frederick County relied primarily on an agricultural economy. Today the county's economy has expanded and diversified with strong bio-tech, tourism and service industries. Migration was encouraged by the construction of I-70 and I-270 in the 1950s and the continued expansion of business and government agencies. The growth in individuals working from home during the recent COVID-19 pandemic has also encouraged the migration of families to Frederick County over the past few years. This is expected to continue as some companies no longer require employees to commute to a central office.

County Population Projections

Influenced by employment growth around the two metropolitan areas, Frederick County's population growth rate increased significantly after 1970 and has remained fairly steady, as shown in [Figure 2A](#). FCPS enrollments increased steadily over the years consistent with county population growth. However, enrollments experienced a significant growth during the 1990s (see [Figure 5A](#)). Although the scale of total population growth exceeded enrollment growth, both grew at the extraordinary rate of about 50 percent in the twenty years from 1990 to 2010.

In the 30 years from 1990 to 2020, Frederick County's population increased by approximately 121,000 or an average of 4,000 persons per year. According to Maryland Department of Planning (MDP) projections, Frederick County's population is expected to increase by more than 90,000 by 2050, or an average of 3,600 per year. These projections are inconsistent with the last five years of actual population growth for Frederick County which has been an increase of approximately 5,300 persons per year. FCPS will continue to monitor population growth and projections including school aged population.

Figure 2A: County Population 1900-2045 (projected)

Sources: Maryland Department of Planning December 2022 (projections) and March 2022 (population estimate through April 2020)

Housing Growth

There is a strong demand for housing in Frederick County due to a lower median home price in comparison to other counties in the Washington metropolitan area, good schools and a large pool of qualified homebuyers. According to records from the Frederick County Planning and Permitting Division, the average annual number of housing permits issued between 1980 and 2000 was between 1,600 and 2,000. Housing growth was lower from 2006 to 2012, due to the recession, with 500 to 900 housing permits issued annually. However, in the last five years, the number of housing permits issued has increased to an average of more than 2,400 annually. In 2021, the number of housing permits issued reached a new high of almost 2,800 and nearly 2,600 were issued in 2022. It is anticipated that this record number of new housing units will continue for the foreseeable future.

FCPS Capital Programs Department staff review proposed residential subdivision plans in the County and municipalities commenting on the impact on existing school facilities and proposed pedestrian and vehicular transportation improvements. In addition, staff prepares the school adequacy test as required by the Adequate Public Facilities Ordinance for Frederick County and municipalities. Staff also tracks progress of the buildout of large residential development (see [Chapter 4](#) for additional details). During FY22, FCPS staff completed 30 development reviews for 21 proposed residential development plans. As of May 2023, staff has completed 43 development reviews for 22 proposed residential development plans during FY23.

There are many large residential projects in the pipeline that are either in construction or have some level of development approval (see [Appendix H](#)). As of April 2023, there were 12,318 dwellings in the available pipeline (excluding active adult communities), with approximately 61% (7,512 dwellings) in the county's municipalities. The City of Frederick has by far the greatest share with 5,858 dwellings in its pipeline. The county's primary areas of new residential development include the areas on the east and north side of Frederick City as well as along the Route 40 corridor, and communities on both the north and south side of the I-70 corridor. Outside the major growth areas, smaller (but not insignificant) areas of residential development can be found in several urbanized areas such as Brunswick and Urbana.

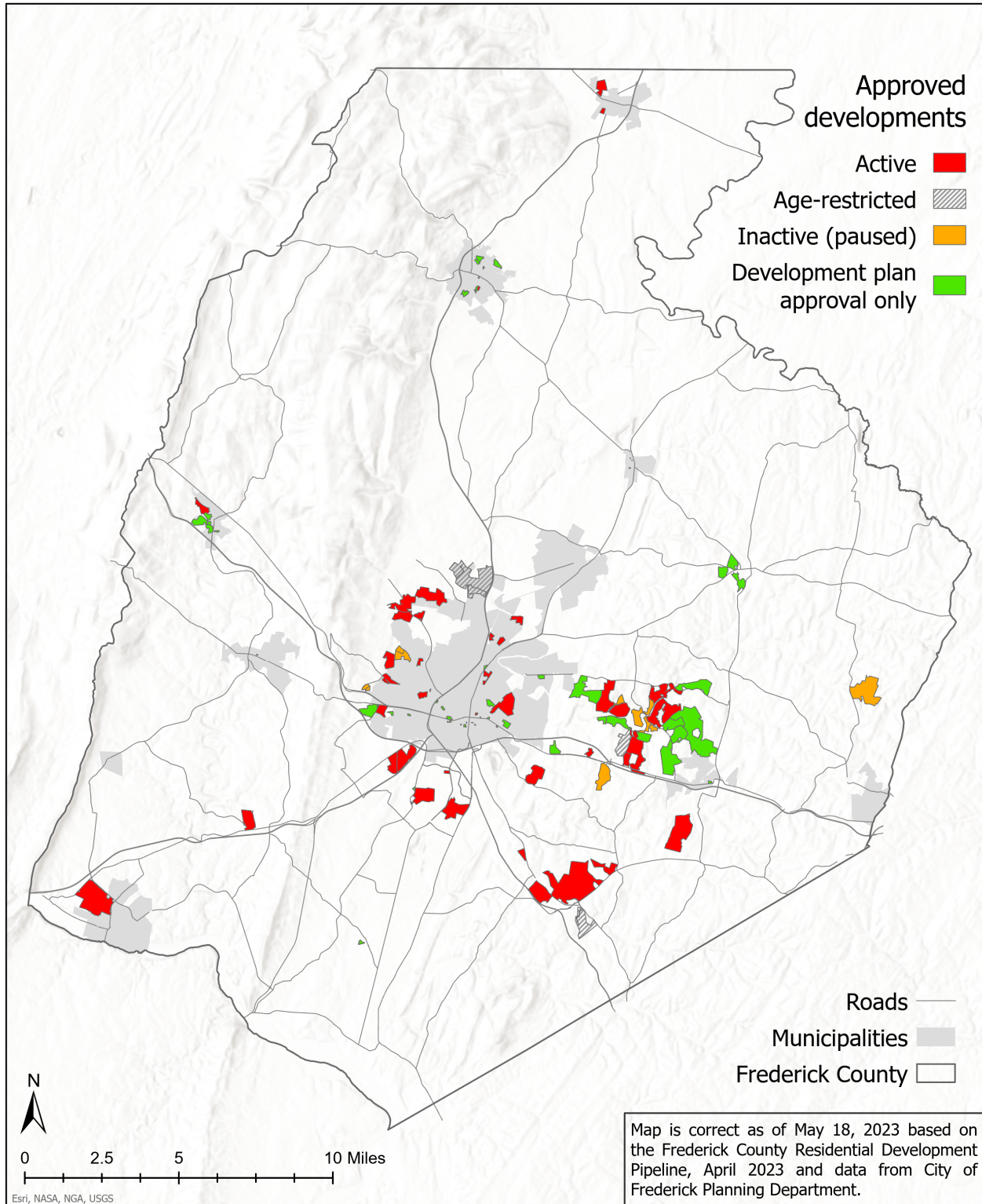
Figure 2B shows the location of new residential development with some form of development approval. The interactive map provides additional detail on the number of remaining approved housing units by type and expected student generation.

Figure 2B: Residential Development Pipeline

[Visit the interactive map.](#)



Frederick County Development Pipeline April 2023



Census Data

The U.S. Census Bureau conducts a count of every person living in the United States every 10 years, as mandated by the U.S. Constitution. The census is important because it is used in federal allocation of funding to states, counties, and communities.¹

Population estimates are vitally important for school planning to determine changes in existing neighborhood demographics and determine where future growth (or decline) can be projected. The US census counts inform population statisticians at the national, state, and county level. Initial data was released in August 2021 including total population, total housing and race and ethnicity. Additional details on demographics and housing are expected to be released in summer 2023.

COORDINATION WITH LOCAL GOVERNMENTS

FCPS coordinates with local governments to align school facility plans with residential growth patterns and local planning efforts. The sections below outline local comprehensive plans as they relate to school planning, and FCPS participation in annexations, adequate public facility ordinance testing and dedication of school sites.

Frederick County Livable Frederick Plan

The County adopted a new comprehensive plan in September 2019 called Livable Frederick Master Plan (LFMP). This Plan has a broad, strategic focus, establishing a vision for the future of Frederick County. To implement the LFMP, Frederick County planning staff is developing area plans, as well as infrastructure and functional plans. As the small area plans are adopted, the comprehensive plan and zoning maps are amended, such as when the Sugarloaf Treasured Landscape Plan was adopted in 2022. The County's 2012 Land Use Plan map identifies 12 planned school sites to address school capacity needs in the next 20 years. This map is shown in [Appendix F](#).

The Livable Frederick plan includes a vision statement and four vision themes: Our Community, Our Health, Our Economy, and Our Environment. These themes are intended to support the public and private sectors, institutions, and nonprofit partners in enhancing and maintaining a high quality of life for Frederick County residents. The Action Framework section of the Plan highlights County goals and initiatives that will support achievement of the vision within the vision themes (see [Appendix F](#) for a summary list of goals and initiatives referencing schools). Finally, the Development Framework section utilizes scenario planning and a thematic plan map that illustrates a preferred geographic distribution of future growth, continued efforts to conserve our natural resources through the Green Infrastructure component, and an ongoing commitment to the protection and preservation of the County's farmland and agricultural economy through the Agriculture Infrastructure component. The theme of coordinating development with infrastructure needs such as schools is discussed throughout the plan.

County Regional Plans

The Livable Frederick Master Plan articulates a long-range vision for Frederick County that includes a concept called "Treasured Landscapes." These Treasured Landscapes are areas that stand out with many inspiring, productive, and naturally-diverse lands and can benefit from a separate planning effort. The Sugarloaf Treasured Landscape Management Plan for the Sugarloaf Mountain area was adopted by the County Council in October of 2022. The plan's focus is protection of the Sugarloaf area's natural resources and strengthening the distinct place-based identity of the Sugarloaf area through the stewardship of its scenic and rural character, and its agricultural and cultural resources.

Planning is also underway for an area of the county that has been a major economic center for decades. The South Frederick Corridors plan is focused on the existing commercial and industrial land to the

1. <https://www.census.gov/programs-surveys/decennial-census/2020-census/about/why.html>

south of downtown Frederick City along Urbana Pike (MD-355) and Buckeystown Pike (MD-85). This area constitutes 20% of the county's jobs, 15% of the county's business establishments, and 15% of the county's total wages. The South Frederick Corridors Plan seeks to reinforce economic strengths and assets, support existing business and industries, foster innovation and opportunity, and support the creation of walkable, mixed-use communities. The draft plan currently before the Planning Commission calls for significant new residential development, which will necessitate acquisition of school sites and construction of schools to serve students residing in the planning area.

Frederick City's Comprehensive Plan

The City of Frederick adopted its 2020 Comprehensive Plan in April 2021, with the vision of making Frederick the "most livable city in the mid-Atlantic region by 2040." The Comprehensive Plan builds upon the recently completed City of Frederick strategic plan, Community 2030, by providing a vision for the City's growth, a blueprint for public and private investment in infrastructure and a guide for consideration of land use. The objectives of the 2020 Comprehensive Plan are:

1. Defining a clear vision for the future
2. Enhancing the relationship between land use, transportation, and urban design
3. Supporting policies and planning efforts at the neighborhood level
4. Ensuring that regulations are consistent with the vision
5. Establishing accountability through benchmarking & progress reporting

The plan is organized around four themes: vibrant neighborhoods, connected community, sustainable city, and predictable future. The 2020 Comprehensive Plan retains the tiered approach to growth in Frederick City: infill and redevelopment growth in tier 1, growth at the municipal boundary in tier 2 and growth in future areas in tier 3. Land within the City is divided into eight areas for more focused small-area planning in the future. The plan projects that within City boundaries, housing development will lead to the addition of 1,064 elementary, 560 middle, and 728 high school students. The plan establishes several implementation measures relating to schools which can be found in [Appendix G](#) along with excerpts from the plan. In March 2022, Frederick City passed an amendment to the comprehensive plan that includes a map of potential future school sites (see [Appendix G](#)).

Other Municipal Plans

- The [City of Brunswick](#) is located in the southwestern corner of Frederick County and has a population of about 8,200 residents. The Master Plan was published in 2010 with the goals of management of future growth, protection of the natural environment, and creating a quality community for all Brunswick citizens and businesses. The plan indicates two additional school sites to accommodate future growth. The school site dedicated by the Brunswick Crossing neighborhood on the west side of the city adjacent to the existing Brunswick ES has been transferred to FCPS. A replacement of Brunswick ES is under construction on the larger campus adding 217 seats. The replacement of Brunswick ES will open in the fall of 2023. FCPS also owns a small site dedicated by the developer of Galyn Manor on the east side of the city. However, this site is too small to construct a school and would require the acquisition of additional adjoining land. The city of Brunswick 2022 comprehensive plan is currently underway and is expected to be published by the end of Summer 2023.
- The [Town of Burkittsville](#) is located on the western side of Frederick County, nestled in the Appalachian Mountains and has a population of approximately 150 residents. A comprehensive plan was published in 2015 and goals include to preserve Burkittsville's integrity as a rural historic village, to preserve Burkittsville's quiet rural character and quality of life, to protect sensitive areas within Burkittsville, and to restore potable water resources and effective wastewater treatment for the residents of Burkittsville. There are no existing or future planned school sites in Burkittsville.

- The Town of Emmitsburg is located towards the center of the northern end of Frederick County and has a population of about 2,900 residents. The comprehensive plan was published in 2015 and it follows an outline of the State's 12 Visions. The land use decision-making guidelines include a provision to "consider logical future locations relative to potential school facility needs."
- The Town of Middletown has a population of about 5,200 residents and is located on the western side of Frederick County along alternate US Route 40 and MD-17. The Town's last comprehensive plan was published in 2010 with four goals: provide for a quality living environment, protection of important natural resources and historic landmarks, encouragement of a sound economic base and to manage and sustain Middletown's future growth. The 2010 plan has an emphasis on limiting development to ensure adequate public facilities, such as schools. The 2020 comprehensive plan is underway and is expected to be published by the end of 2023.
- The Town of Mount Airy has a population of almost 9,800 residents and is located in both Frederick and Carroll counties. The primary goals of the 2013 comprehensive master plan were retaining the Town's small-town charm through infill development and preservation of agricultural land. The Town also committed to provision of community infrastructure such as schools to accommodate long-term growth. As of spring 2023, efforts are underway for the 2023 Comprehensive Town Master Plan which is expected to be adopted in later 2023 or early 2024.
- The Town of Myersville has about 1,800 residents and is located north of I-70 in the western part of Frederick County. The Town's new 2022 comprehensive plan was adopted in January 2023. Much like the previous 2016 plan goals, the 2022 plan goals focus around preservation of the town's small-town character, historical resources, water resources and environmentally sensitive areas; provision of adequate public facilities, including schools; implementation of smart and sustainable growth practices and improvement of pedestrian connectivity, particularly near Myersville Elementary School.
- The Town of New Market is located just north of I-70 in the eastern part of the county and has a population of approximately 1,600 residents. The most recent comprehensive plan was published in 2016. The four visions outlined in the plan are preservation of New Market's historic identity, careful geographic expansion and population growth, economic development sensitive to the historic downtown, and preservation of natural resources. The plan emphasizes a need to provide for the adequacy of the local schools.
- Rosemont is a village in the southwest part of Frederick County adjacent to Brunswick City with a population of about 289 residents. Rosemont does not exercise planning and zoning authority and therefore does not have a comprehensive plan.
- The Town of Thurmont is located in the northwest part of the county, nestled in the Catoclin mountain range and has a population of about 6,600. A 2020-21 update to the comprehensive plan was approved in April 2022. The goals of the plan are development of the local economy and tax base, revitalization of downtown Thurmont to support businesses and preserve historic buildings, connect neighborhoods with outstanding open spaces and streets, and guide the future residential development. As part of the update process a comprehensive rezoning is planned. Due to excess capacity in the schools and limited proposed housing growth, the plan does not identify any future school sites.
- The Town of Walkersville is located in central Frederick County, northeast of Frederick City, and has a population of about 6,500 residents. A comprehensive plan was published in 2011 and had the following goals: maintain and protect the small-town character of Walkersville, allow for future development to support limited growth provided adequate public facilities are available, protect Walkersville's natural, historic and scenic resources and maintain a high quality of life for Walkersville residents. Although the plan anticipated the potential for overcrowding in the schools serving Walkersville, the plan recommends redistricting of areas outside the town limits rather than construction of another school within the town. Walkersville is currently updating its comprehensive plan and expects to adopt it by the end fall of 2023.

- The Town of Woodsboro is located northeast of Walkersville and has a population of about 1,150. A comprehensive plan was published in 2008. The plan's goals included increasing involvement in the comprehensive planning process and implementation, protection and conservation of environmental resources, promotion of Woodsboro's cultural heritage, provision of a safe transportation network, provision of adequate community facilities, manage the Town's growth rate to provide adequate services and infrastructure and facilitate a compatible mix of land uses.

Annexations

Municipalities within Frederick County have opportunities on occasion to consider the annexation of additional land into their boundaries for the purpose of development. Proposed annexation properties are typically not planned for development under the County zoning but once annexed, become developable under municipal zoning with municipal infrastructure. FCPS Capital Programs Department staff review proposed annexations to provide comment on the existing and future capacity of schools serving the proposed parcels for development. Staff also provide comments on the need for school sites, if applicable.

The City of Frederick reviewed two annexations at its northwest edge in the Yellow Springs ES, Monocacy MS, and Gov. Thomas Johnson HS attendance areas in 2022. The Winpenny Tell property is 79 acres, proposed for the development of up to 210 single family and 106 multifamily units. Nearby, the developer of the 57-acre Christoff property proposes up to 114 single family and 114 townhomes if annexed. Based on current pupil yield rates the annexed properties could yield 118 and 115 total students, respectively. Both annexations were on hold for a period of time due to lack of sewer capacity but are moving forward again.

Adequate Public Facilities Ordinance

An Adequate Public Facilities Ordinance (APFO) is a growth management tool that conditions development approval on the availability of public facilities. This ensures that development occurs when infrastructure and services are available to support it. In Maryland, the Land Use Article specifically enables municipalities and counties to adopt an APFO; local jurisdictions are permitted and encouraged to enact ordinances providing for or requiring the planning, staging, or provision of adequate public facilities.

The County adopted an APFO in 1991 as Chapter 1-20 of the County Code; it has been amended several times since then. In its current form, the county's APFO evaluates the adequacy of roads, water, sewerage, and school facilities at the time of subdivision or site plan approval.

For school adequacy, the ordinance states that all elementary, middle, and high schools serving a proposed residential subdivision must be under 100% of state rated capacity (SRC) during the entire period for which APFO approval is granted. The ordinance includes guidelines for determining school adequacy and requires the BOE or its designee (FCPS staff) to perform the school adequacy test. The ordinance also requires that all parcels located within County jurisdiction receive APFO approval prior to site plan, subdivision or Phase II approval by the Frederick County Planning Commission. If the project does not meet the standards for school adequacy, the applicant has the option to wait until adequate facilities are available or to provide the improvements necessary to ensure adequacy before moving forward with the project. A school is considered adequate if capacity improvements are scheduled in the first two years of the County CIP within the project's attendance area.

Development projects served by schools at or over 100% of capacity fail the County's APFO test for school adequacy. Other projects may also fail due to the number of students generated from the proposed development as well as other developments approved but not yet constructed, and background growth.

In 2011, the County amended the APFO to include a provision that allowed residential developments that failed the school adequacy test to move forward after paying a school construction fee (commonly referred

to as the mitigation fee) and complying with certain provisions of the APFO. Even though this provision was repealed in 2016, developments with a Development Rights and Responsibilities Agreement (DRRA) approved prior to July 20, 2016 can still continue to build out after paying the fee. The county has currently collected \$52.2 million in school construction fees and expects to collect an additional \$32.8 million.

Municipalities may also adopt an APFO that would apply to developments within their boundaries. Each municipality is unique in its approach to determining adequacy; each may include different facilities to be tested and have different standards of adequacy for schools, as shown in Table 2A below. FCPS staff completed 16 APFO tests in FY22 and as of May 2023 have completed 10 APFO tests.

Table 2A: APFO Summary by Jurisdiction

Jurisdiction	School Adequacy Limit (% of SRC)	School Levels Tested	School Constr. Fee?	Repercussions of Failure to Meet Adequacy
Frederick County	<100%	All	No	Project must wait until adequate facilities are available or the developer may provide the improvements necessary to meet adequacy.
Brunswick	<105% <110% <110%	Elem. Middle High	No	Project must wait until adequate facilities are available or the developer may provide the improvements necessary to meet adequacy.
Emmitsburg	<100%	All	No	Project must wait until adequate facilities are available or the developer may provide the improvements necessary to meet adequacy.
Frederick City	<100%	All	Yes	Project must be retested each year for 5 years before a development will be permitted to proceed, or the developer may pay a School Construction Fee to move forward.
Mount Airy	<100%	All	No	Project must wait until adequate facilities are available or the developer may provide funds, direct facility improvements, or donation of facilities.
Myersville	<100%	All	No	Project must wait until adequate facilities are available or the developer may provide the improvements necessary to meet adequacy. Phasing may be requested for elementary SRCs not exceeding 115% and secondary SRCs not exceeding 120%.
Thurmont	<100%	All	No	Project must wait until adequate facilities are available or the developer may provide the improvements necessary to meet adequacy.
Walkersville	<105%	All	No	Project must wait until adequate facilities are available.

Dedication and Donation of School Sites

City and county officials identify property for school sites through the residential development approval process. Impact fees collected as part of the development approval process include funds to purchase future school sites. Developers may dedicate land for school sites as part of their development approval conditions. If a site is dedicated, the developer may qualify for a reduction in the impact fee.

FCPS continues to work with both the county and municipalities to secure additional school sites for future construction. [Appendix J](#) contains a list of potential future school sites. Three sites are planned to

be dedicated through approved rezoning, annexed properties, or preliminary plan approvals, while the BOE already owns five sites for future schools.

The municipal and county comprehensive plans continue to identify, in cooperation with FCPS, future school site needs. Existing comprehensive plan maps indicating the general locations of additional school sites will remain in effect until new area comprehensive plans are approved. FCPS will continue to work with local governments and developers to secure identified school sites as new residential development plans are submitted. FCPS is currently seeking a school site on the east side of Frederick City to construct additional elementary school space. The replacement of Yellow Springs ES and a future middle school not yet planned will be constructed on the future Tuscarora Creek/Sanner Farm combined site on the northwest side of Frederick City. A third new elementary school at a location to be determined may be needed within the 10-year plan. A future high school site will be needed in eastern Frederick County to address projected capacity issues at Walkersville, Linganore, Oakdale and Urbana high schools as well as on the north side of Frederick City to address capacity issues at Frederick, Tuscarora and Governor Thomas Johnson high schools.



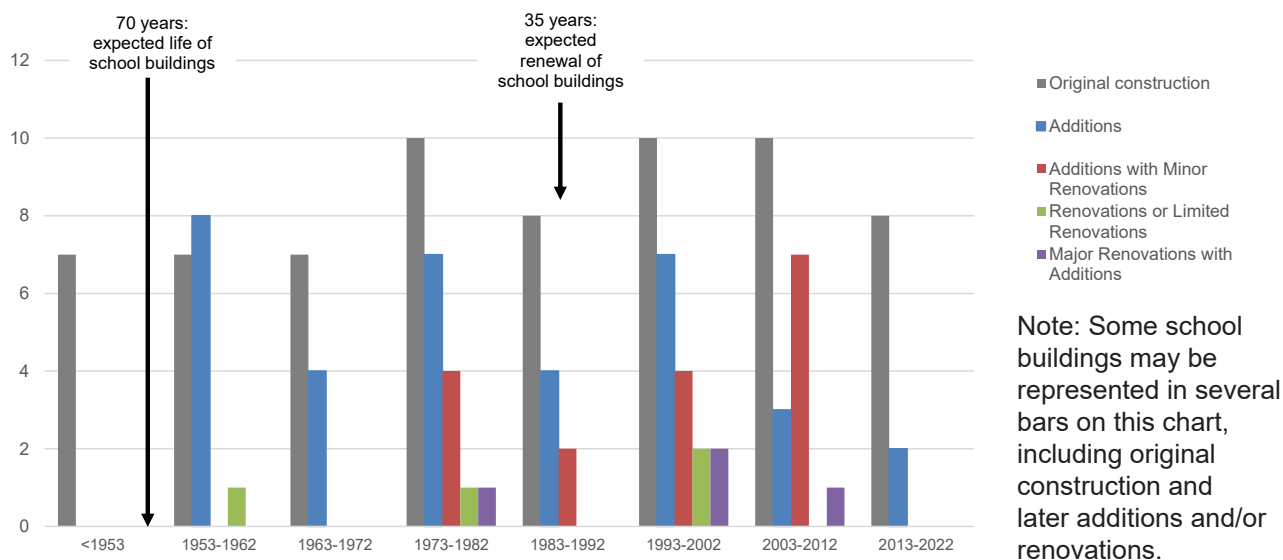
3. Inventory of School Facilities

INTRODUCTION

As of May 2023, FCPS operates and maintains 67 school buildings, or a total of almost 6.9 million square feet occupying almost 1,500 acres. In order to keep pace with evolving educational programs, changing enrollments and aging building systems, FCPS pursues new construction and devotes increasing resources to maintaining and renovating existing buildings.

Figure 3A shows the distribution of original building construction and improvements completed over time. At FCPS the goal is to renovate a building at 35 years of age and to fully renew the building at approximately 70 years of age. However, a feasibility study of a building may indicate a need for a renovation or replacement on a different timeline. Available funding may also impact the time when a building is renovated or replaced.

Figure 3A: FCPS Buildings and Improvements Over Time



Of the seven FCPS schools originally constructed more than 70 years ago, four have had only minor or systemic renovations. Three buildings more than 70 years old had major renovations more than 35 years ago. There are 27 buildings between 35 and 70 years old, 25 of which have had only minor renovations or systemic projects. Because of the delay in meeting renovation and replacement needs, FCPS has placed a priority on renovations and replacements over the next 10 years (see [Chapter 7](#) for details). See [Appendix BB](#) for a full historical timeline of capital building projects.

STATE OF MARYLAND ENROLLMENT CAPACITY

In addition to tending to the physical condition of buildings, FCPS must provide capacity based on student enrollment. The state rated capacity (SRC) of a school is defined in the Maryland Public School Construction

Program’s “Administrative Procedures Guide” (APG) and approved by the Maryland Department of Planning based on the number of various types of classrooms. A description of the calculation is given for each level in the sections below. The SRC is defined as “the number of students that the IAC or its designee determines that an individual school has the physical capacity to enroll and can be reasonably accommodated in a facility.” Relocatable classrooms are not included in the calculation of SRC. The SRC is intended to be used to determine utilization and is not intended to be used to determine class sizes. Whenever an addition is completed, a school has been renovated or the use of an existing school changes due to programmatic changes, FCPS recalculates the SRC. The new SRC is submitted to the IAC staff for approval. All Counties were required to recalculate the SRC for every school in 2019 and submit the new SRCs to the Maryland Department of Planning for approval. FCPS again updated the SRC for every school in February 2022. This document utilizes the most recent SRC. See [Chapter 4](#) for more information on the State’s evaluation of SRC.

BOARD OF EDUCATION CAPACITY POLICY

While the State dictates the procedure for calculating the enrollment capacity of school buildings, BOE Policy 202.2 governs the desired capacities of Frederick County school buildings:

The Board will use prototype designs whenever possible. Schools will be constructed to maximum approximate capacities:

- *Elementary schools - 700 students*
- *Middle schools - 900 students*
- *High schools - 1600 students*

All other schools will be constructed to accommodate the number of students determined by the Board to be appropriate to the school’s function. The Board of Education may authorize exceptions to the capacity figures shown above.

With the replacement of Waverley ES, the BOE authorized an exception to the maximum elementary school size and allowed for a capacity of 1019 to accommodate expected enrollments on the west side of Frederick City given that no other land was available at the time for construction of a school in this part of the County.

INVENTORY OF FACILITIES AND UTILIZATION

This EFMP uses a range of SRC percentages to evaluate utilization of schools. Corresponding colors are used throughout the plan to indicate utilization according to these ranges, as shown in Table 3A.

Table 3A: FCPS Percent of SRC Categorization

Percent of SRC	Description	ES	MS	HS
>120%	Significantly overcrowded; no additional residential development may be approved within attendance area per the County and municipal APFO, school construction projects to address significant overcrowding are a priority in the EFMP			
100-119%	Overcrowded; additional residential development may be prohibited or subject to school construction fees depending on APFO jurisdiction, school construction projects to address overcrowding included in 10-year EFMP if funding available			
90-99%	Fully utilized; FCPS closely monitors enrollment trends to determine if enrollment growth leads to long term capacity issues			
75-89%	Moderately underutilized; opportunities may exist to expand the attendance area or add educational programs; FCPS monitors enrollment trends			
<75%	Underutilized; opportunities may exist to change the attendance area or add new educational programs; FCPS monitors enrollment trends			

Where enrollment and school programming needs exceed the capacity of the building, FCPS uses relocatable classrooms to temporarily supplement space within the building. Some relocatable classrooms are utilized as traditional classrooms while others are used to provide student support space so that space within the buildings can be maximized for traditional classroom usage. See [Appendix K](#) for the inventory of relocatable classrooms.

Elementary Schools

For the 2023-24 school year FCPS will operate 42 primary and elementary schools (including the Carroll Creek Montessori, Frederick Classical, Monocacy Valley Montessori and Sabillasville Environmental Public charter schools). The SRC for these schools varies in size from 120 to 1,019 seats. FCPS provides a full day of elementary education to students from kindergarten through grade 5, and provides full-day or half-day Prekindergarten (pre-K) programs at select schools as described in the space programming section below. The Thurmont and Middletown communities have paired schools with separate administrations consisting of a primary school (pre-K through grade 2) and an elementary school (grades 3-5). New Midway/Woodsboro ES is one elementary school housed in two buildings. See [Appendix L](#) for a list of school facilities and grades served.

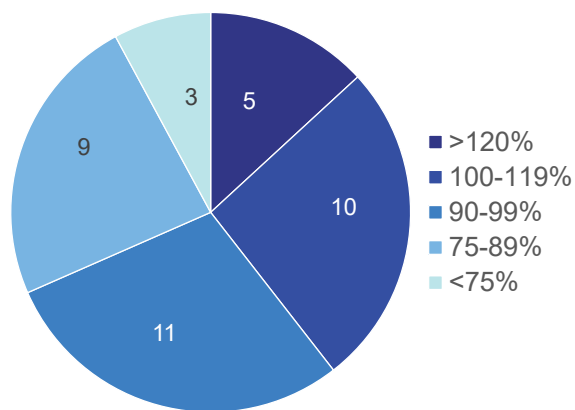
In addition to “core” facility space (administrative offices, health suite, media center, cafeteria), each school also contains spaces for physical education, art and music as well as special education resource rooms. Schools may also have space devoted to regional special programs, which are described more in the sections that follow. Student support spaces are not included in the SRC calculation for elementary schools. The formula for calculating the SRC of an elementary school is the total of the following:

<i>Prekindergarten</i>	<i>20 x number of classrooms</i>
<i>Kindergarten</i>	<i>22 x number of classrooms</i>
<i>Grades 1-5</i>	<i>23 x number of classrooms</i>
<i>Special Education</i>	<i>10 x number of classrooms</i>

The system-wide elementary school SRC for the 2023-24 school year will be 21,676, which is an increase from the previous year’s system-wide capacity of 21,378. The Brunswick ES replacement building will open with a capacity of 725. The system-wide percent of SRC at the elementary level for 2023-24 is projected to be 101%. See [Chapter 7](#) for projected percent SRC over time based on various funding scenarios.

While most elementary schools were below 100% of SRC as of September 30, 2022, as shown in Figure 3B below, 15 elementary schools were over 100% of SRC, including 5 that were at 120% of SRC or higher. Even with the opening of the Brunswick ES replacement in the fall of 2023, 16 elementary schools are projected to be over capacity in the 2023-24 school year.

Figure 3B: Number of Elementary Schools* by SRC Range (September 30, 2022)



*Excludes charter schools because capacity is determined by contract.

Middle Schools

Middle school (grades 6, 7, and 8) is designed for students in transition between childhood and adolescence. Middle school programs seek to expand course offerings by providing specialized facilities for fine arts, technology education, science and physical education.

FCPS will operate 17 middle schools including Carroll Creek Montessori, Frederick Classical, Monocacy Valley Montessori and Sabillasville Environmental Public charter schools. These schools vary in size from an SRC of 774 to 1,158 with the exception of the charter schools which have capacities as low as 60.

Each middle school attendance area generally contains two to three elementary schools. Several middle schools serve portions of four to five elementary schools. Not all elementary schools directly feed to one middle school. Several are split between two middle schools. Three middle schools are located on the same campus as high schools which permits some shared use of facilities.

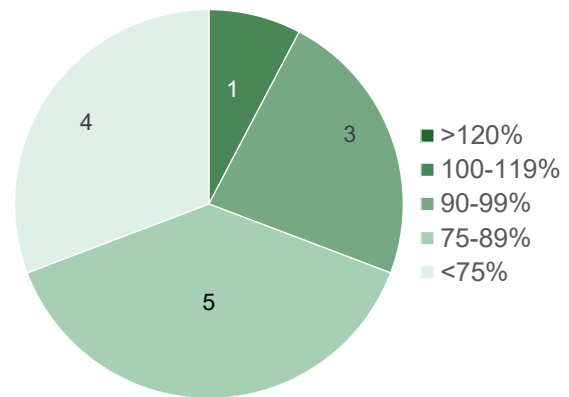
The formula for calculating the SRC at the middle school level assumes 25 students per teaching station including specials such as music and art and uses a factor of 85% to account for teacher planning time. The number of teaching stations in a gymnasium is dependent on the size of the gym. To calculate the secondary school SRC:

<i>Typical classrooms</i>	<i>0.85 x 25 x number of classrooms</i>
<i>Gym</i>	<i>0.85 x 25 x number of teaching stations</i>
<i>Special education</i>	<i>10 x number of classrooms</i>

For the 2022-23 school year, the system-wide middle school SRC totaled 12,915 seats. The system-wide middle school SRC will total 12,921 for the 2023-24 school year. The system-wide projected SRC percentage at the middle school level for the 2023-24 school year will be 82%.

Although system-wide enrollments are acceptable, the capacity at individual schools varies as shown in Figure 3C below. Most middle schools have capacity available. The recent opening of the addition at Oakdale MS addressed capacity issues at that school. However, Monocacy MS and Urbana MS have been operating over capacity. The planned addition to Crestwood MS in FY24, and a proposed adjustment to the attendance boundaries between Ballenger Creek, Crestwood, Governor Thomas Johnson, Monocacy, and West Frederick middle schools as part of the Crestwood Area Redistricting Study, is expected to rebalance enrollments at the middle schools within the study area.

Figure 3C: Number of Middle Schools* by SRC Range (September 30, 2022)



*Excludes charter schools because capacity is determined by contract.

High Schools

FCPS currently has 10 high schools serving students in grades 9-12 and one charter school, Monocacy Valley Montessori School, currently serving students in 9th grade. Additional grades will be added to Monocacy Valley Montessori until September 2026 when the school will serve grades 9-12. High schools encourage students to grow personally and academically by providing a wider range of course offerings than middle schools. FCPS high school facilities are built to accommodate a wide-ranging curriculum. High schools also provide facilities that are often unique and heavily used by the larger community. High school buildings contain auditoriums, multiple gymnasiums, stadiums and other athletic facilities.

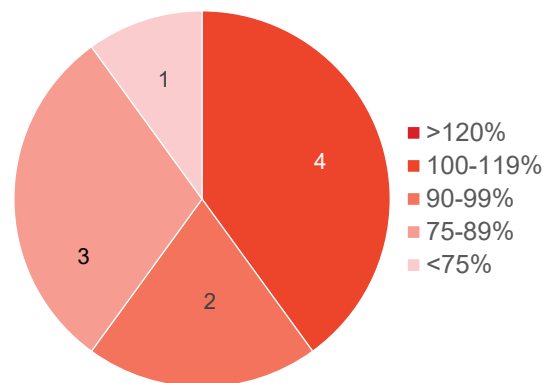
FCPS encourages use of these facilities by community groups when they are not needed for the school program. High schools in Frederick County have attendance areas that incorporate one or two middle school attendance areas.

The formula for calculating the SRC at the high school level is 25 students per teaching station and uses a factor of 85% to account for teacher planning time:

<i>Typical classrooms</i>	$0.85 \times 25 \times \text{number of classrooms}$
<i>Gym</i>	$0.85 \times 25 \times \text{number of teaching stations}$
<i>Special education</i>	$10 \times \text{number of classrooms}$
<i>Career Tech</i>	$0.85 \times 20 \times \text{number of classrooms}$

The SRC at high schools varies from 928 at Brunswick High School (HS) to 2,171 at Governor Thomas Johnson HS. In 2023-2024, Monocacy Valley Montessori is adding a high school program with an SRC of 60. The system-wide high school SRC for the 2022-23 school year was 14,941 seats. The system-wide high school SRC for the 2023-24 school year with the addition of the Monocacy Valley Montessori high school program will be 15,001. The system-wide projected percent of SRC at the high school level for 2023-24 is 99%, with four schools operating at or over 100% of SRC, including Walkersville HS at 113%, Frederick HS at 115%, Oakdale HS at 112% and Urbana HS at 105%. The percent capacity as of September 30, 2022 is shown in Figure 3D below.

Figure 3D: Number of High Schools by SRC Range (September 30, 2022)



*Excludes charter schools because capacity is determined by contract.

Charter Schools

FCPS has approved four public charter schools. Any student in the county may apply to enroll, with new students selected via lottery when interest exceeds program capacity. Students attending these schools are FCPS students taught by FCPS teachers. However, each Charter has its own governing council that establishes the curriculum and oversees the school's budget. The capacity of each school is determined by a contract.

Carroll Creek Montessori School is located in leased space on Corporate Court in the Ballenger Creek area. The school is projected to have an enrollment of 296 students in grades pre-K through 8 in the 2023-24 school year. This school offers an instructional program centered on the Montessori method with emphasis on the acquisition of Spanish language.

Frederick Classical Charter School is located in leased space on Spires Way in Frederick City. The school offers a curriculum that emphasizes traditional content taught using research-based curricula to grades K through 8. The school is projected to have an enrollment of 372 students in the 2023-24 school year.

Monocacy Valley Montessori School is located in Frederick City in a former office building. This school offers an instructional program centered on the Montessori Method for grades pre-K through 9. One additional grade will be added at the high school level each year until the school serves grades pre-K through 12 in 2026. The school is projected to have an enrollment of 352 students in the 2023-24 school year.

Sabillasville Environmental Public Charter School is located in leased space in the former Sabillasville Elementary School building which is owned by FCPS. The school integrates a focus on environmental science to provide students the opportunity to develop an appreciation of classical liberal arts, the environment and agriculture. The school is projected to have an enrollment of 168 students for the 2023-24 school year in grades K-7. Grade 8 will be added in the 2024-25 school year.

Other Frederick County Public School Facilities

Heather Ridge School is a 31,553 square foot alternative middle/high school educational facility for students who require a highly structured setting. The school offers appropriate curriculum in the context of individualized behavior-management programs, family counseling, and other services. Additional information regarding this school can be found in [Appendix S](#). Enrollment in September 2022 was 47 students.

Rock Creek is located in a 79,474 square foot facility on a shared campus with Walkersville MS in the Town of Walkersville. Rock Creek provides individualized special education programs for students from 3-21 years of age. An appropriate curriculum is offered in self-contained classrooms, as well as related services in such areas as adaptive physical education, physical therapy, swimming, pre-vocational training and occupational therapy. Additional information regarding this program can be found in [Appendix T](#). Enrollment in September 2022 was 75 students.

Career and Technology Center (CTC) is an 86,681 square foot facility located on the Frederick Community College campus. The building opened in 1977 with an addition in 1986. There have been no renovations to the building other than systemic improvements. Students in grades 10-12 may enroll. At the CTC, introductory training is offered in various professions such as criminal justice, computer-aided design, bio-medical technology, culinary arts, cosmetology, tv/multimedia production, building trades and computer networking. Some courses provide certifications or college credit through agreements with Frederick Community College. Students attending CTC remain enrolled at their home school and attend CTC for half a day. Additional information regarding this program can be found in [Appendix U](#).

Earth and Space Science Lab (ESSL) is a 10,771 square foot facility on the Lincoln ES campus. This facility includes two classrooms, a planetarium, tanks housing live organisms, and a variety of resources for hands on instruction in meteorology, astronomy, oceanography, and geology for all students in grades 1-5. The building opened in 2009.

Lincoln "A" building is a 20,334 square foot building located on Madison Street in the City of Frederick housing the Success program and Child Find. The Success program is a transition education program for students ages 18-21 who have an IEP and are pursuing a Maryland School Certificate of Completion. Child Find provides a continuum of special education and related services to children ages 3-5 with disabilities. The Boys and Girls Club of Frederick County leases a portion of the building and occupies the building when school is not in session.

Future School Sites

As noted in [Chapter 2](#), FCPS has obtained future school sites from developers through the development review process. As of May 2023, FCPS owns five sites available for future schools with three additional sites planned, but not yet dedicated. Six of the sites owned by the Board of Education or planned for future schools are elementary school sites ranging from 7-20 acres. The other two sites are middle school sites. FCPS is continuing to work with developers and the City and County governments to obtain additional future school sites when possible. Additional details on the future school sites are shown in [Appendix J](#).

Due to capacity needs in areas where sites have not been dedicated, future school sites will need to be purchased with County capital funds collected as part of the impact fees paid at the time a residential

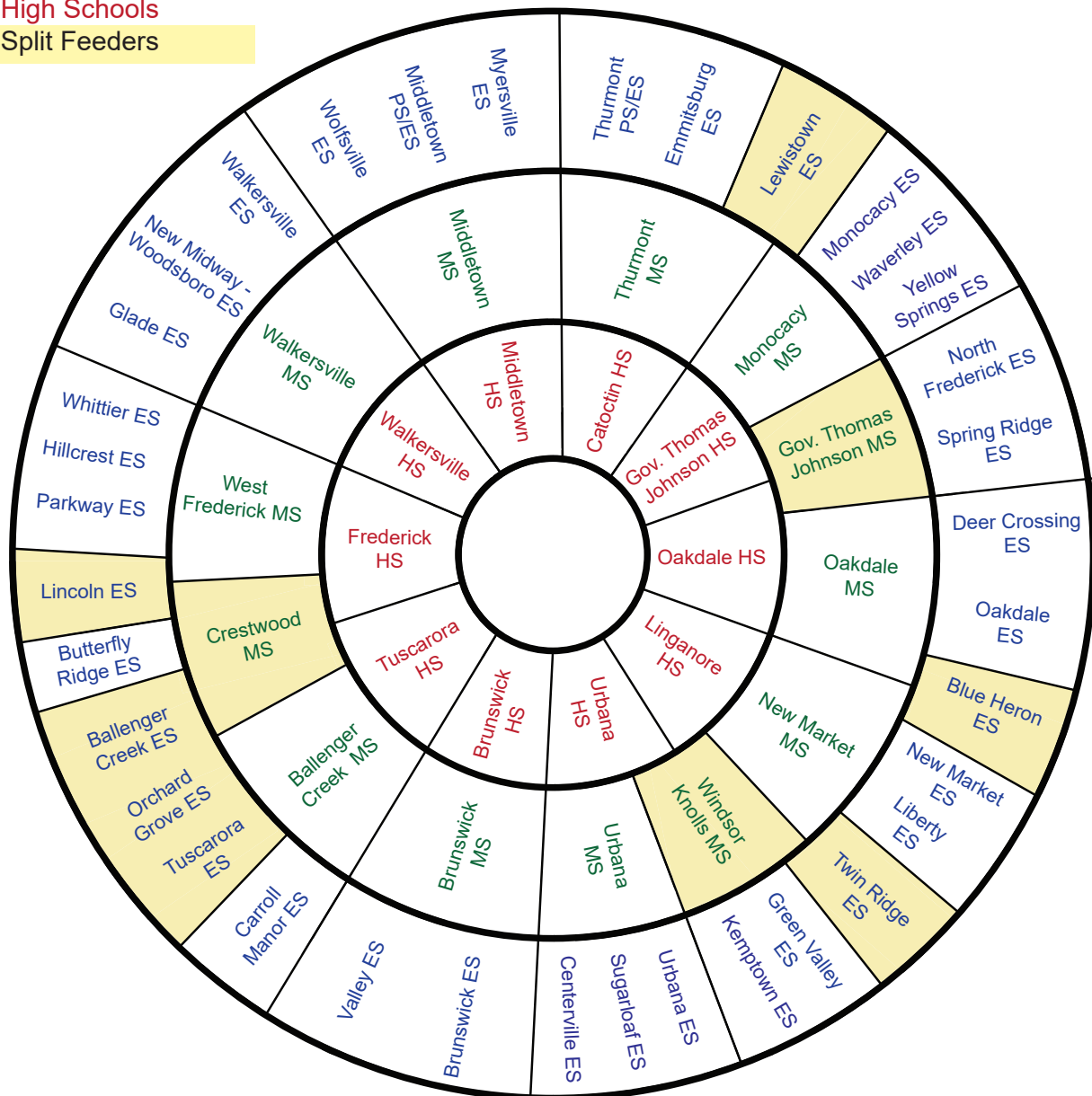
building permit is issued. A high school site will be needed in the eastern part of the county to address capacity needs at Walkersville, Oakdale, Linganore and Urbana high schools. FCPS is also monitoring residential growth occurring on the eastern edge of Frederick City impacting elementary enrollments at several schools and acquisition of a school site is planned for FY24. See [Chapter 4](#) for a discussion of how future school sites are evaluated for acquisition.

Feeder Patterns

FCPS is organized into 10 feeder patterns around each high school, excluding charter schools, as shown in Figure 3E. In general, two to four elementary schools (shown in blue) feed to each middle school (shown in green) and one to two middle schools feed to each high school (shown in red). Maps depicting the relationships between elementary, middle and high school attendance areas can be found in [Appendix AA](#).

Figure 3E: 2023-2024 Feeder Patterns

- Key:
- Elementary and Primary Schools
- Middle Schools
- High Schools
- Split Feeders



Redistricting occurs when attendance boundaries are established for a newly constructed school or to balance enrollments between existing adjoining schools. While allowable under the BOE's attendance boundary policy, FCPS has tried to reduce the number of split feeders where one elementary feeds to two middle schools or one middle school feeds to two high schools. However, sometimes split feeders are necessary to balance student populations.

Administrative Facilities

Administrative facilities are housed in several locations. The FCPS central office is located at 191 South East Street in downtown Frederick City. Maintenance and operations and transportation are located at the 7446 Hayward Road and Thomas Johnson Drive complex, on the north side of Frederick City. Bus storage and vehicle maintenance also take place at this complex. Technology support services and the warehouse are currently located on Thomas Johnson Drive but will be relocated to leased space on English Muffin Way in 2023. In Walkersville, FCPS maintains an office for the FCPS Food Services in the former Walkersville library facility and the Learning Leadership Center is located in the Walkersville B building that formerly housed the Success program. This facility is located at 44 W. Frederick Street and is in fair condition.

FCPS completed a feasibility study in September 2017 evaluating the Transportation Department's facilities and future needs. The study recommended replacement of the existing facility and eventual construction of a satellite facility totaling 48,500 square feet as well as a need for additional bus parking space totaling 10.6 acres. The construction of a new bus depot is planned for FY26.

SPACE PROGRAMMING

In addition to growth in enrollments generally, schools must continue to respond to changes in instructional programs offered by FCPS. These changes in instruction are the result of state requirements or local initiatives. The following sections outline how FCPS adapts space programming to meet the evolving needs of students.

Prekindergarten Program:

FCPS' prekindergarten (pre-K) program serves children ages three and four. Pre-K enrollment is prioritized based on income eligibility or factors that increase a child's risk of not being successful in school. Total enrollment in the pre-K program has increased significantly since the program began in 2005, from 374 students to 1,548 students in September 2022. For the 2022-23 school year, there are 51 general education, 19 special education and 5 Charter pre-K classrooms; a total of 75 pre-K classrooms. The total number of pre-K seats is 1,829 including 980 full day seats, 80 half day seats, 694 specialized seats and 75 charter seats.

The Blueprint for Maryland's Future Act (Act) was established in February 2021. This Act altered the Prekindergarten Expansion Grant Program (Program). The purpose of the Program is to "broaden the availability of high-quality prekindergarten and school readiness services throughout the State for children and their families in coordination with the publicly funded full-day kindergarten" created by Blueprint for Maryland's Future. In addition to establishing a fund for the expansion of the Program, the Act established Tier 1, Tier 2 and Tier 3 eligibility requirements based on family income, criteria for eligible private providers, a maximum student-teacher ratio, teacher qualifications, curriculum standards, and local reporting requirements. The Act also provided that the availability of prekindergarten slots be prioritized by Tier 1 children, children with disabilities regardless of income, homeless youth, and children from homes in which English is not the primary language spoken. The provisions of this Act went into effect beginning with the 2022-23 school year when enrollments were based on Tier 1 students. The other provisions of the Act will be fully implemented by the 2025-26 school year.

It is anticipated that FCPS will need a total of 87 pre-K classrooms for the 2023-24 school year to implement the requirements of the Act. The 87 classrooms include 56 general education, 26 special education, 3 pre-K classrooms at Frederick, Tuscarora and Oakdale high schools, and 5 charter pre-K classrooms for a total of 1,502 equated pre-K seats. The estimated number of 3 and 4-year-old children that are eligible to attend prekindergarten under the provisions of the Act is 1,742 children. To meet this need, FCPS will utilize available classroom space, high school-based classrooms, relocatable classrooms and attendance boundary adjustments where appropriate. In addition, additional pre-K classrooms will be added to the educational specifications for the construction of new elementary schools. FCPS will also explore a variety of other options for additional pre-K space in the coming years. Finally, FCPS will continue to encourage private providers to participate in this Program. However, to date, there is only one private provider in Frederick County who has been granted state seats through the Program.

