REPORT-SS
May 9, 2017
Attachment

BOARD OF EDUCATION OF CHARLES COUNTY
AGENDA ITEM

SUBJECT
FY 2018 Educational Facilities Master Plan (EFMP)

OVERVIEW
The EFMP is the first step in the state's school construction program process that leads to the development and approval of a state-supported Capital Improvements Program (CIP). Revision to the EFMP must be submitted annually to the Maryland Department of Planning by July 1. This report is an "identification of needs document." The CIP is developed later in the fall of each year and addresses these needs with careful consideration to project costs and affordability discussions with county government.

BUDGET IMPLICATIONS
The EFMP is used to develop and prioritize both the state and local CIP's. Funding consideration by the Interagency Committee on School Construction is given to a local board's CIP only if a current EFMP is on file.

STAKEHOLDERS INVOLVED
To ensure our system's facilities needs are objectively identified for the Board of Education's (BOE) programming consideration, local government staffs assisted in the development and refinement of this year's EFMP documents.

DESCRIPTION
A synopsis of the required elements of the EFMP is included with this plan (attachment). Careful consideration was given to the long standing dialogue between the County Commissioners and the BOE relating to the Adequate Public Facilities Ordinance, and the responsiveness of the CIP to the county's growth within the state and local anticipated revenues. The focus of the EFMP is reflected in the proposed project schedule along with the systemic renovations plan.

This year's update follows our normal review of maintenance records, systems normal life expectancy records, and growth in the county; but also includes consideration of the System-Wide CIP (educational survey and assessment by GWWO Architects).

RECOMMENDATION/FUTURE DIRECTION
The BOE will review and comment on the EFMP for FY 2018, followed by the presentation for approval at the BOE's June 13, 2017 meeting, and submittal to the state by July 1, 2017.

FY 2018 EDUCATIONAL FACILITIES MASTER PLAN
SYNOPSIS

The Educational Facilities Master Plan (EFMP) is the first of three phases in the state's public school construction program – the programming phase. With Interagency Committee on School Construction approval, the EFMP will serve as the basis for the state's capital improvements program. The preparation of this year's plan considers evolving planning data, identified through the ongoing collaboration by central office staff and county staff, ensuring careful consideration of the Board of Education (BOE) and the County Commissioners' recommendations for future planning efforts.

The plan excerpts listed below (elements of a more detailed document) outline the following changes as contrasted with last year's plan:

- **Goals, Standard and Guidelines Section** – Updated to reflect changes that occurred over the last year and continues to be updated with information from the various departments.

- **New Enrollment Data** – Includes new projected enrollment and redistricting data on which all subsequent analysis was based.

- **Facilities' Needs Analysis** – A major component focusing on future planning efforts in one composite document. This section includes:

    - **Project Schedule** – Graphically displays the suggested planning and construction programming for renovations and required new capacity. New capacity requirements are drawn from an analysis of area step charts by school level included with this report.

      The step charts on pages 16-18 depict projected enrollment as developed by our school system, but not yet approved by the Maryland Department of Planning.

    - **Systemic Renovations** – The report includes a section that formalizes the tie with the Comprehensive Maintenance Plan as it impacts systemic renovations, bringing planning and programming plans and schedules before the BOE on a yearly basis.

Educational Facilities Master Plan FY 2018

To Be Determined

Charles County Public Schools
La Plata, Maryland
June 2017

Prepared

For

THE BOARD OF EDUCATION

OF CHARLES COUNTY

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June 2017

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GOALS, STANDARDS AND GUIDELINES

Each school district in the State of Maryland prepares an annual Educational Facilities Master Plan (EFMP) in order to receive funds from the state's public school construction program. Funds for specific schools are approved annually through the Capital Improvements Program (CIP). The EFMP presents school resources and identifies needs; the subsequent CIP responds to the identified needs by funding specific capital projects.

The state requires that each EFMP include a section on goals, standards and guidelines and identifies eight policy areas to be addressed. Information for Charles County Public Schools follows below.

A. GRADE ORGANIZATION PATTERN

Public schools in Charles County are organized into three levels: elementary schools are from pre-K through grade 5; middle schools are grades 6 through 8; and high schools are grades 9 through 12. The Stethem Educational Center houses alternative programs for students at the middle and high school levels. At the seven Title I schools a three-year old full day program is also offered. The F.B. Gwynn Center houses programs serving students from infants and toddlers through middle school.

Adult Education Services is comprised of several programs at the Lifelong Learning Center, including the National External Diploma Program®, and is currently located at the Robert D. Stethem Educational Center in Pomfret, as well as schools in the Waldorf area. The National External Diploma Program® at the Lifelong Learning Center is an alternative to the GED® exam based on skills achieved through life experiences. The Lifelong Learning Center has several programs for adults, including adult basic education, family literacy, GED® preparation, English language civics classes, and English as a second language classes. Off-site classes include GED®, NEDP®, Adult Basic Education, and ESL at John Hanson Middle School; ESL at two Judy Centers/Title I school, ESL and GED® preparation at the County Detention Center, and a GED® to college transition class at the College of Southern Maryland. Six elementary schools (seven school-wide) house Title I programs for three-year olds (C. Paul Barnhart, Mt. Hope/Nanjemoy, Indian Head, J. P. Ryon, Dr. Samuel Mudd, Eva Turner, and Dr. Gustavus Brown).

B. STUDENT STAFFING RATIOS

A low student-teacher ratio provides a more individualized instructional program. Presently, Charles County Public Schools average 25 pupils or less for every one

teacher. In addition to classroom teachers, other professionals staff the system's pre-school, library, guidance, reading, special education, and gifted education programs. Itinerant staff is deployed on an as-needed basis including pupil personnel workers, school psychologists, speech therapists, nursing personnel, and special education specialists. Specific program needs may also impact student-teacher ratios such as recent initiatives in reading, high school assessments, state testing, and the three-year old program.

C. Transportation Policies

The transportation department operates a safe, efficient and reliable bus service with a policy to hold busing to a minimum in terms of time and distance. Every effort is made to keep student travel times less than one hour, especially in the rural areas of the county. As development occurs, bus routes may change in order to meet the growing number of students in current subdivisions and from new developments.

D. Attendance Zones and Redistricting Policies

Each school has a geographically-based attendance area or zone. Students living within a zone attend the designated school with certain exceptions for children attending special education programs or other designated exceptions. A transportation link on the school system's website (www.ccboe.com) identifies the appropriate attendance zone upon entry of a street address.

Changing enrollment patterns and the opening of new schools cause redistricting. School enrollment boundaries are adjusted in order to promote uniform and efficient use of school facilities and resources. The redistricting policy, adopted in 1997 and amended in 2012, requires staff to annually review enrollment data of individual schools. When a boundary line adjustment becomes necessary, the Superintendent establishes an advisory committee on redistricting. The factors reviewed during redistricting include:

- school capacity
- impact on educational program quality
- student enrollment trends
- age or condition of buildings
- transportation
- impact on the community
- limiting movement in elementary/middle schools to once in three years
- limiting movement after enrollment in ninth grade.

