

Frederick County Public Schools, Maryland



Board of Education Approved Educational Facilities Master Plan Annual Update

Including:

Capital Improvement Program
FY2021-2026

June 2019

BOARD OF EDUCATION APPROVED **Educational Facilities Master Plan Annual Update**

INCLUDING: **Capital Improvement Program FY 2021-2026**

June 2019

Prepared for the Frederick County Board of Education by the
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June 2019

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2019 Frederick County Public Schools Educational Facilities Master Plan Board of Education Approved

Executive Summary

OUR COMMITMENT

Public education is a bond between a community and its young people, its future leaders. In Frederick County, we know honoring that bond means providing outstanding instruction which relies upon the provision of sufficient facilities. Parents, students, teachers, and the wider community all know that having safe, healthy, modern school buildings is a cornerstone to our children's success. More than that, the citizens of Frederick County are proud that their schools are at the heart of their communities. 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 thinking about our facilities. Among other things, it helps us coordinate facility needs with the county and municipal plans for residential growth, it establishes our facility and funding priorities with state and local officials, and it helps us keep our construction, modernization, and repair projects running smoothly and on schedule. However, we also intend for the EFMP to 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, and other up-to-date information about all our county schools.

OUR PROCESS

In early June, FCPS staff presents the EFMP to the Board of Education and also visits the Frederick County Planning Commission for a finding of consistency with the County Comprehensive Plan. The Board of Education (BOE) holds a public hearing in late June and adopts a final plan that reflects feedback from the BOE, Planning Commission, and the community.

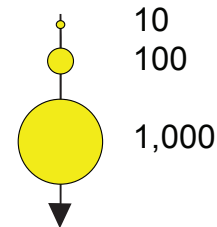
Maryland leads the nation in public education—and Frederick County is a leader in our state. In Frederick County, we want all of our facilities to showcase the excellence that we strive for as a system while, also demonstrating efficient stewardship of taxpayer dollars. FCPS seeks to maximize the lifespan of our facilities while keeping pace with our students' changing educational requirements. The EFMP will help us do that in an efficient and effective manner. Excellence everywhere isn't just a goal for FCPS; it's what we do every day in every one of our buildings.

HIGHLIGHTS OF THE 2019 ANNUAL UPDATE

In this 2019 update, FCPS addresses the following topics, shown on the map in [Figure E1](#):

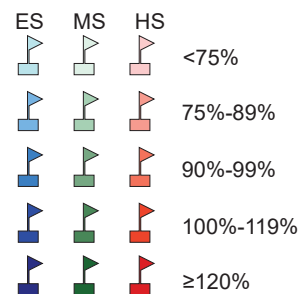
1. Enrollment: Between 2019 and 2028 the school system will need to accommodate an equated enrollment increase of approximately 4,268 students, occurring primarily in the residential development areas highlighted on the map.

Potential Students Generated by Future Development: Yellow circles indicate the relative number of students to be generated by approved residential developments.



2. School Capacity: FCPS needs to provide significant additional capacity to reach the BOE's goal of 90% of state rated capacity (SRC) for each school level. System-wide, elementary enrollment exceeds the Board's goal of 90% of SRC, reaching a high of 107% within the 10 year plan if no new seats are added other than those already under construction. The additional capacity at the elementary level proposed in the plan would bring systemwide enrollments to a low of 91% of capacity near the end of the 10 year period. Middle school enrollments system-wide have currently met the Board's goal of 90% of SRC and are not expected to exceed capacity in the coming 10 years. At the high school level, enrollments are at 88% system-wide but are expected to reach 101% by the end of the 10 year period without additional capacity. For the 2019-20 school year, 19 elementary, five middle and two high schools are expected to be at or over 100% capacity, as shown on the map.

Existing Schools by 2019
Projected Percent SRC: Color gradients indicate the September 2019 projected percent SRC at each school level.



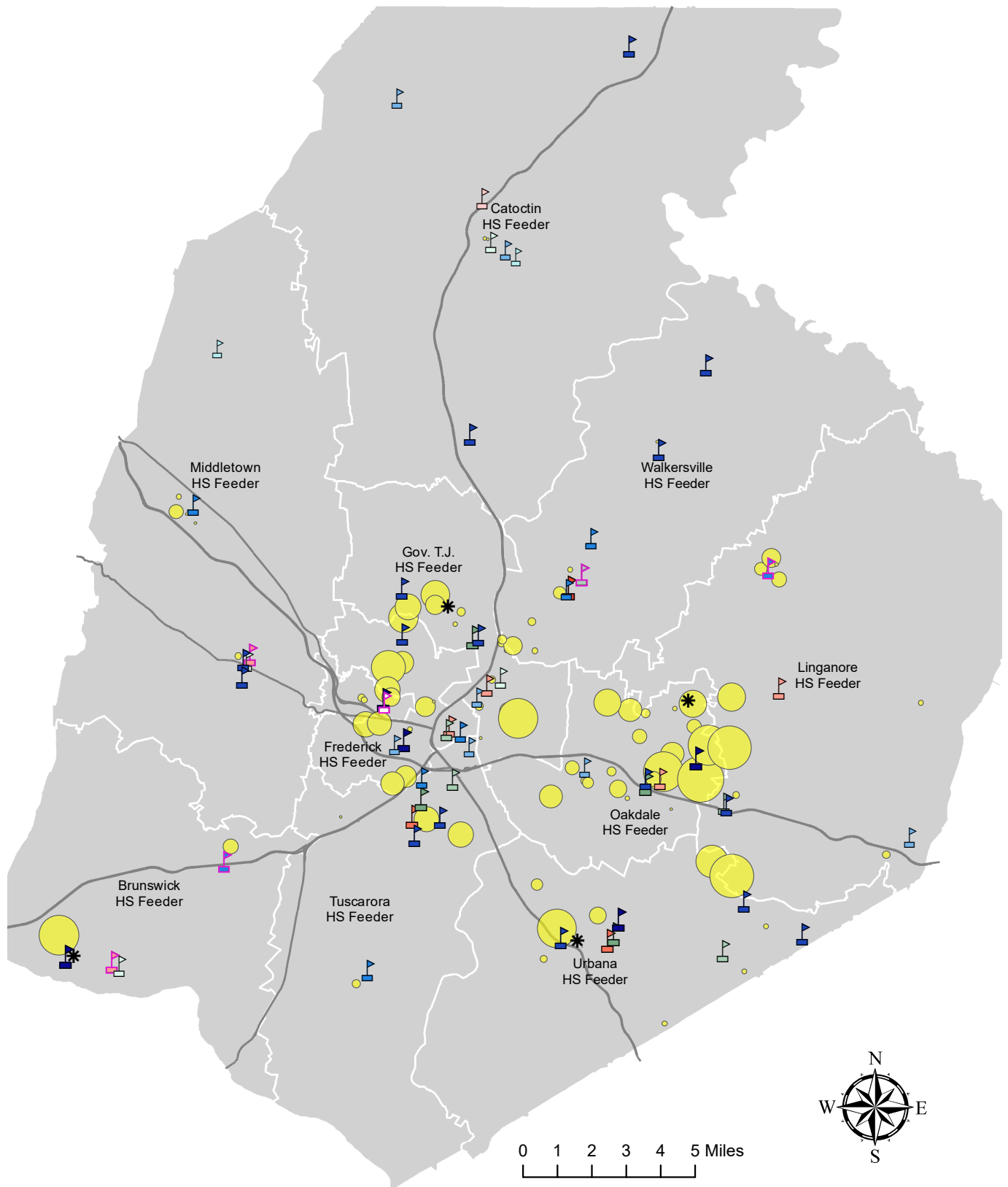
3. Growing Smart for the Future: The EFMP calls for approximately 4,140 additional elementary seats by 2028 via new elementary schools on the northern side of Frederick City, eastern Frederick County and Brunswick. Replacement/additions at Urbana, Waverley, and Liberty elementary schools and a modernization/addition at Valley ES will also add much-needed capacity. An addition at Oakdale MS will help alleviate localized overcrowding. Additional capacity needed at the high school level may be added with the replacement of Brunswick HS. The Rock Creek replacement will add capacity for special education programs and provide spaces that can better achieve the school's educational requirements. As the plans for these new schools are developed, FCPS strives to minimize construction costs and maximize utilization of spaces to make efficient use of state and local funding.

Future schools in ten-year plan

4. Sustaining Our Facilities: FCPS has 47 schools that are, in whole or part, 25 or more years old. Modernizations at Brunswick ES, Valley ES, Middletown MS, Walkersville MS, Brunswick HS, and Middletown HS as well as limited renovations at select schools and targeted systemic projects will help FCPS extend the lifespan of our existing schools so that they can continue to support student achievement.



Figure E1: Executive Summary Highlights Map



I. Introduction

With highly ranked educational programs, Frederick County Public Schools (FCPS) is a fundamental part of Frederick County and a reason why many people choose to move here. Over the past several decades, population growth in the county has been steady (see [Figure 2A](#)), mostly concentrated around Frederick City, the Interstate 70 corridor and in the southeastern part of the county along the Interstate 270 corridor.

During the 1990s and early 2000s, the FCPS student population grew by more than 10,000 students and resources were focused on adding capacity. From 2006 to 2015, the student population growth rate was lower and FCPS was able to shift some resources to modernization of older schools. Today, FCPS must balance resources between adding capacity (especially at the elementary and high school level) in key growth areas and modernizing older schools.

FCPS also strives to provide new educational services mandated by the state as well as opportunities for new and innovative educational programs. Our main goal continues to be to provide a safe, caring and engaging environment in which the children of Frederick County can learn. FCPS' 10 year Educational Facilities Master Plan (EFMP) speaks directly to that goal by detailing our approach to building, expanding or modernizing Frederick County's educational facilities over the next decade.

PURPOSE OF THIS PLAN

FCPS projects enrollments and identifies facility needs 10 years into the future to allow the time necessary to plan, design and construct new facilities. Included in the EFMP is the six year FCPS Capital Improvement Program (CIP) 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, the Board of Education (BOE), 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 renovation and maintenance projects for our existing buildings.
- Comply with state regulations that require FCPS, and all local jurisdictions, to update its EFMP annually.

PLAN APPROVAL PROCESS

FCPS updates the EFMP each year in accordance with the requirements in the Maryland Public School Construction Program "Administrative Procedures Guide." While FCPS writes its own master plan, the state's administrative procedures guide defines the required content of the plan.

FCPS' EFMP is updated each year by our Capital Programs Department. The update process includes several steps that help to ensure that our facilities' needs and recommendations are as current as possible. These steps are:

1. Update 10 year enrollment projections	March-April
2. Prepare draft EFMP update	March-May
3. Present draft EFMP to the Board of Education	June
4. Present draft EFMP to the Frederick County Planning Commission	June
5. Board of Education adopts final EFMP and CIP	June

FCPS submits capital project funding requests (included in the approved EFMP) to state and county agencies in October and November (see [Appendix A](#)). Individual county and state agencies maintain procedures for evaluating the Board-approved capital project funding requests (See [Appendix C](#) and [Appendix D](#)).

Close cooperation among state, county and FCPS officials is essential to ensure that FCPS successfully updates and executes the EFMP. Public awareness of and involvement in the planning process is also key.

EDUCATIONAL FACILITY PLANNING – INTERGOVERNMENTAL CONTEXT

This EFMP is guided by the goals established in other planning documents prepared by the BOE, Frederick County Government, and the state. While not all these planning documents focus on educational facilities, their goals depend in part on meeting school facility needs. Some of these plans include:

FCPS Strategic Plan: The BOE began work on the Strategic Plan in Spring 2014. Aspirational goals were adopted in December 2014 along with correlating priorities. In November 2018, FCPS published the most recent Master Plan Annual Update that provided measurable progress updates on the BOE's goals.

Frederick County Comprehensive Maintenance Plan: 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.

Frederick County's Future: Many Places, One Community: The county comprehensive plan provides recommendations for long-range development. Included are goals and objectives which seek to direct growth to appropriate areas of the county based on the availability of utilities, environmental concerns, existing land use patterns, etc. This plan also identifies general locations for future school sites. It is essential that this plan and our master plans are consistent. The County has been developing a new comprehensive plan, *Livable Frederick* which will likely be adopted in 2019.

Frederick County Capital Improvements Program: This six-year program incorporates capital projects requested by the BOE and included in the County Executive's annual Capital Improvement Plan (CIP). The county CIP is then approved by the County Council. It also includes projects requested by other county agencies and departments. It establishes the parameters and schedules for capital improvement projects. All FCPS capital projects must conform to the requirements of this program.

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. 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 is currently working on a statewide plan to enrich the lives of Marylanders, use smart growth principles, grow responsibly and protect Maryland’s resources. The plan is expected to be complete by July 1, 2019.

The EFMP is also guided by two other foundational documents that govern the administration of FCPS. These are the BOE Policy 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 P-S).

II. Community Analysis

Frederick County is situated on the edge of two major metropolitan areas: Baltimore and Washington, D.C. These two areas have profoundly impacted Frederick County's demographic and economic growth. As our population grows, so does our need for school facilities and services.

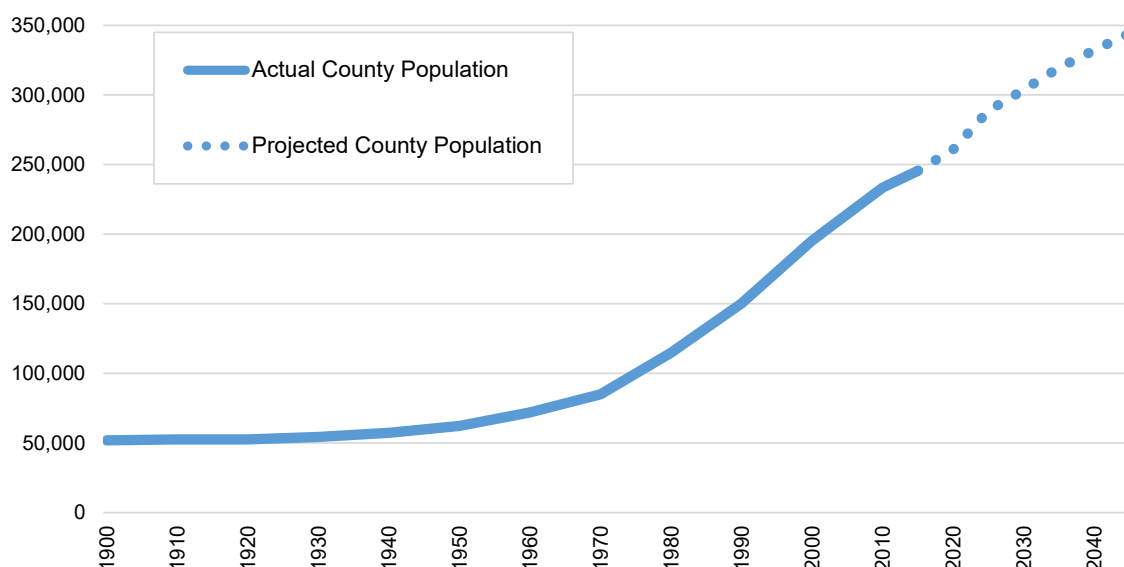
Geographically, Frederick County is the largest county in Maryland. It stretches north-south from the Mason-Dixon Line to the Potomac River and east-west from the rolling Piedmont along Sam's Creek, across Catoctin Mountain to South Mountain. It contains thirteen incorporated municipalities and numerous other historic, well-established communities. Frederick City is the county seat and commercial and population hub.

Until the 1950s, Frederick County relied primarily on an agricultural economy; the county is still the largest producer of dairy products statewide. However, since the 1950s, the county's economy has expanded and diversified as a result of population growth and migration from other areas of the state and metropolitan region.

Migration was encouraged by the construction of I-70 and I-270 in the 1960s and the continued expansion of business and government agencies. In this respect, growth in Frederick County has been primarily influenced by the expanding Washington, D.C. metro area and employment growth in Montgomery County. The 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 4A](#)). 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 25 years from 1990 to 2015, Frederick County's population increased by approximately 95,000 or an average of 3,800 persons/year. According to the Maryland Department of Planning projections, Frederick County's population is expected to grow by over 83,000 by 2045.

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



Sources: Maryland Department of Planning August 2017 projections and March 2018 population estimate through July 2017

Population growth has been driven in part by abundant affordable housing (relative to the region). According to records from the Frederick County Planning and Permitting Department, housing growth was highest in Frederick County between 1980 and 2000, with average annual housing permits issued between 1,600 and 2,000 during that period. Housing growth was lower from 2006 to 2012 with 500 to 900 housing permits issued annually. In more recent years, the number of housing permits issued has increased to 1,300 to 2,000 annually. There are many large residential projects that are in development or proposed for future development (see [Appendix I](#)). While many of the county's municipalities have major residential developments within their boundaries, most new development has been focused in and around Frederick City and the unincorporated areas of the county along the I-70 and I-270 corridors.

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 FCPS participation in the review of development, comprehensive plans for the two largest jurisdictions, and adequate public facilities ordinances that help ensure that the County and FCPS are able to plan for future growth in enrollment.

Review of Development

FCPS participates in the review of residential developments submitted to the County and incorporated communities for approval. Capital Programs Department staff submit official comments and work with local planners to make sure future residential developments have safe walking routes to schools and adequate access for bus service. When a development occurs near an existing or future school site, FCPS works to ensure that development impacts are minimized, particularly during the construction phase. Finally, where future schools are needed and required for development approval, FCPS works with the developer and local planners to identify an appropriate school site and the conditions by which the site will be transferred to FCPS.

Frederick County Comprehensive Plan

Frederick County's current comprehensive plan, Frederick County's Future: Many Places, One Community, was prepared by the Frederick County Division of Planning and adopted by the Board of County Commissioners in April 2010. The Land Use and Zoning maps were amended in 2012. The Comprehensive plan explains the county's response to projected future population growth and development. [Appendix G](#) contains excerpts from this plan.

Rather than being an update of the previous 1998 comprehensive plan, the 2010 plan is unique. It is organized around nine themes, each with its own goals, policies, and action items. They are: Conserving Our Natural Resources and Green Infrastructure; Protecting and Preserving Our Heritage; Preserving Our Agricultural and Rural Community; Providing Transportation Choices; Serving Our Citizens; Supporting a Diversified Economy; Assessing Our Water Resources; Managing Our Growth; and Community and Corridor Plans.

The 2010 plan broadly defines Community Growth Areas. It continues to encourage compact growth and support identifiable communities. To implement the current comprehensive plan, the county identified short-term (0-2 years), intermediate-term (2-6 years), long-term (6+ years), and on-going action items. These include amending the zoning ordinance, subdivision regulations, Adequate Public Facilities Ordinance, and storm water management regulations, and preparing strategic growth area plans.

Of particular interest to FCPS, the 2010 County Comprehensive Plan identifies these school policies and action items:

Table 2A: 2010 County Comprehensive Plan School Policies and Action Items

Policy or Action Item	Status
SC-P-07: Standardize school design to accommodate additions and reduce design and construction costs.	Current policy
SC-P-08: Maintain a system-wide enrollment capacity of 90% at the elementary, middle and high school levels.	Current policy
SC-P-09: Stage development of new school facilities concurrent with new residential growth.	Current policy
SC-P-10: Maximize the use of school sites through the construction of multi-story buildings to reduce building footprints and emphasize bicycle and pedestrian access to minimize parking needs and bus transportation.	Current policy
SC-P-11: Re-use school building(s) or sites no longer needed for educational purposes as public uses or private redevelopment.	Current policy
TR-A-13: Require Safe Routes to Schools planning for all existing and proposed county schools. Plans will address coordinated education, enforcement, encouragement, design and school siting to provide for safe bicycling and walking options for students.	Not initiated
SC-A-01: Develop a school land banking program as part of an overall land development review process.	Not initiated
SC-A-02: Promote Safe Routes efforts with plans and programs that enhance pedestrian accessibility and safety.	Ongoing
SC-A-03: Update the Pupil Yield Factor Study every 2 years (see Appendix J for most recent Pupil Yield Rates).	Updated 2017

The county's comprehensive plan also identifies twelve school sites to address school capacity needs in the future. These sites are discussed in [Appendix G](#).

The County Planning Commission has recently finished their work on the new countywide master plan entitled the Livable Frederick Master Plan. The Plan is now under review by the Frederick County Council. The section of the Plan called "Our Common Vision" serves as the foundation of the Livable Frederick Master Plan and is intended to support the public and private sectors, institutions and nonprofit partnerships in enhancing and maintaining a high quality of life for Frederick County citizens. The "Action Framework" section of the Plan highlights County goals and initiatives that will support achievement of the vision within the categories of community, health, economy, and environment. 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.

Frederick City's Comprehensive Plan

Frederick City's 2010 Comprehensive Plan Update envisions a city that will continue to be a major population and employment center. Through the plan's visions, policies, and implementation strategies, Frederick City will continue to grow while protecting its sensitive areas and character, providing a range of housing choices, and ensuring adequate public facilities and infrastructure. The plan calls for a 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. [Appendix H](#) contains excerpts from Frederick City's comprehensive plan. The City has begun the process to update the comprehensive plan and expects to release an update in fiscal year 2020.

Both the county and city plans include a Municipal Growth Element as required by HB1141 adopted by the Maryland General Assembly in 2006. HB1141 requires that local land use plans consider public services and infrastructure needed to accommodate growth within the identified growth areas. This includes public schools. Public schools are to be sufficient to accommodate student populations consistent with the state rated capacity (SRC) standards established by the Interagency Committee on School Construction.

The Municipal Growth Element of the 2010 Frederick City plan estimates that eleven of the twenty-five schools serving Frederick City will be impacted by potential annexations, although future redistricting could result in impacts on additional schools. In addition, the city plan estimates that expected growth will generate nearly 23,000 students in Frederick City over the next thirty years. The city's plan identifies an additional two elementary, one middle and one high school site within the Frederick City growth area.

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, Article 66B, Section 10.01 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 Frederick County Board of County Commissioners 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. An exception is granted if school adequacy 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 would 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.

Between 2011 and 2016, the county APFO included a provision that allowed residential developments that failed the school adequacy test to move forward after paying a school mitigation fee and complying with certain provisions of the APFO. Even though the provision no

longer exists, developments with Development Rights and Responsibilities Agreements (DRRAs) approved prior to July 20, 2016 can still move forward after paying the fee. The county expects to collect over \$76 million in mitigation fees from 41 previously approved projects.

Incorporated municipalities also adopt and craft municipal ordinances to best meet individual community needs. Each authority is unique in its approach to determining adequacy; each may include different facilities to be tested and have different standards of adequacy, as shown in [Table 2B](#) below.

Table 2B: 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 ensure adequacy.
City of 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 ensure adequacy.
Frederick City	<100%	All	Yes	Project must be retested each year for 3 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 public facility improvements necessary to support the proposed development and to ensure adequacy of public facilities. 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 public facility improvements necessary to support the proposed development and to ensure adequacy of public facilities.
Walkersville	<105%	All	No	Project must wait until adequate facilities are available.

III. Inventory and Evaluation of School Facilities

As of May 2019, FCPS operates and maintains 66 school buildings. These buildings constitute approximately seven million square feet and occupy almost 1,500 acres. FCPS pursues both new construction and devotes increasing resources to maintaining and renovating existing buildings. In the past 25 years, the school system completed construction of 23 new school buildings and 21 renovations/additions. FCPS operates 47 buildings that are, in whole or part, 25 or more years old.

The official enrollment capacity of a school is defined in the 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 for the elementary, middle, and high school levels, and is called State Rated Capacity or SRC. 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." Portable 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 or a school renovated or use of an existing school changes due to programmatic changes, the SRC for a school is recalculated and approved by the Maryland Department of Planning. Periodically, FCPS completes a system wide review of the SRC for each school. In the fall of 2018 FCPS completed an evaluation of space usage and recalculation of the SRCs for all elementary, middle, and high schools. These new capacities were approved by the Maryland Department of Planning in May 2019 and have been utilized throughout this plan.

ELEMENTARY SCHOOLS

FCPS operates 40 primary and elementary schools (including the Monocacy Valley Montessori, Carroll Creek Montessori and Frederick Classical charter schools). The SRC for these schools varies in size from 114 to 735 students. FCPS provides a full day of elementary education to students from kindergarten through grade 5. Pre-kindergarten (pre-K) or special education pre-K will be offered at 23 elementary schools for the 2019-20 school year. See [Appendix M](#) for a list of school facilities and grades served.

The Thurmont and Middletown communities have paired schools consisting of a primary school (pre-K through grade 2) and an elementary school (grades 3-5). New Midway/Woodsboro is housed in two buildings.

In addition to "core" facility space (office, media center, gymnasium/ cafeteria), each school also contains support spaces such as art and music rooms and a special education resource room. Schools may also have space devoted to special programs, such as pre-kindergarten, special education self-contained classrooms, advanced academics classrooms, enrichment labs, English Learners program and math and reading intervention.

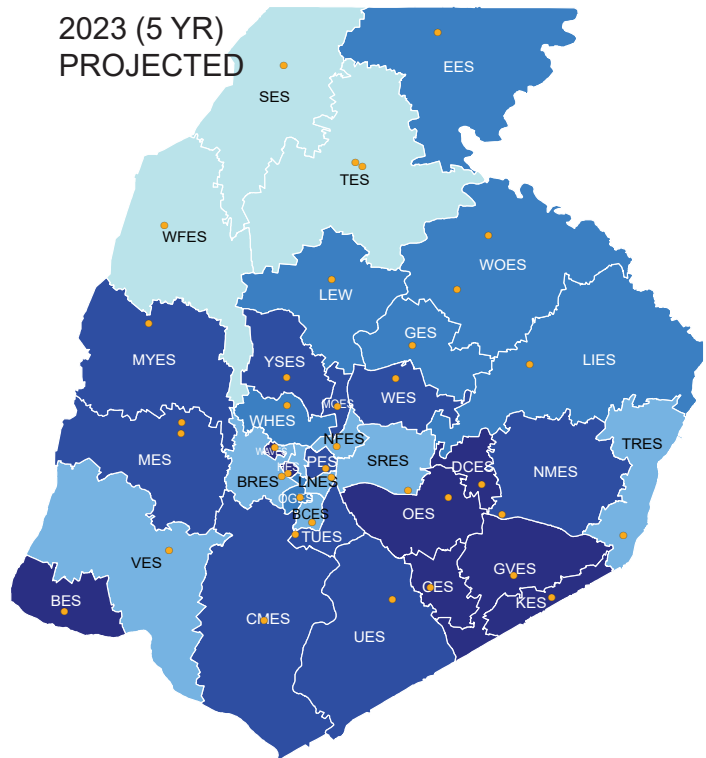
Student support spaces are not included in the SRC calculation for elementary schools. The formula for calculating the SRC of an elementary school is the total of the following:

Pre-kindergarten	20 x number of classrooms
Kindergarten	22 x number of classrooms
Grades 1-5	23 x number of classrooms
Special Education	10 x number of classrooms

For the 2018-19 school year, the system-wide elementary school SRC totaled 20,396 seats and the new SRC for the 2019-2020 school year will be 18,869. The system-wide projected percent of SRC at the elementary level for 2019-20 is 103%. This indicates that FCPS has not yet reached the BOE's goal that schools will operate at 90% capacity at each level, system-wide. With the opening of the Urbana Elementary School (ES) replacement in 2020, the system wide utilization at the elementary level is expected to fall to 100% in 2020 but rise to 107% by the end of the 10 year period without the additional elementary seats proposed in this plan that have not yet been funded.

Individual elementary school utilization varies. In general, schools that are over capacity are located in or around Frederick City and in the fast-growing areas of Brunswick, the I-70 corridor and Urbana. As of September 2018 enrollment with the revised 2018 SRCs, 21 elementary schools were at or over 100% capacity, 10 were between 90 and 100%, and nine were below 90%. Based on steady birth rates over the past several years, FCPS

2023 (5 YR)
PROJECTED



2028 (10 YR)
PROJECTED

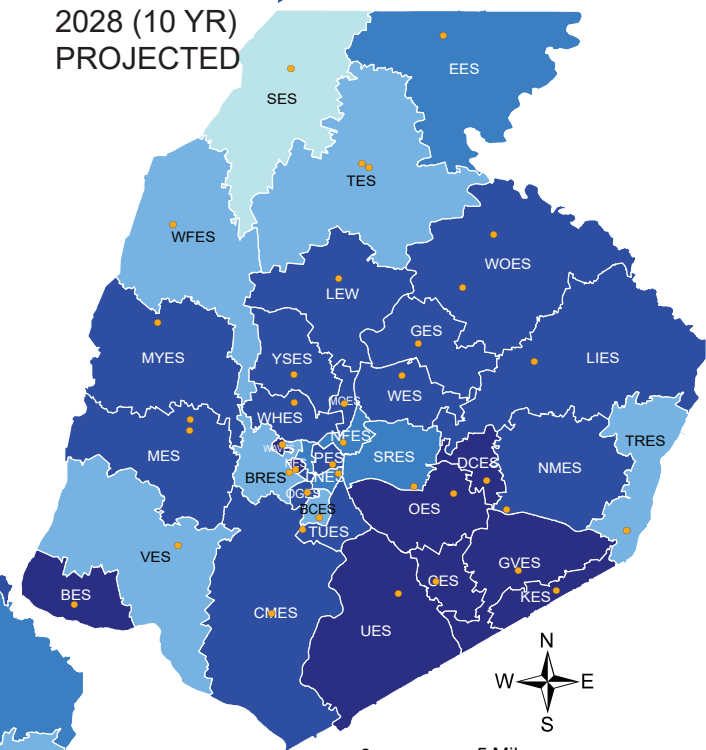
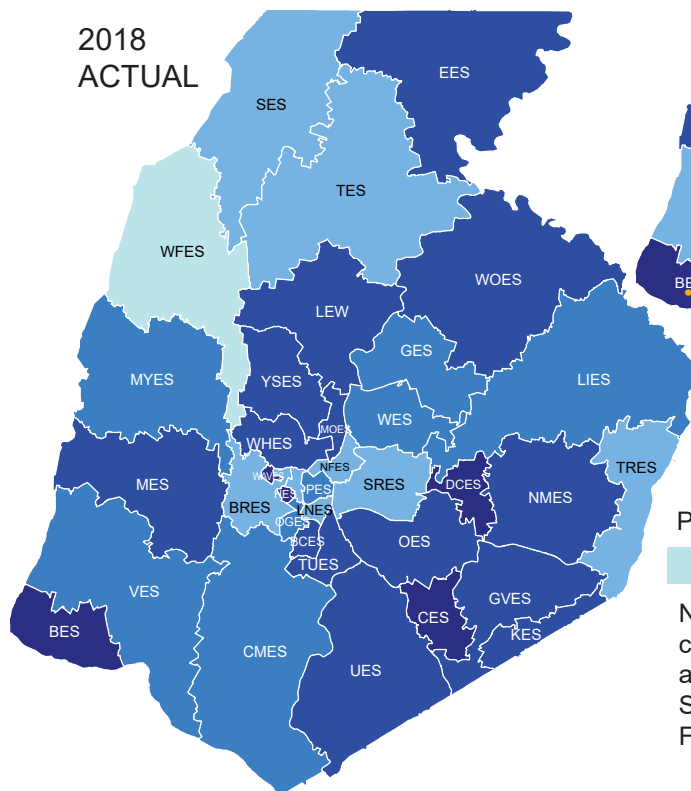


Figure 3A: Elementary School Percent of State Rated Capacity Over Time

2018
ACTUAL



● School Location

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.

projects that enrollment at many schools will remain flat or decrease through 2023, although schools in high growth areas will continue to increase in enrollment. By 2028, enrollments will exceed 2018 levels for most schools as birth rates are expected to rise.

In fall 2019 as part of the Linganore Oakdale Urbana (LOU) Redistricting Study, the BOE will approve new attendance boundaries for the new Sugarloaf ES that will go into effect when the Urbana ES replacement opens in 2020, and new attendance boundaries for Blue Heron ES that will go into effect when the school opens in 2021. Adjustments will also be made to surrounding existing attendance areas. Enrollments at some schools will shift significantly when the LOU Redistricting decision is implemented. However, as of May 2019 the boundaries have not been finalized. See maps in [Figure 3A](#) for geographic locations and projected growth over time and see [Table 4A](#) for 10 year enrollment projection numbers using existing attendance boundaries.

In many locations, FCPS has responded to overcrowding by installing portable classrooms. At the elementary school level, FCPS will use 126 portable classrooms at 19 locations during the 2019-20 school year.

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 operates 16 middle schools including Monocacy Valley Montessori, Carroll Creek Montessori and the Frederick Classical charter schools. These schools vary in size from an SRC of 732 to 1,105 with the exception of the charter schools which may have capacities as low as 90.