Special Education:

Special Education has evolved over time. Today, special education students attend either their neighborhood school, a regional special education program or a specialized facility such as Rock Creek. To meet the changing special educational needs, FCPS offers a variety of programs ranging from occasional assistance to full time intensive programs, as described in [Appendix T](#). Schools have adapted to provide appropriate, flexible spaces to serve children with various physical, emotional and educational abilities. However, this often reduces space in schools for traditional classrooms.

Delta Program:

FCPS programming has been expanded at the elementary level to support students without an individualized education program in kindergarten through second grade who are not responding to current building level behavior interventions and are struggling to demonstrate age expected emotional regulation. The FCPS Delta program offers a small class size and more intensive instruction and support in behavioral, social and emotional skills acquisition. Students have opportunities to practice and apply these skills throughout. Staff includes a K-2 classroom teacher, a Behavior Support Specialist, and two instructional assistants. The goal of the program is to equip students with the skills needed to successfully integrate into their grade level classroom without adult support. In the 2022-2023 school year, FCPS operated five regional sites serving students from a total of 16 schools.

Community Schools Program

The Blueprint for Maryland's Future Act expanded the Community Schools program, which enables schools that receive Concentration of Poverty Grants to hire additional staff to provide wrap-around services to students and families to enhance students' ability to be successful. In addition to office space for the Community Coordinators and Nurses hired for the program, the staff host programs that require space during the school day. During the 2022-23 school year, FCPS had four Community Schools: Butterfly Ridge ES, Hillcrest ES, Lincoln ES and Waverley ES. Monocacy ES will become a Community School for the 2023-24 school year.

Remote Virtual Program

The Remote Virtual Program (RVP), formerly known as the Blended Virtual Program, is a high-quality remote learning experience for first through twelfth grade students. FCPS teachers, utilizing the FCPS curriculum, instruct students in a remote learning setting that includes regular, live synchronous and asynchronous learning opportunities. The continued implementation of this new program offers a personalized pathway to success for FCPS students. Additional details on the RVP are found in Appendix S. While the students attending the RVP are not physically housed in a building, teachers and staff for this program must be located within FCPS buildings. As of September 30, 2022, there were 564 students enrolled in the RVP program with 138 at the elementary level, 167 at the middle school level and 259 at the high school level. Enrollment for the 2022-23 school year was less than the 2021-22 school year enrollment of 1201 students.

Media Centers and STEM Education:

The role of media centers has adapted from a focus on printed books and magazines to include a variety of digital resources. Media centers help classroom learning and promote literacy, independent learning, and the responsible use of information and information technology. With an increasing emphasis on integration of Science, Technology, Engineering and Mathematics (STEM) in the FCPS curriculum, media centers have often provided a home for STEM labs or maker spaces to provide specialized equipment that all classes can use as needed.

Student Support Spaces:

FCPS provides a variety of spaces to support students outside of traditional classroom learning. Collaboration spaces provide opportunities for small groups of students to work independently. Specialist teachers are available to provide supplemental instruction to students struggling with reading or math. Guidance counselors, psychologists, social workers, and behavioral specialists address emotional and behavioral needs. Speech and language pathologists and occupational and physical therapists assist students with identified needs. Space is available for pull-out or full-time English Learners. Community Liaisons help parents support the learning of their children. In addition to direct assistance, students are also given opportunities to support their own mental health by using calming rooms when necessary.

In general, FCPS provides more space for support services in the prototype building designs than the IAC minimum Gross Area Baselines. For example, depending on the needs of the school community an elementary school may devote from 2,000 to 5,000 square feet to support services, even with each space being used for multiple purposes. In the design of new facilities, FCPS strives to provide flexibility in the use of the facility by co-locating multiple support services in classroom sized spaces.

Community Usage of School Facilities

Community use of FCPS facilities is part of the culture in Frederick County, supported by BOE policy. Below are some of the major organizations and programs using FCPS facilities:

- **Recreation:** There are currently 13 schools with Community Recreation Centers using gym and field space and an additional six schools are scheduled for outdoor parks and recreation programming. Joint use agreements are considered each time FCPS begins the design process for a school. As an example, the Brunswick ES replacement opening in the fall of 2023 will host a County parks and recreation program.
- **Judy Centers:** The goal of Judy Centers is to improve school success through early intervention and comprehensive services to families with children from birth to Kindergarten. Butterfly Ridge ES, Hillcrest ES, Lincoln ES, Monocacy ES and Waverley ES house Judy Centers.
- **School Based Health Clinic:** Hillcrest ES hosts a school-based health clinic, whose purpose is to offer medical care and treatment to all students enrolled in the school, and particularly those without health insurance.
- **Childcare:** To meet the needs of students and families before and after the school day, three local childcare providers have contracts to offer care at 32 elementary schools. However, due to a change in normal daycare needs in FY23 as a result of more parents teleworking, before and after school care was provided at only 26 school locations due to low daycare enrollment at the other six schools.

In addition to the partnerships above, non-profit organizations may apply to use FCPS indoor and outdoor facilities for minimal fees used to cover staff time for supervision and maintenance of the facilities. During the 2022-23 school year, a total of 363 groups reserved space at an FCPS location. Since the beginning of the COVID-19 pandemic the 2022-23 school year was the first with no restrictions for community use.

Table 3B: Community Use of Facilities Statistics, 2022-2023 School Year

	Indoor Space	Outdoor Space	Total
Number of locations	68	63	68
Number of event dates booked	44,307	25,231	69,538
Number of event hours booked	254,163.75	174,698.75	428,862.50



4. Evaluation of School Facilities

FCPS EVALUATION OF FACILITIES AND NEEDS

FCPS has robust systems in place to evaluate school facilities. The Maintenance and Operations Department and Capital Programs Department each have responsibilities for evaluating the facilities. The Chief Operating Officer conducts biweekly project coordination meetings to allow for collaboration between these two departments and others.

The Maintenance and Operations Department provides ongoing evaluation of FCPS facilities with the goal of keeping FCPS facilities clean, safe, and fully functioning as effective learning environments. The department uses a computerized maintenance management system to track the condition of all building systems and equipment, and log work orders. This system provides the basis for the department's preventative maintenance program to keep building assets functioning optimally. The Maintenance and Operations Department's [Comprehensive Maintenance Plan](#), updated and approved by the BOE annually, describes the FCPS strategy for maintaining public school facilities.

The Capital Programs Department prepares the annual 10-year EFMP which includes enrollment projections, 10-year plan for capital projects and the capital budget for the following fiscal year. In addition, the department is responsible for educational specifications, site-specific evaluations as well as feasibility and limited renovation studies. When a new school opens or enrollments become unbalanced, the department conducts redistricting studies to adjust attendance area boundaries. The department is also responsible for the acquisition of school sites, school adequacy testing under the County and municipal Adequate Public Facility Ordinances, construction management of capital projects, the review of residential development and other coordination with local planning departments and developers.

Facility Condition Index

One important measure for evaluating the current condition of schools is the Facility Condition Index (FCI). The FCI is the ratio of deferred maintenance costs to the current replacement value. FCI values help Capital Programs Department staff identify buildings for modernization and replacement. Please refer to the [Comprehensive Maintenance Plan for Educational Facilities](#) on the FCPS website for additional information on FCI scores.

Enrollment Projections

Each year, Capital Programs staff prepares 10-year systemwide enrollment projections as well as 10-year projections for each school. The systemwide projections are submitted to the Maryland Department of Planning for approval in April. The 10-year projections for each school are included in the EFMP. These projections are the basis for determining capacity needs. Once actual enrollments are calculated each September, the next year's projections are revised. The revised projections are used to identify schools that are closed to out of district transfers, determine the next year's staffing needs and prepare the operating budget. See [Chapter 5](#) for the 10-year enrollment projections by school.

Feasibility and Limited Renovation Studies

When schools are identified as needing improvements based on building condition or capacity issues, FCPS completes a feasibility study or limited renovation study. These studies consider all building systems (e.g. plumbing, roofing, windows, flooring, heating and air conditioning, etc.) and existing spaces are compared to the current programs outlined in FCPS' Educational Specifications. A feasibility study considers a complete renovation, renovation/addition and replacement of the school. The feasibility study is prepared in accordance with IAC guidelines. The result of a feasibility study is the scope of work for a major construction project that will become part of FCPS' long range Capital Improvement Program. A limited renovation study seeks to improve at least five building systems in order to extend the life of the building but does not include additions to or demolition of portions of the building. Limited renovation studies result in a package of projects that can be completed over one or more summer breaks using both County and state capital funds. State regulations require a feasibility study whenever 50 percent or more of the building will be demolished.

Residential Plan Review

FCPS participates in the review of residential and mixed-use developments submitted to the County and municipalities for approval. Capital Programs Department staff submit official comments on preliminary plans, site plans, and improvement plans. Comments typically focus on safe walking routes to schools and adequate access for school bus service. When a development occurs near an existing or future school site, FCPS works to ensure that development impacts are minimized. In addition, Capital Programs Department staff evaluates school adequacy in accordance with County and municipal Adequate Public Facility Ordinances. Finally, where future schools are needed and required for development approval, FCPS works with the developer and county or municipal planners to identify an appropriate school site and the conditions by which the site will be transferred to FCPS.

Residential Development Monitoring

In order to stay abreast of Frederick County's fast paced residential development and its impact on changing enrollment patterns, Capital Programs staff monitors progress of residential developments. Staff closely monitors the County's quarterly residential pipeline reports and analyzes the data spatially. Staff also contacts developers and builders directly to understand their quarterly goals for the number and type of dwelling unit construction and their ability to meet or exceed those goals. Capital Programs staff records the data for all active residential developments and maintains the data in an electronic dashboard.

Managing Development's Impact on Schools

School sites are often located in residential areas, some of which are still developing. Capital Programs staff coordinates with developers to manage the impacts of residential development activities on existing schools and future school sites, including improvements to existing school sites by developers that were negotiated through the residential development approval process. These activities include obtaining easements for utility or road work that encroach on school sites, acting as a liaison between the developer and school staff to coordinate timing of disruptive activities, upholding the Code of Maryland Regulations (COMAR) and BOE policies and regulations, and inspecting improvements completed by developers on BOE property.

School Site Evaluations

Although renovation or replacement of school buildings is sometimes able to increase enrollment capacity, population growth also forces the need for new school sites. Sites may be dedicated or donated by developers or purchased by FCPS as discussed in [Chapters 2](#) and [3](#). Before acquisition, FCPS evaluates proposed school sites using the following criteria:

1. Consistency with land use master plans adopted by Frederick County, Frederick City, and other municipalities and an analysis of population trends and projected enrollments
2. Adequate size of the site to meet site development and building code requirements adopted by Frederick County, Frederick City or other municipalities
3. Location of existing and future residential neighborhoods
4. Location of existing and future industrial, commercial or employment areas
5. Reasonable vehicular ingress/egress and an adequate public road system
6. Suitability for economical construction of a school building (appropriate topography, soils, and the absence of floodplain, whenever possible)
7. Ready or attainable pedestrian access
8. Reasonable access to public fire, safety, and law enforcement resources
9. Available public water and sewer service
10. Other criteria as required by the particular level, size, or scope of the project

In all cases, County and municipal guidelines and procedures must be followed. After a future school site is selected, FCPS Capital Programs Department staff submit a required site evaluation report to the Maryland Interagency Commission on School Construction (IAC) for review and approval.

School Redistricting Planning

The BOE has established policies and procedures that govern changes to attendance areas. BOE Policy 200.2 lists factors that the BOE considers when establishing new attendance area boundaries. FCPS policies and procedures for redistricting can be found in [Appendix O](#). Many redistricting studies are associated with the opening of new schools or additions. Studies can also be conducted to balance enrollments throughout the district. BOE Policy 200.2 allows the Superintendent to make corrections to attendance area maps based on unforeseen factors. One such correction was made in January 2023 to adjust the boundary line between North Frederick ES and Spring Ridge ES.

Sabillasville ES was closed and converted to the Sabillasville Environmental Public Charter School in the fall of 2022. The Sabillasville charter school is open to all students in the county through a lottery system. The former Sabillasville attendance area was incorporated into the Thurmont Primary and Elementary schools' attendance area.

FCPS began a redistricting study in October 2022 to balance middle school enrollments in the Crestwood MS area by adjusting attendance boundaries of Ballenger Creek, Crestwood, Governor Thomas Johnson, Monocacy and West Frederick middle schools. Elementary schools that feed to these five middle schools as well as the high schools that the middle schools feed to, are also included in the Crestwood Area Redistricting Study. The Superintendent's recommendation for attendance boundary changes was presented to the Board of Education in May 2023. Following the Board presentation, four community meetings were held to collect comments and answer questions regarding the proposed changes. Staff will review the comments received during the public meetings as well as by email and develop additional options that will be presented to the community in the fall of 2023 for additional comments. The Board of Education will hold their public hearing on the proposed options in the fall and are expected to adopt attendance boundary changes by the end of 2023 to allow adequate time to plan for the implementation of approved attendance boundary changes for the 2024-25 school year.

Redistricting studies will continue to occur primarily in connection with the opening of new schools but may also occur in locations where adjoining schools have unbalanced enrollments based on current or projected enrollment growth and school overcrowding. Candidate projects will be recommended on an annual basis (see [Chapter 7](#) for planned projects). The next anticipated redistricting is expected to occur prior to the opening of the new Valley ES school. Adjustments to the Valley and Brunswick elementary school attendance boundaries will allow enrollments to be balanced between the two elementary schools when the new Valley ES opens with available capacity. We do not anticipate any changes to the middle

or high school attendance boundaries at this time since both elementary schools feed to Brunswick middle and high schools.

STATE ANALYSIS OF FACILITIES

2022 SRC Recalculation

Periodically, FCPS completes a system wide review of the SRC for each school. In the fall of 2021 FCPS completed an evaluation of space usage and recalculation of the SRCs for all elementary, middle, and high schools. These capacities were approved by the Maryland Department of Planning in November 2022 and have been utilized throughout this plan. Reviews of buildings with program changes are planned for summer 2023.

State Sufficiency Standards

In May 2018, The Interagency Commission on School Construction established educational sufficiency standards. As noted in IAC documents, “The purpose of Maryland Public School Facilities Educational Sufficiency Standards (COMAR 13A.01.02.04) is to establish acceptable minimum levels for the physical attributes, capacity, and educational suitability of existing public K–12 school facilities.² The application of these standards shall be limited to space and attributes needed to support educational programs and curricula—defined by the Maryland State Board of Education—that are sustainable within the operational budgets of the school systems for staffing, maintenance, and full utilization of the facilities.” The educational facility standards in the form of Gross Area Baseline (GAB) are dynamic and are evaluated and revised as necessary. The current GAB calculator can be found on the IAC website. The GAB is used in calculating the state’s share of local capital construction projects.

State School Assessment Study

The state sufficiency standards are also used in the elevation of existing public school facilities. In 2020, the IAC contracted with Bureau Veritas North America (BVNA) to perform an assessment of the condition and educational sufficiency of all public school facilities in Maryland. BVNA performed an assessment of FCPS schools in spring 2021. A final assessment report of all state public school facilities was published in 2022. The assessment of all schools by IAC staff will continue with one-third of the school assessment updated each year.

2. “Maryland Public School Facilities Educational Sufficiency Standards”, Interagency Commission on School Construction, May 31, 2018 https://iac.mdschoolconstruction.org/wp-content/uploads/2020/12/Md.-Educ.-Sufficiency-Standards_Adopted_180531-1.pdf

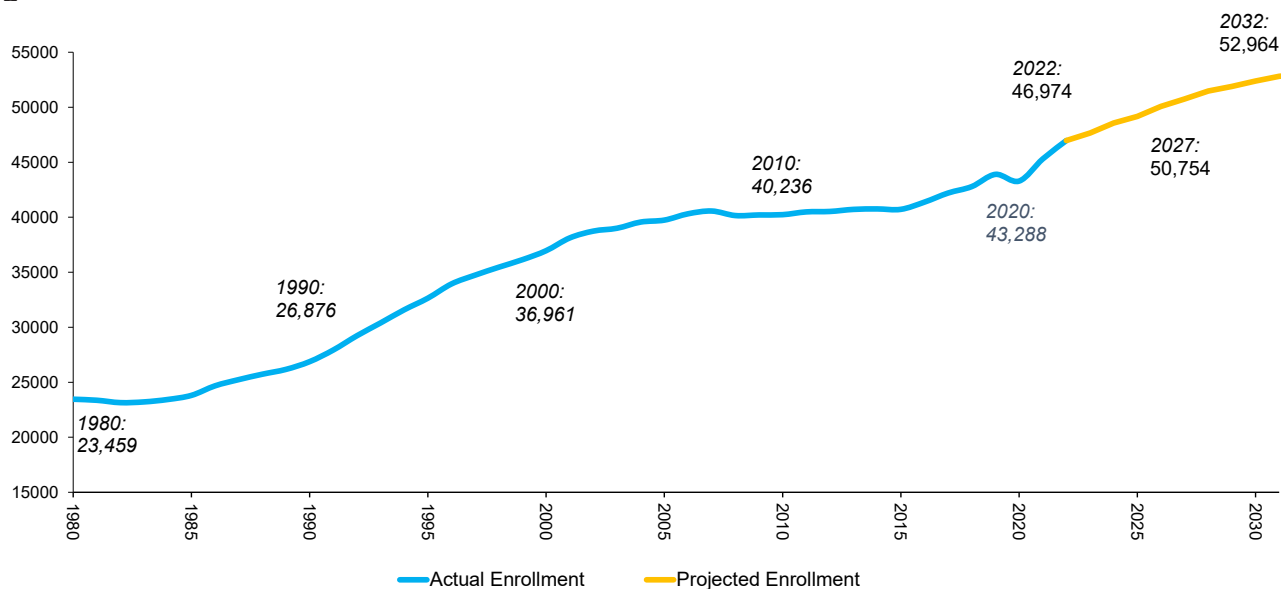
5. Enrollments and Capacity Needs

SYSTEM-WIDE ENROLLMENT TRENDS

Historic Enrollments

As shown in Figure 5A, FCPS experienced the greatest rate of enrollment growth in the 1990's when enrollment increased by 10,085 students. Between 2000 and 2010, total enrollment increased by 3,275 students. Between 2010 and 2020, enrollment increased by 3,052 students. The total number of students is anticipated to increase by 5,990 students between 2022 and 2032. As will be discussed later in this chapter, the decrease in the 2020 enrollment was due in large part to the impact of the COVID-19 pandemic that required virtual instruction for the 2020-21 school year. However, even with this decline in 2020, FCPS is currently the fastest growing public school system in Maryland. FCPS enrollment has increased by nearly 10% over the past 5 years, while 18 other school systems saw decreases during the same period.

Figure 5A: Total Enrollments 1980-2032³



3. Figure 5A uses total enrollments counting every child that is served by FCPS. Other tables and figures in this report use equated enrollments assigning a value of one-half to students enrolled in half-day prekindergarten. Equated enrollments are used in funding formulas, school capacity calculations and planning future school facility needs.

Projected Enrollments

System-wide enrollment projections (excluding pre-K students), developed with information provided by the Maryland Department of Planning, were submitted to the Maryland Department of Planning for approval in April 2023.

The 10-year enrollment projections utilize a cohort survival method. A cohort is the total number of students in a particular grade level. This method has three components:

1. Analyze the historical cohort progression from grade to grade. Future cohort progression is then determined based upon historical trends, housing development patterns, and pupil-yield trends.
2. Base kindergarten projections on the ratio of kindergarten to births five years prior using historic birth to kindergarten ratios and birth data supplied by the Maryland Department of Planning.
3. Determine the county-wide pre-K-12 total projected enrollment for any year by totaling each grade's projected enrollment for all schools.

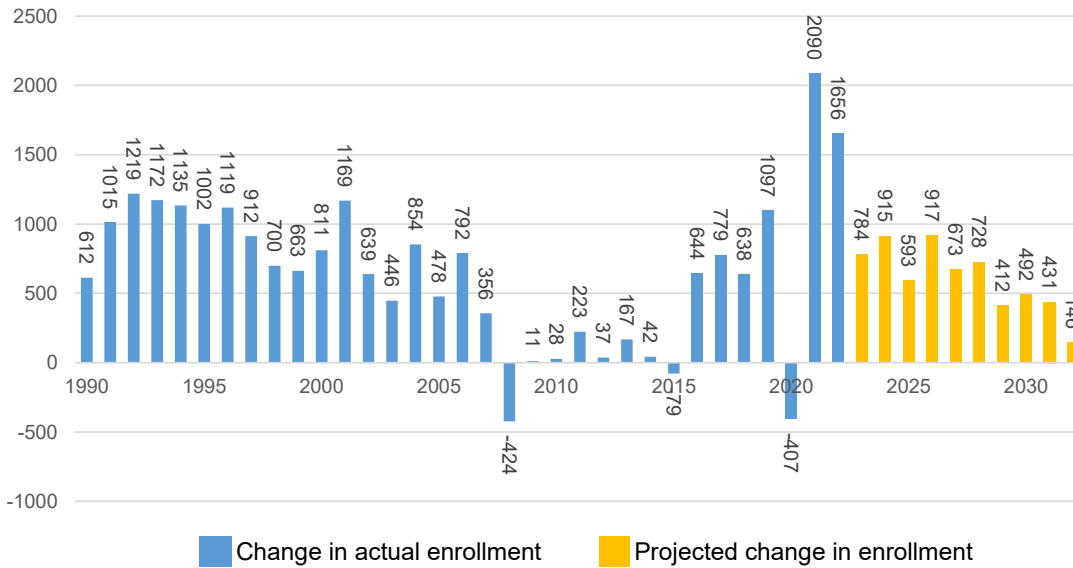
This method has proven to be very accurate in projecting total system-wide enrollments. In the past 10 years, projected enrollments have been within .01% and 1.38% of the actual enrollments with the exception of September 2020. Due to the COVID-19 pandemic, and families' choices for educating their children during the pandemic, enrollments in September 2020 decreased from the previous year despite a robust residential housing market and an increase of County residents. FCPS enrollment data indicates that the number of students opting for home instruction and private school increased following the announcement that a virtual education program would be in place beginning in the 2020-21 school year. Projections for September 2020 were within 3.9% of actual enrollments.

While the cohort survival method has been very accurate in projecting system wide enrollments, this method has been less effective in projecting individual school enrollments especially for attendance areas experiencing new rapid residential growth. In these areas, historic grade succession rates are less likely to accurately predict grade succession for that attendance area in the last five years of the 10-year projections. Projections for those attendance areas will likely take a few years of actual growth to discern an appropriate grade succession rate to use. In addition, areas experience high transient populations can also be difficult to project enrollments as trends vary widely in these areas.

As noted previously, total projected enrollments included in the EFMP must be within 5% of the state's projections. While we accepted the state's birth to kindergarten ratios so that our out-year projections would be within 5% of the state's projections for FCPS, we are concerned that the state used declining birth to kindergarten ratios over the 10- year period that end in a ratio of 1 to calculate their projections. These ratios are inconsistent with our historical birth-kindergarten information and the rapidly growing residential housing market that Frederick County has experienced over the last five or more years including during COVID. Our two-year average Birth to Kindergarten ratio is 1.15, our 3-year average is 1.11 and our 5-year average is 1.11. We see no evidence of a declining birth to kindergarten ratio in Frederick County. Therefore, we believe that the state's projections in the last five years of the 10-year projections may be conservative.

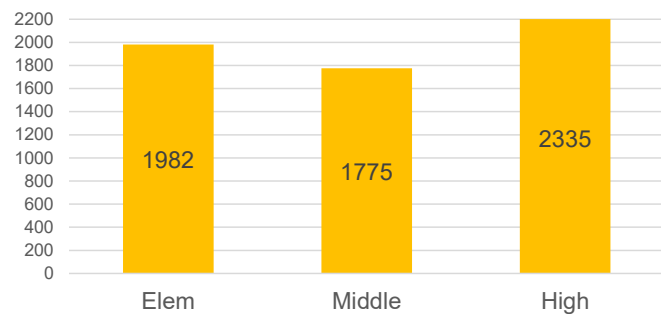
[Figure 5B](#) illustrates the change in equated enrollments since 1990. Between 1990 and 2000, equated enrollments increased by 950 students on average annually. Between 2000 and 2010, enrollments increased, on average, 430 students each year. The first half of the last decade, averaged an increase of 100 students each year while the last five years averaged an increase of 615 students annually with the exception of 2020. Equated enrollments decreased by approximately 400 students between 2019 and 2020. However, with the return of in-person instruction, enrollments increased by more than 2,000 students in 2021. The following year, equated enrollments increased by 1,656 students. It is projected that equated enrollment will increase by 784 students in September 2023. During the next 10 years, equated enrollments system-wide are projected to fluctuate, averaging around 800 for the first five years and around 400 for the end of the 10-year period.

Figure 5B: Annual Equated Enrollment Increase - 1990 to 2032



The largest increase in enrollments over the next 10 years is at the high school level, although all three levels will have significant increases. Of the projected 6,092 student increase in equated enrollment between 2022 and 2032, FCPS expects an increase of approximately 2,335 high school students. Growth at the elementary school level follows close behind with an increase of almost 1,990 equated students in the next 10 years while growth at the middle school level is anticipated to be 1,775 students.

Figure 5C: Projected Equated Enrollment Growth by Grade Level² - 2022 to 2032



2. Figure 5C does not include projected students enrolled in special schools.

Geographic Locations of Enrollment Growth

Enrollment growth at individual schools will be influenced by the location of major residential development activity. FCPS continuously monitors county and municipal plans as well as residential building permits to keep track of potential for student growth. The data and maps indicate that most major residential developments now planned or under construction are located either in the Frederick City area, or in the I-70 corridor east of Frederick City. See [Chapter 2](#) and [Figure 2B](#) for details on housing developments and projected pupil yields.

Pupil Yield Rates

In order to estimate the number of students that may be generated by future housing developments, the County regularly conducts a study of the number of students living in each type of housing. A pupil yield rate, by school attendance areas, is then published for single family detached, single family attached (i.e. townhouse), and multifamily (i.e. apartments or condos) dwelling units. A county-wide average is used for two-over-two type townhouse units due to their scarcity. The official pupil yield rates (see [Appendix I](#)) are used for APFO testing (as discussed in [Chapter 2](#)) and to evaluate grade succession rates. Capital Programs Department staff routinely conduct additional studies of pupil yield to evaluate changes in rapidly developing areas. These studies help inform the assumptions made for enrollment projections. [Appendix I](#) lists the current approved 2022 pupil yield rates.

SCHOOL TRENDS

Projected Enrollments by Schools

Table 5A: FCPS Equated Enrollment Projections

Includes capacity with approved construction funding.

	State Rated Capacity	Actual				Projected						
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Remote Virtual Program		138	115	115	120	120	125	125	125	130	135	135
1 Ballenger Creek Elementary	636	653	712	754	776	804	812	823	828	830	833	831
2 Blue Heron Elementary	677	680	748	806	872	902	897	916	925	926	935	931
3 Brunswick Elementary	725	712	724	727	723	733	750	766	775	770	776	775
4 Butterfly Ridge Elementary	762	568	596	609	619	618	620	627	640	640	636	634
5 Carroll Creek Montessori	180	220	245	224	221	221	220	220	220	220	223	223
6 Carroll Manor Elementary	573	521	534	504	497	496	500	502	505	502	506	506
7 Centerville Elementary	627	439	472	460	465	476	464	479	486	490	493	481
8 Deer Crossing Elementary	568	504	511	529	529	548	539	544	546	542	541	541
9 Emmitsburg Elementary	225	216	219	214	223	223	224	229	230	229	230	230
10 Frederick Classical	250	250	249	249	250	252	253	253	253	253	253	253
11 Glade Elementary	582	547	530	538	529	534	540	543	552	550	552	550
12 Green Valley Elementary	501	786	853	922	958	1036	1060	1010	990	962	985	950
13 Hillcrest Elementary	534	572	546	546	543	538	531	536	545	546	549	542
14 Kemptown Elementary	388	400	415	414	414	423	408	423	420	420	423	429
15 Lewistown Elementary	209	155	175	177	177	179	169	177	169	170	178	179
16 Liberty Elementary	271	237	234	251	265	287	283	288	280	285	274	274
17 Lincoln Elementary	643	601	606	607	634	648	642	644	642	640	640	651
18 Middletown Elementary	480	440	447	468	492	483	467	462	476	480	485	482
19 Middletown Primary	432	465	466	468	469	482	487	492	487	493	489	490
20 Monocacy Elementary	550	561	545	538	550	545	545	546	564	562	555	552
21 Monocacy Valley Montessori	180	194	203	206	207	205	207	208	208	208	208	208
22 Myersville Elementary	434	406	404	408	429	425	427	432	431	440	440	440
23 New Market Elementary	627	581	588	605	622	621	630	628	630	642	642	639
24 New Midway/Woodsboro Elementary	314	275	274	270	259	262	264	264	270	270	268	268
25 North Frederick Elementary	755	604	600	624	637	651	648	664	677	680	683	678
26 Oakdale Elementary	707	1019	1073	1165	1170	1244	1250	1272	1289	1290	1289	1299
27 Orchard Grove Elementary	562	590	605	586	578	565	571	578	595	610	631	640
28 Parkway Elementary	236	257	264	274	279	282	285	290	291	292	292	290
29 Sabillasville Environmental	120	131	128	130	129	124	123	120	120	120	120	120
30 Spring Ridge Elementary	647	611	615	628	643	649	667	672	690	676	680	681
31 Sugarloaf Elementary	754	826	887	974	1001	1046	1012	1011	979	894	850	813
32 Thurmont Elementary	483	276	271	259	254	245	256	247	260	262	265	257
33 Thurmont Primary	470	309	301	301	303	313	313	314	322	320	318	315
34 Tuscarora Elementary	633	772	768	782	780	787	779	783	800	799	800	799
35 Twin Ridge Elementary	681	658	686	704	715	730	727	715	710	690	673	640
36 Urbana Elementary	764	667	710	753	767	803	815	813	822	818	817	807
37 Valley Elementary	499	488	506	530	548	560	576	560	544	525	510	495
38 Walkersville Elementary	701	690	706	725	748	760	765	793	809	813	808	801
39 Waverley Elementary	1019	828	837	831	854	876	880	886	894	903	899	884
40 Whittier Elementary	624	706	680	701	713	729	742	754	759	763	765	762
41 Wolfsville Elementary	200	157	159	158	158	159	164	167	165	157	160	169
42 Yellow Springs Elementary	453	584	579	595	604	620	628	634	642	640	636	632
ELEMENTARY SCHOOL TOTAL	21,676	21,294	21,786	22,329	22,724	23,204	23,265	23,410	23,565	23,452	23,445	23,276
TOTAL PERCENT OF CAPACITY*		100%	101%	103%	103%	105%	105%	106%	106%	106%	106%	105%

Elementary enrollments are equated for half day Pre-K programs

Percent SRC

<75%

75-89%

90-99%

100-119%

≥120%

	State Rated Capacity	Actual				Projected						
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Remote Virtual Program		167	139	140	145	150	150	150	140	140	140	140
43 Ballenger Creek Middle	859	787	751	729	716	727	746	739	736	729	740	767
44 Brunswick Middle	957	643	634	623	630	651	650	639	632	642	655	672
45 Carroll Creek Montessori (2)	90	87	85	87	89	91	90	89	89	87	89	89
46 Crestwood Middle	882	729	774	857	822	830	826	895	895	900	851	862
47 Frederick Classical (3)	126	125	126	124	122	120	120	120	120	120	120	120
48 Gov. Thomas Johnson Middle	838	538	529	535	557	592	600	613	604	616	636	663
49 Middletown Middle	1052	788	767	798	799	827	840	856	830	827	825	848
50 Monocacy Middle	914	903	904	849	839	878	902	928	938	970	970	978
51 Monocacy Valley Montessori	90	89	89	90	91	92	92	92	90	90	93	93
52 New Market Middle	774	681	706	700	715	721	761	793	783	771	786	810
53 Oakdale Middle	1158	1049	1121	1182	1284	1336	1503	1532	1571	1565	1591	1652
54 Sabillasville Environmental	60	23	40	64	59	62	63	65	60	60	60	60
55 Thurmont Middle	924	529	496	476	449	442	436	430	410	401	416	430
56 Urbana Middle	1020	1119	1121	1124	1173	1220	1350	1418	1435	1446	1415	1409
57 Walkersville Middle	1105	830	791	751	734	766	795	789	779	778	807	839
58 West Frederick Middle	1094	756	717	719	720	726	759	768	751	753	762	778
59 Windsor Knolls Middle	978	737	752	829	920	964	1043	1099	1148	1125	1122	1145
MIDDLE SCHOOL TOTAL	12,921	10,580	10,542	10,677	10,864	11,195	11,726	12,015	12,011	12,020	12,078	12,355
TOTAL PERCENT OF CAPACITY*		82%	82%	81%	82%	85%	89%	91%	91%	91%	91%	93%
Percent SRC		<75%		75-89%		90-99%		100-119%		≥120%		

	State Rated Capacity	Actual				Projected						
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Remote Virtual Program		259	259	260	265	265	270	270	265	265	270	270
60 Brunswick High	928	829	850	879	887	898	906	915	918	911	908	900
61 Catoctin High	1046	765	755	765	746	704	674	644	636	616	595	579
62 Frederick High	1601	1791	1842	1820	1707	1661	1639	1621	1651	1692	1756	1772
63 Gov Thomas Johnson High	2171	1911	1919	1872	1738	1691	1671	1685	1773	1840	1875	2012
64 Linganore High	1642	1554	1586	1612	1609	1686	1760	1828	1846	1908	1985	1989
65 Middletown High	1328	1081	1089	1077	1091	1092	1092	1102	1125	1155	1118	1093
66 Monocacy Valley Montessori	60	0	60	120	180	240	240	240	240	240	240	240
67 Oakdale High	1512	1597	1686	1789	1903	1964	2053	2207	2270	2452	2572	2477
68 Tuscarora High	1749	1675	1663	1691	1709	1701	1704	1714	1720	1758	1737	1729
69 Urbana High	1899	1912	1994	2035	2121	2187	2212	2318	2355	2529	2718	2758
70 Walkersville High	1065	1194	1200	1215	1189	1163	1112	1083	1089	1119	1090	1084
HIGH SCHOOL TOTAL	15,001	14,568	14,903	15,135	15,145	15,252	15,333	15,627	15,888	16,485	16,864	16,903
TOTAL PERCENT OF CAPACITY		97%	99%	100%	100%	100%	101%	103%	105%	109%	111%	111%
Percent SRC		<75%		75-89%		90-99%		100-119%		≥120%		

Other:

(Rock Creek, Heather Ridge, Virtual School, SUCCESS)	268	190	185	190	190	190	190	190	190	190	190	190
TOTAL EQUATED	49,866	46,632	47,416	48,331	48,923	49,841	50,514	51,242	51,654	52,147	52,577	52,724
TOTAL PERCENT OF CAPACITY*		94%	95%	96%	97%	98%	100%	101%	102%	103%	104%	104%

*Includes projects with construction funding approved.

Source: Frederick County Public Schools, Capital Programs Department; May 2023

Elementary School Trends

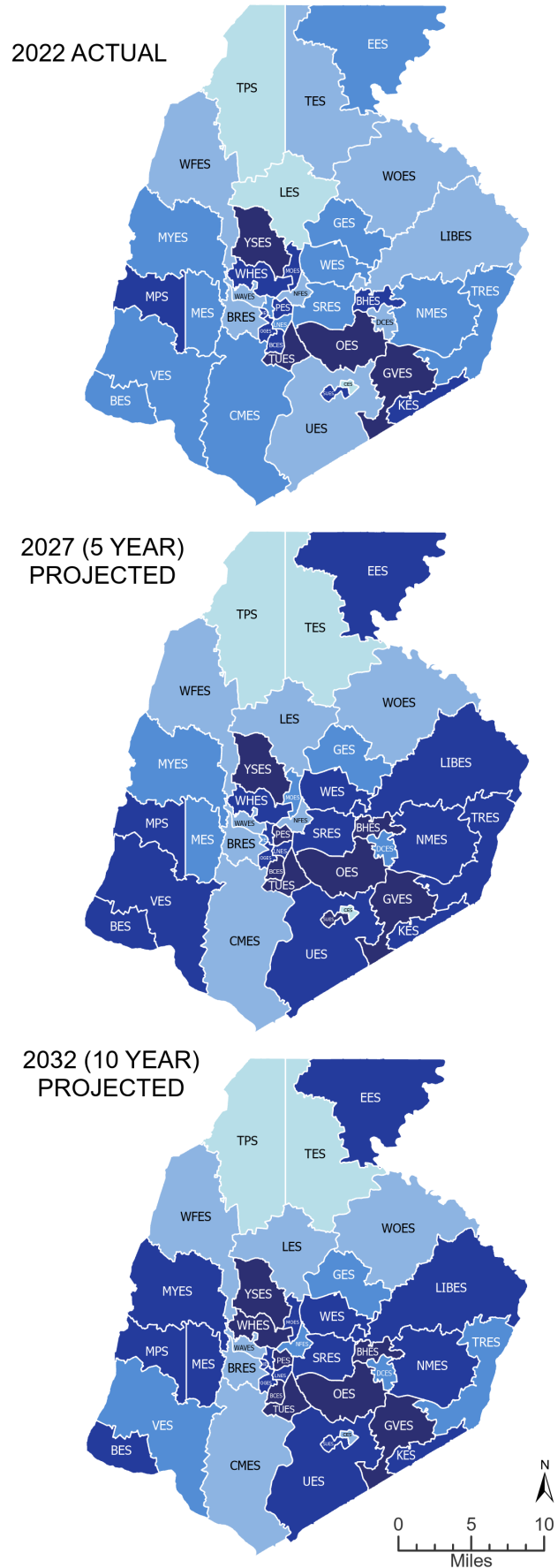
Individual elementary school utilization varies. In general, school enrollments are growing in and around Frederick City and in the fast-growing area of the I-70 corridor and Brunswick. Schools outside of growth areas generally have stable or declining enrollments, although the school itself may be overcrowded if the area was growing previously. School enrollments in the northern part of the county are generally stable or declining. Individual school trends are summarized in [Chapter 7](#). FCPS projects that at least 15 elementary schools will see growth and exceed capacity at least over the next five years.

The BOE approved changes to attendance boundaries for the Waverley Area Redistricting study which were implemented with the opening of the larger Waverley ES replacement building in fall 2022. Adjustments were made to Butterfly Ridge ES, Hillcrest ES and Whittier ES attendance areas to rebalance enrollments between the four schools.

Despite the opening of Blue Heron ES and the subsequent attendance boundary changes that went into effect in 2021, enrollments at Oakdale ES remain at 144% of SRC and are expected to continue to climb to over 184% of SRC. Spring Ridge and Blue Heron elementary schools are also experiencing high enrollments and continued growth leading to the need for another new elementary school in this part of the County.

Green Valley ES is also significantly over capacity at 157% of SRC. While a replacement school for Green Valley ES adding approximately 225 seats is currently in design, the school is expected to be over capacity at 131% to 146% if attendance boundaries are not revised. Finally, Tuscarora ES is currently at 122% of SRC and expected to reach 126%.

Figure 5E: Elementary School Percent of SRC Over Time



Percent of State Rated Capacity

<75%	75-89%	90-99%	100-119%	>120%
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Note: Projections do not take into account new capacity unless funding has been awarded and new attendance areas have been determined.
 Source: Frederick County Public Schools and Frederick County GIS.

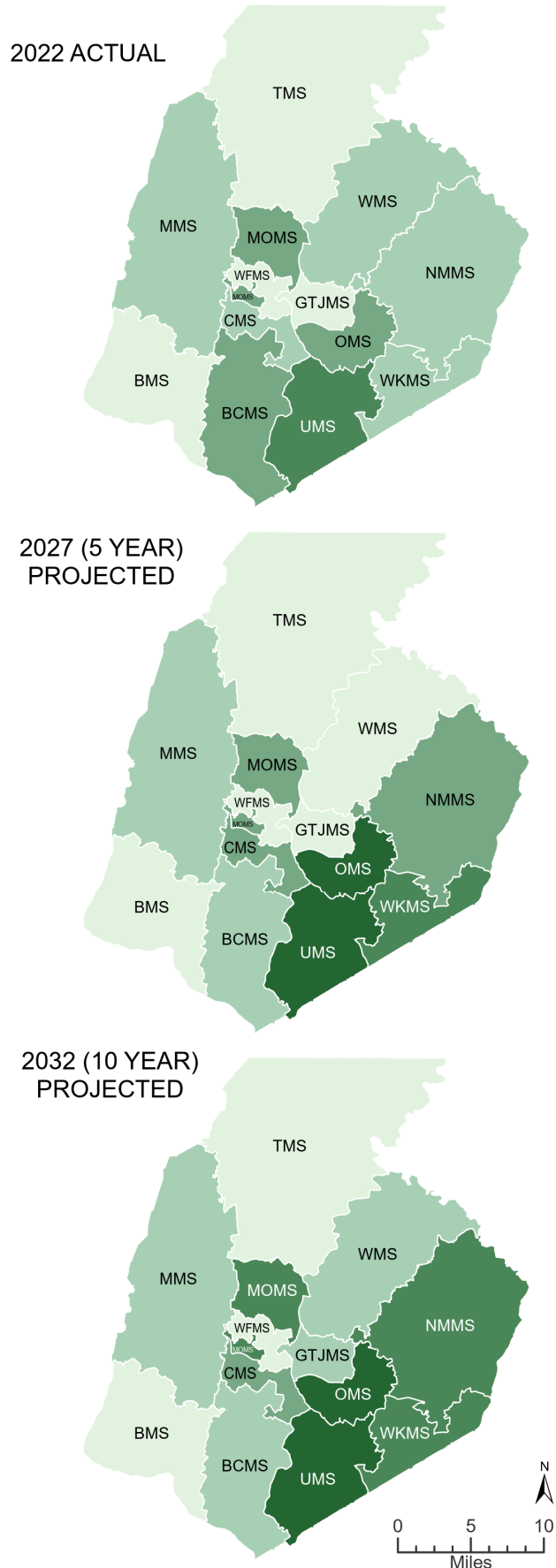
See maps in [Figure 5E](#) for geographic locations and projected growth over time and see [Table 5A](#) for 10-year enrollment projections. The percent SRC over time is also displayed on an [interactive timeline map](#).

Middle School Trends

Trends at middle schools will vary significantly over the next 10 years. Growth is projected in the Frederick City area and the eastern part of the county. Over the next 10 years, middle school enrollments are expected to increase by almost 1,775 students. The most significant growth is expected at Monocacy, Oakdale, Urbana and Windsor Knolls middle schools. See map in Figure 5F for geographic locations and projected growth over time. The percent SRC over time is also displayed on an [interactive timeline map](#).

While the system-wide capacity at the middle school level is at 82% of SRC and remains below 93%, some areas of the county are experiencing higher rates of growth. An addition of 298 seats at Oakdale Middle School (MS) opened in the fall of 2021 to help alleviate the need for middle school capacity on the east side of the county. However, Oakdale MS is expected to again be over capacity by 2024 due to the significant residential housing development in the area. While Urbana MS is currently at capacity, it is expected to reach 142% of SRC by 2030. An addition to Crestwood MS of 319 seats will open in the fall of 2024 to address middle school capacity needs in the Frederick City area. A redistricting study is underway to redistribute middle school students to fully utilize this new building capacity as well as existing capacity of adjoining middle schools.

Figure 5F: Middle School Percent of SRC Over Time

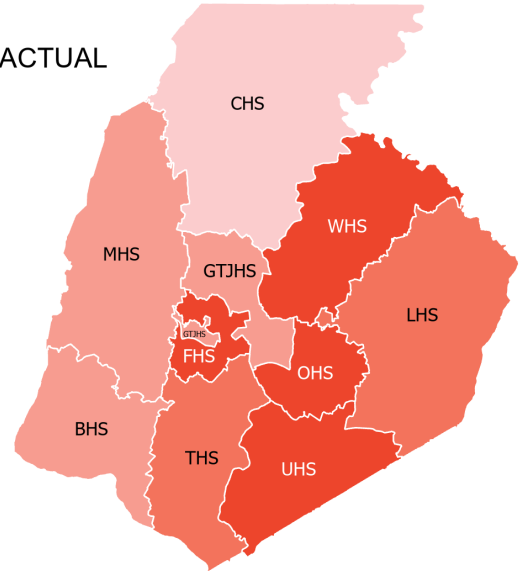


High School Trends

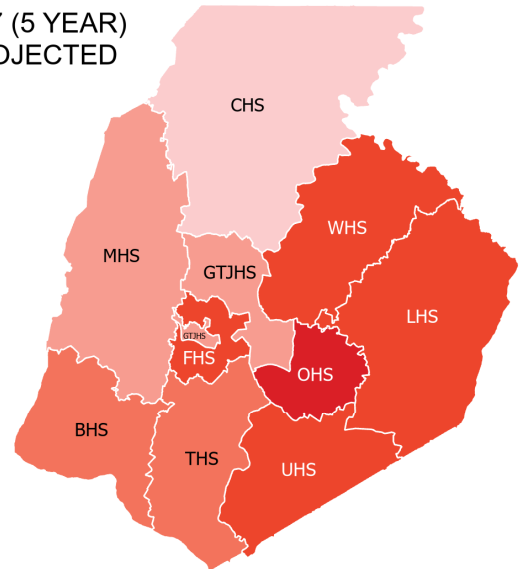
Four of the high schools, Frederick, Oakdale, Urbana and Walkersville, are currently over capacity. All four are anticipated to remain over capacity throughout the next 10 years. Linganore is projected to also be over capacity within the next few years. Linganore, Oakdale and Urbana are expected to be at 121%, 164%, and 145% respectively by 2032. The four high schools serving the County east of Frederick City will collectively be more than 2,000 students over capacity by 2030, indicating the need for another high school within the 10-year time period. See map in Figure 5G for geographic locations and projected growth over time. The percent SRC over time is also displayed on an [interactive timeline map](#).

Figure 5G: High School Percent of SRC Over Time

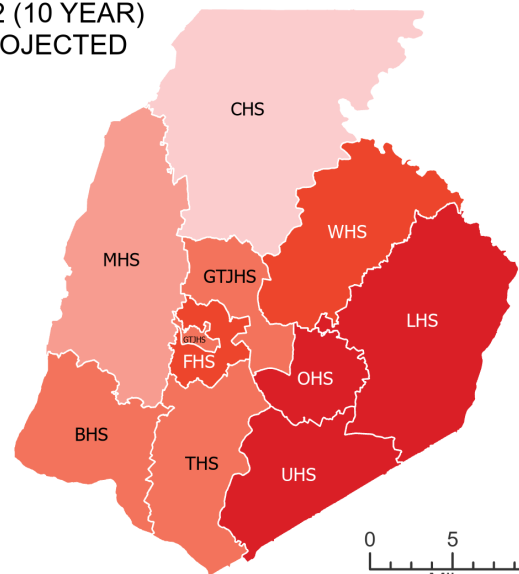
2022 ACTUAL



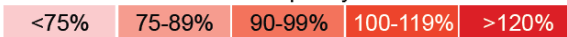
2027 (5 YEAR) PROJECTED



2032 (10 YEAR) PROJECTED

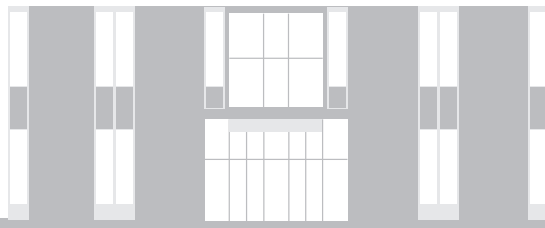


Percent of State Rated Capacity



Note: Projections do not take into account new capacity unless funding has been awarded and new attendance areas have been determined.
 Source: Frederick County Public Schools and Frederick County GIS.





6. Capital Projects

FACILITY GOALS

The foundational document for all of FCPS' planning efforts is the BOE's Strategic Plan outlined in [Chapter 1](#). This EFMP provides a road map for capital projects that will allow FCPS to meet the aspirational goals found in the Strategic Plan and establishes a framework for FCPS to make decisions, develop policy, and select projects.

The capital projects proposed in the EFMP are intended to meet capacity goals and provide a schedule for renewal or modernization of aging buildings.

Project Selection Criteria

Based on the ongoing and long-term evaluations discussed in [Chapter 4](#), FCPS proposes major capital projects. The types of projects are outlined in the following sections. Project selection criteria include:

- Physical condition of existing buildings and systems
- Current and projected enrollments of existing schools
- Location of the population to be served
- Current and future housing development
- Current and planned educational programs as defined by the educational specifications
- Available capacity in existing schools
- Current school size and maximum size criteria for elementary, middle and high schools
- Potential attendance area changes to reduce overcrowding
- Need for changes to the school environment
- Improvements to health and safety
- Reduction of barriers for those with disabilities

State-funded projects are priority ranked by Interagency Commission on School Construction (IAC) staff in accordance with criteria established by the IAC. All state projects are evaluated based on past and projected enrollments for the school in question as well as adjacent schools. Projects that add capacity may not be recommended for planning approval or construction funding if adequate capacity is available at adjacent schools. Although the County establishes priorities for its local capital program, the evaluation of these priorities with respect to other projects in the state and the limited state funds available is a responsibility of the IAC. The IAC may recommend that projects be deferred so that more critically needed projects in other counties may proceed. [Appendix E](#) contains the state's project priority classifications.

Sustainability

FCPS incorporates principles of sustainability in existing and new school buildings. The Sustainability and Utility Coordinator monitors energy bills and works with other maintenance staff to reduce energy

and water usage. All new school buildings are built to the Silver level of the US Green Building Council's Leadership in Energy and Environmental Design (LEED) standard, although certification is not required. Several schools have pursued additional sustainability initiatives such as composting, installation of additional bike racks, and educational campaigns to increase walking and biking to school. Led by administrators, students, and families, five FCPS schools have achieved the Maryland Green School certification from the Maryland Association for Environmental and Outdoor Education.