The redistricting committee develops two proposals and holds at least one public hearing. From the committee's report and initial public input, the Superintendent presents a redistricting proposal to the Board of Education. The Board holds at least one public hearing on the Superintendent's redistricting proposal. The final decision is made by the Board with at least 90 days' notice prior to implementation. There were no school boundary changes during the 2015-2016 school year. The Superintendent implemented a moratorium on new construction within four attendance blocks at Milton Somers Middle School. The change sent any new homes occupied after July 15, 2016, to neighboring Benjamin Stoddert Middle School.

E. GIFTED EDUCATION SERVICES

Gifted education provides advanced academic experiences for students who perform or show the potential to perform at high levels of accomplishment. A learning resource teacher who works directly with the gifted education program is part of the instructional leadership team at each elementary and middle school, sharing an office with the instructional specialist/math resource teacher and reading resource teacher.

Students identified for gifted services in reading/language arts and mathematics work with the learning resource teacher in the classroom and in small group settings. In addition, the learning resource teacher collaborates with classroom teachers and provides staff development for small and large groups.

F. SPECIAL EDUCATION

Special education is customized at each grade level through the Individualized Education Program (IEP) process with the focus of keeping students in regular classroom settings. Every school has an IEP room or office for testing, meetings, and services, where confidential student files are centralized.

Special Education services for preschool age students are delivered in a variety of ways and are determined by the needs of the students and their families. Many of our students attend Preschool Special Education Programs that are located in most elementary schools; these programs include a strong philosophy and a co-teaching model.

Students with Autism Spectrum Disorder at the elementary school are served through the Multiple Intensity Teaching (MIT) program. This is a regionalized program designed to address the academic, social, and behavioral needs of students with severe communication and behavior disorders. The program serves students beginning at age three and ending at fourth grade. The classrooms operate using the principles of an

applied behavior analysis model. Students learn skills necessary to function independently across academic, social, and behavior domains. Students in grades kindergarten through fourth grade are provided with inclusion opportunities as specified in their IEP. Placement in MIT is determined by the student's IEP team. Students at the secondary level are currently provided academic, social, and behavioral support through the use of autism resource teachers. The teachers provide professional development for school-based staff in best practices regarding the instruction of students with autism spectrum disorders.

The Emotional Adjustment Program (EAP) is a highly structured, self-contained therapeutic program with mainstreaming opportunities for those students who have difficulty accessing the academic curriculum in the general education setting due to emotional/behavioral dysregulation. The program is regionalized with school sites at the elementary, middle, and high school settings. The program provides students with academic, behavior, and psychological services support for the acquisition of essential self-regulatory, social, and academic skills. The program continues to support those students who are able to maintain appropriate behavior as they return to the mainstream setting. Ultimately, these therapeutic supports are intended to assist the student in achieving emotional/behavioral stability and academic success without the need for such extensive supports.

The Life Skills Program provides an alternate curriculum at each grade level for students with moderate, severe, or profound disabilities. Functional academics, communications, decision-making skills, and behavior modifications are addressed. Instruction is community-based in that students work on their IEP goals in community settings. Within the school setting, students are included with non-disabled peers in both instructional and social activities.

Transition Academic Adaptive Skills Classes (TAASC) meet the needs of students ages 5-18 with moderate disabilities who require an instructional program designed to develop skills essential to achieving the highest level of independent functioning in academics, daily living, work, and community access. Each student's IEP drives instruction.

IEP goals and objectives are developed in the following areas:

- Academics: the development of math, reading, and writing skills to develop proficiency with grade level standards.
- Personal Management: the development of skills in the areas of personal hygiene, independent living, and time management.

- Community Access: the development of skills in the areas of transportation, utilization of stores and services, and appropriate integration into the school/community.
- Communication: the development of skills in the areas of receptive and expressive communication, social interactions, and making choices.
- Socialization: the development of skills in the areas of interactions with peers and adults in one-on-one, group, and community settings.

All classes are located in elementary, middle, and high schools within the county, thus ensuring that students are educated within the least restricted environment. Each student will be regularly included with their same age peers in daily activities and instruction, as appropriate.

Some students in the TAASC program pursue a certificate of completion upon graduation from high school; however, most students will pursue a high school diploma. These students must fulfill all graduation requirements as determined by the Maryland State Department of Education and Charles County Public Schools.

Formal transition planning from school to adult life begins when students are 14 years old. These plans are refined as students get older and school and community based vocational experiences are provided to students in high school classes, as appropriate.

During the 2015-2016 school year, TAASC programs were held in 14 elementary schools, 4 middle schools, 2 high schools, and at the F.B. Gwynn Center.

G. Career and Technology Education

Career and Technology Education (CTE) prepares students for a wide range of careers through programs that promote both academic and technical achievement. Students enrolled in CTE program courses can enter careers that require varying levels of education: high school diplomas, post-secondary certificates, apprenticeships, military service, or college degrees. Additionally, CTE Programs of Study provide opportunities to earn industry-recognized credentials and college credit while still in high school. Students learn skills and develop attitudes that support career employment, college readiness, and life-long learning.

Business Education courses provide students with opportunities to acquire business knowledge, skills, and attributes needed to function effectively in many career pathways. The foundation and advanced course sequence support continuing education in business administration, management, finance and marketing. Learning experiences are designed to support critical thinking skills and effective communication.

Computer Science courses prepare students for success in computer science and related informational technology degrees, as well as related fields such as engineering. Courses cover topics such as computer programming and computational thinking, web development, network technologies, and PC troubleshooting and repair. Students use a variety of programming languages, including Java, virtual robots, animation software, and professional web development applications such as Adobe CS 5.5.

Family and Consumer Sciences (FACS) courses offered at the high school level prepare students to become capable individuals, family members, and citizens managing the challenges of living and working in a diverse global society. FACS programs include Architecture and Interior Design, Fashion Design, Fashion Merchandising and Marketing, Food and Nutrition Science and Intercultural Foods, Retail Merchandising, and Textiles and Apparels.

Financial Literacy courses prepare students with the knowledge and skills necessary to meaningfully plan for their financial future, manage their money, and evaluate choices to make informed decisions. The courses cover a wide variety of financial literacy topics such as credit card usage, credit scores and reports, buying a car, preparing a budget, checking and savings accounts, investing, and income considerations. All freshmen entering high school in 2011 and beyond must earn one credit in financial literacy.

Junior Reserve Officers Training Corps (JROTC) is a service specific student leadership program that instills the values of citizenship, community service, personal responsibility, character, and self-discipline. Air Force, Army or Navy (Sea Service-Navy, Marine, and Coast Guard) programs are offered at each high school. The programs are staffed with a minimum of one retired officer and one retired non-commissioned officer.

Technology Education is a comprehensive experienced-based curriculum based on the Maryland State Technology Education Standards. The Foundations of Technology course, offered at all high schools is a graduation requirement. Advanced technology education courses are also available for students interested in this subject matter. Students are taught technological literacy by exploring the ways in which ingenuity, processes, materials, devices, science, and mathematics are applied to solving practical and perennial problems of a designed world. Laboratory activities include the safe use of tools, machines, and materials.

Career Technology Education Completer Programs by Career Clusters

Career Technology Education Completer Programs provide high school students with an opportunity to pursue sequential technical and academic programs of study leading to a career. CTE Programs of Study prepare students for college and careers.