Each middle school attendance area generally contains two to three elementary schools. Several larger middle schools serve five elementary 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 uses a factor of 85% to account for teacher planning time:

Typical classrooms	0.85 x 25 x number of classrooms
Gym	0.85 x 25 x number of teaching stations
Special education	10 x number of classrooms

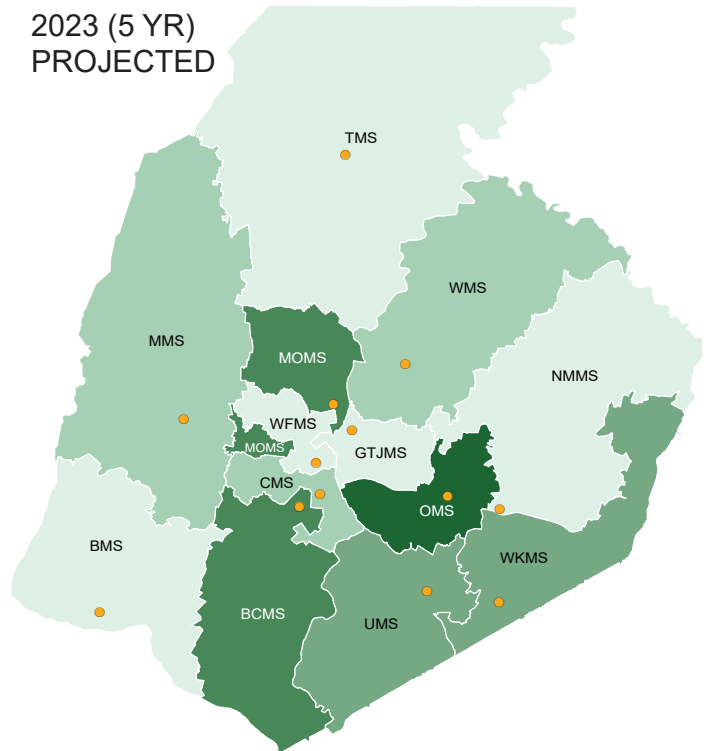
For the 2018-19 school year, the system-wide middle school SRC totaled 11,529 seats. After recalculation the SRC for the 2019-20 school year is slightly larger at 12,298. The system-wide projected percent of SRC at the middle level for 2019-20 is 83%, which indicates that FCPS is operating within the BOE’s goal of 90% SRC system-wide for the middle school level.

Although system-wide enrollments are acceptable, the capacity at individual schools varies. As of September 2018 using revised 2018 SRCs, one middle school was at or over 100% capacity, six schools were between 90 and 100%, and nine were below 90% capacity. For the 2019-20 school year, there will be nine portable classrooms in use at two middle schools. FCPS projects that enrollment will increase slightly at most middle schools over the next five years, particularly in the Frederick City area and the southeastern part of the county. Over the next 10 years, middle school enrollments are expected to increase by over 600 students. See map in [Figure 3B](#) for geographic locations and projected growth over time.

While the system-wide SRC meets the BOE’s goal of 90% SRC, some areas of the county are

experiencing higher levels of growth. In the fall of 2018, the County Executive made a commitment to advance the funding schedule for an addition of about 298 seats at Oakdale Middle School (MS) to help alleviate need for capacity on the east side of the county.

2023 (5 YR)
PROJECTED



2028 (10 YR)
PROJECTED

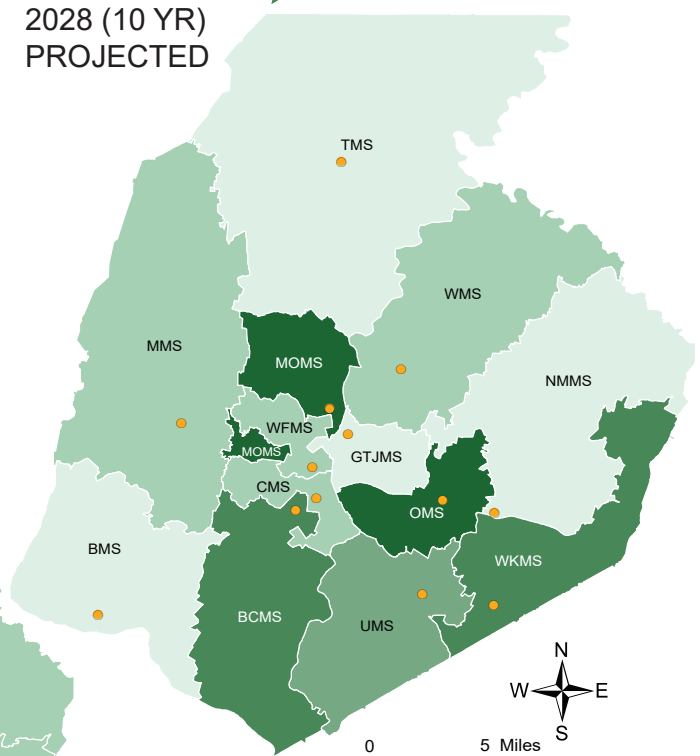
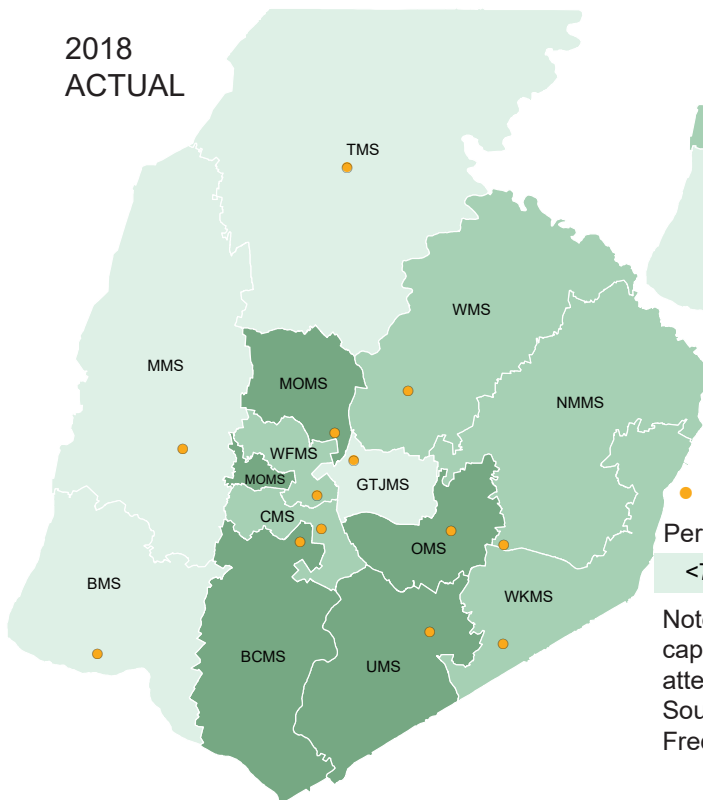


Figure 3B: Middle School Percent of State Rated Capacity Over Time

2018
ACTUAL



● School Location

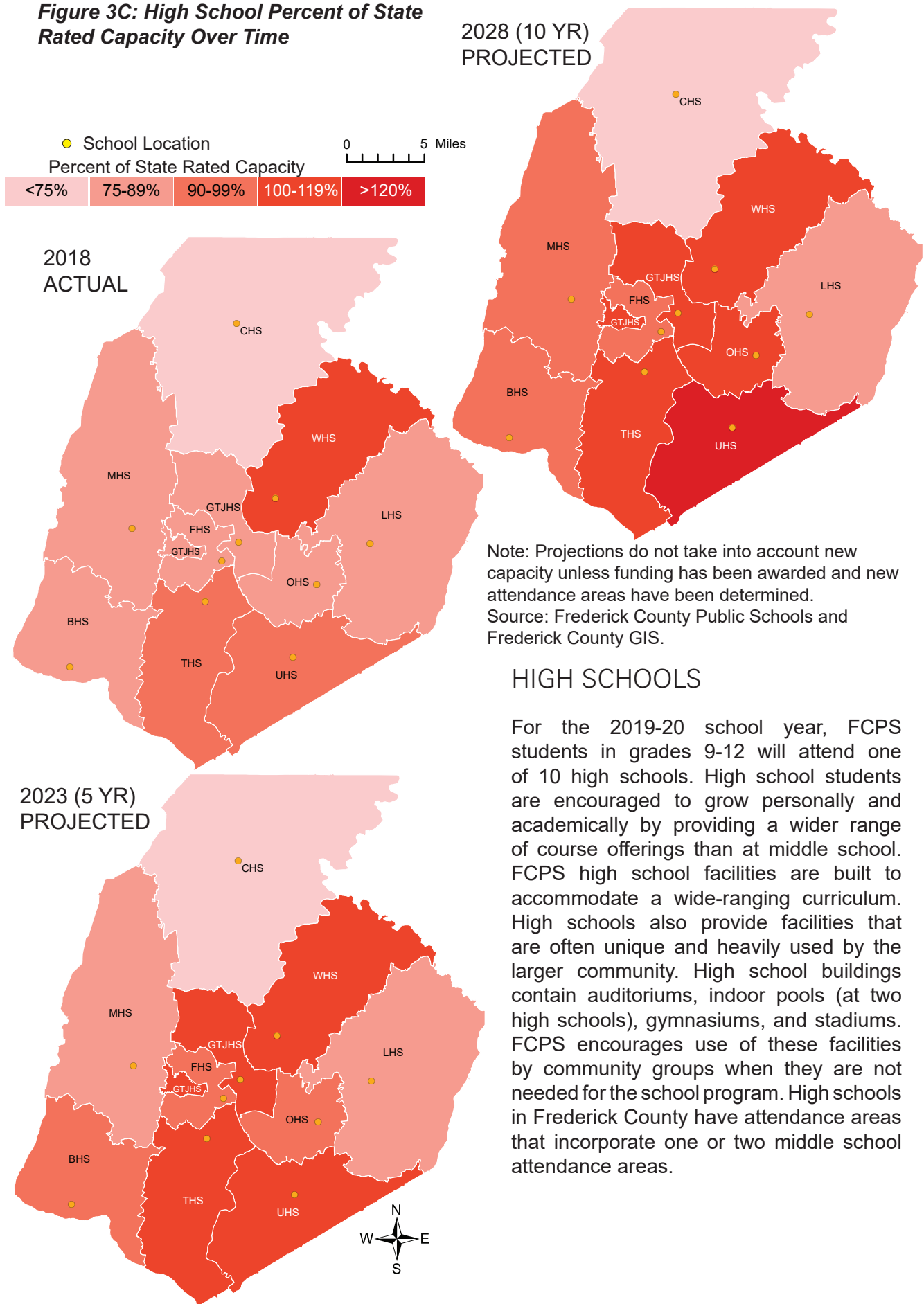
Percent of State Rated Capacity

<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.

Figure 3C: High School Percent of State Rated Capacity Over Time



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.

HIGH SCHOOLS

For the 2019-20 school year, FCPS students in grades 9-12 will attend one of 10 high schools. High school students are encouraged to grow personally and academically by providing a wider range of course offerings than at middle school. 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, indoor pools (at two high schools), gymnasiums, and stadiums. 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 uses a factor of 85% to account for teacher planning time:

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

High schools vary in size from an SRC of 886 at Brunswick High School (HS) to 2001 at Governor Thomas Johnson HS. For the 2018-19 school year, the system-wide high school SRC totaled 14,720 seats. The SRC for the 2019-20 school year after recalculating will be slightly less at 14,629. The system-wide projected percent of SRC at the high school level for 2019-20 is 92%, which indicates that FCPS is operating slightly above the BOE's goal of 90% SRC system-wide at the high school level.

As of September 2018 using the revised 2018 SRCs, Walkersville HS was over 100% capacity. Two other high schools were between 90 and 100%, and seven schools were less than 90%. Fourteen portable classrooms will be located at three high schools for the 2019-20 school year. By 2023, FCPS expects enrollments to increase at most high schools. Most high schools will have slower growth between 2023 and 2028. It is anticipated that by 2023, system wide high school enrollments will be at 97% of SRC and at 101% of SRC by the end of the 10 year period. See map in [Figure 3C](#) for geographic locations and projected growth over time.

CHARTER SCHOOLS

Frederick County Public Schools has approved three public charter schools. Any student in the county may apply to enroll, with new students selected via lottery when interest exceeds program capacities. Students attending these schools are public school students taught by FCPS teachers. 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 295 students in grades K through 8 in the 2019-20 school year. This school offers an instructional program centered on the Montessori method. Classes are taught in English and Spanish.

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 380 students in the 2019-20 school year.

Monocacy Valley Montessori School is located in Frederick City in leased space that was formerly a church. This school offers an instructional program centered on the Montessori Method for grades pre-K through 8. The school is projected to have an enrollment of 283 students in the 2019-20 school year.

OTHER FREDERICK COUNTY PUBLIC SCHOOL FACILITIES

Heather Ridge School is a 30,000 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 T](#). Enrollment in September 2018 was 57 students. For the 2019-20 school year, there will be four portable classrooms.

Rock Creek is a 55,214 square foot facility that 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 U](#). Enrollment in September 2018 was 72 students. A feasibility study for this facility was completed in August 2016 recommending the replacement of this facility at another location. Design for the replacement school to be located on the Walkersville MS campus is underway.

Career and Technology Center (CTC) is an 86,681 square foot facility located on the Frederick Community College campus. 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 and computer networking. Some courses provide college credit through agreements with Frederick Community College or certifications. Additional information regarding this program can be found in [Appendix V](#). There will be three portable classrooms in use at CTC in 2019-20.

Earth and Space Science Lab (ESSL) is an 11,750 square foot facility on the Lincoln ES campus. A new building to house this facility was constructed in 2009. 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 students in grades 1-5.

Lincoln “A” building is a 20,334 square foot building located on Madison Street in 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.

ADMINISTRATIVE FACILITIES

Administrative facilities are housed in two locations. The FCPS central office is located at 191 South East Street in downtown Frederick City and houses most central office staff. Technology support services, food services, maintenance/operations and transportation are located at a two-building complex on Hayward Road and Thomas Johnson Drive, on the north side of Frederick City. Also included on this campus are a warehouse, bus storage and vehicle maintenance facilities. FCPS also maintains a Staff Development Center on Frederick Street in Walkersville.

FCPS completed a feasibility study in September 2017 for the Transportation Department’s facilities. The study recommended replacement of the existing facility and eventual construction of a satellite facility totaling 48,500 square feet and parking space needs of 10.6 acres.

SCHOOL REDISTRICTING PLANNING

The BOE has established policies and procedures that govern changes to attendance areas for schools across the system. Ideally, redistricting should be undertaken as infrequently as possible while still addressing other school system needs such as reducing overcrowding. 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 P](#).

Since 1994, FCPS has conducted 16 major redistricting studies in almost every section of the county. Most of these redistricting projects were associated with the opening of new schools. Others, however, were conducted to balance enrollments between adjoining school districts.

A redistricting study to establish attendance area boundaries for the new Butterfly Ridge ES took place during the 2016-2017 school year. The new boundaries went into effect when the school opened in August 2018. The boundaries of eight elementary schools, four middle schools, and two high schools were changed. Full results of the redistricting study can be found on the FCPS website.

In January 2019, FCPS began a redistricting study for the Linganore, Oakdale, and Urbana areas to establish new attendance boundaries for Sugarloaf ES and Blue Heron ES, an elementary school in the Hamptons West neighborhood of Lake Linganore, and to balance enrollments at neighboring schools. The elementary school attendance areas in the study are: Centerville, Deer Crossing, Green Valley, Kemptown, Liberty, New Market, Oakdale, Twin Ridge, Urbana and the portion of Spring Ridge attendance area east of the Monocacy River. The secondary school attendance areas included in the study are: New Market, Oakdale, Urbana and Windsor Knolls middle schools as well as the Governor Thomas Johnson MS attendance area east of the Monocacy River, and the Linganore, Oakdale and Urbana high school attendance areas. The study is expected to take 10-12 months, with the Board of Education adopting attendance boundaries in the fall of 2019. The new attendance boundaries will go into effect with the start of the 2020-2021 school year but may be phased in over several years. Urbana ES students and staff will continue to be temporarily housed in the Sugarloaf building during the 2019-20 school year while the old building is demolished and rebuilt.

Redistricting studies will continue to occur primarily in connection with the opening of new schools. For the next 10 years, redistricting will be needed most frequently at the elementary level. Within the 10 year plan outlined in this document, three new elementary schools are anticipated by this plan to open along with four elementary school additions, a middle school addition, and a high school addition. During these redistricting studies, all school levels will be included to balance enrollments between schools and to evaluate feeder schools. A list of potential redistricting studies associated with the opening of new schools is shown in [Table 3A](#) below.

Other potential redistricting studies that the BOE may consider are associated with areas 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.

Table 3A: Redistricting Studies Anticipated in 10 Year Plan

New School	Study Initiates	School Opening
New Sugarloaf ES and New Blue Heron ES	2019	2020 and 2021
Waverley ES replacement	2020	2022
Liberty ES modernization and addition	2021	2023
Valley ES modernization and addition	2024	2026
New northern Frederick City area ES	2024	2026

RESOURCES

School Facility Sites

City and county officials identify property for school sites through the residential development approval process. Both county and city zoning regulations can compel, under certain circumstances, dedication of land for future school construction. Of the 26 new schools completed since 1990, 14 were constructed on dedicated sites. This saved taxpayers millions of dollars in land acquisition costs. In the future, new schools are also expected to be located on dedicated sites.

FCPS continues to work with both the county and municipalities to secure additional school sites for future construction. [Appendix K](#) contains a list of potential future school sites. Seven sites are planned to be dedicated through approved rezonings, annexed properties, or preliminary plan approvals, while the BOE already owns seven sites for future schools. Finally, in addition to these sites, the city and county comprehensive plans indicate the general locations of additional school sites necessary to serve future residential areas. These are located throughout the county and may be dedicated in the future or purchased by the BOE.

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. Local jurisdictions, such as Frederick County, then compete for these funds through an application process.

The process involves a review by the State Public School Construction Program staff and the Interagency Commission on School Construction. Capital budget requests are due in October. Final capital budget decisions are made in May. The level of state funding available to FCPS each year has varied considerably from a low of about \$9.7 million in FY2005 to a high of \$24.7 million in FY2002. Over the past seven years, state funding has averaged approximately \$19 million each year.

Frederick County Government also provides funding for major new school construction projects. Each year, the County Executive prepares a 6-year program of construction for all county agencies and several independent entities, including FCPS. 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. FCPS has been fortunate in the past that the County elected officials have been willing to forward fund the entire state's share of the school construction project so that the project can move forward while the state funds their share of the project over several fiscal years.

In addition to the capital projects funded through state and county capital budgets, FCPS administers projects funded through two other state funding programs. These programs utilize special funding set aside by the state for a particular purpose:

- **Aging School Program:** The Maryland General Assembly approved this grant program in 1997. Under this program, funds are made available for a wide variety of building repair or improvement projects. From FY98 to FY19, nearly \$4.5 million for 77 projects has been approved for Frederick County. Another \$182,622 in ASP funding was allocated to Frederick County for FY20.
- **School Safety Grant Program:** The School Safety Grant Program (SSGP) was created in 2018 through the enactment of HB 1783 which provides grants to fund school security improvements. Education Article §5-317, Annotated Code of Maryland requires the Governor

to provide an annual allocation of \$10 million for the program beginning in fiscal year 2019. In FY19, \$854,000 was allocated to Frederick County with six projects approved to date totaling \$468,000.

Finally, developers may also contribute to new funding for school construction. To meet the requirements of the County's 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. Some previously approved developments have the option to pay a school construction fee to move forward after failing the APFO schools test, as discussed in [Chapter II](#). School construction fees were allocated to pay, in part, for the addition to Urbana MS. 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.

SUMMARY OF FACILITY RESOURCES

System-wide, existing elementary school facilities are operating over the BOE's goal of 90% SRC. However, FCPS continues to address overcrowding at the elementary level, reducing the number of elementary schools at or over 100% of SRC. A redistricting study is underway to establish new attendance areas for Sugarloaf ES and Blue Heron ES which will go into effect in 2020 and 2021. At the individual school level, there are also several schools at the secondary level that are at or over capacity. New school construction, school additions, and redistricting studies at strategic locations will be necessary to respond to future enrollment growth. At the same time, as the physical plant of the system continues to age, FCPS will need to budget funds for renovation or major repairs to respond to the needs of individual schools.

IV. Enrollment Projections and Facility Needs Analysis

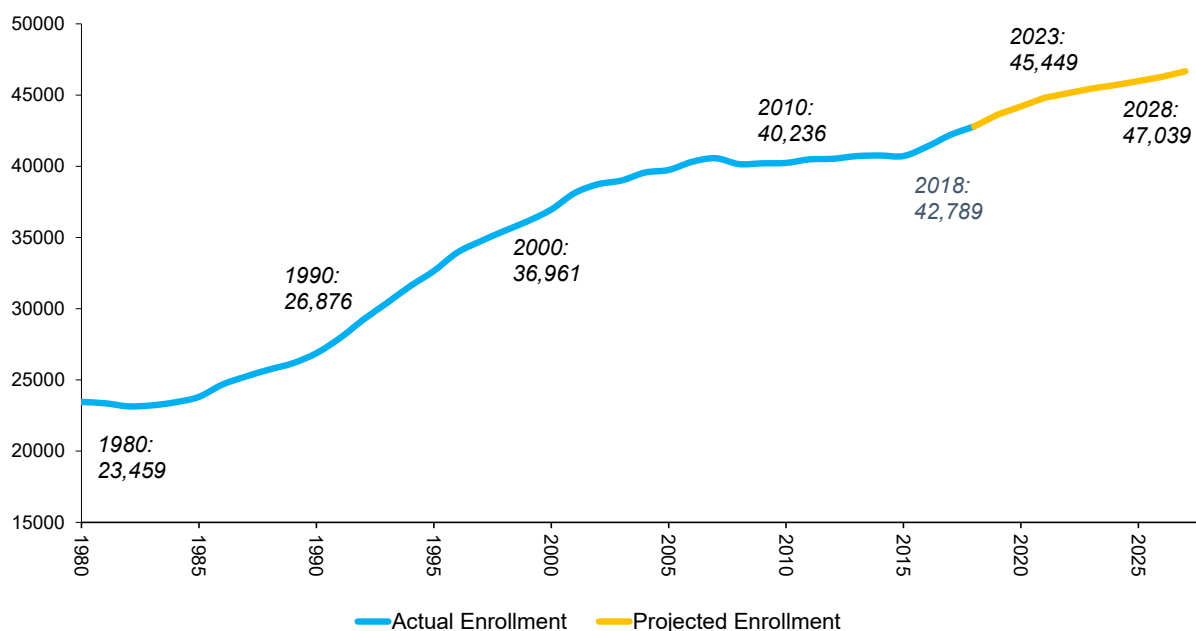
FCPS anticipates future facility needs by reviewing projected enrollment growth and the need for scheduled major maintenance or renovation and repair of existing buildings. Facility needs are also affected by changes in the instructional program. These changes can be initiated locally or mandated by the state. Identifying future facility needs is a central purpose of this Master Plan.

SYSTEM-WIDE ENROLLMENT PROJECTIONS

Historic Enrollments

[Figure 4A](#) below shows the total number of students enrolled in FCPS schools from 1980 to the present, along with 10 year projections.¹ FCPS experienced the greatest rate of enrollment growth in the 1990's when enrollment increased by 10,085 students. Between 2000 and 2010, enrollment increased by 3,275 students. An increase of 3,970 students is anticipated between 2010 and 2020. The change in the enrollment growth rate since 2000 is due in large part to a decrease in birth rate for Frederick County. However, birth rates have stabilized while residential growth and in-migration has increased as noted in [Chapter II](#). Therefore, we anticipate that student growth will continue at the same rate or be slightly higher in the coming years.

Figure 4A: Total Enrollments 1980-2028



Projected Enrollments

System-wide equated enrollment projections, developed with information provided by the Maryland Department of Planning, were approved in May 2019. These projections anticipate an increase in equated enrollment of approximately 4,250 students between September 2018 and September 2028.

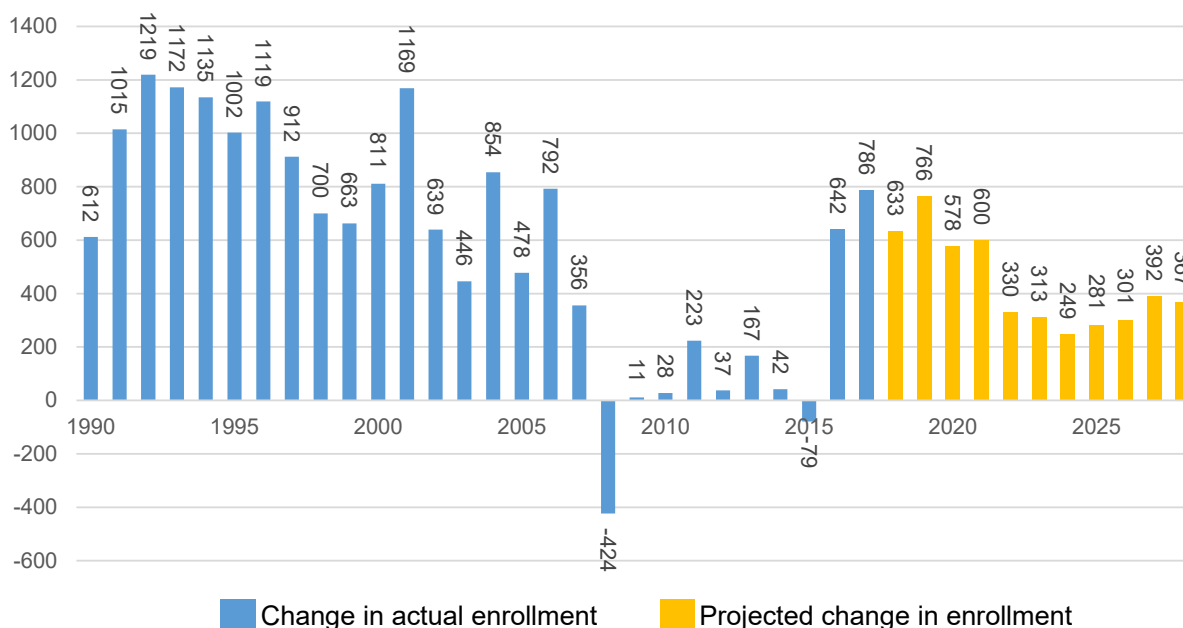
1. Figure 4A uses total enrollments, which counts each and every child that is served by FCPS. The other tables and figures in this report use “equated enrollments” which assign a value of one-half to students enrolled in half-day pre-kindergarten programs. Equated enrollments are used in funding formulas and school capacity calculations because students in half day programs can share resources that would otherwise have to be allocated on a per-student basis.

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, land development/housing patterns, and pupil-yield trends.
2. Base kindergarten projections on ratios of kindergarten to births five years prior based on data supplied by the Maryland Department of Planning.
3. Determine the county-wide preK-12 total projected enrollment for any year by totaling each grade’s projected enrollment for all schools.

During the next 10 years, equated enrollment is projected to fluctuate as shown in [Figure 4B](#) below. Equated enrollments assign a value of one-half to half-day pre-kindergarten students because morning and afternoon pre-kindergarten sessions are able to share resources. During the first half of this period, enrollment increases are anticipated to average 517 students annually while average annual increases during the second half are expected to average 318 students annually.

Figure 4B: Annual Equated Enrollment Increase - 1990 to 2028



The largest increases in enrollment are expected at the elementary and high school level. Of the projected student increase in equated enrollment of 4,268 between 2018 and 2028, almost half of the increase in enrollment is expected at the high school level.

Figure 4C: Equated Enrollment Growth by School Level - 2018 to 2028

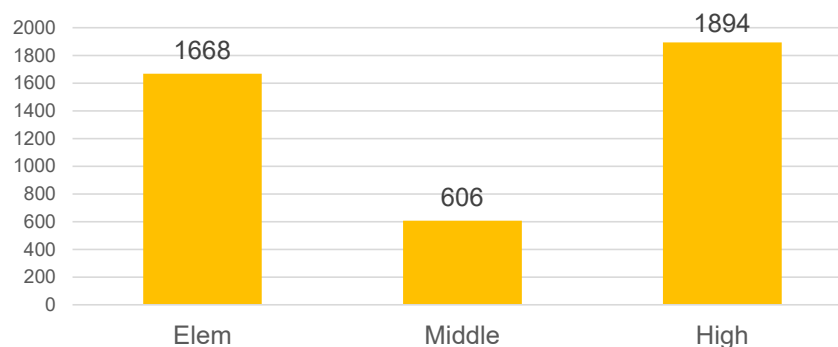


Table 4A: FCPS Equated Enrollment Projections

	State Rated Capacity	Actual		Projected								
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Ballenger Creek Elementary	614	632	593	583	563	529	507	511	516	522	526	537
Brunswick Elementary	508	699	735	751	776	771	764	763	771	778	786	801
Butterfly Ridge Elementary	734	593	589	611	620	611	617	620	628	630	638	650
Carroll Creek Montessori	210	204	205	206	205	204	204	204	203	204	204	204
Carroll Manor Elementary	595	552	581	601	628	630	651	661	669	675	687	695
Centerville Elementary	635	929	940	897	891	890	897	907	921	930	943	960
Deer Crossing Elementary	590	789	822	840	862	882	879	868	881	890	901	919
Emmitsburg Elementary	225	237	224	215	206	208	207	210	212	214	217	222
Frederick Classical	240	252	252	248	247	244	242	240	240	240	240	240
Glade Elementary	608	598	600	602	593	596	593	600	610	615	623	634
Green Valley Elementary	499	511	575	640	686	704	697	633	626	615	612	621
Hillcrest Elementary	537	673	654	618	636	655	659	662	673	680	688	698
Kemptown Elementary	398	404	422	429	450	451	480	484	493	497	500	513
Lewistown Elementary	174	177	177	176	172	169	170	171	173	176	176	179
Liberty Elementary	274	262	267	265	270	272	271	270	274	279	281	285
Lincoln Elementary	656	552	551	554	561	561	564	567	575	584	588	597
Middletown Elementary	490	467	502	483	515	529	548	539	493	492	496	510
Middletown Primary	445	471	460	495	488	447	446	449	462	471	470	478
Monocacy Elementary	574	604	612	611	620	622	631	627	625	630	636	648
Monocacy Valley Montessori	195	204	205	204	208	207	206	205	208	208	208	208
Myersville Elementary	421	385	396	401	421	426	419	421	428	436	439	447
New Market Elementary	647	683	676	682	679	681	683	698	709	716	720	735
New Midway/Woodsboro Elementary	291	291	286	288	293	277	278	282	290	295	298	303
North Frederick Elementary	735	640	634	637	615	620	624	632	641	648	655	667
Oakdale Elementary	624	679	720	770	814	834	826	813	821	824	820	844
Orchard Grove Elementary	598	572	576	580	585	588	595	600	608	617	623	632
Parkway Elementary	228	220	225	224	225	229	228	228	233	237	238	242
Sabillasville Elementary	114	100	86	82	84	79	80	80	82	84	83	82
Spring Ridge Elementary	523	447	445	452	461	463	466	472	477	483	487	496
Thurmont Elementary	368	299	311	298	311	296	298	297	295	295	299	304
Thurmont Primary	470	339	326	325	328	321	319	321	330	339	340	344
Tuscarora Elementary	580	655	662	685	676	654	647	646	654	660	667	679
Twin Ridge Elementary	566	469	457	444	441	436	441	442	451	459	461	472
Urbana Elementary @ Sugarloaf	718	747	784	814	835	841	851	856	861	870	876	893
Valley Elementary	500	484	486	449	438	420	411	413	420	424	428	433
Walkersville Elementary	683	676	675	687	684	689	694	697	707	716	722	735
Waverley Elementary	355	477	492	531	560	575	601	630	665	673	677	692
Whittier Elementary	626	650	624	612	620	618	622	638	648	655	660	672
Wolfsville Elementary	190	138	134	133	141	138	140	139	143	147	146	147
Yellow Springs Elementary	431	457	446	446	447	442	440	442	452	457	460	468
ELEMENTARY SCHOOL TOTAL	18,869	19,218	19,407	19,569	19,855	19,809	19,896	19,938	20,168	20,365	20,519	20,886
TOTAL PERCENT OF CAPACITY*		102%	103%	100%	101%	101%	102%	102%	103%	104%	105%	107%

Elementary enrollments are equated for half day Pre-K programs

*Includes projects with construction funding approved.

Percent SRC	<75%	75-89%	90-99%	100-119%	≥120%
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	State Rated Capacity	Actual		Projected								
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Ballenger Creek Middle	859	841	850	842	844	850	871	875	853	852	864	863
Brunswick Middle	957	606	581	617	602	638	655	665	640	625	628	631
Carroll Creek Montessori	90	85	90	90	90	90	90	90	90	90	90	90
Crestwood Middle	850	653	719	698	695	707	717	729	713	698	694	695
Frederick Classical	120	126	128	128	126	126	126	122	120	120	120	120
Gov. Thomas Johnson Middle	827	513	541	540	560	545	555	541	550	548	565	567
Middletown Middle	1072	784	775	800	809	843	840	880	903	916	908	861
Monocacy Middle	914	889	970	1019	1027	1020	1000	1032	1020	1066	1086	1104
Monocacy Valley Montessori	90	81	78	79	79	78	79	80	80	79	80	80
New Market Middle	732	552	570	545	520	509	515	507	505	508	507	509
Oakdale Middle	775	769	835	827	867	903	964	1011	1021	1015	1005	1009
Thurmont Middle	945	566	547	564	551	514	509	485	481	466	470	472
Urbana Middle	1020	1003	1016	981	991	1019	1013	1005	990	999	1003	1002
Walkersville Middle	1105	892	886	851	840	842	861	843	834	838	846	849
West Frederick Middle	1049	853	893	905	816	767	760	770	785	792	783	786
Windsor Knolls Middle	893	742	753	766	797	842	858	960	960	1005	938	923
MIDDLE SCHOOL TOTAL	12,298	9,955	10,232	10,252	10,214	10,293	10,413	10,595	10,545	10,617	10,587	10,561
TOTAL PERCENT OF CAPACITY*		81%	83%	83%	83%	84%	85%	86%	86%	86%	86%	86%

*Includes projects with construction funding approved.