Efficiency and Flexibility

As planning and design for schools begins, FCPS strives to make buildings as flexible as possible to allow for changes in educational programming and capacity need over time. The current approved educational specifications provide centralized office and supporting staff spaces in rooms the size of a typical classroom so that classroom groupings can be adjusted to meet the capacity needs of each grade cohort. This also allows the school to add additional classes inside the building if enrollment pressure grows.

Efficiency is also a priority. Smaller spaces are distributed throughout the building to allow for pull-out collaborations, professional development, small-group work, meetings, or material storage as needed. The goal is for these multi-purpose spaces to be used in multiple ways throughout the week.

PROJECT TYPES

FCPS uses the project selection criteria to identify and prioritize major capital projects. Depending on the needs identified, FCPS may pursue new capacity, modernization, limited renovation, or emergency systemic projects. Decisions about which schools will be considered for a modernization, renovation, or replacement are based in part on the age of the building and the FCI as discussed in [Chapter 4](#). Table 6A shows FCPS' desired timeline for building renewal and modernization.

Table 6A: FCPS Goals for Building Renewal and Modernization

0-35 years	35 years	35-70 years	70+ years
Preventative maintenance and emergency systemic repairs	Renewal (Limited Renovation)	Preventative maintenance and emergency systemic repairs	Modernization (major renovation or replacement and building returns to "year 0")

All of the projects listed in this plan are consistent with the recommendations found in the county and municipal comprehensive plans. All are located within residential growth areas and/or priority funding areas to serve existing or emerging communities. Specific details on the projects identified can be found in [Chapter 7](#).

New Capacity Projects

New capacity projects are either new buildings constructed on future school sites, a replacement building constructed on the same site at a larger size (if the existing building does not exceed the BOE's policy for size) or by construction of an addition. New capacity projects have the primary goal of reducing overcrowding. Overcrowded schools impact students, teachers, and administrators in the following ways:

- Limits ability to schedule time for specials, including art, music, and physical education
- Results in inadequate space for student support services including media center instruction
- Requires additional lunch shifts in overcrowded cafeterias
- Creates stress due to congestion in the hallways and classrooms
- Limits opportunities for new instructional program initiatives

Overcrowded schools create a dependency on relocatable classrooms to provide adequate instructional space. While relocatable classrooms may be necessary to temporarily provide needed seats, they should not be relied on to solve capacity issues. Relocatable classrooms are neither an effective nor appropriate long-term solution.

Once a new construction project receives state planning approval, it typically takes three years to design and construct an elementary or middle school and four for a high school. Additions may be designed and constructed more quickly depending on the extent of the work and the delivery method selected.

Modernization

Modernization refers to the design, construction and equipping of an aging school through which it is brought up to current educational standards and through which all of its systems are renewed and updated to meet FCPS, county, state and federal codes and requirements. Modernizations may be accompanied by additions or redesign of existing spaces to meet educational program requirements. Modernizations begin with a feasibility study to determine whether the building should be renovated or replaced. A modernized building is intended to function as if it were a new building even if portions of the original structure remains. As such, a modernized building is ineligible for additional state capital funding for 16 years following project completion. FCPS will consider modernization projects for buildings that are 70 years old or older.

Limited Renovations

Some buildings need major system replacements but do not require a complete modernization. FCPS added "Limited Renovation" projects in the 2019 EFMP to provide a mid-life upgrade to school buildings. Under the state funding definition, at least five major building systems must be improved and educational improvements may also be completed. Performing limited renovations will enable FCPS to upgrade building systems at these facilities, and potentially right-size educational spaces to gain added capacity, increase building utilization, and efficiency. Upgraded systems will result in decreased energy and operating costs, providing savings to FCPS over the long term. FCPS will consider limited renovation projects for buildings around 35 years old with high FCI scores.

Limited Renovation candidates are identified in the Comprehensive Maintenance Plan that is updated and submitted to the BOE for approval every year. The Capital Programs Department will continue to coordinate with the Maintenance and Operations Department to identify the next schools in need of limited renovations and include those schools in future EFMP updates.

Systemic Projects

With the addition of limited renovation projects, the request for funds for specific systemic projects will be limited to systems or equipment under imminent threat of failure in buildings outside of the age-windows for limited renovation or modernization. The CIP request for systemic projects will include a contingency amount to help with emergency replacement needs for each fiscal year. Other systemic improvements could be in response to state/federal mandates. A targeted approach to systemic projects will help free up funds that could be used towards limited renovation projects.

FCPS will continue to monitor the status of existing buildings utilizing the computerized maintenance management software and periodic inspections by staff members. Required systemic projects will be revisited, and updated each year, along with the requested amount for contingency funds to help with emergency building system needs.

DELIVERY METHODS

In the construction industry, different types of project delivery methods are available for the owners (Board of Education) to help mitigate risks associated with major construction projects in terms of cost, schedule,

quality, and safety. FCPS has, in the past, used the traditional design-bid-build method to complete all major capital projects. In this type of project delivery, the design is completed, and permit is obtained before a general contractor is selected based on low bid. While this method had been used exclusively until about 15 years ago, it does expose the owner of the project to risks during the construction phase due to errors and omissions in the design documents, or unforeseen conditions. More recently, FCPS has implemented Design-Build, Construction Manager Agency (CMA) and Construction Manager at Risk (CMaR) as delivery methods for major construction projects. These methods are described more in detail below.

CM Agency

FCPS has been utilizing Construction Manager Agency (CMA) methods for the past 15 years to help mitigate some of the risks associated with the traditional design-bid-build method. The CMA model is similar to the traditional design-bid-build method, as the work is completed by low bid prime contractors after the design is completed. To minimize risks associated with quality of design documents, site logistics, and other schedule related risks, a construction management firm is hired at the beginning of the project. The CMA works as an agent for FCPS and reviews the design drawings as they progress to provide their input, which is incorporated into the drawing revisions. The CMA helps through the bidding process and provides on-site management during construction to ensure safety, and quality while managing the project schedule.

CM at Risk

Construction Manager at Risk (CMaR) is a relatively newer project delivery method for FCPS. This method is allowed by the IAC (with prior approval), and several LEAs in Maryland use this method to complete major construction and renovation projects. The Construction Manager (CMaR) is hired early in the project, separately from the design consultant. As the drawings are developed by the project design team through the various stages of design (Schematic, Design Development, Permit, and Construction), the CMaR is responsible to review the documents at each stage, and develop plans for site logistics and project schedule. Once the design documents are completed, the CMaR is responsible for bidding and providing the owner with a Guaranteed Maximum Price (GMP). Once a GMP is established, and agreed upon between the owner and the CMaR, the CMaR is responsible for completing the construction of the project for the agreed-upon GMP amount. Unless the scope of the project is changed by the owner, the CMaR is not entitled to any change orders on the project. This method allows FCPS to transfer the risk associated with market volatility, and missing or incomplete information on the design documents over to the CMaR prior to starting construction. FCPS has used this method on several recent projects, including Brunswick ES replacement which is scheduled to open in the fall of 2023.

Design-Build

The Design-Build method allows the building owner to hire one vendor to provide both design and construction services. FCPS utilized a modified design-build method to complete the addition at Oakdale MS and several projects in progress: Crestwood MS addition, Thurmont ES limited renovation and Monocacy ES limited renovation. Under this method, FCPS is able to hire one vendor that will be responsible for both the design, and construction phases of the project. Once the design is completed, the design builder is responsible for bidding the design documents, and presenting the owner with a GMP. Once the GMP is agreed upon, the Design-Builder is responsible for completing the project on time and on budget. The method allowed FCPS to save time by combining two procurement processes (design, and construction manager). It also saves time during the design process, as the Design-Builder is able to provide a GMP before the design drawings are 100% complete. This is also beneficial for FCPS as risks associated with errors or omissions in the design, schedule challenges, market volatility, logistics, and unforeseen conditions are transferred to the design-builder when the GMP is approved and before construction begins.

7. Recommended 10-Year Capital Improvement Plan

RECOMMENDED PROJECTS

This EFMP proposes a scheduled program of new capacity and modernization projects which can be found in Table 7A below. [Figure 7A](#) shows the timeline for major projects and the impact on capacity over the 10-year planning horizon. The sections that follow summarize the projects by school level and by feeder area.

To address the backlog of aging buildings, two buildings older than 70 years are included in the 10-year plan for capital improvements: Liberty ES and Middletown MS. Two buildings older than 60 years, Walkersville MS and Yellow Springs ES, are also part of the plan. Finally, Green Valley ES, Valley ES and Brunswick HS, each older than 50 years, are planned for replacement. Five limited renovation projects are timed to renew buildings approximately 30 to 35 years of age: Ballenger Creek ES, Hillcrest ES, Monocacy ES, Spring Ridge ES and Twin Ridge ES. The replacement for the 71-year-old Brunswick ES and the limited renovation of the 68-year-old Thurmont ES are under construction and will be completed in 2023.

Table 7A: Summary of New Capacity and Modernization Projects, 2024-2032

<i>Name</i>	<i>Project Type</i>	<i>Proposed Opening Date</i>	<i>Status</i>	<i>Added Capacity</i>
<i>ELEMENTARY SCHOOLS</i>				
Monocacy ES	Limited Renovation	August-2024	In Design	0
Green Valley ES	Replacement/Addition	August-2025	In Design	224
Valley ES	Replacement/Addition	August-2025	In Design	246
Ballenger Creek ES	Limited Renovation	August-2025	In Design	0
Spring Ridge ES	Limited Renovation	August-2025	In Design	0
Yellow Springs ES replacement	Replacement/Addition	August-2026	In Design	292
Twin Ridge ES	Limited Renovation	August-2026	Future Project	0
Middletown ES*	Replacement/Addition	August-2027	In Design	43
Eastern Frederick area ES	New School	August-2027	Future Project	745
Hillcrest ES	Limited Renovation	August-2027	Future Project	0
Liberty ES	Replacement/Addition	August-2027	Future Project	434
Frederick area ES	New School	August-2030	Future Project	745
Total Additional Capacity				2729
<i>MIDDLE SCHOOLS</i>				
Crestwood MS	Addition	August-2024	Under Construction	319
Middletown MS*	Replacement	August-2027	In Design	0
Walkersville MS	Modernization	August-2029	Future Project	0
Total Additional Capacity				319
<i>HIGH SCHOOLS</i>				
Brunswick HS	Replacement	August-2028	Future Project	0
Middletown HS	Replacement	August-2031	Future Project	0
Total Additional Capacity				0

* Co-Located building (single project) will house Middletown ES and Middletown MS.

Figure 7A: Proposed Timeline for Major Projects and Impacts on Capacity, Fiscal Years 2024-2032

CONSTRUCTION SCHEDULE

School Year	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033
Fiscal Year	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
MAJOR PROJECTS										
Brunswick ES Replacement	Open									
Crestwood MS Addition		Open								
Green Valley ES Replacement			Open							
Valley ES Replacement	Redistricting		Open							
Yellow Springs ES Replacement		Potential Redistricting		Open						
Middletown Co-Located ES/MS					Open					
New Elementary School Placeholder (east Frederick area)	Land Acquisition	Redistricting			Open					
Brunswick HS Replacement						Open				
Liberty ES Replacement			Potential Redistricting		Open					
Walkersville MS Modernization							Open			
New Elementary School Placeholder (east or south Frederick area)					Redistricting			Open		
Middletown HS									Open	
New High School Placeholder		Land Acquisition						Redistricting		
Pre-K Expansion Needs						Open				
MINOR PROJECTS										
Thurmont ES Limited Renovation	Open									
Monocacy ES Limited Renovation		Open								
Ballenger Creek ES Limited Renovation			Open							
Spring Ridge ES Limited Renovation			Open							
New Bus Depot	Land Acquisition			Open						
Twin Ridge ES Limited Renovation				Open						
Hillcrest ES Limited Renovation					Open					
Limited Renovations (Locations TBD)										At least one building opening per year

SYSTEMWIDE STATISTICS

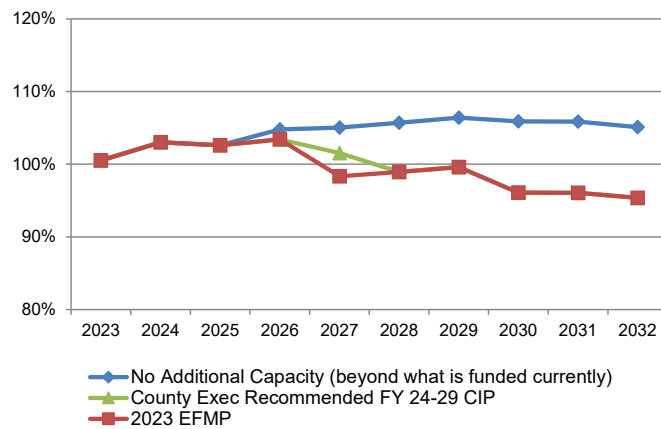
Elementary										
Projected Enrollment	21,786	22,330	22,723	23,205	23,265	23,410	23,565	23,451	23,445	23,276
Total State Rated Capacity (includes new capacity)	21,676	21,676	22,146	22,438	23,660	23,660	23,660	24,405	24,405	24,405
New Capacity	333	0	470	292	1222	0	0	745	0	0
Projected Percent SRC (includes new capacity)	101%	103%	103%	103%	98%	99%	100%	96%	96%	95%
Middle										
Projected Enrollment	10,542	10,676	10,867	11,195	11,726	12,015	12,011	12,020	12,077	12,355
Total State Rated Capacity (includes new capacity)	12,921	13,240	13,240	13,240	13,240	13,240	13,240	13,240	13,240	13,240
New Capacity	0	319	0	0	0	0	0	0	0	0
Projected Percent SRC (includes new capacity)	82%	81%	82%	85%	89%	91%	91%	91%	91%	93%
High										
Projected Enrollment	14,903	15,135	15,145	15,252	15,333	15,627	15,888	16,485	16,864	16,903
Total State Rated Capacity (includes new capacity)	15,001	15,061	15,121	15,181	15,181	15,181	15,181	15,181	15,181	15,181
New Capacity	60	60	60	60	0	0	0	0	0	0
Projected Percent SRC (includes new capacity)	99%	100%	100%	100%	101%	103%	105%	109%	111%	111%

Elementary Schools

The bulk of the major capital projects planned are at the elementary level. FCPS is presenting a 10-year plan that provides an additional 2,729 seats which includes two new elementary schools and five replacements with additional capacity. The five replacement projects are Green Valley ES, Liberty ES, Middletown ES, Valley ES and Yellow Springs ES. Five limited renovation projects are not expected to increase capacity but will revitalize the educational environment and address our aging school needs.

FCPS is using several innovative strategies to address facility needs at the elementary level. Based upon the logistical and schedule challenges associated with limited renovations, FCPS is using a modified Design-Build delivery method (see [Chapter 6](#)) for the Ballenger Creek ES, Hillcrest ES, Monocacy ES, Spring Ridge ES and Twin Ridge ES limited renovation projects. For the Green Valley ES, Middletown ES, Valley ES and Yellow Springs ES replacement projects, FCPS is using the Construction Manager at Risk (CMaR) delivery method to help mitigate risks associated with cost and logistics of working next to occupied schools. The IAC has reviewed and approved the delivery methods for these projects. Finally, FCPS will consider consolidation of small, underutilized elementary schools to improve efficiencies and allow broader access to educational programs.

Figure 7B: Systemwide Percentage of SRC for Elementary Schools



Elementary school enrollments are projected to increase by approximately 1,982 students between September 2022 and September 2032. With the additional 2,729 seats included in the EFMP, we expect to be within 95% of capacity system-wide at the elementary level by the fall of 2032 as shown in Figure 7B. If FCPS constructed no new capacity projects in the next 10 years, the system-wide SRC at the elementary level will continue to exceed 100% and reach a high of 106% of SRC by 2028. With projects constructed in accordance with the County Executive’s recommended County FY24-29 Capital Improvement Plan (CIP), FCPS would be at 95% of SRC at the elementary level at the end of the 10-year period.

Middle Schools

Three middle schools have proposed improvements within the 10-year plan. An addition is planned at Crestwood MS to relieve overcrowding in neighboring attendance areas due to growth in and around Frederick City. A replacement is planned for Middletown MS and a modernization for Walkersville MS, two schools in critical need of attention.

Approximately 1,775 additional middle school students are projected between 2022 and 2032. The 10-year enrollment projections indicate that FCPS will reach 96% capacity at the middle school level with no new capacity projects over the next 10 years, as shown in Figure 7C. With the planned addition to Crestwood MS and the replacement of Middletown MS shown in this plan and in the County Executive’s recommended County FY24-29 CIP, the system-wide percent capacity will remain under 90% until 2024 and reach 95% by the end of the 10-year period.

Figure 7C: Systemwide Percentage of SRC for Middle Schools

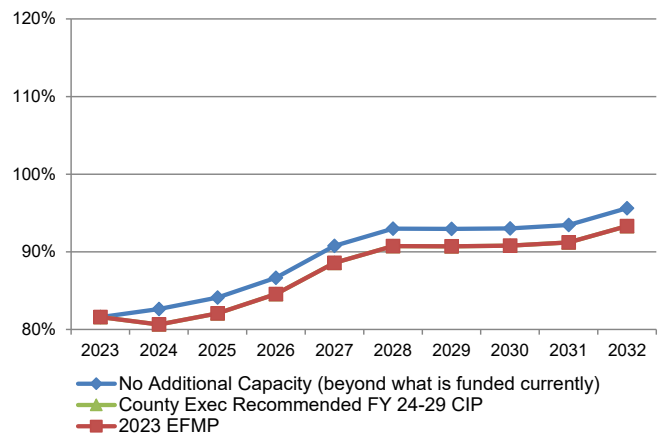
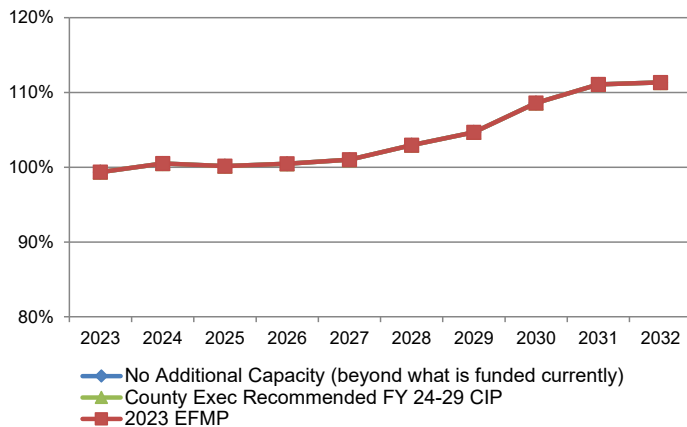


Figure 7D: Systemwide Percentage of SRC for High Schools



High Schools

High school enrollment is expected to increase by approximately 2,335 students between 2022 and 2032. The system wide percent of SRC at the high school level is currently 98% with four high schools over capacity. High school enrollment is expected to continue to grow reaching 101% of state rated capacity in 2027 with five high schools over capacity, and a high of 111% SRC by 2032 (see Figure 7D). This plan proposes a replacement of Brunswick HS and Middletown HS with no additional capacity. Neither of these projects are fully funded in the County Executive's recommended County FY24-29 CIP.

Due to concentrated enrollment growth in the eastern part of the county, this plan also calls for a new high school in the eastern part of Frederick County in the out years of the 10-year plan that will relieve capacity at Walkersville, Linganore, Oakdale and Urbana high schools. Enrollment projections for this 10-year period indicates that enrollments at these high schools together will exceed their capacity by almost 2,200 seats. Over the next year, Capital Programs staff will evaluate the location that is best suited for this next high school.

FCPS will continue to evaluate high school enrollments as new housing developments are approved. FCPS will also study the actual utilization of high schools given the increasing number of students taking advantage of dual enrollment at Frederick Community College, internships and part-time employment as well as other off-campus programs. Consideration will be given to establishing an equated enrollment at the high school level that more accurately reflects the utilization of the building. Modernization projects will also be evaluated to determine if additional capacity should be included in the scope of work.

Special Schools

The Career Tech Center (CTC), located on the Frederick Community College campus, serves students in grades 10 through 12. Students remain enrolled in their home high school but attend classes in career programs provided at the CTC for half a day. The CTC was originally constructed in 1977 with an addition in 1986. There have been no major modernizations done to the building since its original construction. FCPS will evaluate the CTC program and 45-year-old building to determine the facility needs over the next ten years.

PROPOSED PROJECTS BY FEEDERS

Individual major capital projects are detailed below by high school feeder area. For attendance areas split between two high school feeders, descriptions have been limited to the feeder in which the building resides to avoid repetition. A prioritized list of projects for the proposed FY25 Capital Budget is included in [Appendix A](#).

FCPS has created an interactive map illustrating the proposed projects as well as information on approved housing units and potential student generation. All data was provided by Frederick County Public Schools and Frederick County Government GIS. See Figure 7E below.

Figure 7E: Interactive Projects Map

[Visit the interactive map.](#)

FCPS 2023 Interactive Capital Projects and Residential Growth

☆ ...

Overview Brunswick Feeder Area Catoctin Feeder Area Frederick High Feeder Area Govern →

Overview

Use your mouse-wheel to scroll through each page, or click the section headings at the top of the page to navigate through school feeder areas. Click features on the map to see additional information.

Individual major capital projects are listed in this story by high school feeder area. A prioritized list of projects for the proposed Fiscal Year (FY) 2025 Capital Budget is included in Appendix A of the full EFMP. All projects are dependent on available funding.

01 Each feeder area will list the
/ number of remaining housing
11 units to be built from

VGIN, Esri, HERE, Garmin, SafeGraph, FAO, ... Sterling 10 km Powered by Esri

Brunswick Feeder

The Brunswick Feeder area is located in the southwestern corner of Frederick County and includes the communities of Brunswick, Rosemont, Point of Rocks, Jefferson, and Burkittsville. Some residential growth is expected in this area due to the buildout of the Brunswick Crossing subdivision in Brunswick and the Woodbourne Manor subdivision in Jefferson.

Table 7B: Brunswick Feeder Summary

School	9/30/2022 Actual Percent SRC	9/30/2023 Projected Percent SRC	9/30/2032 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Brunswick ES	140%	100% (with additional seats from new school)	107% (with additional seats from new school)	Growing enrollment	Replacement currently under construction to open fall 2023
Valley ES	98%	101%	66% (with additional seats from new school)	Growth for first five years, decline in the out-years	Replacement of building on site at 745 student capacity planned to open in fall 2025
Brunswick MS	67%	66%	70%	Stable enrollment	
Brunswick HS	89%	92%	97%	Growing enrollment	Design of replacement planned to begin in FY25

Catoctin Feeder

The northern portion of Frederick County feeds into Catoctin HS and includes the communities of Lewistown, Sabillasville, Thurmont and Emmitsburg. Some residential growth is anticipated in this area, primarily in the town of Thurmont.

Table 7C: Catoctin Feeder Summary

School	9/30/2022 Actual Percent SRC	9/30/2023 Projected Percent SRC	9/30/2032 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Emmitsburg ES	96%	97%	102%	Slow growth	
Lewistown ES	74%	84%	86%	Stable enrollment	
Thurmont ES	75%	56%	53%	Declining enrollment through 2026 followed by stable enrollment	Second phase of limited renovation to be completed in 2023
Thurmont PS	66%	64%	67%	Stable enrollment	
Thurmont MS	57%	54%	47%	Declining enrollment	
Catoctin HS	73%	72%	55%	Declining enrollment	

Frederick Feeder

The Frederick Feeder encompasses most of the western half of Frederick City. Several residential developments have been approved in the center and on the west side of Frederick City that will impact this feeder pattern.

Table 7D: Frederick Feeder Summary

School	9/30/2022 Actual Percent SRC	9/30/2023 Projected Percent SRC	9/30/2032 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Butterfly Ridge ES	75%	78%	83%	Slow growth that may change as approved residential subdivisions begin construction in out years	
Hillcrest ES	107%	112%	101%	Stable enrollment	
Parkway ES	109%	118%	123%	Slow growth	
Whittier ES	113%	109%	122%	Growing enrollment	Potential for adjustments to attendance boundaries when the Yellow Springs ES replacement opens in fall 2026 that could relieve capacity issues at Whittier
West Frederick MS	69%	66%	71%	Current stable enrollment that may change as approved residential subdivisions begin construction in out years	
Frederick HS	112%	115%	111%	Stable enrollment	

Governor Thomas Johnson Feeder

The north and east side of Frederick City as well as a small area on the west side of the City along West Patrick Street are part of the Governor Thomas Johnson Feeder area. Residential developments primarily in the southeast portion of the city and on the periphery of the city limits will contribute to additional growth in this feeder.

Table 7E: Governor Thomas Johnson Feeder Summary

School	9/30/2022 Actual Percent SRC	9/30/2023 Projected Percent SRC	9/30/2032 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Monocacy ES	102%	99%	100%	Stable enrollment	Limited renovation planned to open in fall 2024
North Frederick ES	80%	79%	90%	Slow growth	
Waverley ES	81%	82%	87%	Stable enrollment	
Yellow Springs ES	129%	128%	140%	Growing enrollment	Replacement building on nearby new school site at a capacity of 745 to relieve capacity issues in fall 2026
Governor Thomas Johnson MS	64%	63%	79%	Current stable enrollment that may change as approved residential subdivisions begin construction in out years	
Monocacy MS	99%	99%	107%	Growing enrollment	Capacity relief to be provided via Crestwood Area Redistricting Study
Governor Thomas Johnson HS	88%	88%	93%	Current stable enrollment that may change as approved residential subdivisions begin construction in out years	
Future eastern Frederick area ES					Evaluation of potential sites underway for a future school planned to open in fall 2027

Linganore Feeder

The eastern side of Frederick County, along the I-70 corridor and including the communities of Libertytown, Green Valley/Monrovia, Mount Airy and New Market are part of the Linganore feeder pattern. Some residential growth is expected in this feeder area, primarily within the Town of New Market and Libertytown and the Landsdale development in Monrovia. An elementary site was dedicated as a condition of approval for the Landsdale development.

Table 7F: Linganore Feeder Summary

School	9/30/2022 Actual Percent SRC	9/30/2023 Projected Percent SRC	9/30/2032 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Liberty ES	87%	86%	101%	Slow growth	Replacement planned to open fall 2027
New Market ES	93%	94%	102%	Growing enrollment	
Twin Ridge ES	97%	101%	94%	Growth for first few years followed by decline	Limited renovation planned to open fall 2026
New Market MS	88%	91%	105%	Growing enrollment	
Linganore HS	95%	97%	121%	Significant enrollment growth over 10 years	Future eastern Frederick area high school anticipated to relieve capacity issues at Linganore HS as well as 3 other high schools; planned to begin design and construction at end of 10-year period
Future eastern Frederick County area high school					Anticipated to relieve capacity issues at Linganore HS; planned to begin design and construction at end of 10-year period

Middletown Feeder

The Middletown Feeder area encompasses the central western side of Frederick County, including the communities of Wolfsville, Myersville and Middletown. Minimal residential growth is expected for this area.

Table 7G: Middletown Feeder Summary

School	9/30/2022 Actual Percent SRC	9/30/2023 Projected Percent SRC	9/30/2032 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Middletown ES	92%	93%	100%	Slow growth	Replacement co-located Middletown ES/MS to open fall 2027
Middletown PS	108%	108%	113%	Slow growth	
Myersville ES	94%	93%	101%	Moderate enrollment growth	
Wolfsville ES	79%	80%	85%	Stable enrollment	
Middletown MS	75%	73%	81%	Slow growth	Replacement co-located Middletown ES/MS to open fall 2027
Middletown HS	81%	82%	82%	Stable enrollment for the first few years, decline at end of 10-year period	Replacement planned to open in the second half of the 10-year period

Oakdale Feeder

The Oakdale Feeder is centered on the Lake Linganore community and also includes the Spring Ridge/Bartonsville and Holly Hills communities. This area is growing quickly with many large residential developments approved, including the Eaglehead/Linganore PUD which is estimated to contribute an additional 1,900 students by the time the development is completed. All of the schools in this feeder were constructed in the last 25 years.

Table 7H: Oakdale Feeder Summary

School	9/30/2022 Actual Percent SRC	9/30/2023 Projected Percent SRC	9/30/2032 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Blue Heron ES	100%	110%	138%	Growing enrollment	
Deer Crossing ES	89%	90%	95%	Stable enrollment	
Oakdale ES	144%	152%	184%	Rapidly growing enrollment stabilizing in the middle of the 10-year period	Capacity to be relieved by future east Frederick City area elementary school
Spring Ridge ES	94%	95%	105%	Growing enrollment that may increase as approved residential subdivisions begin construction in out years	Limited renovation planned to open fall 2025
Oakdale MS	91%	97%	143%	Rapidly growing enrollment	
Oakdale HS	106%	112%	164%	Rapidly growing enrollment	Future eastern Frederick area high school anticipated to relieve capacity issues at Oakdale HS as well as 3 other high schools; planned to begin design and construction at end of 10-year period
Future east Frederick City area elementary school					Evaluation of potential sites underway for a future school planned to open in fall 2027
Future elementary school (east or south Frederick area)					Additional elementary capacity planned to open in fall 2030 with location to be determined east or south of Frederick City
Future eastern Frederick County area high school					Anticipated to relieve capacity issues at Oakdale HS and 3 other high schools planned to begin design and construction at end of 10-year period

Tuscarora Feeder

The growth areas to the south of Frederick City in Ballenger Creek, Buckeystown, Adamstown, and Carroll Manor are part of the Tuscarora Feeder pattern. Residential growth is expected in several mid-size developments including the Westview South Mixed-Use Development and Ballenger Run where an elementary school site has been dedicated.

Table 71: Tuscarora Feeder Summary

School	9/30/2022 Actual Percent SRC	9/30/2023 Projected Percent SRC	9/30/2032 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Ballenger Creek ES	103%	112%	131%	Growing enrollment	Limited renovation planned to open fall 2025
Carroll Manor ES	91%	93%	88%	Stable enrollment	
Lincoln ES	93%	94%	101%	Stable enrollment	
Orchard Grove ES	105%	108%	114%	Stable enrollment followed by growth in the last five years	
Tuscarora ES	122%	121%	126%	Stable enrollment	
Ballenger Creek MS	92%	87%	89%	Stable enrollment	
Crestwood MS	83%	88%	72%	Stable enrollment (reduction in percent SRC due to addition of seats)	Addition of 319 seats planned to open in fall 2024
Tuscarora HS	96%	95%	99%	Stable enrollment	
Future elementary school (east or south Frederick County area)					Additional elementary capacity planned to open in fall 2030 with location to be determined east or south of Frederick City

Urbana Feeder

The Urbana Feeder is located on the southeastern side of Frederick County along the I-270 corridor, including the Urbana and Monrovia growth areas. Centerville ES, Sugarloaf ES, Urbana MS, and Urbana HS were all built since 1990 and the Urbana ES replacement opened in 2020. Significant growth has occurred in this feeder, particularly from the Urbana PUD and Urbana Northern MXD development. However, these developments are nearing completion and minimal enrollment growth is expected from remaining residential units.

Table 7J: Urbana Feeder Summary

School	9/30/2022 Actual Percent SRC	9/30/2023 Projected Percent SRC	9/30/2032 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Centerville ES	70%	75%	77%	Stable enrollment	
Green Valley ES	157%	170%	131% (includes capacity added by new building)	Rapid enrollment growth for beginning of 10-year period followed slight decline and stable enrollments	Replacement building on future school site in Landsdale development planned to open fall 2025 adding 224 seats
Kempton ES	103%	107%	111%	Slow enrollment growth	
Sugarloaf ES	110%	118%	108%	Enrollment growth for beginning of 10-year period followed by slight decline and stable enrollments	
Urbana ES	87%	93%	106%	Growing enrollment	
Urbana MS	110%	110%	138%	Growing enrollment during first five years followed by stable enrollment at end of 10-year period	
Windsor Knolls MS	75%	77%	117%	Growing enrollment	
Urbana HS	101%	105%	145%	Rapidly growing enrollment	Future eastern Frederick area high school anticipated to relieve capacity issues at Urbana HS as well as 3 other high schools; planned to begin design and construction at end of 10-year period
Future eastern Frederick County area high school					Anticipated to relieve capacity issues at Urbana HS planned to begin design and construction at end of 10-year period

Walkersville Feeder

The Walkersville Feeder is located northeast of Frederick City centered on the communities of Walkersville, Woodsboro, Dearbought and Worman's Mill. Continued residential growth is expected within this feeder in the near future, primarily from the Monocacy Center and Worman's Mill PUD developments.

Table 7K: Walkersville Feeder Summary

School	9/30/2022 Actual Percent SRC	9/30/2023 Projected Percent SRC	9/30/2032 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Glade ES	94%	91%	95%	Stable enrollment	
New Midway/ Woodsboro ES	88%	87%	85%	Stable enrollment	
Walkersville ES	98%	101%	114%	Growing enrollment	
Walkersville MS	75%	72%	76%	Stable enrollment	Modernization planned to open fall 2028
Walkersville HS	112%	113%	102%	Growing enrollment followed by slowly declining enrollment in last half of 10 years	Future eastern Frederick area high school anticipated to relieve capacity issues at Walkersville HS as well as 3 other high schools; planned to begin design and construction at end of 10-year period
Future eastern Frederick County area high school					Anticipated to relieve capacity issues at Walkersville HS planned to begin design and construction at end of 10- year period

Special Schools

Other school programs such as the charter schools, alternative education, career and technical education and special education programs serve the entire county population. Overall growth in the county will impact all of these programs. An evaluation of the Career and Technology Center is warranted given the age and condition of the building as well as program limitations because of limited space.

Other Facilities: New Bus Depot

The FCPS Transportation Department operates out of the Hayward Road Annex at 7446 Hayward Road, located on the north side of Frederick City. All management, routing, dispatch, training, and payroll operations take place at this facility. Maintenance for roughly 450 buses and 210 fleet vehicles primarily takes place at the Hayward Road Annex in a 5-bay, 5,500 sq. ft. shop. The Hayward Road Annex accommodates less than a third of the refueling and parking needs; other buses refuel at Linganore High School, County fueling stations, or at gas stations using a fueling credit card and are parked in 26 locations around the county or at the homes of their drivers.

FCPS must respond to the logistical challenge of providing transportation to students from all corners of the county. FCPS is responsible for transporting approximately 33,000 students every day using close to 450 school buses to provide this service. The Hayward Road Annex does not meet the current and future needs of the transportation department. Expansion of the annex on its current property is not feasible because of the site constraints and associated costs. Additionally, the annex does not provide enough long-term parking and maintenance repair opportunities to meet the needs of our growing county. As more growth occurs on the south and east side of the County, and more buses are in service there, staff at the current location are experiencing difficulty responding to bus maintenance needs timely and efficiently. More recently, it has become increasingly problematic to access the needed fuel and service with the increasing miles from the work or parking location to the service location. The bus depot project seeks ways to optimize the Transportation Department's operations to conserve physical and financial resources, while simultaneously improving the health and safety of FCPS staff.



APPENDICES

APPENDIX A: DRAFT FY2025 BOARD OF
EDUCATION CAPITAL BUDGET

Source: Frederick County Public Schools, May 2023

**FREDERICK COUNTY PUBLIC SCHOOLS
PROPOSED CAPITAL BUDGET
Fiscal Year 2025**

PROJECT DESCRIPTION	LOCAL	Funding Request* STATE (000's omitted)	TOTAL
<u>MAJOR CONSTRUCTION/RENOVATION:</u>			
Green Valley ES Replacement - Construction	\$6,500	\$0	\$6,500
Valley ES Replacement - Construction	\$8,300	\$0	\$8,300
Yellow Springs ES Replacement - Construction	\$16,464	\$18,532	\$34,996
Middletown Co-Located ES/MS- Site	\$10,843	\$10,775	\$21,618
New east Frederick area ES - Design	\$6,462	\$10,606	\$17,068
Brunswick HS Replacement - Design	\$3,752	\$5,427	\$9,179
Liberty ES Replacement - Design	\$6,680	\$10,343	\$17,023
New Bus Depot - Design/ Feasibility Study	\$1,500 \$200	\$0 \$0	\$1,500 \$200
Subtotal	\$60,701	\$55,683	\$116,384
<u>BUILDING/SITE IMPROVEMENTS:</u>			
Portable Classroom Relocation/Replacement	\$2,000	\$0	\$2,000
Systemics:			
Ballenger Creek ES Limited Renovation - Construction	\$1,863	\$3,461	\$5,324
Spring Ridge ES Limited Renovation - Construction	\$1,923	\$3,570	\$5,493
Twin Ridge ES Limited Renovation - Design/Construction	\$5,075	\$9,425	\$14,500
Hillcrest ES Limited Renovation - Design	\$298	\$553	\$850
Middletown HS Roof Replacement (Section A)	\$265	\$491	\$756
Walkersville MS Roof Replacement (Sections E, G)	\$760	\$1,412	\$2,172
Tuscarora HS Roof & Flashing Replacement (Sections 6, 12, 13)	\$82	\$153	\$235
Playground Equipment Replacement	\$250	\$0	\$250
Systemic Contingency	\$500	\$0	\$500
Subtotal	\$11,016	\$19,064	\$30,080
TOTALS	\$73,717	\$74,747	\$148,464

***Major construction project budgets reflect current budget estimates and may be revised at time of submission to the County and State in fall 2023. State funding request includes new requests only and does not include request for repayment of capital dollars forward funded by the County.**

Note: Project funding is subject to approval by County Council and State.

APPENDIX B: FREDERICK COUNTY EXECUTIVE JESSICA FITZWATER'S
PROPOSED FY 24-29 CAPITAL IMPROVEMENT PROGRAM (CIP) AND
FREDERICK COUNTY APPROVED FY 23-28 CIP

Source: Frederick County, April 2023 and July 2022

FY2024 - 2029 Proposed Capital Improvement Program Board of Education

Project	6-year	Total Project	Prior	2024	2025
New/Modernizations					
Urbana ES: Replacement	0	46,139,665	46,139,665	0	0
Northern Frederick City area ES New (Yellow Springs ES)	48,879,217	48,879,217	0	17,186,026	29,693,191
Middletown Co-located ES/MS replacement	96,366,092	96,766,092	400,000	8,416,215	13,229,694
Liberty ES: Replacement	49,038,390	49,116,890	78,500	0	16,422,469
Blue Heron ES	0	43,726,924	43,726,924	0	0
Brunswick ES: Replacement/Addition	2,020,000	47,367,917	45,347,917	2,020,000	0
Rock Creek School: Replacement	0	50,151,186	50,151,186	0	0
Middletown HS: Replacement	8,058,000	138,340,286	0	0	0
Valley ES Replacement/Addition	43,001,819	50,148,273	7,146,454	43,001,819	0
Crestwood MS: Addition	11,121,191	11,848,191	727,000	11,121,191	0
Eastern Frederick ES	49,616,247	52,616,247	3,000,000	0	1,500,000
Green Valley ES Replacement/Addition	40,281,065	47,058,655	6,777,590	40,281,065	0
Southern Frederick area elementary school	46,116,217	48,116,217	0	0	0
Walkersville MS: Modernization Study	200,000	200,000	0	0	0
FCPS Bus Facility	6,700,000	11,163,695	4,463,695	2,200,000	1,500,000
Total: New/Modernizations	401,398,238	741,639,455	207,958,931	124,226,316	62,345,354
Systemic					
Systemics - Generic	14,900,000	15,400,000	500,000	1,400,000	2,500,000
Limited Renovations Systemic	23,250,000	23,377,965	127,965	0	0
Monocacy ES Limited Renovations	3,746,000	14,610,610	10,864,610	3,746,000	0
Spring Ridge ES Limited Renovations	18,206,259	18,206,259	0	12,713,369	5,492,890
Ballenger Creek ES Limited Renovations	17,575,944	17,575,944	0	12,172,000	2,198,698
New Buses-Capacity	184,000	920,000	736,000	184,000	0
Portable Classrooms FY2024	5,615,000	5,615,000	0	2,000,000	723,000
Total: Systemic	83,477,203	95,705,778	12,228,575	32,215,369	10,914,588
Total Expense	484,875,441	837,345,233	220,187,506	156,441,685	73,259,942
Funding					
General Fund	27,846,745	32,838,885	4,992,140	3,290,695	4,015,323
General Fund Bonds & Capital Leases	73,021,559	168,320,553	50,290,018	19,399,476	17,195,975
Recordation Tax & Bonds	35,740,437	60,614,818	19,874,381	19,140,000	4,000,000
Impact Fees & Bonds	72,139,232	98,334,698	26,195,466	25,900,466	9,367,067
School Mitigation Fee	6,349,439	23,419,363	17,069,924	1,349,439	0
Grants	161,104,595	239,098,751	77,994,156	86,104,595	15,000,000
Other	108,673,434	214,718,165	23,771,421	1,257,014	23,681,577
Total Funding Sources	484,875,441	837,345,233	220,187,506	156,441,685	73,259,942

FY2024 - 2029 Proposed Capital Improvement Program Board of Education

Project	2026	2027	2028	2029	Costs After
New/Modernizations					
Urbana ES: Replacement	0	0	0	0	0
Northern Frederick City area ES New (Yellow Springs ES)	2,000,000	0	0	0	0
Middletown Co-located ES/MS replacement	61,569,971	13,150,212	0	0	0
Liberty ES: Replacement	30,615,921	2,000,000	0	0	0
Blue Heron ES	0	0	0	0	0
Brunswick ES: Replacement/Addition	0	0	0	0	0
Rock Creek School: Replacement	0	0	0	0	0
Middletown HS: Replacement	0	0	0	8,058,000	130,282,286
Valley ES Replacement/Addition	0	0	0	0	0
Crestwood MS: Addition	0	0	0	0	0
Eastern Frederick ES	16,226,330	29,889,917	2,000,000	0	0
Green Valley ES Replacement/Addition	0	0	0	0	0
Southern Frederick area elementary school	0	0	16,776,330	29,339,887	2,000,000
Walkersville MS: Modernization Study	0	200,000	0	0	0
FCPS Bus Facility	1,500,000	1,500,000	0	0	0
Total: New/Modernizations	111,912,222	46,740,129	18,776,330	37,397,887	132,282,286
Systemic					
Systemics - Generic	2,500,000	2,500,000	3,000,000	3,000,000	0
Limited Renovations Systemic	3,250,000	6,500,000	6,750,000	6,750,000	0
Monocacy ES Limited Renovations	0	0	0	0	0
Spring Ridge ES Limited Renovations	0	0	0	0	0
Ballenger Creek ES Limited Renovations	3,205,246	0	0	0	0
New Buses-Capacity	0	0	0	0	0
Portable Classrooms FY2024	723,000	723,000	723,000	723,000	0
Total: Systemic	9,678,246	9,723,000	10,473,000	10,473,000	0
Total Expense	121,590,468	56,463,129	29,249,330	47,870,887	132,282,286
Funding					
General Fund	17,447,167	1,164,520	964,520	964,520	0
General Fund Bonds & Capital Leases	13,972,244	12,991,604	3,495,980	5,966,280	45,008,976
Recordation Tax & Bonds	5,000,000	6,600,437	0	1,000,000	5,000,000
Impact Fees & Bonds	13,015,650	8,579,706	6,656,253	8,620,090	0
School Mitigation Fee	0	0	2,000,000	3,000,000	0
Grants	15,000,000	15,000,000	15,000,000	15,000,000	0
Other	57,155,407	12,126,862	1,132,577	13,319,997	82,273,310
Total Funding Sources	121,590,468	56,463,129	29,249,330	47,870,887	132,282,286

FY2023 - 2028 Adopted Capital Improvement Program Board of Education

Project	6-year	Total Project	Prior	2023	2024
New/Modernizations					
Waverley ES: Replacement/Addition	0	52,461,859	52,461,859	0	0
Northern Frederick City Area ES: New	47,134,279	47,134,279	0	0	0
Middletown Campus Placeholder	5,744,500	58,650,037	0	400,000	0
Liberty ES: Replacement	48,257,826	48,336,326	78,500	0	0
Blue Heron ES	0	43,726,924	43,726,924	0	0
Brunswick ES: Replacement/Addition	28,972,832	47,247,917	18,275,085	27,072,832	1,900,000
Rock Creek School: Replacement	0	50,151,186	50,151,186	0	0
Green Valley ES Replacement/Addition	49,484,533	49,634,723	150,190	6,777,590	42,706,943
Valley ES Replacement/Addition	47,216,131	50,148,273	2,932,142	4,214,312	43,001,819
Crestwood MS: Addition	11,848,191	11,848,191	0	727,000	11,121,191
Eastern Frederick ES	52,287,214	52,287,214	0	3,000,000	16,028,657
Yellow Spring ES feasibility study	200,000	200,000	0	200,000	0
Land Acquisition Bus Depot	2,500,000	2,500,000	0	2,500,000	0
Total: New/Modernizations	293,645,506	514,326,929	167,775,886	44,891,734	114,758,610
Systemic					
Systemics - Generic	12,015,000	12,515,000	500,000	5,190,000	1,365,000
Limited Renovations Systemic	30,700,976	30,828,941	127,965	0	9,000,000
Thurmont ES Limited Renovations	2,823,132	10,678,167	7,855,035	2,823,132	0
Monocacy ES Limited Renovations	14,162,360	14,162,360	0	10,416,360	3,746,000
New Buses-Capacity	460,000	736,000	276,000	460,000	0
Portable Classrooms FY2023	4,560,000	4,560,000	0	1,200,000	672,000
Total: Systemic	64,721,468	73,480,468	8,759,000	20,089,492	14,783,000
Total Expense	358,366,974	587,807,397	176,534,886	64,981,226	129,541,610
Funding					
General Fund	6,581,350	12,927,598	1,346,248	1,875,000	1,138,620
General Fund Bonds & Capital Leases	85,161,453	124,358,734	22,383,916	21,234,380	11,590,868
Recordation Tax & Bonds	31,700,437	59,352,367	24,651,930	2,000,000	15,900,000
Impact Fees & Bonds	74,014,799	103,684,883	29,670,084	8,170,987	34,903,470
School Mitigation Fee	(1,000,000)	15,729,424	16,729,424	(3,000,000)	2,000,000
Grants	177,583,859	208,700,775	31,116,916	55,226,485	62,357,374
Other	(15,674,924)	63,053,616	50,636,368	(20,525,626)	1,651,278
Total Funding Sources	358,366,974	587,807,397	176,534,886	64,981,226	129,541,610

FY2023 - 2028 Adopted Capital Improvement Program
Board of Education - Continued

Project	2025	2026	2027	2028	Costs After
New/Modernizations					
Waverley ES: Replacement/Addition	0	0	0	0	0
Northern Frederick City Area ES: New	0	3,593,460	7,000,000	36,540,819	0
Middletown Campus Placeholder	0	0	0	5,344,500	52,905,537
Liberty ES: Replacement	4,841,000	7,000,000	36,416,826	0	0
Blue Heron ES	0	0	0	0	0
Brunswick ES: Replacement/Addition	0	0	0	0	0
Rock Creek School: Replacement	0	0	0	0	0
Green Valley ES Replacement/Addition	0	0	0	0	0
Valley ES Replacement/Addition	0	0	0	0	0
Crestwood MS: Addition	0	0	0	0	0
Eastern Frederick ES	31,358,557	1,900,000	0	0	0
Yellow Spring ES feasibility study	0	0	0	0	0
Land Acquisition Bus Depot	0	0	0	0	0
Total: New/Modernizations	36,199,557	12,493,460	43,416,826	41,885,319	52,905,537
Systemic					
Systemics - Generic	1,365,000	1,365,000	1,365,000	1,365,000	0
Limited Renovations Systemic	5,430,483	6,240,573	5,014,960	5,014,960	0
Thurmont ES Limited Renovations	0	0	0	0	0
Monocacy ES Limited Renovations	0	0	0	0	0
New Buses-Capacity	0	0	0	0	0
Portable Classrooms FY2023	672,000	672,000	672,000	672,000	0
Total: Systemic	7,467,483	8,277,573	7,051,960	7,051,960	0
Total Expense	43,667,040	20,771,033	50,468,786	48,937,279	52,905,537
Funding					
General Fund	866,920	900,270	900,270	900,270	5,000,000
General Fund Bonds & Capital Leases	8,056,113	7,527,040	21,424,147	15,328,905	16,813,365
Recordation Tax & Bonds	5,800,437	1,500,000	4,000,000	2,500,000	3,000,000
Impact Fees & Bonds	15,040,342	3,400,000	1,500,000	11,000,000	0
School Mitigation Fee	0	0	0	0	0
Grants	15,000,000	15,000,000	15,000,000	15,000,000	0
Other	(1,096,772)	(7,556,277)	7,644,369	4,208,104	28,092,172
Total Funding Sources	43,667,040	20,771,033	50,468,786	48,937,279	52,905,537

**APPENDIX C: PROPOSED CALENDAR FOR THE EFMP AND
FY2024 CAPITAL BUDGET**

Source: Frederick County Public Schools, May 2023

**RECOMMENDED CALENDAR
for the
EDUCATIONAL FACILITIES MASTER PLAN
and the
FY 2025 CAPITAL BUDGET**

June 2023	Superintendent's Recommended Educational Facilities Master Plan presented to the Board of Education
June 2023	Board of Education accepts public comment and takes action to adopt the Educational Facilities Master Plan and confirm FY25 priorities
October 2023	Board of Education FY 2025-2030 requests for state funded projects due to the Interagency Commission (IAC) on School Construction. County Executive communicates support to IAC
October 2023	FY 2025-2030 CIP requests due to county staff
October and November 2023	IAC staff review of requests for state funded projects
December 2023	IAC preliminary approval of school construction allocation
January and February 2024	County staff workshops on CIP requests
April 2024	County Executive proposed FY 2025-2030 CIP issued
May 2024	County Council's public hearings on County Executive proposed FY 2025 Capital Budget and FY 2025-2030 CIP
June 2024	IAC final approval of school construction allocation
June 2024	County adopts FY 2025 Capital Budget and FY 2025-2030 CIP

APPENDIX D: FREDERICK COUNTY CAPITAL IMPROVEMENT PROGRAM POLICIES

Source: Frederick County Budget Office, September 2022

CAPITAL IMPROVEMENTS PROGRAM POLICIES

The Frederick County, Maryland Capital Improvement Program (CIP) is a schedule of public improvement projects planned by the County Government to occur over a six-year period and includes project descriptions, estimated costs and sources of funding. The Capital Budget is the first year of the CIP and includes those projects for which funds have been appropriated. The following CIP policies are intended to guide funding decisions during the CIP review process:

1. The County will prepare and adopt a six-year Capital Improvements Program (CIP), update it annually, and make all capital improvements in accordance with the Capital Budget.
2. The County will attempt to budget pay-go funding for capital improvements at an amount equal to 7% of General Fund operating revenues. All pay-go sources will be considered in total in reaching this goal except for direct third party donations or grants. Other capital funding will be obtained by general obligation bonds/leases state and federal grants, enterprise fund resources and other sources.
3. The Budget Office will annually review the County's debt affordability standards, update the study to keep within the Fixed Cost Policy, and compare to the County's peer group. The results will be submitted to the County Executive for review.
4. It shall be the goal of each six-year CIP to provide sufficient funding to achieve a County-wide school capacity equal to 90% of the state-rated school capacity based on six-year projected enrollments system-wide.
5. The County will attempt to utilize funds collected through the school construction fee option (§ 1-20-62 of the Frederick County Code) for school improvements within the feeder pattern where the fee was collected.
6. A capital project in the CIP shall have the following characteristics:
 - a. The project will add to the government's public infrastructure
OR
The project will result in a major repair of a fixed asset that significantly adds to or preserves the life of the original asset
OR
The project will establish or enhance internal computer/program systems. This excludes routine expenses such as maintenance, license renewals, etc.
OR
The project will meet long-term regulatory requirements

- b. The project will have an estimated individual project cost totaling \$100,000 or more. Projects of less than \$100,000 will only be permitted when required for State or Federal funding. Multiple projects in a single category, that total \$100,000 or more will also be considered if they meet all other characteristics.
 - c. Acquisition of land for future projects (land banking) will be eligible when it has been identified as a need in the six-year CIP, in the Livable Frederick Master Plan or associated planning documents, or when it can be shown as necessary in the implementation of community and corridor plans or other County policies.
 - d. Municipal projects will be considered if the project is not exclusively for municipal residents or if the project is a cooperative effort by municipal, county and/or state agencies.
7. Eligible capital costs will include Land Acquisition, Real Estate, Site Improvements, Planning, Design, Construction, Inspection/Overhead, Technology Equipment/Infrastructure, Capital and Non-Capital Equipment/Vehicles (related to start-up costs or comprehensive replacement plan), and Project Management.
8. All capital costs listed in the CIP will be in current dollars and updated annually when submitted for inclusion in the CIP. Any change in project costs from the previously approved CIP must be justified in writing and include a new project summary form along with the reasons for the change in the project cost.
9. Construction of a project must be forecast within two years of completion of design work before funding for design will be approved, unless the nature of the project warrants otherwise. Some examples are large purchases of land easements and state concurrence on project documents.
10. A project's construction bid process must be anticipated to begin in the upcoming fiscal year for it to be funded in the Capital Budget.
11. When construction funds are approved and construction is not undertaken within two years, the project will be evaluated for possible dis-appropriation in the Capital Budget and re-appropriation in the revised construction year. Under §512 of the County Charter, a capital project is considered abandoned if 3 fiscal years elapse without any expenditure from or encumbrance of the appropriation. .
12. All capital projects will be reviewed and approved in accordance with Annotated Code of Maryland Land Use Article § 3-205 regarding consistency with the Livable Frederick Master Plan and associated implementation documents. The Livable Frederick Technical Committee may be consulted to provide input regarding consistency determinations. The Planning Commission will vote on the consistency based on the County Executive's proposed budget.