The Career Research and Development (CRD) Program of Study prepares students with academic, technical, and workplace skills necessary to seek further education and employment in a career field of their interest. The program consists of a classroom instructional component and a paid or unpaid workplace component.

Arts, Media and Communication Cluster

Graphic Communications – The PrintEd Program of Study is designed to give students an overall understanding of the industry and its major operations while teaching competencies that lead to PrintEd certification. Students can gain technical skills in three areas: Introduction to Graphic Communication, Digital File Preparation, and Press Operations. Students may also earn college credits through an articulation agreement with the College of Southern Maryland.

The Interactive Media Production Program of Study includes a strong foundation in arts and communication with particular emphasis on graphic and media communications, interactive technologies, and project development. Students complete courses in Arts, Media and Communication and Interactive Media Production and Advanced Media Production.

Business Management and Finance Cluster

Business Education courses focus on two pathway programs based on the Maryland State Department of Education framework document for Business Management and Finance. Each program includes rigorous academics, broad cluster knowledge and skills as well as more advanced technical skills related to one of the specific pathways: Business Administrative Services and Business Management. Each pathway consists of four courses developed by business educators, postsecondary instructors, and business partners to help prepare students for success in their chosen business pathway. Skills for success, workplace readiness, computer applications, written and oral communication skills, and math skills are all integrated throughout the coursework. Industry certifications are incorporated where appropriate and opportunities are made available for students to earn college credit through articulation agreements with local colleges. Career planning and expectations are incorporated throughout. Each program allows students to graduate with the skills and knowledge necessary to pursue

a variety of careers in industry and continue their education at postsecondary institutions.

Construction Development Cluster

Architectural Drafting and Design students learn the basics of mechanical drawing and then progress to orthographic projections, sectional views, and pictorial plans for use in engineering. Supplemental courses are drawing, drafting and design, physics, architecture, and interior design.

Carpentry instruction is based on modules from the National Center for Construction and Education and Research (NCCER) national standards and provides students with instruction and hands-on experiences in the construction industry. Students master a variety of construction skills and apply their knowledge and skills by participating in both lab-based and work-based projects.

Electrical Construction is based on modules from the NCCER national standards, and provides students with instruction and hands-on experiences. Students master a variety of electrical skills in both residential and commercial wiring.

Heating, Air Conditioning and Refrigeration Mechanic (HVAC) is based on modules from the NCCER national standards and provides students with instruction and hands-on experiences learning about the industry as it relates to residential and commercial building applications.

Welding provides students a variety of welding skills, such as oxyfuel cutting and welding including Shielded Metal Arc Welding (SMAW). This course of study correlates to modules from the NCCER national standards. NCCER meets the American Welding Society (AWS) Entry Level Welder-Phase One and Phase Two requirements of the AWS guidelines.

Consumer Services, Hospitality & Tourism Cluster

The ProStart-Food and Beverage Management program introduces high school students to a wide variety of careers within the restaurant, food service, and hospitality industry. Students study and practice professional food preparation, preparation of international cuisines, food safety and sanitation, customer service relations, accounting, cost control, marketing and an introduction to all aspects of lodging management. Students will build strong culinary, business, management and work place skills as a result of their participation in this program. The National Restaurant

Association Education Foundation (NRAEF) designed the program's industry driven curriculum.

Careers in the Cosmetology program prepare individuals to care for and beautify hair, skin and nails. Students are instructed in the art and science of cosmetology, as well as all aspects of the industry. Emphasis is placed on hygiene, safety, and sanitation as well as State Board of Cosmetologists' rules and regulations. Related areas of instruction include human anatomy and physiology; mathematics and measurement; analysis, diagnosis and histology of hair, skin and nails; chemistry; fundamentals of electricity; product knowledge; customer relations; and employability skills. Salon management is an integral part of the classroom and clinical experience. The 1,500-hour program includes classroom instruction, clinical experience, related mentored work-based learning experience, and a senior capstone project. Upon successful completion and the instructor's recommendation, the student will be required to take the Maryland State Board of Cosmetologists' Examination.

The Culinary Arts program prepares students for successful careers in the food and beverage industry with a focus on Culinary Arts or Professional Baking. The program includes education in food production, professional cooking, baking, cost control, nutrition, sanitation, and food marketing. When combined with science classes, this program will provide the necessary skills for further education and career success.

Environmental, Agriculture & Natural Resources Cluster:

The Horticulture Services program is based on the Certified Professional Horticulturist (CPH) certification that is used by the Maryland "Green Industry" and includes rigorous academics, broad cluster knowledge and skills, as well as technical knowledge related to the horticulture industry. Horticulture courses include Principles of Plant/Animal/Environmental Science; Foundations of Horticulture; Plant Production; Landscape Design and Management; and, Capstone Experience. Students are provided opportunities to earn the CPH industry certification, and college credit through articulation agreements with local colleges.

Health & Biosciences Cluster

The Academy of Health Professions prepares college-bound students for medical careers. Students will learn to use technology to provide all aspects of health services. The program includes classroom instruction as well as hands-on laboratory and clinical experiences at local health care facilities. Students will also take courses such as anatomy/physiology, nutrition, and speech. Students are expected to take multiple science classes, including Advanced Placement Biology and Chemistry. Students at

North Point High School earn a Certified Nursing Assistant certification. Students attending the program at Robert D. Stethem Educational Center are prepared to take the Pharmacy Technician Certification Board (PTCB) exam in the pharmacy technician specialty course.

Biomedical Sciences, Project Lead the Way (PLTW), is based on the national standards for science, mathematics, and English language arts, and the Accountability Criteria for National Health Care Cluster Foundation Standards. The program consists of a sequence of four courses: Principals of Biomedical Sciences; Human Body Systems; Medical Interventions; and Medical Innovations (science research). Students who complete the program are prepared for employment and further education at two and four year college levels.

Human Resource Services Cluster:

Education Careers in Early Childhood programs provides students with instruction that supports careers such as daycare providers, school teachers, instructional assistants, and school counselors as well as opportunities to earn college credits. Supplemental courses include art, music, nutrition, and world language.

Criminal Justice prepares students for law enforcement careers. Students complete a foundation level course with a focus on addressing threats to public safety through effective communication, preparedness, detection, prevention, response, and recovery. Students practice critical thinking in "mock crime scene" activities. Courses in Spanish, computers, art, speech, and photography are recommended to supplement the curriculum.

Fire Science/Fire Fighting is offered through collaboration with the Maryland Fire and Rescue Institute (MFRI) of the University of Maryland, local Fire and Rescue Companies, and Charles County Public Schools. The program includes classroom instruction as well as formal training at selected local fire companies. Students must be members in good standing at their local fire company, complete a minimum of 138 hours of work-based learning, and take the seven certification exams. Successful completion of this program can lead to MFRI certifications as well as college credits.

The Teacher Academy of Maryland (TAM) aligns with the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Maryland Essential Dimensions of Teaching (EDoTs). The program focuses on teaching as a profession, human growth and development, learning theory, and curriculum and instruction. Upon completion of the program and passing the ParaPro assessment, high school graduates are ready for

entry level employment as an instructional aide in the teaching profession or can continue their education at a four-year college.