Percent SRC	<75%	75-89%	90-99%	100-119%	≥120%
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	State Rated Capacity	Actual		Projected								
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Brunswick High	886	741	769	784	819	825	811	825	847	865	869	868
Catoctin High	1066	758	789	795	813	813	781	778	746	730	708	686
Frederick High	1601	1408	1385	1395	1475	1518	1549	1538	1460	1429	1435	1448
Gov Thomas Johnson High	2001	1703	1804	1825	1880	2018	2071	2118	2153	2100	2117	2112
Linganore High	1583	1325	1309	1333	1346	1328	1320	1325	1320	1325	1391	1398
Middletown High	1338	1136	1139	1153	1136	1100	1092	1084	1125	1149	1169	1208
Oakdale High	1535	1252	1249	1304	1332	1399	1457	1485	1542	1597	1670	1693
Tuscarora High	1749	1579	1639	1725	1777	1853	1848	1833	1887	1890	1934	1928
Urbana High	1831	1786	1861	1998	2044	2088	2152	2121	2156	2191	2233	2237
Walkersville High	1039	1149	1184	1212	1254	1231	1198	1197	1169	1161	1179	1153
HIGH SCHOOL TOTAL	14,629	12,837	13,128	13,524	13,876	14,173	14,279	14,304	14,405	14,437	14,705	14,731
TOTAL PERCENT OF CAPACITY*		88%	90%	92%	95%	97%	98%	98%	98%	99%	101%	101%

*Includes projects with construction funding approved.

Percent SRC	<75%	75-89%	90-99%	100-119%	≥120%
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(Rock Creek, Heather Ridge,Virtual School, SUCCESS)	390	186	195	195	195	195	195	195	195	195	195	195
TOTAL EQUATED	46,186	42,196	42,962	43,540	44,140	44,470	44,783	45,032	45,313	45,614	46,006	46,373
TOTAL PERCENT OF CAPACITY*		91%	93%	94%	96%	96%	97%	98%	98%	99%	100%	100%

*Includes projects with construction funding approved.

Source: Frederick County Public Schools, Facilities Services Division; May 2019

GEOGRAPHIC LOCATIONS OF ENROLLMENT GROWTH

Enrollment growth will be influenced by the location of major residential development activity. In order to determine where such development may occur, FCPS continuously monitors county and municipal plans. Although enrollment growth is expected to increase system-wide in the next decade, this growth will be primarily distributed within three key areas.

IV

IV



IV

Outside the major growth areas, smaller (but not insignificant) areas of residential development can be found within several incorporated municipalities. For example, the Brunswick Crossing development located in Brunswick will include over 1,400 single family, townhouse, and multifamily units at build out. The rate of new housing construction growth will be a function of sales and municipal policies.

School facilities in the Urbana area are at or near capacity, as are several other facilities in the Frederick City, I-70 corridor and Brunswick area, especially elementary schools. FCPS has identified the need for new facilities and additions to existing facilities to address these and other areas over the next 10 years. The replacement of Waverley ES will add much needed capacity to the Frederick City area while the Urbana ES replacement will add capacity to the Urbana area. Blue Heron ES will alleviate enrollment pressures in the Lake Linganore area. The redistricting associated with the new schools in Lake Linganore and Urbana should balance enrollment at schools in the eastern part of Frederick County. A potential modernization at Brunswick ES and a new Brunswick area elementary school will accommodate the growing population in Brunswick. Staff will continue to monitor the rate and location of future development.

SYSTEM-WIDE NEW SCHOOL CAPACITY NEEDS

Based on projected enrollment increases, FCPS will need to continue to pursue a program of school construction to address targeted areas of growth in the county. This subject is discussed more in [Chapter V](#).

This EFMP includes recommendations to reduce the number of overcrowded schools in Frederick County. For the 2018-19 school year using the revised 2018 SRCs, 23 schools were at or over 100% of capacity. For the 2019-20 school year, 26 schools are projected to be at or over capacity. This is unacceptable. Overcrowded schools impact students, teachers, and administrators in the following ways:

- Limit time available for specials classrooms, including art, music, and physical education.
- Provide inadequate space for special programs (reading, hearing, speech, etc.) and inadequate space for administrative offices (guidance offices, health facilities, special education, etc.).
- Require too many lunch shifts in overcrowded cafeterias throughout the day.
- Result in inadequate media center facilities and limit the time available for media center instruction (at the elementary level) and research (at all levels).

Congested hallways, cafeterias and restrooms, as well as competition for instructional program space and student activities creates stress for students and teachers. Moreover, overcrowded schools lack the flexibility to respond to new instructional program initiatives that would benefit students. Due to their level of use, overcrowded buildings are also more difficult to maintain.

Finally, overcrowded schools create a dependency on portable classrooms to provide adequate instructional space. While portables are effective in the short term, they are not comparable to appropriate space within the school building.

INSTRUCTIONAL PROGRAM NEEDS ANALYSIS

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. In either case, schools exist to serve students. Therefore, they must be designed or retrofitted for new instructional purposes. There have been several recent changes in instructional programming that affect facilities:

Pre-Kindergarten Program: FCPS' pre-kindergarten (pre-K) program serves children ages three and four. Currently, pre-K enrollment is based on eligibility for free or reduced-price meals or factors that increase a child's risk of not being successful in school. Pre-K or special education pre-K programs are offered at 26 elementary schools (including charter schools). While the pre-K program is half-day, it impacts school facilities by reducing K-5 capacity. In 2018-19, FCPS piloted a full-day pre-K program at Hillcrest and Monocacy elementary schools. There has been a significant increase over the last decade in the number of students eligible for the pre-K program, increasing from 759 students in 2005 to 1,258 students in 2018, a 66% increase in 13 years. It is anticipated that there will be more than 1,300 pre-K students in 2019. FCPS must evaluate the need for pre-K services when preparing the educational specifications for new schools and considering future capacity needs. Future state funding may allow for expansion of pre-K programs.

Special Education: Special Education has gone through a transition over the years. Today, special education students can attend either their neighborhood school or a specialized facility such as Rock Creek School. Elementary, middle, and high schools need to adapt by providing appropriate staff and improving facilities to serve children with various physical, emotional and educational abilities. However, as special education programs are located within schools, other capacity is reduced. To meet the changing special educational needs, FCPS offers a variety of programs ranging from occasional assistance to full time intensive programs. [Appendix U](#) provides a more detailed description of FCPS special education programs.

Recreation: Use of schools as Community Recreation Centers is part of the culture in Frederick County, supported by Board of Education policy. There are 12 schools with Community Recreation Centers. Growth in county population has, however, bolstered the need to better coordinate school system program needs and the needs of county and municipal recreation providers. Joint use agreements have been approved recently; the use of these agreements will continue to be considered.

FACILITY NEEDS ANALYSIS

Modernization

"Modernization" refers to the design, construction and equipping process through which an aging school facility is brought up to current educational standards and through which its systems are renewed and updated to meet school system, 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.

Today the FCPS Operations Division tracks the condition of school facilities with a computerized maintenance management software (CMMS). The CMMS lists systems and equipment within each school building and assigns the industry standard indicator, the Facilities Condition Index (FCI), to each building. Decisions about which school will be considered for a modernization, renovation, or replacement are based in part on the FCI.

The next school to be addressed is Rock Creek School. Rock Creek School is 45 years old and has never had a major renovation. A feasibility study for the modernization of the Rock Creek School in August 2016 recommended replacing the school on another site. The Board of Education approved the Walkersville MS campus as the new site for the Rock Creek School and design for the replacement school began in fall 2017. Replacing Rock Creek on another site will also facilitate the much needed modernization and expansion of Waverley ES. The feasibility study for the Waverley project was completed in spring 2018 with a recommendation to replace the school on its current site at a capacity of 1,019 students.

Limited Renovations

FCPS is adding “Limited Renovation” projects in this year’s EFMP to provide a plan for renovating schools that are not in need of additional capacity based on projected enrollment. The schools under consideration either have a current FCI value of 30 or more; or the FCI value will reach or exceed 30 by the year 2028. Any FCI value over 10 indicates poor facility condition. Numbers over 30 indicate that a facility is need of either replacement, major renovation, or upgrade to major building systems. Sabillasville ES, Lewistown ES, Thurmont ES, Emmitsburg ES, and Wolfsville ES are being considered as candidates for Limited Renovation projects.

Buildings with high FCI require additional capital funds to replace aging systems. Since the year 2000, \$8.2M capital funds have been used on these five schools to complete critical systems replacement. Older buildings that do not have upgraded systems cost more money to operate, and maintain. Maintenance backlog for these five schools will approach \$32M by 2028.

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 the school district over long term.

FCPS anticipates that the work associated with limited renovations at these schools will be completed in two phases, over two summer breaks. Completing the work over summer breaks will eliminate the cost, safety and logistical issues associated with creating temporary swing spaces for students.

FCPS plans to begin a study in FY2020 to analyze existing space, current facility conditions, and building systems in these schools. The study would review space, adequacy, utilization, circulation and conditions of the building systems. Once completed, FCPS will be able to finalize the estimated cost and order of schools to be included in the CIP submissions in FY21.

Systemic Projects

With the addition of limited renovation projects, the request for funds for specific systemic projects will be limited to targeted systems replacement, equipment replacement and repair projects needed to support system requirements. The CIP request for systemic projects will also include a contingency amount to help with emergency replacement needs for each fiscal year. A targeted approach to systemic projects will help free up funds that could be used towards limited renovation projects.

MAINTENANCE

The Maintenance and Operations Department serves to keep FCPS facilities clean, safe, and fully functioning as effective learning environments. In support of the BOE’s strategic plan, the department strives to avoid interruption to instruction, maintain facility conditions that promote student achievement, and provide amenities and services that foster community involvement and inclusion. The department develops and maintains a skilled and safety-minded workforce that supports the organization’s goals in practice and ideology. Additionally, FCPS allocates resources to ensure the safety of building occupants, protect the State’s and County’s capital investment, and inspire public confidence in our responsible stewardship. The Maintenance and Operations Department’s Comprehensive Maintenance Plan, approved by the Board of Education, describes the FCPS strategy for maintaining public school facilities.

The aggregate FCI for all FCPS buildings is the ratio of deferred maintenance costs (\$414 million) to the current replacement value (\$2.3 billion), or 17.7 percent. This FCI indicates that many of the building systems are reaching or exceeding the end of their lifecycle. FCPS Maintenance and Operations employees work diligently to keep these older systems functioning until they can be replaced. Additional information on the FCPS maintenance program including FCI scores for individual buildings can be found in the Comprehensive Maintenance Plan for Educational Facilities found on the FCPS website.

SUSTAINABILITY

FCPS incorporates principles of sustainability in existing and new school buildings. A coordinator of energy and utilities monitors energy bills and works with other maintenance staff to reduce energy and water usage. All new school buildings are built to achieve the Silver level of certification from the US Green Building Council's Leadership in Energy and Environmental Design (LEED). Several schools have taken initiative to pursue additional sustainability initiatives such as composting, installation of additional bike racks, and educational campaigns to increase walking and biking to school.

FCPS is currently working with a performance contractor to provide upgrades to building automation systems, air sealing, energy efficient lighting, low flow water fixtures, and advanced controls for heating, ventilation and air conditioning equipment in 24 older school buildings. The performance contract allows FCPS to pursue energy savings measures without expending funds from the capital or operating budgets. These projects are completed by the contractor and the energy savings are used to pay for the projects.

IV

STATE SCHOOL SUFFICIENCY STUDY

The Interagency Commission on School Construction (IAC) established the Maryland Public School Facilities Educational Sufficiency Standards in May 2018 to "establish acceptable minimum levels for the physical attributes, capacity, and educational suitability of existing public K-12 school facilities."² The standards will be used to evaluate the condition of buildings and building systems, adequacy of school sites including recreation and outdoor physical education opportunities, and the ability of educational and support spaces to provide required services in existing facilities across the state. In November 2018 the IAC solicited proposals from consultants to assess the condition and educational sufficiency of public schools across the state in order to create a database. The consultant is expected to evaluate the statewide portfolio and provide projections of "necessary annual funding levels to achieve and maintain specific Statewide average Facility Condition Index (FCI) outcomes."³ The initial assessment is planned to be completed by July 1, 2019 and may have an impact on planning and funding for future capital projects at FCPS.

SUMMARY OF FUTURE FACILITY NEEDS

According to projections, FCPS must accommodate approximately 4,250 total new students between 2018 and 2028. Since 23 schools are at or over capacity, accommodating growth will require additional facilities. The greatest need system-wide will be at the elementary and high

2. "Maryland Public School Facilities Educational Sufficiency Standards", Interagency Commission on School Construction, May 31, 2018 http://www.pscp.state.md.us/Documents/Md.%20Educ.%20Sufficiency%20Standards_Adopted_180531.pdf

3. "State of Maryland Interagency Commission on School Construction Request for Proposals 2018 School Facilities Assessment", November 14, 2018, <https://emaryland.buyspeed.com/bsc/external/bidDetail.sdo?bidId=MDR0031041820&parentUrl=activeBids>

school levels. The areas in most need of new capacity will be Frederick City, Brunswick, Urbana, and the I-70 corridor in and around New Market and Lake Linganore. The next chapter discusses the criteria for selecting and prioritizing new projects.

There will continue to be more ongoing maintenance and building renovation projects in the future. FCPS operates 47 buildings that are, in whole or part, 25 or more years old. The major building systems at these schools are approaching or exceeding their normal life expectancies. Therefore, FCPS must factor the limited renovation, renovation or replacement of these buildings into future capital budgets. Deferral of maintenance and renovation will only result in more costly projects in the future.

IV

V. Recommended Facilities Plan

The recommendations found in this chapter follow from the previous discussion of current facility resources and future facility needs. The chapter is divided into seven sections: Facility Goals, Project Selection Criteria, New Capacity Project Recommendations, Modernization Project Recommendations, Land Acquisition Projects, Major Capital Systemic Projects, and Proposed Projects by Feeders.

FACILITY GOALS

The facility goals reflect the ultimate outcomes that this plan is designed to achieve. They establish a framework for FCPS to make decisions, develop policy, and select projects. The foundational document for all of FCPS' planning efforts is the FCPS Strategic Plan. Included in the strategic plan are five aspirational goals and correlating priorities reflecting the core vision for our schools and students. These include:

Student 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.

- FCPS will provide each and every student high quality instruction that fosters inquiry, creative thinking, complex problem solving, and collaboration.
- FCPS will raise achievement for all students and eliminate achievement gaps.

Effective and engaged staff: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

- FCPS will implement strategies to ensure a high quality and diverse workforce.
- FCPS will support all staff by providing ongoing opportunities to grow as professionals throughout their career.

Resource allocation: FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

- FCPS will provide equitable distribution of all resources based on the varied needs of students and schools.
- FCPS will promote clear communication and transparency in allocation of resources.

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.

- FCPS will encourage and sustain collaborations with families and the entire community to support student success.
- FCPS will equip staff with the knowledge and tools necessary to be positive ambassadors who build support for our goals and initiatives.

Health and Safety: FCPS will promote a culture fostering wellness and civility for students and staff.

- FCPS will promote and maintain a safe and respectful environment.
- FCPS will foster personal well-being and health among students and staff through increased awareness and engagement on these topics.

This EFMP provides a road map for new school construction and additions that will allow FCPS to meet aspirational goals found in the Strategic Plan. FCPS will be able to meet the Board's goal of operating at 90% of capacity at system-wide at the elementary and middle levels within 10 years by completing the major capital projects proposed in the EFMP. High school enrollments will be at 99% of capacity system-wide by following this 10 year plan. The systemic improvement program is designed to help FCPS operate all major building systems efficiently.

PROJECT SELECTION CRITERIA

FCPS proposes new schools or additions when projected enrollment outpaces available capacity. Once a site is acquired and receives state planning approval, it typically takes three years to design and construct a new elementary or middle school and four for a high school. When FCPS plans new construction or additions, several variables are considered: current and planned educational programs; location of the population to be served; long range projections of general population and school-age population growth; and available capacity in existing schools.

FCPS proposes a renovation or modernization of existing schools to change a school environment, to implement instructional programs, or to improve health and safety. Other variables considered include: the need for additional or improved spaces for general teaching areas and/or supporting areas as defined in educational program specifications, the physical condition of the building and its systems, the building's health and safety conditions, and potential barriers for those with disabilities.

The selection and acquisition of school sites are important components of this master plan. FCPS carefully evaluates each proposed school site before acquisition. There are 10 basic criteria for locating a site:

1. Consistency with land use master plans adopted by Frederick County, Frederick City, and other municipalities and an analysis of population trends
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 within existing and future residential neighborhoods;
4. Remoteness from industrial, commercial or employment complexes, present and planned
5. Reasonable vehicular ingress/egress and an adequate public road system to/from the area
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 whenever possible
10. Other criteria as required by the particular level, size, or scope of the project.

State-funded projects continue to be priority ranked in accordance with criteria established by the Interagency Commission on School Construction (IAC). All state projects are evaluated based on past and projected enrollments, not only at the school in question, but also at adjacent or nearby 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 or modified so that more critically needed projects in other counties may proceed. [Appendix C](#) contains the state's project priority classifications.

FCPS' project selection criteria are also governed by BOE policy. Board Policy 202.1 requires that

FCPS maintain a long term facilities master plan. 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 Policy 202.2 governs the 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.

The maximum size of FCPS schools established by BOE Policy above is consistent with the median of maximum school size policies for 10 other school systems in Maryland as noted in the report released June 2015 by the Maryland State Department of Education, [Final School Size Study Report: Impact of Smaller Schools](#). In the case of the Waverley ES feasibility study completed in Spring 2018, the BOE authorized an exception to the maximum elementary school size to accommodate expected enrollments on the west side of Frederick City given that no other land is available for construction of a school in this part of Frederick City.

NEW CAPACITY PROJECT RECOMMENDATIONS

New capacity projects involve the construction of new school facilities or additions to existing buildings. In either case, FCPS undertakes these projects to respond to enrollment growth. FCPS considers the previously discussed policies, along with four additional factors when selecting new capacity projects:

1. Current and projected enrollments of existing schools
2. Current and future housing development
3. Current school size and maximum size criteria for elementary, middle and high schools
4. Potential attendance area changes to reduce overcrowding

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.

New capacity projects included in this plan attempt to ensure that schools at the elementary and middle levels will operate at 90% of state rated capacity (SRC) system-wide within 10 years. Final approval of proposed projects found in this plan are dependent on County and State funding.

Elementary Schools

Elementary school enrollments are projected to increase by approximately 1,668 students between September 2018 and September 2028. To reduce overcrowding and attain a 90% SRC by the end of the 10 year period, FCPS will need approximately 4,407 more elementary seats over the next 10 years. FCPS is presenting a 10 year plan that provides an additional 4,140 seats and includes another three new elementary schools, one modernizations with addition, and three replacements.

The projects in this plan allow FCPS to reach the goal of 90% of SRC system-wide by 2026, although it will rise to 91% by the end of the 10 year period, as shown in [Figure 5A](#). If FCPS constructed no new capacity projects in the next 10 years, the system-wide SRC would reach 107% in 2028. With projects constructed in accordance with the County Executive's recommended County FY20-25 Capital Improvement Plan (CIP), FCPS would reach 92% of SRC in 2024 but would rise to 95% by 2028.

Middle Schools

Approximately 606 additional middle school students are projected between 2018 and 2028. The 10 year enrollment projections indicate that FCPS can maintain between 83% and 86% of SRC system-wide with no new capacity projects over the next 10 years, as shown in [Figure 5B](#). However, due to significant residential growth in

the I-70 corridor, Oakdale Middle (OMS) is currently overcrowded at an expected 108% of SRC in 2019. With no additional capacity OMS is anticipated to grow to 132% of SRC by 2025. FCPS plans to add 298 additional seats at OMS to help alleviate projected overcrowding there, which is also shown in the County Executive's proposed CIP.

Figure 5A: System-wide Percentage of SRC – Elementary

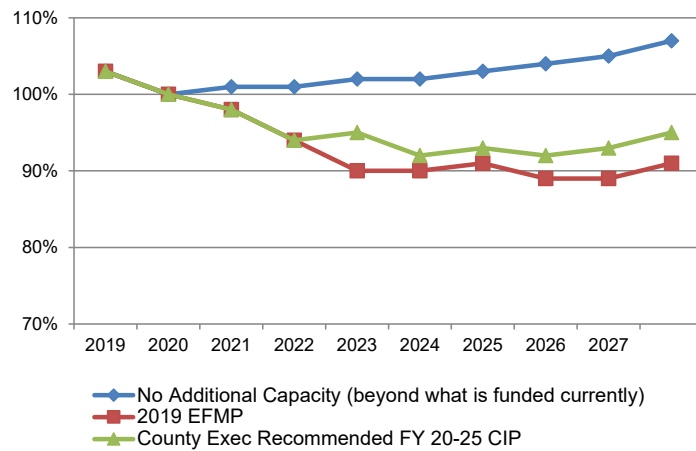


Figure 5B: System-wide Percentage of SRC – Middle

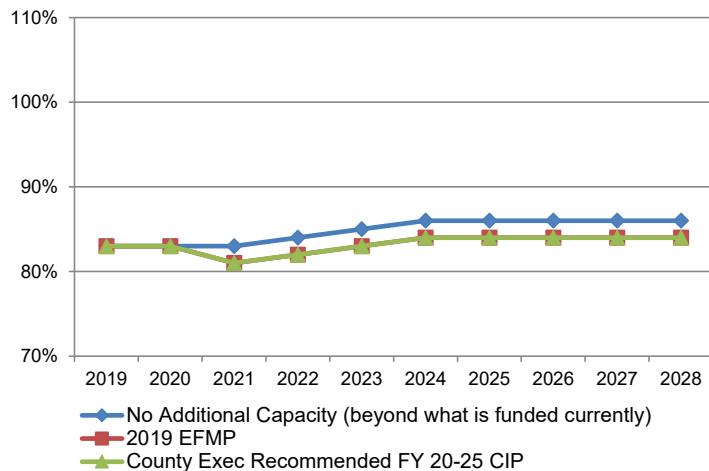
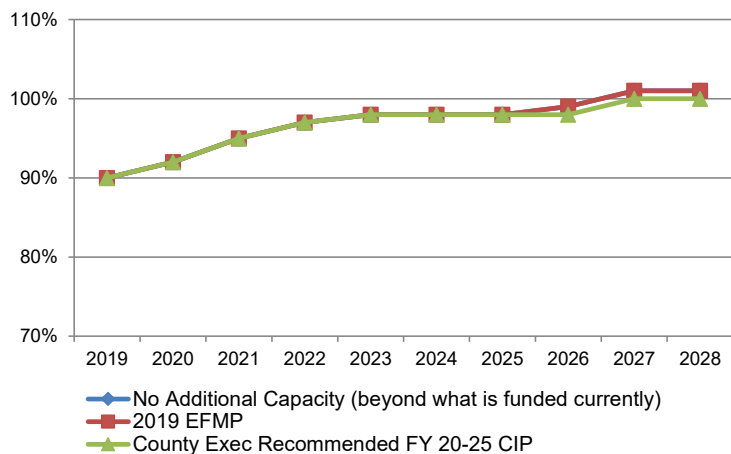


Figure 5C: System-wide Percentage of SRC – High



High Schools

High school enrollment is expected to increase by approximately 1,894 students between 2018 and 2028. High school enrollment is expected to reach 100% of SRC system-wide towards the end of the 10 year period as shown in [Figure 5C](#). The only new capacity planned at the high school level is a potential increase in capacity at Brunswick HS when it is replaced. FCPS will continue to evaluate high school enrollments as new housing developments are approved to determine when and where additional capacity will be needed.

MODERNIZATION PROJECT RECOMMENDATIONS

This Master Plan proposes a scheduled program of modernization projects. Schools have been scheduled for modernization based on several criteria. In general, a school qualifies for modernization if it is at least 20 years old and it ranks poor on the FCI index. School renovation projects have been scheduled consistent with BOE policies to include renovation projects along with projects that address overcrowding. A summary of new capacity and modernization projects can be found in [Table 5A](#) below. [Figure 5D](#) shows the timeline for major projects and the impact on capacity over the 10 year planning horizon.

Table 5A: Summary of New Capacity and Modernization Projects, Fiscal Years 2020-2028

<i>Name</i>	<i>Project Type</i>	<i>Proposed Opening Date</i>	<i>Status</i>	<i>Added Capacity</i>
<i>ELEMENTARY SCHOOLS</i>				
Urbana ES	Replacement/Addition	August-2020	Under Construction	725
Blue Heron ES	New School	August-2021	In Design	705
Waverley ES	Replacement/Addition	August-2022	In Design	664
Brunswick Area ES	New School	August-2023	Future Project	705
Liberty ES	Replacement/Addition	August-2023	Future Project	431
Valley ES	Modernization/Addition	August-2026	Future Project	205
Northern Frederick City area ES	New School	August-2026	Future Project	705
Total Additional Capacity				4140
<i>MIDDLE SCHOOLS</i>				
Oakdale MS	Addition	August-2021	Future Project	298
Middletown MS	Modernization	August-2027	Future Project	0
Total Additional Capacity				298
<i>HIGH SCHOOLS</i>				
Brunswick HS	Replacement	August-2026	Future Project	0
Total Additional Capacity				0
<i>SPECIAL SCHOOLS</i>				
Rock Creek	Replacement	June-2021	Future Project	0
Total Additional Capacity				0

Figure 5D: Proposed Timeline for Major Projects and Impacts on Capacity, 2019-2028

KEY

	Feasibility	Design	Construction
Elementary			
Middle			
High			
Other			

CONSTRUCTION SCHEDULE

School Year	2019-2020*	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Fiscal Year	2020*	2021	2022	2023	2024	2025	2026	2027	2028	2029
Urbana ES Replacement		Open								
Rock Creek Replacement			Open							
Blue Heron ES			Open							
Oakdale MS Addition			Open							
Waverley ES Replacement		Potential Redistricting		Open						
Brunswick ES Modernization										
Brunswick Area ES					Open					
Liberty ES Replacement			Potential Redistricting		Open					
Northern Frederick Area ES						Redistricting		Open		
Valley ES Modernization/ Addition						Potential Redistricting		Open		
Brunswick HS Replacement								Open		
Middletown MS Modernization									Open	
Walkersville MS Modernization										Open
Middletown HS Modernization										Open
South Frederick Area ES									Redistricting	
Yellow Springs ES Modernization										
Green Valley Modernization										
Monocacy ES Modernization										
Middletown ES Modernization										
Limited Renovations (Locations TBD)										

SYSTEMWIDE STATISTICS

Elementary										
Projected Enrollment	19,407	19,569	19,855	19,809	19,896	19,938	20,168	20,365	20,519	20,886
Total State Rated Capacity (includes new capacity)	18,869	19,594	20,299	20,963	22,099	22,099	22,099	23,009	23,009	23,009
New Capacity	-	725	705	664	1,136	-	-	910	-	-
Projected Percent SRC (includes new capacity)	103%	100%	98%	94%	90%	90%	91%	89%	89%	91%
Middle										
Projected Enrollment	10,232	10,252	10,214	10,293	10,413	10,595	10,545	10,617	10,587	10,561
Total State Rated Capacity (includes new capacity)	12,298	12,298	12,596	12,596	12,596	12,596	12,596	12,596	12,596	12,596
New Capacity	-	-	298	-	-	-	-	-	-	-
Projected Percent SRC (includes new capacity)	83%	83%	81%	82%	83%	84%	84%	84%	84%	84%
High										
Projected Enrollment	13,128	13,524	13,876	14,173	14,279	14,304	14,405	14,437	14,705	14,731
Total State Rated Capacity (includes new capacity)	14,719	14,719	14,719	14,719	14,719	14,719	14,719	14,719	14,719	14,719
New Capacity	-	-	-	-	-	-	-	-	-	-
Projected Percent SRC (includes new capacity)	89%	92%	94%	96%	97%	97%	98%	98%	100%	100%

* Includes funding for projects anticipated in 2020 County Executive's recommended CIP.

LAND ACQUISITION PROJECTS

FCPS must acquire land for new school sites, if it is not anticipated that land will be dedicated through the development review process. In the past, land acquisition was required for secondary school projects especially high school sites. County zoning and subdivision regulations did not require sites to be dedicated that were large enough for secondary schools. However, County regulations are now less prescriptive and school sites may be required as a condition of development approval when the County Council determines that a need exists for a school to serve the proposed development based on established county standards of service. As an example, the newest high school, Oakdale HS, was acquired through development approval of the Lake Linganore planned unit development. More recently, the approval of the Blentlinger property has been conditioned on dedication of a middle school site and approval of the Monrovia Town Center development has been conditioned on the dedication of a future high school site.

In the future, where land is not anticipated to be dedicated for school sites (especially large secondary school sites), FCPS will need to acquire sites by purchasing land. As an example, a future high school site is shown on both the county and city comprehensive plans as a need in northwest Frederick City area. However, no site has been dedicated through the development approval process. Consideration will have to be given to scheduling land acquisition costs into future capital programs.

In all cases, County guidelines and procedures must be followed. Finally, the Maryland Interagency Commission on School Construction (IAC) must approve all sites before they can be utilized for a future new school construction project. Staff continues to negotiate with developers when the County Council determines a need exists and with municipalities to acquire additional school sites to meet identified needs consistent with approved county and city comprehensive plans.

MAJOR CAPITAL SYSTEMIC PROJECTS

This group of projects includes all needed major improvements to existing schools. Capital systemic projects are necessary either to improve a building for instructional purposes or to make major systemic repairs to systems under imminent threat. Some of these improvements are necessary based on local evaluations by maintenance staff, while others are in response to state/federal mandates. As noted in Chapter 4, FCPS is adding limited renovation projects to the CIP, which will allow for multiple systems to be upgraded or replaced at each facility. Given the addition of limited renovations to the CIP, the request for funds for specific systemic projects will be limited to targeted system replacements, equipment replacement and repair projects needed to support FCPS requirements. The CIP request for systemic projects will also include a contingency amount to help with emergency replacement needs for each fiscal year. 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 our 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 systems replacement needs.

PROPOSED PROJECTS BY FEEDERS

Individual major capital projects are detailed below by high school feeder area. A prioritized list of all projects is included in [Appendix A](#) in the 2021-2026 BOE CIP.

A feeder map accompanies the description of projects in each high school feeder area. The key shown below in Figure 5E is the same for each map. All data was provided by Frederick County Public Schools and Frederick County GIS.

Figure 5E: Key for Feeder Area Maps

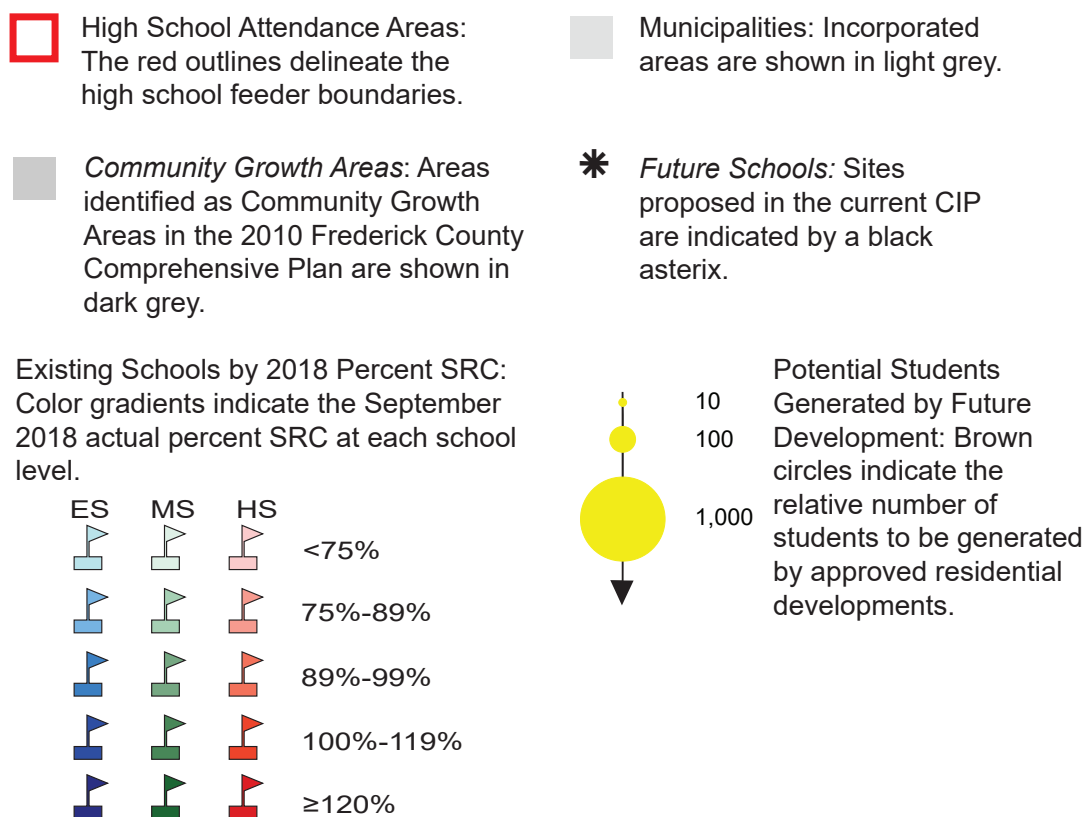
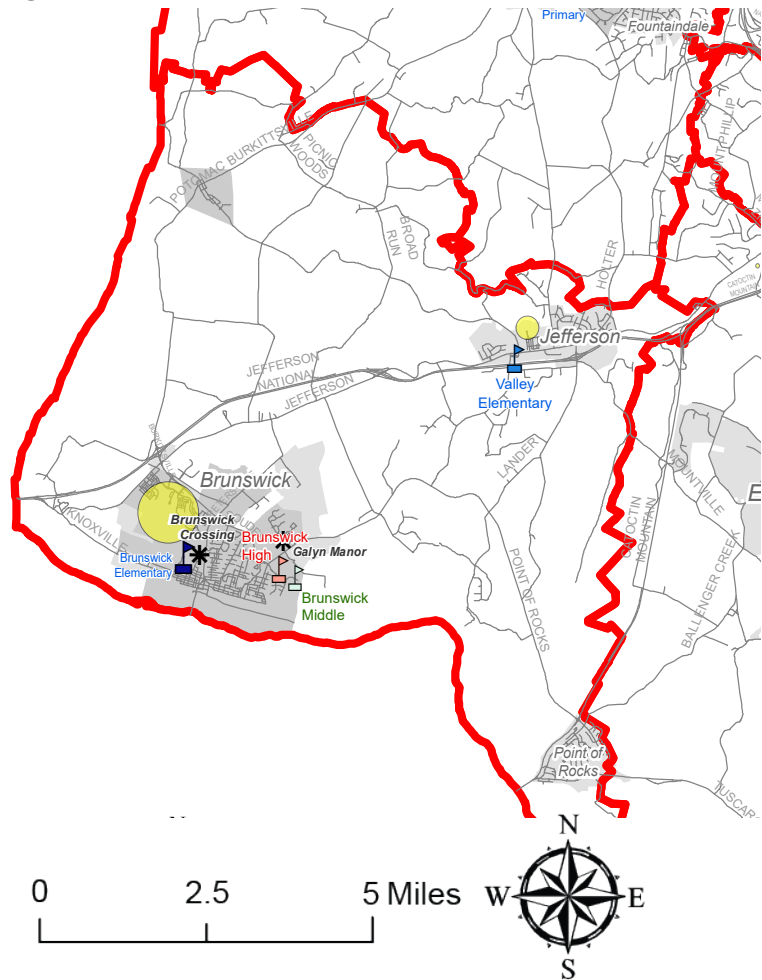


Figure 5F: Brunswick Feeder

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 current approval of one large subdivision in Brunswick and one in Jefferson.