13. A Capital Improvements Program Committee shall be established and managed by the Budget Office. At a minimum a representative from the Budget Office, Finance Division, Planning and Permitting Division, and the County Executive's Office shall serve on the committee.
14. The Capital Improvements Program Committee will evaluate the merits of each requested project and recommend to the County Executive projects for inclusion in the County Executive Proposed Budget based on the following criteria:
 - a. The project supports the "Development Framework" of the Livable Frederick Master Plan by directing capital investments to designated growth areas.
 - b. The project implements a component of an approved Community, Corridor, Large Area or Functional Plan, or an approved facility or master plan.
 - c. The project is consistent with and timed with other capital projects.
 - d. The project does not duplicate service areas of other public facilities or services.
 - e. The project will be implemented in a timely manner.
 - f. The project reduces the cost of operations or energy consumption whenever possible.
 - g. The project provides for the health, safety, and welfare of the community.
 - h. The project meets regulatory requirements.
15. Projects scheduled in previously approved CIP's should be considered when establishing priorities for future CIP programs.
16. Every project will have a designated division or agency responsible for the execution and management of the project. For projects funded under the categories of Community College, Board of Education, and Municipalities those respective organizations will be responsible for the execution and management of their projects.
17. Following adoption of the CIP a project may be split into "sub-projects" for tracking and accounting purposes. However, the adopted project will retain the definition of a "project" as it relates to County policies, the County Code, and the County Charter.
18. Following completion of a project, any and all remaining surplus of County capital funds will revert to an unallocated account until reallocated through the Annual Budget process or through an amendment to the Capital Budget as provided in §513 of the County Charter.

19. The County will attempt to match timing of bond issues with construction needs. Use of General Fund surplus to forward fund projects will be minimized to the extent possible. The feasibility of establishing lines-of-credit and other short-term borrowings will be investigated to control cash flow requirements in accordance with existing policies, procedures and legislation.
20. Any new capital project proposed outside of the annual CIP process may only be considered as an amendment to the capital budget, must comply with §513 of the County Charter, and must adhere to the characteristics of a capital project as stated in policy #6 and #7.

APPENDIX E: STATE IAC FUNDING PRIORITIES

Source: Maryland Interagency Committee on School Construction, Administrative Procedures Guide, September 27, 2013, Amended August 20, 2020

APPROVED BY THE IAC
SEPTEMBER 27, 2013
Amended August 20, 2020

- (2) Amendments must follow the same procedural steps as the original requests. The appropriate forms must be completed showing the amendments and must be clearly marked as amendments. All forms affected by the amendment must be revised, including Form 102.4.
 - (3) If amendments change the priority order of projects, submit the projects in new priority order, and change the Table of Contents and Form 102.4 appropriately.
- b. All amendments must be approved by the local board of education. A cover letter signed by the superintendent indicating local board approval is sufficient.
 - c. The letter of support from the local government (see Section 102.1.B.6) must address all amended as well as unchanged project requests.
 - d. Late submission of extensive amendments to the scope or priority of projects, or inclusion of new projects, may jeopardize the inclusion of these projects in the recommendations that the PSCP staff will make to the IAC in early December for January approval by the BPW.
2. Amendments to an Approved Capital Improvement Program
 - a. Amendments to an approved CIP may be requested at any time.
 - b. The LEA should prepare the appropriate Forms 102.1, 102.2, and 102.4, and submit them along with appropriate justification and back-up information.
 - (1) Forms shall be clearly marked "Amendment," dated, and must be approved in writing by the board of education and the local government.
 - (2) After review, the LEA will be informed of IAC staff recommendations and IAC and BPW action. Opportunities for LEA appeal before the IAC and the BPW are the same as for the normal CIP approval process.

102.5 EVALUATION AND APPROVAL OF PROJECT REQUESTS

A. General

1. Projects will generally be evaluated on the basis of past and projected enrollments, not only at the school in question, but at adjacent or nearby schools, and on consistency with the EFMP.
 - a. Projects for additional capacity may not be recommended for planning approval or funding where adequate capacity is available at adjacent schools. See Section 102.4.B.2. and 102.4.B.4.b.
 - b. In most cases, enrollment projections of the subject and adjacent schools must show that the school will be at least 50% occupied at the completion of the project and will be fully utilized within seven years of the date of project submission.
2. Priority Order.
 - a. Although the LEA establishes priorities for its local capital program, the evaluation of these priorities with respect to other projects in the State and the limited State funds available is a function of the IAC and the BPW.

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- b. Generally, the IAC will follow the local priority order to the extent that projects are eligible and funds are anticipated to be available. Exceptions may be made:
 - (1) To approve projects that address State statutory mandates (e.g. full day kindergarten or prekindergarten for economically disadvantaged children) or State initiatives (e.g. high school science classroom renovations).
 - (2) At the request of the local Board, with concurrence by the local government.
- c. Projects may be recommended for deferral or modification so that the most critically needed projects in the subdivision or in other subdivisions may proceed.
- d. The IAC may also place a higher priority on projects that respond to State mandates or initiatives.

B. Procedure

- 1. Projects will be evaluated and assigned a project status code of "A," "B," "C," or "D." Project approval status is determined and assigned to a project based upon an evaluation of project merit and a number of technical factors specific to the project type, as follows:
 - a. "A" - Approved for planning or construction funding. All PSCP and LEA staff questions, problems, or comments are currently resolved; the project is approved; and project development should proceed. (Note: Projects will be shown as "A" in CIP documents submitted to the BPW following IAC approval, pending approval by the BPW.)
 - b. "B" - Deferred but eligible for planning or construction funding. All PSCP and LEA staff questions, problems, or comments are resolved; the project is eligible for funding but is deferred due to fiscal constraints.
 - c. "C" - Deferred based on issues yet to be resolved. The project as currently proposed or as it currently stands in the planning process is not eligible for approval until outstanding technical questions or problems have been resolved. Problem areas differ for different types of projects, and may include but are not necessarily limited to: site approval, capacity/enrollment, scope, estimated cost, availability of local funds, alternative solutions available, master plan inconsistency, other agency approvals, and progress of educational specifications or design documents,.
 - d. "D" - Denied: Ineligible project. The Project does not meet PSCP funding guidelines and is therefore ineligible for State approval of planning or funding. Typical causes for denial include but are not limited to:
 - (1) Systemic Renovation project has a total construction value less than the required minimum;
 - (2) Project type does not correspond to a CIP category (Section 102.1.C). The project may be eligible through another State funding program.
 - (3) School was renovated or system was installed too recently (Section 102.1.C.1)
- 2. All projects will be reviewed periodically prior to mid-April based on the stated criteria in order to be considered for planning approval or funding in the next fiscal year. New information submitted by the LEA may be considered for reclassification of project approval status. LEAs will be regularly notified of project status and outstanding issues of concern through formal and informal communications.

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3. All requests will be reviewed for consistency with existing State and local priorities, rules, regulations, procedures, and laws that are applicable to State funded public school construction projects.
- C. State Prioritization Methodology for Planning Requests
1. Steps in the Planning Prioritization Process
 - a. For each submitted CIP project that is eligible for planning approval (Project Status Code B, see above Section 102.5.B.1), a numerical score will be calculated based on the factors in 2. below, and the criteria factors that involve judgment outlined in 3. below will also be reviewed.
 - b. The points are intended to provide guidance to the staff of the Program in developing recommendations for consideration by the IAC. Other factors, including the judgment factors cited below as well as knowledge of each school system's needs and priorities, will influence the recommendations.
 - c. For each LEA that submits a request for planning, the eligible project that has the highest local priority will be assessed in order to ensure that each LEA that makes a request for planning approval receives consideration for at least one project.
 - d. The prioritized list that results from Step (3) will be continually revised until early April to incorporate new project information received during the CIP process as well as new estimates of total project funding.
 2. Quantifiable Planning Criteria (each factor has a range of 1 to 5 (low to high))
 - a. State Educational Priority. Reflects scope of the project in terms of minor or major impact on educational programs and numbers of students, and whether the project addresses State educational mandates or initiatives, such as full day kindergarten, pre-kindergarten for economically disadvantaged children, or high school science.
 - b. Enrollment Priority. This factor measures the degree of overcrowding at a proposed school and its adjacent schools.
 - (1) For a renovation or addition project, the projected enrollment of the school for the seventh school year following the year of submission is divided by the current State Rated Capacity (SRC) to arrive at a decimal figure.
 - (2) For new schools, the aggregate projected enrollment of the adjacent schools for the seventh school year as shown in Form 102.2 is divided by their respective SRCs.
 - (3) The highest points go to the 20% of projects that have the greatest impacts, with lower point values awarded similarly by quintiles.
 - c. State Planning Goals. Reflects the impact that the proposed project will have on statewide planning goals to foster communities and mitigate sprawl. The possible points are awarded for school location as follows:
 - 5 points: Community location (within Designated Neighborhoods or within corporate limits).
 - 4 points: Certified Priority Funding Area adjacent to residential development.
 - 3 points: Certified Priority Funding Area not adjacent to residential development.
 - 2 points: County Growth Area with water and sewer planned.
 - 1 point: Rural Area

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- d. Average Age of Building Area - This factor gives priority to older buildings. In order to determine the average age of the square footage for each building, the date of each addition and renovation is listed with its respective square footage. To determine the average of square footage:
- (1) The proportion of area built or renovated in each year, based on the total square footage, is calculated.
 - (2) The age of each area of the building is multiplied by the proportion of total area it represents; the sum of these calculations is the average age of the building.
- e. Special Populations - Beyond a certain threshold for each category of student, this factor reflects the percentage of students at the school who are receiving special education services outside the regular classroom, are eligible for free and reduced price meals (FRPM), and/or are English language learners reported as Limited English Proficient (LEP). The respective thresholds are:
- (1) Greater than 10% of students receive special education services outside of the regular classroom more than 60% of the time;
 - (2) Greater than 40% of students receive FRPM; and/or
 - (3) Greater than 10% of students are LEP.
- f. Other factors determined by the IAC, e.g.: One additional point for capacity projects that remove adequate public facility ordinance closure of housing in designated growth areas.
3. Planning Factors That Entail Judgment.
- a. LEA's Backlog of Previously Approved Projects. If an LEA has a large backlog of projects to which the State has committed funds, additional projects will generally not be added to the list. If, however, the LEA is able to carry projects in the backlog to construction without immediate reimbursement from the State, planning approval for pressing new projects may be considered. Planning approval may also be considered to ensure that all LEAs that need them have future projects at some stage of development.
 - b. Local Capacity to Proceed with the Project. Some LEAs and local governments may have the capacity to proceed with the design of a project even if they do not receive State planning approval; others may require the commitment of funding implicit in State planning approval before they will proceed.
 - c. Total Cost of the Project, and When State Funds Will Be Required. A very large project, although it has a high priority, may block several other projects of lower priority; in this case, the State may, in consultation with the LEA, consider by passing the higher priority project. On the other hand, it may be that the costly project will extend over several years, and the impact on State funds will be relatively small in any one funding year.
 - d. Eligibility for State Reimbursement Using Bond Proceeds. For a locally funded project that is submitted for both planning and funding approval, if a project schedule indicates that delayed approval will require the use of State Pay-go funds rather than bond proceeds for reimbursement, the project may receive higher consideration. However, a locally funded project that has been completed and is only eligible for reimbursement with State Pay-go funds will generally receive lower consideration, based on an assessment of Pay-go fund availability.

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- e. Impact on Local Growth Outside of Priority Funding Areas. A capacity project in a county-designated growth area that is currently closed because of a local Adequate Public Facility Ordinance restriction may receive higher consideration.
- f. Other. Other factors will be considered that may be specific to a school system or to a particular school project. These may include the impact that the proposed school project will have on the fiscal viability of the school district; the effect of the project on significant student behavior and/or achievement issues; the requirements of rural schools; and schools where a safety issue is present.

2.6 STATE MAXIMUM CONSTRUCTION ALLOCATION

Maximum Gross Area Allowance

1. General

- a. The Maximum Gross Area Allowance is the size of the facility that, in the judgment of the IAC, can reasonably accommodate the number of students and the educational program.
- b. The Maximum Gross Area Allowance is the product of the approved student enrollment and the maximum gross area allowance per student.
 - (1) The maximum gross area allowance per student is set by the Board of Public works upon recommendation of the IAC.
 - (2) The PSCP will periodically review the allocation of area per student for different grade levels and for different educational programs and may recommend changes to the IAC. The review will be based on current educational practice.
 - (3) See Appendix 102-B for:
 - i. Currently approved gross area allowance per student.
 - ii. Gross area allowance for specific program elements.
- c. The maximum gross area allowance is the limit for State participation in a project. Costs of that part of a project which exceeds the maximum gross area allowance will be a local responsibility.
- d. The maximum gross area allowance shall not be considered a minimum State space design standard. An LEA may build a school to a size larger or smaller than that determined through the calculation of the Maximum Gross Area Allowance.
 - (1) If the project area is larger than the Maximum Gross Area Allowance, the excess area is ineligible for State participation.
 - (2) If the project area is smaller than the Maximum Gross Area Allowance, the State participation will be based on the actual size of the project.
- e. In some circumstances, the IAC may approve a Maximum Gross Area Allowance in excess of that derived from the Capacity and Space Formula. Examples include but are not limited to:
 - (1) Additions for programmatic purposes that result in a building that is larger than the Maximum Gross Area Allowance.

APPENDIX F: EXCERPTS FROM LIVABLE FREDERICK MASTER PLAN,
ADOPTED BY FREDERICK COUNTY, SEPTEMBER 2019 AND SEPTEMBER 2012
FREDERICK COUNTY COMPREHENSIVE PLAN MAPS

Source: Frederick County, September 2012 and September 2019

**IT IS THE YEAR 2040.
FREDERICK COUNTY IS A
VIBRANT AND UNIQUE
COMMUNITY
WHERE PEOPLE
LIVE, WORK, AND THRIVE
WHILE ENJOYING A
STRONG
SENSE OF PLACE
AND BELONGING.**

Our school age population is growing as fast as our county population...

Compared to our total county population, the share of our school age population will keep pace with population growth.

In 2018, the projected increase between 2010 and 2025 in public school enrollment was

5,423

Board of Education Approved Educational Facilities Master Plan Annual Update, June 2018, Figure 4A: Total Enrollments 1980-2027

In 2018, the most significant projected student enrollment increase between 2017 and 2027 was at the high school level.

2017-2027 ES: +1,034

Between 2017 and 2027, public elementary school enrollment was projected to increase by 1,034.

2017-2027 MS: +732

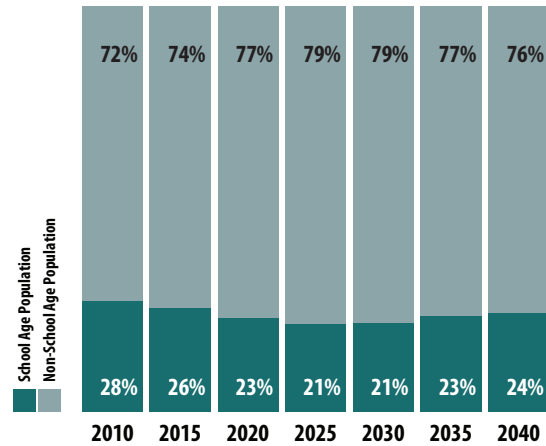
Between 2017 and 2027, public middle school enrollment was projected to increase by 732.

2017-2027 HS: +1,855

Between 2017 and 2027, public high school enrollment was projected to increase by 1,855.

Board of Education Approved Educational Facilities Master Plan Annual Update, June 2018, Figure 4C: Equated Enrollment Growth by School Level - 2017 to 2027, Table 4A: FCPS Equated Enrollment Projections

In the short term, the percentage of school age versus non-school-age population in the county was projected to decline, but increase in the long run.



2010 POPULATION: 234,196

Estimated county population in 2010 was 234,196.

2025 POPULATION: 288,700

The 2017 projected county population in 2025 was 288,700.

2025 Population Projections, Maryland Department of Planning, Revised August 2017

2010 ENROLLMENT: 40,236

Total school enrollment in 2010 was 40,236. 17% of the total 2010 county population was enrolled in public school.

2025 ENROLLMENT: 45,695

The 2018 projected school enrollment in 2025 was 45,695. 16% of the projected total 2025 county population was projected to be enrolled in public school.

Board of Education Approved Educational Facilities Master Plan Annual Update, June 2018, Figure 4A: Total Enrollments 1980-2027

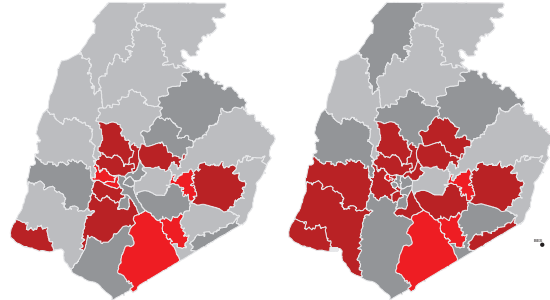
..and capacity in our school system remains a big challenge...

We've made some improvements system-wide. But specific areas in the county still have serious school capacity challenges, with individual school capacities in some areas exceeding

150%

The maps to the right were originally produced by Frederick County Public Schools and Frederick County GIS. They are reproduced here from 2017 FCPS EFMP.

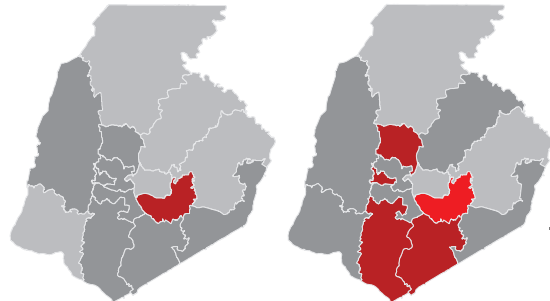
Elementary School



2016 Actual School Capacity by District

2026 Projected School Capacity by District

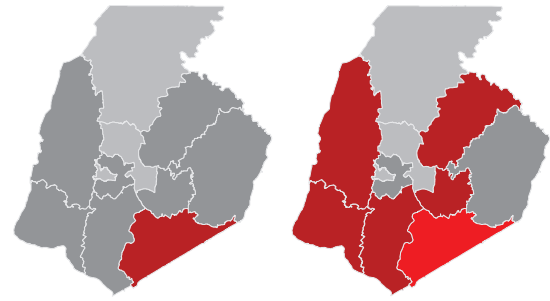
Middle School



2016 Actual School Capacity by District

2026 Projected School Capacity by District

High School



2016 Actual School Capacity by District

2026 Projected School Capacity by District

Percent of State Rated Capacity



..however, we've made strides to meet the demand on our schools with school buildings that are designed and equipped for learning.

Between 1995 and 2017, system-wide capacity improved. The elementary school level went from 102% to 98%. The middle school level went from 97% to 83%. The high school level went from 92% to 86%.

'95-'17 ES CAPACITY GAIN: 4%
'95-'17 MS CAPACITY GAIN: 14%
'95-'17 HS CAPACITY GAIN: 6%

1995 Frederick County Public Schools Educational Facilities Master Plan; 2017 Frederick County Public Schools Educational Facilities Master Plan

Our schools are working to keep up to date with changing technologies, such as the provision of wireless internet connectivity for all schools and the deployment of digital devices to students.

FCPS faces challenges in maintaining the State of Maryland recommended five-year cycle for the replacement of outdated devices. Funding for educational technology has seen a decrease between 2009 and 2017.

As of 2012, the share of computers in FCPS schools that are older than five years was

57%

012-2016 Frederick County Public Schools 5 Year Technology Plan

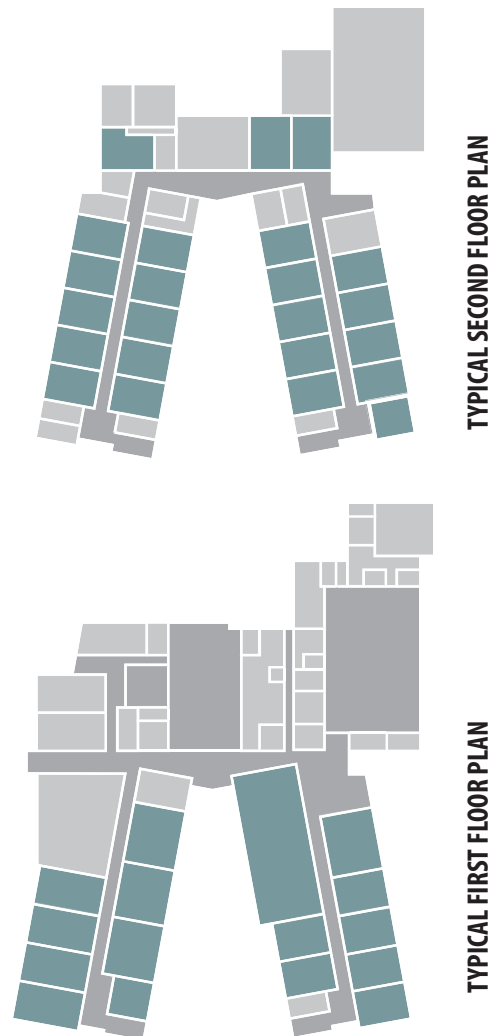
Building design affects attendance, concentration, & performance. Designs that provide good acoustics, quality indoor air, and plenty of daylight support learning.

A holistic, multi-level analysis identifying the impact of classroom design on pupils' learning, Peter Barrett, Yufan Zhang, Joanne Moffat, Khairy Kobbacy, School of the Built Environment, Maxwell Building, University of Salford, Salford M5 4WT, UK

Recent school designs support the planning strategy of providing common areas and breakout spaces for group learning.

Our new schools are designed and built according to green building standards and are sustainable throughout their life cycle: including siting, design, construction, operation, maintenance, renovation, & demo.

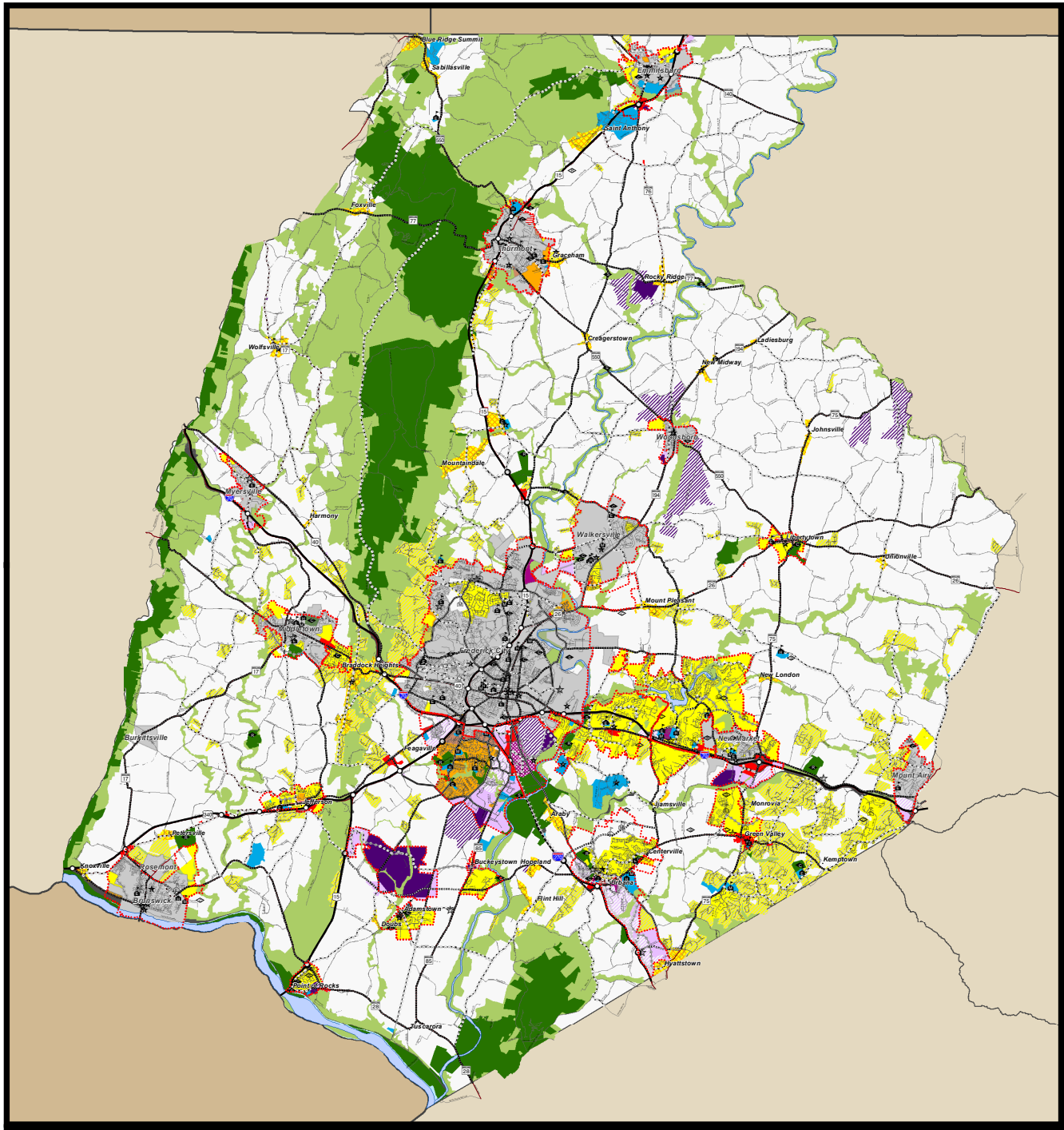
STANDARD ELEMENTARY SCHOOL FLOOR PLAN



Summary of Livable Frederick Goals, Initiatives, and Supporting Initiatives Referencing Schools

COMMUNITY	
	Supply: Reduce the congestion and overcrowding of transportation and infrastructure through a diversified approach of short-term and long-term strategies to improve capacity.
	Needs Identification: Employ ongoing capacity needs identification and prioritization processed for transportation and public infrastructure.
	<p>4) Systematically prioritize bicycle and pedestrian network implementation as identified in the Bikeways and Trails Master Plan (or future non-motorized transportation plan), based on providing safe and functional transportation connections between complementary uses such as: housing, workplaces, parks, shopping, schools and transit centers.</p> <p>8) Update the pupil yield factor study every two years.</p> <p>11) Establish acceptable criteria and planning processes for school sites – including the development of a protocol for the early identification of prime school sites – as recommended by the Frederick County School Construction Work Group (SCWG).</p>
	Capacity Expansion: Improve and expand capacity in our transportation and public infrastructure systems where it is needed and where it is strategically targeted. This may include roads, transit, charging stations, rail, bikeways, schools, and other supporting infrastructure.
	<p>10) Develop realistic metrics to gauge the overall capacity of the school system at each level and throughout all geographic areas of the county, in cooperation with FCPS.</p> <p>11) Revise the Adequate Public Facilities Ordinance (APFO) to fully support concurrence of public facilities with development.</p> <p>12) Support policies for the systematic and integrated identification of suitable development sites for public facilities, especially sites that can accommodate standardized school designs and colocation criteria, and site that can accommodate future expansion, where appropriate.</p> <p>13) Maximize the use school site through the construction of multi-use and multi-story buildings when feasible, to reduce building footprints and environmental impacts, and emphasize bicycle and pedestrian access to minimize parking needs and bus transportation.</p>
	Optimization: Ensure that transportation and public infrastructure investments provide maximum value, sustainability, and resilience to citizens through responsible stewardship and continuous, deliberate improvement.
	Efficiency: Maximize efficiency and seek opportunities for cooperation to minimize operating costs for transportation and public infrastructure.
	<p>3) Support standardized designs to accommodate additions, support colocation, and reduce design and construction costs in county facilities where appropriate.</p> <p>7) Reuse, redevelop, or liquidate obsolete or surplus public buildings (such as schools) or sites.</p>
	Maintenance: Prioritize preventive maintenance and strategic capital resource replacement practices to ensure that our public infrastructure, including roads, rail, schools, libraries, parks and other public infrastructure, remains operational and keeps pace with state-of-the-art technologies and practices.
	3) Maintain and improve the quality of schools, libraries, parks, and other community facilities.
	Safety: Provide public infrastructure systems that minimize the risk of injury and maximize protection from harm.
	Design and Operations: Include and encourage safety in the design and operation of all transportation and public infrastructure projects.
	5) Support the Safe Routes to School initiative and require Safe Routes to School planning for all existing and proposed county schools to address coordinated education, enforcement, encouragement, design and school siting to provide for safe bicycling and walking options for students.

ECONOMY	
	Access to Education: Ensure that all students, regardless of age, have access to high quality educational opportunities and programs available in Frederick County to prepare them for jobs of the future or to enable them to become part of the workforce, contribute to the economy, and maintain a high quality of life.
	Early Childhood: Expand opportunities for early childhood education programs and services in the county to ensure that all children have access to high quality early educational programs, which are predictors to success later in life.
	<ol style="list-style-type: none"> 1) Work in collaboration with the public school system to plan and provide adequate facility space for public school early educational programming, especially as the needs for those program opportunities expand in the future. 3) Expand the number of county-run early educational facilities to increase the number of opportunities available and the number of students who have access to county or FCPS early childhood educational programming.
	Primary and Secondary: Continue to place top priority on the provision of outstanding educational facilities and opportunities to assist students in preparing for work and post-secondary education.
	<ol style="list-style-type: none"> 1) Support efforts to increase opportunities for students to be trained in science, technology, engineering and mathematics to encourage students to pursue careers in those areas that will provide the workforce of the future. 2) Support continuous student exposure throughout K-12 education to the environmental sciences to instill a value for nature in future decisions about careers, life choices, and informed participation in public policy development. 3) Support strategies that can increase the percentage of individuals within specified racial, ethnic, gender, age, and military groups that have obtained high-quality post-secondary educational degrees or credentials. 4) Expand opportunities for additional Career and Technology Education (CTE) programs that will prepare students for a wide range of high-wage, high-skill, and high-demand jobs. 5) Seek opportunities to co-locate specialized educational programming regionally or within area colleges and universities. 6) Encourage and actively support the collaboration between schools, colleges, businesses, and other training organizations, such as with the LYNX program at Frederick High School (Linking Youth to New Experiences), in order to expose and encourage students to train for new businesses and industries emerging in our region and to tailor training and education to meet labor demands. 7) Extend agricultural educational opportunities into primary and secondary schools and encourage partnerships, such as with the Great Frederick Fair, on agricultural education initiatives. 8) Support arts centers and robust arts opportunities during and after school, which can pay dividends in ensuring students are skilled, optimistic, and positively engaged and prepared for today's economy.
HEALTH	
	Our Children: Improve the lives of all children by ensuring that no child is prevented from achieving positive goals, fulfilling their potential, or taking part in their community.
	School Readiness: Support school readiness for all children in the county such that all children are ready for school, families are ready to support their children's learning, and schools are ready for children.



Comprehensive Plan

Adopted as part of the Countywide Comprehensive Plan Resolution #10-06, Effective: April 8, 2010
 Amended: Resolution #12-19, Effective: September 13, 2012
 Amended: Resolution #22-46, Effective: October 31, 2022



Frederick County, Maryland
 Division of Planning & Permitting

While efforts have been made to ensure the accuracy of this map, Frederick County accepts no liability or responsibility for errors, omissions, or positional inaccuracies in the content of this map. Reliance on this map is at the risk of the user. This map is for illustration purposes only and should not be used for surveying, engineering, or site-specific analysis. This map was printed on November 17, 2022. MAPID:00123

Community Growth Area



Land Use Plan Designations

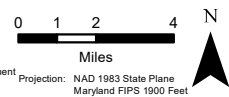
- Agricultural / Rural
- Natural Resource
- Public Parkland / Open Space
- Rural Community
- Rural Residential
- Low Density Residential
- Medium Density Residential
- High Density Residential
- Village Center
- General Commercial
- Limited Industrial
- Office / Research / Industrial
- General Industrial
- Mixed Use
- Mixed Use Development
- Mineral Mining
- Institutional
- Water
- Right of Way

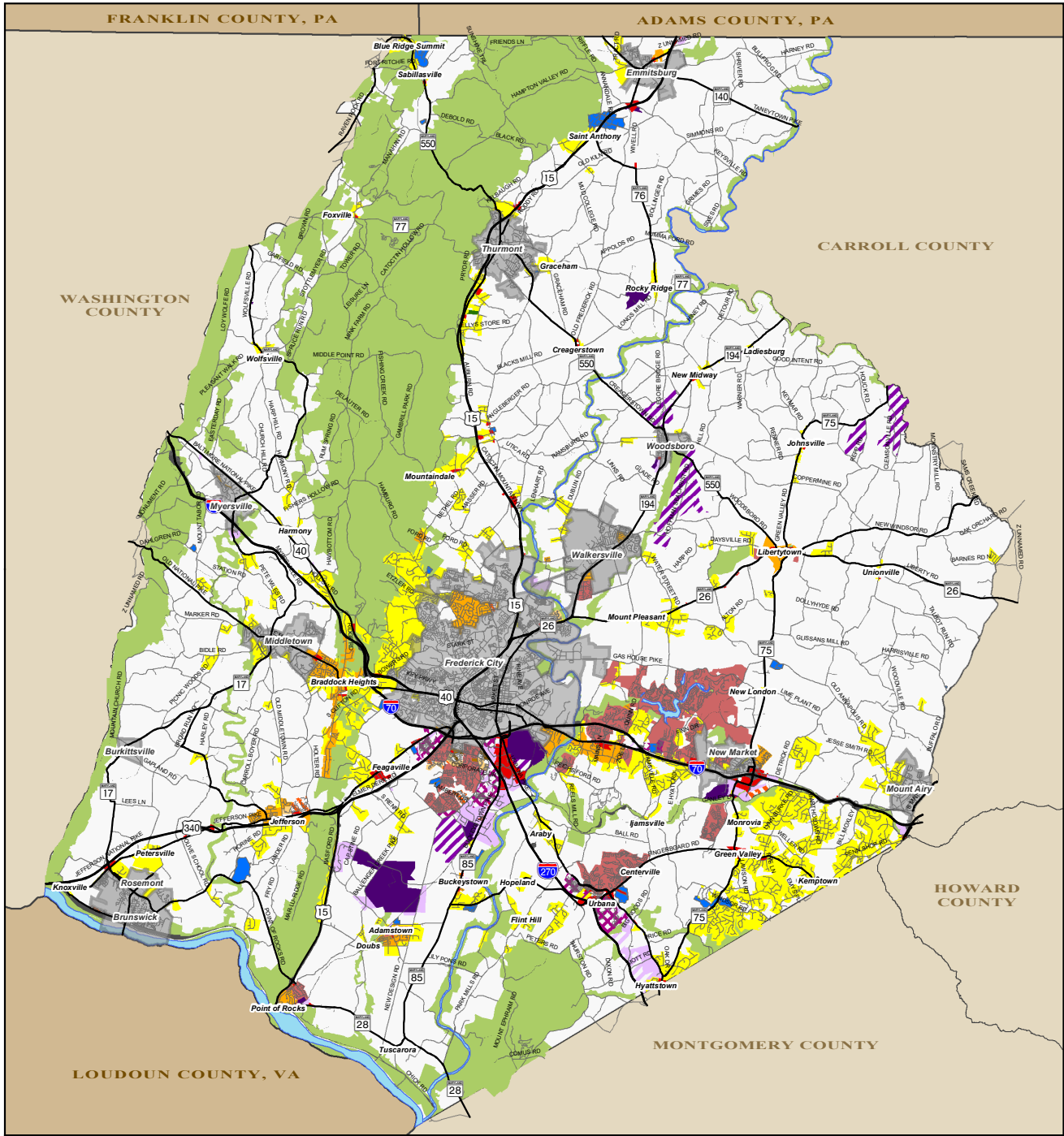
Community Facilities*

- | | | |
|---------------------|---------------------|---------------------|
| Existing / Proposed | Existing / Proposed | Existing / Proposed |
| Schools | Elementary (E) | Fire Station (F) |
| Middle (M) | High (H) | Landfill (LF) |
| Parks | Special (S) | Library (L) |
| | Community (C) | Police Station (P) |
| | Regional (R) | Transit Station (T) |
| | Special (S) | |
- *The symbols for proposed community facilities are not fixed on the specific properties, but identify appropriate general locations.

Highways

- | | |
|----------------------|---------------------|
| Existing / Proposed | Existing / Proposed |
| Freeway / Expressway | Major Arterial |
| Minor Arterial | Collector |
| Transit Easement | Interchange |





Zoning

Adopted as part of the Countywide Comprehensive Plan Ordinance #10-05-540, Effective: April 8, 2010

- Amended:
- #10-27-562, 11-23-2010, #14-20-675, 10-23-2014,
 - #12-25-600, 03-08-2012, #14-27-682, 11-24-2014,
 - #12-22-617, 09-13-2012, #14-29-684, 11-24-2014,
 - #12-28-623, 11-28-2012, #14-28-683, 11-24-2014,
 - #13-14-642, 07-11-2013, #17-02-002, 07-11-2017,
 - #13-26-654, 12-05-2013, #75-80 Properties, LLC v. RALE, Inc.,
 - #14-03-658, 05-08-2014, #20-05-005, 11-10-2020,
 - #14-04-659, 05-29-2014, #20-05-006, 11-10-2020
 - #14-17-672, 10-09-2014, #22-04-004, 6-28-2022
 - #14-18-673, 10-09-2014, #22-05-005, 6-28-2022
 - #22-07-007, 10-31-2022

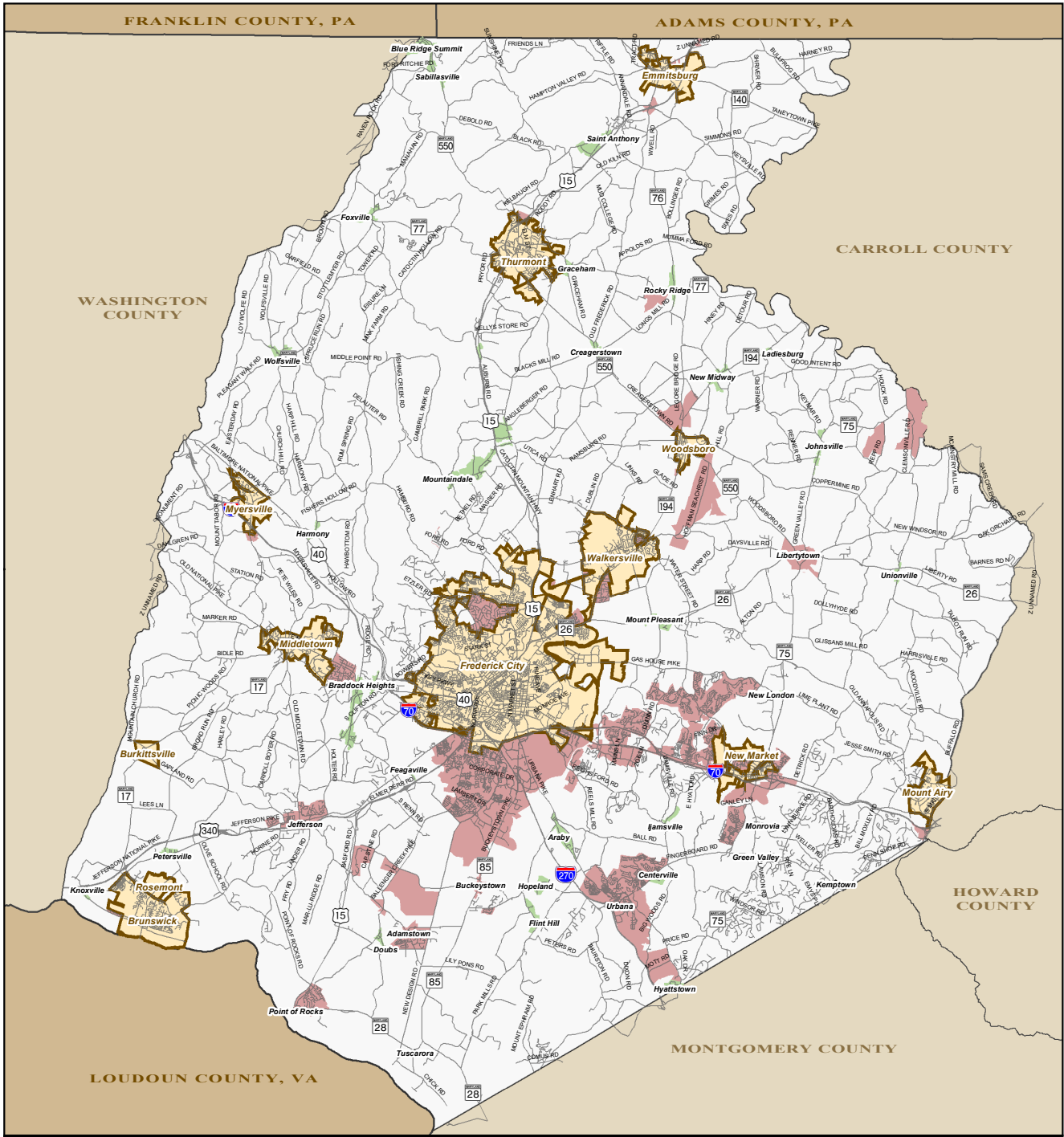
A – Agricultural	R12 – High Density Residential	ORI – Office/Research/Industrial
RC – Resource Conservation	R16 – High Density Residential	MX – Mixed Use
OSR – Open Space Recreation	PUD – Planned Unit Development	MXD – Mixed Use Development
R1 – Low Density Residential	VC – Village Center	MM – Mineral Mining
R3 – Low Density Residential	GC – General Commercial	Ie – Institutional
R5 – Middle Density Residential	GI – General Industrial	Municipality
R8 – Middle Density Residential	LI – Limited Industrial	Right of Way

Frederick County, Maryland
Division of Planning & Permitting

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Miles

Projection: NAD 1983 State Plane Maryland FIPS 1900 Feet
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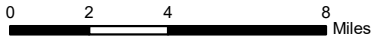




Priority Funding Areas
Frederick County, Maryland
 Division of Planning & Permitting

Priority Funding Areas

- County
- Rural Village
- Municipality



November 17, 2022
 Frederick County GIS

Projection: NAD 1983 State Plane Maryland FIPS 1900 Feet
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 MAPID:00123

**APPENDIX G: EXCERPTS FROM CITY OF FREDERICK
2020 COMPREHENSIVE PLAN**

Source: City of Frederick, Adopted April 15, 2021
Revised March 17, 2022



PURPOSE OF THE COMPREHENSIVE PLAN

The Comprehensive Plan is a guide for the location, character, and extent of proposed public and private development in the City. It influences the CommUNITY 2030, Capital Improvement Program, amendments to the City Code and Land Management Code, and zoning changes. In addition, it is prudent for the City to ensure all other plans, guidelines, and policy documents are consistent with the Plan. The Implementation Chapter prioritizes the goals and policies to provide guidance to the responsible parties and the order of updates to the City's regulations, ordinances, and zoning maps. The Plan's policies and recommendations will be implemented over time by guiding the decisions of elected officials as well as members of boards and commissions. The State of Maryland entrusts local jurisdictions with land use planning authority to guide growth and development through the Land Use Article of the Maryland Annotated Code. The statute outlines the responsibilities, roles, and functions of the planning commission and sets the ground rules for planning and zoning powers. As part of this Article, the Comprehensive Plan must be updated every ten years. This revision and update is needed to respond to changing conditions, unforeseen events and trends, and emerging objectives.



VISION AND MISSION

VISION STATEMENT

"TO MAKE FREDERICK THE MOST LIVABLE CITY IN THE MID-ATLANTIC REGION BY 2040."

MISSION STATEMENT

THE CITY OF FREDERICK IS COMMITTED TO IMPROVING THE QUALITY OF LIFE BY STRENGTHENING OUR NEIGHBORHOODS. USING A CALCULATED APPROACH, NEW DEVELOPMENT ACCOMMODATES A GROWING POPULATION AND EMPLOYMENT BASE IN AREAS SERVED BY EXISTING INFRASTRUCTURE AND AT TIMES, BEYOND THE CURRENT BOUNDARY. THE GROWTH PROMOTES THE NEIGHBORHOODS BY PROVIDING OPPORTUNITIES FOR SAFE AND AFFORDABLE LIVING, EFFICIENT SERVICES AND INFRASTRUCTURE, AND MULTIMODAL TRANSPORTATION OPTIONS, AS WELL AS ABUNDANT JOBS, LEISURE, AND TOURISM.

THE BASIS OF THE COMPREHENSIVE PLAN IS TO COMMUNICATE A VISION OF GROWTH FOR THE CITY. IT IS A 20-YEAR BLUEPRINT FOR PUBLIC AND PRIVATE SECTOR INITIATIVES AND INVESTMENT IN FACILITIES AND INFRASTRUCTURE. THE PLAN IS THE FIRST AND LAST ITEM TO BE STUDIED AND APPLIED BEFORE ANY LAND USE ACTION IS TAKEN.



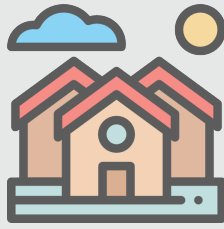
COMMUNITY 2030 VISION STATEMENT

THE YEAR IS 2030:
 OVER 85,000 PEOPLE CALL THE CITY OF FREDERICK HOME. IT IS A PLACE WHERE PEOPLE HAVE CHOSEN TO WORK, LEARN, INNOVATE, AND RELAX. FREDERICK IS NATIONALLY RECOGNIZED FOR THOUGHTFUL MANAGED SUSTAINABLE URBAN DEVELOPMENT. PROSPERITY IS BALANCED WITH HOUSING, EMPLOYMENT, AND CULTURAL OPPORTUNITIES FOR EVERYONE. OUR VIBRANT DOWNTOWN AND LIVABLE NEIGHBORHOODS WELCOME NEW RESIDENTS AND CREATIVE ENTREPRENEURS. EMPLOYERS LARGE AND SMALL PROVIDE COMPETITIVE EMPLOYMENT OPPORTUNITIES FOR THE CITY OF FREDERICK'S WORKFORCE. WELL-COORDINATED TRANSPORTATION CHOICES ALLOW MOVEMENT AROUND, WITHIN, AND BEYOND FREDERICK TO NEARBY METROPOLITAN AREAS. FREDERICK IS RICH IN THE DIVERSITY OF TALENTS, CULTURES, AND LIFE STORIES THAT CONNECT US WITH EACH OTHER. ALL VOICES ARE ENCOURAGED AND RESPECTED, FOSTERING ONE OF THE MOST CIVICALLY ENGAGED CITIES IN AMERICA. STEEPED IN HISTORY, FREDERICK IS A PROGRESSIVE, WELCOMING, AND AUTHENTICALLY CHARMING CITY.