Information Technology Cluster

The CISCO Networking Academy prepares student for industry certification (CCNA) and advanced study in information technology. Emphasis is placed on solving networking problems through decision-making and problem-solving techniques, involving applications of science, mathematics, and communication skills.

Manufacturing, Engineering & Technology Cluster:

The Manufacturing Technologies Program of Study provides students with the knowledge and skills needed to program and operate Computerized Numerical Control (CNC) machines in order to create designed products from raw materials. Manufacturing includes a study of computer assisted drafting and design, engineering concepts, and computer programming.

Project Lead the Way (PLTW) Pathway to Engineer Pre-Engineering program prepares students for further education and careers in engineering and engineering technology. Students complete foundation level courses in Engineering, including Principles of Engineering, Introduction to Engineering Design, and Digital Electronics. Students then select an area of specialization, including Computer Integrated Manufacturing, Civil Engineering and Architecture, Aerospace Engineering, or Biotechnical Engineering. In the final course, students also complete an industry mentored capstone project in Engineering Design and Development.

Gateway to Technology (GTT) is the middle school pre-engineering program for students exploring an engineering pathway as a possible career choice. The project-based format is designed to appeal to learners who may not have considered careers in science, mathematics, or engineering. This course is not a CTE Completer Program; however, it is designed by PLTW as a precursor to their pre-engineering program.

Transportation Technologies Cluster

Collision Repair Technician combines technical, academic and workplace skills through curriculum that is aligned with the Inter-Industry Conference on Auto Collision Repair (I-CAR), National Automotive Technicians Education Foundation (NATEF), including Automotive Service Excellence (ASE). Instruction prepares students for careers and/or further education in collision repair and refinishing within the Transportation Technology Cluster through the following courses: Non-Structural

Analysis and Damage Repair/ Plastics and Adhesives, Paint and Refinishing, and an optional course Structural Analysis & Damage Repair.

The Automotive Technician program incorporates the Automotive Service Excellence (ASE) program certification standards and the National Automotive Technicians Education Foundation (NATEF) task lists. The program prepares students for further education and careers in the Transportation Equipment Pathway and automotive technology. The program consists of eight courses: Suspension and Steering, Brakes, Electrical/Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Automatic Transmission and Transaxle, and Manual Drive Train.

H. EDUCATIONAL SUPPORT POLICIES

School counseling services are available at each school. Certified counselors can help parents and students in areas of academic planning, personal decision making and career development. Each high school also has a college and career advisor who assists with these efforts. Counselors work with parents, administrators, teachers and community resources to provide the best educational experiences for students.

School health service nurses update, maintain and implement medical plans for medically fragile students, administer medications, review immunization records and provide medical response for illness and injuries as needs arise for students and staff. Vision and hearing technicians regularly screen students and re-screen upon requests from parents or teachers.

Certified school psychologists provide crisis intervention, counseling for students and groups of students, individual risk assessments, psychological assessments and consultations with teachers, parents and administrators. This includes referrals to, and consultations with, appropriate community agencies and professionals.

Pupil personnel workers act as liaisons between home, school and the community. They investigate residence concerns and assist with attendance, behavior, enrollment, and homeless issues.

Court liaisons work with the courts, Juvenile Services Department and the school system to appropriately and effectively meet students' needs.

School Probation Officers (SPO's) are employed by Department of Juvenile Services to serve as mentors. They primarily work with students placed on probation by the court. They devote time and attention to these and other students serving as positive role models in prevention and early intervention programs.

School Resource Officers (SRO) are sworn police officers from the Sheriff's Office. An officer is assigned to each middle and high school. Service is provided to elementary schools as needed. When requested by the school, the SRO's serves as mentors to the students and as consultants to the school administration and staff. They provide school and personnel safety programs, teach DARE classes, counsel individual students, work with parents, and carry out normal police duties when called upon to do so.

I. SCHOOL CLOSING PROCEDURES

Charles County Public Schools provide high quality education at an efficient and cost effective level through an optimum use of facilities. The local growth rate is an added challenge to this policy; whereas the closing of schools is a lesser demand. School closings comply with state regulations (COMAR 13A.02.09). The Superintendent appoints a standing committee to review population patterns and other factors bearing on school operations. The analysis includes:

- educational program quality
- student enrollment trends
- student body racial composition
- age or condition of schools
- means of transportation
- student relocations
- financial projections and economic costs
- community impact of school closings
- impacts to schools at other levels

Based on each school's assessment, the committee submits recommendations to the Superintendent, which could include school closures. From the committee's recommendations, the Superintendent develops alternatives for review by the Board of Education. If a school closure is included, the Board holds a public hearing on both the proposed closure and alternatives. The decision to close a school rests with the Board. As with redistricting actions, a minimum of 90 days public notice is provided prior to implementation to ensure orderly transitions.

J. CONCLUSION

The goals, standards and guidelines established for the Charles County Public Schools system fulfill the stated mission of the Board of Education, which is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership and prepares for life, in an environment that is safe and conducive to learning.