Brunswick ES is at 138% capacity as of September 30, 2018 with enrollment expected to increase over the next 10 years. The enrollment at Valley ES was just under capacity in 2018 but is expected to remain stable or decrease slightly over the 10 year period. At the elementary level, FCPS is working to acquire a future elementary site that has been dedicated as a condition of approval for the Brunswick Crossing development. This land may be used for a new elementary school currently scheduled to open in the fall of 2023. A modernization and possible addition to Valley ES may also add capacity to the Brunswick feeder in 2026.



Brunswick MS is well within capacity even with steady growth throughout the 10 years. Brunswick HS is within capacity but is expected to come close to exceeding capacity by the end of the 10 year planning horizon. FCPS will monitor enrollments at Brunswick HS and evaluate the need for additional capacity at the time the design of the replacement begins.

Major Projects		
Brunswick ES Modernization	FY20	FCPS will conduct a feasibility study in FY20 to determine the existing building's capacity and program needs.
New Brunswick Area ES	FY21-23	This new school will provide 705 new seats to address capacity needs in the Brunswick area of the county. Design would begin in FY21 and construction would be funded in FY22 and 23.
Brunswick HS Replacement	FY23-26	A feasibility study for this project was completed in FY19 and the Board of Education vote to replace the existing building with a potential future addition. Design would begin in FY23 and construction in FY25.
Valley ES Modernization	FY24-26	A feasibility study in FY21 will consider the scope of work to update the building to current standards as well as a possible addition if capacity is needed. Design would begin in FY23 and construction in FY25.

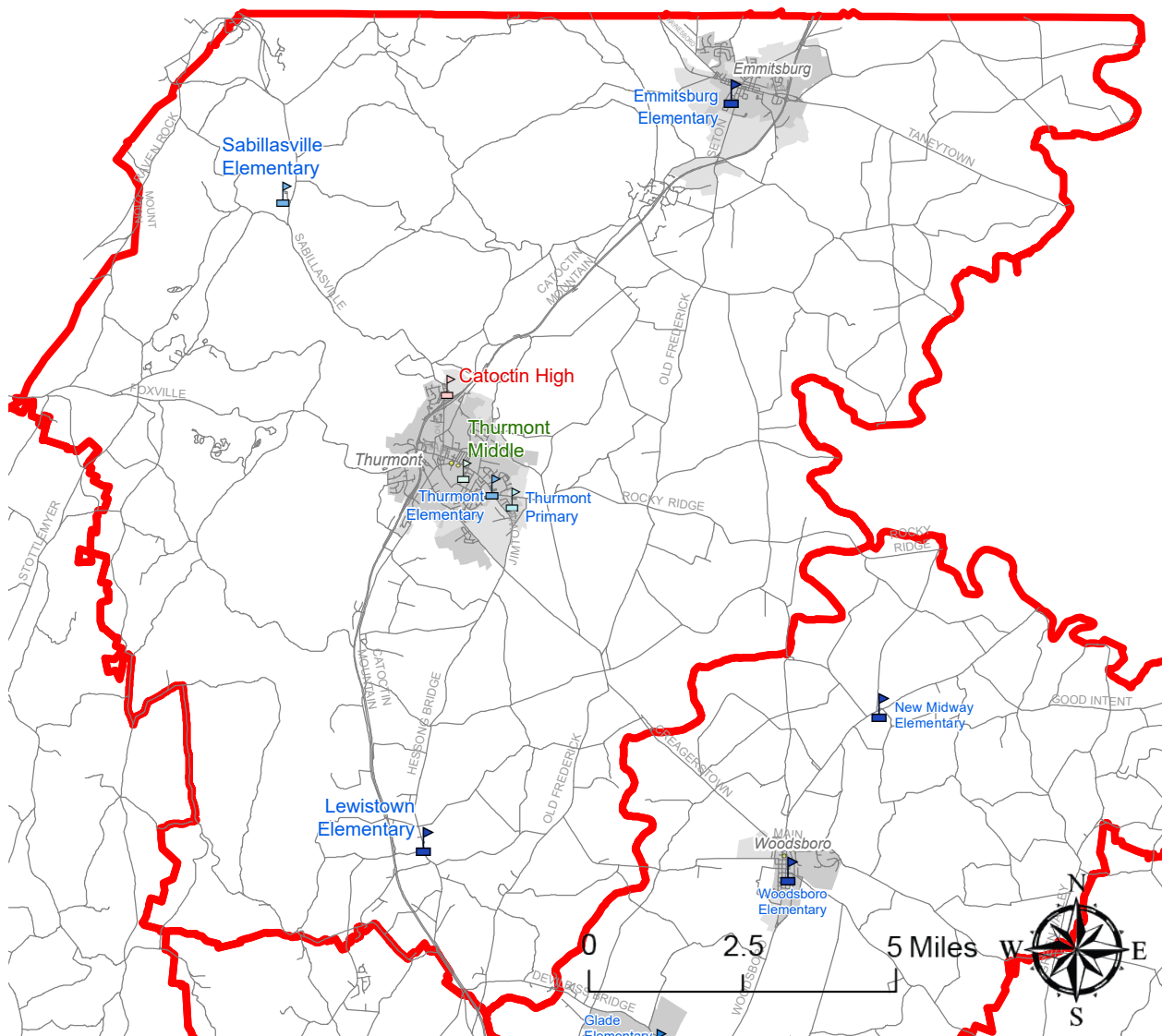
CATOCTIN FEEDER

The northern portion of Frederick County feeds into Catoctin HS and includes the communities of Sabillasville, Thurmont and Emmitsburg. Only minimal residential growth is expected in this area.

Emmitsburg ES was at 105% of capacity as of September 30, 2018 but is expected to decrease to a low of 92% capacity in about five years before growing again to 99% by the end of the 10 year period. Lewistown ES was at 102% of capacity and enrollment is expected to remain steady through 2028. All other schools in this feeder pattern (Thurmont ES, Thurmont Primary, Sabillasville ES, Thurmont MS, and Catoctin HS) had significant additional capacity available as of September 30, 2018 and are expected to remain within capacity over the next 10 years.

Major Projects		
Facility and Program Assessment Study	FY20	FCPS will be studying the potential for limited renovations to improve physical and educational conditions at five schools, four of which are in the Catoctin feeder. These schools include Lewistown ES, Sabillasville ES, Thurmont ES, and Emmitsburg ES.

Figure 5G: Catoctin Feeder



FREDERICK FEEDER

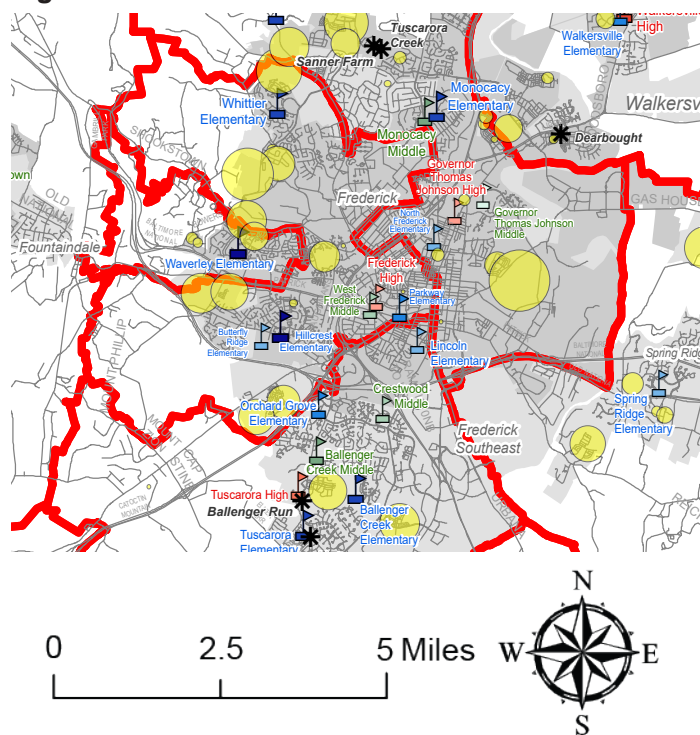
The Frederick Feeder encompasses most of the western half of Frederick City. Several mid-size residential developments have been approved around the western edge of the city that will impact this feeder pattern.

Hillcrest ES was at 125% capacity as of September 30, 2018 with 26 portable classrooms on site and is expected to maintain a steady population over the 10 year planning horizon. The new Butterfly Ridge ES was at 81% capacity and is expected to reach 89% capacity by the end of 10 years. Whittier ES is over capacity at 104% and expected to grow slightly. Parkway ES is at 96% of capacity and enrollment is also anticipated to grow slightly.

West Frederick MS is not expected to exceed capacity within this 10 year period. Frederick HS is well within capacity with the opening of the new building and can accommodate the modest growth expected.

Major Projects		
None		

Figure 5H: Frederick Feeder



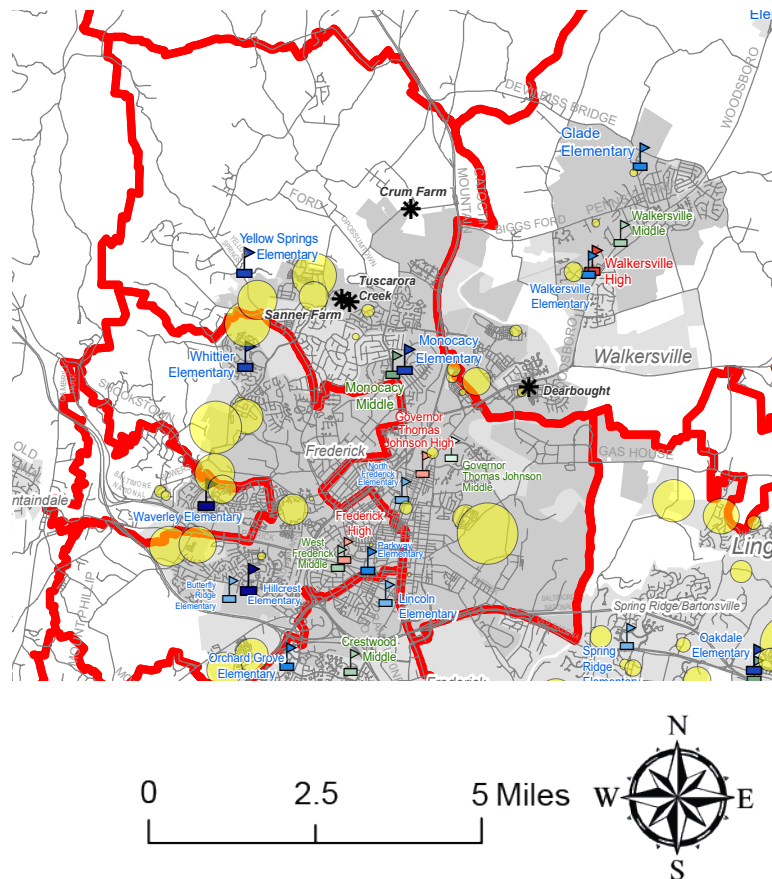
GOVERNOR THOMAS JOHNSON FEEDER

The north and eastern 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 on the north and west end of town will contribute additional growth in this feeder.

Monocacy ES was over capacity as of September 30, 2018 and is expected to remain over capacity during the next 10 years. North Frederick ES is within capacity at 87% and will remain within capacity through 2028. Waverley ES significantly over capacity at 134% and is expected to climb to 195% by 2028 unless additional seats are added as planned to open in fall 2022. Yellow Springs ES is at 106% capacity and the enrollment is expected to remain relatively stable through the planning horizon. A future elementary school site has been dedicated as a condition of development approval for the Tuscarora Creek development and is the likely location for the future new northern Frederick City area elementary school planned to open in 2026.

Governor Thomas Johnson MS was significantly under capacity as of September 30, 2018 and is expected to continue to have excess capacity. Monocacy MS is at 99% of capacity in September 2018 and is anticipated to continue to grow reaching 121% by 2028. Governor Thomas Johnson HS is at 85% of capacity but the enrollment is expected to exceed capacity by 2022.

Figure 5I: Governor Thomas Johnson Feeder



Major Projects		
Waverley ES Replacement	FY19-22	This project responds to continued development in Frederick City and special programs that increase the need for teaching stations at Waverley ES. This replacement project will create a new educational model with a school of 1019 (664 additional seats) that has co-principals. Design is underway and construction will occur in FY21-22.
New northern Frederick City area ES	FY24-26	This project will construct a new elementary school to relieve overcrowding at Monocacy ES and Walkersville ES as well as to address new development planned for the north side of Frederick City. Design funding for this project is requested in FY24 and construction would begin in FY25.

LINGANORE FEEDER

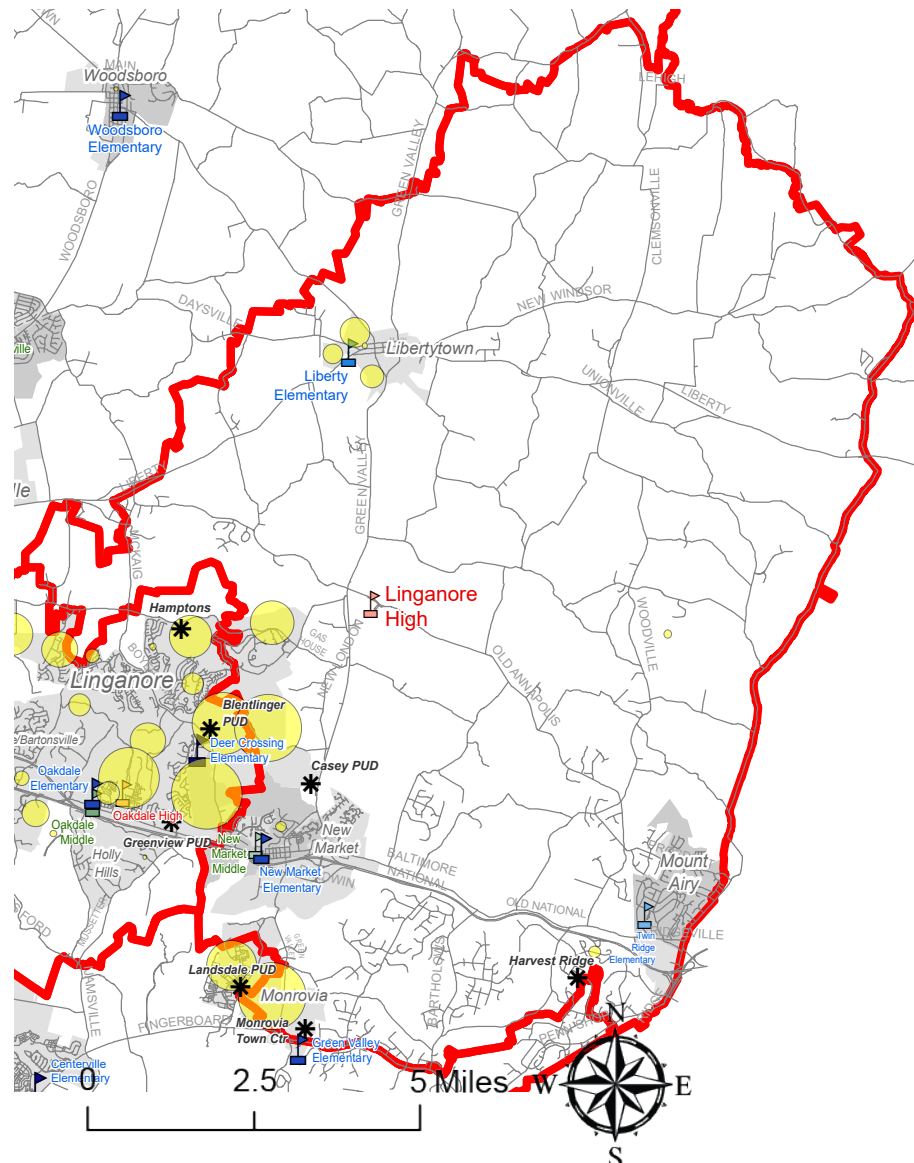
The eastern side of Frederick County, along the I-70 corridor and including the communities of Libertytown, Mount Airy, and New Market are part of the Linganore feeder pattern. Some residential growth is expected in this feeder area, primarily within the Town of New Market and Libertytown.

Liberty ES was at 96% of capacity as of September 30, 2018 and is expected to exceed capacity by 2026. New Market ES is over capacity at 106% and will continue to grow throughout the 10 year period. Twin Ridge ES is at 83% of capacity and expected to continue to have additional capacity through 2028.

New Market MS at 75% and Linganore HS at 84% are well within capacity and are expected to remain that way for the next 10 years.

Major Projects		
Liberty ES Replacement	FY21-23	A feasibility study was completed in FY19 which recommended replacement of the building at a capacity to be determined in the design phase, which will begin in FY21 and construction in FY22-23.

Figure 5J: Linganore Feeder



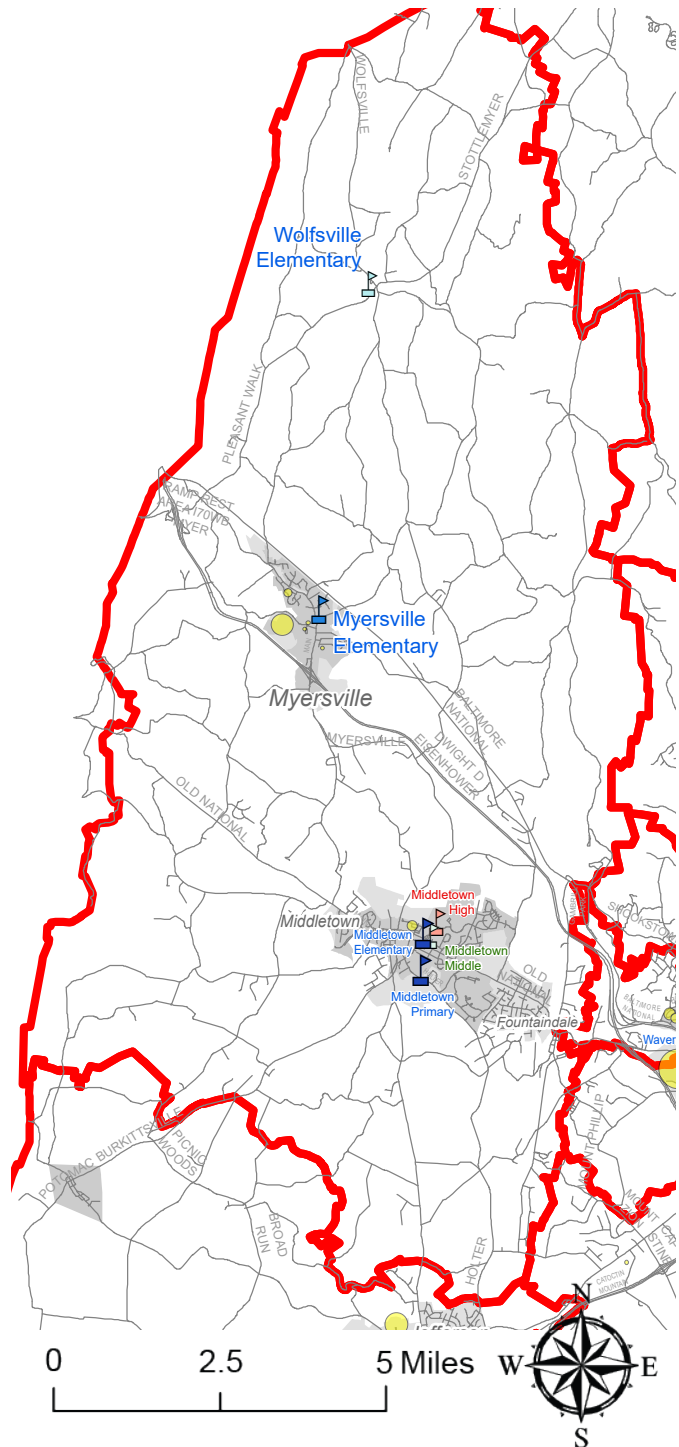
MIDDLETOWN FEEDER

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

Middletown ES was at 95% of capacity and Middletown Primary was at 106% of capacity as of September 30, 2018. Both are expected to continue to grow. Myersville ES is currently at 91% capacity but will exceed capacity by 2021. Wolfsville ES is within capacity and expected to remain within capacity over the coming 10 years.

Middletown MS and Middletown HS are currently within capacity at 73% and 85% respectively and expected to remain within capacity throughout the 10 year period.

Figure 5K: Middletown Feeder



Major Projects		
Facility and Program Assessment Study	FY20	FCPS will be studying the potential for limited renovations to improve physical and educational conditions at five schools, of which Wolfsville ES is in the Middletown feeder.
Middletown MS Modernization	FY22-27	This project will update the building systems and spaces to current standards. A feasibility study is planned for FY22, with design beginning in FY24 and construction in FY26.
Middletown HS Modernization	FY23-28	This project will update the building systems and spaces to current standards. A feasibility study is planned in FY23, with design beginning in FY25 and construction in FY27.

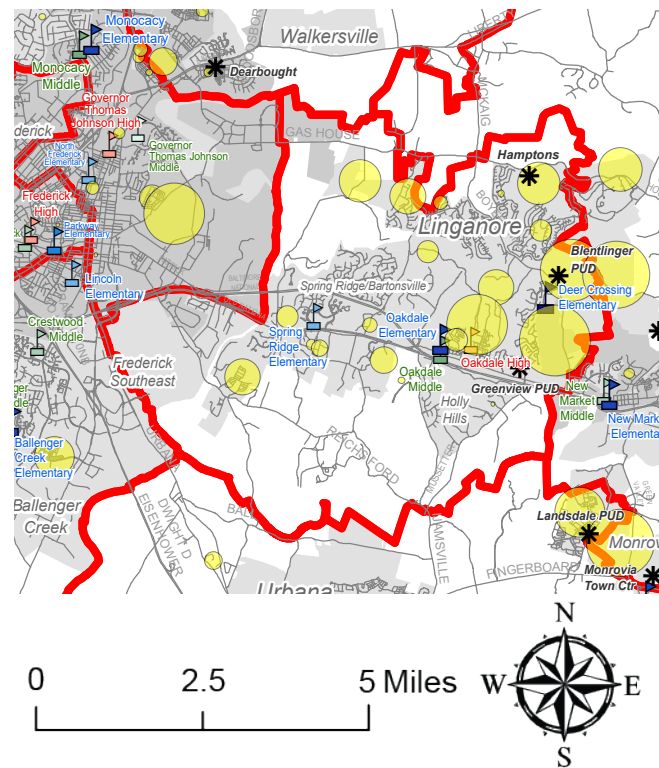
OAKDALE FEEDER

The Oakdale Feeder is centered on the Linganore community and also includes the Spring Ridge/Bartonsville and Holly Hills growth areas. This area is growing quickly with many large residential developments approved, including the Eaglehead/Linganore PUD which is estimated to contribute an additional 1,800 students by the time the development is completed in 25 years. All of the schools in this feeder were constructed in the last 25 years.

Deer Crossing ES is over capacity at 134% while Oakdale ES is at 109% as of September 30, 2018. Both are expected to see continued growth. These schools are likely to be relieved by the planned new Blue Heron ES which will open in fall 2021. Spring Ridge ES had additional capacity at 85% and is anticipated to still have capacity available at the end of the 10 year planning horizon.

Oakdale MS is at 99% of capacity and is expected to reach 130% of capacity by 2028. An addition of 298 seats at this school is planned to open in 2021. Since adjoining middle schools are under capacity, Oakdale MS may also be relieved through the ongoing LOU Redistricting study. Oakdale HS is currently under capacity at 82% but exceeds capacity by the end of 10 years.

Figure 5L: Oakdale Feeder



Major Projects		
Blue Heron ES	FY19-21	This school is planned for a site in the Hamptons West neighborhood of the Eaglehead PUD. Design began in FY19 and construction is scheduled for FY20-21.
Oakdale MS Addition	FY20-21	The future addition to Oakdale MS was included in the original site plan for the school and would add 298 seats. Design will take place in FY20 and construction in FY21.

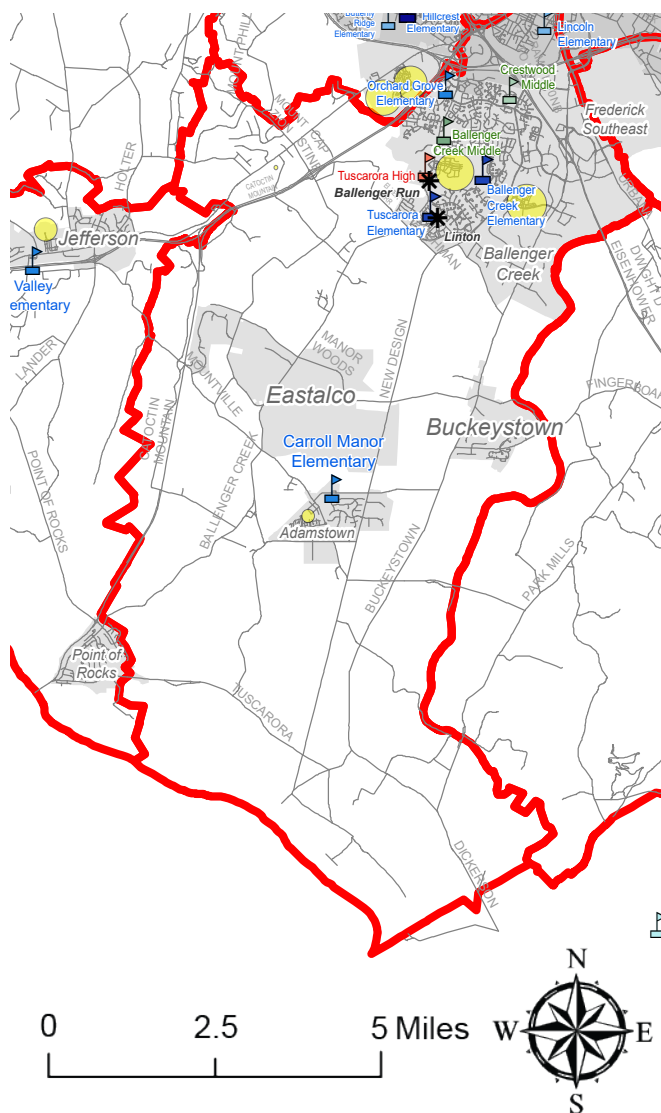
TUSCARORA FEEDER

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 Linton development and Ballenger Run where a future elementary school site has been dedicated for the future south Frederick area ES.

Carroll Manor ES is at 93% of capacity as of September 30, 2018 but is expected to exceed capacity by 2020. Ballenger Creek ES is currently over capacity at 103% but the enrollment is declining and will be under capacity by 2019. Lincoln ES is within capacity at 84% and expected to remain under capacity for the coming 10 years. Orchard Grove ES is at 96% of capacity and expected to exceed capacity by 2025. Tuscarora ES is currently over capacity at 113% and is expected to stay over capacity throughout the 10 year period.

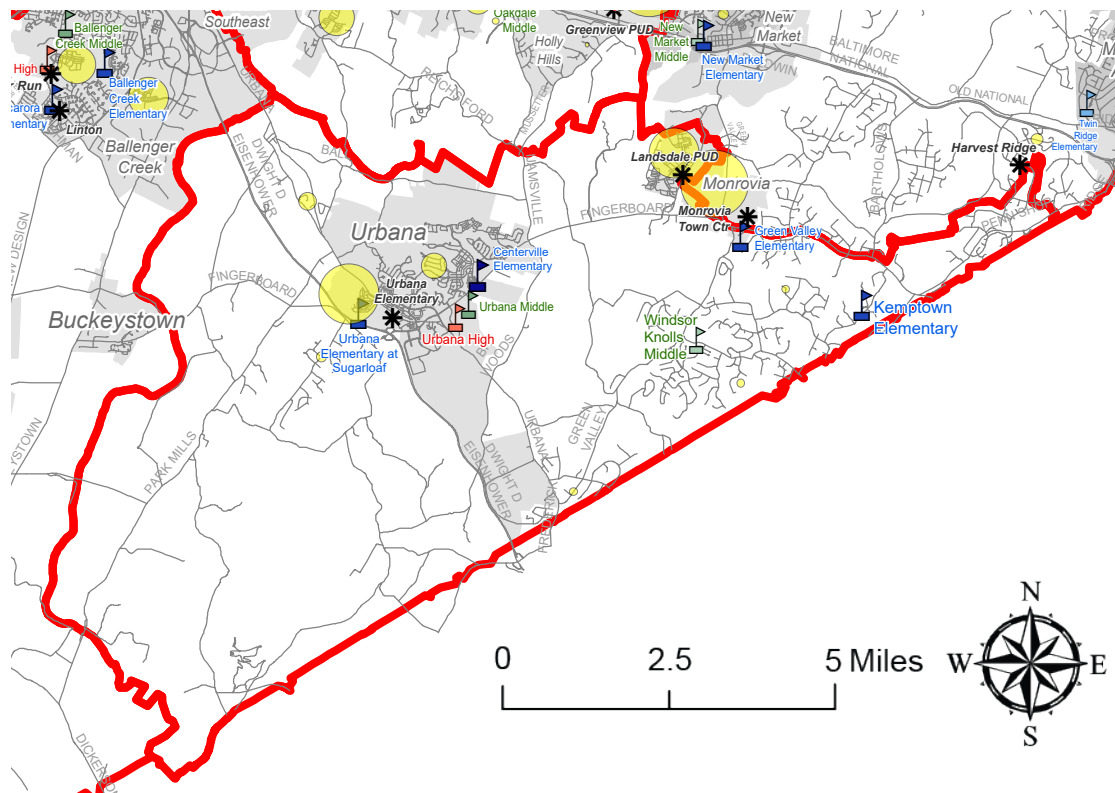
Ballenger Creek MS is nearing capacity at 98% and expected to experience slight growth, exceeding capacity by 2023. Crestwood MS is at 77% capacity and will remain within capacity over the 10 years. Tuscarora HS is at 90% capacity and will exceed capacity by 2021.

Figure 5M: Tuscarora Feeder



Major Projects		
New south Frederick area ES	FY26-29	Construction of this new 705 capacity school is required to address capacity issues at Tuscarora ES and Ballenger Creek ES as well as planned residential development for this part of the County. Design funding will be requested for FY26 with construction beginning beyond the 10 year period.

Figure 5N: Urbana Feeder



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, Urbana MS, and Urbana HS were all built since 1990. Significant growth is occurring in this feeder, particularly from the Landsdale, Urbana PUD and Urbana Northern MXD development. An elementary site was dedicated as a condition of approval for the Landsdale development. The Monrovia Town Center is an approved large development in this area but is on hold due to legal challenges.

Urbana ES is at 104% of capacity in its temporary home in the Sugarloaf ES building as of September 30, 2018 with significant growth expected. The replacement Urbana ES will open in 2020 adding 725 seats of capacity to this area. Centerville ES is at 146% capacity and is expected to remain over capacity through 2028. Green Valley ES is at 102 % and growing quickly, exceeding 120% by 2020. Kempstown ES is at 102% capacity and will continue to grow over the next 10 years. It is anticipated that capacity relief can be provided to Centerville, Urbana, Green Valley and Kempstown elementary schools through the LOU Redistricting study.

In contrast, Windsor Knolls MS is well within capacity at 83% but is expected to exceed capacity by 2024. Urbana MS is at 98% of capacity and enrollment is expected to remain steady throughout the coming 10 years. Urbana HS is at 98% of capacity and is expected to grow to 122% by 2028.