NEIGHBORHOOD QUALITY



Mixed-Use Neighborhoods
Proximity to diverse destinations
Human Scale
Compact Neighborhoods
Vacancy Rate
Crime Rate

TRANSPORTATION



Transportation options
Transportation Costs
ADA-Accessible Stations and Vehicles
Complete Street Policies
Crash Rate

ENVIRONMENTAL QUALITY



Water Quality
Air Quality
Waste Management
Land Contamination

HOUSING



Housing Options
Housing Affordability
Housing Supply

ENGAGEMENT



Civic Engagement
Community Involvement

OPPORTUNITIES



Economic Opportunity
Educational Opportunity
Income equality
Age Diversity

OBJECTIVES



2010 COMPREHENSIVE PLAN OBJECTIVES

In response to several annexations and recognition that the City will be facing rapid growth in population, the built environment, and physical size, the 2010 Comprehensive Plan had focused on enhancing the following items as its objectives:

- Quality of the Built Environment
- Transportation Choices
- Streetscapes
- Downtown Investment
- Sustainable Technologies

COMMUNITY 2030 GOALS (AND OBJECTIVES)

CommUNITY 2030 contains the following six strategic goals:

SUSTAINABLE URBAN PLANNING

We will manage thoughtful and sustainable urban growth.



SOCIAL WELL-BEING

We will provide balanced housing and human services, recreational opportunities, and cultural enrichment.



SAFE AND VIBRANT COMMUNITY

We will strengthen our vibrant downtown and develop dynamic livable neighborhoods.



COMPETITIVE EMPLOYMENT

We will promote competitive business and employment opportunities.



ENHANCED MOBILITY

We will expand and maintain a spectrum of well-coordinated transportation choices.



CIVIC ENGAGEMENT

We will foster strong civic engagement by leveraging the diversity of our history, talents, cultures, and life stories.



2020 COMPREHENSIVE PLAN OBJECTIVES

Considering past planning efforts, residents' input, and CommUNITY 2030, this plan focuses on the following:

DEFINING A CLEAR VISION FOR THE FUTURE

Many of the City's goals and objectives will remain relevant over the years covered under the Comprehensive Plan. The City of Frederick constantly considers new concepts and the efficacy of existing policies. Additionally, in order to ensure that the policies are complementary, the City assesses the relationship with Frederick County, neighboring jurisdictions, and other regional governments and metropolitan organizations. Advancement of technology, adjusting trends, and social and cultural shift play a vital role in successful implementation.

ENHANCING THE RELATIONSHIP BETWEEN LAND USE, TRANSPORTATION, AND URBAN DESIGN

As the City looks forward to the next 10-20 years, residents have made it clear that they value a livable, walkable, and attractive community. A strong theme of the CommUNITY 2030 is the continued support of the design and character of Frederick's downtown core; however, its scope reaches every neighborhood in the City. A major objective of this Comprehensive Plan is to encourage well-connected neighborhoods at higher densities situated around existing infrastructure and transportation hubs. To do so, it encourages growth in ways that cultivates opportunities for improved health, happiness, and well-being, and that supports choices in transportation mode.

SUPPORTING POLICIES AND PLANNING EFFORTS AT THE NEIGHBORHOOD LEVEL

The purpose of this Plan is to guide land use decisions and address citywide issues on a macro-level. It can be challenging

to ensure that the policies recommended in this plan will meet the needs of every neighborhood or have the necessary level of detail to solve a particular neighborhood's unique challenges. Therefore, the Plan recommends more detailed analysis of each neighborhood in the form of Small Area Plans. A Small Area Plan gives residents a chance to weigh-in on future development and/or changes to their neighborhood as well as predictability about their neighborhood's future. It also provides feedback to business owners about where development or services best fit into each neighborhood. Although each Small Area Plan is unique with distinct opportunities and challenges, the policies are reinforced by the citywide vision and policies of the Comprehensive Plan.

ENSURING THAT REGULATIONS ARE CONSISTENT WITH THE VISION

The City of Frederick's Charter and Code are the regulatory documents that direct all decisions made by the Elected Officials and the City Staff. Upon the adoption of the Comprehensive Plan, the provisions that guide growth and development in the City will need to be reviewed to ensure the regulatory measures enable growth that is compatible with the vision of stakeholders and elected officials. The plan is implemented by amending, removing, or expanding on the land use regulations if necessary.

ESTABLISHING ACCOUNTABILITY THROUGH BENCHMARKING & PROGRESS REPORTING

A critical component of this plan is the focus on continual benchmarking. The purpose of benchmarking is to provide the elected officials and the citizens a regular update on the progress of the Plan. A concise and effective benchmarking report will be provided on an annual basis and includes a matrix of accomplishments within the intended term as well as recommendations on the resources necessary to meet the upcoming goals and policies. During the benchmarking process, the adopted goals, objectives, policies, and implementation components will be evaluated for their effectiveness. It may be necessary to amend the Plan at the end of the implementation time frame.



VIBRANT NEIGHBORHOODS

Neighborhoods are the foundation of any great city and every resident deserves to live in a great neighborhood. The City of Frederick has many different neighborhoods, each unique with their own identity. The Plan emphasizes the enhancement of each neighborhood by creating an identity, planning for the future, supporting neighborhood level initiatives, and focusing on livability indexes at the micro-scale. Through proactive planning at the neighborhood level, opportunities for reinvestment will be identified, prioritized, and supported in all neighborhoods.

In addition, to advance the aims outlined in this Plan, our neighborhoods offer various housing options for any situation. The City has the responsibility to ensure that policies encourage the proper mixture of housing types throughout the City by offering incentives, subsidies and guiding housing form to correspond with current market conditions and demands.



CONNECTED COMMUNITY

The objective of being a connected community expands on the objectives of bringing our neighborhoods together with a diverse transportation network. It also includes a community that is connected socially and technologically as well.

Regionally, the City is well positioned with access to major metropolitan areas and is a major destination itself. The Plan focuses on further improving travel to regional destinations while building and enhancing safe and efficient ways to move anywhere in the City locally by foot, bike, micromobility, transit, and automobile.

The City will also promote the expansion of technology infrastructure to serve the community. Such an expansion will increase access to information and communication for residents, businesses, institutions, and local governments. Continually improving communications links will also improve the City's competitiveness, attracting new businesses and residents while also allowing more people to work from home. Not only would this increase the mix of uses, it would let people avoid the commute altogether, reducing the strain on our air quality and road network.



SUSTAINABLE CITY

The City will maintain a balance between the economic, social, and ecological needs of today and of future generations. Carefully planned transportation systems, buildings, neighborhoods, parks, and healthy places to work and live will improve our community's resiliency. This Plan's policies support a strong local economy with access to jobs, services and amenities, a healthier lifestyle by promoting and accommodating alternative transportation options, improved parks and recreational activities, as well as access to nutritious food choices. Encouraging the use of efficient and renewable energy, protecting water quality and green spaces as well as encouraging all demographics and classes and supported with adequate housing, services and amenities.



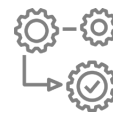
PREDICTABLE FUTURE

The City will maintain a predictable development pattern where each part of the community has a distinct character. Growth will be planned to enhance the quality of life for new and existing residents while strengthening the economic health of the City. If the Plan requires revisions to codes and ordinances to improve the built environment, public participation will ensure that proposed revisions by City officials meet the vision of this Plan.

Implementation of the Plan will be tracked through annual reports. City performance indicators will track the progress of the Plan's visions and goals and guide leadership to make confident decisions.

PLAN LAYOUT

The Comprehensive Plan consists of eleven essential chapters, including the Implementation Matrix as required by the Land Use Article. Each chapter, through its text, policies, and implementation strategies, identifies challenges that the City will face in those areas alongside actions and policies needed to address those challenges and meet the community's vision for the future. All the goals and policy recommendations are consolidated into the implementation matrix, which details the priority, responsible parties, and current progress for future reporting.



THE 2020 COMPREHENSIVE PLAN PROCESS

The 2020 Comprehensive Plan process commenced in July 2019. It was launched through a press release that encouraged residents to participate in an online questionnaire and interactive map. The interactive map allowed participants to zoom to the neighborhood level and enter comments on specific issues or larger citywide issues.

For several months, staff attended every Neighborhood Advisory Council (NAC), pertinent City commissions and committees, as well as various meetings of stakeholder groups. The process was featured in the Frederick News-Post and WFMD Free Talk radio show on several occasions. Staff also gathered feedback from residents individually at their request.

The process was recorded on the City's webpage, www.cityoffrederickmd.com/2020compplan, keeping residents informed of meeting schedules, press releases, and hosted all pertinent information. The chapters were published for public review and comment as they were drafted, prior to consideration by the Planning Commission and the Mayor and Board of Aldermen.



The online questionnaire and interactive map were closed mid-October and the input was analyzed for common themes and used as the basis of Goals and Policy Recommendations. Public input from Frederick County's The Livable Frederick Master Plan as well as the CommUNITY 2030 was considered for the Plan as well.

The public outreach gathered over 1,400 comments directed toward each of these categories: Transportation; City Services; Growth and Development; Housing; Recreation; Economic Development; Historic Preservation; Neighborhood Character; Environment and Sustainability; and other issues that residents felt important to address.

On July 10th, the Plan was submitted to the Maryland Department of Planning for their required 60-day review and received comments and approval on September 4, 2020. The Planning Commission reviewed the plan during 11 workshops consisting of approximately 23 hours of discussion and public comment from December until they provided a positive recommendation to the Mayor and Board of Aldermen on November 20, 2020. The Mayor and Board of Aldermen considered the plan at 6 workshops and ultimately adopted the Plan on April 15, 2021.

In all, approximately 50 meetings were held at various locations, open houses, neighborhood meetings that included over 60 hours of public participation opportunities.



GROWTH'S IMPACTS ON PUBLIC SERVICES AND COMMUNITY FACILITIES

DEVELOPMENT IMPACTS

The anticipated growth will demand additional resources for public services and facilities provided by the City, County and others. Impacts include increased demand for water, sewer, roads, schools as well as other public facilities such as police, fire and rescue, parks and libraries. While the City is diligent to ensure that adequate capacity is available for the services that it controls, the City does not govern the capacity of schools, libraries, fire and rescue and select sewer services.

The following impact estimates are derived using multipliers that represent assumptions about the level of service that will be provided in the future. New dwelling units or new population are the “service units” representing demand. The multiplier table was derived using information from local leaders and national industry standards. Many factors are involved with the level of service provided for each community, the purpose is to provide a general analysis for long term projections.

Table 4-9: Impact Estimate on Facilities and Services

1. See Table 4-11 for a detailed pupil yield rate for Grade Level and dwelling type.

2. Ratio does not include administrative or support staff.

3. Varies by unit type.

4. See City Engineering Division FLOW CAPACITY MATRIX.

FACILITY / SERVICE	MULTIPLIER	SERVICE UNIT
City of Frederick		
City Staff (FTE)	0.91	100 Residents
Frederick County Public Schools		
Elementary School		
Students	0.19	Per Dwelling Unit ¹
Teachers	24.8	Student to Teacher Ratio ²
Middle School		
Students	0.1	Per Dwelling Unit ¹
Teachers	18.5	Student to Teacher Ratio ²
High School		
Students	0.13	Per Dwelling Unit ¹
Teachers	20.25	Student to Teacher Ratio ²
Police		
Sworn Officers	1 sworn officer	500 Residents
Fire and Rescue		
Personnel	1	500 Residents
Water and Sewer – Residential		
Water	250 GPD ³	Per Single Family Dwelling Unit
Sewer	251 GPD ³	Per Single Family Dwelling Unit
Water and Sewer – Commercial		
Water	Varies by Land Use ⁴	Gross Floor Area
Sewer	Varies by Land Use ⁴	Gross Floor Area
Libraries	1,000 ft ²	10,000 Residents
Parks and Recreation	10 acres	1,000 Residents

PUBLIC SCHOOLS

City residents are served by Frederick County Public Schools (FCPS) for Kindergarten through Grade 12 public education. Impacts to FCPS enrollment levels are directly affected by the anticipated growth and development described in this Plan. In order to ensure quality education for all students of Frederick County, FCPS reviews the City's development review plans for consistency with the FCPS Educational Facilities Master Plan (EFMP). A typical review consists of comments and consideration to the Adequate Public Facilities Ordinance including enrollment and capacity as well as other site design standards.

As depicted in Table 4-10, there are 26 schools that service City residents. Nearly half (12) are over the State Rated Building Capacity, with 3 determined to be 125% over the SRC. As of recently and most likely in the foreseeable future, the schools that are most effected by City development pressure are those service the north west quadrant of the City. These are demarked with an asterisk in Table 4-10.

When considering the impacts of potential development within the City to the school system, it should be noted that school enrollment and staffing are only assumed for City developments. These assumptions do not consider other developments outside of the City's jurisdiction and within the same school district, the possibility of redistricting or other influences that would impact the future development potential or entitlements to properties. When considering the potential for Tier I and Tier II buildout, beyond the current pipeline, there is potential for 5,600 additional housing units, not including future annexations. These housing units have the potential to add 1,064 elementary, 560 middle, and 728 High school students dispersed throughout the school district.

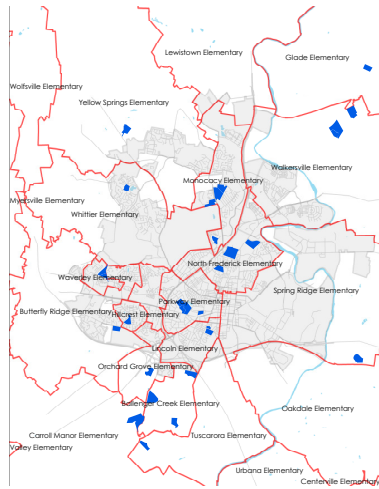


Figure 4-12: Elementary School Boundary

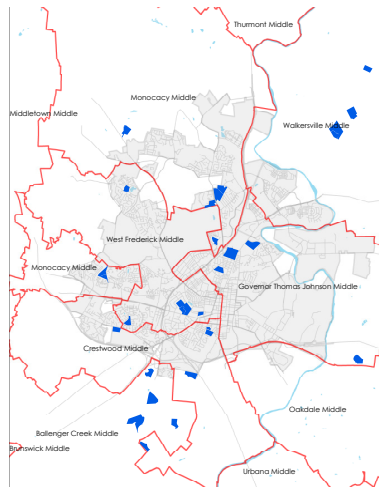


Figure 4-13: Middle School Boundary

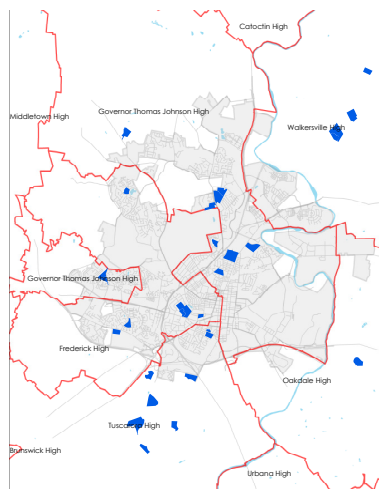


Figure 4-14: High School Boundary

Table 4-10: Enrollment Capacity of Schools that Serve the City

		Total Enrollment	Equated Enrollment*	State Rated Building Capacity	Percentage Capacity
Elementary Schools					
1	Ballenger Creek	589	571	614	93%
2	Butterfly Ridge	676	649	734	88%
3	Hillcrest	751	683	537	127%
4	Lewistown*	195	181	174	104%
5	Lincoln	599	571	656	87%
6	Monocacy*	613	591	574	103%
7	North Frederick	668	638	735	87%
8	Oakdale	793	793	624	127%
9	Orchard Grove	635	601	598	101%
10	Parkway	242	242	228	106%
11	Spring Ridge	484	449	523	86%
12	Walkersville*	678	661	683	97%
13	Waverley*	548	513	355	145%
14	Whittier*	718	675	626	108%
15	Yellow Springs*	471	471	421	112%
TOTAL		8660	8289	8082	103%

Middle Schools

1	Ballenger Creek	818	818	859	95%
2	Crestwood	690	690	850	81%
3	Governor Thomas Johnson*	555	555	827	67%
4	Monocacy*	970	970	914	106%
5	Oakdale	872	872	775	113%
6	Walkersville*	879	879	1105	80%
7	West Frederick	952	952	1049	91%
TOTAL		5736	5736	6379	90%

High Schools

1	Frederick	1508	1508	1601	94%
2	Governor Thomas Johnson*	1729	1729	2001	86%
3	Tuscarora	1586	1586	1749	91%
4	Walkersville*	1185	1185	1039	114%
TOTAL		6008	6008	6390	94%

* Equated Enrollments count Pre-K Students as 1/2 full time student.

A major theme of this plan is to guide future growth and development with flexibility for the next 10 to 20 years. As technology continues to advance at exponential rates it is probable that local school systems, including FCPS, will adjust to meet modern developments. This may include new ways of instruction that could change the way enrollment and capacity is calculated. The City will continue to provide quality housing to meet the needs of the projected population growth, while remaining flexible to the existing and future capacity of the local school system.

2,020 2,025 2,030 2,035 2,040 2,045
School Enrollment Forecast Total Housing Units: All Dwellings

Table 4-11: School Enrollment Forecast Total Housing Units

Households*	30,900	34,100	35,200	35,900	36,600	36,700
Elementary School Students	5,871	6,479	6,688	6,821	6,954	6,973
Middle School Students	3,090	3,410	3,520	3,590	3,660	3,670
High School Students	4,017	4,433	4,576	4,667	4,758	4,771
Total Number of Students**	12,978	14,322	14,784	15,078	15,372	15,414

School Enrollment Forecast Equal Dwelling Type Mixture
33% Single Family, 33% Townhomes, 33% Multifamily

Households	30,900	34,100	35,200	35,900	36,600	36,700
Single Family	10,197	11,253	11,616	11,847	12,078	12,111
Townhomes	10,197	11,253	11,616	11,847	12,078	12,111
Multifamily	10,197	11,253	11,616	11,847	12,078	12,111
Elementary School Students						
Single Family	1,937	2,138	2,207	2,251	2,295	2,301
Townhomes	2,447	2,701	2,788	2,843	2,899	2,907
Multifamily	1,224	1,350	1,394	1,422	1,449	1,453
Total Elementary School	5,608	6,189	6,389	6,516	6,643	6,661
Middle School Students						
Single Family	1,122	1,238	1,278	1,303	1,329	1,332
Townhomes	1,224	1,350	1,394	1,422	1,449	1,453
Multifamily	510	563	581	592	604	606
Total Middle School	2,855	3,151	3,252	3,317	3,382	3,391
High School Students						
Single Family	1,530	1,688	1,742	1,777	1,812	1,817
Townhomes	1,326	1,463	1,510	1,540	1,570	1,574
Multifamily	612	675	697	711	725	727
Total High School	3,467	3,826	3,949	4,028	4,107	4,118
Total Number of Students All Grades	11,930	13,166	13,591	13,861	14,131	14,170

School Enrollment Forecast Dwelling Type Mixture
Higher Density: 20% Single Family, 40% Townhomes, 40% Multifamily

Households	30,900	34,100	35,200	35,900	36,600	36,700
Single Family	6,180	6,820	7,040	7,180	7,320	7,340
Townhomes	12,360	13,640	14,080	14,360	14,640	14,680
Multifamily	12,360	13,640	14,080	14,360	14,640	14,680
Elementary School Students						
Single Family	1,174	1,296	1,338	1,364	1,391	1,395
Townhomes	2,966	3,274	3,379	3,446	3,514	3,523
Multifamily	1,483	1,637	1,690	1,723	1,757	1,762
Total Elementary School	5,624	6,206	6,406	6,534	6,661	6,679
Middle School Students						
Single Family	680	750	774	790	805	807
Townhomes	1,483	1,637	1,690	1,723	1,757	1,762
Multifamily	618	682	704	718	732	734
Total Middle School	2,781	3,069	3,168	3,231	3,294	3,303
High School Students						
Single Family	927	1,023	1,056	1,077	1,098	1,101
Townhomes	1,607	1,773	1,830	1,867	1,903	1,908
Multifamily	742	818	845	862	878	881
Total High School	3,275	3,615	3,731	3,805	3,880	3,890
Total Number of Students All Grades	11,680	12,890	13,306	13,570	13,835	13,873

School Enrollment Forecast Dwelling Type Mixture
Lower Density: 50% Single Family, 25% Townhomes, 25% Multifamily

Households	30,900	34,100	35,200	35,900	36,600	36,700
Single Family	15,450	17,050	17,600	17,950	18,300	18,350
Townhomes	7,725	8,525	8,800	8,975	9,150	9,175
Multifamily	7,725	8,525	8,800	8,975	9,150	9,175
Elementary School Students						
Single Family	2,936	3,240	3,344	3,411	3,477	3,487
Townhomes	1,854	2,046	2,112	2,154	2,196	2,202
Multifamily	927	1,023	1,056	1,077	1,098	1,101
Total Elementary School	5,717	6,309	6,512	6,642	6,771	6,790
Middle School Students						
Single Family	1,700	1,876	1,936	1,975	2,013	2,019
Townhomes	927	1,023	1,056	1,077	1,098	1,101
Multifamily	386	426	440	449	458	459
Total Middle School	3,013	3,325	3,432	3,500	3,569	3,578
High School Students						
Single Family	2,318	2,558	2,640	2,693	2,745	2,753
Townhomes	1,004	1,108	1,144	1,167	1,190	1,193
Multifamily	464	512	528	539	549	551
Total High School	3,785	4,177	4,312	4,398	4,484	4,496
Total Number of Students All Grades	12,515	13,811	14,256	14,540	14,823	14,864

* Source: Metropolitan Washington Council of Governments.
 ** 0.19 E.S students, 0.10 M.S students, 0.13 H.S students per household for all dwelling types.
 0.19 E.S students, 0.11 M.S students, 0.15 H.S students per household for Single Family Dwellings.
 0.24 E.S students, 0.12 M.S students, 0.13 H.S students per household for Townhouse Dwellings.
 0.12 E.S students, 0.05 M.S students, 0.06 H.S students per household for Multifamily Dwellings.

City of Frederick 2020 Comprehensive Plan Implementation Measures (IM) relating to FCPS

- Land Use Policy 8, IM 1: Coordinate with Frederick County to ensure long-range planning efforts are compatible. The jurisdictions should be compatible in regard to transportation, water and sewer, school, natural resource protection, and park and recreation policies.
- Land Use Policy 8, IM 2: Continue to collaborate with Frederick County to forecast population, housing, and employment trends, and utilize forecasts for infrastructure planning, including planning for schools in the Frederick Region.
- Municipal Growth Policy 6, IM 1: Continue to work with FCPS to identify potential school sites that would serve City residents. Collaborate to require the dedication of school sites, where needed, when reviewing annexations and development proposals.
- Historic Preservation Policy 10, IM 5: Engage students through partnerships with FCPS and local institutions of higher education to provide presentations, guest lectures, internship opportunities, and academic practicums. Produce targeted, age-appropriate resources and educational materials for students.
- Economic Development Policy 1, IM 3: Actively sustain and grow a robust and diverse workforce through the following including but not limited to: . . . Participation by the City Department of Economic Development with FCPS LYNX Program.
- Parks and Recreation Policy 4, IM 1: Continue to work with the BOE on issues such as the development of joint use facility agreements to provide for shared use of school facilities for public recreational programs.

ZONING

/'zəʊnɪŋ/ noun.



















The practice of allowing or prohibiting areas of land to be used for a particular purpose.

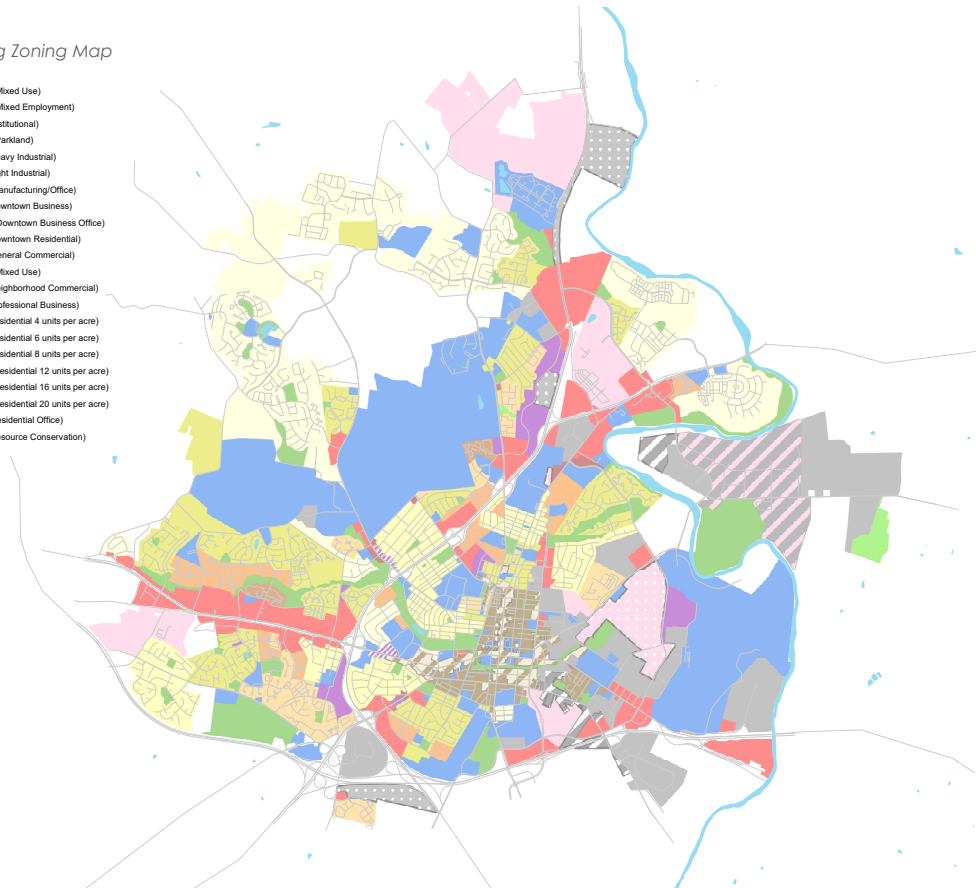
ZONING IS ABOUT WHAT IS ALLOWED NOW...

Zoning maps show how land can be used and what (structure) can be built on any given property. In contrast with land use, Zoning Districts are more specific and

come with a set of regulations that clarify what uses are allowed and how buildings may be developed or altered.

Existing Zoning Map

-  MU2 (Mixed Use)
-  MXE (Mixed Employment)
-  IST (Institutional)
-  PRK (Parkland)
-  M2 (Heavy Industrial)
-  M1 (Light Industrial)
-  MO (Manufacturing/Office)
-  DB (Downtown Business)
-  DBO (Downtown Business Office)
-  DR (Downtown Residential)
-  GC (General Commercial)
-  MU1 (Mixed Use)
-  NC (Neighborhood Commercial)
-  PB (Professional Business)
-  R4 (Residential 4 units per acre)
-  R6 (Residential 6 units per acre)
-  R8 (Residential 8 units per acre)
-  R12 (Residential 12 units per acre)
-  R16 (Residential 16 units per acre)
-  R20 (Residential 20 units per acre)
-  RO (Residential Office)
-  RC (Resource Conservation)



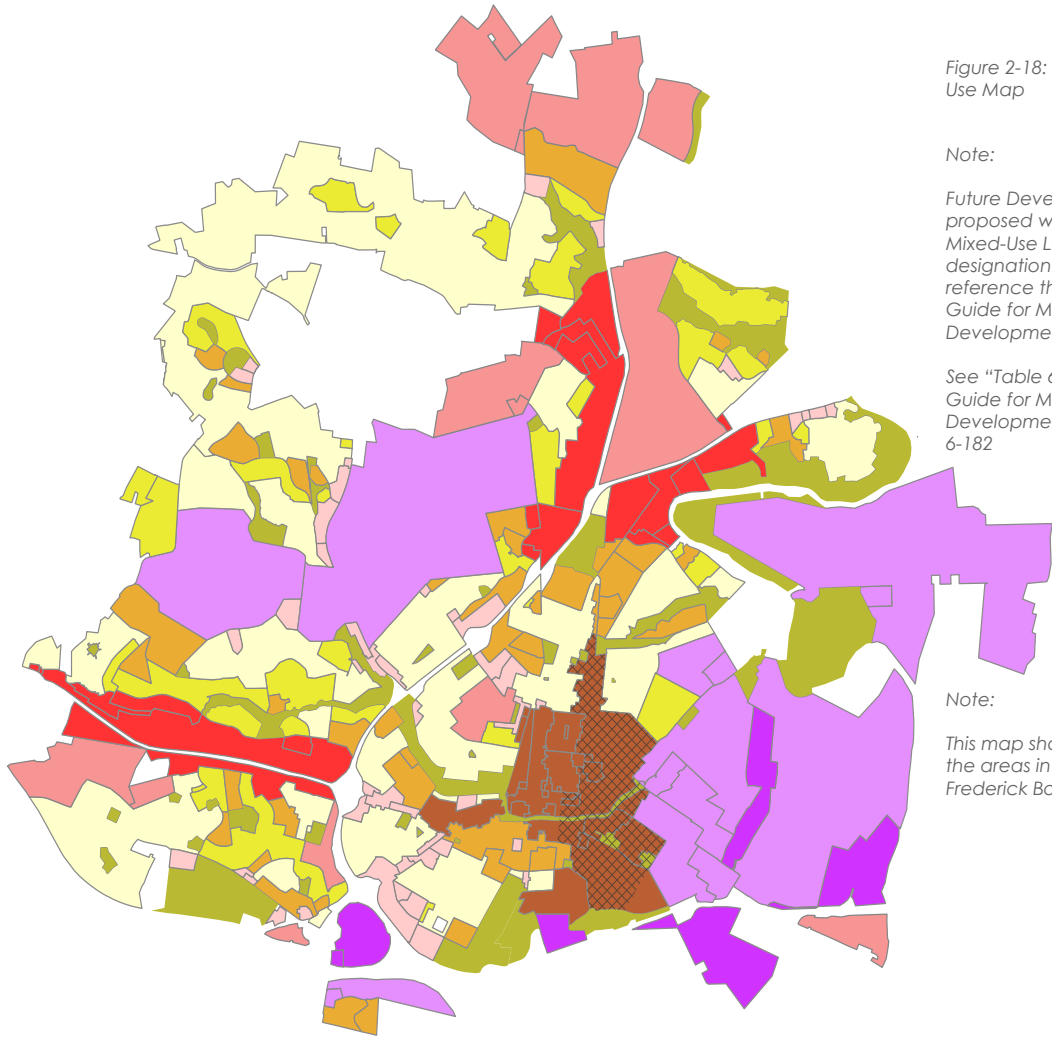


Figure 2-18: Future Land Use Map

Note:

Future Development proposed within a Mixed-Use Land Use designation should reference the "Design Guide for Mixed-Use Development".

See "Table 6-7: Design Guide for Mixed-Use Development" on page 6-182

Note:

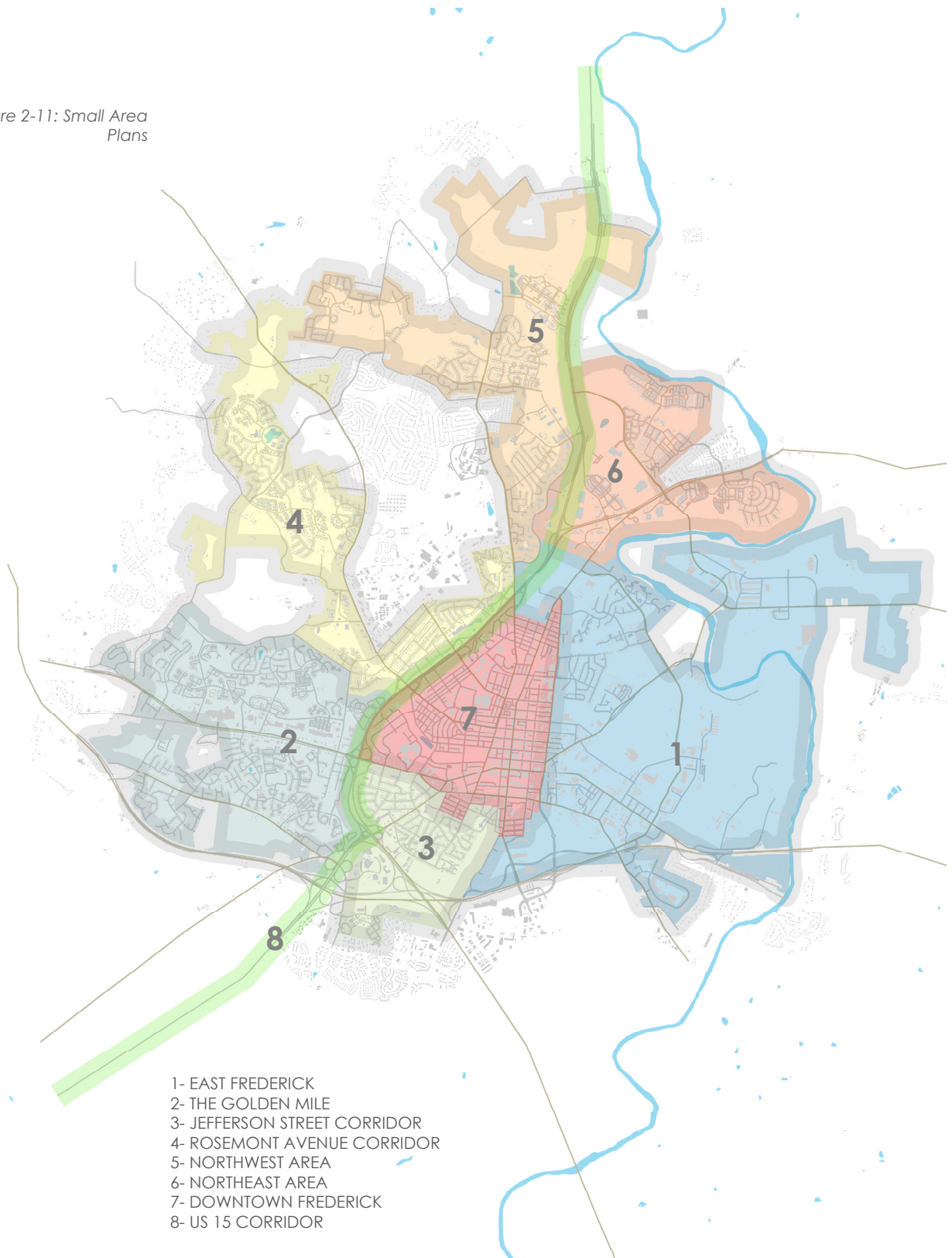
This map shows only the areas in the City of Frederick Boundary.

2020 Future Land Use

- Moderate Density Residential
- Medium Density Residential
- High Density Residential
- Neighborhood Mixed Use
- Community Mixed Use

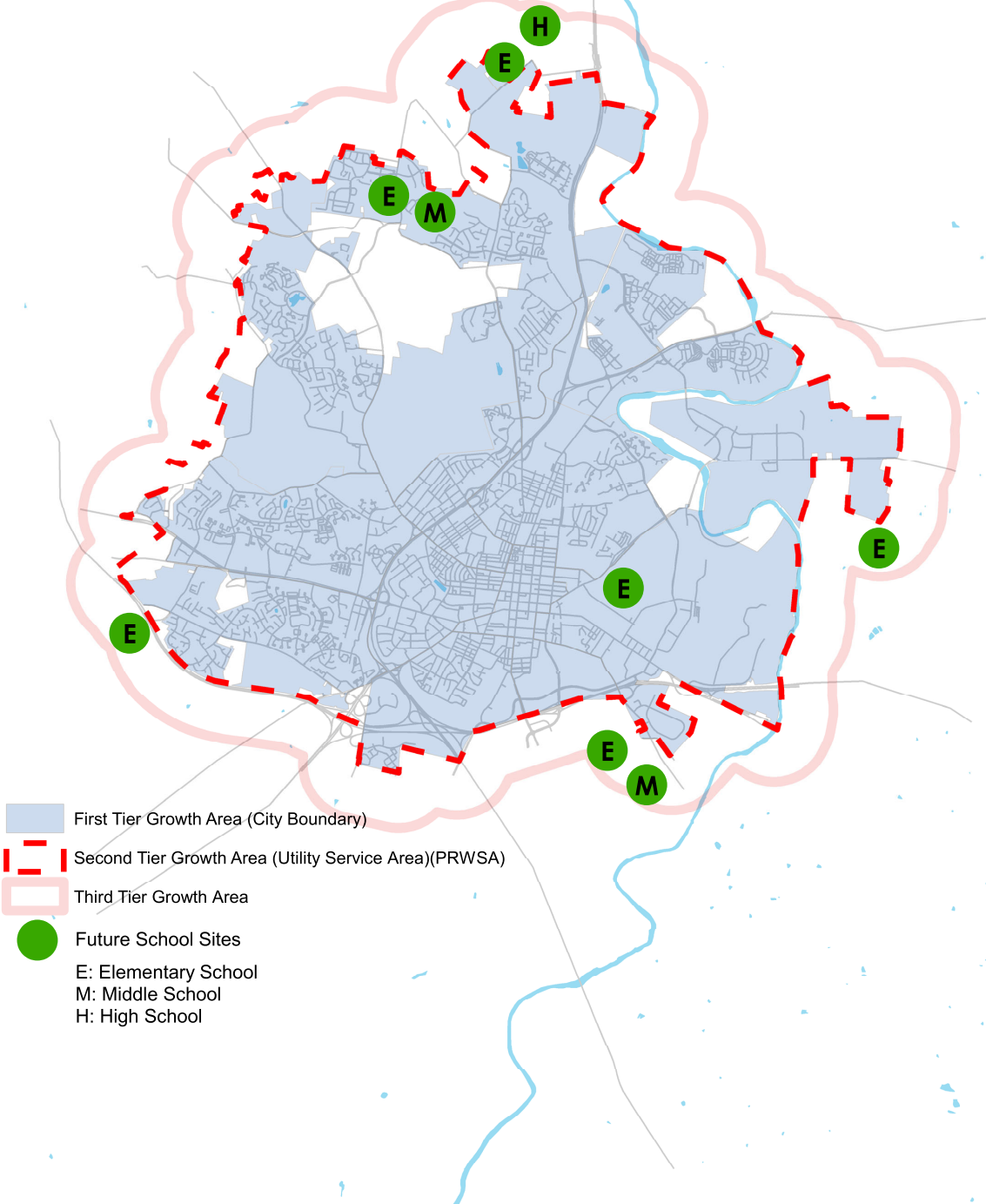
- Corridor Mixed Use
- Downtown Mixed Use
- Industrial Mixed Use
- Business Park
- Open Space
- Density Enhancement Area

Figure 2-11: Small Area Plans



- 1- EAST FREDERICK
- 2- THE GOLDEN MILE
- 3- JEFFERSON STREET CORRIDOR
- 4- ROSEMONT AVENUE CORRIDOR
- 5- NORTHWEST AREA
- 6- NORTHEAST AREA
- 7- DOWNTOWN FREDERICK
- 8- US 15 CORRIDOR

Frederick County Public Schools: Future School Sites



APPENDIX H: FREDERICK COUNTY AND MUNICIPAL RESIDENTIAL DEVELOPMENTS

Source: Frederick County Planning and Permitting Division, April 1, 2023

Frederick County Residential Development Pipeline as of April 2023

22-23 ES Attend Area	Subdivision	Approve d Units A Input	Recorded Lots B Input	Developed/ Permitted Units C Input	Available Pipeline D (A-C)	Recorded Lots Available E (B-C)
BCES	Ballenger Run PUD	691	691	638	53	53
BCES	Villas At Manchester (Crestwood Manor)	120	2	60	60	-58
	TOTAL Ballenger Creek ES	811	693	698	113	-5
BES	Brunswick Crossing	1505	1023	1018	487	5
	TOTAL Brunswick ES	1505	1023	1018	487	5
BHES	Aspen	243	234	139	104	95
BHES	Aspen North	117	117	108	9	9
BHES	Balmoral	78	78	72	6	6
BHES	Hamptons West	406	406	357	49	49
BHES	Woodridge	475	414	390	85	24
	TOTAL Blue Heron ES	1319	1249	1066	253	183
BRES	Grove Hill	67	0	0	67	0
BRES	Jefferson Park West MXD (Harrington Terrace)	235	235	159	76	76
BRES	Summervale	296	0	0	296	0
BRES	West Park Village	282	214	142	140	72
	TOTAL Butterfly Ridge ES	880	449	301	579	148
CMES	Carroll Manor PUD	39	0	0	39	0
CMES	Park Place at Ballenger	29	0	0	29	0
	TOTAL Carroll Manor ES	68	0	0	68	0
DCES	Blentlinger Property PUD	610	0	0	610	0
DCES	Calumet	923	0	0	923	0
DCES	Coldstream	235	234	226	9	8
DCES	Lake Anita Louise	128	126	122	6	4
DCES	Nightingale	34	34	20	14	14
DCES	Pinehurst	731	697	665	66	32
DCES	Resco Inv.	248	0	0	248	0
	TOTAL Deer Crossing ES	2909	1091	1033	1876	58
EES	Brookfield	145	145	143	2	2
EES	Southgate	46	36	32	14	4
	TOTAL Emmitsburg ES	191	181	175	16	6
GVES	Bennett Preserve (Crossroads Farm)	37	37	36	1	1
GVES	Landsdale PUD	1100	1100	1073	27	27
	TOTAL Green Valley ES	1137	1137	1109	28	28
HES	Overlook Section 8	32	32	0	32	32
	TOTAL Hillcrest ES	32	32	0	32	32
KES	Days Range	45	45	45	0	0
KES	Glad Hill Acres	71	71	71	0	0
	TOTAL Kemptown ES	116	116	116	0	0

22-23 ES Attend Area	Subdivision	Approve d Units A Input	Recorded Lots B Input	Developed/ Permitted Units C Input	Available Pipeline D (A-C)	Recorded Lots Available E (B-C)
LIBES	Daysville Glen PUD	95	0	0	95	0
LIBES	Libertytown Gardens	14	0	0	14	0
LIBES	Mayne Property	193	0	0	193	0
LIBES	Mill Creek	141	0	0	141	0
	TOTAL Liberty ES	443	0	0	443	0
LNES	Belle Air	220	216	216	4	0
LNES	Habitat All Saints and Ice Street	12	0	0	12	0
LNES	South Street Center	56	0	0	56	0
LNES	Trott Property	8	0	0	8	0
	TOTAL Lincoln ES	296	216	216	80	0
MES	View/Horman	9	9	0	9	9
	TOTAL Middletown ES	9	9	0	9	9
MYES	Harshman Property	1	1	0	1	1
MYES	Meadowridge Knoll	16	16	14	2	2
MYES	Meadowridge Knoll Section II	5	1	0	5	
MYES	Quail Run	13	13	0	13	13
MYES	Waters Farm	1	1	0	1	1
MYES	Williams Glen	5	1	0	5	1
	TOTAL Myersville ES	41	33	14	27	19
NMES	Casey PUD	1010	0	0	1010	0
NMES	Hamptons East	435	0	0	435	0
NMES	Marley Commons	11	0	0	11	0
	TOTAL New Market ES	1456	0	0	1456	0
WOES	Beall Subdivision	2	2	0	2	2
WOES	Grimes Subdivision	2	2	1	1	1
WOES	Shoemaker-Dorsey Division	1	0	0	1	0
	TOTAL New Midway/Woodsboro ES	5	4	1	4	3
NFES	Bowersox	49	49	36	13	13
NFES	Canterbury Station (Odd Fellows)	359	165	165	194	0
NFES	Madison N Market	60	0	0	60	0
NFES	Residences at East Church	350	0	0	350	0
NFES	Spring Bank	73	73	64	9	9
	TOTAL North Frederick ES	891	287	265	626	22
OES	Alpine	100	0	0	100	0
OES	Holly Ridge (Preston)	98	98	98	0	0
OES	Main's Heights at Holly Ridge	59	59	59	0	0
OES	The Manor at Holly Hills	21	21	19	2	2
OES	Oakdale Village / Washington Square	315	315	276	39	39
OES	Ridges at Long Branch (Ratley)	43	0	1	42	-1
OES	Tallyn Ridge PUD	441	423	419	22	4
OES	Town Center	1185	682	688	497	-6
	TOTAL Oakdale ES	2262	1598	1560	702	38

22-23 ES Attend Area	Subdivision	Approve d Units A Input	Recorded Lots B Input	Developed/ Permitted Units C Input	Available Pipeline D (A-C)	Recorded Lots Available E (B-C)
OGES	Jefferson Tech Park MXD (Jefferson Place)	825	825	775	50	50
	TOTAL Orchard Grove ES	825	825	775	50	50
PES	417 W Patrick St	6	0	0	6	0
PES	Brooklawn	39	0	0	39	0
PES	Junction at 511	115	0	0	115	0
PES	Junction at 524	64	0	0	64	0
PES	Parkview	11	0	0	11	0
PES	The Terrace	300	0	0	300	0
PES	The Woods	5	0	0	5	0
	TOTAL Parkway ES	540	0	0	540	0
SRES	800 E Patrick St	16	0	0	16	0
SRES	Cannon Hill Loft	34	0	0	34	0
SRES	East Pat Lofts	17	0	0	17	0
SRES	Highland Trail	550	0	0	550	0
SRES	Hope VI (126 S. Carroll Street)	42	42	40	2	2
SRES	Overlook at Long Branch (Shapiro)	103	0	0	103	0
SRES	Renn Property	1050	268	192	858	76
SRES	Riverwalk Apartments (Lot 301)	168	168	0	168	168
SRES	Visitation Academy	33	26	26	7	0
SRES	Wayside Apartments	73	0	0	73	0
SRES	Westridge	400	0	0	400	0
	TOTAL Spring Ridge ES	2486	504	258	2228	246
SUES	Urbana Northern MXD (Town Center)	610	610	582	28	28
SUES	Villages of Urbana PUD	3038	3021	3020	18	1
	TOTAL Sugarloaf ES	3648	3631	3602	46	29
TES	Hammaker Hills Phase 1	37	13	3	34	10
TES	Hammaker Hills Phase 2	22	0	0	22	0
TES	Hobb's Division	2	2	0	2	2
TES	Mechanicstown	31	0	0	31	0
TES	Meunier Subdivision	1	0	0	1	0
TES	Mountain Brooke	11	0	0	11	0
TES	Oak Forest	36	0	0	36	0
TES	Simmers' Subdivision	40	0	0	40	0
	TOTAL Thurmont ES	180	15	3	177	12
TRES	Hattery Farm	24	24	22	2	2
	TOTAL Twin Ridge ES	24	24	22	2	2
TUES	Westview South MXD	490	490	407	83	83
	TOTAL Tuscarora ES	490	490	407	83	83

22-23 ES Attend Area	Subdivision	Approve d Units A Input	Recorded Lots B Input	Developed/ Permitted Units C Input	Available Pipeline D (A-C)	Recorded Lots Available E (B-C)
UES	Kidwiler Park/Farms	35	35	18	17	17
	TOTAL Urbana ES	35	35	18	17	17
VES	Woodbourne Manor	197	181	173	24	8
	TOTAL Valley ES	197	181	173	24	8
WAVES	Birdseye View Estates	38	38	0	38	38
WAVES	Bowers Park	19	19	0	19	19
WAVES	Sycamore Ridge	456	147	147	309	0
WAVES	Waverley View PND	732	428	428	311	0
	TOTAL Waverley ES	1245	632	575	677	57
WES	Monocacy Center*	552	7	6	546	1
WES	Worman's Mill PND*	1497	1497	1265	232	232
	TOTAL Walkersville ES	2049	1504	1271	778	233
WHES	Barrick	301	0	0	301	0
WHES	Free and Medwid	101	0	0	101	0
WHES	Kellerton (portion)	299	199	199	100	0
WHES	Millie's Delight	58	51	51	7	0
	TOTAL Whittier ES	759	250	250	509	0
YSES	Kellerton (portion)	451	127	127	324	0
YSES	Tuscarora Creek	847	784	783	64	1
	TOTAL Yellow Springs ES	1298	911	910	388	1
Countywide Total		28147	17120	15836	12318	1284

Source: Frederick County Residential Development Pipeline, April 2023 and City of Frederick Planning Department