CAPACITY & PROJECTED ENROLLMENT* COMPARISON

SCHOOLS	SY 17 - 18			SY 18 - 19			SY 19 - 20			SY 20 - 21			SY 21 - 22		
	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)
ELEMENTARY															
C. Paul Barnhart	608	633.0	(25.0)	608	626.0	(18.0)	608	627.0	(19.0)	608	625.0	(17.0)	608.0	629.0	(21.0)
Berry	656	856.0	(200.0)	656	857.0	(201.0)	656	852.0	(196.0)	656	860.0	(204)	656	881.0	(225)
Dr. Gustavus Brown	381	441.0	(60.0)	381	428.0	(47.0)	381	416.0	(35.0)	381	419.0	(38.0)	381.0	423.0	(42.0)
Dr. James Craik	406	479.0	(73.0)	406	472.0	(66.0)	406	468.0	(62.0)	406	472.0	(66)	406	480.0	(74)
William A. Diggs	816	733.5	82.5	816	735.5	80.5	816	741.5	74.5	816	745.5	70.5	816.0	765.5	50.5
Gale-Bailey	438	387.5	50.5	438	384.5	53.5	438	381.5	56.5	438	386.5	52	438	394.5	44
Dr. Thomas L. Higdon	447	453.0	(6.0)	447	448.0	(1.0)	447	443.0	4.0	447	442.0	5.0	447.0	445.0	2.0
Indian Head	404	451.0	(47.0)	404	459.0	(55.0)	404	463.0	(59.0)	404	460.0	(56)	404	456.0	(52)
Daniel of St. Thomas Jenifer	495	674.0	(179.0)	495	675.0	(180.0)	495	678.0	(183.0)	495	687.0	(192.0)	495.0	701.0	(206.0)
Malcolm	417	341.0	76.0	417	342.0	75.0	417	343.0	74.0	417	346.0	71	417	360.0	57
T. C. Martin	486	536.0	(50.0)	486	553.0	(67.0)	486	562.0	(76.0)	486	569.0	(83.0)	486.0	584.0	(98.0)
Mary H. Matula	554	551.0	3.0	554	572.0	(18.0)	554	581.0	(27.0)	554	590.0	(36)	554	606.0	(52)
Arthur Middleton	439	466.0	(27.0)	439	454.0	(15.0)	439	451.0	(12.0)	439	452.0	(13.0)	439.0	455.0	(16.0)
Walter J. Mitchell	606	652.0	(46.0)	606	653.0	(47.0)	606	649.0	(43.0)	606	645.0	(39)	606	653.0	(47)
Mt. Hope/Nanjemoy	373	417.0	(44.0)	373	402.0	(29.0)	373	410.0	(37.0)	373	410.0	(37.0)	373.0	418.0	(45.0)
Dr. Samuel A. Mudd	343	392.5	(49.5)	343	404.5	(61.5)	343	403.5	(60.5)	343	407.5	(65)	343	410.5	(68)
Mary Burgess Neal	791	673.0	118.0	791	674.0	117.0	791	667.0	124.0	791	685.0	106.0	791.0	698.0	93.0
J. C. Parks	656	752.0	(96.0)	656	759.0	(103.0)	656	763.0	(107.0)	656	746.0	(90)	656	746.0	(90)
J. P. Ryon	656	545.0	111.0	656	538.0	118.0	656	544.0	112.0	656	553.0	103.0	656.0	570.0	86.0
Eva Turner	391	510.0	(119.0)	391	445.0	(54.0)	391	504.0	(113.0)	391	498.0	(107)	391	494.0	(103)
William B. Wade	672	801.0	(129.0)	672	797.0	(125.0)	672	791.0	(119.0)	672	801.0	(129.0)	672.0	801.0	(129.0)
Billingsley Elementary	N/A	N/A	---	758	N/A	758.0	758	N/A	758.0	758	N/A	758	758	N/A	758
New Elementary #23	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---
TOTAL ELEMENTARY	11,035	11,744.5	(709.5)	11,793	11,678.5	114.5	11,793	11,738.5	54.5	11,793	11799.5	(6.5)	11,793.0	11,970.5	(177.5)
MIDDLE															
Theodore G. Davis	1,112	875.0	237.0	1,112	911.0	201.0	1,112	917.0	195.0	1,112	923.0	189.0	1,112.0	923.0	189.0
John Hanson	843	837.0	6.0	843	866.0	(23.0)	843	871.0	(28.0)	843	877.0	(34)	843	877.0	(34)
Matthew Henson	659	776.0	(117.0)	659	809.0	(150.0)	659	815.0	(156.0)	659	821.0	(162.0)	659.0	821.0	(162.0)
Mattawoman	890	926.0	(36.0)	890	965.0	(75.0)	890	969.0	(79.0)	890	973.0	(83)	890	973.0	(83)
Piccowaxen	544	420.0	124.0	544	427.0	117.0	544	428.0	116.0	544	430.0	114.0	544.0	430.0	114.0
General Smallwood	659	613.0	46.0	659	629.0	30.0	659	634.0	25.0	659	637.0	22	659	637.0	22
Milton M. Somers	802	938.0	(136.0)	802	971.0	(169.0)	802	977.0	(175.0)	802	979.0	(177.0)	802.0	979.0	(177.0)
Benjamin Stoddert	711	743.0	(32.0)	711	751.0	(40.0)	711	757.0	(46.0)	711	762.0	(51)	711	762.0	(51)
New Middle #9	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---
TOTAL MIDDLE	6,220	6,128.0	92.0	6,220	6,329.0	(109.0)	6,220	6,368.0	(148.0)	6220	6402.0	(182.0)	6,220.0	6,402.0	(182.0)
HIGH															
Henry E. Lackey	1,539	1,055.0	484.0	1,539	1,051.0	488.0	1,539	1,055.0	484.0	1539	1059.0	480.0	1,539.0	1,088.0	451.0
La Plata	1,162	1,134.0	28.0	1,162	1,215.0	(53.0)	1,162	1,224.0	(62.0)	1162	1234.0	(72)	1162	1,263.0	(101)
Maurice J. McDonough	1,200	864.0	336.0	1,200	870.0	330.0	1,200	877.0	323.0	1200	881.0	319.0	1,200.0	910.0	290.0
North Point	1,600	1,778.0	(178.0)	1,600	1,846.0	(246.0)	1,600	1,857.0	(257.0)	1600	1861.0	(261)	1600	1,891.0	(291)
St.Charles	1,511	1,384.0	127.0	1,511	1,461.0	50.0	1,511	1,469.0	42.0	1,511	1478.0	33.0	1,511.0	1,510.0	1.0
Thomas Stone	1,513	1,140.0	373.0	1,513	1,131.0	382.0	1,513	1,139.0	374.0	1513	1148.0	365	1513	1,179.0	334
Westlake	1,203	1,214.0	(11.0)	1,203	1,144.0	59.0	1,203	1,151.0	52.0	1203	1157.0	46.0	1,203.0	1,189.0	14.0
TOTAL HIGH	9,728	8,569.0	1,159.0	9,728	8,718.0	1,010.0	9,728	8,772.0	956.0	9728	8818	910.0	9,728.0	9,030.0	698.0
OTHER															
Stethem Educational Center	396	21.0	375.0	396	21.0	375.0	396	21.0	375.0	396	70	326	396	70.0	326.0
TOTAL OTHER		21.0			21.0			21.0			70			70.0	
GRAND TOTAL *	**26,983**	**26,462.5**	**520.5**	**27,741**	**26,746.5**	**994.5**	**27,741**	**26,899.5**	**841.5**	**27169**	**27400**	**(231)**	**27,741**	**27,472.5**	**268.5**