Major Projects		
Urbana ES Replacement	FY18-20	This project will replace Urbana ES with a new building on site. Design began in fall 2018 and construction is ongoing. The school will reopen in August 2020.

WALKERSVILLE FEEDER

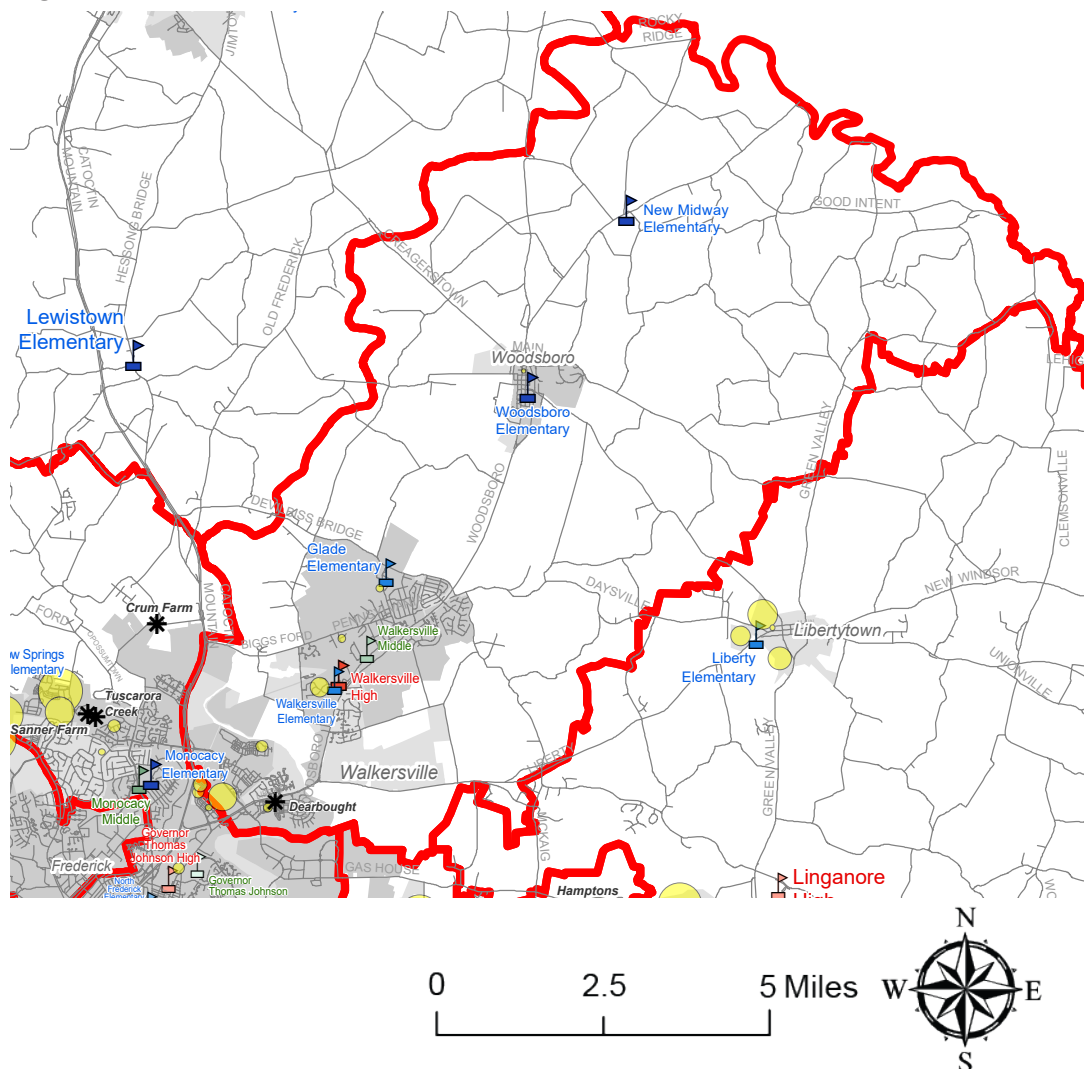
The Walkersville Feeder is located in the central part of Frederick County, northeast of Frederick City, and centered on the communities of Walkersville, Woodsboro, Dearbought and Worman's Mill. Minor residential growth is expected within this feeder in the near future.

Glade ES is at 98% of capacity as of September 30, 2018 and expected to exceed capacity by 2026. Walkersville ES is at 99% of capacity and is expected to grow throughout the 10 year period. New Midway/Woodsboro ES is at 100% of capacity and may see some fluctuation in population through the planning horizon.

Walkersville MS is at 81% of capacity and is expected to decline in enrollment over the 10 year period. Walkersville HS is at 111% of capacity and is expected to grow to a high of 121% in 2021 before declining to 111% by 2028.

Major Projects		
Walkersville MS Modernization	FY23-FY28	Many of this school's building systems are in need of replacement. A feasibility study is planned for FY23, design will begin in FY25 and construction in FY27-28.27.

Figure 50: Walkersville Feeder



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.

Major Projects		
Rock Creek School Replacement	FY18-21	Rock Creek School serves the entire Frederick County Public School system. The school will be relocated to the Walkersville MS campus. Design is underway and construction will begin in FY20-21.

OTHER FACILITIES

Maintaining and modernizing the facilities that support the operation of the school facilities is important to the success of the FCPS system. The support complex at Hayward Road and Thomas Johnson Drive is in need of improvements so that the warehouse, maintenance and operations, and transportation staff can continue to serve the students and teachers in an efficient and effective manner.



VI. APPENDICES

Appendix A: Draft FY2021-2026 Board of Education Capital Improvements Program

Source: Frederick County Public Schools, May 2019

A



FREDERICK COUNTY PUBLIC SCHOOLS									
Proposed FY 2021-2026 Capital Improvement Program - Total Costs									
(in 000's dollars)									
PROJECT NAME	TOTAL COST	PRIOR APPROVAL	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	COSTS AFTER 2026
Rock Creek - replacement	\$48,506	\$22,218	\$26,288						
Waverley ES - replacement	\$64,635	\$4,537	\$10,147	\$49,951					
Blue Heron ES - new	\$44,582	\$13,070	\$31,512						
Oakdale MS - addition	\$14,751	\$14,251	\$500						
Brunswick area ES - new	\$47,506		\$3,542	\$8,000	\$35,964				
Liberty ES - replacement	\$47,652	\$200	\$5,001	\$8,000	\$34,451				
Northern Frederick area ES - new	\$47,487					\$3,358	\$6,626	\$37,503	
Valley ES - modernization/add	\$48,294		\$200		\$4,312		\$6,726	\$37,056	
Brunswick HS - replacement	\$80,470	\$200			\$7,954		\$30,000	\$42,316	
Middletown MS - modernization	\$54,284			\$200		\$5,030		\$5,000	\$44,054
Walkersville MS - modernization	\$57,339				\$200		\$5,605		\$51,534
Middletown HS - modernization	\$113,811				\$200		\$8,828		\$104,783
South Frederick area ES - new	\$46,346							\$3,659	\$42,687
Yellow Springs ES - feasibility study	\$200				\$200				
Green Valley ES - feasibility study	\$200					\$200			
Monocacy ES - feasibility study	\$200					\$200			
Middletown ES - feasibility study	\$200							\$200	
Limited Renovations (Location TBD)	\$37,359		\$800	\$8,000	\$8,636	\$6,362	\$7,926	\$5,635	
Portable Classrooms	\$7,200		\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	
Systemic Emergency Projects	\$4,200		\$700	\$700	\$700	\$700	\$700	\$700	
Systemic Projects	\$26,692			\$5,117	\$5,100	\$5,175	\$6,050	\$5,250	
Twin Ridge ES Playground	\$125		\$125						
Governor Thomas Johnson HS: Roof Replacement (Phase 2)	\$854		\$854						
Lincoln ES "A": Roof Replacement	\$878		\$878						
Middletown HS; Roof Section B Repair	\$263		\$263						
Heather Ridge Roofing Replacement	\$892		\$892						
Ballenger Creek MS: Roof Replacement (Phase 1)	\$1,686		\$1,686						
Valley ES: Connect to Public Water System	\$200		\$200						
Myersville ES: Underground Fuel Oil Tank Replacement	\$150		\$150						
Catoctin HS Pavement Reconst/Lighting Replacement (Phase 2)	\$800		\$800						
Security Improvements	\$400		\$400						
Spring Ridge ES Playground Equipment Replacement	\$140		\$140						
Totals	\$798,302	\$54,476	\$86,278	\$81,168	\$98,917	\$22,225	\$73,661	\$138,519	\$243,058



Appendix B: Proposed Calendar for the FY2021 Capital Budget and the FY2021-2026 Capital Improvement Program

Source: Frederick County Public Schools, May 2019

**RECOMMENDED CALENDAR
for the
EDUCATIONAL FACILITIES MASTER PLAN
and the
FY 2021-2026 CAPITAL IMPROVEMENT PROGRAM**

June 2019	Superintendent Recommended Educational Facilities Master Plan presented to the Board of Education
June 2019	Board of Education public hearing and action to adopt the Educational Facilities Master Plan and confirmation of FY21 priorities
October 2019	Board of Education FY 2021-2026 requests for state funded projects due to the Interagency Commission (IAC) on School Construction. County Executive communicates support to IAC
October 2019	FY 2021-2026 CIP requests due to county staff
October and November 2019	IAC staff review of requests for state funded projects
December 2019	IAC preliminary approval of school construction allocation
January and February 2020	County staff workshops on CIP requests
April 2020	County Executive proposed FY 2021-2026 CIP issued
May 2020	County Council's public hearings on County Executive proposed FY 2021 Capital Budget and FY 2021-2026 CIP
June 2020	IAC final approval of school construction allocation
June 2020	County adopts FY 2021 Capital Budget and FY 2021-2026 CIP

Appendix C: State IAC Funding Priorities

Source: Maryland Interagency Committee on School Construction, September 27, 2013



- (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.
 - 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).

**APPROVED BY THE IAC
SEPTEMBER 27, 2013**

(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.
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

**APPROVED BY THE IAC
SEPTEMBER 27, 2013**

- 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
 - 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.

**APPROVED BY THE IAC
SEPTEMBER 27, 2013**

- (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.
 - 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.

Appendix D: Frederick County Capital Improvement Program Policies

Source: Frederick County Budget Office, September 2018

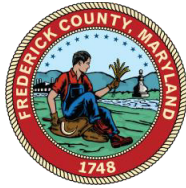
CAPITAL IMPROVEMENTS PROGRAM POLICIES

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, 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 County Comprehensive Plan, or when it can be shown as necessary and based on recent growth trends or County policy decisions.
 - 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, 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 County Comprehensive Plan. 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 fosters the "Community Concept" of the County Comprehensive Plan by directing capital investments to designated growth areas.
 - b. The project implements a component of 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.



**FISCAL YEAR 2020
OPERATING BUDGET CALENDAR
FREDERICK COUNTY**

<u>DATE</u>	<u>ACTION</u>
October 1, 2018	Budget instructions released to departments
October 31, 2018	Budgets must be promoted to Budget Office in Questica
November 19, 2018	Base Budget Requests due to Budget Office
December 2018	County Executive's Public Hearing – Winchester Hall 1st Fl Hearing Rm Receive proposals for inclusion in the FY2020 Operating Budget
January 18, 2019	Appeal Budget Requests due to Budget Office
February 15, 2019	Operating Budgets Requested from BOE, FCC, FCPL
March 2019	County Executive's Public Hearing on Draft Operating Budget
April 2019	County Executive presents Proposed Budget to County Council <u>no later than April 15</u>
April/May 2019*	County Council's Public Hearing on the Proposed FY2020 Operating Budget and Constant Yield Property Tax Rate
April/May 2019*	County Council – Finalize the Operating Budget
May 2019*	County Council Adopts the FY2020 Operating Budget
May 2019*	County Council Adopts the FY2020 Property Tax Rate

* Please refer to the County Council Agenda/Calendar for more information on the times and dates

Appendix E: Frederick County Approved FY2019-2024 Capital Improvement Program - Board of Education Projects

Source: Frederick County Government, July 2018

FY2019-2024 CAPITAL IMPROVEMENT PROGRAM

ADOPTED

BOARD OF EDUCATION

	6-Year	Project	Prior Budget	2019	2020	2021	2022	2023	2024	Costs After
Project										
New/Mondernizations										
Contingency	664,283	3,850,655	1,817,778	(600,000)	392,910	278,490	592,883	0	0	1,368,594
Waverley ES: Addition	55,820,816	56,020,816	200,000	4,638,500	0	7,563,543	43,618,773	0	0	0
Sugarloaf ES: New	0	40,451,763	40,451,763	0	0	0	0	0	0	0
Urbana ES: Replacement	43,157,655	47,168,655	4,011,000	10,500,000	32,657,655	0	0	0	0	0
North Frederick City Area ES: New	3,144,924	44,756,232	0	0	0	0	0	3,144,924	0	41,611,308
Butterfly Ridge ES: New	0	45,586,732	45,586,732	0	0	0	0	0	0	0
Liberty ES: Modernization	4,294,500	39,578,258	0	200,000	0	0	0	0	4,094,500	35,283,758
East County area ES: New	44,656,232	44,656,232	0	0	3,069,924	6,040,754	35,545,554	0	0	0
Rock Creek School: Replacement	43,070,262	46,721,042	3,650,780	0	5,725,654	37,344,608	0	0	0	0
Brunswick HS Modernization/Addition	8,911,000	90,628,020	0	0	200,000	0	0	8,711,000	0	81,717,020
Middletown HS: Renovation	200,000	100,982,750	0	0	0	0	0	0	200,000	100,782,750
Middle School Addition	14,075,000	14,075,000	0	0	0	0	800,000	13,275,000	0	0
Hayward Road Bus Facility	823,895	823,895	0	823,895	0	0	0	0	0	0
Total: New/Mondernizations	218,818,567	575,300,050	95,718,053	15,562,395	42,046,143	51,227,395	80,557,210	25,130,924	4,294,500	260,763,430
Systemic										
Systemics - Generic	26,373,105	34,973,105	0	4,873,105	4,300,000	4,300,000	4,300,000	4,300,000	4,300,000	8,600,000
IT Equipment Replacement	600,000	600,000	0	600,000	0	0	0	0	0	0
Portable Classrooms FY2019	3,000,000	4,000,000	0	500,000	500,000	500,000	500,000	500,000	500,000	1,000,000
Total: Systemic	29,994,810	39,573,105	0	5,973,105	4,800,000	4,800,000	4,800,000	4,800,000	4,800,000	9,600,000
Total Expense	248,813,377	614,873,155	95,718,053	21,535,500	46,846,143	56,027,395	85,357,210	29,930,924	9,094,500	270,363,430
FUNDING										
General Fund	4,050,000	10,183,280	983,280	175,000	575,000	1,575,000	575,000	575,000	575,000	5,150,000
General Fund Bonds & Capital Lease	74,945,360	232,152,971	27,626,768	8,865,573	15,821,302	20,858,733	14,644,252	7,936,000	6,819,500	129,580,843
Recordation Tax & Bonds	27,426,992	37,269,492	1,342,500	2,179,000	5,848,019	9,000,000	6,699,973	3,000,000	700,000	8,500,000
Impact Fee & Bonds	42,693,903	91,078,637	20,144,407	1,744,000	4,000,000	6,837,092	14,762,000	14,350,811	1,000,000	28,240,327
School Mitigation Fee	18,729,424	31,756,522	13,027,098	3,659,500	3,069,924	0	12,000,000	0	0	0
Grants	89,074,000	103,416,000	14,342,000	14,074,000	15,000,000	15,000,000	15,000,000	15,000,000	15,000,000	0
Other	(8,128,007)	109,016,253	18,252,000	(9,161,573)	2,531,898	2,756,570	21,675,985	(10,930,887)	(15,000,000)	98,892,260
Total Funding Source	248,791,672	614,873,155	95,718,053	21,535,500	46,846,143	56,027,395	85,357,210	29,930,924	9,094,500	270,363,430



Appendix F: Facilities Services Division Systemic Renovations Procedure

Source: Frederick County Public Schools, February 20, 2015

FREDERICK COUNTY PUBLIC SCHOOLS
DIVISION OF OPERATIONS

PROCEDURE #62

Systemic Renovations - Annual Update Procedure

DATE: April 1, 2011

Revised Feb 20, 2015

F

1) SUBJECT:

- a) The purpose of this procedure is to define the annual process used to classify, prioritize and estimate costs for systemic renovations as part of the annual Educational Facilities Master Plan (EFMP) and Capital Improvements Program (CIP) update.
- b) Systemic renovations are capital projects generally defined as renovations or replacements of a specific building system in a school facility which extends the useful life of a facility for a minimum of 15 years
- c) This process is coordinated annually by the Supervisor of Facilities Planning with the assistance of a Project Coordination Team and the staff of the Construction Management Department and the Maintenance and Operations Department.

2) PROCEDURE:

- a) In conjunction with the annual update of the EFMP and CIP, systemic renovations meeting the definition of a capital project must comply with the policies of the Frederick County Government and, when appropriate, the State Public School Construction Program (PSCP).
- b) In general, individual systemic renovations must have a total project budget of at least \$100,000 if only local County funds are used, or, \$200,000 if State funds are used in whole or part. Exceptions may be made for projects funded through special programs such as the Aging School Program or other programs as approved by the PSCP.
- c) The projects are selected by the systemic renovation Project Coordination Team. The project coordination team will include:
 - i) Chief Operating Officer
 - ii) The Supervisor of Facilities Planning
 - iii) The Facilities Planner
 - iv) The Director of Maintenance and Operations
 - v) The Director of Construction Management
 - vi) The Manager of Building Maintenance
 - vii) The Manager of Projects and Grounds

FREDERICK COUNTY PUBLIC SCHOOLS
DIVISION OF OPERATIONS

PROCEDURE #62

Systemic Renovations - Annual Update Procedure

DATE: April 1, 2011

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- d) The Project Coordination Team will provide their recommendations to the FCPS Chief Operating Officer and Superintendent. Following review by the Superintendant, the projects will be incorporated into the annual update of the Superintendent's Recommended EFMP and the 6 year CIP.

3) ANNUAL SCHEDULE

- a) January-February: The Supervisor of Facilities Planning will distribute the most recently updated FCPS Capital Systemic Needs list to the Project Coordination Team. The Capital Systemic Needs list is a comprehensive system wide list of all projects that may be eligible for funding over the next 6 years based on condition, instructional need, building operations improvement, or life cycle age
- i) The Director of Maintenance and Operations will review the Systemic Renovations Needs List and, using the CMMS software (School Dude) and other available resources, update the list with changes as needed. The list will include input from the Maintenance and Operations Department field and central office staff.
 - ii) The Director of Construction Management will review the Systemic Renovation Needs List and identify projects that have been completed or are scheduled to be completed, and make updates to the list as needed.
 - iii) This list will be sorted by school. Each project will be classified in one of the categories found in section D of this procedure.
- b) March-May: The Supervisor of Facilities Planning will convene the Project Coordination Team to review the Capital Systemic Needs list and prepare preliminary 6 year CIP systemic renovation list. The prior year's CIP, as approved by the Board of Education, will serve as the starting point for the annual update.
- i) The Supervisor of Facilities Planning will be responsible for providing estimates for total annual funding targets for capital systemic renovations
 - ii) Once projects have been selected for the preliminary CIP list, The Director of Construction Management will assign key staff responsibility for evaluating capital project scopes, priorities and budgets. Maintenance and Operations

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staff may also be assigned a capital project by the CoOrdination Committee when special circumstances exist.

- iii) The Director of Construction Management will be responsible for maintaining records on the current status for all capital systemic projects that have been allocated design or construction funding.
 - iv) Preliminary cost estimates will be provided by the key Construction Management staff assigned to prepare project scopes and budgets using past costs of similar projects or other industry estimating publications. More detailed research and evaluation of specific projects proposed for the preliminary 6 year CIP will be completed as necessary by the assigned staff
 - v) The Supervisor of Facilities Planning will be responsible for determining if projects are generally consistent with County CIP funding policies or State regulations or procedures.
 - vi) The updated Capital Systemic Renovation Needs list will be included in the Superintendents Recommended EFMP compiled each year.
- c) June-July: Final systemic renovation priorities will be prepared for all projects in the CIP.
- i) A final recommended systemic renovation list for the 6 year CIP will be approved by the Project Coordination Team. Final cost estimates and project scope descriptions, including the breakdown of county/state funding allocation, will be provided to Supervisor of Facilities Planning by the key staff assigned to the projects.
 - ii) The Supervisor of Facilities Planning will be responsible for reviewing project requests for conformance with State and County policies regarding eligibility, information required, and procedures for funding. In this effort the Supervisor of Facilities Planning will coordinate with State and County staff as needed.
- d) The Supervisor of Facilities Planning will coordinate with the Superintendant and Board of Education to schedule presentations and final approval of systemic renovation priorities, EFMP and 6 Year CIP.

FREDERICK COUNTY PUBLIC SCHOOLS
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- e) The Supervisor of Facility Planning will coordinate submittal of required State and County Capital Improvement Program funding requests. The Construction Management Department and Operations and Maintenance Department will assist as needed in this effort.
- f) Funding applications will be submitted in October of each year to the PSCP and County in order to be eligible for the funding in the following fiscal year.

4) SYSTEMIC RENOVATION PROJECT CATEGORIES

- a) All capital systemic renovation projects will be classified on one of the categories listed below.
 - i) Critical System Repairs - Completion of the project is needed in the near term to address a critical a building system which, unless repaired or replaced, would result in significant damage to the buildings, requiring the school to close and significantly disrupt school operations or could present safety concerns for students and staff.
 - ii) Modifications , Renovations or Repairs Needed for Instructional Program - Completion of the project is necessary to support the system's instructional program due to a change in curriculum, outdated instructional equipment or support systems, instructional facilities that have exceeded their useful life, respond to mandated state requirements, or are needed to improve the classroom environment for students and staff.
 - iii) General Operational Improvement - Completion of the project is needed to improve the general operation of the school and address such issues as improvement to traffic flow, student safety, building security, floor and window systems, improvements to energy efficiency, compliance with environmental or other regulations, or whose completion results in a less costly and more reliable system.
 - iv) Life Cycle Program Replacement - Completion of this project is necessary because equipment/system is approaching or exceeded the end of its useful life as defined by industry or local standards but has not experienced significant need for repairs. Scheduling of a project in this category would be part of

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Systemic Renovations - Annual Update Procedure
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ongoing program that proactively identifies projects which will be needed to maintain building systems in the future.

CIP SYSTEMIC PROJECT SELECTION CRITERIA

The Construction Management Department will maintain lists of key systemic renovation types. These lists will be updated annually and prioritized in order of repair or replacement need. These lists will serve as guidance in the project selection process.

Projects selected for inclusion in the 6 year annual CIP will have the following characteristics:

1. The project will have been approved by the Board of Education as part of the annual CIP update or by special approval separate from the CIP process.
2. The project will add to the FCPS infrastructure or result in the repair of a fixed asset that significantly adds to or preserves the life of the building or site improvements.
3. The Project will have a projected cost of \$100,000 if funded locally, or, \$200,000 if funded using State funds. Exceptions may be made for projects funded under specific state programs that allow for projects that need lower levels of funding.
4. A critical system repair, as defined in section (4) will have highest priority for funding. A critical system repair will be as defined by the Coordination Committee.
5. Projects requested in previously approved capital budgets, but not funded, should be given priority in the annual update of the CIP.
6. One of kind projects that are unique to a school or property will be evaluated on a case by case basis and funded if approved by the Board of Education.

FREDERICK COUNTY PUBLIC SCHOOLS
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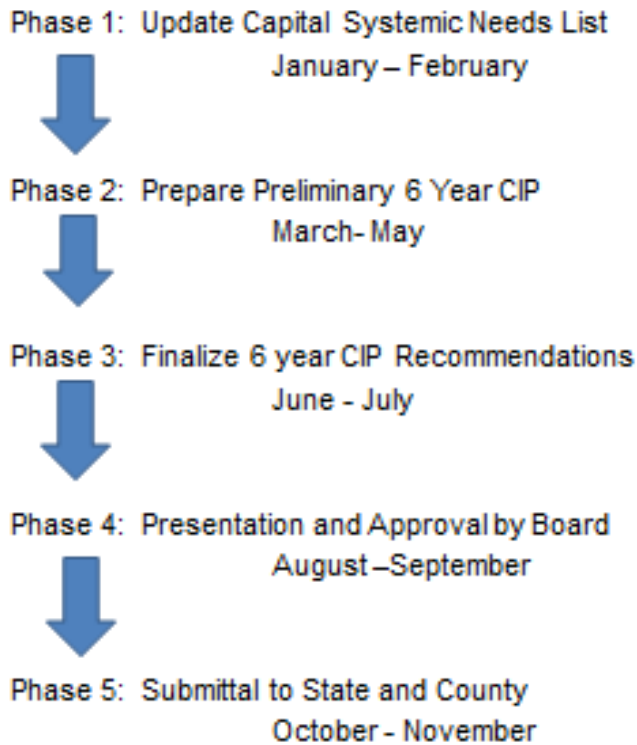
PROCEDURE #62

Systemic Renovations - Annual Update Procedure

DATE: April 1, 2011

Revised Feb 20, 2015

Systemic Renovation Annual Review and Update Process



Appendix G: Excerpts From Frederick County's Future: Many Places, One
Community A Comprehensive Plan for Frederick County, April 2010 As
Amended September 2012

Source: Frederick County, September 2012

COMMUNITY FACILITIES ELEMENT

SCHOOLS

The facilities of the Frederick County public school system as of December 2009 include 68 separate schools buildings, constitute approximately 6.2 million square feet of interior space, and occupy over 1,400 acres of land. The following table displays the number of schools and buildings by grade level.

Table 07-1: Existing School Facilities

Grade Level	Number of Buildings	Number of Schools
Elementary	*45	**37
Middle	14	14
High	9	9
All Levels	68	60

*The Thurmont and Middletown communities have paired schools consisting of a primary school (grades pre-K through 2nd grade) and an elementary school (grades 3-5). Two elementary schools, Lincoln and New Midway/Woodsboro, are housed in two separate buildings.

**Twenty-five of these have pre-kindergarten programs.

Table 07-2: Number of Portable Classrooms

Grade Level	2007-2008	2008-2009	2007-2008	2008-2009
	Number of Portables		Number of Locations	
Elementary	92	101	24	25
Middle	8	14	3	4
High	42	25	5	5
Total	142	135	31	34

CURRENT CAPACITY AND ENROLLMENT

School capacity is measured according to standards established by the State of Maryland Public School Construction Program (PSCP). According to the PSCP Administrative Procedures, "the state rated capacity is defined as the maximum number of students that reasonably can be accommodated in a facility without significantly hampering delivery of the educational

program...It isn't intended to be a standard of class size, but rather a criterion for evaluating whether a school is overcrowded."

The following table illustrates the overall utilization of existing school facilities relative to enrollment and state rated building capacity as of December 2009.

Table 07-3: Existing School Capacity and Enrollment

Grade Level	Enrollment	*Equated Enrollment	State Rated Building Capacity	Percent Capacity
Elementary	18,243	17,741	18,671	95%
Middle	8,999	8,999	11,012	82%
High	12,685	12,685	12,930	98%
Special Schools	273	273	390	70%
Total	40,200	39,698	43,003	92%

*Equated enrollment defines half-day pre-kindergartners as ½ full-time equivalent student. FCPS December 31, 2009

Individual schools may be under or over capacity. The following shows a breakdown of the number of schools that are either at or above capacity, or under capacity as of December 2009.

Table 07-4: School Capacity – Number of Schools

Grade Level	At or Over 100%	Between 90% and 100%	Below 90%
Elementary	13	11	13
Middle	3	2	9
High	4	3	2

PROJECTED ENROLLMENT

Enrollments in the Frederick County public school system are expected to increase in the future along with the general population, however the rate of growth relative to past trends will slow. System wide enrollment is projected to increase by a total of approximately 5,487 students between 2010 and 2018. This is in contrast to the historic growth of 10,086 students from 1990-2000.

The following chart shows the historic and projected total enrollment between 1970 and 2017, the enrollment growth by year between 1960 and 2010, and the projected enrollment growth by grade level.

Table 07-5: Historic and Projected Enrollment

Total Enrollment		Enrollment Growth By Decade		2008-2018 Enrollment Growth by Grade Level	
Year	Number of Students	Year	Number of Students	Grade Level	Number of Students
1970	19,389	1960-1970	5,090	Elementary	4,201
1980	23,459	1970-1980	4,070	Middle	1,167
1990	26,876	1980-1990	3,416	High	165
2000	36,961	1990-2000	10,086		
2010	41,135	2000-2010	3,245		
2017	45,975	2010-2018	5,487		

PLANNED FACILITIES

Facility needs may be addressed through new schools, additions to existing schools, and on a temporary basis with the use of portable classrooms. In some cases modernization and renovation of existing buildings, may be combined with additions to increase capacity of a particular school.

This Plan identifies 14 new school sites in the County. The total number of new seats is noted based on the following maximum school capacities: elementary – 700 seats, middle – 900 seats, and high – 1,600 seats. The locations indicated below are approximations and are not fixed on specific parcels.

Elementary School Sites – 6,300 new seats

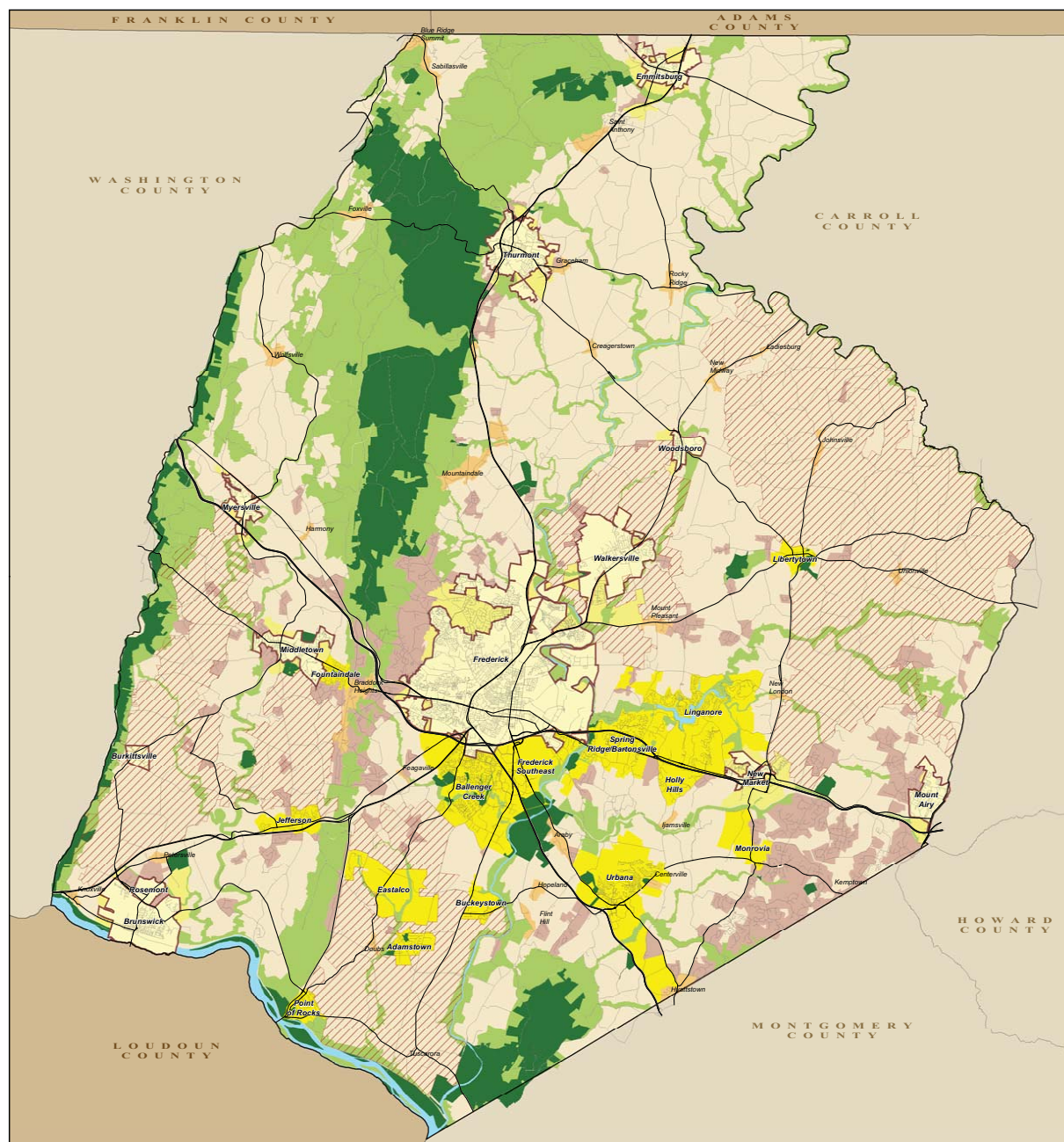
- Harvest Ridge site - the vicinity of Bill Moxley Road and Lomar Dr.
- Linganore Community – site previously in Woodridge area moved to the Town Center area of the Linganore PUD.
- Monrovia - near the intersection of Ed McClain Road and MD 80.
- Greenview PUD - corner of Mussetter Road and Whiterose Dr.
- Dearbought - along MD 26 on the northeast side of Frederick City.
- North Frederick City – near Christopher's Crossing and Walter Martz Road around the northern portion of Frederick City.
- West Frederick City – Two (2) sites between I-70 and Butterfly Lane (on Hargett and Summers properties)
- Brunswick – Two (2) sites in Gaylan Manor and in Brunswick Crossing

Middle School Sites – 2,700 new seats

- North Frederick City – south of Christopher's Crossing and Yellow Springs Road.
- New Market – northeastern quadrant of MD 75 and Old National Pike.
- Mount Airy – north side of Town in Frederick County.