*Data for Monocacy Center and Worman's Mill are preliminary

APPENDIX I: FCPS PUPIL YIELD RATES

Source: Frederick County Pupil Yield Study, November 2022

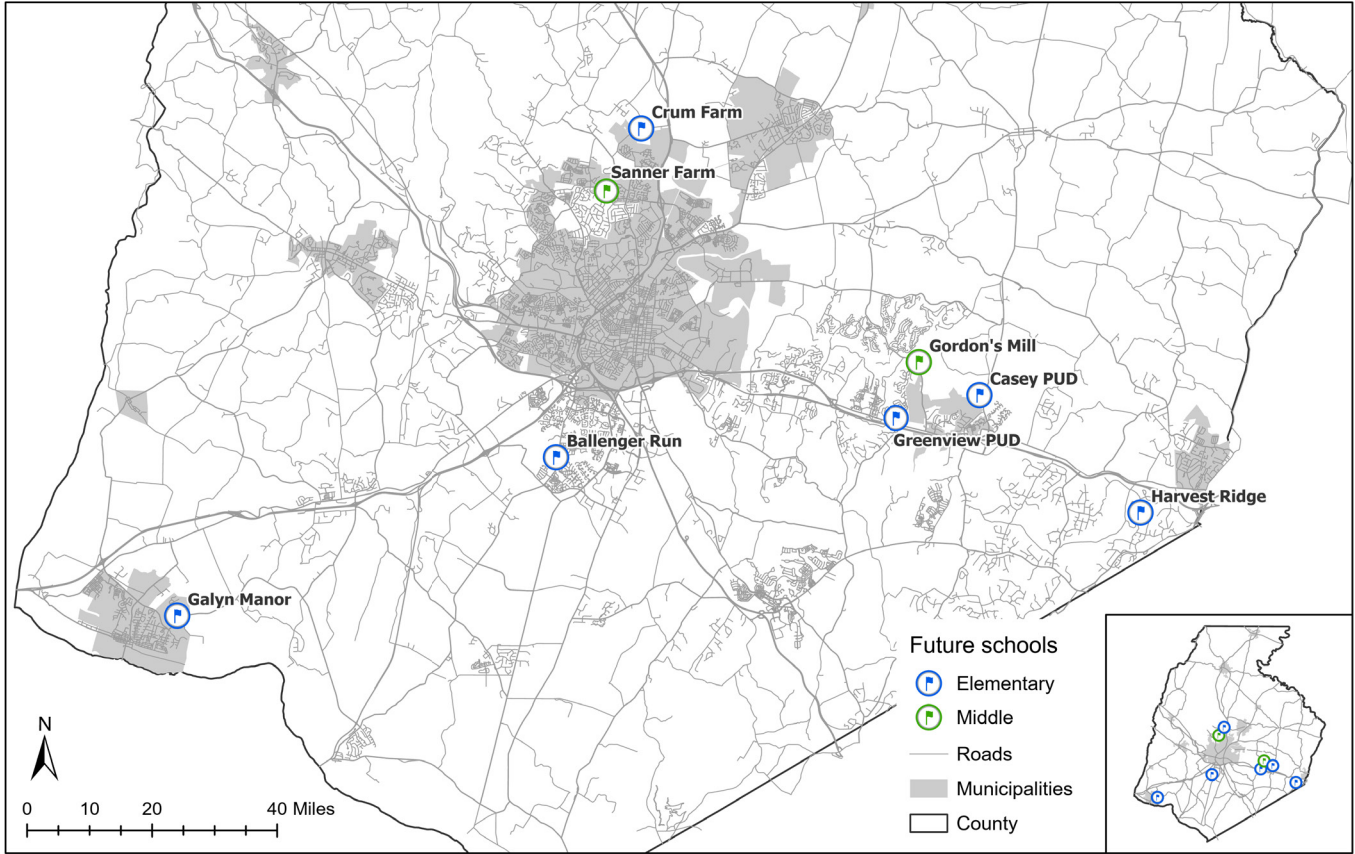
2022 Pupil Yield Rates (effective November 1, 2022*)
Frederick County Public Schools

Elementary Schools	Single-Family	Townhouse	Multi-Family	Total
Ballenger Cr ES	0.26	0.22	0.15	0.21
Blue Heron ES	0.34	0.21	0.04	0.32
Brunswick ES	0.21	0.16	0.03	0.19
Butterfly Ridge ES	0.19	0.28	0.18	0.20
Carroll Manor ES	0.18	0.32	0.03	0.18
Centerville ES	0.39	0.38	0.33	0.39
Deer Crossing ES	0.30	0.24	0.10***	0.29
Emmitsburg ES	0.11	0.09	0.14	0.11
Glade ES	0.23	0.22	0.07	0.21
Green Valley ES	0.26	0.27	0.10***	0.26
Hillcrest ES	0.40	0.41	0.36	0.39
Kempton ES	0.20	0.23**	0.15	0.20
Lewistown ES	0.12	0.23***	0.10***	0.12
Liberty ES	0.12	0.19	0.05	0.12
Lincoln ES	0.17	0.20	0.12	0.17
Middletown ES and PS Total	0.21	0.24	0.06	0.20
Monocacy ES	0.18	0.23	0.16	0.20
Myersville ES	0.16	0.20	0.13	0.16
New Market ES	0.23	0.26	0.10***	0.23
New Midway/Woodsboro ES	0.15	0.02	0.06	0.14
North Frederick ES	0.14	0.14	0.05	0.10
Oakdale ES	0.25	0.29	0.09	0.24
Orchard Grove ES	0.24	0.23	0.08	0.17
Parkway ES	0.11	0.08	0.04	0.07
Sabillasville ES	0.08	0.15	0.07	0.09
Spring Ridge ES	0.20	0.14	0.04	0.13
Sugarloaf ES	0.40	0.35	0.10**	0.37
Thurmont ES and PS Total	0.13	0.16	0.07	0.12
Tuscarora ES	0.32	0.23	0.14	0.23
Twin Ridge ES	0.18	0.16	0.10***	0.18
Urbana ES	0.21	0.34	0.15	0.23
Valley ES	0.16	0.24	0.07	0.16
Walkersville ES	0.17	0.17	0.02	0.15
Waverley ES	0.30	0.31	0.26	0.28
Whittier ES	0.17	0.25	0.05	0.16
Wolfsville ES	0.11	0.23**	0.09	0.11
Yellow Spring ES	0.20	0.18	0.10***	0.20
Countywide Average	0.20	0.23	0.10	0.19
Middle Schools	Single-Family	Townhouse	Multi-Family	Total
Ballenger Cr MS	0.11	0.13	0.05	0.11
Brunswick MS	0.10	0.08	0.02	0.09
Crestwood MS	0.10	0.10	0.05	0.09
Gov TJ MS	0.09	0.07	0.03	0.06
Middletown MS	0.10	0.17	0.06	0.10
Monocacy MS	0.10	0.15	0.10	0.11
New Market MS	0.10	0.12	0.02	0.10
Oakdale MS	0.16	0.12	0.05	0.14
Thurmont MS	0.07	0.08	0.05	0.07
Urbana MS	0.18	0.19	0.08	0.18
Walkersville MS	0.11	0.09	0.02	0.09
West Frederick MS	0.09	0.13	0.05	0.09
Windsor Knolls MS	0.11	0.13	0.06	0.11
Countywide Average	0.11	0.12	0.05	0.10
High Schools	Single-Family	Townhouse	Multi-Family	Total
Brunswick HS	0.14	0.10	0.04	0.13
Catoctin HS	0.10	0.11	0.06	0.10
Frederick HS	0.14	0.17	0.06	0.12
Gov TJ HS	0.12	0.13	0.06	0.10
Linganore HS	0.14	0.14	0.06	0.14
Middletown HS	0.14	0.20	0.06	0.14
Oakdale High	0.20	0.15	0.04	0.17
Tuscarora HS	0.15	0.15	0.07	0.14
Urbana HS	0.22	0.23	0.10	0.22
Walkersville HS	0.15	0.14	0.03	0.13
Countywide Average	0.15	0.15	0.06	0.14
Countywide Average all Schools	0.45	0.50	0.21	0.42
2 Over 2 Dwellings	Elementary 0.18	Middle 0.09	High 0.09	0.08

*Data from FCPS Student Information System, January 2022 **Utilized countywide average due to limited dwelling types ***Utilized countywide avg. due to no students in housing type

APPENDIX J: FUTURE POTENTIAL SCHOOL SITE LOCATIONS

Source: Frederick County Public Schools, May 2023



	Site	Location	Current Ownership	Approx. Acres	Within Priority Funding Area
1.	Harvest Ridge	Autumn Crest Dr. and Lomar Dr. (Kempton Area)	Board of Education	15	No
2.	Greenview PUD	Musseter Rd. (New Market Area)	Board of Education	15	Yes
3.	Galyn Manor	Brunswick	Board of Education	7	Yes
4.	Ballenger Run	Ballenger Creek Pike	Board of Education	13	Yes
5.	Sanner Farm	Poole Jones Road	Board of Education	29	Yes
6.	Crum Farm	Willowbrook Road	Crum Farm Land Development, L.L.C.	15	Yes
7.	Gordon Mill	Boyers Mill Road	Blentlinger, LLC	25	No
8.	Casey	MD Rt. 75	Eugene B. Casey Foundation	20	No

APPENDIX K: RELOCATABLE CLASSROOM ASSIGNMENTS FOR AUGUST 2023

Source: Frederick County Public Schools, May 2023

FREDERICK COUNTY PUBLIC SCHOOLS
RELOCATABLE CLASSROOMS
2023-2024 SCHOOL YEAR

School	Modular Units (each cell represents one room)										# Classrooms	# Other	Notes
Ballenger Creek Elementary	C	C	C	C	C						4	0	Attached directly to the school with internal corridor
Deer Crossing Elementary	C	C	C	C	C	C					6	0	Blended virtual program
Green Valley Elementary	C	C	C	C	C	C	C	C	C	C	11	5	Music (2), Art (1), Resource (2)
Hillcrest Elementary	C	C	C	C	C	C	C	C	C	C	9	11	Resource (3), Music (2), School-based health center (2), parent resource center (2), cafeteria (2)
Lewistown Elementary	C	C	M	O							2	2	Music (1), Office (1)
Liberty Elementary	M	S	O								0	3	Music (1), Storage (1), Office (1)
Middletown Primary	C	C	C	C							4	0	Attached directly to the school with internal corridor
Monocacy Elementary	C	C	C	C	C	C	C	C	C	C	12	0	
New Market Elementary	M	M	S								0	3	Music (2), Storage (1)
New Midway Elementary	M	M	O								0	3	Music (2), Offices (1)
Oakdale Elementary	C	C	C	C	C	C	C	C	C	C	14	0	All units have internal circulation
Orchard Grove Elementary	M	M	M	O	O						0	6	Music (4), Offices (2)
Parkway Elementary	C	C									2	0	
Tuscarora Elementary	C	C	C	C	C	C	C	C	C	M	5	1	Music (1)
Valley Elementary	O	A									0	2	Office (1), Art (1)
Whittier Elementary	C	C	C	C	M	R	R				4	4	Music (2), Resource (2)
Yellow Springs Elementary	C	C	C	C	C	C	C	M	R		7	2	Music (1), Restroom (1)
Monocacy Middle	C	C	C	C	C	C					6	0	
Urbana Middle	C	C									2	0	
Middletown High	C										1	0	
Urbana High	C	C	C	C							4	0	
Walkersville High	C	C	C	C	C	C	C	C	C	C	9	0	
Heather Ridge	C	C	C	O	R						3	2	Office (1), Resource (1)
Career & Tech Center	C	C	C	C	C						4	0	
Total											109	44	
All Portable Buildings											153		

Key

- Regular Classroom
- Partner Organizations
- Resource, Pull-Out, Specials, etc
- Core functions - cafeteria, restroom, gym
- Offices
- Storage

- FCPS Owned
- FCPS Leased
- State Owned

**APPENDIX L: FCPS SCHOOL FACILITIES WITH ABBREVIATIONS
AND GRADES SERVED**

Source: Frederick County Public Schools, May 2023

School Name	Abbreviation	Grades Served
ELEMENTARY SCHOOLS		
Ballenger Creek Elementary	BCES	Pre-K to 5th
Blue Heron Elementary	BHES	SpEd Pre-K to 5th
Brunswick Elementary	BES	Pre-K to 5th
Butterfly Ridge Elementary	BRES	Pre-K/SpEd Pre-K to 5th
Carroll Manor Elementary	CMES	Pre-K/SpEd Pre-K to 5th
Centerville Elementary	CES	SpEd Pre-K to 5th
Deer Crossing Elementary	DCES	Pre-K to 5th
Emmitsburg Elementary	EES	Pre-K to 5th
Glade Elementary	GES	Pre-K/SpEd Pre-K to 5th
Green Valley Elementary	GVES	K to 5th
Hillcrest Elementary	HES	Pre-K to 5th
Kempton Elementary	KES	K to 5th
Lewistown Elementary	LES	SpEd Pre-K to 5th
Liberty Elementary	LIBES	Pre-K to 5th
Lincoln Elementary	LNES	Pre-K to 5th
Middletown Elementary	MIES	3rd to 5th
Middletown Primary	MPS	Pre-K/SpEd Pre-K to 2nd
Monocacy Elementary	MOES	Pre-K to 5th
Myersville Elementary	MYES	K to 5th
New Market Elementary	NMES	Pre-K to 5th
New Midway/Woodsboro Elementary	WOES	Pre-K to 5th
North Frederick Elementary	NFES	Pre-K/SpEd Pre-K to 5th
Oakdale Elementary	OES	Pre-K to 5th
Orchard Grove Elementary	OGES	Pre-K to 5th
Parkway Elementary	PES	Pre-K to 5th
Spring Ridge Elementary	SRES	Pre-K/SpEd Pre-K to 5th
Sugarloaf Elementary	SUES	K to 5th
Thurmont Elementary	TES	3rd to 5th
Thurmont Primary	TPS	Pre-K to 2nd
Tuscarora Elementary	TUES	Pre-K to 5th
Twin Ridge Elementary	TRES	SpEd Pre-K to 5th
Urbana Elementary	UES	SpEd Pre-K to 5th
Valley Elementary	VES	Pre-K to 5th
Walkersville Elementary	WES	Pre-K to 5th
Waverley Elementary	WAVES	Pre-K to 5th
Whittier Elementary	WHES	Pre-K/SpEd Pre-K to 5th
Wolfsville Elementary	WFES	Pre-K to 5th
Yellow Springs Elementary	YSES	Pre-K to 5th

MIDDLE SCHOOLS

Ballenger Creek Middle School	BCMS	6th to 8th
Brunswick Middle School	BMS	6th to 8th
Crestwood Middle School	CMS	6th to 8th
Gov. Thomas Johnson Middle School	GTJMS	6th to 8th
Middletown Middle School	MMS	6th to 8th
Monocacy Middle School	MOMS	6th to 8th
New Market Middle School	NMMS	6th to 8th
Oakdale Middle School	OMS	6th to 8th
Thurmont Middle School	TMS	6th to 8th
Urbana Middle School	UMS	6th to 8th
Walkersville Middle School	WMS	6th to 8th
West Frederick Middle School	WFMS	6th to 8th
Windsor Knolls Middle School	WKMS	6th to 8th

HIGH SCHOOLS

Brunswick High School	BHS	9th to 12th
Catoctin High School	CHS	9th to 12th
Frederick High School	FHS	9th to 12th
Gov Thomas Johnson High School	GTJHS	9th to 12th
Linganore High School	LHS	9th to 12th
Middletown High School	MHS	9th to 12th
Oakdale High School	OHS	9th to 12th
Tuscarora High School	THS	9th to 12th
Urbana High School	UHS	9th to 12th
Walkersville High School	WHS	9th to 12th

OTHER

Carroll Creek Montessori	CCMS	Pre-K to 8th
Frederick Classical Charter	FCCS	K to 8th
Heather Ridge	HRS	6th to 12th
Monocacy Valley Montessori	MVMS	Pre-K to 9th
Remote Virtual Program	RVP	1st to 8th
Rock Creek	RCS	SpEd Pre-K to 12th
Sabillasville Environmental Public Charter School	SEPCS	K to 7th
Success Program	SP	Ages 18 to 21
Frederick County Virtual School	FCVS	9th to 12th

APPENDIX M: FCPS FACILITIES INVENTORY IAC/PSCP 101.1

Source: Frederick County Public Schools, May 2023

May 2023

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL		ACREAGE	BUILDING DATA		Facility Condition Index (FCI) Score	COMMENTS	
			EQ. ENROL	Percent Utilized		Date	SQ. FT.		GENERAL	Portable Classrooms 22-23
Ballenger Creek Elem 5250 Kingsbrook Drive Frederick, MD 21703	PreK-5	636	653	103%	19.29	1991(Orig)	64,187	62.00%	PFA*	None
Ballenger Creek Middle 5525 Ballenger Creek Pike Frederick, MD 21703	6-8	859	787	92%	25	1990(Orig)	113,850	56.10%	PFA*	None
Blue Heron Elem 7100 Eaglehead Drive New Market, MD 21774	PreK-5	677	680	100%	15	2021 (Orig)	95,085	0.37%	PFA*	None
Brunswick Elem 400 Central Avenue Brunswick, MD 21716	PreK-5 SpEdPreK	507	712	140%	34.1	Total 1952(Orig) 1959 A 1978 A 1980R	60,205 30,880 9,212 20,113 40,042	68.00%	PFA*	10
Brunswick High 101 Cummings Drive Brunswick, MD 21716	9-12	928	829	89%	48	Total 1965(Orig) 1979 A 1983 A 1983 R 1993 A	166,066 139,890 1,296 4,740 2,000 20,140	59.70%	PFA*	None
Brunswick Middle 301 Cummings Drive Brunswick, MD 21716	6-8	957	643	67%	29.7	Total 1985(Orig) 2006A 2006R	119,539 79,743 39,796 22,170	44.46%	PFA*	None
Butterfly Ridge Elementary 601 Contender Way Frederick, MD 21703	PreK-5 SpEdPreK	762	568	75%	12.12	2018 (Orig)	105,515	8.94%		None
Career & Technology 7922 Opossumtown Pike Frederick, MD 21702	10-12	292	N/A	N/A	15.52	Total 1977(Orig) 1986 A	86,681 58,719 27,962	55.39%	PFA*	3
Carroll Manor Elem. 5624 Adamstown Road Adamstown, MD 21710	PreK-5 SpEdPreK	573	521	91%	18.9	Total 1965(Orig) 1992 A 2010 A 2010 R	77,593 33,847 21,000 22,746 5,334	56.37%	PFA*	None
Catoctin High School 14745 Sabillasville Rd. Thurmont, MD 21788	9-12	1,046	765	73%	88	Total 1969(Orig) 1994 A 2000 A 2000 R	179,045 125,246 2,170 51,629 51,485	47.46%	PFA*	None

PFA * Priority Funding Area

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL		ACREAGE	BUILDING DATA		Facility Condition Index (FCI) Score	COMMENTS	
			2022	Percent Utilized		A=Added R=Renovated	Does not include demolitions		GENERAL	Portable Classrooms 22-23
Centerville Elem. 3601 Carriage Hill Drive Frederick, MD 21704	K-5	627	439	70%	16	2005(Orig)	87,175	40.44%	PFA*	4
Crestwood Middle 7100 Foxcroft Drive Frederick, Maryland 21703	6-8	882	729	83%	23.08	2004(Orig)	107,212	38.66%	PFA*	None
Deer Crossing Elementary 10601 Finn Drive New Market, MD 21774	PreK-5	568	504	89%	22	1997(Orig)	77,966	Poor	PFA*	6
Earth & Space Sciences Laboratory 210 Madison Street Frederick, MD 21701	Special Elem Sci Programs	N/A	N/A	N/A	2	2009(Orig) 2012(A)	10,624 10,771	32.22%	PFA*	None
Ennitsburg Elementary 300 South Seton Avenue Ennitsburg, MD 21727	PreK-5	225	216	96%	13.35	1974(Orig)	45,080	59.42%	PFA*	2
Frederick High 650 Carroll Parkway Frederick, MD 21701	9-12	1,601	1,791	112%	28	Total 2017 (Replacement)	270,618 270,618	11.69%	PFA*	None
Glade Elementary 9525 Glade Road Walkersville, MD 21793	PreK-5 SpEd/PreK	582	547	94%	13.35	1995(Orig)	66,500	56.73%	PFA*	None
Governor Thomas Johnson High 1501 North Market Street Frederick, Maryland 21701	9-12	2,171	1,911	88%	39.31	Total 1966(Orig) 2000 A 2000R	312,533 303,302 9,231 303,000	44.21%	PFA*	None
Governor Thomas Johnson Middle 1799 Schifferstadt Drive Frederick, MD 21701	6-8	838	538	64%	25.31	2000(Orig)	126,700	46.69%	PFA*	None
Green Valley Elementary 11501 Fingerboard Road Monrovia, MD 21770	K-5	501	786	157%	31.22	1971(Orig)	51,868	56.78%		12
Heather Ridge School 1445 Taney Avenue Frederick, MD 21702	6-12	148	47	32%	10	Total 1988(Orig) 2011 A 2011 R	31,553 30,000 1,553 1,369	51.75%	PFA*	5
Hilcrest Elementary 1285 Hilcrest Drive Frederick, MD 21702	PreK-5	534	572	107%	12.7	Total 1988(Orig) 1990 A	62,305 55,970 6,335	56.02%	PFA*	14

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PFA * Priority Funding Area

May 2023

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL		ACREAGE	BUILDING DATA		Facility Condition Index (FCI) Score	COMMENTS		
			EQ. ENROL	Percent Utilized		A=Added R=Renovated	Date		Does not include demolitions	GENERAL	Portable Classrooms 22-23
Kempdown Elementary 3456 Kempdown Church Rd. Monrovia, MD 21770	K-5	388	400	103%	39.46	1981(Orig)	53,800	59.45%		None	
Lewisdown Elementary 11119 Hessong Bridge Rd. Thurmont, MD 21788	SpEdPreK-5	209	155	74%	13	Total 1961(Orig) 1967 A	50,898 31,928 18,970	41.17%		3	
Liberty Elementary 11820 Liberty Road Frederick, MD 21701	PreK-5	271	237	87%	11.64	Total 1927 (Orig) 1950 A 1967 A 1982 A 1982 R	40,720 14,182 18,768 7,520 14,432 18,000	65.62%	PFA*	1	
Lincoln A Building 250 Madison Street Frederick, MD 21701	Success Program Special Ed	N/A	52	N/A	3.153	1974(Orig)	20,334	53.28%	PFA*	None	
Lincoln Elementary 200 Madison Street Frederick, MD 21701	PreK-5 SpEdPreK	643	601	93%	11	Total 2012 (Replacement) 2012 R	98,463 87,423 11,040	24.21%	PFA*	None	
Linganore High School 12013 Old Annapolis Rd. Frederick, MD 21701	9-12	1,642	1,554	95%	50	Total 2010 (Replacement)	253,565 253,565	28.58%		None	
Middletown Elementary 201 East Green Street Middletown, MD 21769	3-5	480	440	92%	8	1974(Orig)	54,854	53.10%	PFA*	None	
Middletown High 200 Schoolhouse Drive Middletown, MD 21769	9-12	1,328	1,081	81%	39	Total 1974(Orig) 1988 A 1997 R (Sci) 1998 R	189,641 158,850 30,791 12,327 8,645	60.42%	PFA*	3	
Middletown Middle 100 Martha Mason Street Middletown, MD 21769	6-8	1,052	788	75%	24	Total 1953(Orig) 1957 A 1976 A 1995 A	114,974 53,668 17,100 9,006 35,200	55.48%	PFA*	None	
Middletown Primary 403 Franklin Street Middletown, MD 21769	PreK-2 SpEdPreK	432	465	108%	20.026	2006 (Orig)	70,288	40.49%	PFA*	4	
Monocacy Elementary 7421 Hayward Road Frederick, MD 21702	PreK-5	550	561	102%	12.55	1989 (Orig)	57,900	51.08%	PFA*	12	

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PFA * Priority Funding Area

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL		ACREAGE	BUILDING DATA		Facility Condition Index (FCI) Score	COMMENTS	
			2022	Percent Utilized		A=Added R=Renovated	Does not include demolitions		GENERAL	Portable Classrooms 22-23
Monocacy Middle 8009 O'possumtown Pike Frederick, MD 21702	6-8	914	903	99%	20.38	1981(Orig)	114,445	67.70%	PFA*	6
Myersville Elementary 429 Main Street Myersville, MD 21773	K-5	434	406	94%	12	Total 1971(Orig) 1993 A	54,889 39,497 15,392	62.37%	PFA*	None
New Market Elementary 93 W. Main Street New Market, MD 21774	PreK-5	627	581	93%	12.3	Total 1933 (Orig) 1962 A 1977 A 1979 R 1979 A 2008 A 2008 R	88,983 9,212 29,800 25,860 30,895 930 23,181 13,160	58.21%	PFA*	3
New Market Middle 125 West Main Street New Market, MD 21774	6-8	774	681	88%	19.9	1974 (Orig)	114,936	57.69%	PFA*	None
New Midway Elem. 12226 Woodsboro Pike Keymar, MD 21757	3-5	148	137	93%	6.6	Total 1930 (Orig) 1963 A 1983 A 1983 R	21,894 9,520 9,906 2,468 8,914	51.56%	PFA*	3
North Frederick Elem. 1010 Fairview Avenue Frederick, MD 21701	PreK-5 SpEdPreK	755	604	80%	15.01	Total 2014 (Replacement)	95,613 95,613	21.03%	PFA*	None
Oakdale Elem. 5830 Oakdale School Road Jjamsville, MD 21754	K-5	707	1,019	144%	13.931	Total 2001 (Orig) 2012 A 2012 R	89,566 71,706 17,860 2,111	44.51%	PFA*	12
Oakdale High 5850 Eaglehead Drive Jjamsville, MD 21754	9-12	1,512	1,597	106%	49.1	2008 (Orig)	241,061	39.35%	PFA*	None
Oakdale Middle 5810 Oakdale School Road Jjamsville, MD 21754	6-8	1,158	1,049	91%	22.3	Total 2002 (Orig) 2021 A	129,858 109,089 20,769	46.91%	PFA*	None
Orchard Grove Elem. 5898 Hanover Drive Frederick, MD 21701	PreK-5 SpEdPreK	562	590	105%	15.68	1996 (Orig)	70,142	58.23%	PFA*	6

PFA * Priority Funding Area

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May 2023

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL		ACREAGE	BUILDING DATA		Facility Condition Index (FCI) Score	COMMENTS	
			2022	Percent Utilized		A=Added R=Renovated	Does not include demolitions		GENERAL	Portable Classrooms 22-23
Parkway Elementary 300 Carroll Parkway Frederick, MD 21701	PreK-5	236	257	109%	5	Total 1930 (Orig) 1961 A 1982 A 1982 R	32,223 25,856 2,167 4,200 28,023	59.99%	PFA*	2
Rock Creek Center 55B West Frederick Street Walkersville, MD 21793	Special Ed	120	75	63%	13	2021(Orig)	79,474	0.48%	PFA*	None
Sabillasville Environmental School A Classical Charter 16210-B Sabillasville, Rd. Sabillasville, MD 21780	K-6	180	154	86%	15	1964(Orig)	27,000	57.53%		None
Spring Ridge Elem. 9051 Ridgfield Dr. Frederick, MD 21701	PreK-5 SpEdPrek	647	611	94%	20	1991(Orig)	66,276	56.93%	PFA*	None
Sugarloaf Elementary 3400 Stone Barn Drive Frederick, Maryland 21704	K-5	754	826	110%	12.9	2018 (Orig)	97,869	8.80%	PFA*	None
Thurmont Elementary 805 East Main Street Thurmont, MD 21788	3-5	368	276	75%	15.31	Total 1955(Orig) 1959 A 1976 A	64,250 18,550 20,729 24,971	53.68%	PFA*	None
Thurmont Middle 408 East Main Street Thurmont, MD 21788	6-8	924	529	57%	13	Total 1950 (Orig) 1955 A 1958 A 1976 A 2002 A 1960 R 1976 R	135,260 22,108 12,873 20,502 34,387 45,390 22,108 11,263	55.84%	PFA*	None
Thurmont Primary 7989 Rocky Ridge Road Thurmont, MD 21788	PreK-2	470	309	66%	13.47	Total 2001 (Orig) 2006 A 2006 R	66,334 49,600 16,734 2,850	45.48%		None
Tuscarora Elementary 6321 Lambert Drive Frederick, Maryland 21703	PreK-5	633	772	122%	13.39	2004 (Orig)	86,938	44.36%	PFA*	6
Tuscarora High 5312 Ballenger Creek Pike Frederick, MD 21703	9-12	1,749	1,675	96%	46.49	Total 2003 (Orig) 2008 A	257,062 224,652 32,410	43.70%	PFA*	None

PFA * Priority Funding Area

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May 2023

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL		ACREAGE	BUILDING DATA		Facility Condition Index (FCI) Score	COMMENTS	
			2022	Percent Utilized		A=Added R=Renovated	Does not include demolitions		GENERAL	Portable Classrooms 22-23
Twin Ridge Elem. 1106 Leafy Hollow Ct. Mount Airy, MD 21771	SpEdPreK-5	681	658	97%	17	1992 (Orig)	68,900	56.42%	PFA*	None
Urbana Elementary 3554 Urbana Pike Frederick, MD 21704	SpEdPreK-5	764	667	87%	19.87	Total 2020 (Replacement)	98,178	3.16%	PFA*	None
Urbana High 3471 Campus Drive Jjamsville, MD 21754	9-12	1,899	1,912	101%	59.7	Total 1995 (Orig) 2005 A	249,609 208,000 41,609	51.49%	PFA*	4
Urbana Middle 3511 Pontius Court Jjamsville, MD 21754	6-8	1,020	1,119	110%	26.18	Total 2006 (Orig) 2015 A	145,135 125,049 20,086	42.36%	PFA*	None
Valley Elementary 3519 Jefferson Pike Jefferson, MD 21755	PreK-5	499	488	98%	31.71	Total 1967 (Orig) 1974 A 1974 R	59,989 40,404 19,585 2,485	57.78%	PFA*	2
Walkersville Elem. 83 Frederick Street Walkersville, MD 21793	PreK-5	701	690	98%	15	Total 1974 (Orig) 2011A 2011R	89,514 54,454 35,060 12,163	49.01%	PFA*	1
Walkersville High 81 Frederick Street Walkersville, MD 21793	9-12	1,065	1,194	112%	35	Total 1976 (Orig) 1999 A 1998 R (Sci) 1999 R	181,416 156,500 24,916 8,522 2,130	59.47%	PFA*	8
Walkersville Middle 55 Frederick Street Walkersville, MD 21793	6-8	1,105	830	75%	28.68	Total 1961 (Orig) 1985 A 1998 A 1998 R	119,353 75,880 3,241 40,232 7,355	55.41%	PFA*	None
Waverley Elem. 201 Waverley Drive Frederick, MD 21702	PreK-5 SpEdPreK	1,019	828	81%	18.17	Total 2022 (Replacement)	130,225	58.50%	PFA*	None
West Frederick Middle 515 West Patrick St. Frederick, MD 21701	6-8	1,094	756	69%	12	Total 1958 (orig) 2010 R 2010 A	166,439 143,363 143,363 23,076	41.13%	PFA*	None
Whittier Elementary 2400 Whittier Drive Frederick, MD 21702	PreK-5 SpEdPreK	624	706	113%	10.126	1998 (Orig)	81,244	49.10%	PFA*	8

PFA * Priority Funding Area

Date Printed 5/30/2023

May 2023

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL		ACREAGE	BUILDING DATA		Facility Condition Index (FCI) Score	COMMENTS	
			EQ. ENROL	Percent Utilized		A=Added R=Renovated	Does not include demolitions		GENERAL	Portable Classrooms 22-23
			2022							
Windsor Knolls Middle 11150 Windsor Road Jiamsville, MD 21754	6-8	978	737	75%	57	Total 1983 (Orig) 1999 A	116,644 98,000 18,644	55.58%		None
Wolfsville Elem. 12520 Wolfsville Rd. Smithsburg, MD 21783	PreK-5	200	157	79%	14	Total 1959 (Orig) 2000 A 2000 R	41,657 20,091 21,566 5,000	56.59%	PFA*	None
Woodsboro Elementary 101 Liberty Road Woodsboro, MD 21798	PreK-2	166	138	83%	5	Total 1952 (Orig) 1959 A 1973 A	28,557 8,425 175 19,957	53.73%	PFA*	None
Yellow Springs Elem. 8717 Yellow Springs Rd. Frederick, MD 21702	PreK-5	453	584	129%	17	Total 1957 (Orig) 1966 A 1974 A	52,600 20,442 7,013 25,145	54.00%		8

NOTE: Physical Condition of the Building is based on the Facility Condition Index (FCI) of the building
FCI=Deferred Maintenance Cost/Current Replacement Cost International Facility Management Association (IFMA)

APPENDIX N: SCHOOL CLOSING POLICY 108 AND TITLE 13A-02-09

Source: Frederick County Board of Education; Code of Maryland Regulations, January 15, 1989

POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND
UNUSED SCHOOL SYSTEM PROPERTY	POLICY 108
108.1 Disposal or Relocation of Unused School System Property 108.2 Retention 108.3 Lease 108.4 Sale	

Purpose: To outline the Board of Education's expectations regarding unused school system property.

108.1 Disposal or Relocation of Unused School System Property

The Board of Education (Board) will make every effort to efficiently and cost-effectively use property until such time as it becomes obsolete or impractical.

When school system property is determined to be of no use to the public school system of Frederick County due to obsolescence or condition, or is discontinued at its current location, the items will be disposed of in accordance with school system regulations.

108.2 Retention

The Board may decide to retain ownership to a property for future development.

108.3 Lease

If retained, leasing to a local community group may be arranged with a formal contractual agreement, and in accordance with provisions of Maryland law.

108.4 Sale

When the Board, with the approval of the state superintendent, shall determine that grounds, school sites, or buildings are no longer needed for school purposes, they shall be transferred by the Board to the county council and may be utilized, sold, leased, or otherwise disposed of (except by gift) by the county council in accordance with provisions of Maryland law. All expenses of transfer shall be secured from the interagency committee. Any outstanding bonding obligations at the time of transfer to the county council must be assumed by the county council.

Legal Reference	§4-114, Education Article, <i>Annotated Code of Maryland</i>		
	§4-115, Education Article, <i>Annotated Code of Maryland</i>		
	COMAR 14.39.02 "Interagency Commission on School Construction"		
Policy History	Reviewed: 2017, 2020	Adopted: 7/30/03	Revised: 11/11/20

Title 13A STATE BOARD OF EDUCATION

Subtitle 02 LOCAL SCHOOL ADMINISTRATION

Chapter 09 Closing of Schools

Authority: Education Article, §§2-205, 4-101, 4-119, and 4-205, Annotated Code of Maryland

.01 Adoption of Procedures to Govern School Closings.

A. Each local board of education shall establish procedures to be used in making decisions on school closings.

B. The procedures shall ensure, at a minimum, that consideration is given to the impact of the proposed closing on the following factors:

- (1) Student enrollment trends;
- (2) Age or condition of school buildings;
- (3) Transportation;
- (4) Educational programs;
- (5) Racial composition of student body;
- (6) Financial considerations;
- (7) Student relocation;
- (8) Impact on community in geographic attendance area for school proposed to be closed and school, or schools, to which students will be relocating.

C. The procedures shall provide, at a minimum, for the following requirements:

(1) A public hearing to permit concerned citizens an opportunity to submit their views orally or to submit written testimony or data on a proposed school closing. This includes the following:

- (a) The public hearing shall take place before any final decision by a local board of education to close a school;
- (b) Time limits on the submission of oral or written testimony and data shall be clearly defined in the notification of the public meeting.

(2) Adequate notice to parents and guardians of students in attendance at all schools that are being considered for closure by the local board of education. The following apply:

- (a) In addition to any regular means of notification used by a local school system, written notification of all schools that are under consideration for closing shall be advertised in at least two newspapers having general circulation in the geographic attendance area for the school or schools proposed to be closed, and the school or schools to which students will be relocating;

(b) The newspaper notification shall include the procedures that will be followed by the local board of education in making its final decision;

(c) The newspaper notification shall appear at least 2 weeks in advance of any public hearings held by the local school system on a proposed school closing.

D. The final decision of a local board of education to close a school shall be announced at a public session and shall be in writing. The following apply:

(1) The final decision shall include the rationale for the school closing and address the impact of the proposed closing on the factors set forth in Regulation .01B;

(2) There shall be notification of the final decision of the local board of education to the community in the geographic attendance area of the school proposed to be closed and school or schools to which students will be relocating;

(3) The final decision shall include notification of the right to appeal to the State Board of Education as set forth in Regulation .03.

.02 Date of Decision.

Except in emergency circumstances, the decision to close a school shall be announced at least 90 days before the date the school is scheduled to be closed but not later than April 30 of any school year. An emergency circumstance is one where the decision to close a school because of unforeseen circumstances cannot be announced at least 90 days before the date a school is scheduled to close or before April 30 of any school year.

.03 Appeal to State Board of Education.

A. An appeal to the State Board of Education may be submitted in writing within 30 days after the decision of a local board of education.

B. The State Board of Education will uphold the decision of the local board of education to close and consolidate a school unless the facts presented indicate its decision was arbitrary and unreasonable or illegal.

Effective date: August 2, 1982 (9:15 Md. R. 1516)

Regulations .01 and .03 amended effective August 26, 1985 (12:17 Md. R. 1707); January 15, 1989 (15:27 Md. R. 3131)

APPENDIX O: FCPS REDISTRICTING POLICY 200 AND REGULATION 100-02

Source: Frederick County Board of Education



POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND	
SCHOOL ATTENDANCE AREAS AND REDISTRICTING	POLICY 200	
200.0 Policy Statement 200.1 Attendance Areas 200.2 Redistricting 200.3 School Closing or Consolidation		

200.0 Policy Statement

The Board of Education (Board) believes in building collaborative relationships between the school system and the community. The Board acknowledges that schools are the foundation of the community and have a lasting impact on its citizens. However, there will be times of enrollment fluctuations and changes to the educational landscape that indicate the need to shift attendance areas, redistrict and even close schools. The Board has the unique responsibility to allocate resources based on various student needs and will consider strategies and solutions and seek high levels of communication and transparency with stakeholders.

200.1 Attendance Areas

- A. The county shall be divided into appropriate school attendance areas by the Board. With the exception of some special programs, students are expected to attend the school assigned based on their primary residence. The Superintendent will prepare regulations concerning attendance areas. If the Superintendent of schools determines that the number of out-of-district students attending child care centers is a significant factor in causing enrollment pressures within a specific school attendance area, the Superintendent shall reassign those out-of-district students before moving students whose permanent residence is within the attendance area. The Superintendent is responsible for making recommendations for attendance area adjustment based on conditions set forth in Board policy and for coordinating community involvement and a communication plan.
- B. The Superintendent has discretion to make minor adjustments to attendance area maps without Board approval under the following conditions where:
 - 1. Attendance area boundary lines divide properties.
 - 2. Maps do not clearly define school assignments of current or future students.
 - 3. Maps may not accurately identify current school assignments due to unforeseen factors.

Legal Reference	§ 4-115, Education Article, <i>Annotated Code of Maryland</i>		
	COMAR 13A.02.09 <i>Closing of Schools</i>		
Policy History	Reviewed: 2015, 2016, 2020, 2021	Adopted: 9/24/03	Revised: 3/24/21

- C. The Chief Operating Officer will be responsible for updating attendance area maps annually to reflect any changes in boundary maps.
- D. The Board reserves the right to modify proposals, alternatives or recommendations presented by the Superintendent, Frederick County community members or during Board votes.

200.2 Redistricting

Purpose: To establish conditions under which school attendance boundary adjustments will be developed as well as the procedural and community engagement guidelines the Board will use in decisions that impact attendance areas.

- A. The Board may consider school attendance area adjustments under one or more of the following conditions:
 - 1. A new school, addition or renovation that adds capacity.
 - 2. Closure or significant damage of an existing school facility.
 - 3. Changes to student enrollment numbers or projections that are significantly and consistently outside of state rated capacity.
 - 4. Program changes that impact a school's state rated capacity.
 - 5. Any situation that would compel an attendance boundary adjustment to promote student safety and well-being or enhance efficiencies.
- B. The annual presentation of the Educational Facilities Master Plan (EFMP) to the Board shall include a state rated capacity review that will guide Board decisions in regard to optimal usage of school system facilities. This will also include a status report of the Adequate Public Facilities Ordinance (APFO) and approved residential developments.
- C. The Board shall consider the following factors in developing school attendance area boundaries:
 - 1. Educational welfare of students.
 - 2. Frequency of redistricting, with every attempt being made to limit individual student redistricting to not more than once every five years.
 - 3. Proximity to schools, in order to maximize walkers and minimize distance or time of bus runs.
 - 4. Student demographics.
 - 5. Student academic performance.
 - 6. Operating and capital costs.
 - 7. Established feeder patterns.
 - 8. Impact on neighborhoods and communities.
 - 9. Impact on specialized school programs or a change to school capacity.
 - 10. Instructional and operational capacity of involved schools.
 - 11. Any other factor that is unique or pertinent to the proposed redistricting.

It is important to note that the above criteria are not in priority order. While the Board will take all factors into consideration, it may not be possible to incorporate each factor into all adjustments.

D. Redistricting Study Process

1. The Superintendent will provide a scope of work, including defined study area, process and schedule, as well as a community engagement plan for a proposed redistricting study to the Board for review, discussion and approval prior to the commencement of the study.
2. The community engagement plan shall include a variety of engagement strategies emphasizing maximum community involvement and transparency.
3. Following initial data collection, school system staff will engage the school communities involved in the redistricting to present the scope of work, schedule and community engagement plan. Collected data will also be presented to the school communities for review and discussion. Input will be gathered regarding questions and concerns about the proposed redistricting.
4. School system staff will develop a variety of school attendance boundary options utilizing information gathered earlier and factors outlined in Board Policy 200.2(C) above. These options will be presented to the school communities, in accordance with the community engagement plan, for review and comment. The proposed options will be revised and presented to the school communities to prepare an appropriate recommendation for the Superintendent's consideration.
5. The Superintendent will forward redistricting recommendation(s) to the Board, including all pertinent data, information, considered options and details of community engagement.
6. The Board will hold a minimum of one work session and a minimum of one public hearing regarding the proposed school attendance area boundary adjustment(s). The Board acknowledges that public input is a priority.
7. The Board may direct the Superintendent to provide additional information or develop alternative attendance boundary options for the Board's consideration.
8. The Board will have a final public hearing and take final action at a public meeting.
9. Consideration will be given to granting "grandfathering" status to students entering 5th, 8th and 12th grades if space is available.

200.3 School Closing or Consolidation

Purpose: To establish procedural and community engagement guidelines for reorganizing facilities and closing schools in accordance with Maryland law. ¹

¹ COMAR 13A.02.09



By November 1 of each year, the Board will receive a list of multiple measures for schools for review such as: (1) enrollment, (2) actual square feet per student, (3) facility cost per student, (4) students per staff, and (5) percentage above or below Every Student Succeeds Act (ESSA) average per level. If the Board wants to consider closing or consolidating a school, the Board shall direct the Superintendent to examine the feasibility of such action. The Superintendent shall prepare such reports as necessary to describe proposed closing or consolidation to and allow adequate public review and comment.

A. At a minimum, the following shall be considered when evaluating criteria for closing a school:

1. Student enrollment trends in relation to state rated capacity;
2. Age and/or condition of school buildings;
3. Transportation;
4. Educational programs;
5. Racial composition and levels of poverty of student body;
6. Financial considerations;
7. Student relocation;
8. Impact on community in geographic attendance area for both the proposed closing school and schools impacted by relocating students; and
9. Any other factors the Board deems relevant to rendering its decision.

Prior to acting on a decision to close a school, the Board may, in its discretion, appoint a committee to assist with evaluating the above criteria and making a recommendation to the Board.

B. Procedures for Community Engagement

1. Public Hearing

a. A public hearing ² shall take place before any final decision by the Board to close a school.

b. Time limits on the submission of oral and written testimony and data shall be clearly defined in the notification of the public meeting.

2. Adequate Public Notification

a. In addition to regular electronic and written communication used by FCPS, written notification of all schools being considered for closure shall be advertised in at least two newspapers having general circulation in the geographic attendance areas for the school(s) impacted by closing or relocation of students.

b. The newspaper notification shall include the procedures to be used by the Board in making a final decision.

c. The newspaper notification will be placed at least two weeks prior to any public hearing held by the school system on the proposed closing.

² For purposes of this policy, public forum is defined as: "A forum provided to concerned citizens to submit their views, testimony, data and/or concerns to the Board by either commenting publicly or submitting statements in writing."



C. The Board shall render its vote publicly and in writing.

1. Except in emergency circumstances, the decision to close a school shall be announced at least 90 days before the date the school is scheduled to be closed, but not later than April 30 of any school year. An emergency circumstance is one where the decision to close a school because of unforeseen circumstances cannot be announced at least 90 days before the date a school is scheduled to close or before April 30 of any school year.
2. The final written decision should include the rationale and basis used for a school closure.
3. The written decision shall address the impact of the proposed closing on the factors set forth in Maryland law.³
4. There shall be notification of the final decision by the Board to the community in the geographic attendance area of the school to be closed and the school(s) impacted by the relocation of students.
5. The final decision shall include notification of the right to appeal to the State Board of Education as identified in Maryland law⁴ and Board Policy 105 *Appeal and Hearing Procedures*.

D. Disposition of Real Property

If, with the approval of the state superintendent, a county board finds that any land, school site, or building no longer is needed for school purposes, it shall inform the county council and comply with requirements under Maryland law.⁵

Cross-reference Board Policy 108 *Unused School System Property*

³ COMAR 13A.02.09

⁴ COMAR 13A.02.09

⁵ § 4-115, Education Article, *Annotated Code of Maryland*



FREDERICK COUNTY PUBLIC SCHOOLS	Reg. No. 100-02
Subject: REDISTRICTING	Issued: 9/1/79
Preparing Office: Office of the Superintendent	Amended: 9/26/07

- I. Policy 200
- II. Procedures
 - A. Temporary measures shall be examined and considered prior to any permanent change in attendance areas.
 - 1. The chief operating officer and the deputy superintendent may recommend to the Superintendent the need for temporary adjustments due to student enrollment. Consideration should be given to the following:
 - a. Use of old school facilities as buffers for crowded schools when feasible during periods of growth and where cost effective.
 - b. Use of portable classrooms.
 - c. Use of rental properties.
 - d. Change in grade structure.
 - e. Other arrangements as may be necessary.
 - 2. The Superintendent may hold public meetings to provide an opportunity for affected citizens to react to recommendations for temporary adjustments for housing students.
 - 3. The Superintendent implements temporary adjustments.
 - B. School attendance areas may need to be adjusted periodically as a result of current and/or projected enrollments to better utilize available classrooms and/or to establish attendance areas for new schools.
 - 1. If the chief operating officer determines that the temporary adjustments utilized are inadequate to handle enrollments, he/she will consult with school principals, deputy superintendent and the Superintendent concerning a possible need for redistricting.
 - 2. If a redistricting is judged necessary, the chief operating officer will be charged with developing a redistricting proposal including alternatives. The factors and priorities found in Board Policy 200.2 shall serve as guidance in this effort.
 - 3. The chief operating officer will schedule public meetings to provide an opportunity for residents to be informed of and comment about proposed alternatives. Appropriate records will be kept of all public comments received and forwarded to the Superintendent and Board of Education for their consideration.



4. The chief operating officer will recommend to the Superintendent a proposed plan for redistricting, including a description of other alternatives considered but not selected.
 5. Following review of this recommendation, the Superintendent will recommend to the Board of Education a redistricting plan for appropriate action.
 6. The Board of Education will schedule hearings to receive public comments about the Superintendent's recommendation. The Board may approve, deny or modify the recommendation.
- C. The Superintendent has discretion to make minor adjustments to attendance area maps without Board approval under the following conditions where:
- Attendance area boundary lines divide properties.
 - Maps do not clearly define school assignments of current or future students.
 - Maps may not accurately identify current school assignments due to unforeseen factors.
1. Changes to attendance areas will be based on the recommendation of the chief operating officer following consultation with school principals, the FCPS Department of Transportation and the FCPS Department of Student Services.
 2. Changes to attendance areas that affect current students will be made with advanced written notification to the parents or guardian.
 3. The Division of Operations will be responsible for updating attendance area maps annually to reflect any changes in boundary maps.

Approved:

original signed by

Linda D. Burgee
Superintendent

APPENDIX P: FCPS USE OF SCHOOL FACILITIES REGULATION 100-01

Source: Frederick County Public Schools Office of the Superintendent

FREDERICK COUNTY PUBLIC SCHOOLS	Reg. No. 100-01
Subject: RENTAL OF FREDERICK COUNTY PUBLIC SCHOOLS FACILITIES	Issued: 1/1/86
Preparing Office: Office of the Superintendent	Amended: 1/29/20

- I. Policy 203
- II. Procedures

A. Rental of Frederick County Public Schools (FCPS) Facilities

The Board of Education of Frederick County (BOE) recognizes that FCPS facilities are public buildings and, subject to provisions established by Maryland school laws, encourages their use by an approved community user group (CUG) when they are not being used for FCPS purposes. The Superintendent or designee is authorized to establish standard operating procedures and regulations which will provide for the use of FCPS facilities by CUGs without profit to the BOE; provided, however, that the costs of operation and maintenance are defrayed by the CUG.

1. Non-Profit 501(c)(3) Organizations

FCPS buildings and grounds may be used for educational, civic, social, religious, and recreational activities only by approved 501(c)(3)non-profit CUGs.

To meet the FCPS requirement as a non-profit organization, a CUG must be recognized by the Internal Revenue Service (IRS) as a non-profit 501(c)(3) organization. The CUG must submit an IRS determination letter stating this status to FCPS. CUGs may obtain information about IRS recognition as a non-profit organization and/or IRS determination letters at www.irs.gov

2. For-Profit Organizations

Rental of FCPS property by a for-profit business or CUG is not permitted.

B. FCPS Facilities Restricted for Outside Use

Because of the special purpose design of Rock Creek School, Career and Technology Center, Heather Ridge School, Earth and Space Science Lab, FCPS Staff Development Center in Walkersville, Lincoln A, and future special purpose schools and the equipment located in those facilities, after-hour use of those facilities shall be limited to school-related groups or CUGs directly related to the facility. Related CUGs using the Rock Creek School will include only groups comprised of or serving students or persons with disabilities. Those using the Career and Technology Center will include only Frederick Community College and organizations directly involved in the career education effort.

C. Special Operating Requirements

The BOE recognizes individual schools may have special operating requirements under the auspices of "Park School" agreements (shared use agreements with county or city parks and recreation) or other agreements approved by the BOE. These agreements

may contain provisions which sometimes may be at variance with BOE policy or FCPS regulation in order to meet the needs of specific situations.

D. Classification of Users and Charges

Tables I and II, as attached to this regulation, identify priorities of users and charges. Charges for use of FCPS facilities will be reviewed annually to determine whether the fees assessed by regulation are, in fact, adequate to cover costs of operating the facilities.

E. Applications to Become an Approved Community User Group (CUG)

1. An online application to become an approved CUG is made through the program found at www.fcps.org/uof. An application must be completed and submitted by a Frederick County adult resident who is a representative of the CUG. An application submitted on behalf of a governmental agency may be submitted by an official with the agency who is not a Frederick County resident.
2. The online application to become an approved CUG will be received by the Use of Facilities Coordinator. Proof of 501(c)(3) non-profit status and a valid certificate of insurance is required for approval. Once the request as a CUG has been approved, the CUG may submit a schedule request form (SRF) via the online program to request use of FCPS interior spaces or fields.