*** Equivalent Count (Including Pre-K Equiv.)**

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CAPACITY & PROJECTED ENROLLMENT* COMPARISON

SCHOOLS	SY 22 - 23			SY 23 - 24			SY 24 - 25			SY 25 - 26			SY 26 - 27		
	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)
ELEMENTARY															
C. Paul Barnhart	608	632.0	(24.0)	608	632.0	(24.0)	608	635.0	(27.0)	608	643.0	(35.0)	608	649.0	(41.0)
Berry	656	883.0	(227.0)	656	882.0	(226.0)	656	885.0	(229.0)	656	889.0	(233.0)	656	873.0	(217.0)
Dr. Gustavus Brown	381	430.0	(49.0)	381	430.0	(49.0)	381	431.0	(50.0)	381	437.0	(56.0)	381	437.0	(56.0)
Dr. James Craik	406	492.0	(86.0)	406	492.0	(86.0)	406	493.0	(87.0)	406	496.0	(90.0)	406	504.0	(98.0)
William A. Diggs	816	756.5	59.5	816	756.5	59.5	816	759.5	56.5	816	765.5	50.5	816	776.5	39.5
Gale-Bailey	438	401.5	36.5	438	401.5	36.5	438	402.5	35.5	438	405.5	32.5	438	407.5	30.5
Dr. Thomas L. Higdon	447	449.0	(2.0)	447	447.0	0.0	447	448.0	(1.0)	447	451.0	(4.0)	447	443.0	4.0
Indian Head	404	450.0	(46.0)	404	450.0	(46.0)	404	451.0	(47.0)	404	454.0	(50.0)	404	433.0	(29.0)
Jenifer	495	708.0	(213.0)	495	708.0	(213.0)	495	711.0	(216.0)	495	717.0	(222.0)	495	695.0	(200.0)
Malcolm	417	354.0	63.0	417	354.0	63.0	417	355.0	62.0	417	358.0	59.0	417	364.0	53.0
T. C. Martin	486	596.0	(110.0)	486	596.0	(110.0)	486	601.0	(115.0)	486	607.0	(121.0)	486	585.0	(99.0)
Mary H. Matula	554	612.0	(58.0)	554	612.0	(58.0)	554	614.0	(60.0)	554	620.0	(66.0)	554	591.0	(37.0)
Arthur Middleton	439	461.0	(22.0)	439	461.0	(22.0)	439	462.0	(23.0)	439	468.0	(29.0)	439	459.0	(20.0)
Walter J. Mitchell	606	660.0	(54.0)	606	660.0	(54.0)	606	663.0	(57.0)	606	669.0	(63.0)	606	659.0	(53.0)
Mt. Hope/Nanjemoy	373	424.0	(51.0)	373	423.0	(50.0)	373	423.0	(50.0)	373	423.0	(50.0)	373	422.0	(49.0)
Dr. Samuel A. Mudd	343	413.5	(70.5)	343	413.5	(70.5)	343	412.5	(69.5)	343	415.5	(72.5)	343	410.5	(67.5)
Mary Burgess Neal	791	701.0	90.0	791	701.0	90.0	791	704.0	87.0	791	710.0	81.0	791	710.0	81.0
J. C. Parks	656	740.0	(84.0)	656	740.0	(84.0)	656	743.0	(87.0)	656	749.0	(93.0)	656	708.0	(52.0)
J. P. Ryon	656	593.0	63.0	656	593.0	63.0	656	594.0	62.0	656	600.0	56.0	656	600.0	56.0
Eva Turner	391	490.0	(99.0)	391	490.0	(99.0)	391	490.0	(99.0)	391	496.0	(105.0)	391	470.0	(79.0)
William B. Wade	672	808.0	(136.0)	672	808.0	(136.0)	672	811.0	(139.0)	672	817.0	(145.0)	672	819.0	(147.0)
New Elementary #22	758	N/A	758.0	758	N/A	758.0	758	N/A	758.0	758	N/A	758.0	758	N/A	758.0
New Elementary #23	N/A	N/A	---	766	N/A	766.0	766	N/A	766.0	766	N/A	766.0	766	N/A	766.0
TOTAL ELEMENTARY	11,793	12,054.5	(261.5)	12,559	12,050.5	508.5	12,559	12,088.5	470.5	12,559	12,190.5	368.5	12,559	12,015.5	543.5
MIDDLE															
Theodore G. Davis	1,112	915.0	197.0	1,112	928.0	184.0	1,112	935.0	177.0	1,112	940.0	172.0	1,112	940.0	172.0
John Hanson	843	904.0	(61.0)	843	917.0	(74.0)	843	922.0	(79.0)	843	927.0	(116.0)	843	932.0	(116.0)
Matthew Henson	659	781.0	(122.0)	659	797.0	(138.0)	659	799.0	(140.0)	659	804.0	20.0	659	804.0	20.0
Mattawoman	890	1,023.0	(133.0)	890	1,037.0	(147.0)	890	1,046.0	(156.0)	890	1,051.0	(253.0)	890	1,053.0	(253.0)
Piccowaxen	544	455.0	89.0	544	460.0	84.0	544	462.0	82.0	544	464.0	67.0	544	457.0	67.0
General Smallwood	659	577.0	82.0	659	589.0	70.0	659	594.0	65.0	659	599.0	59.0	659	587.0	59.0
Milton M. Somers	802	989.0	(187.0)	802	1,004.0	(202.0)	802	1,010.0	(208.0)	802	1,015.0	(216.0)	802	1,007.0	(216.0)
Benjamin Stoddert	711	763.0	(52.0)	711	779.0	(68.0)	711	778.0	(67.0)	711	782.0	(123.0)	711	785.0	(123.0)
New Middle #9	N/A	N/A	---	N/A	N/A	---	940	N/A	940.0	940	N/A	940.0	940	N/A	940.0
TOTAL MIDDLE	6,220	6,407.0	(187.0)	6,220	6,511.0	(291.0)	7,160	6,546.0	614.0	7,160	6,582.0	198.0	7,160	6,565.0	198.0
HIGH															
Henry E. Lackey	1,539	1,104.0	435.0	1,539	1,112.0	427.0	1,539	1,131.0	408.0	1,539	1,131.0	85.0	1,539	1,231.0	85.0
La Plata	1,162	1,338.0	(176.0)	1,162	1,347.0	(185.0)	1,162	1,358.0	(196.0)	1,162	1,358.0	(488.0)	1,162	1,400.0	(488.0)
Maurice J. McDonough	1,200	925.0	275.0	1,200	933.0	267.0	1,200	942.0	258.0	1,200	941.0	48.0	1,200	1,008.0	48.0
North Point	1,600	2,036.0	(436.0)	1,600	2,048.0	(448.0)	1,600	2,060.0	(460.0)	1,600	2,057.0	(792.0)	1,600	2,095.0	(792.0)
St.Charles	1,511	1,499.0	12.0	1,511	1,513.0	(2.0)	1,511	1,522.0	(11.0)	1,511	1,519.0	(8.0)	1,511	1,535.0	(24.0)
Thomas Stone	1,513	1,214.0	299.0	1,513	1,215.0	298.0	1,513	1,207.0	306.0	1,513	1,204.0	(124.0)	1,513	1,240.0	(124.0)
Westlake	1,203	1,432.0	(229.0)	1,203	1,442.0	(239.0)	1,203	1,454.0	(251.0)	1,203	1,449.0	(579.0)	1,203	1,509.0	(579.0)
TOTAL HIGH	9,728	9,548.0	180.0	9,728	9,610.0	118.0	9,728	9,674.0	54.0	9,728	9,659.0	(250.0)	9,728	10,018.0	(250.0)
Stethem Educational Center	396	70.0	326.0	396	70.0	326.0	396	70.0	326.0	396	70.0	326	396	70.0	326
		70.0			70.0			70.0			70.0			70.0	
GRAND TOTAL *	**27,741**	**28,079.5**	**(338.5)**	**28,507**	**28,241.5**	**265.5**	**29,447**	**28,378.5**	**1,068.5**	**29,447**	**28,501.5**	**945.5**	**29,447**	**28,668.5**	**778.5**