High School Sites – 1,600 new seats

- North Frederick City – near the intersection of Poole Jones Road and Christopher's Crossing.



General Plan

Adopted as part of the Countywide
Comprehensive Plan, April 2010

Amended: September 2012



Frederick County, Maryland
Community Development Division
October 02, 2012

Community Plan

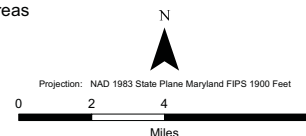
- Municipality
- Municipal Growth Area
- Unincorporated Growth Area

Agriculture & Rural Community Plan

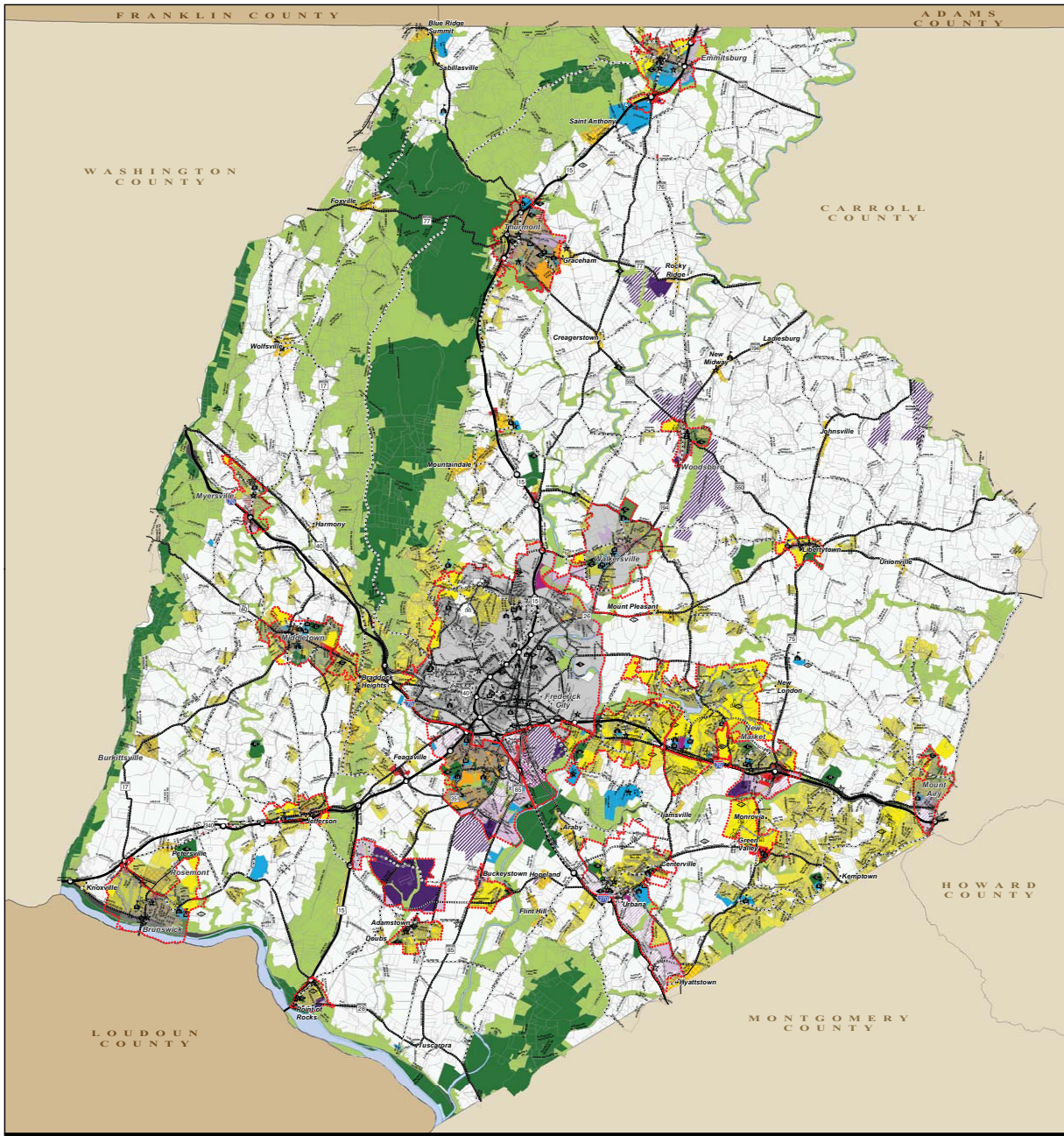
- Agricultural/Rural
- Priority Preservation Areas
- Rural Community
- Rural Residential

Green Infrastructure Plan

- Parks & Protected Lands
- Natural Resource Areas



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.



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



Frederick County, Maryland
Community Development Division
October 04, 2012

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.

Community Growth Area



Land Use Plan Designations

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

Community Facilities*

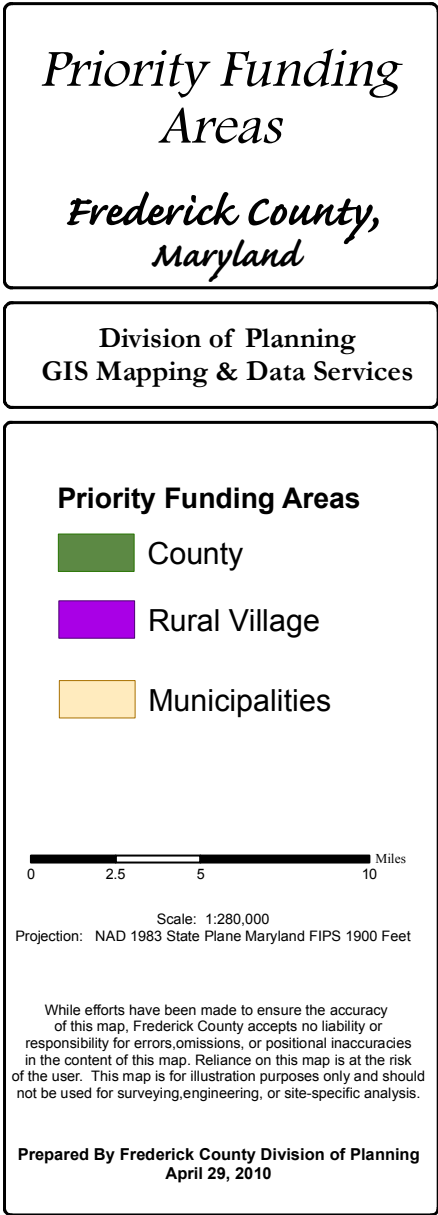
Existing / Proposed	Existing / Proposed	Existing / Proposed	Existing / Proposed
Schools	Elementary (E)	Fire Station (F)	Landfill (LF)
Parks	Middle (M)	Library (L)	Police Station (P)
	High (H)	Transit Station (T)	Special (S)
	Special (S)	Community (C)	Regional (R)
	Community (C)	Special (S)	

* 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
Collector	Transit Easement
Transit Easement	Interchange

0 1 2 4
Miles
Projection: NAD 1983 State Plane
Maryland FIPS 1900 Feet



Appendix H: Excerpts From City of Frederick 2010 Comprehensive Plan Update November 2009

Source: City of Frederick, November 2009

H



970 square miles in Carroll, Montgomery, and Frederick counties in Maryland and parts of Pennsylvania. Most wetlands in the Frederick region are also located along the Monocacy and its tributaries.

One of the premises for the tiered growth levels in this Plan was to continue the balance between the State of Maryland's rigorous environmental regulations and any additional environmental protection measures the City may consider adopting. This regulatory balance is relevant to the preservation of forest land, the management of air quality, and the protection of water quality.

For example, Maryland's Planning Act requires jurisdictions to address sensitive areas in their Comprehensive Plans, and this Plan addresses that requirement. Sensitive areas include streams and their buffers, 100-year floodplains, habitats of threatened and endangered species, steep slopes, and other areas that the City determines to be in need of protection. As the City continues to grow, the protection of its sensitive areas will become increasingly critical. Given the Monocacy River watershed's importance to Frederick and the diversity of its sensitive areas, this habitat should continue to receive special consideration.

The proposed municipal annexations described in both the Managed Growth and Land Use Elements of this Plan will also have a major impact on how the City interacts with its natural surroundings. Development plans for annexation areas should take into consideration the impact of new development on surrounding natural resources.

The City must continually strive to maintain an appropriate balance between development and natural resource preservation, and should continue to maintain policies that help its citizens and businesses achieve that balance. The Environmental Element includes more detailed information and policies regarding the protection of sensitive areas.

GROWTH'S IMPACTS ON PUBLIC SERVICES AND COMMUNITY FACILITIES

To accommodate the additional residents the City is projected to gain in the coming decades, there must be a corresponding increase in services in order to serve these new residents. The services outlined in this section include: Schools, Libraries, Public Safety, Water, Sewer, Roads, and Recreation. It should also be noted that the City of Frederick has no jurisdiction over County services (Schools, Libraries, and Fire & Rescue). This section provides a summary of the Plan's Elements related to public services and community facilities, and describes the impact of growth on their provision. Additional details regarding these services and facilities can be found throughout the Plan document.

PUBLIC SCHOOLS

Frederick's public school system is part of a countywide service. The City works with the Frederick County Public Schools (FCPS) system on several levels. The FCPS reviews the City's development review plans (site plans, subdivisions, and similar plans) for consistency with the County's Schools Master Plan. During this process, the FCPS provides feedback on the feeder pattern of schools, possible bus routes, turning radius information, and co-location of City parks and County school sites.

On an as-needed basis, the FCPS also reviews plans in relation to the City's Adequate Public Facilities Ordinance (APFO). The City of Frederick provides the FCPS with background data and other relevant information. Accordingly, the FCPS staff provides the capacity of each of the schools serving a proposed development.

The FCPS also provides the City with enrollment figures for all schools on a quarterly basis, as well as pupils-per-dwelling-unit data. The FCPS provides this analysis by unit type and by school district. This information is used by City on several levels.

Of the 25 FCPS schools that serve the City of Frederick, only 11 of these schools' attendance areas will be directly affected by potential annexations. These schools are located in the north and western parts of the City. The school districts that have a greater probability of being affected by the potential annexations are indicated with an asterisk (*) in Table MGE-7. While not all schools will be directly affected by these annexations, the ripple effect of potential redistricting may cause other schools' enrollment numbers to change.

The potential increase in the number of students associated with the City's projected growth is based on the number of additional housing units. Assuming that the new housing units created are composed of 1/3 single family homes, 1/3 townhouses and 1/3 multifamily units, a student generation rate can be applied for each housing type and each school type (elementary, middle and high school). The student projection is also based on the assumption that the rate of housing development remains constant over the next 20 years.

LIBRARY SYSTEM

The Frederick County Public Library System is a countywide system consisting of 8 branches serving more than 300,000 County residents. One library branch serves the City of

Table MGE-6

Enrollment Capacity of Schools that Serve the City			
	Total Enrollment	State Rate Capacity	Percentage Capacity
Elementary Schools			
Ballenger Creek	626	663	94%
Hillcrest	668	682	91%
Lewistown*	219	232	94%
Lincoln	376	575	62%
Monocacy*	679	567	114%
North Frederick	567	518	106%
Oakdale	513	434	118%
Orchard Grove	658	660	97%
Parkway	223	248	90%
Spring Ridge	545	577	90%
Walkersville*	543	488	111%
Waverley*	459	483	88%
Whittier*	746	671	107%
Yellow Springs*	420	435	97%
Middle Schools			
Ballenger Creek	760	870	87%
Crestwood	551	600	92%
Governor Thomas Johnson*	594	900	66%
Monocacy*	716	860	83%
Oakdale	574	600	96%
Walkersville*	867	1,051	82%
West Frederick	845	955	88%
High Schools			
Frederick	1,345	1,603	84%
Governor Thomas Johnson*	1,991	2,091	95%
Tuscarora	1,523	1,245	122%
Walkersville*	1,284	1,197	107%

Source: FCPS as of 10/8/2008

Table MGE-7
Pupil Generation Rates for 2030

	Elementary Schools		Middle Schools		High School		Total
Type of Residence	Generation Rate	Expected Pupils	Generation Rate	Expected Pupils	Generation Rate	Expected Pupils	
Single Family Residence	0	4,830	0	2,520	0	3,780	11,130
Townhome Residence	0	5,040	0	2,100	0	2,730	9,870
Multi-Family Residence	1	1,050	0	357	0	441	1,848
Total		10,920		4,977		6,951	22,848

Source: FCPS as of 10/8/2008

Table MGE-8

Land Requirement Guidelines for Community Facilities

Facility Type	Requirement
Elementary School	15-20 acres
Middle School	25-30 acres
High School	50+ acres
All Fire Stations	Minimum 5 acres - Located at the corner of two major roads

Note: These are guidelines only. Final site acquisition needs to be approved by Frederick County Public Schools (school sites) or the Frederick County Fire and Rescue Services Division (fire stations).

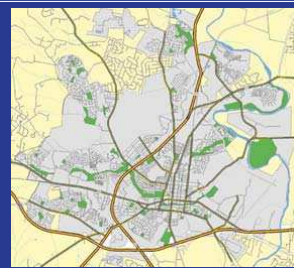
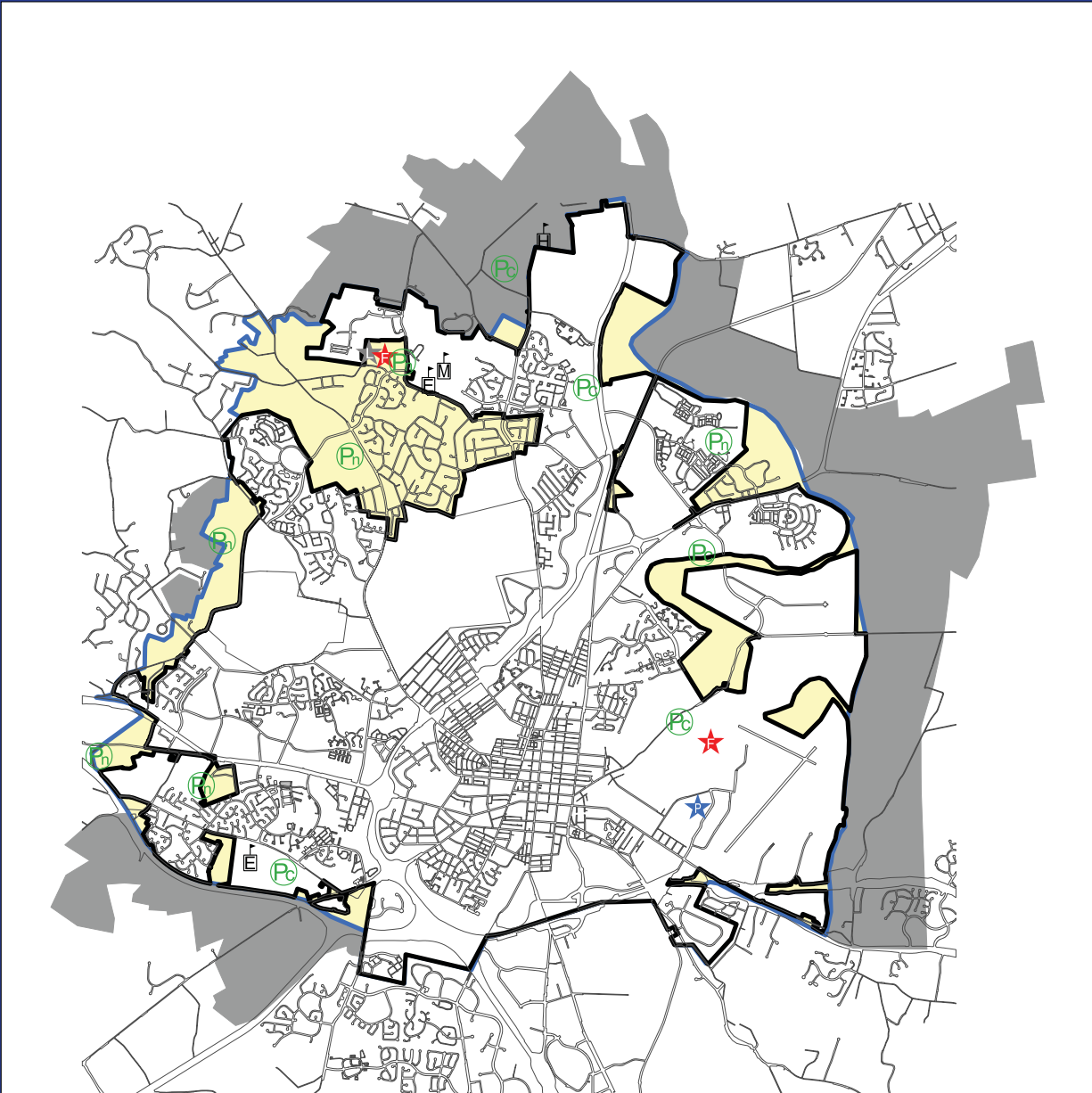
Frederick: the 66,000 square foot C. Burr Artz Library in downtown Frederick, located at 110 East Patrick Street and situated on Carroll Creek. The C. Burr Artz Library also serves as the County's central library facility. The American Library Association has established suggested standards of 1,000 square feet of library space per 10,000 residents; based on this standard, the C. Burr Artz Library is more than adequate in size to accommodate the City's projected population growth through 2030.

Nevertheless, as the City continues to grow, library service requirements will increase. Planning for future library needs will need to take into account growth in the northern and possibly western parts of the City. The Frederick County Public Library's twenty-year plan also indicates that an additional library should be located within the northern area of the City, and recommends that the County's central library be expanded.

PUBLIC SAFETY

The City of Frederick provides its own public safety services through the Frederick Police Department, which provides 24-hours-per-day, seven-days-per-week law enforcement services for Frederick's nearly 63,000 residents within an area of approximately 20 square miles. The Department is divided into three bureaus: Administrative, Operations and Support Services. The City generally has a low level of crime, which contributes to the City's high quality of life.

Proposed Community Facilities



0 0.25 0.5 1 1.5
Miles

Note: This map is prepared solely for the purpose of illustrating the City of Frederick. It should be used for no other purpose. Data on this map was prepared from several original sources and is subject to change as source data changes. This map is not a legal document.
Orthophotos produced 03/07
Maps produced by: mawman



101 N. Court St.
Frederick, MD 21701
P: 301-600-6209
F: 301-600-2233
www.cityoffrederick.com

Proposed Community Facilities

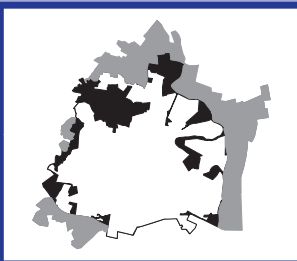
Community Park
 Neighborhood Park

Elementary School
 Middle School
 High School

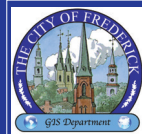
Fire Station
 Police Station
 Library

Right of Ways
 Municipal Boundary
 Utility Service Area
 Areas of Interest

City of Frederick Comprehensive Plan Map, 2010



Note: This map is prepared solely for the purpose of illustrating the City of Frederick. It should be used for no other purpose. Data on this map was prepared from several original sources and is subject to change as source data changes. This map is not a legal document. Orthophotos produced 03/07 Maps produced by: mibowman



101 N Court St
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www.cityoffrederick.com

Residential Uses

- Low Density Residential
- Medium Density Residential
- High Density Residential

Non-Residential Uses

- Commercial Neighborhood
- Commercial General
- Office
- Mixed Use
- Industrial
- Residential Office
- Office/Industrial

Other Land Uses

- Institutional
- Recreational
- Private Open Space
- Agricultural Holding

Growth Boundaries

- Potomac River Water Service Agreement
- City Boundary
- Areas of Interest

Transportation

- Interchanges
- Right of Ways
- Proposed Roads*

* The North/South road as shown on this map is not an alignment or meant to indicate the exact location of a potential road. The North/South Road is a place holder for one of many potential transportation options in the City and County.

This map represents key recommendations of the 2010 Comprehensive Plan. It is to be used in conjunction with Comprehensive Plan Elements and other Plan maps.

Mayor William J. Holtzinger

H



Appendix I: Frederick County and Municipal Residential Developments

Source: Frederick County Planning and Permitting Division, April 1, 2019

Frederick County Residential Development Pipeline as of April, 2019						
19-20 Elem Attend Area	Subdivision	Approved Units A Input	Developed/ Permitted Units B Input	Available Pipeline C (A-B)	Recorded Lots D Input	Recorded Lots Available E (D-B)
BCES	Ballenger Run PUD	653	378	275	378	0
BCES	Villas at Manchester	78	3	75	3	0
	TOTAL Ballenger Creek ES	731	381	350	381	0
BES	Brunswick Crossing	1505	657	848	710	53
	TOTAL Brunswick ES	1505	657	848	710	53
BRES	Birdseye View Estates (Bowers)	38	0	38	38	38
BRES	Bowers Park	19	0	19	19	19
BRES	Jefferson Park West MXD	235	0	235	0	0
BRES	Waverley View PND	735	243	492	243	0
BRES	West Park Village	282	0	282	0	0
	TOTAL Butterfly Ridge ES	1309	243	1066	300	57
CMES	Carroll Manor PUD	40	0	40	0	0
CMES	Cullers Retreat	16	13	3	16	3
	TOTAL Carrol Manor ES	56	13	43	16	3
DCES	Aspen	243	122	121	243	121
DCES	Aspen North	117	92	25	121	29
DCES	Balmoral	78	72	6	78	6
DCES	Blentlinger Property PUD	675	0	675	0	0
DCES	Calumet	923	0	923	0	0
DCES	Coldstream	234	225	9	234	9
DCES	Eaglestream	50	0	50	0	0
DCES	Hamptons West	406	0	406	0	0
DCES	Lake Anita Louise	126	122	4	126	4
DCES	Meadows	407	401	6	407	6
DCES	Nightingale	34	18	16	33	15
DCES	Pinehurst	731	647	84	693	46
DCES	Resco Inv.	248	0	248	0	0
DCES	Woodridge	475	276	199	324	48
	TOTAL Deer Crossing ES	4747	1975	2772	2259	284
EES	Brookfield	144	97	47	144	47
EES	Southgate	36	29	7	36	7
	TOTAL Emmitsburg ES	180	126	54	180	54
GVES	Bennett Preserve (Crossroads Farm)	37	23	14	40	17
GVES	Harvest Ridge	226	193	33	228	35
GVES	Landsdale PUD	1100	538	562	574	36
GVES	Monrovia Town Center PUD	1250	0	1250	0	0
GVES	Treasure Mountain	24	12	12	24	12
	TOTAL Green Valley ES	2637	766	1871	866	100

19-20 Elem Attend Area	Subdivision	Approved Units A Input	Developed/ Permitted Units B Input	Available Pipeline C (A-B)	Recorded Lots D Input	Recorded Lots Available E (D-B)
HES	Overlook Section 8	32	0	32	32	32
	TOTAL Hillcrest ES	32	0	32	32	32

KES	Days Range	45	30	15	30	0
KES	Glad Hill Acres	71	61	10	74	13
	TOTAL Kemptown ES	116	91	25	104	13

LIES	Daysville Glen PUD	95	0	95	0	0
LIES	Libertytown Gardens	14	0	14	0	0
LIES	Mayne Property	193	0	193	0	0
LIES	Mill Creek	143	0	143	0	0
	TOTAL Liberty ES	445	0	445	0	0

LNES	Belle Air	220	0	220	0	0
	TOTAL Lincoln ES	220	0	220	0	0

MES	Coblentz	81	75	6	81	6
	TOTAL Middletown ES	81	75	6	81	6

MOES	Alderbrook	1200	0	1200	0	0
	TOTAL Monocacy ES	1200	0	1200	0	0

MYES	Harshman Property	1	0	1	1	1
MYES	Mause Property	1	0	1	1	1
MYES	Meadowridge Knoll	17	0	17	1	1
MYES	Quail Run	110	0	110	2	2
MYES	Roach Property	1	0	1	1	1
MYES	Waters Farm	1	0	1	1	1
	TOTAL Myersville ES	131	0	131	7	7

NFES	Bowersox	49	0	49	0	0
NFES	Canterbury Station (Odd Fellows)	359	160	199	160	0
NFES	Catoctin Overlook	86	0	86	86	86
NFES	Market Square	412	402	10	412	10
NFES	Motter Square	101	0	101	101	101
NFES	Spring Bank	73	7	66	0	0
	TOTAL North Frederick ES	1080	569	511	759	197

NMES	Casey PUD	1010	0	1010	0	0
NMES	Hamptons East	435	0	435	0	0
NMES	Orchard at New Market	104	103	1	104	1
NMES	Royal Oaks	120	98	22	120	22
	TOTAL New Market ES	1669	201	1468	224	23

19-20 Elem Attend Area	Subdivision	Approved Units A Input	Developed/ Permitted Units B Input	Available Pipeline C (A-B)	Recorded Lots D Input	Recorded Lots Available E (D-B)
OES	Alpine	100	0	100	0	0
OES	Holly Ridge (Preston)	148	122	26	130	8
OES	Main's Heights at Holly Ridge	59	5	54	5	0
OES	The Manor at Holly Hills	21	14	7	21	7
OES	Oakdale Village	315	179	136	179	0
OES	Preserve at Long Branch PUD (Rayburn)	147	9	138	9	0
OES	Ridges at Long Branch (Ratley)	43	6	37	6	0
OES	Spring Hollow at Holly Hills	15	11	4	15	4
OES	Tallyn Ridge PUD	441	211	230	211	0
OES	Town Center Langanore	1185	115	1070	141	26
	TOTAL Oakdale ES	2474	672	1802	717	45

OGES	Jefferson Tech Park MXD (Jefferson Place)	825	628	197	716	88
	TOTAL Orchard Grove ES	825	628	197	716	88

PES	The Woods	5	0	5	0	0
PES	Zimmerman @ Baker Park	8	8	0	8	0
	TOTAL Parkway ES	13	8	5	8	0

SRES	Cannon Hill Loft	12	0	12	12	12
SRES	East Church	444	190	254	242	52
SRES	Hope VI (126 S. Carroll Street)	36	34	2	36	2
SRES	Overlook at Long Branch (Shapiro)	103	0	103	0	0
SRES	Renn Property	1050	0	1050	0	0
SRES	Riverwalk Apartments (Lot 301)	312	219	93	312	93
SRES	Westridge	400	0	400	0	0
	TOTAL Spring Ridge ES	2357	443	1914	602	159

TES	Hobb's Division	2	0	2	2	2
TES	Park Place	6	0	6	6	6
	TOTAL Thurmont ES	8	0	8	8	8

TRES	Hattery Farm	24	12	12	12	0
	TOTAL Twin Ridge ES	24	12	12	12	0

TUES	Westview South MXD	542	151	391	151	0
	TOTAL Tuscarora ES	542	151	391	151	0

UES	Kidwiler Park/Farms	80	23	57	80	57
UES	Ramsburg Property	57	41	16	41	0
UES	Urbana Northern MXD (Stone Barn Village)	610	92	518	92	0
UES	Villages of Urbana PUD	3038	2948	90	3021	73
UES	Worthington Square	61	55	6	61	6
UES	Woodlands at Urbana	566	0	566	0	0
	TOTAL Urbana ES	4412	3159	1253	3295	136

VES	Woodbourne Manor	199	64	135	65	1
	TOTAL Valley ES	199	64	135	65	1

19-20 Elem Attend Area	Subdivision	Approved Units A Input	Developed/ Permitted Units B Input	Available Pipeline C (A-B)	Recorded Lots D Input	Recorded Lots Available E (D-B)
WES	Longley Green	20	0	20	0	0
WES	Mill Run	22	21	1	22	1
WES	Monocacy Center	552	0	552	0	0
WES	Monocacy Park (Main Property)	177	85	92	177	92
WES	Parkside	24	8	16	24	16
WES	Springview Estates	103	1	102	1	0
WES	Worman's Mill PND	1497	1454	43	1497	43
	TOTAL Walkersville ES	2395	1569	826	1721	152

WHES	Arrowwood	17	12	5	20	8
WHES	Barrick	301	0	301	0	0
WHES	Millie's Delight	58	35	23	47	12
	TOTAL Whittier ES	376	47	329	67	20

WOES	Copper Oaks Sec. 3	7	3	4	7	4
WOES	Grimes Subdivision	2	1	1	2	1
	TOTAL New Midway/Woodsboro ES	9	4	5	9	5

YSES	Cannon Bluff	187	165	22	187	22
YSES	Clover Ridge	391	342	49	356	14
YSES	Enclave at Clover Hill	11	2	9	2	0
YSES	Kellerton	750	10	740	0	0
YSES	Preserve at Tuscarora	250	0	250	0	0
YSES	Tuscarora Creek	847	217	630	222	5
	TOTAL Yellow Springs ES	2436	736	1700	767	41

Countywide Total	32,209	12,590	19,619	14,057	1,484
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Appendix J: FCPS Pupil Yield Rates

Source: Frederick County Pupil Yield Study, July 2017

2017 Pupil Yield Rates (revised May 8, 2017)
Frederick County Public Schools

Elementary Schools	Single-Family	Townhouse	Multi-Family	Total
Ballenger Creek ES	0.20	0.25	0.14	0.21
Brunswick ES	0.25	0.25	0.11	0.23
Carroll Manor ES	0.25	0.33	0.06	0.25
Centerville ES	0.50	0.51	0.13	0.5
Deer Crossing ES	0.31	0.31	0.02	0.30
Emmitsburg ES	0.14	0.18	0.18	0.15
Glade ES	0.24	0.32	0.08	0.24
Green Valley ES	0.15	0.07	0.08	0.15
Hillcrest ES	0.30	0.33	0.31	0.32
Kemptown ES	0.20	0.27	0.17	0.20
Lewistown ES	0.13	0.50	0.07	0.13
Liberty ES	0.15	0.50	0.06	0.15
Lincoln ES	0.14	0.22	0.10	0.15
Middletown ES and PS Total	0.20	0.36	0.11	0.21
Monocacy ES	0.13	0.40	0.21	0.23
Myersville ES	0.16	0.31	0.11	0.17
New Market ES	0.26	0.18	0.13	0.25
New Midway/Woodsboro ES	0.17	0.09	0.08	0.16
North Frederick ES	0.18	0.16	0.09	0.14
Oakdale ES	0.22	0.23	0.13	0.22
Orchard Grove ES	0.20	0.30	0.08	0.18
Parkway ES	0.11	0.08	0.03	0.08
Sabillasville ES	0.14	0.45	0.27	0.15
Spring Ridge ES	0.18	0.20	0.04	0.13
Thurmont ES and PS Total	0.16	0.29	0.09	0.16
Tuscarora ES	0.20	0.30	0.13	0.23
Twin Ridge ES	0.20	0.27	0.15	0.21
Urbana ES	0.25	0.38	0.05	0.25
Valley ES	0.16	0.30	0.11	0.16
Walkersville ES	0.17	0.17	0.05	0.16
Waverly ES	0.22	0.36	0.32	0.29
Whittier ES	0.23	0.52	0.16	0.29
Wolfsville ES	0.13	0.27	0.20	0.13
Yellow Spring ES	0.19	0.13	0.13	0.18
Countywide Average	0.201	0.272	0.132	0.203

Middle Schools	Single-Family	Townhouse	Multi-Family	Total
Ballenger Creek MS	0.12	0.14	0.04	0.11
Brunswick MS	0.10	0.12	0.04	0.10
Crestwood MS	0.08	0.11	0.04	0.08
Gov TJ MS	0.11	0.07	0.02	0.06
Middletown MS	0.11	0.16	0.03	0.11
Monocacy MS	0.08	0.13	0.08	0.09
New Market MS	0.11	0.11	0.05	0.11
Oakdale MS	0.14	0.11	0.02	0.13
Thurmont MS	0.07	0.11	0.04	0.07
Urbana MS	0.19	0.19	0.04	0.18
Walkersville MS	0.10	0.09	0.03	0.09
West Frederick MS	0.10	0.12	0.05	0.09
Winsor Knolls MS	0.11	0.12	0.08	0.11
Countywide Average	0.105	0.116	0.041	0.096

High Schools	Single-Family	Townhouse	Multi-Family	Total
Brunswick HS	0.14	0.12	0.03	0.13
Catoctin HS	0.11	0.13	0.04	0.11
Frederick HS	0.13	0.14	0.06	0.11
Gov TJ HS	0.11	0.11	0.06	0.09
Linganore HS	0.15	0.13	0.08	0.15
Middletown HS	0.15	0.18	0.04	0.14
Oakdale HS	0.21	0.14	0.03	0.18
Tuscarora HS	0.15	0.14	0.06	0.13
Urbana HS	0.22	0.20	0.05	0.21
Walkersville HS	0.13	0.10	0.03	0.11
Countywide Average	0.149	0.134	0.055	0.130
Countywide Average for all Schools	0.455	0.522	0.228	0.429
2 Over 2 Dwellings	Elementary 0.16	Middle 0.08	High 0.07	0.11