F. Standard Operating Procedures (SOP) for Use of Facilities

1. Refer to the SOP for Use of Facilities found at www.fcps.org/uof which details information on topics such as submitting a use of facility request form, requirements for valid certificate of insurance, invoicing and payment process, HVAC and custodial services, usage of high school auditoriums, accessing FCPS facilities, cancellation requirements, weather-related cancellations, summer hours, usage of FCPS grounds and fields, permission to mow or maintain FCPS fields, movie licenses, etc.
2. When updates are made to the SOP, an email announcement will be made to all approved CUGs and the revised copy will be posted on www.fcps.org/uof.

G. Scheduling of Facilities

1. Elementary and Middle Schools
A schedule request form (SRF) for use of gyms or fields at elementary and middle schools must follow a submission timeline, but event dates cannot extend past the end of the current fiscal year (June 30). An SRF for all other areas at elementary or middle schools may be submitted at any time within the current fiscal year. See SOP for full details, including the timeline for submission/processing of requests.
2. High Schools
An SRF for use of interior spaces or fields at high schools, other than swimming pools, shall be processed in accordance with the following schedule, but event dates cannot extend past the end of the current fiscal year (June 30). See SOP for full details, including the timeline for submission/processing of requests.

3. An SRF received on or before the established deadline date are to be held until the deadline date will be held until the deadline for consideration of all received SRFs.
4. An SRF received after the established deadline may be considered at the discretion of the principal or designee.

H. Priority Schedule

Use of facilities shall be determined in accordance with the order of priority as identified in Table I.

I. Charges – See Table II

1. The total fee could consist of:
 - a. Facility fee: Charges levied to offset costs of building operations and maintenance (applies to third, fourth and fifth priority users – See Table I).
 - b. Labor fee: Charges levied to cover FCPS personnel required to be present in the building for coverage of the event, including set-up and clean-up (applies to all priority users – See Table I).
 - c. Administrative Processing Fee: Charges levied to offset personnel time for services associated with the event (applies to second priority users only when not being charged an hourly facility fee – See Table I).
2. As a general rule, when a CUG uses FCPS facilities during a FCPS custodian's (or other in-house FCPS staff's) normal working hours, no labor charge will be assessed. If, in the judgment of the principal or designee, additional work is required in order for the custodian (or other FCPS staff) to accommodate the CUG's event, labor charges may be levied to the CUG for the number of overtime hours required.
3. FCPS staff will review Table II rates periodically and revise the rate schedule as appropriate, with approval of the BOE (per Policy 203.3).

J. Restrictions and Conditions Regarding Use of the Facilities

1. All use of facility events (particularly after regular school hours and weekends) must be entered on an online schedule request form for both internal FCPS events and CUG events.
2. FCPS facilities are to be used for programs and activities that extend benefits to students and the community. Inappropriate use of facilities includes, but is not limited to, for-profit commercial purposes, personal gain or profit, and use that is potentially disruptive to FCPS programs or could cause negative public opinion of the school system. It is not appropriate for an approved CUG (including a PTA or booster groups) to request use of facility on behalf of a for-profit group that they are not sponsoring.
3. The sale or use of tobacco products, alcohol, and controlled dangerous substances in any form is prohibited in FCPS buildings and on FCPS grounds at all times. FCPS buildings are defined as a local school system owned or leased building. FCPS grounds are defined as local school system owned or leased land that surrounds an FCPS building.

All CUGs must comply with BOE Policy 112 *Drug-free, Alcohol-free and Tobacco-free Workplace and School System*. Violations of the policy will result in permanent revocation of the CUG's status as an approved user of FCPS facilities.

4. BOE policy mandates that groups using FCPS facilities shall conduct activities that are orderly and lawful, of a nature not to incite others to disorder, and not restricted by reason of race, creed, color, sex, or age.
5. Gambling and games of chance, such as bingo, where cash prizes or prizes of significant value are awarded are prohibited on FCPS grounds. Raffles and 50/50 drawings conducted by groups such as PTAs, alumni associations, recognized employee associations, and booster groups are permitted with approval of the principal, or designee. Students are prohibited from selling or distributing 50/50 or raffle tickets.
6. FCPS buildings shall not be used for events or activities private in nature such as birthdays, anniversaries, weddings, receptions, funerals, or memorial services.
7. FCPS buildings and grounds may be used for non-partisan political debates and issues forums sponsored by FCPS or non-partisan organizations.

FCPS buildings or grounds shall not be used for partisan political rallies, political fundraisers, and presentations by candidates for public office or related election activities. FCPS buildings or grounds shall also not be used for partisan activities associated with any issue scheduled to be included on the ballot of the next election.

Nothing in the above shall serve to restrict the county Board of Elections in the administration of Election Day activities.

8. Rental of FCPS facilities for overnight activities is not permitted. The appropriate instructional director may approve exceptions that are consistent with the purposes and intent of this regulation.
9. There shall be no temporary or permanent signs, banners, or pennants placed in or on FCPS buildings or on FCPS grounds by any CUG except those associated with activities sponsored by FCPS or the PTA. Two exceptions are:
 - a. Activities carried on in FCPS facilities by the county Board of Elections shall be exempt from this restriction.
 - b. Other CUGs that use FCPS facilities may place temporary identification signs on FCPS grounds only during the actual hours the FCPS facility is used. At the conclusion of the use of the FCPS facility, the CUG must remove the signs.
10. All use of buildings and/or grounds is restricted to the area and to the activity as described on the SRF.
11. Continued use of an FCPS building by any group is contingent upon the following:
 - a. CUG taking proper steps to protect FCPS property.
 - b. CUG ensuring complete safety and the observance of policies and regulations concerning smoking or drinking in FCPS buildings.
 - c. Timely payment of invoices.

12. If a principal, or designee feels that a CUG is misusing the building, it is the duty of the principal, or designee to provide written correspondence documenting the misuse to the CUG. The principal or designee must report each incident to the Use of Facilities Coordinator via a Google form found on the Inside FCPS Use of Facilities webpage. If continued misuse occurs, the principal or designee may cancel future event dates with the CUG, and contact the Use of Facilities Coordinator about the possibility of terminating the CUG's privilege to use FCPS facilities (after investigation and determination by the Chief Operating Officer).
13. Occupancy of buildings or rooms shall not exceed capacities established by the fire marshal.
14. Vehicles will be parked in authorized parking areas only. Operation of vehicles on FCPS lawns and play fields is prohibited.
15. All after-hour use of FCPS facilities must be supervised by a person at least 21 years of age representing the user group.
16. Indoor FCPS facilities (gymnasiums, hallways, cafeterias, classrooms, etc.) may not be used for athletic activities which are normally played outdoors and/or for which the indoor facilities are not designed. This definition includes activities such as football, field hockey, cross-country, soccer, track, softball, lacrosse, baseball, etc.
17. Temporary structures including portable toilets, mobile concession stands, and beverage trailers may not be erected or placed on FCPS property without the permission of the school principal and the Chief Operating Officer. Beverage trailers and mobile concession stands will not be left on the FCPS grounds overnight. Large tents will not be erected on FCPS grounds. Temporary booths for PTA carnivals are exempt from this restriction.
18. Under no condition will an SRF for after-hour activities be approved where the SRF requires persons to be on a building roof. This includes firefighting practices, rappelling demonstrations, and other such activities.
19. It is at the discretion of the school principal to determine what areas/rooms may be available to a CUG; however, the following areas are not available for CUGs: portables, computer labs (see M.9.a), locker rooms (except in conjunction with pool usage), and high school concessions.

K. Indemnification Provision

Any CUG using FCPS property shall hold the BOE, individual BOE members, and FCPS employees harmless for any loss, liability, or expense that may arise during, or be caused in any way by such use or occupancy of FCPS property. In the event loss is incurred as a result of the use of the facility by a CUG, the amount of damage shall be decided and invoiced by the BOE. The CUG shall also hold harmless and indemnify or reimburse the BOE for any liability to third parties arising from use of FCPS facilities.

L. Principal's Responsibility

1. The principal, or designee, is responsible for coordinating with the CUG the assignment of space necessary to accommodate the CUG's needs as indicated on the SRF.
2. The principal or designee is responsible for being familiar with use of facility documents and procedures found on the Inside FCPS Use of Facilities webpage.
3. The principal or designee is responsible for maintaining proper relationships with CUGs that use their facility.
4. FCPS equipment may be utilized by CUGs only with the consent of the principal, or designee. All equipment that is so utilized shall be returned in the same condition as when it was borrowed. Lost or damaged equipment shall be replaced or repaired at the sole expense of the CUG. Under no condition will equipment be removed from the FCPS facility. Some equipment will not be available to CUGs under any conditions. Damage to equipment must be reported by the principal or designee to the Use of Facilities Coordinator using the Incident Report Form found on the Inside FCPS Use of Facilities webpage.

M. User's Responsibility

1. The CUG must accept the entire responsibility for supervision of all persons associated with its activities, including participants and spectators in the building or on the grounds. The school custodian will not be expected to supervise the CUG activity. Supervision by the CUG shall include monitoring of entrance to ensure that only authorized persons are permitted in the building and that exterior doors remain locked/closed at all times.
2. The CUG must include all set-up requirements on the SRF. In no event are electrical power capacities to be exceeded.
3. Tables, chairs, and benches shall not be placed on the playing surface of tennis and multi-use courts. CUGs shall not bring heavy mechanical equipment on the grounds without approval of the principal, or designee. Portable booths and equipment shall be removed immediately after the activity.
4. It is assumed that all buildings and grounds shall remain in their original condition. Plans by the CUG for altering existing facilities is subject to approval of the principal or designee in coordination with the Director of Maintenance and Operations.
5. The CUG recognizes that FCPS facilities are available to the community for civic, social, and recreational purposes at hours other than those required for school-sponsored activities.
6. The CUG agrees that FCPS facilities may not be used by any organization, person, or persons who practice discrimination because of race, color, creed, sex, or national origin.

7. The CUG recognizes that FCPS facilities are not to be used for personal financial gain.
8. The CUG acknowledges that the charges for the facility shall be in accordance with Table II and shall include the labor time of the custodian(s) or other required staff assigned by the principal or designee as determined essential to the safekeeping and efficient operation of the FCPS facility.
9. CUGs are advised that technical equipment in FCPS facilities requires the attention of properly trained FCPS personnel.
 - a. A CUG may not use FCPS computer equipment unless special permission is received by the school principal.
 - b. When the kitchen portion of the cafeteria is requested, at least one of the Food & Nutrition Services staff must be on duty.
 - c. When an FCPS pool is requested, a pool operator must be on duty. (The assignment of a pool operator can be in lieu of a custodian.)
 - d. When a high school auditorium is requested to include use of theater lighting or sound systems, the high school auditorium facilitator will assign an FCPS-approved technician(s) to operate for the event. (See High School Auditorium Usage Guidelines for full details at www.fcps.org/uof)
 - e. Services provided in b-d above will incur a labor charge to the CUG. (See Table II).
10. The CUG agrees that alcoholic beverages, controlled dangerous substances, and games of chance are prohibited.
11. The CUG agrees to provide adequate supervision to ensure that good order is maintained.
12. The CUG agrees that fire regulations shall be strictly followed.
13. The CUG agrees that all activities shall be planned and clean-up provided so that facilities and grounds are ready for instruction on the next instructional day.
14. The CUG may impose an admission charge to cover expenses.
15. Youth sports programs seeking to use FCPS school facilities must distribute concussion information to parents or guardians on an annual basis. Via the SRF, each youth sports program will affirm to FCPS its intention to comply with concussion information procedures as available on the Centers for Disease Control web site at <http://www.cdc.gov>.
16. The CUG recognizes that in the event there is a breach of any of these responsibilities, it may result in revocation of privilege to any future use of FCPS facilities.
17. For the protection of the CUG, the BOE requires that the CUG furnish to the BOE a certificate of insurance satisfactory to the BOE evidencing insurance coverage of not less than a combined single limit of bodily injury and property damage liability

insurance in the amount of \$1,000,000 per occurrence; \$2,000,000 in the general aggregate (including spectator liability) on a commercial general liability form; \$2,000,000 in products/completed operations aggregate; \$1,000,000 personal/advertising injury; \$50,000 fire damage legal liability; and \$5,000 medical expense. The certificate of insurance can only be cancelled upon 30 days written notice, and the CUG must notify the Use of Facilities Coordinator of its cancellation. The certificate of insurance shall state that the Board of Education of Frederick County is named as an additional insured on the insurance policy and waiver of subrogation must be included. Any deductibles or self-insured retentions should be noted on the certificate. The certificate holder shall read: Board of Education of Frederick County, 191 South East Street, Frederick, MD 21701. (See sample of an acceptable insurance certificate at www.fcps.org/uof)

N. Pool Use

1. All FCPS pools when in use shall be in the immediate control of a person who shall be referred to as a pool operator. The pool operator must be an FCPS employee who possesses a valid swimming pool operator's license. The pool operator is responsible for the maintenance and operation of pool equipment and for maintaining a healthy pool environment.
2. When the pool is open, at least one qualified lifeguard must be on duty. Additional guards will be required above the minimum at the rate of one additional guard for each twenty-five (25) users or portion thereof above the first twenty-five (25) users. For example, if there are thirty (30) users, two (2) guards are required.
3. A person may fulfill the functions of both lifeguard and pool operator when such duplication can be accomplished without adversely affecting safety and operational standards. No lifeguard shall be assigned any other duties such as out-of-water supervising, coaching, instructing, or cleaning, no matter how minor, while performing the duties of a lifeguard.
4. Persons acting as lifeguards shall be on deck and observing the pool whenever any person is in the water and shall not leave such post without ascertaining that all persons are out of the water.
5. To qualify as a lifeguard, the individual must be at least seventeen (17) years of age and must have on file, with the pool operator, a copy of a current senior life saving certificate and proof of current CPR training. Recognized life-saving certificates are those issued by the American Red Cross, the YMCA or YWCA.
6. The CUG using the pool will name a person in charge. The person in charge shall supervise the group and shall assume full responsibility for locker room supervision. Each group and/or individual shall be personally responsible for personal valuables left in locker areas.
7. Reservations for any swimming pool will not be granted for longer than six (6) months at a time.

8. The maximum pool capacity shall not exceed seventy-five (75) users in the water at any given time.
9. The charges for swimming pool use for all users are listed below:
 - \$80 per hour: Youth CUG that books and uses 150 or more hours during a 6-month period
 - \$90 per hour: Youth CUG that books and uses less than 150 hours during a 6-month period
 - \$100 per hour: Adult CUG that books and uses for any length of time

The above rates include the cost for the pool operator, up to two lifeguards and all other related expenses associated with pool operations except custodians on weekends and holidays. An extra fee will be assessed in the event more than two lifeguards are required to service the CUG.

Use of the pool on weekends or holidays, or other non-school days when custodians are not normally scheduled, will require scheduling of a school custodian at rates found in Table II.

FCPS may establish such hours of operation and holiday schedules as it deems appropriate for efficient operation of the facility.

The pool fee will be based on the reservation dates and times requested on the SRF. Approved FCPS fees will be non-refundable unless cancellation is directed by FCPS. Users booking less than 20 hours in a six-month period may cancel once, with two weeks' notice, without penalty.

O. Field Use Cancellation

1. Use of any school field by a CUG may be cancelled at the discretion of the principal or the Chief Operating Officer based on weather and field conditions. (See SOP for more details.)
2. Use of any FCPS field may be cancelled for up to twelve (12) months if, based on the joint assessment of the principal or designee and the Chief Operating Officer or designee, the field meets one or more of the following conditions:
 - a. Use of the field by a CUG directly interferes with a scheduled FCPS event.
 - b. At least one-third of the field's turf cover has significantly deteriorated.
 - c. The field has unacceptable compaction levels or other safety-related concerns.
 - d. A repair program for the field is underway as a consequence of overuse, turf disease, or vandalism.
 - e. Use of the field interferes with construction under way at the FCPS facility.
 - f. The field is newly constructed and time is needed to establish a healthy turf and root system (available for use 18 months from opening of new school).

P. Rental of Central Office Facilities

1. Rental of the central office facilities at 191 South East Street, Frederick, MD 21701, by an approved CUG is limited to the first floor board room and conference room 1A.
2. Use of the board room by a CUG is limited to meetings, presentations, conferences, public hearings, or similar events. The board room may not be used for events such

as private parties, performances, recreation programs, religious services, or political rallies. Food and drink are not permitted in the board room.

3. Activities scheduled in the central office board room must conclude no later than 10:00 p.m.
4. Activities scheduled in the central office board room on weekends or holidays will require custodial support at the labor rates outlined in Table II.
5. The rental fee for the central office board room is identified in Table II (See Note 3).
6. The CUG must provide its own projection equipment. Internet access may not be available. Drop-down projection screens and microphone will be available for use. The CUG must detail equipment needs in the Set-Up Requirement section of the SRF.
7. All other procedures and requirements as outlined in this regulation will apply to the rental of the central office board room.

Approved:

original signed by

Theresa R. Alban
Superintendent

Other Relevant Policies/Regulations/Documents

Policy 112 – *Drug-free, Alcohol-Free, Tobacco-free Workplace and School System*

Policy 203 – *Facilities and Grounds*

Reg. 100-05 – *Auxiliary Custodians*

Reg. 200-29 – *School Security and Safety*

Standard Operating Procedures (SOPs)

- For Approved Community User Groups (see www.fcps.org/uof)
- Various SOPs for internal FCPS use only (see Inside FCPS Use of Facilities webpage)

TABLE I – Priority List**FCPS Community User Group Priority List**NC = **N**o **C**hargeFC = **F**acility **C**harge (Hourly; See Table II)APF = **A**dministrative **P**rocessing **F**ee (See Table II)LC = **L**abor **C**harge (Hourly or Flat Fee; See Table II)**FIRST PRIORITY - Frederick County Public Schools Related Groups**

Frederick County Public Schools Related Groups	Building	Labor
1. PTA/PTSA	NC	LC
2. Booster Clubs	NC	LC
3. School Staff (events by and for school staff only)	NC	LC
4. Frederick County Teachers Assn (FCTA)	NC	LC
5. Frederick Assn of School Support Employees (FASSE)	NC	LC
6. Frederick County Administrative & Supervisory Assn (FCASA)	NC	LC
7. Other Frederick County Public School-Sponsored Groups	NC	LC
8. School Athletic Officials	NC	LC
9. FFA	NC	LC

SECOND PRIORITY - Youth Groups/Youth Activities/Youth Organizations

Youth Groups/Youth Activities/Youth Organizations	Building	Labor
1. County Rec Councils - Youth Activities	APF	LC
2. Youth Athletic Associations		
3. YMCA Youth Programs		
4. Boy and Girls Scouts		
5. 4-H		

THIRD PRIORITY - Other Educational Groups

Other Educational Groups	Building	Labor
1. State and other county-supported higher education	FC	LC
2. Private Schools (all grade levels)	FC	LC
3. Non-profit Nursery Schools & Early Childhood Groups	FC	LC

FOURTH PRIORITY - Federal, State, Local Government

Federal, State, Local Government	Building	Labor
1. County and City Government Agencies-includes local parks & recreation council's adult activities.	FC	LC
2. State Government Agencies	FC	LC
3. Federal Government Agencies	FC	LC
4. Red Cross, Health Department	FC	LC

FIFTH PRIORITY - Fire & Rescue Services, Adult Cultural, Recreational and Community Groups, Charity Fundraisers, Religious Groups, Commercial (not for private gain events)

<i>Fire & Rescue Services, Adult Cultural, Recreational and Community Groups, Charity Fundraisers, Religious Groups, Commercial (not for private gain events)</i>	<i>Building</i>	<i>Labor</i>
1. Fire and Rescue Department Events	FC	LC
2. Cultural and Musical, Community Improvement, Non-profit Charities, Service Clubs, Homeowners Associations, Civic Associations, Adult Social & Recreational, PTA & Faculty-sponsored Adult Activities not limited to members of organization.	FC	LC
3. Fundraiser to benefit non-profit organization	FC	LC
4. Churches, Synagogues, Gospel Singers (non-profit), Church-sponsored athletic teams and leagues.	FC	LC
5. Dance Recitals (not to exceed 2 rehearsals)	FC	LC

Board of Elections State Mandated No Charge

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NOTE 1: Second Priority includes youth groups and youth activities sponsored by adult groups where the participants are 18 years old or younger. Coaches, instructors, and supervisors can be adults; however, no adult participants can be included to qualify for classification in Second Priority.

NOTE 2: To be considered as a Second Priority, the organization must be officially recognized by the Department of Parks and Recreation as an extension of its activity and must be approved by the county or city government.

NOTE 3: With the exception of First Priority users, all CUGs will be charged the stadium, auxiliary turf, and pool (shown in gray on Table II) use fees listed in Table II. There are no fee exemptions for use of the stadium field or track.



TABLE II – Facility Use Fees

Frederick County Public Schools Community User Group Fee Structure

Priority Level	Administrative Processing Fee (APF)* \$2.00 per event date per application	Facility Charge (Hourly) a. Stadium Track Meet b. Stadium - Natural c. Stadium - Artificial d. Auxiliary Artificial Turf Field e. Pools	Facility Charge (Hourly)	Labor Charge Weekend (Hourly) Non-School Days (Hourly)
1st				✓
2nd	✓	✓		✓
3rd, 4th, 5th		✓	✓	✓

A	Hourly Facility Charges	Elementary	Middle	High
	Facility			
a.	Stadium-Track Meets	N/A	N/A	\$75.00
b.	Stadium-Natural Turf Field	N/A	N/A	\$75.00
c.	Stadium-Artificial Turf Field	N/A	N/A	\$100.00
d.	Auxiliary Artificial Turf Field	N/A	N/A	\$90.00
e.	Pools	N/A	N/A	\$80.00/\$90.00/\$100.00 (See II.N.9 for details)
f.	Auditorium	N/A	N/A	\$90.00
g.	Gymnasium	\$35.00	\$45.00	\$55.00
h.	Auxiliary Gymnasium	N/A	N/A	\$35.00
i.	Cafeteria	\$15.00	\$25.00	\$35.00
j.	Kitchen	\$20.00	\$30.00	\$40.00
k.	Classroom	\$15.00	\$20.00	\$25.00
l.	Media Center	\$20.00	\$30.00	\$40.00
m.	Track Practice	N/A	N/A	\$10.00
n.	Parking Lot Event	\$15.00	\$25.00	\$35.00
o.	Use of Grounds/Fields	\$10.00	\$10.00	\$10.00
p.	HS Baseball and Softball Fields	N/A	N/A	\$15.00
q.	Tennis Courts	\$10.00 per court	\$10.00 per court	\$10.00 per court

B	Hourly Labor Charges **	Elementary	Middle	High
1.	Custodian, Weekend or Non-School Day (regular school, school's auxiliary custodian or coverage pool)	\$27.50-FY20 \$30.00-FY21	\$27.50-FY20 \$30.00-FY21	\$27.50-FY20 \$30.00-FY21
2.	Food Nutrition Services personnel	\$27.50-FY20 \$30.00-FY21	\$27.50-FY20 \$30.00-FY21	\$27.50-FY20 \$30.00-FY21
3.	Sound/Lighting Technician	N/A	N/A	\$27.50-FY20 \$30.00-FY21

* Implementation of APF is effective 1/1/2020. APF is not charged when a facility charge is assessed.

** All labor rates are subject to annual inflationary increases or changes to negotiated agreements. Individual hourly rates are posted on the Non-Benefited Rate chart maintained by FCPS Human Resources.

NOTE 1:

- Parking lot fees will be assessed only for specific events held in parking lots such as flea markets.
- No fee will be assessed for vehicle parking or spectators in approved activities on Board of Education grounds or facilities.

NOTE 2:

- Artificial turf fees include all fields constructed of artificial turf, whether or not they are in a stadium.
- All CUGs renting artificial turf fields must be trained by athletic director concerning use of the fields prior to use.

NOTE 3:

The fee for use of the FCPS Central Office Board Room will be the same as Auditorium above.

APPENDIX Q: FCPS SCHOOL CONSTRUCTION, RENOVATION AND
MAINTENANCE POLICY 202

Source: Frederick County Board of Education

POLICY**BOARD OF EDUCATION OF FREDERICK COUNTY,
MARYLAND****CONSTRUCTION, RENOVATION AND MAINTENANCE****POLICY 202****202.1 Facilities Master Plans**

The Board of Education (Board) will maintain long-term facilities master plans for constructing, renovating and maintaining public school facilities in Frederick County. The master plans shall attempt to balance the need for new seats with the need for renovations to existing buildings. The Board will review these plans annually and adopt a plan after considering public comment. The Board will work cooperatively with the State of Maryland, Frederick County Executive and County Council, and other elected officials to obtain adequate state and local funding and to implement the plans.

202.2 New School Buildings

The Board will use prototype designs whenever possible. Schools will be constructed to maximum approximate capacities:

- Elementary schools – 700 students
- Middle schools – 900 students
- High schools – 1600 students

All other schools will be constructed to accommodate the number of students determined by the Board to be appropriate to the school's function.

The Board may authorize exceptions to the capacity figures shown above.

202.3 School Site Acquisition

The Board will work collaboratively with the Frederick County Executive, County Council and Planning Commission to maintain criteria for school site acquisition and work to maintain a sense of community when selecting school sites. Considerations in the site selection process will include:

- The site is consistent with the land use plans prepared and approved by Frederick County, the City of Frederick or municipality.
- The site is adequate in size and physical characteristics to meet site design requirements for the size and type of school intended for the site.

Legal Reference	MD Annotated Code, Education Article §5-112 Bids		
	MD Annotated Code, Education Article §4-115 Acquisition and Disposition of Real Property...		
	MD Annotated Code, Education Article §5-301 State Payment of Certain Public School...		
	MD Annotated Code, State Finance & Procurement Article §14-301 Definitions		
	COMAR 21.11.03 State Procurement Regulations – Minority Business Enterprise Policies		
Policy History	Reviewed: 2016	Adopted: 10/22/03	Revised: 7/13/16

- The site is in compliance with State, County and Municipal site development regulations.
- Adjoining, existing and future planned land uses of the site are compatible with the type of school planned.
- The site has acceptable utility, road and pedestrian access available.

202.4 Specific Project Approval

Educational specifications and designs for all projects shall be subject to Board approval. The Board will review educational specifications and designs at the Board's work session before granting Board approval. For new schools, school additions or major renovations, the Board must approve each major step in the design process, including schematic designs, design development documents, and construction documents.

202.5 School Construction/Use of Minority Business Enterprises (MBE)

The Board shall require staff to enable a Procurement Review Group (PRG) to review and analyze each construction project or type of work and the potential for certified minority businesses to participate in the project. Based on these factors, individual project goals and sub-goals for a project may be higher or lower than the standard percentages. It is also possible that some projects could have no MBE requirements, if specific circumstances justify that decision. When bidding as general or prime contractors, all general contractors and subcontractors, including certified MBE firms, are required to attempt to achieve the MBE subcontracting goals from the certified MBE firms approved by the Maryland Department of Transportation (MDOT).

This MBE procedure is applicable to all public school construction projects approved for partial state funding through the state public school construction program.

202.6 Easements or Rights-of-Way

The Superintendent or designee shall have authority to act on behalf of the Board in approving easements or rights-of-way of less than one (1) acre to allow utility connections or improvements at existing school facilities or for Board approved projects. The Superintendent or designee shall report to the Board when such approvals are provided.

202.7 Developer-Funded School Construction Projects

The Board supports the funding of school construction through Board agreements with developers as one approach to addressing Frederick County Public Schools (FCPS) facility needs and the consequences of residential development in the county. Such agreements will be considered only in conjunction with county and municipal growth management regulations. Projects that will be considered for developer funding include school additions, new schools/facilities and addition/renovations. The principal goal of any project approved under this policy is to eliminate overcrowding and improve the

educational setting for students and staff. The following guidelines will be considered for developer-funded projects:

A. Developer Responsibilities

The project scope (the size of the school project) will encompass the existing enrollment and capacities of the schools serving the site, the enrollment impact of the residential development under review, enrollment growth from the surrounding neighborhoods, and other residential developments in the school attendance area that have preliminary plans in process or approved.

As a condition of the agreement between the Board and the developer, and in conjunction with agreements approved by the County, the developer will not record lots until the scope of work for the project is approved by the Board that successfully addresses current and potential future overcrowding of schools serving the site. The approved scope of work will be incorporated into an agreement between the developer and the Board.

Once an agreement is in place, funding for the project must be provided or guaranteed prior to design and construction. The developer may withdraw after the design phase if it does not want to proceed with funding construction of the project. If the developer does not wish to proceed, then the agreement is voided. Any funds expended during the design phase are non-refundable. Any plans completed during the design phase become the property of the Board.

B. Board Responsibilities

Funding for the project will incorporate the total project cost, including the cost of offsite public improvements, as determined by the Board.

As with all projects, the Board will determine the project's scope, including the size and specifications as required to meet the needs of schools in the community.

For school construction projects funded by a developer(s) to address school overcrowding, the Board will not request State funding for construction. The project will not be recommended for inclusion in the County CIP and thereby make residential capacity available for other residential projects under the County's or a municipal adequate public facilities ordinance.

The Board supports partnerships as a means of providing school construction funding.

All projects will be considered as part of and in cooperation with county or municipal plans and review and approval procedures.

C. Staff Responsibilities

As with all projects, FCPS staff will manage the design, procurement and construction of the project. The project will utilize standard FCPS project management processes and procedures. The developer will reimburse FCPS for direct costs associated with project management.

APPENDIX R: FCPS TRANSPORTATION POLICY 44I

Source: Frederick County Board of Education

POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND
TRANSPORTATION OF STUDENTS	POLICY 441
441.1 Parental Responsibility 441.2 Student Eligibility for Bus Transportation 441.3 Bus Routing 441.4 Students with Disabilities 441.5 School Bus Ridership 441.6 Standing on Buses 441.7 Transportation of an Out-of-State Student 441.8 Transportation of Students Living Within Mileage Limit	

Purpose: The Board of Education (Board) values the partnership between the school system and home in getting students to and from school on time and safely. Expectations with regard to transportation services for students are outlined below.

441.1 Parental Responsibility

- A. Getting students to and from school safely is a partnership between the home and the school. Frederick County Public Schools (FCPS) will provide parents with educational information and resources on pedestrian and bus safety in addition to the training and resources provided to students.
- B. Parents are responsible for the safety and conduct of their children from the time they leave home until they board the school bus or enter school property and from the time they leave the school bus or exit school property at the end of the day.

Although schools have different starting and closing times, it is an expectation that students should not arrive at school more than thirty minutes before instruction begins and should leave the school grounds within thirty minutes after instruction ends, except when the student participates in school-sponsored or teacher-supervised activities.

- C. Parents are expected to have children at the assigned bus stop five (5) minutes before the scheduled arrival time of the bus in the morning.

Legal Reference	§ 7-801 and § 7-805, Education Article <i>Annotated Code of Maryland</i> COMAR 13A.06.07 "Student Transportation"		
	McKinney-Vento Homeless Assistance Act 42 U.S.C. § 11432(g)(1)(J)(iii)(II)		
Source Document	FCPS Regulation 200-13 <i>Transportation of Students – Designation of Bus Routes/Bus Capacities</i>		
Policy History	Reviewed: 2017, 2020, 2022	Adopted 2/3/09	Revised: 3/23/22

- D. Parents may be held responsible for the reimbursement of damages to the property of other students on the school bus and for damage to equipment on the bus. Parents may also be held responsible for the damage caused by objects thrown from the bus.
- E. Parents are responsible for identifying the appropriate walk route from home to school or the bus stop. FCPS will provide to parents national, state and/or local information and recommendations to assist parents in identifying an appropriate walk route.
- F. It is recommended that parents walk with or make provisions for providing assistance for taking very young children to the bus stop or school in the morning and meeting the bus or students leaving school in the afternoon
- G. In order to determine if schools are closed, delayed, or dismissing early, parents are expected to check local radio and television broadcasts, as well as the FCPS webpage for announcements of the delayed opening or closing of schools.

441.2 Student Eligibility for Bus Transportation

The Board of Education (Board) is committed to providing safe and efficient transportation for students who are transported. School buses are considered an extension of the school campus and all rules and regulations apply accordingly. Barring extenuating circumstances that prevent safe bus travel, students are eligible for bus transportation based on the following criteria:

A. Elementary

With the exceptions as outlined in sections D and E, elementary students are not eligible for school bus transportation to school unless the most practical, direct walking route is longer than $1\frac{1}{4}$ miles. Up to $\frac{1}{10}$ of a mile may be added by the Transportation Department so that a street or cul-de-sac is not divided. Walking distances in contiguous areas may be extended at the superintendent's discretion.

B. Secondary

With the exceptions as outlined in sections D and E, middle and high school students are not eligible for school bus transportation to school unless the most practical, direct walking route is longer than $1\frac{3}{4}$ miles. Up to $\frac{1}{10}$ of a mile may be added by the Transportation Department so that a street or cul-de-sac is not divided. Walking distances in contiguous areas may be extended at the superintendent's discretion.

C. Walking Distance

The walking distance for both elementary and secondary students shall be measured from the property line of the student's home to the designated school property line as identified by transportation staff.

- D. All students who attend designated primary schools will be provided bus transportation.

E. Transportation will be provided under the following exceptions:

1. When students residing within prescribed walking distances of their assigned school do not have suitable walkway between their homes and their assigned school.

A suitable walkway is defined as a sidewalk or road shoulder with a minimum surface width of three (3) feet over which students may walk without being required to step on the traveled portion of the road surface.

2. When students are required to walk across a roadway involving an unusual safety hazard.
3. When students are required to walk across an active, at-grade railroad crossing; a railroad bridge; or a railroad overpass/underpass having inadequate walkways.
4. When defined and authorized as an emergency exceptional condition by the superintendent of schools or designated representative.
5. When secondary students would have to cross a road where the speed limit is 35 miles per hour or greater **and** the intersection:
 - a. is not controlled by a traffic light, or
 - b. is not controlled by a stop sign, or
 - c. is not controlled by a crossing guard, or
 - d. does not have a marked cross walk.
6. Transportation will be provided for elementary students if they must cross a road with a speed limit of 35 miles per hour or greater **and** the intersection is not controlled by a:
 - a. traffic light, or
 - b. crossing guard.

F. Criteria for Establishing Walking Paths between Home and School

1. Elementary
 - a. With the exception of residential areas as outlined in section b., elementary students are not to walk on the traveled portion of the road.
 - b. On residential-area roads without through-traffic, elementary students are not to walk farther than 25 feet at any one point on the traveled portion of the road.
2. Secondary
 - a. On a road with through-traffic, secondary students are not to walk at any one point on the traveled portion of the road that is farther than:
 - (1) 25 feet on a road where the speed limit is greater than 35 miles per hour.

- (2) 50 feet on a road where the speed limit is 35 miles per hour or less.
- b. On a road without through-traffic, secondary students are not to walk at any one point on the traveled portion of the road that is farther than:
 - (1) 50 feet on a road where the speed limit is greater than 35 miles per hour.
 - (2) 200 feet on a road where the speed limit is 35 miles per hour or less.
- G. The Superintendent has authority to allow exceptions to the above conditions.

441.3 Bus Routing

- A. The Board will endeavor to route buses so that students will have a maximum of $\frac{1}{2}$ of a mile to walk to a bus stop, exclusive of private driveways and roadways.
- B. The Board will endeavor to route buses so that students will have no more than a one (1) hour scheduled ride each way.
- C. The Board will endeavor to drop off students no more than $\frac{1}{2}$ hour prior to the start of school and to pick up students within $\frac{1}{2}$ hour of dismissal.

441.4 Students with Disabilities

- A. Students with disabilities attending a Maryland State Department of Education approved school during the regular school year may be provided daily transportation if they live within 50 miles of the school.
- B. Students with disabilities living beyond the 50-mile limit established above shall be eligible for two (2) round trips each school year.
- C. Certain resident students with disabilities attending Maryland State Department of Education approved public or nonpublic schools shall have transportation available to and from their home areas on weekends.

441.5 School Bus Ridership

- A. As provided in regulations of the Maryland Department of Transportation Motor Vehicle Administration, the driver of a school bus shall be in full charge of the bus and students, except in the presence of a teacher.
- B. A school bus driver shall not permit or allow children not enrolled in a school program or any unauthorized adult on any school bus.
- C. Except for regular routes to and from school during the school year, utilization of county-owned buses will be limited to trips sponsored by the public schools of Frederick County for approved school activities. An exception will be made for official business trips sponsored by the County Council for Frederick County, Maryland. School buses involved in field trips will be driven only by approved and certified board school bus drivers.

441.6 Standing on Buses

In accordance with Maryland law, school vehicles shall be routed so that all students are seated and loads do not exceed the rated capacity. If extenuating circumstances create an overload, i.e., unanticipated ridership at the beginning of the school year or an emergency, a corrective plan will be immediately identified and remedied as soon as possible but no later than five (5) student days after notification of the overload condition.

441.7 Transportation of an Out-of-State Student

Under the McKinney-Vento Homeless Act, a homeless student may reside temporarily outside of a Frederick County school of origin. In such case, Frederick County and the county in which the student is residing shall determine how to divide the responsibility and cost of providing transportation, or they may share the responsibility and cost equally.

441.8 Transportation of Students Living Within Mileage Limit

A school bus may be used to transport any student who lives within the mileage limit, if a mileage limit has been established by the local Board of Education, and if:

- A. The school bus is not filled to capacity;
- B. No additional bus stop is added to the route to transport the student; and
- C. The Director of Transportation has identified a specific existing hardship that would justify allowing the student to be transported.

APPENDIX S: ALTERNATIVE EDUCATION PROGRAM

Source: Frederick County Public Schools, May 2023

Alternative Education

Heather Ridge School

Heather Ridge School provides an alternative educational program for students who require a highly structured setting. At Heather Ridge, students have access to individual and group counseling, behavior management services, and small academic classes that enable students to master educational and behavioral objectives necessary for success in a school setting or job site.

Heather Ridge serves both middle school students (grades 6-8) and high school students (grades 9-12). Both programs follow FCPS curriculum and provide students access to credits necessary for graduation. Students who are of age for a work permit are encouraged to earn credit through the work study program. It is possible to earn a diploma (from the student's home school) upon completion of graduation requirements at Heather Ridge School.

Students with the most significant behavioral challenges and/or who need a specialized completer course to graduate, may be provided access to education through a personalized approach which may involve instruction in a one-to-one setting or virtual environment.

All students participate in group or individual counseling in order to develop self-management skills in the academic setting. Counselors and behavior specialists provide support for students as they practice these skills in a smaller classroom environment. Daily, all students monitor progress toward individual goals established by the student and the student's progress monitoring team. Weekly, Progress Monitors meet with each student to discuss the week and share data, which is then shared with the guardian. Progress Review meetings are held monthly with the student and the student's progress monitoring team in attendance. A holistic look at the student's progress (behavioral and academic) and a review of goal attainment occurs at this meeting. Students have access to identified responsibilities and incentives based on their overall progress and their goal attainment. Heather Ridge Program supports students as they develop self-regulation and academic prowess to become productive, contributing members of the larger community.

Frederick County Virtual School

The Frederick County Virtual School (FCVS) provides blended online courses to expand learning options for FCPS students. FCVS utilizes a blended learning model where synchronous (face-to-face and/or video conferencing) sessions are a requirement of the learning process. Courses are aligned to FCPS Essential Curricula and represent a variety of course options. All instructors are highly-qualified FCPS teachers with special training in working with students in a virtual setting. Students interact with an online community of teachers and students as they complete assignments, respond to discussion board posts, and take exams within established timelines. Hands-on science courses may involve laboratory time to conduct experiments and build projects.

FCVS offers seven different programs throughout the school year and summer; four of the programs offer courses for original credit or enrichment opportunities and three programs focus on credit recovery. One of the credit recovery programs is Flexible Evening High School, which serves students ages 15-21. The Virtual School also supervises “traditional” face-to-face high school and middle school summer sessions that meet daily.

Students choose to take a blended online course with FCVS for a variety of reasons. The most common situations include:

- Desire to personalize time, place, path, and/or pace of learning
- Previous success learning in a virtual setting
- Scheduling conflict
- A course of interest is not offered at school
- Internship or work study opportunities
- Schedule school time for specialized courses
- Improve a previously earned grade

The offices are located on the campus of Governor Thomas Johnson Middle School (GTJMS) where FCVS utilizes 3 classroom spaces for a primary office, teacher workroom, and Digital Learning Lab (DLL). The primary office houses 5 full time staff, the teacher work room includes 7 workstations, and the DLL is monitored by trained mentor(s) to provide students additional face-to-face support. FCVS also occupies 3 smaller rooms used as an administrative office, records room, and storage area. Additional rooms are used after school hours and during the summer for face-to-face sessions.

Remote Virtual Program

The FCPS Remote Virtual Program is a grade 1-12 remote virtual program that will follow the same 180-day FCPS academic calendar year set forth by the FCPS Board of Education, which meets the time and attendance requirements outlined in COMAR. Students are instructed in the FCPS curriculum in a virtual synchronous setting that includes asynchronous opportunities. Students follow a specially designed schedule that adheres to the COMAR regulations and supports online synchronous instruction. Live classes occur daily, Monday through Friday, with schedules aligned to that of our traditional school schedules. Synchronous learning opportunities are maximized throughout the day, with some asynchronous work time included.

For elementary school grades 1-5, students receive instruction in a well-rounded curriculum that supports English language arts (ELA), math, science, social studies, visual and performing arts, physical education, and health. The instructional program at the elementary level has an emphasis on high student expectations, foundational skill instruction, as well as higher-level thinking skills; which includes authentic applications of skills and concepts; and active teaching and learning in the classroom.

For middle school grades 6-8, students have access to all grade level core courses and will meet the same state course and COMAR requirements as the FCPS face-to-face program. Students have access to grade level courses that include mathematics, ELA, science, social studies, physical education, health, fine arts, and computer science. Students are expected to successfully complete all grade level courses in order to be promoted to the next grade. Promotion to the next grade level follows the same procedures as in-person learners outlined in FCPS Regulation 500-10: Placement and Promotion of Students.

For high school, students are expected to complete the required courses, sequences of courses, and credits in order to graduate as outlined in COMAR and FCPS' High School Course Planning Guide. Students must earn the required number of credits in order to be promoted to the next grade. As with our comprehensive high schools, some courses may not be offered in the Blended Virtual Program in order to ensure student enrollment in the required courses and completers.

APPENDIX T: SPECIAL EDUCATION PROGRAM DESCRIPTION

Source: Frederick County Public Schools, May 2023

SPECIAL EDUCATION

The Special Education program serves the instructional needs of eligible students with educational disabilities that affect their educational performance from age 3 through the school year that the student reaches age 21. Priorities are to identify students with disabilities, provide proper evaluation and, with parents, make decisions regarding appropriate instruction through an Individualized Education Program (IEP) team process.

Students receive services in the least restrictive environment. A small percentage of students with disabilities are educated in special day settings, and a very small number require private placement outside the public school system. Extended School Year services are available for eligible students as determined by the school IEP team.

Every Frederick County Public School has an IEP team that determines a student's eligibility for special education and related services. In addition, the team follows the process of developing IEPs for eligible students, determining services required to implement IEPs, and makes recommendations for the students' programs and placements. Parents are invited and encouraged to participate in IEP team meetings. A separate county-level IEP team reviews cases that are referred by local schools whose existing staff and resources cannot meet students' needs.

Special Education Pre-Kindergarten

Based upon children's needs, students ages 3-5 may require support through an inclusive special education pre-k classroom. Inclusive pre-k classes educate all students using academic standards while implementing Individualized Education Programs (IEPs) for eligible children who have been identified with a disability. Participation in this program provides opportunities for all students to strengthen their social and academic skills through an inclusive preschool setting.

Rock Creek

Rock Creek is a special education program that serves diverse functional academic, medical and behavioral needs, as appropriate, for students; ages 3-21 who have significant cognitive disabilities and are working on a Maryland High School Certificate of Completion. While there is an emphasis on functional academics, instruction is also based on the Maryland College and Career-Ready Standards. Communication, decision-making, interpersonal, career/vocational, recreational/leisure and community-based skills as well as other IEP needs are addressed, as appropriate. Related services may include adapted art, music and physical education, assistive technology, occupational and physical therapy, and hearing, vision and speech/language services.

Rock Creek works closely with the Arc of Frederick County, Frederick County Developmental Center, Division of Rehabilitative Services and Developmental Disabilities Administration to coordinate services for students and their families.

Expressions Program

Expressions provides integrated and enhanced special education supports for students with functional communication needs. Students are provided with a variety of communication methods as they develop verbal speech and/or a functional communication system in a small, structured classroom with opportunities for inclusion with non-disabled peers. The program uses a variety of instructional strategies and evidence based practices, including principles aligned with Applied Behavioral Analysis. Programs are staffed with a high adult-to-student ratio.

Students work on the Essential Elements of the Maryland College & Career Readiness Standards, adaptive, self advocacy, life, and functional communication skills. Students pursue a High School Certificate of Completion and graduation status is reviewed annually beginning in third grade.

Pyramid Program

Pyramid provides integrated support to students with significant social, emotional, and behavioral needs identified with a variety of education disabilities. Intensive special education and therapeutic services are provided in a small, structured setting within a general education school. Students have opportunities for inclusion in general education classes with non-disabled peers, as appropriate, and most are pursuing a high school diploma.

Learning for Life

Learning for Life provides integrated support to students with a variety of developmental and cognitive disabilities in a small, structured classroom with opportunities for inclusion with non-disabled peers, as appropriate, within a general education school. Students learn functional academic and life skills while receiving instruction in modified Common Core Standards, also known as the Core Content Connectors. After 3rd grade, students pursue a High School Certificate of Completion. Graduation status is reviewed annually.

SUCCESS Program

SUCCESS is a transition-education program for students ages 18-21 who have an IEP and are pursuing a Maryland High School Certificate of Completion. Students considered for the program have completed at least 4 years in a comprehensive high school, have had work experience and exhibit potential for competitive employment. The program focuses on developing skills for independent living and functional academics and offers students a range of employment opportunities.

Infants and Toddlers Program

This interagency program provides early-intervention services for children with developmental delays ages birth through the beginning of the school year following their 4th birthday. Services are provided during naturally occurring family routines. Services address each family's unique priorities for their child in areas such as social relationships; using knowledge and skills (reasoning, problem solving, early literacy and math skills); and taking action to meet needs (feeding, dressing, self-care and following health and safety rules).

Early-intervention experts assist families in knowing their rights to services, communicate with people who work with the child and family, and help the child develop and learn. Services are provided at no cost. The Frederick County Health Department is the lead agency, working with FCPS, the Frederick County Department of Social Services and Maryland School for the Deaf.

Partners for Success/Family Support Services

The Partners for Success program facilitates parental involvement for children and youth with disabilities ages 3 through 21 as a means of improving services and results. Partners for Success staff provides special education resources, individual consultations, seminars, workshops, newsletters, a lending library and assistance with the IEP process. FCPS sends FindOutFirst communications to parents about workshops and fun family events through FCPS Communication subscribers who select Special Education news as an area of interest. The office of Partners for Success is open throughout the school year.

Child Find Services

Child Find is the process for locating, evaluating and identifying all children from birth through age 21 who are suspected of having a disability. Parents who suspect their child may have an educational disability should speak with staff at their child's school. If a child is 2 years, 9 months or older and not enrolled in FCPS, parents may contact the Child Find Office to discuss their child's needs.

Special Education Citizens Advisory Committee (SECAC)

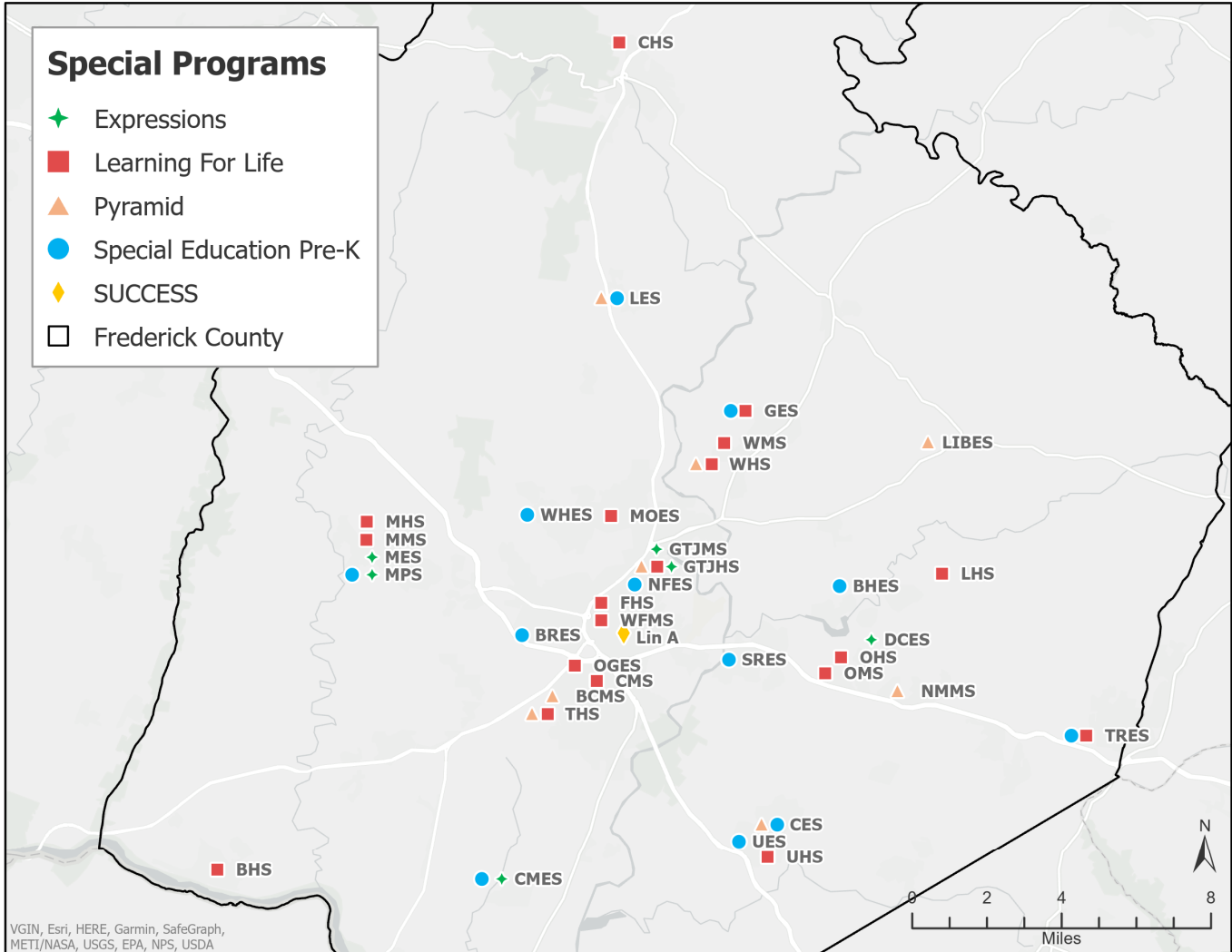
The Frederick County SECAC represents the interests of students with disabilities. SECAC works in collaboration with students, families, FCPS staff, and the community to advise the Office of Special Education and the Board of Education. Meetings are open to the public, and new members are solicited each year.