*** Equivalent Count (Including Pre-K Equiv.)**

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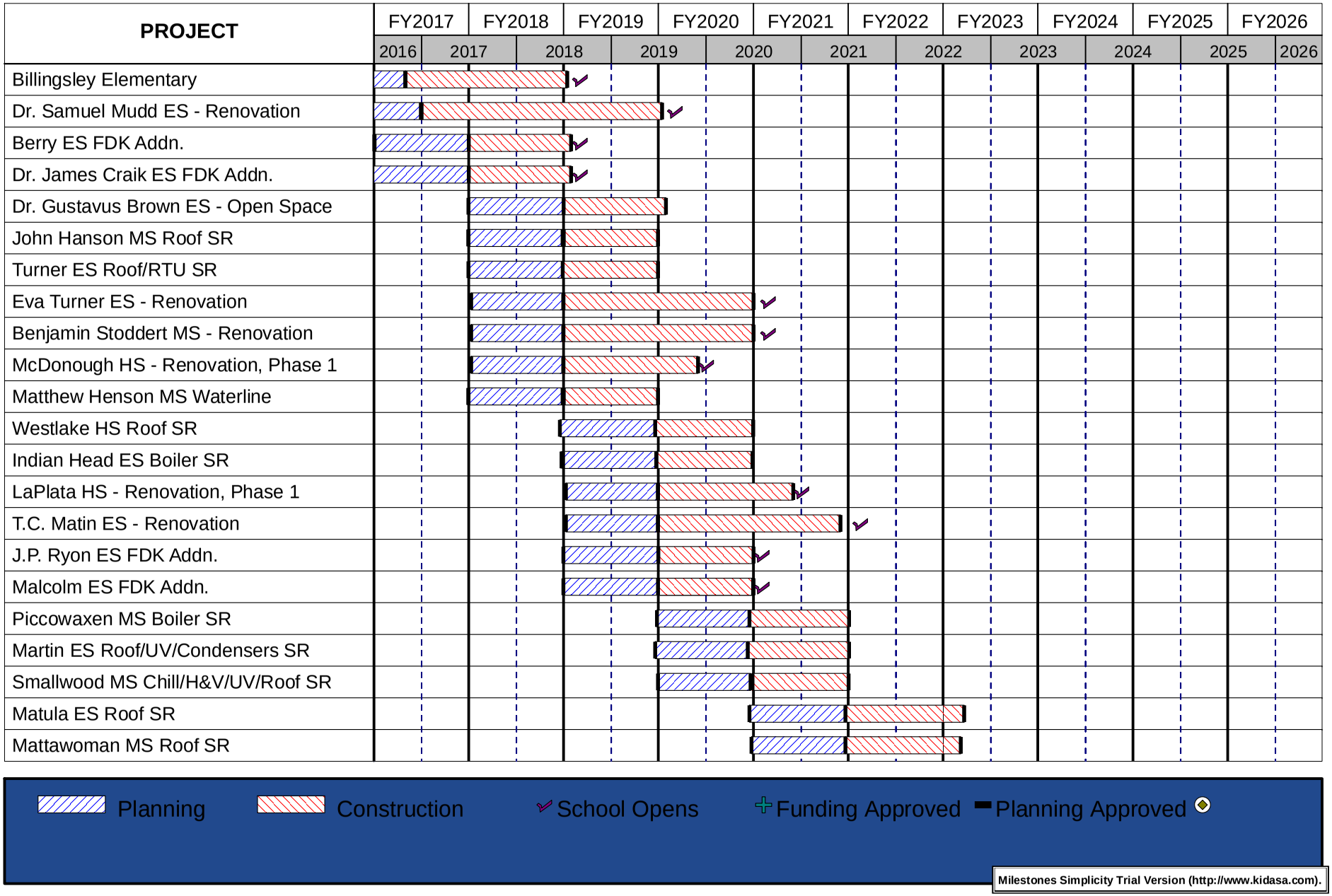
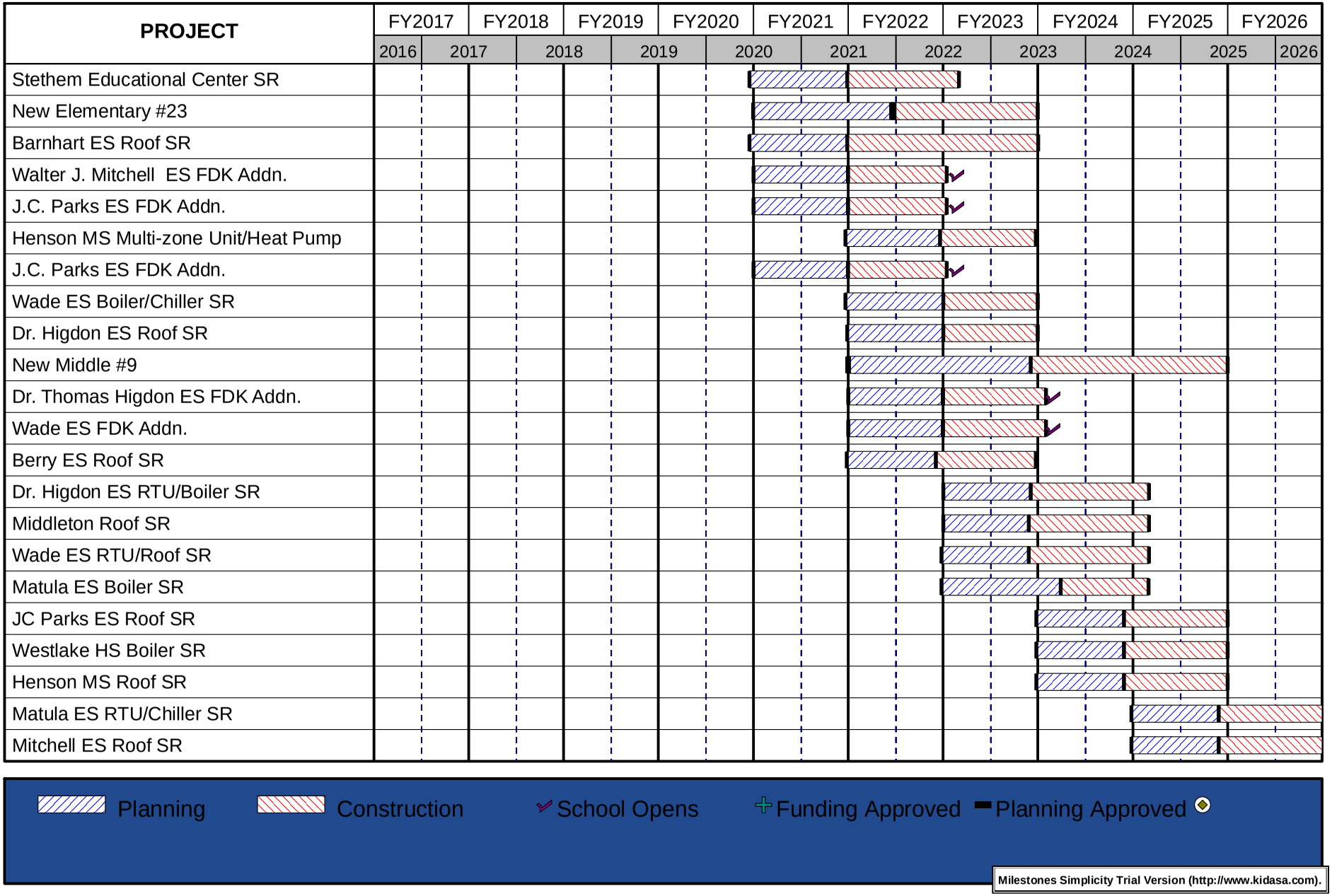
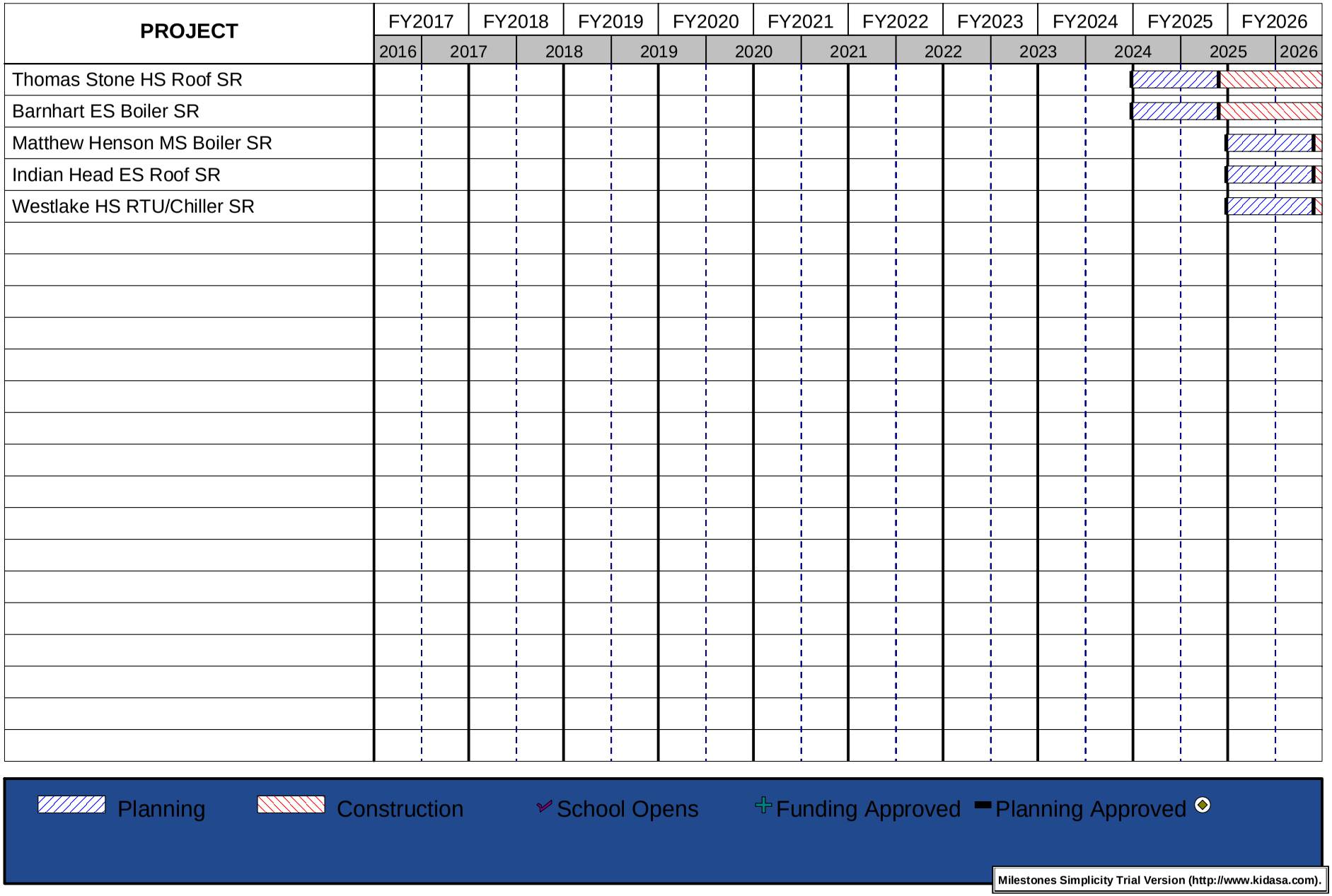
Project Schedule
Charles County Public Schools
FY2018 Educational Facilities Master Plan