Source: Frederick County Pupil Yield Study July 2017

Appendix K: Future Potential School Site Locations

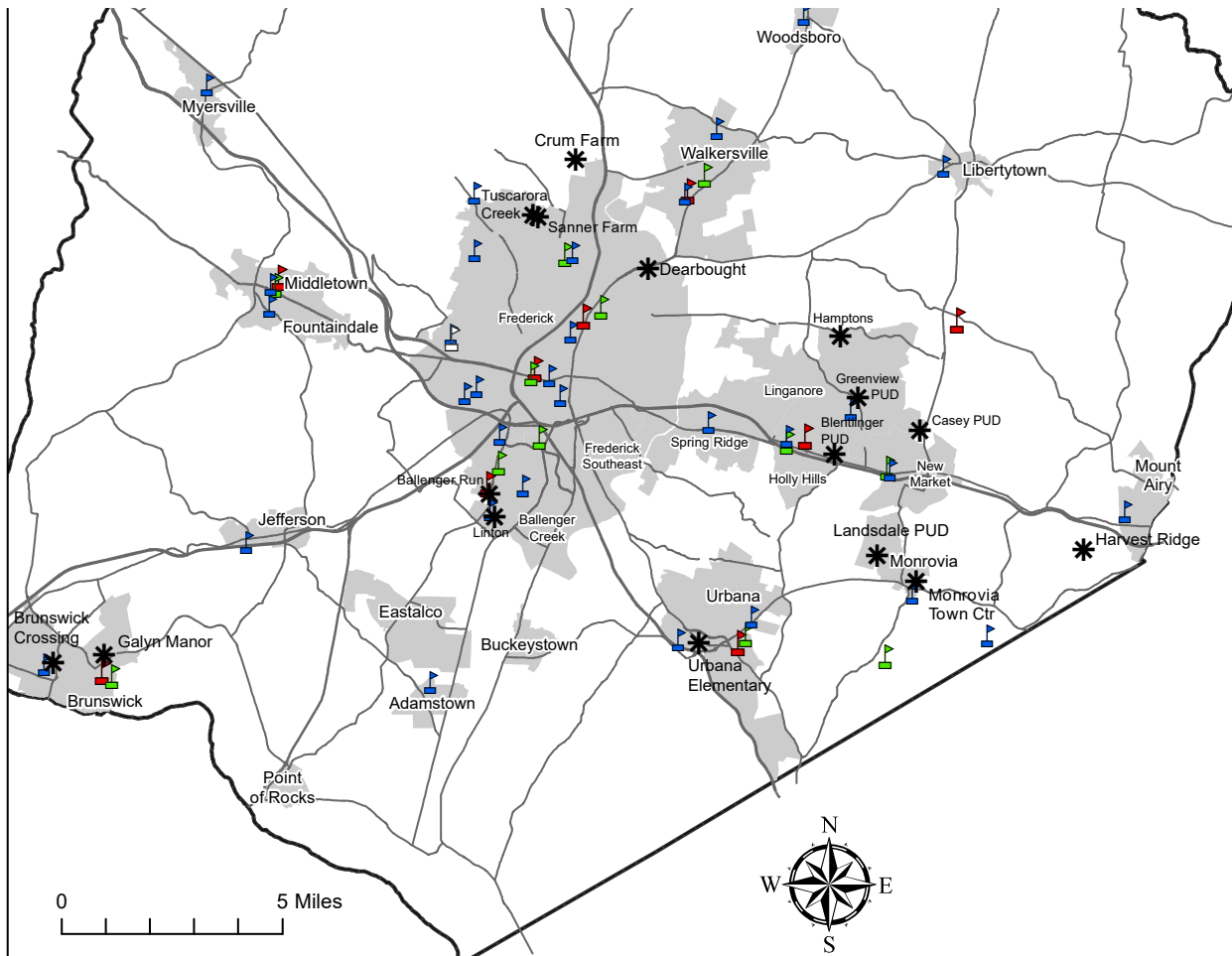
Source: Frederick County Public Schools, May 2019



FREDERICK COUNTY PUBLIC SCHOOLS

Future Potential School Site Resources

	Site	Location	Current Ownership	Approx. Acres	Within Priority Funding Area
1.	Dearbought	Rt. 26/Fred. City	Board of Education	10	Yes
2.	Harvest Ridge	Autumn Crest Dr. and Lomar Dr. (Kemptown Area)	Board of Education	15	No
3.	Hamptons	Gas House Pike (Lake Linganore PUD)	Oakdale Investments, L.L.C.	15	Yes
4.	Greenview PUD	Musseter Rd. (New Market Area)	Board of Education	15	Yes
5.	Tuscarora Creek	Walter Martz Road	Board of Education	16	Yes
6.	Brunswick Crossing	Jefferson Pike and Petersville Rd.	Pleasants Development, Inc.	15	Yes
7.	Galyn Manor	Brunswick	Board of Education	7	Yes
8.	Ballenger Run	Ballenger Creek Pike	Board of Education	13	Yes
9.	Landsdale	Ed McClain Road	Board of Education	13	Yes
10.	Sanner Farm	Poole Jones Road	Frederick City	29	Yes
11.	Crum Farm	Willowbrook Road	Crum Farm Land Development, L.L.C.	15	Yes
12.	Monrovia Town Center PUD	MD 80/75	75-80 Properties L.L.C. and Payne Investments L.L.C.	49	No
13.	Blentlinger	Boyers Mill Road	Blentlinger, LLC	25	No
14.	Casey	MD Rt. 75	Eugene B. Casey Foundation	20	No





Appendix L: Portable Classroom Assignments for August 2019

Source: Frederick County Public Schools, May 2019



FREDERICK COUNTY PUBLIC SCHOOLS			
PORTABLE CLASSROOMS			
2019-2020 SCHOOL YEAR			
This inventory reflects the number and status of portable classrooms planned for the 2019-2020 school year. Changes from the previous year will take place in summer 2019.			
School	FCPS Owned Classrooms	State Owned	FCPS Owned Other
Brunswick Elementary	10***		1 portable restroom
Centerville Elementary	16*		
Deer Crossing Elementary	6		
Emmitsburg Elementary	2		
Green Valley Elementary	3		
Hillcrest Elementary	24**	2 classrooms, 2 school based health suite***	4 rooms for parent resource, single 4-room unit as cafeteria
Lewistown Elementary	3		1 office
Liberty Elementary	1		1 storage, 1 office
Middletown Primary	4***		
Monocacy Elementary	8		1 conference, 1 storage
New Market Elementary	3		
New Midway Elementary	3		
Orchard Grove Elementary	6		
Parkway Elementary	2		
Sabillasville Elementary	1		
Tuscarora Elementary	6		
Waverley Elementary	16		1 office, 1 portable restroom
Whittier Elementary	6		2 storage
Yellow Springs Elementary	6		
Monocacy Middle	6		
Oakdale Middle	3		1 storage
Urbana Middle			2 storage
Middletown High	3		
Urbana High	4		
Walkersville High	7		1 health, 1 storage
Heather Ridge	4		1 room for offices
Rock Creek School			3 rooms used as educational offices
Career & Tech Center	3		
Total	156	4	27
* Includes Single 12-classroom unit			
**Includes two 12-classroom unit portable			
***Includes single 4-classroom unit			



Appendix M: FCPS School Facilities with Abbreviations and Grades Served,

Source: Frederick County Public Schools, May 2019



School Name**ELEMENTARY SCHOOLS****Abbreviation****Grades Served**

Ballenger Creek Elementary	BCES	Pre-K to 5th
Brunswick Elementary	BES	Pre-K/SpEd 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	K to 5th
Deer Crossing Elementary	DCES	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/SpEd Pre-K to 5th
Kemptown Elementary	KES	K to 5th
Lewistown Elementary	LEW	SpEd Pre-K to 5th
Liberty Elementary	LIES	K to 5th
Lincoln Elementary	LNES	Pre-K/SpEd 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	K to 5th
Orchard Grove Elementary	OGES	Pre-K/SpEd Pre-K to 5th
Parkway Elementary	PES	K to 5th
Sabillasville Elementary	SAES	K to 5th
Spring Ridge Elementary	SRES	Pre-K/SpEd Pre-K to 5th
Thurmont Elementary	TES	3rd to 5th
Thurmont Primary	TPS	Pre-K to 2nd
Tuscarora Elementary	TUES	K to 5th
Twin Ridge Elementary	TRES	SpEd Pre-K to 5th
Urbana Elementary @ Sugarloaf 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/SpEd Pre-K to 5th
Whittier Elementary	WHES	Pre-K/SpEd Pre-K to 5th
Wolfsville Elementary	WFES	K to 5th
Yellow Springs Elementary	YSES	K to 5th

School Name**Abbreviation****Grades Served****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 8th
Rock Creek	RCS	SpEd Pre-K to 12th
Evening High	FEHS	9th to 12th
Success Program	SP	Ages 18 to 21

Appendix N: FCPS Facilities Inventory IAC/PSCP 101.1

Source: Frederick County Public Schools, May 2019

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL	Percent Utilized	ACREAGE	BUILDING DATA Date SQ. FT.		PHYSICAL CONDITION (Based on IFMA FCI Guide)	COMMENTS	
			2018			A=Added R=Renovated			GENERAL	Portables 18-19
Ballenger Creek Elem. 5250 Kingsbrook Drive Frederick, MD 21703	Pre K-5	614	632	103%	19.29	1991(Orig)	64,187	Poor	PFA*	None
Ballenger Creek Middle 5525 Ballenger Creek Pike Frederick, MD 21703	6-8	859	841	98%	25	1990(Orig)	113,850	Poor	PFA*	None
Brunswick Elementary 400 Central Avenue Brunswick, MD 21716	Pre-K/SpEd Pre-K-5	508	699	138%	24.63	Total 1952(Orig) 1959 A 1978 A 1980R	60,205 30,880 9,212 20,113 40,042	Critical	PFA*	8
Brunswick High 101 Cummings Drive Brunswick, MD 21716	9-12	886	741	84%	48	Total 1965(Orig) 1979 A 1983 A 1983 R 1993 A	166,066 139,890 1,296 4,740 2,000 20,140	Poor	PFA*	None
Brunswick Middle 301 Cummings Drive Brunswick, MD 21716	6-8	957	606	63%	29.7	Total 1985(Orig) 2006A 2006R	119,539 79,743 39,796 22,170	Poor	PFA*	None
Butterfly Ridge Elementary 601 Contender Way Frederick, MD 21703	Pre-K/SpEd Pre-K-5	734	593	81%	12.12	2018 (Orig)	105,515	Good		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	Poor	PFA*	3
Carroll Manor Elem. 5624 Adamstown Road Adamstown, MD 21710	Pre-K/SpEd Pre-K-5	595	552	93%	18.9	Total 1965(Orig) 1992 A 2010 A 2010 R	77,593 33,847 21,000 22,746 5,334	Poor	PFA*	None

PFA * Priority Funding Area

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Facilities Inventory
LEA: Frederick County Public Schools
Note: Elementary School enrollment is equated

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL	Percent Utilized	ACREAGE	BUILDING DATA		PHYSICAL CONDITION (Based on IFMA FCI Guide)	COMMENTS	
			2018			A=Added R=Renovated	SQ. FT.		GENERAL	Portables 18-19
Catoctin High School 14745 Sabillasville Rd. Thurmont, MD 21788	9-12	1,066	758	71%	88	Total 1969(Orig) 1994 A 2000 A 2000 R	179,045 125,246 2,170 51,629 51,485	Critical	PFA*	None
Centerville Elem. 3601 Carriage Hill Drive Frederick, MD 21704	K-5	635	929	146%	16	2005(Orig)	87,175	Good	PFA*	16
Crestwood Middle 7100 Foxcroft Drive Frederick, Maryland 21703	6-8	850	653	77%	23.08	2004(Orig)	107,212	Fair	PFA*	None
Deer Crossing Elementary 10601 Finn Drive New Market, MD 21774	K-5	590	789	134%	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)	10,624	Good	PFA*	None
Emmitsburg Elementary 300 South Seton Avenue Emmitsburg, MD 21727	Pre K-5	225	237	105%	13.35	1974(Orig)	45,080	Poor	PFA*	2
Frederick High 650 Carroll Parkway Frederick, MD 21701	9-12	1,601	1,408	88%	28	Total 2017 (Orig)	270,618 270,618	Good	PFA*	None
Glade Elementary 9525 Glade Road Walkersville, MD 21793	Pre-K/SpEd Pre-K-5	608	598	98%	13.35	1995(Orig)	66,500	Poor	PFA*	None
Governor Thomas Johnson High 1501 North Market Street Frederick, Maryland 21701	9-12	2,001	1,703	85%	39.31	Total 1966(Orig) 2000 A 2000R	312,533 303,302 9,231 303,000	Poor	PFA*	None
Governor Thomas Johnson Middle 1799 Schifferstadt Drive Frederick, MD 21701	6-8	827	513	62%	25.31	2000(Orig)	126,700	Fair	PFA*	None

PFA * Priority Funding Area

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL	Percent Utilized	ACREAGE	BUILDING DATA Date SQ. FT.		PHYSICAL CONDITION (Based on IFMA FCI Guide)	COMMENTS	
			2018			A=Added R=Renovated			GENERAL	Portables 18-19
Green Valley Elementary 11501 Fingerboard Road Monrovia, MD 21770	K-5	499	511	102%	31.22	1971(Orig)	51,888	Critical		1
Heather Ridge School 1445 Taney Avenue Frederick, MD 21702	6-12	148	57	39%	10	Total 1988(Orig) 2011 A 2011 R	31,553 30,000 1,553 1,369	Poor	PFA*	6
Hillcrest Elementary 1285 Hillcrest Drive Frederick, MD 21702	Pre-K/SpEd Pre-K-5	537	673	125%	12.7	Total 1988(Orig) 1990 A	62,305 55,970 6,335	Poor	PFA*	35
Kempton Elementary 3456 Kempton Church Rd. Monrovia, MD 21770	K-5	398	404	102%	39.46	1981(Orig)	53,800	Critical		None
Lewistown Elementary 11119 Hessong Bridge Rd. Thurmont, MD 21788	SpEd Pre-K-5	174	177	102%	13	Total 1961(Orig) 1967 A	50,898 31,928 18,970	Critical		4
Liberty Elementary 11820 Liberty Road Libertytown, Md. 21762	K-5	274	262	96%	11.64	Total 1950 A 1967 A 1982 A 1982R	40,720 18,768 7,520 14,432 18,000	Critical	PFA*	3
Lincoln Elem. "A" 250 Madison Street Frederick, MD 21701	Success Program Special Ed	N/A	41	N/A	3.153	1974(Orig)	20,334	Critical	PFA*	
Lincoln Elementary 200 Madison Street Frederick, MD 21701	Pre-K/SpEd Pre-K-5	656	552	84%	11	Total 2012 Replace 2012R	98,463 87,423 11,040	Good	PFA*	None
Linganore High School 12013 Old Annapolis Rd. Frederick, MD 21701	9-12	1,583	1,325	84%	50	Total 2010 Replacement	253,565 253,565	Good		None

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ.	Percent	ACREAGE	BUILDING DATA		PHYSICAL CONDITION (Based on IFMA FCI Guide)	COMMENTS	
			ENROL	Utilized		Date	SQ. FT.		GENERAL	Portables 18-19
			2018			A=Added R=Renovated				
Middletown Elementary 201 East Green Street Middletown, MD 21769	3-5	490	467	95%	8	1974(Orig)	54,854	Poor	PFA*	None
Middletown High 200 High Street Middletown, MD 21769	9-12	1,338	1,136	85%	46	Total 1974(Orig) 1998 A 1997 R (Sci) 1998 R	189,641 158,850 30,791 12,327 8,645	Critical	PFA*	3
Middletown Middle 100 High Street Middletown, MD 21769	6-8	1,072	784	73%	24	Total 1953(Orig) 1957 A 1976 A 1995 A	114,974 53,668 17,100 9,006 35,200	Critical	PFA*	None
Middletown Primary 403 Franklin Street Middletown, MD 21769	Pre-K/SpEd Pre-K-2	445	471	106%	20.026	2006 (Orig)	70,288	Good	PFA*	2
Monocacy Elementary 7421 Hayward Road Frederick, MD 21702	Pre K-5	574	604	105%	12.55	1989 (Orig)	57,900	Critical	PFA*	10
Monocacy Middle 8009 Opossumtown Pike Frederick, MD 21702	6-8	914	889	97%	20.38	1981(Orig)	114,445	Poor	PFA*	6
Myersville Elementary 429 Main Street Myersville, MD 21773	K-5	421	385	91%	12	Total 1971(Orig) 1993 A	54,889 39,497 15,392	Poor	PFA*	None
New Market Elementary 93 W. Main Street New Market, MD 21774	Pre K-5	647	683	106%	12.3	Total 1933(Orig) 1962A 1977A 1979 R 1979 A 2008 A 2008 R	88,983 9,212 29,800 25,860 30,895 930 23,181 13,160	Critical	PFA*	3

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL	Percent Utilized	ACREAGE	BUILDING DATA Date SQ. FT.		PHYSICAL CONDITION (Based on IFMA FCI Guide)	COMMENTS	
			2018			A=Added R=Renovated			GENERAL	Portables 18-19
New Market Middle Old National Pike New Market, MD 21774	6-8	732	552	75%	19.9	1974(Orig)	114,936	Poor	PFA*	None
New Midway Elem. 12226 Woodsboro Pike Keymar, MD 21757 Grades 3-5	3-5	125	135	108%	6.6	Total 1930(Orig) 1963 A 1983A 1983 R	21,894 9,520 9,906 2,468 8,914	Poor	PFA*	3
North Frederick Elem. 1010 Fairview Avenue Frederick, MD 21701	Pre-K/SpEd Pre-K-5	735	640	87%	15.01	Total 2014 (Orig)	95,613 95,613	Good	PFA*	None
Oakdale Elem. 5830 Oakdale School Road Ijamsville, MD 21754	K-5	624	679	109%	14.781	Total 2001(Orig) 2012 A 2012 R	89,566 71,706 17,860 2,111	Good	PFA*	None
Oakdale Middle 5810 Oakdale SchoolRoad Ijamsville, MD 21754	6-8	775	769	99%	22.3	2002(Orig)	109,089	Good	PFA*	4
Oakdale High 5850 Eaglehead Drive Ijamsville, MD 21754	9-12	1,535	1,252	82%	49.1	2008(Orig)	241,061	Good	PFA*	None
Orchard Grove Elem. 5898 Hanover Drive Frederick, MD 21701	Pre-K/SpEd Pre-K-5	598	572	96%	15.68	1996(Orig)	70,142	Poor	PFA*	6
Parkway Elementary 300 Carroll Parkway Frederick, MD 21701	K-5	228	220	96%	5	Total 1930(Orig) 1961A 1982 A 1982 R	32,223 25,856 2,167 4,200 28,023	Critical	PFA*	2
Rock Creek Center 191 Waverley Drive Frederick, MD 21702	Spec. Ed Pre K-12	242	72	30%	Same lot as Waverley	1972(Orig)	55,214	Critical	PFA*	3
Sabillasville Elem. 16210-B Sabillasville. Rd. Sabillasville, MD 21780	K-5	114	100	88%	15	1964(Orig)	27,000	Critical		1

PFA * Priority Funding Area

Date Printed 6/12/2019

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL	Percent Utilized	ACREAGE	BUILDING DATA		PHYSICAL CONDITION (Based on IFMA FCI Guide)	COMMENTS	
			2018			Date	SQ. FT.		GENERAL	Portables 18-19
Spring Ridge Elem. 9051 Ridgefield Dr. Frederick, MD 21701	Pre-K/SpEd Pre-K-5	523	447	85%	20	1991(Orig)	66,276	Poor	PFA*	None
Sugarloaf Elementary 3400 Stone Barn Drive Frederick, Maryland 21704		718	Temporarily housing Urbana ES Students and Staff		12.9	2018 (Orig)	97,869	Good		
Thurmont Elementary 805 East Main Street Thurmont, MD 21788	3-5	368	299	81%	15.31	Total 1955(Orig) 1959 A 1976 A	64,250 18,550 20,729 24,971	Critical	PFA*	None
Thurmont Middle 408 East Main Street Thurmont, MD 21788	6-8	945	566	60%	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	Critical	PFA*	None
Thurmont Primary 7989 Rocky Ridge Road Thurmont, MD 21788	Pre-K-2	470	339	72%	13.47	Total 2001 (Orig) 2006 A 2006 R	66,334 49,600 16,734 2,850	Fair		None
Tuscarora Elementary 6321 Lambert Drive Frederick, Maryland 21703	K-5	580	655	113%	17.98 13.389 4.59263	2004(Orig)	86,938	Fair	PFA*	6
Tuscarora High 5312 Ballenger Creek Pike Frederick, MD 21703	9-12	1,749	1,579	90%	46.49	Total 2003(Orig) 2008 A	257,062 224,652 32,410	Good	PFA*	None
Twin Ridge Elem. 1106 Leafy Hollow Ct. Mount Airy, MD 21771	SpEd Pre K-5	566	469	83%	17	1992(Orig)	68,900	Poor	PFA*	None
Urbana Elementary 3554 Urbana Pike Frederick, MD 21704	Pre-K/SpEd K-5	511	Under construction replacement		19.87	Total 1960 (Orig) 1965 A 1975 A	64,133 36,646 4,800 22,687	Critical	PFA*	13

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL	Percent Utilized	ACREAGE	BUILDING DATA		PHYSICAL CONDITION (Based on IFMA FCI Guide)	COMMENTS	
			2018			A=Added R=Renovated	SQ. FT.		GENERAL	Portables 18-19
Urbana High 3471 Campus Drive Ijamsville, MD 21754	9-12	1,831	1,786	98%	59.7	Total 1995(Orig) 2005 A	249,609 208,000 41,609	Poor	PFA*	4
Urbana Middle 3511 Pontius Court Ijamsville, MD 21754	6-8	1,020	1,003	98%	26.18	Total 2006 (Orig) 2015 A	145,135 125,049 20,086	Good	PFA*	2
Valley Elementary 3519 Jefferson Pike Jefferson, MD 21755	Pre K-5	500	484	97%	31.71	Total 1967(Orig) 1974 A 1974 R	59,989 40,404 19,585 2,485	Critical	PFA*	None
Walkersville Elem. 83 Frederick Street Walkersville, MD	Pre K-5	683	676	99%	15	Total 1974(Orig) 2011A 2011R	89,514 54,454 35,060 12,163	Poor	PFA*	1
Walkersville High 81 Frederick Street Walkersville, MD 21793	9-12	1,039	1,149	111%	35	Total 1976(Orig) 1999A 1998 R (Sci) 1999R	181,416 156,500 24,916 8,522 2,130	Poor	PFA*	8
Walkersville "B" 44 Frederick Street Walkersville, MD 21793		N/A	N/a	NA	5	Total 1921(Orig) 1928 A 1937 A 1952 A 1961 A 1967 A 2012R	27,352 14,660 3,050 1,100 3,828 1,220 3,494 27,352	Critical	PFA*	None
Walkersville Middle 55 Frederick Street Walkersville, MD 21793	6-8	1,105	892	81%	28.68	Total 1961(Orig) 1985 A 1998A 1998 R	119,353 75,880 3,241 40,232 7,355	Critical	PFA*	None
Waverley Elem. 201 Waverley Drive Frederick, MD 21702	Pre-K/SpEd Pre-K-5	355	477	134%	18.17	Total 1969(Orig) 2002 A	54,178 53,218 960	Critical	PFA*	17

PFA * Priority Funding Area

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Facilities Inventory
LEA: Frederick County Public Schools
Note: Elementary School enrollment is equated

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL	Percent Utilized	ACREAGE	BUILDING DATA Date SQ. FT.		PHYSICAL CONDITION (Based on IFMA FCI Guide)	COMMENTS	
			2018			A=Added R=Renovated			GENERAL	Portables 18-19
West Frederick Middle 515 West Patrick St. Frederick, MD 21701	6-8	1,049	853	81%	12	Total 1958 (orig) 2010 R 2010 A	166,439 143,363 143,363 23,076	Good	PFA*	None
Whittier Elementary 2400 Whittier Drive Frederick, MD 21702	Pre-K/SpEd Pre-K-5	626	650	104%	10.126	1998(Orig)	81,244	Poor	PFA*	8
Windsor Knolls Middle 11150 Windsor Road Ijamsville, MD 21754	6-8	893	742	83%	57	Total 1993(Orig) 1999 A	116,644 98,000 18,644	Poor		None
Wolfsville Elem. 12520 Wolfsville Rd. Smithsburg, MD 21783	K-5	190	138	73%	14	Total 1959(Orig) 2000A 2000R	41,657 20,091 21,566 5,000	Poor	PFA*	None
Woodsboro Elementary 101 Liberty Road Woodsboro, MD 21798	Pre-K/SpEd Pre-K-2	156	156	100%	5	Total 1952(Orig) 1959 A 1973 A	28,557 8,425 175 19,957	Poor	PFA*	None
Yellow Springs Elem. 8717 Yellow Springs Rd. Frederick, MD 21702	K-5	421	457	109%	17	Total 1957(Orig) 1966 A 1974 A	52,600 20,442 7,013 25,145	Critical		6

IFMA FCI Guide	
Good	0%-5%
Fair	5%-10%
Poor	10%-30%
Critical	30%<

PFA * Priority Funding Area

Date Printed 6/12/2019

Appendix O: School Closing Procedures Policies

Source: Frederick County Board of Education, July 30, 2003 and 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 23.03.02.23 and COMAR 23.03.02.24		
Policy History	Reviewed: 2017	Adopted: 7/30/03	Revised: 10/25/17

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 P: FCPS Redistricting Policies

Source: Frederick County Board of Education, July 13, 2016

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.

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	Adopted: 9/24/03	Revised: 7/13/16

3. Maps may not accurately identify current school assignments due to unforeseen factors.
- 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

When considering 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 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 hearing² 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.

¹ COMAR 13A.02.09

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

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

1. The final written decision should include the rationale and basis used for a school closure.

2. The written decision shall address the impact of the proposed closing on the factors set forth in Maryland law.³

3. 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.

4. 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*.

³ COMAR 13A.02.09

⁴ COMAR 13A.02.09

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 Q: FCPS Use of School Facilities Policy and Regulation

Source: Frederick County Public Schools Office of the Superintendent, July 1, 2015



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: 7/1/19

- 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 interior spaces or fields at elementary and middle schools may be submitted at any time, but event dates cannot extend past the end of the current fiscal year (June 30). See SOP for full details.
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.

Date for CUG to Submit a High School SRF	Deadline for Processing of SRF by High School Site Administrator *	Event Dates
May 1	June 1	July 1 – August 31
July 15	August 15	September 1 – November 30
October 1	November 1	December 1 – February 28/29
January 1	February 1	March 1 – June 30
* Although a CUG may receive an approved SRF, due to the uncertain nature of internal FCPS high school athletic schedules (which could be extended due to play-offs, weather reschedules, etc.), previously approved dates for CUGs may need to be cancelled or postponed as required with limited notice to the CUG. Notice to CUG will be given as soon as possible.		

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 – 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 a 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**harge

FC = **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

<i>Frederick County Public Schools Related Groups</i>	<i>Building</i>	<i>Labor</i>
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

<i>Youth Groups/Youth Activities/Youth Organizations</i>	<i>Building</i>	<i>Labor</i>
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

<i>Other Educational Groups</i>	<i>Building</i>	<i>Labor</i>
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

<i>Federal, State, Local Government</i>	<i>Building</i>	<i>Labor</i>
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

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



-13-

Reg. No. 100-01

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			
		Facility	Elementary	Middle	High
	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. There will be no application fee assessed to Priority 2 groups with event dates from July 1, 2019-December 31, 2019 to accommodate for the change in fee structure.

** 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 R: FCPS School Construction, Renovation and Maintenance Policy

Source: Frederick County Board of Education, July 13, 2016

R

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

Policy 202

- 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 S: FCPS Transportation Policies

Source: Frederick County Board of Education, October 11, 2017

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 Disabled Students 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.
- 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.
- 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.

Legal Reference	§ 7-801 and § 7-805, Education Article <i>Annotated Code of Maryland</i>		
	McKinney-Vento Homeless Assistance Act 42 U.S.C. § 11432(g)(1)(J)(iii)(II)		
Policy History	Reviewed: 2017	Adopted 2/3/09	Revised: 10/11/17

- 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 1¼ miles. Up to 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 1¾ miles. Up to 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 Disabled Students

- A. Disabled students 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. Disabled students living beyond the 50-mile limit established above shall be eligible for two (2) round trips each school year.
- C. Certain resident disabled students 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.

Appendix T: Alternative Education Program

Source: Frederick County Public Schools, May 2019



ALTERNATIVE EDUCATION

Heather Ridge School

Heather Ridge School provides an alternative educational program for students who require a highly structured setting. The school uses individual and group counseling, behavior management services and academics classes to enable students to learn the educational and behavioral objectives necessary for success in a school setting or job site. Heather Ridge offers three programs designed to help students with behavioral challenges: middle school, high school and an evening (Twilight) program.

The Day Program serves students in the middle school program (grades 6-8) and the high school program (grades 9-12). The middle school program uses a Project Based Learning approach to academics. The high school students follow the same block schedule for academic classes as their counterparts in the comprehensive schools and earn the same credits. It is possible to earn a diploma (from the student's home school) upon completion of graduation requirements at Heather Ridge School.

Students needing alternative placement, who have severe behavioral issues such as aggression, fighting and use of weapons in an aggressive incident (regardless of age or grade level) or students who need a specialized completer course to graduate, participate in the Twilight Program, from 3:15- 6:15 PM, Mondays through Thursdays. Students take two academic classes per semester and those who are of age for a work permit are encouraged to work during the day to gain job skills as well as credit towards graduation.

All students in these programs regularly meet with a school staff therapist to address behavioral issues in the academic setting. All students carry daily progress reports throughout the school hours and earn points for displaying the expected behaviors. As they earn points over time, students advance through the Behavioral Management system and acquire more independent skills and expectations. The Day Program and Twilight Program also offers the support of a School Resource Officer. Success in all programs is measured by grades, attendance and improved behavior. Our goal is for students to be productive citizens and have the skills necessary for post-graduate work or job skills upon completion of our program.

T

Virtual School

The Frederick County Virtual School (FCVS) provides an alternative education. The office is located on the campus of Governor Thomas Johnson Middle School (GTJMS), where wireless access to computers (10-12 rooms/night) and face-to-face learning sessions with teachers are planned within a master schedule. The cafeteria is frequently utilized to hold mandatory orientation sessions with students and parents. There are ten full-time staff members for the 2018-2019 school year. The office is staffed with six positions while five full-time digital learning teachers will serve students in multiple programs. The full-time teachers are provided a comprehensive work space in the classroom next to the office. The school principal has an adjacent office. A small records room secures confidential documents and materials of instruction, and another is utilized for private counseling needs of students and families.

The Virtual School offers seven different programs using a variety of blended learning models; three focused on credit recovery courses and four serving the enrichment needs of students with primarily honors and Advanced Placement courses. One of the credit recovery programs is the 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 every day. Last year, more than 1600 high school credits were earned by students in all programs.

The majority of students meet face-to-face with certified FCPS teachers at designated points in time (a condition of participation) at GTJMS. Some students are involved in site-based programs held at comprehensive high schools with additional support from an on-site mentor. Communication between students and teachers occurs during and beyond the school day via email, text, skype, or other methods beyond face-to-face meetings.

FCPS teachers facilitate learning and provide feedback with the online course as the primary instructional resource. Courses available to students reflect the wide range of offerings found in the FCPS Course Guide.

The school programs address student access issues in a variety of ways. The most common reasons students take a course with the Virtual School include:

- 1- Scheduling conflict
- 2- A course of interest is not offered at school
- 3- Internship or work study opportunities
- 4- Want to graduate on time with friends
- 5- Improve a previously earned grade
- 6- Successful learning in an alternate setting
- 7- Schedule school time for specialized courses

Appendix U: Special Education Program Description

Source: Frederick County Public Schools, May 2019



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. There is a Rock Creek Design Committee in place and the plans for a new facility are ongoing and in the Schematic Design phase.

Challenges Program

Challenges provides integrated support to students with autism and/or severe communication disorders 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 Standards. Students are provided with a variety of communication methods as they develop verbal speech and/or a functional communication system. After 3rd grade, most pursue a High School Certificate of Completion. Graduation status is reviewed annually.

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.

Psychological Services

FCPS assigns school psychologists to every school. They provide direct support and interventions to students; consult with teachers, families and other school-employed mental health professionals (i.e., school counselors, school therapists) to improve academic and mental health support strategies; work with school administrators to improve school-wide practices and policies; and collaborate with community providers to coordinate needed services. School psychologists conduct psychological assessments to address potential educational disabilities and plan appropriate academic, social-emotional and behavioral interventions. They participate on Individualized Education Program (IEP), Student Services and Behavior Intervention teams to address student needs.

School psychologists offer short-term individual and groups counseling and provide crisis intervention. They also provide training to school, parent and community groups on a variety of mental health, learning and developmental topics.

RISE Program

The Forbush School at Frederick County also known as 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.