Sign Language Interpreting

Sign language interpreting services are provided upon request for all school-related events and functions of groups in partnership with FCPS, with 10 business days' notice. Any FCPS student, staff, family member or community stakeholder may request an interpreter.

RISE Program

The RISE Program (Responsive Interventions for Student Excellence) is a partnership with Sheppard Pratt Health Systems, Inc. The program provides integrated supports to students with autism spectrum disorders, emotional disabilities, or other educational disabilities. The RISE Program provides instructional, related services such as individual and group counseling, social skills training, speech and language therapy, crisis intervention, and mental health support to meet the needs of students. The program serves students in Grades 1-5 who are expected to earn a high school diploma learning the Common Core Standards. Students have opportunities for inclusion in general education classes with non-disabled peers, as appropriate.



Expressions

- Carroll Manor ES
- Deer Crossing ES
- Middletown ES
- Middletown PS
- Gov. Thomas Johnson MS
- Gov. Thomas Johnson HS

Learning for Life

- Glade ES
- Monocacy ES
- Orchard Grove ES
- Twin Ridge ES
- Crestwood MS
- Middletown MS

- Oakdale MS
- Walkersville MS
- West Frederick MS
- Brunswick HS
- Catoctin HS
- Frederick HS
- Gov. Thomas Johnson HS
- Linganore HS
- Middletown HS
- Oakdale HS
- Tuscarora HS
- Urbana HS
- Walkersville HS

Special Education Pre-K

- Blue Heron ES
- Butterfly Ridge ES
- Carroll Manor ES
- Centerville ES
- Glade ES
- Lewistown ES
- Middletown PS
- North Frederick ES
- Spring Ridge ES
- Twin Ridge ES
- Urbana ES
- Whittier ES

Pyramid

- Centerville ES
- Liberty ES
- Lewistown ES
- Ballenger Creek MS
- New Market MS
- Gov. Thomas Johnson HS
- Tuscarora HS
- Walkersville HS

SUCCESS Program

- Lincoln A Building

APPENDIX U: CAREER AND TECHNOLOGY EDUCATION PROGRAM DESCRIPTION

Source: Frederick County Public Schools, May 2023

CAREER & TECHNICAL EDUCATION

Career and Technical Education supports state approved programs at the Career and Technology Center and ten comprehensive high schools. These programs by school are:

Brunswick High School

Agriculture and Horticulture
Automotive Mechanics
Business Education
 Accounting and Finance
 Admin Services
 Business Management
 Marketing
Career Research and Development
Child Development
Computer Science
Computer Science and Engineering Education
Youth Apprenticeship

Frederick High School

Academy of Health Professions
Agriculture and Horticulture
Business Education
 Accounting and Finance
 Admin Services
 Business Management
 Marketing
Career Research and Development
Child Development
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Culinary and Hospitality
Youth Apprenticeship

Linganore High School

Agriculture and Horticulture
Business Education
 Accounting and Finance
 Admin Services
 Business Management
 Marketing
Career Research and Development
Child Development
Computer Science
Computer Science and Engineering Education
Project Lead the Way Engineering
Construction Design and Manufacturing
Youth Apprenticeship

Oakdale High School

Agriculture and Horticulture
Business Education
 Accounting and Finance
 Admin Services
 Business Management
 Marketing
Career Research and Development
Child Development
Computer Science
Construction Design and Manufacturing
Youth Apprenticeship

Catoctin High School

Agriculture and Horticulture
Business Education
 Accounting and Finance
 Admin Services
 Business Management
 Marketing
Career Research and Development
Child Development
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Youth Apprenticeship

Governor Thomas Johnson High School

Business Education
 Accounting and Finance
 Admin Services
 Business Management
 Marketing
Career Research and Development
Child Development
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Naval Junior Reserve Officers Training Corps (NJROTC)
Youth Apprenticeship

Middletown High School

Agriculture and Horticulture
Business Education
 Accounting and Finance
 Admin Services
 Business Management
 Marketing
Career Research and Development
Child Development
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Youth Apprenticeship

Tuscarora High School

Agriculture and Horticulture
Business Education
 Accounting and Finance
 Admin Services
 Business Management
 Marketing
Career Research and Development
Child Development
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Project Lead the Way Bio Medical
Project Lead the Way Engineering
Youth Apprenticeship

Urbana High School

Agriculture and Horticulture
 Business Education
 Accounting and Finance
 Admin Services
 Business Management
 Marketing
 Career Research and Development
 Child Development
 Computer Science
 Computer Science and Engineering Education
 Construction Design and Manufacturing
 Youth Apprenticeship

Walkersville High School

Agriculture and Horticulture
 Business Education
 Accounting and Finance
 Admin Services
 Business Management
 Marketing
 Career Research and Development
 Computer Science
 Computer Science and Engineering Education
 Construction Design and Manufacturing
 Project Lead the Way Architecture and Engineering
 Youth Apprenticeship

Career and Technology Center

This specialized high school offers 22 career preparatory programs, most open to students in grades 10-12 who have demonstrated good attendance and met other requirements. Most programs require two years, and many prepare students for national and state certification and offer college credits. Programs Include:

- μ Academy of Health Professions:
 - Certified Nursing Assistant
 - Dental Assisting
 - Medical Assisting
 - Physical Rehabilitation
- Agricultural and Commercial Metals Technology (Welding)
- Autobody/Collision Repair
- Automotive Technology
- Carpentry
- CISCO Computer Networking Academy (Dual Enrollment offered)
 - CISCO Cyber Security
 - CISCO Operating Systems
- Construction Design Management (CAD)/Architectural/Engineering (Dual Enrollment offered)
- Construction Electricity
- Cosmetology
- Culinary Arts
- Digital Design & Printing Methods
- Electricity
- Environmental Landscape Management and Design and Advanced Floral
- Homeland Security and Criminal Justice (Dual Enrollment offered)
- HVACR/Plumbing
- Interactive Media
- Project Lead the Way Biomedical Sciences
- Teacher Academy of Maryland
- TV\Multimedia Production (Dual Enrollment offered)

The Career and Technology Center and each high school offer programs for students who have identified specific interests in post-secondary employment, further career education or both. Many programs offer college credit through agreements with Frederick Community College and other post-secondary institutions.

APPENDIX V: STAFFING RATIOS

Source: Frederick County Public Schools, June 2023

Teacher Staffing Model

FCPS allocates classroom teacher staffing for schools, programs, and grade levels according to the following models. Actual teacher-student ratios may vary from these averages.

Elementary Schools:

Classroom Teacher (Tier 1):	Kindergarten: 1.0 teacher position per 23.0 full-time equivalent students Grades 1 – 5: 1.0 teacher position per 24.8 full-time equivalent students
Classroom Teacher (Tier 2):	Grades K – 2: 1.0 teacher position per 22.0 full-time equivalent students Grades 3 – 5: 1.0 teacher position per 24.8 full-time equivalent students
Art/Music/PE Teacher:	3.0 specials teachers for every 15 classroom teachers in grades K – 5
Instrumental Music Teacher:	0.4 teacher position per elementary school
English Learner Teacher:	1.0 teacher position per 30 identified students based on the English Learner projection for June 30
Special Education:	1.0 teacher position per 10 – 15 special education students

Middle Schools:

Classroom Teacher:	Calculation uses a value of 25.8 full-time equivalent students adjusted by a factor of 0.746 to allow for teacher planning time, resulting in a student-teacher ratio of 18.5 full-time equivalent students per teacher.
English Learner Teacher:	1.0 teacher position per 30 identified students
Special Education:	1.0 teacher position per 15 – 20 special education students

High Schools:

Classroom Teacher:	Calculation uses a value of 23.51 full-time equivalent students adjusted by a factor of 0.885 to allow for teacher planning time, resulting in a student-teacher ratio of 20.81 full-time equivalent students per teacher.
English Learner Teacher:	1.0 teacher position per 30 identified students
Special Education:	1.0 teacher position per 15 – 20 special education students

Elementary Administrative and Support Staffing Model															
Enrollment	350 or Fewer			351 - 449			450-699			700-899			900 or More		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Principal	1.0			1.0			1.0			1.0			1.0		
AP	0.0			0.0			1.0			1.0	2.0		2.0		
Teacher Specialist for Administration	0.0	1.0		1.0			0.0			0.0			0.0		
Secretary -12	1.0			1.0			1.0			1.0			1.0		
Secretary - 10*	1.0			1.0			1.0			1.0			2.0		
Administrative	3.0	4.0		4.0			4.0			4.0	5.0		6.0		
School Counselor	1.0			1.0			2.0			3.0			4.0		
Behavior Support**	0.0	1.0		0.0	1.0		0.0	2.0		1.0	2.0		2.0	3.0	
Media Specialist***	1.0			1.0			1.0			1.4			1.6		
Literacy Specialist^	1.0			1.0			1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Math Specialist ^	1.0			1.0			1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Academic Support	0.0	1.0		0.0	1.0	2.0	1.0	2.0	2.0	2.0	3.0	4.0	3.0	4.0	5.0
IA	1.0			1.0			2.0	3.0		2.0	4.0		4.0	5.0	
Resident Substitute	1.0			1.0			1.0	2.0		1.0	2.0		1.0	2.0	
USS	1.0			1.0			1.0			1.0			1.0		
Support Total	7.0	9.0	9.0	7.0	9.0	10.0	10.0	15.0	16.0	14.4	18.4	20.4	19.6	23.6	24.6

FY25 Phase-In

*Schools under 300 students do not receive the 10-month secretary.

**Behavior Support positions may include a counselor, behavior support specialist, or social worker.

***Media Specialists: School with less than 300 students receive a 0.8 FTE Media Specialist

^Literacy and Math Specialists are 11-month or 10-month + 9 days positions depending upon the tier and enrollment band.

Tier 1	Blue Heron, Brunswick, Carroll Manor, Centerville, Deer Crossing, Glade, Green Valley, Kempton, Liberty, Middletown, Middletown Primary, Myersville, New Market, New Midway/Woodsboro, Oakdale, Sugarloaf, Twin Ridge, Urbana, Valley, Wolfsville, Yellow Springs
Tier 2	Ballenger Creek, Emmitsburg, Lewistown, Orchard Grove, Parkway, Spring Ridge, Thurmont, Thurmont Primary, Tuscarora, Walkersville, Whittier
Tier 3	Butterfly Ridge, Hillcrest, Lincoln, Monocacy, North Frederick, Waverley

Middle School Administrative and Support Staffing Model												
Enrollment	500 - 699			700 - 899			900 - 1199			1200 -1500		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Principal	1.0			1.0			1.0			1.0		
AP	1.0	2.0		2.0	3.0		2.0	3.0		3.0	4.0	
Secretary -12	1.0			1.0			1.0			1.0		
Secretary - 10	1.0			1.0			1.0			2.0		
Registrar - 11	1.0			1.0			1.0			1.0		
Administrative	5.0	6.0	6.0	6.0	7.0	7.0	6.0	7.0	7.0	8.0	9.0	9.0
School Counselor - 11	1.0			1.0			1.0			1.0		
School Counselor - 10	1.0	2.0	3.0	2.0		3.0	2.0		3.0	3.0		
Behavior Support*	1.0			1.0			1.0			1.0		
Media Specialist	1.0			1.0			1.0			1.0		
Literacy Specialist -11	1.0			1.0			1.0			1.0		
Math Specialist - 11	1.0			1.0			1.0			1.0		
Academic Support - 10	1.5	2.5	4.0	1.5	3.5	4.5	2.0	3.5	5.0	2.0	3.5	5.0
IA	1.0	2.0	3.0	1.0	2.0	3.0	2.0	3.0	4.0	2.0	3.0	4.0
Resident Substitute	1.0	2.0		1.0	2.0		1.0	2.0		1.0	2.0	
USS	1.0			1.0			1.0			1.0		
Support Total	10.5	14.5	18.0	11.5	15.5	18.5	13.0	16.5	20.0	14.0	17.5	20.0

*Behavior Support positions may include a counselor, behavior support specialist, or social worker.

Tier 1	Brunswick, Middletown, New Market, Oakdale, Urbana, Windsor Knolls
Tier 2	Ballenger Creek, Thurmont, Walkersville
Tier 3	Crestwood, Governor Thomas Johnson, Monocacy, West Frederick

High School Administrative & Support Staffing Model												
Enrollment	900 - 1199			1200 - 1499			1500 - 1799			1800 - 2100		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Principal	1.0			1.0			1.0			1.0		
AP	2.0			3.0			4.0			5.0		
Secretary -12	2.0			3.0			3.0			3.0		
Secretary - 10	2.0			3.0			4.0			5.0		
Registrar - 12	1.0			1.0			1.0			1.0		
Administrative	8.0			11.0			13.0			15.0		
School Counselor - 11	2.0			2.0			2.0			2.0		
School Counselor - 10	1.0	2.0		2.0	3.0		3.0	4.0		4.0	5.0	
Behavior Support*	1.0			1.0			1.0			1.0		
Media Specialist	1.0			1.0			1.0			1.0		
CCR Specialist	1.0			1.0			1.0			1.0		
Literacy Specialist -11	1.0			1.0			1.0			1.0		
Math Specialist - 11	1.0			1.0			1.0			1.0		
Academic Support - 10	0.0		1.0	0.0	1.0		0.0	1.0		0.0	2.0	
IA	5.0			6.0			8.0			9.0		
Resident Substitute	1.0			1.0	2.0		1.0	2.0		1.0	2.0	
DLL Mentor	1.0			1.0			1.0			1.0		
USS	1.0			1.0			1.0			1.0		
Support Total	16.0	16.0	18.0	18.0	20.0	21.0	21.0	23.0	24.0	23.0	26.0	27.0

*Behavior Support positions may include a counselor, behavior support specialist, or social worker.

LYNX High School Additional Staffing: 1.0 FTE Assistant Principal & 4.0 FTE LYNX Advocates
Currently, the LYNX program is located at Frederick High School.

Tier 1	Brunswick, Linganore, Middletown, Oakdale, Urbana, Walkersville
Tier 2	Catoctin, Tuscarora
Tier 3	Frederick, Governor Thomas Johnson

APPENDIX W: MDP APPROVAL TO USE LOCAL ENROLLMENT PROJECTIONS

Source: Maryland Department of Planning
May 2023

Wes Moore, Governor
Aruna Miller, Lt. Governor



Rebecca L. Flora, AICP, Secretary

Maryland
DEPARTMENT OF PLANNING

5/5/2023

Dr. Cheryl L. Dyson, Superintendent
Frederick County Public Schools
191 South East Street
Frederick, MD 21701

Dear Dr. Dyson,

Thank you for submitting the Frederick County Public Schools enrollment projections for 2023-2032, in accordance with the regulations of the Interagency Commission on School Construction (IAC).

The Maryland Department of Planning reviewed your submission and compared your data to the school enrollment projections generated by the State Data Center (see attached) and have found the difference to be less than five percent for the years 2023-2032. Therefore, your projections can be used to prepare your 2023 Educational Facilities Master Plan (EFMP) and 2024 Capital Improvement Program submissions.

When preparing your EFMP submission, please ensure the 2022 actual enrollment on your calculation worksheet is consistent with the official enrollment figure generated by the Maryland State Department of Education. The Maryland Department of Planning recognizes the Maryland State Department of Education's K-12 enrollment figure as the official enrollment for the 2022/2023 school year.

We look forward to receiving your EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have any questions or concerns, please don't hesitate to contact me at jill.lemke1@maryland.gov or (410) 767-7179.

Sincerely,

Jill Lemke
Manager of Infrastructure and Development

cc: Kathryn Fostik, FCPS
Paul Lebo, FCPS
Adnan Mamoon, FCPS
Elizabeth Pasierb, FCPS
Julie Roberson, FCPS

Maryland Department of Planning • 301 West Preston Street, Suite 1101 • Baltimore • Maryland • 21201

Tel: 410.767.4500 • Toll Free: 1.877.767.6272 • TTY users: Maryland Relay • Planning.Maryland.gov

Comparison of School Enrollment Projections

Jurisdiction	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Frederick	43,935	45,917	46,827	47,406	48,356	49,068	49,694	50,091	50,574	51,024	51,257
MDP	45,360	46,000	46,290	46,170	46,440	46,870	47,370	47,720	48,240	48,650	49,020
Diff	-1,425	-83	537	1,236	1,916	2,198	2,324	2,371	2,334	2,374	2,237
% Diff	-3.14%	-0.18%	1.16%	2.68%	4.13%	4.69%	4.91%	4.97%	4.84%	4.88%	4.56%

APPENDIX X: STATEMENT OF NON-DISCRIMINATION

Source: Frederick County Public Schools, May 2023

BOARD OF EDUCATION OF FREDERICK COUNTY

The Board of Education of Frederick County does not discriminate in admissions, access, treatment or employment in its programs and activities on the basis of race, color, gender, age, national origin, religion, sexual orientation or disability.



03/29/2023

Superintendent
Frederick County Public Schools

Date



04/03/2023

President
Board of Education of Frederick County

Date

APPENDIX Y: PLANNING DEPARTMENT STATEMENT OF CONSISTENCY WITH THE COMPREHENSIVE PLAN

Source: Frederick County Division of Planning & Permitting, June 2023



FREDERICK COUNTY GOVERNMENT

DIVISION OF PLANNING & PERMITTING
Livable Frederick Planning & Design Office

Jessica Fitzwater
County Executive

Gary W. Hessong, Acting Division Director
Kimberly Gaines, Director

COMPREHENSIVE PLAN CONSISTENCY LETTER

June 6, 2023

Beth Pasierb, Supervisor of Facilities Planning
Frederick County Public Schools
191 South East Street
Frederick, MD 21701

Re: 2023 Superintendent's Recommended Educational Facilities Master Plan

Dear Ms. Pasierb:

Staff has reviewed the *Superintendent's Recommended Educational Facilities Master Plan Annual Update* and found the document to be consistent with the *Livable Frederick Master Plan*.

Should you have any questions, please do not hesitate to contact me at 301-600-2028 or email at GHessong@FrederickCountyMD.gov

Sincerely,

Gary W. Hessong, Acting Director
Division of Planning & Permitting

cc: Kimberly Gaines, Director, Livable Frederick Planning and Design Office

File: EFMP Annual Update Review

APPENDIX Z: STATEMENT FROM LEA CERTIFYING ACCEPTANCE OF THE PLAN

Source: Frederick County Board of Education, June 2023



Board of Education of Frederick County

Agenda Item Details

Meeting	Jun 28, 2023 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [2:00 p.m.]
Subject	1.19 Superintendent's Recommended 2023 Educational Facilities Master Plan
Access	Public
Type	Action, Information, Discussion
Recommended Action	Board Approval of the Superintendent's Recommended 2023 Educational Facilities Master Plan
Goals	<p>Goal 3 Resource Allocation - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.</p> <p>Goal 4 Family and Community Involvement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.</p> <p>Goal 5 Health and Safety - FCPS will promote a culture fostering wellness and civility for students and staff.</p>

Public Content

PURPOSE OF PRESENTATION: Staff seeks approval of the Superintendent's Recommended 2023 Educational Facilities Master Plan (EFMP).

BACKGROUND/SUMMARY: Each year, the Board of Education of Frederick County (BOE) reviews and updates the ten-year EFMP for Frederick County Public Schools. This plan serves a number of purposes, some of which include the following:

- To inform the public about long-range plans for educational facility improvements in Frederick County.
- To present long-range enrollment projections and future facility needs.
- To coordinate future new educational facility locations with county and municipal officials.
- To coordinate with state officials regarding future facility needs and funding requirements.
- To establish a schedule of needed major renovation and maintenance projects for existing buildings.
- To comply with state regulations for an annual update of the local jurisdiction's facilities plan.

PROCESS STATEMENT: The 2023 Superintendent's Recommended EFMP was presented to the BOE at the June 14, 2023, Board meeting. The BOE is scheduled to receive public comment and approve the EFMP at the June 28, 2023, Board work session. The approved EFMP must be submitted to the state by July 1st and is the basis for FY25 capital funding requests submitted to the state and county in early October. Electronic copies of the plan can be found at <https://www.fcps.org/capital-program/efmp>

PRESENTER(S) & TITLE(S):

Beth Pasierb, Supervisor of Facilities Planning

SUBMITTED BY:

Paul A. Lebo, DSL, Chief Operating Officer

Administrative Content**Executive Content****Motion & Voting**

Board Approval of the Superintendent's Recommended 2023 Educational Facilities Master Plan.
Lucas Tessarollo, Student Member of the Board, approved of the motion.

Motion by Dean Rose, second by Rae Gallagher.

Final Resolution: Motion Carries

Yea: David Bass, Sue Johnson, Rae Gallagher, Dean Rose, Nancy Allen

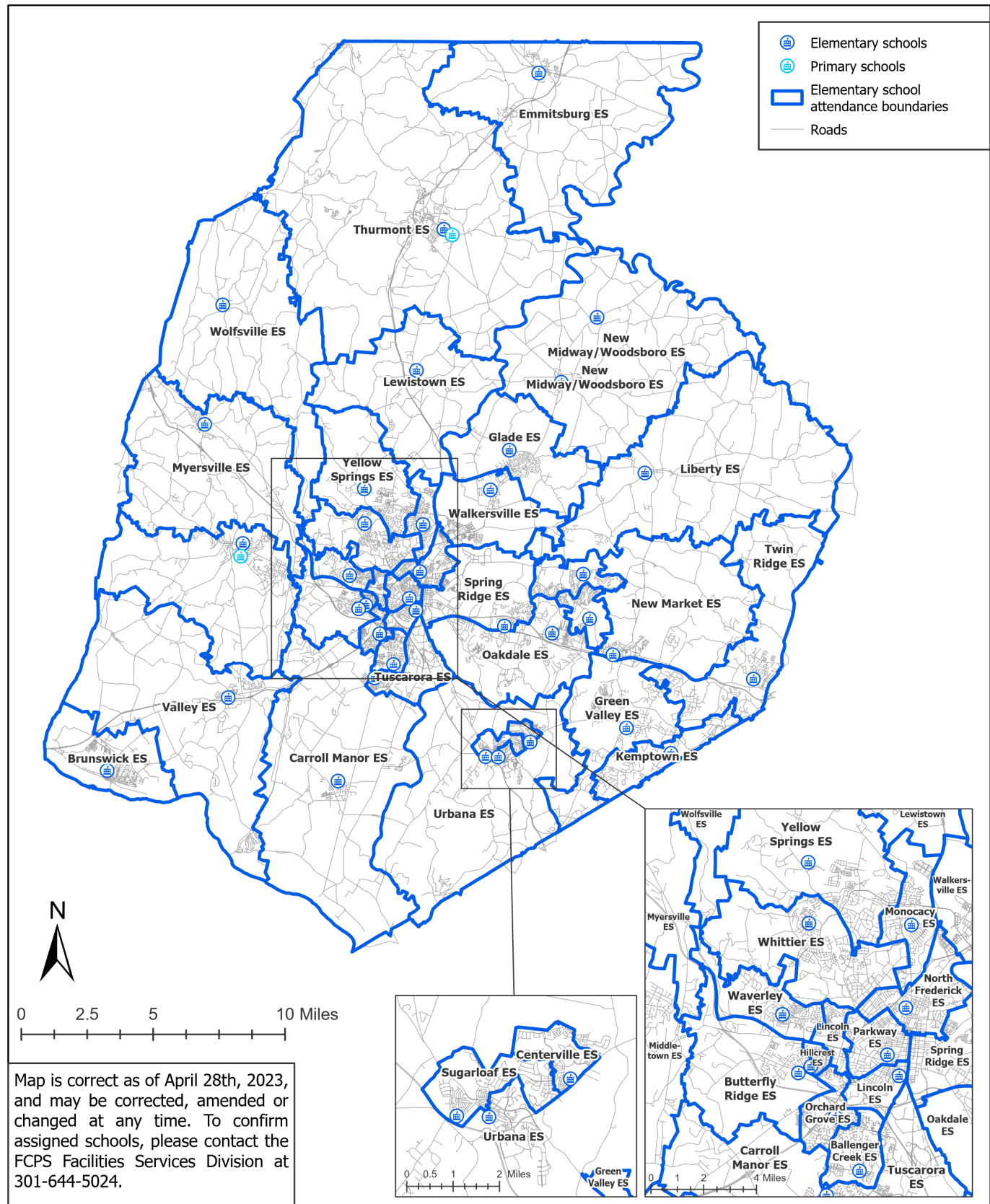
Not Present at Vote: Karen Yoho, Jason Johnson

APPENDIX AA: FCPS ATTENDANCE BOUNDARY MAPS AND FEEDER
PATTERN RELATIONSHIPS FOR THE 2023-24 SCHOOL YEAR

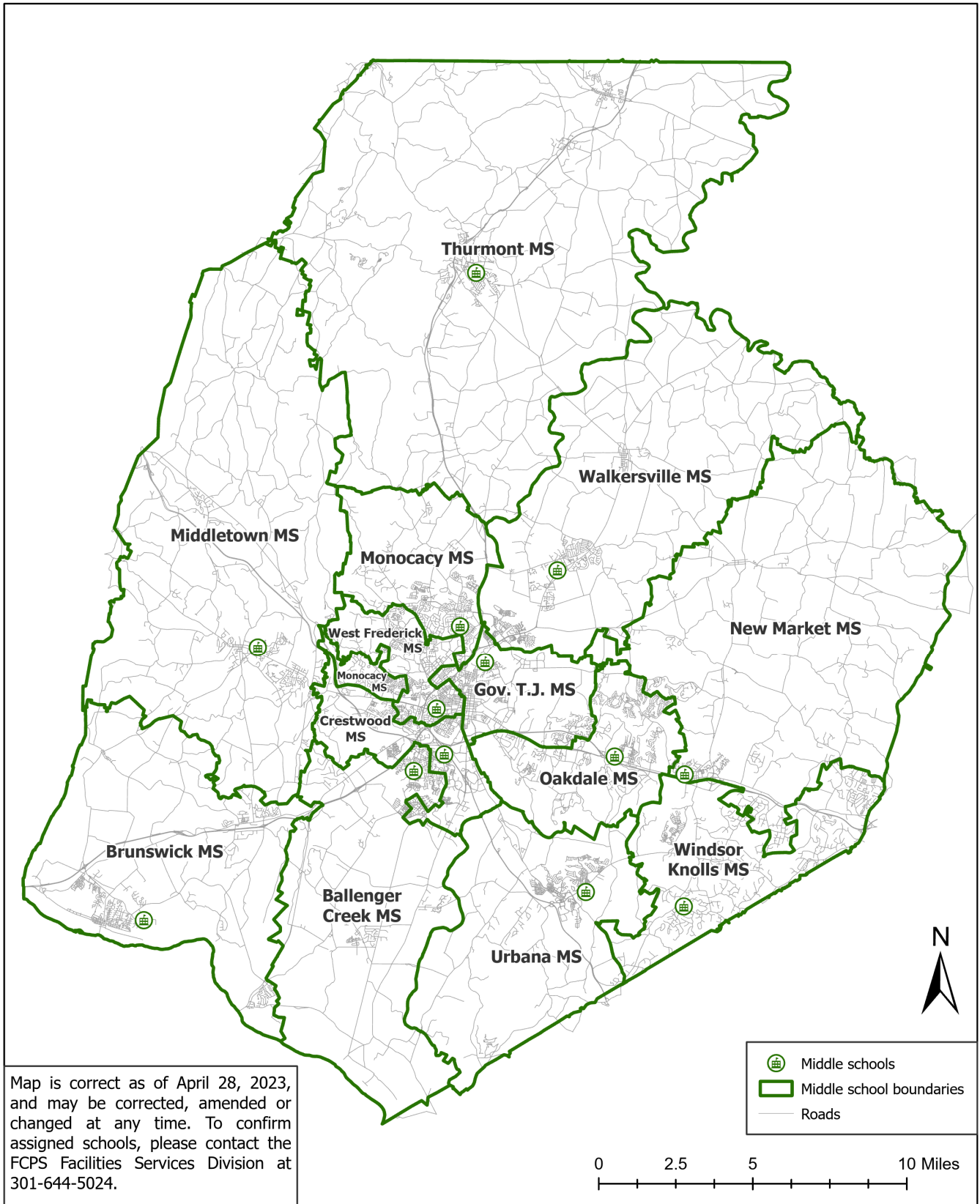
Source: Frederick County Public Schools, May 2023

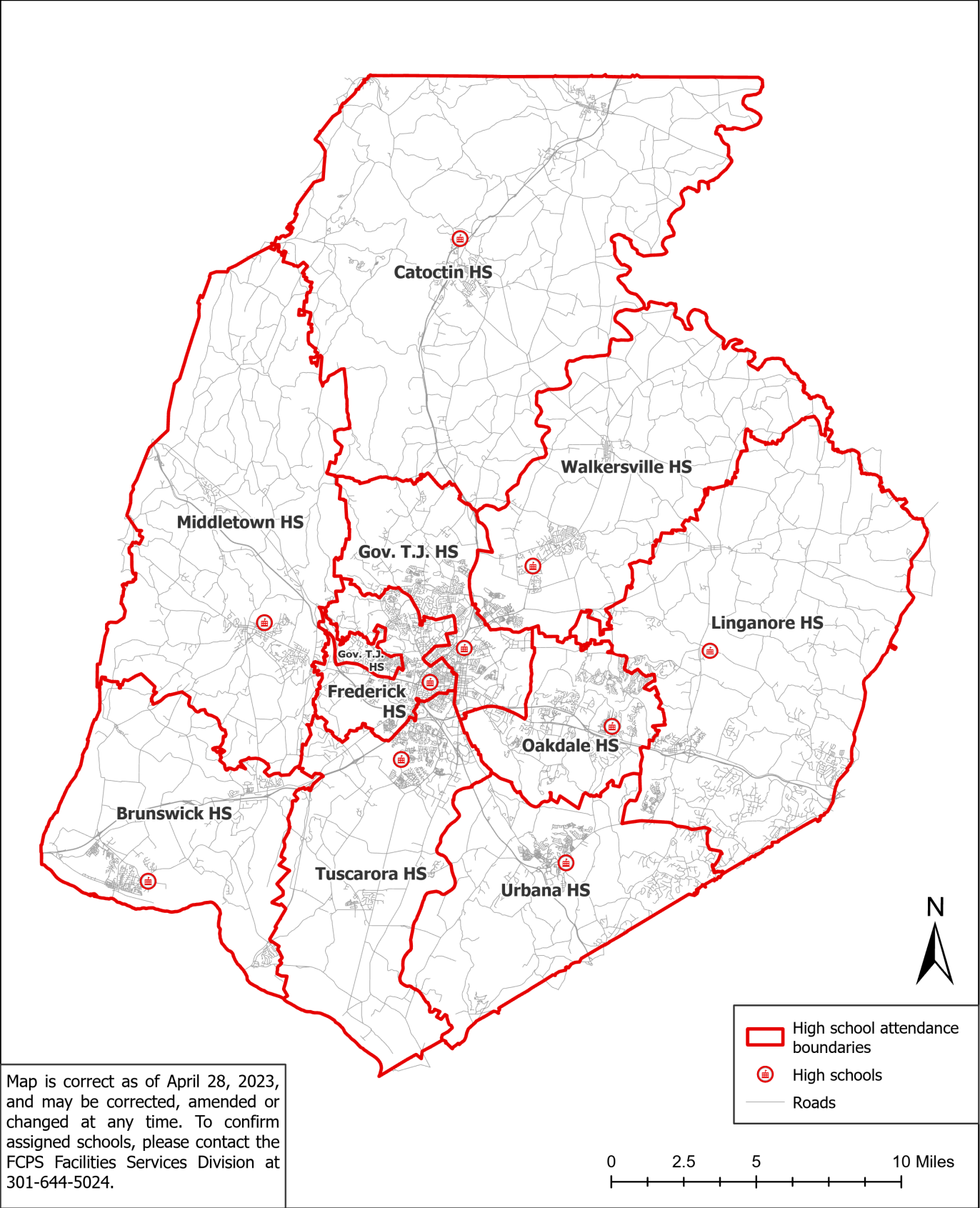
Frederick County Elementary Schools

2023-2024



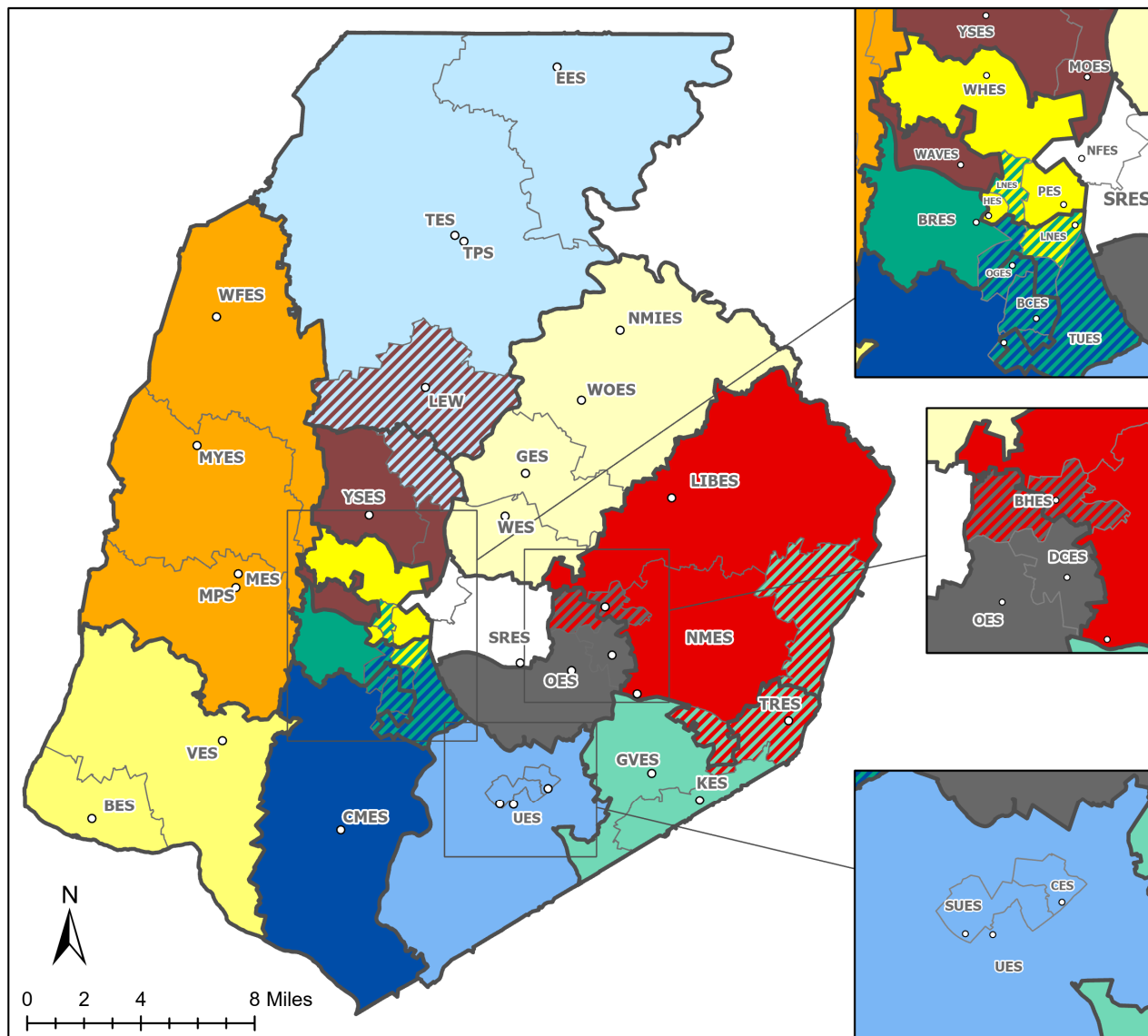
Map is correct as of April 28th, 2023, and may be corrected, amended or changed at any time. To confirm assigned schools, please contact the FCPS Facilities Services Division at 301-644-5024.





Map is correct as of April 28, 2023, and may be corrected, amended or changed at any time. To confirm assigned schools, please contact the FCPS Facilities Services Division at 301-644-5024.

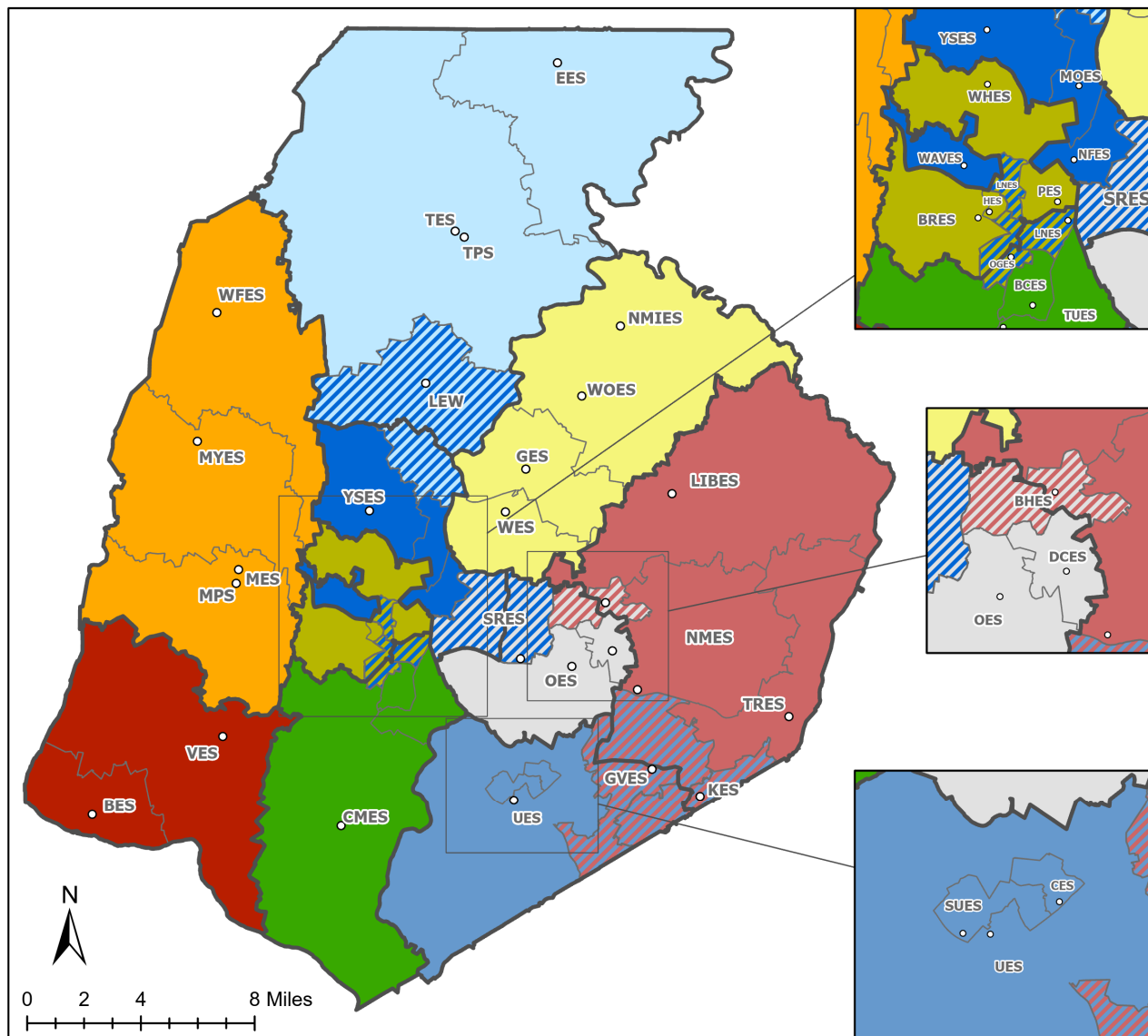
Elementary to Middle School Feeders



Feeder School(s)

- Ballenger Creek MS
- Brunswick MS
- Crestwood MS
- Gov. Thomas Johnson MS
- Middletown MS
- Monocacy MS
- New Market MS
- Oakdale MS
- Thurmont MS
- Urbana MS
- West Frederick MS
- Windsor Knolls MS
- Walkersville MS
- Split: Ballenger Creek MS, Crestwood MS
- Split: Crestwood MS, West Frederick MS
- Split: Monocacy MS, Thurmont MS
- Split: New Market MS, Oakdale MS
- Split: New Market MS, Windsor Knolls MS
- Middle school attendance boundaries
- Elementary school attendance boundaries
- Elementary school locations

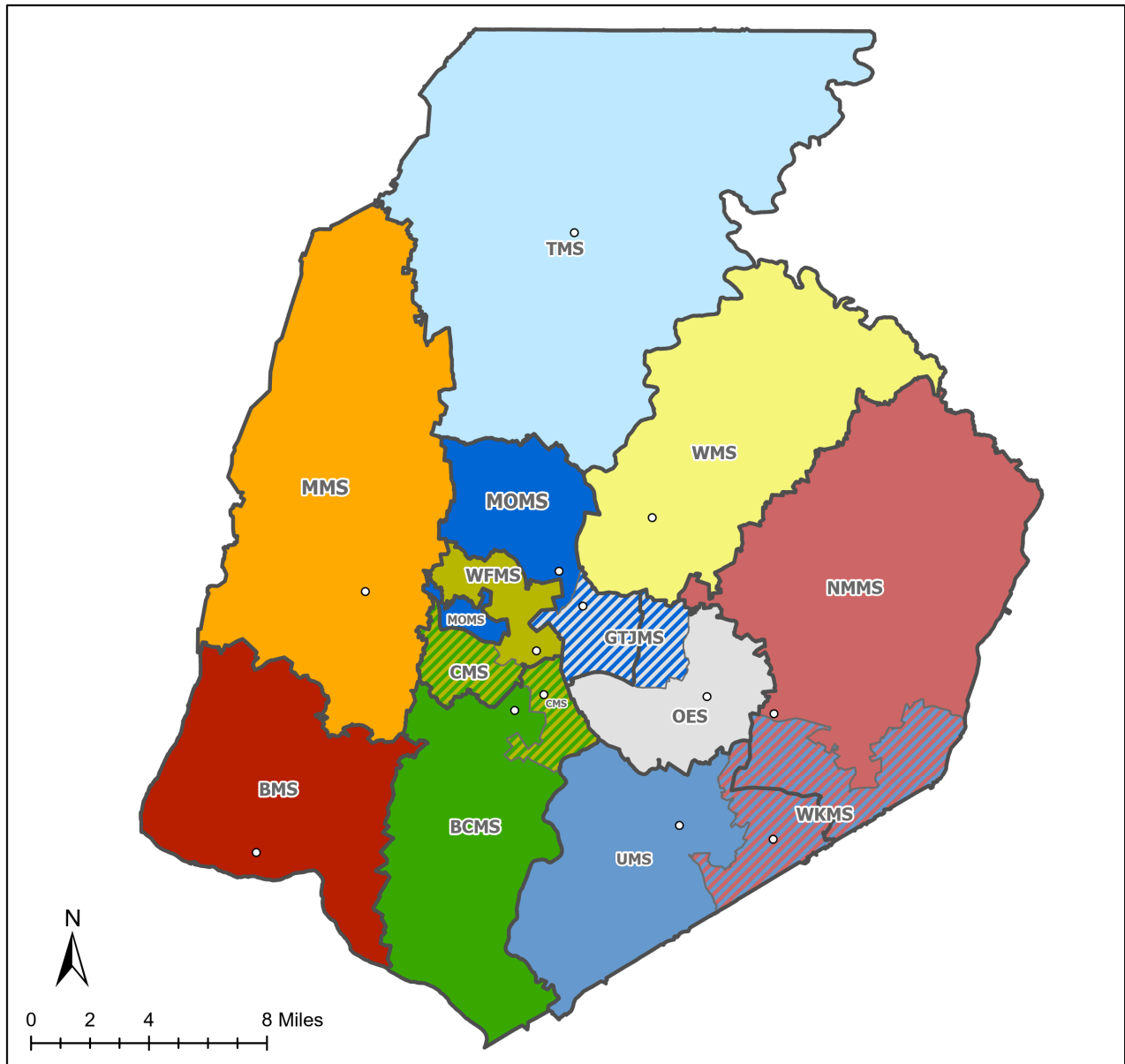
Elementary to High School Feeders



Feeder School(s)

- Brunswick HS
 - Catoclin HS
 - Frederick HS
 - Gov. Thomas Johnson HS
 - Linganore HS
 - Middletown HS
 - Oakdale HS
 - Tuscarora HS
 - Urbana HS
 - Walkersville HS
- Split: Catoclin HS, Governor Thomas Johnson HS
 - Split: Frederick HS, Tuscarora HS
 - Split: Governor Thomas Johnson HS, Oakdale HS
 - Split: Linganore HS, Oakdale HS
 - Split: Linganore HS, Urbana HS
 - High school attendance boundaries
 - Elementary school attendance boundaries
 - Elementary school locations

Middle to High School Feeders



Feeder School(s)

■ Brunswick HS

■ Catoclin HS

■ Frederick HS

■ Gov. Thomas Johnson HS

■ Linganore HS

■ Middletown HS

■ Oakdale HS

▨ Split: Frederick HS, Tuscarora HS

▨ Split: Gov. Thomas Johnson HS, Oakdale HS

▨ Split: Linganore HS, Urbana HS

■ Tuscarora HS

■ Urbana HS

■ Walkersville HS

□ High school attendance boundaries

□ Middle school attendance boundaries

○ Middle school locations

APPENDIX BB: FCPS HISTORICAL TIMELINE OF SCHOOL CONSTRUCTION

Source: Frederick County Public Schools, May 2023

FCPS Facility Timeline

Key	New Construction	Year	Additions and Renovations
Original construction	New Midway ES, Parkway ES	1930	
Original construction with no additions or renovations			
Additions	New Market ES	1933	
Additions with Minor Renovations			
Renovations or Limited Renovations			
Major Renovations with Additions			
		•	
		•	
	Liberty ES, Thurmont MS	1950	
	Brunswick ES, Woodsboro ES	1952	
	Middletown MS	1953	
	Thurmont ES	1955	Thurmont MS
	Yellow Springs ES	1957	Middletown MS
	West Frederick MS	1958	Thurmont MS
	Wolfsville ES	1959	Brunswick ES, Thurmont ES, Woodsboro ES
		1960	Thurmont MS
	Lewistown ES, Walkersville MS	1961	Parkway ES
		1962	New Market ES
		1963	New Midway ES
		1964	
	Brunswick HS, Carroll Manor ES	1965	
	Gov. Thomas Johnson HS	1966	Yellow Springs ES
	Valley ES	1967	Lewistown ES, Liberty ES
	Catoctin HS	1969	
	Green Valley ES, Myersville ES	1971	
		1972	
		1973	Woodsboro ES
Emmitsburg ES, Lincoln A Bldg, Middletown ES, New Market MS, Middletown HS, Walkersville ES		1974	Valley ES, Yellow Springs ES
	Walkersville HS	1976	Middletown MS, Thurmont ES, Thurmont MS
	Career and Technology Center	1977	New Market ES
		1978	Brunswick ES
		1979	Brunswick HS, New Market ES
		1980	Brunswick ES
	Kemptown ES, Monocacy MS	1981	
		1982	Liberty ES, Parkway ES
		1983	Brunswick HS, New Midway ES
	Brunswick MS	1985	Walkersville MS
		1986	Career and Technology Center
	Heather Ridge School, Hillcrest ES	1988	
	Monocacy ES	1989	
	Ballenger Creek MS	1990	Hillcrest ES
	Ballenger Creek ES, Spring Ridge ES	1991	
	Twin Ridge ES	1992	Carroll Manor ES
	Windsor Knolls MS	1993	Brunswick HS, Myersville ES
		1994	Catoctin HS
	Glade ES, Urbana HS	1995	Middletown MS
	Orchard Grove ES	1996	
	Deer Crossing ES	1997	Middletown HS
	Whittier ES	1998	Middletown HS, Walkersville MS, Walkersville HS
		1999	Walkersville HS, Windsor Knolls MS
	Gov. Thomas Johnson MS	2000	Catoctin HS, Gov. Thomas Johnson HS, Wolfsville ES
	Oakdale ES, Thurmont PS	2001	
	Oakdale MS	2002	Thurmont MS, Waverley ES
	Tuscarora HS	2003	
	Crestwood MS, Tuscarora ES	2004	
	Centerville ES	2005	Urbana HS
	Middletown PS, Urbana MS	2006	Brunswick MS, Thurmont PS
	Oakdale HS	2008	New Market ES, Tuscarora HS
	Earth & Space Sciences Laboratory	2009	
	Linganore HS (replacement)	2010	Carroll Manor ES, West Frederick MS
		2011	Heather Ridge School, Walkersville ES
	Lincoln ES (replacement)	2012	Earth & Space Sciences Laboratory, Oakdale ES
		2013	
	North Frederick ES (replacement)	2014	
		2015	Urbana MS
	Frederick HS (replacement)	2017	
	Butterfly Ridge ES, Sugarloaf ES	2018	
	Urbana ES (replacement)	2020	
Blue Heron ES, Rock Creek School (replacement)		2021	Oakdale MS
Waverley ES (replacement)		2022	
Brunswick ES (replacement)		2023	Thurmont ES



Frederick County Public Schools
Reach. Challenge. Prepare.

FREDERICK COUNTY PUBLIC SCHOOLS