Project Schedule
Charles County Public Schools
FY2018 Educational Facilities Master Plan



Project Schedule
Charles County Public Schools
FY2018 Educational Facilities Master Plan



SYSTEMIC RENOVATIONS

In addition to major renovations and additions, the existing school buildings in Charles County have other needs that must be addressed. These needs are usually addressed as systemic renovations funded through the IAC and/or as Capital Maintenance projects with local capital or operating budget funding. A list of proposed projects for the next ten fiscal years that is consistent with the Charles County Public Schools "*Comprehensive Maintenance Plan*" was developed and is included here for completeness of our facilities needs. The projects potentially eligible for IAC funding are summarized on IAC/PSCP Form 101.3. The Key is as follows: Roof-Top-Unit (RTU), Unit Ventilator (UV), Heating & Ventilation Unit (H&V), Air Handler Unit (AHU), and Variable Air Volume Unit (VAV).
* Local funds only.
** Project will be encompassed into the renovation project if Planning approvals are received in FY 2018.

SYSTEMIC RENOVATION PROJECTS

FY 2017

Benjamin Stoddert Middle	RTU/Boiler Replacement
Gale Bailey Elem. Site Improvements*	Asphalt/Concrete/Site
Elementary Playground Upgrades (Various Schools)*	Play Equipment & Site Upgrades

FY 2018

John Hanson Middle	Roof Replacement
Eva Turner Elementary**	Roof /RTU Replacement
Site Improvements (Various Schools)*	Asphalt/Concrete/Site
Elementary Playground Upgrades (Various Schools)*	Play Equipment & Site Upgrades

FY 2019

Westlake High	Roof Replacement
Indian Head Elementary	Boiler Replacement
Dr. Gustavus Brown Elementary	Open Space Enclosure
Matthew Henson Middle	Waterline Extension
Site Improvements (Various Schools)*	Asphalt/Concrete/Site
Elementary Playground Upgrades (Various Schools)*	Play Equipment & Site Upgrades

FY 2020

Piccowaxen Middle	Boiler Replacement
T. C. Martin Elementary	Roof/UV Replacement
General Smallwood Middle	Chiller/UV/Roof Replacement

SYSTEMIC RENOVATION PROJECTS (Continued)

FY 2021

Mary Matula Elementary	Roof Replacement
Mattawoman Middle	Roof Replacement
Stethem Educational Center	Boilers/RTU/AHU/ Roof Replacement
C. Paul Barnhart Elementary	Roof Replacement

FY 2022

Matthew Henson Middle	Multi-Zone/Heat Pump Replace.
William B. Wade Elementary	Boiler/Chiller Replacement
Dr. Thomas Higdon Elementary	Roof Replacement
Berry Elementary	Roof Replacement

FY 2023

Dr. Thomas Higdon Elementary	RTU/Boiler Replacement
Arthur Middleton Elementary	Roof Replacement
William B. Wade Elementary	RTU/Roof Replacement
Mary Matula Elementary	Boiler Replacement

FY 2024

J.C. Parks Elementary	Roof Replacement
Westlake High	Boiler Replacement
Matthew Henson Middle	Roof Replacement

FY 2025

Mary Matula Elementary	RTU Replacement
Walter J. Mitchell Elementary	Roof Replacement
Thomas Stone High	Roof Replacement
C. Paul Barnhart Elementary	Boiler Replacement

FY 2026

Matthew Henson Middle	Boiler Replacement
Indian Head Elementary	Roof Replacement
Westlake High	RTU/Chiller Replacement

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