Appendix V: Career and Technology Education Program Description

Source: Frederick County Public Schools, May 2019



CAREER & TECHNOLOGY EDUCATION

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

Brunswick High School

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

Frederick High School

Agriculture and Horticulture
Business Education
 Accounting
 Business Management
 Admin Services
Career Research and Development
Child Development
Computer Science
Pro Start
Technology Education
Woodworking
Academy of Health Professions
Youth Apprenticeship

Linganore High School

Agriculture and Horticulture
Business Education
 Accounting
 Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
PLTW Architecture and Engineering
Technology Education
Woodworking
Youth Apprenticeship

Oakdale High School

Agriculture and Horticulture
Business Education
 Accounting
 Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
Youth Apprenticeship

Catoctin High School

Agriculture and Horticulture
Business Education
 Accounting
 Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
Technology Education
Woodworking
Youth Apprenticeship

Governor Thomas Johnson High School

Business Education
 Accounting
 Admin Services
 Business Management
Cabinetry and Millwork
Career Research and Development
Child Development
Computer Science
Technology Education
Youth Apprenticeship

Middletown High School

Agriculture and Horticulture
Business Education
 Accounting
 Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
Technology Education
Woodworking
Youth Apprenticeship

Tuscarora High School

Agriculture and Horticulture
Bio Medical
Business Education
 Accounting Admin Services
 Business Management
Career Research and Development
Child Development
Computer Science
Project Lead the Way Engineering
Technology Education
Woodworking
Youth Apprenticeship

Urbana High School

Agriculture and Horticulture

Business Education

Accounting

Admin Services

Business Management

Career Research and Development

Child Development

Computer Science

Technology Education

Woodworking

Youth Apprenticeship

Walkersville High School

Agriculture and Horticulture

Business Education

Accounting

Admin Services

Business Management

Career Research and Development

Computer Science

PLTW Architecture and Engineering

Technology Education

Woodworking

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:

- Agricultural and Commercial Metals Technology
- Automotive Technology
- Biomedical Technology
- Computer-Aided Design (CAD)/Architectural (Dual Enrollment offered)
- Computer-Aided Design (CAD)/Engineering (Dual Enrollment offered)
- Carpentry
- CISCO Computer Networking Academy (Dual Enrollment offered)
- Collision Repair
- Computer Technician/Analyst
- Construction Electricity
- Cosmetology
- Culinary Arts
- Academy of Health Professions
- Digital Design & Printing Methods
- Electricity
- Environmental Landscape Management and Design and Advanced Floral
- HVACR/Plumbing
- Homeland Security and Criminal Justice (Dual Enrollment offered)
- Interactive Media
- Security +
- TV\Multimedia Production (Dual Enrollment offered)
- Teacher Academy of Maryland

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 W: Staffing Ratios

Source: Frederick County Public Schools, May 2019



ELEMENTARY SCHOOLS

Classroom Teacher (Tier I):	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 II):	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:	0.4 FTE per elementary school
English Learner Teacher:	1.0 teacher position per 30 students based on the English Language projection for June 30 of the prior year.
Special Education:	1.0 teacher 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. This results 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 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 0.90 to allow for teacher planning time. This results in a student-teacher ratio of 20.25 full-time equivalent students per teacher.
English Learner Teacher:	1.0 teacher position per 30 identified students
Special Education:	1.0 teacher per 15-20 special education students

Elementary School Staffing Formula

	Enrollment 350 or Fewer Students	Enrollment of 351 - 449 Students	Enrollment of 450 - 699 Students	Enrollment of 700 - 899 Students		Enrollment of 900 or More Students	
				Tier 1	Tier 2	Tier 1	Tier 2
Principal	1.00	1.00	1.00	1.00		1.00	
Assistant Principal	0.00	0.00	1.00	1.00	2.00	2.00	3.00
Secretary (12 month)	1.00	1.00	1.00	1.00		1.00	
Secretary (10 month)	0.00	1.00	1.00	1.00		2.00	
Administrative Totals	2.00	3.00	4.00	4.00	5.00	6.00	7.00

	Enrollment 350 or Fewer Students	Enrollment of 351 - 449 Students		Enrollment of 450 - 699 Students		Enrollment of 700 - 899 Students		Enrollment of 900 or More Students	
		Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2
School Counselor	1.00	1.00		1.00		1.00		1.00	
Behavior Support*	0.00	0.00		0.00	1.00	0.00	1.00	0.00	2.00
Media Specialist**	1.00*	1.00		1.00		1.20		1.20	
Academic Support***	2.00	2.00	3.00	3.00	4.00	5.00	6.00	5.00	6.00
Instructional Assistant/User Support Specialist	2.00	2.00		2.00	3.00	2.00	3.00	4.00	
Student Support Staff	6.00	6.00	7.00	7.00	10.00	9.20	12.20	11.20	14.20
Total	6.00	6.00	7.00	7.00	10.00	9.20	12.20	11.20	14.20

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

**Media specialists assigned to schools with fewer than 300 students will be a 0.8FTE.

***Academic support represents intervention teachers, and literacy and math specialists.

Tier II Schools for FY20:

Ballenger Creek	Brunswick
Butterfly Ridge	Hillcrest
Lincoln	Monocacy
New Midway/Woodsboro	
North Frederick	Orchard Grove
Sabillasville	Spring Ridge
Tuscarora	Waverley
Whittier	

Middle School Staffing Formula

	Enrollment of 500 - 699 Students		Enrollment of 700 - 899 Students		Enrollment of 900 - 1199 Students		Enrollment of 1200 - 1500 Students	
	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2
Principal	1.00		1.00		1.00		1.00	
Assistant Principal	1.00	2.00	2.00	3.00	2.00	3.00	3.00	4.00
Secretary (12 month)	1.00		1.00		1.00		1.00	
Secretary (10 month)	1.00		1.00		1.00		2.00	
Registrar (10 month)	1.00		1.00		1.00		1.00	
Administrative Totals	5.00	6.00	6.00	7.00	6.00	7.00	8.00	9.00

	Enrollment of 500 - 699 Students		Enrollment of 700 - 899 Students		Enrollment of 900 - 1199 Students		Enrollment of 1200 - 1500 Students	
	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2
School Counselor (11 month)	1.00		1.00		1.00		1.00	
School Counselor (10 month)	1.00	2.00	2.00		2.00		3.00	
Behavior Support*	1.00		1.00		1.00		1.00	
Media Specialist	1.00		1.00		1.00		1.00	
Academic Support**	3.50	4.50	3.50	4.50	3.50	4.50	3.50	5.00
Instructional Assistant/User Support Specialist	2.00		2.00		3.00		4.00	
Student Support Staff Total	9.50	11.50	10.50	11.50	11.50	12.50	13.50	15.00

*Behavior support positions may include a counselor, behavior support specialist, psychologist, student support teacher or social worker.

**Academic support represents intervention teachers, and literacy and math specialists.

Tier II Schools for FY20:

Crestwood

Governor Thomas Johnson

Monocacy

Thurmont

West Frederick

High School Staffing Formula

	Enrollment of 900 - 1199 Students	Enrollment of 1200 - 1499 Students	Enrollment of 1500 - 1799 Students	Enrollment of 1800 - 2100 Students
Principal	1.00	1.00	1.00	1.00
Assistant Principal	2.00	3.00	4.00	5.00
Secretary (12 month)	1.00	2.00	2.00	2.00
Secretary (10 month)	3.00	4.00	5.00	6.00
Registrar (12 month)	1.00	1.00	1.00	1.00
Administrative Totals	8.00	11.00	13.00	15.00

	Enrollment of 900 - 1199 Students		Enrollment of 1200 - 1499 Students		Enrollment of 1500 - 1799 Students		Enrollment of 1800 - 2100 Students	
	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2
School Counselor (11 month)	2.00		2.00		2.00		2.00	
School Counselor (10 month)	1.00		2.00		3.00		4.00	
Behavior Support*	1.00		1.00		1.00		1.00	
Media Specialist	1.00		1.00		1.00		1.00	
CCR Specialist	1.00		1.00		1.00		1.00	
Academic Support**	1.00	2.00	1.00	3.00	1.00	3.00	1.00	4.00
Instructional Assistant/User Support Specialist	6.00		7.00		9.00		10.00	
Student Support Staff Total	13.00	14.00	15.00	17.00	18.00	20.00	20.00	23.00

*Behavior support positions may include a counselor, behavior support specialist, psychologist, student support teacher or social worker.

**Academic support represents intervention teachers, and literacy and math specialists.

Tier II Schools for FY20:

Frederick

Governor Thomas Johnson

LYNX High Schools Additional Positions:

Assistant Principal 1.00

Advocates 4.00

Appendix X: Maryland Department of Planning Approval to Use Local Enrollment Projections

Source: Maryland Department of Planning, May 2019





Larry Hogan, Governor
Boyd Rutherford, Lt. Governor

Robert S. McCord, Secretary
Sandy Schrader, Deputy Secretary

May 22, 2019

Dr. Theresa Alban
Superintendent
Frederick County Public Schools
191 South East Street
Frederick, MD 21701

Dear Dr. Alban:

Thank you for submitting your 2018 Actual Enrollment and enrollment projections for 2019-2028.

We have compared your projections to the projections generated by our department and have found the difference to be less than five percent for the years 2019 – 2028. Therefore, you may use the local projections as you prepare your 2019 Educational Facilities Master Plan (EFMP) and 2021 Capital Improvement Program (CIP) submissions.

Please make sure that the 2018 actual enrollment on your calculation worksheet is consistent with the official actual enrollment listed 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 actual enrollment for 2018.

We look forward to receiving your updated EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have any questions, please me at 410.767.7179 or michael.bayer1@maryland.gov.

Sincerely,

Michael Bayer, AICP
Manager of Infrastructure and Development

cc: Robert Gorrell, Public School Construction Program, Executive Director



Jurisdiction	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Frederick	41,455	42,207	42,881	43,513	43,809	44,058	44,318	44,570	44,834	45,239	45,620
Planning	41,455	42,020	42,240	42,490	42,670	42,840	42,930	43,040	43,160	43,460	43,820
Diff	0	187	641	1,023	1,139	1,218	1,388	1,530	1,674	1,779	1,800
% Diff	0.00%	0.45%	1.52%	2.41%	2.67%	2.84%	3.23%	3.55%	3.88%	4.09%	4.11%

Appendix Y: Statement of Non-Discrimination

Source: Frederick County Public Schools, May 2019

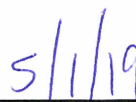


BOARD OF EDUCATION OF FREDERICK COUNTY

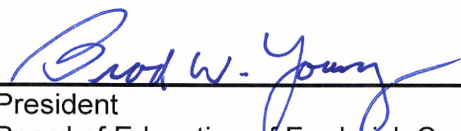
The Board of Education of Frederick County does not discriminate in admissions, access, treatment or employment in its programs and activities on the basis of race, color, gender, age, national origin, religion, sexual orientation or disability.



Superintendent
Frederick County Public Schools



Date



President
Board of Education of Frederick County



Date



Appendix Z: Planning Department Statement of Consistency with the Comprehensive Plan

Source: Frederick County Planning Commission, to be added June 2019



FREDERICK COUNTY GOVERNMENT

DIVISION OF PLANNING & PERMITTING

Jan H. Gardner
County Executive

Steven C. Horn, Division Director

June 12, 2019

TO Beth Pasierb, Supervisor of Facilities Planning, FCPS

FROM Jim Gugel

RE 2019 Superintendent's Recommended Educational Facilities Master Plan

At a public meeting held on June 12, 2019, the Frederick County Planning Commission (FCPC) voted to find the 2019 Superintendent's Recommended Educational Facilities Master Plan to be consistent with the Frederick County Comprehensive Plan.

Should you have any questions, please do not hesitate to contact me at 301-600-1144 or jgugel@frederickcountymd.gov.

Appendix AA: Statement from LEA Certifying Acceptance of the Plan

Source: Frederick County Board of Education, to be added June 2019





Board of Education of Frederick County

Agenda Item Details

Meeting	Jun 26, 2019 - Board of Education Meeting
Category	5. Board Items
Subject	5.01 2019 Draft Superintendent's Recommended Educational Facilities Master Plan
Access	Public
Type	Action, Information, Report
Recommended Action	Approval of the 2019 Educational Facilities Master Plan
Goals	<p>Aspirational Goal 5 Health and Safety - FCPS will promote a culture fostering wellness and civility for students and staff.</p> <p>Aspirational 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>Aspirational Goal 3 Resource Allocation - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.</p>

Public Content

PURPOSE OF PRESENTATION: Staff seeks approval of the 2019 Draft Superintendent's Recommended Educational Facilities Master Plan (EFMP) for submission to the Maryland Department of Planning.

BACKGROUND/SUMMARY: Each year, the Board of Education of Frederick County (BOE) reviews and updates the ten-year EFMP for the 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 Draft Superintendent's Recommended EFMP was presented to the BOE for information and discussion at their June 12, 2019 meeting. The approved EFMP is the basis for capital funding requests submitted to the state and county in early October 2019. Electronic copies of the plan can be found at <https://www.fcps.org/facilities/educational-facilities-master-plan>

PRESENTER(S) & TITLE(S):

Adnan Mamoon, Director of Capital Programs
Beth Pasierb, Supervisor of Facilities Planning
Holly Nelson, Facilities Planner

SUBMITTED BY:

Paul A. Lebo, Chief Operating Officer

Administrative Content

Executive Content

Motion & Voting

Approval of the 2019 Educational Facilities Master Plan
Paige Tolbard, Student Member, supported the motion.

Motion by Joy Schaefer, second by Michael G Bunitsky.

Final Resolution: Motion Carries

Yea: Elizabeth Barrett, Michael G Bunitsky, Lois A Jarman, Jay K Mason, Joy Schaefer, Karen A Yoho, Brad W Young

Appendix BB: FCPS Attendance Boundary Maps for 2019-20 School Year

Source: Frederick County Public Schools, May 2019

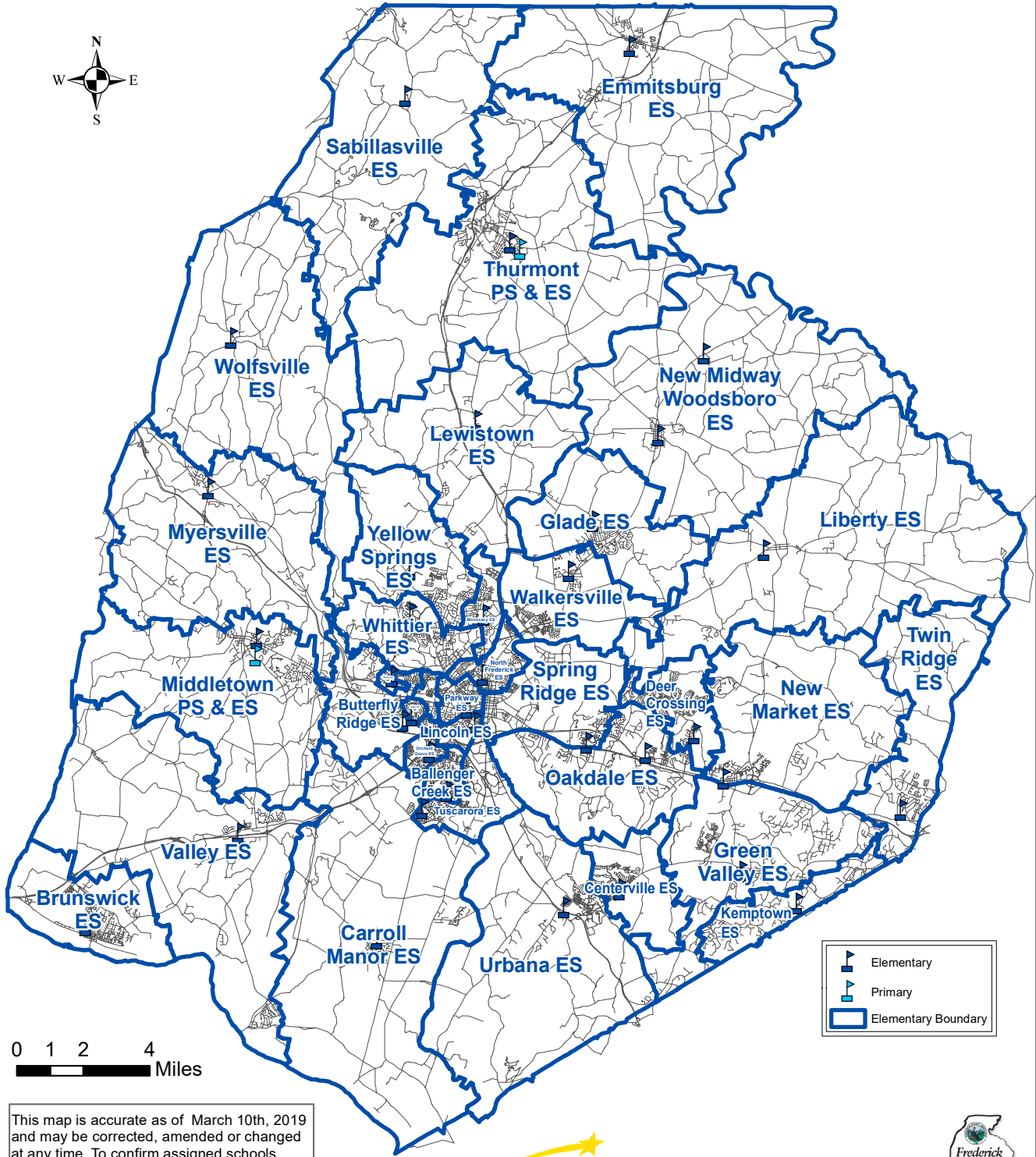
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2019-2020 FREDERICK COUNTY ELEMENTARY AND PRIMARY SCHOOLS



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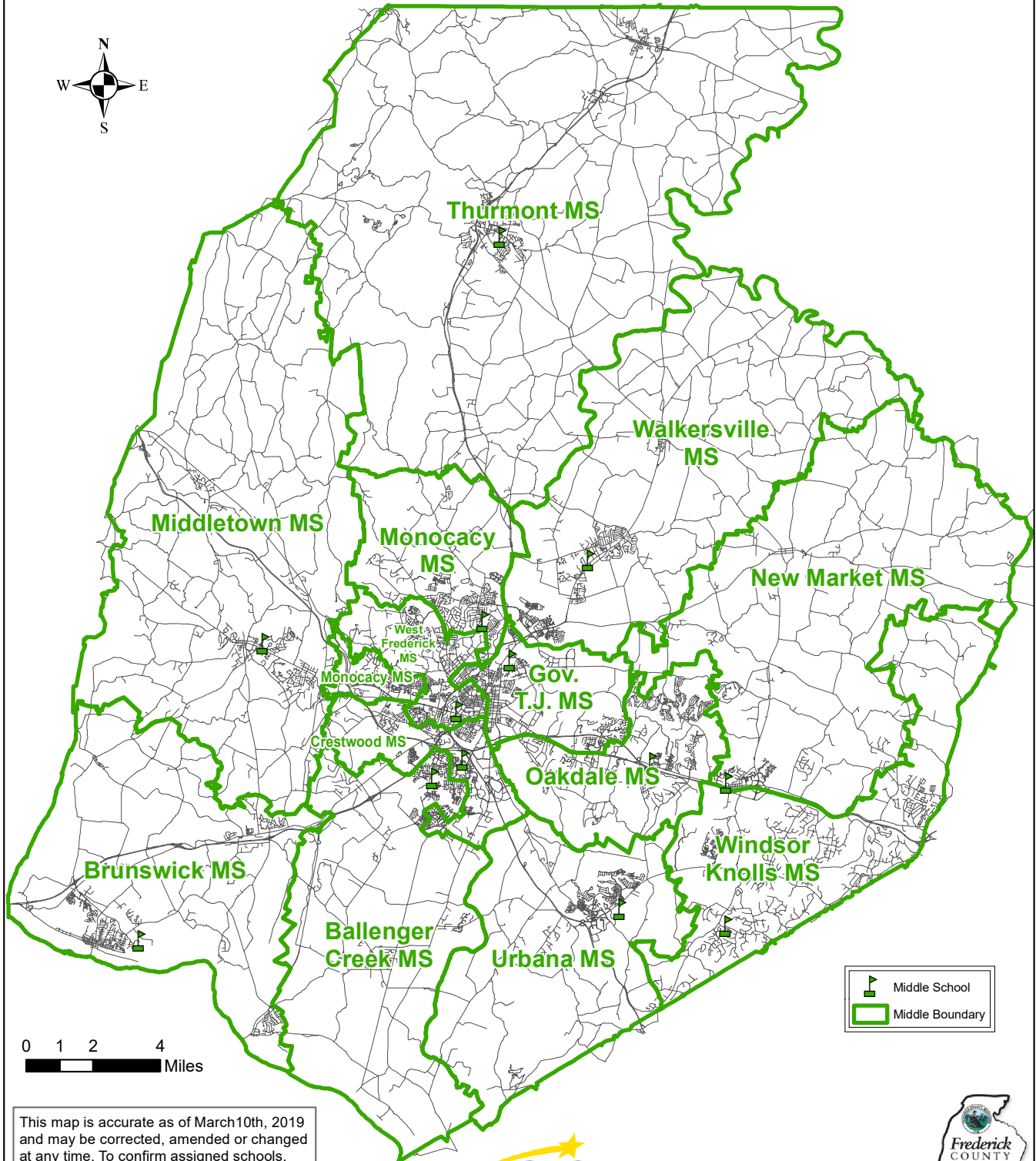
This map is accurate as of March 10th, 2019 and may be corrected, amended or changed at any time. To confirm assigned schools, please contact the FCPS Facilities Services Division at 301-644-5024.



FREDERICK COUNTY PUBLIC SCHOOLS
MARYLAND



2019-2020 FREDERICK COUNTY MIDDLE SCHOOLS



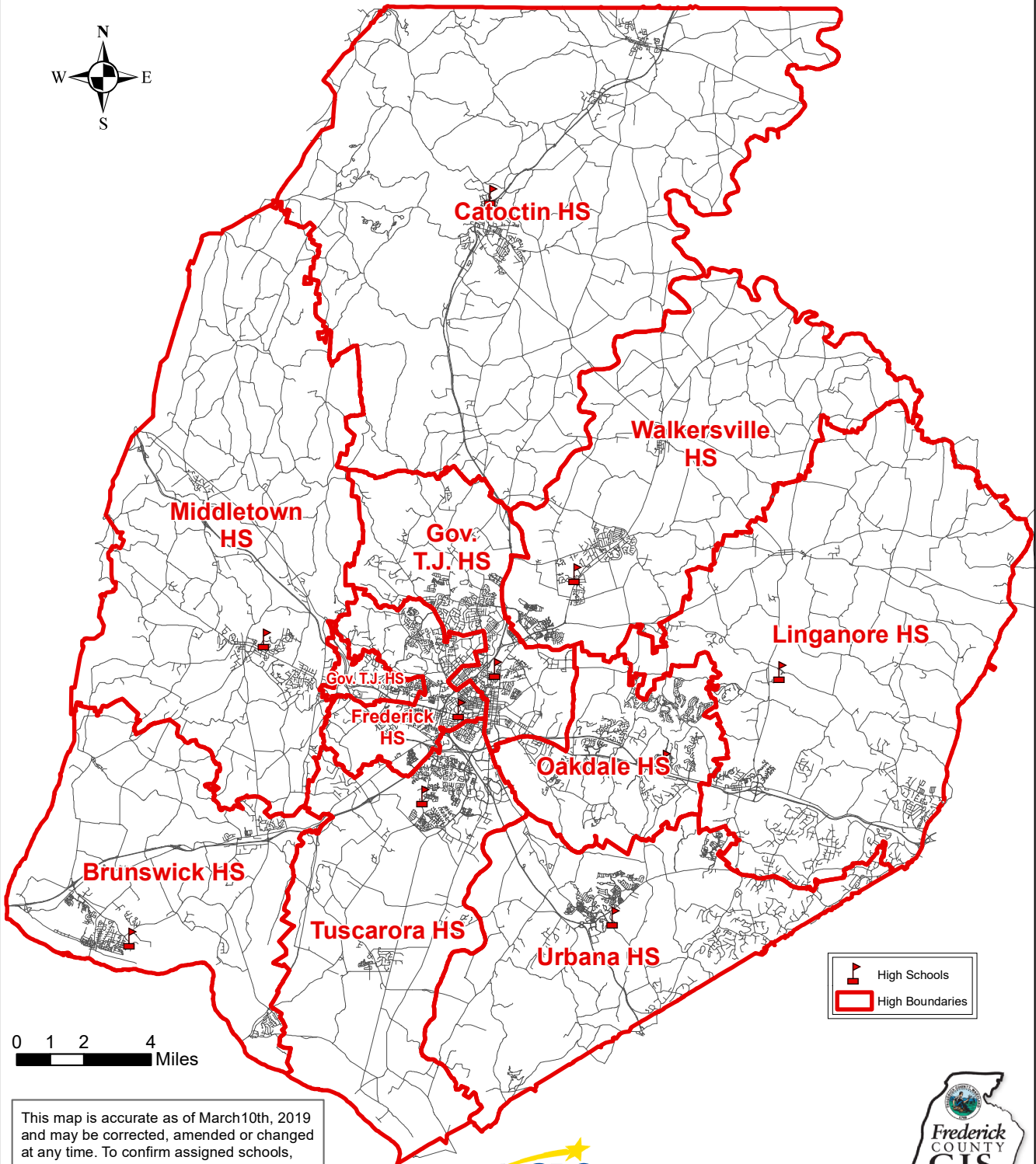
This map is accurate as of March 10th, 2019 and may be corrected, amended or changed at any time. To confirm assigned schools, please contact the FCPS Facilities Services Division at 301-644-5024.



FREDERICK COUNTY PUBLIC SCHOOLS
MARYLAND



2019-2020 FREDERICK COUNTY HIGH SCHOOLS



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FREDERICK COUNTY PUBLIC SCHOOLS
MARYLAND

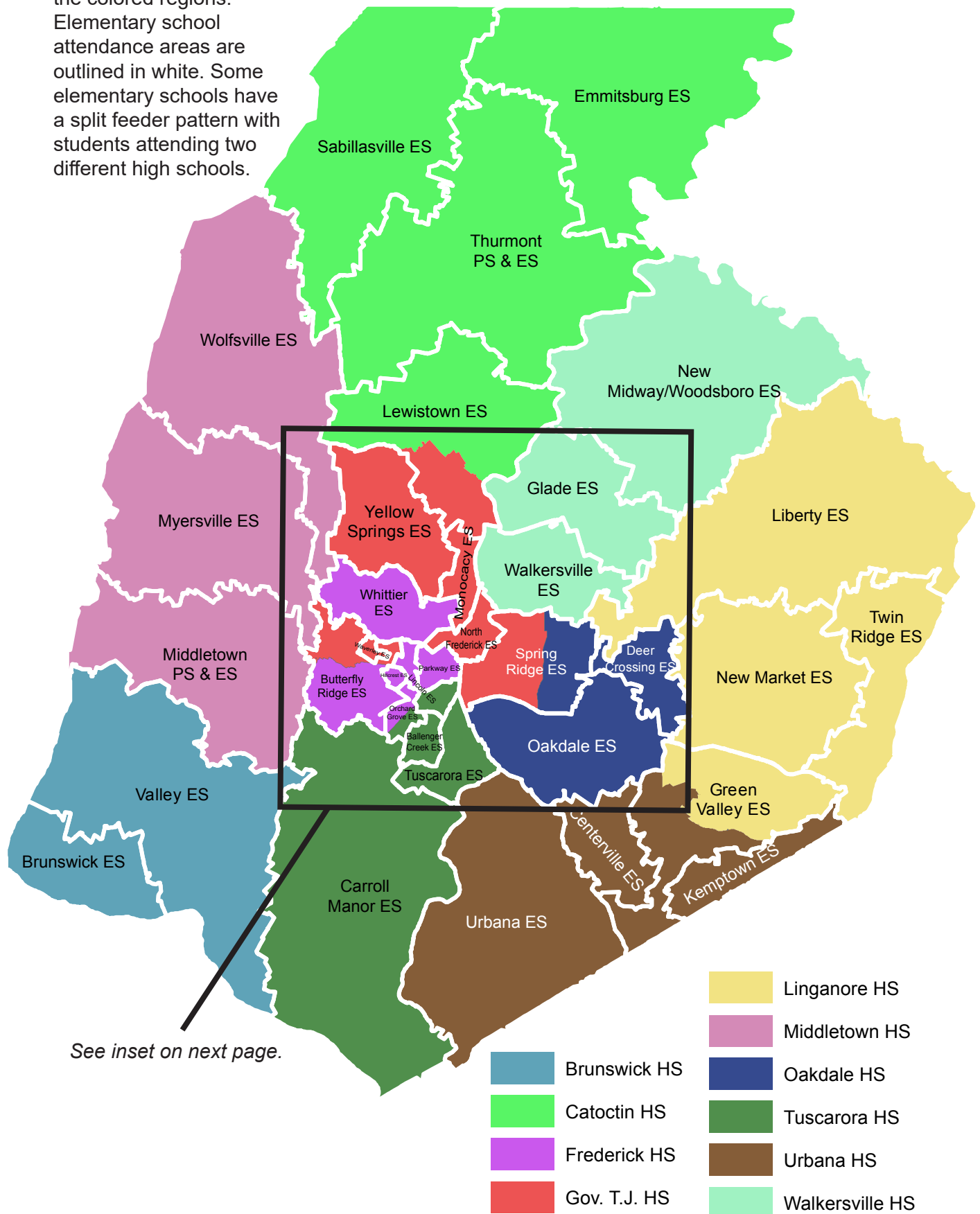


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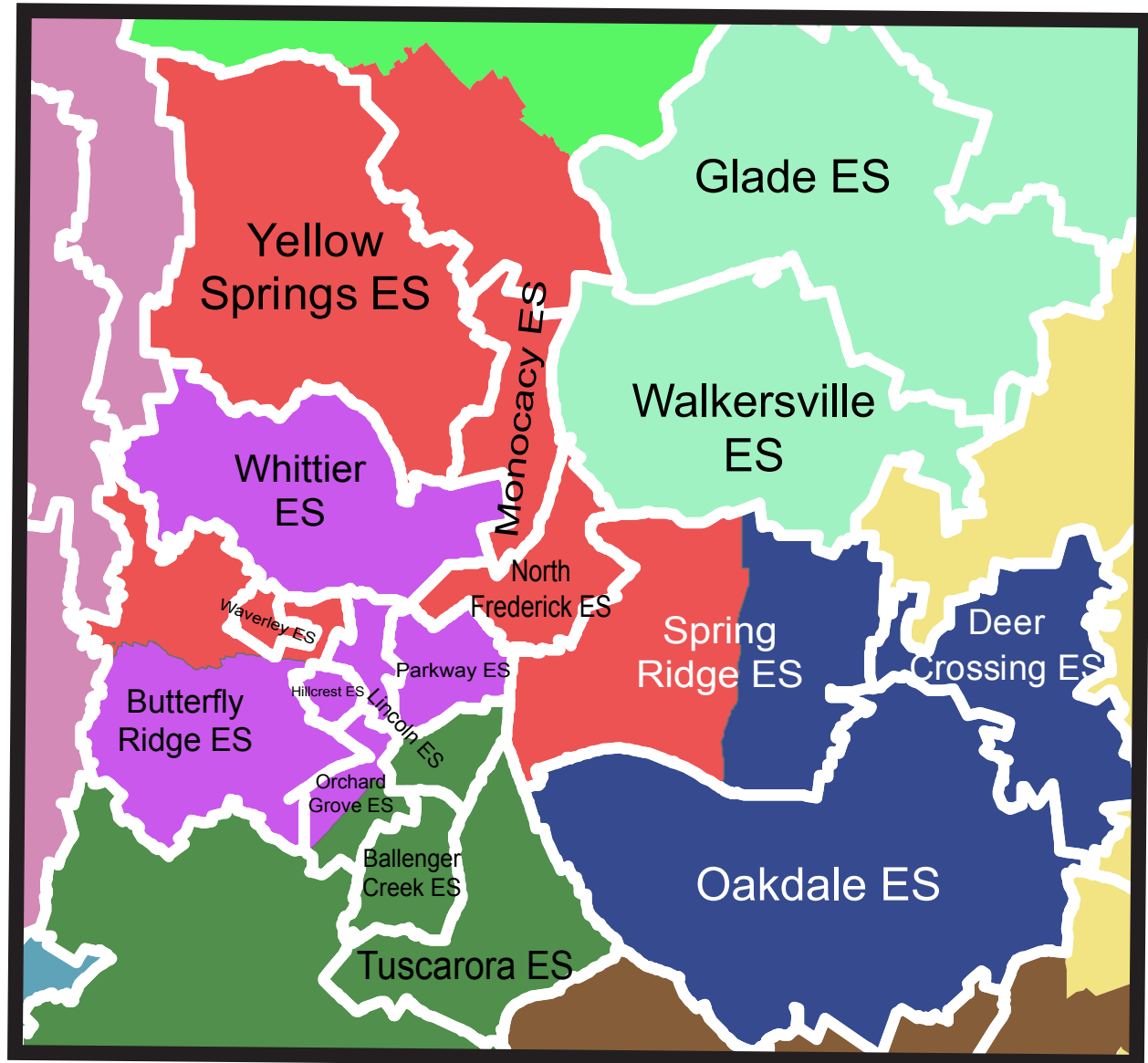
FEEDER PATTERNS: ELEMENTARY SCHOOLS FEEDING TO HIGH SCHOOLS

High School attendance areas are indicated by the colored regions. Elementary school attendance areas are outlined in white. Some elementary schools have a split feeder pattern with students attending two different high schools.

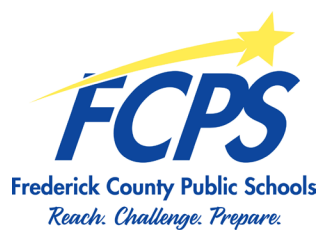
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Frederick City area inset



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FREDERICK COUNTY PUBLIC SCHOOLS